

Correlation table between Wider World Second Edition Student's Book 3 and Pearson English International Certificate Level 1

Pearson English International Certificate Level 1 Assessment Objectives

To understand straightforward information in the spoken and written language and to express oneself in speech and in writing for simple practical purposes in everyday situations requiring a simple and direct exchange of information.

CEFR Level A2

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

PAPER-BASED TEST

READING

Pearson English International Certificate Level 1 Description

Candidates should show they can:

- Read and follow short written signs, notices and posters, directions, instructions and messages
- Read personal correspondence and other short, simple documents on everyday matters
- Read and follow the written version of spoken discourse on everyday matters
- Identify the gist of the written discourse
- Identify and understand general information in the discourse
- Identify and understand specific information in the discourse
- Identify and extract relevant information from the discourse
- Follow the order and sequence in the discourse

CEFR Description A2

Overall reading comprehension

Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.

Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Reading correspondence

Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. Can understand short simple personal letters.

Reading for orientation

Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.

Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).

Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.

Reading for information and argument

Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.

Reading instructions

Can understand simple instructions on equipment encountered in everyday life – such as a public telephone

Item types	Objectives	Stimulus	Unit/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.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.69/Ex.3 Unit6/p.78/Ex.2 Unit6/p.82/Ex.2 Unit7/p.89/Ex.6 Unit8/p.101/Ex.8 Unit8/p.109/Ex.3 Unit9/p.119/Ex.1	<i>Some tasks here are not gap-fill activities, but they will help learners to show they understand the purpose, structure and main idea of a short written text</i>
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.14/Ex.1 Unit1/p.15/Ex.2 Unit1/p.19/Ex.2 BBC/p.22/Ex.3	<i>With the tasks here learners show their ability to understand the main detail in short written texts.</i>

			Unit2/p.27/Ex.4 Unit2/p.31/Ex.3 Unit3/p.37/Ex.2 Unit3/p.43/Ex.4 BBC/p.46/Ex.2 Prog.Check1-3/p.49/Ex.8 Unit5/p.67/Ex.2 Unit7/p.91/Ex.2 Unit7/p.92/Ex.2 Unit8/p.100/Ex.1 Unit9/p.113/Ex.9 Unitcl2/p.139/Ex.3	<i>Not all of them contain graphical multiple choice elements.</i>
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	Unit1/p.15/Ex.3 BBC/p.22/Ex.3 Unit2/p.24/Ex.2 Unit3/p.40/Ex.2 Prog.Check1-3/p.49/Ex.9 Unit4/p.50/Ex.2 Unit4/p.52/Ex.2 Unit4/p.53/Ex.4 Unit4/p.57/Ex.2 Unit5/p.65/Ex.3 Unit5/p.69/Ex.3 Unit6/p.77/Ex.3 Unit6/p.81/Ex.1 Prog.Check1-6/p.87/Ex.9 Unit8/p.103/Ex.2 Unit8/p.103/Ex.3 Unit9/p.114/Ex.3 BBC/p.122/Ex.2 Unitcl1/p.138/Ex.2 Unitcl4/p.141/Ex.1	
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	Unit0/p.6/Ex.2 Unit0/p.10/Ex.5 Unit2/p.25/Ex.2 Unit2/p.26/Ex.2 Unit3/p.39/Ex.3 BBC/p.72/Ex.2	<i>Some of these activities are true/false, or correcting mistakes (not note completion), but they test the ability to extract specific information from an extended written test.</i>

			Unit7/p.91/Ex.3 BBC/p.98/Ex.3 Unit9/p.112/Ex.1 Unitcl2/p.139/Ex.4 Unitcl3/p.140/Ex.3	
--	--	--	--	--

WRITING

Pearson English International Certificate Level 1 Description

Candidates should show they can:

- Convey information related to their own background, locality and areas of immediate relevance in response to simple visual or written instructions
- Reply to an invitation or suggested meeting in the form of notes, messages, e-mails, postcards and short letters
- Complete simple application forms,
- Write about topics related to the scenario of the examination paper in the form of a description of a scene or narrative account

CEFR Description A2

Overall written production

Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.

Creative writing

Can write about everyday aspects of his/her environment, e.g. people, places, a job or study linked sentences.

Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.

Can write short, simple imaginary biographies and simple poems about people.

Reports and essays

No descriptor available

Item types	Objectives	Stimulus	Unit/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	Unit2/p.27/Ex.8 Unit2/p.28/Ex.4 Unit2/p.33/Ex.3 Unit3/p.43/Ex.7 Prog.Check1-3/p.49/Ex.11 Unit5/p.69/Ex.6	<i>Section 8 Pearson English International Certificate combines reading and writing skills. In these activities correspondence is not always based on the information</i>

			Unit6/p.81/Ex.6 Unit6/p.83/Ex.3 Unit9/p.119/Ex.5	<i>students have read. . The word limit in this section is 50-70.</i>
Write text	To assess ability to write a short text based on a series of three pictures	Instructions are given for each set of visual images	Unit1/p.19/Ex.6 Unit2/p.29/Ex.9 Unit2/p.31/Ex.6 Unit4/p.57/Ex.6 Prog.Check1-6/p.87/Ex.11 Unit7/p.95/Ex.6 Unit8/p.107/Ex.6 Unit9/p.125/Ex.13	<i>These tasks are not based on visual images. It is important to remember that the word limit in Pearson English International Certificate Section 9 is 80-100.</i>

LISTENING AND WRITING				
Item types	Objectives	Stimulus	Unit/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. The extracts are descriptive and contain relatively formal language	Unit1/p.21/Ex.8 Unit2/p.26/Ex.8 Unit2/p.33/Ex.9 Unit3/p.45/Ex.9 Unit4/p.59/Ex.9 Unit5/p.66/Ex.6 Unit5/p.71/Ex.8 Unit6/p.76/Ex.6 Unit6/p.83/Ex.8 Prog.Check1-6/p.87/Ex.7 Unit7/p.90/Ex.6 Unit7/p.97/Ex.8 Unit8/p.109/Ex.8 Unit9/p.121/Ex.8	<i>With some tasks, learners practise transcribing spoken phrases and sentences (in Pearson English International Certificate they transcribe a continuous text).</i>

LISTENING

Candidates should show they can:

- Listen to and follow short conversations, messages, announcements and information services related to areas of immediate relevance in daily life
- Identify the gist of the spoken discourse
- Identify general information in the spoken discourse
- Identify specific information and details in the spoken discourse
- Identify and extract the relevant information from the spoken discourse

CEFR Description A2

Overall listening comprehension

Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

Understanding interaction between native speakers

Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.

Listening as a member of a live audience

No descriptor available

Listening to announcements and instructions

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, by foot or public transport.

Listening to audio media and recordings

Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
3-option graphical multiple choice	To assess the ability to understand the gist of short spoken utterances by: - identifying the situation (e.g., store, restaurant, etc.) - identifying a speaker's role (e.g., movie box office attendant) - identifying topic (e.g., study habits)	Short recordings of one or two speakers, including the following: - transactional conversations, e.g., buying - social conversations, e.g., greeting - public announcements, e.g., train times Including the following language functions:	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.25/Ex.8 Unit2/p.28/Ex.1 Unit2/p.30/Ex.1 Unit2/p.30/Ex.7 SetForLife/p.34/Ex.2	<i>Some tasks here are not 3-option graphical multiple choice but they will provide learners with the opportunity to show their ability to understand the gist of short spoken utterances.</i>

	- 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)	- instructions - request for goods or services - request for action - request for information - factual information - description	Unit4/p.51/Ex.5 Unit4/p.52/Ex.6 Unit4/p.56/Ex.2 Unit5/p.68/Ex.2 Unit6/p.75/Ex.5 Unit6/p.76/Ex.2 Unit6/p.79/Ex.2 SetForLife/p.84/Ex.2 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	
Text, note completion	To assess the ability to extract specific information from 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: - conversations - public announcements - recorded messages	Unit0/p.6/Ex.1 Unit0/p.8/Ex.1 Unit0/p.9/Ex.2 Unit0/p.10/Ex.3 Unit0/p.11/Ex.2 Unit1/p.13/Ex.11 Unit1/p.14/Ex.6 Unit1/p.17/Ex.6 BBC/p.23/Ex.7 Unit2/p.25/Ex.9 Unit2/p.28/Ex.5 Unit2/p.29/Ex.2 Unit2/p.29/Ex.4 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.38/Ex.6 Unit3/p.41/Ex.4 Unit3/p.41/Ex.6 Unit3/p.41/Ex.7 Unit3/p.42/Ex.2	<i>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 Pearson English International Certificate</i>

			BBC/p.47/Ex.5 BBC/p.47/Ex.8 Prog.Check1-3/p.48/Ex.7 Unit4/p.51/Ex.9 Unit4/p.54/Ex.2 Unit4/p.55/Ex.3 SetForLife/p.60/Ex.5 Unit5/p.63/Ex.6 Unit5/p.64/Ex.2 Unit5/p.65/Ex.6 Unit5/p.67/Ex.4 BBC/p.73/Ex.8 Unit6/p.75/Ex.7 Unit6/p.79/Ex.3 Unit6/p.79/Ex.4 Unit6/p.79/Ex.5 Unit6/p.80/Ex.2 SetForLife/p.85/Ex.4 Prog.Check1-6/p.87/Ex.6 Unit7/p.93/Ex.4 Unit7/p.93/Ex.6 Unit7/p.93/Ex.9 Unit7/p.94/Ex.2 BBC/p.99/Ex.6 BBC/p.99/Ex.8 Unit8/p.101/Ex.6 Unit8/p.102/Ex.2 Unit8/p.105/Ex.5 Unit8/p.105/Ex.6 Unit8/p.105/Ex.7 SetForLife/p.110/Ex.4 SetForLife/p.110/Ex.5 Unit9/p.117/Ex.6 Unit9/p.118/Ex.2 BBC/p.123/Ex.6 Prog.Check1-9/p.124/Ex.7,8	
--	--	--	---	--

SPEAKING

Pearson English International Certificate Level 1 Description

- Respond to and express greetings, introductions and farewells
- Respond to and express thanks
- Ask for and give information and directions
- Describe people including themselves, places and things
- Describe events and activities
- Describe daily routines and habits
- Express likes and dislikes
- Express time
- Express ability
- Make and accept offers, apologies and requests
- Make future plans
- Instruct and direct people
- Express numbers, costs, quantities

CEFR Description A2

Overall oral production

Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.

Sustained monologue: describing experience

Can tell a story or describe something in a simple list of points.

Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.

Can give short, basic description of events and activities.

Can describe plans and arrangements, habits and routines, past activities and personal experiences.

Can use simple descriptive language to make brief statements about and compare objects and possessions.

Can explain what he/she likes or dislikes about something.

Can describe his/her family, living conditions, educational background, present or most recent job.

Can describe people, places and possessions in simple terms.

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

No descriptor available

Public announcements

Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.

Addressing audiences

Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans, actions.

Can cope with a limited number of straightforward follow up questions.

Can give a short, rehearsed, basic presentation on a familiar subject.

Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
Warm-up section	To help test takers break the ice prior to the start of the test. This section is not scored.	The interlocutor asks some simple questions to establish rapport, such as: • How is your day going? • What do you think of the weather today? • Share something about yourself and asks them to say something about themselves - where they work/go to school/how long they have been studying English.	Unit0/p.6/Ex.4 Unit0/p.6/Ex.6 Unit0/p.8/Ex.4 Unit0/p.8/Ex.9,10 Unit0/p.10/Ex.4 Unit0/p.10/Ex.8 Unit1/p.17/Ex.4 Unit2/p.25/Ex.4 Unit2/p.25/Ex.7 Unit2/p.25/Ex.10 Unit2/p.28/Ex.6 Unit2/p.30/Ex.8 Unit3/p.38/Ex.1 Unit3/p.41/Ex.8 Unit3/p.45/Ex.7 Unit4/p.51/Ex.8 Unit4/p.53/Ex.6 Unit5/p.68/Ex.6 Unit5/p.70/Ex.4 BBC/p.72/Ex.3 Unit6/p.77/Ex.6 Unit6/p.80/Ex.1 Unit8/p.102/Ex.7 Unit8/p.106/Ex.7	
Describe picture	To assess the ability to speak about a picture	A picture depicting a scene which is designed to elicit description of: - people	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	

		- interiors (e.g., at home, school, workplace, stores, restaurants) - public places (e.g., streets, parks) - everyday activities and events	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	
--	--	---	--	--

Role play	To assess ability to perform and respond to basic language functions appropriately. Including the following language functions: - 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 - giving simple directions - inviting - accepting/declining invitations - suggesting (for time or place of meetings) - responding to suggestions	The interlocutor gives the test taker up to 15 seconds to read a role card with: - 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: - basic social encounters and gatherings - shopping - ordering food and drink - public transportation - about town, at home, at work - being a tourist	Unit1/p.18/Ex.3,5 Unit1/p.21/Ex.7 Unit2/p.30/Ex.6 Unit2/p.33/Ex.8 SetForLife/p.35/Ex.10 Unit3/p.42/Ex.6,4 Unit3/p.45/Ex.8 Prog.Check1-3/p.48/Ex.4,5 Unit4/p.59/Ex.8 Unit5/p.68/Ex.5 Unit5/p.71/Ex.7 Unit6/p.80/Ex.7 Unit6/p.83/Ex.7 Prog.Check1-6/p.86/Ex.4,5 Unit7/p.97/Ex.7 Unit8/p.109/Ex.7 Unit9/p.117/Ex.5 Unit9/p.118/Ex.7 Unit9/p.121/Ex.7 Prog.Check1-9/p.124/Ex.4,5	
------------------	---	---	---	--

Notes

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

COMPUTER-BASED TEST

Part 1: Listening and Speaking

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
Read Aloud	This question tests accurate pronunciation and how fluent the learner is at speaking. It tests if the words in the text are understood and repeated accurately.	This question asks the learner to read aloud a sentence or short text. The preparation time is 25 seconds.	Unit6/p.82/Ex.5 Unit7/p.96/Ex.6 Unit9/p.120/Ex.	
Describe Image	This question tests the learner's ability to speak in an extended way linking concepts and ideas. It tests the accuracy of speech including accurate grammar, pronunciation and stress as well as the fluency of the speech.	This is a long-answer item type that asks the learner to look at a photograph or picture and describe what they see. The response time is 25 seconds.	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	
Listen and Repeat	This question tests listening comprehension at the word and sentence level. It tests pronunciation and fluency. It tests if the words heard are understood and repeated accurately.	This question asks the learner to listen to a sentence or short text and then repeat it.	Unit6/p.82/Ex.5 Unit7/p.96/Ex.6 Unit9/p.120/Ex.6 Unit1/p.20/Ex.6 Unit2/p.32/Ex.7 Unit3/p.44/Ex.6 Unit8/p.108/Ex.6	
Listen to the Conversation	This question tests listening comprehension. It tests the accuracy of the listening comprehension of the learner.	This question asks the learner to listen to a short conversation and then answer a question about the conversation.	Unit0/p.10/Ex.7 Unit1/p.13/Ex.11 Unit1/p.16/Ex.2 Unit1/p.18/Ex.1 Unit2/p.28/Ex.1 Unit2/p.30/Ex.1 SetForLife/p.34/Ex.3 SetForLife/p.35/Ex.5 Unit3/p.37/Ex.9 Unit3/p.38/Ex.2 Unit3/p.42/Ex.2 BBC/p.47/Ex.8 Unit4/p.54/Ex.2	

			Unit5/p.64/Ex.2 Unit5/p.68/Ex.2 Unit6/p.80/Ex.2 SetForLife/p.85/Ex.4 Unit7/p.90/Ex.2 Unit7/p.94/Ex.2 Unit9/p.117/Ex.1 Unit9/p.118/Ex.2	
Passage Comprehension	This question tests listening comprehension. It tests understanding of a short passage.	This question asks the learner to listen to a short passage and answer three comprehension questions by choosing the correct image	Unit0/p.6/Ex.1 Unit0/p.8/Ex.1 Unit0/p.11/Ex.2 Unit1/p.14/Ex.6 BBC/p.23/Ex.7 Unit2/p.28/Ex.5 Unit2/p.29/Ex.4 Unit2/p.29/Ex.5 Unit3/p.38/Ex.6 Prog.Check1-3/p.48/Ex.7 Unit4/p.51/Ex.9 Unit5/p.65/Ex.6 Unit5/p.68/Ex.2 BBC/p.73/Ex.8 Unit6/p.75/Ex.7 Unit8/p.101/Ex.6 Unit8/p.102/Ex.2 Unit8/p.105/Ex.3 Unit8/p.105/Ex.5 SetForLife/p.110/Ex.5 BBC/p.123/Ex.6 Prog.Check1-9/p.124/Ex.7,8	
Listen and Read (Hotspots)	This question tests reading and listening comprehension. It tests the ability to recognise individual words in a text.	This question asks the learner to read a text and at the same time listen to the text. The learner has to find the differences between the written text and the spoken text. There are ten seconds to read through the text before the recording starts.	Unit1/p.14/Ex.3 Unit1/p.17/Ex.3 Unit2/p.25/Ex.5 Unit2/p.27/Ex.5 Unit2/p.29/Ex.6 Unit2/p.30/Ex.5 Unit3/p.37/Ex.6 Unit3/p.38/Ex.5	

			Unit3/p.40/Ex.6 Unit3/p.41/Ex.3 Unit4/p.53/Ex.5 Unit4/p.54/Ex.4 Unit5/p.63/Ex.8 Unit5/p.64/Ex.5 Unit5/p.67/Ex.7 Unit6/p.75/Ex.6 Unit6/p.76/Ex.5 Unit6/p.79/Ex.7 Unit7/p.89/Ex.4 Unit7/p.90/Ex.4 Unit7/p.91/Ex.5 Unit8/p.101/Ex.4 Unit8/p.101/Ex.7 Unit9/p.113/Ex.8 Unit9/p.113/Ex.10 Unit9/p.114/Ex.5 Unit9/p.117/Ex.4	
Listen and then Write (Dictation)	This question tests listening comprehension at the word and sentence level. It tests the ability to write accurately and understand sentence structure, word order and connectors.	This question asks the learner to listen to a sentence or short text and write what they have heard.	Unit1/p.21/Ex.8 Unit2/p.26/Ex.8 Unit2/p.33/Ex.9 Unit3/p.45/Ex.9 Unit4/p.59/Ex.9 Unit5/p.66/Ex.6 Unit5/p.71/Ex.8 Unit6/p.76/Ex.6 Unit6/p.83/Ex.8 Prog.Check1-6/p.87/Ex.7 Unit7/p.90/Ex.6 Unit7/p.97/Ex.8 Unit8/p.109/Ex.8 Unit9/p.121/Ex.8	

Item types	Objectives	Stimulus	Unit/Page no. & Exercise	Comments
Choose the Right Picture	This question tests the holistic understanding of short messages, notes and short pieces of writing.	This question asks learners to read a short text and select the best picture to match with the text.	Unit3/p.36/Ex.2 Unit4/p.53/Ex.4 Unit4/p.58/Ex.3 Unit5/p.65/Ex.3 Unit5/p.67/Ex.2 Unit8/p.100/Ex.1 Unit9/p.113/Ex.9 Unitcl2/p.139/Ex.3	
Choose the Word or Phrase	This question tests the learner's holistic understanding of short messages, notes and short pieces of writing.	This question asks learners to read a short text and select the best word or phrase to complete the text.	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.69/Ex.3 Unit6/p.78/Ex.2 Unit6/p.82/Ex.2 Unit7/p.89/Ex.6 Unit8/p.101/Ex.8 Unit8/p.109/Ex.3 Unit9/p.119/Ex.1	<i>Most tasks here are not gap fill activities, but with them, learners can show a holistic understanding of short messages, notes, advertisements, etc.</i>
Read and then Write (Recall)	This question tests reading comprehension. It tests the ability to write accurately and understand sentence structure, word order and connectors.	This question asks the learners to read a short story or short piece of factual text. The text then disappears after 30 seconds and the learner has to reconstruct the text. The writing time is 90 seconds.	Unit1/p.19/Ex.4,5 Unit4/p.55/Ex.5 Unit7/p.95/Ex.3,5 Unit8/p.101/Ex.7 Unit9/p.117/Ex.7 Unitcl2/p.139/Ex.5	<i>In most tasks here, learners do not have to reconstruct a text. However, they will show their ability to understand sentence structure, word order and connectors</i>
Short Writing Task (Describe Image)	This question tests writing skills; the range and accuracy of the language used and grammar and vocabulary as an essential part of writing.	Test takers need to write a short description of an image. The writing time is 9 minutes. The word limit is 25 words.	Unit0/p.7/Ex.10	