

# Critical Reading



I watched the first one-day wearing **this shirt**, and India **won**.

I watched the second one-day wearing that shirt, and India lost.

I watched the third one-day wearing **this shirt**, and India **won**.

I watched the fourth one-day wearing **this shirt**, and India **won**.

I watched the fifth one-day wearing that shirt, and India lost.

I watched the first one-day wearing **this shirt**, and India **won**.

I watched the second one-day wearing that shirt, and India lost.

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I watched the fourth one-day wearing **this shirt**, and India **won**.

I watched the fifth one-day wearing that shirt, and India lost.

**So whenever I watch one-day match wearing this shirt, India wins.**

The assumption: the relationship between wearing the shirt and India winning the  
match

# **Task**

- One of our friends wants to subscribe to an impartial newspaper.
- S/he has some news clippings to check their impartiality.
- S/he sought our help in deciding the impartiality by sharing one clipping.
- Let us read the clipping and help him/her!



## **What a waste of public money!**

*Over 500 crores spent on a flyover could save only 5 minutes for commuters: Our research reveals.*

Unknown City: The Chief Minister recently inaugurated a flyover bridge for the commuters. The government spent over 500 crores for building the flyover for saving a lot of time for the commuters travelling from SOMEWHERE to NOWHERE in the city. The builder expeditiously completed the project in just two years. Our media house conducted robust research on the timings before and after the bridge was constructed, and found an interesting breakthrough. The flyover could only save 5 minutes for the commuters shuttling from SOMEWHERE to NOWHERE when we compared with the duration it took before the bridge was constructed. Prior to the construction of the bridge, commuters took about 50 minutes to reach NOWHERE in the peak hours on working days. Now, after the opening of the flyover, it is taking around 45 minutes to reach NOWHERE in the peak hours on working days. What a waste of public money for 5 minutes!

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# Questions

- What a waste of public money!
  - Are we presented a conclusion? Or facts to arrive at a conclusion?
- Could save only 5 minutes for commuters.
  - How reasonable is the conclusion? Which factors have been ignored in arriving at this conclusion? Value of time? Amount of traffic?
- Conducted robust research.
  - Who can conclude whether the research is robust or not: the reader or the researcher? What more information would the reader expect to evaluate the robustness of the research?
- Interesting breakthrough.
  - Can we call it breakthrough research? What can be breakthrough research?

# Questions

Press **Esc** to exit full screen

- Based on this clipping, do you think the media house is pro-government or ante-government organization?
- What factors made you to arrive at the conclusion?
- Are we objective in arriving at the conclusion? Are we bringing our personal opinions on the government to decide the impartiality of the newspaper?
- Now, do you recommend our friend to subscribe or not? What explanation do you have for your recommendation?

## **Text 2: (First Reading)**

Read the following passage, which was at an exhibition at the Australia Museum in Sydney. The text is about the arrival of white colonial settlers in Australia and its consequences for the indigenous population.

Make notes about **how the passage represents the Warlpiri people and the events occurred.**



When Europeans arrived, the way-of-life of the Warlpiri people was changed.

The best land was taken over by Europeans for cattle and sheep and the Aborigines had only the desert land to live in.

In 1928, a severe drought forced Warlpiri people from the desert. Some tried to get food and water on the better land and fights broke out. A large group of Warlpiri people were killed by Europeans. The Warlpiri refer to this as the Killing Time.

Those people who remained became dependent upon European society and were resettled at government-controlled townships like Warrabri and Yuendumu. There, many people were alienated from their own country, their dreaming and their spiritual guardians.

(cited in Ferguson et al., 1995, p. 7)

## Thoughts about the text

- What are your thoughts about how the passage represented the Warlpiri people and the events occurred?
- The text appears to represent the Warlpiri point of view.
- Most of you might have thought that it was the destiny of the Warlpiri people.

### **(Second Reading)**

Now look at the passage for a second time, paying particular attention to the **verbs** used to represent past events or processes. These have been highlighted.

Make a note of whether each verb form is **active** or **passive**, who is the **agent** and who is '**acted on**' by the action represented by the verb in each case.

Make a note of whether this closer look has altered your interpretation of the passage.

When Europeans **arrived**, the way-of-life of the Warlpiri people **was changed**.

The best land was taken over by Europeans for cattle and sheep and the Aborigines **had** only the desert land to live in.

In 1928, a severe drought **forced** Warlpiri people from the desert. Some **tried to get** food and water on the better land and fights **broke out**. A large group of Warlpiri people **were killed** by Europeans. The Warlpiri **refer to** this as the Killing Time.

Those people who remained **became** dependent upon European society and **were resettled** at government-controlled townships like Warrabri and Yuendumu. There, many people **were alienated** from their own country, their dreaming and their spiritual guardians.

## Questions

- How many of you think that it is the fate of the Warlpiri people that resulted in their hardships?
- How many of you think that it is their aggressive attitude to Europeans that resulted in their difficult life?
- How many of you think that it is the Europeans who ruined the life of the Warlpiri people?
- Are we objective in arriving at the conclusion? Are we bringing our colonial history in analyzing the text?
- Is there any change in the way you interpreted the text in the second reading?

### **(Reading of an altered version)**

Now look at the altered passage. Focus on the actions, their agents and consequences. Examine **how the passage represents the Warlpiri people and the events occurred.**

## Version 1

When Europeans arrived, the way-of-life of the Warlpiri people was changed.

The best land **was taken over** by Europeans for cattle and sheep and the Aborigines **had** only the desert land to live in.

In 1928, a severe drought **forced** Warlpiri people from the desert. Some **tried to get** food and water on the better land and fights **broke out**. A large group of Warlpiri people **were killed** by Europeans. The Warlpiri **refer to** this as the Killing Time.

Those people who remained **became** dependent upon European society and **were resettled** at government-controlled townships like Warrabri and Yuendumu. There, many people **were alienated** from their own country, their dreaming and their spiritual guardians.

## Version 2

When Europeans **arrived** in Australia, they ruined the life of Warlpiri people.

Europeans **took over** the best land for cattle and sheep and **left** only the desert land to the Aborigines to live in.

In 1928, a severe drought **forced** Warlpiri people from the desert. Some **tried to get** food and water on the better land. They **had to fight** Europeans for food and water. Europeans **killed** a large group of Warlpiri people. The Warlpiri **refer** to this as the Killing Time.

Those people who survived **had to depend** on European society for resettlements at government-controlled townships like Warrabri and Yuendumu. There, many people **felt alienated** from their own country, their dreaming and their spiritual guardians.

# Critical thinking

## **Critical thinking includes:**

1. Identifying other people's positions, conclusions and arguments;
2. Evaluating the evidence for alternative points of view;
3. Weighing up opposing arguments and evidence fairly;
4. Being able to read between the lines, and identifying false or unfair assumptions;
5. Recognising techniques used to make certain positions more appealing than others, such as false logic and persuasive devices;
6. Drawing conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
7. Reflecting on issues in a structured way, bringing logical insight to bear;
8. Presenting a point of view in a structured, clear, well-reasoned way that convinces others.

**Stella Cottrell (2005)**

