

New Opportunities Intermediate

EVALUATION: COMMON EUROPE FRAMEWORK OF REFERENCE

Evaluation

New Opportunities Intermediate revises many specifications at Threshold level (B1) and covers some of those at Vantage level (B2)

TOPICS

How well does the book cover 'the topics which are the subject of discourse, conversation, reflection or composition' (CEFR p 51)?

Personal Identification

Lessons: 6 A Memory; 15 The Price of Fame; Warm-up Module 6; 21 Generations; 22 People Watching; 23 Personality; 24 Communication Workshops. 25 Get Learning; 26 Teachers; 27 Schools; 31 Getting A Job; 35 Mind Your Manners.

There are also numerous personalisation activities throughout the book.

House, home and environment

Lessons: Review 1 (Antarctic ecosystem);

Daily Life

Lessons: 6 A Memory; 7 Films; Warm-up Module 3 (transport); 11 On the Move; 12 Communication

Workshops (Listening and Speaking); Warm-up Module 4; 13 What's in the Papers?; 14 Breaking News;

Language Problem Solving 4; Warm-up Module 5; 17 Persuasion; 18 Classified Ads; 26 Teachers; 27 Schools; Warm-up Module 8; 30 Dangerous Jobs; 31 Getting a Job; 32 Communication Workshops (Listening); 34

Living Abroad; 36 Communication Workshops (Listening and Speaking); Warm-up Module 10 (everyday items).

Free time/Entertainment

Lessons: Warm-up Module 1; 3 Extreme Sports; Warm-up Module 2 (books and films); 5 The Chase; 7 Films;

8 Communication Workshops (listening/speaking); 16 Communication Workshops (writing- TV programme); Language Problem Solving 8 (Hollywood stuntmen); Culture Corner 8 (pop music).

Travel

Lessons: 1 Explorers; 2 Travellers' Tales; 4 Communications Workshops (speaking); Language Problem

Solving 1; 9 Problems; 10 Fear of Flying; 11 On the Move; 12 Communication

Workshops (speaking/writing); Culture Corner 3 (getting around Britain); Language Problem Solving 9; 37 A Lost City 38 Landmarks

Relations with other people

Lessons: 4 Communications Workshops (Writing); 21 Generations; 23 Personality; 24 Communication Workshops (Writing).

Health and body care

Lessons: 12 Communication Workshop (speaking – at the chemist)

Education

Lessons: Warm-up Module 7; 25 Get Learning!; 26 Teachers; 27 Schools; 28 Communication Workshops; Culture Corner 7 (UK/US education); 32 Communication Workshops (Writing).

Shopping

Lessons: 19 Taking it Back; 20 Communication Workshops (writing).

Food and Drink

Lessons: Warm-up Module 9 (food in US/UK/Aus)

Services

Lessons: 11 On the Move; Language Problem Solving 4 (repairs/haircuts etc); 18 Classified Ads; 29 Odd Jobs; 36 Communication Workshops (listening).

Places

Lessons: 4 Communication Workshops; Culture Corner 1 (Canada); Review 1 (Antarctica); Language Problem Solving 5 (Scotland); Culture Corner 5 (Wales); Module 9 Culture Shock (Warm-up); 34 Living Abroad; Culture Corner 9 (Australia); 40 Communication Workshops (writing).

Language

Lessons: B Word Power; C Doctor Grammar; 33 Lost in Translation; 35 Mind Your Manners.

The Grammar presentations and Language Problem Solving spots often contrast English with L1.

Weather

Lessons: 1 Explorers.

Other Topics

New Opportunities Intermediate also includes some content that is not on the CEF list:

1 Stories and imagination

Lessons: 5 The Chase; the four Literature Spots (pp 132-139).

2 Cross-curricular

Areas looked at include:

Geography: Culture Corner 1 (Canada); Language Problem Solving 5 (Scotland); 32 Communication Workshops (listening – EU); 38 Landmarks.

History/social studies: 1 Explorers (Scott's expedition); Culture Corner 1 (Mackenzie); 8 Communication Workshops, listening – civil rights movements; Culture Corner 2 (Jesse James); 16 Communication Workshops (writing); Culture Corner 5 (history of Wales); 24 Communication Workshops (listening); 39 Civilised?

Science & technology: 40 Communication Workshops, Listening.

3 Cultural input

There is input about these things: Canada; Getting Around Britain; Wales; Education in the UK and USA; Australia.

4 Songs

There are Culture Corners with songs and background texts about: Jesse James; Elton John; Bob Dylan; The Pop Music Business; World Music.

B1 (THRESHOLD) AND B2 (VANTAGE)

Below is a list of relevant 'can do' descriptors from the CEFR and some examples of how they are practised in *New Opportunities* Intermediate.

1 SPEAKING

CEF Descriptors: Speaking: Production	Examples from New Opportunities Intermediate
<p>B1</p> <p>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.</p> <p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Can relate details of unpredictable occurrences, e.g. an accident.</p> <p>Can relate the plot of a book or film and describe his/her reactions.</p> <p>Can describe dreams, hopes and ambitions.</p> <p>Can describe events, real or imagined.</p> <p>Can narrate a story.</p> <p>Can give a 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.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>	<p>Mod 5, class presentation, p 65; Mod 10, presentation of a topic, p 124.</p> <p>Mod 2, telling a film plot, p 29.</p> <p>Mod 2, personalisation, p 25; Mod 6, childhood memories, p 78; Mod 7, school memories, p 84.</p> <p>Mod 4, news story p. 49</p> <p>Mod 2; re-telling a story, p. 23; opinions about films, p 27; telling a film plot, p 29.</p> <p>Mod 1, Warm-up, p 9; Mod 8, Warm-up, p 93.</p> <p>Mod 2, personalisation, p 25.</p> <p>Mod 4, speaking, p 47.</p> <p>Mod 4, opinions p 51. Mod 5, class presentation, p 65.</p> <p>Mod 4, preparing for discussion, p 53.</p>
B1.1	

<p>Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or finds the means to express.</p> <p>Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.</p> <p>Can start again using a different tactic when communication breaks down.</p>	<p>Mod 2, giving opinions, p 27; Mod 5, personalisation, p 61; Mod 6, speaking, p. 71; Mod 10, giving reasons & examples, p 123.</p> <p>Mod 5, class presentation, p 65.</p> <p>Mod 7, dealing with misunderstanding, p 88.</p> <p>Mod 2, dealing with mistakes, p. 29; Mod 7, dealing with misunderstanding, p 88.</p>
<p>B1.2</p> <p>Can develop an argument well enough to be followed, without difficulty, most of the time.</p> <p>Can rehearse and try out new expressions and combinations, inviting feedback.</p> <p>Can define the features of something concrete for which he/she can't remember the word.</p> <p>Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = a bus).</p> <p>Can correct mix-ups with tenses or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem.</p>	<p>Mod 5, giving opinions, p 65; Mod 10, giving reasons & examples, p 123.</p> <p>Mod 3, preparing for roleplays, p 41.</p> <p>Mod 7, dealing with misunderstanding, p 88.</p> <p>Mod 2, dealing with mistakes, p 29.</p> <p>Mod 2, dealing with mistakes, p 29.</p>
<p>B2</p> <p>Can give clear, detailed descriptions of experiences.</p> <p>Can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>Mod 6, childhood memories, p 78; Mod 7, school memories, p 84.</p> <p>Mod 5, class presentation, p 65.</p> <p>Mod 10, class presentation, p 124.</p>

<p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>Can construct a chain of reasoned argument.</p> <p>Can plan what is to be said and the means to say it, considering the effects on the recipient(s).</p> <p>Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.</p> <p>Can correct slips or errors if he/she becomes conscious of them or if they have led to misunderstandings.</p>	<p>Mod 10, class presentation, p 124.</p> <p>Mod 10, class presentation, p 124.</p> <p>Mod 3, preparing for roleplays, p 41; Mod 5, giving a short presentation, p 65.</p> <p>Mod 7, dealing with misunderstanding, p 88.</p> <p>Mod 2, dealing with mistakes, p 29.</p>
<p>B2.1</p> <p>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.</p> <p>Can develop a clear argument, expanding and supporting his/her point of view at some length with subsidiary points and relevant examples.</p> <p>Can construct a chain of reasoned argument.</p> <p>Can explain a viewpoint on a topical issue giving advantages and disadvantages of various options.</p>	<p>Mod 10, presentation of a topic, p 124.</p> <p>Mod 10, giving reasons & examples, p 123.</p> <p>Mod 10, presentation of a topic, p 124.</p> <p>Mod 4, speaking, p 51.</p>
<p>B2.2</p> <p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</p>	<p>Mod 5, short presentation, p 65.</p> <p>Mod 10, presentation of a topic, p 124.</p>

CEF Descriptors. Speaking: Interaction	Examples from New Opportunities Intermediate
<p>B1 Can follow clearly articulated speech, directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can enter unprepared into conversations on familiar topics.</p> <p>Can maintain a conversation or discussion, but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p> <p>Can put over a point of view clearly, but has difficulty engaging in debate.</p> <p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p> <p>Can deal with most transactions likely to arise whilst travelling, arranging travelling.</p> <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking a passenger where to get off for an unfamiliar destination.</p>	<p>General.</p> <p>General.</p> <p>General.</p> <p>Mod 5, warm-up, p 57; Mod 10, key words, p 118.</p> <p>Mod 5, giving opinions, p 65; Mod 10, giving reasons & examples, p 123.</p> <p>Mod 1, choosing a holiday, p 16; Mod 5, speaking, p 59; Mod 7, speaking, p 87.</p> <p>Mod 3, speaking, p 39; Mod 7, asking for & giving information, p88;</p> <p>Mod 3, speaking, p 35; Mod 3, tourist problems, pp 40-41; Mod 5, shopping problems, p 63; Mod 9, roleplays, p 112.</p> <p>Mod 3, speaking, p 39; Mod 7, asking for & giving information, p88;</p>

<p>Can ask someone to clarify or elaborate what they have just said.</p>	<p>Mod 7, dealing with misunderstanding, p 88; Mod 8, interacting in discussions, p 101.</p>
<p>B1.1 Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</p> <p>Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g family, work, hobbies, work, travel and current events).</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an outing.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p> <p>Can invite others to give their views on how to proceed.</p> <p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed information. Can obtain more detailed information.</p> <p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p> <p>Can invite others into the discussion.</p>	<p>General.</p> <p>General.</p> <p>Mod 2, opinions, p. 27. Mod 8, interacting in discussions, p 101.</p> <p>Mod 1, choosing a holiday, pp 16-17; Mod 9, roleplays, p. 111.</p> <p>Same as above.</p> <p>Mod 4, speaking, p 51; Mod 7, disagreeing & contradicting politely, p 87.</p> <p>Mod 8, interacting in discussions, p 101.</p> <p>Mod 5, speaking (information gap), p 59.</p> <p>See above.</p> <p>General. Mod 4, interrupting, p. 53.</p> <p>Mod 2, opinions, p. 27. Mod</p>

<p>Can ask someone to clarify or elaborate what they have just said.</p>	<p>8, interacting in discussions, p. 101. Mod 7, dealing with misunderstanding, p. 88.</p>
<p>B1.2 Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</p> <p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p> <p>Can express thoughts on more abstract, cultural topics such as films, books and music.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and discuss alternatives, discussing what to do, where to go or which to choose, etc.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her own field with some confidence.</p> <p>Can summarise and give his/her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.</p> <p>Can provide concrete information required in an interview/consultation, but does so with limited precision.</p> <p>Can carry out a prepared interview, checking and</p>	<p>General.</p> <p>Mod 5, speaking (information gap), p 59; Mod 5, speaking (roleplay) p. 63.</p> <p>Mod 2, warm-up, p. 21. Mod2, giving opinions about films, p 27. Mod 10, Culture Corner 10, Your Culture, p. 127.</p> <p>Mod 4, discussion, p 51; Mod 7, disagreeing & contradicting politely, p 87.</p> <p>Mod 1, choosing a holiday, pp 16-17.</p> <p>See above.</p> <p>Mod 1, information gap, p. 11. Mod 7, information gap, p. 88. Mod 9, information gap. P. 115.</p> <p>Mod 2, telling a film plot, p 29.</p> <p>Mod 8, speaking (job interview), p 99.</p> <p>See above.</p>

<p>confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p> <p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</p> <p>Can ask follow-up questions to check that he/she has understood what a speaker intended to say and get clarification of ambiguous points.</p>	<p>Mod 4, interrupting, p. 53. Mod 8, interacting in discussions, p 101.</p> <p>Mod 1, interaction, p 17. Mod 7, dealing with misunderstanding, p. 88.</p> <p>Mod 7, dealing with misunderstanding, p 88.</p>
<p>B2</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>Can take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think, etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> <p>Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.</p>	<p>General.</p> <p>Mod 4, discussion, p 51.</p> <p>Mod 8, interacting in discussions, p 101.</p> <p>Mod 10, presentation of a topic, p 124.</p> <p>Mod 7, dealing with misunderstanding, p 88.</p>
<p>B2.1</p> <p>Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</p> <p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can take an active part in informal discussion in</p>	<p>Mod 4, discussion, p51. Mod 10, giving reasons and examples, p. 123.</p> <p>General.</p> <p>Mod 1, choosing a holiday, p</p>

<p>familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p>	<p>16-17.</p>
<p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	<p>Mod 4, discussion, p51. Mod 10, giving reasons and examples, p. 123.</p>
<p>Can participate actively in routine and non-routine formal discussions.</p>	<p>See above.</p>
<p>Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.</p>	<p>See above.</p>
<p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p>	<p>Mod 1, choosing a holiday, p 16-17.</p>
<p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>	<p>Mod 5, shopping problems, p 63.</p>
<p>Can pass on detailed information reliably.</p>	<p>Information gaps. Eg. Mod 5, speaking (information gap), p 59.</p>
<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p>	<p>Mod 4, interrupting, p. 53. Mod 8, interacting in discussions, p 101.</p>
<p>Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.</p>	<p>Mod 1, interaction, p 17.</p>

2 WRITING

<p>CEF Descriptors: Writing</p>	<p>Examples from New Opportunities Intermediate</p>
<p>B1 Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete</p>	<p>General. Focus on linkers.</p>

<p>elements into a linear sequence.</p> <p>Can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write a description of an event, a recent trip - real or imagined.</p> <p>Can narrate a story.</p> <p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p> <p>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</p> <p>Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensively the points he/she feels are important.</p>	<p>Mod 2, an adventure story, p. 29.</p> <p>Mod 1, personal letter, p 17.</p> <p>Mod 2, story, p 29.</p> <p>Mod 4, review, p. 52. Mod 5, written enquiry, p 65.</p> <p>Mod 9, personal letter, p 113.</p> <p>Powerbook writing sections. Mod 5, email, p. 65.</p>
<p>B1.1</p> <p>Can write personal letters describing experiences, feelings and events in some detail.</p> <p>Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</p>	<p>Mod 1, personal letter, p 17.</p> <p>Mod 3, a report, p 41.</p>
<p>B1.2</p> <p>Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music or films.</p> <p>Can write short, simple essays on topics of interest.</p> <p>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.</p>	<p>Mod 1, personal letter, p 17.</p> <p>Mod 7, 'for & against' essay, p 89.</p> <p>See above.</p>

<p>B2 Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>Can write letters highlighting the personal significance of events and experiences.</p> <p>Can express news and views effectively in writing, and relate to those of others.</p> <p>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</p>	<p>Mod 7, 'for & against' essay, p 89.</p> <p>Mod 8, letter of application, p 100; Mod 9, personal letter, p 113.</p> <p>Mod 1, personal letter, p 17.</p> <p>See above.</p>
<p>B2.1 Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</p> <p>Can write a review of a film, book or play.</p> <p>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</p>	<p>Mod 6, describing a person, p 77; Mod 10, describing a place, p 125.</p> <p>Mod 4, a review, p 52.</p> <p>Mod 7, 'for & against' essay, p 89.</p>
<p>B2.2 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.</p> <p>Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <p>Can evaluate different ideas or solutions to a problem.</p>	<p>Mod 1, personal letter, p 17; Mod 2, adventure story, p. 29.</p> <p>Mod 3, a report, p 41; Mod 7, 'for & against' essay, p 89.</p> <p>Mod 3, a report, p 41.</p>

3 LISTENING

CEF Descriptors: Listening and Understanding	Examples from New Opportunities Intermediate
<p>B1 Can generally follow the main points of an extended native speaker discussion around him/her, provided speech is clearly articulated in standard dialect.</p> <p>Can follow detailed directions.</p> <p>Can identify unfamiliar words from the context on topics related to his/her own field and interests.</p> <p>Can extrapolate meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p> <p>B1.1 Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc, including short narratives.</p> <p>Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.</p> <p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>B1.2 Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided a speech is clearly articulated in a generally familiar accent.</p> <p>Can follow a lecture or talk within his/her own field,</p>	<p>General.</p> <p>Mod 3, asking for & giving directions, p 40.</p> <p>Mod 2, listening for important words, p. 28; Mod 7, multiple-choice questions, p86.</p> <p>See above.</p> <p>Gist listenings in Module Warm-up lessons.</p> <p>Gist listenings. Mod 7, schools, p. 86.</p> <p>Mod 1: TV programme p. 14, radio programme, p. 17; Module 6, a radio programme, p. 74, p. 77.</p> <p>Mod 8, radio programme, p 101.</p> <p>Mod 10, short presentation</p>

provided the subject matter is familiar and the presentation straightforward and clearly structured.

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 a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.

B2

Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.

Can understand documentaries, live interviews, talk shows.

Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.

Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

B2.1

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.

of a topic, p 124.

Mod 6, radio programme, p 74.

New Opportunities DVD.

Mod 4, TV debate, p 52;
Mod 10, presentation of a topic, p 124.

Mod 1, TV programme, p 14;
Mod 4, TV debate, p 52.

Mod 8, radio programme (job trends), p 99; Mod 10, TV programme, p 122.

Mod 2, recorded messages, p 26; Mod 3, airport announcements, p 38.

Mod 2, listening for important words, p 28; Mod 4, listening for specific information, p 50.

Mod 8, radio programme, p 99; Mod 10, TV programme, p 122.

Mod 10, short presentation of a topic, p 124.

<p>Can with some effort catch 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.</p> <p>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.</p> <p>B2.2 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.</p>	<p>General.</p> <p>General. Mod 9, identifying style/ politeness, p. 112.</p> <p>Mod 5, discussion, p. 64. Mod 8, radio programme, p 101.</p>
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4 READING

CEF Descriptors: Reading	Examples from New Opportunities Intermediate
<p>B1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</p> <p>Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen friend.</p> <p>B1.1 Can find and understand relevant information in everyday material such as letters, brochures and short official documents.</p> <p>Can recognise significant points in straightforward newspaper articles on familiar subjects.</p> <p>B1.2 Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p>	<p>Mod 1, historical non-fiction, p 10; Mod 7, magazine articles, pp 82-83.</p> <p>Mod 1, letter, p 17; Mod 9, letter, p 113.</p> <p>Mod 5, adverts, pp 58-59; Mod 8, CV & letter, p 100.</p> <p>Mod 4, newspaper extracts, p 46; news website, p 48.</p> <p>Mod 2, short story, pp22-23; Mod 4, newspaper extracts, p 46.</p>

<p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p> <p>B2 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 low frequency idioms.</p> <p>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p>Can scan quickly through long and complex texts, locating relevant details.</p> <p>B2.1 Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p>	<p>Mod 3, report, p 41; Mod 7, essay, p 89.</p> <p>Mod 7, facts and opinions, p. 83, 'for and against essay', p. 89; Mod 8, headings and paragraphs, p. 94.</p> <p>General.</p> <p>Mod 1, letter, p 17; Mod 6, diary extracts, p 70; Mod 9, letter, p 113.</p> <p>Mod 1, non-fiction, p 10; Mod 9, autobiographical, p 106.</p> <p>Mod 3, report, p 41; Mod 7, essay, p 89.</p>
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