Pearson

Correlation table between *University Success Writing Advanced* and Pearson Test of English Academic

Part One				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
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; – producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; – speaking under timed conditions.	Describe image	Part1 Linguistics/p.36/Thinking VisuallyA Part1 Earth Science/p.108/Thinking VisuallyB Part2 Linguistics/p.207/Thinking VisuallyA Part2 Business Ethics/p.242/Thinking VisuallyA Part2 Earth Science/p.261/Ex.3A	
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. • 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.	Summarize written text	Part1 Earth Science/p.95/Integrated Skills Part2 Earth Science/p.102/Ex.4C Part2 Material Eng./p.326/Ex.2D Part3 Linguistics/p.359/Research D Part3 Business Ethics/p.371/Research D Part3 Earth Science/p.381/Research D Part3 Earth Science/p.381/WriteA Part3 Medieval Cult./p.391/Research D Part3 Material Eng./p.401/Research D	In some tasks here students do not summarize a text but practise taking notes while reading it.
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	Part1 Linguistics/p.14/Supporting Skill1 Part1 Linguistics/p.19/Supporting Skill2 Part1 Linguistics/p.22/Ex.3 Part1 Business Ethics/p.39/Fundamental Skills Part1 Business Ethics/p.45/Supporting Skill1 Part1 Business Ethics/p.50/Ex.2A Part1 Earth Science/p.84/Supporting Skill1 Part1 Earth Science/p.89/Ex.2A,B Part1 Earth Science/p.90/Supporting Skill2 Part1 Earth Science/p.94/Ex.3B	In PTE A the word limit for the essay is 200-300 words. Some writing tasks here exceed that limit.

			Part1 Medieval Cult./p.111/Fundamental Skills Part1 Medieval Cult./p.117/Supporting Skill1 Part1 Medieval Cult./p.124/Ex.2E Part1 Medieval Cult./p.125/Supporting Skill2 Part1 Medieval Cult./p.129/Ex.3C,D Part1 Medieval Cult./p.131/Integrated Skills Part1 Medieval Cult./p.146/Thinking about Lang. Part1 Material Eng./p.155/Supporting Skill1 Part1 Material Eng./p.158/Ex.2A Part1 Material Eng./p.160/Supporting Skill2 Part1 Material Eng./p.161/Ex.3A,B Part1 Material Eng./p.162/Integrated Skills Part1 Material Eng./p.176/Thinking about Lang. Part2 Linguistics/p.190/Supporting Skill2 Part2 Linguistics/p.192/Ex.3A,B,C Part2 Linguistics/p.208/Thinking about Lang. Part2 Linguistics/p.209/Write Part2 Earth Science/p.276/Thinking about Lang. Part2 Material Eng./p.328/Supporting Skill2 Part2 Material Eng./p.332/Ex.3C Part2 Material Eng./p.349/Thinking about Lang. Part3 Linguistics/p.355/Thinking about Lang. Part3 Earth Science/p.376/Thinking about Lang. Part3 Business Ethics/p.364/Thinking about Lang. Part3 Medieval Cult./p.386/Thinking about Lang. Part3 Material Eng./p.396/Thinking about Lang.	

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	Part1 Linguistics/p.11/Ex.1B Part1 Linguistics/p.29/Ex.1A Part1 Business Ethics/p.61/Ex.4B Part1 Earth Science/p.102/Ex.4B Part1 Medieval Cult./p.115/Ex.1B Part1 Medieval Cult./p.131/Integrated Skills Part1 Material Eng./p.167/Ex.4B Part2 Linguistics/p.184/Ex.1B Part2 Linguistics/p.199/Ex.4B Part2 Business Ethics/p.215/Ex.1B Part2 Business Ethics/p.231/Ex.4B Part2 Earth Science/p.265/Ex.4B Part2 Medieval Cult./p.284/Ex.1B	In some tasks here students identify specific details by answering questions about a text - not by choosing an option from a multiple-

			Part2 Medieval Cult./p.300/Ex.4B Part2 Material Eng./p.338/Ex.4B Part3 Linguistics/p.357/Read Part3 Business Ethics/p.367/Read Part3 Earth Science/p.377/Read Part3 Medieval Cult./p.387/Read Part3 Material Eng./p.397/Read	choice task
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	Part1 Linguistics/p.27/Vocab. Check B Part1 Linguistics/p.30/Vocab. Check B Part1 Business Ethics/p.44/Vocab. Check B Part1 Business Ethics/p.64/Vocab. Check B Part1 Earth Science/p.83/Vocab. Check B Part1 Medieval Cult./p.124/Vocab. Check B Part1 Material Eng./p.154/Vocab. Check B Part2 Linguistics/p.201/Vocab. Check B Part2 Business Ethics/p.216/Vocab. Check B Part2 Earth Science/p.269/Vocab. Check B Part2 Material Eng./p.320/Vocab. Check B Part2 Material Eng./p.324/Ex.2B	Some tasks here contain individual sentences. In PTE A it is 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	Part2 Material Eng./p.345/Ex.5B	

Part Three				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
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;	Multiple-choice, choose single answer	Part3 Linguistics/p.353/Interview A Part3 Business Ethics/p.361/Interview A Part3 Earth Science/p.373/Interview A Part3 Medieval Cult./p.383/Interview A Part3 Material Eng./p.393/Interview A	

	– inferring the context, purpose or tone; – inferring the meaning of unfamiliar words; – predicting how a speaker may continue.			