

Unit 2 Writing instructions (Part II)

Outline notes

Genre-based Writing

Unit 2 Writing instructions (Part II)

- ❖ **Set context**
- ❖ **Introduction**
- ❖ **Topic**
- ❖ **Focus**
- ❖ **Detail**
- ❖ **Conclusion**
- ❖ **Task**

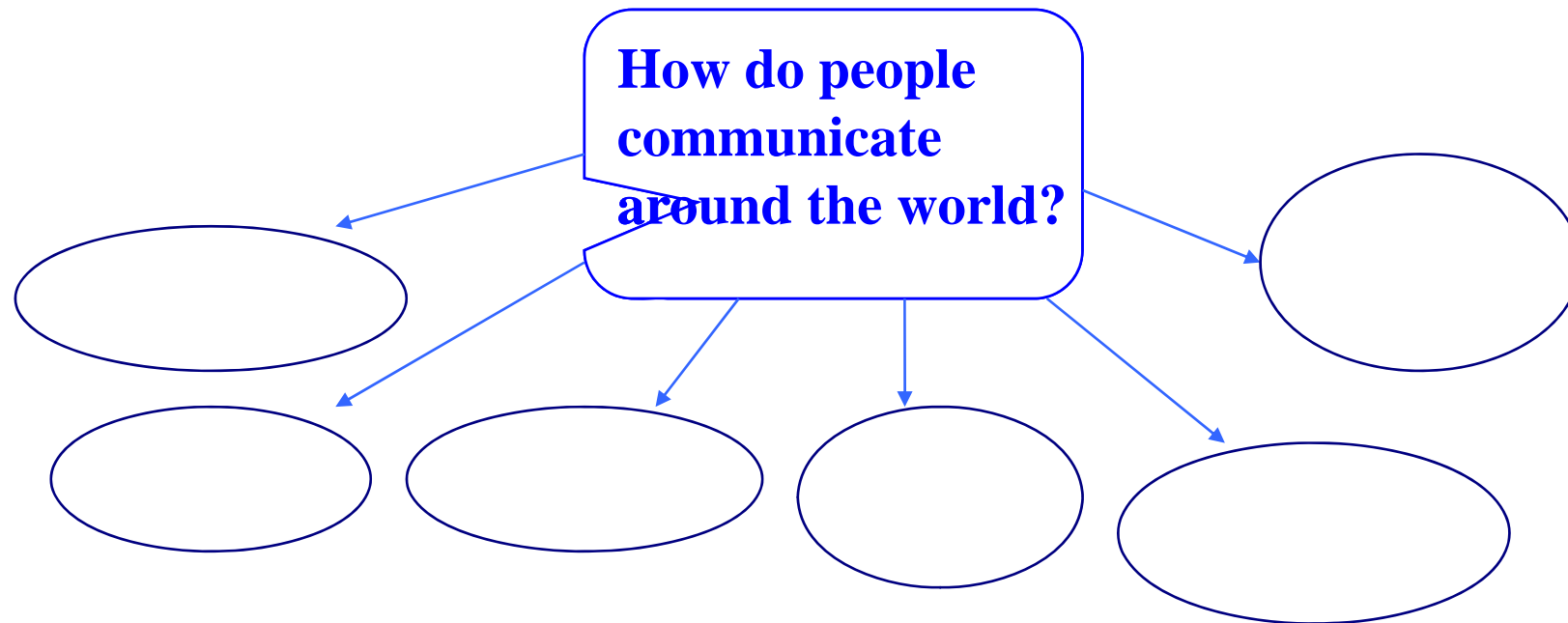
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Unit 2 Writing instructions (Part II)

Set context (2-1)

Fill out the bubbles about how people communicate around the world.



Unit 2 Writing instructions (Part II)

Set context (2-2)

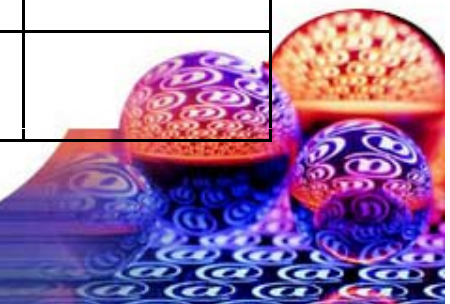
Interview 3 classmates and find out if they have communicated with people by face-to-face (F2F), mail, telephone, e-mail, cell-phone, SKYPE/MSN in the last two weeks. Put a tick in the box. Which is the most popular method in communication?

Question:

Have you communicated with people by ... in the last two weeks?

People	F2F	Mail	Telephone	E-mail	Cell-phone	SKYPE/MSN

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Unit 2 Writing instructions (Part II)

❖ Introduction

The objective here is to learn more about how to write instructions. This time, we will write instructions about how to use Skype (a programme for using your computer to telephone people).



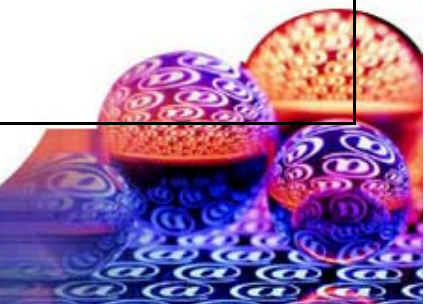
Unit 2 Writing instructions (Part II)

❖ Introduction

Let's begin by looking again at our instruction text template.

Topic (<i>Goal</i>)	
Equipment and/or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

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Unit 2 Writing instructions (Part II)

❖ Introduction

Now let's write a text that gives instructions about how to use Skype. The topic section of our text tells readers what they are going to learn to do.



Topic (Goal)	<i>How to use Skype</i>
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Unit 2 Writing instructions (Part II)

❖ Introduction

Next we need to write the Equipment and/or materials section of our text. Here, we need to tell our readers what equipment and/or materials they will need. In this case, they will need a Windows 2000 or XP operating system on their personal computer, Internet access, a microphone, and a webcam (or built-in microphone and built-in webcam.).

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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

Equipment and/or materials	<p>Equipment</p> <p>Personal computer with Windows 2000 or XP operating system</p> <ul style="list-style-type: none">●access to the Internet●a microphone●a webcam <p>Notes:</p> <p>If you do not have a built-in microphone, use a separate microphone and headset.</p> <p>A webcam is optional. If you have it, you could turn it on so as to be seen while talking on the phone.</p>
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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences

The first note involves an instruction. The verb in the first clause is in simple present tense (negative); the verb in the second clause is in imperative form.

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

If you do not have . . . , use

If you do not have a built-in microphone,
use a separate microphone and headset.

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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences

The second note involves a suggestion. The verb in the condition clause is still in present tense form but the suggestion clause has a modal verb ('could') followed by the main verb ('turn').

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

If you do not have . . . , use

If you have it, you could turn it on so as to be seen while talking on the phone.

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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences

In each of the conditional sentences below, the first verb (in the conditional clause) is **in present tense form**. In the first group (instructions), the second verb is **in imperative form**.

However, in the other groups of conditional sentences (*suggestions; predictions; permission, plans and promises*), there is **a present tense verb** in the conditional clause but the second clause has a verb group made up of **a modal verb and a main verb**.



Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences

Notice that in these examples:

the suggestions include ‘could’;

the predictions mostly include ‘might’;

the permissions include ‘can’;

the plans and promises include ‘will’.



Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences: Instruction

If + S + V (pres) . . . , V (imperative)
If it rains. . . , bring

- If it rains, bring the dog home early.
- If it doesn't rain, don't bring the dog home early.
- If you feel ill, phone me.
- If you feel okay, don't phone me.
- If you are right-handed, follow the instructions.
- If he doesn't arrive on the 10.15 train, wait for the next one.

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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences: Suggestion

If + S + V (pres) , S + modal verb (could) + main verb .
If it rains , could buy .

- If it rains, you could buy an umbrella.
- If you arrive early, you could have a cup of coffee at the airport.
- If the weather is good, you could walk to the station.
- If it doesn't rain, you could walk home.
- If he doesn't phone you, you could phone him.

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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences: Permission

If + S + V (pres) , S + modal verb (can) + main verb .
If you finish , can go .

- If you finish your homework, you can go to the cinema.
- If you clean the car, you can have \$5.
- If he weeds the garden, he can watch television.



Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences: Prediction (guess/ uncertain)

If + S + V (pres) , S + modal verb (might) + main verb .
If you like , might enjoy .

- If you like sweet things, you might enjoy this pudding.
- If you speak to John, he might tell you about the accident.
- If you don't eat lunch, you might feel hungry in the afternoon.
- If he gets the 9.15 bus, he might not arrive there till noon.
- If I don't eat breakfast, I might feel hungry all morning.

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Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences: Plan (strong possibility)

If + S + V (pres) , S + modal verb (will) + main verb .
If it rains , will buy .

- If it rains, I will buy (I'll buy) an umbrella.
- If I pass the exam, I will enroll (I'll enroll) for another course.
- If it snows, I will travel (I'll travel) by train.
- If it doesn't rain, I will walk (I'll walk) to school.
- If I don't feel well, I **will leave** (I'll leave) work



Unit 2 Writing instructions (Part II)

❖ Equipment/materials

IF-conditional sentences: Promise (possibility)

If + S + V (pres) , S + modal verb (will) + main verb .
If you are . . . , will buy .

- If you **are** good, I **will buy** (I'll buy) you an ice cream.
- If you **cook** breakfast, I **will cook** (I'll cook) dinner.
- If you **pass** the exam, I **will buy** (I'll buy) you a new car.
- If you **don't shout**, I **will buy** (I'll) you a cookie.



Unit 2 Writing instructions (Part II)

❖ Detail

Here we need to tell our readers what they should do. (4-1)

Detail ↴

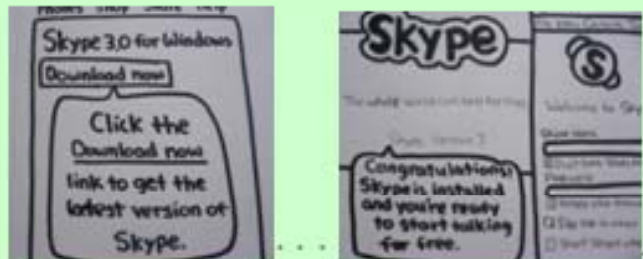
INSTRUCTIONS
(WHAT TO DO) ↴

First, link to Skype homepage at <http://www.skype.com>, by clicking *Download now* on the free Skype programme. Follow the steps, clicking *OK*, *Install* and *Next* at the appropriate stages. Once you see the word *Congratulations!*, you know you have succeeded in installing Skype. ↴

↴

Note: ↴

It takes a couple of minutes to install the programme. All you have to do is to be patient. . . ↴



Unit 2 Writing instructions (Part II)

❖ Detail

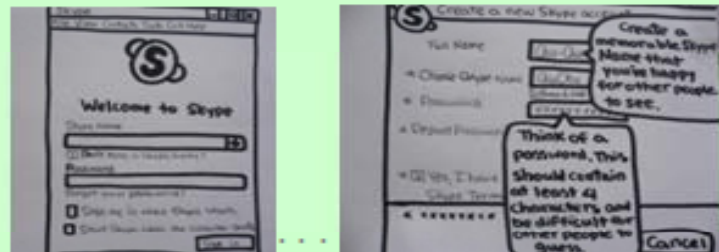
(4-2)

Second, create a username and password (both including at least 4 characters) and fill out a Skype account form, including your email address, and click *Sign in* so that you can start using Skype and people can see you and contact you online.

Notes:

Do not use your birthday, telephone number, bank or credit card account number as the password. If you do, people may use your personal information.

Your password is confidential. Never reveal it to anyone else.



Unit 2 Writing instructions (Part II)

❖ Detail

(4-3)

↵

Third, start setting up your contacts. There are different icons for you to choose from. If you want to show your presence online, keep your status as 'online'. If you prefer not to be interrupted while working online, change it to 'busy'. . . ↵

↵

Finally, make a phone call. Click the name of someone from your contact list who is online. If they answer, you can start talking. If you want to use the webcam, click the webcam icon and look into the camera (webcam) so that the person you are contacting can see you. If you want to end the conversation, press the red phone button. . ↵

↵



Unit 2 Writing instructions (Part II)

❖ Detail

(4-4)

↵

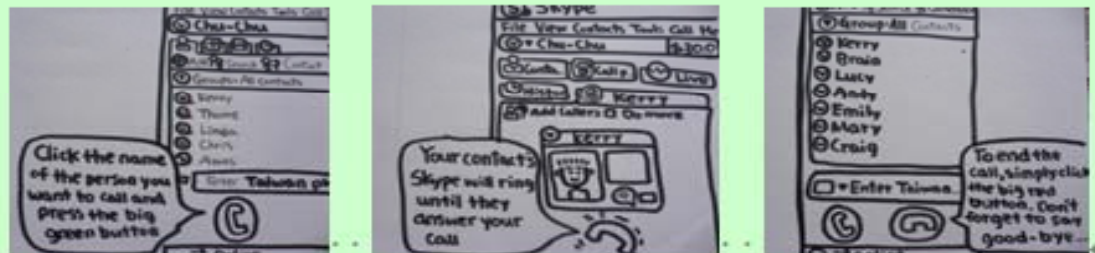
Notes:↵

If nobody answers the phone, it will keep ringing. If you wish to leave a message, you can press the *instant message* icon and type your message. Then press *enter* to end the session.↵

↵

If you wish, you can move between talking and typing in the same session. If you wish to send a document file or a picture file, click the *file submission* button, select the file you wish to send and press *enter*.↵

↵



↵



Unit 2 Writing instructions (Part II)

❖ Detail

Now let's look carefully at some of the language in the **Detail section** of our text.

Purpose

Notice that purpose is expressed several times:

Second, create a username and password (both including at least 4 characters) and fill out a Skype account form, including your email address, and click *Sign in* **so that** you can start using Skype and people can see you and contact you online.

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Unit 2 Writing instructions (Part II)

❖ Detail

Purpose

Notice that purpose is expressed several times:

If you want to use the webcam, click the webcam icon and look into the camera (webcam) **so that** the person you are contacting can see you.

Then press *enter* **to** end the session.



Unit 2 Writing instructions (Part II)

❖ Detail

Simultaneous activities

If you prefer not to be interrupted **while** working online, you can change it to 'busy'.

Where two activities take place at the same time, you can use 'while' to introduce the clause that contains the second action.



Unit 2 Writing instructions (Part II)

❖ Detail

A sequence of activities

First, link to Skype homepage at <http://www.skype.com> , by clicking *Download now* on the free Skype programme.

Second, create a username and password (both including at least 4 characters) and fill out a Skype account form, including your email address, and click *Sign in* so that you can start using Skype and people can see you and contact you online.

Third, start setting up your contacts.

Finally, make a phone call.

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Unit 2 Writing instructions (Part II)

❖ Detail

Conditional

Notice that we have used conditional sentences here to *give instructions* and to *make a prediction that is almost certainly true*. Because the prediction refers to something that is almost certainly true, we use 'will' rather than 'might' here.

If + S + V (pres) . . . , V (imperative)
If you want . . . , place

If you want to show your presence online, **keep** your status as "online".

If you **prefer** not to be interrupted while working online, **change** it to 'busy'.

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Unit 2 Writing instructions (Part II)

❖ Conclusion

The final section of our instruction text is the **Conclusion** section. Here, we can make a general comment.

Conclusion COMMENT	If you want to make free phone calls and be able to talk, type, send documents and see the person you are talking to, you will almost certainly enjoy using Skype.
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Unit 2 Writing instructions (Part II)

❖ Conclusion

Conditional (4-1)

Before we go on to the next section, let's summarise what we have learned about conditional sentences:



Unit 2 Writing instructions (Part II)

❖ Conclusion

Conditional (4-2)

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Unit 2 Writing instructions (Part II)

❖ Conclusion

Conditional (4-3)

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Unit 2 Writing instructions (Part II)

❖ Conclusion

Conditional (4-4)

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Unit 2 Writing instructions (Part II)

Task 1

Genre-based Writing

Unit 2 Writing instructions (Part II)



Task 1

Your task is to write a text that tells people how to use an ATM (automatic teller machine).

If you cannot recall exactly how to use an ATM, you could make a transaction before you do this task. We have provided you with a text template in which the **Topic (Goal) section** and the **Equipment and/or materials** sections are provided.

To refer to the text about using Skype as you write your new text, just press the button marked

[How to use Skype](#)



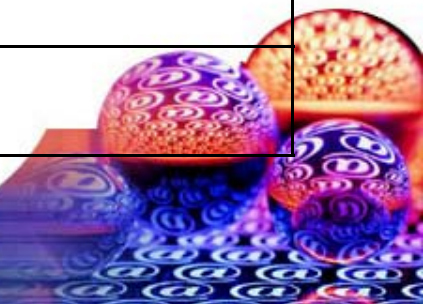
Unit 2 Writing instructions (Part II)



Task 1

Student Number:	
Text structure	<i>Text</i>
Topic (Goal)	<i>How to use an ATM</i>
Equipment and/or materials (e.g., ingredients)	Equipment <ul style="list-style-type: none">* an ATM* your ATM card* your PIN (Personal Identification Number) Notes:
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

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Unit 2 Writing instructions (Part II)



Task 1

When you have finished, check your answer.

[How to use ATM](#)



Unit 2 Writing instructions (Part II)

The End

Genre-based Writing