

Before you watch

Fill in the crossword.

Across →

①



③



⑥



⑧



Down ↓

②



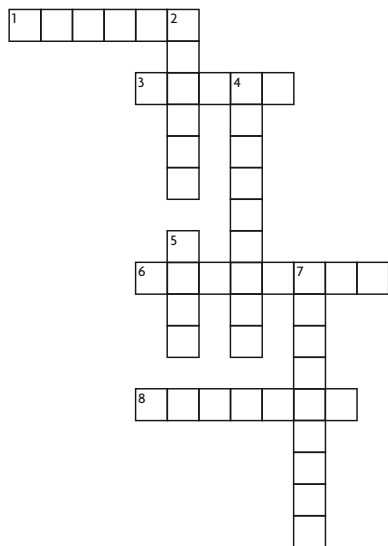
④



⑤



⑦

**While you watch****1 Introduction**Mark the sentences *T* (true) or *F* (false).

- 1 Jordan loves sport. ☐
- 2 Natasha loves singing and dancing. ☐
- 3 Jordan sometimes plays tennis. ☐
- 4 Natasha often plays tennis. ☐

2 Natasha plays tennis

Use the words in the box to complete the table. How does Natasha feel at tennis practice?

bored happy excited angry worried scared sad confused

	Before	At the start	At the end
How does Natasha feel?			

3 Jordan likes sport**a** Listen to Jordan. Answer the questions.

- 1 How many sports does Jordan play?
- 2 Can you name all the sports Jordan plays?
- 3 Which is Jordan's favourite sport?

b Work with a partner. Talk about the sports you like or don't like.A: *I like playing badminton. I play it once a week.*B: *I hate playing badminton. I never play it.***4 Playing football****a** Listen to Jordan and Natasha. Fill in the gaps.Natasha: I really ¹..... football. I ²..... even kick the ball.
³..... you show me how to do it?Jordan: OK. ⁴..... kick the ball like this. Kick the ball with the inside of your foot. Like this.**b** How does Natasha pronounce *can* and *can't*? Listen and repeat.**5 Thanks, Jordan**Listen to Jordan and Natasha. Mark the statements *T* (true) or *F* (false).

- 1 Jordan is a good coach. ☐
- 2 Natasha wants to play tennis again. ☐
- 3 Jordan wants to sing or dance again. ☐

After you watch

Work with a partner. Choose a topic from the box and play vocabulary tennis. You hit the ball across the net by saying a word from the topic. Your partner then says a different word from the same topic. If you repeat a word or you can't think of a word, your partner gets a point.

A: *Table.*B: *Board.*A: *Notebook.*B: *Erm ...*A: *Great! I get a point.*

classroom objects countries family
nationalities adjectives places in towns
colours parts of the body sports

5

Life Swap: Playing sports

Programme overview

SUMMARY

In this *Life Swap* Natasha lives Jordan's life for the day, learning how to play his two favourite sports – football and tennis. Natasha doesn't like sport very much but Jordan is a good coach and Natasha learns how to play tennis and score a goal.

LANGUAGE

This programme corresponds to Units 8 and 9 of *English in Mind* Second edition Starter Level.

Grammar: Negative imperatives (Unit 8)

can/can't – ability (Unit 9)

like/don't like -ing (Unit 9)

Vocabulary: Adjectives to describe feelings (Unit 8.4)
Sports (Unit 9.6)

Pronunciation: *can* & *can't* (Unit 9.4)

Before you watch

This task practises sports vocabulary. Ask students to fill in the crossword. Encourage students to check the meaning of the new vocabulary in dictionaries.

Answers

Across: 1 tennis 3 rugby 6 football 8 cricket

Down: 2 squash 4 badminton 5 golf 7 athletics

While you watch

1 Introduction

Watch Section 1 and get students to mark the sentences true or false.

To extend this task, ask students to correct the false statements.

Answers 1 T 2 T 3 F (Jordan plays tennis every week.) 4 F (This is Natasha's first time.)

2 Natasha plays tennis

Ask students how Natasha feels at the different times. Watch Sections 1 and 2 and get students to complete the table.

Example answers

Before: worried, sad

At the start: confused, bored

At the end: happy, excited

3 Jordan likes sport

a Watch Section 3 then ask students to answer the questions. Watch the section again and get students to check their answers.

Answers 1 8 2 tennis, football, rugby, cricket, golf, squash, badminton, athletics 3 football

b Put students in pairs and ask them to talk about the sports they like or don't like playing. At the end of the task, ask a few students to tell you about their partner's favourite sports.

4 Playing football

a This task practises negative imperatives and *can* and *can't*. Ask students to read the dialogue and guess the missing words. Then watch Section 4 and get students to check their answers.

Answers 1 don't like 2 can't 3 Can 4 Don't

b This task practises the pronunciation of *can* and *can't*. Remind students of the difference between the pronunciation of *can* /ə/ and *can't* /ɑː/. Then watch Section 4 again and get students to repeat sentences.

5 Thanks, Jordan

Watch Section 5 and get students to mark the sentences true or false. Then ask students to correct the false sentence. To extend the task, ask students what new sport they would like to learn and why.

Answers 1 T 2 T 3 F (Jordan doesn't want to sing or dance again.)

After you watch

If your students are new to vocabulary tennis, demonstrate the game to the whole class before putting students in pairs. Students must face each other and imagine there is a net between them. They should choose a topic and decide who is going to start. The first player says a word from the topic and the second player responds by saying a different word from the same topic. This continues until a player repeats a word or can't think of a new word to say. Students should keep track of the points they've won.