Speaking and Listening – Level 5

Group discussion: *Alike*

Part B

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

TEACHER There’s no talking, no speech, but we still could understand all the emotions, we still felt them …

STUDENT 2 Like, how he’s feeling.

TEACHER Yeah. So, how did they do that?

STUDENT 2 Um, I guess, like, well, you could just tell by his eyes, like, the way his mouth was and, like, the way his body was drooping, and stuff like that.

STUDENT 7 I think it’s teaching us a lesson on … if you look at someone and if they’re like this – their head’s down – and their shoulders are slumped over, they might be sad. But if someone's joyful, shoulders up, their face is, like, beaming, you know, the smile comes along, you can tell. I think, like, expressions tell a lot more than maybe words, in a way.

TEACHER Yeah. Okay.

 I think there's one other device that the filmmaker used to help us understand the emotions.

STUDENT 1 Colour.

STUDENT 5 Sound.

TEACHER What about the sound?

STUDENT 5 Like, when you’d hear the violin at the background, that’s when the little kid got, like, a smile and that.

TEACHER Mm-hm.

STUDENT 5 And that’s when his dad put a frown on. And then … Yeah, ’cause then the bell ticked and then he, like, got all happy again.

TEACHER Yep.

STUDENT 2 So it’s like with the typewriter. You could hear, like, how, like, everyone was doing the same thing and how, like, they were so bored and just the same clicking noise going on.

TEACHER Yeah. And they were all in rhythm then, weren’t they, doing it at the same time?