

Solutions Upper-Intermediate Unit 1 Progress Test

1 Complete the sentences. Use the past perfect simple or past perfect continuous form of the verbs in brackets (had + 3rd form or had been + ...ing)

- 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

Solutions Upper Intermediate Unit 2 Progress Test

Didier Musso



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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 Resources in Education, 1990-04 **El-Hi Textbooks in Print**, 1981

Reactor Fuel Processing, 1964 *Fossil Energy Update*, 1982 **Bibliography of Scientific and Industrial Reports**, 1947 Monthly Catalog of United States Government Publications, 1982 *Monthly Catalogue, United States Public Documents*, 1994-10 *Energy Research Abstracts*, 1993 **Nuclear Science Abstracts**, 1975-04 **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 *ERDA Energy Research Abstracts* United States. Energy Research and Development Administration, 1977

Geothermal Energy Update, 1979 Applied Mechanics Reviews, 1993 *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

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