



Module

Exploring Abilities

Unit Eleven

Intelligence and

Creativity



Creativity
is
intelligence
having fun.

ALBERT EINSTEIN

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1 Before you read

Think of what you can do with these objects other than their **intended** purpose.



Creativity is using your imagination to create something **original**. Everyone is creative, but some people act on their ideas and others don't.

There are many ways of being creative and creativity can help us solve many different problems.

1 The



to create **dramatic** new ideas, it is also about making gradual **improvements**. Development is an example of this. If a car designer creates a more comfortable car with many changes in the past.

2 Putt

Two or more ideas can be **combined** of a computer and a network, you get the



3

Changing how we do things

Sometimes new ideas bring about a change in how we do things. In the past, all surgical operations **involved** cutting into the patient. But now doctors can send a small tube with a camera inside to the body and treat the patient from the inside.

4 Find



ways involve inventing something new. If you look at scientists, you can often think of another use for it.



Some scientific developments have come this way. In the 19th century, plastic was developed for making bottles. In 1888, people discovered that you could use it for photographic film.



Approach

To solve a problem, we often use our **approach**, you can sometimes find a way to get things done with speed **restrictions**



with it, which may not work. If you try a new idea, you may find it doesn't work. For example, most city planners have proved that if you put too many cars on the road, cars go slower! This is because drivers have to be more careful.

1 The evolution of ideas

Creativity is not only about **dramatic** new ideas, it is also about making gradual **improvements** to existing ideas. Car development is an example of this. If a car designer creates a more comfortable car, he builds on many changes made by designers in the past.

2 Putting ideas together

2  Read the text, then fill in the table below:

| No. | Type of creativity | Example | Give your own example |
|-----|------------------------|-----------------------------------------------------------|-----------------------|
| 1 | | A car designer uses changes made by designers in the past | |
| 2 | Putting ideas together | | |
| 3 | | | |
| 4 | | Plastic for making balls used for photographic film | |
| 5 | Changing approach | | |

5 Changing approach

When we try to solve a problem, we often use one way to deal with it, which may not work. If you change your **approach**, you can sometimes find a different solution. For example, most city planners slow traffic down with speed **restrictions** and signs. But one planner proved that if you take all the signs away, cars go slower! This is because drivers have to be more careful.



2 Read the text, then fill in the table below:

| No. | Type of creativity | Example | Give your own example |
|-----|-------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|
| 1 | The evolution of ideas | A car designer uses changes made by designers in the past | A technician uses past ideas |
| 2 | Putting ideas together | If you join a computer and a network, you get the net | If you join a telephone and a printer, you get the fax |
| 3 | Changing how we do things | Doctors send tube with a camera to treat the body from inside | Doctors use the laser to do operation |
| 4 | Finding a new use for things | Plastic for making balls used for photographic film | Glass for making pots used for lens |
| 5 | Changing approach | City planners slow traffic with signs | |

3 Grammar in context Suffixes (-ment/-able/-ed/-less/-ful)

A **suffix** is a letter or a group of letters added to the end of a word to change its meaning.

-mentaction
or
process**-able**can be
done**-ed**past
tense
verb**-less**

without

-ful

full of

Find the words in the text that end with suffixes:

development**combined****careful****comfortable****involved**



Add the right suffixes to the words in brackets:

- I like to be (help) **helpful** at home.
- The (fear) **fearless** boy saved the cat.
- The teacher wanted to see (improve) **improvement** my grades this month.



creative. In groups, design a character profile for a person
your imagination.

and give it a name. Write four things to describe the person's
appearance. Write four more things to describe the person's personality, then
write three things that the person likes doing.

Appearance

1. **tall**
2. **thin**
3. **handsome**
4. **Black hair**

Personality

1. **helpful**
2. **smart**
3. **active**
4. **friendly**

Likes

1. **reading**
2. **swimming**
3. **travelling**
4.



Name

**John is a young man. He is tall and thin.
He has got black hair and brown eyes.
He is friendly and helpful. He is smart
and active. He likes reading, swimming
and travelling.**



Creative Thinking

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Listening



- Who is the most creative person in your family? Why?



My father is the most creative person in our family because he always has effective solutions for our daily problems.



11.1 Listen to Lee Johnson, an **expert** on creative thinking complete the following

Six Secrets of Creativity

Reasons



1 Carry a notebook and a pen

write down ideas

2 Go for a walk.

Exercise gives energy to the brain

3 Read a lot of books.

It broadens your mind .

4 Don't watch a lot of TV

It isn't good for your brain


5 Exercise your brain

It makes you more creative



6 attitude.

It enables you to do different things

- 3  • What do you think of Johnson's tips? Do you agree with all of the tips?
- What tips would you give to make the lessons more fun?



Add Your Own Tips

Create classroom games.

Give students choices.

Think outside the box.

4 Grammar in context *Double comparatives*

(The + **comparative adjective**, the + **comparative adjective**)

e.g. The **more** books I read, the **more** I learn.

The **older** we grow, the **wiser** we become.

a. Complete the following sentences:

1. **The more you study** the better your marks will be.
2. The more time I spend with my family, **the happier I will be**
3. **The earlier you go**, the sooner you arrive.

b. Rewrite the sentences using 'double comparatives':

1. If we exercise more, we will become healthier.
The more we exercise, the healthier we become.
2. If the sun is brighter, I will be happier.
The brighter the sun is, the happier I will be.



Writing

Part 2:

5



In groups, work on ideas for a story about the character.

Previously on

at of a short **previously.**



- Choose one of the following ideas for your story or create your own.

✓ It was the

✓ He/She had **assumed** written in



of his/her life.

one on an island or so they takes up to find a message

Remember to:

- focus on getting your ideas down in the first draft rather than perfecting your word choice.

- Add events and include details to describe actions, thoughts, and feelings.

Think of the following questions:

- Where was he/she? (time/ place)
- Was he/she alone?
- What happened to him/her?
- How did he/she feel?

- Now, use your notes to write your own story.

Strange or Creative

Expository Text

- 1  Look at the pictures; Do you know any of these people? What did they do?



It is very important to know that being creative doesn't eq



Even the most creative people in the world can have strange or even **unusual** habits. You'll read below about three creative people that were unusual in their own way.



1 This English crime novelist, short story writer and playwright didn't write at a desk. She never even had an office!



details before moving on.

2

Charles Dickens, the author of many novels including, "David Copperfield" and "A Tale of Two Cities", had some truly strange habits. He only slept and wrote facing north and believed that this practice improved his creativity. He was also obsessed with the need for tidiness. He always required that his furniture, pens and ink be specially arranged to help him think.



3 This is Nikola Tesla, one of history's greatest inventors. Remember his face every time you are showered with the blessings of electricity. But this genius was also called "mad" because of the strange things he did. He rarely slept for more than two hours straight. This harmed his physical and psychological health. Once he stayed awake for eighty-four hours! He also loved pigeons so much that he would go out and look for injured ones to take to his home and nurse them back to health.





Read the text and answer the following questions:

1. What was strange about each of the three characters?
2. What is the purpose of the writer?
3. Give another title for the text.

1. What was strange about each of the three characters?

Agatha Christie over sixty books in hotel rooms, on kitchen tables or in her bedroom.

Charles Dickens only slept and wrote facing the north and believed that this practice improved his creativity.

Nikola Tesla rarely slept for more than two hours straight.

2. What is the purpose of the writer?

He wants to tell us about creative people that were unusual in their own way.

3. Give another title for the text.

Unusual Habits of creative people.



3 Read again and choose the correct answer from a, b, c and d:

1. The opposite of the underlined word "**details**" in the first paragraph is

- a. facts b. whole c. items d. pieces

2. Charles Dickens was interested in


- a. Science b. Psychology c. History d. Literature

3. The underlined word '**mad**' in the third paragraphs means

- a. angry b. upset c. crazy d. strict

Writing

Part 3:

4  **a. In groups, write the final draft for your short story. Edit your story by answering the following questions:**

- Does your story have a beginning, a middle and an end?
- Is the setting described clearly?
- Are all the events and details clear? Can you offer more details to explain your characters or events?
- Are there boring parts in your story that need to be deleted?
- Did you check for grammar, spelling and punctuation?




John is a young man. He is tall and thin. He has got black hair and brown eyes. He is friendly and helpful. He is smart and active. He likes reading, swimming and travelling.

One day, John went on a trip to an island. He went there with some of his friends. While they were preparing their camp on the island, a huge bear attacked them. John was very afraid so he ran away quickly.

John climbed a tall tree and waited silently. He used his mobile phone to call for help. After some time, a helicopter landed on the island. The policemen managed to control the wild animal and saved all the boys. John was very happy to see his friends safe. It was one of the worst days in his life.

b. Read your story to the class.

Speaking

- 5  Work in groups to **vote** on the most creative story. Make notes about why you think it is the best one, then explain your opinion to your group.

