

‘Creative writing’ by Gervase Phin

My story on Monday began:

*Mountainous seas crashed on the cliffs,
and the desolate land grew wetter...*

The teacher wrote a little note: *Remember the capital letter!*

My poem on Tuesday began:

*Red tongues of fire
Licked higher and higher
From smoking Etna’s top...*

My teacher wrote a little note: *Where is your full stop?*

My story on Wednesday began

*Through the lonely, pine-scented wood
There twists a hidden path...*

The teacher wrote a little note: *Start a paragraph!*

My poem on Thursday began:

*The trembling child,
Eyes dark and wild,
Frozen midst the fighting...*

The teacher wrote a little note: *Take care – untidy writing*

My story on Friday began:

*The boxer bruised and bloody lay,
His eye half closed and swollen...*

The teacher wrote a little note: *Use a semi-colon!*

Next Monday my story will begin:

Once upon a time...



 **NATIONAL
GEOGRAPHIC**
LEARNING

**Creative thinking and
language learning
inside the box**

John Hughes
www.johnhugheselt.com

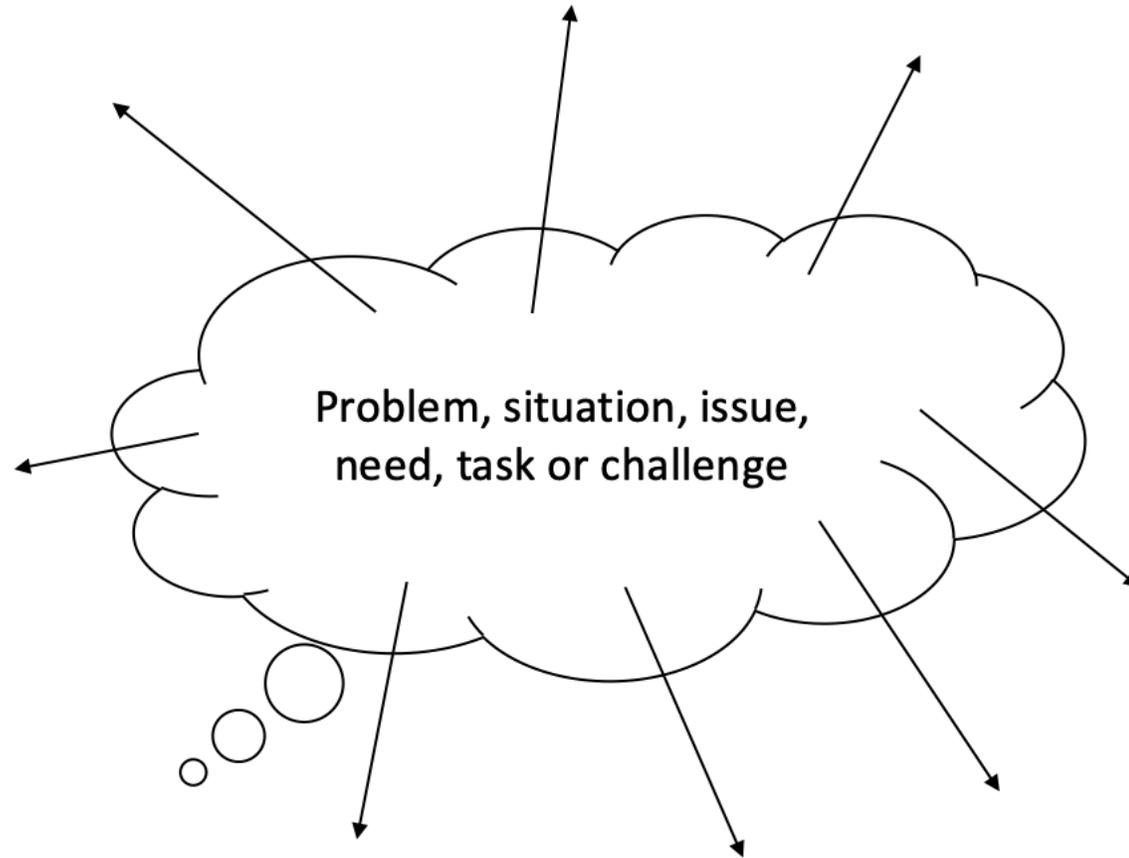
ETAS 2020

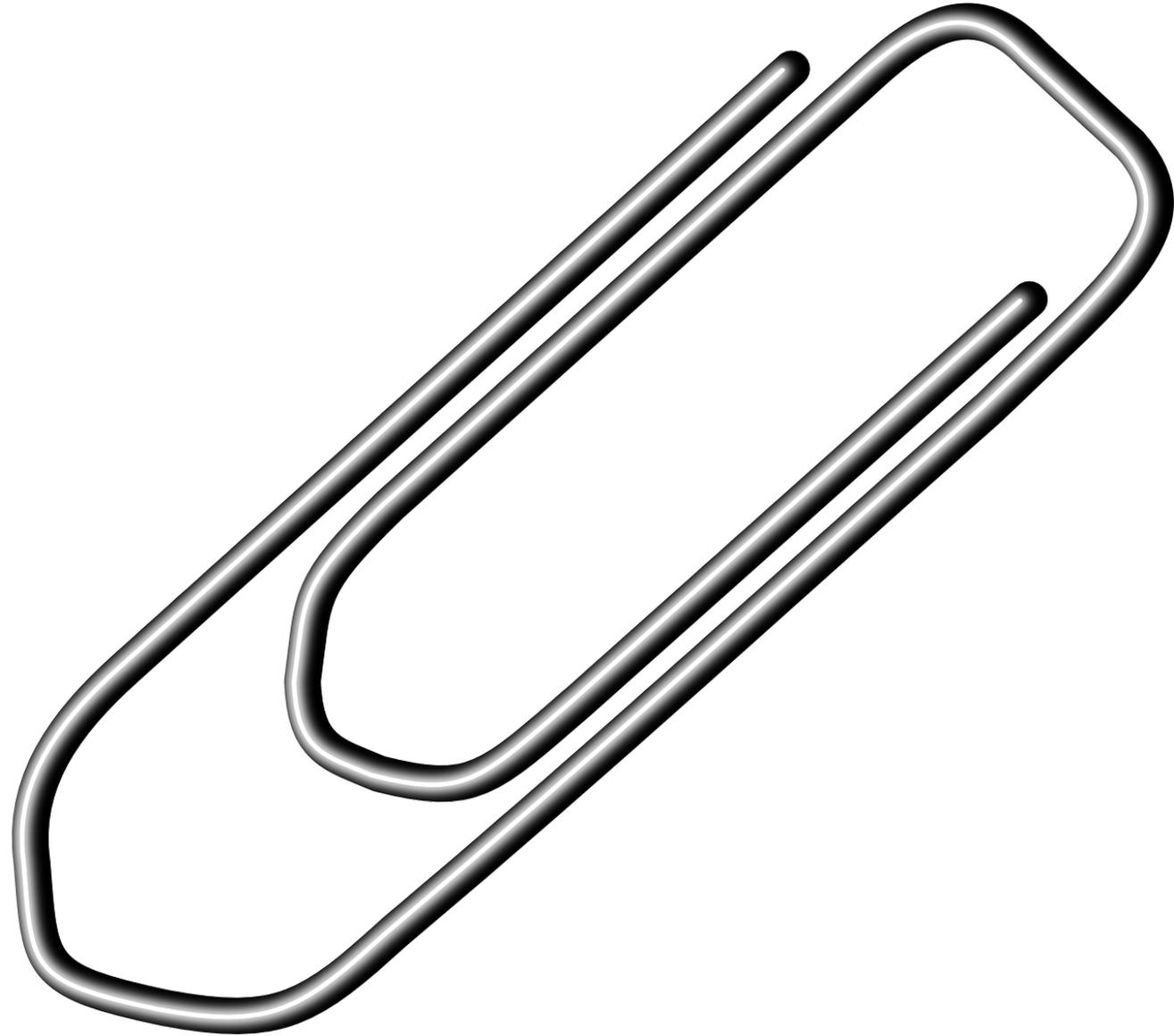
C

c

1. Think *outside* the box

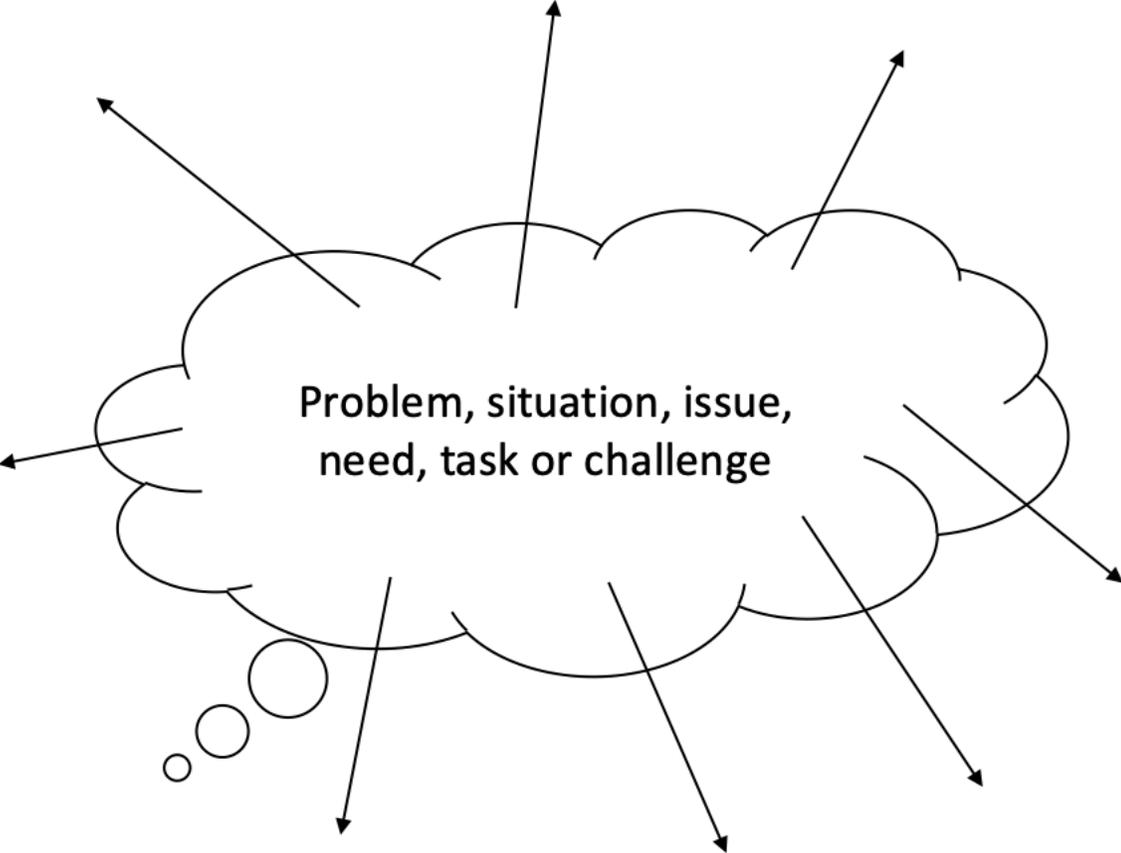
Creative thinking (divergent thinking)



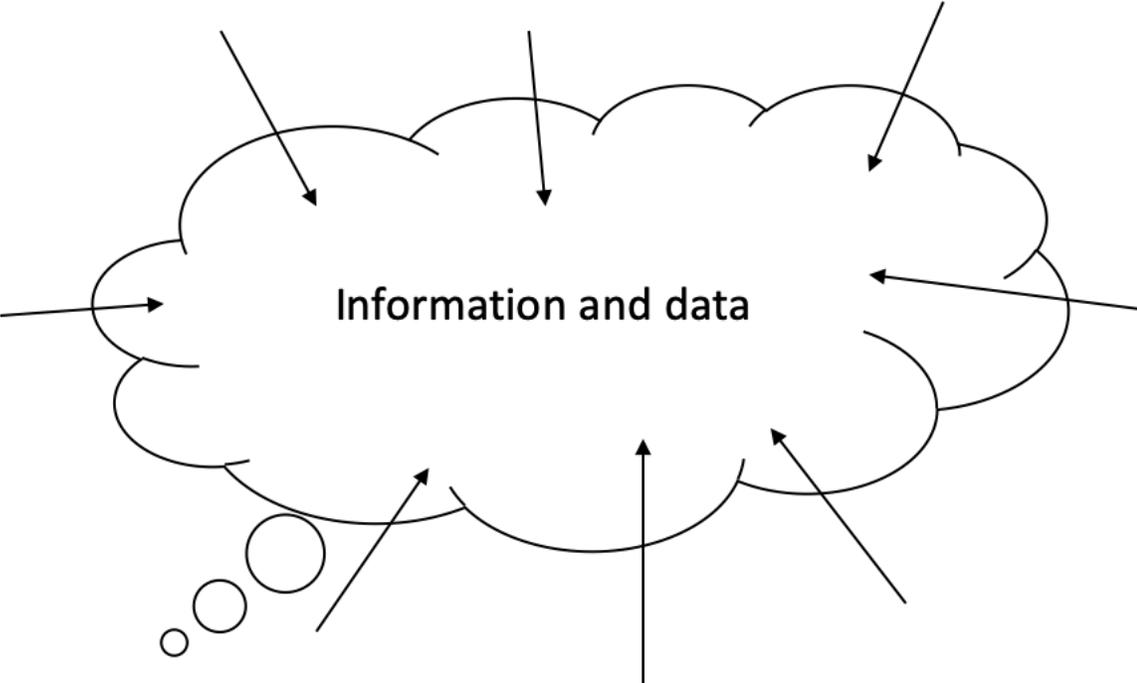


2. Think *inside* the box

Creative thinking (divergent)



Critical thinking (convergent)



“In the twenty-first century, mobile phones have had a positive impact on our daily lives.”
Do you agree?

1. Work in groups. Brainstorm arguments for and against the sentence.
2. Decide if you agree or disagree and choose the three best arguments from your brainstorm.
3. Write your essay.

Once upon a time _____

Every day _____

One day _____

Because of that, _____

Because of that, _____

Until finally _____

For sale: Baby shoes. Never worn.

E. Hemingway

Boy wizard beats Voldemort
seven times.

3. Ask higher order thinking questions

- On average, 2 questions per minute, 400 per day
- That's 70,000 a year, 2-4 million in a career
- 4-8% of questions are higher order
- Allow 3 seconds for lower order, 10 seconds for higher
- On average, a student asked 1 question per lesson

- What else...?
- How could you make it better?
- What would happen if...
- What do you think will happen next?
- How could we do it differently?
- Can you add something...?

4. Break habitual patterns of thinking

Information for tourists and visitors in Australia

1

- You have to get a holiday visa from the Australian Embassy before you leave.
- Tourists can stay for a maximum of six months.
- You can't work in Australia without a work visa. You have to get a visa from the Australian Embassy in your country.

2

- The currency is Australian dollars.
- Most shops, hotels and banks in large cities accept credit cards.
- In smaller towns, always have cash with you.

3

- Australia is a multicultural country so there are many different languages.
- Most people speak or understand English.

4

- The climate is different in different areas of the country.
- Summers are very hot and the temperature is often over 40°C. Always use lots of sun cream and wear a hat.

5

- Tourists don't have to get a new driving licence. But if you stay here for more than one year, you have to take an Australian driving test.



Grammar *have to* / *don't have to*, *can* / *can't*

▶ HAVE TO / DON'T HAVE TO, CAN / CAN'T

*You **have to** get a holiday visa from the Australian Embassy.*

*Tourists **don't have to** get a new driving licence.*

*Tourists **can** stay for a maximum of six months.*

*You **can't** work in Australia without a work visa.*

For further information and practice, see page 178.

- 6 Look at the grammar box. Answer these questions about the verbs in bold.
- 1 Which verb means it is necessary?
 - 2 Which verb means it is possible?
 - 3 Which verb means it is not necessary?
 - 4 Which verb means it is not possible?
 - 5 What form of the verb comes after the verbs in bold?



You have to drive on the right.
 You don't have to wear a school uniform.
 You can get married when you are 18.
 You can't leave school before you are 18.



Ayers Rock or Uluru, Australia

Sea Island

You can swim with the dolphins.
You don't have to pay taxes.

MoldoSyria

You have to study English.
You can't have a car. You have to cycle.

Bromanitaly

In the morning you have to drive on the right, and in the evening you have to drive on the left.



1. Who are your main characters? Roll the dice twice.
 - 1 = an old man wearing a hat and walking with a stick; he has a thick beard
 - 2 = two teenage girls; they look like twins
 - 3 = a female police officer
 - 4 = a young boy, around 10 years old
 - 5 = a shaggy sheep dog
 - 6 = a power-dressing businesswoman

2. Where does your story take place? Roll the dice once.
 - 1 = a cemetery
 - 2 = a beach
 - 3 = a park
 - 4 = an empty industrial park
 - 5 = a busy city street with skyscrapers
 - 6 = a quiet country lane

3. Roll the dice three times to choose some of the main actions.
 - 1 = a person running
 - 2 = a person hiding
 - 3 = a person driving a car
 - 4 = a person swimming
 - 5 = a person falling
 - 6 = a person shouting

Receptionist: Hello, can I help you?

Guest: I have a reservation. My name is Long. Jane Long.

Receptionist: Ah, yes. For two nights.

Guest: That's right.

Receptionist: Can I have your passport and a credit card?

Guest: Sure. Here you are.

Receptionist: Can you fill in this form?

Guest: Of course.

Receptionist: Here is your key. Your room is 301 on the 3rd floor.
Breakfast is between 7 and 10 on the first floor.

Guest: Thank you very much.

Receptionist: Hello, can I help you?

Guest: I have a reservation. My name is Long. Jane Long.

Receptionist: Ah, yes. For two nights.

Guest: That's right.

Receptionist: Can I have your passport and a credit card?

Guest: Sure. Here you are.

Receptionist: I'm sorry but this isn't your passport.

Guest: What?!

Receptionist: ...

Guest: ...

Receptionist: ...

Guest: ...

5. Allow thinking time

When and where do you have your most creative ideas?

“In the shower”

“On vacation”

“Travelling to and from work”

The Last Words Ever Breathed



An Anthology
by the Students
of Oxford Spires Academy
2016-17

The Last Words Ever Breathed

The sun at dawn

The sun in a happy mood

Blue skies

Pale but full clouds

The sun being dragged towards the green earth

Getting lower

Good bye, sun

Seemin Mohammed

6. Share like an artist

University of Technology and Humanities in Radom, Poland announces

THE 2ND EDITION OF INTERNATIONAL VIDEO (COMPETITION 2018'

A DAY IN THE LIFE OF... (NATIONALITY)... STUDENTS



DEADLINE: 1 DECEMBER 2018

video.contest@wp.pl

Coordinator of the video project:
Magdalena Dygala

[magdalena.dygala@wp.pl](mailto:magdalenadygala@wp.pl)



7. Assess creative thinking (?)

Exams 'threaten creativity'

13 JUNE 2003

Further education and sixth-form students have become so overloaded with exams that they may fail to develop the independent and creative thinking skills needed to succeed in higher education, college heads have warned, writes Tony Tysome.

'Exams, exams, exams': Children's author Sally Gardner says new national curriculum would stifle classroom creativity

School exams 'stifle children's creativity'

By Liz Stansfield Oct 08, 2012

Focus on exams is 'blocking creativity'

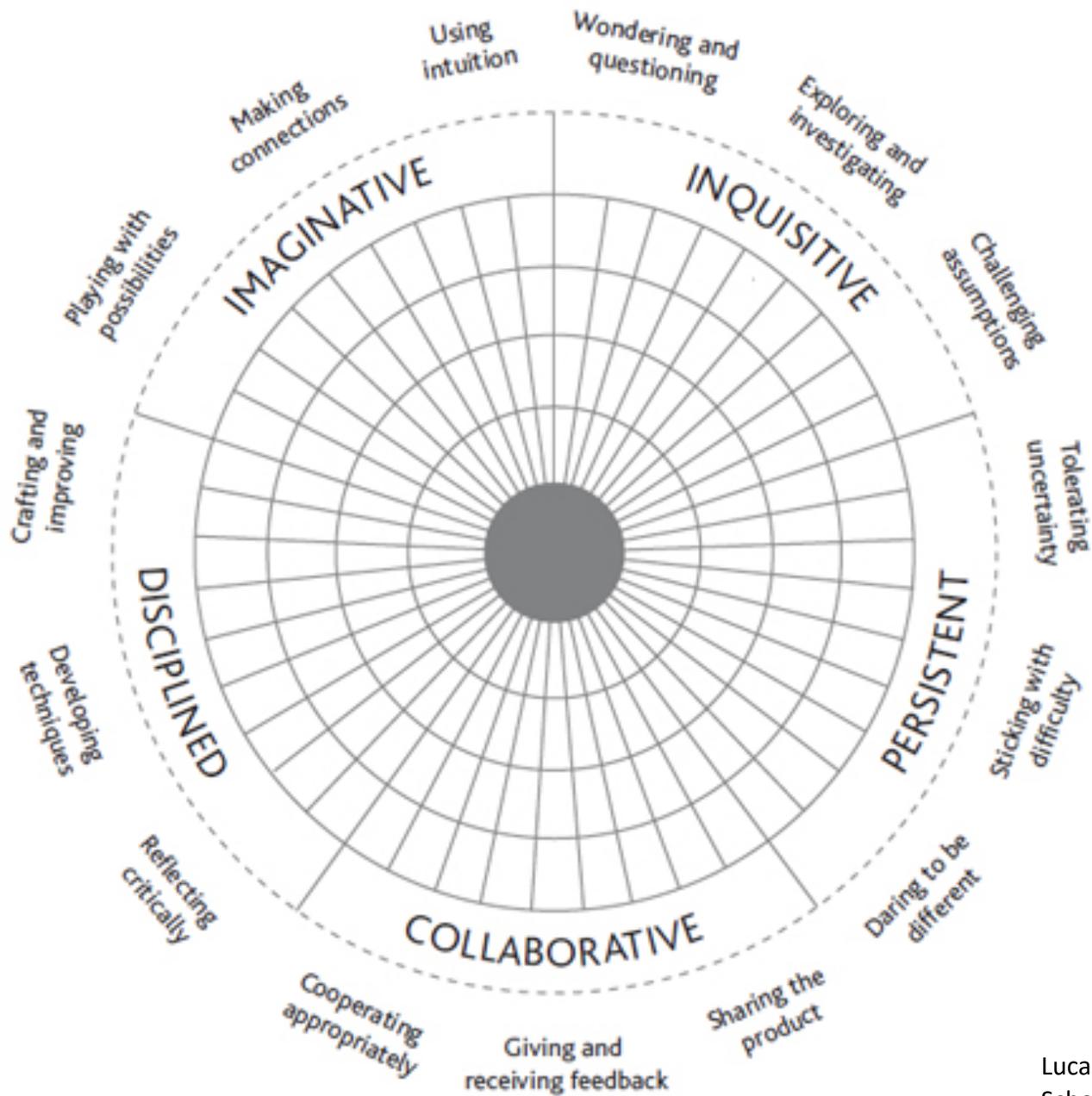
Bethany Hiatt, Education Editor
November 1, 2013, 5:48 am

Too many exams, too little creativity

“Currently there is no widely used definition of creativity in schools and no commonly accepted framework for assessing its development.

Yet, if creativity is to be taken more seriously by teachers and educational policy makers we must be clearer about what it is.

It will also help if there is an approach to assessing it that is both rigorous enough to be credible and user-friendly enough actually to be used by busy educators.”



Lucas, B., G. Claxton and E. Spencer (2013), "Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments", *OECD Education Working Papers*, No. 86, OECD Publishing.

The Organisation for Economic Co-operation and Development (OECD)



<http://www.oecd.org/pisa/>

1. Think outside the box
2. Think inside the box
3. Ask higher order thinking questions
4. Break habitual patterns of thinking
5. Allow thinking time
6. Share like an artist
7. Assess creative thinking (?)

Brookhart, S M (2010) *How to assess higher-order thinking in your classroom*

ASCD Publishing

Didau, D. (2016) *What if everything you knew about education was wrong?*

Crown House Publishing

Dummett, P & Hughes, J (2019) *Critical thinking in ELT* National Geographic

Learning

Goldberg, J. & Boyd, D. (2013) *Inside the box* Profile

Jones, C & Barber, D. (2018) *ETpedia Grammar* Pavilion ELT

McGregor, D. (2007) *Developing thinking; developing learning. A guide to*

thinking skills in education Open University Press

Robinson, K. (2001) *Out of our minds: Learning to be creative.*

Oxford:Capstone.

<http://www.oecd.org/pisa/>



**Creative thinking and
language learning
inside the box**

John Hughes
www.johnhugheselt.com

ETAS 2020