

Unit 4 Progress Test A

Grammar

- 1 Complete the mini-dialogues with the correct second conditional or comparative form of the words in brackets.

Chloe This room is ¹ _____ (less attractive) room in the house. It's really dark in here!
Sam I know, but it's also ² _____ (quiet) than the other rooms. That's why I sometimes sleep in here.

Harry Your neighbour drives ³ _____ (amazing) car I've ever seen. Is it a 1940s American car?
Jack Yes, it is. It looks nice, but it ⁴ _____ (be) a really great car if it ⁵ _____ (go) much ⁶ _____ (fast)! It takes my neighbour ages to drive to the end of this road!

Beth That's ⁷ _____ (nice-looking) dress I've seen for a long time.
Elaine I know, I ⁸ _____ (buy) it if I had enough money, but it's too expensive.

Hannah It's getting ⁹ _____ (noisy / noisy) in this street all the time. I wish we ¹⁰ _____ (not live) in the city centre.
Luke But it's lively in the city centre, and you like going out. If you ¹¹ _____ (move) to a quieter place, you ¹² _____ (not like) it there.

Mark: ____ / 6

- 2 Write the sentences. Use comparative forms or the second conditional.

1 Jess / play / her music / more / quiet / in the evenings.

2 we / miss / living in this apartment / if / we / sell it.

3 Claire / work / hard / than / anyone else in the class.

4 Kelly / give / a lot of money to her friends / if / she / win / the lottery.

5 I / not / go / to bed this early / if / I / not / be really tired.

6 the near / a / house / be / to the city centre / the / expensive / it / be to buy.

7 if / we / build / an extension on this house / we / lose / half of the garden.

Mark: ____ / 7

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[Foundations for the Future in Mathematics Education](#) Richard A. Lesh, Eric Hamilton, James J. Kaput, 2020-10-07 The central question addressed in *Foundations for the Future in Mathematics Education* is this What kind of understandings and

abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests and those that are needed for success beyond school in the 21st century This is an urgent question In fields ranging from aeronautical engineering to agriculture and from biotechnologies to business administration outside advisors to future oriented university programs increasingly emphasize the fact that beyond school the nature of problem solving activities has changed dramatically during the past twenty years as powerful tools for computation conceptualization and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields For K 12 students and teachers questions about the changing nature of mathematics and mathematical thinking beyond school might be rephrased to ask If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship as well as preparing them for career opportunities in learning organizations in knowledge economies in an age of increasing globalization how should traditional conceptions of the 3Rs be extended or reconceived Overall this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies The authors beyond simply stating conclusions from their research use results from it to describe promising directions for a research agenda related to this question The volume is organized in three sections Part I focuses on naturalistic observations aimed at clarifying what kind of mathematical thinking people really do when they are engaged in real life problem solving or decision making situations beyond school Part II shifts attention toward changes that have occurred in kinds of elementary but powerful mathematical concepts topics and tools that have evolved recently and that could replace past notions of basics by providing new foundations for the future This section also initiates discussions about what it means to understand the preceding ideas and abilities Part III extends these discussions about meaning and understanding and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities Foundations for the Future in Mathematics Education is an essential reference for researchers curriculum developers assessment experts and teacher educators across the fields of mathematics and science education *Publishers' Circular and Booksellers' Record of British and Foreign Literature* ,1891

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