

LESSON PLAN

School :SMP DARMA BANGSA
Subject :English
Academic Year : 2020 / 2021
Grade/Semester : IX/1
Topic : Recipe Procedure Text
Teaching Approach : GBA
Learning Cycle : Written
Focus Language Skill : Writing
Time Allocation : 2 x 40 Minutes

KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

a

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
1.	3.2 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	IPK PENUNJANG Menemukan unsur kebahasaan dua teks prosedur tulis dengan memberi dan meminta informasi terkait resep makanan, pendek dan sederhana, sesuai dengan konteks penggunaannya.
		IPK KUNCI Membandingkan unsur kebahasaan dua teks prosedur tulis dengan memberi dan meminta informasi terkait resep makanan, pendek dan sederhana, sesuai dengan konteks penggunaannya.
		IPK PENGAYAAN Menyimpulkan unsur kebahasaan teks prosedur tulis dengan memberi dan meminta informasi terkait resep makanan, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2.	4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.	IPK PENUNJANG Menyajikan makna secara kontekstual terkait unsur kebahasaan teks prosedur tulis, sangat pendek dan sederhana, dalam bentuk resep.
		IPK KUNCI Menangkap makna secara kontekstual terkait

		unsur kebahasaan teks prosedur tulis sangat pendek dan sederhana, dalam bentuk resep.
		IPK PENGAYAAN Menciptkan teks prosedur secara kontekstual terkait unsur kebahasaan teks prosedur tulis, sangat pendek dan sederhana, dalam bentuk resep.

LEARNING OBJECTIVES

Meeting 2:

1. After paying attention to the video, the student is able to analyze correctly the use of language feature of two procedure text of recipe.
2. After paying attention to the video, the student is able to compare the use of language feature of two procedure text of recipe correctly.
3. After doing series of teaching learning activity, the student individually is able to create a procedure text correctly by focusing on language feature based on the video of favorite drink that the student has made at home.

LEARNING ACTIVITIES

STAGES	ACTIVITIES	TIME (MINUTES)
	STUDENTS'	
Opening	<ul style="list-style-type: none"> - Captain of the class lead the students to greet the teacher via Zoom Cloud application. - Students and teacher pray before class begin. - Teacher's check the students' attendance based on their presence in zoom meeting. - The teacher gives motivation to the students related to the use of English in the student's life. - Students pay attention to Basic Competency and learning objectives presented by the teacher 	5
Building Knowledge of the field (BKoF)	<ul style="list-style-type: none"> - Students give response to the pictures as a guidance of theory of procedure text. - Students give response to the theory of procedure text by using video as media. 	15
Modelling of The Text (MoT)	<ul style="list-style-type: none"> - Students see video entitled How to Make Milk Tea - Some of the students deliver their opinion about language feature in the video entitled How to Make Milk Tea. 	15
Joint Construction of the Text (JCoT)	<ul style="list-style-type: none"> - Students work in a group discussion based on the system of break out room of zoom apps. - Students in group analyze correctly language feature by answering questions in pairs based on two texts in short answer correctly. The worksheet can be found in https://bit.ly/358GrgG - Students in group create a procedure texts focusing on the use of language feature based on a picture. This is the link for student's 	15

	worksheet of skill https://bit.ly/37jOERB - Some students send the result of their group discussion to google classroom.	
Independent Construction of The Text. (ICoT)	- Students analyze correctly language feature based on procedure text. It can be accessed in https://bit.ly/3dOxNYJ - Students create a procedure texts focusing on the use of language feature based on a picture. The assignment of google document can be accessed in https://bit.ly/37jOERB -Students submit their work in google classroom after they're done.	20
Closing	- Students write their reflection of learning in google form. The link can be accessed in https://bit.ly/3m2Vf74 - The teacher asks the students to make their own experiment of making food and drink in their own house with their picture when they make food and drink at home for the material next meeting. - Students and teacher pray together. - Students answer the teacher's closing greeting via Zoom cloud application.	10

ASSESSMENT

1. Spiritual & Social Attitude



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STUDENT'S ATTITUDE FORMAT

Name : Academic Year : 2020/2021
 Class : Subject : Bahasa Inggris
 Semester : 1 (SATU) School : SMP Darma Bangsa

ASSESSMENT SCALA

5 = Always : Whenever an action is repeated and every time.
 4 = Usually : When an action is repeated and in high frequency.
 3 = Sometimes : When an action is done it is not often but rare.
 2 = Seldom : When an action is repeated and in low frequency
 1 = Never : When an action is never done at all.

NO	ASPEK EVALUASI	SCALA				
I	Discipline					

	1. Being on time in class	5	4	3	2	1
	2. Participation in face-to-face activities from start to finish.	5	4	3	2	1
	3. Dress neatly in accordance with applicable regulations	5	4	3	2	1
	4. Be polite and courteous in accordance with ethics	5	4	3	2	1
	5. Attention to the learning process in every subject	5	4	3	2	1
II	Cooperation					
	1. Does not dominate in the classroom	5	4	3	2	1
	2. Accept other people's opinions	5	4	3	2	1
	3. Share information to others	5	4	3	2	1
	4. Put yourself in the relationship in class / group	5	4	3	2	1
	5. Be tolerant of other participants who need it	5	4	3	2	1
III	Initiative					
	1. Suggest suggestions or ideas in class / group.	5	4	3	2	1
	2. Ask a related question or statement in discussion in class or group.	5	4	3	2	1
	3. Activeness in working in class / group	5	4	3	2	1
	4. Responsive to class / group development	5	4	3	2	1
	5. Critical to problems in class / group	5	4	3	2	1
IV	Responsibility					
	1. Willingness to do assignments or work.	5	4	3	2	1
	2. Commitment to duty / work	5	4	3	2	1
	3. Completeness of task / job completion	5	4	3	2	1
	4. Consequent to the actions taken	5	4	3	2	1
	5. Concern for assignments / work	5	4	3	2	1
	TOTAL SCORE					

EVALUATION / ASSESSMENT OF ATTITUDE / BEHAVIOR OF STUDENTS GUIDELINE

- I. Attitude assessment consists of 4 aspects of evaluation (discipline, cooperation, initiative and responsibility), each aspect consists of 5 sub aspects. Teachers can take one, more than one or all aspects of the evaluation depending on competencies / sub competencies to be assessed.
- II. The maximum score for this attitude assessment is 10.00 with a passing grade > 7.50.
- III. Give an assessment of student attitudes / behavior, by selecting numbers in the column scale (5,4,3,2,1) according to the criteria / rating scale as follows:

ASSESSMENT SCALA

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 4 = Usually : When an action is repeated and in high frequency.
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	1. Willingness to do assignments or work.	5	4	3	2	1
	2. Commitment to duty / work	5	4	3	2	1
	3. Completeness of task / job completion	5	4	3	2	1
	4. Consequent to the actions taken	5	4	3	2	1
	5. Concern for assignments / work	5	4	3	2	1
	TOTAL SCORE					

FORMAT EVALUATION OF STUDENT SPIRITUAL ATTITUDES ENGLISH SUBJECT

Instructions:

This sheet is filled in by the teacher to assess the spiritual attitude of students. Put a check mark (v) on the score column according to the spiritual attitude displayed by students, with the following criteria:

- 4 = always, if always do according to the statement
- 3 = often, if often do what the statement says and sometimes do not
- 2 = Sometimes, when sometimes doing and often not doing
- 1 = never, if never do

Name of the student :

Class :

Date of observation :

Subject :

No	Aspect of Observation	Score			
		1	2	3	4
1	Pray before and after doing something				
2	Saying gratitude for God's gift				

No	Aspect of Observation	Score			
		1	2	3	4
3	Greeting before and after giving opinions / presentations				
4	Expressing admiration orally and in writing of God when he saw God's greatness				
5	Feel the existence and greatness of God while studying science				
Total Score					

Scoring Guidelines:

The final score uses a scale of 1 to 4

The final score calculation uses a formula:

$$\frac{\text{Obtained score}}{\text{Maximum Score}} \times 4 = \text{last score}$$

Example:

Obtained Score is 14, maximum score is 4 x 5 questions= 20, then the final score:

$$\frac{14}{20} \times 4 = 2,8$$

Due to Permendikbud No 81A in 2013 the criteria of students' score is:

Very good : if the score : **3,33 < score ≤ 4,00**

Good : if the score : **2,33 < skor ≤ 3,33**

Fair : if the score: **1,33 < skor ≤ 2,33**

Deficient :if the score: **skor ≤ 1,33**

2. Knowledge

Learning Objective	Form	Technique
Analyze correctly the use of language feature of two procedure text of recipe. The link of quiz assessment can be found in https://bit.ly/3dOxNYJ	Written	Multiple - Choice

a. Instruction

Please read the text carefully to identify information based on the text and then choose the correct answer by crossing the alphabet.

TEST ITEMS:

The reading text below is for no 1-5



How To Make Ice Lemon Tea

Ingredients:

- 1 bag of Teabag
- 2 pieces of Lemon Orange
- 2 tsp of sugar
- 6 Ice Cubes
- 50 ml of hot water
- 150 ml of cold water

Steps:

1. Prepare brewed tea bag in 50 ml of hot water.
2. Add sugar, and then stir until evenly distributed.
3. Squeeze the lemon. Then, pour lemon juice into the tea.
4. Add ice cubes and add 150 ml of cold water.
5. Stir until the lemon juice mixes with the tea.
6. Add lemon slices as decoration.
7. Ice Lemon Tea is ready.



How to Make Ice Tea

Ingredients:

- Tea bag or tea leaves
- Ice cubes
- Sugar
- Water

Instructions:

First, boil the water
Second, pour the water into the glass
Third, steep the tea
Then, strain the tea if you use loose leaves, or remove the tea bags.
After that, add sugar
Add the ice cubes
Finally, ice tea is ready.

1. Which statement is true about the action verb in the first and second procedure text?
 - a. The first procedure text, we don't pour the squeezed lemon into the tea, while the second procedure text, we don't strain the tea if you use loose leaves.
 - b. The first procedure text, we pour the squeezed lemon into the tea, while the second procedure text, we don't strain the tea if you use loose leaves.
 - c. The first procedure text, we pour the squeezed lemon into the tea, while the second procedure text, we strain the tea if you use loose leaves.
 - d. The first procedure text, we don't pour the squeezed lemon into the tea, while the second procedure text, we strain the tea if you use loose leaves.
2. From the text we know that present tense is used in language feature. How can we support that statement?
 - a. The first and the second procedure text use present tense as a fact for example boil the water in the second text and add 150 ml of hot water in the first text.
 - b. The first and the second procedure text use present tense as a fact for example boil the water in the second text and add 150 ml of hot water in the first text.
 - c. The first and the second procedure text use present tense as a fact for example boil the water in the second text and use cold water to brew the tea bag in the first text.
 - d. The first and the second procedure text use present tense as a fact for example use cold water in the second text and let the lemon mix by itself with the tea without stir it in the first text.
3. From the first and second procedure text we are able to know that...
 - a. There is no explicit information in first and second procedure text related to adverbs.
 - b. The second procedure text uses "serve and enjoy" as adverbs, while the first procedure text uses "evenly distributed".
 - c. The second procedure text just uses "evenly distributed", while the first procedure text uses "lemon slices as decoration."

- d. The first procedure text uses “evenly distributed”, while there is no adverb in second procedure text.
4. How do you infer that connective of sequence is important in a procedure text?
- Connective of sequence is used to tell the steps in procedure text.
 - Connective of sequence is used to tell the action verb in procedure text.
 - Connective of sequence is used to tell the imperative sentence in procedure text.
 - Connective of sequence is used to tell the use of present tense in procedure text.
5. How can you differentiate the use of connective of sequence in first and second procedure text?
- There is no connective of sequence in first procedure text, while in the second procedure text uses first, second, third, then, after that, finally.
 - There is no connective of sequence in first and second procedure text.
 - There are numbers in first procedure text as connective of sequence and in the second procedure text there is no connective of sequence.
 - There are numbers in first procedure text as connective of sequence and in the second procedure text it uses first, second, third, then, after that, finally.

How to make a Cheese Omelet

Ingredients:

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils:

Frying pan, fork, spatula, cheese-grater, bowl, and plate.

Method:

- Crack the egg into a bowl
- Whisk the egg with a fork until it’s smooth
- Add milk and whisk well
- Grate the cheese into the bowl and stir
- Heat the oil in frying pan
- Turn the omelet with spatula and cook both sides
- Place on a plate, season with salt and pepper

Before you start to cook, you have to read the recipe.

Now you can get ready. After you read the recipe, put everything on the counter.

When everything is ready, break the eggs, pour a quarter of the milk in the bowl, then add a small spoon of sugar. Mix the eggs, milk and sugar.

Next, put a piece of bread in the bowl with the eggs, milk and sugar. Turn over the bread.

Now, put some butter in the pan. Turn on the stove. When the pan is hot, take the bread out of the bowl and put it into the pan. After you cook one side of the bread, cook the other side. After you finish the first place of the bread, cook the other pieces. Now you have French toast!

6. “Grate the cheese in first procedure text and “When the pan is hot, take the bread out of the bowl and put it into the pan”. The other terms of grate and put are...

- cut and bread

- b. stir and bread
- c. whisk and place
- d. scrape and place

7. “Before you start to cook, you have to read the recipe” in the first procedure text and “What you’ll need to brew coffee in a pot” in the second procedure text. What do those sentences mean?

- a. a set of learning instruction
- b. a written statement that one has received something
- c. a doctor’s written order for a particular medicine
- d. a set of cooking instruction

Please pay attention to two procedure texts below for number 8- 10

How to Make Star fruit Punch

Ingredients

- 250 gr yellow star fruit in slices
- 100 ml water 2 spoonful of vanilla
- 8 teaspoonful of lemonade extract Procedure

Steps

First, cut slices of star fruit and water in the blender. Wait until it’s soft. Skim it. Then, add syrup, lemonade extract, and soda water. Stir thoroughly. Finally, pour it in the glass and put in the ice cubes.

How To Make Ice Lemon Tea

Ingredients:

- 1 bag of Teabag
- 2 pieces of Lemon Orange
- 2 tsp of sugar
- 6 Ice Cubes
- 50 ml of hot water
- 150 ml of cold water

Steps:

1. Brewed Tea bag in 50 ml of hot water.
2. Add sugar, and then stir until evenly distributed.
3. Squeeze the lemon. Then, pour lemon juice into the tea.
4. Add ice cubes and add 150 ml of cold water.
5. Stir until the lemon juice mixes with the tea.
6. Add lemon slices as decoration.

7. Ice Lemon Tea is ready to be served.

8. ...lemonade extract and soda water. Stir thoroughly in the first procedure text and stir until the lemon juice mixes with tea in the second procedure text. The word “stir“ means....

- a. to make smooth
- b. to cut
- c. to move an object in order to mix it
- d. to make dry

9. Which of the following procedure is true?

- a. Put slices of star fruit in the glass in the first procedure text, while the second procedure text is stir the lemon juice with tea.
- b. Put ice cubes in the blender in the first procedure text, while the second procedure text is stir the lemon juice with tea.
- c. Skim two spoonful of vanilla in the first procedure text, while the second procedure text is stir the lemon juice with tea.
- d. Skim the slices of star fruit and water which have already been softened in the first procedure text, while the second procedure text is stir the lemon juice with tea.

10. How can we differentiate the use of adverbs in the first and second procedure text?

- a. The first procedure text uses “thoroughly” and the second procedure text uses “evenly distributed.”
- b. The first procedure text uses “put slices” and the second procedure text uses “served.”
- c. The first procedure text uses “skim it” and the second procedure text uses “evenly distributed.”
- d. The first procedure text uses “thoroughly” and the second procedure text uses “decoration.”

b. Rubric

Score for	Score
Correct answer	10
Wrong answer	0
Total Score	100

Answers Key

- 1. C
- 2. B
- 3. D
- 4. A
- 5. D
- 6. D
- 7. D
- 8. C
- 9. D
- 10. A

a. Scoring Guide

Maximum score is 100.

3. Skill

Learning Objective	Form	Technique
Create a procedure text correctly by focusing on language feature based on the picture	Writing	Essay
Assignment of google classroom can be accessed in https://bit.ly/37jOERB		

a. Instruction

Individually correctly create a procedure text by using language feature based on the picture.

HOW TO MAKE MAC AND CHEESE

INGREDIENTS:

- Cheese packet
- Water
- Macaroni
- - ¼ cup milk
- 4 tablespoons of butter

TOOLS:

- Medium pot
- Stove
- Strainer
- sink



1. Open box



2. Measure



3. Put on stove



4. Pour macaroni



5.8 minutes



6. Turn off



7. Pour into



8. Pour macaroni pack



9. Add



10. Add
















11. Add



12. Stir

KEY ANSWER:

Recipe: Mac and Cheese 

 <p>1. Open box and take out cheese packet</p>	 <p>7. Pour into strainer in the sink.</p>
 <p>2. Measure 6 cups of water in a medium pot.</p>	 <p>8. Pour macaroni pack into the pot.</p>
 <p>3. Put pot on stove and turn to high.</p>	 <p>9. Add 1/2 cup milk to the pot.</p>
 <p>4. Wait until the water boils then pour in macaroni.</p>	 <p>10. Add 4 tablespoons of butter to the pot.</p>
 <p>5. Cook for 8 minutes. Stir every minute.</p>	 <p>11. Add cheese packet to the pot.</p>
 <p>6. When timer goes off turn off the burner</p>	 <p>12. Stir until everything is mixed.</p>

Recipe: Mac and Cheese © Beverly Special Ed

b. Rubric of Procedure Writing Test

Criteria	Description	Score	Weight
	Goal		
	The focus of the goal is correct and appropriate	5	
	The focus of the goal is correct but it is less appropriate	4	
	The focus of the goal is correct but it is less appropriate	3	
	The focus of the goal is unclear	2	

Organization	There is no goal stated	1	Average score (score of goal + score of ingredient + score of steps/3) Average score x 4
	Ingredients		
	The ingredient is correct and appropriate	5	
	The ingredient is correct but it is less appropriate	4	
	The ingredient is not correct but it is less appropriate	3	
	The ingredient is unclear and not appropriate	2	
	There is no material stated	1	
	Steps		
	The step is correct and appropriate	5	
	The step is correct but it is less appropriate	4	
	The step is correct but it is less appropriate	3	
	The step is unclear	2	
	There is no step stated	1	
	Content	Ideas are concrete and indicate sequence order	
Ideas are concrete and indicate less sequence order		4	
Ideas are not concrete but indicate sequence order		3	
Ideas are not concrete and not indicate sequence order		2	
There is no concrete idea		1	
Vocabulary	Correct imperatives; not wordy; correct parallel structures; precise vocabulary usage	5	x 4
	Correct imperatives; less wordy; correct parallel structures; precise vocabulary usage	4	
	Correct imperatives; not wordy; less correct parallel structures; less precise vocabulary usage	3	
	Correct imperatives; wordy; wrong parallel structures; wrong vocabulary usage	2	
	Wrong imperatives; wordy; wrong parallel structures; wrong vocabulary usage	1	
Grammar	100 % correct use of simple present tense	5	x 4
	80 % correct use of simple present tense	4	
	60% correct use of simple present tense	3	
	40% correct use of simple present tense	2	
	20% correct using of simple present tense	1	
Punctuation	Correct punctuation and works with sentence structure	5	x 4
	Correct punctuation and less works sentence structure	4	
	Less correct punctuation and wrong sentence structure	3	
	Wrong punctuation and less wrong sentence structure	2	
	Wrong punctuation and wrong sentence structure	1	

Score for	Score
Maximum Score	100
Minimum Score	25

Total Score	$\frac{\text{Obtained score}}{\text{Maximum Score}} \times 100$
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c. Scoring Guide

Maximum score = 100

Bandar Lampung, September 2020

Acknowledge

SMP Darma Bangsa Principal

Subject Teacher

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NIK. 01300713

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ATTACHMENT 1 – LKPD OF KNOWLEDGE

EXERCISE 1

In google document of google classroom, you are going to analyze the use of language feature based on two texts by answering the following questions in group.

Exercise 1 of LKPD of knowledge can be accessed in <https://bit.ly/358GrgG>

HOW TO MAKE SIMPLE FRIED BANANA



Ingredients:

1. 10 ripe bananas
2. 150 gram of wheat flour
3. 2 teaspoons of sugar
4. A pinch of salt
5. 2 eggs
6. 150 ml of water
7. Vegetable oil

Cooking tools

1. Stove or oil-stove



(qizz234.blogspot.com)

2. Pan or frying pan



3. Spatula



4. Mixing bowl



How to make simple fried banana in 10 steps:

1. Take the deep mixing bowl.
2. Mix the wheat flour, sugar, and salt well in a mixing bowl. Beat the egg and water into the flour mixture until the batter is smooth (dapurrima.blogspot.com)



3. Peeled and cut banana into two pieces (ctalfakhishah.blogspot.com).



4. Put the pan on the stove.
5. Place the vegetable oil in the pan and heat the oil until moderately hot (wikihow.com)



6. Dip the banana into the batter to coat generously (aswanwinarto.wordpress.com)



7. Take the coated banana from mixing bowl and put it into the frying pan. Fry the banana for approximately 5-10 minutes until the banana is crispy and golden brown (wikipedia.org)



8. Remove the banana from the pan and dry well or drain it on paper napkins (koalajepong.blogspot.com).



9. Repeat this procedure for the rest of bananas.

10. Serve the banana while it is still warm (griyawisata.com)




Recipe



Pancakes

Ingredients

- 100g plain flour
- 250ml of milk
- 1 egg
- Pinch of salt
- Butter
- Sugar, lemon, currants, syrup etc to add flavour.



Method

1. Sieve the flour and salt into a mixing bowl.
2. Make a small hollow in the centre of the mixture and add the egg.
3. Mix the ingredients together while slowly adding the milk.
4. Pour the batter into a jug for easier pouring into the frying pan.
5. Heat the frying pan, and add a small amount of butter.
6. Lightly pour in enough batter to cover the bottom of the frying pan.
7. Cook until slightly browned on the bottom and flip the pancake. Cook the other side.
8. Serve with sugar, lemon, currants, syrup etc.



www.primarytreasurechest.com

ANSWER THE FOLLOWING QUESTIONS



1. How can you differentiate the action verb in the two text procedures related to the use of flour?
2. How can you know the first and second text procedure use adverb as one of the rule of language features?
3. How can you conclude that the first and second procedure text use logical connector as one of rules of language feature?

ATTACHMENT 2-LKPD SKILL

EXERCISE 1

In google document of google classroom, you are going to create a procedure text based on the picture by applying the rules of language features into your procedure text.

The Exercise can be found in <https://bit.ly/37jOERB>

How to Make Chocolate Banana Ice Cream



ATTACHMENT 3- SUMMARY OF PROCEDURE TEXT



Procedure Text



The Definition of Procedure Text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

The generic structure of procedure text is:

- Goal/aim (or title)
- Materials (not required for all procedural texts)
- Steps (the actions that must be taken)

Other definition:

A procedure is a specified series of actions or operations which have to be executed in the same manner in order to always obtain the same result under the same circumstances (for example, emergency procedures). Less precisely speaking, this word can indicate a *sequence* of tasks, steps, decisions, calculations and processes, that when undertaken in the sequence laid down produces the described result, product or outcome.

Language Features of Procedure Text

- SIMPLE PRESENT TENSE. And:
- Use of imperatives (e.g.: cut, don't mix)
- Use of action verbs (e.g.: turn, put, mix)
- Use of connectives (e.g.: first, then, finally)

- Use of adverbial phrases (e.g.: for five minutes, 2 centimeters from the top)

Generic Structure of Procedure

1. Goal : It is containt the purpose of the text. (e.g : How to make spaghetti)
2. Material or Ingredient : it is containt of the materials that used in the process. (e.g : the material to cook omelette are egg, onion, vegetable oil, etc)
3. Step : it is containt of the steps to make something in the goal. (e.g : first, wash the tomatoes, onion,, second cut the onions becomes slice)

Communicative purpose of this text is to describe how something is made through a sequence of actions or steps.



wok



frying pan



cooking pot



strainer



whisk



spatula



(potato) peeler



pizza cutter



can/tin opener



rolling pin



tongs



tupperware



ice tray



cookie cutters



cutting board



casserole pan



pizza tray



thermos



pot holder



oven mitt

