



International Certificate
Young Learners

Springboard (Level 2)

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

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

Introduction to the guide

Who is it for?

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

What is in the guide?

This guide contains five key parts:

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

Overview

What is Pearson English International Certificate - Young Learners?

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

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

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

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

Who takes International Certificate - Young Learners?

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

What skills are tested?

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

Key features

Realistic contexts

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

Familiar content

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



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

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

Fun activities

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

Integrated skills

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

Test delivery

Test sessions are scheduled 7 times a year.

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

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

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

Test results

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

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

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



Pearson Edexcel

This is to confirm that **Jane Smith** took the **Pearson English International Certificate Young Learners (PTE Young Learners)**

A test of English language: Speaking, Listening, Reading and Writing

SPRINGBOARD and has achieved: **Distinction**

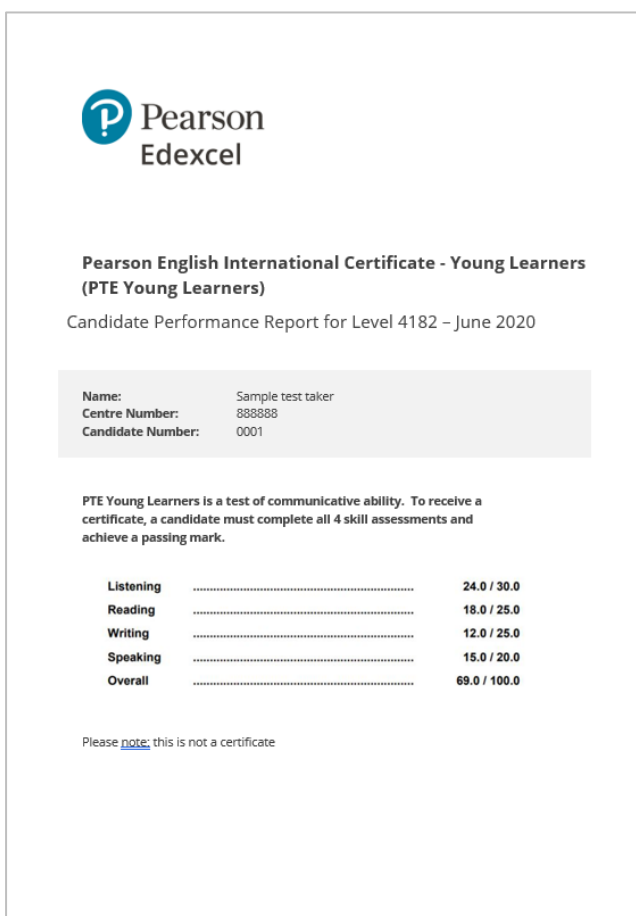
★★★★★



Freya Thomas Monk
Senior Vice President,
Pearson Education Ltd

2011

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Pearson Edexcel

Pearson English International Certificate - Young Learners (PTE Young Learners)

Candidate Performance Report for Level 4182 – June 2020

Name:	Sample test taker
Centre Number:	888888
Candidate Number:	0001

PTE Young Learners is a test of communicative ability. To receive a certificate, a candidate must complete all 4 skill assessments and achieve a passing mark.

Listening	24.0 / 30.0
Reading	18.0 / 25.0
Writing	12.0 / 25.0
Speaking	15.0 / 20.0
Overall	69.0 / 100.0

Please note: this is not a certificate

Test structure

























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

60 minutes	
Task numbers	Skills
One	Listening
Two	Listening
Three	Reading 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 quals.pearson.com/international-certificate-yl.

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

3. Overview of Scoring

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

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

	Task numbers	Skills	Task types	No of items	Task objectives	What test takers have to do
Written part of test	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)

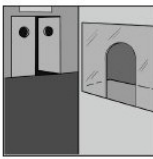
It's Saturday and Sophie and Anna are going to the cinema to meet some friends. Listen to their conversation and answer the questions. Put a cross (X) in the box under the correct answer. The first one is an example.

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

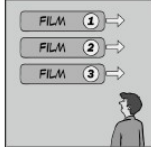


B

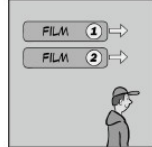


C

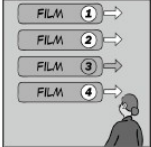
4. How many films are usually on at the cinema?



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

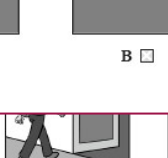
8. What is Millie doing?



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	
	6. Mike	
	7. Kate	
	8. Dawn	

(Total 14 marks)

What candidates do

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

Scores

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


Task Three Reading and Writing

Dialogue completion

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

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

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



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

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

Sophie: Do ?

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

Sophie: What ?

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

Sophie: Where ?

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

Sophie: How ?

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

Sophie: What time ?

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

(Total 15 marks)

What candidates do

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

Scores

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

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

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

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

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

Task Four Reading

Match utterance to picture

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

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

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

The first one is an example.

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

(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.

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

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

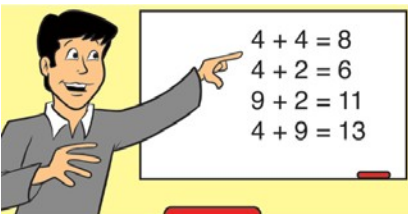
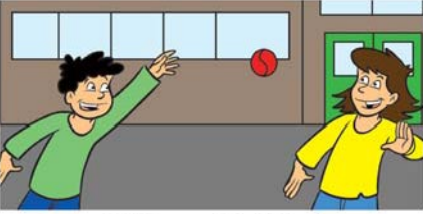





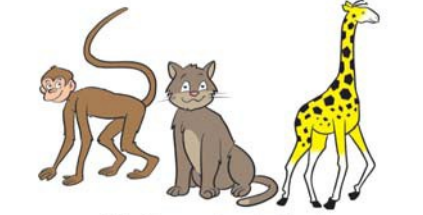




This task has a weighting of **10 score points**. A maximum of 5 points are awarded for Grammar and Vocabulary Usage and 5 for Pronunciation. The scoring criteria and distribution of scores are in the table below:

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 quals.pearson.com/international-certificate-yl
- Email us at internationalcertificate@pearson.com
- Telephone us on +44 (0)845 543 0243
- Fax us on +44 (0)20 7010 6611
- Write to us at the Language Testing division of Pearson, 80 Strand, London WC2R 0RL, UK

Appendix A: Language Content

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	famous	girl
address	banana	call	count	day	fantastic	girlfriend
adult	baseball	camera	country	dear	farm	give
after	baseball cap	can	course	decide	farmer	glad
afternoon	basketball	cannot	cousin	delicious	fast	glass
again	bath	car	cow	dentist	fat	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 catch	curtain	dirty	everyone	grandfather
answer	beef	centimeter	cushion	disappointed	everything	grandma
any	before	centre	cut	dish	exam	grandmother
anybody	begin	cereal		disco	examination	granny
anything	behind	chair		do	example	grass
apple	bell	change		doctor	excellent	great
arm	below	cheek		dog	excuse	green
armchair	belt	cheerful		doll	expensive	grey
art	best	cheese		door	extra	grow
artist	between	chest		double	eye	guitar
as	bicycle	chicken		down		
ask	big	child		draw		
asleep	bike	chin		drawing		
at	bin	chip		dress		
aunt	bird	chocolate		drink		
automatic	birthday	cinema		drive		
autumn	biscuit	circle		driver		
	black	circus		dry		
	blank	city		duck		
	blonde	clap		DVD		
	blouse	class				
	blue	classmate				
	board	classroom				
	boat	clean				
	body	cleaner				
	book	clear				
	bookcase	clever				
	boot	clock				
	boring	close				
	both	clothes				
	bottle	cloud				
	bottom	cloudy				
	bowl	club				
	box	coat				
	boxer	coffee				
	boy	coke				
	bread	cold				
	break	color				
	breakfast	colored				
	brilliant	comb				
	bring	come				
	brother	computer				
	brown	conversation				
	brush	cook				
	bubble					
	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 ok	pants	quite
hand	important	jump	king	late	mark	neighbour	old	paper	
handsome	in	jumper	kitchen	later	marry	nephew	on	pardon	
happy	inside	jungle	kite	laugh	mat	never new	once	parent	
hat	interesting	just	knee	lazy	match	newspaper	onion	park	
hate	internet		knife	leader	maths	next	only	parrot	
have	into		know	learn	maybe	nice	open	part	
he	it			leave	me	niece	opposite	party	
head	its			left leg	meat	night	or	past	
headphones				lemon	medicine	nightdress	orange	pasta	
hear				lemonade	medium	nightie	other	pause	
helicopter				less	meet	no	our	pea	
hello				lesson	member	nobody	ours	pen	
help				let	metre	noise	out	pencil	
her				letter	middle	noodle	outside	pencil case	
here				level	milk	nose	over	penguin	
hers				library	milkshake	not	own	pepper	
herself				life	mine	note		person	
hi				light	minute	nothing		pet	
high				like	mirror	now		phone	
him				line	Miss	number		photo	
himself				lion	missing	nut		photograph	
hippo				list	mobile			photography	
hippopotamus				listen	money			piano	
his				little	monkey			pick	
history				live	monster			picnic	
hit				living room	month			picture	
hobby				long	moon			piece	
hockey				look	more			pillow	
holiday				lot	morning			pilot	
home				loud	mother			pineapple	
homework				love	motorbike			pink	
honey				lovely	mountain			pizza	
hooray				low	mouse			place	
horse				luck	moustache			plan	
hospital				lucky	mouth			plane	
hot				lunch	move			plastic	
hot dog					Mr			plate play	
hour					Mrs			player	
house					Ms			playground	
how					much			please	
hungry					mum			pocket	
hurt					mummy			point	
husband					museum			policeman	
					mushroom			policewoman	
					music			policy	
					must			pool	
					my			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	triangle	ugly	vegetable	year	zoo
radio	salad	stamp	table tennis	umbrella	very	walk	yellow
railway	salt	stand	tail	uncle	video	wall	yes
rain	same	start	take	under	village	want	yesterday
rainbow	sand	station	talk	understand	visit	warm	you
rather	sandwich	stay	tall	untidy	visitor	wash	young
read	sauce	stick	task	up us	volleyball	watch	your
ready	sausage	still	taste	turn		water	yours
real	say	stomach	taxi	use		wavy	
really	scared	stone	tea	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 side	sweet	then			will	
	sign	swim	there			wind	
	silly	swimmer	these			window	
	sing	swimming	they			windy	
	sister	swing	thick			wing	
	sit skirt		thief			winter	
	sleep		thin			with	
	slight		thing			without	
	slipper		think			wolf	
	slowly		thirsty			woman	
	small		this			word	
	smell		those			work	
	smile		through			world	
	snack		throw			wow	
	snake		thumb			wrist	
	snow		tick			write	
	so		ticket			wrong	
	soap		tidy				
	soccer		tiger				
	sock		time				
	sofa		tin				
	some		tired				
	somebody		to				
	someone		toast				
	something		today				
	sometimes		toe				
	somewhere		together				
	son		tomato				
	song		tomorrow				
	soon		tonight				
	sorry		too				
	sound		tooth				
	space		toothpaste				
	speak		top				
	spell		torch				
	spend		tortoise				
	spider		total				
	spoon		touch				
	sport		towel				
	spotted		town				
	spring		toy				
	square		train				
	stadium		trainers				
			travel				
			tree				