103B Final Speaking and Listening Exam (20%)

The exam will be a discussion in small teams of 3 or 4 students. You will summarize and discuss a Youtube video that is around 6-10 minutes long and on issues we’ve discussed this semester. Here are the videos:

* Joey Schweitzer (Better Ideas): “How I tricked my brain to like doing hard things”   
  <https://youtu.be/yM0tQabjYYg>  
  *Joey Schweitzer is a famous Canadian Youtuber who specializes on life improvement.*
* Joey Schweitzer (Better Ideas): “Why it's so hard to be happy”   
  <https://youtu.be/rQoS_S9K464>
* Jordan Peterson (on Word to the Wise): “Make a Damn Schedule - Powerful Motivational Video”  
  <https://youtu.be/bCMkhCV2HWE>  
  *Jordan Peterson is a practicing psychologist and a professor of psychology at the University of Toronto. He is a famous writer and public speaker.*
* Matt D’Avella: “A Minimalist Approach to Personal Finance”  
  <https://youtu.be/zVcwvCL2C2c>  
  *Matt D’Avella is an American filmmaker and Youtuber. He has written and directed several documentaries, and his Youtube channel is extremely successful. His videos focus on life improvement: minimalism, personal finance, motivation, etc.*

You can have brief notes in point form with you, but no text. If you look like you are reading, you will lose marks.

Here is the format that we will follow:

1. When it is your turn, you get one of the videos at random. (You cannot choose the video!)
2. You present the video and comment on it for 4 to 5 minutes by yourself.
   1. Give a 2-4-minute summary of the video. List and explain its main ideas (not just ONE idea, but several of its main ideas). You can use notes. You can include some personal commentary with the summary.
   2. Comment on the video by telling a story that relates to the ideas in the video. The story must be about you or somebody you know personally. Since the videos deal with professional issues, try to find a story that relates to your professional life, your career goals, or your field of studies, in some way.
3. Finally, every other student asks you one question about what you said: your story, or your opinion, etc.

How to have a good result on this exam:

* Watch all 4 videos carefully. Write down the video’s main ideas as bullet points or a plan.  
  Important note: HALF THE POINTS are for the video summary/commentary. Watch ALL the videos!
* Plan what you want to say about every video: your story, opinion, etc.
* Practice telling your stories while making an effort to pronounce the –s for the present, the –ed for the past, and the TH in general.
* Look up the vocabulary for what you want to talk about, and take notes. Precise vocabulary is good, so avoid talking about “things” and “stuff,” etc.

# 103 Video Reaction and Commentary

Name: Group:

# Listening: Summarizing

| **0-3** | **6** | **9** | **12** | **15** |
| --- | --- | --- | --- | --- |
| Can express the overall idea of the video briefly, in very general terms. | Can express the overall idea of the video and mention and explain at least one of its main ideas. | Can express the overall idea of the video, and mention and briefly explain at least two of its main ideas. | Can express the overall idea of the video and mention and explain most of its main ideas. | Summary is also particularly complete, organized, or detailed. |

# Listening: Commenting on the video

| **0-3** | **6** | **9** | **12** | **15** |
| --- | --- | --- | --- | --- |
| Can comment on the video and subject while staying on-topic briefly, in very general terms. | Can comment on the video and subject in a superficial or tangential way (though maybe not for the required time). | Can comment on the video and subject coherently for around the required time (incl. the summary). | Commentary is coherent, sufficiently developed and includes a relevant personal story or reflection. | Commentary or story is also particularly developed or thoughtful in relation to the video. |

# Speaking: Grammar

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Several basic verb forms (present, past, negatives) are often used incorrectly or are unused (e.g. no past) | Few mistakes with most basic verb forms, but one form may be problematic (for example, negatives or regular –ed verbs). | Basic verb forms are generally correct. Many other mistakes (prepositions, pronouns, articles, gerunds, etc.). | Grammatically varied communication with only occasional mistakes (prepositions, pronouns, articles, gerunds, etc.). | Also demonstrates correct use of advanced forms (passive, conditional, progressive, perfect, etc.) |

# Speaking: Fluency and vocabulary

| **0-2** | **4** | **6** | **8** | **10** |
| --- | --- | --- | --- | --- |
| Little or no participation, or there are several major problems. | Major problem, like: reading from notes, unclear vocabulary, major hesitation, swearing, using French. | Vocabulary is clear but mostly generic, may be somewhat informal, OR frequent hesitation. | Vocabulary is mostly specific. Some attempt at using precise (or academic) vocabulary. Occasional hesitation. | Natural rhythm with little hesitation. TH is pronounced correctly. Vocabulary is overall specific and precise. |

# Speaking: Asking questions (2 x 5 pts)

|  |  |  |  |
| --- | --- | --- | --- |
| **0-2** | **3** | **4** | **5** |
| **Incorrect question:** bad structure, or excessive hesitation, not relevant, etc. | **Problematic question**: verb mistake, some-what irrelevant or redundant, hesitant, etc. | **Basic question**: correct, mostly relevant, not very open, may be hesitant. (*do you think…*) | **Engaging question**: correct, relevant, open, no hesitation. |
| (Q1) Incorrect | Problematic | Basic | Engaging |
| (Q2) Incorrect | Problematic | Basic | Engaging |

Listening  
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Speaking  
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| Other comments: |

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