

HELLO

# 2020-PET update

## Cambridge English

A range of exams to meet different needs

## Соответствие классам школы

Common European Framework of Reference (CEFR)

Common European Framework of Reference (CEFR)	Proficient user	C2	носители языка	Proficiency (CPE)
		C1	выпускники лингвистических ВУЗов	Advanced (CAE)
	Independent user	B2		First (FCE)
		B1		Preliminary (PET)
	Basic user	A2	Flyers (YLE Flyers)	Key (KET)
		A1	Movers (YLE Movers)	
			Starters (YLE Starters)	

**11 класс ~ FCE**



**9 класс ~ PET**



**7 класс ~ KET**  
**5 класс ~ Flyers**

**4 класс ~ Movers**

**3 класс ~ Starters**

# PET Writing

<b>Pre-2020</b> – <i>Approximately 45 minutes</i>	<b>2020</b> – <i>45 minutes</i>
<p><b>Part 1: Transformations</b></p> <p>Candidates were asked to transform 5 sentences so that they had a similar meaning to the original sentence with a different grammatical structure.</p>	<p><b>Part 1: 100-120 word letter</b></p> <p>Candidates are asked to write a letter in response to a prompt which includes a short letter and key points for the candidate to include in their answer.</p>
<p><b>Part 2: 35-45 word short message</b></p> <p>Candidates were asked to write a short message in response to a prompt that contained 3 key points that had to be included in their answer.</p>	<p><b>Part 2: 100 word story or article</b></p> <p>Candidates are asked to choose between a story or an article from prompts which include little input, making the writing more flexible.</p>
<p><b>Part 3: 100 word letter or story</b></p> <p>Candidates were asked to choose between a letter or a story from prompts which included little input, making the writing more flexible.</p>	

Pre-2020 – 10-12 minutes	2020 – 10-12 minutes
<b>Part 1: Interview – 2-3 minutes</b> Candidates were asked to answer a couple of personal questions about their day-to-day lives.	<b>Part 1: Interview – 2-3 minutes</b> No change.
<b>Part 2: Collaborative task – 2-3 minutes</b> Candidates were asked to discuss a situation in pairs using a visual prompt that includes images of the situation and possible options to discuss.	<b>Part 2: Long turn – 2-3 minutes</b> Same as old Part 3.
<b>Part 3: Long turn – 3 minutes</b> Candidates were asked to describe a picture for approximately 1 minute.	<b>Part 3: Collaborative task – 3 minutes</b> Same as old Part 2.
<b>Part 4: Extended discussion – 3 minutes</b> Candidates were asked to discuss a topic based on the same topic seen in Part 3. 	<b>Part 4: Extended discussion – 3 minutes</b> Candidates are asked a series of discussion questions based on the same topic seen in Part 3. <i>Similar to FCE and CAE Speaking Part 4.</i>



## PART 1

I'm speaking English for my own satisfaction.

I'm speaking English in order to improve my employment prospects.

That's a good question ...

It's funny you should ask ...

Well, to cut a long story short ...

Well, to be honest ...

It's difficult to say ...

Let me think ...

Well, let me see ...

That's a tricky one ...

That's an interesting question ...

Where should I start ...

... another point would be ...

... and I should add that ...

## PET SPEAKING PAPER

### **PART 1: PERSONAL QUESTIONS ABOUT FAMILIAR TOPICS (3 minutes).** Conversation with the examiner.

The examiner asks questions and you give information about yourself, talk about past experiences, present job, studies, where you live, etc., and future plans.

<b>EXAMINER'S QUESTIONS</b>	
<b>A. HOME TOWN</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Where are you from?</li><li><input type="checkbox"/> Can you tell me something about your town?</li><li><input type="checkbox"/> What is the most interesting part of your town?</li><li><input type="checkbox"/> Can you describe some of the shops in your town?</li></ul>
<b>B. FAMILY AND HOME</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Can you tell me about your family?</li><li><input type="checkbox"/> What does your family do together?</li><li><input type="checkbox"/> Can you describe your house or flat?</li><li><input type="checkbox"/> Do you have a favourite relative? <u>What's he / she like?</u></li></ul>
<b>C. WORK / STUDY</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Can you tell me something about your school?</li><li><input type="checkbox"/> What subjects do you enjoy the most? The least?</li><li><input type="checkbox"/> How long have you been studying English?</li><li><input type="checkbox"/> What do you find most difficult in studying English?</li><li><input type="checkbox"/> Do you have a part-time job after school?</li></ul>
<b>D. LEISURE</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Do you have any hobbies?</li><li><input type="checkbox"/> How did you become interested in your hobby?</li><li><input type="checkbox"/> What kind of music do you enjoy most?</li><li><input type="checkbox"/> What kind of sports are you and your friends interested in?</li><li><input type="checkbox"/> What do you and your friends like to do when you go out?</li><li><input type="checkbox"/> How do you usually spend your holidays?</li></ul>
<b>E. FUTURE PLANS</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> What do you hope to do in the next few years?</li><li><input type="checkbox"/> What kind of job do you hope to be doing in 10 years' time?</li></ul>

**Let's check your  
homework!**





# New city farms

When you see the word 'farm', you probably (0) ..... somewhere in the countryside with crops growing in fields. But in very large cities a different (1) ..... of farm may soon exist, where crops are grown inside tall buildings instead.

Many scientists believe that farming indoors (2) ..... lots of problems. First, traditional farming (3) ..... a lot of land and water. Farming inside a very tall building is a much more efficient use (4) ..... space. Also, on this type of farm, farmers don't have to (5) ..... about floods or lack of rain. (6) ..... the water used on these farms can be recycled.

0 **A** imagine

B think

C describe

D suppose

1 **A** method

B way

C example

D type

2 **A** helps

B provides

C solves

D explains

3 **A** makes

B takes

C puts

D holds

4 **A** of

B in

C at

D on

5 **A** worry

B avoid

C prepare

D consider

6 **A** Most

B All

C Some

D Any

## Reading Part 5

1D 2C 3A 4C 5A 6B



(7) ..... time and money is wasted delivering the crops across large (8) ..... to the city, which (9) ..... that vegetables in the supermarkets are fresher. This also helps to (10) ..... pollution caused by large trucks.

You can find out more about this new idea for 21<sup>st</sup>-century farming by going to [www.verticalfarm.com](http://www.verticalfarm.com).

- |             |          |         |              |
|-------------|----------|---------|--------------|
| 7 A Few     | B Any    | C Less  | D Either     |
| 8 A places  | B routes | C roads | D distances  |
| 9 A allows  | B means  | C shows | D introduces |
| 10 A reduce | B drop   | C fall  | D interrupt  |

7 C 8 B 9 A 10 D

infinitives  
**grammar**  
adverbs  
interrogatives  
nouns  
articles  
present  
exercises  
genitive  
affirmative  
adjectives  
speech  
tenses  
relatives  
future

CONDITIONALS 0,1

# Give the cribs!

## Conditionals (условные предложения)

Type	Explanations in Russian	Structure			More examples
0-type (truth)	Всем понятная, логичная правда жизни.	<b>If</b>	Pres. Simple ,	Pres. Simple	
			If I <b>have</b> time,	I <b>watch</b> films.	
1st-type (real ,future)	Реальные мысли и планы на будущее.	<b>Unless</b> (=if not)	Pres. Simple ,	Future Simple	
			If I <b>have</b> time,	I <b>will watch</b> a film.	
		<b>When</b>			
2nd-type (imaginary)	Сидим и мечтаем о воображаемых событиях.	<b>In case</b>	Past Simple ,	Future-in-the-past	<b>-I wish I had</b> time, then I would watch a film. <b>-If only I had</b> time, then I would watch a film.
			If I <b>had</b> time,	I <b>would watch</b> a film.	
3rd-type (unreal,regret, past)	Мы сожалеем о том, что произошло или не произошло в прошлом. Но ничего не исправишь.		Past Perfect ,	Would+ perfect infinitive	<b>-I wish I had had</b> time, then I <b>would have watched</b> a film. <b>-If only I had had</b> time, then I <b>would have watched</b> a film.
			If I <b>had had</b> time,	I <b>would have watched</b> a film.	
Mixed-type (different tenses)	Наше сожаление относится к прошлому,а результат события относится к настоящему.		Past Perfect ,	Future-in-the-past	
			If I <b>had had</b> time to finish work,	I <b>would watch</b> a film now.	



## CONDITIONALS

### if clause (condition)

### main clause (result)

#### 0 conditional

used for present,  
real/factual situations

present simple

If I study hard,

present simple

I always pass my exams.

#### 1st conditional

used for future  
real/factual situations

present simple

If I study hard,

will + base verb

I will pass my exams.

#### 2nd conditional

used for present or future  
unreal, imaginary  
situations

past simple

If I studied hard,

would + base verb

I would pass my exams.

#### 3rd conditional

used for past unreal,  
imaginary situations

past perfect

If I had studied hard,

would have + past participle

I would have passed my exams.

● *Match the clauses below.*

- |                                  |  |
|----------------------------------|--|
| 1. If I am late for class,       | (A) if they don't eat.                 |
| 2. When he stays up very late,   | (B) I always look left and right.      |
| 3. People get hungry             | (C) my teacher gets angry.             |
| 4. If you study hard,            | (D) when he is happy.                  |
| 5. When she watches a movie,     | (E) I take a taxi to work.             |
| 6. When I cross the street,      | (F) he is very tired the next morning. |
| 7. I can't do my homework,       | (G) the librarian gets angry.          |
| 8. He always smiles              | (H) if you want to lose weight.        |
| 9. If I miss the bus,            | (I) she likes to eat popcorn.          |
| 10. When you make lots of noise, | (J) when it rains.                     |
| 11. Tea tastes sweet             | (K) I watch a funny movie.             |
| 12. You should eat less          | (L) he listens to music.               |
| 13. I always take my umbrella    | (M) you get good grades in school.     |
| 14. When I'm sad,                | (N) if you add some sugar.             |
| 15. When he cleans the house,    | (O) if I don't have my glasses.        |



## First Conditional

1. If a deer ..... (GET) into your garden, it  
..... (EAT) all your plants
2. You ..... (PAY) a higher insurance if you  
..... (BUY) a sports car
3. You ..... (BE ABLE) to see better if you .....  
(TURN) on the lamp
4. If you ..... (EAT) too much meat, you .....  
(GET) heart disease
5. If people ..... (SHOP) at large discount stores, they  
..... (HURT) the small local merchants
6. If he ..... (CONTINUE) to work hard,  
he ..... (BE) the class valedictorian
7. If little Chris ..... (PLAY) in the mud, he  
..... (GET) dirty
8. The cook ..... (BURN) the cake if she  
..... (NOT BE) careful
9. If they ..... (NOT GET) up early, they  
..... (NOT GO) jogging
10. If the children ..... (NOT BRUSH) their teeth, they .....  
(HAVE) a lot of cavities





## **PART 3**

Part 3 of the PET Speaking exam lasts about 3 minutes. The examiner will give you a colour photograph and ask you to talk about it on your own for about 1 minute.

### **SOME USEFUL LANGUAGE**

#### **HOW TO:**

##### **GIVE A GENERAL INTRODUCTION**

- This picture shows ....
- In this picture I can see
- This is a picture of .....

##### **DESCRIBE PEOPLE'S AGE**

- He's about 50 years old.
- They're in their twenties
- She's a teenager/a young child/a middle-aged woman

##### **DESCRIBE PEOPLE'S ACTIONS**

- He's sitting at a desk
- She's standing in a queue
- They're having a meal
- Some people are sunbathing and others are swimming in the sea

## PART 3

Part 3 of the PET Speaking exam lasts about 3 minutes. The examiner will give you a colour photograph and ask you to talk about it on your own for about 1 minute.

### SOME USEFUL LANGUAGE

#### HOW TO:

##### TALK ABOUT PLACES

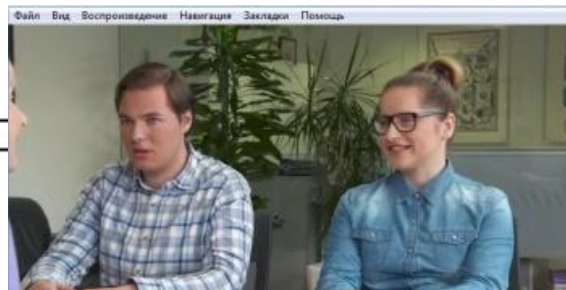
- They're driving in the country/in a city/in the mountains · She's sitting inside/outside a café
- I can see a street market/old building/square/street/restaurant/beach ....

##### DESCRIBE PEOPLE'S CLOTHES

- She's wearing a pair of shorts and a red T- shirt · They're wearing quite casual/smart clothes
- He's wearing a uniform

##### DESCRIBE PEOPLE'S ROLES IN A PICTURE

- He's probably a shop assistant and she's a customer
- This person on the left seems to be a tourist guide – he's pointing to a building
- The man serving the drinks is a waiter





Containers

ballons

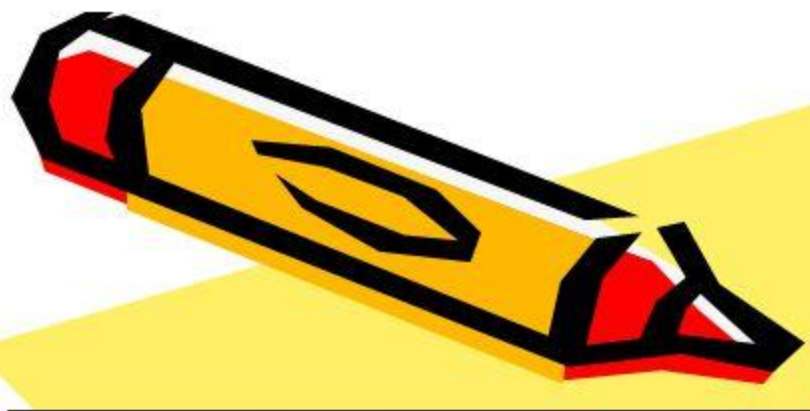
background

plate

grass

building





## **PART 3 Photograph description**

**When describing a picture, mention:**

- \* whom or what you can see (there is/there are, I can see)**
- the place - the season**
- \*what is happening (they are running, shopping, biking, buying things)**
- \*the mood (look happy, sad, excited)**
- \*what has just happened (they have just started doing it)**
- \* what is going to happen next (they are going to go home)**

## PET SPEAKING TEST PART 3



Beach sand people cleaning bags sea rake rubbish



#1

Now I'd like both of you to talk on your own about something. I'm going to give both of you a photograph of **children enjoying time with their families**.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like you to talk about it. (Approximately 1 minute)

Candidate B, you just listen. I'll give you your photograph in a moment.

Thank you.





#2

Now I'd like both of you to talk on your own about something. I'm going to give both of you a photograph of **people on holidays**.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like **you** to talk about it. (Approximatly 1 minute)

Candidate B, you just listen. I'll give you your photograph in a moment.

Thank you.



# Strong Adjectives



## Appearance

Adorable	Handsome
Adventurous	Homely
Aggressive	Light
Alert	Long
Attractive	Magnificent
Average	Misty
Beautiful	Motionless
Blue-eyed	Muddy
Bloody	Old-fashioned
Blushing	Plain
Bright	Poised
Clean	Shiny
Clear	Smoggy
Cloudy	Sparkling
Colorful	Spotless
Crowded	Stromy
Cute	Strange

## Condition

Adorable  
Adventurous  
Aggressive  
Alert  
Attractive  
Average  
Beautiful  
Blue-eyed  
Bloody  
Blushing  
Bright  
Clean  
Clear  
Cloudy  
Colorful  
Crowded  
Cute

## Feeling

Adorable  
Adventurous  
Aggressive  
Alert  
Attractive  
Average  
Beautiful  
Blue-eyed  
Bloody  
Blushing  
Bright  
Clean  
Clear  
Cloudy  
Colorful  
Crowded  
Cute

## Shape

Broad  
Chubby  
Crooked  
Curved  
Deep  
Flat  
High  
Hollow  
Low  
Narrow  
Round  
Shallow  
Skinny  
Square  
Steep  
Straight  
Wide

## Size

Big  
Colossal  
Fat  
Gigantic  
Great  
Immense  
Large  
Little  
Mammoth  
Massive  
Miniature  
Petite  
Puny  
Scrawny  
Short



Collocation  
(to go  
together)  
often tested  
make sure  
these and

1 Cross out the verb which cannot go with the noun in each sentence.

- 1 It's difficult to know how to *avoid* / *solve* / *escape* the problem.
- 2 Some animals *carry* / *cause* / *give* a lot of diseases.
- 3 We need to *find* / *get* / *provide* a solution to the problem.
- 4 A lot of animals are good at *losing* / *escaping* / *avoiding* danger.

2 Which of these phrasal verbs can you use to complete the sentences?  
Which verb(s) mean a) to continue b) to give?

carry on   go on   keep on   pass on

- 1 The lion was getting closer and closer but John ..... reading his book.
- 2 She ..... some good advice to me about what to do if you see a bear in the forest.



## The world's most dangerous animal

The world's most dangerous animal isn't a shark or a spider. It isn't a lion or a bear. These animals are, of course, a danger to humans but people can usually (0) ..... getting too close to them (1) ..... they are sensible.

The world's most dangerous animal may actually (2) ..... a surprise. It is, in fact, a (3) ..... insect, the mosquito. This insect is dangerous because it (4) ..... diseases like malaria which (5) ..... millions of people very sick each year.

The male mosquito isn't dangerous. It's the female mosquito that feeds on the blood of animals or humans. (6) ..... she feeds on an animal which has a disease. (7) ..... she next attacks a human she can (8) ..... on the disease.

People have tried to (9) ..... the problem in many different ways but in some parts of the world mosquitoes are still the (10) ..... danger to human health.

- |                     |                   |                   |                    |
|---------------------|-------------------|-------------------|--------------------|
| 1 <b>A</b> so       | <b>B</b> although | <b>C</b> if       | <b>D</b> while     |
| 2 <b>A</b> be       | <b>B</b> have     | <b>C</b> find     | <b>D</b> get       |
| 3 <b>A</b> short    | <b>B</b> tiny     | <b>C</b> thin     | <b>D</b> narrow    |
| 4 <b>A</b> carries  | <b>B</b> takes    | <b>C</b> lifts    | <b>D</b> lets      |
| 5 <b>A</b> put      | <b>B</b> cause    | <b>C</b> make     | <b>D</b> give      |
| 6 <b>A</b> Just     | <b>B</b> Always   | <b>C</b> Even     | <b>D</b> Sometimes |
| 7 <b>A</b> Then     | <b>B</b> After    | <b>C</b> When     | <b>D</b> Later     |
| 8 <b>A</b> stay     | <b>B</b> pass     | <b>C</b> carry    | <b>D</b> keep      |
| 9 <b>A</b> improve  | <b>B</b> help     | <b>C</b> develop  | <b>D</b> solve     |
| 10 <b>A</b> highest | <b>B</b> largest  | <b>C</b> greatest | <b>D</b> strongest |

- 3 Work in pairs. Make a list of five animals found in the wild in your country. Which three are the most dangerous?



## Exercises on Conditional Sentences Type 1

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send) \_\_\_\_\_ this letter now, she (receive) \_\_\_\_\_ it tomorrow.
2. If I (do) \_\_\_\_\_ this test, I (improve) \_\_\_\_\_ my English.
3. If I (find) \_\_\_\_\_ your ring, I (give) \_\_\_\_\_ it back to you.
4. Peggy (go) \_\_\_\_\_ shopping if she (have) \_\_\_\_\_ time in the afternoon.
5. Simon (go) \_\_\_\_\_ to London next week if he (get) \_\_\_\_\_ a cheap flight.
6. If her boyfriend (phone / not) \_\_\_\_\_ today, she (leave) \_\_\_\_\_ him.
7. If they (study / not) \_\_\_\_\_ harder, they (pass / not) \_\_\_\_\_ the exam.
8. If it (rain) \_\_\_\_\_ tomorrow, I (have to / not) \_\_\_\_\_ water the plants.
9. You (be able/ not) \_\_\_\_\_ to sleep if you (watch) \_\_\_\_\_ this scary film.
10. Susan (can / move / not) \_\_\_\_\_ into the new house if it (be / not) \_\_\_\_\_ ready on time.