



MOCK EXAMINATION 1

ENGLISH HOTEL AND RESTAURANT

Examination Preparation

**Revised edition
2021**

B1



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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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The Structure of the Examination

telc English B1 Hotel and Restaurant

	Sub Test	Aim	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	Grammar	10 multiple-choice items	
	Part 2	Lexis	10 matching items	
	 3 Listening Comprehension			approx. 30
	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		
 4 Written Expression			30	
Writing a personal or semi-formal email	Task with four guiding points			
Oral Examination	Preparation			20
	 5 Oral Expression			approx. 15
	Part 1	Welcoming a guest	Examination with one test taker	
	Part 2	Describing your work		
	Part 3	Task		

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 meeting room in the hotel 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 budget 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 near the sea 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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Watford's most central and luxurious hotel, 87 en-suite bedrooms and excellent conference and banquet rooms. Convenient to M1, M25, M4 and Watford Junction Station.

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b

PORTOFINO

Award-winning 30-seater restaurant specialising in fine seafood requires:

RESTAURANT MANAGER

Relevant experience and references essential.
 Excellent salary.

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e-mail: o.peracca@portofino.com

c

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BAR MANAGER AND ASSISTANT BAR MANAGER

Ideally suited to a couple, although individual applicants can apply. Drive and initiative necessary to deliver service within a private members' club.

FREE on-site accommodation

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d

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in Wooburn Common

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e

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f

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g

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h

Pendower Beach House Hotel

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An exciting opportunity for the right candidate.

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i

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-Also-

SECOND CHEF

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j

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Wimborne, Dorset**

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k

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www.quarletonmanorfarm.co.uk

l

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84-90 Radcliffe Road,
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
b APPROVE
c AVAILABLE
d CHECKING IN
e CONFIRM

f CONNECTING
g ENCLOSING
h INCLUSIVE
i INVITING
j OPEN

k PLEASED
l SATISFIED
m SIGHT
n VIEW
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** Caroline and Paul 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.



Written Expression

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.

- Mention the material you will attach
- Confirm that you can deal with such groups
- Recommend your facilities
- Offer a booking (with prices)

Oral Expression

Task sheet for test takers 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 her/him some information about the hotel.

Part 2 Describing your Work

*You have prepared a description of a hotel in advance and have brought along some **printed material**, for example a brochure of the hotel you work for to help you describe it. You may also use your notes written at home but must not read them out. 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 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.*

*You will be asked to deal with one of two tasks. Prepare both tasks as **the examiner will choose one task** and start the conversation in such a way that you know which task you are expected to role-play. You need to be able to respond in a suitable way.*

Task A

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

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

Task B

A guest at your hotel has a complaint about the bad air in her/his 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.

Examiner task sheet for test takers working in hotels

Part 1 Welcoming a Guest

One examiner plays the part of a guest arriving at a hotel. Start the conversation in the usual way with you entering the hotel as the guest and greeting or being greeted by the receptionist.

Allow the test taker to structure the exchange freely and respond accordingly. Introduce one or two elements they may not have anticipated, such as:

- request for special services
- request for equipment or facilities

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

Part 2 Describing your Work

In this part neither examiner plays the role of a guest. The test taker should bring some **printed material**, for example a brochure of the hotel they work for to help them describe it to you.

Allow the test taker to structure the exchange as they wish and respond and ask questions accordingly. The questions may also be about aspects not mentioned in the printed material or in their description of the hotel. The test taker should be able to explain why they cannot answer a question if this is the case. You should also introduce one or two elements the test taker may not have anticipated, such as:

- shops
- sports facilities

These are only given as examples and you should improvise as and when necessary. If the test taker has difficulty structuring the exchange, you 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 test taker may be asked to deal with in Part 3 of the Oral Examination.

During the examination, **one examiner chooses a task** to role-play and **starts the conversation in such a way that the test taker knows which task was chosen**. The test taker needs to be able to respond suitably.

Task A

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 test taker's task to keep the conversation going and to bring it to a close.

Task B

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 conversation in the usual way. It is the test taker's task to keep the conversation going and to bring it to a close.

Task sheet for test takers 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 her/him some information about the menu.

Part 2 Describing your Work

*You have prepared an explanation of a menu in advance and have brought a **printed menu**, for example from the restaurant you work for to help you explain the dishes. You may also use your notes written at home but must not read out them out. 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 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.*

*You will be asked to deal with one of two tasks. Prepare both tasks as **the examiner will choose one** and start the conversation in such way that you know which task you are expected to role-play. You need to be able to respond in a suitable way.*

Task A

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

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

Task B

You work for a steakhouse. A guest in your restaurant has a complaint about the meal she/he 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 a suitable way. It is your task to structure the conversation.

Examiner task sheet for test takers working in restaurants

Part 1 Welcoming a Guest

One examiner plays the part of a guest at a restaurant. Start the conversation in the usual way with you entering the restaurant as the guest and greeting or being greeted by the waitress or waiter.

Allow the test taker to structure the exchange freely and respond accordingly. Introduce one or two elements they may not have anticipated, such as:

- request for special services
- request for equipment or facilities

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

Part 2 Describing your Work

In this part neither examiner plays the role of a guest. The test taker should bring a **printed menu** from the restaurant they work for to help them explain it to you.

Allow the test taker to structure the exchange as they wish and respond and ask questions accordingly.

The questions may also be about aspects not mentioned in menu or their explanation of it. The test taker should be able to explain why they cannot answer a question if this is the case. You should also introduce one or two elements the test taker may not have anticipated, such as:

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

These are only given as examples and you should improvise as and when necessary. If the test taker has difficulty structuring the exchange, you 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 test taker may be asked to deal with in Part 3 of the Oral Examination.

During the examination, **one examiner chooses a task** to role-play and **starts the conversation in such a way that the test taker knows which task was chosen**. The test taker needs to be able to respond suitably.

Task A

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 test taker's task to keep the conversation going and to bring it to a close.

Task B

At a restaurant, you are unhappy with your meal.

- You asked for a well-done steak but yours is definitely not well-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 test taker's task to keep the conversation going and bring it to a close.

-S10-

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

Familienname · Surname · Apellido · Nom · Cognome · Soyadı · Фамилия

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

► **Beispiel: 23. April 1995**

► **Example: 23 April 1995**

► 1995.04.23

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

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

► **Beispiel: 17. Juli 2019**

► **Example: 17 July 2019**

► 2019.07.17

Prüfungsdatum · Date of Examination · Fecha del examen · Date d'examen · Data dell'esame · Sınav tarihi · Дата экзамена

With my signature I acknowledge that my personal information on this sheet is correct.
telc gGmbH may pass this answer sheet on to relevant authorities and agencies in response
to a request for verification or an investigation.

















































Mit meiner Unterschrift bestätige ich, dass meine persönlichen Angaben auf diesem Blatt
korrekt sind. Die telc gGmbH darf diesen Antwortbogen im Rahmen von Verifizierungs-
anfragen und Ermittlungen an Ämter und Behörden weitergeben.

B1

Signature / Unterschrift

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17	a	b	c	d	e	f	g	h	i	j	k	l	x				17
18																	18
19	a	b	c	d	e	f	g	h	i	j	k	l	x				19
20																	20
	a	b	c	d	e	f	g	h	i	j	k	l	x				

31	<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"/>	<input type="radio"/>	<input type="radio"/>	31
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	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
37	<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"/>	<input type="radio"/>	<input type="radio"/>	37
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
38	<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"/>	<input type="radio"/>	<input type="radio"/>	38
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39	<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"/>	<input type="radio"/>	<input type="radio"/>	39
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	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o



41 ☐ + ☐ -

42 ☐ + ☐ -

43 ☐ + ☐ -

44 ☐ + ☐ -

45 ☐ + ☐ -

46 ☐ + ☐ -

47 ☐ + ☐ -

48 ☐ + ☐ -

49 ☐ + ☐ -

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56 ☐ + ☐ -

57 ☐ + ☐ -

58 ☐ + ☐ -

59 ☐ + ☐ -

60 ☐ + ☐ -



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

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

-M10-

Test Version



Part 1

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Code Examiner 1

Part 2

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Part 3

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Examiner 1

Part 1

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Code Examiner 2

Part 2

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Part 3

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Examiner 2

Part 1

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Part 2

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Part 3

1

A B C D

2

A B C D

3

A B C D

4

A B C D

Agreed Marks

[Testversion](#) · [Test Version](#) · [Versión del examen](#) · [Version d'examen](#) · [Versione d'esame](#) · [Sınav sürümü](#) · [Тестовая версия](#)

for
Raters

[illegible]

[illegible]

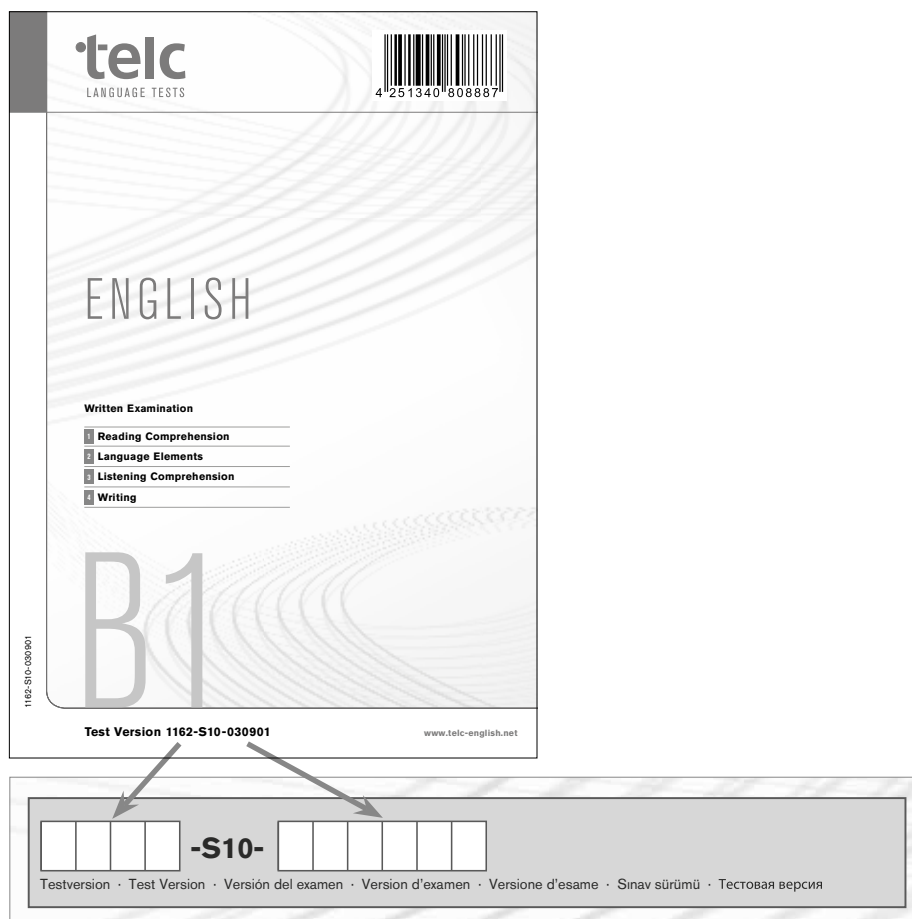
Rating 1		Rating 2		telc Rating	
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	Aufgabenbewältigung Task management		Aufgabenbewältigung Task management		Aufgabenbewältigung Task management
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III	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	III	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	III	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
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Code Rater 1		Code Rater 2		Code telc Rater	

How is the test conducted?

Marking answers on the answer sheet S30

The Answer Sheet S30 is a thin booklet with perforated sheets in which all examination results are recorded. The test takers enter all answers in it. Answers will only be accepted and evaluated if they are clearly marked in the oval fields of the S30.

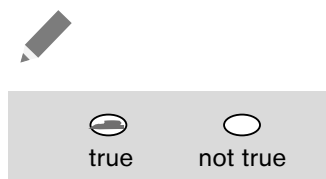
On page 1, the Answer Sheet contains a field in which the test takers enter the complete test version including the subject number. This can be found on the cover of the test booklet S10 at the bottom left as well as on the board in the examination room.



Fields to be filled in by test takers

The fields for the test taker's personal data appear in all telc languages, while the subtests are displayed with pictograms. A soft pencil should be used to fill in the oval fields for the answers as well as the personal and test-related data fields.

Example



Fields to be filled in by examiners and raters

Examiners mark the result of the Oral Examination on page 4. Raters enter their assessment of the subtest *Written Expression* on page 6.

Written Examination

The Written Examination lasts 150 minutes and consists of the subtests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* and *Written Expression*.

Before the start of the examination, test takers must fill in all data fields on Answer Sheet S30. In order to avoid misunderstandings, the invigilator writes the name of the examination centre, the date and the 4-digit subject number and the 6-digit test version on the board. The invigilator informs the test takers that no aids such as dictionaries, mobile phones or other electronic devices are permitted (Examination Regulations §§ 15 and 16) and that any attempt to cheat would lead to their immediate exclusion from the test.

After the test takers have completed filling in the Answer Sheet S30, the invigilator issues the test booklets. From this moment on, test takers have 90 minutes for the subtests *Reading Comprehension* and *Language Elements*. The time at which this part of the examination begins and ends should also be noted on the board clearly visible for all test takers. At the end of the allotted time for the subtests *Reading Comprehension* and *Language Elements*, the invigilator collects page 2 of the Answer Sheet S30.

Test takers then continue with the subtest *Listening Comprehension*. Playing of the audio must not be interrupted during this subtest. After the subtest *Listening Comprehension*, the invigilator collects page 3 of the Answer Sheet S30.

Following the subtest *Listening Comprehension*, the subtest *Written Expression* may be started. After the 30 minutes available for this subtest, the invigilator collects pages 5 and 6 of the Answer Sheet S30 as well as the test booklets and any notes made by the test takers. This concludes the Written Examination.

Oral Examination

Each Oral Examination takes place with one test taker only and lasts approximately 15 minutes. It is conducted by two licensed telc examiners, with one examiner taking on the role of a guest for Part 1 and Part 3.

The Oral Examination consists of the preparation and the parts *Welcoming a guest*, *Describing your work* and *Task*. The task sheets for the Oral Examination have different topics for test takers working in hotels and test takers working in restaurants. The test taker can choose which one to prepare for and must prepare Part 2 in advance at home in both cases. Part 1 and Part 3 of the examination are examples of situations that may typically take place at work.

Preparation

At the examination, test takers are asked which topic for Part 2 they have already prepared and are given the appropriate task sheet. They then have 20 minutes to prepare for the Oral Examination. Test takers should be familiar with the standard situation required in Part 1, welcoming a guest to a hotel or restaurant, so that they ideally have 20 minutes to prepare Part 3.

During the Oral Examination, test takers may refer to their handwritten notes made at home (only part 2) or in the preparation room. The examination centre must provide stamped paper for the test takers' use in the preparation room. Notes for Part 1 and Part 3 may only be made on stamped paper. It is not permitted to make notes on the task sheets. Test takers may take only their notes into the examination room. Reading directly from the notes is not permitted.

The invigilator in the preparation room must ensure that test takers do not use any aids such as dictionaries, mobile phones or any other electronic devices.

Part 1: Welcoming a guest (approx. 3 minutes)

For Part 1, the task is to welcome a guest to a hotel or restaurant, just as the test taker would do at their workplace. The bullet points on the task sheet are merely for guidance. One examiner takes on the role of a guest at the hotel or restaurant and will introduce an additional topic not mentioned on the test taker's task sheet.

Part 2: Describing your work (approx. 6 minutes)

For Part 2, the task is to describe a hotel or to explain the menu of a restaurant to the examiners using the **printed material** the test taker has brought from work as well as their notes. The material can be a hotel brochure or a menu in their own language or in the language of the country they work in. Test takers may not read out what they have prepared. One examiner will ask some questions. The questions may also be about aspects not mentioned in the printed material or by test taker.

Part 3: Task (approx. 6 minutes)

In the final part of the examination, the test taker's task is to deal with either a guest's problem or a guest's request for information. The test taker should prepare both tasks during the 20-minute preparation phase. The **examiner will choose one task** during the examination and start the conversation in such a way that the test taker knows which task has been chosen. The examiner will role-play the part of the guest in the situation or of the person making an enquiry.

What is expected of the test takers?

The task sheets for the Oral Examination have different topics for test takers working in hotels and those working in restaurants and test takers should choose the field of work they are most familiar with. Test takers are expected to converse with and respond to the questions or comments of the “guest” in such a way that an authentic, industry-specific conversation develops. It is the test taker's task to structure the conversation in all parts and they should be able to explain why they cannot answer a particular question if this is the case.

What do the examiners do?

Examiners ensure that time limits are adhered to and lead from one part of the examination to the next. One of the examiners assumes the role of moderator (interlocutor), while the other examiner has the role of observer (assessor). It is recommended that the roles of interlocutor and assessor be maintained during each round of Oral Examination.

It is important that test takers have as natural a conversation as possible with the examiner (interlocutor) throughout the whole examination. This should be supported by the seating arrangement. The other examiner (assessor) should sit slightly apart from the test taker and interlocutor to avoid disturbing them when assessing.

The interlocutor introduces both examiners to the test taker. She or he briefly explains that the Oral Examination consists of three parts and begins with Part 1 of the Oral Examination.

When the test taker has completed the first part of the Oral Examination, *Welcoming a guest*, the interlocutor moves on to the second part, *Describing your work*. The interlocutor then leads over to the third part, *Task*.

If the test taker has difficulty structuring the exchange, the examiner may help or improvise as and when necessary, but should remember to keep to the role of guest in Part 1 and Part 3. In Part 2, the examiner may also help or ask questions, but this help should be borne in mind when marking. Apart from specific questions related to the hotel or menu, the examiner can pose open questions such as “What exactly do you mean by this?”, “Could you explain this in more detail?” and repeat or take up statements made by the test taker.

Details on the process

Every Oral Examination is different. The table on the next page is an example of the examination procedure with sample introductions, transitions and conversation prompts. These illustrate the atmosphere during the examination and the examiners' tasks. In order to motivate test takers to speak and to keep the conversation going, examiners should ask questions that are as open as possible (“What do you mean ...?”, “How was that ...?”).

Part 1: Welcoming a guest

The interlocutor introduces both examiners to the test taker and then asks the test taker to say who they are.

Welcome to the Oral Examination. My name is ... and this is my colleague ... The oral examination has three parts and in Parts 1 and 3, I will be taking on the role of a guest in the hotel/restaurant. Please introduce yourself.

The interlocutor leads into Part 1 of the examination.

Let's start now with Part 1, I have just arrived at your hotel/restaurant ...
"..."

The interlocutor can also introduce an aspect or two which the test taker did not anticipate, improvising as and when necessary. If the test taker has difficulty structuring the exchange, the examiner may help or ask questions, but should remember to keep to the role of a guest.

Part 2: Describing your work

The interlocutor leads into Part 2.

Thank you very much. We now come to Part 2. You are working for a hotel/restaurant. Could you describe your hotel/explain the menu of your restaurant to me please?

If the test taker has difficulty structuring the exchange, the examiner may help, give an appropriate prompt or ask questions. The questions may also be about aspects not mentioned in the test taker's description or in the printed material.

Part 3: Task

The interlocutor leads into Part 3 and starts the conversation in such a way that the test taker knows which task she/he is expected to role play. If the test taker has difficulty structuring the exchange, the examiner may help or ask questions, but should remember to keep to the role of a guest.

Thank you very much. We can now continue with Part 3, the role-play. I am calling your hotel/restaurant ...; I have a complaint about ...

End of test

The interlocutor ends the Oral Examination.

Thank you very much. That's the end of the Oral Examination. You will receive the results in a few weeks.

Evaluation and decision

During the Oral Examination, the examiners record their assessments independently of each other on their respective Score Sheet M10. Each part of the examination is evaluated individually according to the four evaluation criteria for Oral Expression. The examiners have five minutes to complete their assessment after the test taker has left the room. Both examiners first transfer their individual marks from the Score Sheet M10 to the Answer Sheet S30. They then compare their evaluation and agree on the final marks, which are subsequently entered on each Answer Sheet S30 as well. All marks are entered in pencil.



Teilnehmende/r • Test Taker
Candidato • Katılımcı

A

Candidato • Candidat
Кандидат • مشارك

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия • اسم العائلة

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя • الاسم

Teilnehmende/r • Test Taker
Candidato • Katılımcı

B

Candidato • Candidat
Кандидат • مشارك

Nachname • Surname • Apellido • Nom
Cognome • Soyadı • Фамилия • اسم العائلة

Vorname • First name • Nombre • Prénom
Nome • Adı • Имя • الاسم

TEIL • PART • PARTE • PARTIE
PARTE • BÖLÜM • ЧАСТЬ • جزء

1

2

3

1

Ausdrucksfähigkeit
Expression
Expresión
Capacité d'expression
Capacità espressiva
Anlatım
Выразительность
القدرة على التعبير

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

2

Aufgabenbewältigung
Task Management
Cumplimiento de la tarea
Réalisation de la tâche
Padronanza del compito
Görevi yerine getirme
Умение справляться
с задачей
تنفيذ المهام المطلوبة

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

3

Formale Richtigkeit
Accuracy
Corrección lingüística
Correction linguistique
Correttezza formale
Bıçimsel doğruluk
Формальная
правильность
سلامة التعبير

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

4

Aussprache/Intonation
Pronunciation/Intonation
Pronunciación/Entonación
Prononciation/Intonation
Pronuncia/Intonazione
Söyleyiş/Tonlama
Произношение и
интонация
مخارج الحروف/ نبرة الصوت

A B C D

A B C D

A B C D

A B C D

A B C D

A B C D

Datum • Date • Fecha • Date • Data • Tarih • Дата • التاريخ

Prüfende/r • Examiner • Examinador • Examineur • Esaminatore • Sinav yetkilisi • Экзаменатор • الفمحن/الممتحنة

Prüfungszentrum • Examination centre • Centro examinador • Centre d'examen • Centro d'esame • Sinav merkezi • Экзаменационное учреждение • مركز الامتحان

Marking Criteria for *Oral Expression*

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

- Criterion 1 Expression
- Criterion 2 Task Management
- Criterion 3 Accuracy
- Criterion 4 Pronunciation and Intonation

Criterion 1 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 two candidates.

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

Criterion 2 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.

Task Management is		Points	
		Part 1	Part 2 and 3
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.

Criterion 3 Accuracy

Assessment is based on syntax and morphology.

The test taker makes		Points	
		Part 1	Part 2 and 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

Criterion 4 Pronunciation and Intonation

Assessment is based on pronunciation and intonation.

Divergences from standard pronunciation and intonation		Points	
		Part 1	Part 2 and 3
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

telc examiners

Examiners evaluating the oral performance of test takers have a valid examiner licence for English B1-B2. This is obtained by successful participation in telc examiner training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc examiner licences are valid for three years and can be renewed for a further three years by successfully completing an examiner refresher course.

How is the oral assessment done?

During the Oral Examination, both examiners use the Score Sheet M10 to assess test takers' performances individually. After the test takers have left the room, the examiners compare their assessments and agree on final marks. The individual and the agreed marks are then entered onto page four of the Answer Sheet S30.

Calculation of the score for Oral Expression

Test takers can be awarded a maximum of 15 points for the first part – *Getting to know each other* –, a maximum of 30 points in the second part – *Talking about a topic* – and a maximum of 30 points in the third part – *Planning something together* –, resulting in an overall maximum of 75 points. This corresponds to 25% of the maximum total of 300 points for the whole examination.

Marking Criteria for *Written Expression*

Content

	A	B	C	D*
Criterion I: Task Management	All four guiding points have been covered appropriately as regards content.	Three guiding points have been covered appropriately as regards content.	Two guiding points have been covered appropriately as regards content.	Only one or no guiding point has been covered appropriately as regards content.

* In cases where the test taker's text has no or hardly any connection to the given topic, all criteria must be marked with a **D**. In that case, on the Answer Sheet S30, "Wrong topic" must be marked as "yes".
If only the situation has been misunderstood, or only one or no guiding point has been covered appropriately as regards content, Criterion I is marked with a **D** but the test taker's language (Criteria II and III) is assessed in the usual manner.

Language

	A	B	C	D
	B1 competently covered	B1 comprehensibly covered	A2	A1 or below
The test taker's text isat upper target level.	...at lower/middle target level.	... below target level.	... two levels or more below target level.
Criterion II: Communicative Design	Can perform and respond to a wide range of language functions, using their most common exponents. Has a sufficient range of language to get by. Has sufficient vocabulary to explain in writing the main points in an idea with reasonable precision and to express one's own thoughts. Errors still occur when expressing more complex thoughts. Can link a series of isolated elements into a connected, linear sequence of points.	Can perform and respond to a sufficient range of language functions, using their most common exponents. Has enough language to get by. Has sufficient vocabulary to write - sometimes with the help of some circumlocutions - about familiar topics. Major errors still occur when expressing more complex thoughts. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Can perform and respond to basic language functions, such as information exchange and requests. Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations. Can use the most frequently occurring connectors ("and", "but", "because") to link simple sentences and groups of words.	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells. Has a very basic range of simple expressions about personal details and needs of a concrete type. Has a basic vocabulary repertoire of isolated words and phrases related to particular, concrete situations. Can link words or groups of words with very basic linear connectors like "and" or "then".
Criterion III: Accuracy	Generally shows good control of grammatical structures though with first language influence. Isolated systematic errors occur, but it is clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible throughout.	Shows sufficient control of grammatical structures though with noticeable first language influence. Systematic errors occur, but it is predominantly clear what he/she is trying to express. Spelling, punctuation and layout are accurate enough so that the text is generally intelligible.	Uses some simple structures correctly, but still makes systematic basic mistakes – for example tends to mix up tenses or to forget to mark agreement. Spelling is often phonetic. Nevertheless it is usually clear what he/she is trying to say.	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. Can copy familiar words and short phrases. The text can only be understood to some degree.

Criterion I: Task Management

The task is to write a personal or semi-formal email. Learners can formulate descriptions referring to everyday (business) life and their own personal interests and can express their own point of view. The task management is appropriate to level B1 in terms of both content and expression.

A guiding point is awarded

- if it can be understood and refers to the task given. For example, the suggestion to do something together can be accepted, turned down or responded to with an alternative suggestion.
- even if it is covered only within one (short) sentence.
- even if it is addressed in combination with a second guiding point in one sentence only.
- if only one aspect is dealt with correctly, even though the guiding point is formulated in the plural or mentions more than one aspect.

In case the text does not relate to the task given or hardly relates to it, this is considered "Wrong topic" and all criteria are marked **D**. If the text deals with the topic provided but addresses the situation in the wrong way, only criterion I is marked **D**.

Example:

The task is to accept an invitation from one's teacher.

Wrong topic: The test taker writes an excuse to the teacher.

Situation addressed in the wrong way: The test taker writes an invitation to the teacher.

Criterion II: Communicative Design

This criterion concerns the range of expression, text structure and text logic. The focus of marking is on cohesion and coherence (logical sequencing, linking devices, register, range, etc.). Discourse markers which help to establish logical linking and the construction of a meaningful, coherent and logical text are rated positively.

The task is to write a personal or semi-formal email. Features typical of a letter (such as the addresses of sender and recipient and the date) are not required.

"**A**" is not awarded

- if the typical elements of a personal or semi-formal email are missing.
- if the register is used incorrectly or inconsistently.
- if the guiding points are not linked.
- if the sentences begin monotonously in more or less the same fashion with "I" or "We".

"**C**" or "**D**" is awarded

- if a wrong register leads to confusing or conflicting passages despite the fact that salutation and closing formulae may have been used correctly.
- if linking of sentences is missing or faulty.

Criterion III: Accuracy

All varieties of standard English are accepted. As long as errors do not disturb understanding, **A** or **B** can be given, depending on the length of text and the number of errors. If Criterion III is marked with **D**, Criterion I and II can still be marked with **C**, **B**, or **A**.

telc raters

Raters evaluating the written performance of test takers have a valid rater licence for English A1-A2-B1-B2. This is obtained by successful participation in telc rater training. Prerequisites for participation are teaching experience in English as a foreign language and knowledge of the competence levels and the communicative approach of the *Common European Framework of Reference for Languages*. telc rater licences are valid for three years and can be renewed for a further three years by successfully completing a rater refresher course.

All raters have substantial experience with telc tests. They have been trained in the test format and regularly participate in calibration workshops. This ensures that they consistently rate according to the marking criteria.

How is the rating done?

Each test taker's text is assessed by two raters with telc licences. The second rating can either confirm the first rating or, if necessary, modify it. If the two assessments differ, then the second one determines the final mark. The quality of these assessments is verified by random checks carried out by employees at the telc headquarters. The telc rating is the final rating.

Calculation of the score for Written Expression

The test taker's score for the subtest *Written Expression* is the sum of the points awarded for the three criteria. During the scoring process at the telc headquarters, the score is multiplied by three, which means that a test taker can achieve a maximum of 45 points in the subtest. This corresponds to 15 % of the highest possible total of 300 points for the whole examination.

Criteria	A	B	C	D
I Content	5	3	1	0
II Communicative design	5	3	1	0
III Accuracy	5	3	1	0

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 Written Expression				
	Email			45	15 %
	Sub-Total of the Written Examination			225	75 %
Oral Examination	5 Oral Expression				
	Part 1	Welcoming a guest	15	75	25 %
	Part 2	Describing your work	30		
	Part 3	Task	30		
	Sub-Total of the Oral Examination			75	25 %
	Sub-Total of the Written Examination			225	75 %
	Sub-Total of the Oral Examination			75	25 %
	Total Points			300	100 %

Where and how are the tests evaluated?

The test results are scored electronically at telc headquarters. Each Answer Sheet S30 is scanned and compared with the correct answer key stored in the database. The test result – broken down by skill – is determined for each test taker. A certificate is issued on this basis, if a pass has been achieved. Test takers who have not achieved a pass will receive a results sheet. In addition, the data obtained through the electronic evaluation of all test results serves to continuously evaluate and improve test quality.

Who receives a certificate?

In order to pass the examination, test takers must achieve 60 % of the maximum possible number of points in both the Written and Oral Examinations. This corresponds to 135 points in the Written Examination and 45 points in the Oral Examination.

Grades

If test takers have obtained the pass mark in both sections, they can calculate the overall result by adding the two sections. The final grade is calculated as follows:

270–300 Points	Very good
240–269.5 Points	Good
210–239.5 Points	Satisfactory
180–209.5 Points	Pass
0–179.5 Points	Fail

Repeating the test

If a test taker has failed one of the two parts of the examination (the Written or Oral Examination), she or he may retake this part within the calendar year in which the examination took place, or in the following calendar year. In principle, the overall examination can be repeated as often as desired.

Answer Key



Reading Comprehension

- 1 c
- 2 d
- 3 f
- 4 j
- 5 g
- 6 a
- 7 c
- 8 a
- 9 b
- 10 b
- 11 g
- 12 c
- 13 h
- 14 i
- 15 x
- 16 e
- 17 j
- 18 d
- 19 a
- 20 l



Language Elements

- 21 c
- 22 c
- 23 a
- 24 b
- 25 a
- 26 c
- 27 c
- 28 b
- 29 b
- 30 a
- 31 e
- 32 f
- 33 n
- 34 h
- 35 g
- 36 a
- 37 k
- 38 c
- 39 d
- 40 o



Listening Comprehension

- 41 +
- 42 +
- 43 -
- 44 -
- 45 +
- 46 +
- 47 +
- 48 -
- 49 -
- 50 -
- 51 +
- 52 -
- 53 +
- 54 -
- 55 +
- 56 -
- 57 +
- 58 -
- 59 -
- 60 +

Transcripts of the Listening Comprehension texts

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?



C1

Listening: I can understand extended speech. I can understand television programmes and films without too much effort.

Reading: I can understand long, complex factual and literary texts and appreciate distinctions of style. I can understand specialised articles and longer technical instructions.

Speaking: I can express myself fluently and spontaneously and with precision. I can present detailed descriptions of complex subjects, rounding off with an appropriate conclusion.

Writing: I can write about complex subjects in letters, essays or reports. I can select the appropriate style for these.

C2

Listening: I can understand specialised lectures or presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.

Reading: I can understand abstract or specialised texts structured in a complex way, such as handbooks, academic articles or works of literature.

Speaking: I can give a talk in clear, smoothly-flowing speech on a complex subject and can deal with expressing implications and allusions.

Writing: I can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.

B1

Listening: I can understand the main points of speech on matters of work, school, leisure, etc. I can understand radio or TV programmes if people speak clearly.

Reading: I can understand everyday texts on personal or work matters. I can understand descriptions of events and wishes in personal letters.

Speaking: I can take part in conversations on family, hobby, work, travel and current events.

Writing: I can write simple texts on familiar topics. I can write personal letters describing my experiences and impressions.

B2

Listening: I can understand extended speech and lectures and most TV and current affairs programmes and films.

Reading: I can read articles and reports in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Speaking: I can interact with native speakers and take an active part in discussions.

Writing: I can pass on information in reports and essays giving reasons for or against a point of view.

A1

Listening: I can understand familiar words and very basic phrases when people speak slowly and clearly.

Reading: I can understand familiar names, words and very simple sentences, for example on notices and posters and in catalogues.

Speaking: I can interact in a simple way. I can use simple sentences to describe where I live and people I know.

Writing: I can write a short, simple postcard, for example sending holiday greetings.

A2

Listening: I can understand very basic information. I can understand the main point in short, clear, simple messages and announcements.

Reading: I can find specific information in simple texts (advertisements, menus and timetables) and can understand simple personal letters.

Speaking: I can communicate about simple, routine tasks. I can use a series of sentences to describe my private life and my job.

Writing: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

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 AND RESTAURANT

telc English B1 Hotel and Restaurant is a work-oriented standardised examination for test takers 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*.