

INTERMEDIATE TO HIGH-INTERMEDIATE

## WRITING SKILLS

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.

## References

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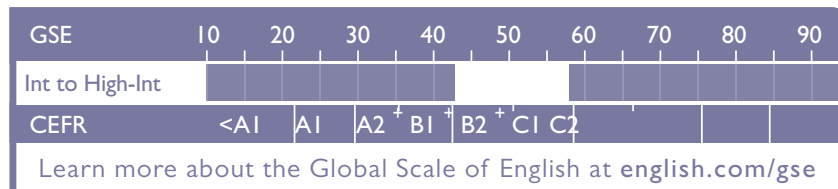
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# University Success

## INTERMEDIATE TO HIGH-INTERMEDIATE WRITING 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 Writing Skills

#### BIOETHICS – The Academic Writing Process

**FUNDAMENTAL SKILLS** – Understanding an assignment. Using the academic writing process.

**INTEGRATED SKILLS** – Taking effective notes.

**LANGUAGE SKILLS** – Using *-ing* and *-ed* adjectives correctly.

**VOCABULARY STRATEGY** – Understanding register.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the main idea of a passage using textual clues.	50	B1 (43–50)	6
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)	17
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	25
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	35
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	32
Speaking	Can give or seek personal views and opinions in discussing topics of interest.	46	B1 (43–50)	34
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	34
Writing	Can write a simple essay in response to a specific question.	54	B1+ (51–58)	6
Writing	Can prepare a simple outline to organize ideas and information.	48	B1 (43–50)	17
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	17
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	17
Writing	Can prepare a simple outline to organize ideas and information.	48	B1 (43–50)	27
Writing	Can prepare a simple outline to organize ideas and information.	48	B1 (43–50)	32
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	35
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	35

### BUSINESS AND DESIGN – Idea Development

**FUNDAMENTAL SKILLS** – Using questions to guide your research. Building paragraphs and connecting ideas.

**INTEGRATED SKILLS** – Identifying topic sentences.

**LANGUAGE SKILLS** – Using conjunctions to connect ideas.

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

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	40
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	48
Reading	Can identify the topic sentence of a paragraph.	47	B1 (43–50)	54
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	54
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	62
Speaking	Can give or seek personal views and opinions in discussing topics of interest.	46	B1 (43–50)	64
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	64
Writing	Can write a simple essay in response to a specific question.	54	B1+ (51–58)	40
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	48
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	54
Writing	Can use limited discourse devices to link sentences smoothly into connected discourse.	51	B1+ (51–58)	64
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	65
Writing	Can write a simple essay in response to a specific question.	54	B1+ (51–58)	65

### ZOOLOGY – Extended Writing

**FUNDAMENTAL SKILLS** – Writing an introduction. Writing a conclusion.

**INTEGRATED SKILLS** – Understanding and using thesis statements.

**LANGUAGE SKILLS** – Using gerunds and infinitives correctly.

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

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	70
Reading	Can identify different types of supporting details in a simple academic text, in order to answer specific questions.	57	B1+ (51–58)	80
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	87
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)	92
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)	96
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	94
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	96
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	96
Writing	Can write an introduction to a simple essay, if provided with a model.	50	B1 (43–50)	70
Writing	Can write a conclusion to a simple essay, if provided with a model.	52	B1+ (51–58)	80
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	80
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	97
Writing	Can write an essay in response to a specific question, if provided with a model.	57	B1+ (51–58)	97

### HISTORY – Narratives

**FUNDAMENTAL SKILLS** – Using narrative writing. Writing a biography.

**INTEGRATED SKILLS** – Using chronological organization.

**LANGUAGE SKILLS** – Using narrative tenses.

**VOCABULARY STRATEGY** – Understanding affixes.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	103
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	112
Reading	Can follow the chronological sequence of events in an academic text using numbers, times, and dates.	56	B1+ (51–58)	119
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	129
Speaking	Can narrate a story.	45	B1 (43–50)	131
Speaking	Can briefly give reasons and explanations for opinions, plans, and actions.	51	B1+ (51–58)	131
Writing	Can write descriptions of past events, activities, or personal experiences.	47	B1 (43–50)	103
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	103
Writing	Can write short, simple biographies about real or imaginary people.	51	B1+ (51–58)	112
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	112
Writing	Can write a chronological paragraph on an academic topic, if provided with a model.	58	B1+ (51–58)	119
Writing	Can clearly signal chronological sequence in narrative text.	52	B1+ (51–58)	125
Writing	Can prepare a simple outline to organize ideas and information.	48	B1 (43–50)	129
Writing	Can clearly signal chronological sequence in narrative text.	52	B1+ (51–58)	132
Writing	Can write a simple descriptive essay, if provided with a model.	53	B1+ (51–58)	133
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	133



### CHEMICAL ENGINEERING – Editing and Publishing

**FUNDAMENTAL SKILLS** – Understanding the visual appearance of writing. Proofreading effectively.

**INTEGRATED SKILLS** – Writing headings and subheadings.

**LANGUAGE SKILLS** – Using prepositional phrases.

**VOCABULARY STRATEGY** – Understanding word families.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	139
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	148
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	154
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	165
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	166
Writing	Can use pictures and charts to convey basic information in a simple academic text on a familiar topic.	51	B1+ (51–58)	139
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	139
Writing	Can write short, simple essays with basic structure on familiar topics.	46	B1 (43–50)	148
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	148
Writing	Can use simple headings to organize written work.	43	B1 (43–50)	154
Writing	Can write a simple essay in response to a specific question.	54	B1+ (51–58)	154
Writing	Can prepare a simple outline to organize ideas and information.	48	B1 (43–50)	165
Writing	Can use pictures and charts to convey basic information in a simple academic text on a familiar topic.	51	B1+ (51–58)	167
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	168
Writing	Can write a short, simple academic essay on a familiar topic, if provided with a model.	56	B1+ (51–58)	168

### PART 2 | Critical Thinking Skills

#### BIOETHICS – Fact and Opinion

**FUNDAMENTAL SKILLS** – Stating an argument. Supporting an argument with examples.

**INTEGRATED SKILLS** – Reading and responding to a persuasive essay.

**LANGUAGE SKILLS** – Using hedging structures.

**VOCABULARY STRATEGY** – Understanding collocation.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can recognize the general line of a written argument though not necessarily all the details.	57	B1+ (51–58)	173
Reading	Can understand the relationship between a main point and an example in a structured text.	50	B1 (43–50)	183
Reading	Can recognize the general line of a written argument though not necessarily all the details.	57	B1+ (51–58)	183
Reading	Can recognize the general line of a written argument though not necessarily all the details.	57	B1+ (51–58)	192
Reading	Can recognize the general line of a written argument though not necessarily all the details.	57	B1+ (51–58)	204
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic.	50	B1 (43–50)	201
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	203
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	173
Writing	Can support a main idea with examples and reasons.	57	B1+ (51–58)	173
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	183
Writing	Can use pictures and charts to convey basic information in a simple academic text on a familiar topic.	51	B1+ (51–58)	204
Writing	Can support a main idea with examples and reasons.	57	B1+ (51–58)	204
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	205
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	205

### **BUSINESS AND DESIGN – Integrating Ideas from Sources**

**FUNDAMENTAL SKILLS** – Identifying keywords. Paraphrasing ideas.

**INTEGRATED SKILLS** – Summarizing.

**LANGUAGE SKILLS** – Using reporting verbs.

**VOCABULARY STRATEGY** – Using synonyms.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	209
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	216
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	226
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	233
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	235
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	235
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	236
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model.	45	B1 (43–50)	209
Writing	Can paraphrase information from a simple text, if guided by questions.	50	B1 (43–50)	216
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	226
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	237
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	237

### ZOOLOGY – Process Writing

**FUNDAMENTAL SKILLS** – Describing a process. Using process language.

**INTEGRATED SKILLS** – Summarizing a process.

**LANGUAGE SKILLS** – Using causative verbs.

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

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	242
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	250
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	256
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	261
Reading	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary.	59	B2 (59–66)	266
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	264
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	265
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	266
Writing	Can write a detailed description of a simple process.	58	B1+ (51–58)	242
Writing	Can describe the sequence in a process when writing a simple text, using common discourse markers.	47	B1 (43–50)	250
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	256
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	267
Writing	Can write a detailed description of a simple process.	58	B1+ (51–58)	267

### HISTORY – Style and Genre

**FUNDAMENTAL SKILLS** – Writing a descriptive paragraph. Using compare-and-contrast organization.

**INTEGRATED SKILLS** – Identifying style and tone.

**LANGUAGE SKILLS** – Using compare-and-contrast language.

**VOCABULARY STRATEGY** – Using adjectives.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can recognize contrasting ideas in a structured text when signaled by discourse markers.	57	B1+ (51–58)	280
Reading	Can recognize the writer’s point of view in a simple academic text, if guided by questions.	48	B1 (43–50)	288
Reading	Can recognize the tone and intended audience of a structured text.	65	B2 (59–66)	288
Speaking	Can give straightforward descriptions on a variety of familiar subjects.	47	B1 (43–50)	298
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	300
Speaking	Can give straightforward descriptions on a variety of familiar subjects.	47	B1 (43–50)	301
Writing	Can write a simple descriptive essay, if provided with a model.	53	B1+ (51–58)	272
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	272
Writing	Can write a formal email/letter of invitation with appropriate register and conventions.	60	B2 (59–66)	288
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	298
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	303
Writing	Can write a detailed description of a simple process.	58	B1+ (51–58)	303

### CHEMICAL ENGINEERING – Presenting Numerical Information

**FUNDAMENTAL SKILLS** – Creating tables. Using numbers in writing.

**INTEGRATED SKILLS** – Summarizing a table of data.

**LANGUAGE SKILLS** – Knowing how and when to use the passive voice.

**VOCABULARY STRATEGY** – Creating word cards.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	308
Reading	Can scan a simple academic text to find specific information.	49	B1 (43–50)	308
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	316
Reading	Can understand numerical values in graphs and charts in a simple academic text.	54	B1+ (51–58)	327
Speaking	Can give or seek personal views and opinions in discussing topics of interest.	46	B1 (43–50)	337
Speaking	Can speak in general terms about environmental problems.	52	B1+ (51–58)	339
Speaking	Can discuss illustrations in an academic text, using simple language.	53	B1+ (51–58)	339
Writing	Can use simple graphs and charts to convey information in academic written work.	57	B1+ (51–58)	308
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	316
Writing	Can use statistical data, fractions, and percentages in an academic text.	62	B2 (59–66)	316
Writing	Can summarize the main message from simple diagrams (e.g. graphs, bar charts).	52	B1+ (51–58)	327
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	337
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	340
Writing	Can write an essay in response to a specific question, if provided with a model.	57	B1+ (51–58)	340
Writing	Can use simple graphs and charts to convey information in academic written work.	57	B1+ (51–58)	340

**PART 3 | Extended Writing**

**BIOETHICS – Writing as a Bioethicist. *Whole Genome Sequencing: Uses and Challenges.***

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)	343
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	344
Reading	Can generally understand straightforward factual texts on familiar topics.	46	B1 (43–50)	349
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	349
Reading	Can take basic notes on a text about a familiar topic in their field of study.	48	B1 (43–50)	351
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	343
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	346
Writing	Can take notes on a simple academic text.	50	B1 (43–50)	349
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	353

**BUSINESS AND DESIGN – Writing as a Businessperson. So *What is a Business Model?***

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)	357
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	359
Listening	Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience.	51	B1+ (51–58)	359
Reading	Can generally understand straightforward factual texts on familiar topics.	46	B1 (43–50)	364
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	364
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	365
Reading	Can synthesize information from two or more basic texts, if guided by questions.	58	B1+ (51–58)	365
Speaking	Can effectively participate in a classroom discussion about an academic topic.	54	B1+ (51–58)	357
Speaking	Can briefly give reasons and explanations for opinions, plans, and actions.	51	B1+ (51–58)	360
Writing	Can take notes on a simple academic text.	50	B1 (43–50)	363
Writing	Can use simple headings to organize written work.	43	B1 (43–50)	367
Writing	Can paraphrase information from a simple text, if guided by questions.	50	B1 (43–50)	367
Writing	Can summarize factual information within their field of interest.	57	B1+ (51–58)	367
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	367



**ZOOLOGY – Writing as a Scientist. *The Role of Ritual in Male African Elephants.***

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)	371
Listening	Can identify a speaker’s point of view in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)	372
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	372
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)	377
Reading	Can understand the main idea of a passage using textual clues.	50	B1 (43–50)	377
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	377
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	379
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	371
Speaking	Can briefly give reasons and explanations for opinions, plans, and actions.	51	B1+ (51–58)	374
Writing	Can take notes on a simple academic text.	50	B1 (43–50)	377
Writing	Can use pictures and charts to convey basic information in a simple academic text on a familiar topic.	51	B1+ (51–58)	379
Writing	Can write an introduction to a simple essay, if provided with a model.	50	B1 (43–50)	380
Writing	Can write a conclusion to a simple academic essay.	58	B1+ (51–58)	380
Writing	Can write a detailed description of a simple process.	58	B1+ (51–58)	380
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	380

**HISTORY – Writing as a Historian. *Changing History by Accident: How Accidents Can Uncover Important Archaeological Finds.***

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)	383
Listening	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.	48	B1 (43–50)	384
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	384
Reading	Can derive the probable meaning of a few unknown words from short, familiar contexts.	48	B1 (43–50)	391
Reading	Can understand the main idea of a passage using textual clues.	50	B1 (43–50)	391
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	391
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	392
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	383
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	386
Writing	Can clearly signal chronological sequence in narrative text.	52	B1+ (51–58)	386
Writing	Can take notes on a simple academic text.	50	B1 (43–50)	389
Writing	Can take notes while researching a familiar topic.	53	B1+ (51–58)	392
Writing	Can write a simple descriptive essay, if provided with a model.	53	B1+ (51–58)	393
Writing	Can edit and improve a simple text.	55	B1+ (51–58)	393
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	393

**CHEMICAL ENGINEERING – Writing as a Chemical Engineer. *From Molecules to Materials: The Whole is Greater Than the Sum of the Parts.***

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)	397
Listening	Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly.	51	B1+ (51–58)	398
Reading	Can understand the main idea of a passage using textual clues.	50	B1 (43–50)	403
Reading	Can recognize examples and their relation to the idea they support.	54	B1+ (51–58)	403
Reading	Can identify key information in an extended text or article.	57	B1+ (51–58)	403
Reading	Can identify key information in a simple academic text, if guided by questions.	48	B1 (43–50)	405
Speaking	Can answer basic questions in a simple academic discussion.	50	B1 (43–50)	397
Speaking	Can briefly give reasons and explanations for opinions, plans, and actions.	51	B1+ (51–58)	400
Writing	Can take notes on a simple academic text.	50	B1 (43–50)	403
Writing	Can use simple headings to organize written work.	43	B1 (43–50)	405
Writing	Can use simple headings to organize written work.	43	B1 (43–50)	406
Writing	Can use pictures and charts to convey basic information in a simple academic text on a familiar topic.	51	B1+ (51–58)	406
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic.	55	B1+ (51–58)	407
Writing	Can use appropriate outlines to organize ideas.	58	B1+ (51–58)	407