



lingoda

# Can creativity be taught?

READING

LEVEL  
Advanced

NUMBER  
C1\_3063R\_EN

LANGUAGE  
English

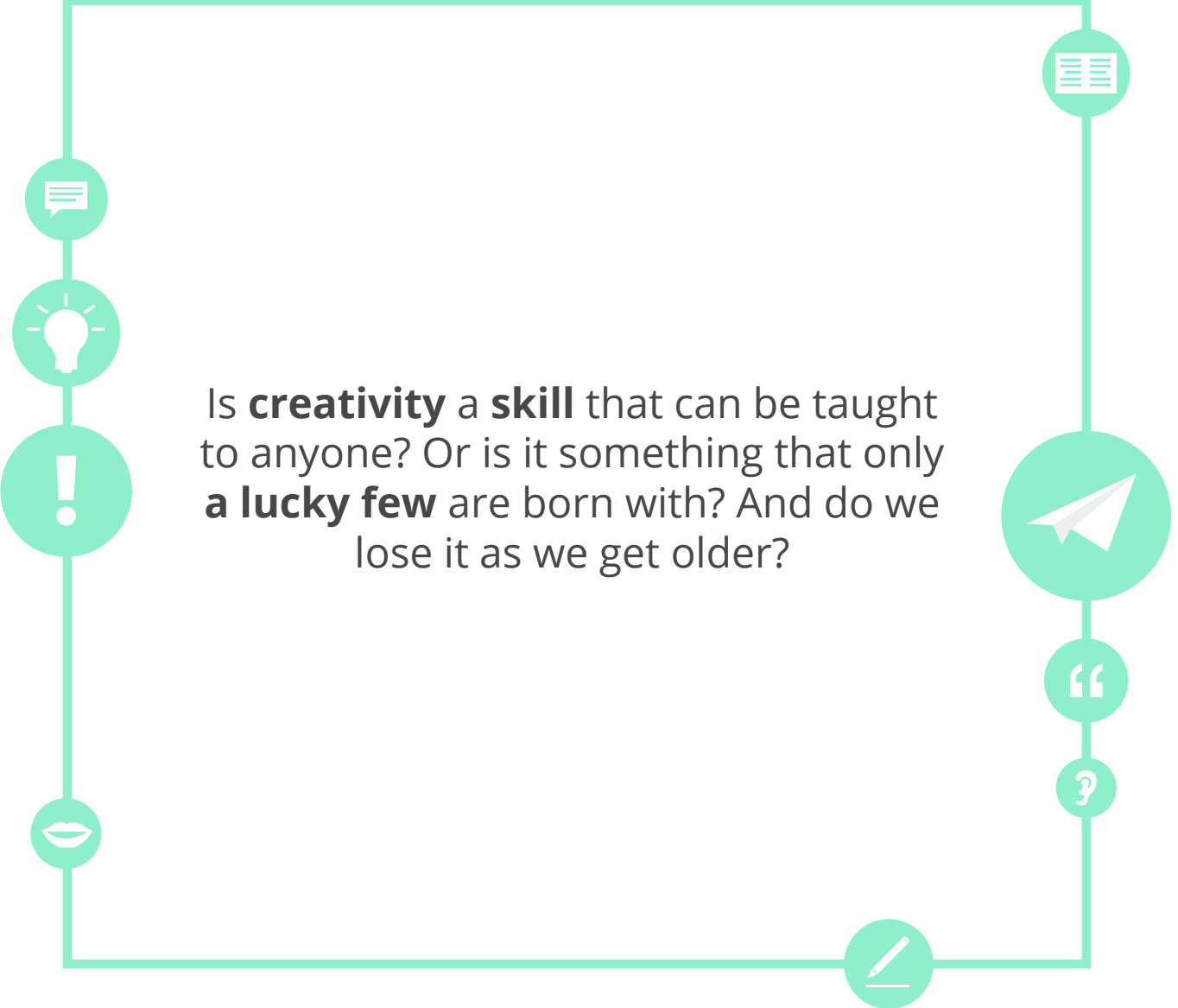




## Goals

- Can read and understand a complex text on the topic of creativity and education.
- Can talk about the importance of creativity in different contexts and present my own views on the topic.





Is **creativity** a **skill** that can be taught to anyone? Or is it something that only **a lucky few** are born with? And do we lose it as we get older?



# Creativity

What different ways are there to be creative?



music

inventions



## Creativity

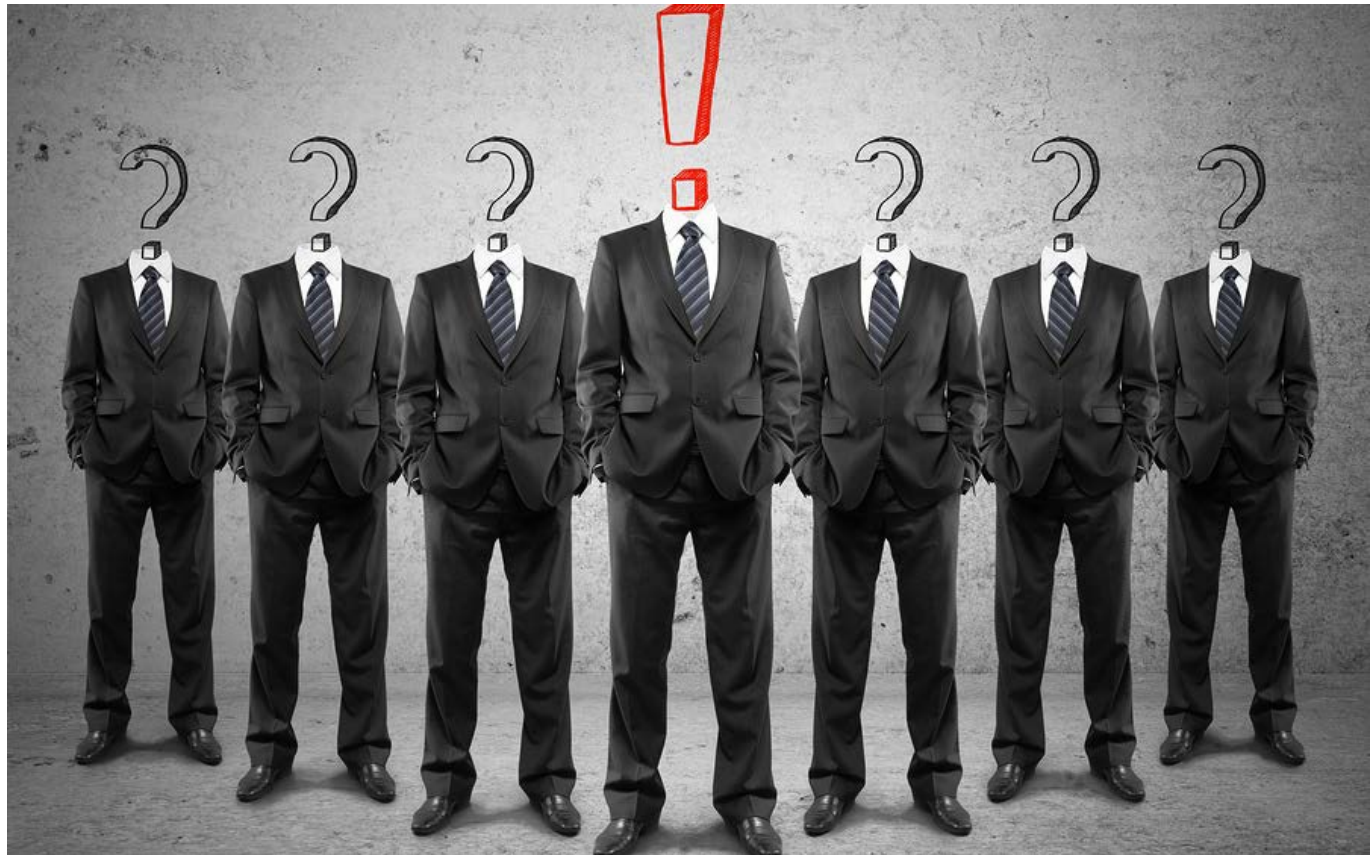
Would you say that you are  
**creative**? In what ways?  
If you are not, have you ever  
wished you could be **more**  
**creative**?





## Creative people

**Name some people in the business world who are very creative.**







## Can creativity be taught?



Can creativity be taught or is it something **inherent**, a gift **bestowed upon** only a few at birth? If creativity is defined as being **inventive** and **coming up with** original ideas, it does not seem that we could teach a person to come up with something unexpected.

In the past few years, there have been greater and louder calls for schools to invest in their students' creativity. It is said that schools are **smothering** imaginative thought and that the **rigid** push towards test scores does not allow students to **explore their creativity**. Some say that change in the educational system is **imperative** if we want our children to **unleash** their creative talents.



## Can creativity be taught?

Most psychologists and many educators now recognise that creativity can indeed be taught or, as many of them say, relearned. According to studies, all children are creative, and the younger they are, the more creative they are too. As we age, we lose the ability to **tap into** our imagination because of the rules **heaped upon us** by society, resulting in a loss of original thought.







## Do you know the meaning of these words and phrases?

inherent

bestowed upon

inventive

to come up with

smothering

rigid

imperative

unleash

to tap into



## Smothering creativity

Do you think the statement below is true or false? Explain your answer.

//

Schools smother  
creativity.

//





## Losing our creativity

**In what ways are young children creative? Do you think you had a better imagination when you were younger?**





## Losing our creativity

**Thinking about the previous page and what you have just discussed, why do you think we lose our creativity as we age?**





## Can creativity be taught?

Perhaps it is not teaching creativity we should think about, but rather teaching the skills to access the creativity in all of us. What would such a lesson look like? The lesson, according to those who currently teach creativity, would teach students to follow a **structured process** to allow them to process ideas. Starting with a **solid base of knowledge**, a lesson in creativity would then ask questions rather than provide answers; it would attempt to make people think about things in a new way. Those **in the know** also say that it is also important to allow students to be wrong, something which is not normal in ordinary schools.

One of the most important ways to **foster creativity** is to practise. With practice, we get used to making new connections between things and **seeing** problems **in a new light**. Sharing ideas is also **key**; **bouncing ideas off** other creative people, or simply spending time with **imaginative** folks, can increase your own creativity.



## Can creativity be taught?



Perhaps it is possible to teach creativity, but how would schools measure the **impact** of such a class? There will always be people who are **exceptionally gifted** and to whom creativity comes naturally - imagine being in such a class with Leonardo da Vinci. To say he would be at an advantage is an **understatement**. However, it is true to say that there will always be people who are particularly talented at one thing or another, be it English or Maths, and for whom concepts come together more quickly. The key might be in moving away from grading completely, a **revolutionary** concept for today's schools, and accepting that some lessons are highly necessary but **foster skills** which cannot be measured.





## Fill in the gaps

Fill in the gaps with the words from the text.

1. Saying that Beethoven was a good composer is an \_\_\_\_\_.
2. My friends and I like to \_\_\_\_\_ one another before we put them into practice.
3. Mozart was an \_\_\_\_\_ musician.
4. Having an open mind is \_\_\_\_\_ to being creative.
5. Since I started learning more about modern art, I've begun to \_\_\_\_\_.
6. Schools should \_\_\_\_\_ creativity in children rather than squash it.

exceptionally gifted

see it in a new light

understatement

key

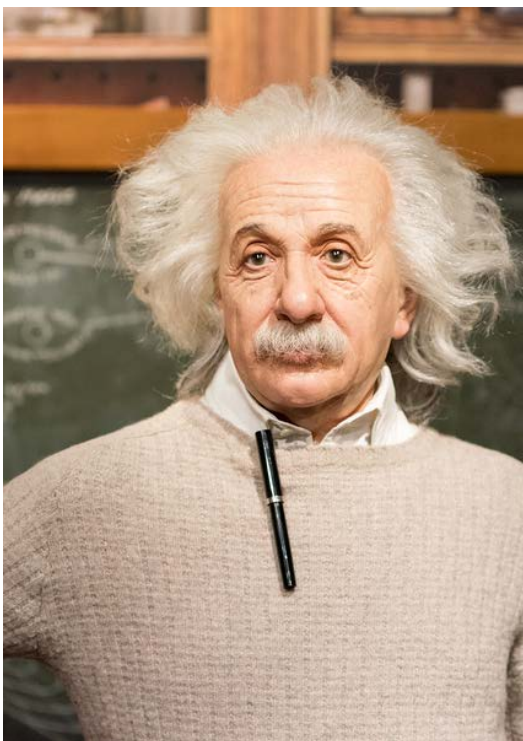
bounce ideas off

foster



## Speaking

**Answer the questions with your teacher or classmates.**



Do you know anyone who is exceptionally gifted at something? Can you think of any famous examples?

Who do you like bouncing ideas off before you start something new?

Have you ever seen someone or something in a new light after a major event?



## Complete the sentences

**Complete the sentences with your own ideas. Then either tell your teacher what you wrote or compare what you have written with your classmates.**

1. I would/would not like to take a class in accessing my creativity because...
2. It is fair/unfair to have creativity lessons because...
3. An example of an understatement is...
4. Having subjects in schools which cannot be graded would be...



## Creativity classes

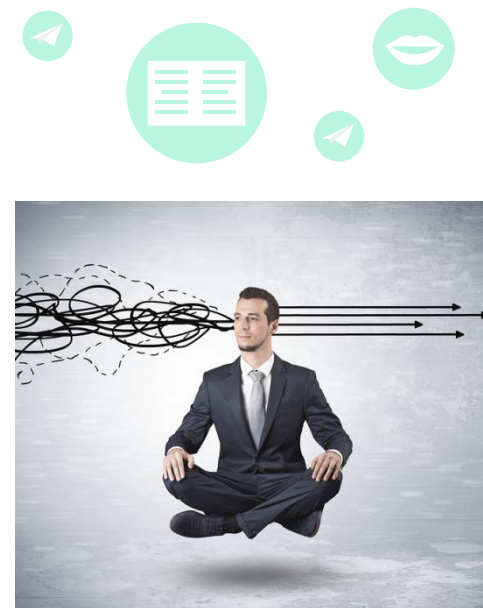
Do you think all schools should have creativity classes?





## Can creativity be taught?

We say that creativity is a necessary skill, but why is that? In almost all jobs, creativity is an **asset**. Whether you are inventing a brand new form of technology or simply finding an easier way to solve your daily problems, creativity is essential. Businesses **across the board** are trying to promote creativity in their employees, knowing that **innovation** at work will mean easier lives, more profits and the development of their businesses. However, with profit the **bottom line**, finding employees who are willing to take risks can be difficult. In today's world, many of the most **innovative** companies are start-ups owned by a particularly creative CEO.





## Can creativity be taught?



It is certainly easier to judge creativity in business rather than in school because, as mentioned above, profit is the most important thing. The success of a creative idea in business is measured by the profit itself, by the volume of customers who buy the product or service you have **come up with**, or by you being able to do a job more easily and efficiently.

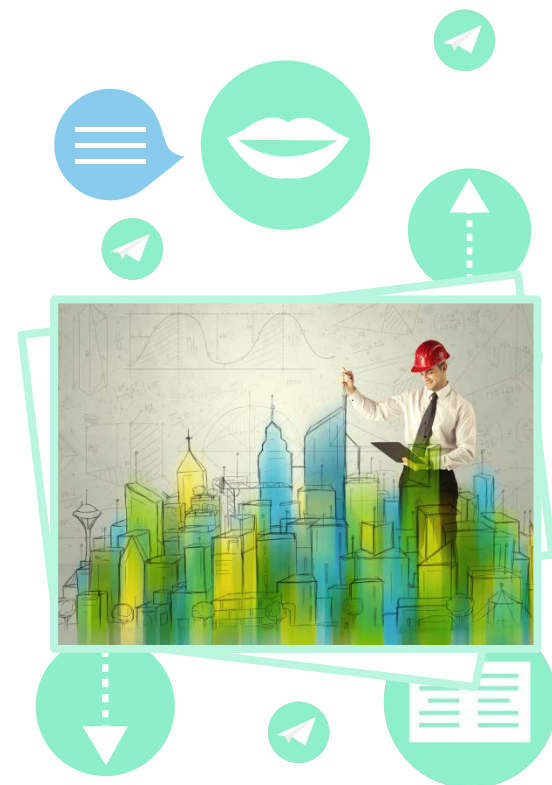




## Vocabulary matching

Match the words from the text with their definitions on the right.

asset	new idea, method or invention
across the board	advantage
innovation	the most important factor
the bottom line	affecting everything or everyone





## Creativity at work

**Discuss these questions with your teacher or classmates.**



1

How important is creativity in your job?

2

In which jobs and sectors do you think creativity is extremely important?

3

Would you be willing to take creative and innovative risks in your professional life?



## Can creativity be taught?

After everything you have read in the lesson, do you think that creativity can be taught? Give reasons to justify your answer.





## Writing

**Write a paragraph arguing either for or against the argument that creativity can be taught. Use some of the vocabulary from the lesson.**

A blank sheet of lined paper with a spiral binding on the left side, intended for writing a paragraph.

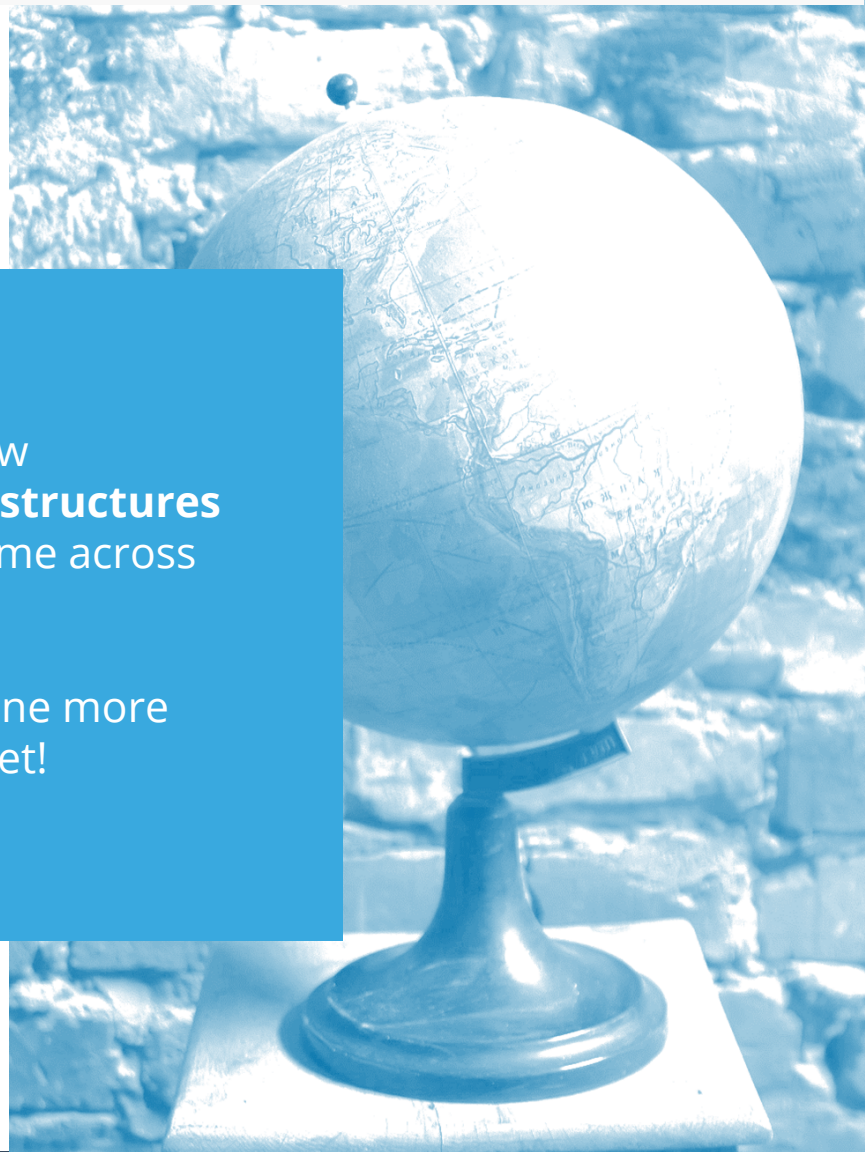




## Reflect on this lesson

Take a moment to review any new **vocabulary, phrases, language structures** or **grammar points** you have come across for the first time in this lesson.

Review them with your teacher one more time to make sure you don't forget!





## Answer key

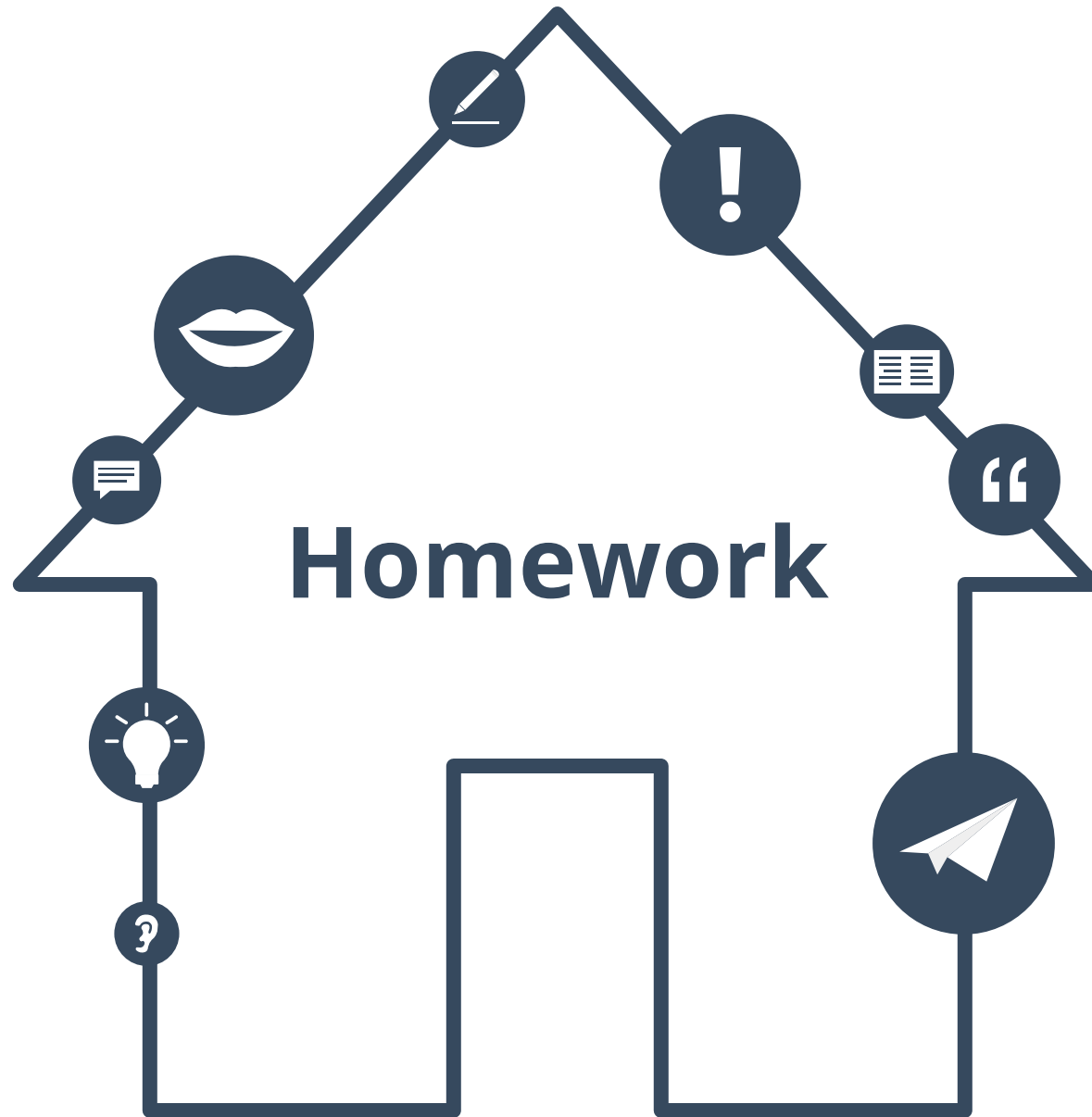
### Exercise p. 21

asset – advantage, across the board – affecting everything or everyone, innovation – new idea, method or invention, the bottom line – the most important factor

### Exercise p. 15

1. understatement, 2. bounce ideas off, 3. exceptionally gifted, 4. key, 5. see it in a new light, 6. foster







## Fill in the gaps

1. Schools have been accused of \_\_\_\_\_ creativity due to a \_\_\_\_\_ push for exam targets.
2. As adults, we might need to be taught how to \_\_\_\_\_ the creativity that we've lost while getting older.
3. Creativity is valuable \_\_\_\_\_ in business – it is useful in all sectors.
4. Some people are naturally \_\_\_\_\_, but in others we can certainly try to \_\_\_\_\_ creativity.

**across the board**

**rigid**

**foster**

**smothering**

**tap into**

**exceptionally gifted**



## Writing

This image shows a single sheet of white paper designed for writing. On the left side, there is a vertical blue margin line. To the left of this margin line are ten circular punch holes, evenly spaced vertically. The main body of the page contains ten horizontal blue ruling lines, which are parallel to each other and extend across most of the width of the page. These lines provide guides for handwriting practice or general note-taking. The entire sheet is set against a plain black background.



## Homework answer key

### **Exercise p. 28**

1. smothering, rigid, 2. tap into, 3. across the board, 4. exceptionally gifted, foster



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