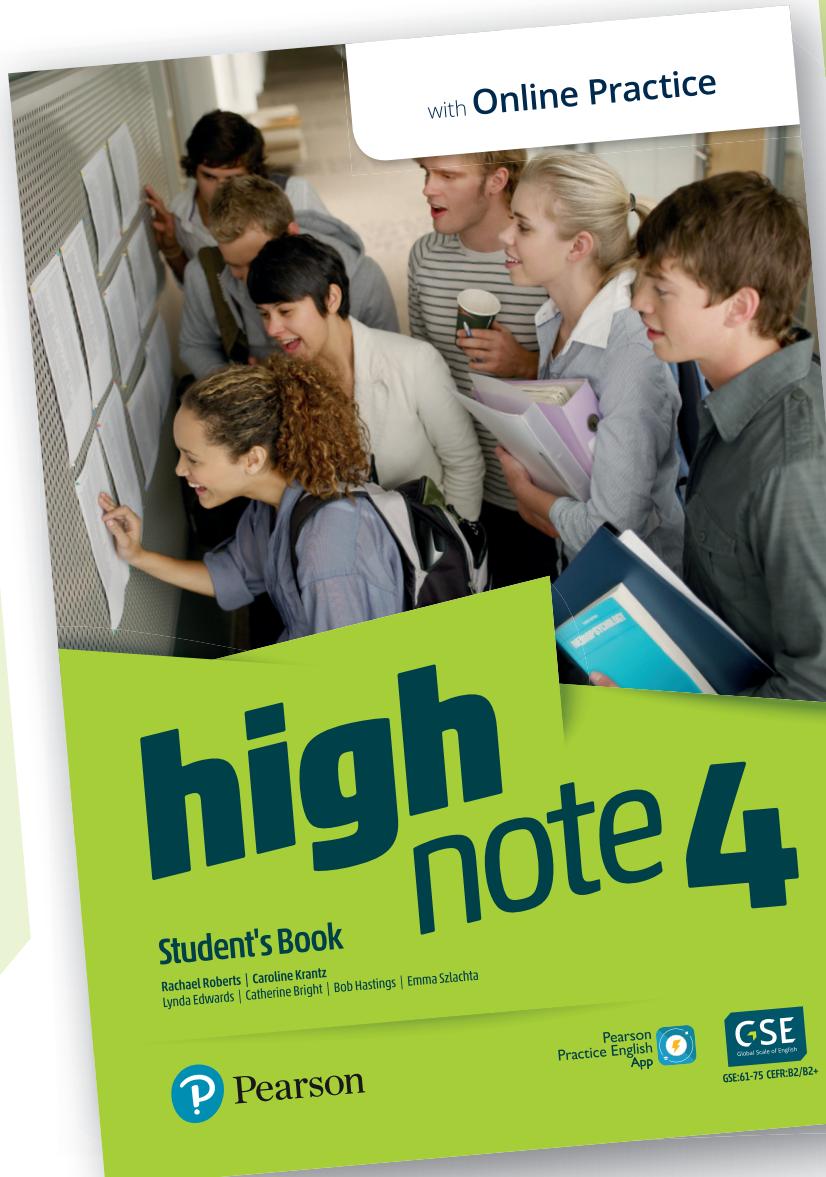




GSE MAPPING BOOKLET

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





High note

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.

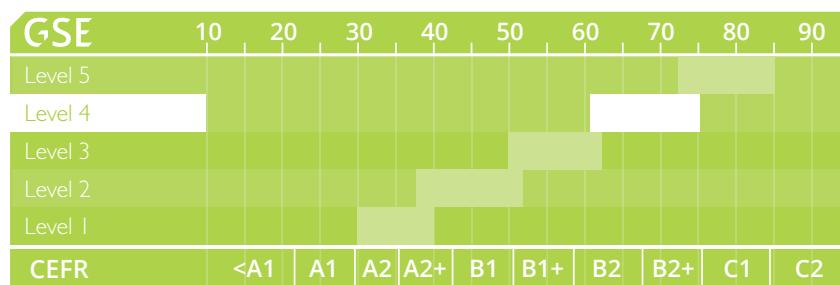
CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with 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
(C2018A)	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
(N2000A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited



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

High Note and the Global Scale of English

UNIT 1 Get the message

GRAMMAR – Present and past tenses • Question tags

VOCABULARY – Collocations with *contact*, *message* and *touch* • Phrasal verbs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic. (P)	53	B1+ (51–58)	8
	Can understand scripted speech delivered quickly, if the accent is familiar. (CA)	61	B2 (59–66)	8, 9
	Can follow a discussion in which speakers use some idiomatic language. (CA)	68	B2+ (67–75)	8
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	9
	Can recognise discourse markers that convey turn-taking in a linguistically complex academic discussion. (P)	75	B2+ (67–75)	9
	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	10
	Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)	64	B2 (59–66)	10
Reading	Can extract key details from extended informational academic lectures, if delivered in clear standard speech. (P)	67	B2+ (67–75)	10
	Can distinguish between fact and opinion in complex formal contexts. (P)	71	B2+ (67–75)	6
	Can distinguish between fact and opinion in linguistically complex academic texts. (P)	69	B2+ (67–75)	6
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	6
	Can extract key information from a linguistically complex academic text, if guided by questions. (P)	70	B2+ (67–75)	6
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	6
	Can understand the author's purpose and intended audience. (P)	62	B2 (59–66)	12
	Can understand complex, detailed correspondence, with occasional support from a dictionary. (CA)	70	B2+ (67–75)	12

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can express and comment on ideas and suggestions in informal discussions. (C _A)	56	B1+ (51–58)	4
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	6, 13
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	6
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C _A)	47	B1 (43–50)	8, 11
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	8
	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	9, 12
	Can exchange information on a wide range of topics within their field with some confidence. (C _A)	59	B2 (59–66)	9
	Can manage discussion on familiar topics confirming comprehension, inviting others in, etc. (C _A)	65	B2 (59–66)	9
	Can show interest and appreciation in conversation using a range of expressions. (P)	60	B2 (59–66)	9, 13
	Can adjust to the changes of direction, style and emphasis normally found in conversation. (C)	67	B2+ (67–75)	9
	Can discuss options and possible actions. (P)	59	B2 (59–66)	10
	Can suggest solutions to problems and explain why they would work. (P)	60	B2 (59–66)	10
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+ (67–75)	10
	Can talk about personal experiences in detail using linguistically complex language. (P)	72	B2+ (67–75)	10
	Can express an inference or assumption about a person's mood or emotional state. (P)	60	B2 (59–66)	11
Writing	Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)	61	B2 (59–66)	11
	Can adopt a level of formality appropriate to the circumstances. (N2000)	66	B2 (59–66)	13
	Can write informal emails or letters using a range of idiomatic phrases. (P)	62	B2 (59–66)	12, 13
	Can write personal emails/letters giving and commenting on news in detail. (C _A)	60	B2 (59–66)	13
	Can check and correct spelling, punctuation and grammar mistakes in long written texts. (P)	72	B2+ (67–75)	13
	Can express the same idea with a different level of formality appropriate to the audience. (P)	70	B2+ (67–75)	13

UNIT 2 Looking ahead

GRAMMAR – Future forms for predictions, plans and hopes

VOCABULARY – Cause and effect phrases • Compound nouns for threats to the environment • Describing wildlife and threats to wildlife

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can extract key details from extended informational academic lectures, if delivered in clear standard speech. (P)	67	B2+ (67–75)	21
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	21
	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	24
	Can understand the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	24
	Can follow a discussion in which speakers use some idiomatic language. (CA)	68	B2+ (67–75)	24
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	25
	Can identify key information in a linguistically complex text. (P)	69	B2+ (67–75)	18, 26
	Can understand cause and effect relationships in a simple academic text, if clearly signalled. (P)	52	B1+ (51–58)	19
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	22
	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	22
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	22, 27
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	22
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	24
	Can critically evaluate the effectiveness of a simple problem-solution essay. (P)	61	B2 (59–66)	26, 27

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can speculate about a future event using a range of linguistic devices. (P)	66	B2 (59–66)	19
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	20, 21, 22, 25, 26
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	20
	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	21, 24
	Can suggest solutions to problems and explain why they would work. (P)	60	B2 (59–66)	22, 24
	Can give well-structured, detailed presentations on a wide range of familiar subjects. (C _A)	71	B2+ (67–75)	22
	Can justify the reasons for a particular decision or course of action. (P)	62	B2 (59–66)	24
	Can show degrees of agreement using a range of language. (P)	61	B2 (59–66)	24
	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	24
	Can describe future plans and intentions in detail, giving degrees of probability. (P)	60	B2 (59–66)	25
Writing	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	19
	Can vary the formality of greetings in emails/letters based on intended recipients. (P)	55	B1+ (51–58)	26
	Can write a letter or email of complaint with supporting details. (P)	57	B1+ (51–58)	26, 27
	Can write a formal email/letter of thanks or apology with appropriate conventions. (P)	59	B2 (59–66)	26
	Can clearly signal problem and solution relationships in structured text. (P)	62	B2 (59–66)	27
	Can express the same idea with a different level of formality appropriate to the audience. (P)	70	B2+ (67–75)	27
	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. (P)	67	B2+ (67–75)	26, 27

UNIT 3 Influences

GRAMMAR – Past and present habits • Defining and non-defining clauses • Participle clauses

VOCABULARY – Behaviour • Life events • Role models • Community and poverty

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	36
	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	36, 41
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+ (67–75)	36
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	36
	Can identify details that support a point of view when taking part in a general discussion. (P)	59	B2 (59–66)	37
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	40
Reading	Can identify the main topic and related ideas in a linguistically complex text. (P)	68	B2+ (67–75)	35
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	37, 38
	Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)	63	B2 (59–66)	38
	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 understand the plot of extended narratives written in standard, non-literary language. (CJA)	62	B2 (59–66)	38
	Can get the gist of specialised articles and technical texts outside their field. (CJA)	74	B2+ (67–75)	38
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	38
	Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P)	68	B2+ (67–75)	38
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	42
	Can follow the development of a central theme to support a specific conclusion in an academic text. (P)	72	B2+ (67–75)	43
	Can identify key information in a linguistically complex text. (P)	69	B2+ (67–75)	42
	Can identify the main line of argument in a linguistically complex academic text. (P)	75	B2+ (67–75)	42

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can describe people's personality and emotions in some detail. (P)	59	B2 (59–66)	35, 37
	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	34, 36, 37
	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	36
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	36, 38
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	37, 41
	Can provide an elaboration on a point they have made in an academic discussion. (P)	61	B2 (59–66)	37
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	38
	Can make a verbal summary to confirm their understanding of a linguistically complex discourse. (P)	73	B2+ (67–75)	38
	Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	40
	Can paraphrase an idea using a range of linguistic devices. (P)	69	B2+ (67–75)	40
Writing	Can give clear presentations highlighting significant points with relevant supporting detail. (C _A)	70	B2+ (67–75)	41
	Can write a response to an academic text giving opinions. (P)	67	B2+ (67–75)	38
	Can reformulate an idea in different words to emphasise or explain a point. (P)	61	B2 (59–66)	40
	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	43
	Can support ideas with relevant examples. (P)	59	B2 (59–66)	43
	Can write a simple discursive essay. (P)	59	B2 (59–66)	43
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	42
	Can write a structured text clearly signalling main points and supporting details. (P)	62	B2 (59–66)	43
	Can identify and correct errors in a piece of academic writing. (P)	74	B2+ (67–75)	43
	Can use appropriate tone and register when writing academic texts. (P)	75	B2+ (67–75)	43
	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	43

UNIT 4 Inside story

GRAMMAR – Narrative tenses • Past Perfect Simple and Continuous • Negative inversion

VOCABULARY – Synonyms for puzzles and mystery • News related collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	48, 54
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	48, 54, 55
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C _A)	70	B2+ (67–75)	50
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	54
Reading	Can identify different styles, genres, and registers in written discourse. (W _A)	67	B2+ (67–75)	51
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	52
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	52
	Can recognise the writer's point of view in a linguistically complex academic text. (P)	74	B2+ (67–75)	52
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	54, 56
	Can identify key information in a linguistically complex text. (P)	69	B2+ (67–75)	55
	Can understand the plot of extended narratives written in standard, non-literary language. (C _J _A)	62	B2 (59–66)	56
	Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues. (P)	68	B2+ (67–75)	56

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)	60	B2 (59–66)	49
	Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. (P)	59	B2 (59–66)	49, 51, 55
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	49
	Can exchange complex information on a wide range of matters related to their work. (CA)	74	B2+ (67–75)	50
	Can talk about personal experiences in detail using linguistically complex language. (P)	72	B2+ (67–75)	51
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	53
	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	54
Writing	Can use common connectors to tell a story or describe an event in writing. (CA)	51	B1+ (51–58)	57
	Can develop a clear written description or narrative with relevant supporting detail and examples. (CA)	65	B2 (59–66)	57

UNIT 5 Making sense of the senses

GRAMMAR – Verb patterns • *used to do, be/get used to doing* • Verbs with infinitives and gerunds (change in meaning)

VOCABULARY – The senses • Words with more than one meaning • Food and cooking

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	67, 70, 71
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	70
	Can understand main points and check comprehension by using contextual clues. (C _A)	64	B2 (59–66)	70
Reading	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C _A)	66	B2 (59–66)	64, 69
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	65, 69, 73
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	68
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	68, 69
	Can extract key information from a linguistically complex academic text, if guided by questions. (P)	70	B2+ (67–75)	68
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	68
	Can get the gist of specialised articles and technical texts outside their field. (C _A)	74	B2+ (67–75)	72
Speaking	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	65
	Can talk about personal experiences in detail using linguistically complex language. (P)	72	B2+ (67–75)	67
	Can express attitudes using linguistically complex language. (P)	75	B2+ (67–75)	69
	Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	70
	Can discuss options and possible actions. (P)	59	B2 (59–66)	71
Writing	Can give detailed answers to questions in a face-to-face survey. (P)	61	B2 (59–66)	71
	Can write a structured review of a film, book or play with some references and examples. (C _A)	69	B2+ (67–75)	72, 73

UNIT 6 Where we live

GRAMMAR – Modal and related verbs • Articles

VOCABULARY – Words and phrases for comparing and contrasting • Nomadic lifestyle • Size and space • Household problems and solutions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	78
	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59–66)	80
	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	80
Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	82
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	82
	Can understand complex technical information such as operating instructions, specifications for familiar products and services. (C)	68	B2+ (67–75)	85
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)	54	B1+ (51–58)	87
	Can critically evaluate the effectiveness of a simple problem-solution essay. (P)	61	B2 (59–66)	86
Speaking	Can describe places in detail using linguistically complex language. (P)	72	B2+ (67–75)	79
	Can exchange complex information on a wide range of matters related to their work. (CA)	74	B2+ (67–75)	80
	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	80
	Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P)	73	B2+ (67–75)	81, 82
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	82, 84
	Can respond appropriately to complex and controversial questions. (P)	73	B2+ (67–75)	82
	Can describe how to do something, giving detailed instructions. (C)	62	B2 (59–66)	85
	Can give basic technical instructions in their field of specialisation. (P)	59	B2 (59–66)	85

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	Can express the same idea with a different level of formality appropriate to the audience. (P)	70	B2+ (67–75)	79
	Can make detailed comments about numerical information in graphs and charts. (P)	66	B2 (59–66)	87
	Can write a brief standard report conveying factual information, stating reasons for actions. (C _A)	61	B2 (59–66)	87
	Can write a brief standard report conveying factual information, stating reasons for actions. (C _A)	61	B2 (59–66)	86, 87

UNIT 7 Is it fair?

GRAMMAR – Reported speech • Reporting verb patterns

VOCABULARY – Language to describe protest • Social issues • Noun, easily confused words • Online abuse • Common prefixes and suffixes • Dependent prepositions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow changes of topic in factual TV news items and form an idea of the main content. (C)	61	B2 (59–66)	94
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	94, 97
	Can understand the key points about a radio programme on a familiar topic. (P)	53	B1+ (51–58)	95
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	97
	Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic. (P)	53	B1+ (51–58)	101, 103
Reading	Can extract key information from a linguistically complex academic text, if guided by questions. (P)	70	B2+ (67–75)	96
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	96, 98
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	98
	Can identify key information in a linguistically complex text. (P)	69	B2+ (67–75)	98, 102
	Can recognise the writer's point of view in a linguistically complex academic text. (P)	74	B2+ (67–75)	98
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	100
	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)	103

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can summarise information from a presentation or lecture in their field of specialisation. (P)	66	B2 (59–66)	94
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	94, 101
	Can paraphrase an idea using a range of linguistic devices. (P)	69	B2+ (67–75)	95
	Can respond appropriately to complex and controversial questions. (P)	73	B2+ (67–75)	95
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	96, 101
	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+ (67–75)	97
	Can talk about personal experiences in detail using linguistically complex language. (P)	72	B2+ (67–75)	98
	Can express opinions about news stories using a wide range of everyday language. (P)	65	B2 (59–66)	100, 101
	Can show degrees of agreement using a range of language. (P)	61	B2 (59–66)	100, 101
	Can use intonation to indicate various degrees of certainty during a discussion. (P)	65	B2 (59–66)	101
	Can effectively and appropriately challenge ideas in an academic discussion. (P)	75	B2+ (67–75)	101
	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60	B2 (59–66)	102
Writing	Can use correct formatting in an academic essay. (P)	65	B2 (59–66)	102
	Can write a strong topic sentence within a clear paragraph. (P)	59	B2 (59–66)	102
	Can express the same idea with a different level of formality appropriate to the audience. (P)	70	B2+ (67–75)	102
	Can write a linguistically complex essay in response to a specific question. (P)	75	B2+ (67–75)	103

UNIT 8 Digital perspectives

GRAMMAR – Infinitive and gerund forms of the passive • Important passive structures

VOCABULARY – The internet of things • Phrasal verbs • Conjunctions and prepositions of contrast

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (P)	59	B2 (59–66)	108
	Can extract key details from extended informational academic lectures, if delivered in clear standard speech. (P)	67	B2+ (67–75)	109, 114
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	109, 114
	Can understand scripted speech delivered quickly, if the accent is familiar. (CA)	61	B2 (59–66)	114
Reading	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)	54	B1+ (51–58)	110
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	111
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67–75)	111
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	112
	Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)	63	B2 (59–66)	112
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	112
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	112, 114
	Can identify key information in a linguistically complex text. (P)	69	B2+ (67–75)	115
	Can recognise contrasting arguments in structured, discursive text. (P)	68	B2+ (67–75)	116

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (C _A)	60	B2 (59–66)	109
	Can discuss diagrams in a text, using linguistically complex language. (P)	74	B2+ (67–75)	109
	Can explain information in detail in graphs and charts. (P)	66	B2 (59–66)	109
	Can talk about trends in detail. (P)	69	B2+ (67–75)	109, 115
	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	111
	Can discuss the information presented in a complex diagram or visual information. (P)	71	B2+ (67–75)	111
	Can present their ideas with precision and respond to complex lines of argument convincingly. (C _A)	70	B2+ (67–75)	112
Writing	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	116
	Can write a detailed, reasoned argument for or against a case. (N2007 _A)	72	B2+ (67–75)	116, 117
	Can compare and evaluate ideas in a structured and logical text. (P)	66	B2 (59–66)	117
	Can end a discursive argument with a clear conclusion and opinion. (P)	61	B2 (59–66)	117
	Can present additional ideas using a range of linking words and phrases. (P)	62	B2 (59–66)	117
	Can show the relationship between an opinion and a counter-argument in a discursive text. (P)	66	B2 (59–66)	117
	Can structure an essay to incorporate counter-arguments. (P)	72	B2+ (67–75)	117
	Can use limited discourse devices to link sentences smoothly into connected discourse. (C _A)	51	B1+ (51–58)	117
	Can write an outline for an academic paper or essay using linguistically complex language. (P)	73	B2+ (67–75)	117

UNIT 9 High and lows

GRAMMAR – Zero, First, Second and Third conditionals • Mixed conditionals • *wish* and *if only* • Past modals for regrets

VOCABULARY – Words related to money • Failure and success • Binomials • Collocations

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	124, 126
	Can distinguish between advantages and disadvantages in a simple presentation or lecture. (P)	52	B1+ (51–58)	131
	Can understand the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	131
	Can understand the advantages and disadvantages of different options during a discussion. (P)	64	B2 (59–66)	131
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	124, 127, 128
	Can scan a long text or a set of related texts in order to find specific information. (C _A)	63	B2 (59–66)	127
	Can recognise inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	128
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C _A)	66	B2 (59–66)	129, 132
	Can understand the plot of extended narratives written in standard, non-literary language. (C _J _A)	62	B2 (59–66)	128
	Can identify the main topic and related ideas in a linguistically complex text. (P)	68	B2+ (67–75)	128
	Can identify the main topic and related ideas in a linguistically complex text. (P)	68	B2+ (67–75)	128
	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67–75)	133

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can express and comment on ideas and suggestions in informal discussions. (C _A)	56	B1+ (51–58)	124
	Can talk in detail about choices that have been significant or life changing using linguistically complex language. (P)	73	B2+ (67–75)	125
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (C _A)	47	B1 (43–50)	126
	Can bring relevant personal experiences into a conversation to illustrate a point. (P)	60	B2 (59–66)	126
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	126
	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67–75)	126
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	126
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	127
	Can describe what they would do and how they would react to situations in a text. (P)	61	B2 (59–66)	129
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	129
	Can give advice on a wide range of subjects. (P)	66	B2 (59–66)	130
	Can construct a chain of reasoned argument. (C)	62	B2 (59–66)	131
	Can give the advantages and disadvantages of various options on a topical issue. (C _A)	60	B2 (59–66)	131
	Can introduce a new perspective on the topic of a discussion. (W _A)	63	B2 (59–66)	131
Writing	Can signal additional information in a formal structured text with a range of language. (P)	62	B2 (59–66)	131
	Can convey information and ideas on abstract and concrete topics. (C _A)	70	B2+ (67–75)	131
	Can present additional ideas using a range of linking words and phrases. (P)	62	B2 (59–66)	133
	Can write a letter of application with appropriate register, conventions and supporting detail. (P)	65	B2 (59–66)	133
	Can express the same idea with a different level of formality appropriate to the audience. (P)	70	B2+ (67–75)	133
	Can write an outline for an academic paper or essay using linguistically complex language. (P)	73	B2+ (67–75)	133

UNIT 10 Culture culture

Grammar – Past modals • Participle clauses

Vocabulary – Describing objects • Musical styles • Performance • Prepositional phrases • Descriptive adjectives • Easily confused words

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67–75)	138, 145
	Can understand unscripted speech delivered quickly, if the accent is familiar. (CA)	64	B2 (59–66)	140
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+ (67–75)	140
Reading	Can guess the meaning of an unfamiliar word from context in a linguistically complex text. (P)	70	B2+ (67–75)	140, 142, 144, 147
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	141
	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	142
	Can extract key information from a linguistically complex academic text, if guided by questions. (P)	70	B2+ (67–75)	142
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67–75)	142
	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P)	59	B2 (59–66)	144
	Can identify examples in an academic text to support an argument. (P)	65	B2 (59–66)	146
Speaking	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (CA)	66	B2 (59–66)	146
	Can describe objects, possessions and products in detail, including their characteristics and special features. (P)	59	B2 (59–66)	138
	Can speculate about causes, consequences or hypothetical situations. (N2000)	64	B2 (59–66)	139
	Can describe places in detail using linguistically complex language. (P)	72	B2+ (67–75)	140
	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	141
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	142
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+ (67–75)	142
	Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (CA)	73	B2+ (67–75)	145

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	Can reformulate an idea in different words to emphasise or explain a point. (P)	61	B2 (59–66)	145
	Can write engaging headlines or titles to capture a reader's attention. (P)	66	B2 (59–66)	146
	Can write a structured review of a film, book or play with some references and examples. (C _A)	69	B2+ (67–75)	146
	Can write a structured review of a film, book or play with some references and examples. (C _A)	69	B2+ (67–75)	147

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 Get the message

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	4, 5 6 8 10 11 13	1A 1B 1C 1E 1F 1G
	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	66	B2	5	1A
	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	66	B2	6	1B
	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+	8 9 10	1C 1D 1E
	Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.	66	B2	10	1E
Speaking/ Writing	Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	65	B2	10	1E
Writing	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2	8	1C
	Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.	74	B2+	13	1G
	Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.	70	B2+	13	1G

UNIT 2 Looking ahead

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	18, 19	2A
				20	2B
				21	2C
				22	2D
				25	2F
				26	2G
Speaking/ Writing	Can further develop other people's ideas and opinions.	64	B2	19	2A
	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+	22	2D
	Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.			24	2E
Speaking/ Writing	Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.	66	B2	25	2F
	Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	65	B2	19	2A
	Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.	70	B2+	27	2G
	Can make a complicated issue easier to understand by presenting the components of the argument separately.	72	B2+	26	2G

UNIT 3 Influences

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	34, 35 36 37 40 41 43	3A 3B 3C 3E 3F 3G
	Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.	66	B2	37	3C
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2	41	3F
	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.	66	B2	36	3B
	Can further develop other people's ideas and opinions.	64	B2	41	3F
	Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.	66	B2	42	3G
	Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.	65	B2	42, 43	3G
Speaking/ Writing	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	66	B2	38	3D
Writing	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.	66	B2	36 41	3B 3F
	Can interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest.	66	B2	43	3G

UNIT 4 Inside story

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	48	4A
				50	4B
				51	4C
				53	4D
				54	4E
				55	4F
				56	4G
	Can recognise the intended audience of a text on a topic of interest and explain the purpose, attitudes and opinion of the author.	62	B2	53	4D
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.				
	Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.	66	B2	55	4F
		66	B2	57	4G

UNIT 5 Making sense of the senses

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	65	5A
				66	5B
				67	5C
				68	5D
				70	5E
				71	5F
	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+	71	5F
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.	66	B2	71	5G

UNIT 6 Where we live

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	78	6A
				80	6B
				81	6C
				82	6D
				84	6E
				86	6G
	Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.	66	B2	78, 79	6A
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.			80	6B
				82	6D
	Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.			82	6D
	Can further develop other people's ideas and opinions.			84	6E
Writing	Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.	66	B2	85	6F
	Can produce clearly organised translations (from Language A into Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.				
	Can interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest.			81	6C
	Can make a complicated issue easier to understand by presenting the components of the argument separately.			87	6G

UNIT 7 Is it fair?

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	94	7A
	96			7B	
	97			7C	
	98			7D	
	100			7E	
	101			7F	
Speaking	Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion sources.	65	B2	94, 95	7A
	Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.			96	7B
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.			100 101	7E 7F
Speaking/ Writing	Can relay the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest.	60	B2	100	7E
	Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.			103	7G
	Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.			95 101	7A 7F
	Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.			102, 103	7G

UNIT 8 Digital perspectives

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	108, 109	8A
				111	8C
				112	8D
				114	8E
				115	8F
	Can summarise the important points made in longer, complex texts on subjects of current interest, including his/her fields of special interest.			109 112 114	8A 8D 8E
	Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organised information on topics in his/her fields of interest.			110	8B
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.			112	8D
Speaking/ Writing	Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.	63 70 65 65	B2 B2+ B2 B2	112	8D
	Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.			112	8D
	Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.			112	8D
	Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.			116, 117	8G
	Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.			115	8F
	Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.			117	8G

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Writing	Can interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest.	66	B2	110	8B
	Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.	65	B2	110	8B
	Can relay in writing the relevant point(s) contained in propositionally complex but well-structured texts within his/her fields of professional, academic and personal interest.	71	B2+	115 116	8F 8G

UNIT 9 High and lows

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.	61	B2	124	9A
				126	9B
				129	9D
				130	9E
Speaking	Can relay the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest.	60	B2	132	9G
				125	9A
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.			131	9F
	Can help define goals for teamwork and compare options for how to achieve them.			131	9F
Writing	Can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order to pass this information on to someone else.	54	B1+	129	9D
	Can understand a clearly structured lecture on a familiar subject, and can take notes on points that strike him/her as important, even though he/she tends to concentrate on the words/signs themselves and therefore to miss some information.			131	9F

UNIT 10 Culture culture

SKILL	CEFR CAN DO STATEMENT(S)	GSE SCORE	CEFR LEVEL	PAGE(S)	LESSON(S)
Speaking	Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.			139 140 141 142 144 145 146	10A 10B 10C 10D 10E 10F 10G
	Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.	61	B2	142	10D
	Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.	61	B2	142	10D
	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	63	B2	142	10D
	Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.	73	B2+	145	10F
	Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.	66	B2	146	10G

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