

Step Chain Challenge

Give a complete sequence, follow it, and test the result.

6.1.B "follow and give oral instructions that include multiple action steps;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the guidance. In its examples, underline words naming objects, actions, locations, and order. Work through all three practice stages before answering the questions. Each learner must both give and follow a complete spoken sequence.

Directions that someone can actually follow

- ① A useful set of directions names the objects, actions, locations, and order needed to reach a result. "Get ready" is vague. "Place your closed notebook in the middle of your desk" gives a visible action. Sequence words help connect several actions into one procedure. If a later step depends on an earlier one, make that order clear.
- ② The listener needs a shared point of view. In this task, left and right mean the seated listener's left and right; above means farther away on the desk, not floating in the air. Use only the notebook, pencil, and eraser on a clear desk. Do not move another person or use their belongings without permission. The goal is a specific, checkable arrangement, not speed.
- ③ The speaker gives the entire set of four to six actions aloud before the listener starts. The listener may ask a question or request a repeat, then carries out the sequence using the spoken directions, without seeing a written plan or a demonstration. Compare the actual result with the intended one. If a detail was unclear, improve the wording and test the complete sequence again.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Describe one action you gave. Which words made its object, location, or order clear?

2 Describe the sequence you followed and one way you checked your result.

3 What clarification or revision improved a full sequence? Explain its effect.

3 YOUR TURN _____ Your own words

Work in pairs with one notebook, pencil, and separate eraser on a clear desk. Each person needs a worksheet for brief records. Share the objects in turn. The teacher first models a short oral sequence and a listener actually follows it. No cards, drawing sheet, or extra print copies are needed.

1. Plan and give a complete sequence

A privately plans four to six ordered actions with a visible final arrangement. Include a step that depends on a previous action; do not pad with repeated movements. A writes the plan in Stage 1 on A's worksheet, keeps it hidden, and gives all the instructions aloud. B listens, asks if needed, then performs them.

Afterward, B uses Stage 1 on B's worksheet to record the actions followed and the check result. Compare the result and correct unclear wording.

2. Switch and follow

Reset the objects. B makes a different four-to-six-action plan here, keeps it hidden, and gives the complete spoken sequence. A follows it without reading the plan or watching a demonstration. On A's worksheet, Stage 1 holds the plan A gave; Stage 2 records the actions A followed and the check result. On B's worksheet, Stage 2 holds the plan B gave; Stage 1 records the actions B followed and the check result.

3. Refine and retest

Each speaker improves one instruction or tests an alternative clear wording. Reset and repeat both complete sequences with the same listener roles. Record the changed words and whether the intended result occurred. Then answer Questions 1-3 from your own giving and following turns.

PART 1 • READ AND MARK

Read the guidance. In its examples, underline words naming objects, actions, locations, and order. Work through all three practice stages before answering the questions. Each learner must both give and follow a complete spoken sequence. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Describe one action you gave. Which words made its object, location, or order clear?	Example: "First, put the closed notebook in the middle of your desk." It names the notebook, its state, and its location. Accept the learner's actual specific instruction.
2	Describe the sequence you followed and one way you checked your result.	Accept four to six actual actions in order and a result check against the speaker's stated target. Repeating words without carrying out the actions is insufficient.
3	What clarification or revision improved a full sequence? Explain its effect.	Example: We replaced "put it there" with "put the eraser to the right of the notebook." The listener then knew both the object and the location. If the first attempt was clear, identify a detail that prevented confusion and test an alternative wording.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative four-action sequence: First, place the closed notebook in the middle of your desk. Next, put the pencil horizontally above the notebook. Then put the eraser to the right of the notebook. Finally, move the eraser onto the right end of the pencil. The last action depends on the pencil already being placed.

The listener hears the whole sequence and asks whether "above" means farther away on the desk. The speaker confirms that meaning. The listener carries out all four actions. The final notebook is centered, the pencil is above it, and the eraser is on the pencil's right end.

A revised version says "farther away from you than the notebook" in the second step. The partners reset and test it. The second learner must create, give, and test a different sequence; copying this model does not demonstrate independent instruction design.

Observe both learners giving and following complete multiple-action sequences, including their order and actual outcomes. Readback may help listening, but it is not a substitute for performing. Accept different arrangements when the directions and resulting actions agree. Give access support or adapted classroom objects when needed while preserving the listening and speaking demand. The records are reflections on observed performance, not passage-only comprehension answers.