

剑桥英语等级考试系列 · 原版影印

Dorothy Adams

with Diane Flanel Piniaris



Student's Book

Cambridge PET Practice Tests

剑桥初级英语 考试教程

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Introduction

What makes this practice test book different from other test books available?

Cambridge PET Practice Tests is different because it is more than just a book of practice tests. It has been designed not only to familiarise students with the format and content of each part of the examination, but it also provides them with ample practice and a chance to improve the skills they need to do well.

The book contains:

- 6 complete practice tests
- An in-depth look and an exam technique section for each paper (see Test One)
- Hints on how to approach each exercise type
- Thorough guidance on Writing tasks, supported by model answers and paragraph plans in the Teacher's Book
- Extensive Speaking preparation designed to build confidence and reduce anxiety by providing helpful strategies for each part of the exam
- "Test Your Vocabulary" exercises that recycle vocabulary encountered in each test

The 6 tests may be assigned for homework or done in class under timed conditions.

Cambridge Preliminary English Test (PET): A brief outline of each paper

PAPER 1: READING AND WRITING (1 hour 30 minutes)

- **Reading**
5 parts
(35 items)
 - Part 1– Multiple-choice (3 options):** 5 items focusing on the gist of 5 short real-life texts (e.g., signs, notes, labels).
 - Part 2– Matching:** 5 descriptions of people to be matched to 8 short adapted/authentic texts.
 - Part 3– True-false:** 10 items testing understanding of a factual text (e.g., brochure or website).
 - Part 4– Multiple-choice (4 options):** 5 items testing global meaning, attitude, opinion and writer's purpose in a longer text.
 - Part 5– Multiple-choice cloze (4 options):** 10 items focusing on use of vocabulary and grammatical patterns in a factual or narrative text.
- **Writing**
3 parts
 - Part 1– Sentence transformations:** 5 theme-related items testing grammar and ability to rephrase. Students are given a sentence, then asked to fill in 1–3 missing words in a gapped sentence of similar meaning.
 - Part 2– Short message:** task (35–45 words) focusing on conveying specific ideas.
 - Part 3– Choice of story or informal letter:** longer piece of continuous writing (100 words) testing control, organization and range of language.

PAPER 2: LISTENING (about 30 minutes)

- **4 parts**
(25 items)
 - Part 1– Multiple-choice (3 picture options):** 7 items based on identifying key information in short monologues or dialogues. Students choose the picture that best answers the narrator's question.
 - Part 2– Multiple-choice (3 text options):** 6 items based on understanding specific information and detailed meaning in a long monologue or interview.
 - Part 3– Gap-fill:** 6 items based on identifying and interpreting information in a longer monologue. Candidates fill in missing words/phrases in a page of notes summing up the monologue.
 - Part 4– True-false:** 6 items focusing on comprehension of the speakers' attitudes and opinions in an informal dialogue.

Students hear each recording twice.

PAPER 3: SPEAKING (about 12 minutes)

Students are usually interviewed in pairs. Two examiners are present: one (the “interlocutor”) conducts the interview and assesses the candidates’ overall performance, while the other (the “assessor”) evaluates discourse management and other criteria (see page 7) and does not take part in the conversation.

- **4 parts**
 - Part 1– Short questions:** Candidates respond to factual, personal questions from the examiner.
 - Part 2– Simulated situation:** Candidates discuss a situation set up by the examiner. A picture sheet is provided to aid the interaction.
 - Part 3– Extended turn:** Each candidate describes a photograph based on a common theme.
 - Part 4– General conversation:** The candidates have a discussion about their preferences, opinions, experiences, etc. based on the theme in Part 3.

Marking system

Each section (Reading, Writing, Listening and Speaking) counts for 25% of the final mark.

There is no individual pass mark for each paper.

Passing grades are **Pass** (about 70%) and **Pass with merit** (about 85%). Failing grades are **Narrow fail** (within 5% of the pass mark) and **Fail**.

Each candidate receives a Statement of Results, which reports performance in each component as “Exceptional”, “Good”, “Borderline” or “Weak”.

For detailed information on how the Writing and Speaking sections are marked, see pages 6 and 7.

On the day of the PET examination

The PET exam is usually administered on fixed dates in March, May, June, November and December. Consult your local Cambridge ESOL representative for precise details.

The written parts of the examination normally take place in the morning. The Speaking test is often administered in the afternoon on the same day.

The papers are in the following order.

Paper 1: Reading and Writing

Paper 2: Listening

Paper 3: Speaking

There is a short break between Paper 1 and Paper 2. There is also a break between the Listening paper and the first scheduled Speaking test. Details of the time and date of the Speaking test will be stated on the form each candidate receives from the local test administration centre.

Candidates should bring the following items with them to the examination centre:

- Statement of Entry/Timetable
- legal identification, such as ID card or a current passport
- pencils
- a pencil sharpener
- an eraser

Writing and Speaking criteria

Assessment criteria for Paper 1: Writing, Parts 2 and 3

The tasks in Writing, Parts 2 and 3 are assessed according to different mark schemes, reflecting differences in the nature of the tasks.

Writing, Part 2 – Question 6 (Short Message)

This question is rated out of 5 marks. Answers are assessed according to the following mark scheme in conjunction with a task specific mark scheme listing the 3 elements that should be present in the answer.

Points	Criteria
5	All content elements covered appropriately. Message clearly communicated to reader.
4	All content elements adequately dealt with. Message communicated successfully, on the whole.
3	All content elements attempted. Message requires some effort by the reader; or 1 content element omitted but others clearly communicated.
2	2 content elements omitted, or unsuccessfully dealt with. Message only partly communicated to reader; or script may be slightly short (20–25 words).
1	Little relevant content and/or message requires excessive effort by the reader, or short (10–19 words).
0	Totally irrelevant or totally incomprehensible or too short (under 10 words).

Assessment of Writing, Part 3: Questions 7 and 8 (informal letter or story)

Part 3 offers a choice of task: either an informal letter or a story. Marks for this part are given according to the mark scheme below. The band score is translated to a mark out of 15.

Band	Criteria
5 Very good attempt Requires no effort by the reader	• Confident and ambitious use of language • Wide range of structures and vocabulary within the task set • Well organised and coherent through use of simple linking devices • Errors are minor and non-impeding
4 Good attempt Requires only a little effort by the reader	• Fairly ambitious use of language • More than adequate range of structures and vocabulary within the task set • Evidence of organisation and some linking of sentences • Some errors, generally non-impeding
3 Adequate attempt Requires some effort by the reader	• Language is unambitious, or if ambitious, flawed • Adequate range of structures and vocabulary • Some attempt at organisation; linking of sentences not always maintained • A number of errors may be present, but are mostly non-impeding
2 Inadequate attempt Requires considerable effort by the reader	• Language is simplistic/limited/repetitive • Inadequate range of structures and vocabulary • Some incoherence; erratic punctuation • Numerous errors, which sometimes impede communication
1 Poor attempt Requires excessive effort by the reader	• Severely restricted command of language • No evidence of range of structures and vocabulary • Seriously incoherent; absence of punctuation • Very poor control; difficult to understand
0 Achieves nothing	• Language impossible to understand, or totally irrelevant to task

Assessment criteria for Paper 3: Speaking

General principles of assessment

- Candidates are assessed on their own individual performance and not in relation to each other.
- Candidates are assessed on their language skills, and not on their personality, intelligence or knowledge of the world.
- Candidates must be prepared to develop the conversation, where appropriate, and respond to set tasks.
- Prepared speeches are not acceptable.

The Speaking test carries a total of 25 marks and represents 25% of the total score. Both examiners assess the candidates according to set criteria. The interlocutor (i.e., the examiner who conducts the interview) awards up to 5 marks for global achievement, while the assessor awards up to 5 marks in each of the following areas: grammar and vocabulary; discourse management; pronunciation; and interactive communication.

Here is a summary of what is assessed in each category.

AREA	WHAT IS ASSESSED
Global achievement (overall performance)	The candidate's overall effectiveness in dealing with each of the 4 tasks (from the perspective of the interlocutor)
Grammar and vocabulary	The overall effectiveness of the grammatical structures and vocabulary that the candidate uses in dealing with the tasks, including: • accuracy • appropriate use • range
Discourse management	The coherence, extent and relevance of the candidate's individual contribution, including: • ability to maintain a coherent flow of language within a single utterance or over a string of utterances • relevance of response to what has gone before
Pronunciation	The overall impact of the candidate's pronunciation and the degree of effort required to understand the candidate, including: • stress • rhythm • intonation • individual sounds
Interactive communication	The candidate's ability to use language to achieve meaningful communication, including: • initiating and responding without undue hesitation • using interactive strategies to maintain or repair communication • displaying sensitivity to the norms of turn-taking

An in-depth look

You have 1 hour and 30 minutes to complete Paper 1: Reading and Writing.

The Reading section has 5 parts.

- PART 1** Questions 1–5 test your ability to understand short texts, such as signs and notices. Each text is followed by 3 options (A, B and C). You must choose the correct statement.
- PART 2** Questions 6–10 test your understanding of factual material. The exercise consists of descriptions of 5 people and 8 short texts (e.g., books to buy). To do well, you must identify key points about each person and then read the short texts carefully to find similar information.
- PART 3** Questions 11–20 test your understanding of a longer, factual text (e.g., a travel brochure). You are given 10 statements and must decide whether each is true or false. To do well, you must be able to scan the longer text to check the information in each statement.
- PART 4** Questions 21–25 test your ability to understand the writer's purpose, the overall meaning of a text, and the writer's attitudes and opinions. There are 5 multiple-choice questions with 4 options (A, B, C and D).
- PART 5** Questions 26–35 test your knowledge of grammar and vocabulary. The exercise consists of a short text with 10 gaps. You must complete each gap by choosing the correct word from 4 options (A, B, C and D).

The Writing section has 3 parts.

- PART 1** Questions 1–5 test your knowledge of grammar. You are given a sentence and are asked to complete a second sentence so that it has the same meaning. You may fill in 1, 2 or 3 words.
- PART 2** Question 6 tests your ability to write clear, accurate English. You must write a short message of 35 to 45 words. Your answer must include the 3 points in the question.
- PART 3** Questions 7 and 8 test the range, clarity and accuracy of your written English. You must choose either Question 7 or Question 8, and write a **story** or **informal letter** of about 100 words. To do well, you must write a well-organised letter or story and use a range of grammar structures and vocabulary.

Marking scheme and answer sheet

The Reading section is worth 35 marks. Each question is worth 1 mark. The section counts for 25% of your final mark.

The Writing section is worth 25 marks. Questions 1–5 are worth 1 mark each; Question 6, 5 marks; and Question 7 or 8, 15 marks. The Writing section counts for 25% of your final mark.

You must write your answers in pencil on the separate answer sheet. You will not be given any extra time at the end to transfer your answers onto the answer sheet.

Remember: For Part 3 of the Writing section, you must write the number 7 or 8 in the box at the top of your answer sheet so the examiners know which question you are answering.

Exam technique

Manage your time carefully

- You have 1 hour and 30 minutes for the Reading and Writing Paper. This means that it's important to manage your time carefully. If you don't, you won't have enough time to do the Writing tasks.
- Here are some guidelines:

Reading (about 45 minutes)

Part 1	5 minutes
Part 2	10 minutes
Part 3	13 minutes
Part 4	10 minutes
Part 5	7 minutes

Writing (about 45 minutes)

Part 1	5 minutes
Part 2	10 minutes
Part 3	30 minutes

Don't spend too much time on any one question

- Each question in Parts 1-5 of Reading and Part 1 of Writing is worth only 1 mark, so try not to spend too much time on any one question.
- If you're not sure of an answer, guess ... and move on! You don't lose marks for wrong answers, and you have a good chance of gaining a mark if you guess correctly.

Leave time to plan, write and check your Writing tasks

- 40 minutes may seem like a long time for Parts 2 and 3 of the Writing section, but remember that you'll need time to **plan**, **write** and **check** your work.
- Remember that accurate spelling and grammar are very important here, so leave yourself enough time to read over your work.

Find your own rhythm

- These timings are only a rough guide.
- As you do the practice tests in this book, keep a record of your times and find a formula that works for you.

Reading

Part 1

Questions 1–5

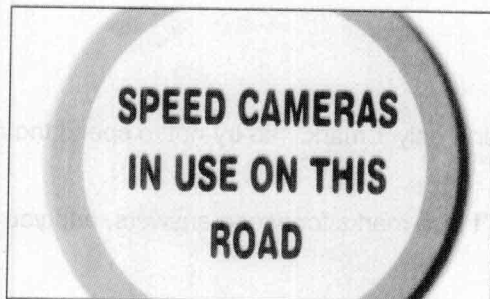
Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0



- A Do not take photographs when speeding on this road.
- B Cameras are used to check your speed on this road.
- C You may use your high-speed camera on this road.

Answer:

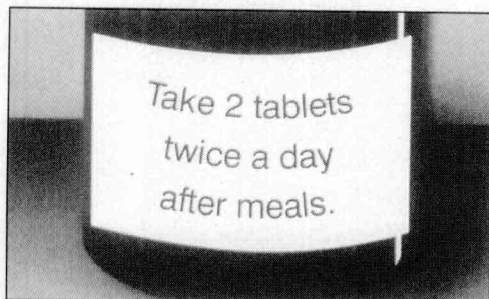
0	A	B	C
---	---	---	---

1



- A No ticket is needed if you want to go to the performance on Sunday.
- B There are no more tickets left for the performance on Sunday.
- C Sunday's concert is cancelled because no tickets have been sold.

2

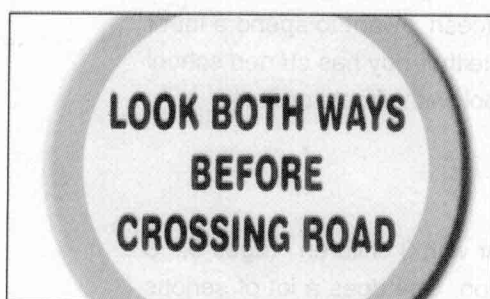


- A Eat 2 meals a day.
- B Take 2 tablets every day.
- C Eat before taking these tablets.

Hints on answering Reading, Part 1

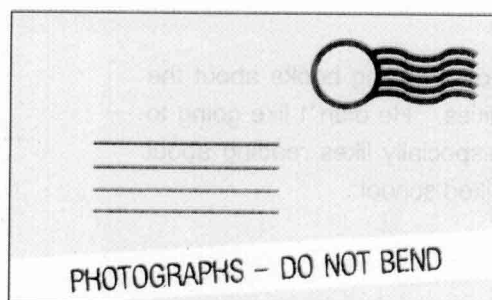
- Read carefully, and think about the text: e. g. , *Where would it appear? What is its purpose? Are there any visual clues that help me?*
- Think about the *general* meaning. Don't panic if you don't know every word.
- Don't choose an answer just because it contains some of the words in the text. The right answer will often rephrase the text using different words.
- Never leave an answer blank. If you're not sure of the answer, guess!

3



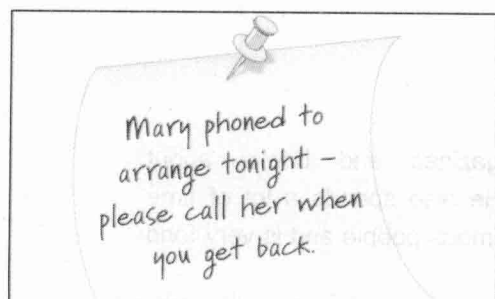
- A There are 2 ways of crossing the road.
- B Check for cars before crossing the road.
- C You can cross the road in 2 places.

4



- A The photographs in this envelope do not bend.
- B Do not bend when you are taking photographs.
- C Do not bend this envelope; it contains photographs.

5



- A Phone Mary when you get home.
- B Mary is arranging a meeting tonight.
- C Mary will call when she gets back.

Part 2

Questions 6–10

The people below all want to buy books.

On the opposite page there are descriptions of 8 books.

Decide which book would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



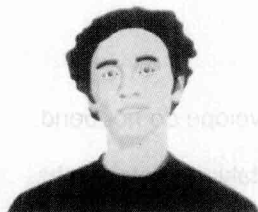
Gwen's 2 grandsons like watching TV programmes about how to make things. Gwen doesn't want to spend a lot of money on arts and crafts. Neither boy has started school yet, so she'd like to buy a book with simple projects.

7



Christine is a working mother with 3 children (ages 5, 8 and 10), a husband and a dog. She does a lot of serious reading at work, so in her spare time she enjoys reading humorous books about families like her own.

8



Mark is a musician who enjoys reading books about the lives of popular TV personalities. He didn't like going to school very much, so he especially likes reading about famous people who also disliked school.

9



Alan is a football fanatic so he is looking for a book about the sport. He is also interested in fashion. Alan is married and has 2 young children. He doesn't like reading about people who have had difficult lives.

10



Paul loves reading magazines and books about 20th-century superstars. He also spends a lot of time looking at photographs of famous people and is very fond of all types of music.

Recommended New Books

A Amazing Art Attack Stuff

Following the successful TV series, here's a special edition of the very best of *Art Attack* ideas for kids from 4 to 104! Neil Buchanan crams in over 80 of the most amazing art projects you can imagine, using things you can easily find in your home. All are easy to make, look cool and really work. This book proves that anyone can be a great artist!

C The Mummy Diary

Linda Jones has been making readers laugh for several years now. In between writing book reviews and fashion columns for the local newspaper and teaching chemistry and mathematics at the local high school, she always finds time to spend quality time with her family. The description of the dog's birthday party is simply brilliant.

E Sinatra

The perfect gift for every Sinatra fan, this new biography tells the true story of the 20th century's greatest singer. From his childhood in New Jersey to his rise to fame, the book tells the story of Sinatra's life away from the studio and off screen. Containing over 700 photographs, many of which have never been seen before, this is the remarkable story of the wonderful man whose songs are loved by people of all ages.

G Gazza

Paul Gascoigne's book about life on and off the football pitch is the most amazing soccer story you'll ever read. Paul ("Gazza", to his fans) tells all about his injury in the World Cup Final and what really happened when he was dropped from the team. He also reveals new facts about his battle with alcohol.

B Make Your Own Finger Puppets

This book shows you how to create finger puppets of your favourite animals. Just follow the step-by-step instructions, and there's a whole zoo waiting to be made: from frogs and dogs to lions and pandas. Why not make yourself a puppet theatre and perform a puppet play with your friends? Great for young actors and actresses. Age 5 and up.

D A Mother's Love

Difficult choices lie ahead for Eve and Eddie, long-time owners of the George Pub in Liverpool. Their life has never been easy but it hasn't been bad either, and they've always managed to feed and clothe their 3 daughters. Suddenly, a tragic event changes everything. *A Mother's Love* will break your heart – but it does have a happy ending.

F So Me

TV presenter Graham Norton shows us what he is really like in this honest and very funny book. Follow Graham as he moves through life: from being dragged to school by his mother to being dragged to Sharon Stone's New Year's Eve party, and from sharing a small flat in London to buying Claudia Schiffer's townhouse in Manhattan. An amusing and sometimes moving account of a very interesting life.

H David Beckham: My Side

Football genius, fashion trendsetter, loving husband and adoring father – no wonder David Beckham is so popular. We have read so much about him in magazines and newspapers that we know everything about him. Or do we? Read his book and discover the real David Beckham, superstar and dad.

Part 3

Questions 11–20

Look at the sentences below about a Scottish travel agent's Hollywood Heroes Tours.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- | | | A | B |
|----|---|--------------------------|--------------------------|
| 11 | Hollywood film-makers often go on these tours. | ☐ | ☐ |
| 12 | <i>Local Hero</i> was a film starring 2 famous actors. | ☐ | ☐ |
| 13 | Not all of the scenes from <i>Local Hero</i> were filmed in Morar and Pennan. | ☐ | ☐ |
| 14 | The actor David Niven was born in Scotland. | ☐ | ☐ |
| 15 | One of the tours visits places which were used in more than one film. | ☐ | ☐ |
| 16 | Some of the places on the Hollywood Heroes tour can only be reached on foot. | ☐ | ☐ |
| 17 | The company will supply special seats for young children. | ☐ | ☐ |
| 18 | You will have to buy your own lunch if you go on a full-day tour. | ☐ | ☐ |
| 19 | If you live in London, you can fly, drive or travel by train to Scotland. | ☐ | ☐ |
| 20 | If you want to be met at the airport, you will have to pay extra. | ☐ | ☐ |

Explore Scotland on a Hollywood Heroes Tour

Hollywood film producers have the whole world to pick from, but they've often chosen to shoot their films in Scotland. Why? Take one of our popular Hollywood Heroes Tours and find out!

THE TOURS

- **Morar and Pennan**, where cinema stars Dustin Hoffman and Burt Lancaster filmed most of their scenes for *Local Hero*.
- **Killin and the Falls of Dochart**, where the footage of English actor David Niven driving past a waterfall in *Casino Royale* was shot.
- **The Isle of Skye**, where many of the scenes for *Flash Gordon* were shot.
- **St Andrews and Edinburgh**, where *Chariots of Fire*, with award-winning music by Greek composer Vangelis, was shot.
- **Glenfinnan and Glen Coe**, where Mel Gibson made his historical film *Brave heart*. This beautiful countryside was also the background for the Quidditch scenes in *Harry Potter and the Philosopher's Stone*.



The Isle of Skye

DETAILS

All tours are available between May and October. Tours are in chauffeur-driven vehicles. Some walking is required to reach most locations, and some locations do require quite a lot of walking. See our website for details.

Cost

£ 175 per day for up to 4 passengers, including full guide service. When you book, let us know the ages of children travelling with you so we can provide child car seats and/or booster seats.

Where you will stay

All accommodation is in 3- or 4-star hotels and is on a full-board basis*.

*Some tours are full-day tours, which means we will not return to the hotel for lunch. On these tours our clients can choose: a packed lunch provided by the hotel or meal vouchers, which can be exchanged for meals at selected local restaurants.

Travelling to Scotland

Most international airlines have scheduled flights to Scottish airports. There are also domestic flights from London and Manchester to Glasgow, Aberdeen and Edinburgh airports as well as excellent road and rail links. Your chauffeur will pick you up from any Scottish airport—there is no additional charge for airport transfers.

How to book

Visit our website for details of how to book this month's featured tour, or call freephone (0800) 123456. You can also order our brochure with details of these and other tours by filling in an online request form or by calling freephone (0800) 123457.