

Before you watch

Work with a partner. Put the sports in order from the easiest (1) to the most difficult (8). Then compare your answers with another pair of students.

- ☐ snowboarding ☐ tennis ☐ long jump ☐ free diving
☐ swimming ☐ gymnastics ☐ volleyball ☐ ice skating

While you watch**1 About me**

Listen to Lauren introducing herself. Complete the profile.

Name: 1
Age: 2
Born in: 3
Lives in: 4
Sport: 5

**2 Lauren's timetable**

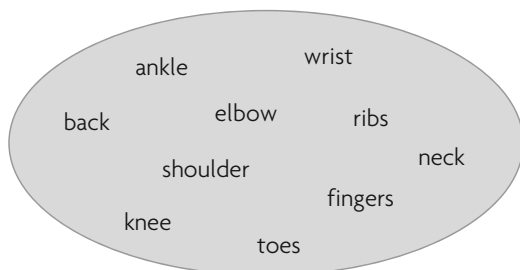
a Listen to Lauren describing her day. Put the activities in the correct order. Write 1–6 in the boxes.

- a ☐ starts her class
 b ☐ practises on her own
 c ☐ drives to the ice rink
 d ☐ wakes up
 e ☐ has a 15-minute break
 f ☐ warms up

b What do you think about Lauren's timetable? Work with a partner. Compare Lauren's day to your day.

3 Injuries

Listen to Lauren talking about her injuries. Circle the parts of the body you hear.

**4 Ambition**

Listen to Lauren and complete the text.

It's hard work training to be a ¹..... But I want to be ²..... than anyone else. I want to be ³..... So this is what I have to do.

After you watch

Work with a partner. Discuss the statements.

- 1 Ice skating is more difficult than football.
- 2 Ice skating isn't as dangerous as snowboarding.
- 3 Watching ice skating on TV is far more interesting than reading a book.
- 4 If you practise a sport a lot, you will quickly become successful.
- 5 If you do a lot of sport, your school work will improve.

2

It's All About Me: Ice skating

Programme overview

SUMMARY

This *It's All About Me* follows a day in the life of a 17-year-old, Lauren Moser, who is a very good ice skater. Lauren was born in the USA but has grown up in the UK. However, she still has an American accent and she occasionally uses American English (*mom* instead of *mum*). Lauren trains very hard and competes in national competitions. In Part 1 she shows us her rigorous training schedule.

LANGUAGE

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

Grammar: Comparative & superlative adjectives (Unit 2)
Intensifiers with comparatives (Unit 2)
(*not*) *as ... as* (Unit 2)
First conditional (Unit 3)

Before you watch

Ask a few students which sports they play or do, then put them into pairs to discuss how easy or difficult they think the eight sports are. Encourage students to use comparative and superlative structures when they discuss the sports. Then ask students to compare their answers with other pairs. To expand this task, you could write the vocabulary on the board and ask your class if they can agree on a definite order for the sports.

While you watch

1 About me

Watch Section 1 and ask students to complete the profile about Lauren. Students may have to listen more than once.

Answers

1 Lauren Moser 2 17 3 the USA 4 England 5 ice skating

2 Lauren's timetable

- a** Before starting this task, allow students time to read the list of activities and check they understand the phrases. Ask students to predict the order in which Lauren does the activities. Watch Sections 2 to 4 and get students to check their predictions.

Answers

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

- b** To extend the task and practise comparative structures, ask students to discuss Lauren's timetable in pairs.

3 Injuries

Before starting this task, you may want to check or pre-teach the body parts mentioned. Watch Section 5 and ask students to circle the body parts they hear.

Answers knee, wrist, toes, elbow, back

4 Ambition

This task practises comparative and superlative structures. Watch the latter part of Section 5 and ask students to complete the text. To extend this activity, ask students whether or not they think being so ambitious is a good thing.

Answers 1 winner 2 better 3 the best

After you watch

Put students in pairs or small groups to discuss the statements. Encourage students to use: comparative and superlative structures; first conditional sentences; and *might / may (not)*. At the end of the task, ask a few groups to feedback. To extend this task, ask students to write down their ideas and then read some of them out to the class.