

Correlation table between New Language Leader 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	Unit2/p.17/Ex.7B	
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; – speaking under timed conditions. 	Describe image	Unit4/p.44/Study Skills	
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; 	Re-tell lecture	Unit1/p.7/Ex.12 Unit3/p.34/Ex.2B Unit8/p.80/Ex.3	In PTE A students re-tell and summarize lectures or interviews. In the tasks here they re-tell and summarize the conversations they hold.

	<ul style="list-style-type: none"> - producing fluent speech; - using correct intonation; - using correct pronunciation; - using correct stress; - 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; - 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	Unit4/p.41/Ex.6C	
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	Unit3/p.34/Ex.7A Unit5/p.55/Writing Skills Unit6/p.57/Ex.6B Unit6/p.60/Ex.3 Unit6/p.65/Ex.7A Unit7/p.68/Ex.3 Unit7/p.74/Ex.5	
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	Unit2/p.24/Ex.10 Unit4/p.39/Ex.12 Unit7/p.75/Ex.13 Unit11/p.109/Ex.8B	

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; 	Multiple-choice, choose single	Unit1/p.6/Ex.6 Unit2/p.20/Ex.2,4	In some tasks here students

	<ul style="list-style-type: none"> - 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. 	answer	Unit3/p.30/Ex.3 Unit4/p.38/Ex.4A,4B Unit4/p.40/Ex.4A Unit5/p.48/Ex.2B Unit5/p.50/Ex.2B Unit6/p.58/Ex.3 Unit7/p.70/Ex.3 Unit8/p.78/Ex.2B Unit10/p.96/Ex.3B Unit10/p.98/Ex.2 Unit10/p.100/Ex.2 Unit11/p.107/Ex.4B	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.16/Ex.4A Unit3/p.28/Ex.2B Unit5/p.46/Ex.3 Unit7/p.67/Ex.6 Unit7/p.68/Ex.4 Unit9/p.92/Ex.2 Unit10/p.96/Ex.4 Unit12/p.116/Ex.3A Unit12/p.121/Ex.3B	
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	Unit1/p.6/Ex.1A Unit1/p.14/Ex.6 Unit2/p.17/Ex.7A Unit5/p.47/Ex.5B Unit5/p.50/Ex.3B Unit6/p.56/Ex.5B Unit7/p.75/Ex.9 Unit8/p.76/Ex.2A Unit9/p.86/Ex.1A Unit9/p.88/Ex.4A Unit9/p.101/Ex.6B Unit11/p.110/Ex.5 Unit12/p.124/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; 	Summarize spoken text	Unit1/p.7/Ex.9B Unit1/p.12/Ex.3	In some tasks here students do

	<ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> • 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. 		Unit1/p.15/Ex.8 Unit2/p.22/Ex.2A Unit2/p.24/Ex.3A Unit2/p.24/Ex.8 Unit3/p.31/Ex.6B Unit3/p.34/Ex.4C Unit4/p.38/Ex.2B Unit5/p.51/Ex.4C Unit5/p.52/Ex.2 Unit5/p.55/Writing Skills Unit7/p.66/Ex.4B Unit7/p.69/Ex.8C Unit7/p.72/Ex.2 Unit7/p.74/Ex.1B Unit8/p.84/Ex.3A Unit9/p.88/Ex.6B Unit9/p.90/Ex.3A Unit9/p.93/Ex.3A Unit10/p.101/Ex.7B Unit11/p.109/Ex.3A,B Unit11/p.112/Ex.3 Unit12/p.118/Ex.2A Unit12/p.124/Ex.5B	not summarize a 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	Unit1/p.14/Ex.3B Unit2/p.19/Ex.6A Unit5/p.50/Ex.4B Unit6/p.62/Ex.4A Unit9/p.90/Ex.3A Unit12/p.117/Ex.4A Unit12/p.122/Ex.2B MeetTheExpert1/p.150/Ex.3 MeetTheExpert5/p.152/Ex.3 MeetTheExpert7/p.152/Ex.2 MeetTheExpert12/p.153/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.12/Ex.5 Unit2/p.22/Ex.3B Unit3/p.31/Ex.7A Unit4/p.42/Ex.2A Unit4/p.43/Ex.3 Unit5/p.51/Ex.6A,7A Unit5/p.53/Ex.3A Unit8/p.79/Ex.6B Unit8/p.80/Ex.2B Unit8/p.82/Ex.3B Unit9/p.93/Ex.4A Unit11/p.113/Ex.4B	

			Unit11/p.114/Ex.2A Unit12/p.123/Ex.4 MeetTheExpert4/p.151/Ex.3A,B MeetTheExpert8/p.153/Ex.3A,B MeetTheExpert12/p.153/Ex.3	
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; – 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. 	Highlight correct summary	Unit1/p.14/Ex.3A Unit7/p.69/Ex.8B	
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	Unit1/p.11/Ex.6A Unit5/p.47/Ex.4A Unit6/p.64/Ex.2A Unit7/p.66/Ex.3B,4A Unit8/p.76/Ex.4,5A Unit8/p.81/Ex.8B Unit8/p.82/Ex.3A Unit8/p.84/Ex.3B Unit9/p.86/Ex.4B Unit10/p.97/Ex.7A Unit10/p.101/Ex.7A Unit10/p.104/Ex.4B Unit11/p.114/Ex.3A MeetTheExpert2/p.150/Ex.2 MeetTheExpert9/p.153/Ex.3	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.

