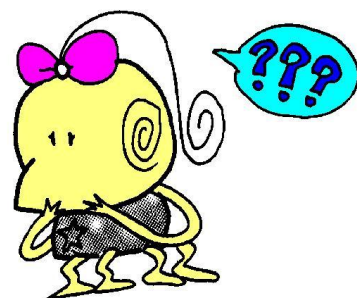


Japanese ab initio Individual Oral Exam

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What you need to do for speaking

All your speaking is internally assessed and externally moderated.

Your speaking accounts for 25% of your overall grade.

The Individual Oral

This is what you would call your “speaking exam”.

You have to do three things:

- (i) Make a presentation about a previously unseen visual stimulus. (You have 15 minutes to prepare for this and a choice of two) (approximately 1–2 minutes)
- (ii) Participate in a follow up conversation about the picture. (approximately 2–3 minutes)
- (iii) Participate in a general conversation on a different topic (approximately 4–5 minutes), starting with at least two questions on the written assignment, such as:

What is your written assignment about?

Q. さくぶんは、何（なに）についてですか。

A. Topic についてです。

Why did you choose this as your written assignment?

Q. どうして、それをえらびました。

A. なぜなら、REASON (remember ‘na’ adj/noun takes だ) からです。

What did you learn from the written assignment?

Q. Topic について、何をまなびました・学びました・か。

A. いろいろなことをまなびました。I learned various things (いろいろなことです。It was various things.)

たとえば、..... For example,....

Part I Describing a picture

What you have to do

At the beginning of the oral, I will give you a choice of 2 pictures, each on a different ab initio topic. You need to choose one. You then have 15 minutes (by yourself) to prepare. No dictionaries or notes are allowed, but you are allowed to make notes, and you may bring up to 10 headings with you into the exam. You MUST NOT just read what you have written. Your description needs to be 2 – 3 minutes long.

Tips for describing the picture

Step 1: Introduce your photo/picture:

TOPIC の { シャしん / え } についてはなしたい^{おも}と思います。

I think I would like to talk about the photo/picture of TOPIC.

OR: このシャしん/え^{おも}をしょうかいしたい^{おも}と思います。
I think I would like to introduce this picture.

Step 2: State what the photo/picture is:

これは、*** の { シャしん / え } です。

Step 3: Make a comment about the weather/season, using the clothing of the people in the picture as your reason.

シャしんの人、コート^をきていませんから、お天気はさむくないでしょう。

The people of the photo are not wearing coats, therefore the weather is probably not cold.

Nb: to wear something over your arms – きる (きています)

スーツをきています He/she is wearing a suit

to wear something over your legs – はく (はいています)

ブーツをはいています He/she is wearing boots

to wear something over your head – かぶる (かぶっています)

ぼうしをかぶっていません He/she is not wearing a hat

Step 4: Choose an area of the picture (え) or photo (シャしん) and say what there is there:

{ シャしん / え } の { 上 (うえ) (above) / 下 (した) (below) / 右 (みぎ) (right) / 左 (ひだり) (left) / 中 (なか) (middle) } に *** が { あります。 / います。 }

In the [position] of the photo there is a ***.

Step 5: Speculate about the items in the picture in the location you have chosen, using the following variations of the basic 'A is B' [A は B です] pattern:

AはBでしょう。A is probably B.

AはBかもしれません。I wouldn't be surprised if A were B.

AはBにみえます。 A looks like B.

AはBだと思います。I think A is B.

For added WOW factor, insert 'In my opinion' before any of the above:

わたしのいけんでは、。。。。

If you have several people in the picture you want to talk about, it is probably easiest to give them names, or if it is a family, call them お父さん、お母さん、お兄さん etc.

Step 6: Go on to describe some details: (This is probably what you want to think about in your 10 minute preparation time and make some notes on).

What the people are doing

What you can see in the background

If anything is special or unusual about the picture (eg it is a birthday)

To get a top grade, you probably need to go beyond just describing what you see in the picture. To do this you can

Tell me what happened BEFORE the picture (tell a little story)

このまえに、みんなで ^か ^{もの} ^い 買い物に行ったかもしれません。

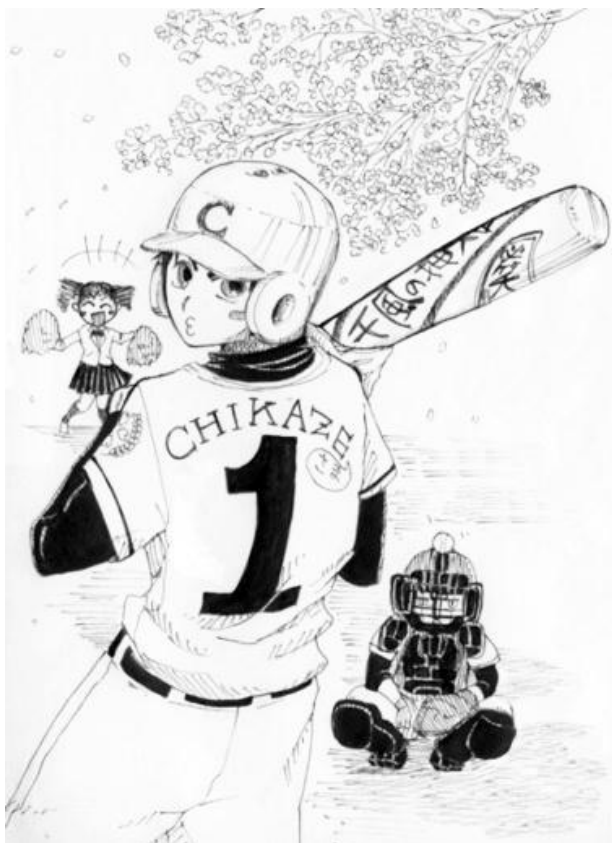
Tell me what you think is going to happen AFTER this picture

これから、^{とも} 友だちと ^{としょかん} ^い 図書館に行くでしょう。

Link it to your own experience and tell me about your own experience / thoughts

^{わたし} 私のうちでは、^{いもうと} ^{りょうり} 妹と料理をします。

Example



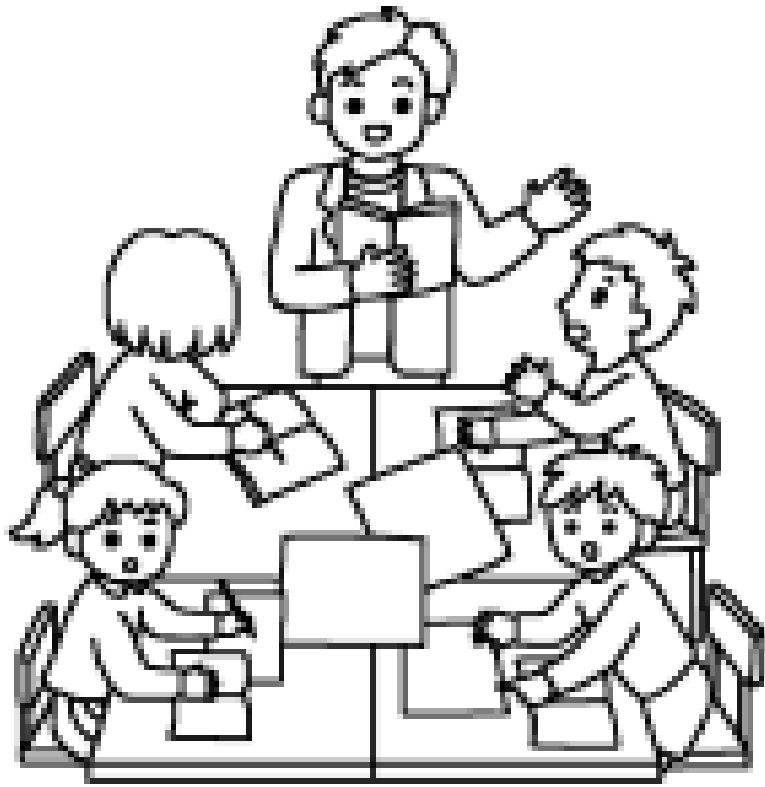
スポーツのえについてはなしたいと思います。これは、やきゅうのえです。お天気はいいと思います。えの中に男の子がいます。あの人は、やきゅうのせんしゅでしょう。なまえは、けんじだと思います。けんじは、15さいで、ハンサムです。アメリカ人にみえます。わたしのいけんでは、やきゅうはおもしろいスポーツです。やきゅうが好きですが、わたしの学校でやきゅうをしません。サッカーをしたり、ホッケーをしたりします。ホッケーをすることが好きですが、あまりじょうずではありません。でも、けんじくんは、とてもじょうずだと思います。

えの右に小さい男の子がいます。けんじくんのおとうとかもしれません。すわっています。やきゅうはできませんから、すわっています。けんじくんを^ま待っているでしょう。なまえは、ひとしでしょう。小学生にみえますから、9さいでしょう。

木の下に女の子がいます。けんじくんのガールフレンドでしょう。かわいくて、やさしいでしょう。ダンスが好きで、ファッションも好きでしょう。けんじを見たり、ダンスをしたりします。やきゅうはできませんが、^{べんきょう}勉強することが好きでしょう。このえの^{てんき}天気ははれでしょう。このまえにやきゅうをれんしゅうしました。これから、やすんで、きっさてんでコーラを飲んだり、ケーキを食べたりするかもしれません。土曜日ですから、学校に行きません。いいですね！

Here are some pictures for you to practice.





Part II Follow up Questions

After you have presented your picture, I will ask you questions about it for 2 - 3 minutes. There is nothing you can specifically do to prepare for this. However, if you strategically leave out some of the information from the picture, I am likely to ask you about that. This discussion is likely to focus on your own experiences and opinions, rather than just repeating the description of the picture.

Part III General Conversation

Finally, we will have a general conversation of about 4 - 5 minutes, covering different aspects of the ab initio syllabus, starting with at least two questions about your written assignment. Here are some of the questions you may be asked. Remember, always expand your answer.

About your written assignment

さくぶんについてせつめいしてください。Please explain about your Written Assignment.

なぜそれはおもしろいと思ひましたか。Why did you think it was interesting?

イギリスにもおなじしゅうかんがありますか。Are there the same custom/s in the UK?

そのしゅうかんのいいてんは何ですか。What are the good things about those custom/s?

そのしゅうかんのわるいてんは何ですか。What are the bad things about those custom/s?

Personal Information, Family

どこに住んでいますか。そこは、どんな所ですか。

Where do you live?

どんな家に住んでいますか。あなたのへやは、どんなへやですか。

What kind of house do you live in? What kind of room is your room?

何才ですか。or おいくつですか。お誕生日はいつですか。

How old are you? When is your birthday?

たんじょうびに どのような事をしますか。

What kinds of things do you do on your birthday?

くに くに
お国は？ or お国はどちらですか。

Your country? Which is your country?

きょう き
今日は何を着ていますか。

What are you wearing today?

とも なまえ
お友だちのお名前は何かですか。どんな人ですか。

What is your friend's name? What kind of person is he/she?

なん
しゅみは 何かですか。いつ そのしゅみを はじめましたか。

What is your hobby? When did you start that hobby?

ひまなとき、何をしますか。

In your free time, what do you do?

………さんは なに す
何が 好きですか。

Miss/Mrs/Mr.....likes what?

す
スポーツが 好きですか。

Do you like sports?

どんな スポーツを しますか。いつ しますか。

What kind of sports do you do? When do you do them?

スポーツは だれと しますか。どこで しますか。

Who do you play sports with? Where do you play?

おんがくが す
好きですか。どんな おんがくが す
好きですか。

Do you like music? What kind of music do you like?

かぞくは なんにんですか。だれが いますか。

Your family is how many people? Who is in it?

どう
お父さんはどこにつとめていますか。

Where does your father work?

かぞくで いっしょに なに
何をしますか。

As a family, what do you do together?

かあ まいにち
お母さんは、毎日、いそがしいですか。

Your mother, everyday, is she busy?

うちで、どんな てつだいをしますか。

At home, what kind of help do you do?

ペットを かって いますか。

Do you look after a pet?

School and Education

がっこう なに べんきょう
学校で、何を勉強していますか。

At school, what are you studying?

いちばんす なん
一番好きな科目は、何ですか。どうしてですか。

What is your favourite subject? Why?

いちばん なん
一番むずかしい科目は、何ですか。どうしてですか。

What is your hardest subject? Why?

じゅぎょう なんじ なんじ
じゅぎょうは何時から何時までですか。

Lessons are from what time (o'clock) to what time (o'clock)?

ホカリルに せいふくが ありますか。

Do you have a uniform at Hockerill?

おも
せいふくについて、どう思いますか。

About uniforms, what do you think?

学校でスポーツをしますか。どんなスポーツチームがありますか。

At school, so you do sports? What kind of sports teams are there?

学校に、どんな きそくが ありますか。

At school, what kind of rules are there?

学校では、どんな ぎょうじがありますか。

At school, what kind of events are there?

学校でクラブ かつどうをしていますか。いつ、何をしますか。

At school, do you have club activities? When, what do you do?

毎日 しゅくだいを たくさん しますか。

Everyday, do you do a lot of prep?

一番おもしろい先生は、だれですか。どうしてですか。

Who is your most interesting teacher? Why?

しょうらいは、どんな しごとを したいですか。

In the future, what kind of job do you want to do?

学校を そつぎょうしてから、何をしますか。どの大学で、何を勉強しますか。

After graduating from school, what will you do? At which university, what will you study?

あなたの くに がっこうと、ホカリルは にていますか。

Schools in your country and Hockerill, are they similar?

アルバイトをしていますか。その かねは、なに つかいますか。

Do you have a part-time job? What do you use the money for?

ちよきん なん ちよきん
貯金をしていますか。何のために貯金していますか。

Do you save? For what purpose are you saving?

こうこうせい おも
高校生のアルバイトは、いい事だと思えますか。どうしてですか。

Do you think it is a good thing for a senior high school student to have a part-time job? Why?

がっこうのしゅうがく旅行に行きましたか。どこに行きましたか。どうでしたか。
Did you go on a school trip? Where did you go? How was it?

Travelling, Holidays

きょねんの夏休みにどこに行きましたか。
Last year's summer holidays, where did you go?

だれと行きましたか。
With whom did you go?

なにをしましたか。何をみましたか。
What did you do? What did you see?

やすみのとき、何をするのが好きですか。
When on holiday, what do you like doing?

てんきはどうか。あなたの国の天気とくらべて、どうですか。
What was the weather like? Compared with the weather in your country, how was it?

なにを食べましたか。What did you eat?

どんなおみやげを買いましたか。What kind of souvenirs did you buy?

その国はどんな国ですか。何でゆうめいですか。That country was what kind of country? For what is it famous?

その国について、どう思いましたか。About that country, what do you think?

よく家族と旅行に行きますか、友達と行くほうが好きですか。
Do you often with your family go on holiday? Do you prefer to go with your friend/s?

今年の夏休みにどこか行きますか。だれと行きますか。何をしますか。
This year's summer holiday, will you go anywhere? With whom will you go? What will you do?

しょうらい、どの国に行ってみたいですか。どうしてですか。
In the future, which country would you like to try going to? Why?

Other topics

よく買い物に行きますか。どこに行って、何を買いますか。

Often, do you go shopping? Where do you go (and) what do you buy?

さいきん なに か
最近、何か買いましたか。

Recently, did you buy anything?

よくレストランに行きますか。どんな料理が好きですか。

Often, do you go to restaurant/s? What kind of cuisine do you like?

あなたの町はどんな所ですか。若い人は何ができますか。

Your town is what kind of place? Young people can do what?

しょうらい、どんな所に住みたいですか。どうしてですか。

In the future, what kind of place do you want to live? Why?

あなたの国はどんな所ですか。かんこうきゃくは何を見ますか。

Your country is what kind of place? Sightsee-ers look at what?

あなたの国の天気はどうですか。どのきせつが一番好きですか。

How is your country's weather? Which season is your favourite?

あなたの国で、クリスマス・新年には、どんな事をしますか。

In your country, on Christmas (New Year), what kind of things do you do?

あなたの国には、どんな行事がありますか。何をしますか。何がおもしろい
ですか。

In your country, what kind of events do you have?

若い人にとってダイエットは ひとつようですか。どうしてそう思いますか。

For young people, is it necessary to diet? Why do you think so?

▪ ▪ さんは、どんなふくが好きですか。ふくにお金をたくさんつかいますか。

What kind of clothes does Mr/Mrs/Miss ▪ ▪ like? Do you use a lot of money for clothes?

若い人にとってファッションは大切だと思いませんか。どうしてそう思いませんか。

For young people, do you think fashion is important? Why do you think so?

今日の若い人はテレビを見過ぎていると思いませんか。

Today's young people watch too much TV do you think?

貯金をしていますか。何のために貯金していますか。

Do you save? For what purpose do you save?

よく読書をしますか。どんな本が好きですか。さいきん、どんな本を読みま
したか。

Often, do you read? What kind of books do you like? Recently, what kind of book/s
are you reading?

Key Question Words

You MUST know all of these question words

When	いつ
Where	どこ
Who	だれ
What	なん・なに
Why	どうして
How much money	いくら
Which	どの
Which one	どれ
Which (out of a pair), where	**と**と、どちら (のほうが)
How (formal)	いかが
How	どう
How many , How old	いくつ
Why (formal)	なぜ
What kind of	どういう
By what method	どうやって
What kind of	どんな
Who (formal)	どなた
How much (quantity)	どのぐらい
What kind of	どのような
Why (informal), by what means	なんで

What to do if you get stuck

Don't just say nothing!

Say

もういちど、おねがいします。 to ask for the question again.

If you can identify the word you don't know, ask

「***」のいみは、^{なん}何ですか。 What's the meaning of ***?

If you need time, say

ちょっと まって ください。 Please wait a moment.

A drawn out

そうですねえ。 also buys you time.

If you want to say "I'm thinking about my answer", you could say

しつもんは わかりますが、 答えを ちょっと かんがえています。

Grammatical Structures to try to include

Try NOT to repeat just ました。ました。ました。 with the occasional かったです。

You MUST include:

A sentence including a て、 て link.

I did and.....

A かったです。

The past tense of an i adjective.

A から

For giving a reason

verb たり verb たり します/しました。

I do/did things like this and that

An opinion using と思います。 or と思いました。

Try to include a selection of the following:

Verb dict form + ^{まえ}前に

eg ^た食べる^{まえ}前に

Before I eat

Verb ta form + ^{あと}後で

eg ^た食べた^{あと}後で

After I ate

Verb masu stem + ながら

eg 食べながら

Whilst I am eating

Verb te form + います

eg 食べています。

I am eating (continuous)

Verb te form + みます

eg 食べてみます。

To try to do something

plain form verb + つもりです

eg 食べるつもりです。

I intend to eat

plain form verb + よていです

eg 食べるよていです。

I plan to eat

plain form verb + でしょう

eg 食べるでしょう。

I will probably eat.

plain form verb + かもしれません

eg 食べるかもしれません。 I may eat.

Plain negative (nai) form + なければいけません eg 食べなければいけません。 You (I) have to eat.

A comparative

eg すしはなっとうよりおいしいです。 Sushi is,

compared to natto, delicious. (Sushi is more delicious than natto)

A superlative

eg 学校のかもくで、^{にほんご}日本語が^{いちばん}一番おもしろいです。

Amongst school subjects, Japanese is **the most** interesting.

The linking from of an i adjective using ^{わたし}くて ^{ふる}私のうちは古くてせまいです。 My home is old and cramped.

If you're feeling really ambitious, you can use two of the above on top of each other!

Individual oral (25% of the final grade: internally assessed and externally moderated). To be conducted by the teacher in the 2nd year of the course.
 Assessment criteria are used to assess the individual oral, which is awarded a total of 25 marks. There are two assessment criteria.

Criterion A: Productive skills 10 marks

Criterion B: Interactive and receptive skills 15 marks

Total 25 marks

Individual oral: Interactive skills

Criterion A: Productive skills (10 marks)

To what extent does the student demonstrate an ability to use the language effectively and accurately?

- o Do the student's pronunciation and intonation facilitate the understanding of the message?
- o Does the student's use of vocabulary facilitate the understanding of the message?
- o Does the student's use of grammar facilitate the understanding of the message?

Marks	Level descriptor
0	Communication does not reach a standard described by the descriptors below.
1-2	The response and communication are of limited effectiveness. Pronunciation and intonation used limit the understanding of the message. The range of vocabulary used is limited. Some basic grammatical structures are used accurately. These are isolated and limited in range.
3-4	The response and communication are partially effective. Pronunciation and intonation used generally limit the understanding of the message. The range of vocabulary used is sometimes varied. Most basic grammatical structures are used accurately.
5-6	The response is generally accurate and communication is generally effective. Pronunciation and intonation used generally facilitate the understanding of the message. The range of vocabulary used is varied. Basic and a limited range of more complex grammatical structures are used accurately.
7-8	The response is accurate and communication is effective. Pronunciation and intonation used almost always facilitate the understanding of the message. Vocabulary is varied and effective. Basic and some more complex grammatical structures are used accurately.
9-10	The response is accurate and communication is very effective. Pronunciation and intonation used always facilitate the understanding of the message. Vocabulary is varied and effective. Basic and more complex grammatical structures are used accurately.

Criterion A is basically looking at how well you can use vocabulary and grammar.

So:

- Include as many different grammatical structures as you can (see p 8)
- Try to use more difficult and more interesting vocabulary if you know it eg if you need a colour **むらさき** is better than **ピンク** since it demonstrates to the examiner that you have actually learnt the vocabulary for colours and are not just taking a guess from the English. Similarly, do try to eat something other than **すし** if you need a food.

Criterion B: Interactive and receptive skills (15 marks)

To what extent does the student understand and demonstrate an ability to interact and develop answers throughout the oral?

o Is the student able to understand straightforward exchanges?

o Is the student able to answer appropriately?

o Is the student able to maintain a conversation?

Marks	Level descriptor
0	Comprehension and interaction do not reach a standard described by the descriptors below.
1-3	Comprehension and interaction are limited. Limited responses in the target language are produced and rarely demonstrate comprehension. Limited appropriate information is provided. Participation is limited: most questions must be repeated and/or rephrased.
4-6	Comprehension and interaction are partially sustained. Responses in the target language are produced and occasionally demonstrate comprehension. Appropriate information is occasionally provided. Participation is partially sustained: some questions must be repeated and/or rephrased.
7-9	Comprehension and interaction are generally sustained. Responses in the target language are produced and generally demonstrate comprehension. Appropriate information is generally provided. Participation is generally sustained.
10-12	Comprehension and interaction are mostly sustained. Responses in the target language are produced and most demonstrate comprehension. Appropriate information is provided. Participation is sustained.
13-15	Comprehension and interaction are consistently sustained. Responses in the target language are produced and demonstrate comprehension. Appropriate and detailed information is provided. Participation is sustained with some independent contributions.

Criterion B: Tips

Criterion B is looking at the CONTENT of what you say.

- Is it interesting?
- Do you just say one thing, or are you capable of expanding it?
- Can you go beyond pure description to include ideas and opinions?
- Are the ideas in a logical order, or do you jump around all over the place?

So:

- Try to say lots.
- Try to make what you say interesting – if you can think of something to say which you think no-one else will have thought of, say it.
- When presenting the visual stimulus, use your list of headings to help you put it in a logical order.
- Try not only to answer the question, but say a bit extra to expand it anywhere you can.
- Always try to go into ideas and opinions, even if you have to “hijack” the question I ask you slightly to do so.
- Use lots of linking words when you are speaking, to help the listener make the connection between what you said previously and what you are going to say next.