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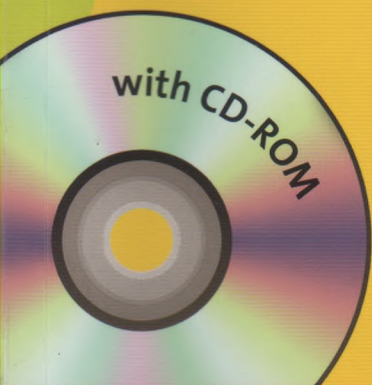
UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English

Objective PET

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Barbara Thomas*

***Student's Book
with answers***



Official preparation material for Cambridge English: Preliminary,
also known as Preliminary English Test (PET)

Map of Objective PET Student's Book

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION
Unit 1 A question of sport 10–13 Sports and hobbies	Present simple / <i>to be</i> + frequency adverbs	Definitions and explanations; <i>a kind of</i> + -ing/noun; sports; hobbies; expressing attitude	/aɪ/ as in <i>like</i> /iː/ as in <i>steep</i> /ɪ/ as in <i>big</i>	Present simple; the alphabet; <i>like</i> + -ing
Exam folder 1 14–15 Reading Part 1 Speaking Part 1				
Unit 2 I'm a friendly person 16–19 People	<i>like/enjoy</i> + -ing; <i>want / would like</i> + <i>to</i> ; <i>to be</i> + <i>a(n)</i> + occupation	Describing people: appearance, personality, interests; inviting and responding to invitations	/ɒ/ as in <i>pop</i> /ʌ/ as in <i>fun</i> /juː/ as in <i>university</i>	<i>have got</i>
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Unit 3 What's your job? 22–25 Work	Present simple vs. present continuous (for present actions); state verbs; short answers	Saying what people are doing; jobs	/æ/ as in <i>cat</i> /ɑː/ as in <i>cart</i> /ʌ/ as in <i>cut</i>	Present simple (Unit 1)
Exam folder 3 26–27 Speaking Part 3 Reading Part 5				
Unit 4 Let's go out 28–31 Entertainment	Prepositions of time; present continuous for future plans	Entertainment; making appointments; dates	Saying days and months	<i>would you like</i> + <i>to?</i> (Unit 2); present continuous for present actions (Unit 3)
Exam folder 4 32–33 Listening Part 1 Writing Part 2				
Unit 5 Wheels and wings 34–37 Transport	<i>need</i> ; countable and uncountable nouns; expressions of quantity	Transport; airport language; compound nouns	Unstressed <i>a</i> , <i>of</i> , <i>to</i> and <i>some</i>	Frequency adverbs and present simple (Unit 1); compound nouns from Units 1–4
Exam folder 5 38–39 Reading Part 2				
Unit 6 What did you do at school today? 40–43 Education and history	Past simple; short answers; adjectives ending in -ing and -ed	School life; school subjects; describing feelings and opinions; dates (years and decades)	Final sound of regular verbs in past tense: /t/, /d/ and /ɪd/	Expressing opinions
Exam folder 6 44–45 Listening Part 2 Writing Part 3				
Units 1–6 Revision 46–47				
Unit 7 Around town 48–51 Towns and buildings	Prepositions of place and movement; comparative adjectives; commands	Places/buildings in towns; directions; polite questions; saying you don't understand	/aʊ/ as in <i>out</i> /ɔː/ as in <i>or</i>	Adjectives from earlier units; spelling rules
Exam folder 7 52–53 Reading Part 3				
Unit 8 Let's celebrate 54–57 Special days	Present perfect simple; <i>just</i> , <i>already</i> , <i>yet</i>	Describing experiences and recent activities; celebrations, festivals and parties; giving good wishes	Dates	Dates (Unit 4); talking about pictures (Unit 3); present tenses

Exam folder 8 58–59 Speaking Parts 3 and 4 Writing Part 2				
Unit 9 How do you feel? 60–63 Health and fitness	Short answers in the present perfect	Parts of the body; illnesses; giving advice; expressions with <i>at</i>	/eɪ/ as in <i>say</i> /e/ as in <i>tell</i>	Present tenses; past simple; present perfect; short answers
Exam folder 9 64–65 Reading Part 4 Speaking Part 2				
Unit 10 I look forward to hearing from you 66–69 Letters and emails	Present perfect and past simple; <i>ago, for, since, in; been and gone; have you ever...?</i>	Letters and emails, etc.	Final sound of plural nouns /s/, /z/ and /ɪz/	Past simple; present perfect; short answers
Exam folder 10 70–71 Listening Part 1 Writing Part 3				
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Exam folder 11 76–77 Reading Part 5				
Unit 12 A good read 78–81 Books	Past continuous; past continuous vs. past simple; <i>while/when</i> + past continuous	Telling a story; saying what happened and what was happening; kinds of books; book reviews	/uː/ as in <i>two</i> /ʊ/ as in <i>took</i>	Saying what you like and why; giving opinions
Exam folder 12 82–83 Speaking Part 1 Writing Part 3				
Units 7–12 Revision 84–85				
Unit 13 A place of my own 86–89 Furniture and homes	Modals (probability and possibility): <i>it could/might/must/can't be</i> ; prepositions of place	Describing styles and saying what you prefer; price; rooms and furniture	/ɜː/ as in <i>television</i> /dʒ/ as in <i>joke</i>	Present and past tenses; prepositions (Unit 7) advice (Unit 9)
Exam folder 13 90–91 Reading Part 2				
Unit 14 What's in fashion? 92–95 Clothes	<i>used to; too and enough</i> with adjectives; adjective order	Guessing unknown words; clothes; colours	Pronunciation of <i>gh</i> and <i>ph</i>	Describing things; years and decades (Unit 6); superlative adjectives (Unit 11); adjectives
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Unit 15 Risk! 98–101 Adventures	Modals (permission and obligation): <i>can, can't; have to, don't have to; had to and didn't have to</i> ; adverbs	Rules; phrasal verbs with <i>get</i> ; activities and experiences; adjectives and adverbs	Pronunciation of <i>ou</i>	Adjectives from earlier units; past simple (Unit 6)
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/ɜ:/ as in *third*

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TOPIC

GRAMMAR

**FUNCTIONS AND
VOCABULARY**

PRONUNCIATION

REVISION

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Content of the Preliminary English Test Examination

The PET examination consists of three papers – Paper 1 Reading and Writing, Paper 2 Listening and Paper 3 Speaking. There are four grades: Pass with Merit (about 85% of the total marks); Pass (about 70% of the total marks); Narrow Fail (about 5% below the pass mark); Fail. For a Pass with Merit and Pass, the results slip shows the papers in which you did particularly well; for a Narrow Fail and Fail, the results slip shows the papers in which you were weak.

Paper 1 Reading and Writing 1 hour 30 minutes

(50% of the total marks: 25% for Reading and 25% for Writing)

There are eight parts in this paper and they are always in the same order. You write your answers on the answer sheet.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
Reading Part 1	Multiple choice (A, B or C)	5	You answer multiple-choice questions about five short texts (notices, postcards, labels, messages, emails, etc.).	1, 15, 23
Reading Part 2	Matching	5	You match five descriptions of people to eight short texts.	5, 13, 27
Reading Part 3	True/false	10	You answer ten true/false questions about a longer text.	7, 21, 25
Reading Part 4	Multiple choice (A, B, C or D)	5	You answer five multiple-choice questions testing opinion, detail and general meaning in a text.	9, 17, 29
Reading Part 5	Multiple choice (A, B, C or D)	10	You choose the correct words to fill ten spaces in a short text.	3, 11, 19
Writing Part 1	Rewriting sentences	5	You write one to three words in a gapped sentence so it means the same as the sentence given above it.	2, 16, 22, 28, 30
Writing Part 2	A short message	1	You write a short message (35–45 words) which includes three pieces of information.	2, 4, 8, 14, 18, 30
Writing Part 3	Either a letter or a story	1	You write either a letter or a story (about 100 words)	2, 6, 10, 12, 14, 20, 24, 26, 30

Paper 2 Listening about 30 minutes (plus 6 minutes to copy answers onto the answer sheet)

(25% of the total marks)

There are four parts in this paper and they are always in the same order. You listen to some recordings. You hear each recording twice. You write your answers on the answer sheet.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
Listening Part 1	Multiple choice (A, B or C)	7	You answer seven multiple-choice picture questions about seven short recordings.	4, 10, 20
Listening Part 2	Multiple choice (A, B or C)	6	You answer six multiple-choice questions about a recording with one speaker or one main speaker and an interviewer.	6, 16, 28
Listening Part 3	Gap fill	6	You complete six gaps in a text by listening to a recording with one main speaker.	2, 18, 24
Listening Part 4	True/false	6	You answer six true/false questions about a conversation between two speakers.	14, 22, 30

Paper 3 Speaking 10–12 minutes for a pair of students

(25% of the total marks)

There are four parts in the speaking test and they are always in the same order. There are two students taking the examination and two examiners.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
Speaking Part 1	The examiner asks both students some questions.	2–3 minutes	You are asked to give information about yourself.	1, 12, 26
Speaking Part 2	The students have a discussion together.	2–3 minutes	You are given some pictures about a situation and you discuss it with the other student.	9, 23, 26
Speaking Part 3	Each student talks in turn to the examiner.	3 minutes	You are each given a different colour photograph which you talk about for up to a minute.	3, 8, 29, 30
Speaking Part 4	The students have a discussion together.	3 minutes	You have a discussion with the other student about a topic connected with the photographs in Part 3.	8, 29, 30

New for the second edition of Objective PET

As well as adding new exercises, pictures and a Grammar Folder, the authors have used the Cambridge Learner Corpus for the second edition. A CD-ROM and website give extra support.

Cambridge Learner Corpus

When you see this icon in the book, it means that this language area has been identified in the Cambridge Learner Corpus (CLC) as an area in which learners often need extra practice. The CLC is a collection of over 30 million words taken from student exam papers from Cambridge ESOL. It shows real mistakes students have made in their exams. The mistakes the authors focus on are typical of learners at this level and that is why this book provides further practice in using these features of the language accurately.

CD-ROM

On the CD-ROM there are 90 exercises, six for each pair of units, giving extra practice in vocabulary, grammar, reading, listening, writing and pronunciation. There is also an interactive word game and a PET Practice Test, as well as additional resources for both teachers and students, such as wordlists and teaching tips for using these and photocopiable recording scripts for some of the Listening tasks.

Website

www.cambridge.org/elt/objectivepet

On this website you will find a number of useful resources for both students and teachers: an additional free photocopiable PET Practice Test with audio, a further interactive word game to test your vocabulary (Vocabulary Trainer), photocopiable wordlists and teaching tips as well as photocopiable recording scripts for classroom use.

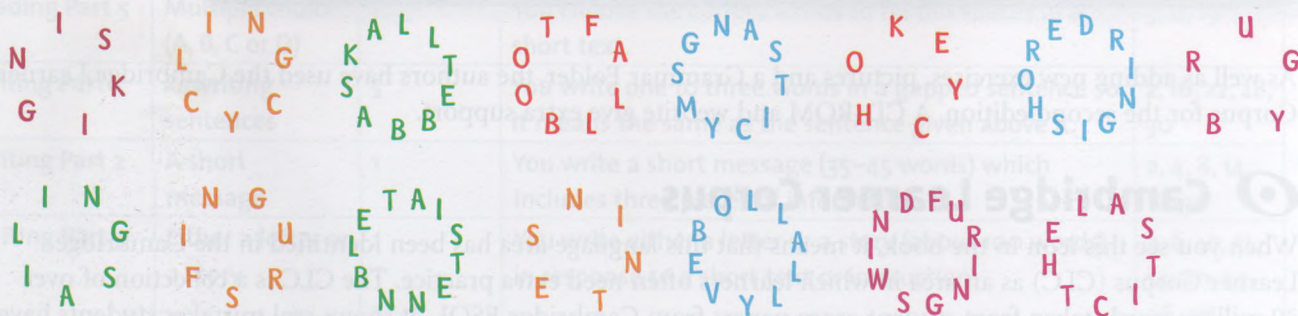
A question of sport

Grammar present simple + frequency adverbs
Vocabulary sports; hobbies; a kind of
Revision there is/are



Introduction

- Put the letters in order to make the names of sports. You can write the name of the sport by its picture above.



- Read the statements about sport. Tick (✓) the statements that are true for you.

I play football.	
I go swimming.	
I do athletics.	
I never do any sport.	
I watch lots of sport on television.	
I never watch sport.	
I sometimes watch sport.	

Compare answers round the class.
 Does anyone in the class not like sport?
 What does he/she like doing instead?

Corpus spot *Do, play, go*

We say: *play* + a sport with a ball,
do + a sport that shows one person's skills,
go + a sport that ends in *-ing*.

Put the names of sports from Exercise 1 in the correct column. Add any other sports you like.

play	do	go
football	athletics	swimming

Complete these sentences by PET students with the correct verbs.

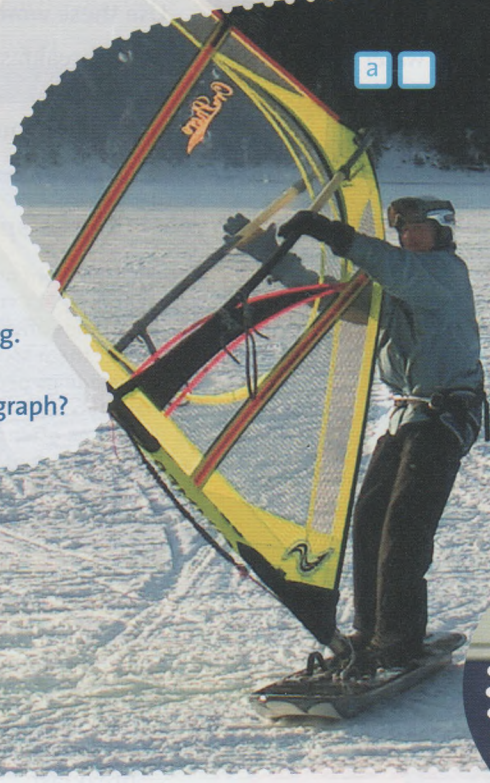
- She's really nice and she can volleyball well.
- In my free time I skiing in winter.
- We often table tennis in our room.
- You can horse riding if you want.
- First we run, then we some gymnastics.

3 Work with a partner. Look below at the names of equipment used in sport. Match the equipment to the sports in Exercise 1 and write the name of the sport(s) next to the equipment. Some equipment matches more than one sport. Use your English–English dictionary if necessary.

- | | | | |
|--------|-------------------|--------|-------|
| basket | <u>basketball</u> | bat | ..... |
| bike | ..... | board | ..... |
| boat | ..... | helmet | ..... |
| net | ..... | racket | ..... |
| sail | ..... | skis | ..... |
| stick | ..... |  |  |

Listening

1 Look at the photographs. They show some unusual sports – bossaball, curling, snowfering and karting. Can you guess which sport is in each photograph?



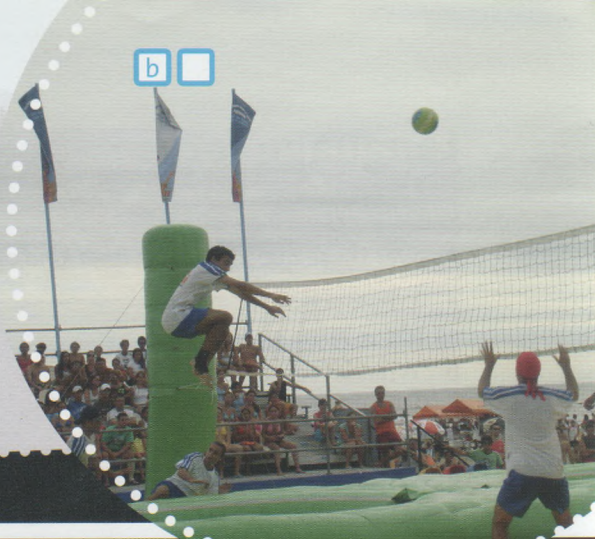
a



c



d



b

2 **1.02** Listen to four people talking about these sports. Which sport is each person talking about? Write 1, 2, 3 or 4 next to each photo.

3 **1.03** Listen to some more information about these sports. Write the answers to these questions.

Bossaball

- a What do they always wear? *They always wear shorts.*
- b When do they usually play this?

Curling

- c What do they use?
- d What do people sometimes say?

Karting

- e How fast can you go indoors?
- f What is a kart?

Snowfering

- g Where do they do this?
- h What do they use?

4 Listen again. The speakers say how they feel about these sports. Which words do they use?

- 1
- 2
- 3
- 4

Can you suggest any more words like these?

Language focus

a kind of

Answer these questions. Use *It's a kind of* and the words in the box.

- a What's a helmet?
It's a kind of hat.
- b What's a racket?
- c What's windsurfing?
- d What's table tennis?
- e What's rugby?
- f What's a kart?
- g What's snowfering?

tennis
hat
team game
car
windsurfing on the snow
bat
surfing on water

Present simple + frequency adverbs

+	I He	<i>sometimes</i>		play football. plays football.
-	We She	don't doesn't	<i>usually</i>	play football.
?	Do Doesn't	you she	<i>often</i>	play football?

To be + frequency adverbs

+	She We	is are	<i>usually</i>	happy.
-	He They	isn't aren't	<i>always</i>	happy.
?	Is Are	he you	<i>never</i>	happy?

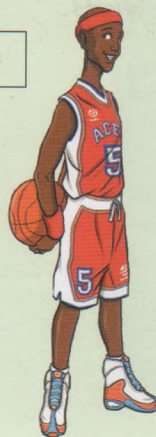
Grammar spot Frequency adverbs

Look at the table above. Circle the correct words to complete this sentence:
Frequency adverbs go *before* / *after* a main verb but *before* / *after* an auxiliary verb and *to be*.

- 1 Look at the table above. Rewrite each sentence below, adding one of the adverbs in the box in the correct place. Do other people agree with your answers?

never sometimes often usually always

- a Basketball players are tall.
Basketball players are often tall.
- b Cyclists go very fast.
- c Footballers are very rich.
- d Surfers get wet.
- e Gymnasts wear helmets.
- f There are two people in a tennis match.
- g Good athletes smoke.



- 2 Work with a partner. Use the adverbs in the box in Exercise 1. Ask and answer questions like these:

Do you often finish your homework?
Yes, always!
Does your dad sometimes play tennis?
Yes, often.
Are you always tidy?
No, never!

Use these words, or your own ideas:

make breakfast play computer games
be polite wear expensive clothes
remember your friend's birthday

Corpus spot Word order

Correct the word order mistakes in these sentences by PET students.

- a She comes often to my house.
- b I meet them sometimes in my free time.
- c At weddings people usually are happy and have fun together.
- d I don't go often to the countryside.
- e He usually doesn't make jokes.
- f We have a basketball team and we play often against other teams.

- 3 Complete these sentences about yourself and your family and friends. Use the frequency adverbs in the box in Exercise 1. Use *not* in some sentences.

- a *I don't often eat* cheese for breakfast.
- b *My brother usually plays* football after class.
- c very tired in the morning.
- d a sleep in the afternoon.
- e in the spring.
- f quiet in English lessons.
- g sport on television.

- 4 Now write three true sentences using the frequency adverbs with your own ideas.

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