

New Opportunities Upper Intermediate

EVALUATION: COMMON EUROPEAN FRAMEWORK OF REFERENCE

Evaluation

New Opportunities Upper Intermediate covers the specifications at B2 (Vantage) level and covers some specifications at B2+ (Strong Vantage) level.

TOPICS

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

Personal Identification

Module 1 – Warm-up; 1 Autobiography; 2 Who Are You?; 3 National Identity; 4 Communication Workshops (writing/speaking); Module 3- Warm-up (style and you). 12 Communication Workshops (writing – place and personality).

There are also numerous personalisation activities throughout the book.

House, home and environment

12 Communication Workshops; Module 8- Warm-up; 29 Unnatural Disasters; 30 Climate Change; 35 Utopia.

Daily Life

3 National Identity; 5 A Comic Novel; 6 Crazy but True; 7 What's So Funny?; 9 Street Art; 32 Communication Workshops (status of women);

Free time & Entertainment

8 Communication Workshops (writing – book review/ listening – a comedy sketch/ speaking – favourite actor); Review 1/2 (Rowan Atkinson); 15 Music; 16 Communication Workshops (writing – film review/listening- going out/speaking - arts week); 19 Artificial Intelligence (science fiction); 22 Super Athletes (sport); Culture Corner 4 (history of pop); 40 Communication Workshops (listening – film).

Travel

25 On The Road; 27 Trans-Continental; 28 Communication Workshops (writing/ speaking); Review 7/8 (dream destinations)

Relations with other people

36 Communication Workshops (speaking – group survival); Module 10 - Warm-up; 38 Neighbours from Hell; 39 Conflict Resolution; Language Awareness 6 (family conflicts); Literature Spot 2 (love poems).

Health and body care

10 Body Language; Module 6- Warm-up; 21 Life Savers; 24 Communication Workshops (writing/listening/speaking); Language Awareness 4 (courage of a winner).

Education

23 Brain Power (learning/self-study)

Shopping

11 Branded; 34 Consumer Society; 40 Communication Workshops (writing/speaking – complaints)

Places

Module 3 Communication Workshops (writing); 13 Poetry (walls); Language Awareness 3 (Shropshire); Communication Workshops (speaking – Mars); 33 Golden Ages

Language

Culture Corner 1 (The History of English); Culture Corner 2 (English Around the World); 13 Poetry
The Grammar presentations and Language Problem Solving spots often contrast English with L1.

Weather

29 Unnatural Disasters; 30 Global Warming

Other Topics

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

Stories and imagination

5 A Comic Novel; Language Awareness 1; 13 Poetry; the five Literature Spots.

Cross-curricular

Science and technology: Module 5- Warm-up; 17 Eureka!; 18 Futurology; 19 Artificial Intelligence; 23 Brain Power

Nature: 26 Migrating; Language Awareness 5; 36 Communication Workshops (speaking)

Economics/Society: 9 Street Art; 11 Branded; 31 Rich and Poor; Module 9- Warm-up; 36

Communication Workshops (writing)

History: 33 Golden Ages; 37 War Memories

Cultural input

The History of English; English Around the World; History of the USA; History of Popular Music

Songs

Dedicated Follower of Fashion; In the Year 2525; Daniel; Father and Son

B2 (VANTAGE) AND B2+ (STRONG VANTAGE)

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

1 SPEAKING

CEF Descriptors: Speaking: Production	Examples from New Opportunities Upper Intermediate
<p>B2 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>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 summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.</p>	<p>Mod 2, funny experiences, p. 15/p. 17/ p. 19.</p> <p>Mod 3, function file, describing people, p 34; Mod 5, a presentation, p 62.</p> <p>Mod 8, discussing photos & texts, p 96.</p> <p>Mod 7, a topic presentation, p 86.</p> <p>Mod 2, chatroom, p 24.</p> <p>Mod 1, making notes, p. 13; Mod 2, speaking strategies (preparation), p 24.</p> <p>Mod 1, speaking strategies (revision), p 13.</p> <p>Mod 3, discussing a topic, p. 38, Mod 6, discussion, p. 72.</p>

<p>Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and main themes.</p>	<p>Mod 9, summarising/jigsaw reading, p. 102.</p>
<p>B2.1 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 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.</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 7, a topic presentation, p 86.</p> <p>Mod 5, a presentation, p 62.</p> <p>Mod 7, a topic presentation, p 86.</p> <p>See above.</p> <p>Mod 8, discussing photos & texts, p 96.</p>
<p>B2.2 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 1, linking, p. 13; Mod 5, a presentation, p 62.</p> <p>Mod 7, a topic presentation, p 86.</p>

CEF Descriptors. Speaking: Interaction	Examples from New Opportunities Upper Intermediate
<p>B2 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</p>	<p>General.</p> <p>Mod 4, function file (giving opinions,</p>

<p>views.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p> <p>Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</p> <p>Can understand detailed instructions reliably.</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 help the discussion along familiar ground, confirming comprehension, inviting others in etc.</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>agreeing & disagreeing), p 45; Mod 8, function file (justifying arguments), p 93.</p> <p>Mod 1, personal memories, p. 7; a short presentation, p. 13.</p> <p>General.</p> <p>General.</p> <p>Mod 4, speaking strategies (taking turns in discussions), p 48.</p> <p>Mod 9, problem solving, p 110.</p> <p>Mod 4, speaking strategies, p. 48.</p> <p>Mod 5, function file (clarifying & asking questions), p 58</p>
<p>B2.1</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible, without imposing a strain on either party.</p> <p>Can 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>General.</p> <p>Mod 8, justifying arguments, p. 93.</p> <p>General.</p>

<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p>	<p>Mod 6, function file (giving & asking for advice), p 69; Mod 9, problem solving, p 110.</p>
<p>Can with some effort catch much of what is said around him/her in discussions, 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>General.</p>
<p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	<p>Mod 4, function file (giving opinions, agreeing & disagreeing), p 45; Mod 8, function file (justifying arguments), p 93.</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>General.</p>
<p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p>	<p>Mod 9, problem solving, p 110.</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 10, formal telephone conversation, p 120.</p>
<p>Can pass on detailed information reliably.</p>	<p>Information gaps: Mod 5, a science quiz, p. 55 ; robots, p. 59.</p>
<p>Can synthesise and report information and arguments from a number of sources.</p>	<p>Mod 8, Rich & Poor (before you start, listening), p 92. Mod 9, summarising, p. 102.</p>
<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p>	<p>Mod 4, speaking strategies (taking turns</p>

<p>Can initiate, maintain and end discourse appropriately with effective turntaking.</p> <p>Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</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>B.2.2</p> <p>Can express his/her ideas and opinions with precision and present and respond to complex lines of argument convincingly.</p> <p>Can keep up with an animated discussion, identifying arguments supporting and opposing points of view.</p> <p>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.</p> <p>Can understand and exchange complex information and advice on the full range of matters related to his/her role.</p>	<p>in group discussions), p 48. Mod 10, arguing, p. 117.</p> <p>See above.</p> <p>See above.</p> <p>Mod 3, speaking strategies (gaining time), p 38.</p> <p>Mod 4, agreeing and disagreeing, p. 45. Mod 8, justifying arguments. P. 93.</p> <p>See above.</p> <p>Mod 9, persuasion, p. 104-5; Mod 10, a formal telephone conversation, p. 120.</p> <p>Mod 6, giving and asking for advice, p. 69.</p>
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2 WRITING

CEF Descriptors: Writing	Examples from New Opportunities Upper Intermediate
<p>B2 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.</p> <p>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>Can summarise the plot and sequence of events in a film or a play.</p> <p>Can summarise a wide range of factual and imaginative texts, commenting on and discussing points of view and the main themes.</p>	<p>Mod 8, letter of application (Stage 2), p 95.</p> <p>Mod 6, discursive essay, p 71; Mod 9, discursive essay, p 109.</p> <p>Mod 1, a letter, p 12.</p> <p>See above.</p> <p>See above.</p> <p>Mod 2, a book review, p. 23.</p> <p>Mod 9, summarising, p. 102.</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</p>	<p>Mod 3, description of a place, p 37; Mod 5, description of an event, p 61.</p> <p>Mod 4, film review, p 47.</p> <p>Mod 6, discursive essay, p 71; Mod 9,</p>

<p>against a particular point of view and explaining the advantages and disadvantages of various options.</p> <p>Can synthesise information and arguments from a number of sources.</p>	<p>discursive essay, p 109.</p> <p>Mod 8, letter of application (stage 2), p 95; Mod 9, summarising, p 102.</p>
<p>B2.2</p> <p>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 5, description of an event, p 61.</p> <p>Mod 6, discursive essay, p 71; Mod 9, discursive essay, p 109.</p> <p>See above.</p>

3 LISTENING

CEF Descriptors: Listening and Understanding	Examples from New Opportunities Upper Intermediate
<p>B2</p> <p>Can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p> <p>Can understand most TV news and current affairs programmes. New Opportunities DVD.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</p>	<p>Mod 8, listening strategies (taking lecture notes), p 92.</p> <p>Culture Corner 1 & 2, lectures, pp 28 & 52.</p> <p>Mod 8, Warm-up listening to news stories), p 87.</p> <p>Mod 2, listen to a TV programme, p 20; Culture Corner 3,</p>

<p>Can understand the majority of films in standard dialect. New Opportunities DVD.</p>	<p>history programme, p 76; Culture Corner 4, radio programme, p 100.</p> <p>General.</p>
<p>Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</p>	<p>Mod 7, listening (advert), p 82.</p>
<p>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</p>	<p>Mod 4, listening strategies (matching people & opinions), p 44; Mod 5, listening strategies (multiple matching), p 59.</p>
<p>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some of the information.</p>	<p>Mod 8, taking lecture notes, p. 92.</p>
<p>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.</p>	<p>Mod 6, listening (science lesson), p 68; Mod 9, listening (Utopia), p 106.</p>
<p>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.</p>	<p>Mod 4, matching people and opinions, p. 44.</p>
<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>General.</p>
<p>Can understand most radio documentaries and most other recorded or broadcast audio material</p>	<p>General, plus Mod 10, listening strategies</p>

<p>delivered in standard dialect and can identify the speaker's mood, tone, etc.</p> <p>B2.2 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.</p> <p>Can keep up with an animated conversation between native speakers.</p> <p>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>(identifying mood), p 117.</p> <p>General.</p> <p>Mod 9, listening strategies (understanding cultural references), p 106; Mod 10, listening (family argument), p 117.</p> <p>General.</p>
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4 READING

CEF Descriptors: Reading	Examples from New Opportunities Upper Intermediate
<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>General.</p> <p>Mod 1, letters & emails, p 12. Mod 7, a formal letter, p. 84. Mod 10, a letter of complaint, p. 118.</p>

<p>Can scan quickly through long and complex texts, locating relevant details.</p>	<p>Mod 1, reading strategies (revision), p 6; Mod 5, reading strategies (answering true/false questions), p 54.</p>
<p>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.</p>	<p>General.</p>
<p>Can summarise a wide range of factual and imaginative texts.</p>	<p>Mod 9, summarising, p. 102.</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, Street Art, p 30; Mod 8, Unnatural Disasters, pp 88-89.</p>
<p>B2.2 Can obtain information, ideas and opinions from highly specialised sources within his/her field.</p>	<p>Mod 9, Golden Ages, pp 102-103.</p>
<p>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p>	<p>General.</p>

In addition there are literature texts in main lessons (5 A Comic Novel, 13 Poetry) plus five Literature Spots at the back of the Student's Book. There are also autobiographical texts (1 Autobiography, 25 On The Road, 37 War Memories).