Pearson

Correlation table between *University Success Reading Intermediate to High-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	• Reading – identifying a writer's purpose, style, tone or attitude; – understanding academic vocabulary; – reading a text under timed conditions. • Speaking – 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	Part 1 History/p.100/Integrated Skills Part 1 History/p.102/Ex.7C	
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	Part 1 Business&Design/p.52/Thinking Visually Part 1 Zoology/p.168/Thinking Visually Part 2 Bioethics/p.168/Thinking Visually Part 2 Business&Design/p.194/Thinking Visually 1 Part 2 History/p.256/Thinking Visually Part 2 Chemical Eng./p.284/Thinking Visually	
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;	Summarize written text	Part 1 Bioethics/p.13/Integrated Skills Part 1 Bioethics/p.24/ReadA Part 1 Chemical Eng./p.129/Integrated Skills Part 1 Chemical Eng./p.130/Ex.7B,D Part 1 Chemical Eng./p.138/ReadA Part 2 Bioethics/p.150/Ex.2C Part 2 Business&Design/p.190/ReadA Part 2 Zoology/p.219/ReadA Part 2 Chemical Eng./p.275/Ex.7D Part 3 Bioethics/p.287/Read	In some tasks here students do not summarize a text but practise taking notes while reading it.

	– 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.		Part 3 Bioethics/p.296/Check... C Part 3 Chemical Eng./p.329/Check... C	

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	Part 1 Bioethics/p.3/Skill 1 Part 1 Bioethics/p.4/Ex.1A Part 1 Bioethics/p.8/Skill 2 Part 1 Bioethics/p.8/Ex.4A Part 1 Bioethics/p.10/Ex.5C Part 1 Bioethics/p.26/ReadC Part 1 Business&Design/p.31/Skill 1 Part 1 Business&Design/p.32/Ex.1A Part 1 Business&Design/p.36/Skill 2 Part 1 Business&Design/p.38/Ex.5B Part 1 Business&Design/p.40/Ex.5D Part 1 Zoology/p.60/Ex.2C Part 1 Zoology/p.66/Ex.4B Part 1 Zoology/p.75/Ex.6C Part 1 Zoology/p.82/ReadC Part 1 History/p.95/Ex.1A Part 1 History/p.97/Ex.4C Part 1 Chemical Eng./p.117/Skill1 Part 1 Chemical Eng./p.125/Ex.5B Part 2 Bioethics/p.145/Skill 1 Part 2 Bioethics/p.151/Skill 2 Part 2 Bioethics/p.154/Ex.5C Part 2 Bioethics/p.161/Vocab. Strat. Part 2 Business&Design/p.171/Skill 1 Part 2 Business&Design/p.178/Ex.5C Part 2 Zoology/p.206/Ex.5B Part 2 History/p.227/Skill1 Part 2 History/p.238/Ex.5C Part 2 Chemical Eng./p.262/Ex.2B Part 2 Chemical Eng./p.268/Ex.5C Part 3 Bioethics/p.290/Check... A Part 3 Bioethics/p.292/Check... A Part 3 Bioethics/p.295/Check... A Part 3 Business&Design/p.306/Check... A Part 3 Business&Design/p.309/Check... A Part 3 Business&Design/p.312/Check... A	In some tasks here students identify specific details by answering questions about a text - not by choosing an option from a multiple-choice task

			Part 3 Zoology/p.323/Check... A Part 3 Zoology/p.325/Check... A Part 3 Zoology/p.328/Check... A Part 3 History/p.337/Check... A Part 3 History/p.340/Check... A Part 3 History/p.344/Check... A Part 3 Chemical Eng./p.354/Check... A Part 3 Chemical Eng./p.356/Check... A Part 3 Chemical Eng./p.359/Check... A	
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 multiple answers	Part 1 Bioethics/p.3/Skill 1 Part 1 Bioethics/p.5/Ex.1C Part 1 Bioethics/p.8/Skill 2 Part 1 Bioethics/p.14/Ex.7C Part 1 Business&Design/p.31/Skill 1 Part 1 Business&Design/p.33/Ex.2B Part 1 Business&Design/p.36/Skill 2 Part 1 History/p.91/Ex.2C Part 1 History/p.104/Ex.7D Part 1 Chemical Eng./p.117/Skill1 Part 1 Chemical Eng./p.119/Ex.2B Part 2 Bioethics/p.145/Skill 1 Part 2 Bioethics/p.148/Ex.2B Part 2 Bioethics/p.151/Skill 2 Part 2 Bioethics/p.161/Vocab. Strat. Part 2 Business&Design/p.171/Skill 1 Part 2 Business&Design/p.173/Ex.2B Part 2 Zoology/p.199/Ex.2B Part 2 History/p.227/Skill1 Part 2 History/p.230/Ex.2B Part 2 History/p.244/Ex.7C	
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	Part 1 Bioethics/p.12/Vocab. CheckB Part 1 Bioethics/p.17/Vocab. CheckB Part 1 Business&Design/p.31/Skill 1 Part 1 Business&Design/p.41/Vocab. CheckB Part 1 Business&Design/p.46/Vocab. CheckB Part 1 Zoology/p.76/Vocab. CheckB Part 1 History/p.99/Vocab. CheckB Part 1 History/p.105/Vocab. CheckB Part 1 Chemical Eng./p.119/Ex.1A Part 1 Chemical Eng./p.133/Vocab. CheckB Part 2 Bioethics/p.151/Vocab. CheckB Part 2 Bioethics/p.161/Vocab. Strat. Part 2 Business&Design/p.180/Vocab. CheckB Part 2 Business&Design/p.185/Vocab. CheckB	Some tasks here contain individual sentences. In PTE A it is a continuous text. In some tasks students have to use the correct form of the word given. In PTE A they do not change the form of the word.

			Part 2 Zoology/p.214/Vocab. CheckB Part 2 Zoology/p.215/Vocab. Strat. Part 2 History/p.239/Vocab. CheckB Part 2 History/p.246/Vocab. CheckB Part 2 Chemical Eng./p.271/Vocab. CheckB Part 2 Chemical Eng./p.274/Vocab. CheckB	
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	Part 1 Business&Design/p.47/Ex.8A Part 1 History/p.108/Ex.8B Part 2 Bioethics/p.161/Vocab. Strat. Part 2 Zoology/p.215/Vocab. Strat. Part 2 Zoology/p.216/Ex.8A	

Part Three				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
Listening and writing	• Listening – 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 – 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	Part 1 Business&Design/p.45/Ex.7C Part 2 Business&Design/p.184/Ex.7C	

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; – inferring the context, purpose or tone; – inferring the meaning of unfamiliar words; – predicting how a speaker may continue.	Multiple-choice, choose multiple answers	Part 2 Business&Design/p.184/Ex.7D	
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; – inferring the context, purpose or tone; – inferring the meaning of unfamiliar words; – predicting how a speaker may continue.	Multiple-choice, choose single answer	Part 1 Business&Design/p.45/Ex.7E Part 2 Bioethics/p.160/Ex.7D Part 2 Business&Design/p.183/Ex.7B	