

## Lesson 1

L.O. Identify features of instructions.

# Success Criteria

I will be able to :-

1. Identify features of instructions.
2. Follow instructions.



# What are these and how are they are used?

- What games do you know and how did you learn the rules?
- Cards are a very old game technology (originating in 9<sup>th</sup> C. China) & are popular worldwide; many games have been passed on verbally or through written instructions.
- You will learn a new card game by reading some written instructions.

## How to Play Sevens.

- How can we recognise that these are instructions?

TASK: Record instruction features you can see as you go along.

# How to Play Sevens

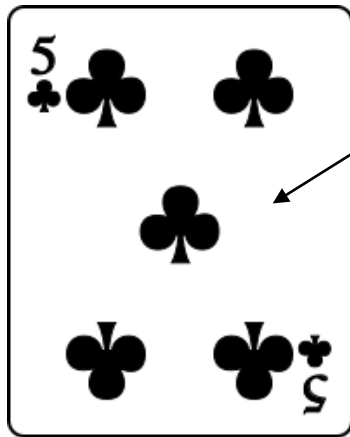


*You need 2 – 6 players and a pack of playing cards*

- Firstly, deal seven cards to each player.
- Then, turn one of the remaining cards face up, and place the rest in a pile face down.
- Now, players take it in turns to play.
- Each player places a card face-up on top of the card which is already face-up in the middle, thus creating a pile of cards which are face-up.
- BUT a player may only place one of their cards on this pile if the card they are placing is the same suit or the same number as the card which is on top of the pile.
- If a player cannot play when it comes to their turn, they must take a card from the face-down pile of cards.
- A '7' is a 'wild card' and may be played at any time, on any number or suit.
- Playing a 'Jack' means that the player following you has to miss a turn.
- **Finally, the player to get rid of all their cards first is the winner!**

# How to play Sevens - Extra Information

A **suit** means one of the 4 groups of cards:  
**Hearts, Diamonds, Clubs or Spades.**



This card is  
a **club**

A **Jack** (or knave) can be recognised by a J on the corners and means the next player misses a turn.



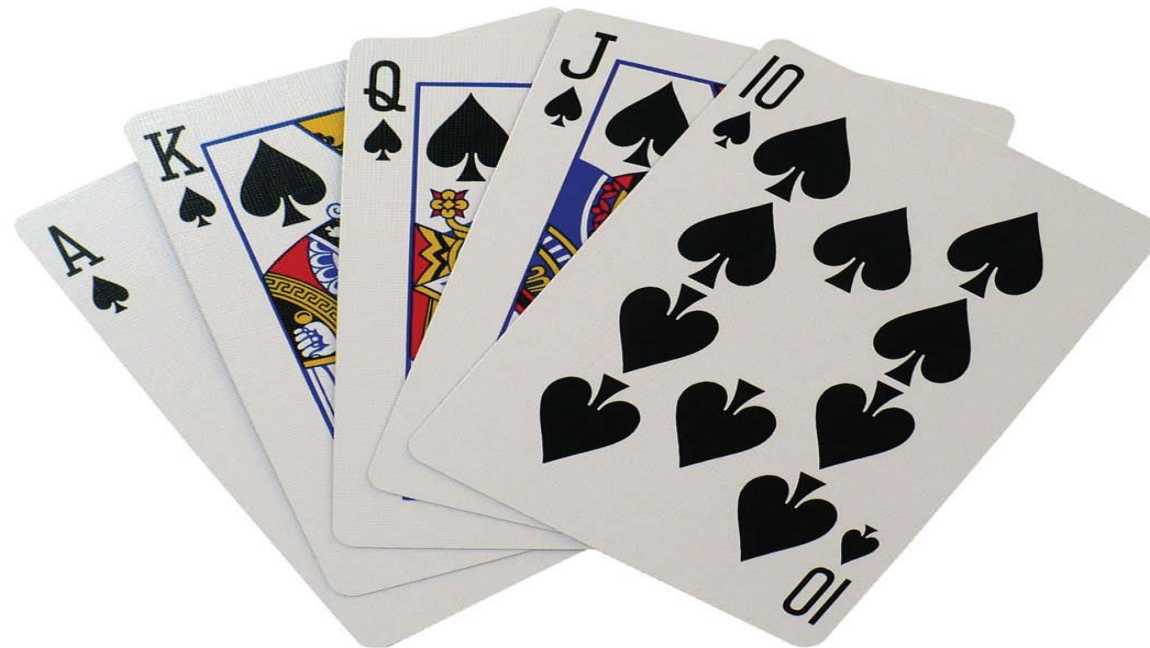
Did you spot all the features?

# Features of instructions

- Imperative verbs (bossy verbs) e.g. *deal the cards* not *please can you deal the cards!*
- Bullet points
- Tells us how to do or make something
- Sequential
- “You will need” list
- Additional information in boxes
- Diagrams



- Think about how easy the instructions are/are not to follow and which features help you to understand them.



# Read *Cheat* – A card game instructions

How would you improve these? (on the next page)

What have they left out?

TASK: Re-write them properly

## Cheat - a Card Game

This game is called Cheat. Deal out all the cards in the pack equally as possible to all players (it doesn't matter too much if one player has one less card than another). Object of the game is to get rid of all your cards, but in order to do so you have to discard your cards face down into a central pile, in multiples of the same rank, e.g. 2 kings, 4 tens, 3 jacks etc... But you choose whether or not to cheat and by telling truth or not when you do so, e.g. you could say you are putting down 3 Aces, but in reality be putting down any combination of cards such as a 7, 8 and jack. All the other players however have the opportunity to call 'Cheat' if they feel rightly or wrongly that you are putting down what you say you are. If you are cheating you have to not only pick up the cards you have discarded, but the rest of the discarded pile as well!... If you were not cheating, you turn over the cards you just put down to prove you were not and the person who accused you of cheating has to pick up all the cards in the discard pile.

Play continues until one player gets rid of all their cards.

## Lesson 2

L.O: To create a list of instructions.

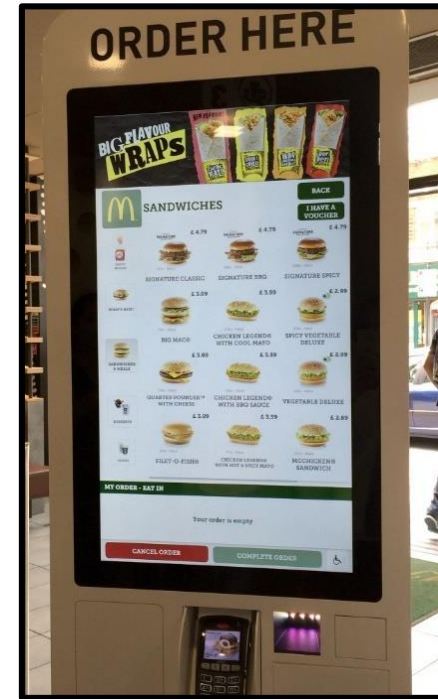
Can you remember how writers make the order of instructions clear, and make links between the steps?

- *Order of steps*
- *Numbers*
- *Bullets*
- *Arrows*
- *Time adverbs/adverbials*

**Recap adverbs of time using the next few slides.**

# How to use a Self-service Kiosk

1. *First, select* from these two options: 'eat in' or 'takeaway'. *Make* your choices by touching the screen.
2. *Next, make* your food and drink selections, again by tapping the screen images and swiping to move the screen up or down.
3. *Now, you will be offered an opportunity to customise your meal. This may include removing certain ingredients (gherkins, for example) or making the portions bigger. Tap* to choose.
4. *Finally, check* your order is correct on the 'confirmation screen' and *pay*. This must be done by card. *Afterwards, you will receive a receipt with an order number.*



Can you spot the imperative verbs?

Can you spot the time adverbs?

ANSWERS

# Adverbs link ideas in a paragraph

Adverbs explain how words relate to each other.

They can give *meaning* to the links, to do with...

*Adverbs link sentences – they do not join them.*

## Time/Order

then  
soon  
yesterday  
now  
first  
next  
finally

## Lists/Adding

firstly  
secondly  
furthermore  
also  
finally

## Causes

therefore  
consequently  
as a result  
thus

## Contrasts

however  
meanwhile  
nevertheless  
instead

## Manner

fast  
surprisingly  
luckily  
eventually

# Adverbs link ideas in a paragraph

## Time/Order

then  
soon  
yesterday  
now  
first  
next  
finally

## Lists/Adding

firstly  
secondly  
furthermore  
also  
finally

*Adverbs link sentences – they do not join them.*

*First, deal five cards to each player.*

*Secondly, place the pile face down.*

*Now, take turns to choose a card from the pile.*

*Finally, count the cards to see who has won.*

These **adverbs** help to show the *order* of the instructions.

They *link* them as a series of steps to follow.

When opening with an **adverb**, punctuate with a comma.

*Which types of adverbs will be most useful in **instruction** writing?*



## Punctuating Adverbs

Adverbs for cohesion mostly appear at the beginning or end of a sentence.

*Firstly,* place your hand on the handrail.

*Then,* stand with your feet together on the step.

*Furthermore,* keep feet away from the edge.

Serious accidents are preventable *quite often*.

*Therefore,* wear comfortable shoes.

Flipflops, *however,* are not recommended

When opening with an **adverb**,  
punctuate with a comma.

**Adverbs** placed at the end do  
not usually need a comma.

An **adverb** in the middle is  
separated by a pair of commas.

# Look at these old rules for Boarding a Bus.

**BOARDING A BUS**



Always face slightly towards the front of the Bus

Take hold of the hand-rail on the door side with the left hand

Step on with the left foot first

**SAFETY FIRST!  
WAIT UNTIL THE BUS STOPS**

DON'T take hold of the Staircase Railing only

DON'T have both hands full of parcels, etc.

DON'T face in the opposite direction to that in which the Bus is proceeding



Motorised buses replaced horse-drawn buses by 1914 in London.

Public information Poster,  
1916

# Rules for Boarding a Bus.

- New technology often brings about new rules or instructions for use.

TASK: improve these old instructions, adding adverbs, imperative verbs, numbers or bullet points.

\*Note that opening adverbs are often punctuated with a comma.

**Plenary:** How does the punctuation add to ease of reading?

## Lesson 3

L.O: To analyse instructional texts

# Success Criteria

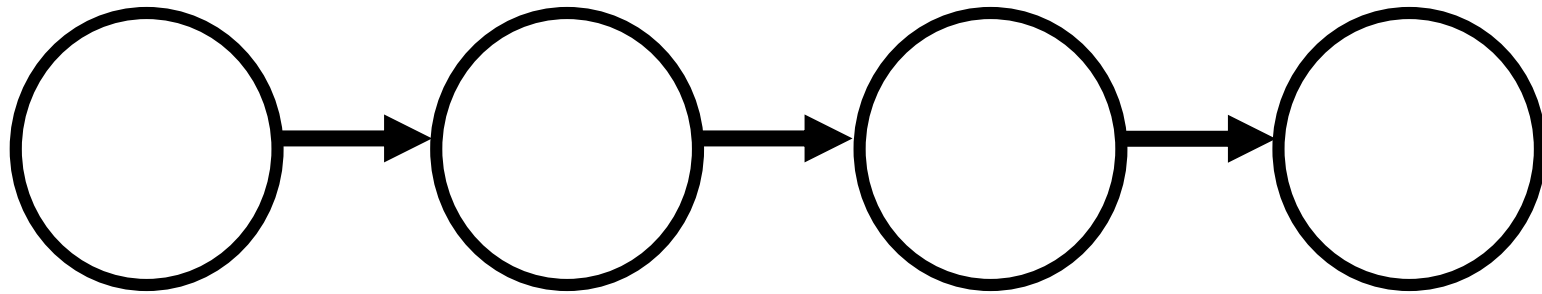
1. Rehearse features of instructions.
2. Analyse instructional texts.
3. Answer questions about instructional texts.

Recap features of instructions

Imperative verbs, time adverbials, associated punctuation and concepts of audience and purpose.

Instruction text

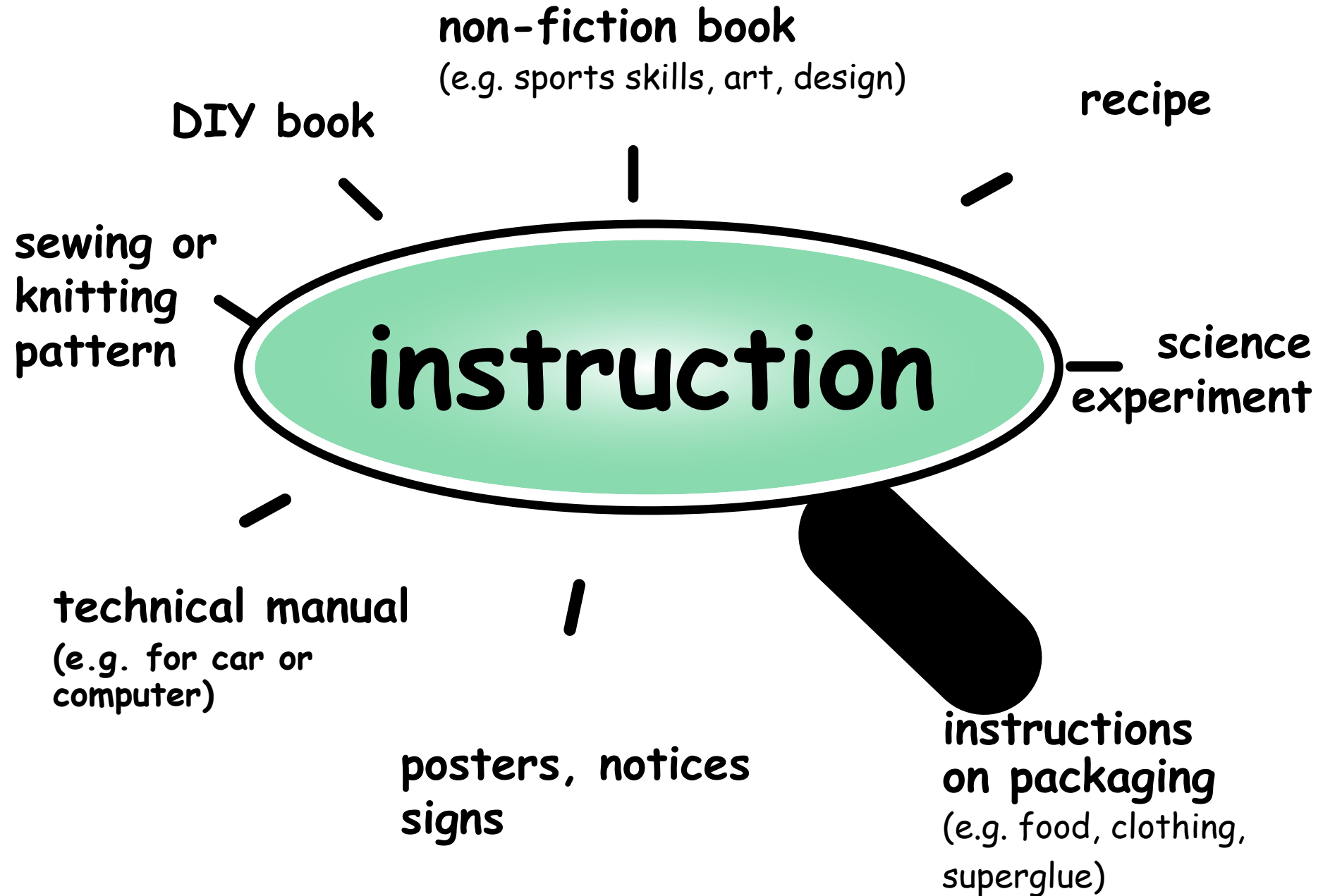
tells how to **do** or  
**make** something.



It is usually **sequential**.



These texts are  
often instructions...



# Instruction text

## Purpose

- to break the instructions into **simple steps**
- to explain them **step by step**, as clearly and **simply** as possible
- to ensure the reader's success in carrying out the instructions.

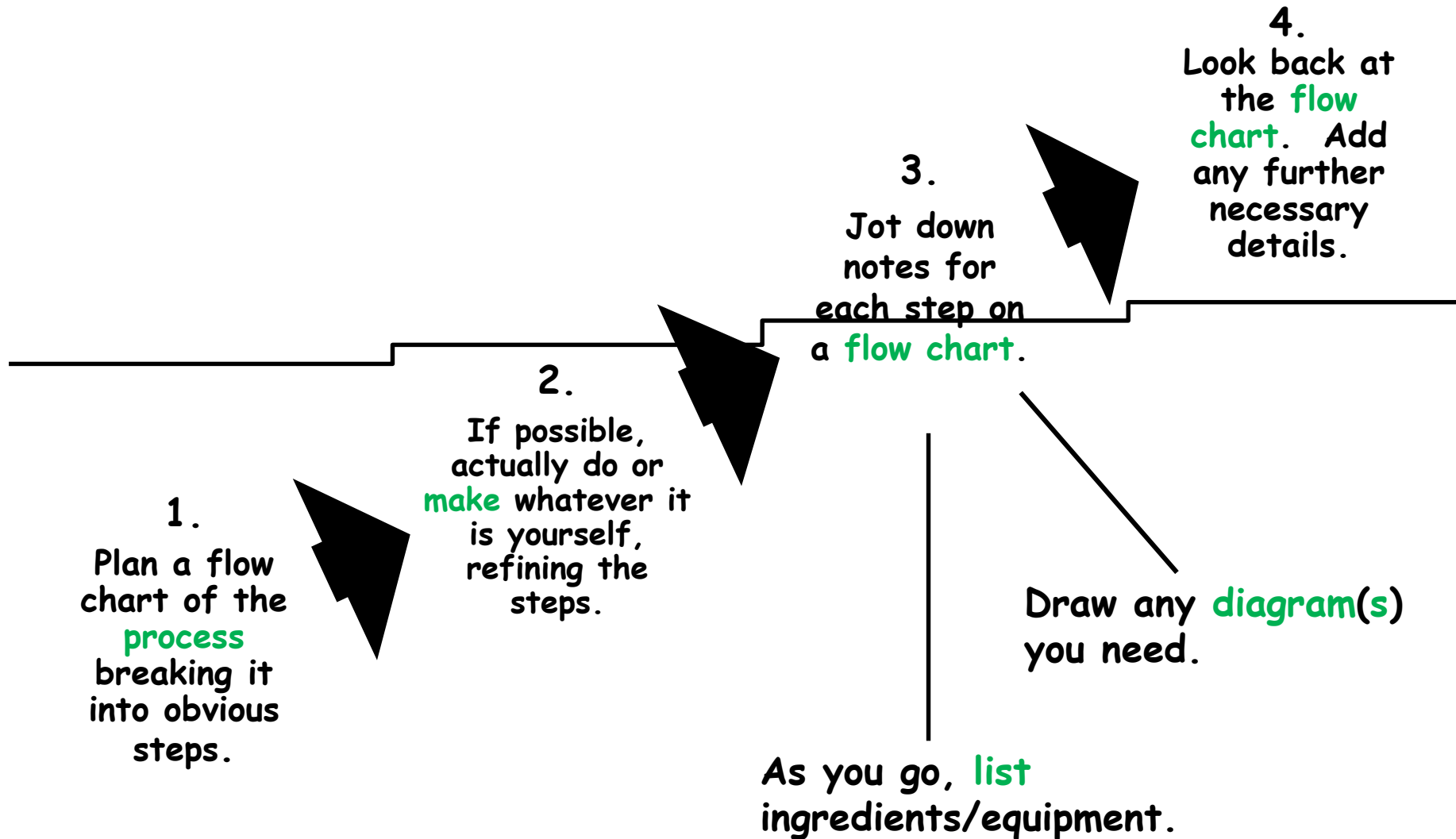
○ The **genre** of text can also affect the purpose.

## needs

- a **title** telling what's to be achieved
- if relevant, **list(s)** of ingredients/equipment needed
- layout which clearly shows the sequence of steps
- perhaps labelled **pictures** or **diagrams**
  - especially a picture of the finished product, so the reader knows what to aim for
- perhaps other organisational devices (e.g. **boxes** for additional information, **bullet points**, warning **symbols**) to aid clarity.



# How to plan instruction writing



# Organising instruction text

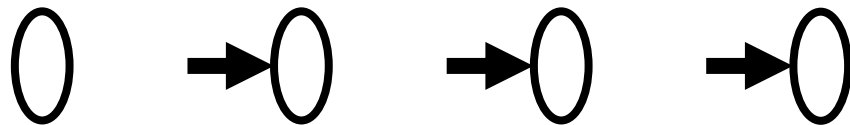
**Title:  
what's to be  
achieved**

Maybe...  
**labelled  
diagram(s)**

**What you need**

- -----
- -----
- -----
- -----

**What to do, one step at a time.**



When you have made your flow-chart skeleton,  
each section of the flow-chart will be one paragraph

# Instruction language features

- **clear, concise** vocabulary and sentence structures
- present tense **imperative** verbs
- clear statements of **quantities, measurements** and other relevant **details**
- descriptive language used for **clarity** rather than vividness or effect
- **numbers** and/or **time connectives** to show stages in a process.

**Mix** the flour...

**Cut** along the line...

**Press** the space bar...

**Feed** and **exercise** your dog...

Always **use** the correct equipment.

# Third person instructions

When more than one person involved, e.g. a game

- \* **third person**
- \* **present tense**
- \* **provide names or labels.**

**Player A** takes a card...

**Team 1** tries to score points...

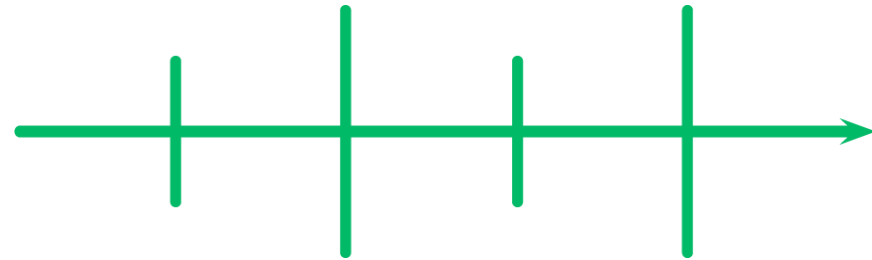
**Team 2** tries to stop them...

**The batting side...**  
**The fielding side...**

# Alternative 'skeleton' note-taking frameworks

\* comic strip

\* time line



\* list



# Example of 'skeletons' in use

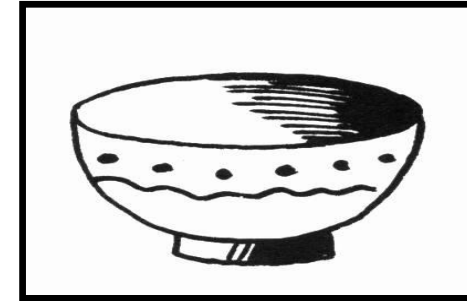
Taken from 'How to teach Writing Across the Curriculum' by Sue Palmer, with many thanks to David Fulton Publishers

# How to make a papier mâché bowl

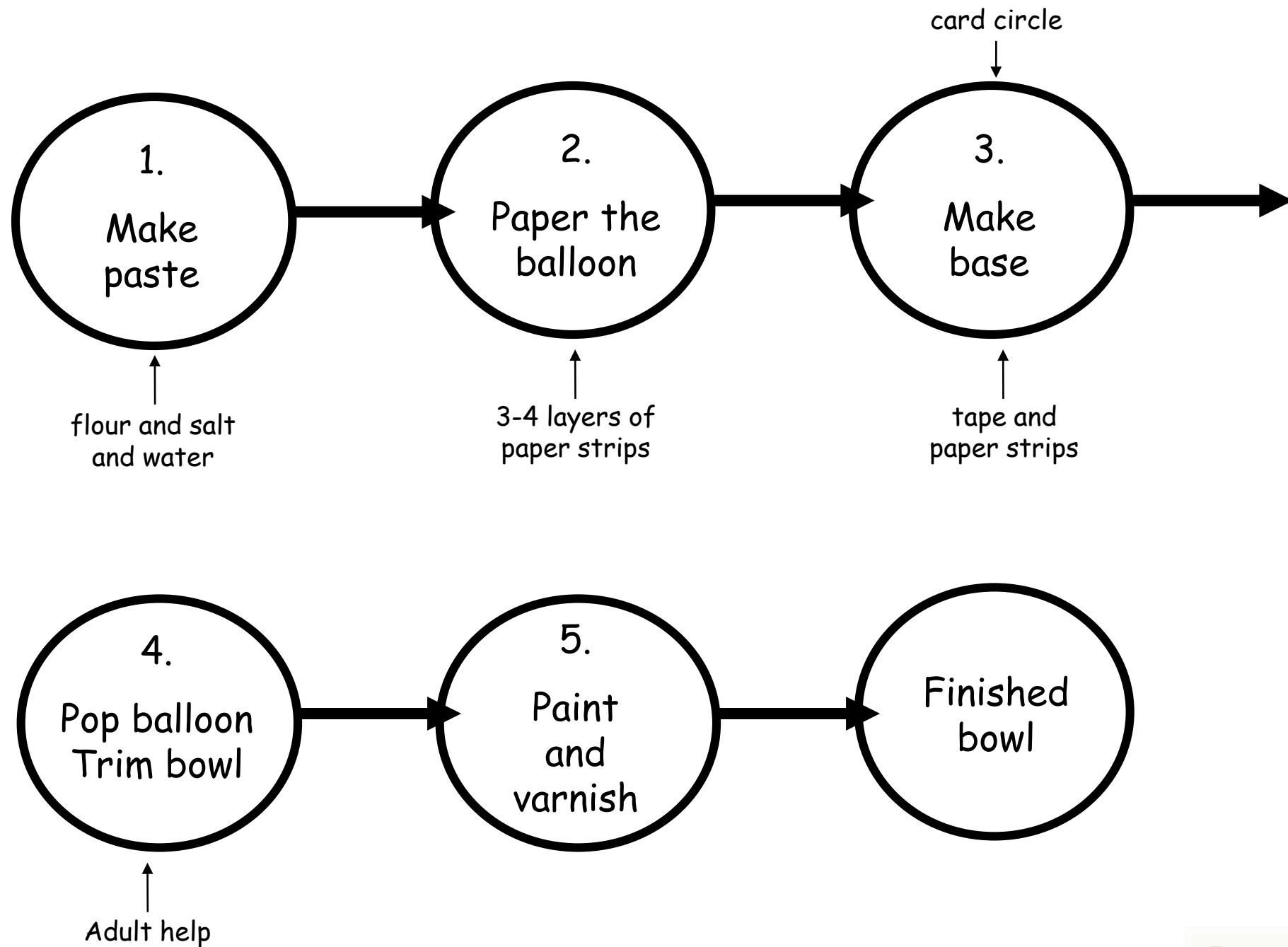
## You will need:

half a cup of flour  
half a cup of water  
a tablespoon of salt  
a container for mixing paste  
newspaper, torn into thin strips  
a balloon, blown up and knotted  
a strip of card (about 30cm by 4cm)  
sticky tape and scissors  
paint and brushes  
varnish and brush

Papier mâché is the French for 'chewed paper'! It is a mixture of paper and paste that hardens when dry.



1. First make the paste. Put the flour and salt into a container and gradually mix in the water until it is thick and creamy.
2. Dip the strips of newspaper into the paste and smooth them down on to the unknotted end of the balloon. Cover enough of the balloon to make a bowl shape. Use three or four layers of paper strips. Leave to dry.
3. Make a base for the bowl by taping the card into a circle shape, and taping it on to the balloon. Cover with a few more paper strips to hold it in place.
4. Pop the balloon and remove its plastic skin. Ask a grown-up to help you trim the bowl, and smooth more paste strips over the edge to finish it off. Leave to dry.
5. Paint the bowl in bright colours. When dry, brush on a final coat of varnish.



# TASK

Read the texts *Art Attack Instructions* and *Aeroplane Instructions*

Read and answer the questions *Thinking about Instruction Texts*

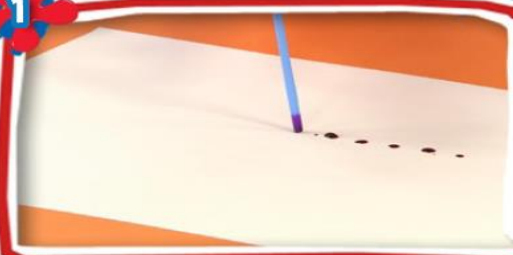
## Blow Painting

Have fun with paint and a straw!

### You will need:

- White paper
- Runny paint or ink
- Straw
- Pen or pencil

1



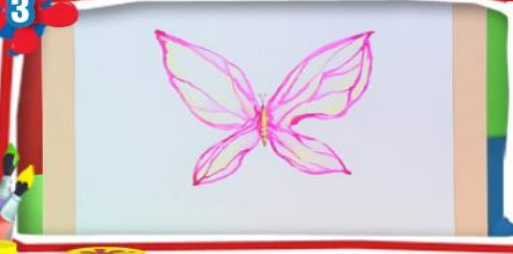
Dip the straw into the paint or ink. Use it to make dots across the paper.

2



Blow through the straw to make lines with the ink. Don't worry, it doesn't need to be neat and perfect. Remember not to breathe in through the straw.

3



If you're careful, you can blow a whole picture! Add details and colour in pen or pencil, if you like.

# Art Attack instructions

(you will have to  
zoom in!)

# Questions

\*short answer of one or two words

\*\* medium answer - explain in a sentence or two

\*\*\*longer answer - explain in a few sentences/short paragraph

## [Blow Painting]

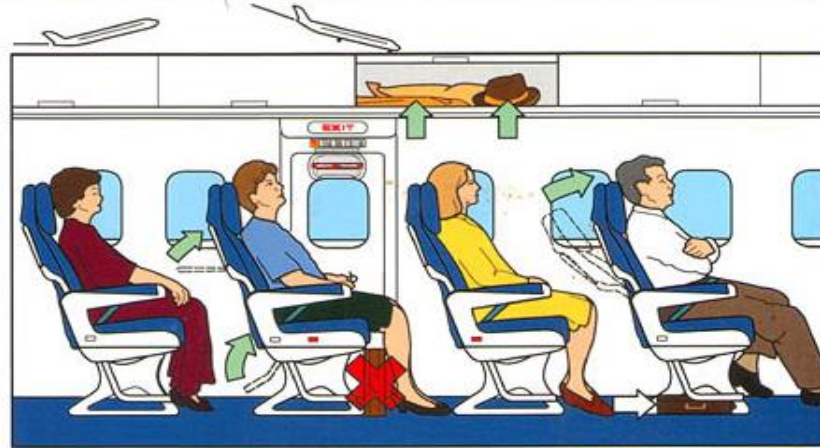
1. Name 2 uses for the straw in this art project.\*
2. What should you not do with the straw?\*
3. How can you add further details when you have finished using the straw?\*
4. What imperative (bossy) verbs can you find in this text?\*
5. How can you tell that these instructions are written for children?\*\*\*
6. What features has the writer used to make these instructions easy to follow?  
How do they help the reader?\*\*\*

# Safety On Board



01720051

# Safety On Board



# Aeroplane instructions

# Questions

\*short answer of one or two words

\*\* medium answer - explain in a sentence or two

\*\*\*longer answer - explain in a few sentences/short paragraph

## [Aeroplane Instructions]

7. Where can you find a life jacket?\*

8. Where should luggage be kept when the plane is landing and taking off?\*

9. How have these instructions been designed to be read by any language speaker\*\*

10. Write an instruction sentence to go with the last box (remember the bossy verb).\*\*



Key Vocab  
oxygen mask  
overhead compartment



# Questions

\*short answer of one or two words

\*\* medium answer - explain in a sentence or two

\*\*\*longer answer - explain in a few sentences/short paragraph

## Both Instructions

11. Which instruction text do you think gives instructions most clearly? Explain why.\*\*

12. Why do you think these 2 texts are so different?\*\*\*

### Features:

- 'you will need' section
- numbered steps
- diagrams
- bullet points
- top tips

**Plenary:** Discuss some answers, particularly those relating to structure and audience.

# GPS Test 1

## Year 5 English Grammar and Punctuation Test 1

10  
total marks

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

identity + -ify

advert + -ise

assassin + -ate

1 mark

2. **Circle the modal verbs** in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

1 mark

3. **Underline the relative clause** in the sentence below.

We are going to go back to Devon this year, where I first learnt to surf.

1 mark

4. Read this sentence. What type of word is underlined? **Tick one.**

That's the lady who teaches me to play the drums.

possessive pronoun

relative pronoun

personal pronoun

1 mark

5. The passage below has an error in it. Underline the error and **write the correction** in the box.

That behaviour is unrespectful.

1 mark

6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

It's important to follow a recipe when making a cake. , you need to make sure you have the ingredients to hand.

Then    After that    Firstly    This

1 mark

7. **Underline the parenthesis** in the sentence below.

1 mark

Every morning I catch the bus (which stops outside the library) to travel to school.

8. Do the **adverbials** in the table below show time, place or number? **Tick one box** for each.

1 mark

<b>Adverbial</b>	<b>Time?</b>	<b>Place?</b>	<b>Number?</b>
in January			
behind the garage			
near Cardiff			
always			

9. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

1 mark

I went to the shop with my friend Simon and Terry.

I went to the shop with my friend, Simon and Terry.

.....

10. **Circle a more formal word or phrase** to replace the underlined words in the sentence below.

1 mark

The explorer hoped to find out about new lands and communities.

live in

discover

have a look at

.....

\*\*\*END OF TEST\*\*\*

total for

**ANSWERS!**



1 identify  
advertise  
assassinate

1 mark

2 'We should leave,' he whispered. 'They could come back at any time.'

1 mark

3 We are going to go back to Devon this year, where I first learnt to surf.

1 mark

4 possessive pronoun   
relative pronoun   
personal pronoun

1 mark

5 That behaviour is unrespectful.  
disrespectful

1 mark

6

Then After that Firstly This

1 mark

7

Every morning I catch the bus **which stops outside the library** to travel to school.

1 mark

8

Adverbial	Time?	Place?	Number?
in January	X		
behind the garage		X	
near Cardiff		X	
always			X

1 mark

9

possessive pronoun

3

1 mark

relative pronoun

4

10

live in

discover

have a look at

1 mark