

### Correlation table between *New Challenges 4* 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.

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<ul style="list-style-type: none"> <li>Identify and obtain the general and specific details in the discourse</li> <li>Identify and obtain the ideas, feelings and general opinions put forward by the speaker/writer</li> </ul>	<p><b>argument</b> 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.</p> <p><b>Reading instructions</b> Can understand clearly written, straightforward instructions for a piece of equipment. Can understand regulations, for example safety, when expressed in simple language.</p>			websites or textbooks		but they test the ability to extract specific information.
<b>WRITING</b>						
<p><b>Candidates should show that they can convey information on everyday matters in response to visual or written instructions and:</b></p> <ul style="list-style-type: none"> <li>Write messages, e-mails, and postcards which might include directions and instructions</li> <li>Describe past events, and express ideas, feelings, personal thoughts and advice in the form of informal letters, diaries and stories</li> </ul>	<p><b>Overall written production</b> 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.</p> <p><b>Creative writing</b> 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.</p> <p><b>Reports and essays</b> Can write short, simple essays on topic of interest. Can summarise, report and give</p>	<ul style="list-style-type: none"> <li>Write correspondence</li> <li>Write text</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to write a piece of correspondence</li> <li>To assess ability to write a short text from own experience, knowledge or imagination</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>A choice of two topics which provides the test taker with the opportunity to give an opinion or reasons</li> </ul>	<p>YourChall./p.26/Ex.5 YourChall./p.46/Ex.6</p> <p>AcrossCult.1/p.17/Ex.3 AcrossCult.3/p.57/project YourChall./p.66/Ex.3 AcrossCult.4/p.77/project YourChall./p.86/Ex.5</p>	<p>Section 8 PTE G combines reading and writing skills. In these activities students are provided with a model text in the format of PTE G level 2 but the correspondence is not based on the information they have read.</p> <p>With these activities students will have the opportunity to practice writing in the styles represented in the PTE G</p>

	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.					level 2 examination
<b>LISTENING AND WRITING</b>						
		<ul style="list-style-type: none"> <li>Dictation</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to understand an extended utterance by transcribing a spoken text</li> </ul>	<ul style="list-style-type: none"> <li>Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and contain relatively formal language</li> </ul>	Unit21/p.75/Ex.4	In this activity students have to transcribe extracts of a spoken text
<b>LISTENING</b>						
<b>Candidates should show they can:</b> <ul style="list-style-type: none"> <li>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</li> <li>Understand the gist of the spoken discourse</li> <li>identify the context</li> </ul>	<b>Overall listening comprehension</b> 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.	<ul style="list-style-type: none"> <li>3-option multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to understand the gist of short spoken utterances by:               <ul style="list-style-type: none"> <li>- identifying the situation</li> <li>- identifying the speaker's role</li> <li>- identifying the speakers' relationship</li> <li>- identifying the topic</li> <li>- understanding spatial relations</li> <li>- understanding a description</li> <li>- recognizing the function</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Short recordings, one or two speakers Including the following:               <ul style="list-style-type: none"> <li>- transactional conversations</li> <li>- social conversations</li> <li>- public announcements</li> </ul>               Including the following language functions:               <ul style="list-style-type: none"> <li>- request for goods or services</li> <li>- request for action</li> <li>- request for information</li> <li>- factual information</li> <li>- expression of feelings</li> </ul> </li> </ul>	Revision/p.4/Ex.5 Module1/p.8/Ex.3 Unit3/p.14/Ex.2 Unit15/p.55/Ex.1 Module8/p.79/Ex.3	These are the activities that require to understand the gist of short spoken utterances. Students have to choose the correct option. In Reading and Listening activities students should listen only – without reading the text
	<b>Understanding interaction</b>					

<p>of the spoken discourse and the speaker/s and the purpose</p> <ul style="list-style-type: none"> <li>Identify and extract the main points in the spoken discourse</li> <li>Identify and extract the general and specific details in the spoken discourse</li> <li>Identify the feelings and ideas of the speaker/s in the spoken discourse</li> </ul>	<p><b>between native speakers</b> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</p> <p><b>Listening as a member of a live audience</b> 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.</p> <p><b>Listening to announcements and instructions</b> Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.</p> <p><b>Listening to audio media and recordings</b> 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.</p>	<ul style="list-style-type: none"> <li>Text, note completion</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to extract specific information from extended spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>- offer</li> <li>- invitation</li> <li>- apology</li> <li>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"> <li>- transactional conversations</li> <li>- public announcements</li> <li>- recorded messages</li> </ul> </li> </ul>	<p>Revision/p.4/Ex.4 Unit3/p.15/Ex.1 Module2/p.19/Ex.2 Unit6/p.24/Ex.2 Unit6/p.25/Ex.1 Module3/p.29/Ex.2 Unit9/p.34/Ex.2 Unit9/p.35/Ex.1 Module4/p.39/Ex.2 Unit12/p.45/Ex.1 Unit15/p.55/Ex.2 Module6/p.59/Ex.4 Unit18/p.64/Ex.2 Unit18/p.65/Ex.1 Module7/p.69/Ex.1 Unit21/p.74/Ex.2 Unit21/p.75/Ex.2 Unit24/p.85/Ex.2</p>	<p>With these tasks students may practise extracting specific information from a spoken text. Some activities might involve True/False or open ended question activities instead of completing notes. In Reading and Listening activities students should listen only – without reading the text</p>
<b>SPEAKING</b>						
<p><b>Candidates should be able to</b> (in addition to</p>	<p><b>Overall oral production</b> Can reasonably fluently sustain</p>	<ul style="list-style-type: none"> <li>Sustained monologue</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to speak continuously</li> </ul>	<ul style="list-style-type: none"> <li>Questions may be about:</li> </ul>	<p>Revision/p.7/Ex.10 Unit1/p.11/Ex.12</p>	<p>With these activities it is</p>

<p>those listed for previous levels):</p> <ul style="list-style-type: none"> <li>• Understand and describe events</li> <li>• Ask for and communicate feelings and opinions</li> <li>• Ask for and give instructions and explanations</li> <li>• Ask for and make suggestions</li> <li>• Ask for and give permission</li> <li>• Give and accept invitations</li> <li>• Ask for and give advice</li> <li>• Give and receive orders</li> <li>• Follow and narrate a story</li> <li>• Ask about and describe events and occurrences</li> <li>• Ask about and describe events and activities in one's life</li> <li>• Make complaints</li> <li>• Reply to and make polite requests</li> <li>• Make hypotheses</li> <li>• Ask for and make plans and arrangements for the future</li> <li>• Ask for and make comparisons</li> <li>• Agree and disagree and express opinions</li> <li>• Ask for clarification and explanation and check back and ask for confirmation</li> </ul>	<p>a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p> <p><b>Sustained monologue: describing experience</b> 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.</p> <p><b>Sustained monologue: putting a case (e.g. in a debate)</b> Can briefly give reasons and explanations for opinions, plans and actions.</p> <p><b>Public announcements</b> 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</p>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<p>about matters of personal information and interest</p> <ul style="list-style-type: none"> <li>• To assess ability to discuss a concrete issue</li> </ul>	<ul style="list-style-type: none"> <li>- school or work</li> <li>- possessions (e.g., car, computer)</li> <li>- free time activities (e.g., hobbies, sport)</li> <li>- cultural pursuits (e.g., music, films, books)</li> </ul> <ul style="list-style-type: none"> <li>• 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.")</li> <li>• Example topics include: - town vs. country</li> <li>• - preference for types of movies or books</li> <li>• - emails vs. letters</li> <li>• - preferences for forms of transportation</li> <li>• - advantages and disadvantages of mobile phones</li> <li>• - DVD at home vs. movie theater</li> </ul>	<p>AcrossCult.1/p.17/Ex.7 Unit4/p.20/Ex.3 Unit5/p.23/Ex.12 Module3/p.29/Ex.5 Unit7/p.30/Ex.2 AcrossCult.2/p.36/Ex.1 Module4/p.39/Ex.3,4 Unit10/p.40/Ex.2,4 Unit13/p.51/Ex.10 Unit16/p.60/Ex.1 Unit17/p.63/Ex.10 Module8/p.79/Ex.6 Unit22/p.81/Ex.11 Unit23/p.82/Ex.1,2</p> <p>Module1/p.9/Ex.6 Unit3/p.15/Ex.7 Module2/p.19/Ex.4 AcrossCult.2/p.37/Ex.7 Module5/p.49/Ex.5 AcrossCult.3/p.57/Ex.8 Unit19/p.70/Ex.4 AcrossCult.4/p.77/Ex.6</p>	<p>important to encourage students to give extended responses. In PTE G Level 2 they should produce a long turn of 40-50 seconds</p> <p>With these activities it is important to encourage students not only to give but also to support their opinion</p>
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<ul style="list-style-type: none"> <li>Spelling: spell words in daily use accurately</li> </ul> <p>punctuation: consistent control of capital letters, full stops, question marks, commas for lists and exclamation marks and use of paragraphing</p>	<p>intelligible.</p> <p><b>Addressing audiences</b> 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.</p>	<ul style="list-style-type: none"> <li>Describe picture</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>To assess ability to speak continuously about a picture and interpret some aspect of it</li> <li>To assess ability to perform and respond to language functions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- advantages and disadvantages of fast food</li> <li>- beach holiday vs. holiday in the mountains</li> <li>- advantages and disadvantages of the Internet</li> <li>A picture showing a scene or a sequence of events, and two questions. The first prompt is always "Tell me what you can see 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</li> <li>The interlocutor gives the test taker up to 15 seconds to read a role card</li> </ul>	<p>Unit12/p.44/Ex.1 Module5/p.49/Ex.2 Unit15/p.54/Ex.1 Unit15/p.55/Ex.7 Unit16/p.61/Ex.8 Unit21/p.74/Ex.1 Module8/p.79/Ex.1</p> <p>Unit9/p.35/Ex.5 Unit12/p.45/Ex.5 Unit23/p.83/Ex.12</p>	<p>Students should be encouraged to describe the pictures in great detail relating different features</p> <p>These activities will help students to get</p>
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			<p>Including the following language functions:</p> <ul style="list-style-type: none"> <li>- greeting and leave-taking</li> <li>- asking for things</li> <li>- asking for information</li> <li>• - responding to requests</li> <li>• - offering, accepting</li> <li>• - responding to offers</li> <li>• - thanking</li> <li>• - giving information</li> <li>• - apologizing</li> <li>• - asking for directions</li> </ul>	<p>with:</p> <ul style="list-style-type: none"> <li>• - an explanation of the situation and the roles</li> <li>• - instructions and/or the objective</li> <li>• - visual support where appropriate</li> </ul>		<p>accustomed to the format of a role play in the PTE G Section 13.</p>
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❖ **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**