

Mastering the Art of Instructions with Kit the Fox

Learning objective: To identify, use, and evaluate the structural and linguistic features of instructional texts, including imperative verbs, chronological markers, and fronted adverbials.

Read each question carefully. Use your knowledge of formal instructional writing to explain, justify, and create clear steps for a process.

N/A

Word bank: imperative verb · chronological · fronted adverbial · conjunction · sequencing · precisely · cohesion

1. Kit the Fox is writing a guide on how to build a mechanical puzzle box. Explain why Kit must use imperative verbs (bossy verbs) at the beginning of each step. Give two examples of imperative verbs he might use. (2 marks)

2. Why is it essential to use chronological markers (such as 'firstly', 'subsequently', or 'finally') in a set of instructions? What might happen if these were removed? (2 marks)

3. Rewrite this sentence using a fronted adverbial to make it more descriptive: 'Fold the cardboard corner to the centre.' (2 marks)

4. Compare and contrast the language features of a recipe (a type of instruction) with a storybook narrative. Identify one major difference in how the sentences are structured. (2 marks)

5. Kit has written: 'Put the pieces in the box and close it.' Justify why adding a conjunction or a more specific prepositional phrase would improve the clarity of this instruction. (2 marks)

6. Imagine you are teaching a friend how to make a cup of tea. Write three steps using at least one fronted adverbial and two imperative verbs. (3 marks)

Draw: Draw a diagram of a 'Mystery Invention' and label it with three clear, numbered instructions explaining how to operate it.



Extension challenge: Challenge: Think about a complex process, such as how a plant grows or how a computer program executes a command. Write a paragraph explaining why instructions must be written in a specific order and what the consequences of 'sequencing errors' would be in a real-world scenario.