

Practical English Course: Final Exam Instructions

Actual Classroom Exam

Exam Date: July 8, 2020 (10:30AM-2:40PM), Wednesday

Venue: Room 608 (종합강의동, Building no. 9)

Practice Exam (on your own)

July 1, 2020 (Wednesday)

Note: The questions are found on this PPT.

A. Pre-task

1. In this semester, the final exam falls on July 8, 2020 (Wednesday).
2. Your exam time slot is found on the separate sheet. Please be noted that you must come at least 20 minutes before your oral exam time starts. Avoid being late or absent; otherwise, you cannot take the exam.
3. On the exam day, you will need to write your personal information (such as name, student number, & major/department) on the Grading Criteria for English Speaking Test sheet which will be found outside the exam venue and bring it with you inside.
4. Each student is only allowed to get inside the room for the speaking test, while others should wait outside.
5. Use a hand sanitizer before entering the exam venue and wear a mask during the speaking exam. You must sit 4 meters away from me during the exam. Be ready with your phone so to record your voice.

B. Task

1. The course covers 4 units. Each unit will have 3 questions (total = 12 questions), but you are free to randomly choose only 1 question without looking at it. The question or situation will be answered orally.
2. Each of you is given 1 minute to organize your thoughts and another 1 to 2 minutes to answer the question. You are allowed to bring a paper and a pen to jot down your ideas or opinion. You're not allowed to speak beyond 2 minutes; 2-minute speaking will gain better score than less than 1-minute talk.
3. It is your responsibility to record your voice during the exam. Your voice record file will be highly confidential and be kept for student identity and academic purposes.
4. It is also your responsibility to follow the Grading Criteria for English Speaking Test. The scores will be converted up to 48-50 points.

C. Post-Task

1. Your voice record file should be emailed to profiandone.online@gmail.com right after the exam. Failure to do so means no grade; late submission means deduction of points.

IMPORTANT:

Please follow the paragraph format (but should be longer) or the essay format (but shorter one) in organizing and delivering your thoughts during your oral exam. You don't need to submit your script or outline though.

Review your lessons (units 5-8) and practice answering questions on your own with a simple outline within the time limit. The questions are found on the class materials or at some point, the questions may be related to the topics we had in our activities.

Practice Speaking for the Final Exam

These questions might not come out in the exam, but you can practice these.

1. Tell me your past experience that makes you successful in any way today? (from unit 5)
2. What is your purpose in life? How would you deliver it effectively? (from unit 6)
3. Why is your culture the best in the world? (from unit 7)
4. If you were to invent something, what would it be? (from unit 8)

Note: Each of you is given 1 minute to organize your thoughts and another 1 to 2 minutes to answer the question. You are allowed to bring a paper and a pen to jot down your ideas or opinion. You're not allowed to speak beyond 2 minutes; 2-minute speaking will gain better score than less than 1-minute talk.

You may start practicing your speaking test now. Good luck!

	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Grammar	<p>Needs Improvement</p> <p>Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.</p>	<p>Satisfactory</p> <p>Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.</p>	<p>Good</p> <p>Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.</p>	<p>Excellent</p> <p>Student was able to express their ideas and responses with ease in proper sentence structure and tenses.</p>
Pronunciation	<p>Needs Improvement</p> <p>Student was difficult to understand, quiet in speaking, unclear in pronunciation.</p>	<p>Satisfactory</p> <p>Student was slightly unclear with pronunciation at times, but generally is fair.</p>	<p>Good</p> <p>Pronunciation was good and did not interfere with communication</p>	<p>Excellent</p> <p>Pronunciation was very clear and easy to understand.</p>
Vocabulary	<p>Needs Improvement</p> <p>Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.</p>	<p>Satisfactory</p> <p>Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.</p>	<p>Good</p> <p>Student utilized the words learned in class, in an accurate manner for the situation given.</p>	<p>Excellent</p> <p>Rich, precise and impressive usage of vocabulary words learned in and beyond of class.</p>
Comprehension	<p>Needs Improvement</p> <p>Student had difficulty understanding the questions and topics that were being discussed.</p>	<p>Satisfactory</p> <p>Student fairly grasped some of the questions and topics that were being discussed.</p>	<p>Good</p> <p>Student was able to comprehend and respond to most of the questions and topics that were being discussed.</p>	<p>Excellent</p> <p>Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.</p>
Background Knowledge	<p>Needs Improvement</p> <p>Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.</p>	<p>Satisfactory</p> <p>Student showed decent background knowledge of class material, making his/her responses incomplete.</p>	<p>Good</p> <p>Student displayed well knowledge of class information and topics.</p>	<p>Excellent</p> <p>Student presented excellent background knowledge from class topics and was able to add more information in their response.</p>
Fluency	<p>Needs Improvement</p> <p>Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand</p>	<p>Satisfactory</p> <p>Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.</p>	<p>Good</p> <p>Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.</p>	<p>Excellent</p> <p>Speech is effortless and smooth with speed that comes close to that of a native speaker.</p>

Source: <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L47B46&>

Tips on Getting a Good Mark

1. Grammar (e.g. simple, compound, complex, compound-complex; active and passive voices; simple, continuous, and perfect tenses; gerund; infinitive, etc.)
2. Pronunciation (e.g. men vs. man; kin vs. keen; fin vs. pin; thong vs. tongue; zip vs. sip; vine vs. bind; judge vs. John; bought vs. boat; full vs. fool, etc.)
3. Vocabulary (e.g. small = tiny, minute; I guess = in my perception, in my own observation, in my view; but = however; foster = help; serious = severe; idioms, slangs, and language expressions, sayings, paraphrasing ,etc.)
4. Comprehension (e.g. presentation of understanding by showing good organization (introduction, body, and conclusion with proper transition markers (firstly, secondly; furthermore, moreover; in addition, additionally; whereas, on the contrary, on the other hand; in conclusion, in a nutshell, to sum up, etc.)). Note: It would be better to make an outline of your thoughts.
5. Background Knowledge / Content (e.g. elaboration of points by telling a story, examples, discussion, etc.; critical and creative thinking skills by giving logical reasoning and imagination; bulk of information or content, etc.)
6. Fluency (e.g. speed and naturalness by speaking not too fast, not too slow, etc.)

Note: Length of discussion (2-min talk is better than 1 min-talk; however, less than 1-min or more than 2-min discussion will gain deduction of points)

Tips on Making a Good Paragraph

Example 1:

People enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch!

Source: <http://members.tripod.com/~lklivington/essay/sample.html>

Topic sentence (TP): first sentence in a encircled sentence

Primary supporting details (PSD): those underlined sentences

Secondary supporting details (SSD): those sentences following each underlined sentence

Clincher (short concluding sentence or phrase): none

Examples 2, 3, 4: Read each paragraph below. Enclose the controlling idea with parentheses. Then, locate the different parts by encircling the topic sentence (TP), by underlining once the primary supporting details (PSD, by underlining twice the secondary supporting details (SSD), and by drawing a box for the clinchers.

2

There are several reasons (why students go to college.) Some students choose a course that is not of their interest; what only interests them may be the kind of people they can enjoy socializing with at a university campus. Others go to college as their parents force them to study, thereby giving them the feeling to finish. Still others go because they want to become better educated and better prepared for a meaningful career. However, these students, whatever reasons they may have, still need proper guidance and more care from their parents, teachers, and school.

Source: Ramos (2018)

3

Life is considered as "a dog-eat-dog world". There is always someone trying to step over you or take your job. When you graduate without any memorable experience, you are going to be a little fish in a big pond. Therefore, you need to try to become the big fish by staying strong and believing in yourself and your ability.

4

Well, it depends on intention why politicians aim for a higher position. They just want to earn much money, while they are serving with less effort; they want to manipulate people with their own personal decisions over the government policies; they can get prestige and honor even if they get little pay; they provide quality service to people for they are concerned of young people's future; and many more possible reasons. The above-mentioned observations are reflected on what and how they act and think in a community. Consequently, the choice of politicians is at your own judgment.

Source: Ramos (2018)

Tips on Making Good Longer Paragraphs (essay form)

Outline

Question: Is there a necessity of equal holiday for the working people? Why or Why not?

Introduction: general statement

TS. Holiday has received growing attention in the modern society.

PSD1. amount of holiday

Main Point 1: **All workers have the right to benefit comfort . (TS)**

PSD1. to relieve their stress, which is caused by tasks, in any possible way.

SSD1. vacation as a useful way to enjoy their life with family

C1. able to concentrate on the tasks efficiently after enough rest

Main Point 2: **The lack of rest for business people causes plenty of problems in modern society. (TS)**

PSD1. a tired father from business not take care of their children

C1. a negative potential factor not to have a happy home

Main Point 3: **The quality of life should be a top priority for all workers. (TS)**

PSD1. a good health condition if they are able to manage their schedule well

SSD1. nervous breakdown and chronic headache for person with no rest

C1. weakened society due to overwork

Conclusion: summary, solution

TS. Equal vacation should be applied to all workers.

SD1. plenty of remarkable benefits rather than drawbacks

C1. improve the quality of life and prevent unforeseen problems.

TS (Topic Sentence); PSD (Primary Supporting Detail); SSD (Secondary Supporting Detail); C (Clincher)

Over the last few decades, as the community develops, holiday has received growing attention in the modern society. While, some people argue that amount of holiday should be different depending on the job, I beg to differ. In this speech, the necessity of equal holiday for the working people will be discussed in detail.

Thesis statement

Main point 1

To begin with, one of the numerous reasons why working people should be treated fairly regardless of job positions is that, all workers have the right to benefit comfort. One is the right to relieve their stress, which is caused by tasks, in any possible way. For instance, vacation is really a useful way to enjoy their life with family. After enough rest in vacation, they are able to concentrate on the tasks efficiently.

Main point 2

Aside from that, the lack of rest for business people causes plenty of problems in modern society. For example, a father who is tired of business cannot take care of their children at home. That is, it would be a negative potential factor not to have a happy home.

Main point 2

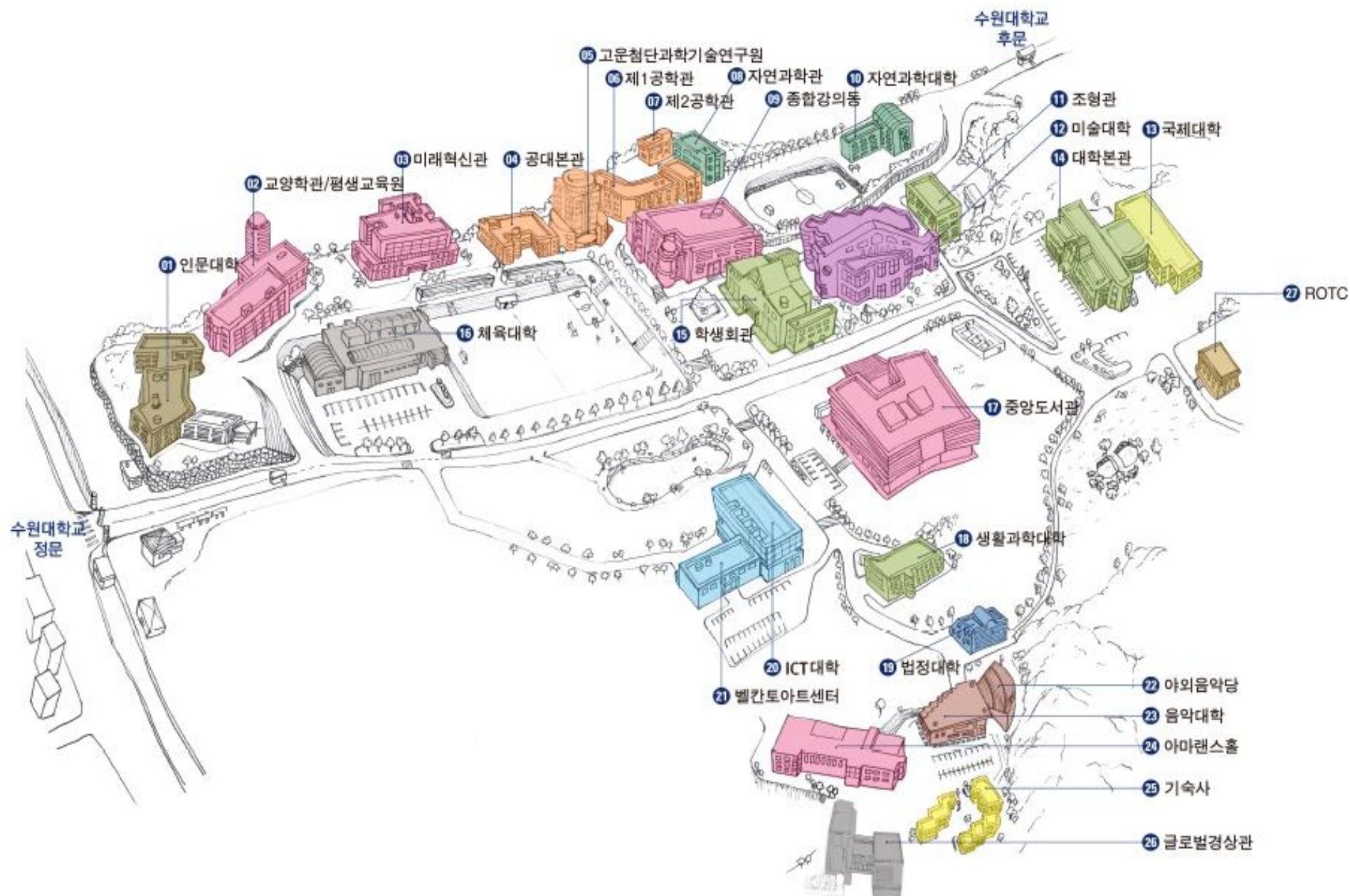
Most importantly, the quality of life should be a top priority for all workers. They may have a good health condition if they are able to manage their schedule well. For instance, if someone works hard with enough rest at workplace, the person will tend not to suffer from nervous breakdown and chronic headache. As a result, our society will not be weakened due to overwork.

To sum up, I absolutely advocate that equal vacation should be applied to all workers. This practice could offer plenty of remarkable benefits rather than drawbacks. With this in mind, I do hope that the government exerts their utmost effort in order to improve the quality of life and prevent unforeseen problems.

Transition markers: encircled words

Source: Ramos (2018) / to be edited & revised further

Map of the University of Suwon: Exam venue



Map of the University of Suwon: Exam venue

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|----|--|----|--|
| 01 | College of Humanities | 15 | Student Center |
| 02 | Liberal Arts Hall /Life-long Education Institute | 16 | College of Physical Education |
| 03 | NIX (Next Innovation Xroad) | 17 | Main Library |
| 04 | College of Engineering | 18 | College of Life Science |
| 05 | Kowoon Institute of Technology Innovation | 19 | College of Law & Political Sciences |
| 06 | First Engineering Building | 20 | College of Information Technology |
| 07 | Second Engineering Building | 21 | Belcanto Art Center |
| 08 | Natural Sciences Building | 22 | Outdoor Music Hall |
| 09 | Lecture Hall Complex 종합강의동 | 23 | College of Music |
| 10 | College of Natural Sciences | 24 | Amaranth Hall |
| 11 | Formative Arts Design Building | 25 | Dormitory |
| 12 | College of Art & Design | 26 | Global Economics and Business Building |
| 13 | International College | 27 | ROTC |
| 14 | Administration Building | | |



Thank you!

[http://suwonunivenglishian.weebly.com/
suwon univ english ian](http://suwonunivenglishian.weebly.com/suwon%20univ%20english%20ian)