



GIVING INSTRUCTIONS - A2

I. About this lesson

Topic: GIVING INSTRUCTIONS with first, then, next, after that

Lesson title: A new coffee machine

Subject: English as a Foreign Language (EFL)

Level: A2

Timing: 50 minutes

Resources: digital comic tools, British Council web site

Learning objectives:

By the end of this lesson, the students will be able to:

- assimilate sequence words and phrases;
- practise the time phrases in different contexts;
- use the sequence words acquired in productions of their own.

Materials needed: video projector, worksheets



II. Lesson scenario

1. Instructions for the teacher

Did you know that giving instructions in English is an important aspect of our day-to-day communication process? If you make a sandwich and then use a digital camera to take a photo of your delicious creation, you need to follow some logical steps in a chronological order, either simple or more complex. At this CEFR level, the students focus on simple time phrases and imperative verbs that help them understand the basic language functions. Later on, they will be able to use vocabulary and grammar to cope with the language functions more effectively in different environments and domains.

Introduction (5 minutes)

- a. The teacher brings a small object into the classroom, for example a digital camera, and may pretend (or not) that he or she cannot use it.
- b. The teacher asks the students if they know how it functions. Of course, most of the students will be willing to show their technical abilities and they will start offering instructions. Unnoticeably, they are being introduced into the activity step by step, as they use imperatives and time phrases, also called sequence words because they show the order of events.

Presentation (5 minutes)

- a. For giving instructions, the imperative verbs need to be discussed here. Use the reminder in the worksheet to help you introduce this grammar topic to your A2 level students.



- b. Then a simple comic strip is presented to the class, where the students have to complete the blanks with the right sequence adverb. They must use the four adverbs in the grammar chart in the same order.
- c. In pairs, they can role-play each frame using imperatives and event words or they can have the comic strip printed in order to write bubbles for the characters.

HINT: The comic strip can be used for future activities to teach **kitchen vocabulary** (refrigerator, cupboard, kitchen table, kitchen chairs, drawers, kettle, spoon, cooker, plate, cooker hood, glass, cup, teapot, jar, milk carton) or **write paired dialogues** between mother and daughter.

Exercise 1 (10 minutes)

- a. To help students prepare for the lesson, the teacher realised a comic strip named A NEW COFFEE MACHINE which focuses on time phrases and the logical steps in learning how to use a coffee machine.
- b. The students are told to read first the comic strip and study the highlighted words in the balloons, focusing on the imperatives: press (push), put, turn.
- c. Then they will have to put the panels in order to obtain the correct sequence of the frames. They can write the answers in their notebooks or fill in the grid in the worksheet. For this activity, they can work individually, in pairs or in small groups. They are stimulated by the characters' speech and the visual elements in each panel. Easy task!

Answers: 4 → 6 → 1 → 3 → 2 → 5





HINT: For lessons about giving instructions and technical writing, using comic strips is a successful method because comics are an appropriate tool for clear and concise speech.

Exercise 2 (15 minutes)

a. It is introduced the next step of the lesson, a video provided by British Council which has the same theme like the comic strip. In this material, Vanya helps Emir learn how to use a new coffee machine. The students are told to watch the video, listen to the language Vanya uses to give instructions and do the exercises to check understanding and practise the vocabulary. They will have to practise the useful phrases individually.

b. Watch the video (5 minutes) – TASK 1

Here you can find the video link: [Giving instructions | Speaking - Pre-intermediate A2 | British Council](#).

The students watch the video paying attention to the adverbs of sequence and the vocabulary used by the two characters.

c. Ask students to complete TASK 2 in the worksheet (5 minutes).

They choose true or false to prove they understood the story in the dialogue.

Answers: 1. False, 2. False, 3. True, 4. False, 5. True, 6. False

d. Ask students to complete TASK 3 (5 minutes). The students have to use the words in the worksheet dialogue to fill in the gaps. The left side of the worksheet can be folded beforehand, to hide the text, and afterwards it can be unfolded to help the students correct their answers.

Answers: A) working B) correct C) press D) put E) button



Produce (10 minutes)

Speaking activity: In pairs, the students role-play the dialogue in the video. To add realism to the scene, they can use classroom objects as props.

Assessing and evaluating the students' activity (5 minutes)

The teacher assesses the students' answers for each activity. They are now able to use the time linkers and the newly assimilated phrases in guided constructions. As a follow-up activity, the students can video record themselves at home while giving instructions with simple tasks on using home appliances: microwave, washing machine, blender, toaster, etc. They can also cook simple recipes and use cooking instructions.

HINT: The home appliances must be checked first in terms of vocabulary and set phrases which should comply with the students' level.



2. Worksheet for the students

Presentation (5 minutes)

IMPERATIVES FOR GIVING INSTRUCTIONS

→ Imperatives tell people what to do.

Example: **Open** your notebooks and **do** the exercises!

→ Imperative verbs do not get TO in front of them

Example: **Take** the teabag and **put** it in the cup!

→ To make the instruction negative, we use DO NOT or DON'T in front of the verbs.

Example: **Do not (don't)** open the oven yet!

Usually, when we give instructions, we need to understand the order of events.

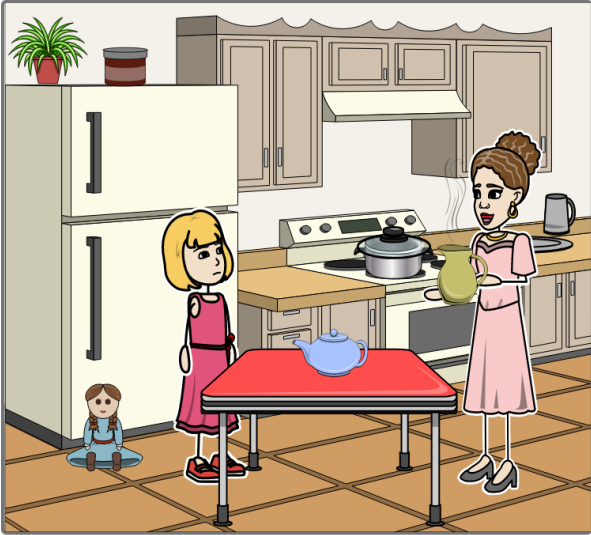
The adverbs below are also called **sequence words**.

- First
- Then
- Next
- After that

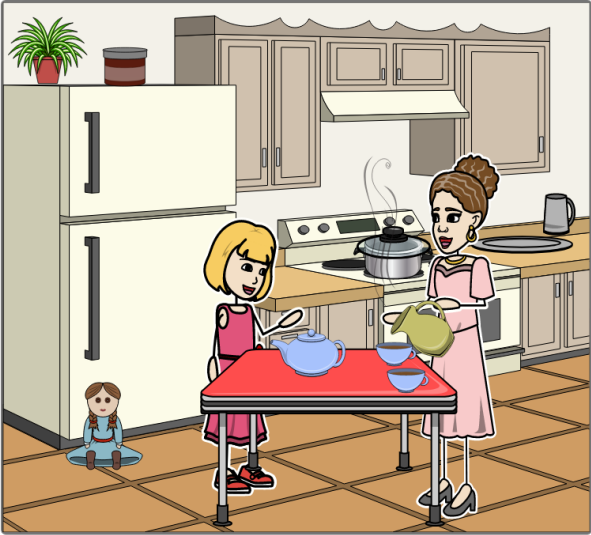
Did you know?

You can understand stories better if you use sequence words.

_____, boil the water.

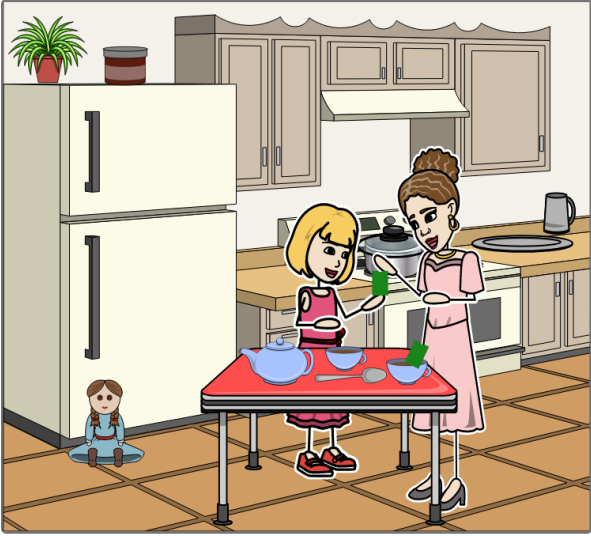


_____, serve the hot water in a cup.

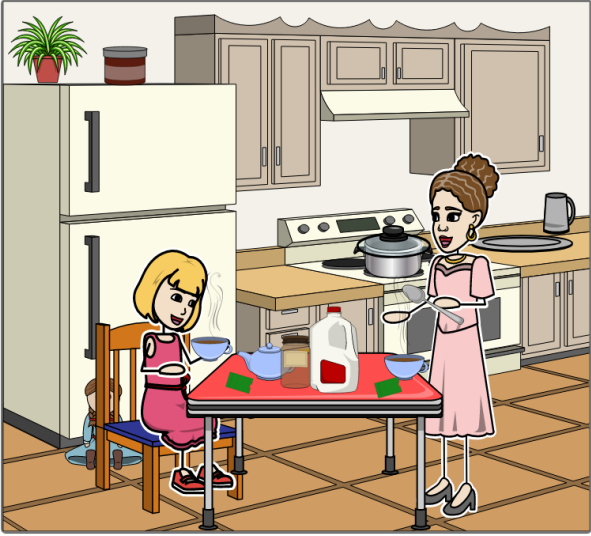


MAKING A CUP OF TEA

_____, put the teabag in the cup.



_____, add some honey or milk.



Create your own at [Storyboard That](https://www.storyboardthat.com)

Exercise 1 (10 minutes)

<p>A NEW COFFEE MACHINE ①</p>	<p>A NEW COFFEE MACHINE ②</p>
<p>A NEW COFFEE MACHINE ③</p>	<p>A NEW COFFEE MACHINE ④</p>
<p>A NEW COFFEE MACHINE ⑤</p>	<p>A NEW COFFEE MACHINE ⑥</p>



A NEW COFFEE MACHINE						
ORDER OF	PANEL	PANEL	PANEL	PANEL	PANEL	PANEL
EVENTS						

Exercise 2 (15 minutes)

Task 1: Watch the video (5 minutes)

Link: [Giving instructions | Speaking - Pre-intermediate A2 | British Council](#)

Task 2: Check understanding (5 minutes)

Are the following sentences true or false?

- a. The coffee machine is not working. TRUE or FALSE
- b. Vanya doesn't have time to explain everything to Emir. TRUE or FALSE
- c. Emir understands Vanya's instructions very well. TRUE or FALSE
- d. Emir doesn't press the correct button. TRUE or FALSE
- e. Vanya is happy because Emir followed her instructions. TRUE or FALSE
- f. The coffee Emir makes is delicious. TRUE or FALSE



Task 3: Practise the useful phrases (5 minutes)

Read the dialogue and fill in the missing words.

Emir: This coffee machine is not A) _____!

Vanya: First, put the B) _____ amount of coffee in here.

Emir: Aha.

Vanya: Then, you C) _____ it down with this.

Emir: I see.

Vanya: Next, you D) _____ this here and turn it until it's quite tight.

Emir: Right.

Vanya: After that you just press this E) _____.

Emir: Is there anything else?



III. Modification and differentiation ideas

- **Speaking:** The students who want to expand their language and creativity, they may try role-playing other scenes for giving instructions, at their free will. The students at vocational profiles – gastronomy, for example – may try their hand at making simple recipes and demonstrating their cooking skills at the same time.
- **Reading:** For more advanced students who finish the tasks earlier, the teacher offers the story called 'A Day to Remember', where the students will find the correct place for the sequence adverbs.



A DAY TO REMEMBER

Read the story and fill in the missing sequence words: after that, next, first, then

After the last guest had left the house, Mark was anxious to open the little blue box on the table. It was a birthday present from his grand-parents.

A) _____, he realized that he was alone in the living-room, having enough time to open his present. His grand-parents had both an annoying cold and they couldn't come to their grand-son's birthday party. Mark loved his grand-parents very much because they were kind and wise. What could be inside this blue box? Mark opened it fast, B) _____ he looked inside. A glass eye popped up from the silvery surface. It was a camera, waiting to take the first photo! C) _____, he switched it on and ran into the garden. His parents were relaxing under the old cherry. It was the perfect scene for the perfect snapshot. Mark took lots of photos, D) _____ he called his grand-parents to thank them for their incredible present. What a wonderful day!

Answers: A) first, B) then, C) next, D) after that

IV. References

Digital comics tool: www.storyboardthat.com

Learning material: www.englishprofile.org