

Objectives

- Talk about appraisals
- Evaluate performance and raise issues
- Talk about imagined past actions and results



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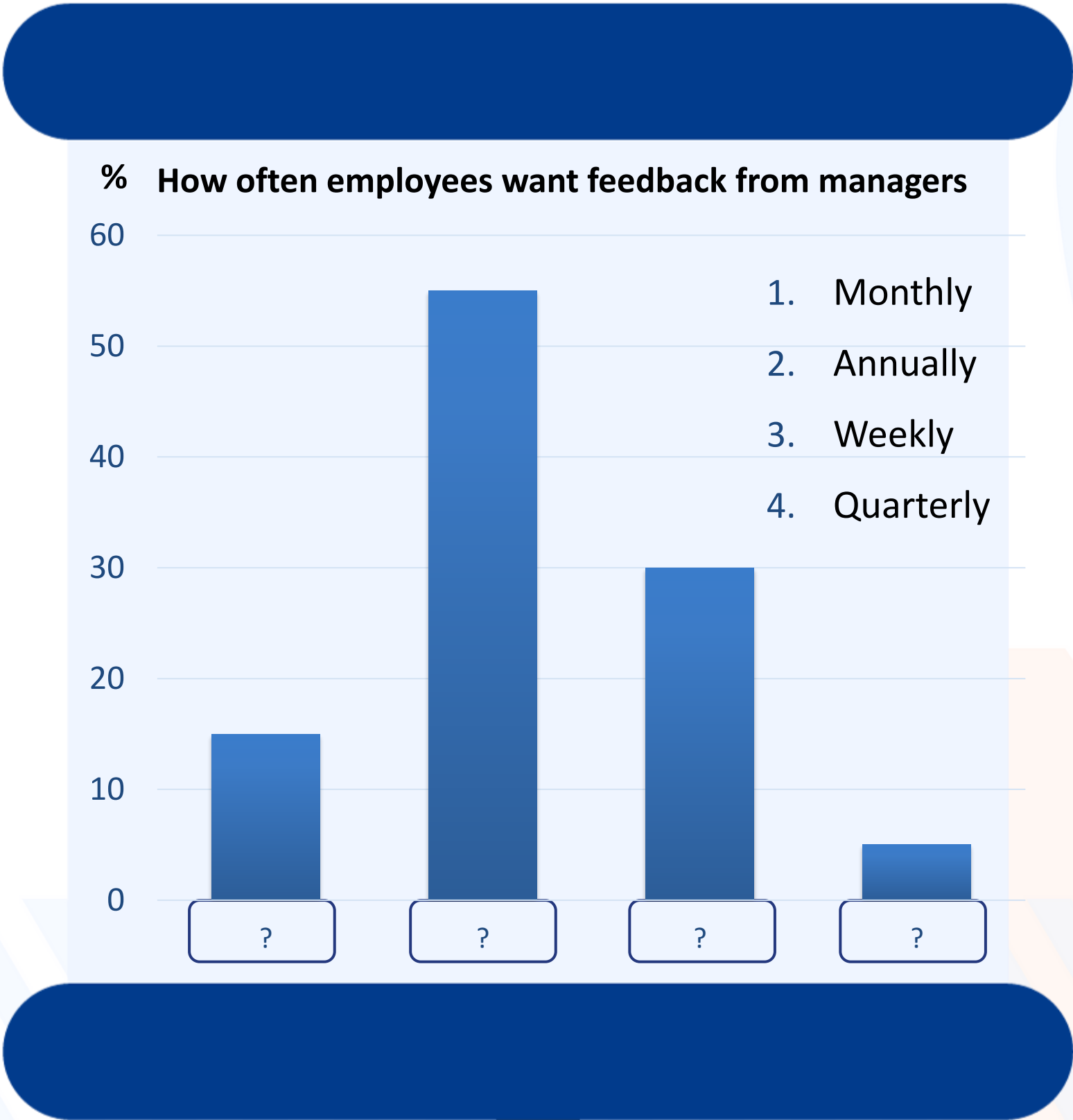
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1. Answer the questions.

- 1. How often does your company conduct performance reviews?
- 2. How often should your company conduct performance reviews in your opinion?
- 3. Do you think performance reviews have a positive or negative impact? Why?

2. Complete the boxes on the chart with options (1-4) below. Discuss the results with your teacher/partner.





Audio
14.1

3. Listen to 4 people speaking about performance reviews. Match the speakers with their photos and complete the table. Who do you agree with? Why?



Daniel
Graphic Designer,
Advertising Industry



Sam
Marketing Director,
Fashion Industry



Laura
Sales Representative,
Pharmaceutical Industry



Emma
IT Project Manager,
Tech Industry

	Name	For / against performance reviews	Reasons
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			

4. Find the noun that doesn't collocate with the verb in bold.

1. **Address** dividend / issues / problems / concerns
2. **Agree** objectives / terms / invoice / principles
3. **Conduct** reviews / annual appraisals / merger / audits
4. **Express** opinions / views / thoughts / balance
5. **Monitor** portfolio / performance / progress / activities
6. **Raise** issues / revenue / questions / concerns
7. **Receive** comments / stock / constructive feedback / criticism
8. **Respond** to criticism / patent / feedback / inquiries

5. Fill in the gaps in sentences (1-5) with phrases from the box

- monitor performance
- peer rating
- address concerns
- assessment criteria
- performance appraisal

1. What are the key components of a _____?
2. What _____ does your company use in the context of a job performance review?
3. How can a _____ system be useful in evaluating an employee's performance?
4. How can a supervisor _____ throughout the year?
5. What do you think a manager should do to _____ during performance reviews?

6. Answer the questions (1-5) from ex. 5.



7. Think about your last performance review and answer the questions.

1. How successful or unsuccessful was your performance review?
2. What assessment criteria did your manager use?
3. How easy was it to talk about your weak points?
4. What areas for improvement did you/your manager identify?
5. What goals did you set?
6. Did your manager address your concerns?

extra vocabulary

Gear (someone/something) up - to prepare for something that you have to do, or to prepare someone else for something.

E.g. I'm trying to gear myself up for tomorrow's exam.

extra writing

Describe your strengths and weaknesses
(100-120 words).



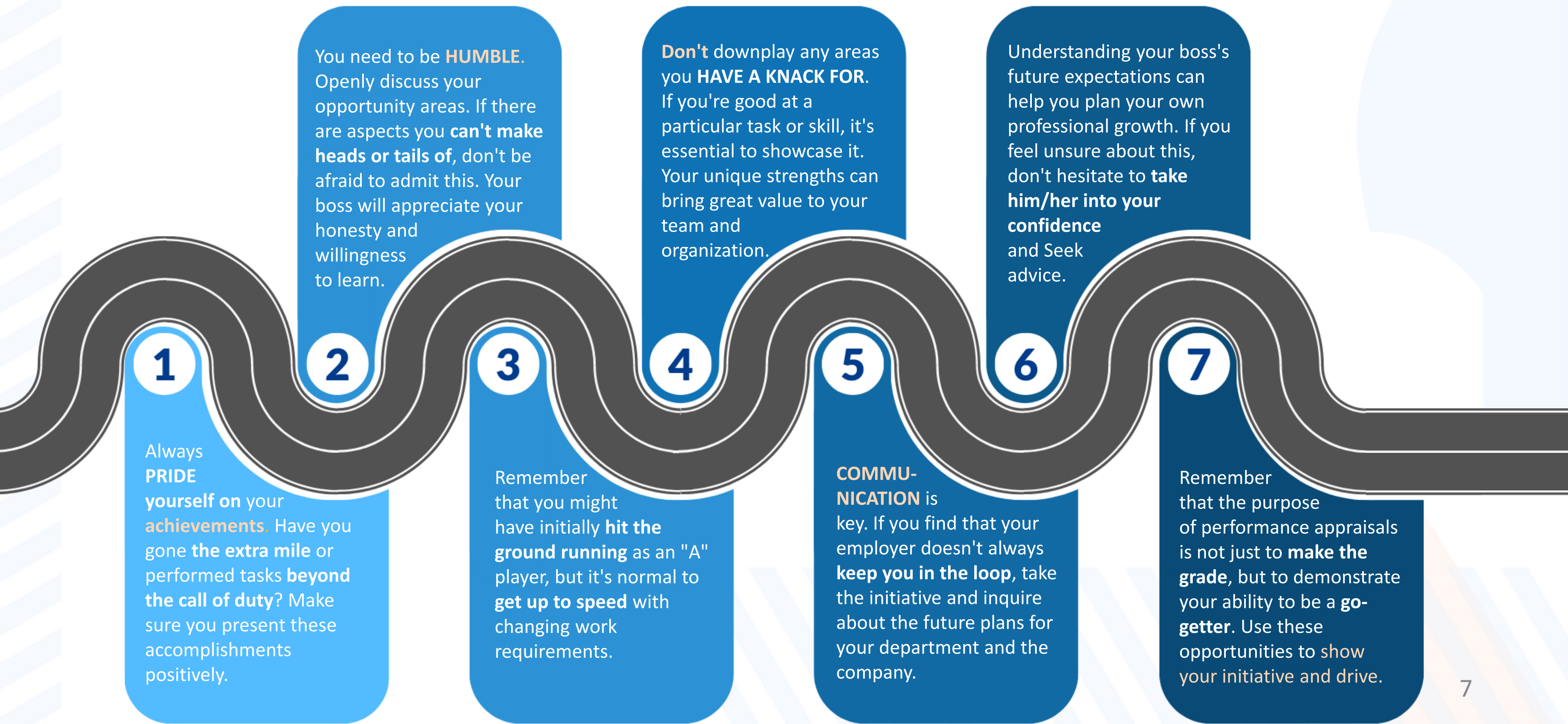
1. Answer the questions.

1. Do you think pay and performance should be discussed separately in a performance appraisal? Why / Why not?
2. Do you think there are some jobs for which performance appraisal is more useful than others?
3. Are there any jobs where performance appraisal would not work?

2. Complete the tips on how to ace your performance review with your ideas. Then read the full article and compare the answers.

1. Always pride yourself on _____
2. You need to be _____
3. Remember that _____
4. Don't _____
5. _____ is key.
6. _____ can help you plan your own professional growth.

3. Read and discuss the following tips. Do you agree or disagree with them? Why?



4. Match expressions (1-11) with their definitions (a-k).

1. Pride yourself on something ____

2. Go the extra mile ____

3. Beyond the call of duty ____

4. (not) make heads or tails of something ____

5. Hit the ground running ____

6. Get up to speed ____

7. Have a knack for something ____

8. Keep someone in the loop ____

9. Take someone into your confidence

10. Make the grade ____

11. Go-getter ____
- a. an ambitious and energetic person who strives hard to achieve their goals.

b. to start a project or job immediately and energetically.

c. to keep someone informed about what's happening.

d. to value oneself based on a particular skill, quality, or accomplishment.

e. unable to understand or figure out something.

f. to share secret or private information with someone, trusting them to keep it confidential.

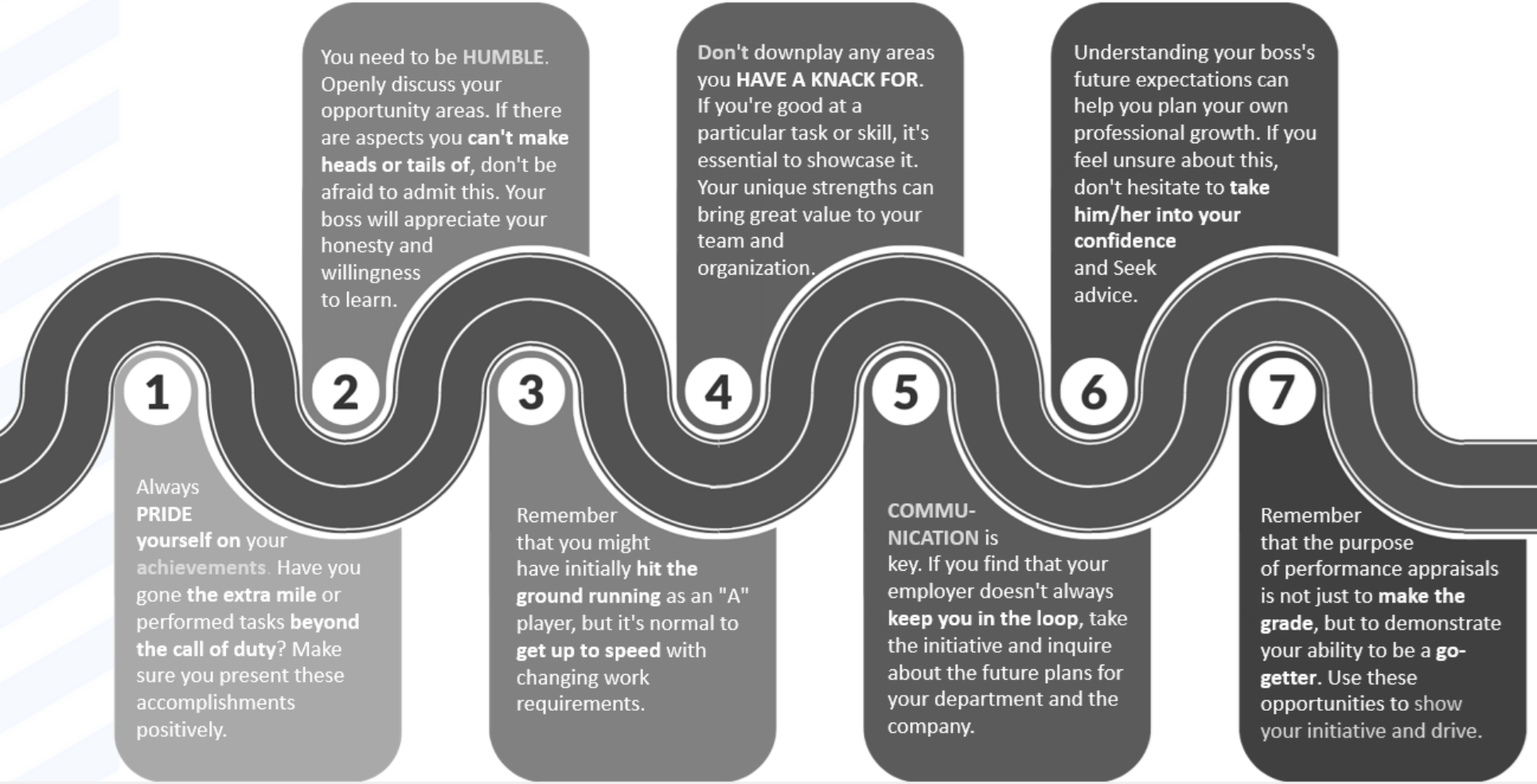
g. to do more than what is required or expected.

h. doing more than one's job or role typically requires.

i. have a special talent or skill for a particular task.

j. to reach a point where one has all the latest information about something.

k. to succeed; to meet the required standard.



5. Imagine that you're being evaluated during a performance review. Use the expressions from ex. 4 to answer the questions.

1. What is something you became really good at this year?

2. What new skill did you learn?

3. Did you take on additional responsibilities or go above and beyond your role at any point?

4. Can you remember something that was very confusing to you? What was it?

5. What is one accomplishment you're proud of during the last review period?

1. Some key elements of a good performance review are ...
2. The most common problem in performance appraisals is ...
3. When conducting a performance appraisal a manager should avoid ...

Directive approach

Interactive approach

- a. Ask a person questions about his/her evaluation of his/her performance, any problems he/she had, and guide him/her towards ways he/she can improve.
- b. Be clear. Tell the person what he/she is doing well. Give clear directions and be transparent about what the expectations are of him/her.

1. Which approach is used in your company?
2. What do you think are the pros and cons of each approach to performance reviews?
3. Which approach do you prefer? Why?





Audio
14.2

3. Listen to Lisa conducting a performance review and complete the table.

Approach: directive / interactive	Achievements	Areas for improvement	Recommendations

4. Listen again and jot down the phrases that the appraiser uses to give feedback (*optional*).



Audio
14.3

5. Listen to Lucas having an appraisal with his manager, Amelia, and answer the questions.

1. What approach to performance evaluation does Amelia use, directive or interactive?
2. What does Lucas consider as his major achievement in the review period?
3. What does Lucas feel he needs to improve in his work?
4. What advice does Amelia give to Lucas?
5. What did Lucas find difficult to cope with?



Audio
14.3

6. Put the words in order, then listen again and check (optional).

- 1. Were / your / you / successes / consider / and / failures? / What / do
_____?
- 2. that / Were / performance? / your / constraints / there / affected / any
_____?
- 3. to / need / Are / there / areas / on? / you / improve / feel / any / you
_____?
- 4. been / you / difficult / found / with? / to / anything / cope / have / Has / there
_____?
- 5. on / board / what / saying / I / you're / take
_____.
- 6. challenge / invaluable / in / project / This / management / provided / lesson / an
_____.
- 7. overall, / it's / good / think / I / been
_____.

***Earn brownie points** - to get praise or approval for something you have done.*

E.g. By emphasizing its green credentials the company earns brownie points with consumers.

***Up to scratch** - reaching an acceptable standard.*

E.g. Your last essay wasn't up to scratch/didn't come up to scratch.

7. Read the Key Expressions and clarify the meaning of the phrases you do not understand.

Asking about performance

- What do you consider were your successes and failures?
- Are there any areas you feel you need to improve on?
- Were there any constraints that affected your performance?
- Has there been anything you have found difficult to cope with?
- I'd like you to tell me how you see your progress over the last year.

Giving feedback

- I must say, we're very happy with ...
- You've excelled at ... (making sure everything runs smoothly)
- You demonstrated ...
- You've managed to ...
- You respond quickly to ...
- One area I'd like to mention is ...
- On a less positive note ...
- Feedback from ... has been (positive / satisfactory / poor).
- You have a tendency ... / You tend to (lack organization there).
- You find it difficult ...
- You do not always ...
- You keep ...
- You should / shouldn't have (done) ...
- You could have ... (done)
- There's definitely room for improvement
- I'd like to hear your thoughts on that.

Explaining results

- On the whole, it turned down to be (a success, a great learning process, incredibly challenging)
- In terms of my main success, ...
- I think overall, (it's been good / it could have been better)
- If I'd ... I might have ...
- Although ... didn't go to plan, on the other hand, ... gave me an opportunity to ...
- Despite the fact that ...
- I gained (some) valuable insights (into) ... and now ...
- I learned from the experience ... and now ensure that ...
- This challenge provided an invaluable lesson ... and moving forward...
- With hindsight, ...
- I take on board what you're saying.
- I'll bear those ideas in mind.
- My big challenge was ...
- Well, speaking openly ...
- If I'd planned more carefully at the beginning, I could/would have (done) ...

Requesting and giving advice

- How can I improve my chances of ...
- How should I do this?
- What's the best way to ... ?
- You ought to ...
- (I think) you need to ...

8. Work with your teacher/partner. Read the profile below, then use the Key expressions to role play the situation.

Student A

You are an appraiser.
Use the information below to give Jackie (Student B) feedback.

Student B

You are Jackie.
Student A will give you feedback. Use the information below to respond to feedback.

Jackie Ortiz

Strengths

- persuasive;
- has the ability to motivate subordinates;
- is good at problem-solving.

Achievements

- has strengthened staff morale;
- has ensured an improvement in the level of service.

Areas to improve

- often juggles various tasks at the same time and loses track of what to prioritize;
- time management: tends to spend too much time researching reports.

Recommendations

- mentoring and some training

Asking about performance

- What do you consider were your successes and failures?
- Are there any areas you feel you need to improve on?
- Were there any constraints that affected your performance?
- Has there been anything you have found difficult to cope with?
- I'd like you to tell me how you see your progress over the last year.

Giving feedback

- I must say, we're very happy with ...
- You've excelled at ... (making sure everything runs smoothly)
- You demonstrated ...
- You've managed to ...
- You respond quickly to ...
- One area I'd like to mention is ...
- On a less positive note ...
- Feedback from ... has been (positive / satisfactory / poor).
- You have a tendency ... / You tend to (lack organization there).
- You find it difficult ...
- You do not always ...
- You keep ...
- You should / shouldn't have (done) ...
- You could have ... (done)
- There's definitely room for improvement
- I'd like to hear your thoughts on that.

Explaining results

- On the whole, it turned down to be (a success, a great learning process, incredibly challenging)
- In terms of my main success, ...
- I think overall, (it's been good / it could have been better)
- If I'd ... I might have ...
- Although ... didn't go to plan, on the other hand, ... gave me an opportunity to ...
- Despite the fact that ...
- I gained (some) valuable insights (into) ... and now ...
- I learned from the experience ... and now ensure that ...
- This challenge provided an invaluable lesson ... and moving forward...
- With hindsight, ...
- I take on board what you're saying.
- I'll bear those ideas in mind.
- My big challenge was ...
- Well, speaking openly ...
- If I'd planned more carefully at the beginning, I could/would have (done) ...

Requesting and giving advice

- How can I improve my chances of ...
- How should I do this?
- What's the best way to ... ?
- You ought to ...
- (I think) you need to ...

9. Imagine that you will have a performance review in a few days. Prepare a short self-evaluation. Speak about:

1. A major achievement
2. A failure
3. Lessons learned from this experience
4. Difficulties you faced
5. Concerns
6. Future goals

extra vocabulary

Fit in - to feel you belong to a particular group and are accepted by the other members.

E.g. How do you think she will fit in with the rest of the staff?

extra vocabulary

Jump ship - to leave a company or organization in order to work for another, especially in order to get a higher salary or better working conditions.

E.g. Loyalty bonuses were paid to staff so they wouldn't jump ship.

1. Answer the questions.

1. When was the last time when you had to bring up a difficult issue with a colleague or team?
2. What was the issue?
3. What strategies do you usually use to talk about difficult topics without causing a conflict at work?

extra vocabulary

Smooth something over - to make problems, difficulties, or disagreements less serious or easier to solve, usually by talking to the people involved.

E.g. Would you like me to try to smooth things over between you and your parents?

extra vocabulary

Pull your weight - to work as hard as other people in a group.

E.g. The others had complained that Sarah wasn't pulling her weight.

2. Read the advice on raising difficult issues. Which do you agree with? Which do/would you use?

1. Choose the right time and place.
2. Be specific and clear.
3. Focus on the facts not on the person.
4. Confirm you've understood the other person.
5. Find the positives in what the other person is saying
6. Put yourself in the other person's shoes.
7. Listen.
8. Ask questions.
9. Don't interrupt.
10. Collaboratively identify a way forward.

3. Match sentences (a-u) with the correct strategy in ex. 2.

- a. So, to put it differently, you're saying that we won't meet the deadline? __
- b. I know how you feel. __
- c. I'm going to get straight to the point. __
- d. I can see the benefits of what you're suggesting. __
- e. Could you elaborate on that? __
- f. This is rather delicate, but I've received a complaint about you. __
- g. The fact of the matter is that the project went over budget. __
- h. I see what you mean. __

- i. It's not that bad. __
- j. Could I have a quick word with you? __
- k. I need to talk to you about something. __
- l. If I follow you correctly, you mean that he was the best person for the job. __
- m. There's something we need to discuss. __
- n. I realize it isn't easy for you to hear this. __
- o. I'd like to hear your side of the story. __
- p. It wasn't an easy decision to make. __
- q. We don't have much choice. __
- r. Before we go any further, let's clear up this misunderstanding. __
- s. Just to clarify, I'm worried about the miscommunication we had last week. __
- t. What I'm saying is, not getting feedback quickly enough is holding us back. __
- u. Let's stick to what we're here to talk about. __



Audio 14.4

Audio 14.5

4. Listen to two conversations and answer the questions.

1. What is the issue?
2. What strategies from ex. 2 are used?

5. Discuss what you would say in these difficult situations. Use the expressions below (a-o).

1. Your subordinate applied for a promotion and didn't get it.
You're supposed to break the news.
 2. You are a human resources manager. Your company allows to work from home, but one of the employees seems to be working much less than 8 hours a day. You need to talk to him/her.
 3. You are a team leader. One of your members has missed three deadlines recently. He/she needs to improve.
 4. One of your subordinates is a disruptive member of the team.
Tell him/her about it.
- a. I'm going to get straight to the point.
 - b. This is rather delicate, but ...
 - c. Could I have a quick word with you?
 - d. I need to talk to you about something.
 - e. I realize it isn't easy for you to hear this ...
 - f. There's something we need to discuss.
 - g. I'd like to hear your side of the story.
 - h. It wasn't an easy decision to make.
 - i. We don't have much choice ...
 - j. Before we go any further ...
 - k. So, to put it differently, ...
 - l. I know how you feel.
 - m. The fact of the matter is that ...
 - n. Just to clarify, ...
 - o. What I'm saying is, ...

6. Work with your teacher/partner. You are going to practise raising difficult issues. Read the situations below and role-play.

Situation 1

Student A:

You feel stifled because your manager (Student B) constantly breathes down your neck and oversees your every move. This micromanagement hampers your ability to work independently, and you want to address this issue.

Student B:

You are a line manager and your primary concern is ensuring all tasks are completed accurately. You believe in closely monitoring the work process, but now face feedback from a team member (Student A).

Situation 2

Student A

Due to family commitments, you would like to start your workday two hours earlier than the usual office hours. Talk to your supervisor about it.

Student B:

One of your team members wants start his/her workday two hours earlier than the usual office hours. Express understanding but also bring up concerns and complications you foresee because of it.

Situation 3

Student A:

Your company has recently implemented new software on all corporate devices that monitors usage to ensure that company resources are being used appropriately. You don't like it because you feel as if the company is intruding into your personal space. Express your concerns to the head of IT (Student B).

Student B:

You are the head of IT. The company has recently implemented new software on all corporate devices that monitors usage to ensure that company resources are being used appropriately. One of the employees doesn't like it. Explain him/her the company's rationale for the software, emphasizing security and resource management.

1. Describe the situations below.

1



a day before

yesterday

2



In the morning

now

3



A week before

yesterday

2. What do you regret? Tell your teacher/partner about it.

Third and mixed conditionals I Perfect modals



Audio 14.6

3. Listen to a part of a performance review and answer the questions.

1. What missed opportunities do Steven and Laura discuss?
2. Do they speak about a situation in the present, past or future?

4. Choose the correct words in *italics* to complete the explanations in the *Language point*. Then write the sentence number (1-5) that matches each explanation.

1. If I had involved IT at the onset, we would have been on track with our timeline.
2. If we hadn't missed those chances with the Thompson and Henderson projects, we would be ahead of our targets now.
3. if you had communicated your ideas more clearly during the brainstorming sessions, the team might have been able to incorporate them into the final presentation.
4. If you had taken the initiative to consult with the IT team earlier, you could have avoided the technical issues that caused the delay.
5. I should have been more assertive.

LANGUAGE POINT

1. We use third conditional sentences to talk about a ***hypothetical / real*** situation in the ***present / past*** and its consequences. *E.g.* _____

2. We use mixed conditional to talk about a ***present / past*** action and its result in the ***present / past***. In this case we use would (not) + verb. *E.g.* _____

Instead of *would* you can also use modal verbs:

3. When you want say that something was possible, but it didn't happen, you can use ***could / should / might*** have + past participle. *E.g.* _____

4. When you want to talk about regrets, criticize people for past mistakes or give advice after the events have happened, you can use ***could / should / might*** have + past participle. *E.g.* _____

5. When you want to say that perhaps something happened in the past, you can use ***could / should / might*** have + past participle. *E.g.* _____

5. Match the sentence halves (*optional*).

- | | |
|--|--|
| 1. If you had dedicated more time to your project, | a. if he had met all his deadlines. |
| 2. You wouldn't be so stressed now | b. I might have been able to do something. |
| 3. He wouldn't be facing criticism now | c. you would have heard Amanda's talk. |
| 4. If you had been at the conference, | d. your outcomes would be significantly different now. |
| 5. If you had told me about it sooner, | e. if you had managed your tasks more effectively. |

extra grammar

- In more formal contexts, it is possible to replace *if* by inverting the subject and *had*.
E.g. *Had I known about the traffic jam, I would have taken the subway to work.*
- Or replace *if* with **but for + noun (+gerund)**:
E.g. *But for the rain yesterday, we would have had a picnic in the park.*

extra grammar

Regrets

Use *if only + past perfect* to say we want something in the past to have been different:

E.g. *If only we had left earlier. (we wouldn't have missed the beginning of the movie)*

6. Underline the correct words.

1. If she ***had practiced / would have practiced*** her presentation more, she ***would be / was*** more confident now.
2. We lost the contract. But I think we ***would win / would have won*** it if we ***made / had made*** a lower offer.
3. If they ***had responded / would have responded*** to our offer earlier, we ***would have started / started*** the project by now.
4. If she ***would listen / had listened*** to me, she ***wouldn't be / wouldn't have been*** in debt now.
5. He ***might / should*** never have been able to start his own business if his father ***didn't help / hadn't helped*** him.
6. If we ***had had / would have*** a better website, we ***would attract / would have attracted*** more customers.

7. Complete the sentences with the correct form of the verbs, using third or mixed conditional

E.g. You didn't sign the contract last week. The delivery didn't arrive yesterday.

If you had signed the contract last week, the delivery would have arrived yesterday.

1. We didn't implement those strategies last year. Our sales didn't grow.
If we _____ those strategies last year, our sales _____ significantly by now.
2. She didn't prepare the report on time. The meeting was unsuccessful.
If she _____ the report on time, the meeting _____ successful.
3. He didn't save his work regularly. He lost all his data when the computer crashed.
If he _____ regularly, he _____ when the computer crashed.
4. They didn't research the market trends. Their new product didn't sell well.
If they _____ the market trends, their new product _____.
5. The team didn't meet their deadline. The project is not finished.
If the team _____, the project _____ now.

Third and mixed conditionals I Perfect modals

8. Discuss what went wrong in the following situation. Use the notes below to make sentences. Use third and mixed conditionals and modal verbs.

*E.g. They **could have avoided** these problems if they **had put** more money into cybersecurity from the beginning. They **should have protected** user information.*

In 2020, Zoom, the video conferencing platform, faced serious security issues. They had not spent enough money on strong cybersecurity. This made Zoom an easy target for "Zoombombing", where unwanted people joined and disrupted meetings. Many users complained, and some organizations even banned the software. Because of this, Zoom's reputation suffered.

- do more research
- allocate more funds
- collaborate with cybersecurity experts
- regularly update software
- fix security loopholes
- implement strong data encryption
- educate users about security
- prevent unauthorized access

9. Work with your teacher/partner (*optional*).

E.g. Student B: *What would you have done if this had happened?*

Student A: *If that had happened during our presentation, I would have tried to use it as a quirky icebreaker. Or I would have danced and sung along if it had happened during a working day. I love the 80s!*

Student B: *Does it have something to do with music?*

Student A: *Yes. And computers.*

Student B: *A computer virus or something?*

Student A: *Yes! All the computers in our corporate office start displaying only rainbow colors and playing 80's pop music non-stop.*

Student A

Think of an unusual situation that could have happened. Student B is going to ask you only one question: *What would you have done if this had happened?* Respond using third and mixed conditionals and modal verbs.

10. Think about occasions when things didn't go according to plan. Use the ideas below and make sentences. Use third and mixed conditional as well as modal verbs.

- arriving late for an important meeting
- forgetting about an important appointment
- not getting the evaluation you expected
- not getting the work placement you wanted
- not having free time at the weekend

Student B

Student A has thought of a situation that could have happened. Ask Student A only one question - *What would you have done if this had happened?* -and try to guess what the situation is.

1. Answer the questions.

1. Think of a time someone gave you negative feedback. What was it about? How did you react? Do you think you should have reacted differently?
2. What can go wrong during a performance review in your opinion?
3. What do you think are the stages of an appraisal?

extra vocabulary

Dot the i's and cross the t's - to pay a great deal of attention to the details of something, especially when you are trying to complete a task.

E.g. The negotiations are nearly finished, but we still have to dot the i's and cross the t's.

extra vocabulary

Face the music - to accept criticism or punishment for something you have done.

E.g. If she lied to me, then she'll just have to face the music.

2. Put the stages of a performance review in order.

- a. **Address Improvements:** This is where the reviewer identifies any weaknesses or areas where the employee could improve. Constructive feedback, actionable advice, and specific examples are important here. __
- b. **Set goals:** Based on the assessment, the reviewer and the employee set goals for the upcoming period. __
- c. **Development Opportunities:** The reviewer suggests potential professional growth opportunities such as training or workshops. __
- d. **Employee Feedback:** The employee is encouraged to provide their own feedback and discuss concerns or ideas. __
- e. **Preparation:** Both the employee and the reviewer should prepare for the evaluation. The reviewer collects data about the employee's performance and the employee should reflect on their own performance, achievements, and areas of improvement. __
- f. **Follow-Up:** Follow-up meetings are scheduled to monitor progress and provide continuous feedback. __
- g. **Documentation:** The evaluation is documented, signed by both parties, and added to the employee's file. __
- h. **Assessment of Performance:** Here, the employee's performance is assessed against the previously set standards or goals. __
- i. **Highlight Strengths:** The reviewer recognizes employee's strong points, unique skills, and notable achievements during the review period. __
- j. **Evaluation Summary:** The main points of the evaluation, including performance, improvements, and future goals, are summarized. __

3. Watch the [video](https://www.youtube.com/watch?v=hl1Xeiz5YnU&ab_channel=KCEdtech) and answer the questions.

1. What is a good or a bad evaluation? Why?
2. What stages from ex. 2 were present in the performance review and which were not?
3. How does the appraiser feel about the yearly check-up?
4. What does Brittany disagree with during the talk?
5. What are Brittany's goals for the next year?
6. What would you have done differently if you were:
 - a. the appraiser
 - b. Brittany

[https://www.youtube.com/watch?v=hl1Xeiz5YnU
&ab_channel=KCEdtech](https://www.youtube.com/watch?v=hl1Xeiz5YnU&ab_channel=KCEdtech)

4. Choose the best option (a or b) which has the same meaning as the phrase in bold from the video.

1. I **filled out** the form.
a. I removed the form. b. I completed the form.
2. What a **mess** that was!
a. What a disaster that was! b. What a success that was!
3. I know you'll **fix it up**.
a. I know you'll ignore it. b. I know you'll improve it
4. I think you **meet expectations**.
a. I think you are adequate. b. I think you are tardy.
5. You **come up with** three goals for next year.
a. You erase three goals for next year. b. You create three goals for next year.

5. Role-play. Work with your partner/teacher.

Student A

You are the appraiser. Give Student B (Brittany) feedback based on the information from the video. Remember to follow the key stages of a performance review.

Student B

You are Brittany. Listen to Student A (the appraiser) giving you feedback, react and ask questions based on the information from the video.

1. Match (1-11) with (a-k).

- | | |
|---------------|---------------------------------|
| 1. pride | a. the grade |
| 2. go | b. the ground running |
| 3. beyond | c. the call of duty |
| 4. (not) make | d. someone in the loop |
| 5. hit | e. oneself on something |
| 6. get | f. the extra mile |
| 7. have | g. up to speed |
| 8. keep | h. getter |
| 9. take | i. a knack for something |
| 10. make | j. someone into your confidence |
| 11. go | k. heads or tails of something |





2. Complete sentences (1-7) with the expressions below.

- make the grade
- go-getter
- has a knack for
- hit the ground running
- goes the extra mile
- get up to speed
- can't make heads or tails of

1. When John started his new job, he was expected to _____ from day one.
2. Sarah always _____; she often stays late to ensure the project is perfect.
3. I've looked at this report for hours, but I _____ it. Can you help?
4. After her vacation, it took Emily a week to _____ with all the new updates at work.
5. Not everyone can _____ in the rigorous training program for astronauts.
6. Paul _____ languages. He can pick up the basics in just a few weeks!
7. In our sales team, we need a _____ who is motivated and always looking for new opportunities.

3. Match phrases (1-9) with their definitions (a-i).

- | | |
|----------------------------------|--|
| 1. Address concerns | a. Watch and check how well someone is doing a job over a period of time |
| 2. Agree objectives | b. Deal with worries or questions that have been raised |
| 3. Conduct annual appraisals | c. Act in reply to negative comments or judgments made about you |
| 4. Express views | d. Offer your opinions or feelings about something, especially when they are strong |
| 5. Monitor performance | e. Discuss and decide on goals that need to be achieved |
| 6. Raise issues | f. Carry out a yearly review of an employee's job performance |
| 7. Rate objectives on a scale | g. Speak about or point out a problem or issue |
| 8. Receive constructive feedback | h. Evaluate aims or targets according to a specific range of numbers, often from 1 to 10 |
| 9. Respond to criticism | i. Get advice or comments that are useful and intended to help or improve something |

4. Match the beginning of each sentence with its ending.

- | | |
|---|--|
| 1. Despite the fact that the shipment was delayed, __ | a. any delay was minimal as I had factored in some buffer time. |
| 2. I gained some valuable insights into __ | b. you have found difficult to cope with during this transition phase? |
| 3. This challenge provided an invaluable lesson __ | c. I realize I should've sought feedback more frequently during the project. |
| 4. Has there been anything __ | d. the dynamics of team management during that project. |
| 5. With hindsight, __ | e. about adapting to change, and moving forward, I'll be more prepared for such disruptions. |
| 6. I take on board what you're saying about __ | f. I think we need more resources to achieve our Q4 goals. |
| 7. My big challenge was __ | g. the need for more team-building exercises. |
| 8. Well, speaking openly, __ | h. balancing the needs of the project with the individual capacities of my team members. |

5. Match statements (1-4) to the responses (a-d).

- | | |
|--|--|
| 1. There's something we need to discuss. | a. What was it about? |
| 2. This is rather delicate, but I've received a complaint about you. | b. I see. Can we discuss ways for me to improve? |
| 3. I realize it isn't easy for you to hear this, but your performance hasn't met the expected standards. | c. That's disappointing to hear. Is there any specific feedback you can share so we can better our services in the future? |
| 4. It wasn't an easy decision to make, but we've decided to go with another vendor for this project. | d. What's up? |

6. Complete the sentences with the correct forms of the verbs.

1. If our lawyers (not spot) _____ that mistake in the contract, we (be) _____ in a real mess!
2. You (can have) _____ an interview with this company if you (take) _____ my advice.
3. I (not feel) _____ so tired now if I (go) _____ to bed earlier last night.
4. If we (have) _____ more time, we (improve) the design.
5. If I (not have) _____ so much work to do, I (go) _____ with you to the conference.
6. If you (finish) _____ your project last month, you (be) _____ on vacation now.
7. If he (have) _____ more experience, he (get) _____ a better job offer.

7. Rewrite sentences (1-5) using *could have, should have* or *might have*. More than one correct answer is sometimes possible.

1.

What a pity you didn't come to the event. You had a chance to meet our colleagues from Australia.
2.

It was insensitive of you to neglect his feelings.
3.

We're lucky we didn't miss our train.
4.

I'm angry because you didn't ask for my opinion before sending the proposal.
5.

I don't think it was a good idea to leave the company.

8. Continue the sentences with your ideas.

1.

If I hadn't joined my company, I ...
2.

If I had met my great-great grandmother, I ...
3.

If I had been born a different gender, I ...
4.

If I had followed my parents' advice, I ...
5.

If I hadn't come to the office today, I ...

