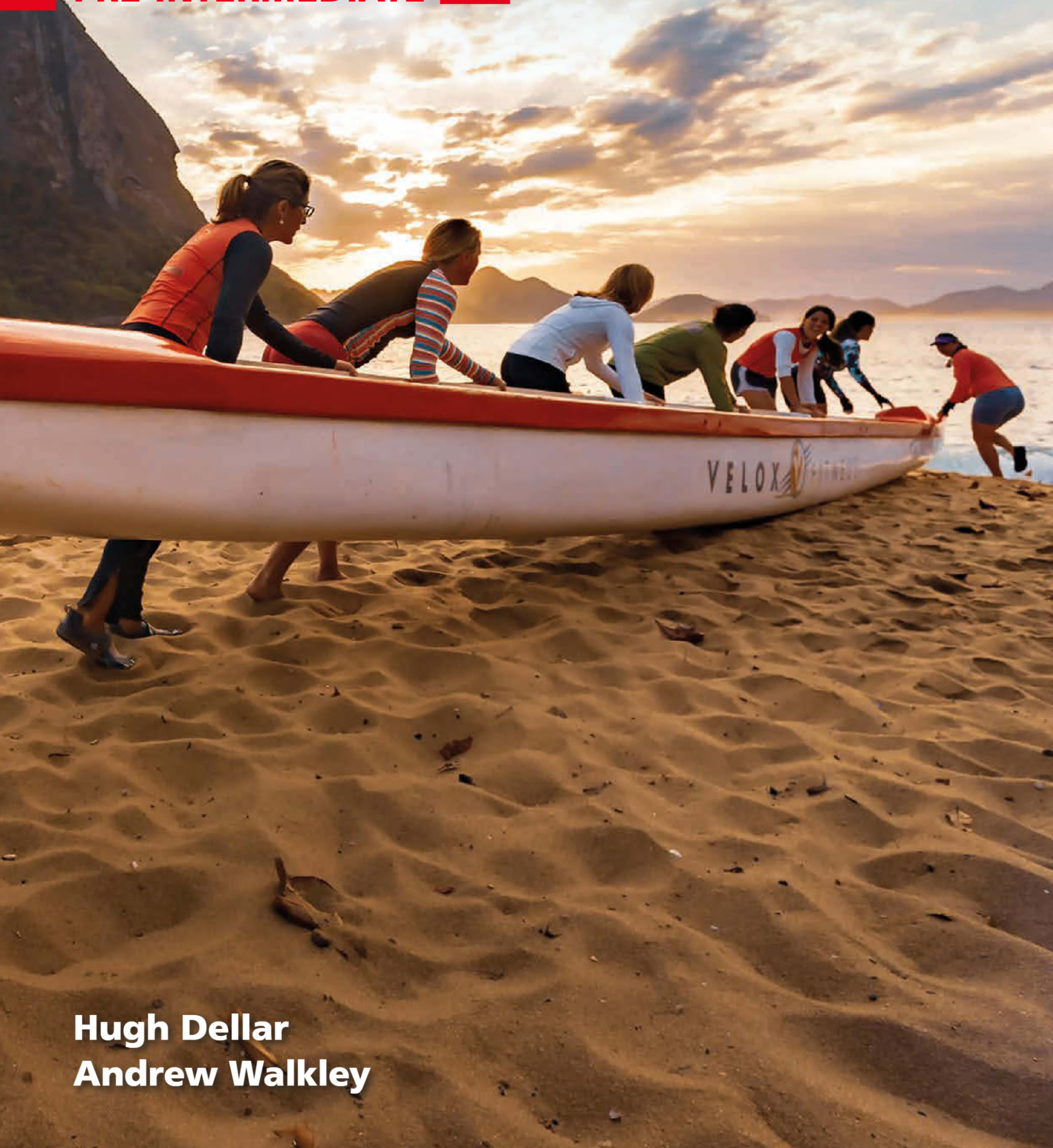


 NATIONAL
GEOGRAPHIC
LEARNING

THIRD EDITION

OUTCOMES

PRE-INTERMEDIATE **A2/B1**



Hugh Dellar
Andrew Walkley

ON THE COVER

A group of women preparing canoes to go out to sea at Praia Vermelha (the Red Beach), Rio de Janeiro, Brazil. © Nick Albi/Alamy Stock Photo

THIRD EDITION

STUDENT'S BOOK



OUTCOMES

PRE-INTERMEDIATE

Hugh Dellar
Andrew Walkley



SPEAKING**1****Jobs**

page 6

- Talk about jobs
- Talk about experiences at work to give advice
- Share information and discuss issues around ways of working

Developing conversations: Questions about jobs**2****Shops**

page 14

- Have a conversation about going shopping and what you bought
- Tell an anecdote about a problem with shopping online
- Roleplay different situations in shops and mediate the conversations

Developing conversations: Complimenting**WRITING 1: Writing a post about your work** page 22 **REVIEW 1** page 24**3****Getting there**

page 26

- Roleplay a conversation where you ask for / give directions
- Share travel experiences
- Discuss the transport situation where you live

Developing conversations: Asking for and giving directions**4****Eat**

page 34

- Discuss where and what to eat
- Explain opinions about food-related statements
- Roleplay ordering in a restaurant

Developing conversations: Making and responding to suggestions**WRITING 2: Telling an anecdote** page 42 **REVIEW 2** page 44**5****Relax**

page 46

- Invite people to do activities and arrange details
- Talk about sporting experiences and issues
- Find out how people experience stress and how they relax

Developing conversations: Lending people things**6****Family and friends**

page 54

- Share photos and talk about the people in them
- Discuss habits and possible problems when using social media
- Find out what you and your family have in common with others

Developing conversations: Explaining who people are**WRITING 3: Writing a personal profile** page 62 **REVIEW 3** page 64**7****Your place**

page 66

- Talk about where you're from and what it's like
- Discuss what's good / bad about living in different places
- Roleplay a conversation between a host and a guest in their house

Developing conversations: Explaining where places are**8****Always learning**

page 74

- Ask and answer questions about your learning experiences
- Discuss the pros and cons of online learning
- Discuss your experiences of, and beliefs about, school

Developing conversations: Showing surprise**WRITING 4: Describing places** page 82 **REVIEW 4** page 84

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Present simple and present continuous • Zero conditionals 	<ul style="list-style-type: none"> • Talking about jobs • How's work? 	<ul style="list-style-type: none"> • Three texts about experiences of work 	<ul style="list-style-type: none"> • Two conversations about the work people do • A podcast about working from home
<ul style="list-style-type: none"> • Past simple • Comparatives 	<ul style="list-style-type: none"> • Describing things you bought • Shopping online 	<ul style="list-style-type: none"> • Four forum posts about online shopping 	<ul style="list-style-type: none"> • Two friends talk about a visit to a street market • Five conversations in different shops
<ul style="list-style-type: none"> • Past simple and past continuous • Quantifiers with countable and uncountable nouns 	<ul style="list-style-type: none"> • Places in town • Being late • Transport 	<ul style="list-style-type: none"> • A blog post about being late 	<ul style="list-style-type: none"> • A couple on holiday ask people for directions • A radio travel-news update
<ul style="list-style-type: none"> • Present perfect simple • <i>Too / Not ... enough</i> 	<ul style="list-style-type: none"> • Restaurants • Describing food 	<ul style="list-style-type: none"> • An article about breakfasts around the world 	<ul style="list-style-type: none"> • Two colleagues discuss where to eat • Six short conversations in a restaurant
<ul style="list-style-type: none"> • Plans and arrangements • Superlatives 	<ul style="list-style-type: none"> • Activities, gear and places • Sports and games • Word families 	<ul style="list-style-type: none"> • An article about three different sports 	<ul style="list-style-type: none"> • A visitor and host make plans and arrangements • Five people talk about stress and what they do to relax
<ul style="list-style-type: none"> • Question formation • Showing similarities 	<ul style="list-style-type: none"> • Relationships • Using social media • Character and habits 	<ul style="list-style-type: none"> • A quiz about what kind of online friend you are 	<ul style="list-style-type: none"> • Two friends talk about different people • A podcast about birth order
<ul style="list-style-type: none"> • <i>Have to, don't have to, can and can't</i> • <i>Will / Won't</i> 	<ul style="list-style-type: none"> • Describing places • Staying with people 	<ul style="list-style-type: none"> • Four descriptions of where different people live 	<ul style="list-style-type: none"> • Three conversations about where people are from • A conversation between a host family and their guest
<ul style="list-style-type: none"> • First conditionals • <i>Had to / Could</i> 	<ul style="list-style-type: none"> • Stages of education • Online problems • At school 	<ul style="list-style-type: none"> • An article about a teacher's experience of running online courses 	<ul style="list-style-type: none"> • Three conversations about school and studying • An interview about school experiences

SPEAKING**9****Mind and body**

page 86

- Have conversations about a health issue someone has
- Discuss ways you and government organizations can help prevent bad health
- Tell stories about an accident or injury

Developing conversations: Common questions about illness**10****Places to stay**

page 94

- Ask for and give information to book a place to stay
- Discuss summer holidays in childhood and how things have changed
- Explain problems on holiday and talk about how to resolve them

Developing conversations: Apologizing**WRITING 5: Giving holiday news** page 102 **REVIEW 5** page 104**11****Science and nature**

page 106

- Discuss science and nature stories in the news
- Talk about unusual animals you've seen and animals in the news
- Create news stories about science or nature

Developing conversations: Responding to news and comments**12****On the phone**

page 114

- Practise leaving and taking messages
- Tell stories about phone experiences
- Roleplay reporting a crime

Developing conversations: Explaining where people are**WRITING 6: Making plans and arrangements** page 122 **REVIEW 6** page 124**13****Culture**

page 126

- Have a discussion about what film / series to watch
- Explain your experiences and opinions of learning and making music
- Do a survey about other people's cultural interests and attitudes

Developing conversations: Asking questions about films and series**14****Stuff**

page 134

- Organize a picnic celebration and discuss what to take
- Share opinions, experiences and ideas on the circular economy
- Discuss gift-giving and choose presents for different occasions

Developing conversations: Explaining what you need and don't need**WRITING 7: Writing an article** page 142 **REVIEW 7** page 144**15****Money**

page 146

- Roleplay a conversation about the economy
- Try to persuade people to support a particular charity
- Discuss the best way to react in different money-related situations

Developing conversations: Comparing prices**16****Events**

page 154

- Describe parties you've been to
- Discuss important events from a particular year in history
- Talk about an amazing day you've had

Developing conversations: Asking linked questions**WRITING 8: Inviting people to events** page 162 **REVIEW 8** page 164

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Giving advice • Imperatives 	<ul style="list-style-type: none"> • Health issues • Healthcare • Accidents 	<ul style="list-style-type: none"> • An article about healthcare 	<ul style="list-style-type: none"> • Three conversations about health issues • Three conversations about cures for health issues
<ul style="list-style-type: none"> • <i>Used to</i> • Time clauses 	<ul style="list-style-type: none"> • Places to stay • Summer holiday activities • Problems on holiday 	<ul style="list-style-type: none"> • The beginning of a short story about a holiday trip 	<ul style="list-style-type: none"> • A man phones a hotel for information • Four conversations about problems on holiday
<ul style="list-style-type: none"> • Past perfect simple • Passives 	<ul style="list-style-type: none"> • Science and nature news • Talking about animals 	<ul style="list-style-type: none"> • Four stories about unusual animal experiences 	<ul style="list-style-type: none"> • Four short conversations about science and nature in the news • A radio programme about scientific facts
<ul style="list-style-type: none"> • <i>Yet, already, just and still</i> • Reporting speech 	<ul style="list-style-type: none"> • Using phones • Forming negatives • Reporting crimes 	<ul style="list-style-type: none"> • Three newspaper articles about different stories 	<ul style="list-style-type: none"> • Two telephone conversations where people leave messages • A man makes three phone calls connected to a crime he's experienced
<ul style="list-style-type: none"> • <i>Be supposed to</i> • Present perfect continuous 	<ul style="list-style-type: none"> • Films and series • Music and learning 	<ul style="list-style-type: none"> • A blog post about a person's experiences with music 	<ul style="list-style-type: none"> • Two friends discuss what to watch • Four people talk about a favourite band, video game, artist or writer
<ul style="list-style-type: none"> • Defining relative clauses • Talking about rules 	<ul style="list-style-type: none"> • Things for trips and days out • Waste and recycling • Compound nouns 	<ul style="list-style-type: none"> • An article about recycling, reducing and repairing 	<ul style="list-style-type: none"> • Two friends plan a trip and what to take • Five people talk about presents
<ul style="list-style-type: none"> • Time phrases and verb forms • Second conditionals 	<ul style="list-style-type: none"> • Talking about the economy • Charities • Money and banks 	<ul style="list-style-type: none"> • An article about five different charities 	<ul style="list-style-type: none"> • Five people talk about the economy where they live • Four conversations about money problems
<ul style="list-style-type: none"> • Articles • Verb patterns (<i>-ing</i> form or infinitive with <i>to</i>) 	<ul style="list-style-type: none"> • Describing parties • Historical events 	<ul style="list-style-type: none"> • An article about important events in the year 2000 	<ul style="list-style-type: none"> • Three conversations about parties • Five people talk about special events they've experienced

1

Jobs

IN THIS UNIT, YOU:

- talk about jobs
- talk about experiences at work to give advice
- share information and discuss issues around ways of working

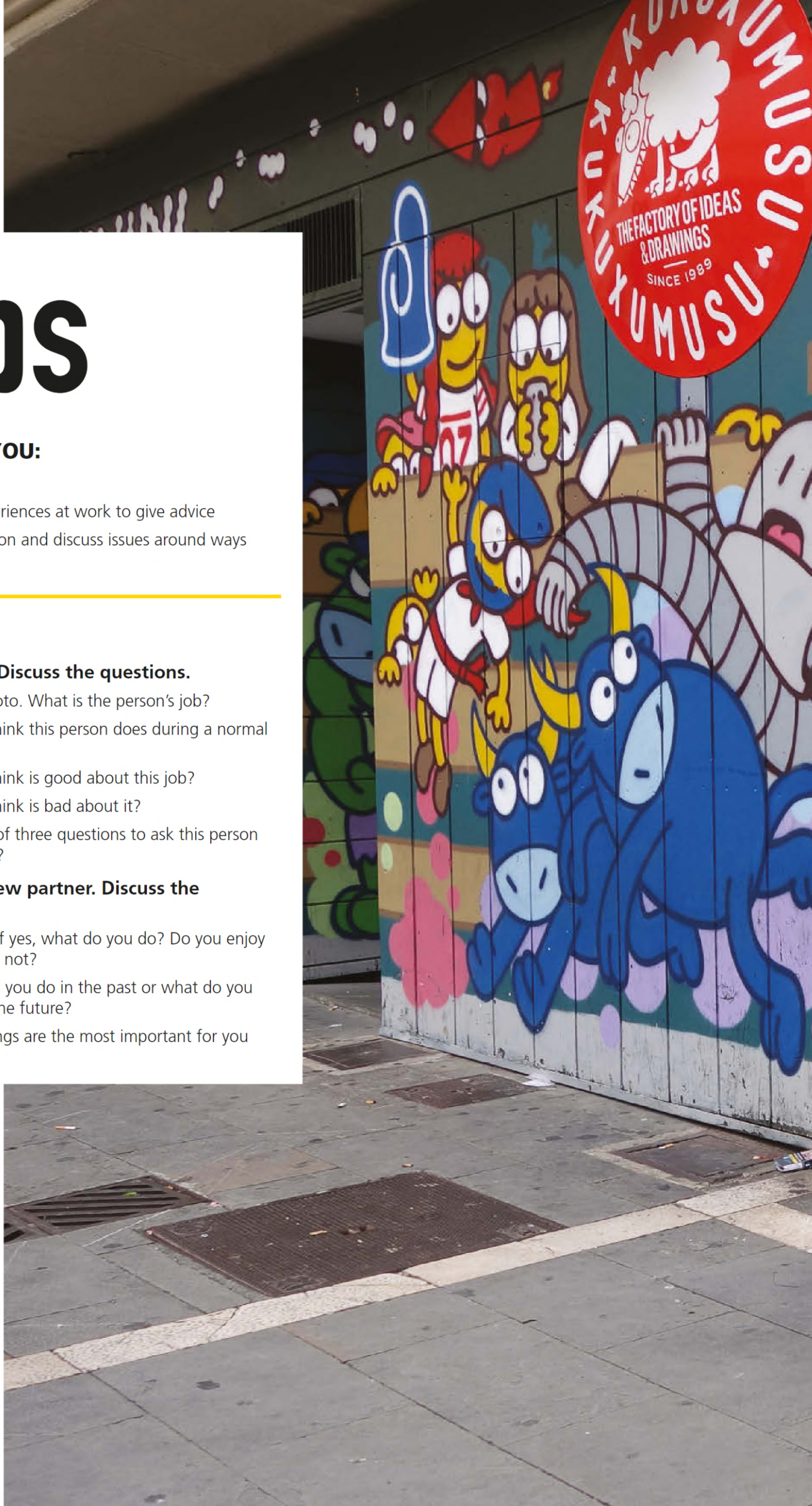
SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What is the person's job?
- 2 What do you think this person does during a normal day at work?
- 3 What do you think is good about this job?
- 4 What do you think is bad about it?
- 5 Can you think of three questions to ask this person about their job?

2 Work with a new partner. Discuss the questions.

- 1 Do you work? If yes, what do you do? Do you enjoy it? Why? / Why not?
- 2 If not, what did you do in the past or what do you want to do in the future?
- 3 What three things are the most important for you in a job?





A woman delivering stock to a shop in Pamplona, Spain.

What do you do?

IN THIS LESSON, YOU:

- talk about jobs
- ask and answer questions about jobs
- practise listening to conversations about jobs
- explain routines and current activities

VOCABULARY Talking about jobs

V See Vocabulary reference 1A.

1 Complete the phrases with these words.

enquiries	the fashion industry
the minimum wage	my own company
myself	part-time
research	

- 1 **deal with** problems / customers / _____
- 2 **earn** good money / €3,000 a month / _____
- 3 **do** essential work / training / _____
- 4 **work for** Microsoft / the government / _____
- 5 **run** a hotel / a restaurant / _____
- 6 **work** hard / late / _____
- 7 **work in** IT / education / _____

2 **P** Listen to the answers to Exercise 1 and practise saying them. Which words / phrases do you find hard to say? Practise saying them again.

3 Work in pairs. Take turns to describe a job. Use at least three phrases from Exercise 1. Your partner tries to guess the job.

DEVELOPING CONVERSATIONS

Questions about jobs

For some common topics, we use fixed question and response phrases. It's helpful to learn the whole phrases to use in conversation and not to worry about how they are formed.

4 Match the common questions about work (1–6) with their answers (a–f).

- 1 What do you do?
 - 2 Where do you work?
 - 3 How long have you worked there?
 - 4 Do you enjoy it?
 - 5 What are the hours like?
 - 6 What are your co-workers like? Do you get on?
- a Yeah, it's good. Sometimes it's a bit boring – like any job – but basically it's fine.
 - b Five years. I did my training after I finished school.
 - c I'm a police officer.
 - d In a section in Santiago de Chile.
 - e Yeah, they're great. We often go out together after work.
 - f Not great. I often work nights, so it's hard. It makes having a social life difficult.

5 Listen to the questions in Exercise 4 and practise saying them.

6 Think of a different answer to the questions in Exercise 4. Then work in pairs. Ask and answer the questions.

LISTENING

7 Listen to two conversations about work. Which questions from Exercise 4 do they ask in each conversation?

8 Work in pairs. Are the sentences about Emre (E), Veronika (V) or both (B)? Then listen again and check your answers.

- 1 I'm not working at the moment.
- 2 I'm living away from my family.
- 3 I don't run the business. I just work there.
- 4 I don't always agree with the people I work with.
- 5 I'm working on a big project now.
- 6 I work in the fashion industry.
- 7 I see my family every month.
- 8 I like dealing with problems.

9 Work in groups. Discuss the questions.

- 1 Who do you think has the better job – Emre or Veronika? Why?
- 2 Are any of the sentences in Exercise 8 true for you? Why? / Why not?
- 3 Do you know anyone who travels a lot because of their job? What do they do? Are they happy?
- 4 Could you work with people in your family? Why? / Why not?

GRAMMAR

Present simple and present continuous

We generally use two structures to talk about the present – the present simple and the present continuous.

Present simple

We **have** a couple of clothes shops.

I **don't** always **agree** with the people I work with.

Where **do** you work?

He usually **sees** his family every month.

Present continuous

I'm **doing** an MBA here.

I'm **not working** at the moment.

Which hotel **are** you **staying** in?

10 Work in pairs. Look at the examples in the Grammar box. Which of these rules are about the present simple (PS) and which are about the present continuous (PC)?

- 1 It describes temporary, unfinished actions.
- 2 It describes something that is generally true.
- 3 It's often used with time phrases like *at the moment*, *this month* and *this week*.
- 4 It's often used with adverbs like *always*, *usually*, *sometimes* and *never*.
- 5 The third person singular form ends in an *-s*.
- 6 Negatives are formed with *am / is / are + not + -ing*.

11 Complete the pairs of sentences (1–5) with the correct form of the verbs in bold. Use the present simple in one sentence and the present continuous in the other.

1 run

- a My parents _____ a small family hotel in Kyoto.
- b I _____ the shop while my boss is on holiday.

2 try

- a As a good businessperson, I always _____ to give my customers what they want.
- b He _____ to find work in the TV industry at the moment, but it's very competitive.

3 earn

- a I want to get a new job because I _____ the minimum wage at the moment.
- b I want to become a lawyer because they _____ good money.

4 not deal with


- a I _____ customers normally, unless we're really busy.
- b I _____ that problem right now. I don't have time. Maybe tomorrow.

5 work

- a _____ in the office this week or are you at home?
- b _____ here? I need to speak to the manager.

12 Work in groups. Discuss the questions. Use the present simple and present continuous.

- What two or three things are you doing at the moment that are different to your normal habits?
I'm going to the gym to try and get fit for my walking holiday.
- What are you working on at the moment at school or in your job? Is it interesting?
I'm helping to organize a conference. I'm enjoying it.
- What do you like about where you live and work? Are there any changes happening?
I can walk to work from my flat. It only takes ten minutes.

G See Grammar reference 1A. 

CONVERSATION PRACTICE

- 13 Think about how to answer the questions in Exercise 4 for your own job, or for a job you want to do in the future. Then have conversations with at least two other students in the class.**

A barber at work in a Brazilian shop.



How's it going?

IN THIS LESSON, YOU:

- talk about experiences at work to give advice
- use your knowledge to help interpret a text
- share information in texts to discuss work issues
- use language to say how work's going

READING

1 Ask different people how they are. Find out how their life / work / school is going.

A: So how's work going?

B: Very busy! How about you? How's school going?

A: Really well. I'm really enjoying it and doing OK, I think.

2 Look at the types of people. On your own, write down one or two common problems each person might have. Then work in groups. Compare your ideas.

- 1 a young person trying to find work
- 2 a parent or carer of a family member
- 3 a person working for themselves
- 4 someone who works in an office
- 5 a person working without a contract

3 Work in groups of three. Look at the texts on page 11. You should each choose a different person to read about. Read your text as quickly as you can. Answer these questions.

- 1 How is the person's work going?
- 2 Have they experienced any of the problems you thought of in Exercise 2?

4 M Now work together and decide which person – Si-Woo (SW), Talita (T) or Jada (J) – says they:

- 1 like a co-worker.
- 2 lost a previous job.
- 3 looked for work for a long time.
- 4 got help to get their job.
- 5 earn less if they make a mistake.
- 6 are learning in their job.

5 Work in pairs. Discuss the questions.

- 1 Who do you think has the best job? Why?
- 2 Is it easy to get work experience in your town / city?
- 3 How much time do people usually take off work when they have children? Is it paid?
- 4 Do you know anyone on a flexible contract? Are they happy?

VOCABULARY How's work?

6 Complete the sentences (1–8) with these pairs of words.

applied for / interviews	gave / presentation
increased / company	organize / argument
shouted / on time	spend / skills
talking with / contract	working on / project

- 1 I'm _____ a really interesting _____, but it's a lot of work.
- 2 I'm _____ a possible new client. It could be a really big _____.

- 3 My boss _____ at me for not finishing the work _____.
- 4 They _____ our wages recently because the _____'s making so much money.
- 5 I _____ my first _____ in a meeting last week and it went really well.
- 6 He didn't _____ the event well and we had an _____ about it.
- 7 I _____ lots of jobs and I had a couple of _____, but I didn't get anything.
- 8 I _____ most of my time on the internet and I'm not learning any new _____.

7 Which people in Exercise 6 might be:

- | | |
|---------------------------|-------------|
| 1 working for themselves? | 4 stressed? |
| 2 a manager? | 5 bored? |
| 3 new to a job? | 6 excited? |

8 Work in pairs. Discuss the questions.

- 1 Where else might you **give a presentation**?
- 2 Why else might you **lose a job**?
- 3 What else might you **have an argument** about at work?
- 4 In what places might you **find jobs**? How do you **apply for** them?
- 5 What **skills** are important to **learn** to become a teacher?
- 6 Do you know any companies that are **making a lot of money** or **doing badly**?

SPEAKING

9 What was your first job or experience of work like? Think of answers to these questions. If you haven't worked, use the ideas of one of the people in the text. Then work in groups. Tell each other your experiences.

- 1 What did you do?
- 2 Where did you work? Who for?
- 3 Did you enjoy it?
- 4 What were the hours like?
- 5 How long did you work there?
- 6 What was the money like?
- 7 What kind of things did you do?
- 8 What were your co-workers like?

10 Work in pairs. Decide on five pieces of advice to give to young people first starting work.

It's important to ...

Don't ...

Always try to ...

How's it going at work?



Si-Woo, South Korea

I LEFT UNIVERSITY two years ago with a degree in Media Studies and I applied for jobs in the film industry – hundreds of jobs! – but there's so much competition, I didn't get one! Not even an interview! Everyone asked for experience, but how can you get work experience if nobody offers you a job? In the end, I agreed to spend time at a public relations company without pay. At first, I only did boring jobs like making coffee, but I'm beginning to do more interesting things now. We're working with a film company to promote their new film. I'm helping to organize some events with the actors. It's good to get new skills, but I'm not even getting the minimum wage. I want to learn and earn – so I'm going to an interview for a properly paid job next week. Wish me luck!



Talita, Uruguay

BEFORE, I DIDN'T WORK MUCH. Because I had children, I had a part-time job for a while, but a couple of times my children were sick, so I took time off, and the second time my boss said don't come back. Later I also cared for my dad. I was happy to do it, but it's a full-time job without pay! Then a few years ago, the government started providing support for people like me. I got some training and now I work in a centre that teaches parents new skills and provides free day care for kids. I love my work and seeing the kids grow up. Obviously, they can be difficult sometimes, but if I'm having a bad day, I think of how I'm helping so many other parents and I'm grateful for my life now.



Jada, UK

I'M STUDYING PART-TIME here and working as a delivery driver at the same time. I can borrow money to pay for my course, but it's not enough. I started doing deliveries by bike through an app, but thankfully, I have a van now! I work for a company on a flexible contract. It means the hours change each week and sometimes you hardly earn anything because you don't get enough work – and then if you're late with a delivery, you can lose money too. It depends a lot on the manager. Luckily, I get on with mine, so it's OK for me. During the holidays, I have lots of hours, but then if I'm working on a project or an essay, I tell her I can't work and it's fine. So it suits me and I'm really enjoying getting to know Manchester!

Organize your time

IN THIS LESSON, YOU:

- share information and discuss issues around ways of working
- practise hearing groups of words in fast speech
- practise listening to a podcast about a work issue
- talk about what normally happens in common work situations

LISTENING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Where is this person working? What job do you think they do?
- 2 Do you know people who work from home? How much? What do they do?
- 3 Do you / they like working from home? Why? / Why not?
- 4 Do you think people do more work at home? Why? / Why not?

2 Listen to the beginning of a podcast. Answer the questions.

- 1 What's the podcast about?
- 2 What problem does the host mention?
- 3 What do you learn about Linda and Henry?

3 FS When people speak fast, you don't always hear sounds or whole words. Sometimes two words sound like one. Listen to six phrases from the next part of the podcast. How many words are there?

- | | |
|-------------|-------------|
| a 2, 3 or 4 | d 3, 4 or 5 |
| b 6, 7 or 8 | e 4, 5 or 6 |
| c 3, 4 or 5 | f 3, 4 or 5 |

4 Listen to the rest of the podcast. What advice does Linda give at the end? Do you think it's good advice?

5 Work in pairs. Are these statements true (T) or false (F)? How do you know? Listen again and check your answers.

- 1 Henry isn't earning anything.
- 2 He lives with someone.
- 3 Henry's office is also his bedroom.
- 4 He gets up early.
- 5 He can't sit down in the kitchen area.
- 6 He has very good wi-fi in his flat.
- 7 He's eating more and doing less exercise.

6 Work in groups. Discuss the questions.

- 1 Do you have a good work-life balance? Why? / Why not?
- 2 What time of day do you work best?
- 3 Can you think of three or four pieces of advice for Henry?

Try to ...

Don't ...



GRAMMAR

Zero conditionals

We use zero conditionals to talk about general truths. We make zero conditional sentences with two present simple verbs – one in the *if* clause, and one in the result clause.

If I have a problem, I like to lie down.

If you don't have a separate office, it can be a problem.

I eat more if I work in the kitchen.

7 Match the first parts of the zero conditional sentences (1–6) with the second parts (a–f).

- 1 If I don't sleep eight hours a night,
 - 2 If I have some difficult work to do,
 - 3 If you have problems with a task,
 - 4 If you don't need to travel to work,
 - 5 If you want to retire early,
 - 6 If you don't have much space,
- a do something easier first and deal with it later!
 - b you should find a job where you earn a lot.
 - c you can get more sleep and wake up later.
 - d I don't like having any noise – no radio, no music, nothing.
 - e it's difficult to work from home.
 - f I don't work well because I just feel tired all day.

8 Work in pairs. Discuss which sentences in Exercise 7 are true for you or are opinions you agree with.

9 Do you think these ideas are good or bad? Why? Write at least one zero conditional sentence for each idea.

- 1 Working less
If you work less, you lose money.
- 2 Working from home
- 3 University students also having a job
- 4 Paying a parent to stay at home
- 5 Retiring early

G See Grammar reference 1C.

SPEAKING TASK

10 **M** Work in pairs or groups of four. Do the task.

- Decide who's going to read Fact file A on this page and who reads Fact file B on page 190.
- On your own, read and decide if the information agrees / disagrees with any ideas in Exercise 9.
- In pairs, discuss if you think the ideas are good or bad. Explain your views based on experience and / or information you read.
- Work with another pair. Together, put the ideas in order from best to worst.

11 Work in pairs. Discuss the questions.

- Say two things you think the group did well and one thing you could do better.
I think it worked well when we ...
Next time, maybe we should try ... (+ -ing)
- Give feedback to one of the members of your group on something you think they did well.
I really liked the way you ...

FACT FILE A



Research in the UK found that 68% of people who retired early (when they were 60 or before) were happier after they retired.



A 2021 survey found that people working from home represented 32% of the workforce worldwide. They said they preferred it because if they work from home, they do more work.



A study in 2019 found that workers checked emails and messages on average every 6 minutes.



According to a study by an American business school, if you do a job such as a lawyer or manager, nearly everyone (94%) works 50 hours or more a week and around 40% do over 65 hours a week, as well as spending many extra hours answering emails and messages.



In two large studies, 2,500 workers in Iceland reduced their hours from 40 hours a week to 35. They earned the same. Researchers found that the amount of work people did stayed the same or got better. They also gave the same service to the public – or better.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What topics and texts in this unit were the most interesting or useful? What would you like to talk about more if you had the time in class?
- 2 Have you learned any useful phrases to use when describing the job you have or the job you want? If so, what are they and when would you use them?
- 3 Which part of this unit did you find the most difficult, and why?
- 4 What can you do at home to revise language from this unit?