

Before you watch

Look at the job advertisement. Work with a partner and discuss the questions.

- 1 What type of person would be good for the job?
- 2 Would you like to be a flight attendant?
Why / Why not?

Lowcost Airlines



- Bored with your job?
- Want to get out of the office and try something new?
- Want to travel?

We are looking for flight attendants.
No experience necessary. Send your CV to:
HumanResources@lowcost.co.uk

While you watch**1 Let's meet Stephanie and David**

Listen to the introduction of *Life Swap*. Work with a partner and discuss the questions.

- 1 Do you think David will be a good flight attendant?
Why / Why not?
- 2 Do you think Stephanie will be a good graffiti artist?
Why / Why not?

2 Pronunciation

Linking sounds

Underline the sounds that are linked. Listen to the introduction again and check your answers. Then practise saying the sentences.

- 1 David Fenton is a graffiti artist.
- 2 Stephanie Kent is a flight attendant.

3 The flight attendant's uniform

a Listen to Stephanie giving David advice. Fill in the gaps.

- 1 You be checked by the flight attendant.
- 2 You tuck your shirt into your trousers.
- 3 You comb your hair.

b Complete the sentences with advice you would give David.

- 1 You should
- 2 You ought to

4 David's jobs

Listen to Stephanie telling David about his responsibilities.

Tick (✓) the jobs you hear.

- 1 check the boarding passes ☐
- 2 welcome the passengers ☐
- 3 check the luggage holder doors are shut ☐
- 4 make sure passengers with babies are comfortable ☐
- 5 make sure passengers are wearing their seat belts ☐
- 6 give passengers life jackets to wear ☐

5 The safety demonstration

- a** Watch Stephanie do the safety demonstration. Guess what she is saying and make notes in your notebook.
- b** Do you think David will be able to do the safety demonstration? Why / Why not? Watch and check your answers.

6 The trolley

- a** Watch David learn how to use the trolley. Put the events in order.
- ☐ Stephanie pretends to be a passenger.
 - ☐ David gives Stephanie a small glass of tonic water.
 - ☐ David opens the bottle of tonic water.
 - ☐ David has problems moving the trolley.
 - ☐ Stephanie explains where things are in the trolley.
 - ☐ David offers Stephanie a drink.
 - ☐ Stephanie gets wet.
- b** In your notebook, write a report of David's performance with the trolley. Use the past simple and past continuous. Include time conjunctions like *then*, *when* etc.

*First, Stephanie explained where things were on the trolley.
Then David ...*

After you watch

Work with a partner. Think of two very different jobs. Imagine you are going to do a 'life swap'. Write the script for the beginning of the programme. Explain your responsibilities but don't say what your job is.

Agata: Come in, Martin. Right. Well, my company is quite relaxed.

Martin: OK. Cool.

Agata: You don't have to wear a suit or ...

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Life Swap: A flight attendant

Programme overview

SUMMARY

This *Life Swap* is about Stephanie Kent, a flight attendant, and David Fenton, a professional graffiti artist. In this programme David goes to Stephanie's company and learns how to become a flight attendant.

LANGUAGE

This programme corresponds to Units 2 and 3 of *English in Mind* Second edition Level 3.

Grammar: Past simple vs past continuous (Unit 2.2)
had better / should / ought to (Unit 3.7)

Vocabulary: Jobs & work (Unit 3.9)

Pronunciation: Linking sounds (Unit 2.8)

Before you watch

Ask students to read the advertisement and discuss the questions in pairs.

While you watch

1 Let's meet Stephanie and David

Watch Section 1. Then put students in pairs to discuss the questions.

Answers Students' own answers.

2 Pronunciation

This task revises linking sounds as practised in Unit 2 of *English in Mind* Second edition.
Watch Section 1 and ask students to underline the linking sounds.

Answers

1 David Fenton is a graffiti artist. 2 Stephanie Kent is a flight attendant.

3 The flight attendant's uniform

- a** This task revises modal verbs of obligation and ways of giving advice. Watch Section 2 and ask students to complete the sentences.

Answers 1 have to 2 must 3 'd better

- b** Ask students to complete the sentences with more advice for David.

Example answers 1 buy a comb 2 dress better

4 David's jobs

Watch Section 3 and get students to tick the jobs that Stephanie mentions.

Answers 1, 2, 3, 5

5 The safety demonstration

- a** Before starting this task, teach students *seat belt*, *life jacket* and *oxygen mask*. Then watch Stephanie's safety demonstration at the end of Section 3 and ask students to guess what she is saying and make notes. To extend this task, ask students to re-enact the safety demonstration.

Answers Students' own answers.

- b** Ask students whether David will be able to do the safety demonstration. Watch the end of Section 3 to check. To extend this task, ask students to write the script for David's safety demonstration and to dub this section.

Answers Students' own answers.

6 The trolley

- a** Watch Section 4 and ask students to order the sentences.

Answers a 3 b 7 c 5 d 2 e 1 f 4 g 6

- b** To further practise past tenses and time conjunctions, ask students to write a report on how well David performed.

Example answer

Then David had problems with the trolley. Stephanie was pretending to be a passenger and David offered her a drink. Stephanie asked for a tonic water, but when David opened the tonic water Stephanie got wet. In the end, David gave Stephanie a very small glass of tonic water.

After you watch

Ask students to think of two very different jobs. Give them time to imagine the two professionals doing a 'life swap'. Then ask students to write the script for the start of the programme. Students shouldn't include the name of their job. After students practise their script, ask confident students to perform for the class. The class should try to guess which jobs the pairs chose.