

Talk It Through

Give, follow and test complex oral instructions.

7.1.B “follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the task and underline each requirement for your instructions. Each partner must give a complete sequence and physically follow a different sequence.

A design your partner cannot see

- ① Work in pairs with one worksheet each, pencils, and three blank sheets each. Fold two blank sheets into four equal columns and four equal rows, then unfold them. Label columns A-D from left to right and rows 1-4 from top to bottom. All grids must have the same orientation. Keep one grid for your hidden target and the other for following your partner. Use the third sheet as a screen. Your partner must not see your grid until the comparison. Keep shapes and stars inside cells; connecting arrows may cross folds.
- ② Privately create a target with one circle, one triangle and one square in three different cells. Add a star to one of those cells and an arrow from one occupied cell to another. Plan six or more ordered actions that would recreate the target on an empty grid. Include a dependency, such as adding a mark inside a shape already drawn, and a conditional direction with both outcomes: if a named cell contains a circle, do one action; otherwise, do another. Your target must show the outcome that actually follows from your earlier actions.
- ③ A gives the whole sequence aloud once while B listens, then repeats it in manageable chunks while B draws. B asks at least one relevant clarification question; A answers specifically. A may repeat or clarify spoken instructions but must not show the target or point at B's grid. Compare the actual drawing with the target. Identify a mismatch or ambiguity and revise that direction. Turn the response grid over; label this side A-D left to right and 1-4 top to bottom. Repeat the full sequence with the revision. Switch roles using B's hidden target and repeat all steps, including comparison, revision and the full-sequence retest.

2 ANSWER WITH EVIDENCE Use the passage

1 Why must both grids have the same orientation, and how can you check it before speaking?

2 How does a conditional instruction differ from an ordinary next step?

3 After both rounds: identify a direction that needed clarification. Explain your revision and what the retest showed.

3 YOUR TURN Your own words

Use the blank paper for both hidden targets, both actual drawings and both retests. Keep all six drawings with this worksheet. Use the stages below to plan and record the oral exchanges; answer Question 3 last.

1. Plan your hidden target

Write your ordered instructions, including the dependency and both conditional outcomes. Check them against your target without showing it. Use at least six actions; a conditional outcome may be one action.

2. Record both roles

After giving: record your partner's clarification question and your answer. After following: record your own clarification question and your partner's answer. Label the two exchanges clearly.

3. Compare and retest

For each round, note which shapes, cells, star and arrow match. Record the revised direction and the actual retest result. Keep a mismatch visible if it remains; explain the next clarification needed.

PART 1 • READ AND MARK

Read the task and underline each requirement for your instructions. Each partner must give a complete sequence and physically follow a different sequence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Why must both grids have the same orientation, and how can you check it before speaking?	Otherwise a location such as A1 could refer to different physical places. Check that A-D run left to right and 1-4 run top to bottom on both grids.
2	How does a conditional instruction differ from an ordinary next step?	Its action depends on whether a stated condition is true. The speaker supplies both possible actions so the listener can choose from the current grid state.
3	After both rounds: identify a direction that needed clarification. Explain your revision and what the retest showed.	Accept an actual instruction, a precise revision and an honest observed result. A successful first drawing may still reveal an ambiguity to revise and retest.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative six-action sequence: (1) Draw a circle in B2. (2) Draw a triangle in D3. (3) Draw a square in A4. (4) Put a dot inside the triangle. (5) If B2 contains a circle, add a star inside that circle; otherwise add the star in C1. (6) Draw an arrow starting at B2 and ending at D3. The dependency is the dot inside the existing triangle; the true conditional branch puts the star inside the circle.

A listener might ask whether the arrow should point toward D3. The speaker answers that its arrowhead belongs at D3. Compare all marks with the hidden target, including the dot and direction of the arrow. If the listener drew a line without an arrowhead, revise action 6 to specify the arrowhead, then physically test again. This is an example, not a report of the class's results.

Provide six blank sheets per pair and a pencil per learner. Collect targets, produced drawings and retests as evidence alongside the notes. Check that both learners give a complex oral sequence, follow one physically and ask/answer a relevant question. Assess precision, order, dependencies and conditional outcomes, not artistic neatness. Six actions is a minimum; targets with additional uncommunicated marks need additional directions. Do not expose the example target before learners design their own.