

Unit 8: Task priority

By the end of this unit, students will be able to:

- Do daily tasks.
- Give and receive assigned tasks.
- Prioritize tasks.
- Ask for task priority feedback.
- Help colleagues to prioritize tasks.



Activity 1: Complete the phrases with the correct daily activity pictures.

1. Go to work	4. Go home	9. Have Lunch	10. Have a breakfast
2. Have dinner	5. Brush your teeth	8. Do Homework	11. Have a shower
3. Wake up	6. Go to bed	7. Get up	12. Go to school



A 3



B 7



C 1



D 12



E 4



F 10



G 9



H 5



I 2



J 11



K 6



L 8

WRITE YOUR ANSWER HERE

1	2	3	4	5	6	7	8	9	10	11	12

Activity 2: Put the actions in the correct order of a normal day.

Go home **6** Wake up **1** Have lunch **5** Have dinner **7**
 Go to bed **8** Get up **2** Have breakfast **3** Go to work **4**

Activity 3: Complete the sentences with the words in the box.

Go(x3)	Wake (x2)	Have (x2)	Brush	Get
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- I usually...**wake**.....up at 6 o'clock in the morning.
- Thyda and Miya always.....**have**.....lunch at 12:30 p.m.
- In my family we usually.....**have**..... dinner at 6 p.m.
- Since I live in the city, I often.....**go**..... home by bus.
- On the weekends, I.....**go**.....to bed later than on weekdays.
- On Sunday I don't.....**wake**.....up until I.....**get**..... up, usually at about 8.30 a.m. It's nice to sleep in!
- I always.....**brush**.....my teeth before I go to bed.
- On weekdays, I.....**go**.....to work at 8.30 a.m.

Activity 4: Listen to Lucy talking about her daily and answer the questions.

- What does Lucy often do after work? **go for a walk, go shopping with her colleague**
- Why does Lucy stay late at the company? **Because she is a new staff and she need more time to finish her work.**
- What does Lucy often do to relax in the evening? **phone her parents, chat with her friends for a while.**
- What does Lucy do on the weekend? **go to the movie, go cycling with her friends.**
- What did the last word that Lucy say to Anna? **Good bye keep in touch.**

READING

Activity 5: Read the text and decide whether the following sentences are *true* or *false*.



MY DAILY ROUTINE

My name's Julia, and I am 27 years old. I live in London but I'm German. I live with my boyfriend and we are very happy. I work in a bank and I love my job. From Monday to Friday, my day starts very early. I always get up at 6:30 and I have a 20-minute shower. Then, I get dressed and comb my hair.

At 07:00 a.m. I have breakfast, I usually have coffee and cereal. After that, I put on my make-up and go to work. At 10:00 a.m., I sometimes have a snack and at 12:00 I usually have lunch at the office with my colleagues. They are wonderful people who have a good sense of humor, and they are good friends too. At 3:30 I have a snack again; I usually have some tea and biscuits.

On Monday, Tuesday and Wednesday I go to the gym after work. When I get home, I have a shower again, I prepare dinner and I watch TV for a while. I like to go to bed as soon as possible, around 9:30.

Thursday is different because I don't go to the gym. I go out with my boyfriend every Thursday. We sometimes go to the cinema or we go out for dinner and to have a drink.

My boyfriend's name is Daniel, he is 31 years old, and he's an architect. He likes cooking but he doesn't like cleaning the house so we share the housework. His family is from Spain. He has two brothers and no sisters. We have been a couple for six years. And we have been living together for two years.

On Friday night I always go out with my friends, we sometimes go to a bar and sometimes we meet at a friend's house but I can't be home late because I have to get up early on Saturday to clean the house. At the weekend, I always visit my parents and I often visit my grandparents, too.

	True	False
1. Julia is English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Julia gets up at 6:30 on Tuesdays.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. In the morning, Julia puts on her make up and after that, she has breakfast.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. She usually has some tea at 12:00.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. She goes out with her boyfriend on Thursday night.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Julia and Daniel have been together for five years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Julia goes home very late on Friday.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Activity 6: Answer the questions about the text above.

1. What does she usually have for breakfast? *She usually have coffee and cereal.*
2. Where does she have lunch? *She has snack for her lunch*
3. Who does she have lunch with? *with her colleague*
4. What days does she go to the gym? *Monday, Tuesday, and Wednesday.*
5. When does she go out with her friends? *Friday night.*
6. Who does she often visit at the weekend? *Her parents and her grandparents.*



READING

12 Effective Ways of Assigning Tasks to Improve Employee Performance

- 1. Delegate positively.** Don't just throw work at people expecting them to deliver when they might not be suited for that particular task. Keep an attitude wherein you question every task you have, and check your employee roster to see who else can do that job as well as you can.
- 2. Ask yourself what you want to be accomplished.** Then, assign that responsibility to the most qualified so you can achieve results rather than just unload your tasks at whoever's at your disposal.
- 3. Choose the right person.** Some things to consider would be who has the best experience and skills (just make sure not to bring too much work for that particular person), as well as who needs to learn how to be more responsible. Also, consider the element of time and the enthusiasm of wanting to have such an opportunity.
- 4. Get input. Set a meeting if you need to.** Ask your team for ideas on what could be changed, whom you can involve, and how to define results. If you manage a big team or company, interact with the sub-teams, particularly managers.
- 5. Set a deadline.** Assign the responsibilities, and then set aside some time to hear progress reports. This is especially true for larger projects that take weeks, months or even years to complete.
- 6. Give training and supervision.** Do the people need more training before getting those responsibilities done? Should they be guided closely, or can you leave them alone for the most part? Also, remember to give them freedom and time for independent thinking and action-taking.
- 7. Assign authorities.** Other than yourself, who can you give a certain level of power to? How much and what kind of power do they need?
- 8. Consider the different aspects of control.** What kinds of controls do they need? How can you and your team leads feel in control while still giving individual contributors the power to act independently?
- 9. Take note of progress.** Maintain control of the situation or project, paying attention to the most important details. Remember that managers are responsible, no matter how successful or unsuccessful a project is.
- 10. Give feedback.** It's a two-way street, so giving positive feedback as well as coaching for the not-so-positive would be highly appreciated and valued. Never abandon anyone, and set regular meetings for checkpoints and progress updates.

11. Learn lessons. This goes for both the manager and the employee – what did you learn individually and as a team? Document these and share them with the people you work with. Feed off each other’s successes and failures in order to improve each other’s performances.

12. post-project, evaluate performances. Ask how you, as the manager, can do a better job of helping your team members succeed. Give helpful feedback, and accept the same from them as well.

Activity 7: Answer the questions about the text.

1. How many effective ways of Assigning Tasks to Improve Employee Performance?
2. How do you give positive feedback?
3. How do you control your tasks when will you get many tasks at the same time?
4. Why do we need to assign tasks?
5. Do the people need more training before getting those responsibilities?

Activity 8: What is prioritizing? How do you prioritize your tasks?

Activity 9: Match the phrases with their correct meaning.

1. Put your tasks in a calendar	a. First, decide which tasks on your to-do list are the most critical. You could determine this based on deadlines you have for the week, client expectations, or coworker requests. For example, you may focus on a marketing report due at the end of the day before moving on to other tasks.
2. Set boundaries	b. Once you focus on your tasks for that day, you can further prioritize by setting specific times to focus on your work. You may have coworkers that call, email or walk over to your desk regularly to talk to you about non-urgent issues. It is appropriate to let them know you are focused on a project and will speak with them at a later time. You can ask them not to disturb you during the morning, but that you would be happy to talk in the afternoon.
3. Decide which tasks are the most important	c. Once you decide which tasks are most important, schedule them into your calendar. Prioritizing your time can be easier when you



	see your list of tasks each day. You may find that you focus better on those daily tasks when you have a visual reminder of each one you need to complete. Completing them can also provide a feeling of accomplishment.
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Activity 10: Write down your prioritized task about yourself.

do homework eat breakfast play football go for a walk use social media

walk the dog do assignment meetings with your boss call your mom

meetings with the dentist check your health watch TV) go shopping

reply to your boss/teacher's email go fishing Taking shower brush your teeth

clean the toilet clean dishes

High priority	Medium priority	Low priority	Additional priority
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Activity 11: Now make a list of your prioritized tasks.

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday

Activity 12: How to prioritize tasks and put them in the correct order.

- ☐ Consider the end-result
- ☐ Identify urgent vs. important tasks
- ☐ Assess value to your team and company
- ☐ Know when to cut
- ☐ Adapt quickly
- ☐ Reorganize your tasks based on deadlines
- ☐ Collect a list of all your tasks



Activity 13: How do you differentiate between *wanted* and *urgent* tasks?

1. How does setting priorities help people accomplish their goals?
2. List all of the things that you need to do this week. Prioritize the list.
3. What criteria did you use to prioritize your list?

Activity 14: Have students interview a few of their classmates to find out how they prioritize the tasks.

Ask students to explain how their classmates prioritize their tasks. Discuss the various ways that people determine task priorities (e.g., time, ease, importance, values, or urgency).

Activity 15: Work in a group and discuss the following questions.

- a. How do you prioritize your work?
- b. How do you manage your time and prioritize tasks?
- c. How do you handle multiple tasks and priorities?
- d. Tell me about a time you had to manage conflicting priorities at work.

Activity 16: Use this worksheet to help you prioritize tasks for the week (or the day). List assignments, readings, chores, etc. into one of the three categories below. Break down larger projects – such as papers – into smaller tasks and list each one separately. Decide which column to list each item by considering **due dates**, the **difficulty** of the task, the **length of time** needed to complete the task, etc.

Must do	Should do	Could do

Must Do: **M** tasks are things you absolutely have to do.

Should Do: **S** tasks are things you should do, but they're a *lower priority* than **M** tasks.

Could Do: **C** tasks are *nice-to-dos*. You'd like to do them, but if you don't it's probably not a big deal.

Prioritization Methods

ABC Method (Modified)

Start a task list and assign your tasks a status of 'A', 'B', 'C'. See figure below for status definitions.

Next within each status group, prioritize your tasks starting with A1, A2, A3, B1, B2, etc.

Now start working on your tasks!

If you finish all your 'A' tasks, move on to the 'B' tasks. You can complete 'C' tasks when you have finished both 'A' and 'B' tasks.

"A" Must do Items	Items that are high priority, assignments due soon, etc.
"B" Should Do Items	Less priority than 'A' tasks, but important over time, for example, long-term projects.
"C" Nice to do Items	Lowest priority items, if the task is left undone have low/no consequences.

Activity 17: Use the *ABC method* to measure the phrases from the most important to the lowest.

	Finish writing the final essay for the research class
	Review Chapters 1-6 for the PSYC test tomorrow
	Meet with project group members for an English presentation
	Exercise for 30-40 mins.
	Call Mom for a chat
	Play game, <i>Mobile Legend</i>
	Do assignments due soon, etc?
	Meet an old friend

Activity 18: Create your own list of tasks. List down your phrases by using the *ABC (Modified) Method* here.

A1	Going to the hospital to check my health.

