

Correlation table between *Cutting Edge Elementary 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	Unit2/p.17/Pronunciation 2B Unit2/p.18/Pronunciation 2 Unit3/p.24/Ex.2C Unit3/p.26/Pronunciation 2 Unit4/p.35/Pronunciation 2 Unit4/p.40/Pronunciation 2 Unit4/p.40/Ex.5B Unit5/p.43/Pronunciation 2 Unit6/p.53/Pronunciation 2 Unit6/p.59/Pronunciation 2 Unit7/p.61/Pronunciation 2 Unit8/p.73/Pronunciation 2 Unit8/p.76/Pronunciation 2 Unit10/p.94/Pronunciation 2 Unit12/p.107/Pronunciation 2 Unit12/p.113/Pronunciation 2 Unit13/p.115/Pronunciation 2 Unit14/p.131/Pronunciation 2	
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.9/Pronunciation 2 Unit2/p.19/Pronunciation 2 Unit7/p.63/Pronunciation 4	
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; 	Re-tell lecture	Unit4/p.40/Ex.2	In PTE A students re-tell and summarize lectures or interviews. In the task here they re-tell and summarize the conversations

	<ul style="list-style-type: none"> - 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. 			they hold.
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	Unit9/p.82/Ex.1B	
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.12/Ex.1 Right Unit6/p.58/Ex.1B Unit7/p.62/Ex.4	In these tasks students do not summarize a written text but practise 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.15/Ex.6 Unit3/p.33/Ex.6 Unit4/p.41/Ex.4 Unit5/p.51/Ex.6,7 Unit6/p.58/Ex.3B Unit7/p.69/Ex.7 Unit9/p.87/Ex.7 Unit10/p.95/Ex.4 Unit11/p.105/Ex.6 Unit13/p.123/Ex.6	In PTE A students write an essay. In the tasks here they write a paragraph. They 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.3 Unit3/p.28/Ex.3 Unit4/p.37/Ex.1 Left Unit5/p.46/Ex.1 Unit5/p.48/Ex.1B Unit6/p.54/Ex.2 Unit6/p.55/Ex.1B Right Unit9/p.83/Ex.1B Unit10/p.92/Ex.2 Unit10/p.95/Ex.3 Unit11/p.97/Ex.2 Unit12/p.110/Ex.2 Unit13/p.115/Ex.2 Left Unit13/p.118/Ex.3 Unit14/p.126/Ex.1B,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"> 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.12/Ex.1 Unit3/p.24/Ex.2A Unit5/p.47/Ex.3B Unit9/p.83/Ex.2 Unit12/p.108/Ex.2 Right Unit12/p.112/Ex.2 Unit13/p.118/Ex.2	
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	Unit4/p.37/Ex.2A Left Unit4/p.40/Ex.4 Unit8/p.76/Ex.3A Unit14/p.124/Ex.2 Unit14/p.131/Ex.5A	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; 	Fill in the blanks	Unit4/p.40/Ex.3A	

	<ul style="list-style-type: none"> - 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. 			
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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.20/Ex.1C Unit4/p.39/Ex.3 Unit7/p.66/Ex.2B Unit8/p.74/Ex.2B Left Unit9/p.84/Ex.3B Unit14/p.130/Ex.2B	In these tasks 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"> - 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.29/Ex.2 Unit4/p.35/Ex.1B Unit4/p.40/Ex.2 Unit5/p.45/Ex.2 Unit8/p.72/Ex.2B Right Unit10/p.90/Ex.2C Left Unit11/p.98/Ex.2B Left Unit13/p.117/Ex.2	

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.14/Ex.3 Unit6/p.59/Ex.3B Unit7/p.64/Ex.2B Unit7/p.68/Ex.3B Unit10/p.94/Ex.4B Unit11/p.104/Ex.3 Unit12/p.107/Ex.2 Unit12/p.109/Ex.1B Left Unit12/p.109/Ex.1A Right Unit14/p.127/Ex.2	
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	Unit2/p.23/Ex.2 Unit3/p.30/Ex.2A Unit3/p.32/Ex.3 Unit4/p.35/Ex.2 Left Unit4/p.39/Ex.4A Unit5/p.49/Ex.4A Unit5/p.50/Ex.3 Unit6/p.56/Ex.2A Unit6/p.59/Ex.2 Unit7/p.61/Ex.2 Left Unit8/p.72/Ex.1 Right Unit8/p.76/Ex.2A Unit9/p.81/Ex.2B Unit9/p.86/Ex.3 Unit10/p.92/Ex.3A Unit11/p.99/Ex.3B Left Unit11/p.100/Ex.2B Unit13/p.117/Ex.3 Unit13/p.120/Ex.3A Unit13/p.122/Ex.3 Unit14/p.127/Ex.1	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"> • 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	Unit2/p.17/Pronunciation 2A Unit3/p.26/Ex.1B Left	

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