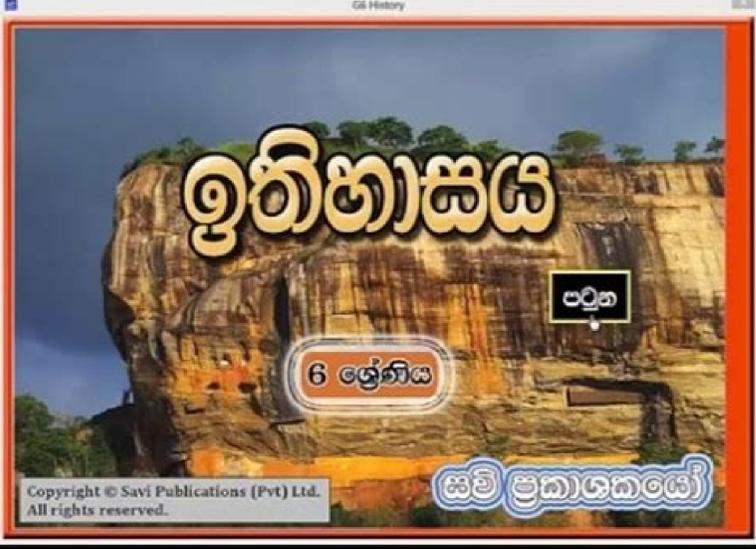


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Correlation table between NEW CUTTING EDGE Upper- Intermediate and Pearson Test of English General Level 3 (CEFR B2)

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.

PTE G level 3 Description	CEFR Description B2	New Cutting Edge Upper- Intermediate Features	Chapter / Page No	Exercise	Chapter / Page No contd.	Exercise contd.	Comments
Candidates should show they can: <ul style="list-style-type: none"> Understand and follow the main events of continuous narrative, descriptive, explanatory and persuasive texts Follow texts on concrete and abstract topics on familiar and unfamiliar topics, related to their own personal, social, educational or working lives Use organisational and structural features to locate, extract and synthesise relevant information from different parts of the written discourse Identify the content and register of the written discourse 	<p>Overall reading comprehension Can read with a large degree of independence, adopting style and speed of reading to different texts and purposes, and using appropriate reference sources successfully. Has a limited active reading vocabulary, but may experience some difficulty with low frequency idioms.</p> <p>Reading correspondence Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p> <p>Reading for orientation Can scan quickly through long and complex texts, locating relevant items. 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>	<ul style="list-style-type: none"> The reading tests are designed to prepare students for the tasks set at Level 3. The topics and situations are taken from the everyday life, they are up to date and interesting, real & relevant material and help them build confidence. Prepare them to manage in real life situations requiring reading skills to be used. Can get their skills to work regularly and predict information. Can get their skills to read quickly and find the information they need for some specific purpose. 	Module 1, p.8 Module 1, p.9 Module 2, p.23 Module 2, p.30 Module 3, p.30 Module 3, p.37 Module 4, p.40 Module 4, p.48 Module 4, p.49 Module 5, p.52 Module 5, p.56 Module 6, p.58 Module 6, p.62 Module 6, p.62 Module 6, p.64 Module 6, p.66 Module 6, p.70 Module 7, p.74 Module 7, p.76 Module 7, p.78	Ex. 3 and 4 Ex.2 Ex.2b Ex.1 Ex.2b.3.4 Ex. Language focus 2 Ex.4 Ex.3a Ex.2 and 3 Ex.2 Ex.2 Ex.1 Language focus 2 Ex.2b Ex.1 Ex.3.4 Ex. Task a Ex.3-cont Ex.1 Ex.3a Ex.2a Ex.1b	Module 8, p.84 Module 8, p.85 Module 8, p.89 Module 8, p.90 Module 9, p.96 Module 9, p.99 Module 10, p.111 Module 10, p.112 Module 10, p.113 Module 11, p.118 Module 11, p.118 Module 11, p.122 Language focus 2 Module 12, p.130 Module 12, p.131 Module 12, p.135 Constitution Module 9-12, p.137	Ex.3, 4, 5 Ex.2a-left Ex.2 Ex.1 Ex.2-left and 3 Ex.2 Ex.1a Ex.1b and 2a Ex.1, 2, 3a, 4 Ex.1b Ex.1 Ex.1, 2, 3 Ex.2 and 3 Ex.2 Ex.2 Ex.2b	The variety of the tests prepares students competently for the reading tasks set at this level of PTE General and allows them to show their best.
<ul style="list-style-type: none"> 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 	<p>Reading for information and argument Can obtain information, ideas and opinions 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.</p> <p>Reading instructions Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can re-read difficult sections.</p>		Module 7, p.76 Module 7, p.80	Ex.3 Ex. Language focus 2			
WRITING							
<p>Candidates should show they can:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>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 form.</p>	<ul style="list-style-type: none"> All writing tasks are designed on the basis of guided writing. This gives students confidence and helps them produce complete pieces of writing for the level. Step-by-step instructions and graded grammar and vocabulary help students with the writing tasks. Gives them background to be able to create pieces of writing for working or study needs. 	Generalisation modules 9-12, p.137	Ex.C2b			Adult - appropriate tasks, which help them build writing skills required for Level 3, enabling them to cope with situations in their daily round, given students the opportunity to use the...

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