

INTERMEDIATE TO HIGH-INTERMEDIATE

ORAL COMMUNICATION

CEFR
B1-B1+

GSE
43-58



University Success

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

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

UNIQUE FEATURES

- **Rigorous academic preparation:** students build on their strengths and prior knowledge, develop language and study skills, and increase their knowledge of academic content related to the STEAM area of study.
- **Extensive work with authentic texts and lectures:** the content has been expertly developed with the cooperation of five Stanford University professors and features extensive Readings and full-length lectures. It provides a challenging experience that replicates the authentic experience of studying in a mainstream university classroom.
- **Systematic skill development:** each strand allows for essential skill building, from strategies to critical thinking to extensive application and assessment that explicitly teaches students to notice, understand, and employ English language features in the comprehension and synthesis of new information.
- **Flexible three-part developmental English approach:** unlike any traditional ESL/EFL course, *University Success* follows the developmental English approach that encompasses intensive skill development and extensive practice.
- **Fluency driven approach:** helps learners with fluency, accuracy, and automaticity, allowing them to process linguistically complex texts of significant length.
- **Content and fluency vocabulary approach:** develops learner ability to read words as multiword units and to process text more quickly and with greater ease.
- **Strategies for academic success:** online videos that show students how to cope with the challenges of academic study and college culture. Videos include how to talk to a professor during office hours, time management techniques, giving and receiving feedback, and many more.
- **Global Scale of English for Academic Learners:** alignment with content tied to outcomes designed to challenge students who have achieved a B1+ 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.

References

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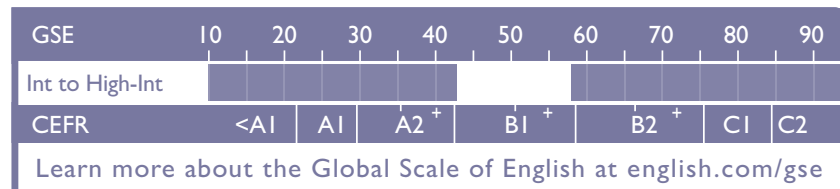
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University Success

INTERMEDIATE TO HIGH-INTERMEDIATE

ORAL COMMUNICATION

University Success is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEFR B1 to B1+ (43–58 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

BIOETHICS – Active Participation

FUNDAMENTAL SKILLS – Listening actively to follow a lecture or discussion. Taking turns in a discussion.

INTEGRATED SKILLS – Taking organized notes.

LANGUAGE SKILLS – Identifying subject relative clauses.

VOCABULARY STRATEGY – Creating a vocabulary journal.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	5
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	9
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	15
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	21
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	21
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	13
Speaking	Can convey simple relevant information emphasizing the most important point.	45	B1 (43–50)	6
Speaking	Can initiate, maintain and close simple, face-to-face conversations on familiar topics.	46	B1 (43–50)	9
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	19
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	21
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51–58)	21
Speaking	Can contribute ideas in a panel discussion, using simple language.	55	B1+ (51–58)	23

BUSINESS AND DESIGN – Idea Development

FUNDAMENTAL SKILLS – Demonstrating an understanding of ideas in a discussion. Rephrasing to clarify information.

INTEGRATED SKILLS – Answering specific questions about a text.

LANGUAGE SKILLS – Using tag questions to invite agreement.

VOCABULARY STRATEGY – Using a dictionary to improve vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow the main points of extended discussion around them if in standard speech.	46	B1 (43–50)	27
Listening	Can recognize that a speaker is clarifying points they have made in a simple presentation or lecture.	54	B1+ (51–58)	30
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	35
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	44
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	44
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	33
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	28
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	42
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51–58)	44
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	45
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	47

ZOOLOGY – Extended Discourse

FUNDAMENTAL SKILLS – Formulating probing questions. Describing conclusions.

INTEGRATED SKILLS – Summarizing listenings.

LANGUAGE SKILLS – Connecting ideas with *so* and *therefore*.

VOCABULARY STRATEGY – Guessing meanings of unknown words.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	50
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	54
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture.	53	B1+ (51–58)	57
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	63
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	63
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	61
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	65
Speaking	Can ask questions about the content of a presentation or lecture aimed at a general audience, using simple language.	50	B1 (43–50)	50
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture.	57	B1+ (51–58)	54
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	62
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	64
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51–58)	64
Speaking	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	65
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	66
Writing	Can summarize information from a simple presentation or lecture aimed at a general audience.	54	B1+ (51–58)	57

HISTORY – Relationships Between Ideas

FUNDAMENTAL SKILLS – Comparing similar ideas. Contrasting different ideas.

INTEGRATED SKILLS – Understanding relationships between ideas.

LANGUAGE SKILLS – Utilizing the simple past passive.

VOCABULARY STRATEGY – Creating flashcards to study vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can recognize discourse markers that compare and contrast ideas.	53	B1+ (51–58)	71
Listening	Can recognize discourse markers that compare and contrast ideas.	53	B1+ (51–58)	76
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	87
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	87
Reading	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51–58)	79
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	85
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51–58)	87
Speaking	Can give straightforward descriptions on a variety of familiar subjects.	47	B1 (43–50)	88
Speaking	Can ask questions about the content of a presentation or lecture aimed at a general audience, using simple language.	50	B1 (43–50)	89
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	89
Writing	Can summarize information from a simple presentation or lecture aimed at a general audience.	54	B1+ (51–58)	82

CHEMICAL ENGINEERING – Presentations

FUNDAMENTAL SKILLS – Identifying parts of a presentation or lecture. Planning for a presentation.

INTEGRATED SKILLS – Making predictions.

LANGUAGE SKILLS – Explaining order with linking words.

VOCABULARY STRATEGY – Choosing the right level of formality.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	98
Listening	Can predict the content of a simple presentation or lecture by listening to the introductory statement.	55	B1+ (51–58)	103
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture.	53	B1+ (51–58)	108
Reading	Can predict the content of a simple academic text, using headings, images, and captions.	48	B1 (43–50)	102
Speaking	Can use basic discourse markers to structure a short presentation.	45	B1 (43–50)	93
Speaking	Can give a simple presentation on an academic topic in their field.	57	B1+ (51–58)	97
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	107
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51–58)	109
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	109
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)	110
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	110

PART 2 | Critical Thinking Skills

BIOETHICS – Facts and Opinions

CRITICAL THINKING SKILLS – Identifying and expressing facts. Identifying and expressing opinions.

INTEGRATED SKILLS – Identifying bias.

LANGUAGE SKILLS – Expressing conditions with *if*.

VOCABULARY STRATEGY – Examining abbreviations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can distinguish facts from opinions in a simple, straightforward presentation or lecture.	55	B1+ (51–58)	115
Listening	Can distinguish facts from opinions in a simple, straightforward presentation or lecture.	55	B1+ (51–58)	119
Listening	Can identify a speaker’s point of view in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)	123
Listening	Can extract the meaning of unknown words from context if the topic discussed is familiar.	57	B1+ (51–58)	128
Listening	Can distinguish facts from opinions in a simple, straightforward presentation or lecture.	55	B1+ (51–58)	130
Reading	Can recognize the writer’s point of view in a simple academic text, if guided by questions.	48	B1 (43–50)	124
Speaking	Can express opinions and attitudes using a range of basic expressions and sentences.	52	B1+ (51–58)	120
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	129
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	131
Speaking	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions.	53	B1+ (51–58)	131
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	132

BUSINESS AND DESIGN – Inferences

CRITICAL THINKING SKILLS – Making inferences. Giving oral summaries to relate ideas.

INTEGRATED SKILLS – Answering inference questions.

LANGUAGE SKILLS – Expressing present possibility with modal verbs.

VOCABULARY STRATEGY – Using synonyms to understand new vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	140
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	146
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	151
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	151
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51–58)	144
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	149
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	154
Speaking	Can summarize information from a simple presentation or lecture aimed at a general audience.	55	B1+ (51–58)	140
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	147
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	150
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	152
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	152
Speaking	Can contribute ideas in a panel discussion, using simple language.	55	B1+ (51–58)	155

ZOOLOGY – Synthesis of Information

CRITICAL THINKING SKILLS – Taking notes on research lectures. Relating source information to an audience.

INTEGRATED SKILLS – Synthesizing information from multiple sources.

LANGUAGE SKILLS – Using complement clauses after *about*.

VOCABULARY STRATEGY – Recognizing collocations to expand vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	159
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	163
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	168
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	175
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	175
Reading	Can synthesize information from two or more basic texts, if guided by questions.	58	B1+ (51–58)	170
Speaking	Can report factual information given by other people.	56	B1+ (51–58)	163
Speaking	Can briefly give reasons and explanations for opinions, plans and actions.	51	B1+ (51–58)	174
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	176
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	176
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	179

HISTORY – Main Ideas

CRITICAL THINKING SKILLS – Identifying main ideas. Paraphrasing to relate main ideas.

INTEGRATED SKILLS – Rephrasing to simplify ideas.

LANGUAGE SKILLS – Constructing the present perfect passive.

VOCABULARY STRATEGY – Utilizing a dictionary to understand grammatical behavior.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech.	45	B1 (43–50)	183
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	184
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	187
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	193
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	200
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	200
Speaking	Can paraphrase information taken from a simple academic text.	55	B1+ (51–58)	187
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	198
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic.	50	B1 (43–50)	200
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	200
Speaking	Can give straightforward descriptions on a variety of familiar subjects.	47	B1 (43–50)	201
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	201
Writing	Can paraphrase information from a simple text, if guided by questions.	50	B1 (43–50)	192

CHEMICAL ENGINEERING – Processes

CRITICAL THINKING SKILLS – Interpreting and listing steps in a process. Utilizing visual aids in a presentation.

INTEGRATED SKILLS – Explaining a scientific process.

LANGUAGE SKILLS – Showing sequence with time adverbs.

VOCABULARY STRATEGY – Developing vocabulary by understanding word families.

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)	205
Listening	Can follow the stages of a complex process described using non-technical language.	61	B2 (59–66)	215
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	221
Speaking	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57	B1+ (51–58)	205
Speaking	Can give a short talk about a familiar topic, with visual support.	44	B1 (43–50)	211
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	219
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	221
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	222
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	222
Speaking	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57	B1+ (51–58)	223

PART 3 | Extended Lectures

BIOETHICS – Bringing Back the Dead

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	227
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	229
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	230
Listening	Can distinguish between advantages and disadvantages in a simple presentation or lecture.	52	B1+ (51–58)	231
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	236
Reading	Can scan a simple academic text to find specific information.	49	B1 (43–50)	235
Speaking	Can suggest pros and cons when discussing a topic, using simple language.	52	B1+ (51–58)	232
Speaking	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57	B1+ (51–58)	233
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)	236
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	236

BUSINESS AND DESIGN – Design Strategy

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	239
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	240
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech.	45	B1 (43–50)	242
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	242
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	243
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	244
Listening	Can recognize examples and their relation to the idea they support.	55	B1+ (51–58)	244
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	247
Speaking	Can summarize short written passages using the original wording and ordering.	44	B1 (43–50)	245
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	245
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	246
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)	247
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	247

ZOOLOGY – Elephants Inspire Medical Device

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	249
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	250
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	251
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	252
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	255
Reading	Can scan a simple academic text to find specific information.	49	B1 (43–50)	255
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)	252
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	253
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)	255
Speaking	Can explain why something is a problem.	55	B1+ (51–58)	255

HISTORY – Four Discoveries

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech.	45	B1 (43–50)	258
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	258
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	259
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	260
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	261
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	261
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	262
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	263
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	267
Reading	Can scan a simple academic text to find specific information.	49	B1 (43–50)	266
Speaking	Can summarize information from a simple presentation or lecture aimed at a general audience.	55	B1+ (51–58)	264
Speaking	Can paraphrase information taken from a simple academic text.	55	B1+ (51–58)	264
Speaking	Can contribute to a group discussion if the discussion is conducted slowly and clearly.	49	B1 (43–50)	266
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	267
Speaking	Can contribute ideas in a panel discussion, using simple language.	55	B1+ (51–58)	267

CHEMICAL ENGINEERING – The Lake Nyos Disaster

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	269
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	270
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	271
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	271
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	272
Listening	Can follow the stages of a complex process described using non-technical language.	61	B2 (59–66)	273
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	274
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	274
Listening	Can answer questions about the content of a presentation or lecture aimed at a general audience.	52	B1+ (51–58)	275
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	53	B1+ (51–58)	278
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	277
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	275
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	277
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic.	53	B1+ (51–58)	278
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	278