

# Australia

Tutor Resources for the AMEP

A new life

Intermediate

## **Tutor Resources for the AMEP**

### **© Commonwealth of Australia 2011**

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation. Apart from any use as permitted under the Copyright Act 1968, all other rights are reserved.

Requests for further authorisation should be directed to the:

Commonwealth Copyright Administration

Copyright Law Branch

Attorney-General's Department

Robert Garran Offices

National Circuit

Barton ACT 2600

Fax: 02 6250 5989

Email: [commonwealth.copyright@ag.gov.au](mailto:commonwealth.copyright@ag.gov.au)

### **Disclaimer**

While the Department of Education and Training and its contributors have attempted to ensure the material in this booklet is accurate at the time of release, the booklet contains material on a range of matters that are subject to regular change. No liability for negligence or otherwise is assumed by the department or its contributors should anyone suffer a loss or damage as a result of relying on the information provided in this booklet.

References to external websites are provided for the reader's convenience and do not constitute endorsement of the information at those sites or any associated organisation, product or service. The Department of Education and Training accepts no responsibility for the accuracy, completeness or currency of material contained on any external website that is referred to in this booklet.

### **Acknowledgements**

The Adult Migrant English Program (AMEP) is funded by the Australian Government Department of Education and Training. Nationally, AMEP Distance/e-learning is delivered through the AMEP FLN Consortium.

### **Images**

Images from *Australian Citizenship Our Common Bond*, *Our Common Bond A Course in Australian Citizenship* and *Its Over to You* reproduced with permission from the Department of Immigration and Citizenship.

Images reproduced with permission from AMES.

©2011 Photos.com, a division of Getty Images. All rights reserved.

Theme: A new life

Topic: Australia

Task	Language focus	Learning activities	Resources
<p>1. Can talk about their personal experiences</p> <p>Can compare some customs of Australia to their home country</p>	<p><b>Vocabulary</b> similar, different, first impression, citizen, manners, polite, politeness, habits, appropriateness, taboo</p> <p><b>Structure</b> What was your first impression of ___?</p>	<p>Discuss questions about their experiences</p> <p>Write story on personal experience</p> <p>Discuss social customs of Australia and their country</p>	<p>Worksheet 1: Talking about living in Australia</p> <p>Worksheet 2: My first days in Australia</p> <p>Worksheet 3: Social customs</p> <p>Dictionary</p>
<p>2. Can demonstrate understanding of Australia and its people</p> <p>Can recognise Australia's national anthem</p> <p>Is aware of the public holidays in Australia</p>	<p><b>Vocabulary</b> states, territories, capital cities, national anthem, Prime Minister, Premier, Aboriginal people, World Heritage, ceremonies, symbol, respect, dignity, population, continent, European settlers, migrants, Second World War, social problem, solution, transportation, recommendation, voyage, governor, penal colony, petty crimes, rationed, unventilated, haven, creation, tradition, traditionally, crow, kookaburra, emu, night owl, totems, ancestors, Christian, Easter, ANZAC Day, Labour Day</p>	<p>Answer question about Australia</p> <p>Label map of Australia</p> <p>Identify and research Australian landmarks</p> <p>Match places of interest to descriptions</p> <p>Match words of the anthem to meanings</p> <p>Write dictation on Australia's history</p> <p>Identify main points in a text</p> <p>Answer questions about the First Fleet</p> <p>Answer questions about Dreamtime</p> <p>Match sentence halves</p>	<p>Worksheet 4: About Australia</p> <p>Worksheet 5: Australian landmarks</p> <p>Worksheet 6: Australia's national anthem</p> <p>Worksheet 7: Australia's history</p> <p>Dictionary</p> <p>Worksheet 8: The First Fleet</p> <p>Worksheet 9: Aboriginal people</p> <p>Worksheet 10: Public holidays</p>

Theme:

A new life

Topic:

Australia

Task	Language focus	Learning activities	Resources
		Write about public holidays in their country  Research and write about one of Australia's public holidays	

**Theme:** A new life**Topic:** Australia

### Australian customs

<b>Task 1:</b>	Can talk about their personal experiences Can compare some customs of Australia to their home country
<b>Vocabulary:</b>	similar, different, first impression, citizen, manners, polite, politeness, habits, appropriateness, taboo
<b>Language structure:</b>	What was your first impression of ___?

#### Activity instructions

##### *Discuss questions about their experiences*

- Worksheet 1: Talking about living in Australia  
Read the questions together and discuss.

##### *Write story on their personal experience*

- Worksheet 2: My first days in Australia  
Before starting this activity be sure that the learner feels comfortable writing on this topic and respect the learner's decision if they choose not to do so.

Learner reads the questions. Discuss.

Give learner time to plan their story and allow sufficient time for writing. (This can be given as homework.)

##### *Discuss social customs of Australia and their country*

- Worksheet 3: Social customs
- Dictionary

This activity is to encourage the awareness of social customs in different societies and situations. It explores manners, politeness, habits and appropriateness. It encourages discussion of social issues.

- Learner reads the words and looks up the meaning in their dictionary.
- Learner reads the situations and discusses what is appropriate or normal in their country and for Australia.
- Learner reads the questions and discusses whether the questions are regarded polite or impolite in their country and in Australia.

## Australia and its people

**Task 2:** Can demonstrate understanding of Australia and its people  
 Can recognise Australia's national anthem  
 Is aware of the public holidays in Australia

**Vocabulary:** states, territories, capital cities, national anthem, Prime Minister, Premier, Aboriginal people, World Heritage, ceremonies, symbol, respect, dignity, population, continent, European settlers, migrants, Second World War, social problem, solution, transportation, recommendation, voyage, governor, penal colony, petty crimes, rationed, unventilated, haven, creation, tradition, traditionally, crow, kookaburra, emu, night owl, totems, ancestors, Christian, Easter, ANZAC Day, Labour Day

## Activity instructions

*Answer questions about Australia*

📄 Worksheet 4: About Australia

A. Learner reads and answers the questions.

If the learner does not know any of the answers instruct them to locate the information on the internet or go to the library. (This can be done for homework.)

**Answers**

1 – 6 states and 2 territories

2 – Queensland, New South Wales, Victoria, Tasmania, South Australia, Western Australia, Northern Territory, Australian Capital Territory (ACT)

3 – Brisbane, Sydney, Melbourne, Hobart, Adelaide, Perth, Darwin, Canberra

4 – Canberra in the ACT

6 – Julia Gillard (2011)

8 – English

9 – Advance Australia Fair

10 – Golden Wattle

11 – green and gold

12 – Australia's indigenous people

13 – see the [Australian Bureau of Statistics website](#)

*Label map of Australia*

📄 Worksheet 4: About Australia

B. Learner writes the names of the states, territories and capital cities on the map.

If the learner is unable to complete this activity instruct them to locate the information on the internet or go to the library.

C. Learner writes the names of the states in full for each abbreviation.

*Identify and research Australian landmarks*

📄 Worksheet 5: Australian landmarks

A. Instruct learner to look at the pictures and to write the name and location of the landmarks they know.

Learner reads the information for the example (South Australia).

Ask learner if they know anything about the other landmarks. If so, instruct them to write the information against the landmark.

Learner researches the remaining landmarks on the internet or at the library and completes the information. (This can be done for home work.)

**Answers**

- 1 – Sydney Opera House, Sydney, 2 – Uluru, Northern Territory, 3 – Gold Coast, Queensland,  
 4 – Cradle Mountain, Tasmania, 5 – Perth city, Western Australia, 6 – Twelve Apostles, Victoria,  
 7 – Parliament House, Canberra

**Match places of interest to descriptions**

📄 Worksheet 5: Australian landmarks

- B. Ask learner to read the names of the places marked on the map.  
 Ask learner if they know anything about these places.

Learner reads the descriptions and locates the places on the map.

Learner writes the names of the places next to their descriptions.

Learner researches the remaining places of interest on the internet or at the library and completes the worksheet. (This can be given as home work.)

**Answers**

- 1 – Great Barrier Reef, 2 – Broome, 3 – Uluru, 4 – Port Arthur, 5 – Broken Hill, 6 – Monkey Mia,  
 7 – Kakadu National Park, 8 – Sydney, 9 – Barossa Valley

**Match words of the anthem to meanings**

📄 Worksheet 6: Australia's national anthem

Read the information about the national anthem together and discuss any questions the learner may have.

- A. Learner reads the national anthem.  
 Sing the anthem a few times and encourage learner to join in.
- B. Learner reads the vocabulary.  
 Learner writes the meanings from the box next to the phrases.

**Answers**

- 1 – let us feel very happy  
 2 – we are a young nation with freedoms  
 3 – we have rich and fertile soil  
 4 – rewards for hard work  
 5 – our land is surrounded by seas  
 6 – our land has many natural resources  
 7 – remarkable and unique  
 8 – our beautiful country moving forward  
 9 – with happy voices  
 10 – work hard willingly  
 11 – famous all over the world  
 12 – we have lots of wide open land

Read the national anthem and explain each line with the meanings.

- C. Learner completes the national anthem with words from the box.

**Write dictation on Australia's history**

📄 Worksheet 7: Australia's history

📄 Dictionary

- A. Look at the pictures together and discuss.

- B. Learner reads the words and looks up the meanings in their dictionary.  
Discuss the meanings together.
- C. Tell learner that this activity is a dictation.  
Read the entire script and instruct learner just to listen.

**Script**

The first people of Australia were the Aboriginal people who have lived here for more than 50,000 years.

The first white people from England arrived just over 200 years ago. In 1788, the First Fleet arrived in a place that is now known as Sydney. There were about one thousand people on the ships and about 75 per cent were convicts.

Then around 1793 the first free settlers arrived. They came to Australia to claim some land for farming.

The population started to grow faster in the early 1850s when gold was discovered in New South Wales and Victoria. Many migrants from China, Europe, Britain and the USA came to Australia to find gold. By the end of the 1850's the population was about 1.1 million.

The population continued to grow and by the end of 1945 the population of Australia was about 7.5 million.

Many migrants came here after the Second World War.

The population is now over 22 and a half million. 85 per cent of the people live near the coast where there is the most rain. About 70 per cent of all the people live in the 10 largest cities.

Read each sentence or part of the sentence twice and learner writes.

Read the script again and learner corrects their work.

- D. Show the text and together correct the dictation.  
Ask questions: Who were the first Australians?  
How long have they been in Australia?  
When did the first white settlers arrive?  
What was the main reason for settling in Australia?  
How do you know that?  
When did the first free settlers arrive?  
Why did they come to Australia?  
What caused an increase in the population in the 1850s?  
What countries did these migrants come from?  
Why did the population increase further after the Second World War?  
Where do the majority of people live in Australia?

**Identify main points in a text**

📄 Worksheet 8: The First Fleet

- A. Learner reads the text aloud. (Check for pronunciation, intonation and punctuation, short pause for commas, and longer pauses for full stops.)

Ask questions: Where did the British government keep some of the prisoners?

Why did the government need to find an alternative place to put the prisoners?

What was the solution to this problem?

What were the reasons that Botany Bay was recommended as a suitable place for transportation?

When did the First Fleet arrive and settle at Sydney Cove?

Learner identifies the main points to answer the 'wh' questions (when, who, where, why) and writes them.

#### Answers

2 – 26<sup>th</sup> January 1788, 3 – convicts from England, 4 – Sydney Cove Australia, 5 – Because the prisons in England were overcrowded and the living conditions were extremely bad.

#### Answer questions about the First Fleet

📄 Worksheet 8: The First Fleet

- B. Learner reads the story about the voyage of the First fleet.  
Encourage learner to underline any unfamiliar words and to look up the meanings in their dictionary.  
Ask learner to draw the journey on the map.

Learner reads and answers the questions.

#### Answers

1 – 11

2 – To take the first shipment of convicts to Botany Bay.

3 – Captain Arthur Phillip

4 – 13<sup>th</sup> May 1787

5 – Naval and merchant seamen, Royal Marines, civil officials, some wives and children and the convicts.

6 – Young (average age 27)

7 – Petty crimes, such as minor theft or theft with some degree of violence.

8 – The ships were small and overcrowded. It wasn't comfortable for any of the passengers but worse for the convicts.

9 – Just over eight months.

10 – 23

11 – Any of the following:

They were crammed into dark and unventilated spaces between the decks.

There was no natural light and lanterns and candles were not allowed.

They slept in narrow bunks.

There was no room to stand upright.

In bad weather, they had to lie on their bunks and they often got soaked by seawater and sewage.

In hot weather, the heat was suffocating.

12 – To keep the convicts under control and to guard the ship against pirates or any other enemy ships.

13 – So they would not escape.

14 – Things got worse. '...their misery had only begun.'

#### Answer questions about Dreamtime

📄 Worksheet 9: Aboriginal people

Learner reads the story aloud. (Check for pronunciation, intonation, pace of reading.)

Encourage learner to underline any unfamiliar words and to look up the meanings in their dictionary.

Learner reads and answers the questions. (Question 8 can be given as homework.)

#### Answers

1 – There are many different groups (500 different groups throughout Australia).

2 – The Dreamtime.

3 – They have an oral tradition. The history of the people is passed on through stories.

4 – Dreamtime stories are important because they have lessons of life, how to look after the animals, how to respect each other and care for the land.

5 – The animals are important because Aborigines believe they are their totems and they must look after them because they are like their ancestors.

### *Match sentence halves*

📄 Worksheet 10: Public holidays

- A. Discuss the concept of public holidays and ask learner if they know of any Australian public holidays.

Learner reads and matches the sentence halves.

Encourage learner to ask questions about any holidays that they are unfamiliar with.

### **Answers**

1 – b, 2 – c, 3 – d, 4 – h, 5 – c, 6 – f, 7 – a, 8 – g

### *Write about public holidays in their country*

📄 Worksheet 10: Public holidays

- B. Ask learner about public holidays in their home country.  
Ask questions: When is the holiday?  
Why is this day so important?  
How do you celebrate this day?

Learner writes about the holidays or festivals in their home country.

### *Research and write about one of Australia's public holidays*

📄 Worksheet 10: Public holidays

- C. Learner chooses and researches one of the public holidays from part A.  
Learner writes about the background of the holiday, why it is important to Australians and how Australians celebrate the day. (This can be given as home work.)

### **Acknowledgement of image source**

Images reproduced with permission from the Department of Immigration and Citizenship.

## Worksheet 1: Talking about living in Australia

A. *Discuss these questions.*

1. When did you arrive in Australia?
2. Why did you come to Australia?
3. Who did you come here with?
4. What did you know about Australia before you came?
5. What was your first impression of Australia?
6. What is similar in Australia to your country?
7. What is different to your country?
8. What was your first impression of the people in Australia?
9. What was your first impression of the city/town you live in?
10. What do you like about the city/town you live in?
11. What do you dislike about your city?
12. What do you like about the suburb you live in?
13. What do you dislike about your suburb?
14. Did you choose to live in that area? Why?
15. Do you plan to become an Australian citizen? If yes, why?
16. Have you been to any other cities of Australia? If yes, where? When?





## Worksheet 3: Social customs

A. Look up the meanings of these words in your dictionary.

manners

politeness

habits

appropriateness

B. Read each situation below and decide:

*What would be normal in your country?*

*What would be normal in Australia?*

*Circle what you personally consider correct.*

*Discuss your ideas with your tutor.*

1. A person meets a group of people he/she has met before, but doesn't know very well. They:
  - a. shake hands
  - b. greet each other verbally (with words)
  - c. embrace each other
  - d. kiss each other
  - e. bow slightly to each other.
  
1. A teacher or host(ess) uses his/her first name and surname when introducing himself/herself to a new student or guest. In reply, the student or guest uses:
  - a. 'Sir', 'Madam' or 'Miss' with no name
  - b. 'Mr', 'Mrs' or 'Miss' plus surname
  - c. 'Mr', 'Mrs', 'Miss' or 'Ms' plus first name
  - d. the person's first name only
  - e. nothing.
  
2. Two men are walking along the street holding hands. They are probably:
  - a. friends
  - b. relatives
  - c. worried about falling over
  - d. fooling around
  - e. gay.
  
3. You see a married friend of yours with another man/woman in a restaurant. You:
  - a. immediately call the person's wife/husband
  - b. call the police
  - c. speak to the 'guilty' person
  - d. tell all your friends about the new scandal
  - e. do nothing, remaining discreet.

## Intermediate

### A new life: Australia

There are some things we don't normally discuss with people we don't know very well. Many of these taboo topics are the same in every culture but there can be some differences.

If you were talking to a **new** neighbour would you ask the questions below?

#### C. *Is it polite to ask these questions in your country and is it polite to ask in Australia?*

	In your country		In Australia	
	Yes	No	Yes	No
1. Are you married?				
2. How old is your son?				
3. How old are you?				
4. Do you go to church?				
5. Who did you vote for in the last election?				
6. Can you recommend a school for my children?				
7. Can you recommend a doctor in this area?				
8. How much rent do you pay for your flat?				
9. What are you doing tonight?				
10. How much money do you earn?				
11. Did you watch the soccer last night?				

## Worksheet 4: About Australia

A. *Read the questions and if you do not know the answer find them on the internet or at the library.*

1. How many states and territories does Australia have?
2. Can you name the states and territories of Australia?
3. Can you name the capital cities?
4. What is the capital city of Australia? Where is this city?
5. What is the name of the capital city of the state you live in?
6. Who is Australia's Prime Minister?
7. Who is your state's Premier?
8. What is Australia's national language?
9. What is Australia's national anthem?
10. What is Australia's national flower?
11. What are Australia's national colours?
12. Who are the Aboriginal people?
13. What is Australia's population?



**Intermediate**  
**A new life: Australia**

*B. Write the names of the states and territories and capital cities on the map.*



*C. Read the abbreviations and write the names of the states in full.*

- WA \_\_\_\_\_
- TAS \_\_\_\_\_
- QLD \_\_\_\_\_
- SA \_\_\_\_\_
- NT \_\_\_\_\_
- NSW \_\_\_\_\_
- VIC \_\_\_\_\_
- ACT \_\_\_\_\_

## Worksheet 5: Australian landmarks

A. Identify these Australian landmarks and where they are from. Research these landmarks on the internet or at the library and write some information about them.

<p>Example</p>  <p><b>Name:</b> Wine Region <b>Location:</b> South Australia</p>	<p><b>Information:</b></p> <p>Some of the most famous wine regions in the world are located across South Australia. You can visit nine separate wine regions within an hour and a half of Adelaide. One of these being the Barossa valley which is known throughout the world as one of the leading wine regions.</p> <p>South Australia has been making wines for more than 160 years and continues to be a leader in the Australian wine industry.</p>
<p>1.</p>  <p><b>Name:</b> <b>Location:</b></p>	<p><b>Information:</b></p>

<p>2.</p>  <p><b>Name:</b> <b>Location:</b></p>	<p><b>Information:</b></p>
<p>3.</p>  <p><b>Name:</b> <b>Location:</b></p>	<p><b>Information:</b></p>
<p>4.</p>  <p><b>Name:</b> <b>Location:</b></p>	<p><b>Information:</b></p>

<p>5.</p>  <p>Name: Location:</p>	<p>Information:</p>
<p>6.</p>  <p>Name: Location:</p>	<p>Information:</p>
<p>7.</p>  <p>Name: Location:</p>	<p>Information:</p>

**Intermediate**  
**A new life: Australia**

*B. Research the places of interest on the internet or at the library. Places of interest are marked on the map. Write the names of the places next to their descriptions.*



**Example**

A place where small penguins waddle out of the surf in the evening and run up to their burrows for the night.

Phillip Island

1. The largest system of coral reefs in the world.
2. A town that is well known for its pearl diving.
3. A large red rock that rises 340 m out of the ground.
4. The site of an historic convict prison.
5. A town where silver, lead and zinc are mined.
6. A place where people can play with dolphins in the sea.
7. A famous World Heritage area in the Top End of Australia.
8. There is a building that looks like the sails of a ship in this city.
9. A famous wine-producing area.

---

---

---

---

---

---

---

---

---

---

## Worksheet 6: Australia's national anthem

The Australian national anthem, called 'Advance Australia Fair', identifies Australia at home and overseas. It unites the nation and is a public expression of joy and pride in being Australian.

The Australian national anthem is used at important public ceremonies, sporting and community events. All Australians are encouraged to sing Australia's national anthem. As an important national symbol it should be treated with respect and dignity.

**A. Read the national anthem. Invite your tutor to sing the anthem.**

Australians all let us rejoice,  
For we are young and free;  
We've golden soil and wealth for toil;  
Our home is girt by sea;  
Our land abounds in nature's gifts  
Of beauty rich and rare;  
In history's page, let every stage  
Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

Beneath our radiant Southern Cross  
We'll toil with hearts and hands;  
To make this Commonwealth of ours  
Renowned of all the lands;  
For those who've come across the seas  
We've boundless plains to share;  
With courage let us all combine  
To Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

**B. Match the words from the national anthem with their meanings from the box.**

our land has many natural resources	we are a young nation with freedoms
our land is surrounded by seas	let us feel very happy
rewards for hard work	work hard willingly
we have rich and fertile soil	with happy voices
our beautiful country moving forward	we have lots of wide open land
remarkable and unique	famous all over the world

**Vocabulary**

**Meaning**

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. let us all rejoice                 | <u>let us feel very happy</u> |
| 2. we are young and free              | _____                         |
| 3. we've golden soil                  | _____                         |
| 4. wealth for toil                    | _____                         |
| 5. our home is girt by sea            | _____                         |
| 6. our land abounds in nature's gifts | _____                         |
| 7. rich and rare                      | _____                         |
| 8. Advance Australia Fair             | _____                         |
| 9. in joyful strains                  | _____                         |
| 10. toil with hearts and hands        | _____                         |
| 11. renowned of all the lands         | _____                         |
| 12. we've boundless plains            | _____                         |

**C. Complete the national anthem with words from the box.**

stage	the lands	Australians
nature's gifts	Advance Australia Fair	hearts and hands
to share	sea	free
golden soil	rare	across the seas

\_\_\_\_\_ all let us rejoice,  
For we are young and \_\_\_\_\_;  
We've \_\_\_\_\_ and wealth for toil;  
Our home is girt by \_\_\_\_\_;  
Our land abounds in \_\_\_\_\_  
Of beauty rich and \_\_\_\_\_;  
In history's page, let every \_\_\_\_\_

Advance Australia Fair.

In joyful strains then let us sing,

Advance Australia Fair.

Beneath our radiant Southern Cross  
We'll toil with \_\_\_\_\_;  
To make this Commonwealth of ours  
Renowned of all \_\_\_\_\_;  
For those who've come \_\_\_\_\_  
We've boundless plains \_\_\_\_\_;  
With courage let us all combine  
To \_\_\_\_\_.

In joyful strains then let us sing,

Advance Australia Fair.

**Intermediate**  
**A new life: Australia**

## Worksheet 7: Australia's history

Australia is a diverse, multicultural nation of migrants and their descendants.

*A. Look at the pictures and discuss.*



The Aboriginal people as they lived at the time the white man arrived.



The First Fleet.

*B. Look up the meanings of these words.*

diverse	multicultural	migrants	descendants
Aboriginal people	convicts	population	claim
discover	continue	per cent	1850s



## Intermediate

### A new life: Australia

#### *D. Read the text and correct your work.*

The first people of Australia were the Aboriginal people who have lived here for more than 50,000 years.

The first white people from England arrived just over 200 years ago. In 1788, the First Fleet arrived in a place that is now known as Sydney. There were about one thousand people on the ships and about 75 per cent were convicts.

Then around 1793 the first free settlers arrived. They came to Australia to claim some land for farming.

The population started to grow faster in the early 1850s when gold was discovered in New South Wales and Victoria. Many migrants from China, Europe, Britain and the USA came to Australia to find gold. By the end of the 1850's the population was about 1.1 million.

The population continued to grow and by the end of 1945 the population of Australia was about 7.5 million.

Many migrants came here after the Second World War.

The population is now over 22 and a half million. 85 per cent of the people live near the coast where there is the most rain. About 70 per cent of all the people live in the 10 largest cities.

## Worksheet 8: The First Fleet

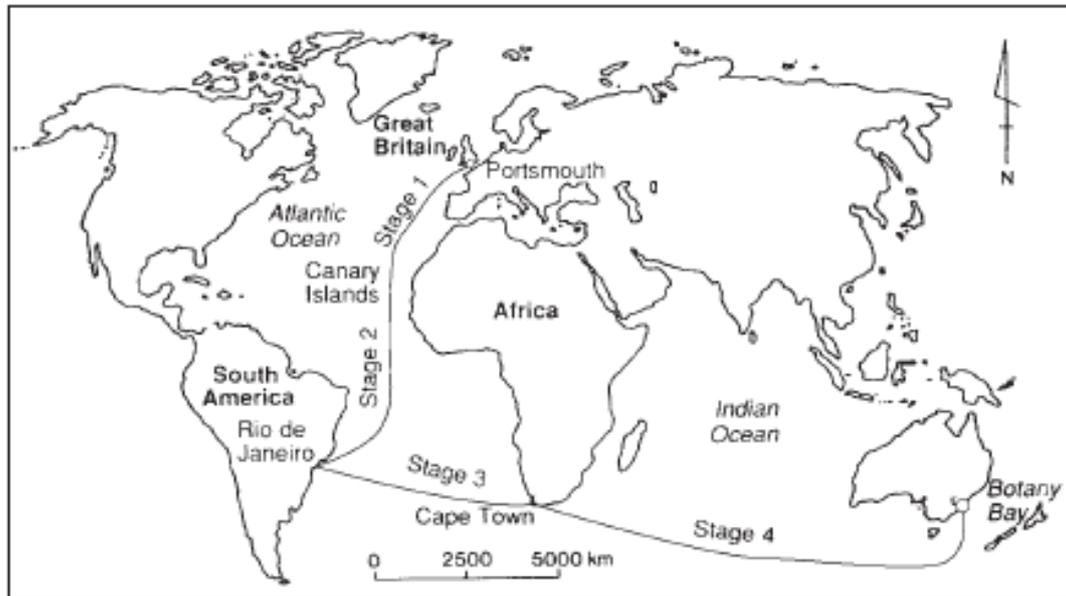
A. Read the text about the First Fleet and write some of the main points.



In the eighteenth century there were many social problems in Britain. The government had to deal with a growing number of criminals but it was expensive to build prisons. For a few years the government kept its convicts in huge old prison ships on the River Thames. The rotting ships soon became overcrowded and the living conditions were so bad that the government needed to do something about it. The government had to find a solution to this problem. So it decided that a suitable place for the 'transportation' of the convicts was necessary. Botany Bay on Australia's east coast was recommended for the following reasons. Firstly, the convicts would find it difficult to escape from there. Secondly, the area seemed fertile enough to grow crops to support a settlement. So in 1786, the government took up the recommendation and decided to settle in Botany Bay in New South Wales. On 26<sup>th</sup> January 1788, the First Fleet arrived at Sydney Cove and British settlement in Australia began.

1. What? Transportation and British settlement in Botany Bay.
2. When? \_\_\_\_\_
3. Who? \_\_\_\_\_
4. Where? \_\_\_\_\_
5. Why? \_\_\_\_\_
6. How? You will find out how in the next text (part B).

B. Read the story of the First Fleet's voyage and answer the questions.



**The voyage of the First Fleet**

In March 1787, in Portsmouth, eleven wooden sailing ships were being prepared for the long sea journey to Botany Bay. Some of the ships were being converted to take the first shipment of convicts to Australian shores. In the fleet there were two warships, six convict ships, and three supply ships.

After months of preparation, the First Fleet finally left England on 13<sup>th</sup> May 1787 under the command of Captain Arthur Phillip who was appointed the first governor of the penal colony of New South Wales. He was a thorough man and did his best to make sure the ships were properly stocked with medical supplies for the voyage, and food, clothes and farming equipment for the new colony.

There were about 1,500 people on board which included naval and merchant seamen, Royal Marines, civil officials, a small number of wives and children and the convicts. The number of convicts recorded was 772; 568 men, 191 women and 13 children. The average age of the convicts was about 27 years. Only a few of the First Fleet convicts were dangerous criminals. Most of the convicts had committed petty crimes, such as minor theft or theft with some degree of violence.

It was a long sea voyage of over 15,000 kilometres of ocean. The conditions on board were not comfortable for any of the passengers. The ships were small and overcrowded and food and water was rationed. But the conditions were worse for the convicts. The convicts were crammed into dark and unventilated spaces between the decks. There was no natural light, and lanterns and candles were forbidden because of the danger of fire in the wooden ships. They slept in narrow double bunks, about 45 cm for each convict. There was not enough room to stand upright. The convicts were allowed on deck in good weather to wash and to exercise, but in bad weather they had to remain below. In bad weather, they had to lie on their sleeping racks and they often got soaked by seawater and sewage, while the hatches above the convicts were heavily padlocked and barred. In the calm, hot weather, the heat was suffocating below.

The fleet stopped at two ports on the voyage, Rio de Janeiro and Cape Town. At both ports, the passengers went ashore but the convicts remained locked below deck. Captain Phillip gave them fresh meat and vegetables to build up their strength for the most difficult leg of the voyage. In this part of the journey, the ships ran into violent gales, huge seas and icy waves that crashed over the decks and pored through the hatches onto the convicts below.

After a voyage of 258 days the First Fleet sailed into Botany Bay on 26<sup>th</sup> January 1788. Not one ship sunk on the voyage and only 23 lives had been lost since leaving England. After the dangers of the voyage Botany Bay must have seemed a safe haven, but for many of the convicts, their misery had only begun.

1. How many ships were in the First Fleet? \_\_\_\_\_
2. Why was the fleet assembled?  
\_\_\_\_\_
3. Who commanded the First Fleet? \_\_\_\_\_
4. When did the ships leave England? \_\_\_\_\_
5. Who sailed on the fleet?  
\_\_\_\_\_  
\_\_\_\_\_
6. Were the convicts mainly young or old? \_\_\_\_\_
7. What were their most common crimes?  
\_\_\_\_\_  
\_\_\_\_\_
8. What were the conditions like on board?  
\_\_\_\_\_  
\_\_\_\_\_
9. How many months did the voyage take? \_\_\_\_\_
10. How many people died during the voyage? \_\_\_\_\_

11. List three conditions that made the voyage unbearable for the convicts.

---

---

---

12. Royal Marines were soldiers. Why do you think they travelled with the First Fleet?

---

---

13. Why do you think convicts were not allowed ashore at Rio de Janeiro and Cape Town?

---

---

14. *Read the last paragraph of the text below.*  
Do you think things got better or worse for the convicts after landing in New South Wales?

*Underline the words that give you this information.*

"After a voyage of 258 days the First Fleet sailed into Botany Bay on 26<sup>th</sup> January 1788. Not one ship sunk on the voyage and only 23 lives had been lost since leaving England. After the dangers of the voyage Botany Bay must have seemed a safe haven, but for many of the convicts, their misery had only begun."

## Worksheet 9: Aboriginal people

### A. Read Pauline's story about the Dreamtime.

Aboriginal people from New South Wales and Victoria are called Koori. People from Queensland are called Murris and the people from South Australia are called Nyungars. In Australia, there are many different Aboriginal groups – there are about 500 throughout all of Australia and the stories they tell are called Dreamtime stories.



The Dreamtime is a time of creation. That's when the land came to be the way it is today, and when the animals all came to be the way they are today, through that period of time. Aboriginal history is different to Australian history.

Aboriginal history doesn't have any dates in it. Our history talks about what happened. And the Dreamtime stories are part of Aboriginal culture, the oral tradition. Before Captain Cook and before the English came here, Aboriginal people didn't have books. Our information was passed down through the stories, and so the stories have lessons in them. And the lessons of life are how to look after the animals, how to respect each other, and how to care for the land.

And I've got one little story that teaches people the sounds of the different kinds of animals or birds that are in New South Wales. So you learn through this story. And if you are a hunter you learn to make the sounds of the birds through this story. It is a simple story and it's a beautiful story. It goes like this...

When the world was young, in the Dreamtime, a rainbow appeared in the sky. And this rainbow seemed to take colour from all around it – all the reds, all the blues, all the greens, all the yellows and it kept growing and growing and growing. Then the rainbow exploded and when it exploded the pieces of the rainbow fell down to the ground. But as the pieces fell down they changed into the birds we know today. Some of the birds didn't like the feeling of falling and they cried out in horror, "Aaah Aaah Aaah", just like the crow does today. And other birds thought it was really funny, and they started laughing like this, "Haa Haa Haa, Haa Haa Haa", just like the kookaburra. And other birds fell straight down to the ground and started walking around and they sounded like this, "Umh -umh Umh -umh", just like the emu. And then some other birds spread their wings and started to sing, and that is how the birds got their colour and their voices today, because of the rainbow back in Dreamtime.

One of the reasons the animals are so important to us is because in our culture we believe that the animals are our totems. Every Aboriginal person traditionally had a totem. For example, in my family, my father's totem is the night owl and my mother's is the crow. And with those specific animals I'm not allowed to hurt, I'm not allowed to hunt and I'm not allowed to chase. I've got to look after them all the time because they are like my grandmother and grandfather – they're my ancestors.

## Intermediate

### A new life: Australia

#### *B. Answer the questions.*

1. Do all Aboriginal people belong to one group or are there many different groups?
2. When do Aborigines think the land and the animals were created?
3. How do they pass on the history of their people?
4. Why are the Dreamtime stories so important for the Aboriginal people?
5. Why are the animals so important to the Aboriginal people?
6. Retell the Dreamtime story to your tutor.
7. In your country do you have any stories that are passed down from one generation to the next? If so tell the tutor your story.
8. Write your traditional story in your own words.



