

Correlation table between Top Notch 1 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 bottom Unit1/p.6/Ex.B bottom Unit2/p.16/Ex.B Unit2/p.18/Ex.B Unit3/p.29/Ex.B top Unit3/p.31/Ex.B middle Unit3/p.33/Ex.B middle Unit4/p.41/Ex.B top Unit4/p.42/Ex.B top Unit5/p.52/Ex.B top Unit5/p.52/Pronunciation Unit5/p.54/Ex.B Unit6/p.65/Ex.B top Unit6/p.67/Ex.B middle Unit7/p.77/Ex.B middle Unit7/p.78/Ex.B top Unit8/p.89/Ex.B middle Unit8/p.91/Ex.B middle Unit9/p.101/Ex.B middle Unit9/p.103/Ex.B middle Unit10/p.113/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; – speaking under timed conditions. 	Repeat sentence	Unit1/p.4/Ex.B bottom Unit1/p.6/Ex.B bottom Unit1/p.7/Ex.A middle Unit2/p.16/Ex.B Unit2/p.18/Ex.B Unit2/p.18/Ex.A bottom Unit2/p.19/Ex.A top Unit3/p.28/Ex.A Unit3/p.29/Ex.B top Unit3/p.31/Ex.B middle Unit3/p.32/Ex.A top Unit4/p.41/Ex.B top Unit4/p.42/Ex.B top Unit4/p.43/Ex.A top Unit5/p.52/Ex.B top	

			Unit5/p.54/Ex.B Unit6/p.64/Ex.A bottom Unit6/p.65/Ex.B top Unit6/p.67/Ex.B middle Unit7/p.77/Ex.B middle Unit7/p.78/Ex.B top Unit7/p.80/Ex.A Unit7/p.82/Ex.A Unit8/p.89/Ex.B middle Unit8/p.91/Ex.B middle Unit8/p.93/Ex.A top Unit9/p.101/Ex.B middle Unit9/p.103/Ex.B middle Unit9/p.105/Ex.A middle Unit9/p.106/Ex.A Unit10/p.113/Ex.B top Unit10/p.114/Ex.B Unit10/p.115/Ex.A top Unit10/p.115/Ex.A middle Unit10/p.118/Ex.A 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	Unit3/p.35/Ex.C Unit5/p.50/Ex.B Unit6/p.66/Ex.B Unit6/p.68/Ex.C Unit7/p.77/Ex.B top Unit7/p.80/Ex.B Unit7/p.81/Ex.B bottom Unit7/p.83/Ex.B bottom Unit8/p.95/Ex.C top Unit9/p.107/Ex.D	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
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; 	Re-tell lecture	Unit1/p.11/Ex.C bottom Unit6/p.69/Ex.D Unit6/p.71/Ex.B bottom Unit9/p.105/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.

	<ul style="list-style-type: none"> - using correct pronunciation; - using correct stress; - speaking under timed conditions. 			
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	Unit4/p.47/Ex.A top Unit5/p.51/Ex.D Unit6/p.63/Ex.D	The tasks here 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.11/Ex.B top Unit6/p.71/Ex.B top Unit10/p.118/Ex.B top	In some tasks here students summarize a text by taking notes while reading it.
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	Unit1/p.12/Writing Unit2/p.24/Writing Unit3/p.36/Writing Unit4/p.48/Writing Unit5/p.60/Writing Unit6/p.72/Writing Unit7/p.79/Ex.D Unit7/p.81/Ex.B,A top Unit7/p.84/Writing Unit9/p.108/Writing Unit10/p.120/Writing	In PTE A students write an essay. In the 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.142 provides some additional guidance.

Part Two				
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.10/Ex.B top Unit2/p.15/Ex.G Unit3/p.34/Ex.A Unit4/p.47/Ex.B Unit5/p.58/Ex.A Unit8/p.87/Ex.D	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; – inferring the meaning of unfamiliar words. 	Multiple-choice, choose multiple answers	Unit1/p.11/Ex.A top Unit2/p.23/Ex.A top Unit3/p.27/Ex.E Unit3/p.34/Ex.B top Unit4/p.39/Ex.F Unit8/p.95/Ex.A top Unit10/p.116/Ex.A	
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	Unit2/p.16/Grammar Practice Unit9/p.100/Ex.B Unit9/p.104/Ex.B	Some tasks here involve filling in the blanks in conversations.
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; 	Fill in the blanks	Unit5/p.60/Ex.C	

	<ul style="list-style-type: none"> – 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. 			
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Part Three

Communicative Skill	Subskills tested	Item Type	Chapter/Page no. & Exercise	Comments
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; – using correct grammar; – using correct spelling; – using correct mechanics. 	Summarize spoken text	Unit2/p.17/Ex.D Unit2/p.24/Ex.A Unit3/p.33/Ex.B top Unit5/p.56/Ex.A bottom Unit5/p.59/Ex.D Unit5/p.60/Ex.A Unit9/p.106/Ex.B Unit10/p.118/Ex.A bottom Unit10/p.120/Ex.A	In many tasks here students summarize a spoken text by taking notes while listening to the recording.
Listening	Any of the following dependent on the item: <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	Unit3/p.32/Ex.A bottom Unit5/p.59/Ex.C Unit6/p.68/Ex.A,B top Unit6/p.72/Ex.A Unit9/p.105/Ex.B top Unit9/p.108/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; 	Fill in the blanks	Unit1/p.8/Ex.A bottom Unit1/p.12/Ex.A Unit2/p.20/Ex.A	

	<ul style="list-style-type: none"> - 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. 		Unit4/p.48/Ex.A Unit5/p.56/Ex.A bottom Unit9/p.104/Ex.A bottom Unit10/p.115/Ex.B middle Unit10/p.118/Ex.B bottom	
Listening	Any of the following dependent on the item: <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.8/Ex.B bottom Unit2/p.17/Ex.C Unit3/p.28/Ex.B Unit3/p.30/Ex.C Unit3/p.36/Ex.A Unit4/p.48/Ex.A Unit5/p.55/Ex.C top Unit6/p.67/Ex.C top Unit7/p.83/Ex.A,B top Unit7/p.84/Ex.A,B Unit8/p.90/Ex.B Unit8/p.96/Ex.A Unit9/p.98/Ex.A Unit9/p.103/Ex.B top Unit10/p.118/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	<ul style="list-style-type: none"> - Identifying the topic, theme or main ideas; - identifying words and phrases appropriate to the context; - understanding academic vocabulary; - inferring the meaning of unfamiliar words; - comprehending explicit and implicit information; - comprehending concrete and abstract information; - following an oral sequencing of information; - predicting how a speaker may continue; - forming a conclusion from what a speaker says; - comprehending variations in tone, speed and accent. 	Select missing word	Unit4/p.44/Ex.A Unit5/p.55/Ex.C top	

* words "top, bottom, middle" refer to the position of the task on the page