

Correlation table between Cutting Edge Pre-intermediate 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"> <li>• Reading <ul style="list-style-type: none"> <li>– identifying a writer's purpose, style, tone or attitude;</li> <li>– understanding academic vocabulary;</li> <li>– reading a text under timed conditions.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– speaking for a purpose (to repeat, to inform, to explain);</li> <li>– reading a text aloud;</li> <li>– speaking at a natural rate;</li> <li>– producing fluent speech;</li> <li>– using correct intonation;</li> <li>– using correct pronunciation;</li> <li>– using correct stress;</li> <li>– speaking under timed conditions.</li> </ul> </li> </ul>	Read aloud	Unit1/p.6/Ex.1B Unit1/p.9/Pronunciation 2 Unit2/p.23/Pronunciation 2 Unit5/p.45/Pronunciation 2 Unit5/p.47/Pronunciation 2 Unit6/p.55/Pronunciation 2 Unit6/p.58/Pronunciation 2 Unit7/p.62/Pronunciation 2 Unit8/p.76/Pronunciation 2 Unit10/p.94/Pronunciation 2 Unit11/p.99/Pronunciation 2 Unit14/p.130/Pronunciation 2	
Listening and speaking	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– understanding academic vocabulary;</li> <li>– inferring the meaning of unfamiliar words;</li> <li>– comprehending variations in tone, speed and accent.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– speaking for a purpose (to repeat, to inform, to explain);</li> <li>– speaking at a natural rate; producing fluent speech;</li> <li>– using correct intonation;</li> <li>– using correct pronunciation;</li> <li>– using correct stress;</li> <li>– speaking under timed conditions.</li> </ul> </li> </ul>	Repeat sentence	Unit2/p.18/Pronunciation 2 Unit3/p.26/Pronunciation 2 Unit3/p.27/Pronunciation 2 Unit10/p.91/Pronunciation 2	
Speaking	<ul style="list-style-type: none"> <li>– Speaking for a purpose (to repeat, inform, explain);</li> <li>– supporting an opinion with details, examples and explanations;</li> <li>– organizing an oral presentation in a logical way;</li> <li>– developing complex ideas within a spoken discourse;</li> <li>– using words and phrases appropriate to the context;</li> <li>– using correct grammar;</li> <li>– speaking at a natural rate;</li> <li>– producing fluent speech;</li> <li>– using correct intonation;</li> <li>– using correct pronunciation;</li> <li>– using correct stress;</li> <li>– speaking under timed conditions.</li> </ul>	Describe image	Unit8/p.75/Ex.2A,B Bottom	

Listening and speaking	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– identifying the topic, theme or main ideas;</li> <li>– understanding academic vocabulary;</li> <li>– inferring the meaning of unfamiliar words.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– speaking for a purpose (to repeat, to inform, to explain);</li> <li>– using words and phrases appropriate to the context;</li> <li>– speaking under timed conditions.</li> </ul> </li> </ul>	Answer short question	Unit2/p.30/Ex.3A Left Unit2/p.23/Ex.1 Unit8/p.73/Ex.5	
Reading and writing	<ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>– reading a passage under timed conditions;</li> <li>– identifying a writer's purpose, style, tone or attitude;</li> <li>– comprehending explicit and implicit information;</li> <li>– comprehending concrete and abstract information.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>– writing a summary;</li> <li>– writing under timed conditions;</li> <li>– taking notes while reading a text;</li> <li>– synthesizing information;</li> <li>– writing to meet strict length requirements;</li> <li>– communicating the main points of a reading passage in writing;</li> <li>– using words and phrases appropriate to the context;</li> <li>– using correct grammar.</li> </ul> </li> </ul>	Summarize written text	Unit2/p.16/Ex.2 Unit4/p.33/Ex.3 Left Unit10/p.93/Ex.4,5A Unit14/p.126/Ex.1 Bottom	In some tasks students do not summarize a written text but practise taking notes while reading it.
Writing	<ul style="list-style-type: none"> <li>– Writing for a purpose (to learn, to inform, to persuade);</li> <li>– supporting an opinion with details, examples and explanations;</li> <li>– organizing sentences and paragraphs in a logical way;</li> <li>– developing complex ideas within a complete essay;</li> <li>– using words and phrases appropriate to the context;</li> <li>– using correct grammar;</li> <li>– using correct spelling;</li> <li>– using correct mechanics;</li> <li>– writing under timed conditions.</li> </ul>	Write essay	Unit1/p.15/Ex.6 Unit2/p.22/Ex.6 Unit3/p.31/Ex.7 Unit5/p.51/Ex.8 Unit7/p.69/Ex.6 Unit9/p.87/Ex.7 Unit10/p.95/Ex.5B Unit11/p.105/Ex.6 Unit12/p.113/Ex.3B Unit13/p.123/Ex.6 Unit14/p.131/Ex.4B	In PTE A students write an essay. In most tasks here they write a paragraph. 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"> <li>– identifying the topic, theme or main ideas;</li> <li>– identifying the relationships between sentences and paragraphs;</li> </ul>	Multiple-choice, choose single answer	Unit1/p.10/Ex.2 Unit2/p.22/Ex.2 Unit3/p.26/Ex.1	In most tasks here students identify specific details by

	<ul style="list-style-type: none"> <li>- evaluating the quality and usefulness of texts;</li> <li>- identifying a writer's purpose, style, tone or attitude;</li> <li>- identifying supporting points or examples;</li> <li>- reading for overall organization and connections between pieces of information;</li> <li>- reading for information to infer meanings or find relationships;</li> <li>- identifying specific details, facts, opinions, definitions or sequences of events;</li> <li>- inferring the meaning of unfamiliar words.</li> </ul>		Unit4/p.34/Ex.2 Unit5/p.42/Ex.2 Unit5/p.48/Ex.2 Unit6/p.56/Ex.2 Top Unit7/p.61/Ex.3 Unit7/p.64/Ex.3A Unit8/p.71/Ex.1 Left Unit9/p.79/Ex.2 Unit9/p.82/Ex.2A Unit9/p.84/Ex.1 Unit10/p.88/Ex.1 Unit10/p.91/Ex.3 Unit10/p.92/Ex.2 Unit12/p.107/Ex.2 Left Unit12/p.110/Ex.1 Unit12/p.113/Ex.1 Unit13/p.120/Ex.2A Unit13/p.120/Ex.2B Unit14/p.127/Ex.2	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"> <li>- identifying the topic, theme or main ideas;</li> <li>- identifying the relationships between sentences and paragraphs;</li> <li>- evaluating the quality and usefulness of texts;</li> <li>- identifying a writer's purpose, style, tone or attitude;</li> <li>- identifying supporting points or examples;</li> <li>- reading for overall organization and connections between pieces of information;</li> <li>- reading for information to infer meanings or find relationships;</li> <li>- identifying specific details, facts, opinions, definitions or sequences of events;</li> <li>- inferring the meaning of unfamiliar words.</li> </ul>	Multiple-choice, choose multiple answers	Unit3/p.25/Ex.2A Unit6/p.53/Ex.1B Left Unit6/p.54/Ex.3 Unit8/p.72/Ex.3 Unit11/p.96/Ex.3 Unit13/p.115/Ex.3 Left Unit13/p.118/Ex.2 Left Unit14/p.127/Ex.3	
Reading	<ul style="list-style-type: none"> <li>- Identifying the topic, theme or main ideas;</li> <li>- identifying words and phrases appropriate to the context;</li> <li>- understanding academic vocabulary;</li> <li>- understanding the difference between connotation and denotation;</li> <li>- inferring the meaning of unfamiliar words;</li> <li>- comprehending explicit and implicit information;</li> <li>- comprehending concrete and abstract information;</li> <li>- following a logical or chronological sequence of events.</li> </ul>	Fill in the blanks	Unit1/p.7/Ex.4 Unit4/p.33/Ex.2A Right Unit5/p.43/Ex.4 Unit6/p.59/Ex.3 Unit8/p.77/Ex.1 Unit10/p.95/Ex.2B Unit13/p.115/Ex.2A Right Unit14/p.125/Ex.1A Right Unit14/p.130/Ex.3A	In some tasks students complete individual sentences not a text.
Reading and writing	<ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>- identifying the topic, theme or main ideas;</li> <li>- identifying words and phrases appropriate to the context;</li> <li>- understanding academic vocabulary;</li> <li>- understanding the difference between connotation and denotation;</li> <li>- inferring the meaning of unfamiliar words;</li> </ul> </li> </ul>	Fill in the blanks	Unit2/p.22/Ex.4 Unit4/p.36/Ex.2 Right Unit10/p.95/Ex.3	

	<ul style="list-style-type: none"> <li>- comprehending explicit and implicit information;</li> <li>- comprehending concrete and abstract information;</li> <li>- following a logical or chronological sequence of events.</li> <li>• Writing <ul style="list-style-type: none"> <li>- using words and phrases appropriate to the context;</li> <li>- using correct grammar.</li> </ul> </li> </ul>			
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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"> <li>• Listening <ul style="list-style-type: none"> <li>- identifying the topic, theme or main ideas;</li> <li>- summarizing the main idea;</li> <li>- identifying supporting points or examples;</li> <li>- identifying a speaker's purpose, style, tone or attitude;</li> <li>- understanding academic vocabulary;</li> <li>- inferring the meaning of unfamiliar words;</li> <li>- comprehending explicit and implicit information;</li> <li>- comprehending concrete and abstract information;</li> <li>- classifying and categorizing information;</li> <li>- following an oral sequencing of information;</li> <li>- comprehending variations in tone, speed and accent.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>- writing a summary;</li> <li>- writing under timed conditions;</li> <li>- taking notes whilst listening to a recording;</li> <li>- communicating the main points of a lecture in writing;</li> <li>- organizing sentences and paragraphs in a logical way;</li> <li>- using words and phrases appropriate to the context;</li> <li>- using correct grammar;</li> <li>- using correct spelling;</li> <li>- using correct mechanics.</li> </ul> </li> </ul>	Summarize spoken text	Unit1/p.12/Ex.3B Unit3/p.28/Ex.3 Unit4/p.36/Ex.3 Left Unit5/p.45/Ex.3 Unit7/p.66/Ex.3B Unit11/p.103/Ex.2A,2B Unit12/p.110/Ex.2A	In most tasks here students do not summarize a spoken text but practise taking notes while listening to it.
Listening	Any of the following dependent on the item: <ul style="list-style-type: none"> <li>- identifying the topic, theme or main ideas;</li> <li>- identifying supporting points or examples;</li> <li>- Identifying specific details, facts, opinions, definitions or sequences of events;</li> <li>- identifying a speaker's purpose, style, tone or attitude;</li> <li>- identifying the overall organization of information and connections between pieces of information;</li> <li>- inferring the context, purpose or tone;</li> <li>- inferring the meaning of unfamiliar words;</li> <li>- predicting how a speaker may continue.</li> </ul>	Multiple-choice, choose multiple answers	Unit1/p.11/Ex.2 Left Unit2/p.20/Ex.2A Right Unit4/p.36/Ex.2B Left Unit5/p.46/Ex.1C Left Unit5/p.51/Ex.4 Unit7/p.65/Ex.1C,2 Unit8/p.71/Ex.2C Unit9/p.81/Ex.3A Unit9/p.86/Ex.2B,3B Unit11/p.98/Ex.4 Unit11/p.100/Ex.1A Right Unit13/p.120/Ex.3A Unit14/p.125/Ex.1 Left	

			Unit14/p.130/Ex.2	
Listening and writing	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– identifying words and phrases appropriate to the context;</li> <li>– understanding academic vocabulary;</li> <li>– comprehending explicit and implicit information;</li> <li>– following an oral sequencing of information.</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>– writing from dictation;</li> <li>– using words and phrases appropriate to the context;</li> <li>– using correct grammar;</li> <li>– using correct spelling.</li> </ul> </li> </ul>	Fill in the blanks	Unit4/p.38/Ex.2 Unit8/p.76/Ex.2B Unit12/p.112/Ex.3	
Listening	<p>Any of the following dependent on the item:</p> <ul style="list-style-type: none"> <li>– identifying the topic, theme or main ideas;</li> <li>– identifying supporting points or examples;</li> <li>– Identifying specific details, facts, opinions, definitions or sequences of events;</li> <li>– identifying a speaker's purpose, style, tone or attitude;</li> <li>– identifying the overall organization of information and connections between pieces of information;</li> <li>– inferring the context, purpose or tone;</li> <li>– inferring the meaning of unfamiliar words;</li> <li>– predicting how a speaker may continue.</li> </ul>	Multiple-choice, choose single answer	Unit1/p.6/Ex.3B Unit1/p.8/Ex.3 Unit1/p.14/Ex.3 Unit2/p.18/Ex.1B Unit2/p.20/Ex.2B Right Unit2/p.23/Ex.2B Unit3/p.27/Ex.2 Unit3/p.28/Ex.4 Unit3/p.30/Ex.4 Unit5/p.45/Ex.2 Unit5/p.46/Ex.1 Right Unit5/p.47/Ex.3A Unit5/p.50/Ex.3 Unit6/p.55/Ex.1B Unit6/p.56/Ex.3A Top Unit7/p.63/Ex.1 Left Unit7/p.68/Ex.3A,B Unit8/p.75/Ex.3A Unit9/p.83/Ex.1B Left Unit10/p.89/Ex.2 Left Unit11/p.102/Ex.3A Unit11/p.104/Ex.3C Unit12/p.108/Ex.1B Left Unit13/p.122/Ex.2B Unit14/p.124/Ex.2B Unit14/p.128/Ex.2	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"> <li>• Listening <ul style="list-style-type: none"> <li>– understanding academic vocabulary;</li> <li>– following an oral sequencing of information;</li> <li>– comprehending variations in tone, speed and accent;</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>– writing from dictation;</li> <li>– using correct spelling.</li> </ul> </li> </ul>	Write from dictation	Unit7/p.62/Pronunciation 1 Unit14/p.125/Ex.2	

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