

Now focus on **3** How long does it take? and go through the information box with Ss.

Put Ss in pairs and get them to ask and answer the two questions. Then get some feedback.

Extra idea

- With a class of 16 you could use a bar chart like this: shortest / longest trip to work / school.

Finally, focus on the **Phrasal verbs** box and go through it with Ss.

Tell Ss to go back to the main lesson 3A.

Extra support

- If you think Ss need more practice, you may want to give them the vocabulary phonographic activity at this point or leave it for later as consolidation or revision.

2 PRONUNCIATION /j/, /dʒ/, and /tʃ/

Pronunciation notes

- These three consonant sounds are often confused by Ss.
- /dʒ/ is always pronounced /j/ (e.g. *showers, ships*), as in *time* (e.g. *station, edition*).
- /j/ is always pronounced /dʒ/.
- /tʃ/ is usually pronounced /tʃ/, but can also be pronounced /j/ in some words mainly of French origin, e.g. *chef, machine*. It is also sometimes pronounced /k/ in words like, e.g. *chemist's, showers, etc.*

- a. **2.4** Focus on the sound pictures and elicit the words and sounds: *showers* /j/, *jets* /dʒ/, and *chips* /tʃ/.

Then play the audio once for Ss just to listen.

2.4

See words in Student's Book on p.24

Play the audio again, pausing after each word and sound for Ss to repeat.

- b. Get Ss to look at the list of words and put them in the correct column. Remind Ss that this kind of exercise is easier if they say the words aloud to themselves.

- c. **2.5** Get Ss to compare with a partner, and then play the audio to check answers.

2.5

showers /j/	roads, much, others
jets /dʒ/	bridges, journey, traffic, jam
chips /tʃ/	adventure, catch, catch

Now play the audio again, pausing after each group of words for Ss to listen and repeat.

Get Ss to practise saying the words.

- d. Elicit the sound-spelling rules (see **Pronunciation notes** above). Then tell Ss to go to the **Sound Bank** on p.257.

Go through the spelling rules for the three sounds.

Tell Ss to go back to the main lesson 3A.

STUDY LINK Ss can practise these sounds on the *Trace* and on the *English File Intermediate* website.

- e. **2.6** Focus on the pairs of words and play the audio once the whole way through for Ss just to listen.

2.6

See words in Student's Book on p.24

Play it again, pausing after each pair for Ss to repeat.

- f. **2.7** Now tell Ss that this time they will only hear one of the words in each pair. They must check the one they hear.

Play the audio once the whole way through.

Check answers.

See words in script 2.7

2.7

1. jeep	3. joke	5. shows
2. chips	4. ship	6. watch

- g. **2.8** Tell Ss they are going to hear five sentences and they need to write them down.

Play the audio once the whole way through for Ss just to listen.

2.8

1. Do you like chips?
2. I'm going to wash it.
3. That's good.
4. Don't joke about it.
5. Is it cheap?

Now play the audio again, pausing after each sentence to give Ss time to write. Repeat if necessary.

Check answers and write the sentences on the board.

See script 2.8

3 READING & LISTENING

- a. Focus on the photos and ask Ss if they know the TV programme *Top Gun*. If they do, ask them what they think of it. If they don't, tell them that it is a British TV show about cars and that the presenters do funny and daring things.

Now focus on the instructions and make sure Ss understand them. Point out the **Glossary** to Ss and go through it.

Get Ss to read the introduction and to answer questions 1–4.

Check answers.

- f. When you check the answer to 1, focus on the map so that Ss can see the places mentioned. Point out that it is part of the Underground map, and that the distances and positions of the river and the Underground stations are approximate.

1. They go from New Bridge, in the south-west of London, to the church in dock at London City Airport, in the east.
2. A taxi, a car, a motorboat, and public transport

Elicit Ss' opinions for 3 and 4. You could write their suggestions on the board.

See What I 27m Saying 3a Th

Rachel S Tattersall



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