

## 2

## WHAT IS THE LARGEST DESERT ON EARTH?

### Objectives

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the equator, lines of latitude / longitude and the northern / southern hemispheres
- the imperfect sphericity of globes
- the names and locations of the seven continents and five oceans
- the world's major countries, capital cities and landmarks
- the highest mountains and longest rivers in the world

### Competences

This unit covers the following competences:

- Linguistic competence
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Cultural awareness and expression

### Key vocabulary

**Maps and globes:** equator, globe, hemisphere, latitude, longitude, map, passport, sphere

**World maps:** area, continent, ocean, population, sea, surface, surround

**Political maps:** capital city, government, landmark, locate, temperature, windy

**Physical maps:** desert, elevation, flow, mountain, mountain range, wide

### Cambridge English Qualifications practice

You will find **A1 Movers** activity types in the following exercises:

Pupil's Book, Page 28, Activity 1 – Listening Part 2

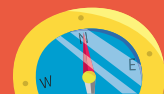
Pupil's Book, Page 29, Activity 1 – Reading and Writing Part 1

Activity Book, Page 12, Activity 12 – Reading and Writing Part 3

Throughout this unit, you will find the following **A1 Movers** vocabulary:

country, difference, different, famous, forest, holiday, hundred, ice, island, lake, map, mountain, move, place, travel, trip, village, walk, water, world





## Materials needed for *Hands on*

- balloon
- glue
- needle
- newspaper
- blue paint
- paintbrush
- outlines of the continents
- newspaper
- water
- bowl
- coloured pencils

## Materials needed for other activities

- large map of the world

## Investigate

The *Investigate* project that runs through this unit encourages pupils to build on the skills they used in Unit 1 to research and complete their political and physical maps. In this unit, pupils make their own passports and ‘travel the world’ by adding information to their passports from their political and physical maps and from the maps of their classmates. The different *Investigate* stages focus on the different cultural, political and physical features of a country, and allow practice of the following skills:

- giving descriptions through writing and speaking
- autonomous research
- presentation of work

## Digital Lab

- Interactive activities
- Flashcards: *World geography*
- Song: *Five oceans, seven continents*
- Video documentary: *Great landmarks of the world*



UNIT 2  
PAGES 18–19

Objective

Pupils will be introduced to the concepts of continents, seas and oceans through the idea of world travel.

Key vocabulary

aeroplane, continent, ocean, passport, sea, travel journalist

Warm up

- Explain that this unit is going to feel like a tour around the world in which pupils will explore different places, cultures and peoples. When we visit new places, we often hear common greetings. Ask the pupils to tell you some greetings they have heard in different countries, e.g. *G'day, mate!* in Australia, and *Jambo!* in East Africa. Write these greetings in a table on the board, with the headings *Greetings* and *Places*. Pupils can then play a game where one pupil says the greeting out loud and the other has to say which country it is from. The aim of the game is to name as many greetings as possible.

Antarctica is the largest desert on Earth, at over 14 million square kilometres. The Sahara Desert is the largest hot desert on Earth.

Because approximately 70% of the Earth's surface is covered by water.

2

WHAT IS THE LARGEST DESERT ON EARTH?

Look and see...

Why is the Earth called the blue planet?

13

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SECURITY

ICTS

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Have you ever travelled abroad?

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**Song**  
 Five oceans, seven continents

**DOCUMENTARY**  
 Great landmarks of the world

**Investigate**

In this unit, you will become a travel journalist.  
 To do this, you will:

- explore countries, cities and landmarks from around the world.
- discover rivers and mountains from around the world.
- describe where you have been and what you have seen to your classmates.

Can you name any continents, seas or oceans?

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Continents: Asia, Africa, North America, South America, Antarctica, Europe, Australasia.

Oceans: Antarctic, Atlantic, Pacific, Indian, Southern

Seas: Aegean Sea, Ionian Sea, Black Sea, Caspian Sea, Caribbean Sea, Mediterranean Sea, South China Sea, etc.

## Main concepts

- Ask the pupils to imagine that they are travel journalists and that they are going to explore some exciting parts of the world. First, they need to have a plan. Ask them to draw a grid with three columns: *F* = facts or what they already know; *Q* = questions or what they want to know; *L* = what they have learnt. They should fill in at least three facts and questions based on what they have learnt. They should fill in their Learning at the end of each lesson.

## Learn more

- Ask pupils to research a traditional tale, myth or legend from one of the seven continents. They then read it and write a short summary of it. They could also list the country, author and any things they have spotted in the text that seem 'different' to where they are from, e.g. *the people's names, clothes, food, buildings, etc.*

### Song

The song focuses on the continents and oceans of the world.

### Documentary

The documentary focuses on amazing world landmarks and where they are found.



UNIT 2  
PAGE 20

Objective

Pupils will understand the following concepts: the equator, lines of latitude and longitude, and the northern and southern hemispheres.

Key vocabulary

equator, globe, hemisphere, latitude, longitude, map, passport, sphere

Warm up

- Ask pupils to take turns describing where they live, from the specific to the general, by naming their: street, city or town, province, autonomous community, country, continent, hemisphere. Explain that this is similar to ‘zooming out’ on an interactive map.

Main concepts

- After reading, ask questions about the equator: *What it is called? What is the significance of the first two syllables, ‘e-qua’?* Explain that the equator cuts the globe into two ‘equal’ parts.

Learn more

- Ask pupils to find their latitude and longitude on a map. You can use an interactive map to check their results.

A map is a flat representation of the Earth whereas a globe represents the Earth as a sphere, and is tilted, like the Earth, on an axis.

Ecuador, Colombia, Brazil, Gabon, Republic of Congo, Democratic Republic of Congo, Uganda, Kenya, Somalia, Indonesia

WHAT IS THE DIFFERENCE BETWEEN A MAP AND A GLOBE?



By the end of this lesson, you will know what the different lines on a map are.

A **world map** is a flat representation of the Earth. World maps contain different lines that help us measure distances and locate places.



The **equator** is an imaginary line that divides the Earth into the northern hemisphere and the southern hemisphere. It goes horizontally around the Earth.

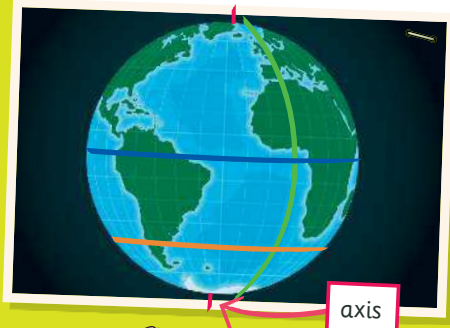
**Lines of longitude** are vertical.

**Lines of latitude** are horizontal.

Find out which countries the equator passes through.

**Globes** are different from world maps. They represent the Earth as a sphere. They are tilted, like the Earth, on an axis.

If you want to travel around the world, you need a passport. Your passport contains your personal information.



Investigate

STAGE 1

- Fold a piece of card in two.
- Stick a photo of yourself on the left-hand page.
- Write your name, date of birth, place of birth and nationality under your photo.



Pupils could complete this activity at home as a way of preparing for the unit. They will complete the covers of their passports at the end of the unit, but they could research and draw their flag on the inside cover of the passport at this stage.

## THE WORLD IN YOUR HANDS

### Hands on...

#### Before you start

Globes, like the Earth, are not perfect spheres.

#### Materials

round balloon, newspaper, bowl, glue, water, paintbrush, blue paint, outlines of the continents, coloured pencils, scissors, needle

#### Method

- 1 Blow up the balloon.
- 2 Cover newspaper with a mixture of glue and water. Then, cover the balloon with three or four layers of the newspaper and leave it to dry.
- 3 Paint the outside of the balloon blue and leave it to dry.
- 4 Colour in the outlines of the continents.
- 5 Cut out the continents and stick them on the globe.
- 6 Pop the balloon with a needle. Remove it from the globe.

#### Conclusions

How many continents are there?

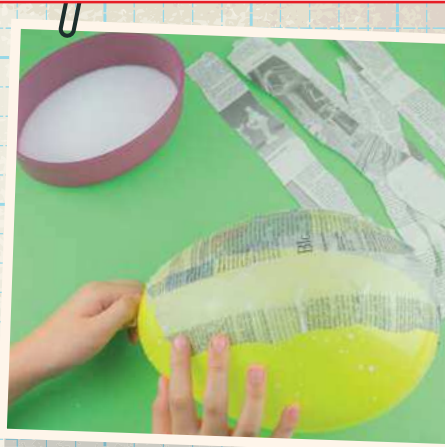
What does the globe show us about the Earth? Think about its shape and the amount of land and water.

There are seven continents.

The globe shows us that ...

The globe shows us that the Earth is not a perfect sphere, and that there is more water than land on Earth.

Encourage pupils to explore the seasons by carrying out the activity on page 91. They will investigate how the tilt of the Earth causes the seasons in the different hemispheres.



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## UNIT 2 PAGE 21

### Objective

Pupils will understand that globes are not perfect spheres. Pupils will also know the names and locations of the different continents and oceans.

### Key vocabulary

continent, hemisphere, sphere

### Warm up

- Show pupils the materials needed for the lesson and ask them to guess what they will be doing. Ask them why they are using a balloon rather than something that is perfectly spherical. *Globes (and the Earth) are not perfect spheres.*

### Main concepts

- Demonstrate steps 1 and 2. Then, ask pupils to begin working in pairs and to help each other. While the balloon dries, pupils can research interesting facts about each continent.

### Learn more

- Pupils should discuss the conclusion questions in pairs, writing their answers in full sentences beginning with *The globe shows us that ...*
- Pupils can also draw the equator on their globe. Ask if they have discovered anything else that they would like to add to their globe, e.g. the names of the oceans.

# UNIT 2

## PAGES 22–23

### Objective

Pupils will be able to locate and name the seven continents and five oceans on Earth.

### Key vocabulary

area, continent, ocean, population, sea, surface, surround

### Tip

You may wish to display a large map of the world labelled with the continents and the oceans on the board. Check that the names of the continents are the same as in this unit, i.e. *Australasia* rather than *Oceania* or *Australia*, or explain that there are different definitions of the continents, with different numbers of continents and different names.

### Warm up

- Play a game: call out the name of a country and have pupils say or write which continent that country is located on. The first pupil to answer correctly takes a turn to call out a country. You can adapt the game by asking pupils to write or call out the name of the ocean(s) that border(s) a country. You can also make the game easier by displaying a map of the world and marking the country on the map as you call it out.

Approximately 70% of the Earth's surface is water.

Antarctic, Atlantic, Pacific, Indian, Southern

## HOW MUCH OF THE EARTH'S SURFACE IS WATER?

Approximately 70% of the Earth's surface is covered in water, in the form of **oceans** and **seas**. The rest of the Earth's surface is land. The land is divided into **continents**. A continent is a very large area of land.

There are **seven continents**. Order them according to their area.

There are **five oceans** on Earth.

Find the oceans on the map.



Which continent do you think has the most countries?

Find out which continent has the largest population.

Penguins do not live only in Antarctica. There are penguins in South America, Africa and Australasia, too.

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Africa

Asia

Here's the hidden landmark!



**Seas** are smaller than oceans. They are located where the oceans meet the land.

Find three seas on the map.

Mediterranean Sea, Caribbean Sea and South China Sea

By the end of this lesson, you will be able to name the five oceans and seven continents.

About 250 million years ago, there was only one continent, called *Pangaea*. It was surrounded by one ocean, called *Panthalassa*. Find out why we have seven continents today, instead of one.

**Investigate** STAGE 2

- Get into groups of three.
- Ask each group member two questions about their country from Unit 1. *Which continent is it on? Which oceans surround it?*
- Add the information to the right-hand page of your passport.

Which continent is ... on?

Which oceans surround ... ?

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## Main concepts

- Play the song *Five oceans, seven continents* at the beginning of the lesson. Share the following mnemonic as an aid to remember the oceans (it runs roughly from north to south on a typically labelled map): *An* (Arctic) *animal* (Atlantic) *plays* (Pacific) *in* (Indian) *slime* (Southern). Ask pupils to order the continents in terms of area, from largest to smallest: *Asia, Africa, North America, South America, Antarctica, Europe, Australasia*.

## Learn more

- Ask the pupils to draw a table with two headings in their notebooks: *northern hemisphere* and *southern hemisphere*. Then, ask them to add at least three countries from each hemisphere under the correct heading.
- Look back: Ask pupils to draw the equator, lines of latitude and lines of longitude on a map displayed on the board.

This occurred due to continental drift. The surface of the Earth is made up of tectonic plates. These plates moved apart and the continents were pulled in different directions.

Ask pupils to get into groups of three. Each pupil asks their fellow group members the questions about their non-European country: *Which continent is it on? Which oceans surround it?* They then add the information to the right-hand page of their passport.

UNIT 2  
PAGES 24–25

Objective

Pupils will be able to locate some countries and capital cities on a political map. They will also be able to name some of the world’s most well-known landmarks.

Key vocabulary

capital city, government, landmark, locate, temperature, windy

Tip

Ask pupils to bring in postcards of their favourite places they have been to. Alternatively, they could bring in postcards they or their family have received from people who have visited famous landmarks.

Warm up

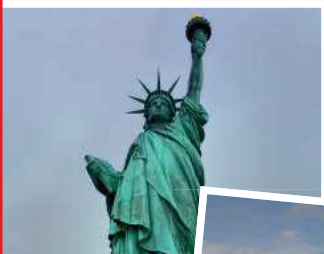
- Play a game of *fastest finger first*: in pairs, pupils compete against each other to locate different landmarks on the map as you call them out. To make this game more challenging, ask them to tell you which continent the landmark is located on.

The highest city in the world La Paz in Bolivia.

WHAT IS THE HIGHEST CITY IN THE WORLD?

This **political map** shows how the seven continents are divided into different **countries**. We can also see some of the most amazing landmarks<sup>1</sup> on Earth.

Which countries are the landmarks on this page located in?



Statue of Liberty



Chichen Itza



Machu Picchu



Find another famous world landmark hidden in the unit.



Pyramids of Giza

Hidden landmark (the Big Ben) on page 22.

Anticlockwise starting on page 24:  
Statue of Liberty (USA)  
Chichen Itza (Mexico)  
Machu Picchu (Peru)  
The Taj Mahal (India)  
Pyramids of Giza (Egypt)  
Sydney Opera House (Australia)  
Great Wall of China (China)

Ooh-lahn-bah-ter

This political map also shows **capital cities**. The **government** of a country is usually located in its capital city.

Sometimes, instead of saying *capital city* we just say *capital*.

Can you pronounce the name of this city?!

Ulaanbaatar, the capital of Mongolia, is the coldest capital city on Earth.

Tokyo is the capital city with the biggest population.

Kuwait City, the capital of Kuwait, is the world's hottest city.

Great Wall of China

The construction of the Great Wall of China began over 2,000 years ago.

Sydney Opera House

**Investigate** STAGE 3

- Find out what the major cities are in your group members' countries. Do they have any famous landmarks?
- Add this information to your passport.

What are the major cities in ... ?

Landmark: something that is famous and makes a place recognisable

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Main concepts

- Ask volunteers to read the name of each landmark. Check that they are able to locate each landmark on the map.
- Then, ask the pupils to draw a table with seven headings for the seven continents and to list the landmarks found on each continent under each heading. Explain that Antarctica is not likely to have many!

Learn more

- Repeat the *fastest finger first* game, but this time ask pupils to name the ocean that each landmark is closest to.
- Look back: ask the pupils if the map on this page is a large-scale or small-scale map, and to explain how they know.

Introduce the task by asking the pupils to tell you their favourite landmarks in Madrid and add them to a passport drawn on the board. Ask if any of the countries they investigated in Unit 1 contain any interesting landmarks. Then, pupils ask their fellow group members what the capital cities of their countries are and if there are any famous landmarks in the countries.



UNIT 2  
PAGES 26–27

Objective

Pupils will be able to locate and name the highest mountains and longest rivers on each continent.

Key vocabulary

desert, elevation, flow, mountain, mountain range, wide

Tip

Suggest that pupils research well-known mountains and rivers before the lesson. They could research ‘superlatives’ related to mountains and rivers, e.g. the longest river, the widest river, the river that flows through the biggest number of countries, the highest mountain, the highest mountain range, etc.

Warm up

- Write the names of the continents of the board. Then write the names of well-known rivers, mountains and mountain ranges. Ask the pupils to match the rivers, mountains and mountain ranges to the continent they are located on.

Everest, at 8,848 metres

WHAT IS THE HIGHEST MOUNTAIN IN THE WORLD?

This **physical map** shows the **highest mountains** on each continent. It also shows the **longest rivers** on Earth, as well as **mountain ranges** and **deserts**. These are **physical features**.

The **Sahara Desert** is in Africa. It is bigger than most countries on Earth.

The Sahara Desert is *not* the biggest desert on Earth. Find out what is.

The **Nile** is the longest river in the world. It is located in Africa.

Denali:  
6,190 m

Aconcagua:  
6,961 m

Vinson:  
4,892 m

Look at the key on the map. Which colour shows the highest mountain ranges?

Antarctica

Dark brown

The Amazon

Find out what the widest river in the world is.

The **Mekong** flows<sup>1</sup> through six countries in Asia.

By the end of this lesson, you will be able to name the highest mountain on each continent.

The **Himalayas** are the highest mountain range in the world. They are located in Asia and are home to Mount Everest.

Elbrus: 5,642 m

Everest: 8,848 m

Puncak Jaya: 4,884 m

Kilimanjaro: 5,895 m

**Look back**

Which mountain range is Machu Picchu located in?

Are there any rivers, mountains or deserts in ... ?

**Investigate** STAGE 4

- Ask your group members about the physical features of their countries.
- Add this information to your passport.

to flow: to move continuously in one direction (especially liquids)

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Main concepts

- Arrange the pupils into seven groups. Assign one of the seven mountains on pages 26 and 27 to each group and ask them to write the name and elevation on an A4-sized piece of paper. One pupil from each group comes up to the top of the class and holds up their piece of paper. Spokespeople from each group take turns to give instructions to order the 'mountains' from highest to lowest. Then, they swap roles and repeat the activity.
- Finally, repeat the activity, but this time the pupils holding the pieces of paper are not allowed to look at the paper. Ask pupils if the exercise was easier or quicker the second time and third time, and to explain why.

Learn more

- Write or display the names of the five longest rivers (Nile, Amazon, Yangtze, Mississippi and Yenisei) and the seven continents on the board. Ask the pupils to match each river to the continent it is located on (Nile – Africa; Amazon – South America; Yangtze – Asia; Mississippi – North America; Yenisei – Asia).

The Andes

Pupils ask each other about the physical features on their maps, such as mountains, mountain ranges, rivers and lakes, and add this information to their passports.



UNIT 2  
PAGE 28


Language Skills  
answers

- 1 a Seven  
b 44  
c Ireland  
d Plane and camper van  
e Castles

This activity gives the pupils  
practice of *A1 Movers*  
Listening Part 2.

- 2 a the highest  
b the windiest  
c driest  
d smaller than  
e on

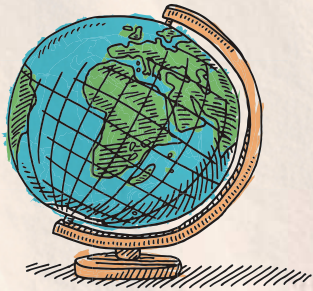
Language skills

1  Listen and write the answers in your notebook.



Travelling around the world

- a Number of continents: .....  
b Number of countries: .....  
c Favourite country: .....  
d Modes of transport: .....  
e Favourite landmark: .....



- 2 Copy the sentences with the correct option in your notebook.  
a La Paz is *the highest* / *highest* / *higher* capital city in the world.  
b Wellington is *windier* / *the windiest* / *the windiest* city in the world.  
c What is the *most dry* / *driest* / *dryest* capital city in the world?  
d Seas are *smaller than* / *more small* / *smaller* oceans.  
e There are seven continents *at* / *in* / *on* Earth.

## Review

- 1** Look and read. Copy the descriptions in your notebook and choose the correct words.



continents

oceans

seas

- |   |       |
|---|-------|
| <b>a</b> There are five of these on Earth.                      | ..... |
| <b>b</b> There are seven of these large areas of land on Earth. | ..... |
| <b>c</b> These are found where an ocean meets the land.         | ..... |

- 2** Answer the questions in your notebook.

- a** What is the highest mountain in the world?
- b** Which is the biggest continent in the world?
- c** What is the equator?

**Assessment link**  
 Go to page 80 for more activities.

## Investigate FINALE

- Draw and design a cover for your passport. Find a picture of the flag of each country, or draw them.
- Get into new groups of three.
- Imagine that you have travelled to the countries in your passport. Tell your new group members about your amazing journey. Use your passport to help you remember what you saw.

First, I went to ... , which is in ... .  
 I went to the city of ... and saw ... .  
 It was incredible!

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## UNIT 2 PAGE 29

### Review answers

- 1 a** oceans  
**b** continents  
**c** seas

This activity gives the pupils practice of *A1 Movers* Reading and Writing Part 2.

- 2 a** Mount Everest  
**b** Asia  
**c** The equator is an imaginary line that divides the Earth into the northern hemisphere and the southern hemisphere. It goes horizontally around the Earth.

Encourage pupils to revise the unit content using the questions on page 80 and the study techniques on page 81.

You could ask pupils to complete the design for their passport covers at home. Pupils can use ICT resources at home or in school to research the flags of the countries 'they have visited'. When they have finished the first step in this stage, organise the pupils into new groups of three. Ask them to use their imaginations and vividly explain their travels to their fellow group members. They should have their passport open in front of them for support and for their group mates to see.





## UNIT 2 ASSESSMENT PAGE 80

### Think about it answers

- 1 The equator is an imaginary line that divides the Earth into the northern hemisphere and the southern hemisphere. It goes horizontally around the Earth.
- 2 Seven: Asia, Africa, South America, North America, Antarctica, Europe, Australasia
- 3 Approximately 70%
- 4 Mountains, mountain ranges, rivers, lakes, seas, oceans
- 5 A landmark is something that is well-known or famous, and that makes a place recognisable.
- 6 The equator is a line of latitude.
- 7 Mount Everest, Asia
- 8 False – Machu Picchu is located in South America.
- 9 Search for maps with continent outlines, country outlines, and major rivers or mountains. To make the activity more challenging, use a blank map of the world.
- 10 Asia (India, China, Japan, Indonesia, etc.), Africa (South Africa, Nigeria, Egypt, Togo, etc.), Australasia (Australia, New Guinea, New Zealand, etc.), North America (USA, Mexico, Canada, Cuba, Costa Rica, etc.), South America (Argentina, Brazil, Bolivia, Peru, etc.)

### Think harder answers

- 1 Globes are different from maps because they represent the Earth as a sphere, whereas maps are a flat representation. Globes are tilted, like the Earth, on an axis. They both show political or physical features and can contain lines of latitude and longitude.
- 2 The five oceans are the Arctic, Atlantic, Pacific, Indian and Southern. The three seas listed could be the Mediterranean, Adriatic, Aegean, Black, Balearic, Ionian, among others. Oceans are larger than seas. Seas are where oceans meet the land.
- 3 The Indian Ocean is the warmest. The Arctic Ocean is the smallest.
- 4 A mountain is a large landform that extends above the surrounding area. A mountain range is a series of mountains that are connected by high ground.
- 5 Pupils' own answers.
- 6 The Nile River is the longest river in the world and it flows through Sudan, Egypt, Ethiopia, Uganda, Democratic Republic of the Congo, Kenya, Tanzania, Rwanda, Burundi, South Sudan, Eritrea
- 7 The Nile River is 6,853 km long and is used for transport, irrigation, tourism and much more.
- 8 No, they can also be natural. Mount Fuji, Uluru, Giant's Causeway, etc.
- 9 Example answer: Buenos Aires is the capital city of Argentina. A famous dance called the *flamenco* originated there. The name Buenos Aires means 'tall mountain'.
- 10 Expect a simplified answer from pupils: A country is part of a continent, and a capital city is part of a country. A continent is part of the earth

## UNIT 2 TRACKLIST



**Track 07** Page 19, Song: *Five oceans, seven continents*

**Track 08** Page 20, *What is the difference between a map and a globe?*

**Track 09** Page 22, *How much of the Earth's surface is water?*

**Track 10** Page 24, *What is the highest city in the world?*

**Track 11** Page 26, *What is the highest mountain in the world?*

**Track 12** Page 28, Language skills, Activity 1