Year 8 Japanese Speaking Skills Test

Name: ____________________  Teacher: ________________

Task: Students construct a self-introductory speech (rehearsed task; palm cards allowable). You can choose to present your speech to the class or individually record it for the teacher only to listen to.

- Student can greet the audience
- Student can state their name
- Student can state their age
- Student can state where they live
- Student can state what year they are in at school
- Student can state their likes/loves
- Student can state their dislikes/hates
- Student can state their hobby
- Student can state their ability (good at/bad at/OK at)
- Student has worked well on the task

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Almost always appropriate.</td>
<td>Minor errors in rhythm and intonation.</td>
<td>Overall acceptable. Some problems with long and short sounds and small tsu.</td>
<td>Faulty. May be anglicised, affecting comprehension.</td>
<td>Often faulty and many sections incomprehensible.</td>
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<tr>
<td><strong>Grammatical Accuracy</strong></td>
<td>Few and minor errors; meaning is clear.</td>
<td>Errors do not hinder meaning.</td>
<td>Frequent errors, however meaning is conveyed in most sentences.</td>
<td>Errors in all but well rehearsed language.</td>
<td>Errors in all work.</td>
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</tbody>
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**TASK SET:** Week 6 __________

**PRESENTATION DUE:** Week 8 __________
GRAPHIC ORGANISER FOR CONSTRUCT:

I WANT TO CONSTRUCT A SELF INTRODUCTORY SPEECH

IDENTIFY PARTS
- Greet the audience
- Introduction (name, age, live)
- Year level
- Like/don’t like/love/hate
- Hobby
- Good at/bad at/OK at
- Family
- Thank the audience

ARRANGE IN CORRECT AND LOGICALLY FLOWING SEQUENCE

PARA. 1:
PARA. 2:
PARA. 3:
PARA. 4:
PARA. 5:
PARA. 6:
PARA. 7:
PARA. 8: