

### Correlation table between Cutting Edge Third Edition Upper Intermediate 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.11/Pronunciation 3 Unit1/p.14/Pronunciation 2 Unit2/p.27/Ex.2B Right Unit3/p.34/Pronunciation 2B Unit5/p.54/Ex.3C Unit6/p.59/Ex.2B Left Unit8/p.81/Pronunciation 3 Unit9/p.90/Pronunciation 2 Unit9/p.94/Ex.3C Unit10/p.99/Pronunciation 3 Unit12/p.121/Pronunciation 2B	
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	Unit5/p.51/Pronunciation 1B Unit6/p.63/Pronunciation 2	
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>– identifying supporting points or examples;</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– speaking for a purpose (to repeat, to inform, to 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> </ul> </li> </ul>	Re-tell lecture	Unit8/p.82/Ex.3 Right Unit11/p.110/Ex.3 Left Unit5/p.53/Ex.3A Unit12/p.123/Ex.2 Bottom	In PTE A students re-tell and summarize lectures or interviews. In the task here they re-tell and summarize the conversations they hold.

	<ul style="list-style-type: none"> <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>			
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	Unit7/p.71/Ex.2B Right	
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	Unit1/p.8/Ex.4 Unit4/p.42/Ex.1A Unit5/p.48/Ex.3B Unit6/p.57/Ex.4 Unit6/p.60/Ex.1 Left Unit8/p.82/Ex.3B Right Unit10/p.102/Ex.1B,2	In some tasks students practise taking notes while reading a text. Some summaries will require more than one sentence.
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.5B Unit2/p.25/Ex.8 Unit3/p.35/Ex.6 Unit4/p.45/Ex.8 Unit6/p.65/Ex.9 Unit7/p.74/Ex.5A Unit8/p.83/Ex.1C Unit8/p.85/Ex.8 Unit10/p.103/Ex.1 Unit10/p.105/Ex.7 Unit11/p.115/Ex.6 Unit12/p.125/Ex.7	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.

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> <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 single answer	Unit2/p.16/Ex.2A Unit2/p.19/Ex.4 Unit3/p.35/Ex.2 Unit4/p.38/Ex.2A,3 Unit6/p.57/Ex.2 Unit7/p.68/Ex.4A Unit7/p.72/Ex.2A Unit7/p.74/Ex.2A Unit8/p.76/Ex.3,4A Unit8/p.78/Ex.1B Unit9/p.86/Ex.3 Unit11/p.107/Ex.3A Left Unit12/p.117/Ex.4 Unit12/p.120/Ex.2	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"> <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	Unit1/p.8/Ex.3 Unit2/p.18/Ex.3 Unit3/p.32/Ex.3A Right Unit3/p.35/Ex.1 Unit6/p.68/Ex.2A Unit7/p.68/Ex.5 Unit7/p.74/Ex.2B Unit9/p.86/Ex.2B Unit9/p.92/Ex.2A Left Unit11/p.109/Ex.3 Left	
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	Unit6/p.63/Ex.1 Unit7/p.71/Ex.1 Right Unit10/p.100/Ex.2A Unit6/p.59/Ex.1 Right	
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> <li>comprehending explicit and implicit information;</li> </ul> </li> </ul>	Fill in the blanks	Unit11/p.109/Ex.3 Right Unit11/p.114/Ex.3 Right Unit11/p.115/Ex.4	

	<ul style="list-style-type: none"> <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.10/Ex.3 Unit2/p.20/Ex.4B Unit2/p.25/Ex.5 Unit3/p.27/Ex.2 Left Unit3/p.28/Ex.2 Top Unit3/p.32/Ex.5B Unit4/p.45/Ex.5 Unit5/p.50/Ex.2A Right Unit5/p.52/Ex.2 Unit6/p.58/Ex.4 Unit6/p.60/Ex.3A Unit6/p.65/Ex.6 Unit7/p.70/Ex.4 Unit8/p.85/Ex.5A Unit9/p.91/Ex.4A Unit10/p.105/Ex.4A Unit11/p.110/Ex.2C Left Unit12/p.125/Ex.5A	In most 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"> <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	Unit3/p.20/Ex.3 Unit3/p.27/Ex.1 Left Unit4/p.44/Ex.3 Unit10/p.98/Ex.3	
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> </ul> </li> </ul>	Fill in the blanks	Unit1/p.6/Ex.3 Unit3/p.34/Ex.1B	

	<ul style="list-style-type: none"> <li>- understanding academic vocabulary;</li> <li>- comprehending explicit and implicit information;</li> <li>- following an oral sequencing of information.</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>		Unit5/p.49/Ex.3A Unit5/p.50/Ex.3 Unit5/p.54/Ex.3A Unit7/p.67/Ex.1 Left Unit7/p.75/Ex.2B Unit9/p.90/Ex.2 Left Unit9/p.94/Ex.3A Unit11/p.114/Ex.3	
Listening and reading	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>- identifying the topic, theme or main ideas;</li> <li>- identifying supporting points or examples;</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>• Reading <ul style="list-style-type: none"> <li>- identifying supporting points or examples;</li> <li>- identifying the most accurate summary;</li> <li>- understanding academic vocabulary;</li> <li>- inferring the meaning of unfamiliar words;</li> <li>- comprehending concrete and abstract information;</li> <li>- classifying and categorizing information;</li> <li>- following a logical or chronological sequence of events;</li> <li>- evaluating the quality and usefulness of texts.</li> </ul> </li> </ul>	Highlight correct summary	Unit9/p.91/Ex.2B Left	
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 single answer	Unit1/p.6/Ex.2 Unit1/p.10/Ex.2 Left Unit1/p.13/Ex.2 Top Unit1/p.14/Ex.2 Unit2/p.22/Ex.2 Unit2/p.24/Ex.2B Unit3/p.32/Ex.5A Unit4/p.41/Ex.2 Right Unit4/p.44/Ex.2B Unit5/p.50/Ex.2 Left Unit5/p.54/Ex.2 Left Unit6/p.58/Ex.3 Unit6/p.64/Ex.3B Unit7/p.70/Ex.3 Unit8/p.79/Ex.3B Top Unit8/p.80/Ex.3B Unit8/p.81/Ex.3A Unit8/p.84/Ex.2B Unit8/p.85/Ex.6A	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.

			Unit9/p.94/Ex.2 Unit10/p.104/Ex.2B,3 Unit11/p.107/Ex.3A Right Unit11/p.110/Ex.2A Left Unit12/p.119/Ex.2 Right Unit12/p.119/Ex.3B Right	
Listening	<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>- inferring the meaning of unfamiliar words;</li> <li>- comprehending explicit and implicit information;</li> <li>- comprehending concrete and abstract information;</li> <li>- following an oral sequencing of information;</li> <li>- predicting how a speaker may continue;</li> <li>- forming a conclusion from what a speaker says;</li> <li>- comprehending variations in tone, speed and accent.</li> </ul>	Select missing word	Unit1/p.11/Ex.1A Left Unit4/p.39/Ex.2	
Listening and reading	<ul style="list-style-type: none"> <li>- Identifying errors in a transcription;</li> <li>- understanding academic vocabulary;</li> <li>- following an oral sequencing of information;</li> <li>- comprehending variations in tone, speed and accent;</li> <li>- understanding academic vocabulary;</li> <li>- following a logical or chronological sequence of events;</li> <li>- reading a text under timed conditions;</li> <li>- matching written text to speech.</li> </ul>	Highlight incorrect words	Unit3/p.27/Ex.3B Unit4/p.37/Ex.1B Bottom Unit4/p.41/Ex.3 Right Unit8/p.81/Ex.2 Left Unit10/p.101/Ex.1B Right Unit12/p.119/Ex.1B Left	
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	Unit3/p.31/Ex.2B Unit5/p.50/Ex.2B Right Unit8/p.81/Pronunciation 1 Unit11/p.113/Ex.3 Unit11/p.114/Ex.2 Unit12/p.121/Pronunciation 1	In these tasks students write down individual sentences from dictation

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