



DEEP IMPACT



TEACHERS' NOTES

LEARNING OBJECTIVES

- To develop reading strategies; skimming and scanning
- To discuss ideas about space travel and its impact on the environment

LENGTH: 60+ Minutes

LEVEL: B2

MATERIALS:

- Student Worksheet

PROCEDURE

1. LEAD IN

Tell students to look at the title and ask what it might refer to. Elicit ideas and discuss as a class. Ask students if they know anything about space tourism.

Tell students to look at the sentences in **exercise 1**. Tell them to look at the **example sentence a** and explain that they need to complete the sentences using a form of the word in bold. Ask them 'What type of word do you need?' to make them think about the correct part of speech for each sentence. Give them a few minutes to do the activity and feedback.

Answer key:

- b. tourism
- c. exploration
- d. indulgent

2. Ask students discuss the questions in pairs, giving reasons for their answers. Monitor and board interesting language or errors for class correction.

READING

3. Tell students to read the text quickly to complete the missing titles for each paragraph. Highlight the fact that there is a distractor among the title options.

Answer key:

- | | |
|-------------------------------|------------------------------|
| A: One giant leap for mankind | D: A Growing Problem |
| B: Green Planet | E: Out of Sight, Out of Mind |
| C: Middle of Nowhere | |

4. Tell students to look at the sentences in exercise 9. Ask students to re-read the text and decide whether the sentences are true or false. Ask them to underline the part of the text where they find their answers.



Answer key:

- a. F – (It used to just be the thing of Sci-Fi films but space tourism is **now firmly becoming a reality...**)
- b. F – (watching **the world's richest** rocket even higher than their bank balances...)
- c. T – (despite the constant reassurance that the environment is being considered, it is **just merely an after-thought** of these jaw-dropping space adventures...)
- d. T – (Located in the Pacific Ocean, 2,250km from any civilisation..)
- e. F – (This **scarcely-known location..**)
- f. T – (these are all causing an increase in space junk. To avoid potential disaster, they need to return to earth..)
- g. F- (Up until 2009, 150 items had been dumped at Point Nemo. Concerningly, however, **this number is now at 250**).
- h. F – (Its remote location **doesn't mean that no harm is being caused**, however. The marine life, corals, and sponges are all **victims of the destruction of their ecosystem, not to mention the poisonous fuels or materials that are bound to be polluting the sea.**)

5. Ask students to think about the ideas raised in the text and to discuss the question in **exercise 5**.

VOCABULARY: Synonyms

6. This activity helps students identify synonyms which can help them when doing reading comprehension activities. Ask students to find words or phrases in the text which have the same meaning as a-h.

Answer key:

- | | |
|---------------|-----------------|
| a. escapades | e. jaw-dropping |
| b. rocket (v) | f. solitude |
| c. buzz | g. mounting |
| d. merely | h. dumped |

SPEAKING: Debating

7. Ask students to read the quote in **exercise 10** and in pairs to complete the table listing as many arguments which agree or disagree with the statement. Give them 5 minutes to do this.

Then, change the pairs, divide them into 'A' and 'B'. Tell them that they are going to have a debate and student A will argue in favour of the quote using the ideas they have brainstormed in the 'agree' category. Student B instead will argue that they disagree with the statement. Allow 10 minutes for this and then conduct class feedback on the board.

SPECIAL THANKS TO JOHN HUGHES FOR HIS FEEDBACK AND SUGGESTIONS.

