Correlation table between New Opportunities Intermediate and Pearson Test of English General Level 2 (designed to be aligned to CEF 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.

New Opportunities Intermediate Features

Education for life!
Based on feedback from teachers and students around the world, New Opportunities now comes with new features and components to make your lessons even more motivating and successful.

- New Reading and Listening Texts motivate students to speak and think in English.
- New exam zones in the Powerbook build students' exam skills and confidence.
- New comprehensive testing programme provides total evaluation for students
- Grammar and skills development give students a solid base for learning.
- Training in independent study skills ensures good learning habits.
- Cross curricular and cross cultural topics motivate students and engage them

Your students will...
still benefit from the complete Opportunities package, committed to solid grammar, confident use of skills and language success
be more comfortable with using NEW vocabulary with the NEW vocabulary language problem solving sections
have access to more topics, more vocabulary and more strategies with the NEW shorter modules
be fully prepared for any exam with the NEW tasks and strategies provided both in the Students' Book and the Powerbook
be motivated to think more and speak more through the NEW reading and listening texts, packed with NEW information

***** NOTE: The following exercises practice the skills needed to complete the corresponding item types. They do not always have the exact format as in the exam. However, with some minor adjustments to either the instructions or the format they can be used as practice exam questions.*****

PTE G level 2 Description	❖ CEFR Description B1	ITEM TYPES	Objectives	Stimulus	Chapter /Page No & Exercise	Comments
READING						
Candidates should show they can: • Read and follow simple written discourse such as signs, directions, notices, instructions, advertisements, brochures, leaflets, personal correspondence and	**Overall reading comprehension** Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. **Reading correspondence** Can understand the description of events, feelings and wishes in	• Gap fill 3-option multiple choice	• To assess ability to understand the purpose, structure and main idea of short written texts	• Short authentic-style texts presented with realistic layout and typography. Text types include: labels, instructions, signs, notices, menus, advertisements and announcements	Module 1/pg.11/ex.8 Module 1/pg.15/ex.8 Module 2/pg.30/ex.4 Module 2/pg.32/ex.5 Module 3/pg.33/ex.4 Module 3/pg.40/ex.1 Speaking Module 3/pg.42/ex.3,4&6 Module 4/pg.48/ex.4 Module 4/pg.55/ex.1 Module 5/pg.66/ex.5 Module 6/pg.72/ex.2&3	The variety of tasks available in this book will aid students in there preparation for the PTE-G Level 2 examination.

informative texts from newspapers and magazines • Read and follow the written version of spoken discourse from everyday situations • Understand the gist of the written version of the spoken discourse • Identify the context and the purpose of the speaker/s and writer/s • Identify and obtain the main points in the discourse • Identify and obtain the general and specific details in the discourse • Identify and obtain the ideas, feelings and general opinions put forward by the speaker/writer	personal letters well enough to correspond regularly with a pen friend. **Reading for orientation** Can scan longer texts in order to locate desired information, and gathered information from different parts of a text, or from different texts in order to fulfill a specific task. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. **Reading for information and argument** 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. **Reading instructions** Can understand clearly written, straightforward instructions for a piece of equipment.				Module 6/pg.73/ex.8 Module 6/pg.78/ex.3 Module 6/pg.80/ex.1,3&5 Module 7/pg.85/ex.4 Module 7/pg.90/ex.4 Module 8/pg.102/ex.2 Module 8/pg.104/ex.3,4&6 Module 9/pg.114/ex.3 Module 9/pg.116/ex.5 Module 10/pg.123/ex.11	
		• 3-option multiple choice	• To assess ability to understand the main ideas in an extended written text	• Text types include: newspaper articles, magazine articles, leaflets, brochures or web articles	Module 1/pg.11/ex.3 Module 1/pg.12/ex.1 Module 1/pg.12/ex.4 Module 2/pg.31/ex.2 Module 4/pg.46/ex.2 Module 4/pg.47/ex.5 Module 4/pg.48/ex.3 Module 5/pg.67/ex.2 Module 7/pg.84/ex.2 Literature Spot 1/pg. 132/ex.2 Literature Spot 3/pg. 136/ex.2 Literature Spot 4/pg. 138/ex.2	
		• Open-ended question	• To assess ability to understand the main points of short written texts	• Text types include: extended informative text found in newspapers, magazines, leaflets, brochures and website articles	Module 2/pg.22/ex.3 Module 3/pg.35/ex.4 Module 3/pg.43/ex.1 Module 5/pg.58/ex.3 Module 6/pg.71/ex.3 Module 7/pg.83/ex.7 Module 8/pg.94/ex.5 Module 10/pg.127/ex.1 Literature Spot 2/pg. 134/ex.1&3 Literature Spot 3/pg. 136/ex.1&3 Literature Spot 4/pg. 138/ex.3	
		• Text, note completion	• To assess ability to extract specific information from an extended written text	• Text types include: letters, emails, advertisements, newspaper articles, magazines, websites or textbooks	Module 2/pg.25/ex.8 Module 2/pg.27/ex.7 Module 5/pg.66/ex.1	
WRITING						

Candidates should show that they can: • convey information on everyday matters in response to visual or written instructions • Write messages, e-mails, and postcards which might include directions and instructions • Describe past events, and express ideas, feelings, personal thoughts and advice in the form of informal letters, diaries and stories	**Overall written production** 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. **Creative writing** 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. **Reports and essays** Can write short, simple essays on topic of interest. Can summarise, report and give 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.	• Write correspondence • Write text	• To assess ability to write a piece of correspondence • To assess ability to write a short text from own experience, knowledge or imagination	• 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 • A choice of two topics which provides the test taker with the opportunity to give an opinion or reasons	Module 1/pg.17/ex. Letter Module 5/pg.65/ex. Enquiry Module 8/pg.100/ex. Writing Module 9/pg.113/ex. Letter Module 2/pg.29/ex. Story Module 3/pg.41/ex. Report Module 4/pg.52/ex. Review Module 6/pg.77/ex. Description Module 7/pg.89/ex. Essay Module 10/pg.125/ex. Description	Students will have the opportunity to practice writing in the styles represented in the PTE-G Level 2 examination
LISTENING AND WRITING						
• listen to and transcribe accurately what is heard		• Dictation	• To assess ability to understand an extended utterance by transcribing a spoken text	• Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive	Module 1/pg.15/ex.5 Module 1/pg.20/ex.5 Module 2/pg.27/ex.6 Module 2/pg.32/ex.2 Module 3/pg.39/ex.5 Module 3/pg.40/ex.3 Listening	With these items, students can thoroughly prepare for the PTE-G

				and contain relatively formal language	Module 5/pg.63/ex.5 Module 6/pg.75/ex.6 Module 6/pg.79/ex.2 Module 7/pg.63/ex.4 Module 5/pg.87/ex.11 Module 8/pg.98/ex.5 Module 8/pg.103/ex.4 Module 8/pg.104/ex.7 Module 9/pg.108/ex.2 Module 10/pg.120/ex.4	Level 2 examination.
LISTENING						
Candidates should show they can: • 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 • Understand the gist of the spoken discourse • identify the context of the spoken discourse and the speaker/s and the purpose • Identify and extract the main points in the spoken discourse • Identify and extract the general and specific details in the spoken discourse	**Overall listening comprehension** 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. **Understanding interaction between native speakers** Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. **Listening as a member of a live audience** 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	• 3-option multiple choice	• To assess ability to understand the gist of short spoken utterances by: - identifying the situation - identifying the speaker's role - identifying the speakers' relationship - identifying the topic - understanding spatial relations - understanding a description - recognizing the function	• Short recordings, one or two speakers Including the following: - transactional conversations - social conversations - public announcements Including the following language functions: - request for goods or services - request for action - request for information - factual information - expression of feelings - offer - invitation - apology	Module 1/pg.9/ex.3 Module 1/pg.14/ex.3 Module 1/pg.17/ex. Listening Module 2/pg.27/ex.5 Module 2/pg.28/ex.3 Module 3/pg.38/ex.4 Module 3/pg.39/ex.6 Module 3/pg.40/ex.2 Listening Module 3/pg.43/ex.4 Module 4/pg.45/ex.2 Module 3/pg.50/ex.3 Module 4/pg.51/ex.6 Module 4/pg.52/ex. Listening Module 4/pg.47/ex.5 Module 5/pg.57/ex.4 Module 5/pg.60/ex.4 Module 5/pg.63/ex.4 Module 5/pg.64/ex.2 Module 6/pg.69/ex.3 Module 6/pg.74/ex.5 Module 6/pg.77/ex.3&4 Module 7/pg.81/ex.3 Module 7/pg.86/ex.3 Module 7/pg.87/ex.7 Module 8/pg.93/ex.2 Module 8/pg.101/ex. Listening Module 9/pg.105/ex.2 Module 9/pg.110/ex.5 Module 9/pg.111/ex.10 Module 9/pg.112/ex. Listening 3 Module 10/pg.117/ex.2 Module 10/pg.120/ex.2&3 Module 10/pg.122/ex.5&6	All of the listening activities provide students with the opportunity to practice for the examination

• Identify the feelings and ideas of the speaker/s in the spoken discourse	straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. **Listening to announcements and instructions** Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions. **Listening to audio media and recordings** 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.	• Text, note completion	• To assess ability to extract specific information from extended 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: - transactional conversations - public announcements - recorded messages	Module 1/pg.14/ex.4 Module 1/pg.19/ex.1&4 Module 2/pg.26/ex.3 Module 2/pg.27/ex.6 Module 3/pg.38/ex.3 Module 3/pg.39/ex.5 Module 3/pg.51/ex.4 Module 7/pg.86/ex.4 Module 7/pg.88/ex.2 Module 8/pg.96/ex.3 Module 8/pg.98/ex.5 Module 8/pg.99/ex.12&13 Module 8/pg.101/ex. Listening 3 Module 9/pg.105/ex.3 Module 9/pg.110/ex.4 Module 9/pg.115/ex.4 Module 10/pg.122/ex.4 Module 10/pg.124/ex.2&3	
SPEAKING						
Candidates should be able to (in addition to those listed for previous levels): • talk about themselves and different aspects of their lives as well as everyday matters • take part in simple conversation, describing hopes,	**Overall oral production** Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. **Sustained monologue: describing experience** Can give straightforward	• Sustained monologue	• To assess ability to speak continuously about matters of personal information and interest	• Questions may be about: - school or work - possessions (e.g., car, computer) - free time activities (e.g., hobbies, sport) - cultural pursuits (e.g., music, films, books)	Module 2/pg.24/ex.1 Module 2/pg.25/ex.12 Module 2/pg.26/ex.1 Module 2/pg.29/ex. Speaking Module 4/pg.51/ex.59 Module 5/pg.59/ex.9 Module 5/pg.65/ex. Speaking Module 7/pg.83/ex.4 Module 9/pg.115/ex. Culture Module 10/pg.124/ex. Presentation Literature Spot 4/pg. 138/ex.5	The speaking activities in this book allow students to get accustomed to the tasks involved in the PTE-G Level 2 examination.

plans, ambitions and dreams, experiences and events; justify opinions, feelings and reactions • take part in simple discussion and convey feelings, reactions, personal opinions and advice	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. **Sustained monologue: putting a case (e.g. in a debate)** Can develop an argument well enough to be followed without difficulty most of the time. Can briefly give reasons and explanations for opinions, plans and actions. **Public announcements** 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 intelligible. **Addressing audiences** Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear	• Discussion	• To assess ability to discuss a concrete issue	• 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.”) Example topics include: - town vs. country - preference for types of movies or books - emails vs. letters - preferences for forms of transportation - advantages and disadvantages of mobile phones - DVD at home vs. movie theater - advantages and disadvantages of fast food - beach holiday vs. holiday in the mountains - advantages and disadvantages of the Internet	Module 1/pg.11/ex.4 Module 1/pg.16/ex. Speaking Module 1/pg.19/ex.2 Module 2/pg.27/ex.9 Module 3/pg.34/ex.1 Module 4/pg.53/ex. Speaking Module 5/pg.58/ex.4 Module 6/pg.72/ex.1 Module 6/pg.76/ex. Speaking Module 7/pg.87/ex.9 Module 8/pg.101/ex. Speaking Module 9/pg.106/ex.2 Module 10/pg.123/ex.9 Literature Spot 1/pg. 132/ex.5 Literature Spot 2/pg. 134/ex.5 Literature Spot 3/pg. 136/ex.5 Literature Spot 4/pg. 138/ex.4	
		• Describe picture	• To assess ability to speak continuously about a picture and interpret some aspect of it	• 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	Module 1/pg.10/ex.1 Module 1/pg.14/ex.1 Module 2/pg.21/ex.1 Module 2/pg.22/ex.1 Module 2/pg.26/ex.2 Module 2/pg.30/ex.6 Module 3/pg.38/ex.1 Module 4/pg.50/ex.1 Module 6/pg.69/ex.4 Module 6/pg.70/ex.1	

	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.			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	Module 7/pg.82/ex.1 Module 8/pg.93/ex.1 Module 8/pg.96/ex.1 Module 8/pg.98/ex.3 Module 8/pg.103/ex.1 Module 9/pg.108/ex.1 Module 9/pg.110/ex.2 Module 9/pg.112/ex.1 Listening Module 10/pg.117/ex.1	
		• Role play	• To assess ability to perform and respond to 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	• The interlocutor gives the test taker up to 15 seconds to read a role card with: - an explanation of the situation and the roles - instructions and/or the objective - visual support where appropriate	Module 3/pg.35/ex.5 Module 3/pg.39/ex.8&10 Module 3/pg.41/ex. Speaking Module 5/pg.63/ex.8 Module 6/pg.71/ex.9 Module 7/pg.88/ex.2 Module 8/pg.99/ex.7&8 Module 9/pg.111/ex.9 Module 9/pg.112/ex. Speaking	

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