

Instructions

Know how

Does anybody in the class know how to change a plug? (Elicit vocabulary through mime and a diagram of a plug on the board.)

In pairs, take turns to tell your partner how to do these things using *First*, *Then*, *After that* and *Finally*. While you listen to your partner's explanation, make a note on anything he/she misses.

get the milk out of a coconut,	make a cup of tea,	print a Word document,	mend a puncture,
take a photograph,	put up a shelf,	look a word up in the dictionary,	do a dental filling,
	kill a vampire,	play poker,	put up a tent

What is a trick of the trade? Do you know any tricks of the trade? If so, tell the rest of the class, e.g. The best way to get your windows really clean is to dry them with newspaper.

Dos and don'ts

Work in pairs. Imagine you are showing a new person around your place of work. Prepare a list of dos and don'ts. Explain all about the rules and regulations, the boss, where things go, health and safety, etc.

Read out your lists. Decide as a class where you would most/least like to work.

(As a whole class.) Tell me some of the dos and don'ts of this school.

Driving instructor

In pairs, role-play a learner's first driving lesson.

Student A, you are the instructor. Describe exactly what to do. Student B, you are the learner. Follow the instructions exactly.

Here is some vocabulary to help you. (Elicit these words with mimes.)

ignition,	brake,	accelerator,	clutch,	gear stick,	steering wheel,	indicator,	handbrake,
speedometer,	seat belt,	mirror,		to pull out,	to change gear,	to accelerate,	
		to do an emergency stop,		to turn right/left,		to go straight on	

Find a partner who had the same role. Discuss how well the lesson went. Were the instructions easy to follow? How well did your student follow your instructions?

Getting around

In small groups, discuss the differences in how people do some everyday things in your country and the UK/USA/ Australia/.... Here are some ideas.

travelling on public transport, using domestic appliances,	driving and the highway code, using a public telephone,	buying things, eating and drinking
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Inventors

In small groups, invent something that would be useful to you, e.g. a machine that will scratch the bit of your back you can't reach, a make-up applying robot, a machine that recycles bath water.

Draw a picture and prepare a presentation about it, describing what it is for, and giving instructions on how to use it.

Mission

Imagine you are James Bond and you are on a mission to save the planet from a master criminal who plans to dominate the whole world. You have got a briefcase containing a recording of your instructions about the mission, including the location, name and description of the criminal. It also contains instructions on how to use the high-tech and extremely dangerous gadgets in the briefcase.

In groups, write the recorded message for James Bond. Choose five of your possessions to include as 'gadgets', e.g. a pen that fires poisonous darts when you twist the nib anti-clockwise. Swap instructions and gadgets with another group. You have one minute to memorise the instructions and learn how to use the gadgets.

Explain your mission and your gadgets to the class. The group who wrote the instructions will listen for any mistakes.

In your groups, tell each other about a film you have seen in which there were some interesting gadgets. Describe how they worked.

House-sitting

Imagine you live in a house where everything has its idiosyncrasies, e.g. when you switch on the kettle you have to first turn off the kitchen light otherwise the dishwasher starts. In groups of three, write a list of instructions for someone coming to housesit for you while you are on holiday.

Read out your instructions. Which group seems to live in the strangest house?

In the same groups, tell each other about anything at your house which acts in an odd way, or which you think a stranger would need help with operating.

(Variation: In pairs, role-play a telephone conversation between the house-sitter and the house owner. The house-sitter has lost the instructions. Things are getting out of control and he/she rings up the owner to check on how to do things.)

Project

Bring a gadget to the next lesson. Work in pairs. Explain to your partner how it works. Here are some possible items.

camera,	minidisk player,	game boy,	mobile phone,	personal organiser,	camcorder
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