

Before you watch

Look at the photos. Work with a partner.

Describe Natasha and Jordan.

A: *Natasha's got blonde hair.*

B: *Jordan's got short ...*

While you watch**1 Introducing Natasha and Jordan**

Listen to the introduction and complete the fact files.

Name: Natasha Firth

Age: ¹

Family: ²

Hobbies: ³

Other information: ⁴



Name: Jordan Oldershaw

Age: ⁵

Family: ⁶

Hobbies: ⁷

Other information: ⁸

2 Why do you like singing?

Listen to Natasha and Jordan and fill in the gaps.

Jordan: So, do you like singing so much, Natasha?

Natasha: I think it's I'm quite good at it.

Natasha: do you hate it so much?

Jordan: That's easy. It's I'm so bad at it!

3 The singing lesson

Watch the singing lesson. Circle the words you hear.

chin mouth face tongue head
lips throat ear legs hands

4 The ballet lesson

a Watch the ballet lesson. Fill in the gaps with the correct prepositions.

1 Jordan is sitting Natasha on the bench.

2 Jordan and Natasha are each other at the bar.

3 The ballet teacher is the students.

4 Jordan dances Natasha in the group.

b What does Jordan think about singing and dancing now? Does he still prefer sport? Watch and check your answers.

After you watch

a Ask your classmates the questions and fill in the table with their names.

- Do you hate ...?
- Are you good at ...?
- Are you bad at ...?

	hates	is good at	is bad at
singing			
dancing			
playing football			
playing tennis			

b Now write sentences about your classmates. Use the information from the table.

Alex hates playing tennis but he is good at singing.

3

Life Swap: Learning to sing and dance

Programme overview

SUMMARY

This *Life Swap* follows Jordan Oldershaw, who plays lots of sports, and Natasha Firth, who enjoys singing and dancing, as they swap lives for the day. In this programme Jordan attends Natasha's singing and ballet classes. Jordan doesn't really enjoy singing or dancing but he tries hard at both these activities.

LANGUAGE

This programme corresponds to Units 4 and 5 of *English in Mind* Second edition Starter Level.

Grammar: Prepositions of place (Unit 4)
has / have got (Unit 5)
why ... ? because ... (Unit 5)

Vocabulary: Parts of the body (Unit 5.5)

Before you watch

This task practises describing people. Put students in pairs. Ask them to take it in turns to describe Jordan and Natasha. Encourage students to use the language from Unit 5. An alternative would be to use the video as a visual prompt. Pause the video when you first see Jordan and Natasha and ask students to use this as the basis for their descriptions. The advantage is that this will be in colour so you can also revise colour vocabulary.

While you watch

1 Introducing Natasha and Jordan

Watch Section 1 and ask students to complete the two fact files. Play and pause at appropriate moments and repeat several times if necessary. To extend this task, ask students to make similar fact files for themselves or a friend.

Answers 1 14 2 mum, dad and sister
 3 singing and dancing 4 Her favourite colour is pink.
 5 15 6 mum, dad, sister and brother
 7 playing sport 8 His favourite sports are football and tennis.

2 Why do you like singing?

This simple task gives the students the opportunity to see the *why ... ? / because ...* construction used naturally in colloquial speech. Watch Section 2 and ask students to fill in the gaps. To extend the task, ask students some personalised *why ... ?* questions depending on what they like doing.

Answers 1 why 2 because 3 Why 4 because

3 The singing lesson

This task practises parts of the body and introduces some new vocabulary. Before starting this task, check students understand the words in the box.

Then watch Sections 3 and 4 and get students to circle the words they hear.

Answers head, chin, hands, throat, tongue, lips

4 The ballet lesson

a This task practises prepositions of place. As you watch Section 5 pause the video to allow students time to fill in the gaps with the correct prepositions.

Answers 1 next to 2 opposite 3 in front of 4 behind

b Ask students to answer the questions then watch Section 6 to check their answers. To extend the task, ask students what they think about singing and dancing now.

Answers He thinks they're good fun.; Yes, he still prefers sport.

After you watch

a This is a mingle activity which students can do as a whole-class task. If your students are unfamiliar with 'Find somebody who ...' activities, make sure you demonstrate beforehand. Then tell students to ask each other the questions and complete the table with students' names.

b Ask students to write sentences about their classmates using the information from the table. At the end of the task, ask a few students to feedback.