

# **LPF Speaking Exemplar**

## **Making Firecrackers**

### **Task Description**

Students were asked to give a simple presentation on the instructions of making firecrackers.

### **Preparation**

Students learnt how to make firecrackers in a project before the speaking activity. The teacher also helped students prepare the script by revising the use of connectives, e.g. 'first', 'next', 'finally', to describe the steps of making firecrackers.

### Learning Outcomes: ATM3

The following annotations illustrate the learning outcomes of the student who gave the presentation.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<b>ATM3</b> <b>Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication</b>	<b>ATM3</b> <b>Using some simple language forms and functions quite appropriately and accurately</b>	<b>ATM3</b> <b>Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation</b>
The student can <ul style="list-style-type: none"><li>• give short and simple instructions on how to make firecrackers, mainly based on a prepared script</li><li>• open and close the presentation appropriately, e.g. 'Let us show you...' in the beginning, 'Let's make the firecrackers together.' at the end</li></ul>	The student can <ul style="list-style-type: none"><li>• use some simple vocabulary to give instructions, e.g. 'roll', 'staple', 'repeat', 'tie'</li><li>• use imperatives to give instructions, e.g. 'Staple the two ends together.'</li><li>• use simple connectives to link ideas, e.g. 'First' and 'After that' to describe the steps of making firecrackers</li></ul>	The student can <ul style="list-style-type: none"><li>• pronounce simple words quite accurately, e.g. 'firecrackers', 'staple', 'pairs', 'together'</li><li>• pronounce occasionally the final consonants of words, e.g. 'put', 'packets', 'five'</li><li>• read aloud the instructions quite fluently, e.g. '...tie the pairs of red packets together with a long yarn.'</li></ul>

## Transcription

Let us show you now (how) to make the firecrackers.

One. First, roll a red packet.

Staple the two ends together. (*Demonstration*)

This is a firecracker. Repeat Step One and Two to make another firecracker.  
(*Demonstration*)

Repeat Step One and Two to make another firecracker. (*Demonstration*)

After that, put a piece of yarn through the red packets. (*Demonstration*)

Then, staple the yarn to the red packets. (*Demonstration*)

Repeat Step One to Five to make ten to twelve pairs of firecrackers. (*Demonstration*)

Finally, tie the pairs of red packets together with a long yarn. Let's make the firecrackers together.

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