



HANDBOOK  
ENGLISH

A2



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# 1 Background Information

## 1.1 The telc English A2 Examination

The telc English A2 Examination has five parts which are evaluated separately:

- Language Elements
- Listening Comprehension
- Reading Comprehension
- Writing
- Speaking

### The Written Examination consists of

#### Language Elements

Language Elements, part 1

Test Takers are awarded 0.5 points for each item. The maximum number of points for this subtest is 5.

Language Elements, part 2

Test Takers are awarded 1 point for each item. The maximum number of points for this subtest is 8.

#### Listening Comprehension

Listening Comprehension, part 1

Test Takers are awarded 2 points for each item. The maximum number of points for this subtest is 10.

Listening Comprehension, part 2

Test Takers are awarded 2 points for each item. The maximum number of points for this subtest is 4.

Listening Comprehension, part 3

Test Takers are awarded 2 points for each item. The maximum number of points for this subtest is 10.

Test takers are awarded a maximum number of 3 points for part 1 and a maximum number of 12 for both part 2 and part 3.

#### Reading Comprehension

Reading Comprehension, part 1

Test Takers are awarded 2 points for each item. The maximum number of points for this subtest is 8.

Reading Comprehension, part 2

Test Takers are awarded 2 points for each item. The maximum number of points for this subtest is 8.

Reading Comprehension, part 3

Test Takers are awarded 2 points for each item. The maximum number of points for this subtest is 8.

#### Writing

Test takers are awarded a maximum number of 3 points for each one of the 3 guiding points, as well as for the Communicative Design. Therefore, the maximum number of points for this subtest is 12.

### The Oral Examination consists of

#### Speaking

Test takers are awarded a maximum number of 3 points for part 1 and a maximum number of 12 points each for part 2 and part 3. Therefore, the maximum number of points for this subtest is 27.

## Marking Instructions for A2 WRITING Subtest

Three out of the six guiding points are to be covered appropriately within the given task. Marks are awarded for Task Management and Communicative Design as follows:

	Points	The task
<b>1</b> <b>2</b> <b>3</b>	<b>3</b>	has been fulfilled completely and the guiding point can be understood.
	<b>1.5</b>	has been partly fulfilled but with errors in language and content.
	<b>0</b>	has not been fulfilled or is incomprehensible.
<b>CD</b>	Points	The communicative design of the text
	<b>3</b>	is appropriate to the type of text.
	<b>1.5</b>	is only partly appropriate (e.g. salutation missing).
	<b>0</b>	is inappropriate to the type of text.

A maximum of 12 points may be awarded (4x3=12). Raters enter the marks they have chosen for Task Management and Communicative Design in the Marking Area on page 3 of the Answer Sheet S30, together with their Code Number.

**• Only for Raters •**

**Writing**

**Rater 1**

1	○	1.5	○	3	1
2	○	1.5	○	3	2
3	○	1.5	○	3	3
CD	○	1.5	○	3	CD

Code No.

**telc Rating**

1	○	1.5	○	3	1
2	○	1.5	○	3	2
3	○	1.5	○	3	3
CD	○	1.5	○	3	CD

Code No.

Spelling and grammar mistakes are only penalised if comprehension is impaired. The chief aim is the assessment of communicative language competences at level A2. Thus, the corresponding descriptors of the *Common European Framework of Reference for Languages* need to be taken into account.

### Overall Written Production

Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. [CEFR, p. 61]

### Overall Written Interaction

Can write short, simple formulaic notes relating to matters in areas of immediate need. [CEFR, p. 83]

### Notes, Messages & Forms

Can write short, simple notes and messages relating to matters in areas of immediate need. [CEFR, p. 84]

### Processing Text

Can copy out short texts in printed or clearly handwritten format. [CEFR, p. 96]

### General Linguistic Range

Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. [CEFR, p. 110]

### Grammatical Accuracy

Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. [CEFR, p. 114]

### Orthographic Control

Can copy short sentences on everyday subjects – e.g. directions how to get somewhere.

Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. [CEFR, p. 118]

### Rating Task Management

Of the six guiding points, consider those three which are most successfully covered for your rating. The CEFR A2 descriptors outline linguistic and sociolinguistic competences. If the candidate's text impairs the reader's comprehension in some way, full marks may not be awarded.

be confident that their achievement is a result of the skills measured in the examination and not influenced by factors like L1, country of origin, gender, age and ethnic origin.

14. Item-level data (e.g. for computing the difficulty, discrimination, reliability and standard errors of measurement of the examination) is collected from an adequate sample of candidates and analysed.

### Communication with stakeholders

15. The examination administration system communicates the results of the examinations to candidates and to examination centres (e.g. schools) promptly and clearly.
16. You provide information to stakeholders on the appropriate context, purpose and use of the examination, on its content, and on the overall reliability of the results of the examination.
17. You provide suitable information to stakeholders to help them interpret results and use them appropriately.

## 1.4 Relevant CEFR Scales

The CEFR provides essential information about the skills needed to successfully complete the examinations *telc English A2* and *telc English A2 School*. The scales in the following chart are incorporated into both examinations, although the amount and intensity of their use varies. The CEFR also includes descriptors which are not relevant for the two examinations. These have been omitted from this chart.

### GLOBAL SCALE

<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his / her background, immediate environment and matters in areas of immediate need.
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### LISTENING

OVERALL LISTENING COMPREHENSION	
<b>A2</b>	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.  Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
<b>A2</b>	Can generally identify the topic of discussion around him / her which is conducted slowly and clearly.

	<b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>
<b>A2</b>	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.

	<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>
<b>A2</b>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

## READING

	<b>OVERALL READING COMPREHENSION</b>
<b>A2</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.  Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

	<b>READING CORRESPONDENCE</b>
<b>A2</b>	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.  Can understand short, simple personal letters.

	<b>READING FOR ORIENTATION</b>
<b>A2</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.

	<b>READING FOR INFORMATION AND ARGUMENT</b>
<b>A2</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.

	<b>READING INSTRUCTIONS</b>
<b>A2</b>	Can understand regulations, for example safety, when expressed in simple language.  Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.

## 2 Test Specifications

telc *English A2* is an examination that measures language competence at level A2 of *The Common European Framework of Reference for Languages*.

### 2.1 Overview of the Test Format

There are five subtests:

Subtest	Time
Language Elements	15 minutes
Listening Comprehension	Approximately 20 minutes
Reading Comprehension	30 minutes
Writing	15 minutes
Speaking	Approximately 10 minutes

The subtests are divided into parts, as follows:

Subtest Language Elements	
Part 1	Filling the blanks of a short text <ul style="list-style-type: none"> <li>▪ 10 multiple-choice items</li> <li>▪ Proving language competence in vocabulary and grammar</li> </ul>
Part 2	Filling the blanks of 2 short dialogues <ul style="list-style-type: none"> <li>▪ 4 matching items for each of the 2 dialogues</li> <li>▪ Proving language competence in vocabulary and idiomatic dialogue (interactive speech)</li> </ul>
Subtest Listening Comprehension	
Part 1	Understanding 5 short audio texts <ul style="list-style-type: none"> <li>▪ 5 true / false items</li> <li>▪ Listening for gist</li> </ul>
Part 2	Understanding 2 short audio texts <ul style="list-style-type: none"> <li>▪ 2 true / false items</li> <li>▪ Listening for detail</li> </ul>
Part 3	Understanding 5 short audio texts <ul style="list-style-type: none"> <li>▪ 5 true / false items</li> <li>▪ Selective listening</li> </ul>

## 2.2 Details: Language Elements

<b>Language Elements Part 1</b>	
Structure	Instructions Text Items (multiple choice)
Objective	To assess the candidate's ability to distinguish between correct and incorrect vocabulary use, grammatical structures and parts of speech
Intended operations	Test the knowledge of vocabulary and grammar
Type of task	Filling the blanks with one word out of 3 choices
Number of items	10 (items 1–10)
Channel	Written
Nature of information	A short letter or an email about everyday situations, past experiences, vacations, etc.
Test items	<ul style="list-style-type: none"> <li>▪ The items test vocabulary and grammar knowledge at level A2.</li> <li>▪ Each multiple-choice item offers 3 options.</li> <li>▪ The 3 options must be possible and existing forms, although only one option is correct.</li> <li>▪ The 3 options must be listed in alphabetical order.</li> <li>▪ The first blank should not appear in the first words of the text and the following blanks should not be too close together. This is to allow the candidate to identify the situation and follow the logic of the text.</li> <li>▪ There should be an even distribution of gaps throughout the text.</li> <li>▪ Each option must be used only once.</li> <li>▪ Two successive items must be independent from each other to avoid interdependent mistakes.</li> </ul>
Item length	3 options of 1–3 words each
Topics	See Inventory T – Topics
Lexical range	See Inventory V – Vocabulary
Level	The language in the text and items must be at level A2
Evaluation	Answer key
Weighting	0.5 points per item

# 3 Inventories

The following inventories – Topics, Grammar and Vocabulary – were primarily designed for test constructors. When selecting texts and test items, they and the editing team take care to include only such materials that are likely to reflect the learners' range of experience, their needs and interests. For classroom work and test preparation, the inventories are meant to provide a basis for orientation.

## 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> </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>▪ Communicating with shop personnel</li> </ul>
<b>Daily life</b>	<ul style="list-style-type: none"> <li>▪ Daily routines</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>▪ Giving directions</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>▪ Communicating with teaching staff, fellow students, etc.</li> </ul>

### 3.2 Inventory G – Grammar

<b>I Verb Forms</b>
A) Infinitive/Base Form <ul style="list-style-type: none"> <li>1) with “to”</li> <li>2) without “to”</li> </ul>
B) Imperative
C) Participles <ul style="list-style-type: none"> <li>1) Present Participle           <ul style="list-style-type: none"> <li>a) regular</li> <li>b) irregular</li> </ul> </li> <li>2) Past Participle           <ul style="list-style-type: none"> <li>a) regular</li> <li>b) irregular</li> </ul> </li> </ul>
D) Simple forms <ul style="list-style-type: none"> <li>1) Present Tense           <ul style="list-style-type: none"> <li>a) regular</li> <li>b) irregular</li> </ul> </li> <li>2) Past Tense           <ul style="list-style-type: none"> <li>a) regular</li> <li>b) irregular</li> </ul> </li> <li>3) 'll Future</li> <li>4) Conditional Form</li> </ul>
E) Perfect Forms <ul style="list-style-type: none"> <li>1) Present Perfect</li> </ul>
F) Progressive Forms <ul style="list-style-type: none"> <li>1) Present Progressive</li> <li>2) “going to”</li> </ul>
G) Passive Forms <ul style="list-style-type: none"> <li>1) Present Simple</li> <li>2) Past Simple</li> </ul>
H) Auxiliary Verb Forms <ul style="list-style-type: none"> <li>1) “be”</li> <li>2) “have”</li> <li>3) “do”</li> </ul>

I) Modal Verb Forms <ul style="list-style-type: none"> <li>1) Simple Forms           <ul style="list-style-type: none"> <li>a) can</li> <li>b) could</li> <li>c) may</li> <li>d) shall</li> <li>e) should</li> <li>f) would</li> <li>g) must</li> <li>h) need</li> </ul> </li> </ul>
<b>II Noun Forms</b>
A) Singular/Plural Forms <ul style="list-style-type: none"> <li>1) regular</li> <li>2) irregular</li> </ul>
B) Singular Forms Only
C) Plural Forms Only
D) Genitive Forms <ul style="list-style-type: none"> <li>1) singular</li> <li>2) plural</li> </ul>
E) Concord
<b>III Articles</b>
A) The Definite Article
B) The Indefinite Article
C) Zero Article
<b>IV Pronouns</b>
A) Personal Pronouns
B) Possessive Pronouns <ul style="list-style-type: none"> <li>1) Determiners</li> <li>2) Nominal function</li> </ul>
C) Reflexive Pronouns

### 3.3 Inventory V — Vocabulary

#### A

<b>a</b>	What about a nice traditional Sunday Lunch in a pub?
<b>an</b>	Somebody phoned for an ambulance.
<b>a bit</b>	He looks a bit pale.
<b>a little bit</b>	You melt a little bit of butter and garlic.
<b>about</b>	And then you walk for about two hundred yards. Have you got any information about these places? What about a nice traditional Sunday Lunch in a pub? We're thinking about all going down to the Chinese restaurant at about twelve. How about you? / What about you?
<b>above</b>	My parents' flat is just above ours.
<b>accident</b>	He'd had a serious accident and was ill for a long time.
<b>across</b>	The store is just across the street.
<b>address</b>	I've included her address, phone number and e-mail address in case you need to contact her.
<b>adult</b>	This film is only for adults.
<b>advertisement</b>	I am writing in response to your advertisement for a typist.
<b>afraid</b>	Well, that's the smallest size they make I'm afraid.
<b>after</b>	You get used to that after a while.
<b>afternoon</b>	Good afternoon. Can I help you? We can go there in the afternoon.
<b>again</b>	When you get to the traffic lights you turn right again.
<b>against</b>	Many people are against public schools because rich parents can buy private education for their children.
<b>ago</b>	I was in Amsterdam a fortnight ago.
<b>agree</b>	I quite agree.
<b>air</b>	Let's get some fresh air.
<b>air</b>	I quite enjoy travelling by air.
<b>airline</b>	I'm not sure I'd ever fly with that airline again.
<b>airport</b>	She lives right next to the airport.
<b>alarm clock</b>	His alarm clock did not ring.

<b>all</b>	We're thinking about all going down to the Chinese restaurant. With this ticket you can travel on all Dutch, Belgian and Luxembourg railways. There were all sorts of buildings. Is that all? I thought it would cost more than that. You're lucky in Spain, aren't you? You have good weather all the time.
<b>at all</b>	That shouldn't be any problem at all.
<b>all right</b>	It'll be all right. We can do that later. All right?
<b>allow</b>	I'm afraid smoking is not allowed here.
<b>along</b>	We hired a car in Valencia and drove along the Costa Blanca to Alicante.
<b>already</b>	When we finally got to the station, the train had already left.
<b>alright</b>	Alright then. See you later.
<b>also</b>	I speak fluent German and French and also have a working knowledge of Spanish.
<b>always</b>	I love the country, I always have.
<b>a.m.</b>	Breakfast is at 8.00 a.m.
<b>ambulance</b>	Somebody phoned for an ambulance.
<b>among</b>	When you get among a lot of people in the centre of town, the best thing to do is to ask again.
<b>and</b>	Help yourself to a knife and fork. Turn right and it's about half a mile down on the left-hand side.
<b>angry</b>	My father's angry with me because I've damaged the car.
<b>animal</b>	He likes all kinds of animals.
<b>anniversary</b>	It's our wedding anniversary tomorrow.
<b>another</b>	Would you like another drink? I might live for another ten years. So we'll buy it from another firm.
<b>answer</b>	I got no answer from him. He didn't answer any of my questions.
<b>any</b>	Have you got any information about these places? Sorry, I haven't got any. I'd also be very interested in any other material you may have.

# HANDBOOK

## ENGLISH A2

*telc English A2* is a standardised examination which measures general language competence at level A2 of the *Common European Framework of Reference for Languages (CEFR)* using a task-based, communicative approach.

The *telc English A2 Handbook* is designed for teachers who wish to prepare their learners for telc English examinations as well as for examiners, heads of language departments in schools and other ELT professionals.

The Handbook explains the structure and specifications of the examination and how the listening, reading, writing and speaking components are assessed alongside the relevant CEFR scales. To give those preparing to take the examination the best support possible, there are also inventories of topics, grammar and vocabulary.