

Before you watch

Work with a partner. Ask and answer questions. Use the words from the box.

A: *Do you like skateboarding?*

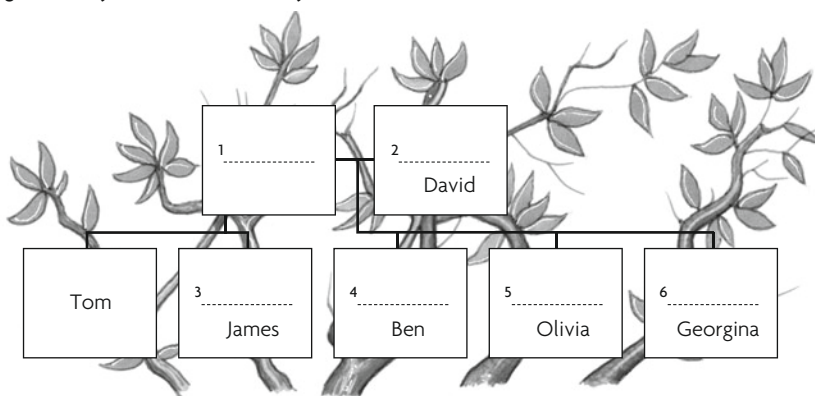
B: *No, I don't. I think it's boring.*

skateboarding football drawing dancing computer games

While you watch**1 Tom's family**

Listen to Tom introducing his family and label the family tree with the words in the box.

brother
mum
stepdad
half-sister (x2)
half-brother

**2 Hobbies**

a Listen to Tom. Match the two parts of the sentences.

- | | |
|-------------------------|----------------------------|
| 1 Tom's stepdad likes | a to watch football on TV. |
| 2 Ben likes | b drawing. |
| 3 Georgina really likes | c playing the drums. |
| 4 Olivia loves | d football. |
| 5 Tom likes | e dancing. |
| 6 James and Tom like | f playing computer games. |

b Work with a partner. Talk about what you like to do.

3 Making lunch

Find eight kinds of food and drink in the word snake.

**4 Guess what?**

a Listen to Tom. Write true sentences with *likes* or *doesn't like*.

- 1 Tom / fish
- 2 Tom / tomatoes
- 3 Tom / chicken
- 4 Tom / milk
- 5 Tom / chocolate milk

b Work with a partner. Ask and answer questions about food and drink you like or don't like.

5 Pronunciation

/s/, /z/ and /ɪz/

Read the sentences about Tom's family. How do you pronounce the verbs? Write /s/, /z/ or /ɪz/.

- 1 David watches football on TV.
- 2 Georgina dances a lot.
- 3 Olivia draws in her bedroom.
- 4 Ben likes football.
- 5 Tom skateboards to school.

After you watch

Look at Tom's family tree. Draw your family tree. Work with a partner and talk about your family. Tell your partner what people in your family like and don't like to do.

2

It's All About Me: Tom and his family

Programme overview

SUMMARY

It's All About Me: Part 1 follows a day in the life of a 14-year-old, Tom Sheward, who is a keen skateboarder. In Part 1 Tom introduces his family and prepares his lunch. Tom lives with his mum and stepdad, two half-sisters, a half-brother and his brother.

LANGUAGE

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

Grammar: *I (don't) like ... / Do you like ... ?* (Unit 2)
Present simple – positive & negative (Unit 3)
Possessive 's (Unit 3)

Vocabulary: Family (Unit 3.5)

Pronunciation: /s/, /z/ & /ɪz/ (Unit 3.3)

Before you watch

This task practises *I (don't) like ... / Do you like ... ?*. Put students in pairs to discuss the things in the box. Encourage students to use a variety of positive and negative adjectives. At the end of the task, ask a few pairs to tell you their opinions.

While you watch

1 Tom's family

Before starting this task, allow students time to look at the family tree. Then watch Sections 1–5 and get students to label the family tree. If you want to make the task more challenging, ask students to write down how old the children are. You may want to ask your students to use dictionaries to compare the difference in meaning between stepbrother/stepsister and half-brother/half-sister.

Answers 1 mum 2 stepdad 3 brother;
17 4 half-brother 5 half-sister; 7 6 half-sister; 9

2 Hobbies

- a** This task practises *I (don't) like ...*. Watch Sections 1–5 again and ask students to match the two parts of the sentences.

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

- b** Put students in pairs and ask them to discuss the activities they like to do in their free time.

3 Making lunch

This section introduces new food vocabulary. Watch Section 6 and ask students to find eight kinds of food and drink in the word snake. You may need to watch this section several times. At the end of the task, check students understand the meaning of the new vocabulary.

Answers tomatoes, lettuce, chicken, fish, milk,
mayonnaise, orange juice, chocolate milk

4 Guess what?

- a** Watch Section 6 then ask students to make sentences about Tom's likes and dislikes. Watch this section again and get students to check their answers.

Answers 1 Tom doesn't like fish. 2 Tom likes tomatoes. 3 Tom likes chicken. 4 Tom doesn't like milk. 5 Tom likes chocolate milk.

- b** Put students in pairs. Ask them to discuss the food and drink they like or don't like. Encourage students to ask each other questions. You may want to provide students with more food vocabulary.

5 Pronunciation

This task practises /s/, /z/ and /ɪz/ pronunciation. Give students time to practise reading the sentences aloud before completing the task. To extend this task, ask students to talk about their own hobbies, being careful to use the correct pronunciation of the verb endings.

Answers 1 /ɪz/ 2 /ɪz/ 3 /z/ 4 /s/ 5 /z/

After you watch

Ask students to look at Tom's family tree. Then get students to draw their own family tree. They may also want to add personal information to their family tree, for example, ages, hobbies, likes, dislikes etc. If you want to make this activity into a mini-project, you could ask students to bring in photos of their family to make a family tree poster. At the end of the task, put students in pairs and ask them to talk about their families.