Speaking and Listening – Level 5

Group discussion: *Alike*

Part A

Note: Students have been numbered left to right from 1 to 7.

TEACHER Response to the film *Alike*. I’m going to start with a question about the title of the film. It was called *Alike*. Why do you think they called it that?

STUDENT 4 ’Cause everyone was the same but those two were different. So, they wanted it to be, like opposite.

STUDENT 3 They’re not alike.

STUDENT 4 Yeah, not everyone’s alike.

TEACHER Okay. What were you going to say?

STUDENT 6 Just like they said, they wanted to be alike, like everyone else in the city.

TEACHER Okay. You were going to …

STUDENT 7 Well, they … what I heard by the title of the film, like, they were different colours to everyone else. Everyone was the same, everyone did the same thing, they did the same things as everyone else, but then, after they did that, they … they did something new. And the violin man was coloured and he did something different to everyone else. So, maybe, like, there’s … Everyone else just wants to be like everyone else and they’re just, like … just want to be themselves, you know?

TEACHER Okay, so are you saying that there were two groups of people who were alike?

STUDENT 7 Yeah.

TEACHER There were the grey, colourless people and they were all like each other.

STUDENT 7 Yep.

TEACHER And then there were the colourful people.

STUDENT 7 Mm-hm.

TEACHER And they were like each other.

STUDENT 3 I reckon …

STUDENT 7 Well …

STUDENT 3 They, like … .so after they came from working, you’d have, like, for happiness and stuff … like, when they’re happy, they turn colourful. But, like, when they're sad, they’re, like, white or grey.

STUDENT 7 Well, yeah, with the coloured people, they … they weren’t the same. It’s just … and they weren’t the same colours. They … they did different things. And I think the film’s trying to show us, like, you don’t have to be the same as everyone else and you can be your own person.

TEACHER Okay. That's a really big concept, there, isn’t it? We might come back to that in a minute.

Um, we touched on the colour. So, what did you notice about the colours?

STUDENT 5 I noticed that when they were happy, they had their colour, but when they were all sad, or not just sad but when they were bored or something, they just turned grey.

TEACHER Okay. Yep. Do you want to add anything about the colour?

STUDENT 1 Uh, the grey people … hmm. They were all the same, but they looked different.

TEACHER Okay. The grey people … So, what do you mean they were all the same?

STUDENT 1 Like, they’d do the same things. But they didn’t look the same.

TEACHER Okay, so, their physical features are different but they were all doing the same thing and they were all grey.

 Okay. Why do you think the filmmaker was portraying all those people as grey?

STUDENT 6 Uh … I think that’s, like, a boring colour.

TEACHER It’s a boring colour? Yeah? What else?

STUDENT 3 Like, it’s boring or it just shows, like, you’re bored or something like that.

STUDENT 7 It’s like a tone. Tones are, like … They don’t bring life, you know? Like, that heater there doesn’t bring life. But … but my clothes bring life. Not these ones, but at home, you know? Like, you look happy if you wear something happy.

TEACHER Okay. So, you’re really associating colours with emotions there.

 Alright. Now, what about the intensity of the colour?

STUDENT 7 Uh, well, it depends. If it’s, like, really dark, it’s … you’re kind of just in the middle, but if it’s bright, colourful … like a smiley-face emoji, it’s yellow, it’s … it’s just … and its eyes are, like, really wide and that’s why, you know … That was just grey, black, you know?

TEACHER Yep. Mm.