

Correlation table between Top Notch 3 Third Edition and Pearson Test of English Academic (by skill)

| Part One | | | | |
|------------------------|---|-----------------|---|----------|
| Communicative Skill | Subskills tested | Item Type | Chapter/Page no. & Exercise* | Comments |
| Reading and speaking | <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> – identifying a writer's purpose, style, tone or attitude; – understanding academic vocabulary; – reading a text under timed conditions. • Speaking <ul style="list-style-type: none"> – speaking for a purpose (to repeat, to inform, to explain); – reading a text aloud; – speaking at a natural rate; – producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; – speaking under timed conditions. | Read aloud | Unit1/p.4/Ex.B top Unit1/p.5/Ex.C Unit1/p.7/Ex.B top Unit2/p.17/Ex.B middle Unit2/p.19/Ex.B middle Unit3/p.28/Ex.B top Unit3/p.31/Ex.B middle Unit4/p.41/Ex.B middle Unit4/p.42/Ex.B top Unit5/p.52/Ex.B bottom Unit5/p.53/Ex.B top Unit5/p.55/Ex.B middle Unit6/p.64/Ex.B Unit6/p.67/Ex.B middle Unit6/p.67/Ex.B top Unit7/p.76/Ex.B top Unit7/p.78/Ex.B top Unit7/p.79/Ex.B middle Unit8/p.89/Ex.B top Unit8/p.90/Ex.B top Unit9/p.101/Ex.B top Unit9/p.102/Ex.B top Unit10/p.112/Ex.B bottom Unit10/p.113/Ex.B top Unit10/p.115/Ex.B top | |
| Listening and speaking | <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – understanding academic vocabulary; – inferring the meaning of unfamiliar words; – comprehending variations in tone, speed and accent. • Speaking <ul style="list-style-type: none"> – speaking for a purpose (to repeat, to inform, to explain); – speaking at a natural rate; producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; | Repeat sentence | Unit1/p.4/Ex.B top Unit1/p.5/Ex.A,B top Unit1/p.7/Ex.B top Unit2/p.16/Ex.A bottom Unit2/p.17/Ex.B middle Unit2/p.19/Ex.B middle Unit3/p.28/Ex.B top Unit3/p.31/Ex.B middle Unit3/p.33/Pronunciation Unit4/p.41/Ex.B middle | |

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| | <ul style="list-style-type: none"> – speaking under timed conditions. | | Unit4/p.41/Ex.A top Unit4/p.42/Ex.B top Unit5/p.52/Ex.A bottom Unit5/p.53/Ex.B top Unit5/p.55/Ex.B middle Unit6/p.64/Ex.B Unit6/p.65/Ex.A top Unit6/p.67/Ex.B middle Unit6/p.67/Ex.A top Unit7/p.76/Ex.B top Unit7/p.78/Ex.B top Unit7/p.79/Ex.A top Unit8/p.89/Ex.B top Unit8/p.90/Ex.B top Unit8/p.91/Ex.A top Unit9/p.101/Ex.B top Unit9/p.101/Ex.A middle Unit9/p.102/Ex.B top Unit9/p.106/Ex.A Unit10/p.113/Ex.B top Unit10/p.114/Ex.A top Unit10/p.115/Ex.B top | |
| Speaking | <ul style="list-style-type: none"> – Speaking for a purpose (to repeat, inform, explain); – supporting an opinion with details, examples and explanations; – organizing an oral presentation in a logical way; – developing complex ideas within a spoken discourse; – using words and phrases appropriate to the context; – using correct grammar; – speaking at a natural rate; – producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; – speaking under timed conditions. | Describe image | Unit1/p.3/Ex.B Unit1/p.11/Ex.C Unit2/p.15/Ex.B bottom Unit2/p.21/Ex.B top Unit3/p.26/Ex.B Unit3/p.33/Ex.B Unit3/p.35/Ex.B Unit4/p.38/Ex.B Unit4/p.39/Ex.B Unit5/p.50/Ex.A Unit5/p.57/Ex.C top Unit5/p.57/Ex.A,C bottom Unit5/p.59/Ex.B bottom Unit6/p.62/Ex.A Unit6/p.70/Ex.B Unit6/p.71/Ex.B bottom Unit7/p.74/Ex.B Unit7/p.75/Speaking Unit7/p.81/Ex.B bottom Unit7/p.85/Group Presentation Unit8/p.93/Ex.D Unit8/p.95/Ex.C Unit9/p.99/Speaking Unit9/p.102/Ex.C Unit9/p.104/Before you Read | In most tasks here students do not describe an image, but they have the chance to practice organizing an oral presentation, developing complex ideas, and supporting an opinion with details, examples and explanations |

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| | | | Unit10/p.110/Ex.B Unit10/p.116/Ex.B Unit10/p.117/Ex.A,C bottom Unit10/p.118/Ex.B Unit10/p.119/Ex.C bottom | |
| Listening and speaking | <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – identifying the topic, theme or main ideas; – identifying supporting points or examples; • Speaking <ul style="list-style-type: none"> – speaking for a purpose (to repeat, to inform, to explain); – supporting an opinion with details, examples and explanations; – organizing an oral presentation in a logical way; – developing complex ideas within a spoken discourse; – using words and phrases appropriate to the context; – using correct grammar; – speaking at a natural rate; – producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; – speaking under timed conditions. | Re-tell lecture | Unit2/p.21/Ex.B bottom Unit4/p.45/Ex.C Unit6/p.69/Ex.D Unit8/p.92/Ex.C | In PTE A students re-tell and summarize lectures or interviews. In the tasks here they re-tell and summarize the conversations they hold. |
| Listening and speaking | <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – identifying the topic, theme or main ideas; – understanding academic vocabulary; – inferring the meaning of unfamiliar words. • Speaking <ul style="list-style-type: none"> – speaking for a purpose (to repeat, to inform, to explain); – using words and phrases appropriate to the context; – speaking under timed conditions. | Answer short question | Unit5/p.60/Ex.B Unit9/p.104/Ex.A | These tasks involve matching vocabulary items and expressions to the correct definitions. With these tasks students practise inferring the meaning of unfamiliar words. |
| Reading and writing | <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> – reading a passage under timed conditions; – identifying a writer's purpose, style, tone or attitude; – comprehending explicit and implicit information; – comprehending concrete and abstract information. • Writing <ul style="list-style-type: none"> – writing a summary; – writing under timed conditions; – taking notes while reading a text; – synthesizing information; – writing to meet strict length requirements; – communicating the main points of a reading passage in writing; – using words and phrases appropriate to the context; – using correct grammar. | Summarize written text | Unit1/p.2/Ex.A Unit4/p.47/Ex.A top Unit10/p.119/Ex.C top Writing Booster/p.152/Ex.A | |

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| Writing | <ul style="list-style-type: none"> - Writing for a purpose (to learn, to inform, to persuade); - supporting an opinion with details, examples and explanations; - organizing sentences and paragraphs in a logical way; - developing complex ideas within a complete essay; - using words and phrases appropriate to the context; - using correct grammar; - using correct spelling; - using correct mechanics; - writing under timed conditions. | Write essay | Unit2/p.24/Writing Unit3/p.36/Writing Unit4/p.48/Writing Unit5/p.60/Writing Unit6/p.72/Writing Unit7/p.84/Writing Unit8/p.96/Writing Unit9/p.108/Writing Unit10/p.120/Writing | In PTE A students write an essay. In most tasks here they write other forms. These tasks might be used to practise organising sentences in a paragraph and using correct spelling, grammar and mechanics. <i>Writing Booster</i> on p.146 provides some extra guidance |
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| Part Two | | | | |
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| Communicative Skill | Subskills tested | Item Type | Chapter/Page no. & Exercise | Comments |
| Reading | Any of the following dependent on the item: <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - identifying the relationships between sentences and paragraphs; - evaluating the quality and usefulness of texts; - identifying a writer's purpose, style, tone or attitude; - identifying supporting points or examples; - reading for overall organization and connections between pieces of information; - reading for information to infer meanings or find relationships; - identifying specific details, facts, opinions, definitions or sequences of events; - inferring the meaning of unfamiliar words. | Multiple-choice, choose single answer | Unit1/p.11/Ex.B top Unit2/p.21/Ex.A middle Unit2/p.21/Ex.C Unit3/p.32/Ex.A Unit4/p.47/Ex.B top Unit6/p.71/Ex.B top Unit6/p.71/Ex.A top Unit8/p.95/Ex.A top Unit8/p.95/Ex.B top Unit10/p.119/Ex.A top | In some tasks here students identify specific details by answering questions and not by choosing an answer from a multiple-choice task |
| Reading | Any of the following dependent on the item: <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - identifying the relationships between sentences and paragraphs; - evaluating the quality and usefulness of texts; - identifying a writer's purpose, style, tone or attitude; - identifying supporting points or examples; - reading for overall organization and connections between pieces of information; - reading for information to infer meanings or find relationships; - identifying specific details, facts, opinions, definitions or sequences of events; | Multiple-choice, choose multiple answers | Unit7/p.81/Ex.A top | |

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| | <ul style="list-style-type: none"> - inferring the meaning of unfamiliar words. | | | |
| Reading | <ul style="list-style-type: none"> - Identifying the topic, theme or main ideas; - identifying words and phrases appropriate to the context; - understanding academic vocabulary; - understanding the difference between connotation and denotation; - inferring the meaning of unfamiliar words; - comprehending explicit and implicit information; - comprehending concrete and abstract information; - following a logical or chronological sequence of events. | Fill in the blanks | Unit1/p.12/Ex.C Unit3/p.33/Ex.B top | |
| Reading and writing | <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - identifying words and phrases appropriate to the context; - understanding academic vocabulary; - understanding the difference between connotation and denotation; - inferring the meaning of unfamiliar words; - comprehending explicit and implicit information; - comprehending concrete and abstract information; - following a logical or chronological sequence of events. • Writing <ul style="list-style-type: none"> - using words and phrases appropriate to the context; - using correct grammar. | Fill in the blanks | Unit1/p.8/Ex.B top | |

Part Three

| Communicative Skill | Subskills tested | Item Type | Chapter/Page no. & Exercise | Comments |
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| Listening and writing | <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - summarizing the main idea; - identifying supporting points or examples; - identifying a speaker's purpose, style, tone or attitude; - understanding academic vocabulary; - inferring the meaning of unfamiliar words; - comprehending explicit and implicit information; - comprehending concrete and abstract information; - classifying and categorizing information; - following an oral sequencing of information; - comprehending variations in tone, speed and accent. • Writing <ul style="list-style-type: none"> - writing a summary; - writing under timed conditions; - taking notes whilst listening to a recording; - communicating the main points of a lecture in writing; - organizing sentences and paragraphs in a logical way; - using words and phrases appropriate to the context; | Summarize spoken text | Unit1/p.8/Ex.B bottom Unit2/p.22/Ex.A bottom Unit3/p.29/Ex.D Unit3/p.31/Ex.C Unit3/p.36/Ex.A Unit4/p.44/Listening Unit4/p.48/Ex.A Unit5/p.58/Ex.A bottom Unit6/p.72/Ex.A Unit7/p.77/Ex.C Unit8/p.92/Ex.B bottom Unit9/p.103/Ex.A top Unit9/p.107/Listening Unit10/p.117/Ex.C top | In many tasks here students summarize a spoken text by taking notes while listening to the recording. |

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| | <ul style="list-style-type: none"> - using correct grammar; - using correct spelling; - using correct mechanics. | | | |
| Listening | <p>Any of the following dependent on the item:</p> <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - identifying supporting points or examples; - Identifying specific details, facts, opinions, definitions or sequences of events; - identifying a speaker's purpose, style, tone or attitude; - identifying the overall organization of information and connections between pieces of information; - inferring the context, purpose or tone; - inferring the meaning of unfamiliar words; - predicting how a speaker may continue. | Multiple-choice, choose multiple answers | Unit1/p.8/Ex.A bottom Unit2/p.16/Ex.C Unit3/p.34/Ex.A bottom Unit5/p.52/Ex.C Unit7/p.83/Ex.D top Unit7/p.84/Ex.A | |
| Listening and writing | <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identifying words and phrases appropriate to the context; - understanding academic vocabulary; - comprehending explicit and implicit information; - following an oral sequencing of information. • Writing <ul style="list-style-type: none"> - writing from dictation; - using words and phrases appropriate to the context; - using correct grammar; - using correct spelling. | Fill in the blanks | Unit2/p.16/Ex.C Unit2/p.23/Ex.B top Unit2/p.24/Ex.A Unit3/p.34/Ex.B bottom Unit6/p.65/Ex.C top Unit10/p.114/Ex.C Unit10/p.117/Ex.B top Unit10/p.120/Ex.A | |
| Listening | <p>Any of the following dependent on the item:</p> <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - identifying supporting points or examples; - Identifying specific details, facts, opinions, definitions or sequences of events; - identifying a speaker's purpose, style, tone or attitude; - identifying the overall organization of information and connections between pieces of information; - inferring the context, purpose or tone; - inferring the meaning of unfamiliar words; - predicting how a speaker may continue. | Multiple-choice, choose single answer | Unit1/p.12/Ex.A Unit2/p.23/Ex.A bottom Unit4/p.48/Ex.A Unit5/p.54/Ex.B top Unit5/p.57/Ex.B top Unit5/p.60/Ex.A Unit6/p.68/Ex.A bottom Unit7/p.82/Ex.A,B bottom Unit7/p.83/Ex.C top Unit7/p.84/Ex.A Unit8/p.88/Ex.A top Unit8/p.92/Ex.A bottom Unit8/p.96/Ex.A Unit9/p.100/Ex.B bottom Unit9/p.103/Ex.C Unit9/p.108/Ex.A Unit10/p.114/Ex.B Unit10/p.116/Ex.A bottom Unit10/p.120/Ex.A | In some tasks here students identify specific details by answering questions about a spoken text and not by choosing an answer from a multiple-choice task. |
| Listening and writing | <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - understanding academic vocabulary; | Write from dictation | Unit8/p.91/Ex.B middle | |

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| | <ul style="list-style-type: none"> - following an oral sequencing of information; - comprehending variations in tone, speed and accent; • Writing <ul style="list-style-type: none"> - writing from dictation; - using correct spelling. | | | |
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* words "top, bottom, middle" refer to the position of the task on the page