READING SKILLS

University
Success

TRANSITION LEVEL

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

University Success, **Transition Level** is an academic skills series designed to equip transitioning English learners with reading, writing, and oral communication skills necessary to succeed in courses in an English-speaking university setting. A targeted approach focuses on the unique linguistic needs of students while preparing them to achieve academic autonomy. *University Success* integrates a three-part developmental approach. Authentic content woven through all three strands provides intensive skill development and expanded application—essential for students to become confident and successful in a university setting.

The blended instructional model provides students with an inspiring collection of extensive authentic content, expertly developed in cooperation with five subject matter experts, all "thought leaders" in their fields. By utilizing both online and in-class instructional materials, *University Success* models the type of real life learning expected of students applying for a degree. Unlike a developmental textbook, *University Success* recognizes the unique linguistic needs of English language learners. The course carefully scaffolds skill development to help students successfully work with challenging and engaging authentic content provided by top Stanford University professors in their academic fields.

SERIES ORGANIZATION

The Transitional 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 B2+ level of proficiency or higher
- **Continuous and extensive formative assessment:** built into the series, offers multiple points of feedback, in class or online, assessing the ability of students to transfer and apply skills with rigorous academic challenges.

The Global Scale of English and The Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student "Can Do" with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe (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

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

North, B. (2000) The Development of a Common Framework Scale of Language Proficiency. New York: Peter Lang.

Schneider, Guenther and Brian North (1999) 'In anderen Sprachen kann ich' . . . Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationmsfähigkeit. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.
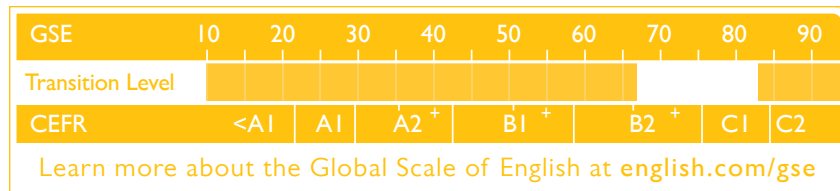
Schneider, G., North, B. (2000) Fremdsprachen können – was heißt das? Chur / Zürich: Rüegger

University Success

TRANSITION LEVEL
READING SKILLS

University Success is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEF B2+ to C1 (67–84 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.

GSE		10	20	30	40	50	60	70	80	90
Transition Level										
CEFR		<A1	A1	A2 +	B1 +		B2 +	C1	C2

Learn more about the Global Scale of English at **english.com/gse**

PART 1 | Fundamental Reading Skills is designed to build fundamental skills step by step through exploration of rigorous academic content.

SOCIOLOGY - Active reading

FUNDAMENTAL READING SKILLS - Read actively.

SUPPORTING SKILLS - Skim for gist. Scan for details.

READING-WRITING CONNECTION - Annotate and take notes.

LANGUAGE SKILLS - Use dictionaries to strengthen vocabulary.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can predict the content of a linguistically complex academic text by reading introductory and summary statements. (P)	71	B2+ (67–75)	3
Reading	Can get the gist of specialized articles and technical texts outside their field. (CJA)	74	B2+ (67–75)	4
Reading	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	7
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	11
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	21
Reading	Can use relevant material in academic textbooks and articles to support or challenge an argument. (CA)	72	B2+ (67–75)	22
Reading	Can interpret the main message from complex diagrams and visual information. (P)	62	B2 (59–66)	23
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	20

ECONOMICS - Main Ideas and Supporting Details

FUNDAMENTAL READING SKILLS - Recognize main ideas and supporting details.

SUPPORTING SKILLS - Identify sentence functions. Identify topics and main ideas. Identify supporting details.

READING-WRITING CONNECTION – Summarize.

LANGUAGE SKILLS - Analyze meaning using word parts.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	25
Reading	Can recognize organizational patterns within a linguistically complex academic text. (P)	74	B2+ (67–75)	26
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	28
Reading	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	32
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	72	B2+ (67–75)	38
Reading	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	74	B2+ (67–75)	42
Reading	Can use relevant material in academic textbooks and articles to support or challenge an argument. (CA)	72	B2+ (67–75)	44
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	44
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	44
Reading	Can summarize, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	34
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	41
Writing	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1 (76–84)	34

BIOLOGY – Cohesion

FUNDAMENTAL READING SKILLS - Understand cohesion.

SUPPORTING SKILLS - Recognize patterns of cohesion: cause / effect, compare / contrast, problem / solution. Understand cohesion in descriptions.

READING-WRITING CONNECTION - Use outlines and graphic organizers.

LANGUAGE SKILLS - Recognize collocations.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can recognize common discourse markers that convey emphasis in a linguistically complex text. (P)	68	B2+ (67–75)	48
Reading	Can understand cause and effect relationships in a linguistically complex academic text. (P)	74	B2+ (67–75)	50
Reading	Can recognize contrasting ideas in a linguistically complex academic text when signaled by discourse markers. (P)	69	B2+ (67–75)	50
Reading	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	56
Reading	Can recognize organizational patterns within a linguistically complex academic text. (P)	74	B2+ (67–75)	60
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	72
Reading	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	73
Reading	Can understand the use of numerical data in graphs and charts in a linguistically complex academic text if guided by questions. (P)	65	B2 (59–66)	73
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	71

University Success

READING SKILLS

HUMANITIES - Fluency and Accuracy

FUNDAMENTAL READING SKILLS - Develop reading fluency.

SUPPORTING SKILLS - Increase fluency. Tolerate ambiguity.

READING-WRITING CONNECTION - Recognize and use rhetorical techniques.

LANGUAGE SKILLS - Understand nominalization.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can scan a linguistically complex academic text to find specific information. (P)	73	B2+ (67–75)	77
Reading	Can scan a linguistically complex academic text to find specific information. (P)	73	B2+ (67–75)	79
Reading	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	82
Reading	Can infer meaning in a linguistically complex academic text. (P)	78	C1 (76–84)	83
Reading	Can understand a detailed description in a linguistically complex academic text. (P)	78	C1 (76–84)	95
Reading	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	99
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	100
Reading	Can evaluate information in an academic text using specific criteria. (P)	70	B2+ (67–75)	102
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	102
Writing	Can paraphrase the main idea of a linguistically complex quotation to support a line of argument. (P)	76	C1 (76–84)	102

ENVIRONMENTAL ENGINEERING - Visuals

FUNDAMENTAL READING SKILLS - Interpret visuals.

SUPPORTING SKILLS - Understand text references to visuals. Interpret the information in visuals.

READING-WRITING CONNECTION - Refer to visual data within and beyond a reading.

LANGUAGE SKILLS - Recognize and learn multiword vocabulary items.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can interpret the main message from complex diagrams and visual information. (P)	62	B2 (59–66)	104
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	109
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	112
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	117
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	129
Reading	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	131
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	131
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	128

PART 2 | Critical Thinking Skills moves from skill building to application of the skills that require critical thinking.

SOCIOLOGY - Fact and Opinion

CRITICAL THINKING SKILLS - Distinguish fact from opinion.

SUPPORTING SKILLS - Recognize and interpret statements of opinion. Recognize and interpret statements of fact.

READING-WRITING CONNECTION - Understand and produce critiques.

LANGUAGE SKILLS - Understand signpost expressions that limit or define.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between facts and opinions in a linguistically complex academic text. (P)	74	B2+ (67–75)	135
Reading	Can distinguish between facts, ideas and opinions in linguistically complex academic texts. (P)	77	C1 (76–84)	136
Reading	Can recognize the writer's point of view in a linguistically complex academic text. (P)	74	B2+ (67–75)	136
Reading	Can identify factual information in a linguistically complex academic text. (P)	73	B2+ (67–75)	140
Reading	Can understand a critique of a linguistically complex academic text. (P)	81	C1 (76–84)	143
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	154
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	153
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	155
Speaking	Can discuss diagrams in a text, using linguistically complex language. (P)	74	B2+ (67–75)	156
Writing	Can write a critical analysis of a simple academic text. (P)	70	B2+ (67–75)	148

ECONOMICS - Implication and Inference

CRITICAL THINKING SKILLS - Understand implication and inference.

SUPPORTING SKILLS - Make strong inferences and avoid weak ones. Distinguish between deliberate implications and direct statements.

READING-WRITING CONNECTION - Paraphrase.

LANGUAGE SKILLS - Identify and use equivalent and near-equivalent expressions.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	159
Reading	Can infer meaning in a linguistically complex academic text. (P)	78	C1 (76–84)	161
Reading	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	164
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	176
Reading	Can understand the use of paraphrasing in a linguistically complex academic text. (P)	76	C1 (76–84)	178
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	175
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	178
Writing	Can paraphrase the main idea of a linguistically complex quotation to support a line of argument. (P)	76	C1 (76–84)	168

University Success

READING SKILLS

BIOLOGY - Evidence and Argumentation

CRITICAL THINKING SKILLS - Evaluate evidence and argumentation.

SUPPORTING SKILLS - Identify and evaluate evidence. Recognize and deal with faulty rhetoric.

READING-WRITING CONNECTION - Understand extended metaphor.

LANGUAGE SKILLS - Identify and use expressions of function and purpose.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can evaluate evidence presented in a linguistically complex argumentative text. (P)	80	C1 (76–84)	181
Reading	Can evaluate evidence presented in a linguistically complex argumentative text. (P)	80	C1 (76–84)	183
Reading	Can identify logical flaws in an argument in an academic paper. (P)	77	C1 (76–84)	187
Reading	Can understand complex or extended metaphors in an academic text. (P)	84	C1 (76–84)	192
Reading	Can recognize common discourse markers that convey emphasis in a linguistically complex text. (P)	68	B2+ (67–75)	198
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	201
Speaking	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	200
Speaking	Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	77	C1 (76–84)	202
Speaking	Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)	75	B2+ (67–75)	203

HUMANITIES - Synthesis of Information

CRITICAL THINKING SKILLS - Synthesize information from several sources.

SUPPORTING SKILLS - Understand multiple perspectives. Evaluate the credibility and motives of sources.

READING-WRITING CONNECTION - Understand and use direct and indirect quotations.

LANGUAGE SKILLS - Appreciate hedging.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	209
Reading	Can synthesize information from multiple linguistically complex academic texts related to similar content. (P)	81	C1 (76–84)	211
Reading	Can critically evaluate the effectiveness of a linguistically complex descriptive essay. (P)	79	C1 (76–84)	216
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	231
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	230
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	226

ENVIRONMENTAL ENGINEERING - Definitions and Classifications

CRITICAL THINKING SKILLS - Understand definitions and classifications.

SUPPORTING SKILLS - Recognize and understand definitions within a text. Work with classifications.

READING-WRITING CONNECTION - Understand and produce references to other sources.

LANGUAGE SKILLS - Understand and use clarifiers.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	238
Reading	Can identify the sources of information in a linguistically complex academic text. (P)	73	B2+ (67–75)	247
Reading	Can scan a linguistically complex academic text to find specific information. (P)	73	B2+ (67–75)	251
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	257
Reading	Can recognize common discourse markers that convey emphasis in a linguistically complex text. (P)	68	B2+ (67–75)	260
Reading	Can recognize common discourse markers that convey emphasis in a linguistically complex text. (P)	68	B2+ (67–75)	254
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	256
Speaking	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67–75)	259
Speaking	Can discuss charts and graphs in an academic text, using linguistically complex language. (P)	78	C1 (76–84)	259
Writing	Can introduce and reference sources in written academic work. (P)	71	B2+ (67–75)	252

PART 3 | Extended Reading presents authentic content written by university professors. Academically rigorous application and assessment activities allow for a synthesis of the skills developed in Part 1 and Part 2.

SOCIOLOGY - The Art of Strategy

READINGS - Thinking About Strategy. The 1963 Birmingham Campaign: The Turning Point in the American Civil Rights Movement.

RESEARCH - Choose and research a figure who is notable for his or her "investment" in a change movement.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract information, ideas and opinions from highly specialized sources within their field. (CA)	78	C1 (76–84)	263
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	277
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	262
Speaking	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	273
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	277

University Success

TRANSITION LEVEL

READING SKILLS

ECONOMICS - Supply and Demand in the Marketplace

READINGS - Markets, Prices, and Price Controls. Minimum Wages.

RESEARCH - Choose and research a product or service that has been subject to government price controls or government attempts to control supply.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract information, ideas and opinions from highly specialized sources within their field. (CA)	78	C1 (76–84)	279
Reading	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	290
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	291
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	292
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	293
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	293
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	278

BIOLOGY - A Study of Deadly Diseases

READINGS - Cows, Cannibals, and Crystals – Explaining the Mechanism of Prion Diseases.
Vaccines That Prevent Virally-Induced Cancer.

RESEARCH - Choose and research a prion disease.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract information, ideas and opinions from highly specialized sources within their field. (CA)	78	C1 (76–84)	295
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	305
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	307
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	294
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	304
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	307

HUMANITIES - Cultivation of the Educated Person

READINGS - The Cultivation of Higher Learning. The Golden Bough.

RESEARCH - Choose and research a notable educational philosopher or theorist.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract information, ideas and opinions from highly specialized sources within their field. (CA)	78	C1 (76–84)	309
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	318
Reading	Can understand the use of paraphrasing in a linguistically complex academic text. (P)	76	C1 (76–84)	319
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	321
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	308
Speaking	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (CA)	70	B2+ (67–75)	318
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	321

ENVIRONMENTAL ENGINEERING - In Pursuit of Clean Air

READINGS - Sources of Indoor Pollutants. Increasing Energy Efficiency vs. Maintaining Indoor Air Quality.

RESEARCH - Choose and research a major indoor pollutant or category of pollutant.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can extract information, ideas and opinions from highly specialized sources within their field. (CA)	78	C1 (76–84)	323
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	332
Reading	Can recognize common discourse markers that convey emphasis in a linguistically complex text. (P)	68	B2+ (67–75)	332
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	334
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	322
Speaking	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (CA)	70	B2+ (67–75)	331
Speaking	Can give a presentation on an academic topic in their field of specialization, using linguistically complex language. (P)	79	C1 (76–84)	334