

**TOURIST GUIDE  
INTERPRETER  
TRAINER  
COURSE**

**COMMUNICATIONS  
SEMINAR**

**TRAINER'S HANDBOOK**

**2002**

**MONGOLIAN TOURISM ASSOCIATION**

## **OUTLINE PROGRAMME**

### **DAY ONE**

- 09.30 INTRODUCTION  
OBJECTIVES
- 09.45 PREPARATION FOR  
PARTICIPANT INTRODUCTIONS
- 10.15 PLAYBACK WITHOUT BREAK
- 10.45 DISCUSSION ON NERVOUSNESS
- 11.15 TEA/COFFEE BREAK
- 11.30 “WHAT IS AN EFFECTIVE COMMENTARY?”  
“PLANNING A SPECIFIC COMMENTARY”  
PREPARATION FOR FIRST PRESENTATION
- 12.30-13.30 LUNCH BREAK
- 13.30 “DELIVERY OF A SUCCESSFUL COMMENTARY”  
VOICE, WORDS, VISUAL AIDS
- 14.30 FIRST PRESENTATIONS
- 15.00 TEA/COFFEE BREAK
- 15.15 CONTINUE FIRST PRESENTATIONS  
BRIEF FOR SECOND AND THIRD PRESENTATIONS
- 16.30 FINISH

## **OUTLINE PROGRAMME**

### **DAY TWO**

09.30 SECOND PRESENTATION

11.15 TEA/COFFEE BREAK

11.45 "QUESTIONS"

12.30-13.30 LUNCH BREAK

13.30 THIRD PRESENTATION

15.00 TEA/COFFEE BREAK

15.15 CONTINUE THIRD PRESENTATIONS

16.15 COURSE REVIEW

N.B. NOTES FOR TRAINERS PAGES 26-27

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TECHNICAL EQUIPMENT LIST PAGE 39

## **INTRODUCTIONS AND OBJECTIVES**

*Check all equipment, especially video equipment in advance.*

*Prepare flip charts.*

*Trainers should be freestanding with no barriers between them and the participants.*

*Trainers should check that they present a good example – stance, controlled gesture, eye contact, personal appearance etc.*

### **INTRODUCTION**

### **Technical Instructions**

**Introduce yourself and your co-trainer and technicians.**

**Give background information to the session:  
Programme for the day including tea/coffee/lunch  
arrangements, location of lavatories, fire drill etc.**

### **OBJECTIVES**

**Guiding is about COMMUNICATION and  
PUBLIC RELATIONS.**

**As guides you are communicators, to a few or to  
many people at a time.**

**Our aim by the end of the course is:**

**To enable you to be more EFFECTIVE SPEAKERS**

**Reveal  
Objectives**

**To help you PLAN STRUCTURE AND TIME  
your commentaries**

**OHT 1  
Do not expand**

**To help you DEVELOP YOUR OWN STYLE  
In accordance with your personality**

**Above all, ENJOY YOURSELVES!**

## FIRST PRESENTATION

Now let us meet you!

(2'each +  
turnaround  
time)=5'

*Divide the group into pairs with instructions to interview each other for 2 minutes each way.*

*They make take notes as they interview.*

*Explain that each person will be asked to come to*

*The front and introduce the OTHER person for 2 minutes.*

*If anyone dries up, make it up, invent the secret life of X.*

*Keep time with the stopwatch.*

*Tell pairs when to swap over.*

*Explain that you will signal after 1min 30sec,  
giving 30 seconds to finish off.*

*Film all introductions without interruption.*

*Play back without a break*

*Group of 6  
15' filming  
15'playback*

**QUESTION: How did you feel?**

**ANSWER: Nervous**

## NERVOUSNESS

**QUESTION: Why are we nervous?**

**FLIP CHART**

**Exposed to ridicule**

**Lack of preparation**

**Lack of information/knowledge**

**Fear of drying up**

**QUESTION: Is nervousness always a bad thing?**

**ANSWER: NO – But it is bad to be seen to be nervous.**

**QUESTION: What physical reaction does our body system  
have when we are nervous?**

**ADRENALIN flows, leads to exhilaration**

## USE NERVOUSNESS

**STATEMENT:**

**Stop thinking about yourself and focus on your audience. You feel nervous when you are preoccupied with yourself.**

**Think of what you have to give your audience and you will not be nervous.**

## MODEL FLIP CHART

### NERVOUSNESS

Divide the flip chart into 4 with horizontal and vertical lines.  
Headings as below.

#### **WHY ARE WE NERVOUS?**

**Exposed to ridicules**

**Lack of Preparation**

**Lack of Knowledge**

**Fear of drying up**

#### **WHAT TO DO IF DRY UP?**

**PAUSE!**

**Deep Breath**

**and off you go**

#### **HOW DOES IT SHOW? (Body Language analysis)**

**Hands**

**Feet**

**Voice**

#### **HOW DO WE CONCEAL IT?**

**Control Hands  
(Meaningful gestures)**

**Stand Well Balanced  
(on both feet slightly apart)**

**Breathe Correctly  
Be aware of body**

## NERVOUSNESS

**QUESTION: How does nervousness show?**

**NOTES**

### **Body Language**

**FLIP CHART**

<b>Hands</b>	<b>Fidgeting</b>
	<b>Jingling Coins</b>
	<b>Clenched fists</b>
	<b>Wringing hands</b>
<b>Arms</b>	<b>Flapping arms</b>
	<b>Folded across chest</b>
<b>Feet</b>	<b>Tapping</b>
	<b>Dance steps</b>
<b>Voice</b>	<b>Tremulous</b>
	<b>Talking too fast</b>
	<b>Breathlessness</b>
	<b>Swallowing</b>
	<b>Ums and Tuts</b>

(See Model page 6)

Clues can be given by acting gestures

**QUESTION: How can we conceal our nervousness?**

**STATEMENT: Stand firmly balanced on both feet.  
This is good for the spine, too.**

**Hands loosely behind back, brings shoulders back, expands lungs, improves breathing.**

**Require Students hands behind back**

**Use hands only for meaningful gestures**

***Demonstrate***

**QUESTION: What do we do if we dry up?**

**STATEMENT: PAUSE**

**Take a deep breath- get oxygen to the brain  
NEVER apologise!  
Pauses will often not be noticed.  
Pauses are needed for audience to absorb information.**

**QUESTION: What can we do to reduce stress and nerves at the beginning of a tour or presentation?**

**STATEMENT: Memorise opening lines...**

**You will be nervous on many occasions.  
It is important to learn to conceal/control nervousness.**

**LOOK GOOD- BOOST YOUR CONFIDENCE- DRESS APPROPRIATELY**

## PREPARATION FOR A GOOD, EFFECTIVE COMMENTARY

Guiding is a TWO way communication between the guide and the visitors.

**QUESTION:** What factors does the guide need to take into consideration?

**ANSWER:** The audience.

*FLIP CHART*

**QUESTION:** What do we need to know about them?

**ANSWER:** Nationality  
Age  
Special interests  
Income level  
Education level

**QUESTION:** What do we need to know about their tour?

Where has it already been?  
What is their immediate itinerary  
Where is it going ?  
Any previous visits?  
Length of this visit?

**QUESTION:** How do you get this information?

Tour operator  
Tour leader/manager  
Visitors themselves

*Stress 15 minute  
early arrival*

**QUESTION:** What do the visitors expect from the guide commentary?

INFORMATION  
ENTERTAINMENT

and  
to

*Flip Chart  
2 vertical columns  
“Information”  
“Entertainment”*

FULFILL ITINERARY  
PRACTICAL INFORMATION  
CARE

*(model page 9)*

**QUESTION:** What are our objectives?

To promote Mongolia/tour operator/  
yourself as a guide.  
To dispel misconceptions  
To involve the visitors  
To inspire confidence



## MODEL FLIP CHART

**QUESTION: How can we achieve a balanced informative and entertaining commentary?**

<b>INFORMATIVE</b>	<b>ENTERTAINING</b>	<b>NOTES</b>
<b>Factual</b>	<b>Smile</b>	
<b>Accurate</b>	<b>Cheerful</b>	
<b>Simple</b>	<b>Humorous</b>	<i>OHT2 Humour increases Learning by 18-20%</i>
<b>Objective</b>	<b>Anecdotes</b>	<i>Discuss jokes</i>
<b>Structured</b>		
<b>Selective</b>	<b>Positive</b>	<i>“You must visit again” Not “You can’t see much in 3 days”</i>
<b>Relevant to both Visitors &amp; Route</b>		
<b>Varied (today/the past) Varied (people/places)</b>	<b>Quotations</b>	<i>Must be accurate</i>
<b>In context</b>	<b>Caring</b>	

**IF YOU CONSIDER, REMEMBER AND MASTER ALL THE ABOVE**

**YOU WILL BE AN EFFECTIVE TOURIST GUIDE!**

## PLANNING A COMMENTARY

### ADVANCE PREPARATION

### NOTES

**QUESTION: When you have agreed to do a specific tour or job what practical things do you need to check?**

*Checklist*

The Itinerary  
Your Knowledge  
Timing and Route  
Current Events  
Method of Payment (Cash/Vouchers)  
Finally “PLAN B” Be flexible

*T.O. Tel.No.  
Meeting place  
Transport  
Group leader  
name*

**QUESTION: What do you talk about in your commentary?**

**QUESTION: How much of what you say do tourists remember?**

**In general, people remember only 20% of what they hear  
BUT they remember 30% of what they SEE**

*OHT3*

**So, it is best to talk first of all about what the visitors can see  
Choose the most striking item first**

**We call this The TOP VISUAL PRIORITY (TVP)**

**When you have dealt with the TVP you can then talk  
about the Top Non-Visual Priorities (TNVP) :the context  
and background of what you can see.  
These are often about people, history, current events,  
sports, customs and traditions**

*Work out  
relevant  
examples*

## **PREPARATION FOR FIRST PRESENTATIONS**

### **TWO SLIDES**

**You will speak on the FIRST slide**

**For 3 minutes this afternoon**

**For 4 minutes tomorrow morning**

**You will speak on the SECOND slide**

**For 8 minutes tomorrow afternoon**

*Make note  
who has  
which  
slides*

**Presentations will take place in two separate groups**

**We will have one more DISCUSSION after lunch**

**During the lunch break you should be thinking about your presentation. Make sure you have a beginning, a conclusion/end, and selective subject matter in the middle**

### **LUNCH BREAK**

## DELIVERY OF A SUCCESSFUL COMMENTARY

**QUESTION: How do we make a commentary successful?  
What leads to a good atmosphere on a tour?  
What relationship should the guide try to  
establish with the visitors?**

*Notes*

**ANSWER: RAPPORT**

**QUESTION: What do we mean by rapport?**

*Flip Chart*

- **Hitting it off**
- **Mutual feeling of liking**
- **Friendly contact**
- **Same wavelength**
- **Empathy/2-way relationship**
- **Understanding**
- **Mutual acceptance of**
- **Guide as leader**

*List all  
answers*

**QUESTION: How do we establish rapport?**

*Flip Chart*

- **Smile**
- **Eye contact**
- **Talk to them**
- **Show interest in them**
- **Show concern for their welfare  
(e.g. slow walkers, tiredness)**
- **Show concern for their problems  
(e.g. language, money)**

*Stress  
Eye  
Contact*

*OHT5*

**QUESTION: What makes a Tourist Guide Interpreter credible?  
What gives visitors the impression that you like your job?**

- **ENTHUSIASM**
- **EXPERTISE**
- **CONFIDENCE**

## PROFESSIONAL GUIDING TECHNIQUES

**QUESTION:** What is a guide's most important physical attribute?

*Notes*

**ANSWER:** THE VOICE

**STATEMENT:** If your voice is boring you don't stand a chance!

**QUESTION:** What is the most important thing we want achieve with our voice?

**ANSWER:** TO BE HEARD

*OHT6*

**STATEMENT:** Professional guiding techniques can be used to make it easier for the group to hear us  
careful **POSITIONING** of the group is essential and also shows consideration for others

**QUESTION:** What qualities are we looking for in the voice?

- Loud **ENOUGH**
- Clear
- Varied

**QUESTION:** How can we achieve variety?

- Speed
- Pitch/Intonation
- Changes in volume

**QUESTION:** How can we catch and hold peoples' attention?

- Emphasis
- Speak **SLOWLY**
- Speak **FAST** for a few sentences
- Speak **QUIETLY**
- Pause, **STOP** altogether!

## PAINTING A PICTURE WITH WORDS I

**QUESTION: What kind of words are best for guides to use?**  
**ANSWER: Simple words**

*Notes*

**QUESTION: What sort of sentences are best?**  
**ANSWER: Short sentences**  
Short sentences

*OHT7*

**KISS**

**KEEP IT SHORT AND SIMPLE**

**STATEMENT: It is, however, sometimes necessary to use specialist,  
Mongolian, or technical terms for some subjects**

**QUESTION: What kind of subjects ?**

*Flip Chart*

- Religion
- Architecture
- Customs
- Industry
- Science

*List  
answers*

**QUESTION: If you use a Mongolian or specialist words or phrases,  
What must you ALWAYS do?**

**EXPLAIN THEM**

*OHT8*

**NEVER UNDERESTIMATE THE VISITOR'S INTELLIGENCE**

**NEVER OVERESTIMATE THE VISITOR'S EXISTING KNOWLEDGE**

## PAINTING A PICTURE WITH WORDS II

**QUESTION:** What type of words do we use to add colour to our commentary?

*Notes*

**ANSWER:** Adjectives

**QUESTION:** Sometimes adjectives can be useless. What kinds of use of adjectives are have little Meaning?

*Flip Chart List*

*Answers*

- Repetitive
- Meaningless
- Irrelevant
- Subjective
- Superlatives- BE SURE!

*Give Examples*

**STATEMENT:** Adjectives need thinking about. Choose ones which enable

- Creation of atmosphere
- Precision of indication
- Events to be pictures

**QUESTION:** What about the use of dates? Use dates sparingly – do NOT drown in dates!

**QUESTION:** How can we make dates more interesting?

*Flip Chart List*

- 1227
- The 13<sup>th</sup> century
- The 12-hundreds
- Eight hundred years ago
- Twenty-five generations ago

*Ask for ways of saying the date of Chinggis Khan's Death*

**IF POSSIBLE RELATE THE DATE TO THE VISITOR'S CULTURE**

**ALWAYS RELATE  
A PERSON TO A PERIOD OF TIME  
AND A DATE  
TO A RELEVANT EVENT**

## THE USE OF VISUAL AIDS

**QUESTION:** When we give a commentary, what is the first thing we talk about?

*Notes*

### **TOP VISUAL PRIORITY**

**What can be seen**

*Flip Chart*

**STATEMENT:** Guides should be envied by many teachers because we have such wonderful visual aids.

**QUESTION:** When we are guiding in Mongolia, what is our greatest visual aid?

### **MONGOLIA IS OUR VISUAL AID WHAT COULD BE BETTER?**

**STATEMENT:** Guiding is neither teaching, nor lecturing, nor acting.

**Guiding is helping visitors SEE what they are looking at.**

**We must ALWAYS illustrate our commentary using**

### **WHAT WE SEE**

**QUESTION:** How are we going to make use of what we can see?

- **Point out sights**
- **Physically indicate**
- **Verbally indicate**

**QUESTION:** When we are indicating something, particularly when on a moving vehicle, what is it important to do?

- **Prepare in advance**
- **Indicate in time to see it**
- **Indicate for long enough**



## USING VISUAL AIDS II

### ESSENTIAL RULES OF GOOD INDICATION

- **NEVER SAY** “Over there...”
- **ALWAYS SAY** “On your right/left...”

#### ON A BUS

- **NEVER SAY** “Straight ahead...”  
(Passengers at the back can’t see)  
Say “Coming into view on the left...”
- **NEVER Say** “We have just passed...”

#### ON SITE

- **NEVER BLOCK THE VIEW OF WHAT YOU ARE TALKING ABOUT**
- **REMEMBER TO INDICATE WITH YOUR HANDS**
- **CHOOSE USEFUL ADJECTIVES TO INDICATE**
- **COLOUR, SHAPE and POSITION**

*OHT9*

**STATEMENT: A Proverb helps us remember what we are trying to do.**

*OHT10*

**TELL ME; I’LL FORGET**

**SHOW ME; I MAY REMEMBER**

**INVOLVE ME; I’LL UNDERSTAND**

## ASSESSING YOUR SUCCESS

**QUESTION: How can we tell if a tour is successful?**

*Notes*

**ANSWERS:**

*Flip Chart*

*2 columns  
list  
answers*

**If UNSUCCESSFUL visitors will:**

- **Not listen to you**
- **Talk a lot among themselves**
- **Look at other things**
- **Not respond**
- **Ask irrelevant questions**
- **Yawn/sleep**
- **Listen to Walkman**
- **Leave the tour!**

**If SUCCESSFUL visitors will:**

- **Listen to you**
- **Look at what you point out**
- **Look/sound enthusiastic**
- **Ask relevant questions**
- **Show interest**
- **Smile**
- **Take photographs**
- **Thank you with sincerity**

**QUESTION: Are tips a certain indicator of a successful tour?**

**NO!**

*Divide into two groups for video presentation 1.*

## VIDEO PRESENTATION No.1

### BRIEF FOR PARTICIPANTS

You will talk for 3 minutes. A signal will be given 30 seconds before the time is finished.

We will then discuss each presentation and view the video recording.

We are going to practice the techniques we have talked about.

- Concealing/controlling nervousness
- Establishing rapport with a group (eye contact, smile, enthusiastic)
- Looking at the audience, not the subject
- Getting and holding the attention of the visitors by having an interesting opening, a thought-out conclusion, an anecdote

You may be interrupted with advice. This can be upsetting and you may lose your thread. Take your time re-starting. It is better to correct faults at this stage to get maximum benefit out of later presentations. You yourself may wish to start again from the beginning.

If you dry up, practice PAUSE and DEEP BREATH  
LOOK AT THE AUDIENCE, NOT AT THE CAMERA!

***N.B. THE TRAINER SHOULD COMPLETE A COPY OF THE CHECKLIST ON PAGE 39 FOR EACH STUDENT***

#### *Notes*

*Slides in random order*

*Hands behind!*

*Allow 20 mins for each participant*

*Record: interrupt & correct any obvious fault immediately*

*Ask speaker to comment on own performance  
Ask others to comment constructively*

*Summarise criticism.  
What to look for in the playback?*

**PLAYBACK**

*More reactions from speaker, other students, Trainer.*

*Outline areas For improvement*

## DAY TWO

### VIDEO PRESENTATION No.2

#### BRIEF FOR PARTICIPANTS

	<i>Notes</i>
<b>This is your chance to apply what you have learned yesterday.</b>	
<b>You will be talking about the same slide as yesterday so you have already had some practice and are familiar with the subject.</b>	<i>Arrange slides at random</i>
<b>This time you will talk for FOUR MINUTES.</b>	<i>Record for 4 mins without interruption</i>
<b>You will be given a signal after THREE MINUTES So that you have time to “wind up” your presentation.</b>	
<b>You should be able to give more attention to technique</b>	<i>Give signal at 3 mins</i>
<b>Try experimenting with your VOICE</b>	<i>Student to comment 1<sup>st</sup></i>
<b>Try at least ONE <u>meaningful</u> gesture</b>	
<b>Keep eye-contact going – scan your audience</b>	<i>Group comment NOT destructive</i>
<b>ALL OTHER PARTICIPANTS SHOULD WATCH FOR CONTENT AND DELIVERY</b>	<i>Summarise comments</i>
<b>Ask yourselves what were the things you wanted to improve yesterday.</b>	<i>PLAYBACK Sit beside student if possible</i>
	<i>20 mins per student</i>

***N.B. THE TRAINER SHOULD COMPLETE A COPY OF THE CHECKLIST ON PAGE 39 FOR EACH STUDENT***

***ALL PRESENTATIONS MUST BE FINISHED BEFORE TEA/COFFEE BREAK***

## QUESTIONS – HOW TO DEAL WITH THEM

**QUESTION: Do we like to be asked questions?**

*Notes*

**WHY do we like questions?**

**WHEN do we like questions?**

*Flip Chart*

*2 columns*

*YES/NO*

**YES: When?/Why?**

- When convenient
- Shows listening
- Shows understanding
- Clue to special interests
- Shows the guide is approachable
- Shows the visitor trusts our knowledge
- Strengthens rapport
- Involves the visitors
- Allows for more detail

**NO: When?/Why?**

- They interrupt
- Irrelevant
- Pre-empt the guide
- Show-off/trick questions/silly questions
- Provocative/confrontational
- Rude/insulting
- Personal
- **WHEN WE DO NOT KNOW  
THE ANSWER!**

## HOW TO ANSWER QUESTIONS – TECHNIQUE

**First show that you are pleased to be asked a question.**

**QUESTION: What is the second thing you do?**

**LISTEN to the WHOLE of the question.**

**Let the questioner finish his/her point.**

**QUESTION: What is the third thing you do?**

**REPEAT the question so that everyone can hear it. WHY?**

- Makes sure you have understood the question
- Gives you time to think of an answer
- Involves the group

**FINALLY: Give a concise answer and check that it has satisfied the visitor**

## DEALING WITH DIFFICULT QUESTIONS

We have discussed the different types of unwanted questions.  
Now we look at how to deal with them.

*Notes*  
*Refer back*  
*To flip*  
*chart*

If questions are:

- Inconvenient
- Interrupting
- Irrelevant
- Pre-emptive
- Time-wasting

It will help to give a SPECIFIC TIME for questions

If questions are:

- Show off
- Silly

*Give some*  
*examples*  
*of all types*

The fact that you have repeated the question may work in your favour as it reveals much about the asker to the others. You can also try throwing back another question.

If questions are:

- Rude
- Provocative
- Personal

Be evasive and polite

### NEVER

- Lose your cool (self possession)
- Panic
- Be Rude
- Get angry
- Put down (humiliate)
- ABOVE ALL NEVER, NEVER LIE

### ALWAYS

- Admit that you do not know the answer
- Offer to find out
- Suggest where he/she can find out
- Ask another Mongolian (driver, other guide, local official)
- Ask the group
- Say when you are making an educated guess

**LUNCH BREAK**

## VIDEO PRESENTATION No.3

### BRIEF FOR PARTICIPANTS

**This is the final presentation.**

*Notes*

**You have EIGHT minutes to talk about your new topic.**

*Hand out  
comment sheets  
to all  
Participants*

**There will be a signal at SEVEN minutes for you to wind up.**

**At the end there will be TWO minutes for questions.**

**This is your last chance to experiment.**

*Arrange slides  
in ascending  
order of  
excellence*

**Let's see how good our preparation and planning are.**

**Tell us who you are and who your audience is.**

**Show lots of confidence.**

*Break for tea/  
coffee half way  
Through*

**Give us a good, clear introduction.**

**Give us a conclusion that shows you have finished.**

*Record 8 +2 mins  
Signal at 7 mins*

**The audience will think up two or three questions.**

*Group comment*

**The audience will pay attention and complete the comment sheets.**

*Trainer summary  
of improvements*

**Comment sheets will be given to and kept by presenter.**

*Playback  
selectively*

*Show all  
Questions*

*The Trainer should try to show how each student is more relaxed at the end of his/her commentary than at the beginning.*

*Remark on increasing confidence.*

*Allow time for participants to complete comment sheets and pass them to the speaker.*

## **COURSE REVIEW**

### **ALL PARTICIPANTS TOGETHER**

*The Trainers thank the participants for working so conscientiously.*

**QUESTION:** Have you noticed improvements in each other's performance?

**YES**

**STATEMENT:** There must, therefore, be an improvement in one's own performance.

**STATEMENT:** It is now up to you as trainees to help each other during the rest of the course with constructive, positive criticism.

The benefits will show in the longer term.

Thank you again!

## **FINALLY**

**PLEASE KEEP THE FORMAT OF THIS SEMINAR A SECRET FROM  
THOSE WHO ARE STILL TO COME**



## TRAINER'S NOTES

### EYE CONTACT

**In some cultures direct eye contact is not acceptable. Guides working in languages of cultures where this applies are not obliged to maintain eye contact during the seminar.**

**In other cultures eye contact increases rapport and the visitor's confidence in the guide.**

**Scan the audience and look directly at individuals in various locations.**

**Do NOT concentrate on one individual!**

**Some students find eye contact difficult because of shyness or other reasons.**

**If a student genuinely cannot cope with eye contact, tell him/her to look at a spot between the eyes, just above an individual's eyebrows. This will appear to be direct eye contact.**

### MOVEMENT OF GROUP

**Do INSTRUCT visitors in advance about:**

- **Rules on photography**
- **Rules on smoking**
- **Dress code**
- **Suitable behaviour**
- **Keeping a safe route**

**GIVE simple instructions about where the group is going next; people may lag behind.**

**FOREWARN the group of potential hazards such as low doorways, roof beams, steps, uneven pavements etc.**

**ALWAYS WAIT FOR ALL THE GROUP TO BE PRESENT BEFORE CONTINUING YOUR COMMENTARY**

## MICROPHONE TECHNIQUE

Modern microphones are very sensitive. They are also physically delicate, so be careful how you treat them.

Test the microphone before you begin a tour. Make sure that the volume is correct. Experiment to find the best possible reception.

**DO NOT TAP THE MICROPHONE OR SAY “TESTING” WHEN THE VISITORS ARE ON BOARD THE BUS. THIS IS VERY IRRITATING AND NOT NECESSARY.**

Take care not to sit or stand below an amplifier: this will cause feed-back.

Visitor reaction to poor microphone technique is usually to ask for the volume to be turned up or down.

In fact, the cause of the problem is usually not loudness but poor technique.

The microphone should be held on the chin just below the lips so that the sound waves of the voice pass over the top of the microphone.

If you find the feel of the microphone on you skin unpleasant or unhygienic you can put your thumb between the microphone and your chin.

Holding the microphone in this way ensures that volume is constant and so the voice is not lost when the head is moved.

**DO NOT COPY POP SINGERS’ AND TV PRESENTERS’ MICROPHONE TECHNIQUE – THEY HAVE DIFFERENT EQUIPMENT FROM OURS!**

## **OVERHEAD TRANSPARENCY LIST**

### **DAY ONE:**

- 1. Objectives**
- 2. Humour Increases Learning**
- 3. % Hear, % See**
- 4. Look – Plant Seeds and Harvest**
- 5. How NOT to Lead a Tour**
- 6. How NOT to Speak to a Group**
- 7. K.I.S.S.**
- 8. Never Underestimate**
- 9. How to Position NOT to See**
- 10. Learning Proverb**

### **DAY TWO:**

- 1. Objectives**

# **OBJECTIVES**

## **EFFECTIVE SPEAKING**

### **PLAN, STRUCTURE, TIME COMMENTARIES**

### **PERSONAL STYLE**

OHT1.

**HUMOUR  
INCREASES  
LEARNING  
BY  
18 – 20 %**

**OHT 2.**

**ADULTS RETAIN**

**20%**

**OF WHAT THEY HEAR**

**30%**

**OF WHAT THEY SEE**

OHT 3.

**WHAT YOU CAN SEE**

**WHAT YOU HAVE  
SEEN**

**WHAT YOU WILL SEE**

**Plant seeds and harvest**

OHT 4.

# **HOW NOT TO LEAD A TOUR**

**OHT 5.**



# **HOW NOT TO SPEAK TO A GROUP**

**OHT 6.**

**KEEP  
IT  
SHORT  
AND  
SIMPLE  
K.I.S.S.**

**OHT 7.**

**NEVER  
UNDERESTIMATE  
AUDIENCE  
INTELLEGENCE**

**NEVER  
OVER-ESTIMATE  
AUDIENCE  
EXISTING  
KNOWLEDGE**

OHT 8.

# **HOW NOT TO POSITION A GROUP TO SEE**

**OHT 9.**

**TELL ME; I'LL  
FORGET.**

**SHOW ME; I MAY  
REMEMBER.**

**INVOLVE ME; I'LL  
UNDERSTAND.**

**PRESENTATION AND TECHNIQUES**  
**ASSESSMENT SHEET**

**DATE:**

**NAME OF SPEAKER..... NAME OF ASSESSOR.....**

**Presentation Technique**

**Did the speaker appear confident and in control?  
(Posture, movement, mannerisms etc.)**

**How well did the speaker establish rapport with the audience?  
(Greeting, smile, eye contact, enthusiasm etc)**

**Vocal Technique**

- Pitch
- Pace
- Volume
- Diction
- Emphasis

**Presentation**

**Interest? Was the presentation interesting? Were anecdotes and human interest points used?**

**Selection and Continuity**

**Did the speaker select important aspects? Were there too few or too many ?  
Did the presentation flow? Was there a beginning, a middle and an end?**

**Use of Words**

**Did the speaker use simple words? Were technical terms or explained?  
Were ideas expressed in interesting ways?**

**General Comments**

**TECHNICAL EQUIPMENT LIST**

**FOR 12 PARTICIPANTS**

**2 VIDEO CAMERAS  
2 TRIPODS  
4 BLANK VIDEO CASSETTES  
2 VIDEO PLAYBACK MACHINES  
2 VIDEO MONITORS  
ADDITIONAL LIGHTING IF REQUIRED**

**2 SLIDE PROJECTORS  
40-50 SLIDES OF MONGOLIA  
2 SCREENS  
2 FLIP CHARTS  
FLIP CHART PENS  
1 OVERHEAD PROJECTOR  
PREPARED OVERHEAD TRANSPARENCIES**

**2 STOPWATCHES  
TRAINERS NOTEPADS  
TRAINERS' COMMENT SHEETS  
PARTICIPANTS' COMMENT SHEETS**

# **MONGOLIA**

**NATIONAL TOURIST GUIDE- INTERPRETER**

**CURRICULUM**

## **REVISED DRAFT**

**JUNE 2002**

**This curriculum has been designed to the standard recommended by the World Federation of Tourist Guide Associations (the World Lead Body on Tourist Guides) in order to assist the Mongolian Tourism Industry to improve the level of service of professional Tourist Guide-Interpreters working in Mongolia.**

**This draft proposal has been prepared with assistance from the Ministry of Infrastructure, the Mongolian Tourism Board, the Mongolian Tourism Association, Individual Tour Operators, Educational Institutes and Existing Tourist Guides.**

**The Curriculum includes three major components: National “Core” Knowledge, Regional “Core” Knowledge and Professional Technical Skills.**

**The elements of the two knowledge units will be taught in classroom sessions. The practical techniques and skills of tourist guiding will be taught on site (open-air, religious, art galleries/museums), and aboard a moving vehicle. Communications skills, an important part of practical techniques, will be taught in an intensive two-day seminar.**

**In addition to the knowledge and practical components of the curriculum, a basic first aid course is an essential component of a Tourist Guide’s training and must be taught by a professional specialist instructor.**

**The Mongolian Language will be the medium of communication for all teaching and training sessions.**

**Both the scope and depth of the Curriculum have been increased compared with the current courses available in Mongolia. Approximately 12 weeks part-time participation will be required of the Student Tourist Guide-Interpreters.**

**Notes on teaching and training methods, and the examination and assessment of candidates are attached in the document “Training Course Outline”.**



# **NATIONAL TOPICS**

## **1. HISTORY (6 hours)**

**Archaeology of Mongolia, Tribes and States of Early Mongolia.**

**Rise of the Mongol Empire.**

**Resistance to Chinese Encroachment and Domination by the Manchu Empire.**

**Restoration of Mongolian Sovereignty, Creation of the People's Republic.**

**Russian Domination, Japanese Invasion, World War II.**

**Creation of a Democratic State.**

## **2. GEOGRAPHY (4 hours)**

**Elementary Map-Reading**

**Geology, Geomorphology, Palaeontology,**

**Natural Zones of Mongolia: High Mountains, Taiga Forest, Steppe, Desert, Wetlands.**

**Political and Economic Geography: Main Towns and Cities, Transport Systems, Industries and Agriculture.**

## **3. RELIGION (4 hours)**

**Shamanism.**

**Buddhism.**

**Minority Religions: Muslims, Christians.**

## **4. ARCHITECTURE (3 hours)**

**Temples and Monasteries.**

**The Ger and associated structures.**

**Twentieth Century Urban and Industrial buildings.**

**5. COUNTRY CRAFTS (4 hours)**

**Felt and Leather.**

**Clothing and Jewellery.**

**Woodcarving and Metalwork**

**Mongolian Food.**

**6. SPORTS AND ARTS (4 hours)**

**Naadam (Wrestling, Horseracing, Archery)**

**Traditional Music, Musical Instruments, Singing, Dancing.**

**Painting and Sculpture.**

**Customs and traditions**

**7. LITERATURE (4 hours)**

**Oral Traditions, Myths and Legends.**

**Written Mongolian Language.**

**Secret History of the Mongols.**

**Contemporary Literature.**

**8. GOVERNMENT AND LAW (4 hours)**

**Present-day organisation of Government, its Buildings, Officials and System of Elections.**

**Education, Health and Welfare.**

**General knowledge of the Legal System and the Powers of the Police.**

**General knowledge of Taxation System.**

**9. WILDLIFE (4 hours)**

**Nature Protection in Mongolia.**

**Wild and Domesticated Animals of Mongolia.**

**Wild and Cultivated Plants of Mongolia.**

**10. TOURISM (2 hours)**

**The Structure and Importance of Tourism in the National Economy.**

**Major Tourist Markets of Mongolia.**

# **REGIONAL TOPICS**

**At least one hour's lecture time should be allocated for each topic.**

**The lecture should include information on the major sites and monuments of each region, tourist facilities and local services.**

**Lectures should be illustrated and summary information sheets prepared by the lecturer.**

- 1. Ulaanbaatar.**
- 2. Manzshir Khiid**
- 3. Terelj National Park.**
- 4. Tsetserleg**
- 5. Gobi**
- 6. Khenti**
- 7. Kharkhorin**
- 8. Khovsgol Nuur**
- 9. Arkhangai**
- 10. Bayan-Olgii and Khovd**

# **GUIDING TECHNIQUES AND COMMUNICATIONS SKILLS**

**This part of the curriculum is to be delivered during the 84 hours practical work on site, on walking tours in town and country, and on board a coach.**

**A further 16 hours of intensive communication skills training will take place in a two-day seminar.**

**Voice training classes occupy 4 hours.**

**First Aid training occupies a full day.**

## **SPEECH TRAINING AND VOICE PRODUCTION**

**The essential elements of clear pronunciation and good voice production to ensure audibility.**

**How to improve audibility by choice of positioning and group organization.**

**Microphone technique.**

## **PUBLIC SPEAKING AND ORAL PRESENTATION**

**How to research and plan a tour commentary.**

**The importance of timing.**

**Verbal and physical methods of indication.**

**Selection of commentary content.**

**How to introduce variety into a commentary.**

**How to establish good rapport with a group.**

**Answering questions.**

**Audience assessment.**

## **PERSONALITY DEVELOPMENT**

**Poise, stance, dress and posture.**

**The importance of body language.**

**Concealing nervousness.**

**Increasing self-confidence.**

**Memory training.**

**Effective listening.**

**Self assessment.**

## **CUSTOMER CARE**

**Leadership and persuasion skills.**

**Group psychology.**

**Cross-cultural sensitivity.**

**Profiles of major incoming tourist nationalities.**

**Handling complaints and difficult people.**

**Dealing with emergencies.**

## **ASSESSMENT METHODS**

### **INTRODUCTORY INSTRUCTIONS FOR EXAMINERS**

#### **PRACTICAL EXAMINATIONS**

- **Before the examinations the Examiners should given the relevant syllabus for each section.**
- **Before each examination the Examiners should prepare themselves by visiting the sites and walking the walking tour route.**
- **To ensure objectivity, Examiners should beware of judging a candidate on his/her first impression; this leads to a prejudiced view during the assessment.**
- **Examiners should make pencil marks in the appropriate box during each presentation given by a candidate. At the end of the examination mark one box only for each category in ink as the final mark.**
- **Candidates must pass in each section: General Technique and Presentation of Knowledge.**
- **Fail points are asterisked. All Examiners must agree on fail points for this judgement to be valid.**
- **All examiners should be briefed before the examinations by the Chief Examiner who should explain the importance of putting candidates at ease and, as Examiners, maintaining fairness and objectivity throughout the assessment proceedings.**

**MONGOLIAN TOURISM ASSOCIATION**

**REGISTERED TOURIST GUIDE INTERPRETER EXAMINATION**

**PRACTICAL EXAMINATION ON SITE (EXTERIOR & INTERIOR)**

**INSTRUCTIONS FOR EXAMINERS**

Please bring a ballpoint pen, pencil, eraser and an A4 clipboard with you.

## **FORMAT OF EXAMINATION**

- Groups of up to 10 candidates are assessed by TWO examiners over half a day.
- Each candidate has a minimum of 10 minutes divided into 2 presentations.
- Candidates are expected to show in-depth knowledge of the building(s) and contents including the architecture, history, decoration, monuments, past and present use.
- Candidates are expected to bring the site to life for the visitors.

## **PRACTICAL TECHNIQUE POINTS**

- Candidates should always stop and face the group when speaking.
- Candidates should be aware of the rules of the site and should inform the group appropriately (no photography, no shoes etc.)
- Candidates should show sensitivity to others visiting and working at the site.
- Candidates should be audible but not use excessive volume.
- Candidates should demonstrate good group positioning/group control.
- Candidates should show ability to handle questions confidently and briefly and should always repeat the question for the benefit of the whole group.

# CONDUCTING THE EXAMINATION

- Before the assessment Examiners should discuss the route to be taken around the site, referring to tutor notes on how it has been taught. Examiners should decide who should call up the candidates, what routine to use, and who should ask the questions. Examiners should allow a few minutes at the end of the whole examination so that borderline candidates can be given a 3<sup>rd</sup> turn.
- At the start of the assessment, Examiners should introduce themselves and explain carefully to the candidates how the assessment will be conducted and what they are looking for.
- Candidates should be called up at random not in alphabetical order.
- Examiners must be aware of the time available. If a candidate gives too long a presentation be prepared to cut him/her short tactfully.
- Candidates may be asked to proceed according to the planned route or may be asked to choose the next stop. Either alternative is acceptable, but a candidate is expected to choose the next logical stop.
- Examiners should make sure that each candidate has an opportunity to demonstrate group control and positioning.
- Examiners should ensure that each candidate has the opportunity to answer a question.

## MONGOLIAN TOURISM ASSOCIATION

### REGISTERED TOURIST GUIDE INTERPRETER EXAMINATION

#### PRACTICAL EXAMINATION ON A MOVING VEHICLE

#### INSTRUCTIONS FOR EXAMINERS

Please bring a ballpoint pen, pencil, eraser and An A4 clipboard.

## FORMAT OF EXAMINATION

- Groups of up to 10 candidates to be assessed by a minimum of 3 examiners over half a day.
- Each candidate to have a minimum of 15 minutes to be divided into 2-4 presentations of varying length.
- Candidates may be assessed with a microphone and without.
- The vehicle will follow a pre set route which will be given to the candidates at the end of their course.
- There should be a coordinator to call up the candidates.
- Candidates should have a detailed knowledge of the route, showing understanding of all relevant elements including the important sites,



historical background, modern development, personalities involved, flora, fauna, land use etc.

They should present a coherent commentary moving smoothly from TVP (Top Visual Priorities) to Non-TVPs.

They should use verbal and physical indications accurately and in time.

While not choosing to mention all sites passed, they should point out the most important.

# PRACTICAL TECHNIQUE POINTS

- Candidates should give clear physical indication (pointing)
- Candidates should give clear verbal indication e.g. “The house with the green door and red roof on the left” not “the house on the left”.
- Candidates should time their indications so that passengers can see clearly what is intended.
- Candidates should NOT indicate “In front of us” if guiding on a bus, or “we have just passed” on any vehicle.
- Candidates should make a selection in their commentary to take in TVPs and non TVPs.
- Candidates should be able to give concise information on TVPs and show ability to expand their commentaries when necessary.
- Candidates’ voices should be pleasant to listen to over several hours
- Candidates should demonstrate their concern for the comfort of the group.

Candidates should give lively and entertaining commentaries based on accurate knowledge and demonstrating sensible selection of material.

Candidates should show that they are competent to work with tourists and show promise of the improvement which comes with experience.

## CONDUCTING THE EXAMINATION

- Before the examination Examiners and coordinators should make sure that they are familiar with the route
- Examiners and coordinators should agree on the method of conducting the assessment; length of time for each turn etc.
- Time should be left at the end of the examination so that any borderline candidate can be given a final turn,
- At the start of the assessment Examiners should introduce themselves and explain to the candidates how the examination will be conducted and what they are looking for.

- Coordinators should call up the candidates at random and not in alphabetical order.

**MONGOLIAN TOURISM ASSOCIATION**

**REGISTERED TOURIST GUIDE INTERPRETER COURSE**

**PRACTICAL EXAMINATION IN A MUSEUM/ART GALLERY**

**INSTRUCTIONS FOR EXAMINERS**

**Please bring a ballpoint pen, pencil, eraser and an A4 clipboard.**

# FORMAT OF EXAMINATION

- Groups of up to 10 candidates to be assessed by TWO examiners over half a day.
- Each candidate to have a minimum of 10 minutes divided into 2 presentations.
- Candidates should have a good knowledge of the syllabus items only.
- They should in addition have a knowledge of the history of the building, the purpose of the collection, and how the institution is funded.

# PRACTICAL ELEMENTS

- Candidates should be aware of the rules of the building, e.g. no touching, no photos.
- Candidates should be aware of the facilities of the building & inform the group.
- Candidates should show awareness of other visitors & other guided groups.
- Candidates should be audible but not use excessive volume.
- Candidates should demonstrate an ability to “Guide Ahead” where the exhibit is small or in a confined space.
- Candidates must always stop and face the group when speaking.
- Candidates should show good group positioning and group control ensuring that all can see the exhibit.
- Candidates should show ability to handle questions confidently and briefly and should always repeat the question for the benefit of the whole group.
- Candidates should precisely locate the object in a display case and give time for everyone to see it.

*It should be remembered that candidates have had a limited number of official training sessions.*

*Candidates should show that they are competent to work with tourists and should show promise of the improvement that comes with experience.*

# CONDUCTING THE EXAMINATION

- Before the assessment Examiners should discuss & plan the route through the building, referring to trainer notes on how it has been taught. They should check that there have been no room closures etc. that could affect the assessment. They should agree who should call up the candidates, what routine to follow, and who should ask the questions. Examiners should allow a few minutes at the end of the assessment so that borderline candidates can be given a 3<sup>rd</sup> turn.
- At the start of the examination, Examiners should introduce themselves and explain how the assessment will be conducted and what they are looking for.
- The candidates may be asked to proceed according to the Examiner's route or may be asked to choose the next stop. Either alternative is acceptable, but a candidate would be expected to choose the next logical stop.
- Candidates should be called up at random and not in alphabetical order.
- Examiners should be aware of the time. If a candidate gives too long a presentation be prepared to cut him/her short tactfully.
- Examiners should make sure that each candidate has an opportunity to demonstrate group control and positioning.
- Examiners should make sure that each candidate has the opportunity to answer a question.

**MONGOLIAN TOURISM ASSOCIATION**

**REGISTERED TOURIST GUIDE INTERPRETER EXAMINATION**

**PRACTICAL EXAMINATION OF A WALKING TOUR**

**INSTRUCTIONS FOR EXAMINERS**

Please bring a ballpoint pen, pencil, eraser and an A4 clipboard with you.

**FORMAT OF EXAMINATION**

- Groups of up to 10 candidates to be assessed by TWO examiners over half a day.
- Each candidate to have a minimum of 15 minutes divided into 2 presentations.  
The 15 minutes includes walking time between stops.
- Candidates are expected, through their in-depth knowledge of the walk route, to bring the walk to life for the group.  
They should show understanding of all relevant elements including historical background, modern development, personalities involved, flora, fauna, architecture, land use etc. and be able to interpret and explain what is seen.

# PRACTICAL TECHNIQUE POINTS

- Candidates must stop and face the group when speaking.
- Candidates should demonstrate that they consider the safety of the group and are aware of hazards.
- Candidates should show awareness of other road and pavement users.
- Candidates should be audible and should be able to adjust the volume of the voice according to local conditions.
- Candidates should demonstrate good group positioning/group control.
- Candidates should show ability to handle questions confidently and briefly and should always repeat the question for the benefit of the whole group.

*It should be remembered that candidates have had a limited number of training sessions for the walk.*

*Candidates should show that they are competent to work with tourists and show promise of the improvement which comes with experience.*

## CONDUCTING THE EXAMINATION

- Before the assessment Examiners should discuss the route referring to trainer notes on how it has been taught.  
They should agree who will call up the candidates, what route should be taken, and who should ask the questions.  
Examiners should allow a few minutes at the end of the whole examination so that borderline candidates can be given a 3<sup>rd</sup> turn.
- At the start of the assessment Examiners should introduce themselves and explain carefully to the candidates how the assessment will be conducted and what they are looking for.
- Candidates should be called up at random not in alphabetical order.
- Examiners must be aware of the time available. If a candidate gives too long a presentation, be prepared to cut him/her short tactfully.
- Examiners should make sure that each candidate has an opportunity to demonstrate concern for group safety, group control and group positioning.
- Examiners should ensure that each candidate is asked a question.

## INTERVIEW SHEET

Candidate ..... Date .....

	Poor 1	2	Average 3	4	Good 5
<b>PERSONALITY</b>					
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth/Amiability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence/Self-assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness/Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>AURAL IMPACT (what is heard)</b>					
Audibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variation/Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accent/Dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ORAL IMPACT (what is said)</b>					
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMPULSORY PRESENTATION (Title)</b>					
Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest (if boring, mark low)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>VISUAL IMPACT</b>					
Appearance/Stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye to Eye Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you see this person as a guide? (Y/N)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LANGUAGES.....

.....

.....

.....

**MISCELLANEOUS**

COMMENTS.....

.....

.....

INTERVIEWER

.....



**LANGUAGE PROFICIENCY TEST**  
**FOR**  
**TOURIST GUIDE –INTERPRETERS**

# **INFORMATION FOR CANDIDATES AND EXAMINERS**

## **INTRODUCTION**

**Classified Tourist Guide-Interpreters are required to take and pass an oral language test before guiding in any language(s) other than their mother tongue. On passing the test the candidate will be issued with a language proficiency certificate and the language(s) tested will be included in the TGI's classification record.**

### **TEST STANDARD**

**The linguistic standard expected will be high enough to ensure an interesting and well-balanced commentary delivered in a confident manner over a number of hours; ease of conversation with visitors giving additional information and explanations when requested; the ability to summarise information given in leaflets, brochures, menus etc.**

**The examiner will put himself/herself in the position of a foreign visitor who does not understand Mongolian, and will therefore look for the following features in the candidate's performance:**

- **Clarity: The TGI must speak with a clear accent, without strong foreign or regional distortions. Intonation must be clear and colloquialisms, which are not commonly accepted in standard educated speech, must be avoided since they can cause offence and misunderstanding. The examiner must feel confident that the TGI can be listened to for a whole day without strain.**
- **Fluency: TGIs have to impart a great deal of information, sometimes in a short space of time. They must also feel confident in coping with groups of foreign visitors in many different circumstances including emergencies. TGIs should not have to search for words in order to express themselves, nor hesitate unduly in their delivery. Their speech should be interesting and precise, avoiding repetition where possible.**

- **Grammar and Vocabulary:** Grammatical accuracy must be sufficient to avoid misunderstanding, although a small number of minor errors can be tolerated. Vocabulary must be detailed and varied enough to give an accurate and interesting account of the places or events described. A vast knowledge of technical words is not required.
- **Comprehension:** TGIs should be able to understand the standard educated form of the language when spoken clearly at native speed.

## **THE TEST**

The test lasts approximately 30 minutes and consists of four parts as follows:

### **Part A. Sight Translation**

**7 minutes**

A passage of about 100 words will be set, taken from a Mongolian document, and requiring an exact translation into the foreign language. Suitable sources of text include travel and hotel announcements, instructions of various kinds, money changing procedures, timetables, lists of regulations.

The candidate will be handed the text by the examiner and will be given up to 2 minutes to study it before translating it at sight.

### **Part B. Summary Translation**

**8 minutes**

A passage of about 200 words will be set, taken from a Mongolian document, from which the candidate will be expected to summarise the important information in the foreign language. Suitable sources of text include historical site information, guidebooks and brochures.

The candidate will be handed the text by the examiner and will be given 3 minutes to study it before summarising it. The oral summary should convey the information contained in the text in the candidate's own words; it should be a fluent paraphrase rather than an exact translation. The information must, however, remain faithful to the original text. Some explanations may be needed where aspects of the text would not be immediately understandable to a foreign listener.

### **Part C. Prepared talk**

**5 minutes**

The candidate will be expected to give a short prepared talk on a topic of his/her choice. The candidate may refer to brief notes during his/her talk but these should not constitute a script for the talk. It should be delivered as if to a group of foreign visitors and should be interesting, entertaining and varied in content. The examiner may interrupt once or twice to request an explanation or ask a related question.

### **Part D. General Conversation**

**10 minutes**

The aim of this part of the test is to ascertain the TGI's general oral competence. The examiner may ask questions about any aspect of the job of a TGI, the candidate's interests, background, hobbies together with any other matters of general interest. The conversation is intended to reflect the kind of conversation, which may well develop in normal circumstances between a TGI and a tourist.

## **RESULTS**

Results will be notified in writing shortly after the test has been taken. They will take the form of a Pass, a recommended Re-sit, or Fail.

## **INSTRUCTIONS TO EXAMINERS**

### **Conducting the Test**

You should greet the candidate in the test language and exchange a few pleasantries to put him/her at ease. Your manner throughout the test should be friendly and easy since your role is that of a foreign tourist who does not speak Mongolian.

You may then take the four parts in any order. Each part should be assessed as you go along according to the mark sheet.

### **Part A. Sight Translation**

**7 minutes**

Give the passage to the candidate and tell him/her that he/she has 2 minutes to read it through. When he/she is ready ask him/her to translate it for you into the foreign language. You should not interrupt or correct the candidate.

### **Part B. Summary Translation**

**8 minutes**

Give the summary translation passage to the candidate and tell him/her that he/she has 3 minutes to read through it and prepare it. Then ask him/her to tell you what it says. The candidate should give you the main points, adding explanations where appropriate. You may interrupt to ask a question if something is not clear, but ideally the candidate should be allowed to continue without a break. You should be looking for a fluent paraphrase in the candidate's own words rather than a direct translation. Be careful not to allow the candidate more than 5-6 minutes for summarising the text. If the "summary" is really nothing more than a full translation it should not be given a high grade.

### **Part C. Prepared Talk**

**5 minutes**

Ask the candidate what he/she is going to talk about, then invite him/her to start the talk. This should last about 5 minutes if uninterrupted, and should be a talk such as would normally be given when visiting a place of interest. You may interrupt the talk once or twice to ask a question or request an explanation as a visitor might do in real life.

You should expect the candidate to demonstrate clarity and fluency of delivery, comprehensibility and interest.

### **Part D. General Conversation**

**10 minutes**

You should talk to the candidate about his/her job, and in addition you may ask about hobbies, interests, background or any other topic of interest including current affairs. You should not spend too long on any one subject but explore the candidate's ability to speak the language normally.

**Texts and Materials**

**Texts will be sent to you in advance so you may familiarise yourself with their content. This is particularly important for the summary translation passages – you should note the main points for assessment.**

**The list of candidates and mark sheets will be handed to you on the day of the examination.**

**Please do not tell the candidate his/her results.**

**SAMPLE MARK SHEET to LANGUAGE PROFICIENCY TEST**

CANDIDATE ..... Language  
 .....

EXAMINER ..... Date of  
 Test .....

	ACCENT	FLUENCY	VOCABULARY	GRAMMAR	COMPREHENSION	S
PART A Translation						
PART B Summary						
PART C Presentation						
PART D Conversation						
Overall Grade*						

**\*GRADES**

1= outstanding examine      2= fully effective      3= adequate      4= re-

5= below average

**COMMENTS**

.....

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.....

.....

.....

Signature of Examiner ..... Date .....

Director of Studies .....

**PRACTICAL EXAMINATION ASSESSMENT SHEET**

Candidates must pass in both sections A & B

Candidate Name:

	<b>Poor 1</b>	<b>Fair 2</b>	<b>Good 3</b>	<b>Very Good 4</b>	<b>Excellent 5</b>
<b><u>SECTION A GENERAL TECHNIQUE</u></b>					
Audibility – correct volume? Too loud/quiet?					
Clarity of Speech – are words distinct?					
Delivery – Is it fluent?					
Variation of Voice – speed, pitch, emphasis?					
Acceptable use of words – plain, simple language?					
Explanation of technical terms?					
Eye contact?					
Rapport – friendly, sociable?					
<b><u>BUS ONLY</u></b>					
Microphone technique – audible, clear?					
*Indication of sights – physical, verbal?					
Timing – did guide talk about site in time to see it?					
<b><u>SITE &amp; FOOT</u></b>					
Instructions?					
Group Management – authority, aware of stragglers?					
*Safety – did guide show full care and attention?					
Positioning – to see object, not obstruct?					
Awareness – sensitive to surroundings & colleagues?					
*Always talks facing the group?					
Indication of sights – physical, verbal?					
*Never begins before the group is assembled?					
TOTAL					
<b><u>SECTION B PRESENTATION OF KNOWLEDGE</u></b>					
*Accuracy?					
Content – does commentary contain adequate information?					
Selection – relevant, structured?					
Continuity – linking, not isolated facts?					
Interest? (Boring candidates rate low scores)					
TOTAL					
* = FAIL POINTS					

# **Was the candidate on time? YES/NO**

**If late, did the candidate apologise? YES/NO**

**Was the candidate's personal appearance acceptable? YES/NO**

**Was the candidate excessively exam nervous? YES/NO**

**Did the candidate manifest a professional attitude? YES/NO**

**Did the candidate deal with questions correctly? YES/NO  
(Repeat question; answer briefly)**

**Any Other Comments:**

**The Examiner recommends that the candidate PASS/FAIL the Examination**

**Name of Examiner:**

**Signature:**

**Date:**



**MONGOLIAN TOURISM ASSOCIATION**

**REGISTERED TOURIST GUIDE LECTURER COURSE 2002**

**TOPICS FOR MONGOLIAN TOURIST GUIDE LECTURERS**

**Geology**  
**Pastoral Nomadism**  
**Ovoo**  
**Ger**  
**Climate/Weather**  
**Traditional dress**  
**Nature Reserves**  
**Conservation**  
**Education**  
**Shopping**  
**Wrestling**  
**Archery**  
**Horse Racing**  
**Naadam**  
**Forests**  
**Wildlife**  
**Plants**  
**Traditional Medicine**  
**Ethnic Groups**  
**Mongolian Language**  
**Mongolian Writing Systems**  
**Customs and Traditions**  
**Food and Drink**  
**Cashmere Industry**  
**Mining and Minerals**  
**Horses**  
**Sheep**  
**Goats**  
**Camels**  
**Yaks**  
**Dinosaurs**  
**Shamanism**  
**Buddhism**  
**20<sup>th</sup> Century Housing**  
**20<sup>th</sup> Century Public Buildings**  
**Performing Arts**  
**Thankas**  
**Trans-Mongolian Railway**  
**Public Transport**  
**Health**  
**National Economy**  
**Land Use**

**Agriculture**  
**The Transition process**  
**Zud**  
**Socialist Realism Art**  
**Felt Making**  
**Monastic Life**  
**1930s Purges**  
**National Government**  
**Local Government**  
**Money**  
**Restaurants**  
**Trekking**  
**Horse Riding Trips**  
**Mountaineering**  
**Rafting**  
**Fishing**  
**Canoeing/Kayaking**  
**Cycling/Motorcycling**  
**The Media**  
**Hunting**  
**Fuels**  
**Battle of Kalkin Gol**  
**Soyombo**  
**Mongolian Calendar**  
**The Secret History of the Mongols**

### **PERSONALITIES**

**Chinggis Khan**  
**Kublai Khan**  
**Zanabazar**  
**Jebtzun.Damba Hutagt VIII & Wife**  
**Sukhbaatar**  
**Zorig**  
**Sharav**  
**Choibalsan**  
**Natsagdorj**  
**Nikolaus Fyodirovitch von Ungern-Sternberg**  
**Tesdenbal**  
**Batmongke**  
**Marco Polo**  
**Roy Chapman Andrews**