

Correlation table between Speakout 2nd Edition Pre-intermediate 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"> • Reading <ul style="list-style-type: none"> – identifying a writer's purpose, style, tone or attitude; – understanding academic vocabulary; – reading a text under timed conditions. • Speaking <ul style="list-style-type: none"> – 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	Unit2/p.23/Ex.5B Unit3/p.33/Ex.5B Unit5/p.53/Ex.7 Unit6/p.63/Ex.5C Unit7/p.71/Ex.5B Unit11/p.113/Ex.8C	
Listening and speaking	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – understanding academic vocabulary; – inferring the meaning of unfamiliar words; – comprehending variations in tone, speed and accent. • Speaking <ul style="list-style-type: none"> – 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.9/Ex.5C Unit1/p.13/Ex.5B Unit2/p.22/Ex.4B Unit3/p.29/Ex.4B Unit3/p.33/Ex.6B Unit5/p.49/Ex.8B Unit6/p.62/Ex.2B Unit7/p.69/Ex.6C Unit7/p.73/Ex.9C Unit8/p.83/Ex.3 Unit9/p.89/Ex.5C Unit9/p.90/Ex.2D Unit10/p.98/Ex.2C Unit10/p.99/Ex.6B Unit10/p.101/Ex.5B Unit10/p.103/Ex.5B Unit11/p.109/Ex.6B Unit11/p.111/Ex.4C Unit12/p.123/Ex.5D	
Speaking	<ul style="list-style-type: none"> – 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; 	Describe image	Unit1/p.15/Ex.6C Unit3/p.35/Ex.7B Unit4/p.39/Ex.6B Unit8/p.85/Ex.7C	In the tasks here students do not describe an image, but they have the

	<ul style="list-style-type: none"> - 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. 		Unit11/p.111/Ex.6A,B Unit12/p.119/Ex.8B Unit12/p.125/Ex.6D	chance to practice organizing an oral presentation, developing complex ideas, and supporting an opinion with details, examples and explanations
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	Unit1/p.9/Ex.6C Unit1/p.10/Ex.3C Unit4/p.45/Ex.7B Unit5/p.55/Ex.6B Unit6/p.59/Ex.7C Unit9/p.95/Ex.7C Unit12/p.119/Ex.8C	In PTE A students re-tell and summarize lectures or interviews. In the tasks here they re-tell and summarize the conversations they hold.
Listening and speaking	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - identifying the topic, theme or main ideas; - understanding academic vocabulary; - inferring the meaning of unfamiliar words. • Speaking <ul style="list-style-type: none"> - 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.10/Ex.2A Unit2/p.18/Ex.2A Unit2/p.24/Ex.2B Unit3/p.30/Ex.1A Unit4/p.42/Ex.2A Unit4/p.44/Ex.3B Unit6/p.64/Ex.1B Unit7/p.72/Ex.3B Unit8/p.79/Ex.4C Unit8/p.81/Ex.5A Unit8/p.84/Ex.2B Unit8/p.84/Ex.4 Unit9/p.94/Ex.3A Unit10/p.101/Ex.3A Unit10/p.104/Ex.2B Unit11/p.110/Ex.1C Unit12/p.119/Ex.3	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	<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; 	Summarize written text	Unit4/p.40/Ex.3B Unit5/p.48/Ex.3 Unit5/p.55/Ex.7A Unit8/p.81/Ex.8A	In some tasks here students summarize a text by taking notes while reading

	<ul style="list-style-type: none"> - 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. 		Unit12/p.121/Ex.9B	it.
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; - using correct grammar; - using correct spelling; - using correct mechanics; - writing under timed conditions. 	Write essay	Unit1/p.11/Ex.8B Unit1/p.11/Ex.8C Unit1/p.15/Ex.7B Unit2/p.25/Ex.9B Unit4/p.39/Ex.7B Unit4/p.45/Ex.8B Unit6/p.61/Ex.6D Unit6/p.65/Ex.6B Unit7/p.69/Ex.8C Unit8/p.81/Ex.8C Unit9/p.89/Ex.8C Unit9/p.95/Ex.8B Unit10/p.105/Ex.7B Unit11/p.115/Ex.8B Unit12/p.121/Ex.9C Unit12/p.125/Ex.8	In PTE A students write an essay. In most 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"> - 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	Unit2/p.24/Ex.2A Unit3/p.30/Ex.3B Unit4/p.44/Ex.2 Unit5/p.54/Ex.1B Unit5/p.55/Ex.5A Unit6/p.58/Ex.2C Unit6/p.61/Ex.6A Unit6/p.62/Ex.1B Unit6/p.64/Ex.1A Unit6/p.65/Ex.4A Unit6/p.65/Ex.6A Unit7/p.74/Ex.2	In most tasks here students identify specific details by answering questions and not by choosing an answer from a multiple-choice task

			Unit7/p.75/Ex.8A Unit8/p.84/Ex.2A Unit9/p.90/Ex.4 Unit10/p.99/Ex.8A Unit10/p.100/Ex.2A Unit10/p.104/Ex.2A Unit11/p.110/Ex.2C Unit11/p.112/Ex.2B Unit11/p.115/Ex.8A Unit12/p.118/Ex.2B Unit12/p.125/Ex.7	
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; - 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. 	Re-order paragraphs	Unit7/p.69/Ex.8A	
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.8/Ex.1B Unit1/p.12/Ex.2A Unit2/p.20/Ex.2A Unit2/p.20/Ex.3A Unit3/p.32/Ex.4 Unit3/p.36/Ex.5A,B Unit7/p.68/Ex.2A Unit7/p.73/Ex.6A Unit9/p.94/Ex.2B Unit10/p.102/Ex.3A Unit12/p.126/Ex.1A	Some tasks here involve filling in the blanks in individual sentences not in a continuous text
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	Unit3/p.33/Ex.5A Unit6/p.63/Ex.4 Unit7/p.76/Ex.3A Unit10/p.106/Ex.5A	

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; 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. 	Summarize spoken text	Unit2/p.21/Ex.4B Unit4/p.43/Ex.6C Unit8/p.80/Ex.1B Unit9/p.92/Ex.4A Unit11/p.115/Ex.7A	In many tasks here students summarize a spoken text by taking notes while listening to the recording.
Listening	Any of the following dependent on the item: <ul style="list-style-type: none"> 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	Unit2/p.18/Ex.5A Unit2/p.24/Ex.3B Unit4/p.43/Ex.6A Unit5/p.53/Ex.5A Unit5/p.54/Ex.2 Unit6/p.60/Ex.2B Unit6/p.64/Ex.2C Unit7/p.73/Ex.5 Unit10/p.105/Ex.5A Unit11/p.112/Ex.4,5B Unit11/p.114/Ex.5 Unit12/p.125/Ex.6A	
Listening and writing	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> identifying words and phrases appropriate to the context; understanding academic vocabulary; comprehending explicit and implicit information; following an oral sequencing of information. Writing <ul style="list-style-type: none"> writing from dictation; using words and phrases appropriate to the context; 	Fill in the blanks	Unit1/p.13/Ex.3B Unit2/p.22/Ex.2B,4A Unit3/p.28/Ex.3B Unit3/p.32/Ex.3B Unit4/p.39/Ex.5B Unit5/p.50/Ex.3C Unit5/p.53/Ex.5B Unit6/p.60/Ex.2C	

	<ul style="list-style-type: none"> - using correct grammar; - using correct spelling. 		Unit6/p.63/Ex.3D Unit6/p.63/Ex.5B Unit7/p.74/Ex.4B Unit8/p.82/Ex.2C Unit8/p.84/Ex.3C Unit8/p.85/Ex.6B Unit10/p.105/Ex.5B Unit11/p.113/Ex.6A Unit12/p.120/Ex.5A Unit12/p.122/Ex.3B Unit12/p.124/Ex.4B	
Listening and reading	<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; - 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. • Reading <ul style="list-style-type: none"> - 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. 	Highlight correct summary	Unit8/p.85/Ex.6A Unit9/p.88/Ex.3A,B	
Listening	Any of the following dependent on the item: <ul style="list-style-type: none"> - 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.10/Ex.3B Unit1/p.14/Ex.2A Unit1/p.15/Ex.6A Unit2/p.18/Ex.4A Unit2/p.18/Ex.5B Unit2/p.25/Ex.7 Unit3/p.28/Ex.2B Unit4/p.39/Ex.5A Unit4/p.44/Ex.4B Unit4/p.45/Ex.6B Unit5/p.55/Ex.5B Unit6/p.62/Ex.3A Unit6/p.65/Ex.4B Unit7/p.69/Ex.4A Unit7/p.75/Ex.6A Unit8/p.82/Ex.2A	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.

			Unit9/p.95/Ex.5A Unit10/p.98/Ex.3A,B Unit10/p.102/Ex.2A,B Unit11/p.108/Ex.2A Unit12/p.120/Ex.4B Unit12/p.122/Ex.3A	
Listening and reading	<ul style="list-style-type: none"> - Identifying errors in a transcription; - understanding academic vocabulary; - following an oral sequencing of information; - comprehending variations in tone, speed and accent; - understanding academic vocabulary; - following a logical or chronological sequence of events; - reading a text under timed conditions; - matching written text to speech. 	Highlight incorrect words	Unit2/p.24/Ex.4 Unit7/p.69/Ex.6B	
Listening and writing	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - understanding academic vocabulary; - following an oral sequencing of information; - comprehending variations in tone, speed and accent; • Writing <ul style="list-style-type: none"> - writing from dictation; - using correct spelling. 	Write from dictation	Unit6/p.59/Ex.6 Unit9/p.91/Ex.7C Unit11/p.109/Ex.6A	