

Correlation table between New Language Leader 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"> • 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	Unit7/p.73/Ex.5C	
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	Unit5/p.55/Ex.4B	
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; 	Re-tell lecture	Unit1/p.11/Ex.11B Unit1/p.14/Ex.8 Unit5/p.47/Ex.11C	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"> - using correct grammar; - speaking at a natural rate; - producing fluent speech; - using correct intonation; - using correct pronunciation; - using correct stress; - speaking under timed conditions. 			
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.7/Ex.7 Unit2/p.21/Ex.10A Unit4/p.37/Ex.7A Unit4/p.41/Ex.14A Unit8/p.77/Ex.5 Unit8/p.81/Ex.4 Unit8/p.84/Study Skills Unit12/p.117/Ex.7 Unit12/p.125/Ex.11	In some tasks here students do not summarize a 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	Unit3/p.35/Ex.11B Unit7/p.75/Ex.10 Unit10/p.105/Ex.11B Unit12/p.117/Ex.12	

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; 	Multiple-choice, choose single answer	Unit1/p.8/Ex.3 Unit1/p.9/Ex.7B,9A Unit1/p.11/Ex.8A Unit2/p.17/Ex.6 Unit2/p.18/Ex.3	In some tasks here students identify specific details by answering questions and not

	<ul style="list-style-type: none"> - 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. 		Unit2/p.20/Ex.8 Unit3/p.26/Ex.3 Unit3/p.30/Ex.3A Unit3/p.32/Ex.2 Unit5/p.50/Ex.3 Unit7/p.68/Ex.2B Unit7/p.70/Ex.3 Unit7/p.72/Ex.3A Unit8/p.82/Ex.2 Unit9/p.86/Ex.2 Unit9/p.88/Ex.2 Unit9/p.90/Ex.3 Unit9/p.92/Ex.1 Unit9/p.94/Ex.8 Unit10/p.98/Ex.3 Unit10/p.100/Ex.3 Unit11/p.106/Ex.2 Unit11/p.108/Ex.3 Unit11/p.111/Ex.9 Unit12/p.117/Ex.8 Unit12/p.118/Ex.2 Unit12/p.120/Ex.2 Unit12/p.122/Ex.1	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.8/Ex.4 Unit3/p.24/Ex.4 Unit3/p.29/Ex.7,8 Unit4/p.38/Ex.7 Unit5/p.47/Ex.8 Unit7/p.70/Ex.2 Unit8/p.79/Ex.6	
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.11/Ex.10B Unit2/p.16/Ex.3 Unit3/p.31/Ex.6B Unit4/p.36/Ex.4B Unit5/p.49/Ex.8C Unit5/p.50/Ex.4 Unit6/p.61/Ex.7B Unit8/p.76/Ex.2,4A	

			Unit8/p.81/Ex.5B Unit9/p.89/Ex.6 Unit10/p.99/Ex.7B Unit10/p.101/Ex.5 Unit11/p.109/Ex.5	
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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	Unit1/p.14/Ex.3,5 Unit2/p.16/Ex.2 Unit2/p.24/Ex.3 Unit4/p.38/Ex.4 Unit4/p.44/Ex.3A Unit6/p.58/Ex.3 Unit8/p.77/Ex.10 Unit8/p.84/Study Skills Unit10/p.99/Ex.12B Unit12/p.122/Ex.3A MeetTheExpert2/p.150/Ex.3A MeetTheExpert10/p.154/Ex.3B	In some tasks here students do 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; 	Multiple-choice, choose multiple answers	Unit2/p.25/Ex.9 Unit4/p.36/Ex.2 Unit4/p.38/Ex.2 Unit4/p.40/Ex.3 Unit4/p.42/Ex.2 Unit5/p.48/Ex.2 Unit8/p.83/Ex.3A Unit9/p.87/Ex.9	

	<ul style="list-style-type: none"> - inferring the context, purpose or tone; - inferring the meaning of unfamiliar words; - predicting how a speaker may continue. 		Unit9/p.93/Ex.4 Unit12/p.124/Ex.3 MeetTheExpert7/p.152/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.13/Ex.3A Unit2/p.24/Ex.3 Unit3/p.34/Ex.3B Unit6/p.61/Ex.9 Unit7/p.73/Ex.5B Unit8/p.78/Ex.4 Unit9/p.87/Ex.10 Unit10/p.102/Ex.5A Unit11/p.110/Ex.3 Unit11/p.113/Ex.6A Unit12/p.123/Ex.6	
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	Unit10/p.102/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; 	Multiple-choice, choose single answer	Unit1/p.6/Ex.2A Unit1/p.10/Ex.3 Unit1/p.12/Ex.2 Unit2/p.20/Ex.3,4 Unit2/p.22/Ex.2 Unit2/p.24/Ex.2 Unit3/p.28/Ex.3 Unit3/p.32/Ex.4 Unit6/p.58/Ex.2	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

	<ul style="list-style-type: none"> - inferring the meaning of unfamiliar words; - predicting how a speaker may continue. 		Unit6/p.64/Ex.5 Unit8/p.78/Ex.3 Unit10/p.97/Ex.8 Unit11/p.107/Ex.8 Unit11/p.113/Ex.3,4,5 Unit12/p.124/Ex.4 Unit5/p.151/Ex.3 Unit9/p.153/Ex.3B MeetTheExpert5/p.153/Ex.3 MeetTheExpert9/p.152/Ex.3B	task.
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