

Guide to Pearson Test of English Young Learners

Springboard (Level 2)
Level A1 (Foundation)

July 2018
Version 3

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

- **talk about their feelings, habits, likes and dislikes;**
- **form questions to obtain the above information from others;**
- **read and listen with an understanding of key information;**
- **write a simple text about their own lives to a standard that communicates meaning.**

Introduction to the guide

Who is it for?

The *Guide to Pearson Test of English Young Learners* 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 Test of English Young Learners, includes an overview of the test, 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 Springboard 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 Test of English Young Learners

Overview

What is Pearson Test of English Young Learners?

Pearson Test of English 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 Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for PTE 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 PTE Young Learners?

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

What skills are tested?

PTE 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 PTE 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, PTE 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 PTE 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

PTE 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

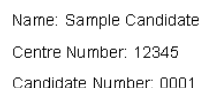
Test sessions are scheduled 6 times a year.

PTE 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 PTE Young Learners are typically schools and language schools. Each prospective center is required to provide evidence that the tests will be conducted according to

Information about test session dates, test center locations, registering to take PTE Young Learners or registering to become a test center is available at www.pearsonpte.com/pte-young-learners.

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, Edexcel Limited. 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. If test takers do not achieve a Pass grade, they receive a candidate performance report, but not a certificate.



Pearson Test of English Young Learners	
Candidate Performance Report for Level 4183 - November 2010	
Listening	15.0 / 30.0
Reading	13.0 / 25.0
Speaking	13.0 / 20.0
Writing	12.0 / 25.0
Overall	53.0 / 100.0

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
Three	Reading and writing
Four	Reading
Five	Reading and writing
Six	Writing

The spoken test at this level lasts 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 answer keys for all levels are available now to download for free.

The resources are available at www.pearsonpte.com/pte-young-learners.

New resources for PTE Young Learners are regularly added to this site.

3. Overview of Scoring

The written and spoken parts of the test at Springboard 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 score points dependent on the task. There are two speaking tasks, each with a weighting 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	8	16
	Two	Listening	Match name to picture-based object/person	7	14
	Three	Reading and writing	Dialogue completion	5	15
	Four	Reading	Match utterance to picture	5	10
	Five	Reading and writing	Gap fill	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 PTE 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	8	To assess the ability to identify the details of simple spoken discourse, e.g., times, locations, regular activities, prices, quantities, etc	Listen to a conversation twice and answer eight questions by choosing one from three picture answer options
	Two	Listening	Match name to picture-based object/person	7	To assess the ability to identify the details of simple spoken discourse, e.g., people's appearance, everyday activities, simple objects etc	Listen to a conversation twice and match the names of seven people to pictures of these people or objects associated with them
	Three	Reading and writing	Dialogue completion	5	To assess: - understanding of the structural relationship between questions and responses - the ability to complete questions to given responses within a single dialogue	Complete five questions to 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	10	To assess the ability to understand a text, and knowledge of vocabulary and grammar in context	Read a text with ten gaps and choose the missing word for each from the choices given
	Six	Writing	Write sentence	5	To assess the ability to write about a familiar topic (based on a scenario within the test)	Write five short responses to five given questions
Spoken part of test	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 short questions about personal information and interests
	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 Springboard. This includes the skills tested, what test takers 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 simple spoken discourse, e.g., times, locations, regular activities, prices, quantities, etc.

1. Task One: Saturday Afternoon at the Cinema (16 marks)

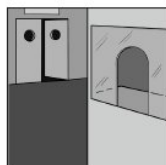
It's Saturday and Sophie and Anna are going to the cinema to meet some friends. Listen to their conversation and answer the questions. Put a cross (X) in the box under the correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Where are Sophie's and Anna's friends?



A ☐



B ☐



C ☒

1. Which friends are waiting for Anna and Sophie?



A ☐



B ☐

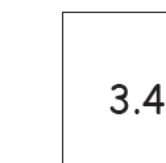


C ☐

2. What is the name of the film?



A ☐



B ☐



C ☐

7. What time does the film start?

3.45

A ☐

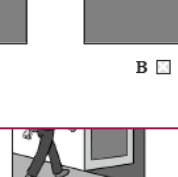
8. What is Millie doing?



A ☐



B ☐



C ☐

3. What kinds of films are Sophie's favourite?



A ☐

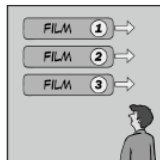


B ☐

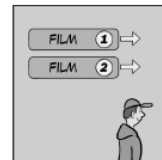


C ☐

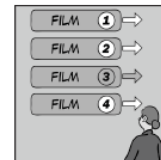
4. How many films are usually on at the cinema?



A ☐



B ☐



C ☐

5. Where can the friends go after the film?



A ☐



B ☐



C ☐

6. How much are children's tickets for the cinema?



A ☐



B ☐



C ☐

(Total 16 marks)

What candidates do

Test takers listen to a conversation twice and answer eight 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 **16 points** can be achieved.

Task Two Listening

Match name to picture-based object / person

Task Two is a *Match name to picture-based object/person* activity that tests listening skills. It assesses the ability to identify the details of simple spoken discourse, e.g., people's appearance, everyday activities, simple objects etc.

2. Task Two : What We Do at the Weekend (14 marks)

Anna is showing her mother some photos of her school project about what people do at the weekend. Listen to their conversation and draw a line from the name of each person to the correct picture for each one. The first one is an example. Be careful. There are two extra pictures.

You will hear the conversation twice. Listen carefully.

	1. Sophie	
	2. Stephen	
	3. Mr Banks	
	4. Millie	
	5. David	
	6. Mike	
	7. Kate	
	8. Dawn	

(Total 14 marks)

What candidates do

Test takers listen to a conversation twice and match names of people mentioned on the audio to pictures of these people or objects associated with them by drawing a line between the word and the picture. There are seven names to match and nine picture-based answer options. Two of the pictures 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 a name or a picture, no score points will be given to the item. A maximum of **14 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; and the ability to complete questions to given responses within a single dialogue.

3. Task Three: Sophie Talks to her Friend Maggie (15 marks)

Sophie is at home with her friend Maggie. Sophie asks Maggie about her Sundays. What are Sophie's questions? Write them in the spaces. The first one is an example.



Sophie: (Example) When do you get up on Sunday, Maggie?

Maggie: Oh I usually get up at nine o'clock.

Sophie: Do ?

Maggie: Yes, my mum, dad and I all have breakfast together.

Sophie: What ?

Maggie: In the morning I tidy my room and do my homework.

Sophie: Where ?

Maggie: I do my homework on the table in the living room.

Sophie: How ?

Maggie: I often spend my Sunday afternoon in the park.

Sophie: What time ?

Maggie: On Sundays, I usually go to bed at 8 o'clock.

(Total 15 marks)

What candidates do

Test takers complete five questions to match five given answers in a written dialogue. The question words are provided as prompts.

Scores

Each item has a weighting of 3 score points. A maximum of **15 points** can be achieved. 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. It assesses the ability to recognize simple functional use of language in social situations familiar to young learners.

4. Task Four: At Home at the Weekend (10 marks)

Look at the pictures of the Brown family at home at the weekend. Match the pictures with the sentences. Look at the pictures very carefully. There are two extra sentences.

The first one is an example.

	Which one do you want to watch?	
	I want to stay in bed.	
	Don't forget these for the game.	
	You look lovely. Have a nice time at the party.	
	No I can't go out today. Look at all this homework.	
	You've got so many clothes!	
	Can we go shopping, mum? I need a new sweater.	
	Come on. It's time to get up.	

(Total 10 marks)

What candidates do

Test takers read seven short written utterances and match five of them to 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

Task Five is a *Gap fill* activity that tests reading and writing skills. It assesses the ability to understand a text, and knowledge of vocabulary and grammar in context.

5. Task Five: Anna's Email to her Friend (15 marks)

Anna writes an email to her friend Maria about her weekends. Help her to finish. Use the words in the box below. Be careful. You don't need all the words.

Hi Maria!

How are you? Do you want to come and (example) stay with me at the weekend?

There are lots of things to do and you can meet my (1) On Saturdays I usually go to the (2) with my mum and buy the food for the week. Do you want to come (3) ? We can have lunch at the café in town. The (4) is very good there. Then we can go home and listen to music and play computer games in my (5) My brother Ben is staying with his friend this weekend so you can (6) in his bed. Then on Sunday we can go for a (7) in the park. It's a beautiful park. We can go in a (8) on the lake. Then in the (9) I have to do my homework. You can bring yours too and we can do it (10) Please say you can come.

Write to me soon

Love Anna

food	boat	sleep	too
walk	pizzas	friends	together
shops	stay	room	afternoon

(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 11 words to choose from. One of the words is extra.

Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 1.5 score points. 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: My Weekend (10 marks)

Now write about your weekend.

1. What do you do in your house?
.....
2. When do people in your family get up?
.....
3. Where do you go with your friends?
.....
4. What do you do when it's raining and cold?
.....
5. How much homework do you do?
.....

(Total 10 marks)

What candidates do

Test takers write five short responses to five given questions.

Scores

Each item has a weighting of 2 score points. A maximum of **10 points** can be achieved.

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.

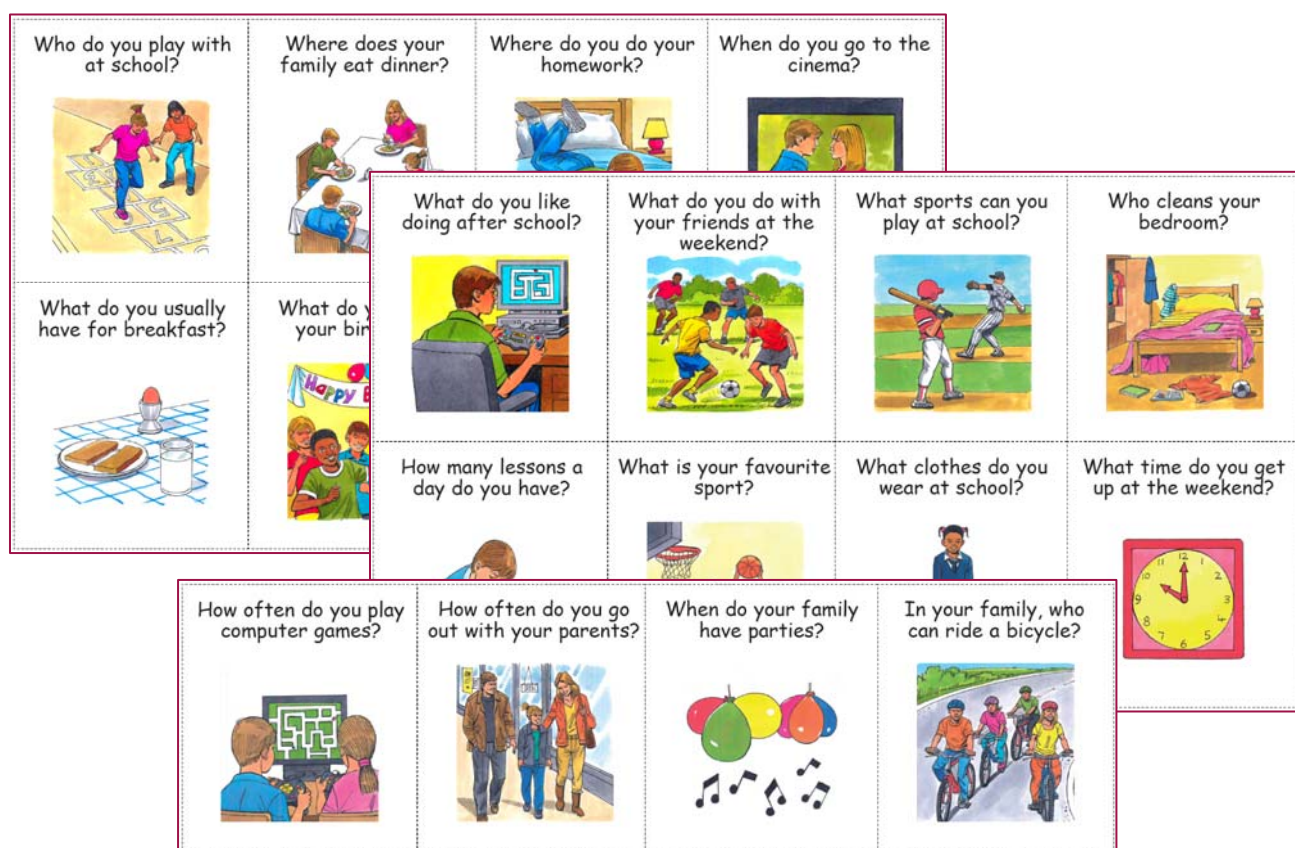
Spoken Test [20 minutes]

This part of the guide presents a description of the tasks within the spoken test at Springboard. 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 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 candidates have responded to at least two of the questions on the board. The task lasts for **10 minutes**.

Scores

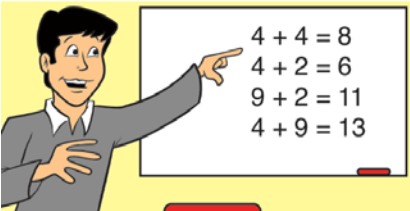
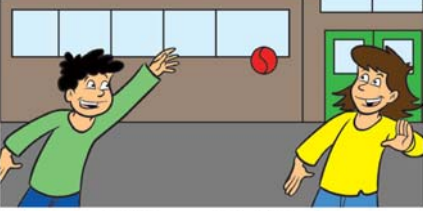
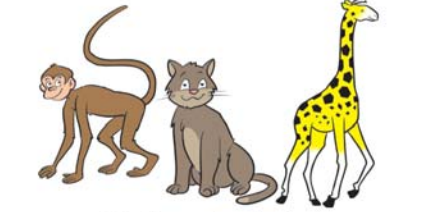
This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

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 sentence and word stress and 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 or 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* activity 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 Favourite Teacher	Children at My School	Teachers at My School
		
Summer in My Country	Television in My House	Shops in My Town (City)
		
Sports in My Town (City)	My Favourite Animal	My Birthday
		
Cinemas in My Town (City)	My Homework	My Friends and Me

What candidates do

Test takers take turns to pick a labeled picture card that 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 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 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 sentence and word stress and 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 great 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 or 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:

- Visit www.pearsonpte.com/pte-young-learners
- Email us at pltsupport@pearson.com
- Telephone us on +44 (0)845 543 0243
- 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, 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

Answer questions about a picture

Use the alphabet

Recognize words when spelt out

Ask/say what people are doing

Express likes and dislikes

Talk about habits and routines

Tell the time (hours only)/ state the day of the week

Express numbers from one to 100

Express ability

Main structures

- The present continuous – interrogative and negative
Is Ben wearing a red T-shirt?
Annie isn't eating a cheeseburger.
- Like + ...ing
Ben doesn't like getting up early.
Sophie loves school.
- The simple present tense for habits – affirmative, negative and interrogative
Lions eat meat.
The baby doesn't eat hamburgers.
Does Mrs Brown start work at 8.00?
- Adverbs of frequency
sometimes, always, never, often
- Other question words
How often? What kind? What time? How much?
- Verb + infinitive
want to, help to, plan to, decide to
- Simple ordinals
first, second, third
- Conjunctions
when, before, after + then (adverb)
- Prepositions
opposite, between, in front of

Topics

- Clothes
- Food
- Description of Animals
- Homes

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

- Families
- Pets and Animals
- School
- The Body and People's Appearance
- Toys
- Houses

Vocabulary

- Days of the week
Monday, Tuesday, Wednesday
- Months of the year
March, April, May
- Seasons and weather
winter, spring, rain, sunshine
- Clothes and accessories
coat, jacket, trainers, sweatshirt, T-shirt, scarf etc.
- Words associated with clothes
button, zip, laces
- Food and drink
eggs, meat, bread, apple, cabbage, rice, water, juice etc.
- Fast food
hamburgers, milkshake, chips, etc.
- Continents
Europe, Asia, etc.
- Animals
camel, crocodile, giraffe, hippo, rhino, etc.
- Basic words to describe the appearance of animals
stripes, spots, feathers, wings, shell
- Rooms in a house or flat
bedroom, bathroom, kitchen, living room
- Parts of a house or flat
door, window, floor, wall, etc.
- Furniture and household objects
bed, table, lamp, carpet, telephone, washing machine
- Sports children play and/or watch
football, tennis, gymnastics

Appendix B: Vocabulary List

The following tables include the vocabulary typically tested at Springboard Level 2.

A	B		C		D	E	F	G
a about above across actor actress address adult after afternoon again all alphabet already always an and angry animal another answer any anybody anything apple arm armchair art artist as ask asleep at aunt automatic autumn	baby back bad badminton bag ball banana baseball baseball cap basketball bath bathroom be beach bean bear beard beautiful bed bedroom beef before begin behind bell below belt best between bicycle big bike bin bird birthday biscuit black blank blonde blouse blue board boat body book bookcase boot boring both bottle bottom bowl box boxer boy bread break breakfast brilliant bring brother brown brush bubble bucket burger	bus busy but butter butterfly buy by bye	cabbage café cage cake calculator calendar call camera can cannot car card careful carefully carrot cartoon case cassette castle cat catch centimeter centre cereal chair change cheek cheerful cheese chest chicken child chin chip chocolate cinema circle circus city clap class classmate classroom clean cleaner clear clever clock close clothes cloud cloudy club coat coffee coke cold color colored comb come computer conversation cook	cooker cool corn corner correct cost count country course cousin cow crayon crazy crisp crocodile cross cup cupboard curly curtain cushion cut	dad daddy dance dangerous dark daughter day dear decide delicious dentist describe desk diary different difficult dining room dinner direction dirty disappointed dish disco do doctor dog doll door double down draw drawing dress drink drive driver dry duck DVD	each ear early easy eat egg elbow elephant else email end English enjoy entrance envelope eraser evening every everybody everyone everything exam examination example excellent excuse expensive extra eye	face fade fair false family famous fantastic farm farmer fast fat father favorite feather field film find fine finger finish first fish fishing flavour floor flower fly fog foggy following food foot football for forehead forest forget fork fox french fries friend friendly frog from fruit full fun funny	gallery game garden get giraffe girl girlfriend give glad glass glasses glove go goat good goodbye goose gorilla granddad grandfather grandma grandmother granny grass great green grey grow guitar

H	I	J	K	L	M	N	O	P	Q
hair half ham hamburger hamster hand handsome happy hat hate have he head headphones hear helicopter hello help her here hers herself hi high him himself hippo hippopotamus his history hit hobby hockey holiday home homework honey hooray horse hospital hot hot dog hour house how hungry hurt husband	I ice ice cream idea ill important in inside interestin g internet into it its	jacket jam jeans job juice jump jumper jungle just	kangaroo kick kid kilometer kind king kitchen kite knee knife know	lake lamp land large last late later laugh lazy leader learn leave left leg lemon lemonade less lesson let letter level library life light like line lion list listen little live living room long look lot loud love lovely low luck lucky lunch	magazine make man many map mark marry mat match maths maybe me meat medicine medium meet member metre middle milk milkshake mine minute mirror Miss missing mobile money monkey monster month moon more morning mother motorbike mountain mouse moustache mouth move Mr Mrs Ms much mum mummy museum mushroom music must my	nail name near neck need neighbour nephew never new newspaper next nice niece night nightdress nightie no nobody noise noodle nose not note nothing now number nut	of off office often oh ok old pardon on once onion only open opposite or orange other our ours out outside over own	page paint pair panda pants paper parent park parrot part party past pasta pause pea pen pencil pencil case penguin pepper person pet phone photo photograph photography piano pick picnic picture piece pillow pilot pineapple pink pizza place plan plane plastic plate play player playground please pocket point policeman policewoman policy pool poor postcard poster potato pound present pretty prince princess problem pupil puppet purple push put pyjamas	queen question quickly quiet quite

R	S		T		U	V	W	Y	Z
rabbit radio railway rain rainbow rather read ready real really red remember repeat restaurant rhino rhinoceros rice rich ride right river road robot rocket room round rubbish ruler run	sad salad salt same sand sandwich sauce sausage say scared scarf school scientist sea seal see sell sentence shark she sheep shirt shoe shop short shorts shoulder shout show shower shut side sign silly sing sister sit skirt sleep slight slipper slowly small smell smile snack snake snow so soap soccer sock sofa some somebody someone something sometimes somewhere son song soon sorry sound space speak spell spend spider spoon sport spotted spring square stadium	stair stamp stand start station stay stick still stomach stone stop storm story straight strawberry street striped strong study subject suddenly summer sun sunglasses sunny supper sure 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 terrible test than thank that the theatre their theirs them then there these they thick thief thin thing think thirsty this those through throw thumb tick ticket tidy tiger time tin tired to toast today toe together tomato tomorrow tonight too tooth toothpaste top torch tortoise total touch towel town toy train trainers travel tree	triangle trip trousers true try T-shirt tummy turn twice twin	ugly umbrella uncle under understand untidy up us use usual usually	vegetable very video village visit visitor volleyball	wait walk wall want warm wash watch water way wavy we weak wear wedding week welcome well wet whale what wheel when where which white who whose why wife wild will wind window windy wing winter with without wolf woman word work world wow wrist write wrong	year yellow yes yesterday you young your yours	zoo