

Unit Overview

Topic: Giving Instructions

In this unit students focus on giving instructions. In the Conversation, students listen as Laura gives Frankie step-by-step instructions for using a computer program. Students learn the rules for using modals, imperatives and adverbs of manner in How English Works and give instructions in a variety of Situations. In the Communication activity, students invent a new game and teach it to their classmates. In English Out There, students work instructions for repairing and making things.

Audio CD-1:

Vocabulary Preview	CD 1 track 21	Conversation questions (1-3)	CD1 track 23
Conversation	CD 1 track 22	How English Works (1-12)	CD 1 track 24
		Situations (1-5)	CD 1 track 25

Warm Up (books closed)

The warm up activates words and expressions used for giving and following instructions.


1. Greet students and introduce the warm up. T: *Hello, class. Today we're going to learn about instructions. Ready? Follow my instructions.*

2. Give a few simple instructions for the class to follow. T: *Walk to the windows. Sit down. (More examples: T: Everyone who is younger than me should raise their hand. (Name), move your chair, please. (Name), close the door.)*

3. Ask for student volunteers to give the class instructions. T: *Okay, who wants to give instructions to the class?*

4. Allow a few students to give instructions to the class and then have students return to their seats.

② Introduce the vocabulary. T: *Let's look at some words and expressions we use when we give instructions.*

③  Read the words or play the audio. T: *Let's look at this list of machines and technology.*

④ Draw sketches of the items if students are not familiar with any of the words. T: *Are there any machines you don't know?*

⑤ Have students repeat the words. Emphasize the word stress. T: *Repeat the words: laptop computer, desktop computer, etc.*

⑥ Elicit additional areas of study. T: *Can anyone think of other machines or technology?*

⑦ Put students in pairs to brainstorm some more machines and technology products. Allow 1 minute. Then have the pairs share their new items with the class.

⑧ Repeat Steps 3 through 7 for **Crafts and Skills** and **Adverbs of manner**.

Unit Goals & Vocabulary Preview page 33

① Read over the Unit Goals with the students.

Vocabulary Preview: word stress and other examples


Machines/Technology laptop computer desktop computer remote control CD player DVD player VCR modem keyboard mouse disk	Other examples <i>printer</i> <i>scanner</i> <i>zip drive</i>	Crafts and Skills drawing painting building things typing using a computer cooking Other examples <i>writing</i> <i>baking</i> <i>designing</i>	Adverbs of manner slowly quickly softly loudly calmly carefully well badly Other examples <i>quietly</i> <i>neatly</i> <i>poorly</i>
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Conversation page 34

This section offers models for giving and following instructions.

❶ Introduce the activity by asking students questions about individual frames in the story. Encourage the students to guess, even if they are not sure. T: *Now turn to page 34. Look at the illustrations. What is Frankie doing in Frame 3? [using a computer] Look at Frame 5. What room are they in? [Frankie's bedroom/Frankie's room] Look at Frame 6. How does Frankie feel? [happy, pleased with himself]*

❷ Set up the situation before playing the audio. T: *Frankie is trying to do his homework, but he needs help with a math program. His mom is going to help him. Now, let's listen.*

❸  Play the audio twice and ask students to follow along with the conversation. T: *Listen to the conversation and read along.*

❹  Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Now listen to the questions and circle the best answers.*

Question 1: *What is Frankie doing?*

Question 2: *What kind of help does Frankie need?*

Question 3: *Does Frankie like this program?*

❺ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (b) He's doing his homework. (In Frame 1, he answers, "Homework.")
2. (a) Help with his math homework. (In Frame 2, Frankie says, "Can you show me how to use this math program?")
3. (c) Yes, he does. (In Frame 7, Frankie says, "I love it!")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Does Frankie like computers? Frankie uses a computer program to do his homework. Do you think that's okay? Do you use computers at home? For what?*

❻ Put the students into pairs. T: *Work with your partner and practice the conversation. After you read it once, switch characters and read it again.*

Practice Point

As students practice, have them show their emotions through their body language and their voice.

- Laura: be very patient with Frankie. Frankie: be very frustrated with the math program.
- Practice again. This time: Laura: be very impatient with Frankie. Frankie: be very entertained by the computer program.
- Practice 1 more time. Think of a different thing to learn, such as a computer program or a game. Frankie: ask a lot of questions. Laura: help him learn how to do it.

❼ Have the students practice again, replacing the words in red with the substitution words at the bottom of the page. T: *Now practice the conversation again. Replace the words in red. Hold up your book and show the class the substitution words.*

❽ Walk around the classroom, helping students as necessary.

❾ Have the students close their books. Ask some pairs of students to say the conversation.


Culture Notes

- Computers are more and more common in classrooms. Many teachers expect children to use computers at home for their homework as well. Many families work on "computer skills" to help their children in school.
- A number of computer words are now common in everyday English. In this conversation we hear some common verbs: "type", "highlight", "hit", and "click".

How English Works page 35

This section focuses on modals, imperatives, and adverbs of manner.

Checking Students Knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Statements with modals

- 4 Say the example. T: *You have to hit "return" after each number.*
T: *Can you find this statement in the Conversation? (Frame 4)*
T: *Can you find other statements like this? (Frame 7: You don't have to think.)*
- 5 Write on the board: We have to hurry.
T: *What's does "have to" mean? Underline: have to. Say the rule. T: "Have to" is a modal. It shows that something is necessary.*
- 6 Add your own examples. (example: *I have to drink water after I exercise.*)
- 7 Go through the rest of the Rule and More about it: negatives and questions.

Grammar Point 2: Imperatives

- 8 Say the example. T: *Type the numbers in column 1.*
T: *Can you find this statement in the Conversation? (Frame 3)*
T: *Can you find other statements like this? (Frame 4: ...do it carefully)*
- 9 Write on the board: Fold the paper.
Turn right.
T: *Say the rule. T: Imperatives are used to give orders or directions. The subject is "you", but it is not spoken or written.*
- 10 Give your own directions and have students do the actions. (Example: *Tap your pen on the table.*)
- 11 Go through the rest of the Rule and More about it: "first" and "next," checking instructions, and clarification questions. Check to see if there are any questions. T: *Any questions?*

Grammar Point 3: Adverbs of manner

- 12 Say the example. T: *Do it carefully.*
T: *Can you find this statement in the Conversation? (Frame 4)*
- 13 Write on the board: Kate works quickly.

Read it carefully.

- T: *What word describes how Kate works?*
Underline: quickly. T: *What part of speech is "quickly"? Say the rule. T: "Quickly" is an adverb of manner. It tells "how."*
- 14 Add your own examples.
 - 15 Go through the rest of the Rule and the More about it.

Using the Grammar

- 16 Ask some personal questions.
 - with modals
T: *Tell me something you have to do today. Tell me something you might do. Tell me something you can do.*
 - imperatives and adverbs of manner
T: *Listen to my directions and do the actions. Tap your pencil on your desk softly. Now do it loudly. Stand up quickly.*

Grammar Guide

Grammar Point 1: Modals have different meanings. The meanings presented in this unit are:
have to = necessity (ex: I have to work. Does she have to stay at school?)
can = ability, approval, agreement (ex: I can type. You can borrow it.)
may/might = possibility (ex: I may ask him to help. They might not come.)
should = recommendation (ex: You should get a computer. Should I ask for help?)
Grammar Point 2: Imperatives are used to give orders or directions. They have a "silent" subject - "you." (ex: Hit the Return button.)
Grammar Point 3: Adverbs of manner answer the question "how." They are placed after the verb and have regular and irregular forms.

Answers

1. We have to hurry!
2. I might see a movie tonight.
3. She can't help me.
4. You don't have to work.
5. Does he have to come?
6. Turn right.
7. Don't turn left.
8. Next, click on the document.
9. Pardon me?
10. Read it carefully.
11. Luis, you work too hard!
12. He speaks really clearly.

Situations page 36

These situations focus on giving instructions.

- ① Introduce the activity by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, where are they? [a gym] What is the woman's job? [trainer/instructor] In Frame 2, What is the man doing? [driving] Look at Frame 3. Where are the 2 men? [at work/in an office] Where are the people in Frame 4? [cooking/baking] In Frame 5, look at the man on the right. What does his gesture mean? [I can't hear you.]*
- ② Have students work in pairs to fill in the blanks. T: *Fill in the blanks with your partner.*
- ③ Allow some time for students to fill in all the blanks and then ask if there are any questions.
- ④ Have the students practice the conversations together. T: *Now, say the conversations with your partner.*

Everyday Expressions

Write these expressions on the board. Students who finish early can practice again using these substitutions.

Frame 1: I can't do that! = That's impossible!

Ready? = Are you ready?

Frame 2: Slow down. = Go slower.


Don't worry. = Take it easy.

Frame 3: Got it. = I see.

Frame 4: I can do that. = Let me do that.

Frame 5: Now you have to... = Now you've got to...

I can't hear you. = It's hard to hear you.

- ⑤ Have students switch A-B roles and say the conversations again. T: *Now switch roles and say the conversations again.*
- ⑥  Play the audio. T: *Now we'll listen to the conversations. Check your answers.*
- ⑦ Have students try to say the conversations from memory. T: *Now, cover all the words. Try to have the conversations again.*
- ⑧ Next, have students make their own conversation. T: *Now look at number 6. Think of a machine and give instructions to your partner.*
- ⑨ Ask for volunteers to share their instructions with the class.

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: Give instructions to your mom about using an electric appliance in your home (VCR, computer, DVD).

Situation 2: Give instructions for your English homework to your classmate.

Students can write their dialogues down if they wish. Ask a few students to say their dialogues for the class.

Answers

1. A: Now do 50 push-ups.
B: 50 push-ups! I can't do that!
A: Sure, you can. Just go slowly. Ready?
One... two... three...
2. A: Slow down. You're driving too fast.
(quickly)
B: I'm sorry. I can't hear you.
A: Please drive more carefully!
B: Don't worry. I'm a very careful driver.
(really)
3. A: Okay. First, open the file.
B: Do I have to double click?
A: Yes. Next, highlight the text. (then)
B: Okay. Got it.
4. A: What do we do first, Grandma?
B: First put in the flour and eggs, like this. See? Then, we stir everything together. (next)
A: Okay. I can do that.
B: Thank you, Jamie. Stir it carefully!
5. A: Okay, now you have to load the truck.
B: Did you say, "Slow the truck"?
A: No, "load" the truck. Then...
B: I can't hear you. It's kind of noisy in here! (sort)

Communication page 37

In this section, students invent a new game and teach it to their classmates.

- ① Warm up: Ask students about a few common sports. T: *Who plays basketball (baseball, soccer)? Raise your hands. Can you tell me how to play?* Then ask about some less common sports. T: *Does anyone (do archery, practice judo)?*
- ② Introduce the activity. T: *Look at the sport photos at the top of page 37. Let's read the instructions and match them to the sports.* Explain or mime the instructions as necessary as you read through them.
- ③ Have students work on their own to think of a new game. T: *Next, invent a new game. Use only things you see in the classroom. Check to make sure students understand what to do. Name your game and write the instructions.* Hold up your book and show students where to write the instructions.
- ④ Walk around the classroom to offer help. After 5-10 minutes, stop the students and put them in pairs. T: *Okay, time is up. Now give your partner instructions for your game and they'll play.*
- ⑤ Walk around the room as the students play, and help them to explain their rules.

Bonus

- ⑥ Have the students find a new partner and a new game to play. T: *Now find a new partner and a new game to play. Have students stand up. T: Go ahead and walk around the class until you find a game you like.*
- ⑦ After several minutes, stop the activity and ask a few follow up questions. T: *Who had the best game? Were any games the same? Which games were easy for you? Which were hard?*

Communication Expansion

1. Divide the class into an even number of groups (with about 5-8 students each). Match the groups up as opposing teams (A-B) and have teams create a classroom game for the other team. Have them name their game and create rules and a point system.

2. After the groups have created a game, have the A groups explain their rules to the B groups. Allow the B group to ask questions and then have them play the game.
3. As the B groups play, the A groups should keep score.
4. Stop the game after 5 minutes and have the teams switch places. B groups now explain their game rules to the A groups.
5. As the A groups play, the B groups should keep score.
6. Stop the game after 5 minutes and have all teams turn in their scores. Find out which team is the winner by asking the class questions. T: *Who had the highest score? Were all the games fair? Who had the hardest game to play?*

Optional Writing Activity

1. Write 3 to 5 sentences about how to play your favorite sport.
2. Write 3 to 5 sentences explaining how to do another activity.

English Out There page 38

This section encourages students to talk about making or fixing things.

- ① Warm up: Ask students some questions about fixing things. T: *How many of you fix things at your house? What have you fixed? Do any of you know how to sew (fix a flat tire, change a light bulb)?*
- ② Introduce the activity. T: *Let's turn to page 38. Let's read the instructions and match them with the photos.* Explain or mime any unfamiliar vocabulary.
- ③ Put students in pairs. T: *Ask each other what things you need to fix in your home. Make a list.*
- ④ After a few minutes, ask for volunteers to read their lists. T: *Who wants to share his or her list with the class? Can you fix all of those items, or do you need to get help?*

Out There Homework

- ⑤ Read instructions for the homework assignment. T: *Look at the bottom of page 38. Read the homework instructions.*
- ⑥ Give students ideas of how to find information about crafts online. T: *Look at page 111. It has a list of websites about making and fixing things.*
- ⑦ Explain how the homework will be presented in a later class. T: *After you find out how to make your item, write the instructions. Then, bring a sample or a picture to class.*

In the Computer Lab

Page 111 lists resources for finding out how to make or fix things.

1. Students will see a list of project ideas or a list of topics to choose from (for example, "holiday crafts", "woodworking", or "roofing"). Have students click on an interesting project or topic.
2. Encourage students to explore their own areas of interest.
T: *You don't have to choose one of these ideas. You can choose anything fun or useful to you.*
3. Remind your students that they might encounter difficult vocabulary and grammar, but they should try to read just for the main ideas.
T: *Remember: just try to understand the*

main idea. And have fun finding out about a new craft or skill.

Out There Follow Up (Next Class)

If you have assigned the homework:

- ⑧ Have students bring their item or a picture of it to class along with the directions on how to make it. Ask students to tell the class why they chose that item.
- ⑨ After several students have talked about their items, ask some follow up questions. T: *What item did (name) describe? Do you think it is hard to make? What do you think is the hardest item to make? Which item would you like to try to make?*
- ⑩ Collect the directions as students wrote. You can correct them as homework assignments or read some to the class and have them guess which item they match.

If you haven't assigned the homework:

1. Print out some craft ideas and directions (use the websites listed above) and bring them to class.
2. Put students into small groups and have them prepare a presentation for the other students.

English in the Real World

Here are some ways of using the ideas in this unit outside of class..

With another student or a native speaker

Exchange directions or recipes. Follow the directions and try to make something.

Take it further

Choose one of the items presented in class, follow the directions, and try to make it.