

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



12 D



4 E



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	B	E	H	K	A	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

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 for a walk and sometime she goes to shopping with friend.
- Why does Lucy stay late at the company? Because she needs more time to finish her work.
- What does Lucy often do to relax in the evening? Call her parent
- What does Lucy do on the weekend? Go to the movie or EgCling
- 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 type="checkbox"/>
2. Julia gets up at 6:30 on Tuesdays.	True <input type="checkbox"/>	False <input type="checkbox"/>
3. In the morning, Julia puts on her make up and after that, she has breakfast.	True <input type="checkbox"/>	False <input type="checkbox"/>
4. She usually has some tea at 12:00.	True <input type="checkbox"/>	False <input type="checkbox"/>
5. She goes out with her boyfriend on Thursday night.	True <input type="checkbox"/>	False <input type="checkbox"/>
6. Julia and Daniel have been together for five years.	True <input type="checkbox"/>	False <input type="checkbox"/>
7. Julia goes home very late on Friday.	True <input type="checkbox"/>	False <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 ways](#)
2. How do you give positive feedback? [giving positive feedback as well as coaching for the not-so-positive would be highly appreciated and valued.](#)
3. How do you control your tasks when will you get many tasks at the same time? [Set deadline](#)
4. Why do we need to assign tasks?
5. Do the people need more training before getting those responsibilities? [Yes](#)

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

Activity 9: Match the phrases with their correct meaning.

<p>1. Put your tasks in a calendar</p>	<p>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.</p>
<p>2. Set boundaries</p>	<p>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.</p>
<p>3. Decide which tasks are the most important</p>	<p>c. Once you decide which tasks are most important, schedule them into your calendar. Prioritizing your time can be easier when you</p>



	<p>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.</p>
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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
<input type="text"/>		<input type="text"/>	<input type="text"/>
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

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

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
6:00PM-7:00PM	write code vue	write code vue	write code laravel		
7:00PM-8:00PM	write code Laravel	write code vue	write code laravel		
8:00PM-9:00PM	Review English	write code laravel	Review English		
9:00PM-10:00PM	eat right	eat right	eat right		
10:00PM-11:00PM	learn English	learn English	use social media		

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? [Try do work and the compleat the task.](#)
- List all of the things that you need to do this week. Prioritize the list. [Note list down](#)
- What criteria did you use to prioritize your list? [Create schedule.](#)

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
Do homework	Research	play football
Write code Laravel, Vue	learn the free time	Night out
eat right	Review the lesson	Watch YouTube
Listen to the teacher	To go to school a lot	Haven't relationship
	Taking 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.

A	Finish writing the final essay for the research class
A	Review Chapters 1-6 for the PSYC test tomorrow
A	Meet with project group members for an English presentation
B	Exercise for 30-40 mins.
B	Call Mom for a chat
C	Play game, <i>Mobile Legend</i>
B	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.
C1	Go to visit company.
A3	Check map when we to gone to interviewed in the company.
A4	Prepare got ready in the interview.
A5	Review lesson for learn tomorrow.
A6	Pay mane the water and fire.
A7	Pay the house rent.

