

Correlation table between NorthStar 4th edition Reading & Writing 5 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"> • 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	Unit2/p.39/Express Opinions Unit3/p.70/Express Opinions Unit4/p.99/Express Opinions Unit5/p.135/Express Opinions Unit6/p.166/Express Opinions Unit7/p.196/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"> • Reading <ul style="list-style-type: none"> – reading a passage under timed conditions; – identifying a writer's purpose, style, tone or attitude; – comprehending explicit and implicit information; – comprehending concrete and abstract information. • Writing <ul style="list-style-type: none"> – writing a summary; – writing under timed conditions; – taking notes while reading a text; – synthesizing information; – writing to meet strict length requirements; – communicating the main points of a reading passage in writing; – using words and phrases appropriate to the context; – using correct grammar. 	Summarize written text	Unit1/p.14/Step1 Unit3/p.66/Ex.2 Unit6/p.170/Ex.1	
Writing	<ul style="list-style-type: none"> – Writing for a purpose (to learn, to inform, to persuade); – supporting an opinion with details, examples and explanations; – organizing sentences and paragraphs in a logical way; – developing complex ideas within a complete essay; – using words and phrases appropriate to the context; 	Write essay	Unit1/p.31/Alternative Topics Unit2/p.52-58/Writing Task Unit2/p.59/Alternative Topics Unit3/p.82-86/Writing Task Unit3/p.87/Alternative Topics	

	<ul style="list-style-type: none"> - using correct grammar; - using correct spelling; - using correct mechanics; - writing under timed conditions. 		Unit4/p.113-122/Writing Task Unit4/p.124/Alternative Topics Unit5/p.151-156/Writing Task Unit5/p.157/Alternative Topics Unit6/p.180-185/Writing Task Unit6/p.187/Alternative Topics Unit7/p.201/Step2 Unit7/p.208-216/Writing Task Unit7/p.217/Alternative Topics Unit8/p.243-251/Writing Task Unit8/p.252/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"> - identifying the topic, theme or main ideas; - identifying the relationships between sentences and paragraphs; - evaluating the quality and usefulness of texts; - identifying a writer's purpose, style, tone or attitude; - identifying supporting points or examples; - reading for overall organization and connections between pieces of information; - reading for information to infer meanings or find relationships; - identifying specific details, facts, opinions, definitions or sequences of events; - inferring the meaning of unfamiliar words. 	Multiple-choice, choose single answer	Unit1/p.8/Details Unit2/p.38/Make Inferences Unit3/p.67/Details Unit8/p.224/Details Unit8/p.226/Make Inferences	
Reading	Any of the following dependent on the item: <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - identifying the relationships between sentences and paragraphs; - evaluating the quality and usefulness of texts; - identifying a writer's purpose, style, tone or attitude; - identifying supporting points or examples; - reading for overall organization and connections between pieces of information; - reading for information to infer meanings or find relationships; - identifying specific details, facts, opinions, definitions or sequences of events; - inferring the meaning of unfamiliar words. 	Multiple-choice, choose multiple answers	Unit1/p.7/Ex.2 Unit1/p.12/Comprehension Unit2/p.38/Details Unit3/p.72/Comprehension Unit4/p.101/Comprehension Unit5/p.133/Details Unit6/p.164/Details Unit6/p.169/Comprehension Unit7/p.194/Ex.2 Unit8/p.229/Comprehension	
Reading	<ul style="list-style-type: none"> - Identifying the topic, theme or main ideas; - identifying supporting points or examples; - identifying the relationships between sentences and paragraphs; 	Re-order paragraphs	Unit3/p.85/Ex.1 Unit4/p.102/Ex.2	In these tasks students

	<ul style="list-style-type: none"> - 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; - classifying and categorizing information; - following a logical or chronological sequence of events. 			learn to recognize proper paragraph structure.
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.16/Vocabulary Unit2/p.46/Vocabulary Unit3/p.62/Vocabulary Unit4/p.106/Vocabulary Unit5/p.141/Vocabulary Unit6/p.173/Vocabulary Unit7/p.190/Vocabulary Unit7/p.202/Vocabulary Unit8/p.233/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; - 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. 	Fill in the blanks	Unit2/p.48/Ex.2 Unit8/p.237/Ex.3	

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; 	Summarize spoken text	Unit3/p.87/Step3	

	<ul style="list-style-type: none">- 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.			
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