

One step to creativity

What's the object?

Bring to class a simple object, e.g. a stick, a pen, or a wooden spoon. Mime that it is a different object. Ask Ss to guess what it is. Then invite Ss to do the same.

Telltale objects

Ask Ss to think of an object that they own and write it on a post-it note, e.g. Judit's bathing suit. Then ask Ss to imagine that they are this object; they are their own mobile phone, piano or armchair. A quiet moment: *What is it like to be your own object? Happy? Sad? Bored, neglected, overworked, etc.?*

Party: Meet other people's objects. Find out how they feel about their lives. Get feedback from Ss in plenary.

In more detail, see in this free e-book published by the British Council [Creativity in the English language classroom](#)

Michael Rosen: Really?

He had a sticker
and he had a little ticket
and he took the little sticker
and he stuck it to the ticket.

Now he hasn't got a sticker
and he hasn't got a ticket.
He's got a bit of both
which he calls a little sticket.

Ss choose an object. They walk about and talk to people how their objects could be combined. If they've found someone with a good object, they combine their names and find a use for the combined object. What is it good for?

(They won't let you on the bus with a sticket.)

Combined objects

Take one word from both columns, order does not matter e.g. computer perfume or perfume computer. What object could that be? Describe it and explain its use and advantage.

Fridge
Computer
Bedroom
Window
Ticket
Garden
Chair
Sun cream
Pencil
Dictionary

Picture
Hammock
Music
Chocolate
Pillow
Coffee
T-shirt
Camera
Perfume
Doormat

T. Woodward

In more detail, see in this free e-book published by the British Council
[Creativity in the English language classroom](#) p.154

Further ideas:

- Draw them
- Make them using e.g. objects / your bodies
- Write the instructions manual
- Make an ad to sell it
- Write a patent description
- Develop a dialogue between the two objects whether to unite or not
- Negotiate a merger

🌀 Maternal advice

Ss read or listen to a short text in which a parent animal talks to its child. They guess the animal. Then they write on for another animal and get each other to guess the animal.

J. and C. Hadfield

Text used

”If ... anyone scolds you – wash. If you slip and fall off something and somebody laughs at you – wash

Whatever difficulty you may be in, you can’t go wrong if you wash. If you come into a room full of people you do not know, and who are confusing to you, sit right down in the midst of them and start washing. They’ll end up by quieting down and watching you.

Some noise frightens you into a jump, and somebody you know saw you were frightened – begin washing immediately. If somebody calls you and you don’t care to come and still you don’t wish to make it a direct insult – wash... And of course you also wash to get clean and to keep clean.”

from Jennie by Paul Gallico

In more detail, see in this free e-book published by the British Council
[Creativity in the English language classroom](#) pp.60 – 61

🌀 Tactile weather forecast

Ss take it in pairs to give the weather forecast on each other’s back. They make different touches to represent e.g. the sun, the clouds, the wind, light and heavy rain, etc., while the other student interprets the touches and gives the weather forecast.

In more detail, see in B. Tsai – J. Fehér: *Creative Resources*. (2004) IAL, Atlanta, USA

1.

TASKtime

STUDENT'S BOOK 3

LOOK & CHECK

Film Title: Titanic

Summary
It's not Jack who dies but do Rose & Jack live happily ever after?

CHARACTERS
Rose & Jack
Rose's Mother and Francis

SETTING
On the boat when it sinks
and the in the lifeboat.

PLOT IDEAS
Who dies? Rose & Jack survive
the boat sinking

Set out the Characters, Setting and Plot for the ending.

The boat sinks and everyone tries to escape but lots of people die.

Jack & Rose escape on a boat and make it to America making lots of money selling their story.

Rose & Jack get married and live together in New York.

THE END

They have a child who they call Harry.

Harry becomes a rower but has an accident and goes missing, presumed dead.

Draw a picture to show what will happen and write a short summary of what happens.

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RESEARCH & COMPLETE

Film Title: _____

Summary

Write a sentence to question the end of the film.

CHARACTERS	SETTING	PLOT IDEAS
		THE END

SHOW & TELL You will act out or present the ending of your film to the class.

Pp 26, 27: Change the ending of a film

3.B THE END OF A FILM

Transitions / thinking planes

two sequences of events
fates of characters
meanings of stories

3.B THE END OF A FILM

How could you make the creativity gap bigger?

- Ss give each other the film ending they would like to be changed.
- Ss swap endings and act out the other group's changed ending
- Ss don't say which film's ending they changed. Others guess the film / the original ending

2.

TASKtime

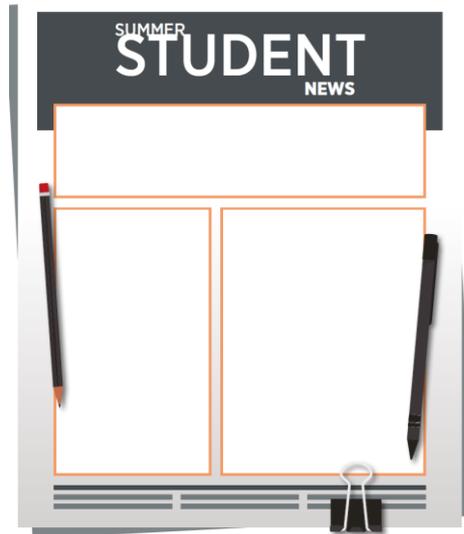
STUDENT'S BOOK 4

LOOK & CHECK



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RESEARCH & COMPLETE



SHOW & TELL

Present your news show.

So write up a summer school event as a headline news story



Transitions / thinking planes

informal to formal
genre switch



How could you make the creativity gap bigger?

- Illustrate your stories.
- Illustrate your stories; give the pictures to another group to write your stories.
- Write for different paper types e.g. yellow press, science magazine, etc.
- Make a TV news programme.

🌀 Mirror

- Who is talking?

I am silver and exact.
Whatever I see I swallow immediately.
I am not cruel, only truthful.
She rewards me with tears.
I am important to her.
Each morning it is her face that replaces the darkness.

- One clap = similar + two claps = different

I clap = similar, 2 claps = different



- Read out the whole poem: Are these four things - the eye, the candle, the moon, a lake – similar to or different from the mirror in the poem? How?

Mirror by Sylvia Plath

I am silver and exact. I have no preconceptions.
Whatever I see I swallow immediately
Just as it is, unmisted by love or dislike.
I am not cruel, only truthful-
The eye of the little god, four cornered.
Most of the time I meditate on the opposite wall.
It is pink, with speckles. I have looked at it so long
I think it is a part of my heart. But it flickers.
Faces and darkness separate us over and over.
Now I am a lake. A woman bends over me,
Searching my reaches for what she really is.
Then she turns to those liars, the candles or the moon.
I see her back, and reflect it faithfully.
She rewards me with tears and an agitation of hands.
I am important to her. She comes and goes.
Each morning it is her face that replaces the darkness.
In me she has drowned a young girl, and in me an old woman
Rises toward her day after day, like a terrible fish.

- Get Ss to say or write what they think the thoughts of the wall are
- Get Ss to describe the woman.

🌀 Long actions blind ignorance

Have groups of maximum ten Ss, and allocate them a part of the classroom to mingle there. Each S gets a card with a sentence that they will pin on somebody's back in their group without the person seeing the sentence. The sentence on their card says that they have been doing something for a long time, e.g. *"(S)he has been tidying his / her room for a long time."*

Their aim will be to guess what sentence is written on their card. How? Ss mingle, show their sentences to other Ss, who read the sentence and say something resulting from that long action in the sentence, e.g. *"All your clothes are in the wardrobe now, I think. You must be very tired. You haven't had time to do your homework yet, have you? Your mum will be very happy when she sees your room."* etc. It can both be an intended result or a 'side effect'. Ss must NOT use any form of the verbs in the sentences on the cards.

If a S thinks they have the sentence, they come to you and say it. The winner is the first person to guess their sentence. Those who have guessed their sentence remain available for the other Ss to ask for clues and may even be given a new sentence.

Ask Ss what clues helped them to guess their sentences.

Transfer to other grammar:

- Faulty objects – Present Perfect / Past deductions E.g. Squashed cake
- Who am I? – Simple Present, Simple Past, Present Perfect E.g. Someone famous
- In an appalling condition E.g. You are dripping wet.

Describing a picture creatively

1. Part – whole

a. Limiting information

part of picture, short time for viewing, not everyone can see it, etc.

b. Extending

before – after; things / people not in the picture; reasons, cause – effect; sound and voices, etc.

2. Person – person and person - object

monologues, speech bubbles, role play, drama, story, etc.



Transition

Creative thinking gap



Mind the creativity gap!



Long Actions Blind Ignorance**Cards**

(S)he has been sunbathing for a long time.	(S)he has been walking in the rain for a long time.
(S)he has been wearing the same dirty clothes for a long time.	(S)he has been studying Chinese for a long time.
(S)he has been going out with the same boy / girl for a long time.	(S)he has been studying for the test for a long time.
(S)he has been sleeping for a long time.	(S)he has been shouting for a long time.
(S)he has been texting for a long time.	(S)he has been dancing for a long time.