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.

<table>
<thead>
<tr>
<th><strong>EASYSTARTS</strong></th>
<th><strong>LEVEL 1</strong></th>
<th><strong>LEVEL 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>200 HEADWORDS</strong></td>
<td><strong>300 HEADWORDS</strong></td>
<td><strong>600 HEADWORDS</strong></td>
</tr>
<tr>
<td><strong>A1</strong></td>
<td><strong>A1</strong></td>
<td><strong>A2</strong></td>
</tr>
<tr>
<td><strong>NOUNS</strong></td>
<td>Possessive form (‘s)</td>
<td>Gerunds for activities and pastimes</td>
</tr>
<tr>
<td>Singular forms and plural forms with s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common irregular plural forms</td>
<td><strong>PRONOUNS</strong></td>
<td>Ordinal numbers: first - hundreth</td>
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<tr>
<td>Possessive form (%)</td>
<td>As indirect objects</td>
<td>Quantifiers with more</td>
</tr>
<tr>
<td>Transparent compounds</td>
<td>Possessive</td>
<td>Distributives: another, other, each</td>
</tr>
<tr>
<td><strong>PRONOUNS</strong></td>
<td>Demonstrative: these, those</td>
<td><strong>ADJECTIVES</strong></td>
</tr>
<tr>
<td>Personal, subject and direct object</td>
<td>(also determiners)</td>
<td>Superlative: the -est (in/of), most + adjective better, best, worst, worst, more, most</td>
</tr>
<tr>
<td>Demonstrative: this, that</td>
<td>Interrogative: Which? (also determiner)</td>
<td><strong>VERBS</strong></td>
</tr>
<tr>
<td>(also as determiners)</td>
<td>Possessive</td>
<td>Past simple of listed irregular verbs</td>
</tr>
<tr>
<td>Interrogative: Who? What?</td>
<td>Demonstrative: these, those</td>
<td>will for offers, requests, and with future meaning</td>
</tr>
<tr>
<td>It (+ be) in impersonal expressions</td>
<td>(also pronouns)</td>
<td>could for past ability and possibility</td>
</tr>
<tr>
<td><strong>DETERMINERS</strong></td>
<td>Quantifiers: a little, a lot of, much, many</td>
<td>have to for obligation</td>
</tr>
<tr>
<td>Articles: a, an, the or zero + noun (phrase)</td>
<td>Interrogative: Which ...? (also pronoun)</td>
<td>would like + infinitive</td>
</tr>
<tr>
<td>Cardinal numbers (also as pronouns): 1 - 100</td>
<td><strong>ADJECTIVES</strong></td>
<td>Common phrasal verbs with transparent meanings</td>
</tr>
<tr>
<td>Ordinal numbers (for dates): 1st - 31st</td>
<td>Cardinal numbers (also as pronouns): 101-1,000</td>
<td>-ing forms after go, verbs of (dis)like</td>
</tr>
<tr>
<td>Possessives</td>
<td>Demonstrative: these, those</td>
<td><strong>ADVERBS</strong></td>
</tr>
<tr>
<td>Quantifiers: some, any</td>
<td>(also pronouns)</td>
<td>Irregular adverbs of manner</td>
</tr>
<tr>
<td>Distributives: every, all + noun</td>
<td><strong>CONJUNCTIONS</strong></td>
<td>Comparative: as...as</td>
</tr>
<tr>
<td><strong>ADJECTIVES</strong></td>
<td><strong>ADJECTIVES</strong></td>
<td>too + adjective</td>
</tr>
<tr>
<td>Simple adjectives (attributive and predicative)</td>
<td><strong>CONJUNCTIONS</strong></td>
<td>Indefinite: somewhere, nowhere, anywhere, everywhere</td>
</tr>
<tr>
<td><strong>VERBS</strong></td>
<td></td>
<td><strong>CONJUNCTIONS</strong></td>
</tr>
<tr>
<td>Parts of be, have, have got;</td>
<td><strong>SENTENCES</strong></td>
<td><strong>so, before, after, when</strong></td>
</tr>
<tr>
<td>There is/are</td>
<td>Two clauses joined with because</td>
<td>Two clauses joined with so, before, after, when</td>
</tr>
<tr>
<td>Positive imperative forms</td>
<td></td>
<td>Direct speech + subject/verb inversion Reported speech with present tense</td>
</tr>
<tr>
<td>Positive, negative and question forms</td>
<td></td>
<td>Reporting verb</td>
</tr>
<tr>
<td>Short answers</td>
<td></td>
<td>know, think, hope etc + that clause</td>
</tr>
<tr>
<td>Present simple (except negative questions)</td>
<td></td>
<td><strong>SENTENCES</strong></td>
</tr>
<tr>
<td>Present continuous with present meaning (except negative questions)</td>
<td></td>
<td>Cambridge YL Tests: Movers</td>
</tr>
<tr>
<td>can for ability and permission; Let's...</td>
<td></td>
<td>Cambridge YL Tests: Starters</td>
</tr>
<tr>
<td><strong>ADVERBS</strong></td>
<td></td>
<td><strong>SENTENCES</strong></td>
</tr>
<tr>
<td>Some adverbs of frequency, place and time</td>
<td></td>
<td>Two clauses joined with so, before, after, when</td>
</tr>
<tr>
<td>Adjective + ly</td>
<td></td>
<td>Direct speech + subject/verb inversion Reported speech with present tense</td>
</tr>
<tr>
<td>Intensifier: very</td>
<td></td>
<td>know, think, hope etc + that clause</td>
</tr>
<tr>
<td>Additive: too</td>
<td></td>
<td><strong>SENTENCES</strong></td>
</tr>
<tr>
<td><strong>CONJUNCTIONS</strong></td>
<td></td>
<td>Two clauses joined with so, before, after, when</td>
</tr>
<tr>
<td>and, but, or to join words, phrases, clauses</td>
<td></td>
<td>Direct speech + subject/verb inversion Reported speech with present tense</td>
</tr>
<tr>
<td><strong>SENTENCES</strong></td>
<td></td>
<td>Reporting verb</td>
</tr>
<tr>
<td>Simple one-clause sentences</td>
<td></td>
<td>know, think, hope etc + that clause</td>
</tr>
<tr>
<td>Two clauses joined with and, but or or</td>
<td></td>
<td><strong>SENTENCES</strong></td>
</tr>
<tr>
<td>Direct speech + noun/pronoun + say/ask</td>
<td></td>
<td>Two clauses joined with so, before, after, when</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct speech + subject/verb inversion Reported speech with present tense</td>
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<td></td>
<td></td>
<td>Reporting verb</td>
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<tr>
<td></td>
<td></td>
<td>know, think, hope etc + that clause</td>
</tr>
</tbody>
</table>
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

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**LEVEL 3**
**1200 HEADWORDS**
As previous level plus

**PRONOUNS**
Indefinite: someone, anyone, everyone
Interrogative: Whose? (also as determiner)
Relative: who, which, that

**DETERMINERS**
The + adjective
All cardinal and ordinal numbers
Predeterminers: all
Relative: whose
Distributives: both, either, neither
Any meaning per

**ADJECTIVES**
Intensifiers: much, a bit, a lot
Adjective + to

**VERBS**
Present perfect simple
Past continuous
Passive forms: present and past forms of be + past participle
Is/was/has been able to
can't to deny possibility
could for requests and suggestions
must for obligation
shall for suggestions, plans, offers
need (to)/needn't for necessity
should (positive) for advice
would for desires, preferences
for necessity

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**LEVEL 4**
**1700 HEADWORDS**
As previous level plus

**PRONOUNS**
Indefinite: no one
Relative: whose
Reflexive, for emphasis
Reciprocal: each other
Pronoun + of, to, adjective, relative clause

**DETERMINERS**
Predeterminer: such

**ADJECTIVES**
Intensifiers: nearly as, just as, not quite as
Comparative/superlative with less/least
Adjective + enough

**VERBS**
Simple passive verb forms (except modal perfects)
Present and past continuous passive verb forms
Present simple for future reference
Present perfect continuous
Past perfect
have something done
make/let + infinitive
used to/was/were/was going to
had better for advice or desirability
may/might for possibility
must for deduced facts
should/ought to for advice, duty, desirability
would for hypothetical situations
Question tags: positive tag following positive statement

**CONJUNCTIONS**
as well as

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**LEVEL 5**
**2300 HEADWORDS**
As previous level plus

**VERBS**
Past perfect continuous
Future continuous
get something done
may for permission
would for willingness/refusal

**CONJUNCTIONS**
as soon as

**SENTENCES**
Relative clauses: embedded, de ning
Responses with so/whether/nor
Third conditional

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**LEVEL 6**
**3000 HEADWORDS**
As previous level plus

**PRONOUNS**
Reciprocal: one another

**VERBS**
Future perfect
Modal perfects
might for a suggested course of action
must have/can't have for assumptions
should (have) for expectation
will (have) for assumptions
would for habitual past actions

**SENTENCES**
Mixed conditionals
Inversion after hardly, no sooner etc
-ing/wh- clause as subject
Sentences with wish + were/would/had

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Cambridge YL Tests: Flyers
Cambridge ESOL Exams: A2 KEY
PTE General: 246-380

Cambridge YL Tests: Flyers
Cambridge ESOL Exams: A2 KEY
PTE General: 246-380

Cambridge ESOL Exams: B1 Preliminary
PTE General: 381-540

Cambridge ESOL Exams: B2 First
PTE General: 541-700

Cambridge ESOL Exams: C1 Advanced
PTE General: 701-910

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