Correlation table between New Opportunities Upper- Intermediate and Pearson Test of English General Level 3 (designed to be aligned to CEF B2)

General Level 3 Assessment Objectives

To understand and respond appropriately in the spoken and written form to the purpose, information and points of view in spoken and written communication of the kind required in a variety of study, work, everyday and leisure-related contexts in daily life.

CEFR Level B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

New Opportunities Upper - 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 3 Description	❖ CEFR Description B2	ITEM TYPE	Objectives	Stimulus	Chapter /Page No & Exercise	Comments
READING						
Candidates should show they can: • Understand and follow the main events of continuous narrative, descriptive, explanatory and persuasive texts	**Overall reading comprehension** Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with	• Gap fill 3-option multiple choice	• To assess ability to understand the purpose, structure and main idea of short written texts	• Authentic text types include: labels, instructions, signs, notices, menus, advertisements and announcements	Module 2/pg.18/ex.1 Module 2/pg.22/ex.2 Module 3/pg.36/ex.1 Module 4/pg.46/ex.2 Module 4/pg.50/ex.1 Module 4/pg.51/ex.6 Module 6/pg.64/ex.3 Module 6/pg.70/ex.3 Module 6/pg.75/ex.9 Module 7/pg.81/ex.12	The variety of tasks available in this book will aid students in there preparation for the PTE-G Level 3 examination.

• Follow texts on concrete and abstract topics, related to their own personal, social, educational or working lives • Use organisational and structural features to locate, extract and synthesize relevant information from different parts of the written discourse • Identify the context and register of the written discourse and the purpose of the writer • Understand the general content and details of the written discourse • Identify the relationship between the main and secondary ideas in written discourse • Identify and understand the feelings, attitude and points of view of the writer • infer meaning which is not explicit in the text • identify and understand the purpose of the choice of language of the writer	low frequency idioms. **Reading correspondence** Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. **Reading for orientation** Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. **Reading for information and argument** Can obtain information, ideas and options from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. **Reading instructions** Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.	• 3-option multiple choice • Open-ended question • Text, note completion	• To assess ability to understand the main ideas in an extended written text • To assess ability to understand the main points of short and extended written texts • To assess ability to extract specific information from an extended written text	• Authentic text types include: newspaper articles, magazine articles, leaflets, brochures and website articles • Authentic text types include: newspaper articles, magazine articles, leaflets, brochures and website articles • Authentic text types include: newspaper articles, magazine articles, website articles or textbooks	Module 8/pg.88/ex.4 Module 9/pg.105/ex.8 Module 10/pg.112/ex.4 Module 10/pg.122/ex.4 Module 10/pg.123/ex.6 Module 2/pg.17/ex.5 Module 4/pg.42/ex.2 Module 4/pg.44/ex.4 Module 10/pg.113/ex.5 Literature Spot 5 /pg.132/ex.3 Module 1/pg.6/ex.2 Module 2/pg.25/ex.1 Module 3/pg.31/ex.6 Module 3/pg.32/ex.2 Module 4/pg.40/ex.2 Module 6/pg.66/ex.2 Module 6/pg.73/ex.1&2 Module 7/pg.79/ex.6 Module 8/pg.89/ex.5 Module 10/pg.121/ex.1 Literature Spot 1 /pg.124/ex.1&3 Literature Spot 2 /pg.126/ex.3 Literature Spot 3 /pg.128/ex.1&3 Literature Spot 4 /pg.130/ex.1&3	
WRITING						

Candidates should show they can consider and integrate information, produce clear, qualified and illustrated facts and details, and express ideas and points of view, advice and arguments on a wide range of subjects from a variety of personal, social, educational and working contexts in the form of: • Competition entries, contextualised summaries, reports and public notices, informal letters • Questionnaires • Narrative accounts • discursive essays	**Overall written production** Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. **Creative writing** Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play. **Reports and essays** Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.	• 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 convey emotion or highlight the personal significance of events and experiences • A choice of two topics providing the test taker with the opportunity to give their point of view, explain advantages and disadvantages or develop an argument	Module 1/pg.12/ex. Letter Module 7/pg.85/ex. Letter Module 10/pg.119/ex. Letter Module 2/pg.23/ex. Review Module 3/pg.37/ex. Description Module 4/pg.47/ex. Review Module 5/pg.61/ex. Description Module 6/pg.71/ex. Essay Module 8/pg.95/ex. Application Module 9/pg.102/ex.4 Module 9/pg.102/ex. Essay	Students will have the opportunity to practice writing in the styles represented in the PTE-G Level 3 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 authentic, descriptive and contain relatively formal language	Module 2/pg.21/ex.7 Module 3/pg.37/ex. Listening Module 6/pg.66/ex.4 Module 6/pg.68/ex.3 Module 7/pg.85/ex.1	With these items, students can thoroughly prepare for the PTE-G Level 3 examination.
LISTENING						
Candidates should show they can: • Listen to, identify and extract information from concrete and abstract spoken discourse on familiar and unfamiliar topics from their own personal, social, educational or working life • Identify the context and register of the spoken discourse and the purpose of the speaker/s • Understand the content and details of the extract in the spoken discourse • Identify and extract relevant information from the spoken discourse • Identify the relationship between the main and secondary ideas in the spoken discourse • Identify the	**Overall listening comprehension** Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. **Understanding interaction between native speakers** Can keep up with an animated conversation between native speakers. Can with some effort catch	• 3-option multiple choice • Text, note completion	• To assess ability to understand the main detail in short spoken utterances by: - identifying the speaker's role - identifying the speakers' relationship - identifying the topic - identifying the situation - recognizing the function - understanding idiomatic expression - understanding expression of feeling - understanding expression of attitude • To assess ability to extract specific	• Short authentic 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 - criticism/expression of dissatisfaction - suggestion - persuasion • Authentic recordings of one or two	Module 1/pg.5/ex.1 Module 2/pg.20/ex.3 Module 2/pg.23/ex.2 Module 2/pg.24/ex.2 Module 2/pg.28/ex.3 Module 3/pg.29/ex.2 Module 4/pg.39/ex.1 Module 4/pg.47/ex.2 Module 4/pg.52/ex.2&3 Module 5/pg.53/ex.3 Module 5/pg.59/ex.6 Module 5/pg.61/ex.1&2 Module 6/pg.63/ex.2 Module 6/pg.68/ex.5 Module 7/pg.77/ex.2 Module 7/pg.83/ex.3 Module 8/pg.96/ex.1 Module 9/pg.101/ex.2 Module 9/pg.104/ex.6 Module 9/pg.109/ex. Listening Module 10/pg.111/ex.1 Module 10/pg.117/ex.8 Module 10/pg.120/ex.1 Module 1/pg.11/ex.5 Module 3/pg.34/ex.4	All of the listening activities provide students with the opportunity to practice for the examination

feelings, attitudes and points of view of the speaker/s in the spoken discourse • Identify the purpose of the choice of language of the speaker/s • Listen for gist and follow the detail of a discussion	much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. **Listening as a member of a live audience** Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. **Listening to announcements and instructions** Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. **Listening to audio media and recordings** Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.		information from extended spoken texts	speakers giving or exchanging information. The items replicate real life situations which require accurate comprehension and transcription of key information, (e.g., taking messages or notes) Including the following: - transactional conversations - public announcements - recorded messages	Module 4/pg.39/ex.2 Module 5/pg.58/ex.3 Module 5/pg.62/ex.1 Module 6/pg.76/ex.2 Module 7/pg.83/ex.4 Module 7/pg.86/ex.1 Module 9/pg.101/ex.3 Module 9/pg.107/ex.5 Module 10/pg.111/ex.2	
SPEAKING						

Candidates should be able to (in addition to those listed for previous levels): • talk about different aspects of their personal, social, educational and working lives • take part in conversation and express and discuss statements of fact, accounts and explanations • take part in discussion and express and discuss ideas, points of view with explanations and developed arguments; express advantages and disadvantages and give advice	**Overall oral production** Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. **Sustained monologue: describing experience** Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. **Sustained monologue: putting a case (e.g. in a debate)** Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	• Sustained monologue	• To assess ability to speak continuously about matters of personal information and interest	• Questions may require the test taker to: - choose between two alternatives - explain in detail reasons for an opinion or preference - speculate or respond to a hypothetical question	Module 1/pg.6/ex.1 Module 1/pg.7/ex.7 Module 1/pg.8/ex.1&3 Module 1/pg.10/ex.2 Module 1/pg.13/ex. Presentation Module 2/pg.24/ex. Presentation Module 3/pg.32/ex.1 Module 5/pg.62/ex. Presentation Module 7/pg.86/ex. Presentation Module 9/pg.102/ex.3	The speaking activities in this book allow students to get accustomed to the tasks involved in the PTE-G Level 3 examination.
		• Discussion	• To assess ability to discuss a concrete or abstract issue	• A discussion topic about which it is feasible to have equally valid opposing opinions, feelings or ideas. The topic may be a concrete or abstract issue or one related to an area of general interest. The test taker will be invited to speculate or respond to a hypothesis	Module 2/pg.21/ex. Culture Module 2/pg.28/ex.5 Module 3/pg.34/ex.1 Module 3/pg.35/ex.8 Module 3/pg.38/ex. Discussion Module 4/pg.45/ex.9&10 Module 4/pg.48/ex. Planning Module 4/pg.52/ex.7 Module 5/pg.53/ex.4 Module 5/pg.55/ex.7 Module 5/pg.58/ex.1 Module 5/pg.59/ex.5 Module 6/pg.65/ex.8 Module 6/pg.69/ex.7&9 Module 6/pg.72/ex. Discussion Module 7/pg.81/ex.8 Module 8/pg.87/ex.4 Module 8/pg.89/ex.8 Module 8/pg.93/ex.9 Module 9/pg.105/ex.11 Module 9/pg.107/ex.7&9 Module 9/pg.110/ex.Speaking Module 9/pg.119/ex.4 Literature Spot 1/pg.124/ex.5 Literature Spot 3/pg.128/ex.5 Literature Spot 4/pg.130/ex.5	
	Public announcements Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity	• Describe picture	• To assess ability to speak continuously about two related pictures and interpret some aspect of them	• Two related pictures and two questions. The first prompt is always “Tell me what you can see in the	Module 2/pg.16/ex.2 Module 2/pg.24/ex.1 Module 3/pg.34/ex.2 Module 4/pg.40/ex.1 Module 4/pg.42/ex.1	

	which causes no strain or inconvenience to the listener. **Addressing audiences** Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience often showing remarkable fluency and ease of expression. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	• Role play	• To assess ability to perform and respond to language functions appropriately Including the following language functions: - greeting and leave-taking (and self introduction) - asking for things - asking for information - responding to requests - offering - accepting - responding to offers - thanking - giving information - apologising - asking for directions - giving or following instructions - inviting advising	pictures." The second prompt is an instruction to the test taker to interpret some aspect of the pictures or to express a personal reaction to them The pictures may include some unusual element that invites comment or explanation. They may illustrate two alternative options and may allude to a topical issue • The interlocutor gives the test taker up to 15 seconds to read a role card with: - an explanation of the situation - a specification of the roles to be taken by the test taker and the interlocutor - a specification of the test taker's goal (e.g., to reach an agreement, complete a transaction, etc.) - if necessary and appropriate, instructions as to the tone or mood that the test taker should adopt - visual support where appropriate	Module 8/pg.96/ex. Discussion Module 7/pg.83/ex.7 Module 10/pg.117/ex.7&9 Module 10/pg.120/ex. Speaking	

			- responding to suggestions - accepting/declining invitations - suggesting or or advice - congratulating - expressing sympathy - complaining - negotiating - justifying a course of action			

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