

# 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)

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

## 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

stud*ied*

## 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](https://fr.freepik.com/vecteurs-libre/notebook-accessoires-design-plat_898394.htm)