

INTERMEDIATE TO HIGH-INTERMEDIATE

READING

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

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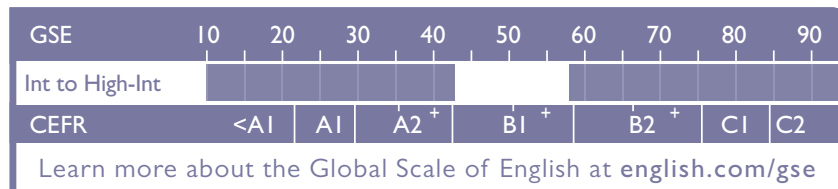
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# University Success

## INTERMEDIATE TO HIGH-INTERMEDIATE READING SKILLS

*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 Reading Skills

#### BIOETHICS – Active Reading

**FUNDAMENTAL SKILLS** – Skimming to survey a text. Scanning to discover specific information.

**INTEGRATED SKILLS** – Annotating to identify key information.

**LANGUAGE SKILLS** – Choosing effective search terms.

**VOCABULARY STRATEGY** – Utilizing a dictionary to strengthen vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can skim a simple text to identify key concepts.	45	B1 (43–50)	4
Reading	Can scan a simple academic text to find specific information.	49	B1 (43–50)	8
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	11
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	14
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	16
Reading	Can search the internet for specific everyday or work-related information.	44	B1 (43–50)	17
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	18
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	24
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	24
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	28
Reading	Can search the internet for specific everyday or work-related information.	44	B1 (43–50)	29
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	23
Speaking	Can give brief reasons and explanations, using simple language.	45	B1 (43–50)	27
Speaking	Can answer basic questions about information presented in graphs and charts.	47	B1 (43–50)	27

### **BUSINESS AND DESIGN – Main Ideas and Details**

**FUNDAMENTAL SKILLS** – Identifying main ideas. Identifying supporting details.

**INTEGRATED SKILLS** – Paraphrasing.

**LANGUAGE SKILLS** – Using synonyms and equivalent expressions.

**VOCABULARY STRATEGY** – Building word families.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the main idea of a passage using textual clues.	50	B1 (43–50)	31
Reading	Can skim a simple text to identify key concepts.	45	B1 (43–50)	32
Reading	Can identify different types of supporting details in a simple academic text, in order to answer specific questions.	57	B1+ (51–58)	37
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	37
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	51
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	51
Reading	Can identify different types of supporting details in a simple academic text, in order to answer specific questions.	57	B1+ (51–58)	51
Writing	Can paraphrase information from a simple text, if guided by questions.	50	B1 (43–50)	42
Writing	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59–66)	47
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	49
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	52
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	45

### ZOOLOGY – Multiple Sources

**FUNDAMENTAL SKILLS** – Making associations. Synthesizing information.

**INTEGRATED SKILLS** – Writing quotations to support ideas.

**LANGUAGE SKILLS** – Expressing contrast and concession.

**VOCABULARY STRATEGY** – Improving receptive and productive vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	57
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	60
Reading	Can synthesize information from two or more basic texts, if guided by questions.	58	B1+ (51–58)	65
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	74
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	80
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	80
Writing	Can paraphrase information from a simple text, if guided by questions.	50	B1 (43–50)	72
Writing	Can write a simple essay in response to a specific question.	54	B1+ (51–58)	74
Writing	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59–66)	77
Writing	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59–66)	84
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	79
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations.	51	B1+ (51–58)	83
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	83

### HISTORY – Reading Fluency

**FUNDAMENTAL SKILLS** – Increasing smoothness and pace to build fluency. Developing accuracy.

**INTEGRATED SKILLS** – Reading aloud to build fluency and comprehension.

**LANGUAGE SKILLS** – Identifying thought groups.

**VOCABULARY STRATEGY** – Recognizing collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify different types of supporting details in a simple academic text, in order to answer specific questions.	57	B1+ (51–58)	89
Reading	Can follow the chronological sequence of events in an academic text using numbers, times and dates.	56	B1+ (51–58)	94
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	97
Reading	Can scan an interview transcript for key information.	56	B1+ (51–58)	104
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	110
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	110
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	109
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic.	50	B1 (43–50)	113
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	113



### CHEMICAL ENGINEERING – Cohesion

**FUNDAMENTAL SKILLS** – Identifying cause and effect. Examining examples.

**INTEGRATED SKILLS** – Summarizing.

**LANGUAGE SKILLS** – Working with pro-forms.

**VOCABULARY STRATEGY** – Utilizing the Frayer model.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand cause and effect relationships in a simple academic text, if clearly signaled.	52	B1+ (51–58)	119
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	120
Reading	Can recognize examples and their relation to the idea they support.	54	B1+ (51–58)	124
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	126
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	137
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	137
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	130
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	137
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic.	50	B1 (43–50)	141
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	141

## PART 2 | Critical Thinking Skills

### BIOETHICS – Facts and Opinions

**CRITICAL THINKING SKILLS** – Identifying facts. Identifying opinions.

**INTEGRATED SKILLS** – Fact-checking.

**LANGUAGE SKILLS** – Examining language for subjectivity.

**VOCABULARY STRATEGY** – Guessing meaning from context.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between fact and opinion presented in simple texts on familiar topics.	47	B1 (43–50)	147
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	148
Reading	Can distinguish between fact and opinion presented in simple texts on familiar topics.	47	B1 (43–50)	152
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	154
Reading	Can critically evaluate the quality of sources used in a simple text.	61	B2 (59–66)	158
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)	162
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	165
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	165
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)	169
Listening	Can identify specific information in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)	160
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	164
Speaking	Can suggest pros and cons when discussing a topic, using simple language.	52	B1+ (51–58)	164
Speaking	Can summarize and give opinions on issues and stories and answer questions in detail.	56	B1+ (51–58)	168
Speaking	Can discuss charts and graphs in an academic text, using simple language.	56	B1+ (51–58)	168

### **BUSINESS AND DESIGN – Inferences and Predictions**

**CRITICAL THINKING SKILLS** – Making inferences. Predicting.

**INTEGRATED SKILLS** – Identifying parts of a lecture.

**LANGUAGE SKILLS** – Interpreting hedging language.

**VOCABULARY STRATEGY** – Compiling a vocabulary journal.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can make simple inferences based on information given in a short article.	51	B1+ (51–58)	172
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	172
Reading	Can predict the content of a simple academic text, using headings, images, and captions.	48	B1 (43–50)	177
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	178
Reading	Can make simple inferences based on information given in a short article.	51	B1+ (51–58)	189
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	189
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	189
Listening	Can recognize that a new topic has been introduced in a presentation or lecture when signaled by discourse markers.	57	B1+ (51–58)	183
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture.	53	B1+ (51–58)	183
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	188
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations.	51	B1+ (51–58)	193
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	194

### ZOOLOGY – Classification

**CRITICAL THINKING SKILLS** – Classifying information. Distinguishing points of view.

**INTEGRATED SKILLS** – Supporting a presentation with visuals.

**LANGUAGE SKILLS** – Identifying the language of parts and wholes.

**VOCABULARY STRATEGY** – Recognizing connotative language.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51–58)	198
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	200
Reading	Can recognize the writer’s point of view in a simple academic text, if guided by questions.	48	B1 (43–50)	206
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	208
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	218
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	218
Listening	Can identify specific information in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)	212
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	218
Speaking	Can summarize and comment on a short story or article and answer questions in detail.	56	B1+ (51–58)	222
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	222

### HISTORY – Specialized Vocabulary

**CRITICAL THINKING SKILLS** – Finding definitions and explanations in a text. Dealing with specialized vocabulary.

**INTEGRATED SKILLS** – Responding in an online forum.

**LANGUAGE SKILLS** – Demonstrating civil discourse online.

**VOCABULARY STRATEGY** – Using graphic organizers.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	229
Reading	Can identify key subject vocabulary in written descriptions.	45	B1 (43–50)	235
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	238
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	244
Reading	Can identify key subject vocabulary in written descriptions.	45	B1 (43–50)	252
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	252
Writing	Can write simple emails/letters and online postings on academic topics.	53	B1+ (51–58)	243
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	252
Speaking	Can briefly give reasons and explanations for opinions, plans and actions.	51	B1+ (51–58)	255
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	256

### CHEMICAL ENGINEERING – Processes

**CRITICAL THINKING SKILLS** – Analyzing time and space descriptions. Examining conditions.

**INTEGRATED SKILLS** – Using passive voice.

**LANGUAGE SKILLS** – Making use of conditionals.

**VOCABULARY STRATEGY** – Identifying collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	261
Reading	Can understand cause and effect relationships in a simple academic text, if clearly signaled.	52	B1+ (51–58)	267
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	269
Reading	Can distinguish between active and passive voice in an academic text.	57	B1+ (51–58)	273
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	274
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	280
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	280
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	280
Speaking	Can give brief reasons and explanations, using simple language.	45	B1 (43–50)	283
Speaking	Can discuss charts and graphs in an academic text, using simple language.	56	B1+ (51–58)	284

**PART 3 | Extended Reading**

**BIOETHICS – Right and Wrong**

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	287
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	287
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	290
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51–58)	292
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	295
Reading	Can understand the writer’s purpose in a simple academic text, if guided by questions.	53	B1+ (51–58)	295
Reading	Can search the internet for specific everyday or work-related information.	44	B1 (43–50)	299
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	301
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	296
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	287
Speaking	Can give brief reasons and explanations, using simple language.	45	B1 (43–50)	287
Speaking	Can justify a viewpoint on a simple topic by discussing some pros and cons of various options.	57	B1+ (51–58)	297
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	297
Speaking	Can give an effective presentation about a familiar topic.	52	B1+ (51–58)	301

**BUSINESS AND DESIGN – Best Practices**

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	304
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	304
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51–58)	306
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	306
Reading	Can understand the writer’s purpose in a simple academic text, if guided by questions.	53	B1+ (51–58)	306
Reading	Can recognize examples and their relation to the idea they support.	54	B1+ (51–58)	306
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	306
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	306
Reading	Can make simple inferences based on information given in a short article.	51	B1+ (51–58)	315
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	317
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	314
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	303
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	315
Speaking	Can give an effective presentation about a familiar topic.	52	B1+ (51–58)	317



**ZOOLOGY – Elephant Behavior**

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	319
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	319
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	321
Reading	Can recognize examples and their relation to the idea they support.	54	B1+ (51–58)	321
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51–58)	321
Reading	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.	54	B1+ (51–58)	321
Reading	Can recognize the writer’s point of view in a simple academic text, if guided by questions.	48	B1 (43–50)	328
Reading	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51–58)	328
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	333
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	329
Writing	Can contrast two ideas when writing a simple academic text by using discourse markers.	61	B2 (59–66)	331
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	319
Speaking	Can suggest pros and cons when discussing a topic, using simple language.	52	B1+ (51–58)	319
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	329
Speaking	Can briefly give reasons and explanations for opinions, plans and actions.	51	B1+ (51–58)	329
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	330
Speaking	Can give an effective presentation about a familiar topic.	52	B1+ (51–58)	333

### HISTORY – Changing History

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can follow the chronological sequence of events in an academic text using numbers, times and dates.	56	B1+ (51–58)	335
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	335
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	337
Reading	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51–58)	337
Reading	Can understand the writer’s purpose in a simple academic text, if guided by questions.	53	B1+ (51–58)	337
Reading	Can infer meaning in a simple academic text, in order to answer specific questions.	54	B1+ (51–58)	344
Reading	Can guess the meaning of an unfamiliar word from context.	55	B1+ (51–58)	344
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	349
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	345
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	335
Speaking	Can briefly give reasons and explanations for opinions, plans and actions.	51	B1+ (51–58)	345
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	345
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	346
Speaking	Can contribute ideas in a panel discussion, using simple language.	55	B1+ (51–58)	349

**CHEMICAL ENGINEERING – Chemical Connections**

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	351
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	354
Reading	Can understand cause and effect relationships in a simple academic text, if clearly signaled.	52	B1+ (51–58)	354
Reading	Can recognize examples and their relation to the idea they support.	54	B1+ (51–58)	354
Reading	Can understand relationships between ideas in a simple academic text, if guided by questions.	58	B1+ (51–58)	354
Reading	Can research a topic by reading simple academic texts.	59	B2 (59–66)	365
Writing	Can write a detailed description of a simple process.	58	B1+ (51–58)	362
Speaking	Can suggest cause and effect when discussing an academic topic.	58	B1+ (51–58)	351
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	351
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	362
Speaking	Can suggest cause and effect when discussing an academic topic.	58	B1+ (51–58)	362
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	363
Speaking	Can give an effective presentation about a familiar topic.	52	B1+ (51–58)	365