

Correlation table between Cutting Edge 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.7/Ex.Pron.3 Unit1/p.15/Ex.Pron.1 Unit1/p.15/Ex.4 Unit3/p.31/Ex.Pron.3 Unit3/p.34/Ex.Pron.1 Unit4/p.37/Ex.Pron.3 Unit4/p.41/Ex.Pron.3 Unit5/p.55/Ex.Pron.1 Unit6/p.57/Ex.Pron.2 Unit7/p.75/Ex.Pron.1 Unit8/p.78/Ex.Pron.2 Unit10/p.101/Ex.Pron.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> <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>	Re-tell lecture	Unit1/p.13/Ex.3 Unit5/p.53/Ex.5A Unit10/p.103/Ex.3 Unit11/p.112/Ex.4 Unit12/p.122/Ex.2B 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.
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> </ul> </li> </ul>	Answer short question	Unit4/p.41/Ex.2A Unit9/p.88/Ex.2	

	<ul style="list-style-type: none"> <li>- speaking under timed conditions.</li> </ul>			
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.14/Ex.4 Unit7/p.70/Ex.3 Unit7/p.71/Ex.4 Unit12/p.117/Ex.3A,B	In some tasks here students practise summarising a text by finding the correct title.
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	Unit2/p.21/Ex.3 Unit2/p.23/Ex.1 Bottom Unit2/p.25/Ex.7 Unit3/p.31/Ex.4A Unit4/p.43/Ex.1 Bottom Unit4/p.45/Ex.9 Unit6/p.65/Ex.8 Unit7/p.75/Ex.5B Unit8/p.85/Ex.6 Unit10/p.105/Ex.8 Unit11/p.115/Ex.5,6 Unit12/p.125/Ex.8	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> <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</li> </ul>	Multiple-choice, choose single answer	Unit1/p.10/Ex.3A Unit2/p.17/Ex.3,6 Unit3/p.28/Ex.3 Unit4/p.38/Ex.2 Unit4/p.42/Ex.1 Right Unit5/p.53/Ex.1 Top Unit6/p.56/Ex.2B Unit6/p.60/Ex.2B Unit6/p.60/Ex.5B Unit8/p.77/Ex.4B	In some tasks here students identify specific details by answering questions and not by choosing an answer from a multiple-choice task

	<ul style="list-style-type: none"> <li>events;</li> <li>– inferring the meaning of unfamiliar words.</li> </ul>		Unit9/p.86/Ex.3A Unit10/p.96/Ex.2 Unit10/p.102/Ex.1 Left Unit11/p.108/Ex.4 Unit11/p.110/Ex.2 Unit11/p.111/Ex.1 Unit12/p.117/Ex.2A Right Unit12/p.120/Ex.3 Unit12/p.122/Ex.3	
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	Unit2/p.17/Ex.4 Unit3/p.35/Ex.2 Unit4/p.38/Ex.5 Unit5/p.47/Ex.3	
Reading	<ul style="list-style-type: none"> <li>– Identifying the topic, theme or main ideas;</li> <li>– identifying supporting points or examples;</li> <li>– identifying the relationships between sentences and paragraphs;</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>– classifying and categorizing information;</li> <li>– following a logical or chronological sequence of events.</li> </ul>	Re-order paragraphs	Unit12/p.120/Ex.1 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	Unit5/p.47/Ex.2A Unit11/p.109/Ex.3 Unit11/p.110/Ex.4A	
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	Unit6/p.59/Ex.1A Right	

	<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	Unit2/p.22/Ex.2 Unit2/p.25/Ex.4A Unit6/p.65/Ex.5 Unit8/p.85/Ex.4B Unit9/p.94/Ex.2 Unit10/p.98/Ex.2 Unit10/p.105/Ex.5A,B Unit12/p.124/Ex.3B	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.13/Ex.2A Top Unit1/p.15/Ex.2 Unit2/p.20/Ex.2 Unit3/p.27/Ex.3A Unit3/p.32/Ex.3 Unit4/p.44/Ex.3B,4 Unit5/p.51/Ex.3A Right Unit5/p.53/Ex.2A Top Unit6/p.64/Ex.4 Unit8/p.82/Ex.1 Unit11/p.112/Ex.2 Top	

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	Unit2/p.18/Ex.3B Unit4/p.37/Ex.2C Unit4/p.40/Ex.1 Right Unit5/p.55/Ex.1B Unit7/p.75/Ex.3A Unit8/p.78/Ex.2B	
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.8/Ex.1B Right Unit2/p.18/Ex.2 Unit2/p.22/Ex.3 Unit2/p.24/Ex.3A Unit3/p.26/Ex.1B Unit3/p.30/Ex.3A Unit3/p.31/Ex.2 Right Unit3/p.32/Ex.2 Unit3/p.34/Ex.1B Unit4/p.36/Ex.2C Unit6/p.60/Ex.3A Unit6/p.61/Ex.3A Unit7/p.68/Ex.3 Unit7/p.72/Ex.3A Unit7/p.75/Ex.2 Unit8/p.80/Ex.4B Unit8/p.84/Ex.2B Unit9/p.89/Ex.2 Unit9/p.90/Ex.3 Unit10/p.97/Ex.2B Unit10/p.99/Ex.2A Unit10/p.102/Ex.2A Right Unit10/p.104/Ex.2 Unit11/p.106/Ex.2 Unit12/p.118/Ex.3,4 Unit12/p.119/Ex.1 Bottom Unit12/p.125/Ex.5	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"> <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	Unit1/p.8/Ex.2 Right	

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.Pron.1 Unit4/p.41/Ex.Pron.3	
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\* Words “*Top, Bottom, Left, Right*” refer to the position of the task on the page.