

PROGRESS TEST Units 1-4

Each of these sentences contains **one** mistake. Find the mistake and correct it.

- When I was 12, we moved to a new house – partly because the old one wasn't **enough big** *big enough* for all of us and partly because there was too much traffic in the area.
My cousin Jamie is a really annoyed person when he talks about his job but I'm always interested in listening to his stories about his trips around the world.
It was such long time since Dawn had seen her grandfather that there was a lot for them to talk about.
The person I most admire in my family is my mother because she's so supportive person and always has enough time to help me.
When the twins were too young, we never had enough money to buy them many things.
At the age of ten, David had an amazing singing voice but he usually felt very embarrassing when he sang in front of other people.

Choose the correct alternative in *italics* in each of these sentences.

- The resort was *much more busy than* / **much busier than** / *much busier than* I had expected.
It was impossible for anyone to sleep well in the hotel because there was so *much noise* / *so noise* / *such big noise* from the club opposite.
Lying on the beach for hours when it's *too hot* / *too much hot* / *too hot temperature* is bad for you.
We had a *such* / *too* / *very* beautiful view of the castle from our hotel window.
It's *more better* / *much better* / *much more better* going on holiday with your parents because they pay for everything.
The water was not *too warm* / *enough warm* / *warm enough* to swim in for more than a few minutes.

Word formation

Use the word given in CAPITALS at the end of some of the lines to form a word that fits the gap in the same line.

It was my 18th birthday, so my dad decided to take the family out for what we hoped would be a (0) **memorable** meal. He had chosen a (1) _____ restaurant in the town centre where you sit beside a pool in really (2) _____ chairs surrounded by exotic plants. In my family we are quite (3) _____ when it comes to eating and enjoy trying out new dishes. My preference is for really (4) _____ food.
When we saw the size of the menu we were really surprised – it was probably the (5) _____ menu I had ever seen and it had so many sections that we found it quite (6) _____. Anyway, the waiter was very (7) _____ and in the end we each made our (8) _____. I asked for a goat's cheese tart which I didn't think looked very (9) _____ when I saw it. Anyway, it tasted fantastic. All in all, it was a (10) _____ way to spend my birthday.

MEMORY
LUXURY
COMFORT
ADVENTURE

SPICE

LONG
CONFUSE
HELP
CHOOSE
ATTRACT
WONDER

Fce Progress Test 3

Bimal Roy



Fce Progress Test 3:

Examining FCE and CAE Roger Hawkey, 2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE Teach English as a Foreign Language: Teach Yourself (New Edition) David Riddell, 2014-06-27 This new edition of Teach EFL is the ultimate practical reference guide to teaching English as a Foreign Language Riddell's book is a classic it answers all those questions new language teachers have covers an amazing amount in a clear accessible way David Carr Director of Teacher Training International House London This book is packed with information on effective teaching techniques sound classroom management practical lesson planning successful job hunting and career development This is an indispensable book for all new and experienced EFL teachers a step by step guide on what to teach and how to teach it This edition has been fully revised to include up to date information on technology as an aid to learning comprehensive information on the increasingly popular task based learning invaluable advice on making the transition from learning to teaching clear guidance on ongoing professional development useful examples of teaching in different international contexts Rely on Teach Yourself trusted by learners for over 75 years

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December 2000 The 25 revised full papers presented were carefully reviewed and selected from a total of 54 submissions The book offers topical sections on stream ciphers and Boolean functions cryptanalysis stream ciphers cryptanalysis block ciphers electronic cash and multiparty computation digital signatures elliptic curves fast arithmetic cryptographic protocols and block cipher and public key cryptography **New Progress to First Certificate Teacher's Book** Leo

Jones,1996-11-07 This new colour edition has been updated to conform to the revised FCE specifications **Scour and Erosion** Liang Cheng,Scott Draper,Hongwei An,2014-11-06 The 7th International Conference on Scour and Erosion ICSE 2014 was organised by the School of Civil Environmental and Mining Engineering and the Centre for Offshore Foundation Systems at the University of Western Australia under the guidance of the Technical Committee 213 for Scour and Erosion of the International Society of Soil Mechanics and Geotechnical Engineering ISSMGE This biennial conference draws together leading academics scientists and engineers engaged in scour and erosion research to present and exchange their latest scientific findings These proceedings together with the six previous proceedings dating from 2002 present a rare collection of technical and scientific developments in scour and erosion research which have been established over the last 12 years This book includes state of the art papers in scour and erosion from ICSE 2014 covering the 6 themes of internal erosion sediment transport advanced numerical modelling of scour and erosion terrestrial scour and erosion river bridge scour and erosion and marine scour and erosion The proceedings include 5 keynote lectures from world leading researches cutting across the themes of scour and erosion together with 87 peer reviewed papers from 19 countries This book is ideal for researchers and industry working at the forefront of scour and erosion both with application to rivers and marine operations

Examining Listening Ardeshir Geranpayeh,Lynda B. Taylor,2013-03-27 This volume examines the nature of second language listening proficiency and how it can be assessed The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence It operationalises a comprehensive test validation framework which adopts a socio cognitive perspective The framework embraces six core components examining and then analysing Cambridge ESOL listening tasks from the following perspectives Test Taker Cognitive Validity Context Validity Scoring Validity Criterion related Validity and Consequential Validity *Defining and Assessing Lexical Proficiency* Agnieszka Leńko-Szymańska,2019-11-05 This comprehensive account of performance based assessment of L2 lexical proficiency analyzes and compares two of the primary methods of evaluation used in the field and unpacks the ways in which they tap into different dimensions of one model of lexical competence and proficiency This book builds on the latest research on performance based assessment which has most recently pointed to the application of more quantitative measures to L2 data to systematically explore the qualitative method of using human raters in assessment exercises and the quantitative method of using automatic computation of statistical measures of lexis and

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