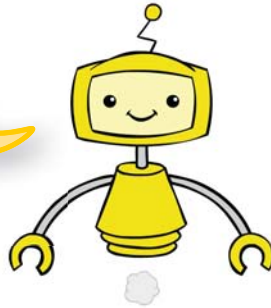


# Cooking up a storm

Following a recipe is just like following the coach's instructions in the previous work sheet. Lots of imperatives! Look out celebrity chefs ... here I come!



## LINKS TO:

Stage 2, Module 7

Learning Object 4: Let's make lunch!

## PRIOR LEARNING:

### Stage 2

Module 7 Work Sheet 3: *Be a good sport*

Module 3 Work Sheet 3: *Make it fly*

Module 1 Work Sheet 3: *I want to know how!*

### Stage 1

Module 3 Work Sheet 8: *What news?*

Module 3 Work Sheet 5: *Softening the imperative*

Module 10 Work Sheet 1: *More on giving instructions*



## 1 Don't stir the pot!

Cooking instructions, like any other instructions, also use the imperative form of the verb.

Just as with sporting instructions, only the base form of the verb (sometimes with the *-kan* suffix) is used, with no attempt made to soften the imperative.

For example:

*Rajang bawang Bombay.*  
Chop up an onion!

*Tuang kaldu sayuran.*  
Pour in the vegetable stock!

*Aduk selama 5 menit.*  
Stir for 5 minutes!

## 2 Step by step

When giving instructions for procedures, such as the steps in a recipe, transition words and phrases of sequencing can be very useful.

For example:

<i>Pertama-tama ...</i>	Firstly ...
<i>Kemudian / lalu ...</i>	Then ...
<i>Sesudah itu ...</i>	After that ...
<i>Akhirnya ...</i>	Finally ...

The words *lalu* or *kemudian* are particularly useful with *lalu* being more common in spoken language and *kemudian* more common in written language.

## Note:

In many Indonesian households the day's cooking is done in the morning, after a visit to the market. Often, food remains at the ready all day and people eat according to need. The cooked food then serves for both lunch and dinner, and sometimes for the following morning's breakfast as well.

### 3

## Focusing on cooking

In recipes, the instructions can be written in either subject focus (active) or object focus (passive) sentences. The use of the subject and object focus construction is arbitrary and a matter of personal style or preference. Most recipes tend to be a mixture of both the subject and object focus constructions.

For example, compare:

*Isi wajan dengan minyak goreng lalu panaskan.*  
Fill the wok with cooking oil, then heat it (subject focus).

and

*Wajan diisi dengan minyak goreng lalu dipanaskan.*  
The wok is to be filled with cooking oil then heated (object focus).

Notice how the subject focus instruction is aimed directly at the person reading the recipe.

The object focus instruction notifies the action that needs to be completed by an unidentified participant.

### 4

## Exercises

### Exercise 1

Examine the recipe below and complete the accompanying activities on the following page.

### Resep soto ayam

1.

Siapkan bahan-bahan pelengkap soto seperti tauge segar, soun, telur rebus, kentang rebus, bawang goreng, seledri dan jeruk nipis yang dibelah-belah.

2.

Rebus ½ kilogram ayam yang telah dibelah dua hingga matang tetapi tidak terlalu lunak. Sisakan air rebusan sebanyak 1000 mL / 4 gelas.

3.

Masukkan 1 bungkus Bumbu Soto Ayam Indofood, aduk rata dan kecilkan api.

4.

Masak selama kurang lebih 15 menit agar bumbu meresap. Angkat dan cabik-cabik daging ayamnya.

5.

Hidangkan panas-panas dengan tauge segar, soun, kentang rebus, bawang goreng seledri dan potongan jeruk nipis.

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1.1 Highlight the verbs used in the recipe and then list them in the first column of the table below:

Verb	Position in sentence	Meaning

1.2 In the second column of the table, write down where each of the verbs is positioned in the sentence.

1.3 In the third column write down what you think is the meaning of each of the verbs.

1.4 What did you notice about the structure of the verbs used in the recipe?

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**1.5 What strategies did you use to work out the meanings of the verbs?**

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**Exercise 2**

The ingredients and recipe for another traditional Indonesian dish, *nasi goreng istimewa*, are on the following page.

The steps in the cooking instructions column have been jumbled.

**Arrange the instructions in the correct order in the numbered spaces provided.**



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### Bahan-bahan

- 3 cangkir nasi (sudah dimasak)
- 2 sendok makan kecap manis
- saus tomat secukupnya
- ½ tepung cabai
- 2 butir telur
- daging ayam (sekitar 100gram)
- 2 batang daun bawang, diiris
- 1 bawang merah diiris
- 1 siung bawang putih, dihancurkan
- beberapa lembar daun kol, diiris
- 1 wortel, diiris kecil
- minyak sayur

### Cara memasak

- \*Tambahkan daging ayam, daun kol dan wortel lalu goreng sampai setengah masak.
- \*Tambahkan telur yang telah digoreng.
- \*Panaskan 1 sendok makan minyak sayur dengan api sedang.
- \*Hidangkan di piring.
- \*Tumis bawang merah, daun bawang dan bawang putih beberapa menit.
- \*Goreng telur, sambil diaduk-aduk. Angkat ke piring dan biarkan menjadi dingin.
- \*Masukkan nasi dan aduk baik-baik.
- \*Tambahkan garam, merica, cabai, kecap manis dan saus tomat.

### Cara memasak nasi goreng istimewa

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

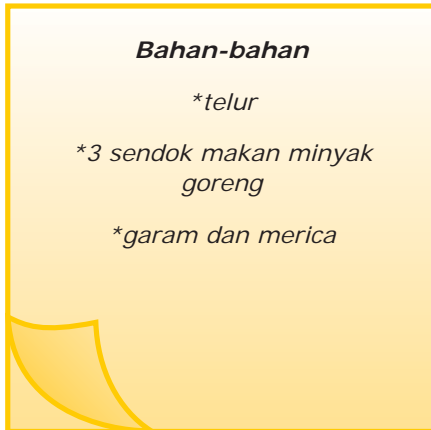
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## Exercise 4

Now that Peter has cooked his *risotto ala Peter*, he decides to add an Indonesian flavour by topping it off with a fried egg. He has never fried an egg, but he remembers Ardi once gave him the recipe over the telephone. He jotted down the ingredients and cooking instructions on separate sticky notes.

Unfortunately for him, he has misplaced the sticky note with the cooking instructions, so he must recall the procedure from memory by looking at the other sticky note below:



Peter remembers he should use a *wajan* (wok) to fry an egg. **Help him remember the steps given to him by Ardi for frying an egg.**

Three to four steps should be sufficient.

**Hint!** You may find it useful to use some transition words of sequencing.

### Cara memasak telur mata sapi

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_