

Correlation table between Cutting Edge Starter 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.6/Ex.1 Unit1/p.8/Ex.1 Unit1/p.10/Ex.1A Left,3A Left Unit2/p.17/Pronunciation 2 Unit3/p.26/Pronunciation 2 Unit4/p.29/Pronunciation 2 Unit5/p.36/Pronunciation 2 Unit5/p.37/Pronunciation 2 Unit6/p.42/Ex.1A Unit6/p.49/Ex.4A Unit7/p.52/Pronunciation 2 Unit7/p.53/Pronunciation 2 Unit7/p.56/Pronunciation 2 Unit8/p.59/Pronunciation 2 Unit8/p.65/Ex.3B Unit9/p.68/Pronunciation 2 Unit10/p.75/Pronunciation 2 Unit10/p.79/Pronunciation 2 Unit11/p.81/Pronunciation 2 Unit11/p.87/Pronunciation 2 Unit12/p.89/Pronunciation 2 Unit12/p.91/Pronunciation 2 Unit12/p.94/Pronunciation 2 Unit12/p.94/Ex.5B	In some tasks students are supposed to read out individual words.
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	Unit5/p.39/Pronunciation 2 Unit5/p.40/Pronunciation 2 Unit6/p.45/Pronunciation 2 Unit8/p.60/Pronunciation 2	
Listening and speaking	<ul style="list-style-type: none"> • Listening 	Answer short	Unit2/p.15/Ex.3	

	<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. 	question	Unit7/p.52/Ex.3A Unit9/p.66/Ex.2	
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.13/Ex.6 Unit4/p.35/Ex.3 Unit8/p.64/Ex.5	These tasks might be used to practise organising sentences in a paragraph and using correct spelling, grammar and mechanics

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	Unit2/p.19/Ex.2 Unit3/p.22/Ex.2B Unit4/p.32/Ex.3 Left Unit4/p.35/Ex.1 Unit6/p.44/Ex.3 Unit6/p.48/Ex.1 Unit7/p.51/Ex.2 Left Unit7/p.57/Ex.3 Unit8/p.64/Ex.1 Unit11/p.86/Ex.1	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 	Multiple-choice, choose multiple answers	Unit4/p.31/Ex.2 Left Unit5/p.38/Ex.2 Left Unit8/p.59/Ex.2 Left Unit10/p.74/Ex.2 Right Unit11/p.81/Ex.2 Left	

	<ul style="list-style-type: none"> events; – 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.4A Unit1/p.13/Ex.5A Unit3/p.22/Ex.4A Unit3/p.26/Ex.4A Unit3/p.27/Ex.2 Unit5/p.38/Ex.2A Right Unit5/p.40/Ex.1 Left Unit7/p.56/Ex.4A Unit8/p.61/Ex.3A Unit8/p.62/Ex.1 Left Unit10/p.76/Ex.2 Left	In some tasks students complete individual sentences not a text.
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	Unit8/p.58/Ex.2A Unit11/p.83/Ex.2 Unit12/p.94/Ex.4A	

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; 	Summarize spoken text	Unit3/p.24/Ex.2A Unit5/p.40/Ex.2A Right	In these tasks students do not summarize a spoken text but practise taking notes while listening to it.

	<ul style="list-style-type: none"> - 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. 			
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.10/Ex.1 Right Unit2/p.18/Ex.2A Right Unit5/p.40/Ex.1 Right Unit6/p.43/Ex.2 Left Unit6/p.46/Ex.3A Right Unit7/p.54/Ex.2B,3A Right Unit9/p.70/Ex.1A Right Unit11/p.82/Ex.2A Left Unit11/p.84/Ex.2A Right	
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	Unit1/p.10/Ex.2 Right Unit1/p.8/Ex.B Unit2/p.17/Ex.1 Unit3/p.24/Ex.3A Unit6/p.46/Ex.3 Left Unit9/p.67/Ex.2B Right Unit12/p.90/Ex.3 Right	
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	Unit3/p.26/Ex.1 Unit4/p.34/Ex.3 Unit5/p.40/Ex.2 Unit6/p.49/Ex.2 Unit7/p.52/Ex.1B Right Unit7/p.56/Ex.1B,2 Unit8/p.62/Ex.2 Right Unit8/p.65/Ex.1 Unit10/p.72/Ex.1B Unit12/p.92/Ex.3A,4A Right Unit12/p.94/Ex.3	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 reading	<ul style="list-style-type: none"> - Identifying errors in a transcription; - understanding academic vocabulary; - following an oral sequencing of information; - comprehending variations in tone, speed and accent; - understanding academic vocabulary; - following a logical or chronological sequence of events; 	Highlight incorrect words	Unit1/p.9/Ex.2A Unit3/p.21/Ex.1 Unit11/p.82/Ex.2B Left	

	<ul style="list-style-type: none"> - reading a text under timed conditions; - matching written text to speech. 			
Listening and writing	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - understanding academic vocabulary; - 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. 	Write from dictation	Unit1/p.8/Ex.1 Bottom Unit2/p.18/Ex.3	

* Words “*Top, Bottom, Left, Right*” refer to the position of the task on the page.