

ADVANCED

ORAL COMMUNICATION

CEFR
B2-B2+

GSE
59-75



University Success

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

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University Success

ADVANCED

ORAL COMMUNICATION

University Success, Advanced Level is an academic skills series designed to equip advanced to 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 **Advanced 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 strands 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:

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(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.

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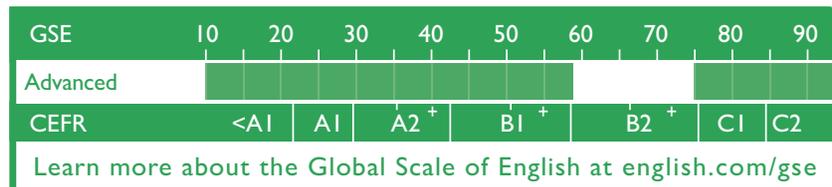
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University Success

ADVANCED

ORAL COMMUNICATION

University Success is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR B2 to B2+ (59–75 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

LINGUISTICS – Active Participation

FUNDAMENTAL SKILLS – Be an active participant.

SUPPORTING SKILLS – Demonstrate interest and engagement. Identify and incorporate appropriate examples.

INTEGRATED SKILLS – Annotate texts.

LANGUAGE SKILLS – Use interjections.

VOCABULARY STRATEGY – Learn new words through context.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can identify specific information in a linguistically complex presentation or lecture.	72	B2+ (67–75)	4
Listening	Can identify specific information in a linguistically complex presentation or lecture.	72	B2+ (67–75)	7
Listening	Can recognize when examples are being given in a structured presentation on an unfamiliar topic.	61	B2 (59–66)	12
Listening	Can identify specific information in a linguistically complex presentation or lecture.	72	B2+ (67–75)	22
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	16
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text.	72	B2+ (67–75)	20
Speaking	Can ask questions about abstract or complex topics outside their field of specialization.	71	B2+ (67–75)	7
Speaking	Can develop an argument on an academic topic, including supporting points and relevant examples.	73	B2+ (67–75)	12
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	18
Speaking	Can speculate about causes when discussing an academic topic.	62	B2 (59–66)	21
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	23
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	23
Speaking	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)	25
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	22

BUSINESS ETHICS – Idea Development

FUNDAMENTAL SKILLS – Develop ideas.

SUPPORTING SKILLS – Identify main ideas. Identify supporting ideas.

INTEGRATED SKILLS – Prepare an argument.

LANGUAGE SKILLS – Use adverb clauses to describe relationships.

VOCABULARY STRATEGY – Utilize stance adverbials to determine affective meaning.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can distinguish between the main ideas and related ideas in a linguistically complex presentation or lecture.	73	B2+ (67–75)	30
Listening	Can understand the main points of complex and abstract presentations in their field.	71	B2+ (67–75)	34
Listening	Can distinguish between the main ideas and related ideas in a linguistically complex presentation or lecture.	73	B2+ (67–75)	38
Listening	Can identify specific information in a linguistically complex presentation or lecture.	72	B2+ (67–75)	50
Reading	Can identify the main line of argument in an academic text.	63	B2 (59–66)	44
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	39
Speaking	Can develop an argument on an academic topic, including supporting points and relevant examples.	73	B2+ (67–75)	42
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	48
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	50
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	51
Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)	52
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	50

EARTH SCIENCE – Extended Discourse

FUNDAMENTAL SKILLS – Engage with extended discourse.

SUPPORTING SKILLS – Examine time frames in texts. Organize events by time frames.

INTEGRATED SKILLS – Summarize sequences of events.

LANGUAGE SKILLS – Use modals to describe possibilities and probabilities.

VOCABULARY STRATEGY – Learn vocabulary through word parts.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can distinguish between the main ideas and related ideas in a linguistically complex presentation or lecture.	73	B2+ (67–75)	57
Listening	Can follow chronological sequences in extended informal speech at natural speed.	65	B2 (59–66)	60
Listening	Can follow chronological sequences in extended informal speech at natural speed.	65	B2 (59–66)	64
Listening	Can identify details that support a point of view in a presentation or lecture in their field of specialization.	67	B2+ (67–75)	73
Reading	Can identify different types of supporting details in an academic text.	68	B2+ (67–75)	69
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	56
Speaking	Can summarize information from several simple academic texts.	61	B2 (59–66)	69
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	72
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	74
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	74
Speaking	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)	75
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	73
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	74

MEDIEVAL CULTURE – Narratives

FUNDAMENTAL SKILLS – Recount narratives.

SUPPORTING SKILLS – Utilize spider maps. Recognize prosodic features.

INTEGRATED SKILLS – Identify narrative elements.

LANGUAGE SKILLS – Recognize time frames and aspect.

VOCABULARY STRATEGY – Identify collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	79
Listening	Can distinguish between the main ideas and related ideas in a linguistically complex presentation or lecture.	73	B2+ (67–75)	82
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	99
Reading	Can understand the plot of extended narratives written in standard, non-literary language.	62	B2 (59–66)	91
Reading	Can research a topic by reading a range of newspapers and magazines.	64	B2 (59–66)	100
Reading	Can research a topic by reading a range of newspapers and magazines.	64	B2 (59–66)	101
Speaking	Can narrate a story in detail, giving relevant information about feelings and reactions.	67	B2+ (67–75)	79
Speaking	Can narrate a story in detail, giving relevant information about feelings and reactions.	67	B2+ (67–75)	87
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	91
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	97
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	99
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	100
Speaking	Can narrate a story in detail, giving relevant information about feelings and reactions.	67	B2+ (67–75)	101
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	99

MATERIALS ENGINEERING – Academic Discussions

FUNDAMENTAL SKILLS – Participate in academic discussions.

SUPPORTING SKILLS – Identify organizational patterns in dense lectures. Organize responses in complex discussions.

INTEGRATED SKILLS – Compare and contrast textbooks and lectures.

LANGUAGE SKILLS – Use language of comparison and contrast.

VOCABULARY STRATEGY – Learn vocabulary through graphic organizers.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can understand the main ideas of complex technical discussions in their field.	66	B2 (59–66)	107
Listening	Can recognize the basic organizational structure of different types of presentations.	60	B2 (59–66)	111
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	115
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	125
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	120
Reading	Can recognize contrasting ideas in a linguistically complex academic text when signalled by discourse markers.	69	B2+ (67–75)	121
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	122
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	126
Reading	Can recognize contrasting ideas in a linguistically complex academic text when signalled by discourse markers.	69	B2+ (67–75)	126
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	123
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	125
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	125
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	126
Speaking	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)	126
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	125

PART 2 | Critical Thinking Skills

LINGUISTICS – Facts and Opinions

FUNDAMENTAL SKILLS – Distinguish facts from opinions.

SUPPORTING SKILLS – Use signal phrases to state facts and opinions. Utilize idioms in discussions.

INTEGRATED SKILLS – Detect bias.

LANGUAGE SKILLS – Use change of topic signals.

VOCABULARY STRATEGY – Create an idiom journal.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture.	71	B2+ (67–75)	130
Listening	Can distinguish between fact and opinion in a linguistically complex presentation or lecture.	71	B2+ (67–75)	133
Listening	Can follow a discussion in which speakers use some idiomatic language.	68	B2+ (67–75)	137
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	146
Reading	Can recognize the writer's point of view in a linguistically complex academic text.	74	B2+ (67–75)	140
Reading	Can critically evaluate the effectiveness of a simple argumentative essay.	66	B2 (59–66)	142
Speaking	Can express opinions on topics, using linguistically complex language.	74	B2+ (67–75)	134
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	137
Speaking	Can express opinions on topics, using linguistically complex language.	74	B2+ (67–75)	145
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	146
Speaking	Can compare and contrast situations in some detail and speculate about the reasons for the current situation.	64	B2 (59–66)	147
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	147
Speaking	Can develop a clear argument with supporting subsidiary points and relevant examples.	66	B2 (59–66)	148
Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language.	74	B2+ (67–75)	148
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	146
Writing	Can use a range of idiomatic phrases as part of a structured text.	75	B2+ (67–75)	148

BUSINESS ETHICS – Implications and Inferences

FUNDAMENTAL SKILLS – Detect implications and inferences.

SUPPORTING SKILLS – Recognize and interpret hesitations. Assess your audience.

INTEGRATED SKILLS – Select appropriate evidence.

LANGUAGE SKILLS – Use noun clauses to clarify.

VOCABULARY STRATEGY – Determine connotative meaning.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize inferred meaning in a simple presentation or lecture.	59	B2 (59–66)	153
Listening	Can recognize the use of language that expresses doubt in a linguistically complex presentation or lecture.	73	B2+ (67–75)	157
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	161
Listening	Can recognize the speaker’s point of view in a structured presentation.	63	B2 (59–66)	170
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	173
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	166
Reading	Can recognize the writer’s point of view in a linguistically complex academic text.	74	B2+ (67–75)	170
Speaking	Can plan what is to be said and the means to say it, considering the effect on the recipient.	64	B2 (59–66)	161
Speaking	Can synthesize information from two or more academic sources in a discussion or presentation.	75	B2+ (67–75)	166
Speaking	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.	70	B2+ (67–75)	171
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	173
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	174
Speaking	Can give the advantages and disadvantages of various options on a topical issue.	60	B2 (59–66)	175
Speaking	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)	175
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	173

EARTH SCIENCE – Processes

FUNDAMENTAL SKILLS – Identify a process.

SUPPORTING SKILLS – Identify descriptions of a process. Clarify each step or stage in a process.

INTEGRATED SKILLS – Recognize definitions.

LANGUAGE SKILLS – Notice boosting language.

VOCABULARY STRATEGY – Recognize collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow the stages of a complex process described using non-technical language.	61	B2 (59–66)	178
Listening	Can follow the stages of a complex process described using non-technical language.	61	B2 (59–66)	182
Listening	Can recognize that a speaker is clarifying points they have made in a linguistically complex presentation or lecture.	70	B2+ (67–75)	186
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	194
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	190
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	198
Speaking	Can clarify points they are trying to make in an academic discussion, using simple language.	59	B2 (59–66)	186
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	193
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	195
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	196
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	198
Writing	Can reformulate an idea in different words to emphasize or explain a point.	61	B2 (59–66)	191
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	194
Writing	Can reformulate an idea in different words to emphasize or explain a point.	61	B2 (59–66)	197

MEDIEVAL CULTURE – Style and Genre

FUNDAMENTAL SKILLS – Identify style and genre.

SUPPORTING SKILLS – Distinguish types of appeals. Identify the rhetoric of appeals.

INTEGRATED SKILLS – Utilize descriptive imagery.

LANGUAGE SKILLS – Use similes and metaphors.

VOCABULARY STRATEGY – Recognize idioms based on medieval culture.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view.	74	B2+ (67–75)	202
Listening	Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view.	74	B2+ (67–75)	206
Listening	Can understand the main ideas of complex technical discussions in their field.	66	B2 (59–66)	207
Listening	Can recognize rhetorical questions in a simple presentation or lecture.	59	B2 (59–66)	210
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	210
Listening	Can identify details that support a point of view in a panel discussion in their field of specialization.	65	B2 (59–66)	219
Reading	Can critically evaluate the effectiveness of a simple descriptive essay.	61	B2 (59–66)	213
Reading	Can understand simple metaphors in an academic text.	60	B2 (59–66)	216
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	220
Reading	Can understand simple metaphors in an academic text.	60	B2 (59–66)	221
Speaking	Can give clear, detailed descriptions on a wide range of familiar subjects.	66	B2 (59–66)	215
Speaking	Can express opinions on topics, using linguistically complex language.	74	B2+ (67–75)	218
Speaking	Can describe conclusions they have drawn from a panel discussion.	69	B2+ (67–75)	220
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	220
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail.	70	B2+ (67–75)	222
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	219

MATERIALS ENGINEERING – Presentations

FUNDAMENTAL SKILLS – Prepare formal presentations.

SUPPORTING SKILLS – Determine presentation purpose and structure. Select and integrate resources.

INTEGRATED SKILLS – Synthesize resources.

LANGUAGE SKILLS – Use language for linking ideas.

VOCABULARY STRATEGY – Learn vocabulary through categorization.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize the basic organizational structure of different types of presentations.	60	B2 (59–66)	226
Listening	Can recognize the basic organizational structure of different types of presentations.	60	B2 (59–66)	230
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	247
Speaking	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)	230
Speaking	Can give clear presentations highlighting significant points with relevant supporting detail.	70	B2+ (67–75)	236
Speaking	Can synthesize information from two or more academic sources in a discussion or presentation.	75	B2+ (67–75)	240
Speaking	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	71	B2+ (67–75)	243
Speaking	Can evaluate the advantages and disadvantages of different options during a discussion.	64	B2 (59–66)	245
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	248
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	248
Speaking	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	71	B2+ (67–75)	249
Speaking	Can give well-structured, detailed presentations on a wide range of familiar subjects.	71	B2+ (67–75)	250
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	247

PART 3 | Extended Lectures

LINGUISTICS – What Accents Tell Us

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize inferred meaning in a simple presentation or lecture.	59	B2 (59–66)	254
Listening	Can identify details that support a point of view in a presentation or lecture in their field of specialization.	67	B2+ (67–75)	254
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	254
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	258
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	253
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	255
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	256
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	259
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	253
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	259

BUSINESS ETHICS – Moral Inquiry Through Literature

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize inferred meaning in a simple presentation or lecture.	59	B2 (59–66)	262
Listening	Can recognize the speaker’s point of view in a structured presentation.	63	B2 (59–66)	262
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	262
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	268
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	261
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	263
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	264
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	268
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	268
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	261
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	269

EARTH SCIENCE – What Is the Anthropocene?

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize inferred meaning in a simple presentation or lecture.	59	B2 (59–66)	272
Listening	Can recognize the speaker’s point of view in a structured presentation.	63	B2 (59–66)	272
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	272
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	277
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)	271
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	274
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	274
Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)	277
Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)	277
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	277
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	271
Writing	Can reformulate an idea in different words to emphasize or explain a point.	61	B2 (59–66)	276

MEDIEVAL CULTURE – Lyrics and Poetry

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize inferred meaning in a simple presentation or lecture.	59	B2 (59–66)	280
Listening	Can understand the main ideas of complex technical discussions in their field.	66	B2 (59–66)	280
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	280
Listening	Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view.	74	B2+ (67–75)	280
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	284
Reading	Can understand simple metaphors in an academic text.	60	B2 (59–66)	284
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	279
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	281
Speaking	Can describe conclusions they have drawn from a panel discussion.	69	B2+ (67–75)	285
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial.	75	B2+ (67–75)	285
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	279

MATERIALS ENGINEERING – Engineering Biomedical Materials

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize inferred meaning in a simple presentation or lecture.	59	B2 (59–66)	288
Listening	Can recognize when examples are being given in a structured presentation on an unfamiliar topic.	61	B2 (59–66)	288
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech.	67	B2+ (67–75)	288
Reading	Can recognize contrasting ideas in a linguistically complex academic text when signalled by discourse markers.	69	B2+ (67–75)	291
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	292
Speaking	Can describe objects, possessions and products in detail, including their characteristics and special features.	59	B2 (59–66)	287
Speaking	Can describe conclusions they have drawn from a linguistically complex presentation or lecture.	75	B2+ (67–75)	289
Speaking	Can compare and evaluate different ideas using a range of linguistic devices.	70	B2+ (67–75)	290
Speaking	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	71	B2+ (67–75)	291
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	292
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	293
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	287
Writing	Can take notes on a presentation or lecture in their field of specialization.	61	B2 (59–66)	293