

Correlation table between *Wider World 1* and Pearson Test of English General Level A1 (CEFR A1)

General Level A1 Assessment Objectives

To understand very short, simple information in the spoken and written language and to express oneself simply and briefly in speech and in writing for practical purposes in everyday situations requiring a direct exchange of information. It is expected that productive skills will be limited and fragmented and that the language will be mostly or completely formulaic at this level; receptive skills will be more developed than productive skills.

CEFR Level A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

READING

PTE General Level A1 Description

Candidates should show they can:

- Read and follow short written signs, notices and posters, catalogues, directions, instructions, messages and very short, simple documents
- Read and follow the written text or written version of spoken discourse on everyday matters
- Identify and understand general information in the discourse
- Identify simple factual details in the discourse
- Follow the order and sequence of information
- Identify and select relevant information

CEFR Description A1

Overall reading comprehension

Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

Reading correspondence

Can understand short, simple messages on postcards.

Reading for orientation

Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

Reading for information and argument

Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Reading instructions

Can follow short, simple written directions (e.g. to go from X to Y).

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	Text types include: labels, instructions, signs, notices, menus, advertisements and announcements	Unit0/p.7/Ex.1 Unit2/p.25/Ex.5 Unit3/p.37/Ex.4 Unit7/p.85/Ex.2	Text types in some tasks here include also articles, but they will help practise understanding the purpose structure and main idea of short written texts
3-option graphical multiple choice	To assess ability to understand the main detail in short written texts	Texts giving descriptions or directions, relating to pictures, maps or diagrams	Unit1/p.10/Ex.1 Unit2/p.33/Ex.2 Unit4/p.57/Ex.2 Unit5/p.61/Ex.3 Unit6/p.80/Ex.2 Unit7/p.93/Ex.2 Unit8/p.105/Ex.3 Unit9/p.109/Ex.3 Unit9/p.117/Ex.2 CLIL1/p.136/Ex.2 CLIL3/p.138/Ex.2 CLIL5/p.140/Ex.1	Not all activities here are 3-option graphical multiple choice, but students can practise understanding the main detail in short written texts.
Open-ended question	To assess ability to understand the main points of short written texts	Text types include: letters, emails, newspaper articles, magazine articles, leaflets, brochures or websites	Unit2/p.25/Ex.3 Unit2/p.33/Ex.3 Unit5/p.58/Ex.1 Unit5/p.65/Ex.3 Unit5/p.69/Ex.3 Unit8/p.97/Ex.3 Unit8/p.105/Ex.4 Unit9/p.108/Ex.2 Unit9/p.113/Ex.2 CLIL1/p.136/Ex.3 CLIL5/p.140/Ex.3 Culture1/p.141/Ex.2	

Text, note completion	To assess ability to extract specific information from a written text	Text types include: letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks	Unit1/p.13/Ex.3 Unit1/p.17/Ex.2 Unit1/p.21/Ex.2 Unit3/p.37/Ex.3 Unit3/p.45/Ex.2 Unit4/p.49/Ex.4 Unit5/p.69/Ex.4 Unit6/p.73/Ex.2 Unit7/p.85/Ex.3 Unit8/p.95/Ex.1 Unit9/p.113/Ex.4 CLIL4/p.139/Ex.3	Some activities are True/False (not note completion), but they test the ability to extract specific information from an extended written test.

WRITING

PTE General Level A1 Description Candidates should show they can

respond appropriately to simple visual and written instructions and:

- Convey information related to themselves and areas of immediate relevance in the form of simple instructions and messages
- Convey information and descriptions related to themselves and areas of immediate relevance in the form of a postcard/email etc, application form or simple description
- Describe a picture/pictures related to situations in the examination paper

CEFR Description A1

Overall written production

Can write simple isolated phrases and sentences.

Creative writing

Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

Reports and essays

No descriptor available

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Write correspondence	To assess ability to write a short piece of correspondence	Instructions which include the purpose of the text, the intended content of the message and the recipient	Unit3/p.41/Ex.5 Unit7/p.89/Ex.6 Unit8/p.105/Ex.10 Unit9/p.113/Ex.5	Section 8 PTE General combines reading and writing skills. In these activities the correspondence is not always based on the information students have read.
Write text	To assess ability to write a short text based on a picture	Instructions to write a short text based on a visual image	Unit1/p.17/Ex.7 Unit1/p.19/Ex.3 Unit5/p.61/Ex.6 Unit8/p.103/Ex.2 CLIL1/p.136/Ex.7 CLIL3/p.138/Ex.7 CLIL4/p.139/Ex.6 CLIL5/p.140/Ex.7	Not all activities are based on a visual image but students will have the opportunity to practise writing in the styles represented in the PTE General Level A1.

LISTENING AND WRITING

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
Dictation	To assess ability to understand a short utterance by transcribing a spoken text	Instructions, news bulletins, announcements, broadcast features and factual information	Unit1/p.15/Ex.5 Unit1/p.19/Ex.10 Unit2/p.31/Ex.10 Unit3/p.43/Ex.7 Unit4/p.55/Ex.9 Unit5/p.67/Ex.7 Unit6/p.79/Ex.7 Unit7/p.91/Ex.7 Unit8/p.103/Ex.8 Unit9/p.115/Ex.9	In PTE G the extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard.

LISTENING

PTE General Level A1 Description

Candidates should show they can:

- Listen to and follow very short conversations, messages, announcements and information services related to areas of immediate relevance in daily life
- Understand simple factual details in the spoken discourse
- Identify general information in the spoken discourse
- Identify and select relevant information

CEFR Description A1

Overall listening comprehension

Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.

Understanding interactions between native speakers

No descriptor available

Listening as a member of a live audience

No descriptor available

Listening to announcements and instructions

Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.

Listening to audio media and recordings

no descriptor available

Item types	Objectives	Stimulus	Chapter/Page no. & Exercise	Comments
3-option graphical multiple choice	To assess ability to understand the gist of short spoken utterances by: <ul style="list-style-type: none">- identifying the situation (e.g. store, restaurant, etc.)- identifying a speaker's role (e.g., movie box office attendant)	Short recordings, one speaker Including the following: <ul style="list-style-type: none">- transactional utterances, e.g., buying- social utterances, e.g., greeting- public announcements, e.g., train times Including the following language functions:	Unit1/p.15/Ex.2 Unit4/p.47/Ex.5 Unit5/p.69/Ex.7 Unit6/p.75/Ex.4 Unit7/p.87/Ex.2 Unit7/p.88/Ex.3 Unit9/p.111/Ex.2 ExamTime1/p.130/Ex.1	Not all activities here are 3-option graphical multiple choice but they all require to understand the gist of short spoken utterances.

	<ul style="list-style-type: none"> - following an instruction (e.g., giving directions) - understanding spatial relations (e.g., the position of an object in a room) - understanding a description (e.g., girl with long dark hair) 	<ul style="list-style-type: none"> - single instruction - request for goods or services - request for action - request for information - factual information - description 	ExamTime2/p.132/Ex.1 ExamTime3/p.134/Ex.1	
Text, note completion	To assess ability to extract specific information from spoken texts	One speaker giving information which requires accurate listening and transcription (e.g., addresses, telephone numbers and names)	Unit1/p.14/Ex.2 Unit1/p.21/Ex.9 Unit2/p.23/Ex.7,9 Unit2/p.27/Ex.7 Unit2/p.33/Ex.7 Unit3/p.39/Ex.2 Unit3/p.40/Ex.2 Unit4/p.47/Ex.8 Unit4/p.51/Ex.3,4 Unit4/p.57/Ex.5,8 Unit5/p.62/Ex.2 Unit5/p.63/Ex.5 Unit5/p.64/Ex.2 Unit5/p.69/Ex.8 Unit6/p.72/Ex.1 Unit6/p.81/Ex.7 Unit7/p.93/Ex.7 Unit8/p.98/Ex.1 Unit8/p.99/Ex.4 Unit8/p.100/Ex.3 Unit8/p.105/Ex.8 Unit9/p.107/Ex.3 Unit9/p.111/Ex.3 Unit9/p.117/Ex.7 ExamTime1/p.130/Ex.3 ExamTime2/p.132/Ex.3 ExamTime3/p.134/Ex.3	With these tasks students may practise extracting specific information from a spoken text. However, some activities might involve matching information, identifying false information or answering a question instead of completing gaps as it is in PTE G.

SPEAKING

PTE General Level A1 Description

Candidates may have to:

- Respond to and express greetings, introductions and farewells
- Respond to and express thanks
- Ask for and give information
- Describe people, including themselves
- Spell their name and address
- Describe activities
- Describe possessions and everyday items
- Instruct and direct people
- Express likes and dislikes
- Handle simple numbers up to 100, simple costs, quantities, time and dates
- Ask for repetition or clarification when they do not understand

CEFR Description A1

Overall oral production

Can produce simple mainly isolated phrases about people and places.

Sustained monologue: describing experience

Can describe him/herself, what he/she does and where he/she lives.

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

No descriptor available

Public announcements

No descriptor available

Addressing audiences

Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.

Item types

Objectives

Stimulus

Chapter/Page no.

Comments

			& Exercise	
Sustained monologue	To assess ability to speak continuously about matters of personal information and interest	A series of questions put by the interlocutor. These always begin with "Can you tell me your name please?" and are followed by further questions or instructions which invite a more extended response, such as "Tell me something about your room."	Unit0/p.9/Ex.6 Unit1/p.14/Ex.6 Unit1/p.21/Ex.1,10 Unit2/p.23/Ex.8 Unit2/p.25/Ex.6 Unit2/p.33/Ex.1 Unit3/p.36/Ex.8 Unit3/p.37/Ex.7 Unit3/p.38/Ex.5,7 Unit3/p.39/Ex.7 Unit3/p.40/Ex.6 Unit4/p.47/Ex.9 Unit4/p.49/Ex.7 Unit4/p.50/Ex.6 Unit4/p.55/Ex.2 Unit4/p.57/Ex.1,9 Unit5/p.59/Ex.10 Unit5/p.63/Ex.8 Unit5/p.65/Ex.2 Unit6/p.71/Ex.9 Unit6/p.73/Ex.6 Unit6/p.75/Ex.7 Unit6/p.76/Ex.6 Unit6/p.81/Ex.1 Unit7/p.83/Ex.9 Unit7/p.86/Ex.7 Unit7/p.87/Ex.6 Unit7/p.88/Ex.6 Unit7/p.89/Ex.1 Unit7/p.91/Ex.3 Unit7/p.93/Ex.1 Unit8/p.97/Ex.6 Unit8/p.98/Ex.5 Unit8/p.101/Ex.1,6 Unit8/p.105/Ex.1 Unit9/p.107/Ex.7	With these activities it is important to encourage students to give extended responses. In PTE General Level A1 they should produce a long turn of at least 15-20 seconds

			Unit9/p.110/Ex.7 Unit9/p.114/Ex.4 Unit9/p.117/Ex.1 ExamTime1/p.131/Ex.4 ExamTime2/p.133/Ex.4 ExamTime3/p.135/Ex.4 CLIL3/p.138/Ex.1	
Describe picture	To assess ability to speak about a picture	A picture depicting a scene which is designed to elicit descriptions of: <ul style="list-style-type: none"> - people - interiors (e.g., home, school, stores, restaurants) - public places (e.g., streets, parks) - everyday activities 	Unit1/p.14/Ex.1 Unit4/p.48/Ex.1 Unit5/p.63/Ex.1 Unit6/p.70/Ex.1 Unit7/p.85/Ex.1 Unit7/p.86/Ex.1 Unit8/p.100/Ex.1 Unit9/p.110/Ex.1 CLIL1/p.136/Ex.5	Students should be encouraged to describe the pictures in these activities in detail, relating different features.
Role play	To assess ability to perform and respond to basic language functions appropriately Including the following language functions: <ul style="list-style-type: none"> - greeting and leave-taking - asking for things - asking for information - giving information - responding to requests - offering - responding to offers - thanking 	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 - 4–5 instructions involving at least two different functions - visual support where appropriate Including the following situations: <ul style="list-style-type: none"> - basic social encounters and gatherings - shopping - ordering food and drink - public transportation - about town 	Unit1/p.16/Ex.7 Unit1/p.19/Ex.9 Unit2/p.24/Ex.7 Unit2/p.28/Ex.5 Unit2/p.31/Ex.9 Unit4/p.55/Ex.8 Unit5/p.67/Ex.6 Unit9/p.109/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