

Unit 1 Progress Test A

Grammar

1 Complete the sentences. Use the past perfect simple or past perfect continuous form of the verbs in brackets.

- 1 Amy and I started a film company together even though we _____ (not know) each other very long at the time.
- 2 I _____ (stay) with friends in Hollywood for a month when an agent asked me to audition for a film.
- 3 He wasn't very good at acting because he _____ (not have) any training.
- 4 The cameraman was tired because he _____ (film) through the night.
- 5 I _____ (not want) to see the film, but, by the end of it, I thought it was the best thing I'd seen all year!
- 6 The film was so popular that by the end of the month our local cinema _____ (show) it over fifty times.

Mark: ____ / 6

2 Complete the extracts from biographies of famous Hollywood directors. Use the correct past perfect simple or past perfect continuous form of the verbs below. Use the continuous form whenever possible.

become begin make not enjoy not give study win work

1 Martin Scorsese

When the great American director Martin Scorsese received his first best picture Oscar for the film *The Departed* in 2006, he was so surprised that he ¹ _____ that he asked someone to check to make sure that they had the right envelope. He ² _____ in the film industry for over forty years, but, astonishingly, the Academy ³ _____ him an Oscar for *Taxi Driver* or *Raging Bull* or any of the other amazing films he ⁴ _____ earlier in his career.

2 Sofia Coppola

For a while, during the 1990s, Sofia Coppola ⁵ _____ at the California Institute of the Arts, but she ⁶ _____ the course, so she dropped out. It was a wise decision. Before long, she ⁷ _____ her successful career as a film director. By 2003, she ⁸ _____ only the third woman to be nominated for an Oscar for best director, for the film *Lost in Translation*.

Mark: ____ / 8

Solution Upper Intermediate Progress Test Unit 1

Mogens Niss, Werner Blum



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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 *El-Hi Textbooks in Print*, 1981 *Energy Research Abstracts*, 1993

Nuclear Science Abstracts, 1976 *Scientific and Technical Aerospace Reports*, 1985 *Solar Energy Update*, 1981

ERDA Energy Research Abstracts, 1983 **Research in Education**, 1971 *Health Physics Division Semiannual Progress Report for Period Ending ...*, 1953-07-31 **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 **ERDA Energy Research Abstracts** United States. Energy Research and Development Administration, 1976 **Grade Teacher**, 1953 *Progress in Computer Research* Frank H. Columbus, 2001 Contains 17 papers written by an international group of academic and industrial specialists in computer science Some of the topics addressed include the design and implementation of video servers in video on demand systems a framework for the development of globally convergent adaptive learning rate algorithms a vector based approach to analysis of file space properties load balancing for unstructured mesh applications musical composition based on genetic algorithms and fuzzy transformations of traditional Greek music patterns and

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