

NORTHSTAR 5

LISTENING & SPEAKING

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.

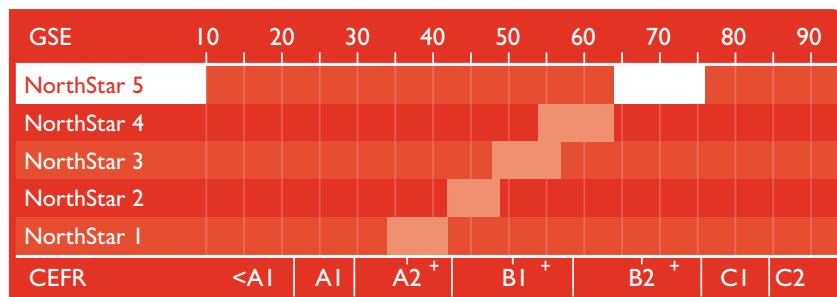
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of *NorthStar* course is designed to provide multiple touch points from which a learner 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 The Brain: The Fantastic Plastic Brain

Vocabulary: Recognize synonyms
Recognise and use commonly confused words

Grammar: Recognize and use verbs + gerund or infinitive with a change of meaning

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main points of complex academic/professional presentations. (C _A)	72	B2+ (67–75)	6
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	6
	Can recognise emphasis through intonation and stress. (P)	61	B2 (59–66)	7
	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+ (67–75)	10
	Can understand main points and check comprehension by using contextual clues. (C _A)	64	B2 (59–66)	12
	Can recognise emphasis through intonation and stress. (P)	61	B2 (59–66)	24
Reading	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	31
	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	31

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	3
	Can speculate about causes, consequences, hypothetical situations. (N2000)	64	B2 (59–66)	6
	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	8
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	13
	Can explain information in detail in graphs and charts. (P)	66	B2 (59–66)	20
	Can effectively and appropriately challenge ideas in an academic discussion. (P)	75	B2+ (67–75)	26
	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (C _A)	70	B2+ (67–75)	28
	Can discuss findings from a research study. (P)	71	B2+ (67–75)	31
	Can give a clear, detailed spoken description of how to carry out a procedure. (C)	63	B2 (59–66)	32
	Can develop a clear argument with supporting subsidiary points and relevant examples. (C _A)	66	B2 (59–66)	32

Unit 2 Lying: Is Honesty the Best Policy?

Vocabulary: Infer word meaning from context

Grammar: Recognize and use modals to express degrees of certainty

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can understand the main points of complex academic/professional presentations. (C _A)	72	B2+ (67–75)	38
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	39
	Can understand implied meaning in a linguistically complex presentation or lecture. (P)	79	C1 (76–84)	40
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	43
	Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C _A)	71	B2+ (67–75)	44
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	45
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	35
	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	42
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C _A)	72	B2+ (67–75)	46
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	49
	Can develop an argument on an academic topic, including supporting points and relevant examples. (P)	73	B2+ (67–75)	57
	Can give clear presentations highlighting significant points with relevant supporting detail. (C _A)	70	B2+ (67–75)	58
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C _A)	72	B2+ (67–75)	59
	Can summarise orally the plot and sequence of events in an extract from a film or play. (C _A)	64	B2 (59–66)	59
	Can describe conclusions they have drawn from graphs and charts, using linguistically complex language. (P)	75	B2+ (67–75)	60

Unit 3 Personality: Revolution of the 50%

Vocabulary: Infer word meaning from context

Grammar: Recognize and use identifying and non-identifying adjective clauses

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	67
	Can identify a speaker’s bias in a presentation or discussion. (P)	73	B2+ (67–75)	69
	Can understand the main points of complex and abstract presentations in their field. (C _A)	71	B2+ (67–75)	73
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	75
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	63
	Can speculate about causes, consequences, hypothetical situations. (N2000)	64	B2 (59–66)	67
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	70
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	75
	Can effectively and appropriately challenge ideas in an academic discussion. (P)	75	B2+ (67–75)	78
	Can initiate, maintain and end discourse naturally with effective turn-taking. (C _A)	68	B2+ (67–75)	84
	Can present their ideas with precision and respond to complex lines of argument convincingly. (C _A)	70	B2+ (67–75)	86
	Can present their ideas with precision and respond to complex lines of argument convincingly. (C _A)	70	B2+ (67–75)	90
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	90
	Can paraphrase in simpler terms what someone else has said. (P)	60	B2 (59–66)	91
Can develop a clear argument with supporting subsidiary points and relevant examples. (C _A)	66	B2 (59–66)	91	

Unit 4 Cross-Cultural Insights: Ancient Wisdom Travels West

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

Grammar: Identify and use discourse connectors

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	96
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	97
	Can identify a speaker's bias in a presentation or discussion. (P)	73	B2+ (67–75)	98
	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	102
	Can understand detailed instructions well enough to be able to follow them without making mistakes. (C)	62	B2 (59–66)	104
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	93
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	96
	Can present their ideas with precision and respond to complex lines of argument convincingly. (C _A)	70	B2+ (67–75)	100
	Can give clear, detailed descriptions on a wide range of familiar subjects. (C _A)	66	B2 (59–66)	104
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	108
	Can adjust to the changes of direction, style and emphasis normally found in conversation. (C)	67	B2+ (67–75)	114
	Can present their ideas with precision and respond to complex lines of argument convincingly. (C _A)	70	B2+ (67–75)	116
	Can discuss findings from a research study. (P)	71	B2+ (67–75)	118
	Can develop a clear argument with supporting subsidiary points and relevant examples. (C _A)	66	B2 (59–66)	118

Unit 5 Business: Business Not As Usual

Vocabulary: Infer word meaning from context

Recognize and use synonyms

Recognize and use idioms connected to business

Grammar: Recognize and use direct and indirect speech

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can extract the main points from news items, etc. with opinions, arguments and discussion. (C _A)	65	B2 (59–66)	124
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	124
	Can recognise emphasis through intonation and stress. (P)	61	B2 (59–66)	127
	Can understand main points and check comprehension by using contextual clues. (C _A)	64	B2 (59–66)	130
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	132
Speaking	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	121
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	128
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C _A)	72	B2+ (67–75)	133
	Can exchange complex information on a wide range of matters related to their work. (C _A)	74	B2+ (67–75)	138
	Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C _A)	65	B2 (59–66)	139
	Can state clearly the limits to a concession. (N2000)	70	B2+ (67–75)	144
	Can give clear presentations highlighting significant points with relevant supporting detail. (C _A)	70	B2+ (67–75)	146
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C _A)	72	B2+ (67–75)	149
	Can adjust to the changes of direction, style and emphasis in a linguistically complex discussion. (P)	81	C1 (76–84)	150
Can paraphrase in simpler terms what someone else has said. (P)	60	B2 (59–66)	150	

Unit 6 Social Media: Together Alone

Vocabulary: Infer word meaning from context
Recognize and use synonyms and antonyms

Grammar: Recognize and use wish statements, expressing unreality

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can extract the main points from news items, etc. with opinions, arguments and discussion. (CA)	65	B2 (59-66)	156
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67-75)	157
	Can identify a speaker's bias in a presentation or discussion. (P)	73	B2+ (67-75)	158
	Can understand main points and check comprehension by using contextual clues. (CA)	64	B2 (59-66)	162
	Can recognise that ideas in a linguistically complex presentation or lecture are similar when signalled by discourse markers. (P)	68	B2+ (67-75)	163
	Can follow lines of argument in a linguistically complex presentation or lecture. (P)	75	B2+ (67-75)	164
Speaking	Can contribute to group discussions even when speech is fast and colloquial. (CA)	76	C1 (76-84)	153
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (CA)	64	B2 (59-66)	156
	Can give a detailed response to a counter-argument presented by someone else during a discussion. (N2007A)	74	B2+ (67-75)	160
	Can summarise a wide range of texts, discussing contrasting points and main themes. (CA)	66	B2 (59-66)	165
	Can develop an argument on an academic topic, including supporting points and relevant examples. (P)	73	B2+ (67-75)	172
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67-75)	178
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (CA)	72	B2+ (67-75)	181
	Can paraphrase in simpler terms what someone else has said. (P)	60	B2 (59-66)	182
	Can adjust to the changes of direction, style and emphasis in a linguistically complex discussion. (P)	81	C1 (76-84)	182

Unit 7 The Arts: Learning Through the Arts

Vocabulary: Infer word meaning from context

Recognize and use synonyms

Distinguish between literal and figurative language

Grammar: Recognize and use the passive voice and the passive causative

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67–75)	188
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	188
	Can identify a speaker’s bias in a presentation or discussion. (P)	73	B2+ (67–75)	190
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67–75)	191
	Can understand the main points of complex and abstract presentations in their field. (CA)	71	B2+ (67–75)	192
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67–75)	195
Reading	Can recognise that ideas are parallel in a linguistically complex academic text. (P)	76	C1 (76–84)	193
Speaking	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	185
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	187
	Can give a presentation on an academic topic in their field of specialisation, using linguistically complex language. (P)	79	C1 (76–84)	195
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	201
	Can use parallel structure to make arguments more persuasive. (P)	81	C1 (76–84)	209
	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	211
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	212
	Can paraphrase an idea using a range of linguistic devices. (P)	69	B2+ (67–75)	212

Unit 8 Poverty: Changing Lives for \$50

Vocabulary: Infer word meaning from context
Recognize and use synonyms

Grammar: Recognize and use present, past, and mixed unreal

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Listening	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67–75)	220
	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76–84)	221
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	221
	Can recognise the tone and intended audience of a formal presentation. (P)	66	B2 (59–66)	222
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67–75)	225
	Can recognise that a speaker has paraphrased ideas in a linguistically complex presentation or lecture. (P)	75	B2+ (67–75)	226
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	228

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Speaking	Can respond appropriately to complex and controversial questions. (P)	73	B2+ (67–75)	215
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	219
	Can respond appropriately to complex and controversial questions. (P)	73	B2+ (67–75)	223
	Can give clear presentations highlighting significant points with relevant supporting detail. (C _A)	70	B2+ (67–75)	228
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	232
	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007 _A)	78	C1 (76–84)	241
	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	243
	Can participate in a linguistically complex academic discussion. (P)	82	C2 (85–90)	243
	Can answer questions about the content of a presentation or lecture in their field of specialisation, using linguistically complex language. (P)	79	C1 (76–84)	243
	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	245
	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007 _A)	78	C1 (76–84)	245
	Can paraphrase an idea using a range of linguistic devices. (P)	69	B2+ (67–75)	246
	Can express attitudes using linguistically complex language. (P)	75	B2+ (67–75)	246

References

- 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, Guenther and Brian North (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

