

# Units 13–14 Progress check

## SELF-ASSESSMENT

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

I can . . . .	Very well	OK	A little
Ask about and express opinions and emotions (Ex. 1, 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe people and things (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand speculations and recognize emotions (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speculate about things when I'm not sure (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe rules and laws: permission, obligation, and prohibition (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 SURVEY Entertainment opinions

**A** Complete the first column of the survey with your opinions.

	Me	My classmate
A confusing movie	.....	.....
A boring TV show	.....	.....
A shocking news story	.....	.....
A fascinating book	.....	.....
An interesting celebrity	.....	.....
A singer you are amazed by	.....	.....
A song you are annoyed by	.....	.....

**B CLASS ACTIVITY** Go around the class and find someone who has the same opinions. Write a classmate's name only once.

"I thought *Inception* was a confusing movie. What about you?"

## 2 ROLE PLAY Movie recommendations

**Student A:** Invite Student B to a movie. Suggest two films. Then answer your partner's questions. Start like this: *Do you want to see a movie?*

**Student B:** Student A invites you to a movie. Find out more about the movie. Then accept or refuse the invitation.

Change roles and try the role play again.

### 3 LISTENING *That's how I feel!*

**A** Listen to some people talking. Write what each person is talking about.

1. .... 2. .... 3. .... 4. ....

**B** Listen again. What does each person mean? Check (✓) the best answer.

- |   |   |
|---|---|
| 1. <input type="checkbox"/> He is confused. | 3. <input type="checkbox"/> He didn't understand it.    |
| <input type="checkbox"/> He is nervous.     | <input type="checkbox"/> He thought it was interesting. |
| 2. <input type="checkbox"/> She enjoyed it. | 4. <input type="checkbox"/> She is frustrated.          |
| <input type="checkbox"/> She hated it.      | <input type="checkbox"/> She is bored.                  |

### 4 GAME *Charades*

**A** Think of two emotions or ideas you can communicate with gestures. Write them on separate cards.

I'm tired of waiting.

**B GROUP WORK** Shuffle your cards together. Then take turns picking cards and acting out the meanings with gestures. The student who guesses correctly goes next.

- A: That probably means you're bored.  
B: No.  
C: It could mean you're impatient.  
B: You're getting closer. ...



### 5 DISCUSSION *What's the law?*

**GROUP WORK** Read these laws from the United States. What do you think about them? Are they the same or different in your country?

- You're allowed to vote when you turn 18.
- In some states, you can get married when you're 16.
- You have to wear a seat belt in the front seat of a car.
- Young men don't have to serve in the military.
- You aren't allowed to keep certain wild animals as pets.
- In some states, you can't drive faster than 65 miles per hour (about 100 kph).
- You have to have a passport to enter the country.

- A: In the U.S., you're allowed to vote when you turn 18.  
B: That's surprising! In my country, we *have* to vote when we're 18.  
C: And in my country, we *can't* vote until we're 20.

### WHAT'S NEXT?

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