

Instructions in sequence

Trainer's notes

Aims	To practise logical sequencing of instructions as part of teachers' language To raise awareness of factors to consider when planning instructions
Syllabus area	The functions commonly used by the teacher in the classroom
Timetable fit	For use in an input session on instructions and sequencing
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (3.1A) for each trainee

Instructions

- Hand out one worksheet to each trainee. Explain that for each classroom situation described, trainees must put the instructions in the correct order.
- Have trainees work individually, solving each sequence as they think best. Monitor and feed in vocabulary, or prompt trainees to review choices when they are not logical.
- Have trainees compare their chosen sequence in pairs, before leading whole-class feedback. Highlight the following points:
 - The way instructions often follow the order they will be done.
 - The advantages and disadvantages of giving out instructions before or after giving out materials.
 - Signposting in trainees' language (overview of activity, linking phrases).
 - The advantages and disadvantages of giving instructions before or after changing seating arrangements / moving students.

Answer key

- C, B, A, D
- B, C, D, A
- D, A, C, B
- D, C, A, B or D, B, C, A
- D, A, C, B
- B, C, D, A
- A, C, D, B

Instructions in sequence

For each of the classroom situations below, reorder the instructions so that they are logical and easy to follow.

1. Setting up some vocabulary review
 - A Let's try the crossword at the bottom of the page.
 - B Open your books at page 9, where we finished working yesterday.
 - C Today we're going to review some vocabulary.
 - D Work by yourself, but check with a friend if you need to.
2. Setting up controlled speaking practice
 - A Ask your partner the questions and note the answers.
 - B Look at the handout. Can anyone make a wh-question from number one?
 - C Very good. Now you are going to do the same with the other items on the handout.
 - D Turn to face your partner, please.
3. Changing partners for the next stage of the class
 - A ... and find the person with the piece of paper that matches your own.
 - B OK? Any questions? Off you go!
 - C Then, sit down together, ready for the next activity.
 - D When I say go, I'd like you to stand up ...
4. During a grammar practice activity
 - A ... so we're going to stop this activity for five minutes to look at them again.
 - B Close your books, please, and concentrate on the whiteboard again.
 - C I can see a lot of mistakes with the verb patterns ...
 - D Listen up, everybody. Can I stop you there for a moment?
5. Teaching reference skills
 - A But before we start, can anyone remember some collocations from recent classes?
Good! *have fun, have lunch, have the flu*. Excellent.
 - B OK, so could one person from each table come and collect the dictionaries, please?
We'll all look at the same example to begin with.
 - C Now, does anyone know how the dictionary shows these collocations? Nobody?
 - D Today we're going to learn how and where to find collocations in the dictionary.
6. Pre-writing stage in a project
 - A As you listen, I'd like you to write down one memorable fact from Shania's talk.
 - B Right. Today we're going to continue talking about pirates.
 - C Who has brought in their internet research on a famous pirate to tell us about? Hands up, please.
 - D Would you like to go first, Shania? Thank you.
7. Setting up a mingle activity
 - A Here's a handout with the beginnings of some sentences about each of you. Have a look at them first.
For example, the first one says: '*Jenny's favourite ice-cream flavour is ...*'
 - B If you are correct, give yourself a tick. If not, ask a question to find out the correct answer: '*Jenny, what is your favourite ice-cream flavour?*'
 - C Now, I'd like you to predict the answers. For example, I think Jenny's favourite ice-cream flavour is chocolate, so I'm going to write chocolate here, in this space.
 - D When you've finished filling in all the sentences, stand up and check with each person whether your prediction was correct, like this (models): '*Hello, Jenny. Is your favourite ice-cream flavour chocolate?*'