Unit 3 Steps and Instructions

Learning Objectives

Spoken Cycle

After studying this unit, you are expected to be able to:

- ❖ Give instructions to others,
- ❖ Give and approve a promise,
- ❖ Express happiness,
- ❖ Understand spoken English,
- ❖ Respond to spoken English.

Written Cycle

After studying this unit, you are expected to be able to:

- ❖ Identify and comprehend the procedural texts,
- ❖ Write good procedural texts,
- ❖ Write correct imperative sentences.

Spoken Cycle

The ways to give instructions:

When we ask someone to do thing, we say:

- Put the books on my desk, please. or *Please,* put the books on my desk.
- Peel the potatoes before you wash them.
- Be careful to tighten the screws.

When we ask someone not to do thing, we say:

- Don't put the books on my desk, please.
- *Please,* don't put the books on my desk.
- Don't peel the potatoes before you wash them.
- Don't be careless to tighten the screws.

We may put the word *please* at the beginning of the instruction or at the end of the instruction.

To respond to the instructions, we say:

- Sure.
- Certainly.
- I've no objection.
- Okay.
- All right.

Expression Corner

Expressions of giving a promise:

- I promise that I will help you.
- I promise to come at 5.
- I'll lend you Rp. 50.000,00
- I'll take it for you tonight.

Expressions of approving a promise:

- Thank you. Keep your promise.
- Thank you for the promise.
- Thanks for promising me that sum.
- Thank you. Don't forget your promise.

Usage:

- The words *promise* and *will* show that the speaker is going to do something for others in the future.
- To get or respond to a promise/offer we say *thank you*, and it can be followed by other expressions based on the situation.

Expression Corner

Expressions of showing happiness:

- I can't say how happy I am.
- I'm (so) happy.
- I'm (so) glad.
- I'm (so) delightful.
- I'm (so) content.
- I'm (so) contented.
- I'm (so) pleased.
- I'm (so) joyful.
- I'm (so) cheerful.
- I'm (so) blissful.

Expression Corner

Aldo : Hi, Dimas. Come in, please.
Dimas : Thank you.
Aldo : I've been waiting for you for about twenty minutes.
Dimas : Really? I'm sorry.
Aldo : It's all right. Are you ready to go for a swim now?
Dimas : Did you know that the swimming pool is closed today?
Aldo : Really?
Dimas : Yes. A worker of the cleaning service found a dead body floating in the swimming pool this morning. I heard the news on the radio this morning.
Aldo : Give me further information about it.
Dimas : The police ordered to close it for investigation.

Expressions to show attention:

- Really?
- Give me further information about . . . . .
- Tell me more about . . . . .
- You look so *beautiful* today.

Written Cycle

Procedure text

How to Measure Your Lung Capacity

Introduction and aim of the procedure

Today, I am going to tell you a way of measuring the amount of air that your lungs hold.

List of materials needed for doing the procedure

To do this you will need a bath or laundry tub, a piece of plastic tube, masking tape, a large plastic bottle, a waterproof pen, a measuring jug, water and a friend to help you.

A sequence of steps in the order they need to be done

Firstly, fill the bath or laundry tub to about half-full. Next, stick masking tape on the side of the plastic bottle and fill it with water. Now, carefully turn the bottle upside down while holding your hand over the opening. Place the bottle underwater in the tub and hold it in the upside-down position. Ask your friend to mark on the masking tape the position of the water in the bottle. Now, have the friend push one end of the plastic tube into the neck of the bottle. Place the other end of the tube in your mouth.

A sequence of steps in the order they need to be done

Take a deep breath and blow down the tubing. Mark the level of water in the bottle when you stop blowing. Remove the bottle from the tub without letting any more water enter or leave it.

You are now ready to find out lung capacity. Turn the plastic bottle up the right way. Use the measuring jug to fill the bottle back up to the first mark you made. The amount of water that you add is approximately equal to the amount of air in your lungs.

- A procedure is a text that explains the sequence of steps to do somethings.
- Some examples of procedure texts are:
  - ✓ directions,
  - ✓ recipes,
  - ✓ procedure for using electronic devices,
  - ✓ itineraries.
- The generic structures of procedure text are:
  - ✓ **an introductory statement** that covers the aim or goal of doing something,
  - ✓ **a list of materials** that will be needed for completing the procedure,
  - ✓ **a sequence of steps** that need to be done.
- The language features usually found in procedure text are:
  - ✓ the use of technical language,
  - ✓ sentences that begin with verbs and are stated as commands,
  - ✓ the use of temporal conjunctions or numbers that the sequence of methods to do something,
  - ✓ the use of adverbs to tell how the action should be done.
- The purpose of procedure text is to explain how to do something or make something.

Grammar Corner

A. Positive Imperative Sentence

The pattern of positive imperative sentence:

Verb 1	+	Object/Complement	+	.....
Be	+	Adjective		

Frame 1

Verb 1	Object/Complement + . . .
• Close • Read • Put	the window, please the text loudly, please your book in the drawer, please

Frame 2

	Verb 1	Object/Complement + . . .
Please,	• close • read • put	the window the text loudly your book in the drawer

Frame 3

Be	Adjective
• Be • Be	careful, please patient

- When we want to ask someone to do something, we use *the first form of verb* ***(Verb-1)*** at the beginning of the imperative sentences (see frame 1).
- The word *please* can be put at the beginning of the imperative sentences (see frame 2), or at the end of the sentences (see frame 1).
- If the command begins with adjective, *be* is used and put at the beginning of the sentence or before the adjective (see frame 3).
- To respond to positive command or instruction, we say *'I've no objection, sure, certainly, all right, ets'.*

B. Negative Imperative Sentence

The pattern of negative imperative sentence:

Don't	+	Verb 1	+	Object/Complement + ...
Don't	+	be	+	Adjective

Don't	Verb 1	Object/Complement + . . .
• Don't	close	the window, please
• Don't	read	the text loudly, please
• Don't	put	your book in the drawer, please

	Don't	Verb 1	Object/Complement + . . .
Please,	• don't	close	the window
	• don't	read	the text loudly
	• don't	put	your book in the drawer

Don't	Be	Adjective
• Don't • Don't	be be	careless, please angry

Negative imperative sentence shows prohibition.

- When we want to ask someone not to do something, we use: *Don't + Verb-1* (see frame 4).
- The word *please* can be put at the beginning of the sentence (see frame 5), or at the end of the sentence (see frame 4).
- If the command begins with adjective, *be* is put before the adjective and we put *don't* at the beginning of the sentence: *Don't + be + Adjective* (see frame 3).
- To respond to positive command or instruction we say *'sure, certainly, all right, etc'*.


Thank you