

Learning objectives in this lesson

Raising awareness of when written instructions may be required and developing students' knowledge of the kind of language used. By the end of the lesson, students will be able to write clear and simple instructions using appropriate language.

- 1 Ask students to work in pairs and discuss the questions, before feeding back to the rest of the class.

Possible answers

- 1 Answers will vary, although students may talk about giving instructions on how to locate and open important files, how to process travel expenses, how to log in to certain websites, etc.
- 2 Answers will vary.
- 3 Instructions can be difficult to write because you can't show the other person what you mean – you have to explain it carefully, stage by stage, with clear language.

- 2 Ask students to read the instructions quickly before deciding what they are for and reordering them. They can then check their answers in pairs before feeding back to the rest of the class.

Answers

The instructions are for sending a fax.
The correct order should be: 1 d, 2 h, 3 i, 4 b, 5 c, 6 e, 7 g, 8 f, 9 a.

- 3 Ask students to work in pairs to rewrite the instructions using the instructions in 2 to help them.

Possible answers

- 1 Open the email programme.
- 2 Click on 'My calendar'.
- 3 Click on the meeting that you want to change.
- 4 Click 'View details' to check all the meeting details are correct.
- 5 Write a message in the message box if required.
- 6 Click 'send' to send an invitation to the new people on the list.

- 4 Ask students to work in their pairs and compare the language in the email with the language in their instructions.

Possible answers

To keep things simple, we avoid using pronouns, model verbs, or words of advice when writing instructions, so students should notice that they have eliminated a lot of these language features that are found in the email. They might also notice that they have used the infinitive without *to* + object (the imperative).

- 5 Ask students to work alone and write the instructions. Remind them not to mention what they are writing instructions for.

Sample answers

Making a mobile phone call

- 1 Enter a telephone number into the phone.
- 2 Press the green 'call' button.
- 3 Wait for it to ring.
- 4 To end the call, press the red button.

Using an IMS

- 1 Click on the messenger service to open it.
- 2 Click on the name of the person you want to send a message to.
- 3 Type a message in the box at the bottom of the screen.
- 4 Click on 'send'.
- 5 Wait for a reply then type another message.
- 6 Be careful – once you have sent a message you can't get it back.

Using an ATM

- 1 Enter your card into the machine.
- 2 Enter your Personal Identification Number when asked to.
- 3 Choose the service you want.
- 4 Follow the on-screen instructions.
- 5 Press cancel at any time to get your card back.

Evaluation tips

Look out for the inclusion of relevant information, logical ordering, and appropriate language. Give positive feedback to students who manage to write clear and simple instructions. Remember to comment on content as well as accurate language use.

- 6 When they are ready, ask students to exchange their instructions with a partner. They should then try to guess what the instructions are for. You might like to collect in the instructions for you to correct.