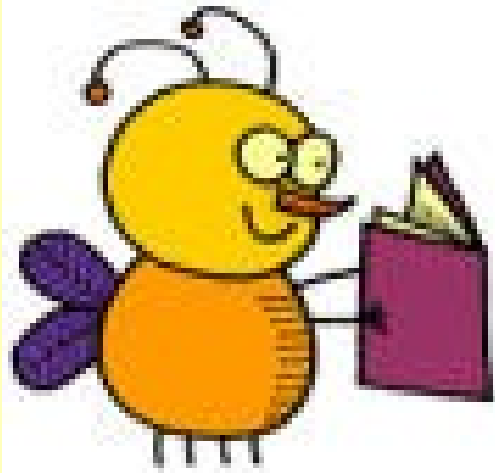


Unit 4

Creativity



Part One Preparation

■ 1. What Is Creativity? (P. 131)

1) Write down a one-sentence definition of creativity.



2) Work in groups to discuss your definitions and choose the best one to share with the class.



- **"Being creative"** means one can think of things that others cannot.
- **"Being creative"** means one can solve problems in a simple and original way.
- **"Being creative"** means one can think and do things in an unusual way.

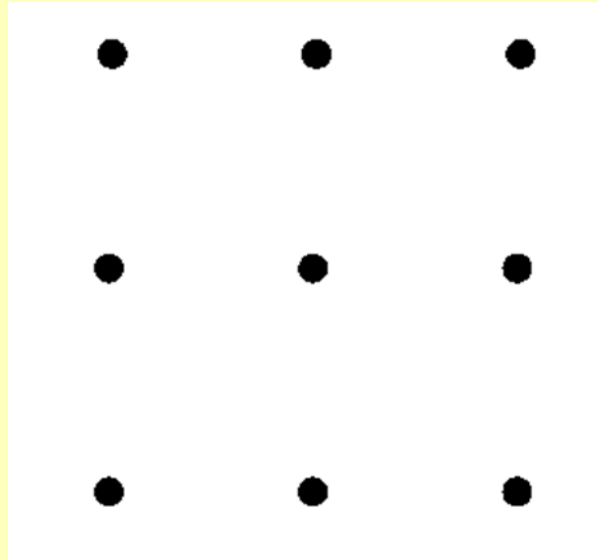


A Test of Creative Ability



Question 1

Link the 9 dots with 4 straight lines without ever taking the pen off the paper.



Question 2



□ Spike, an adult, brings the newspaper to Mr. Hopkins every day. Spike is never paid for this. Why does he do this?

□

Hint: Spike does not have to bring the paper, but he does not do it entirely because he likes Mr. Hopkins.

Question 3



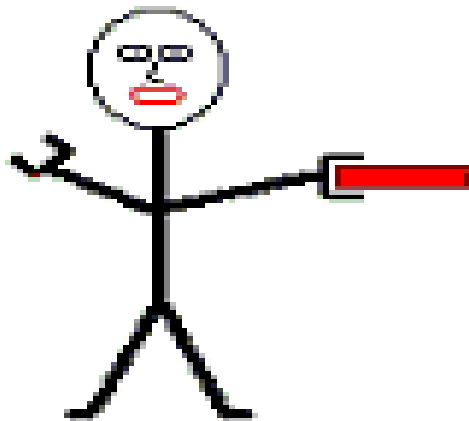
- A woman steps to the edge of a very high building, and as people look on, she leaps off and falls several stories. The woman is not injured. Why?



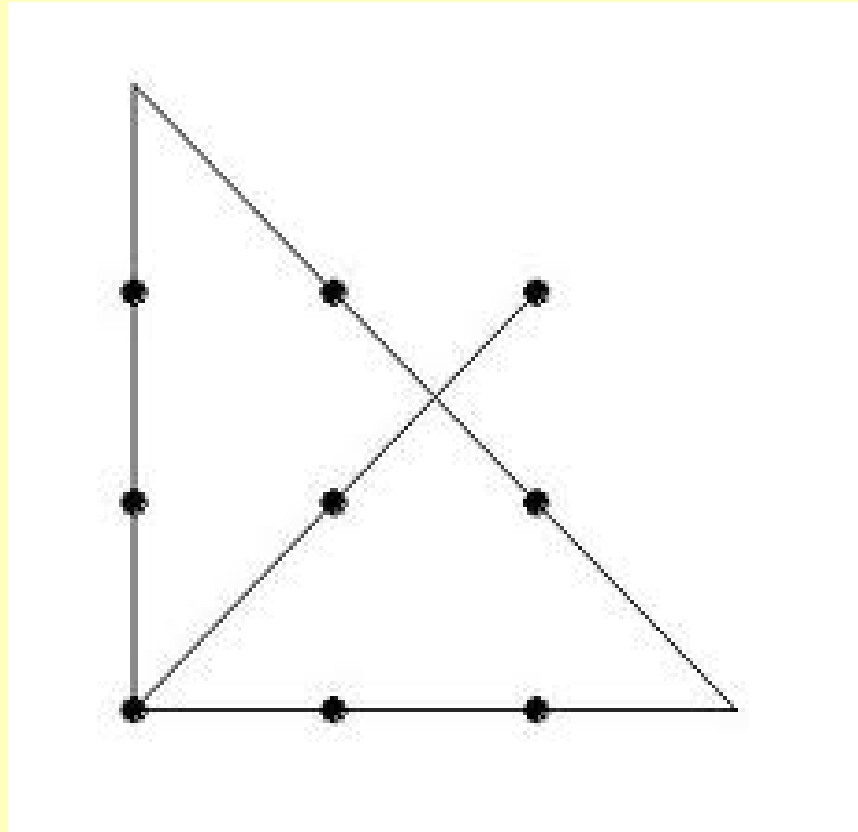
Hint: The woman did not fall on cushions or any other type of softened surface, and was not wearing a parachute.

Question 4

Take a look at the following picture. There is a man holding a log of wood in his hand. What happens to the log when the man opens his hand?



Answer 1



Answer 2

Spike is Mr. Hopkins' dog.



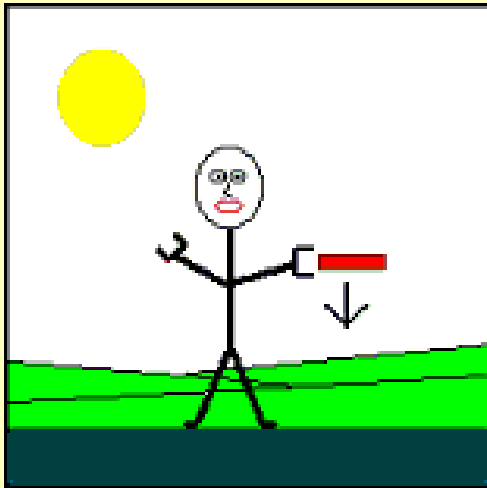
Answer 3

The woman had a bungee cord attached to her.



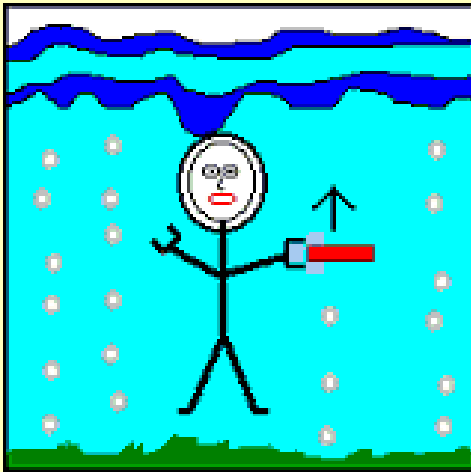
Answer 4

It depends on where the man is:



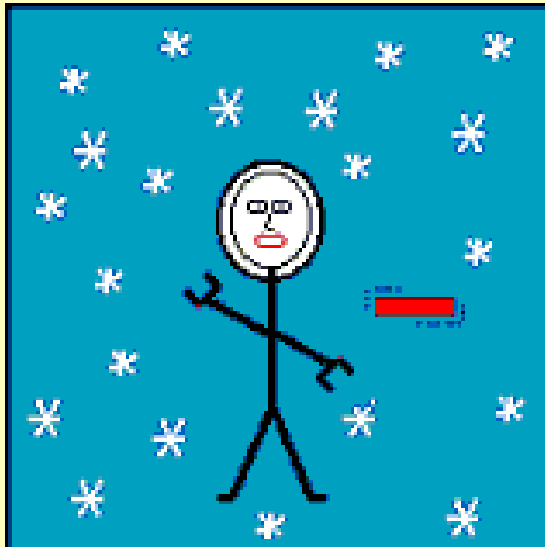
If the man is standing on the ground...

The log will **FALL DOWN** due to gravity.




If the man is under water...

The log will **FLOAT** to surface because its specific weight is lower than water.



If the man is in space...

The log will NOT MOVE because it is not subject to any force.

- 
- The most common answer is that the log will fall down on the ground: this is actually suitable for most situations. This test shows how easy it is to give the most obvious answer and thus ignore possible alternatives.

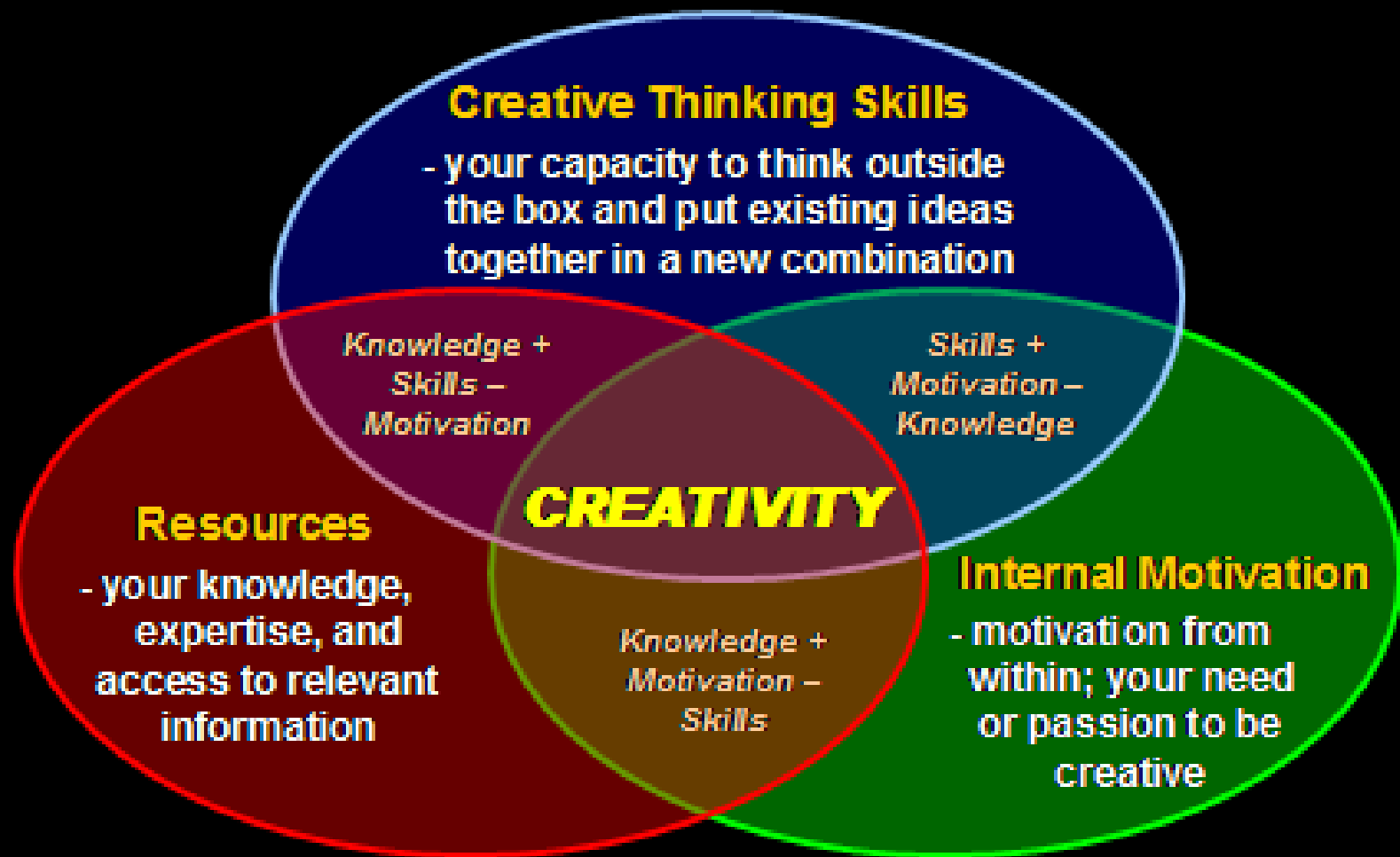
■ What Makes a Creative Person?





Creativity in Individuals

Resources × Motivation × Creative Thinking Skills



What's the message of this video?



CREATIVITY starts from a BELIEF.flv

VIEW, LISTEN AND SPEAK

Part One

Viewing, Understanding And Speaking

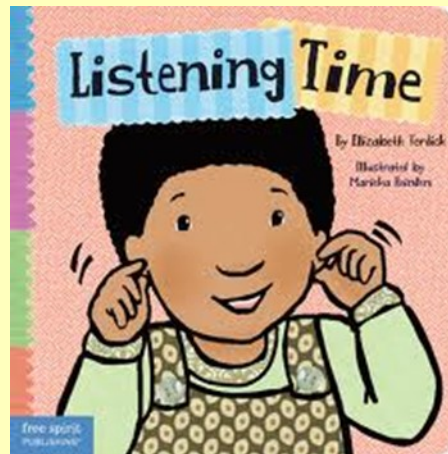
- Creative Ways of Preventing Burglary



Part Two

Listening, Understanding And Speaking

- **Listening I**



Key to Listening I

Exercise 1

1.F 2.T 3.F 4.F 5.T

Exercise 2

1.C 2.B 3.D 4.A 5.C

Listening II



Key to Listening II

Exercise 1

1.F 2.F 3.T 4.T 5.F 6.F

Exercise 2

1.race 2.proceed 3.wander

4.proficient 5.original

Group Discussion

Do you agree with what the passage says about Chinese education and American education? Why or why not?



27 Feb 2012 – Two Cambridge graduates are selling advertising space on their faces in order to pay off their student debts of almost £50000.

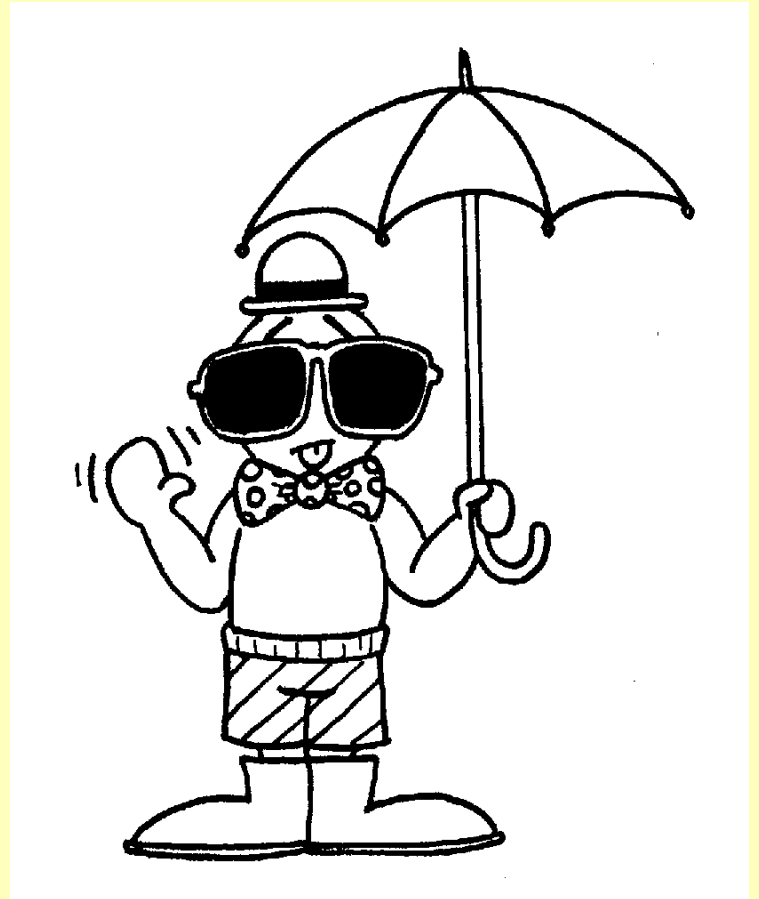




Do the other listening practices in the textbook.

Preparation

3. What's My Line? (P. 132)

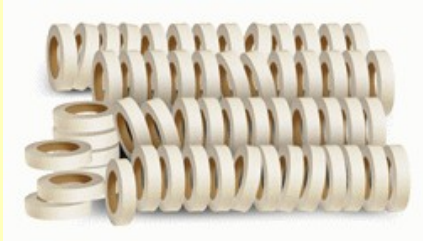


Here are some more questions to think about!



- Your ball gets stuck up in a tree much higher than you can reach, and you can't climb the tree. Think of as many different ways as you can to get your ball down.
- You have a block of ice that you want to keep from melting, but you don't have a refrigerator. What could you do?

In-class Reading



The Case for Creativity —Encouraging Children to Think

***Please read the passage and
complete the outline on P. 139-
140.***

Reading Comprehension

1. Understanding the Organization of the Text

1) Introduction (*Para.1*)

It is introduced in the article how teachers and parents can encourage creativity in children.

2) An important strategy for parents and teachers to follow (*Para.2-3*)

A. The strategy:

To encourage children to spend time thinking and developing new ideas.

B. The significance for adopting the strategy:

If children can be taught to think creatively, they will be better able to function in tomorrow's society.

3) The definition of creativity (Para.4-5)

A. Who successful students and adults are:

Those who can find a number of ways to approach problems.

B. What creative people can do:

They can use what they have to produce original ideas that are good for something.

4) A big problem in school (Para.6)

The problem:

Children can obtain and give back information, but can't figure out ways to apply

—
what they know in new situations.

5) A new approach to teaching (Para.7)

A. The approach:

Combining the basics with activities where the students must use their imagination.

B. How to do so:

By asking questions and meanwhile praising their ideas and new thoughts.

C. How to facilitate the process:

To create an atmosphere in which there is no risk in being creative—a place

6) Things parents can do at home to encourage creativity (*Para.8-10*)

- A. To involve children in decision making.
- B. To help children to understand the consequences of various decisions.
- C. To encourage them to talk out loud about things they are doing.

The reason for doing so:

Talking out loud improves language skills and thinking skills.

- D. To show a sense of humor.

The reason for doing so:

Children can see creativity in its purest form.

- E. To give children choices from their earliest age.

Examples:

- a. When they are very young, let them choose between two food items for lunch.
- b. When they grow older, (parents should) let them decide how to use their time or spend their money.

3. Group Discussion (P. 141)

- 1) Do you agree with the author in saying "Creativity is not something one is just born with, nor is it necessarily a characteristic of high intelligence"? Give your reasons.
- 2) What do you think parents can do at home to encourage a child's creativity?



In-class Reading



**Words, Phrases
& Grammatical
Structures**

pursue (L.7) v.

1. to continue doing an activity or trying to achieve something over a long period of time [↪ pursuit]:

e.g. She plans to pursue a career in politics.

Students should pursue their own interests, as well as do their school work.

pursue a goal/aim/objective etc

2. to continue trying to find out about or persuade someone about a particular subject:
pursue the matter/argument/question etc

e.g. Janet did not dare pursue the matter further.

3. to chase or follow someone or something, in order to catch them, attack them etc
[↪ pursuit]:

Briggs ran across the field with one officer pursuing him.

4. to keep trying to persuade someone to have a relationship with you:

I was pleased, but somewhat embarrassed, when she pursued me.

function(L.14)

v. work or operate

e.g. The television was functioning normally until yesterday.

n.

1) the purpose that something has, or the job that someone or something does perform/fulfil a function

e.g. *The church fulfils a valuable social function.*

Studies suggest that regular intake of the vitamin significantly improves brain function.

2) social activities, ceremony

e.g. *I see her two or three times a year, usually at social functions.*

3) *technical* a quantity or quality whose value changes according to another quantity or quality that is related to it

e.g. *The degree of drought is largely a function of temperature and drainage.*

Creativity is not something one is just born with, nor is it necessarily a characteristic of high intelligence. (l. 17-18)

这里，nor 后面的句子是倒装句。当某些表示否定意义的词或短语位于句首时（否定词修饰主语时除外），句子要部分倒装，如果谓语动词为 be 的一般现在时或一般过去时，则要全部倒装。

e.g. Neither at this meeting nor at the previous one did anyone raise the problem.

She will not leave, nor will she allow him to continue treating her badly.

I'm not able to see the difference, nor is my husband.

Not until many years later did the whole truth become known.

Never have I seen such a nice movie.

original (L.20)

1. completely new and different from anything that anyone has thought of before:

e.g. I don't think George is capable of having original ideas!

His work is truly original.

2. [only before noun] existing or happening first, before other people or things:

e.g. The land was returned to its original owner.

The original plan was to fly out to New York.

3. [only before noun] an original work of art is the one that was made by the artist and is not a copy:

e.g. The original painting is now in the National Gallery in London.

origin n. originate v. originality n. originally adv.

sacrifice (L23)

V.

1. to give up something that is valuable in order to help others to achieve victory

e.g. Many women sacrifice interesting careers for their family.

2. to offer sth. to God

e.g. They sacrificed a lamb to God.

n.

e.g. We had to make sacrifices and go without things in order to pay for our children's education.

be up to...(l. 42)

“to be left to somebody to decide”

e.g. I) “Shall we go out?” “It’s up to you.”

II) Whether he took it or not was up to him.

III) Whether you learn or not is entirely up to you.

dismiss(L46) v.



1. to decide that something or somebody is not important and not worth considering

e.g. Just dismiss those thoughts from your mind---they're crazy and not worth thinking about.

2. to formally ask or order somebody to leave

e.g. She was dismissed from her job for disobeying the company safety regulations.

❖ dismissal n.

e.g. If such a thing should happen again with you, or any of the others, it means instant dismissal.

involve (L48)

v. to include somebody in something or to make them take part in or feel part of it

e.g. Do we need to involve someone from the computer department at this stage in our discussions?

The operation involves putting a small tube into your heart.

include: contain sth. as a part of sth. else

1) The four men _____organizing and carrying out the murders.

2) Your responsibilities _____making appointments on my behalf.

Keys: 1) were involved in 2) will include

nature (l. 55)

1) 自然

e.g. I) Man is engaged in a constant struggle with nature.

2) typical qualities and characteristics of a person or an animal 天性, 本性

e.g. I) It's human nature that parents should be fond of their children.

II) It's his nature to be generous.

III) She has a very sweet nature.

3) the main character of something 特性, 性质

e.g. I) What is the nature of Jim's business?

II) He examined the nature of the relationship between the two communities.

by nature 天生, 本性 *e.g. I'm an optimist by nature.*

in nature 实际上 *e.g. These opinions are all similar in nature and add nothing*

to the political discussion.

Vocabulary



■ Ex. 1 (P. 141)

Key to Ex.1




- | | |
|-----------------------------|------------------------------|
| 1) confused, confusion | 2) intelligence, intelligent |
| 3) humorous, humor | 4) strategy, strategic |
| 5) motivated, motivation | 6) combination, combined |
| 7) creation, creative | 8) pursuit, pursuing |
| 9) multiplication, multiply | 10) employ, employment |

Vocabulary



□ Ex. 2 (P. 142)

Key to Ex.2:



- | | | | |
|--------------|----------------|------------|-----------|
| 1) perfected | 2) approaching | 3) value | |
| 4) functions | 5) approach | 6) perfect | |
| 7) honor | 8) function | 9) honor | 10) value |

Vocabulary



□ Ex. 3 (P. 143)



Key to Ex. 3:

- 1) dismiss 2) consequences 3) promoting 4) applies
5) vital 6) scorned 7) conventional 8) original



1. Read the in-class reading passage again and do Ex. 2 in Reading Comprehension (*P. 140-P.141*) & Ex. 4 in Vocabulary (*P. 143*).
2. Read the two after-class reading passages and complete the exercises.


2. Understanding Specific Information (P. 140)

1) T 2) F 3) F 4) T 5) T 6) F 7) F 8) T

Vocabulary



□ Ex. 4 (P. 143)



Key to Ex. 4:

1) consciously 2) innovative 3) unconsciously

4) determines 5) Imagination 6) aware

7) control 8) created 9) extension

10) technique 11) vulnerable 12) unfolding

13) joyful 14) gain 15) Apply

After-Class Reading




Jinling Hotel Nanjing

Passage I

A Long March to Creativity (I)

- 1. According to the passage, what are the differences between Americans and Chinese in their reactions to Benjamin's attempt to insert the key into the slot ?**
- 2. What's the relationship between adults and young children in China?**
- 3. What does the title of the passage mean?**

Key sentences and useful expressions



- She would then smile somewhat expectantly at Ellen or me, as if awaiting a thank you -- and on occasion, would frown slightly, as if to criticize us as parents.(L.26-L.29)
- After all, it was not as if Benjamin were running around wildly or without supervision; clearly we were aware of what he was doing and had not ourselves intervened. (L.34-L. 36)
- Time and again, adults would approach Benjamin, sometimes just to say "Hello" or to play with him (actions encountered the world over), but often with a particular agenda in mind.(L.41-L.43)

Passage II

A Long March to Creativity (II)

- 1. According to the passage, what is a principal value of child rearing in middle-class Americans?**
- 2. What are the two contrasting approaches to education? Which is adopted in China, and which in America?**

Key sentences and useful expressions

- I would tell audiences about what had happened and seek their reactions. (L.5)
- But the critical point was that in the process, we were trying to teach Benjamin something: that one can solve a problem effectively by oneself. (L.23)
- Even more to the point, this apparently little episode revealed important issues about education, creativity, and art that have interested thinkers around the world.(L.36-L.40)

- **Opposed to this tradition is** a "transformative" approach, in which the teacher is **more of** a coach, attempting to elicit certain qualities in her students.(L. 47-L.49)
- **One might** say that in the "mimetic" tradition, the cultivation of basic skills is primary; **whereas** in the "transformative" approach, the stimulation of the child's expressive, creative, and knowing powers is most **prized**.(L.51-L54)

The “Mimetic” Tradition VS The “Transformative” Approach

■ Work in groups to discuss the following questions:

- 1) What are the advantages and disadvantages of each approach?
- 2) Which one do you like better? Why?

An International Education Test

The Organization for Economic Cooperation and Development has released the results of its 2009 PISA (Program for International Student Assessment) test of 15-year-old students in 65 countries. In the Math and Science tests, all participating regions of China outperformed the United States.

SCIENCE	PISA SCORE	READING	PISA SCORE	MATH	PISA SCORE
Shanghai, China*	575	Shanghai, China	556	Shanghai, China	600
Finland	554	Korea	539	Singapore	562
Hong Kong, China	549	Finland	536	Hong Kong, China	555
Singapore	542	Hong Kong, China	533	Korea	546
Japan	539	Singapore	526	Taiwan	543
Korea	538	Canada	524	Finland	541
New Zealand	532	New Zealand	521	Liechtenstein	536
Canada	529	Japan	520	Switzerland	534
Estonia	528	Australia	515	Japan	529
Australia	527	Netherlands	508	Canada	527
Netherlands	522	Belgium	506	Netherlands	526
Taiwan	520	Norway	503	Macao, China	525
Germany	520	Estonia	501	New Zealand	519
Liechtenstein	520	Switzerland	501	Belgium	515
Switzerland	517	Poland	500	Australia	514
Britain	514	Iceland	500	Germany	513
Slovenia	512	United States	500	Estonia	512
Macao, China	511	Liechtenstein	499	Iceland	507
Poland	508	Sweden	497	Denmark	503
Ireland	508	Germany	497	Slovenia	501
Belgium	507	Ireland	496	Norway	498
Hungary	503	France	496	France	497
United States	502	Taiwan	495	Slovakia	497
AVERAGE SCORE	501	Denmark	495	AVERAGE SCORE	497
Czech Republic	500	Britain	494	Austria	496
Norway	500	Hungary	494	Poland	495
Denmark	499	AVERAGE SCORE	494	Sweden	494
France	498	Portugal	489	Czech Republic	493
Iceland	496	Macao, China	487	Britain	492
Sweden	495	Italy	486	Hungary	490
Austria	494	Latvia	484	Luxembourg	489
Latvia	494	Slovenia	483	United States	487
Portugal	493	Greece	483	Ireland	487

*In the study, China was represented by the city Shanghai and by the administrative regions Hong Kong and Macao.

Part Three

Further Development

1. Enriching Your Word Power (P. 159)



IT pays TO ENRICH
your word power

1. Enriching Your Word Power

- 1) C 2) B 3) B 4) A 5) C 6) A
7) A 8) C 9) B 10) A 11) B 12) B

2. What Do They Stand for? (P. 162)

- 1) 26=L of the A
- 2) 7=W of the A W
- 3) 1001=A N
- 4) 12= S of the Z
- 5) 54=C in the D [with the J]
- 6) 9=P in the S S
- 7) 88=P K
- 8) 24= H in a D
- 9) 11= P on a F T
- 10) 29=D in F in a L Y



2. What Do They Stand for? (P. 162)

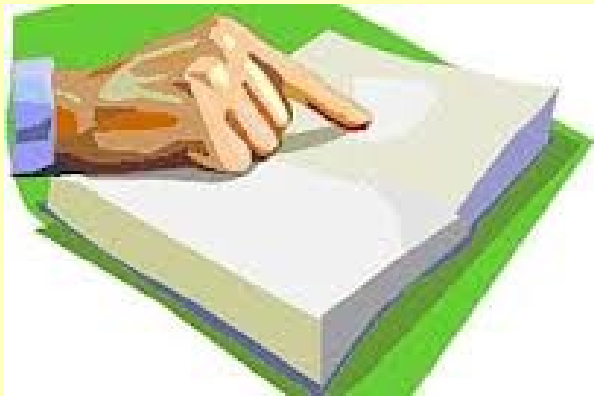
IQ tests usually measure one's verbal and mathematical skills. This activity is to measure one's associative flexibility. The test will give some idea of one's mental plasticity and, therefore, creativity.

- | | |
|-------------------------------|-------------------------------------|
| 1) 26=L of the A | (letters of the alphabet) |
| 2) 7=W of the A W | (wonders of the ancient world) |
| 3) 1001=A N | (Arabian nights) |
| 4) 12= S of the Z | (signs of the Zodiac) |
| 5) 54=C in the D [with the J] | (cards in the deck with the jokers) |
| 6) 9=P in the S S | (planets in the solar system) |
| 7) 88=P K | (piano keys) |
| 8) 24= H in a D | (hours in a day) |
| 9) 11= P on a F T | (players on a football team) |
| 10) 29=D in F in a L Y | (days in February in a leap year) |

■ 3. Case Study (P. 162)



6. Cloze (P. 163)



6. Cloze



- 1) mean 2) include 3) break 4) invent
5) strike 6) limited 7) able 8) not
9) average 10) reason 11) that
12) examining 13) Another 14) play
15) regard 16) sound 17) because
18) disapproved 19) satisfaction 20) but

Part Four Writing and Translation

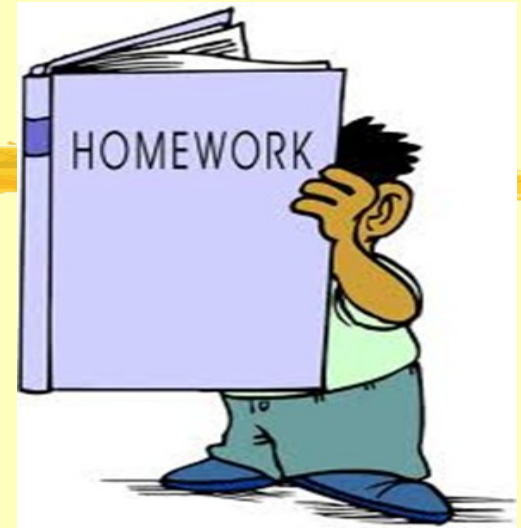
2. Translation Practice (P. 167)



■ Key to Translation Practice

- 1) 一个具有独创性的人没有难题，只有发挥独创性的机会。
- 2) 我一直在做力所不能及的事，那是为了学会如何去做。
- 3) 存在是为了改变，改变是为了成长，成长是为了不断创造自我。
- 4) 想要创造性地生活，我们必须不再害怕犯错。
- 5) 创造性就是发明、试验、成长、冒险、犯规、犯错和游戏。
- 6) 我总想着创新。我的未来始于每天清晨睡梦初醒之时。每天我都在自己的生活中找到富有创造性的事情来做。

- **1. Review Unit 4.**
- **2. Writing (P. 167)**



When you write, try to use as many new words and expressions as you can.



Thank you!