

# Grading of Language

These language guidelines represent a rigorous grading system unique to Pearson English Readers. The guidelines for each grading level are based on the language which a learner at that level is likely to have studied in class or be able to understand from the context and illustrations.

EASYSTARTS 200 HEADWORDS	GSE 21-30 <b>A1</b>	LEVEL 1 300 HEADWORDS <i>As previous level plus</i>	GSE 21-30 <b>A1</b>	LEVEL 2 600 HEADWORDS <i>As previous level plus</i>	GSE 31-42 <b>A2</b>
<p><b>NOUNS</b></p> <p>Singular forms and plural forms with s Common irregular plural forms Possessive form ('s) Transparent compounds</p> <p><b>PRONOUNS</b></p> <p>Personal, subject and direct object Demonstrative: <i>this, that</i> (also as determiners) Interrogative: <i>Who? What?</i> <i>It (+ be)</i> in impersonal expressions</p> <p><b>DETERMINERS</b></p> <p>Articles: a, an, the or zero + noun (phrase) Cardinal numbers (also as pronouns): 1 - 100 Ordinal numbers (for dates): 1st - 31st Possessives Quantifiers: some, any Distributives: every, all + noun</p> <p><b>ADJECTIVES</b></p> <p>Simple adjectives (attributive and predicative)</p> <p><b>VERBS</b></p> <p>Parts of <i>be, have, have got</i>; <i>There is/are</i> Positive imperative forms Positive, negative and question forms Short answers Present simple (except negative questions) Present continuous with present meaning (except negative questions) <i>can</i> for ability and permission; Let's ...</p> <p><b>ADVERBS</b></p> <p>Some adverbs of frequency, place and time Adjective + <i>ly</i> Interrogatives: <i>Where? When? Why? How (much/many)?</i> Intensifier: <i>very</i> Additive: <i>too</i></p> <p><b>CONJUNCTIONS</b></p> <p><i>and, but, or</i> to join words, phrases, clauses</p> <p><b>SENTENCES</b></p> <p>Simple one-clause sentences Two clauses joined with <i>and, but</i> or <i>or</i> Direct speech + noun/pronoun + <i>say/ask</i></p> <p style="background-color: #f8bbd0;">Cambridge YL Tests: Starters Pearson Test of English YL: Firstwords</p>		<p><b>NOUNS</b></p> <p>Possessive form ('s) Gerunds for activities and pastimes</p> <p><b>PRONOUNS</b></p> <p>As indirect objects Possessive Demonstrative: <i>these, those</i> (also determiners) Interrogative: <i>Which?</i> (also determiner)</p> <p><b>DETERMINERS</b></p> <p>Cardinal numbers (also as pronouns): 101-1,000 Demonstrative: <i>these, those</i> (also pronouns) Quantifiers: <i>a little, a lot of, much, many</i> Interrogative: <i>Which ...?</i> (also pronoun)</p> <p><b>VERBS</b></p> <p><i>There was/were</i> Negative imperative forms Present continuous with future meaning Past simple of listed regular verbs Irregular past forms: <i>came/did/had/said/was/were/went going to</i> for prediction and intention <i>can</i> for possibility <i>would like</i> + noun phrase <i>-ing</i> forms after <i>like, stop</i> Infinitive forms after <i>want, start, like</i></p> <p><b>CONJUNCTIONS</b></p> <p><i>because</i></p> <p><b>SENTENCES</b></p> <p>Two clauses joined with <i>because</i></p> <p style="background-color: #ffe0b2;">Cambridge YL Tests: Movers Pearson Test of English YL: Springboard</p>		<p><b>PRONOUNS</b></p> <p>Indefinite: <i>some-, no-, any-, every- (body/thing)</i></p> <p><b>DETERMINERS</b></p> <p>Ordinal numbers: <i>first - hundredth</i> Quantifiers with <i>more</i> Distributives: <i>another, other, each</i></p> <p><b>ADJECTIVES</b></p> <p>Comparative: <i>-er/more</i> + adjective...<i>than, as ... as</i> Superlative: <i>the -est</i> (in/of), <i>most</i> + adjective <i>better, best, worse, worst, more, most</i></p> <p><b>VERBS</b></p> <p>Negative questions Past simple of listed irregular verbs <i>will</i> for offers, requests, and with future meaning <i>could</i> for past ability and possibility <i>have to</i> for obligation <i>would like</i> + infinitive Common phrasal verbs with transparent meanings <i>-ing</i> forms after <i>go, verbs of (dis)like</i></p> <p><b>ADVERBS</b></p> <p>Adjective + (<i>i</i>)<i>ly</i> <i>how</i> + adjective Irregular adverbs of manner Comparative: <i>as...as</i> <i>too</i> + adjective Indefinite: <i>somewhere, nowhere, anywhere, everywhere</i></p> <p><b>CONJUNCTIONS</b></p> <p><i>so, before, after, when</i></p> <p><b>SENTENCES</b></p> <p>Two clauses joined with <i>so, before, after, when</i> Direct speech + subject/verb inversion Reported speech with present tense Reporting verb <i>know, think, hope</i> etc + <i>that</i> clause</p>	



The Series Editors have used many resources to develop the guidelines:

- The British National Corpus (BNC) - a 100-million word collection of samples of written and spoken language from a wide range of sources
- The 2,000-word Longman Defining Vocabulary which is used in all Pearson Longman dictionaries
- The Common European Framework of Reference (CEFR)
- An analysis of vocabulary and grammar taught in modern, widely-used English Language Teaching textbooks



LEVEL 3 1200 HEADWORDS As previous level plus	GSE 31-42 <b>A2</b>	LEVEL 4 1700 HEADWORDS As previous level plus	GSE 43-58 <b>B1</b>	LEVEL 5 2300 HEADWORDS As previous level plus	GSE 59-71 <b>B2</b>
<p><b>PRONOUNS</b></p> <p>Indefinite: <i>someone, anyone, everyone</i> Interrogative: <i>Whose?</i> (also as determiner) <i>one/ones</i> Reflexive (but not for emphasis) Relative: <i>who, which, that</i></p> <p><b>DETERMINERS</b></p> <p><i>the</i> + adjective All cardinal and ordinal numbers Predeterminers: <i>all</i> Relative: <i>whose</i> Distributives: <i>both, either, neither</i> <i>a</i> meaning per</p> <p><b>ADJECTIVES</b></p> <p>Intensifiers: <i>much, a bit, a lot</i> Adjective + <i>to</i></p> <p><b>VERBS</b></p> <p>Present perfect simple Past continuous Passive forms: present and past forms of <i>be</i> + past participle <i>is/was/has been able to</i> <i>can't</i> to deny possibility <i>could</i> for requests and suggestions <i>must</i> for obligation <i>shall</i> for suggestions, plans, offers <i>need (to)/needn't</i> for necessity <i>should</i> (positive only) for advice <i>would</i> for desires, preferences to + infinitive after <i>what/where</i> etc Infinitives after permitted verbs and adjectives, with <i>too/enough/very</i>, after indefinite pronouns/adverbs, infinitive of purpose Question tags: positive tag following negative statement and vice versa Common phrasal verbs with non-transparent meanings</p> <p><b>ADVERBS</b></p> <p>Comparative: <i>-er/-est, more/most</i> + adverb</p> <p><b>SENTENCES</b></p> <p>Sentences with more than two main clauses Sentences with one main and one subordinate clause Zero and first conditional Defining relative clauses (but not embedded) Clauses with <i>wh</i> words Clauses ending in <i>so, not</i> Reported speech with <i>to</i> + infinitive Participle clauses Adjectives/nouns + <i>that</i> clause</p> <p><b>Cambridge YL Tests:</b> Flyers <b>Cambridge ESOL Exams:</b> A2 KEY <b>Pearson Test of English YL:</b> Breakthrough</p>	<p><b>PRONOUNS</b></p> <p>Indefinite: <i>no one</i> Relative: <i>whose</i> Reflexive, for emphasis Reciprocal: <i>each other</i> Pronoun + <i>of, to</i>, adjective, relative clause</p> <p><b>DETERMINERS</b></p> <p>Predeterminer: <i>such</i></p> <p><b>ADJECTIVES</b></p> <p>Intensifiers: <i>nearly as, just as, not quite as</i> Comparative/superlative with <i>less/least</i> Adjective + <i>enough</i></p> <p><b>VERBS</b></p> <p>Simple passive verb forms (except modal perfects) Present and past continuous passive verb forms Present simple for future reference Present perfect continuous Past perfect <i>have something done</i> <i>make/let</i> + infinitive <i>used to/was/were/going to</i> <i>had better</i> for advice or desirability <i>may/might</i> for possibility <i>must</i> for deduced facts <i>should/ought to</i> for advice, duty, desirability <i>would</i> for hypothetical situations Question tags: positive tag following positive statement</p> <p><b>CONJUNCTIONS</b></p> <p><i>as well as</i></p> <p><b>SENTENCES</b></p> <p>Complex sentences where the relations between clauses are uncomplicated Non-defining relative clauses Second conditional <i>if</i> clauses after verbs of asking, wondering etc Reported speech with past tense reporting verbs</p> <p><b>Cambridge ESOL Exams:</b> B1 Preliminary <b>PTE General:</b> Level 2</p>	<p><b>VERBS</b></p> <p>Past perfect continuous Future continuous <i>get something done</i> <i>may</i> for permission <i>would</i> for willingness/refusal</p> <p><b>CONJUNCTIONS</b></p> <p><i>as soon as</i></p> <p><b>SENTENCES</b></p> <p>Relative clauses: embedded, defining Responses with <i>so/neither/nor</i> Third conditional</p> <p><b>Cambridge ESOL Exams:</b> B2 First <b>PTE General:</b> Level 3</p>	<p><b>LEVEL 6</b> <b>3000 HEADWORDS</b> As previous level plus</p> <p><b>GSE 72-84</b> <b>C1</b></p> <p><b>PRONOUNS</b></p> <p>Reciprocal: <i>one another</i></p> <p><b>VERBS</b></p> <p>Future perfect Modal perfects <i>might</i> for a suggested course of action <i>must have/can't have</i> for assumptions <i>should (have)</i> for expectation <i>will (have)</i> for assumptions <i>would</i> for habitual past actions</p> <p><b>SENTENCES</b></p> <p>Mixed conditionals Inversion after <i>hardly</i>, <i>no sooner</i> etc <i>-ing/wh-</i> clause as subject Sentences with <i>wish</i> + <i>were/would/had</i></p> <p><b>Cambridge ESOL Exams:</b> C1 Advanced <b>PTE General:</b> Level 4</p>		