

Before you watch

In this *Life Swap* Rachel learns to play the saxophone and to kickbox. What do you think you have to do to be a good musician or kickboxer? Work with a partner. Write your ideas in the diagram.

While you watch

1

Pronunciation

Sentence stress: rhythm

Underline the syllables you think are stressed. Then listen and check.

Rachel Forbes wants to be a radio presenter. Last time in *Life Swap* she showed Nick Arnold how to do her work in a hospital radio station. Now, it's Rachel's turn to visit Nick. What will happen when she lives his life for a day?

2

Playing the saxophone

Listen to Nick and answer the questions.

- 1 How often does Nick play the saxophone?
- 2 Why can't he practise more?
- 3 Do you like the tune he plays for Rachel?
- 4 How long do you think he has been playing the saxophone?

3

Rachel plays the saxophone

Listen to Nick teaching Rachel to play the saxophone. Fill in the gaps with the words in the box.

have a go no way try again

Nick: Now, you play.

Rachel: ¹ I can't play musical instruments.

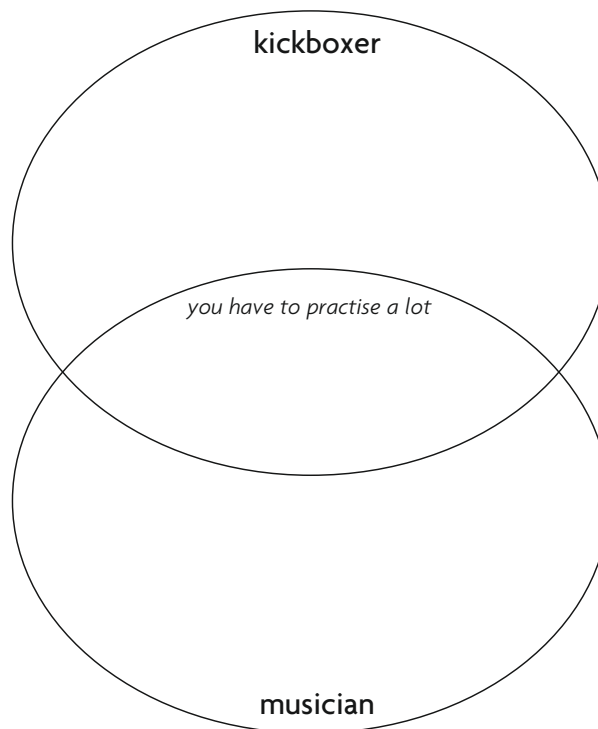
Nick: ²

Rachel: OK.

Nick: Hold it like this and blow here.

Rachel: That was awful!

Nick: ³



4

Learning to kickbox

Listen to Nick. Mark the sentences *T* (true) or *F* (false).

- 1 Nick's favourite type of kickboxing is 'Forms'. ☐
- 2 He doesn't enter competitions. ☐
- 3 Rachel is going to do a performance alone. ☐
- 4 Nick teaches teenagers to kickbox. ☐
- 5 There are self-defence classes for women and girls. ☐
- 6 Nick and Rachel are going to enter a kickboxing competition together. ☐

After you watch

Imagine you are Nick. Work with a partner and write rules for your class.

You have to wear comfortable clothes.

You mustn't bully people.

6

Life Swap: Kickboxing

Programme overview

SUMMARY

In this *Life Swap* Rachel lives Nick's life for the day, learning to play the saxophone and to kickbox. Nick is a very good teacher and Rachel soon plays a tune and does a kickboxing performance.

LANGUAGE

This programme corresponds to Units 9 and 10 of *English in Mind* Second edition Level 2.

Grammar: *must/mustn't* vs. *don't have to* (Unit 9)

Vocabulary: Music (Unit 10.6)

Pronunciation: Sentence stress – rhythm (Unit 10.3)

Before you watch

Before starting this task, ask students what they remember about *Life Swap: Part 1*. Put students in pairs and ask them to make notes about Rachel and Nick. Then draw students' attention to the *Before you watch* task. Students then discuss what makes a good musician or kickboxer. Encourage students to use *must, mustn't, have to* and *don't have to* to complete the diagram.

1 Pronunciation

This activity practises sentence stress. Ask students to read the introductory sentences and to underline the stressed syllables. Then watch Section 1 and ask students to check their answers. If you want to extend this activity, pause the video after each sentence and get students to repeat the sentence stress. At the end of this task, ask students what they think will happen in this *Life Swap*. Will Rachel make a fool of herself?

Answers

Rachel Forbes wants to be a radio presenter. Last time in Life Swap she showed Nick Arnold how to do her work in a hospital radio station. Now, it's Rachel's turn to visit Nick. What will happen when she lives his life for a day?

2 Playing the saxophone

Before starting this task, allow students time to read the questions. Watch Section 2 and get students to answer the questions. Questions 3 and 4 are speculative so students have to express their own opinions.

Answers

- 1 Two or three times a week.
- 2 Because he has too much homework.
- 3 Students' own answers.
- 4 Students' own answers.

3 Rachel plays the saxophone

This task introduces everyday English. Watch the latter part of Section 2 and ask students to complete the text. To extend the task, put students in pairs and ask them to practise the dialogue. You could choose a confident pair to dub the dialogue. Play Section 2 again but without sound and ask the pair to try to accurately match Rachel and Nick's speech. As a follow-up question, ask students if they think Nick will be able to teach Rachel kickboxing.

Answers 1 No way 2 Have a go 3 Try again

4 Learning to kickbox

Watch Sections 3–6 and ask students to mark the sentences true or false. Nick's monologue is quite complicated so students may need to listen several times. To extend the activity, ask students to correct false sentences.

Answers

- 1 T
- 2 F (He regularly enters competitions.)
- 3 F (They are going to do a performance together.)
- 4 F (He teaches young children aged between four and eight.)
- 5 T
- 6 T

After you watch

This task practises *must, mustn't, have to* and *don't have to*. Put students in pairs. Encourage students to use their imagination to write rules for Nick's class. They should also use the information presented in the programme, for example: *Kickboxing mustn't be used to bully people*.