# Module 5 – Achieving goals

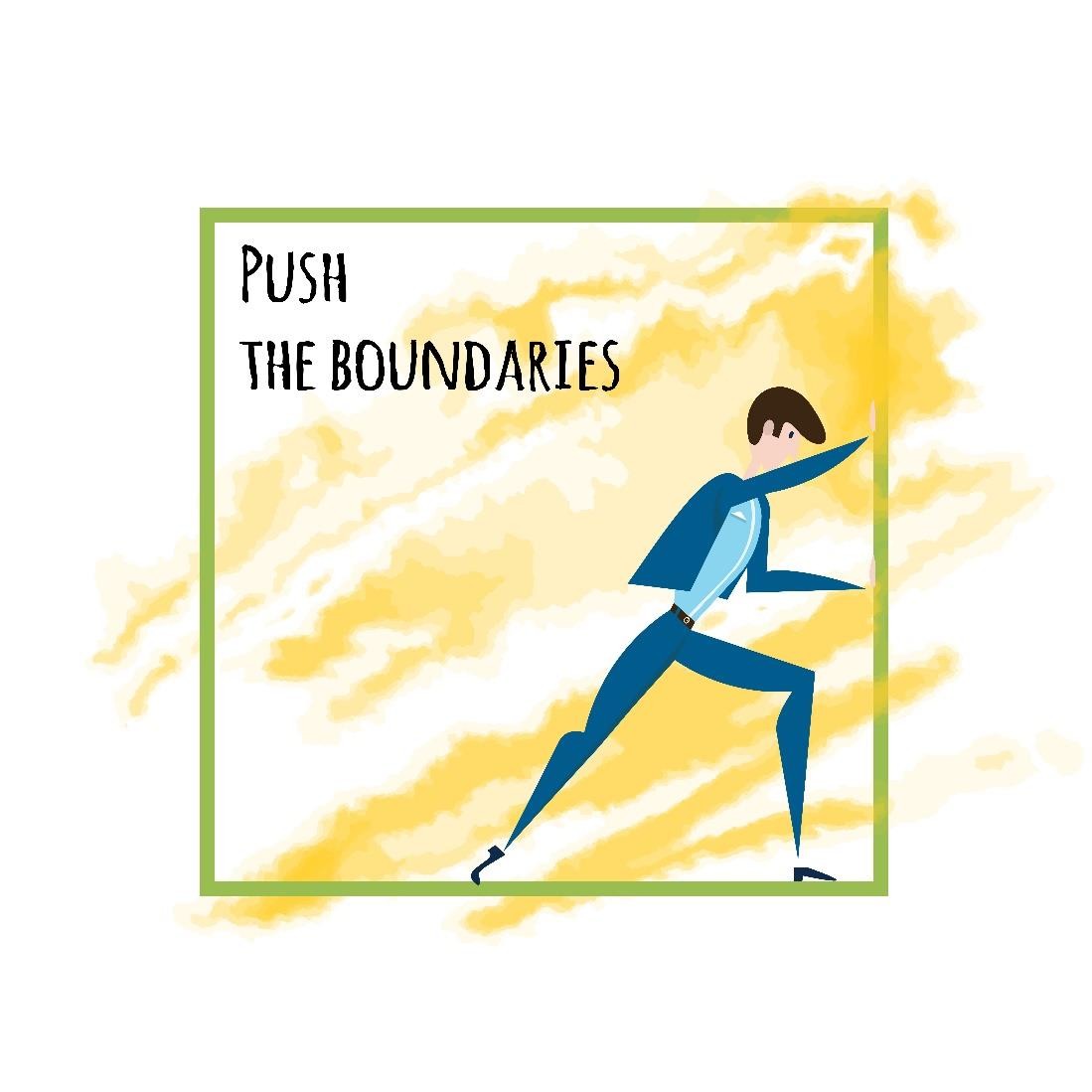


## Module 5 objectives

At the end of this module, you will be able to…

* use the past in English.
* solve a problem and present your solution in English.
* talk about being in a comfort zone and how to get out of it.
* use words and phrases to keep a story going.
* tell an anecdote about excellent customer service.
* notice useful language in what you listen to.
* use numbers in English.
* write a questionnaire.
* carry out a survey and present information.
* talk about how to improve performance.
* use imperatives.
* use computer terminology.
* write an email to give advice in English.

# Lesson 1 – Stepping out of your comfort zone



## Lesson 1 objectives

At the end of this lesson, you will be able to…

* use the past in English.
* solve a problem and present your solution in English.
* talk about being in a comfort zone and how to get out of it.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* When we say that someone is in their comfort zone what do we mean?
* Do you know anyone in their comfort zone? Why do you think they are in their comfort zone?

## Learn

1. Work with a partner. Read the introduction to the text. What is the problem with David’s team?

David didn’t know what to do. He was a sales manager for a top pharmaceutical company and the results of his team were not good. He had just come out of a meeting with his boss, the sales director, and they had been analyzing his team’s numbers. His boss had given him the order to do something about their performance, giving the opinion that the sales representatives were in their comfort zone and that this was why they weren’t working well.

David had four sales representatives: Victor, Juan, Maricela and Luis. All four of them had terrible results, except for Maricela. David decided to investigate a bit more about what being in your comfort zone meant. He also decided that it would be a good idea to observe Maricela and see what she was doing differently from the others.

Reading online, David discovered that there are three levels of performance: your comfort zone, optimal performance and the danger zone. When we’re in our comfort zone, we don’t feel any level of stress or anxiety. We feel comfortable, relaxed and in no hurry to do anything. We feel in control of our environment. In this psychological state, we do not exceed expectations and we deliver a mediocre performance. Psychologists have discovered in research that a certain level of anxiety improves performance because we are more aroused, giving us more concentration and focus. They have also discovered that if we experience too much stress, we enter the danger zone and our performance drops dramatically. So, to maintain optimum levels of performance, we need a little bit of stress in our lives to keep us on our toes. Although, we need to be careful not to have too much stress as this can be something negative for performance.

David wondered if this was what was happening to his team. Were they in their comfort zones? He decided to spend a day with Juan to see how he was working and compare what Juan was doing with Maricela’s way of working. He asked Juan to pick him up from the office at 7 in the morning so that they could spend the day visiting doctors together. Juan was late. He arrived at 7.20 and he didn’t seem to be in any hurry. When they got into Juan’s car, David asked him what the plan was for the day. Juan seemed surprised by the question and it was obvious to David that Juan didn’t have a plan for what to do that day. That morning, they visited 3 doctors, well below the 5 they should have visited. What’s more, the doctors were not the best customers for the company’s products. David was beginning to understand. Juan was in his comfort zone. He had no desire to sell. And this was affecting the whole team’s results. When David worked with Maricela, he saw the opposite to Juan. She arrived to pick him up at 6.45am. That morning they visited 6 doctors whom she had identified previously as being the best customers for a new product they were launching. Three of the doctors decided to prescribe the medicine for their patients. Maricela wanted to sell. She was worried about reaching her sales target and she was at the peak of her performance.

So, the next step for David was to decide what to do…

1. Read the text again. Work with a partner. Read the following statements. Are they **true** or **false**? Correct the sentences that are false.

* + 1. Stress is a bad thing.
    2. Juan was eager to sell.
    3. Maricela went the extra mile.
    4. Maricela was in the correct psychological state for success.

1. Work with a partner. Read the text and underline as many examples of the past as you can find. Look at the example.

1. Find examples in the text to complete the following grammar rules.

* 1. We use past simple to talk about finished actions in the past.

THE PAST NOW THE FUTURE

X

ACTION

Examples:

He decided it would be a good idea to observe Maricela…

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* 1. We use past continuous to talk about actions in progress (actions with duration) in the past.

THE PAST NOW THE FUTURE

----------- ACTION Examples:

…to observe Maricela and see what she was doing differently from the others.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* 1. We use past perfect to talk about two actions that happened in the past, one before the other.

THE PAST NOW THE FUTURE

X X

ACTION 1 ACTION 2

Examples:

That morning they visited 6 doctors whom she had identified previously…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Do

1. Work with a partner. In your portfolios, write a summary of the situation that David faced in the story in 100 words. Use the past tense.

**Let’s use it!**

1. Work in groups of three. Discuss what David should do with his team. Write your ideas in the space below.

|  |
| --- |
|  |

1. Prepare a PowerPoint presentation with your solutions to David’s problem and record voice narration for it. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use the past to tell a story. |  |  |  | Activities 4 & 5 |
| I can solve a problem investigate and present my solution. |  |  |  | Activities 6 & 7 |
| I can talk about being in a comfort zone and how to get out of it. |  |  |  | I am competent! |

**I am competent!**

Are there some areas of your life where you are in a comfort zone? What could you do to challenge yourself. Think individually and write your ideas in your portfolio.

Show what you wrote in your portfolio to a partner. Talk about what you wrote.



# Lesson 2 – Excellence



## Lesson 2 objectives

At the end of this lesson, you will be able to…

* use words and phrases to keep a story going.
* tell an anecdote about excellent customer service.
* notice useful language in what you listen to.

## Activate

Discuss with a partner. Share your answers with the rest of the class.

* What do you understand by excellence?
* Can you think of an example of excellence?

## Learn



1. Work with a partner. Listen to the anecdote. What is it about?

1. Work with a partner. Listen to the anecdote again and answer the following questions according to what you hear.

* 1. Excellence is…
     1. when we meet expectations.
     2. when we deliver more than is expected.
     3. standard.
     4. when standards are met.

* 1. The man was staying…
     1. at a hotel in Asia.
     2. at a friend’s house.
     3. at his family’s house.
     4. at a resort in Cancun.

1. The man had worked…
   * 1. a long day.
     2. a short day.
     3. for 12 hours.
     4. for 7 hours.

1. The man was writing his report...
   * 1. with one of the hotel’s pens.
     2. with a computer.
     3. with an expensive pen.
     4. with a cheap pen.

1. The man was surprised…
   * 1. by the excellent customer service at the hotel.
     2. by how dirty it was under the bed.
     3. by how expensive his pen was.
     4. by how terrible the customer service was.

3. Work with a partner. Underline the words and phrases the man uses to keep his story going. Look at the example in audio script 5.1.

## Do

1. Work with a partner. Fill the spaces with the best word or phrase for keeping a conversation that you underlined in Activity 3.

Bad customer service... \_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_! When I was working in England last year, I experienced some of the worst customer service I had ever had. I was attending a conference for English language teachers in Brighton and I was staying in a hotel. \_\_\_\_\_\_\_\_\_, I couldn’t connect to the Internet and I went to reception in the lobby to ask them for help. But instead of helping me, the manager was angry with me. He told me that most people came to Brighton to relax and not to work and that I shouldn’t need to connect to the Internet. \_\_\_\_\_\_\_\_\_, I told him that I and the other thousand people at the convention center next store had come to Brighton to work and that I would very much appreciate if he could fix the Internet.

**Let’s use it!**

1. Work with a partner. Think about a time you experienced either excellent or terrible customer service. Write your ideas in the box below.

|  |
| --- |
|  |

1. When you have finished making your notes, stand up and tell your anecdote to at least 3 other people in the class. 7. Talk as a whole class to decide whose anecdote is the best.

**How did I do? Evaluate yourself.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use words and phrases to keep a story going. |  |  |  | Activities 3 & 4 |
| I can tell an anecdote about excellent customer service. |  |  |  | Activities 5 & 6 |
| I can notice useful language in what I listen to. |  |  |  | I can learn! |

**I can learn!**

### Noticing

In Activity 3, you were using a language learning strategy called noticing. Noticing is when you notice useful language in something you read or hear. When we notice, we pay attention to a word or structure that we can steal and use in our own language.

Can you think of a piece of language you noticed recently? It could have been on this course, in a movie you saw or in a sing you heard.



# Lesson 3 – Beating your personal best



## Lesson 3 objectives

At the end of this lesson, you will be able to…

* use numbers in English.
* write a questionnaire.
* carry out a survey and present information.

## Activate

Work with a partner. Discuss the following questions.

* In what situations do people compete against themselves?
* Can you remember a time you tried to beat a personal best of yours?

## Learn

1. Work with a partner. Use the information on the Web page to check your answers to the questions in the Activate section.

|  |
| --- |
| [www.businesssuccess.com](http://www.businesssuccess.com/) |
| Being your best: competing against yourself |
| In business, we often talk about competing against other companies. However, often the best way to achieve excellence is to compete against ourselves. Here is an example so you can understand what we mean.    Jim battled with his weight for years. When he was 25 years old, he reached a weight of 95 kilos. This was way over the ideal weight for his height, which was 70.5 kilos. Throughout his twenties he ate a steady diet of junk food and soda. He also smoked a pack of cigarettes every day. He never got any exercise. Then one day, in his early thirties, after a visit to the doctor for problems with high blood pressure, he decided to do something about his health. He went to a nutritionist and started eating a balanced, mostly plant-based diet. He started losing weight and he felt great. He had initially given himself the target of getting to 80 kilos. When he reached this target, he went for more and eventually he got to his ideal weight of 70.5 kilos. Jim discovered that by setting himself targets and then trying to exceed them, that he was able to achieve things he never thought possible.    Once Jim had achieved his ideal weight, he decided to apply the same approach to quitting smoking. He gave himself the target of not smoking for one day. Once he was able to do that, he went for two days without smoking. Eventually 6 months had passed and he hadn’t had a cigarette. And then, after reaching his ideal weight and giving up smoking, he decided to run a marathon. On the first attempt he ran it in 3 hours and 26 minutes. He had set a personal best. For the next marathon, he set himself the target of running it in 3 hours maximum. He actually ran it in 2 hours 40 minutes: 20 minutes fewer than his target. Now he runs a marathon in 2 hours 15 minutes.    The principle of trying to beat your personal best, of competing against yourself is a useful strategy for improving your performance. You can achieve marvelous things if you put your mind to it. The important thing is to set yourself goals and once your reach those goals, try to better what you achieve. The idea of beating your personal best is often used by successful sales people. They set themselves a goal, for example, to sell 100 units. Then once they reach that goal, they go for 150 units or 200 units. They are constantly testing themselves, pushing themselves, and competing against themselves to see how far they can go.    And you, what areas of your life can you try to beat your personal best in? |

1. Work with a partner. Decide if the following statements are true or false. Make the false statements true.

* 1. Competing against yourself improves your performance.
  2. You compete against yourself by setting targets for yourself and trying to go beyond them.
  3. If you compete against yourself, you never achieve anything.
  4. Sales people prefer to compete against other companies rather than competing against themselves.
  5. The concept of beating your personal best only applies to the world of sport.

1. Work with a partner. Practice saying the numbers in the text.

## Do

1. Work with a partner. Investigate online and put the correct number in the facts. Check your answers as a class.

\_\_\_ % of the Earth’s surface is covered by ocean.

The number of planets in the universe is estimated to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There are \_\_\_\_\_\_\_\_\_\_ species of fish in the sea.

The human population is \_\_\_\_\_\_\_\_\_\_\_\_\_.

The number of people learning English worldwide is estimated at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Let’s use it!**

1. Work in groups of three. Make a questionnaire to carry out a survey about people competing against themselves in the class. Write your questions in your portfolios. Make sure to include questions about numbers in your questionnaire.

1. When you have written your questionnaire, stand up and move around the classroom to carry out your survey.

1. Prepare a PowerPoint presentation with the information you discover. Make sure to include any numbers that your classmates give you in the interviews. Record voice narration for it. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.



**How did I do? Evaluate yourself.**

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| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can use numbers in English. |  |  |  | Activities 3 & 4 |
| I can write a questionnaire. |  |  |  | Activity 5 |
| I can carry out a survey and present what I discover. |  |  |  | Activities 6 & 7 |
| I can reflect on my learning. |  |  |  | I can learn! |

**I can learn!**

What did you learn from this lesson?

Write your ideas in your portfolio. Compare what you write with a partner. Discuss what you read in each other’s portfolios.

# Lesson 4 – Improving performance



## Lesson 4 objectives

At the end of this lesson, you will be able to…

* talk about how to improve performance.
* use imperatives.
* use computer terminology.
* write an email to give advice in English.

## Activate

Discuss the following questions with a partner.

* Did you ever have a problem with your performance? What did you do to solve the problem?
* If you need to improve your performance in work, what can you do?

## Learn



1. Work with a partner. Listen to the podcast. Did you find any answers to the questions in the Activate section in the podcast? Compare your answers as a class.

1. Work with a partner. Listen to the podcast again. Decide which of the following statements are true and which are false. Correct the false ones.

* 1. If you want to improve your performance, you need to know what your area of opportunity is first.
  2. You need to define what to do to work on that area of opportunity.
  3. Technology can help us to organize our time and it can do all our work for us.
  4. Reading is not important if you want to improve your performance.
  5. Most jobs nowadays are based on knowledge.

Read audio script 5.2 at the end of this module to check your answers.

1. Work with a partner. Read audio script 5.2 again. Underline the verbs for giving instructions. Look at the example.

## Do

1. Work with a partner. Write instructions for how to do one of the following things. Use a dictionary to help you with any computer terminology you might need.

* + How to save a document in a cloud-based virtual space
  + How to insert a table into a word processing document
  + How to open a free email account
  + How to create a Wiki
  + How to average a series of numbers in a spreadsheet

1. Work with another pair. Read them your instructions. Can they guess which process you are explaining?

**Let’s use it!**

1. Work in pairs. Write an email to a colleague to help them with their performance. Be sure to use imperatives and the language for giving advice from the I can communicate box on page 18.

Dear Abigail,

We hope you’re well!

We’ve noticed that the quality of your work hasn’t been so good recently. We have identified the following problems:

-

-

-

We’d like to help you by giving you some advice about what to do…

1. Post your emails onto the class Wiki. Read your classmates emails. Edit them to correct mistakes and improve content.

**How did I do? Evaluate yourself.**

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| --- | --- | --- | --- | --- |
|  | **I can’t yet…** ☹ | **More or less (-)** | **Yes, I can!** 😊 | **If you need help, go to…** |
| I can talk about improving performance in English. |  |  |  | Activities 1 & 2 |
| I can use imperatives. |  |  |  | Activities 3 & 4 |
| I can use computer terminology. |  |  |  | Activities 4 & 5 |
| I can write an email to give advice in English. |  |  |  | Activities 6 & 7 |

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| **I can communicate!**  **Giving advice**  Look at the following language from the podcast for giving advice.     1. If you’re not reaching a sales target, you need to identify the problem first. 2. You then may need to change your product in some way. 3. You need to find people who have the money to pay for it. 4. For example, you can generate an email template for answering common questions that your customers make. 5. The more you know about your job, the better you will work. 6. For example, if you’re a computer programmer, the more you know about the language you’re using, Java for example, the faster and better you will program.     Which of the phrases can you include in your email in Activity 6? |

# Lesson 5 Product lesson

In this module, we have looked at different aspects of achievement. We have looked at how to take ourselves out of our comfort zones, what excellence means, competing against yourself to achieve your personal best, and how to improve personal performance. All of these aspects help us to achieve what we want and what our customers expect of us.



You are going to work in groups of four to investigate more about each of these areas. Then you are going to have a meeting to present what you have learned, making a group presentation on the topic of achievement. Use the language from the I am competent box to report back to your team mates about what you learned in your investigation.

Student A turn to page 21

Student B turn to page 22

Student C turn to page 23 Student D turn to page 24

|  |
| --- |
| **I am competent!**  **Reporting back**  You can use the following phrases to report back on what you discovered in an investigation:   * I investigated X. * I visited some Web sites about… * I discovered that… * What I found out was… * The most common idea on this subject was that… * The article describes… * Her theory is based on… * The most important thing to understand about X is… |

When you have finished having your meeting, prepare a PowerPoint presentation with the information about what you learned about the different aspects of achievement. Record voice narration for it. Upload your presentation onto the class Wiki. Vote for the best presentation. Justify your vote.

## Evaluate the product lesson

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| --- | --- | --- | --- | --- |
|  | **Could be better** ☹ | **More or less**  **(-)** | **Yes, we did it!**  😊 | **What we can do next time to improve** |
| My partners and I worked well as a team. |  |  |  |  |
| Our product was interesting for the rest of the class. |  |  |  |  |
| We learned something that we can apply to our real lives. |  |  |  |  |
| We were able to reflect on what happened during the class to produce a presentation. |  |  |  |  |

### Product Lesson (page 19) Student A

You are going to investigate more about the topic of the comfort zone and how it works. Investigate online and write what you discover in the box below. Try to include as much information as possible.

|  |
| --- |
|  |

When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about what you discovered. Be sure to use the phrases for reporting back from the *I can communicate* box.

When you have finished reporting what you discovered, make a PowerPoint presentation together about achievement and upload it onto the class Wiki.

### Product Lesson (page 19) Student B

You are going to investigate more about the topic of excellence. Investigate online and write what you discover in the box below. Try to include as much information as possible.

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| --- |
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When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about what you discovered. Be sure to use the phrases for reporting back from the *I can communicate* box.

When you have finished reporting what you discovered, make a PowerPoint presentation together about achievement and upload it onto the class Wiki.

### Product Lesson (page 19) Student C

You are going to investigate more about the topic of competing against yourself and beating your personal best. Investigate online and write what you discover in the box below. Try to include as much information as possible.

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| --- |
|  |

When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about what you discovered. Be sure to use the phrases for reporting back from the *I can communicate* box.

When you have finished reporting what you discovered, make a PowerPoint presentation together about achievement and upload it onto the class Wiki.

### Product Lesson (page 19) Student D

You are going to investigate more about the topic of how to improve personal performance. Investigate online and write what you discover in the box below. Try to include as much information as possible.

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|  |

When you have finished noting down your ideas and you are ready for your meeting, ask your partners if they are ready to start. If they are ready to start, have a meeting together for 15 minutes and tell each other about what you discovered. Be sure to use the phrases for reporting back from the *I can communicate* box.

When you have finished reporting what you discovered, make a PowerPoint presentation together about achievement and upload it onto the class Wiki.

### Audio scripts

[Audio script 5.1]

Excellence… an example of excellence, right? OK. Let me think. Excellence is when we do something that goes beyond normal standards. Let me think. Oh, yes! I remember. I was staying at a hotel in Singapore. And I will never forget the quality of the service. It was late one night and I was working on a report. This was in the days before computers and I was writing it by hand with a pen: a very beautiful pen. It had been an expensive present from my wife. It was 11pm and I was exhausted. I had started work at 7 that morning and after 16 hours straight, I had well and truly had enough. Anyway, I was so tired that I dropped my pen by accident and it rolled under the bed. And I thought, oh no! As you know, under the bed is probably the dirtiest place in a hotel. They never clean under there. So, I got down on my hands and knees. And pulling a face, yuck, really the idea of putting my hand under there made me feel sick, I put my hand under the bed to get back my pen. And what did you think I found? An old sandwich? Some human hair? A piece of tissue paper that someone had used to blow their nose? No! I found a note. I opened it up and it said: “Yes, it’s true! We clean under here too.” I couldn’t believe it. That hotel really went the extra mile to exceed my expectations.

[Audio script 5.2]

Welcome to my weekly podcast on business success. Where we look at the essential ingredients of being successful in the corporate world. Today we’re looking at improving performance, how we can get the results we want in work and in life!

People often ask me if I have tips on how to help them reach their targets. It isn’t easy but there’s lots you can do to manage your performance and improve it dramatically. So here we go… here are my top tips.

Tip number one. Know what your areas of opportunity are. Identify what the problem is and think of what actions you need to take to improve. So, for example, if you’re not reaching a sales target, you need to identify the problem first. Is the product or service not right for the market? You then may need to change your product in some way. Or you might not be selling to right market. If your product is expensive, for example, it doesn’t make sense for you to try to sell it to people who cannot afford to pay for it. You need to find people who have the money to pay for it.

Ok, tip number two. Use technology to help you to be more productive. Technology provides us with many tools for organizing our time. Calendars, checklists, software for managing projects all help us to be more productive and to perform more effectively. Technology is also great for automating things. For example, you can generate an email template for answering common questions that your customers make. Or an EXCEL spreadsheet for common calculations you have to make. Using these tools will save you time and thereby improve your performance.

And finally, tip number three. Read. The more you know about your job, the better you will work. Jobs in today’s world require us to use our brains. The automated jobs of the past are being delegated to robots and computer software. Where humans add value is by using what is inside our heads. When we read, we can try out new strategies and be more effective in what we do. When we’re more effective, our performance is better. For example, if you’re a computer programmer, the more you know about the language you’re using, Java for example, the faster and better you will program. This leads to better performance.

So, that’s it for this week. Don’t forget to download next week’s podcast to learn more secrets of business success.