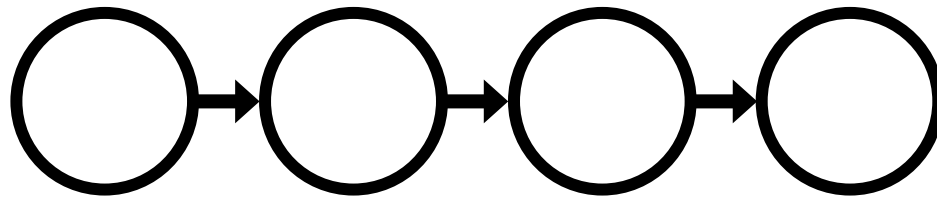
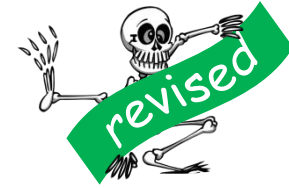


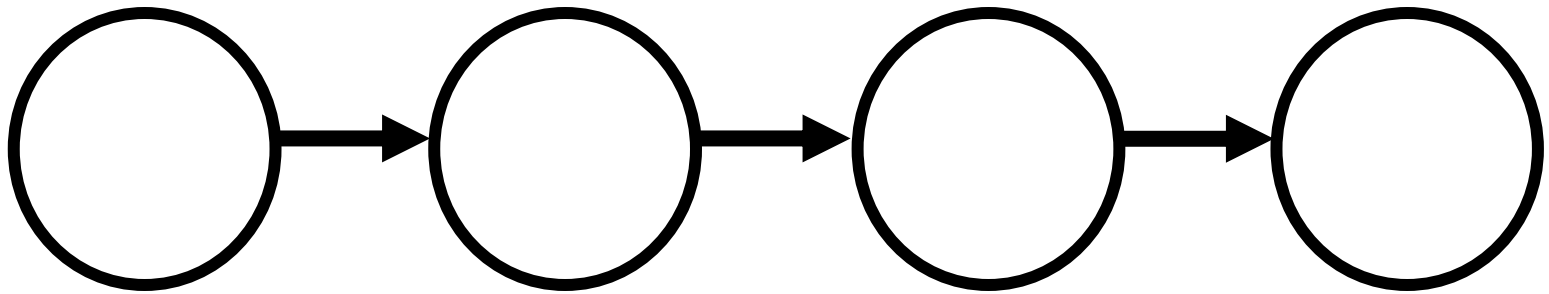
The advanced
instruction
book



Sue Palmer

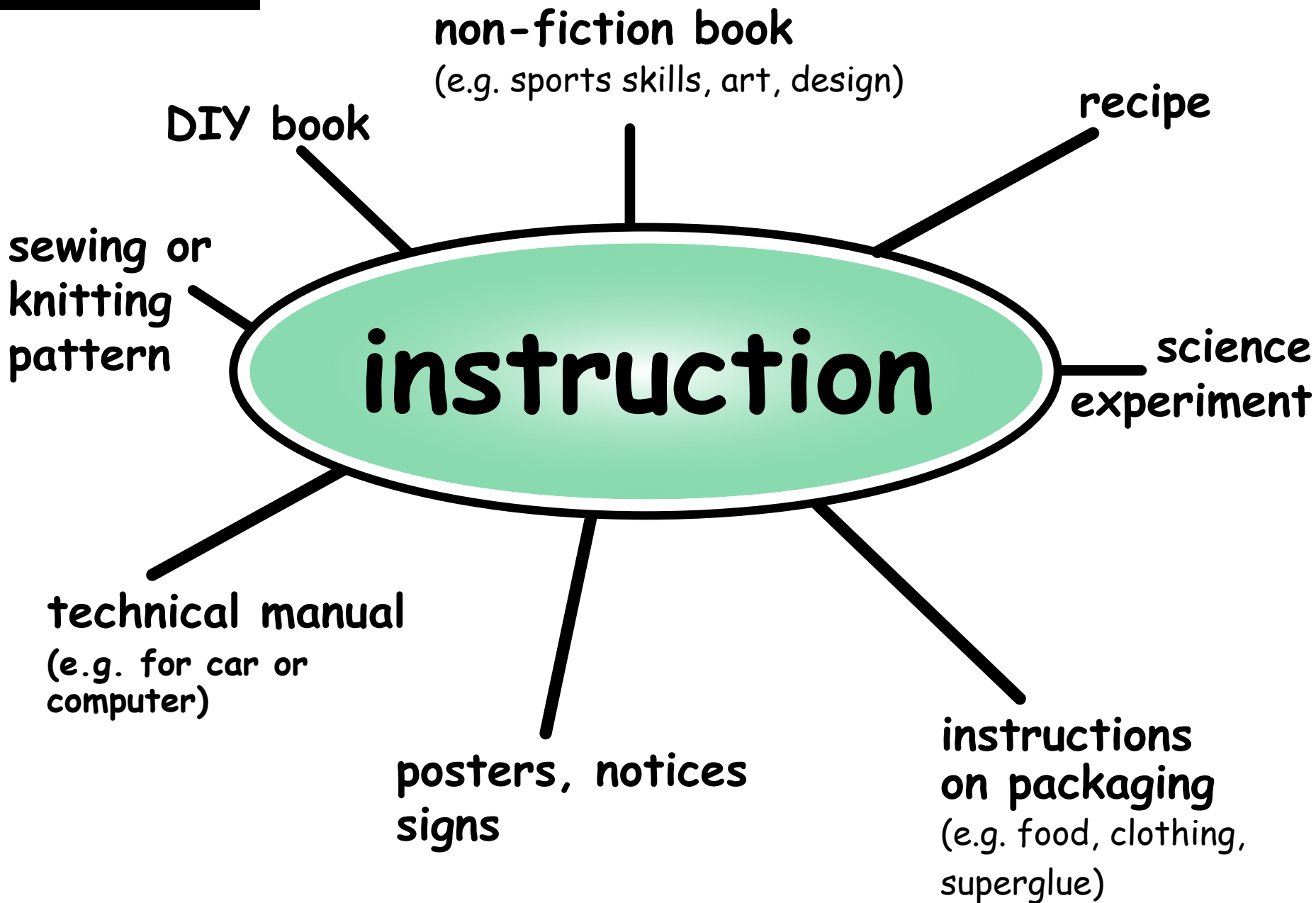
Instruction text

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



It is usually **sequential**.

These texts are often instructions...



Instruction text needs

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.

- 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.

Instruction writing

Audience

- think about the audience for the **instructions**
- how much do you know about them (age, interests, prior knowledge)?

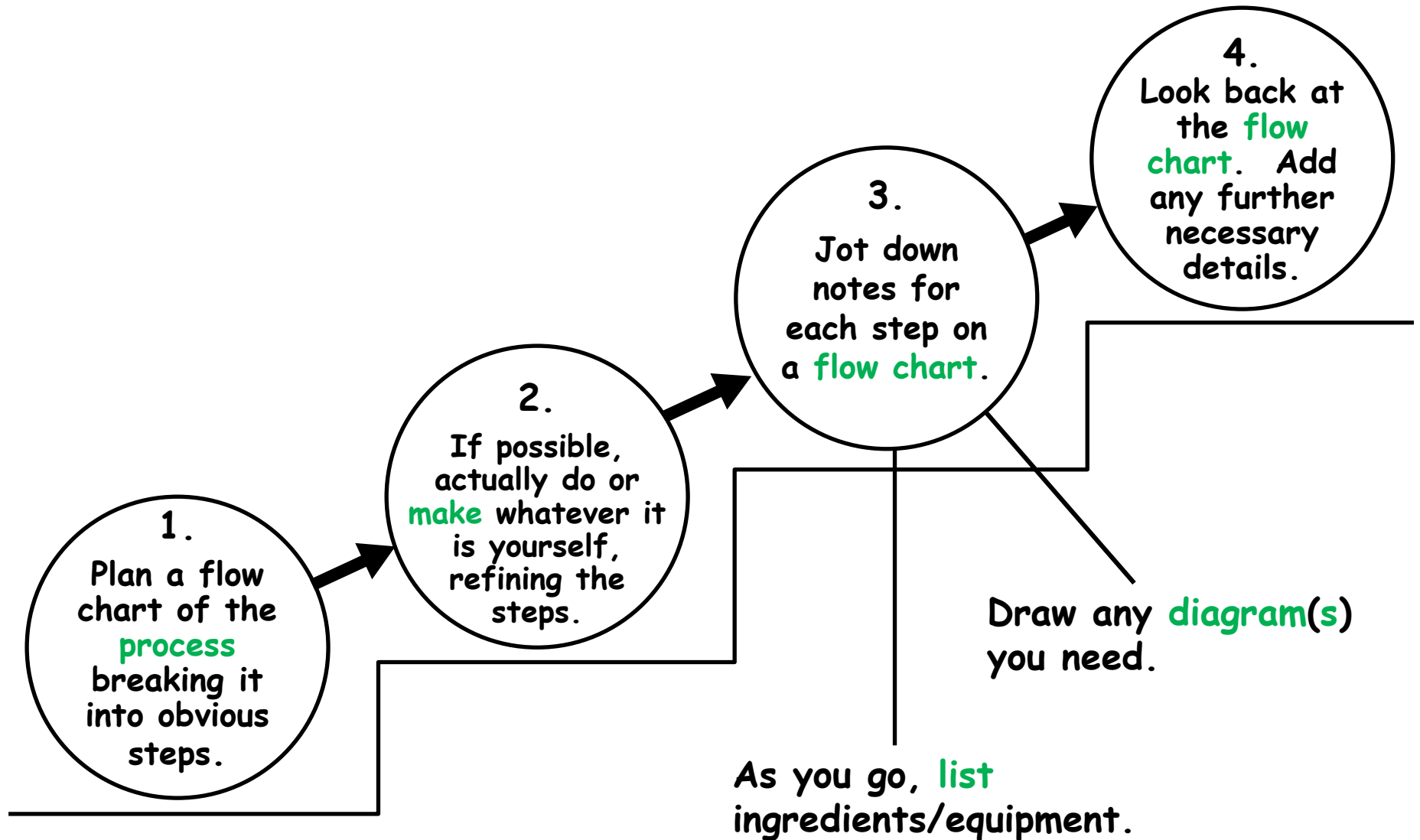
Use what you know about your audience to decide

- how much **background detail** is needed
- appropriate level of **formality**.

Where should the text sit along these continua?

informal ← - - - - - → formal
personal ← - - - - - → impersonal

How to plan instruction writing



Organising instruction text

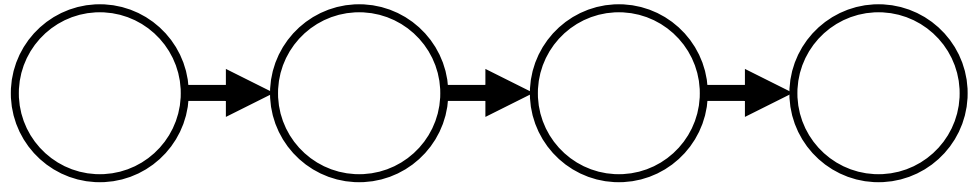
Title:
what's to be
achieved

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 or section of writing.

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...

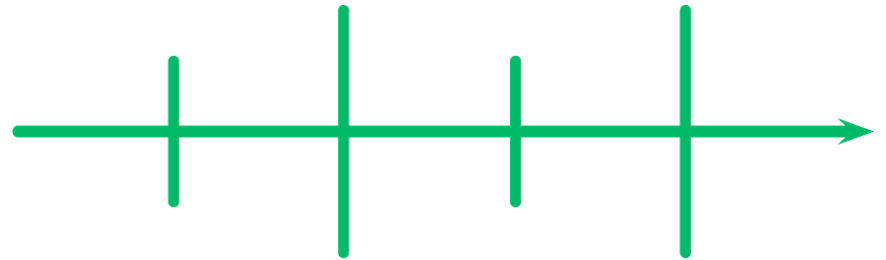
Team 2 tries to stop them...

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

Alternative 'skeleton' note-taking frameworks

* comic strip

* time line



* list

Example of 'skeletons' in use

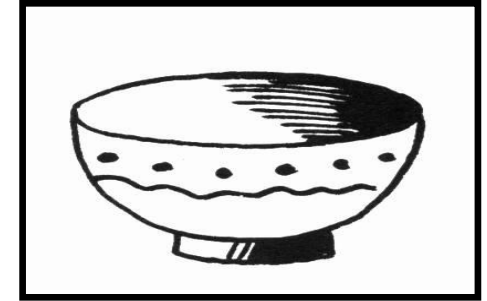
Taken from 'How to teach Writing Across the Curriculum' by Sue Palmer, with many thanks to David Fulton Publishers

How to make a papier mâché bowl

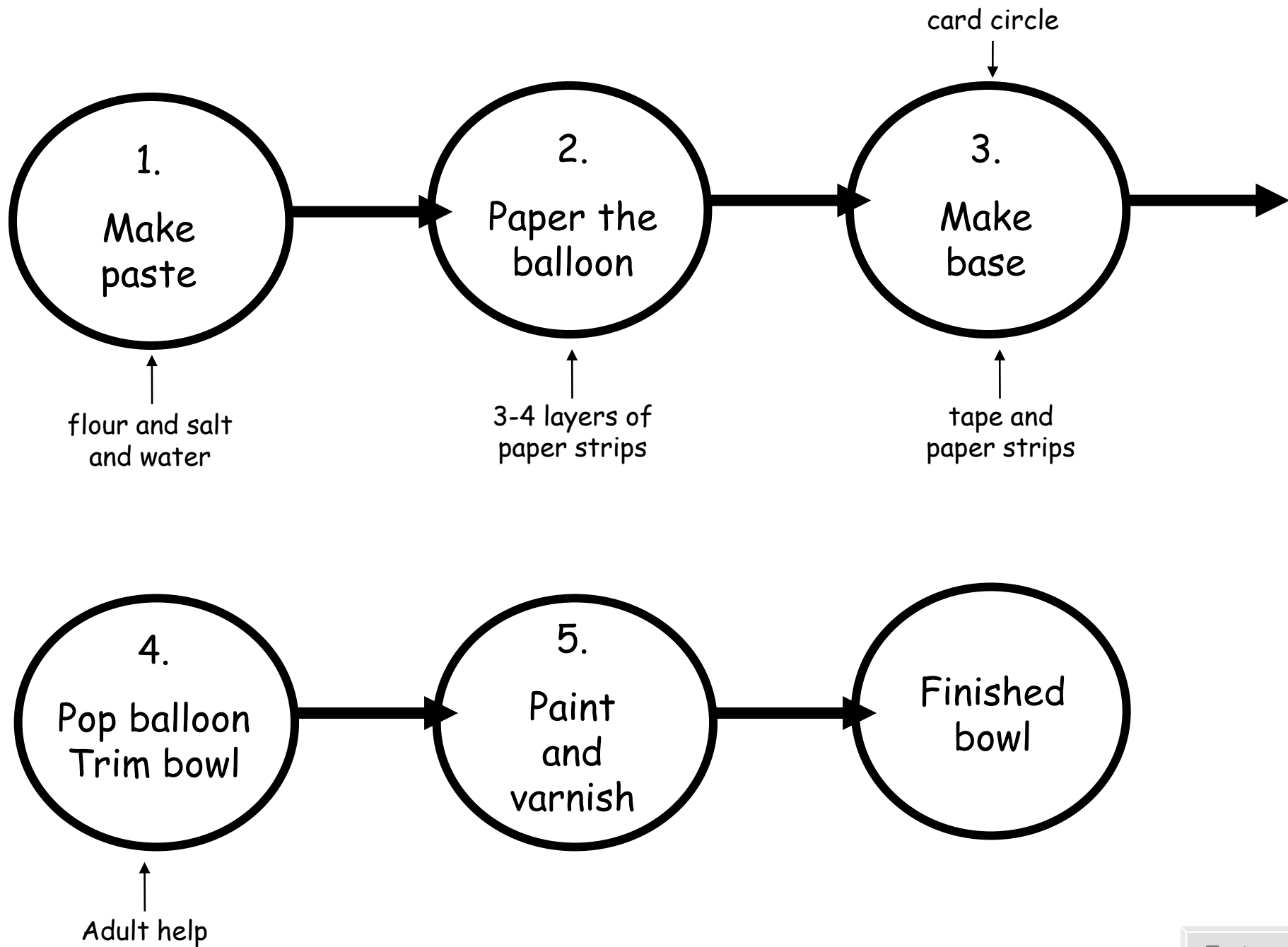
You will need:

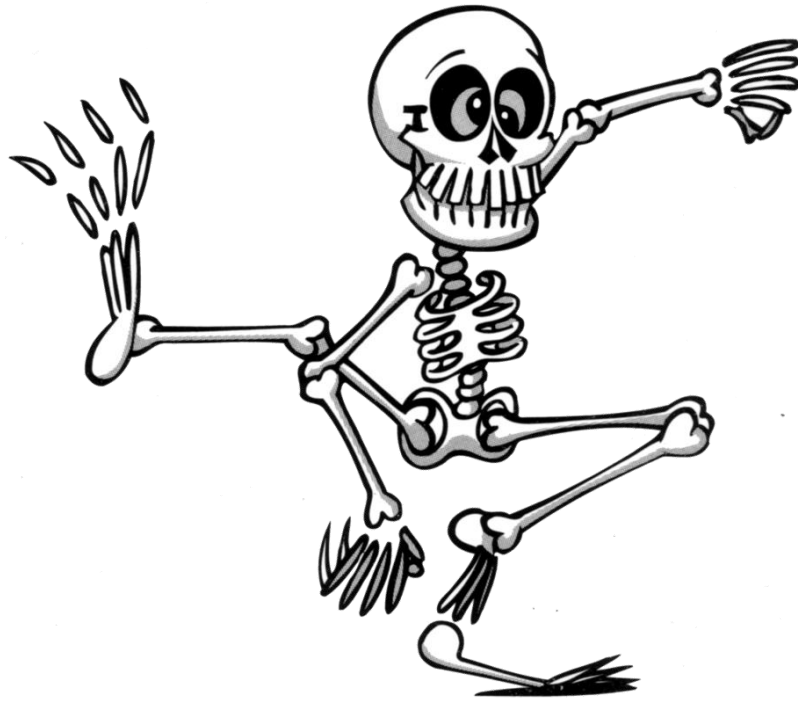
half a cup of flour
half a cup of water
a tablespoon of salt
a container for mixing paste
newspaper, torn into thin strips
a balloon, blown up and knotted
a strip of card (about 30cm by 4cm)
sticky tape and scissors
paint and brushes
varnish and brush

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.





The End