

## 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 <sup>1</sup> \_\_\_\_\_ (less attractive) room in the house. It's really dark in here!  
**Sam** I know, but it's also <sup>2</sup> \_\_\_\_\_ (quiet) than the other rooms. That's why I sometimes sleep in here.

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

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

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

# Solutions Upper Intermediate Tests Unit 9 Oxford

**Arthur James Wells**



## **Solutions Upper Intermediate Tests Unit 9 Oxford:**

**El diseño de tareas de traducción e interpretación: un instrumento en la enseñanza-aprendizaje del inglés como lengua extranjera en el Bachillerato** Ana Isabel Capel Moreno, 2008-01-17 El uso de la traducción en la enseñanza de idiomas vuelve a ser considerado un recurso más que facilita el aprendizaje a pesar de haber sido relegado por algunos métodos de enseñanza en el pasado El potencial de la lengua materna como sistema de referencia al adquirir una lengua extranjera puede ser explotado en grupos de alumnos que comparten la misma lengua como suele ser el caso de la enseñanza del inglés en el Bachillerato actual en España La traducción puede emplearse en el aula como complemento a las estrategias unilingües en las que sólo se emplea la lengua extranjera si bien el tipo de traducción pedagógica que se propone se acerca más a la traducción tal y como la realizan los profesionales que a la mera transcodificación lingüística Partiendo de aquí es necesario delimitar qué metodología a seguir para ponerla en práctica y qué resultados se pueden obtener Además de la relación existente entre la traducción y el desarrollo de las destrezas escritas se explora el uso de la interpretación como medio para desarrollar la comprensión y expresión orales de los alumnos La inclusión de estas actividades en el aula invita a la discusión y a la especulación en lo que respecta al contenido y a la forma de las producciones de los alumnos y por lo tanto se pueden considerar actividades comunicativas que fomentan el desarrollo tanto de estrategias de aprendizaje como de la competencia comunicativa Además permiten la selección de material adecuado a las necesidades específicas de los alumnos Por otra parte en tanto que instrumentos didácticos la traducción y la interpretación pueden ser empleados como instrumentos de evaluación de la comprensión escrita y oral en el Bachillerato permitiendo obtener información sobre la comprensión distinta a la que proporcionan los exámenes convencionales que evalúan estas destrezas

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### **Table of Contents Solutions Upper Intermediate Tests Unit 9 Oxford**

1. Understanding the eBook Solutions Upper Intermediate Tests Unit 9 Oxford
  - The Rise of Digital Reading Solutions Upper Intermediate Tests Unit 9 Oxford
  - Advantages of eBooks Over Traditional Books
2. Identifying Solutions Upper Intermediate Tests Unit 9 Oxford
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Solutions Upper Intermediate Tests Unit 9 Oxford
  - User-Friendly Interface
4. Exploring eBook Recommendations from Solutions Upper Intermediate Tests Unit 9 Oxford
  - Personalized Recommendations
  - Solutions Upper Intermediate Tests Unit 9 Oxford User Reviews and Ratings

- Solutions Upper Intermediate Tests Unit 9 Oxford and Bestseller Lists
- 5. Accessing Solutions Upper Intermediate Tests Unit 9 Oxford Free and Paid eBooks
  - Solutions Upper Intermediate Tests Unit 9 Oxford Public Domain eBooks
  - Solutions Upper Intermediate Tests Unit 9 Oxford eBook Subscription Services
  - Solutions Upper Intermediate Tests Unit 9 Oxford Budget-Friendly Options
- 6. Navigating Solutions Upper Intermediate Tests Unit 9 Oxford eBook Formats
  - ePub, PDF, MOBI, and More
  - Solutions Upper Intermediate Tests Unit 9 Oxford Compatibility with Devices
  - Solutions Upper Intermediate Tests Unit 9 Oxford Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Solutions Upper Intermediate Tests Unit 9 Oxford
  - Highlighting and Note-Taking Solutions Upper Intermediate Tests Unit 9 Oxford
  - Interactive Elements Solutions Upper Intermediate Tests Unit 9 Oxford
- 8. Staying Engaged with Solutions Upper Intermediate Tests Unit 9 Oxford
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Solutions Upper Intermediate Tests Unit 9 Oxford
- 9. Balancing eBooks and Physical Books Solutions Upper Intermediate Tests Unit 9 Oxford
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Solutions Upper Intermediate Tests Unit 9 Oxford
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Solutions Upper Intermediate Tests Unit 9 Oxford
  - Setting Reading Goals Solutions Upper Intermediate Tests Unit 9 Oxford
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Solutions Upper Intermediate Tests Unit 9 Oxford
  - Fact-Checking eBook Content of Solutions Upper Intermediate Tests Unit 9 Oxford
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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