

### Correlation table between NorthStar 4th edition Listening & Speaking 3 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	Unit1/p.21/Ex.2,3 Unit2/p.44/Ex.1 Unit4/p.97/Ex.3 Unit5/p.122/Ex.2 Unit5/p.123/Ex.1 Unit6/p.146/Ex.3 Unit7/p.173/Ex.2,3 Unit8/p.196/Create Unit8/p.201/Ex.4	
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	Unit7/p.176-177/Speaking Task Unit7/p.178/Step3 Unit7/p.179/Alternative Topics Unit8/p.204-208/Speaking Task	
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> </ul> </li> </ul>	Re-tell lecture	Unit3/p.76/Step3 Unit2/p.48/Step3	In these tasks students re-tell and summarize conversations. In PTE A they re-tell and summarize lectures or interviews

	<ul style="list-style-type: none"> <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>			
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Part Two				
Communicative Skill	Subskills tested	Item Type	Chapter/Page no. & Exercise	Comments
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	Unit5/p.116/Vocabulary Unit8/p.193/Vocabulary	

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> <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 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> </ul> </li> </ul>	Summarize spoken text	Unit2/p.37/Step1 Unit3/p.62/Step1 Unit4/p.89/Step1 Unit5/p.115/Step1 Unit5/p.127/Step4 Unit6/p.139/Step1 Unit7/p.164/Step1 Unit8/p.188/Ex.1 Unit8/p.192/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.

	<ul style="list-style-type: none"> <li>- using correct spelling;</li> <li>- using correct mechanics.</li> </ul>			
Listening	<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 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.36/Comprehension Unit5/p.109/Details Unit5/p.112/Comprehension Unit6/p.132/Ex.2 Unit7/p.158/Ex.2 Unit7/p.159/Details	
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	Unit4/p.87/Comprehension Unit4/p.88/Ex.2 Unit5/p.114/Ex.2 Unit6/p.138/Ex.2 Unit7/p.160/Ex.1 Unit8/p.191/Ex.2	
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> <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> </ul> </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>	Highlight correct summary	Unit1/p.33/Details Unit3/p.60/Comprehension Unit5/p.108/Ex.2 Unit5/p.113/Ex.2	In some tasks students have to choose a picture or cross out an incorrect detail from a summary
Listening	<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 supporting points or examples;</li> </ul>	Multiple-choice, choose single answer	Unit1/p.6/Details Unit1/p.10/Comprehension Unit2/p.32/Ex.2	

	<ul style="list-style-type: none"> <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>		Unit3/p.55/Ex.2 Unit3/p.56/Details Unit3/p.57/Ex.1 Unit4/p.82/Ex.2 Unit5/p.110/Ex.1 Unit6/p.133/Details Unit6/p.135/Ex.1 Unit6/p.137/Comprehension Unit7/p.162/Comprehension Unit7/p.163/Ex.2 Unit8/p.186/Ex.2 Unit8/p.190/Comprehension	
Listening and reading	<ul style="list-style-type: none"> <li>- Identifying errors in a transcription;</li> <li>- understanding academic vocabulary;</li> <li>- following an oral sequencing of information;</li> <li>- comprehending variations in tone, speed and accent;</li> <li>- understanding academic vocabulary;</li> <li>- following a logical or chronological sequence of events;</li> <li>- reading a text under timed conditions;</li> <li>- matching written text to speech.</li> </ul>	Highlight incorrect words	Unit8/p.187/Details	