

FILM ENGLISH

Obvious to you. Amazing to others.

Language level: Intermediate (B1) -
Upper Intermediate (B2)

Learner type: Teens and adults

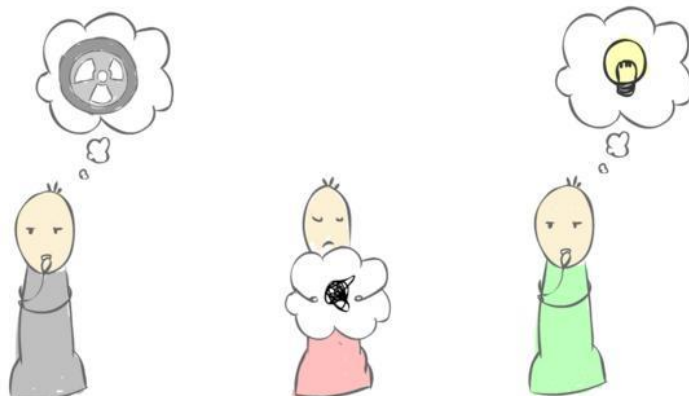
Time: 60 minutes

Activity: Working on extreme adjectives,
watching a short video, reading a
transcript and speaking

Topic: Creativity

Language: Extreme adjectives

Materials: Short video and transcript



Overview

This EFL lesson is designed around a short video by [Derek Sivers](#) and the theme of creativity. Students working on extreme adjectives, watch a short video, read a transcript and speak about creativity.

Step 1

Write the following words in a column on the board:

good, bad, surprising, clever, interesting, sad, happy, scared, angry, funny.

At the top of the column write "Standard adjective". Add another column and write "Extreme adjective"

Step 2

Elicit extreme adjectives for the first standard adjective "good". Students should come up with adjectives such as "great", "wonderful", "fantastic" etc.

Step 3

Pair your students and tell them to come up with examples of strong adjectives for all the normal adjectives.

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Step 4

Get the students to give their examples of strong adjectives and write them in the Strong adjective column. They should come up with something like this:

Normal adjective

good

bad

surprising

clever

interesting

sad

happy

scared

angry

funny

Strong adjective

great, brilliant etc.

terrible, awful etc.

amazing, stunning

brilliant, genius

fascinating

miserable, devastated

delighted, ecstatic

terrified, petrified

furious

hilarious

Step 5

Tell your students they are going to watch a short video titled *Obvious to you. Amazing to others.* in which they will hear some of these strong adjectives. Ask them what they think the video will be about.

Step 6

Tell your students that as they watch and listen to the video they should try to understand what

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the video is about and what the narrator's message is. Show the film.

Link: <https://vimeo.com/25494440>

Step 7

Pair your students and ask them to compare what they understood. Play the film again.

Step 8

Get feedback from the whole class on what they understood.

Step 9

Give your students the transcript of the video. Ask them to read it and check what they understood when they watched the video.

Step 10

Ask them to read the text again and underline any words and expressions they don't understand. Put them into small groups and ask them to try to work out together the words and expressions they don't understand.

Step 11

Elicit or explain the meaning of the words and expressions they found difficult. You may need to explain that John Coltrane was a famous jazz

saxophonist and composer, and Richard Feynman was a world-renowned theoretical physicist.

Step 12

Tell your students they are going to watch the video again; as they watch they should concentrate on the narrator's pronunciation.

Step 13

Ask your students to summarise the narrator's message in one sentence.

Step 14

Put your students into small groups and ask them to discuss the following questions:

- Do you agree with the narrator when he says we are bad judges of our own creations?
- Have you ever thought "my ideas are so obvious. I'll never be as inventive as that."?
- Do you think you have to be a genius to be creative?
- Do you think we are smarter than we believe we are?

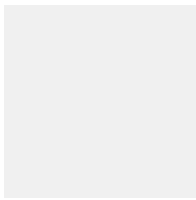
Step 15

Hold a plenary session based on the discussion questions.

I hope you enjoy the lesson.

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