Pearson

Correlation table between *University Success Oral Communication Advanced* 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 Linguistics/p.23/Thinking Visually A Part 1 Business Ethics/p.50/Thinking Visually A Part 2 Linguistics/p.147/Thinking Visually A,B Part 2 Business Ethics/p.174/Thinking Visually A,B Part 2 Medieval Cult./p.220/Thinking Visually A,B Part 2 Materials Eng./p.248/Thinking Visually A Part 3 Linguistics/p.257/Thinking Visually B Part 3 Earth Science/p.275/Thinking Visually B	
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 1 Medieval Cult./p.89/Ex.3D	
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	Summarize written text	Part 1 Business Ethics/p.44/Ex.4E Part 1 Materials Eng./p.121/Ex.4B Part 2 Materials Eng./p.240/Ex.4B,C	

	– 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.			

Part Two				
Communicative Skill	**Subskills tested**	**Item Type**	**Chapter/Page no. & Exercise**	**Comments**
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 Medieval Cult./p.80/Vocab.Check B Part 2 Linguistics/p.131/Vocab.Check B Part 2 Linguistics/p.134/Vocab.Check B Part 2 Business Ethics/p.154/Vocab.Check B Part 2 Business Ethics/p.159/Vocab.Check B Part 2 Earth Science/p.179/Vocab.Check B Part 2 Earth Science/p.184/Vocab.Check B Part 2 Earth Science/p.188/Vocab.Check B Part 2 Materials Eng./p.228/Vocab.Check B Part 2 Materials Eng./p.238/Vocab.Check B	Some tasks here contain individual sentences. In PTE A it is a continuous text..

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;	Summarize spoken text	Part 1 Linguistics/p.12/Ex.3C Part 1 Linguistics/p.16/Ex.4B Part 1 Linguistics/p.22/Listen A Part 1 Business Ethics/p.30/Ex.1C Part 1 Business Ethics/p.32/Skill 1 Part 1 Business Ethics/p.36/Skill 2 Part 1 Business Ethics/p.38/Ex.3C,D Part 1 Business Ethics/p.50/Listen A Part 1 Earth Science/p.57/Ex.1B Part 1 Earth Science/p.61/Ex.2C Part 1 Earth Science/p.64/Ex.3B Part 1 Earth Science/p.66/Integrated Skills Part 1 Earth Science/p.73/Listen A Part 1 Medieval Cult./p.83/Ex.2B,C Part 1 Medieval Cult./p.80/Supporting Skill 1 Part 1 Medieval Cult./p.99/Listen A	In some tasks here students do not summarize a text but practise taking notes while listening to it.

	– 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 Materials Eng./p.106/Ex.1B Part 1 Materials Eng./p.121/Ex.4C Part 1 Materials Eng./p.125/Listen A Part 2 Linguistics/p.146/Listen A Part 2 Business Ethics/p.173/Listen A Part 2 Earth Science/p.194/Listen A Part 2 Medieval Cult./p.219/Listen A Part 2 Materials Eng./p.231/Ex.2C Part 2 Materials Eng./p.247/Listen A	
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 Linguistics/p.12/Ex.3B Part 1 Business Ethics/p.34/Ex.2B Part 1 Business Ethics/p.32/Skill 1 Part 1 Business Ethics/p.36/Skill 2 Part 1 Medieval Cult./p.79/Ex.1B Part 1 Medieval Cult./p.80/Ex.1E Part 2 Linguistics/p.137/Ex.3B Part 2 Business Ethics/p.153/Ex.1B Part 2 Business Ethics/p.157/Ex.2B Part 2 Earth Science/p.186/Ex.3B Part 2 Earth Science/p.189/Integrated Skills Part 2 Medieval Cult./p.207/Ex.2B Part 2 Medieval Cult./p.210/Ex.3B	
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 Linguistics/p.8/Ex.2B	
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	Highlight correct summary	Part 1 Business Ethics/p.32/Skill 1 Part 1 Business Ethics/p.36/Skill 2	

	– 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.			
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 Linguistics/p.22/Listen C Part 1 Business Ethics/p.30/Ex.1B Part 1 Business Ethics/p.32/Skill 1 Part 1 Business Ethics/p.36/Skill 2 Part 1 Business Ethics/p.50/Listen C Part 1 Earth Science/p.73/Listen C Part 1 Medieval Cult./p.99/Listen C Part 1 Materials Eng./p.111/Ex.2C Part 1 Materials Eng./p.125/Listen C Part 2 Linguistics/p.133/Ex.2B Part 2 Linguistics/p.146/Listen C Part 2 Business Ethics/p.173/Listen C Part 2 Earth Science/p.178/Ex.1A Part 2 Earth Science/p.180/Supporting Skill 1 Part 2 Earth Science/p.182/Ex.2B Part 2 Earth Science/p.189/Integrated Skills Part 2 Earth Science/p.194/Listen C Part 2 Medieval Cult./p.203/Ex.1B Part 2 Medieval Cult./p.219/Listen C Part 2 Materials Eng./p.227/Ex.1B Part 2 Materials Eng./p.247/Listen C Part 3 Linguistics/p.254/Lecture A,B Part 3 Business Ethics/p.263/Lecture A,B Part 3 Earth Science/p.272/Lecture A,B Part 3 Medieval Cult./p.280/Lecture A,B Part 3 Materials Eng./p.288/Lecture A,B	In some tasks here students identify specific details by answering questions about a spoken text and not by choosing an answer from a multiple-choice task.