

# UNIT 8

## Show Me How ....



- Cut the vegetables.
- Boil the water.



- Add seasoning.
- Mix the soup well



- The noodle is ready

Pic 8.1 (Adobe, 2003)

### In this unit, you will learn how to:

- respond to spoken monologue texts of procedure.
- create spoken monologue texts of procedure.
- identify the meanings, the linguistic features and the text structure of written texts of procedure.
- create written texts using the linguistic features and the text structure of procedure.

## Section One:

### Spoken Procedure

#### Presentation

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#### Activity 1



**Listen and repeat after the teacher.**

1. Take a sheet of paper, please.
2. Cut the paper, please.
3. Please, show me your card. Let's make a birthday card.
4. Don't cut the wrong edge.
5. Don't put too much glue.



Pic 8.2 (Adobe, 2003)

**Note:**

Sentences 1, 2, and 3 above are called command.  
Sentences 4 and 5 above are called prohibition

#### Activity 2



**Listen and do your teacher's instructions.**

1. Stand up, please.
2. Sit down, please.
3. Say "how are you?", please.
4. Nod your head, please.
5. Shake your head, please.

#### Activity 3



**From Activity 2, how do you give command?**

**Note:**

As in sentences 1-5 in Activity 2, to give command, we use the present form of verbs, such as stand up, sit down, etc.

## Activity 4



Listen and do what your teacher says.

1. Don't stand up.
2. Don't sit down.
3. Don't say "hello".
4. Don't shake your head.
5. Don't be quiet.

Note:

As in sentences 1-5 in Activity 4, to give prohibition, we use don't plus the present form of verbs.

## Activity 5



Listen and repeat after your teacher.

Andi : How do you cook *soto* instant noodle?

Budi : That's easy. First put the instant noodle into 400 ml of boiling water. Boil it for 3 minutes.

A : Then the seasoning and oil?

B : Yes, put the seasoning and oil on a bowl, and then add hot seasoning.

A : And then what?

B : Put the cooked noodle together with the soup into the bowl. Finally, mix it well. Now, the delicious noodle is ready.

A : That sounds easy.



Pic 8.3 (An instant noodle package)




### Notes:

The words *first*, *then*, *next*, and *finally* are used to tell a procedure. *First* is used to begin the procedure. *Then* is used to tell steps during the procedure. *Finally* is used to end the procedure.

## Activity 6



Match the verbs in A and the phrases in B based on the listening above

A		B
1. Put		a. the water
2. Boil		b. the seasoning and oil
3. Add	 Pic 8.4 (An instant noodle package)	c. the soup well
4. Mix		d. the noodle

## Activity 7



Based on Activity 6, write the steps to cook Soto instant noodle in the blanks below. Practise telling the procedure with your partner.

1. First,.....
2. Then.....
3. Finally.....

## Activity 8



Read the text below. What is it about?

- Beat the eggs well.
- Add salt, pepper and little milk.
- Heat the butter in a frying pan.
- Add the mixture and fry for five minutes.

## Activity 9



Now demonstrate the steps of making an omelette as in Activity 8.

## Activity 10



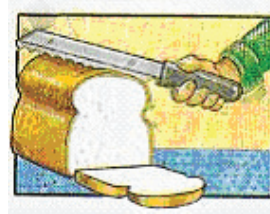
Read aloud the verbs above each picture. In pairs, answer the questions below each picture orally. The pictures are about food preparation.

1. Cut up



What do you cut up?  
What do you use cut up?

2. Slice



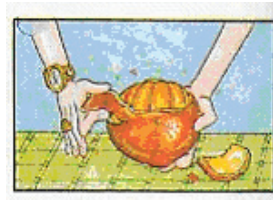
What do you slice?  
What do you use to slice?

2. Grate



What do you grate?  
What do you use to grate?

3. Peel



What do you peel?  
What do you use to peel?

4. Mix



What do you mix?  
What do you use to mix?

5. Stir



What do you stir?  
What do you use to stir?

5. Pour



What do you pour?  
What do you use to pour into?

6. Boil



What do you boil?  
What do you use to boil?

7. Fry



What do you fry?  
What do you use to fry?

8. Scramble



What do you scramble?  
What do you use to scramble?

Pic 8.5 (Dit.PSMP, 2006)

### Activity 11



**By using the verbs in Activity 10, think of the verbs and nouns used to explain how to make soup. Start like this:**

To make soup we need:

..... ,

The cooking steps are:

First cut up ....., then chop up..... , slice.....,  
pour....., mix....., boil....., etc.

### Activity 12



**Listen to your teacher. She will read how to make a birthday card for you. Take notes on the steps.**

Let's make a birthday card. Here is the paper for you to share. You can choose different colours.

We will make the card first, then the envelope.

Let's start. Cut the paper.

You can draw a picture on it.

What picture do you like? A candle, balloon, or a flower

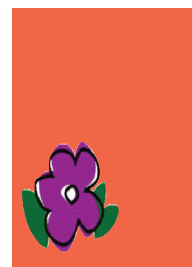
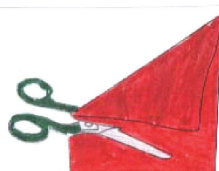
Next, we are going to make the envelope.

Take another piece of paper, and then fold.

Finished? Show me your envelope, please.

Then put some glue on your envelope.

Press it. Finish.



Pic 8.6 (Dit. PSMP, 2006)

## Activity 13



Listen again to your teacher and give a tick to the commands you hear.

- get paper.
- take another piece of paper.
- cut the paper.
- put glue.
- draw a picture.
- fold the paper.
- press it.

## Activity 14



Answer the following questions based on the text in Activity 12.

1. What materials do you need to make a birthday card?
2. What is the first step you have to do?
3. Do you need colourful papers and beautiful pictures?
4. Do you need an envelope for the card?
5. What is the last step?

## Practice

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### Activity 1



Do the following things.

1. Take two books.
2. Put the books on the table.
3. Now, open one of the books
4. Write your name on it.
5. Close the book and give it to your teacher.

### Activity 2



Ask your friend to do the following things.

1. Write his/her name on a book.
2. Arrange some books on the table.
3. Put the books in to a bag.
4. Give the bag to your friend.
5. Go home.



### Activity 3



Do this in pair. One is to give instruction and the other one is to perform the instructions.

1. Wash clothes using detergents.
2. Use shampoo.
3. Send mail.
4. Turn on the TV.
5. Play a cassette using a tape recorder



Pic 8.7 (Adobe, 2003)

### Activity 4



Read and act out the following dialogue.

- Teacher : Oh dear, you cut the wrong edge.  
Student : Oh, my God. What shall I do, Ma'am?  
Teacher : Can you get another sheet? Cut it carefully.  
Student : Yes, Ma'am.  
Teacher : Who has finished cutting?  
Student : I have ma'am.  
Teacher : Show it to me. You did a good job

### Activity 5



Tell the class how to make a cup of tea based on the pictures below. Use the clues under each picture.

Start like this: I will tell you how to make a cup of tea. To make it we need.....

.....

To prepare it, first,.....

1. Cup, tea bag, put in to



2. Pour, hot water, cup



3. Take out , tea bag



4. Add sugar , stir



Pic 8.8 (On tea bag package)



## Activity 5



Tell the class how to make scrambled eggs. Pay attention to your pronunciation and intonation.



1. Beat egg
2. Scramble egg. Put onion. Fry.
3. Serve

Pic 8.9 (Dit. PSMP, 2006)

## Activity 7



Show the procedure how to make a paper plane. Use the following verbs and pictures:

prepare, fold like this, fold again, divide

- 1.
- 2.
- 3.
- 4.



Pic 8.10 (personal photos)

## Production

### Activity 1



Tell your friends and demonstrate the procedure how to make apple juice. You should also tell the things you need.



### Activity 2



Can you cook anything? Tell your friends and demonstrate the procedure how to make your favorite food. You should tell the things you

### Activity 3



Work in pairs. Tell your friends how to make paper bird. You should tell the things you need.



Pic 8.11 (Adobe, 2003)

## Section Two:

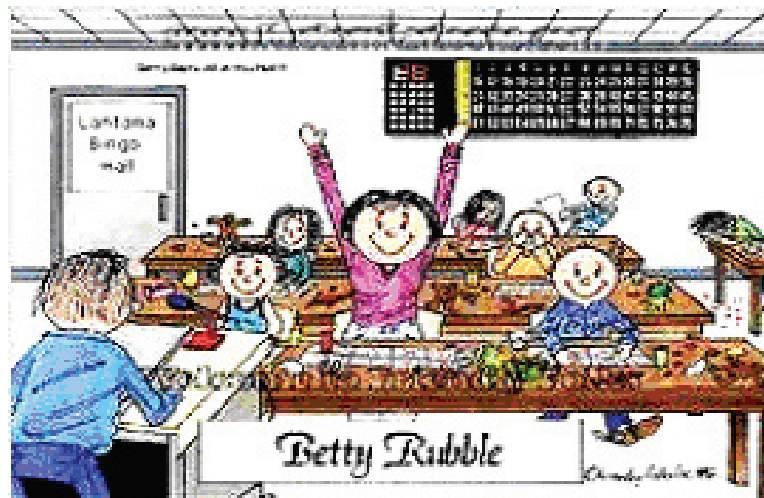
### Written Procedure

#### Presentation

#### Activity 1



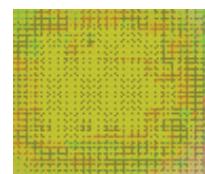
Read the text below and state if the statements are true or false.



Let's make birthday cards.

#### What you need:

- Envelope
- Several crayons
- Some coloured paper
- A scissors
- A tube of glue.

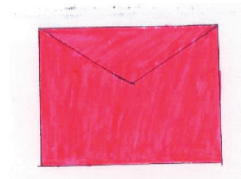


#### What to do:

- Cut the glued envelope using scissor.
- Draw an interesting picture on the colour paper.
- Colour the picture on the card.



- Fold the paper into 2 equal sizes.
- Glue the paper.
- Now our birthday card is ready.



Pic 8.12 (Dit. PSMP, 2006)

State if the following statements are true. Circle True or False.

1. The text is how to make birthday card.	True	False
2. Scissors are used to glue the paper.	True	False
3. We draw picture on the paper.	True	False
4. The paper has picture.	True	False
5. Crayons are not needed.	True	False

## Activity 2



Read the text below and answer the questions.

Materials:

- a sheet of paper
- a tube of glue
- a cutter
- a ruler

Steps:

- Take a sheet of paper.
- Draw a pattern by using your ruler.
- Cut the paper following the pattern.
- Fold it.
- Put some glue on it.
- Press it to get a good form.

Questions:

1. What is the title of the text?
2. What materials do you need to make an envelope?
3. What do you have to prepare first to make an envelope?
4. Do you need any glue for it?
5. What is the final step to make the envelope in a good form?

## Activity 3



Read the following text and underline the imperative. Discuss it with a partner.

### Safety Measures in Case of Fire

- A. If you discover a fire in a storey building, raise the alarm.  
If possible, attack the fire by using fire extinguisher.

If fire is out of control, close the door and leave immediately via exit staircase.

- B. If you hear the fire alarm, prepare yourself to evacuate.  
Leave the room immediately.  
Save your life first because time is precious.  
Do not use lift to evacuate.
- C. If you are trapped in the room, inform someone you are there or beat on the door.  
Keep the fire out by putting wet towel or sheets under the door.
- D. If smoke is around you, don't be panic.  
Take short breaths and crawl to escape.  
This helps you because the air nearer the floor is clean.  
Do not jump out of the building. Rescue might come soon.

#### Activity 4



Read again the text above and match the statements in Column 1 with the statements in Column 2 below.

Text A

Column 1	Column 2
1. If you discover a fire in a storey building,	a. leave immediately via exit staircase.
2. If possible, attack the fire by using	b. raise the alarm.
3. If fire is out of control, close the door and	c. fire extinguisher.

Text B

Column 1	Column 2
4. If you hear the fire alarm,	d. immediately.
5. Leave the room	e. lift to evacuate.
6. Save your life first because	f. prepare yourself to evacuate.
7. Do not use	g. time is precious.

Text C

Column 1	Column 2
8. If you are trapped in the room, inform	h. wet towel or sheets under the door.
9. Keep the fire out by putting	i. someone that you are there, or beat on the door.

Text D

Column 1	Column 2
10. If smoke is around you,	j. the air near the floor is clean.
11. Take short breaths and	k. don't panic.
12. This helps you because	l. crawl to escape.
13. Do not	m. come soon.
14. Rescue might	n. jump out of the building.

Practice

Activity 1



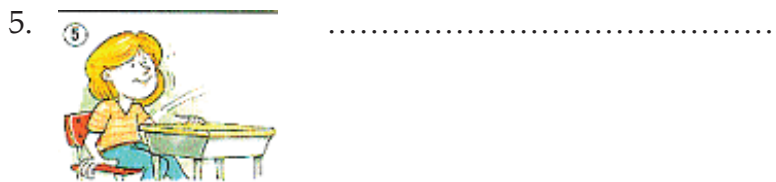
Write one imperative sentence for each picture. Number 1 is done for you.

1.  Stand up, please.

2.  .....

3.  .....

4.  .....



Pic 8.13 (Dit. PSMP, 2006)

### Activity 2



Combine the first imperative sentence in Activity 1 with the next sentences. Use connectors: **First, then, then, finally.**

First, stand up, then, ....., Then, .....  
 ....., Then ....., Finally .....

### Activity 3



Based on the pictures below, write the procedures of keeping book after reading. Start with picture no. 1. Use verbs: **open, study/read, write, close, put.**



First, open the book



.....



.....



.....



.....

Pic 8.14 (Dit. PSMP, 2006)

### Activity 4



Based on the pictures below, write the procedures of answering a teacher's question in a class. Start with picture no. 1. Use verbs: *listen, raise, and give.*



1.....



2. ....



3. ....

Pic 8.15 (Dit. PSMP, 2006)



## Activity 5



Write how to make a glass of coffee. Look at the following the pictures.

<p>1. Take a half spoonful of coffee.</p>	<p>2. Take a half spoonful of sugar.</p>	<p>3. Put into the glass.</p>	<p>4. Mix well.</p>

Pic 8.16 (Personal photos)

**Goal** : How to .....

**Materials** : .....

.....  
 .....  
 .....

### Steps

1. ....
2. ....
3. ....
4. ....
5. ....

## Production

### Activity 1



Write a simple text on how to wash clothes using detergent. Include in your writing, the materials, the length of time needed, and the step by step activities. Write in no less than 50 words. Use the clues below:

### Materials

- .....Water.
- .....Detergent.
- Plastic tub.

### Steps

- Prepare .....(what?)
- Mix..... (what?)
- Wait..... (How long?)
- Put .....(what?)
- Wash the clothes by hand.



Pic 8.17 (On a detergent package)



## Activity 2



Complete the following procedure of preparing a glass of milk. Then, rewrite the complete procedure.

How to .....

Materials.....

- .....Water.
- .....Milk powder.
- Glass.

Steps

Pour ..... ..

Get three.....

Put..... into ....

Mix.....



Pic 8.18 (On a formula milk package)

## Activity 3



Complete the following procedure of using a water dispenser. Then, rewrite the complete procedure.

How to use.....

Clean the .....

Put the .....

Connect the cable to electric power.

Press the on to turn on the hot water.

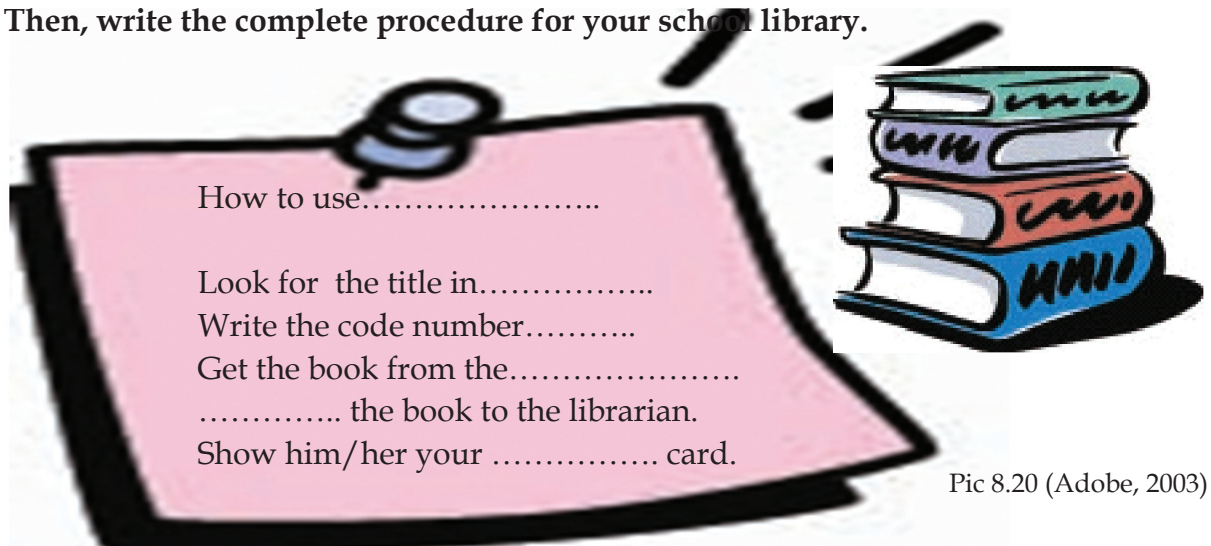


Pic 8.19 (Personal Photo)

## Activity 4



Complete the following procedure of borrowing a book from school library. Then, write the complete procedure for your school library.



Pic 8.20 (Adobe, 2003)

## Activity 5



The following are materials and steps of how to cook baby corn soup. Place them in the appropriate spaces.

1. 5-6 ears of baby corn, 5 spoons of milk, 1 spoon of butter, 1 spoon of flour, salt and pepper.
2. Heat butter, put flour after it melts, mix evenly.
3. Boil baby corn and let it cool.
4. Put in powdered corn with salt, pepper, and milk.
5. Let it sit for five minutes in medium heat.
6. Grind/powder corn with a blender.

**Goal** : How to cook baby corn soup

**Materials** : .....  
.....  
.....  
.....

### Steps

1. ....
2. ....
3. ....
4. ....
5. ....

## Homework

1. In a group of five, go to a food store. Ask somebody there about how to cook the food they provide.
2. Do the following project. Ask your mother to tell you her secret food recipe. Write your project that includes the materials and the step-by-step procedure to cook that food. Give title "My Family Recipe".
3. Get a package of drinking products. Read the information about the directions to prepare the drinks. Tell your friend how to prepare them.
4. Get a written procedure of starting a computer in your school. Then, write it in English and put it on the information board.

## Summary

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In this unit you have learned how to:

1. identify the kinds of verbs used in telling procedure.
2. tell how something works.
3. tell how to make something you know well.
4. understand written procedures of cooking some food.
5. write some procedures of cooking some food.
6. write a procedure of doing some daily activities.

## Evaluation

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### A. What are the following activities about?

1. Beat the eggs well.
2. Add salt, pepper and little milk.
3. Heat the butter in a frying pan
4. Add the mixture and fry for five minutes.

### B. Rearrange the activities of cooking instant fried noodle below. Put number on the boxes.

- a. Then, dress the noodle with fried onion.
- b. First, boil the noodle in 2 glasses of water in 3 minutes
- c. Finally the noodle is ready.
- d. After that, separate the noodle from the water.
- e. During the boiling, mix the seasoning, seasoning oil, ketchup, and chilli powder on a plate.

### C. Use the following phrases below to describe the process of sending mail orally.

- o write letter
- o put the letter in an envelope
- o write the address
- o get a -Rp 2,000-stamp
- o put the stamp on the envelope,
- o put it in a mail box.

### D. Read the following text on the Jelly package and complete the sentences with the information in the text.

*Jelly is a high fibre healthy food, made from seaweed, fortified with vitamin, calcium and prebiotic.*

*Serving Direction:*

1. *Mix well jelly powder with 200 g of sugar or according to taste.*
2. *Pour the mixture into 700 ml of water, stir till dissolved and boil.*
3. *Turn off the flame, wait for 3 minutes then add fruity acid and stir well.*
4. *Pour the solution into jelly mould.*

Complete the sentences below.

1. The text is about .....
2. There are.....steps in the text.
3. The jelly powder is mixed with..... and .....
4. Fruity acid is added after the mixture is .....
5. Jelly mould is used for.....

**E. Write a procedure of how to pay your school fee at your school. Use the clues below.**

*How to .....*

*Prepare.....and .....*

*Go to.....counter.....*

*Give the.....and .....*

*Get the..... from the.....*

*You have now paid the school fee.*

**F. Write a procedure of how to cook fried rice below.**

**Goal : How to .....**

**Materials : .....**

.....

.....

.....

**Steps**

1. ....

2. ....

3. ....

4. ....

5. ....

## Cultural Notes

1. About meals in Britain. The main meal of the day for most British people is the evening meal. Seven out of ten families with children sit down at a table for their weekday evening meal. What about Indonesian people? Which meal is the main meal of the day?
2. The U.S. government have strict rules about what things you can throw into the garbage and what things you cannot. People who break the rules have to pay large fines. What about in Indonesia?



Pic 8.21 (Adobe, 2003)

## Reflection

1. This unit gives me (put a tick):
  - new experiences.
  - useful learning experiences.
  - no useful learning experiences.
  - useful learning strategy.
  - no useful learning strategy.
2. The most interesting part in this unit is.....
3. Things that I want to study more are.....
4. Read the statements. Then, give a tick (√) to **yes, no, some**.

Statements	Yes	Some	No
a. I can identify the kinds of verbs used in telling a procedure.			
b. I can tell how something works.			
c. I can tell how to make something I know well.			
d. I understand written procedures.			
e. I can write procedures of cooking food.			
f. I can write a procedure of doing some everyday activities.			

## Vocabulary List

Words	Parts of speech	Phonetic transcriptions	Indonesian equivalent
aroma	n	[ə'raʊmə]	bau
bake	v	[beɪk]	mengoven
barbecue	v	['bɑ:bɪkjʊ:]	memanggang
beat	v	[bi:t]	melumatkan, mendobrak
broil	v	[brɔɪl]	memanggang
chop up	v	[tʃɒpʌp]	memotong
crawl	v	[krɔ:l]	merangkak
demonstrate	v	['demɒnstreɪt]	memperagakan
edge	n	[edʒ]	pinggir
equal	adj	['i:kwəl]	sama
evacuate	v	[ɪ'vækjueɪt]	menyelamatkan
fold	v	[fəʊld]	melipat
form	n	[fɔ:m]	bentuk
grate	v	[greɪt]	memarut
measures	n	['meʒəz]	tindakan / langkah
mixture	n	['mɪkstʃə]	campuran
nod	v	[nɒd]	mengangguk
paste	v	[peɪst]	menempelkan
peel	v	[pi:l]	mengupas
pepper	n	['pepə]	merica
pleasant	adj	['plezənt]	enak
pour	v	[pɔ:]	menuang
precious	adj	['preʃəs]	berharga
repellent	n	[rɪ'pelənt]	obat nyamuk
seasoning	n	['si:znɪŋ]	penyedap rasa
shake	v	[ʃeɪk]	mengocok
steam	v	[sti:m]	menanak

stir	v	[stɜː]	mengaduk
storey	n	[ˈstɔːri]	tingkat
solution	n	[səˈluːʃn]	adonan