



Teacher's guide

Giving Instructions – Simple Workout Routines – Pre-Intermediate (A2-B1)

Canva Presentation Link: [Giving Instructions – Simple Workout Routines](#)

Editable Presentation Link: [Giving Instructions – Simple Workout Routines](#)

Editable Worksheet Link: [Student Worksheet: Giving Instructions – Simple Workout Routines](#)

Warm-up

Part 1. Students discuss the questions.

Definition matching

Part 1. Students match each word to its correct definition.

Answer key:

1. Breathe
2. Straight
3. Position
4. Squat
5. Knees
6. Hurt

Dialogue activity

Part 1. Students read the short dialogue and underline all the phrases used to give instructions, sequence steps, and check understanding.

Instructions: Stand with your feet shoulder-width apart. / Keep your back straight and look forward. / Bend your knees and lower your hips. / Push up through your heels and return to standing. / Breathe in... / Breathe out... / Don't let your knees go past your toes. / Hold this position... / Repeat ten times.

Sequencing: First, ... / Then, ... / After that, ... / Finally, ...

Checking understanding: Do you understand? / Are you ready?

Gap-fill

Part 1. Students complete the dialogue with the correct forms of the phrases in the box.

Suggested answer key:

1. First, stand with your feet shoulder-width apart
2. Keep your back straight
3. After that, push up through your heels
4. Breathe in as you go down, and breathe out as you come up
5. Hold this position for two seconds
6. Finally, repeat ten times

Pronunciation

Part 1. Model the intonation for commands (imperatives), sequencing phrases and yes/no checks; students practise in pairs. Emphasise falling intonation for commands, a slight rise then fall for sequencing phrases

and a rising intonation for yes/no checks. Provide feedback on natural stress.

Speaking Practice: Role Play

Part 1. In pairs, students use the Role-Card and the language from Steps 2–5. Then, students swap roles and try a new exercise (e.g. a plank or a lunge). Encourage students to use a mix of imperatives, sequencing, and checks.

Personal Reflection

Part 1. Students write/say 3–5 sentences describing how they would instruct a friend to do one simple exercise (e.g., plank, lunge, push-up). Encourage students to use at least three different phrases from today's lesson (imperatives, sequencing words, or checks).