

araq

StartUp 7

Reading

Unit3 – Lesson4

Page36

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



WRITER'S BLOCK



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
CLAIM
BE PURPORTED TO
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

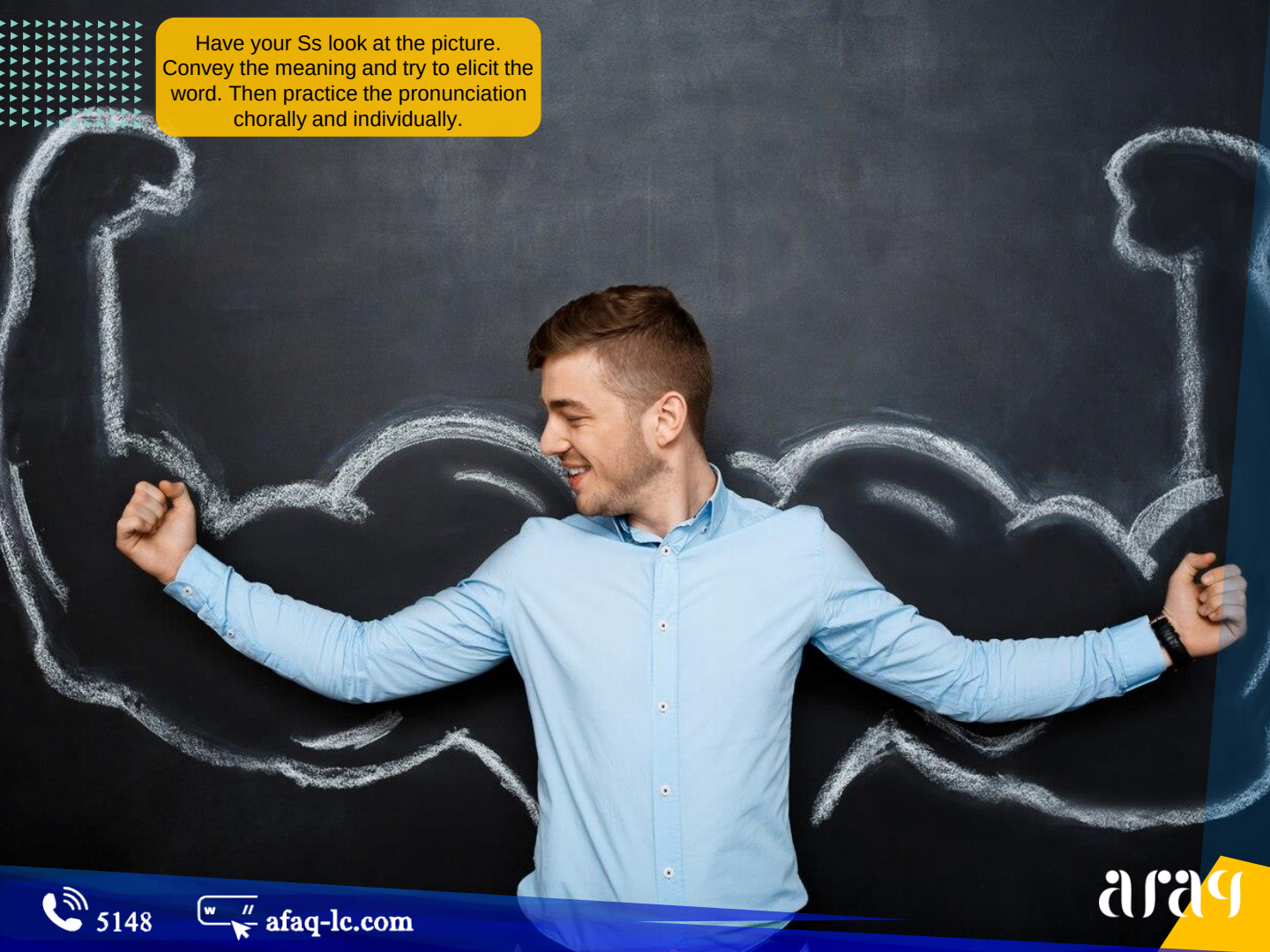
Teach the form of the word. Then ask some concept checking questions.



JUMP-START


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
CLEARHEADED
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
AMPLIFY
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
INCONSEQUENTIAL
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



A POSE



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



A BLINDFOLD



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
START.
ON THE THRESHOLD OF
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



DOZE

FILL IN THE BLANKS.

jump-start - inconsequential - writer's block - amplify - a pose
clearheaded - on the threshold of - a blindfold - doze - be purported to

_____1_____: a problem that a writer sometimes has of not being able to think of ideas to write
_____2_____: formal to claim that something is true, especially when it is possible that it is not true
_____3_____: to help a process or activity start working better or more quickly
_____4_____: to think in a clear and sensible way
_____5_____: formal to make something stronger
_____6_____: not important; insignificant
_____7_____: the position in which someone deliberately stands or sits
_____8_____: a piece of cloth you use to cover someone's eyes so that he or she can't see
_____9_____: at the beginning of a new event or development
____10_____: to sleep for a short time

Have your students do the task in class. Then check the answers right away.

A PREVIEW Read the titles of the posts. What do you think the discussion thread is about?

Help! I'm out of ideas!

Why not stand on your head?

Try keeping a notebook.

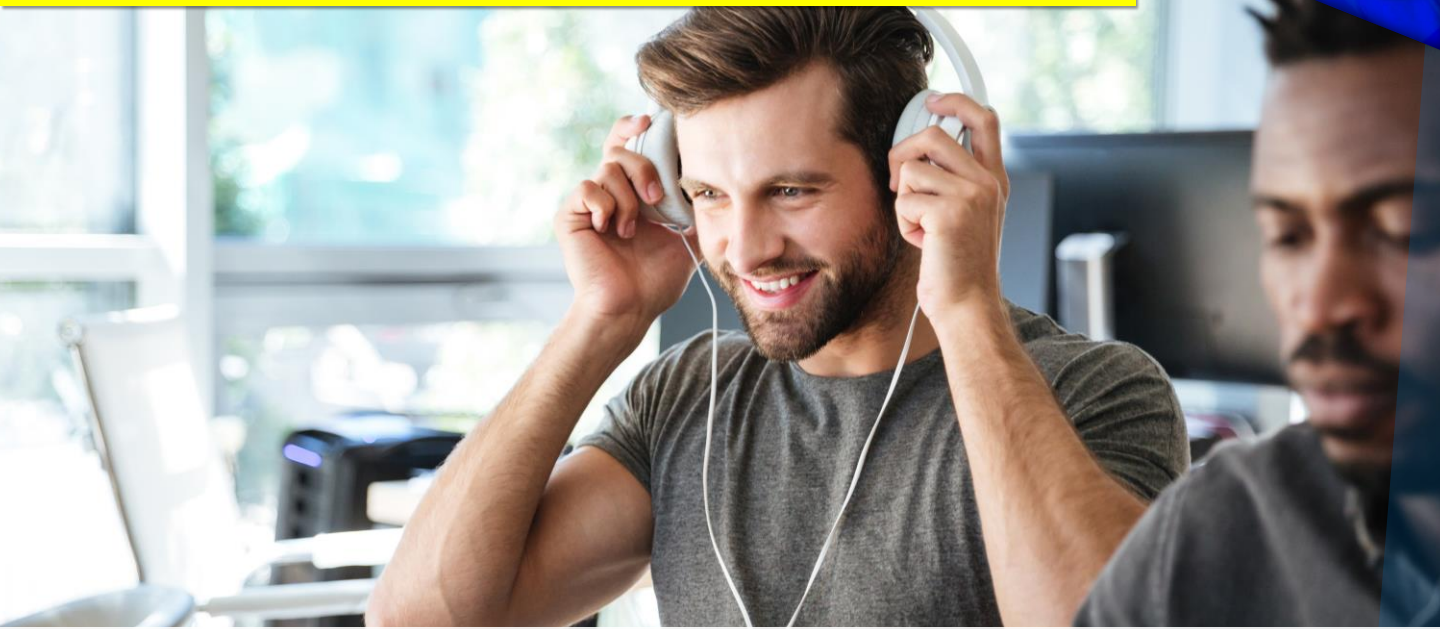
Dress for creativity!

Creativity on the threshold of sleep

Have your Ss listen to the audio and answer the question. Check the answers in class.

ANSWER THE QUESTIONS ACCORDING TO THE AUDIO.

3-17



1. In what ways is showering purported to enhance creativity?
2. In what ways does yoga affect the brain?
3. Why does the third post recommend keeping a notebook all the time?
4. What are the effects of formal clothes, different hats, and earplugs?
5. What did Dali and Edison have in common?

Have Ss identify the correct meaning. Go over the answer as a class.

B **CLOSE READING** Reread the lines. Then circle the correct answers.

1. In line 6, what does the word *ideally* imply?
   a. The wandering mind creates the perfect creative situation.
   b. This is the best reason of the three presented.
   c. It's possible great insights might not be discovered.
2. In lines 11–12, how is the second sentence connected to the first?
   a. It concedes that the pose may be difficult.
   b. It expresses encouragement to attempt the pose.
   c. It emphasizes that this pose amplifies creativity.

In pairs, have Ss take turns retelling the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.

I'm taking a creative writing course and have a terrible case of writer's block. I read that novelist Brad Meltzer takes showers to boost his creativity. It's purported to work for a few reasons: the unconscious mind takes over and starts making lots of connections between ideas; the brain produces more dopamine, a chemical brain cells use to send signals to each other; and the focus of the mind turns inward in the shower, allowing it to wander and, ideally, discover some great insights. So far, unfortunately, it hasn't helped. What other advice do famous people have for jump-starting creativity?


Novelist Brad Meltzer

Why not stand on your head? Posted 4 hours 21 minutes ago

That's what Igor Stravinsky, the famous composer, used to do. He said he felt rested and clearheaded afterward. As a yoga teacher, I can [illegible] pose causes the brain to absorb more oxygen, which I think must amplify creativity. However, that's an advanced pose. Why not just try some yoga [illegible] ivity. Or you can give [illegible] to creativity.

Try keeping a notebook. [illegible] hours 14 minutes ago

Great ideas enter and leave our heads all day, but we don't record them, so they're lost forever. Here's an idea I got from Richard Branson, the British entrepreneur: Keep a notebook with you wherever you go and write down all your ideas as soon as you think of them, even ones that seem incomplete or inconsequential. So don't judge them! You can cross out the bad ones later. Just record them whenever and wherever they occur to you—even in the shower! Did you know they sell waterproof notebooks for that?

Dress for creativity! Posted 1 hour 9 minutes ago

What you wear matters. For example, psychologist Abraham Rutchick found that wearing formal clothes improved individuals' scores on tests of abstract thinking, which researchers believe enhances creative problem-solving. And here's an unscientific idea: Some people find wearing different hats inspires different types of moods. Oh, and my [illegible] sometimes wears earplugs, earmuffs, and a blindfold while he writes to help him

WHAT WAS THE ARTICLE ABOUT?
RETELL THE MOST IMPORTANT IDEAS.
USE YOUR OWN WORDS.

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Have your students think about the question. You're suggested to brainstorm some ideas first.

A THINK Which of the creativity-boosting methods you read about would be most effective for you? Why? What creative activity would you use it for? Take notes.



Have your Ss share what they have prepared in their breakout rooms. Monitor the groups and share your FEEDBACK afterwards.

B GROUPS Present your method, reasons, and the activity you would use it for. Then discuss whether your classmates' ideas would work for you.



Help! I'm out of ideas! Posted 5 hours ago

I'm taking a creative writing course and have a terrible case of writer's block. I read that novelist Brad Meltzer takes showers to boost his creativity. It's purported to work for a few reasons: the unconscious mind takes over and starts making lots of connections between ideas; the brain produces more dopamine, a chemical brain cells use to send signals to each other; and the focus of the mind turns inward in the shower, allowing it to wander and, ideally, discover some great insights. So far, unfortunately, it hasn't helped. What other advice do famous people have for jump-starting creativity?


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Creativity on the threshold of sleep Posted 12 minutes ago

The mind makes more connections between ideas when you're neither fully awake nor fully asleep (in the so-called hypnagogic state). The famous Spanish painter, Salvador Dali, used to spend his afternoons sitting in a chair with a key between his thumb and finger over a plate. When he began to drift off, the key would drop onto the plate and wake him. Many of his paintings are inspired by ideas that came to him during these short naps. The inventor Thomas Edison also sought new ideas in the hypnagogic state. He would hold metal balls as he dozed in his armchair until they clattered onto the floor. Whichever method you use, be ready to write down your creative ideas when you open your eyes. Good luck!

READ THE TEXT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW.

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM.

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