

'A big responsibility': astronaut from UAE on longest ever Arab space mission

Level 3: Advanced – Teacher's notes

Article summary: The article talks about an Emirati astronaut's record-breaking space mission

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Present perfect

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to compare and contrast life on Earth and life in space. Ask them to consider any aspects that interest them. If students work alone, put them in pairs after completing the Venn diagram to discuss and share. Encourage students to cite examples and give reasons to back up their opinions.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups.

Key:

- | | |
|------------------------|------------------------|
| 1. <i>countless</i> | 9. <i>resistance</i> |
| 2. <i>pioneering</i> | 10. <i>inspiration</i> |
| 3. <i>microgravity</i> | 11. <i>refreshing</i> |
| 4. <i>venture</i> | 12. <i>perspective</i> |
| 5. <i>celestial</i> | 13. <i>stereotype</i> |
| 6. <i>spin</i> | 14. <i>mission</i> |
| 7. <i>altitude</i> | 15. <i>legacy</i> |
| 8. <i>abnormal</i> | 16. <i>surreal</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|-----------------------|--------------------|
| 1. <i>perspective</i> | 3. <i>legacy</i> |
| 2. <i>resistance</i> | 4. <i>abnormal</i> |

- | | |
|-----------------------|-----------------------|
| 5. <i>inspiration</i> | 8. <i>Stereotypes</i> |
| 6. <i>refreshing</i> | 9. <i>countless</i> |
| 7. <i>spins</i> | 10. <i>altitude</i> |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'She was a popular Egyptian singer and songwriter' or similar.

Key (suggested answers):

1. *because she is an iconic Arab singer and Sultan al-Neyadi played her music in space*
2. *because he is completing the longest Arab space mission*
3. *bring a taste of Arab culture to space*
4. *America and Russia*
5. *najmanaut, cosmonaut, astronaut*
6. *six*
7. *250 miles (400 km); 17,500 mph (28,000 (km/h)*
8. *explaining daily life in the space station, including eating and keeping fit, and celebrating the Muslim Eid al-Fitr festival*
9. *Because they celebrate a region with many negative stereotypes in the West.*
10. *It was the first time three Arabs were in space together.*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Tell students that more than one answer is possible for two of the items.

Key:

1. *has he played*
2. *I have (I've) never broken*
3. *The family has found*
4. *My mother has always told*
5. *have you been*
6. *she has not (hasn't) posted*
7. *reports have provided*
8. *Have you made*
9. *space mission has created*

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5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research the International Space Station.
- b. Students could then present their reports to the class. Encourage students to share their gathered information and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.