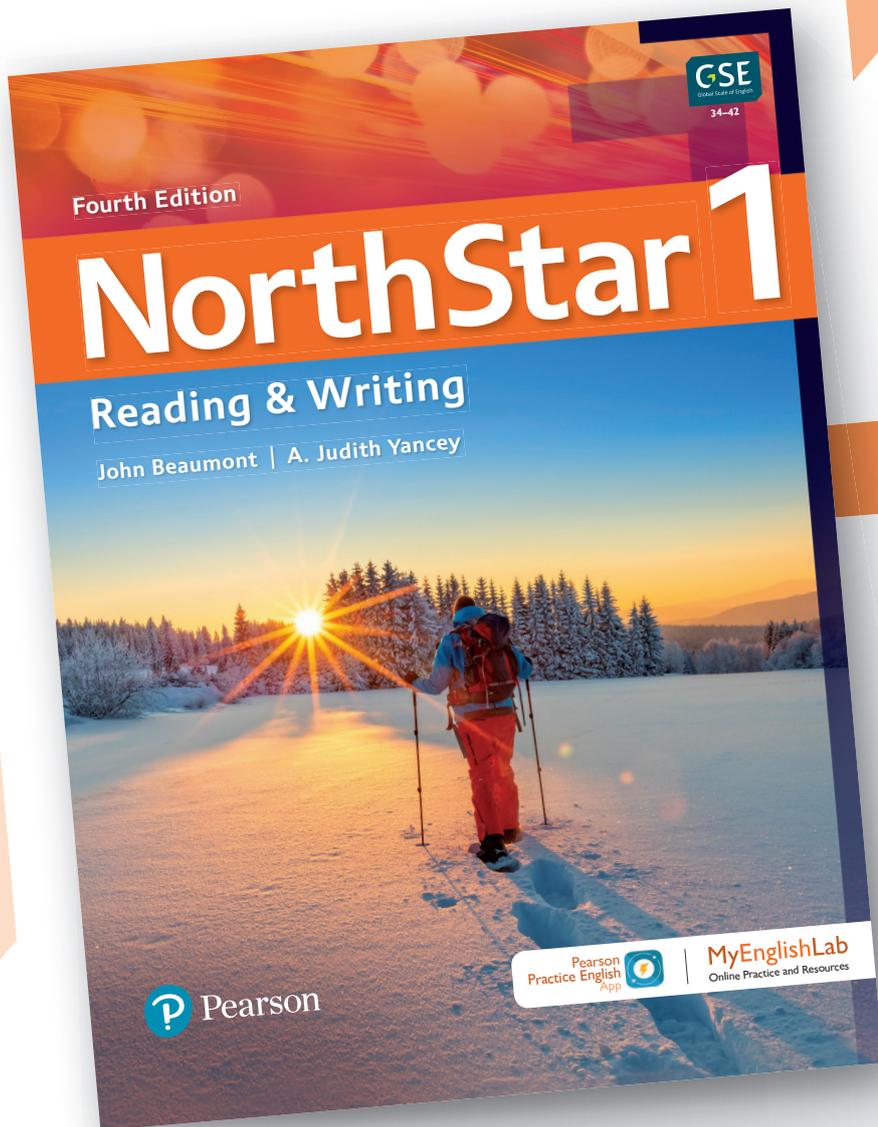




GSE MAPPING BOOKLET

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 Reading & Writing 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.

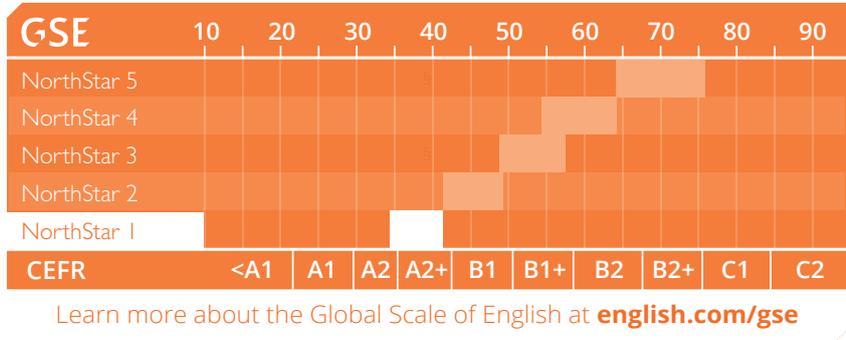
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of NorthStar is 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 _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
(C _J _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.



NorthStar Reading & Writing 1

UNIT 1 Green Spaces

INFERENCE – Inferring information

NOTE-TAKING – Taking notes with underlining and highlighting

READING – Identifying the topic of a reading

GRAMMAR – The simple present of *be* and *have*

FINAL WRITING TASK – Sentences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	6, 12
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	7
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	8
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	10
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	11
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	13
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	3
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	9
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	20
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	22
	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C _A)	31	A2 (30–35)	25
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	25

UNIT 2 Art for Everyone

INFERENCE – Inferring opinions

NOTE-TAKING – Taking notes with numbers

READING – Reading numbers

GRAMMAR – The simple past of *be* and *have*

FINAL WRITING TASK – A biography paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can follow a basic sequence of events in a simple text on a familiar topic. (P)	36	A2+ (36–42)	30
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	30
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	32, 36
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	33
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	34
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	34
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	36
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	38
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	27
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	33
Writing	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	35
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	46
	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	47
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	48
	Can write very short, simple sentences about their feelings. (P)	32	A2 (30–35)	49

UNIT 3 What's it Worth to You?

INFERENCE – Inferring outcomes

NOTE-TAKING – Listing main ideas in notes

READING – Identifying suggestions

GRAMMAR – Simple present

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	52
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	53
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	53, 57
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	56
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	58
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	60
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	61
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	51
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	65
	Can write short texts describing favourite objects, possessions or household pets. (CSE _A)	36	A2+ (36–42)	69

UNIT 4 Open for Business

INFERENCE – Inferring tone

NOTE-TAKING – Taking notes on examples

READING – Using context clues to understand word meaning

GRAMMAR – *There is / there are*

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	74
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	74, 79
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	76, 81
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	77
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	78
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	81
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	82
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	71
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	78
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	89
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	93

UNIT 5 What Are You Afraid Of?

INFERENCE – Inferring the author’s meaning

NOTE-TAKING – Taking notes on definitions

READING – Identifying cause and effect

GRAMMAR – *Can, may, might, and will*

FINAL WRITING TASK – Suggestions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	97
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	99, 104
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	100
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	101
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	102
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	105
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	95
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	101
Writing	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	112
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	117

UNIT 6 What an Adventure!

INFERENCE – Making inferences about people

NOTE-TAKING – Taking notes with a timeline

READING – Separating fact from opinion

GRAMMAR – The simple past

FINAL WRITING TASK – A narrative paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	122
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	124
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	125
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	126
	Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)	47	B1 (43–50)	128
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	128
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	130
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	119
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	125
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	135, 141

UNIT 7 What Number Are You?

INFERENCE – Inferring comparisons

NOTE-TAKING – Taking notes with a tree diagram

READING – Recognizing and understanding pronoun reference

GRAMMAR – Comparative adjectives

FINAL WRITING TASK – A comparison paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	144
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	145
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	145, 149
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	147
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	147, 151
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	149
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	153
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	143
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	148
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	159, 165
	Can make simple comparisons between people, places or things. (P)	36	A2+ (36–42)	163
	Can signal contrast in a simple text with a limited range of language. (P)	39	A2+ (36–42)	163

UNIT 8 Too Young to Go Pro?

INFERENCE – Inferring priorities

NOTE-TAKING – Taking notes with an outline

READING – Identifying the conclusion

GRAMMAR – *Very, too, and enough*

FINAL WRITING TASK – An opinion paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	168
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	169
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	169, 173
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	171; 176
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	172
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	174
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	178
Speaking	Can express opinions using simple language. (P)	45	B1 (43–50)	167
	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	173
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	185, 189
	Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)	46	B1 (43–50)	187

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