

**Correlation table between New Language Leader 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"> <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	Unit3/p.33/Ex.5 Unit9/p.90/Ex.5B	
Listening and speaking	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– understanding academic vocabulary;</li> <li>– inferring the meaning of unfamiliar words;</li> <li>– comprehending variations in tone, speed and accent.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– speaking for a purpose (to repeat, to inform, to explain);</li> <li>– speaking at a natural rate; 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>	Repeat sentence	Unit2/p.21/Ex.8B Unit8/p.79/Ex.7B	
Speaking	<ul style="list-style-type: none"> <li>– Speaking for a purpose (to repeat, inform, 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>	Describe image	Unit5/p.53/Ex.4A,B Unit10/p.105/Ex.7A,B Unit10/p.105/Ex.12 Unit11/p.116/Ex.4B	

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	Unit6/p.63/Ex.4C Unit11/p.107/Ex.6C Unit11/p.113/Ex.6A Unit12/p.117/Ex.8B MeetTheExpert3/p.150/Ex.3C	In PTE A students re-tell and summarize lectures or interviews. In the tasks here they re-tell and summarize the conversations they hold.
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.2B Unit2/p.18/Ex.2B Unit5/p.48/Ex.3B Unit6/p.60/Ex.2B Unit9/p.88/Ex.3B Unit10/p.98/Ex.3A Unit6/p.58/Ex.4B	In some tasks here students do not summarize a text but practise taking notes while reading it.
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	Unit1/p.15/Ex.8 Unit5/p.55/Ex.9A,B Unit12/p.125/Ex.10B	

Part Two				
Communicative Skill	Subskills tested	Item Type	Chapter/Page no. & Exercise	Comments

Reading	<p>Any of the following dependent on the item:</p> <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 single answer	Unit2/p.25/Ex.7 Unit6/p.57/Ex.4C Unit6/p.65/Ex.5B Unit7/p.66/Ex.2A Unit7/p.70/Ex.2B Unit7/p.70/Ex.2A Unit7/p.72/Ex.1 Unit7/p.75/Ex.5 Unit8/p.78/Ex.2A Unit8/p.80/Ex.2 Unit9/p.86/Ex.2B Unit9/p.91/Ex.6C Unit9/p.95/Ex.7 Unit10/p.96/Ex.2B Unit10/p.100/Ex.3C Unit11/p.106/Ex.2A Unit11/p.108/Ex.2A Unit11/p.111/Ex.7A Unit11/p.111/Ex.7B Unit12/p.118/Ex.4B Unit12/p.120/Ex.2A Unit2/p.17/Ex.5B Unit2/p.18/Ex.2C Unit3/p.28/Ex.2B Unit4/p.40/Ex.4	In some tasks here students identify specific details by answering questions and not by choosing an answer from a multiple-choice task
Reading	<p>Any of the following dependent on the item:</p> <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	Unit1/p.7/Ex.7B Unit1/p.8/Ex.3A Unit2/p.20/Ex.3 Unit4/p.37/Ex.4C Unit5/p.46/Ex.2A Unit5/p.50/Ex.2A Unit8/p.79/Ex.2B Unit10/p.100/Ex.3B Unit12/p.117/Ex.2B Unit12/p.123/Ex.4 Unit2/p.17/Ex.5A Unit3/p.30/Ex.2B	
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> </ul>	Re-order paragraphs	Unit1/p.10/Ex.2B Unit3/p.34/Ex.3	In these tasks students have to analyse the structure of paragraphs.

	<ul style="list-style-type: none"> <li>– following a logical or chronological sequence of events.</li> </ul>			
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	Unit2/p.16/Ex.1A Unit2/p.17/Ex.7 Unit2/p.19/Ex.3C Unit3/p.29/Ex.5B Unit3/p.34/Ex.7 Unit4/p.36/Ex.3 Unit4/p.45/Ex.7 Unit5/p.55/Ex.6 Unit6/p.67/Ex.5A Unit6/p.69/Ex.5B Unit8/p.76/Ex.2A Unit8/p.81/Ex.4A Unit9/p.87/Ex.5C Unit9/p.88/Ex.1B Unit11/p.107/Ex.4A Unit12/p.119/Ex.5B Unit12/p.121/Ex.4B	
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> <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> </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>	Fill in the blanks	Unit5/p.47/Ex.5A	

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> </ul> </li> </ul>	Summarize spoken text	Unit2/p.16/Ex.2B Unit2/p.21/Ex.7A Unit2/p.22/Ex.4B Unit3/p.30/Ex.4C Unit5/p.54/Ex.1A,B Unit8/p.77/Ex.6C Unit9/p.92/Ex.2B Unit10/p.103/Ex.3B Unit11/p.111/Ex.9 Unit12/p.118/Ex.2B	In some tasks here students do not summarize a spoken text but practise taking notes while listening to it.

	<ul style="list-style-type: none"> <li>- following an oral sequencing of information;</li> <li>- comprehending variations in tone, speed and accent.</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>		Unit12/p.124/Ex.4B MeetTheExpert12/p.154/Ex.3B	
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	Unit2/p.16/Ex.2A Unit2/p.22/Ex.4A Unit7/p.71/Ex.3B Unit8/p.77/Ex.6B Unit8/p.77/Ex.6D Unit10/p.98/Ex.8 Unit11/p.110/Ex.2B Unit11/p.112/Ex.2B MeetTheExpert1/p.150/Ex.3 MeetTheExpert10/p.153/Ex.3	
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	Unit1/p.8/Ex.3C Unit1/p.12/Ex.3A Unit2/p.23/Ex.5 Unit2/p.24/Ex.4 Unit3/p.32/Ex.4A Unit3/p.33/Ex.4B Unit4/p.40/Ex.1B Unit5/p.49/Ex.7B Unit5/p.52/Ex.2B Unit5/p.53/Ex.3A,B,C Unit6/p.63/Ex.3A Unit7/p.72/Ex.2B Unit7/p.74/Ex.2C Unit8/p.83/Ex.5A Unit9/p.93/Ex.5 Unit10/p.103/Ex.2B Unit11/p.112/Ex.3A Unit12/p.122/Ex.3A	
Listening and reading	<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> <li>- understanding academic vocabulary;</li> <li>- inferring the meaning of unfamiliar words;</li> </ul> </li> </ul>	Highlight correct summary	Unit9/p.87/Ex.3B Unit12/p.124/Ex.2B	

	<ul style="list-style-type: none"> <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> <li>• Reading <ul style="list-style-type: none"> <li>- identifying supporting points or examples;</li> <li>- identifying the most accurate summary;</li> <li>- understanding academic vocabulary;</li> <li>- inferring the meaning of unfamiliar words;</li> <li>- comprehending concrete and abstract information;</li> <li>- classifying and categorizing information;</li> <li>- following a logical or chronological sequence of events;</li> <li>- evaluating the quality and usefulness of texts.</li> </ul> </li> </ul>			
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	Unit3/p.26/Ex.2A Unit7/p.69/Ex.6 Unit7/p.72/Ex.2A Unit8/p.82/Ex.4B Unit10/p.102/Ex.2A Unit10/p.104/Ex.5A Unit11/p.106/Ex.3A Unit12/p.121/Ex.5B Unit3/p.30/Ex.4A Unit4/p.38/Ex.2B Unit4/p.40/Ex.1A Unit5/p.49/Ex.7A	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"> <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	Unit9/p.90/Ex.5A	