

Giving clear and detailed instructions

COMMUNICATION

LEVEL
Intermediate

NUMBER
EN_BE_3813X

LANGUAGE
English





Goals

- Can recognise and recall structures to give clear and detailed instructions.
- Can explain strategies I can use to be polite when giving instructions.







Preview

- In this lesson, you will practise **giving instructions** to deploy a complex task.



I'm going to tell you how to climb up the wall and reach the top as fast as you can, but **be careful not to** hurt yourself.



Asking for instructions

When asking for instructions, you may use these phrases below.
Can you think of any other expressions to ask for instructions?

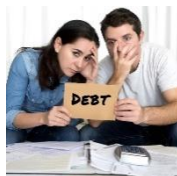
1. How do you....?
2. How do I...?
3. What is the best way to...?
4. How do I go about it?
5. What do you suggest?
6. How do you suggest I proceed?
7. What is the first step to...?





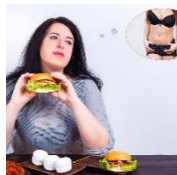
Asking for instructions

Practise asking for instructions for each situation using the expressions on the previous slide.



1

A newly-wed couple are struggling with their financial issues after buying an expensive house.



2

A woman constantly fails to control her appetite late at night, but she still wants to lose weight.



3

A little girl from Denmark is dreaming of attending a top-tier university in England when she grows up.



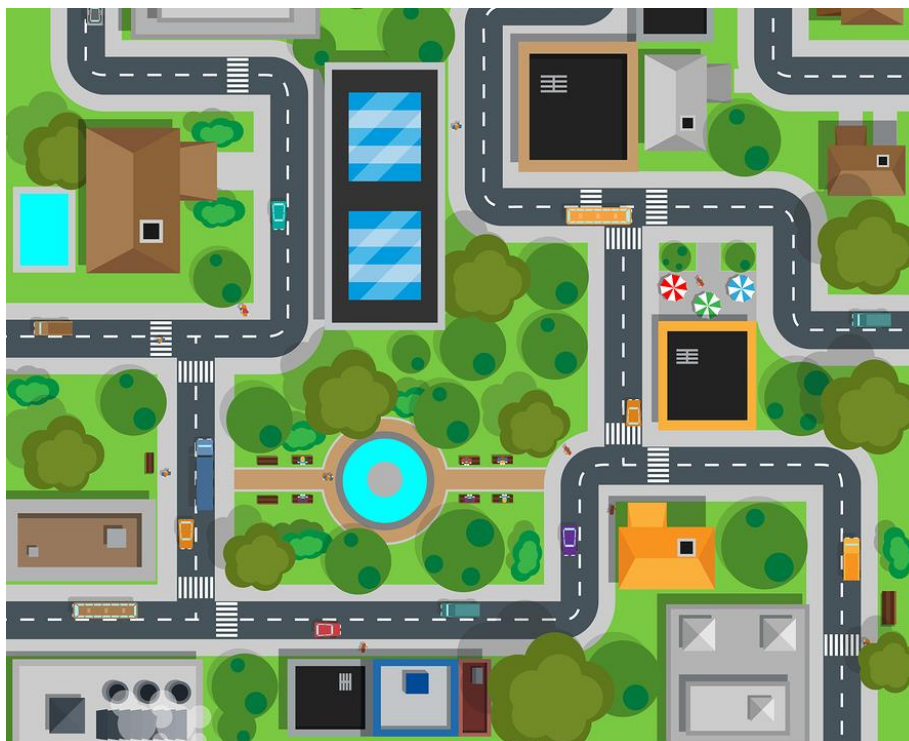
Giving directions

Use the map below to locate at least five places, such as a shopping centre, theatre, swimming pool, public library, or supermarket.

Create a roleplay with your teacher.

Practise asking for, and giving, directions.

Excuse me, **what is the best way** to the library?





Giving polite instructions

- We use the **imperative form** to give orders, warnings and advice.

The imperative form:

- Be quiet!
- Take care!
- Listen to me carefully!
- Go now.

Because it can sound rude to give direct orders, we soften the imperative form with **let's** or **please**.

- **Let's** be quiet.
- **Please** take care.
- **Please** listen to me carefully.
- **Let's** go now.



Giving polite instructions

- Using **modal verbs** changes the mood of a sentence into a request.
- Instead of using an **imperative**, you can use an introductory phrase when giving an order.

Using a modal verb	Using an introductory phrase
Could you...?	Would you mind possibly...?
Can you...?	I was hoping you could...
Will you...?	I'd like you to...
Would you...?	Do you think you could...?



Be polite

There are three classmates that are getting on your nerves because of their behaviour in class. Politely tell them to stop bothering you.



Albert sits two seats from me and is often late for our first lesson which starts at 9:00am. Our professor said it is OK to have a small snack during class, and he always has his proper breakfast in class.



Teresa loves going to parties even on school nights. So she usually does her assignments in class – she copies other people's work. She asked me to let her borrow my work several times this week.



Max's curiosity is amazing. He has questions for every small thing the lecturer mentions and brings up discussions that are quite irrelevant to the topics of the course.



Introducing the instructions

- Here are some of the ways that you can start **giving orders** and **instructions**.

- The main goal of our project is to...
- In order to achieve this goal, we need to do the following...
- I am going to tell you how to...
- We will need to divide up the tasks. You will be in charge of...
- We will need the following tools...
- We need someone who can... since we will...



Assigning roles as a leader

Imagine that you have to make a presentation on the world population growth for your class. There are five people in your group including yourself and you are the leader of the group. Tell your group members what their roles are by politely giving them instructions on the job.

1. Data gathering
2. Visual aids
3. Script writer
4. Presenter
5. Worksheet/survey maker



Sequencing the instructions

You can use sequencing words and phrases to make instructions clear as well as polite. Practise reading these expressions with the correct pronunciation.



First of all...
To begin with...

The next thing
you do is...

Firstly...
First...
Second...

Once you've
done that...
Then...

After that...
Next...
Then...

Finally...
Lastly...

This is the part
where you need
to...

When you've
completed all
the steps, ...

Do you
remember that
I told you...?
Here's where
you do it!



Focusing on details

- Focus on details in order to make your instructions **clear**, **specific** and **concise**.

Focusing on details

When you do this, be careful not to...

In this part you can either do ... or ...

And you do it like this...

There is only one correct way to do it,
namely...

Here there is the risk of...





A recipe book

What is the most popular traditional food in your country?
Tell your teacher how to make that special dish focusing on details in each step.

When you add the eggs, **be careful not to** have the butter too hot.





Draw what I say!

Your teacher will read the instructions.

Listen to them and draw what he/she says on a piece of paper.

Move on to the next slide to check what the picture should look like.

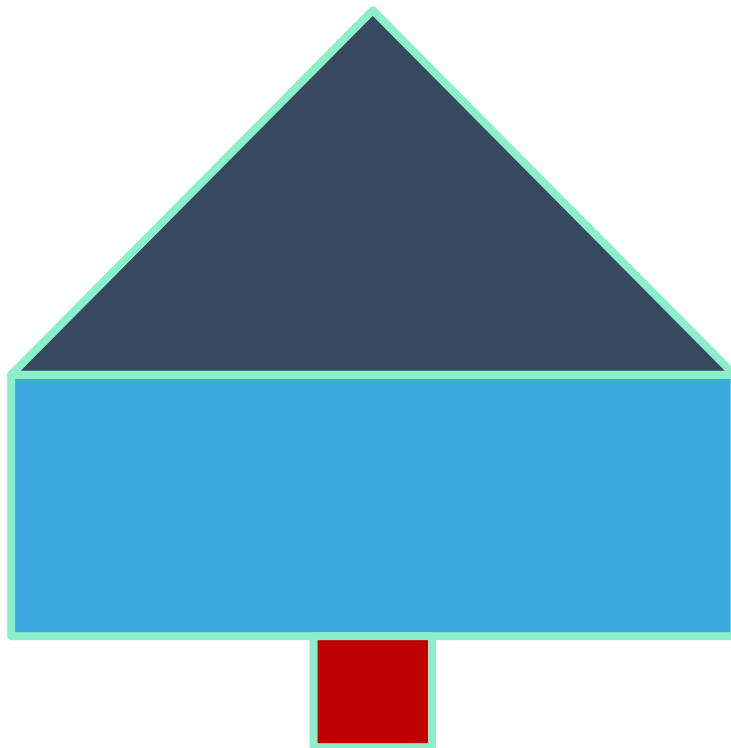
1. First, I would like you to draw a medium-sized rectangle near the bottom of your paper.
2. Next, on top of your rectangle, draw a triangle that fits exactly on top of your rectangle. The triangle's bottom edge should not be wider or narrower than your rectangle's length.
3. After you have drawn your triangle, I would like you to draw a small square under your rectangle. The square should be centred under your rectangle, touching the bottom of the rectangle.





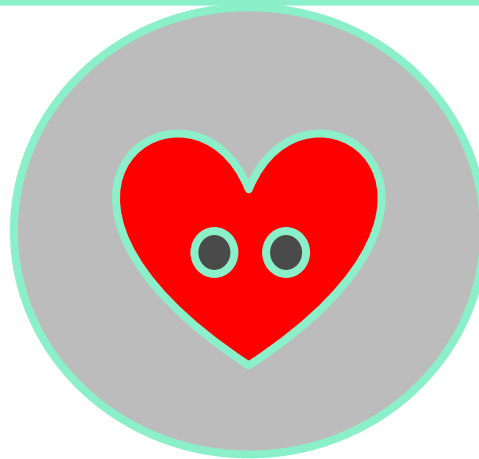
Draw what I say!

**Does your picture look like this?
If not, what did you do wrong?**





Draw what I say!



First of all, you will
need to...

**Now, it's your turn to tell your teacher what to draw.
Take a look at the picture above and give step-by-step instructions on
what he/she should draw.**



Who is it?

**Write a detailed description of a famous person.
Then read it to your teacher. They have to guess who you have written
about. Was your description clear?**

A blank sheet of lined paper with a spiral binding on the left side, intended for writing a description.





Double check on instructions

- **Do not assume that your audiences know what you mean.**
- **Do double check on your instructions** for complete delivery of your command.

- Is everything clear?
- Any doubts?
- Did I go too fast?
- Should I repeat this part? It is especially important.
- Did you understand everything? Remember to...
- Does it make sense (to you)?





Comment on the sentence

Double checking on everything is the best way to prevent any future problems. When giving instructions or orders, is making an assumption always bad? Do you agree or disagree with the statement below?



Assumption is the
mother of all mistakes.





Describe the pictures

Imagine the situations below in the pictures.
Then, create a dialogue giving instructions between the people.





Moving day

It is your moving day and you have 4 friends that are willing to help you. You live on the third floor and there is a narrow corridor from your bedroom to the front door. Tell each of them what they will carry from your bedroom and put special emphasis on the ones who will carry fragile items.

a box full of
kitchen
appliances

a 60-inch smart
tv

a tall wardrobe
with a big mirror
on its door

a queen-size bed
with its wooden
frame



The best invention ever created

I'm going to tell
you how to...

With fast developing technology, what do you think is the best invention ever created in history which requires multiple steps to function, such as a washing machine or a dishwasher?

Choose one of your favourite inventions and write a detailed instructions manual.



Reflect on the goals

Go back to the second slide of the lesson and check if you have achieved all the goals of the lesson.

yes

no





Reflect on this lesson

Think about everything you have seen in this lesson.
What were the most difficult activities or words? The easiest?



If you have time, go over
the most difficult slides again





Homework: multiple choice

1. The main goal of our project is to...

- a. introduce b. sequence c. focus on details d. double check

2. There is only one correct way to do it, namely...

- a. introducing b. sequencing c. focusing on details d. double checking

3. Do you remember that I told you you would...? Here is where you do it!

- a. introducing b. sequencing c. focusing on details d. double checking

4. Did you understand everything? Remember to...

- a. introducing b. sequencing c. focusing on details d. double check



Homework: writing activity

You are going travelling to Asia for two months. You live in a one-bedroom flat, and asked your next door neighbour to take care of a few things for you while you are away. You already have told her in person, but she wants you to write it down just in case she forgets.

Write a detailed note on what to do for your nice neighbour.

two different
types of plants:
flower and
cactus

Ding-Dong the
pet cat

two packages to
be delivered

landline phone

a plumber's
visit for the
broken toilet

the heating
system that is
left on low

[illegible]



Homework answer key

Activity p. 28
1. a, 2. c, 3. b, 4. d



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