

Correlation table between *Speakout 2nd Edition Advanced Plus* 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	Unit1/p.11/Ex.2B Unit1/p.15/Ex.5B Unit8/p.98/Ex.2D	
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.3C Unit2/p.26/Ex.3C Unit2/p.27/Ex.5A Unit3/p.33/Ex.4B Unit4/p.48/Ex.6B Unit4/p.51/Ex.3D Unit5/p.60/Ex.6B Unit8/p.96/Ex.5C	
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	Unit1/p.10/Ex.7B Unit1/p.15/Ex.7D Unit4/p.51/Ex.5C	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	Unit1/p.12/Ex.7C Unit6/p.75/Ex.6C Unit8/p.96/Ex.7B Unit8/p.99/Ex.5C	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.8/Ex.3A Unit1/p.11/Ex.1C Unit2/p.20/Ex.1C Unit3/p.32/Ex.1C Unit3/p.35/Ex.2A Unit4/p.47/Ex.1B Unit5/p.58/Ex.7A Unit5/p.62/Ex.2B Unit6/p.74/Ex.2B Unit7/p.94/Ex.8C	Many 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; – 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.12/Ex.7A Unit1/p.13/Ex.8A Unit5/p.56/Ex.2B	
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; 	Write essay	Unit1/p.13/Ex.11 Unit1/p.17/Ex.7B Unit2/p.29/Ex.7B	In PTE A students write an essay. In most tasks here

	<ul style="list-style-type: none"> - 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. 		Unit3/p.41/Ex.7B Unit4/p.53/Ex.7C Unit5/p.61/Ex.9A Unit5/p.65/Ex.6B Unit6/p.73/Ex.8 Unit6/p.77/Ex.6B Unit7/p.82/Ex.8 Unit8/p.97/Ex.10C Unit8/p.97/Ex.11A Unit8/p.97/Ex.12	they write other forms. These tasks might be used to practise organising sentences in a paragraph and using correct spelling, grammar and mechanics. The word limit in PTE A is 200-300
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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/Ex.2C Unit1/p.10/Ex.8C Unit5/p.56/Ex.2C Unit6/p.68/Ex.3B Unit6/p.72/Ex.4A Unit7/p.85/Ex.6A	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; - 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	Unit2/p.20/Ex.2B Unit4/p.44/Ex.2C Unit6/p.69/Ex.3C Unit7/p.80/Ex.2C	
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; 	Fill in the blanks	Unit1/p.14/Ex.1B Unit2/p.23/Ex.1B Unit3/p.32/Ex.1B	

	<ul style="list-style-type: none"> - 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. 		Unit3/p.38/Ex.2A Unit3/p.42/Ex.3A Unit4/p.47/Ex.1C Unit4/p.50/Ex.2A Unit6/p.70/Ex.8A Unit6/p.71/Ex.2B	
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.37/Ex.8A Unit5/p.59/Ex.1B Unit7/p.84/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	Unit1/p.16/Ex.3B Unit1/p.17/Ex.5B Unit2/p.24/Ex.5A,B Unit2/p.25/Ex.8B Unit3/p.32/Ex.2A Unit3/p.32/Ex.2D Unit3/p.40/Ex.3B Unit3/p.41/Ex.5B Unit4/p.47/Ex.2B Unit4/p.52/Ex.4 Unit5/p.59/Ex.2C Unit5/p.65/Ex.4C Unit7/p.82/Ex.7A Unit7/p.87/Ex.3B	In many tasks here students summarize a spoken text by taking notes while listening to the recording.

Listening	<p>Any of the following dependent on the item:</p> <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.2B Unit3/p.38/Ex.4C Unit5/p.59/Ex.2B	
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.15/Ex.3A Unit1/p.16/Ex.3D Unit2/p.26/Ex.3A Unit2/p.27/Ex.4B Unit2/p.28/Ex.2C Unit3/p.39/Ex.7A Unit4/p.51/Ex.3B Unit4/p.52/Ex.2B Unit5/p.64/Ex.3C Unit6/p.71/Ex.1C Unit6/p.74/Ex.3C Unit7/p.87/Ex.4A Unit7/p.88/Ex.3B Unit8/p.98/Ex.2C Unit8/p.100/Ex.3C	
Listening	<p>Any of the following dependent on the item:</p> <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.11/Ex.4A,B Unit1/p.16/Ex.3C Unit2/p.26/Ex.2A Unit3/p.32/Ex.2B Unit3/p.33/Ex.3A Unit3/p.40/Ex.3A Unit5/p.63/Ex.3C Unit5/p.64/Ex.3B Unit6/p.74/Ex.3B Unit6/p.76/Ex.3A Unit7/p.84/Ex.4B Unit8/p.95/Ex.3C Unit8/p.100/Ex.2A,5A	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	<ul style="list-style-type: none"> - 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; 	Select missing word	Unit2/p.23/Ex.2C	

	<ul style="list-style-type: none"> - predicting how a speaker may continue; - forming a conclusion from what a speaker says; - comprehending variations in tone, speed and accent. 			
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	Unit5/p.59/Ex.2D Unit5/p.65/Ex.4D Unit6/p.76/Ex.4D Unit7/p.89/Ex.4C	
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	Unit3/p.39/Ex.6B Unit4/p.46/Ex.6C Unit4/p.48/Ex.6A Unit8/p.96/Ex.5A Unit8/p.99/Ex.4B	