Chapter summary

Chapter 1 (An enormous land) looks at key facts about the geography, climate, and population of Australia. The country is the fifth biggest in the world but has a population of only 20 million. Around two-thirds of Australia is desert so most people live in cities close to the coast.

Chapter 2 (Australia’s past) explains that the first people in the country were the Aborigines who arrived over 40,000 years ago. However, Captain James Cook claimed Australia for Britain in 1770, and in 1787 the British started to send convicts there to build roads and farms. In 1901 the six separate Australian states became one country.

Chapter 3 (Eight cities and the outback) introduces the Australian cities of Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin, and the capital Canberra. Canberra is the newest Australian city and is located in its own territory rather than a state. The outback is the flat, hot centre of Australia.

Chapter 4 (The Aborigines) describes how the Aborigines had originally lived a nomadic lifestyle, living off wild plants and animals. However, when the British arrived they started to take much of their land and the Aboriginal population started to decline. Today, the population has increased again and they have claimed back some of their land.

Chapter 5 (Uluru and other wonders) looks at some of the amazing places to visit in Australia such as Uluru, an enormous rock in the desert which is over 600 million years old, and the Great Barrier Reef, the world’s longest coral reef.

Chapter 6 (Sheep, cattle, minerals and wheat) shows that Australia is a rich country and much of its money has come from sheep, cattle, minerals, wheat, and wine.

Chapter 7 (A faraway land) introduces New Zealand – a long, narrow country with two main islands: the North Island and the South Island. The population is only 4.1 million people.

Chapter 8 (New Zealand’s past) describes how nobody lived in the country until the Maori people arrived a thousand years ago. In 1642 the Dutch sailor Abel Tasman came to the islands and gave New Zealand its name. Captain James Cook visited the country four times between 1769 and 1777 and in 1840 Captain William Hobson wrote the Treaty of Waitangi claiming the country as British.

Chapter 9 (Five cities) describes New Zealand’s major cities: Auckland, the capital Wellington, Christchurch, Dunedin, and Hamilton.

Chapter 10 (Maori) explains about the original Maori population of New Zealand. When the British came Maori lost a lot of their land and their population dwindled. In the twentieth century many aspects of Maori language and culture saw a revival and they regained some of their land. However, some Maori still experience health and social difficulties.

Chapter 11 (Wonders of New Zealand) describes the wonders of New Zealand which include the volcanoes around the city of Auckland and the Fox Glacier on the South Island.

Chapter 12 (Ten sheep and two cows) shows that although only one in ten New Zealanders work on a farm nowadays, agriculture is still highly important.

Chapter 13 (Free time and sport) looks at sport in both Australia and New Zealand. Water sports such as swimming and sailing are important, and there are also four different types of football.

Chapter 14 (Animals, birds, and plants) describes the unusual wildlife in the two countries.

Chapter 15 (Famous people) looks at famous Australians including the runner Cathy Freeman and the film star Russell Crowe. Famous New Zealanders are the climber Sir Edmund Hillary and the rugby player Jonah Lomu.

Chapter 16 (Today and tomorrow) considers the changing face of the two countries which are now developing stronger relationships with other nations in the Pacific.
Australia and New Zealand

Pre-reading activity

Word search

Look at the definitions and find the words in the word search below.

DEFINITIONS:

1 a person who has been sent to prison for doing something wrong
2 a long line of rocks in the sea that are made from the bones of very small animals
3 a large, dry area of land with very few plants
4 a sudden strong shaking of the ground; buildings sometimes fall down when this happens
5 a mountain with a hole in the top where fire and gas sometimes come out
6 animals that people keep on farms for their meat and wool
7 cows and bulls that people keep on farms for their meat
8 an alcoholic drink made from grapes
9 a yellow metal that is worth a lot of money
10 a river of ice that moves slowly down a mountain
11 a place where hot water or steam suddenly come up into the air from the ground
12 a big wild animal that jumps on its strong back legs
13 a wild animal, like a small bear, that lives in eucalyptus trees and eats the leaves
14 a small wild bird that lives on the ground and cannot fly

To the teacher

Aim: To introduce key vocabulary and encourage students to predict information about Australia and New Zealand
Time: 40–45 minutes
Organization: Give one copy of the worksheet to each group of students. Tell the students that they have ten minutes to find as many words as possible. Then ask them to match the words they have found with the definitions (some of which are taken from the glossary). Go through the words and deal with any remaining difficulties over meanings. Then ask the students to sort the words into three groups: Australia, New Zealand or both countries. Answers are below for teacher reference. Don’t tell students whether they are correct in their predictions. Ask them to look back later at this activity to see if their ideas were right.

Key 1: convict, 2 coral reef, 3 desert, 4 earthquake, 5 volcano, 6 sheep, 7 cattle, 8 wine, 9 gold, 10 glacier, 11 geyser, 12 kangaroo, 13 koala, 14 kiwi.

Australia: convict, coral reef, desert, kangaroo, koala. New Zealand: earthquake (there tend to be more in New Zealand than Australia), volcano (active volcanoes are rare in Australia), glacier, kiwi, geyser. Australia and New Zealand: sheep, cattle, wine, gold.
Australia and New Zealand

While reading activity

The history of the two countries

Put the following events in the correct order.

<table>
<thead>
<tr>
<th>Australia – events</th>
<th>order</th>
<th>New Zealand – events</th>
<th>order</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Britain started to send convicts to Australia</td>
<td></td>
<td>a Captain James Cook visited the islands four times</td>
<td></td>
</tr>
<tr>
<td>b The six different Australian states became one country</td>
<td>b</td>
<td>b Women got the vote for the first time</td>
<td></td>
</tr>
<tr>
<td>c Gold was found in New South Wales and Victoria</td>
<td>c</td>
<td>c Māori people came from islands in the Pacific Ocean to live in the country</td>
<td></td>
</tr>
<tr>
<td>d Captain James Cook landed and said that Australia belonged to Britain</td>
<td>d</td>
<td>d Soldiers from New Zealand fought in the first and second world war</td>
<td></td>
</tr>
<tr>
<td>e The first National Sorry Day was held to say sorry for Aboriginal children who were taken from their parents</td>
<td>e</td>
<td>e Five women had the most important jobs in the country</td>
<td></td>
</tr>
<tr>
<td>f Aborigines came from South East Asia to live in the country</td>
<td>f</td>
<td>f Captain William Hobson wrote the Treaty of Waitangi and 40 Māori chiefs agreed to it</td>
<td></td>
</tr>
<tr>
<td>g Sydney Opera House was opened</td>
<td>g</td>
<td>g New Zealand became a nuclear-free zone</td>
<td></td>
</tr>
<tr>
<td>h Dutch sailors Willem Janszoon and Abel Tasman visited the country</td>
<td>h</td>
<td>h Gold was found in the South Island</td>
<td></td>
</tr>
</tbody>
</table>

To the teacher

Where: At the end of chapter 8
Aim: To revise key information about the history of the two countries
Time: 30–40 minutes
Organization: Ask students about the first people to live in Australia and New Zealand. Tell students they are going to look at key events in the history of both countries. What other things can they remember about the history of the two nations? Give out the worksheets to small groups of students. As a class identify the first historical event for each country (Australia – f, New Zealand c). Then in groups encourage them to discuss which events will come earlier or later for each country. Students then write in pencil the order of the events. Finally, students check with chapter 2 and chapter 8 of the book, where most of the information comes from. Conduct feedback as a class. Encourage students to say more information about each event e.g. What was special about women getting the vote in New Zealand? – They were the first women in the world to have the vote.

Key 1: Australia: a 4, b 6, c 5, d 3, e 8, f 1, g 7, h 2. New Zealand: a 2, b 5, c 1, d 6, e 8, f 3, g 7, h 4.
A factfile for tourists

Complete the factfiles about Australia and New Zealand.

**Austria**

Capital city:

Interesting cities to visit:

Special places to visit:

Birds, animals and trees to see:

Sports to watch:

Sports to do:

Things to eat:

**New Zealand**

Capital city:

Interesting cities to visit:

Special places to visit:

Birds, animals and trees to see:

Sports to watch:

Sports to do:

Things to eat:

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**To the teacher**

**Aim:** To revise the key features of the two countries

**Time:** 40–50 minutes

**Organization:** Tell students they are going to write a factfile about Australia and New Zealand for tourists who want to visit the country. Give each pair of students a copy of the worksheet. Elicit as a class the type of thing they could write in each category. Students look back at the book and write their ideas on a piece of rough paper. Monitor and help students with any problems. Students then complete the photocopied factfiles.

**Key:** Possible answers: Australia: population – 20 million, capital – Canberra, interesting cities - Sydney and Melbourne, special places – Uluru and the Great Barrier Reef, birds, animals and trees – emus, koalas and eucalyptus trees, sports to watch – horse racing, sports to do – Australian rules football, things to eat – kangaroo meat.

New Zealand: population – 4.1 million, capital – Wellington, interesting cities – Auckland and Christchurch, special places – Fox Glacier and Hot Water Beach, birds, animals and trees – kiwis, tuataras and kauri trees, sports to watch – rugby, sports to do – sailing, things to eat – food cooked in hangi style.