

Unit 3 Progress Test A

Grammar

1 Circle the correct words to complete the sentences.

- There are **only a few** / **a little** actors in that new play.
- It doesn't matter **how much** / **how many** action scenes there are in a film if there isn't a good storyline.
- I think **some** / **any** soundtracks are more interesting than the film itself.
- Have you got **much** / **many** money with you?
- There is **much** / **a lot of** work to do if you want to finish today.
- There weren't **some** / **any** people left in the building.
- There are **not much** / **not many** sitcoms that I like.
- Would you like **some** / **a little** new video games for your birthday?

Mark: ____ / 8

2 Read the advice for an actor on a film set. Rewrite the advice using one of the verbs in brackets.

- It's very important to bring some food and water with you.

I (must / have to) _____.

- You are not allowed to use your mobile phone on the set.

I (mustn't / don't have to) _____.

- Don't look at the camera when you're acting.

I (mustn't / don't have to) _____.

- It's important to learn the script.

I (must / mustn't) _____.

- If you are sixteen or under, it's compulsory to bring a parent with you.

I (must / have to) _____.

- It isn't necessary to wear special clothes.

I (needn't / mustn't) _____.

- It isn't necessary to stay on the film set after 6 p.m.

I (mustn't / don't have to) _____.

Mark: ____ / 7

3 Complete the advert with the words below.

don't have to have to must (x2) mustn't

"Right, I ¹ _____ eat something. Boil the water, open the packet, read the instructions ... Oh no, I ² _____ prepare a lot of vegetables!"

Does this sound like you in the kitchen? If it does, you need **READYLUNCH!**

Open the packet.

Don't worry – you ³ _____ prepare any vegetables.

Just add hot water, sit down and enjoy!

But remember, you ⁴ _____ tell your friends about this or they'll all want one!

Go on. You really ⁵ _____ try it!

Mark: ____ / 5

Solutions Pre Intermediate Progress Test Unit 7

Peipei Pang



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Cambridge English Empower Pre-intermediate Student's Book Adrian Doff, Craig Thaine, Herbert Puchta, Peter Lewis-Jones, Jeff Stranks, Graham Burton, 2015-01-29 Cambridge English Empower is a general adult course that combines course content from Cambridge University Press with validated assessment from the experts at Cambridge English Language Assessment The Pre intermediate Student's Book gives learners an immediate sense of purpose and clear learning objectives It provides core grammar and vocabulary input alongside a mix of skills Speaking lessons offer a unique combination of functional language pronunciation and conversation skills alongside video filmed in the real world Each unit ends with a consolidation of core language from the unit and focuses on writing within the context of a highly communicative mixed skills lesson This version of the Student's Book does not provide access to the video assessment package and online workbook A version with full access is available separately **Energy Research Abstracts**, 1982 **El-Hi Textbooks in Print**, 1979

Learning and Collaboration Technologies Panayiotis Zaphiris, Andri Ioannou, 2024-06-10 This three volume set LNCS 14722 14724 constitutes the refereed proceedings of the 11th International Conference on Learning and Collaboration Technologies LCT 2024 held as part of the 26th International Conference on Human Computer Interaction HCI International 2024 which took place in Washington DC USA during June 29 July 4 2024 The total of 1271 papers and 309 posters included in the HCII 2023 proceedings was carefully reviewed and selected from 5108 submissions The LCT 2024 conference addresses theoretical foundations design and implementation as well as effectiveness and impact issues related to interactive technologies for learning and collaboration including design methodologies developments and tools theoretical models learning design or learning experience LX design as well as technology adoption and use in formal non formal and informal educational contexts **The Learning and Teaching of Mathematical Modelling** Mogens Niss, Werner Blum, 2020-01-16 This book takes stock of the state of affairs of the teaching and learning of mathematical modelling with regard to research development and practice It provides a conceptual framework for mathematical modelling in mathematics education at all education levels as well as the background and resources for teachers to acquire the knowledge and competencies that will allow them to successfully include modelling in their teaching with an emphasis on the secondary school level Mathematics teachers mathematics education researchers and developers will benefit from this book Expertly written and researched this book includes a comprehensive overview of research results in the field an exposition of the educational goals associated with modelling the essential components of modelling competency and an extensive discussion of didacticopedagogical challenges in modelling Moreover it offers a wide variety of illuminating cases and best practice examples in addition to insights into the focal points for future research and practice The Learning and Teaching of Mathematical Modelling is an invaluable resource for teachers researchers textbook authors secondary school mathematics teachers undergraduate and graduate students of mathematics as well as student teachers *Nuclear Science Abstracts*, 1961 **Resources in**

Education ,1973 Applied Mechanics Reviews ,1993 *Metal Record and Electroplater* ,1918 **Research in Education** ,1973 **ERIC Educational Documents Index** Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education Government Reports Announcements & Index ,1980 **The Industrial Chemist** ,1962 *Proceedings* ,1993 **Process-centered Software Engineering Environments** Pankaj K. Garg,Mehdi Jazayeri,1996 Process Centered Software Engineering Environments PSEEs represent a new generation of software engineering environments in which the processes used to produce and maintain software products are explicitly modeled in the environment PSEEs hold the exciting promise of enabling a significant increase in both software productivity and quality The book presents a comprehensive picture of this emerging technology while highlighting the key concepts and issues The first chapter introduces some of the basic concepts and developments behind PSEEs and discusses the unifying role it plays in combining project management software engineering and process engineering The second chapter reviews related process modeling and representation concepts terminology and issues Chapter 3 analyzes the features of some example PSEEs and Chapter 4 takes an inside look at the implementation of these features by describing specific design choices made by researchers The last chapter discusses the evolution of PSEEs to accommodate practical issues in actual work settings and to play a more significant role in the software life cycle The text is a collection of influential papers that will bring the newcomer quickly up to speed on this fast moving field For the researcher the issues described in the text present a challenge to be conquered and directions to pursue For the practitioner they represent benefits that may be gained in the application of PSEEs in the work environment **Journal of Applied Chemistry** ,1966 **Government reports annual index** ,199? Government Reports Annual Index: Personal author ,1987 *The New Encyclopaedia Britannica: Micropaedia* ,1995 Resources in Education ,1982

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