



PRE- INTERMEDIATE ENGLISH: REVIEW 2 (UNITS 13-23)



Scan to review worksheet

Expemo code:
16AH-B6ZC-CSVE



1

Grammar: The past

Use the correct form of the verb in parentheses to complete each sentence. Choose from past simple, past continuous, or *used to* + verb.

1. After college, I _____ a teacher. (become)
2. When I looked out of the window, the sun _____. (shine)
3. _____ you _____ at the end of the movie? (cry ?)
4. I _____ his bag for him all the way home that day. (carry)
5. When I lived in Paris, I _____ croissants every day. (eat)
6. I _____ any money at that time. (not have)
7. We _____ very sad about the accident. (feel)
8. When I was a child, we _____ my grandparents on weekends. (visit)
9. They _____ ten years ago. (meet)
10. While you _____, I finished reading my book. (sleep)



2

Grammar: Conditionals - zero, first and second

Find and correct mistakes in the bold part of some of these sentences. If the sentence is correct, put a checkmark next to it.

1. **When you will leave milk out of the refrigerator for a long time**, it's not safe to drink.
2. **If she has more free time**, she would spend it with her family.
3. **If they weren't so busy**, they'd call you more often.
4. If the weather was better today, **we'll go to the beach**.
5. **If we plant more trees in cities**, temperatures will be more comfortable for us.
6. If you don't do your homework, **your English won't to get better**.
7. If people walk or bike to work, **they'd be healthier and use less energy**.
8. **People enjoy biking to work** if they tried it.
9. We'll need to work together **if we wanted to fight climate change**.
10. When the temperature increases, **people would find it more difficult to grow food**.

3

Grammar: Conjunctions - addition, contrast, cause and effect, first and last

Read the article quickly. Then choose a word from the box to complete the sentences.

although / and / at first / at last / because / but / but then / first / second / so

Conversation: a lost art? For thousands of years, people used to sit around the fire together in the evenings and talk. Why don't we do this anymore? _____¹, most modern homes don't have a place where several people can do things together. _____² we might all be home at the same time, we are often in different rooms. _____³, we don't spend much time speaking to the people we live with _____⁴ we're busy looking at our cell phones. We're in the same room, _____⁵ we're not in the same conversation. However, some families have decided to make some changes. "We want to spend more time together, _____⁶ we all turn off our phones after dinner," said Kate, a mother of three. _____⁷, Kate's kids were not happy, _____⁸ they started to enjoy playing games and talking about the day. "We read books together, _____⁹ the kids read by themselves too." Kate says that when it's seven o'clock, the kids say, "_____¹⁰ ! Family time!".



4 Grammar: Defining relative clauses

Make two sentences into one sentence using a defining relative clause and the words you are given. If you do not need the relative pronoun, leave it out.

Example: I saw my friend. She lives on the next street. I saw my friend who lives on the next street.

Ethanol and biodiesel are green fuels. They are better for the environment.

1. _____

I remember the beach. I learned to swim here.

2. _____

This is the teacher. She's really helped me.

3. _____

I sent the e-mail yesterday. Did you get it?

4. _____

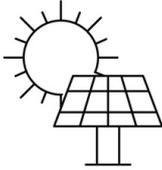
Fusilli is a type of pasta. It works well in salads.

5. _____



5 Vocabulary: Mixed vocabulary

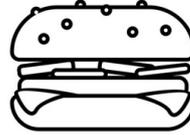
Complete the caption for each picture . Write one letter in each space.



1)



2)



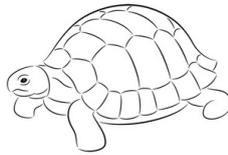
3)



4)



5)



6)



7)



8)

1. This is a _____.
2. This ice cream is _____ in the sun.
3. There is no meat in this _____ burger. The bread in a burger is called a _____.
4. We use _____ to make bread and cakes.
5. This bowl is full of _____.
6. This animal is a _____.
7. This animal is a _____. They are often orange in color.
8. These are _____. They are a type of _____.

6 Vocabulary: Climate change and green energy

Match each word with its definition. One word is extra.

fuel	atmosphere	rise	electricity	system
environment	extreme	reliable	climate	

1. go up or get higher
2. several things that are connected and work together
3. something that we burn to make light or heat
4. the land, water, and air that is all around us, where plants and animals live
5. the type of energy that we use to light our homes and power our computers
6. the weather conditions that we usually find in a place
7. very strong, often in a negative way
8. works well and in the way we expect



7 Vocabulary: Fables and pets

Choose the best word to complete the sentences.

1. After six months in lockdown, my body was really **stupid / weak / slow**. So, I started going to the gym.
2. I don't think we should keep wild animals in **cages / caves / caques**. They need to be free.
3. I **get / make / go** lots of exercise because I walk to work every day.
4. I'd love to have a dog, but I'm allergic **from / to / of** them. They make me sneeze.
5. It's usually **the strongest / most hard-working / fastest** people who do well in college and get the best jobs.
6. My cat has the most beautiful colored **hair / body / fur** - it's brown, orange, and black.
7. My roommate is so **lazy / weak / stupid**. He never cooks or cleans the house; he just sits and plays computer games.
8. My little sister is really **fast / stressed / clever**. She always helps me with my math homework.
9. Spending time with pets helps to **redo / reduct / reduce** stress.
10. I don't know why you always get the answer wrong. You're not **stupid / clever / fast**. Maybe you just sleep too much in class.

8 Vocabulary: Fashion, soccer, and life events

Place these words in the correct part of the table. Two words are extra.

defeat / designer / divorce / engagement / funeral / game / materials /
oats / recycled / second-hand / score / thriller / victory / wedding

(1) fashion	(2) soccer	(3) life events



9 Pronunciation

Write the past tense of these regular verbs in the correct column to show how we pronounce the -ed endings.

continue / date / divorce / help / perform / realize / try / want / watch / work

(1) /d/	(2) /ɪd/	(3) /t/
example: <i>received</i>		

10 Speaking

Choose the best word to complete the dialogues.

Dialogue 1: a phone call

- A: Hello. Martin Shoes, Annabel speaking.
- B: Hello. Can you put me **on / through / up** to Rob in sales, please?
- A: Sorry, I can't hear you. Can you **talk / say / speak** up?
- B: Sorry, yes, I need to speak to Rob in Sales.
- A: I think Rob's in a meeting, but I'll see if I can **get / put / go** through to him. Please hold **up / through / on**. ... Sorry, he's not picking **out / up / on** his phone right now.
- B: OK, I'll call later. Thanks.

**Dialogue 2: agreeing and disagreeing**

A: You know that new burger place that you told me about? I tried it last night.

B: What did you think?

A: Well, I liked the fries.

B: **I did. / Me too. / So am I.**

A: And I also liked the burger.

B: Sorry, but I **didn't / don't / haven't**. I thought it was very salty.

A: Next time I'm going to order sweet potato fries. I've never had them before.

B: Neither **had / did / have I**.

A: I don't usually like vegetarian food.

B: **Neither I. / Me neither. / Neither me.**

A: But I think I'll go back to this place again.

B: **So will I. / So think I. / So go I.**

Optional extension: work in pairs. Study the dialogues. Student B - cover your paper and respond to Student A as they read their part of each dialogue. Then change roles.



11

Reflect on your learning

When you are learning a language, it is helpful to stop and think about what you can/can't do after your lessons. Put a ✓ in one column of the table to show your skills and abilities.

Language area		I can do it - it's easy!	I can do it sometimes.	I can't do it.
Grammar: I can use these forms accurately in context	past simple: regular and irregular verbs			
	past continuous			
	<i>used to</i> + verb			
	zero, first and second conditionals			
	conjunctions of addition, contrast, cause, and effect			
	using <i>first</i> , <i>last</i> , and other words to list ideas and show feelings			
	defining relative clauses			



Vocabulary: I understand the meaning of a range of words related to these topics	climate change			
	green energy solutions			
	takeout fast food			
	fashion			
	life events			
	fables			
	pets			
	soccer			
Pronunciation: I can recognize and produce these accurately	regular past tense verb forms			
Speaking: I can use this language correctly in context	making phone calls			
	agreeing and disagreeing			



Key

1. Grammar: The past

Total 10 points.

- | | |
|----------------|-------------------------------------|
| 1. became | 2. was shining |
| 3. Did you cry | 4. carried |
| 5. used to eat | 6. didn't have / didn't use to have |
| 7. felt | 8. used to visit |
| 9. met | 10. were sleeping |

2. Grammar: Conditionals - zero, first and second

Total 10 points.

- | | |
|--|--|
| 1. When you leave ... | 2. If she had more free time ... |
| 3. correct | 4. ... we'd go to the beach. |
| 5. correct | 6. ... your English won't get better. |
| 7. ... they'll be healthier ... | 8. People would enjoy biking to work ... |
| 9. ... if we want to fight climate change. | 10. ... people (will) find it ... |

3. Grammar: Conjunctions - addition, contrast, cause and effect, first and last

Total 10 points.

- | | | | | |
|----------|-------------|-------------|------------|-------------|
| 1. First | 2. Although | 3. Second | 4. because | 5. but |
| 6. so | 7. At first | 8. but then | 9. and | 10. At last |

4. Grammar: Defining relative clauses

Total 10 points.

Award 2 points for a perfect sentence and 1 point for a sentence with a small mistake.

1. Ethanol and biodiesel are green fuels which/that are better for the environment.
2. I remember the beach where I learned to swim.
3. This is the teacher who has really helped me.
4. Did you get the e-mail I sent yesterday?
5. Fusilli is a type of pasta which/that works well in salads.

5. Vocabulary: Mixed vocabulary

Total 10 points.

The spelling must be correct to gain the full point.

- | | | | |
|----------------|-------------|----------------|-----------------|
| 1. solar panel | 2. melting | 3. veggie; bun | 4. flour |
| 5. nuts | 6. tortoise | 7. fox | 8. ants; insect |

6. Vocabulary: Climate change and green energy

Total 8 points. The extra word is atmosphere.



- | | | | |
|----------------|------------|------------|----------------|
| 1. rise | 2. system | 3. fuel | 4. environment |
| 5. electricity | 6. climate | 7. extreme | 8. reliable |

7. Vocabulary: Fables and pets

Total 10 points.

- | | | | | |
|---------|----------|-----------|-----------|----------------------|
| 1. weak | 2. cages | 3. get | 4. to | 5. most hard-working |
| 6. fur | 7. lazy | 8. clever | 9. reduce | 10. stupid |

8. Vocabulary: Fashion, soccer, and life events

Total 12 points. The two extra words are oats and thriller.

(1) **fashion:** designer / materials / recycled / second-hand

(2) **soccer:** defeat / game / score / victory

(3) **life events:** divorce / engagement / funeral / wedding

9. Pronunciation

Total 10 points. All verbs must be in the past tense and spelled correctly.

- 1) continued; performed; realized; tried
- 2) dated; wanted
- 3) divorced; helped; watched; worked

10. Speaking

Total 10 points.

The dialogue extension is optional. If you want to include this activity, students can work in pairs, or the teacher can work with individual students. If you want to mark it, you could give students a maximum of 3 points for each of these criteria: fluency, accuracy, and pronunciation. These scores are not factored into the percentage points for the test.

Dialogue 1

- | | | |
|------------|----------|----------------|
| a. through | b. speak | c. get; on; up |
|------------|----------|----------------|

Dialogue 2

- | | | | | |
|------------|-----------|---------|----------------|---------------|
| a. Me too. | b. didn't | c. have | d. Me neither. | e. So will I. |
|------------|-----------|---------|----------------|---------------|

11. Reflect on your learning

This is a self-assessment activity that is informed by student performance in the review exercises. If students find a particular language area difficult, they should plan to review it. The teacher can advise on how to do this.