

# Lenguas Adicionales Inglés

# 4°

Formación General del Ciclo Orientado

## How well do you manage your time?

Actividades para estudiantes

Serie PROFUNDIZACIÓN • **NES**



Buenos Aires Ciudad



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### Pie de página

[Volver a vista anterior](#)

Al clicar regresa a la última página vista.



Ícono que permite imprimir.



Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

### Itinerario de actividades

**Activity 1**

**Time Management**

Organizador interactivo que presenta la secuencia completa de actividades.

### Notas al final

<sup>1</sup> Símbolo que indica una nota. Al clicar se direcciona al listado final de notas.

#### Notas

<sup>1</sup> Ejemplo de nota al final.

### Actividades

**Activity 1 Time Management**

- a. Associations: What does this photo make you think of? If the picture was accompanied by a dialogue bubble or a thought bubble, how would they read? If you feel ready, do so off hand (without preparation). If you do not, first think and write and then read your productions

### Íconos y enlaces

El color azul y el subrayado indican un [vínculo](#) a un sitio/página web o a una actividad o anexo interno del documento.

## Itinerary of activities



### Activity 1

Time Management



### Activity 2

Before you waste time



### Activity 3

The Pomodoro Technique



### Activity 4

Final task

## Activity 1 Time Management



- a. Associations: What does this photo make you think of? If the picture was accompanied by a dialogue bubble or a thought bubble, how would they read? If you feel ready, do so off hand (without preparation). If you do not, first think and write and then read your productions out loud. You can use [Padlet](#) or [VoiceThread](#) to both record your dialogue bubble and write your thought bubble.
- b. Watch the video [“Time Management”](#), produced by Valiant Pictures, and answer these questions:
  - What is the purpose of this short film?
  - Why do you think the actions are repeated? What effect does the repetition of images have?
  - To what extent do you feel identified with what you have seen?
  - If you had to write a brief summary of what the short film shows you, how would it read?
  - Write the summary in pairs and then post it on the mural.
- c. Think and discuss. How effective is this video to raise awareness of our [mismanagement](#) of time? How well do you think you manage your time? Do you think you could make better use of your time? You can post your views on [Padlet](#) or [VoiceThread](#).

## Activity 2 Before you waste time

### Part 1. Vocabulary work

- a. Brainstorm at least ten words/phrases/expressions that are time-related. If you can't think of any, you can make use of dictionaries and explore the idioms or expressions in the entry for [time](#) in the Cambridge Dictionary, for example.
- b. Working in pairs, make a word cloud (you could use [Wordle](#), for example) and post it either on [Padlet](#) or [VoiceThread](#). (You can find a [tutorial for Wordle](#) on the Digital Campus of Digital Education.)

### Part 2. Video-viewing

- c. Watch this interesting video on time management "[Before You Waste Time-WATCH THIS](#)", by Jay Shetty, and answer these questions. (Listen from the beginning to 0:56.)
  1. What is the biggest mistake we make?
  2. How is time described? What two adjectives are used? What is peculiar about this description?
  3. How long does the average person live?
  4. How much time do we spend sleeping? What percentage of our lives does it represent?
  5. How long do we spend working?
  6. How satisfied are we with our jobs?
  7. How does money compare to time in terms of what they are worth?
- d. First imagine how you would fill up the gaps in the first 20 sentences. Then listen, check your predictions and complete the rest of the gaps. (Listen from 0:57 to 3:01.)
  1. We spend 9 years \_\_\_\_\_
  2. We spend 6 years \_\_\_\_\_
  3. We spend 4 years \_\_\_\_\_
  4. We spend 3 and a half years \_\_\_\_\_
  5. We spend 2 and a half years \_\_\_\_\_
  6. We spend 2 and a half years \_\_\_\_\_
  7. We spend 1 and a half year \_\_\_\_\_
  8. We spend 1.3 years \_\_\_\_\_
  9. That leaves us \_\_\_\_\_
  10. How will we \_\_\_\_\_?
  11. Steve Jobs said "Your time is limited, so don't \_\_\_\_\_"
  12. So there is good news and \_\_\_\_\_

13. The bad news is \_\_\_\_\_, the good news is \_\_\_\_\_
14. Imagine you wake up every morning with \$86,400 \_\_\_\_\_
15. And at the end of the night it's all gone whether \_\_\_\_\_
16. And then the next day you get \_\_\_\_\_ \$86,400. What would you do with it?
17. Every day 86,400 seconds \_\_\_\_\_
18. At the end of the day, once they are all used up, \_\_\_\_\_
19. We would never waste it if \_\_\_\_\_ so why do we waste it \_\_\_\_\_?
20. Those seconds are so much more powerful than dollars because \_\_\_\_\_
21. To realize the value of one year, ask a student \_\_\_\_\_
22. To realize the value of one month, ask a mother \_\_\_\_\_
23. To realize the value of one week, ask the editor \_\_\_\_\_
24. To realize the value of one hour, ask a couple \_\_\_\_\_
25. To realize the value of one minute, ask the person who just \_\_\_\_\_
26. To realize the value of one second, ask the person who \_\_\_\_\_
27. To realize the value of a millisecond, ask the person who \_\_\_\_\_

- e. Using grammar and punctuation clues, match the beginnings and endings of these sentences. Then check your predictions against the video.

### Beginnings of the sentences

1. We think it's people wasting our time but...
2. And in reality these two people ...
3. Don't let somebody be a priority...
4. Some of us lose the people most important to us...
5. Some of us don't recognize how important someone is to us...
6. Inside all of us...
7. One voice that wants to uplift,
8. And then there is the other voice:
9. The voice that makes us lazy;
10. Every day from the moment we wake up to the moment we go to sleep inside of us...
11. And guess which one wins?
12. It is our choice of...
13. Life and time are...
14. Life teaches us to...
15. And time teaches us...
16. And as William Shakespeare said "Time is very slow for those who want,

17. Very long for those who are sad...
18. But for those who love,...

### Endings of the sentences

- |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A. there is this battle between the two voices.</p> <p>B. how we use our time.</p> <p>C. the best two teachers.</p> <p>D. the voice that makes us <u>complacent</u>, the voice that restricts us from our potential.</p> <p>E. are two voices.</p> <p>F. time is eternal.</p> <p>G. it's really us giving them permission to do so.</p> <p>H. the value of life.</p> | <p>I. The one that we listen to the most, the one we feed, the one that we amplify.</p> <p>J. very fast for those who are scared.</p> <p>K. and very short for those who celebrate.</p> <p>L. make good use of time.</p> <p>M. until they are gone.</p> <p>N. when all you are to them is an option.</p> <p>O. because we don't value their time.</p> <p>P. the voice that <u>holds us back</u>.</p> <p>Q. live inside us.</p> <p>R. one voice that wants us to expand; one voice that wants us to grow.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Useful information

If you are interested in getting more information about Jay Shetty, read his profile published on [Forbes](#).

### Grammar spot

Have a look at these sentences:

- Time is limited. We **should not** waste it living someone else's life.
- We **should make** the most of our time.

What idea does "should" transmit?

1. That something is prohibited or banned.
2. That something is advisable or desirable.

- f. On the web page of the [British Council](#), there is a short video about modal verbs. You can also read some theory on [should](#), [must](#), [have to](#) and [might](#) on the English Page and do some practice activities: [Modal Verbs Exercise 2](#) and [Modal Verbs Exercise 3](#).
- g. We can communicate the same idea expressed by *should* in “We should make the most of our time and not waste it living someone else’s life” by saying “**If I were you, I would** make the most of my time and not waste it living someone else’s life”. Check this out in the [Cambridge Dictionary](#) and then read a joke and do a practice activity on the [ESLjokes.net](#).

### Pronunciation spot

Let’s practise our sounds, shall we? Do you know how to pronounce *would you*? The video “[Pronunciation: How to pronounce ‘would you...?’](#)” offers some helpful guidance and practice.

## Part 3. Follow-up speaking and writing

- h. Watch the video “[Before you waste your time-WATCH THIS](#)” again and in pairs discuss the following questions:
1. How far do you agree with the points made in the video? Why?
  2. Who do you most relate to, the man or the woman? Why is this so?
  3. What do the man and the woman represent?
  4. If you had to choose one or two ideas from the video, which ones would they be and why?
- i. Design two [bumper stickers](#) with those ideas. To design them, you could make use of any of these tools: [Gimp](#), [Paint 3D](#), [Inkscape](#), which can be used offline, and [Canva](#), which can be used online. You can also try [Pixlr](#), which you can either download or use online. You can check out [the tutorial for Gimp](#), [the tutorial for Paint 3D](#), and [the tutorial for Inkscape](#) on the Virtual Campus of Digital Education. Then you can post them on the digital mural, [Padlet](#) or [VoiceThread](#), or on the classroom noticeboard.

### Activity 3 The Pomodoro Technique

- a. Before you start reading the text, look at the photos accompanying it and share what you know about the Pomodoro Technique or what you think this technique might be about. If you wish, you can post your opinions on [VoiceThread](#).

## Take it From Someone Who Hates Productivity Tricks—the Pomodoro Technique Actually Works

by Kat Boogaard



Admittedly, I've never been big on productivity tricks. Instead, I keep things pretty simple. I take a look at my planner (yes, a real paper planner—not my phone), jot down a list of things I want to get done that day, and then start working fast and furiously.

But, after hearing so much about the Pomodoro Technique, I figured I should at least give it a try. And so I did. I utilized this time management method for an entire week in order to share my findings.

## What Is the Pomodoro Technique?

The Pomodoro Technique is a time management system that encourages people to work with the time they have—rather than against it. Using this method, you break your workday into 25-minute chunks separated by five-minute breaks. These intervals are called pomodoros. After about four pomodoros, you take a longer break of about 15 to 20 minutes.



The idea behind the technique is that the timer creates a sense of urgency. Rather than feeling like you have endless time on the workday to get things done and then ultimately wasting those precious work hours on distractions, you know you only have 25 minutes to make as much progress on a task as possible.

Additionally, the breaks help to cure that burnt-out feeling most of us experience toward the end of the day. It's impossible to spend hours in front of your computer without even realizing it, as that ticking timer reminds you to get up and take a break.

## Hypothesis

To be perfectly honest, I anticipated I would not like this technique at all. I'm the type of person who tends to sit in front of her computer and work for four hours without so much as a bathroom break. How could working less actually help me accomplish more?

Although the idea didn't seem like it would suit me, I went for it anyway.

## Results

My hypothesis was wrong. I actually ended up really liking this method—and it's probably something I'll continue to implement when I want to increase my productivity.

After some time, the technique started to really gel with me. I became more focused and productive during my work time. I didn't find myself scrolling through Facebook.

Despite being a notorious multi-tasker, I noticed that I was totally concentrated on the one project at hand. Because I was forced to get up and give myself a rest, I found that I actually did feel better at the end of each day.

All in all, I was surprised to find that using the Pomodoro Technique was a rewarding experience.

Article written by Kat Boogaard (Adapted version). Source: [The muse](#).

- b. Read the article and decide if these statements are true or false.
- 1. The article is written in a formal style.
  - 2. The writer has a positive outlook on time-saving strategies.
  - 3. The writer became curious about the Pomodoro Technique because everybody was talking about it.
  - 4. When she put the Pomodoro Technique to the test, she was convinced it was going to be beneficial.
  - 5. The technique is aimed at beating the clock.
  - 6. Her productivity levels increased with it.
  - 7. Giving herself short rests contributed to her well-being.
- c. In pairs, summarize what you have read using the letters that make up *time management* in initial, mid or final position. Then post your synopsis on the digital mural. You can write phrases or full sentences to express your ideas. To do this task you can make use of the same tools you utilized in [Activity 2](#).

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d. Post your productions on [Padlet](#) or [VoiceThread](#).

Activity 4 Final task

a. Get in groups to think of ten commandments to persuade especially people your age to better their time management and abandon certain bad habits. You can then post the video on the chosen digital mural: [Padlet](#) or [VoiceThread](#). One commandment could be “*You should not stay up until 3 am playing Fortnite*”. This commandment could show a teenager with red eyes, staring at their screen in the middle of the night talking to himself/herself or shouting at their online partner. A second commandment could be “*You should not leave everything to the last minute*” showing a group of teenagers on the point of a nervous breakdown, frantically trying to meet a deadline for an assignment. You could script your sketches and act out the stages you go through during a group assignment, the discussions you have, the way you get sidetracked, etc., to illustrate successfully the point you want to transmit with the “commandment”.

## Digital resources



To edit your video you can make use of any of these tools: [Cinelerra](#), [OpenShot](#) or [ManyCam](#) (this tool has an augmented reality feature). The [tutorial for Many Cam](#), the [tutorial for OpenShot](#) and the [tutorial for Cinelerra](#) are available on the Virtual Campus of Digital Education.

- b. If you don't want to participate in the videos, you can add images or create your own illustrations or do an animated video to put across the message you want to convey. If you decide on the latter option or if you would like to implement the stop motion technique, you could use [MonkeyJam](#). If you would rather produce a whiteboard video, you can make use of [PowToon](#). You can find the [MonkeyJam tutorial](#) and the [PowToon tutorial](#) on the Virtual Campus of Digital Education.

Whichever technique you choose to use, it is good to bear these steps in mind:

- Pick the technique you would like to use.
- Write the script.
- Choose and look for all the resources and elements you need (actors, objects, computer programmes, scenography, backgrounds, etc.)
- Shoot your videos or photos.
- Keep all your files in the same folder.
- Make sure the photos and videos you have selected are of the correct weight to be able to have them worked on with the video editor or chosen programme.
- As for photos, it's best that they don't exceed 600 kb. Bigger images can be reduced simultaneously by using [Gimp](#). You can make use of the tutorial "[Gimp: How can you decrease the size of an image?](#)", available on the Virtual Campus of Digital Education.
- Begin the edition of the video with the selected technique.

## Images

- Page 6. Man with clock. Val Lawless. Stockvault. <https://bit.ly/2x1DVbu>
- Page 12. Stopwatch. Geoffrey Whiteway. Stockvault. <https://bit.ly/2ImUAwp>
- Page 13. Il pomodoro. Francesco Cirillo. Wikimedia Commons. <https://bit.ly/2MSTmx7>



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