



International Certificate Young Learners

Quickmarch (Level 3)

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In addition to the skills required at Firstwords and Springboard, test takers demonstrate that they can:

- **read texts with understanding, and understand the gist and key information in familiar listening contexts**
- **talk about their own lives in terms of habits, likes, dislikes, future plans and past events**
- **write a simple text about their own life or a familiar environment to a standard that can be readily understood**

Introduction to the Guide

Who is it for?

The Pearson English International Certificate - Young Learners guide is designed for anyone who is preparing students for the test or wants to learn more about it.

What is in the guide?

This guide contains five key parts:

- The first part, an Introduction to Pearson English International Certificate - Young Learners, includes an overview of the test, the targeted test takers and the skills tested. Key features of the test, such as realistic situations, fun and motivating tasks, and integration of skills, are outlined. Information about test delivery and test results is also given.
- The second part provides an outline of the preparation resources that will be made available to instructors and test takers.
- The third part includes general information about scoring within the test.
- In the fourth part, an overview of the formats of the spoken and written tests is provided.
- The final part of the guide gives a detailed explanation of each task within the written and spoken parts at Quickmarch Level. This includes a description of each task type, the skills assessed, what test takers have to do, the objectives and timings. In addition, details about scoring and the marking criteria are presented.

1. Introduction to Pearson English International Certificate - Young Learners

Overview

What is Pearson English International Certificate - Young Learners?

Pearson English International Certificate - Young Learners (PTE Young Learners) is an assessment solution at four different levels of English language proficiency: Firstwords (Level 1), Springboard (Level 2), Quickmarch (Level 3) and Breakthrough (Level 4). These tests are designed to be interesting and enjoyable for children. They also aim to make their first experiences of learning English very memorable and motivating.

The tests are provided by Pearson Edexcel, the largest UK awarding body for academic and vocational qualifications. Pearson Edexcel is the official awarding body for International Certificate - Young Learners.

The primary goal of the tests is to assess a young learner's ability to use English language communicatively. There is an emphasis on real-life scenarios rather than on knowledge of specific language items and vocabulary.

Although the test is presented using British English, American English is acceptable. Knowledge of the English alphabet is assumed at all levels.

Who takes International Certificate - Young Learners?

International Certificate - Young Learners tests are for children aged between six and 13, who are speakers of other languages.

What skills are tested?

International Certificate - Young Learners assesses the four skills: listening, reading, speaking and writing. It consists of two parts: a written test which assesses listening, reading and writing, and a spoken test. The spoken part of the test and the written part are taken separately. Because of the communicative nature of International Certificate - Young Learners, the tests can be shorter without compromising the reliability of the results.

Key features

Realistic contexts

Children are tested on their ability to use structures and functions in realistic contexts. At higher levels, they are also assessed on their ability to use language to carry out specific communicative tasks. The emphasis is on real-life situations that learners will encounter, not on how well they remember vocabulary and structures. For this reason, International Certificate - Young Learners uses real-life scenarios rather than grammatical exercises. This means that it is a measure of real, practical English.

Familiar content

Throughout the four test levels, test takers experience some of the everyday activities, adventures and mishaps of the Browns, a British family. They become familiar with the characters and events, which makes the testing experience both very comfortable and highly engaging.



As the tests are scenario-based, topics and language are repeated. This reinforcement of content and language gives test takers the confidence they need to perform well.

The topics in International Certificate - Young Learners are international, age-appropriate and of interest to children, for example, topics like families, pets, school and people's appearance are included.

Fun activities

The format of the test is enjoyable. The spoken part consists of a group board game played with other test takers. Another task allows candidates to give short talks and communicate with each other. Many of the tasks in the written part are based around colorful, amusing visuals.

Integrated skills

International Certificate - Young Learners integrates the four skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task.

Test delivery

Test sessions are scheduled 7 times a year.

International Certificate - Young Learners consists of a written paper-based test and a spoken test (with an examiner and a group of five test takers), which are delivered through a number of registered centers in over 40 territories globally.

Test centers delivering International Certificate - Young Learners are typically schools and language schools. Each prospective center is required to provide evidence that the tests will be conducted according to the regulations as part of registering to become a test center. In some territories there are locally based agents or representatives.

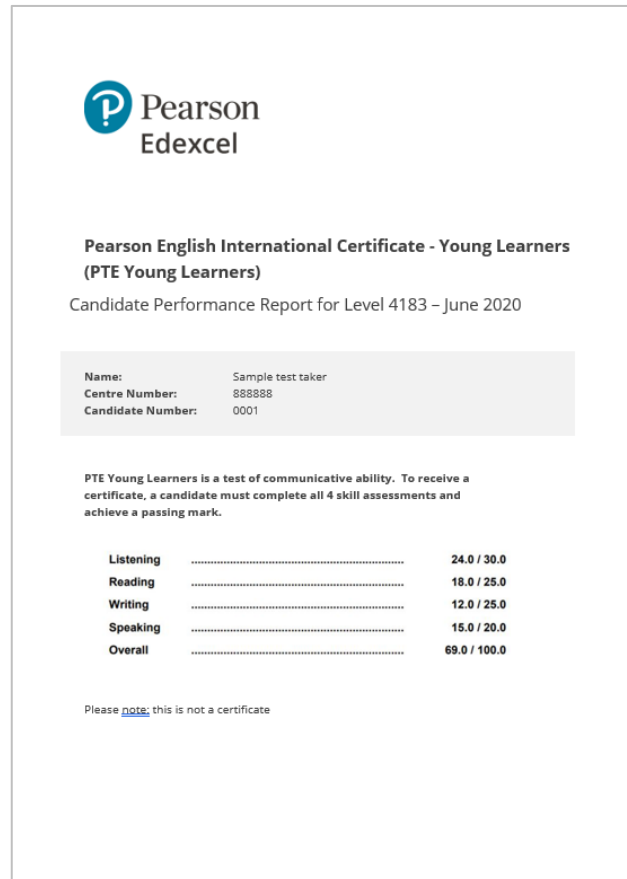
Information about test session dates, test center locations, registering to take International Certificate - Young Learners or registering to become a test center is available at quals.pearson.com/international-certificate-yl.

Test results

Using an online marking system (e-Pen) and a web-based test center service system, Pearson provides fast and helpful feedback on individual performance of students in the tests.

The tests are prepared and marked by teams of professionals and successful test takers receive a certificate of attainment from the largest examining body in the UK, Pearson Edexcel.

Detailed feedback is provided in the form of a candidate performance report, which includes a breakdown of the scores for listening, speaking, reading and writing. These are sent to the test centers who distribute them accordingly. The grades awarded for the test are Distinction, Merit or Pass. Every candidate, regardless of the level of performance, will receive a certificate.



Test structure























The written test at this level lasts for 60 minutes. There are six tasks which test listening, reading and writing.

60 minutes	
Task numbers	Skills
One	Listening
Two	Listening and writing
Three	Reading and writing
Four	Reading
Five	Reading and writing
Six	Writing

The spoken test lasts for 20 minutes and there are two tasks.

20 minutes	
Task numbers	Skills
Seven	Speaking
Eight	Speaking

2. Test Preparation Resources

Resources for PTE Young Learners		
On this page you will find guides and past papers for practice of PTE Young Learners		
Level	Information	Past Papers
Firstwords	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Springboard	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Quickmarch	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Breakthrough	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006

Past papers

A number of official past papers with audio, transcripts and answerkeys for all levels are available now to download for free.

The resources are available at:
quals.pearson.com/international-certificate-yl

New resources for International Certificate - Young Learners are regularly added to this site.

3. Overview of Scoring

The written and spoken parts of the test at Quickmarch have a weighting of 100 score points; 80 for the written component and 20 for the spoken. There are 40 listening, reading and writing items in total and each one carries a weighting of between 1.5 and 3 marks dependent on the task. There are two speaking tasks, each with a maximum of 10 points.

The distribution is listed in the table below.

Written part of test	Task numbers	Skills	Task types	Number of items	Score points
	One	Listening	3-option picture-based multiple choice	7	14
	Two	Listening and writing	Answer question	8	16
	Three	Reading and writing	Dialogue completion	5	15
	Four	Reading	Match utterance to picture	5	10
	Five	Reading and writing	Gap fill (past tense verbs)	10	15
	Six	Writing	Write sentence	5	10
Total				40	80
Spoken part of test	Seven	Speaking	Question and answer (board game)	At least 2	10
	Eight	Speaking	Short talk	1	10
Total				3 or more	20
Total written and spoken parts					100

4. Overview of Test Format

The **written part** of International Certificate - Young Learners at this level lasts **60 minutes** and has six tasks. It tests listening, reading and writing skills. The **spoken part** of the test lasts for **20 minutes** and has two tasks that candidates engage in with an examiner and four other test takers.

The table below indicates the skills tested, task types, number of items, task objectives and what candidates have to do for each task in the written and spoken parts of the test.

Written part of test	Task numbers	Skills	Task types	Number of items	Task objectives	What test takers have to do
	One	Listening	3-option picture-based multiple choice	7	To assess the ability to identify the details of spoken discourse, e.g. times, locations, reasons, past, present and future activities, prices, quantities, etc	Listen to a conversation twice and answer seven questions by choosing one picture from three answer options
	Two	Listening and writing	Answer question	8	To assess the ability to understand a spoken text and provide short written answers relating to the details of the text	Listen to a conversation twice and answer eight questions in writing
	Three	Reading and writing	Dialogue completion	5	To assess: - understanding of the structural relationship between questions and responses - the ability to formulate appropriate questions to match given responses within a single dialogue	Write five questions to match five given answers in a written dialogue
	Four	Reading	Match utterance to picture	5	To assess the ability to recognize simple functional use of language in social situations familiar to young learners	Match five short written utterances to the pictures which illustrate their meaning
	Five	Reading and writing	Gap fill (past tense verbs)	10	To assess understanding of a text, and knowledge of vocabulary in context and past tense forms	Read a text with ten gaps, choose a word for each gap from the choices given and change them to past tense forms
	Six	Writing	Write sentence	5	To assess the ability to write about a familiar topic (based on a scenario within the test)	Complete five short sentences on a familiar topic
	Seven	Speaking	Question and answer (board game)	At least 2	To assess the ability to ask and answer short questions about personal information and interests	Ask and answer questions about personal information and interests
Spoken part of test	Eight	Speaking	Short talk	1	To assess the ability to speak continuously about a topic of personal interest and answer questions in relation to it	Speak about a topic of personal interest and answer questions

5. Description of task types

Written test [60 minutes]

This part of the guide presents a description of the tasks within the written test at Quickmarch. This includes the skills tested, what candidates have to do, the objective (s) of the task and details on scoring.

Task One Listening

3-option picture-based multiple choice

Task One is a *3-option picture-based multiple choice* activity that tests listening skills. It assesses the ability to identify the details of spoken discourse, e.g., times, locations, reasons, past, present and future activities, prices, quantities, etc.

Hello kids, hello boys and girls. Today's test is Quickmarch. Tasks One and Two are listening. Good luck and have fun!!

1. Task One: The First Week of the Holidays (14 marks)

Mr Brown and Anna are talking about what the family is doing in the first week of the holidays. Listen to the conversation and answer the questions. Put a cross (X) in the box under the correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Where are Mrs Brown and Sophie?



A ☐

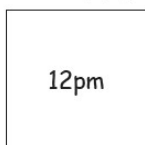


B ☒

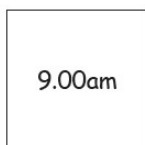


C ☐

1. When is Ben playing his football match?



A ☐



B ☐



C ☐

2. What is Anna doing this afternoon?



A ☐



B ☐



C ☐

3. Which girl is Sally?



A ☐



B ☐



C ☐

4. How did Sally hurt herself?



A ☐



B ☐

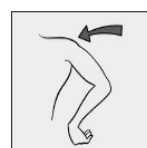


C ☐

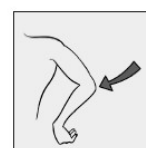
5. Which part of her arm did Sally hurt?



A ☐



B ☐



C ☐

6. What did Ben buy tickets for?



A ☐



B ☐



C ☐

7. How much each were the tickets?



A ☐



B ☐



C ☐

(Total 14 marks)

What candidates do

Test takers listen to a conversation twice and answer seven questions printed on the test paper. For each one they choose the correct picture from three answer options by putting a cross in the box next to it.

Scores

This task type is marked as either **correct or incorrect**. Each correct answer has a weighting of 2 score points. A maximum of **14 points** can be achieved.

Task Two Listening and Writing

Answer question

Task Two is an *Answer question* activity that tests listening and writing skills. It assesses the ability to understand a spoken text and provide short written answers relating to details of the text.

2. Task Two: Anna Visits Sally in Hospital (16 marks)

When Anna visits Sally in hospital, she meets Mark. He works in the hospital. Anna asks him some questions about his job.

Listen to their conversation and write a short answer to each question. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example:

What is Mark's job?

Nurse

1. What did Mark want to be when he was young?

2. How old was Mark when he left school?

3. What was the name of Mark's college?

4. What did Mark think about his course?

5. What time does Mark start work?

6. How many free days a week does Mark have?

7. What does Mark enjoy most about his job?

8. Which country is Mark going to work in next year?

(Total 16 marks)

What candidates do

Test takers listen to a conversation twice and answer eight questions in writing. Each response is usually a few words, not a complete sentence.

Scores

This task type is marked as either **correct or incorrect**. Each correct answer has a weighting of 2 score points. A maximum of **16 points** can be achieved.

Task Three Reading and Writing

Dialogue completion

Task Three is a Dialogue completion activity that tests reading and writing skills. It assesses:

- understanding of the structural relationship between questions and responses
- the ability to formulate appropriate questions to match given responses within a single dialogue

3. Task Three: Sally Talks to Ben (15 marks)

When Sally gets back home, Anna and Ben visit her. Sally asks Ben about his hobbies. Write the questions in the spaces. The first one is an example.

Sally: (example) Do you enjoy playing sport, Ben?

Ben: Yes I do. I love playing sport.

Sally:?

Ben: I like football best.

Sally:?

Ben: I started playing four years ago.

Sally:?

Ben: For Farnham Football club. We play every Saturday.

Sally:?

Ben: Red shirts and white shorts.

Sally:?

Ben: Our next match? Next Saturday.

(Total 15 marks)

What candidates do

Test takers write five questions to match five given answers in a written dialogue using their own words.

Scores

Each item has a weighting of 3 score points. A maximum of **15 points** can be achieved in this section of the test. The scoring criteria and distribution of scores are in the table below:

3: Response is completely correct, appropriate and relevant to the context.

2: Response can include one major error such as wrong tense, failure to invert subject and verb, omission of subject, etc. Such major errors must not however affect the meaning intended by the test taker. Small errors such as non-intrusive spelling errors or non-intrusive punctuation errors may also be present.

1: Response is flawed in a number of ways, but in the context of the task the meaning can still be understood with some effort.

0: Response is irrelevant, unintelligible or nothing is written.

Task Four Reading

Match utterance to picture

Task Four is a *Match utterance* to picture activity that tests reading skills. It assesses the ability to recognize simple functional use of language in social situations familiar to young learners.

4. Task Four: A Day in Town (10 marks)

Anna, Ben and Sally go into town.

Look at these situations. Draw a line from the pictures to the correct words, as in the example picture.

Be careful. There are two extra sentences.



Have you got this one in pink, please?

What time is the next bus?

Three to the bus station please.



Here are your seats.

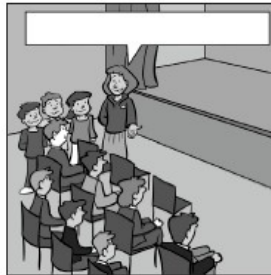
Careful! There's a bus coming.

Can I have a sandwich please?



This tastes really horrible!

Can you keep these in your jacket pocket?



(Total 10 marks)

What candidates do

Test takers read seven short written utterances and match five of them to the pictures which illustrate their meaning by drawing a line between each. Two of the utterances are extra.

Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 2 score points. If more than one line is drawn to an answer, no marks will be given to the item. A maximum of **10 points** can be achieved.

Task Five Reading and Writing

Gap fill (past tense verbs)

Task Five is a *Gap fill* activity that tests reading and writing skills. It assesses understanding of a text, and knowledge of vocabulary in context and past tense forms.

5. Task Five: Anna Writes to Granny (15 marks)

Anna writes to Granny about her day in town. Fill in the missing words. Use the verbs in the box below but don't forget to change them to the PAST TENSE because the visit to town is finished.

The first one is an example.

Dear Granny

Yesterday (example) *was* the fourth day of the holidays. Mum made us a picnic for lunch and then Sally, Ben and I (1) into town for the day. We (2) the bus into the town centre and then we (3) to go shopping. Sally and I (4) some T shirts from C & A. After that we (5) a picnic in the park. A big brown fox (6) right next to us. It looked hungry so we (7) it a chicken sandwich! He loved it! In the afternoon we (8) a very funny show at the theatre. We all (9) so much! After the show we (10) some friends from school. A brilliant day!

Love Anna xxx

buy	be	give	watch
	sit	take	decide
laugh	meet	go	eat

(Total 15 marks)

What candidates do

Test takers read a text with gaps and choose a word for each from the choices given in a word box. There are ten gaps to complete and ten words to choose from. In addition, the words chosen have to be used in their past tense forms.

Scores

Each correct answer has a weighting of 1.5 score points: 1 for the correct verb and an attempt to put it into the simple past tense, 0.5 for the correct verb, but not used in the correct tense, and 0 for the wrong verb, even if it is in the right tense. A maximum of **15 points** can be achieved.

Task Six Writing

Write sentence

Task Six is a *Write sentence* activity that tests reading and writing skills. It assesses the ability to write about a familiar topic (based on a scenario within the test).

6. Task Six: School Holidays (10 marks)

Now write about your school holidays.

1. I like holidays because
2. During the holidays I
3. During the holiday my best friend
4. In my last holiday
5. In my next holiday

(Total 10 marks)

What candidates do

Test takers complete five short sentences on a familiar topic. The beginning of each sentence is provided as a prompt.

Scores

Each item has a weighting of 2 score points. A maximum of **10 points** can be achieved. The scoring criteria and distribution of scores are in the table below:

2: Response is completely correct, appropriate and relevant to the context.

1: Response is inaccurate in form, but in the context of the task the meaning can still be understood with some effort.

0: Response is irrelevant, unintelligible or nothing is written.

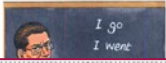







Spoken Test [20 minutes]

This part of the guide presents a description of the tasks within the spoken test at Quickmarch. This includes the skills tested, what candidates have to do, timings, the task type objective(s) and details on scoring.

Task Seven Speaking

Question and answer (board game)

Task Seven is a *Question and answer* activity that tests speaking skills. It assesses the ability to ask and answer short questions about personal information and interests.

What is the biggest shop near your house? 	What do you think is the best sport in the world? 	When are you going to have your next English lesson? 	Who are you going to see this evening? 		
Who cooks the best food in your family? 	What do you do with your free time? 	How many times a day do you clean your teeth? 	What time do you go to bed in the school holidays? 	Where did you go for your last holiday? 	Who is the best teacher in your school? 
		Where were you born? 	What did you do on your last birthday? 	How did you come to school today? 	What subjects did you have yesterday? 
How much homework did you do yesterday? 	Which are better - winter holidays or summer holidays? 	What are you going to do this weekend? 	How many cinemas are there near your house? 		

What candidates do

In groups of five with an examiner, test takers play a board game. They take it in turns to throw a dice and then move their counters according to the throw of the dice. Each square on the board has a question written on it. When a candidate's counter lands on a square, the examiner directs them to address the question to another test taker in the group, who must respond. It is then the next person's turn. The game continues in this way until all the candidates have responded to at least two of the questions on the board. The task lasts for **10 minutes**.

Scores

This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

Grammar and Vocabulary Usage	Pronunciation
5 Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.	5 Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.
4 Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.	4 Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words, and problems with stress and intonation.
3 Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.	3 There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.
2 Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.	2 Frequent errors in various aspects of pronunciation make the speaker difficult to understand and result in misunderstanding and /or make it necessary for listeners to ask for repetition.
1 Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.	1 Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.
0 No useful knowledge of grammar or vocabulary at the required level.	0 Pronunciation is not recognized as English discourse.

Task Eight Speaking

Short talk

Task Eight is a *Short talk* task type that tests speaking skills. It assesses the ability to speak continuously about a topic of personal interest and answer questions in relation to it.



My Next Holiday



After this Test



My Most Expensive Clothes



Tomorrow



The Best Places in My Town (City)



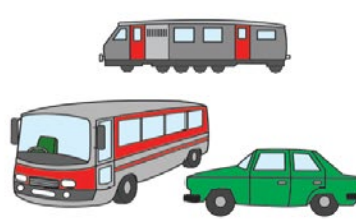
Some of My Friends



My Next Birthday



My Last Time at a Party



Cars, Buses and Trains



The Most Beautiful Place in My Country



Football, Tennis and Swimming



Meals in My House

What candidates do

Test takers take turns to pick a labeled picture card which illustrates a topic from a pack. They then talk for one minute about the subject on the card. This is followed by a further minute of questions from other candidates and possibly the examiner. This continues until all test takers have spoken about one topic and answered questions. They are assessed on their talk and responses to questions. The activity lasts for **10 minutes**.

Scores

This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The marking criteria and score distribution are listed in the table below:

Grammar and Vocabulary usage	Pronunciation
5 Excellent range of vocabulary, and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and more complex grammatical forms.	5 Excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as appropriate sentence and word stress, and correct individual sounds.
4 Good lexical and grammatical range, but there may be occasional errors. It may be that either grammar or vocabulary is a little weak, but one or the other compensates for this. Errors do not impede understanding.	4 Good pronunciation, which can be readily understood by listeners, despite some lapses in pronouncing individual words, and problems with stress and intonation.
3 Errors in both grammar and vocabulary are evident, but the test taker has enough knowledge in these areas to communicate and there is little need for clarification.	3 There are some mispronunciations at word and sentence levels, but in general listeners do not have any major problems. It may be that repetition is needed on occasion.
2 Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as some misunderstanding.	2 Frequent errors in various aspects of pronunciation make the speaker difficult to understand and result in misunderstanding and /or make it necessary for listeners to ask for repetition.
1 Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that real communication is rarely possible.	1 Although utterances can be recognized as English, they are so difficult to follow that communication breaks down.
0 No useful knowledge of grammar or vocabulary at the required level.	0 Pronunciation is not recognized as English discourse.

Contact us

You can contact us in the following ways:

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- Fax us on +44 (0)20 7010 6611
- Write to us at the Language Testing division of Pearson, 80 Strand, London WC2R 0RL,UK

Appendix A: Language Content

In addition to the language included at Firstwords and Springboard, the following list represents the types of language content that are typically assessed at this level including areas of language use, main structures, topics and vocabulary. Structures and vocabulary given in italics are for guidance only and are not intended to be a complete list.

Areas of Language Use

- Talk and ask about sports and hobbies Talk and ask about everyday activities
- Talk and ask about countries, cities, towns, shops and buildings Talk and ask about modes of transport and journeys
- Order food in a restaurant Talk about past events
- Understand, ask and answer questions about a story Understand a simple story
- Talk about future plans
- Tell the time (hours and minutes)

Main Structures

- Past tense of 'to be'
Was, were
- The simple past tense
walked
- I didn't walk.
Did you walk?
- Irregular past forms of common verbs
went, got up, ate, drank, slept, came
- 'Going to' to express future plans and intentions
I am going to visit my aunt next week. I am going to work hard this year.
- Present continuous for future use
She's going out tonight.
- 'Can' for permission
Can we go to the cinema?
- Comparatives of adjectives
Ben is older than Sophie.
Ben is better at English than Sophie.
- Superlatives of adjectives
Anna is the youngest girl in her class.
- Conjunction 'because'
Billy was late for school because he missed the bus.

Topics

- Spare Time
- Time
- Places
- Jobs
- Illness

Topics included at lower levels may also be reused and developed.

- Clothes
- Food
- Description of Animals
- Homes
- Families
- Pets and Animals
- School
- The Body and People's Appearance
- Toys
- Houses

Vocabulary

- Common spare time activities
swimming, dancing, playing computer games
- Hobbies
collecting stamps or teddy bears, solving puzzles
- Common jobs and professions
teacher, doctor, police officer, taxi driver, nurse
- Common illnesses which affect children
headache, toothache, sore throat
- Names of countries and nationalities
France, French, China, Chinese, Canada, Canadian
- Points of the compass
north, south, east and west
- Basic geographical features
river, mountain, sea, lake
- Town facilities
museum, cinema, supermarket, library
- Shops and essential shopping items
bakers, bread, chemist's, medicine, newsagent's, newspaper

Appendix B: Vocabulary List

The following tables include the vocabulary typically tested at Quickmarch (Level 3).

A	B		C		D	E	F	G
a	baby	bread	cabbage	coat	dad	each	face	gallery
about	back	break	café	coffee	daddy	ear	factory	game
above	bad	breakfast	cafeteria	coke	dance	early	fade	garden
ache	badminton	bridge	cage	cold	dangerous	earth	fair	general
across	bag	brilliant	cake	college	dark	east	fall	geography
actor	ball	bring	calculator	colour	date	easy	false	get
actress	balloon	brother	calendar	coloured	daughter	eat	family	ghost
address	banana	brown	call	comb	day	egg	famous	giraffe
adult	bank	brush	camera	come	dear	elbow	fan	girl
afraid	baseball	bubble	camp	comfortable	decide	elephant	fantastic	girlfriend
after	baseball cap	bucket	can	competition	delicious	else	far	give
afternoon	basketball	burger	candle	computer	dentist	email	farm	glad
again	bat	burn	cannot	conversation	describe	empty	farmer	glass
against	bath	bus	cap	cook	desk	end	fashion	glasses
ago	bathroom	business	car	cooker	diary	engineer	fast	glove
agree	be	busy	card	cool	dictionary	English	fat	glue
air	beach	but	careful	copy	difference	enjoy	father	go
airline	bean	butter	carefully	corn	different	enough	favourite	goat
airport	bear	butterfly	carpet	corner	difficult	entrance	feather	gold
all	beard	buy	carrot	correct	dining room	envelope	feed	good
along	beautiful	bye	carry	cost	dinner	eraser	feel	goodbye
alphabet	become		cartoon	cough	direction	evening	few	goose
already	because		case	count	dirty	every	field	gorilla
alright	bed		cassette	country	disappointed	everybody	fill	granddad
also	bedroom		castle	course	dish	everyone	film	granddaughter
always	beef		cat	cousin	disco	everything	finally	grandfather
ambulance	before		catch	cow	do	everywhere	find	grandma
an	begin		ceiling	crayon	doctor	exam	fine	grandmother
and	beginning		centimeter	crazy	dog	examination	finger	grandparent
angry	behind		center	criminal	doll	example	finish	grandson
animal	believe		century	crisp	door	excellent	fire	granny
another	bell		cereal	crocodile	double	excuse	first	grass
answer	below		chair	cross	down	exhibition	fish	great
any	belt		change	cry	draw	expensive	fishing	greedy
anybody	best		chatter	cup	drawing	explain	flat	green
anyone	better		cheap	cupboard	dress	extra	flavour	grey
anything	between		cheek	curly	drink	eye	floor	grow
anyway	bicycle		cheerful	curtain	drive	eyebrow	flower	guide
anywhere	big		cheese	cushion	driver	eyelash	flute	guitar
apartment	bike		chemist	cut	drum		fly	
apple	bin		chest		dry		fog	
arm	bird		chicken		duck		foggy	
armchair	birthday		child		during		follow	
around	biscuit		chin		DVD		following	
arrive	bit		chip				food	
art	black		chocolate				foot	
artist	blank		choose				football	
as	blanket		church				footballer	
ask	blonde		cinema				for	
asleep	blouse		circle				forehead	
at	blue		circus				forest	
aunt	board		city				forget	
automatic	boat		clap				fork	
autumn	body		class				forward	
awake	book		classmate				fox	
	bookcase		classroom				free	
	boot		clean				french fries	
	bored		cleaner				friend	
	boring		clear				friendly	
	borrow		clever				frightening	
	both		climb				frog	
	bottle		clock				from	
	bottom		close				fruit	
	bounce		clothes				frustration	
	bowl		cloud				full	
	box		cloudy				fun	
	boxer		clown				funny	
	boy		club				future	

H	I	J	K	L	M	N	O	P	
hair	I	jacket	kangaroo	ladder	magazine	nail	of	page	popular
half	ice	jam	keep	lady	magic	name	off	paint	post
hall	ice cream	jeans	key	lake	make	near	office	pair	postcard
ham	idea	job	kick	lamp	man	neck	often	palace	poster
hamburger	if	journalist	kid	land	many	need	oh ok	pan	potato
hamster	ill	journey	kilogramme	large	map	neighbour	old	panda	pound
hand	important	juice	kilometer	last	mark	nephew	on	pants	prefer
handsome	in	jump	kind	late	market	nervous	once	paper	present
happen	information	jumper	king	later	married	never	one	pardon	pretty
happy hard	insect	jungle	kitchen	laugh	marry	new	onion	parent	prince
hat	inside	just	kite	laughter	mat	news	only	park	princess
hate	instruction		knee	lazy	match	newspaper	open	parrot	problem
have	interesting		knife	leader	mathematics	next	opposite	part	programme
he	internet		knock	leaf	maths	nice	or	partner	project
head	interview		know	learn	may	niece	orange	party	pull
headphones	into			leave	maybe	night	other	past	pupil
hear	island			left	me	nightdress	our	pasta	puppet
height	it			leg lemon	meal	nightie	ours	pause	purple
helicopter	its			lemonade	meat	no	ourselves	pea	push put
hello				lend	mechanic	nobody	out	pen	pyjamas
help				less	medicine	noise	outside	pencil	pyramid
hen				lesson	medium	noodle	oven over	pencil case	
her				let	meet	no-one	own	penguin	
here				letter	melon	north		pepper	
hers				level	member	nose		perhaps	
herself				library	metre	not		person	
hi high				lie	midday	note		pet	
hill				life	middle	nothing		phone	
him				light	midnight	now		photo	
himself				like	milk	nowhere		photograph	
hint				line	milkshake	number		photographer	
hippo				lion	mind mine	nurse		photography	
his				list	minute	nut		piano	
history				listen	mirror			pick	
hit				little	Miss			picnic	
hobby				live	missing			picture	
hockey				living	mistake			pie	
holiday				room	mobile			piece	
home				long	money			pig	
homework				look	monkey			pillow	
honey				lorry	monster			pilot	
hooray				lose	month			pineapple	
hope				lost	moon			pink	
horrible				lot	more			pizza	
horse				loud	morning			place	
hospital				love	most			plan	
hot				lovely	mother			plane	
hot dog				low	motorbike			planning	
hotel				luck	mountain			plant	
hour				lucky	mouse			plastic	
house				lunch	moustache			plate	
how					mouth			play	
hungry					move			player	
hurt					Mr			playground	
husband					Mrs			pleading	
					Ms			please	
					much			pocket	
					mug			point	
					mum			policeman	
					mummy			policewoman	
					museum			policy	
					mushroom			pond	
					music must			pool	
					my			poor	
					myself				
					mystery				

Q	R	S		T		U	V	W	Y	Z
quarter queen question quick quickly quiet quite	rabbit race radio railway rain rainbow rather read ready real really red remember repeat restaurant rhino rhinoceros rice rich ride right ring river road robot rock rocket room round row rubbish rug ruler run	sad safe sail salad salt same sand sandwich sauce sausage say scared scarf school science scientist scissors sea seal season seat second secret secretary see sell send sentence shampoo shark she sheep shelf shell shirt shoe shop shopping short shorts shoulder shout show shower shut shy sick side sign silly silver sing single sister sit skate ski skirt sky sleep slight slipper slow slowly small smell smile smoke snack snake snow so soap soccer sock	sofa soft some somebody someone something sometimes somewhere son song soon sorry sound soup south space speak special spell spend spider spoon sport spotted spring square stadium stair stamp stand star start station stay steal step stick still stomach stone stop storm story straight strange strawberry street striped strong student study subject suddenly sugar suitcase summer sun sunglasses sunny supermarket supper sure surname surprise sweater sweatshirt sweet swim swimmer swimming swing	table table tennis tail take talk tall task taste taxi tea teach teacher team teddy teenage telephone television tell temperature tennis tent terrible test than thank that the theatre their theirs them themselves then there these they thick thief thin thing think thirsty this those through throw thumb thunder tick ticket tidy tiger tights time tin tired to toast today toe together toilet tomato tomorrow tonight too tooth toothpaste top topic torch tortoise total touch tour	towel town toy train trainers transport travel tree triangle trip trousers true try T-shirt tummy tunnel turn twice twin	ugly umbrella uncle under understand uniform untidy until up us use usual usually	vegetable very vet video village visit visitor volleyball	wait waiter wake walk wall want warm wash watch water wavy way we weak wear weather wedding week weekend weight welcome well west wet whale what wheel when where which while whistle white who whose why wife wild will win wind window windy wing winner winter wish with without wolf woman wonderful wood woods wool word work world wow wrist write wrong	year yellow yes yesterday yet you young your yours yourself	zoo