Pearson

Correlation table between *University Success Oral Communication Transition Level* 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	Part 1 Sociology/p.13/Thinking VisuallyA Part 1 Economics/p.29/Thinking VisuallyB Part 1 Humanities/p.54/Lang. Skill Part 1 Environm. Eng./p.61/Fund. Skill Part 1 Environm. Eng./p.62/Support. Skill1 Part 1 Environm. Eng./p.66/Support. Skill2 Part 1 Environm. Eng./p.71/Ex.3C,D Part 1 Environm. Eng./p.72/Lang. Skill Part 1 Environm. Eng./p.74/Ex.4C Part 1 Environm. Eng./p.77/Thinking About.. Part 2 Sociology/p.94/Thinking Visually Part 2 Economics/p.109/Thinking VisuallyB,C Part 2 Biology/p.117/Integrated Skills Part 3 Economics/p.167/Thinking VisuallyA Part 3 Biology/p.173/Thinking Visually Part 3 Environm. Eng./p.185/Thinking VisuallyA Part 3 Environm. Eng./p.186/Thinking About..	
Listening and speaking	• Listening – identifying the topic, theme or main ideas; – identifying supporting points or examples; • Speaking – 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	Part 2 Sociology/p.91/Ex.5B Part 2 Sociology/p.93/Think. Critically Part 1 Sociology/p.13/Think. Critically Part 1 Economics/p.28/Think. Critically Part 1 Biology/p.43/Think. Critically Part 1 Environm. Eng./p.77/Think. Critically Part 2 Economics/p.108/Think. Critically Part 2 Biology/p.117/Integrated Skill Part 2 Biology/p.124/Think. Critically Part 2 Humanities/p.138/Think. Critically Part 3 Sociology/p.161/Thinking VisuallyB	

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 Humanities/p.53/Ex.3B Part 2 Sociology/p.87/Integrated Skills Part 2 Sociology/p.89/Ex.3C Part 2 Humanities/p.134/Ex.3A Part 2 Environm. Eng./p.150/Ex.3B	In some tasks here students identify specific details by answering questions about a text and not by choosing an answer from a multiple-choice task.
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 Humanities/p.53/Ex.3B Part 2 Sociology/p.87/Integrated Skills	

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;	Summarize spoken text	Part 1 Sociology/p.8/Ex.2C Part 1 Sociology/p.9/Integrated Skill Part 1 Sociology/p.10/Ex.3B Part 1 Sociology/p.13/Listen A Part 1 Sociology/p.14/Thinking About.. Part 1 Economics/p.17/Ex.A Part 1 Economics/p.19/Ex.1C Part 1 Biology/p.35/Ex.2C Part 1 Biology/p.43/Listen A Part 1 Humanities/p.50/Ex.2C Part 1 Humanities/p.51/Integrated Skill	In some tasks here students do not summarize a text but practise taking notes while listening to it.

	– 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.		Part 1 Humanities/p.57/Listen A Part 2 Sociology/p.93/Listen A Part 2 Economics/p.97/Crit.Think. Skill Part 2 Economics/p.98/Support. Skill1 Part 2 Biology/p.111/Crit.Think. Skill Part 2 Biology/p.112/Support. Skill1 Part 2 Biology/p.113/Ex.1C Part 2 Biology/p.114/Support. Skill2 Part 2 Biology/p.124/Listen A Part 2 Humanities/p.131/Ex.2C Part 2 Humanities/p.138/Listen A Part 2 Environm. Eng./p.155/Listen A Part 2 Environm. Eng./p.156/Thinking About.. Part 3 Sociology/p.158/Lecture Part 3 Sociology/p.161/Thinking Visually A Part 3 Economics/p.164/Lecture Part 3 Biology/p.170/Lecture Part 3 Humanities/p.176/Lecture Part 3 Environm. Eng./p.182/Lecture	
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 1 Economics/p.21/Ex.2B Part 2 Sociology/p.81/Crit.Think. Skill Part 2 Sociology/p.84/Ex.1D Part 2 Sociology/p.82/Support. Skill1 Part 2 Sociology/p.85/Support. Skill2 Part 2 Economics/p.97/Crit.Think. Skill Part 2 Economics/p.99/Ex.1C Part 2 Economics/p.100/Support. Skill2 Part 2 Economics/p.101/Ex.2C Part 2 Economics/p.102/Ex.3C Part 2 Biology/p.113/Ex.1D Part 2 Biology/p.115/Ex.2B Part 2 Environm. Eng./p.145/Ex.2B	
Listening and writing	• Listening – identifying words and phrases appropriate to the context; – understanding academic vocabulary; – comprehending explicit and implicit information; – following an oral sequencing of information. • Writing – writing from dictation; – using words and phrases appropriate to the context; – using correct grammar; – using correct spelling.	Fill in the blanks	Part 2 Humanities/p.129/Ex.1C	
Listening	Any of the following dependent on the item: – identifying the topic, theme or main ideas;	Multiple-choice, choose	Part 1 Biology/p.43/ListenB Part 2 Sociology/p.81/Crit.Think. Skill	In some tasks here students identify

	– 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.	single answer	Part 2 Sociology/p.82/Support. Skill1 Part 2 Sociology/p.85/Support. Skill2 Part 2 Sociology/p.86/Ex.2C Part 2 Sociology/p.93/ListenC Part 2 Economics/p.97/Crit.Think. Skill Part 2 Economics/p.98/Support. Skill1 Part 2 Economics/p.99/Ex.1C Part 2 Economics/p.100/Support. Skill2 Part 2 Economics/p.101/Ex.2C Part 2 Economics/p.108/ListenB Part 2 Biology/p.124/ListenB Part 2 Humanities/p.138/ListenB Part 2 Environm. Eng./p.143/Ex.1C Part 2 Environm. Eng./p.155/ListenB Part 3 Sociology/p.159/Check.. Part 3 Economics/p.165/Check.. Part 3 Biology/p.171/Check.. Part 3 Humanities/p.177/Check.. Part 3 Environm. Eng./p.183/Check..	specific details by answering questions about a spoken text and not by choosing an answer from a multiple-choice task.