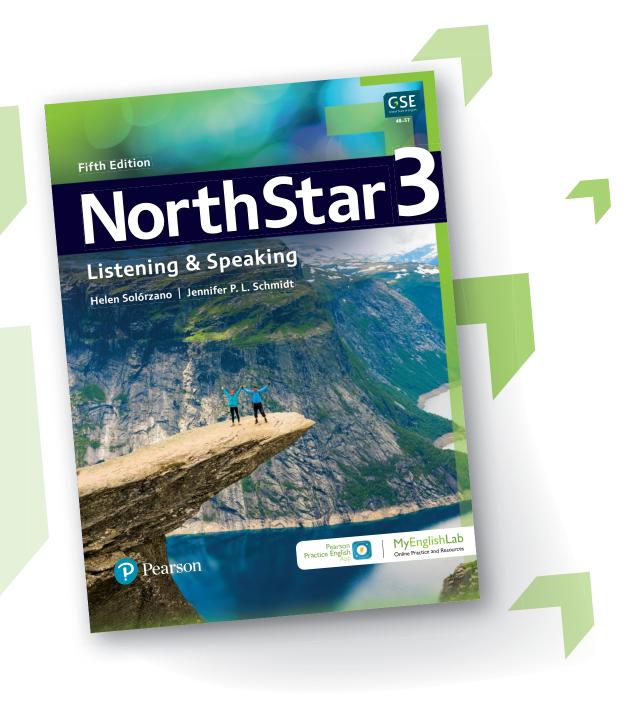# GSE MAPPING BOOKLET

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

GSE
Global Scale of English
48–57

Fifth Edition

NorthStar 3

Listening & Speaking

Helen Solórzano | Jennifer P. L. Schmidt

Pearson
Practice English App | MyEnglishLab
Online Practice and Resources

Pearson

GSE, NorthStar Listening & Speaking 3, 5th Edition – © 2020

NorthStar, 5e

NorthStar, Fifth 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 3**. 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:

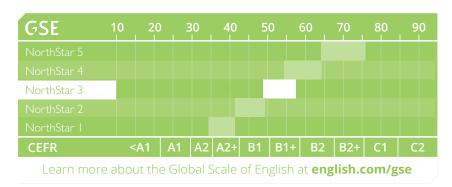|	
(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C$_A$)	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018$_A$)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE$_A$)	Eiken descriptor from the CSE, adapted or edited
(CJ$_A$)	CEFR-J descriptor, adapted or edited
(E$_A$)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000$_A$)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W$_A$)	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.

GSE		10	20	30	40	50	60	70	80	90
NorthStar 5										
NorthStar 4										
NorthStar 3										
NorthStar 2										
NorthStar 1										
CEFR		<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

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

NorthStar Listening & Speaking 3

UNIT 1   A Test of Endurance

INFERENCE – Inferring implied meaning from context

NOTE-TAKING – Taking notes on main idea

LISTENING – Recognizing and understanding signal words

GRAMMAR – Reflexive and reciprocal pronouns

SPEAKING – Asking for and expressing opinions

FINAL SPEAKING TASK – Group discussion: Creating an aphorism

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	5, 6, 11
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	8
	Can recognize cause and effect relationships in a simple presentation or lecture when signaled by discourse markers. (P)	54	B1+ (51–58)	12
	Can recognize discourse markers that compare and contrast ideas. (P)	53	B1+ (51–58)	12
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	4
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	9
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	3, 21
	Can summarize and give opinions on issues and stories and answer questions in detail. (C$_A$)	56	B1+ (51–58)	9
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	13
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	23
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43–50)	24
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	25
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	10

UNIT 2   Avoiding Identity Theft

INFERENCE – Inferring emotion from intonation

NOTE-TAKING – Taking notes with lists

LISTENING – Recognizing rhetorical questions

GRAMMAR – Modals of advice

SPEAKING – Keeping a conversation going

FINAL SPEAKING TASK – Role-play: Identity theft

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	30, 31, 36
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	32
	Can recognize when a speaker uses basic rhetorical questions in conversation. (P)	57	B1+ (51–58)	36
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	47
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	28, 34
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	27
	Can summarize and give opinions on issues and stories and answer questions in detail. (C$_A$)	56	B1+ (51–58)	33
	Can use a basic repertoire of conversation strategies to maintain a discussion. (C$_A$)	53	B1+ (51–58)	44, 46
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	47
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	34

UNIT 3   Why Explore Space?

INFERENCE – Inferring factual information from context

NOTE-TAKING – Taking notes with abbreviations

LISTENING – Recognizing and understanding pronoun references

GRAMMAR – Present perfect and simple past

SPEAKING – Using eye contact in a presentation

FINAL SPEAKING TASK – Oral presentation: Pros and cons of space exploration

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	51
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	52, 53, 58
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	54
	Can follow the linear structure of a short formal talk. (P)	49	B1 (43–50)	59
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	50, 56
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	49, 60
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C$_A$)	51	B1+ (51–58)	55
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	67, 69
	Can express and comment on ideas and suggestions in informal discussions. (C$_A$)	56	B1+ (51–58)	70
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	71
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	57

UNIT 4   Words That Persuade

INFERENCE – Inferring a speaker's purpose

NOTE-TAKING – Taking notes with columns

LISTENING – Recognizing and understanding speaker emphasis

GRAMMAR – Superlative adjectives

SPEAKING – Using appropriate volume and pacing in a presentation

FINAL SPEAKING TASK – Oral presentation: Create and perform ads

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	76, 81
	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	76, 78
	Can recognize emphasis through intonation and stress, if guided by questions. (P)	50	B1 (43–50)	82
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	74, 80
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	73
	Can answer questions about the content of a presentation or lecture aimed at a general audience. (P)	52	B1+ (51–58)	79
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	83
	Can convey simple relevant information emphasising the most important point. (C$_A$)	45	B1 (43–50)	91
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	93
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	95
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	81
	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	94

UNIT 5 Follow Your Passion

INFERENCE – Inferring feelings from context

NOTE-TAKING – Taking notes on details

LISTENING – Recognizing and understanding reduced speech

GRAMMAR – Gerunds

SPEAKING – Using an introduction in a presentation

FINAL SPEAKING TASK – Oral presentation: My personal strengths, interests, and work preferences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	99
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	100, 105
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	101
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	106
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (C$_A$)	45	B1 (43–50)	117
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	98, 103
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	97
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	102, 117
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	107
	Can make an effective introduction and opening to a presentation. (P)	60	B2 (59–66)	114
	Can give a short, rehearsed talk or presentation on a familiar topic. (C$_A$)	53	B1+ (51–58)	116
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	104

UNIT 6   Culture and Commerce

INFERENCE – Inferring opinion from world choice

NOTE-TAKING – Taking notes with an outline

LISTENING – Recognizing and understanding opinions

GRAMMAR – *Will* and *if* clauses

SPEAKING – Making suggestions

FINAL SPEAKING TASK – Interactive poster presentation: A tourist attraction and its impacts

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	121, 124
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	122, 127
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	128
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	120, 125
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	119, 141
	Can summarize and give opinions on issues and stories and answer questions in detail. (C$_A$)	56	B1+ (51–58)	125
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	129
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	136
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43–50)	138
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	138
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	126

UNIT 7   Restorative Justice

INFERENCE – Inferring a speaker's core beliefs

NOTE-TAKING – Reviewing and reflecting on your notes

LISTENING – Recognizing phrases that describe thoughts or feelings

GRAMMAR – *And*, *but*, *so* and *because*

SPEAKING – Using signal words to persuade

FINAL SPEAKING TASK – Oral presentation: Persuasive presentation on a controversial topic related to criminal justice

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	145, 146, 151
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	145
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	147
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	152
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	144, 149
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C$_A$)	51	B1+ (51–58)	143
	Can summarize and give opinions on issues and stories and answer questions in detail. (C$_A$)	56	B1+ (51–58)	148, 153
	Can develop an argument using common fixed expressions. (P)	53	B1+ (51–58)	162
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	164
	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions. (P)	53	B1+ (51–58)	166
	Can describe conclusions they have drawn from graphs and charts, using simple language. (P)	55	B1+ (51–58)	167
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	150

UNIT 8 Reducing Your Carbon Footprint

INFERENCE – Inferring contrast from context

NOTE-TAKING – Using symbol to take notes

LISTENING – Identifying repetition to emphasize a point

GRAMMAR – Modals of Necessity

SPEAKING – Using final intonation

FINAL SPEAKING TASK – Academic discussion: Climate change data

Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	172, 173, 178
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	172
	Can recognize that ideas in a simple presentation or lecture contrast when signaled by stress. (P)	56	B1+ (51–58)	175
	Can recognize paraphrasing and repetition in a straightforward presentation or lecture. (P)	61	B2 (59–66)	179
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C$_A$)	46	B1 (43–50)	170, 176
Speaking	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	169, 180
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	175
	Can politely interrupt during a formal conversation, using fixed expressions. (P)	55	B1+ (51–58)	188
	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	189
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	191
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C$_A$)	55	B1+ (51–58)	177

References

Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 ("WIDA ELD Standards"). Retrieved 27.11.2017 from **www.wida.us**.

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, G., North, B. (1999) *„In anderen Sprachen kann ich . . ." Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit.* 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.