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Speaking

Speaking Part Directions: Conversation

You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds (standard time) to record. You should respond as fully and as appropriately as possible.

There will be four times when it is your turn to speak.

You will now begin this part.

Select **Continue** to go on.

CollegeBoard AP

Speaking | Question 1 of 5

Directions: You will participate in a simulated conversation. You will hear a series of 4 questions or statements; after each question or statement, you will hear a tone signifying that it is your turn to speak. You will have 20 seconds to record each response. You should respond as fully and as appropriately as possible. When you are ready to begin, select the Continue button.

You will have a conversation with Naomi Nakanishi, a booth staffer at a Japan fair, about Japanese technology.

Play 0:00 / 0:04
You may no longer play this audio.

RESPONSE TIME
00:00:20

Note: Students saw the exam screen above for each of the individual questions that together compose this task. Only the screen image for the first question is shown here, but during the exam, each of the screens indicated the number of the question the students were responding to.

The following text is the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

Speaking Question 1 of 5

WA: 車のブースにようこそ！私がこのブースをご案内します。

[TONE]

(20 seconds)

Speaking Question 2 of 5

WA: ここには、新しいテクノロジーを使った車が色々ありますが、どんな車に興味がありますか。

[TONE]

(20 seconds)

Speaking Question 3 of 5

WA: これから、テクノロジーで、私達の生活はどう変わると思いますか。

[TONE]

(20 seconds)

Speaking Question 4 of 5

WA: 後で、もっと意見を聞きたいんですが、オンラインのアンケートか、紙のアンケートに答えてくださいませんか。

[TONE]

(20 seconds)

Question 3: Conversation

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 interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests emerging excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	<ul style="list-style-type: none"> • Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> • Directly addresses prompt and provides an appropriate but incomplete answer 	<ul style="list-style-type: none"> • Directly addresses prompt and provides a basic but appropriate answer 	<ul style="list-style-type: none"> • Directly addresses prompt and provides an appropriate response 	<ul style="list-style-type: none"> • Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail 	<ul style="list-style-type: none"> • Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail
	<ul style="list-style-type: none"> • Labored expression constantly interferes with comprehensibility 	<ul style="list-style-type: none"> • Labored expression frequently interferes with comprehensibility 	<ul style="list-style-type: none"> • Strained or unnatural flow of expression sometimes interferes with comprehensibility 	<ul style="list-style-type: none"> • Strained or unnatural flow of expression does not interfere with comprehensibility 	<ul style="list-style-type: none"> • Generally exhibits ease of expression 	<ul style="list-style-type: none"> • Natural, easily flowing expression
DELIVERY	<ul style="list-style-type: none"> • Constant hesitation or repetition 	<ul style="list-style-type: none"> • Frequent hesitation or repetition 	<ul style="list-style-type: none"> • Inconsistent pace marked by some hesitation or repetition 	<ul style="list-style-type: none"> • Generally consistent pace with some unnatural hesitation or repetition 	<ul style="list-style-type: none"> • Smooth pace with occasional hesitation or repetition, which does not distract from the message 	<ul style="list-style-type: none"> • Natural pace with minimal hesitation or repetition
	<ul style="list-style-type: none"> • Frequent errors in pronunciation necessitate intense listener effort 	<ul style="list-style-type: none"> • Frequent errors in pronunciation necessitate constant listener effort 	<ul style="list-style-type: none"> • Errors in pronunciation sometimes necessitate special listener effort 	<ul style="list-style-type: none"> • Errors in pronunciation do not necessitate special listener effort 	<ul style="list-style-type: none"> • Infrequent or insignificant errors in pronunciation 	<ul style="list-style-type: none"> • Pronunciation virtually error free
LANGUAGE USE	<ul style="list-style-type: none"> • Constant use of register and style inappropriate to situation 	<ul style="list-style-type: none"> • Frequent use of register and style inappropriate to situation 	<ul style="list-style-type: none"> • Use of register and style appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> • May include several lapses in otherwise consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> • Consistent use of register and style appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> • Consistent use of register and style appropriate to situation
	<ul style="list-style-type: none"> • Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility 	<ul style="list-style-type: none"> • Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility 	<ul style="list-style-type: none"> • Some inappropriate vocabulary and idioms interfere with comprehensibility 	<ul style="list-style-type: none"> • Appropriate but limited vocabulary and idioms 	<ul style="list-style-type: none"> • Variety of vocabulary and idioms, with sporadic errors 	<ul style="list-style-type: none"> • Rich vocabulary and idioms
	<ul style="list-style-type: none"> • Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language 	<ul style="list-style-type: none"> • Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language 	<ul style="list-style-type: none"> • Errors in grammatical and syntactic structures sometimes interfere with comprehensibility 	<ul style="list-style-type: none"> • Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures 	<ul style="list-style-type: none"> • Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures 	<ul style="list-style-type: none"> • Excellent use of grammar and syntax, with minimal or no errors

Score of 0: UNACCEPTABLE—Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt
- “I don’t understand,” “Please repeat,” or equivalent in Japanese
- Not in Japanese

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs
