



MOCK EXAMINATION 1

ENGLISH HOTEL & RESTAURANT

Examination Preparation

B1



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To the readers of this booklet

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Jürgen Keicher
Geschäftsführer (Managing Director), telc gGmbH

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Test Format

Sub-Test		Type of Test		Time in minutes
Written Examination	 1 Reading Comprehension			90
	Part 1	Reading for Gist	5 matching items	
	Part 2	Reading for Detail	5 multiple-choice items	
	Part 3	Selective Reading	10 matching items	
	 2 Language Elements			
	Part 1	Completing a text (gap filling)	10 multiple-choice items	
	Part 2	Completing a text (gap filling)	10 matching items	approx. 25
	 3 Listening Comprehension			
	Part 1	Listening for Gist	5 true/false items	
	Part 2	Listening for Detail	10 true/false items	
Part 3	Selective Listening	5 true/false items	30	
 4 Writing				
	Writing a semi-formal letter or email	Task with four guiding points		

Oral Examination	Preparation Time		20 minutes
	 5 Oral Examination		
	Part 1	Welcoming a guest	approx. 15 minutes
	Part 2	Describing your work	
	Part 3	Task	
			Examination with one candidate

Reading Comprehension, Part 1

Read the headlines a–j and the texts 1–5. Find the best headline for each text. You can use each headline only once.

Mark your answers for items 1–5 on the answer sheet.

- a **Budget Rentals**
- b *CHILDREN'S PARTY SERVICE*
- c **Complete Range of Services**
- d **Dining Options**
- e ***Entertainment Agency***
- f **Facilities and Hardware for Meetings**
- g **PARKING AND MORE**
- h **Video Facilities**
- i **WHAT'S ON IN TOWN**
- j ***What to Do for Entertainment***

1

From the Presidential Board Room for 5 to 20 people to the Manhattan Suite, the Lexington and Empire Rooms for meetings up to 250 - our hotel's Special Events team is able to

tailor an event for you. We cater to your needs and specific wishes, arrange speakers, entertainment and music, as well as waiter or buffet services.

2

We offer buffets or full four course sit-down meals in our award-winning restaurant. Our chefs and their staff can deal with all dietary requirements (e.g. vegetarian, vegan, diabetic, low-salt, low-fat) as well as specific tastes. Children's needs are no problem at all to our staff, even at short notice. For small snacks and drinks visit our Palace Café.

3

The Hancock Room has seats with plugs and internet access for instant reporting and is ideal for press conferences. Each room has a telephone and internet connection and there are computers for individual use in the foyer. Our full range includes OHP, screen, data projector, laptop, flipchart, telephone, fax, email, photocopying, lectern and PA system.

4

Team building or just fun – round off the day's business with a game of ten-pin bowling or the use of over 100 video and interactive games. There is also a Comedy Club with a late bar and dancing every Thursday. Plus bars with late license, DJ and pool tables. Old Orleans Restaurant and Health Club are available for corporate use.

5

Over 700 free spaces for our guests. Brightly lit, with easy access for luggage, wheelchairs and prams. Partly roofed. Spaces for disabled and handicapped drivers and for women

driving alone. The entire area is covered by CC television. On the highest floor, you can also see ten hotel-owned luxury vehicles which we can rent out for special events.

Reading Comprehension, Part 2

Read the text and the items 6–10. Decide which answer fits best: a, b or c.
Mark your answers for items 6–10 on the answer sheet.

Hard Work Ahead for Restaurateurs

Mid-April may have marked a turning point for many restaurateurs. Last year was not a good one, with a big drop in business entertaining in the last quarter of the year. The downward trends carried over to this year's first quarter. However, warmer weather and better hotel booking rates seem to have started to make things better.

At Sartorial, a smart Italian restaurant in London, demand for private dining rooms has been much heavier and wine spending is on the increase. Sommelier Dario Pangolin said "We had two parties last night and all they drank was Tignanello and Sassicaia, two of the most expensive wines on my list.

But for any restaurateur, success – or at least a busier reservation telephone line – brings fresh challenges that, although more pleasant to deal with than negative cash flow and staff cuts, are complex nevertheless. I talked to leading restaurateurs and chefs about the challenges they face.

"It's the phone" said Raymond Oradell, chef and owner of Da Raymond, which opened to excellent reviews six weeks ago. "One day we started

counting how many times it rang, but gave up when it got to 1,200. We are now booked out six weeks in advance, which of course is wonderful, but it does mean that we have lost the ability to handle walk-ins. Like every other restaurant we always keep one or two tables in case there has been a mistake over a booking, but it is very, very difficult to get the balance right, especially in the evening when business people just want to have a quick meal with colleagues."

Dick Stone, the UK chef, who has just brought fish cookery to the public's attention in a recent TV documentary, said: "Overnight we became a destination restaurant but it wasn't as though we hadn't been extremely busy with local customers before then. We mustn't upset those who have supported us for so long, so we have built up a list of those who live nearby and come regularly and we keep tables back every evening for them."



- 6** This year, business for restaurants was
- a** better than in the autumn before.
 - b** still dropping in spring.
 - c** the same as usual.
- 7** In one restaurant in London, Sartorial,
- a** bills for wine are lower than usual.
 - b** no expensive wine is sold.
 - c** wine bills are getting higher.
- 8** Most restaurants have to
- a** fire staff when business is slow.
 - b** hire a famous chef to improve business.
 - c** take out a loan to cover losses.
- 9** One thing which is difficult for successful restaurant owners is
- a** customers cancelling bookings.
 - b** having too many tables booked in advance.
 - c** incorrect table bookings.
- 10** Dick Stone's restaurant
- a** does not yet have many regular customers.
 - b** has started to attract customers from outside the town.
 - c** is still used mostly by local people.

Reading Comprehension, Part 3

First read the ten situations (11–20) and then read the twelve texts (a–l). Decide which text goes best with which situation. Each text can be used only once. Mark your answers on the answer sheet (11–20). In some cases there may be no suitable text. Then mark x.

- 11 A friend wants to spend a holiday learning to handle a small boat.
- 12 You and your partner are looking for catering jobs where you can live together in one place.
- 13 You are a cook and are looking for a job with accommodation in a small hotel.
- 14 Your friend can cook Italian food and is looking for a job in an English pub.
- 15 You are looking for a quiet hotel where you can organise a training seminar on a Saturday.
- 16 You want to do catering training in England.
- 17 You are looking for a hotel for a romantic weekend with your partner.
- 18 Your parents want to spend a holiday in the countryside not far from London.
- 19 You have been asked to find a hotel with facilities for large meetings and dinners.
- 20 A colleague with a lot of experience in the catering business would like to help to run an English hotel.

a

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b

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c

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d

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g

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h

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i

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k

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l

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West Bridgeford
Nottingham NG2 5HH

Language Elements, Part 1

Read the text and decide which word or phrase is missing in items 21–30: a, b or c.
Mark your answers for items 21–30 on the answer sheet.

I am writing to thank you for the week which I **21** at your hotel last month. I was very happy with the wonderful atmosphere in the hotel and the way **22** you made all your hotel guests feel welcome. The food, accommodation and service were **23** of a very high standard. The restaurant service was **24** .
I intend to return to your hotel in the near future. Please **25** my thanks once again.

- 21** a am spending
b spend
c spent

- 23** a all
b completely
c every

- 25** a accept
b express
c welcome

- 22** a in case
b in that
c in which

- 24** a delicious
b excellent
c tasty

I am just writing **26** about the terrible week I had at your hotel last month. The service in the restaurant was slow and **27** . I was also very disappointed by the condition **28** my room. The bed was hard and not very comfortable.
29 , there were no tea-making facilities in the room. I am afraid that I cannot recommend your hotel to **30** else.

- 26** a for complaining
b in complaint
c to complain

- 28** a in
b of
c on

- 30** a anyone
b everyone
c no one

- 27** a dissatisfaction
b dissatisfied
c dissatisfying

- 29** a As well as
b In addition
c To add to

Language Elements, Part 2

Read the text and decide which word or phrase a–o is missing in items 31–40. Each word can only be used once.

Mark your answers for items 31–40 on the answer sheet.

Dear Ms Hutton,

Thank you very much for your reservation. I am writing to **31** your booking for two double rooms for three nights from May 14th to May 17th. The rooms are on the fourth floor. There is a **32** door between the rooms and both the rooms have a **33** of the hotel gardens.

The cost per room is €230 per night for bed and breakfast, **34** of taxes and service. I am **35** two brochures with information about our hotel and its **36**. If you have any questions, I'll be more than **37** to answer them.

The rooms will be **38** until 6 p.m. on May 14th. Please let me know if you will be **39** later than this.

We look forward to **40** you at our hotel and hope you have an enjoyable stay with us.

Yours sincerely,

- | | | |
|----------------------|---------------------|--------------------|
| a AMENITIES | f CONNECTING | k PLEASED |
| b APPROVE | g ENCLOSING | l SATISFIED |
| c AVAILABLE | h INCLUSIVE | m SIGHT |
| d CHECKING IN | i INVITING | n VIEW |
| e CONFIRM | j OPEN | o WELCOMING |

Listening Comprehension, Part 1

You are going to hear five dialogues. You will hear each dialogue only once. First read items 41–45. After you have listened to each dialogue, decide if the statement for each of the items 41–45 is true (+) or not true (–).

Mark your answer on the answer sheet.

Now you will have half a minute to read the five statements.

- 41 The guest's employer will pay the hotel.
- 42 The guest doesn't know when he will get to the hotel.
- 43 The receptionist spells out the caller's name.
- 44 Both guests want alcoholic drinks.
- 45 There is something wrong with the tap in the guest's room.

Listening Comprehension, Part 2

You are going to hear a radio programme. You will hear the programme twice. First read items 46–55.

After you have listened to the programme, decide if the statement for each of the items 46–55 is true (+) or not true (–).

Mark your answer on the answer sheet.

Now you will have one minute to read the statements.

- 46** Caroline and Paul Fowler are a husband and wife team.
- 47** There will be seven hotels in the chain in the near future.
- 48** The Fowlers always wanted a chain of hotels.
- 49** The Fowlers' first hotel was in Germany.
- 50** Paul and Caroline plan the rooms together.
- 51** There are four company directors.
- 52** All the hotels are in city centres.
- 53** The cafés in the hotels are open to anyone after breakfast.
- 54** The Fowlers are going to open new hotels in other countries.
- 55** The name of the chain was Caroline's idea.

Listening Comprehension, Part 3

You are going to hear five short texts. You will hear each text twice.

After you have listened to each text, decide if the statement for each of the items 56–60 is true (+) or not true (–).

Mark your answer on the answer sheet.

- 56** Mr Brown is staying in Room 316.
- 57** The caller is asking the hotel to provide a larger room for the conference.
- 58** The guest wants to know if Mr. Williams has phoned.
- 59** The guest wants to know if you can change £s into \$s.
- 60** The caller asks if children can come to the dinner show.



Writing

The hotel you work for receives the following email:

Dear Sir

We are planning a European sales meeting for 25 people for the first weekend of April next year. We require overnight accommodation and conference rooms from Friday to Sunday. Would you please send us details of your hotel, and, in particular, of the facilities you offer for such groups?

We would appreciate an early reply.

Regards

James Brown
Marketing and Events Manager
Winston Bartlett Staines Systems Ltd.

Answer the email. Before starting, decide in which order you want to include all the points below. Begin and end the email in a suitable way.

- Refer to the attached material
- Confirm that you can deal with such groups
- Recommend your facilities
- Offer a booking (with prices)

Oral Examination

How is the oral examination conducted?

Each oral examination takes place with one candidate only. The task sheets for the oral examination have different topics for candidates working in hotels and candidates working in restaurants. The candidate can choose which one to prepare for. Part 2 must be prepared before the examination in both cases. At the examination, the candidate is asked which topic for Part 2 he/she has already prepared and is given the appropriate task sheet. The candidate is then given 20 minutes to prepare the rest of the oral examination. During this time he/she has the opportunity to study the task sheet for the three parts of the test and to prepare the role-play for Part 3. The oral examination lasts 15 minutes and is conducted by two licensed telc examiners with one examiner taking on a role for Part 1 and Part 3.

What is the candidate expected to do?

The task sheets for the oral examination have different topics for candidates working in hotels and those working in restaurants. Part 1 and Part 3 of the examination are examples of situations as they may typically take place at work. One examiner will play the part of the guest in the situation or the person making an enquiry. In Part 2 the candidate should give a short description of a hotel or an explanation of a menu to the examiner. The candidate is expected to have prepared this before the examination. The candidate should also bring printed material from work to the examination. The examiner will ask the candidate some questions. Part 3 has two tasks for the candidate to prepare during the 20-minute preparation phase. The examiner will choose the task during the examination and start the conversation in such a way that the candidate knows which task he/she is expected to role-play. Notes prepared at home or made during the 20-minute preparation phase may be used in the oral examination, but the candidate is not permitted to read them out.

What is the main focus of each part of the exam?

Part 1: Welcoming a guest

The candidate's task is to welcome a guest to the hotel or restaurant as he/she would at work. The candidate is also given some ideas on the task sheet. One examiner will play the part of a guest at the hotel or restaurant and will introduce other topics into the conversation.

Part 2: Describing your work

The candidate's task is to describe the hotel or to explain the menu of the restaurant he/she works for. He/she should have prepared a description of a hotel or an explanation of a menu before the examination and should bring some printed material to help describe the hotel or explain the menu to the examiners. The material can be a description of a hotel or a menu in his/her own language or in the language of the country he/she works in. The candidate must not read out what he/she has prepared. One examiner will ask some questions.

Part 3: Task

In this part of the examination the candidate will be given a task to carry out. This may be a problem which has to be solved or a request for information of some kind. There are two tasks for the candidate to prepare during the 20-minute preparation phase before the examination. The examiner will choose the task during the examination and start the conversation in such a way that the candidate knows which task he/she is expected to role-play. The examiner will role-play the other part.

Candidate sheet for candidates working in hotels

Part 1: Welcoming a Guest

In the first part of the examination you should welcome a guest to your hotel. The examiner will play the part of the guest. Ask questions to find out the information you need when a guest arrives at the hotel, e.g.

- name, address and date of birth
- length of stay
-

You should also ask if the guest has any special wishes and give him/her some information about the hotel.

Part 2: Describing your Work

*You are expected to have prepared a description of a hotel before the examination. You should bring some **printed material** with you and be able to explain it to the examiners. The material should be a description of a hotel in your own language or the language of the country you work in. You must not read out what you have prepared. One examiner will ask you some questions. If you cannot answer the questions fully, you should be able to explain why.*

Give information about

- location of hotel
- type of hotel
- type of accommodation
- prices
- and anything else which is important.

Part 3: Task

*The following are **examples** of the type of task you may be asked to deal with in Part 3 of the oral examination.*

The examiner will choose one and start the conversation in a suitable way so that you know which task you are expected to role-play. You need to be able to respond suitably.

Task 1

A guest telephones to book a room at the hotel you work at. Answer the guest's questions and ask questions to get the information you need for a booking.

Remember to begin and end the telephone conversation in the usual way. It is your task to structure the conversation.

Task 2

A guest at your hotel has a complaint about the bad air in his/her room. Deal with the guest's complaint and ask questions to get any additional information you need.

Remember to begin and end the conversation in a suitable way. It is your task to structure the conversation.

Candidate sheet for candidates working in restaurants

Part 1: Welcoming a Guest

In the first part of the examination you should welcome a guest to your restaurant. The examiner will play the part of the guest. Ask questions to find out the information you need when a guest arrives at the restaurant, e.g.

- name, number of people
- whether a table has been booked
-

You should also ask if the guest has any special wishes and give him/her some information about the menu.

Part 2: Describing your Work

*You are expected to have prepared an explanation of a menu before the examination. You should bring some **printed material** with you and explain it to the examiners. The material should be a menu in your own language or the language of the country you work in. You must not read out what you have prepared. One examiner will ask you some questions. If you cannot answer the questions fully, you should be able to explain why.*

Give information about

- main dishes
- dessert
- drinks
- prices
- and anything else which is important.

Part 3: Task

*The following are **examples** of the type of task you may be asked to deal with in Part 3 of the oral examination.*

The examiner will choose one and start the conversation in a suitable way so that you know which task you are expected to role-play. You need to be able to respond suitably.

Task 1

A guest telephones to book a table at the restaurant you work at. Answer the guest's questions and ask questions to get the information you need for a booking.

Remember to begin and end the telephone conversation in the usual way. It is your task to structure the conversation.

Task 2

You work for a steakhouse. A guest in your restaurant has a complaint about the meal he/she has received. Deal with the guest's complaint and ask questions to get any additional information you need.

Remember to begin and end the conversation in an appropriate way. It is your task to structure the conversation.

Examiner sheet for use with candidates working in hotels

Part 1: Welcoming a Guest

One examiner should play the part of a guest arriving at the hotel. The conversation should start in the usual way with the guest entering the hotel and being greeted or greeting the receptionist. The examiner should allow the candidate to structure the exchange as he/she wishes and should respond appropriately. The examiner should introduce one or two elements the candidate may not have anticipated, such as:

- request for special services
- request for equipment or facilities

These are only given as examples. The examiner should improvise as and when necessary. If the candidate has difficulty structuring the exchange, the examiner may help or ask questions, but should remember to keep to the role of guest in the hotel.

Part 2: Describing your Work

In this part the examiner should not play the role of a guest. The candidate will bring some **printed material**, for example a description of the hotel they work for which can be in their own language or the language of the country they work in. The examiner should allow the candidate to structure the exchange as he/she wishes and should respond and ask questions accordingly. The questions may also be about aspects not mentioned in the candidate's description or in the printed material the candidate has brought. The candidate should be able to explain why he/she cannot answer a particular question if this is the case. The examiner should introduce one or two elements the candidate may not have anticipated, such as:

- shops
- sports facilities

These are only given as examples. The examiner should improvise as and when necessary. If the candidate has difficulty structuring the exchange, the examiner may help or ask questions, but this help should be borne in mind when marking.

Part 3: Task

The following are **examples** of the type of task the candidate may be asked to deal with in Part 3 of the oral examination.

During the examination, the **examiner chooses one task** to role-play and **starts the conversation in such a way that the candidate knows which task he/she is expected to role-play**. The candidate needs to be able to respond suitably.

Task 1

You telephone a hotel to book a room. You need:

- a single room for three nights
- a late check-in
- the bill to be sent to your company

Answer the receptionist's questions and ask some of your own, making up details where necessary. Begin and end the telephone conversation in the usual way. It is the candidate's task to keep the conversation going and to bring it to a close.

Task 2

At a hotel, you want to complain about your room because:

- it smells of smoke and you had asked for a non-smoking room
- it is not possible to open any window
- the air-conditioning is not working

Answer the receptionist's questions and ask some of your own, making up details where necessary. Begin and end the telephone conversation in the usual way. It is the candidate's task to keep the conversation going and to bring it to a close.

Examiner sheet for use with candidates working in restaurants

Part 1: Welcoming a Guest

The examiner should play the part of a guest at the restaurant. The conversation should start in the usual way with the guest entering the restaurant and being greeted or greeting the waiter. The examiner should allow the candidate to structure the exchange as he/she wishes and should respond accordingly. The examiner should introduce one or two elements the candidate may not have anticipated, such as:

- request for special services
- request for equipment or facilities

These are only given as examples. The examiner should improvise as and when necessary. If the candidate has difficulty structuring the exchange, the examiner may help or ask questions, but should remember to keep to the role of guest in the restaurant.

Part 2: Describing your Work

In this part the examiner should not play the role of a guest. The candidate will bring a **printed menu** which can be in his/her own language or the language of the country they work in. The examiner should allow the candidate to structure the exchange as he/she wishes and should respond and ask questions accordingly. The questions may also be about aspects not mentioned in the candidate's description or in the menu the candidate has brought. The candidate should be able to explain why he/she cannot answer a particular question if this is the case. The examiner should introduce one or two elements the candidate may not have anticipated, such as:

- appropriate drinks/starters
- special menu for children or senior citizens

These are only given as examples. The examiner should improvise as and when necessary. If the candidate has difficulty structuring the exchange, the examiner may help or ask questions, but this help should be borne in mind when marking.

Part 3: Task

The following are **examples** of the type of task the candidate may be asked to deal with in Part 3 of the oral examination.

During the examination, the **examiner chooses one task** to role-play and **starts the conversation in such a way that the candidate knows which task he/she is expected to role-play**. The candidate needs to be able to respond to the enquiry or complaint.

Task 1

You telephone a restaurant to book a table.

- You need a table for six people for tomorrow evening.
- You hope to arrive by 8pm but might be a little late.
- You want to settle the bill by credit card.

Answer the waiter's questions and ask some of your own, making up details where necessary. Begin and end the telephone conversation in the usual way. It is the candidate's task to keep the conversation going and bring it to a close.

Task 2

At a restaurant, you are unhappy with your meal.

- You have asked for a well-done steak but yours is definitely not done at all.
- The potatoes are undercooked too.
- Ask for a replacement or a refund.

Answer the waiter's questions and ask some of your own, making up details where necessary. Begin and end the conversation in the usual way. It is the candidate's task to keep the conversation going and bring it to a close.

Familiennamen · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

Vorname : First Name : Nombre : Prénom : Nome : Adı : Имя

 . . ▶ **Beispiel: 23. April 1995** ▶ 1995 . 04 . 23

Geburtsdatum · Date of Birth · Fecha de nacimiento · Date de naissance · Data di nascita · Doğum tarihi · Дата рождения

Geburtsdatum : Date of Birth : Fecha de nacimiento : Date de naissance : Data di nascita : Doğum tarihi : Дата рождения

Geburtsort · Place of Birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Doğum yeri · Место рождения

001 - Deutsch	003 - Français	005 - Italiano	007 - Magyar	009 - Русский язык	011 - Türkçe	013 - 汉语
002 - English	004 - Español	006 - Português	008 - Polski	010 - Český jazyk	012 - عربي	000 - andere/other

Muttersprache · First Language · Lengua materna · Langue maternelle · Madrelingua · Anadili · Родной язык

☐ männlich · male · mascolino · masculin · maschile · erkek · мужской

☐ weiblich · female · femenino · féminin · femminile · kadın · женский

Geschlecht · Sex · Sexo · Sexe · Sesso · Cinsiveti · Пол

Prüfungszentrum · Examination Centre · Centro examinador · Centre d'examen · Centro d'esame · Sınav merkezi · Экзаменационное учреждение

. . ▶ **Beispiel: 14. Juli 2017**
Example: 14 July 2017 ▶ 2017 . 07 . 14

Prüfungsdatum : Date of Examination : Fecha del examen : Date d'examen : Data dell'esame : Sinav tarihi : Дата экзамена

Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

												1	1	3	0	
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SNT **MNT**

S






























Q






P

Written Examination



1 Reading Comprehension

1										1	
2	a	b	c	d	e	f	g	h	i	j	2
3											3
4	a	b	c	d	e	f	g	h	i	j	4
5											5
6	a	b	c	d	e	f	g	h	i	j	6

6		6
7		7
8		8
9		9
10		10










































































































11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11
	a	b	c	d	e	f	g	h	i	j	k	l	x
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12
	a	b	c	d	e	f	g	h	i	j	k	l	x
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13
	a	b	c	d	e	f	g	h	i	j	k	l	x
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14
	a	b	c	d	e	f	g	h	i	j	k	l	x
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15
	a	b	c	d	e	f	g	h	i	j	k	l	x

16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16
	a	b	c	d	e	f	g	h	i	j	k	x
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17
	a	b	c	d	e	f	g	h	i	j	k	x
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18
	a	b	c	d	e	f	g	h	i	j	k	x
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19
	a	b	c	d	e	f	g	h	i	j	k	x
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20
	a	b	c	d	e	f	g	h	i	j	k	x



2 Language Elements

21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
	a	b	c	
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22
	a	b	c	
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
	a	b	c	
24	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24
	a	b	c	
25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25
	a	b	c	
26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26
	a	b	c	
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27
	a	b	c	
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28
	a	b	c	
29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29
	a	b	c	
30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30
	a	b	c	

31																31
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
32																32
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
33																33
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
34																34
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
35																35
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
36																36
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
37																37
	a	b	c	d	e	f										

After completing the subtests “Reading Comprehension” and “Language Elements”, please separate this sheet from the others and hand it in.

										1	1	3	0	
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3 Listening Comprehension

41	<input type="radio"/>	<input type="radio"/>	41	46	<input type="radio"/>	<input type="radio"/>	46	51	<input type="radio"/>	<input type="radio"/>	51	56	<input type="radio"/>	<input type="radio"/>	56
	+	-			+	-			+	-			+	-	
42	<input type="radio"/>	<input type="radio"/>	42	47	<input type="radio"/>	<input type="radio"/>	47	52	<input type="radio"/>	<input type="radio"/>	52	57	<input type="radio"/>	<input type="radio"/>	57
	+	-			+	-			+	-			+	-	
43	<input type="radio"/>	<input type="radio"/>	43	48	<input type="radio"/>	<input type="radio"/>	48	53	<input type="radio"/>	<input type="radio"/>	53	58	<input type="radio"/>	<input type="radio"/>	58
	+	-			+	-			+	-			+	-	
44	<input type="radio"/>	<input type="radio"/>	44	49	<input type="radio"/>	<input type="radio"/>	49	54	<input type="radio"/>	<input type="radio"/>	54	59	<input type="radio"/>	<input type="radio"/>	59
	+	-			+	-			+	-			+	-	
45	<input type="radio"/>	<input type="radio"/>	45	50	<input type="radio"/>	<input type="radio"/>	50	55	<input type="radio"/>	<input type="radio"/>	55	60	<input type="radio"/>	<input type="radio"/>	60
	+	-			+	-			+	-			+	-	

After completing the subtest “Listening Comprehension”, please separate this sheet from the other one and hand it in.

[illegible][illegible][illegible]

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Testversion · Test Version · Versión del examen · Version d'examen · Versione d'esame · Sınav sürümü · Тестовая версия

4 Writing

For
Raters'
Use

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

[illegible][illegible]

4 Writing *Raters only!*

Rater 1

I    
A B C D

Wrong topic?

yes no

Additional point IV.1

yes no

Additional point IV.2

☐ yes ☐ no

--	--	--	--	--	--	--

Code Rater 1

Rater 2

I    
A B C D

Wrong topic?

yes no

Additional point IV.1

yes no

Additional point IV.2

☐ yes ☐ no

--	--	--	--	--	--	--

Code Rater 2

telc Rating

I    
A B C D

Wrong topic?

yes no

Additional point IV.1

yes no

Additional point IV.2

yes no

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Code telc Rater

Marking Criteria “Writing”

The Writing subtest is assessed according to the following three criteria:

- I Content (Guiding Points)
- II Communicative Design
- III Language

I Content (Guiding Points)

Assessment is based on the number of guiding points that have been processed.

	Points
A All four guiding points have been processed in an appropriate way.	5
B Three of the guiding points have been processed in an appropriate way.	3
C Two of the guiding points have been processed in an appropriate way.	1
D No more than one guiding point has been processed in an appropriate way.	0

II Communicative Design

Assessment is based on:

- whether the guiding points have been processed in a logical sequence;
- the links between the sentences and between the guiding points;
- whether the language used is appropriate to a **business letter** and to the person the letter is being sent to;
- the formal characteristics of the letter (reference line, date, salutation, closing formula) **and their appropriacy in a business context.**

The communicative design of the letter is

	Points
A appropriate in all respects.	5
B appropriate in most respects.	3
C mostly inappropriate.	1
D completely inappropriate.	0

III Language

Assessment is based on syntax, morphology and spelling.

The letter contains

	Points
A no or only occasional errors.	5
B a number of errors without impairing the reader's understanding of the letter.	3
C errors that considerably impair the reader's understanding of the important parts of the letter.	1
D so many errors that the text is (almost) impossible to understand.	0

How are the letters assessed?

Every letter is assessed by two licensed telc raters. If their assessments differ, the second one determines the final mark. The quality of these assessments is verified by regular spot checks at the telc headquarters.

The raters can award a maximum of 15 points (five for each criterion). A maximum of two additional points can be awarded if:

IV.1 The letter is above average in regard to its linguistic variety (range of vocabulary and structures).

IV.2 The letter is above average in relation to its length (textual composition).

However, the additional points may not be awarded if the letter has already been given the maximum number of points, or if it has been awarded a "C" or "D" in one of the three criteria.

If the mark given for Criterion I and/or Criterion III is "D", then the whole letter must be awarded zero points. In this case the examiners must mark "D D D" on the Answer Sheet S30. In other words the points for all criteria are then zero.

Calculation of the score

The score attained by a candidate consists of the sum of the points which have been awarded for the three criteria, plus any additional points (maximum of two).

During the scoring process at the telc headquarters this score is multiplied by three, so that a candidate can attain a maximum of 45 points in the subtest Writing. This corresponds to 15% of the maximum total of 300 points for the whole examination.

Marking Criteria “Oral Examination”

The oral examination consists of three parts. Each part is assessed separately in accordance with the same criteria:

The candidate's performance is assessed according to the following criteria:

- I Expression
- II Task Management
- III Language
- IV Pronunciation and Intonation

I Expression

Assessment is based on the extent to which the language used (vocabulary and functional exponents) is appropriate to the task and the role relationship between the candidate and the “guest” in Part 1 and Part 3.

		Points	
		Part 1	Part 2 & 3
Expression is			
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

II Task Management

Assessment is based on

- the degree of active participation in the discourse;
- the use of strategies (discourse strategies and, where necessary, compensation strategies);
- fluency.

		Points	
		Part 1	Part 2 & 3
Task Management is			
A	appropriate in all respects.	4	8
B	appropriate in most respects.	3	6
C	mostly inappropriate.	1	2
D	completely inappropriate.	0	0

Assessment is made on the process of task management, not on the end-product.

III Language

Assessment is based on syntax and morphology.

		Points	
		Part 1	Part 2 & 3
A	no or only occasional errors.	4	8
B	a number of errors without impairing communication.	3	6
C	errors that considerably impair communication.	1	2
D	so many errors that communication is (almost) impossible.	0	0

IV Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

		Points	
		Part 1	Part 2 & 3
Divergences from standard pronunciation and intonation			
A	do not impede comprehension.	3	6
B	may occasionally impede comprehension and require extra concentration on the part of the listener.	2	4
C	considerably impede comprehension.	1	2
D	make comprehension (almost) impossible.	0	0

Scoring the Oral Examination

Each of the three parts of the oral examination is assessed separately using the same criteria. The marks for the three parts are based on a ratio of 1:2:2, corresponding to 15, 30 and 30 points respectively.

Part 1: Welcoming a Guest

A maximum of 15 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	4	3	1	0
2	Task Management	4	3	1	0
3	Language	4	3	1	0
4	Pronunciation & Intonation	3	2	1	0

Part 2: Describing your Work and Part 3: Task

In each part a maximum of 30 points may be awarded as follows:

Criterion		A	B	C	D
1	Expression	8	6	2	0
2	Task Management	8	6	2	0
3	Language	8	6	2	0
4	Pronunciation & Intonation	6	4	2	0

The overall examination carries a maximum total of 300 points, giving the oral examination a weighting of 25 per cent.

Points and Grades

	Subtest	Item	Points	Points max.	Weighting
Written Examination	1 Reading Comprehension				
	Part 1	1–5	25	75	25 %
	Part 2	6–10	25		
	Part 3	11–20	25		
	2 Language Elements				
	Part 1	21–30	15	30	10 %
	Part 2	31–40	15		
	3 Listening Comprehension				
	Part 1	41–45	25	75	25 %
	Part 2	46–55	25		
	Part 3	56–60	25		
	4 Writing				
		Content (Guiding Points)	15	45	15 %
	Letter	Communicative Design	15		
		Language	15		
Sub-Total I				225	75 %
Oral Examination	5 Oral Examination				
	Part 1	Welcoming a guest	15	75	25 %
	Part 2	Describing your work	30		
	Part 3	Task	30		
	Sub-Total II				75
	Written Examination			225	75 %
	Oral Examination			75	25 %
	Total Points			300	100 %

Examination Procedures

This mock examination has been developed as preparation material for the *telc English B1 Hotel and Restaurant* examination. Learners can become fully familiar with the examination format so that they know exactly what to do in the real examination situation. The mock examination can be used to simulate a real examination situation. It thus enables learners to check, with the help of their teacher, whether they have reached the necessary level of language competence to pass the examination.

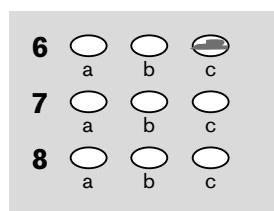
All the information that teachers and learners need about the test format is given in this publication. However, it is important that learners and teachers also refer to the ***telc English B1 Hotel and Restaurant, Handbook*** in which they can find a **list of additional lexical items** which are commonly used in the hospitality industry, but which can exceed level B1 of the CEFR. The handbook is available for download at www.telc.net.

Should you wish to simulate a real examination closely, please read the Instructions for the Written and Oral Examinations (available from telc gGmbH).

Answer Sheet S30

The Answer Sheet S30 is a thin booklet with three perforated sheets. The candidates record their answers for the subtests *Reading Comprehension*, *Listening Comprehension* and *Language Elements* on pages 2 and 3. The examiners mark their results for the oral examination on page 4. The marks for the subtest *Writing* are recorded on page 6.

A soft lead pencil should be used to fill in the ovals in the marking section, as well as the personal information, at the beginning of the test.



Written Examination

The Group Written Examination lasts 150 minutes and consists of the subtests Reading Comprehension, Language Elements, Listening Comprehension and Writing. Before starting the examination, the candidates should fill in the information section on the Answer Sheet S30.

The examination begins with the subtests Reading Comprehension and Language Elements. After this section is completed, the candidates separate the first sheet from the two remaining sheets of the Answer Sheet S30. Then they continue with the subtests Listening Comprehension and Writing.

After the subtest Listening Comprehension the second answer sheet is collected by the examiner. The Writing subtest can only start after this has been done.

The Writing subtest lasts 30 minutes, after which the examiner collects the third sheet of paper of the Answer Sheet S30. The written examination is then completed.

In a real examination

- candidates must write their names and personal details in block capitals so that these appear correctly on their certificates.
- candidates must enter their answers in a particular way so that these can be read automatically.
- under no circumstances is other material (dictionaries, grammar books, personal notes etc.) allowed apart from the examination booklets.
- candidates must be informed that all attempts to cheat will lead to their exclusion from the examination and make the results invalid.
- the order of the parts of the examination must be kept to.
- the times for the different parts of the examination must be strictly kept to.
- the CD with the material for Listening Comprehension may not be stopped during the examination. All pauses are in the recording.
- all material (examination documents as well as personal notes) must be handed in after it has been used.

Oral Examination

For detailed information on the oral examination see page 18 of this mock examination.

In a real examination

- candidates are not allowed to communicate with each other during the preparation time. This will be regarded as cheating and will lead to their exclusion from the examination and make the results invalid.
- no other material (dictionaries, grammar books, personal notes etc.) may be used during the preparation phase than that on the task sheets with the exception of the material the candidate has prepared and brought for Part 2.
- two examiners are necessary. Both examiners mark the candidate individually during the examination and enter their marks on the Score Sheet M10.
- candidate's names and marks must be recorded clearly on the score sheets.
- the order of the parts of the examination must be kept to.
- the times for the different parts of the oral examination and the total time must be kept to.
- candidates must hand in all material (task sheets as well as personal notes) after each examination.
- examiners may not give candidates information about their performance or their marks.

During the examination

- all three parts of the oral examination are designed as communicative tasks.
- candidates should try to solve problems of communication or language themselves.
- examiners should only help if and when really necessary.
- examiners should keep to the time schedule and move from one part to the other smoothly.
- examiners should not confer with each other or intervene in the examination unless this is really necessary.

After the examination

After the candidate has left the room the examiners compare marks and transfer their individual marks from the Score Sheets M10 as well as the agreed marks onto page 4 of the Answer Sheet S30.

telc LANGUAGE TESTS		A Teilnehmende/r • Candidate Candidato • Katılımcı Candidato • Candidat Кандидат			B Teilnehmende/r • Candidate Candidato • Katılımcı Candidato • Candidat Кандидат				
		Nachname • Surname • Apellido • Nom Cognome • Soyadı • Фамилия			Nachname • Surname • Apellido • Nom Cognome • Soyadı • Фамилия				
		Vorname • First name • Nombre • Prénom Nome • Adı • Имя			Vorname • First name • Nombre • Prénom Nome • Adı • Имя				
		TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ			TEIL • PART • PARTE • PARTIE PARTE • BÖLÜM • ЧАСТЬ				
		1	2	3	1	2	3		
1 Ausdrucksfähigkeit Expression Expresión Capacité d'expression Capacità espressiva Anlatım Выразительность	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
2 Aufgabenbewältigung Task Management Cumplimiento tarea Réalisation de la tâche Padronanza del compito Görevi yerine getirme Умение справляться с задачами	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
3 Formale Richtigkeit Language Corrección lingüística Correction linguistique Correttezza formale Biçimsel doğruluk Формальная правильность	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
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4 Aussprache / Intonation Pronunciation / Intonation Pronunciación / Entonación Prononciation / Intonation Pronuncia / Intonazione Söyleyiş / Tonlama Произношение и интонация	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
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Datum • Date • Fecha • Date • Data • Tarih • Дата		Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sinav yetkilisi • Экзаменатор							
Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sinav merkezi • Экзаменационное учреждение									

Answer Key



Reading Comprehension, Part 1

- 1 c
- 2 d
- 3 f
- 4 j
- 5 g

Reading Comprehension, Part 2

- 6 a
- 7 c
- 8 a
- 9 b
- 10 b

Reading Comprehension, Part 3

- 11 g
- 12 c
- 13 h
- 14 i
- 15 x
- 16 e
- 17 k
- 18 d
- 19 a
- 20 l



Language Elements, Part 1

- 21 c
- 22 c
- 23 a
- 24 b
- 25 a
- 26 c
- 27 c
- 28 b
- 29 b
- 30 a

Language Elements, Part 2

- 31 e
- 32 f
- 33 n
- 34 h
- 35 g
- 36 a
- 37 k
- 38 c
- 39 d
- 40 l



Listening Comprehension, Part 1

- 41 +
- 42 +
- 43 -
- 44 -
- 45 +

Listening Comprehension, Part 2

- 46 +
- 47 +
- 48 -
- 49 -
- 50 -
- 51 +
- 52 -
- 53 +
- 54 -
- 55 +

Listening Comprehension, Part 3

- 56 -
- 57 +
- 58 -
- 59 -
- 60 +

Transcripts of Listening Comprehension Tests

Part 1

41

Reception: When will you be checking out, sir?

Guest: Nine-thirty in the morning. On the nineteenth. And could you please send my bill to the company.

42

Reception: What time will you be arriving, sir?

Guest: I'm not sure. I'm coming on flight JAL 276.

43

Reception: I'm afraid Mr. Schneider isn't in the hotel. Can I take a message?

Grodzyski: Yes, my name's Grodzyski.

Reception: Could you spell that, please?

Grodzyski: G-R-O-D-Z-Y-S-K-I

44

Waiter: Would you like an aperitif before dinner, sir?

Guest: Yes, I'll have a whisky and my wife would like a tomato juice.

45

Guest: The tap in my room is dripping. Can someone fix it, please?

Reception: Yes, of course, sir.

Part 2

Interviewer: Good evening and welcome to this evening's edition of The Hotelier. I'm Dave Barker and in this programme we talk to successful hotel owners and managers and try to find out what makes their hotels so successful. Here with us this evening we have Caroline Fowler, the brains behind the highly successful Orchard Croft hotels. Or should I say, half the brains as Caroline is only one half of the management team. The other half is her husband Paul who can't be with us this evening for perhaps obvious reasons. Hello, Caroline.

Caroline: Hello, Dave.

Interviewer: Now, first of all, why can't Paul be with us this evening?

Caroline: Well, Dave, somebody has to make sure that the business keeps going. Actually, this evening we have a very important event in our main hotel in Kensington and we felt that one of us should be there to welcome the guests. Otherwise of course, we can't be in every hotel all the time and our staff manage very well on their own.

Interviewer: No, with the chain growing as it is, it would be impossible for one of you to be in one of the hotels all the time. How many hotels do you actually have at the moment?

Caroline: At present there are three up and running with two more almost completed and two in the planning stage. The whole process takes a long time but we are hoping to have all seven fully functioning fairly soon. We are becoming better known all the time and are not quite sure if we like being so famous!

Interviewer: That's hard to imagine. Most people would really go for the idea and it means good business too. What was your intention when you started out with the Orchard Croft hotels?

Caroline: Well, we never planned to have a chain of hotels. Our first plan was to have one exclusive, what we called boutique hotel with rooms designed individually. It's something we first saw in Germany. No two rooms are the same.

Interviewer: No two rooms in any hotel?

Caroline: That's right, Dave. Each room is different from each other room and with a total of now over 200 rooms in all the hotels I mentioned earlier, that's not easy.

Interviewer: So does that mean you plan and design each room yourself?

Caroline: Yes, that's how we've worked up to now. I'm responsible for the design of the hotels and the rooms and Paul is responsible for marketing and finance and such things. We're a good team.

Interviewer: Are you still just a two-person team?

Caroline: Well, yes and no. We own the business but the running is shared between us and two other directors. But the four of us have made all the decisions up to now. In fact, all the design decisions are made by me. But we will have to get more designers in soon. I'm really beginning to run out of ideas.

Interviewer: It must be expensive making each room different. How do you manage?

Caroline: Yes, it is expensive, but then we are not a cheap chain. Our rooms have to look as though they belong to each other even though they are different. Our guests are prepared to pay a high price for the enjoyment of staying in a good room in a good location.

Interviewer: Yes, that's my next question. Location is very important, isn't it?

Caroline: Yes, indeed it is, Dave. We started off with a central location in London. People passing by noticed us and came in to inquire. But then we found that not everyone wanted to be in the centre of a city. People were asking us where our other hotels were. We only had one then! So we now have hotels in the country as well.

Interviewer: What do guests pay for a room?

Caroline: Well, it varies of course, depending on hotel, size of room and location, but the average price is around £230.

Interviewer: And what does that include?

Caroline: Well, all the hotels also have a café where we also serve breakfast which is included in the price of the room. The café is open during the day to non-guests and attracts quite a lot of custom which often means more guests in the long run.

Interviewer: Any plans to open up in Europe or America?

Caroline: It's certainly appealing and I would quite like the idea, but I don't think we could manage at the moment. Also, Paul isn't very keen on it. We don't want to become too big and want to remain personal.

Interviewer: One final question, Caroline. The name of your chain. It doesn't sound very artistic, more country-like really.

Caroline: Yes, actually, it's the name of the house I grew up in. I thought of it but of course Paul agreed. A guest should feel at home in a good hotel straightaway. My parents were very artistic and our home was beautiful.

Interviewer: Well, Caroline, thank you very much for being with us and I hope you continue to be as successful as you have been up to now.

Caroline: Thank you, Dave.

Part 3

56

You are on duty at reception when a visitor comes up to you.

Could you check if Mr. Brown's key is there? Room 516. I'm due to see him at 3.

57

You belong to the events management team for your hotel.

Look, we've got a conference for thirty people booked with you for next month, but the room you're giving us seems a bit small. Haven't you got something better?

58

A guest approaches you at reception.

I wonder if you could find out if anyone rang up asking for me? The name's Williams.

59

You work at a café. A guest has a question before ordering.

Look, I've only got pounds and dollars on me. I didn't have time to change them at the airport. Can I pay with one or the other? Or must I change them first?

60

Someone calls the restaurant you work at.

I see that there's a show on at your place during dinner on Saturday. Is it alright to bring children along, I mean, can they come?

ENGLISH

C2	telc English C2
C1	telc English C1
B2·C1	telc English B2·C1 Business telc English B2·C1 University
B2	telc English B2 telc English B2 School telc English B2 Business telc English B2 Technical
B1·B2	telc English B1·B2 telc English B1·B2 School telc English B1·B2 Business
B1	telc English B1 telc English B1 School telc English B1 Business telc English B1 Hotel and Restaurant
A2·B1	telc English A2·B1 telc English A2·B1 School telc English A2·B1 Business
A2	telc English A2 telc English A2 School
A1	telc English A1 telc English A1 Junior

ITALIANO

B2	telc Italiano B2
B1	telc Italiano B1
A2	telc Italiano A2
A1	telc Italiano A1

PORTUGUÊS

B1	telc Português B1
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JĘZYK POLSKI

B1·B2	telc Język polski B1·B2 Szkoła
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DEUTSCH

C2	telc Deutsch C2
C1	telc Deutsch C1 telc Deutsch C1 Beruf telc Deutsch C1 Hochschule
B2·C1	telc Deutsch B2·C1 Beruf telc Deutsch B2·C1 Medizin telc Deutsch B2·C1 Medizin Fachsprachprüfung
B2	telc Deutsch B2+ Beruf telc Deutsch B2 Medizin Zugangsprüfung telc Deutsch B2
B1·B2	telc Deutsch B1·B2 Beruf telc Deutsch B1·B2 Pflege
B1	telc Deutsch B1+ Beruf Zertifikat Deutsch Zertifikat Deutsch für Jugendliche
A2·B1	Deutsch-Test für Zuwanderer
A2	telc Deutsch A2+ Beruf Start Deutsch 2 telc Deutsch A2 Schule
A1	Start Deutsch 1 telc Deutsch A1 für Zuwanderer telc Deutsch A1 Junior

TÜRKÇE

C1	telc Türkçe C1
B2	telc Türkçe B2 telc Türkçe B2 Okul
B1	telc Türkçe B1 telc Türkçe B1 Okul
A2	telc Türkçe A2 telc Türkçe A2 Okul telc Türkçe A2 İlkokul
A1	telc Türkçe A1

ESPAÑOL

B2	telc Español B2 telc Español B2 Escuela
B1	telc Español B1 telc Español B1 Escuela
A2·B1	telc Español A2·B1 Escuela
A2	telc Español A2 telc Español A2 Escuela
A1	telc Español A1 telc Español A1 Escuela telc Español A1 Júnior

FRANÇAIS

B2	telc Français B2
B1	telc Français B1 telc Français B1 Ecole telc Français B1 pour la Profession
A2	telc Français A2 telc Français A2 Ecole
A1	telc Français A1 telc Français A1 Junior

РУССКИЙ ЯЗЫК

B2	telc Русский язык B2
B1	telc Русский язык B1
A2	telc Русский язык A2
A1	telc Русский язык A1

اللغة العربية

B1	telc اللغة العربية B1
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Examination Preparation

MOCK EXAMINATION 1

ENGLISH B1 HOTEL & RESTAURANT

telc English B1 Hotel and Restaurant is a work-oriented standardised examination for candidates working in the hospitality industry or preparing to do so. It is designed for learners who wish to demonstrate that they have attained a level of proficiency which will enable them to take an active part in their specific field of work in an English-speaking environment.

The *telc English B1 Hotel and Restaurant Mock Examination* includes general information about the examination procedures and test format and can be used for practice purposes in preparation for the *telc English B1 Hotel and Restaurant* examination. More detailed information can be found in the *telc English B1 Hotel and Restaurant Handbook*.