

NORTHSTAR 5

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.

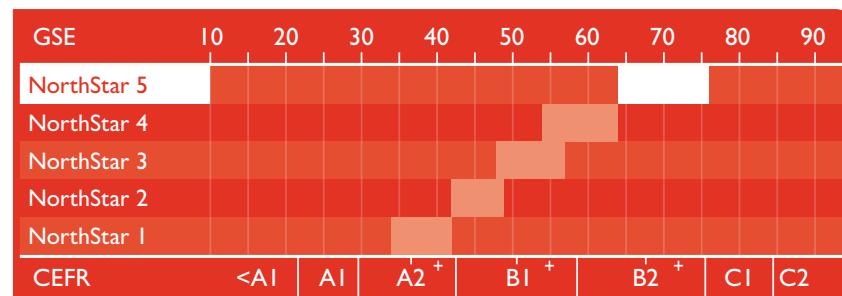
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of *NorthStar* course is designed to provide multiple touch points from which a learner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

Vocabulary: Infer word meaning from context

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

Grammar: Recognize, form, and use past unreal conditionals

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	4
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	7
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	8
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	8
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C _A)	66	B2 (59–66)	9
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	10
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	10
	Can follow the chronological sequence of events in an academic text using numbers, times and dates. (P)	56	B1+ (51–58)	12
Speaking	Can express and comment on ideas and suggestions in informal discussions. (C _A)	56	B1+ (51–58)	5

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can summarise factual information within their field of interest. (CA)	57	B1+ (51–58)	14
	Can write a concise summary of the main ideas of a longer structured text. (P)	64	B2 (59–66)	15
	Can show the relationship between an opinion and a counter argument in a discursive text. (P)	66	B2 (59–66)	18
	Can write bullet points to summarise key points in an academic text. (P)	66	B2 (59–66)	22
	Can develop a clear written description or narrative with relevant supporting detail and examples. (CA)	65	B2 (59–66)	23
	Can support a line of argument in an academic text using direct quotes. (P)	68	B2+ (67–75)	27
	Can correct errors in a piece of academic writing if helped to identify them first. (P)	66	B2 (59–66)	29
	Can write a brief standard report conveying factual information, stating reasons for actions. (CA)	61	B2 (59–66)	30
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	31

Unit 2 Lying: Lies and Truth

Vocabulary: Infer word meaning from context

Identify negative and positive connotations of words

Grammar: Identify and use double comparative for emphasis and to focus readers' attention

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	34
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	38
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	38
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	40
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	42
	Can recognise the author's use of irony in a text. (P)	73	B2+ (67–75)	43
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	45
	Can identify examples in an academic text to support an argument. (P)	65	B2 (59–66)	46
	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	34
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	39
Writing	Can write about feelings and the personal significance of experiences in detail. (C _A)	67	B2+ (67–75)	49
	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	53
	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	56
	Can correct errors in a piece of academic writing if helped to identify them first. (P)	66	B2 (59–66)	58
	Can write an effective and informative summary. (P)	67	B2+ (67–75)	58
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	59

Unit 3 Personality: The Road to Success

Vocabulary: Identify and use synonyms

Identify and create noun and verb collocations

Identify and create hyphenated adjectives

Grammar: Distinguish between and use identifying and non-identifying adjective clauses

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	61
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	66
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	67
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	69
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	72
	Can recognise contrasting arguments in structured, discursive text. (P)	68	B2+ (67–75)	72
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	73
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	74
Speaking	Can speculate about causes, consequences, hypothetical situations. (N2000)	64	B2 (59–66)	63
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (CA)	64	B2 (59–66)	70
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (CA)	72	B2+ (67–75)	86
	Can give clear presentations highlighting significant points with relevant supporting detail. (CA)	70	B2+ (67–75)	86

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	75
	Can write about feelings and the personal significance of experiences in detail. (C _A)	67	B2+ (67–75)	79
	Can write clear, detailed descriptions on a variety of subjects related to their field of interest. (C)	67	B2+ (67–75)	82
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	82
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C _A)	65	B2 (59–66)	82
	Can write a conclusion to a simple academic essay. (P)	58	B1+ (51–58)	82
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C _A)	65	B2 (59–66)	82
	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	85
	Can correct errors in a piece of academic writing if helped to identify them first. (P)	66	B2 (59–66)	86
	Can compare and evaluate ideas in a structured and logical text. (P)	66	B2 (59–66)	87

Unit 4 Cross-Cultural Insights: What is Lost in Translation?

Vocabulary: Identify and use synonyms

Recognize suffixes to create related word forms

Grammar: Recognize and use adverb clauses of comparison and contrast

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	89
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	96
	Can recognise contrasting arguments in structured, discursive text. (P)	68	B2+ (67–75)	98
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	97
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	99
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	101
	Can evaluate information in an academic text using specific criteria. (P)	70	B2+ (67–75)	102
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	104
	Can evaluate information in an academic text using specific criteria. (P)	70	B2+ (67–75)	113
	Can contribute to a group discussion even when the speech is fast and colloquial. (P)	75	B2+ (67–75)	92
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	99

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	105
	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+ (67–75)	114
	Can compare and evaluate ideas in a structured and logical text. (P)	66	B2 (59–66)	114
	Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (C _A)	82	C1 (76–84)	121
	Can proofread their own academic work and make corrections.	76	C1 (76–84)	122
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C _A)	65	B2 (59–66)	123
	Can compare and evaluate ideas in a structured and logical text. (P)	66	B2 (59–66)	124

Unit 5 Business: Size Matters in Business

Vocabulary: Identify synonyms

Recognize and use idiomatic expressions

Grammar: Distinguish between and use infinitives and gerunds

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	128
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	132
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	133
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	134
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	136
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	137
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	138
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	139
Speaking	Can relate their own contribution skilfully to those of other speakers. (C)	73	B2+ (67–75)	130
	Can present their ideas with precision and respond to complex lines of argument convincingly. (CA)	70	B2+ (67–75)	135
Writing	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	140
	Can write a transcript of a linguistically complex interview. (P)	84	C1 (76–84)	144
	Can systematically evaluate the advantages and disadvantages of various options. (P)	65	B2 (59–66)	151
	Can systematically evaluate the advantages and disadvantages of various options. (P)	65	B2 (59–66)	152
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	153
	Can proofread their own academic work and make corrections.	76	C1 (76–84)	155
	Can support a thesis in an academic text using statistical examples. (P)	75	B2+ (67–75)	156
	Can write a detailed, reasoned argument for or against a case. (N2007A)	72	B2+ (67–75)	157

Unit 6 Social Media: Staying Connected

Vocabulary: Categorize vocabulary

Recognize and use idiomatic expressions

Grammar: Recognize and use adverb clauses and discourse connectors to express cause and effect.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	160
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	163
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	164
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	165
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	167
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	169
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	186
Speaking	Can present their ideas with precision and respond to complex lines of argument convincingly. (CA)	70	B2+ (67–75)	166

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can write relevant subheadings to structure longer more complex texts. (P)	67	B2+ (67–75)	169
	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	171
	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	172
	Can prepare a linguistically complex questionnaire in order to gather data. (P)	74	B2+ (67–75)	175
	Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)	65	B2 (59–66)	180
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	181
	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	184
	Can proofread their own academic work and make corrections.	76	C1 (76–84)	185
	Can summarise information from a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	186
	Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)	65	B2 (59–66)	187

Unit 7 The Arts: The Cellist of Sarajevo

Vocabulary: Identify connotations of words

Use participles as adjectives

Grammar: Recognize and use passive voice

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	190
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	194
	Can recognise organisational patterns within a linguistically complex academic text. (P)	74	B2+ (67–75)	194
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	195
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	197
	Can infer meaning in a linguistically complex academic text. (P)	78	C1 (76–84)	198
	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	199
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	201
Speaking	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	196
Writing	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	201
	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1 (76–84)	205
	Can write a linguistically complex essay in response to a specific question. (P)	75	B2+ (67–75)	209
	Can use parallel structure in academic writing. (P)	70	B2+ (67–75)	213
	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	213
	Can edit and improve a linguistically complex text.	82	C1 (76–84)	216
	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1 (76–84)	216
	Can express themselves fluently in writing, adapting the level of formality to the context. (P)	77	C1 (76–84)	217

Unit 8 Poverty: The End of Poverty

Vocabulary: Identify synonyms

Identify negative and positive connotations of words

Grammar: Recognize and use noun clauses in apposition

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGES
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	220
	Can recognise contrasting arguments in structured, discursive text. (P)	68	B2+ (67–75)	224
	Can identify different types of supporting details in an academic text. (P)	68	B2+ (67–75)	224
	Can understand the writer's purpose in a linguistically complex academic text. (P)	74	B2+ (67–75)	226
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	227
	Can recognise multiple purposes in a linguistically complex academic text. (P)	81	C1 (76–84)	229
	Can scan a linguistically complex academic text to find specific information. (P)	73	B2+ (67–75)	231
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	232
	Can identify the main line of argument in a linguistically complex academic text. (P)	75	B2+ (67–75)	243
	Can effectively and appropriately challenge ideas in an academic discussion. (P)	75	B2+ (67–75)	227
Speaking	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	221
	Can synthesise information from two or more academic texts. (P)	75	B2+ (67–75)	232
	Can develop an argument with appropriate highlighting of significant points and relevant supporting detail. (CA)	75	B2+ (67–75)	243
	Can edit and improve a linguistically complex text.	82	C1 (76–84)	251
	Can keep an effective and detailed research record for a report. (P)	73	B2+ (67–75)	251
Writing	Can write a linguistically complex essay in response to a specific question. (P)	75	B2+ (67–75)	252

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