

Correlation table between NorthStar 4th edition Listening & Speaking 4 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	Unit1/p.9/Ex.2 Unit1/p.18/Ex.3 Unit1/p.20/Ex.1 Unit2/p.46/Ex.1 Unit3/p.58/Express Opinions Unit3/p.67/Ex.1 Unit3/p.68/Ex.2 Unit3/p.71/Ex.1 Unit4/p.99/Ex.3 Unit5/p.113/Ex.1 Unit5/p.125/Ex.1 Unit6/p.142/Ex.2 Unit6/p.144/Ex.3 Unit6/p.151/Ex.2,3 Unit6/p.155/Step4	
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	Unit4/p.99/Ex.2 Unit5/p.125/Ex.2 Unit6/p.177/Ex.3	
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; 	Describe image	Unit3/p.72/Alternative Topics Unit5/p.129/Alternative Topics	

	<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; - 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	Unit1/p.24/Step3 Unit4/p.87/Ex.2	In these tasks students re-tell and summarize conversations. In PTE A they re-tell and summarize lectures or interviews

Part Two				
Communicative Skill	Subskills tested	Item Type	Chapter/Page no. & Exercise	Comments
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.9/Ex.2 Unit2/p.28/Ex.2 Unit2/p.38/Vocabulary Unit3/p.65/Expand Unit5/p.117/Vocabulary Unit6/p.142/Ex.2 Unit7/p.165/Vocabulary Unit7/p.170/Vocabulary Unit8/p.191/Ex.2 Unit8/p.195/Vocabulary	
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; 	Fill in the blanks	Unit1/p.14/Ex.2 Unit3/p.64/Vocabulary	

	<ul style="list-style-type: none"> - 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.37/Step1 Unit3/p.62/Listening Skills Unit3/p.63/Step1 Unit4/p.88/Listening Skills Unit4/p.89/Step1 Unit5/p.116/Step1 Unit6/p.140/Step1 Unit8/p.194/Step1	In PTE A students have to write a text of 50-70 words. In some tasks here students write individual sentences, but they practise identifying topics, main ideas and supporting points in a spoken text.
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.7/Details Unit1/p.10/Ex.1 Unit3/p.56/Main Ideas Unit4/p.83/Details Unit5/p.110/Ex.2 Unit5/p.110/Details Unit6/p.134/Main Ideas Unit7/p.166/Comprehension Unit8/p.186/Main Ideas	
Listening and writing	<ul style="list-style-type: none"> • Listening 	Fill in the blanks	Unit1/p.20/Ex.2	

	<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. 			
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.10/Ex.2 Unit1/p.12/Ex.2 Unit2/p.32/Details	
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.3 Unit2/p.31/Ex.2 Unit2/p.32/Make Inferences Unit2/p.35/Comprehension Unit2/p.35/Listening Skills Unit3/p.56/Details Unit3/p.57/Make Inferences Unit3/p.60/Comprehension Unit4/p.83/Ex.2 Unit4/p.84/Make Inferences Unit4/p.87/Ex.1 Unit5/p.114/Comprehension Unit6/p.134/Details Unit6/p.138/Comprehension Unit6/p.139/Listening Skills Unit7/p.162/Ex.2	In some tasks here students identify specific details by answering questions about a spoken text.

			Unit7/p.163/Details Unit7/p.164/Make Inferences Unit8/p.187/Details Unit8/p.192/Comprehension	
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