

# Institute of Tourist Guiding Language Examinations

## Handbook for Candidates 2018

IoL Educational Trust  
CIOL | Chartered Institute of Linguists  
7th Floor  
167 Fleet Street  
London  
EC4A 2EA UK  
[www.ciol.org.uk](http://www.ciol.org.uk)

**IoL Educational Trust is an associated charity of the Chartered Institute of Linguists**

## Table of contents

|   |      |
|---|------|
| - 1.0 Overview                              | p.3  |
| - 1.1 Registration                          | p.3  |
| - 1.2 Candidate Regulation                  | p.3  |
| - 1.3 Results                               | p.3  |
| - 2.0 English Language Examination          | p.4  |
| - 3.0 Non-English Language Examination      | p.5  |
| - 4.0 Examination summary sheets            | p.6  |
| - 5.0 Marking criteria                      | p.8  |
| - 5.1 Mark-sheets                           | p.12 |
| - 6.0 Sample paper – Unit 1- List of topics | p.16 |
| - 7.0 Sample paper English – Units 2 and 3  | p.17 |
| - 8.0 Sample paper German – Units 2 and 3   | p.20 |
| - 9.0 Contact details                       | p.23 |

## 1.0 Overview

The IoL Educational Trust (IoLET) currently provides specifically-tailored language exams for ITG members.

Language exams are open to Green, Blue and White Badge Tourist Guides aiming to guide in more than one language.

Two exams are offered: 'English' and 'Non-English'. These have different structures and exam marking criteria, as explained in the following pages.

Exams take place annually in November.

### 1.1 Registration

In order to register for the exam you need to hold an active ITG membership of being a student currently taking an ITG course. As part of the registration process, you will be asked to provide your membership or student number and this will be then cross-checked by ITG. If you have any query concerning your eligibility to take the exam, please contact ITG directly.

Please click on the link below to register your interest in taking the 2018 language exams.

<http://www.ciol.org.uk/institute-tourist-guiding-language-exam-registration>

Candidates wishing to sit a language exam in 2018 will need to register by 30 September 2018.

### 1.2 Candidate Regulations

By submitting the registration form and paying the appropriate exam fee, you agree to abide by the IoLET 'Candidate Regulations'. You find the regulations at the link below, please take your time to read them carefully before registering for the exam.

[http://www.ciol.org.uk/candidate-regulations#\\_General\\_information](http://www.ciol.org.uk/candidate-regulations#_General_information)

### 1.3 Results

Candidates will be notified about the outcome of the exam in writing by IoLET.

## 2.0 English Language Exam

The English language exam is divided in three units:

- 1) Unit 1: prepared discussion
- 2) Unit 2: sight reading and comprehension
- 3) Unit 3: listening comprehension

Candidates taking the English exam will have to meet the C2 standards of the Common European Framework for Languages ([http://www.coe.int/t/dg4/linguistic/Cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp)).

### What to expect on the day of the exam

*Before the start of the exam there will be a short, informal conversation between the candidate and the examiner. This is designed to create a relaxed atmosphere and give the candidate time to get settled in. This conversation WILL NOT be assessed. The examiner will advise the candidate when the assessed exam begins. Please note that ITG observers might be present in the exam room.*

### **Part 1. Prepared Discussion – 15 Minutes**

- The examiner will ask the candidate which two topics from the agreed list he/she has prepared and choose one of them.
- The candidate will introduce the topic (2 minutes maximum), after which he/she will be required to answer questions and enter into general discussion on the topic with the examiner.
- Conversation can continue until the examiner is satisfied that s/he can make an accurate assessment and should be a minimum of 10 minutes but not exceed 15 minutes.

### **Part 2. Sight Reading and Comprehension – 15 Minutes**

- The candidate will be given an English text (about 200 words) and will be asked to start reading it aloud in his/her own time. The candidate may NOT ask questions about the text.
- The examiner will ask the candidate to explain particular words or phrases, especially those of an idiomatic or colloquial nature, and also ask two or three questions about the meaning of the text. *The candidate will keep the text in front of him/her.*

### **Part 3. Listening Comprehension – 15 Minutes**

- The examiner reads out a text in English at normal speed and without pauses. The candidate may make notes, but should not interrupt the examiner while the text is being read.
- When the examiner has finished, the candidate may ask for sections to be repeated, or ask for clarification.
- The candidate should then paraphrase the text in English.
- The examiner will ask at least two questions on the text and on the candidate's paraphrasing of it.

Please see the summary sheet on page 6.

## 3.0 Non-English Language Exam

The non-English exam is divided in three parts:

- 1) prepared discussion
- 2) consecutive translation
- 3) listening comprehension

Candidates taking the non-English exam will have to meet the C1 standards of the Common European Framework for Languages ([http://www.coe.int/t/dg4/linguistic/Cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp)).

### What to expect on the day of the exam

*Before the start of the exam there will be a short, informal conversation between the candidate and the examiner. This is designed to create a relaxed atmosphere and give the candidate time to get settled in. This conversation WILL NOT be assessed. The examiner will advise the candidate when the assessed examination begins. Please note that ITG observers might be present in the exam room.*

### **Part 1. Prepared Discussion – 15 Minutes**

- The examiner will ask the candidate which two topics from the agreed list he/she has prepared and choose one of them.

The candidate introduces the topic (2 minutes maximum), after which, he/she will be required to answer questions and enter into general discussion on the topic with the examiner **in the language being examined**. This discussion should last for a minimum of 10 minutes but not exceed 15 minutes.

### **Part 2. Consecutive Translation – 15 Minutes**

- The examiner reads out an English text, broken into short sections, which the candidate paraphrases in the language being examined so as to convey the full meaning as accurately as possible (as might happen when interpreting a museum curator's commentary).
- The candidate may ask for sections to be repeated or ask for clarification.
- The examiner will ask at least two questions on the text in the language being examined.

### **Part 3. Listening Comprehension – 15 Minutes**

- The examiner reads out a text in the Other Language at normal speed and without pauses. The candidate may make notes, but should not interrupt the examiner while the text is being read.
- The candidate may ask questions about the text when the examiner has finished; he/she then paraphrases it in the same language as that of the text.
- The examiner will ask at least two questions on the text in the language being examined.

Please see the summary sheet on page 7.

## 4.0 Examination Summary Sheets

### English Exam Format

Before the start of the exam there will be a short, informal conversation between the candidate and the examiner. This is designed to create a relaxed atmosphere and give the candidate time to get settled in. This conversation WILL NOT be assessed. The examiner will advise the candidate when the assessed examination begins.

| Part of Exam                       | What will Actually Happen?  | What linguistic activities will it examine?   | Purpose  |
|------------------------------------|---|---|--|
| 1. Prepared Discussion             | Candidate is asked which two topics from the agreed list he/she has prepared, and examiner chooses one of them. Candidate introduces the topic (2 minutes maximum), after which he/she will be required to answer questions and enter into general discussion on the topic with the examiner.   | Main: Spoken Production<br>Subsidiary: Listening Comprehension<br>Spoken Interaction                  | This part of the exam will provide assessment of the candidate's ability to present a known topic, a standard guiding skill. The introduction will lead into a general discussion of the sort that could occur with a well-informed group of visitors. |
| 2. Sight Reading and Comprehension | Candidate is given an English text and is asked to start reading it aloud in their own time. The candidate may NOT ask questions about the text. The examiner will ask the candidate to explain particular words or phrases, especially those of an idiomatic or colloquial nature, and also ask two questions about the meaning of the text. The candidate will keep the text in front of him/her.   | Main: Reading Accuracy and Comprehension<br>Subsidiary: Listening Comprehension<br>Spoken Interaction | This will be a means of examining the candidate's ability to pronounce English words without preparation. Its full effectiveness depends on whether words are present which present particular difficulties of meaning or pronunciation.               |
| 3. Listening Comprehension         | An English text is read to the candidate, either by an examiner or by a third party, at normal speed and without pauses. The candidate may make notes, but will not see the text, and should not interrupt the examiner while the text is being read. When the examiner has finished, the candidate may ask for sections to be repeated, or ask for clarification. The candidate should then paraphrase the text in English. The examiner will ask at least two questions on the text, and on the candidate's paraphrasing of it. | Main: Listening.<br>Subsidiary: Spoken production from a verbal stimulus                              | This will be a rigorous test of the candidate's ability to listen to, and understand, the language of the examination being taken (i.e. English). It is appropriate given that a C2 level of ability is sought   |

| Non-English Exam Format   |  |  |  |
|---|--|--|--|
| Before the start of the exam there will be a short, informal conversation between the candidate and the examiner. This is designed to create a relaxed atmosphere and give the candidate time to get settled in. This conversation WILL NOT be assessed. The examiner will advise the candidate when the assessed examination begins. |  |  |  |
| Part of Exam  | What will Actually Happen?   | What linguistic activities will it examine?  | Purpose  |
| 1. Prepared Discussion  | Candidate is asked which two topics from the agreed list he/she has prepared, and examiner chooses one of them. Candidate introduces the topic (2 minutes maximum), after which he/she will be required to answer questions and enter into general discussion on the topic with the examiners.   | Main: Spoken Production  | This part of the exam will provide assessment of the candidate's ability to present a known topic, a standard guiding skill. The introduction will lead into a general discussion of the sort that could occur with a well-informed group of visitors.   |
|   |  | Subsidiary:<br>Listening Comprehension<br>Spoken Interaction                                     |  |
| 2. Consecutive Translation  | An English text is chosen, but not shown to the candidate. The examiner reads out the text, broken into short sections, which the candidate paraphrases in the language being examined so as to convey the full meaning as accurately as possible (as might happen when interpreting a museum curator's commentary). The candidate may ask for sections to be repeated or ask for clarification. The examiners will ask at least two questions on the text in the language being examined. | Main:<br>Spoken Interaction<br>Spoken Production<br>(unprepared with a verbal stimulus)          | This part of the exam tests candidates' listening ability, but only in their own language. The ability to translate consecutively from, for example, a museum curator's commentary is relevant to guiding, and it is appropriate to test it in some way. |
|   |  | Subsidiary:<br>n/a<br>Listening does not apply, since the listening would take place in English. |  |
| 3. Listening Comprehension  | A text is chosen from the language being examined, but not shown to the candidate. An examiner reads out the text at normal speed and without pauses. The candidate may make notes, but should not interrupt the examiner while the text is being read. He/she may ask questions about the text when the examiner has finished; he/she then paraphrases it in the same language as that of the text. The examiners will ask at least two questions on the text.                            | Main:<br>Listening   | This will be a rigorous test of candidates' ability to listen to, and understand, the language of the examination being taken.   |
|   |  | Subsidiary:<br><br>Spoken production from a verbal stimulus                                      |  |

## 5.0 Marking Criteria

### Criteria for English exam

#### INTRODUCTION

Apart from being knowledgeable, guides are expected to be confident, audible, fluent and engaging in a wide variety of visitor environments. They may need to speak to large groups, sometimes for prolonged periods of time, and often with no face-to-face contact (such as when guiding on a coach). At times, guides will need to make themselves heard and understood against potentially high levels of background noise.

Guides must be informative and engaging. Their way of speaking should not detract from the communication of information.

*(Performance criteria for level C2 should be taken as being over and above the criteria for level C1, which candidates would also be expected to meet).*

| Linguistic Activities | CEFR / BSI Performance Criteria (Level C2)   |
|-----------------------|--|
| Spoken Production     | Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.  |
| Spoken Interaction    | Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.                                     |
| Listening             | Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed. Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if accent is unfamiliar.  |
| Reading               | Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.  |
| Additional Activities |  |
| Visitor Experience    | Some minor grammatical errors are permissible; however, they must not present a barrier to understanding by native English speakers expecting the highest level of English guiding in a fluent, engaging and enjoyable manner.<br>Pronunciation and intonation variations must not detract from overall understanding and enjoyment over a potentially prolonged period of time. |



| Required language skills to guide visitors and to communicate in the area of qualification                           |  |  |
|--|--|--|
| Language Skills  | CEFR / BSI Performance Criteria (Level C2)   | ITG Comments / Guidelines  |
| <b>Range</b><br><i>Vocabulary</i><br><i>Idiom</i>  | Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms. | The candidate should in addition demonstrate a knowledge of important region-specific words, or of technical terminology, such as styles of architecture; or failing that the ability to work effectively round the gap in knowledge by circumlocution and paraphrase.   |
| <b>Accuracy</b><br><i>Grammar</i>  | Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, and in monitoring others' reactions).   | The candidate should demonstrate the ability to keep the audience interested for a whole day without strain, and the delivery should not be marred by grammatical inaccuracies or variations of pronunciation or intonation.   |
| <b>Fluency</b><br><i>Spontaneity (of Delivery)</i><br><i>Intonation</i><br><i>Pronunciation</i><br><i>Clarity</i>    | Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.  | The candidate should demonstrate ability to keep clients interested for a whole day. Delivery should not be marred by a hesitant style, or by the candidate "running out of steam" during delivery. Variations of pronunciation or intonation should be in line with those expected by a native English speaker. |
| <b>Interaction</b><br><i>Spontaneity (of Response)</i><br><i>Formality</i><br><i>Comprehension</i><br><i>Empathy</i> | Can interact with ease and skill, picking up and using non-verbal and intonation cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn-taking, referencing, allusion-making, etc.             | The candidate should demonstrate the ability to interact with the audience in a spontaneous and empathetic way, but still maintaining the necessary degree of formality.   |
| <b>Coherence</b><br><i>Planning</i><br><i>Compensating</i>   | Can create coherent and cohesive discourse, making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.   | Examiners should look for evidence that the candidate has planned the delivery in advance in order to prevent the need to backtrack, or in listening engages quickly and accurately with the subject matter of the text, but if backtracking is necessary he/she handles this effectively.                       |
| <b>Presentation Skills</b><br><i>Tone of voice, ability to engage the audience</i>                                   | Can engage and keep the audience interested over a sustained period of time. Can maintain appropriate volume and tone of voice.  | The candidate should demonstrate the ability to present information in an engaging way, whilst still maintaining the necessary degree of formality.  |

## Criteria for Non-English exam

### INTRODUCTION

Apart from being knowledgeable, guides are expected to be confident, audible, fluent and engaging in a wide variety of visitor environments. They may need to speak to large groups, sometimes for prolonged periods of time, and often with no face-to-face contact (such as when guiding on a coach). At times, guides will need to make themselves heard and understood against potentially high levels of background noise.

Guides must be informative and engaging. Their way of speaking should not detract from the communication of information.

| Linguistic Activities        | CEFR /BSI Performance Criteria (Level C1)   |
|------------------------------|---|
| <b>Spoken Production</b>     | Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.  |
| <b>Spoken Interaction</b>    | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. |
| <b>Listening</b>             | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.  |
| <b>Additional Activities</b> |   |
| <b>Visitor Experience</b>    | Grammatical errors are permissible so long as they do not present a barrier to understanding in an otherwise fluent, engaging and informative presentation. Pronunciation and intonation variations must not detract from overall understanding and enjoyment over a potentially prolonged period of time.  |

| Required language skills to guide visitors and to communicate in the area of qualification                           |   |  |
|--|---|--|
| Language Skills  | CEFR /BSI Performance Criteria (Level C1)   | ITG Comments / Guidelines  |
| <b>Range</b><br><i>Vocabulary</i><br><i>Idiom</i>  | Has a good command of a broad range of language allowing him/her to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. | The candidate should in addition demonstrate a knowledge of important region-specific words, or of technical terminology, such as styles of architecture; or failing that the ability to work effectively round the gap in knowledge by circumlocution and paraphrase.   |
| <b>Accuracy</b><br><i>Grammar</i>  | Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.  | The candidate should demonstrate the ability to keep the audience interested for a whole day without strain, and the delivery should not be marred by a noticeable level of grammatical inaccuracies or unacceptable variations of pronunciation or intonation.  |
| <b>Fluency</b><br><i>Spontaneity (of Delivery)</i><br><i>Intonation</i><br><i>Pronunciation</i><br><i>Clarity</i>    | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.   | The candidate should demonstrate ability to keep clients interested for a whole day. Delivery should not be marred by a hesitant style, or by the candidate "running out of steam" during delivery. Variations of pronunciation or intonation should be in line with those expected by a non-native speaker of the language in question, but should not be a barrier to understanding. |
| <b>Interaction</b><br><i>Spontaneity (of Response)</i><br><i>Formality</i><br><i>Empathy</i><br><i>Comprehension</i> | Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks in order to get or keep the floor and to relate his/her own contributions skilfully to those of other speakers.                     | The candidate should demonstrate the ability to interact with the audience in a spontaneous and empathetic way, but still maintaining the necessary degree of formality.   |
| <b>Coherence</b><br><i>Planning</i><br><i>Compensating</i>   | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.  | Examiners should look for evidence that the candidate has planned the delivery in advance in order to prevent the need to backtrack, or in listening engages quickly and accurately with the subject matter of the text, but if backtracking is necessary he/she handles this effectively.   |
| <b>Presentation Skills</b><br><i>Tone of voice, ability to engage the audience</i>                                   | Can engage and keep the audience interested over a sustained period of time. Can maintain appropriate volume and tone of voice.   | The candidate should demonstrate the ability to present information in an engaging way, whilst still maintaining the necessary degree of formality.  |

## 5.1 Mark-sheets

### INSTITUTE OF TOURIST GUIDING LANGUAGE PROFICIENCY EXAMINATION MARK SHEET (ENGLISH)

|                            |  |                          |  |
|----------------------------|--|--------------------------|--|
| <b>CANDIDATE</b>           |  |                          |  |
| <b>FIRST LANGUAGE</b>      |  | <b>LANGUAGE EXAMINED</b> |  |
| <b>GUIDING REGION</b>      |  | <b>GUIDE or TRAINEE?</b> |  |
| <b>DATE OF EXAMINATION</b> |  |                          |  |

#### Notes for Examiners:

Language ability is to be examined according to the CEFR/BSI common reference levels, set out in the Assessment Criteria documents, where **A1** is the lowest possible grade and **C2** the highest. The minimum standard required by the Institute for non-English is **C1** (*Effective Operational proficiency*).

The language examination will consist of **THREE** parts, namely Prepared Discussion, Consecutive Translation and Listening Comprehension. Before the Prepared Discussion there will be a short informal conversation between the candidate and examiners, with a view to creating a relaxed atmosphere for the examination, **but this will not be assessed**.

The remaining parts will be assessed and each will correspond to one of the main linguistic tasks, as follows:

**Prepared Discussion** will be the main vehicle for assessing the task of *Spoken Production*;

**Sight Reading and Comprehension** will be the main vehicle for assessing the task of *Reading Accuracy and Comprehension*;

**Listening Comprehension** will be the main vehicle for assessing the task of *Listening*.

Six linguistic skills must be assessed: *range, accuracy, fluency, interaction, coherence and presentation skills* (as described in the Assessment Criteria documents).

**Examiners should ask TWO or more questions at the end of the Sight Reading and Listening Comprehension parts of the exam.**

In order to pass the examination, candidates must pass **ALL THREE** assessed parts, and **ALL SIX** skills. To pass each part, a minimum of **FOUR** skills must be passed, and to pass each skill, a minimum of **TWO** passes is required out of the three assessed parts. For non-English exams the pass standard is **C1 (Mastery)**.

**It is essential that as much information as possible is given in the General Comments part of the mark sheet, in order to justify the outcome of the exam, especially if it results in a fail.**

#### GENERAL COMMENTS

## MARK SHEET (ENGLISH)

**CANDIDATES MUST PASS\*\* IN ALL 3 ASSESSED PARTS AND ALL 6 SKILLS INDEPENDENTLY**

|  | SKILLS TO BE ASSESSED       |                |   |  |                                  |  |                          |
|--|-----------------------------|----------------|---|--|----------------------------------|--|--------------------------|
|  | RANGE                       | ACCURACY       | FLUENCY   | INTER-ACTION   | COHERENCE                        | PRESENTATION SKILLS  |                          |
|  | <i>Vocabulary<br/>Idiom</i> | <i>Grammar</i> | <i>Spontaneity<br/>(of delivery)<br/>Intonation<br/>Pronunciation<br/>Clarity</i> | <i>Spontaneity<br/>(of Response)<br/>Formality<br/>Comprehension<br/>Empathy</i> | <i>Planning<br/>Compensating</i> | <i>Tone of voice, ability<br/>to engage the<br/>audience</i> | <b>OVERALL<br/>GRADE</b> |
| <b>PREPARED DISCUSSION</b>             |                             |                |   |  |                                  |  |                          |
| Topic Chosen                           |                             |                |   |  |                                  |  |                          |
| <b>SIGHT READING AND COMPREHENSION</b> |                             |                |   |  |                                  |  |                          |
| Text Used                              |                             |                |   |  |                                  |  |                          |
| <b>LISTENING COMPREHENSION</b>         |                             |                |   |  |                                  |  |                          |
| Text Used                              |                             |                |   |  |                                  |  |                          |
| <b>OVERALL GRADE</b>                   |                             |                |   |  |                                  |  |                          |

In the Listening Comprehension part particular attention should be paid to the skills of Interaction (subheading *Comprehension*) and Coherence.

Please enter either P (= PASS) or F (= FAIL) in the boxes above. All boxes should contain a grade: if any are left blank this will be taken to indicate a FAIL, but only for that particular skill/part of the exam - not necessarily overall.

\*\* In order to pass the examination, candidates must pass **ALL THREE** assessed parts, and **ALL SIX** skills. To pass each assessed part, a minimum of **FOUR** skills must be passed (i.e. in the horizontal rows), and to pass each skill, a minimum of **TWO** passes is required out of the three assessed parts (i.e. in the vertical columns). For non-English exams the pass standard is **C2 (Mastery)**.

|   |                    |
|---|--------------------|
| <b>Should this candidate pass or fail?</b>                                    | <b>PASS / FAIL</b> |
| <b>Does this agree with the marks above?<br/>YOU MUST ENSURE THAT IT DOES</b> | <b>YES / NO</b>    |

**NAME OF EXAMINER** .....

**SIGNATURE** ..... **DATE** .....

## INSTITUTE OF TOURIST GUIDING

### LANGUAGE PROFICIENCY EXAMINATION MARK SHEET (NON-ENGLISH)

|                            |  |                          |  |
|----------------------------|--|--------------------------|--|
| <b>CANDIDATE</b>           |  |                          |  |
| <b>FIRST LANGUAGE</b>      |  | <b>LANGUAGE EXAMINED</b> |  |
| <b>GUIDING REGION</b>      |  | <b>GUIDE or TRAINEE?</b> |  |
| <b>DATE OF EXAMINATION</b> |  |                          |  |

**Notes for Examiners:**

Language ability is to be examined according to the CEFR/BSI common reference levels, set out in the Assessment Criteria documents, where **A1** is the lowest possible grade and **C2** the highest. The minimum standard required by the Institute for non-English is **C1** (*Effective Operational proficiency*).

The language examination will consist of **THREE** parts, namely Prepared Discussion, Consecutive Translation and Listening Comprehension. Before the Prepared Discussion there will be a short informal conversation between the candidate and examiners, with a view to creating a relaxed atmosphere for the examination, **but this will not be assessed**.

The remaining parts will be assessed and each will correspond to one of the main linguistic tasks, as follows:

**Prepared Discussion** will be the main vehicle for assessing the task of *Spoken Production*;

**Consecutive Translation** will be the main vehicle for assessing the task of *Spoken Interaction*;

**Listening Comprehension** will be the main vehicle for assessing the task of *Listening*.

Six linguistic skills must be assessed: *range, accuracy, fluency, interaction, coherence and presentation skills* (as described in the Assessment Criteria documents).

Examiners should ask **TWO** or more questions at the end of the Consecutive Translation and Listening Comprehension parts of the exam (in both cases in the target language).

In order to pass the examination, candidates must pass **ALL THREE** assessed parts, and **ALL SIX** skills. To pass each part, a minimum of **FOUR** skills must be passed, and to pass each skill, a minimum of **TWO** passes is required out of the three assessed parts. For non-English exams the pass standard is **C1 (Effective Operational Proficiency)**.

**It is essential that as much information as possible is given in the General Comments part of the mark sheet, in order to justify the outcome of the exam, especially if it results in a fail.**

#### GENERAL COMMENTS

## MARK SHEET (NON-ENGLISH)

**CANDIDATES MUST PASS\*\* IN ALL 3 ASSESSED PARTS AND ALL 6 SKILLS INDEPENDENTLY**

|                                | SKILLS TO BE ASSESSED       |                |   |  |                                  |  |                          |  |
|--------------------------------|-----------------------------|----------------|---|--|----------------------------------|--|--------------------------|--|
|                                | RANGE                       | ACCURACY       | FLUENCY   | INTER-ACTION   | COHERENCE                        | PRESENTATION SKILLS  |                          |  |
|                                | <i>Vocabulary<br/>Idiom</i> | <i>Grammar</i> | <i>Spontaneity (of<br/>delivery)<br/>Intonation<br/>Pronunciation<br/>Clarity</i> | <i>Spontaneity<br/>(of Response)<br/>Formality<br/>Comprehension<br/>Empathy</i> | <i>Planning<br/>Compensating</i> | <i>Tone of voice, ability<br/>to engage the<br/>audience</i> | <b>OVERALL<br/>GRADE</b> |  |
| <b>PREPARED DISCUSSION</b>     |                             |                |   |  |                                  |  |                          |  |
| Topic Chosen                   |                             |                |   |  |                                  |  |                          |  |
| <b>CONSECUTIVE TRANSLATION</b> |                             |                |   |  |                                  |  |                          |  |
| Text Used (in English)         |                             |                |   |  |                                  |  |                          |  |
| <b>LISTENING COMPREHENSION</b> |                             |                |   |  |                                  |  |                          |  |
| Text Used (in target language) |                             |                |   |  |                                  |  |                          |  |
| <b>OVERALL GRADE</b>           |                             |                |   |  |                                  |  |                          |  |

In the Listening Comprehension part particular attention should be paid to the skills of Interaction (subheading *Comprehension*) and Coherence.

Please enter either P (= PASS) or F (= FAIL) in the boxes above. All boxes should contain a grade: if any are left blank this will be taken to indicate a FAIL, but only for that particular skill/part of the exam - not necessarily overall.

\*\* In order to pass the examination, candidates must pass **ALL THREE** assessed parts, and **ALL SIX** skills. To pass each assessed part, a minimum of **FOUR** skills must be passed (i.e. in the horizontal rows), and to pass each skill, a minimum of **TWO** passes is required out of the three assessed parts (i.e. in the vertical columns). For non-English exams the pass standard is **C1 (Effective Operational Proficiency)**.

|   |                    |
|---|--------------------|
| <b>Should this candidate pass or fail?</b>  | <b>PASS / FAIL</b> |
| <b>Does this agree with the marks above?</b><br><b>YOU MUST ENSURE THAT IT DOES</b> | <b>YES / NO</b>    |

NAME OF EXAMINER .....

SIGNATURE..... DATE .....

## 6.0 Sample Paper – Unit 1 – List of Topics

### Unit 1

#### List of Topics for Prepared Discussion

For Unit 1 of the exam, candidates should prepare a brief introduction to TWO of the following topics:

- The Royal Family
- Sport
- The Education System
- The National Health Service
- The Political System
- British Food, Drink and Pubs
- Religion and the Reformation
- Multi-cultural Britain
- The Weather

The examiner will ask each candidate which topics from the above list he/she has prepared and will select ONE. The candidate will be asked to introduce the topic, speaking for up to two minutes. The examiner will then initiate a discussion based on the introduction.



## 7.0 Sample Paper English – Units 2 And 3



### Unit 2: Sight Reading and Comprehension

#### **CANDIDATE BRIEF:**

*The examiner will ask you to start reading this text aloud in your own time. You may NOT ask questions about the text.*

*The examiner will then ask you to explain particular words or phrases, especially those of an idiomatic or colloquial nature, and also ask two questions about the meaning of the text. You will keep the text in front of you.*

#### **TEXT:**

Wellness in the UK saw fairly good growth during the past year. Leading grocery retailers and producers in packaged food and beverages are crossing their fingers that they can broaden their ranges, in order to add value and in search of a healthier image. However, overall sales growth during the year was hindered by consumers' economic concerns, with many wellness products having over the top prices.

Consumers are increasingly influenced by the internet when it comes to wellness trends, with celebrity food bloggers and social media campaigns having a growing influence. This boosted sales in a number of niches, with almond milk performing well in non-dairy milk alternatives and coconut water driving sales growth in fruit juice. There was also a growing willingness to seek greater health by cutting foods out from diets, with food intolerance notably benefitting from this trend and seeing sales soar for gluten-free food.

There is a strong degree of trust in the quality offered by leading grocery retailers' private label ranges. Within branded organisations, leading soft drinks multinationals have the bulk of the market in the bag, thanks to their iconic brands and large marketing budgets. They are throwing everything but the kitchen sink at new product development.

## Unit 2: Sight Reading and Comprehension



### EXAMINER BRIEF:

Give the candidate the candidate copy of the English text below and ask the candidate to start reading it out aloud in his/her own time. The candidate may NOT ask questions about the text.

You will then ask the candidate to explain particular words or phrases, especially those of an idiomatic or colloquial nature, and also ask two questions about the meaning of the text. The candidate will keep the text in front of him/her.

|   |  |
|---|--|
| <b>LANGUAGE: ENGLISH</b>  | <b>Please note:</b> There are at least 3 words or expressions underlined in the text below, which are suitable to test candidates' knowledge of idiom or colloquial usage. |
| <b>TEXT:</b><br><p>Wellness in the UK saw fairly good growth during the past year. Leading grocery retailers and producers in packaged food and beverages are <u>crossing their fingers</u> that they can broaden their ranges, in order to add value and in search of a healthier image. However, overall sales growth during the year was hindered by consumers' economic concerns, with many wellness products having <u>over the top</u> prices.</p> <p>Consumers are increasingly influenced by the internet when it comes to wellness trends, with celebrity food bloggers and social media campaigns having a growing influence. This boosted sales in a number of niches, with almond milk performing well in non-dairy milk alternatives and coconut water driving sales growth in fruit juice. There was also a growing willingness to seek greater health by cutting foods out from diets, with food intolerance notably benefitting from this trend and seeing sales soar for gluten-free food.</p> <p>There is a strong degree of trust in the quality offered by leading grocery retailers' private label ranges. Within branded organisations, leading soft drinks multinationals <u>have the bulk of the market in the bag</u>, thanks to their iconic brands and large marketing budgets. They are <u>throwing everything but the kitchen sink</u> at new product development.</p> |  |



### Unit 3: Listening Comprehension

#### **EXAMINER BRIEF:**

*The examiner reads out the text below at normal speed and without pauses. The candidate may make notes, but will not see the text, and should not interrupt the examiner while the text is being read. When the examiner has finished, the candidate may ask for sections to be repeated, or ask for clarification. The candidate then paraphrases the text in English. The examiner will ask at least two questions on the text and on the candidate's paraphrasing of it.*

#### **LANGUAGE: ENGLISH**

##### **Text:**

Britain has a rich tradition of seaside towns which started in the 18<sup>th</sup> century, when the British started to go to the coast en masse. Previously repelled by the coast, advances in medical science attracted the more affluent classes to the seaside with its promise of health giving properties.

A bizarre culture of bathing rituals exploded in the Victorian era. The height of this was the bathing machine; a four wheeled, canvas covered contraption which allowed ladies to get changed into their swimsuits and be wheeled down to the sea whilst keeping their modesty intact.

Another legacy of the Victorian seaside heyday is the pier. The original purpose of these was to allow ladies and gentlemen to get the maximum health benefits of the sea air. The piers allowed people to get further out into the sea air without a boat.

The popularity of the British seaside peaked with the arrival of the railway. This also coincided with an increasing wealth of the working classes. Donkey rides, fun fairs and music halls became traditional seaside activities.

Many of Britain's seaside towns have been in decline since the 1980s. But all is not lost. Many of the UK's holiday towns are once again thriving.

Adapted from *The Beach Guide* by thebeachguide.co.uk

#### **2 – 3 Questions which may be asked by the examiner:**

1. Why did the British start going to the seaside in the eighteenth century?
2. What was the bathing machine used for?
3. What invention helped the seaside become very popular?



## 8.0 Sample Paper German – Units 2 and 3

### Unit 2: Consecutive Translation

#### **EXAMINER BRIEF:**

*The examiner reads out the text below, broken into short sections, which the candidate paraphrases in the language being examined so as to convey the full meaning as accurately as possible (as might happen when interpreting a museum curator's commentary). The candidate may ask for sections to be repeated or ask for clarification. The examiner will ask at least two questions on the text in the language being examined.*

|   |   |
|---|---|
| <p><b>LANGUAGE: ENGLISH</b></p>   | <p><b>Please note:</b> There are at least 3 words or expressions underlined in the text below, which are suitable to test candidates' knowledge of idiom or colloquial usage.</p> |
| <p><b>TEXT:</b></p> <p>The English have a veritable passion for gardens. This is why great gardens attract enormous numbers of visitors every year. It is also why garden centres are booming, and gardening programmes on TV turn their presenters into household names. // From city patios to country piles, the English <u>go the extra mile</u> to plant and to cultivate, to create their own little patch of natural harmony and tranquillity.//</p> <p>People love their gardens because they are seen as an antidote to the man-made world - its ugliness, its destructiveness and its intrusions upon personal freedom. // The English passion for the garden goes back to Roman times, to the classical idyll of rural life and peaceful toil.//</p> <p>This vision of the garden as an oasis of spiritual refreshment persisted through centuries of changing horticultural fashion. // A monastic tradition grew up in which the garden was seen as the source of fruit and vegetables for the kitchen, herbs for the hospital and flowers for the altar.//</p> <p>In the 18th century, the owners of grand country estates tried to create the ideal landscape. Their beautiful gardens <u>cost an arm and a leg</u>. Still today <u>we have not seen the back of</u> wide, softly sweeping lawns, artfully scattered clumps of trees and meandering lakes.</p> |   |

## 2 – 3 Questions which may be asked by the examiner:

1. Why do English people love their gardens?
2. When did the English start to love gardens?
3. What did people grow in their gardens at the time of the monasteries?



### Unit 3: Listening Comprehension

#### EXAMINER BRIEF:

The examiner reads out the text below at normal speed and without pauses. The candidate may make notes, but should not interrupt the examiner while the text is being read. He/She may ask questions about the text when the examiner has finished. The candidate then paraphrases it in the same language as that of the text. The examiner will ask at least two questions on the text.

#### LANGUAGE: GERMAN

**Please note:** There are at least 3 words or expressions underlined in the text below, which are suitable to test candidates' knowledge of idiom or colloquial usage.

#### TEXT:

Das Globe Theater wurde 1599 am rechten Themseufer erbaut. Hier war das Vergnügungszentrum mit verschiedenen Unterhaltungsstätten, einschließlich einer Arena für das beliebte Bären-Spektakel, bei dem ein angeketteter Bär gegen Hunde und menschliche Gegner kämpfen musste.

Das Globe war ein achteckiger Fachwerkbau mit drei Stockwerken und etwa 30 Meter im Durchmesser. In den umlaufenden Galerien gab es überdachte Sitzplätze; je weiter man nach oben wollte, desto mehr kostete ein Platz. Hohe Herrschaften reservierten sich die Logen, um gesehen zu werden. Die billigsten Plätze waren im Innenhof, der Wind und Regen ausgesetzt war. Hier drängten sich die Zuschauer stehend um die rechteckige Bühne, die in den Zuschauerraum hineinragte und wo die Schauspieler wortwörtlich zum Greifen nahe waren. Die Stücke wurden mit viel Pomp, prächtigen Kostümen, Musik aber nach dem Geschmack der Elisabethaner mit nur wenigen Kulissen aufgeführt.

Das Globe wurde 1613 vernichtet, als während einer Aufführung eine Kanone abgefeuert wurde und das strohgedeckte Dach in Brand setzte. Das Theater wurde jedoch 1614 wieder aufgebaut, diesmal mit Ziegeldach. Heute ist es mit Sprinkleranlagen und Blitzableitern ausgerüstet.

1642 schloss die puritanische Regierung alle Vergnügungsstätten einschließlich der Theater. Das Globe stand leer und wurde abgerissen. An seiner Stelle baute man Mietshäuser. Der ursprüngliche Standort wurde vergessen, bis 1989 durch Bauarbeiten Reste des Fundaments wiederentdeckt wurden.

**2 – 3 Questions which may be asked by the examiner:**

- 1) Wie sah das ursprüngliche Globe Theater aus?
- 2) Wo waren die Zuschauer untergebracht?
- 3) Was passierte mit dem Globe Theater im 17. Jahrhundert?

## **Translation**

The Globe Theatre was built in 1599 on the right side of the Thames. This was the location of the pleasure district with several entertainment venues, including an arena for the popular bear baiting where a chained bear had to fight against dogs and human opponents.

The Globe was an octagonal, half-timbered building with three floors and a diameter of approx. 30 meters. On the surrounding galleries there were covered seats; the higher one wanted to sit the more expensive the seats would be. The upper classes would reserve the boxes in order to be seen. The cheapest tickets were in the yard which was exposed to the wind and rain. Here the spectators were standing tightly around the rectangular stage which extended into the auditorium and where the actors were literally within arm's reach. The plays were performed with a lot of pomp, magnificent costumes, music, but according to the Elizabethan taste with very few props.

The Globe was destroyed in 1613 when a canon which was fired during a performance set the thatched roof on fire. The theatre was however rebuilt in 1614, this time with a tiled roof. Today it is equipped with a sprinkler system and lightening conductors.

In 1642 the puritan government closed all entertainment venues, incl. theatres. The Globe stood empty and was torn down. In its place rented accommodation was built. The original location was forgotten, until 1989 remnants of the foundations were rediscovered during building works.

## 9.0 Contact details

For further information, please contact the IoLET:

[www.ciol.org.uk](http://www.ciol.org.uk)

CIOL | Chartered Institute of Linguists  
7th Floor  
167 Fleet Street  
London  
EC4A 2EA UK

T: +44 (0)20 7940 3100

F: +44(0)20 7940 3101

For information on registration, payment and venues please contact our Client Services Manager

[christina.sidery-parkers@ciol.org.uk](mailto:christina.sidery-parkers@ciol.org.uk)

For information on the exam structure, please contact our Exam Manager

[ulrike.heinze@ciol.org.uk](mailto:ulrike.heinze@ciol.org.uk)