Pearson

Correlation table between *University Success Oral Communication 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 Bioethics/p.6/Ex.3A Part 1 Bioethics/p.10/Ex.6A Part 1 Business&Design/p.28/Ex.3A Part 1 Business&Design/p.31/Ex.6A	
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 Bioethics/p.21/Thinking Visually A,B Part 1 Business&Design/p.45/Thinking Visually A Part 1 Zoology/p.62/Thinking Visually A Part 1 Chemical Eng./p.96/Skill 2 Part 2 Bioethics/p.131/Thinking Visually A Part 2 Business&Design/p.152/Thinking Visually A Part 2 Chemical Eng./p.207/Skill 2 Part 2 Chemical Eng./p.222/Thinking Visually A	
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;	Re-tell lecture	Part 1 Business&Design/p.47/Brainstorming C Part 1 Chemical Eng./p.96/Skill 2 Part 2 Business&Design/p.139/Skill 2 Part 2 Business&Design/p.141/Ex.6A Part 2 History/p.185/Skill 2	

	– speaking at a natural rate; – producing fluent speech; – using correct intonation; – using correct pronunciation; – using correct stress; – speaking under timed conditions.			
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	Part 1 Bioethics/p.14/Ex.7B Part 1 History/p.79/Ex.7B Part 1 Chemical Eng./p.102/Ex.7C Part 2 Zoology/p.169/Ex.7C	

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 Business&Design/p.32/Integrated Skills Part 1 Business&Design/p.33/Ex.7A Part 1 Zoology/p.59/Vocab. Strategy Part 2 Business&Design/p.145/Ex.7B Part 2 History/p.190/Ex.7A	In some tasks here students identify specific details by answering questions and not by choosing an answer from a multiple-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;	Fill in the blanks	Part 1 Bioethics/p.6/Vocab.Check B Part 1 Bioethics/p.10/Vocab.Check B Part 1 Bioethics/p.16/Vocab.Check B Part 1 Business&Design/p.28/Vocab.Check B Part 1 Business&Design/p.32/Vocab.Check B	Some tasks here contain individual sentences. In PTE A it is

	– comprehending explicit and implicit information; – comprehending concrete and abstract information; – following a logical or chronological sequence of events.		Part 1 Business&Design/p.36/Vocab.Check B Part 1 Zoology/p.52/Vocab.Check B Part 1 Zoology/p.55/Vocab.Check B Part 1 Zoology/p.58/Vocab.Check B Part 1 Zoology/p.59/Vocab. Strategy Part 1 History/p.73/Vocab.Check B Part 1 History/p.77/Vocab.Check B Part 1 History/p.82/Vocab.Check B Part 1 Chemical Eng./p.95/Vocab.Check B Part 1 Chemical Eng./p.99/Vocab.Check B Part 1 Chemical Eng./p.104/Vocab.Check B Part 2 Bioethics/p.120/Vocab.Check B Part 2 Bioethics/p.125/Vocab.Check B Part 2 Business&Design/p.138/Vocab.Check B Part 2 Business&Design/p.142/Vocab.Check B Part 2 Business&Design/p.147/Vocab.Check B Part 2 Zoology/p.160/Vocab.Check B Part 2 Zoology/p.170/Vocab.Check B Part 2 Zoology/p.173/Ex.8C Part 2 History/p.184/Vocab.Check B Part 2 History/p.188/Vocab.Check B Part 2 History/p.194/Vocab.Check B Part 2 Chemical Eng./p.206/Vocab.Check B Part 2 Chemical Eng./p.211/Vocab.Check B Part 2 Chemical Eng./p.215/Vocab.Check B	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.
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 2 Chemical Eng./p.223/Talk ab. Lang. A	

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;	Summarize spoken text	Part 1 Bioethics/p.11/Integrated Skills Part 1 Bioethics/p.15/Ex.7D Part 1 Bioethics/p.21/Listen A	In some tasks here students do

	– 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.		Part 1 Business&Design/p.27/Ex.1B Part 1 Business&Design/p.31/Ex.5A Part 1 Business&Design/p.44/Listen A Part 1 Zoology/p.54/Ex.5B Part 1 Zoology/p.56/Integrated Skills Part 1 Zoology/p.57/Ex.7C Part 1 History/p.72/Ex.2B Part 1 History/p.76/Ex.6 Part 1 History/p.82/Ex.7E Part 1 History/p.87/Listen A Part 1 Chemical Eng./p.108/Listen A Part 2 Bioethics/p.130/Listen A Part 2 Business&Design/p.140/Ex.4B Part 2 Business&Design/p.141/Ex.5B Part 2 Business&Design/p.152/Listen C Part 2 Zoology/p.157/Skill 1 Part 2 Zoology/p.159/Ex.1B Part 2 Zoology/p.163/Ex.5A Part 2 Zoology/p.169/Ex.7D Part 2 Zoology/p.175/Listen A Part 2 History/p.189/Integrated Skills Part 2 History/p.193/Ex.7D Part 2 Chemical Eng./p.205/Ex.2A,B Part 2 Chemical Eng./p.210/Ex.5A,B Part 2 Chemical Eng./p.214/Ex.7D Part 3 Bioethics/p.228/Section 1 Part 3 Bioethics/p.230/Section 2 Part 3 Business&Design/p.241/Section 2 Part 3 Business&Design/p.243/Section 2 Part 3 Zoology/p.249/Section 1 Part 3 Zoology/p.251/Section 2 Part 3 History/p.257/Section 1 Part 3 History/p.259/Section 2 Part 3 History/p.260/Section 3 Part 3 History/p.264/Thinking Critically Part 3 Chemical Eng./p.269/Section 1 Part 3 Chemical Eng./p.270/Section 2 Part 3 Chemical Eng./p.272/Section 3 Part 3 Chemical Eng./p.274/Section 4	not summarize a text but practise taking notes while listening to it.
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	Multiple-choice, choose multiple answers	Part 1 Bioethics/p.5/Ex.2A,B Part 1 Business&Design/p.35/Ex.7C Part 1 Zoology/p.54/Ex.4B,5A Part 1 History/p.71/Ex.2A Part 1 History/p.76/Ex.5A Part 1 Chemical Eng./p.98/Ex.5A,B Part 2 Bioethics/p.113/Skill1	

	between pieces of information; – inferring the context, purpose or tone; – inferring the meaning of unfamiliar words; – predicting how a speaker may continue.		Part 2 Bioethics/p.116/Ex.2A Part 2 Bioethics/p.117/Skill2 Part 2 Business&Design/p.135/Skill 1 Part 2 Business&Design/p.136/Ex.1B Part 2 Zoology/p.160/Ex.2A Part 2 History/p.181/Skill 1 Part 2 History/p.183/Ex.2B Part 3 Bioethics/p.231/Section 2 Part 3 Business&Design/p.242/Section 2 Part 3 Zoology/p.252/Section 2 Part 3 History/p.260/Section 2 Part 3 History/p.263/Section 4 Part 3 Chemical Eng./p.271/Section 2	
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 1 Bioethics/p.10/Ex.5A Part 1 Zoology/p.51/Ex.2A Part 2 Bioethics/p.119/Ex.4B Part 2 Business&Design/p.137/Ex.2A Part 2 History/p.187/Ex.5B	
Listening and reading	• Listening – identifying the topic, theme or main ideas; – identifying supporting points or examples; – 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. • Reading – identifying supporting points or examples; – identifying the most accurate summary; – understanding academic vocabulary; – inferring the meaning of unfamiliar words; – comprehending concrete and abstract information; – classifying and categorizing information; – following a logical or chronological sequence of events; – evaluating the quality and usefulness of texts.	Highlight correct summary	Part 1 Zoology/p.58/Ex.7D Part 2 History/p.183/Ex.2A	
Listening	Any of the following dependent on the item: – identifying the topic, theme or main ideas;	Multiple-choice, choose single	Part 1 Bioethics/p.3/Skill 1 Part 2 Bioethics/p.113/Skill1	

	– 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.	answer	Part 2 Bioethics/p.117/Skill2 Part 2 Business&Design/p.137/Ex.2B Part 2 History/p.187/Ex.5A Part 3 Bioethics/p.229/Section 1 Part 3 Business&Design/p.240/Section 1 Part 3 Zoology/p.250/Section 1 Part 3 History/p.258/Section 1 Part 3 Chemical Eng./p.270/Section 1 Part 3 Chemical Eng./p.274/Section 4	