

Unit 15: Performance

Objectives

- Talk about different personal qualities
- Subject-verb agreement
- How to praise and criticize
- Take part in a performance review



First published in 2024 by mYngle

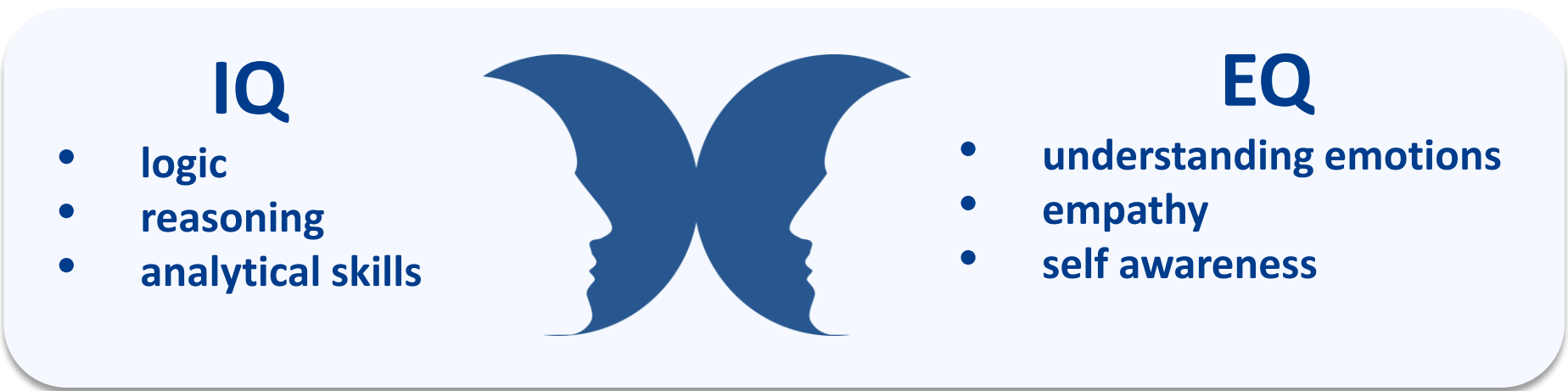
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1. Discuss the infographic below with your teacher / partner. What is the difference between IQ and EQ?



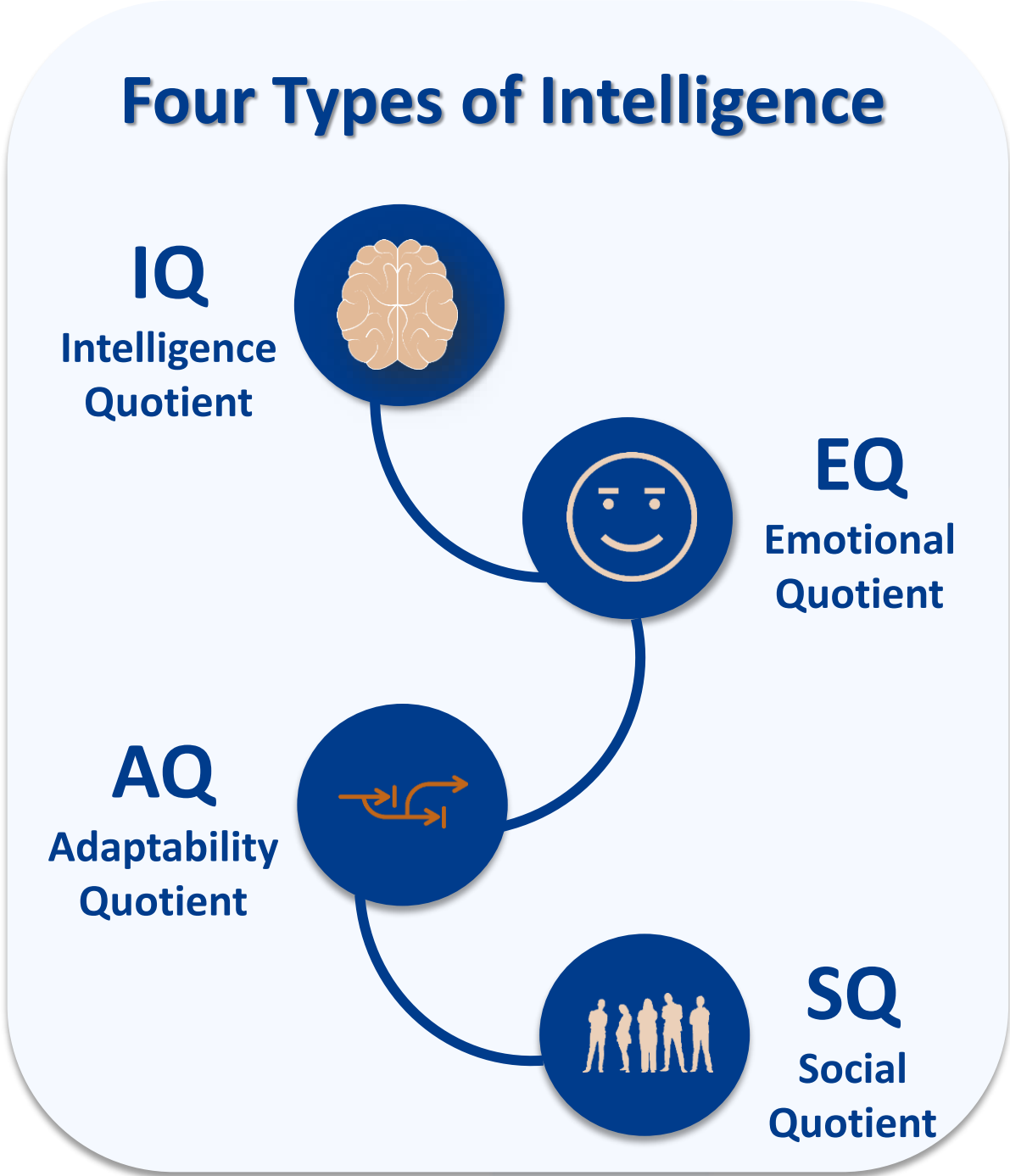
2. Do the quiz. Do you have a high IQ or EQ?

Say “yes” or “no” for each statement below.

1. When I get bad news, I can tell exactly what emotions I'm feeling.
2. People say I’m a good listener who really understands their problems.
3. I like solving puzzles or problems that require a lot of thought.
4. I'm often the one who finds alternative solutions when there are challenges.
5. I can get lost in an activity or hobby that I love for a long period of time.
6. I find it easy to say sorry when I realize I've made a mistake.
7. I enjoy planning and organizing things more than casual chit-chat with strangers.

Results:

1. If you said "yes" to questions 1, 2, 4, and 6, you are guided by emotions and potentially have a high EQ.
2. If you said "yes" to questions 3, 5, and 7, you enjoy using reasoning and analysis in life, and potentially have a high IQ.
3. If you said "yes" to some from both groups, you likely have a balanced mix of EQ and IQ.





Audio
15.1

3. Listen to the interview about Emotional Intelligence and answer the questions.

- 1. What is emotional intelligence?
- 2. Why is emotional intelligence important for performance?
- 3. What example illustrates how emotional intelligence can influence performance?

4. Complete the table.

Adjective	Antonym un- / in-
motivated	E.g. unmotivated
experienced	
flexible	
dependable	
efficient	
caring	
creative	
ambitious	

5. Find the words in the table (exercise 4) that best illustrate the meaning of sentences (1-8).

- 1. Tom finishes tasks quickly and plans his work well.
- 2. Lucy avoids her work and contributes little to the team's efforts.
- 3. Lisa solves software issues fast, thanks to her tech background.
- 4. Alex turned a dull space into a cozy spot with bright ideas.
- 5. Dan rejects every new idea and resists change.
- 6. Emma helps friends and listens to their problems.
- 7. Sara has big plans for her career and aims to reach a leadership position in the company.
- 8. John wakes up early for his projects, he’s eager to succeed.

6. Match the words with their definitions.

- | | |
|-------------------------|---|
| 1. dedication | a. promising to do something and trying your best to do it. |
| 2. commitment | b. sticking with something and working hard on it. |
| 3. confidence | c. feeling excited and eager about something. |
| 4. enthusiasm | d. knowing how something works or what someone feels. |
| 5. understanding | e. believing in yourself and your abilities. |

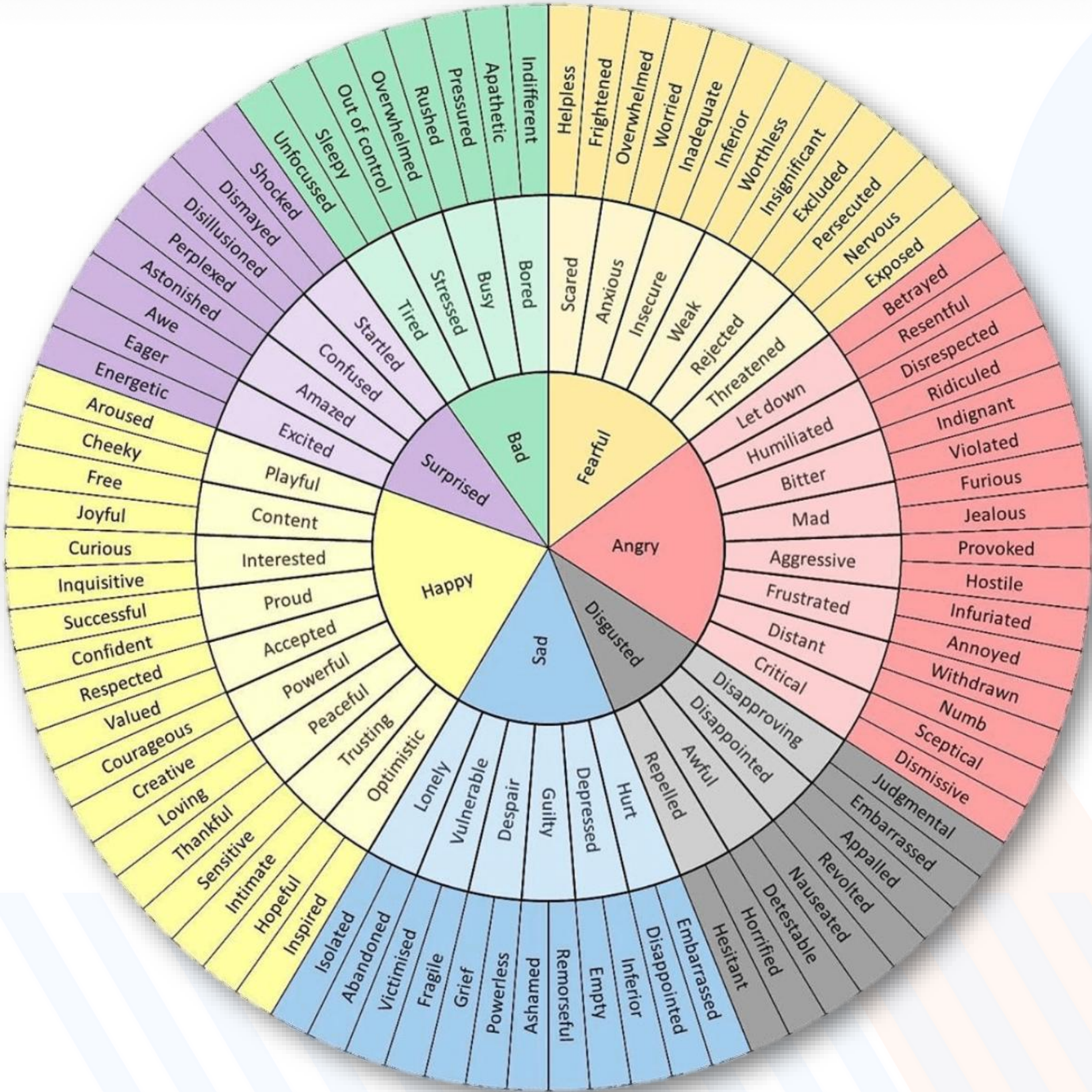
7. Complete the sentences (1-5) with the words (a-e) (*optional*).

- | | |
|---------------------|--|
| a. creative | 1. I am highly _____ to learn new skills and improve my work. |
| b. ambitious | 2. Our team works in an _____ manner to meet all the deadlines. |
| c. motivated | 3. Emma is a _____ person who always helps others in need. |
| d. caring | 4. We need a _____ solution to attract more customers to our store. |
| e. efficient | 5. I have an _____ goal for my career. I aim for a senior role by next year. |

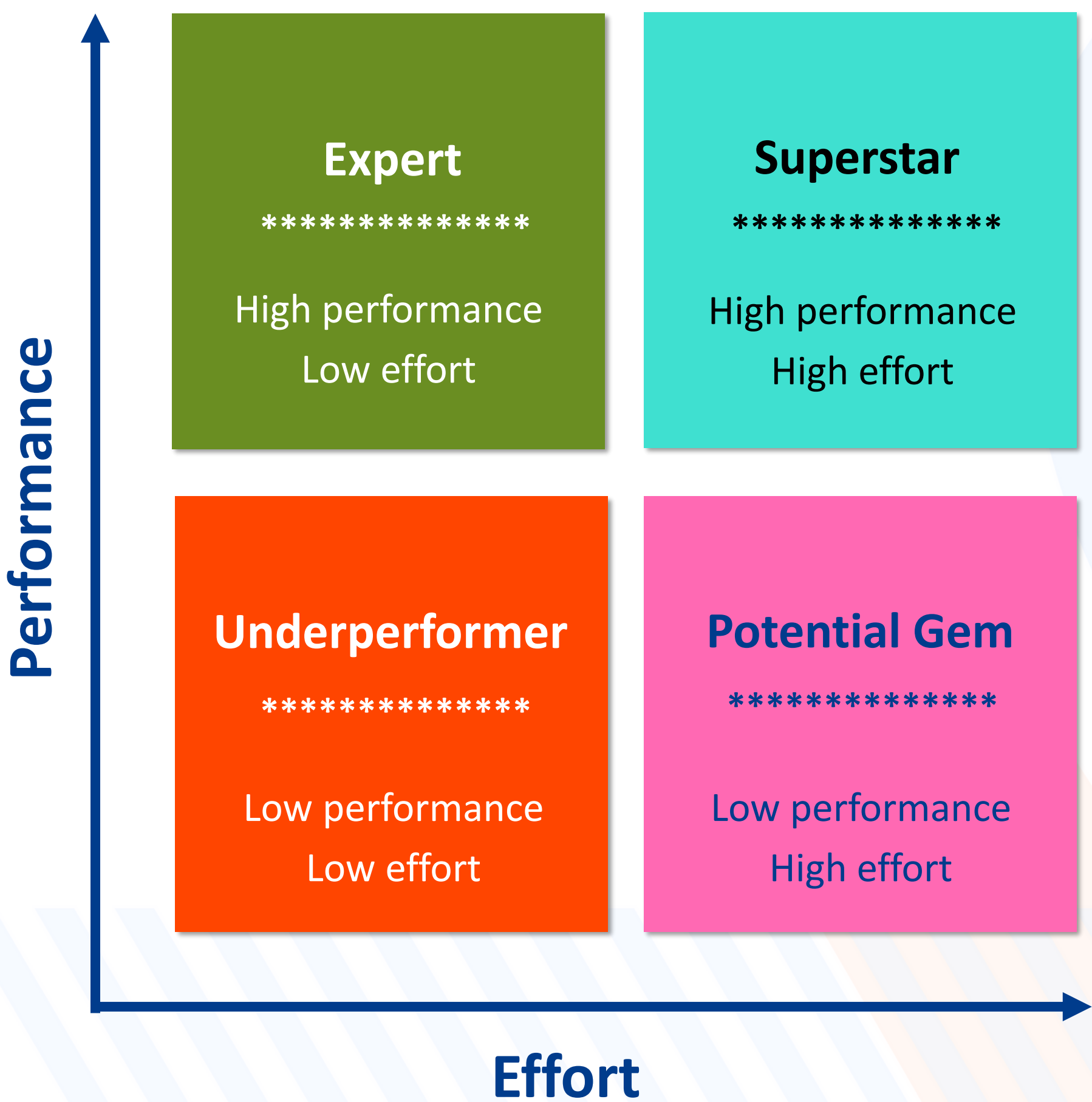
8. Answer the questions.

1. What is more important, IQ or EQ?
2. Do your emotions impact how you deal with your colleagues?
3. Can you identify healthy and unhealthy behaviors? How?
4. Should managers be empathetic?
5. What are the challenges of managing and expressing emotions?
6. Is it important to learn strategies for identifying emotions, expressing them, and dealing with them in a healthy way? Why?

9. Work with your partner / teacher. Think of a recent experience that made you feel a strong emotion (happiness, anger, sadness). Use the Emotion Wheel to describe the situation and how it made you feel (*optional*).



1. Look at the chart on the right. Where would you place yourself / your colleagues?



The image is an adaptation of The GE–McKinsey Matrix. This Matrix is a model to help you identify your superstar/high-performing employees.

2. Read the book review and answer the questions.

1. What are the disadvantages of being an overachiever?
2. What are the advantages of being an underachiever?
3. Do you agree with the author?

Do you feel tired of always trying to **be at the top of your game**? Do you always feel like you need to **raise the bar** and show **consistent performance**? Are you tired of trying to always **meet expectations** or even **exceed expectations**? If this sounds like you, then "The Underachiever's Manifesto" is a book you might find interesting. It tells us that we don't always need to be in **peak performance**. Instead of always trying to **set goals** and **track progress** to reach your **personal best**, it suggests that it's okay to sometimes **underperform expectations**.

'Underachievers are the best, most dependable workers. This may seem counterintuitive, but the key here is that while some achievement is necessary and good for productivity, a lot of it is dangerous to you and everyone around you.'

Just think about it. Being an overachiever can lead to stress and feeling very tired because you always try to be perfect and achieve your **personal best**. It can make you scared of failing and hurt your relationships with family and friends because you're too busy. Overachievers may also feel unhappy because they miss enjoying life's simple moments. Also, focusing too much on success can make you ignore your health, leading to problems like sleep deprivation.

The Underachiever's Manifesto: The Guide to Accomplishing Little and Feeling Great

Funny Self-Help Book, Guide to Lowering Stress and Dealing with Perfectionism



'A fundamental problem faced by overachievers is that they expect their successes to continue at the pace to which they've grown accustomed. ... As they move up the ladder, they will be surrounded by more successful people, it will become harder for them to stand out, and they will have to redouble their efforts.'

In "The Underachiever's Manifesto," you'll find ideas about enjoying life without being the best all the time. It's about finding happiness in being "good enough" and not always trying to do more and be more.

'If underachievers fail at a project, oh well; no one expected much anyway. If they succeed, it will seem, paradoxically, like a fantastic achievement. ... Face the facts: you're probably not going to be a millionaire, so why kill yourself? Go home and spend a lazy weekend with your kids.'

However, the book isn't saying you should be lazy. It talks about having a balanced life. It makes you think about why you are always trying so hard to succeed. It shows how to enjoy simple things in life and have good relationships.

So, if you want to relax a bit and not worry about always being the best, this book might be for you. See how it feels to live life without the pressure to always be more and do more!

3. Match (1-10) with (a-j) to make phrases.

- | | |
|------------------------|-----------------|
| 1. at the top of one's | a. goals |
| 2. raise | b. expectations |
| 3. consistent | c. expectations |
| 4. meet | d. the bar |
| 5. exceed | e. expectations |
| 6. underperform | f. progress |
| 7. peak | g. best |
| 8. set | h. performance |
| 9. track | i. game |
| 10. personal | j. performance |

4. Match expressions (1-10) from exercise 3 with the definitions below.

- a. to fulfill what is expected or required
- b. to perform better than expected
- c. the best achievement one has ever had
- d. to monitor the development of something or someone
- e. to set higher standards
- f. to perform at the same level
- g. the highest level of performance
- h. to perform at the best level
- i. to establish objectives
- j. to achieve less than expected

5. Answer the questions.

- 1. What does 'raise the bar' mean in your job?
- 2. Have you ever had to meet expectations? How did it go?
- 3. Can you recall a time when you exceeded expectations?
- 4. How do you track progress in your projects?
- 5. Tell your teacher / partner about a 'personal best' moment in your life.



1. Do you like to travel by plane? What is your favourite airline?
Look at the list of world's best airlines and discuss it with your teacher / partner. Is your favourite airline on the list?

WORLD'S BEST AIRLINES OF 2023



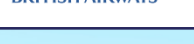
1.  Singapore Airlines	11.  Hainan Airlines
2.  Qatar Airways	12.  Swiss International Air Lines
3.  ANA All Nippon Airways	13.  Etihad Airways
4.  Emirates	14.  Iberia
5.  Japan Airlines	15.  Fiji Airways
6.  TURKISH AIRLINES Turkish Airlines	16.  Vistara
7.  AIRFRANCE Air France	17.  QANTAS Qantas Airways
8.  CATHAY PACIFIC Cathay Pacific Airways	18.  BRITISH AIRWAYS British Airways
9.  EVA AIR EVA Air	19.  AIR NEW ZEALAND Air New Zealand
10.  KOREAN AIR Korean Air	20.  DELTA Delta Air Lines

Safest Airlines In The World



*As of 2023

AirlineRatings brings out a list of the safest airlines annually, judging 385 airlines on innovation, safety, and new aircraft. This year, Australia's Qantas took the top spot on the top 20 safest airlines list.

1.  QANTAS Qantas	11.  CATHAY PACIFIC Cathay Pacific Airways
2.  AIR NEW ZEALAND Air New Zealand	12.  HAWAIIAN AIRLINES Hawaiian Airlines
3.  ETIHAD Etihad Airways	13.  SAS Scandinavian Airlines
4.  QATAR AIRWAYS Qatar Airways	14.  UNITED United Airlines
5.  SINGAPORE AIRLINES Singapore Airlines	15.  SWISS Swiss International Air Lines
6.  TAP TAP Air Portugal	15.  Lufthansa
7.  Emirates	16.  FINNAIR Finnair
8.  Alaska Airlines	17.  BRITISH AIRWAYS British Airways
9.  EVA AIR EVA Air	18.  KLM KLM Royal Dutch Airlines
10. virgin atlantic Virgin Atlantic	19. American Airlines American Airlines
10. virgin australia Virgin Australia	20. DELTA Delta Air Lines



Audio 15.2

2. Listen to the podcast about Southwest Airlines and answer the questions.

1. How did flight attendant Mark help an elderly woman deboard the plane?
2. What is 1.5%? What is 2%?
3. How does the company culture at Southwest Airlines affect the customer service?

extra vocabulary

Leave someone out in the cold - to not allow someone to become part of a group or an activity.

E.g. The changes benefit management but leave the workers out in the cold.

extra vocabulary

Performance appraisal / performance evaluation / performance review - a meeting between an employee and their manager to discuss their progress, aims, and needs at work.

E.g. Performance appraisals focus centrally on task standards, not on personality.



Audio 15.2

3. Listen again and underline the verb forms in *italics* that you hear.

1. A number of team members ***has / have*** gone above and beyond like this.
2. When it comes to the team, none ***is / are*** left out in the cold.
3. Only 1.5% of employees ***is / are*** let go due to performance issues.
4. Moreover, neither management nor team members ***takes / take*** their responsibilities lightly.
5. This collective effort means all employees ***feels / feel*** valued.
6. The majority of the team ***feels / fell*** deeply connected to the mission.
7. At Southwest, everyone ***is / are*** seen as a vital part of the family.

4. Use sentences (1-7) in exercise 3 to illustrate the explanations in the *Language point*.

LANGUAGE POINT

1. **Majority** and **percentages** can be singular or plural, depending on the context. E.g. _____
2. **Every** and **each** modify singular nouns and take singular verbs. E.g. _____
3. **A number of** always uses a plural verb. E.g. _____
4. **All** can take either singular or plural verbs, depending on what it refers to. E.g. _____
5. For **neither...nor** match the verb with the nearest subject's number. E.g. _____
6. Use singular or plural verbs with **none** based on the context. E.g. _____
7. Words like **anybody, anyone, everybody, everyone, no one, neither, nobody, somebody, someone** always take a singular verb. E.g. _____

5. Complete the sentences with some of the words: *'all, every, each, anybody / anyone, everybody / everyone, none, no one / nobody, neither, somebody / someone'*. Multiple options are possible.

1. _____ morning, I enjoy a walk in the park before going to work.
2. _____ member of the team must finish their project by next week.
3. _____ of the two outfits fits me right, so I need to find another.
4. _____ in the meeting thinks the new plan is a great idea.
5. _____ who needs extra help with their work can stay after the meeting.
6. _____ likes feeling left out, so let's make sure we include everyone in the project.
7. _____ has brought a small gift for the host as a thank you.
8. _____ of the participants has arrived on time for the seminar.

6. Rewrite the sentences so that they have the same meaning without using the word/s in bold.

1. **Many** of our team members are experienced. *E.g. **A number of** our team members are experienced.*
2. **No one** in our team is left out in the cold.
3. **Everyone** in our team feels valued.
4. **Each** employee in our company takes pride in their role.
5. **All employees** in our company are caring and always ready to help.
6. **A large part of** our team is dedicated to our mission.
7. Sam **doesn't** travel abroad. Alice **doesn't** travel abroad.

7. Choose one of the topics below and discuss it with your partner / teacher.

1. Performance reviews: necessary or demotivating?
2. Remote work and its impact on performance.
3. Performance anxiety and its solutions.
4. The role of continuous learning in enhancing performance.
5. Balancing work and personal life for optimal performance.
6. How to be at the top of your game.

extra writing

Answer the question **(80-100 words)**:

How important is it for a manager to give praise to staff?

extra vocabulary

To boost - to increase or improve something.
E.g. For some people, music can boost sports performance.

1. Answer the questions.

- 1. In what circumstances would you praise colleagues at work?
- 2. Do you find it more difficult to praise or criticize people? Why?

2. Read the information below. What kind of boss do you have?





Audio
15.3

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

1. What was good about the presentation?
2. What part of the monthly reports needs improvement?
3. What does Alex ask for to improve the reports?



Audio
15.4

4. Listen to a manager giving feedback. What's wrong with his approach?
How would you improve it?

5. Read the sentences from the conversation. Make them less direct.

1. Your reports are coming in late.
2. This isn't the standard we expect here.
3. We need you to meet your deadlines and maintain a certain level of quality.
4. If things don't improve, I'll have to start considering more drastic measures.



6. Use the phrases below to praise an employee who:

1. consistently exceeds their sales targets
2. successfully completed a project ahead of schedule
3. provides exceptional customer service
4. consistently demonstrates strong leadership in team projects.
5. took on additional responsibilities during a staff shortage
6. showed dedication by working overtime to meet a crucial deadline

- *I really liked the way you...*
- *I want to tell you how much I enjoyed...*
- *I'm so pleased with...*
- *You've made a significant contribution by...*
- *I was particularly impressed by...*
- *Your effort in... really stood out.*
- *It's great to see how you...*
- *I appreciate the way you...*
- *You've shown great skill in...*
- *Your work on... was outstanding.*
- *It made such a difference*
- *Your efforts have really paid off*
- *You've set the bar high with your excellent work.*
- *Your performance was stellar. It really made a mark.*
- *Fantastic job – you went above and beyond our expectations!*

7. Use the phrases below to criticize an employee who:

1. doesn't follow procedures
2. misses deadlines regularly
3. shows disengagement in meetings
4. makes repeated work errors
5. communicates poorly
6. exhibits a negative attitude

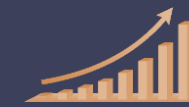
- *I think there's room for improvement in...*
- *I've noticed some issues with...*
- *It would be beneficial to focus more on...*
- *I suggest working on your skills in...*
- *There's a need for more attention to detail in...*
- *You could enhance your performance by...*
- *I encourage you to reconsider your approach to...*
- *It's important to address the challenges in...*
- *Let's work together to improve your...*
- *I believe you can achieve better results by...*
- *Do you think you could ...?*
- *Please be mindful about ...*
- *We need to find a way to ...*
- *Let's aim to ...*
- *I can point out one or two things.*

1. Discuss the infographic below with your teacher / partner. Why do you think these are myths?

COMMON MYTHS ABOUT PERFORMANCE REVIEWS



Once a year
performance
reviews are enough



Employees know their
job, they don't need
performance reviews



Good performers tend to always be good
performers; poor performers tend always to be bad.



Audio
15.5

2. Listen to a performance review and complete Emily's notes.

1.	Things done well	_____
2.	Areas for improvement	_____
3.	Delegation	_____
4.	Action	_____

3. Complete the sentences with prepositions.

- | | | |
|------------|-----------|------|
| • up with | • with | • in |
| • about X2 | • on with | • on |

1. How are you getting _____ managing your time?
2. Have you thought _____ which tasks you can delegate and to whom?
3. What do you think would help you to better keep _____ deadlines?
4. _____ general, I'm very pleased with the work you've been doing.
5. Something I need to work _____ is delegating tasks.
6. How do you feel _____ asking Mike from analytics?
7. I'm really happy _____ the tools we have.

4. Answer questions 1, 2, 3 about yourself.



5. Read the expressions. Ask your teacher to clarify the meaning of any you do not understand.

Giving a formal appraisal

- *Overall ... / In general ...*
- *I'm / We're very happy / pleased with your performance ...*
- *You seem to be doing very well.*
- *One of your key strengths is ...*
- *Perhaps one thing to work on is ...*
- *One thing I wanted to discuss was ...*

Encouraging self-evaluation

- *How do you feel about ... ?*
- *How are you getting on with ... ?*
- *Have you thought about ... ?*
- *What do you think would help you to ... ?*
- *Is this an area you'd like to develop?*

Evaluating your own performance

- *I'm really happy with ...*
- *Something I need to work on is ...*
- *I think ... is an area for improvement.*

Setting objectives

- *So let's summarize what we've agreed.*
- *One thing you're going to ...*
- *You intend to ...*
- *You need to think about ...*

Agreeing objectives

- *How does that sound?*
- *Is that OK with you?*
- *Is there anything else you'd like to add?*

6. Work with your teacher / partner. Use the Key expressions to role play the situation below.

Student A

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

Student B

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

Good points:

- Experienced in sales
- Knows products well
- Understands the market

Areas for improvement:

- Resists new methods
- Teamwork skills
- Skips online training

Giving a formal appraisal

- *Overall ... / In general ...*
- *I'm / We're very happy / pleased with your performance ...*
- *You seem to be doing very well.*
- *One of your key strengths is ...*
- *Perhaps one thing to work on is ...*
- *One thing I wanted to discuss was ...*

Encouraging self-evaluation

- *How do you feel about ... ?*
- *How are you getting on with ... ?*
- *Have you thought about ... ?*
- *What do you think would help you to ... ?*
- *Is this an area you'd like to develop?*

Evaluating your own performance

- *I'm really happy with ...*
- *Something I need to work on is ...*
- *I think ... is an area for improvement.*

Setting objectives

- *So let's summarize what we've agreed.*
- *One thing you're going to ...*
- *You intend to ...*
- *You need to think about ...*

Agreeing objectives

- *How does that sound?*
- *Is that OK with you?*
- *Is there anything else you'd like to add?*

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

1. What you did well
2. Experience you've gained
3. Difficulties you've had
4. Things you'd like to improve
5. Skills you'd like to gain
6. Your concerns
7. Things you'd like to change / Something that will help you to work more efficiently
8. Future goals

extra writing

Answer the question (80-100 words):

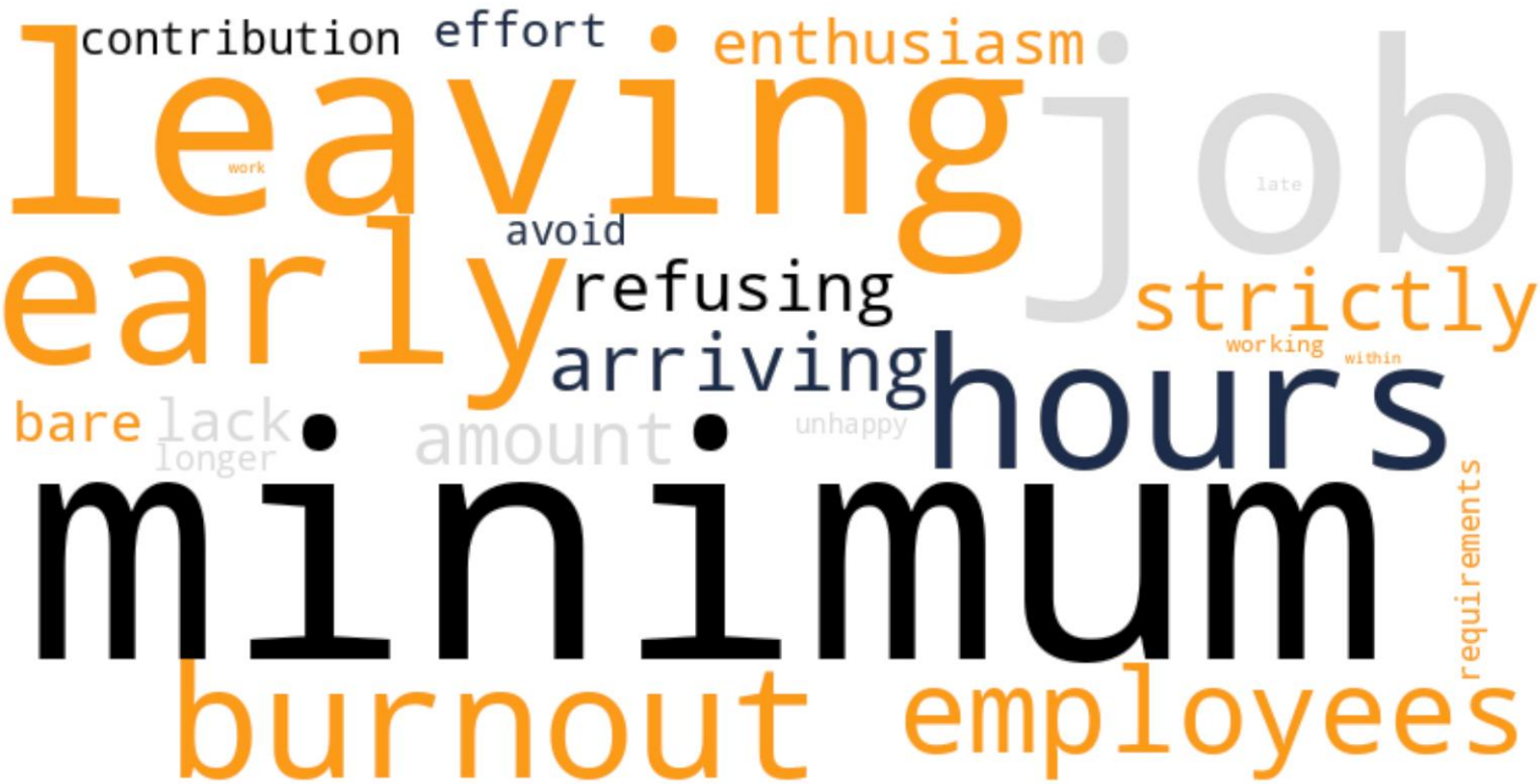
What are some of the pros and cons of performance reviews?

extra vocabulary

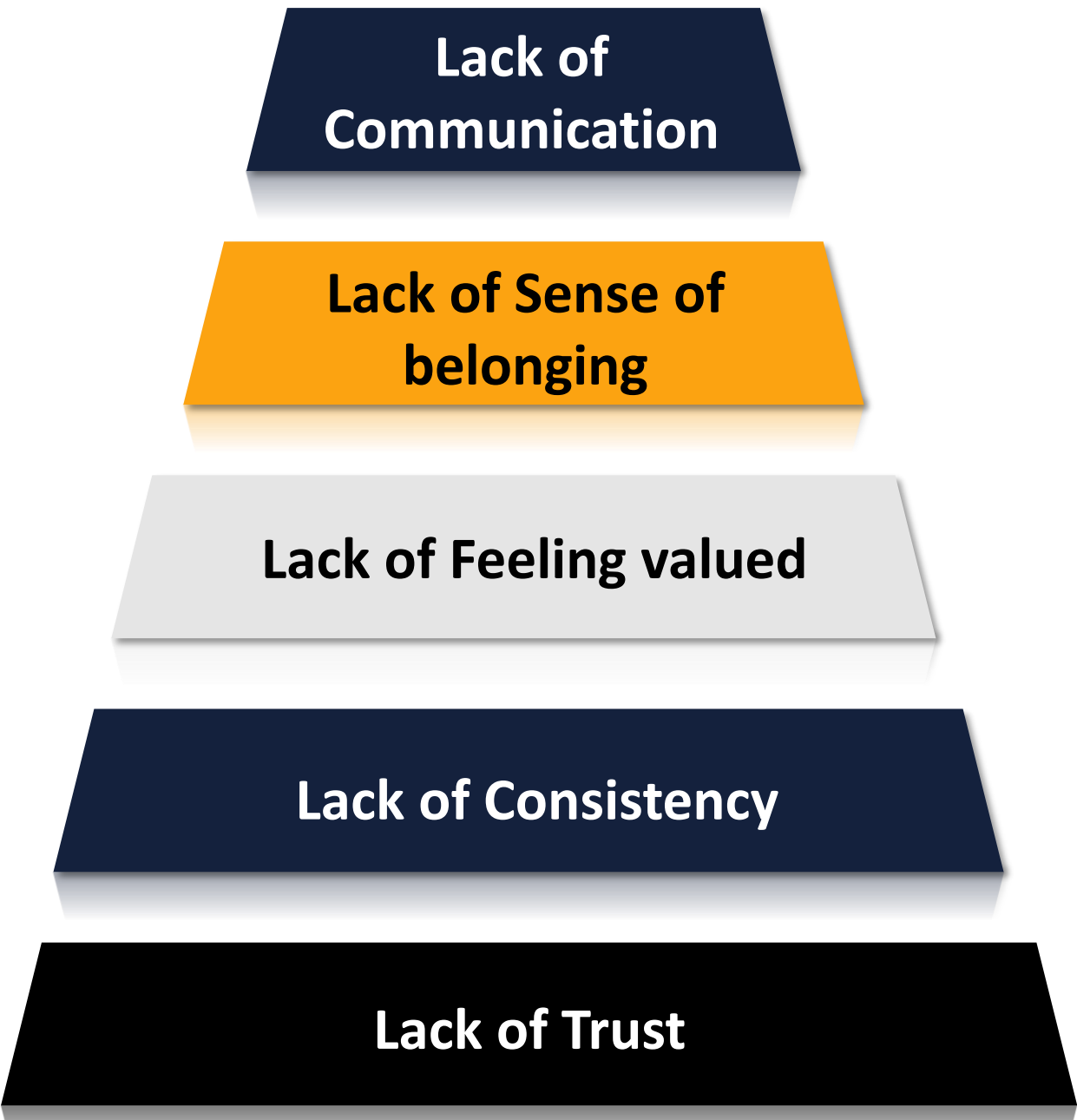
below standard – not reaching an acceptable standard.

E.g. *This piece of work is below standard.*

1. Look at the word cloud and try to guess what Quiet Quitting is.
2. Discuss the Pyramid of Quiet Quitting with your partner / teacher. Have you experienced any of these



Pyramid of Quiet Quitting



Talking point

3. You are going to watch a video about Quiet Quitting. Before you watch, match phrases (1-9) from the video to definitions (a-i).

- | | |
|---------------------|--|
| 1. an insight | a. a deep understanding of something |
| 2. a buzz | b. to look into something in detail |
| 3. a made-up trend | c. excitement or attention around something |
| 4. to slack off | d. a traditional saying expressing a common truth or advice |
| 5. to drill down | e. a new trend that is invented or not genuine |
| 6. above and beyond | f. to be successful or thrive |
| 7. a hashtag | g. a word or phrase with a # used on social media for topics |
| 8. an adage | h. to reduce effort or work less hard |
| 9. to prosper | i. doing more than what is required |



4. Watch the video and answer the questions.

https://www.youtube.com/watch?v=f2WCq2tfx_8&ab_channel=ABCActionNews

1. What is quiet quitting?
 2. What is Natasha Bowman's opinion about quiet quitting?
 3. What do people say about quiet quitting?
5. How can employers prevent quiet quitting in your opinion?

6. Read the tips below and discuss them with your teacher / partner. Did you have the same ideas?

How employers can prevent quiet quitting

Communicate
and ask for
feedback

Make
employees feel
valued

Promote trust,
respect and
support

Listen to your
employees



7. Read the situation and find a solution to the problem.

Context: You are a manager at a company where an employee, Jordan, has shown recent signs of quiet quitting. Jordan, who has been with the company for three years, used to be one of your top performers, known for his enthusiasm and high productivity. However, over the past few months, Jordan's engagement and output have significantly declined. He has stopped taking initiative, participates less in team meetings, and sticks to his work hours, showing no interest in going above and beyond as before.

Task: Address this situation effectively to understand the reasons behind Jordan's behavior and find a solution to re-engage him with his work and the team.

8. Answer the questions (optional).

1. How can you tell if someone is quiet quitting?
2. What are the effects of quiet quitting on a team?
3. Can quiet quitting be justified?
4. How can quiet quitting be prevented?
5. What are the long-term effects of quiet quitting on one's career?

extra vocabulary

Duly - in the correct way or at the correct time; as expected.

E.g. He knew he had been wrong, and duly apologized.

1. Complete the table.

Adjective	Noun
patient	<i>E.g. patience</i>
creative	
	ambition
punctual	
dedicated	
	motivation
flexible	
	confidence
efficient	
enthusiastic	

2. Find the words in the table (exercise 1) that mean the opposite to the words in *italics*.

- 1. He was ***uninterested*** in his tasks, which affected his performance.
- 2. His ***insecurity*** in making decisions slowed down the progress.
- 3. The company's ***rigidity*** in work hours frustrated many employees.
- 4. Their process was ***inefficient*** and resulted in unnecessary delays.
- 5. His ***apathy*** towards learning new skills was evident.

3. Complete the sentences with the correct verb.

1. He did so great! We didn't expect him to _____ expectations.
a) underperform b) exceed c) raise
2. The team worked hard, but unfortunately, they _____ expectations this quarter.
a) underperformed b) met c) exceeded
3. Our goal for the next project is to _____ the bar and achieve something no other team has done before.
a) set b) track c) raise
4. It's important to regularly _____ progress to ensure we are aligned with our annual targets.
a) meet b) track c) set
5. Despite the challenges, the project manager was able to _____ goals by creating realistic objectives for the team.
a) set b) exceed c) underperform
6. This year, our department aims to not just meet but _____ expectations to prove our capabilities.
a) underperform b) raise c) exceed

4. Complete the sentences with expressions (a-d).

- a. at the top of their game
 - b. consistent performance
 - c. peak performance
 - d. personal best
1. His _____ in the 3000 metres steeplechase is 8:25.69 achieved in 2000.
 2. During his _____ years, he gave 50 concerts a year.
 3. The company believes it all goes towards generating new ideas and keeping employees _____.
 4. His work shows _____ every month.

5. Choose the correct verb form.

1. A number of applicants **have / has** submitted their resumes already.
2. None of the equipment **is / are** functioning properly after the outage.
3. All of the information **is / are** on the website for your review.
4. Every member of the team **takes / take** their responsibilities seriously.
5. Neither the manager nor the employees **knows / know** the full extent of the issue.
6. Everyone **is / are** required to complete the training by next Friday.
7. The majority of the data **was / were** collected from online sources.

6. Match (1-6) with (a-f).

- | | |
|---|---|
| 1. One thing I wanted to discuss _____. | a. with your current tasks? |
| 2. How are you getting on _____? | b. like to add? |
| 3. Something I need to work on _____. | c. is improving time management. |
| 4. Is this an area _____? | d. you'd like to develop? |
| 5. So let's summarize _____. | e. what we've agreed. |
| 6. Is there anything else you'd _____? | f. was our strategy for the next quarter. |

7. Complete the exchanges with (a-c).

Exchange 1:

A: How are you getting on with your research project?

B: _____¹

Exchange 2:

A: What do you think would help you to become more confident?

B: _____²

Exchange 3:

A: Perhaps one thing to work on is setting clearer priorities.

B: _____³

- a. B: I agree. I think time management is an area for improvement.
- b. B: I'm really happy with the progress I've made so far.
- c. B: Something I need to work on is my public speaking skills.

8. Complete the sentences with the words below.

- stellar
- significant contribution
- enhance
- bar
- stood out
- paid off
- mark

1. You've made a _____ by increasing overall team efficiency.
2. Your effort in coordinating the charity event really _____ and made a positive impact.
3. You could _____ your performance by focusing on continuous learning.
4. Your efforts have really _____.
5. You've set the _____ high with your excellent work.
6. Your performance was _____. It really made a _____.