Level: Intermediate / Upper intermediate  
Target age: Teenagers / Young adults  
Time needed: 60 minutes +  
Key skills: Reading, writing, speaking  
Materials: One copy of the worksheet per student

In this webquest, students will investigate Sydney, discovering more about its history, music and famous landmarks and planning a trip there themselves. You can vary the time the lesson takes by choosing which activities to include in your lesson – you do not have to use them all.

Activity 1: Introductory quiz

Start off by putting your students into pairs or small groups and asking them what they know about Australian history.

Show your students the eight questions and get them to find the answers on the website. This could either be done as a reading race or simply with a time limit. When the students are finished, check their answers and help with any difficult vocabulary.

Key:
1. local Aboriginal people  
2. 26 January, 1788  
3. to establish a prison settlement for British convicts  
4. 1840  
5. the eastern side of the city  
6. 1842  
7. golden Sydney sandstone  
8. in the city’s harbour

Activity 2: Famous landmarks

Begin this activity with a short brainstorming – what do your students know about the Opera House and the Harbour Bridge?

Split your class in half – Group A and Group B – and then split these groups into smaller sub-groups so that they can work around the computers. How many in each sub-group depends on the number of computers you have access to.

For part 1, ask Group A to look at the Opera House site and Group B to look at the Harbour Bridge site. Set a time limit (probably between 10 and 20 minutes) and ask each group to write six questions. Monitor and check the grammar/questions.

For part 2, swap the questions around so that Group A have the questions that Group B prepared/wrote and Group B the ones that Group A prepared/wrote. Turn this part into a reading race, or you could alternatively set a time limit. Check the answers as a group.

Key:  
Students’ own answers.

Activity 3: Planning a trip

In this activity, your students will plan an itinerary for a visit to Sydney. Put them into small groups of three–five, ideally, and explain the activity. Tell your students to imagine they are going to spend three days in Sydney, and they need to plan their itinerary. If your students need prompting, then write up the following questions:

- How will you get there?  
- Where will you stay?  
- What places do you want to see/visit?  
- How long will it take?  
- How much will things cost?  
- What will you do if somewhere is shut?  
- What will the weather be like?

Set a time limit of around 20–30 minutes and direct them to the two websites – they could use both or either.

Finally, collate and compare the plans/itineraries. If you have time, they could have a look at a real two-day itinerary put together by two tourists and discuss how closely it resembles the tour they planned for themselves.

Key:  
Students’ own answers.

For part 1, ask Group A to look at the Opera House site and Group B to look at the Harbour Bridge site. Set a time limit (probably between 10 and 20 minutes) and ask each group to write six questions. Monitor and check the grammar/questions.

For part 2, swap the questions around so that Group A have the questions that Group B prepared/wrote and Group B the ones that Group A prepared/wrote. Turn this part into a reading race, or you could alternatively set a time limit. Check the answers as a group.

Key:  
Students’ own answers.
Activity 4: Grammar – future: going to and will

This activity focuses on an area of grammar that will naturally occur during the previous two activities. Ask the students to work in pairs and to answer the five multiple choice questions. For many of the students this will be simple revision, but for some it may well be the first time they have been asked to think about the rules themselves.

Once the pairs have answered the five questions, ask them to try and work out some ‘rules’ for the use of ‘will’ and ‘going to’. Then, put two pairs together and ask them to check and discuss their answers. You could open it up to the whole class if they are not clear.

Key:

1. a; plans are usually made before the conversation, and we would use ‘going to’ for something which is predetermined
2. b; a response to a statement. This is a decision made while speaking (during the conversation) and NOT before the conversation started.
3. a; the clouds are ‘evidence’, and this statement is based on what can be seen
4. b; a response to a statement. This is a decision made while speaking (during the conversation) and NOT before the conversation started.
5. b; the use of ‘perhaps’ indicates that no firm/concrete decision has been taken before the conversation

It may be useful for you to read through the methodology article Grammar contrasts 3: will vs going to on onestopenglish, for some further thoughts by expert Scott Thornbury on this sometimes tricky grammar point.

Activity 5: Listening – Midnight Oil

This is quite a difficult listening and is probably only suitable for Upper-Intermediate and above. The full interview is long, but students only need to listen to the first couple of minutes to answer the questions.

Click on the link and play the introduction to the interview with Peter Garrett – the intro is 2 minutes 15 seconds long. Ask students to read the questions, and then play the clip again. You could pause it, where appropriate, depending on the level of your students, and repeat as necessary.

If students find it hard to hear the answers, you could encourage them to click on ‘Show full transcript’ and read the text. Otherwise, they should only look at the transcript to check their answers, which they could do in pairs – or as a whole group, if you think necessary.

If there is time, and your students are interested, you could play a Midnight Oil music video and have a short discussion about their music – though you may wish to select one before the class begins, as the lyrics can be controversial!

Key:

1. lead singer
2. Minister for Education (politician)
3. US military and foreign policy
4. law
5. 1984; the Nuclear Disarmament Party
6. ten years
7. the Order of Australia
8. He saw the passage into law of the Australian education bill.

Activity 6: Didgeridoo quiz – didga know?

Ask your students to try and choose the correct answer to the four questions about the Didgeridoo. When they have finished, ask them to check their answers by looking at the website.

Key:

1. wood
2. blowing
3. very old
4. different