

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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R Barnett



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Solutions Manual to Accompany Intermediate Public Economics, second edition Nigar Hashimzade, Jean Hindriks, Gareth D. Myles, 2013-04-12 A solutions manual for all 582 exercises in the second edition of Intermediate Public Economics A solutions manual for all 582 exercises in the second edition of Intermediate Public Economics Educational Times and Journal of the College of Preceptors ,1889 Oxford Practice Grammar Advanced with answers George Yule, 2020-07-28 Refreshed with a new design Oxford Practice Grammar is a three level English grammar practice series for the classroom or self study Its tried and trusted methodology provides clear explanations and lots of extra practice Oxford Practice Grammar knows that students need different types of explanation and practice at each stage of their study Basic provides lots of practice and short explanations Intermediate gives you more detail with extended practice Advanced gives challenging practice activities and in depth explanations Great for classroom or self study Great downloadable resources to support you when using Oxford Practice Grammar can be found at <https://elt.oup.com/student/practicegrammar> **True to Life Upper-Intermediate Teacher's Book** Ruth Gairns, Stuart Redman, 1998-04-30 Presents a five level course for adults which focuses on contemporary themes language and learning styles that are relevant to adult learners This title includes photocopiable worksheets tests and videos and the ready made lessons can be used as they stand or adapted using the optional activities suggested in the Teacher's Book The Educational Times, and Journal of the College of Preceptors ,1892 Educational Times ,1896 **Oxford Practice Grammar Basic with answers** Norman Coe, Mark Harrison, Ken Paterson, 2020-07-28 Refreshed with a new design Oxford Practice Grammar is a three level English grammar practice series for the classroom or self study Its tried and trusted methodology provides clear explanations and lots of extra practice Oxford Practice Grammar knows that students need different types of explanation and practice at each stage of their study Basic provides lots of practice and short explanations Intermediate gives you more detail with extended practice Advanced gives challenging practice activities and in depth explanations Great for classroom or self study Great downloadable resources to support you when using Oxford Practice Grammar can be found at <https://elt.oup.com/student/practicegrammar> Journal of Education and School World ,1889 Education Outlook ,1892 Nature ,1890 **Nature** Sir Norman Lockyer, 1890 The Uniform Trade List Annual ,1873 With alphabetical indexes of firms and trade specialties **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1973 A Modular Approach to Testing English Language Skills Roger Hawkey, 2004 Documents the development of the Cambridge ESOL Certificates in English Language Skills CELS a suite of modular examinations first offered in 2002 As a context for how CELS was conceived developed constructed validated and managed the book traces the history of exams which have influenced CELS The Royal Society of Arts RSA later UCLES University of Cambridge Local Examinations Syndicate Communicative Use of English as a Foreign Language examinations CUEFL was one such influence as were the Certificates in Communication Skills in English CCSE these exams

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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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