

## 2.45 Introducing giving instructions

**Topic:** Shapes

**Subtopic:** 3D shapes

**Activity type/skill:** Giving and following instructions

**Literacy focus:** Speaking

**Genre:** Instructions

### Objective

- Revise structure of descriptions and instructions.
- Apply technical and target vocabulary in giving spoken descriptions and instructions.
- Develop fluency in giving spoken descriptions and instructions.

### What you need

- Student worksheet (see next page)
- [Audio track 2.45](#)

### What to do

1. Have students tell you what they would expect in a text describing an object: title, classification saying what it is followed by details of what it is like (appearance, parts, colour and so on). Then ask what they would expect in a text giving instructions: title, introduction (optional), things you need, what you do in time order, illustrations to show steps.
2. Look at the first page of the student worksheet and play track 2.45 (Track 18 for this topic). Have students listen and read.
3. Working in pairs, have students take turns to describe the three-dimensional shapes on the second page of the student worksheet, then instruct their partner to draw them. They must not write. The partner should draw on separate paper without looking at the worksheet, then compare their drawing with the pictures on the worksheet.
4. As a group, have students choose one of the shapes and dictate a description for you to write on the board, similar to the one on the first page of the student worksheet. It should be only 4–5 sentences long. Make sure that the sentences are accurate and use familiar vocabulary.
5. Using the description on the board, do a vanishing cloze. Rub out some of the words, then have students read the text aloud together including the missing words. Rub out more words and have students read again replacing the missing words. Continue, rubbing out more words each time until the students are unable to supply the words or have succeeded in reconstructing the text orally. Use the same technique with a set of instructions dictated to you by students. This is a very valuable technique that:
  - supports students who are shy about speaking
  - helps to develop fluency
  - encourages students to use adjacent words to establish meaning.

### Extending the activity

- Do a vanishing cloze activity with any text you write on the board.



## Describing and giving instructions

### A cube

This is a cube.

It is a solid shape.

It has six square faces and twelve edges.

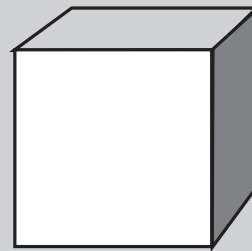
The faces are all the same height and width.

The edges are all the same length.

The cube has eight corners.

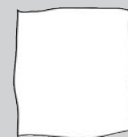
Three edges meet at each corner.

(In maths these corners are called vertices.)

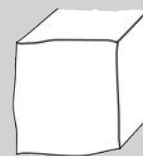


### Drawing a sketch of a cube

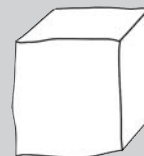
First, draw a square.



Then, draw diagonal lines from three of the corners.



Finally, join the ends of the three diagonal lines.



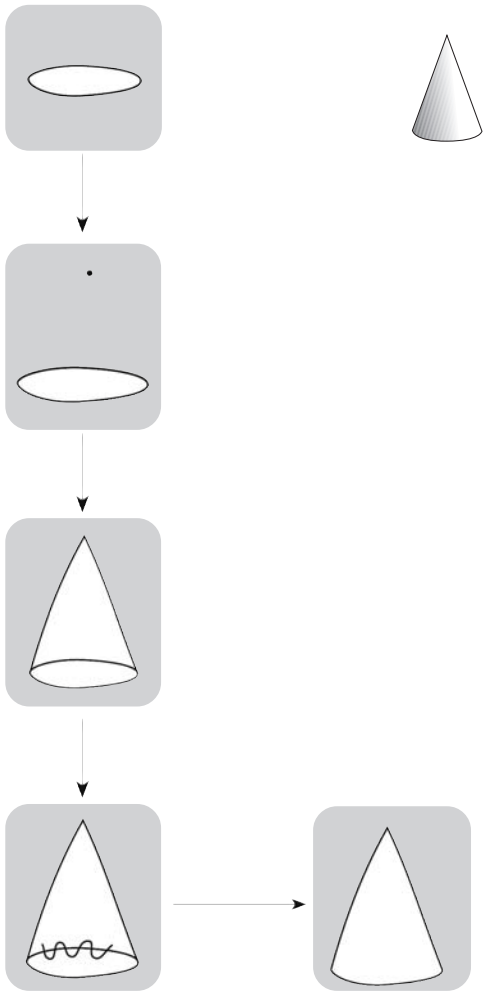
Try drawing a cube.

## Glossary

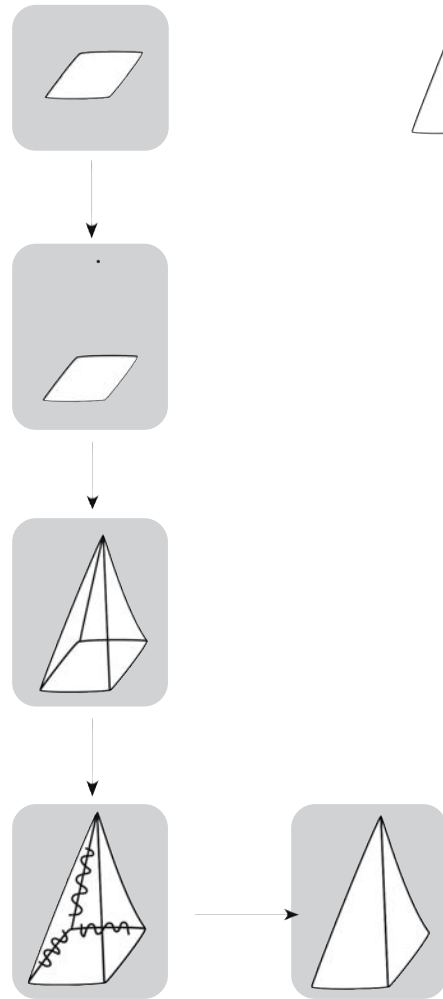
**sketch:** something you draw quickly without a ruler

Activity forty-five

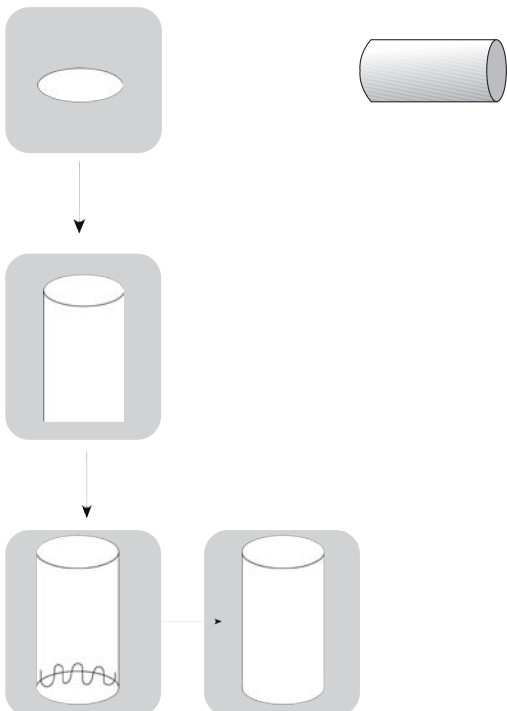
A cone



A square pyramid



A cylinder



A triangular prism

