Correlation table between New Opportunities Pre - Intermediate and Pearson Test of English General Level 1 (designed to be aligned to CEF A2)

General 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.

New Opportunities Pre – 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 1 Description	❖ CEFR Description A2	ITEM TYPES	Objectives	Stimulus	Chapter /Page No & Exercise	Comments
READING						
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	**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	• 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	module 1/p.13/ex.7 module 2/p.21/ex.7 module 2/p.24/ex.58 module 3/p.28/ex.3 module 3/p.32/ex.8 module 4/p.35/ex.11 module 4/p.39/ex.2 module 4/p.40/ex.3 module 5/p.43/ex.7&9 module 5/p.48/ex.4&7 module 6/p.56/ex.4	The variety of tasks available in this book will aid students in there preparation for the PTE-G Level 1 examination.

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 of information in the discourse	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.				module 7/p.57/ex.3 module 7/p.59/ex.8 module 7/p.62/ex.5 module 7/p.64/ex.4&9 module 8/p.72/ex.3 module 10/p.81/ex.1 module 10/p.84/ex.6 module 10/p.88/ex.4&5 module 11/p.91/ex.8 module 13/p.109/ex.7 module 13/p.111/ex.6 module 14/p.120/ex.3 module 15/p.123/ex.7 module 15/p.128/ex.6 module 16/p.130/ex.3	
		• 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	module 2/p.17/ex.2 module 3/p.28/ex.1 module 6/p.52ex.1 module 8/p.66/ex.1 module 9/p.76/ex.2 module 9/p.78/ex.2 module 11/p.96/ex.1	
		• 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	module 1/p.10/ex.2 module 1/p.14/ex.4 module 2/p.21/ex.3&4 module 3/p.27/ex.8 module 4/p.34/ex.2 module 6/p.50/ex.2&3 module 7/p.62/ex.1&3 module 7/p.64/ex.1 module 9/p.78/ex.4 module 11/p.90/ex.3 module 11/p.94/ex.1 module 11/p.94/ex.4 module 12/p.100/ex.2 module 14/p.114/ex.3 module 14/p.116/ex.3 module 16/p.132/ex.3	
		• Text, note completion	• To assess ability to extract specific information from a written text	• Text types include: letters, emails, advertisements, newspaper articles,	module 1/p.10/ex.3 module 10/p.82/ex.4	

	Reading instructions Can understand simple instructions on equipment encountered in everyday life – such as a public telephone			magazine articles, websites or textbooks		
WRITING						
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 a scenario in the form of a description of a scene or narrative account	**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 very short, basic descriptions of events, past activities and personal experiences. 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	• Write correspondence • Write text	• To assess ability to write a short piece of correspondence • To assess ability to write a short text based on a series of three pictures	• Instructions which include the purpose of the text, the intended content of the message and the recipient • Instructions are given for each set of visual images	module 2/p.22/ex. Letter module 6/p.54/ex. Message module 12/p.102/ex. Letter module 14/p.118/ex. Letter module 4/p.39/ex.2 Story module 8/p.71/ex. Advert module 10/p.86/ex. Internet module 16/p.134/ex.2	Students will have the opportunity to practice writing in the styles represented in the PTE-G Level 1 examination
LISTENING AND WRITING						
• listen to and transcribe accurately what is heard		• 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	module 1/p.13/ex.7 module 3/p.29/ex.8 module 4/p.44/ex.4 module 7/p.61/ex.7 module 8/p.71/ex.Speaking module 10/p.81/ex.2 module 10/p.87/ex.2 module 11/p.93/ex.7	With these items, students can thoroughly prepare for the PTE-G Level 1 examination.

					module 12/p.103/ex.1 module 13/p.106/ex.3 module 13/p.109/ex.7 module 13/p.111/ex.2 module 14/p.115/ex.4 module 14/p.119/ex.3 module 15/p.125/ex.6	
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	**Overall listening comprehension** Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. 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	• 3-option graphical multiple choice • Text, note completion	• To assess 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) - 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) • To assess ability to extract specific information from spoken texts	• 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: - instructions - request for goods or services - request for action - request for information - factual information - description • 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	module 3/p.25/ex.4 module 4/p.38/ex.3&4 module 4/p.41/ex.3 module 4/p.42/ex.4 module 7/p.57/ex.2 module 9/p.73/ex.1 module 9/p.77/ex.4 module 11/p.89/ex.1,3 module 12/p.97/ex.4 module 13/p.105/ex.3 module 14/p.115/ex.4 module 15/p.121/ex.3 module 1/p.9/ex.2 module 1/p.13/ex.6 module 2/p.18/ex.2 module 2/p.23/ex.3 module 8/p.66/ex.3 module 10/p.87/ex.1 module 11/p.92/ex.4 module 12/p.103/ex.2 module 14/p.113/ex.3 module 14/p.119/ex.2 module 16/p.129/ex.3	All of the listening activities provide students with the opportunity to practice for the examination

	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.			- recorded messages	module 16/p.134/ex.3	
SPEAKING						
Candidates should be able to: • talk about themselves and different aspects of their lives • take part in simple conversation and ask and reply to questions about different aspects of everyday life and activities • take part in very simple discussion	**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. Can explain what he/she likes or dislikes about	• Sustained monologue • Describe picture	• To assess ability to speak about matters of personal information and interest • To assess ability to speak about a picture	• A series of questions put by the interlocutor. These always begin with "Can you tell me your name please?" and are followed by questions which invite either a short or extended response • A picture depicting a scene which is designed to elicit description of: - people - interiors (e.g., at home, school, workplace, stores, restaurants) - public places (e.g., streets, parks) - everyday activities and events	module 2/p.17/ex.4 module 4/p.35/ex.14 module 8/p.65/ex.2 module 10/p.85/ex.9 module 14/p.114/ex.1 module 14/p.119/ex. Speaking module 1/p.9/ex.1 module 1/p.13/ex.12 module 2/p.17/ex.1 module 3/p.25/ex.3 module 4/p.33/ex.2 module 5/p.41/ex.1 module 5/p.44/ex.1 module 6/p.49/ex.1 module 6/p.51/ex.6 module 6/p.55/ex.1 listening module 7/p.57/ex.1 module 7/p.59/ex.9 module 8/p.70/ex.1 module 9/p.73/ex.2 module 9/p.76/ex.1 module 10/p.84/ex.1 module 11/p.90/ex.1 module 11/p.92/ex.1 module 12/p.98/ex.1 module 12/p.103/ex.1 module 13/p.106/ex.1 module 13/p.108/ex.1	The speaking activities in this book allow students to get accustomed to the tasks involved in the PTE-G Level 1 examination.

	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)** **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.	• 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	module 15/p.121/ex.2 module 15/p.125/ex.9 module 16/p.135/ex. Speaking module 3/p.27/ex.12 module 5/p.45/ex.7 module 6/p.55/ex. Speaking module 7/p.61/ex.9&10 module 10/p.87/ex. Speaking module 11/p.91/ex.10 module 11/p.93/ex.10 module 12/p.103/ex. Roleplay module 13/p.108/ex.8	

❖ **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**