

# NORTHSTAR 3

## READING & WRITING

FOURTH EDITION

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





# NORTHSTAR

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## 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.

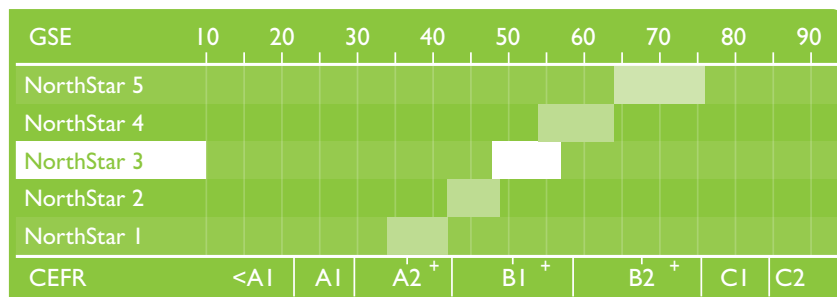
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of *NorthStar* course is designed to provide multiple touch points from which a learner 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 <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(N2007 <sub>A</sub> )	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 CEF 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 Extreme Sports: Sports and Obsession

**Vocabulary:** Infer word meaning from context  
Recognize and use word forms

**Grammar:** Recognize and use *can*, *could* and *be able to* to express ability in the present, past, future, and present perfect

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 guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	4
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	5
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	7
	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)	7
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51-58)	8
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	10
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	11
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	13
Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	14	
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51-58)	9

<b>SKILL</b>	<b>LEARNING OBJECTIVE</b>	<b>GSE</b>	<b>CEFR</b>	<b>PAGE</b>
Writing	Can write about experiences, feelings and reactions in a simple connected text. (C <sub>A</sub> )	50	B1 (43-50)	16
	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43-50)	18
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51-58)	18
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59-66)	18
	Can support a main idea with examples and reasons. (P)	57	B1+ (51-58)	21
	Can edit and improve a simple text. (P)	55	B1+ (51-58)	22
	Can summarise factual information within their field of interest. (C <sub>A</sub> )	57	B1+ (51-58)	23
	Can write a brief standard report conveying factual information, stating reasons for actions. (C <sub>A</sub> )	61	B2 (59-66)	23

## Unit 2 Fraud: The Consequences of Fraud

**Vocabulary:** Recognize and understand synonyms  
Recognize and use word forms

**Grammar:** Distinguish between and use the simple past and past progressive  
Recognize and use *when* and *while*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can recognise examples and their relation to the idea they support. (P)	55	B1+ (51-58)	35
Reading	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	25
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	27
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51-58)	28
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51-58)	31
	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)	33
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	33
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	34
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	35
Writing	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51-58)	38
	Can write about experiences, feelings and reactions in a simple connected text. (C <sub>A</sub> )	50	B1 (43-50)	41
	Can write about experiences, feelings and reactions in a simple connected text. (C <sub>A</sub> )	50	B1 (43-50)	42
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59-66)	43
	Can edit and improve a simple text. (P)	55	B1+ (51-58)	46
	Can summarise factual information within their field of interest. (C <sub>A</sub> )	57	B1+ (51-58)	46
	Can summarise factual information within their field of interest. (C <sub>A</sub> )	57	B1+ (51-58)	47

## Unit 3 Space: Exploring the Red Planet

**Vocabulary:** Use knowledge of academic vocabulary to formulate collocations. Recognize and express purpose with an infinitive after verbs or after a verb and *in order to*.

**Grammar:** Recognize and express purpose with an infinitive after verbs or after a verb in order to.

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)	49
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	52
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	53
	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)	54
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51-58)	55
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C <sub>A</sub> )	46	B1 (43-50)	57
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	59
	Can scan a simple academic text to find specific information. (P)	49	B1 (43-50)	59
Speaking	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	60
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51-58)	56
Writing	Can write personal emails/letters giving and commenting on news in detail. (C <sub>A</sub> )	60	B2 (59-66)	64
	Can write bullet points to summarise key points in a structured text.	55	B1+ (51-58)	66
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51-58)	67
	Can edit and improve a simple text. (P)	55	B1+ (51-58)	71
	Can summarise factual information within their field of interest. (C <sub>A</sub> )	57	B1+ (51-58)	72
	Can write a simple discursive essay, if provided with a model. (P)	55	B1+ (51-58)	73



## Unit 4 Language: Language and Power

**Vocabulary:** Recognize and understand antonyms

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

**Grammar:** Recognize and make comparisons with adverbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can extract the meaning of unknown words from context if the topic discussed is familiar. (CA)	57	B1+ (51-58)	76
Reading	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	75
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	77
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	80
	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)	81
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51-58)	82
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	83
	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)	86
	Can scan a simple academic text to find specific information. (P)	49	B1 (43-50)	86
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	87
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51-58)	83

<b>SKILL</b>	<b>LEARNING OBJECTIVE</b>	<b>GSE</b>	<b>CEFR</b>	<b>PAGE</b>
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (C <sub>A</sub> )	48	B1 (43-50)	91
	Can use simple graphs and charts to convey information in academic written work. (P)	57	B1+ (51-58)	93
	Can signal contrast in a simple text with a limited range of language. (P)	39	A2+ (36-42)	93
	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
	Can summarise factual information within their field of interest. (C <sub>A</sub> )	57	B1+ (51-58)	98
	Can collate short pieces of information and summarise them for somebody else. (C <sub>A</sub> )	58	B1+ (51-58)	98
	Can write a simple discursive essay, if provided with a model. (P)	55	B1+ (51-58)	99

## Unit 5 Careers: Careers of the Future

**Vocabulary:** Recognize and use word forms (nouns and adjectives)  
Recognize and use synonyms

**Grammar:** Recognize and use future time clauses and expressions

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)	101
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	104
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43-50)	105
	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)	106
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51-58)	107
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	108
	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)	111
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	112
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	113
Speaking	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	115
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51-58)	108
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43-50)	118
	Can edit and improve a simple text. (P)	55	B1+ (51-58)	126
	Can collate short pieces of information and summarise them for somebody else. (C <sub>A</sub> )	58	B1+ (51-58)	126
	Can summarise factual information within their field of interest. (C <sub>A</sub> )	57	B1+ (51-58)	127

## Unit 6 Tourism: What is Ecotourism?

**Vocabulary:** Identify relationships between words (synonyms, antonyms, cause/effect, degree)

Use familiar words to form collocations

**Grammar:** Recognize and use *because* and *even though* in main and dependent clauses

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)	129
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	131
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51-58)	133
	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)	134
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51-58)	135
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	136
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	139
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	140
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51-58)	136
	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51-58)	139
	Can collate information from several written sources and summarise the ideas orally. (CA)	57	B1+ (51-58)	140
	Can summarise and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51-58)	151

<b>SKILL</b>	<b>LEARNING OBJECTIVE</b>	<b>GSE</b>	<b>CEFR</b>	<b>PAGE</b>
Writing	Can write detailed descriptions of real or imaginary places. (P)	63	B2 (59-66)	143
	Can write bullet points to summarise key points in a structured text. (P)	55	B1+ (51-58)	146
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51-58)	147
	Can edit and improve a simple text. (P)	55	B1+ (51-58)	150
	Can write a formal email/letter requesting information. (P)	54	B1+ (51-58)	151
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51-58)	151

## Unit 7 Marriage: Finding a Spouse

**Vocabulary** Identify relationships between words (synonyms, antonyms, cause/effect, degree)

**Grammar:** Distinguish between uses of and use definite/indefinite articles (*a/an/the*)

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)	153
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	155
	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)	158
	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)	159
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51-58)	160
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	160
	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)	162
	Can understand simple metaphors in an academic text. (P)	60	B2 (59-66)	162
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	163
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51-58)	160
	Can collate information from several written sources and summarise the ideas orally. (CA)	57	B1+ (51-58)	174

<b>SKILL</b>	<b>LEARNING OBJECTIVE</b>	<b>GSE</b>	<b>CEFR</b>	<b>PAGE</b>
Writing	Can summarise simple research findings in an academic text, if provided with a model summary. (P)	55	B1+ (51-58)	164
	Can write a description of a real or imagined event (e.g. a recent trip). (C)	53	B1+ (51-58)	167
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51-58)	169
	Can write a simple descriptive essay, if provided with a model. (P)	53	B1+ (51-58)	170
	Can edit and improve a simple text. (P)	55	B1+ (51-58)	174
	Can summarise information from a simple presentation or lecture aimed at a general audience. (P)	54	B1+ (51-58)	174
	Can write a simple descriptive essay, if provided with a model. (P)	53	B1+ (51-58)	175

## Unit 8 Climate Change: Is Our Climate Changing?

**Vocabulary:** Use familiar words to form collocations

**Grammar:** Recognize and use *may*, *might*, and *could* to express future possibility

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)	177
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43-50)	179
	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)	185
	Can scan a simple academic text to find specific information. (P)	49	B1 (43-50)	185
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51-58)	186
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	187
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (C <sub>A</sub> )	59	B2 (59-66)	189
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	191
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51-58)	187
Writing	Can summarise simple research findings in an academic text, if provided with a model summary. (P)	55	B1+ (51-58)	192
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59-66)	195
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51-58)	197
	Can clearly signal cause and effect relationships in 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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