

Correlation table between NorthStar 4th edition Reading & Writing 4 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.12/Express Opinions Unit6/p.164/Express Opinions Unit8/p.235/Express Opinions Unit2/p.44/Express Opinions Unit3/p.72/Express Opinions Unit7/p.197/Express Opinions	In these tasks students have to re-tell the conversations they hold. In PTE A they re-tell lectures and 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	Unit4/p.116/Ex.2 Unit8/p.231/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.33/Alternative Topics Unit3/p.83-88/Writing Task Unit3/p.89/Alternative Topics Unit4/p.121/Alternative Topics Unit5/p.147-151/Writing Task	

	<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>		Unit5/p.153/Alternative Topics Unit6/p.179-186/Writing Task Unit6/p.187/Alternative Topics Unit7/p.211-221/Writing Task Unit8/p.250-258/Writing Task Unit8/p.259/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	Unit2/p.37/Ex.2 Unit3/p.74/Comprehension Unit7/p.194/Ex.2 Unit8/p.231/Details Unit1/p.11/Make Inferences Unit5/p.132/Make Inferences Unit6/p.163/Make Inferences	
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	Unit2/p.47/Comprehension Unit4/p.97/Ex.2 Unit4/p.102/Comprehension Unit6/p.162/Ex.2 Unit7/p.195/Details	
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> </ul>	Re-order paragraphs	Unit1/p.27/Ex.1 Unit1/p.28/Ex.2 Unit2/p.56/Ex.1 Unit2/p.58/Ex.1,2	In these tasks students learn to recognize proper paragraph structure.

	<ul style="list-style-type: none"> <li>- classifying and categorizing information;</li> <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	Unit1/p.5/Ex.2 Unit1/p.18/Ex.2 Unit3/p.77/Vocabulary Unit4/p.92/Vocabulary Unit6/p.156/Vocabulary Unit6/p.171/Ex.2 Unit7/p.203/Vocabulary Unit8/p.242/Vocabulary	
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	Unit3/p.78/Ex.2	