



Level 8

Reading & Writing

Syllabus

The syllabus is used to guide instructors on the instructional delivery of the curriculum content and informs students of the learning outcomes of each unit over the course of the session.

The level objective outlined in the scope and sequence in the beginning of the textbook and is used to guide the curriculum delivery.

The curriculum is a blend of classroom instructional delivery, practice in language lab, and assessments.

The assessments are a combination of unit achievement tests and writing projects that have a grading rubric.

The North Star series content is mapped to the Global Scale of English and the Common European Framework of Reference.

NORTHSTAR 4

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.

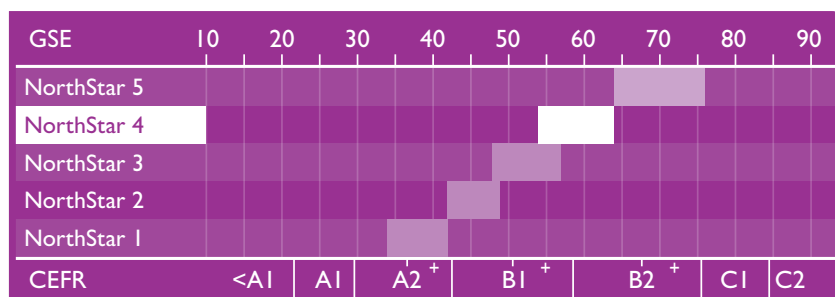
In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of *NorthStar* course is designed to provide multiple touch points from which a learner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

Vocabulary: Infer word meaning from context

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

Grammar: Identify and categorize a range of modal and semi-modal verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	4
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59-66)	6
	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)	9
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59-66)	10
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	11
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	12
	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (CA)	59	B2 (59-66)	14
	Can understand the use of quotes in an academic text. (P)	63	B2 (59-66)	15
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	17
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51-58)	3
	Can respond to ideas and suggestions in informal discussions. (CA)	55	B1+ (51-58)	12

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	16
	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	25
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	25
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	26
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	32
	Can summarise factual information within their field of interest. (CA)	57	B1+ (51–58)	32
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	33

Unit 2 Overcoming Obstacles: Facing Life's Obstacles

Vocabulary: Identify synonyms

Classify words

Analyze relationships between words

Grammar: Recognize and use gerunds and infinitives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	36
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	38
	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)	41
	Can understand cause and effect relationships in a structured text. (P)	57	B1+ (51–58)	42
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	43
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	44
	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)	46
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	49
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	35
	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	44

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	49
	Can write personal emails or letters, reporting recent events in detail. (C _A)	54	B1+ (51–58)	51
	Can write bullet points to summarise key points in a structured text. (P)	55	B1+ (51–58)	55
	Can write a structured text clearly signalling main points and supporting details. (P)	62	B2 (59–66)	55
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	55
	Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	58
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	59
	Can write a simple descriptive essay, if provided with a model. (P)	53	B1+ (51–58)	60
	Can summarise factual information within their field of interest. (C _A)	57	B1+ (51–58)	61

Unit 3 Medicine: Making Medical Decisions

Vocabulary: Analyze relationships between words (similar and different meanings)

Grammar: Recognize and use past unreal conditionals

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	63
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C _A)	60	B2 (59–66)	65
	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)	69
	Can understand cause and effect relationships in a structured text. (P)	57	B1+ (51–58)	70
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	71
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	73
	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)	74
	Can follow the chronological sequence of events in an academic text using numbers, times and dates. (P)	56	B1+ (51–58)	74
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	62
	Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C _A)	60	B2 (59–66)	72
	Can summarise and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	88

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	76
	Can synthesise and evaluate familiar information and arguments from a number of sources. (C _A)	67	B2+ (67–75)	76
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	83
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	84
	Can write a short, simple academic essay on a familiar topic, if provided with a model. (P)	56	B1+ (51–58)	84
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	86
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	88
	Can write a short, simple academic essay on a familiar topic, if provided with a model. (P)	56	B1+ (51–58)	89

Unit 4 Animal Intelligences: Instinct or Intellect?

Vocabulary: Identify synonyms
Recognize Latin and Greek word roots

Grammar: Recognize and use identifying adjective clauses

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can recognise inferred meaning in a structured text, if guided by questions.	60	B2 (59-66)	92
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59-66)	94
	Can identify the main line of argument in an academic text. (P)	63	B2 (59-66)	97
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59-66)	98
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	98
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	100
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59-66)	102
	Can understand the use of quotes in an academic text. (P)	63	B2 (59-66)	104
	Can identify the use of paraphrasing in a simple academic text. (P)	60	B2 (59-66)	104
	Can synthesise information from two or more basic texts, if guided by questions. (P)	58	B1+ (51-58)	106
Can identify the use of paraphrasing in a simple academic text. (P)	60	B2 (59-66)	118	
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51-58)	91
	Can summarise and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51-58)	99

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	105
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	113
	Can write a concise summary of the main ideas of a longer structured text. (P)	64	B2 (59–66)	114
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	120
	Can write an accurate summary of an essay or article on a familiar topic. (P)	66	B2 (59–66)	121
	Can write a short, simple academic essay on a familiar topic, if provided with a model. (P)	56	B1+ (51–58)	121

Unit 5 Longevity: Too Much of a Good Thing?

Vocabulary: Recognize connotations and implied meanings
Recognize and use common adjective suffixes

Grammar: Distinguish between and use the simple past, present, perfect and present perfect continuous verb tenses

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	124
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C _A)	60	B2 (59–66)	126
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	126
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	130
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	131
	Can recognise the writer's point of view in a structured text. (P)	58	B1+ (51–58)	131
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	134
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	136
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	123
	Can exchange information on a wide range of topics within their field with some confidence. (C _A)	59	B2 (59–66)	133
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	136
	Can introduce a conversation topic with the present perfect and provide details in the past. (P)	48	B1 (43–50)	142

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	138
	Can systematically evaluate the advantages and disadvantages of various options. (P)	65	B2 (59–66)	138
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	147
	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	148
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	151
	Can summarise simple research findings in an academic text, if provided with a model summary. (P)	55	B1+ (51–58)	152
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	153

Unit 6 Generosity: Making a Difference

Vocabulary: Analyze relationship between words

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

Infer meaning of phrasal verbs

Grammar: Recognize and use concessions to support opinion while recognizing counterarguments

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	156
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59-66)	158
	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59-66)	162
	Can recognise examples and their relation to the idea they support. (P)	54	B1+ (51-58)	162
	Can recognise the writer's point of view in a structured text. (P)	58	B1+ (51-58)	163
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59-66)	164
	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51-58)	164
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59-66)	167
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51-58)	155

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	169
	Can systematically evaluate the advantages and disadvantages of various options. (P)	65	B2 (59–66)	169
	Can express news and views effectively in writing and relate to those of others. (C)	65	B2 (59–66)	174
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	179
	Can show the relationship between an opinion and a counter argument in a discursive text. (P)	66	B2 (59–66)	180
	Can write an introduction to a simple academic essay. (P)	59	B2 (59–66)	183
	Can end a discursive argument with a clear conclusion and opinion. (P)	61	B2 (59–66)	183
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	186
	Can write a brief standard report conveying factual information, stating reasons for actions. (C _A)	61	B2 (59–66)	187
	Can write a structured text clearly signalling main points and supporting details. (P)	62	B2 (59–66)	187

Unit 7 Education: The Empty Classroom

Vocabulary: Infer word meaning from context

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

Grammar: Distinguish between and use direct and indirect speech

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	190
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59-66)	192
	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59-66)	194
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59-66)	195
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	196
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59-66)	198
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59-66)	201
	Can understand the use of quotes in an academic text. (P)	63	B2 (59-66)	201
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51-58)	189
	Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (CA)	60	B2 (59-66)	197

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	202
	Can write emails/letters responding to personal news and views in detail. (C _A)	58	B1+ (51–58)	202
	Can write about feelings and the personal significance of experiences in detail. (C _A)	67	B2+ (67–75)	205
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	211
	Can compare and evaluate ideas in a structured and logical text. (P)	66	B2 (59–66)	212
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	216
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	221
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C _A)	65	B2 (59–66)	222
	Can systematically evaluate the advantages and disadvantages of various options. (P)	65	B2 (59–66)	222

Unit 8 Technology: Managing Your Smartphone

Vocabulary: Understand implied meaning and degrees of intensity

Grammar: Recognize and use common phrasal verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE
Reading	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	226
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	227
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	231
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	231
	Can understand the use of quotes in an academic text. (P)	63	B2 (59–66)	233
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	235
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	236
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	238
	Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. (P)	67	B2+ (67–75)	238
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	189
Writing	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	240
	Can synthesise and evaluate familiar information and arguments from a number of sources. (CA)	67	B2+ (67–75)	241
	Can use appropriate outlines to organise ideas. (P)	58	B1+ (51–58)	250
	Can clearly signal cause and effect relationships in structured text. (P)	60	B2 (59–66)	251
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	258
	Can synthesise and evaluate familiar information and arguments from a number of sources. (CA)	67	B2+ (67–75)	258
	Can systematically evaluate the advantages and disadvantages of various options. (P)	65	B2 (59–66)	259

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