

Unit 7

Bridge climb

Contents

Storyline	Katy and Sam fill in a health questionnaire before climbing the Sydney Harbour Bridge.
Functions	Talking about routines.
Vocabulary	Numbers and statistics. Health.
Grammar	Present perfect and past simple. Adverbs of frequency.


Tips and info

Timing	Starter: 10 min. Activities 5–9: 35 min.
	Activities 2–4: 35 min. Language Focus: 10 min.


If short of time

Omit the second part of Activity 4. The *Language Focus* in *Pocket Tourist* can be completed as *Selfstudy*.

- 1 Starter
- Ask students for the English names of major cities and supply any they don’t know. Write them on the board/OHP (e. g. Antwerp, Athens, Brussels, Cologne, Edinburgh, Milan, Munich, Moscow, Naples, Nice, Lisbon, The Hague, Venice, Vienna, Warsaw).
 - Students follow the coursebook instructions. Circulate and monitor. Help with the pronunciation of city names, if necessary.

- 2 Safety first
-  22 1’57”
- Write on the board/OHP: *suffer from*. Ask the class questions like *What time of year do people often suffer from hay fever? What can people do if they suffer from migraine?* Make sure that everyone understands *suffer from* (leiden unter).
 - Ask if students can explain *Safety first*. If not, do so in English, e. g. *It’s better not to take risks*. Read out the introduction while the students look at the photos of the Bridge Climb. Ask: *Do you think climbing the Sydney Harbour Bridge would be a health risk for some people? For what people?* Students speculate.
 - Students close their books. Write on the board/OHP: *headaches, heart problems, AIDS test*. Ask students to listen out for the questions containing these words. Play the recording. Ask what the questions were (*Have you ever suffered from serious head-aches/ heart problems? Have you ever had an AIDS test?*) and write them on the board/OHP. Leave some space to add questions in the past simple. You will be comparing present perfect and past simple in Exercise 5.

- 3 Questions and answers
- Ask some students questions – to elicit one positive and one negative answer, e. g. *Are you from Germany/Scotland?*. Write the short answers (*Yes, I am/No, I’m not*); *Do you speak German/Chinese?* (*Yes, I do/No, I don’t*). Remind students that a mere *Yes* or *No* as a short answer can sound impolite. If any students point out that Katy just says *No* a couple of times, in the dialogue, point out that she is a little irritated by Sam’s questions and isn’t worried about not being polite to him.
 - Students check that they can answer the question in the coursebook and, if necessary, refer to the dialogue text.
 - In pairs, students take turns at asking an answering the questions. Circulate and monitor. **1 Yes, she does. 2 Yes, he has. 3 Yes, they do. 4 No, it isn’t. 5 No, she hasn’t. 6 No, she didn’t.**
 - Draw attention to how Katy answers the question *Are you taller than one metre fifty?* (*Yes, of course I am.*). Point out that we can use *of course* for greater emphasis in short answers – in positive and in negative sentence. To practise, ask students questions with an “obvious” answer – e. g. *Are you female? Do you live in Germany/ New Zealand? etc.* to elicit *Yes, of course I am/ I do. / No, of course I’m not/ I don’t*.

- 4 Sydney Harbour
-  23 1’03”
- Look at the abbreviations in the book and ask students what they mean. Point out that number 4 is not an abbreviation – but ask what it’s the beginning of. (1 degrees centigrade/ Celsius, 2 metre(s), 3 years, 4 A year in the 20th century, 5 metre(s), 6 centimetre(s), 7 hours, 8 ante meridiem /before noon, 9 minutes, 10 Australian dollars). Draw attention to the English spelling of *metre* / *centimetre*.




- 5 Have you ever...?
- Play the recording. Students fill in the numbers. Allow students to take notes when they listen a second time. You can check they got the numbers correct when they give the class information about the statistics: **1 21° C 2 134 m 3 10 yrs 4 1932 5 1149 m 6 6.4 cm 7 3 hrs 8 10 a.m. 9 20 mins 10 98 Au\$.**
 - Draw attention to the questions you wrote on the board/OHP during Exercise 2 (*Have you ever...?*). Tell students that this is the *present perfect* tense. Explain that the *present perfect* is used to ask **if** someone has **ever** done something. Ask students how they would ask **when** someone suffered from serious headaches, etc. Help if necessary, and complete the explanation on the board:

<i>Have you ever suffered from serious headaches?</i>	<i>When did you suffer from serious headaches?</i>
<i>Have you ever suffered from heart problems?</i>	<i>When did you suffer from heart problems?</i>
<i>Have you ever had an AIDS test?</i>	<i>When did you have an AIDS test?</i>



- Focus on the questions in the coursebook and ask if they are about **if** or **when**.
- Students do the coursebook task. Check that everyone has given at least one positive answer. If not, write an extra few questions on the board (e. g. ... been to a wedding / watched the World Cup on TV, etc.).

- 6 Tell us about it!
- Students write their sentences and hand them to you.
 - Focus on the *Remember* box. Remind students that we use the *present perfect* to speak about **if** someone has done something, *simple past* to say **when**, and give other details.
 - Read out the information the students have given you (*This person has ..., but he or she hasn’t ...* .). Continue in line with the coursebook instructions.

- 7 How often
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- Students follow the coursebook instructions. To check, call out **always** and select students to say what comes next in the sequence: **usually, often, sometimes, rarely, never**.
 - Write *normally* and *seldom* on the board/OHP and get students to find the words in the list with the same meaning (usually, rarely).
 - Then add the word *occasionally* (gelegentlich) and ask individual students to say what they occasionally do.

- 8 Sam and Katy’s holiday routine
- Focus attention on the *Remember* box. If any students ask if some of the adverbs can go in another position (e. g. *sometimes*), you could point out that this is possible with some, but not with all of them. By keeping to the rule in the box, they can avoid mistakes.
 - Working in pairs, students do the coursebook task. Circulate and monitor.

- 9 How often do you do that?
- Call out *At the weekend ... I watch football on TV/visit my friends/go to a disco ... etc*. Students repeat the sentences, putting in whichever adverb is true for them.
 - Students follow the coursebook instructions.
 - You could also get students to do this activity in small groups, especially if you have a larger class. Circulate and monitor. At the end of the activity, ask individual students for details about one member of their group.

- Selfstudy
-  24 1’27”
-  25 1’56”
- Point out the *Selfstudy* pp. 42 and 43, and encourage the students to do the exercises at home – and check them with the key – before the next lesson.

If time permits

Resource bank: Exercise 9, p. 49.

Activity Pack 1: Activity 11, Adverbs of frequency.

Activity Pack 2: Activity 5, Present perfect + *ever* and the past simple; Activity 50, Numbers.

The *Language and culture* section and the *Tourist tip* on the *Selfstudy* pages can also be used for reading and discussion.