

Correlation table between NorthStar 4th edition Listening & Speaking 5 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.25/Ex.1,2 Unit2/p.48/Expand Unit3/p.83/Ex.1 Unit4/p.107/Ex.2 Unit5/p.143/Ex.6 Unit6/p.177/Ex.3,4	
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	Unit7/p.207/Ex.2	
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; 	Describe image	Unit1/p.20/Create Unit2/p.60/Alternative Topics	

	<ul style="list-style-type: none"> - 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	Unit4/p.118/Topic1 Unit5/p.149/Step4 Unit6/p.181/Step5	In these tasks students re-tell and summarize conversations. In PTE A they re-tell and summarize lectures or interviews
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	Unit7/p.201/Create	

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	Unit2/p.46/Vocabulary Unit3/p.76/Vocabulary Unit4/p.106/Ex.1 Unit5/p.133/Vocabulary Unit6/p.166/Vocabulary Unit6/p.169/Ex.2 Unit7/p.196/Vocabulary Unit8/p.229/Vocabulary	

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.6/Main Ideas Unit1/p.12/Step1 Unit2/p.38/Main Ideas Unit2/p.39/Details Unit2/p.45/Step1 Unit3/p.67/Main Ideas Unit3/p.75/Step1 Unit4/p.96/Main Ideas Unit5/p.124/Ex.2 Unit5/p.132/Step1 Unit6/p.156/Main Ideas Unit7/p.188/Main Ideas Unit7/p.195/Step1 Unit7/p.211/Step5 Unit8/p.220/Main Ideas Unit8/p.221/Details Unit8/p.226/Listening Skills Unit8/p.228/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.10/Comprehension Unit3/p.68/Details Unit5/p.130/Comprehension Unit6/p.157/Details Unit7/p.192/Comprehension Unit8/p.225/Comprehension	
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	Unit4/p.112/Ex.1	
Listening	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 answer	Unit2/p.43/Comprehension Unit2/p.44/Make Inferences	

	<ul style="list-style-type: none"> - 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. 		Unit4/p.98/Make Inferences Unit5/p.124/Details Unit6/p.162/Comprehension Unit8/p.222/Make Inferences	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------	--