

## ■ Further information

Copies of Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Cambridge ESOL Centre Exams Manager in your area, or from the address on the back cover of this handbook. In some areas this information can also be obtained from the British Council.

## The aims and objectives of PET

Candidates who are successful in PET should be able to communicate satisfactorily in most everyday situations with both native and non-native speakers of English. The following information provides an outline of the four skills covered in PET and a list of the language specifications that the PET examination is based on.

### ■ Reading

Using the structures and topics listed in this handbook, candidates should be able to understand public notices and signs; read short texts of a factual nature and show understanding of the content; demonstrate understanding of the structure of the language as it is used to express notions of relative time, space, possession, etc.; scan factual material for information in order to perform relevant tasks, disregarding redundant or irrelevant material; read texts of an imaginative or emotional character and appreciate the central sense of the text, the attitude of the writer to the material and the effect it is intended to have on the reader.

### ■ Writing

Candidates should be able to give information, report events, and describe people, objects and places as well as convey reactions to situations, express hopes, regrets, pleasure, etc. They should also be able to use the words they know appropriately and accurately in different written contexts, and be capable of producing variations on simple sentences.

### ■ Listening

Candidates should be able to understand and respond to public announcements; to show precise understanding of short factual utterances and to make identifications on the basis of these; to extract information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of PET; to understand the sense of a dialogue and show appreciation of the attitudes and intentions of the speakers.

### ■ Speaking

Candidates should be able to express themselves in order to fulfil the functions listed in the Syllabus in situations which simulate real-life communication. They should be able to ask and to understand questions and make appropriate responses, and should be able to talk freely in order to express emotions, reactions, etc.

## Language specifications

### ■ Inventory of functions, notions and communicative tasks

Note that 'talking' is used below to refer to BOTH speaking and writing.

greeting people and responding to greetings (in person and on the phone)  
introducing oneself and other people  
asking for and giving personal details: (full) name, age, address, names of relatives and friends, etc.  
understanding and completing forms giving personal details  
understanding and writing letters, giving personal details  
describing education, qualifications and skills  
describing people (personal appearance, qualities)  
asking and answering questions about personal possessions  
asking for repetition and clarification  
re-stating what has been said  
checking on meaning and intention  
helping others to express their ideas  
interrupting a conversation  
starting a new topic  
changing the topic  
resuming or continuing the topic  
asking for and giving the spelling and meaning of words  
counting and using numbers  
asking and telling people the time, day and/or date  
asking for and giving information about routines and habits  
understanding and writing diaries and letters giving information about everyday activities  
talking about what people are doing at the moment  
talking about past events and states in the past, recent activities and completed actions  
understanding and producing simple narratives  
reporting what people say  
talking about future or imaginary situations  
talking about future plans or intentions  
making predictions  
identifying and describing accommodation (houses, flats, rooms, furniture, etc.)  
buying and selling things (costs, measurements and amounts)  
talking about food and meals  
talking about the weather  
talking about one's health  
following and giving simple instructions  
understanding simple signs and notices  
asking the way and giving directions  
asking for and giving travel information  
asking for and giving simple information about places  
identifying and describing simple objects (shape, size, weight, colour, purpose or use, etc.)  
making comparisons and expressing degrees of difference  
talking about how to operate things  
describing simple processes  
expressing purpose, cause and result, and giving reasons  
drawing simple conclusions and making recommendations

making and granting/refusing simple requests  
 making and responding to offers and suggestions  
 expressing and responding to thanks  
 giving and responding to invitations  
 giving advice  
 giving warnings and prohibitions  
 persuading and asking/telling people to do something  
 expressing obligation and lack of obligation  
 asking and giving/refusing permission to do something  
 making and responding to apologies and excuses  
 expressing agreement and disagreement, and contradicting people  
 paying compliments  
 criticising and complaining  
 sympathising  
 expressing preferences, likes and dislikes (especially about hobbies and leisure activities)  
 talking about physical and emotional feelings  
 expressing opinions and making choices  
 expressing needs and wants  
 expressing (in)ability in the present and in the past  
 talking about (im)probability and (im)possibility  
 expressing degrees of certainty and doubt

## ■ Inventory of grammatical areas

### Verbs

Regular and irregular forms

### Modals

can (ability; requests; permission)  
 could (ability; possibility; polite requests)  
 would (polite requests)  
 will (offer)  
 shall (suggestion; offer)  
 should (advice)  
 may (possibility)  
 might (possibility)  
 have (got) to (obligation)  
 ought to (obligation)  
 must (obligation)  
 mustn't (prohibition)  
 need (necessity)  
 needn't (lack of necessity)  
 used to + infinitive (past habits)

### Tenses

Present simple: states, habits, systems and processes (and verbs not used in the continuous form)  
 Present continuous: future plans and activities, present actions  
 Present perfect simple: recent past with just, indefinite past with yet, already, never, ever; unfinished past with for and since  
 Past simple: past events  
 Past continuous: parallel past actions, continuous actions interrupted by the past simple tense

Past perfect simple: narrative, reported speech  
 Future with going to  
 Future with present continuous and present simple  
 Future with will and shall: offers, promises, predictions, etc.

### Verb forms

Affirmative, interrogative, negative  
 Imperatives  
 Infinitives (with and without to) after verbs and adjectives  
 Gerunds (-ing form) after verbs and prepositions  
 Gerunds as subjects and objects  
 Passive forms: present and past simple  
 Verb + object + infinitive give/take/send/bring/show + direct/indirect object  
 Causative have/get  
 So/nor with auxiliaries

### Compound verb patterns

Phrasal verbs/verbs with prepositions

### Conditional sentences

Type 0: An iron bar expands if/when you heat it.  
 Type 1: If you do that again, I'll leave.  
 Type 2: I would tell you the answer if I knew it.  
 If I were you, I wouldn't do that again.

### Simple reported speech

Statements, questions and commands: say, ask, tell  
 He said that he felt ill.  
 I asked her if I could leave.  
 No one told me what to do.  
 Indirect and embedded questions: know, wonder  
 Do you know what he said?  
 I wondered what he would do next.

### Interrogatives

What, What (+ noun)  
 Where; When  
 Who; Whose; Which  
 How; How much; How many; How often; How long; etc.  
 Why  
 (including the interrogative forms of all tenses and modals listed)

### Nouns

Singular and plural (regular and irregular forms)  
 Countable and uncountable nouns with some and any  
 Abstract nouns  
 Compound nouns  
 Complex noun phrases  
 Genitive: 's & s'  
 Double genitive: a friend of theirs

### Pronouns

Personal (subject, object, possessive)

Reflexive and emphatic: myself, etc.  
Impersonal: it, there  
Demonstrative: this, that, these, those  
Quantitative: one, something, everybody, etc.  
Indefinite: some, any, something, one, etc.  
Relative: who, which, that, whom, whose

### *Determiners*

a + countable nouns  
the + countable/uncountable nouns

### *Adjectives*

Colour, size, shape, quality, nationality  
Predicative and attributive  
Cardinal and ordinal numbers  
Possessive: my, your, his, her, etc.  
Demonstrative: this, that, these, those  
Quantitative: some, any, many, much, a few, a lot of, all, other, every, etc.  
Comparative and superlative forms (regular and irregular):  
(not) as . . . as, not . . . enough to, too . . . to  
Order of adjectives  
Participles as adjectives  
Compound adjectives

### *Adverbs*

Regular and irregular forms  
Manner: quickly, carefully, etc.  
Frequency: often, never, twice a day, etc.  
Definite time: now, last week, etc.  
Indefinite time: already, just, yet, etc.  
Degree: very, too, rather, etc.  
Place: here, there, etc.  
Direction: left, right, along, etc.  
Sequence: first, next, etc.  
Sentence adverbs: too, either, etc.  
Pre-verbal, post-verbal and end-position adverbs  
Comparative and superlative forms (regular and irregular)

### *Prepositions*

Location: to, on, inside, next to, at (home), etc.  
Time: at, on, in, during, etc.  
Direction: to, into, out of, from, etc.  
Instrument: by, with  
Miscellaneous: like, as, due to, owing to, etc.  
Prepositional phrases: at the beginning of, by means of, etc.  
Prepositions preceding nouns and adjectives: by car, for sale, at last, etc.  
Prepositions following (i) nouns and adjectives: advice on, afraid of, etc. (ii) verbs: laugh at, ask for, etc.

### *Connectives*

and, but, or, either . . . or  
when, while, until, before, after, as soon as  
where

because, since, as, for  
so that, (in order) to  
so, so . . . that, such . . . that  
if, unless  
although, while, whereas

Note that students will meet forms other than those listed above in PET, on which they will not be directly tested.

### ■ **Topics**

Clothes	Personal identification
Daily life	Places and buildings
Education	Relations with other people
Entertainment and media	Services
Environment	Shopping
Food and drink	Social interaction
Free time	Sport
Health, medicine and exercise	The natural world
Hobbies and leisure	Transport
House and home	Travel and holidays
Language	Weather
People	Work and jobs
Personal feelings, experiences and opinions	

### ■ **Lexis**

The PET examination includes items which normally occur in the everyday vocabulary of native speakers using English today.

Candidates should know the lexis appropriate to their personal requirements, for example, nationalities, hobbies, likes and dislikes.

Note that the consistent use of American pronunciation, spelling and lexis is acceptable in PET.

A word list of vocabulary that could appear in the PET examination is available from the Cambridge ESOL website: [www.CambridgeESOL.org/teach](http://www.CambridgeESOL.org/teach)

The list does not provide an exhaustive list of all the words which appear in PET question papers and candidates should not confine their study of vocabulary to the list alone.