

[19] 中华人民共和国国家知识产权局

[51] Int. Cl.

G09B 19/00 (2006.01)

H04N 7/14 (2006.01)



[12] 发明专利说明书

专利号 ZL 01823361.9

[45] 授权公告日 2006 年 10 月 11 日

[11] 授权公告号 CN 1279503C

[22] 申请日 2001.6.13 [21] 申请号 01823361.9

[86] 国际申请 PCT/JP2001/005036 2001.6.13

[87] 国际公布 WO2002/103656 日 2002.12.27

[85] 进入国家阶段日期 2003.12.12

[71] 专利权人 新星股份有限公司

地址 日本大阪府大阪市

[72] 发明人 须藤悟

审查员 尹海霞

[74] 专利代理机构 中国专利代理(香港)有限公司

代理人 马铁良 叶恺东

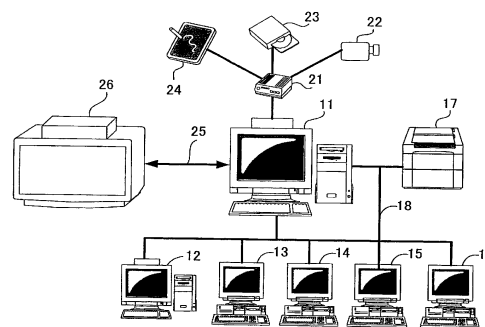
权利要求书 1 页 说明书 11 页 附图 12 页

[54] 发明名称

会话能力测试系统

[57] 摘要

在本发明会话能力测试系统中，通过线路网 25 来连接第 1 测试用电视电话终端 11 与应试用电视电话终端 26，将测试用图像从图像语音存储装置 23 读出，发送到应试用电视电话终端 26，在应试用电视电话终端 26 的显示画面上显示该测试用图像，基于应试者关于该测试用图像的内容所说的话及测试者与应试者之间的会话，来判定应试者的会话能力。这样，即使对于远地相隔的应试者，在任何时候，都可以容易地实施会话能力的测试。



1. 一种会话能力测试系统，其特征在于：
具有
测试用电视电话终端；
5 通过网络与测试用电视电话终端连接的应试用电视电话终端；
预先存储有测试用图像的图像存储单元，
将测试用图像从图像存储单元读出，通过网络向应试用电视电话
终端发送该测试用图像，在应试用电视电话终端的显示画面上显示
该测试用图像，利用测试用电视电话终端及应试用电视电话终端，
10 测试者听取应试者关于测试用图像的内容所说的话，并基于该应试
者的话或测试者与应试者之间的会话来判定应试者的会话能力，
上述测试用电视电话终端具有多个测试用电视电话终端，进而多
个测试者判定一个应试者的会话能力。
2. 权利要求1中记载的会话能力测试系统，其特征在于：
15 将多个测试用图像存储到图像存储单元，依次进行来自图像存储
单元的各测试用图像的读出、对应应试用电视电话终端的各测试用图
像的发送及对应应试用电视电话终端显示画面的各测试用图像的显
示。
3. 权利要求1中记载的会话能力测试系统，其特征在于：
20 根据多个层次的会话能力，将各测试用图像存储到图像存储单
元，从图像存储单元读出对应于所推测的应试者的会话能力的测试
用图像，通过网络将该测试用图像向应试用电视电话终端发送。
4. 权利要求1中记载的会话能力测试系统，其特征在于：
与测试用图像一起，将语音存储到图像存储单元，将测试用图像
25 及语音从图像存储单元读出，通过网络向应试用电视电话终端发送
测试用图像及语音，在应试用电视电话终端的显示画面上显示测试
用图像，通过应试用电视电话终端来使语音发音。
5. 权利要求1中记载的会话能力测试系统，其特征在于：
基于预先设定的多个判定规范，来判定应试者的会话能力。

会话能力测试系统

技术领域

- 5 本发明涉及一种即使测试者与应试者远离,也可通过利用电视电话终端及网络,来判定应试者的会话能力的会话能力测试系统。

背景技术

- 10 在语言的会话教育中,为检验其成果及教育水平,有必要进行会话能力的测试及判定。该会话能力的判定有必要对众多的应试者公平地进行。为此,一般是将众多的应试者集中到预先设定的测试地点,持有相同判定基准的少数测试者与各应试者直接对话,由此来判定各应试者的会话能力。

- 15 然而,众多的应试者中,可能有人因路途遥远或特定的测试日那天有事而不能应试。因此,考虑将测试地点设于各地,或在任意的时间进行测试。不过,为实现这一目的,少数的测试者必须在不同的时间赶赴各地,从而加大了测试者的负担。此外,要增加具有足够的经验及能力的测试者是极难的。

20 发明内容

为此,本发明考虑到上述现有的问题点,目的在于提供一种即使对于远地相隔的应试者,在任意的时间,都可容易地实施会话能力测试的会话能力测试系统。

- 25 为解决上述课题,本发明具有测试用电视电话终端;通过网络与测试用电视电话终端连接的应试用电视电话终端;预先存储有测试用图像的图像存储单元,将测试用图像从图像存储单元读出,通过网络向应试用电视电话终端发送该测试用图像,在应试用电视电话终端的显示画面上显示该测试用图像,利用测试用电视电话终端及应试用电视电话终端,测试者听取应试者关于测试用图像的内容所说的话。

- 30 根据这种构成的本发明,通过测试用电视电话终端及应试用电视电话终端,测试者可听取应试者关于测试用图像的内容所说的话,基于该应试者的话语,来判定应试者的会话能力。此外,测试者即使足不

出户，也可根据预先设定的日程表，依次实施众多应试者的测试。或者，即使应试者远地相隔，即使在任何时间，也可接受会话能力测试。还有，由于对预先设定的测试用图像的内容来说话，因而对于众多的测试者，可进行公平的测试及判定。

5 此外在本发明中，将多个测试用图像存储到图像存储单元，依次进行来自图像存储单元的各测试用图像的读出、对应试用电视电话终端的各测试用图像的发送及对应试用电视电话终端显示画面的各测试用图像的显示。

10 这样，如果在应试用电视电话终端的显示画面上显示出多个测试用图像，并就这些测试用图像的内容来说话，则可正确地判定应试者的会话能力。

此外在本发明中，根据多个层次的会话能力，将各测试用图像存储到图像存储单元，从图像存储单元读出对应于所推断的应试者会话能力的测试用图像，通过网络将该测试用图像向应试用电视电话终端发送。

15 这样，如果从各测试用图像中选择与应试者的会话能力对应的测试用图像来使用，则可进行其内容与应试者的会话能力对应的测试。此外，由于适宜地选择由各测试用图像表示的各场面，因而可使测试内容多样化。

20 在本发明中，与测试用图像一起，将语音存储到图像存储单元，将测试用图像及语音从图像存储单元读出，通过网络向应试用电视电话终端发送测试用图像及语音，在应试用电视电话终端的显示画面上显示出测试用图像，通过应试用电视电话终端来使语音发音。

25 在这种场合下，应试者不仅只观看测试用图像，还听取语音。应试者可观看测试用图像的内容，收听语音来说话。

此外在本发明中，基于预先设定的多个判定规范，来判定应试者的会话能力。

比如，对于沟通能力、正确性、语言能力等的判定规范，进行各自的判定，并进行综合判定。这样，可正确判定应试者的会话能力。

30 此外本发明中，具备多个测试用电视电话终端，利用各测试用电视电话终端及应试用电视电话终端，各测试者可听取应试者的话语。

在该场合下，可由多个测试者来听取一位应试者的话语，来判定应

试者的会话能力，可进行更正确的判定。

附图说明

图 1 是表示本发明会话能力测试系统的一实施方式的框图。

5 图 2 是表示直至应试者申请应试的程序的流程图。

图 3 是表示应试者实际应试时的程序的流程图。

图 4 (a)、(b) 及 (c) 是表示应试用电视电话终端的显示画面上显示出的各预备测试用图像及对应于各图像的各说明文字的附图。

10 图 5 (a) 及 (b) 是表示与 7C 级对应的各正式测试用图像及对应于各图像的各说明文字的附图。

图 6 (a) 及 (b) 是表示与 7B 级对应的各正式测试用图像及对应于各图像的各说明文字的附图。

图 7 (a) 及 (b) 是表示与 7A 级对应的各测试用图像及对应于各图像的各说明文字的附图。

15 图 8 (a) 及 (b) 是表示与 6 级对应的各测试用图像及对应于各图像的各说明文字的附图。

图 9 (a) 及 (b) 是表示与 5 级对应的各测试用图像及对应于各图像的各说明文字的附图。

20 图 10 (a) 及 (b) 是表示与 4 级对应的各测试用图像及对应于各图像的各说明文字的附图。

图 11 (a) 及 (b) 是表示与 3 级对应的各测试用图像及对应于各图像的各说明文字的附图。

图 12 (a) 及 (b) 是表示与 2 级对应的各测试用图像及对应于各图像的各说明文字的附图。

25

具体实施方式

以下参照附图，对本发明的实施方式作以说明。

图 1 是表示本发明会话能力测试系统的一实施方式的框图。本实施方式的会话能力测试系统分为测试者侧与应试者侧。在测试者侧，通过局域网 (LAN) 18 来连接测试者所用的第 1 及第 2 测试用电视电话终端 11 及 12、应试者卡片数据库管理终端 13、测试者日程表数据库管理终端 14、预约数据库管理终端 15、应试者信息数据库管理终端 16、

打印机 17 等。第 1 测试用电视电话终端 11 通过选择器 21 与图像摄影装置 22、图像语音存储装置 23 及白板 24 连接。

在应试者侧，只设置应试者所用的应试用电视电话终端 26。通过线路网 25，可将测试者侧的第 1 及第 2 测试用电视电话终端 11、12 5 连接到应试用电视电话终端 26。

第 1 及第 2 测试用电视电话终端 11、12 及应试用电视电话终端 26 最好采用高性能多媒体电视电话，可采用可进行数字信号收发的装置。

通过线路网 25 来连接第 1 测试用电视电话终端 11 与应试用电视电话终端 26 后，便可在各电话终端 11、26 的测试者与应试者之间进行会话。应试者的面部由应试用电视电话终端 26 的图像摄影装置（未图示）来摄像，表示该应试者的面部的图像通过线路网 25 来传送，表示该应试者的面部的图像在第 1 测试用电视电话终端 11 的显示画面上显示。此外，在由第 1 测试用电视电话终端 11 的选择器 21 来选择了图像摄影装置 22 的场合下，测试者的面部由图像摄影装置 22 来摄像，表示该测试者的面部的图像通过线路网 25 来传送，表示该测试者的面部的图像在应试用电视电话终端 26 的显示画面上显示。

此外，在由选择器 21 选择了图像语音存储装置 23 的场合下，从图像语音存储装置 23 读出测试用图像及测试内容的说明文字，测试用图像、测试内容的说明文字及表示应试者的面部的图像被合成，该合成图像在第 1 测试用电视电话终端 11 的显示画面上显示。测试用图像通过线路网 25 来传送，在应试用电视电话终端 26 的显示画面上显示。

此外，在由选择器 21 选择了白板 24 的场合下，表示写入白板 24 的文字及符号等的图像及表示应试者的面部的图像被合成，该合成图像在第 1 测试用电视电话终端 11 的显示画面上显示。表示文字及符号等的图像通过线路网 25 来传送，在应试用电视电话终端 26 的显示画面上显示。

或者，可由第 1 测试用电视电话终端 11，对图像摄影装置 22、图像语音存储装置 23 及白板 24 进行适宜组合来选择。在该场合下，所选择的各图像及表示应试者的面部的图像被合成，在第 1 测试用电视电话终端 11 的显示画面上显示。此外，所选择的各图像被合成，在应试用电视电话终端 26 的显示画面上显示。

此外，通过测试者在第 1 测试用电视电话终端 12 上的操作输入，可选择表示由第 2 测试用电视电话终端 12 的图像摄影装置（未图示）摄像的其它测试者的面部的图像，或合成表示该其它测试者的面部的图像。在该场合下，表示该其它测试者的面部的图像或包含各图像的合成图像在应试用电视电话终端 26 的显示画面上显示。此外在第 1 测试用电视电话终端 11 的显示画面上显示包含表示应试者的面部的图像和表示第 2 测试用电视电话终端 12 的测试者面部的图像的合成图像，同样，在第 2 测试用电视电话终端 12 的显示画面上显示包含表示应试者的面部的图像及表示第 1 测试用电视电话终端 11 的测试者的面部的图像的合成图像。这样，可在 2 位测试者与应试者之间进行会话。

因此，在第 1 或第 2 测试用电视电话终端 11、12 的显示画面上，在持续显示应试者的面部的同时，有选择地显示测试者的面部、测试用图像、测试内容的说明文字及文字和符号等，在应试用电视电话终端 26 的显示画面上，有选择地显示测试者的面部、测试用图像及文字和符号等。在任意一种状态下，均可在 1 位测试者与应试者之间或 2 位测试者与应试者之间进行会话。

在上述构成的会话能力测试系统中，至少 1 位测试者可以通过第 1 测试用电视电话终端 11 或第 2 测试用电视电话终端 12 及应试用电视电话终端 26，来听取应试者关于测试用图像的内容所说的话，判定应试者的会话能力。

这里，考虑到应试者的方便性，可为分散在各地的多个分部的每一个配备至少 1 个应试用电视电话终端 26，由各应试用电视电话终端 26 的任意一个都可接受测试。此外，考虑到测试者的方便性，在 1 个本部内集中配备第 1 及第 2 测试用电视电话终端 11、12 和各管理终端 13~16 等。

此外，合成图像是一种将多种图像配置到各自的区域来组合的图像，在显示画面上，各图像被显示于各自的区域。此外测试用图像可以是静止图像，也可以是运动图像。或者也可以将语音附加到各自的测试用图像，通过电视电话终端，在显示测试用图像的同时进行语音发音。

第 2 测试用电视电话终端 12 具有与第 1 测试用电视电话终端 11 同等的功能。此外也可以设置具有与第 1 及第 2 测试用电视电话终端

11、12 同等功能的其它测试用电视电话终端。

接下来，根据图 2 所示的流程图，对直至应试者申请应试的程序作以说明。

这里，考虑到应试者的方便性，可在多个分部的任意一个内申请应试。为此，应试者可选择最邻近的分部，并前往该分部。在分部，应试申请书被从职员手中转交给应试者，应试者将必要的各事项记入到应试申请书。这些记入事项包括姓名、性别、住址、电话号码、出生年月日、职业、所应试语言的语种及所应试语言的经验等。在分部，职员将应试申请书的各记入事项输入计算机内，以联机形式向总部的计算机发送这些记入事项（步骤 101）。

在总部，由计算机来接收应试申请书的各记入事项，确认了各记入事项后，发行应试号，以联机形式向分部的计算机发送该应试号（步骤 102）。在分部，在由计算机接收到该应试号后，职员将应试者所希望的应试日期时间输入到计算机内，将该所希望的应试日期时间与应试号一起向总部的计算机发送（步骤 103）。在总部，由计算机来接收所希望的应试日期时间及应试号，如果在该应试日期时间，其日程表是空的，则将应试日期时间及应试号记入日程表内（步骤 104）。

该应试日程表由图 1 的预约数据库管理终端 15 来管理，通过操作该管理终端 15，来进行该应试日程表的确认及登录。同时，在负责该应试者的应试的测试者的日程表中反映出应试日期时间及应试号。该测试者的日程表由图 1 的测试者日程表数据库管理终端 14 来管理，通过操作该管理终端 14，来进行该测试者的日程表的确认及登录。此外，应试申请书的内容被登录到应试者信息数据库管理终端 16。

此后在分部内，为在应试者所希望的应试日期时间进行应试，设定被设置于分部的应试用电视电话终端 26 的日程表，并将应试证及记载有应试注意事项的手册转交给应试者（步骤 105）。

接下来，根据图 3 所示的流程图，对应试者实际接收应试时的程序作以说明。

首先在分部内，向应试者分配应试用电视电话终端 26，转交应试用电视电话终端 26 的遥控器，对会话能力测试的程序及应试用电视电话终端 26 的操作方法等进行说明（步骤 201）。在总部，测试者操作第 1 测试用电视电话终端 11，访问应试者信息数据库管理终端 16，从

该管理终端 16 读出应试者的应试申请书的内容,使第 1 测试用电视电话终端 11 的显示画面予以显示,并确认该内容。或者,如果是已经接收过至少一次应试的应试者,由于该应试者的卡片已被登录到应试者卡片数据库管理终端 13,因而测试者可从第 1 测试用电视电话终端 11 来访问应试者卡片数据库管理终端 13,从该管理终端 13 读出应试者的卡片,使第 1 测试用电视电话终端 11 的显示画面予以显示,并确认该卡片(步骤 202)。

在如此进行了会话能力测试的准备后,通过线路网 25 来连接第 1 测试用电视电话终端 11 与应试用电视电话终端 26,实施会话能力测试(步骤 203),结束该测试后,使各电话终端 11 与 26 之间断开(步骤 204)。其后在分部内,经过一定时间之后,通过电话向总部查询应试者会话能力的判定结果(步骤 205)。另一方面,在总部内,测试者判定应试者的会话能力的等级,详细评估会话能力,将会话能力的等级及详细的评估作为应试者卡片来登录到应试者卡片数据库管理终端 13(步骤 206)。这样在总部,由来自分部的电话联络,来通知应试者的会话能力等级,告知邮寄已记入详细评估的评估表的事实(步骤 207),并将该评估表邮寄到应试者的住宅(步骤 208)。在分部,口头通知应试者的会话能力等级,并通知在自己家等待评估表的送达(步骤 209)。

此外根据测试者所负责的语言与应试者在日常生活中所使用的语言的区别,预先作成表示评估内容的多种例文,测试者从测试者的语言各例文中选择对应于应试者的会话能力评估的若干个例文,找出与所选择的各例文对应的应试者的语言各例文,将应试者的语言各例文作为详细的评估记入评估表。

接下来,依次说明图 3 的步骤 203 的测试过程。这里,假设进行英语会话能力测试。

首先在一开始,第 1 测试用电视电话终端 11 与应试用电视电话终端 26 通过线路网 25 连接后,由第 1 测试用电视电话终端 11 侧的选择器 21 来选择图像摄影装置 22,显示测试者的面部的图像在应试用电视电话终端 26 的显示画面上显示。此外,表示应试者的面部的图像在第 1 测试用电视电话终端 11 的显示画面上显示。在该状态下,测试者在与应试者之间试着进行简单的会话,以推断应试者的会话能力的等级。比如,预先设定有 7C 级、7B 级、7A 级、6 级、5 级、4 级、3 级、

2级、1级这9个等级，推断应试者的会话能力相当于这些等级中的哪一级。此外，7C级表示几乎没有英语知识的最低级，1级表示相当于本国人的最高级。

5 或者在图像语音存储装置23中，存储图4(a)、(b)及(c)所示的各预备测试用图像41、42及43和与各预备测试用图像对应的「Speculation」及「Task」各说明文字。其中，由选择器21来选择图像语音存储装置23，从图像语音存储装置23读出任意的预备测试用图像和「Speculation」及「Task」说明文字，使所读出的预备测试用图像及其说明文字在第1测试用电视电话终端11的显示画面上显示，
10 同时使所选择的预备测试用图像在应试用电视终端26的显示画面上显示。在该状态下，测试者边参照预备测试用图像和「Speculation」及「Task」的说明文字，边口头询问应试者。应试者边观看预备测试用图像，边口头进行针对测试者的询问的解答。这样，测试者基于该应试者的话语，来推断应试者的会话能力等级。

15 图4(a)所示的预备测试用图像41和与预备测试用图像41对应的「Speculation」及「Task」的说明文字适于推断7A级和7B级。图4(b)所示的预备测试用图像42和与预备测试用图像42对应的「Speculation」及「Task」的说明文字适于推断6级和5级。图4(c)所示的预备测试用图像43和与预备测试用图像43对应的
20 「Speculation」及「Task」的说明文字适于推断4级、3级和2级。

此外也可以适宜地进行在选择图4(a)所示的预备测试用图像41，并听取了应试者的话语后，选择图4(b)的预备测试用图像42，再次听取应试者的话语等预备测试用图像的变更。也可以取代由测试者提出询问，而从图像语音存储装置23读出表示对应于预备测试用图像的
25 询问等的语音，由应试用电视电话终端26来使该语音发音，基于应试者对此所说的话，来推断应试者的会话能力的等级。

这样在推断了应试者的会话能力等级后，从图像语音存储装置23读出对应于所推断的等级的正式测试用图像，在第1测试用电视电话终端11的显示画面及应试用电视电话终端26的显示画面上显示出该
30 正式测试用图像。

这里，会话能力的测试按每个等级由2个任务来组成，备有对应于各任务的各正式测试用图像及各说明文字。比如在图像语音存储装置

23 中, 存储图 5 (a) 及 (b) 所示的对应于 7C 级的各正式测试用图像 51、52 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。此外存储图 6 (a) 及 (b) 所示的对应于 7B 级的各正式测试用图像 53、54 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。还存储图 7 (a) 及 (b) 所示的对应于 7C 级的各正式测试用图像 55、56 和对应于该各正式测试用图像的各「Task description」及「General expectations」各说明文字。此外存储图 8 (a) 及 (b) 所示的对应于 6 级的各正式测试用图像 57、58 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。还存储图 9 (a) 及 (b) 所示的对应于 5 级的各正式测试用图像 59、60 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。此外存储图 10 (a) 及 (b) 所示的对应于 4 级的各正式测试用图像 61、62 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。还存储图 11 (a) 及 (b) 所示的对应于 3 级的各正式测试用图像 63、64 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。此外存储图 12 (a) 及 (b) 所示的对应于 2 级的各正式测试用图像 65、66 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字。

比如, 在将应试者的会话能力推断为 6 级的场合下, 通过选择器 21 来选择图像语音存储装置 23, 从图像语音存储装置 23 依次读出图 8 (a) 及 (b) 所示的对应于 6 级的各正式测试用图像 57、58 和对应于该各正式测试用图像的「Task description」及「General expectations」各说明文字, 在第 1 测试用电视电话终端 11 的显示画面上显示出该各正式测试用图像及这些说明文字。此外, 将各正式测试用图像 57、58 依次发送到应试用电视电话终端 26, 在应试用电视电话终端 26 的显示画面上依次显示出该各正式测试用图像。测试者边参照各正式测试用图像 57、58 和「Speculation」及「Task」的各说明文字, 边口头询问应试者。应试者边观看各正式测试用图像, 边口头进行针对测试者的询问的解答。

或者，从图像语音存储装置 23 读出表示对应于图 8 (b) 所示正式测试用图像 58 的对话「Dialogue」的语音，通过第 1 测试用电视电话终端 11 及应试用电视电话终端 26 来使该语音发音。测试者与应试者就有关该对话的询问与解答进行会话。

5 这样，测试者基于该应试者的话语，来推断应试者的会话能力等级。

在进行这种判定时，在按所推断的等级来进行测试的途中，如果测试者判断出原推断的等级有误，则可重新从头进行其它等级的测试，也可以从中途插入其它等级的测试。此外可以重复等级的变更。这样，
10 可正确地进行应试者的会话能力的等级判定。

测试者基于预定的多个判定规范，来判定应试者的会话能力等级。比如，按照沟通能力、正确性、语言表达能力、流利性、听解能力等项目，来判定各自的等级。这样，基于这些等级，来综合性判定应试者的会话能力等级。由此可正确判定应试者的会话能力。

15 此外，为能充分发挥应试者的能力，希望测试者能具有高水准，而且和善，不是主观而是客观地行事。

此外如上所述，可在应试用电视电话终端 26 的显示画面上显示第 2 测试用电视电话终端 12 的其它测试者，或者也可以在第 1 及第 2 测试用电视电话终端 11、12 的 2 位测试者与应试者之间进行会话。在
20 这种场合下，由于可由 2 位测试者来判定应试者的会话能力，因而可进行更正确的判定。

此外在测试途中，必要时也可以在白板 24 上写入文字及符号等，并将其显示到应试者用电视电话终端 26 的显示画面上。

25 如上所述，如此判定的应试者的会话能力等级通过电话被迅速通知给应试者。而详细的评估被记入评估表来邮递。

这样在本实施方式的会话能力测试系统中，通过线路网来连接测试用电视电话终端与应试用电视电话终端，在应试用电视电话终端的显示画面上显示测试用图像，基于应试者关于该测试用图像的内容所说的话及测试者与应试者之间的会话，来判定应试者的会话能力。因此，
30 即使对远地相隔的应试者，即使在任何时候，也可实施会话能力测试。

此外本发明并非限定于上述实施方式，可进行多种变形。比如，也可以将应试用电视电话终端设置到应试者的住宅，通过线路网来连接

该应试用电视电话终端与测试用电视电话终端，在应试者的住宅进行应试。或者在自家的应试用电视电话终端具有计算机功能的场合下，也可以通过自家的应试用电视电话终端的计算机与总部计算机之间的数据通信来申请应试。此外不仅是英语，在判定所有语种语言的会话能力中，均可采用本发明。此外也可以适宜地增减等级的数量及判定规范的数量。如果是具有与电视电话终端同等功能的终端，也可采用该终端。

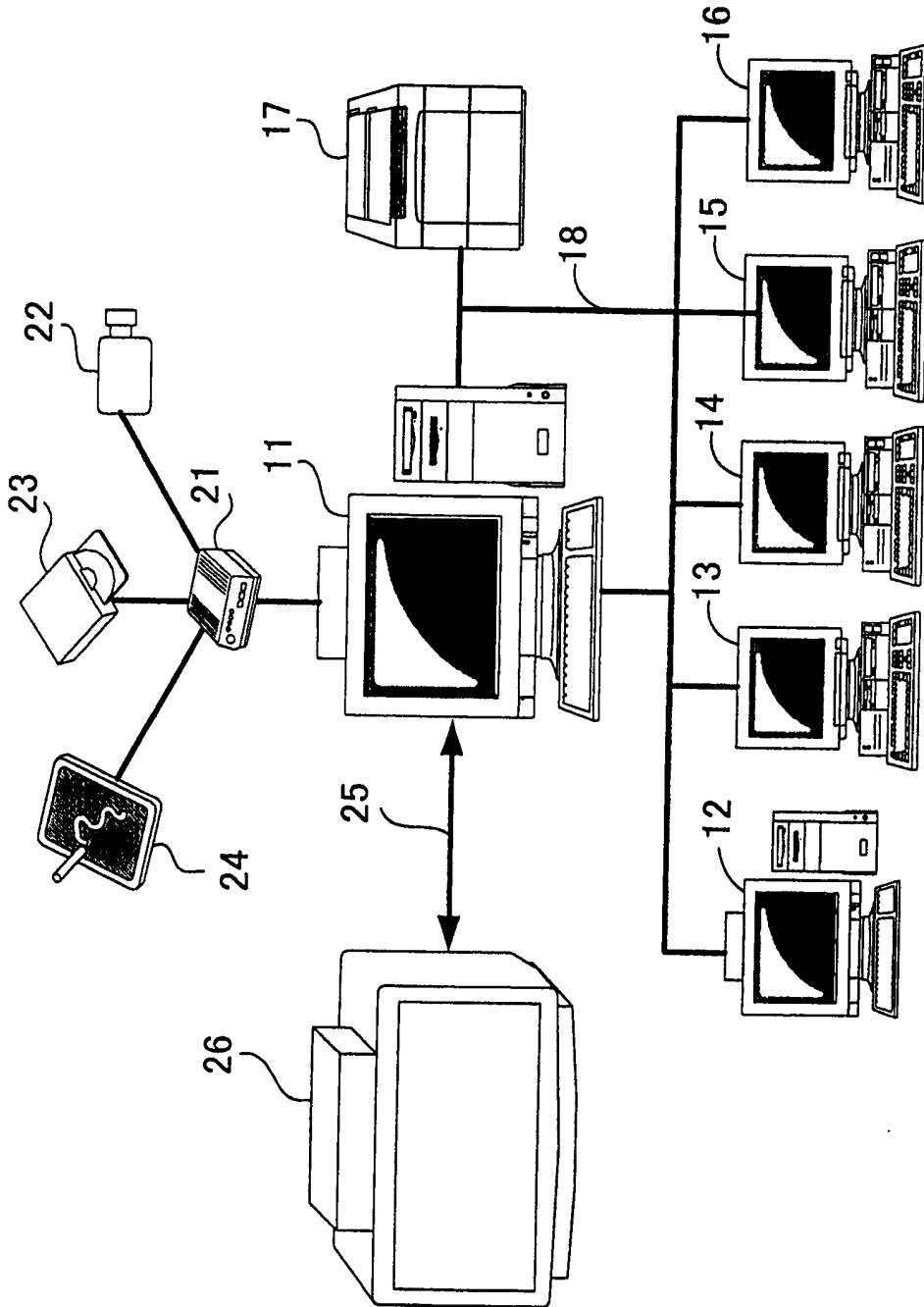


图 1

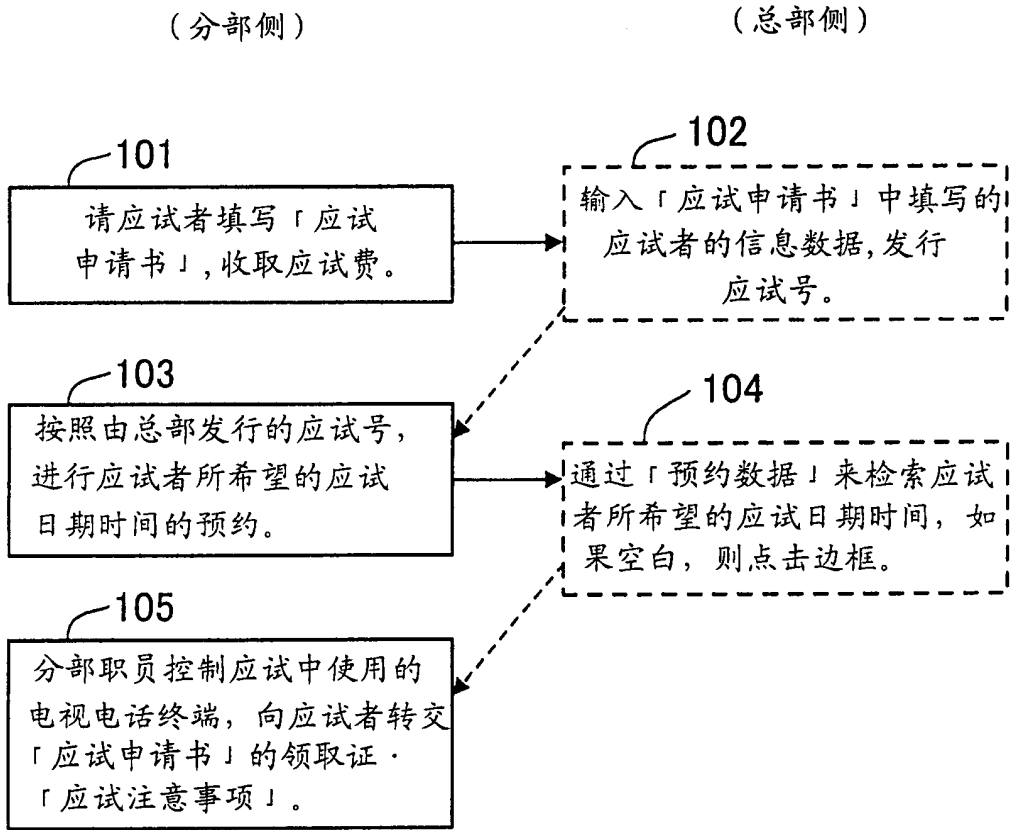


图 2

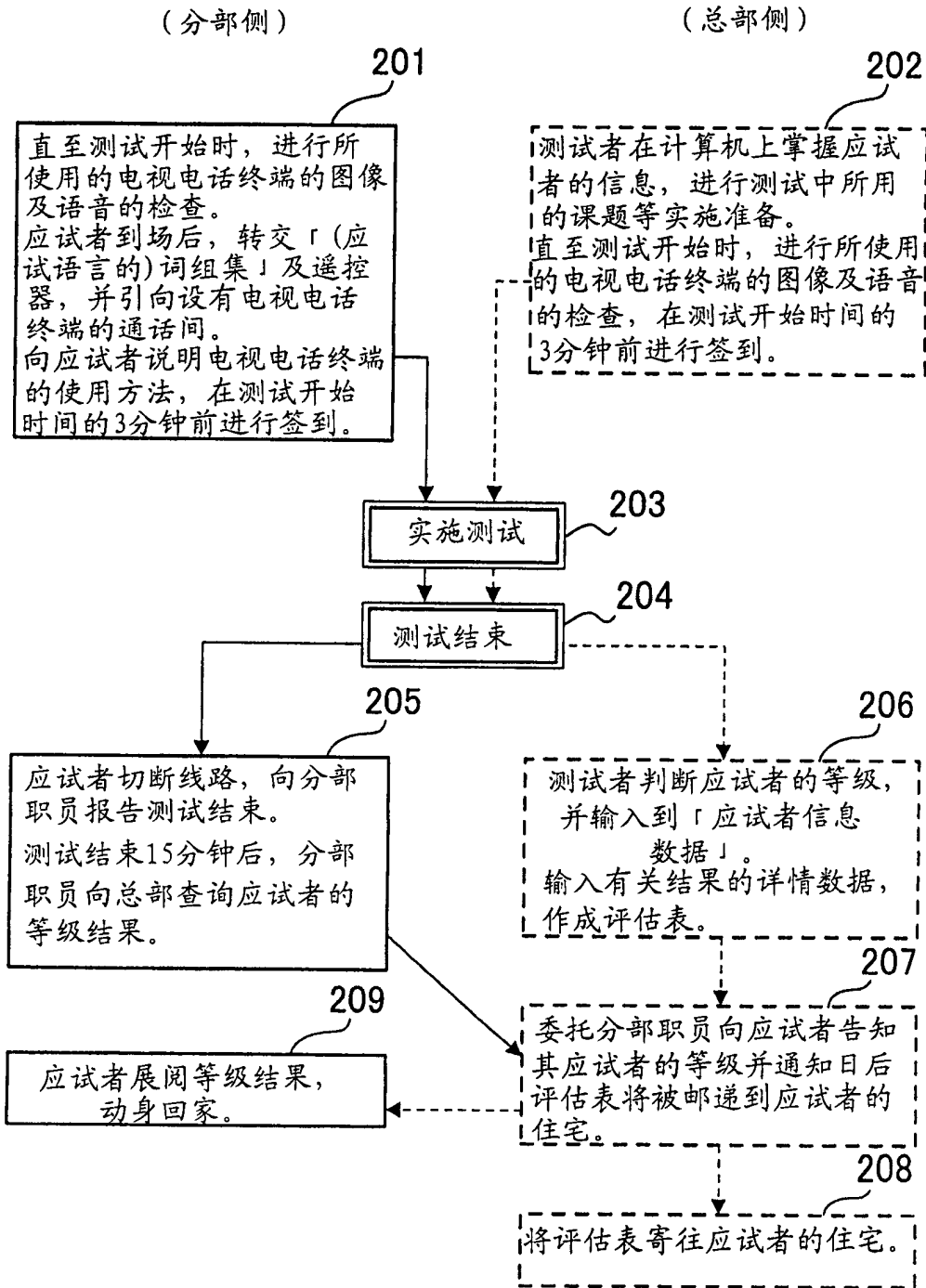



图 3

(a) 41


Levels 7B & 7A



Speculation	Tasks
<p>Openers Tell me about the picture. Where are they? What are they doing? What's his name? What's his job?</p> <p>Questions How many people are in the room? What is the man wearing? What is he going to do tomorrow?</p>	<p>Let's imagine. You are the man/woman. Your name is... and you are a (job). You want to talk to me, but I'm very shy. Begin. (use appropriate gestures to ensure understanding).</p> <p>Hello. My name's ____ Nice to meet you. What's your job? What are your hobbies? Do you like drinking? Are you married?</p>

(b) 42

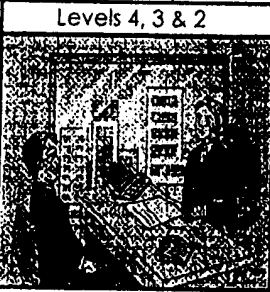
Levels 6 & 5



<p>Openers Tell me about the picture. Where are they? What is everybody doing? What's his/her name? What's his/her job?</p> <p>Questions What countries are they from? What are they talking about? Where are they going? Why?</p>	<p>Let's imagine. You are the man/woman. Your name is... and you are a (job). You want to talk to me, but I'm very shy. Begin. (use appropriate gestures to ensure understanding).</p> <p>Hello. My name's ____ Nice to meet you. I don't like flying. What countries have you been to?</p>
---	---

(c) 43

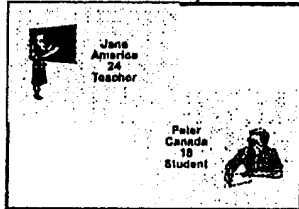
Levels 4, 3 & 2



<p>Openers Tell me about the picture. What is the situation? What kind of job is the man looking for? What kind of job does the woman have?</p> <p>Questions What kind of person is the woman? What kind of person is the man? Is the man nervous? Why? What are they talking about now?</p>	<p>Let's imagine. You are the man. You want to be a Japanese teacher in Canada. I'm the boss. Let's begin.</p> <p>Good afternoon. My name's ____ I'm the ____ Why are you applying for a position with this company? Have you have any experience in this field? How long were you working at your last job?</p>
--	---

图 4

(a) 51



Task description	General expectations
<p>As the students have no knowledge of the language being tested, it would be a good idea to, first: have them read or try and read the information on the pages.</p> <p>Then show them the useful language page over the OHP and have them read the information and then practice it a few times using the information contained on the first two visuals.</p> <p>By way of an application it would then be a good idea to repeat the above task but have them use themselves as the source of information needed to answer the questions..</p> <p>As further expansion go through the dialogue again only this time change your answers and use a famous person. Then, switch and have the students pretend to be someone famous. DON'T waste time trying to explain "famous person", etc., just set things up and if they understand - Great!, if not - Don't worry, just move on!</p>	<p>Tests familiarity with the Roman alphabet.</p> <p>Tests familiarity with the Roman alphabet and knowledge of introductory questions and answers.</p> <div data-bbox="1050 801 1295 1034" style="border: 1px solid black; padding: 5px;"> <p>Grammatical expectations</p> <ul style="list-style-type: none"> simple present verb 'to be' basic adjectives possessives articles demonstratives </div>

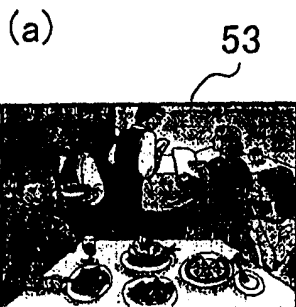
(b) 52



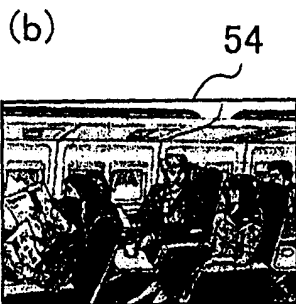
Dialogue:

<p>Have them read through the menu, paying special attention to pronunciation and knowledge of numbers.</p> <p>I like burgers, pasta and hot dogs, but I don't like cola and sandwiches.</p> <p>How about you?</p> <p>(Using lots of gestures to get the point across.)</p> <p>As this picture is very open ended the instructor might try to set up a role play wherein the instructor is a waiter and the student is a customer.</p>	<p>Tests familiarity with basic numbers and willingness to experiment with what little they know.</p> <div data-bbox="1040 1496 1286 1729" style="border: 1px solid black; padding: 5px;"> <p>Remember: KEEP THINGS SIMPLE:</p> <p>"Hello. Can I help you?"</p> <p>How they respond: using like, would like or just words read from the menu: is entirely up to them. It is the instructor's responsibility to drive the task, unless the student is willing to take the lead.</p> </div>
--	--

图 5



Task description	General expectations
<p>Look at this picture, tell me what you see.</p> <p>What is he / she doing? What is he / she eating? What is this? What are they talking about? What color is his jacket? What food do you like? Do you like ...? What about ...? Ask me</p> <p>Elicit as much language from the student as possible Situation ordering food</p> <p>"We are in a restaurant. I am a waiter and you are a customer. Please order some food, anything is Okay". "Hi, can help you?"</p>	<p>Students are able to describe using basic vocabulary and sentence structure.</p> <p>Students are able to participate in basic interactions (ordering food).</p> <div data-bbox="1023 770 1273 1003" style="border: 1px solid black; padding: 5px;"> <p>Grammatical Expectations:</p> <p>Simple present Present progressive Basic adjectives Vocabulary: colours, clothing, likes and dislikes.</p> </div>

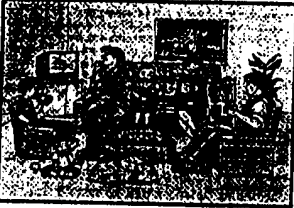


Dialogue:

Dialog
 - Hi, I'm Phil, I'm from L.A.
 - I'm Anna, I'm from Boston
 - What do you do Anna?

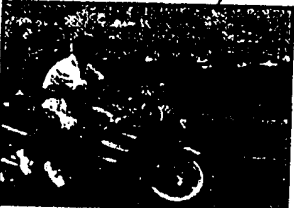
<p>Where are these people? What are they talking about? (maybe) What are their jobs / names? Where are they from? Tell me about his / her family Where are they going? Further speculative questions</p> <p>Elicit as much language from the student as possible</p> <p>LT: What is her name?</p> <p>RolePlay You and I are on an airplane. Let's introduce ourselves.</p>	<p>Students are able to understand and/or use present progressive to describe people.</p> <div data-bbox="1023 1442 1283 1675" style="border: 1px solid black; padding: 5px;"> <p>Try to extend this role play as much as possible. Introduce ideas such as holiday destinations, holiday plans, etc.</p> </div>
---	--

(a) 55



Task description	General expectations
<p>What is the man/the woman doing? Tell me about the picture Do you.....? Do you like.....?</p> <p>What is he going to watch? What did he eat before?</p> <p>Look at the man/woman. What does he do at ...? What is he going to do at...? What do you do at ...? Tell me about your day. What time do you ...?</p> <p>Tell me about your day yesterday/tomorrow.</p>	<p>Students at this level are able to describe using short simple sentences and phrases.</p> <p>Students have the vocabulary required for everyday situations.</p> <div data-bbox="1023 813 1295 1064" style="border: 1px solid black; padding: 5px;"> <p>Grammatical expectations:</p> <ul style="list-style-type: none"> Present progressive Future 'going to' Simple past Adverbs of manner and frequency Prepositions of time Prepositions of motion Pronouns </div>

(b) 56




Dialogue:

- So, what do you want to do next?
- Let's go swimming, the water's beautiful
- Swimming, good idea. After that let's eat, I'm really hungry. There's an Italian Restaurant near the beach.
- Great, I love Italian food

<p>Begin with picture speculation:</p> <p>Tell me about this picture, where are they? (Elicit beach or water) What do you do at the beach? When did you go to the beach? Tell me about it. What do you think they are going to do?</p> <p>Listening task:</p> <p>What are they going to do?</p> <p>What food do you like? Let's imagine we are in that kind of restaurant now, and I am a waiter. Order a meal.</p> <p>'Hi! Can I help you?!</p>	<p>Students are able to participate in basic conversational situations and can describe everyday events.</p> <div data-bbox="1007 1534 1276 1780" style="border: 1px solid black; padding: 5px;"> <p>Try to challenge students by bringing them the wrong meal or repeating their order inaccurately in the final role play.</p> </div>
---	---


图 7

(a) 57



Task description	General expectations
<p>Where do you think she is going? Why? Who with? What is she going to do there? Tell me about her day tomorrow / yesterday</p> <p>What's the best vacation you've ever had? Tell me all about it.</p>	<p>Students can develop a basic narrative.</p> <p>Students can use basic past, present and future tenses.</p> <div data-bbox="1018 853 1273 1093" style="border: 1px solid black; padding: 5px;"> <p>Grammatical expectations</p> <ul style="list-style-type: none"> Simple Past Past Progressive Present Perfect Future 'will' Indefinite pronouns Auxiliary verbs Comparatives </div>

(b) 58



Dialogue:

-Can I help you sir?
-Yes, I have a seat reserved on flight J321 to New York. My name's Ian Brown.
-May I see your passport?
-Here you are.
-Ah yes, flight J321. The time of departure is 2:30 from Gate 16. Here's your boarding pass and passport. Enjoy your flight Mr. Brown.
-I will, thank you.

<p>Tell me about these different pictures. The same man is in each picture. His name is Ian, and all these pictures were taken from his day yesterday. Tell me all about his day yesterday.</p> <p>Listening task: (Choose one of these) What is his flight number? What is his gate number? What is his time of departure?</p> <p>He's going to New York, have you ever been there?</p> <p>Where would you like to go? Why? What would you do there?</p> <p>Let's imagine you are going to go on vacation there. First you need a ticket. I work at a travel agency, buy a ticket from me.</p>	<p>Students can order a narrative logically and accurately.</p> <div data-bbox="1010 1536 1262 1771" style="border: 1px solid black; padding: 5px;"> <p>Try to challenge the students with the final role play by incorporating difficulties - there are no flights available, their credit card is rejected, the signature doesn't match etc.</p> </div>
--	---

图 8

(a) 59



Task description	General expectations
<p>What are they going to eat? Can you see the man without the jacket? His name's Bob. Use your imagination and tell me about Bob's life, family etc. Bob had a very interesting day yesterday. Use your imagination and tell me about his day (yesterday). Tell me about your day yesterday.</p> <p>Have you ever had a bad experience at a restaurant? Tell me about it.</p> <p>Let's imagine you have just had a meal at an expensive restaurant and everything was bad (food was late, service was bad, waiter was rude etc) It's time to pay the bill, and you want to complain (you want a discount). I am the waiter.</p> <p>'Here's your bill sir / madam'</p>	<p>Students can develop a narrative, using a range of tenses to describe past events.</p> <p>Students can use language appropriately to explain ideas and to complain.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Grammatical expectations</p> <p>Present Perfect Progressive Reflexives Tag questions Rejoinders</p> </div>

(b) 60




Dialogue:

-It's easy cooking Italian food!
-Really?
-Yeah, you just need pasta, tomato sauce and some cheese
-hmm. When do you cook Italian food?
-Well actually I'm going to cook it today
-Crea!!!


<p>Where are these people? What are they doing?</p> <p>Listening Task</p> <p>What food are they talking about?</p> <p>Do you eat pasta? How do you make pasta? What food do you like to cook? Can you cook? Tell me how to make it.</p>	<p>Students can give instructions, and directions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Try to encourage students to answer with as much detail as possible. Encourage the use of linking sentences by prompting students to expand on their responses.</p> </div>
--	---

(a) 61



Task description	General expectations
<p>Instructor elicits past narrative from intro information (e.g. 'What did you do when you went to Italy on vacation') Elicitation of future too (e.g. 'Where in Europe will you go next? What will you do there?')</p> <p>Travelling alone sometimes forces us to deal with situations ourselves</p> <p>What is the problem in this picture? Has it ever happened to you? What did you do?</p> <p>'Let's imagine that you are on vacation in America, have finished your meal and have asked for the bill. You suddenly realise that your wallet/purse is at your hotel. I am the waiter.</p> <p>'Here's your bill Sir/Madam.</p>	<p>Students can express themselves clearly and accurately, when recounting personal experience.</p> <p>Students can speculate about the future and their future plans.</p> <div data-bbox="1023 801 1279 1048" style="border: 1px solid black; padding: 5px;"> <p>Grammatical expectations</p> <p>Past Perfect</p> <p>Past Perfect Progressive</p> <p>Relative Clauses</p> <p>Modal Auxiliary verbs</p> <p>Passive Voice</p> <p>Reported Speech</p> <p>Conditionals</p> </div>

(b) 62



Dialogue:

You know, I've noticed that Japanese tourists often seem to travel in large numbers. I prefer the freedom of travelling alone. I can go where I want when I want to. I do get pretty lonely sometimes though. It's probably more expensive travelling alone too. Maybe I should try travelling in a group sometime. I might like it.

<p>What do you see in this picture? What are they talking about? Is he travelling alone or in a group? What about you, how do you like to travel, in a group, or by yourself? Why?</p> <p>Please listen to this dialogue and tell me how this man feels about group travel.</p> <p>How does he feel about group travel? Do you agree with him? Why or why not? What advantages or disadvantages can you think of about travelling in a group / alone? Why do the Japanese travel in groups?</p>	<p>Students are able to clearly express their ideas and justify their opinions.</p> <p>Students are able to make and justify generalisations</p> <p>Students are able to develop and maintain an argument.</p> <div data-bbox="1007 1473 1279 1715" style="border: 1px solid black; padding: 5px;"> <p>Try to encourage students to justify their responses to the best of their abilities, and to present both sides of an argument.</p> </div>
---	--



<p>(a) 63</p> 	<p>Task description</p> <p>Instructor elicits past narrative from Intro information (e.g. 'What did you do when you went to Italy on vacation?') Elicitation of future too (e.g. 'Where in Europe will you go next? What will you do there?') Where are these men? What is the situation? What are they talking about etc.</p> <p>Let's use our imaginations You are living in a foreign country. Last night your family telephoned to tell you have won the lottery (\$250,000), but you must collect the money tomorrow. You rushed to the airport to get a ticket, but there are no seats available. Suddenly you see a passenger who has a ticket to your hometown, scheduled to leave in one hour. Do whatever you can to convince the passenger (your interviewer) to sell you their ticket.</p>	<p>General expectations</p> <p>Students are able to confidently present narratives and recount past experiences.</p> <p>Students are able to speculate accurately and appropriately about the future.</p> <div data-bbox="1013 801 1273 1048" style="border: 1px solid black; padding: 5px;"> <p>Grammatical Expectations</p> <p>Present perfect Present perfect progressive Non defining relative clauses Conditional type 3</p> </div>
<p>(b) 64</p>  <p>Dialogue:</p> <ul style="list-style-type: none"> -So, how was Japan? -Great, and the food was fantastic! -Oh yeah? All sushi I suppose. -Oh no, I ate Italian, Mexican and American food too. -Really? That's popular over there is it? -Very. -What food did you like best? -Actually this sushi was my favorite. -It's ho How have Japanese eating habits changed in the past 100 years? What are the +/- effects of this? 	<p>Tell me what you can see in this picture. Do you like these foods? Which do you like best? What's your favorite food? What flavors are popular in Japan?</p> <p>Listening Task</p> <p>Where has he been? What did he eat there? How have Japanese eating habits changed in the past 100 years? Why? What are the +/- effects of this? Do you see this trend continuing?</p> <p>(Initiate and maintain discussion)</p>	<p>Students are able to express their opinions and justify them clearly.</p> <p>Students are able to confidently participate in and maintain discussions on a range of topics.</p> <div data-bbox="1013 1467 1273 1713" style="border: 1px solid black; padding: 5px;"> <p>Encourage students to justify their ideas and expand on their responses, including the use of high level structures. Leave the responsibility for the discussion on the students as much as possible.</p> </div>

图 11



<p>(a) 65</p> 	<p>Task description</p> <p>Instructor elicits past narrative from intro information (e.g. 'What did you do when you went to Italy on vacation') Elicitation of future too (e.g. 'Where in Europe will you go next? What will you do there?') Instructor tries to elicit opinions.</p> <p>What does the sign on the table mean? What's the situation here? Does the smoker look like an important person? Do you smoke? Have you ever been to a restaurant that doesn't allow smoking? Have you ever had to complain in a restaurant / shop? What happened?</p> <p>Let's do a role play now. Please imagine that you are the manager of a very expensive restaurant. I am a customer who is smoking at a table in the non-smoking section. Several other customers have complained. All of the tables in the smoking section are full. You must ask me (the customer) to put out the cigarette.</p>	<p>General expectations</p> <p>Students are able to use past narrative, future speculation confidently and accurately.</p> <p>Students can successfully tailor their language register to suit a range of situations.</p> <p>Grammatical expectations</p> <p>Capable of all verb tenses Non-defining relative clauses</p>
<p>(b) 66</p> 	<p>What do you think of when you see this picture? Where is it? What is the topic of the audio and what question does it ask?</p> <p>Elicit discussion from student on the topic (social, economic and educational aspects), play devil's advocate to further discussion. Perhaps the future of Japan too (economically and otherwise).</p>	<p>Students can maintain a discussion, expressing and justifying their opinions.</p> <p>Aim to challenge students with advanced vocabulary, structures and a completely natural rate of speech. Leave the onus of the discussion on the student and encourage them to justify their ideas and opinions in detail.</p>

图 12