6 Outer Space

Overview

Unit Objectives

By the end of this unit, students can:

- name words about space
- compare two things using (*not*) *as ... as*
- skim, write, and understand an email
- understand the value of putting themselves in others' shoe
- name descriptive words
- understand a text about space photography
- create and present a fact file about a planet
- pronounce words with long and short */oo/*.
- understand a blog and share ideas about sustainable eating

Teacher's Resources

- Teacher's App
- Teacher's Resource Center
- Digital Student's Book
- Digital Workbook
- Online Assessment
- Sharebook ebook
- Teacher's Edition ebook

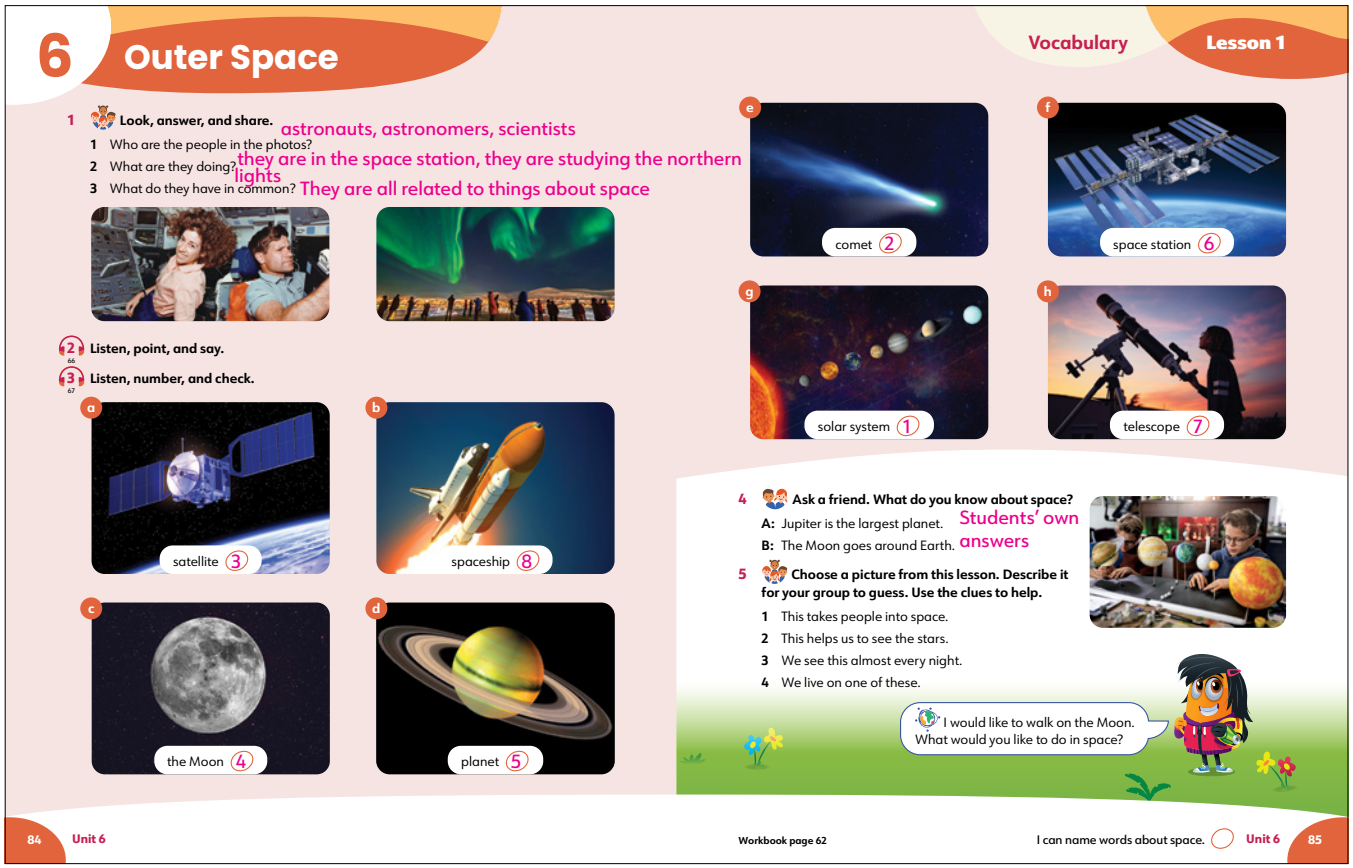


Inclusive Practice

Appreciating all the ways in which students learn is essential for a supportive learning environment. Elicit students' answers and assess what their needs are. Use the tips below and record your thoughts in a notebook.

NEEDS	TIPS
Sparking excitement	• Promote active participation and experimentation. • Involve learners in setting their goals.
Focusing	• Display their goals in multiple ways. • Provide alternatives and vary the degrees of freedom for acceptable performance.
Self-regulation	• Foster positive beliefs that their goals can be met. • Encourage self-reflection activities.
Perception	• Display language in flexible formats. Utilize different font sizes and contrasting colors, and vary layout of visual elements. • Provide written transcripts for videos or audio tracks.
Language learning	• Provide information in their first language when necessary.
Comprehension	• Give explicit prompts. • Provide opportunities for review and practice.
Use of materials	• Provide alternatives for physically interacting with materials.
Expressing and communicating	• Use concept maps and story webs.





Lesson 1

Lesson Aim

- To name words about space

New Vocabulary

satellite, spaceship, the Moon, planet, comet, space station, solar system, telescope

Activity 1

Display the two pictures. Ask *What is this unit about?* (outer space) Read the questions aloud. Have students look at the pictures and discuss the questions in small groups. Invite a volunteer from each group to share an answer with the class.

Activity 2 Track 66

Have students look at the pictures in Activity 3. Play the audio. Have students point to each picture and repeat the new word or phrase.

Audio script

a satellite: Satellites are important for communication, and they tell us about the weather for the future. **b** spaceship: Spaceships take astronauts to space. **c** the moon: The moon is big and white tonight. **d** planet: Earth is a planet. It moves around the sun. **e** comet: Look! A comet is traveling across the sky. **f** space station: When some astronauts visit space, they stay in a space station. **g** solar system: There are eight planets in our solar system. Oh, and there's also the sun of course! **h** telescope: We use telescopes to see the stars and planets better. We invented the first telescope more than 400 years ago.

Activity 3 Track 67

Play the audio. Students listen and number the pictures. Check the answers as a class. Play the audio again, and have students repeat each answer together or individually.

Activity 4

Have students work in pairs. Invite a volunteer to model the activity with you. Partners will then take turns asking each other the question and answering with something they know about space that they can say in English.

Activity 5

Arrange students in groups of four. Each group member presents one of the clues to the rest of the group. The other members guess the word. Review answers as a class.

Ask students to look at the pictures on pages 84 and 85 again. Have them point to Raya. Say *Raya would like to walk on the Moon. What would you like to do in space?* Encourage students to be creative with their answers. Invite volunteers to share with the class.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 62
- **Navio App** Lesson 1
- **Teacher's Resource Center** Worksheet Lesson 1, digital flashcards
- **Student's Digital Book** Lesson 1
- **Student's Digital Workbook** Lesson 1

Lesson 2

Lesson Aim

- To compare two things using *(not) as ... as*

New Grammar

Mars is as beautiful as Earth. The food in space isn't as exciting as food on Earth.

Materials: world map or globe; ball, bean bag, or soft toy

Warm Up

Review Lesson 1 vocabulary. Have the vocabulary from Lesson 1 on the board, or ask students to look at it in their books. Describe one of the vocabulary items, for example, say *It's not a planet, it's near to the Earth, what is it?* Have students call out the answer. (the Moon — You might want to explain that the Moon orbits around the Earth, not directly around the Sun, that's why it is not considered a planet.) Then say, *it's your turn* and have the student who answered correctly describe one of the words for the rest of the class. Continue until all of the words have been described.

Activity 1 Track 68

Point to the dialogue. Play the audio while students follow along in their books. Then, students read the dialogue in groups. Ask volunteers to answer the question.

Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Write on the board *as [blank] as, more [blank] than, the most [blank]*. Tell students to keep these phrases in mind during the lesson.

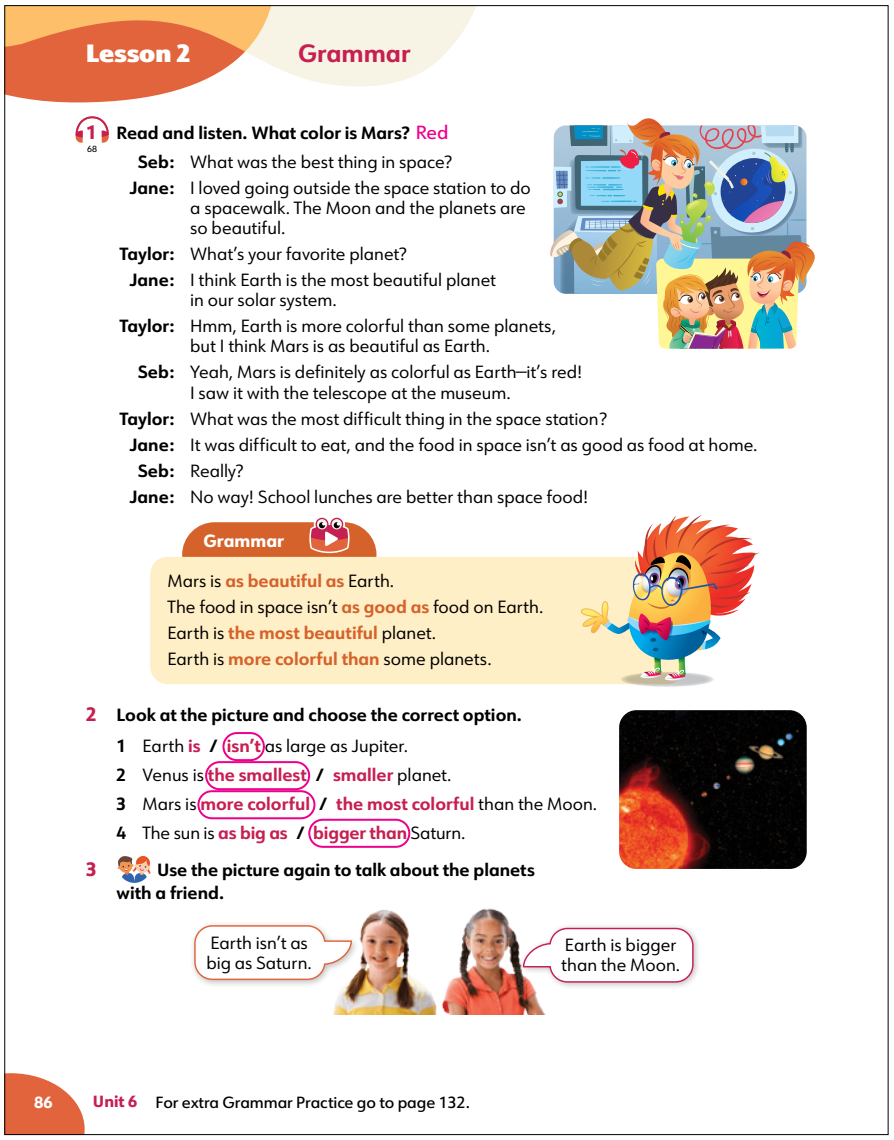
Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed.

Activity 2

Review the names and order of the planets as shown in the solar system photo in this activity or using the larger image on page 85: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Note that all of these planets revolve around the Sun. Write this information on the board. To help students recall the order of the planets, teach them a mnemonic device. A common mnemonic is: My Very Excellent Mom Just Served Us Noodles. Show students that the first letter of each word (the capital letter) matches up with the first letter of each of the planets. Remembering this sentence will help them remember the order of the planets. Have students use one of the pictures noted to answer the questions.

Do the first item as an example. Say *Earth is or isn't as large as Jupiter.* Pause while students look at the picture and determine the answer. (isn't) Have students complete the rest of the activity individually. Check answers as a class.



Lesson 2 Grammar

1 68 **Read and listen. What color is Mars?** Red

Seb: What was the best thing in space?
Jane: I loved going outside the space station to do a spacewalk. The Moon and the planets are so beautiful.
Taylor: What's your favorite planet?
Jane: I think Earth is the most beautiful planet in our solar system.
Taylor: Hmm, Earth is more colorful than some planets, but I think Mars is as beautiful as Earth.
Seb: Yeah, Mars is definitely as colorful as Earth–it's red! I saw it with the telescope at the museum.
Taylor: What was the most difficult thing in the space station?
Jane: It was difficult to eat, and the food in space isn't as good as food at home.
Seb: Really?
Jane: No way! School lunches are better than space food!

Grammar

Mars is as beautiful as Earth.
The food in space isn't as good as food on Earth.
Earth is the most beautiful planet.
Earth is more colorful than some planets.

2 **Look at the picture and choose the correct option.**

1 Earth is / isn't as large as Jupiter.
2 Venus is the smallest / smaller planet.
3 Mars is more colorful / the most colorful than the Moon.
4 The sun is as big as / bigger than Saturn.

3 **Use the picture again to talk about the planets with a friend.**

Earth isn't as big as Saturn.
Earth is bigger than the Moon.

86 Unit 6 For extra Grammar Practice go to page 132.

Activity 3

Put students in pairs. Direct their attention to the speech bubbles. Tell them they are going to use the image from the previous activity to talk about the planets. Have two volunteers act out the example dialogue. Have all pairs talk about the planets using the Grammar Box as a guide.

For extra Grammar Practice, tell students to go to page 132.

Grammar Practice Answers

1 equal
2 is as big as, isn't as quick as, isn't as cold as, is as difficult as

4 **Watch the video again and complete.**





1 The Moon ___is___ ___as___ beautiful ___as___ Earth.

2 Mars ___isn't___ ___as___ beautiful ___as___ Earth.



3 Earth is ___more___ colorful ___than___ the other planets.

4 Earth is ___the___ ___most___ beautiful planet.

5 **Look at the pictures. Complete the sentences. Then share your answers with a friend. Do you agree or disagree?**

1 A satellite **is** / (isn't) as big ___as the space station___.



2 The Moon **is** / (isn't) as bright ___as the Sun___.



3 A telescope **is** / (isn't) as big ___as a spaceship___.



6 **Speaking** **Sharebook pages 37 and 39**

I can compare two things using *(not) as ... as.*

Activity 4

Play the Grammar video again. Have students write in the missing words. Replay as needed. Check answers as a class.

Activity 5

Have students work on their own to start the activity. They should look at the pictures and complete the sentences by filling in the blanks and circling *is* or *isn't*. Then students work in pairs to share answers and discuss whether they agree or disagree with one another. Invite volunteers to share some of their sentences with the class.

Activity 6

Speaking **Sharebook**

See page 152 for instructions on setting up and playing *Find and Compare*.

Wrap Up

Have the class sit in a circle. Write these adjectives on the board: *big, small, hot, cold, dry, wet, expensive,* and *cheap.* Show students a world map or globe. Point to the words on the board. Say *Let's compare our country to another country.* Model an example, e.g., *Singapore is wetter than our country*. If students do not have enough knowledge of other countries, have students compare local communities or cities. Pass a ball, beanbag, or soft toy to another student and continue until all students have had a chance to speak.

Social Emotional Learning

Have students pass around a soft object during discussion or sharing circles. This adds a physical movement to the activity, gives students something to touch while thinking, and also gives them something to squeeze if they are feeling stressed or nervous about speaking in front of others.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 63
- **Sharebook** pages 37 and 39
- **Navio App** Lesson 2
- **Teacher's Resource Center** Worksheet Lesson 2
- **Student's Digital Book** Lesson 2
- **Student's Digital Workbook** Lesson 2

Lesson 3

Lesson Aim

- To skim an email and understand who the people are

Vocabulary Review

space station, satellite, comet, Moon

Grammar Review

(not) as ... as

Materials: index cards

Warm Up

Play a game. Make cards with the vocabulary from Lesson 1 and the names of the planets written on them. Invite students to come to the front one by one and draw a card. They should read the word aloud and say one thing they know about this word or something they learned about it in the lesson. Make sure each student has come to the front at least once.

Reading Tip

Point to the Reading Tip box on the page. Read the tip aloud or have a student do so while the rest of the class follows along in their books. Remind students that *skimming* means to read quickly to get key points.

Activity 1

Read the question aloud. Have students skim the text and call out answers. Note that the answer is not clearly stated but it can be assumed that the person is either the writer of the email (Rick) or another astronaut at the space station.

Activity 2 Track 69

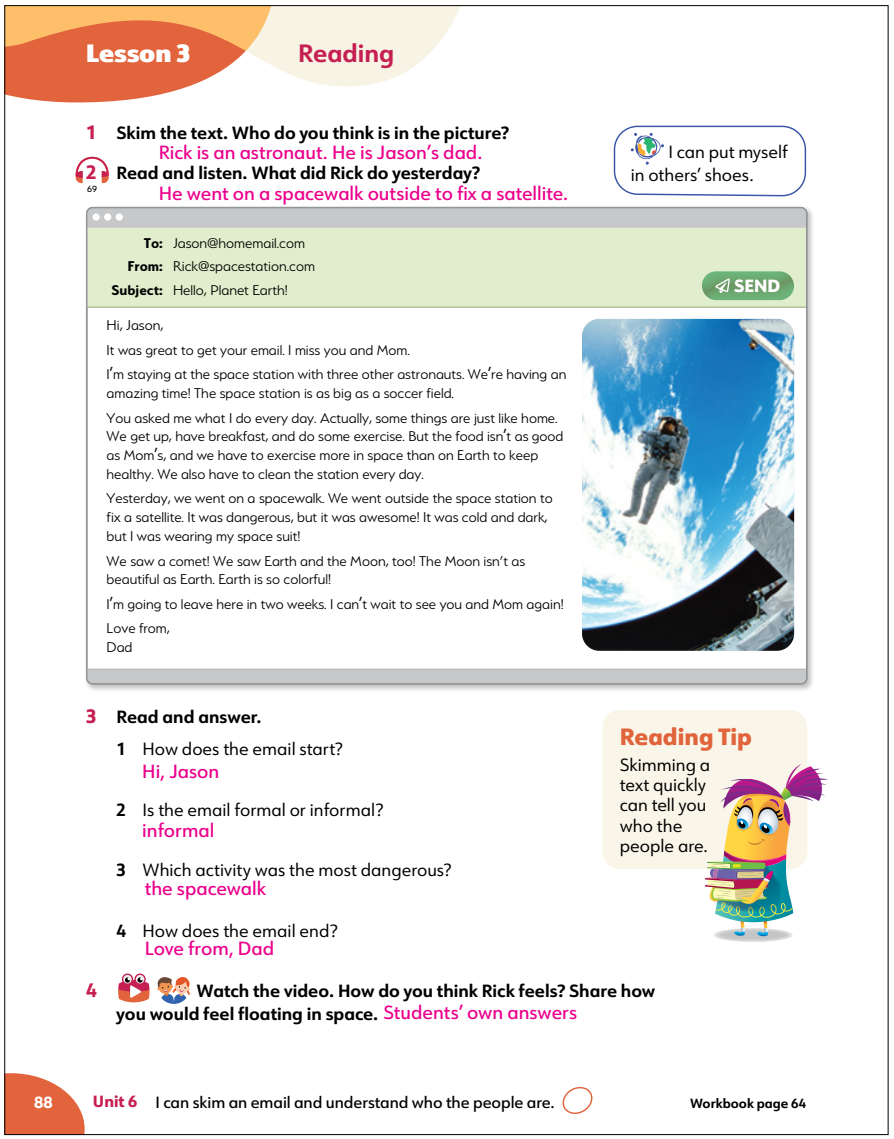
Read the question aloud. Play the audio and have students follow along in their books. Ask the question again. Elicit the answer from students. (He went on a spacewalk.)

Activity 3

Do the first item as an example. Read the question aloud and elicit the answer. Then have students do 2–4 individually. Check answers as a class.

Activity 4

Play the video. Have students watch. Then put them in pairs. Read the activity question and task. Have partners take turns sharing their thoughts. Then invite pairs to share with the class.



Lesson 3 Reading

1 **Skim the text. Who do you think is in the picture?**
Rick is an astronaut. He is Jason's dad.

2 69 **Read and listen. What did Rick do yesterday?**
He went on a spacewalk outside to fix a satellite.

I can put myself in others' shoes.

To: Jason@homemail.com
From: Rick@spacestation.com
Subject: Hello, Planet Earth!
SEND

Hi, Jason,

It was great to get your email. I miss you and Mom.

I'm staying at the space station with three other astronauts. We're having an amazing time! The space station is as big as a soccer field.

You asked me what I do every day. Actually, some things are just like home. We get up, have breakfast, and do some exercise. But the food isn't as good as Mom's, and we have to exercise more in space than on Earth to keep healthy. We also have to clean the station every day.

Yesterday, we went on a spacewalk. We went outside the space station to fix a satellite. It was dangerous, but it was awesome! It was cold and dark, but I was wearing my space suit!

We saw a comet! We saw Earth and the Moon, too! The Moon isn't as beautiful as Earth. Earth is so colorful!

I'm going to leave here in two weeks. I can't wait to see you and Mom again!

Love from,
Dad

3 **Read and answer.**

1 How does the email start?
Hi, Jason

2 Is the email formal or informal?
informal

3 Which activity was the most dangerous?
the spacewalk

4 How does the email end?
Love from, Dad

Reading Tip
Skimming a text quickly can tell you who the people are.

4 **Watch the video. How do you think Rick feels? Share how you would feel floating in space.** Students' own answers

88 Unit 6 I can skim an email and understand who the people are. Workbook page 64

Make sure students understand the concept of "putting oneself in someone else's shoes." Explain that in this situation, we are trying to see where another person is coming from by imagining ourselves in their situation. By doing this, you can often better relate to others' reasoning and behavior. Being able to see things from another's perspective often leads to treating others with kindness and compassion. Ask *How can putting yourself in someone else's shoes help you resolve conflicts?* Elicit answers from students and continue discussing as a class.

Wrap Up

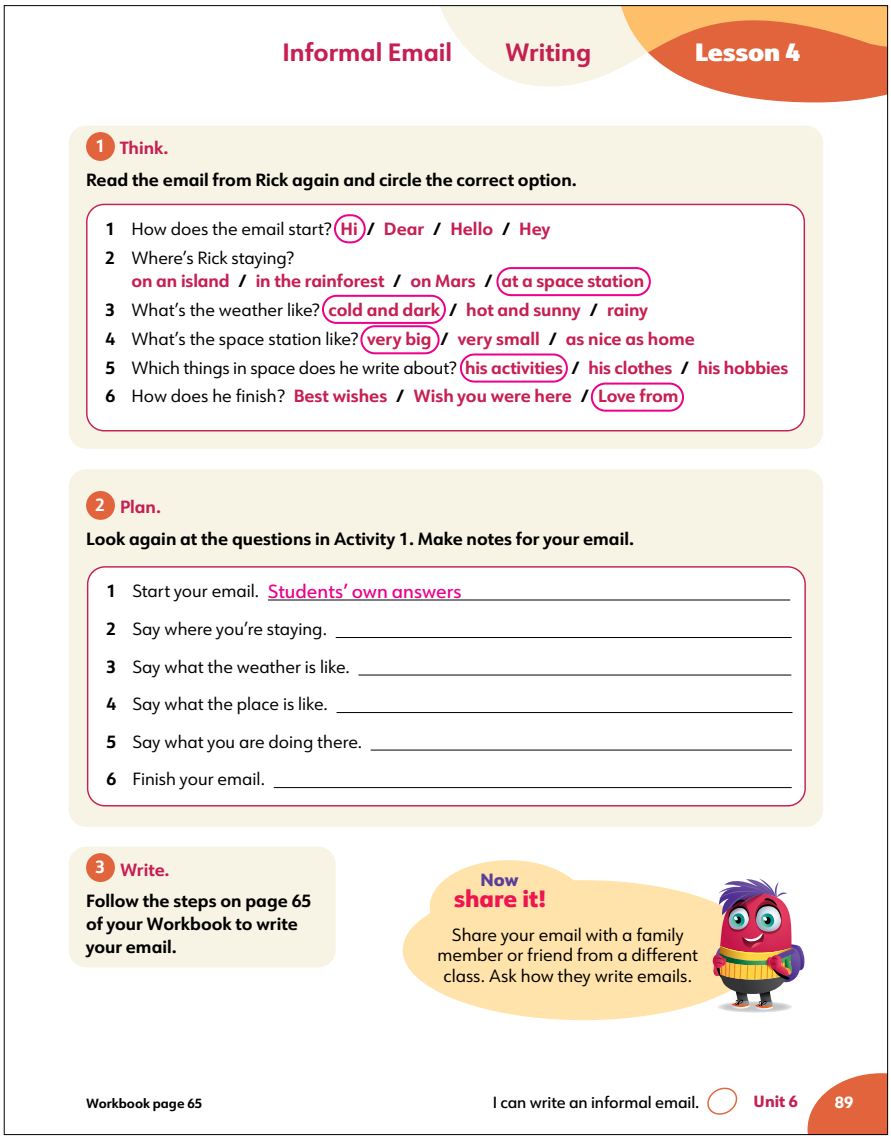
Put students in pairs. On the board, write the sentence frames: *I want to live on a space station because ...* *I don't want to live on a space station because ...* Model an example. Have partners take turns completing the sentences.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 64
- **Navio App** Lesson 3
- **Teacher's Resource Center** Worksheet Lesson 3
- **Student's Digital Book** Lesson 3
- **Student's Digital Workbook** Lesson 3



Informal Email Writing Lesson 4

1 Think.

Read the email from Rick again and circle the correct option.

1 How does the email start? (Hi) / Dear / Hello / Hey
2 Where's Rick staying? on an island / in the rainforest / on Mars / (at a space station)
3 What's the weather like? (cold and dark) / hot and sunny / rainy
4 What's the space station like? (very big) / very small / as nice as home
5 Which things in space does he write about? (his activities) / his clothes / his hobbies
6 How does he finish? Best wishes / Wish you were here / (Love from)

2 Plan.

Look again at the questions in Activity 1. Make notes for your email.

1 Start your email. Students' own answers
2 Say where you're staying. _____
3 Say what the weather is like. _____
4 Say what the place is like. _____
5 Say what you are doing there. _____
6 Finish your email. _____

3 Write.

Follow the steps on page 65 of your Workbook to write your email.

Now share it!

Share your email with a family member or friend from a different class. Ask how they write emails.

Workbook page 65

I can write an informal email.

Unit 6 89

Lesson 4

Lesson Aim

- To write an informal email

Materials: paper

Warm Up

Books closed. Put students in pairs. Say *What information can you remember from the email in the last lesson?* Give them 2–3 minutes to remember as much as they can. Invite pairs to share with the class.

Activity 1

Do the first item as an example. Read the question aloud and elicit the answer. Say *This is an informal greeting*. Have students complete 2–6 individually. Encourage them to answer as many items as possible from memory first, and then go back and reread the text. Check answers as a class.

Activity 2

Give students the option of using real information from a trip they took or let them invent a trip to use as the basis of their email. Have them do the activity individually.

Communication

Allow students the option of using both real and imaginary scenarios for writing activities. Imaginary scenarios will be more interesting for some students and allow more creative students to express themselves. In this lesson, e.g., give students the option to plan and write about a trip to another planet. This will also help them review the vocabulary and grammar they've learned in the unit.

Activity 3

Go to page 65 in the Workbook. For support, remind students that the tone of their email should be informal by including exclamation points and friendly language, e.g., *Hi*.

Now share it!

Students work in pairs and take turns reading their informal emails. Encourage them to give one another positive feedback.

Invite students to share their emails with a family member or a friend from a different class and talk about how they write emails.

Wrap Up

Give each student a piece of paper. Say *You're on vacation. You are writing an email to a friend. Write the greeting only.* Give them 30 seconds to write. Then say *Stop. Fold the paper over, so we can't see what you've written. Pass it to the student sitting behind you.* Say *Now write where you're staying.* Give them one minute to write. Then have them fold again and pass the paper and continue. Use all the questions in Activity 2 as the writing prompts. When students have finished, invite volunteers to read the completed emails they have.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 65
- **Navio App** Lesson 4
- **Teacher's Resource Center** Worksheet Lesson 4
- **Student's Digital Book** Lesson 4
- **Student's Digital Workbook** Lesson 4

Lesson 5

Lesson Aim

- To name descriptive words

New Vocabulary

bright, enormous, heavy, light, wide, far, near

Materials: index cards

Warm Up

Write the title of the text on the board. Put students in pairs. Have them predict what the text is about, without looking at their books. Have volunteers share their ideas and write them on the board. Do not erase the board.

Activity 1 Track 70

Read the pre-reading question aloud to students. Then, play the audio and have students read the text as they listen. Afterwards, ask the question again and elicit answers from students.

To check comprehension, say *Does the moon look heavy or light in the picture?* (light). *Why do stars look small?* (They are millions of kilometers away from Earth.)

Activity 2

Do the first item as an example. Read the sentence aloud pausing to let students call out *True* or *False.* (True) Tell students to try to complete the activity from memory first before rereading the text. Have them complete the rest of the items individually.

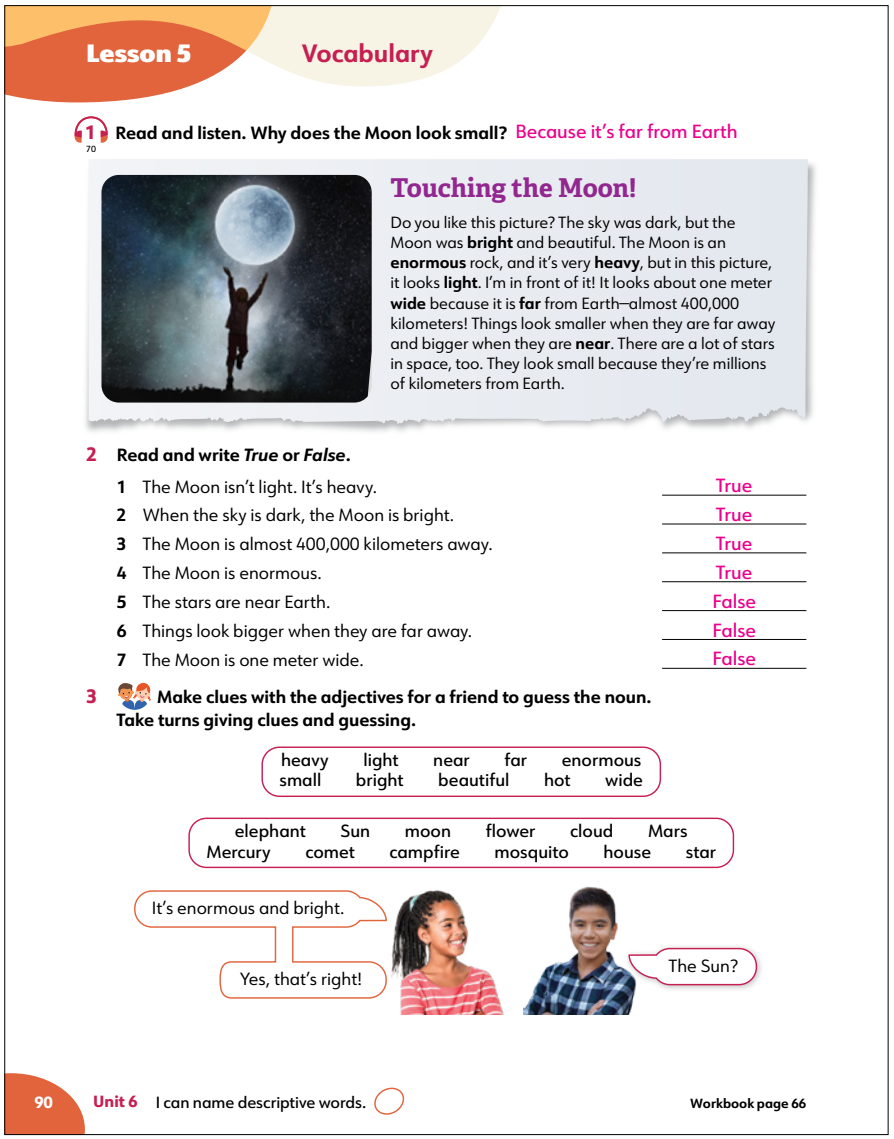
Check answers as a class. Call on individual students to say the answers.

To extend, have students make the false sentences true and say them aloud or write them on the board.

Activity 3

Read the activity directions to the class.

Model an example. Point to the first box. Say *It's enormous and bright.* Then point to the second box and have students guess what it is. Elicit the answer. (the Sun) Say *That's right!* Have students do the activity. Remind them to take turns.



Lesson 5 Vocabulary

1 70 **Read and listen. Why does the Moon look small?** Because it's far from Earth

Touching the Moon!

Do you like this picture? The sky was dark, but the Moon was **bright** and beautiful. The Moon is an **enormous** rock, and it's very **heavy**, but in this picture, it looks **light**. I'm in front of it! It looks about one meter **wide** because it is **far** from Earth—almost 400,000 kilometers! Things look smaller when they are far away and bigger when they are **near**. There are a lot of stars in space, too. They look small because they're millions of kilometers from Earth.

2 **Read and write *True* or *False*.**

1 The Moon isn't light. It's heavy. True
2 When the sky is dark, the Moon is bright. True
3 The Moon is almost 400,000 kilometers away. True
4 The Moon is enormous. True
5 The stars are near Earth. False
6 Things look bigger when they are far away. False
7 The Moon is one meter wide. False

3 **Make clues with the adjectives for a friend to guess the noun. Take turns giving clues and guessing.**

heavy light near far enormous
small bright beautiful hot wide

elephant Sun moon flower cloud Mars
Mercury comet campfire mosquito house star

It's enormous and bright.
Yes, that's right!
The Sun?

90 Unit 6 I can name descriptive words. Workbook page 66

To extend, have students describe objects in the classroom for their partner to guess, using the same adjectives.

Wrap Up

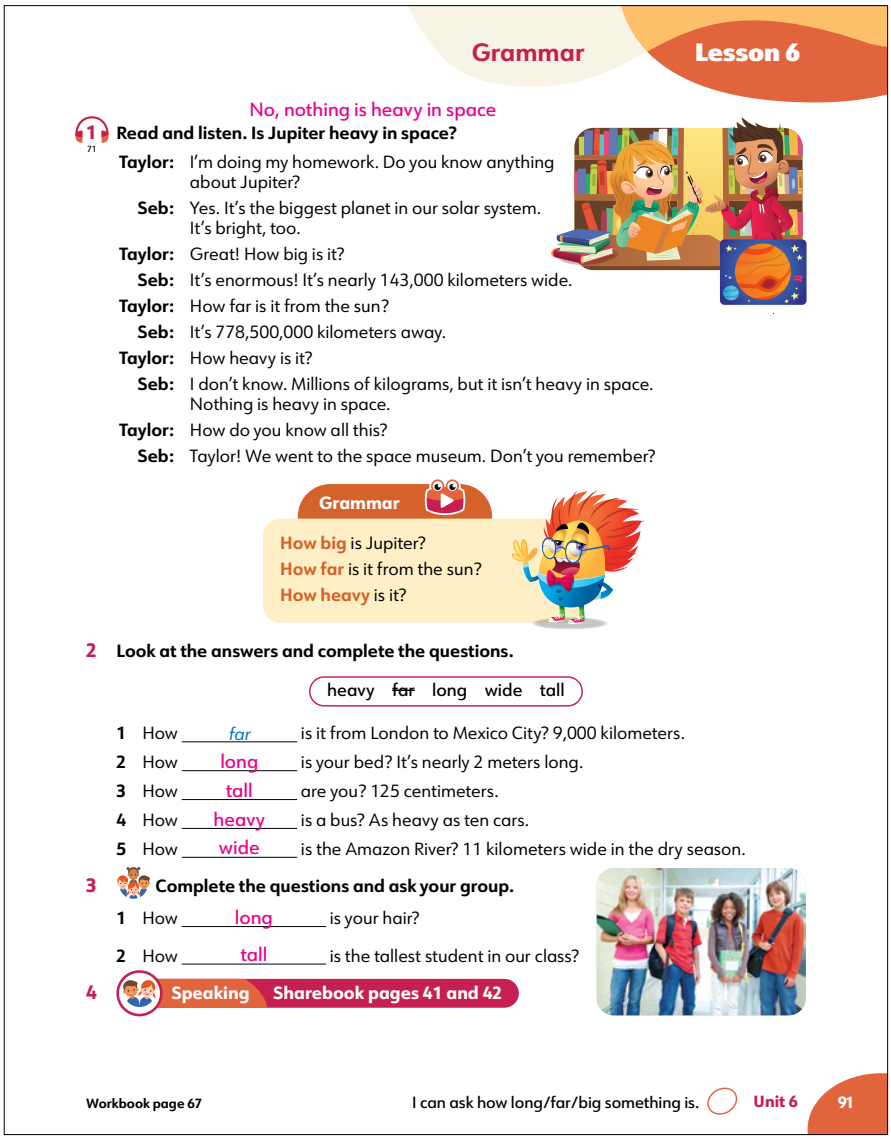
Review Lesson 5 vocabulary. Play a miming game. Model an example. Mime *heavy* by pretending to carry something heavy. Elicit the answer. Then elicit a sentence with *heavy*, such as *My backpack was very heavy this morning.* Put students in groups. Have them take turns miming a word. The student who guesses correctly makes a sentence using the word.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 66
- **Navio App** Lesson 5
- **Teacher's Resource Center** Worksheet Lesson 5, digital flashcards
- **Student's Digital Book** Lesson 5
- **Student's Digital Workbook** Lesson 5



Grammar Lesson 6

No, nothing is heavy in space

1 71 **Read and listen. Is Jupiter heavy in space?**

Taylor: I'm doing my homework. Do you know anything about Jupiter?
Seb: Yes. It's the biggest planet in our solar system. It's bright, too.
Taylor: Great! How big is it?
Seb: It's enormous! It's nearly 143,000 kilometers wide.
Taylor: How far is it from the sun?
Seb: It's 778,500,000 kilometers away.
Taylor: How heavy is it?
Seb: I don't know. Millions of kilograms, but it isn't heavy in space. Nothing is heavy in space.
Taylor: How do you know all this?
Seb: Taylor! We went to the space museum. Don't you remember?

Grammar

How big is Jupiter?
How far is it from the sun?
How heavy is it?

2 **Look at the answers and complete the questions.**

heavy ~~far~~ long wide tall

1 How *far* is it from London to Mexico City? 9,000 kilometers.
2 How *long* is your bed? It's nearly 2 meters long.
3 How *tall* are you? 125 centimeters.
4 How *heavy* is a bus? As heavy as ten cars.
5 How *wide* is the Amazon River? 11 kilometers wide in the dry season.

3 **Complete the questions and ask your group.**

1 How *long* is your hair?
2 How *tall* is the tallest student in our class?

4 Speaking Sharebook pages 41 and 42

Workbook page 67 I can ask how long/far/big something is. Unit 6 91

Lesson 6

Lesson Aim

- To ask how long/far/big something is

New Grammar

How big/far/heavy ...?

Materials: a bean bag

Warm Up

Play a game to review Lesson 5 vocabulary. Write words or phrases on cards. Divide the class into two teams. Students take turns picking a card and drawing a picture of it on the board. If their team guesses correctly before the time is up, they get a point. Give 30 seconds per turn.

Activity 1 Track 71

Ask *Is Jupiter heavy in space?* Have students raise their hands if they agree. Then say *Let's find out.*

Point to the dialogue. Play the audio while students follow along in their books. Then, students read the dialogue in pairs. Ask volunteers to answer the question. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Have volunteers read th questions aloud.

Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed. Do Grammar Practice on page 132 for homework or in class.

Grammar Practice Answers

1 distance
2 How bright is the sun?, How heavy is an elephant?, How far is it to Mars?, How long is the Rio Grande?, How far is the moon?

Activity 2

Model the first item. Read the sentence aloud saying "blank" for the missing word. Then read it again pausing at the blank to elicit the missing word from the class. Then have students complete 2–5 individually. Check answers as a class.

Activity 3

Put students in small groups. Have students complete the questions individually and then ask the questions to their group members. Have them note down the answers given. Invite volunteers to share their answers with the class.

Activity 4

Speaking Sharebook

See page 153 for instructions on setting up and playing *World Fact File*.

Wrap Up

Have students each write one or two questions using *How*, e.g., *How far is your home from school? How long is a soccer field?* Have them stand up at their desks. Toss a soft item, such as a beanbag, to a student (or simply call on them by name), and ask, e.g., *How long did you sleep last night?* When the student has answered, he/she throws to another student and asks a question and then sits down. Continue around the classroom until they have all asked and answered, and everyone is sitting.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 67
- **Sharebook** pages 41 and 42
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6

Lesson 7

Lesson Aims

- To understand a text about space photography
- To create and deliver a fact file about a planet

New Vocabulary

NASA, astrophotography, photographers, galaxies, highlight, black hole, delight, inspire, advance, visualize, appreciate, cosmos

Materials: poster board or heavy paper, markers, colored pencils, scissors, glue

Warm Up

Draw a Venn diagram on the board. Write *Sun* at the top of one circle and *Moon* at the top of the other. Ask *What do we know about the Sun?* Elicit information to write in the *Sun* circle. Ask *What do we know about the Moon?* Elicit information to write in the *Moon* circle. When a piece of information is the same for both, point to both circles and say *It's the same*. Then erase the information and add it to the middle/overlapping section.

Activity 1

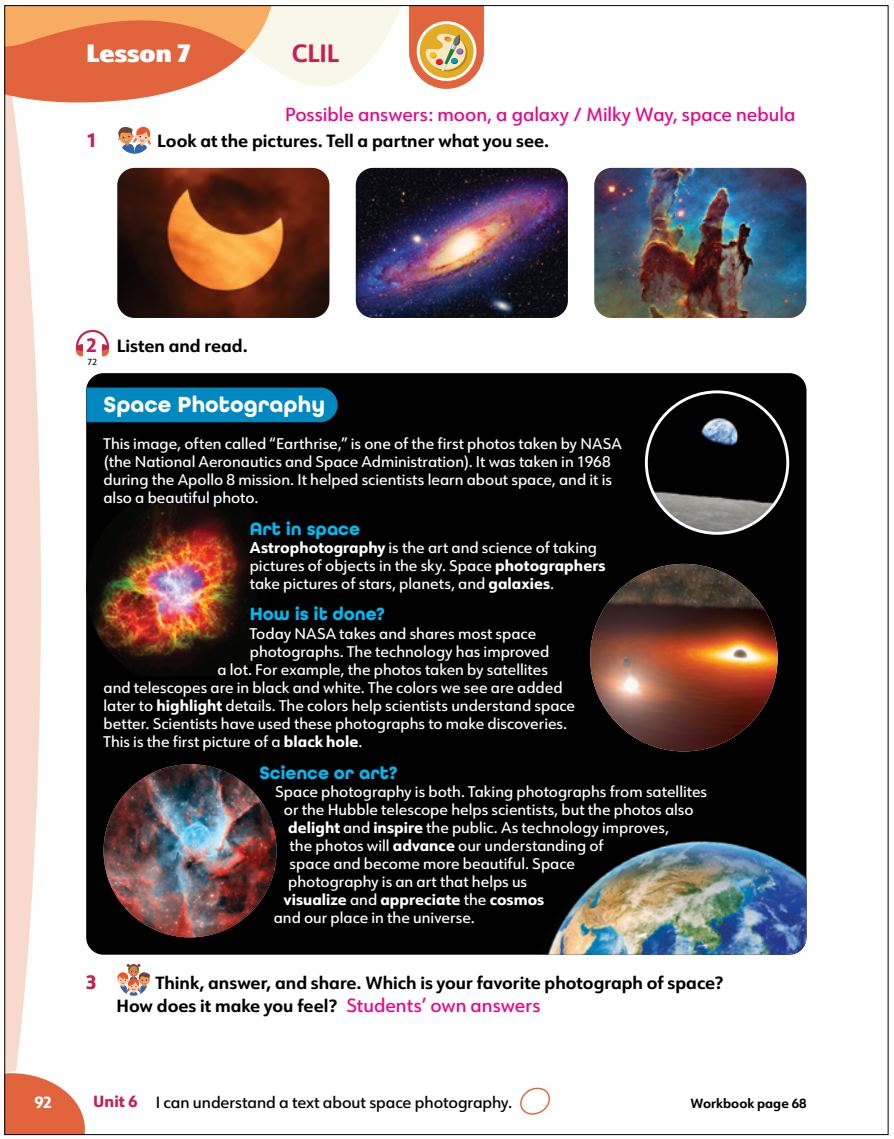
Put students into pairs and ask them to look at the pictures. Invite them to discuss what they see. Students may not recognize these things (solar eclipse, galaxy, nebula); you might want to have extra information about these images available ahead of time to share with the class. Encourage volunteers to share their thoughts on the pictures with the rest of the class.

Activity 2 Track 72

Tell students to read the title and look at the pictures. Play the audio and have students follow along in their books. Ask them to locate the bold words in the text and say whether they are related to any of the pictures. Make sure students understand the meanings of all bold words by giving relevant examples. If time permits, encourage volunteers to use each of the new words in a sentence. Reread the last sentence: *Space photography is an art that helps us visualize and appreciate the cosmos and our place in the universe.* Ask *What makes this art?* (Various photos can be considered art due to colors, shapes, forms, design, etc.)

Activity 3

Arrange students in small groups. Read the activity questions aloud. Encourage students to discuss their answers within their groups, taking turns to allow all group members to speak. Then call on students to share their answers with the class.



Lesson 7 CLIL

Possible answers: moon, a galaxy / Milky Way, space nebula

1 Look at the pictures. Tell a partner what you see.

2 72 Listen and read.

Space Photography

This image, often called "Earthrise," is one of the first photos taken by NASA (the National Aeronautics and Space Administration). It was taken in 1968 during the Apollo 8 mission. It helped scientists learn about space, and it is also a beautiful photo.

Art in space

Astrophotography is the art and science of taking pictures of objects in the sky. Space **photographers** take pictures of stars, planets, and **galaxies**.

How is it done?

Today NASA takes and shares most space photographs. The technology has improved a lot. For example, the photos taken by satellites and telescopes are in black and white. The colors we see are added later to **highlight** details. The colors help scientists understand space better. Scientists have used these photographs to make discoveries. This is the first picture of a **black hole**.

Science or art?

Space photography is both. Taking photographs from satellites or the Hubble telescope helps scientists, but the photos also **delight** and **inspire** the public. As technology improves, the photos will **advance** our understanding of space and become more beautiful. Space photography is an art that helps us **visualize** and **appreciate** the **cosmos** and our place in the universe.

3 Think, answer, and share. Which is your favorite photograph of space? How does it make you feel? Students' own answers

92 Unit 6 I can understand a text about space photography. Workbook page 68

4 **Read the text again and discuss.**



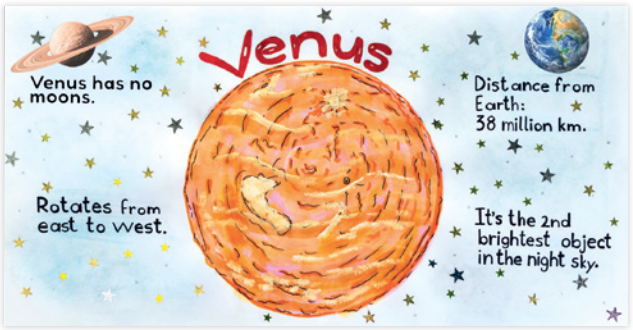
1 What organization takes most space photographs? NASA
2 What do space photographers take pictures of? planets, stars, galaxies, and other objects in space
3 Why are colors added? to make the details clearer
4 Is space photography a science or an art? both

5 **Project** **Create and present a fact file about a planet. Work in a group.**

Research and write notes about the following areas:

1 Name, size, and distance from Earth
2 Interesting facts

Download and print black-and-white images of your planet from the internet.
Color them like space photography to highlight the details.
Create a presentation using your fact file.



6 **Present your planet fact file to the class.**

Now share it!
Share your planet fact files on a school bulletin board or school website.



Activity 4

Have volunteers read questions 1–4 aloud. Arrange students in pairs and ask partners to try to answer the questions from memory before rereading the text. Have partners take turns reading each paragraph aloud before discussing their answers. Check answers as a class.

Communication

Reading aloud helps students better understand the content, learn new vocabulary, and read with more fluency. Try different read-aloud strategies, such as having partners take turns reading paragraphs to each other, choral reading (the class reads aloud together), and echo reading (play the audio and pause after one sentence or one paragraph, then students read back).

Activity 5

Students work in groups to create a fact file about a planet. Divide the class into groups. Groups must first come to an agreement on which planet they want to focus on. Have students get started. If possible, allow them to use the internet to look for and print out black and white images of planets to add to their posters that they can color. If unavailable, colorful images will also work. Or they can draw a planet and the space around it. Encourage them to use colors and details in their drawings. Walk around and monitor discussions as students research and write their notes. Provide support as needed.

Activity 6

Model presenting the fact file in the book. Have groups take turns making their presentations. All students should participate, so encourage them to take turns pointing to and discussing the various bits of planetary information. For extra support, students can write notes on the back of their posters to use during their presentations.

Wrap Up

Display the fact files in the classroom. Ask students to walk around and look at the work done by each group. Invite them to choose the fact files they found to be the most interesting as well as the most creative. Meet back up as a class and allow the students to talk about their favorites. Encourage them to consider and discuss *What makes these art?*

Now share it!

Have students work with a partner to make a list of the most interesting information they learned about the various planets from the class project. Have them take turns discussing with their partner.

If available, allow students to share their fact files on a school bulletin board or website. Encourage students to share their fact files and/or their notes on other planets with their families at home.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 68
- **Navio App** Lesson 7
- **Teacher's Resource Center** Worksheet Lesson 7
- **Student's Digital Book** Lesson 7
- **Student's Digital Workbook** Lesson 7

Lesson 8

Lesson Aim

- To pronounce words with long and short */oo/*

Warm Up

Play a game to review Lesson 5 vocabulary. Divide the class into teams and have them line up. Whisper one of the vocabulary words to the first student in each line. Those students then whisper it to the next student, and so on, until the last student in the line has to say it out loud. If the team says it correctly, they get a point. Rotate students so all students get a chance to say the word aloud.

Activity 1 Track 73

Play the audio and have students point to the words as they hear them. Play the audio again and have students repeat the words. Then, point to the pictures and ask them to say the words. Read the */oo/* box aloud.

Point out that these two examples have *-oo-* in the middle of the word, but the long sound also comes at the end in words like *moo*, *too*, and *zoo*.

Activity 2 Track 74

Play the audio. Point to the words. Have students listen and repeat.

Then have them write the words under the correct pictures.

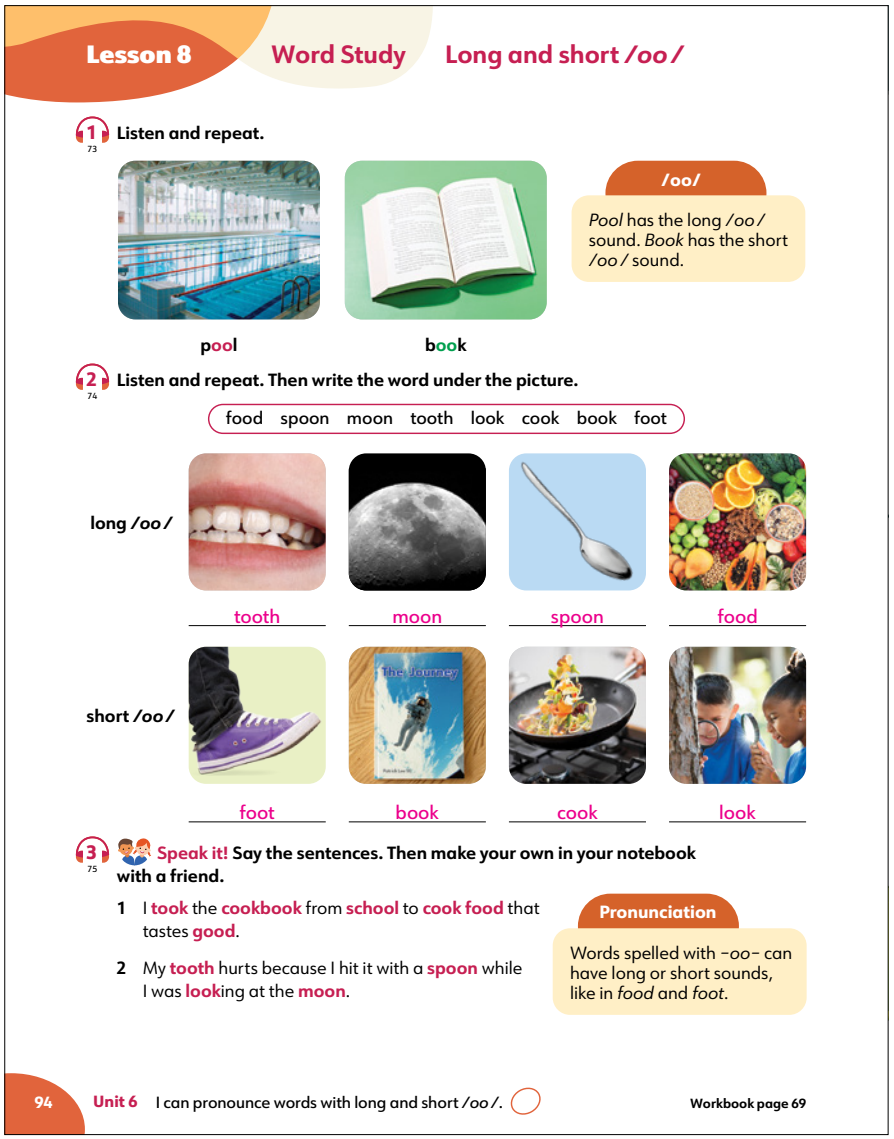
Activity 3 Track 75

Read the Pronunciation box. Ask students to name other words that use the different *oo* sounds. Play the audio as students follow along in their books. Repeat.

Read the sentences together as a class. Give students time to work with a partner and make up their own sentence with the long and short */oo/* sound. Invite volunteers to share their sentences.

Wrap Up

Do a rhyme rap. Write on the board *What's a word that rhymes with ...?* Stomp your feet or tap your hand to create a beat. Say *What's a word that rhymes with* book*?* Stomp or tap twice and say *Look*. Then say *What's a word that rhymes with* look*?* Tap your hands on a student's desk to call on them. Encourage them to add other rhyming words not in the lesson (e.g., took). Continue until students can't think of any more *-ook* words. Then start again with a new end sound, e.g., *-oo*, *-oot*, *-oon*.



Lesson 8 Word Study Long and short */oo/*

1 73 Listen and repeat.

pool

book

/oo/

Pool has the long */oo/* sound. *Book* has the long */oo/* sound.

2 74 Listen and repeat. Then write the word under the picture.

food spoon moon tooth look cook book foot

long */oo/*

tooth

moon

spoon

food

short */oo/*

foot

book

cook

look

3 75 Speak it! Say the sentences. Then make your own in your notebook with a friend.

1 I **took** the **cookbook** from **school** to **cook food** that tastes **good**.

2 My **tooth** hurts because I hit it with a **spoon** while I was **look**ing at the **moon**.

Pronunciation

Words spelled with *-oo-* can have long or short sounds, like in *food* and *foot*.

94 Unit 6 I can pronounce words with long and short */oo/*. Workbook page 69

Communication

Allow nonsense words when doing rhyming games. Rhyming is a great way for students to develop awareness of sound patterns, but it's not always easy for language learners because they're not sure if a rhyme is a real word or not, e.g., *poon* rhymes with *soon*, but it's not a real word.

The goal of this activity is to practice the sound, not drill a vocabulary word, so allow nonsense words to get in more practice and make it fun.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 69
- **Navio App** Lesson 8
- **Student's Digital Book** Lesson 8
- **Student's Digital Workbook** Lesson 8



Progress Tracker

Lesson Aim

- To practice Unit 6 language

Materials: pencils, paper clips (one set per pair)

Activity 1

Demonstrate how to play *Silly Sentences!* Remind students how to make a spinner with a paper clip and a pencil. The spinner should show numbers 1–4. Pretend you spun the spinner three times and got a 3 each time. Your words would be *Earth, beautiful,* and *my nose*. Read the example sentence from the first speech bubble. Point out the second example. Students should use grammar from the lesson combined with a word from each list to create silly sentences.

Put students in pairs to play the game. Walk around and help as necessary. Partners decide together which sentence of the four is the silliest.

Activity 2

Have students complete the statements with their own answers. Remind them there are no right or wrong answers.

Activity 3 Track 76

Play the chant and let students listen. Play again and have students chant along. You may also write the chant on the board as a whole or in parts and have students read along. Each time the chant is played, erase several words from the board until they can chant along without the written lyrics.

Audio script

Chorus:

The planets in our solar system orbit the sun.
Learning space science is really fun.
We gaze at the stars in the darkness of night.
They twinkle and they shine with a light so bright.

Look through my telescope, what do you see?
There are comets and stars older than me.
High above the Earth astronauts look down.
A space station orbits above our town.

Chorus

Jupiter is bigger than the Earth and Mars.
The Sun is the brightest of our stars.
A telescope sees beyond our skies.
Space photos put planets before our eyes.

Chorus

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can …* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 70
- **Navio App** Progress Tracker
- **Student's Digital Book** Progress Tracker
- **Student's Digital Workbook** Progress Tracker

Review

Lesson Aim

- To review grammar and language

Activity 1

Direct students' attention to the chart at the top of the page to review the grammar structures students have learned in this unit. Go through each section of the chart as a class. Tell students to use this chart as a guide to complete Activities 1, 2 and 4.

Have students read each sentence and determine the correct word or words to complete it. Elicit the answers from students and have them circle them. Check answers as a class.

Activity 2

Read the sentences aloud. Point out that each is missing a word to make it correct. Have students work on their own to rewrite the sentences correctly. Check answers as a class.

Activity 3

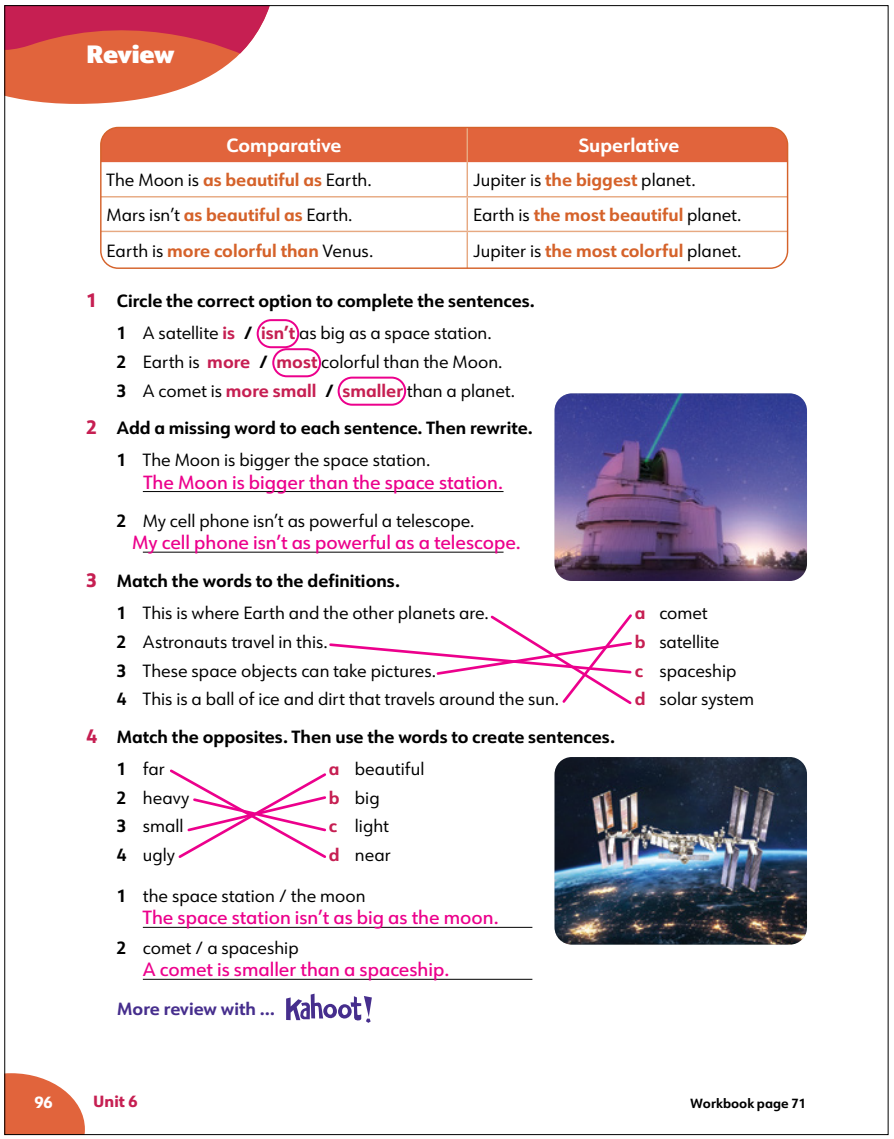
Explain to students that they are going to read the definitions and then match them to one of the words (a–d). Do the first item as an example. Say *This is where Earth and the other planets are.* Ask a volunteer to read aloud the word choices. Elicit the answer from students for item 1. (solar system) Have them draw a line from *1* to *d*. Students complete the rest of the activity on their own. Check answers as a class.

Activity 4

Ask a different volunteer to read aloud each of the words in the left column (1–4) and then in the right (a–d). Have students work individually to match the opposites. Then have them use the adjectives to write two sentences using the nouns provided. Refer them back to the chart at the top of the page for guidance.

Kahoot!

Use Kahoot to review content, foster creativity, and engage students. Adapt the content for your class depending on your class objectives.



Review

Comparative	Superlative
The Moon is **as beautiful as** Earth.	Jupiter is **the biggest** planet.
Mars isn't **as beautiful as** Earth.	Earth is **the most beautiful** planet.
Earth is **more colorful than** Venus.	Jupiter is **the most colorful** planet.

1 Circle the correct option to complete the sentences.

1 A satellite **is** / (**isn't**) as big as a space station.
2 Earth is **more** / (**most**) colorful than the Moon.
3 A comet is **more small** / (**smaller**) than a planet.

2 Add a missing word to each sentence. Then rewrite.

1 The Moon is bigger the space station.
The Moon is bigger than the space station.

2 My cell phone isn't as powerful a telescope.
My cell phone isn't as powerful as a telescope.

3 Match the words to the definitions.

1 This is where Earth and the other planets are. — **d** solar system
2 Astronauts travel in this. — **c** spaceship
3 These space objects can take pictures. — **b** satellite
4 This is a ball of ice and dirt that travels around the sun. — **a** comet

4 Match the opposites. Then use the words to create sentences.

1 far — **d** near
2 heavy — **c** light
3 small — **b** big
4 ugly — **a** beautiful

1 the space station / the moon
The space station isn't as big as the moon.

2 comet / a spaceship
A comet is smaller than a spaceship.

More review with ... Kahoot!

96 Unit 6 Workbook page 71

Resources

- **Workbook** page 71
- **Teacher's Resource Center** Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz



Exam Practice

Flyers A2 Reading and Writing

1 **Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**

telescope	heavy	Earth	butter	exciting	space
plate	planets	bright	salt	kitchen	

Last weekend, Harry and five friends went to the space museum for Harry's birthday.

The museum was really .exciting. . First, Harry and his friends went into a big dark room and looked at the stars and the [1] .planets. through an enormous [2] .telescope. . Then they went inside a spaceship and learned about how astronauts live, sleep, and eat in space.

There was a movie theater at the museum, too, and they watched a movie about a journey into [3] .space. .

After the museum, Harry and his friends were hungry. "Can we go and get pizzas?" asked Harry. "No, there isn't enough time. We have a lot of food at home," his father said.

When they were home, they opened the door. "Surprise!" It was Harry's sister Megan and her friend Flora. They were carrying an enormous, [4] .heavy. cake. It was a spaceship cake.

"Wow! Thank you!" said Harry. "How did you make that?"

"Well, we got some flour, [5] .butter. , sugar, and eggs," said Megan. "Then we ..."

"That's great," said Harry, "but can we eat it now, please? I'm as hungry as a bear."

2 **Now choose the best name for the story.**

A Great Birthday ☑ A Trip to the Moon ☐ The Enormous Cake ☐

Unit 6 97

Exam Practice

Lesson Aim

- Read and understand short texts, even if some words are unknown.

Flyers A2 Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Flyers Young Learners English Exam. This practice activity helps students become familiar with the format and structure of the Flyers exam while reviewing the vocabulary and grammar from Unit 6.

Exam Overview

In this activity, students read a story that has five spaces. They need to choose the correct word from 11 words in a word box above the text. The words may be nouns, adjectives, or verbs. Students then have to choose the best title for the story from three options.

Activity 1

Have students cover the story and look at the picture. Say *What do you think the story is about?* Elicit ideas and write them on the board.

Have students read the words in the box. Go over the example with students. Have them read the beginning of the story aloud. Then have them look for the answer in the word box.

Have students read the story all the way through first before going back to choose answers. Tell students to read all possible answers before choosing the best one and remind them that they will not use all the words. Tell them that the sentences before and after each blank will provide clues to help them find the correct missing word.

Activity 2

Have students read the possible options for the name or title of the story. They should then choose the best one.

Give students time to write their answers. Have them compare answers for both activities in pairs. Then check answers as a class.

Resources

- **Teacher's Resource Center** Flyers A2 Reading and Writing Exam
- **Student's Digital Book** Exam Practice

Lesson Aim

- To understand a blog and share ideas about sustainable eating

Materials: students' notebooks, pens or pencils

Warm Up

Review vocabulary from Lessons 1, 5, and 8. Have a spelling/writing relay race. Divide the class into teams. When all the vocabulary is on the board, give the teams one minute to work together to write a sentence using as many of the words as they can. When time is up, have a member from each team run to the board to write their sentences.

Activity 1

Point to the photo. Say *I ate a salad with flowers in it yesterday. What did you eat?* Elicit answers from students. Ask the second question and encourage a class discussion. Write students' ideas on the board. To extend the activity, have the class brainstorm a list of various foods they like to eat. Elicit the types of food or names of dishes and write them on the board.

Communication

Sometimes students don't feel comfortable talking in a group discussion or in front of the whole class. Allow them to turn and talk to a partner to work out what they want to say first. Or give them time to write out what they want to say first. It will give them time to organize their thoughts and look up words before speaking to the whole class.

Activity 2 Track 77

Review the glossary terms on page 99 with the class. Make sure they understand the meaning of the words.

Point out that the reading text is a blog post. Students are likely familiar with blogs. Draw their attention to the pictures and the blog title. Ask them *What do you think the text is about?* Elicit answers.



Our Shared World

1 **Look at the pictures and discuss.**

1 What did you eat yesterday? Students' own answers

2 How do your food choices affect the environment? Students' own answers

2 77 **Read and listen to the blog post about sustainable eating. What do the Eco Twins suggest?** To practice sustainable eating.

Planet Protectors

HOME | ABOUT US

Hey, Planet Protectors! We're Samir and Sarah, the Eco Twins! Welcome to our weekly blog! In this space, we talk about ways we can all help the planet. Today's challenge is **sustainable** eating. Are you ready?

Sustainable eating is about making good food choices. It means growing food that does not harm the environment. It also means eating food that is healthy and will help feed everyone in the future. Don't know how to start? Here are some ideas we can all put into practice:

1 Grow your own food by starting a community garden at school or in the neighborhood. In the garden, you can grow fruit and vegetables from your local area. They will taste great! You will attract bees and butterflies, and you'll help the planet.

2 Choose local produce! Transporting food takes a lot of energy and causes pollution. If you buy local food, it's better for the planet, you support local farmers, and you eat fresh food! Everyone wins!

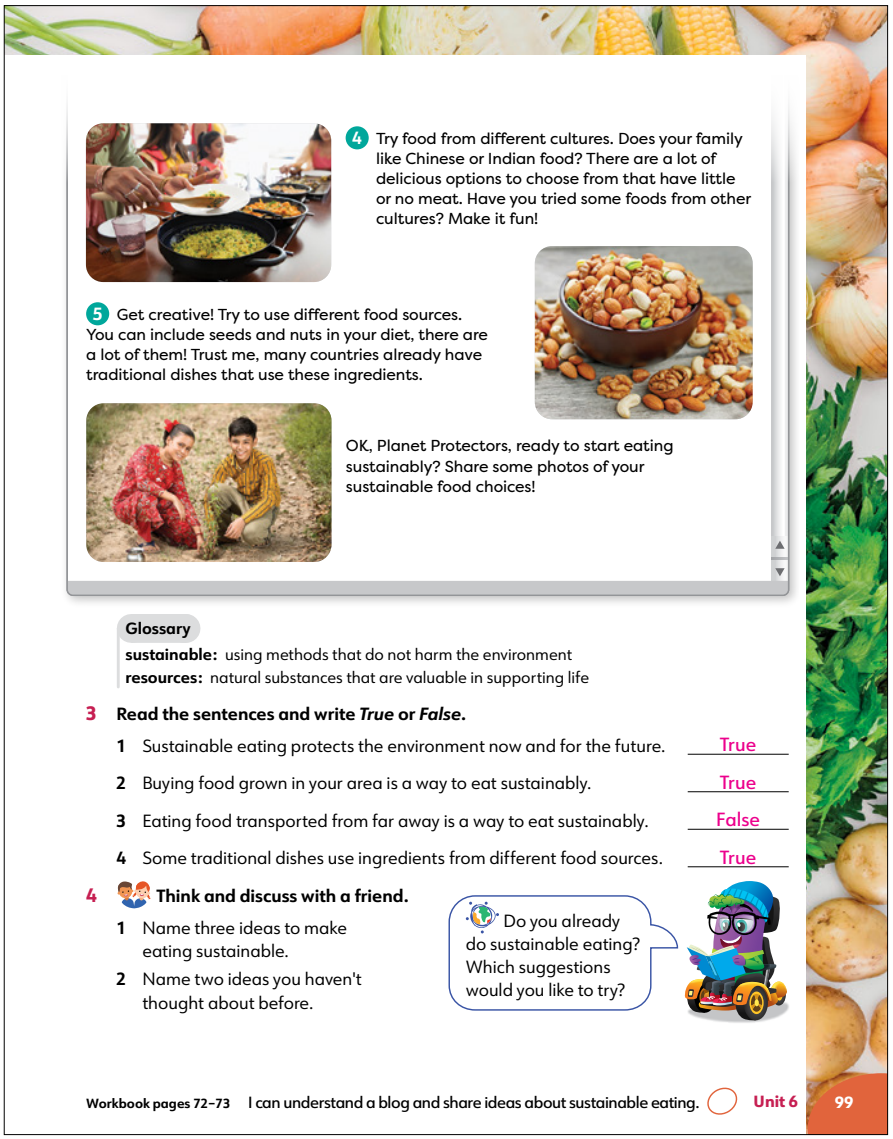
3 Choose more plant-based food. Every food decision we make affects the future. For example, I love hamburgers, but it takes a lot more **resources** to produce a hamburger and a chocolate milkshake than a veggie burger and a salad. I mean resources like land, water, animals, and energy for transportation. We cut down forests to make space for cows that give us meat and dairy. But is it worth it? Try Meatless Monday with your family. Find foods that everyone likes that don't have meat.

98 Unit 6

Play the audio and have the students follow along in their books. Ask if their guesses about the blog were correct. Play the audio again, or read the text aloud to the class, pausing after each paragraph. To check comprehension, ask questions such as *Why is it better to choose local produce?* (Transporting food takes a lot of energy and causes pollution.) *What are some alternative food sources you could try?* (nuts, seeds) Read the activity question aloud. Invite volunteers to answer. Check as a class.

Resources

- **Workbook** page 72



4 Try food from different cultures. Does your family like Chinese or Indian food? There are a lot of delicious options to choose from that have little or no meat. Have you tried some foods from other cultures? Make it fun!

5 Get creative! Try to use different food sources. You can include seeds and nuts in your diet, there are a lot of them! Trust me, many countries already have traditional dishes that use these ingredients.

OK, Planet Protectors, ready to start eating sustainably? Share some photos of your sustainable food choices!

Glossary

sustainable: using methods that do not harm the environment
resources: natural substances that are valuable in supporting life

3 Read the sentences and write *True* or *False*.

1 Sustainable eating protects the environment now and for the future. True
2 Buying food grown in your area is a way to eat sustainably. True
3 Eating food transported from far away is a way to eat sustainably. False
4 Some traditional dishes use ingredients from different food sources. True

4 Think and discuss with a friend.

1 Name three ideas to make eating sustainable.
2 Name two ideas you haven't thought about before.

Do you already do sustainable eating? Which suggestions would you like to try?

Workbook pages 72–73 I can understand a blog and share ideas about sustainable eating. Unit 6 99

Activity 3

Read the sentences in items 1–4. Do the first one as an example. Say *Sustainable eating protects the environment now and for the future. True or false?* (true) Have students answer items 2–4 individually. Encourage them to try to complete as much as possible from memory before going back to reread the text. Check answers as a class. Have students point to the places in the text where they found the answer.

Activity 4

Give students 1–2 minutes to read the tasks quietly and think about the answers. Put students in pairs. Have them discuss the topics and write down their ideas. Monitor and provide support, as necessary. Invite the pairs to share some of their answers with the class.

Wrap Up

Play a true/false game. Place a line of rope or tape in the middle of the classroom. Tell students that one side of the line is *True* and the other side is *False*. Call out some foods and say either *sustainable* or *not sustainable*. Students move to the side of the line that matches with their answer. If they're not sure, they should remain in the middle, close to the line. If a number of students are unsure, discuss as a group what might make the food one or the other.

Draw students' attention to Simon at the bottom of the page and have a volunteer read the speech bubble. Invite volunteers to share whether they eat sustainable foods and/or what suggestions from the blog they'd like to try.

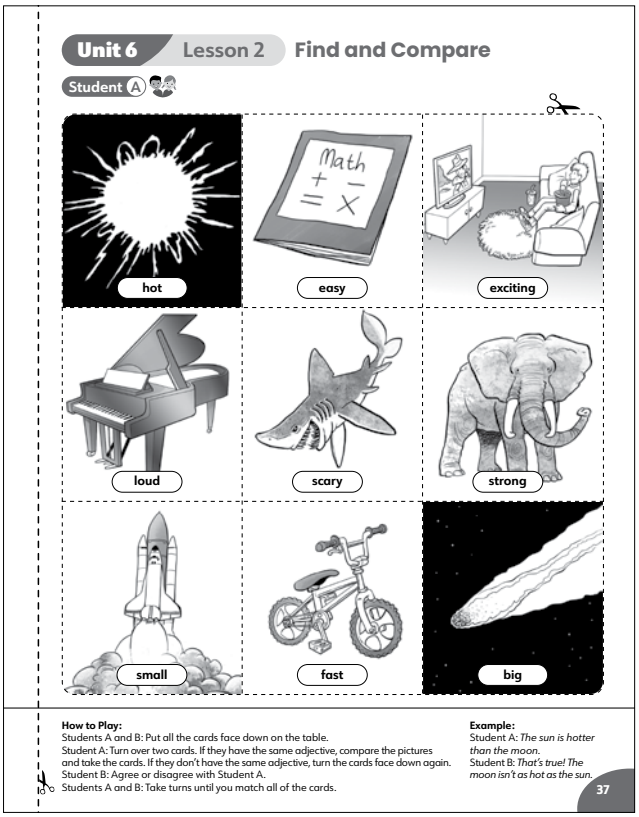
Draw a Venn diagram that says *What I Eat* over one circle, *Sustainable Food* over the other, and *Both* over the middle where the circles overlap. Then, explain to students that in the first circle, they are going to list some of the typical foods they eat for breakfast, lunch, or dinner; in the second one, they are going to look up and write some foods that would be considered sustainable foods where they live (think local, fresh, plant-based, etc.); and in the middle, they are going to write any foods both circles have in common. Have them draw their Venn diagrams in their notebooks. Finally, encourage students to share their Venn diagrams with the class. Be sure to remind students that people and their food likes and dislikes are different and that is OK.

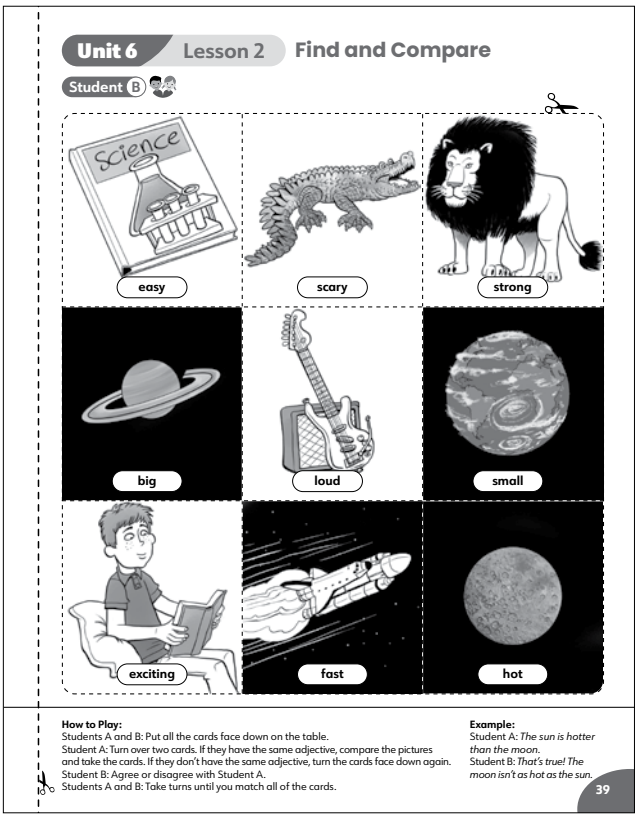
I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 73
- **Teacher's Resource Center** Education for Sustainable Development and Citizenship Lessons
- **Student's Digital Book** Our Shared World
- **Student's Digital Workbook** Our Shared World


Unit 6 Lesson 2 Find and Compare
Student A
hot
easy
exciting
loud
scary
strong
small
fast
big
How to Play:
Students A and B: Put all the cards face down on the table.
Student A: Turn over two cards. If they have the same adjective, compare the pictures and take the cards. If they don't have the same adjective, turn the cards face down again.
Student B: Agree or disagree with Student A.
Students A and B: Take turns until you match all of the cards.
Example:
Student A: *The sun is hotter than the moon.*
Student B: *That's true! The moon isn't as hot as the sun.*
37


Unit 6 Lesson 2 Find and Compare
Student B
easy
scary
strong
big
loud
small
exciting
fast
hot
How to Play:
Students A and B: Put all the cards face down on the table.
Student A: Turn over two cards. If they have the same adjective, compare the pictures and take the cards. If they don't have the same adjective, turn the cards face down again.
Student B: Agree or disagree with Student A.
Students A and B: Take turns until you match all of the cards.
Example:
Student A: *The sun is hotter than the moon.*
Student B: *That's true! The moon isn't as hot as the sun.*
39

Materials: scissors, crayons or colored pencils, two sets of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has a different share page; Student A, page 37, and Student B, page 39. Students play a game to match pictures and make sentences.

Cut out both sets of cards from the activity to model with.

Model the activity. You are Student A. Have a volunteer be Student B. Mix all the cards and scatter them face down on the desk. Turn over two cards. If they have the same adjective, e.g., *hot*, make a sentence comparing the items in the picture using the adjective, e.g., *The sun is hotter than the moon*. Then Student B agrees by rewording the sentence, e.g., *That's right! The moon isn't as hot as the sun.* If the cards don't have the same adjective, turn them back over. Then switch roles and have Student B turn over two cards and repeat the process.

Write the model on the board and have students repeat it chorally.

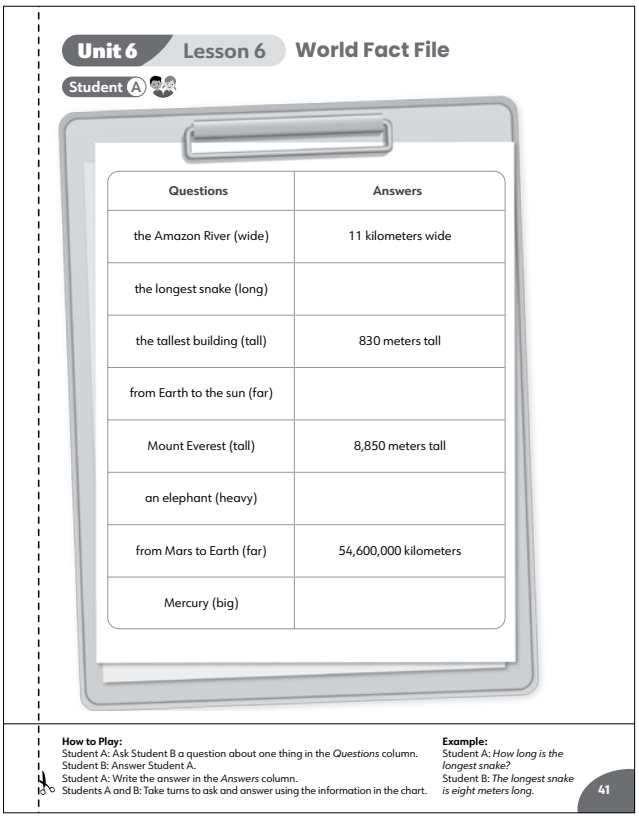
Student A: *The sun is hotter than the moon.*

Student B: *That's right! The moon isn't as hot as the sun.*

Then have two students come to the front of the room and model another round for the class. Correct any errors. Walk around and monitor. Provide additional support, as necessary.

Answers

Answers will vary. Possible answers: The sun is hotter than the moon. The moon isn't as hot as the sun. Math is easier than science. Science isn't as difficult as math. Watching a movie is more exciting than reading a book. Reading a book isn't as exciting as watching a movie. An electric guitar is louder than a piano. A piano isn't as loud as an electric guitar. A shark is scarier than a crocodile. A crocodile isn't as scary as a shark. An elephant is stronger than a lion. A lion isn't as strong as an elephant. A planet is bigger than a spaceship. A spaceship is smaller than a planet. A spaceship is faster than a bike. A bike isn't as fast as a spaceship. A planet is bigger than a comet. A comet isn't as big as a planet.



Unit 6 Lesson 6 World Fact File

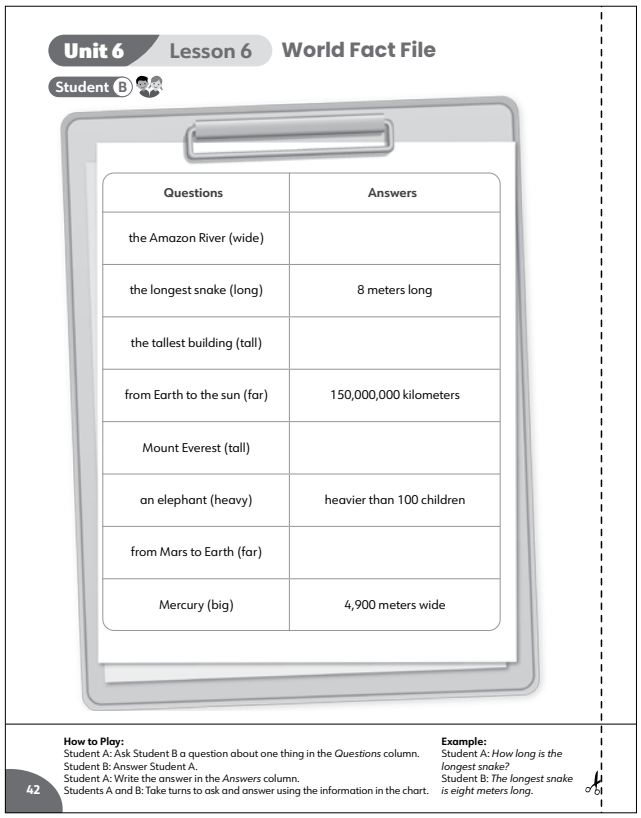
Student A

Questions	Answers
the Amazon River (wide)	11 kilometers wide
the longest snake (long)	
the tallest building (tall)	830 meters tall
from Earth to the sun (far)	
Mount Everest (tall)	8,850 meters tall
an elephant (heavy)	
from Mars to Earth (far)	54,600,000 kilometers
Mercury (big)	

How to Play:
Student A: Ask Student B a question about one thing in the *Questions* column.
Student B: Answer Student A.
Student A: Write the answer in the *Answers* column.
Students A and B: Take turns to ask and answer using the information in the chart.

Example:
Student A: *How long is the longest snake?*
Student B: *The longest snake is eight meters long.*

41



Unit 6 Lesson 6 World Fact File

Student B

Questions	Answers
the Amazon River (wide)	
the longest snake (long)	8 meters long
the tallest building (tall)	
from Earth to the sun (far)	150,000,000 kilometers
Mount Everest (tall)	
an elephant (heavy)	heavier than 100 children
from Mars to Earth (far)	
Mercury (big)	4,900 meters wide

How to Play:
Student A: Ask Student B a question about one thing in the *Questions* column.
Student B: Answer Student A.
Student A: Write the answer in the *Answers* column.
Students A and B: Take turns to ask and answer using the information in the chart.

Example:
Student A: *How long is the longest snake?*
Student B: *The longest snake is eight meters long.*

42

Put students in pairs, A and B. Each student has a different share page; Student A, page 41, and Student B, page 42. Students ask each other questions to fill in the missing information on their fact sheets.

Model the activity. You are Student A. Have a volunteer be Student B. Look at your fact sheet and ask Student B, e.g., *How long is the longest snake?* Student B looks at his/her list of answers and responds, e.g., *The longest snake is eight meters long.* Switch roles.

Write the model on the board and have students repeat it chorally.

Student A: *How long is the longest snake?*

Student B: *The longest snake is eight meters long.*

Then have two students come to the front of the room and model another round for the class. Correct any errors.

Have pairs do the activity. Walk around and monitor. Provide additional support, as necessary.

Answers

How wide is the Amazon River? The Amazon River is 11 kilometers wide.
How long is the longest snake? The longest snake is 8 meters long.
How tall is the tallest building? The tallest building is 830 meters tall.
How far is it from Earth to the sun? It's 150,000,000 kilometers.
How tall is Mount Everest? Mount Everest is 8,850 meters tall.
How heavy is an elephant? An elephant is heavier than 100 children.
How big is Mercury? Mercury is 4,900 meters wide.