

••• **Second edition**

CAMBRIDGE

Objective **PET**

*Louise Hashemi
Barbara Thomas*

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



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Louise Hashemi and Barbara Thomas
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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> + <i>-ing</i> /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> + <i>-ing</i> |
| 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> + <i>-ing</i> ; <i>want</i> / <i>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> |
| Exam folder 2 20–21 Listening Part 3 Writing Parts 1, 2 and 3 | | | | |
| 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 <i>-ing</i> and <i>-ed</i> | 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 |

| TOPIC | GRAMMAR | FUNCTIONS AND VOCABULARY | PRONUNCIATION | REVISION |
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| 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</i> and <i>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 | | | | |
| Unit 11 Facts and figures 72–75 Geography, nationality and numbers | Superlative adjectives; present simple passive | Countries, nationalities, languages; large numbers and measurements; what to say when you're not sure | /tʃ/ as in <i>cheese</i> /ʃ/ as in <i>shoe</i> | Comparative adjectives (Unit 7); descriptive adjectives (Units 2 and 6) |
| 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 | /z/ 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</i> and <i>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 |
| Exam folder 14 96–97 Listening Part 4 Writing Parts 2 and 3 | | | | |
| Unit 15 Risk! 98–101 Adventures | Modals (permission and obligation): <i>can, can't; have to, don't have to; had to</i> and <i>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) |
| Exam folder 15 102–103 Reading Part 1 | | | | |
| Unit 16 Free time 104–107 Making plans | <i>going to</i> future; present tense after <i>when, after</i> and <i>until</i> in future time | Study and leisure; the time; invitations; making arrangements | Saying times | Invitations (Unit 2); present continuous for future plans (Unit 4) |

| TOPIC | GRAMMAR | FUNCTIONS AND VOCABULARY | PRONUNCIATION | REVISION |
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| Unit 17 Next week's episode 110–113 Predictions | <i>will</i> future; <i>will</i> vs. <i>going to</i> ; <i>everyone</i> , <i>no one</i> , <i>someone</i> , <i>anyone</i> | Saying what will happen; TV and radio | /ɑː/ as in <i>car</i> /ɔː/ as in <i>sore</i> /ɜː/ as in <i>third</i> | <i>need</i> (Unit 5); telling a story; present continuous for present actions (Unit 3) |
| Exam folder 17 114–115 Reading Part 4 | | | | |
| Unit 18 Shooting a film 116–119 Films | Past perfect; past perfect vs. past simple | Talking about the order of past events; films; telling a story | /ə/ at the end of words | Past simple (Unit 6); giving opinions (Units 2 and 6) |
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| Exam folder 19 128–129 Reading Part 5 | | | | |
| Unit 20 So you think you've got talent? 130–133 Music | Comparison of adverbs; <i>so</i> and <i>such</i> ; connectives | Music, musical instruments; congratulating; saying what you like and prefer; jobs | Homophones | Comparative adjectives (Unit 7); superlative adjectives (Unit 11) |
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| Unit 21 Keep in touch! 136–139 Communicating | <i>Have something done</i> ; reported commands and requests; possessive pronouns and adjectives | Making phone calls | Telephone numbers | Present simple (Unit 1); commands (Unit 7); plans (Unit 16) |
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| Unit 22 Strange but true? 142–145 The unexplained | Reported speech | Saying what you (don't) believe; reporting verbs; science fiction | Silent consonants | modals: <i>it could/might/must/ can't be</i> (Unit 13); present and past tenses; giving opinions, agreeing and disagreeing |
| Exam folder 22 146–147 Listening Part 4 Writing Part 1 | | | | |
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| Exam folder 23 152–153 Reading Part 1 Speaking Part 2 | | | | |
| Unit 24 I've got an idea 154–157 Inventions | Past simple passive; future passive | Describing objects; talking about things you don't know the name of; guessing vocabulary | Linking words ending in <i>r</i> and <i>re</i> | modals: <i>it could/might/must/ can't be</i> (Unit 13); <i>a kind of</i> (Unit 1); present simple passive (Unit 11); dates (years) (Units 6 and 14) |

| TOPIC | GRAMMAR | FUNCTIONS AND VOCABULARY | PRONUNCIATION | REVISION |
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| Unit 25 Shop till you drop 162–165 Shopping | Reported questions; <i>too much, too many, not enough</i> ; verbs with two objects | Shops and shopping; asking for things; trying on clothes | Stress: correcting what people say | Reported speech (Unit 22); clothes (Unit 14) |
| Exam folder 25 166–167 Reading Part 3 | | | | |
| Unit 26 Persuading people 168–171 Advertising and persuasion | First conditional; <i>unless, if</i> and <i>when</i> | Understanding writer or speaker purpose; advertising; reporting verbs | Stress in common short phrases | Making plans (Unit 16); telling a story (Unit 12) |
| Exam folder 26 172–173 Speaking Parts 1 and 2 Writing Part 3 | | | | |
| Unit 27 Travellers' tales 174–177 Travel experiences | Adverbs at the beginning of a sentence; reflexive pronouns: <i>myself, yourself</i> , etc; <i>every, each, all</i> ; using the passive | Saying why people do things; travel; word building | /eə/ as in <i>chair</i> /ɪə/ as in <i>here</i> | Guessing unknown words; present and past simple passive (Units 11 and 24); giving advice (Units 9 and 19) |
| Exam folder 27 178–179 Reading Part 2 | | | | |
| Unit 28 What would you do? 180–183 Celebrities | Second conditional | Jobs; expressions with prepositions | Auxiliaries | Modals: <i>it could/might/must/can't be</i> (Units 13 and 24); agreeing and disagreeing, opinions (Unit 19); <i>if</i> and <i>when</i> and first conditional (Unit 26) |
| Exam folder 28 184–185 Listening Part 2 Writing Part 1 | | | | |
| Unit 29 What's on the menu? 186–189 Food and restaurants | <i>So do I, Neither/Nor do I</i> ; polite question forms | Asking politely; food; restaurants; apologising | Unstressed words | Reported questions (Unit 25) |
| Exam folder 29 190–191 Reading Part 4 Speaking Parts 3 and 4 | | | | |
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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) in response to a short text or instruction. | 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.