

Guide to Pearson Test of English Young Learners

Springboard (Level 2)
Level A1 (Foundation)

July 2018
Version 3

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Appendix A Language Content

Appendix B Vocabulary List

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

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

Introduction to the guide

Who is it for?

The *Guide to Pearson Test of English Young Learners* is designed for anyone who is preparing students for the test or wants to learn more about it.

What is in the guide?

This guide contains five key parts:

The first part, an Introduction to Pearson Test of English Young Learners, includes an overview of the test, targeted test takers and the skills tested. Key features of the test, such as realistic situations, fun and motivating tasks, and integration of skills, are outlined. Information about test delivery and test results is also given.

The second part provides an outline of the preparation resources that will be made available to instructors and test takers.

The third part includes general information about scoring within the test.

In the fourth part, an overview of the formats of the spoken and written tests is provided.

The final part of the guide gives a detailed explanation of each task within the written and spoken parts at Springboard Level. This includes a description of each task type, the skills assessed, what test takers have to do, the objectives and timings. In addition, details about scoring and the marking criteria are presented.

1. Introduction to Pearson Test of English Young Learners

Overview

What is Pearson Test of English Young Learners?

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

The tests are provided by Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for PTE Young Learners.

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

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

Who takes PTE Young Learners?

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

What skills are tested?

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

Key features

Realistic contexts

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

Familiar content

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



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

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

Fun activities

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

Integrated skills

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

Test delivery

Test sessions are scheduled 6 times a year.

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

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

the regulations as part of registering to become a test center. In some territories there are locally based agents or representatives.

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

Test results

Using an online marking system (e-Pen) and a web-based test center service system, Pearson provides fast and helpful feedback on individual performance of students in the tests. The tests are prepared and marked by teams of professionals and successful test takers receive a certificate of attainment from the largest examining body in the UK, Edexcel Limited. Detailed feedback is provided in the form of a candidate performance report, which includes a breakdown of the scores for listening, speaking, reading and writing. These are sent to the test centers who distribute them accordingly. The grades awarded for the test are Distinction, Merit or Pass. If test takers do not achieve a Pass grade, they receive a candidate performance report, but not a certificate.

Pearson Test of English Young Learners

FIRSTWORDS

This is to certify that

SAMPLE CANDIDATE

has achieved a

PASS

in **NOVEMBER 2010**

12345:0001:09110001:031100

Name: Sample Candidate
Centre Number: 12345
Candidate Number: 0001

Pearson Test of English Young Learners
Candidate Performance Report for Level 4183 - November 2010

Listening	15.0 / 30.0
Reading	13.0 / 25.0
Speaking	13.0 / 20.0
Writing	12.0 / 25.0
Overall	53.0 / 100.0

Inspector
Inspector
Accountable Officer
Edexcel

Test structure

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

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

The spoken test at this level lasts 20 minutes and there are two tasks.

20 minutes	
Task numbers	Skills
Seven	Speaking
Eight	Speaking

2. Test Preparation Resources

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

Past papers

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

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

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

3. Overview of Scoring

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

The distribution is listed in the table below:

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

4. Overview of Test Format

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

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

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

5. Description of Task Types

Written Test [60 minutes]

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

Task One Listening

3-option picture-based multiple choice

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

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

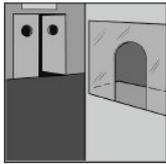
It's Saturday and Sophie and Anna are going to the cinema to meet some friends. Listen to their conversation and answer the questions. Put a cross (X) in the box under the correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

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



A



B



C

1. Which friends are waiting for Anna and Sophie?



A



B



C

2. What is the name of the film?



A

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



A

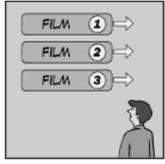


B

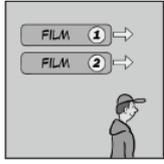


C

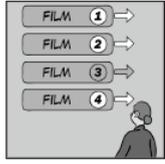
4. How many films are usually on at the cinema?



A



B



C

5. Where can the friends go after the film?



A



B



C

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



A



B



C

7. What time does the film start?

3.45

A

8. What is Millie doing?



A



B



C

(Total 16 marks)

What candidates do

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

Scores

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

Task Two Listening

Match name to picture-based object/person

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

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

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

You will hear the conversation twice. Listen carefully.

	1. Sophie	
	2. Stephen	
	3. Mr Banks	
	4. Millie	
	5. David	

(Total 14 marks)

What candidates do

Test takers listen to a conversation twice and match names of people mentioned on the audio to pictures of these people or objects associated with them by drawing a line between the word and the picture. There are seven names to match and nine picture-based answer options. Two of the pictures are extra.

Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 2 score points. If more than one line is drawn to a name or a picture, no score points will be given to the item. A maximum of **14 points** can be achieved.

Task Three Reading and Writing

Dialogue completion

Task Three is a *Dialogue completion* activity that tests reading and writing skills. It assesses: understanding of the structural relationship between questions and responses; and the ability to complete questions to given responses within a single dialogue.

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

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



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

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

Sophie: Do ?

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

Sophie: What ?

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

Sophie: Where ?

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

Sophie: How ?

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

Sophie: What time ?

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

(Total 15 marks)

What candidates do

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

Scores

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

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

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

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

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

Task Four Reading

Match utterance to picture

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

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

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

The first one is an example.

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

(Total 10 marks)

What candidates do

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

Scores

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

Task Five Reading and Writing

Gap fill

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

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

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

Hi Maria!

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

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

Write to me soon

Love Anna

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

(Total 15 marks)

What candidates do

Test takers read a text with gaps and choose a word for each from the choices given in a word box. There are ten gaps to complete and 11 words to choose from. One of the words is extra.

Scores

This task type is marked as either **correct** or **incorrect**. Each correct answer has a weighting of 1.5 score points. A maximum of **15 points** can be achieved.

Task Six Writing

Write sentence

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

6. Task Six: My Weekend (10 marks)

Now write about your weekend.

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

(Total 10 marks)

What candidates do

Test takers write five short responses to five given questions.

Scores

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

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

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

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

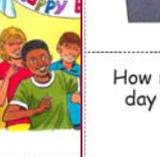
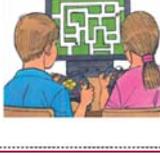
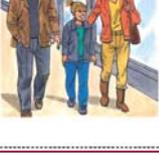
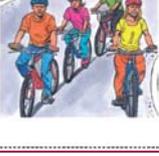
Spoken Test [20 minutes]

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

Task Seven Speaking

Question and answer (board game)

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

<p>Who do you play with at school?</p> 	<p>Where does your family eat dinner?</p> 	<p>Where do you do your homework?</p> 	<p>When do you go to the cinema?</p> 		
<p>What do you usually have for breakfast?</p> 	<p>What do you do on your birthday?</p> 	<p>What do you like doing after school?</p> 	<p>What do you do with your friends at the weekend?</p> 	<p>What sports can you play at school?</p> 	<p>Who cleans your bedroom?</p> 
<p>How many lessons a day do you have?</p> 	<p>What is your favourite sport?</p> 	<p>What clothes do you wear at school?</p> 	<p>What time do you get up at the weekend?</p> 		
<p>How often do you play computer games?</p> 	<p>How often do you go out with your parents?</p> 	<p>When do your family have parties?</p> 	<p>In your family, who can ride a bicycle?</p> 		

What candidates do

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

Scores

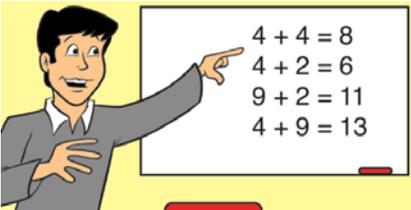
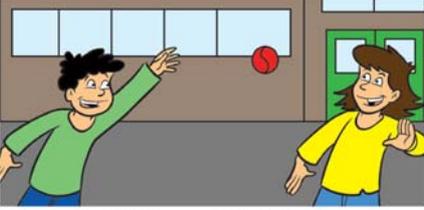
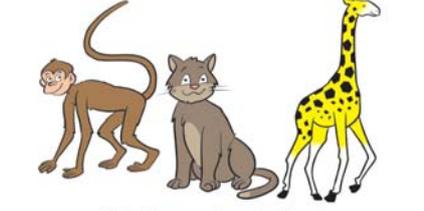
This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

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

Task Eight Speaking

Short talk

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

 <p>My Favourite Teacher</p>	 <p>Children at My School</p>	 <p>Teachers at My School</p>
 <p>Summer in My Country</p>	 <p>Television in My House</p>	 <p>Shops in My Town (City)</p>
 <p>Sports in My Town (City)</p>	 <p>My Favourite Animal</p>	 <p>My Birthday</p>
 <p>Cinemas in My Town (City)</p>	 <p>My Homework</p>	 <p>My Friends and Me</p>

What candidates do

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

Scores

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

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

Contact us

You can contact us in the following ways:

- Visit www.pearsonpte.com/pte-young-learners
- Email us at pltsupport@pearson.com
- Telephone us on +44 (0)845 543 0243
- Fax us on +44 (0)20 7010 6611
- Write to us at the Language Testing division of Pearson, 80 Strand, London WC2R 0RL, UK

Appendix A: Language Content

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

Areas of language use

Answer questions about a picture

Use the alphabet

Recognize words when spelt out

Ask/say what people are doing

Express likes and dislikes

Talk about habits and routines

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

Express numbers from one to 100

Express ability

Main structures

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

Topics

- Clothes
- Food
- Description of Animals
- Homes

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

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

Vocabulary

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

Appendix B: Vocabulary List

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

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

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

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