

ADVANCED

# WRITING SKILLS

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  
WRITING SKILLS

**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](http://English.com/gse) to learn more about the Global Scale of English.

## References

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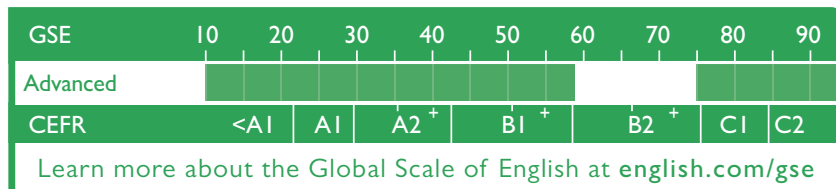
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# University Success

ADVANCED

WRITING SKILLS

*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 Writing Skills

#### LINGUISTICS – The Research Writing Process

**FUNDAMENTAL SKILLS** – The Research Writing Process.

**SUPPORTING SKILLS** – Brainstorm topics. Create an outline.

**INTEGRATED SKILLS** – Annotate research.

**LANGUAGE SKILLS** – Identify phrases in academic text.

**VOCABULARY STRATEGY** – Use a dictionary to expand vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	10
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	10
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	22
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	28
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	28
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	32
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	34
Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)	35
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	36
Writing	Can start an essay with a strong thesis statement.	70	B2+ (67–75)	18
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	22
Writing	Can present additional ideas using a range of linking words and phrases.	62	B2 (59–66)	30
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	36
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	37
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	37

### BUSINESS ETHICS – Idea Development

**FUNDAMENTAL SKILLS** – Idea Development.

**SUPPORTING SKILLS** – Develop and organize ideas. Identify reliable sources of information.

**INTEGRATED SKILLS** – Paraphrase.

**LANGUAGE SKILLS** – Use direct quotations and reported speech.

**VOCABULARY STRATEGY** – Recognize in-text definitions.

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)	50
Reading	Can critically evaluate the quality of sources used in a simple text.	61	B2 (59–66)	54
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	59
Reading	Can understand definitions of technical terms presented in a linguistically complex academic text.	75	B2+ (67–75)	66
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	42
Speaking	Can justify a viewpoint on a topical issue by discussing pros and cons of various options.	60	B2 (59–66)	67
Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)	69
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	69
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	42
Writing	Can write a structured paragraph on an academic topic in their field of study.	65	B2 (59–66)	50
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	59
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	69
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	70
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	71
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	71



### EARTH SCIENCE – Extended Writing

**FUNDAMENTAL SKILLS** – Extended Writing.

**SUPPORTING SKILLS** – Use organizational patterns. Select examples.

**INTEGRATED SKILLS** – Summarize.

**LANGUAGE SKILLS** – Use adverbials of cause and effect.

**VOCABULARY STRATEGY** – Learn root words.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can recognize organizational patterns within a linguistically complex academic text.	74	B2+ (67–75)	89
Reading	Can identify examples supporting an argument in a linguistically complex academic text.	74	B2+ (67–75)	92
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	99
Reading	Can recognize organizational patterns within a linguistically complex academic text.	74	B2+ (67–75)	99
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	81
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	106
Speaking	Can express opinions on topics, using linguistically complex language.	74	B2+ (67–75)	107
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	108
Writing	Can write effective and appropriate paragraphs in a range of genres.	67	B2+ (67–75)	89
Writing	Can support ideas with relevant examples.	59	B2 (59–66)	92
Writing	Can write an effective and informative summary.	67	B2+ (67–75)	99
Writing	Can take notes on a linguistically complex academic text.	74	B2+ (67–75)	99
Writing	Can clearly signal cause and effect relationships in structured text.	60	B2 (59–66)	103
Writing	Can clearly signal cause and effect relationships in structured text.	60	B2 (59–66)	108
Writing	Can make detailed comments about numerical information in graphs and charts.	66	B2 (59–66)	108
Writing	Can support ideas with relevant examples.	59	B2 (59–66)	109
Writing	Can write an effective and informative summary.	67	B2+ (67–75)	109
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	109

### MEDIEVAL CULTURE – Rhetorical Context

**FUNDAMENTAL SKILLS** – Rhetorical Context.

**SUPPORTING SKILLS** – Make stylistic choices. Revise text.

**INTEGRATED SKILLS** – Analyze text for style and tone.

**LANGUAGE SKILLS** – Use cohesive devices for reference and agreement.

**VOCABULARY STRATEGY** – Understand connotations.

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)	113
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	120
Reading	Can recognize the use of cohesive devices to link ideas within and between paragraphs in a written text.	63	B2 (59–66)	128
Reading	Can recognize organizational patterns within a linguistically complex academic text.	74	B2+ (67–75)	128
Reading	Can identify different styles, genres, and registers in written discourse.	69	B2+ (67–75)	134
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	141
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	143
Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63	B2 (59–66)	145
Speaking	Can explain information in detail in graphs and charts.	66	B2 (59–66)	145
Writing	Can demonstrate understanding of structure and conventions of different written genres.	71	B2+ (67–75)	113
Writing	Can use appropriate tone and register when writing academic texts.	75	B2+ (67–75)	120
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	128
Writing	Can write a simple discursive essay.	59	B2 (59–66)	134
Writing	Can structure longer complex texts using a range of cohesive devices.	74	B2+ (67–75)	138
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	145
Writing	Can structure longer complex texts using a range of cohesive devices.	74	B2+ (67–75)	146
Writing	Can compare and evaluate ideas in a structured and logical text.	66	B2 (59–66)	147
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	147



### MATERIALS ENGINEERING – Publishing

**FUNDAMENTAL SKILLS** – Publishing.

**SUPPORTING SKILLS** – Edit text. Proofread text.

**INTEGRATED SKILLS** – Analyze text.

**LANGUAGE SKILLS** – Identify and edit run-on sentences and fragments.

**VOCABULARY STRATEGY** – Understand prefixes.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can follow the development of a central theme in an academic text.	65	B2 (59–66)	165
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	165
Reading	Can recognize organizational patterns within a linguistically complex academic text.	74	B2+ (67–75)	165
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	173
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	174
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	175
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	151
Writing	Can use correct formatting in an academic essay.	65	B2 (59–66)	151
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	158
Writing	Can write a structured paragraph on an academic topic in their field of study.	65	B2 (59–66)	158
Writing	Can proofread their own academic work and make corrections.	76	C1 (76–84)	161
Writing	Can proofread their own academic work and make corrections.	76	C1 (76–84)	169
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	175
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	176
Writing	Can proofread their own academic work and make corrections.	76	C1 (76–84)	176
Writing	Can proofread their own academic work and make corrections.	76	C1 (76–84)	176

## PART 2 | Critical Thinking Skills

### LINGUISTICS – Fact and Opinion

**FUNDAMENTAL SKILLS** – Fact and Opinion.

**SUPPORTING SKILLS** – Use expressions of fact and opinion. Present a counterargument.

**INTEGRATED SKILLS** – Recognize author bias.

**LANGUAGE SKILLS** – Use language of disagreement.

**VOCABULARY STRATEGY** – Use a dictionary to learn collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between fact and opinion in linguistically complex academic texts.	69	B2+ (67–75)	182
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	182
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	196
Reading	Can recognize the writer’s point of view in a linguistically complex academic text.	74	B2+ (67–75)	196
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	204
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	205
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	207
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	207
Writing	Can clearly signal the difference between fact and opinion in structured text.	61	B2 (59–66)	189
Writing	Can show the relationship between an opinion and a counterargument in a discursive text.	66	B2 (59–66)	192
Writing	Can use fact and opinion effectively in writing.	66	B2 (59–66)	205
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	207
Writing	Can use fact and opinion effectively in writing.	66	B2 (59–66)	208
Writing	Can clearly signal the difference between fact and opinion in a linguistically complex academic text.	71	B2+ (67–75)	208
Writing	Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.	75	B2+ (67–75)	208

### BUSINESS ETHICS – Implication and Inference

**FUNDAMENTAL SKILLS** – Implication and Inference.

**SUPPORTING SKILLS** – Integrate evidence from sources. Use hedging and boosting language.

**INTEGRATED SKILLS** – Understand and respond to implication and inference.

**LANGUAGE SKILLS** – Use modals to express degrees of certainty.

**VOCABULARY STRATEGY** – Use a thesaurus.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand inferred meaning in formal structured text.	70	B2+ (67–75)	213
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	213
Reading	Can critically evaluate the quality of sources used in a simple text.	61	B2 (59–66)	220
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	229
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	229
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	239
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	241
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	242
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	220
Writing	Can explain information from sources in academic texts.	73	B2+ (67–75)	220
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	224
Writing	Can support a line of argument in an academic text using indirect quotes.	71	B2+ (67–75)	229
Writing	Can use a range of chart types (line, bar, etc.) to convey information in an academic text.	66	B2 (59–66)	242
Writing	Can correctly attribute information from different sources.	64	B2 (59–66)	243
Writing	Can explain information from sources in academic texts.	73	B2+ (67–75)	243

### EARTH SCIENCE – Process Writing

**FUNDAMENTAL SKILLS** – Process Writing.

**SUPPORTING SKILLS** – Organize a process. Support a process with visuals.

**INTEGRATED SKILLS** – Synthesize information from sources.

**LANGUAGE SKILLS** – Use passive voice in scientific writing.

**VOCABULARY STRATEGY** – Build discipline-specific vocabulary.

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)	246
Reading	Can understand the writer's purpose in a linguistically complex academic text.	74	B2+ (67–75)	246
Reading	Can recognize organizational patterns within a linguistically complex academic text.	74	B2+ (67–75)	253
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	265
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	261
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	273
Speaking	Can speculate about causes when discussing an academic topic.	62	B2 (59–66)	273
Speaking	Can speculate about causes, consequences, or hypothetical situations.	64	B2 (59–66)	275
Writing	Can write a detailed description of a complex process.	74	B2+ (67–75)	246
Writing	Can write effective and appropriate paragraphs in a range of genres.	67	B2+ (67–75)	253
Writing	Can describe in detail technical information contained in a visual in an academic text.	75	B2+ (67–75)	261
Writing	Can use citations effectively and appropriately in an academic paper.	76	C1 (76–84)	261
Writing	Can synthesize information from two or more academic texts.	75	B2+ (67–75)	265
Writing	Can describe in detail technical information contained in a visual in an academic text.	75	B2+ (67–75)	275
Writing	Can use citations effectively and appropriately in an academic paper.	76	C1 (76–84)	275
Writing	Can write a detailed description of a complex process.	74	B2+ (67–75)	277
Writing	Can describe in detail technical information contained in a visual in an academic text.	75	B2+ (67–75)	277

### MEDIEVAL CULTURE – Style and Genre

**FUNDAMENTAL SKILLS** – Style and Genre.

**SUPPORTING SKILLS** – Use figurative language. Appeal to ethos, pathos, and logos.

**INTEGRATED SKILLS** – Analyze descriptive writing.

**LANGUAGE SKILLS** – Vary description.

**VOCABULARY STRATEGY** – Use a corpus to expand word knowledge.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify different styles, genres, and registers in written discourse.	69	B2+ (67–75)	282
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	282
Reading	Can understand simple metaphors in an academic text.	60	B2 (59–66)	289
Reading	Can critically evaluate the effectiveness of a simple descriptive essay.	61	B2 (59–66)	298
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	298
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	282
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	309
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	311
Speaking	Can give clear, detailed descriptions on a wide range of familiar subjects.	66	B2 (59–66)	312
Writing	Can use persuasive techniques appropriately in academic writing.	78	C1 (76–84)	293
Writing	Can use descriptive language to support a main idea in written academic work.	67	B2+ (67–75)	304
Writing	Can use descriptive language to support a main idea in written academic work.	67	B2+ (67–75)	312
Writing	Can write an effective and informative summary.	67	B2+ (67–75)	313
Writing	Can write a critical analysis of a simple academic text.	70	B2+ (67–75)	313

### MATERIALS ENGINEERING – Research Writing

**FUNDAMENTAL SKILLS** – Research Writing.

**SUPPORTING SKILLS** – Develop a research summary. Develop a strong conclusion.

**INTEGRATED SKILLS** – Present a research paper.

**LANGUAGE SKILLS** – Use parallel structure.

**VOCABULARY STRATEGY** – Understand suffixes.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify common features of an academic abstract.	68	B2+ (67–75)	315
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	323
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	336
Speaking	Can discuss findings from a research study.	71	B2+ (67–75)	336
Speaking	Can give a presentation or lecture in their field of specialization.	73	B2+ (67–75)	336
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	346
Speaking	Can discuss the information presented in a complex diagram or visual information.	71	B2+ (67–75)	348
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic.	79	C1 (76–84)	348
Writing	Can take notes on a linguistically complex academic text.	74	B2+ (67–75)	323
Writing	Can write effective conclusions to a range of academic essays.	78	C1 (76–84)	330
Writing	Can use parallel structure in academic writing.	70	B2+ (67–75)	341
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 use parallel structure in academic writing.	70	B2+ (67–75)	349



**PART 3 | Extended Writing**

**LINGUISTICS – Writing as a Linguist. *Fact or Fiction: Evaluating Media Coverage of the Vocal Fry Phenomenon.***

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)	353
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	357
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	357
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	357
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	357
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	359
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	353
Speaking	Can describe future plans and intentions in detail, giving degrees of probability.	60	B2 (59–66)	355
Writing	Can take notes on a linguistically complex presentation or lecture in their field of specialization.	74	B2+ (67–75)	353
Writing	Can present additional ideas using a range of linking words and phrases.	62	B2 (59–66)	355
Writing	Can use fact and opinion effectively in writing.	66	B2 (59–66)	359
Writing	Can systematically develop an argument giving the reasons for or against a point of view.	67	B2+ (67–75)	359
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	359

### **BUSINESS ETHICS – Writing as a Business Ethicist. *Frameworks of Intercultural Understanding in Global Business.***

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)	361
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	367
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	367
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	367
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	367
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	370
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	361
Speaking	Can describe future plans and intentions in detail, giving degrees of probability.	60	B2 (59–66)	363
Writing	Can take notes on a linguistically complex presentation or lecture in their field of specialization.	74	B2+ (67–75)	361
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	364
Writing	Can signal that two ideas are similar when writing a simple academic text by using discourse markers.	61	B2 (59–66)	371
Writing	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59–66)	371
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model.	68	B2+ (67–75)	371
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	371
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	371
Writing	Can use citations effectively and appropriately in an academic paper.	76	C1 (76–84)	371

### EARTH SCIENCE – Writing as an Earth Scientist. *Environmentalism in the 21st Century.*

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)	373
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	377
Reading	Can recognize inferred meaning in a structured text, if guided by questions.	60	B2 (59–66)	378
Reading	Can infer the author’s opinion in straightforward academic texts.	68	B2+ (67–75)	378
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	378
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text.	70	B2+ (67–75)	378
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	380
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments.	60	B2 (59–66)	373
Speaking	Can describe future plans and intentions in detail, giving degrees of probability.	60	B2 (59–66)	375
Writing	Can take notes on a linguistically complex presentation or lecture in their field of specialization.	74	B2+ (67–75)	373
Writing	Can clearly signal cause and effect relationships in structured text.	60	B2 (59–66)	376
Writing	Can clearly signal problem and solution relationships in structured text.	62	B2 (59–66)	381
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	381
Writing	Can write a linguistically complex essay in response to a specific question.	75	B2+ (67–75)	381
Writing	Can use citations effectively and appropriately in an academic paper.	76	C1 (76–84)	381

### MEDIEVAL CULTURE – Writing as a Literary Expert. *Medieval Feast as Artistic Production.*

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)	383
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	387
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	388
Reading	Can understand the writer’s purpose in a linguistically complex academic text.	74	B2+ (67–75)	388
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	390
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	383
Speaking	Can describe future plans and intentions in detail, giving degrees of probability.	60	B2 (59–66)	385
Writing	Can take notes on a linguistically complex presentation or lecture in their field of specialization.	74	B2+ (67–75)	383
Writing	Can structure longer complex texts using a range of cohesive devices.	74	B2+ (67–75)	386
Writing	Can use descriptive language to support a main idea in written academic work.	67	B2+ (67–75)	387
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	391
Writing	Can use descriptive language to support a main idea in written academic work.	67	B2+ (67–75)	391
Writing	Can use descriptive language to support a main idea in written academic work.	67	B2+ (67–75)	391
Writing	Can write an outline for an academic paper or essay using linguistically complex language.	73	B2+ (67–75)	391

### **MATERIALS ENGINEERING – Writing as a Materials Engineer. *Why Do Polymers Behave Differently Depending on Their Conditions?***

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)	393
Reading	Can take effective notes on a linguistically complex and unfamiliar text.	74	B2+ (67–75)	397
Reading	Can identify examples in an academic text to support an argument.	65	B2 (59–66)	398
Reading	Can extract key information from a linguistically complex academic text, if guided by questions.	70	B2+ (67–75)	398
Reading	Can research a topic by reading linguistically complex academic texts.	79	C1 (76–84)	400
Speaking	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.	60	B2 (59–66)	393
Speaking	Can describe future plans and intentions in detail, giving degrees of probability.	60	B2 (59–66)	395
Writing	Can take notes on a linguistically complex presentation or lecture in their field of specialization.	74	B2+ (67–75)	393
Writing	Can use parallel structure in academic writing.	70	B2+ (67–75)	396
Writing	Can proofread their own academic work and make corrections.	76	C1 (76–84)	396
Writing	Can write an effective and informative summary.	67	B2+ (67–75)	401