

Down to Earth!

TEACHERS' NOTES

LEARNING OBJECTIVES

- To practise top down listening skills using authentic material
- To infer meaning of key vocabulary from context
- To talk about their impressions of life in space and extended missions away from Earth.

LENGTH: 60 Minutes

LEVEL: B2

MATERIALS:

- Student Worksheet
- Interview with an astronaut YouTube video: <https://www.youtube.com/watch?v=p65XhPiZkyE&t=73s>

PROCEDURE

LEAD IN: Ask students to look at the title and guess what it refers to. Explain that we also use it idiomatically and elicit/explain the meaning (someone who is frank, honest and open).

1. Divide your class into pairs, or small groups. Give them five minutes to answer the questions. Feedback answers as a class.

Answer key

- i) a. It was a dog called Laika
 - ii) b. Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
 - iii) a. Mars and Venus.
 - iv) a. Edwin "Buzz" Aldrin
 - v) b. 4: Jupiter, Saturn, Uranus and Neptune.
 - vi) C. \$20 million. In 2001, Dennis Tito paid to visit the International Space Station, making him the first civilian in space.
2. Divide the class into pairs, or small groups and ask them to discuss the questions. Monitor and feedback emergent language or error corrections.
 3. Tell students they are going to watch an authentic interview from an American news channel where an astronaut called Scott Kelly is talking about adjusting to life on Earth after a year-long space mission. Ask students to discuss together how they think a year in space changed him. Feedback some ideas on the board.

4. Students watch the video and check their answers. (Running Time 3:40)
Suggested answer: It has affected him both physically and mentally, changing everyday experiences such as walking, as well as changing his perspective on how we care about our planet.
5. Tell students they are going to watch the video again and answer comprehension questions in pairs. Give students time to read the questions and check the language before they watch the video. Ask students to discuss their answers in pairs and then elicit answers as a class.
6. Ask students to look at the sentences in **exercise 6**, they are all sentences from the interview. Tell students to complete the sentences with the correct word from the box. Then play the video again so students can check their answers. Drill pronunciation and ask students to identify word / sentence stress.

Answer key

- | | |
|---------------|------------------|
| a. gravity | f. bonus |
| b. mock up | g. public face |
| c. soreness | h. struck |
| d. swollen | i. compassionate |
| e. privileged | |

7. Divide the class into pairs and ask them to write definitions for the words from the gap-fill in **exercise 6**. You could then ask students to change partners and test their definitions with a new partner, if time allowed.
Suggested answers:
 - a. gravity: the invisible force that pulls the body to the centre of the earth.
 - b. mock up: a replica.
 - c. soreness: a feeling of dull pain when something hurts.
 - d. swollen: when something becomes bigger because of injury or a fluid build-up.
 - e. privileged: having advantages or special rights.
 - f. bonus: something that is in addition
 - g. public face: somebody who represents a company or organisation.
 - h. struck: to feel a certain impression of something
 - i. compassionate: to care about somebody or something.
8. Ask students to look at the questions in **exercise 8**. Give them time to discuss the questions in pairs or small groups. Feedback interesting language and error correction.
9. Ask students to look at **exercise 9** and to read the questions in the grey box. Tell students to imagine they have been to space for one year and to think about their answers to the questions. Tell students to also think of a further 3 questions that might be interesting to ask an astronaut. Allow some preparation time (5 minutes) and then divide the class into pairs and ask them to decide who is the astronaut and who is the interviewer. Roleplay the interviews. If in a face2face setting you could ask pairs to perform for the class. If online students could film their own interviews/make their own YouTube videos.