

‘Whoever said money can’t buy happiness didn’t know where to shop.’

Gertrude Stein, novelist, poet, playwright

## Unit overview

### 3.1 > The Ziferblat café

**Lesson outcome:** Learners can use vocabulary related to shops and shopping.

**Video:** An unusual café

**Vocabulary:** Shops and the shopping experience

**Project:** A survey about shopping habits

### 3.2 > The retail experience

**Lesson outcome:** Learners can tell a simple story about past events and activities.

**Listening:** Shopping experiences

**Grammar:** Past Simple and Past Continuous

**Writing:** Writing a tweet

### 3.3 > Communication skills: Solving workflow problems

**Lesson outcome:** Learners are aware of different decision-making styles and can use a range of expressions to facilitate a decision-making meeting.

**Video:** Dealing with a problem

**Functional language:** Solving problems

**Task:** Dealing with a workflow problem

### 3.4 > Business skills: Presenting results

**Lesson outcome:** Learners are aware of the importance of structuring a presentation and can use a range of phrases to present results in an organised way.

**Listening:** A presentation

**Functional language:** Signposting a presentation

**Task:** A presentation

### 3.5 > Writing: An online review form

**Lesson outcome:** Learners can complete a simple online review form about a restaurant or hotel.

**Model text:** An online review

**Functional language:** Phrases from a review

**Grammar:** Types of adverbs

**Task:** An online review

### Lesson outcome

Learners can use vocabulary related to shops and shopping.

### Lead-in 1 Discuss these questions.

- How often do you go to cafés?
- Which of these activities do you usually do in cafés? Do you do anything else?

chat to a friend   get something to eat   have a coffee   read the newspaper  
use the free wi-fi   watch sport on TV   work on your computer

- Which are your favourite cafés and what do you like about them?

### BBC VIDEO



### 2 Watch the video about the Ziferblat café, an unusual retailer. What is special about it?

- Customers like to spend the day there.
- It's a very cheap place to eat and drink.
- You pay for the time you spend there.

### 3 Watch the video again. Complete the notes about the café. Use only one word in each gap.

Ziferblat is an unusual retailer. Everything in the café is <sup>1</sup>\_\_\_\_\_. People only pay for the time that they spend there. You check in and out like at a <sup>2</sup>\_\_\_\_\_, stay as long as you want, use the wi-fi, and eat and drink as much as you like. It costs 6p a <sup>3</sup>\_\_\_\_\_. The largest café is in Manchester, in northern England. Ziferblat means 'clock face' in Russian and <sup>4</sup>\_\_\_\_\_.

The shortest time one person spent there was <sup>5</sup>\_\_\_\_\_ minutes, and the longest time was eleven hours. That was a man who was <sup>6</sup>\_\_\_\_\_ a book.

This café in Manchester gets 12,000 people every <sup>7</sup>\_\_\_\_\_. There is also one Ziferblat in London, but to have to charge 20 or 25 pence a minute it sounds <sup>8</sup>\_\_\_\_\_.

### 4 Work in pairs or small groups. Ziferblat's owner says, 'We like to describe it as home.' In what ways is the café similar to a home or an office?

### Vocabulary Shops and the shopping experience

#### 5 Look at these extracts from the video. What do the words in bold mean? Match them with the definitions (1-8).

Your **bill** is calculated at 6p a minute, including **VAT**.

The largest **branch** of this international retail **chain** is here in Manchester.

... we **charge** 6p a minute ...

The business makes a **profit**.

This branch **serves** 12,000 **customers** each month.

- people who buy goods or services from a shop, company, etc.
- list showing how much you have to pay for the food you ate in a restaurant
- one local business, shop, etc. that is part of a larger business
- number of shops, hotels, etc. owned or managed by the same company or person
- to help customers in a shop, restaurant, etc., especially by bringing them the things that they want
- ask someone for a particular amount of money for something you are selling
- tax added to the price of goods and services in the UK and the EU
- money that you gain by selling things or doing business, after your costs have been paid

### 6 Listen to seven extracts. Which shop do the people want to go to? Number the places 1-7.

- bakery    bookshop    butcher's    clothes shop   
department store    pharmacy    shopping centre

### 7 Match the verbs with the correct collocations. All the words in the group must be possible with the verb.

- |          |   |
|----------|---|
| 1 charge | a for clothes / at the market / online                |
| 2 make   | b customers / meals / drinks                          |
| 3 serve  | c 6p per minute / customers for the wi-fi / JP¥15,000 |
| 4 shop   | d a profit / a mistake with the bill / coffee         |
| 5 cost   | e some food / a coffee / a meal                       |
| 6 order  | f money / time / the day shopping                     |
| 7 pay    | g the bill / in euros / by credit card                |
| 8 spend  | h a lot of money / me \$99 / nothing                  |

### 8 Choose the correct option in italics to complete the questions. Then discuss the questions in pairs or small groups.

- Do you prefer to *pay / shop* at large department stores, smaller shops or online? Why?
- What are your favourite *branches / chains* of clothes shops?
- When do you prefer to *pay / spend* in cash and when by card?
- Should cafés *cost / charge* customers who want to use their wi-fi?
- Will shopping centres continue to *make / serve* a profit in future? Why? / Why not?
- Do you think High Street *clothes shops / bookshops* have a future or will people buy things to read online?

Teacher's resources:  
extra activities

Teacher's resources:  
alternative video and  
extra activities

### PROJECT: Shopping habits

#### 9A Work in pairs or small groups. You are going to do a survey about each other's shopping habits. Look at the questions in the box. Which questions do you need to complete gaps 1-4 in the survey on page 129?

- What is your favourite day for shopping?
- Where do you prefer to buy clothes?
- What do you enjoy about shopping in High Street shops and online?
- What don't you like about shopping in High Street shops and online?
- Which of these products do you prefer to buy online?
- What do you spend most money on?
- Which is the best description of the way you shop?
- Do you have a discount card for any shops?
- What percentage of your money do you spend shopping online?
- Which of these sentences do you agree with?
- Do social networks / famous people make you want to buy things?

#### B Write three more questions for the shopping survey. Choose from the options in the box in Exercise 9A or use your own ideas.

#### C Work in a new group. Conduct your shopping survey.

#### D Work in the same pair or group as in Exercise 9A. Discuss these questions.

- What did you learn from the answers to your survey?
- Do you think customers will still want High Street shops in future or will we all shop online?
- Which High Street shops do you think will survive?



### Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

## Lesson outcome

Learners can tell a simple story about past events and activities.

### Lead-in 1A Work in pairs. Match the words in the box with the photos.

bazaar convenience store covered market magic mirror self-service try something on



**B** Have you ever shopped in places like these or used augmented reality?

### Listening

**2** ▶ 3.02 Listen to three people talking about recent shopping experiences. Which person do you think had the best retail experience? Which person had the worst?

**3** Choose the correct option. Listen again if necessary.

#### Extract 1

- Who was in Istanbul for work?
  - the man
  - the man's wife
  - both of them
- What does the man say about their visit to the Grand Bazaar?
  - They were there a long time.
  - They visited everything.
  - They didn't buy anything.

#### Extract 2

- How does the woman feel about the magic mirror?
  - She likes it.
  - She doesn't like it.
  - It doesn't work very well.
- Why didn't she buy anything at the store?
  - She didn't have any money.
  - She didn't like anything.
  - She couldn't decide.

#### Extract 3

- What does the woman say about ordering food in restaurants in China?
  - Her colleagues help her.
  - It's often difficult.
  - It's not hard.
- How does she feel about the automated shop?
  - It's a really useful shop.
  - She doesn't like the food it sells or the service.
  - It's too difficult to buy things with the codes

**T** Teacher's resources: extra activities

### Grammar Past Simple

**4A** ▶ 3.03 Complete the extracts from the dialogues with the correct Past Simple form of the verbs in brackets. Then listen and check.

- \_\_\_\_\_ you \_\_\_\_\_ (have) a nice holiday?
- ... the carpet seller \_\_\_\_\_ (serve) us tea when we \_\_\_\_\_ (sit) down ...
- I \_\_\_\_\_ (can) try on different styles and colours ...
- ... when I \_\_\_\_\_ (leave) the store, they \_\_\_\_\_ (send) me a list ...
- I \_\_\_\_\_ (not speak) much Chinese when I \_\_\_\_\_ (arrive) here ...
- When I \_\_\_\_\_ (go) in, I \_\_\_\_\_ (choose) my food ...

**B** What word do we use to form negative sentences and questions in the Past Simple?

**C** Which verbs in Exercise 4A are regular and which are irregular?

→ page 120 See Grammar reference: Past Simple and Past Continuous

be get meet not come  
not see pay ring say  
think write

**T** Teacher's resources: extra activities

**5** ▶ 3.04 Complete the dialogue with the correct Past Simple form of the verbs in the box. Then listen and check.

**Tony:** So, how was work when I was away last week?

**Sonia:** We <sup>1</sup> \_\_\_\_\_ very busy without you. We <sup>2</sup> \_\_\_\_\_ another big order from Piotr.

**Tony:** Again? <sup>3</sup> \_\_\_\_\_ he \_\_\_\_\_ us for the last order?

**Sonia:** No, not the full amount. I <sup>4</sup> \_\_\_\_\_ him an email about it when I received the new order. He <sup>5</sup> \_\_\_\_\_ me immediately and <sup>6</sup> \_\_\_\_\_ he'll pay us this week.

**Tony:** That sounds good. And <sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ the new Marketing Manager when she started last week?

**Sonia:** No, I <sup>8</sup> \_\_\_\_\_ her. She definitely <sup>9</sup> \_\_\_\_\_ to the office. In fact, I think she starts this week.

**Tony:** Yes, you're right! I <sup>10</sup> \_\_\_\_\_ it was last week.

→ page 115 See Pronunciation bank: Past Simple

### Past Continuous

**6** Look at these extracts from the dialogues. How do we form positive sentences, negative sentences and questions in the Past Continuous?

She **was working** Monday to Friday but she **wasn't working** at the weekend.

We **were browsing** for hours but we **weren't looking** for anything specific.

What **was I thinking**?

Sorry! Did I interrupt you? **Were you eating**?

→ page 121 See Grammar reference: Past Simple and Past Continuous

**7** Work in pairs. Ask and answer each other's questions.

**Student A:** Ask your partner:

**Student B:** Ask your partner:

'What were you doing yesterday at ...?'

'What were you doing on Saturday at ...?'

7 o'clock in the morning

2 o'clock in the morning

10 a.m.

9 a.m.

2 p.m.

midday

6 o'clock in the evening

4 p.m.

midnight

7 p.m.

**T** Teacher's resources: extra activities

### Writing

**8** Write three tweets for your followers on social media. You can invent any details you like. Use a maximum of 280 characters and the Past Simple and Past Continuous. Write about:

- a recent or memorable shopping experience.
- what you did at work or college yesterday.
- what you did last weekend.



### Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

## Lesson outcome

Learners are aware of different decision-making styles and can use a range of expressions to facilitate a decision-making meeting.

### Lead-in 1A

In pairs, discuss which of the following people create the biggest problems for others at work.

- 1 People who don't answer their email.
- 2 People who don't return phone calls.
- 3 People who don't meet deadlines.
- 4 People who don't work well in teams.



### B

Read the definition of *workflow*. In pairs, discuss what kind of workflow problems the people in Exercise 1A can cause. The following phrases may help you.

miss deadlines   waste time   fall behind schedule   hold things/people up

**workflow** (noun) – the steps people in a work-group need to take to complete a task successfully and on schedule

### VIDEO 2A

3.3.1 Watch Thiago explaining a problem he's having to Azra and answer the questions.

- 1 What is Thiago worried about? Why?
- 2 What does Azra suggest Thiago should do? Does it seem like good advice?
- 3 How did Shaun react the last time Thiago had a similar problem?

### B

Why might it not be a good idea for Thiago to avoid Shaun?

### Video A 3.3.2 3A

Watch Shaun and Thiago discussing the problem. Answer the questions.

- 1 Who asks for the meeting – Thiago or Shaun? How does this give him an advantage in the conversation?
- 2 Thiago tries to explain why his report is late. Does Shaun a) reject his explanations as excuses or b) listen and try to think of ways to help?
- 3 Does Shaun blame Thiago for creating a workflow problem?
- 4 How do Shaun and Thiago suggest the report can be finished? Do they agree on how to do this?
- 5 Who is happier with the final outcome of the meeting?

### B

What could Thiago and Shaun do differently to get a better outcome?

### Video B 3.3.3 3C

Watch a different version of the conversation and answer the same questions you answered in Exercise 3A.

### 4A

Think about the two versions of the meeting you just watched. When someone, like Thiago, is causing workflow problems for others in their team, which of the following questions is the most important to ask?

- 1 What's going wrong?
- 2 Whose fault is it?
- 3 How can we fix it?

### B

Can the other questions in Exercise 4A sometimes be useful, too? If so, when?

### 5

3.3.4 Watch the Conclusions section of the video and compare the advice with your answers in Exercise 4.

### Reflection 6

Do you focus more on problems or solutions when you make decisions in life and at work? Would you like to change your approach? What steps could you take to do this?

### Functional language Solving problems

a Get the person's attention.

b Check he/she is free to talk.

c Ask about progress.

### 7

The diagram on the left shows three steps for asking someone about their progress with a task. Match 1–6 below with the correct step (a–c).

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1 Have you got a moment?              | 4 Do you have a minute?          |
| 2 How are you doing with that report? | 5 Any progress with that report? |
| 3 Just the person I was looking for!  | 6 Ah, there you are!             |

### 8A

Use phrases from the box to complete the sentences.

How about   I'll see   Let me   What else   What if   Why don't I

- 1 \_\_\_\_\_ deal with Accounts.
- 2 \_\_\_\_\_ if I can get [someone] to share some of your workload.
- 3 \_\_\_\_\_ can we do to get this report finished?
- 4 \_\_\_\_\_ I bring in [someone] to help you out?
- 5 \_\_\_\_\_ asking [someone] to help you with some of the figures?
- 6 \_\_\_\_\_ just write an executive summary of the main points?

### B

Use the same phrases from Exercise 8A to make two more sentences.

- |         |                                  |   |
|---------|----------------------------------|---|
| 1 _____ | a see what I can do.             | b try and get you some IT support.          |
| 2 _____ | a if we can increase the budget. | b if there's any flexibility in the budget. |
| 3 _____ | a can I do to help?              | b do we need to do?                         |
| 4 _____ | a we make the deadline later?    | b I give you an extension?                  |
| 5 _____ | a rethinking the schedule?       | b adding more people to the project team?   |
| 6 _____ | a get you some help?             | b give you an assistant?                    |

### C

Match the responses with the correct suggestions in Exercises 8A and 8B. Some match more than one suggestion.

- 1 Thanks, I'm not great with numbers!
- 2 Someone to assist with the paperwork would be a big help.
- 3 Having a couple more people on the team would really speed things up.
- 4 Good, I'm having problems with some of the software.
- 5 Great, another five days should be enough.
- 6 An extra 10 percent would make a big difference.

Teacher's resources:  
extra activities

→ page 115 See Pronunciation bank: Stress in short sentences

## TASK

### 9

Work in pairs. Read the information and decide which of you is Speaker 1 (S1) and Speaker 2 (S2) in each situation. Roleplay the situations.

**Situation 1** S1 is giving an important conference presentation in Montreal six days from now. Ten days ago S1 asked S2 to prepare some slides for the presentation. The deadline for getting the slides ready is tomorrow, to give S1 time to practise the presentation. Unfortunately, S2 is having problems, so he/she needs to find a solution as quickly as possible.

For details, S1 look at page 133 and S2 look at page 139.

**Situation 2** S2 has to complete a sales report six days from now. Ten days ago S2 asked S1 to produce performance charts for each of the company's sales units. The deadline for doing this is tomorrow to give S2 time to add the charts to the report. Unfortunately, S1 is having problems, so he/she needs to find a solution as quickly as possible.

For details, S1 look at page 129 and S2 look at page 131.

### 10

When you have finished, discuss how the meetings went. How effectively did you:

- avoid blaming anyone?
- avoid making excuses?
- develop a plan of action?
- find out what the basic problems are?
- remain calm?
- suggest possible solutions?

Share your experience with the class.

## Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

## Lesson outcome

Learners are aware of the importance of structuring a presentation and can use a range of phrases to present results in an organised way.

## Lead-in 1 Work in pairs. Read the advice to business presenters and discuss the questions.

Giving a presentation is like taking your audience on a journey. To successfully reach your destination, you need to make sure nobody gets lost on the way! So provide them with a clear map of your talk at the start and always tell them where you're going as you speak – moving on, going back, changing direction. Think of it as GPS for presenters!



- 1 How is a presentation like a journey?
- 2 What do you need to do at the start of your presentation?

## Listening 2A Carl and Inés work for a large chain of mobile phone stores. This morning they gave a presentation to their Regional Sales Managers. In pairs, look at their slides and check any words you don't know. What is their presentation about?

## Overview ...

- Stage 1 Customer satisfaction ratings
- Stage 2 In-store interviews
- Stage 3 Focus group results

## Data collection method ...

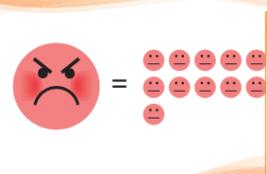
Please rate our service today



## One happy customer means ...



## One unhappy customer means ...



## The ideal sales adviser is ...

informative knowledgeable competent  
fast professional friendly  
relaxed good fun  
helpful  
efficient

## What our advisers need ...



## B 3.05 Listen to the introduction to the presentation and answer the questions.

- 1 What is the subject of the presentation?
- 2 Who is going to talk about the following: Carl or Inés?
  - a customer satisfaction ratings
  - b in-store interviews
  - c focus group results
- 3 When can the audience ask questions: during or after the talk?
- 4 Where did the data for the customer satisfaction ratings come from?

## C In pairs, discuss how clear Carl's overview of the presentation was, and why.

## 3A 3.06 Listen to the next part of the presentation and answer the questions.

- 1 Why was it necessary to do in-store interviews?
- 2 A happy customer recommends the store to how many people?
- 3 How many unhappy customers leave feedback? How many don't?

## B Listen again and raise your hand every time the presenter pauses for more than a couple of seconds. Why are these pauses helpful?

## 4 3.07 Listen to the last part of the presentation and answer the questions.

- 1 According to Carl, what information do the interviews *not* provide?
- 2 How many focus groups were there? What did the research team ask them to do?
- 3 What result did Inés and her team find surprising? Why?
- 4 What final recommendation does Inés make? Why?

## Functional language

## Signposting a presentation

## 5 Put the following words from the presentation in the correct order.

Secondly, ... Finally, ... Then ... First of all, ...

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

## 6 Complete the phrases and expressions for structuring a presentation using the verbs from the boxes.

brings hand move start sum

look jump recap started wrap

- 1 I'd like to \_\_\_\_\_ off by talking about stage one.
- 2 Now, let's \_\_\_\_\_ on to the in-store interviews.
- 3 That \_\_\_\_\_ me to the end of my part of the presentation.
- 4 I'll \_\_\_\_\_ you over to Inés to talk about stage three.
- 5 So, just to \_\_\_\_\_ up, ...
- 6 OK, let's \_\_\_\_\_ at the interview data in more detail.
- 7 So, to \_\_\_\_\_ on the main points so far.
- 8 So, let's \_\_\_\_\_ right in.
- 9 OK, let's \_\_\_\_\_ it up there.
- 10 OK, let's get \_\_\_\_\_.

T Teacher's resources: extra activities

## 7A Work in groups of four. Two of you should read the information on Presentation A below. The other two should look at Presentation B on page 127.

## B Read your information and decide who will be Presenter 1 and Presenter 2. Take a few minutes to prepare your presentation. Make some simple slides if you like.

## TASK

## PRESENTATION A

## Presenter 1

## Introduction and overview

- 1 Introduce yourself and Presenter 2.
- 2 Introduce the subject of your talk: 'A comparison of customer satisfaction ratings before and after providing our sales team with people skills training in Q2.'
- 3 Say who will talk about Parts 1, 2, 3 and 4.

## Part 1: Satisfaction ratings for Q1

😊 61% 😐 25% 😞 14% (not great!)

Estimated no. of customers not leaving feedback: 47% (we needed more data on this)

## Part 2: Customer research in Q1

- 1 72% of customers who didn't leave feedback were neutral 😐 or dissatisfied 😞
  - 2 91% just wanted simple, friendly advice about the products – not too technical!
- Close and hand over to Presenter 2.

## Presenter 2 Thank Presenter 1 and move on.

## Part 3: People skills training in Q2

Three four-hour face-to-face training sessions:

- 1 How to explain things in simple English
- 2 Dealing with difficult customers
- 3 Building a relationship with the customer

Plus 6 weeks of M-learning using mobile phones – very popular with our sales team!

## Part 4: Satisfaction ratings for Qs 3–4

😊 79% 😐 15% 😞 6% (very good news!)  
Estimated no. of customers not leaving feedback: 16% (significantly better)

## Summary and conclusion

- 1 Training programme was extremely successful.
  - 2 Customer satisfaction was up by almost a third.
  - 3 Satisfaction ratings are now more accurate.
- Close and thank audience.

## C Take turns to give your presentation to the other pair.

## D When you have finished, discuss how the presentations went. How effectively did you:

- introduce yourself and your co-presenter?
- introduce the subject of your talk?
- move on from one point to the next?
- give the audience an overview of your talk?
- use pauses for effect?
- hand over to your partner?
- sum up?
- end your talk?

## Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

### Lesson outcome

Learners can complete a simple online review form about a restaurant or hotel.

**Lead-in 1** Read the online restaurant review. Complete it with verbs from the box. Then compare in pairs.

ate bring brought changes didn't arrive eat  
have offers recommend were celebrating

#### Orchid restaurant review form

We value your feedback. Please leave your comments here.

How often do you eat here?	We usually <sup>1</sup> _____ in the Orchid restaurant at least once a week.
When did you last eat here?	We last <sup>2</sup> _____ there yesterday when we <sup>3</sup> _____ some business clients.
What was the purpose of your last visit?	We <sup>4</sup> _____ a sales contract with the clients. We often <sup>5</sup> _____ our clients to the Orchid.
What do/did you like about the restaurant?	The location of the restaurant is perfect for our company. The staff are always friendly and helpful. The 'specials menu', which <sup>6</sup> _____ every day, is always interesting.
Is/Was there anything you aren't/weren't happy with?	Yesterday the food <sup>7</sup> _____ very quickly. Sometimes the service is slow, especially when we <sup>8</sup> _____ a meeting to get to. However, it has never been a big problem.
Would you recommend us?	The Orchid is a lovely restaurant, which <sup>9</sup> _____ a wide range of local as well as international dishes, and we highly <sup>10</sup> _____ it.

**Functional language 2A** Complete the table below with phrases from the box.

Background	Bad points	Good points	Recommendation
1 _____	We last ate there yesterday with some clients.		
2 _____	The location of the restaurant is perfect.		
3 _____	Unfortunately, the food didn't arrive very quickly yesterday.		
4 _____	We highly recommend it.		

**B** Write these phrases in the correct place in the table in Exercise 2A.

The view from the restaurant is wonderful. We sometimes have company lunches there.  
I'm afraid I cannot recommend your restaurant to other people/businesses. It is too expensive.  
We had dinner there two days ago. The food is always excellent. The food was terrible.

- T** Teacher's resources: extra activities
- L** The review contains examples of adverbs. Go to MyEnglishLab for optional grammar work.

→ **page 121** See Grammar reference: Types of adverbs



- 3A** Work in pairs. Look at the review form for the Flamingo Palace Hotel on page 130. The comments are all mixed up. Work together to put the comments in the correct place.
- B** Choose a hotel/restaurant you know. Copy and complete an online review form like the one in Exercise 1 or Exercise 3A.
- C** Exchange reviews with your partner. Did your partner put the right information in each part of the review form? If your partner wrote about a place you know, do you agree with your partner's review?

### Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.