

# Unit 2 Writing instructions (Part I)

## Outline notes

***Genre-based Writing***



# **Unit 2 Writing instructions (Part I)**

## **How to do things and how to make things Part 1**

- **How to clean your camera lens**
- **How to make a mobile**
- **How to make an almond cake**



# **Unit 2 Writing instructions (Part I)**

**How to do things and how to make things**

**Set context**

**2.1 Instructions for cleaning your camera  
lens: Introduction**

**2.2 organisation**

**2.3 Language**

**2.4 Instructions for making something: a  
mobile**

**2.5 Instructions for making an almond  
cake**



# Unit 2 Writing instructions (Part I)

## How to clean your camera lens

### Set context:

1. Look at the pictures.

a. This is what the policeman is saying:



(Microsoft Clip Art Gallery, 2006)

b. This is what the mother is saying to the child:



(Microsoft Clip Art Gallery, 2006)

c. This is what the cook is saying to her students?



(Microsoft Clip Art Gallery, 2006)

2. What do the utterances in “1a, 1b, and 1c” have in common?



# Unit 2 Writing instructions (Part I)

## Set context:

3. Match the words with the pictures by putting the words in front of the pictures.

touch

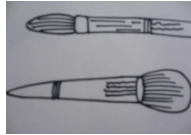
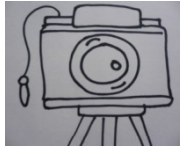




camel hair brush

apply

cleaning fluid

lens tissue

lens

# Unit 2 Writing instructions (Part I)

## 2.1 Introduction

Written instructions: instructions that tell people WHAT things to do, HOW to do them and, sometimes, WHY they need to do them.

**steps or stages >> diagrams (illustrating parts of things) >> lists of the materials (tools of various types)**





# Unit 2 Writing instructions (Part I)

## 2.2 Overall organisation of an instruction text

In the case of an instruction text, the **Topic** section involves identifying the readers' goal or goals (what they want to achieve).

Topic GOAL or GOALS	<i>How to clean your camera lens</i>
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Goals are often expressed in phrases beginning with 'How to' (e.g., *How to clean your camera lens*), but they can also be expressed in other ways. Here are two other possibilities:

*Cleaning your camera lens*

*Camera lens cleaning*



# Unit 2 Writing instructions (Part I)

## 2.2 Overall organisation of an instruction text

Next, writers of instructions need to focus on the things their readers will need to use in order to achieve their goal or goals. Following the title, an instruction text often includes **a list of materials and/or equipment**. Each item is often presented in the order in which it will be used. If readers may not already have the necessary equipment or materials, it is a good idea to indicate where they can obtain them.

**Focus  
MATERIALS  
AND/OR  
EQUIPMENT**

**You will need:**

- a camel hair brush;
  - photographic lens tissues;
  - photographic lens cleaning fluid.
- (You can buy all of these from good camera stores.)



# Unit 2 Writing instructions (Part I)

## 2.2 Overall organisation of an instruction text

The next section of an instruction text (the Detail section) often begins with **a warning or warnings**. The warning (generally an instruction NOT to do something) is often in **bold print**. Notice that warnings are often preceded by reasons.

Next come the **stages (or steps)** that readers need to go through in order to achieve their goal. This is the main part of an instruction text. The steps or stages (instructions about what to do) should be presented in the order in which they should be done.



<p><b>Detail (WARNINGS)<sup>[1]</sup> AND INSTRUCTIONS ABOUT WHAT TO DO</b></p>	<p>Camera lenses are very delicate and easily damaged. <b>DO NOT</b> clean your lens more often than is strictly necessary.</p> <p>Cleaning fluid and lens tissues that are not specifically intended for photographic lenses can damage your camera lens. <b>USE ONLY photographic cleaning fluid and photographic tissues.</b></p> <p>The inner element of your camera lens should be handled only by an expert. If the inner element of your lens becomes foggy, take the lens to a camera shop. <b>NEVER attempt to clean the inner element yourself.</b></p>	<p><b>Warnings (generally WHAT <u>NOT</u> TO DO)</b></p>
	<p>First, blow away loose dirt or dust from the surface of the lens.</p> <p>Next, brush the edge of the lens carefully with a camel hair brush.</p> <p>Then apply a drop of photographic lens fluid to a piece of photographic lens tissue and wipe the lens very gently.</p> <p>Finally, dry the lens gently with a dry piece of photographic lens tissue.</p>	<p><b>Steps (WHAT TO DO)</b></p>




# Unit 2 Writing instructions (Part I)

## 2.2 The Overall organisation of an instruction text

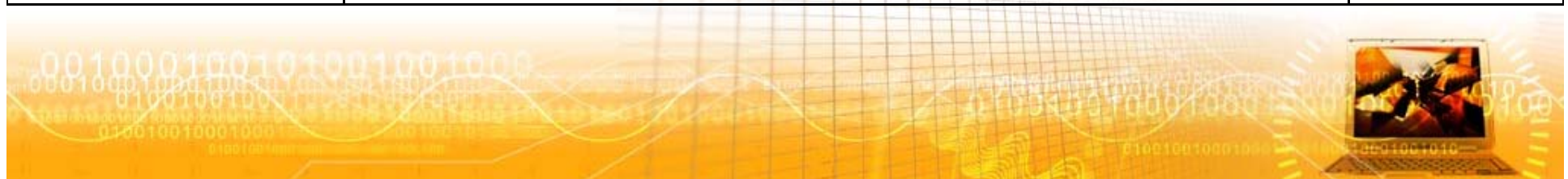
The final section of an instruction text often provides **advice**. In this case, readers could usefully be given advice about how to make sure that their camera lens stays clean after they have cleaned it.

Conclusion ADVICE (often including a final warning or comment)	To keep your camera lens clean, always use your lens cover when you are not using your camera and never touch the lens when you are taking photographs.	Advice
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Topic GOAL or GOALS	<i>How to clean your camera lens</i>	
Focus MATERIALS AND/OR EQUIPMENT	<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>•a camel hair brush;</li> <li>•photographic lens tissues;</li> <li>•photographic lens cleaning fluid.</li> </ul> <p>(You can buy all of these from good camera stores.)</p>	
Detail (WARNINGS) <sup>[1]</sup> AND INSTRUCTION S ABOUT WHAT TO DO	<p>Camera lenses are very delicate and easily damaged. <b>DO NOT</b> clean your lens more often than is strictly necessary.</p> <p>Cleaning fluid and lens tissues that are not specifically intended for photographic lenses can damage your camera lens. <b>USE ONLY photographic cleaning fluid and photographic tissues.</b></p> <p>The inner element of your camera lens should be handled only by an expert. If the inner element of your lens becomes foggy, take the lens to a camera shop. <b>NEVER attempt to clean the inner element yourself.</b></p>	<p><b>Warnings</b> (generally <b>WHAT</b> <b><u>NOT</u> TO</b> <b>DO</b>)</p> 

<p><b>Detail</b>  <b>(WARNINGS)[1]</b>  <b>AND</b>  <b>INSTRUCTIONS</b>  <b>ABOUT WHAT</b>  <b>TO DO</b></p>	<p>First, blow away loose dirt or dust from the surface of the lens.</p> <p>Next, brush the edge of the lens carefully with a camel hair brush.</p> <p>Then apply a drop of photographic lens fluid to a piece of photographic lens tissue and wipe the lens very gently.</p> <p>Finally, dry the lens gently with a dry piece of photographic lens tissue.</p>	<p><b>Steps</b>  <b>(WHAT</b>  <b>TO DO)</b></p>
<p><b>Conclusion</b>  <b>ADVICE</b> (often including a final warning or comment)</p>	<p>To keep your camera lens clean, always use your lens cover when you are not using your camera and never touch the lens when you are taking photographs.</p>	<p><b>Advice</b></p>





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

Let's look at the text again, paying attention to the type of language that is used in the different sections.

First, notice how many times the words 'you', 'your' or 'yourself' are used in the text:

How to clean **your** camera lens





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### You will need:

- ◆ a camel hair brush;
- ◆ photographic lens tissues;
- ◆ photographic lens cleaning fluid.

(**You** can buy all of these from good camera stores.)

DO NOT clean **your** lens more often than is strictly necessary.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

The inner element of **your** camera lens should be handled only by an expert.

If the inner element of **your** lens becomes foggy, take the lens to a camera shop. NEVER attempt to clean the inner element **yourself**.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

To keep your camera lens clean, always use **your** lens cover when **you** are not using **your** camera and never touch the lens when **you** are taking photographs.

The second person pronoun (*you*) is often used in instruction texts to make readers feel as if they are being addressed personally.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

The **Focus (MATERIALS OR EQUIPMENT)** section of the text begins with an introduction to a list followed by a colon (:).

After the colon, there is a list (indented) of equipment. Each item in the list is introduced by a bullet point.

Finally, there is a piece of advice that is in brackets to separate it from the list of the things that readers will need.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

**You will need:**

- a camel hair brush;
- photographic lens tissues;
- photographic lens cleaning fluid.

(You can buy all of these from good camera stores.)



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

The **Warnings** part of the **Detail** section of the text begins with a list of three warnings. In each case, the warning is preceded by a **reason**.

The reason and the warning are in a textual relationship of **Reason-Result**:





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### WARNINGS:

**REASON:** Camera lenses are very delicate and easily damaged.

**RESULT**  
(warning): **DO NOT** clean your lens more often than is strictly necessary.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### WARNINGS:

**REASON:** The inner element of your camera lens should be handled only by an expert.

**RESULT**  
(warning): If the inner element of your lens becomes foggy, take the lens to a camera shop. NEVER attempt to clean the inner element yourself.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### WARNINGS:

**REASON:**      Cleaning fluid and lens tissues that are not specifically intended for photographic lenses can damage your camera lens.

**RESULT**  
(warning):      **USE ONLY** photographic cleaning fluid and photographic tissues.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

Notice that the second warning involves a direct instruction TO DO something:

**USE ONLY** photographic cleaning fluid and photographic tissues.

However, it also involves an indirect instruction not to do something else:

**(DO NOT)** use other types of cleaning fluids or tissues.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

The **Steps** part of the **Detail** section of the text is made up of a list of four instructions which appear in sequence. The fact that the list is **chronologically ordered** (arranged in terms of the order things will be done) is signaled in the words ‘first’, ‘next’ and ‘finally’. This type of chronological ordering or sequencing (that is, listing in terms of a sequence of activities over time) is very important in instructional texts. It involves the textual relationship of **temporal sequence** (one thing after another in time).



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

**First**, blow away loose dirt or dust from the surface of the lens.

**Next**, brush the edge of the lens carefully with a camel hair brush.

**Then** apply a drop of photographic lens fluid to a piece of photographic lens tissue and wipe the lens very gently.

**Finally**, dry the lens gently with a dry piece of photographic lens tissue.





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

The **Conclusion** section of the text is made up of a piece of **advice** about how readers should keep their camera lens clean. The advice is in the form of two linked instructions, one including the word ‘always’ and the other including the word ‘never’.

. . . always use your lens cover when you are not using your camera

and

never touch the lens when you are taking photographs.




# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

If you look again at the whole text, you will see that there are **nine** instructions in the **Detail** and **Conclusion** sections. The warnings, the steps and the advice all include instructions.



<b>Topic (Goal)</b>	<i>How to clean your camera lens</i>	
<b>Focus MATERIALS AND/OR EQUIPMENT</b>	<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>•a camel hair brush;</li> <li>•photographic lens tissues;</li> <li>•photographic lens cleaning fluid.</li> </ul> <p>(You can buy all of these from good camera stores.)</p>	
	<p><b>Camera lenses are very delicate and easily damaged. DO NOT clean your lens more often than is strictly necessary. Cleaning fluid and lens tissues that are not specifically intended for photographic lenses can damage your camera lens. USE ONLY photographic cleaning fluid and photographic tissues.</b></p> <p><b>The inner element of your camera lens should be handled only by an expert. If the inner element of your lens becomes foggy, take the lens to a camera shop. NEVER attempt to clean the inner element yourself.</b></p>	<p><b>Warnings</b></p> <p>INSTRUCTION 1 INSTRUCTION 2 INSTRUCTION 3</p>
	<p>First, blow away loose dirt or dust from the surface of the lens. Next, brush the edge of the lens carefully with a camel hair brush.</p> <p>Then apply a drop of photographic lens fluid to a piece of photographic lens tissue and wipe the lens very gently. Finally, dry the lens gently with a dry piece of photographic lens tissue.</p>	<p><b>Steps</b></p> <p>INSTRUCTION 4 INSTRUCTION 5 INSTRUCTION 6 INSTRUCTION 7</p>
<b>Conclusion ADVICE (often including a final warning or comment)</b>	<p>To keep your camera lens clean, always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs.</p>	<p><b>Advice</b></p> <p>INSTRUCTION 8 INSTRUCTION 9</p> 

# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

We referred above to *instructions*, *warnings*, and *advice*. These are called *language functions*. The term ‘language function’ is used to refer to the particular role (function) that a piece of language plays at a particular point in a text.

Notice that instruction is a more general function than advice or warning. This means that a particular piece of language that can be classified as performing the function of an instruction can sometimes be further sub-classified as performing an additional function (e.g., a warning or a piece of advice).



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

We referred earlier to two *textual relationships*: **Reason-Result** and **Temporal Sequence**. Textual relationships always have at least two parts:

Camera lenses are very delicate and easily damaged (Reason).  
DO NOT clean your lens more often than is strictly necessary (Result).

First, blow away loose dirt or dust from the surface of the lens (first part of Temporal Sequence relationship). Next, brush the edge of the lens carefully with a camel hair brush (Second part of Temporal Sequence relationship).





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

It is because they always have at least two parts that they are referred to as ‘textual relationships. They *relate* one part of a text to another part of a text. There is another kind of textual relationship at the end of the text – a relationship of **Means-Purpose**. The purpose part of this relationship (‘to keep your camera clean’) precedes the means part (i.e., the means by which you can keep your camera clean) on this occasion:





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### The Means- Purpose relationship:

**PURPOSE:** To keep your camera lens clean,

**MEANS:** always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

In talking about the language of the text, we have referred so far to ‘language functions’ and ‘textual relationships’. We can also talk about the language of the text in terms of its grammar. Thus, for example, the instructions in the text appear in the *grammatical form* of imperative constructions and negative imperative constructions. In imperative constructions and negative imperative constructions, the subject of the sentence (you) does not appear:



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

Another feature of the grammar of the language of instruction texts that has already been discussed is the fact that **2nd person pronouns** often occur.

It is important when you are writing texts to think about the language features that often occur in the type of text you are writing. It is also important to think about **aspects of layout**, such as, the use of lists in instruction texts for example.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

Here is a summary of the common language features and layout features of instruction texts:

### Common language functions:

#### **Instructions**

e.g., Brush the edge of the lens carefully . . .



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### Common language functions:

**Warnings** (often preceded by reasons)

e.g., Camera lenses are very delicate and easily damaged.  
DO NOT clean your lens more often than is strictly necessary.

**Advice**

e.g., . . . always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs.



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### Common textual relationships:

#### **Reason-Result**

e.g., Camera lenses are very delicate and easily damaged  
(REASON); DO NOT clean your lens more often than  
is strictly necessary (RESULT)





# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### Common textual relationships:

#### **Purpose-Means**

e.g., To keep your camera lens clean (PURPOSE), always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs (MEANS).



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### Common textual relationships:

#### Temporal Sequence

e.g., First . . . Next . . . Then . . . Finally . . .



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### Common grammatical forms:

#### **Imperatives and negative imperatives**

e.g., Dry the lens gently with a piece of photographic lens tissue; do not clean your lens more often than is strictly necessary.

#### **2nd person pronouns (you; your)**

e.g., You will need . . .



# Unit 2 Writing instructions (Part I)

## 2.3 The language of an instruction text

### Layout of the text:

**List with different items on separate lines (items often indented)**

e.g., You will need:

- a camel hair brush;
- photographic lens tissues;
- photographic lens cleaning fluid.



# Unit 2 Writing instructions (Part I)

## Task 1

***Genre-based Writing***



# Unit 2 Writing instructions (Part I)



## TASK 1

Your task is to create a text that is similar to the one we have discussed. The Topic (Goal) of your text is: *How to clean a CD Rom drive.*

1. Carefully re-read the instruction text above.
2. Look at the text template below. You should use this text template as a guide when you write your own text.
3. Use **ONLY** the information provided after the text template. The information is in no particular order. You need to organise it and decide where each piece should be located in each section of the text template. It is a good idea to begin by finding the Topic (Goal).
4. When you have completed the task, turn to the back of the book to view the completed template.







## TASK 1

<b>Student number:</b>		
<b>Instruction text template</b>		
<b>Topic GOAL</b>		
<b>Focus MATERIALS AND/OR EQUIPMENT</b>		
<b>Detail (WARNINGS) AND INSTRUCTIONS ABOUT WHAT TO DO)</b>		<b>Warnings</b>
		<b>Steps</b>
<b>Conclusion ADVICE (often including a final warning or comment)</b>		<b>Advice</b>

## INFORMATION FOR TASK 1

Finally, if your CD-ROM drive is still not functioning correctly, insert and run a CD-ROM cleaning disc.

CD-ROM drive cleaning discs and audio CD drive cleaning discs run at different speeds.

CD ROM drives can be damaged by cleaning.

DO NOT clean your CD Rom drive unless you are having a problem in running discs.

To keep your CD ROM drive clean, only use clean CDs that have been kept in CD cases and keep smoke and pets away from your computer.

Your breath may contain saliva and tiny particles of food.

How to clean your CD-ROM drive

First, check your CD ROMs to make sure that they are not the cause of the problem.

You will need:

- an air bulb;
- a CD-ROM drive cleaning disc

DO NOT blow air from your mouth into your CD ROM drive.

DO NOT use audio CD drive cleaning discs in your CD-ROM drive.

Next, if you are sure that the problem relates to your CD-ROM drive, use an air bulb to gently blow short bursts of air into it, making sure that particles of dirt or dust are blown away from the drive, not deeper into it.





## TASK 1

### Instruction text template

<b>Topic (Goal)</b>	How to clean your CD-ROM drive	
<b>Focus (Materials and/or equipment)</b>	You will need: <ul style="list-style-type: none"><li>• an air bulb</li><li>• a CD-ROM drive cleaning disc</li></ul>	
<b>Detail (Warnings and Stages)</b>	<b>CD ROM drives can be damaged by cleaning. DO NOT clean your CD ROM drive unless you are having a problem in running discs.</b> <b>Your breath may contain saliva and tiny particles of food. DO NOT blow air from your mouth into your CD ROM drive.</b> <b>CD-ROM drive cleaning discs and audio CD drive cleaning discs run at different speeds. DO NOT use audio CD drive cleaning discs in your CD-ROM drive.</b>	<b>Warning s</b>
	First, check your CD ROMs to make sure that they are not the cause of the problem.  Next, if you are sure that the problem relates to your CD-ROM drive, use an air bulb to gently blow short bursts of air into it, making sure that particles of dirt or dust are blown away from the drive, not deeper into it. Finally, if your CD-ROM drive is still not functioning correctly, insert and run a CD-ROM cleaning disc.	<b>Steps</b>
<b>Conclusion (Advice or final comment)</b>	To keep your CD Rom drive clean, only use clean CDs that have been kept in CD cases and keep smoke and pets away from your computer.	<b>Advice</b>



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

We have looked at a text that involves instructions for doing something. Now let's consider a text that involves instructions for making something. Once again, our text will have a Topic (GOAL). This time, the goal will be to make a simple mobile.

Topic GOAL	<i>How to make a mobile</i>
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# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

The next section, the Focus (MATERIALS AND/OR EQUIPMENT) section, will include a list of materials or equipment.

**Focus  
MATERIALS  
AND/OR  
EQUIPMENT**

**You will need:**

- drinking straws;
- paper clips;
- four or five pictures (about 8cm. x 8cm.) or large letters;
- scissors;
- cardboard;
- glue

# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

The next section is the Detail (WARNINGS AND STEPS) section. In this section, we may have one or more warnings in addition to the steps or stages that readers should follow. In this case, we might want to include a warning for children.

Detail WARNINGS AND STEPS	Scissors can be dangerous. Children should ask an adult to help them to cut the cardboard.	Warnings
		Steps


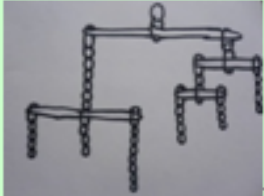
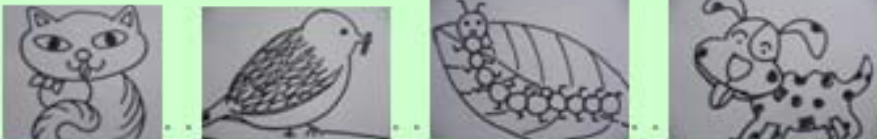


# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

**The next part (the Steps or Stages) is the longest part. You need to make sure that there is a clear and logical sequence of activities. It is often a good idea to include pictures or diagrams to help your readers to follow your instructions. It is also often a good idea to number the instructions.**



<p>Detail (WARNINGS) AND STEPS</p>	<p>Scissors can be dangerous. Children should ask an adult to help them to cut.</p> <p>1. Push a drinking straw through three paper clips. Make three.</p>  <p>2. Join the straws with paper clips.</p>  <p>3. Cut out pictures or letters.</p> <p>E · M · I · L · Y</p> 	<p>Warnings</p> <p>Steps</p>
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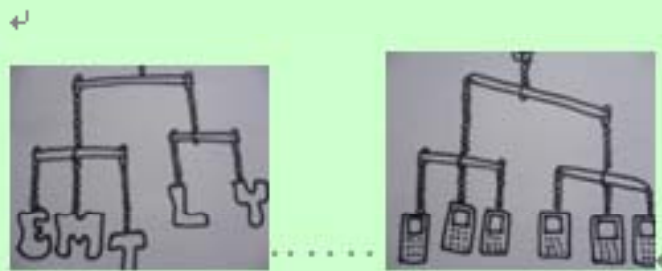
4. Cut cardboard into pieces.



5. Glue the pictures or letters onto the pieces of cardboard.



6. Hang the pictures or letters on the paper clips.



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

In the **Conclusion (ADVICE and/or COMMENT)** section, you could include some advice and/or make a final comment.

<b>Conclusion ADVICE AND/OR COMMENT</b>	Children enjoy making mobiles. You could make a mobile with pictures of your child or your child's name.	<b>Final comment and advice</b>
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# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

### Comment and review

The main *difference* between the organisation of texts that tell people **how to do something** and texts that tell people **how to make something** is *in the final section*.

In the first case (i.e., texts that tell people how to do something), the *Conclusion* section usually contains *advice* with or without a final comment; in the second case (i.e., texts that tell people how to make something), the *Conclusion* section generally *does not include advice*.



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

### Comment and review

Here is the instruction text template along with some common features of language and text layout. It is important to remember that the features of language that are included at the end of the text template are commonly occurring ones. This does not mean that they always occur in instruction texts and it certainly does not mean that other features of language do not occur.





# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

Instruction text template		
Topic GOAL		
Focus MATERIALS AND/OR EQUIPMENT		
Detail (WARNINGS) AND STEPS		Warnings
		Steps
Conclusion (ADVICE) AND/OR COMMENT		Advice



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

### Language of the text

#### Common language functions:

##### Instructions

e.g., Brush the edge of the lens carefully . . .

##### Warnings (often preceded by reasons)

e.g., Camera lenses are very delicate and easily damaged. DO NOT clean your lens more often than is strictly necessary.

##### Advice

e.g., Always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs.



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

**Language of the text**

**Common textual relationships:**

**Reason-Result**

e.g., Camera lenses are very delicate and easily damaged  
(REASON); DO NOT clean your lens more often than is  
strictly necessary (RESULT)



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

**Language of the text**

**Common textual relationships:**

**Means-Purpose**

e.g., To keep your camera lens clean (PURPOSE), always use your lens cover when you are not using your camera and always avoid touching the lens when you are taking photographs (MEANS).

**Temporal Sequence**

e.g., First . . . Next . . . Then . . . Finally . . .



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

**Language of the text**

**Common grammatical forms:**

**Imperatives and negative imperatives**

e.g., Dry the lens gently with a piece of photographic lens tissue; do not clean your lens more often than is strictly necessary.

**2nd person pronouns (you; your)**

e.g., You will need . . .



# Unit 2 Writing instructions (Part I)

## 2.4 Writing instructions: Instructions for making something – a mobile

### Layout of the text

The layout often includes one or more lists with different items on separate lines (items often indented).





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

We have looked at a text that involves instructions for making a mobile. Now let's consider a text that involves instructions for making a cake. First, let's take a look at the Power Point slides. Click ["instruction"](#) to view the detail.



# Instruction Texts

**Recipe**

**How to make ....**



# Instruction Texts: Recipe

**Browse the following recipes and figure out:**

- **What action verbs are used in the recipes and how do they function?**
- **What words link different parts of the text?**
- **What modal verbs (can, should, etc.) can you find in the recipes? How do they function?**



# **Instruction Texts: Recipe**

## **How to make cucumber salad (2-1)**

### **Ingredients:**

- ◆ **6 large (or 10 small) cucumbers**
- ◆ **2 tbsp. salt**
- ◆ **2 tbsp. lemon juice**
- ◆ **3 tbsp. sugar**
- ◆ **1 small onion, sliced**



# **Instruction Texts: Recipe**

## **How to make cucumber salad (2-2)**

### **Preparation:**

**Step 1 Wash cucumbers. Do not peel them.**

**Step 2 Slice them thinly using a food processor (or by hand).**

**Step 3 Sprinkle with salt and leave for 20 min.**

**Step 4 Drain.**

**Step 5 Add lemon juice, sugar and onion.**

**Step 6 Stir the mixture slightly.**

**Note: If you like raisins, you could add some to the salad.**



# Instruction Texts:Recipe

## How to make coconut kisses (2-1)

### Ingredients:

- 1 cup brown sugar
- stiffly beaten egg whites
- 2 cup corn flakes
- 1 cup moist shredded coconut
- 1/2 cup chopped walnuts
- 1/2 tsp. vanilla





# Instruction Texts: Recipe

## How to make coconut kisses (2-2)

### Preparation:

- First, beat sugar into egg whites. Fold in corn flakes, coconut, and nuts. Add vanilla.
- Next, pick up a teaspoonful of the mixture and drop it on a well-greased baking tray.
- Repeat until all of the mixture is on the tray.
- Then, bake in moderate oven at 350 degrees for 15 to 20 minutes.
- Finally, take the tray out of the oven and leave the cookies to cool.

**Note: If the cookies look too soft, return them to the oven for a while.**



# Instruction Texts: Recipe

## How to make sushi roll (3-1)

<http://japanesefood.about.com/od/sushiroll/r/tunasaladroll.htm>

### Ingredients:

- ◆ 4 cups sushi rice
- ◆ 4 sheets of nori (dried seaweed)
- ◆ 1 tbsp. finely chopped onion
- ◆ 2/3 cups canned tuna
- ◆ 1 tbsp. mayonnaise



# Instruction Texts: Recipe

## How to make sushi roll (3-2)

### Preparation:

- ◆ Mix chopped onion, tuna, and mayonnaise in a bowl.
- ◆ Put a nori sheet on top of a bamboo mat.
- ◆ Spread sushi rice on top of the nori sheet.
- ◆ Place the tuna salad on the rice.
- ◆ Roll up the bamboo mat, pressing forward to shape the sushi into a cylinder.



# Instruction Texts: Recipe

## How to make sushi roll (3-3)

### Preparation:

- ◆ Press the bamboo mat firmly and remove it from the sushi.
- ◆ Cut the sushi roll into bite-size pieces.

**Note: If you prefer spicy sushi, you could add mustard to the tuna salad.**



# Instruction Texts: Recipe

- ✚ Now use the chart below to fill out the three categories of the recipe.
- ✚ Check your answer with your partner and make any necessary changes.

Action verbs	Connectives	Modal verbs



# Instruction Texts: Recipe

## How to make ....

### References:

**Knapp, P. & Watkins, M. 2005. Genre, Text, Grammar. UNSW Press.**  
**<http://japanesefood.about.com/od/sushiroll/r/tunasaladroll.htm>**





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

### Goal

The text should begin by telling readers what their **goal** is, that is, what they are going to achieve. In this case, the **Goal** section tells your readers what they are going to do – make an almond cake.

<b>Goal</b>	<i>How to make an almond cake</i>
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# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

### Equipment and/or materials

The next section is the **Equipment and/or materials section**. In this section, you should list all the things that your readers will need. In this case, they will need to know what equipment they will need (such as a bowl and a wooden spoon) and what materials they will need. Because they are going to make a cake, the materials they will need are the ingredients for the cake.



**Equipment and/or materials (e.g., ingredients)**

**Equipment**

- → · kitchen scales
- → · a large mixing bowl
- → · a wooden spoon
- → · a knife
- → · a cake tin (non-stick; 230mm diameter)
- → · a chopstick
- → · a baking tray
- → · a heatproof board

↵

**Ingredients**

- → · butter (280 grams)
- → · sugar (280 grams)
- → · eggs (4)
- → · flour (280 grams)
- → · powdered almonds (50 grams)
- → · baking powder (1 teaspoonful)

↵

**Notes:**

If the eggs are very small, use six.

If you don't have a non-stick baking tin, use greaseproof paper to line your baking tin so that the cake does not stick to it.

# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

At the end of the list of ingredients, we have included two notes **in bold print**. Look carefully at them.

Both of the notes are in the form of conditionals:

**If the eggs are very small, use six.**

**If you don't have a non-stick baking tin, use greaseproof paper to line your baking tin so that the cake does not stick to it.**

In the second note, the conditional construction is followed by an instruction that ends with a clause beginning with 'so that'. This clause provides the purpose of the instruction: *so that the cake does not stick to it*.

# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

One of the notes in this section of the text makes two references to purpose:

... use greaseproof paper **to line** your baking tin **so that** the cake does not stick to it.

The purpose of the greaseproof paper is *to line your baking tin*.

The purpose of lining the baking tin is *so that the cake does not stick to it*.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Let's look again at the conditional sentences:

**If the eggs are very small, use six.**

**If you don't have a non-stick baking tin, use greaseproof paper to line your baking tin so that the cake does not stick to it.**





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Here we are using conditional sentences **to give instructions**.  
Notice that the verb in the conditional clause is in present tense form and the verb in the instruction clause is in imperative form.

If + S + V (pres) . . . , V (imperative) . . .

If the eggs are . . . , use . . .

If you don't have . . . , use . . .



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If you know the meaning of all of the words in the equipment and materials part of the text, go to the next section – the Detail section.

If you don't know the meaning of some of the words, find a translation into Mandarin at

<http://www.mandarintools.com/worddict.html> or  
<http://tw.dictionary.yahoo.com>



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

### Detail

**The Detail section of an instruction text tells readers what to do with the equipment and materials. The instructions in this section should be well organised. This means that they should be in the correct order.**



<p>Detail ↗</p> <p>INSTRUCTIONS</p> <p>(WHAT TO DO) ↗</p> <p>↗</p> <p>↗</p> <p>↗</p> <p>↗</p> <p>↗</p> <p>↗</p>	<ol style="list-style-type: none"> <li>1. → Turn on your oven and heat it to a temperature of 200 degrees Celsius. ↗</li> <li>2. → Line the baking tin with greaseproof paper. ↗</li> <li>3. → Measure out the correct amount of each of the ingredients. ↗</li> <li>4. → Put the butter into the mixing bowl and cut it into small pieces. ↗</li> <li>5. → Stir the sugar into the butter using the wooden spoon. ↗</li> <li>6. → Break the eggs into the mixture of butter and sugar and stir until the mixture is light and fluffy. ↗</li> <li>7. → Pour the flour and powdered almonds into the mixture of butter, sugar and eggs and stir the mixture well. ↗</li> <li>8. → Stir the baking powder into the mixture of flower, powdered almonds, butter, sugar and eggs. ↗</li> <li>9. → Put the mixture into the baking tin, checking that it is evenly spread. ↗</li> </ol>
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Detail ↵

INSTRUCTIONS ↵

(WHAT TO DO) ↵

↵

↵

↵

↵

↵

↵

**10.** Put the baking tin into the oven. ↵

**11.** After approximately 35 minutes, remove the cake from the oven and pierce it with a chopstick. *If the chopstick is sticky, put the cake back into the oven for a little longer. If the chopstick is not sticky, put the cake tin on a heatproof board for five minutes and then remove it from the baking tin and put it on a baking tray to cool.* ↵

**Notes:** ↵

**If your oven has a Fahrenheit temperature gauge, heat it to 392 degrees Fahrenheit.** ↵

↵

**If the cake sticks to the baking tin, run a knife around the edge of the tin and then turn it upside down just above the baking tray so that it slides easily out of the tin onto the tray.** ↵



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Let's think about the language in the Detail section.

Instructions and the imperative construction

Notice that the instructions are in the form of imperative constructions. Here are two examples:

Put the butter into the mixing bowl and cut it into small pieces.

Put the baking tin into the oven.





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Here is a list of the verbs (all in imperative form) that occur in the text:

turn on; line; measure out; put; cut; stir; break;  
pour; add; remove; pierce; heat; run; turn

Notice that two of the verbs (*turn on* and *measure out*) have two words.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Also notice that the –ing form of verbs is used twice in the instructions:

Stir the sugar into the butter **using** the wooden spoon.

Put the mixture into the baking tin, **checking** that it is evenly spread.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Using the –ing form of the verb in these sentences indicates that the action referred to (*using the wooden spoon; checking that it is evenly spread*) happens at the same time as the other action:

Stir the sugar into the butter **using** the wooden spoon.  
(Use the wooden spoon to stir the sugar into the butter.)

Put the mixture into the baking tin, **checking** that it is evenly spread.

(Check that the mixture is evenly spread at the same time as you spread it into the baking tin.)



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

In the two instructions above, there is a comma before ‘checking’ but not before ‘using’.

If you include only a noun group (such as wooden spoon) after the –ing form of the verb, do NOT include a comma in the sentence.

If there is more than a noun group after the –ing form of the verb, include a comma in the sentence.

If the –ing form of the verb is at the beginning of the sentence, include a comma in the sentence:

**Using the wooden spoon, stir the sugar into the butter.**

**Checking that the mixture is evenly spread, put it into the baking tray.**

# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

### Articles

In the list of equipment, we used the indefinite article (*a*) to refer to things:

- a large mixing bowl
- a wooden spoon
- a knife
- a cake tin (non-stick; 230mm diameter)
- a chopstick
- a baking tray
- a heatproof board



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If you use singular count nouns to refer to things for the first time, include the indefinite article (*a*).

In the list of ingredients, we did not include any article:

- butter (280 grams)
- sugar (280 grams)
- eggs (4)
- flour (280 grams)
- powdered almonds (50 grams)
- baking powder (1 teaspoonful)





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If you include the quantity of each ingredient in brackets after it, do **NOT** use any article before it.

In the **Detail section** of the text, we used the definite article (*the*) to refer to things that we had already mentioned. Here are some examples:

Put **the** butter into **the** mixing bowl and cut it into small pieces.

Stir **the** sugar into **the** butter using **the** wooden spoon.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If you use singular count nouns to refer to things for the first time, use the indefinite article (*a*).

If you include the quantity of each ingredient in brackets after it, do NOT include any article before it.

If you refer to things that you have already mentioned, use the definite article (*the*).



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Using conditional sentences to give advice

Notice that in the Detail section of the text, we give three pieces of advice to our readers. The first piece of advice is included in *Instruction 11*.

If the chopstick is sticky, put the cake back into the oven for a little longer.

If the chopstick is not sticky, put the cake tin on a heatproof board for five minutes and then remove it from the baking tin and put it on a baking tray to cool.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

The other two pieces of advice are included as notes:

If your oven has a Fahrenheit temperature gauge, heat it to 392 degrees Fahrenheit.

If the cake sticks to the baking tin, run a knife around the edge of the tin and then turn it upside down just above the baking tray so that it slides easily out of the tin onto the tray.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Notice that each piece of advice is expressed in conditional form. The *conditional clause* has a verb in the **present simple** tense and the *advice clause* has a verb in **imperative** form.





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If + S + V (pres) . . . , V (imperative) . . . .

**If** the chopstick is . . . , **put** . . . .

If the chopstick is sticky, **put** the cake back into the oven for a little longer.

If the chopstick is not sticky, **put** the cake tin on a heatproof board for five minutes and then **remove** it from the baking tin and **put** it on a baking tray to cool.

If your oven **has** a Fahrenheit temperature gauge on your oven, **heat** it to 392 degrees Fahrenheit.

If the cake **sticks** to the baking tin, **run** a knife around the edge of the tin and then **turn** it upside down just above the baking tray so that it **slides** easily out of the tin onto the tray.





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Notice that the second note ends with a statement of purpose beginning with *so that*:

If the cake sticks to the baking tin, run a knife around the edge of the tin and then turn it upside down just above the baking tray so that it slides easily out of the tin onto the tray.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

### Conclusion

If you wish, you can include a final section – the Conclusion section – in which you make a general comment which may include advice.

Conclusion COMMENT (with or without advice)	If you don't want to eat your almond cake within two days, store it in an air-tight container, such as a tin or plastic box, so that it lasts longer.
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# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Once again, the advice is in the form of a conditional sentence. The verb of the first clause is in present tense form (NEGATIVE); the first verb of the second clause is in imperative form. The final part of the second clause begins with 'so that' and indicates purpose:

If you don't want to eat your almond cake within two days, store it in an air-tight container, such as a tin or plastic box, so that it lasts longer.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Before we look at the complete text, let's sum up what we have learned about using conditional sentences.

When we use conditional sentences to give instructions or advice, the verb in the conditional clause is in the present simple tense and the verb in the instruction clause or the advice clause is in imperative form.

→ → → → If ... + S + V (pres) ... , V (imperative) ...

INSTRUCTIONS If the eggs are ... , use ...

→ → → → If you don't have ... , use ...

ADVICE → If ... + S + V (pres) ... , V (imperative) ...

If the chopstick is ... , put ...



Topic (Goal)	<i>How to make an almond cake</i>	Here is the complete text.
<b>Equipment and/or materials</b> <b>(e.g., ingredients)</b>	<p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• → kitchen scales</li> <li>• → a large mixing bowl</li> <li>• → a wooden spoon</li> <li>• → a knife</li> <li>• → a cake tin (non-stick; 230mm diameter)</li> <li>• → a chopstick</li> <li>• → a baking tray</li> <li>• → a heatproof board</li> </ul> <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>• → butter (280 grams)</li> <li>• → sugar (280 grams)</li> <li>• → eggs (4)</li> <li>• → flour (280 grams)</li> <li>• → powdered almonds (50 grams)</li> <li>• → baking powder (1 teaspoonful)</li> </ul> <p><b>Notes:</b></p> <p><b>If the eggs are very small, use six.</b></p> <p><b>If you don't have a non-stick baking tin, use greaseproof paper to line your baking tin so that the cake does not stick to it.</b></p>	

<p>Detail↵</p> <p>INSTRUCTIONS</p> <p>(WHAT TO DO)↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p>	<p>1. → Turn on your oven and heat it to a temperature of 200 degrees Centigrade.↵</p> <p>2. → Line the baking tin with greaseproof paper.↵</p> <p>3. → Measure out the correct amount of each of the ingredients.↵</p> <p>4. → Put the butter into the mixing bowl and cut it into small pieces.↵</p> <p>5. → Stir the sugar into the butter using the wooden spoon.↵</p> <p>6. → Break the eggs into the mixture of butter and sugar and stir until the mixture is light and fluffy.↵</p> <p>7. → Pour the flour and powdered almonds into the mixture of butter, sugar and eggs and stir the mixture well.↵</p> <p>8. → Stir the baking powder into the mixture of flower, powdered almonds, butter, sugar and eggs.↵</p> <p>9. → Put the mixture into the baking tin, checking that it is evenly spread.↵</p> <p>10. Put the baking tin into the oven.↵</p>
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<p>Detail ↵</p> <p>INSTRUCTIONS</p> <p>(WHAT TO DO) ↵</p>	<p>11.→ After approximately 35 minutes, remove the cake from the oven and pierce it with a chopstick. <i>If the chopstick is sticky, put the cake back into the oven for a little longer. If the chopstick is not sticky, put the cake tin on a heatproof board for five minutes and then remove it from the baking tin and put it on a baking tray to cool.</i> ↵</p> <p><b>Notes: ↵</b></p> <p><b>If your oven has a Fahrenheit temperature gauge, heat it to 392 degrees Fahrenheit.</b> ↵</p> <p><b>If the cake sticks to the baking tin, run a knife around the edge of the tin and then turn it upside down just above the baking tray so that it slides easily out of the tin onto the tray.</b> ↵</p>
<p>Conclusion ↵</p> <p>COMMENT ↵</p>	<p>If you don't want to eat your almond cake within two days, store it in an air-tight container, such as a tin or plastic box, so that it lasts longer. ↵</p>

# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

Let's end this section of the lesson by looking again at all of the conditional sentences in our text:

If + S + V (pres) . . . , V (imperative) . . .

If the eggs are very small, **use** six.

If you don't have a non-stick baking tin, **use** greaseproof paper to line your baking tin so that the cake does not stick to it.

If the chopstick is sticky, **put** the cake back into the oven for a little longer.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If + S + V (pres) . . . , V (imperative) . . . .

If the chopstick is not sticky, **put** the cake tin on a heatproof board for five minutes and then **remove** it from the baking tin and put it on a baking tray to cool.

If your oven has a Fahrenheit temperature gauge, **heat** it to 392 degrees Fahrenheit.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If + S + V (pres) . . . ,      V (imperative) . . . .

If the cake sticks to the baking tin, **run** a knife around the edge of the tin and then **turn** it upside down just above the baking tray so that it slides easily out of the tin onto the tray.

If you don't want to eat your almond cake within two days, **store** it in an air-tight container, such as a tin or plastic box, so that it lasts longer.



# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If a particular instruction is very important, you can alter it to include ‘should’:

If the chopstick is sticky, **put** the cake back into the oven for a little longer.

If the chopstick is sticky, you **should put** the cake back into the oven for a little longer.

If your oven has a Fahrenheit temperature gauge, **heat** it to 392 degrees Fahrenheit.

If your oven has a Fahrenheit temperature gauge, you **should heat** it to 392 degrees Fahrenheit.





# Unit 2 Writing instructions (Part I)

## 2.5 Writing instructions: Instructions for making something – an almond cake

If a particular instruction is less important (more like a piece of advice), you can alter it to include ‘can’ or ‘could’:

If you don't have a non-stick baking tin, **use** greaseproof paper to line your baking tin so that the cake does not stick to it.

If you don't have a non-stick baking tin, you **can use** greaseproof paper to line your baking tin so that the cake does not stick to it.

If you don't have a non-stick baking tin, you **could use** greaseproof paper to line your baking tin so that the cake does not stick to it.





# Unit 2 Writing instructions (Part I)

## Task 2

***Genre-based Writing***



# Unit 2 Writing instructions (Part I)



## TASK 2

Your final task in this unit is to write an instruction text that tells readers how to do something or make a dish or your favorite food, using the text template below to organise your text. Include at least two notes in the **Equipment and/or materials section** of your text and at least two notes in the **Detail** section of your text. Your text can be about doing or making anything you like. To refer to the text about making an almond cake as you are writing your new text, just press the button marked

[almond cake text](#)



Topic (Goal)	How to make an almond cake	Here is the complete text.
<b>Equipment and/or materials</b> (e.g., ingredients)	<b>Equipment</b> <ul style="list-style-type: none"> <li>→ kitchen scales</li> <li>→ a large mixing bowl</li> <li>→ a wooden spoon</li> <li>→ a knife</li> <li>→ a cake tin (non-stick; 230mm diameter)</li> <li>→ a chopstick</li> <li>→ a baking tray</li> <li>→ a heatproof board</li> </ul> <b>Ingredients</b> <ul style="list-style-type: none"> <li>→ butter (280 grams)</li> <li>→ sugar (280 grams)</li> <li>→ eggs (4)</li> <li>→ flour (280 grams)</li> <li>→ powdered almonds (50 grams)</li> <li>→ baking powder (1 teaspoonful)</li> </ul> <b>Notes:</b> If the eggs are very small, use six. If you don't have a non-stick baking tin, use greaseproof paper to line your baking tin so that the cake does not stick to it.	

<p>Detail↵</p> <p>INSTRUCTIONS (WHAT TO DO)↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p> <p>↵</p>	<p>1. → Turn on your oven and heat it to a temperature of 200 degrees Centigrade.↵</p> <p>2. → Line the baking tin with greaseproof paper.↵</p> <p>3. → Measure out the correct amount of each of the ingredients.↵</p> <p>4. → Put the butter into the mixing bowl and cut it into small pieces.↵</p> <p>5. → Stir the sugar into the butter using the wooden spoon.↵</p> <p>6. → Break the eggs into the mixture of butter and sugar and stir until the mixture is light and fluffy.↵</p> <p>7. → Pour the flour and powdered almonds into the mixture of butter, sugar and eggs and stir the mixture well.↵</p> <p>8. → Stir the baking powder into the mixture of flower, powdered almonds, butter, sugar and eggs.↵</p> <p>9. → Put the mixture into the baking tin, checking that it is evenly spread.↵</p> <p>10. Put the baking tin into the oven.↵</p>
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<p>Detail ↵</p> <p>INSTRUCTIONS</p> <p>(WHAT TO DO) ↵</p>	<p>11.→ After approximately 35 minutes, remove the cake from the oven and pierce it with a chopstick. <i>If the chopstick is sticky, put the cake back into the oven for a little longer. If the chopstick is not sticky, put the cake tin on a heatproof board for five minutes and then remove it from the baking tin and put it on a baking tray to cool.</i> ↵</p> <p><b>Notes:</b> ↵</p> <p><b>If your oven has a Fahrenheit temperature gauge, heat it to 392 degrees Fahrenheit.</b> ↵</p> <p><b>If the cake sticks to the baking tin, run a knife around the edge of the tin and then turn it upside down just above the baking tray so that it slides easily out of the tin onto the tray.</b> ↵</p>
<p>Conclusion ↵</p> <p>COMMENT ↵</p>	<p>If you don't want to eat your almond cake within two days, store it in an air-tight container, such as a tin or plastic box, so that it lasts longer. ↵</p>

# Unit 2 Writing instructions (Part I)



## TASK 2

Student number:	
Instruction text template	
Topic GOAL	
Focus MATERIALS AND/OR EQUIPMENT	
Detail (WARNINGS) AND STEPS	
Conclusion (ADVICE) AND/OR COMMENT	





# Unit 2 Writing instructions (Part I)

## Final comment and review

The main difference between the organisation of texts that tell people **how to do** something and texts that tell people **how to make** something is in the final section. In the first case (i.e., texts that tell people how to do something), the *Conclusion* section usually contains *advice* with or without a final comment; in the second case (i.e., texts that tell people how to make something), the *Conclusion* section generally *does not include advice*.



# Unit 2 Writing instructions (Part I)

## Final comment and review

Here is the instruction text template along with some common features of language and text layout. It is important to remember that the features of language that are included at the end of the text template are commonly occurring ones. This does not mean that they always occur in instruction texts and it certainly does not mean that other features of language do not occur.



# Unit 2 Writing instructions (Part I)

Instruction text template		
Topic GOAL		
Focus MATERIALS AND/OR EQUIPMENT		
Detail (WARNINGS) AND STEPS		Warnings
		Steps
Conclusion (ADVICE) AND/OR COMMENT		Advice



# Unit 2 Writing instructions (Part I)

## Language of the text

### Common language functions: Instructions

e.g., If the eggs are very small, use six.  
If the chopstick is sticky, put the cake back into the oven  
or a little longer.

### Advice

e.g., If your oven has a Fahrenheit temperature gauge, heat it to 392  
degrees Fahrenheit.  
... use greaseproof paper to line your baking tin ....



# Unit 2 Writing instructions (Part I)

## Language of the text

### Common textual relationships:

#### Means-Purpose

e.g., If you don't have a non-stick baking tin, use greaseproof paper to line your baking tin so that the cake does not stick to it.

#### Temporal Sequence

e.g., First ... Next ... Then ... Finally ...



# Unit 2 Writing instructions (Part I)

## Language of the text

### Common grammatical forms:

#### Imperatives

e.g., Put the butter into the mixing bowl and cut it into small pieces.

#### -ing form of verbs

e.g., Stir the sugar into the butter **using** the wooden spoon.

Put the mixture into the baking tin, **checking** that it is evenly spread.

#### 2nd person pronouns (you; your)

e.g., If **your** oven has a Fahrenheit temperature gauge, heat it to 392 degrees Fahrenheit.





# Unit 2 Writing instructions (Part I)

## Language of the text

### Conditional sentences

e.g., If the chopstick is sticky, put the cake back into the oven for a little longer.

If your oven has a Fahrenheit temperature gauge, heat it to 392 degrees Fahrenheit.

If the cake sticks to the baking tin, run a knife around the edge of the tin and then turn it upside down just above the baking tray so that it slides easily out of the tin onto the tray.



# Unit 2 Writing instructions (Part I)

## Layout of the text

**The layout often includes one or more lists with different items on separate lines (items often indented).**



# Unit 2 Writing instructions (Part I)

The End

***Genre-based Writing***

