

Correlation table between Wider World Second Edition Student's Book 3 and Cambridge English B1 Preliminary for Schools

PAPER 1 – Reading

What candidates can do at Level B1

Overall general ability

CAN understand routine information and articles.

Social and tourist

CAN understand factual articles in newspapers, routine letters from hotels and letters expressing personal opinions.

Study

CAN understand most information of a factual nature in his/her study area.

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 five short texts. With each text is one multiple-choice question with three options A, B and C.	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	<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>

			Unit9/p.119/Ex.1	
Matching	This part tests the candidate's detailed comprehension of factual material.	Candidates have five short descriptions of people and have to match this content to five of eight short texts on a particular topic.	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	
4-option multiple choice	Candidates need to demonstrate they have understood the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text.	In this part, candidates have a text which expresses an opinion or attitude. There are five multiple-choice questions with four options, A, B, C and D.	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, the understanding the writer's attitude or opinion, or an opinion quoted by the writer, and both the detailed and global meaning of the text is tested through true/false tasks or questions.</i>

Gapped text	Candidates need to show that they can follow the narrative of a text and the attitudes and opinions contained within it, and that they understand how a coherent, well-structured text is formed.	In this part, candidates read a longer text that has five numbered spaces where sentences have been removed. Following the text there are eight sentences, A–H. Candidates have to find the missing five sentences from sentences A–H.	Unit7/p.91/Ex.2 Unit9/p.115/Ex.3 Unit9/p.125/Ex.10	
4-option multiple-choice cloze	The spaces are designed to test mainly vocabulary, but also an element of grammatical knowledge may be tested, e.g. complementation.	In this part, candidates read a short text with six numbered spaces.	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, students complete individual sentences not a continuous text as it is in B1 Preliminary exam.</i>

Open cloze	The task is designed to test candidates' knowledge of grammatical structures but there is also some testing of phrasal verbs and common fixed phrases.	In this part, candidates read a short text that has six numbered spaces. They have to think of the correct word to fill the 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	
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PAPER 2 - Writing

What candidates can do at Level B1

Overall general ability

CAN write letters or make notes on familiar or predictable matters.

Social and tourist

CAN write letters on a limited range of predictable topics related to personal experience.

Study

CAN take basic notes in a lecture.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
An email	The task requires candidates to demonstrate the ability to handle the language of functions. For example, agreeing, disagreeing, giving an opinion, offering and explaining.	Candidates are required to deal with input material of 100–120 words. The input consists of a standard rubric, an email and a set of four prompts presented as notes linked by lines to the appropriate parts of the input email text. The task gives candidates the context, who they are writing to, why they are writing, and four key content points. Candidates must include the four content points in a response of around 100 words.	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	<i>In some tasks students have to write a letter not an email but they still have to demonstrate the ability to handle the language of functions</i>

Article or a story	Answers are assessed using the assessment scales, which consist of four subscales: Content, Communicative Achievement, Organisation and Language.	Candidates choose either an article or a story. They must write around 100 words. For the article, candidates read an announcement from a magazine or website. This gives the topic that they must write about. For example, there may be a couple of questions that they should respond to. For the story, candidates are given the first sentence of the story. They must continue the story with clear links to the opening sentence.	Unit1/p.19/Ex.6 Unit2/p.31/Ex.6 Unit4/p.57/Ex.6 Prog.Check1-6/p.87/Ex.11 Unit2/p.27/Ex.8 Unit7/p.95/Ex.6	<i>You may set the word limit in some tasks at 100 words to make them more similar to B1 Preliminary for Schools format</i>
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PAPER 3 - Listening

What candidates can do at Level B1

Overall general ability

CAN understand straightforward instructions or public announcements.

Social and tourist

CAN identify the main topic of a news broadcast on TV if there is a strong visual element.

Study

CAN understand instructions on classes and assignments given by a teacher or lecturer.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
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3-option multiple choice	The task requires candidates to listen for specific information in the text.	In Part 1 there are seven short listenings, each with a question and three visual 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>In most tasks, there are no visual images but the tasks test the ability to listen for specific information.</i>
3-option multiple choice	The task requires candidates to be able to listen for gist.	In Part 2, there are six short dialogues each with a context sentence, as well as a question or a sentence to complete and three options. Candidates listen to the text, then choose the option which best answers the question or completes the sentence.	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 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	<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>
Gap fill	The task requires candidates to locate and record specific information from the text.	Candidates have a page of notes or sentences, summarising the content of the text, from which six pieces of information have been removed. As they	Unit0/p.8/Ex.1 Unit0/p.10/Ex.3 Unit2/p.25/Ex.9 Unit2/p.29/Ex.4	

		listen, they fill in the numbered gaps with words from the text which complete the missing information. Most keys are single words, numbers or very short noun phrases.	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	
3-option multiple choice	To arrive at the correct answer, candidates will need a detailed understanding of the meaning of the text.	In Part 4 candidates listen to a longer text, which will be an interview. Candidates have to answer six multiple-choice questions as they listen to the text, choosing the correct answer from a choice of three options. The texts are from a range of contexts, and are largely informational.	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, detailed understanding of the meaning of the text is tested through answering questions or true/false activities</i>

PAPER 4 - Speaking

What candidates can do at Level B1

Overall general ability

CAN express simple opinions on abstract/cultural matters in a limited way.

Social and tourist

CAN ask for information about accommodation and travel.

Study

CAN take part in a seminar or tutorial using simple language.

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 take part in spontaneous communication in an everyday setting. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria: • Grammar and Vocabulary • Discourse Management • Pronunciation • Interactive Communication. The interlocutor awards a mark for global achievement	The interlocutor leads a general conversation with each of the candidates. The interlocutor asks questions about their personal details, daily routines, likes, dislikes, etc. The interlocutor speaks to the candidates in turn. 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	<i>With these tasks, students can practise taking part in spontaneous communication in an everyday setting.</i>

			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	
Extended turn	The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria: • Grammar and Vocabulary • Discourse Management • Pronunciation • Interactive Communication. The interlocutor awards a mark for global achievement	The interlocutor instructs each candidate in turn. The candidates take turns to speak for about 1 minute each. Each candidate is given one colour photograph to describe. The photographs show everyday situations which are relevant to the age group. The candidates describe what they can see in their photograph. When they have finished, they give their photograph back to the interlocutor.	Unit0/p.9/Ex.1 Unit0/p.11/Ex.1 Unit/p.12/Ex.1 Unit1/p.16/Ex.1 Unit1/p.18/Ex.1 BBC/p.22/Ex.1 BBC/p.23/Ex.5 Unit2/p.24/Ex.1 Unit2/p.27/Ex.2 Unit2/p.28/Ex.1 Unit2/p.29/Ex.1 Unit2/p.30/Ex.1 Unit3/p.36/Ex.1 BBC/p.46/Ex.1 BBC/p.47/Ex.4 Unit4/p.56/Ex.2 SetForLife/p.60/Ex.3 Unit5/p.66/Ex.1 Unit5/p.68/Ex.1 BBC/p.72/Ex.1 BBC/p.73/Ex.4 Unit6/p.76/Ex.1 Unit6/p.77/Ex.1 Unit6/p.78/Ex.1 Unit6/p.79/Ex.1 Unit7/p.90/Ex.1 Unit7/p.93/Ex.2 Unit7/p.94/Ex.1 Unit7/p.94/Ex.5,6	

			Unit7/p.97/Ex.7 BBC/p.98/Ex.1 BBC/p.99/Ex.5 Unit8/p.103/Ex.1 Unit8/p.104/Ex.1 Unit8/p.105/Ex.1 Unit8/p.106/Ex.1 Unit9/p.116/Ex.1 BBC/p.122/Ex.1 BBC/p.123/Ex.4 Unit9/p.125/Ex.9 Unitcl1/p.138/Ex.1 Unitcl2/p.139/Ex.2 Unitcl4/p.141/Ex.1	
Discussion task with visual stimulus	Candidates are assessed on their use of appropriate language and interactive strategies, not on their ideas. The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria: • Grammar and Vocabulary • Discourse Management • Pronunciation • Interactive Communication. The interlocutor awards a mark for global achievement	The interlocutor sets up the task, but does not take part in the interaction. The interlocutor reads the instructions once, setting up the situation, while the candidates look at the prompt material. The prompt material is a set of images which is designed to generate the candidates' own ideas about an imaginary situation. The candidates discuss their ideas together, making and responding to suggestions, discussing alternatives, making recommendations and negotiating agreement. Candidates may bring in their own ideas, and should negotiate turns and elicit each other's ideas. The interlocutor will allow candidates time to discuss the task. The whole task takes 4 minutes. If the interaction breaks down, the interlocutor will help to redirect the candidates but will not take part in the task itself.	Unit1/p.18/Ex.6 BBC/p.22/Ex.2 Unit2/p.30/Ex.3 Unit3/p.44/Ex.3 BBC/p.47/Ex.9 Prog.Check1-3/p.48/Ex.6 Unit4/p.54/Ex.5 Unit4/p.55/Ex.6 Unit4/p.56/Ex.6 SetForLife/p.61/Ex.8,9 Unit5/p.64/Ex.1 Unit5/p.67/Ex.8 Unit6/p.78/Ex.6 Unit6/p.79/Ex.6 Unit6/p.79/Ex.8 Unit6/p.80/Ex.4 SetForLife/p.85/Ex.5 Unit7/p.89/Ex.7 Unit7/p.91/Ex.6 Unit8/p.101/Ex.9 Unit8/p.103/Ex.5 Unit8/p.106/Ex.3 SetForLife/p.111/Ex.11 BBC/p.123/Ex.8	<i>In most tasks here, learners do not work with illustrations but they have the chance to engage in a discussion making and responding to suggestions, discussing alternatives, making recommendations and negotiating agreement.</i>

General conversation	The assessor awards marks by applying performance descriptors from the analytical assessment scales for the following criteria: • Grammar and Vocabulary • Discourse Management • Pronunciation • Interactive Communication. The interlocutor awards a mark for global achievement	The interlocutor directs the interaction by asking questions which encourage the candidates to discuss further and broaden the topic introduced in Part 3. The questions will focus on candidates' likes/dislikes, habits and opinions. The questions can be addressed to one or both candidates sequentially or simultaneously. The candidates are expected to respond either individually or interact with each other. This part lasts for about 3 minutes in total.	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>The tasks here focus on students' likes/dislikes, habits and opinions.</i>