

Units 9–10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Describe people and things in the past, present, and future (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe possible consequences of actions (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand descriptions of abilities and personalities (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about preferences and skills (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give reasons for my opinions (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SPEAKING *Past, present, and future*

A PAIR WORK Think of one more question for each category. Then interview a partner.

Appearance What did you use to look like? Can you describe yourself now?
What do you think you'll look like in the future?

Free time Did you have a hobby as a child? What do you like to do these days?
How are you going to spend your free time next year?

B GROUP WORK Share one interesting thing about your partner.

2 GAME *Truth and consequences*

A Add two situations and two consequences to the lists below.

Situation	Consequence
<input type="checkbox"/> you move to a foreign country	<input type="checkbox"/> buy you a gift
<input type="checkbox"/> it's sunny tomorrow	<input type="checkbox"/> feel jealous sometimes
<input type="checkbox"/> it's cold tomorrow	<input type="checkbox"/> communicate in a new language
<input type="checkbox"/> you give me \$10	<input type="checkbox"/> go to the beach
<input type="checkbox"/> you don't call me later	<input type="checkbox"/> get really angry
<input type="checkbox"/> you fall in love	<input type="checkbox"/> stay home
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B CLASS ACTIVITY Go around the class and make sentences. Check (✓) each *if* clause after you use it. The student who uses the most clauses correctly wins.

"If you move to a foreign country, you'll learn to . . ."

3 LISTENING *Good or bad?*

A Listen to Louisa and Tim discuss four jobs. Write down the jobs and check (✓) if they would be good or bad at them.

Job	Good	Bad	Reason
1. Louisa	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>
2. Tim	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>

B Listen again. What reasons do they give?

4 DISCUSSION *Job profile*

A Prepare a personal job profile. Write your name, skills, and job preferences. Think about the questions below. Then compare with a partner.



Are you good at . . . ?
 communicating with people
 solving problems
 making decisions quickly
 speaking foreign languages



Do you . . . ?
 have any special skills
 have any experience
 have a good memory
 manage money well



Do you mind . . . ?
 traveling
 working with a team
 wearing a uniform
 working long hours

A: Are you good at communicating with people?

B: Sure. I enjoy talking to people.

A: So do I. I like meeting new people and . . .

B GROUP WORK Make suggestions for possible jobs based on your classmates' job profiles. Give reasons for your opinions. What do you think of their suggestions for you?

A: Juan would be a good executive because he likes solving problems and making decisions quickly.

B: No way! I could never be an executive. I'm too disorganized!

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?