



how to wash dishes by hand	how to make an omelette	how to look after a hamster
how to pass the <i>B2 First exam</i>	how to wash a big pile of dirty clothes	how to book an airline ticket online
how to look after a hyper-active child for the afternoon	how to lose weight and get in shape	how to make popcorn
how to reduce your mobile phone bills	how to teach a small child to swim	how to write a good English composition
how to download music onto an MP4 player	how to clean the inside of a fridge	how to get rid of ants in your kitchen
how to repaint your bedroom	how to get rid of a stain on a white shirt	how to revise for an important exam

### Useful language

*First/After this/Another thing/Finally*  
*It's essential/important to ...*  
*You should always ...*  
*Don't forget to ...*  
*You need to ...*

*One mistake that many people make is to ...*  
*You mustn't ...*  
*You are supposed to ...*  
*You had better ...*  
*Something I forgot to mention is that ...*

## Activity

Group work: speaking

## Aim

To give instructions on how to do various tasks

## Grammar

Language of obligation and advice

## Preparation

Make one copy of the sheet for each group. Cut up a set of How to cards and Useful language sheet for each group.

## Time

20–25 minutes

## Lesson link

Unit 5, page 74

## Teaching notes

### Procedure

- › Organise students into groups of three. Give each group a set of cut up cards and the Useful language sheet. Ask them to place the *How to* cards face down and to place the Useful language sheet so that it is visible to the whole group. Ask a student from each group to use a watch or a phone as a timer.
- › Pre-teach *popcorn*, *ants* and *stain*.
- › Explain the task. Write an example on the board: *How to pack a suitcase for a holiday*. Elicit some ideas from the class and model some *How to* instructions for them:  
*First, you should make a list of everything you want to pack.*  
*Then, you need to cross out anything which isn't necessary, because one mistake people make is to take too much luggage.*  
*After this, fold all of your clothes carefully.*  
*You mustn't pack fragile objects in your suitcase, because they might get broken.*  
*Oh yes, something I forgot to mention is that you should put any creams or liquids in a plastic bag in case they get broken.*  
*When everything is inside you can close the suitcase.*  
*You should always put a label with your name on the case.*
- › Check that students understand what they have to do and ask them to begin the activity. One student takes a card and has one minute to give instructions to the other students. Encourage them to use language of obligation and advice from Unit 5, and point out that they can use the expressions on the Useful language sheet to help them.
- › Circulate as the students are speaking. Offer help with ideas or vocabulary where necessary, and make a note of any errors you would like to address after the activity.
- › After a student has given their instructions, the other members have to decide whether they were useful or not. If they were useful, the student keeps the card, but if they were not very useful, the card is put to one side. The student with the most cards at the end of the game is the winner.
- › Get some feedback from the class by asking a few students to say something about different *How to* cards.
- › Finish the activity by doing some error correction with the class.