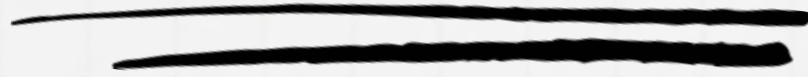


READING 2



NORTHSTAR



By Ms Hieu Truong

Nội dung học phần reading 2

Học phần chú trọng các kỹ năng đọc hiểu ở bậc trung cấp và giúp sinh viên làm quen với các khía cạnh khác nhau của cuộc sống qua các bài đọc. Các chủ đề bao gồm các lĩnh vực như chính trị, thương mại, khoa học, xã hội, giáo dục, nghệ thuật...

Kỹ năng được đánh giá theo bậc 4 trong Khung ngoại ngữ 6 bậc Việt Nam:

- SV có thể đọc một cách tương đối độc lập, có khả năng điều chỉnh cách đọc và tốc độ đọc theo từng dạng văn bản và mục đích đọc cũng như sử dụng các nguồn tham khảo phù hợp một cách có chọn lọc.
- SV có một lượng lớn từ vựng chủ động phục vụ quá trình đọc nhưng có thể vẫn còn gặp khó khăn với các thành ngữ ít xuất hiện.



Contents



1

- Finding the Ideal Job

2

- Creative Thinking

3

- Making Money

4

- Subway Etiquette

5

- We are what we eat
- 

6

- The heart of a Hero

7

- What's Your Medicine?

8

- Endangered Culture



Unit 1: Finding the Ideal job

1 FOCUS ON THE TOPIC

1. What job or profession does this person have?
2. Would you like to do this job? Explain your answer.
3. What is the ideal job for you?



Vocabulary



advice: an opinion you give someone about what he or she should do

careers: the kinds of work people do, usually after learning how and usually for a long time

hire: to give someone a job

ideal: perfect

interviews: meetings where a person looking for a job talks to the person who is looking for a new worker

managers: people who direct and organize groups of workers in a company


postings: ads or comments on the Internet

résumés: written descriptions of people's education and previous jobs

rewards: good things you get in return for work (such as money or health insurance)

skills: things that you can do well; abilities that you have learned and practiced

setting: the place where something happens





What Today's Worker wants



In 2012, 7.8 percent of Americans were out of work. And many of the people who had jobs were also looking for new ones because they weren't happy with their current jobs.

According to a 2012 survey, less than half of all American workers really love their jobs. Most of these workers want to change their jobs. This is a problem for workers, and it is also a problem for companies. Thirty-three percent of managers
1. say that they don't care what happens to their companies—and those are the people who are supposed to be in charge!!

What do workers want? Usually we think that everyone wants more money, but today's workers are looking for other rewards
2. They want health insurance and more vacation. They also want to know that they will learn new skills
3. at a job. Older

workers are usually happier with their jobs than younger workers. This is probably because they have had time to think about their careers and find a job they like.

4.

Many companies today try to make changes to keep workers happy. They ask their workers questions about what makes them really happy at work. Many technology companies create comfortable settings for their workers: they have health clubs, fancy coffee machines, and soft sofas for relaxing. If a worker likes to be at his job, he will work harder and stay at the company.

5.

If workers leave, companies have to hire new people. And that takes a lot of time. They have to write Postings to put on the Internet. They have to read hundreds of résumés. They have to do interviews to meet people who want to work there. And even after all that work, they might not find the ideal new worker.

6.

7.

9.

10.

Our advice to new college graduates: Take your time and choose carefully.

11.

PREVIEW

Imagine you are not satisfied with your job. You decide to job hunt—that is, to look for a new job. With a partner, write a list of things you might do to find a job.

1. I might ask someone in my family for a job.

2. _____

3. _____

4. _____

Now learn what a professional has to say about this topic. Read a book review of a job-hunting manual.

Brilliant idea!

Creative idea!

The best idea!

More ideas!

Great idea!

Awesome idea!

Cool idea!

FINDING THE IDEAL JOB



What Color Is Your Parachute?
A Practical Manual for Job-Hunters and Career
Changers, 2014 Edition
by Richard N. Bolles, Ten Speed Press, \$18.99.

Objective 2



1 You are out of work. You hate your job. You aren't satisfied with your **career**. You are looking for your first job. Where do you start?

2 If you are like most Americans, you'll probably email your **résumé** to a lot of companies. You might search for job **postings** on the Internet or spend hours and hours working on your LinkedIn¹ page. But experts² say you won't have much luck. People find jobs only 5 to 10 percent of the time when they look for jobs in these ways. So what can you do?

3 One thing you can do is read Richard Bolles's *What Color Is Your Parachute?*³ Bolles is an expert in job hunting. He has helped thousands of people find jobs and careers. This book is different from other job-hunting manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your **ideal** job: a job that

fits you, a job that makes you happy. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.

Bolles says that you must think about three things before you can find your ideal job:

(1) **YOUR SKILLS.** What do you like to do? What do you do well? Are you good at talking to groups? Growing vegetables? Teaching? Drawing on the computer? Bolles asks you to think about all your **skills**, not only "work skills." For example, a mother of four children is probably good at managing people (children!). This woman may be a good **manager**.

(2) **JOB SETTING.** Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kinds of people do you like to work with?

(3) **JOB REWARDS.** How much money do you need? How much money do you want? Do you need a lot of vacation time? What else do you want from a job? What makes you feel good about a job?

5 After Bolles helps you decide on your ideal job, he gives you specific **advice** on how to find that job. One of his favorite tools for finding a job is networking. Networking

means using every person you know either to give you information about a company or career or to introduce you to someone else who can give you this information. Bolles asks everyone he meets how they got their job. Nine times out of 10, they got their job because a friend knew someone at the company who hired them. So, once you know the kind of job you want, Bolles says you must use your network—everyone you know—to help you meet the one person who will help you get the job.

6 Bolles's chapter on job **interviews** is full of useful information and suggestions. For example, most people go to interviews asking themselves the question, "How do I get the company to **hire me**?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I want to work here or not?"

7 Some people think that Bolles writes far too much and repeats himself. True, his book

could be 100 pages instead of 364. But his writing style makes the book very easy to read, and a reader doesn't have to read the parts that seem less important. Other readers say that there is not enough space to write the answers to the exercises. But these are very small problems. *What Color Is Your Parachute?* is the best job-hunting manual you can buy.

8 *What Color Is Your Parachute?* was first written in 1970. Over 10 million copies have been sold since then. The information is updated⁴ every year. So, if you are looking for a job or if you have a job but want a new one, remember: Don't just email your résumé out to every company. Don't just answer Internet job postings. And don't wait for friends to give you a job. Instead, buy this book and do a job hunt the right way.

MAIN IDEAS

- 1 Look again at the Preview on page 5. How did your answers help you understand the book review?
- 2 Read each statement. Decide if it is true or false. Write **T** (true) or **F** (false) next to it. Compare your answers with a partner's.

 F 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.

 F 2. Bolles wants to help people find jobs on the Internet more quickly.

 T 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.

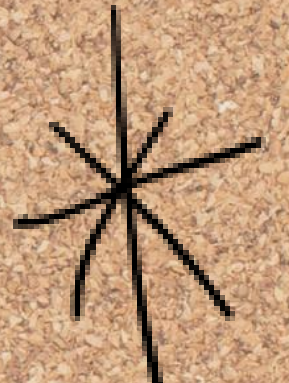
 T 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.

 F 5. The reviews of Bolles's book are all positive.

DETAILS

Look at the list of job-hunting methods. Decide where each one should go in the chart. Write each method in the correct column.

- decide what kind of job is ideal
- decide what kind of place you want to work in
- do exercises in *What Color Is Your Parachute?*
- ~~look on the Internet~~
- update your LinkedIn page
- send out lots of résumés
- think about job rewards
- think about your skills



FIND A JOB	
WHAT MANY PEOPLE DO	WHAT BOLLES SAYS WILL HELP YOU
look on the Internet	

FIND A JOB

WHAT MANY PEOPLE DO

look on the internet

Update your LinkedIn page

Send out lots of résumés

WHAT BOLLES SAYS WILL HELP YOU

decide what kind of job is ideal

decide what kind of place you want to work in

do exercises in What Color is Your Parachute?

think about job rewards

think about job skills

MAKE INFERENCES

INFERRING THE AUTHOR'S OPINION

An **inference** is an educated guess about something that is not stated directly in a text. Sometimes careful readers can understand an author's opinion (ideas or beliefs about a particular subject) even when it is not stated directly. They can **infer** this opinion.

Look at the example and read the explanation.

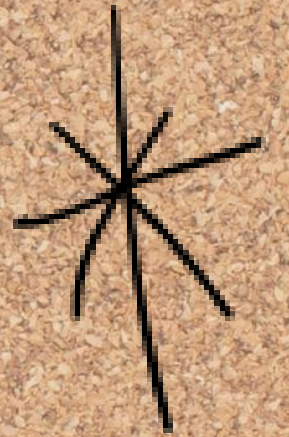
- Kleppinger believes that Bolles's book is hard because it's so long. TRUE FALSE

(Answer: FALSE)

In paragraph 7, the author says that *some* people think Bolles writes too much and repeats himself. At this point, we don't know her opinion. But then she says that his book is easy to read. After reading the text closely, we can infer the author's opinion: She doesn't think Bolles's book is hard just because it's long.

Read each statement about what Kleppinger believes about Richard Bolles's book. Decide if it is **True** or **False**. Check (✓) the appropriate box.

KLEPPINGER BELIEVES . . .	PARAGRAPH	TRUE	FALSE
1. It's fun to read Bolles's book.	3,7	✓	
2. Bolles's exercises are too hard.	3,7		✓
3. Anyone looking for a job should read Bolles's book.	8	✓	



READ

1 Look at the boldfaced words in the reading and think about the questions.

1. Which words do you know the meaning of?
2. Can you use any of the words in a sentence?

2 **JOBMOB** is a blog that posts about interesting and unusual jobs. Read about some people who have found their ideal job in some very unexpected places.

HOME

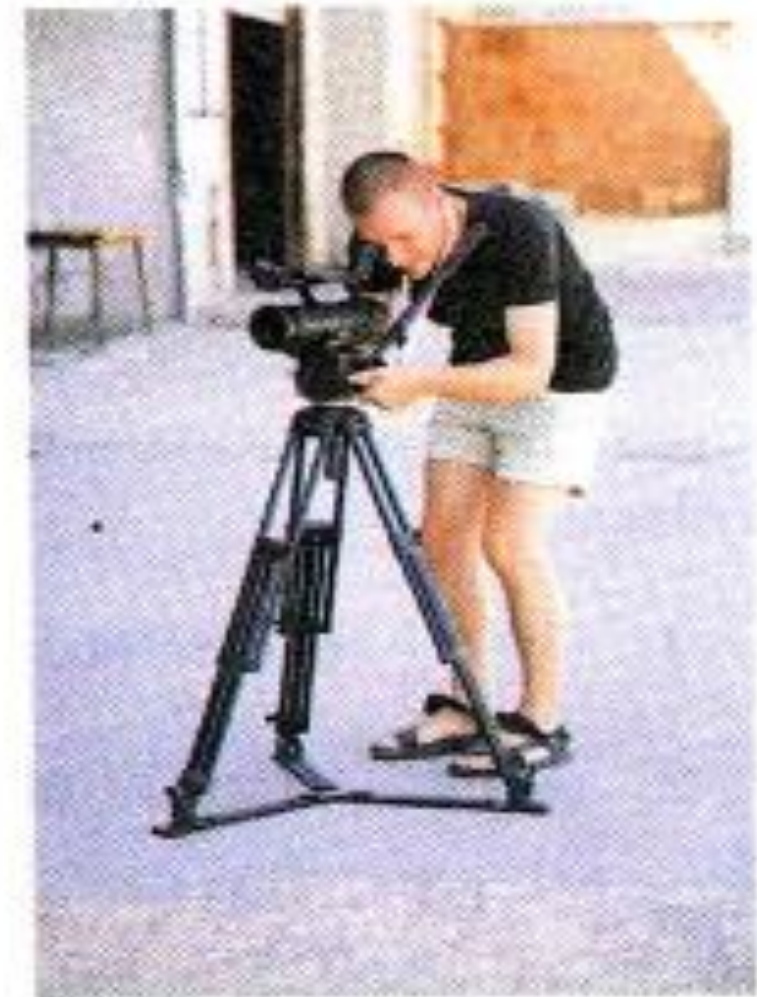
CONTACT

ABOUT US

- 1 Believe it or not, some people get paid for doing the things that make them really happy. Read about a few people who have the jobs of their dreams.

“I get paid to make videos!”

- 2 When I was 14, my uncle gave me his old video camera, and I started making videos. I didn't do very well in school, but I loved getting to know people and making videos about them. I taught myself to edit the videos on a simple computer program of my dad's. One day a friend of my mom's asked me to make a video of her family. She wanted to send it to her mother who lived in China. It was a lot of fun, and she paid me \$150. Soon her friends asked me to make videos for them, and suddenly I had a business. That was 10 years ago. Things change a lot in this work, so I'm always taking classes. But I have to say I love **running my own business.**



“I have the greatest job in the world.”

- 3 These days almost everyone turns to the Internet when they are single and want to meet someone. There are many Internet dating sites. But most people don't know how important it is to have a personal touch. What do I do? I am a matchmaker with 41 years of **experience**. Because of me, 60 couples are now happily married or engaged. I have a very good eye for people. And I don't mean I match people on how they look. I mean, I can meet a person just once for 10 minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, “Oh, he might be a great husband for Stephanie,” or “Ah, now here is the woman for Timothy.” I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I don't spend much time with a computer in an office—the whole city is my office! I make enough money to live a simple life. And I get so much joy from seeing what happens to my matches. A month ago, a couple stopped by on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!



“I have a job with an incredible view.”

4 Teaching skydiving¹ is exciting. I get to be outside, and I love seeing students on their first jump. They are nervous and excited. For them, that first step out of the plane is the biggest **challenge**. After they take that step, it's all good. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just flying stones. They realize that they're like birds—they can fly!



5 It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of **training**. And the **salary** was only \$15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much!

¹ **skydiving**: the sport of jumping out of airplanes with a parachute

COMPREHENSION

Complete the sentences with the correct name from the reading.

1. Don made \$15,000 his first year.
2. Amanda helped 60 couples find each other.
3. Ryan didn't do well in school as a child.
4. Amanda has the same job she had over 40 years ago.
5. Ryan is studying to get better skills.
6. Don loves teaching.
7. Don studied and practiced for his job for two years.
8. Ryan is in charge of a video business.



READING SKILL

- 1 Look at the photos in Reading Two. Do the photos help you understand the reading?

PREDICTING CONTENT FROM VISUALS

Before reading any text, strong readers look at all the **visuals** (pictures, photos, graphs, etc.) on the page. This gets them to think about what they already know about the topic and allows them to **predict the content** of the text.

For example:

In the photo for paragraph 2, I see a man behind a video camera.

The paragraph must be about a man whose ideal job is to make videos.

- 2 Work with a partner. Discuss the questions about the photographs in Reading Two.

1. Look closely at the photo for paragraph 3.

What do you see in the photo that helped you better understand paragraph 3?

2. Look closely at the photo for paragraphs 4 and 5.

What do you see in the photo that helped you better understand paragraphs 4 and 5?



CONNECT THE READINGS

STEP 1: Organize

Look at Reading One (**R1**) again. Reread paragraph 4 about skills, setting, and rewards. Then look at this list of ideas from Reading Two (**R2**) and decide where each one should go in the chart. Write each idea in the correct column.

- editing video
- making \$15,000/year
- working outside
- seeing people learn
- skydiving
- teaching
- understanding how people get along
- working in an office
- running a business
- working on a computer
- seeing happy couples I introduced
- working with people



SKILLS	SETTINGS	REWARDS
editing video		

SKILLS

editing video

skydiving

teaching

**understanding how people
get along**

running a business

working on a computer

working with people

SETTINGS

working outside

working in an office

REWARDS

making \$15,000/year

seeing people learn

**seeing happy couples I
introduced**

STEP 2: Synthesize

How could the people in Reading Two answer the interview questions? Choose one of them (circle his/her name) and write the answers for that person. Use information from the chart in Step 1.

1. Q: Ryan/Amanda/Don, what are your skills?

A: I have some video-editing skills.

2. Q: Ryan/Amanda/Don, what are your skills?

A: _____

3. Q: What kind of setting do you like working in?

A: _____

4. Q: What rewards are important to you?

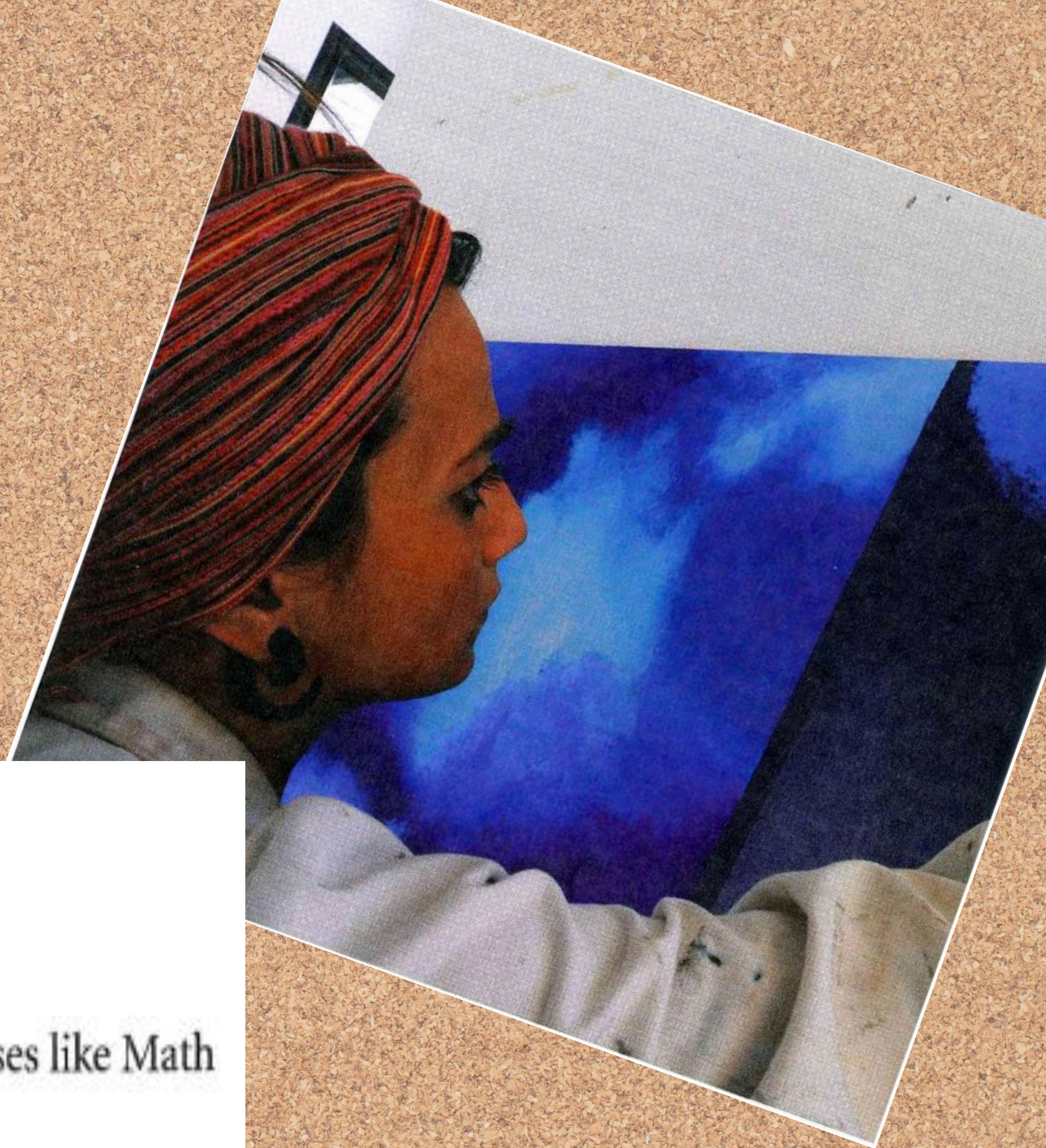
A: _____



UNIT 2

CREATIVE Thinking

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?



Academic Subjects

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

Sample Test Questions

- b** 1. Create a 3D model of an Egyptian pyramid.
- b** 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.
- b** 3. Is the following a **fact** or an opinion?
World War II ended in 1945.
- c** 4. If $x=7$ and $y=z$, it is **logical** to say:
- a. $7+y = z+7$
 - b. $x=y$
 - c. $x+y=z$

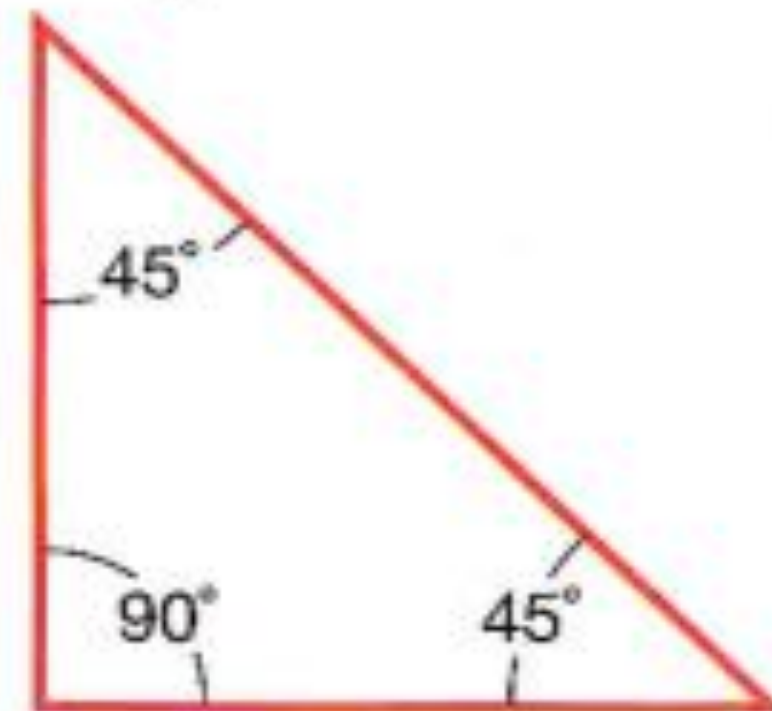
 d 5. Write an **original** poem about happiness.

 c 6. How tall are you? **Measure** your height and give your answer in feet / inches.

 c 7. **Solve** the following problem for x :
 $5(-3x - 2) - (x - 3) = -4(4x + 5) + 13$

 a 8. Your soccer team lost the first three games. What can you say to yourself and your team to **encourage** them to play better?

 c 9. **Prove** that two sides of the triangle below are equal:



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.

f 1. focus on (something)

a. making sense

a 2. logical

b. to make (something)

g 3. fact

c. not copied; one of a kind

h 4. measure (something)

d. to find the answer to (something)

e 5. prove (something)

e. to show that (something) is true

c 6. original

~~f. to pay very close attention to (something)~~

i 7. encourage (someone)

g. a statement that is true

b 8. create (something)

h. to find out the size (of something)

d 9. solve (something)

i. to say and do things to help (someone) do well

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

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

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.

$2 + 2 = \underline{\quad}$ <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.

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*)

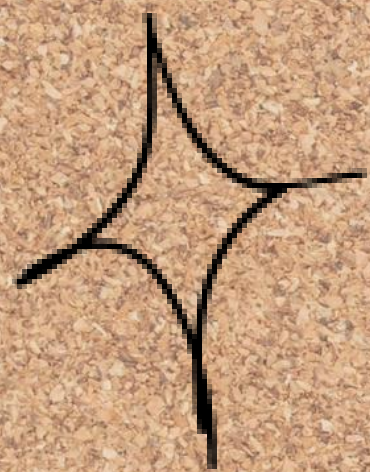
In this example of creative thinking, the student puts different ideas together in new ways: He describes the size of a room by putting together his knowledge of math and sports.

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>	Music and Math
2. The red colors seem angry, and that is how people were feeling during that revolution. <i>(paragraph 7)</i>	Art and History
3. Trying to feed a family healthy food with only a small amount of money. <i>(paragraph 9)</i>	Health and Math



EXPRESS OPINIONS

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

1. 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?
2. 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?

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.



A cricket match

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.

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

Take risks

general statement

Try out your Spanish on a native speaker.

example 1

Write a song, even you don't know how

example 2

Learn a new sport

example 3

Paragraph 5

Whatever you create, make a lot of it.

general statement

Write a lot of stories.

example 1

Draw a lot of pictures.

example 2

Build lots of models.

example 3

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.

R2 • take risks

R2 • whatever you create, make a lot of it

R1 • logical thinking and facts

R1 • helps us make new things [and]
solve everyday problems that don't
have one easy answer

R2 • college students

R2 • be curious

R1 • schools

• ~~teach creative thinking~~

• ~~combining ideas in new ways~~

R2 • 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.

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.



Thanks!

