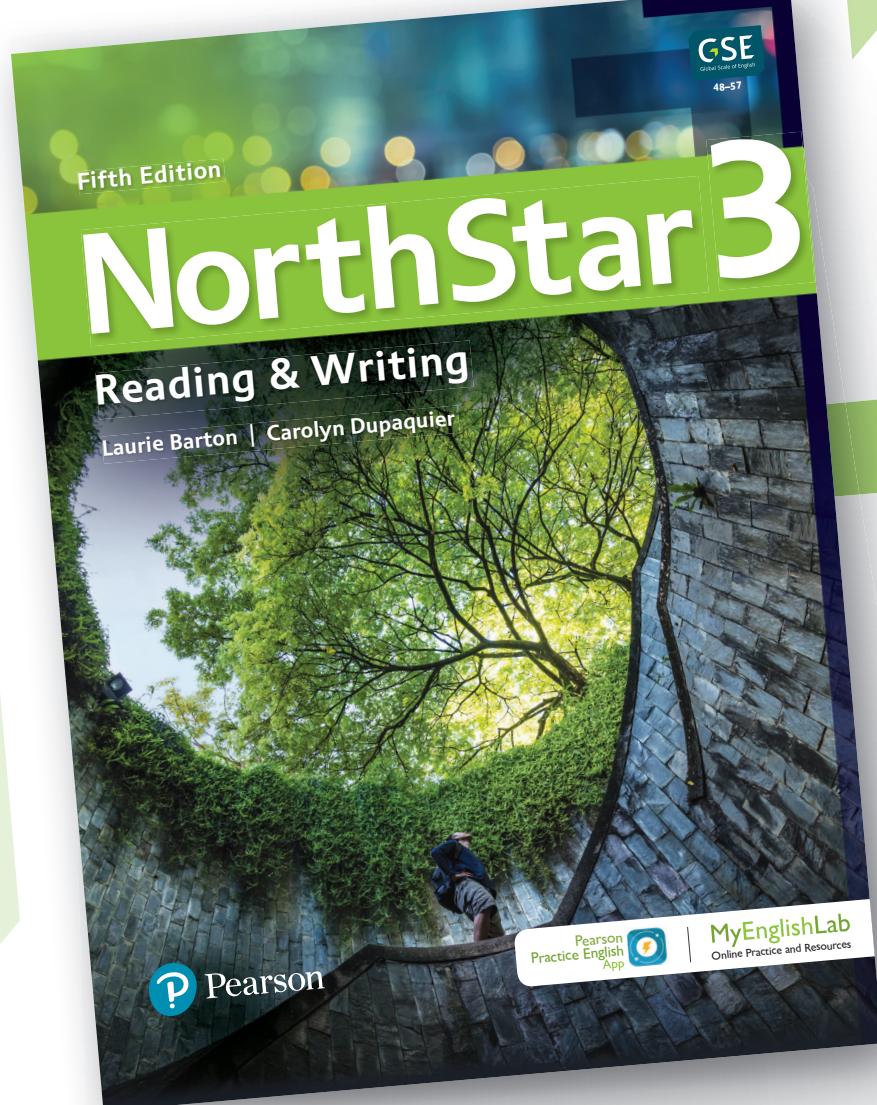




## GSE MAPPING BOOKLET

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



GSE, NorthStar Reading & Writing 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 Reading & Writing 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.

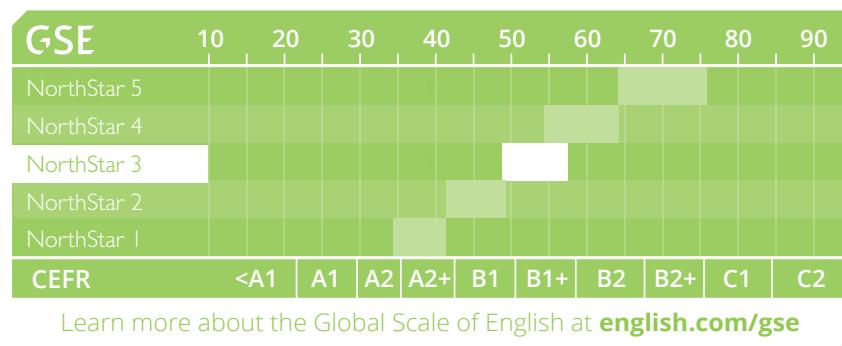
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* 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
- (CA) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C2018A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (CSE<sub>A</sub>) Eiken descriptor from the CSE, adapted or edited
- (CJA) CEFR-J descriptor, adapted or edited
- (EA) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000) North (2000) descriptor, verbatim
- (N2000A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (WA) 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 3

## UNIT 1 Sports and Obsession

**INFERENCE** – Inferring certainty

**NOTE-TAKING** – Taking notes on key words and phrases

**READING** – Recognizing quotations and reported speech

**GRAMMAR** – Modals of ability

**FINAL WRITING TASK** – A factual report

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	4
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	5
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	8
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	10
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	11
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	12
	Can identify whether an author is quoting or paraphrasing another person. (P)	53	B1+ (51–58)	13
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	14
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C <sub>A</sub> )	55	B1+ (51–58)	3
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	9
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	21, 25
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	24

## UNIT 2 The Consequences of Fraud

**INFERENCE** – Inferring comparisons

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

**READING** – Identifying detailed examples

**GRAMMAR** – Simple past and past progressive

**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)	28
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	30
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	32
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	33
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	34
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	35
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	36
	Can recognize examples and their relation to the idea they support. (P)	54	B1+ (51–58)	36
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	37
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	27
	Can summarize and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51–58)	33
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	44
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	46
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	49
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	49

## UNIT 3 Exploring the Red Planet

**INFERENCE** – Inferring degrees of difficulty

**NOTE-TAKING** – Marking a text

**READING** – Scanning for detail

**GRAMMAR** – Infinitives of purpose

**FINAL WRITING TASK** – A pro and con paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	52
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	53
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	53
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	55
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	58
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	58
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	60
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	61
	Can scan a simple academic text to find specific information. (P)	49	B1 (43–50)	61
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	62
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	51
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	57
Writing	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	68
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	68, 73
	Can use parallel structure in academic writing. (P)	70	B2+ (67–75)	70
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	73

## UNIT 4 Language and Power

**INFERENCE** – Inferring meaning of proverbs

**NOTE-TAKING** – Taking notes with a T-chart

**READING** – Recognizing how examples support opinions

**GRAMMAR** – Comparative adverbs

**FINAL WRITING TASK** – A contrast paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	76
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	77
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	77, 82
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	81
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	83
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	84
	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	B1 (43–50)	85
	Can recognize examples and their relation to the idea they support. (P)	54	B1+ (51–58)	85
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	86
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C <sub>A</sub> )	55	B1+ (51–58)	75
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	82
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	92, 97
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	95
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	97

## UNIT 5 Careers of the Future

**INFERENCE** – Inferring when humor is used

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

**READING** – Predicting content from titles and subheadings

**GRAMMAR** – Future time clauses

**FINAL WRITING TASK** – A cover letter

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	100
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	102
	Can recognize the author's use of irony in a simple text, if guided by questions. (P)	62	B2 (59–66)	105
	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	B1 (43–50)	106, 109
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	106, 109
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	108
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	111
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	99
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	106
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	118
	Can write a letter of application with appropriate register, conventions and supporting detail. (P)	65	B2 (59–66)	121
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	122
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	123

## UNIT 6 What is Ecotourism?

**INFERENCE** – Inferring probability

**NOTE-TAKING** – Taking notes on supporting details

**READING** – Using context clues to understand vocabulary

**GRAMMAR** – *Because* and *even though*

**FINAL WRITING TASK** – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	126, 135
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	127
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	128
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	131
	Can extract relevant details in everyday letters, brochures and short official documents. (C <sub>A</sub> )	48	B1 (43–50)	132
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	132
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	134
	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C <sub>A</sub> )	51	B1+ (51–58)	135
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	136
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	125
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	132
Writing	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	140
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	140, 145
	Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	143
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	145

## UNIT 7 Capital Punishment

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

**NOTE-TAKING** – Taking notes with an outline

**READING** – Identifying key information in charts

**GRAMMAR** – Adverb clauses of concession

**FINAL WRITING TASK** – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	148
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	149
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	150
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	154
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)	54	B1+ (51–58)	156, 160
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	161
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	147
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	155
Writing	Can take notes on a simple academic text. (P)	50	B1 (43–50)	158
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	168, 175
	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	170
	Can use limited discourse devices to link sentences smoothly into connected discourse. (C <sub>A</sub> )	51	B1+ (51–58)	171
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	174

## UNIT 8 Is Our Climate Changing?

**INFERENCE** – Inferring purpose

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

**READING** – Identifying cohesive devices of contrast

**GRAMMAR** – Future modals

**FINAL WRITING TASK** – A cause-and-effect essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43–50)	178
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	181
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	181, 186
	Can understand the writer's purpose in a simple academic text, if guided by questions. (P)	53	B1+ (51–58)	184
	Can generally understand straightforward factual texts on familiar topics. (C <sub>A</sub> )	46	B1 (43–50)	186
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	189
	Can recognize contrasting ideas in a structured text when signaled by discourse markers. (P)	57	B1+ (51–58)	189
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	190
Speaking	Can suggest cause and effect when discussing an academic topic. (P)	58	B1+ (51–58)	177
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	185
Writing	Can take notes on a simple academic text. (P)	50	B1 (43–50)	188
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	198, 203
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	200
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	202

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