Correlation table between *Summit 2 Third Edition* and Pearson Test of English Academic (by skill)

Part One				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
Reading and speaking	• Reading – identifying a writer's purpose, style, tone or attitude; – understanding academic vocabulary; – reading a text under timed conditions. • Speaking – 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.7/Ex.B Unit2/p.19/Ex.B Unit3/p.29/Ex.B Unit4/p.43/Ex.B Unit5/p.55/Ex.B Unit6/p.67/Ex.B Unit7/p.77/Ex.B Unit8/p.89/Ex.B Unit8/p.89/Ex.F Unit9/p.103/Ex.B Unit10/p.113/Ex.B	*Pronunciation Booster* on pages 143-150 provides additional activities to practice using correct intonation, pronunciation, and stress
Listening and speaking	• Listening – understanding academic vocabulary; – inferring the meaning of unfamiliar words; – comprehending variations in tone, speed and accent. • Speaking – 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	Unit1/p.7/Ex.B Unit2/p.19/Ex.B Unit3/p.28/Ex.A Unit3/p.29/Ex.B Unit3/p.31/Ex.F Unit4/p.43/Ex.B Unit5/p.55/Ex.B Unit6/p.67/Ex.B Unit6/p.70/Ex.A Unit7/p.77/Ex.B Unit8/p.89/Ex.B Unit9/p.103/Ex.B Unit10/p.113/Ex.B	*Pronunciation Booster* on pages 143-150 provides additional activities to practice using correct intonation, pronunciation, and stress
Speaking	– 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;	Describe image	Unit2/p.15/Speaking Unit2/p.19/Ex.E Unit2/p.21/Ex.B Unit5/p.54/Ex.D Unit7/p.79/Ex.B Unit8/p.95/Ex.B Unit9/p.101/Ex.B	In most tasks here students do not describe an image, but they have the chance to practice organizing an oral presentation,

	– producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; – speaking under timed conditions.		Unit9/p.105/Ex.B Unit9/p.107/Ex.B Unit10/p.115/Ex.B	developing complex ideas, and supporting an opinion with details, examples and explanations
Listening and speaking	• Listening – identifying the topic, theme or main ideas; – identifying supporting points or examples; • Speaking – 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	Unit3/p.31/Ex.B	In PTE A students re-tell and summarize lectures or interviews. In the task here they re-tell and summarize the conversations they hold.
Listening and speaking	• Listening – identifying the topic, theme or main ideas; – understanding academic vocabulary; – inferring the meaning of unfamiliar words. • Speaking – 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	Unit1/p.13/Ex.C Unit2/p.15/Ex.G Unit3/p.27/Ex.E Unit3/p.33/Ex.C Unit4/p.39/Ex.F Unit4/p.46/Ex.C Unit5/p.51/Ex.E Unit5/p.61/Ex.D Unit6/p.63/Ex.E Unit6/p.68/Ex.C Unit7/p.82/Ex.B Unit8/p.87/Ex.E Unit8/p.97/Ex.C Unit9/p.99/Ex.D Unit9/p.105/Ex.C Unit10/p.111/Ex.D Unit10/p.117/Ex.C Unit10/p.117/Ex.E	Most tasks here involve matching vocabulary items and expressions to the correct definitions. With these tasks students practise inferring the meaning of unfamiliar words.
Reading and writing	• Reading – 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.	Summarize written text	Unit3/p.33/Ex.B Unit5/p.53/Ex.A	

	• Writing – 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.			
Writing	– 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; – using correct grammar; – using correct spelling; – using correct mechanics; – writing under timed conditions.	Write essay	Unit1/p.12/Ex.B Unit2/p.23/Writing Unit2/p.24/Ex.C Unit2/p.24/Ex.D Unit3/p.31/Writing Unit3/p.36/Ex.D Unit4/p.48/Ex.C Unit6/p.72/Ex.B Unit7/p.81/Writing Unit7/p.84/Ex.C Unit8/p.95/Writing Unit8/p.96/Ex.C Unit9/p.107/Writing Unit9/p.108/Ex.C Unit10/p.119/Writing	In PTE A students write an essay. In most tasks here they write other forms or they correct a text. These tasks might be used to practise organising sentences in a paragraph and using correct spelling, grammar and mechanics.

Part Two				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
Reading	Any of the following dependent on the item: – 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	Unit4/p.47/Ex.D Unit6/p.69/Ex.E Unit7/p.75/Ex.E Unit7/p.80/Ex.B Unit7/p.81/Ex.B Unit8/p.93/Ex.C Unit9/p.104/Ex.B Unit9/p.105/Ex.D Unit10/p.117/Ex.D	In some tasks here students identify specific details by answering questions and not by choosing an answer from a multiple-choice task

Reading	Any of the following dependent on the item: – 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.10/Ex.C Unit5/p.56/Ex.C	
Reading	– 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.6/Ex.C Unit1/p.8/Ex.B Unit2/p.25/Ex.B Unit9/p.109/Ex.C	Some tasks here involve filling in the blanks in individual sentences not in a continuous text.
Reading and writing	• Reading – 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 – using words and phrases appropriate to the context; – using correct grammar.	Fill in the blanks	Test-Taking 1/p.151/Reading Test-Taking 2/p.152/Reading Test-Taking 3/p.153/Reading Test-Taking 4/p.154/Reading Test-Taking 5/p.155/Reading Test-Taking 6/p.156/Reading Test-Taking 7/p.157/Reading Test-Taking 8/p.158/Reading Test-Taking 9/p.159/Reading Test-Taking 10/p.160/Reading	

Part Three				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
Listening and writing	• Listening – 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;	Summarize spoken text	Unit1/p.13/Ex.A Unit2/p.23/Ex.H Unit3/p.37/Ex.A Unit4/p.44/Ex.C Unit4/p.49/Ex.A Unit5/p.58/Ex.C Unit5/p.58/Ex.D Unit6/p.73/Ex.A	In many tasks here students summarize a spoken text by taking notes while listening to the recording.

	– comprehending concrete and abstract information; – classifying and categorizing information; – following an oral sequencing of information; – comprehending variations in tone, speed and accent. • Writing – 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.		Unit7/p.85/Ex.A Unit8/p.94/Ex.D Unit9/p.102/Ex.B Unit10/p.118/Ex.B	
Listening	Any of the following dependent on the item: – 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.8/Ex.D Unit2/p.23/Ex.F Unit6/p.70/Ex.E Unit7/p.83/Ex.D Unit9/p.106/Ex.D Unit10/p.118/Ex.C	
Listening and writing	• Listening – identifying words and phrases appropriate to the context; – understanding academic vocabulary; – comprehending explicit and implicit information; – following an oral sequencing of information. • Writing – writing from dictation; – using words and phrases appropriate to the context; – using correct grammar; – using correct spelling.	Fill in the blanks	Unit6/p.71/Ex.F Test-Taking 1/p.151/Listening Test-Taking 2/p.152/Listening Test-Taking 3/p.153/Listening Test-Taking 4/p.154/Listening Test-Taking 5/p.155/Listening Test-Taking 6/p.156/Listening Test-Taking 7/p.157/Listening Test-Taking 8/p.158/Listening Test-Taking 9/p.159/Listening Test-Taking 10/p.160/Listening	
Listening and reading	• Listening – identifying the topic, theme or main ideas; – identifying supporting points or examples; – 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.	Highlight correct summary	Unit1/p.5/Ex.D	

	• Reading – identifying supporting points or examples; – identifying the most accurate summary; – understanding academic vocabulary; – inferring the meaning of unfamiliar words; – comprehending concrete and abstract information; – classifying and categorizing information; – following a logical or chronological sequence of events; – evaluating the quality and usefulness of texts.			
Listening	Any of the following dependent on the item: – 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 single answer	Unit1/p.6/Ex.B Unit1/p.8/Ex.C Unit1/p.9/Ex.E Unit2/p.18/Ex.A Unit2/p.22/Ex.D Unit2/p.23/Ex.G Unit2/p.25/Ex.A Unit3/p.34/Ex.C Unit4/p.42/Ex.C Unit4/p.44/Ex.D Unit5/p.58/Ex.B Unit5/p.61/Ex.A Unit6/p.70/Ex.D Unit6/p.71/Ex.G Unit7/p.82/Ex.C Unit8/p.94/Ex.B,C Unit8/p.97/Ex.A Unit9/p.102/Ex.C Unit9/p.106/Ex.C Unit9/p.107/Ex.E Unit9/p.109/Ex.A Unit10/p.112/Ex.B Unit10/p.119/Ex.D Unit10/p.121/Ex.A	In some tasks here students identify specific details by answering questions about a spoken text and not by choosing an answer from a multiple-choice task.
Listening	– Identifying the topic, theme or main ideas; – identifying words and phrases appropriate to the context; – understanding academic vocabulary; – inferring the meaning of unfamiliar words; – comprehending explicit and implicit information; – comprehending concrete and abstract information; – following an oral sequencing of information; – predicting how a speaker may continue; – forming a conclusion from what a speaker says; – comprehending variations in tone, speed and accent.	Select missing word	Unit3/p.28/Ex.B	