

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

Published 2018



PEARSON ENGLISH READERS

***Pearson English Readers* bring language learning to life through the joy of reading.**

Well-written stories entertain us, make us think, and keep our interest page after page. *Pearson English Readers* offer teenage and adult learners a huge range of titles, all featuring carefully graded language to make them accessible to learners of all abilities. Through the imagination of some of the world's greatest authors, the English language comes to life on the pages of these Readers. Students have the pleasure and satisfaction of reading these stories in English, and at the same time develop a broader vocabulary, greater comprehension and reading fluency, improved grammar, and greater confidence and ability to express themselves.

- Suitable for ages 13 years to adult
- Graded over 7 ability levels
- Adapted and simplified texts are graded according to strict language guidelines, balancing the enjoyment of reading with just the right level of challenge
- A huge range of genres to choose from - 250+ titles cover classic novels and plays, biographies, film tie-ins, science fiction, thrillers and crime stories, romance and adventure, and modern fiction from some of the world's leading authors.
- British English and American English titles
- Partnerships with Marvel, BBC, Universal, Disney
- Designed both for independent reading, or for classroom use and group reading
- Ideal complementary resource to any core Secondary/Adult Coursebook

Components

- Printed Reader
- Audio book MP3 disc for most titles
- Downloadable Teachers' Support Materials
- Enhanced ebook with integrated audio and read-along text highlighter for many titles
- Pearson English Graded Readers website: pearsonenglishreaders.com

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 level of the series. 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.

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_JA) 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

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Pearson English Readers are aligned to the Global Scale of English and Common European Framework of Reference. The series supports learners from A1 to C1 (23-83 on the GSE), an ideal complement to any ELT course.

LEVEL	CEFR	GSE	CAMBRIDGE	PTE – YOUNG LEARNERS AND GENERAL
Easy Start	A1 - A2	23-33	Movers	First Words
1	A1 - A2+	29-38	Movers/ Flyers	Springboard
2	A2 - A2+	32-42	Flyers/ Key for Schools	Quickmarch
3	A2+ - B1	37-50	Preliminary for Schools	Breakthrough
4	B1 - B2	46-60		Level 2
5	B1+ - B2+	54-72		Level 3
6	B2 - C1	64-83		Level 4

Visit [english.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

The GSE Teacher Toolkit

The GSE Teacher Toolkit is a free online tool which enables English teachers, ELT authors and curriculum specialists to look up specific lexical or grammatical items. It includes:

- The full Global Scale of English database
- Over 2,000 GSE Learning Objectives: search by learner type, skill or CEFR/GSE level.
- Over 450 GSE Grammar Objectives: search by grammatical category, structure or CEFR/GSE level.
- 39,000 Vocabulary items (including more than 3,000 YL words) and 80,000 collocations: search by topic, grammatical category or CEFR/GSE level.

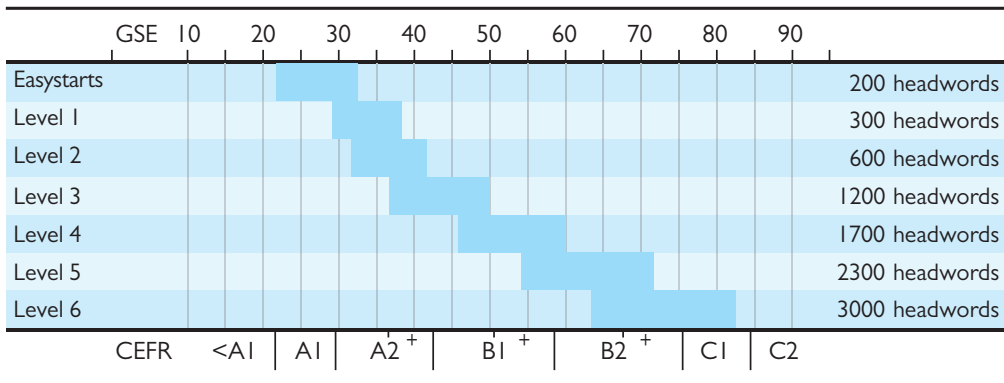
Visit: [pearsonelt.com/about/gse/teacher-toolkit.html](https://www.pearsonelt.com/about/gse/teacher-toolkit.html)

GRADED TO 7 LEVELS

Pearson English Readers are carefully graded to reflect differential reading abilities of learners of English as a foreign or second language. Learners who are new to English are provided with books that are relatively short and contain a large amount of full-colour illustration. As they progress through the levels, learners have access to books that are longer, contain fewer or no illustrations, and include more pages of activities.

Pearson English Readers are graded to 7 levels using a carefully observed set of guidelines which takes into account:

- Grammar
- Headwords/ Vocabulary
- Sentence length and complexity
- Use of illustration to aid comprehension
- Words per page and per book



GRADING OF LANGUAGE – HEADWORD LIST

The lexical content of all *Pearson English Readers* is carefully controlled, firstly through a defined list of Headwords per level, and secondly by the careful management and editing of skilled Series Editors. The Headword list cumulates across the 7 levels as follows:

PEARSON ENGLISH READER LEVEL	NUMBER OF LEXICAL ITEMS	NUMBER OF NEW LEXICAL ITEMS
Easystarts	200	
1	300	100
2	600	300
3	1200	600
4	1700	500
5	2300	600
6	3000	700

GRADING OF LANGUAGE – GRAMMAR

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 is able to understand from the context and illustrations.

EASYSTARTS

NOUNS

Singular forms and plural forms with s
Common irregular plural forms
Possessive form ('s)
Transparent compounds

PRONOUNS

Personal, subject and direct object
Demonstrative: *this, that*
(also as determiners)
Interrogative: *Who? What?*
It (+ be) in impersonal expressions

DETERMINERS

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

ADJECTIVES

Simple adjectives (attributive and predicative)

VERBS

Parts of *be, have, have got*;
There is/are
Positive imperative forms

Positive, negative and question forms
Short answers
Present simple (except negative questions)
Present continuous with present meaning
(except negative questions)
can for ability and permission;
Let's ...

ADVERBS

Some adverbs of frequency, place and time
Adjective + *ly*
Interrogatives: *Where? When? Why? How (much/ many)?*
Intensifier: *very*
Additive: *too*

CONJUNCTIONS

and, but, or to join words, phrases, clauses

SENTENCES

Simple one-clause sentences
Two clauses joined with *and, but* or *or*
Direct speech + noun/pronoun + *say/ask*

LEVEL 1**NOUNS**

Possessive form (*s'*)
Gerunds for activities and pastimes

PRONOUNS

As indirect objects
Possessive
Demonstrative: *these, those*
(also determiners)
Interrogative: *Which?* (also determiner)

DETERMINERS

Cardinal numbers (also as pronouns): *101-1,000*
Demonstrative: *these, those*
(also pronouns)
Quantifiers: *a little, a lot of, much, many*
Interrogative: *Which ...?* (also pronoun)

VERBS

There was / were
Negative imperative forms
Present continuous with future meaning
Past simple of listed regular verbs
Irregular past forms: *came/did/
had / said / was / were / went*
going to for prediction and intention
can for possibility
would like + noun phrase
-ing forms after *like, stop*
Infinitive forms after *want, start, like*

CONJUNCTIONS

because

SENTENCES

Two clauses joined with *because*

LEVEL 2**PRONOUNS**

Indefinite: *some-, no-, any-, every- (body / thing)*

DETERMINERS

Ordinal numbers: *first - hundredth*
Quantifiers with *more*
Distributives: *another, other, each*

ADJECTIVES

Comparative: *-er/more* + adjective...*than, as ... as, better*
Superlative: *the -est (in/of), most* + adjective
best, worse, worst, more, most

VERBS

Negative questions
Past simple of listed irregular verbs
will for offers, requests, and with future meaning
could for past ability and possibility
have to for obligation
would like + infinitive

Common phrasal verbs with transparent meanings
-ing forms after *go, verbs of (dis)like*

ADVERBS

Adjective + *(i)ly*
how + adjective
Irregular adverbs of manner
Comparative: *as...as*
too + adjective
Indefinite: *somewhere, nowhere, anywhere, everywhere*

CONJUNCTIONS

so, before, after, when

SENTENCES

Two clauses joined with *so, before, after, when*
Direct speech + subject/verb inversion
Reported speech with present tense
Reporting verb
know, think, hope etc + *that* clause

LEVEL 3

PRONOUNS

Indefinite: *someone, anyone, everyone*
 Interrogative: *Whose?* (also as determiner)
one/ones
 Reflexive (but not for emphasis)
 Relative: *who, which, that*

DETERMINERS

the + adjective
 All cardinal and ordinal numbers
 Predeterminers: *all*
 Relative: *whose*
 Distributives: *both, either, neither*
a 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 only) for advice
would for desires, preferences
 to + infinitive after *what/where* etc
 Infinitives after permitted verbs and adjectives,
 with *too/enough/very*, after indefinite
 pronouns/adverbs, infinitive of purpose
 Question tags: positive tag following negative
 statement and vice versa
 Common phrasal verbs with non – transparent
 meanings

ADVERBS

Comparative: *-er/-est, more/most* + adverb

SENTENCES

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 *wh* words
 Clauses ending in *so, not*
 Reported speech with *to* + infinitive
 Participle clauses
 Adjectives/nouns + *that* clause

LEVEL 4**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/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

SENTENCES

Complex sentences where the relations
 between clauses are uncomplicated
 Non-defining relative clauses
 Second conditional
if clauses after verbs of asking, wondering etc
 Reported speech with past tense reporting verbs

LEVEL 5**VERBS**

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

CONJUNCTIONS

as soon as

SENTENCES

Relative clauses: embedded, defining
 Responses with *so/neither/nor*
 Third conditional

LEVEL 6**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*

SKILLS

As with Vocabulary and Grammar, the Skills presented in the Pearson English Readers are cumulative.

The below charts outline some of the key Skills presented as new in each Level. Once a skill is presented in a Level, it may then appear in titles at all subsequent higher levels.

Easystarts

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can understand a few basic words and phrases in a story that is read aloud to them.	24	A1 (22-29)
	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures.	25	A1 (22-29)
Reading	Can recognise familiar names, words and very basic phrases on simple notices.	15	<A1 (10-21)
	Can understand short, simple descriptions of objects, people and animals if supported by pictures.	28	A1 (22-29)
	Can understand familiar phrases in a simple text.	29	A1 (22-29)
	Can understand basic factual statements relating to pictures or simple texts.	29	A1 (22-29)
Speaking	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures.	24	A1 (22-29)
	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	25	A1 (22-29)
Writing	Can copy familiar words and short phrases about everyday objects and set phrases.	18	<A1 (10-21)
	Can write simple sentences about their family and where they live.	27	A1 (22-29)
	Can write simple sentences about someone's life and routines.	28	A1 (22-29)
	Can spell a range of common names.	29	A1 (22-29)

Level 1

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can identify specific events from short spoken descriptions.	38	A2+ (36-42)
	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)
Reading	Can get the gist of short, simple narratives, with visual support.	32	A2 (30-35)
	Can read a simple text and extract factual details.	35	A2 (30-35)
	Can follow a basic sequence of events in a simple text on a familiar topic.	36	A2+ (36-42)
	Can make basic inferences from simple information in a short text.	38	A2+ (36-42)
	Can understand simple factual titles and headlines relating to common events.	39	A2+ (36-42)
Speaking	Can talk about everyday things (e.g. people, places, job, study) in a basic way.	31	A2 (30-35)
	Can talk about familiar topics using a few basic words and phrases.	31	A2 (30-35)
	Can describe what they or other people are doing using simple language.	33	A2 (30-35)
	Can use simple language to describe people's appearance.	34	A2 (30-35)
	Can express general preferences using basic fixed expressions.	34	A2 (30-35)
	Can give simple reasons to explain preferences, given a model.	38	A2+ (36-42)
	Can give the reasons for a choice, using simple language.	40	A2+ (36-42)
	Can say how they or someone else feels, giving brief reasons.	41	A2+ (36-42)

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Writing	Can give personal details in written form in a limited way.	31	A2 (30-35)
	Can write very short, simple sentences about their feelings.	32	A2 (30-35)
	Can write a few basic sentences to introduce someone and give basic personal information about them.	32	A2 (30-35)
	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.	35	A2 (30-35)
	Can write a short description of familiar activities, given visual support.	37	A2+ (36-42)
	Can write short, basic descriptions of places, people or things.	38	A2+ (36-42)
	Can write a simple story or description of an event using basic time expressions.	40	A2+ (36-42)

Level 2

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)
	Can follow the sequence of events in a short, simple dialogue or narrative.	37	A2+ (36-42)
Reading	Can identify basic biographical information in short simple texts about other people.	35	A2 (30-35)
	Can identify specific information in a simple factual text.	39	A2+ (36-42)
	Can scan short texts to locate specific information.	44	B1 (43-50)
Speaking	Can give simple opinions using basic fixed expressions.	34	A2 (30-35)
	Can give an extended description of everyday topics (e.g. people, places, experiences).	38	A2+ (36-42)
	Can make a suggestion using basic fixed expressions.	38	A2+ (36-42)
	Can describe habits and routines.	38	A2+ (36-42)
	Can make simple predictions about the future.	42	A2+ (36-42)
	Can express opinions using simple language.	45	B1 (43-50)

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Writing	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	33	A2 (30-35)
	Can write short, simple notes, emails and messages relating to everyday matters.	38	A2+ (36-42)
	Can write simple sentences about a future trip or event.	39	A2+ (36-42)
	Can write a very basic summary of a simple text.	43	B1 (43-50)

Level 3

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can identify key details in a simple recorded dialogue or narrative.	39	A2+ (36-42)
Reading	Can understand short, simple narrative texts.	37	A2+ (36-42)
	Can follow the sequence of actions or events in a text on a familiar everyday topic.	41	A2+ (36-42)
	Can identify key subject vocabulary in written descriptions.	45	B1 (43-50)
	Can derive the probable meaning of simple unknown words from short, familiar contexts.	46	B1 (43-50)
	Can identify the main topic and related ideas in a structured text.	49	B1 (43-50)
Speaking	Can ask and answer questions about basic plans and intentions.	38	A2+ (36-42)
	Can describe very basic events in the past using simple linking words (e.g. 'then', 'next').	38	A2+ (36-42)
	Can use simple language to describe people's personality and emotions.	39	A2+ (36-42)
	Can give a short, basic description of events and activities.	42	A2+ (36-42)
Writing	Can write short basic descriptions of past events and activities.	39	A2+ (36-42)

Level 4

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can recognise a range of common linking words/ phrases signalling the sequence of events in short, simple narratives.	44	B1 (43-50)
	Can understand the humour in a simple story.	43	B1 (43-50)
	Can recognise a speaker's feelings or attitudes.	50	B1 (43-50)
Reading	Can generally understand straightforward factual texts on familiar topics.	46	B1 (43-50)
	Can understand the relationship between a main point and an example in a structured text.	50	B1 (43-50)
	Can make simple inferences based on information given in a short article.	51	B1+ (51-58)
	Can follow chronological sequence in a formal structured text.	52	B1+ (51-58)
	Can infer meaning based on information in a text.	55	B1+ (51-58)
	Can identify key information in an extended text or article.	57	B1+ (51-58)
	Can recognise the writer's point of view in a structured text.	58	B1+ (51-58)
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.	60	B2 (59-66)
	Can distinguish supporting details from the main points in a text.	61	B2 (59-66)
	Can summarise, comment on and discuss a wide range of factual and imaginative texts.	66	B2 (59-66)
Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues.	68	B2+ (67-75)	

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Speaking	Can express belief, opinion, agreement and disagreement politely.	45	B1 (43-50)
	Can give brief reasons and explanations, using simple language.	45	B1 (43-50)
	Can briefly give reasons and explanations for opinions, plans and actions.	51	B1+ (51-58)
	Can express opinions and attitudes using a range of basic expressions and sentences.	52	B1+ (51-58)
	Can express and comment on ideas and suggestions in informal discussions.	56	B1+ (51-58)
	Can summarise and comment on a short story or article and answer questions in detail.	56	B1+ (51-58)
	Can describe people's personality and emotions in some detail.	59	B2 (59-66)
	Can describe the plot of a book or film in some detail.	59	B2 (59-66)
	Can justify a viewpoint on a topical issue by discussing pros and cons of various options.	60	B2 (59-66)
	Writing	Can write about personal experiences in a diary or online posting, given a model.	44
Can write descriptions of past events, activities, or personal experiences.		47	B1 (43-50)
Can write personal emails/letters giving some details of events, experiences and feelings.		48	B1 (43-50)
Can write a description of a real or imagined event (e.g. a recent trip).		53	B1+ (51-58)
Can write emails/letters exchanging information, emphasising the most important point.		53	B1+ (51-58)
Can write personal emails/letters, reporting recent events in detail.		55	B1+ (51-58)
Can collate short pieces of information and summarise them for somebody else.		58	B1+ (51-58)
Can comment on factual information within their field of interest.		59	B2 (59-66)
Can write detailed descriptions of real or imaginary people.		59	B2 (59-66)

Level 5

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can understand scripted speech delivered quickly, if the accent is familiar.	61	B2 (59-66)
Reading	Can understand the plot of extended narratives written in standard, non-literary language.	62	B2 (59-66)
	Can make inferences about the attitudes and feelings of characters based on evidence in the text.	63	B2 (59-66)
	Can identify key information in a linguistically complex text.	69	B2+ (67-75)
	Can quickly scan long, complex texts for key information.	69	B2+ (67-75)
	Can guess the meaning of an unfamiliar word from context in a linguistically complex text.	70	B2+ (67-75)
	Can understand inferred meaning in formal structured text.	70	B2+ (67-75)
	Speaking	Can develop an argument giving reasons in support of or against a particular point of view.	63
Can speculate about causes, consequences or hypothetical situations.		64	B2 (59-66)
Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.		70	B2+ (67-75)
Can talk about personal experiences in detail using linguistically complex language.		72	B2+ (67-75)
Can express attitudes using linguistically complex language.		75	B2+ (67-75)
Can give reasons and explanations for their opinions using linguistically complex language.		78	C1 (76-84)

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Writing	Can write personal emails/letters giving and commenting on news in detail.	60	B2 (59-66)
	Can write a concise summary of the main ideas of a longer structured text.	64	B2 (59-66)
	Can systematically develop an argument giving the reasons for or against a point of view.	67	B2+ (67-75)
	Can write about feelings and the personal significance of experiences in detail.	67	B2+ (67-75)
	Can write clear, detailed descriptions on a variety of subjects related to their field of interest.	67	B2+ (67-75)
	Can convey information and ideas on abstract and concrete topics.	70	B2+ (67-75)
	Can demonstrate understanding of structure and conventions of different written genres.	71	B2+ (67-75)
	Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.	73	B2+ (67-75)

Level 6

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Listening	Can follow films employing a considerable degree of slang and idiomatic usage.	80	C1 (76-84)
	Can recognise a speaker's feelings or attitude in linguistically complex speech.	81	C1 (76-84)
Reading	Can extract information, ideas and opinions from highly specialised sources within their field.	78	C1 (76-84)
	Can identify examples that support a particular interpretation of a linguistically complex text.	78	C1 (76-84)
	Can identify inferred meaning in a linguistically complex text.	79	C1 (76-84)
	Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style.	87	C2 (85-90)
	Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style.	87	C2 (85-90)
	Can understand long and linguistically complex factual and literary texts, appreciating distinctions of style.	87	C2 (85-90)

SKILL	GSE LEARNING OBJECTIVE	GSE	CEFR
Speaking	Can speculate about causes, consequences or hypothetical situations.	64	B2 (59-66)
	Can speculate about a future event using a range of linguistic devices.	66	B2 (59-66)
	Can talk about hypothetical events and actions, and their possible consequences.	70	B2+ (67-75)
	Can answer questions about abstract topics clearly and in detail.	76	C1 (76-84)
	Can comment on and discuss a linguistically complex text.	77	C1 (76-84)
	Can justify a point of view using linguistically complex language.	77	C1 (76-84)
	Can give reasons and explanations for their opinions using linguistically complex language.	78	C1 (76-84)
	Can summarise clearly and precisely the arguments and event descriptions from a complex text.	78	C1 (76-84)
	Can participate in linguistically complex discussions about attitudes and opinions.	79	C1 (76-84)
	Can participate in discussions using linguistically complex language to compare, contrast and summarise information.	80	C1 (76-84)
	Can summarise and comment on the content of a linguistically complex text.	80	C1 (76-84)
	Can take part in discussions on political or social issues using linguistically complex language.	87	C2 (85-90)
Writing	Can write a detailed, reasoned argument for or against a case.	72	B2+ (67-75)
	Can write a clear summary of a complex factual text, maintaining its original tone and message.	76	C1 (76-84)
	Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.	77	C1 (76-84)
	Can give complex information using appropriate register and conventions.	84	C1 (76-84)
	Can summarise in writing the author's viewpoints, attitudes or opinions in a linguistically complex text.	85	C2 (85-90)
	Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader.	85	C2 (85-90)
	Can write linguistically complex and logically structured reports and articles.	85	C2 (85-90)

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