



Young Learners Tests of English™

Handbook for Teachers

● Bronze ● Silver ● Gold



Preface

This handbook contains the specifications for all three levels of the *YLTE – Bronze, Silver, and Gold*. It is designed for use by teachers who are preparing test takers for the tests, or who are considering doing so.

For further information on any of the CaMLA examinations, or if you need further copies of this handbook, please email info@cambridgemichigan.org

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About us

The *Young Learners Tests of English*, also known as *YLTE*, is developed by CaMLA, a collaboration between the University of Michigan and the University of Cambridge.

Introduction to the YLTE

The *YLTE* gives a reliable and consistent measure of how well a child is doing in learning English.

The *YLTE* encourages younger children to work towards three certificates: *Bronze*, *Silver*, and *Gold*. Tests are designed to make learning fun and children are motivated by working towards certificates and earning the medals that record their progress.

The tests take account of relevant research in a number of areas and the specific needs of prospective test users (children, parents, and teachers).

In producing the tests, particular attention is paid to the educational consequences of using a language test with young learners, and the following areas are carefully considered:

- current approaches to curriculum design and pedagogy for young learners, including recent coursebooks and other resource materials
- children's cognitive and first language development
- the potential influence of test methods, including the familiarity and appropriacy of different task types, question formats, typography, and layout
- probable variation between different first language groups and cultures.

Above all, it is essential for the testing experience to have a positive impact on the children's future language learning.

Who is the YLTE for?

The *YLTE* is designed to offer a comprehensive approach to testing the English of learners in primary and lower secondary education.

What level are the tests?

The *YLTE* tests are aligned with the CEFR at pre-A1, A1, and A2 levels.

Scores and results

In the Reading and Writing sections in *Bronze*, *Silver*, and *Gold*, correct spelling is required. In Part 2 of the Listening section, some misspellings are allowed. Test takers must follow the instructions carefully and keep within the word limits. The completed tests are returned to be scored. The results are then issued as soon as possible.

Results are reported in a way designed to provide positive encouragement to the learners. All children who complete their test receive a certificate, which focuses on what they can do (rather than what they can't do) and gives the children credit for having taken part in the test.

The *YLTE* tests are high-facility tests. This means that most test takers do very well. In order to equate different test versions, the score boundaries are set so that all test takers' results relate to the same scale of achievement. This means, for example, that the silver boundary may be set at a slightly different raw score across versions.

Special circumstances

CaMLA exams are designed to be fair to all test takers. This commitment to fairness covers:

• Special arrangements

These are available for test takers with a permanent or long-term disability. Consult CaMLA for more details as soon as you become aware of a test taker who may need special arrangements.

• Special consideration

CaMLA will give special consideration to test takers affected by adverse circumstances such as illness or bereavement immediately before or during an exam. Applications for special consideration must be made through the center no later than 10 working days after the exam date.

• Malpractice

We will investigate all cases where test takers are suspected of copying, collusion, or breaking the exam regulations in some other way. Results may be withheld while they are being investigated, or because we have found an infringement of regulations. Centers are notified if a test taker's results have been investigated.

Exam sessions

Test takers must be registered through a recognized CaMLA examination center. Find your nearest center at www.cambridgemichigan.org

Further information

Contact your local CaMLA test center, or CaMLA directly (using the contact details on the back cover of this handbook) for:

- copies of the regulations
- details of the registration procedure
- current fees
- more information about the *YLTE* and other CaMLA exams.

The three syllabi

The syllabi for the three levels follow. They describe the topics, the grammar and structures, the lexis, and the tasks on which the tests are based.

These are test syllabi. Considerable care has been taken to reflect the language covered in a wide range of primary English courses and materials.

A guiding principle for the tests is a desire to close the distance between the children's experiences of learning and of testing. Tasks are intended to test the meaningful use of language in clear, relevant, accessible contexts. Children must know what to expect when they sit down to take the tests. For this reason, we publish the full vocabulary and grammar and structures lists. Teachers should familiarize the children with the test format while continuing their normal teaching programs and concentrate on teaching through a focus on meaning and context.

In general, the language input to the tests is likely to be of a standard American English variety, although care is taken to avoid terms which might cause confusion for learners of other varieties of English. Some British English terms are included in the vocabulary lists. Versions of the Listening test contain both American and British accents. In terms of a test taker's output, both standard American English and standard British English are equally acceptable.

The three levels

The YLTE consists of three key levels of assessment: *Bronze*, *Silver* and *Gold*.

The aims of the tests are to:

- sample relevant and meaningful language use
- measure accurately and fairly
- present a positive first impression of international tests
- promote effective learning and teaching
- encourage future learning and teaching.

The three tests together form a bridge to take children learning English as a second language from beginner to upper basic level (A2).

A wide range of textbooks and teaching materials that are used in classrooms with young learners throughout the world are reviewed as part of the ongoing test development process.

The tests and their presentation reflect the main content areas which frequently occur in these materials (topic, vocabulary, etc.). Both text and pictures are presented in a clear and attractive way, taking into account the age and background of the intended test takers.

The table below indicates the common characteristics and variations in the different levels of the tests.

	Overall length	Number of tasks/parts	Number of items
Bronze			
Listening	approx 20 mins	4	20
Reading & Writing	20 mins	5	25
Speaking	3–5 mins	5	–
Total	total approx 45 mins		
Silver			
Listening	approx 25 mins	5	25
Reading & Writing	30 mins	6	40
Speaking	5–7 mins	4	–
Total	total approx 65 mins		
Gold			
Listening	approx 25 mins	5	25
Reading & Writing	40 mins	7	50
Speaking	7–9 mins	4	–
Total	total approx 75 mins		

Can Do summary

The tables below give some examples at each *YLTE* level of typical general ability, plus ability in each of the skill areas and in a range of contexts (Social & Leisure and School). These statements are linked to the CEFR.

Bronze

Typical abilities	Listening & Speaking	Reading & Writing
Overall general ability	CAN understand simple sentences about things around them, like "This is a chair," "I like my school," "That's my pen." CAN respond to personal questions on topics such as age, family and their home.	CAN recognize the letters of the English alphabet. CAN write the letters of the English alphabet and spell their name and simple words.
Social & Leisure	CAN understand simple expressions of communication, such as "Hello," "How are you?," "Thank you." CAN respond to simple expressions of communication with "Yes, please," "Sorry," "I don't understand."	CAN read short, simple words and the names of some objects, such as animals, toys, clothes. CAN write simple sentences about themselves and their family.
School	CAN understand and follow simple classroom instructions given by the teacher, such as "Open your book," "Read the question," "Listen to me." CAN listen to and repeat words and phrases appropriate to the level after their teacher.	CAN understand simple written instructions, for example how they should do an exercise in their coursebook. CAN recognize and copy words, phrases, and short sentences from a text, a book, or the board in the classroom.

Silver

Typical abilities	Listening & Speaking	Reading & Writing
Overall general ability	CAN agree or disagree with someone, using phrases such as "I think so," "You are right," "I don't think so." CAN ask questions and use fixed expressions, such as "How much is/are ...?," "What's the matter?," "I'm good at"	CAN understand simple sentences if they read them slowly and several times. CAN write simple sentences, using words given to them.
Social & Leisure	CAN understand when somebody talks about their family or friends in simple sentences. CAN ask somebody about how they are and what they like doing and answer similar questions.	CAN understand simple stories and shorter texts with the help of pictures and drawings. CAN write about what they like doing in their free time, using words given to them.
School	CAN understand instructions given by the teacher in the classroom, such as "You must do this," "Take off your coats." CAN ask questions about school activities, for example classroom tasks, homework, holidays.	CAN understand signs and simple notices. CAN continue a story or text that has been started in English or add words that are missing.

Gold

Typical abilities	Listening & Speaking	Reading & Writing
Overall general ability	CAN say that they do not understand something or cannot do something, and ask for help, using expressions such as "Could you say it again, please?". CAN talk about a problem in simple terms.	CAN understand longer texts about everyday topics, even if they do not know all the words. CAN use a dictionary to help them understand a word they do not know.
Social & Leisure	CAN arrange with friends to do something or play together. CAN make and respond to invitations, suggestions, apologies and requests.	CAN write a short message on a postcard or in an email. CAN write about how they feel and give reasons why, in simple sentences.
School	CAN understand audio and video clips used in the English lesson. CAN talk briefly about things they have done, for example about their favorite holiday.	CAN write short dialogues, for example in speech bubbles, picture stories, comics. CAN make up a story in English using ideas, pictures, or words that the teacher gives them.

Bronze

Listening

Approximately 20 minutes/20 items

There are four parts. Each part begins with one or two examples. All tasks are heard twice.

Part 1

This is a test of five different lexical items – normally taken from two or three semantic fields. The context is provided by a picture, within which the objects are “placed” by the test taker, who has to draw a line from the named object to a location within the picture. The information is conveyed by a dialogue between male and female adult speakers.

Part 2

This is a simple note-taking exercise, in which test takers hear a conversation between a child and an adult. There is one picture to set the context, and a comprehension question for each item. Each answer is either a name or a number. The numbers dictated can be written as digits or words. All names are spelled out letter by letter, and must be spelled correctly for the point to be awarded.

Part 3

This task consists of five questions, each a three-option multiple-choice with pictures. Test takers listen to the information conveyed in five separate dialogues in which the speakers are clearly differentiated by age or gender. Test takers listen and check the correct picture.

Part 4

This is a test of lexis, particularly names of colors, and prepositions of place. There is one large picture, and in it there are a number of examples of the same object. The test taker has to identify a certain object by listening to details of its position, and then color it in correctly. The information is given in a dialogue between an adult and a child.

Summary of Bronze Listening test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Listening for words and prepositions	Picture and dialogue	Carry out instructions and position things correctly on a picture	5
2	Listening for numbers and spelling	Illustrated comprehension questions and dialogue	Write numbers and names	5
3	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Check correct box under picture	5
4	Listening for words, colors and prepositions	Picture and dialogue	Carry out instructions, locate objects, and color correctly (Range of colors is: black, blue, brown, green, gray, orange, pink, purple, red, yellow)	5

Recommendations for test taker preparation

Part 1

Practice with pictures to ensure that test takers can recognize all of the nouns on the *Bronze* vocabulary list. Reinforce test takers' knowledge of any less familiar words with puzzles and vocabulary games.

Encourage test takers to draw straight lines from each object to its location – this will be much less confusing for them when they are checking their work during the second hearing of the recording. Give plenty of practice in understanding and using prepositional phrases so that test takers realize they must listen carefully for prepositions as well as nouns. In doing this, focus particularly on the prepositions in the *Bronze* vocabulary list and make sure that they are clear about the difference between *in* and *on*, and *on* and *under*.

Part 2

Make sure that test takers know what is expected of them in this task. They should appreciate that they only need to write a name or a number in answer to each question. Anything test takers have to write will be clearly heard twice.

Names which test takers are required to write will be spelled out for them. All the names come from the *Bronze* vocabulary list. Test takers therefore need plenty of practice in the letters of the alphabet, paying particular attention to the vowels and the "difficult" consonants, such as *G* and *J*.

Where a number is required, test takers should be encouraged to write numbers as digits rather than words to avoid spelling mistakes. Test takers will only hear numbers 1–20 so they need plenty of practice in hearing, and recognizing, each of those numbers.

Part 3

Test takers are allowed time to look at the pictures before they hear the dialogues. Encourage them to look carefully at the pictures and to think about what they are illustrating.

Train test takers to listen to the whole of each dialogue as the answer may well be provided in several parts of the dialogue rather than just one turn.

Part 4

Ensure that test takers know they should bring colored pencils to the test.

Make sure test takers understand what is expected of them in this part of the test. They have to identify which one of the seven similar objects in the picture is being described and color that object in the right way.

Reassure them that this is an English test and not a test of their coloring skills. They should focus on what they hear rather than worrying about how well they are coloring.

Make sure that test takers are familiar with the names of the colors that they are expected to know at this level.

Bronze

Reading & Writing

20 minutes/25 items

There are five parts. Each part begins with one or two examples. Correct spelling is required in all parts of the Reading & Writing test.

Part 1

In this task the test taker reads sentences. There are five statements, each accompanied by a picture, and the test taker has to place a checkmark in a box if the statement matches the picture, and an "x" if it does not.

Part 2

Test takers look at a picture and five statements, some of which correctly describe the picture and some which do not. Test takers write "yes" or "no" as appropriate.

Part 3

This is a test of knowledge of words and spelling. There are five pictures of objects, each accompanied by the word for the object given as

jumbled letters. The test taker must write the word for each object. Blanks indicate the number of letters in the answer.

Part 4

Test takers read a text and look at the words with pictures in a box below the text. They then copy the correct words in each of the five gaps. All missing words are singular or plural nouns. There are two extra words which test takers should not use.

Part 5

A story is told through three pictures, with five questions, each of which requires a one-word answer. The correct word may be a noun, verb or number.

Summary of Bronze Reading & Writing test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Reading short sentences and recognizing words	Words, pictures, and sentences	Check or "x" to show if sentence is true or false	5
2	Reading sentences about a picture Writing one-word answers	Picture and sentences	Write "yes"/"no"	5
3	Spelling of single words	Pictures and sets of jumbled letters	Write words	5
4	Reading a text Copying words	Cloze text, words, and pictures	Choose and copy missing words	5
5	Reading questions about a picture story Writing one-word answers	Story presented through three pictures and questions	Write one-word answers to questions	5

Recommendations for test taker preparation

General comment

Many points are lost because letters and/or words are not clearly written. Remind test takers to check that what they have written is clear enough to be read by someone who is not familiar with their handwriting. It is often better not to use cursive, as letters can become confused and unclear.

Test takers should be reminded to write only as much as they need to, as points are often lost attempting unnecessarily long answers which provide more opportunities for making mistakes.

Because young test takers are unlikely to have had much experience managing their time in an examination, it can be helpful when doing classroom tasks to give them a time limit both to improve concentration and prevent them being distracted by other things.

Make sure test takers are familiar with the vocabulary, grammar, and structures in the *Bronze* syllabus.

Part 1

Encourage test takers to read the sentences and look at the pictures very carefully (at least twice), and make sure they know that the mark they put in the box must be an unambiguous checkmark or an "x" – if it looks as if it could be either, they will lose the point.

When introducing new words to test takers, make sure they can distinguish between related words that are commonly confused (e.g. *sock/shoe*).

Give test takers practice in marking sentences with checkmarks or "x's" to indicate whether they are true or false.

Part 2

Give test takers plenty of practice in matching sentences to pictures.

Ask them to read texts which describe scenes and to draw the picture according to the information in the text.

Do plenty of exercises comparing and contrasting different structures and vocabulary related to pictures, for example, prepositions such as *in* and *on*, the present continuous tense, different sports, etc. Concentrate on words which are likely to be confused, e.g. *photo/camera*, or which have "false friends" in the test takers' first language.

Make sure that test takers are very familiar with action verbs that they are likely to come across in this section (*run, ride, walk, play, throw, sing*, etc.).

Make sure they realize that if any element of the sentence is false, then they must write *no*, even if there is an element which is true, for example, *The woman is throwing the ball to the girl*. The woman must be both throwing the ball and throwing it to the girl for a *yes* answer.

Part 3

Test takers should have practice in writing all the words in the *Bronze* vocabulary list.

For this part, give test takers plenty of spelling exercises, using words from the list. Write difficult or less common words up on the classroom walls so that test takers become very familiar with them.

Reinforce test takers' knowledge of common letter patterns in English – *ea, ck, ight, ou, er*, etc.

Remind test takers that they must only use the letters provided when doing this part. Practice doing anagrams.

Part 4

Test takers should be encouraged to read holistically for a sense of the text before trying to answer questions.

Practice in guessing which word could go into each gap would be extremely useful. Test takers can then confirm their guesses by seeing, and choosing from, the options underneath the text.

Remind test takers that each answer is only one word, and must make sense in the story. It must also fit grammatically. Therefore, give test takers plenty of practice matching pictures and words and mixing up plurals and singulars to encourage them to be alert to these distinctions. Also, help them to identify words or grammatical forms that will indicate whether an answer should be plural or not, e.g. if a gap is preceded by *a*.

Part 5

Train test takers to learn the correct spelling of *Bronze* words.

Do exercises which encourage careful reading.

Key question words like *Where* and *When* are often misinterpreted or confused in Part 5, so do exercises which encourage quick, accurate reading so that key question words are correctly identified and understood.

Test takers should practice answering questions with single words, with the emphasis on selecting key information.

Bronze Speaking

3–5 minutes/5 parts

The Speaking test is a face-to-face test with one examiner and one test taker. It lasts approximately 4 minutes. The examiner's language is scripted to ensure fairness to all test takers. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the test taker's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The score for the Speaking test is based on ratings for interactive listening ability, production of words and phrases, and pronunciation.

Part 1

The examiner greets the test taker and checks the test taker's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.

Part 2

The examiner asks the test taker to point to three object cards and gives instructions to place them in different locations on the scene picture.

Part 3

The examiner asks the test taker some questions about the scene picture.

Part 4

The examiner asks the test taker questions about three of the object cards.

Part 5

The examiner asks the test taker some personal questions on topics such as age, family, school, and friends.

Summary of Bronze Speaking test

Parts	Main skill focus	Input	Expected response
1	Understanding and following spoken instructions	Scene picture	Point to correct part of the picture
2	Understanding and following spoken instructions	Scene picture and eight small object cards	Place object cards on the scene picture as directed
3	Understanding and answering spoken questions	Scene picture	Answer questions with short answers
4	Understanding and answering spoken questions	Three object cards	Answer questions with short answers
5	Understanding and responding to personal questions	No visual prompt	Answer questions with short answers

Recommendations for test taker preparation

General comment

Test takers in the *Bronze* Speaking test are required to follow simple instructions, answer simple questions about a picture and about themselves. These are standard tasks in most English classes for young learners. *YLTE Sample Tests* give examples of the kind of pictures, instructions, and questions test takers will be asked to respond to.

Part 1

Test takers should practice identifying people, animals, and things in different pictures by pointing in response to questions such as:

Where's the snake?

Where are the fish?

Part 2

Test takers should also practice placing smaller pictures in different positions on a larger picture in response to instructions such as:

Put the bike under the tree.

Put the cake in the boat.

Test takers should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

Part 3

Test takers should also practice answering simple questions about a picture (with one-word answers). For example:

What's this? (elephant)

What color is it? (gray)

How many elephants are there? (two)

What's the boy doing? (drinking)

Parts 4 and 5

In Parts 4 and 5, test takers need to feel confident that they can give basic information about themselves and can answer questions such as:

How old are you?

What's your friend's name?

Is your house/apartment big or small?

Can you play ping pong?

What's your favorite color/animal/sport/food?

Use English to give everyday classroom instructions so that children become very familiar with instructions like *Look at ...* ,

Listen to ... , *Give ...* , *Put ...* , *Find ...* .

Test takers create a good impression when they can handle greetings and other social formulas confidently. Make sure they are happy using *Hello* , *Goodbye* , and *Thank you* , and that they have plenty of practice at using *Sorry* , or *I don't understand* whenever this is appropriate.

Bronze topics

- animals
- the body and the face
- clothes
- colors
- family and friends
- food and drink
- the home
- numbers 1–20
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

Bronze

grammar and structures list

See vocabulary lists for a comprehensive list of words in each category

	Examples
Nouns Singular and plural including irregular plural forms, countable, and uncountable and names	Would you like an orange ? Lemons are yellow. Pat has six mice . I eat rice for lunch. Anna is my friend.
Adjectives Including possessive adjectives	He's a small boy. His name is Bill.
Determiners	It's a a banana. This is an apple. Put the hat on the boy's head. I want some milk. These books are blue.
Pronouns Including demonstrative, personal and possessive interrogative pronouns, and "one"	This is my car. Can you see me ? Which is Anna? Yes, please. I'd like one . This is mine ! Is that yours ?
Verbs (Positive, negative, question, imperative and short answer forms, including contractions)	
Present simple	Nick is happy. I don't like eggs. Eat your lunch! Is that your sister? Yes, it is .
Present continuous (not with future reference)	What are you doing ? The cat's sleeping . The baby can wave.
Can for ability Can for requests/permission Have (got) for possession	Can I have some birthday cake? Do you have a pen? She doesn't have a dog.
Adverbs	I'm coloring it now . My grandma lives here . She lives here too .
Conjunctions	I have a pen and a pencil.
Prepositions of place and time	Put the clock next to the picture. We go to school in the morning.
Question words	Who is that man? Where is Alex?
Impersonal you	How do you spell that?
Have + obj + inf	Lucy has a book to read .
ing forms as nouns	Swimming is good.
Let's	Let's go to the zoo!
Like + v + ing	I like swimming .
There is/there are	There is a monkey in the tree. There are some books on the table.

	Examples
Would like + n or v	I would like some grapes. Would you like to color that ball?
Happy Birthday	You're eight today! Happy Birthday!
Here you are	Would you like an apple? Yes, please. Here you are.
Me too	I like soccer. Me too.
So do I	I love hippos. So do I.
story about + ing	This is a story about playing soccer.
What (a/an) + adj + n	What a good dog! What beautiful fish!
What now?	Put the egg in the box. OK! The egg is in the box. What now?

Bronze

alphabetic vocabulary list

Grammatical Key

<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>poss</i>	possessive
<i>det</i>	determiner	<i>prep</i>	preposition
<i>dis</i>	discourse marker	<i>pron</i>	pronoun
<i>excl</i>	exclamation	<i>v</i>	verb

A

<i>a det</i>	<i>alien n</i>	<i>Ann n</i>	<i>armchair n</i>
<i>about prep</i>	<i>alphabet n</i>	<i>Anna n</i>	<i>ask v</i>
<i>add v</i>	<i>an det</i>	<i>answer n + v</i>	<i>at prep of place</i>
<i>afternoon n</i>	<i>and conj</i>	<i>apartment n (UK flat)</i>	
<i>again adv</i>	<i>angry adj</i>	<i>apple n</i>	
<i>Alex n</i>	<i>animal n</i>	<i>arm n</i>	

B

<i>baby n</i>	<i>beach n</i>	<i>bird n</i>	<i>box n</i>
<i>badminton n</i>	<i>bean n</i>	<i>birthday n</i>	<i>boy n</i>
<i>bag n</i>	<i>beautiful adj</i>	<i>black adj</i>	<i>bread n</i>
<i>ball n</i>	<i>bed n</i>	<i>blue adj</i>	<i>breakfast n</i>
<i>balloon n</i>	<i>bedroom n</i>	<i>board n</i>	<i>brother n</i>
<i>banana n</i>	<i>behind prep</i>	<i>boat n</i>	<i>brown adj</i>
<i>baseball n</i>	<i>Ben n</i>	<i>body n</i>	<i>burger n</i>
<i>basketball n</i>	<i>between prep</i>	<i>book n</i>	<i>bus n</i>
<i>bath n</i>	<i>big adj</i>	<i>bookcase n</i>	<i>but conj</i>
<i>bathroom n</i>	<i>bike n</i>	<i>bookshop n</i>	<i>bye (-bye) excl</i>
<i>be v</i>	<i>Bill n</i>	<i>bounce v</i>	

C

<i>cabinet n (UK cupboard(s))</i>	<i>chair n</i>	<i>classroom n</i>	<i>complete v</i>
<i>cake n</i>	<i>check n</i>	<i>clean adj + v</i>	<i>computer n</i>
<i>camera n</i>	<i>checkmark n</i>	<i>clock n</i>	<i>correct adj</i>
<i>can v</i>	<i>chicken n</i>	<i>close v</i>	<i>cousin n</i>
<i>candy n (UK sweet(s))</i>	<i>child/children n</i>	<i>closed adj</i>	<i>cow n</i>
<i>car n</i>	<i>chips n (US fries)</i>	<i>clothes n</i>	<i>crocodile n</i>
<i>carrot n</i>	<i>chocolate n</i>	<i>coconut n</i>	<i>cross n + v (US x)</i>
<i>cat n</i>	<i>choose v</i>	<i>color n + v</i>	<i>cupboard n (US cabinet)</i>
<i>catch (e.g. a ball) v</i>	<i>class n</i>	<i>come v</i>	

D

<i>dad(dy) n</i>	<i>dinner n</i>	<i>don't worry excl</i>	<i>dress n</i>
<i>Dan n</i>	<i>dirty adj</i>	<i>door n</i>	<i>drink n + v</i>
<i>day n</i>	<i>do v</i>	<i>double adj</i>	<i>drive v</i>
<i>desk n</i>	<i>dog n</i>	<i>draw v</i>	<i>duck n</i>
<i>dining room n</i>	<i>doll n</i>	<i>drawing n</i>	

E

<i>ear n</i>	<i>elephant n</i>	<i>enjoy v</i>	<i>example n</i>
<i>eat v</i>	<i>end n</i>	<i>eraser n</i>	<i>eye n</i>
<i>egg n</i>	<i>English adj + n</i>	<i>evening n</i>	

F

<i>face n</i>	<i>fishing n</i>	<i>foot/feet n</i>	<i>from prep</i>
<i>family n</i>	<i>flat n (US apartment)</i>	<i>football n (US soccer)</i>	<i>fruit n</i>
<i>father n</i>	<i>floor n</i>	<i>for prep</i>	<i>funny adj</i>
<i>favorite adj</i>	<i>flower n</i>	<i>friend n</i>	
<i>find v</i>	<i>fly v</i>	<i>fries n (UK chips)</i>	
<i>fish (s + pl) n</i>	<i>food n</i>	<i>frog n</i>	

G

game <i>n</i>	glasses <i>n</i>	grandfather <i>n</i>	great <i>adj + excl</i>
garden <i>n</i> (US yard)	go <i>v</i>	grandma <i>n</i>	green <i>adj</i>
get <i>v</i>	goat <i>n</i>	grandmother <i>n</i>	grey <i>adj</i> (US gray)
giraffe <i>n</i>	good <i>adj</i>	grandpa <i>n</i>	guitar <i>n</i>
girl <i>n</i>	goodbye <i>excl</i>	grape <i>n</i>	
give <i>v</i>	Grace <i>n</i>	gray <i>adj</i> (UK grey)	

H

hair <i>n</i>	have (got) <i>v</i> (UK)	hers <i>pron</i>	hold <i>v</i>
hall <i>n</i>	he <i>pron</i>	him <i>pron</i>	home <i>n + adv</i>
hand <i>n</i>	head <i>n</i>	hippo <i>n</i>	horse <i>n</i>
handbag <i>n</i> (US purse)	helicopter <i>n</i>	his <i>poss adj + pron</i>	house <i>n</i>
happy <i>adj</i>	hello <i>excl</i>	hit <i>v</i>	how <i>int</i>
hat <i>n</i>	her <i>poss adj + pron</i>	hobby <i>n</i>	how many <i>int</i>
have <i>v</i>	here <i>adv</i>	hockey <i>n</i> (field, ice)	how old <i>int</i>

I

I <i>pron</i>	in <i>prep of place + time</i>	it <i>pron</i>
ice cream <i>n</i>	in front of <i>prep</i>	its <i>poss adj + pron</i>

J

jacket <i>n</i>	Jill <i>n</i>	jump <i>v</i>
jeans <i>n</i>	juice <i>n</i>	

K

keyboard <i>n</i> (computer)	Kim <i>n</i>	kite <i>n</i>
kick <i>v</i>	kitchen <i>n</i>	know <i>v</i>

L

lamp <i>n</i>	letter <i>n</i> (as in alphabet)	lizard <i>n</i>	lots <i>adv + pron</i>
learn <i>v</i>	like <i>prep + v</i>	long <i>adj</i>	lots of <i>det</i>
leg <i>n</i>	lime <i>n</i>	look <i>v</i>	love <i>v</i>
lemon <i>n</i>	line <i>n</i>	look at <i>v</i>	Lucy <i>n</i>
lemonade <i>n</i>	listen <i>v</i>	lorry <i>n</i> (US truck)	lunch <i>n</i>
lesson <i>n</i>	live <i>v</i>	a lot <i>adv + pron</i>	
let's <i>v</i>	living room <i>n</i>	a lot of <i>det</i>	

M

make <i>v</i>	me too <i>dis</i>	monkey <i>n</i>	mouth <i>n</i>
man/men <i>n</i>	meat <i>n</i>	monster <i>n</i>	Mr. <i>title</i>
mango <i>n</i>	milk <i>n</i>	morning <i>n</i>	Mrs. <i>title</i>
many <i>det</i>	mine <i>pron</i>	mother <i>n</i>	music <i>n</i>
mat <i>n</i>	mirror <i>n</i>	motorcycle <i>n</i>	my <i>poss adj</i>
May (as in girl's name) <i>n</i>	Miss <i>title</i>	mouse/mice <i>n</i>	
me <i>pron</i>	mom(my) <i>n</i>	mouse <i>n</i> (computer)	

N

name <i>n</i>	nice <i>adj</i>	no <i>adv + det</i>	now <i>adv</i>
new <i>adj</i>	Nick <i>n</i>	nose <i>n</i>	number <i>n</i>
next to <i>prep</i>	night <i>n</i>	not <i>adv</i>	

O

of <i>prep</i>	old <i>adj</i>	open <i>adj + v</i>	ours <i>pron</i>
oh <i>dis</i>	on <i>prep of place</i>	or <i>conj</i>	
oh dear <i>excl</i>	one <i>det + pron</i>	orange <i>adj + n</i>	
OK <i>adj + dis</i>	onion <i>n</i>	our <i>poss adj</i>	

P			
page <i>n</i>	pea <i>n</i>	pick up <i>v</i>	please <i>dis</i>
paint <i>n + v</i>	pear <i>n</i>	picture <i>n</i>	point <i>v</i>
painting <i>n</i>	pen <i>n</i>	pineapple <i>n</i>	potato <i>n</i>
pants <i>n</i> (UK trousers)	pencil <i>n</i>	ping pong <i>n</i> (UK table tennis)	purple <i>adj</i>
pardon <i>int</i>	person/people <i>n</i>	pink <i>adj</i>	purse <i>n</i> (UK handbag)
park <i>n</i>	phone <i>n + v</i>	plane <i>n</i>	put <i>v</i>
part <i>n</i>	photo <i>n</i>	play <i>v</i>	
Pat <i>n</i>	piano <i>n</i>	playground <i>n</i>	
Q			
question <i>n</i>			
R			
radio <i>n</i>	red <i>adj</i>	right <i>adj</i> (as in correct)	room <i>n</i>
read <i>v</i>	rice <i>n</i>	right <i>dis</i>	ruler <i>n</i>
really <i>adv</i>	ride <i>v</i>	robot <i>n</i>	run <i>v</i>
S			
sad <i>adj</i>	shell <i>n</i>	smile <i>n + v</i>	stand <i>v</i>
Sam <i>n</i>	shirt <i>n</i>	snake <i>n</i>	start <i>v</i>
sand <i>n</i>	shoe <i>n</i>	so <i>dis</i>	stop <i>v</i>
sausage <i>n</i>	shop <i>n</i> (US store)	soccer <i>n</i> (UK football)	store <i>n</i> (UK shop)
say <i>v</i>	short <i>adj</i>	sock <i>n</i>	story <i>n</i>
school <i>n</i>	show <i>v</i>	sofa <i>n</i>	street <i>n</i>
sea <i>n</i>	sing <i>v</i>	some <i>det</i>	Sue <i>n</i>
see <i>v</i>	sister <i>n</i>	song <i>n</i>	sun <i>n</i>
See you! <i>excl</i>	sit <i>v</i>	sorry <i>adj + int</i>	supper <i>n</i>
sentence <i>n</i>	skirt <i>n</i>	spell <i>v</i>	sweet(s) <i>n</i> (US candy)
she <i>pron</i>	sleep <i>v</i>	spider <i>n</i>	swim <i>v</i>
sheep (<i>s + pl</i>) <i>n</i>	small <i>adj</i>	sport <i>n</i>	
T			
table <i>n</i>	thank you <i>dis</i>	they <i>pron</i>	Tony <i>n</i>
table tennis <i>n</i> (US ping pong)	thanks <i>dis</i>	this <i>det + pron</i>	too <i>adv</i>
tail <i>n</i>	that <i>det + pron</i>	those <i>det + pron</i>	toy <i>n</i>
take a photo/picture <i>v</i>	the <i>det</i>	throw <i>v</i>	train <i>n</i>
talk <i>v</i>	their <i>poss adj</i>	tick <i>n + v</i> (US check/checkmark)	tree <i>n</i>
teacher <i>n</i>	theirs <i>pron</i>	tiger <i>n</i>	trousers <i>n</i> (US pants)
television/TV <i>n</i>	them <i>pron</i>	to <i>prep</i>	truck <i>n</i> (UK lorry)
tell <i>v</i>	then <i>dis</i>	today <i>adv + n</i>	try <i>n + v</i>
tennis <i>n</i>	there <i>adv</i>	Tom <i>n</i>	T-shirt <i>n</i>
test <i>n + v</i>	these <i>det + pron</i>	tomato <i>n</i>	TV/television <i>n</i>
U			
ugly <i>adj</i>	under <i>prep</i>	understand <i>v</i>	us <i>pron</i>
V			
very <i>adv</i>			
W			
walk <i>v</i>	wave <i>v</i>	where <i>int</i>	with <i>prep</i>
wall <i>n</i>	we <i>pron</i>	which <i>int</i>	woman/women <i>n</i>
want <i>v</i>	wear <i>v</i>	white <i>adj</i>	word <i>n</i>
watch <i>n + v</i>	well <i>dis</i>	who <i>int</i>	would like <i>v</i>
water <i>n</i>	well done <i>dis</i>	whose <i>int</i>	wow! <i>excl</i>
watermelon <i>n</i>	what <i>int</i>	window <i>n</i>	write <i>v</i>
X			
x <i>n + v</i> (UK cross)			

Y

yard *n* (UK garden)
year *n*

yellow *adj*
yes *adv*

you *pron*
young *adj*

your *poss adj*
yours *pron*

Z

zoo *n*

Letters & Numbers

Test takers will be expected to understand and write the letters of the alphabet and numbers 1–20.

Names

Test takers will be expected to recognize and write the following names:

Alex
Ann
Anna
Ben
Bill

Dan
Grace
Jill
Kim
Lucy

May
Nick
Pat
Sam
Sue

Tom
Tony

Silver

Listening

Approximately 25 minutes/25 items

There are five parts. Each part begins with one example. All tasks are heard twice.

Part 1

In this task, test takers look at a picture which shows people doing different things. Above and below are people's names. Test takers listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

Part 2

This is a note-taking exercise in which test takers listen to a conversation between two speakers and write a word or a number next to five short prompts on an illustration of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

Part 3

In this task, test takers listen to a dialogue in which a child describes to an adult what he/she did during the past week. Test takers listen and draw lines from the days of the week to the correct pictures.

Part 4

This task consists of five questions, each a 3-option multiple-choice with pictures. Test takers listen to five dialogues in which the speakers are clearly differentiated by age or gender. Test takers listen and check the correct picture.

Part 5

This task consists of a dialogue in which an adult asks a child to color different things in a picture, and write a simple word or draw an object. Test takers listen to the dialogue and follow the instructions.

Summary of Silver Listening test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Listening for names and descriptions	Picture, names and dialogue	Draw lines to match names to people in a picture	5
2	Listening for names, spellings and other information	Illustration of notepad with missing words and dialogue	Write words or numbers in gaps	5
3	Listening for specific information (past tense)	Pictures, days of the week and dialogue	Draw lines from days of week to correct pictures	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Check boxes under correct pictures	5
5	Listening for words, colors and specific information	Picture and dialogue	Carry out instructions to color and draw or write (Range of colors is: black, blue, brown, green, gray, orange, pink, purple, red, yellow)	5

Recommendations for test taker preparation

Part 1

Ensure that test takers realize that there is one extra name at the top of the page which will not be mentioned. They should not aim to connect all seven names to a person in the picture.

Make sure that test takers know which first names on the vocabulary lists are male and which are female. Note that Alex, Kim, Pat and Sam may be used to refer either to a boy or to a girl.

Train test takers to listen for all the information that they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually some further information will be required in order to identify the correct person.

Part 2

Test takers often find this part of the *Silver* Listening test difficult. Practice by doing similar productive tasks in the classroom.

Encourage test takers to be as accurate as possible in their spelling of the words on the *Bronze* and *Silver* vocabulary lists.

Ensure that test takers realize that they have to write responses that make sense, given the prompts on the question paper. They should look at these prompts carefully and think about what they mean before listening to the recording.

Part 3

Train test takers to draw a line to the appropriate picture in the most direct way possible, rather than across two or three other pictures which may well lead to confusion. Make sure test takers realize they will be expected to use any one day of the week once only, and that one day of the week will not be used at all.

Encourage test takers not to leave any questions unanswered. When they have used all the days that they are sure about, they should try to make an intelligent guess as to which days the remaining pictures represent.

Part 4

Make sure that test takers realize that they must listen to the whole dialogue, before deciding on their answer.

Often quite a wide range of vocabulary is covered in this part of the test. Test takers must be familiar with all the words in the *Bronze* and *Silver* vocabulary lists, in order to be sure of achieving points.

Part 5

Ensure that test takers appreciate that they will either have to draw or write something for one of the questions in this part of the *Silver* test. If they have to write something, it will not be a difficult word and there will probably be something in the picture that makes it a logical word to write.

Train test takers to listen carefully for prepositional phrases which describe exactly where something is (e.g. the bag behind the chair or the towel on the floor under the desk).

Silver

Reading & Writing

30 minutes/40 items

There are six parts. Each part begins with one or two examples. Correct spelling is required in all parts of the Reading & Writing test.

Part 1

In this task, test takers match words and definitions. There are eight pictures, each with the words that they illustrate written under them, and six definitions. Test takers copy the correct words next to the definitions.

Part 2

Test takers look at a picture and six statements, some of which correctly describe the picture and some which do not. Test takers write "yes" or "no" as appropriate.

Part 3

In this task, test takers read a short written dialogue, for which three different responses are given for what the second speaker says in his/her turn. Test takers choose the correct response by circling letters.

Part 4

Test takers read a text and look at the words and pictures in a box next to the text. They then copy the correct words in each of the six gaps. The missing words are nouns, adjectives, or verbs (present and past tense). There are two extra words which test takers should not use.

Test takers choose the best title for the story from a choice of three.

Part 5

Test takers read a story and complete sentences using one, two, or three words. The story is divided into three sections, each with an illustration. The pictures do not provide answers to the questions.

Part 6

In this task, test takers read a factual text which contains five gaps. They choose the correct word from a choice of three and copy the correct words in the gaps. This task has a grammatical focus.

Summary of Silver Reading & Writing test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Reading short definitions and matching to words Writing words	Labeled pictures and definitions	Copy correct words next to definitions	6
2	Reading sentences about a picture Writing one-word answers	Picture and sentences	Write "yes"/"no"	6
3	Reading a dialogue Choosing the correct responses	Short dialogue with multiple-choice responses	Choose correct response by circling a letter	6
4	Reading for specific information and gist Copying words	Cloze text, words and pictures	Choose and copy missing words correctly. Check a box to choose the best title for the story	7
5	Reading a story Completing sentences	Story, pictures, and gapped sentences	Complete sentences about story by writing one, two, or three words	10
6	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple-choice (grammatical words)	Complete text by selecting the correct words and copying them in the corresponding gaps	5

Recommendations for test taker preparation

General comment

Many points are lost because letters and/or words are not clearly written. Remind test takers to check what they have written is clear enough to be read by someone who is not familiar with their handwriting. It is often better not to use cursive, as letters can become confused and unclear.

Test takers should be reminded to write only as much as they need to, as points are often lost attempting unnecessarily long answers which provide more opportunity for making mistakes.

Because young test takers are unlikely to have had much experience managing their time in exams, it can be helpful when doing classroom tasks to give a time limit, both to improve concentration and prevent test takers being distracted by other things.

Make sure test takers are familiar with the structures and vocabulary in the *Bronze* and *Silver* syllabuses.

Part 1

Give test takers practice in reading and writing definitions of items from the *Silver* vocabulary list. Ensure test takers are familiar with the structures and vocabulary commonly used in defining things, such as *you* with general reference (e.g. *You can find books or do your homework in this place*), relative pronouns and infinitives used to express purpose.

Test takers should practice accurate copying, but remind them to copy the whole option and not to add anything extra. This means including the article if there is one, and not adding one if it is not needed. Once they have written the answer, they should check that they have spelled the word correctly.

Part 2

Give test takers plenty of practice matching pictures and sentences, drawing their attention to elements such as prepositions and verb forms (especially the present continuous tense) and using pictures which make these distinctions clear.

Give more pictures than sentences, so that they really have to think about the distinction between, for example, *is riding a bike* and *has a bike*.

Remind test takers that the sentence must be completely true according to the picture for a *yes* answer, for example, *The floor is wet and there's a toothbrush on it*.

Part 3

Remind test takers to read all the options before choosing the best and most appropriate one. Practice appropriate responses, not just to questions, but also to statements.

Give plenty of practice with the use of set (formulaic) expressions and with short *Yes/No* answers.

Give plenty of practice, too, with multiple-choice questions to encourage test takers to understand the differences between the options in meaning, grammar, sense, and appropriacy.

Part 4

Test takers should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Make sure test takers realize that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word could go into each gap would be extremely useful. Test takers can then confirm their guesses by seeing, and choosing from, the options on the facing page.

Also, practice choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help test takers to identify words or structures that will indicate what form of word the answer should be.

Part 5

Remind test takers that the pictures are there to support the story, although they do not provide the answers to the questions. Useful practice can be gained from predicting an outline of the story from the three pictures and the title. However, it must be remembered that the answers should always be found in the texts. Practice in reading for gist is useful, as are tasks aimed at understanding whole texts, for example, selecting titles for paragraphs or complete stories.

Give test takers practice in finding synonyms/alternatives for nouns, identifying what is being referred to in a text, how nouns can be replaced with pronouns, and how sentences can be turned around while retaining their meaning (e.g. *On Friday the family ate breakfast in the yard* can become *The family had breakfast in the yard on Friday*). Test takers are not expected to produce vocabulary or grammatical structures that are not in the text, but must ensure that the words they choose to complete the sentence frames are grammatically correct.

Part 6

As with Part 4 above, test takers should practice choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.

Remind test takers that they must choose from the three options given. It is not necessary for them to think of a word to fit each space. Remind test takers to be careful to check that they have chosen a word from the correct set of options.

As in Part 5, practice reading skills such as understanding how pronouns can refer back to names or items.

Silver Speaking

5–7 minutes/4 parts

The Speaking test is a face-to-face test with one test taker and one examiner. It lasts approximately 6 minutes. The examiner's language is scripted to ensure fairness to all test takers. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the test taker's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The score for the Speaking test is based on ratings for interactive listening ability, production of appropriate and extended responses, and pronunciation.

Part 1

The examiner greets the test taker and checks the test taker's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and by showing the test taker two pictures which look similar, but have some differences. The examiner then asks the test taker to describe four differences.

Part 2

The examiner shows the test taker a sequence of four pictures which show a story. The examiner tells the test taker the name of the story

and describes the first picture in the story. He/she then asks the test taker to describe the other three pictures.

Part 3

The examiner shows the test taker four sets of four pictures where one picture in each set is the "odd one out." The test taker has to identify which picture is the odd one out in the remaining three sets and say why.

Part 4

The examiner asks the test taker some personal questions on topics such as school, weekends, friends, and hobbies.

Summary of Silver Speaking test

Parts	Main skill focus	Input	Expected response
1	Describing two pictures by using short responses	Two similar pictures	Identify four differences between pictures
2	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
3	Suggesting a picture which is different and explaining why	Picture sets	Identify odd one out and give reason
4	Understanding and responding to personal questions	Open-ended questions about test taker	Answer personal questions

Recommendations for test taker preparation

General comment

Test takers in the *Silver* Speaking test are required to follow instructions and talk in a very simple way about different pictures, and to answer simple questions about themselves. These are standard tasks in most English classes for young learners. *YLTE Sample Tests* give examples of the kind of pictures, instructions, and questions test takers will be asked to respond to.

Part 1

For Part 1, test takers should practice describing differences between two similar pictures. The differences may be related to color, size, number, position, appearance, activity, etc.

For example:

This coat is red, but this one's yellow.

Here there's a bird, but here there's a cat.

Here the boy's eating a burger, but here he's eating fries.

It's cloudy in this picture, but it's sunny in this one.

Although the above represent examples of ideal responses, something much simpler is perfectly acceptable. For example, *Here red and here yellow, etc.*

Part 2

Part 2 in the *Silver* Speaking test requires test takers to tell a simple story based on four pictures. Test takers will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Test takers are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.

Before asking test takers to tell the story, the examiner says, "*Look at the pictures first.*" Advise test takers to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a test taker needs help.

The structures test takers will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have*, the modals *can/can't* and *must/must not* and the present continuous tense of some action verbs (for example, *play, read, look at, write, laugh, go*). They should be able to say things like *The woman's talking, The boy's in the park*. Test takers should also be able to describe simple feelings, for example, *The boy is/isn't happy*. The examiner will prompt by asking a question if a test taker needs help.

Part 3

For Part 3, test takers should practice identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of some children sitting among three pictures of children dancing, a picture of a sweater among three pictures of animals, and a picture of something on a bed among three pictures of something under a bed. Test takers are only expected to give simple reasons for choosing a picture as the different one. For example:

These are fruit, this isn't.

These children are sitting, but these children are dancing.

These are animals and this isn't.

This is on a bed, but these are under it.

There may be many different ways of expressing the same difference. Test takers may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

Part 4

Finally, for Part 4, make sure test takers feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as:

Who do you play with at school?

What games do you play at school?

What do you have for lunch?

Only simple answers of between one to four words are expected.

Questions will normally be in the present tense, but test takers should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

Use English to give everyday classroom instructions so that test takers become very familiar with the English of classroom exercises and activities.

Test takers create a good impression when they can handle greetings and other social formulas confidently. Make sure they are happy using *Hello, Goodbye* and *Thank you*. Encourage them to use *Sorry* or *I don't understand* when this is appropriate.

Silver topics

- animals
- the body and the face
- clothes
- colors
- family and friends
- food and drink
- health
- the home
- numbers 1–100
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

Silver

grammar and structures list

The list below details what is new at *Silver* level. *Silver* test takers will be expected to know everything on this list in addition to the list at *Bronze* level. See vocabulary lists for a comprehensive list of words in each category.

	Examples
Indirect objects	Give it to the teacher!
Comparative and superlative adjectives	Your house is bigger than mine. Anna is my best friend.
Verbs	
(Positive, negative, question, imperative and short answer forms, including contractions)	
Past simple regular and irregular forms	We went to the park yesterday. Her father cooked lunch on Friday. Did you go to the movie theater? Yes, I did . We didn't see the pirate at the party.
Verb + infinitive	I want to go home. He started to laugh .
Verb + ing	I went bike riding on Saturday.
Infinitive of purpose	She went to town to buy a toothbrush.
Want/ask someone to do something	He wants the teacher to tell a story.
Must for obligation	He must do his homework. You must not give the rabbit cheese. Must I get up now?
Have to/had to	I have to go . Do I have to go to bed now? He had to draw a whale for homework.
Can, may for offers	Can I help you wash the car, Mom? May I draw you a picture?
Could (past form of can)	I could see some birds in the tree.
Adverbs	She never eats meat. He sang loudly . My mother talks a lot .
Comparative and superlative adverbs	My brother reads more quickly than my sister. I like ice cream best .
Conjunctions	I went home because I was tired.
Prepositions of time	She plays with her friends after school. He plays badminton on Saturdays.
Question words	Why is he talking to her? When does school start?

	Examples
Relative clauses	Vicky is the girl who is riding a bike . That is the DVD which my friend gave me . This is the house where my friend lives .
What is/was the weather like?	What was the weather like last weekend?
What's the matter?	What's the matter , Daisy? Do you have a stomachache?
How/what about + n or ing	How about going to the movie theater on Wednesday afternoon?
When clauses (not with future meaning)	When he got home, he had his dinner.
Go for a + n	Yesterday we went for a drive in my brother's new car.
Be called + n	A baby cat is called a kitten.
Be good at + n	She's very good at basketball.
I think/know ...	I think he's very nice.

Silver

alphabetic vocabulary list

The following words appear for the first time at *Silver* level.

Grammatical Key

<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>poss</i>	possessive
<i>det</i>	determiner	<i>prep</i>	preposition
<i>dis</i>	discourse marker	<i>pron</i>	pronoun
<i>excl</i>	exclamation	<i>v</i>	verb

A

above <i>prep</i>	age <i>n</i>	another <i>det + pron</i>	awake <i>adj</i>
address <i>n</i>	all <i>adj + adv + det + pron</i>	any <i>det + pron</i>	
afraid <i>adj</i>	all right <i>adj + adv</i>	at <i>prep of time</i>	
after <i>prep</i>	always <i>adv</i>	aunt <i>n</i>	

B

back <i>adj + adv + n</i>	be called <i>v</i>	blanket <i>n</i>	bring <i>v</i>
bad <i>adj</i>	bear <i>n</i>	blond(e) <i>adj</i>	bus station <i>n</i>
badly <i>adv</i>	beard <i>n</i>	boring <i>adj</i>	bus stop <i>n</i>
balcony <i>n</i>	because <i>conj</i>	both <i>det + pron</i>	busy <i>adj</i>
band (music) <i>n</i>	before <i>prep</i>	bottle <i>n</i>	buy <i>v</i>
bank <i>n</i>	below <i>prep</i>	bottom <i>adj + n</i>	by <i>prep</i>
basement <i>n</i>	best <i>adj + adv</i>	bowl <i>n</i>	
bat <i>n</i>	better <i>adj + adv</i>	break <i>n</i>	

C

café <i>n</i>	center <i>n</i>	cloud <i>n</i>	cough <i>n</i>
cage <i>n</i>	change <i>v</i>	cloudy <i>adj</i>	could <i>v</i> (as in past of can for ability)
call <i>v</i>	Charlie <i>n</i>	clown <i>n</i>	country <i>n</i>
can <i>v</i> (UK shall)	cheese <i>n</i>	coat <i>n</i>	countryside <i>n</i>
careful <i>adj</i>	cinema <i>n</i> (US movie theater)	coffee <i>n</i>	cry <i>v</i>
carefully <i>adv</i>	circle <i>n</i>	cold <i>adj + n</i>	cup <i>n</i>
carry <i>v</i>	city <i>n</i>	come on! <i>excl</i>	curly <i>adj</i>
catch <i>v</i> (e.g. a bus)	city/town center <i>n</i>	comic <i>n</i>	
CD <i>n</i>	clever <i>adj</i> (US smart)	comic book <i>n</i>	
CD player <i>n</i>	climb <i>v</i>	cook <i>v</i>	

D

Daisy <i>n</i>	difficult <i>adj</i>	dream <i>n + v</i>	dry <i>adj + v</i>
dance <i>v</i>	doctor <i>n</i>	dress up <i>v</i>	DVD <i>n</i>
daughter <i>n</i>	dolphin <i>n</i>	drive <i>n</i>	DVD player <i>n</i>
difference <i>n</i>	down <i>adv + prep</i>	driver <i>n</i>	
different <i>adj</i>	downstairs <i>adv + n</i>	drop <i>v</i>	

E

earache <i>n</i>	email <i>n + v</i>	everything <i>pron</i>
easy <i>adj</i>	every <i>det</i>	exciting <i>adj</i>
elevator <i>n</i> (UK lift)	everyone <i>pron</i>	excuse me <i>dis</i>

F

fair <i>adj</i>	farmer <i>n</i>	first <i>adj + adv</i>	Fred <i>n</i>
fall <i>v</i>	fat <i>adj</i>	fish <i>v</i>	Friday <i>n</i>
famous <i>adj</i>	field <i>n</i>	floor <i>n</i> (e.g. ground, 1st, etc.)	frightened <i>adj</i>
fan <i>n</i>	film <i>n + v</i> (US movie)	fly <i>n</i>	
farm <i>n</i>	fine <i>adj + excl</i>	forest <i>n</i>	

G

get dressed <i>v</i>	glass <i>n</i>	grandson <i>n</i>
get off <i>v</i>	go shopping <i>v</i>	grass <i>n</i>
get on <i>v</i>	grandchild(ren) <i>n</i>	ground <i>n</i>
get undressed <i>v</i>	granddaughter <i>n</i>	grown-up <i>n</i>
get up <i>v</i>	grandparent <i>n</i>	

H

have (got) to <i>v</i>	holiday <i>n</i>	hot <i>adj</i>	hundred <i>n</i>
headache <i>n</i>	homework <i>n</i>	how <i>adv</i>	hungry <i>adj</i>
help <i>v</i>	hop <i>v</i>	how much <i>adv + int</i>	hurt <i>v</i>
hide <i>v</i>	hospital <i>n</i>	how often <i>adv + int</i>	

I

idea <i>n</i>	internet <i>n</i>	invite <i>v</i>
inside <i>adv + n + prep</i>	into <i>prep</i>	island <i>n</i>

J

Jack <i>n</i>	Jim <i>n</i>	jungle <i>n</i>
Jane <i>n</i>	John <i>n</i>	

K

kangaroo <i>n</i>	kick <i>n</i>	kind <i>n</i>	kitten <i>n</i>
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L

lake <i>n</i>	leaf/leaves <i>n</i>	Lily <i>n</i>	lose <i>v</i>
last <i>adj + adv</i>	library <i>n</i>	lion <i>n</i>	loud <i>adj</i>
laugh <i>n + v</i>	lift <i>n</i> (US elevator)	look for <i>v</i>	loudly <i>adv</i>

M

map <i>n</i>	mean <i>v</i>	more <i>adv + det + pron</i>	movie <i>n</i> (UK film)
market <i>n</i>	message <i>n</i>	most <i>adv + det + pron</i>	movie theater <i>n</i> (UK cinema)
Mary <i>n</i>	mistake <i>n</i>	mountain <i>n</i>	must <i>v</i>
matter <i>n</i>	Monday <i>n</i>	moustache <i>n</i>	
may <i>v</i> (UK shall)	moon <i>n</i>	move <i>v</i>	

N

naughty <i>adj</i>	neck <i>n</i>	never <i>adv</i>	nothing <i>pron</i>
near <i>adv + prep</i>	need <i>v</i>	noise <i>n</i>	nurse <i>n</i>

O

off <i>adv + prep</i>	on <i>adv + prep of time</i>	opposite <i>prep</i>	out of <i>prep</i>
often <i>adv</i>	only <i>adv</i>	out <i>adv</i>	outside <i>adv + n + prep</i>

P

pair <i>n</i>	pasta <i>n</i>	pirate <i>n</i>	present <i>n</i>
panda <i>n</i>	Paul <i>n</i>	place <i>n</i>	pretty <i>adj</i>
parent <i>n</i>	pet <i>n</i>	plant <i>n + v</i>	puppy <i>n</i>
parrot <i>n</i>	Peter <i>n</i>	plate <i>n</i>	put on <i>v</i>
party <i>n</i>	picnic <i>n</i>	pool <i>n</i>	

Q

quick <i>adj</i>	quickly <i>adv</i>	quiet <i>adj</i>	quietly <i>adv</i>
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R

rabbit <i>n</i>	ride <i>n</i>	rock <i>n</i>
rain <i>n + v</i>	river <i>n</i>	roof <i>n</i>
rainbow <i>n</i>	road <i>n</i>	round <i>adj + adv + prep</i>

S

safe <i>adj</i>	shopping <i>n</i>	something <i>pron</i>	strong <i>adj</i>
sail <i>n + v</i>	shopping center <i>n</i>	sometimes <i>adv</i>	Sunday <i>n</i>
salad <i>n</i>	shoulder <i>n</i>	son <i>n</i>	sunny <i>adj</i>
Sally <i>n</i>	shout <i>v</i>	soup <i>n</i>	supermarket <i>n</i>
sandwich <i>n</i>	shower <i>n</i>	sports center <i>n</i>	surprised <i>adj</i>
Saturday <i>n</i>	skate <i>n + v</i>	square <i>adj + n</i>	sweater <i>n</i>
scarf <i>n</i>	skip <i>v</i>	stair(s) <i>n</i>	sweet <i>adj</i>
seat <i>n</i>	slow <i>adj</i>	star <i>n</i>	swim <i>n</i>
second <i>adj + adv</i>	slowly <i>adv</i>	station <i>n</i>	swimming pool <i>n</i>
shall <i>v</i> (US can, may)	smart <i>adj</i> (UK clever)	stomach <i>n</i>	
shark <i>n</i>	snow <i>n + v</i>	stomachache <i>n</i>	
shop <i>v</i>	someone <i>pron</i>	straight <i>adj</i>	

T	take <i>v</i>	than <i>conj + prep</i>	ticket <i>n</i>	town/city center <i>n</i>
	take off <i>v</i> (i.e. get undressed)	then <i>adv</i>	tired <i>adj</i>	travel <i>v</i>
	tall <i>adj</i>	thin <i>adj</i>	tooth/teeth <i>n</i>	treasure <i>n</i>
	tea <i>n</i>	thing <i>n</i>	toothache <i>n</i>	trip <i>n</i>
	temperature <i>n</i>	think <i>v</i>	toothbrush <i>n</i>	Tuesday <i>n</i>
	terrible <i>adj</i>	third <i>adj + adv</i>	top <i>adj + n</i>	
	text <i>n + v</i>	thirsty <i>adj</i>	towel <i>n</i>	
		Thursday <i>n</i>	town <i>n</i>	

U	uncle <i>n</i>	up <i>adv + prep</i>	upstairs <i>adv + n</i>
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V	vacation <i>n</i> (UK holiday)	Vicky <i>n</i>	village <i>n</i>
	vegetable <i>n</i>	video <i>n + v</i>	

W	wait <i>v</i>	website <i>n</i>	when <i>adv + conj + int</i>	world <i>n</i>
	wake (up) <i>v</i>	Wednesday <i>n</i>	which <i>pron</i>	worse <i>adj + adv</i>
	walk <i>n</i>	week <i>n</i>	who <i>pron</i>	worst <i>adj + adv</i>
	wash <i>n + v</i>	weekend <i>n</i>	why <i>int</i>	would <i>v</i>
	waterfall <i>n</i>	well <i>adj + adv</i>	wind <i>n</i>	wrong <i>adj</i>
	weak <i>adj</i>	wet <i>adj</i>	windy <i>adj</i>	
	weather <i>n</i>	whale <i>n</i>	work <i>n + v</i>	

X	x <i>n + v</i> (UK cross)
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Y	yesterday <i>adv + n</i>
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Z	(No words at this level)
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Numbers

Test takers will be expected to understand and write numbers 21–100 and ordinals 1st–20th.

Names

Test takers will be expected to recognize and write the following names:

Charlie	Jane	Mary	Vicky
Daisy	Jim	Paul	
Fred	John	Peter	
Jack	Lily	Sally	

Gold Listening

Approximately 25 minutes/25 items

There are five parts. Each part begins with one example. All tasks are heard twice.

Part 1

In this task, test takers look at a picture which shows people doing different things. Above and below are people's names. Test takers listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

Part 2

This is a note-taking exercise in which test takers listen to a conversation between two speakers and write a word or a number next to five short prompts on an illustration of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

Part 3

Test takers listen to a conversation which is mainly led by one speaker. They match a list of illustrated words or names with a set of pictures by writing the letter of the correct picture in a box.

Part 4

This task consists of five questions, each a 3-option multiple-choice with pictures. Test takers listen to five separate dialogues in which the speakers are clearly differentiated by age or gender. Test takers listen and check the correct picture.

Part 5

This task consists of a dialogue in which an adult asks a child to color different things in a picture, write a simple word and draw and color an object. Test takers listen to the dialogue and follow the instructions.

Summary of Gold Listening test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Listening for names and descriptions	Picture, names and dialogue	Draw lines to match names to people in a picture	5
2	Listening for names, spellings, and other information	Illustration of a notepad with missing words and dialogue	Write words or numbers in gaps	5
3	Listening for words, names, and detailed information	Picture sets and list of illustrated words or names and dialogue	Match pictures with illustrated word or name by writing letter in box	5
4	Listening for specific information of various kinds	3-option multiple-choice pictures and dialogues	Check boxes under correct pictures	5
5	Listening for words, colors, and specific information	Picture and dialogue	Carry out instructions to color, draw, and write (Range of colors is: black, blue, brown, green, gray, orange, pink, purple, red, yellow)	5

Recommendations for test taker preparation

Part 1

Encourage test takers to spend the time they are given to look at the picture before the questions start by thinking about how each of the characters might be described. They should be aware that they will have to focus on language that points to the differences between two similar people in the picture.

The language that test takers will need for this task is that which is used not only for describing people's clothes and physical appearance but also for commenting on what they are doing. Practice in describing a range of pictures and photos containing people is, therefore, likely to help test takers do well in this part of the test.

Part 2

Give test takers as much practice as possible with this kind of productive task, as test takers sometimes find this task difficult.

Make sure that test takers understand the meanings of, and are also able to spell correctly, the words in the *Bronze*, *Silver* and *Gold* vocabulary lists.

Even at *Gold* level, test takers often seem uncertain about the names of some letters of the alphabet in English. Clearly the more practice that can be given here the better.

Part 3

Make sure test takers read the introductory question at the head of the task, which sets the context, and gives the instructions. Both should help them to understand what they are being asked to do.

Encourage test takers to listen carefully to the dialogue and understand exactly what is said. They should remember that speakers will talk about the two pictures which are not correct, as well as those that are. Test takers should therefore not assume that the first word they hear is the right answer.

Part 4

Part 4 covers a wide range of the grammar and vocabulary appropriate to this level. Teachers should make sure that the structures and vocabulary listed in the syllabus have been well covered in class.

It is also very important that test takers listen to the whole of the dialogue before choosing their answer. They should be aware that the correct answer to each individual question may come at any point in the dialogue and is not necessarily the last thing mentioned.

Part 5

As with all parts of this test, make sure that test takers know exactly what is expected of them. In Part 5, for example, they are required to write something and also to draw and color one object. They will not be expected to write or draw anything difficult. Nor will they be expected to draw or color particularly well. They simply have to show that they have understood the instructions correctly.

For this task, test takers will need to show that they can understand language which distinguishes between two similar but slightly different objects or people. This may be a matter of understanding language which explains precisely where someone or something is, or it may be a matter of understanding language which focuses on how two people or things look different. Practice in handling these types of language will therefore stand test takers in good stead for dealing with this part of the

test.

Test takers should be aware that this task is perhaps more challenging than it appears and should ensure that they listen to the instructions very carefully.

Gold

Reading & Writing

40 minutes/50 items

There are seven parts. Each part begins with one or two examples. **Correct spelling is required in all parts of the Reading & Writing test.**

Part 1

In this task, there are 15 words and 10 definitions. The words are not illustrated. Test takers match words to the corresponding definition by writing the correct words.

Part 2

Test takers look at a picture and seven statements, some of which correctly describe the picture and some which do not. Test takers write "yes" or "no" as appropriate.

Part 3

Test takers read a dialogue in which the second speaker's responses are missing. There is a list of possible responses for the second speaker, lettered A–G. Test takers select the appropriate response in each case and write the letter in the gap. There is one response which does not fit the dialogue.

Part 4

Test takers read a gapped text and look at words in a box beside the text. They then copy the correct word in each of the five gaps. The missing words are nouns, adjectives, verbs (present and past tense), and

adverbs. Correct spelling is required. There are four extra words which test takers should not use.

Test takers choose the best title for the story from a choice of three.

Part 5

Test takers read a story and complete sentences using one, two, three, or four words. There is one continuous text and one picture. The picture provides a context for the story but does not provide answers to the questions.

Part 6

In this task, test takers read a factual text which contains 10 gaps. They choose the correct word from a choice of three and copy the correct words in the gaps. This task has a grammatical focus.

Part 7

Test takers read a gapped text often in the form of a diary or a letter. Test takers write one word in each of the five gaps. There is no list of words for test takers to choose from. Both lexis and grammar are tested in this task.

Summary of Gold Reading & Writing test

Parts	Main skill focus	Input	Expected response	Number of questions
1	Reading definitions and matching to words Copying words	Nouns and definitions	Copy the correct words next to the definitions	10
2	Reading sentences about a picture Writing one-word answers	Picture and sentences	Write "yes"/"no"	7
3	Reading and completing a continuous dialogue Writing letters	Half a dialogue with responses in a box	Select correct response and write A–H in gap	5
4	Reading for specific information and gist Copying words	Cloze text with words in a box	Choose and copy missing words correctly. Check a box to choose the best title for the story	6
5	Reading a story Completing sentences	Story, picture and gapped sentences	Complete sentences about story by writing one, two, three, or four words	7
6	Reading and understanding a factual text Copying words	Gapped text and 3-option multiple-choice (grammatical words)	Complete text by selecting the correct words and copying them in the corresponding gaps	10
7	Reading and understanding a short text (e.g. page from diary or letter) Providing words	Gapped text	Write words in gaps No answer options given	5

Recommendations for test taker preparation

General comment

Many points are lost because letters and/or words are not clearly written. Remind test takers to check that their handwriting is clear enough to be read by someone who is not familiar with it. It is often better not to use cursive, as letters can become confused and unclear.

Test takers should be reminded to write only as much as they need to, as points are often lost attempting unnecessarily long answers, which provide more opportunities for making mistakes.

Because young test takers are unlikely to have had much experience managing their time in exams, it can be helpful when doing classroom tasks to give a time limit, both to improve concentration and prevent test takers being distracted by other things.

Part 1

Help test takers become familiar with vocabulary in a particular area of lexis (see thematic vocabulary lists at the back of this handbook) and practice distinguishing between words on the vocabulary list that are similar, or commonly confused.

Encourage test takers to read all the options before they answer the questions, so that they become aware of all the different related words.

Tell test takers to make sure they read the whole sentence carefully before answering.

Remind them to be careful when copying their answers; many test takers lose points by leaving out articles, adding unnecessary articles, forgetting to make words plural, or by misspelling them.

Part 2

Remind test takers that the whole sentence must be completely true to warrant a *yes* answer. Make sure they read the whole sentence carefully before answering.

Give test takers plenty of practice matching pictures and sentences, drawing their attention to key elements of vocabulary or grammar in the sentences, and using pictures which make these distinctions clear. Give more pictures than sentences, so that they really have to pay attention to the distinctions between, for example, *spots* and *stripes*.

Part 3

Remind test takers to read all the alternatives before choosing the correct one. There may initially appear to be more than one correct alternative, but an understanding of discourse features and referencing will provide the correct answer.

Practice appropriate responses, not just to questions, but also to statements.

Give test takers plenty of practice in using the set (formulaic) expressions in the vocabulary lists, and with short *yes/no* answers.

Give test takers practice in choosing appropriate responses, by giving them prompts or questions of the kind found in this part and asking them to predict responses, before giving them the options.

Spend plenty of time establishing which words in the response refer back to the first speaker's words and therefore indicate a correct answer.

Part 4

Test takers should be encouraged to read the whole text to get a

general idea of what it is about before trying to complete the first gap. Lexical and grammatical competence is being tested, so make sure test takers realize that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word, and which kind of word, could go into each gap would be extremely useful. Test takers can then confirm their guesses by seeing, and choosing from, the options on the facing page.

Give test takers practice in choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help them to identify words or structures that will indicate what kind of word the answer is likely to be, e.g. if the gap is preceded by "*some*," the answer cannot be a countable singular noun.

Part 5

Useful practice for test takers can be gained from identifying lexis in, and establishing what is happening in, a picture. Test takers can then be given longer texts to read based around the picture.

In order to understand the story, give test takers practice in identifying different ways of referring to people or objects (e.g. *John, he, him, Paul's brother*), and how sentences can be turned around while retaining their meaning (e.g. *Last Sunday, our family went to the park to have a picnic* can become *The family had a picnic in the park on Sunday*). Also, practice in identifying what is being referred to in a text, especially the meaning of pronouns and adverbs such as *here* and *there* will be useful.

Remind test takers to copy the spelling correctly when taking words from the text.

Part 6

As with Part 4 above, test takers should practice forming and choosing the correct type of word (nouns, adjectives, verbs, etc.) to fit into sentences or texts.

Remind test takers that the options are given, so it is not necessary to think of a word to fit the space.

Make sure test takers are familiar with past forms of regular and irregular verbs in the *Gold* vocabulary list.

Part 7

Give test takers plenty of practice in using common collocations such as *ask a question, do some homework, etc.*

Remind test takers to look for Part 7 on the back page of the test booklet. Some test takers have left all the answer spaces blank and may not have realized that there was one more part to complete.

As with all gap-fill tasks, test takers should practice choosing words which fit the surrounding text lexically and grammatically and which help the text make sense. Make sure they do not just consider the text immediately before and/or after the gap. Their choice of a correct answer may depend on something said further back or further ahead in the text. Encourage test takers to self-edit, making sure they reread the whole text through before they decide their final answers.

Gold Speaking

7–9 minutes/4 parts

The Speaking test is a face-to-face test with one test taker and one examiner. It lasts approximately 8 minutes. The examiner's language is scripted to ensure fairness to all test takers. The script gives examiners scope to offer help and encouragement.

Each child is taken into the test by an usher. This is someone who speaks the test taker's first language and may be known to the child. The usher explains the test format in the child's first language, before taking the child into the exam room and introducing them to the examiner.

The score for the Speaking test is based on a rating for interactive listening ability, pronunciation, production of appropriate and extended responses, and grammar and vocabulary.

Part 1

The examiner greets the test taker and checks the test taker's name. This part is unassessed.

The examiner starts the test by demonstrating what is required and showing the test taker two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The test taker must look at the test taker's picture, identify six differences and say how the picture is different.

Part 2

The examiner asks the test taker questions about a person, place or object, based on a set of question cues. The test taker responds, using a set of information cues. The test taker then asks the examiner questions based on a set of different question cues.

Part 3

The examiner shows the test taker a sequence of five pictures which show a story. The examiner tells the test taker the name of the story and describes the first picture in the story. He/she then asks the test taker to describe the other four pictures.

Part 4

The examiner asks the test taker some personal questions on topics such as school, holidays, birthdays, family, and hobbies.

Summary of Gold Speaking test

Parts	Main skill focus	Input	Expected response
1	Understanding statements and responding with differences	Two similar pictures (one is the examiner's) Oral statements about examiner's picture	Identify six differences in test taker's picture from statements about examiner's picture
2	Responding to questions with short answers Forming questions to elicit information	One set of facts and one set of question cues	Answer and ask questions about two people, objects, or situations
3	Understanding the beginning of a story and then continuing it based on a series of pictures	Picture sequence	Describe each picture in turn
4	Understanding and responding to personal questions	Open-ended questions about test taker	Answer personal questions

Recommendations for test taker preparation

Test takers in the *Gold Speaking* test are required to follow instructions and talk in a simple way about different visual prompts, and to answer simple questions about themselves. These are standard tasks in most English classes for young learners. The *YLTE Sample Tests* give examples of the kind of pictures, instructions, and questions test takers will be asked to respond to.

Part 1

For Part 1, test takers should practice listening to the teacher make a statement about a picture (for example, *In my picture, the clock is black*), relating that to a picture in front of them, and commenting on the difference: *In my picture, the clock is red*. In the test, differences between the examiner's statements and the test taker's picture will relate to things like number, color, position, appearance, activity, shape, and relative size, etc. For example:

In my picture there are two/three drinks on the table.

In my picture, there's a helicopter in the sky/on the ground.

Part 2

As well as having practice in answering questions, test takers should also practice asking them. For example, in Part 2, they should be able to form simple questions to ask for information about people, things, and situations. This will include information about time, place, age, appearance, etc. Test takers should be able to ask "question-word questions" using *Who, What, When, Where, How old, How many*, etc. For example:

What are the children studying?

They should also be able to ask "Yes/No questions," for example:

Does Harry's teacher have a car?

Additionally, they need to be comfortable asking questions with two options. For example:

Is the lesson interesting or boring?

Part 3

The Part 3 task involves test takers telling a simple story based on five pictures, and test takers will benefit from practice in telling similar simple picture stories. However, examiners are not looking for evidence of storytelling skills. Test takers are only expected to say a few words about each picture in the sequence, without necessarily developing these comments into a narrative.

Before asking test takers to tell the story, the examiner says, "*Just look at the pictures first.*" Advise test takers to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence without developing these comments into a story. The examiner will prompt by asking a question if a test taker needs help.

The structures test takers will need most frequently are *there is/are*, the present tense of the verbs *be* and *have*, the modals *can/can't* and *must/must not* and the present continuous tense of some action verbs (for example, *come, go, buy, put on, carry, open, laugh*). They may also need to use the present perfect tense or *going to*. They should be able to say things like:

There is a big present for David.

He's playing the drums very loudly.

Test takers should also be able to describe simple feelings, for example:

David's excited.

Part 4

Make sure test takers feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes, and other topics related to their everyday lives. They should be able to answer questions such as:

What time do you get up on Saturday?

What do you do on Saturday afternoon?

Simple answers of a phrase or one or two short sentences are all that is required.

Questions will normally be in the present tense but test takers should also be prepared to use the past and present perfect tenses and *going to*, and to answer questions about, for example, what they did yesterday or are going to do at the weekend.

Gold topics

- animals
- the body and the face
- clothes
- colors
- family and friends
- food and drink
- health
- the home
- materials
- numbers 1–1,000
- places and directions
- school
- sports and leisure
- time
- toys
- transport
- weather
- work
- the world around us

Gold

grammar and structures list

The list below details what is new at *Gold* level. *Gold* test takers will be expected to know everything on this list in addition to the lists at *Bronze* and *Silver* levels. See vocabulary lists for a comprehensive list of words in each category.

	Examples
Verbs	
(Positive, negative, question, imperative and short answer forms, including contractions)	
Past continuous (for interrupted actions and background setting)	I was walking down the road when I saw her. It was a very cold day and snow was falling .
Present perfect	Have you ever been to the circus? He's just eaten his dinner.
Be going to	It isn't going to rain today.
Will	Will you do your homework this evening? I won't buy her a CD because she doesn't like music.
Might	Vicky might come to the party.
May	The bus may not come today because there is a lot of snow.
Why don't for suggestions (UK shall)	Why don't we have a picnic in the park?
Could	You could invite Robert to the soccer game.
Should	Should we take a towel to the swimming pool?
Tag questions	That's John's book, isn't it?
Adverbs	I haven't bought my brother's birthday present yet .
Conjunctions	I didn't want to walk home so I went on the bus.
If clauses (in zero conditionals)	If it's sunny, we go swimming .
Where clauses	My grandmother has forgotten where she put her glasses .
Before/after clauses (not with future reference)	I finished my homework before I played soccer.
Be/look/sound/feel/taste/smell like	What's your new teacher like? That sounds like the baby upstairs. I think he's crying.
Make somebody/something + adj	That smell makes me hungry!
What time ...?	What time does the movie start?
What else/next?	What else should I draw?

	Examples
See you soon/later/tomorrow etc.	See you next week, Mrs. Ball!
Be made of	The toy is made of wood.

Gold

alphabetic vocabulary list

The following words appear for the first time at *Gold* level.

Grammatical Key

<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>poss</i>	possessive
<i>det</i>	determiner	<i>prep</i>	preposition
<i>dis</i>	discourse marker	<i>pron</i>	pronoun
<i>excl</i>	exclamation	<i>v</i>	verb

A			
a.m. (for time)	ago <i>adv</i>	ambulance <i>n</i>	artist <i>n</i>
across <i>prep</i>	agree <i>v</i>	anyone <i>pron</i>	astronaut <i>n</i>
actor <i>n</i>	air <i>n</i>	anything <i>pron</i>	August <i>n</i>
actually <i>adv</i>	airport <i>n</i>	anywhere <i>adv</i>	autumn <i>n</i> (US fall)
adventure <i>n</i>	alone <i>adj</i>	April <i>n</i>	away <i>adv</i>
advice <i>n</i>	already <i>adv</i>	arrive <i>v</i>	
after <i>adv + conj</i>	also <i>adv</i>	art <i>n</i>	
B			
backpack <i>n</i> (UK rucksack)	bicycle <i>n</i>	brave <i>adj</i>	building <i>n</i>
before <i>adv + conj</i>	bin <i>n</i> (US waste basket, trashcan)	break <i>v</i>	burn <i>v</i>
begin <i>v</i>	biscuit <i>n</i> (US cookie)	bridge <i>n</i>	business <i>n</i>
believe <i>v</i>	bit <i>n</i> (US a little)	bright <i>adj</i> (of color)	businessman/woman <i>n</i>
belt <i>n</i>	bored <i>adj</i>	broken <i>adj</i>	butter <i>n</i>
Betty <i>n</i>		brush <i>n + v</i>	butterfly <i>n</i>
C			
calendar <i>n</i>	century <i>n</i>	circus <i>n</i>	conversation <i>n</i>
camel <i>n</i>	channel <i>n</i>	clean <i>v</i> (UK tidy)	cook <i>n</i>
camp <i>v</i>	cheap <i>adj</i>	club <i>n</i>	cooker <i>n</i> (US stove, oven)
card <i>n</i>	chemist('s) <i>n</i> (US pharmacy)	collect <i>v</i>	cookie <i>n</i> (UK biscuit)
cartoon <i>n</i>	chess <i>n</i>	college <i>n</i>	corner <i>n</i>
castle <i>n</i>	chopsticks <i>n</i>	comb <i>n + v</i>	could <i>v</i> (for possibility)
cave <i>n</i>	Christmas <i>n</i>	competition <i>n</i>	crown <i>n</i>
centimeter <i>n</i>		concert <i>n</i>	cut <i>v</i>
D			
dangerous <i>adj</i>	dear <i>adj</i> (as in Dear Harry)	describe <i>v</i>	dinosaur <i>n</i>
dark <i>adj</i>	December <i>n</i>	desert <i>n</i>	drum <i>n</i>
date <i>n</i> (as in time)	decide <i>v</i>	diary <i>n</i>	during <i>prep</i>
David <i>n</i>	dentist <i>n</i>	dictionary <i>n</i>	
E			
each <i>det + pron</i>	end <i>v</i>	ever <i>adv</i>	expensive <i>adj</i>
early <i>adj + adv</i>	engineer <i>n</i>	everywhere <i>adv</i>	explain <i>v</i>
east <i>n</i>	enough <i>adj + pron</i>	exam <i>n</i>	extinct <i>adj</i>
else <i>adv</i>	entrance <i>n</i>	excellent <i>adj + excl</i>	
Emma <i>n</i>	envelope <i>n</i>	excited <i>adj</i>	
empty <i>adj</i>	environment <i>n</i>	exit <i>n</i>	
F			
fact <i>n</i>	a few <i>det</i>	flashlight <i>n</i> (UK torch)	fork <i>n</i>
factory <i>n</i>	find out <i>v</i>	flour <i>n</i>	fridge <i>n</i>
fall <i>n</i> (UK autumn)	finger <i>n</i>	fog <i>n</i>	friendly <i>adj</i>
fall over <i>v</i>	finish <i>v</i>	foggy <i>adj</i>	front <i>adj + n</i>
far <i>adj + adv</i>	fire <i>n</i>	follow <i>v</i>	full <i>adj</i>
fast <i>adj + adv</i>	fire truck <i>n</i> (UK fire engine)	footballer <i>n</i> (US soccer player)	fun <i>adj + n</i>
February <i>n</i>	fire station <i>n</i>	for <i>prep of time</i>	fur <i>n</i>
feel <i>v</i>	fireman/woman <i>n</i>	forget <i>v</i>	future <i>n</i>
fetch <i>v</i> (US get)	flag <i>n</i>		

G			
gate <i>n</i>	get to <i>v</i>	go out <i>v</i>	group <i>n</i>
geography <i>n</i>	glass <i>adj</i>	goal <i>n</i>	grow <i>v</i>
George <i>n</i>	glove <i>n</i>	gold <i>adj + n</i>	guess <i>n + v</i>
get married <i>v</i>	glue <i>n + v</i>	golf <i>n</i>	
H			
half <i>adj + n</i>	hear <i>v</i>	himself <i>pron</i>	hotel <i>n</i>
happen <i>v</i>	heavy <i>adj</i>	history <i>n</i>	hour <i>n</i>
hard <i>adj + adv</i>	Helen <i>n</i>	Holly <i>n</i>	How long <i>adv + int</i>
Harry <i>n</i>	herself <i>pron</i>	honey <i>n</i>	hurry <i>v</i>
hate <i>v</i>	high <i>adj</i>	hope <i>v</i>	husband <i>n</i>
headteacher <i>n</i> (US principal)	hill <i>n</i>	horrible <i>adj</i>	
I			
ice <i>n</i>	improve <i>v</i>	instrument <i>n</i>	
if <i>conj</i>	information <i>n</i>	interesting <i>adj</i>	
important <i>adj</i>	insect <i>n</i>	itself <i>pron</i>	
J			
jam <i>n</i>	join <i>v</i> (a club)	July <i>n</i>	
January <i>n</i>	journalist <i>n</i>	June <i>n</i>	
job <i>n</i>	journey <i>n</i>	just <i>adv</i>	
K			
Katy <i>n</i>	key <i>n</i>	kind <i>adj</i>	knife <i>n</i>
keep <i>v</i>	kilometer <i>n</i> (UK kilometre)	king <i>n</i>	
L			
language <i>n</i>	left <i>adj + n</i> (as in direction)	light <i>adj + n</i>	lovely <i>adj</i>
large <i>adj</i>	let <i>v</i>	little <i>adj</i>	low <i>adj</i>
late <i>adj + adv</i>	letter <i>n</i> (as in mail)	a little <i>adv + det</i> (UK bit)	lucky <i>adj</i>
later <i>adv</i>	lie <i>v</i> (as in lie down)	London <i>n</i>	
lazy <i>adj</i>	lift <i>v</i>	look after <i>v</i>	
leave <i>v</i>	lift <i>n</i> (ride)	look like <i>v</i>	
M			
magazine <i>n</i>	maybe <i>adv</i> (UK perhaps)	meter <i>n</i> (UK metre)	missing <i>adj</i>
mail <i>v</i> (UK post)	meal <i>n</i>	Michael <i>n</i>	mix <i>v</i>
make sure <i>v</i>	mechanic <i>n</i>	midday <i>n</i> (US noon)	money <i>n</i>
March <i>n</i>	medicine <i>n</i>	middle <i>n + adj</i>	month <i>n</i>
married <i>adj</i>	meet <i>v</i>	midnight <i>n</i>	much <i>adv + det + pron</i>
match <i>n</i> (football)(US game)	meeting <i>n</i>	might <i>v</i>	museum <i>n</i>
math <i>n</i> (UK maths)	member <i>n</i>	million <i>n</i>	myself <i>pron</i>
May <i>n</i> (as in month)	messy <i>adj</i> (UK untidy)	mind <i>v</i>	
may <i>v</i>	metal <i>adj + n</i>	minute <i>n</i>	
N			
neat <i>adj</i> (UK tidy)	newspaper <i>n</i>	noon <i>n</i> (UK midday)	north <i>n</i>
necklace <i>n</i>	next <i>adj + adv</i>	no one <i>pron</i>	November <i>n</i>
news <i>n</i>	noisy <i>adj</i>	normal <i>adj</i>	nowhere <i>adv</i>
O			
o'clock <i>adv</i>	of course <i>adv</i>	online <i>adj</i>	over <i>adv + prep</i>
October <i>n</i>	office <i>n</i>	other <i>det + pron</i>	
octopus <i>n</i>	once <i>adv</i>	oven <i>n</i> (UK cooker)	

P			
p.m. (for time)	pharmacy <i>n</i> (UK chemist)	police station <i>n</i>	principal <i>n</i> (UK headteacher)
painter <i>n</i>	photographer <i>n</i>	policeman/woman <i>n</i>	prize <i>n</i>
paper <i>adj + n</i>	piece <i>n</i>	poor <i>adj</i>	problem <i>n</i>
partner <i>n</i>	pilot <i>n</i>	popular <i>adj</i>	program <i>n</i> (UK programme)
passenger <i>n</i>	pizza <i>n</i>	post <i>v</i> (US mail)	pull <i>v</i>
past <i>noun + prep</i>	planet <i>n</i>	post office <i>n</i>	push <i>v</i>
path <i>n</i>	plastic <i>adj + n</i>	postcard <i>n</i>	pyramid <i>n</i>
pepper <i>n</i>	player <i>n</i>	prefer <i>v</i>	
perhaps <i>adv</i> (US maybe)	pocket <i>n</i>	prepare <i>v</i>	
Q			
quarter <i>n</i>	queen <i>n</i>	quite <i>adv</i>	
R			
race <i>n + v</i>	repair <i>v</i>	Richard <i>n</i>	Robert <i>n</i>
railway <i>n</i>	repeat <i>v</i>	right <i>adj + n</i> (as in direction)	rocket <i>n</i> (US spaceship)
ready <i>adj</i>	restaurant <i>n</i>	ring <i>n</i>	rucksack <i>n</i> (US backpack)
remember <i>v</i>	rich <i>adj</i>		
S			
salt <i>n</i>	sick <i>adj</i> (UK ill)	sound <i>n + v</i>	straight on <i>adv</i>
same <i>adj</i>	silver <i>adj + n</i>	south <i>n</i>	strange <i>adj</i>
Sarah <i>n</i>	since <i>prep</i>	space <i>n</i>	stripe <i>n</i>
save <i>v</i>	singer <i>n</i>	spaceship <i>n</i> (UK rocket)	striped <i>adj</i>
schedule <i>n</i> (UK timetable)	single <i>adj</i>	speak <i>v</i>	student <i>n</i>
science <i>n</i>	ski <i>n + v</i>	special <i>adj</i>	study <i>v</i>
scissors <i>n</i>	sky <i>n</i>	spend <i>v</i>	subject <i>n</i>
score <i>n + v</i>	sled <i>n + v</i> (UK sledge)	spoon <i>n</i>	such <i>det</i>
screen <i>n</i>	smell <i>n + v</i>	spot <i>n</i>	suddenly <i>adv</i>
secret <i>n</i>	snack <i>n</i>	spotted <i>adj</i>	sugar <i>n</i>
secretary <i>n</i>	snowball <i>n</i>	spring <i>n</i>	suitcase <i>n</i>
sell <i>v</i>	snowboarding <i>n</i>	stage <i>n</i> (theater)	summer <i>n</i>
send <i>v</i>	snowman <i>n</i>	stamp <i>n</i>	sunglasses <i>n</i>
September <i>n</i>	so <i>adv + conj</i>	stay <i>v</i>	sure <i>adj</i>
several <i>adj</i>	soap <i>n</i>	steal <i>v</i>	surname <i>n</i> (US last name, family name)
shelf <i>n</i>	soft <i>adj</i>	still <i>adv</i>	swan <i>n</i>
shorts <i>n</i>	somewhere <i>adv</i>	storm <i>n</i>	swing <i>n + v</i>
should <i>v</i>	soon <i>adv</i>	stove <i>n</i> (UK cooker)	
T			
take <i>v</i> (as in time e.g. it takes 20 minutes)	tent <i>n</i>	timetable <i>n</i> (US schedule)	traffic <i>n</i>
tape recorder <i>n</i>	thank <i>v</i>	toe <i>n</i>	trashcan <i>n</i> (UK bin)
taste <i>n + v</i>	theater <i>n</i>	together <i>adv</i>	turn <i>v</i>
taxi <i>n</i>	thousand <i>n</i>	toilet <i>n</i> (US bathroom)	turn off <i>v</i>
teach <i>v</i>	through <i>prep</i>	tomorrow <i>adv + n</i>	turn on <i>v</i>
team <i>n</i>	tidy <i>adj + v</i> (US neat)	tonight <i>adv + n</i>	twice <i>adv</i>
telephone <i>n</i>	tights <i>n</i>	torch <i>n</i> (US flashlight)	
	time <i>n</i>	tour <i>n</i>	
U			
umbrella <i>n</i>	uniform <i>n</i>	until <i>prep</i>	usually <i>adv</i>
unfriendly <i>adj</i>	university <i>n</i>	unusual <i>adj</i>	
unhappy <i>adj</i>	untidy <i>adj</i> (US messy)	use <i>v</i>	
V			
view <i>n</i>	violin <i>n</i>	visit <i>v</i>	volleyball <i>n</i>

W

waiter <i>n</i>	where <i>pron</i>	William <i>n</i>	without <i>prep</i>
warm <i>adj</i>	whisper <i>v</i>	win <i>v</i>	wonderful <i>adj</i>
wastebasket <i>n</i> (UK bin)	whistle <i>v</i>	wing <i>n</i>	wood <i>n</i>
way <i>n</i>	wife <i>n</i>	winner <i>n</i>	wool <i>n</i>
west <i>n</i>	wild <i>adj</i>	winter <i>n</i>	worried <i>adj</i>
wheel <i>n</i>	will <i>v</i>	wish <i>n + v</i>	

Xx *n+v* (UK cross)

Y

yet <i>adv</i>	you're welcome <i>excl</i>	yourself <i>pron</i>
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Zzero *n*

Numbers

Test takers will be expected to understand and write numbers 101–1,000 and ordinals 21st–31st.

Names

Test takers will be expected to recognize and write the following names:

Betty	Harry	Michael	William
David	Helen	Richard	
Emma	Holly	Robert	
George	Katy	Sarah	

Bronze and Silver

combined alphabetic vocabulary list

Br First appears at *Bronze* level

Si First appears at *Silver* level

Grammatical Key

<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>poss</i>	possessive
<i>det</i>	determiner	<i>prep</i>	preposition
<i>dis</i>	discourse marker	<i>pron</i>	pronoun
<i>excl</i>	exclamation	<i>v</i>	verb

A

<i>a det Br</i>	<i>age n Si</i>	<i>angry adj Br</i>	<i>arm n Br</i>
<i>about prep Br</i>	<i>Alex n Br</i>	<i>animal n Br</i>	<i>armchair n Br</i>
<i>above prep Si</i>	<i>alien n Br</i>	<i>Ann n Br</i>	<i>around prep (UK round) Si</i>
<i>add v Br</i>	<i>all adj + adv + det + pron Si</i>	<i>Anna n Br</i>	<i>ask v Br</i>
<i>address n Si</i>	<i>all right adj + adv Si</i>	<i>another det + pron Si</i>	<i>at prep of place Br</i>
<i>afraid adj Si</i>	<i>alphabet n Br</i>	<i>answer n + v Br</i>	<i>at prep of time Si</i>
<i>after prep Si</i>	<i>always adv Si</i>	<i>any det + pron Si</i>	<i>aunt n Si</i>
<i>afternoon n Br</i>	<i>an det Br</i>	<i>apartment n (UK flat) Br</i>	<i>awake adj Br</i>
<i>again adv Br</i>	<i>and conj Br</i>	<i>apple n Br</i>	

B

<i>baby n Br</i>	<i>be called v Si</i>	<i>bird n Br</i>	<i>boy n Br</i>
<i>back adj + adv + n Si</i>	<i>beach n Br</i>	<i>birthday n Br</i>	<i>bread n Br</i>
<i>bad adj Si</i>	<i>bean n Br</i>	<i>black adj Br</i>	<i>break n Si</i>
<i>badly adv Si</i>	<i>bear n Si</i>	<i>blanket n Si</i>	<i>breakfast n Br</i>
<i>badminton n Br</i>	<i>beard n Si</i>	<i>blond(e) adj Si</i>	<i>bring v Si</i>
<i>bag n Br</i>	<i>beautiful adj Br</i>	<i>blue adj Br</i>	<i>brother n Br</i>
<i>balcony n Si</i>	<i>because conj Si</i>	<i>board n Br</i>	<i>brown adj Br</i>
<i>ball n Br</i>	<i>bed n Br</i>	<i>boat n Br</i>	<i>burger n Br</i>
<i>balloon n Br</i>	<i>bedroom n Br</i>	<i>body n Br</i>	<i>bus n Br</i>
<i>banana n Br</i>	<i>before prep Si</i>	<i>book n Br</i>	<i>bus station n Si</i>
<i>band (music) n Si</i>	<i>behind prep Br</i>	<i>bookcase n Br</i>	<i>bus stop n Si</i>
<i>bank n Si</i>	<i>below prep Si</i>	<i>bookstore n Br</i>	<i>busy adj Si</i>
<i>baseball n Br</i>	<i>Ben n Br</i>	<i>boring adj Si</i>	<i>but conj Br</i>
<i>basement n Si</i>	<i>best adj + adv Si</i>	<i>both det + pron Si</i>	<i>buy v Si</i>
<i>basketball n Br</i>	<i>better adj + adv Si</i>	<i>bottle n Si</i>	<i>by prep Si</i>
<i>bat n Si</i>	<i>between prep Br</i>	<i>bottom adj + n Si</i>	<i>bye (-bye) excl Br</i>
<i>bath n Br</i>	<i>big adj Br</i>	<i>bounce v Br</i>	
<i>bathroom n (UK toilet) Br</i>	<i>bike n Br</i>	<i>bowl n Si</i>	
<i>be v Br</i>	<i>Bill n Br</i>	<i>box n Br</i>	

C

<i>cabinet n (US cupboard) Br</i>	<i>chair n Br</i>	<i>clever adj (US smart) Si</i>	<i>computer n Br</i>
<i>café n Si</i>	<i>change v Si</i>	<i>climb v Si</i>	<i>cook v Si</i>
<i>cage n Si</i>	<i>Charlie n Si</i>	<i>clock n Br</i>	<i>correct adj Br</i>
<i>cake n Br</i>	<i>check n + v Br</i>	<i>close v Br</i>	<i>cough n Si</i>
<i>call v Si</i>	<i>checkmark n (UK tick) Br</i>	<i>closed adj Br</i>	<i>could v (as in past of can for ability) Si</i>
<i>camera n Br</i>	<i>cheese n Si</i>	<i>clothes n Br</i>	<i>country n Si</i>
<i>can v Br</i>	<i>chicken n Br</i>	<i>cloud n Si</i>	<i>countryside n Si</i>
<i>candy n (UK sweet(s)) Br</i>	<i>child/children n Br</i>	<i>cloudy adj Si</i>	<i>cousin n Br</i>
<i>car n Br</i>	<i>chips n (US fries) Br</i>	<i>clown n Si</i>	<i>cow n Br</i>
<i>careful adj Si</i>	<i>chocolate n Br</i>	<i>coat n Si</i>	<i>crocodile n Br</i>
<i>carefully adv Si</i>	<i>choose v Br</i>	<i>coconut n Br</i>	<i>cross n + v (US x) Br</i>
<i>carrot n Br</i>	<i>cinema n (US movie theater) Si</i>	<i>coffee n Si</i>	<i>cry v Si</i>
<i>carry v Si</i>	<i>circle n Si</i>	<i>cold adj + n Si</i>	<i>cup n Si</i>
<i>cat n Br</i>	<i>city n Si</i>	<i>color n + v Br</i>	<i>cupboard n (US cabinet) Br</i>
<i>catch v (e.g. a ball) Br</i>	<i>city/town center n Si</i>	<i>come v Br</i>	<i>curly adj Si</i>
<i>catch v (e.g. a bus) Si</i>	<i>class n Br</i>	<i>come on! excl Si</i>	
<i>CD n Si</i>	<i>classroom n Br</i>	<i>comic n Si</i>	
<i>CD player n Si</i>	<i>clean adj + v Br</i>	<i>comic book n Si</i>	
<i>center n Si</i>		<i>complete v Br</i>	

D

dad(dy) <i>n Br</i>	dining room <i>n Br</i>	double <i>adj Br</i>	drive <i>n Si</i>
Daisy <i>n Si</i>	dinner <i>n Br</i>	down <i>adv + prep Si</i>	driver <i>n Si</i>
Dan <i>n Br</i>	dirty <i>adj Br</i>	downstairs <i>adv + n Si</i>	drop <i>v Si</i>
dance <i>v Si</i>	do <i>v Br</i>	draw <i>v Br</i>	dry <i>adj + v Si</i>
daughter <i>n Si</i>	doctor <i>n Si</i>	drawing <i>n Br</i>	duck <i>n Br</i>
day <i>n Br</i>	dog <i>n Br</i>	dream <i>n + v Si</i>	DVD <i>n Si</i>
desk <i>n Br</i>	doll <i>n Br</i>	dress <i>n Br</i>	DVD player <i>n Si</i>
difference <i>n Si</i>	dolphin <i>n Si</i>	dress up <i>v Si</i>	
different <i>adj Si</i>	don't worry <i>excl Br</i>	drink <i>n + v Br</i>	
difficult <i>adj Si</i>	door <i>n Br</i>	drive <i>v Br</i>	

E

ear <i>n Br</i>	elephant <i>n Br</i>	enjoy <i>v Br</i>	everything <i>pron Si</i>
earache <i>n Si</i>	elevator <i>n (UK lift) Si</i>	eraser <i>n Br</i>	example <i>n Br</i>
easy <i>adj Si</i>	email <i>n + v Si</i>	evening <i>n Br</i>	exciting <i>adj Si</i>
eat <i>v Br</i>	end <i>n Br</i>	every <i>det Si</i>	excuse me <i>dis Si</i>
egg <i>n Br</i>	English <i>adj + n Br</i>	everyone <i>pron Si</i>	eye <i>n Br</i>

F

face <i>n Br</i>	favorite <i>adj Br</i>	floor <i>n Br</i>	forest <i>n Si</i>
fair <i>adj Si</i>	field <i>n Si</i>	floor <i>n (e.g. ground, 1st, etc.) Si</i>	Fred <i>n Si</i>
fall <i>v Si</i>	film <i>n + v (US movie) Si</i>	flower <i>n Br</i>	Friday <i>n Si</i>
family <i>n Br</i>	find <i>v Br</i>	fly <i>v Br</i>	friend <i>n Br</i>
famous <i>adj Si</i>	fine <i>adj + excl Si</i>	fly <i>n Si</i>	fries <i>n (UK chips) Br</i>
fan <i>n Si</i>	first <i>adj + adv Si</i>	food <i>n Br</i>	frightened <i>adj Si</i>
farm <i>n Si</i>	fish (<i>s + pl</i>) <i>n Br</i>	foot/feet <i>n Br</i>	frog <i>n Br</i>
farmer <i>n Si</i>	fish <i>v Si</i>	soccer <i>n (US soccer) Br</i>	from <i>prep Br</i>
fat <i>adj Si</i>	fishing <i>n Br</i>	for <i>prep Br</i>	fruit <i>n Br</i>
father <i>n Br</i>	flat <i>n (US apartment) Br</i>		funny <i>adj Br</i>

G

game <i>n Br</i>	girl <i>n Br</i>	Grace <i>n Br</i>	grape <i>n Br</i>
garden <i>n (US yard) Br</i>	give <i>v Br</i>	grandchild(ren) <i>n Si</i>	grass <i>n Si</i>
get <i>v Br</i>	glass <i>n Si</i>	granddaughter <i>n Si</i>	gray <i>adj (UK grey) Br</i>
get dressed <i>v Si</i>	glasses <i>n Br</i>	grandfather <i>n Br</i>	great <i>adj + excl Br</i>
get off <i>v Si</i>	go <i>v Br</i>	grandma <i>n Br</i>	green <i>adj Br</i>
get on <i>v Si</i>	go shopping <i>v Si</i>	grandmother <i>n Br</i>	gray <i>adj (US gray) Br</i>
get undressed <i>v Si</i>	goat <i>n Br</i>	grandpa <i>n Br</i>	ground <i>n Si</i>
get up <i>v Si</i>	good <i>adj Br</i>	grandparent <i>n Si</i>	grown-up <i>n Si</i>
giraffe <i>n Br</i>	goodbye <i>excl Br</i>	grandson <i>n Si</i>	guitar <i>n Br</i>

H

hair <i>n Br</i>	headache <i>n Si</i>	hit <i>v Br</i>	house <i>n Br</i>
hall <i>n Br</i>	helicopter <i>n Br</i>	hobby <i>n Br</i>	how <i>int Br</i>
hand <i>n Br</i>	hello <i>excl Br</i>	hockey <i>n (field, ice) Br</i>	how <i>adv Si</i>
handbag <i>n (US purse) Br</i>	help <i>v Si</i>	hold <i>v Br</i>	how many <i>int Br</i>
happy <i>adj Br</i>	her <i>poss adj + pron Br</i>	holiday <i>n Si</i>	how much <i>adv + int Si</i>
hat <i>n Br</i>	here <i>adv Br</i>	home <i>n + adv Br</i>	how often <i>adv + int Si</i>
have <i>v Br</i>	hers <i>pron Br</i>	homework <i>n Si</i>	how old <i>int Br</i>
have got <i>v (UK) Br</i>	hide <i>v Si</i>	hop <i>v Si</i>	hundred <i>n Si</i>
have (got) to <i>v Si</i>	him <i>pron Br</i>	horse <i>n Br</i>	hungry <i>adj Si</i>
he <i>pron Br</i>	hippo <i>n Br</i>	hospital <i>n Si</i>	hurt <i>v Si</i>
head <i>n Br</i>	his <i>poss adj + pron Br</i>	hot <i>adj Si</i>	

I

I <i>pron Br</i>	in <i>prep of place + time Br</i>	internet <i>n Si</i>	island <i>n Si</i>
ice cream <i>n Br</i>	in front of <i>prep Br</i>	into <i>prep Si</i>	it <i>pron Br</i>
idea <i>n Si</i>	inside <i>adv + n + prep Si</i>	invite <i>v Si</i>	its <i>poss adj + pron Br</i>

J			
Jack <i>n Si</i> jacket <i>n Br</i> Jane <i>n Si</i>	jeans <i>n Br</i> Jill <i>n Br</i> Jim <i>n Si</i>	John <i>n Si</i> juice <i>n Br</i> jump <i>v Br</i>	jungle <i>n Si</i>
K			
kangaroo <i>n Si</i> keyboard <i>n (computer) Br</i> kick <i>v Br</i>	kick <i>n Si</i> Kim <i>n Br</i> kind <i>n Si</i>	kitchen <i>n Br</i> kite <i>n Br</i> kitten <i>n Si</i>	know <i>v Br</i>
L			
lake <i>n Si</i> lamp <i>n Br</i> last <i>adj + adv Si</i> laugh <i>n + v Si</i> leaf/leaves <i>n Si</i> learn <i>v Br</i> leg <i>n Br</i> lemon <i>n Br</i> lemonade <i>n Br</i> lesson <i>n Br</i>	let's <i>v Br</i> letter <i>n (as in alphabet) Br</i> library <i>n Si</i> lift <i>n (US elevator) Si</i> like <i>prep + v Br</i> Lily <i>n Si</i> lime <i>n Br</i> line <i>n Br</i> lion <i>n Si</i> listen <i>v Br</i>	live <i>v Br</i> living room <i>n Br</i> lizard <i>n Br</i> long <i>adj Br</i> look <i>v Br</i> look at <i>v Br</i> look for <i>v Si</i> lorry <i>n (US truck) Br</i> lose <i>v Si</i> a lot <i>adv + pron Br</i>	a lot of <i>det Br</i> lots <i>adv + pron Br</i> lots of <i>det Br</i> loud <i>adj Si</i> loudly <i>adv Si</i> love <i>v Br</i> Lucy <i>n Br</i> lunch <i>n Br</i>
M			
make <i>v Br</i> man/men <i>n Br</i> mango <i>n Br</i> many <i>det Br</i> map <i>n Si</i> market <i>n Si</i> Mary <i>n Si</i> mat <i>n (US rug) Br</i> matter <i>n Si</i> May <i>n (girl's name) Br</i> me <i>pron Br</i>	me too <i>dis Br</i> mean <i>v Si</i> meat <i>n Br</i> message <i>n Si</i> milk <i>n Br</i> mine <i>pron Br</i> mirror <i>n Br</i> Miss <i>title Br</i> mistake <i>n Si</i> Mom(my) <i>n Br</i> Monday <i>n Si</i>	monkey <i>n Br</i> monster <i>n Br</i> moon <i>n Si</i> more <i>adv + det + pron Si</i> morning <i>n Br</i> most <i>adv + det + pron Si</i> mother <i>n Br</i> motorcycle <i>n Br</i> mountain <i>n Si</i> mouse/mice <i>n Br</i> mouse <i>n (computer) Br</i>	moustache <i>n Si</i> mouth <i>n Br</i> move <i>v Si</i> movie <i>n (UK film) Si</i> Mr. <i>title Br</i> Mrs. <i>title Br</i> music <i>n Br</i> must <i>v Si</i> my <i>poss adj Br</i>
N			
name <i>n Br</i> naughty <i>adj Si</i> near <i>adv + prep Si</i> neck <i>n Si</i> need <i>v Si</i>	never <i>adv Si</i> new <i>adj Br</i> next to <i>prep Br</i> nice <i>adj Br</i> Nick <i>n Br</i>	night <i>n Br</i> no <i>adv + det Br</i> noise <i>n Si</i> nose <i>n Br</i> not <i>adv Br</i>	nothing <i>pron Si</i> now <i>adv Br</i> number <i>n Br</i> nurse <i>n Si</i>
O			
of <i>prep Br</i> off <i>adv + prep Si</i> often <i>adv Si</i> oh <i>dis Br</i> oh dear <i>excl Br</i> OK <i>adj + dis Br</i>	old <i>adj Br</i> on <i>prep of place Br</i> on <i>adv + prep of time Si</i> one <i>det + pron Br</i> onion <i>n Br</i> only <i>adv Si</i>	open <i>adj + v Br</i> opposite <i>prep Si</i> or <i>conj Br</i> orange <i>adj + n Br</i> our <i>poss adj Br</i> ours <i>pron Br</i>	out <i>adv Si</i> out of <i>prep Si</i> outside <i>adv + n + prep Si</i>
P			
page <i>n Br</i> paint <i>n + v Br</i> painting <i>n Br</i> pair <i>n Si</i> panda <i>n Si</i> pants <i>n (UK trousers) Br</i> pardon <i>int Br</i> parent <i>n Si</i> park <i>n Br</i> parrot <i>n Si</i> part <i>n Br</i> party <i>n Si</i> pasta <i>n Si</i>	Pat <i>n Br</i> Paul <i>n Si</i> pea <i>n Br</i> pear <i>n Br</i> pen <i>n Br</i> pencil <i>n Br</i> person/people <i>n Br</i> pet <i>n Si</i> Peter <i>n Si</i> phone <i>n + v Br</i> photo <i>n Br</i> piano <i>n Br</i> pick up <i>v Br</i>	picnic <i>n Si</i> picture <i>n Br</i> ping pong <i>n (UK table tennis) Br</i> pineapple <i>n Br</i> pen <i>n Br</i> pirate <i>n Si</i> place <i>n Si</i> plane <i>n Br</i> plant <i>n + v Si</i> plate <i>n Si</i> play <i>v Br</i> playground <i>n Br</i> please <i>dis Br</i>	point <i>v Br</i> pool <i>n Si</i> potato <i>n Br</i> present <i>n Si</i> pretty <i>adj Si</i> puppy <i>n Si</i> purple <i>adj Br</i> purse <i>n (UK handbag) Br</i> put <i>v Br</i> put on <i>v Si</i>

Q

question *n Br*
quick *adj Si*

quickly *adv Si*
quiet *adj Si*

quietly *adv Si*

R

rabbit *n Si*
radio *n Br*
rain *n + v Si*
rainbow *n Si*
read *v Br*
really *adv Br*

red *adj Br*
rice *n Br*
ride *v Br*
ride *n Si*
right *dis Br*
right *adj (as in correct) Br*

river *n Si*
road *n Si*
robot *n Br*
rock *n Si*
roof *n Si*
room *n Br*

round *adj + adv + prep*
(US around) *Si*
rug *n (UK mat) Br*
ruler *n Br*
run *v Br*

S

sad *adj Br*
safe *adj Si*
sail *n + v Si*
salad *n Si*
Sally *n Si*
Sam *n Br*
sand *n Br*
sandwich *n Si*
Saturday *n Si*
sausage *n Br*
say *v Br*
scarf *n Si*
school *n Br*
sea *n Br*
seat *n Si*
second *adj + adv Si*
see *v Br*
See you! *excl Br*
sentence *n Br*
shall *v (UK) Si*
shark *n Si*
she *pron Br*
sheep (*s + pl*) *n Br*

shell *n Br*
shirt *n Br*
shoe *n Br*
shop *n (US store) Br*
shop *v Si*
shopping *n Si*
shopping center *n Si*
short *adj Br*
shoulder *n Si*
shout *v Si*
show *v Br*
shower *n Si*
sing *v Br*
sister *n Br*
sit *v Br*
skate *n + v Si*
skip *v Si*
skirt *n Br*
sleep *v Br*
slow *adj Si*
slowly *adv Si*
small *adj Br*
smart *adj (UK clever) Si*

smile *n + v Br*
snake *n Br*
snow *n + v Si*
so *dis Br*
soccer *n (UK football) Br*
sock *n Br*
sofa *n (US couch) Br*
some *det Br*
someone *pron Si*
something *pron Si*
sometimes *adv Si*
son *n Si*
song *n Br*
sorry *adj + int Br*
soup *n Si*
spell *v Br*
spider *n Br*
sport *n Br*
sports center *n Si*
square *adj + n Si*
stair(s) *n Si*
stand *v Br*
star *n Si*

start *v Br*
station *n Si*
stomach *n Si*
stomachache *n Si*
stop *v Br*
store *n (UK shop) Br*
story *n Br*
straight *adj Si*
street *n Br*
strong *adj Si*
Sue *n Br*
sun *n Br*
Sunday *n Si*
sunny *adj Si*
supermarket *n Si*
supper *n Br*
surprised *adj Si*
sweater *n Si*
sweet(s) *n (US candy) Br*
sweet *adj Si*
swim *v Br*
swim *n Si*
swimming pool *n Si*

T

table *n Br*
table tennis *n (US ping pong) Br*
tail *n Br*
take *v Si*
take a photo/picture *v Br*
take off *v*
(i.e. get undressed) *Si*
talk *v Br*
tall *adj Si*
tea *n Si*
teacher *n Br*
television/TV *n Br*
tell *v Br*
temperature *n Si*
tennis *n Br*
terrible *adj Si*
test *n + v Br*
text *n + v Si*

than *conj + prep Si*
thank you *dis Br*
thanks *dis Br*
that *det + pron Br*
the *det Br*
their *poss adj Br*
theirs *pron Br*
them *pron Br*
then *dis Br*
then *adv Si*
there *adv Br*
these *det + pron Br*
they *pron Br*
thin *adj Si*
thing *n Si*
think *v Si*
third *adj + adv Si*
thirsty *adj Si*

this *det + pron Br*
those *det + pron Br*
throw *v Br*
Thursday *n Si*
tick *n + v*
(US checkmark) *Br*
ticket *n Si*
tiger *n Br*
tired *adj Si*
to *prep Br*
today *adv + n Br*
Tom *n Br*
tomato *n Br*
Tony *n Br*
too *adv Br*
tooth/teeth *n Si*
toothache *n Si*
toothbrush *n Si*

top *adj + n Si*
towel *n Si*
town *n Si*
town/city center *n Si*
toy *n Br*
train *n Br*
travel *v Si*
treasure *n Si*
tree *n Br*
trip *n (US vacation) Si*
trousers *n (US pants) Br*
truck *n (UK lorry) Br*
try *n + v Br*
T-shirt *n Br*
Tuesday *n Si*
TV/television *n Br*

U

ugly *adj Br*
uncle *n Si*

under *prep Br*
understand *v Br*

up *adv + prep Si*
upstairs *adv + n Si*

us *pron Br*

V

vacation *n* (UK trip) **Br**
vegetable *n* **Si**

very *adv* **Br**
Vicky *n* **Si**

video *n* + *v* **Si**
village *n* **Si**

W

wait *v* **Si**
wake (up) *v* **Si**
walk *v* **Br**
walk *n* **Si**
wall *n* **Br**
want *v* **Br**
wash *n* + *v* **Si**
watch *n* + *v* **Br**
water *n* **Br**
waterfall *n* **Si**
watermelon *n* **Br**
wave *v* **Br**
we *pron* **Br**

weak *adj* **Si**
wear *v* **Br**
weather *n* **Si**
website *n* **Si**
Wednesday *n* **Si**
week *n* **Si**
weekend *n* **Si**
well *dis* **Br**
well *adj* + *adv* **Si**
well done *dis* **Br**
wet *adj* **Si**
whale *n* **Si**
what *int* **Br**

when *adv* + *conj* + *int* **Si**
where *int* **Br**
which *int* **Br**
which *pron* **Si**
white *adj* **Br**
who *int* **Br**
who *pron* **Si**
whose *int* **Br**
why *int* **Si**
wind *n* **Si**
window *n* **Br**
windy *adj* **Si**
with *prep* **Br**

woman/women *n* **Br**
word *n* **Br**
work *n* + *v* **Si**
world *n* **Si**
worse *adj* + *adv* **Si**
worst *adj* + *adv* **Si**
would *v* **Si**
would like *v* **Br**
wow! *excl* **Br**
write *v* **Br**
wrong *adj* **Si**

X

x *n* + *v* (UK cross) **Br**

Y

year *n* **Br**
yellow *adj* **Br**

yes *adv* **Br**
yesterday *adv* + *n* **Si**

you *pron* **Br**
young *adj* **Br**

your *poss adj* **Br**
yours *pron* **Br**

Z

zoo *n* **Br**

Bronze, Silver and Gold

combined alphabetic vocabulary list

Br First appears at *Bronze* level

Si First appears at *Silver* level

Go First appears at *Gold* level

Grammatical Key

<i>adj</i>	adjective	<i>int</i>	interrogative
<i>adv</i>	adverb	<i>n</i>	noun
<i>conj</i>	conjunction	<i>poss</i>	possessive
<i>det</i>	determiner	<i>prep</i>	preposition
<i>dis</i>	discourse marker	<i>pron</i>	pronoun
<i>excl</i>	exclamation	<i>v</i>	verb

A

<i>a det Br</i>	<i>age n Si</i>	<i>and conj Br</i>	<i>around prep (UK round) Si</i>
<i>a.m. (for time) Go</i>	<i>ago adv Go</i>	<i>angry adj Br</i>	<i>arrive v Go</i>
<i>about prep Br</i>	<i>agree v Go</i>	<i>animal n Br</i>	<i>art n Go</i>
<i>above prep Si</i>	<i>air n Go</i>	<i>Ann n Br</i>	<i>artist n Go</i>
<i>across prep Go</i>	<i>airport n Go</i>	<i>Anna n Br</i>	<i>ask v Br</i>
<i>actor n Go</i>	<i>Alex n Br</i>	<i>another det + pron Si</i>	<i>astronaut n Go</i>
<i>actually adv Go</i>	<i>alien n Br</i>	<i>answer n + v Br</i>	<i>at prep of place Br</i>
<i>add v Br</i>	<i>all adj + adv + det + pron Si</i>	<i>any det + pron Si</i>	<i>at prep of time Si</i>
<i>address n Si</i>	<i>all right adj + adv Si</i>	<i>anyone pron Go</i>	<i>August n Go</i>
<i>adventure n Go</i>	<i>alone adj Go</i>	<i>anything pron Go</i>	<i>aunt n Si</i>
<i>advice n Go</i>	<i>alphabet n Br</i>	<i>anywhere adv Go</i>	<i>autumn n (US fall) Go</i>
<i>afraid adj Si</i>	<i>already adv Go</i>	<i>apartment n (UK flat) Br</i>	<i>awake adj Si</i>
<i>after prep Si</i>	<i>also adv Go</i>	<i>apple n Br</i>	<i>away adv Go</i>
<i>after adv + conj Go</i>	<i>always adv Si</i>	<i>April n Go</i>	
<i>afternoon n Br</i>	<i>ambulance n Go</i>	<i>arm n Br</i>	
<i>again adv Br</i>	<i>an det Br</i>	<i>armchair n Br</i>	

B

<i>baby n Br</i>	<i>beard n Si</i>	<i>biscuit n (US cookie) Go</i>	<i>breakfast n Br</i>
<i>back adj + adv + n Si</i>	<i>beautiful adj Br</i>	<i>bit n (US a little) Go</i>	<i>bridge n Go</i>
<i>backpack n</i>	<i>because conj Si</i>	<i>black adj Br</i>	<i>bright adj (of color) Go</i>
<i>(UK rucksack) Go</i>	<i>bed n Br</i>	<i>blanket n Si</i>	<i>bring v Si</i>
<i>bad adj Si</i>	<i>bedroom n Br</i>	<i>blond(e) adj Si</i>	<i>broken adj Go</i>
<i>badly adv Si</i>	<i>before prep Si</i>	<i>blue adj Br</i>	<i>brother n Br</i>
<i>badminton n Br</i>	<i>before adv + conj Go</i>	<i>board n Br</i>	<i>brown adj Br</i>
<i>bag n Br</i>	<i>begin v Go</i>	<i>boat n Br</i>	<i>brush n + v Go</i>
<i>balcony n Si</i>	<i>behind prep Br</i>	<i>body n Br</i>	<i>building n Go</i>
<i>ball n Br</i>	<i>believe v Go</i>	<i>book n Br</i>	<i>burger n Br</i>
<i>balloon n Br</i>	<i>below prep Si</i>	<i>bookcase n Br</i>	<i>burn v Go</i>
<i>banana n Br</i>	<i>belt n Go</i>	<i>bookstore n Br</i>	<i>bus n Br</i>
<i>band (music) n Si</i>	<i>Ben n Br</i>	<i>bored adj Go</i>	<i>bus station n Si</i>
<i>bank n Si</i>	<i>best adj + adv Si</i>	<i>boring adj Si</i>	<i>bus stop n Si</i>
<i>baseball n Br</i>	<i>better adj + adv Si</i>	<i>both det + pron Si</i>	<i>business n Go</i>
<i>basement n Si</i>	<i>Betty n Go</i>	<i>bottle n Si</i>	<i>businessman/woman n Go</i>
<i>basketball n Br</i>	<i>between prep Br</i>	<i>bottom adj + n Si</i>	<i>busy adj Si</i>
<i>bat n Si</i>	<i>bicycle n Go</i>	<i>bounce v Br</i>	<i>but conj Br</i>
<i>bath n Br</i>	<i>big adj Br</i>	<i>bowl n Si</i>	<i>butter n Go</i>
<i>bathroom n Br</i>	<i>bike n Br</i>	<i>box n Br</i>	<i>butterfly n Go</i>
<i>be v Br</i>	<i>Bill n Br</i>	<i>boy n Br</i>	<i>buy v Si</i>
<i>be called v Si</i>	<i>bin n (US wastebasket, trashcan) Go</i>	<i>brave adj Go</i>	<i>by prep Si</i>
<i>beach n Br</i>	<i>bird n Br</i>	<i>bread n Br</i>	<i>bye (-bye) excl Br</i>
<i>bean n Br</i>	<i>birthday n Br</i>	<i>break n Si</i>	
<i>bear n Si</i>		<i>break v Go</i>	

C

cabinet <i>n</i> (US cupboard) <i>Br</i>	center <i>n</i> <i>Si</i>	classroom <i>n</i> <i>Br</i>	concert <i>n</i> <i>Go</i>
café <i>n</i> <i>Si</i>	century <i>n</i> <i>Go</i>	clean <i>adj</i> + <i>v</i> <i>Br</i>	conversation <i>n</i> <i>Go</i>
cage <i>n</i> <i>Si</i>	chair <i>n</i> <i>Br</i>	clever <i>adj</i> (US smart) <i>Si</i>	cook <i>v</i> <i>Si</i>
cake <i>n</i> <i>Br</i>	change <i>v</i> <i>Si</i>	climb <i>v</i> <i>Si</i>	cook <i>n</i> <i>Go</i>
calendar <i>n</i> <i>Go</i>	channel <i>n</i> <i>Go</i>	clock <i>n</i> <i>Br</i>	cooker <i>n</i> (US stove, oven) <i>Go</i>
call <i>v</i> <i>Si</i>	Charlie <i>n</i> <i>Si</i>	close <i>v</i> <i>Br</i>	cookie <i>n</i> (UK biscuit) <i>Go</i>
camel <i>n</i> <i>Go</i>	cheap <i>adj</i> <i>Go</i>	closed <i>adj</i> <i>Br</i>	corner <i>n</i> <i>Go</i>
camera <i>n</i> <i>Br</i>	cheese <i>n</i> <i>Si</i>	cloud <i>n</i> <i>Si</i>	correct <i>adj</i> <i>Br</i>
camp <i>v</i> <i>Go</i>	check <i>n</i> + <i>v</i> <i>Br</i>	cloudy <i>adj</i> <i>Si</i>	couch <i>n</i> (UK sofa) <i>Br</i>
can <i>v</i> <i>Br</i>	checkmark <i>n</i> (UK tick) <i>Br</i>	clown <i>n</i> <i>Si</i>	cough <i>n</i> <i>Si</i>
candy <i>n</i> (UK sweet(s)) <i>Br</i>	chemist('s) (US pharmacy) <i>n</i> <i>Go</i>	club <i>n</i> <i>Go</i>	could <i>v</i> (as in past of can for ability) <i>Si</i>
car <i>n</i> <i>Br</i>	chess <i>n</i> <i>Go</i>	coat <i>n</i> <i>Si</i>	could <i>v</i> (for possibility) <i>Go</i>
card <i>n</i> <i>Go</i>	chicken <i>n</i> <i>Br</i>	coconut <i>n</i> <i>Br</i>	country <i>n</i> <i>Si</i>
careful <i>adj</i> <i>Si</i>	child/children <i>n</i> <i>Br</i>	coffee <i>n</i> <i>Si</i>	countryside <i>n</i> <i>Si</i>
carefully <i>adv</i> <i>Si</i>	chips <i>n</i> (US fries) <i>Br</i>	cold <i>adj</i> + <i>n</i> <i>Si</i>	cousin <i>n</i> <i>Br</i>
carrot <i>n</i> <i>Br</i>	chocolate <i>n</i> <i>Br</i>	collect <i>v</i> <i>Go</i>	cow <i>n</i> <i>Br</i>
carry <i>v</i> <i>Si</i>	choose <i>v</i> <i>Br</i>	college <i>n</i> <i>Go</i>	crocodile <i>n</i> <i>Br</i>
cartoon <i>n</i> <i>Go</i>	chopsticks <i>n</i> <i>Go</i>	color <i>n</i> + <i>v</i> <i>Br</i>	cross <i>n</i> + <i>v</i> <i>Br</i>
castle <i>n</i> <i>Go</i>	Christmas <i>n</i> <i>Go</i>	comb <i>n</i> + <i>v</i> <i>Go</i>	crown <i>n</i> <i>Go</i>
cat <i>n</i> <i>Br</i>	cinema <i>n</i> (US movie theater) <i>Si</i>	come <i>v</i> <i>Br</i>	cry <i>v</i> <i>Si</i>
catch <i>v</i> (e.g. a ball) <i>Br</i>	circle <i>n</i> <i>Si</i>	come on! <i>excl</i> <i>Si</i>	cup <i>n</i> <i>Si</i>
catch <i>v</i> (e.g. a bus) <i>Si</i>	circus <i>n</i> <i>Go</i>	comic <i>n</i> <i>Si</i>	cupboard <i>n</i> <i>Br</i>
cave <i>n</i> <i>Go</i>	city <i>n</i> <i>Si</i>	comic book <i>n</i> <i>Si</i>	competition <i>n</i> <i>Go</i>
CD <i>n</i> <i>Si</i>	city/town center <i>n</i> <i>Si</i>	complete <i>v</i> <i>Br</i>	curly <i>adj</i> <i>Si</i>
CD player <i>n</i> <i>Si</i>	class <i>n</i> <i>Br</i>	computer <i>n</i> <i>Br</i>	cut <i>v</i> <i>Go</i>
centimeter <i>n</i> (UK centimetre) <i>Go</i>			

D

dad(dy) <i>n</i> <i>Br</i>	dentist <i>n</i> <i>Go</i>	doctor <i>n</i> <i>Si</i>	drink <i>n</i> + <i>v</i> <i>Br</i>
Daisy <i>n</i> <i>Si</i>	describe <i>v</i> <i>Go</i>	dog <i>n</i> <i>Br</i>	drive <i>v</i> <i>Br</i>
Dan <i>n</i> <i>Br</i>	desert <i>n</i> <i>Go</i>	doll <i>n</i> <i>Br</i>	drive <i>n</i> <i>Si</i>
dance <i>v</i> <i>Si</i>	desk <i>n</i> <i>Br</i>	dolphin <i>n</i> <i>Si</i>	driver <i>n</i> <i>Si</i>
dangerous <i>adj</i> <i>Go</i>	diary <i>n</i> <i>Go</i>	don't worry <i>excl</i> <i>Br</i>	drop <i>v</i> <i>Si</i>
dark <i>adj</i> <i>Go</i>	dictionary <i>n</i> <i>Go</i>	door <i>n</i> <i>Br</i>	drum <i>n</i> <i>Go</i>
date <i>n</i> (as in time) <i>Go</i>	difference <i>n</i> <i>Si</i>	double <i>adj</i> <i>Br</i>	dry <i>adj</i> + <i>v</i> <i>Si</i>
daughter <i>n</i> <i>Si</i>	different <i>adj</i> <i>Si</i>	down <i>adv</i> + <i>prep</i> <i>Si</i>	duck <i>n</i> <i>Br</i>
David <i>n</i> <i>Go</i>	difficult <i>adj</i> <i>Si</i>	downstairs <i>adv</i> + <i>n</i> <i>Si</i>	during <i>prep</i> <i>Go</i>
day <i>n</i> <i>Br</i>	dining room <i>n</i> <i>Br</i>	draw <i>v</i> <i>Br</i>	DVD <i>n</i> <i>Si</i>
dear <i>adj</i> (as in Dear Harry) <i>Go</i>	dinner <i>n</i> <i>Br</i>	drawing <i>n</i> <i>Br</i>	DVD player <i>n</i> <i>Si</i>
December <i>n</i> <i>Go</i>	dinosaur <i>n</i> <i>Go</i>	dream <i>n</i> + <i>v</i> <i>Si</i>	
decide <i>v</i> <i>Go</i>	dirty <i>adj</i> <i>Br</i>	dress <i>n</i> <i>Br</i>	
	do <i>v</i> <i>Br</i>	dress up <i>v</i> <i>Si</i>	

E

each <i>det</i> + <i>pron</i> <i>Go</i>	email <i>n</i> + <i>v</i> <i>Si</i>	environment <i>n</i> <i>Go</i>	excited <i>adj</i> <i>Go</i>
ear <i>n</i> <i>Br</i>	Emma <i>n</i> <i>Go</i>	eraser <i>n</i>	exciting <i>adj</i> <i>Si</i>
earache <i>n</i> <i>Si</i>	empty <i>adj</i> <i>Go</i>	evening <i>n</i> <i>Br</i>	excuse me <i>dis</i> <i>Si</i>
early <i>adj</i> + <i>adv</i> <i>Go</i>	end <i>n</i> <i>Br</i>	ever <i>adv</i> <i>Go</i>	exit <i>n</i> <i>Go</i>
east <i>n</i> <i>Go</i>	end <i>v</i> <i>Go</i>	every <i>det</i> <i>Si</i>	expensive <i>adj</i> <i>Go</i>
easy <i>adj</i> <i>Si</i>	engineer <i>n</i> <i>Go</i>	everyone <i>pron</i> <i>Si</i>	explain <i>v</i> <i>Go</i>
eat <i>v</i> <i>Br</i>	English <i>adj</i> + <i>n</i> <i>Br</i>	everything <i>pron</i> <i>Si</i>	extinct <i>adj</i> <i>Go</i>
egg <i>n</i> <i>Br</i>	enjoy <i>v</i> <i>Br</i>	everywhere <i>adv</i> <i>Go</i>	eye <i>n</i> <i>Br</i>
elephant <i>n</i> <i>Br</i>	enough <i>adj</i> + <i>pron</i> <i>Go</i>	exam <i>n</i> <i>Go</i>	
elevator <i>n</i> (UK lift) <i>Si</i>	entrance <i>n</i> <i>Go</i>	example <i>n</i> <i>Br</i>	
else <i>adv</i> <i>Go</i>	envelope <i>n</i> <i>Go</i>	excellent <i>adj</i> + <i>excl</i> <i>Go</i>	

F

face <i>n Br</i>	fetch <i>v (US get) Go</i>	flashlight <i>n (UK torch) Go</i>	forest <i>n Si</i>
fact <i>n Go</i>	a few <i>det Go</i>	flat <i>n (US apartment) Br</i>	forget <i>v Go</i>
factory <i>n Go</i>	field <i>n Si</i>	floor <i>n Br</i>	fork <i>n Go</i>
fair <i>adj Si</i>	film <i>n + v (US movie) Si</i>	floor <i>n (e.g. ground, 1st, etc.) Si</i>	Fred <i>n Si</i>
fall <i>v Si</i>	find <i>v Br</i>	flour <i>n Go</i>	Friday <i>n Si</i>
fall <i>n (UK autumn) Go</i>	find out <i>v Go</i>	flower <i>n Br</i>	fridge <i>n Go</i>
fall over <i>v Go</i>	fine <i>adj + excl Si</i>	fly <i>v Br</i>	friend <i>n Br</i>
family <i>n Br</i>	finger <i>n Go</i>	fly <i>n Si</i>	friendly <i>adj Go</i>
famous <i>adj Si</i>	finish <i>v Go</i>	fog <i>n Go</i>	fries <i>n (UK chips) Br</i>
fan <i>n Si</i>	fire <i>n Go</i>	foggy <i>adj Go</i>	frightened <i>adj Si</i>
far <i>adj + adv Go</i>	fire truck <i>n (UK fire engine) Go</i>	follow <i>v Go</i>	frog <i>n Br</i>
farm <i>n Si</i>	fire station <i>n Go</i>	food <i>n Br</i>	from <i>prep Br</i>
farmer <i>n Si</i>	fireman/woman <i>n Go</i>	foot/feet <i>n Br</i>	front <i>adj + n Go</i>
fast <i>adj + adv Go</i>	first <i>adj + adv Si</i>	football <i>n (US soccer) Br</i>	fruit <i>n Br</i>
fat <i>adj Si</i>	fish (<i>s + pl</i>) <i>n Br</i>	footballer <i>n (US soccer player) Go</i>	full <i>adj Go</i>
father <i>n Br</i>	fish <i>v Si</i>	for <i>prep Br</i>	fun <i>adj + n Go</i>
favorite <i>adj Br</i>	fishing <i>n Br</i>	for <i>prep of time Go</i>	funny <i>adj Br</i>
February <i>n Go</i>	flag <i>n Go</i>		fur <i>n Go</i>
feel <i>v Go</i>			future <i>n Go</i>

G

game <i>n Br</i>	giraffe <i>n Br</i>	gold <i>adj + n Go</i>	grape <i>n Br</i>
garden <i>n (US yard) Br</i>	girl <i>n Br</i>	golf <i>n Go</i>	grass <i>n Si</i>
gate <i>n Go</i>	give <i>v Br</i>	good <i>adj Br</i>	gray <i>adj (UK grey) Br</i>
geography <i>n Go</i>	glass <i>adj Go</i>	goodbye <i>excl Br</i>	great <i>adj + excl Br</i>
George <i>n Go</i>	glass <i>n Si</i>	Grace <i>n Br</i>	green <i>adj Br</i>
get <i>v Br</i>	glasses <i>n Br</i>	grandchild(ren) <i>n Si</i>	ground <i>n Si</i>
get dressed <i>v Si</i>	glove <i>n Go</i>	granddaughter <i>n Si</i>	group <i>n Go</i>
get married <i>v Go</i>	glue <i>n + v Go</i>	grandfather <i>n Br</i>	grow <i>v Go</i>
get off <i>v Si</i>	go <i>v Br</i>	grandma <i>n Br</i>	grown-up <i>n Si</i>
get on <i>v Si</i>	go out <i>v Go</i>	grandmother <i>n Br</i>	guess <i>n + v Go</i>
get to <i>v Go</i>	go shopping <i>v Si</i>	grandpa <i>n Br</i>	guitar <i>n BR</i>
get undressed <i>v Si</i>	goal <i>n Go</i>	grandparent <i>n Si</i>	
get up <i>v Si</i>	goat <i>n Br</i>	grandson <i>n Si</i>	

H

hair <i>n Br</i>	headteacher <i>n (US principal) Go</i>	hippo <i>n Br</i>	hot <i>adj Si</i>
half <i>adj + n Go</i>	hear <i>v Go</i>	his <i>poss adj + pron Br</i>	hotel <i>n Go</i>
hall <i>n Br</i>	heavy <i>adj Go</i>	history <i>n Go</i>	hour <i>n Go</i>
hand <i>n Br</i>	Helen <i>n Go</i>	hit <i>v Br</i>	house <i>n Br</i>
handbag <i>n (US purse) Br</i>	helicopter <i>n Br</i>	hobby <i>n Br</i>	how <i>int Br</i>
happen <i>v Go</i>	hello <i>excl Br</i>	hockey <i>n (field, ice) Br</i>	how <i>adv Si</i>
happy <i>adj Br</i>	help <i>v Si</i>	hold <i>v Br</i>	how long <i>adv + int Go</i>
hard <i>adj + adv Go</i>	her <i>poss adj + pron Br</i>	holiday <i>n Si</i>	how many <i>int Br</i>
Harry <i>n Go</i>	here <i>adv Br</i>	Holly <i>n Go</i>	how much <i>adv + int Si</i>
hat <i>n Br</i>	hers <i>pron Br</i>	home <i>n + adv Br</i>	how often <i>adv + int Si</i>
hate <i>v Go</i>	herself <i>pron Go</i>	homework <i>n Si</i>	how old <i>int Br</i>
have <i>v Br</i>	hide <i>v Si</i>	honey <i>n Go</i>	hundred <i>n Si</i>
have got <i>v (UK) Br</i>	high <i>adj Go</i>	hop <i>v Si</i>	hungry <i>adj Si</i>
have (got) to <i>v Si</i>	hill <i>n Go</i>	hope <i>v Go</i>	hurry <i>v Go</i>
he <i>pron Br</i>	him <i>pron Br</i>	horrible <i>adj Go</i>	hurt <i>v Si</i>
head <i>n Br</i>	himself <i>pron Go</i>	horse <i>n Br</i>	husband <i>n Go</i>
headache <i>n Si</i>		hospital <i>n Si</i>	

I

I <i>pron Br</i>	important <i>adj Go</i>	inside <i>adv + n + prep Si</i>	island <i>n Si</i>
ice <i>n Go</i>	improve <i>v Go</i>	instrument <i>n Go</i>	it <i>pron Br</i>
ice cream <i>n Br</i>	in <i>prep of place + time Br</i>	interesting <i>adj Go</i>	its <i>poss adj + pron Br</i>
idea <i>n Si</i>	in front of <i>prep Br</i>	internet <i>n Si</i>	itself <i>pron Go</i>
if <i>conj Go</i>	information <i>n Go</i>	into <i>prep Si</i>	
ill <i>adj (US sick) Go</i>	insect <i>n Go</i>	invite <i>v Si</i>	

J			
Jack <i>n Si</i>	jeans <i>n Br</i>	join <i>v (a club) Go</i>	jump <i>v Br</i>
jacket <i>n Br</i>	Jill <i>n Br</i>	journalist <i>n Go</i>	June <i>n Go</i>
jam <i>n Go</i>	Jim <i>n Si</i>	journey <i>n Go</i>	jungle <i>n Si</i>
Jane <i>n Si</i>	job <i>n Go</i>	juice <i>n Br</i>	just <i>adv Go</i>
January <i>n Go</i>	John <i>n Si</i>	July <i>n Go</i>	
K			
kangaroo <i>n Si</i>	kick <i>v Br</i>	kind <i>n Si</i>	kitten <i>n Si</i>
Katy <i>n Go</i>	kick <i>n Si</i>	kind <i>adj Go</i>	knife <i>n Go</i>
keep <i>v Go</i>	kilometer <i>n (UK</i>	king <i>n Go</i>	know <i>v Br</i>
key <i>n Go</i>	kilometre) <i>Go</i>	kitchen <i>n Br</i>	
keyboard <i>n (computer) Br</i>	Kim <i>n Br</i>	kite <i>n Br</i>	
L			
lake <i>n Si</i>	lemon <i>n Br</i>	lime <i>n Br</i>	look like <i>v Go</i>
lamp <i>n Br</i>	lemonade <i>n Br</i>	line <i>n Br</i>	lorry <i>n (US truck) Br</i>
language <i>n Go</i>	lesson <i>n Br</i>	lion <i>n Si</i>	lose <i>v Si</i>
large <i>adj Go</i>	let <i>v Go</i>	listen <i>v Br</i>	a lot <i>adv + pron Br</i>
last <i>adj + adv Si</i>	let's <i>v Br</i>	little <i>adj Go</i>	a lot of <i>det Br</i>
late <i>adj + adv Go</i>	letter <i>n (as in alphabet) Br</i>	a little <i>adv + det Go</i>	lots <i>adv + pron Br</i>
later <i>adv Go</i>	letter <i>n (as in mail) Go</i>	live <i>v Br</i>	lots of <i>det Br</i>
laugh <i>n + v Si</i>	library <i>n Si</i>	living room <i>n Br</i>	loud <i>adj Si</i>
lazy <i>adj Go</i>	lie <i>v (as in lie down) Go</i>	lizard <i>n Br</i>	loudly <i>adv Si</i>
leaf/leaves <i>n Si</i>	lift <i>n (US elevator) Si</i>	London <i>n Go</i>	love <i>v Br</i>
learn <i>v Br</i>	lift <i>n (ride) Go</i>	long <i>adj Br</i>	lovely <i>adj Go</i>
leave <i>v Go</i>	lift <i>v Go</i>	look <i>v Br</i>	low <i>adj Go</i>
left <i>adj + n (as in</i>	light <i>adj + n Go</i>	look after <i>v Go</i>	lucky <i>adj Go</i>
direction) <i>Go</i>	like <i>prep + v Br</i>	look at <i>v Br</i>	Lucy <i>n Br</i>
leg <i>n Br</i>	Lily <i>n Si</i>	look for <i>v Si</i>	lunch <i>n Br</i>
M			
magazine <i>n Go</i>	maybe <i>adv (UK perhaps) Go</i>	milk <i>n Br</i>	mother <i>n Br</i>
mail <i>v (UK post) Go</i>	me <i>pron Br</i>	million <i>n Go</i>	motorcycle <i>n Br</i>
make <i>v Br</i>	me too <i>dis Br</i>	mind <i>v Go</i>	mountain <i>n Si</i>
make sure <i>v Go</i>	meal <i>n Go</i>	mine <i>pron Br</i>	mouse/mice <i>n Br</i>
man/men <i>n Br</i>	mean <i>v Si</i>	minute <i>n Go</i>	mouse <i>n (computer) Br</i>
mango <i>n Br</i>	meat <i>n Br</i>	mirror <i>n Br</i>	moustache <i>n Si</i>
many <i>det Br</i>	mechanic <i>n Go</i>	Miss <i>title Br</i>	mouth <i>n Br</i>
map <i>n Si</i>	medicine <i>n Go</i>	missing <i>adj Go</i>	move <i>v Si</i>
March <i>n Go</i>	meet <i>v Go</i>	mistake <i>n Si</i>	movie <i>n (UK film) Si</i>
market <i>n Si</i>	meeting <i>n Go</i>	mix <i>v Go</i>	movie theater <i>n</i>
married <i>adj Go</i>	member <i>n Go</i>	Mom(my) <i>Br</i>	(UK cinema) <i>Si</i>
Mary <i>n Si</i>	message <i>n Si</i>	Monday <i>n Si</i>	Mr <i>title Br</i>
mat <i>n (US rug) Br</i>	messy <i>adj (UK untidy) Go</i>	money <i>n Go</i>	Mrs <i>title Br</i>
match <i>n (soccer)</i>	metal <i>adj + n Go</i>	monkey <i>n Br</i>	much <i>adv + det + pron Go</i>
(US game) <i>Go</i>	meter <i>n (UK metre) Go</i>	monster <i>n Br</i>	museum <i>n Go</i>
math <i>n (UK maths) Go</i>	Michael <i>n Go</i>	month <i>n Go</i>	music <i>n Br</i>
matter <i>n Si</i>	midday <i>n (US noon) Go</i>	moon <i>n Si</i>	must <i>v Si</i>
May <i>n (as in girl's name) Br</i>	middle <i>n + adj Go</i>	more <i>adv + det + pron Si</i>	my <i>poss adj Br</i>
May <i>n Go</i>	midnight <i>n Go</i>	morning <i>n Br</i>	myself <i>pron Go</i>
may <i>v Go</i>	might <i>v Go</i>	most <i>adv + det + pron Si</i>	
N			
name <i>n Br</i>	new <i>adj Br</i>	no <i>adv + det Br</i>	not <i>adv Br</i>
naughty <i>adj Si</i>	news <i>n Go</i>	noise <i>n Si</i>	nothing <i>pron Si</i>
near <i>adv + prep Si</i>	newspaper <i>n Go</i>	noisy <i>adj Go</i>	November <i>n Go</i>
neat <i>adj (UK tidy) Go</i>	next <i>adj + adv Go</i>	no one <i>pron Go</i>	now <i>adv Br</i>
neck <i>n Si</i>	next to <i>prep Br</i>	noon <i>n (UK midday) Go</i>	nowhere <i>adv Go</i>
necklace <i>n Go</i>	nice <i>adj Br</i>	normal <i>adj Go</i>	number <i>n Br</i>
need <i>v Si</i>	Nick <i>n Br</i>	north <i>n Go</i>	nurse <i>n Si</i>
never <i>adv Si</i>	night <i>n Br</i>	nose <i>n Br</i>	

O

o'clock <i>adv Go</i>	oh <i>dis Br</i>	onion <i>n Br</i>	our <i>poss adj Br</i>
October <i>n Go</i>	oh dear <i>excl Br</i>	online <i>adj Go</i>	ours <i>pron Br</i>
octopus <i>n Go</i>	OK <i>adj + dis Br</i>	only <i>adv Si</i>	out <i>adv Si</i>
of <i>prep Br</i>	old <i>adj Br</i>	open <i>adj + v Br</i>	out of <i>prep Si</i>
of course <i>adv Go</i>	on <i>prep of place Br</i>	opposite <i>prep Si</i>	outside <i>adv + n + prep Si</i>
off <i>adv + prep Si</i>	on <i>adv + prep of time Si</i>	or <i>conj Br</i>	oven <i>n (UK cooker) Go</i>
office <i>n Go</i>	once <i>adv Go</i>	orange <i>adj + n Br</i>	over <i>adv + prep Go</i>
often <i>adv Si</i>	one <i>det + pron Br</i>	other <i>det + pron Go</i>	

P

p.m. (for time) <i>Go</i>	pea <i>n Br</i>	pineapple <i>n Br</i>	post office <i>n Go</i>
page <i>n Br</i>	pear <i>n Br</i>	pink <i>adj Br</i>	postcard <i>n Go</i>
paint <i>n + v Br</i>	pen <i>n Br</i>	pirate <i>n Si</i>	potato <i>n Br</i>
painter <i>n Go</i>	pencil <i>n Br</i>	pizza <i>n Go</i>	prefer <i>v Go</i>
painting <i>n Br</i>	pepper <i>n Go</i>	place <i>n Si</i>	prepare <i>v Go</i>
pair <i>n Si</i>	perhaps <i>adv</i>	plane <i>n Br</i>	present <i>n Si</i>
panda <i>n Si</i>	(US maybe) <i>Go</i>	planet <i>n Go</i>	pretty <i>adj Si</i>
pants <i>n (UK trousers) Br</i>	person/people <i>n Br</i>	plant <i>n + v Si</i>	principal <i>v (UK</i>
paper <i>adj + n Go</i>	pet <i>n Si</i>	plastic <i>adj + n Go</i>	headteacher) <i>Go</i>
pardon <i>int Br</i>	Peter <i>n Si</i>	plate <i>n Si</i>	prize <i>n Go</i>
parent <i>n Si</i>	pharmacy <i>n</i>	play <i>v Br</i>	problem <i>n Go</i>
park <i>n Br</i>	(UK chemist) <i>Go</i>	player <i>n Go</i>	program <i>n</i>
parrot <i>n Si</i>	phone <i>n + v Br</i>	playground <i>n Br</i>	(UK programme) <i>Go</i>
part <i>n Br</i>	photo <i>n Br</i>	please <i>dis Br</i>	pull <i>v Go</i>
partner <i>n Go</i>	photographer <i>n Go</i>	pocket <i>n Go</i>	puppy <i>n Si</i>
party <i>n Si</i>	piano <i>n Br</i>	point <i>v Br</i>	purple <i>adj Br</i>
passenger <i>n Go</i>	pick up <i>v Br</i>	police station <i>n Go</i>	purse <i>n (UK handbag) Br</i>
past <i>n + prep Go</i>	picnic <i>n Si</i>	policeman/woman <i>n Go</i>	push <i>v Go</i>
pasta <i>n Si</i>	picture <i>n Br</i>	pool <i>n Si</i>	put <i>v Br</i>
Pat <i>n Br</i>	ping pong <i>n (UK table tennis) Br</i>	poor <i>adj Go</i>	put on <i>v Si</i>
path <i>n Go</i>	piece <i>n Go</i>	popular <i>adj Go</i>	pyramid <i>n Go</i>
Paul <i>n Si</i>	pilot <i>n Go</i>	post <i>v (US mail) Go</i>	

Q

quarter <i>n Go</i>	question <i>n Br</i>	quickly <i>adv Si</i>	quietly <i>adv Si</i>
queen <i>n Go</i>	quick <i>adj Si</i>	quiet <i>adj Si</i>	quite <i>adv Go</i>

R

rabbit <i>n Si</i>	remember <i>v Go</i>	right <i>adj + n (as in</i>	roof <i>n Si</i>
race <i>n + v Go</i>	repair <i>v Go</i>	direction) <i>Go</i>	room <i>n Br</i>
radio <i>n Br</i>	repeat <i>v Go</i>	right <i>adj (as in correct) Br</i>	round <i>adj + adv + prep</i>
railway <i>n Go</i>	restaurant <i>n Go</i>	ring <i>n Go</i>	(US around) <i>Si</i>
rain <i>n + v Si</i>	rice <i>n Br</i>	river <i>n Si</i>	rucksack <i>n</i>
rainbow <i>n Si</i>	rich <i>adj Go</i>	road <i>n Si</i>	(US backpack) <i>Go</i>
read <i>v Br</i>	Richard <i>n Go</i>	Robert <i>n Go</i>	rug <i>n (UK mat) Go</i>
ready <i>adj Go</i>	ride <i>v Br</i>	robot <i>n Br</i>	ruler <i>n Br</i>
really <i>adv Br</i>	ride <i>n Si</i>	rock <i>n Si</i>	run <i>v BR</i>
red <i>adj Br</i>	right <i>dis Br</i>	rocket <i>n (US spaceship) Go</i>	

S

sad <i>adj Br</i>	Saturday <i>n Si</i>	sea <i>n Br</i>	several <i>adj Go</i>
safe <i>adj Si</i>	sausage <i>n Br</i>	seat <i>n Si</i>	shall <i>v (UK) Si</i>
sail <i>n + v Si</i>	save <i>v Go</i>	second <i>adj + adv Si</i>	shark <i>n Si</i>
salad <i>n Si</i>	say <i>v Br</i>	secret <i>n Go</i>	she <i>pron Br</i>
Sally <i>n Si</i>	scarf <i>n Si</i>	secretary <i>n Go</i>	sheep (<i>s + pl</i>) <i>n Br</i>
salt <i>n Go</i>	schedule <i>n (UK timetable) Go</i>	see <i>v Br</i>	shelf <i>n Go</i>
Sam <i>n Br</i>	school <i>n Br</i>	See you! <i>excl Br</i>	shell <i>n Br</i>
same <i>adj Go</i>	science <i>n Go</i>	sell <i>v Go</i>	shirt <i>n Br</i>
sand <i>n Br</i>	scissors <i>n Go</i>	send <i>v Go</i>	shoe <i>n Br</i>
sandwich <i>n Si</i>	score <i>n + v Go</i>	sentence <i>n Br</i>	shop <i>n (US store) Br</i>
Sarah <i>n Go</i>	screen <i>n Go</i>	September <i>n Go</i>	shop <i>v Si</i>

shopping <i>n Si</i>	snack <i>n Go</i>	spend <i>v Go</i>	stripe <i>n Go</i>
shopping center <i>n Si</i>	snake <i>n Br</i>	spider <i>n Br</i>	striped <i>adj Go</i>
short <i>adj Br</i>	snow <i>n + v Si</i>	spoon <i>n Go</i>	strong <i>adj Si</i>
shorts <i>n Go</i>	snowball <i>n Go</i>	sport <i>n Br</i>	student <i>n Go</i>
should <i>v Go</i>	snowboarding <i>n Go</i>	sports center <i>n Si</i>	study <i>v Go</i>
shoulder <i>n Si</i>	snowman <i>n Go</i>	spot <i>n Go</i>	subject <i>n Go</i>
shout <i>v Si</i>	so <i>dis Br</i>	spotted <i>adj Go</i>	such <i>det Go</i>
show <i>v Br</i>	so <i>adv + conj Go</i>	spring <i>n Go</i>	suddenly <i>adv Go</i>
shower <i>n Si</i>	soap <i>n Go</i>	square <i>adj + n Si</i>	Sue <i>n Br</i>
sick <i>adj (UK ill) Go</i>	soccer <i>n (UK football) Br</i>	stage <i>n (theatre) Go</i>	sugar <i>n Go</i>
silver <i>adj + n Go</i>	sock <i>n Br</i>	stair(s) <i>n Si</i>	suitcase <i>n Go</i>
since <i>prep Go</i>	sofa <i>n (US couch) Br</i>	stamp <i>n Go</i>	summer <i>n Go</i>
sing <i>v Br</i>	soft <i>adj Go</i>	stand <i>v Br</i>	sun <i>n Br</i>
singer <i>n Go</i>	some <i>det Br</i>	star <i>n Si</i>	Sunday <i>n Si</i>
single <i>adj Go</i>	someone <i>pron Si</i>	start <i>v Br</i>	sunglasses <i>n Go</i>
sister <i>n Br</i>	something <i>pron Si</i>	station <i>n Si</i>	sunny <i>adj Si</i>
sit <i>v Br</i>	sometimes <i>adv Si</i>	stay <i>v Go</i>	supermarket <i>n Si</i>
skate <i>n + v Si</i>	somewhere <i>adv Go</i>	steal <i>v Go</i>	supper <i>n Br</i>
ski <i>n + v Go</i>	son <i>n Si</i>	still <i>adv Go</i>	sure <i>adj Go</i>
skip <i>v Si</i>	song <i>n Br</i>	stomach <i>n Si</i>	surname <i>n (US last name, family name) Go</i>
skirt <i>n Br</i>	soon <i>adv Go</i>	stomachache <i>n Si</i>	surprised <i>adj Si</i>
sky <i>n Go</i>	sorry <i>adj + int Br</i>	stop <i>v Br</i>	swan <i>n Go</i>
sled <i>n + v (UK sledge) Go</i>	sound <i>n + v Go</i>	store <i>n (UK shop) Br</i>	sweater <i>n Si</i>
sleep <i>v Br</i>	soup <i>n Si</i>	storm <i>n Go</i>	sweet(s) <i>n (US candy) Br</i>
slow <i>adj Si</i>	south <i>n Go</i>	story <i>n Br</i>	sweet <i>adj Si</i>
slowly <i>adv Si</i>	space <i>n Go</i>	stove <i>n (UK cooker) Go</i>	swim <i>v Br</i>
small <i>adj Br</i>	spaceship <i>n (UK rocket) Go</i>	straight <i>adj Si</i>	swim <i>n Si</i>
smart <i>adj (UK clever) Si</i>	speak <i>v Go</i>	straight on <i>adv Go</i>	swimming pool <i>n Si</i>
smell <i>n + v Go</i>	special <i>adj Go</i>	strange <i>adj Go</i>	swing <i>n + v Go</i>
smile <i>n + v Br</i>	spell <i>v Br</i>	street <i>n Br</i>	

T

table <i>n Br</i>	text <i>n + v Si</i>	throw <i>v Br</i>	toothbrush <i>n Si</i>
table tennis <i>n (UK ping pong) Br</i>	than <i>conj + prep Si</i>	Thursday <i>n Si</i>	top <i>adj + n Si</i>
tail <i>n Br</i>	thank <i>v Go</i>	tick <i>n + v (US check/ checkmark) Br</i>	torch <i>n (US flashlight) Go</i>
take <i>v Si</i>	thank you <i>dis Br</i>	ticket <i>n Si</i>	tour <i>n Go</i>
take <i>v (as in time e.g. it takes 20 minutes) Go</i>	thanks <i>dis Br</i>	tidy <i>adj + v (US neat) Go</i>	towel <i>n Si</i>
take a photo/picture <i>v Br</i>	that <i>det + pron Br</i>	tiger <i>n Br</i>	town <i>n Si</i>
take off <i>v (i.e. get undressed) Si</i>	the <i>det Br</i>	tights <i>n Go</i>	town/city center <i>n Si</i>
talk <i>v Br</i>	theater <i>n Go</i>	time <i>n Go</i>	toy <i>n Br</i>
tall <i>adj Si</i>	their <i>poss adj Br</i>	timetable <i>n (US schedule) Go</i>	traffic <i>n Go</i>
tape recorder <i>n Go</i>	theirs <i>pron Br</i>	tired <i>adj Si</i>	train <i>n Br</i>
taste <i>n + v Go</i>	them <i>pron Br</i>	to <i>prep Br</i>	trashcan <i>n (UK bin) Go</i>
taxi <i>n Go</i>	then <i>dis Br</i>	today <i>adv + n Br</i>	travel <i>v Si</i>
tea <i>n Si</i>	then <i>adv Si</i>	toe <i>n Go</i>	treasure <i>n Si</i>
teach <i>v Go</i>	there <i>adv Br</i>	together <i>adv Go</i>	tree <i>n Br</i>
teacher <i>n Br</i>	these <i>det + pron Br</i>	toilet <i>n (US bathroom) Go</i>	trip <i>n Si</i>
team <i>n Go</i>	they <i>pron Br</i>	Tom <i>n Br</i>	trousers <i>n (US pants) Br</i>
telephone <i>n Go</i>	thin <i>adj Si</i>	tomato <i>n Br</i>	truck <i>n (UK lorry) Br</i>
television/TV <i>n Br</i>	thing <i>n Si</i>	tomorrow <i>adv + n Go</i>	try <i>n + v Br</i>
tell <i>v Br</i>	think <i>v Si</i>	tonight <i>adv + n Go</i>	T-shirt <i>n Br</i>
temperature <i>n Si</i>	third <i>adj + adv Si</i>	Tony <i>n Br</i>	Tuesday <i>n Si</i>
tennis <i>n Br</i>	thirsty <i>adj Si</i>	too <i>adv Br</i>	turn <i>v Go</i>
tent <i>n Go</i>	this <i>det + pron Br</i>	tooth/teeth <i>n Si</i>	turn off <i>v Go</i>
terrible <i>adj Si</i>	those <i>det + pron Br</i>	toothache <i>n Si</i>	turn on <i>v Go</i>
test <i>n + v Br</i>	thousand <i>n Go</i>		TV/television <i>n Br</i>
	through <i>prep Go</i>		twice <i>adv Go</i>

U

ugly <i>adj Br</i>	unfriendly <i>adj Go</i>	until <i>prep Go</i>	use <i>v Go</i>
umbrella <i>n Go</i>	unhappy <i>adj Go</i>	unusual <i>adj Go</i>	usually <i>adv Go</i>
uncle <i>n Si</i>	uniform <i>n Go</i>	up <i>adv + prep Si</i>	
under <i>prep Br</i>	university <i>n Go</i>	upstairs <i>adv + n Si</i>	
understand <i>v Br</i>	untidy <i>adj (US messy) Go</i>	us <i>pron Br</i>	

V

vacation <i>n (UK holiday) Br</i>	Vicky <i>n Si</i>	village <i>n Si</i>	volleyball <i>n Go</i>
vegetable <i>n Si</i>	video <i>n + v Si</i>	violin <i>n Go</i>	
very <i>adv Br</i>	view <i>n Go</i>	visit <i>v Go</i>	

W

wait <i>v Si</i>	weather <i>n Si</i>	whistle <i>v Go</i>	without <i>prep Go</i>
waiter <i>n Go</i>	website <i>n Si</i>	white <i>adj Br</i>	woman/women <i>n Br</i>
wake (up) <i>v Si</i>	Wednesday <i>n Si</i>	who <i>int Br</i>	wonderful <i>adj Go</i>
walk <i>v Br</i>	week <i>n Si</i>	who <i>pron Si</i>	wood <i>n Go</i>
walk <i>n Si</i>	weekend <i>n Si</i>	whose <i>int Br</i>	wool <i>n Go</i>
wall <i>n Br</i>	well <i>dis Br</i>	why <i>int Si</i>	word <i>n Br</i>
want <i>v Br</i>	well <i>adj + adv Si</i>	wife <i>n Go</i>	work <i>n + v Si</i>
warm <i>adj Go</i>	well done <i>dis Br</i>	wild <i>adj Go</i>	world <i>n Si</i>
wash <i>n + v Si</i>	west <i>n Go</i>	will <i>v Go</i>	worried <i>adj Go</i>
wastebasket <i>n (UK bin) Go</i>	wet <i>adj Si</i>	William <i>n Go</i>	worse <i>adj + adv Si</i>
watch <i>n + v Br</i>	whale <i>n Si</i>	win <i>v Go</i>	worst <i>adj + adv Si</i>
water <i>n Br</i>	what <i>int Br</i>	wind <i>n Si</i>	would <i>v Si</i>
waterfall <i>n Si</i>	wheel <i>n Go</i>	window <i>n Br</i>	would like <i>v Br</i>
watermelon <i>n Br</i>	when <i>adv + conj + int Si</i>	windy <i>adj Si</i>	wow! <i>excl Br</i>
wave <i>v Br</i>	where <i>int Br</i>	wing <i>n Go</i>	write <i>v Br</i>
way <i>n Go</i>	where <i>pron Go</i>	winner <i>n Go</i>	wrong <i>adj Si</i>
we <i>pron Br</i>	which <i>int Br</i>	winter <i>n Go</i>	
weak <i>adj Si</i>	which <i>pron Si</i>	wish <i>n + v Go</i>	
wear <i>v Br</i>	whisper <i>v Go</i>	with <i>prep Br</i>	

X

x *n + v (UK cross) Br*

Y

yard <i>n (UK garden) Br</i>	yes <i>adv Br</i>	you <i>pron Br</i>	your <i>poss adj Br</i>
year <i>n Br</i>	yesterday <i>adv + n Si</i>	you're welcome <i>excl Go</i>	yours <i>pron Br</i>
yellow <i>adj Br</i>	yet <i>adv Go</i>	young <i>adj Br</i>	yourself <i>pron Go</i>

Z

zero *n Go*
zoo *n Br*

Bronze, Silver and Gold

combined thematic vocabulary list

For a comprehensive vocabulary list, see the alphabetic combined list on p. 46.

	Bronze		Silver		Gold	
Animals	animal bird cat chicken cow crocodile dog duck elephant fish (s + pl) frog giraffe goat	hippo horse lizard monkey mouse/mice sheep (s + pl) snake spider tail tiger zoo	bat bear cage dolphin fly jungle kangaroo kitten lion panda parrot pet puppy	rabbit shark whale	butterfly camel dinosaur extinct fur insect octopus swan wild wing	
The body and the face	arm body ear eye face foot/feet hair	hand head leg mouth nose smile	back beard blond(e) curly fair fat moustache	neck shoulder stomach straight thin tooth/teeth	finger toe	
Clothes	bag clothes dress glasses hat jacket jeans pants	purse shirt shoe skirt sock T-shirt watch wear	coat scarf sweater		belt crown glove necklace pocket ring shorts spot	spotted stripe striped sunglasses tights umbrella uniform
Colors	black blue brown color green gray	orange pink purple red white yellow			bright (of color) gold silver spot spotted stripe	striped

	Bronze		Silver		Gold
Family & Friends	baby boy brother child/children cousin dad(dy) family father friend girl grandfather grandma	grandmother grandpa live man/men mother mom(my) old person/people sister woman/women young	aunt daughter grandchild(ren) granddaughter grandparent grandson grown-up parent son uncle		get married husband married partner surname (last name, family name) wife
Food & drink	apple banana bean bread breakfast burger cake candy carrot chicken chocolate coconut dinner drink eat egg fish food fries fruit grape ice cream juice	lemon lemonade lime lunch mango meat milk onion orange pea pear pineapple potato rice sausage supper tomato water watermelon	bottle bowl cheese coffee cup glass hungry pasta picnic plate salad sandwich soup tea thirsty vegetable		butter chopsticks cookie flour fork honey jam knife meal pepper piece pizza salt smell snack spoon sugar taste
Health			cold cough cry doctor earache fall fine headache hospital	hurt matter (what's the matter?) nurse stomachache temperature tired toothache	cut dentist fall over medicine pharmacy sick

	Bronze		Silver		Gold	
The home	apartment armchair bath bathroom bed bedroom bookcase box cabinet camera chair clock computer couch desk dining room doll door flower hall home	house kitchen lamp living room mirror painting phone picture radio room rug sleep table television/TV toy tree wall watch window yard	address balcony basement blanket CD player downstairs dream DVD player elevator fan floor (e.g. ground, 1st, etc.) internet message roof seat shower stair(s) toothbrush towel upstairs	wash	brush comb diary entrance envelope fridge gate key letter oven screen shelf soap stamp stove swing telephone toilet	
Materials					card glass gold metal paper	plastic silver wood wool
Names	Alex Ann Anna Ben Bill Dan Grace Jill Kim	Lucy May Nick Pat Sam Sue Tom Tony	Charlie Daisy Fred Jack Jane Jim John Lily Mary	Paul Peter Sally Vicky	Betty David Emma George Harry Helen Holly Katy Michael	Richard Robert Sarah William
Numbers	1–20		21–100 hundred	pair 1st–20th	101–1,000 21st–31st million	several thousand

	Bronze		Silver		Gold	
Places & directions	behind between bookshop here in in front of next to on park playground store street there under zoo		above bank below bus station bus stop café center circle city/town center farm hospital library map market movie theater near opposite place road shopping center sports center	square station straight supermarket swimming pool town/city center	airport bridge building bus stop castle centimeter circus club college corner east end factory fire station front get to hotel kilometer left London meter	middle museum north over path pharmacy police station post office restaurant right south straight on theater university way west
School	alphabet answer ask board book bookcase cabinet check(mark) class classroom close color computer correct desk door draw English eraser example find floor keyboard (computer) know learn lesson letter (as in alphabet) line listen	look mouse (computer) music number open page part pen pencil picture playground question read right (as in correct) ruler school sentence sit spell stand story teacher tell test understand wall window word write x	break homework internet mistake text website		art backpack club college competition dictionary exam fact flag geography glue group history language math online principal schedule science scissors screen shelf student study subject teach trashcan university wastebasket	

	Bronze		Silver		Gold		
Sports & leisure	badminton	photo	bat	vacation	backpack	stage (theatre)	
	ball	piano	band (music)	video	cartoon	suitcase	
	baseball	picture	CD	walk (n)	channel	swing	
	basketball	ping pong	CD player		chess	tape recorder	
	beach	play	comic/comic book		collect	team	
	bike	radio	dance		concert	tent	
	boat	read	drive (n)		diary	umbrella	
	book	ride (v)	DVD		drum	violin	
	bounce	run	DVD player		flashlight	volleyball	
	camera	sing	email		goal	winner	
	catch	soccer	fish		golf		
	doll	song	go shopping		hotel		
	draw(ing)	sport	holiday		instrument		
	drive (v)	story	hop		join (a club)		
	enjoy	swim (v)	kick (n)		magazine		
	favorite	take a photo/ picture	movie		meet		
	fishing	television/TV	movie theater		member		
	fly	tennis	party		online		
	game	throw	pool		player		
	guitar	toy	present		prize		
	hit	walk (v)	ride (n)		program		
	hobby	watch	sail		pyramid		
	hockey (field, ice)		skate		race		
	jump		skip		score		
	kick (v)		sports center		ski (n + v)		
	kite		swim (n)		sled		
	listen		swimming pool		snowball		
	music		text		snowboarding		
	paint(ing)		towel		snowman		
	Time	afternoon		after	The days of the week:	a.m.	spring
		birthday		always	Sunday	ago	summer
		clock		before	Monday	calendar	time
day			every	Tuesday	century	tomorrow	
end			never	Wednesday	Christmas	tonight	
evening			sometimes	Thursday	date	winter	
in			week	Friday	early	The months of the year:	
morning			weekend	Saturday	fall	January	
night			yesterday		future	February	
today					half	March	
watch					hour	April	
year					How long	May	
					late	June	
					later	July	
					midnight	August	
					minute	September	
					month	October	
					noon	November	
					o'clock	December	
				p.m.			
				past			
				quarter			

	Bronze		Silver		Gold	
Toys	alien ball balloon baseball basketball bike boat car doll game helicopter kite	monster plane robot soccer toy train truck			crown	
Transport	bike boat bus car drive (v) fly go helicopter	motorcycle plane ride (v) run swim train truck	bus station bus stop drive (n) driver ride (n) station check trip		airport ambulance bicycle fire truck passenger railway schedule spaceship	taxi tour traffic trip wheel
Weather	sun		cloud cloudy rain rainbow snow	sunny weather wind windy	fog foggy ice sky storm	
Work	teacher		clown doctor driver farmer hospital nurse pirate work		actor airport ambulance artist astronaut business businessman/ woman cook dentist engineer factory fire truck fireman/woman job journalist mechanic	meeting news newspaper office painter photographer pilot police station policeman/ woman queen secretary singer soccer player spaceship taxi waiter
The world around us	beach sand sea shell street sun tree water		city country(side) field forest grass ground island jungle lake leaf/leaves moon	mountain plant river road rock star town village waterfall world	air bridge building castle cave desert entrance environment exit fire future	gate hill planet pyramid sky space view wood

Bronze, Silver and Gold

combined grammatical vocabulary list

	Bronze		Silver		Gold	
Nouns	afternoon	chicken	address	farmer	actor	dinosaur
	Alex	child/children	age	field	adventure	drum
	alien	chocolate	aunt	floor (e.g. ground, 1st etc.)	advice	east
	alphabet	class	back	fly	air	Emma
	animal	classroom	balcony	forest	airport	engineer
	Ann	clock	band (music)	Fred	ambulance	entrance
	Anna	clothes	bank	Friday	April	envelope
	answer	coconut	basement	glass	art	environment
	apartment	color	bat	grandchild(ren)	artist	exam
	apple	computer	bear	granddaughter	astronaut	exit
	arm	couch	beard	grandparent	August	fact
	armchair	cousin	blanket	grandson	backpack	factory
	baby	cow	bottle	grass	belt	February
	badminton	crocodile	bottom	ground	Betty	fall
	bag	dad(dy)	bowl	grown-up	bicycle	finger
	ball	Dan	break	headache	bridge	fire
	balloon	day	bus station	holiday	brush	fire truck
	banana	desk	bus stop	homework	building	fire station
	baseball	dining room	café	hospital	business	fireman/woman
	basketball	dinner	cage	hundred	businessman/ woman	flag
	bath	dog	CD	idea		flashlight
	bathroom	doll	CD player	inside	butter	flour
	beach	door	center	internet	butterfly	fog
	bean	drawing	Charlie	island	calendar	fork
	bed	dress	cheese	Jack	camel	fridge
	bedroom	drink	circle	Jane	card	front
	Ben	duck	city	Jim	cartoon	fun
	bike	ear	city/town center	John	castle	fur
	Bill	egg	cloud	jungle	cave	future
	bird	elephant	clown	kangaroo	centimeter	gate
	birthday	end	coat	kick	century	geography
	board	English	coffee	kind	channel	George
	boat	eraser	cold	kitten	chess	glove
	body	evening	comic/comic book	lake	chopsticks	glue
	book	example	cough	laugh	Christmas	goal
	bookcase	eye	country(side)	leaf/leaves	circus	gold
	bookstore	face	cup	library	club	golf
	box	family	Daisy	Lily	college	group
	boy	father	daughter	lion	comb	guess
	bread	fish (s + pl)	difference	map	competition	half
	breakfast	fishing	doctor	market	concert	Harry
	brother	floor	dolphin	Mary	conversation	Helen
burger	flower	downstairs	matter	cook	hill	
bus	food	dream	message	cookie	history	
cabinet	foot/feet	drive	mistake	corner	Holly	
cake	friend	driver	Monday	crown	honey	
camera	fries	DVD	moon	date	hotel	
candy	frog	DVD player	mountain	David	hour	
car	fruit	earache	mustache	December	husband	
carrot	game	elevator	movie	dentist	ice	
cat	giraffe	email	movie theater	desert	information	
chair	girl	fan	neck	diary	insect	
checkmark	glasses	farm		dictionary	instrument	

	Bronze	Silver	Gold
Nouns	goat (computer)	noise	jam
cont.	Grace mouth	nurse	January
	grandfather music	outside	job
	grandma name	pair	journalist
	grandmother Nick	panda	July
	grandpa night	parent	June
	grape nose	parrot	Katy
	guitar number	party	key
	hair onion	pasta	kilometer
	hall orange	Paul	king
	hand page	pet	knife
	hat paint	Peter	language
	head painting	picnic	letter (as in mail)
	helicopter pants	pirate	light
	hippo park	place	London
	hobby part	plant	magazine
	hockey (field, ice) Pat	plate	March
	home pea	pool	math
	horse pear	present	May (as in month)
	house pen	puppy	meal
	ice cream pencil	rabbit	mechanic
	jacket person/people	rain	medicine
	jeans phone	rainbow	meeting
	Jill photo	ride	member
	juice piano	river	metal
	keyboard picture	road	meter
	(computer) pineapple	rock	Michael
	Kim ping pong	roof	middle
	kitchen plane	sail	midnight
	kite playground	salad	million
	lamp potato	Sally	minute
	leg purse	sandwich	money
	lemon question	Saturday	month
	lemonade radio	scarf	museum
	lesson rice	seat	necklace
	letter (as in alphabet) robot	shark	news
	lime rug	shopping	newspaper
	line ruler	shopping center	noon
	living room Sam	shoulder	north
	lizard sand	shower	November
	Lucy sausage	skate	October
	lunch school	snow	octopus
	man/men sea	son	office
	mango sentence	soup	oven
	May (as in girl's name) sheep (s + pl)	sports center	painter
	meat shell	square	paper
	milk shoe	stair(s)	partner
	mirror sister	star	passenger
	mom(my) skirt	station	past
	monkey smile	stomach	path
	monster snake	stomachache	pepper
	morning soccer	Sunday	pharmacy
	mother sock	supermarket	photographer
	motorcycle song	sweater	piece
	mouse/mice spider	swim	pilot
	mouse sport	swimming pool	pizza
		tea	planet
		temperature	plastic
			player
			pocket
			police station
			policeman/ woman
			post office
			postcard
			principal
			prize
			problem
			program
			pyramid
			quarter
			queen
			race
			railway
			restaurant
			Richard
			ring
			Robert
			salt
			Sarah
			schedule
			science
			scissors
			score
			screen
			secret
			secretary
			September
			shelf
			shorts
			silver
			singer
			ski
			sky
			sled
			smell
			snack
			snowball
			snowboarding
			snowman
			soap
			sound
			south
			space
			spaceship
			spoon
			spot
			spring
			stage
			stamp
			storm
			stove
			stripe
			student
			subject
			sugar

Bronze		Silver		Gold		
Nouns cont.	store	window		suitcase	wastebasket	
	story	woman/women		summer	way	
	street	word		sunglasses	west	
	Sue	x		surname	wheel	
	sun	yard		swan	wife	
	supper	year		swing	William	
	table	zoo		tape recorder	wing	
	tail			taste	winner	
	teacher			taxi	winter	
	television/TV			team	wish	
	tennis			telephone	wood	
	test			tent	wool	
	tiger			theater	zero	
	today			thousand		
	Tom			tights		
	tomato			time		
	Tony			toe		
	toy			toilet		
	train			tomorrow		
	tree			tonight		
	truck			tour		
	try			traffic		
	T-shirt			trashcan		
	tv/television			umbrella		
	wall			uniform		
	watch			university		
	water			view		
	watermelon			violin		
				volleyball		
				waiter		
Adjectives	angry	old	afraid	frightened	alone	heavy
	beautiful	open	all	hot	bored	high
	big	orange	all right	hungry	brave	horrible
	black	our	around	last	bright (of color)	important
	blue	pink	awake	loud	broken	interesting
	brown	purple	back	naughty	cheap	kind
	clean	red	bad	pretty	dangerous	large
	closed	right (as in	best	quick	dark	late
	correct	correct)	better	quiet	dear	lazy
	dirty	sad	blond(e)	safe	early	left (as in
	double	short	boring	second	empty	direction)
	English	small	bottom	slow	enough	light
	favorite	sorry	busy	smart	excellent	little
	funny	their	careful	square	excited	lovely
	good	ugly	cloudy	straight	expensive	low
	gray	white	cold	strong	extinct	lucky
	great	yellow	curly	sunny	far	married
	green	young	different	surprised	fast	messy
	happy	your	difficult	sweet	foggy	metal
	her		dry	tall	friendly	middle
	his		easy	terrible	front	missing
	its		exciting	thin	full	neat
	long		famous	third	fun	next
	my		fair	thirsty	glass	noisy
	new		fat	tired	gold	normal
	nice		fine	top	half	online
	OK		first	weak	hard	paper

Bronze		Silver		Gold	
Adjectives cont.		well wet windy worse	worst wrong	plastic poor popular ready rich right (as in direction) same several sick silver single soft	special spotted strange striped sure unfriendly unhappy unusual warm wild wonderful worried
Determiners a/an a lot of lots of many no one some that the these this those		all another any both every more	most	each a few a little much other such	
Adverbs again here home a lot lots no not now really there today too very yes		all all right always around back badly best better carefully down downstairs first how how much how often inside last loudly more most near	never off often on only out outside quickly quietly second slowly sometimes then third up upstairs well when worse worst yesterday	actually after ago already also anywhere away before early else ever everywhere far fast hard how long just late later a little maybe	much next nowhere o'clock of course once over quite so somewhere soon still straight on suddenly together tomorrow tonight twice usually yet
Prepositions about at (prep of place) behind between for from in (prep of place and time) in front of like next to of on (prep of place) to under with		above after around at (prep of time) before below by down inside into	near off on (prep of time) opposite out of outside than up	across during for (prep of time) over past since through until without	
Conjunctions and but or		because than	when	after before	if so

Bronze		Silver		Gold	
Pronouns					
he	ours	all		anyone	
her	she	another		anything	
hers	that	any		each	
him	theirs	both		enough	
his	them	everyone		herself	
I	these	everything		himself	
it	they	more		itself	
its	this	most		much	
a lot	those	nothing		myself	
lots	us	someone		no one	
me	we	something		other	
mine	you	which		where	
one	yours	who		yourself	
Verbs – irregular					
be	make	bring		be going to	send
can	put	buy		begin	should
catch (e.g. a ball)	read	catch (e.g. a bus)		break	smell
choose	ride	dry		cut	speak
come	run	fall		fall over	spend
do	say	get (un)dressed		feel	steal
draw	see	get (up/on/off)		find out	swing
drink	sing	go shopping		forget	take (as in time)
drive	sit	have to		get married	teach
eat	sleep	hide		get to	win
find	spell	hurt		go out	
fly	stand	lose		grow	
get	swim	mean		hear	
give	take a photo/ picture	must		keep	
go	tell	put on		leave	
have	throw	take		let	
hit	understand	take off		lie (as in lie down)	
hold	wear	think		make sure	
know	write	wake up		meet	
learn				send	
let's				sell	
Verbs – regular					
add	love	call	move	agree	happen
answer	open	carry	need	arrive	hate
ask	paint	change	plant	believe	hope
bounce	phone	climb	rain	brush	hurry
check	pick up	cook	sail	burn	improve
clean	play	cry	shop	camp	join (a club)
close	point	dance	shout	clean	look after
color	show	dream	skate	collect	look (like)
complete	smile	dress up	skip	comb	mail
cross	start	drop	snow	decide	mind
enjoy	stop	email	text	describe	mix
jump	talk	film	travel	end	prefer
kick	test	fish	video	explain	prepare
like	try	help	wait	finish	pull
listen	walk	hop	wash	follow	push
live	want	invite	work	get	race
look	watch	laugh		glue	remember
look (at)	wave	look for		guess	repair

Bronze	Silver	Gold
Verbs – regular cont.		repeat thank save turn score turn (off/on) ski use sled visit sound whisper sound like whistle stay wish study taste taste like
Modals can/cannot/can't	could (as in past of can for ability) must would	could (for possibility) may might should will
Question words how where how many which how old who what whose	how much how often when why	how long



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