



TeachingEnglish

Classroom Language

Giving instructions

Trainer Notes



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1 Giving instructions – Trainer Notes

Learning Outcomes

By the end of this session participants will be able to:


- Identify what makes instructions clear and understandable.
- Use English to give clear classroom instructions.
- Use gesture to help convey instructions.

Key Learning Points

- Using English to give instructions provides realistic communicative practice.
- Effective instructions are simple and brief.
- Repetition of instructions helps learners acquire this language.
- Gestures help clarify instructions.

Key Learning & Phrases

- Imperative forms, often with please – Stand up, please. Close the door, please.
- Polite instruction forms – Can you open your books, please. Could you stand up, please.

Plan Summary		
1 Outcomes	Explain the learning outcomes to the participants.	5
2 Lead in	Discussion questions	15
3 Why should I use classroom English?	Read and discuss a text about using English in the classroom	25
4 Classroom objects	Create instructions associated with things in the classroom.	15
5 Giving clear instructions	Practice in making instructions clear, and as short and simple as possible	20
6 Gestures	Match gestures to instructions.	20
7 Practice	Instructions for classroom activities.	40
8 Phrasebook	Participants write up useful instructions from the session in their phrasebook worksheets.	10
9 Reflection & action plan	Participants plan how they will practice giving instructions in their next lessons.	20

Procedure

1 Outcomes



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- Explain learning outcomes for session to participants.

2 Lead-in



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- Ask participants to give examples of instructions that they use in class. These can be in mother tongue or English. Write them on the board.
- Distribute worksheet – ‘Discussion: instructions in class’. Divide participants into groups and ask them to discuss the questions.
- Feedback: elicit and compare their responses. Note any commonly used instructions.

3 Why should I use classroom English?



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- Put two columns on the board. Elicit from participants the advantages and disadvantages of using English for instructions and write up their suggestions.
- Distribute worksheet ‘Why should I use classroom English?’ (This text is taken from Gardner & Gardner Classroom English pp.6 & 7 – Oxford Basics). Ask participants to read the text, and then, working in groups, identify five reasons why using English is beneficial. (If the text is difficult for the participants, you can make 5 groups and ask each group to read one paragraph and do the activity, and then to share their answers).
- Feedback: Elicit answers and compare with the advantages written up earlier. Ask participants for their opinions on the reasons given in the text for using English. Ask whether they still feel there are disadvantages.

4 Classroom objects



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- Divide participants into pairs and distribute worksheet ‘classroom objects’.
- Participants write the names of the objects in the pictures. Check the answers – clockwise round the pictures: window, door, board (blackboard), noticeboard, chair, table, bin, floor
- Next, ask them to write five common instructions they would give relating to these objects. (You may give an example, such as “Sit on the chair, please”.)
- Feedback – elicit and write up their ideas. Some suggestions – Look at the board/could you clean the board? Could you move to this desk? Close the window please. Sit down. Close the door. Put your gum in the bin. Read the noticeboard. Sit down on the floor.

5 Giving Clear instructions



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- Brainstorm with participants what makes an instruction clear. For example, they are brief, only contain relevant words, they are demonstrable etc.
- Divide participants into groups and distribute the 'Clear instructions' worksheet. Ask them to discuss how they could simplify the 4 instructions on the first half of the worksheet and how they could check learners' understanding.
- Feedback – elicit their suggestions and discuss how they made instructions clearer. For example:
 - 1 Work in groups. Talk about your weekend. (Brief, using the minimum of words necessary).
 - 2 Maria, come and sit here. (Brief and to the point).
 - 3 Open your books, page 24. Do exercise number ... (This could be made clearer by giving an exercise number).
 - 4 I'm going to tell you a story about me when I was young. Listen and decide if I was good or bad. (Simplify the words, sequence the instruction).

Check understanding by asking a couple of participants to demonstrate or to say the instructions back to you in their own words.

- Next focus on the second part of the worksheet. Check understanding of the situations. Then ask them to write instructions for each situation. Do first one together.
- Feedback: Suggested answers:
 - 1 *Open your books, page 50. Do exercise 5.*
 - 2 *A, go and work with R.*
 - 3 *Work in pairs. Discuss these questions.*
 - 4 *Listen to my story and answer the questions.*
 - 5 *Stand up. Go around and ask these questions. Ask 5 people.*

6 Gestures



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- Demonstrate a gesture, eg, hand cupped to ear, and elicit from participants 'listen'. Ask them which gestures they use with learners. Ask them to demonstrate them, without saying what they mean. The other participants guess what the gestures mean.
- Elicit from participants what the advantages are of gestures in the classroom. Write these ideas on the board. The key idea is that gestures help support comprehension of instructions, but avoid translation.
- Distribute the 'Gestures' worksheet. These are based on 'Classroom English' p. 13 and 14. They work in pairs to match the gestures to the instructions. Check answers.
- Change pairs. Ask them to take it in turns to choose and mime a gesture from the worksheet – their partner guesses the instruction.
- Feedback – Elicit whether they have any other advantages to add to those already noted.

7 Practice



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- Divide participants into pairs A & B,
- Distribute: 'What time do you ...?' worksheet to the As, and 'Meeting a New Person' worksheet to the Bs.
- Explain that the A pairs will give instructions for their activity to the Bs and vice versa.
- Pairs plan and rehearse their instructions, bearing in mind simplicity and clarity. They also decide which one of them will present the instructions for the activity, while the other one monitors to note how well the instructions are understood or whether there are any problems.
- Put each A pair with a B pair. Give the A pairs copies of their activity to give to the B pairs, and the B pairs copies of their activity to give to the A pairs. Begin the activity.
- Monitor and make notes of any instructions which are not short, clear and simple. Also note good instructions.
- When they finish, ask them to discuss the instructions - were they clear, easy to understand? Were there any difficulties? How could the instructions be improved?
- Feedback - using notes from monitoring, write up instructions good and bad. Ask participants to identify what is good about the clear instructions and to improve the bad ones.

8 Phrasebook



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- Participants write the instructions they most want to remember in the phrasebook worksheet and complete the other notes.

9 Reflection & Action Plan



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- Ask participants for quick reactions to the following question: *What was the most useful thing about today's session?*
- Look at the reflection and action plan worksheet. Ask them to discuss the questions in pairs, then to complete them individually. Tell them that you will review how they have implemented their action plans in the next workshop.
- Ask if there are any final comments or questions.