

## **LPF Speaking Exemplar**

### **Group Cookery Demonstration**

#### **Task Description**

Students, in groups of two, gave a cookery demonstration as one of the activities during their school's annual English Speaking Week.

#### **Preparation**

Before the cookery demonstration, students brainstormed ideas about what they wanted to cook for the English Speaking Week's activity and read a cook book to learn how to show different steps while giving the cookery demonstration.

## Learning Outcomes: ATMs 5-6

The following annotations illustrate the learning outcomes of one of the students who gave a cookery demonstration.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
<p><b>ATM5</b>  <b>Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies</b></p>	<p><b>ATM5</b>  <b>Using a small range of language forms and functions quite appropriately and accurately</b></p>	<p><b>ATM6</b>  <b>Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation</b></p>
<p>The student can</p> <ul style="list-style-type: none"> <li>• provide details of , e.g. <ul style="list-style-type: none"> <li>- what kinds of ingredients were needed</li> <li>- how long it took to steam the mixture of rice flour, sugar, coconut milk and water, etc.</li> <li>- how to prepare the dish and serve it on the plate</li> </ul> </li> <li>• present the steps of preparing the dish in a clear sequence, e.g. ‘First, pick out a portion of pasta, like this. Then...Finally, we roll it in the fried glutinous flour.’</li> <li>• make a simple evaluative remark about the dish, e.g. ‘Ah it will taste really</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>• use appropriate vocabulary related to: <ul style="list-style-type: none"> <li>- the ingredients needed for the cookery demonstration, e.g. ‘rice flour’, ‘coconut milk’, ‘lotus seeds’, ‘red beans’</li> <li>- the ways of cooking food, e.g. ‘steam’, ‘roll’, ‘fry’, ‘flatten’</li> </ul> </li> <li>• use imperatives to give instructions, e.g. ‘Then, flatten it and put in some ingredients.’, ‘Roll it nicely, and serve on the plate.’</li> <li>• use appropriate formulaic expressions to refer to the state of the food, e.g. ‘like this’</li> </ul>	<p>The student can</p> <ul style="list-style-type: none"> <li>• pronounce most familiar and unfamiliar words quite accurately, e.g. ‘glutinous’, ‘ingredients’</li> <li>• pronounce most sound clusters generally accurately, e.g. ‘flour’, ‘flatten’, ‘steam’</li> <li>• produce spontaneous utterances with appropriate stress, rhythm and intonation, e.g. ‘Then we roll the mashed red beans into balls and we also have some lotus seeds and finally we fry some glutinous flour that make it not so sticky.’</li> </ul>

<p>good when it is cold.’</p>	<ul style="list-style-type: none"><li>• use appropriate adjectives to describe the ingredients, e.g. ‘sticky’, ‘fried’</li><li>• use appropriate adverbs of time to show the steps of preparing food, e.g. ‘first’, ‘then’, ‘finally’</li></ul>	
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## Transcription

To make the pasta, which is...we mix the glutinous rice flour, the autumn rice flour, 90g of sugar, then 40 mini-litre of coconut milk, some green tea powder and the water together. And we steam it in a wok for about 45 minutes. And it should come out like this.

Then we roll the mashed red beans into balls and we also have some lotus seeds and finally we fry some glutinous flour that make it not so sticky. Okay let's start to do it.

First, pick out a portion of pasta, like this. Then, flatten it and put in some ingredients. Make sure the ingredient is in the middle of the dumpling and roll it into a ball. Finally, we roll it in the fried glutinous flour. Roll it nicely, and serve on the plate. Ah it will taste really good when it is cold.

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