

ORAL COMMUNICATION



University Success

TRANSITION LEVEL

Alignment with the Global Scale of English and Common European Framework of Reference

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University Success, Transition Level is an academic skills series designed to equip transitioning English learners with reading, writing, and oral communication skills necessary to succeed in courses in an English-speaking university setting. A targeted approach focuses on the unique linguistic needs of students while preparing them to achieve academic autonomy. *University Success* integrates a three-part developmental approach. Authentic content woven through all three strands provides intensive skill development and expanded application—essential for students to become confident and successful in a university setting.

The blended instructional model provides students with an inspiring collection of extensive authentic content, expertly developed in cooperation with five subject matter experts, all “thought leaders” in their fields. By utilizing both online and in-class instructional materials, *University Success* models the type of real life learning expected of students applying for a degree. Unlike a developmental textbook, *University Success* recognizes the unique linguistic needs of English language learners. The course carefully scaffolds skill development to help students successfully work with challenging and engaging authentic content provided by top Stanford University professors in their academic fields.

SERIES ORGANIZATION

The Transition Level is organized into three strands: Reading, Writing, and Oral Communication. Each strand includes five distinct content areas: the Human Experience, Money and Commerce, the Science of Nature, Arts and Letters, and Structural Science, all popular fields of study among English language learners. The three strands are fully aligned across content areas and skills, allowing teachers to utilize material from different strands to support learning. Teachers can utilize skills from one strand or provide additional support materials from other strands for richer development across the four skills.

UNIQUE FEATURES

- **Rigorous academic preparation:** students build on their strengths and prior knowledge, develop language and study skills, and increase their knowledge of academic content related to the STEAM area of study.
- **Extensive work with authentic texts and lectures:** the content has been expertly developed with the cooperation of five Stanford University professors and features extensive readings and full-length lectures. It provides a challenging experience that replicates the authentic experience of studying in a mainstream university classroom.
- **Systematic skill development:** each strand allows for essential skill building, from strategies to critical thinking to extensive application and assessment that explicitly teaches students to notice, understand, and employ English language features in the comprehension and synthesis of new information.
- **Flexible three-part developmental English approach:** unlike any traditional ESL/EFL course, *University Success* follows the developmental English approach that encompasses intensive skill development and extensive practice.
- **Fluency driven approach:** helps learners with fluency, accuracy, and automaticity, allowing them to process linguistically complex texts of significant length.
- **Content and fluency vocabulary approach:** develops learner ability to read words as multiword units and to process text more quickly and with greater ease.
- **Strategies for academic success:** online videos that show students how to cope with the challenges of academic study and college culture. Videos include how to talk to a professor during office hours, time management techniques, giving and receiving feedback, and many more.
- **Global Scale of English for Academic Learners:** alignment with content tied to outcomes designed to challenge students who have achieved a B2+ level of proficiency or higher.
- **Continuous and extensive formative assessment:** built into the series, offers multiple points of feedback, in class or online, assessing the ability of students to transfer and apply skills with rigorous academic challenges.

The Global Scale of English and The Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student “Can Do” with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe (N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Visit English.com/gse to learn more about the Global Scale of English.

References

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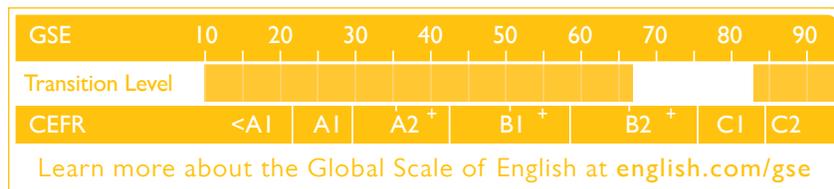
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University Success

TRANSITION LEVEL

ORAL COMMUNICATION

University Success is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEF B2+ to C1 (67–84 on the Global Scale of English).** Each lesson guides students to a “Can Do” goal in line with the Global Scale of English and the Common European Framework “Can Do” statements.



PART 1 | Fundamental Oral Communication Skills

SOCIOLOGY - Active Participation

FUNDAMENTAL SKILLS - Be an active participant.

SUPPORTING SKILLS - Make requests for elaboration. Use turn-taking to encourage participation.

INTEGRATED SKILLS - Take accurate, organized notes.

LANGUAGE SKILLS - Paraphrase key ideas.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	3
Listening	Can recognize discourse markers that convey turn-taking in a linguistically complex academic discussion. (P)	77	C1 (76–84)	8
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	9
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	13
Speaking	Can ask someone to elaborate on a point in an academic discussion, using linguistically complex language. (P)	75	B2+ (67–75)	3
Speaking	Can ask someone to elaborate on a point in an academic discussion, using linguistically complex language. (P)	75	B2+ (67–75)	4
Speaking	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	B2+ (67–75)	6
Speaking	Can paraphrase an idea using a range of linguistic devices. (P)	69	B2+ (67–75)	11
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	13
Speaking	Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)	75	B2+ (67–75)	13
Speaking	Can paraphrase information taken from a linguistically complex academic text. (P)	75	B2+ (67–75)	14
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	15

ECONOMICS - Idea Development

FUNDAMENTAL SKILLS - Develop an idea.

SUPPORTING SKILLS - Consider what you know about a topic. Identify and present main ideas and supporting details.

INTEGRATED SKILLS - Compare textbooks to lectures.

LANGUAGE SKILLS - Clarify.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	17
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	17
Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	18
Listening	Can recognize that ideas in a linguistically complex presentation or lecture are similar when signaled by discourse markers. (P)	68	B2+ (67–75)	20
Listening	Can identify the use of clarification language in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	25
Listening	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	28
Speaking	Can provide clarification of a complex point in a discussion using reformulation and paraphrase. (P)	77	C1 (76–84)	25
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	28
Speaking	Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)	75	B2+ (67–75)	29
Speaking	Can ask for more information after a linguistically complex presentation or lecture, using follow-up questions. (P)	68	B2+ (67–75)	29
Speaking	Can present ideas in a discussion or presentation using an appropriate tone and register. (P)	67	B2+ (67–75)	29

BIOLOGY - Extended Discourse

FUNDAMENTAL SKILLS - Participate in extended discourse.

SUPPORTING SKILLS - Discuss and respond to controversial topics. Recognize and utilize digressions.

INTEGRATED SKILLS - Lead discussions.

LANGUAGE SKILLS - Identify and use interrogatives and declaratives.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow extended speech expressing unstructured ideas and thoughts. (P)	73	B2+ (67–75)	31
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	32
Listening	Can recognize digressions and asides in a longer lecture. (P)	72	B2+ (67–75)	34
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	43
Speaking	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	31
Speaking	Can effectively and appropriately challenge ideas in an academic discussion. (P)	75	B2+ (67–75)	31
Speaking	Can contribute ideas in a panel discussion using linguistically complex language. (P)	78	C1 (76–84)	36
Speaking	Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	77	C1 (76–84)	39
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	43
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	43
Speaking	Can present their ideas with precision and respond to complex lines of argument convincingly. (CA)	70	B2+ (67–75)	44

HUMANITIES - Speaking Styles

FUNDAMENTAL SKILLS - Recognize speaking styles.

SUPPORTING SKILLS - Identify emphatic argumentation. Identify succinct argumentation.

INTEGRATED SKILLS - Identify and utilize markers for organizational structure.

LANGUAGE SKILLS - Create cohesion in presentations and discussions.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow lines of argument in a linguistically complex presentation or lecture. (P)	75	B2+ (67–75)	50
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	57
Reading	Can infer the author’s attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	51
Reading	Can identify the main organizing themes in a linguistically complex academic text in their field of specialization. (P)	77	C1 (76–84)	52
Speaking	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	52
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	57
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	58
Speaking	Can contribute ideas in a panel discussion using linguistically complex language. (P)	78	C1 (76–84)	59

ENVIRONMENTAL ENGINEERING – Visuals

FUNDAMENTAL SKILLS - Use visuals.

SUPPORTING SKILLS - Connect visuals to a lecture. Read and interpret complex visuals.

INTEGRATED SKILLS - Synthesize text into a visual.

LANGUAGE SKILLS - Create and communicate visuals.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	61
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	75
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	68
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	69
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	72
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	77
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	77
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	78

PART 2 | Critical Thinking Skills moves from skill building to application of the skills that require critical thinking.

SOCIOLOGY - Facts and Opinions

CRITICAL THINKING SKILLS - Distinguish facts from opinions.

SUPPORTING SKILLS - Identify facts through verbal and non-verbal signposts. Identify opinions through verbal and non-verbal signposts.

INTEGRATED SKILLS - Distinguish between facts and opinions in texts.

LANGUAGE SKILLS - Interpret and utilize hedging devices.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	81
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	82
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	85
Listening	Can recognize the use of language that expresses doubt in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	90
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	93
Reading	Can distinguish between facts and opinions in a linguistically complex academic text. (P)	74	B2+ (67–75)	87
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	93
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	94
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	95

ECONOMICS - Implications and Inferences

CRITICAL THINKING SKILLS - Understand implications and inferences.

SUPPORTING SKILLS – Identify implied meaning. Determine a speaker’s intent and degree of certainty.

INTEGRATED SKILLS - Synthesize information from multiple sources.

LANGUAGE SKILLS - Understand implied conditions.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	97
Listening	Can understand implied meaning in a linguistically complex presentation or lecture. (P)	79	C1 (76–84)	98
Listening	Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (CA)	71	B2+ (67–75)	100
Listening	Can evaluate the strength of a speaker’s source materials used to make a point in a presentation or discussion. (P)	78	C1 (76–84)	102
Listening	Can understand implied meaning in a linguistically complex presentation or lecture. (P)	79	C1 (76–84)	109
Speaking	Can refer to reference sources from written academic texts to support a position in a discussion. (P)	74	B2+ (67–75)	102
Speaking	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	104
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	108
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	109

BIOLOGY - Process

CRITICAL THINKING SKILLS - Understand and present processes.

SUPPORTING SKILLS - Identify structure and purpose of a process. Presentation. Analyze flow of a process presentation.

INTEGRATED SKILLS - Explain a complex process.

LANGUAGE SKILLS - Use generalizations and specific information.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow a technically complex process described in an extended and linguistically complex academic presentation. (P)	84	C1 (76–84)	111
Listening	Can follow a technically complex process described in an extended and linguistically complex academic presentation. (P)	84	C1 (76–84)	112
Listening	Can follow a technically complex process described in an extended and linguistically complex academic presentation. (P)	84	C1 (76–84)	114
Listening	Can recognize coherence devices and follow complex arguments on unfamiliar topics. (P)	77	C1 (76–84)	115
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	124
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	125
Speaking	Can present a technically complex process in their field of specialization referring to visual support. (P)	77	C1 (76–84)	117
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	121
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	124
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	125

HUMANITIES - Analogies

CRITICAL THINKING SKILLS - Make analogies.

SUPPORTING SKILLS - Use metaphors and similes. Make assumptions.

INTEGRATED SKILLS - Assess the quality of a conclusion.

LANGUAGE SKILLS - Use colloquial language.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	138
Reading	Can follow the development of a central theme to support a specific conclusion in an academic text. (P)	74	B2+ (67–75)	132
Speaking	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	135
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	138
Speaking	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	139
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	139
Writing	Can write effective conclusions to a range of academic essays. (P)	78	C1 (76–84)	134

ENVIRONMENTAL ENGINEERING - Summarizing and Synthesizing

CRITICAL THINKING SKILLS - Summarize and synthesize research.

SUPPORTING SKILLS - Select suitable research to support your ideas. Present well-integrated research.

INTEGRATED SKILLS - Understand and present a research report.

LANGUAGE SKILLS - Source academic references.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can understand summaries of data or research used to support an extended argument. (P)	69	B2+ (67–75)	141
Listening	Can understand summaries of data or research used to support an extended argument. (P)	69	B2+ (67–75)	142
Listening	Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialization. (P)	77	C1 (76–84)	144
Listening	Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialization. (P)	77	C1 (76–84)	155
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	148
Speaking	Can refer to reference sources from written academic texts to support a position in a discussion. (P)	74	B2+ (67–75)	153
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture. (P)	76	C1 (76–84)	155
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	156
Speaking	Can summarize key information from a linguistically complex presentation or lecture in their field of specialization. (P)	75	B2+ (67–75)	156
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	156

PART 3 | Extended Lectures presents authentic content written and delivered by university professors. Academically rigorous application and assessment activities allow for a synthesis of the skills developed in Part 1 and Part 2.

SOCIOLOGY - Five Revolutions

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	158
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	159
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	158
Speaking	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (CA)	70	B2+ (67–75)	160
Speaking	Can paraphrase an idea using a range of linguistic devices. (P)	69	B2+ (67–75)	162
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	163

ECONOMICS - Supply and Demand

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	164
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	165
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	164
Speaking	Can answer questions about the content of a presentation or lecture in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	166
Speaking	Can discuss charts and graphs in an academic text, using linguistically complex language. (P)	78	C1 (76–84)	167
Speaking	Can provide clarification of a complex point in a discussion using reformulation and paraphrase. (P)	77	C1 (76–84)	168
Speaking	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	168
Speaking	Can contribute to a presentation on an academic topic in an unfamiliar field of specialization, using linguistically complex language. (P)	84	C1 (76–84)	169

BIOLOGY - Are Viruses Alive?

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	170
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	171
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	170
Speaking	Can develop an argument on an academic topic, including supporting points and relevant examples. (P)	73	B2+ (67–75)	172
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	173
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	173
Speaking	Can contribute ideas in a panel discussion using linguistically complex language. (P)	78	C1 (76–84)	174

HUMANITIES - Love and Education

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	176
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	177
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	176
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	178
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	179
Speaking	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	180
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	181

ENVIRONMENTAL ENGINEERING - Air Filtration Systems for the Home

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	182
Listening	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	183
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	182
Speaking	Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)	75	B2+ (67–75)	183
Speaking	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	185
Speaking	Can discuss charts and graphs in an academic text, using linguistically complex language. (P)	78	C1 (76–84)	185
Speaking	Can discuss the information presented in a complex diagram or visual information. (P)	73	B2+ (67–75)	186
Speaking	Can refer to reference sources from written academic texts to support a position in a discussion. (P)	74	B2+ (67–75)	187