

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
c	i	a	e	h	k	b	l	g	f	j	d

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

Go home

Wake up

Have lunch

Have dinner

Go to bed

Get up

Have breakfast

Go to work

wake up
 get up
 have breakfast
 go to work
 have lunch
 go home
 have dinner
 Go to bed

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? after work, she often goes to a walk and sometimes she goes to shopping with friends.
- Why does Lucy stay late at the company? because she need more time her work.
- What does Lucy often do to relax in the evening? Cal her parents
- What does Lucy do on the weekend? Go to the movie or cycling
- 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2. Julia gets up at 6:30 on Tuesdays.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. In the morning, Julia puts on her make up and after that, she has breakfast.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. She usually has some tea at 12:00.	<input type="checkbox"/>	<input 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 type="checkbox"/>
7. Julia goes home very late on Friday.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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? There are 12 effective ways of Assigning Tasks to improve Employee Performance.
2. How do you give positive feedback? To give positive feedback would be highly appreciated and valued. Never abandon anyone, and set regular meetings for checkpoints and progress update.
3. How do you control your tasks when will you get many tasks at the same time? to control tasks, I need to do the important tasks first and set deadline.
4. Why do we need to assign tasks? because we cannot complete task alone.
5. Do the people need more training before getting those responsibilities? Yes, they do

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

Activity 9: Match the phrases with their correct meaning.

c 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.
b 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.
a 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
<ul style="list-style-type: none"> eat breakfast do homework taking shower do assignment 	<ul style="list-style-type: none"> check your health call your mom brush your teeth go shopping go fishing 	<ul style="list-style-type: none"> go for a walk meetings with your boss reply boss/teacher's email clean the toilet clean dishes 	<ul style="list-style-type: none"> play football use social media walk the dog meeting with the dentist watch TV

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.

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



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

- How does setting priorities help people accomplish their goals? [People to accomplish their goal effectively with task that need to do.](#)
- List all of the things that you need to do this week. Prioritize the list. [Eat breakfast, Go shopping, relax, do homework, practice.](#)
- What criteria did you use to prioritize your list? [Criteria I use to prioritize my list is do the task that useful and need for company first,](#)

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.

- How do you prioritize your work?
- How do you manage your time and prioritize tasks?
- How do you handle multiple tasks and priorities?
- 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
Go to school	Get up early	Watch movie
Do assignment	Watch video	Sleep
Do homework	Dancing	
Practice exercise	Communication	
Drink water		
Take a shower		

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.

b	Finish writing the final essay for the research class
a	Review Chapters 1-6 for the PSYC test tomorrow
b	Meet with project group members for an English presentation
b	Exercise for 30-40 mins.
c	Call Mom for a chat
c	Play game, <i>Mobile Legend</i>
a	Do assignments due soon, etc?
c	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.
A	Finish write proposal for VC2 for today before 5:00 p.m.
	Review lesson today
	Do exercise Laravel for tomorrow exam.
B	Search the product that should do for VC2.
	Search interview question and answer for intership
	Search more technology for workplace.
C	Listening music
	Play game
	Reading book
	Watch movie

