

Correlation table between Cutting Edge Third Edition Advanced 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	Unit4/p.37/Ex.3A Unit4/p.55/Ex.2B	
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.15/Ex.3B Unit7/p.69/Ex.8 Unit8/p.81/Ex.5B	
Speaking	<ul style="list-style-type: none"> – Speaking for a purpose (to repeat, inform, explain); – supporting an opinion with details, examples and explanations; – organizing an oral presentation in a logical way; – 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; 	Describe image	Unit1/p.11/Ex.9A Unit2/p.25/Ex.10 Unit4/p.45/Ex.10 Unit5/p.47/Ex.6B Unit6/p.65/Ex.10 Unit8/p.85/Ex.11 Unit9/p.93/Ex.4A Unit10/p.105/Ex.9	In most of these tasks students do not describe an image but they practise organising an oral presentation in a logical way.

	<ul style="list-style-type: none"> - speaking under timed conditions. 			
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; - 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. 	Re-tell lecture	Unit3/p.33/Ex.3 Bottom Unit4/p.42/Ex.3 Left Unit5/p.53/Ex.3 Unit8/p.83/Ex.3	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"> • 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	Unit1/p.9/Ex.4 Left Unit3/p.26/Ex.1A Unit7/p.69/Ex.1A Unit10/p.97/Ex.3 Unit10/p.101/Ex.4	Some tasks here involve matching vocabulary items and expressions to the correct definitions. With these tasks students practise inferring the meaning of unfamiliar words.
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.2 Top Unit3/p.33/Ex.2 Top Unit5/p.52/Ex.2 Left Unit6/p.59/Ex.5A Unit8/p.83/Ex.1 Top	Some tasks here might involve oral summary.
Writing	<ul style="list-style-type: none"> - Writing for a purpose (to learn, to inform, to persuade); 	Write essay	Unit4/p.43/Ex.1	In PTE A students

	<ul style="list-style-type: none"> - 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. 		Unit6/p.64/Ex.1 Bottom Unit7/p.73/Ex.1 Unit7/p.74/Ex.6B Unit9/p.93/Ex.1 Bottom	write an essay. In most tasks here they write other formats. These tasks might be used to practise organising sentences and paragraphs in a logical way and using correct spelling, grammar and mechanics.
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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	Unit1/p.8/Ex.3B Unit2/p.19/Ex.2B Left Unit3/p.29/Ex.4 Unit5/p.48/Ex.3 Unit6/p.59/Ex.4 Unit7/p.71/Ex.5	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	Unit2/p.19/Ex.3 Left Unit4/p.40/Ex.3 Unit5/p.48/Ex.4 Unit6/p.59/Ex.2 Left,3 Left Unit9/p.90/Ex.3 Unit10/p.101/Ex.3	

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	Unit3/p.34/Ex.2A Right Unit9/p.91/Ex.2A VocabPractice 4/p.155/Ex.2 VocabPractice 9/p.160/Ex.1	In some of these tasks students complete individual sentences not a continuous text, but they practise identifying words and phrases appropriate to the context.
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	Unit1/p.14/Ex.2B Unit9/p.91/Ex.1A VocabPractice 1/p.152/Ex.2 VocabPractice 2/p.153/Ex.1 VocabPractice 3/p.155/Ex.1 VocabPractice 6/p.157/Ex.2 VocabPractice 10/p.161/Ex.1	

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; 	Summarize spoken text	Unit1/p.7/Ex.6A Unit1/p.12/Ex.1 Top Unit1/p.15/Ex.1B Unit2/p.22/Ex.3B Unit2/p.25/Ex.7 Unit6/p.60/Ex.3A,B Unit6/p.65/Ex.7 Unit8/p.77/Ex.3B Unit8/p.78/Ex.3B Unit8/p.85/Ex.7A Unit9/p.89/Ex.4A	In most tasks here students do not summarize a spoken text but practise taking notes while listening to it.

	<ul style="list-style-type: none"> - 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.11/Ex.4 Unit2/p.20/Ex.2B,3A Unit2/p.24/Ex.4 Unit3/p.38/Ex.2B Unit4/p.44/Ex.4 Unit4/p.45/Ex.6A,7A Unit5/p.51/Ex.4,5 Unit6/p.57/Ex.5 Unit6/p.64/Ex.3 Unit6/p.65/Ex.6 Unit8/p.78/Ex.3A Unit8/p.84/Ex.4A Unit9/p.89/Ex.3A Unit10/p.98/Ex.2B Unit10/p.105/Ex.6A	
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	Unit9/p.94/Ex.2B Left	
Listening and reading	<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; - 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. • Reading <ul style="list-style-type: none"> - identifying supporting points or examples; - identifying the most accurate summary; - understanding academic vocabulary; 	Highlight correct summary	Unit4/p.44/Ex.3B	

	<ul style="list-style-type: none"> - inferring the meaning of unfamiliar words; - comprehending concrete and abstract information; - classifying and categorizing information; - following a logical or chronological sequence of events; - evaluating the quality and usefulness of texts. 			
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	Unit1/p.11/Ex.5B Unit1/p.15/Ex.1A Unit2/p.22/Ex.3A Unit3/p.26/Ex.1B Unit3/p.30/Ex.1B Unit3/p.31/Ex.5A Unit4/p.38/Ex.3 Unit4/p.42/Ex.2 Left Unit6/p.64/Ex.4B Unit7/p.68/Ex.4,5 Unit7/p.72/Ex.2 Unit7/p.75/Ex.2 Unit8/p.77/Ex.3A Unit9/p.89/Ex.3B Unit9/p.92/Ex.2 Unit10/p.98/Ex.3B,5 Unit10/p.103/Ex.2 Unit10/p.104/Ex.3,4	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	<ul style="list-style-type: none"> - Identifying the topic, theme or main ideas; - identifying words and phrases appropriate to the context; - understanding academic vocabulary; - inferring the meaning of unfamiliar words; - comprehending explicit and implicit information; - comprehending concrete and abstract information; - following an oral sequencing of information; - predicting how a speaker may continue; - forming a conclusion from what a speaker says; - comprehending variations in tone, speed and accent. 	Select missing word	Unit7/p.69/Ex.2	
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; - reading a text under timed conditions; - matching written text to speech. 	Highlight incorrect words	Unit10/p.101/Ex.1B Right	
Listening and writing	<ul style="list-style-type: none"> • Listening - understanding academic vocabulary; 	Write from dictation	Unit1/p.11/Patterns to Notice1 Unit6/p.61/Ex.8A	

	<ul style="list-style-type: none"> - 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. 			
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* Words "*Top, Bottom, Left, Right*" refer to the position of the task on the page.