

LPF Speaking Exemplar

How Does It Rain?

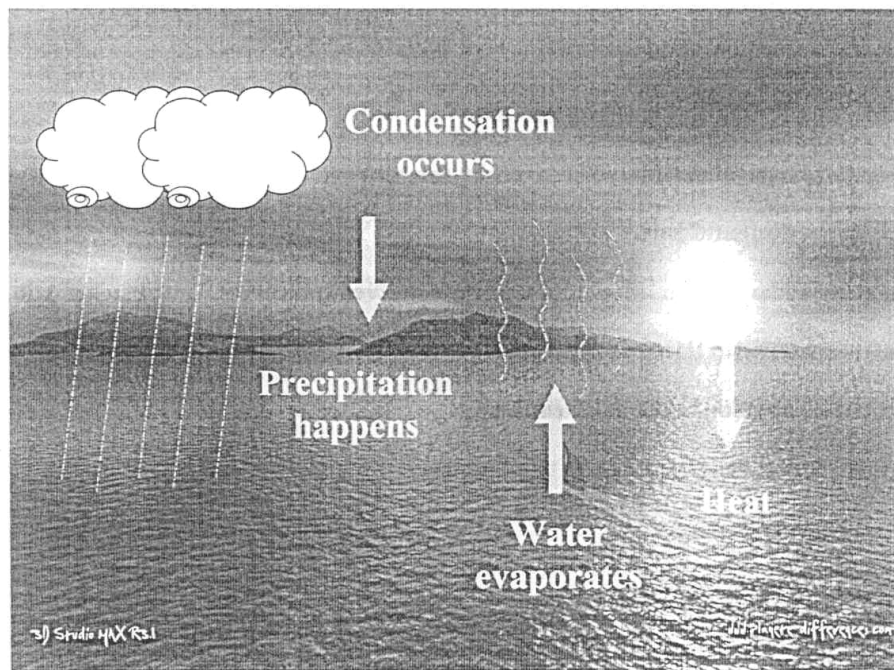
Task Description

Students responded to teacher's questions about the rain cycle and shared their views on how rain could affect their life.

Preparation

Students read the text entitled 'How does it rain?' and learnt some words and expressions to describe the rain cycle. Then, they referred to the 'Rain Cycle Diagram' accompanying the text when they responded to the teacher's questions.

Rain Cycle Diagram



The following are some of the main questions asked:

1. How does water get from the earth to the clouds?
2. What happens to water vapour when it hits cooler air?
3. The place you live has no rain for a long time. How will your life be different?
4. Which do you like more - rainy days or sunny days? Why?

Learning Outcomes: ATM5

The following annotations illustrate the learning outcomes of the student who responded to the teacher’s questions.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p>ATM5 Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, using a small range of formulaic communication strategies</p>	<p>ATM5 Using a small range of language forms and functions quite appropriately and accurately</p>	<p>ATM5 Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation</p>
<p>The student can</p> <ul style="list-style-type: none"> • respond to the teacher’s question about her preference with reasons, e.g. ‘I like sunny days more because we can have more outdoor activities on sunny days, like hiking or wind surfing and etc.’ • respond to hypothetical situations on how rain may affect our lives through making sensible conjectures, e.g. ‘...if the place that I live has no rain for a long time, we may...got we may not have enough water to drink or...’, ‘if it is a rainy day, we cannot have... some activity like swimming or...’ 	<p>The student can</p> <ul style="list-style-type: none"> • apply previously learnt words and expressions about <ul style="list-style-type: none"> - the rain cycle, e.g. ‘heated’, ‘evaporates’, ‘condense’, ‘water vapour’ - how rainy days affect our lives, e.g. ‘troublesome’ ‘landslides’, ‘slippery’, ‘traffic jams’ • use appropriate tenses for a range of communicative functions: <ul style="list-style-type: none"> - using the simple present tense to describe a process, present personal preferences and talk about a habit, e.g. ‘...first, the water is heated by the sun...’, ‘I like sunny days more because...’, ‘...first, I take the...KCR and then 	<p>The student can</p> <ul style="list-style-type: none"> • pronounce most words and expressions related to the rain cycle and how rain affects our life quite accurately, e.g. ‘condensation’, ‘evaporates’, ‘water vapour’, ‘troublesome’, ‘landslides’, ‘slippery’ • pronounce most sound clusters quite accurately, e.g. ‘precipitation’, ‘landslides’ ‘slippery’, ‘traffic’, ‘umbrella’, ‘troublesome’ • produce spontaneous utterances with occasionally appropriate stress,

<ul style="list-style-type: none"> organise her response to the teacher's question about the rain cycle by summarising part of the text, e.g. '...first, the water is heated by the sun and then it will evaporates to the sky. And when the water vapour hit the cool air it will condense into cloud.' 	<p>on foot.'</p> <ul style="list-style-type: none"> - using the simple future tense to make predictions, 'It will become more expensive.' • use modals for a small range of communicative functions: <ul style="list-style-type: none"> - using 'may' to indicate possibility, e.g. '... we may suffer from... hunger...' - using 'can' to make suggestions, e.g. 'I think the government can... import water from other places...' • use a small range of adverbial phrases and clauses to refer to a specific period of time, e.g. '... during the journey to school' and '... when the water vapour hit the cool air...' • use a small range of connectives to <ul style="list-style-type: none"> - sequence events, e.g. '... first, the water is heated by the sun and then it will...', '... first, I take the... KCR and then on foot' - indicate reasons, e.g. '... because landslides may happen', '... because the floor is slippery' • use conditionals to talk about hypothetical situations, e.g. '...if it is a rainy day, we cannot 	<p>rhythm and intonation, taking some pauses to search for basic lexis and grammar, e.g. 'Um...I think it may be dangerous for us to hike on rainy days because landslides may happen', 'Um...actually... running...on a rainy day may be dangerous because the floor is slippery.'</p>
---	---	---

	have...some activity like swimming...’, ‘...if it is rainy, then we have to take an umbrella...’	
--	--	--

Transcription

S: Student

T: Teacher

T: Question one. How does the water get from the earth to the clouds?

S: Um...first, the water is heated by the sun and then it will evaporates to the sky. And when the water vapour hit the cool air it will condense into cloud.

T: Very good. You have answered Question 1 and Question 2 already. May I ask you how do you read aloud this word?

S: Condensation.

T: Very good. And how about this one?

S: Precipitation.

T: And this one?

S: Evaporates.

T: Very good. And now let's move on to Question 3. The place you live has no rain for a long time. How will your life be different?

S: I think if there's...if the place that I live has no rain for a long time, we may...got, we may not have enough water to drink or to use and...and...and we may suffer from...hunger or maybe we will feel thirsty.

T: We will feel very thirsty. So if we do not have enough water to drink, how can our government help us?

S: I think the government can...import water from other places like Guangdong and maybe educate the citizens to save water in order to improve our life.

T: Right, so how will the what will be the price of water become if we have to buy water from other places?

S: It will become more expensive.

T: Very good, okay, let's move on to Question 4. Which do you like more, rainy days or sunny days?

S: I like sunny days more because we can have more outdoor activities on sunny days, like hiking or wind surfing and etc. And if it is a rainy day, we cannot have...some activity like swimming or...doing outdoor sports and it will be troublesome.

T: Very good, and next question. Can you tell me anything that are dangerous to do on rainy days?

S: Um...I think it may be dangerous for us to hike on rainy days because landslides may happen.

T: Very good. Any other examples?

S: Um...actually um running...on a rainy day may be dangerous because the floor is slippery.

- T:** Very good. Okay. Next question, how and sorry, do you find it difficult to go to school on rainy days?
- S:** Um...sometimes, because if it is rainy, then we have to take an umbrella and...there may be...there may be um traffic jams during the journey to school.
- T:** So...how do you go to school?
- S:** Ah...first, I take the...KCR and then on foot.
- T:** Okay, so...it will be quite troublesome on rainy days to go to school because you have to bring an umbrella with you.
- S:** Yes.
- T:** Okay, thank you very much. This is the end.

(Copyrights reserved by **Education Bureau**)