

UNIT 2

CREATIVE THINKING



LEARNING OUTCOMES:

- Infer connections between statements and examples
- List details in notes
- Recognize the meaning of we, us, and our
- Use the simple past
- Use visual to support writing
- Write a complete paragraph

Vocabulary

academic	original
create	measure
focus on	solve
fact	encourage
logical	prove

INFERENCE

Inferring connections between statements and examples (p. 32)

- An inference is an *educated guess* about something that is *not directly stated* in a text.
- Writers often use *examples* to help readers understand *a general statement*.
- Sometimes readers need to *infer* the *connection between a general statement and an example* in a text.

Inferring connections between statements and examples (p. 32)

Examples:

General statement: Creative thinking is putting different ideas together in new ways. (paragraph 6)

Example: It's [the room is] the size of a racquetball court. (paragraph 7)

- After reading the text closely, we can *infer its connection with the general statement*, and we get a better understanding of what creative thinking is.

NOTE TAKING

Listing details in notes (p. 35)

- Listing can help you *group ideas into logical categories* as you read.
- Lists can help you remember groups of *related ideas* and *examples* in a text.

Listing details in notes (p. 35)

- As you reads, *find ideas* that fit into each list.
(Do not make complete sentences/ Do not worry about grammar)
- Write *short phrases* or *words*.

READING

Recognizing the meaning of *we*, *us*, and *our* (p. 37)

- Author's sometimes us *we*, *us*, and *our* to refer to “me, the author, and you, the reader,” instead of saying “people (in general).”

Recognizing the meaning of we, us, and our (p. 37)

- Using we, us, and our suggests that *the author and reader are similar / they are part of the same community*.
- It tells the reader: “This is about you and me, not just other people.”

Recognizing the meaning of we, us, and our (p. 37)

we, us, or our statement	What it means
<p><u>We</u> need math skills to make sure we don't spend more money than <u>we</u> have, for example.</p>	<p>The author and the reader are similar. Both need to be careful of money.</p>
<p><u>Our</u> schools need to prepare...Teaching creative thinking to <u>our</u> students...that helps the rest of <u>us</u>.</p>	<p>The author and the reader are both in communities where schools need to teach creativity.</p>

Recognizing the meaning of we, us, and our (p. 37)

we, us, or our statement	What it means
But <u>we</u> also need them to make dinner.	The author and the reader both benefit from everyday creativity.

GRAMMAR

Simple past (p. 43)

1. When we talk about things that *started and finished* in the past, we use the *simple past*.

I *failed* math last year.
I *went* to extra study sessions.

Simple past (p. 43)

2. To form the simple past for *regular* verbs, add *-ed* to the base form of the verb.

If the verb ends in *-e*, add only *-d*.

If the verb ends in a consonant + *y*, change the *y* to *i* and then add *-ed*.

Base form
help

Simple past
help*ed*

live

live*d*

study

studie*d*

Simple past (p. 43)

3. Many verbs have *irregular* past forms. Here are some of these irregular verbs.

Base form

be

Simple past

was/were

do

did

go

went

say

said

think

thought

Simple past (p. 43)

4. In negative statements, use: *didn't (did not)* + base form of the verb, except with the verb *be*.

Base form
need

be

Simple past
didn't need

*wasn't/
weren't*

REVISE

Using visuals to support writing (p. 48)

- *Visuals* like pictures or charts can be useful.
- As you revise, use your *creative skills* to think of visuals to include that will *help you to communicate better* with your readers.

FINAL WRITING TASK

A complete paragraph (pp. 46-50)

1. *Prepare to write:*
Charting a writing
prompt

2. *Write:* Write
a complete
paragraph
(topic sentence, supporting
sentences, conclusion)

A descriptive paragraph (pp. 20-24)

3. *Revise*: Using
visuals to support
writing

4. *Edit*: Writing the
final draft

REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

IMAGE SOURCE

- https://fr.freepik.com/vecteurs-libre/notebook-accessoires-design-plat_898394.htm