



# HANDBOOK

## ENGLISH SCHOOL

# A2·B1



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# 2 Test Specifications

## Overview of the Test Format

*telc English A2·B1 School* consists of four subtests:

Subtest	Time
Listening	25 minutes
Reading	45 minutes
Writing	30 minutes
Speaking	approx. 16 minutes

The subtests are divided into parts, as follows:

### Written Examination

Subtest Listening	
Part 1	Understanding voice mail messages: <ul style="list-style-type: none"> <li>▪ 4 multiple-choice items</li> <li>▪ Listening for detail</li> </ul>
Part 2	Understanding short public announcements: <ul style="list-style-type: none"> <li>▪ 5 multiple-choice items</li> <li>▪ Listening for gist and listening for detail</li> </ul>
Part 3	Understanding everyday conversations: <ul style="list-style-type: none"> <li>▪ 4 true/false items and 4 multiple-choice items</li> <li>▪ Listening for gist and listening for detail</li> </ul>
Part 4	Understanding different opinions about a topic: <ul style="list-style-type: none"> <li>▪ 3 matching items</li> <li>▪ Listening for gist</li> </ul>

## Listening

### Listening, Part 1

In the first part of this subtest, the candidates should demonstrate their ability to understand important details in voice mail messages spoken at a normal speed in a widely used standard variety of English.

Possible situations of language use reproduced by the task are:

- Listening to a message on an answering machine
- Understanding recorded messages on the telephone, e.g. messages from friends, parents, coaches, etc.

Structure	Instructions Example Audio texts Items
Objective	To assess the candidate's ability to understand specific information in voice mail messages
Intended operations	Listening for detail
Type of task	Multiple-choice items with three options
Number of items	Four (items 1–4)
Channel	Text: spoken Instructions and items: written
Type of text	Monologue: voice mail messages, both in personal and school-related contexts
Nature of information	Everyday situations requiring some kind of concrete action by the listener
Speakers	Number of speakers: one per voice mail message
Text length	55–65 words per voice mail message
Test items	<ul style="list-style-type: none"> <li>▪ The candidate will hear four voice mail messages.</li> <li>▪ Each message is played once.</li> <li>▪ For each message, there is one multiple-choice question with three options. The task is to choose the correct statement for each message. Only one option is correct.</li> </ul>
Topics	See <i>Inventory T – Topics</i>
Lexical range	See <i>Inventory V – Vocabulary</i>
Level	Vocabulary and grammar of the audio texts should be mostly at level A2. The language of the items should not exceed level A2.
Weighting	1 point per item (0 for incorrect response)

# 3 Inventories

## 3.1 Inventory T – Topics

Topic	Sub-topic
<b>Personal information</b>	<ul style="list-style-type: none"> <li>▪ Name</li> <li>▪ Address and telephone number</li> <li>▪ Age, date and place of birth</li> <li>▪ Nationality</li> <li>▪ Physical appearance</li> <li>▪ Likes and dislikes</li> </ul>
<b>Friends and family</b>	<ul style="list-style-type: none"> <li>▪ Personal relationships</li> <li>▪ Social networks</li> <li>▪ Family occasions</li> </ul>
<b>House and home</b>	<ul style="list-style-type: none"> <li>▪ Type, size and location of home</li> <li>▪ House, room and garden</li> <li>▪ Furniture and household equipment</li> <li>▪ Pets</li> </ul>
<b>Food and drink</b>	<ul style="list-style-type: none"> <li>▪ Meals, dishes, beverages, snacks</li> <li>▪ Places to eat and drink</li> <li>▪ Communicating with waiters</li> </ul>
<b>Shopping</b>	<ul style="list-style-type: none"> <li>▪ Shops, stores, (super)markets</li> <li>▪ Prices, sizes, quantities, measurements</li> <li>▪ Internet shopping</li> <li>▪ Buying and selling things</li> <li>▪ Communicating with shop personnel</li> </ul>
<b>Daily life</b>	<ul style="list-style-type: none"> <li>▪ Daily routine</li> <li>▪ Habits</li> <li>▪ Clothes</li> </ul>
<b>Places</b>	<ul style="list-style-type: none"> <li>▪ Countries and cities</li> <li>▪ Public spaces and buildings (street, park, stadium, etc.)</li> <li>▪ Type and location of place</li> <li>▪ Giving directions</li> </ul>

### 3.2 Inventory V – Vocabulary

#### A

<b>a, an</b>	Would you like a banana or an orange?
<b>able</b>	Lisa might be able to help you.
<b>unable</b>	The teacher was unable to answer the question.
<b>disabled</b>	I think the government should do more for disabled people.
<b>about</b>	The school is about two miles from here. What are they talking about? What about some pizza for lunch?
<b>above</b>	Our classroom is just above yours.
<b>abroad</b>	My sister is going to study abroad in Canada next year.
<b>absence</b>	Nobody noticed his absence.
<b>absent</b>	Marie was absent from school on Monday.
<b>absolutely</b>	You're absolutely right!
<b>accent</b>	Our teacher speaks with an American accent.
<b>accept</b>	I'm sorry, but we do not accept credit cards.
<b>acceptable</b>	Excuses like that are just not acceptable.
<b>accident</b>	He wasn't injured in the car accident. I am sorry I dropped the cup. It was an accident.
<b>according</b>	According to the weather report, it's going to snow tomorrow.
<b>account</b>	You can send the email to my school or private account.
<b>accountant</b>	To be an accountant you must be good with numbers.
<b>accuse</b>	Nobody has accused him of stealing the money.
<b>achieve</b>	He has achieved great results in his exams.
<b>across</b>	The bus stop is just across the street.
<b>act</b>	Joanna has been acting strangely recently.
<b>action</b>	I like action films.
<b>active</b>	Tom is a very active person – he loves sports.
<b>activity</b>	What are your favourite outdoor activities?

<b>actor</b>	Who is your favourite actor?
<b>actress</b>	She is the most talented actress in the film.
<b>actual</b>	I don't understand the actual reason for his behaviour.
<b>actually</b>	Actually, I'd rather spend the day at home.
<b>ad</b>	The teacher asked us to bring some newspaper ads to class today.
<b>advert</b>	The weekend papers are usually full of adverts.
<b>advertisement</b>	Did you see the funny advertisement on the Internet?
<b>advertise</b>	He advertised in the student newspaper.
<b>add</b>	Have you added their names to the list?
<b>addiction</b>	Drug addiction is a huge problem nowadays.
<b>addicted</b>	Many people are addicted to alcohol. Jim is addicted to video games.
<b>additional</b>	Ask your partner two additional questions.
<b>address</b>	Do you have Sara's email address?
<b>adjust</b>	Have you adjusted to your new school yet?
<b>admit</b>	She admitted that she never really liked me.
<b>adopt</b>	Marion and Eric have two children and they want to adopt one more.
<b>adult</b>	This film is only for adults.
<b>advantage</b>	This computer program has many advantages.
<b>disadvantage</b>	What are the disadvantages of having a pet?
<b>adventure</b>	We want to go on an adventure holiday in New Zealand this summer.
<b>advice</b>	Can I talk to you for a moment? I need some advice.
<b>advise</b>	Who would be the best person to advise us?
<b>affect</b>	The teacher's decision affected the whole class.
<b>afford</b>	I can't afford to buy designer clothes. They're too expensive.
<b>afraid</b>	I'm afraid I still don't understand. Can you explain it again, please?

# HANDBOOK

## ENGLISH A2·B1 SCHOOL

*telc English A2·B1 School* is a standardised, dual-level examination intended for teenage learners. It measures general language competence across two levels of the *Common European Framework of Reference for Languages (CEFR)* using a task-based, communicative approach.

The *telc English A2·B1 School Handbook* gives detailed information about all areas unique to the School version of the examination, including inventories of topics and vocabulary. For an in-depth coverage of the A2·B1 examinations, please also refer to the *telc English A2·B1 Handbook*.