Speaking

Speaking Part Directions: Cultural Perspective Presentation

Imagine that you are making an oral presentation to your Japanese class. First, you will read and hear the topic for your presentation. You will have 4 minutes (standard time) to prepare your presentation. Then you will have 2 minutes (standard time) to record your presentation. Your presentation should be as full as possible.

You will now begin this part.

Select **Continue** to go on.

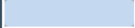**Directions:** Imagine that you are making an oral presentation to your Japanese class. First, you will hear and read the topic for your presentation. The time you will have to prepare your presentation is indicated on the clock. You will then have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Present your own view or perspective on family activities in Japan. Discuss at least FIVE aspects or examples of family activities in Japan.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.

▶ Play   0:00 / 0:20

You may no longer play this audio.

Preparation Time: 4 Minutes
Response Time: 2 Minutes

PREPARATION TIME

00:04:00

Question 4: Cultural Perspective Presentation
6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in presentational speaking and cultural knowledge	**Suggests lack of competence in presentational speaking and cultural knowledge**	**Suggests emerging competence in presentational speaking and cultural knowledge**	**Demonstrates competence in presentational speaking and cultural knowledge**	**Suggests emerging excellence in presentational speaking and cultural knowledge**	**Demonstrates excellence in presentational speaking and cultural knowledge**
TASK COMPLETION	• Presentation addresses prompt only minimally • Lacks organization and coherence • Cultural information almost entirely inaccurate or missing	• Presentation addresses topic only marginally or addresses only some aspects of prompt • Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices • Cultural information has frequent or significant inaccuracies	• Presentation addresses topic directly but may not address all aspects of prompt • Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices • Cultural information may have several inaccuracies	• Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration • Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent • Generally correct cultural information with some inaccuracies	• Presentation addresses all aspects of prompt, including explanation of view or perspective • Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices • Minimal errors in cultural information	• Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective • Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices • Cultural information is accurate and detailed
DELIVERY	• Labored expression constantly interferes with comprehensibility • Constant hesitation or repetition • Frequent errors in pronunciation necessitate intense listener effort • Constant use of register and style inappropriate to situation	• Labored expression frequently interferes with comprehensibility • Frequent hesitation or repetition • Frequent errors in pronunciation necessitate constant listener effort • Frequent use of register and style inappropriate to situation	• Strained or unnatural flow of expression sometimes interferes with comprehensibility • Inconsistent pace marked by some hesitation or repetition • Errors in pronunciation sometimes necessitate special listener effort • Use of register and style appropriate to situation is inconsistent or includes many errors	• Strained or unnatural flow of expression does not interfere with comprehensibility • Generally consistent pace with some unnatural hesitation or repetition • Errors in pronunciation do not necessitate special listener effort • May include several lapses in otherwise consistent use of register and style appropriate to situation	• Generally exhibits ease of expression • Smooth pace with occasional hesitation or repetition, which does not distract from the message • Infrequent or insignificant errors in pronunciation • Consistent use of register and style appropriate to situation except for occasional lapses	• Natural, easily flowing expression • Natural pace with minimal hesitation or repetition • Pronunciation virtually error free • Consistent use of register and style appropriate to situation
LANGUAGE USE	• Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility • Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language	• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility • Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language	• Some inappropriate vocabulary and idioms interfere with comprehensibility • Errors in grammatical and syntactic structures sometimes interfere with comprehensibility	• Appropriate but limited vocabulary and idioms • Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures	• Variety of vocabulary and idioms, with sporadic errors • Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures	• Rich vocabulary and idioms • Variety of appropriate grammatical and syntactic structures, with minimal or no errors