

Life Vision Pre-intermediate Unit Test 2 C

A Grammar: Past continuous

Complete the sentences with the correct form of the verb in brackets.

- 1 I _____ (clean) the house all afternoon yesterday.
- 2 My sisters _____ (not / do) their homework. They were watching TV.
- 3 I couldn't see you in the library. Where _____ (you / sit)?
- 4 _____ (Max / study) last night? He didn't come to the party.
- 5 At 10 o'clock yesterday morning, we _____ (play) football.
- 6 Sue _____ (not / make) dinner at 6 o'clock. She was still at work.

/ 6

B Grammar: Past simple and past continuous

Complete the sentences with the correct past simple or past continuous form of the verb in brackets.

- 1 What _____ (you / do) when I called you? Were you busy?
- 2 I _____ (go) swimming on Sunday morning.
- 3 What time _____ (they / have) dinner last night?
- 4 We were very tired because we _____ (travel) all night.
- 5 Oscar _____ (not / tidy) his room – he was playing video games!
- 6 Sue _____ (not / cook) last night. She went to a restaurant.

/ 6

C Grammar: Past simple and past continuous

Read the text and choose the correct answer.

Something funny happened yesterday. I ¹ ___ my room when I heard a noise. I stopped and ² ___ carefully, but I couldn't see anything. I ³ ___ my clothes and I put them away. Then, while I ⁴ ___ my bed, the noise ⁵ ___ again. I looked carefully, and what do you think I saw? Under the covers, my two cats ⁶ ___ in my bed!

- 1 A ☐ tidied B ☐ am tidying C ☐ was tidying
- 2 A ☐ was listening B ☐ listened C ☐ listen
- 3 A ☐ folded B ☐ was folding C ☐ am folding

- 4 A ☐ make B ☐ made C ☐ was making
- 5 A ☐ started B ☐ was starting C ☐ were starting
- 6 A ☐ was sleeping B ☐ were sleeping C ☐ slept

/ 6

D Vocabulary: Recognizing collocations

Match the verbs with the nouns to make collocations. There are two extra nouns that you do not need to use.

- | | |
|--------------|-----------------------|
| 1 clear ____ | A the plants |
| 2 do ____ | B the floor |
| 3 empty ____ | C all the housework |
| 4 iron ____ | D the table |
| 5 sweep ____ | E the clothes |
| 6 water ____ | F the washing machine |
| | G the bed |
| | H a cake |

/ 6

E Vocabulary: Recognizing collocations

Choose the correct words from the box to complete the sentences. There are two words you do not need to use.

- | | |
|---|--|
| 1 When I empty the dishwasher, I _____ the dishes with a towel. | <div style="border: 1px solid black; padding: 5px;"> clean
dry
dust
fold
make
put away
wash
water </div> |
| 2 Would you prefer to cook dinner or _____ the cooker after? | |
| 3 Dad always tells me to _____ my clean clothes before I put them away. | |
| 4 We hardly ever _____ the dishes because we've got a dishwasher. | |
| 5 How often do you _____ the plants? | |
| 6 Isabel always forgets to _____ her bed in the morning. | |

/ 6

F Vocabulary: Understanding topic vocabulary

Read the sentence and choose the correct answer.

- 1 We went camping in a yurt – a kind of round ____.

- A ☐ chimney B ☐ tent C ☐ rug
- 2 I put my clothes away in the ____.
- A ☐ entrance B ☐ chimney C ☐ wardrobe
- 3 We didn't have any ____ so there were no lights.
- A ☐ electricity B ☐ heating C ☐ frame
- 4 Please can you open the window? I need ____.
- A ☐ fresh air B ☐ animal skins C ☐ running water
- 5 The ____ to the house was a large, wooden door.
- A ☐ outhouse B ☐ entrance C ☐ luxury
- 6 In some places, people wear ____ to keep warm.
- A ☐ wood stoves B ☐ fresh air C ☐ animal skins

/ 6

G Reading: Identifying the main idea

Read the texts and choose the correct answer.

<p>Priya</p> <p>Do you have a bread machine?</p> <p>I've got a second-hand one and there are no instructions. I want to make some delicious bread, but I need help.</p> <p>Message me please!</p>

- 1 Why is Priya asking for help?
- A ☐ She wants to buy a new bread machine.
- B ☐ She wants her bread to taste better.
- C ☐ She wants to know how to use her bread machine.

Hi Sue! Yes, I'd love to go the cinema with you, but I have to look after my sister until my mum gets home. I can meet you after 6 p.m. or we could go tomorrow.
Esra

2 What is the purpose of Esra's text message?

- A ☐ To invite Sue to see a film with her
- B ☐ To tell Sue when she is available to go out
- C ☐ To change an arrangement she and Sue made earlier

Dear Sir / Madam

I am writing to tell you that your interview was successful. Your profile fits exactly the kind of person we are looking for to work on reception.

3 What is the purpose of the letter?

- A ☐ To apply for a job
- B ☐ To ask for information about a job
- C ☐ To make a job offer

To: George

From: Andy

Subject: Bike ride

Hi! Do you remember I told you about Saturday's bike ride? Let me know if you want to go, and I'll tell the organizer. I'm busy next weekend, so I'm not going.

4 Why has Andy written the email?

- A ☐ To ask George if he's going on the bike ride
- B ☐ To explain why he isn't going on the bike ride
- C ☐ To tell George his plans for next week

WATER PARK
Half-price tickets for groups of 12 or more
Weekdays only
Ask at the main gate

5 What is the sign telling visitors?

- A ☐ You get into the water park this way.
- B ☐ You pay more for an individual ticket.
- C ☐ You pay less if you go on a Sunday.

Anna
I've made a sauce – it's in the microwave. All you have to do is make the pasta. Can you do enough for all four of us, please? I'll be back at 2 p.m.
Mum

6 What must Anna do?

A ☐ Finish making the lunch for her family

B ☐ Put her lunch in the microwave

C ☐ Make some pasta for her lunch

/ 6

H Listening: Identifying purpose

Listen to four people talking about where they live. Match the statements below to one of the four speakers - *Speaker A*, *Speaker B*, *Speaker C* and *Speaker D*.

- 1 _____ gives advice on how to build a house.
- 2 _____ describes moving in with family.
- 3 _____ gives examples of how hard owning a home is.
- 4 _____ tells a story about a house they know.
- 5 _____ complains about how laws affect progress.
- 6 _____ provides useful information on how to buy a house.

Speaker A
Speaker B
Speaker C
Speaker D

/ 6

I Speaking: Selecting vocabulary for the context

Choose the best sentences to complete the dialogue. There are two sentences you don't need.

Parent So, Beth, how can I help with Emily's surprise party?

Girl ¹ _____

Parent OK. What about Emily's cousins?

Girl Great idea! ² _____

Parent Sure. No problem! I'll call them tonight.

Girl Thanks. ³ _____

Parent No, that's fine. Could you please be careful with the plants?

Girl ⁴ _____ We'll be very careful.

Parent Right. So, what do you want me to do?

Girl ⁵ _____

Parent Sure! Shall we go on Saturday morning?

Girl ⁶ _____ Can we go on Friday evening?

Parent That's fine with me. I'll pick you up at 6 p.m.

- A Would you mind letting us have the party in your garden?
- B Can you help with the food?
- C No, sorry, I can't.
- D Do you think you could have a look at the guest list?
- E Do you think you could go shopping with me?
- F Do you mind telling them about the party?
- G Could you please serve the drinks?
- H Yes, of course.

/ 6

J Writing: Using appropriate verb tenses

Read the text and choose the correct answer.

When I was 10, we ¹ ___ in Oxford. Our garden had trees, long grass and a small pool. One afternoon I ² ___ past the pool when I heard something strange. I ³ ___ and listened carefully. I heard the noise again and ⁴ ___ there was a huge frog sitting in the grass. It was unusual. It ⁵ ___ orange spots and black eyes. I went to check what it was. But while I ⁶ ___ it up, a bird must have caught it, because it was gone!

- | | | |
|--|--|---|
| 1 A <input type="checkbox"/> live | B <input type="checkbox"/> are living | C <input type="checkbox"/> lived |
| 2 A <input type="checkbox"/> walked | B <input type="checkbox"/> was walking | C <input type="checkbox"/> walk |
| 3 A <input type="checkbox"/> stopped | B <input type="checkbox"/> stop | C <input type="checkbox"/> was stopping |
| 4 A <input type="checkbox"/> was realizing | B <input type="checkbox"/> realized | C <input type="checkbox"/> realize |
| 5 A <input type="checkbox"/> is | B <input type="checkbox"/> has | C <input type="checkbox"/> had |
| 6 A <input type="checkbox"/> look | B <input type="checkbox"/> was looking | C <input type="checkbox"/> looked |