

Teaching the Topic

Following instructions is a vital skill in many situations – at work, in the home, in hobbies and outdoor activities. It is important for safety (personal and property), to save time, for enjoyment and to prevent frustration. Instructions may be written or spoken; it is essential to clarify spoken instructions, and written instructions may be very difficult to follow, especially on imported products.

Resources

A variety of written instructions, with and without diagrams.

Activities

- Use diagrams to supplement instructions – associate written instructions with parts of the diagram, identify written words with appropriate things and actions, for example, installing a smoke alarm with the alarm and the instructions.
- Read for key words, verbs – *stand, turn, insert, remove, anti-clockwise, attach*; nouns – *lid, base, screws, hinge*; materials – *plastic, metal, wood*; adjectives – *internal, external, covered*.
- Read for warnings – *Don't..., Never..., In no circumstances..., Be careful to..., Take care not to..., Avoiding..., When removing the contents be careful not to...* (The more the potential danger, frustration or discomfort involved, the greater the need to understand and follow instructions with care.)
- Role play following spoken instructions. The learner repeats what was said, clarifying, checking anything not completely understood, and summarizing if possible. For example, *So I clean this machine first, then wipe the floor under the machine, then...*
- Look at medicine bottles, tubes and packets.

Language

- Verb forms – *put..., take..., remove...*
- Reflecting and clarifying – *So..., Can we go through that again?*

Using the Worksheet

A possible introductory activity: What kind of instructions do we need to follow? Give examples of situations when people give instructions.

This is a recipe for pavlova – the learner needs to guess what it is. The learner reads to notice the language of instructions and uses similar forms in spoken and written instructions.

Main learning points

Grammar of instructions, the verb forms used – *Beat, Add*, (NOT *You beat, You add*). Ordering instructions. Abbreviations in recipes – *mins, ml, tsp*. Word omission in recipes, for example, prepositions – *1 cup sugar*; articles – *place on oven tray, on large plate*. Vocabulary of ingredients and instructions – *bake, beat, place, decorate*.

What else could be learnt?

The language of instructions generally. The learner or tutor can bring other examples of instructions to compare the language. Not all instructions use numbers as in this recipe, so the order is important. Notice abbreviations and word omission.

The learner can write a recipe using appropriate forms. They can give instructions orally for other things, for example, recycling rubbish, using their cell phone, choosing a watermelon, changing a tyre.



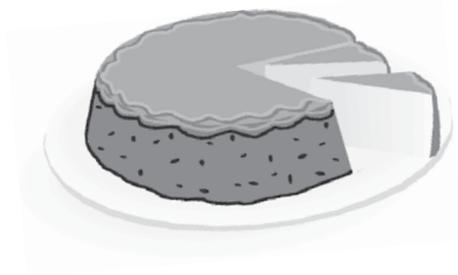
Guess the famous New Zealand dessert!

3 egg whites (4 if eggs are small)

1 cup caster sugar

1 tsp vanilla essence

1 tsp vinegar



1. Beat egg whites until stiff.
2. Add caster sugar a small amount at a time and beat thoroughly each time.
3. Add vanilla and vinegar, beat slowly until mixed in.
4. Place on greased paper on oven tray.
5. Bake at 150°C (350°F) for 45 mins.

When cool, place on large plate, cover with whipped cream (300mls) and decorate with kiwifruit, chocolate chips or mandarins.



With your tutor:

Discuss the language used.

Why do recipes use this tense?

Which words are abbreviated and what do they mean?

