



International Certificate Young Learners

Firstwords (Level 1)

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Test takers demonstrate that they can:

- **read the English alphabet and recognize simple words and phrases in both written and spoken English**
- **understand and talk about basic facts related to their own lives and environments**

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, 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 Firstwords 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

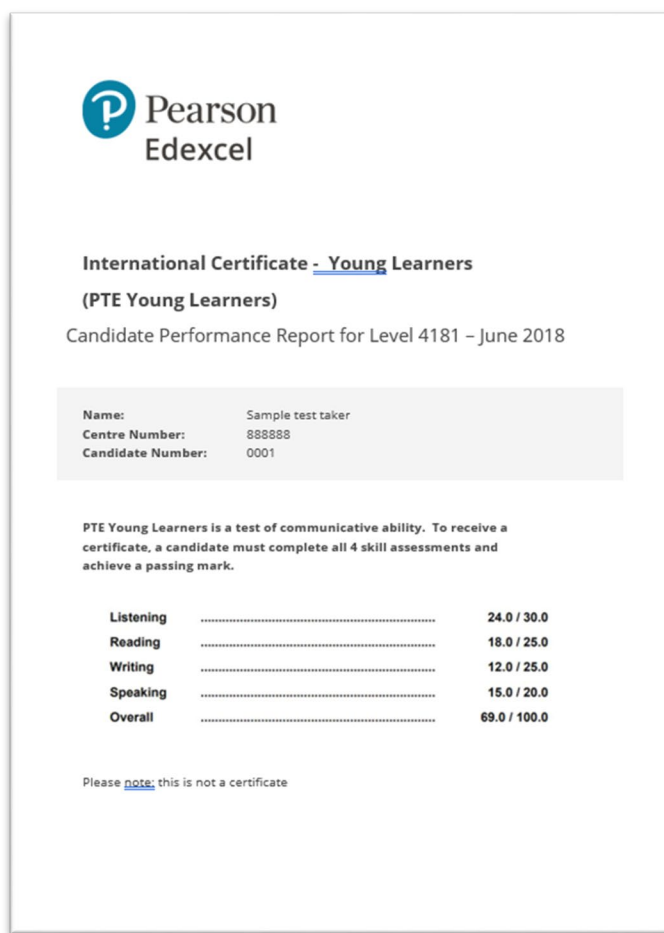
wwwquals.pearson.com/international-certificate-yl

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, 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. The report for Firstwords only does not include a breakdown of the writing score. 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 |
| Three | Reading |
| Four | Reading |
| Five | Reading |
| Six | Reading and writing |

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

The resources are available at

wwwquals.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 Firstwords 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 2 score points. 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 | Match question to answer | 5 | 10 |
| | Four | Reading | Match utterance to picture | 5 | 10 |
| | Five | Reading | Match word to picture | 8 | 16 |
| | Six | Reading and writing | Gap fill | 7 | 14 |
| 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 within 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 very simple spoken discourse, e.g., times, locations, actions of people, 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 very 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 | Match question to answer | 5 | To assess: - understanding of the structural relationship between questions and responses - the ability to recognize appropriate responses to questions in a simple dialogue | Read five questions and match them to the most appropriate answer options |
| | 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 | Match word to picture | 8 | To assess the ability to recognize commonly used nouns | Match eight words to pictures which represent their meaning |
| | Six | Reading and writing | Gap fill | 7 | To assess the ability to understand a short text | Read a short text containing seven gaps and choose the missing word for each from the choices given |
| | 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 |
| Spoken part of test | Eight | Speaking | Short talk | 1 | To assess the ability to speak 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 Firstwords. 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 very simple spoken discourse, e.g., times, locations, actions of people, prices, quantities, etc.

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

1. Task One: That's the Phone! (16 marks)

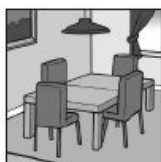
The Brown family are at home. Sophie hears the phone. Listen to the conversation and put a cross in the correct box (X) under each question. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: Where is Mrs Brown?



A ☐



B ☒

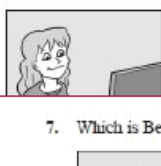


C ☐

1. What is Anna doing?



A ☐



2. Who is phoning?



A ☐

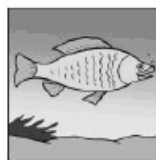
7. Which is Bella's pet?



A ☐



B ☐



C ☐

8. What is next to Bella's house?



A ☐



B ☐



C ☐

3. Which is the correct picture of Mrs Davies?



A ☐

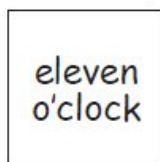


B ☐

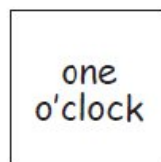


C ☐

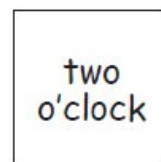
4. What time is Bella's party?



A ☐



B ☐



C ☐

5. What does Sophie want with her French fries?



B ☐



C ☐

food?



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











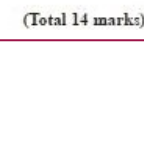
Task Two is a *Match name to picture-based object/person* activity that tests listening skills. It assesses the ability to identify the details of very simple spoken discourse, e.g. people's appearance, everyday activities, simple objects etc.

2. Task Two: At Bella's Party (14 marks)

At Bella's house, Sophie talks to Karen about the children at the party. Listen to their conversation and draw a line from the name of the person to the picture of that person. The first one is an example.

Be careful. There are two extra pictures.

You will hear the conversation twice. Listen carefully!

| | | |
|---|----------------|---|
|  | (example) Jack |  |
|  | 1. Dan |  |
|  | 2. Lucy |  |
|  | 3. Estella |  |
|  | 4. Andy |  |
| | 5. Seema |  |
| | 6. Ashraf | |
| | 7. Penny | |

(Total 14 marks)

What candidates do

Test takers listen to a conversation twice and match the 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 pictures. 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

Match question to answer


Task Three is a *Match question to answer* activity that tests reading skills. It assesses:

- understanding of the structural relationship between questions and responses;
- the ability to recognize appropriate responses to questions in a simple dialogue.

3. Task Three: Sophie's Mum Talks to Karen (10 marks)

Sophie's mum comes for Sophie and Jack at the end of Bella's party. She asks Karen some questions. Draw a line from the questions to Karen's answers. The first one is an example.

Be careful. There is one extra answer.



Example: Are you in Sophie's class, Karen? Thirteen girls and fourteen boys.

1. Who is your teacher? Yes, but she's not my favourite teacher.

2. Do you like her? No, I'm not.

3. How many children are there in your class? Yes I am, but I can't play hockey well.

4. What is your favourite sport at school? Badminton. But I like hockey, too.

5. Are you good at badminton? Yes, there are twenty.

Her name is Mrs Ball.

(Total 10 marks)

What candidates do

Test takers read five questions and match them to the most appropriate answer options by drawing a line between the two. There are five questions to answer and six answer options. One of the answers is 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 score points will be given to the item. A maximum of **10 points** can be achieved.

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: One More Visit to Karen and Bella's House (10 marks)

Look at the pictures of Sophie and Jack at Karen and Bella's house and draw a line from the sentences to the correct pictures. The first one is an example.

Be careful. There is one extra sentence.

| | | |
|---|---|--|
|  | Can I get that for you? |  |
| | Can I have one more of these, please? They're great! | |
| | Sophie! Jack! Good to see you again. | |
|  | Look at him. He's enjoying that a lot. |  |
| | Look, it's nice now. Let's play outside. | |
|  | Those are all Bella's presents from her birthday party. |  |
| | Put these in your bedroom, please. | |

(Total 10 marks)

What candidates do

Test takers read six short written utterances and match five of them to pictures which illustrate their meaning by drawing a line between each. One of the utterances is 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












Match word to picture

Task Five is a *Match word to picture* activity that tests reading skills. It assesses the ability to recognize commonly used nouns.

5. Task Five: Things at the Park (16 marks)

Karen and Sophie take Bella and Jack to the park. They see many things there. Draw a line from the pictures of the things to the words. The first one is an example.

Be careful. There are two extra words.

| | |
|---|------------|
|  | duck |
|  | chicken |
|  | sunglasses |
|  | camera |
|  | tree |
|  | plane |
|  | frog |
|  | motorbike |
|  | magazine |
|  | kite |
|  | boat |

(Total 16 marks)

What candidates do

Test takers match words to pictures which represent their meaning. There are eight words to match out of ten and eight pictures. Two of the words 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 from a picture to a word, no score points will be given to the item. A maximum of **16 points** can be achieved.

Task Six Reading and Writing

Gap fill

Task Six is a *Gap fill* activity that tests reading and writing skills. It assesses the ability to understand a short text.

6. Task Six: Karen and Bella (14 marks)

Sophie is at Karen and Bella's house. She's writing in her diary. Help Sophie to finish and write the missing words. Use the words in the box at the bottom of the page. Be careful, you do not need all of them. The first answer is an example.

Karen is my **(example)**new..... friend. She is a (1) at school. Karen has got a (2) but she has not got a brother. Her sister's (3) is Bella. Jack and I are at her (4) now. Bella and Jack are (5) sandwiches in the dining room. Karen and I are (6) in the kitchen. We are having a (7) time.

| | | | | |
|---------------|--------|--------|----------------|---------|
| <u>window</u> | boy | sister | girl | name |
| <u>house</u> | eating | pink | new | nice |
| | | | | talking |

(14 marks)

TOTAL FOR PAPER: 80 MARKS

THAT IS THE END OF THE TEST

What candidates do

Test takers read a short text with gaps and choose a word for each from the choices given in the word box. There are seven gaps to complete and ten words to choose from. There are three extra words.

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.

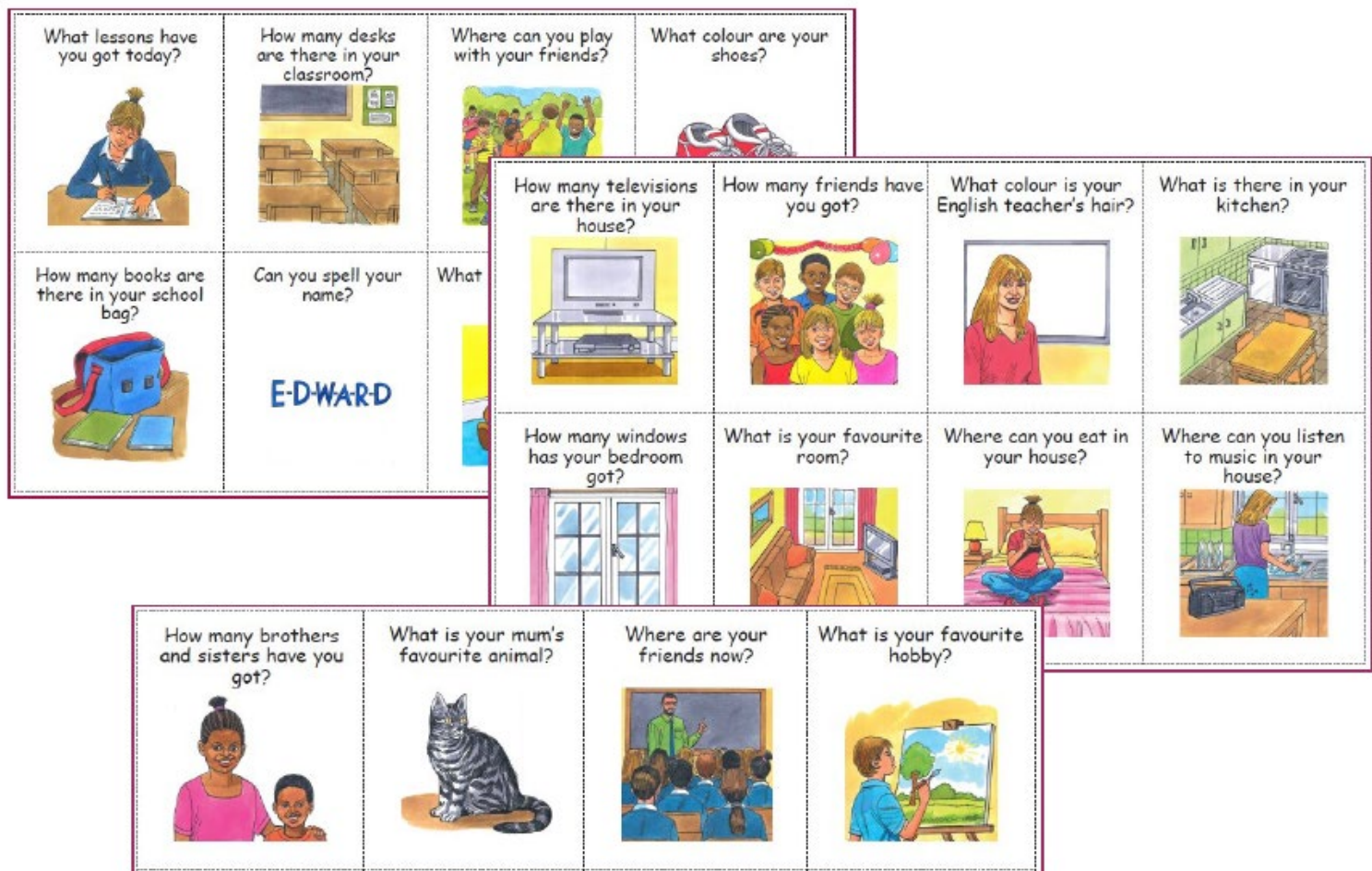
Spoken Test [20 minutes]

This part of the guide presents a description of the tasks within the spoken test at Firstwords. This includes the skills tested, what candidates have to do, timing, 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 test 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 test takers have responded to at least two of the questions on the board. The activity lasts for **10 minutes**.

Scores

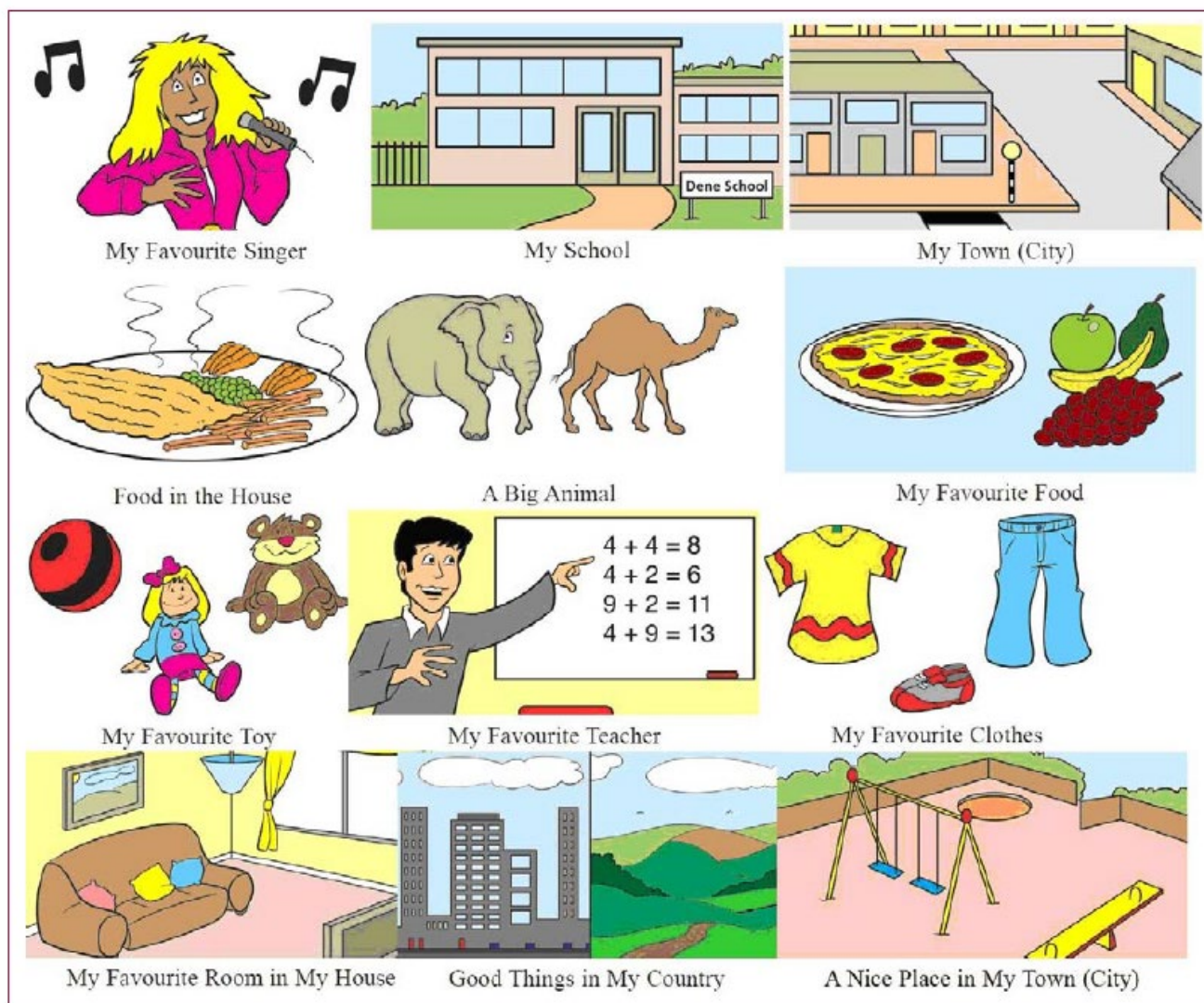
This task type has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The marking criteria and score distribution are listed in the table below:

| 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 or result in misunderstanding and /or make it necessary for listeners to ask for repetition. |
| 1 Although there is knowledge of individual vocabulary items 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 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 about a topic of personal interest and answer questions in relation to it.



What candidates do

Test takers take turns to pick a labeled picture card illustrating a topic from a pack. They 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 or result in misunderstanding and /or make it necessary for listeners to ask for repetition. |
| 1 Although there is knowledge of individual vocabulary items 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 quals.pearson.com/international-certificate-yl
- Email us at internationalcertificate@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

The following list includes 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

Introduce and greet other people Identify people by name

Ask someone their name

Respond to simple instructions

Identify key classroom, household and other objects

Ask/answer about color and position of objects

Ask/tell someone their/your age

Ask/talk about families

Request things

Express simple likes

Suggest simple activities

Describe people's appearance in terms of age, height and features

Express numbers from 1 to 20

Main structures

- Has / Have got

I've got a dog. Has he got a dog? He hasn't got a cat.

- There is / are

How many dogs are there?

- The imperative and negative imperative

Get up. Sit down. Be quiet. Don't touch.

- The verb 'to be' in the present tense

He's John. Are you Mary? I'm not tired.

- The present continuous (affirmative only)

Mr Brown is watching television.

- 'Can' for ability and requests

Mrs Brown can swim.

- 'Let's' for simple suggestions

Let's go to the cinema.

- Basic question words

What? Where? What color? Who? How many? How much? Which?

- Demonstratives - pronouns and adjectives

This is... That's... Is this/that...? This book is good.

- Possessive 's'

Ben's book

- Personal and possessive pronouns and adjectives

I, mine, my etc

- Plural of nouns

books, cats, classes, houses, children, men, women

- Prepositions of place

The book is on/under/by the chair.

- Simple conjunctions

and, but

Topics

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

Vocabulary

- Simple colors
red, blue, green, yellow
- Nouns for family members
mother, father, mum, dad, brother, sister, aunt, uncle, grandmother
- Numbers from 1 to 20
- The house
kitchen, bathroom, bedroom, garden
- Parts of the body
arm, leg, head, back
- Children's clothes
T-shirt, shorts, sweatshirt, baseball cap, trainers
- Basic adjectives for feelings
happy, sad, tired, hungry
- Common pets and zoo animals
dog, cat, tortoise, rabbit, snake, monkey, lion, tiger
- Common toys/playthings
bicycle, computer games, doll
- Verbs often used for classroom instruction
sit down, stand up, open your books, write, fill in
- Classroom objects
book, pencil, pen, ruler, school bag

Appendix B: Vocabulary List

The following tables include the vocabulary typically tested at Firstwords (Level 1).

| A | B | C | D | E | F | G | H |
|-----------|--------------|-----------|-----------|-----------|--------------|-------------|--------------|
| a | baby | café | dad | each | face | game | hair |
| about | back | cake | daddy | ear | fade | garden | ham |
| above | badminton | calendar | day | easy | family | get | hamster |
| across | bag | call | desk | eat | fantastic | giraffe | hand |
| after | ball | camera | diary | egg | fast | girl | happy |
| again | banana | can | different | elephant | father | girlfriend | hat |
| all | baseball | cannot | dining | else | favourite | give | have |
| alphabet | baseball cap | car | room | end | find | glass | he |
| already | basketball | careful | dinner | English | finish | glasses | head |
| an | bath | carefully | dirty | enjoy | first | go | headphones |
| and | bathroom | carrot | disco | eraser | fish | good | hear |
| animal | be | case | do dog | example | floor | goodbye | helicopter |
| answer | beach | cat | doll | expensive | flower | granddad | hello |
| apple | beautiful | catch | door | extra | fly | grandfather | her |
| arm | bed | chair | double | eye | following | grandma | here |
| armchair | bedroom | cheese | draw | | food | grandmother | herself |
| ask | beef | chicken | drawing | | foot | great | hi |
| asleep at | behind | child | dress | | football | green | him |
| aunt | bell | chip | drink | | for | grey | himself |
| automatic | below | chocolate | driver | | french fries | guitar | hippo |
| | between | cinema | duck | | friend | | hippopotamus |
| | big | class | | | friendly | | his |
| | bike bird | classmate | | | frog | | hit |
| | birthday | classroom | | | | | hobby |
| | black | clean | | | | | hockey |
| | blue | clear | | | | | home |
| | board | clock | | | | | homework |
| | boat | close | | | | | horse |
| | body | clothes | | | | | hot dog |
| | book | coke | | | | | hour |
| | bookcase | color | | | | | house |
| | boring | colored | | | | | |
| | box | come | | | | | |
| | boxer boy | computer | | | | | |
| | bread | correct | | | | | |
| | break | country | | | | | |
| | breakfast | course | | | | | |
| | brother | cousin | | | | | |
| | brown | cow | | | | | |
| | bubble | crayon | | | | | |
| | burger | crocodile | | | | | |
| | bus | cross | | | | | |
| | but | cupboard | | | | | |
| | buy | | | | | | |
| | bye | | | | | | |

| I | J | K | L | M | N | O | P |
|---|--|--|--|--|---|---|--|
| ice cream in interesting into it its | jacket jeans juice jump just | kick kid kind kitchen kite know | lamp large last later laugh learn leave left leg lemon lemonade less lesson let letter level library life like line list listen little live living room long look lot loud love lunch | magazine man many mark mat match maths me meat medium meet member middle milk minute mirror Miss missing mobile money monkey month more morning mother motorbike mouse mouth Mr Mrs much mum museum music must my | name new next night nightie no nose not now number | of oh ok old on open or orange other our ours out outside over | page paint paper pardon park part party pause pea pen pencil phone photo piano pick picture pineapple pink plane play player playground please pocket point pool potato pound present pretty purple push put |

| Q | R | S | T | U | V | W | Y |
|----------|--|---|---|--|--|---|---|
| question | radio read red remember repeat restaurant rice ride right room run | sad same sausage say school sea sentence she sheep shirt shoe shop short shorts show shower side sign sing sister sit skirt sleep slight small smile snake so soccer sock sofa some something somewhere song sorry sound speak spell spider sport stair stand start stay still stop story street subject sun sunglasses sure sweatshirt sweet swim swimmer swimming swing | table tennis talk teacher team teddy television tell tennis test than thank that the their them then there these they this those through tick ticket tiger time tired to today together tomato tomorrow too tooth tortoise town toy train trainers tree trousers try T-shirt turn twice | ugly uncle under understand us use usually | vegetable very video visit visitor volleyball | wait walk wall want watch water way we wear well what when where which white window with woman word wow write | year yellow yes you young your |