

1 Complete the conversations. Choose the correct form of the verb in brackets.

100

1. A: I \_\_\_\_ in London tomorrow. Would you like to meet for lunch?  
a. would be ☐ b. will be ☐  
B: That \_\_\_\_ great, but I'm afraid I'm going to be out of town.  
a. would be ☐ b. will be ☐
2. A: \_\_\_\_ up-dating by the time you get home today?  
a. Will your computer finish ☐ b. Will your computer have finished ☐  
B: I'm afraid not. It \_\_\_\_ all through the night.  
a. will be updating ☐ b. will update ☐
3. A: Did I tell you that I \_\_\_\_ a car next week?  
a. was going to buy ☐ b. will buy ☐  
B: You didn't, but I \_\_\_\_ interested to see it.  
a. will have been ☐ b. will be ☐
4. A: I \_\_\_\_ our sales figures by this time tomorrow. They may not be good.  
a. will have seen ☐ b. will see ☐  
B: That \_\_\_\_ good news.  
a. wouldn't be ☐ b. won't be ☐
5. A: \_\_\_\_ in the office on Monday?  
a. Are you going to be ☐ b. Should you be ☐  
B: No, I \_\_\_\_ from home all next week.  
a. will have worked ☐ b. will be working ☐

1000

# Solutions Upper Intermediate Progress Test Unit 5

**G Psacharopoulos**



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Progress in Development of Methods in Bone Densitometry ,1966      *Resources in Education* ,1994      **Fossil Energy Update** ,1982      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      **Scientific and Technical Aerospace Reports** ,1995-05  
Nuclear Science Abstracts ,1975-04      **ERDA Energy Research Abstracts** ,1977      **ERDA Energy Research Abstracts** United States. Energy Research and Development Administration. Technical Information Center,1977      *Metal Record and Electroplater* ,1918      Technical Abstract Bulletin ,      **Research in Education** ,1973      **Bibliography of Scientific and Industrial Reports** ,1965-07      **Keywords Index to U.S. Government Technical Reports** United States. Department of Commerce. Office of Technical Services,1962      Geothermal Energy Update ,1979      **U.S. Government Research & Development Reports** ,1965      *Directory of solar energy research activities in the United States* ,1980  
Progress in development of methods in bone densitometry ,1966

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