

New Opportunities Pre-Intermediate

EVALUATION: COMMON EUROPE FRAMEWORK OF REFERENCE

Evaluation

New Opportunities Pre-Intermediate covers specifications at higher Waystage not already covered in *New Opportunities* Elementary and many of those at Threshold level (B1.1 and B1.2).

TOPICS

How well does the book cover 'the topics which are the subject of discourse, conversation, reflection or composition' (CEF pp 51-2)?

Personal Identification

There is personalisation throughout the book, including roleplays.

House and home/environment

Lesson 1 (Alternatives), Lesson 47 (Dream Houses), Lesson 48 (describing a house)

Daily Life

Module 1 (Lifestyles), Module 2 (Homes), Lesson 23 (Adverts)

Free time/Entertainment

Lesson 10, Champions, Language Problem Solving 5, football commentary, Lesson 34, Winter Sports; Lesson 12, discussion about stars; Module 5 (Celebration); Lesson 26, The Box; Lesson 27: Radio Days; Module 11 (The Sea); Module 11 (Mountains); Module 13 (Dance); Module 14 (Music); Module 15 (Pictures).

Travel

Lesson 29, Virtual Tourism; Lesson 31, Round the World; Lesson 32, Going Overseas; Lesson 35, Everest; Lesson 36, booking holidays

Relations with other people

Lesson 4, His or Hers?; Lesson 6, letter to a friend; Lesson 18, party emails; Lesson 25, Mobile Fever; Lesson 30, phone communication

Health and body care

Lesson 11, Nothing Is Impossible; Lesson 17, What's Cooking?

Education

Lesson 28, Online

Shopping

Lesson 20, Money Matters; Lesson 23, Adverts

Food and Drink
Module 6 (Food)

Services
Lesson 20, Money Matters

Places
Lesson 29, Virtual Tourism; Lesson 30, website; Lesson 36, holiday resorts; Module 16 (Buildings)

Language
Grammar presentations: discovery and contrast of English with L1.
Strategies, e.g. dealing with words in context

Weather
Module 12, warm-up (weather forecasts)

Other Content

New Opportunities Pre-Intermediate also includes a lot of content that is not on the CEF list.

1 *Stories and imagination*

Literature focus lessons (e.g. Hamlet); anecdotes and true stories (Modules 3 and 4.)

2 *Cross-curricular*

Areas looked at include: science and technology (Lesson 5, Life On Alpha; Lesson 22, Inventions, Module 10 (The Web)); geography (e.g. Lesson 35, Everest); history (e.g. Lesson 8, Campaigners); art appreciation (Module 15, Pictures; Module 16, Buildings); figures and statistics (Lesson 3, British Lifestyles).

3 *Extra-curricular*

General educational areas are also looked at (e.g. Module 6, Food)

4 *Cultural input*

There is input about these things: lifestyle trends in Britain; celebrations in Scotland; radio; clubs and clubbing; music and dance in Ireland; New Zealand.

CEF Descriptors	New Opportunities Pre-Intermediate
Speaking: Production	
A2.2	
Can explain what he/she dislikes about something.	Mod 1, p 12-3
Can use simple descriptive language to make brief statements about and compare objects and possessions.	Mod 6, p 50-1

Can describe plans and arrangements.	Mod 13, p 106-7
Can describe habits and routines.	Mod 1, p 10-11
Can describe past activities and personal experiences.	Mod 3, p 26-7
Can give short, basic descriptions of events and activities.	Mod 5, p 47
Can tell a story or describe something in a list of simple points.	Mod 4, p 39
Can describe everyday aspects of his/her environment e.g. people, places.	Mod 15, p 124-5
Can give a short, rehearsed, basic presentation on a familiar subject. Can cope with a limited number of straightforward follow up questions.	Mod 14, p 119
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.	Mod 16, p 135

B1 THRESHOLD

B1: 'The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts The second feature is the ability to cope flexibly with problems in everyday life (CEFR p 34)

B1.2 (Strong Threshold): 'The same two main features ... with the addition of a number of descriptors which focus on the exchange of quantities of information, for example: *take messages communicating enquiries*' (CEFR p 34)

CEF Descriptors	New Opportunities Pre-Intermediate
Speaking: Production	
B1 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.	Mod 14, class presentation, p 119.
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of	Mod 2, routines, p 21; Mod 14, class presentation, p

<p>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>119.</p> <p>Mod 4, life experiences, p 35, p 37; Mod 5, recent celebrations, p 41; Mod 11, holiday experiences, p 89</p> <p>Mod 4, talkback, p 37</p> <p>See Literature Focus lessons (9, 21, 33 and 45)</p> <p>Mod 1, dream lifestyle, p 7; Mod 9, future conditions, p 75; Mod 10, ideal future, p 83</p> <p>Mod 14, describing a concert, p 114</p> <p>Teacher's Book options for re-telling stories (e.g. after Literature Focus lessons)</p> <p>Mod 14, class presentation, p 119; Comparing Cultures activities in the Culture Focus lessons</p> <p>Mod 14, class presentation, p 119</p>
<p>B1.1</p> <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</p>	<p>Mod 3, opinions, p 29; Mod 9, opinions, p 77</p> <p>Speaking Strategies, p13</p> <p>Speaking Strategies, p 135</p>

<p>'correction'.</p> <p>B1.2 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 3, opinions, p 29; Mod 4, opinions, p 38; Mod 9, opinions, p 77</p> <p>Speaking Strategies, p 39</p> <p>Mod 15, p 123; Speaking Strategies, p 135</p> <p>Mod 15, p 123; Speaking Strategies, p 135</p> <p>Speaking Strategies, p 119</p>
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CEF Descriptors	New Opportunities Pre-Intermediate
Speaking: Interaction	
<p>A2.2 Can interact with relative ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p>	<p>General</p> <p>General</p> <p>General</p> <p>General</p> <p>Mod 6, party dialogues, p 55; Mod 10, phone calls, p 87</p>

Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	General
Can participate in short conversations in routine contexts on topics of interest.	General
Can express how he/she feels in simple terms	General
Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.	General
Can discuss what to do in the evening or at the weekend.	Mod 13, pp 106-7
Can make and respond to suggestions.	Mod 11, p 93
Can agree and disagree with others.	Mod 3, p 29; Mod 4, p 38; Mod 9, p 77.
Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	Mod 11, p 93
Can understand enough to manage simple and routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	<i>New Opportunities</i> Elementary
Can discuss what to do next, making and responding to suggestions	Mod 11, p 93
Can ask for and giving directions.	<i>New Opportunities</i> Elementary
Can deal with practical everyday demands: finding out and passing on straightforward factual information.	Mod 12, roleplay, p 103
Can ask and answer questions about habits and routines.	Mod 1, pp 10-15

<p>Can ask and answer questions about past activities.</p> <p>Can give and follow simple directions and instructions.</p> <p>Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally and is given some help to express what he/she wants to.</p> <p>Can use simple techniques to start, maintain or end a short conversation.</p> <p>Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.</p>	<p>Mod 3, pp 26-31</p> <p><i>New Opportunities Elementary</i></p> <p>General</p> <p>Speaking Strategies, p 13 and p 135</p> <p><i>New Opportunities Elementary</i></p>
<p>B1</p> <p>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</p>	<p>General</p> <p>General</p> <p>General</p> <p>Mod 2, feelings, p 19</p> <p>Mod 3, p 29; Mod 4, p 38; Mod 9, p 77.</p> <p>See Function Files</p> <p>Mod 12, roleplay, p 103</p>

whilst travelling, arranging travelling or accommodation, or dealing with authorities during a foreign trip.

Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.

B1.1

Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.

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).

Can give or seek personal views and opinions in discussing topics of interest.

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.

Can express belief, opinion, agreement and disagreement politely.

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.

Can invite others to give their views on how to proceed.

Can find out and pass on straightforward factual information.

Can ask for and follow detailed information.

Can obtain more detailed information.

Mod 7, roleplay, p 61

General.

All topics covered.

Mod 3, p 29; Mod 4, p 38;
Mod 9, p 77.

Mod 6, choosing a restaurant, p 51; Mod 10, organising a weekend, p 85;
Mod 11, suggestions, p 93

Mod 3, p 29; Mod 4, p 38;
Mod 9, p 77.

Mod 5, advice, p 44

Mod 11, suggestions, p 93

Mod 2, group survey, p 23

Mod 8, describing & asking about gadgets, pp 69 and 71

Information gap activities, e.g. Mod 10, p 85.

<p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p>	<p>General.</p>
<p>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.</p>	<p>Speaking Strategies, p 87</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>General</p>
<p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p>	<p>Information gap activities, e.g confirming information, p 115</p>
<p>Can express thoughts on more abstract, cultural topics such as films, books and music.</p>	<p>Mod 3, discussing <i>Hamlet</i>, p 31; Mod 7, discussing <i>The Pearl</i> p 62</p>
<p>Can give brief comments on the views of others.</p>	<p>Mod 4, opinions, p 38</p>
<p>Can compare and discuss alternatives, discussing what to do, where to go or which to choose etc.</p>	<p>Mod 6, choosing a restaurant p 51</p>
<p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p>	<p>Mod 6, party problems, p 55</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>Mod 8, information exchange, p 69; Mod 10, phone messages, p 87; Mod 12, mountaineers, p 101</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>Literature Focus lessons.</p>
<p>Can provide concrete information required in an interview/consultation, but does so with limited precision.</p>	<p>Mod 12, travel agent roleplay, p 103</p>
<p>Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other</p>	<p>Questionnaires, e.g. Mod 6, p 49</p>

<p>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, opinions, p 38; Mod 9, opinions, p 77</p> <p>Speaking Strategies, p135</p> <p>Mod 14, class presentation, p 119.</p>
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2. WRITING

CEF Descriptors	New Opportunities Pre-Intermediate
<p>A2.2</p> <p>Can write about everyday aspects of his/her environment, e.g. people, places, in linked sentences.</p> <p>Can write very short, very basic descriptions of events, past activities and personal experiences.</p>	<p>Mod 2, personal letter, p 22; Mod 10 Internet page, p 86; Mod 16, describing a house, p 134</p> <p>Mod 14, a concert, p 118</p>

<p>B1</p> <p>Can write straightforward connected texts/detailed descriptions on a range of familiar subjects within his field of interest, but linking a series of shorter discrete 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</p>	<p>General descriptor. Focuses on linking.</p> <p>Mod 1, personal letter, p 22</p> <p>Mod 4, story, p 39; Mod 14, concert, p 118</p> <p>Mod 4, story, p 39</p> <p>Mod 8, advert, p 71; Mod 12, formal letter, p 102</p> <p>Mod 1, personal letter, p</p>
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<p>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>B1.1 Can write personal letters describing experiences, feelings and events in some detail.</p> <p>B1.2 Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music or films.</p> <p>Can take messages communicating enquiries, explaining problems.</p>	<p>22; Mod 6, short messages, p 54</p> <p>Mod 6, short messages, p 54</p> <p>Mod 1, personal letter, p 22</p> <p>Mod 1, personal letter, p 22</p> <p>Mod 10, phone messages, p 87</p>
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3. LISTENING

CEF Descriptors	New Opportunities Pre-Intermediate
<p>A2.2 Can understand enough to meet the needs of a concrete type, provided speech is clearly and slowly articulated.</p> <p>Can identify the main point of TV news items reporting events, accidents etc where the visual supports the commentary.</p>	<p>General</p> <p>New Opportunities DVD</p>

<p>B1 Can generally follow the main points of an extended NS discussion around him/her, provided speech is clearly articulated in standard dialect.</p> <p>Can understand simple, technical information, such as operating instructions for everyday equipment.</p> <p>Can follow detailed directions.</p>	<p>General</p> <p><i>New Opportunities Elementary</i></p> <p><i>New Opportunities</i></p>
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<p>Can identify unfamiliar words from the context on topics related to his/her own field and interests.</p>	<p>Elementary</p>
<p>Can extrapolate meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>	<p>Listening Strategies, p 28</p>
<p>B1.1</p>	<p>Listening Strategies, p 28</p>
<p>Can understand main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc including short narratives.</p>	<p>General</p>
<p>Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.</p>	<p>Mod 14, short talk, p 119; Mod 16, tour guide, p 134</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>Mod 2, survey, p 23</p>
<p>B1.2</p>	<p>General</p>
<p>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>General</p>
<p>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</p>	<p>Mod 14, class presentation, p 119</p>
<p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear, standard speech.</p>	<p>Examples: Mod 3, radio programme, p 28; Mod 5, radio programme, p 44.</p>
<p>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.</p>	<p>Mod 1, TV interviews, p 12</p>

4. READING

CEF Descriptors	New Opportunities Pre Intermediate
<p>A2.2 Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.</p> <p>Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc) on familiar topics.</p>	<p>General.</p> <p>Mod 12, formal letter, p 102</p>
<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.</p>	<p>Examples: Mod 2, p 20; Mod 10, p 84.</p> <p>Mod 2, personal letter, p22</p> <p>Generally throughout.</p>

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