



Activity 5 and 6

onestopenglish

Behind the words | Activity 5a

Focus:	Writing and speaking
Level:	Upper intermediate and above (B2 and above)
Key Language:	speculation
Aims:	to develop awareness of 'inner speech', to develop spoken/written fluency skills, to practise specific language of speculation

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Word consequences | Activity 6a

Focus:	Vocabulary
Level:	Upper intermediate and above (B2 and above)
Key Language:	definitions
Aims:	to develop lexical discrimination, to practise producing definitions, to practise negotiation

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Activity 5 and 6



Behind the words | Activity 5b

Procedure

1. Tell students they are going to watch a man and a woman getting to know each other.
2. Show the balcony scene from Woody Allen's film *Annie Hall* without the sound. Use this clip as it has the subtitles from the original scene blacked out www.youtube.com/watch?v=x2wA4jNAha8
3. Ask students to think about what the characters are saying.
4. Play but **do not show** the scene again with sound. Students listen only and compare the dialogue their predictions. Use this clip www.youtube.com/watch?v=ZMozdl8mhZk
5. Students now work in two groups to imagine the characters' inner thoughts. Group A produce thought bubbles for Alvy (Woody Allen). Group B do the same for Annie (Diane Keaton). Tell students to consider how what you think may differ from what you say. Students in Group A find partners from Group B and exchange their ideas.
6. This time show the second clip with subtitles. Students compare their thought bubbles with the subtitles in the original scene.
7. Repeat the steps with another clip showing two people in a social situation, asking students to create the characters' thoughts.

Tips

- Tip 1: The activity could be adapted, using any suitable film or TV clip, for lower level learners.
- Tip 2: An extension activity could be added for groups of four, with two speakers and two 'shadow' speakers voicing the speakers' thoughts.

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Word consequences | Activity 6b

Procedure

1. Select a number of words that you want students to work on.
2. Ask students to work in small groups (with as many group members as the number of words you have selected) and give each member of the group a number.
3. Write the words on the board with a number against each one, corresponding to the numbers given to the students.
4. Each student writes their own word plus a definition at the top of a sheet of paper.
5. Students fold the paper away from them and write the word again so that only the word is visible. Each student passes their paper to the person on their right.
7. The students then write a definition for the next word they see on the paper, they fold it and write the word again. Repeat the process so that each student writes a definition for each word and passes it to the right each time.
8. When all students have written a definition of each word, the papers are opened out for the group to discuss. They should then select and agree on the items from each definition that they wish to include in a group definition of the word.

Tips

- Tip 1: Make sure that students understand the principle of always folding the paper away from them.
- Tip 2: Make it clear that definitions should be spontaneous, capturing essential features of meaning and could even be in note form.
- Tip 3: Allow plenty of time for discussion, negotiation and creation of group definitions in Step 8.

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