How to Organize Yourself Better

Q *What goals do you have for this semester?*

Lesson Goal
시간관리 매트릭스를 활용해 효율적인 시간관리 방법을 알아본다.

Communicative Functions
· It is important to summarize the contents you learned. (강조하기)
· Could you explain why you couldn't finish your science project? (설명 요청하기)

Structural Forms
· My teacher gave us a project **which** we had to complete online.
· **The higher** the total is, **the more** we need to work on our skills.

❖ Think about and write down what you'll learn from this lesson: _____

A▸ Warm Up

Look at the pictures and guess what he/she is saying using the given expressions.

It is important to ~

> I spent all night watching TV.
>
> Why did you spend so much time on it?
> _____

Could you explain ~?

> ?
>
> It means deciding which things are most important.
>
> Setting Priorities

B▸ Listen In

Listen and check the best response for each dialog. 🎧

Dialog 1

☐ I chose the club because I'm good at acting.

☐ That explains it. It is important to check if you are free.

Dialog 2

☐ I reviewed every day for 30 minutes.

☐ You are not supposed to change your routine.

Listen and Speak 1

A Listen and Answer

1. Listen and choose what they are talking about.

a. how to improve handwriting   b. how to improve note-taking skills

2. Listen and fill in the blanks.

- Discover 12 _____ and _____ ways to overcome lazy habits.
- Get tips on how to get _____.

How to Overcome
written by Martha J. Taylor

How to Overcome _____
written by Martha J. Taylor

3rd Edition

B Look and Speak

Look at the table and talk with your partner about a self-management strategy.

Prepare for Tests	Manage Health	Set Goals
summarize the contents you learned	exercise during breaks	divide a big goal into smaller ones
stay in good health	walk as much as possible	visualize what you want

A   Welcome to the counseling center. What brings you here?
B   I'm here to know how to prepare for tests efficiently.
A   Well, it is important to summarize the contents you learned.
B   I got it. Is there anything else I need to do?
A   It would be helpful to stay in good health.
B   Thank you for your suggestions.

Self Check

Today, I learned the expression "It is important to ~."
I can use it when I [☐ stress a certain point ☐ indicate agreement].

Listen and Speak 2
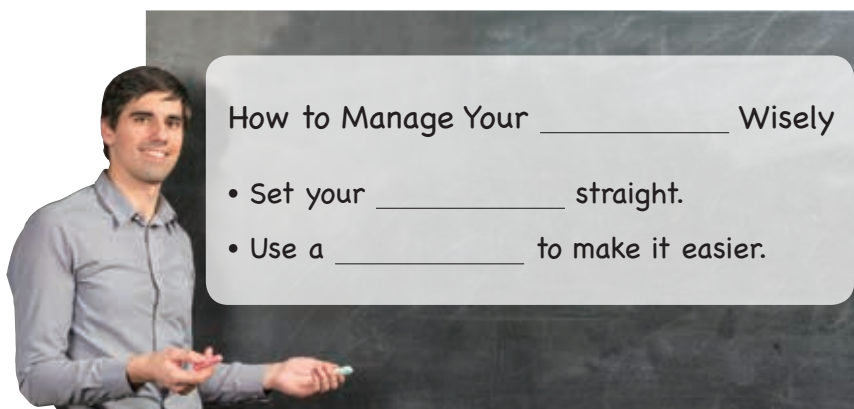
A ▸ Listen and Answer

1. Listen and choose the topic of the conversation.

a. planning time   b. keeping appointments

2. Listen and fill in the blanks.

How to Manage Your _____ Wisely

• Set your _____ straight.
• Use a _____ to make it easier.

B ▸ Look and Speak

Look at the table and talk with your partner about the importance of planning.

What I Had to Do	Why I Couldn't Finish It	What Benefit Planning Brings to You
finish my science project	hanging out with my friends	motivate yourself more
finish my math assignment	playing online games	check on the progress of your work

A   I'm nervous because I didn't finish my science project.

B   Again? Could you explain why you didn't finish it?

A   I was busy hanging out with my friends.

B   Why don't you get into the habit of planning ahead?

A   Do you think that will be helpful to me?

B   Sure. You can motivate yourself more.

Self Check

Today, I learned the expression "Could you explain ~?"
I can use it when I [☐ ask for an explanation ☐ ask for permission].

A Suppose you are in an auditorium where school clubs are recruiting new members. Answer the question below.

Which club do you want to join?

B Listen and fill in the blanks. Then practice the dialog with your partner.

> **A** Hello. We are recruiting new members for our club, "Angels' Wings."
>
> **B** What kind of club is it? Could you explain what you do?
>
> **A** We _____ _____ _____ at meetings and then go on day trips with people suffering from hearing loss.
>
> **B** Sounds interesting. I'm interested in sign language. How often do you meet per week?
>
> **A** Twice a week, on Tuesdays and Thursdays.
>
> **B** Sounds great. I can join your club then. I hope I can learn sign language quickly.
>
> **A** It is important to set a goal of learning a few words each week.
>
> **B** Okay. I will try hard. By the way, when is the next meeting?
>
> **A** It's still up in the air. We'll _____ _____ _____ on our website.

📢 Explain what days the members of "Angels' Wings" meet on.

❗ Talk about what you will tell others about your club if you are a club member.

🎙 **Speaking Tips**

You can use the expression "**up in the air**" to indicate that something is still undecided.

A What are you and Sally going to do this weekend?

B I don't know what our plans are. Things are sort of **up in the air**.

C Make a group and check what kind of activities you are interested in. Then search for the clubs at your school.
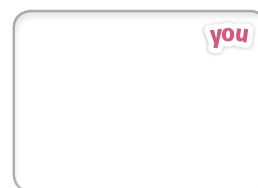

Sports ☐

Foreign Languages ☐

Volunteer Activities ☑

Crafts ☐

Music ☐

you
_____

Club	What They Do
Angels' Wings	1. learn sign language at meetings 2. go on day trips with people suffering from hearing loss

e.g. Could you explain what activities the members of "Angels' Wings" do?

D Choose one club in C and write about what you want to do in the club.

Club	What You Want to Do	What You Should Do
Angels' Wings	learn sign language quickly	set a goal of learning a few words each week

e.g. It is important to set a goal before you join a club.

E Make a dialog in your group based on the dialog in B and present it to your class.

Self Check

☐ I can understand the dialog model that takes place in the auditorium.

☐ I can make a dialog using the two expressions I learned.

Before You Read

A Recall your past 24 hours and write down the amount of time you spent on each activity.

_____ hours sleeping	_____ minutes using my smartphone
_____ minutes with my family	_____ minutes reading
_____ minutes eating	_____ minutes exercising
_____ minutes watching TV	_____ minutes _____

B Fill in the blanks using the words in the box.

1. You should finish this project as soon as possible because it is a matter of _____.

2. The supervisor came here to _____ your work capabilities.

3. I'm going to consult with an expert on money _____ this Friday.

4. Make a list of what you have to do today and then _____ the tasks.
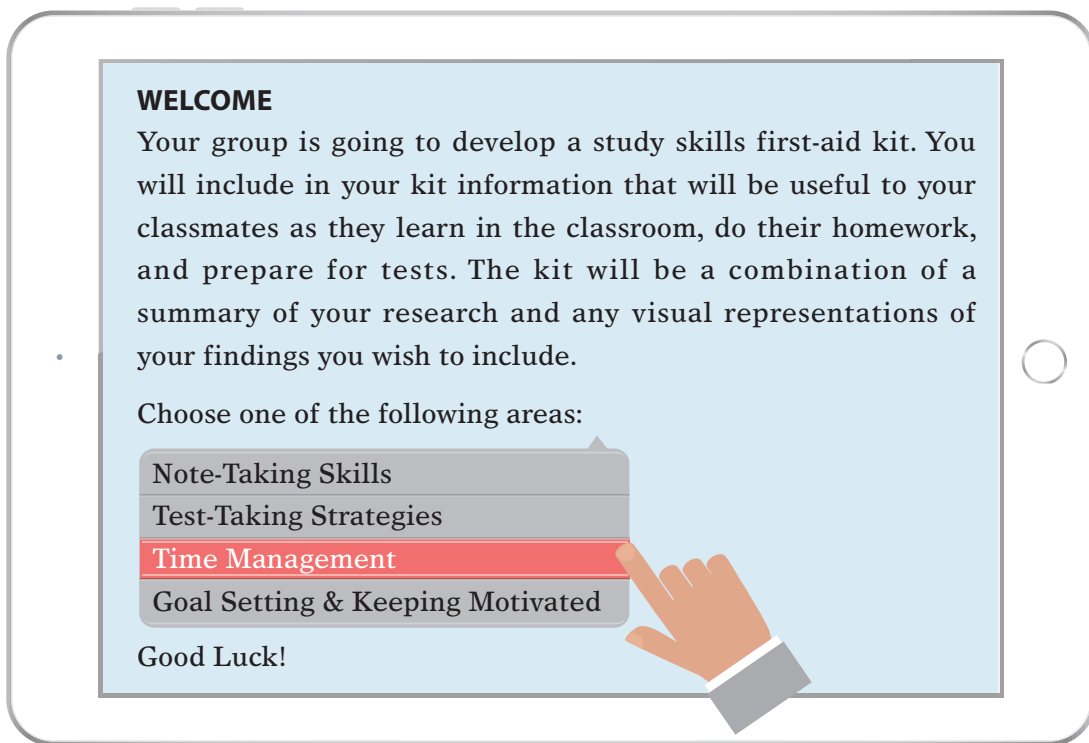
assess	prioritize	urgency	management

A Quest for **Learning Time-Management** Skills

On the first day of school, my homeroom teacher gave us a group project which we had to complete step by step online. After school, my group members gathered at my house to start the project. We were anxious to visit the website. The first page was his welcome message.

WELCOME

Your group is going to develop a study skills first-aid kit. You will include in your kit information that will be useful to your classmates as they learn in the classroom, do their homework, and prepare for tests. The kit will be a combination of a summary of your research and any visual representations of your findings you wish to include.

Choose one of the following areas:

Note-Taking Skills

Test-Taking Strategies

Time Management

Goal Setting & Keeping Motivated

Good Luck!

5

10

15

Of the topics, we chose to explore time management. The other topics looked interesting, but we all agreed that we need to use our time more effectively because there are so many things that we have to juggle, including classes, homework, after-school activities, and time with our friends.

20

Q1 Which topic did the group choose to explore?

Over to You **Q2** Of the four topics, which one interests you the most?

- management [mǽnidʒmənt]   • anxious [ǽŋkʃəs]   • aid [eid]   • combination [kàmbənéiʃən]
- summary [sʌ́məri]   • representation [rèprizentéiʃən]   • explore [iksplɔ́ːr]   • juggle [dʒʌ́gl]

After deciding on the topic, we clicked on the link to "Time Management." That gave us a pop-up entitled "Assessing My Time-Management Skills." (See page 5 178.) Our group members took the test individually. According to the test, the higher the total is, the more we need to work on our time-management skills. If the total is over 10, that means we need to 10 adjust our priorities and begin to take more responsibility for managing our time.

To our surprise, most of us had a total of more than 10. It was obvious that we lacked time-management skills. We could not wait to move on to the next step. We clicked on the "Adjust Your 15 Priorities Using a Matrix" link.

Adjust Your Priorities Using a Matrix

An essential skill necessary for time management is the ability to prioritize your tasks. Use the four sections below to determine the tasks you need to accomplish and to decide what should be put first on the priority list.

The Priority Matrix

How important is the task?		Section I Action: Do First	Section II Action: Do Next
	High Importance		
	Low Importance	Section III Action: Do Later	Section IV Action: Don't Do
		High Urgency	Low Urgency

How urgent is the task?

Q3 What is an essential skill necessary for time management?

• pop-up [pápʌ̀p] • entitle [intáitl] • assess [əsés] • adjust [ədʒʌ́st] • obvious [ábviəs]
• prioritize [praió:rətàiz] • accomplish [əkámpliʃ] • urgency [ə́:rdʒənsi] • according to

The matrix distinguishes between urgency and importance.

- Urgent responsibilities require immediate attention. Not dealing with these issues will have immediate consequences.
- Important responsibilities contribute to the achievement of your goals.

Here's a summary of the meaning of each section:

Section I (Urgent and Important) contains tasks and responsibilities that need immediate attention (*e.g.*, making the deadlines).

Section II (Not Urgent but Important) is for items that are important, but that do not require immediate action. This is the section that we should focus on to achieve long-term goals (*e.g.*, exercising to stay healthy) or to prepare for important things before they become urgent (*e.g.*, reviewing notes for next month's history exam).

Section III (Urgent but Not Important) is reserved for tasks that are urgent without being important (*e.g.*, getting or making phone calls off topic).

Section IV (Not Urgent and Not Important) focuses on tasks and responsibilities that do not yield any value (*e.g.*, mindless web browsing).

Create Your Own Priority Matrix

Q4 What kind of tasks and responsibilities in Section II do you have?
Q5 What kind of tasks and responsibilities in Section IV do you have?

- distinguish [distíŋgwiʃ] • immediate [imíːdiət] • attention [ətènʃʌ́n] • consequence [kánsəkwèns]
- contribute [kəntríbjuːt] • browse [brauz] • deal with

We did not know that such a priority matrix existed. We realized that dividing tasks according to urgency and importance was a simple but useful way to organize our priorities. Keeping what we learned from the matrix in mind, we moved onto the next step, where we got to create our own matrix.

Create Your Own Priority Matrix

Now that you understand how to use the priority matrix for efficient time management, it is time to apply it to your life and to create your own matrix. Below is a template for a priority matrix. Considering all the steps you have taken so far, create your own priority matrix showing some ways that you can use your time more efficiently this semester. Your matrix will be a part of your final report to share with your classmates.

Our group members brainstormed and wrote down our daily activities and responsibilities. Then we discussed in which section each one should be placed for better time management. The following is the priority matrix our group created:

Q6 What did the group realize about dividing tasks according to urgency and importance to organize their priorities?

Q7 To create their own priority matrix, what did the group members do first?

• divide [diváid]   • template [témplit]   • consider [kənsídər]   • brainstorm [bréinstɔ:rm]
• now that   • so far

What We Often Do:

- Browse online shopping sites
- Communicate with friends via SNS
- Do homework
- Get ready for midterm exams next month
- Have snacks with friends after school
- Watch online lectures
- Read books
- Watch TV dramas

Our Priority Matrix

How important is the task?		High Urgency	Low Urgency
High Importance	**Section I** - *Do homework* - *Watch online lectures*	**Section II** - *Get ready for midterm exams next month* - *Read books*	
Low Importance	**Section III** - *Communicate with friends via SNS* - *Have snacks with friends after school*	**Section IV** - *Browse online shopping sites* - *Watch TV dramas*	

How urgent is the task?

Our group members found this group project informative and a lot of fun. After learning about prioritizing our tasks based on urgency and importance, we felt that we should be able to use our time more wisely without wasting it.

Over to You Q8 Make a group and create your group's priority matrix on page 179.

Self Check

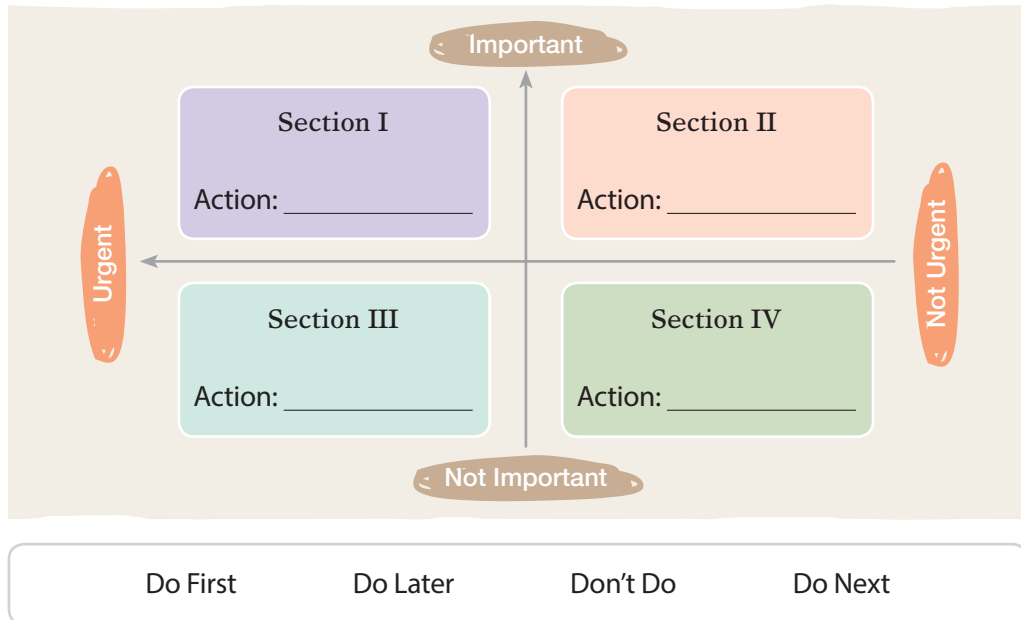⏱ Timed Reading: 1st _____ min _____ sec   2nd _____ min _____ sec

☐ I understand what the priority matrix teaches about efficient time management.

☐ I can categorize my tasks using the priority matrix.

- via [váiə]　　• lecture [lέktʃər]　　• informative [infɔ́ːrmətiv]

After You Read

A Look at the table and answer the questions.

1. Fill in the blanks using the expressions in the box.

Important

Section I Action: _____	**Section II** Action: _____
Section III Action: _____	**Section IV** Action: _____

Urgent

Not Urgent

Not Important

Do First	Do Later	Don't Do	Do Next

2. Match each section with the task that belongs to it.

Section I • • Tasks that are urgent but not important

Section II • • Tasks that need immediate attention

Section III • • Tasks that are important but do not require immediate action

Section IV • • Tasks that do not yield any value

B Think what the group did to explore time management and write down the number of the right order.

1 Assessing time-management skills

☐ Brainstorming their daily tasks

☐ Creating their own priority matrix

☐ Acquiring the knowledge to use a priority matrix

C Look at the time-management tips and answer the question.

TIME-MANAGEMENT TIPS

RECORD
your current schedule
Figure out how you're currently using your time and what to improve.

DELEGATE
some work
Figure out what other people can help you with.

GROUP
similar tasks
Cut down on the time between tasks by doing similar things at the same time or right after each other.

SPEND
30
minutes
at the start of each day for planning
Make a to-do list and schedule your day.

TURN tasks into habits
Make things easier by turning tasks into regular routines.

USE
waiting time effectively
When you are riding a public transportation or sitting in a waiting room, use that time productively.

IGNORE
phone calls and e-mails
If it isn't an emergency, leave your replies until later.

BLOCK out social media
Don't open social media until your work is done.

Choose three of the eight tips and write about what you can do.

e.g. Turn tasks into habits
I will sit in the classroom at 8:00 a.m. every morning and read a newspaper article.

1. _____

   I will _____.

2. _____

   I will _____.

3. _____

   _____

Expand It!

Besides the above tips, is there anything else you can suggest for better time management?

Language Focus

A Word Partners

immediate action	immediate result	immediate cause	immediate family
yield value	yield a profit	yield a result	yield an idea

Fill in the blanks to complete the sentences.

1. An engine malfunction was the immediate _____ of the car accident.

2. We have to take _____ action to prevent damage from the storm.

3. Entrance to the emergency room is allowed only for _____ _____ members.

4. We can _____ good results by regular analysis and evaluation.

5. The sales promotion is planned to yield bigger _____s.

6. The creative-director told his staff that they need to _____ new _____s for the advertising strategy.

B Useful Expressions

- Not **dealing with** these issues will have immediate consequences.
- Dividing tasks **according to** urgency and importance was a useful way.
- **Now that** you understand how to use the priority matrix, it is time to apply it to your life.

Fill in the blanks to complete the sentences. Change the word form if necessary.

1. _____ we have learned the theory, the next step is to apply it.

2. _____ the local news, the baseball game was put off because of the heavy rain.

3. All the books in the best-seller section _____ relationships between friends.

C ▸ Structural Forms

- My teacher gave us a project **which** (that) we had to complete online.
  Mr. Lucas lives in the city **which** has the highest population in the U.S.
  The music **which** I listened to last night made me feel comfortable.

- **The higher** the total is, **the more** we need to work on our skills.
  The more diligent you are, **the more** trust you can get.
  The darker it got, **the more** brightly the stars shone.

❯ Grammar Check-Up in Sentences

Complete the sentences.

1. Scientists developed a device. + The device improves safety in the home.

   ➔ Scientists developed a device _____ improves safety in the home.

2. Channel G gave a weather report. + The weather report was wrong.

   ➔ The weather report _____.

3. As you buy more things, less money is in your pocket.

   ➔ _____ _____ things you buy, _____ _____ money
   you have in your pocket.

4. As I listened to his lecture longer, I became more motivated.

   ➔ _____ I listened to his lecture, _____.
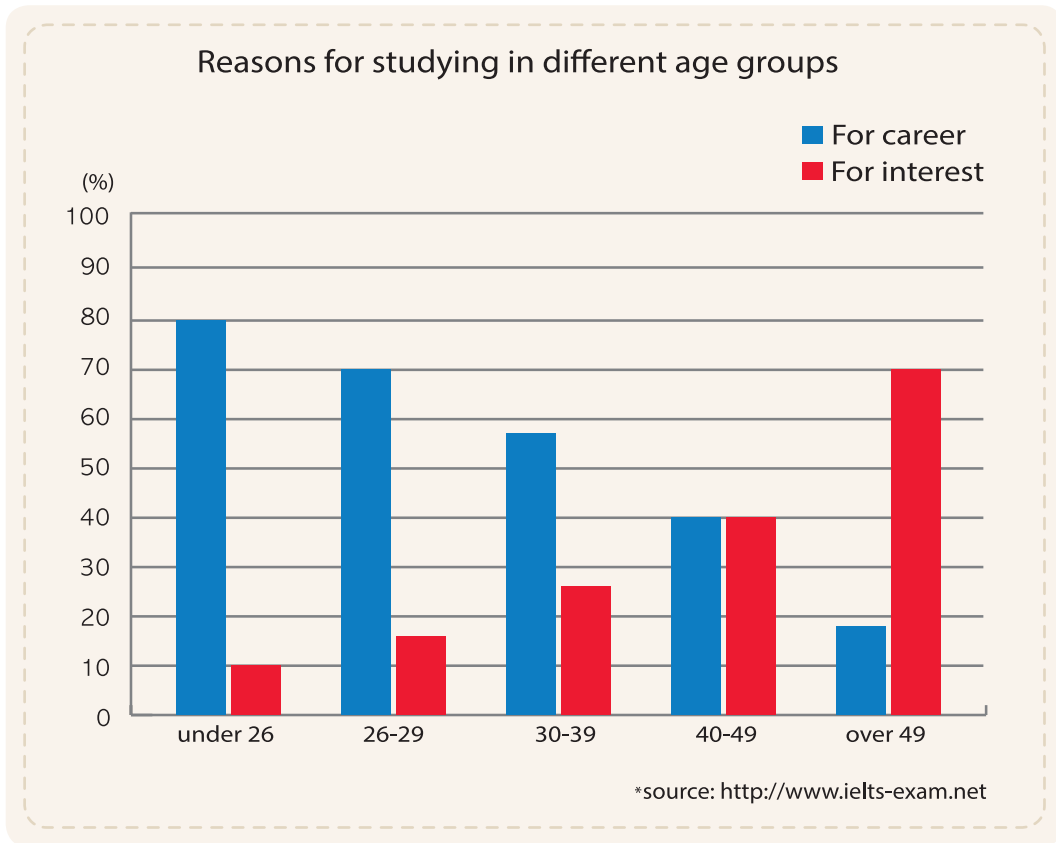
❯ Grammar in Context

Choose the ones that are grammatically correct.

We clicked on the link to "Time Management," then "Assessing My Time-Management Skills," (A) who / which would assess our time-management skills, popped up. We evaluated our time-management skills by answering eight questions. The instructions said the lower the total was, (B) the less / the least we needed to work on our time-management skills. I had more than 10 points, so I needed to adjust my priorities and begin to take more responsibility for managing my time.

(A) _____   (B) _____

Step 1   **Look at the graph and think about the questions.**

Reasons for studying in different age groups

■ For career
■ For interest

(%)

*source: http://www.ielts-exam.net

Questions

1. What does the graph indicate?

2. Which age group has the highest percentage of people who study for their career?

3. Which age group has the highest percentage of people who study for interest?

4. Which age group has the lowest percentage of people who study for interest?

5. What conclusion can you make by understanding the answers to questions 2, 3, and 4?

Answer the questions of Step 1.

Answers

1. It compares two reasons for _____ .

2. The under-26 age group has the highest percentage of _____ _____ , accounting for 80%.

3. _____ has _____ _____ , accounting for 70%.

4. _____ _____ , accounting for 10%.

5. The older people are, _____ they study for a/an _____ .

   The younger people are, _____ .

Step 3 **Write a paragraph describing the graph in Step 1.**

This is a graph which _____

_____ . According to this graph, the under-26 age group

_____

_____

of responses. The over 49 age group _____

_____ .

In contrast, _____

_____

_____ . From these, we can figure out that _____

_____ .

On the other hand, _____

_____ .

Peer Check

Content	☐ The information in the graph is described properly.
Organization	☐ There is a brief introduction of the graph at the beginning of the paragraph.
Grammar	☐ The paragraph contains the two target structural forms.

Making a Monthly Planner

Step 1 Make a group of students who have the same career goal. Then decide on your group's goals.

Our Group's Career Goal: Becoming a Writer

Long-term Goal	Studying Shakespeare
Short-term Goal	Identifying the theme of *Romeo and Juliet*

e.g. **A** What do you think we have to do to study Shakespeare?
B I think it is important to identify the themes of his works.

Step 2 Think about what your group will do this month to achieve your group's short-term goal.

Week 1	draw idea maps for *Romeo and Juliet*
Week 2	analyze the characters in *Romeo and Juliet*
Week 3	discuss the themes of *Romeo and Juliet*
Week 4	write reviews based on the discussion in Week 3

Step 3 Make a monthly planner with your group's plan. The planner worksheet is provided on page 180.

Monthly Planner

Month: April   Subject: English

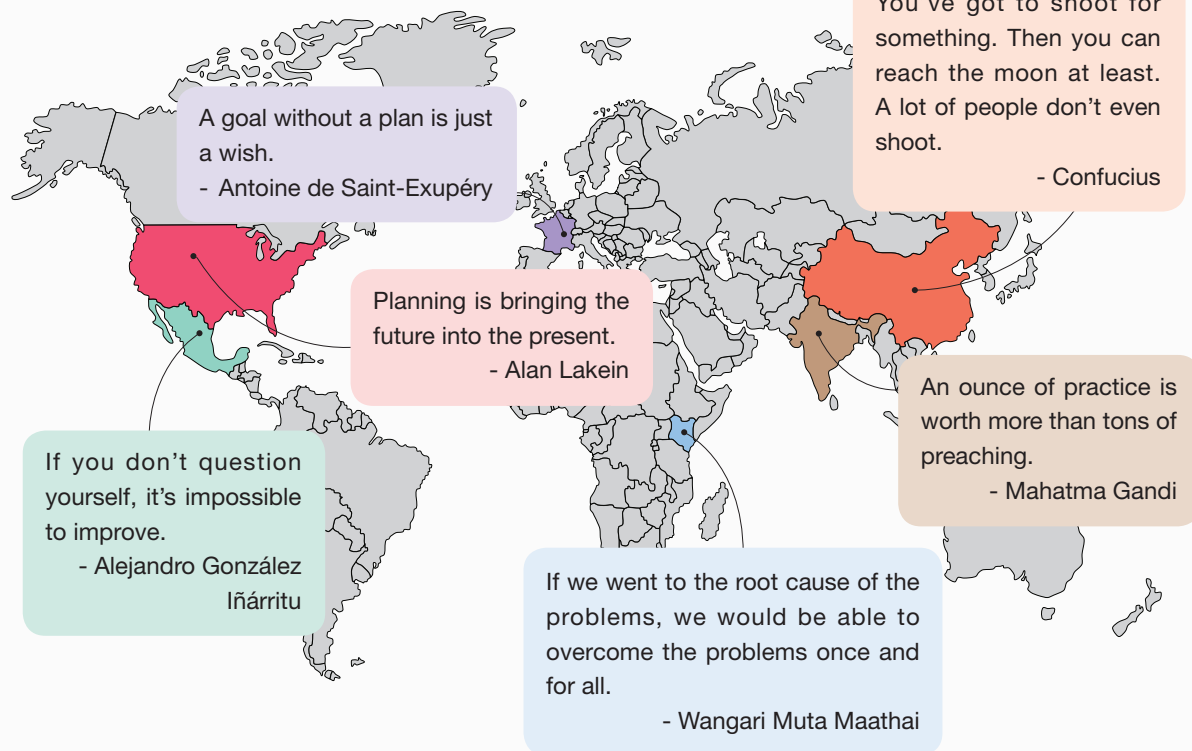| Long-term Goal	Studying Shakespeare			
Short-term Goal	Identifying the theme of *Romeo and Juliet*			
	Week 1	Week 2	Week 3	Week 4
What to Do	draw idea maps for *Romeo and Juliet*	analyze the characters in *Romeo and Juliet*	discuss the themes of *Romeo and Juliet*	write reviews based on the discussion in Week 3

e.g. **A** Could you explain what you will do by the end of this week?
B We will draw idea maps for *Romeo and Juliet*.

Step 4 Compare each group's monthly planner and vote for the best one.

Quotes Which Inspire You

A goal without a plan is just a wish.
- Antoine de Saint-Exupéry

You've got to shoot for something. Then you can reach the moon at least. A lot of people don't even shoot.
- Confucius

Planning is bringing the future into the present.
- Alan Lakein

An ounce of practice is worth more than tons of preaching.
- Mahatma Gandi

If you don't question yourself, it's impossible to improve.
- Alejandro González Iñárritu

If we went to the root cause of the problems, we would be able to overcome the problems once and for all.
- Wangari Muta Maathai

Below are Korean proverbs related to self-management. Complete the proverbs using the words in the box.

1. Your _____ will be rewarded with success.

2. A journey of a thousand miles must begin with a _____ step.

3. There is more _____ in one hour today than in two hours tomorrow.

single	efforts	worth

On the Web

Search for some other quotes around the world.

Quotes about Plans ▼ **search**

Author of the Quote	The Quote	Ways to Practice the Message

A Listen and answer the questions.

1. Listen and choose what Sojin will probably do after the conversation.

   a. check Yuhan's list   b. make a priority matrix

   c. write a to-do list for the week   d. search for and download an app

2. Listen again and complete the sentence.

> The priority matrix is a tool to set priorities according to
>
> _____ and _____.

B Listen and make a dialog using the given expressions. Then practice it with your partner.

> Could you explain ~?   It is important to ~

C Read the paragraph and answer the questions.

> **Here's a summary of the meaning of each section:**
>
> - Section I (Urgent and Important) contains tasks and responsibilities __(A)__ need immediate attention (***e.g.***, making the deadlines).
> - Section II (Not Urgent but Important) is for items that are important, but that do not require immediate action (***e.g.***, exercising to stay healthy).
> - Section III (Urgent but Not Important) is reserved for tasks __(B)__ are urgent without being important (***e.g.***, getting or making phone calls off topic).
> - Section IV (Not Urgent and Not Important) focuses on tasks and responsibilities that do not yield any value (***e.g.***, mindless web browsing).

1. Choose the statement that is NOT true according to the paragraph.

   a. You should pay immediate attention to the tasks in Section I.

   b. Tasks in Section II do not need immediate action.

   c. Tasks that are urgent but unimportant will be put in Section III.

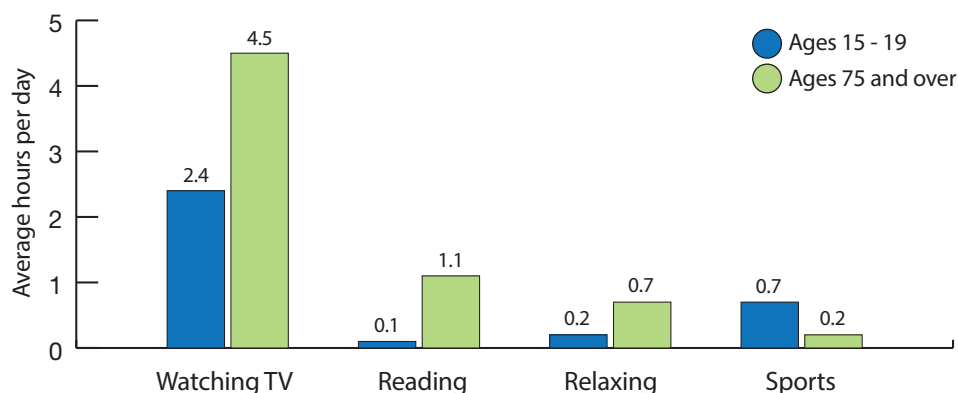   d. You had better do tasks and responsibilities in Section IV later.

2. Choose all the correct answers that fit in blank (A) and (B).

a. who   b. what   c. which   d. that

D **Look at the graph and complete the description of the graph.**

Average hours spent per day in leisure time:
Ages 15 - 19 vs. Ages 75 and over

*SOURCE: Bureau of Labor Statistics, American Time Use Survey

This is a graph which _____
_____ by those aged 15 to 19 and those aged 75 and over.
According to this graph, both age groups spend the longest time on
_____, 2.4 hours for the younger age group and 4.5
hours for the older age group. Meanwhile, those aged 15 to 19 spend
_____, 0.1 of an hour, and those aged 75
and over spend _____, 0.2 of an hour.

☐ I understand what "It is important to ~" and "Could you explain ~?" mean.
☐ I can use the two target communicative functions when I speak.
☐ I understand what a priority matrix is after reading the text.
☐ I can write a paragraph to describe graphs using the two target structural forms.

Self Check