Correlation table between New Opportunities Elementary and Pearson Test of English General Level A1 (designed to be aligned to CEF A1)

General Level A1 Assessment Objectives

To understand very short, simple information in the spoken and written language and to express oneself simply and briefly in speech and in writing for practical purposes in everyday situations requiring a direct exchange of information. It is expected that productive skills will be limited and fragmented and that the language will be mostly or completely formulaic at this level; receptive skills will be more developed than productive skills.

CEFR Level A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

New Opportunities Elementary 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 A1 Description	❖ CEFR Description A1	ITEM TYPES	Objectives	Stimulus	Module / Page No & Exercise	Comments
READING						
Candidates should show they can: • Read and follow short written signs, notices and posters, catalogues, directions, instructions, messages and very	**Overall reading comprehension** Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. **Reading correspondence**	• 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	Revision/p.8/ex.5 Revision/p.11/ex.1&4 Module 1/p.14/ex.7 Module 1/p.17/ex. 10 Review 1&2/p.26/ex.1 Module 3/p.30/ex.3 Module 3/p.31/ex.8 Module 4/p.39/ex.2 & 4 Module 5/p.43/ex.13	The variety of tasks available in this book will aid students in there preparation for the PTE-G A1 level

short, simple documents • Read and follow the written text or written version of spoken discourse on everyday matters • Identify and understand general information in the discourse • Identify simple factual details in the discourse • Follow the order and sequence of information • Identify and select relevant information	Can understand short, simple messages on postcards. **Reading for orientation** Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. **Reading for information and argument** Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. **Reading instructions** Can follow short, simple written directions (e.g. to go from X to Y).				Module 5/p.46/ex.1 Module 6/p.51/ex.7 Module 7/p.57/ex.11 Module 8/p.63/ex.6, 7, 8 & 12 Module 8/p.65/ex.8 Module 8/p.66/ex.1 Review 7&8/p.68/ex.1&3 Module 10/p.77/ex.10 Module 12/p.95/ex.2 Module 14/p.106/ex.3 Module 16/p.118/ex.2 Module 16/p.119/ex.7	examination.
		• 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 5/p.41/ex.2 Module 6/p.53/ex.2 Module 14/p.104/ex.2 Story Spot 2/p.130/ex.2	
		• 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 3/p.30/ex.4 Module 7/p.56/ex.2 Module 7/p.59/ex.4 Module 10/p.78/ex.2 Module 11/p.84/ex.1 Module 12/p.90/ex.3 Module 12/p.92/ex.2 Module 16/p.120/ex.4 Story Spot 3/p.132/ex.4	
		• 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	Story Spot 2/p.130/ex.4	
WRITING						
Candidates should show they can respond appropriately to simple visual and written instructions and: • Convey information	**Overall written production** Can write simple isolated phrases and sentences. **Creative writing** Can write simple phrases and	• 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	Module 1/p.18/ex. Email Module 2/p.24/ex. Letter Module 3/p.32/ex. Note 1 Module 4/p.38/ex. Note 2 Module 9/p.74/ex. Postcard Module10/p.80/ex.Reservation	Students will have the opportunity to practice writing in the styles

related to themselves and areas of immediate relevance in the form of simple instructions and messages • Convey information and descriptions related to themselves and areas of immediate relevance in the form of a postcard/email etc, application form or simple description • Describe a picture/pictures related to situations in the examination paper	sentences about themselves and imaginary people, where they live and what they do. **Reports and essays** No descriptor available	• Write text	• To assess ability to write a short text based on a picture	recipient • Instructions to write a short text based on a visual image	Module 14/p.108/ex. Email Module 15/p.116/ex. Letter Module 1/p.15/ex.12 Module 5/p.46/ex. Biography Module 6/p.52/ex. Ghost Story Module 7/p.60/ex. Report Module 8/p.66/ex. Description Module 11/p.88/ex. Notice 1 Module 12/p.94/ex. CV Module 13/p.102/ex. Notice 2	represented in the PTE-G A1 level examination
LISTENING AND WRITING						
		• Dictation	• To assess ability to understand a short utterance by transcribing a spoken text	• Instructions, news bulletins, announcements, broadcast features and factual information	Revision/p.9/ex.3 Module 3/p.29/ex.4 Module 4/p.33/ex.3 Module 4/p.37/ex.7 Module 5/p.45/ex.7 Module 6/p.48/ex.2 Module 6/p.51/ex.7 Module 7/p.56/ex.5 Module 7/p.59/ex.7 Module 8/p.63/ex.5 Module 9/p.70/ex.4 Module 9/p.73/ex.6&8 Module 10/p.79/ex.7 Review9&10/p.82/ex.7 Module 11/p.85/ex.8 Review 11&12/p.96/ex.7&8 Module 13/p.98/ex.4 Module 13/p.101/ex.9 Module 15/p.115/ex.7 Module 16/p.121/ex.8	With these items, students can thoroughly prepare for the PTE-G A1 level examination.
LISTENING						

Candidates should show they can: • Listen to and follow very short conversations, messages, announcements and information services related to areas of immediate relevance in daily life • Understand simple factual details in the spoken discourse • Identify general information in the spoken discourse • Identify and select relevant information	**Overall listening comprehension** Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. **Understanding interactions between native speakers** No descriptor available **Listening as a member of a live audience** No descriptor available **Listening to announcements and instructions** Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. **Listening to audio media and recordings** no descriptor available	• 3-option graphical multiple choice	• 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) - 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)	• Short recordings, one speaker Including the following**:** - transactional utterances, e.g., buying - social utterances, e.g., greeting - public announcements, e.g., train times Including the following language functions: - single instruction - request for goods or services - request for action - request for information - factual information - description	Module 2/p.19/ex.4 Module 3/p.27/ex.2 Module 3/p.32/ex.1 Module 6/p.47/ex.3 Module 9/p.69/ex.2 Module 10/p.79/ex.5 Module 11/p.83/ex.3 Module 11/p.87/ex.9 Module 11/p.88/ex.Speaking Module 12/p.89/ex.2 Module 12/p.93/ex.6 Module 13/p.97/ex.2 Module 14/p.103/ex.2 Module 16/p.121/ex.7	All of the listening activities provide students with the opportunity to practice for the examination
		• Text, note completion	• To assess ability to extract specific information from spoken texts	• One speaker giving information which requires accurate listening and transcription (e.g., addresses, telephone numbers and names)	Revision/p.8/ex.3 Revision/p.10/ex.3 Module 4/p.33/ex.3 Module 4/p.37/ex.6 Module 5/p.45/ex.7 Module 7/p.55/ex.3 Module 8/p.61/ex.3 Module 11/p.83/ex.4 Module 14/p.107/ex.7 Module 15/p.111/ex.3	
SPEAKING						
Candidates may have to: • Respond to and express greetings, introductions and farewells • Respond to and	**Overall oral production** Can produce simple mainly isolated phrases about people and places. **Sustained monologue: describing experience** Can describe him/herself, what	• Sustained monologue	• To assess ability to speak about matters of personal information and interest	• A series of questions put by the interlocutor. These always begin with "Can you tell me your name please?" and are followed by	Module 2/p.21/ex.11 Module 3/p.30/ex.5 Module 4/p.33/ex.1 Module 4/p.36/ex.4 Module 5/p.41/ex.4 Module 6/p.51/ex.8 Module 6/p.52/ex. Speaking Module 9/p.70/ex.3	The speaking activities in this book allow students to get accustomed

express thanks • Ask for and give information • Describe people, including themselves • Spell their name and address • Describe activities • Describe possessions and everyday items • Instruct and direct people • Express likes and dislikes • Handle simple numbers up to 100, simple costs, quantities, time and dates • Ask for repetition or clarification when they do not understand	he/she does and where he/she lives. **Sustained monologue: putting a case (e.g. in a debate)** No descriptor available **Public announcements** No descriptor available **Addressing audiences** Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.	• Describe picture • Role play	• To assess ability to speak about a picture • 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 - giving information - responding to requests - offering - responding to offers - thanking	further questions or instructions which invite a more extended response, such as "Tell me something about your room." • A picture depicting a scene which is designed to elicit descriptions of: - people - interiors (e.g., home, school, stores, restaurants) - public places (e.g., streets, parks) - everyday activities • 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	Module 12/p.95/ex.3 Module 13/p.102/ex. Speaking Module15/p.116/ex. Explaining Module 2/p.19/ex.2 & 3 Module 4/p.36/ex.2 Module 8/p.66/ex. Speaking Module 9/p.72/ex.1 Module 11/p.83/ex.1 Module 11/p.86/ex.2 Module 11/p.88/ex. Speaking Review 11&12/p.96/ex.2 Module 14/p.103/ex.1 Module 15/p.112/ex.1 Module 16/p.122/ex. Photo Module 1/p.18/ex. Speaking Module 3/p.31/ex.10 Module 3/p.32/ex. Roleplay Module 4/p.38/ex. Roleplay Module 7/p.59/ex. Roleplay Module 9/p.73/ex.7&9 Module 9/p.70/ex. Phone Call Module 10/p.9 7/ex.9 Module 10/p.80/ex. Roleplay Module 12/p.94/ex. Interview Module 14/p.107/ex.9 Module 14/p.108/ex. Roleplay Module 16/p.121/ex.9	to the tasks involved in the PTE-G A1 level examination.

				drink - public transportation - about town		

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