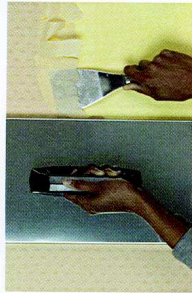


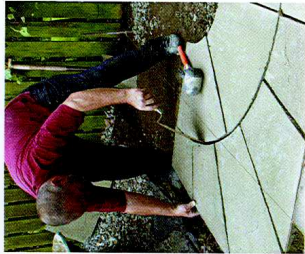
3 What's next?

Giving instructions

- Have you ever done these things?



1 Used a wallpaper stripper



2 Laid a garden patio



3 Hypnotized someone

You're going to listen to some instructions for these tasks. Predict some of the words you'll hear. Before you listen, write a list of words for each task.

- Listen. Did you hear any of the words you predicted?
- Listen again to the instructions for using the wallpaper stripper. Are these things necessary, advisable, or things you shouldn't do? Complete the table.

Necessary	Advisable but not necessary	Things you shouldn't do
1		

 - Fill the tank with water.
 - Use distilled water.
 - Wait a few minutes.
 - Start before the light goes on.
 - Touch the plate to see if it's hot.
 - Work downwards.
- Listen again to the instructions for laying a patio. Why do you need to do these things?
 - Make sure the corners are square.
 - Excavate to a depth of 12 cm.
 - Slope downwards away from the house.
- Listen again to the instructions for hypnotizing someone and complete the sentences.
 - of all, the subject is sitting or lying down.
 - they've started to relax, tell them to think about their arms.
 - not to speak too fast, it won't work.
 - talk with a relaxed and soothing voice, and say lots of positive things like *That's right, good, you're doing just fine,* they won't have confidence in you.
 - move on to other parts of their body.

Sequencing

We often use these words and phrases to indicate the order we need to do things:
Before you begin ... First ... Then ... Next ... After that ...
 When indicates one action immediately follows another.
When the water's hot enough, the light comes on.
 Once suggests one action has to be completed before another can happen.
Once you've marked out the area, you can start excavating.

- Work with a partner and practise using the sequencing expressions.

A – turn to file 3 on page 89.
 B – turn to file 38 on page 103.

Explaining why

We can use *otherwise* and *or else* to give warnings.
Slope it downwards. Otherwise the rain water won't run off.
Make sure you keep the corners square, or else you could hit problems later.

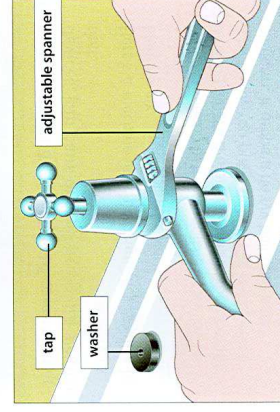
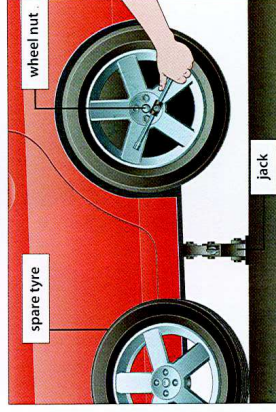
- Suggest suitable endings for these sentences.

- Wait for the drill bit to cool before you remove it. *Otherwise ...*
- Don't forget to wrap the parts in bubble wrap before you send them, or else ...
- Make sure the machine is unplugged before you take the cover off, or else ...
- It's important to sterilize the instruments before you use them. *Otherwise ...*
- Before you switch the lathe on, make sure there's enough coolant, or else ...
- Don't forget to switch off the pump before you disconnect the pipe. *Otherwise ...*
- It's important to write your password down somewhere safe, or else ...
- Make sure you press the 'save' key before you close the file. *Otherwise ...*

- Think of a practical task that you know how to do well. For example:

- changing a flat tyre.
- hanging a roll of wallpaper.
- replacing a broken tile.
- repairing a leaking tap.
- deleting a computer program and installing a new one.
- making a cup of tea.
- sending a text message from your mobile phone.
- something else (your choice).

Prepare to instruct some other students on how to do it. Think about the order they need to do things and any problems they might encounter.



- Work in groups. Take turns giving your presentations. Listen to your colleagues' presentations and decide:

- which was the clearest.
- which was the most useful.
- which was the most interesting.

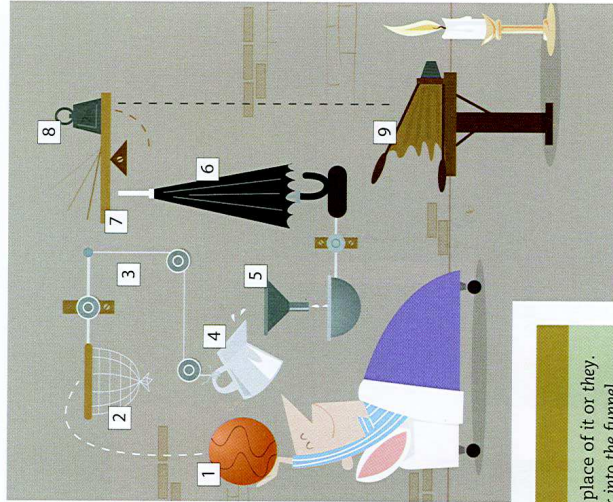
Mechanisms

- 1 How many ways can you think of to put out a candle?
- 2 How does this candle extinguishing device work?
- 3 Read this description and label the diagram.

When you shoot the ball into the basket, it operates the pulley so the watering can pours water into the funnel. The scales push the umbrella up which tilts the wooden platform which pivots. The weight drops onto the bellows which expel air and blow out the candle.

which and that

We often join sentences by using *which* in place of *it* or *they*.
 This is a watering can. It tilts and pours water into the funnel.
 This is a watering can *which* tilts and pours water into the funnel.
 In informal spoken style, we use *that* instead of *which*.
 There's a funnel *that* directs water in to the scales.

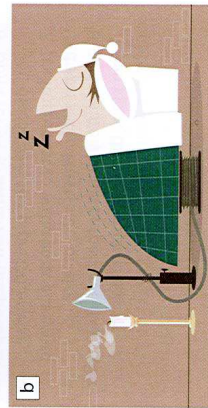
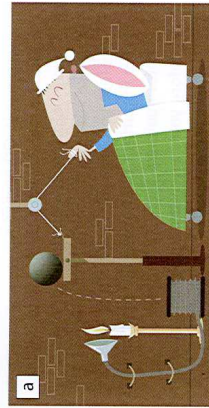


- 4 Improve these descriptions of some similar devices. Join pairs of sentences with *which* or *that*.

Here's a machine *which* extinguishes candles by blowing air.

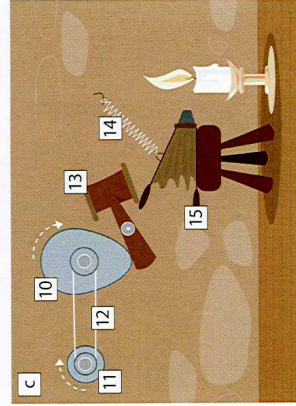
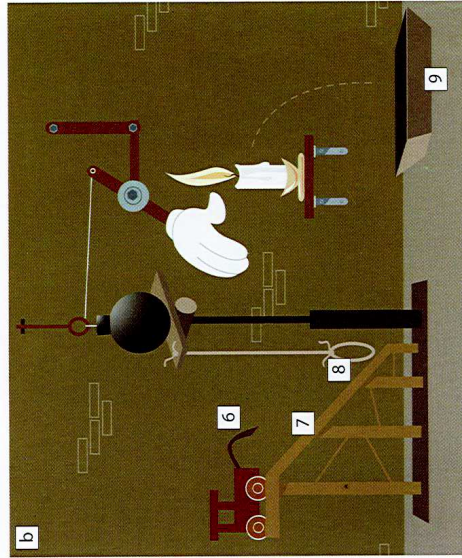
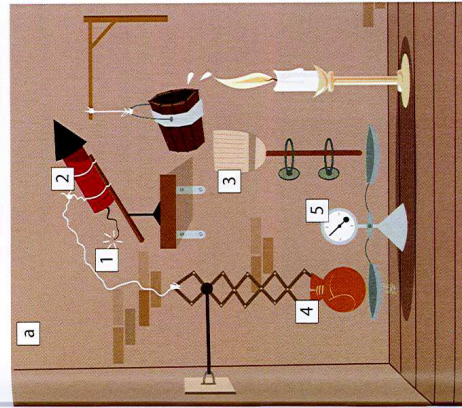
Here's a machine. It extinguishes candles by blowing air. It's a manual device. You operate it by hand. You pull a ring. It tilts a wooden platform. It drops a heavy ball onto some bellows. They are at the end of the bed.

Here's another device. It's fully automatic. It uses bellows. You position them under the bed. You just get into bed. It depresses the bellows. It forces air along the hose. It blows out your candle.



- 5 Here are some more devices for extinguishing candles. Label the diagrams with words from the list. Use the definitions to help you.

bellows	belt	boxing glove
broom	cam	chute
fuse	hammer	hook
loop	rocket	scales
spring	tray	wheel



- 6 Work with a partner. Explain how each device works. How well do you think they operate? Can you suggest any improvements?

- 7 Work in pairs or groups. Design a similar device for:
 - 1 putting out a candle.
 - 2 scratching your back.
 - 3 making breakfast.
 Get ready to present your design to the class and explain how it works.

- 8 Listen to everyone's presentations. Can you suggest improvements? Decide which team's device was:

- 1 the most imaginative.
- 2 the most practical.
- 3 the funniest.