

# 2 VIDEO | Heart robot

Length: 1.44 minutes

## LANGUAGE

wh- questions; describing someone

## GENERAL INFORMATION

This is an authentic extract from a television news programme. Don't try to understand every word you hear. Watch and listen for specific information by completing these tasks.

## BEFORE YOU WATCH

1 Work in pairs. Rearrange the words to make questions.

- 1 name the robot's is what ?
- 2 he is how tall ?
- 3 what like look he does ?
- 4 have colour does hair he what ?
- 5 big he ears have does ?
- 6 special is why he ?

## WHILE YOU WATCH

- 2 Work in pairs. Student A watches the video. Student B listens but doesn't watch the video.
- 3 Student B asks the questions from exercise 1 to Student A. Student A uses some of the words from the box to answer the questions.

a robot about one metre black ET fingers  
he doesn't have any heart Heart Robot long  
no, he doesn't the size of a small child white  
yes, he does

- 4 Student B draws a picture after listening to Student A's description.
- 5 Watch the first part of the video and compare your picture with the real robot.
- 6 Watch the second part of the video and complete the sentences.
  - 1 The woman says: 'It felt like holding my \_\_\_\_\_.'
  - 2 The young man says: 'You get attached to your \_\_\_\_\_ so why not get attached to something that gives you more feedback than a \_\_\_\_\_?'
  - 3 The boy says: 'I'd \_\_\_\_\_ to have one. Yeah.'
  - 4 The \_\_\_\_\_ says: 'Wow!'

## AFTER YOU WATCH

7 Read about Heart Robot and answer the questions.

Heart Robot is one of the stars at a special event at London's Science Museum. He's a plastic puppet with robotic features. He reacts when people are happy or angry. His creator, David McGoren, thinks there's an emotional relationship between people and robots.

- 1 Do you like Heart Robot?
- 2 Do you have an emotional relationship with a toy or other object?
- 3 Do you want a robot? Why or why not?

### Glossary

**attached to** *adj* liking someone very much, or loving them

**emotional** *adj* relating to feelings

**feature** *n* C part of your face such as your eyes, nose, or mouth

**feedback** *n* U reactions to things

**flexible** *adj* able to move easily

**numb** *adj* not able to react or to show your emotions

**relationship** *n* C the way in which two or more people behave with each other

**savvy** *adj* knowing a lot about something and able to make good judgments about it

### EXERCISE 1

- 1 What is the robot's name?
- 2 How tall is he?
- 3 What does he look like?
- 4 What colour hair does he have?
- 5 Does he have big ears?
- 6 Why is he special?

### EXERCISE 3

*Suggested answers*

- 1 Heart Robot
- 2 He's the size of a small child. / He's about one metre tall.
- 3 He looks like ET. His body is white. He has big hands and long fingers. He has a heart.
- 4 He doesn't have any hair.
- 5 Yes, he does.
- 6 He's a robot.

### EXERCISE 6

- 1 baby
- 2 car ... car
- 3 love
- 4 girl

### EXERCISE 7

*Students' own answers*

### BEFORE YOU WATCH

- 1 Give students copies of the worksheet and ask them to complete exercise 1 in pairs. When they have finished, check through the answers. Still working in pairs, students ask and answer questions 1–5 to talk about other students in the class.

### WHILE YOU WATCH

- 2 Explain that you're going to play a video. In each pair, one student is going to watch the video while the other turns away from the screen or closes their eyes so they don't watch it. Students decide who does what in each pair. Play the video.
- 3 In exercise 3, the student who didn't watch the video (Student B) asks the questions from exercise 1 to their partner (Student A). Student A can use the words in the box to help them answer the questions.
- 4 Student B uses the information that Student A has given them to make a quick sketch of the robot. Stress that the students do not need to be good at drawing to do this task.
- 5 If your students don't object, invite some of them to show their drawings to the rest of the class. How similar are all the drawings? Play the first half of the video (0.00–0.45) for students to compare their drawings with the real robot.
- 6 Read through the quotes in exercise 6, helping with any comprehension problems. Then play the rest of the video (0.45–1.44) and ask students to listen out for the missing words. You can pause after each person speaks to give students time to write their answers. Play the section again to check answers and point out the use of the exclamations 'yeah' and 'wow'.

### AFTER YOU WATCH

- 7 Invite some students to read out the short text about Heart Robot and help with any comprehension problems. Students then discuss the answers to the questions in small groups. The groups can then report back to the rest of the class.