

## 2 Our beautiful planet

### Vocabulary 1

#### Using the worksheet

- This worksheet provides practice of the following words connected to the natural world: *cave, desert, environment, hill, land, ocean, stone, stream, and woods*.
- Students work by themselves to match the definitions to the natural words by coloring each word and its definition the same color.

Key: 1 environment 2 ocean 3 land 4 cave  
 5 stream 6 woods 7 desert 8 stone 9 hill 10 fire

- Students draw pictures of six of the words of their choice, one in each square. Play *Bingo* with the class with the words. Instead of calling out the words, you could spell them out letter by letter to add challenge and interest to the game.

### Grammar 1

#### Using the worksheet

- This worksheet provides practice of the target language of talking about the past using the simple past with both regular and irregular verbs.
- Give out one worksheet to each pair. They look at the people and say what they know about them. Alternatively, you could assign the famous people to students to research and present to the class before doing this activity.
- Students cut out the cards and arrange them face up in two groups – pictures and phrases.
- They work as fast as possible to match two phrases to each person. You can do this as a competition.
- Check answers orally with the whole class, asking them to make full simple past sentences. Alternatively, you can ask students to write the full sentences.

Key: 1 Christopher Columbus discovered America. He sailed across the Atlantic Ocean four times. 2 Amelia Earhart flew across the Atlantic by herself. She wrote books about flying. 3 Marco Polo traveled to China over 700 years ago. He told stories of his journey when he was in prison. 4 Neil Armstrong traveled into space in 1969. He landed on the moon. 5 Edmund Hillary climbed Mount Everest in 1953. He traveled to the North and South Poles. 6 James Cook explored the coast of Australia more than 240 years ago. He made maps of many islands in the Pacific Ocean.

### Vocabulary 2

#### Using the worksheet

- This worksheet provides practice of the core animal words: *butterfly, beetle, camel, creature, dinosaur, eagle, extinct, octopus, swan, and turtle*.
- Students work by themselves to label the eight animal pictures.

Key: 1 swan 2 camel 3 butterfly 4 turtle  
 5 dinosaur 6 octopus 7 eagle 8 beetle

- Students read the two fact cards and write one of the animals from the previous exercise on each card. Check that they understand that *habitat* means the environment where an animal lives.

Key: 1 beetle 2 dinosaur

- Students choose two animals (they can be from this core set or other animals that they know). They work by themselves using dictionaries to complete the fact cards.
- Students work in pairs. They use their notes from the previous exercise to describe their animals for their partners to guess.

### Grammar 2

#### Using the worksheet

- This worksheet provides practice of talking about abilities and situations using *too* and *enough*.
- Give out one worksheet to each pair. Students read the instructions, cut out the cards, and put them face down in a pile.
- Each pair needs a coin to play.
- They play the game. Make sure that they understand that they must give negative answers. e.g. *Can you drive? No, I'm not old enough. / No, I'm too young.*

### Skills 1: Listening and reading

#### Using the worksheet

- This worksheet provides listening and reading skills practice connected to the unit topic.
- They look at the information form and identify the missing information. Play the dialog. They listen and fill in the blanks.

Key: Opens: 9:30, Closes: 17:00, Getting here: by boat,  
 Prices: Adult \$46; Child \$26, Shopping: four zoo shops

## Track 4

- Man: Hello. How can I help you?  
 Woman: Hi. I'm planning to visit the zoo tomorrow. Could you tell me when it opens?  
 Man: At nine thirty. We open at nine thirty every day of the year, even on December 25th and January 1st.  
 Woman: Oh, that's great. And what time do you close?  
 Man: Well, it's December now, so it's the summer closing times. That means the gates close at five o'clock. You don't have to leave the zoo until five thirty, though.  
 Woman: OK. And how do I get there? My friend says that there's a lot of traffic, so it isn't a good idea to drive.  
 Man: Your friend is right. The best way to get here is by ferry.  
 Woman: By boat! What fun! Where do the ferries leave from?  
 Man: They leave from the town center, near the Opera House – and the trip takes about ten minutes. It's very quick.  
 Woman: That sounds great. How much are the tickets?  
 Man: For the ferry or for the zoo?  
 Woman: For the zoo. How much is the zoo? I'm going to visit with my eight-year-old son and my three-year-old daughter.  
 Man: Well, your ticket will cost \$46, your son has to pay the children's rate – which is \$26 – and you don't have to pay for your daughter. Children under four can visit the zoo free.  
 Woman: That's great. Thanks so much.  
 Man: You're welcome. Can I help with anything else?  
 Woman: Oh, yes, just one more thing. Are there any shops at the zoo? I want to buy some souvenirs.  
 Man: Yes, there are four shops in the zoo, with lots of great items.  
 Woman: Great. Thanks again. Goodbye.  
 Man: Bye! And we look forward to welcoming you to the zoo tomorrow!

- 2 Students work by themselves to read the blog post about a visit to Taronga Zoo and complete the sentences with 1, 2, or 3 words.

Key: 1 Australia 2 yesterday 3 went by/took a boat 4 Australian animals 5 he was scared 6 he was tired

## Skills 2: Writing and speaking

### Using the worksheet

- This worksheet provides writing and speaking skills practice connected to the unit topic.
- Students work by themselves to select an animal and complete the form. They may need to do some research to find all the answers. They present their animals orally to the class.
  - Students work in pairs. They imagine that they are on vacation in Sydney and read notes about the trip they took the previous day. They then ask questions about the trip that their partners took. With weaker classes, you may like to drill the questions first with the whole class.

## mission Stages 1, 2, and 3: An explorer's diary

### Using the worksheet

- Students are going to write an expedition diary of an explorer's trip. First, they need to choose a research destination somewhere in the world. Then, they write (and draw) what they packed and what they did on the first day. Encourage students to use the simple past.
- Give each "explorer" another diary page template. Then, they share their incidents in groups. Encourage students to use the simple past.
- Give each "explorer" another diary page. First, students find out about an endangered species in their destination from Mission Stage 1. Put them into groups of students who have chosen a destination in a similar part of the world. Each group makes notes about ways to protect the animal. They write a short paragraph.

## Culture

### Using the worksheet

- You may want to find out what students already know about Australian Aborigines, if anything. Pre-teach *stick* and *dot*. They read the text to themselves and write the words in the blanks.

Key: 1 Australia 2 ago 3 nomads 4 caves  
 5 fingers 6 paints 7 colors 8 desert

- Teach/Review these words: *background*, *light*, *circle*, *corner*. Students listen and write color words in the labels.

Key: 1 white 2 red, orange, yellow 3 light yellow  
 4 brown, green 5 green

## Track 5

- Teacher: Well, today we're going to do some Aboriginal art paintings. What can you see in this picture?  
 Student: Lots of dots!  
 Teacher: Yes, there are lots of dots. But the dots make a picture. Can you see what it is?  
 Student: It's Australia.  
 Teacher: Well done, yes. It's Australia. Now, can you see the labels? Well, you need to write some colors in the labels. First of all, can you see the big dots that go around Australia? They are white. OK? Write *white* on the label. Good. Now, the dots on the inside of Australia are red, orange, and yellow. Write *red*, *orange*, and *yellow* on the label. The background of the whole picture is light yellow – so you need to color the background of the whole picture in light yellow. Then, there are parts of circles in the corners of the picture – can you see them? These circles are brown and green. Right, now there's just a wide row of dots in the middle, behind Australia. You can color those in different shades of green. OK? They are all green – but lots of different greens. Great! Now, check the colors with a partner and you can color in the picture.

# 2 Vocabulary 1



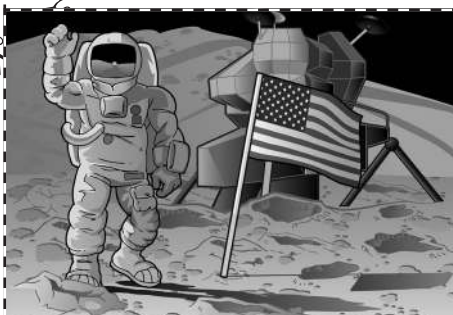


## 1 Read and color to match.

<b>1</b> the air, land, and water where people, animals, and plants live	<b>2</b> the water that covers most of the Earth	desert	environment
<b>3</b> the part of the Earth that isn't sea	<b>4</b> a large hole inside the ground	hill	land
<b>5</b> a small river	<b>6</b> a large area of trees	ocean	stone
<b>7</b> a large, hot, and dry place without many plants	<b>8</b> a small hard piece of rock	stream	woods
<b>9</b> a small, low mountain	<b>10</b> you make this to keep warm	cave	fire

## 2 Draw pictures of six of the nature words. Then play *Bingo*.


# 2 Grammar 1

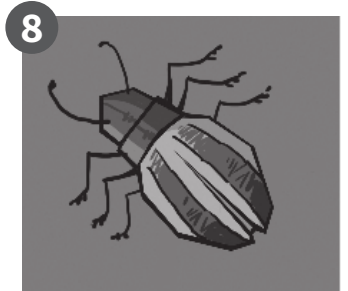
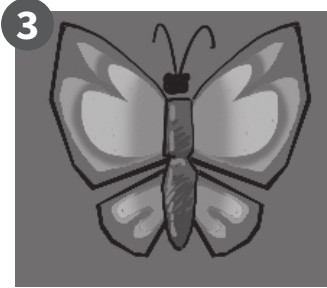
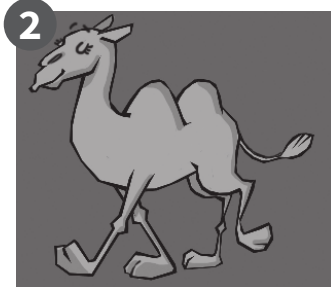
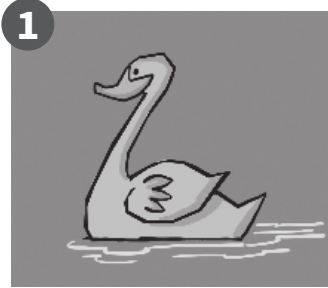
Cut out and match.

		
1 Christopher Columbus (1451–1506)	2 Amelia Earhart (1897–1937)	3 Marco Polo (1254–1324)
		
4 Neil Armstrong (1930–2012)	5 Edmund Hillary (1919–2008)	6 James Cook (1728–1779)

climb Mount Everest in 1953	discover America	explore the coast of Australia more than 240 years ago	travel to China over 700 years ago
travel into space in 1969	fly across the Atlantic Ocean by herself	land on the moon	make maps of many islands in the Pacific Ocean
sail across the Atlantic Ocean four times	tell stories of his journey when he was in prison	travel to the North and South poles	write books about flying

# 2 Vocabulary 2

## 1 Label the animals.



## 2 Read the cards and write the animals.

1  
 Animal: \_\_\_\_\_  
 Habitat: *land*  
 Description: *small, hard body, six legs*  
 Special fact: *can be 16 cm long*

2  
 Animal: \_\_\_\_\_  
 Habitat: *land, water, air*  
 Description: *large*  
 Special fact: *extinct*

## 3 Choose two animals and write notes about them.

Animal: \_\_\_\_\_  
 Habitat: \_\_\_\_\_  
 Description: \_\_\_\_\_  
 Special fact: \_\_\_\_\_

Animal: \_\_\_\_\_  
 Habitat: \_\_\_\_\_  
 Description: \_\_\_\_\_  
 Special fact: \_\_\_\_\_

## 4 Play a guessing game with a partner.

This animal lives in the ocean. It has eight legs.

An octopus.

## 2 Grammar 2

**Cut out the cards and play the game in pairs.**

### Instructions

You need a coin.

Shuffle your cards and put them face down in a pile.

One student takes a card, reads it, and asks the question.

The other student tosses the coin and gives a negative answer using *too* or *enough*:

**heads** = answers using *too*

**tails** = answers using *enough*

Students then swap roles and continue asking and answering questions.

The game finishes when both students have answered all the questions.

Can you run 25 km?	Can you travel by plane by yourself?	Would you like to walk across the Sahara Desert?
Do you have the latest cell phone?	Can you drive?	Would you like to learn to write in Chinese?
Can you read Shakespeare's poems in English?	Are you going to work next summer?	Would you like to climb Mount Everest next summer?
Do you want to be a famous chess player?	Would you like to jump out of a plane with a parachute?	Would you like to sail across the Atlantic Ocean by yourself?
Can you jump over the Mississippi River?	Can you swim across the English Channel?	Would you like a pet crocodile?

## 2 Skills 1: Listening and reading

### 1 Listen and write.

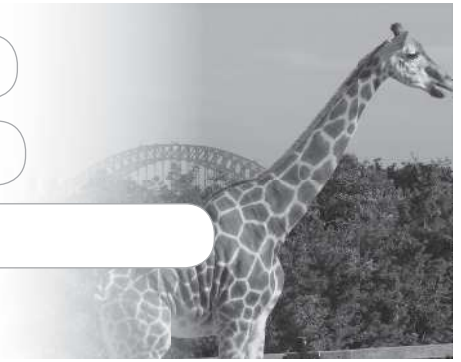
#### Zoo information

Opens:  Closes:

Getting here:

Prices: Adult \$  Child (5–12) \$

Shopping:  zoo shops



### 2 Read the blog post about a visit to the zoo. Then complete the sentences.

#### Whitecross family travel blog

This is our second week in Australia. Yesterday, we visited Taronga Zoo in Sydney, and we all had a great time. The weather was fantastic – it wasn't too hot, and it didn't rain all day!

We got up early and had breakfast in a cool place close to the water. It was called the Octopus Café – but we didn't eat any octopuses there! Then we took a boat to the zoo. The trip was quick – it only took ten minutes. We could see both the Sydney Opera House and Sydney Harbour Bridge from the ferry.

The zoo is on lots of hills and it's really big. One of my favorite places was the Australian Animal Area. We saw kangaroos, emus, wombats, and dingoes there.

One of the great things about the zoo is that a lot of the animals walk around freely. We went into a place where you can walk with emus and kangaroos – but I wasn't brave enough to go close to them. Emus are the second largest birds in the world, and they're scary!

We had lunch at a restaurant in the zoo. I watched the elephants eating while I ate my hamburger. That was cool. After lunch, I was too tired to walk anywhere, so we took the Sky Safari – it's a cable car – back down to the entrance.

**Jamie Whitecross**

- 1 Jamie and his family are on vacation in \_\_\_\_\_.
- 2 They went to visit Taronga Zoo \_\_\_\_\_.
- 3 They \_\_\_\_\_ from the city center to the zoo.
- 4 Jamie enjoyed seeing the \_\_\_\_\_.
- 5 He didn't go close to the emus, because \_\_\_\_\_.
- 6 They didn't walk back to the entrance, because \_\_\_\_\_.

## 2 Skills 2: Writing and speaking

- 1** Imagine that you visited the zoo with Jamie.  
 Choose an Australian animal and write.

### My favorite zoo animal

Name: \_\_\_\_\_ Age: \_\_\_\_\_

What was your favorite animal? \_\_\_\_\_

What color is it? \_\_\_\_\_

How big is it? \_\_\_\_\_

What does it eat? \_\_\_\_\_

What sound does it make? \_\_\_\_\_

How does it move? \_\_\_\_\_

What else do you know about it? \_\_\_\_\_

- 2** Work with a partner. Ask and answer questions about the trips.

### STUDENT A

You went on this trip in Sydney yesterday. Answer your partner's questions about it.

**Trip** ocean walk from Bondi to Bronte

**Transportation?** bus 333 from city center to Bondi

**How long?** 2 hours

**What/do?** surfing lesson at Bondi Beach

lunch at Bill's Café

swim at Bronte Beach

**What/like?** \*\*\*\*\*

Ask questions to find out about your partner's trip.

### STUDENT B

You went on this trip in Sydney yesterday. Answer your partner's questions about it.

**Trip** Darling Harbour

**Transportation?** ferry from city center

**How long?** 5 hours

**What/do?** adventure playground

Sea Life Sydney Aquarium

wildlife park

**What/like?** \*\*\*\*\*

Ask questions to find out about your partner's trip.



## 2 mission Stages 1, 2, and 3: An explorer's diary

- 1 Choose a wilderness place. Then complete preparation details and a description of your arrival at the camp. Talk about the place where you are, what you packed, and what happened on the first day.**
- 2 Describe an incident with some animals.**
- 3 Write ideas about how to protect an endangered species.**

Explorer name: \_\_\_\_\_

Expedition day: \_\_\_\_\_

Date: \_\_\_\_\_

Place: \_\_\_\_\_

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\_\_\_\_\_

# 2 Culture

## Aboriginal art

**1** Read and complete with the words in the box.

ago   Australia   caves   colors   desert   fingers   nomads   paints

### The oldest art in the world

The first people to live in <sup>1</sup>\_\_\_\_\_ were the Aborigines. They moved there about 50,000 years <sup>2</sup>\_\_\_\_\_. The Aborigines were <sup>3</sup>\_\_\_\_\_. They moved around the land and looked for food and water. They painted pictures to tell stories about how the world began. They painted them on rocks in <sup>4</sup>\_\_\_\_\_ and on mountains. The Aborigines used their <sup>5</sup>\_\_\_\_\_ or sticks to paint pictures. This is why they painted with dots. They made <sup>6</sup>\_\_\_\_\_ from sand, stones, and plants. This is why they only painted with earth <sup>7</sup>\_\_\_\_\_ in their paintings: black, brown, red, orange, yellow, and white. They were the colors they could find in the <sup>8</sup>\_\_\_\_\_.

**2** Listen to part of an art class, and label the colors.

1

2

3

4

5