

# Units 3–4 Progress check

## SELF-ASSESSMENT

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

I can . . . .	Very well	OK	A little
Make evaluations and comparisons using nouns and adjectives (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to, understand, and express wishes (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about food using the simple past and the present perfect (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe recipes using cooking methods and sequence adverbs (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 SPEAKING Apartment ads

**A Pair work** Use the ad and the topics in the box to write an ad for an apartment. Make the apartment sound as good as possible.

### Quiet, Private Apartment

Small, but very comfortable, with many windows; located downtown; convenient to stores; 1 bedroom, 1 bathroom, 1-car garage; \$300 a month!

age	windows	parking
size	bathroom(s)	cost
location	bedroom(s)	noise

**B Group work** Join another pair. Evaluate and compare the apartments. Which would you prefer to rent? Why?

A: There aren't enough bedrooms in your apartment.

B: But it's convenient.

C: Yes, but our apartment is just as convenient!

## 2 LISTENING I really need a change!

**A** Listen to three people talk about things they wish they could change. Check (✓) the topic each person is talking about.

- |   |                                     |       |
|---|-------------------------------------|-------|
| 1. <input type="checkbox"/> leisure time  | <input type="checkbox"/> school     | ..... |
| 2. <input type="checkbox"/> skills        | <input type="checkbox"/> hobbies    | ..... |
| 3. <input type="checkbox"/> opportunities | <input type="checkbox"/> appearance | ..... |

**B** Listen again. Write one change each person would like to make.

**C Group work** Use the topics in part A to express some wishes. How can you make the wishes come true? Offer suggestions.

### 3 SURVEY Food experiences

**A** Complete the survey with your food opinions and experiences. Then use your information to write questions.

Me	Name
1. I've tried ..... , but I didn't really like it. <i>Have you ever tried ..... ? What did you think of it?</i>	.....
2. One of the best foods I've ever eaten is ..... <i>Is ..... one of the best foods you've ever eaten?</i>	.....
3. One of the worst foods I've ever eaten is .....	.....
4. I've never tried ..... , but I'd like to.	.....
5. I've made ..... for my friends and family.	.....

**B Class activity** Go around the class and ask your questions. Find people who have the same opinions and experiences. Write a classmate's name only once.

A: Have you ever tried peanut butter?

B: Yes, I have.

A: What did you think of it?

B: I didn't really like it.



### 4 ROLE PLAY Iron Chef

**Group work** Work in groups of four. Two students are the judges. Two students are the chefs.

**Judges:** Think of a list of three ingredients for the chefs to use. You will decide which chef creates the best recipe.

**Chefs:** Think of a recipe using the three ingredients the judges give you and other basic ingredients. Name the recipe and describe how to make it.

"My recipe is called . . . . To make it, first you . . . . Then . . . . Next, . . . ."

Change roles and try the role play again.

**Iron Chef, a TV cooking competition**



## WHAT'S NEXT?

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