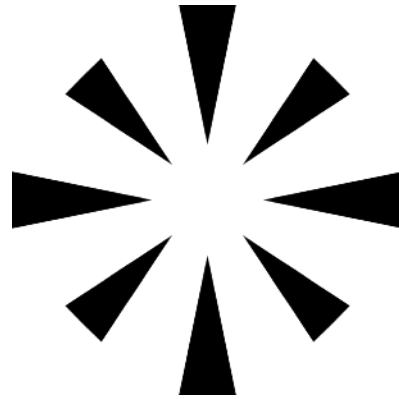


MEMBERSHIP

SPLAT!



About this activity

The story of two men, 500 rubber bands, one watermelon & a high-speed camera

- ▶ **Language level:** A2
- ▶ **Main task:** Drawing; listening; speaking
- ▶ **Topics:** Film making (high-speed cameras); YouTube
- ▶ **Language focus:** Prepositional & adverbial phrases

For this activity, you will need

- **A video** on YouTube (see below)
- **Paper and pencils** for each student (colour pencils if possible)
- **The handout** on page 5 (one for each student)

Note: For all materials and discussion, please go to the corresponding page in the Resources section:

<https://membership.lessonstream.com/resources/splat/>



The video

The video in this activity was created by The Slow Mo Guys (Gavin Free and Daniel Gruchy). The Slow Mo Guys use high-speed cameras to film events in extreme slow motion and share the videos on their YouTube channel. Example events include bubbles bursting, a gun firing underwater, popcorn popping, a football colliding with a man's face, and in this case, a watermelon exploding as a result of having five hundred rubber bands wrapped around it.

Activity outline

1. Tell students the following:

I want you to draw a picture
 Don't worry – it's going to be a very simple picture
 You don't have to create works of art
 And you can draw matchstick figures if you like

Does everyone have a piece of paper and a pencil?
 Excellent!
 I don't want you to draw anything yet
 Put down your pencils and just listen

So, two young men are at work – Gavin and Daniel
 They're sitting at a small table
 Gavin is on the left and Daniel is on the right
 They're sitting opposite each other and they have their eyes tightly shut

That's it – that's the picture I want you to draw
 Two young men at work – Gavin and Daniel
 They're sitting at a small table
 Gavin is on the left and Daniel is on the right
 They're sitting opposite each other and they have their eyes tightly shut
 OK – pick up your pencils and draw the pictures



2. Ask students to get into pairs or small groups. Ask them to compare their pictures and discuss the following questions:

- What do you think is going on here?
- Why do you think Gavin and Daniel have their eyes tightly shut?
- What do you think they do for a living? (= What is their job?)

Note: Drawing allows you to slow things down. It gives students time to think about the situation, formulate their own questions and theorise about answers.

3. Listen to students' answers. Offer language feedback when necessary and write any good answers on the board.

Here are some answers that I have heard:

- They are civil servants.
- They are wine tasters.
- They are psychics, trying to contact the dead.
- They are professional arm wrestlers.
- They work in an office. It's lunchtime and they are taking a nap.

4. Continue with the story:

Well, let me explain

There is a very good reason why Gavin and Daniel have their eyes tightly shut

Above the table, in the space between them, there are thousands – probably millions – of pieces of red flesh, green shell and drops of juice

This is the exact moment at which the watermelon exploded!

I want you to add this to your pictures

Note: The phrase *red flesh, green shell and drops of juice* will be problematic for A2 students. Here are two possible ways to deal with the language:

1. Write the words on the board when they come up in the story. Ask students to look them up in a dictionary, explore the various meanings, and try to explain what is going on. A student of mine once suggested that the red flesh, green shell, and drops of juice came from a turtle. I was very happy that he was wrong!

2. Pre-teach the words at the very beginning of the activity. Tell students that the words feature in a story. Ask them to guess what the story is about and what happens in it. This will result in a delightful connection when students get to this stage of the activity.



Picture by Jack Keddie

5. In their pairs or groups, ask students to discuss the following questions:

- How do you think Gavin and Daniel caused the watermelon to explode?
- Why do you think they did it?

Note: Although there may be many ways to make a watermelon explode, students often seem reluctant to put safety first. Suggestions from my students have involved using explosives, dropping the fruit from a height, or bashing it with heads.

6. You can tell students that in order to make the watermelon explode, Gavin and Daniel used 500 everyday objects – objects that you could buy in a stationery shop or an office supplies. Elicit some ideas from students and encourage them to develop their theories.

7. Play the video and introduce students to Gavin Free and Daniel Gruchy – The Slow Mo Guys.

8. Ask students the following questions:

- What did you think of the video?
- Have you seen any other videos by the Slow Mo Guys? Can you describe them?
- The Slow Mo Guys use a high speed camera. How do high speed cameras work? (See discussion in the Fishbowl)

9. On the board or screen, write the following:

TYMAW
 SAAST
 GOTL
 DOTR
 SOEO
 ETS
 ATT
 ITSBT
 PORF
 GS
 DOJ

10. Tell students that these refer to phrases that you used when you descaled the situation. For example, the first one is “Two young men at work”.

11. Repeat the description and ask students to listen carefully and write the phrases in full. Then go over the answers. Note that the language of the phrases is such that they function as labels. This means that students can write the phrases on their drawings

Answers:

TYMAW = two young men at work; SAAST = sitting at a small table; GOTL = Gavin on the left; DOTR = Daniel on the right; SOEO = sitting opposite each other; ETS = eyes tightly shut; ATT = above the table; ITSBT = in the space between them; PORF = pieces of red flesh; GS = green shall; DOJ = drops of juice

12. On the next page, you will find a copy of the story text. Students can take these away for their own records. On later dates, you can encourage students to tell the story to any absentees or classroom visitors that you might have.

Splat!

Imagine this:

Two young men at work:

Gavin and Daniel

They're sitting at a small table.

Gavin is on the left and Daniel is on the right.

They're sitting opposite each other and they have their eyes tightly shut.

- What's going on here?
- Why do you think they have their eyes tightly shut?
- What do you think they do for a living?

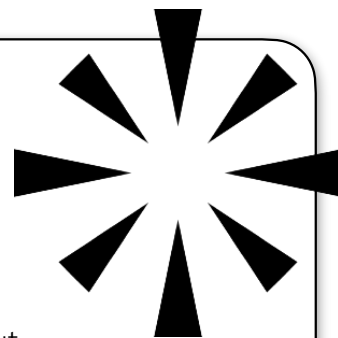
There is a very good reason why Gavin and Daniel have their eyes tightly shut:

Above the table, in the space between them, there are thousands – probably millions – of pieces of red flesh, green shell and drops of juice.

This is the exact moment at which the watermelon exploded!

- How do you think Gavin and Daniel caused the watermelon to explode?
- Why do you think they did it?

In order to make the watermelon explode, Gavin and Daniel used 500 everyday objects – objects that you could buy in a stationery shop or an office supplies.



Answer here