

Correlation table between Wider World Second Edition Student's Book 3 and Cambridge English A2 Key for Schools

PAPER 1 – Reading

What candidates can do at Level A2

Overall general ability

CAN understand straightforward information within a known area.

Social and tourist

CAN understand straightforward information on food, standard menus, road signs and messages on automatic cash machines.

Study

CAN understand the general meaning of a simplified textbook or article, reading very slowly.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
3-option multiple choice	This part tests the candidate's understanding of various kinds of short texts and their main message	In this part, candidates have to read six short emails, notices, signs or text messages. There are three sentences next to each one. Candidates have to choose which sentence matches the meaning of the email, notice, sign or text message.	Unit0/p.7/Ex.8 SetForLife/p.34/Ex.1 Unit3/p.41/Ex.5 Unit4/p.54/Ex.1 Unit4/p.58/Ex.3 SetForLife/p.60/Ex.2 Unit5/p.66/Ex.2 Unit5/p.66/Ex.5 Unit5/p.67/Ex.2 Unit5/p.69/Ex.3 Unit6/p.78/Ex.2 Unit6/p.81/Ex.1 Unit6/p.82/Ex.2 Unit9/p.119/Ex.1	<i>Not all tasks here are 3-option multiple choice, but they test the learner's understanding of various kinds of short texts and their main message</i>

3-option multiple matching	This part tests locating specific information by reading quickly and understanding detail by reading carefully.	In this part, candidates read seven questions and then three short texts on the same topic. Candidates have to match each question to one of the texts.	Unit1/p.15/Ex.2 Unit1/p.19/Ex.2 Unit2/p.26/Ex.2 Unit2/p.31/Ex.3 Unit3/p.37/Ex.2 Unit3/p.41/Ex.6 Unit3/p.43/Ex.4 BBC/p.46/Ex.2 Unit4/p.53/Ex.4 Unit5/p.65/Ex.3 Prog.Check1-6/p.87/Ex.9 Unit7/p.92/Ex.2 Unit8/p.100/Ex.1 SetForLife/p.111/Ex.7 Unit9/p.113/Ex.9 Unitcl2/p.139/Ex.3	
3-option multiple choice	This part tests understanding of the main ideas and some details of longer texts.	In this part, candidates have a longer text, for example, a simplified newspaper or magazine article. There are five multiple-choice questions with three options, A, B and C.	Unit0/p.6/Ex.2 Unit1/p.15/Ex.3 Unit2/p.27/Ex.4 Unit3/p.39/Ex.3 Unit3/p.40/Ex.2 Prog.Check1-3/p.49/Ex.8 Unit4/p.51/Ex.2 Unit4/p.52/Ex.2 Unit4/p.57/Ex.2 Unit5/p.69/Ex.3 BBC/p.72/Ex.2 Unit6/p.77/Ex.3 Unit7/p.91/Ex.3 BBC/p.98/Ex.3 Unit8/p.103/Ex.3 BBC/p.122/Ex.2 Unitcl1/p.138/Ex.2 Unitcl3/p.140/Ex.3 Unitcl4/p.141/Ex.1	<i>In some tasks here, understanding of the main ideas and some details is tested through, note completion, short answer question, and match headings activities.</i>

3-option multiple-choice cloze	This part tests understanding of words within a context. The main focus is on vocabulary, but a small amount of grammar may also be tested.	In this part, candidates read a short text with six numbered spaces. Then they decide which of the three words provided belongs in each gap.	Unit1/p.13/Ex.9 Unit1/p.21/Ex.1,2 Unit2/p.27/Ex.6 Unit2/p.29/Ex.8 Unit3/p.37/Ex.6 Unit3/p.41/Ex.3 Unit3/p.44/Ex.2 Unit3/p.45/Ex.1 Unit3/p.45/Ex.2 Prog.Check1-3/p.48/Ex.1 Unit4/p.51/Ex.7 Unit4/p.53/Ex.3 Unit5/p.63/Ex.7 Unit5/p.71/Ex.1 Unit5/p.71/Ex.2 Unit6/p.75/Ex.3 Unit6/p.75/Ex.6 Unit6/p.76/Ex.5 Unit6/p.83/Ex.1,2,3 Prog.Check1-6/p.86/Ex.1 Unit7/p.91/Ex.5 Unit7/p.93/Ex.8 Unit7/p.96/Ex.3 Unit7/p.97/Ex.2 Unit8/p.109/Ex.2 Unit9/p.113/Ex.10 Unit9/p.117/Ex.4 Unit9/p.120/Ex.3 Unit9/p.121/Ex.1,3 Prog.Check1-9/p.124/Ex.3	<i>In some tasks here, students complete individual sentences not a continuous text.</i>
Open cloze	This part tests understanding and knowledge of grammatical forms (for example verb forms, determiners, pronouns) as well as structural relationships at the phrase, clause, sentence or paragraph level.	In this part, candidates have to fill in six gaps in a text or texts using single words. Texts are short and simple. Candidates are asked to write only one word in each gap.	Unit0/p.11/Ex.3 Unit1/p.13/Ex.10 Unit2/p.33/Ex.3 Prog.Check1-3/p.48/Ex.2 Unit4/p.51/Ex.6 Prog.Check1-9/p.124/Ex.2	

PAPER 1 - Writing

What candidates can do at Level A2

Overall general ability

CAN complete forms and write short, simple letters or postcards related to personal information.

Social and tourist

CAN complete most forms related to personal information.

Study

CAN write a very short, simple narrative or description.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
Guided writing	This part tests candidates' ability to write short texts with a real communicative purpose. Answers are assessed using the assessment scales, which consist of three subscales: Content, Language and Organisation.	In this part, candidates have to write a message of 25 words or more, for example a note or email.	Unit2/p.28/Ex.4 Unit2/p.33/Ex.3 Unit3/p.43/Ex.7 Prog.Check1-3/p.49/Ex.11 Unit6/p.81/Ex.6 Unit6/p.83/Ex.3 Unit9/p.119/Ex.5 Unit1/p.17/Ex.7 Unit5/p.69/Ex.6 Unit2/p.29/Ex.9	
Picture story	This part tests candidates' ability to write short narratives. Answers are assessed using the assessment scales, which consist of three subscales: Content, Language and Organisation.	In the last part of the Reading and Writing paper, candidates have to write a short story of 35 words or more based on three picture prompts.	Unit7/p.95/Ex.6	

PAPER 2 - Listening

What candidates can do at Level A2

Overall general ability

CAN understand simple questions and instructions.

Social and tourist

CAN understand straightforward directions, provided that these are not lengthy or complex.

Study

CAN understand basic instructions on class time, dates and room numbers.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
3-option multiple choice	The task requires candidates to listen for specific information in the text which will answer the question.	In Part 1 there are five short recordings, each with a question and three images. Candidates listen to the text, then choose the visual image which best answers the question in the context of what they heard.	Unit0/p.6/Ex.1 Unit0/p.10/Ex.7 Unit2/p.25/Ex.8 SetForLife/p.34/Ex.2 Unit3/p.37/Ex.9 Unit3/p.42/Ex.2 Unit4/p.55/Ex.2 Unit8/p.101/Ex.6 SetForLife/p.110/Ex.5 Unit9/p.117/Ex.1	<i>Some tasks do not contain visual images.</i>
Gap fill	This task tests listening for specific and detailed information.	In Part 2, candidates have to identify specific information (for example prices, times, telephone numbers) and write it down in note form. They listen to a monologue. The candidates should only write ONE word, or a number, or a date, or a time for their answer.	Unit0/p.8/Ex.1 Unit0/p.10/Ex.3 Unit2/p.25/Ex.9 Unit2/p.29/Ex.4 Unit3/p.38/Ex.6 BBC/p.73/Ex.6 BBC/p.73/Ex.8 Unit6/p.79/Ex.4 Unit6/p.79/Ex.5 Prog.Check1-6/p.87/Ex.6 BBC/p.99/Ex.6 Unit8/p.105/Ex.6	<i>In some taskshere, learners listen to a dialogue not a monologue.</i>

3-option multiple choice	This part tests understanding of detailed information.	In this part, candidates listen to an informal conversation and answer five 3-option multiple-choice questions. The answers for Part 3 come from both speakers. This task includes questions on the opinions and attitudes of the speakers.	Unit0/p.9/Ex.2 Unit0/p.11/Ex.2 BBC/p.23/Ex.7 Unit2/p.29/Ex.5 SetForLife/p.34/Ex.3 SetForLife/p.35/Ex.5 Unit3/p.37/Ex.9 Unit3/p.38/Ex.2 Unit3/p.41/Ex.4 BBC/p.47/Ex.5 Unit4/p.54/Ex.2 Unit4/p.55/Ex.3 Unit5/p.63/Ex.6 Unit5/p.64/Ex.2 Unit5/p.67/Ex.4 Unit6/p.79/Ex.3 Unit6/p.80/Ex.2 SetForLife/p.85/Ex.4 Unit7/p.93/Ex.4 Unit7/p.93/Ex.6 Unit7/p.93/Ex.9 Unit7/p.94/Ex.2 BBC/p.99/Ex.8 Unit8/p.102/Ex.2 Unit8/p.105/Ex.5 SetForLife/p.110/Ex.4 Unit9/p.118/Ex.2 BBC/p.123/Ex.6 Prog.Check1-9/p.124/Ex.7,8	<i>In listen and read activities, it is important to ask learners to listen only. In some tasks understanding of detailed information is tested through answering questions or true/false activities</i>
3-option multiple choice	The task calls for an understanding of the gist of a monologue or dialogue containing neutral or less formal language and may include the correct identification of attitudes, opinions and agreement. Candidates will need to understand the main idea, gist or topic of each recording.	In this part candidates listen to five short monologues or dialogues, each with a scene setter, a question and three options. Candidates listen to the monologue or dialogue and choose the option which best answers the question in the context of what they have heard.	Unit0/p.9/Ex.8 Unit1/p.16/Ex.2 Unit1/p.17/Ex.5 Unit1/p.18/Ex.1 BBC/p.23/Ex.6 Unit2/p.28/Ex.1 Unit2/p.30/Ex.1 Unit2/p.30/Ex.7 Unit4/p.51/Ex.5	<i>In listen and read activities, it is important to ask learners to listen only. In some tasks here, understanding of the gist is tested through answering questions not a 3-option multiple choice.</i>

			Unit4/p.52/Ex.6 Unit4/p.56/Ex.2 Unit6/p.75/Ex.5 Unit6/p.76/Ex.2 Unit6/p.79/Ex.2 SetForLife/p.84/Ex.3 Unit7/p.90/Ex.2 BBC/p.99/Ex.5 Unit8/p.104/Ex.2 Unit8/p.105/Ex.3 Unit8/p.106/Ex.1 Unit9/p.116/Ex.1 BBC/p.123/Ex.5	
Matching	This part tests understanding of detailed information.	In this part, candidates listen to a longer conversation between two people who know each other. Candidates have to match two lists of items by identifying simple information in the conversation.	Unit1/p.17/Ex.6 Unit2/p.29/Ex.2 BBC/p.47/Ex.8 Prog.Check1-3/p.48/Ex.7 SetForLife/p.60/Ex.5 Unit5/p.68/Ex.2 Unit1/p.13/Ex.11 Unit1/p.14/Ex.6 Unit2/p.28/Ex.5 Unit3/p.41/Ex.7 Unit4/p.51/Ex.9 Unit5/p.65/Ex.6 Unit6/p.75/Ex.7 Unit8/p.105/Ex.7 Unit9/p.117/Ex.6	

PAPER 3 - Speaking

What candidates can do at Level A2

Overall general ability

CAN express simple opinions or requirements in a familiar context.

Social and tourist

CAN express likes and dislikes in familiar contexts using simple language.

Study

CAN express simple opinions using expressions such as 'I don't agree'.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
Interlocutor asks questions to each candidate in turn	This part of the test assesses the candidates' ability to answer simple questions about themselves. The focus is on interactional and social language.	The interlocutor leads a general conversation with each of the candidates. In Part 1, Phase 1, the interlocutor asks questions of a factual and personal nature to each candidate in turn. Part 1, Phase 2 takes the form of a topic-based interview. The interlocutor asks two short-answer questions to each candidate about their daily life, interests, likes, dislikes etc. followed by one longer 'Tell me something about ...' question. Candidates respond directly to the interlocutor – they do not talk to each other in this task.	Unit0/p.6/Ex.4 Unit0/p.8/Ex.4 Unit0/p.8/Ex.9,10 Unit0/p.9/Ex.9 Unit0/p.10/Ex.4 Unit0/p.10/Ex.8 Unit1/p.13/Ex.12 Unit1/p.17/Ex.4 Unit2/p.25/Ex.7 Unit2/p.25/Ex.10 Unit2/p.26/Ex.9 Unit2/p.28/Ex.6 Unit2/p.30/Ex.8 Unit3/p.38/Ex.1 Unit3/p.40/Ex.7 Unit3/p.41/Ex.8 Unit3/p.45/Ex.7 Unit4/p.53/Ex.6 Unit4/p.56/Ex.4 SetForLife/p.60/Ex.1 Unit5/p.68/Ex.3 Unit5/p.68/Ex.6 Unit5/p.70/Ex.4 BBC/p.72/Ex.3 Unit6/p.75/Ex.8 Unit6/p.77/Ex.6 Unit6/p.80/Ex.1 Unit8/p.102/Ex.7	

Discussion task with visual stimulus	Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas.	In Part 2, Phase 1, the candidates talk to each other. The interlocutor sets up the task, but does not take part in this phase. Part 2, Phase 1 takes the form of a discussion based on five illustrations representing an appropriate topic. e.g. hobbies. The candidates are asked to discuss the activities, things or places illustrated. The interlocutor allows candidates to speak together for 1–2 minutes before intervening to extend the conversation by asking questions related to the activities, things or places. A rounding-off short-answer question asked to both candidates closes this phase. In Part 2, Phase 2, the interlocutor leads a follow-up discussion on the same topic as that discussed in Phase 1. Each candidate is asked two questions.	Unit0/p.6/Ex.6 Unit1/p.15/Ex.1 BBC/p.22/Ex.2 BBC/p.22/Ex.4 BBC/p.23/Ex.8 Unit2/p.33/Ex.2 SetForLife/p.35/Ex.8 Unit3/p.37/Ex.10 Unit3/p.39/Ex.7 Unit3/p.40/Ex.7 BBC/p.46/Ex.3 BBC/p.47/Ex.6 BBC/p.47/Ex.9 Unit4/p.51/Ex.8 Unit4/p.51/Ex.10 Unit4/p.54/Ex.5 Unit4/p.55/Ex.6 Unit4/p.56/Ex.1 Unit4/p.58/Ex.4 Unit5/p.63/Ex.9 Unit5/p.64/Ex.1 Unit5/p.65/Ex.7 Unit6/p.78/Ex.6 Unit7/p.89/Ex.5 Unit7/p.90/Ex.5 Unit7/p.93/Ex.10 BBC/p.99/Ex.7 BBC/p.99/Ex.9 Unit8/p.106/Ex.7 SetForLife/p.110/Ex.2 Unit9/p.113/Ex.11 Unit9/p.115/Ex.6 BBC/p.122/Ex.3 Unit9/p.125/Ex.11 Unit9/p.125/Ex.12	<i>In most tasks here, learners do not work with illustrations but they have the chance to engage in a discussion or to extend a topic presented in the unit.</i>
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