



CREATIVE Thinking

1 FOCUS ON THE TOPIC

1. What are the students learning in this class?
2. How will the teacher decide their grades?
3. What is the difference between this class and other classes like Math or English?

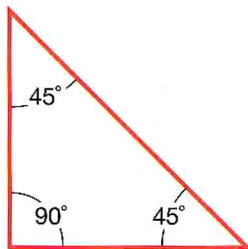
GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.

VOCABULARY

- 1 Read the list of sample test questions and the list of academic subjects. Match each question with the appropriate subject. Pay attention to the boldfaced words.

Sample Test Questions

- ___ 1. **Create** a 3D model of an Egyptian pyramid.
- ___ 2. Write a one-page essay about the 1920s in the United States. **Focus on** one of the following areas in your essay: government, fashion, technology.
- ___ 3. Is the following a **fact** or an opinion? World War II ended in 1945.
- ___ 4. If $x=7$ and $y=z$, it is **logical** to say:
 a. $7+y = z+7$
 b. $x=y$
 c. $x+y=z$
- ___ 5. Write an **original** poem about happiness.
- ___ 6. How tall are you? **Measure** your height and give your answer in feet / inches.
- ___ 7. **Solve** the following problem for x :
 $5(-3x - 2) - (x - 3) = -4(4x + 5) + 13$
- ___ 8. Your soccer team lost the first three games. What can you say to yourself and your team to **encourage** them to play better?
- ___ 9. **Prove** that two sides of the triangle below are equal:



Academic Subjects

- a. Physical Education (sports)
 b. History
 c. Math or Geometry
 d. English

2 Look back at the boldfaced words in the Sample Test Questions on the previous page. Then match the words on the left with the definitions on the right.

- | | |
|----------------------------------|--|
| <u>f</u> 1. focus on (something) | a. making sense |
| ___ 2. logical | b. to make (something) |
| ___ 3. fact | c. not copied; one of a kind |
| ___ 4. measure (something) | d. to find the answer to (something) |
| ___ 5. prove (something) | e. to show that (something) is true |
| ___ 6. original | f. to pay very close attention to (something) |
| ___ 7. encourage (someone) | g. a statement that is true |
| ___ 8. create (something) | h. to find out the size (of something) |
| ___ 9. solve (something) | i. to say and do things to help (someone) do well |

 [GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.](#)

PREVIEW

You are going to read a magazine article about teaching creative thinking. From your experience, do schools teach creative thinking? In which classes are students most likely to learn creative thinking skills? Check (✓) the appropriate classes.

- Math class
- Art class
- History class
- Science class
- English class

Now read the article.

CAN WE TEACH CREATIVE THINKING IN SCHOOLS?

By Martha Maddux

Steve Jobs created the iPod.

Lady Gaga writes hit songs.

Mom made a delicious dinner with the food she found in the refrigerator.

Uncle Fred fixed our broken car with a can opener.



Lady Gaga

- 1 These creative people all did important things. Some people were famous and they changed history; others were not well known and they only helped one family for a day.
- 2 None of the people on the list finished college. Many of the world's most creative thinkers learned their creative skills *outside* of school.
- 3 Creative thinking is a very important skill. It helps us make new things. It also helps us solve everyday problems that don't have one easy answer. Yet traditional schools often don't **encourage** creative thinking. Many teachers don't know how to teach it or **measure** it.
- 4 Schools like to **prove** that students are learning. So they usually **focus on** teaching **logical** thinking and **facts**, which are easy to measure.
- 5 In contrast, creative thinking results in **original** answers—new answers that others don't usually think of. $2 + 2 = 4$ if you are counting houses or apples. But if a student is counting 2 hungry foxes¹ + 2 fat chickens, then $2+2 = 2$ happy foxes.
- 6 Most people think creative thinking is difficult to understand. They think it is hard to teach. They think they can't measure or grade it. But it is not so complicated. Creative thinking is putting different ideas together in new ways.
- 7 Some skilled teachers teach creative thinking all the time, in addition to teaching facts. They might teach students to measure the size of a room and also have them describe the size of a room ("It's the size of a racquetball court"; Or "It's big enough for a salsa band to practice"). They might teach facts about history and also have students discuss possible meanings of a painting from that time ("The red colors seem angry, and that is how people were feeling during that revolution"). They might even tell students to create stories about when $2+2$ does not equal 4!
- 8 Measuring creative thinking is not easy, but it is possible. There is no one right or wrong answer to a creative thinking question. How can a teacher (or a computer!) know if " $2+2 = 2$ " is a creative answer about foxes and

$2 + 2 = \underline{\quad}$ <input type="radio"/> 0 <input type="radio"/> 2 <input checked="" type="radio"/> 4 <input type="radio"/> 8	Mahatma Ghandi . . . <input type="radio"/> was an English politician. <input checked="" type="radio"/> led India to independence. <input type="radio"/> is the current president of India.	Yesterday, Youssef _____ his first year at university. <input checked="" type="radio"/> began <input type="radio"/> begin <input type="radio"/> have begun <input type="radio"/> begun
--	---	--

Examples of traditional test questions that have right and wrong answers.

¹ fox: a wild animal, similar to a dog

chickens, or if it is simply a wrong answer? Teachers need to see students' reasons for their answers in order to measure creative thinking. The student with the creative answer to $2+2$ is putting math together with her knowledge from English class. She just read a novel about farming and learned about foxes and chickens. Another student might say " $2+2 = 2$ because I like the number two!" That is not creative thinking.

- 9 Can schools teach creative thinking? Absolutely! And they *must*! Teaching **logical** thinking and facts is still important. We need

math skills to make sure we don't spend more money than we have, for example. But many other questions in life do not have clear right and wrong answers. For example, how do you feed a family healthy food with only a small amount of money? Our schools need to prepare students for those tasks as well. Teaching creative thinking to our students helps them to **solve** more problems, and that helps the rest of us. The world needs creative thinkers to create the next iPod. But we also need them to make dinner.

MAIN IDEAS

- 1 Look again at the Preview on page 29. How did your answers help you understand the article?
- 2 Check (✓) the statement that best describes the main idea of the article.
 - ___ a. You need to leave school to learn creative thinking skills.
 - ___ b. Math teachers need to teach more creative thinking because sometimes math has many interesting answers.
 - ___ c. Schools can and must teach creative skills because the world needs creative thinkers.
 - ___ d. Creative people should become teachers so that we can have more creative teaching in our schools.

DETAILS

Cross out the incorrect ending to each statement.

1. Creative skills are important because _____.
 - a. they help us make new things
 - b. they help us solve everyday problems
 - c. they help us learn math better
2. Schools often don't teach creative thinking because _____.
 - a. students don't want to learn creative thinking
 - b. teachers don't know how to teach it
 - c. creative thinking is difficult to measure
3. Creative thinking _____.
 - a. is impossible to understand
 - b. is putting ideas together in new ways
 - c. results in original answers
4. Creative thinking questions _____.
 - a. usually have one correct answer
 - b. have many possible answers
 - c. ask you to put information together in new ways

MAKE INFERENCES

INFERRING CONNECTIONS BETWEEN GENERAL STATEMENTS AND EXAMPLES

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

Look at the general statement and example and read the explanation.

- **General statement:** Creative thinking is putting different ideas together in new ways.
- **Example:** It's [the room is] the size of a racquetball court. (*paragraph 7*)

In this example of creative thinking, the student puts different ideas together in new ways: He describes the size of a room by putting together his knowledge of math and sports.

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

Look at each example of creative thinking from the text and answer the question. Choose subjects from the box.

Art	English	History	Music
Business	Health	Math	Science

EXAMPLE OF CREATIVE THINKING	WHAT SUBJECT KNOWLEDGE DOES THE STUDENT PUT TOGETHER?
1. It's [the room is] big enough for a salsa band to practice. (<i>paragraph 7</i>)	
2. The red colors seem angry, and that is how people were feeling during that revolution. (<i>paragraph 7</i>)	
3. Trying to feed a family healthy food with only a small amount of money. (<i>paragraph 9</i>)	

Now discuss your answers with a partner.

EXPRESS OPINIONS

Discuss the questions below with a partner. Give your opinions. Then share your answers with the class.

- The article states that most schools focus on teaching logical thinking and facts, not creative thinking. Was this true in your school? Give examples of things you did in school. Did you learn logical or creative thinking?
- Do you agree that it is important to teach creative thinking in schools? Which of the author's reasons do you agree or disagree with? What other reasons do you have for your opinion?

READ

- 1 Look at the boldfaced words and phrases in the reading and think about these questions.
 1. Which words or phrases do you know the meanings of?
 2. Can you use any of the words or phrases in a sentence?
- 2 Now read the page from a “Skills for success in college” website.

🌐
⏪ ⏩ ✖


Tips for Success in College: How to Be Creative

- 1 As you begin college, you will receive lots of advice about how to be a good student; for example, always attend your classes, be organized, and get to know your teachers. This is all great advice, and it will certainly help you to succeed in your classes. But there is another kind of advice that is less common: advice to help you *use* what you learn in your classes to make something new and original!
- 2 The following tips may be the most important ones that you get: Tips on how to be creative.

Be curious

- 3 This is the most important tip, and there are so many ways to do it: If you walk the same way to school every day, take another path. List three classes that you don't know anything about at your school. Then take one. When your roommate invites you to a cricket match, say “YES!” Even if you don't know anything about cricket, go and learn about it.

Being **curious** helps us learn new things. The more things we know about, the more possibilities we have for combining information in original ways. One common definition of creative thinking is **combining** information in new ways.



A cricket match



Take risks

- 4 Many of us are afraid of **taking risks** because we are afraid of making mistakes. This fear may come from parents or others who say, for example: "You are not very good at singing—you should keep quiet" or "I'm afraid you'll do it wrong." Stop listening to those people. Never fear making mistakes. Try out your Spanish with a native speaker! Write a song, even if you are not sure how to do it. Learn a new sport. Thomas Edison's first light bulbs didn't work. They were mistakes, but each one gave him the information he needed to create a light bulb that worked. Creative people take risks, but you won't take risks if you are afraid of making mistakes.

Whatever you create, make a lot of it

- 5 Write lots of stories. Draw lots of pictures. Build lots of models. A **study** compared work from two college ceramics classes. One teacher told students, "make as many **pieces** as you can." The other teacher told students, "make the best piece you can." You can guess where the best work was—in the class where students made lots of pieces.



A ceramics class

COMPREHENSION

Complete the sentence by checking (✓) all possible endings.

In order to be creative you should:

- a. Follow the tips on the website.
- b. Stop going to your regular classes.
- c. Learn about many different subjects.
- d. Learn from mistakes.
- e. Be very careful in everything you do.
- f. Focus on one long project at a time.

READING SKILL

- 1 Read paragraph 3 of Reading Two again. The title of that paragraph is “Be curious.” How many examples of specific ways to be curious can you find in that paragraph? Underline them.

RECOGNIZING EXAMPLES

Examples help readers understand the general idea in a text. Usually in English, the writer gives the general idea (statement) first, then the specific examples. Sometimes the writer introduces examples with the words *for example*.

General statement:

- Be curious.

Specific examples:

- If you walk the same way to school every day, take another path.
- List three classes you know nothing about at your school. Then take one.
- When your roommate invites you to a cricket match, say “YES!”

- 2 Read paragraphs 4 and 5 of Reading Two again. Each paragraph has a general statement and several examples. Write them in this e-chart.

Paragraph 4

general statement

example 1

example 2

example 3

Paragraph 5

general statement

example 1

example 2

example 3

Now discuss these questions with a partner.

1. How many examples are in each paragraph?
2. Do they help you understand the general statement?

CONNECT THE READINGS

STEP 1: Organize

Look at Reading One (R1) and Reading Two (R2) again. Choose phrases from the list to complete the chart. The example answer is the only one that uses a phrase twice.

- take risks
- whatever you create, make a lot of it
- logical thinking and facts
- helps us make new things [and] solve everyday problems that don't have one easy answer
- college students
- be curious
- schools
- ~~teach creative thinking~~
- ~~combining ideas in new ways~~
- help you use what you learn in your classes to make something new and original

	READING ONE (R1)	READING TWO (R2)
1. Definition of creative thinking	<i>combining ideas in new ways</i>	<i>combining ideas in new ways</i>
2. Opposite of creative thinking		
3. Why is creative thinking important?		
4. Who or what needs to change?		
5. What should they do?	<i>teach creative thinking</i>	a. _____ b. _____ c. _____

STEP 2: Synthesize

Use ideas from the chart above, as well as your own ideas, to complete the conversation between Kristin and Joshua, two engineering students.

JOSHUA: My design class is making me crazy. I think I'm going to drop it.

KRISTIN: But you are an engineering major! You have to take design.

JOSHUA: I know. But I don't understand what Professor Sousa wants me to do. I'm getting lots of Cs.

(continued on next page)

KRISTIN: Professor Sousa’s class was also hard for me at first. He teaches some logical thinking and facts, but he also wants you to learn creative thinking.

JOSHUA: But I am not an artist!

KRISTIN: Creative thinking is important in *all* subjects, not just art. We need to learn creative thinking because _____
_____.

JOSHUA: But I don’t have time to learn creative thinking! We have to make 25 drawings every day!

KRISTIN: That is a perfect example of one “how to be creative” tip! To become more creative, you should: _____. I think Professor Sousa knows this.

He doesn’t give you bad grades for *bad* drawings. He gives you bad grades for *not enough* drawings.

JOSHUA: Really? So if I just make lots drawings, I am becoming more creative and getting better grades?

KRISTIN: Exactly. Another tip for becoming more creative is: _____. For example, _____.

JOSHUA: I see. This is helpful. What else did you learn?

KRISTIN: The last tip is: _____. For example, _____.

JOSHUA: I think I am beginning to understand. Thank you, Kris.

 **GO TO** MyEnglishLab **TO CHECK WHAT YOU LEARNED.**

3 FOCUS ON WRITING

VOCABULARY

REVIEW

Complete the sentences with the correct words or phrases from the box.

combining	fact	original	study
create	focus on	pieces	take a risk
curious	logical	prove	
encourage	measure	solve	

1. My favorite class is History and Literature of the American Revolution. Combining English and History in one class is a great idea!
2. Tell me more about your life. I am _____.
3. I know you think you are a terrible dancer. _____ and sign up for the class anyway!
4. Being bored can help you be more creative. That is what a recent _____ at the University of Central Lancashire found.
5. Each art student painted six _____ for the final.
6. Michelle hates numbers, but she became a math teacher? That's not _____.
7. You may not like online education, but it is a _____ that more students are taking classes online every year.
8. Steve just made a CD of 14 _____ songs. He is a great songwriter!
9. My roommate is not doing well in his classes. We need to _____ him to do better.
10. For Creative Writing class, I have to _____ a blog. I will put my writing there, and other students can comment on it.
11. My advisor tells me I have to _____ one major. But I can't decide. I love studying all different things!

(continued on next page)

12. Our baseball team got new shoes, but they were the wrong sizes. The coach forgot to _____ our feet before he ordered them!
13. I need to take the English entrance test tomorrow. If I _____ I can write an essay, I don't have to take English 1A.
14. Ben, can you help me _____ this problem? I can't get the computer to work with the projector.

EXPAND

1 Read the sentences on the left, paying attention to the boldfaced expressions. Then match the sentences on the left with the sentences that have similar meanings on the right.

- | | |
|---|---|
| _____ 1. I solved the problem . | a. This was always true, but I only just understood it. |
| _____ 2. I had an idea . | b. I knew this, but I forgot until now. |
| _____ 3. I realized Pam was an artist. | c. First, it was difficult, but then I found an answer that worked. |
| _____ 4. I remembered Pam was an artist. | d. I thought of something new. |
| _____ 5. That film made me think of Pam. | e. I saw it and I thought of her. |

2 Now complete each sentence with the appropriate boldfaced expression from the sentences above.

- I saw the beautiful weather yesterday morning. Then I _____. I called some friends, and we had a picnic at the beach.
- I didn't understand what that woman said to me at first. Then I _____ she was speaking Dutch, not English.
- I thought there was nothing in the house for lunch. Then I _____ I had bought a frozen pizza last week.
- I heard a new band called Japandroids today. They _____ you. I think you will like them.
- We lost our electricity on Christmas Day last year. At first, it was terrible! But we _____. We cooked dinner on the barbecue, and we used candles for light.

CREATE

Use the vocabulary and expressions in parentheses to complete the conversations between freshman students in the Student Lounge Discussion Area. For the last question, use new vocabulary from the unit. Your partner will try to answer your question.

STUDENT LOUNGE DISCUSSION AREA

Use this discussion area to get to know each other and to ask each other for advice about your classes.



Valencia Scott 4:45pm March 24, 2013

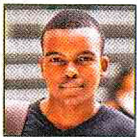
Hey everyone! Help! I am having trouble in ENG 145. We have to write research papers. I went to a high school for the arts. We wrote lots of poetry and stories, but this seems completely different. Any advice?



_____ (your name) 7:32pm March 24, 2013

(logical thinking / facts / studies)

Hi Valencia! Yes, ENG 145 essays are not very creative. I learned to write research papers in high school, though, so I understand them. Try to use _____.



Shakeam Clements 2:31am March 25, 2013

Is anyone having the same problem as me? I want to study art, but my counselor tells me I have to also study math and history. I am in college now, and I want to do what I want! Why do I need to take all these other classes that are not about art?



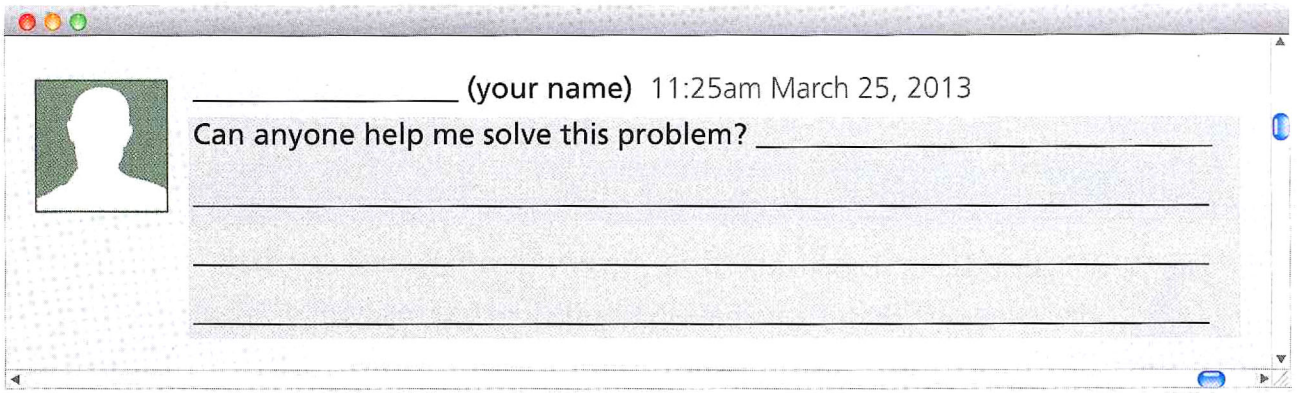
_____ (your name) 11:05am March 25, 2013

(focus on / curious / realize / combine)

Hey Shakeam: I used to ask the same question. Math and history are super important for artists, too!

Try to _____.

(continued on next page)



GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

- 1** Read the paragraph. Underline the verbs that tell about the past. Then answer the questions.

My mother helped me learn to keep working on problems. She always told me, "There are no mistakes, only lessons." In my first year of college, I failed math. I wanted to quit college. When she talked to me, I remembered all of the reasons for going to college. We looked at my math tests and homework together. She helped me see which things were most difficult for me. When I took math again, I went to extra study sessions. And I passed with a B+!

1. How is the simple past formed for most verbs (regular verbs)?
2. Which past tense verbs are irregular? What is the base form of each one of these verbs?

SIMPLE PAST TENSE

<p>1. When we talk about things that happened in the past, we use the simple past tense.</p>	<p>My mother helped me. I went to extra study sessions.</p>															
<p>2. To form the simple past tense for regular verbs, add -ed to the base form of the verb.</p> <p>If the verb ends in -e, add only -d.</p> <p>If the verb ends in a consonant + y, change the y to i and then add -ed.</p>	<table border="1"> <thead> <tr> <th>Base Form</th> <th>Simple Past</th> </tr> </thead> <tbody> <tr> <td>help</td> <td>helped</td> </tr> <tr> <td>talk</td> <td>talked</td> </tr> <tr> <td>live</td> <td>lived</td> </tr> <tr> <td>arrive</td> <td>arrived</td> </tr> <tr> <td>study</td> <td>studied</td> </tr> <tr> <td>try</td> <td>tried</td> </tr> </tbody> </table>	Base Form	Simple Past	help	helped	talk	talked	live	lived	arrive	arrived	study	studied	try	tried	
Base Form	Simple Past															
help	helped															
talk	talked															
live	lived															
arrive	arrived															
study	studied															
try	tried															

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

Base Form	Simple Past
be	was / were
begin	began
come	came
do	did
have	had
get	got
go	went
make	made
meet	met
say	said
take	took
think	thought
write	wrote
need	didn't need
go	didn't go
be	wasn't / weren't

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

2 Complete the student's blog about his first week at art school, using the simple past tense forms of the verbs in parentheses.

Andreas's Art Adventures

HOME

CONTACT

ABOUT ME

Hello everyone!

My dream _____ *came* _____ true! I am now a student at the University of Art and Design!
1. (come)

Classes _____ one week ago. I am sorry for the group email, but I am so busy!
2. (begin)

Here are a few highlights from my first week:

- I _____ my department head. He _____ at Disney for many years!
3. (meet) 4. (work)

(continued on next page)

He _____ that art school is a lot of hard work. (He
5. (say)

_____ right.)
6. (be)

• I _____ to my first
7. (go)

drawing class and _____
8. (practice)
drawing ellipses for one hour! I think I

_____ 500! I am getting
9. (make)

better, but my teacher says they are still not good enough.

• I _____ figure drawing homework for 15 hours on Sunday!
10. (do)

• I _____ my favorite artist (Andy Warhol) and
11. (research)

_____ a paper about him.
12. (write)

• I _____ of 25 ways to use a paperclip. (I don't know
13. (think)
why we _____ this, but I will find out this week.)
14. (do)

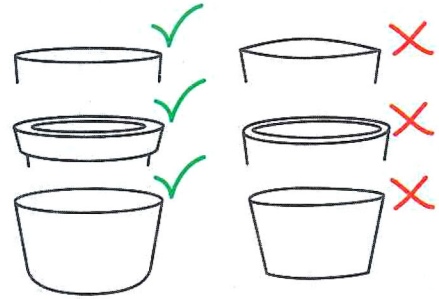
• I _____ a song and _____ it for my
15. (write) 16. (play)
English class.

(I _____ excited about this, but I _____ a risk!!)
17. (not / be) 18. (take)

• I _____ the names, dates, and artists of 25 Renaissance
19. (learn)
paintings.

• I _____ much!
20. (not / sleep)

Thank you all for your emails and messages! I will try to post again soon.
Andreas



ellipses

- 3 Read a page of Cory's application for college. Complete the sentences in the simple past tense. Choose the correct verb from the box. One verb will be used twice.

Application p. 1

Name: Cory Hansen

Date of birth: January 27, 1995

Schools and dates

Crocker Elementary School

September 2000–June 2006

Jerry Brown Middle School

September 2006–June 2009

Oakland Technical High School

September 2009–June 2013

De Anza Community College

January 2014–present

Last semester's classes and final grades

English A

Spanish A–

Biology B

Clubs

Boy Scouts of America 2007–2009

Oakland Tech Chess Club 2009–2012

Sports

Oakland Tech Varsity Football 2011–2013

attend	get	join	start
finish	go	play	

1. Cory finished high school in June 2013.
2. He (not) _____ to school from June 2013 until January 2014.
3. He _____ taking classes at De Anza Community College in January 2014.
4. He _____ an A in English
5. He (not) _____ an A in Biology.
6. He _____ the Boy Scouts of America in 2007.
7. He _____ Jerry Brown Middle School from 2006 until 2009.
8. He _____ varsity football for Oakland Tech from 2011 until 2013.

FINAL WRITING TASK

In this unit, you read about the differences between creative thinking and logical thinking. You also read some suggestions for how to be creative.

Now you are going to **write a paragraph about a time you (or someone you know) used creative thinking to solve a problem.** Introduce the story. Describe the problem. Tell how you (or someone else) used creative thinking (being curious, combining ideas, taking risks, making a lot of something) to solve it. Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Charting a Writing Prompt

Charting your writing prompt can help you make sure you answer all the parts of a question when you write. The chart below has one row for each part of the question you will answer in your paragraph.

1. Introduce the story	<i>Being curious helped me solve a big problem for my grandfather.</i>
2. Describe the problem	<i>My grandfather can't type emails or texts because he has very shaky hands.</i>
3. Tell how you (or someone else) used creative thinking (being curious, combining ideas, taking risks, making a lot of something) to solve it.	<i>I was curious about iPads because so many people love them. I found the VoiceText app. It made me think of my grandfather.</i>

Look at the chart and think about a time you or someone else used creative thinking to solve a problem. The problem might be a difficult assignment in school, or it might be an everyday problem. Complete the chart. Then discuss your answers with a partner.

1. Introduce the story	
2. Describe the problem	
3. Tell how you (or someone else) used creative thinking (being curious, combining ideas, taking risks, making a lot of something) to solve it.	

* For Alternative Writing Topics, see page 53. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit but may not target the same grammar or rhetorical structures taught in the unit.

WRITE: A Complete Paragraph

WRITING A COMPLETE PARAGRAPH

A complete paragraph has **three parts**: a topic sentence, supporting sentences, and a conclusion.

In this assignment, do the following in each part:

- **Topic sentence:** Introduce the topic and make a general statement. (This may be one or two sentences.)
- **Supporting sentences:** Explain the problem and the creative process you introduced in the topic sentence.
- **Conclusion:** Tell the end of the story, or make a final comment about the story.

1 Read the paragraph. Put brackets [] around the three parts of the paragraph.

Being curious helped me solve a big problem for my grandfather. He can't type emails or texts because he has very shaky hands. I was curious about iPads because so many people love them. I borrowed my friend's iPad and looked at all the games and other apps on the screen. I played a few games and learned about a few apps. But the best app was VoiceText. I touched it, I talked, then all of my words came on the screen. It was like someone else was typing my words! It made me think of my grandfather. He can't type, but he can talk! My cousins and I bought him an iPad with VoiceText, and now he can text or email us any time!

(continued on next page)

2 Each paragraph is missing one part. Circle the name of the part it is missing.

Paragraph 1

Last semester in English, I took a big risk and wrote a very creative essay about my grandmother. My teacher loved it and told me it was very creative. After that, I began to take more risks in my writing. Now I am a better writer, and I also enjoy it more.

What is missing?

- a. Topic sentence
- b. Supporting sentences
- c. Conclusion

Paragraph 2

My history teacher last semester used a very creative way to teach our class. During the first class, she got angry with students because they looked at their phones during class. For the second class, she asked who had Twitter accounts. Half of the class raised their hands. She put us in pairs so that each pair had a phone with a Twitter account. She told us to search for the hashtag #hist232 in Twitter. We did, and we found a history question from her! We discussed the question with our partners, then tweeted the answer with the hashtag #hist232. We looked at all our answers on the big screen at the front of the class. We had interesting conversations with each other on Twitter and in person.

What is missing?

- a. Topic sentence
- b. Supporting sentences
- c. Conclusion

- 3** Now write the first draft of your paragraph about a time you (or someone else) used creative thinking to solve a problem. Start with your topic sentence, explain the problem and the process, and then finish with a conclusion. Use the ideas in your chart on page 46 to help you write your paragraph.

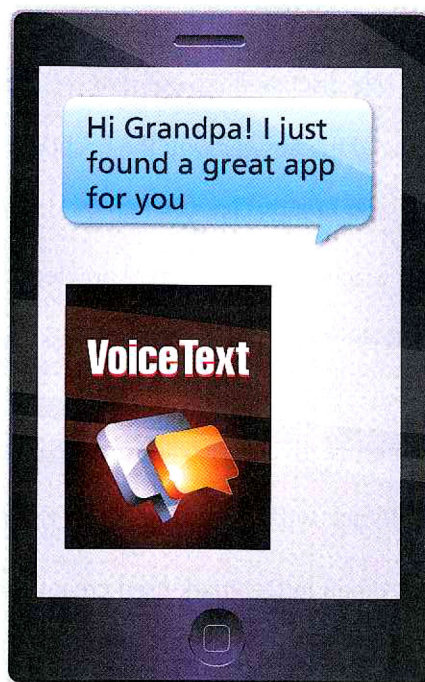
REVISE: Using Your Creative Skills

Sometimes words do not communicate the whole message in a piece of writing. **Visuals** like pictures or charts can be useful, too. As you revise, use your creative skills, like including visuals, to communicate better with your readers. Combine writing with another skill that you have. Take a risk!

- 1** Read the revisions of the paragraphs and finish the sentence below each one.

Paragraph 1

Being curious helped me solve a big problem for my grandfather. He can't type emails or texts because he has very shaky hands. I was curious about iPads because so many people love them. I borrowed my friend's iPad and looked at all the games and other apps on the screen. I played a few games and learned about a few apps. But the best app was VoiceText. I touched it, I talked, then all of my words came on the screen. It was like someone else was typing my words! It made me think of my grandfather. He can't type, but he can talk! My cousins and I bought him an iPad with VoiceText, and now he can text or email us any time!



The picture gives the reader more information about _____.

Paragraph 2

My history teacher last semester used a very creative way to teach our class. During the first class, she got angry with students because they looked at their phones during class. For the second class, she asked who had Twitter accounts. Half of the class raised their hands. She put us in pairs so that each pair had a phone with a Twitter account. She told us to search for the hashtag #hist232 in Twitter. We did, and we found a history question from her! We discussed the question with our partners, then tweeted the answer with the hashtag #hist232. We looked at all our answers on the big screen at the front of the class. We had interesting conversations with each other on Twitter and in person. This teacher combined her knowledge of history, Twitter, and young students to create that fun exercise. After that day, history was always fun, and the teacher didn't get angry anymore.



The picture gives the reader more information about _____.

2 Work with a partner. Read the paragraph. Then discuss the two questions.

A man in Denmark used creative thinking to get a job. Getting a job is often a big problem to solve. This man wrote his name and a short résumé in the snow in a parking lot. Then he lay down on the ground next to the résumé. The people in the office building looked out the window and saw him with his résumé. I think he took a big risk! Usually people dress very well for job interviews, and they make their résumés look very professional. I don't know if he got a job, but his idea was very original.

1. What will the reader be curious to know more about?
2. What can the writer add to give the reader more information?

- 3** Now go back to the first draft of your paragraph. What will your reader be curious to know more about? What can you add to give more information? Revise your paragraph and add something creative (like visuals) to help your reader understand your message.

 [GO TO MyEnglishLab](#) **FOR MORE SKILL PRACTICE.**

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your paragraph. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your paragraph to your teacher.

FINAL DRAFT CHECKLIST

- Does your paragraph tell about a time you or someone else used creative thinking?
- Does it have a topic sentence?
- Does it have supporting sentences that tell about the problem, and the creative thinking process?
- Does it have a conclusion that finishes the story or adds a comment to the story?
- Does it have a picture, chart, or other element that helps the reader understand the message better?
- Do you use past tense verbs correctly?
- Do you use new vocabulary that you learned in this unit?

UNIT PROJECT

Work in small groups. Create a “Guide to Original Weekend Activities in [your town or area].” Your guide will only include original ideas, not the ones that everyone already knows about. It can be useful for people who live in your town or for people who visit. You need to use your creative thinking skills! Follow these steps:

- STEP 1:** (Do this several days before Step 2.) List three to five things to see or do in your town that you have never done. You can go online to get ideas. Then go and do them! (Be curious! Take risks!)
- STEP 2:** List at least ten fun things to do in your town on the weekends. (Don’t worry about being original yet. Just list a lot of things. You can only list things that you have actually done!)
- STEP 3:** In your group, look at your lists together. If more than one other person wrote the same thing on their list, everyone crosses that thing out. (Find original ideas.)

Example

What are fun things to do on the weekend in Jackson?

Hyun

~~Hike to Indian Grinding Rock~~
~~Bicycle on the river path~~
~~Take a tour of the candy factory~~
~~Get ice cream at Wierschem's~~
Play volleyball at Detert Park
on Saturday afternoon
~~Go to the museum~~

Claudia

~~Hike to Indian Grinding Rock~~
~~Go to the museum~~
~~Bike on the river path~~
~~Get ice cream at~~
~~Wierschem's~~
Swim across the river at
Bud's dock

Hussein

~~Visit the candy factory~~
~~Walk on Indian Grinding~~
~~Rock~~
~~Go to the museum~~
~~Get Wierschem's ice~~
~~cream to eat~~

- STEP 4:** Make a final list for your “Guide to Original Weekend Activities in _____.” You might include some additional information such as admission price, opening hours, and address. Share your list with other groups.

ALTERNATIVE WRITING TOPICS

Write about one of the topics below. Use the vocabulary and grammar from the unit.

1. Write a paragraph about a time you made a big mistake. Did you fear mistakes afterwards, or did you learn from your mistake?
2. Write a paragraph about someone you know who is very creative. Give examples of why you think he or she is creative. Does he or she do the things suggested in Reading Two? What else does this person do?
3. Did you learn creative thinking in school? Write a paragraph about it. Give some examples of how you did or didn't learn it. How did those experiences affect you today?

■■■■■■■■■■ [GO TO MyEnglishLab TO WRITE ABOUT ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT CREATIVITY, AND TAKE THE UNIT 2 ACHIEVEMENT TEST.](#) ■■■■■■■■■■