

### Correlation table between NorthStar 4th edition Reading & Writing 3 and Pearson Test of English Academic (by skill)

Part One				
Communicative Skill	Subskills tested	Item Type	Chapter/Page no. & Exercise	Comments
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	Unit1/p.9/Express Opinions Unit2/p.31/Express Opinions Unit3/p.56/Express Opinions Unit4/p.83/Express Opinions Unit5/p.109/Express Opinions Unit6/p.136/Express Opinions Unit7/p.160/Express Opinions Unit8/p.187/Express Opinions	In these tasks students re-tell and summarize conversations. In PTE A they re-tell and summarize lectures or interviews
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	Unit5/p.106/Ex.2	
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> </ul>	Write essay	Unit1/p.14/Step2 Unit6/p.146-150/Writing Task Unit6/p.151/Alternative Topics Unit7/p.169-174/Writing Task Unit7/p.175/Alternative Topics	

	<ul style="list-style-type: none"> <li>- using correct grammar;</li> <li>- using correct spelling;</li> <li>- using correct mechanics;</li> <li>- writing under timed conditions.</li> </ul>		Unit8/p.197-202/Writing Task Unit8/p.204/Alternative Topics	
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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"> <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	Unit1/p.11/Comprehension Unit3/p.54/Details Unit3/p.55/Make Inferences Unit4/p.81/Details Unit7/p.163/Step1	
Reading	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 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.2 Unit2/p.33/Comprehension Unit4/p.80/Ex.2 Unit4/p.86/Comprehension Unit5/p.111/Comprehension Unit7/p.162/Comprehension Unit8/p.185/Ex.2	
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> <li>- following a logical or chronological sequence of events.</li> </ul>	Re-order paragraphs	Unit2/p.41-45/Writing Task Unit3/p.67-68/Write Unit4/p.88/Step2	These are tasks where students analyse a paragraph structure

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	Unit1/p.15/Vocabulary Unit2/p.36/Vocabulary Unit3/p.62/Vocabulary Unit4/p.89/Vocabulary Unit5/p.115/Vocabulary Unit6/p.141/Vocabulary Unit7/p.173/2 Unit8/p.193/Vocabulary	
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