

Before you watch

What do you remember about Tom? Work with a partner and write sentences about Tom.

*Tom likes skateboarding.
He's got ...*

**While you watch****1 How often does Tom go skateboarding?**

- a** Listen to Tom and fill in the gaps with a word from the box.

usually sometimes every

Tom goes skateboarding ¹ day.
He ² goes after school. On Saturdays and Sundays he starts in the morning and ³ he goes skateboarding for five hours!

- b** Work with a partner. Talk about your hobbies.

A: Have you got a hobby?

B: Yes, I like swimming.

A: How often do you do it?

B: Twice a week.

2 Tom's friends

Listen to Tom introducing his friends and complete the diagram. Put the names in the box in the correct place.

Skateboarding

Very good ¹

Quite good ²

Beginner ⁴

Tom
Louie
Stevie
Justin

3 The skate centre

Watch Tom and his friends. Answer the questions.

- 1 Do you like the skate centre?
- 2 Are there any places like this in your area?
- 3 Would you like to go to a skate centre?
- 4 Are Tom and his friends good at skateboarding?

4 A great day

Complete Tom's sentences with *this*, *these* or *that*.



1 is our skate centre.



2 is my favourite trick.



3 are our skateboards.



4 are my friends.

After you watch

Imagine there is an old building you can use as a youth centre. What would you do there? Work with a partner. Design a poster for your youth centre and plan the timetable of activities.

The Grove Drama Centre

There are drama classes three times a week.

Every Saturday there are dance classes.

4

It's All About Me: Skateboarding

Programme overview

SUMMARY

It's All About Me: Part 2 continues the story of Tom Sheward as he spends the day in his local skate centre with his friends. The skate centre is in a converted old church. Students may be surprised to see a church being used in this way. In the UK there are several old churches being used in unusual ways, such as cafés and bookshops.

LANGUAGE

This programme corresponds to Units 6 and 7 of *English in Mind* Second edition Starter Level.

Grammar: *this/that/these/those* (Unit 6)
Present simple with adverbs of frequency (Unit 7)

Before you watch

This task refreshes students' memories about Tom. If students are struggling, write on the board the following prompts: *a large family; football; playing the drums; computer games; and food*. When the task is completed, ask a few students to tell you their answers. If a long time has passed since you watched the first programme, watch it again to refresh your students' memories.

While you watch

1 How often does Tom go skateboarding?

- a** This task practises adverbs of frequency. Before starting this task, allow students time to read the text. Then watch Section 1 and get students to complete the text with the adverbs from the box.

Answers 1 every 2 usually 3 sometimes

- b** Put students in pairs and ask them to discuss their own hobbies. They should ask each other questions and answer using adverbs of frequency. At the end of the task, ask some students to tell you about their partner's hobbies.

2 Tom's friends

Watch Sections 2 and 3 and ask students to complete the diagram. They should put the names in the correct position according to how good they are at skateboarding. To extend this task, ask your students if they like skateboarding and if so where they would be on the same diagram.

Answers 1 Justin 2/3 Louie 2/3 Tom 4 Stevie

3 The skate centre

This task allows students an opportunity to talk about the programme. Watch the montage at the end of Section 3 then ask students to answer the questions. Encourage students to answer the questions in as much detail as possible. You may also want to draw attention to the fact that the skate centre is in an old church. Do they think this is a good idea?

Answers Students' own answers.

4 A great day

This task practises *this, that* and *these*. Watch Sections 2–4. Then ask students to look at the pictures and complete Tom's sentences.

Answers 1 This 2 This 3 These 4 These

After you watch

This task practises the present simple with adverbs of frequency and the days of the week. Put students in pairs. Tell students to imagine they can use an old building as a youth centre. They should plan what their building will be used for. They should design a poster, including information about the youth centre timetable of activities. Encourage students to use their imaginations and be prepared to present their ideas to the whole group.