



argumentative	calm
humorous	introvert
rebellious	talkative
arrogant	extrovert
jealous	resilient
good in a team	attention-seeking
hot-tempered	needy
individualistic	self-sufficient
uncommunicative	humourless
bossy	open-minded

Space Mission video lesson

level: upper-intermediate (B2)+

class: one-to-one

time: 60 min.

skills: speaking, vocabulary, listening

Warm up

1. Cut out the two boxes in worksheet 1 and put the second one on the first one so that most of the picture is covered and only a small part can be seen through the round window. Move the upper box around the picture and let the student **guess what it shows**.
2. Once they guess correctly, uncover the picture and ask: *'What springs to mind when you see this?'* Then add: *'The astronaut had to spend 18 months with his colleagues in a space capsule. Has this fact changed your ideas in any way? What do you think it was like? What do you think their biggest problems were? Do you think you could cope with such a situation? What personal qualities would you need?'*

Have you got what it takes?

3. Cut out **cards** in worksheet 2 and discuss which of them would be an advantage, a disadvantage or both on a space mission. Explain any new vocabulary.
4. Then put the cards in a pile face down, take turns with your student to take one card at a time (don't show them to each other!) and talk as if you were an astronaut on a space mission with this personal quality. The other one has to guess which word is in your card.

Celebrity in space

5. Ask the student: *'Can you think of a celebrity, book or film character who would make a good astronaut? And someone who would not?'*
6. Watch this **video** <https://www.youtube.com/watch?v=VeUVPoSny98> where Howard calls his wife Bernie back on Earth (you may want to introduce The Big Bang Theory briefly if your student is not familiar with the series). Ask: *'Did he make a good astronaut? Describe him using 3 personal qualities from the worksheet and 2 of your own.'*
7. Watch again and ask the student to sum up what Howard complains about and what Bernie replies using the following **phrasal verbs**: *coop up*, *hang in*, *get back to*, *run out of*, *use up*, *bring back*, *hold down*, *put on*. Emphasize that the aim is not to repeat the script word by word but rather to get the meaning across using new vocabulary. Try not to explain the meaning of any of the phrasal verbs before watching but encourage your students to guess from context.
(H: I'm being *cooped up* in this tin can for weeks. – *be kept in an enclosed space*
B: *Hang in there*, you just have a couple more days to go. – *not give up, despite difficulties*
B: I gotta *get back to* work. – *start doing sth. again*

B: And they *ran out of* all ice cream on day 2 [on the cruise]. – *use sth. so that there is none left*

H: What am I doing? I'm *using up* all the oxygen. – *finish a supply of sth.*

H: I want you to take it [the model rocket] and *bring it back* to your place. – *return from somewhere with sth.*

H: The other astronauts *held me down*. – *keep someone in a particular position and to stop them from moving*

B: *Put your pants back on!* – *cover part of the body with clothes*)

8. As a follow-up conversation, ask: '*Which of the people you know personally would make good astronauts? Why? Who would you like to go on a space mission with? What would be the criteria?*'

Role-play

9. Have the student write down questions they would ask a real astronaut who's just come back to Earth.
10. Then, take the questions and **role-play** an interview with the student as the astronaut and you as the interviewer. (Don't give them any heads up that you'll switch roles later on. :-)

Cooler

11. Take the cards from worksheet 2 and have your student put them into order of importance for a good colleague/friend/boss/... and make sure you ask them to justify their order.