

Correlation table between *WIDER WORLD 3* and Pearson Test of English General Level 2 (CEFR B1)

General Level 2 Assessment Objectives

To understand and express in speaking and writing information, ideas, feelings, opinions and common functions about everyday situations in straightforward spoken and written language.

CEFR Level B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

READING

PTE General Level 2 Description

Candidates should show they can:

- Read and follow simple written discourse such as signs, directions, notices, instructions, advertisements, brochures, leaflets, personal correspondence and informative texts from newspapers and magazines
- Read and follow the written version of spoken discourse from everyday situations
- Understand the gist of the written version of the spoken discourse
- Identify the context and the purpose of the writer/s
- Identify and obtain the main points in the written discourse
- Identify and obtain the general and specific details in the written discourse
- Identify and obtain the ideas, feelings and general opinions put forward by the writer

CEFR Description B1

Overall reading comprehension

Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Reading correspondence

Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.

Reading for orientation

Can scan longer texts in order to locate desired information, and gathered information from different parts of a text, or from different texts in order to fulfill a specific task. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.

Reading for information and argument

Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognise significant points in straightforward newspaper articles on familiar subjects.

Reading instructions

Can understand clearly written, straightforward instructions for a piece of equipment. Can understand regulations, for example safety, when expressed in simple language.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Gap fill 3-option multiple choice	To assess ability to understand the purpose, structure and main idea of short written texts	Short authentic-style texts presented with realistic layout and typography. Texts types include: labels, instructions, signs, notices, menus, advertisements and announcements	Unit8/p.95/Ex.12 Unit9/p.107/Ex.9 Unit9/p.109/Ex.2	
3-option multiple choice	To assess ability to understand the main ideas in an extended written text	Text types include: newspaper articles, magazine articles, leaflets, brochures or web articles	Unit1/p.13/Ex.3 Unit3/p.37/Ex.3 Unit4/p.49/Ex.4 Unit8/p.97/Ex.4	
Open-ended question	To assess ability to understand the main points of short written texts	Text types include: extended informative text found in newspapers, magazines, leaflets, brochures and website articles	Unit2/p.25/Ex.3 Unit3/p.37/Ex.6 Unit3/p.38/Ex.2 Unit5/p.65/Ex.3 Unit5/p.69/Ex.2 Unit6/p.73/Ex.4 Unit6/p.81/Ex.2 Culture1/p.128/Ex.2 Culture2/p.129/Ex.2 CLIL1/p.139/Ex.2 CLIL2/p.140/Ex.3 CLIL5/p.143/Ex.3	

Text, note completion	To assess ability to extract specific information from an extended written text	Text types include: letters, emails, advertisements, newspaper articles, magazines, websites or textbooks	Unit0/p.4/Ex.2 Unit0/p.7/Ex.2 Unit2/p.33/Ex.2 Unit3/p.45/Ex.2 Unit5/p.61/Ex.3 Unit6/p.73/Ex.5 Unit7/p.85/Ex.2 Unit7/p.93/Ex.2 Unit8/p.105/Ex.2 Unit9/p.109/Ex.3 Unit9/p.117/Ex.2 CLIL3/p.141/Ex.3	Some activities here are True/False (not note completion), but they test the ability to extract specific information.
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WRITING

PTE General Level 2 Description
Candidates should show that they can convey information on everyday matters in response to visual or written instructions and:

- Write messages, e-mails, and postcards which might include directions and instructions
- Describe past events, and express ideas, feelings, personal thoughts and advice in the form of informal letters, diaries and stories

CEFR Description B1
Overall written production
Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

Creative writing
Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
Can write accounts of experiences, describing feelings and reactions in simple connected text.
Can write a description of an event, a recent trip – real or imagined.
Can narrate a story.

Reports and essays
Can write short, simple essays on topic of interest.
Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Write correspondence	To assess ability to write a piece of correspondence	Instructions which include the purpose of the text, the intended content of the message and the recipient. The task gives the test taker the opportunity to express thoughts, describe experiences, feelings and events	Unit2/p.25/Ex.8 Unit3/p.41/Ex.7 Unit5/p.65/Ex.7 Unit9/p.113/Ex.7	Section 8 PTE G combines reading and writing skills. In these activities correspondence is not always based on the information students have read.
Write text	To assess ability to write a short text from own experience, knowledge or imagination	A choice of two topics which provides the test taker with the opportunity to give an opinion or reasons	Unit1/p.17/Ex.8 Unit2/p.27/Ex.9 Unit3/p.36/Ex.6 Unit7/p.89/Ex.5 Unit8/p.95/Ex.13 Unit9/p.111/Ex.7 Culture1/p.128/Ex.4 Culture2/p.129/Ex.4 CLIL1/p.139/Ex.7 CLIL2/p.140/Ex.7 CLIL3/p.141/Ex.7 CLIL4/p.142/Ex.6 CLIL5/p.143/Ex.5	You may set the word limit in some tasks at 100-150 words to make them more similar to PTE G Level 2 format

LISTENING AND WRITING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Dictation	To assess ability to understand an extended utterance by transcribing a spoken text	Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and	Unit1/p.19/Ex.8 Unit2/p.31/Ex.9 Unit3/p.43/Ex.8 Unit4/p.55/Ex.8	In PTE G the extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard.

		contain relatively formal language	Unit5/p.67/Ex.7 Unit6/p.79/Ex.8 Unit7/p.91/Ex.6 Unit8/p.103/Ex.8 Unit9/p.115/Ex.7	
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LISTENING

PTE General Level 2 Description

Candidates should show they can:

- Listen to and follow conversations, short talks, messages and announcements, telephone, traffic and tourist information, publicity and routine instructions and directions related to familiar matters regularly encountered in study, work, daily and leisure contexts
- Understand the gist of the spoken discourse
- Identify the context of the spoken discourse and the speaker/s and the purpose
- Identify and extract the main points in the spoken discourse
- Identify and extract the general and specific details in the spoken discourse
- Identify the feelings and ideas of the speaker/s in the spoken discourse

CEFR Description B1

Overall listening comprehension

Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.

Understanding interaction between native speakers

Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.

Listening as a member of a live audience

Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.

Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.

Listening to announcements and instructions

Can understand simple technical information, such as operating instructions for everyday equipment.

Can follow detailed directions.

Listening to audio media and recordings

Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
3-option multiple choice	To assess ability to understand the gist of short spoken utterances by: <ul style="list-style-type: none"> - identifying the situation - identifying the speaker's role - identifying the speakers' relationship - identifying the topic - understanding spatial relations - understanding a description - recognizing the function 	Short recordings, one or two speakers Including the following: <ul style="list-style-type: none"> - transactional conversations - social conversations - public announcements Including the following language functions: <ul style="list-style-type: none"> - request for goods or services - request for action - request for information - factual information - expression of feelings - offer - invitation - apology 	Unit1/p.15/Ex.5 Unit2/p.33/Ex.5 Unit4/p.46/Ex.3 Unit4/p.51/Ex.2 Unit5/p.63/Ex.2 Unit6/p.71/Ex.5 Unit9/p.111/Ex.2 ExamTime1/p.130/Ex.1 ExamTime2/p.133/Ex.1 ExamTime3/p.136/Ex.1	
Text, note completion	To assess ability to extract specific information from extended spoken texts	One or two speakers giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers) Including the following: <ul style="list-style-type: none"> - transactional conversations - public announcements - recorded messages 	Unit0/p./Ex.8 Unit0/p.9/Ex.2 Unit1/p.15/Ex.6 Unit1/p.16/Ex.2 Unit1/p.21/Ex.4 Unit1/p.21/Ex.7 Unit2/p.23/Ex.6 Unit2/p.27/Ex.4 Unit2/p.28/Ex.2 Unit2/p.33/Ex.8 Unit3/p.36/Ex.2	With these tasks students may practise extracting specific information from a spoken text. Some activities might involve matching information, identifying false information or answering a question instead of completing gaps as it is in PTE G

			Unit3/p.39/Ex.5 Unit3/p.40/Ex.3 Unit3/p.45/Ex.5 Unit3/p.45/Ex.8 Unit4/p.47/Ex.9 Unit4/p.51/Ex.3 Unit4/p.57/Ex.6 Unit4/p.57/Ex.8 Unit5/p.63/Ex.3 Unit5/p.64/Ex.2 Unit5/p.69/Ex.7 Unit6/p.75/Ex.4 Unit6/p.75/Ex.5 Unit6/p.76/Ex.3 Unit6/p.81/Ex.4,5 Unit7/p.87/Ex.3 Unit7/p.87/Ex.5 Unit7/p.88/Ex.3 Unit7/p.93/Ex.8 Unit8/p.99/Ex.6 Unit8/p.105/Ex.8 Unit9/p.112/Ex.2 Unit9/p.117/Ex.5,6 ExamTime1/p.131/Ex.2 ExamTime2/p.134/Ex.3 ExamTime3/p.137/Ex.3	
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SPEAKING

PTE General Level 2 Description

Candidates should be able to (in addition to those listed for previous levels):

- Understand and describe events
- Ask for and communicate feelings and opinions
- Ask for and give instructions and explanations
- Ask for and make suggestions
- Ask for and give permission

- Give and accept invitations
- Ask for and give advice
- Give and receive orders
- Follow and narrate a story
- Ask about and describe events and occurrences
- Ask about and describe events and activities in one's life
- Make complaints
- Reply to and make polite requests
- Make hypotheses
- Ask for and make plans and arrangements for the future
- Ask for and make comparisons
- Agree and disagree and express opinions
- Ask for clarification and explanation and check back and ask for confirmation

CEFR Description B1

Overall oral production

Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.

Sustained monologue: describing experience

Can give straightforward description on a variety of familiar subjects within his/her field of interest.

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

Can give detailed accounts of experiences, describing feelings and reactions.

Can relate details of unpredictable occurrences, e.g. an accident.

Can relate the plot of a book or film and describe his/her reactions.

Can describe dreams, hopes and ambitions.

Can describe events, real or imagined.

Can narrate a story.

Sustained monologue: putting a case (e.g. in a debate)

Can briefly give reasons and explanations for opinions, plans and actions.

Public announcements

Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.

Addressing audiences

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

Can take follow up questions, but may have to ask for repetition if the speech was rapid.

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Sustained monologue	To assess ability to speak continuously about matters of personal information and interest	Questions may be about: <ul style="list-style-type: none"> - school or work - possessions (e.g., car, computer) - free time activities (e.g., hobbies, sport) - cultural pursuits (e.g., music, films, books) 	Unit0/p.5/Ex.5 Unit0/p.6/Ex.8 Unit0/p.7/Ex.9 Unit1/p.11/Ex.9 Unit1/p.11/Ex.13 Unit1/p.12/Ex.7 Unit1/p.21/Ex.1 Unit2/p.23/Ex.8 Unit2/p.26/Ex.7 Unit2/p.28/Ex.5 Unit3/p.39/Ex.6 Unit3/p.45/Ex.1 Unit4/p.46/Ex.4 Unit4/p.47/Ex.8,10 Unit4/p.55/Ex.9 Unit5/p.59/Ex.10 Unit5/p.64/Ex.4 Unit5/p.69/Ex.1,8 Unit6/p.71/Ex.8 Unit6/p.73/Ex.7 Unit6/p.81/Ex.1,7 Unit7/p.85/Ex.5 Unit7/p.87/Ex.9 Unit7/p.93/Ex.9 Unit8/p.96/Ex.7 Unit8/p.97/Ex.6 Unit8/p.99/Ex.7 Unit8/p.105/Ex.1 Unit9/p.107/Ex.11 Unit9/p.110/Ex.7 Unit9/p.117/Ex.1,7	With these activities it is important to encourage students to give extended responses. In PTE G level 2 they should produce a long turn of 40-50 seconds

			Culture1/p.128/Ex.3 Culture2/p.129/Ex.3 ExamTime1/p.131/Ex.1 ExamTime2/p.135/Ex.2	
Discussion	To assess ability to discuss a concrete issue	<p>Discussion on a concrete topic about which it is feasible to have equally valid opposing opinions, feelings or ideas. The topic is chosen so that its pros and cons can be expressed using relatively simple, high frequency language (e.g., "I prefer to travel by train because it is quicker.")</p> <p>Example topics include:</p> <ul style="list-style-type: none"> - town vs. country - preference for types of movies or books - emails vs. letters - preferences for forms of transportation - advantages and disadvantages of mobile phones - DVD at home vs. movie theater - advantages and disadvantages of fast food - beach holiday vs. holiday in the mountains - advantages and disadvantages of the Internet 	Unit4/p.51/Ex.6 Unit5/p.63/Ex.7 Unit6/p.71/Ex.10 Unit6/p.75/Ex.8 Unit7/p.83/Ex.7	With these activities it is important to encourage students not only to give but also to support their opinion because in PTE G Section 11 the test takers have to show they can defend their position
Describe picture	To assess ability to speak continuously about a picture and interpret some aspect of it	A picture showing a scene or a sequence of events, and two questions. The first prompt is always "Tell me what you can see	Unit0/p.5/Ex.9 Unit0/p.9/Ex.1 Unit2/p.22/Ex.3 Unit5/p.62/Ex.1	With these activities students should be encouraged to describe the pictures in great detail relating different features

		in the picture.” The second prompt is an instruction to the test taker to interpret some aspect of the picture or to express a personal reaction to it. The picture contains some element that invites comment or interpretation, e.g., a person engaged in an unusual activity or expressing some emotion. It may show alternative possibilities (such as different hobbies or sports) or the before and after states of some process or event	Unit5/p.64/Ex.1 Unit6/p.73/Ex.2 Unit6/p.74/Ex.1 Unit6/p.75/Ex.1 Unit6/p.76/Ex.2 Unit7/p.89/Ex.1 Unit8/p.100/Ex.1 Unit9/p.108/Ex.2 ExamTime1/p.132/Ex.3 ExamTime3/p.138/Ex.1 CLIL3/p.141/Ex.1	to show that they can speak continuously about a picture and interpret some aspect of it.
Role play	To assess ability to perform and respond to language functions appropriately Including the following language functions: <ul style="list-style-type: none"> - greeting and leave-taking - asking for things - asking for information - responding to requests - offering, accepting - responding to offers - thanking - giving information - apologizing - asking for directions 	The interlocutor gives the test taker up to 15 seconds to read a role card with: <ul style="list-style-type: none"> - an explanation of the situation and the roles - instructions and/or the objective - visual support where appropriate 	Unit2/p.28/Ex.4 Unit2/p.31/Ex.8 Unit3/p.40/Ex.5 Unit3/p.43/Ex.7 Unit6/p.76/Ex.5 Unit6/p.79/Ex.7 Unit8/p.100/Ex.4 Unit8/p.103/Ex.7 Unit9/p.112/Ex.5 Unit9/p.115/Ex.6	These tasks will help students get accustomed to the format of a role play in the PTE G Section 13.

Notes

CEFR refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment