

Correlation table between *Speakout 2nd Edition Elementary* 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	Unit4/p.41/Ex.4B Unit4/p.42/Ex.4B Unit5/p.52/Ex.4B Unit5/p.54/Ex.7E Unit6/p.63/Ex.6C Unit12/p.123/Ex.4B	
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.12/Ex.3B Unit1/p.13/Ex.5B Unit2/p.19/Ex.5B Unit2/p.21/Ex.7B Unit2/p.22/Ex.3C Unit2/p.23/Ex.4B Unit3/p.32/Ex.4D Unit4/p.39/Ex.4B Unit4/p.41/Ex.3E Unit4/p.43/Ex.5B Unit5/p.52/Ex.5B Unit5/p.53/Ex.7D Unit6/p.62/Ex.4 Unit7/p.69/Ex.4B Unit7/p.72/Ex.2B,3C Unit7/p.73/Ex.5C Unit8/p.78/Ex.3D Unit8/p.79/Ex.5C Unit8/p.83/Ex.4B,6D Unit9/p.92/Ex.2C Unit9/p.94/Ex.2B Unit10/p.101/Ex.3B,3C Unit10/p.103/Ex.3D	

			Unit11/p.108/Ex.2B Unit12/p.119/Ex.3B Unit12/p.122/Ex.3E	
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; - 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. 	Describe image	Unit7/p.68/Ex.1D Unit10/p.105/Ex.5 Unit12/p.125/Ex.4D	In the tasks here students do not describe an image, but they have the 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	Unit8/p.85/Ex.6C Unit10/p.99/Ex.5C Unit12/p.122/Ex.1B	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.1C Unit1/p.11/Ex.6 Unit5/p.52/Ex.1B Unit10/p.104/Ex.1B	
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.9/Ex.6B Unit2/p.19/Ex.7E Unit3/p.31/Ex.7D Unit3/p.35/Ex.6B Unit4/p.39/Ex.7C	In PTE A students write an essay. In the tasks here they write other forms. These tasks might

	<ul style="list-style-type: none"> - using correct grammar; - using correct spelling; - using correct mechanics; - writing under timed conditions. 		Unit4/p.45/Ex.5B Unit5/p.51/Ex.6E Unit6/p.61/Ex.8C Unit6/p.65/Ex.4B Unit7/p.71/Ex.7B Unit7/p.75/Ex.6C Unit8/p.85/Ex.7C Unit12/p.119/Ex.6B Unit12/p.125/Ex.5C	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	Unit1/p.10/Ex.2B Unit2/p.18/Ex.1B Unit2/p.22/Ex.2A Unit2/p.24/Ex.2 Unit3/p.28/Ex.2D Unit3/p.34/Ex.3 Unit4/p.40/Ex.1B Unit4/p.44/Ex.3A Unit4/p.45/Ex.5A Unit5/p.49/Ex.4A Unit5/p.51/Ex.6A Unit5/p.51/Ex.6C Unit5/p.54/Ex.1B Unit6/p.64/Ex.1B Unit6/p.65/Ex.4A Unit7/p.70/Ex.2A Unit7/p.72/Ex.1A Unit7/p.74/Ex.1B Unit7/p.75/Ex.6B Unit8/p.78/Ex.2A Unit8/p.84/Ex.2 Unit9/p.93/Ex.4A Unit9/p.94/Ex.3 Unit11/p.110/Ex.1B Unit12/p.124/Ex.3A	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"> - 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; 	Multiple-choice, choose multiple answers	Unit7/p.70/Ex.3B Unit9/p.88/Ex.3C Unit12/p.120/Ex.1C	

	<ul style="list-style-type: none"> - 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. 			
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	Unit6/p.60/Ex.1B	
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	Unit2/p.18/Ex.2A Unit4/p.42/Ex.3D Unit6/p.61/Ex.6A Unit8/p.82/Ex.2B Unit10/p.100/Ex.1B Unit10/p.104/Ex.2B Unit11/p.108/Ex.2C Unit11/p.110/Ex.2C Unit12/p.118/Ex.1A Unit12/p.122/Ex.2A Unit12/p.124/Ex.2A	Some tasks here involve filling in the blanks in conversations and individual sentences not in a continuous text

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. 	Summarize spoken text	Unit4/p.42/Ex.3A Unit6/p.62/Ex.3B Unit8/p.85/Ex.5B	In the tasks here students summarize a spoken text by taking notes while listening to the recording.

	<ul style="list-style-type: none"> • 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. 			
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	Unit1/p.14/Ex.3B Unit2/p.20/Ex.3B Unit2/p.24/Ex.3A Unit3/p.32/Ex.2B Unit3/p.34/Ex.4B Unit4/p.38/Ex.3B Unit6/p.58/Ex.1C Unit10/p.98/Ex.1D Unit12/p.118/Ex.2A	
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; – using correct grammar; – using correct spelling. 	Fill in the blanks	Unit1/p.12/Ex.3A Unit3/p.32/Ex.3A Unit3/p.34/Ex.4C Unit5/p.52/Ex.3A Unit7/p.72/Ex.3B Unit8/p.83/Ex.6B Unit9/p.91/Ex.4A Unit10/p.103/Ex.3B Unit11/p.112/Ex.3B	
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.8/Ex.2B Unit1/p.11/Ex.3A Unit1/p.12/Ex.2A,B Unit1/p.13/Ex.6 Unit2/p.20/Ex.3A Unit2/p.22/Ex.1C Unit2/p.22/Ex.2B Unit2/p.25/Ex.5A Unit3/p.30/Ex.2A,2B Unit4/p.38/Ex.3A Unit4/p.41/Ex.5C Unit4/p.45/Ex.4B Unit5/p.49/Ex.4B Unit5/p.53/Ex.7A	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.

			Unit5/p.55/Ex.4B Unit6/p.65/Ex.3B Unit7/p.69/Ex.3A,B Unit7/p.71/Ex.5C Unit7/p.72/Ex.3A Unit7/p.74/Ex.2B Unit7/p.75/Ex.4C,D Unit8/p.80/Ex.1B,2B Unit8/p.83/Ex.3A,B Unit9/p.90/Ex.3B Unit9/p.93/Ex.4B Unit9/p.94/Ex.4C Unit9/p.95/Ex.5B Unit10/p.102/Ex.2C Unit10/p.104/Ex.3C Unit10/p.105/Ex.4B Unit11/p.112/Ex.3A Unit11/p.113/Ex.4C Unit12/p.122/Ex.3A Unit12/p.125/Ex.4B	
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	Unit1/p.11/Ex.3B Unit1/p.14/Ex.3C Unit3/p.29/Ex.3C Unit3/p.33/Ex.5A Unit4/p.44/Ex.3B Unit5/p.54/Ex.3C Unit6/p.64/Ex.2D Unit7/p.74/Ex.2C Unit8/p.84/Ex.3D Unit11/p.108/Ex.3D Unit12/p.122/Ex.3B Unit12/p.124/Ex.3D	
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	Unit4/p.38/Ex.2C Unit5/p.53/Ex.7B Unit6/p.58/Ex.3B Unit9/p.91/Ex.4C	

