

NORTHSTAR² READING & WRITING

FOURTH EDITION

ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH
AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE



NORTHSTAR

FOURTH EDITION

NorthStar, Fourth Edition, engages and motivates students with new and updated contemporary topics delivered through a seamless integration of print and online components.

Course Components

- Student book with MyEnglishLab
- Student book w/Interactive Student Book Access and MyEnglishLab
- Interactive Student Book w/MyEnglishLab
- Classroom Audio CD
- Classroom Audio Streaming
- Teacher Resource eText

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

- Student audio to support listening and speaking skills
- Engaging, authentic video clips adapted from ABC, NBC, and CBS 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 Resource eText to:

- Display a digital copy of the student book for whole class instruction
- Download placement and achievement tests
- Print resources including lesson planners, video scripts and video activities
- Access Classroom audio
- Access Teacher's manuals including answer keys

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.

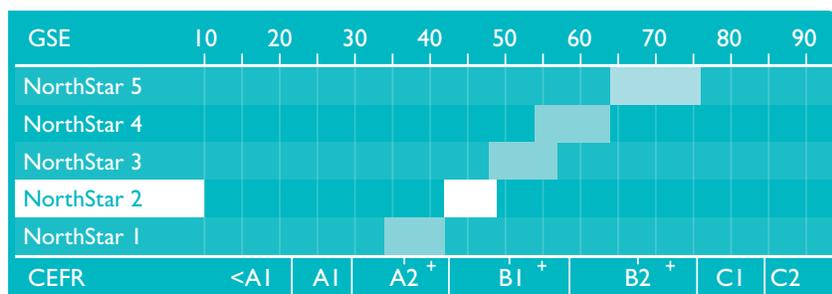
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of *NorthStar* course is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill. From conversations in the home to communication in a store, learners will have a variety of opportunities to improve their agility and fluency with the various skills.

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 |
| (N2000) | North (2000) descriptor, verbatim |
| (N2000 _A) | North (2000) descriptor, adapted or edited |
| (N2007 _A) | North (2007) expanded set of C1 and C2 descriptors, adapted or edited |
| (P) | New Pearson descriptor |

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

NorthStar 4th edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners 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.



Unit 1 Work: Finding the Ideal Job

Vocabulary: Infer word meaning from context

Grammar: Distinguish between and use possessive and descriptive adjectives

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE |
|----------|---|-----|-------------|------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 3 |
| | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 5 |
| | Can generally understand straightforward factual texts on familiar topics. (C _A) | 46 | B1 (43–50) | 7 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (C _A) | 48 | B1 (43–50) | 8 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A) | 46 | B1 (43–50) | 10 |
| | Can generally understand details of events, feelings and wishes in letters, emails and online postings. (C _A) | 51 | B1+ (51–58) | 12 |
| | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 12 |
| Speaking | Can express belief, opinion, agreement and disagreement politely. (C) | 45 | B1 (43–50) | 9 |
| | Can carry out a prepared structured interview with some spontaneous follow-up questions. (C _A) | 45 | B1 (43–50) | 24 |
| Writing | Can write simple informal emails/letters and online postings giving news or opinions. (P) | 46 | B1 (43–50) | 16 |
| | Can write short, basic descriptions of places, people or things. (P) | 38 | A2+ (36–42) | 18 |
| | Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P) | 45 | B1 (43–50) | 20 |
| | Can write a basic letter of application with limited supporting details. (P) | 48 | B1 (43–50) | 22 |

Unit 2 Student Life: Creative Thinking

Vocabulary: Infer word meaning from context

Grammar: Recognize and use past tense with regular/irregular past simple forms

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE |
|----------|---|-----|-------------|------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 27 |
| | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 29 |
| | Can generally understand straightforward factual texts on familiar topics. (CA) | 46 | B1 (43–50) | 30 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 32 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 33 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) | 46 | B1 (43–50) | 34 |
| | Can identify the main topic and related ideas in a structured text. (P) | 49 | B1 (43–50) | 35 |
| | Can understand the relationship between a main point and an example in a structured text. (P) | 50 | B1 (43–50) | 36 |
| Speaking | Can express belief, opinion, agreement and disagreement politely. (C) | 45 | B1 (43–50) | 33 |
| Writing | Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P) | 45 | B1 (43–50) | 47 |
| | Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA) | 47 | B1 (43–50) | 52 |
| | Can write a basic description of experiences, feelings and reactions, given a model. (P) | 44 | B1 (43–50) | 53 |

Unit 3 Money: Making Money

Vocabulary: Infer word meaning from context
Recognize antonyms

Grammar: Recognize and use the comparative form of adjectives

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGE |
|----------|--|-----|-------------|------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 55 |
| | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 57 |
| | Can generally understand straightforward factual texts on familiar topics. (CA) | 46 | B1 (43–50) | 59 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 59 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 60 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) | 46 | B1 (43–50) | 61 |
| | Can infer meaning in a simple academic text, in order to answer specific questions. (P) | 54 | B1+ (51–58) | 62 |
| | Can follow chronological sequence in a formal structured text. (P) | 52 | B1+ (51–58) | 63 |
| Speaking | Can express opinions and attitudes using a range of basic expressions and sentences. (CA) | 52 | B1+ (51–58) | 61 |
| Writing | Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P) | 45 | B1 (43–50) | 75 |
| | Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P) | 45 | B1 (43–50) | 78 |
| | Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P) | 45 | B1 (43–50) | 79 |

Unit 4 Etiquette: Subway Etiquette

Vocabulary: Infer word meaning from context
Recognize word forms (nouns, verbs, adjectives)

Grammar: Recognize and use imperatives to give instructions and make polite requests

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGES |
|----------|--|-----|-------------|-------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 81 |
| | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 84 |
| | Can generally understand straightforward factual texts on familiar topics. (C _A) | 46 | B1 (43–50) | 86 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (C _A) | 48 | B1 (43–50) | 86 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A) | 46 | B1 (43–50) | 88 |
| | Can identify specific information in a simple factual text. (P) | 39 | A2+ (36–42) | 89 |
| | Can identify the main topic and related ideas in a structured text. (P) | 49 | B1 (43–50) | 90 |
| Speaking | Can express opinions and attitudes using a range of basic expressions and sentences. (C _A) | 52 | B1+ (51–58) | 88 |
| Writing | Can show a basic direct relationship between a simple problem and a solution. (P) | 46 | B1 (43–50) | 97 |
| | Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A) | 47 | B1 (43–50) | 100 |
| | Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A) | 47 | B1 (43–50) | 103 |
| | Can write personal emails/letters giving some details of events, experiences and feelings. (C _A) | 48 | B1 (43–50) | 105 |
| | Can make simple comparisons between people, places or things. (P) | 36 | A2+ (36–42) | 105 |

Unit 5 Food: We Are What We Eat

Vocabulary: Recognize and use word forms (nouns, verbs, adjectives, adverbs)

Grammar: Recognize and use *too much/too many/too*+adjective

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGES |
|----------|--|-----|-------------|-------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 107 |
| | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 110 |
| | Can generally understand straightforward factual texts on familiar topics. (CA) | 46 | B1 (43–50) | 112 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 113 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 113 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) | 46 | B1 (43–50) | 115 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 116 |
| | Can scan a simple academic text to find specific information. (P) | 49 | B1 (43–50) | 117 |
| Speaking | Can give simple reasons to justify a viewpoint on a familiar topic. (P) | 50 | B1 (43–50) | 114 |
| Writing | Can support a main idea with examples and reasons. (P) | 57 | B1+ (51–58) | 127 |
| | Can signal contrast in a simple text with a limited range of language. (P) | 39 | A2+ (36–42) | 128 |
| | Can edit and improve a simple text. (P) | 55 | B1+ (51–58) | 129 |
| | Can summarise the main message from simple diagrams (e.g. graphs, bar charts). (P) | 52 | B1+ (51–58) | 130 |
| | Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P) | 45 | B1 (43–50) | 131 |

Unit 6 Heroes: The Heart of a Hero

Vocabulary: Infer word meaning from context
Recognize and use word forms (nouns, verbs, adjectives, adverbs)

Grammar: Recognize and use clauses in the present tense

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGES |
|----------|---|-----|-------------|-------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 133 |
| | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 135 |
| | Can generally understand straightforward factual texts on familiar topics. (CA) | 46 | B1 (43–50) | 137 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (CA) | 48 | B1 (43–50) | 137 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 138 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA) | 46 | B1 (43–50) | 139 |
| | Can generally understand straightforward factual texts on familiar topics. (CA) | 46 | B1 (43–50) | 140 |
| Speaking | Can give simple reasons to justify a viewpoint on a familiar topic. (P) | 50 | B1 (43–50) | 138 |
| Writing | Can give opinions about news and stories using basic fixed expressions. (P) | 47 | B1 (43–50) | 148 |
| | Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA) | 47 | B1 (43–50) | 151 |
| | Can write a simple descriptive essay, if provided with a model. (P) | 53 | B1+ (51–58) | 156 |
| | Can clearly signal chronological sequence in narrative text. (P) | 52 | B1+ (51–58) | 157 |

Unit 7 Health: What's Your Medicine?

Vocabulary: Infer word meaning from context

Grammar: Recognize and use a variety of adverbs of manner

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGES |
|----------|--|-----|-------------|-------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 159 |
| | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 162 |
| | Can generally understand straightforward factual texts on familiar topics. (C _A) | 46 | B1 (43–50) | 164 |
| | Can scan a simple academic text to find specific information. (P) | 49 | B1 (43–50) | 164 |
| | Can make simple inferences based on information given in a short article. (P) | 51 | B1+ (51–58) | 165 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A) | 46 | B1 (43–50) | 166 |
| | Can generally understand straightforward factual texts on familiar topics. (C _A) | 46 | B1 (43–50) | 168 |
| Speaking | Can give simple reasons to justify a viewpoint on a familiar topic. (P) | 50 | B1 (43–50) | 166 |
| | Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P) | 49 | B1 (43–50) | 179 |
| Writing | Can write about everyday things (e.g. people, places, job, study) in linked sentences. (C _A) | 41 | A2+ (36–42) | 176 |
| | Can write descriptions of past events, activities, or personal experiences. (P) | 47 | B1 (43–50) | 180 |
| | Can clearly signal chronological sequence in narrative text. (P) | 52 | B1+ (51–58) | 183 |
| | Can write descriptions of past events, activities, or personal experiences. (P) | 47 | B1 (43–50) | 184 |

Unit 8 Endangered Cultures: Endangered Cultures

Vocabulary: Infer word meaning from context

Grammar: Recognize and use *be going to* to make predictions

Recognize and use *will* to make predictions

Recognize and use the present progressive to describe future events

| SKILL | LEARNING OBJECTIVE | GSE | CEFR | PAGES |
|----------|--|-----|-------------|-------|
| Reading | Can predict the content of a simple academic text, using headings, images, and captions. (P) | 48 | B1 (43–50) | 187 |
| | Can make basic inferences or predictions about text content from headings, titles or headlines. (P) | 43 | B1 (43–50) | 190 |
| | Can generally understand straightforward factual texts on familiar topics. (C _A) | 46 | B1 (43–50) | 192 |
| | Can extract relevant details in everyday letters, brochures and short official documents. (C _A) | 48 | B1 (43–50) | 193 |
| | Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A) | 46 | B1 (43–50) | 196 |
| | Can generally understand straightforward factual texts on familiar topics. (C _A) | 46 | B1 (43–50) | 197 |
| | Can understand the use of quotes in an academic text. (P) | 63 | B2 (59–66) | 198 |
| Speaking | Can give simple reasons to justify a viewpoint on a familiar topic. (P) | 50 | B1 (43–50) | 195 |
| Writing | Can write a transcript of a simple interview. (P) | 54 | B1+ (51–58) | 204 |
| | Can take notes on a simple presentation or lecture aimed at a general audience. (P) | 50 | B1 (43–50) | 208 |
| | Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (C _A) | 47 | B1 (43–50) | 210 |
| | Can write a conclusion to a simple essay, if provided with a model. (P) | 52 | B1+ (51–58) | 212 |
| | Can write about experiences, feelings and reactions in a simple connected text. (C _A) | 50 | B1 (43–50) | 215 |

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