



Organising your studies

SELF STUDY

The Life skills worksheets are designed for self-study, but can equally be used in class. Below are procedural notes for using the worksheets in class. If students are working alone, note that 3c, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students during the class.

Before watching

WARMER

Write on the board: Are you good at organising your time? Why/Why not? Ask students to answer the question in pairs, and then ask some students to tell the class about their partners. Find out why it can be difficult to use your time well (e.g. because of distractions like mobiles, tablets, games, TV).

- The exercise gives students some key vocabulary they will need to understand the video, so check students understand any new words in the questions and answers.

Answers

- 1 B 2 A 3 A 4 B

While watching

- 22 If your students have seen the video before, see if they can remember the three tips before they watch again.

Answers

- 1 school timetable 2 study planner 3 study planner

VIDEO SKILLS: Understanding adjectives + to

This is a common structure in the video, and this focus will help students to prepare for listening for more details. Check they understand the adjectives before they watch again.

- 22 **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. The exercise requires listening for more detail, and the last question could be challenging as there isn't one simple answer. Consider pausing at appropriate points to give students time to think and write their answers, and be flexible with the answers you accept as right for question 5. It would help to also have students compare their answers with a partner before you check them.

Answers

- Two
- At home and at school
- Football (practice), a guitar lesson
- Monday and Wednesday (football); Tuesday (guitar lesson)
- How she organises her time/when she has homework, study time, and a rest period.

- 22 In this exercise students identify who said the sentences (Charlotte or Dylan).

Answers

- 1 C 2 D 3 D 4 C 5 D

- Make sure students understand all the reasons, and what they represent. Then see if they can match the sentences in 3a to why the speakers say them without watching again, but be prepared to play the video again if they can't.

Answers

- a 3 b 1 c 5 d 4 e 2

- Ask students to justify their answers by referring to what the speakers do. Charlotte is probably more organised, but accept any answer if they can give a good reason for it.

After watching

- This exercise develops the life skill by getting students to reflect on how they combine time for studying with time for relaxing. Students should start discussing this in pairs, and ask for volunteers to share their answers with the class. This might be a sensitive issue, so don't force students to talk about it. The questions set up the next exercise.

- SKILLS 4 LIFE** The idea behind this exercise is to encourage students to see if their perception of how well they manage their time is reflected by what they actually do. It's a project that will require students to do some work out of class time. If you feel a whole week is ambitious, ask students to keep a diary for just two or three days.

When they've done the project, ask them to tell a partner what they discovered. Are they better or worse at managing their time than they thought? What could they do better? (Note that discussing this might be beyond students at this level, so as the life skill is the priority here, consider allowing them to do this in L1.)

REFLECT ON IT



The idea here is to encourage students to think critically about the benefits of doing homework. Make sure they feel free to express their true feelings here, and hopefully they will see that some study time at home can help them to consolidate what they learnt in class.