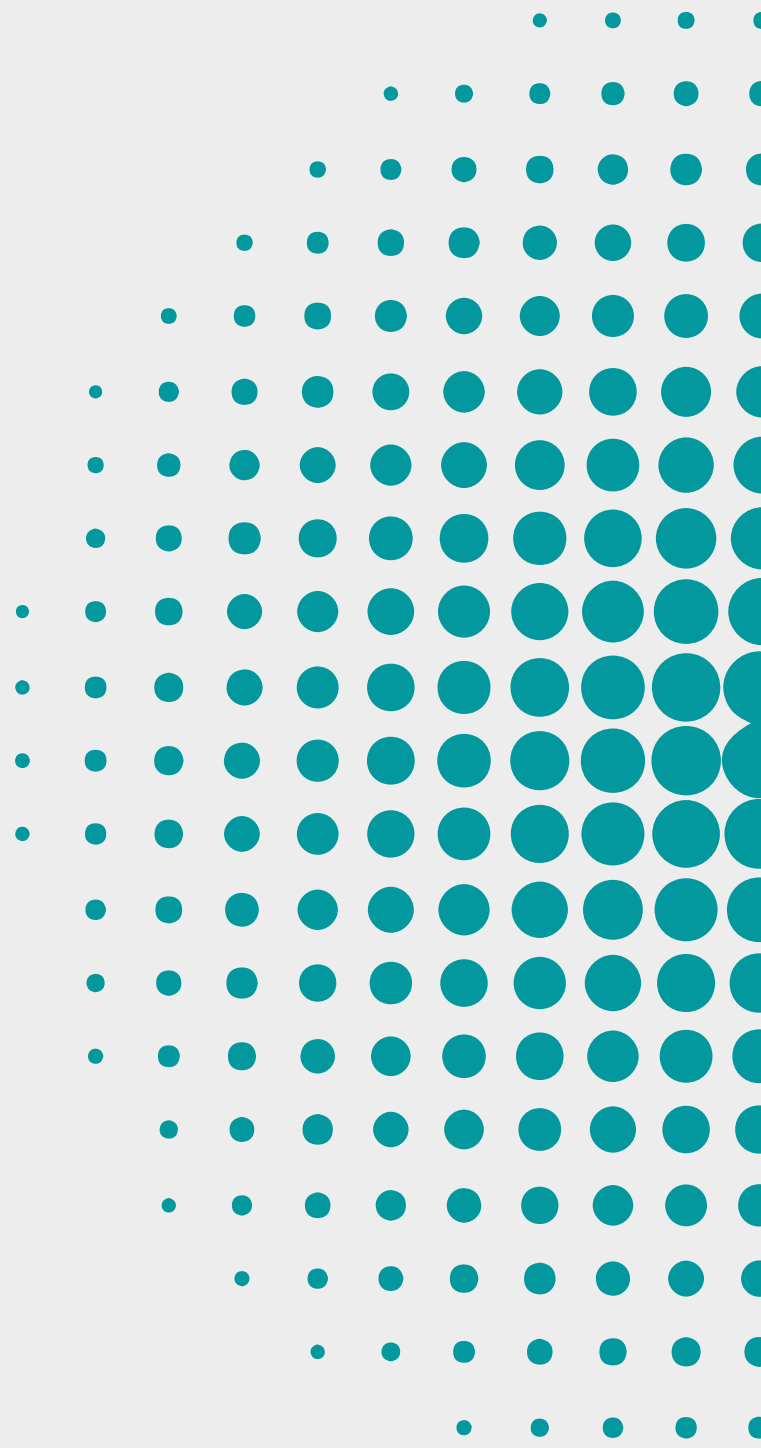


**bel**ta

# Imagination, Originality, and ELT

---

**James Taylor**



# Aims



**Personal  
experience**



**Understanding  
creativity**



**Look to  
the future**

**Raise Up!**  
James M. Taylor  
Ilá Coimbra

**Raise Up!**  
B1  
A diverse and inclusive  
view of English

**Raise Up!**  
B2  
A diverse and inclusive  
view of English

**Raise Up!**  
B2  
A diverse and inclusive  
view of English

**Raise Up!**  
A  
All proceeds  
go to benefit  
Lilly Padua's  
in memory  
of Maria

**Raise Up!**  
Taylor  
Carlos Gontow, Hugh Dellar,  
Nelson Duarte, Sergio Durazo

**Raise Up!**  
James M. Taylor  
Ilá Coimbra

Júlio Eduardo Quadras,  
Andrew Walkley, Effi Tsouri,  
Tatá Lombardi, Vicky Saumet

**Raise  
Up!**

**TRANS  
FOR  
ME** **KIDS**  
LIFELONG LEARNERS

**bulb**  
digital portfolios

**OUR Languages**  
BRUNO ANDRADE · JAMES M. TAYLOR VOLUME 1  
STUDENT BOOK

**OUR Languages**  
ANDRADE · JAMES M. TAYLOR VOLUME 2  
STUDENT BOOK

**OUR Languages**  
ANDRADE · JAMES M. TAYLOR VOLUME 3  
STUDENT BOOK

**OUR Languages**  
ANDRADE · JAMES M. TAYLOR VOLUME 4  
STUDENT BOOK

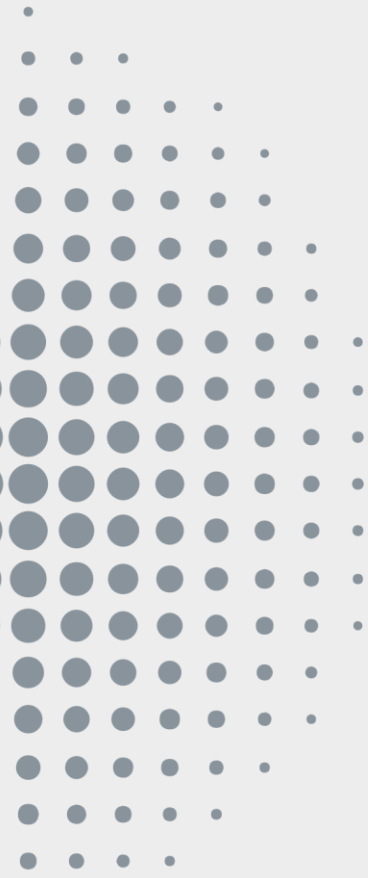
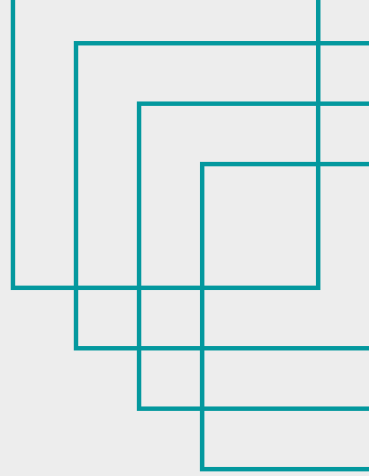
WITH ONLINE WORKBOOK

StandFor





# What is creativity?





# What is creativity?

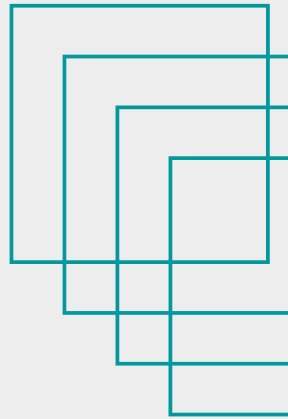


**What the teacher  
makes possible for the  
student to do, not just ...  
what the teacher does.**

Earl Stevick



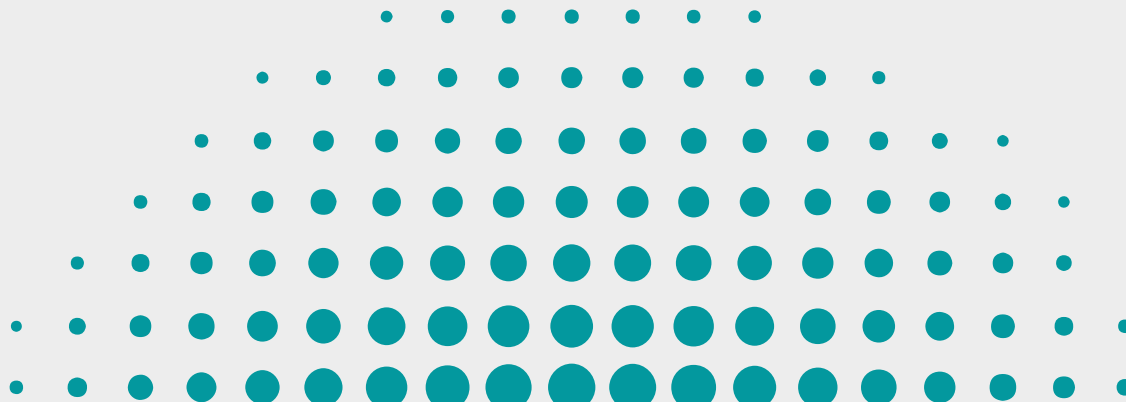
# Benefits of creativity



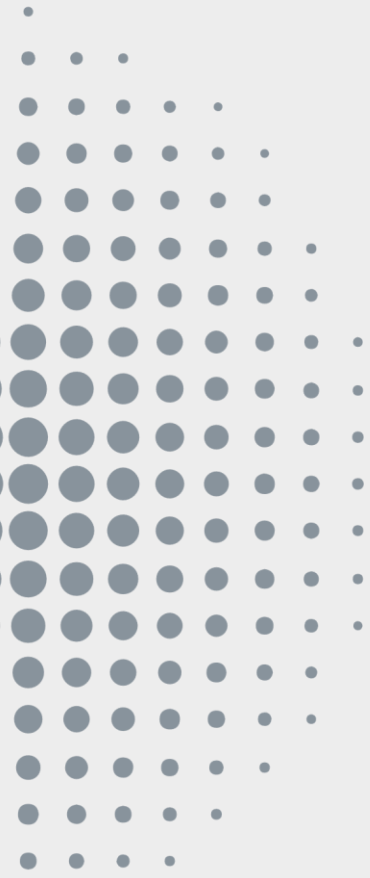
Chaz Pugliese



- Motivation
- Facilitates interaction
- Attention
- Readiness
- Transcends language



# Teacher identity





# Teacher identity

**However, fostering learners' creativity in the classroom is well-nigh impossible if one does not identify oneself as a creative practitioner.**

Daniel Xerri and Odette Vassallo



# Teacher identity

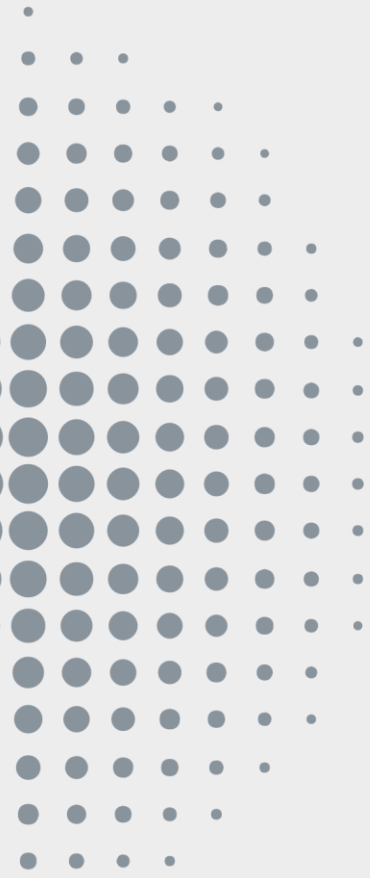
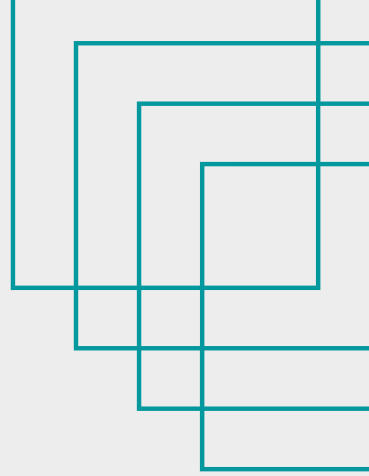
*and materials writer*

**However, fostering learners' creativity in the classroom is well-nigh impossible if one does not identify oneself as a creative practitioner.**

Daniel Xerri and Odette Vassallo



# Classroom practice



# Classroom practice

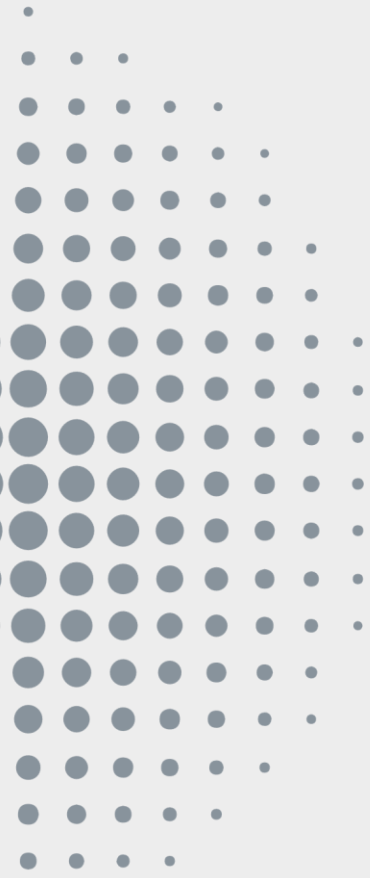
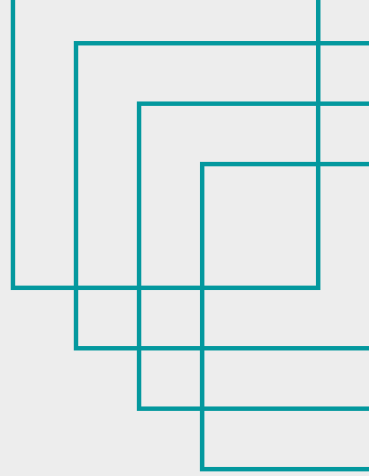


**Each time a language teacher enters a class, a silent experiment in hope and creativity is taking place: hope that the lesson will make a difference to at least one of its learners in some way.**

Jane Spiro



# Tension



# Tension

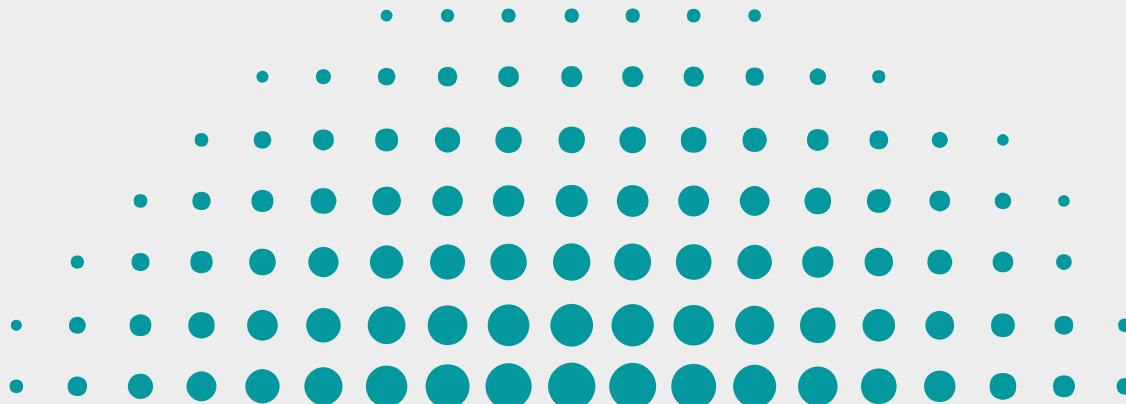
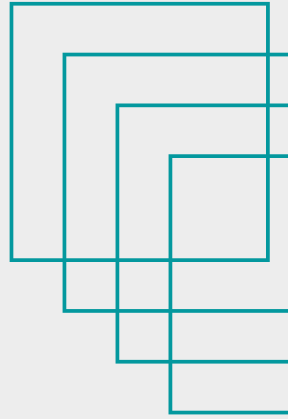


**There is an inherent tension in language teaching between conformity and creativity.**

Scott Thornbury

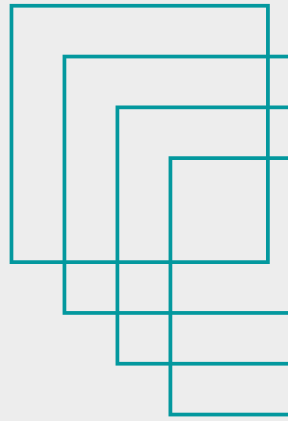


# Criticism of coursebooks





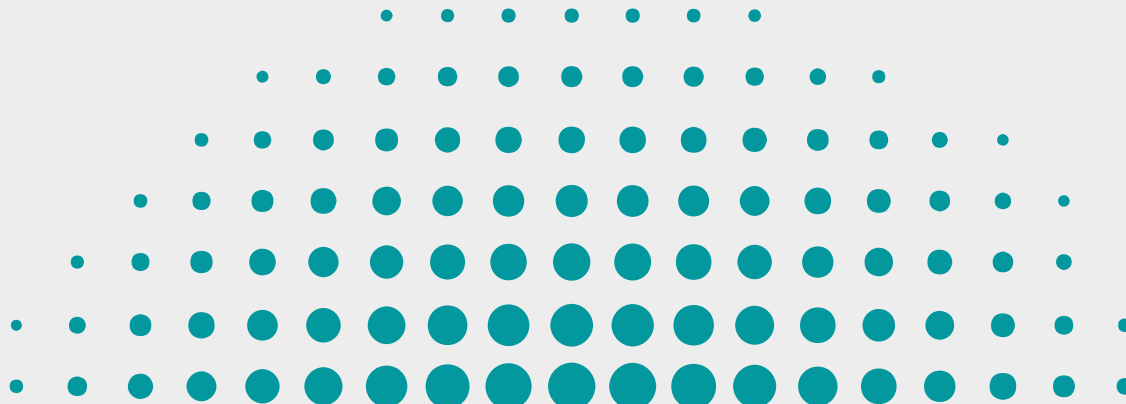
# Criticism of coursebooks



Michael Swan



- Distracting
- Time-consuming
- Artificial
- 'A box'
- Remove teacher's agency
- Can't meet the demands of a class or a student
- Bland
- Creating barriers, not bridges



## LIÇÃO B AMPLIAÇÃO DO VOCABULÁRIO

### Costumes brasileiros e expressões

**de manhã:** tomar um cafezinho ou comer pão com manteiga e tomar café com leite

**na hora do almoço:** fazer uma refeição com arroz, feijão, carne e salada

**em festas:** chegar um pouco atrasado

**nos finais de semana:** almoçar com a família; fazer churrasco com a família e os amigos

**nas férias:** ir à praia

**nas saudações e despedidas:** dar beijos no rosto (1, 2 ou 3 beijos, dependendo da região)

**tomar todas:** beber muito, especialmente bebidas alcoólicas

**ser arroz de festa:** estar em todas as festas

**chorar sobre o leite derramado:** lamentar-se por algo que não tem solução/volta ou fato passado

**acabar em pizza:** quando uma situação não resolvida acaba sem punição, especialmente em casos de corrupção quando os culpados não são punidos

**enfiar o pé na jaca:** embriagar-se, cometer excessos, cometer um erro

**encher linguiça:** enrolar, preencher espaço com embromação

**pagar o pato:** ser responsabilizado por algo que não cometeu

**descascar o abacaxi:** resolver problema complicado

- A. Complete os diálogos abaixo com as palavras e expressões do quadro.

enfiou o pé na jaca      arroz de festa  
almoçar      pagar o pato      encher linguiça  
dar beijos      churrasco      tomou todas  
praia      chorar sobre o leite derramado

- Vanessa: O que você vai fazer no fim de semana?  
Patrícia: Ah, vou \_\_\_\_\_ com a família. Vamos fazer um \_\_\_\_\_.  
Vanessa: Que delícia! Posso ir também? Você sabe que sou \_\_\_\_\_.  
Patrícia: Claro! Não tem problema. Você leva o vinagrete, tá?  
Vanessa: Certo! Combinado!!
- Raimundo: Aí, cara, não sei o que vou fazer..  
João: O que aconteceu, Raf?  
Raimundo: Fui usar o computador do meu chefe e não estava funcionando... Só quero ver. Vou \_\_\_\_\_ por uma coisa que não fiz. Eu não devia ter mexido no computador dele ...  
João: Não adianta \_\_\_\_\_.  
Relaxa. Vai falar com seu chefe. Explique o que aconteceu, tenho certeza que ele vai entender.
- Roseli: Richard, essa é a Marília, minha irmã.  
Marília: Oi, Richard, tudo bem? (Marília dá a mão e um beijo no rosto para cumprimentar Richard)

## LIÇÃO B AMPLIAÇÃO DO VOCABULÁRIO

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**descascar o abacaxi:** resolver problema complicado

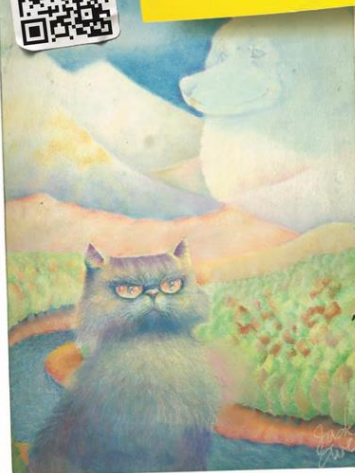
A. Complete os diálogos abaixo com as palavras e expressões do quadro.

enfiou o pé na jaca	arroz de festa
almoçar	pagar o pato
dar beijos	churrasco
praia	chorar sobre o leite derramado
	encher linguiça
	tomou todas

- Vanessa: O que você vai fazer no fim de semana?  
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Marília: Oi, Richard, tudo bem? (Marília dá a mão e um beijo no rosto para cumprimentar Richard)



58 . A WORLD OF ART



Jack Owen.  
*He Was a Friend of Mine*, 2007.  
Watercolor on paper,  
24" x 18".  
Museum of Bad Art, Weston, MA, USA.

## LISTENING

1 Kat and Lea are visiting The Museum of Bad Art (MOBA) in Massachusetts, USA. Read their conversation.

2 Listen to an interview with the executive director of MOBA. What's the main purpose of the museum?

- Celebrate art that fails, according to traditional standards.
- Make fun of bad art, according to the standards of art critics.

3 According to Louise, what can make a piece of art fail? Circle all that apply.

- A bad idea.
- Bad execution.
- Poor choice of colors.
- The person doesn't know what they're doing.
- The person has no skills.
- Ugly composition.

4 What's the museum's criteria for choosing their art? Circle all that apply.

- It communicates something.
- It's original.
- It's sincere.
- The artist is famous.

5 Study the painting and ask questions using wh-words and the verbs from the list in the present progressive.

· fly · look at · sit

- \_\_\_\_\_ the cat \_\_\_\_\_ ?  
In front of a river.
- \_\_\_\_\_ the cat \_\_\_\_\_ ?  
The people looking at the painting.
- \_\_\_\_\_ the dog \_\_\_\_\_  
over the mountains?  
Because it's a ghost.



## RELATE

Read and stick the emoji stickers to the gestures for saying hello.



1 Kiss the cheek



5 Wave your hand



2 Hug



6 Fist bump



3 Bow your head



7 High five



4 Shake hands



8 Touch the arm

Check the things that Brazilian people do when they say hello to someone. Compare with a classmate. Do you agree?

## DESIGN

Add a greeting and a gesture to the pictures of people meeting.



Compare with a classmate.

## DELIVER

Create your own name tag. Decorate it with pictures of things that are important to you and a small self-portrait.

EXTRA

## REFLECT

Write your answers to the questions below.

WHAT IS YOUR  
TEACHER'S NAME?

WHAT ARE THE NAMES OF  
YOUR CLASSMATES?

HOW DO YOU GREET  
YOUR TEACHER?

HOW DO YOU GREET YOUR  
CLASSMATES?

HOW DO YOU LIKE  
TO BE GREETED?

HOW WOULD YOU GREET  
SOMEONE FOR THE FIRST TIME?

HOW DO YOU GREET  
YOUR FAMILY MEMBERS?

HOW DO YOU GREET  
YOUR BEST FRIEND?

## SHARE

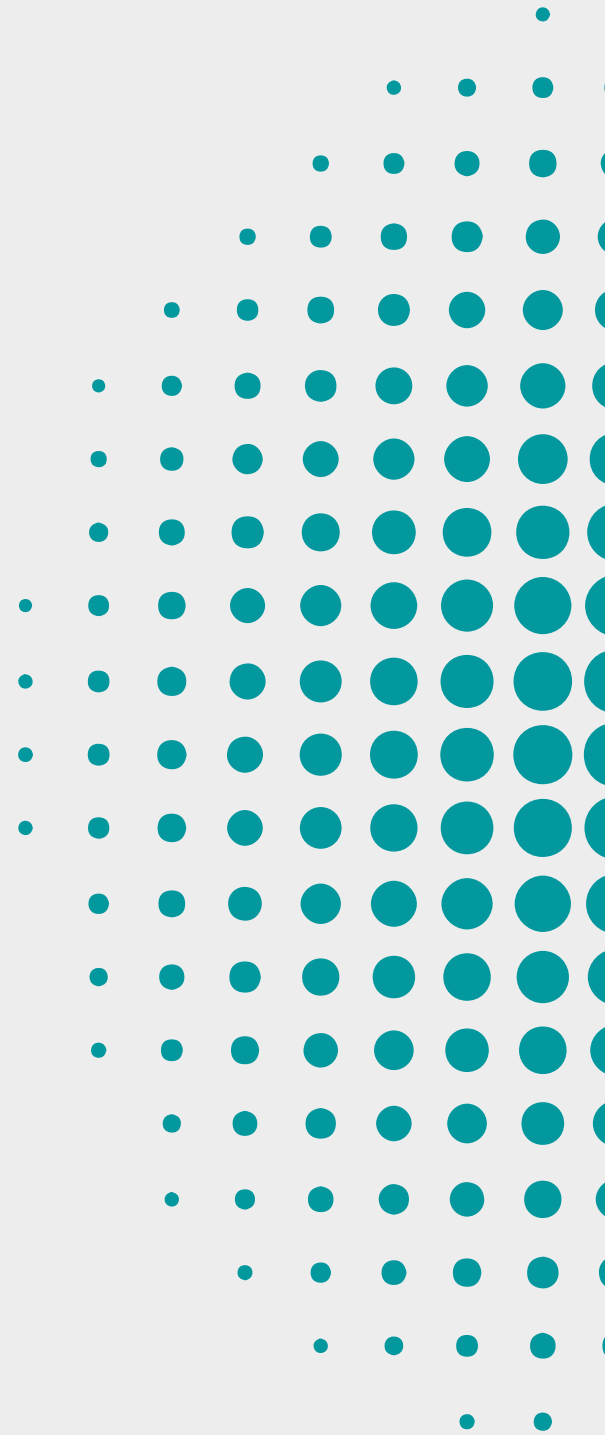
Think of something that you love that begins with the same first letter as your name. See the examples below:

**CARLA - CHOCOLATE**  
**MARCELO - MUSIC**

Now play the name memory game!

Look at the next page and write down 5 things you can see in the picture.

# Artificial Intelligence

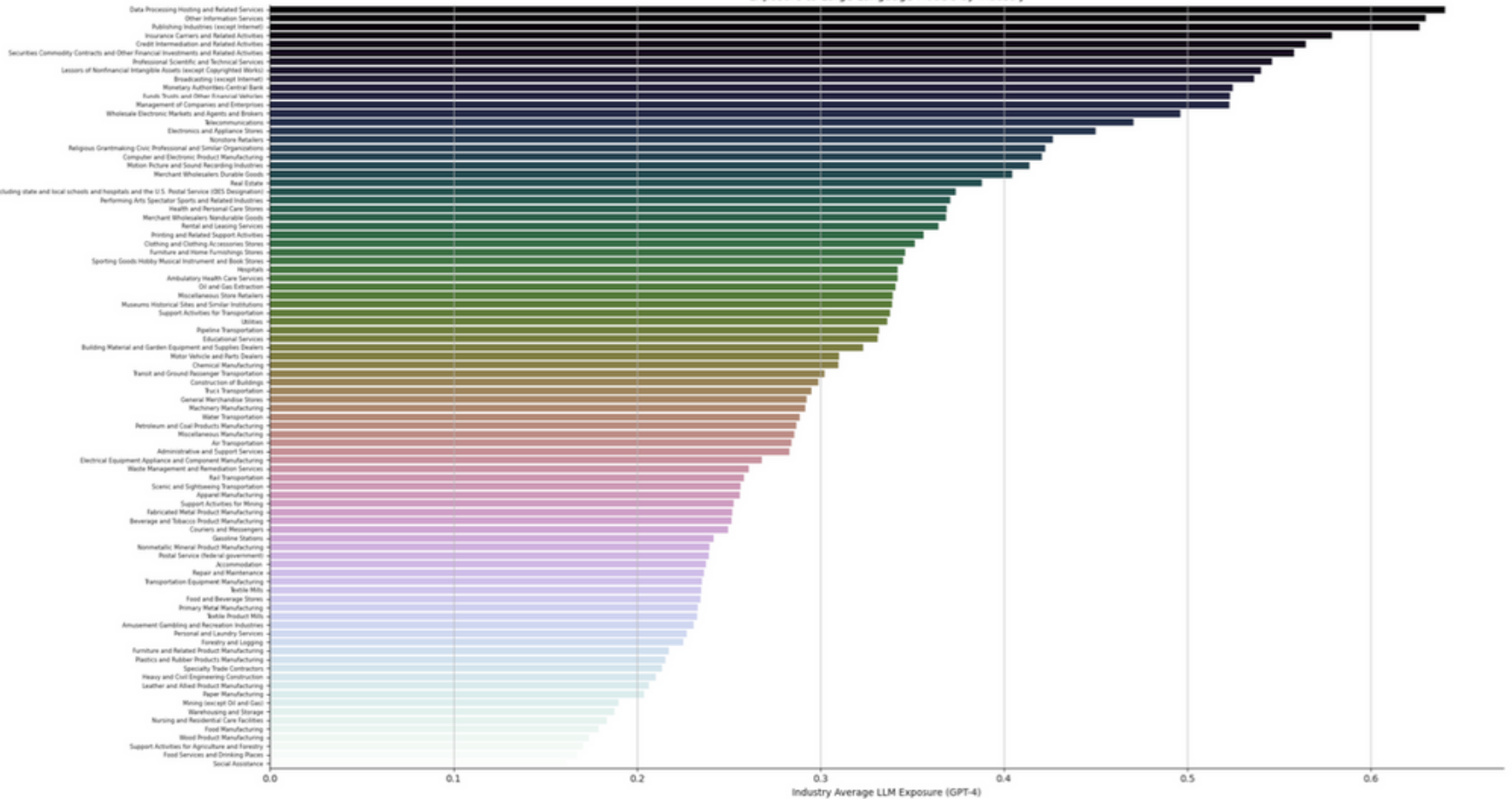


# Artificial Intelligence



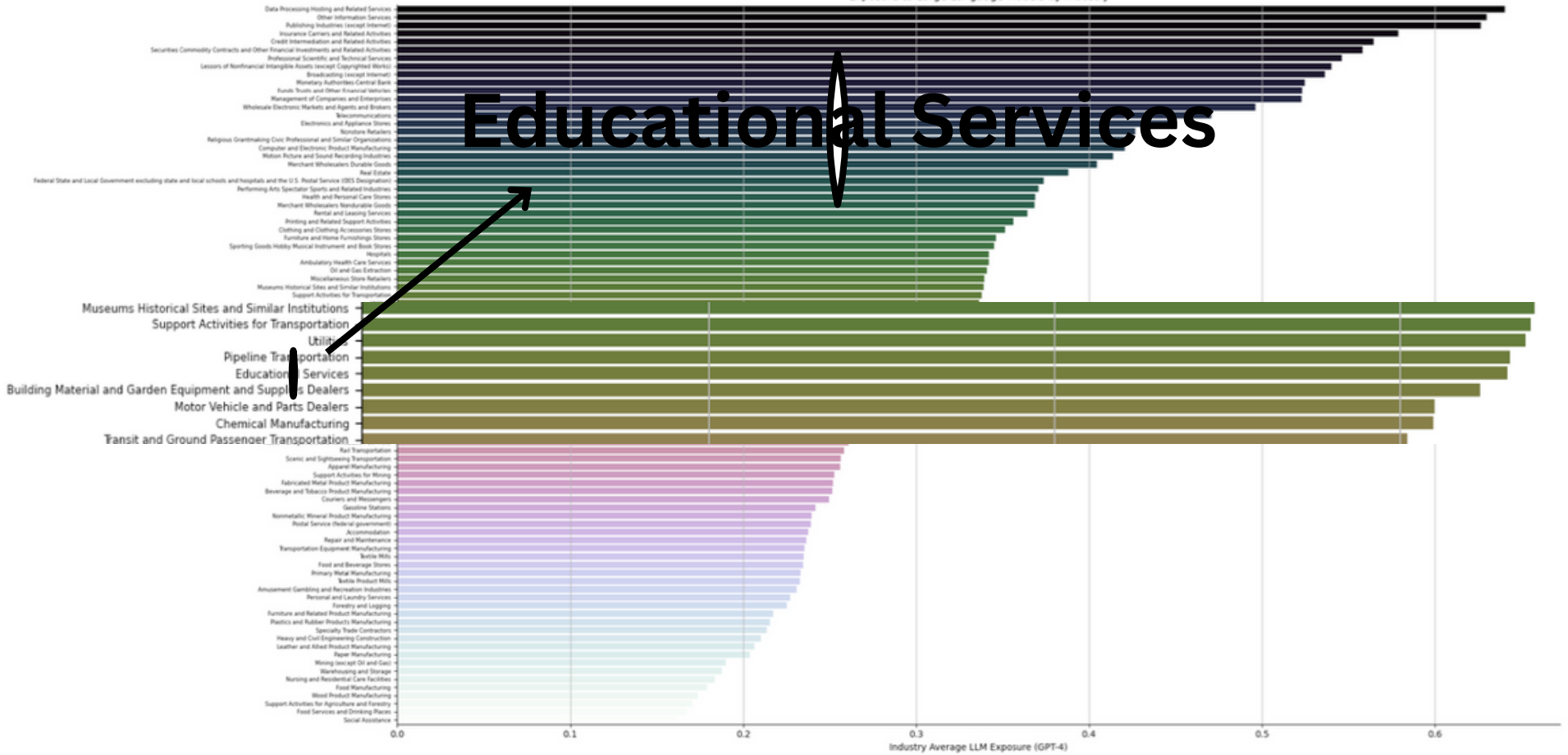
Industry (3-Digit NAICS)

Exposure to Large Language Models by Industry



Exposure to Large Language Models by Industry

# Educational Services





# IELTS Feedback

Based on the IELTS Task 1 marking criteria, I will provide an evaluation of your original response in terms of the four assessment categories:

**Task achievement:** Your response effectively summarizes the main features of the graph and makes relevant comparisons. You meet the minimum word requirement (150 words) and focus on the key trends and changes. Your response is on-topic and provides a clear overview of the data. You would likely score well in this category.



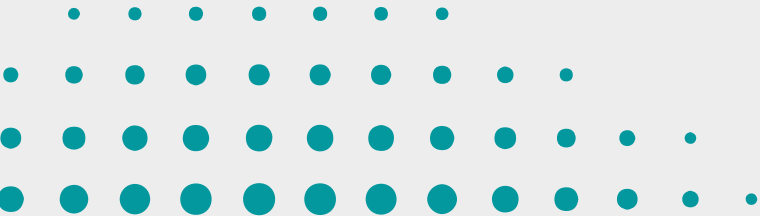
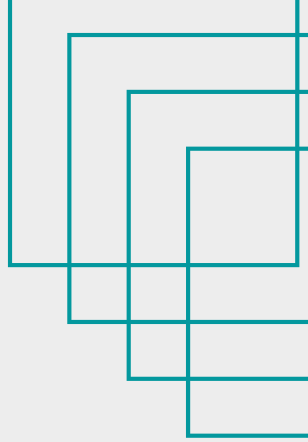
# 'Inner being'

**ChatGPT has no inner being, it has been nowhere, it has endured nothing, it has not had the audacity to reach beyond its limitations, and hence it doesn't have the capacity for a shared transcendent experience, as it has no limitations from which to transcend.**

Nick Cave



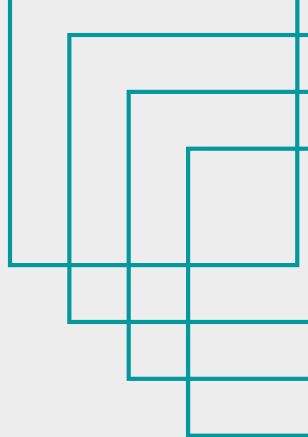
# How to future proof yourself



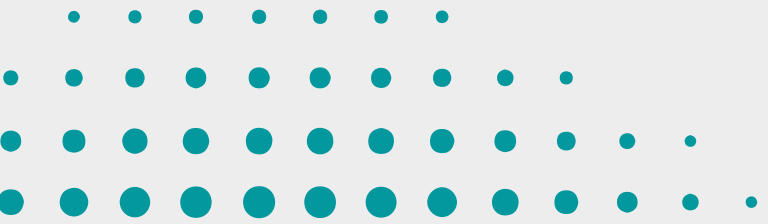
# How to future proof yourself

1. Connection
2. Collaboration
3. Diversity
4. Openness
5. Discipline
6. Knowledge
7. Practice
8. Expectation
9. Challenge
10. Imitation

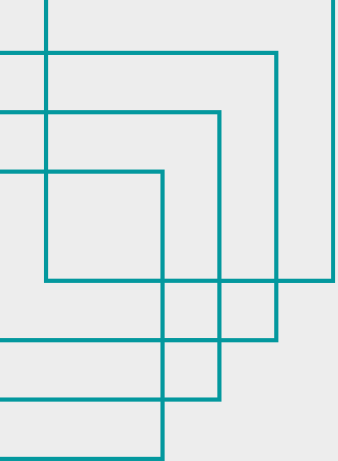




# 1. Connection



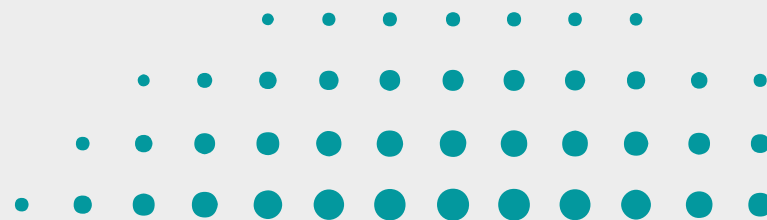




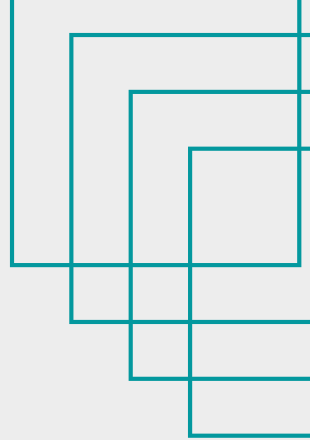
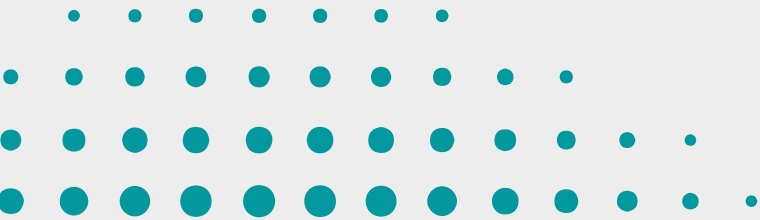
**What is the greatest reward a writer can have? Isn't it that day when someone rushes up to you, his face bursting with honesty, his eyes afire with admiration and cries, "That new story of yours was fine, really wonderful!"**



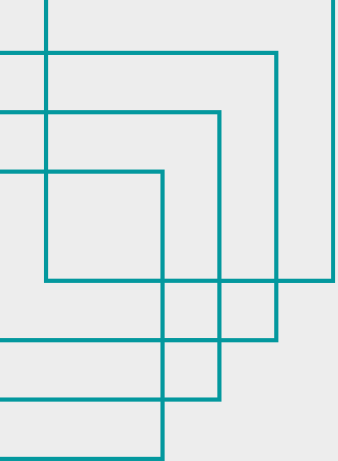
Ray Bradbury



## 2. Collaboration

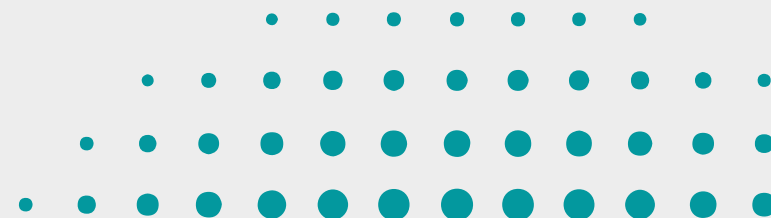




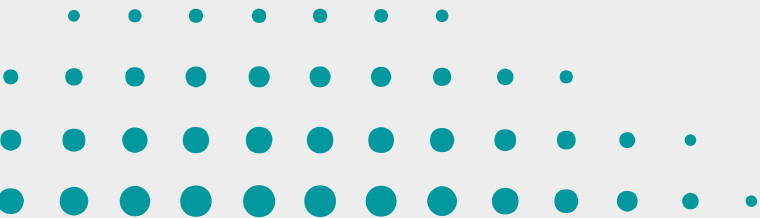
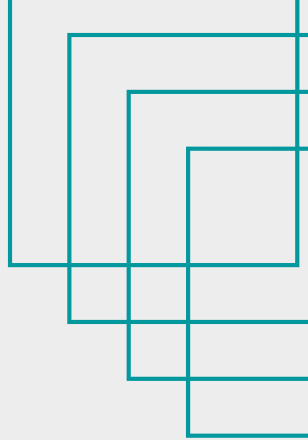
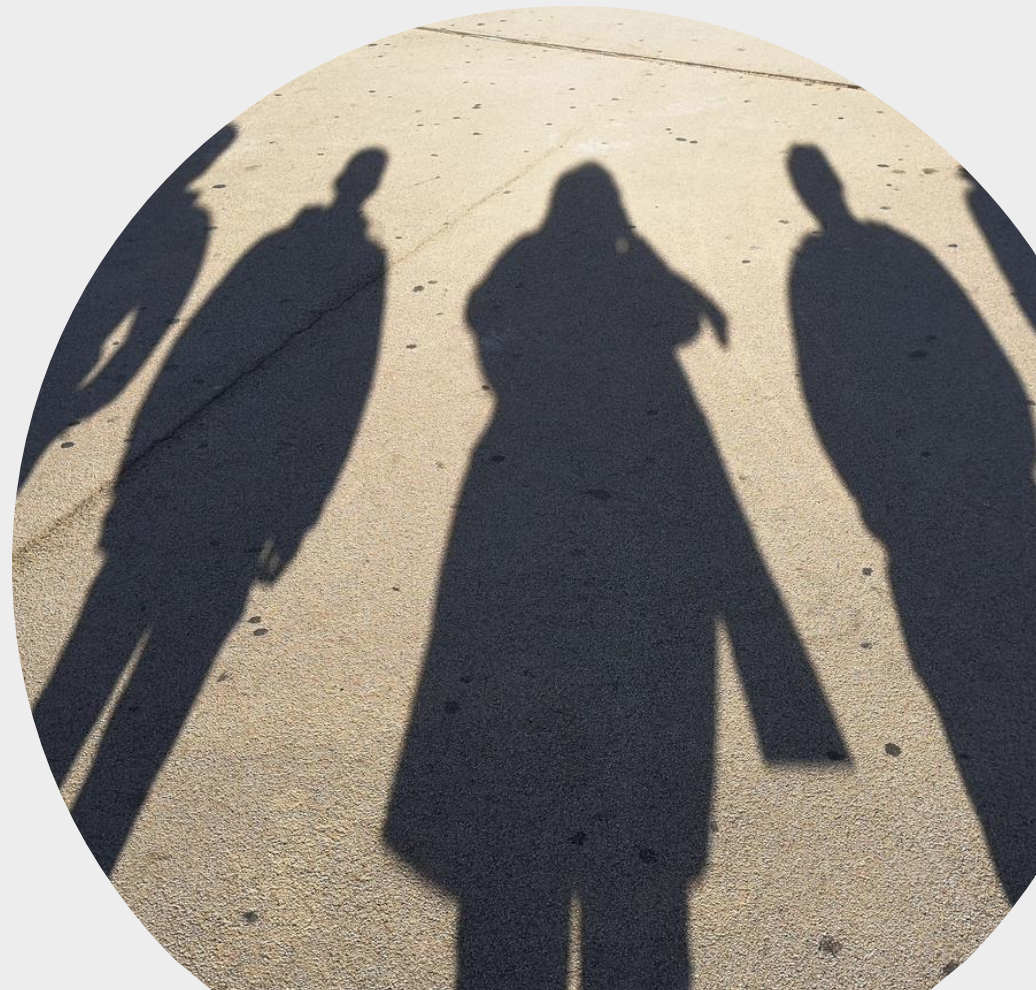


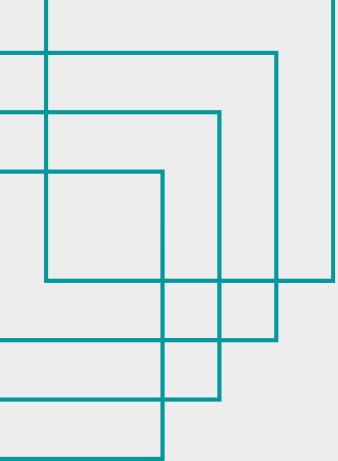
**It's a collaboration with the art that's come before you and the art that will come after. It's also a collaboration with the world you're living in. With the experiences you've had. With the tools you use. With the audience. And with who you are today.**

Rick Rubin



# 3. Diversity

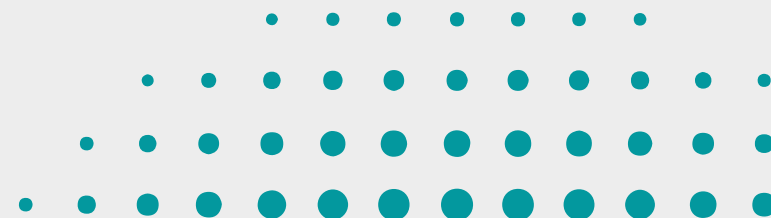




**Diversity' should just  
be called 'reality.'  
Your books, your TV  
shows, your movies,  
your articles, your  
curricula, need to  
reflect reality.**

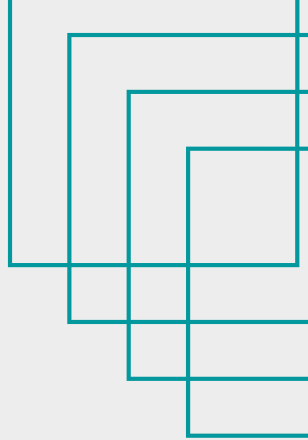
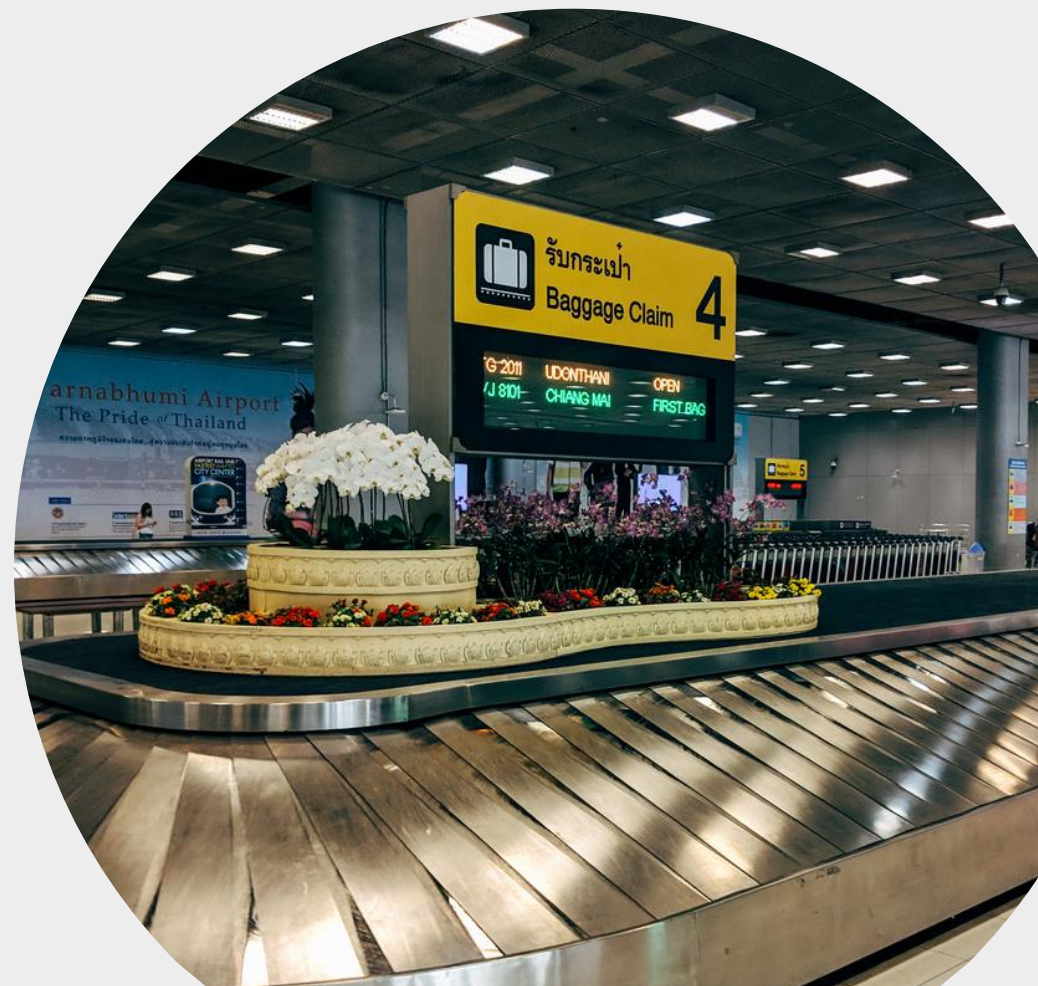


Tananarive Due





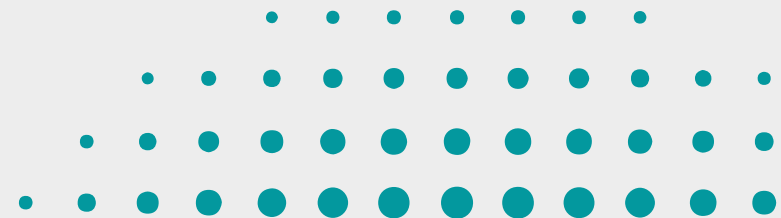
# 4. Openness



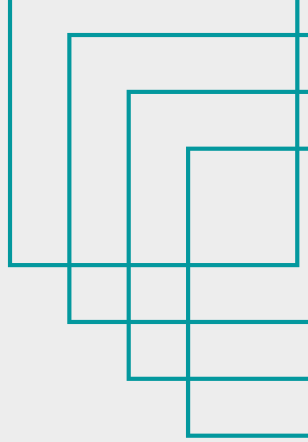
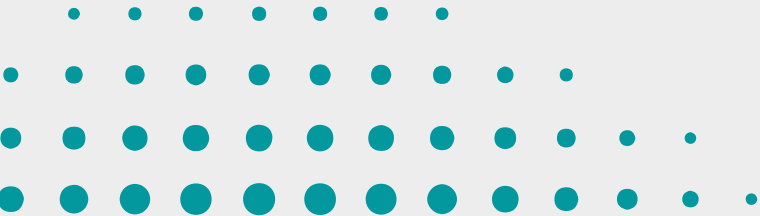


**Read. Read as much as possible. Read the big stuff, the challenging stuff, the confronting stuff, and read the fun stuff too. Visit galleries and look at paintings, watch movies, listen to music, go to concerts—be a little vampire running around the place sucking up all the art and ideas you can.**

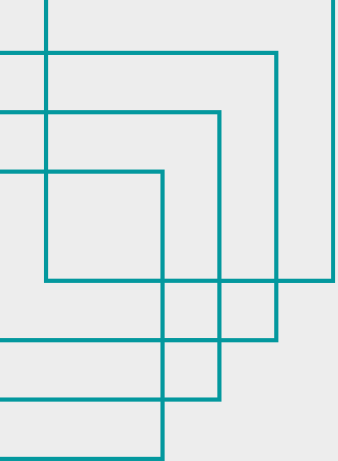
Nick Cave



# 5. Discipline







**I think it's dangerous to concern oneself too damned much with "being an artist." It's more important to get the work done. You don't have to concern yourself with it, just get it done.**

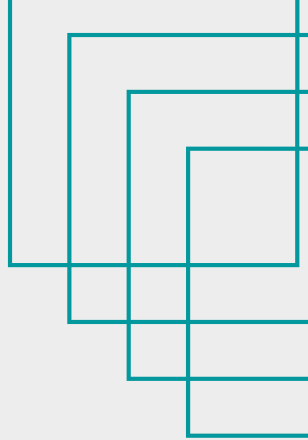


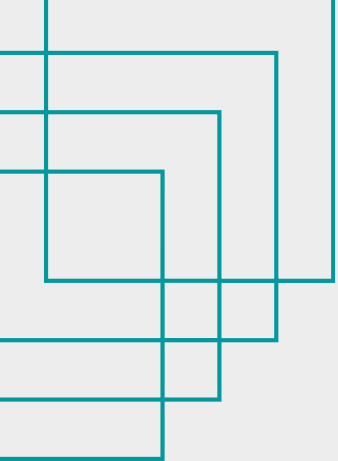
Maya Angelou





# 6. Knowledge

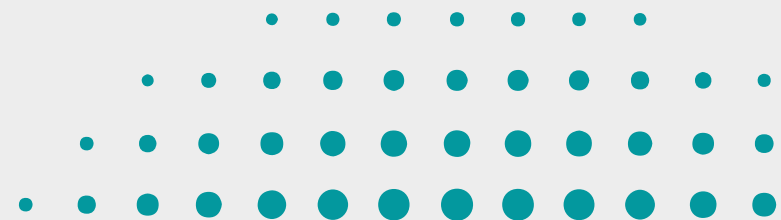




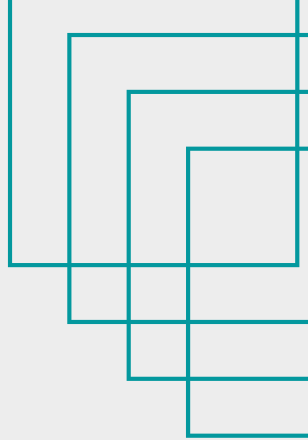
**Whether I went to  
school or not, I  
would always  
study.**

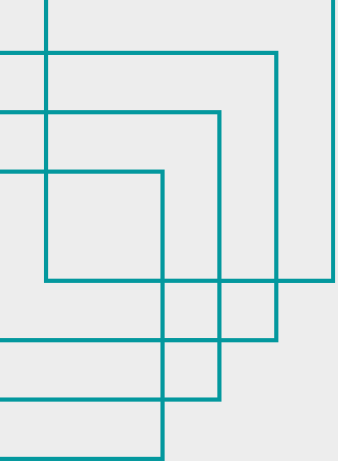


RZA



# 7. Practice

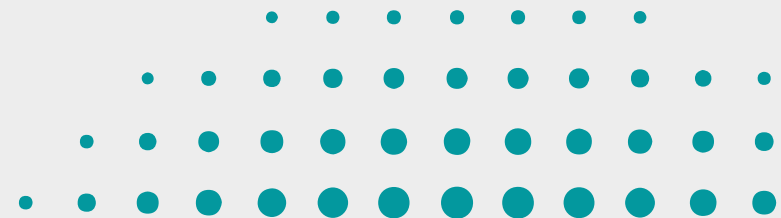




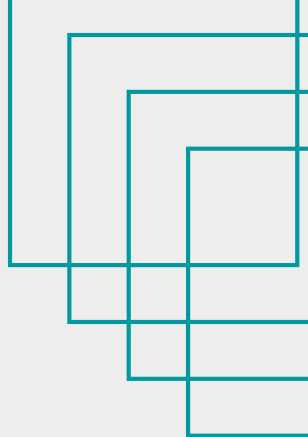
**But why shouldn't  
my work be hard?  
Almost everybody's  
work is hard. One is  
distracted by this  
notion that  
there is such a thing  
as inspiration, that it  
comes fast and  
easy.**



Leonard Cohen

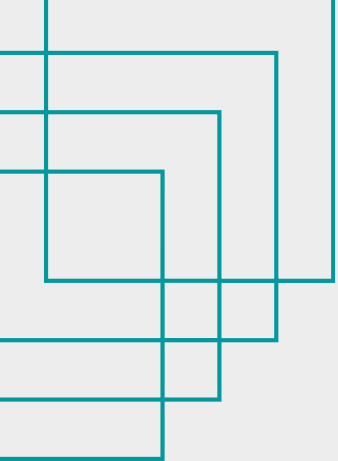






# 8. Expectation

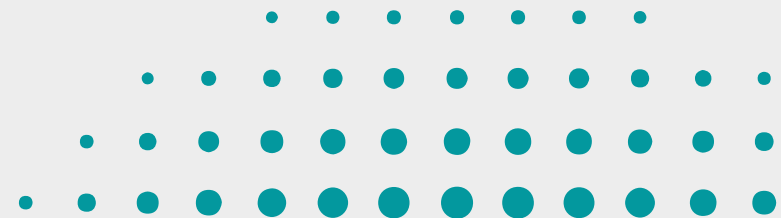


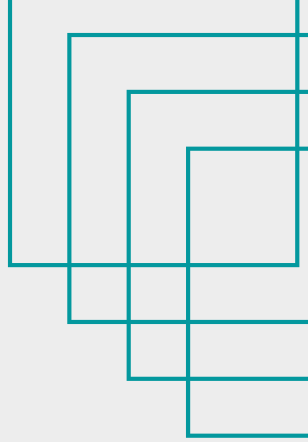


**Striving for  
excellence  
motivates you;  
striving for  
perfection is  
demoralizing.**

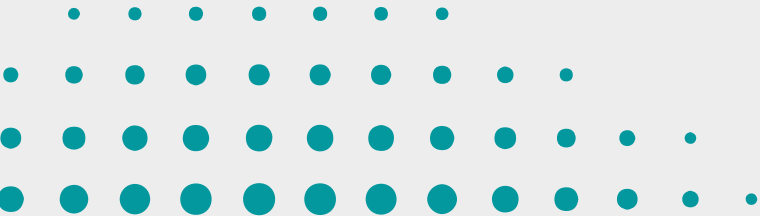


Harriet B. Braiker

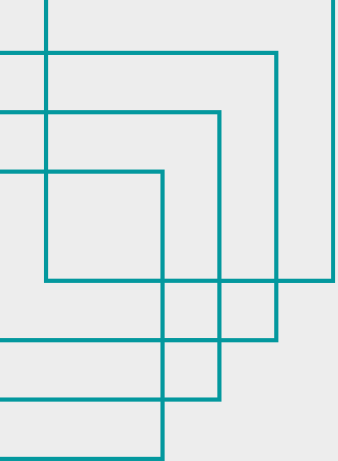




# 9. Challenge



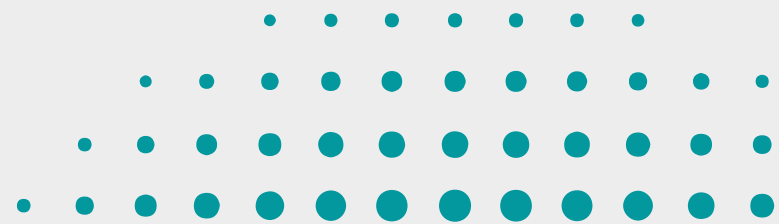


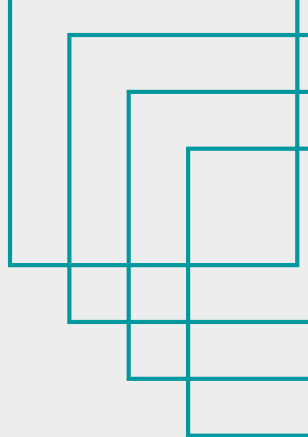


**If you feel safe in the area you're working in, you're not working in the right area. Always go a little further into the water than you feel you're capable of being in. And when you don't feel that your feet are quite touching the bottom, you're just about in the right place to do something exciting.**

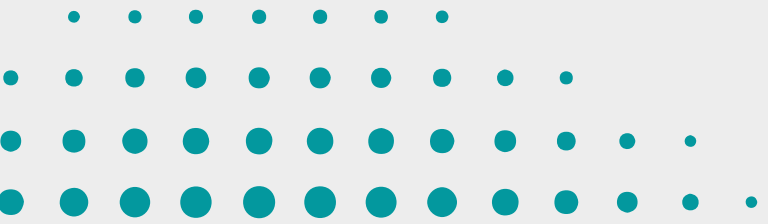


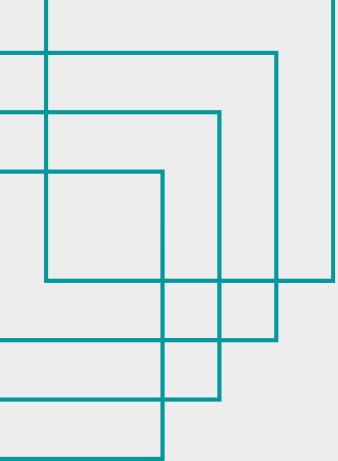
David Bowie





# 10. Imitation

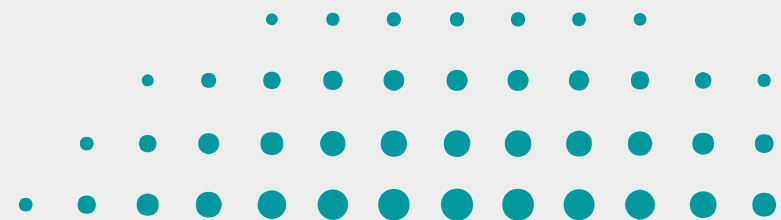


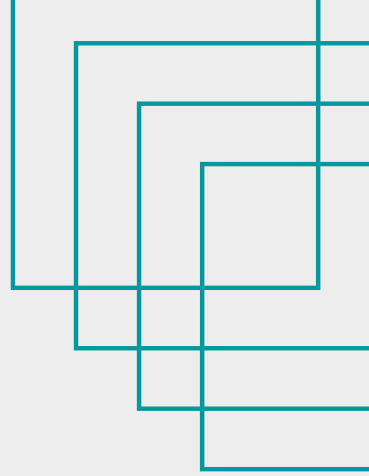

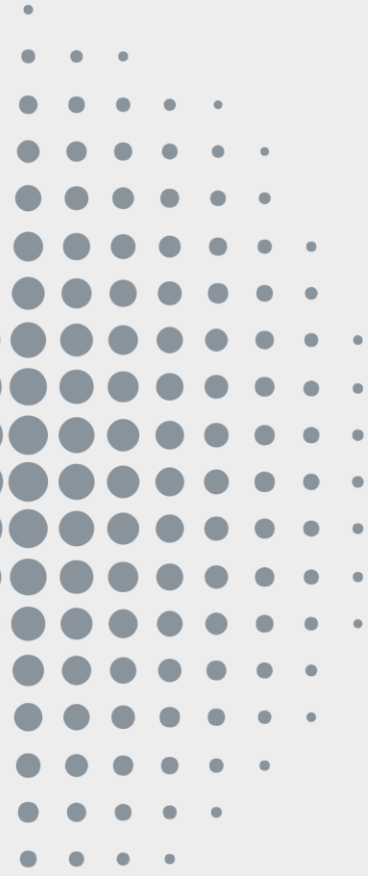


**Steal from anywhere  
that resonates with  
inspiration or fuels  
your imagination.**



Jim Jarmusch





**Creativity is an endangered species in the current model of education, which is increasingly subject to institutional, curricular and assessment constraints.**

Alan Maley and Nik Peachey



Maley, Bolitho - Creativity (Key Concepts in ELT), ELT Journal Volume 69/4 October 2015

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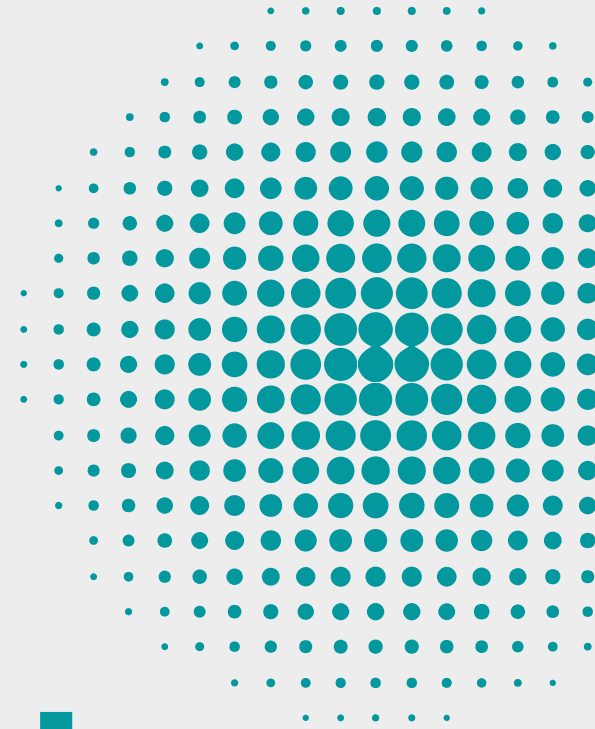
Xerri, Vassallo - Creativity in English Language Teaching, ELT Council, 2017

Swan - The Textbook: Bridge or Wall? in Thinking About Language Teaching, 2012

Eloundou, Manning, Mishkin, and Rock - GPTs are GPTs: An Early Look at the Labor Market Impact Potential of Large Language Models, OpenAI, OpenResearch, University of Pennsylvania, 2023

Nick Cave on ChatGPT: [theredhandfiles.com/chat-gpt-what-do-you-think](https://theredhandfiles.com/chat-gpt-what-do-you-think)

**bel**ta



**Thank You**



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