

ADVANCED

READING

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
READING

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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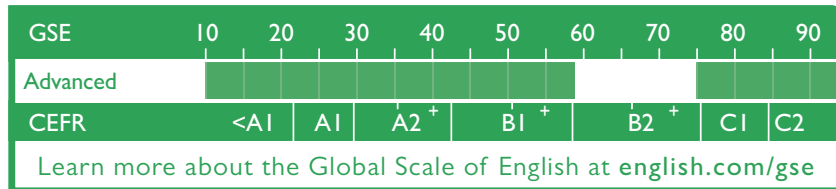
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University Success

ADVANCED
READING

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 Reading Skills

LINGUISTICS – Active Reading

FUNDAMENTAL SKILL – Reading Actively.

SUPPORTING SKILLS – Previewing a text. Scanning.

INTEGRATED SKILLS – Annotating.

LANGUAGE SKILLS – Understanding pro-forms.

VOCABULARY STRATEGY – Choosing and writing vocabulary to learn.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	4
Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.	60	B2 (59–66)	5
Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.	60	B2 (59–66)	8
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	9
Reading	Can quickly scan long, complex texts for key information.	69	B2+ (67–75)	12
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	18
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	18
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	26
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	26
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	30
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	25
Speaking	Can refer to reference sources from written academic texts to support a position in a discussion.	74	B2+ (67–75)	29
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	30

BUSINESS ETHICS – Main Ideas and Supporting Details

FUNDAMENTAL SKILL – Identifying Main Ideas and Supporting Details.

SUPPORTING SKILLS – Identifying main ideas. Identifying supporting details.

INTEGRATED SKILLS – Outlining a text.

LANGUAGE SKILLS – Simplifying complex sentences.

VOCABULARY STRATEGY – Using word parts to analyze meaning.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	34
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	38
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	38
Reading	Can distinguish supporting details from the main points in a text.	61	B2 (59–66)	44
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	48
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	55
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	55
Writing	Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59–66)	51
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	58
Writing	Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59–66)	59
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	54
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	57
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	58

EARTH SCIENCE – Organizational Structures

FUNDAMENTAL SKILL – Recognizing Organizational Structures.

SUPPORTING SKILLS – Recognizing definitions. Identifying comparison-and-contrast organization.

INTEGRATED SKILLS – Taking notes with graphic organizers.

LANGUAGE SKILLS – Recognizing relative clauses for definition.

VOCABULARY STRATEGY – Understanding suffixes in scientific terms.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify the main organizing themes of simple academic texts in their field of specialization.	61	B2 (59–66)	61
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	65
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	68
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	68
Reading	Can identify the main organizing themes of simple academic texts in their field of specialization.	61	B2 (59–66)	73
Reading	Can recognize contrasting ideas in a linguistically complex academic text when signaled by discourse markers.	69	B2+ (67–75)	76
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	80
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	86
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	86
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	89
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	88
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	85
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	88
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	88

MEDIEVAL CULTURE – Reading Fluency

FUNDAMENTAL SKILL – Reading Fluently.

SUPPORTING SKILLS – Increasing reading fluency. Managing ambiguity.

INTEGRATED SKILLS – Summarizing a text.

LANGUAGE SKILLS – Understanding language associated with chronology.

VOCABULARY STRATEGY – Recognizing multiple meanings of words.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	93
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	99
Reading	Can scan a linguistically complex academic text to find specific information.	73	B2+ (67–75)	103
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	108
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	114
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	120
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	120
Reading	Can scan a long text or a set of related texts in order to find specific information.	63	B2 (59–66)	123
Writing	Can write an effective and informative summary.	67	B2+ (67–75)	108
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	123
Speaking	Can give clear, detailed descriptions on a wide range of familiar subjects.	66	B2 (59–66)	119
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	122

MATERIALS ENGINEERING – Research Articles

FUNDAMENTAL SKILL – Understanding Research Articles.

SUPPORTING SKILLS – Understanding the introduction. Understanding the discussion.

INTEGRATED SKILLS – Summarizing a research article.

LANGUAGE SKILLS – Understanding modifiers.

VOCABULARY STRATEGY – Recognizing and learning multiword units.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify common features of an academic abstract.	68	B2+ (67–75)	129
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	130
Reading	Can predict the content of a linguistically complex academic text by reading introductory and summary statements.	71	B2+ (67–75)	133
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	134
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	144
Reading	Can predict the content of a linguistically complex academic text by reading introductory and summary statements.	71	B2+ (67–75)	144
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	152
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	152
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	155
Writing	Can write an effective and informative summary.	67	B2+ (67–75)	144
Writing	Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67–75)	148
Writing	Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67–75)	156
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	150
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	155
Speaking	Can give clear, detailed descriptions on a wide range of familiar subjects.	66	B2 (59–66)	155

PART 2 | Critical Thinking Skills

LINGUISTICS – Facts and Opinions

CRITICAL THINKING SKILLS – Identifying and Understanding Facts and Opinions.

SUPPORTING SKILLS – Identifying and understanding statements of fact. Identifying and understanding statements of opinion.

INTEGRATED SKILLS – Quoting material from a reading.

LANGUAGE SKILLS – Understanding structures used for hedging.

VOCABULARY STRATEGY – Using a dictionary to strengthen vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	160
Reading	Can distinguish between fact and opinion presented in academic texts on familiar topics.	60	B2 (59–66)	166
Reading	Can distinguish between fact and opinion presented in academic texts on familiar topics.	60	B2 (59–66)	171
Reading	Can understand the use of quotes in an academic text.	63	B2 (59–66)	178
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	189
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	189
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	192
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	178
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	188

BUSINESS ETHICS – Implication and Inference

CRITICAL THINKING SKILLS – Understanding Implication and Inference.

SUPPORTING SKILLS – Making predictive inferences. Identifying strong and weak inferences.

INTEGRATED SKILLS – Paraphrasing.

LANGUAGE SKILLS – Understanding noun clauses.

VOCABULARY STRATEGY – Guessing word meanings from context.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	196
Reading	Can predict the content of a linguistically complex academic text by reading introductory and summary statements.	71	B2+ (67–75)	196
Reading	Can predict the content of a linguistically complex academic text by reading introductory and summary statements.	71	B2+ (67–75)	201
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	203
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	207
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	208
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text.	72	B2+ (67–75)	216
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	219
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	219
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	213
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	218
Speaking	Can develop a clear argument with supporting subsidiary points and relevant examples.	66	B2 (59–66)	221
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	222

EARTH SCIENCE – Cause, Effect, and Correlation

CRITICAL THINKING SKILLS – Understanding Cause, Effect, and Correlation.

SUPPORTING SKILLS – Understanding cause-and-effect relationships. Understanding causation and correlation.

INTEGRATED SKILLS – Using flowcharts to note causes and effects.

LANGUAGE SKILLS – Understanding passive and active voice.

VOCABULARY STRATEGY – Understanding collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)	226
Reading	Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)	231
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	231
Reading	Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)	236
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	236
Reading	Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)	243
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	243
Reading	Can distinguish between active and passive voice in a linguistically complex academic text.	68	B2+ (67–75)	246
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	250
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	250
Reading	Can recognize the writer's point of view in a linguistically complex academic text.	74	B2+ (67–75)	252
Reading	Can distinguish between active and passive voice in a linguistically complex academic text.	68	B2+ (67–75)	253
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	252
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	226
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	249
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)	252
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	252

MEDIEVAL CULTURE – Author’s Purpose and Tone

CRITICAL THINKING SKILLS – Determining an Author’s Purpose and Tone.

SUPPORTING SKILLS – Determining an author’s purpose. Determining and author’s tone.

INTEGRATED SKILLS – Using descriptive imagery.

LANGUAGE SKILLS – Recognizing figurative language.

VOCABULARY STRATEGY – Differentiating between denotation and connotation.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the author’s purpose and intended audience.	62	B2 (59–66)	256
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	258
Reading	Can recognize the tone and intended audience of a structured text.	65	B2 (59–66)	256
Reading	Can understand the author’s purpose and intended audience.	62	B2 (59–66)	261
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	263
Reading	Can recognize the tone and intended audience of a structured text.	65	B2 (59–66)	267
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	267
Reading	Can critically evaluate the effectiveness of a simple descriptive essay.	61	B2 (59–66)	272
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	275
Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.	60	B2 (59–66)	280
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	282
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	282
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	280
Speaking	Can express opinions on topics using linguistically complex language.	74	B2+ (67–75)	284
Speaking	Can speculate about causes when discussing an academic topic.	62	B2 (59–66)	284
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	284

MATERIALS ENGINEERING – Visuals

CRITICAL THINKING SKILLS – Understanding Visuals.

SUPPORTING SKILLS – Understanding textual references to visuals. Interpreting information in visuals.

INTEGRATED SKILLS – Explaining information in visuals.

LANGUAGE SKILLS – Understanding the use of passive voice in research writing.

VOCABULARY STRATEGY – Recognizing Greek, Latin, and Germanic word roots.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can interpret the main message from complex diagrams and visual information.	62	B2 (59–66)	290
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	292
Reading	Can interpret the main message from complex diagrams and visual information.	62	B2 (59–66)	295
Reading	Can identify specific information in a linguistically complex factual text.	73	B2+ (67–75)	297
Reading	Can interpret the main message from complex diagrams and visual information.	62	B2 (59–66)	302
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	304
Reading	Can distinguish between active and passive voice in a linguistically complex academic text.	68	B2+ (67–75)	312
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	319
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	319
Reading	Can summarize, comment on, and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)	322
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	323
Reading	Can distinguish between active and passive voice in a linguistically complex academic text.	68	B2+ (67–75)	323
Writing	Can describe in detail technical information contained in a visual in an academic text.	75	B2+ (67–75)	308
Writing	Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59–66)	311
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	323
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	311
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)	318

PART 3 | Extended Reading

LINGUISTICS – Accent and Affect

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	330
Reading	Can distinguish between fact and opinion in linguistically complex academic texts.	69	B2+ (67–75)	330
Reading	Can follow the development of a central theme to support a specific conclusion in an academic text.	72	B2+ (67–75)	330
Reading	Can identify examples in an academic text to support an argument.	65	B2 (59–66)	330
Reading	Can identify different types of supporting details in an academic text.	68	B2+ (67–75)	330
Reading	Can summarize, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)	334
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	337
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	327
Speaking	Can develop an argument on an academic topic, including supporting points and relevant examples.	73	B2+ (67–75)	335
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	335
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	337

BUSINESS ETHICS – Sustaining Values

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	342
Reading	Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)	342
Reading	Can identify examples in an academic text to support an argument.	65	B2 (59–66)	342
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	342
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	342
Reading	Can understand the use of quotations in an academic text in their field of specialization, if guided by questions.	63	B2 (59–66)	342
Reading	Can summarize, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)	342
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	351
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	348
Writing	Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59–66)	349
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)	339
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)	348
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	351

EARTH SCIENCE – Climate and Environmentalism

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	358
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	358
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	358
Reading	Can identify examples in an academic text to support an argument.	65	B2 (59–66)	358
Reading	Can infer the author’s opinion in straightforward academic texts.	68	B2+ (67–75)	364
Reading	Can summarize, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)	365
Reading	Can distinguish between active and passive voice in a linguistically complex academic text.	68	B2+ (67–75)	366
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	367
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	365
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions.	64	B2 (59–66)	353
Speaking	Can refer to reference sources from written academic texts to support a position in a discussion.	74	B2+ (67–75)	365
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	365
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	367

MEDIEVAL CULTURE – Medieval Feasting

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	375
Reading	Can identify examples in an academic text to support an argument.	65	B2 (59–66)	375
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	375
Reading	Can summarize, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)	380
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	383
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	381
Speaking	Can talk about possibilities in the past with precision.	60	B2 (59–66)	369
Speaking	Can compare and contrast situations in some detail and speculate about the reasons for the current situation.	64	B2 (59–66)	380
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	381
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	383

MATERIALS ENGINEERING – Polymers: Regenerative Medicine

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	388
Reading	Can understand cause and effect relationships in a linguistically complex academic text.	74	B2+ (67–75)	388
Reading	Can use relevant material in academic textbooks and articles to support or challenge an argument.	72	B2+ (67–75)	388
Reading	Can understand the writer's purpose in a linguistically complex academic text.	74	B2+ (67–75)	392
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	392
Reading	Can summarize, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59–66)	392
Reading	Can distinguish between active and passive voice in a linguistically complex academic text.	68	B2+ (67–75)	394
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	395
Writing	Can clarify a concept in a narrative text using adverbial clauses, phrases and modifiers.	70	B2+ (67–75)	394
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59–66)	385
Speaking	Can talk about hypothetical events and actions, and their possible consequences.	70	B2+ (67–75)	393
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	393
Speaking	Can talk about hypothetical events and actions, and their possible consequences.	70	B2+ (67–75)	393
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	395