

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

Level 1: Elementary – 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: Time phrases

Materials needed: One copy of the worksheet per student

Key:

1. *colleagues*
2. *space*
3. *record*
4. *respond*
5. *mission*
6. *cultures*

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 an Egyptian singer and songwriter' or similar.

Key:

1. *an Egyptian singer*
2. *in space, on the International Space Station (ISS)*
3. *bring Arabic culture to people on Earth*
4. *The US and Russia*
5. *six*
6. *six months*
7. *photos of places in the Middle East and videos of him in space*
8. *The first Arab woman went to space, and three Arabs were in space together.*
9. *take a hot shower*

1. Warmer

- a. This activity aims to get students to think about the similarities and differences between life on Earth and life in space. Ask them to consider any areas that interest them. Put students in pairs or small groups to complete the Venn diagram. Encourage them to discuss and share their ideas, 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. Students may be familiar with the word *space* to mean *any area or part of a room* and *station* as a *place where buses, trains, or underground trains arrive and depart*. You may wish to note that *record* here is used as a noun, but it can also be a verb meaning *write down or save information*. When it is used this way, the second syllable is stressed.

Key:

- | | |
|---------------------|----------------------|
| 1. <i>mission</i> | 6. <i>respond</i> |
| 2. <i>culture</i> | 7. <i>float</i> |
| 3. <i>space</i> | 8. <i>region</i> |
| 4. <i>colleague</i> | 9. <i>record</i> |
| 5. <i>station</i> | 10. <i>spacewalk</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.

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. The time phrases are all used in the article. As an extension activity, you could ask students to go back to the text, find where they appear, and ask them to write personalised sentences of their own.

Key:

1. *At the same time, ...*
2. *During his long trip, ...*
3. *In May, ...*
4. *Several months later, ...*

- b. Students could be asked to do this exercise individually and then compare their answers in pairs. Remind students that no comma is needed when time phrases come at the end of a sentence.

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Key:

1. *Neyadi's photographs have given everyone a different view of Middle Eastern cities and famous places at the same time.*
2. *Neyadi filmed himself celebrating the Muslim Eid al-Fitr festival during his long trip.*
3. *Two Saudi najmanauts joined Neyadi for an eight-day mission in May.*
4. *Neyadi was preparing for his return several months later.*

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 six Arab najmanauts.
- b. Ask students to report their findings to the class and share their opinions about the future of space travel. You may wish to review ordinal numbers (*first, second, third, etc.*) alongside this activity to help students talk about the najmanauts in order.