Pearson

Correlation table between *University Success Writing 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**
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	Part2 Chemical Eng./p.322/Integrated Skills Part2 Chemical Eng./p.339/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; – 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 Bioethics/p.21/Integrated Skill Part1 Zoology/p.72/Ex.1B Part1 History/p.122/Ex.7C Part2 Business&Design/p.211/Ex.2B Part2 Business&Design/p.221/Integrated Skills Part2 Zoology/p.258/Ex.7C Part3 Business&Design/p.367/Write A	
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 Bioethics/p.3/Skill1 Part1 Bioethics/p.8/Ex.2B Part1 Bioethics/p.12/Skill2 Part1 Bioethics/p.17/Ex.4A Part1 Bioethics/p.20/Ex.6A Part1 Bioethics/p.35/Write Part1 Business&Design/p.44/Skill2 Part1 Business&Design/p.65/WriteB Part1 Zoology/p.67/Skill1	In PTE A the word limit for the essay is 200-300 words. Some writing tasks here exceed that limit.

			Part1 Zoology/p.72/Ex.1C Part1 Zoology/p.76/Skill2 Part1 Zoology/p.81/Ex.5,6 Part1 Zoology/p.83/Integrated Skills Part1 Zoology/p.88/Ex.7D Part1 Zoology/p.94/Before You Write B Part1 Zoology/p.97/Write C Part1 History/p.123/Ex.8A Part1 History/p.133/Write Part1 Chemical Eng./p.145/Skill 2 Part1 Chemical Eng./p.152/Integrated Skills Part2 Bioethics/p.171/Skill 1 Part2 Bioethics/p.178/Ex.3B Part2 Bioethics/p.179/Skill 2 Part2 Bioethics/p.186/Ex.6A Part2 Bioethics/p.205/Write Part2 Business&Design/p.207/Skill 1 Part2 History/p.277/Skill 2 Part2 History/p.282/Ex.6B Part2 History/p.303/Write Part3 Bioethics/p.353/Write Part3 Zoology/p.380/Write	

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 Bioethics/p.6/Ex.1A Part1 Bioethics/p.24/Ex.7A Part1 Business&Design/p.41/Ex.2A Part1 Business&Design/p.49/Ex.5A Part1 Business&Design/p.54/Ex.7A Part1 Zoology/p.70/Ex.1A Part1 Zoology/p.91/Vocab. Strat. Part1 Zoology/p.86/Ex.7A Part1 History/p.103/Ex.1A,B Part1 History/p.113/Ex.5B Part1 History/p.119/Ex.7A Part1 Chemical Eng./p.140/Ex.1A Part1 Chemical Eng./p.148/Ex.4A Part1 Chemical Eng./p.154/Ex.6A Part2 Bioethics/p.176/Ex.2A Part2 Bioethics/p.192/Ex.7A Part2 Business&Design/p.210/Ex.2A Part2 Business&Design/p.218/Ex.4B	In some tasks here students identify specific details by answering questions about a text - not by choosing an option from a multiple-choice task

			Part2 Business&Design/p.226/Ex.7A Part2 Zoology/p.242/Ex.1A Part2 Zoology/p.250/Ex.5A Part2 Zoology/p.256/Ex.7A Part2 History/p.272/Ex.1A Part2 History/p.273/Ex.2A Part2 History/p.280/Ex.4A Part2 History/p.280/Ex.4A Part2 History/p.284/Integrated Skills Part2 Chemical Eng./p.309/Ex2A Part2 Chemical Eng./p.318/Ex.5A Part2 Chemical Eng./p.327/Ex.7A Part3 Bioethics/p.349/Read Part3 Business&Design/p.363/Read Part3 Zoology/p.377/Read Part3 History/p.389/Read Part3 Chemical Eng./p.403/Read	
Reading	– 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	Part1 Business&Design/p.50/Ex.5B Part1 Zoology/p.73/Ex.2A Part1 Zoology/p.74/Ex.2B Part1 Business&Design/p.52/Integrated Skills Part1 Zoology/p.91/Vocab. Strat.	In these tasks students analyse the structure of a paragraph.
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 Bioethics/p.12/Voc. CheckB Part1 Bioethics/p.28/Voc. CheckB Part1 Business&Design/p.43/Voc. CheckB Part1 Business&Design/p.52/Voc. CheckB Part1 Zoology/p.76/Voc. CheckB Part1 Zoology/p.83/Voc. CheckB Part1 Zoology/p.91/Vocab. Strat. Part1 History/p.116/Voc. CheckB Part1 History/p.124/Voc. CheckB Part1 Chemical Eng./p.152/Voc. CheckB Part1 Chemical Eng./p.63/Ex.7B Part2 Bioethics/p.179/Voc. CheckB Part2 Bioethics/p.187/Voc. CheckB Part2 Business&Design/p.187/Voc. CheckB Part2 Business&Design/p.213/Voc. CheckB Part2 Business&Design/p.229/Voc. CheckB Part2 Zoology/p.252/Voc. CheckB Part2 Zoology/p.259/Voc. CheckB Part2 History/p.283/Voc. CheckB	Some tasks here contain individual sentences. In PTE A it is a continuous text.

			Part2 History/p.292/Voc. CheckB Part2 Chemical Eng./p.313/Voc. 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	Part1 Zoology/p.91/Vocab. Strat. Part1 Chemical Eng./p.164/Ex.7C Part2 Zoology/p.262/Ex.8B	

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; – inferring the context, purpose or tone; – inferring the meaning of unfamiliar words; – predicting how a speaker may continue.	Multiple-choice, choose single answer	Part3 Bioethics/p.344/Interview A Part3 Business&Design/p.359/Interview A Part3 Zoology/p.371/Interview A Part3 History/p.384/Interview A Part3 Chemical Eng./p.398/Interview A	