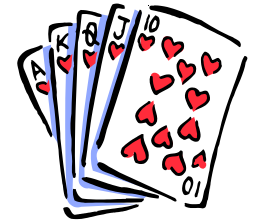


How to Play Sevens

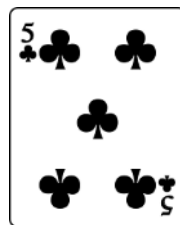


You need 2 – 6 players and a pack of playing cards

- Firstly, deal seven cards to each player.
- Then, turn one of the remaining cards face up, and place the rest in a pile face down.
- Now, players take it in turns to play.
- Each player places a card face-up on top of the card which is already face-up in the middle, creating a pile of cards which are face-up.
- BUT a player may only place one of their cards on this pile if the card they are placing is the same suit or the same number as the card which is on top of the pile.
- If a player cannot play when it comes to their turn, they must take a card from the face-down pile of cards.
- A '7' is a 'wild card' and may be played at any time, on any number or suit.
- Playing a 'Jack' means that the player following you must miss a turn.
- **Finally, the player to get rid of all their cards first is the winner!**

Extra Information

A **suit** means one of the 4 groups of cards:
Hearts, Diamonds, Clubs or Spades.



This card is
a **club**



A **Jack** (or knave) can be recognised by a J on the corners and means the next player misses a turn.

Card Games 1



How to Play Slap Jack

You need 2 – 4 players and a pack of playing cards

- ❖ First, shuffle and deal out all the cards in a pack between the players, face down
- ❖ Then, keep cards face down in front on the table
- ❖ Next, take it in turns to turn over your top card and then place it in the middle on to a discard pile
- ❖ Whenever a Jack is turned up the first player to slap it wins.

Extra Information

It may be fairer if players slap the discard pile on seeing the Jack, otherwise the player holding it may have the advantage.

- You can play this to include all royal cards.
- The winner of the jack can either get points or win the cards underneath.



Royal Cards

These are King, Queen, Jack or Ace in each suit.

Chase the Ace



Number of players:

For 3 or more players.

What you will need:

From a standard pack of cards remove the Jokers, Ace of Clubs, the Ace of Hearts and the Ace of Diamonds (leave in the Ace of Spades).

1. First, deal the remaining cards out, face down, evenly among the players. (Having the exact number for each player is not necessary.) Any pairs of cards are removed and discarded.
2. Each player keeps their cards hidden from the other players throughout the game.
3. Player 1 to the left of the dealer starts and chooses one card from the dealer (cards fanned out facing away from player 1). If the card now makes a matching pair this pair is now discarded.
4. The next player to the left of Player 2 now selects a card from Player 1.
5. Play continues around the circle in this fashion.
6. A player is out when they have discarded all their cards.
7. The last card left will be the Ace of Spades, and the player holding it at the end is the loser.

Card Games 3

Cheat - a Card Game



This game is called Cheat. Deal out all the cards in the pack equally as possible to all players (it doesn't matter too much if one player has one less card than another). Object of the game is to get rid of all your cards, but to do so you must discard your cards face down into a central pile, in multiples of the same rank, e.g. 2 kings, 4 tens, 3 jacks etc... But you choose whether to cheat and by telling truth or not when you do so, e.g. you could say you are putting down 3 Aces, but, be putting down any combination of cards such as a 7, 8 and jack. All the other players however can call 'Cheat' if they feel rightly or wrongly that you are putting down what you say you are. If you are cheating you must not only pick up the cards you have discarded, but the rest of the discarded pile as well!... If you were not cheating, you turn over the cards you just put down to prove you were not and the person who accused you of cheating must pick up all the cards in the discard pile.

Play continues until one player gets rid of all their cards.



8s - Card Game

Preparation:

Any number of players – deal 8 cards or less to each player who may look at their cards, then place the remainder of the cards face down in the middle.

Game Play:

First, the dealer starts by throwing down a card, calling a suit.

Going clockwise, next player must follow suit or put down a card of the same denomination or one of the special cards (see below) which affects the next person.

If a person is unable to put any card down they must pick a card up from the remaining pile and play, then goes onto the next player.

Special Cards

8 – Miss a go.

2 – Pick up two cards from the remaining pile.

J - Pick up one card from the remaining pile.

Q – Reverse order of play.

Instruction Features

Purpose:

To explain a process clearly so that a reader can follow each step

Structure & Layout:

- Clear title stating purpose
- A list of things needed
- Instructions separated into ordered steps
- Organisational features (numbers, bullet points, boxes etc.)
- Diagrams

Language:

- Clear and concise sentences
- Present tense, imperative (bossy) verbs
- Third person (usually)
- Useful details (numbers, amounts, timings)
- Precise language (not for impact or effect)
- Time adverbs (*first, then, next*)

Compiled with reference to Sue Palmer's *Advanced Instruction Book*

Unit 1 Day 1

Instructions for Boarding a Bus

BOARDING A BUS



Always face slightly towards the front of the Bus

Take hold of the hand-rail on the door side with the left hand

Step on with the left foot first

SAFETY FIRST! WAIT UNTIL THE BUS STOPS

DON'T take hold of the Staircase Railing only

DON'T have both hands full of parcels, etc.

DON'T face in the opposite direction to that in which the Bus is proceeding



Collection of London Transport Museum

Motorised buses replaced horse-drawn buses by 1914 in London.

Public information Poster, 1916

Unit 1 Day 2

How to use an Escalator Safely

Britain's first moving staircase was installed in Harrods in November 1898.

Although this is now old technology, it is still common to see a range of warnings and instructions to keep users safe.



Task

- Make a list of instructions for safe escalator use.
(Use the symbols above and your own ideas.)

Collect ideas

- Talk about your ideas with a partner.
(You can act out each step to help you think of ideas.)
- Make a note of each rule.

Write instructions

- Write an introduction sentence, explaining what the instructions are for.
- Next, start each instruction on a new line.
(Use **adverbs** to clearly link the instructions.)

Check

- Reread, checking for sense and punctuation.

Time/Order

then
soon
yesterday
now
first
next
finally

Lists/Adding

firstly
secondly
furthermore
also
finally

How to use an Escalator

Britain's first moving staircase was installed in Harrods in November 1898. Shoppers flocked to the store and Cognac and smelling salts were available for the faint-hearted.

Imagine you had never used an escalator before. What would you need to do to keep safe? What actions might end in an accident?



Your task

- Write a list of instructions for safe escalator use, with ideas **linked by adverbs**.

Collect ideas

- Talk about your ideas with a partner; you might wish to act out each step to help you think of ideas for safe use.
- Make a note of each step.

Write a list of instructions

- First, write an introductory sentence, explaining what the instructions are for.
- Next, write each step linked by adverbs.
(You might use adverbs for time order or to introduce a cause, a contrast or modify an **imperative verb**.)
- Lastly, consider including a labelled diagram or two.

Check

- Reread, checking for sense and punctuation.

Time/Order

then
soon
yesterday
now
first
next
finally

Lists/Adding

firstly
secondly
furthermore
also
finally

Causes

therefore
consequently
as a result

Contrasts

however
meanwhile
nevertheless

Manner

fast
carefully
slowly
firmly

How to Use the Telephone, 1917



These are pages from an instruction book for users of a new technology: the telephone. Telephones were only used by a lucky few at this time, so that simple conventions (such as saying 'hello') had to be explained.

Starting A Telephone Talk

WHEN you have called for a number on the telephone and you hear a voice say "Mr. X speaking," you know at once you have the right number and the right person and can go ahead with your conversation. To begin a telephone conversation properly the talking parties should always identify themselves.

The one who answers should say, for instance, "Smith and Brown, Mr. Brown speaking." The one calling should say, for instance, "This is Mr. Jones."

This saves a lot of preliminary questioning and confusion and rids the line of unnecessary repetition of "Hello!" "Well?" "What do you want?" and that ever-annoying "Who's this?"

Telephone Front!

KEEP your telephone in front of you on the desk where it is easily accessible when you want to make a call and where it is in no danger of being knocked about.

Your telephone is a delicately adjusted instrument and deserves to be handled with care. Do not set it down roughly on the desk, drop it on the floor, or replace the receiver with force. Its efficiency is impaired by rough treatment.

Keep the desk stand cords free from wet umbrellas, sponges and damp locations and away from open windows. The telephone is very sensitive to moisture. After an hour's rain last summer, in one city, we had 96 cases of trouble from wet cords on account of the failure of our subscribers to protect their telephones properly.

Finishing A Telephone Talk

IF you finish a telephone conversation and hang up your receiver without saying "Good-bye" or something else to indicate that your part of the conversation is finished, the party with whom you are talking may remain at the telephone, wasting his time and keeping the line from being used by others. Perhaps he blames the operator for what he thinks is a cutting off of the conversation.

The "Good-bye" at the end of a telephone talk is an infallible signal to hang up the receiver; it terminates the talk graciously and effectively. It is a point of courtesy that is expected of all telephone users.

Those Who Call In Error

IF a person entered your office by mistake, you wouldn't treat him rudely. On the contrary, you would accept his apology courteously and thus lighten his embarrassment.

Occasionally your telephone bell rings and you find that you have been called in error. It must be admitted that it is annoying, but do you practice the same courtesy that you would if somebody had entered your office by mistake?

Likewise, you naturally expect others to be courteous to you when you meet accidentally on the telephone wire. Courtesy is the oil that lubricates the wheels of business; it smooths out difficulties and promotes the promptest possible connections.

Your task

- Read these instructions carefully, highlighting the key rules.
- Create a clear and cohesive list of instructions for 1910s telephone use, based on this text.
- Use **adverbs** to link the ideas.

Unit 1 Day 2

Disney

**ART
ATTACK**

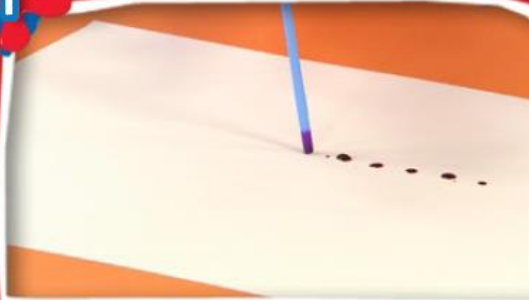
Blow Painting

Have fun with paint and a straw!

You will need:

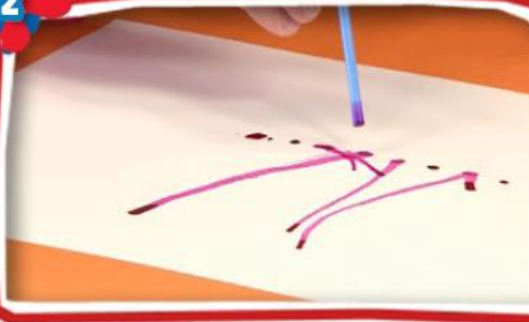
- White paper
- Straw
- Runny paint or ink
- Pen or pencil

1



Dip the straw into the paint or ink. Use it to make dots across the paper.

2



Blow through the straw to make lines with the ink. Don't worry, it doesn't need to be neat and perfect. Remember not to breathe in through the straw.

3



If you're careful, you can blow a whole picture! Add details and colour in pen or pencil, if you like.

**Art Attack
Instructions**

© Disney

www.disney.co.uk/disney-junior/art-attack

Unit 1 Day 3

WARNING: For important information about avoiding distraction, see **Important safety information** on page 146.

Getting Started with your iPhone

What you need

To use an iPhone, you need:

- A wireless service plan with a carrier that provides iPhone service in your area
- An Internet connection for your computer (broadband is recommended)
- An Apple ID for some features, including iCloud, the App Store and iTunes Store, and online purchases

Important: A SIM card is required to use cellular services when connecting to GSM networks and some CDMA networks. An iPhone 4S or later that's been activated on a CDMA wireless network may also use a SIM card for connecting to a GSM network, primarily for international roaming.

Phone calls

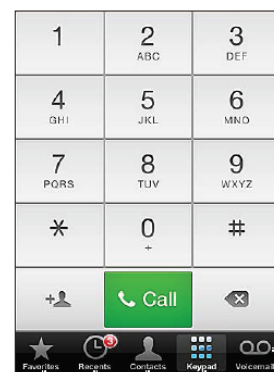
Making calls

Making a call on iPhone is as simple as tapping a name or number in your contacts, using Siri to say, 'call Bob' (iPhone 4S or later), tapping one of your favourites, or tapping a recent call to return it.

Manually dial a number:

Tap Keypad, enter the number, then tap *Call*.

- Paste a number to the keypad: tap the screen above the keyboard, then tap Paste.
- Enter a soft (2-second) pause: touch the '*' key until a comma appears.
- Enter a hard pause (to pause dialling until you tap the Dial button): touch the '#' key until a semicolon appears.
- Redial the last number: tap Keypad, tap *Call* to display the number, then tap *Call* again.



View a list of your voicemail messages.

Dial manually.

Call, email, or text someone in your contacts list.

View your recent incoming and outgoing calls to return a call or get more info. The red badge indicates the number of missed calls.

Call a favorite with a single tap.

Receiving calls

Answer a call: Tap *Answer*. If iPhone is locked, drag the slider. You can also press the centre button on your headset.

Silence a call: Press the Sleep/Wake button or either volume button. You can still answer the call after silencing it, until it goes to voicemail.

Reply to an incoming call with a text message: Swipe up, tap *Reply with Message*, then choose a reply or tap *Custom*. To create your own default replies, go to Settings > Phone > *Reply with Message* and replace any of the default messages.



Unit 1 Day 3

Safety On Board



Safety On Board



Aeroplane Instructions

LeapPad Instructions



LeapFrog Connect Quick Start Guide: LeapPad™



Welcome to the LeapFrog Connect Application, a comprehensive system for managing all of your LeapFrog Connected toys! This Quick Start Guide provides basic instructions to get you started with LeapFrog Connect. Visit the LeapFrog Customer Support website for user guides, video tutorials and other support materials (<http://www.leapfrog.com/support>). Visit the LeapFrog Connect online Help to guide you through the application features (http://lfccontent.leapfrog.com/help/LeapFrog_Connect_Help.htm).

Setting up the LeapPad tablet

- Insert batteries and then turn on the LeapPad tablet.
- Select your country (required the first time only).
- When prompted, create a player name for each child that will play with the LeapPad (up to 3 can be stored).

Installing the LeapFrog Connect Application

- Insert the LeapFrog Connect CD (included in the box) into your computer or download the installer from the LeapFrog Customer Support website (<http://www.leapfrog.com/support>).
- Follow the prompts to install the LeapFrog Connect Application.

Setting up a LeapFrog Parent Account

- Open the LeapFrog Connect Application by double-clicking the LeapFrog Connect icon on your desktop (if it is not already open).
- **1** Follow the on-screen instructions to connect your toy, set up a LeapFrog parent account, and enter information to create a personal LeapFrog® Learning Path for your child. For more information, see the [LeapFrog Connect Quick Start Guide](#).

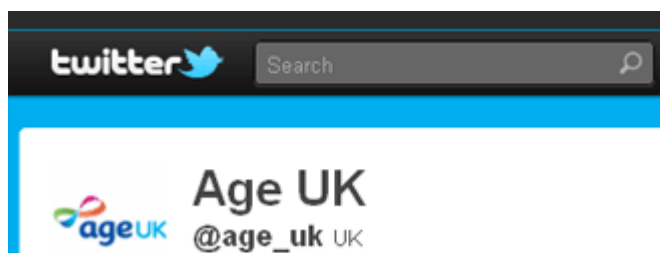
Downloading learning apps

- On the LeapFrog Home screen, click a player name in the LeapPad box. **2**
- Click App Center in the left navigation to visit the LeapFrog App Center where you can purchase and download games, eBooks, videos and more to your LeapPad.
- Browse through the library to find the learning app your child would like to play. **3**
- When you find an item you're interested in, click on the image to see its product details page, including a description of the app, skills taught, recommended ages, and more. **4**
- To purchase an app, redeem an App Center Download Card or code to fund your account balance or use a credit card (credit cards may not be accepted in all countries).

Connect often!

- Connect the LeapPad to your computer often to keep your child's Learning Path up to date. Visit <http://www.leapfrog.com/support> to view the LeapPad tutorials and learn more.
- Kids can use the rewards they earn from their play and learning on LeapPad to get pet treats, pet shampoo and Micromods!

The LeapPad tablet may not be available in all countries. Screenshots are for illustrative purposes only. Actual screenshots may vary.



A guide to using twitter

You may have heard about the twitter website in the news, as many celebrities, sports stars and politicians use it to voice their opinions to the people who have chosen to follow them. We run through the basics below:

What is twitter?

Twitter is a website that describes itself as an 'information network'. You can set up your own profile on twitter (like Facebook), which is your own personalised web page, including information about you (as much or as little as you would like to share), a place for you to type your 'tweets' (which we'll explain below) and a 'timeline' in the middle which shows 'tweets' from anyone you choose to 'follow'.

What you can you do on twitter

Once you've set up a profile on twitter (see below), you can do the following:

- type short messages 'tweets' (up to 280 characters long) that will be seen by anyone following you;
- join in conversations (via tweets) about your interests, or chat with friends and family, if they're also on the site; or
- simply follow other people and organisations that you find interesting to see what they're up to.

How to join twitter

Twitter has a very straightforward sign-up process; [visit twitter](#) and click on the big yellow sign-up button on the right. Then enter your name and a username. You can choose your own username (it could be your real name, or something you've made up). Whatever username you choose, it's important to make it easy to remember, as you'll need it each time you log in.

Next create a password (again, it's important this password is memorable as you'll need it to log in) and enter your email address (if you don't have an email address, please [read our page on setting up an email account](#)). Once you've filled everything in, you will be asked to select your interests. You can choose from a fairly comprehensive list, featuring everything from reading to extreme sports.

Now it's time to start finding your friends! Finding friends, interest groups or celebrities is simple. You'll be presented with a page with a box in the top left-hand corner, with the title 'Who are you looking for?' Click in the empty box and type the name of a friend, an area of interest, an organisation or a celebrity (e.g. Joe Bloggs, Age UK or Stephen Fry, etc.). You will then be shown a list of matching results. If you find what or who you were looking for, click on the 'follow' button by the right of their name and you will now be following them, meaning that their tweets will appear in your timeline, so you can see what they're up to. If you don't find what you're after, see if you can find out the right username - you can then type that into the search box to find the twitter user you're looking for directly.

Once you've registered friends or interests you'd like to follow, don't forget to click on the 'update' button to complete the sign-up process. You will then be taken to your profile page, with your timeline in the middle of the page featuring recent tweets from anyone you're following. Any people you've decided to follow will be alerted to this and will be given the option of following you in turn.

Now you've registered, why not send your first tweet?

Thinking about Instruction Texts 1

- *Read both texts carefully first*
- *Write answers in your exercise book/discuss them with your group*



Blow Painting

1. Name 2 uses for the straw in this art project.
2. What should you **not** do with the straw?
3. How can you add further details when you have finished using the straw?
4. What imperative (bossy) verbs can you find in this text?
5. How can you tell that these instructions are written for children?
6. What features has the writer used to make these instructions easy to follow?

Aeroplane Instructions

7. Where can you find a life jacket?
8. Where should luggage be kept when the plane is landing and taking off?
9. How have these instructions been designed for any language speaker?
10. Write an instruction sentence to go with the last box (remember the bossy verb).



Key Vocab
oxygen mask
overhead compartment

Both Instructions

11. Which instruction text do you think gives instructions most clearly? Explain why.
12. Why do you think these 2 texts are so different?



Thinking about Instruction Texts 2

- Read both texts carefully before answering the questions
- Write answers in your exercise book/discuss them with your group

LeapPad Instructions

1. How many player names can be stored at one time on the LeapPad?
2. Name 3 items you can buy at the LeapFrog App Centre.
3. What imperative (bossy) verbs can you find?
4. What sort of information is put in brackets?
5. These instructions are for a child's toy. Are they written for children? How can you tell?
6. What tricks (devices) has the writer used to organise these instructions? How do they help?

Aeroplane Instructions

7. Where can you find a life jacket?
8. Where should luggage be kept when the plane is landing and taking off?
9. Who do you think is the intended audience of these instructions? How has the writer tried to make the text suitable for the needs of this audience?
10. Write an instruction sentence to go with the last box (remember the imperative verb).



Key Vocab
oxygen mask
overhead compartment

Both Instructions

11. Which text do you think gives instructions most clearly? Explain why.
12. Which text would you improve and how?

Thinking about Instruction Texts 3

- Read both texts carefully before answering the questions
- Write answers in your exercise book/discuss them with your group



Getting Started with your iPhone

1. What 3 things do you need to use an iPhone?
2. Name 3 ways you can answer the phone.
3. Give some examples of imperative verbs in this text.
4. What person (1st, 2nd, 3rd) are the instructions written in? Why might this be?
5. What devices has the writer used to organise these instructions?
How do they help?
6. This text uses many acronyms (e.g. SIM= subscriber identity module). What affect does this have on the reader? Does it matter? Explain why.

A guide to using twitter Instructions

Written by Age UK - a charity working to improve life for older people.

7. Who is the intended audience of these instructions? What affect does this have on the style and language choice?
8. How does the writer attempt to make Twitter seem appealing to the reader?
9. A list has been punctuated with bullet points. For what purpose do you think this section has been punctuated in this way?
10. The first section of this text is not instructional. What is the purpose of this section?
What genre could it be classified as?

Extension task

Choose one of the texts you have read today. Take a section and rewrite it for the audience of the other text (iPhone for older people or Twitter for technophiles).*

*Technophile = a lover of new technology