

Kermit's invention

Language level:	Pre-intermediate (A2)
Learner type:	Young learners; Adults; CLIL
Time:	45 minutes
Activity:	Reading; Drawing; Text reconstruction
Topic:	Science; Forces
Language:	'Going to'
Materials:	Video; Worksheets



Preparation, materials and equipment

1. For this activity, you will need a clip from a 1968 episode of Sesame Street titled: *Kermit the Frog's 'What happens next' machine*. To access the video on YouTube, click on the following link:

<http://www.youtube.com/watch?v=Yn1rqVdFU0I>

Decide how you are going to display the clip in class. Possibilities include:

- Laptop or desktop (good for small groups)
- Computer, projector + screen
- iPhone or other mobile device (good for one-to-ones/intimate classes)

Don't forget the loudspeakers

If you don't have Internet access in class, you could download or 'capture' the video from YouTube. Use www.savevid.com or a similar site. Note, however, that in doing so, you will be breaching YouTube's Terms of Use.

2. For each student, make a copy of **Worksheet 1 (Drawing activity)** and **Worksheet 2 (Writing activity)**.

Lesson plan

1. Tell your students that they are going to see a video clip in which a famous frog demonstrates his new invention. Ask students if they can guess who the frog is and what sort of device he has invented.
2. Show the first 8 seconds of the video clip. Students will hear Kermit saying:
"Hello there. Kermit the frog here and today I'm going to demonstrate my new invention, the 'what happens next' machine."
3. Ask students if they can guess what the 'what happens next' machine does.

4. Tell students that Kermit's invention involves the following objects:

- *3 pieces of rope*
- *2 pulleys*
- *A sandbag*
- *A seesaw*
- *A box with a lid*
- *A balloon*

Pre-teach these words by drawing pictures on the board

5. Give out copies of **Worksheet 1**. Ask students to write their name on it. Ask students to identify the object at the bottom right of the page (answer = a radio). Find out if anyone in the class still uses a traditional radio. Ask them when they think the Sesame street clip was made (answer = 1969).
6. Ask students to read Kermit the frog's explanation and draw the 'what happens next' machine in the space provided.
7. Let everyone compare their work.
8. Play the clip from the beginning until 1:53 - just at the moment when Kermit cuts the rope.
9. Take all copies of **Worksheet 1** from your students. Write 'going to' on the board. Ask students how many different verbs they can remember from the text that followed this structure and write them on the board:

Going to *demonstrate*
Going to *cut*
Going to *fall*
Going to *go up*

Going to *drop*
Going to *open*
Going to *pull*
Going to *turn on*

10. Ask students to guess what happens when Kermit cuts the rope. Students can discuss this in groups. Encourage them to use 'going to' to make their predictions.
11. Tell students that before you show them the rest of the video, you want them to remember Kermit's explanation. Give out copies of **Worksheet 2** and ask student to write the explanation in their own words but using 'going to' whenever possible.

12. Let students correct their work by giving back the copies of **Worksheet 1**.
13. Play the remainder of the clip and let students see what happens next.

Comment

The explanation that Kermit gives in the worksheets is shorter than the explanation that he gives in the video. If students want to know what Kermit is saying, give out copies of the actual transcription. This is included at the end of this lesson plan.

Variation

For step 12, Rather than give out copies **Worksheet 2**, play the video clip with the sound down. Pause it at key moments and ask students to recall Kermit's words in response to your question: 'What happens next?'

Worksheet 1 (Drawing activity)

Write your name here: _____

Hello there! Kermit the frog here and today I'm **going to demonstrate** my new invention: the 'what happens next' machine. Its purpose is to turn on my radio. I used to have to walk over there to turn my radio on. It would waste time. But not any more, thanks to the magic of 'what happens next.' I will show you.

You see this rope right here? This rope goes up into the air, and across there, and down to that sandbag. See the sandbag? Now, first of all, I'm **going to cut** the rope. Now when I cut the rope, what happens next is that the sandbag is **going to fall** down and land on this end of the seesaw. See that? What happens next is that this end of the seesaw goes down which means that this end of the seesaw over here goes up. OK? Now, when this end of the seesaw goes up, it's **going to pull** this rope, which is tied to the lid of this box. Do you see that? So, what happens next is that the box is **going to open** and this balloon, which is inside the box, is **going to go** up into the air. And you will note that the balloon is tied to the switch of the radio. So, when the balloon goes up into the air, it's **going to turn** on the radio.

And now, for the first time anywhere, the Kermit 'what happens next' machine. First of all, I'm **going to cut** the rope, which is **going to drop** the sandbag.

[Draw Kermit's invention in the space below]



Kermit's transcription

“Hello there. Kermit the frog here and today I'm going to demonstrate my new invention, the 'what happens next' machine.

Now the 'what happens next' machine, its purpose is to turn on my radio. I will show you. Over here is my radio. This stuff here is not my radio – it's part of the machine. But right here is the radio, you see.

“Now, I'm going to turn on this radio using the principle of 'What happens next'. OK? Now, I will next demonstrate how this machine is going to go about doing its job. Note this rope. You see this rope right here? This rope goes up into the air, and across there, and down to that sandbag. See the sandbag? OK! Now, first of all, I'm going to cut this rope. Now when I cut the rope, what happens next is that the sandbag is going to fall down and land on this end of the seesaw. See that? OK - what happens next is this end of the seesaw goes down which means that this end of the seesaw over here goes up. OK? So, what happens next is this rope right here which is tied to the lid of this box is going to make the box open. OK? So what will happen next is this balloon which is inside the box – see the balloon? This balloon is going to go up into the air, and you will note that the balloon is tied to the switch of the radio. So, when the balloon goes up into the air, it's going to turn on the radio. See that? OK!

Now, you see, it used to be – it used to be that I used to have to walk all the way over there to turn my radio on. I did indeed! It would tire out my feet. It would waste time. But not any more, thanks to the magic of 'what happens next.'

And now, for the first time anywhere, the Kermit 'what happens next' machine. First of all, I'm going to cut the rope which is going to drop the sandbag. And here we go – I cut the rope.”