

### Correlation table between Speakout 2<sup>nd</sup> Edition Starter 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	Lead-in/p.6/Ex.3B Unit1/p.8/Ex.3C Unit2/p.19/Ex.4C Unit2/p.23/Ex.4B,6B Unit4/p.41/Ex.5B Unit5/p.56/Ex.4B Unit6/p.66/Ex.4C Unit6/p.67/Ex.5C Consolidation3/p.72/Ex.8B Unit8/p.89/Ex.5B Unit8/p.89/Ex.6B Unit10/p.111/Ex.3B	
Listening and speaking	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>– understanding academic vocabulary;</li> <li>– inferring the meaning of unfamiliar words;</li> <li>– comprehending variations in tone, speed and accent.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>– speaking for a purpose (to repeat, to inform, to explain);</li> <li>– speaking at a natural rate; 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>	Repeat sentence	Unit1/p.8/Ex.2C Unit1/p.11/Ex.4C Unit1/p.13/Ex.4D Unit2/p.19/Ex.3D Unit2/p.22/Ex.3C Unit3/p.35/Ex.4B Unit4/p.45/Ex.4B Consolidation2/p.50/Ex.9C Unit5/p.52/Ex.3B Unit5/p.56/Ex.3B Unit6/p.62/Ex.3C Unit6/p.65/Ex.3D Unit6/p.67/Ex.5B Unit7/p.74/Ex.3B Unit7/p.78/Ex.2C Unit9/p.96/Ex.2B Unit9/p.97/Ex.4D Unit9/p.98/Ex.3C Unit9/p.101/Ex.4C Unit10/p.107/Ex.4C Unit10/p.109/Ex.3D Unit10/p.110/Ex.2C	
Speaking	<ul style="list-style-type: none"> <li>– Speaking for a purpose (to repeat, inform, explain);</li> </ul>	Describe image	Unit2/p.19/Ex.6B,7A	

	<ul style="list-style-type: none"> <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>			
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	Unit4/p.41/Ex.7C	
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>- understanding academic vocabulary;</li> <li>- inferring the meaning of unfamiliar words.</li> </ul> </li> <li>• Speaking <ul style="list-style-type: none"> <li>- speaking for a purpose (to repeat, to inform, to explain);</li> <li>- using words and phrases appropriate to the context;</li> <li>- speaking under timed conditions.</li> </ul> </li> </ul>	Answer short question	Unit6/p.62/Ex.1C Unit6/p.64/Ex.1B Unit6/p.70/Ex.5	
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> </ul> </li> </ul>	Summarize written text	Unit1/p.10/Ex.3C Unit2/p.20/Ex.4C Unit6/p.64/Ex.2A Unit7/p.76/Ex.2B Unit7/p.80/Ex.1B	In some tasks here students do not summarize a text by taking notes while reading it.

	<ul style="list-style-type: none"> <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>			
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> <li>- using correct grammar;</li> <li>- using correct spelling;</li> <li>- using correct mechanics;</li> <li>- writing under timed conditions.</li> </ul>	Write essay	Unit1/p.15/Ex.6B Unit2/p.25/Ex.4B Unit3/p.33/Ex.7D Unit3/p.37/Ex.5B Unit4/p.41/Ex.9 Unit4/p.47/Ex.6B Unit5/p.55/Ex.8A Unit6/p.69/Ex.5C Unit7/p.75/Ex.9C Unit8/p.91/Ex.6B Unit9/p.103/Ex.6B	In PTE A students write an essay. In the tasks here they write other forms. 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: <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.20/Ex.4B Unit2/p.24/Ex.1B Unit2/p.25/Ex.4A Consolidation1/p.27/Ex.1B Unit3/p.32/Ex.3C Unit3/p.36/Ex.2 Unit3/p.37/Ex.5A Consolidation2/p.50/Ex.5A Unit5/p.54/Ex.3C Unit6/p.64/Ex.2B Consolidation3/p.71/Ex.2 Unit7/p.76/Ex.2C Consolidation4/p.93/Ex.1A,1C Unit9/p.98/Ex.2C Unit9/p.102/Ex.2C Unit10/p.112/Ex.1B	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: <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> </ul>	Multiple-choice, choose multiple answers	Unit3/p.34/Ex.1B Unit5/p.58/Ex.2A Unit8/p.90/Ex.2	

	<ul style="list-style-type: none"> <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>			
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.12/Ex.4A Unit2/p.21/Ex.7 Unit2/p.23/Ex.4A Unit8/p.89/Ex.5A Unit9/p.92/Ex.2A Unit9/p.104/Ex.1B	
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	Unit4/p.40/Ex.1A Unit4/p.43/Ex.8B Unit4/p.48/Ex.1A Unit8/p.85/Ex.4A Unit9/p.96/Ex.1B Unit10/p.106/Ex.1A Unit10/p.114/Ex.3A	In some tasks here students fill in the blanks by using a correct preposition.

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> </ul> </li> </ul>	Summarize spoken text	Unit1/p.12/Ex.3B Unit4/p.44/Ex.2B Unit6/p.69/Ex.3B	In the tasks here students summarize a spoken text by taking notes while listening to the recording.

	<ul style="list-style-type: none"> <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> <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.22/Ex.2C Unit3/p.37/Ex.4A Unit7/p.74/Ex.1C Consolidation4/p.94/Ex.3B Unit9/p.102/Ex.3B Unit10/p.108/Ex.2B	
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	Unit1/p.8/Ex.3B Unit2/p.22/Ex.3A Consolidation1/p.28/Ex.4D Unit4/p.44/Ex.2C Unit5/p.56/Ex.3A Unit6/p.66/Ex.4B Unit6/p.68/Ex.2D Unit7/p.80/Ex.2B Unit8/p.89/Ex.6A Unit9/p.100/Ex.3B Unit10/p.111/Ex.4B	
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> </ul> </li> </ul>	Highlight correct summary	Unit5/p.56/Ex.2B	

	<ul style="list-style-type: none"> <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>			
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 single answer	Unit1/p.8/Ex.1A Unit1/p.12/Ex.3A Unit1/p.15/Ex.4A Unit2/p.18/Ex.2 Unit2/p.22/Ex.2B Unit2/p.25/Ex.3A Consolidation1/p.28/Ex.4C Unit3/p.30/Ex.2A Unit4/p.40/Ex.2C Unit4/p.46/Ex.3A Unit4/p.47/Ex.4B Consolidation2/p.49/Ex.2B Unit5/p.52/Ex.2B,C Unit5/p.56/Ex.2A Unit5/p.59/Ex.4B Unit6/p.62/Ex.2C Unit6/p.66/Ex.3 Unit6/p.68/Ex.2A Consolidation3/p.72/Ex.4A Unit7/p.74/Ex.1B Unit7/p.78/Ex.1B Unit8/p.86/Ex.3B Unit8/p.88/Ex.4A Unit9/p.96/Ex.3C Unit9/p.100/Ex.3A Unit9/p.103/Ex.4C Unit10/p.106/Ex.3A Unit10/p.108/Ex.2A Unit10/p.110/Ex.1C Unit10/p.113/Ex.3C Consolidation5/p.116/Ex.3A	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 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	Lead-in/p.6/Ex.3A Unit1/p.14/Ex.3D Unit2/p.18/Ex.2B Unit2/p.19/Ex.4B Unit2/p.24/Ex.2D Unit3/p.35/Ex.3A Unit3/p.36/Ex.3B Unit4/p.46/Ex.3C Unit5/p.58/Ex.3B Consolidation3/p.72/Ex.4B Unit9/p.102/Ex.3C Consolidation5/p.116/Ex.3B	

Listening and writing	<ul style="list-style-type: none"> <li>• Listening <ul style="list-style-type: none"> <li>- understanding academic vocabulary;</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 from dictation;</li> <li>- using correct spelling.</li> </ul> </li> </ul>	Write from dictation	Unit2/p.19/Ex.3D	
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