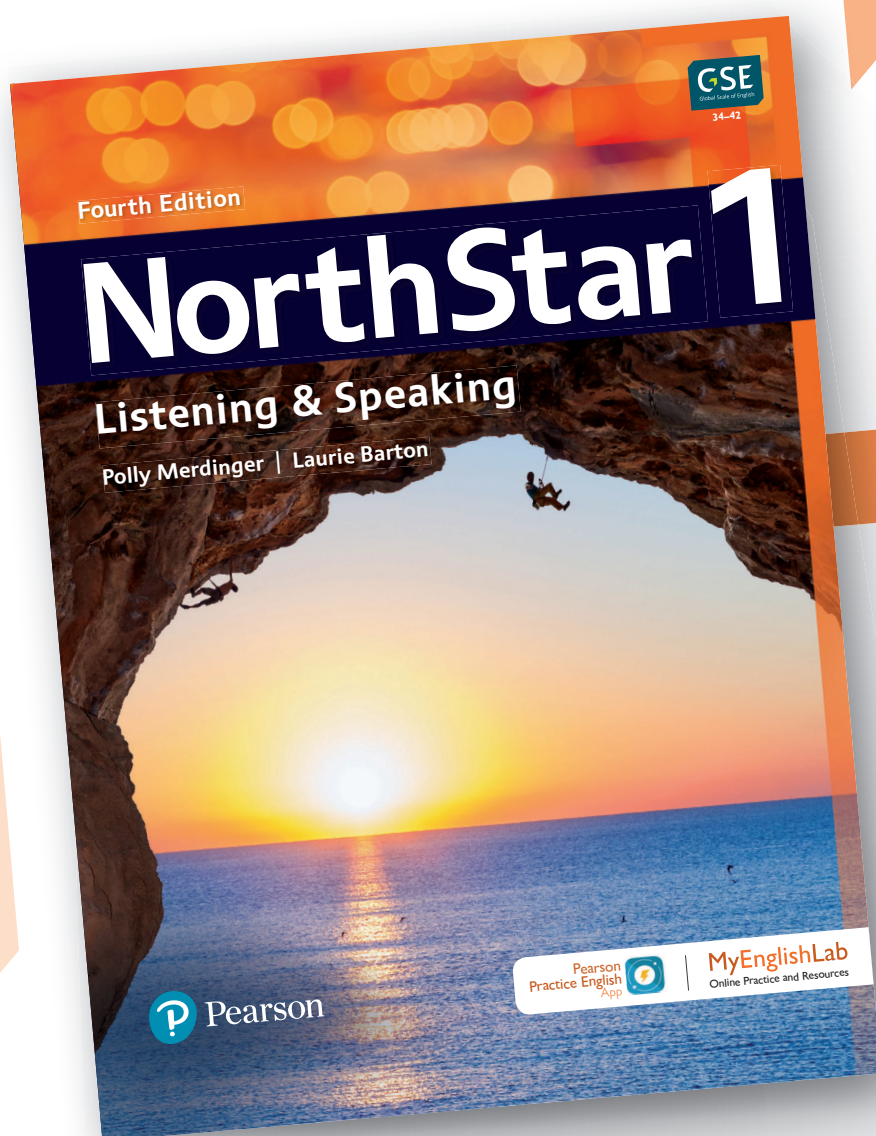




## GSE MAPPING BOOKLET

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



# NorthStar 1, 4e

**NorthStar 1**, Fourth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

## Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher's Resources, including:
  - Student eBook
  - Downloadable achievement tests
  - Classroom audio
  - Audioscripts
  - Video activities
  - Videoscripts
  - Teacher's Manual with Lesson Planners and Teacher's Notes
  - Answer Keys
  - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

## Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
- Engaging authentic video clips adapted from ABC and NBC newscasts, tied to unit themes
- Opportunities for written and recorded reactions to be submitted by students

## Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

## Use Teacher's Resources to:

- Display pages of the Student eBook for whole-class instruction
- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher's manuals, including answer keys
- Access ExamView® Assessment Suite

## 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 **NorthStar Listening & Speaking 1**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

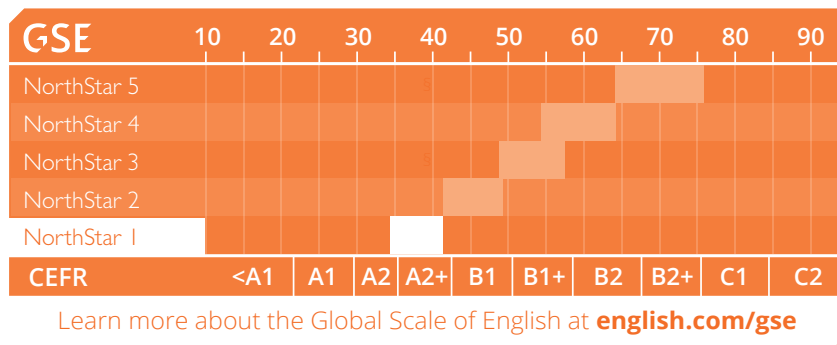
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

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
(C <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018 <sub>A</sub> )	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE <sub>A</sub> )	Eiken descriptor from the CSE, adapted or edited
(CJ <sub>A</sub> )	CEFR-J descriptor, adapted or edited
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

[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.]

*NorthStar* is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34-76 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.



# NorthStar Listening & Speaking 1

## UNIT 1 Unique Homes

**INFERENCE** – Inferring both sides of a story

**NOTE-TAKING** – Taking notes with + and /

**LISTENING** – Identifying and understanding advantages and disadvantages

**GRAMMAR** – Present and past of *be*

**SPEAKING** – Asking for more information

**FINAL SPEAKING TASK** – Role-play: Discussion between two friends looking for a place to live

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36–42)	5
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	5
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	5
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	7
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	11
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	12
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	3
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	8
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	14
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	21
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	22, 25
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	24

## UNIT 2 Making Unusual Art

**INFERENCE** – Inferring why someone is surprised

**NOTE-TAKING** – Using initials to reference people in your notes

**LISTENING** – Identifying main ideas and details

**GRAMMAR** – Simple present

**SPEAKING** – Expressing opinions

**FINAL SPEAKING TASK** – Role-play: Museum curators choose unusual art for a modern art museum

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	31
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	31
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	32
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	36
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	28
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 <sub>A</sub> )	38	A2+ (36–42)	27, 30
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	33, 39
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	47, 50
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	48
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	50, 51

## UNIT 3 Special Possessions

**INFERENCE** – Inferring a speaker's belief

**NOTE-TAKING** – Drawing in your notes

**LISTENING** – Recognizing and understanding a speaker's excitement

**GRAMMAR** – Simple present with adverbs of frequency

**SPEAKING** – Inviting others to speak

**FINAL SPEAKING TASK** – Report: A special possession and follow-up discussion

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	55
	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36–42)	56
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	56
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	58
	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)	61
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	55, 59
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	53
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	58
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	63
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	73
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	74, 75
	Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (C <sub>A</sub> )	38	A2+ (36–42)	74



## UNIT 4 Creativity in Business

**INFERENCE** – Making inferences about contrasting ideas

**NOTE-TAKING** – Taking notes with the equal sign

**LISTENING** – Identifying signal words for main ideas

**GRAMMAR** – *There is / are / was / were*

**SPEAKING** – Reacting to information

**FINAL SPEAKING TASK** – Role-play: A business meeting to decide how to redesign the company office

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	80, 86
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	83
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	86
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	78
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	77, 84, 88, 101
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	96
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C <sub>A</sub> )	36	A2+ (36–42)	98

## UNIT 5 Understanding Fears and Phobias

**INFERENCE** – Inferring the meaning of exaggerations

**NOTE-TAKING** – Taking notes with bullets and dashes

**LISTENING** – Recognizing contradictions

**GRAMMAR** – Simple past

**SPEAKING** – Giving orders, advice, and encouragement

**FINAL SPEAKING TASK** – Role-play: A conversation about water phobia

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	105
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	106
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	106
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	108
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	110
	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	112
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	124
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	104, 109
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	103
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	109, 123, 125
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	113
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	122, 124
	Can use simple fixed expressions to give encouragement (e.g. 'You can do it!') (P)	39	A2+ (36–42)	122

## UNIT 6 Risks and Challenges

**INFERENCE** – Inferring the meaning of rhetorical questions

**NOTE-TAKING** – Taking notes on cause and effect

**LISTENING** – Recognizing and understanding negative questions

**GRAMMAR** – Present progressive

**SPEAKING** – Describing photos and visuals

**FINAL SPEAKING TASK** – Role-play: Interview between a news reporter and a risk-taker

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	130
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	131
	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)	131
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	132
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	136
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	128
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 <sub>A</sub> )	38	A2+ (36–42)	127, 151
	Can express opinions using simple language. (P)	45	B1 (43–50)	134
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	139
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	147
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	149
	Can ask someone simple questions about their life and experiences. (P)	(36)	A2+ (36–42)	150

## UNIT 7 Only Child—Lonely Child?

**INFERENCE** – Making inferences based on a word choice

**NOTE-TAKING** – Taking notes with numbers

**LISTENING** – Recognizing and understanding intonation in statements

**GRAMMAR** – *Be going to* for the future

**SPEAKING** – Agreeing and disagreeing

**FINAL SPEAKING TASK** – Role-play: Parents talking about having a second child

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	157
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	157
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	158
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	161
	Can understand simple, everyday conversations if conducted slowly and clearly. (C <sub>A</sub> )	33	A2 (30–35)	176
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 <sub>A</sub> )	38	A2+ (36–42)	153
	Can express opinions using simple language. (P)	45	B1 (43–50)	159
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	164
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	173
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	174
	Can explain key information in graphs and charts, using simple language. (P)	47	B1 (43–50)	177

## UNIT 8 The Beautiful Game

**INFERENCE** – Inferring the meaning of comparisons

**NOTE-TAKING** – Taking notes with *e.g.* and *ex.*

**LISTENING** – Identifying signal words for reasons and results

**GRAMMAR** – Comparative adjectives

**SPEAKING** – Expressing results

**FINAL SPEAKING TASK** – Oral presentation: Choose a new spokesperson for an energy drink

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	181, 186
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	181
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	181
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	180
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	179
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	184, 189, 201
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	198
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	200

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