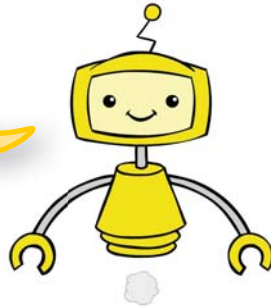


Jamming it up

When the chef's whites and hat come out again, it can only mean one thing: Peter is back in the kitchen! Hey, Peter, what's with all the fruit? Huh, when you said that you were going to jam it up, this is not what I expected! Should I put the drum kit away?



LINKS TO:

Stage 2, Module 18
Learning Object 2: The echo

PRIOR LEARNING:

Stage 2

Module 7 Work Sheet 4: *Cooking up a storm*



1 Proper procedurals

Procedural texts tell the listener or reader how to do or make something.

The most common procedural texts are:

- recipes
- rules for games
- science experiments
- how-to manuals
- instructions on how to operate something
- instructions for how to assemble something.

Procedural texts usually use:

- simple present tense (*lakukan ini, lakukan itu*)
- imperative words, such as *potong, lipat, putar, aduk, and pegang*
- linking words to do with sequence (*pertama-tama, kemudian, setelah/sesudah itu, sebelum itu, akhirnya*)

- detailed information on how (*potong apelnya dengan hati-hati*), where (*di talenan*), and when (*setelah apelnya dikupas*) to complete the separate steps of the task
- detailed information, or illustrations, of difficult steps or specific elements (*gunakan kain yang sudah dicuci dulu, lihat diagram di bawah ini!*)
- passive construction, in some cases, to focus on the object that is being affected rather than on the person doing the action. For example: *Bagaimana sayuran ini dipotong, Bu?* or *Setelah dipetik buah-buahan itu harus dicuci.*

Remember that the purpose of a procedural text is to guide the reader or listener through the process of completing a task.

2 Exercises

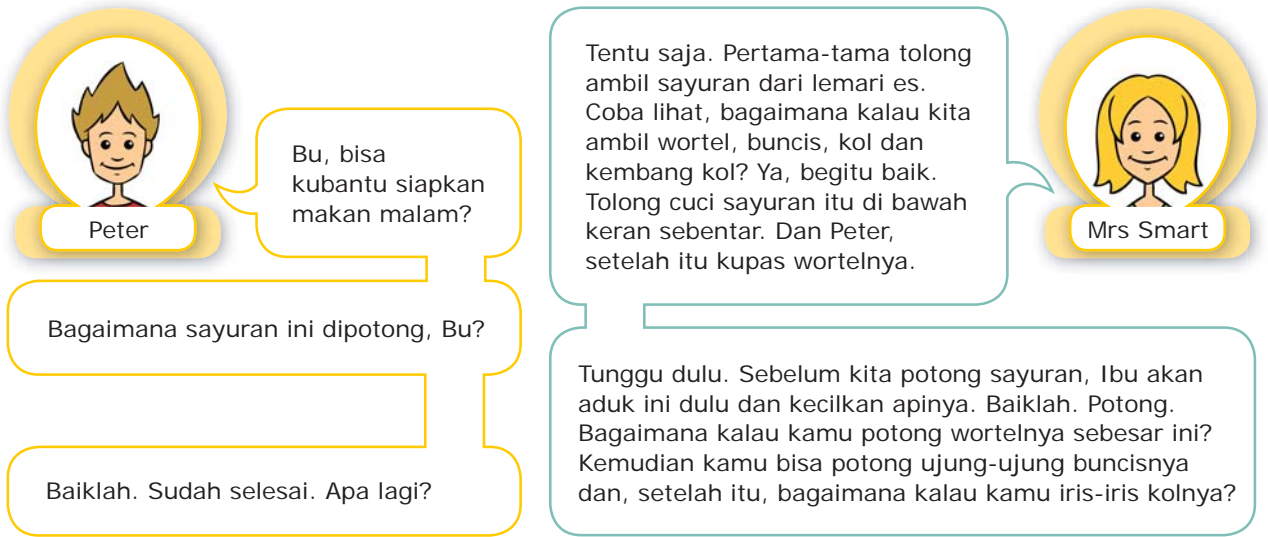
Exercise 1

Peter is helping Mrs Smart prepare dinner, and learning how to cook in the process.

Read the dialogue on the following page and then answer the questions.

(continued on following page)

(continued from previous page)



1.1 Is this procedural text spoken or written?

1.2 Looking at your answer to Exercise 1.1, what features indicate to you that it is in this mode? Use specific examples from the text to support your answer.

1.3 How would this text be different if it was in the other mode?

(continued on following page)

(continued from previous page)

1.4 List the different sequence words used by Mrs Smart that indicate when a new step begins.

Exercise 2

Peter is discovering life in Sekarsari, where Nenek lives, is quite different to life in Jakarta. There, people grow their own food to use in recipes that have been passed down from generation to generation.

During his stay, Peter is keen to learn as much about cooking from Nenek as he can.

Read the conversation between Peter and Nenek.

Nenek

Peter, Nina bilang kamu suka memasak.

Saya lihat kamu memperhatikan botol-botol selai yang saya buat. Apa kamu pernah membuat selai?

Saya sudah membuat selai strawberry, raspberry, blueberry, peach dan plum untuk lebih dari 60 tahun.

Peter

Ya Nek, benar.

Saya selalu berpikir itu sulit.

Saya nggak akan tahu dari mana harus mulai atau apa yang saya butuhkan untuk membuat selai.

(continued on following page)

(continued from previous page)

Ah, itu mudah sekali! Pertama-tama, kamu perlu buah-buahan. Saya suka menanam sendiri strawberry, raspberry, peach dan plum karena rasanya selalu lebih enak daripada yang dijual di toko. Setelah dipetik, buah-buahan itu harus dicuci.

Setelah itu, kamu harus memastikan bahwa kamu punya cukup banyak stoples dan tutupnya. Stoples-stoples ini harus dicuci dengan air sabun panas dan kemudian dibilas.

Karena stoplesnya harus disterilkan.

Untuk selai yang terbuat dari strawberry, raspberry dan blueberry, kamu perlu kira-kira 4 cangkir gula.

Tidak. Di panci, tambahkan buah-buahnya, gula dan air. Rebus di atas api sedang selama 5–10 menit. Setelah campuran itu dingin, tuang ke dalam stoples sampai mengeras.

Bagus. Kabari bagaimana hasilnya, ya.

Kedengarannya mudah. Setelah itu apa yang perlu saya lakukan?

Mengapa stoplesnya perlu dicuci dengan air sabun panas?

Oh, begitu. Saya ingat Nenek bilang selai dari supermarket terlalu manis. Berapa banyak gula yang dibutuhkan?

Wah, kedengarannya banyak sekali. Apakah dengan menambahkan begitu banyak gula ke buah-buahan itu tidak membuat selainya terlalu manis?

Terima kasih, Nek. Saya nggak sabar untuk mencoba membuat selai sendiri. Saya pikir keluarga saya ingin mencoba makan selai buatan sendiri.

2.1 Identify the main ideas in the conversation between Nenek and Peter. Use the headlines in the boxes below and on the following page to write up your notes.

Bahan-bahan: _____

Peralatan: _____

(continued on following page)

(continued from previous page)

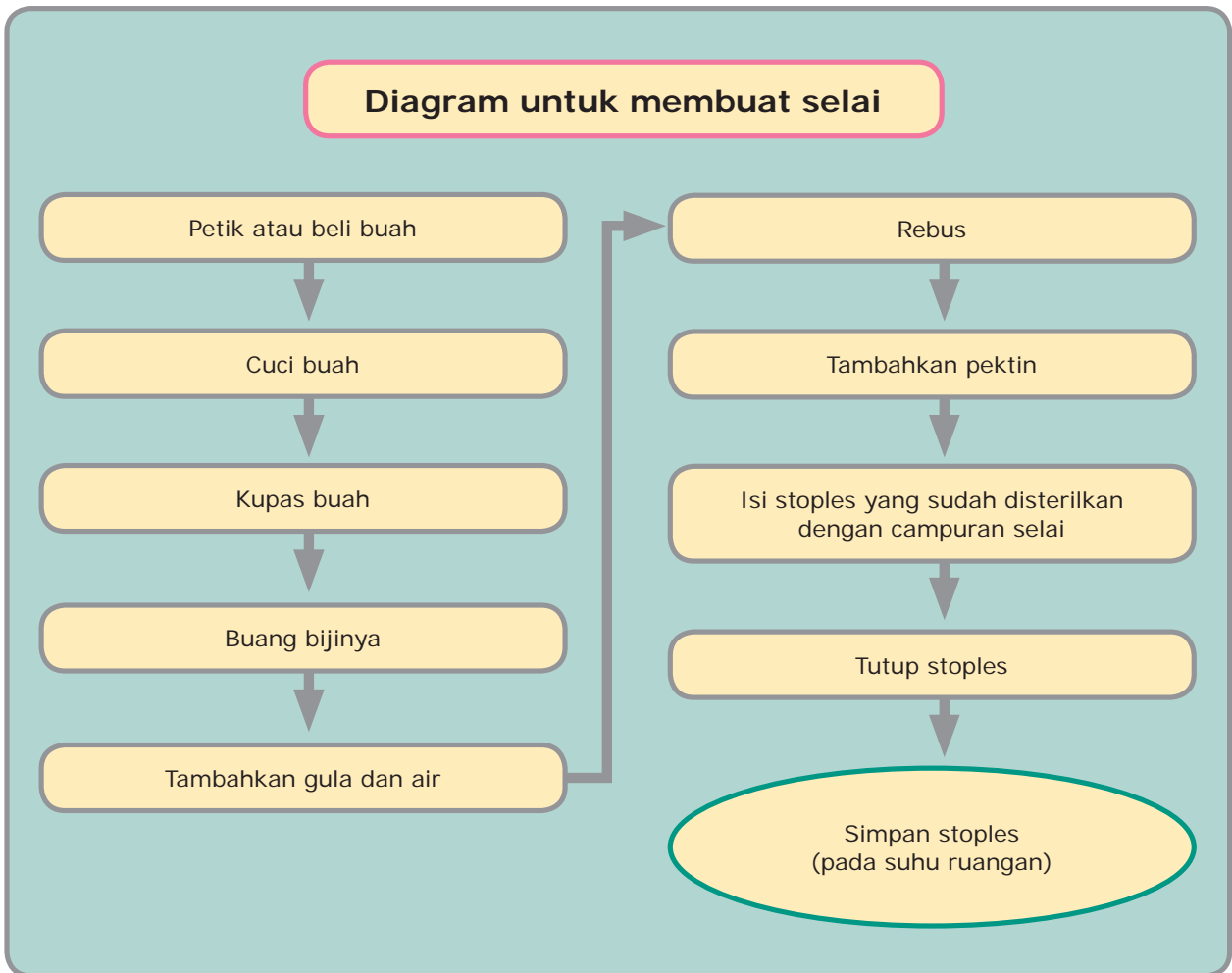
Proses: _____

2.2 Peter would like to ask Nenek some more questions about her recipe for making jam. Write questions Peter can ask Nenek to ensure he can make the most delicious jam possible.

Exercise 3

After speaking with Nenek, Peter is feeling more confident about trying out her recipe. Now that he is home, he wants to check a few steps of the recipe. Peter has found this flowchart for making jam on the Internet.

Study the flowchart of the recipe and then answer the question that follows.



Compare Nenek's recipe with the Internet recipe in the flowchart. How are the steps in the recipes similar and different? Write your answers in the columns on the following page, in Indonesian.

(continued on following page)

**Perbedaan dalam resep
Nenek**

**Perbedaan dalam resep dari
Internet**

Persamaan kedua resep

Exercise 4

An annual cooking competition is coming up soon at SMP Harapan Bangsa.

Peter was delighted to win second place last year, but is keen to do even better this time. He decides to use Nenek's jam recipe to wow the judges.

All the entrants in the cooking competition must cook in front of an audience and explain all the steps in the recipe while they are cooking.

Use the information from the conversation and the flowchart from Exercise 1 to help Peter prepare his script for the cooking competition.

Hint! A script is a written record of the words Peter will say during his presentation. He will need to memorise his script and then use it to describe the actions he is performing during the presentation.

Here is an example for you:

*Pertama-tama, pecahkan telurnya. Hati-hati, kita tidak mau masak telur orak-arik, jadi ketukkan telur itu pelan-pelan di pinggir mangkukmu untuk memecahkan kulitnya!
Kemudian pisahkan putih telur dari kuningnya. Aku suka menggunakan tanganku. Huh. Hati-hati jangan sampai kuningnya pecah karena kamu harus mulai dari awal lagi kalau begitu.*

(continued on following page)

(continued from previous page)
