



# Teacher's Notes

## UNIT 2 Tiger values

### Using your time well

**Type of activity:** whole class, pair and individual work

**Focus:** listening, speaking and reading skills

**Active language:** *make lists, use a calendar, plan activities, use colours for different things, put labels on things, prepare clothes for the next day, pack the school bag in the evening, do homework straight after school, put everything in its place.* (optional) days of the week, after-school chores and free-time activities

**Level:** elementary, grade 3

**Time:** 45 minutes

#### Materials:

- Student's Worksheets 1 and 2 – one copy per pupil
- (optional) Student's Worksheet 3 – one copy per pupil

#### Procedure:

1. Greet the class. Show the pupils a watch/clock and ask them to guess in L1 or L2 what the lesson is going to be about. Listen to their guesses and say: *Today's lesson is about using your time well. How do you use your time well?* Explain your question in L1 if necessary and listen to pupils' answers in L1 or L2.
2. Hand out the copies of Student's Worksheet 1 and point to Activity 1. Read out the heading. Explain that the answers in speech bubbles reveal how different children use their time well. Point out that all of the responses but two are correct. Go through the sentences together with the whole class and explain any unfamiliar vocabulary, using gestures and/or L1. Ask the children to repeat the sentences twice – once quietly and the second time loudly. Simultaneously, the pupils must try to find the two wrong answers (4 and 11) and cross them out.
3. Next, get the children to do Activity 2. First, they should tick the sentences that are true about them (ignoring the crossed out sentences – 4 and 11) and compare their answers in pairs. Ask different pairs to report how many of their answers are the same.
4. Encourage the class to guess which of the sentences are true about you. Explain in L1 that in your case, sentence 8 will be about your normal bag and sentence 9 applies to lesson-planning and checking homework. Ask volunteers to read out the sentences in turn. For each one, get the pupils who ticked it to raise their hand. Say if each sentence is true or false about you. The pupils can award themselves a point for each correct guess. Find out who scored the most points.
5. The pupils count from 1 to 10; i.e. the first child says: *one*, the second says *two*, etc. After 10, the next child starts from number 1 again. Consequently, you may have 2 or 3 pupils with the same number in the class. Give out the copies of Student's Worksheet 2. Each pupil looks at the question next to the number they said while counting out loud.
6. Explain that the pupils need to walk around the classroom and ask everyone their question. Each time they hear yes in response, they add a mark below the question.
7. When the pupils have interviewed everyone, ask them to count up their marks and write the result in the space provided. The pupils report their findings by reading out the completed sentence. You can confirm the survey result by asking everyone who answered yes to the same question to raise their hand. If two or three people were assigned the same question, they can check if their results are the same. When the results are presented to the whole class, everyone writes the correct number in each sentence in the survey.
8. Ask: *Which ideas do you want to try?* Explain the question in L1 if necessary. Ask the pupils to select and circle a minimum of two ideas from Student's Worksheet 1 that they want to try. Ask volunteers to read out the statements from Activity 1, Student's Worksheet 1 again. Ask those pupils who circled a given idea to raise their hands.  
**Follow-up:** Photograph the survey results from Student's Worksheet 2. Repeat the survey after 2 or 3 weeks and compare the results with the initial survey. Find out if more pupils are now making use of the ideas for how to use their time well. The pupils can report on their experience in L1.
9. Get the children to put away their worksheets and recall from memory the different ideas for using our time well.

#### Extension

Give out the copies of Student's Worksheet 3. Say: *Plan your activities.* The pupils then complete their weekly after-school planner so they can see how they can use their time better and see clearly where their time goes. They can colour-code their activities; e.g. *green* – their hobbies, *red* – homework, *orange* – everything else. Encourage the pupils to keep notes and in one week's time have them report on their experience of planning activities and working with a time planner.