

Following Procedures

Warm-Up

First, work with your class to brainstorm lots of different real-life tasks that involve following procedures. Then think of the last time you gave step-by-step instructions to someone. What did you explain? When you've finished that, find a partner!



Dialogues

Read the dialogues, and practice with a partner.

A. Giving Instructions (first steps)

- A: I can't get onto your Wi-Fi.
What do I need to do?
- B: **The first thing you need to do** is go to Network Settings.
- A: Okay. Now what?
- B: **Now** type in the password. It's February.
- A: Thanks. Oops.
That didn't work.
- B: Did you spell February correctly? **Try again.**
Don't forget the first "r."
- A: Oh, that worked. Thank you!

B. Giving Further Instructions

Dialogue 1

- A: I preheated the oven.
What's next?
- B: **Next**, mix all of the ingredients in a bowl.

Dialogue 2

- A: I completed the first step.
Now what?
- B: **Now** draw a straight line in the middle of your page.

Dialogue 3

- A: What do I do when the kids have finished the worksheets?
- B: **After that**, take them outside for some fresh air.

C. The Final Instructions

Dialogue 1

- A: Am I done?
- B: **Not quite.**
- A: What else do I need to do?
- B: **To finish off**, you need to add the cream.

Dialogue 2

- A: I'm finished, right?
- B: **You're almost there.**
There's one more step.
Initial all five pages in the bottom right corner.
- A: Okay. Then I'm done, right?
- B: **Yep, then you are good to go.**

Step-by-Step Procedures

There are a number of words and expressions that you can use when giving detailed instructions with different steps. These can be used in writing or speaking.

First

- Firstly...
- First...
- The first thing to do is...

Second, third, etc.

- Secondly...
- Second...
- Next...
- Now...
- After that...
- Then...
- When we're done...
- While you're waiting for...

Finally

- Lastly...
- Finally...
- Last but not least...
- To finish things off...
- The last thing you're going to do is...
- Don't forget to...

Imperative Verb Form

A. Reference

The imperative form of a verb is used for giving advice, directions, invitations, orders, and commands. It is also used for step-by-step instructions.

To form the imperative, use the verb's bare infinitive form (without *to*).

- **Thread** the sewing machine.
- **Cut out** the pattern.
- **Pin** the pattern to the fabric.
- **Cut** the fabric on the fold.

The expressions in Step-by-Step Procedures are often used when giving verbal or written step-by-step instructions:

- **Firstly**, thread the sewing machine.
- **Then** cut out the pattern.
- **After that**, pin the pattern to the fabric.
- **Now** cut the fabric.

B. Circle the Imperative Verbs

Circle the imperative verbs in the example instructions:

Using the One-Cup Coffee Machine

First, turn on the coffee machine.

While you're waiting for the water to heat up, take out the red plastic filter and fill it with finely ground coffee.

Now, close the filter lid and put it back in the machine.

After that, choose your cup size.

Finally, press the power button.

Don't forget to put your cup under the spout.

Last but not least, enjoy your coffee!

Providing Feedback and Assistance

Sometimes people aren't able to follow instructions perfectly. The task may be too difficult or the instructions may be unclear. Some people need a demonstration. Other people need a better explanation. Some people need to read instructions (or see a diagram). Here are some expressions you can use when someone is having difficulty following your instructions.

- Not *quite* like that.
- You may need to try again.
- Don't worry! You'll get it.
- It's a *little* tricky at first.
- Let me show you again.
- Oops, that didn't work.
- Did you want me to write it down for you?
- Do you want me to show you again?

Grammar Review

USEFUL ADVERBS

When giving instructions, you sometimes need to tell someone **how** to do something. Adverbs are used to make directions more specific. Choose *five* of the adverbs below and write one line of directions.

Placement:

Keep in mind that adverbs of manner typically go after the verb (and object) when giving directions:

- Release the valve quickly.

You may also hear or see the adverb at the beginning of a set of instructions (before the verb):

- Quickly release the valve.

Word List

carefully	slowly	promptly	wisely	regularly
quickly	perfectly	politely	seriously	

1. Choose a book quickly.
2. _____
3. _____
4. _____
5. _____
6. _____

Idioms and Expressions

DISCUSSION

Are you someone who **gives up easily**, or are you **bound and determined** to **get the hang of** something new? How do you know when it's time to **throw in the towel**? What do you find **easy peasy**? What new skills have you learned recently? What do you want to learn?

Discuss these questions with your classmates, and practice using these expressions. Ask your teacher if you can't figure out what these expressions mean.

Modals

EXTENDED LEARNING

A. Using Modals of Advice

A modal verb is a helping verb. It is always followed by a base verb (a verb with no ending). The modal verb “should” is often used when giving and asking for instructions.

Example 1:

A: What **should** I **do** next?

B: You **should call** the plumber.

A: **Should** I **wait** until after work?

B: No, you **should call** now.

Note:

You can also use “had better” for a stronger meaning than “should.” Use “ought to” for a weaker meaning.

- We **had better call** the police.
- You **ought to ask** your mom.

Example 2:

A: Where should I put all of these water bottles?

B: You should throw them in the recycling bin.

A: Should I empty them first?

B: Yes. We should water the plants with them.

Practice:

Read the example dialogues out loud with a partner.
Then circle the modals in Example 2 and underline the base verbs.

Modals cont.

B. Using Modals of Necessity

Modals of necessity are often used for warnings and extra details in instructions and procedures. Here are the modals you can use:

- must / mustn't
- have to / don't have to
- need to / don't need to

Example 1:

A: When **should** we **arrive**?

B: You **must arrive** by 9:00 am.

A: Do we **have to bring** a lunch?

B: You **don't need to bring** a lunch,
but you **ought to bring** a water bottle.

Note:

In informal conversations, the base verb is sometimes dropped after the modal if the meaning is implied.

Example 2:

A: The instructions say we must use glue.
Do we have to?

B: You don't have to, but you should.

A: I think we should use tape.

B: That's fine. You had better
use transparent tape, though.

Practice:

Read the dialogues with a partner. Can you spot where the base verbs were dropped in Example 2?

C. Corrections

Read the following sentences and correct the mistakes.

1. What I should do next?
2. You ought to be call your dad.
3. We must to order the parts.
4. You don't need bring anything.
5. Should park in the lot?
6. They don't need separating the garbage.

Common Error

Because *ought to*, *have to*, and *need to* have the word "to" in it, many English learners incorrectly add "to" after *must*.

- You must ~~to~~ call the plumber.

Review

Task 1

SENTENCE BUILDING

Complete the dialogues by filling in the blanks with appropriate statements or questions. Try not to use the same response or statement more than once. Practice your dialogues with a partner.

1. A: What do I do first? B: _____
_____.
2. A: I'm finished, right? B: _____
_____.
3. A: Okay. Now what? B: _____
_____.
4. A: _____
_____?
5. A: _____
_____?
6. A: What do I do after I thread the sewing machine? B: _____
_____.
7. A: _____
_____?
8. A: Are there any more steps? B: _____
_____.
9. A: _____
_____?
10. A: Thanks for your help! I learned a lot. B: _____
_____.

Review cont.

Task 2

HOW-TO ARTICLE

Everyone is an expert at something! What are you an expert at?

- _____
- _____
- _____
- _____

Use the space below to plan a How-To article on this subject.
Then write your article and hand it in to your teacher. Use the
language for writing procedures that you learned in this lesson.

How to _____

Introduction:

Supplies:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Procedures:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Conclusion:

Review cont.

Task 3

SEQUENCING

The following conversation is out of order.

Place the conversation in the correct order from 1-10.

Then circle the modals and underline the base verbs.

- _____ Yes, you should combine them all in a bowl. You ought to use a big bowl.
- _____ You don't need to look at the recipe. All you need is milk, eggs, sugar, and butter.
- _____ Okay. They are mixed. Should I roll out the dough?
- _____ Do I need to look at the recipe to find the ingredients?
- 2 _____ First, you should get out all of the ingredients.
- _____ What should I do first?
- _____ Okay. I have all of the ingredients. Should I put them in a bowl?
- 7 _____ Now what should I do? Should I mix them together?
- _____ Yes. You must mix them with a wooden spoon. You shouldn't use a mixer.
- _____ Not yet. First, you have to wait 20 minutes. We should have a coffee while we wait.




Learner Reflection

FOLLOWING PROCEDURES

Add check marks (✓) to show what you've learned in this lesson.

Name: _____

Date: _____

Can I...	Yes (very well) 	Yes (with help) 	Not yet 
give and follow step-by-step procedures?			
identify and use imperative verbs?			
provide feedback and assistance after explaining procedures?			
use adverbs while explaining procedures?			
use modals of advice?			
use modals of necessity?			
place procedures in the correct order?			

My Notes