

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 requests with modals, <i>if</i> clauses, and gerunds (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pass on messages using indirect requests (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tell a story using the past continuous and simple past (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to and understand sequence in the past (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe events using the past perfect (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

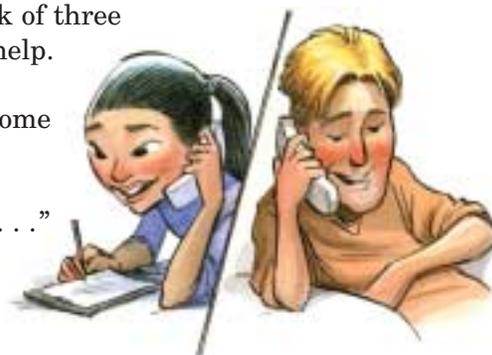
1 **ROLE PLAY** *I wonder if you'd . . .*

Student A: You are planning a class party at your house. Think of three things you need help with. Then call a classmate and ask for help.

Student B: Student A is planning a party. Agree to help with some things, but not everything.

“Hi, Dave. I’m calling about the party. I wonder if you’d mind . . .”

Change roles and try the role play again.



2 **DISCUSSION** *Mystery messages*

A Group work Take turns reading each request. Then discuss the questions and come up with possible answers.

I'm sorry to bother you, Ms. Collins, but if Mr. Wall in Apartment 213 uses my space again, I'll call a tow truck.

I'd really like to borrow it for the match on Friday. Please tell Tom to let me know soon if it's OK.

Tell your officers that she's brown and has a red collar. She answers to the name "Lady." Please call if you find her.

1. What is the situation?
2. Who is the request for? Who received the request and passed it on?
3. Write an indirect request for each situation.

“Please tell Mr. Wall . . .”

B Class activity Compare your answers. Which group has the most interesting answers for each message?