*ELS004*

*Speaking Diagnostic Spring 2018*

1. *First, students will watch this video as homework to get some background knowledge on drones: https://www.youtube.com/watch?v=YO82OxqKjUU*
2. *Based on class size, the teacher will prepare a sign up sheet (next page).*
3. *Upon entering the classroom for the speaking test, the student will have 5 minutes to study the infographic about drones. Then, students will choose 3 of these questions from a hat, and select two of those three to answer for the teacher. Answers should be supported with reasons and examples from the infographic and/or student’s personal knowledge. The teacher may prompt students with follow up questions.*
4. *The speaking diagnostic will be graded based on the accuracy of the ideas/content in your answer (30%), your overall intelligibility in spoken English [including grammar, pronunciation, and volume] (30%), your use of appropriate vocabulary and words to organize your ideas (20%), and your ability to present and manage yourself professionally [e.g., body language, eye contact, referring to the chart] (20%).*
5. What do you think is the most important benefit of drones?
6. What do you think is the most important limitation of drones?
7. Of the ways that drones are changing, which change is exciting for you?
8. Of the ways that drones are changing, which change is scary for you?
9. Of the business applications, which would be the most helpful in your country?
10. Of the business applications, which would be the least helpful in your country?
11. Describe the information in the bar graph.
12. In your own words, explain how drones collect data.
13. Would you like to have a drone? Why or why not?
14. Would you like to be a passenger in an unmanned aircraft? Why or why not?
15. Do you think we should use drones in wars? Why or why not?

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|  | Name |  | Name |
| 1 |  | 2 |  |
| 3 |  | 4 |  |
| 5 |  | 6 |  |
| 7 |  | 8 |  |
| 9 |  | 10 |  |
| 11 |  | 12 |  |
| 13 |  | 14 |  |
| 15 |  | 16 |  |
| 17 |  | 18 |  |
| 19 |  | 20 |  |

After signing up, all students will wait outside the classroom. Student 1 will enter the classroom first, and have 5 minutes to study the infographic. After those 5 minutes, student 2 will enter and begin looking at the infographic as Student 1 talks to the teacher. As student 1 leaves, he/she will inform student 3 to enter the classroom and begin looking at the infographic. This proceedure minimizes the possibility of unfair advantage, and maximizes the available class time.



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| ***Rubric for Speaking Diagnostic*** | | | | |
|  | ***10*** | ***7*** | ***5*** | ***3*** |
| *Content*   * *Comprehension* * *Prediction, inference, differentiation* * *Organization* |  |  |  |  |
| *Intelligibility*   * *Pronunciation* * *Grammar* * *Volume* |  |  |  |  |
| *Vocabulary*   * *Academic* * *Idiomatic* |  |  |  |  |
| *Presentation and Self-Management*   * *Eye contact* * *Body language* * *Using visual as a reference* |  |  |  |  |
| ***Total \_\_\_\_\_\_\_\_/34 = \_\_\_\_\_\_\_%*** | | | | |