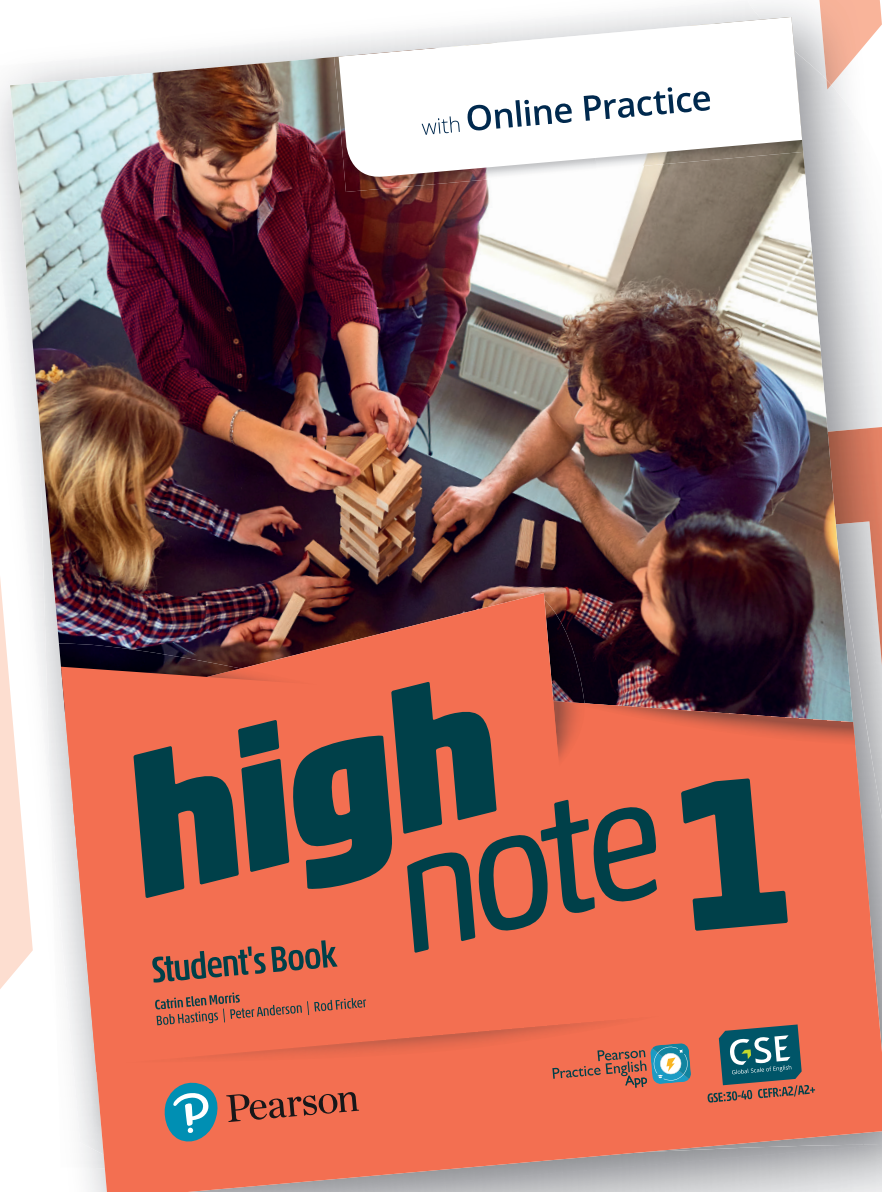




GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



highnote

Skills for now and the future

High Note is an intensive five-level course for upper-secondary students that bridges the gap between school life and young adulthood. Designed to inspire modern teenagers to reach their ambitious goals, the course equips them with language skills alongside the life and career competencies that are indispensable to succeed in exams, in the workplace and in their future lives.

Components

For students

- Student's Book
- Student's Book with Online Practice
- Pearson Practice English App
- Workbook

For teachers

- Teacher's Book with Presentation Tool, Teacher's Resources, Online Practice with extra digital activities, and Assessment Package
- Class CDs

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 *High Note* is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill.

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
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C _J _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

GSE	10	20	30	40	50	60	70	80	90	
Level 5										
Level 4										
Level 3										
Level 2										
Level 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the Global Scale of English at english.com/gse

High Note and the Global Scale of English

UNIT 1 The things we do

GRAMMAR – Present Simple • Adverbs of frequency • Present Simple questions

VOCABULARY – Free-time activities • Frequency expressions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	19
Reading	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	12
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	12, 16, 17, 19
	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (C _A)	31	A2 (30–35)	14
	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	14, 16, 20
	Can identify basic personal details about someone on website profiles, business cards etc. (P)	33	A2 (30–35)	20
Speaking	Can describe habits and routines. (C _A)	38	A2+ (36–42)	12, 13
	Can talk about familiar topics using a few basic words and phrases. (P)	31	A2 (30–35)	14
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	15
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	16, 19
	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	17
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	17
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	18
	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	18, 19
	Can say what they like and dislike. (C)	34	A2 (30–35)	18, 19
Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)	13, 14
	Can give personal details in written form in a limited way. (C _A)	31	A2 (30–35)	20
	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C _A)	31	A2 (30–35)	20

UNIT 2 No place like home

GRAMMAR – *There is / There are* • *some* and *any* • *can/can't*

VOCABULARY – House, rooms and furniture • Household chores • Prepositions of place

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)	29	A1 (22–29)	26
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	27, 30, 31
	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36–42)	30
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	24, 27
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	26, 31
	Can understand simple descriptions of places. (P)	27	A1 (22–29)	26
	Can identify key information in short, simple factual texts from the headings and pictures. (P)	35	A2 (30–35)	28
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	28, 32
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	28, 32
	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	28
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	32

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36–42)	24, 26, 30
	Can talk about their life (eg. family, home, job), using simple language. (P)	34	A2 (30–35)	25
	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22–29)	26
	Can talk about furniture and rooms using simple language. (P)	31	A2 (30–35)	26, 31
	Can ask others if they can do everyday activities using simple language, given a model. (P)	32	A2 (30–35)	27
	Can make requests related to immediate needs using basic fixed expressions. (P)	30	A2 (30–35)	27, 31
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	28
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	28
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	30
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	30
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22–29)	31
	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	31
	Can deal with practical everyday demands, exchanging straightforward factual information. (C _A)	38	A2+ (36–42)	31
	Can give a short description of their home, family and job, given some help with vocabulary. (P)	30	A2 (30–35)	31
Writing	Can prepare a simple questionnaire in order to gather data. (P)	48	B1 (43–50)	30
	Can write simple sentences about what they and other people do. (C _A)	30	A2 (30–35)	30
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	32

UNIT 3 Eat in – eat out

GRAMMAR – Countable and uncountable nouns with *some/any/no* • Quantifiers

VOCABULARY – Food and drink • Containers • Prices • Phrasal verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)	29	A1 (22–29)	40
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	40
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	40, 43
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	42
	Can recognise phrases and content words related to basic personal and family information. (C _A)	30	A2 (30–35)	43
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C _A)	47	B1 (43–50)	43
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	45
Reading	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	38
	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	42
	Can identify specific information in simple letters, brochures and short articles. (C _A)	37	A2+ (36–42)	44, 46
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	44
	Can understand simple phrases related to familiar, everyday activities. (P)	30	A2 (30–35)	45

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about habits and routines. (P)	30	A2 (30–35)	39
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	39, 45
	Can ask basic questions about colour, size, price etc. when shopping. (CSE _A)	30	A2 (30–35)	40
	Can handle common everyday transactions (e.g. buying a ticket). (C _A)	32	A2 (30–35)	40
	Can say how much something costs using simple language. (P)	28	A1 (22–29)	40
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	40
	Can use simple phrases to order a meal. (C _A)	31	A2 (30–35)	41
	Can initiate and respond to simple statements on very familiar topics. (C _A)	30	A2 (30–35)	42
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	43, 45
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	46
Writing	Can use capital letters appropriately. (P)	28	A1 (22–29)	46
	Can write a short review of a restaurant, movie, etc. using simple language. (P)	45	B1 (43–50)	46

UNIT 4 School life

GRAMMAR – Present Continuous • Present Simple and Present Continuous

VOCABULARY – Places at school • School subjects • Objects in school bag • Education collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36–42)	50, 57
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	51, 56
	Can identify common objects from spoken descriptions, if spoken slowly and clearly. (P)	30	A2 (30–35)	52
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	52
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	56
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C _A)	47	B1 (43–50)	56
Reading	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)	53
	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	53
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	54
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	54
	Can understand simple phrases related to familiar, everyday activities. (P)	30	A2 (30–35)	54
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	58

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30–35)	51
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	50
	Can describe what they or other people are doing using simple language. (P)	33	A2 (30–35)	51, 53, 58
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	52
	Can answer simple questions about their daily activities or routines, given a model. (P)	29	A1 (22–29)	53
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	53
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	55
	Can use brief, everyday expressions to ask for and give personal details. (C _A)	32	A2 (30–35)	55
	Can ask for and give or refuse permission. (N2000)	40	A2+ (36–42)	57
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	58
Writing	Can write a short description of familiar activities, given visual support. (P)	37	A2+ (36–42)	51
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	51
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	58

UNIT 5 Appearances

GRAMMAR – Past Simple: *to be* and *can* • Regular and irregular verbs • Time expressions

VOCABULARY – Appearances • Clothes • Personality adjectives

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	67, 69
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	69
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	70
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	64
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	64
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	68
	Can extract key information from a simple academic text, if guided by questions. (P)	38	A2+ (36–42)	70
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	70
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	33	A2 (30–35)	71
	Can understand short, simple personal emails and letters. (C _A)	37	A2+ (36–42)	72

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	65
	Can describe what someone is wearing using a limited range of expressions. (P)	31	A2 (30–35)	66
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	66, 69
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	66, 70
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	67
	Can ask basic questions about colour, size, price etc. when shopping. (CSE _A)	30	A2 (30–35)	67
	Can ask for and provide everyday goods and services. (C)	35	A2 (30–35)	67
	Can make simple transactions in shops, post offices and banks. (C _A)	33	A2 (30–35)	67
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	68
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	68
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	69
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	69
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	70
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	70
	Can talk about the family in a basic way, given prompts. (P)	30	A2 (30–35)	70
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	65
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	65
	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)	35	A2 (30–35)	66
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	33	A2 (30–35)	70
	Can write a basic informal email/letter of invitation with simple, key details. (P)	41	A2+ (36–42)	72

UNIT 6 The Arts around us

GRAMMAR – Comparative and superlative adjectives • *(not) as ... as, too, (not) enough*

VOCABULARY – The Arts • Jobs in Arts • Personality adjectives • Films

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	79, 80, 82, 83
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, places or people), if spoken slowly and clearly. (P)	29	A1 (22–29)	81
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)	82
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30–35)	82
	Can understand the main information in simple conversations about hobbies and interests. (P)	34	A2 (30–35)	82
Reading	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	77
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	76
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	78
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36–42)	79
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	78, 80
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	84

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	77
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	76, 81
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	76
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	79, 80
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	80
	Can say what they like and dislike. (C)	34	A2 (30–35)	80
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	81
	Can use simple language to describe people's personality and emotions. (P)	39	A2+ (36–42)	81
	Can ask and answer questions about what they do at work and in their free time. (C)	35	A2 (30–35)	83
	Can make a suggestion using basic fixed expressions. (P)	38	A2+ (36–42)	83
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	83
	Can respond to suggestions to do something using basic fixed expressions. (P)	34	A2 (30–35)	83
Writing	Can write a short review of a restaurant, movie, etc. using simple language. (P)	45	B1 (43–50)	84

UNIT 7 Going to town

GRAMMAR – *Going to* • Present Continuous for future plans • Future time expressions

VOCABULARY – Places in the city • Transport • Activities in the city

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	90, 94
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	92, 93
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	30	A2 (30–35)	93
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36–42)	93
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	95
	Can understand simple directions, if spoken slowly and clearly. (P)	29	A1 (22–29)	95
Reading	Can understand simple phrases related to familiar, everyday activities. (P)	30	A2 (30–35)	91
	Can derive the probable meaning of a few unknown words from short, familiar contexts. (P)	48	B1 (43–50)	93
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	96
	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	93, 98

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	91, 93
	Can talk about plans for the near future in a simple way. (P)	38	A2+ (36–42)	91, 94
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	92, 98
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30–35)	92
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	94
	Can make simple future arrangements and plans with reference to a diary or schedule. (P)	42	A2+ (36–42)	94
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	94
	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)	95
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	97
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	96
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	97
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	96
	Can make simple arrangements to meet or do something. (P)	36	A2+ (36–42)	98
Writing	Can write a description of a future event or activity. (P)	46	B1 (43–50)	91
	Can write a simple text (e.g. an invitation to a party) containing key information, given a model. (P)	35	A2 (30–35)	93
	Can write simple sentences about a future trip or event. (P)	39	A2+ (36–42)	94
	Can write a very basic summary of a simple text. (P)	43	B1 (43–50)	95
	Can rewrite a basic text to correct mistakes. (P)	42	A2+ (36–42)	98
	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36–42)	98

UNIT 8 Smart future

GRAMMAR – *Will* for predictions about the future

VOCABULARY – Gadgets • Computer equipment • Using computers • Feelings • Science

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	104, 107, 110
	Can identify common objects from spoken descriptions, if spoken slowly and clearly. (P)	30	A2 (30–35)	105
	Can recognise when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	106
	Can understand the main information in simple conversations about hobbies and interests. (P)	34	A2 (30–35)	106
Reading	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	102, 108
	Can make basic inferences or predictions about text content from headings, titles or headlines.	43	B1 (43–50)	102
	Can identify key information in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	108
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	108

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	103
	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	103
	Can make simple predictions about the future. (P)	42	A2+ (36–42)	103, 106
	Can talk about familiar topics using a few basic words and phrases. (P)	31	A2 (30–35)	104
	Can talk about their life (eg. family, home, job), using simple language. (P)	34	A2 (30–35)	104
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	105, 106
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	105
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	106
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	107
	Can express opinions using simple language. (P)	45	B1 (43–50)	107
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30–35)	108
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	108
	Can say how they or someone else feels, giving brief reasons. (P)	41	A2+ (36–42)	108
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	110
Writing	Can rewrite a basic text to correct mistakes. (P)	42	A2+ (36–42)	110
	Can write a notice that clearly conveys information. (P)	46	B1 (43–50)	110

UNIT 9 Fit and healthy

GRAMMAR – *Must/mustn't • have to / don't have to • should/shouldn't*

VOCABULARY – Sports • Equipment • Body and health

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	118
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	118
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	116, 120
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	118
	Can derive the probable meaning of a few unknown words from short, familiar contexts. (P)	48	B1 (43–50)	118, 119, 122
	Can understand short, simple texts about everyday activities. (P)	31	A2 (30–35)	121
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	122, 134
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	122
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	122
	Can understand short, simple messages on postcards, emails and social networks. (C _A)	31	A2 (30–35)	124

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can explain the rules of a familiar game or sport using simple language. (P)	45	B1 (43–50)	117
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30–35)	116, 120
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	117, 119, 122
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	118, 124
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	118
	Can describe skills and abilities using simple language. (P)	33	A2 (30–35)	119, 120
	Can use simple language to describe people's appearance. (N2000)	34	A2 (30–35)	119
	Can ask for basic advice using simple language. (P)	34	A2 (30–35)	120
	Can express agreement using simple fixed expressions. (P)	33	A2 (30–35)	120
	Can ask and talk about very basic symptoms and ailments (e.g. cold, flu). (P)	36	A2+ (36–42)	121
	Can express opinions using simple language. (P)	45	B1 (43–50)	122
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	120, 121, 122
Writing	Can write a notice that clearly conveys information. (P)	46	B1 (43–50)	117
	Can write about personal experiences in a diary or online posting, given a model. (P)	44	B1 (43–50)	124

UNIT 10 Our planet, our hands

GRAMMAR – Present Perfect for experiences (*ever/never*) • Present Perfect with *already, just* and *yet*

VOCABULARY – Geographical features • Animals • Animal parts of the body • Weather

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	128
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30–35)	134
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	134, 135
Reading	Can understand short, simple descriptions of objects, people and animals, if supported by pictures. (P)	28	A1 (22–29)	130
	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	131
	Can derive the probable meaning of a few unknown words from short, familiar contexts. (P)	48	B1 (43–50)	132
	Can extract key information from a simple academic text, if guided by questions. (P)	38	A2+ (36–42)	132
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	132
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	132
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	136
	Can understand simple phrases related to familiar, everyday activities. (P)	30	A2 (30–35)	136
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	132, 134
	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	135, 136

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	128
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	128
	Can introduce a conversation topic with the present perfect and provide details in the past. (P)	48	B1 (43–50)	129
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	129, 130
	Can answer simple questions about their life and experiences. (P)	35	A2 (30–35)	130, 131, 134
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C _A)	49	B1 (43–50)	132, 133
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	133
	Can ask and answer questions about habits and routines. (C)	38	A2+ (36–42)	134
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	134
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C _A)	34	A2 (30–35)	135
	Can react appropriately to good and bad news using fixed expressions. (P)	44	B1 (43–50)	135
	Can talk about an event in the past using fixed expressions, given a model. (P)	38	A2+ (36–42)	135
	Can use some basic interjections to express understanding, surprise, disappointment, and excitement. (P)	42	A2+ (36–42)	135
Writing	Can use simple headings to organise written work. (P)	43	B1 (43–50)	136
	Can write short, simple essays with basic structure on familiar topics. (C _A)	46	B1 (43–50)	136

Mediation in *High Note*

In 2018, the Council of Europe released the *CEFR Companion Volume with New Descriptors* – a set of new Can Do statements to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true (and included in the new CEFR descriptors), but the term is used more broadly here to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new. It is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

For more information about Mediation and to access the full set of new descriptors, go to:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

The following tables provide an overview of the Mediation descriptors that are covered in each unit of *High Note*. All of these Mediation descriptors are © Council of Europe, 2018.

UNIT 1 The things we do

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	13 15 17 19	1A 1C 1D 1F
	Can relay simple, predictable information about times and places given in short, simple statements.	25	A1	14	1B
	Can describe a character's feelings and explain the reasons for them.	50	B1	17	1D
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2	18	1E
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	19	1F
Writing	Can identify and mark (e.g. underline, highlight) the key sentences in a short everyday text.	35	A2	17	1D
	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+	20	1G

UNIT 2 No place like home

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2	25 31	2A 2E
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	25 27 28	2A 2C 2D
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	26 30	2B 2E
	Can ask what somebody thinks of a certain idea.	35	A2	30	2E
	Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.	39	A2+	30	2E
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+	31	2E
Writing	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	49	B1	32	2G

UNIT 3 Eat in – eat out

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	39 42 44 45	3A 3D 3F 3F
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	40 41	3B 3C
	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	32	A2	45	3F
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+	46	3G

UNIT 4 School life

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	51 52 55 57	4A 4B 4D 4F
	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	32	A2	51	4A
	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	52 55 56	4B 4D 4E
Writing	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	49	B1	58	4G

UNIT 5 Appearances

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	65 66 68 70	5A 5B 5D 5F
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	66 67 68 69 70	5B 5C 5D 5E 5F
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+	66	5B
	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	49	B1	72	5G

UNIT 6 The Arts around us

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	77 80 81 83 84	6A 6C 6D 6F8 6G
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	79 82	6B 6E
Writing	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	49	B1	84	6G

UNIT 7 Going to town

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	91 92 94 95 96 98	7A 7B 7D 7E 7F 7G
	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	92 96	7B 7F
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+	93	7C
	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	32	A2	93	7C
	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	32	A2	94	7D
	Can relay simple, predictable information about times and places given in short, simple statements.	25	A1	98	7G
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+	93	7C
	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2	98	7G

UNIT 8 Smart future

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	102	8A
				103	8A
				104	8B
				106	8D
Speaking	Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.	32	A2	107	8E
				108	8F
				109	8G
Speaking	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2+	106	8D
				107	8E
Speaking	Can summarise the main point(s) in simple, short informational texts on familiar topics.	38	A2+	107	8E
				109	8G
Writing	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2	108	8F
Writing	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	32	A2	109	8G
				110	8G

UNIT 9 Fit and healthy

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	117 118 119 120 121 122 124	9A 9B 9C 9D 9E 9F 9G
	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2+	121	9E
Writing	Can relay in writing specific information contained in short simple informational texts, provided the texts concern concrete, familiar subjects and are composed in simple everyday language.	40	A2+	124	9G

UNIT 10 Our planet, our hands

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.	42	A2+	129 130 131 133 134 136	10A 10B 10C 10D 10E 10G
	Can relay the point made in a clear announcement concerning familiar everyday subjects, though he/she may have to simplify the message and search for words/signs.	40	A2+	129 130	10A 10B
	Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.	40	A2+	133	10D
	Can relay specific, relevant information contained in short, simple texts, labels and notices on familiar subjects.	37	A2+	135	10F
	Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear.	42	A2+	135	10F
Writing	Can repeat the main point of a simple message on an everyday subject, using different words/signs to help someone else understand it.	32	A2	135	10E
	Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.	49	B1	136	10G

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