



Professional Cookery Skills **WORKBOOK**





Skills for Inclusive Growth

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Acknowledgements

The Skills for Inclusive Growth (S4IG) program is an initiative of the Australian Government in collaboration with the State Ministry of Skills Development, Vocational Education, Research & Innovations. S4IG is working with the skills development system to re-position skills development and strengthen training approaches to support employers across the tourism value chain with job ready skills that result with improved employment outcomes and income levels for graduates. Better skills across the workforce improves workplace quality which is a key contributor towards increased revenue for enterprises, especially those that depend on visitors purchasing products and services. A world class tourism industry has to provide world class products and services. A well functioning tourism sector (the visitor economy) can significantly contribute towards inclusive growth across Sri Lanka generating improved revenues and better jobs for Sri Lankans.

This Professional Cookery Skills Workbook & Manual in Tourism and Hospitality has been designed for enterprises, training providers and trainees engaged in food preparation and cooking. The training package uplifts the skills of professional cooking to international standards whilst promoting Sri Lankan cuisine and styles. This Professional Cookery Skills Workbook and Manual is an initiative of the S4IG Program coming out of the successful 'Supreme Chef' television competition which placed a spotlight on cooking as a career and the benefits of this occupation in promoting Sri Lanka's unique and authentic ingredients and food specialties. The workbook is a user friendly tool to guide trainees through to completion of the Government's NVQ Level 4 requirements. The Workbook and Manual also supports employers to deliver quality services and products and links their occupational and workplace requirements. This strengthens the role of training providers and ensures that future training will be relevant to kitchens across the industry.

S4IG is proud to be able to support the tourism industry and support implementation of Government tourism, employment and skills development policies. Modules are developed based on the NVQ Level 4 Professional Cookery National Competency Standards (NCS) and satisfy government requirements for quality. The workbook and manual are industry recognized giving added value and surety of quality to employers and trainees looking to improve cooking skills and the performance of enterprises across the tourism and hospitality value chain. S4IG has started working with the Vocational Training Centers and Training Providers to implement this upgraded training to support the industry with better professional cooking services. S4IG is firmly committed to the principle of **Better Skills, Better Jobs, Better Business and Better Futures through tourism.**

S4IG acknowledges the tremendous support extended by TVEC Officials towards accreditation of this program. The development of this training package has been driven and supported by the Chefs' Guild of Sri Lanka who provide industry expertise and leadership in professional cooking in Sri Lanka. S4IG looks forward to partnering with the Chefs Guild to support widespread implementation of these training resources across workplaces in Sri Lanka and with selected training providers. This cooperation will enable the Chef Guild to work with training providers to train those interested in future employment as well as upskill the existing workforce across the industry. On behalf of the S4IG program I further extend our sincere gratitude to all those who worked tirelessly to prepare this training package and learning resources. This product delivers world class skills for the tourism and hospitality industry ensuring professional cooking and food preparation services are available for visitors nationwide.

David Ablett

Team Leader

Skills for Inclusive Growth (S4IG)



Vocational Training Authority



To Future Chefs of Sri Lanka,

I write to you with confidence that this course will provide you with all the tools, skills and expertise to embark on a professional career in cookery.

The Vocational Training Authority (VTA) fully embraces this course and is excited by the impact it will have on the quality of the training we can deliver for Professional Cookery. It is our vision that youth throughout Sri Lanka should have access to the best training available. I believe that this course satisfies this vision, offering trainees in Sri Lanka international standard material, backed up with international standard training.

The Manual and Workbook are presented in a simple and attractive fashion but the content is detailed and comprehensive. It is the kind of material to which any course should aspire.

The materials and course have been expertly developed by the Chefs Guild of Lanka (CGL). CGL will also take responsibility for the training of trainers and manage the roll out of training throughout the country in support of VTA. We very much appreciate this collaboration and hope, in time, it can be developed further. Working with the best in the industry to produce high quality trainees is a model we are determined to make succeed for the good of the youth in the country.

I am thankful to Skills for Inclusive Growth, a project of the Australian Government, for their vision and commitment to creating these materials and their close co-operation with CGL.

To you, Professional Chef in waiting, I wish this course to be a stepping-stone to a successful and prosperous career in hospitality. A career I sincerely hope you develop in Sri Lanka before taking on the world.

Best of luck!

Eranga Basnayake

Chairman

Vocational Training Authority of Sri Lanka



National Apprentice and Industrial Training Authority



Dear Apprentice,

I am writing to confirm that the National Apprentice and Industrial Training Authority fully endorses this training package.

In reading these materials I am reminded of the immortal words of Leonardo da Vinci "Learning never exhausts the mind." I am humbled by how much a professional chef needs to learn to be able to embark on a career in cookery. At the same time, I am excited by how practice and experimentation in culinary arts can result in such a variety of high quality outcomes.

Immense credit should be extended to the Chefs Guild of Lanka who have put in considerable time, effort and expertise to develop these fantastic materials. It is of importance and significance that this package should be produced, and implementation supported by the industry in which trainees will be employed. In truth, only industry can know what is needed to succeed in it; only industry can know which knowledge and skills are essential to those who wish to begin a career in it; and only industry can keep abreast of changes or adaptations that may be required to keep a training package relevant. Therefore we embrace this relationship with the Chefs Guild of Lanka and look forward to their continued guidance in making the course a success.

I would like to extend my thanks to Australian Aid and their skills development programme in Sri Lanka, Skills for Inclusive Growth, for facilitating the development of these materials and overall training package. I am happy that an international bilateral relationship such as this has encouraged the flowering of a much needed partnership between the public and private sector.

Most of all, I would like to encourage the apprentice who undertakes this training to not be intimidated by the amount of information it seems you must take in to complete this course. In your efforts to become a professional chef you will become energised, not exhausted. The world will become your oyster.

Yours sincerely,

Tharanga Naleen Gamlath

Chairman

National Apprentice and Industrial Training Authority (NAITA)



National Youth Services Council



To our young trainees,

The mission of The National Youth Services Council (NYSC) is to empower the youth of Sri Lanka to face life's challenges by making use of local and global opportunities.

I am happy to say that this new training material in Professional Cookery NVQ Level 4 will empower the trainees who use it and provide them with excellent opportunities to pursue a career locally and globally.

At NYSC we are fortunate to have excellent kitchen training facilities at our main campus in Maharagama and in other centres around the country. Our fantastic staff have produced some great young chefs through our training programmes. Now, with a detailed, colourful, and easy to follow training package designed by the Chef's Guild of Lanka we can be sure to raise standards even higher and guarantee a uniformity in the quality of training given.

It is a source of great satisfaction when I travel around the country and see NYSC alumni working in top class hotels and restaurants. However, the truth is that we need to attract more young people into this profession if the country is to satisfy the expected rise in numbers of tourists from over the world coming to Sri Lanka. We also need to provide them with an international standard menu with the quality and variety they would expect from other top international tourist destinations. This course and the accompanying training of trainers that the Chef's Guild will manage is a great way to achieve this vision. Quality training will attract a higher number of quality trainees, quality trainees will improve the quality of our top hotels and restaurants, quality hotels and restaurants will attract more tourists.

The National Youth Services Council is delighted and honoured to be among the first to use these materials. We will utilise them to their full and our young trainees will benefit immensely.

Yours faithfully,

Damith Wickramasinghe

Director General/Chairman

National Youth Services Council



Chefs guild of lanka



Gerard Mendis
CGL Chairman



Madhawa Weerabaddhana
Course Development and
Training Coordinator

To Whom It May Concern,

The Chef's Guild of Lanka (CGL) is proud to endorse these training materials for the NVQ Level 4 Course in Professional Cookery.

One of the ambitions of the CGL is to help lift the consistency of cookery training throughout Sri Lanka. To do this, training materials must meet a high standard of quality. Thus, these materials were developed with the full oversight of CGL's training experts. With an ongoing feedback and editing process firmly in place, we can attest that these materials fulfil the standards elevated by the CGL to meet international training standards.

Over the duration of 6 months the trainees will undertake rigorous theory and practical training which covers basic industry knowledge, 40 sessions of practical menu production training in Continental, Ethnic and Sri Lankan cuisine and intensive sessions in Functional English Language training.

The course materials offer the trainee a user-friendly and practical tool for learning (the Workbook), the required basic knowledge (the Manual), a path to on-the-job training and a path to on-the-job evaluation. The course materials have been translated into Sinhala and Tamil, to allow all trainees full access to the information and knowledge inside these books.

These materials contain all the information necessary to successfully complete the National Competency Standard, designed by TVEC. As such, the training course and course materials can be utilised to the maximum to support trainees when they undergo job placement to join our industry.

As these materials and this course offers the trainee hours of practical input that goes above and beyond that required of the National Curriculum Standard, we are elevating the standard of cookery training and thus fulfilling our ambition of improving the skills of trainees that work in professional kitchens island wide. If completed successfully, this course will produce trainees who are not only fit for industry but have the knowledge and skills to forge a successful career in professional kitchens in Sri Lanka and beyond.

We recommend that these materials and this course be adopted by training institutions, hotels, guest houses and homestays around the country to move towards a national standard of excellence in basic cookery training.

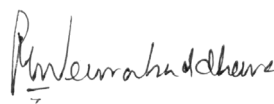
We are committed to improving the contents of the materials and the course over time and we look forward to incorporating feedback we hope to receive from users of the materials (trainers and trainees alike), and any emerging theory and practical training concepts.

We hope trainees and trainers can enjoy using these materials.

We hope these training materials will boost the trainees' confidence in cooking as well as their passion for cooking.



Gerard Mendis
CGL Chairman



Madhawa Weerabaddhana
Course Development and
Training Coordinator

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INTRODUCTION

WELCOME to your workbook for NVQ4 Professional Cookery

The NVQ4 Professional Cookery course will cover all of the basics you will need to know to prepare you for work as a professional in an establishment involved in food preparation. The following workbook and accompanying manual have been designed to help you on your journey through this course towards becoming a great chef.

You will use the workbook and manual throughout your course to learn and understand the theory behind the practical work you will be doing in a commercial kitchen. Having a strong understanding of the theory will help you to do a better job in a professional setting. Even though being a chef is a practical and 'hands on' role – there is a lot of theory and information that can help you to perform better in any kitchen. It also gives you a reference to come back to when you need to revise something you have been taught. Look after it carefully as it will be useful for many years to come.

The course consists of 16 modules. In this workbook each module has its own section. Some modules need to be studied and understood on their own, others will be used according to the practical work you will be undertaking. Your trainer will inform you about how each section will be used. Please follow their instructions carefully.

What you will find in the workbook:

- 16 modules
- Modules 1 - 8 contain only questions, activities and exercises. To complete these you must read the information in the Professional Cookery Skills Manual.
- Modules 9 - 16 have a different format - the theory and questions for these 8 modules are all in this workbook.

What you will find in each module:

- Learning outcomes of each module – what you will know and be able to do after completion of each module.
- Introduction to what will be covered in the module.
- Theory on all aspects related to the topic.
- As you are reading you will need to complete the following:
 - Review Questions about what you read (blue boxes)
 - Learner activities that will require you to do some independent or group research or think of your own ideas (yellow boxes)
 - Problem Solving where you will need to apply your understanding to situations in a kitchen (green boxes)
- Practical Preparation Guide to remind you about what will be expected of you in your practical assessment.
- Blank pages for notes for you to write any extra information during your lessons and practicals or while reviewing what you have learned.

At the end of the workbook there is also a list of websites and links for you to visit.

TRAINER'S ROLE

Your trainer will help you in every way they can by providing information, answering questions, demonstrating skills and guiding you in practicals. They will give you feedback on your strengths and weaknesses. They have a lot of skills and experience to share with you for you to reach your full potential in this field. They will also have high expectations of you.

YOUR ROLE

You have a big role to play in your learning

How to become a good learner:

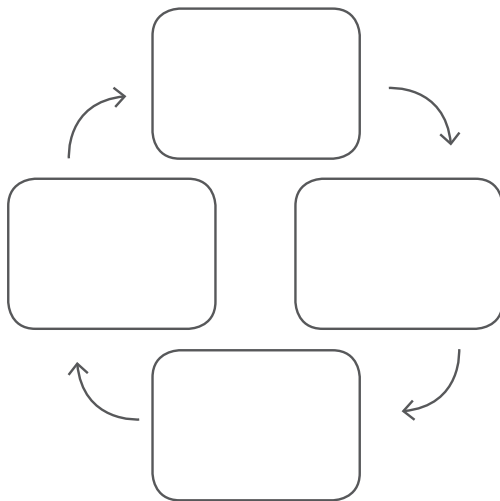
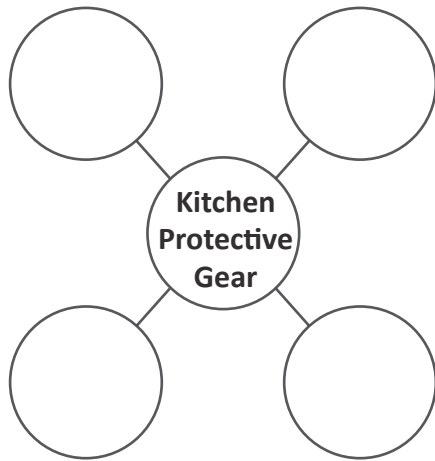
- Read the theory in the workbook and manual carefully, not just once but as many times as you need to help you understand and remember the information.
- Revise the vocabulary often – there are many terms that are specific to cookery in French and English. You must know these specific words. Repetition will help you to remember them.
- Write down questions to ask your trainer or classmates.
- ASK lots of questions during your lessons – this will only help you learn. There is no such thing as a silly question!
- Use the internet to extend your learning - look at the online links and do your own research. Watching clips or looking at pictures of procedures/techniques is very helpful.
- Listen carefully to feedback you get from your trainer and classmates.
- Learn to give constructive feedback well, as it helps you to think about your own performance too.
- Do not be afraid to make mistakes. Our best learning comes from how we deal with and reflect on our mistakes.
- Take lots of notes.
- Start to notice what you see in restaurants and food shops, look for examples of what you learn in class in the world around you. For example, visit a farm and identify fresh and not fresh produce; go to the supermarket to have look at the labels of the produce you learn about.
- Study and practice with your classmates, work as a team and help each other to become better. Teach them what you learn and learn from what they know.
- Practice, practice, practice! Your family and friends will love to try out new dishes that you learn. The more you cook, the better cook you will become.

TAKING NOTES

When you write things in your own words it helps you to remember them better. All of our minds work in different ways. Some people like to write detailed notes and others need only a few words to remind them of important things. How you choose to take notes is up to you.

Some note-taking styles that you can try:

Graphic Organisers – there are many options but here are a few examples:



Cheese

What I know	What I would like to know	What I have Learned

Topic:

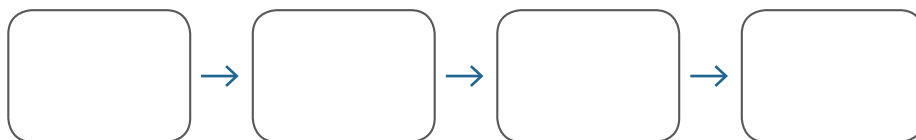
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Making Canapés



Changes in cooked food

Preparing white stock

Problem	Solution
1.	
2.	
3.	

Taking Notes (continued)

Drawing pictures – this is a very useful way of remembering things, especially for what you see in your practicals. You can even look for pictures on the internet and save them on a separate document for each module.

Mini note cards – write down the main points to revise things in your own or with classmates.

Highlighting – use colour, underlining and highlighting to draw your attention to important points.

Be neat! – even if you scribble something down in a hurry during class, make sure you can read it when you go back to it.

ASSESSMENT

After you have completed the theory and practical component of your course you will be assessed.

This assessment takes two forms:

- 1. Formative** – this is an assessment of your ongoing work throughout the course and will include your workbook and completed exercises, notes and any other tasks your trainer requests you to keep a record of.
- 2. Summative** – this is an assessment of what you have learnt overall and you will be required to answer questions about what you have learnt and demonstrate your practical skills to an assessor.

You will need to complete both forms of assessment successfully to receive your NVQ4 Professional Cookery certificate.

Even though this workbook may be in the language you are familiar with, if you decide to become a chef or work in a larger establishment you will need to know the terms for cookery and the ingredients in English. It is a good idea to start learning the English terms at the same time you are studying theory, so you are very familiar with them by the end of the course.

Your course will be fun and exciting, and you will learn many new skills that will help in your future career. Becoming an excellent chef is not an easy thing to do. You will face high pressure situations and be expected to work very hard, but you will also have the reward of making people very happy with the wonderful food you produce. The more effort you put in, the better you will become.

We wish you the best of luck in your journey towards becoming a chef.

Module 01



PROFESSIONAL COOKERY SKILLS WORKBOOK

Hygiene Standards

HYGIENE STANDARDS

Learning Outcomes	<p>After you have completed this module you should be able to:</p> <ul style="list-style-type: none"> ➤ Identify and practice good hygiene standards concerning personal hygiene, kitchen hygiene, work hygiene, equipment hygiene, and food hygiene. ➤ Understand the impact of poor hygiene standards.
--------------------------	--

In this module you will learn about hygiene. There are many aspects of hygiene that you need to think about if you want a career in cooking. For this module you will need to read Section 1 of the Professional Cookery Skills Manual.

Q1. Why is understanding and practicing good hygiene important in this industry? Circle the correct answers. There is more than 1 answer:

- a) It is important because I handle food.*
- b) It is important because I am responsible for the health of my customers.*
- c) It is important because I want to look good.*
- d) It is my responsibility as an employee.*

Q2. Fill in the examples for the following types of contamination. Add some of your own ideas if you can:

Type of Contamination	Example
Microbiological	
Physical	
Chemical	

Q3. In your own words, explain what cross contamination means.

Q4. List at least 5 different ways cross contamination can occur in the kitchen:

Q5. List 3 negative impacts of poor hygiene standards:

Q6. There are 5 areas in which you should achieve a high standard of hygiene. List them below:

Q7. Here is a personal checklist to maintain personal hygiene. Do you do this every day?

	Maintain personal hygiene	I do this well	I could do better
1.	Shower regularly.		
2.	Wash my hair regularly.		
3.	Brush my teeth regularly.		
4.	Shave every day. (for males)		
5.	Keep my nails short and clean. (No nail polish and no fake nails).		
6.	Cover any cuts or scratches with a secure band aid or dressing.		
7.	Brush my hair well before I start work to get rid of loose hair.		
8.	At work, tie my hair up or put it into a hairnet.		
9.	At work, remove ALL jewellery, and my watch		
10.	Wear clean clothes to work.		
11.	Wear a clean uniform.		
12.	Wear appropriate shoes when working.		

Q8. Do you think you have been practising correct hand-washing technique?

Below is a step by step method for washing hands. Fill in the blanks:

1) Wet hands preferably with warm/hot water.

2)

3) Scrub the palms, back of your hands and your fingers

4)

5) Rub your thumbs and wrists.

6)

7) Turn tap off with paper towel or elbow.

8) Air dry hands or use a paper towel or a clean towel.

Q9. When should hands be washed? List as many examples as possible (one example has been given):

➤ After going to the washroom

➤

➤

➤

➤

Q10. Fill in the boxes with your own words – how do the following parts of the Chef's uniform help protect you and prevent cross-contamination?

1) A Chef Coat or Chef's Jacket

2) A Chef Pant or Trouser

3) A Chef Cap /toque

4) A Scarf

5) An Apron

6) Shoes

7) Kitchen Dusters

LEARNER ACTIVITY:

Q11. It is also very important to look after your health.

There are many ways to do this. With your group discuss and write down ideas for how to keep healthy and safe outside of work as well as at work:

Q12. Answer the following questions:

I. What should you do if you are sick at work?

II. What should you do if you have an open wound?

Circle the correct answer. There is only one.

III. Why is it dangerous to work with an open wound?

- a) The wound may get worse.
- b) You may hurt yourself again because you cannot work properly with an open wound.
- c) You will spread germs to your guests and to any food you touch.
- d) You will get infected by germs from different surfaces.
- e) All of the above.

IV. Why is it dangerous to work when you are sick?

- a) You cannot work well and you may have an accident.
- b) You will spread germs to your guests who will complain to the manager.
- c) You will get sicker and sicker.
- d) You will contaminate any food you touch.
- e) All of the above.

V. If you feel sick and cannot go to work what should you do?

- a) Stay at home so you do not spread the germs.
- b) Do not call anyone.
- c) Call the owner/manager and inform him/her that you cannot come to work because you are sick.
- d) Answer a) and c).
- e) Go to work no matter what.

VI. You have been sick for three days but now you are better. Can you go back to work?

- a) Yes.
- b) No, you must stay at home for 7 days.
- c) That depends on the rules of your workplace. Usually you can return to work two days after your symptoms have stopped.
- d) Yes, but you have to take your medicine to work because you still have a small cough.

Q13. Read about the potential safety hazards you might experience working in a professional kitchen. Write some of your ideas into the table:

Situation	What could happen in these situations?
a) A greasy or wet floor	Falling, broken bones
b) Moving heavy plates or pots and pans	Falling, back injury
c) Leaving bags in the hallway	Tripping
d) Broken glass	Cuts and infection
e) Broken light fixture	Electrocution
f) Cooking with hot oil	Burns, Fire
g)	
h)	
i)	
j)	

Q14. For each of the hazards mentioned, write down your ideas for how to avoid these hazards (or minimize the risk of accident or contamination from these hazards). (The first one has been done for you):

a) Make sure I am wearing shoes with non-slip soles. Report spills and dirty floors to the appropriate people. Keep the floors clean and dry at all times.

b)

c)

d)

e)

g)

h)

i)

Q15. List the 10 ways you can help maintain good kitchen hygiene:

Q16. What should you do if equipment breaks or you get electrocuted? Circle the correct answer. There may be more than one correct answer.

- a) Report it at once to your manager, supervisor or maintenance team.
- b) Fix the equipment myself.
- c) If I get electrocuted, I will not tell anyone and keep working.
- d) Make sure a report of the incident is made.
- e) Seek medical assistance immediately.

Q17. Why is it important to regularly clean, disinfect / sanitize different and all areas of the workplace?

Circle all the answers that are true:

- a) It is important because bacteria and harmful particles can be found on any and all surfaces.
- b) To prevent the risk of disease spreading.
- c) To prevent cross contamination.

Q18. What are the 2 components of a cleaning and sanitation plan?

Q19. Name and describe the 4 steps of dishwashing by hand:

Q20. In your own words explain what routine equipment maintenance means?

Q21. Explain in your own words the difference between cleaning, sanitizing and maintenance:

Q22. Explain in your own words what “pre-cleaning” tools and equipment means.

LEARNER ACTIVITY:

Q23. Draw up a draft daily or weekly Cleaning Schedule for either the training kitchen you are in now or for your own kitchen at home. Use the example in Section 1 of the Professional Cookery Skills Manual as a template.

Q24. Your personal safety and security is also important for your emotional and mental health. Discuss with your group some the ways you can safeguard your safety and security and write your ideas here:

For example, keep your valuables in a safe place

LEARNER ACTIVITY:

Q25. Answer the following questions. This can be done as a group.

Do you know where the First Aid Box in your kitchen/establishment is?

Do you know where the fire extinguishers are?

Do you know how to deal with a kitchen fire?

Do you know what to do if the fire alarm goes off?

Do you know the safety procedures of your establishment?

Have you ever taken a First Aid course?

If the answer is “no” what do you think you can do to change those answers to yes?

Q26. Food Hygiene is defined as handling, preparing and storing food in a way that best reduces the risk of contaminants entering food and poisoning customers. There are 7 key elements mentioned in Section 1 (Part E). List them below:

Q27. Complete the table with 2 examples of each food hygiene hazard. One example has been done for you:

Food Hygiene Hazard	Examples	Reason
Allergy-inducing food		
Contains natural toxins		
Naturally dangerous	Dairy products	Short shelf life, cannot store for long periods.
Physical hazards		

28. Answer the following questions:

Where else can you find information about Workplace Hygiene and Safety? Write "T" for True or "F" for False.

- a) I can get information from my supervisor/chef de partie. ()
- b) I can get information just by thinking about it. ()
- c) I can read a manual about catering industry guidelines. ()
- d) I can look for information on the Internet. ()
- e) I can ask my mother and father. ()
- f) I can study the posters and leaflets in my hotel. ()
- g) I can ask my fellow workers, Senior Staff. ()

29. *Why is it important to know/ follow the basic hygiene and safety guidelines/ procedures of the catering industry? Write “T” for True or “F” for False.*

- a) So that I know how to maintain my personal hygiene and safety. ()
- b) So that I can sing a song about it. ()
- c) So that I can tell everyone what to do. ()
- d) So that I can identify hazards or any potential hazards. ()
- e) So that I know which hazards I can deal with personally and which I must report. ()
- f) So that I know who I report hazards or potential hazards to. ()
- g) So that I can help keep my work environment hygienic and safe for everyone. ()
- h) So that I know what to do during a fire emergency. ()
- i) So that I can show off. ()
- j) So that I can help other people improve their own safety and hygiene. ()

30. *If you work in a professional/commercial kitchen you are a professional .
What do you think your responsibilities are concerning your behaviour in the kitchen?*

Connect a) - d) to i) – iv) below:

- a.** I should look presentable and be clean so that- ()
 - b.** I should practice safe behaviour in the kitchen so that - ()
 - c.** I should stay healthy so that – ()
 - d.** I should clean and take care of my uniform and apron so that – ()
-
- i. I can continue my work and I do not spread any sickness or disease.
 - ii. I look professional and I do not spread germs.
 - iii. I prevent injury to myself and to others.
 - iv. I can protect myself and others from cross-contamination.

PRACTICAL ASSESSMENT PREPARATION

For your practical assessment you will be expected to identify:

- The rules and procedures of your establishment's hazard/risk management. This means you should know how your establishment deals with hazards in the workplace.
- How to minimize health and safety risks – recognize hazards, recognize poor hygiene practices, follow handling instructions, know what appropriate gear is, know basic first aid procedures, preventing occupational hazards, etc.
- Maintain health and safety standards – understanding the need for sanitation schedules, hazard prevention drills, clear instructions for reporting hazards, dealing with solid waste, etc.

LEARNER ACTIVITY:

List as many hazards as you can think of that might be found in a professional/commercial kitchen. For each hazard think about what the consequences of that hazard are and how to prevent those consequences:

For example, broken glass on the floor – lead to cuts or contamination of food – must be cleaned up correctly and immediately.

PROBLEM SOLVING**Problem-Solving**

Imagine the following situations. What do you do?
(You can do this as a role play with your classmates.)

Scenario A:

You wake up and you cannot stop sneezing and you have a fever.

Scenario B:

You are chopping carrots and you cut your finger. What do you do?

Scenario C:

You are frying chicken so you are sweating a lot. What do you do?

Scenario D:

You see your co-worker sneeze on the food while preparing a dish.
What should that co-worker do? What should you do?

Scenario E:

You notice that there is a faulty plug in the kitchen. What do you do?

Scenario F:

You see a co-worker use his/her hand to taste a sauce they are cooking.
What should that co-worker do? What should you do?

Scenario G:

You had a diarrhea and a fever for two days. Now the diarrhea and fever are gone.
Can you go back to work? What should you do?

Scenario H:

One of your co-workers is very messy and does not clean or tidy up his/her station, which is next to yours. What do you do?

Scenario I:

One of your co-workers is making fun of another co-worker, gossiping, chatting and not working at all. What do you do?

Scenario J:

One of the ovens has started smoking and then the fire alarm goes off. One of your co-workers is panicking. What do you do?

Scenario K:

Your supervisor has asked you to mentor the new apprentice. You have to show the new apprentice around the kitchen, show the posters, signs, explain any useful information. What do you do?

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Module 02



PROFESSIONAL COOKERY SKILLS WORKBOOK

Food Safety

FOOD SAFETY

Learning Outcomes	<p>After you have completed this module you should be able to:</p> <ul style="list-style-type: none"> ➤ Identify and practice food safety standards that need to be maintained when receiving, storing and handling, ingredients, food, tools and equipment. ➤ Understand what good management practices are.
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In this module you will learn about Food Safety and Waste Management. Food Safety is an umbrella term that covers food hygiene and food storage practices. Everything in this module is very important for you to learn and understand because without understanding these basics you cannot work in the catering industry.

For this you will need to read Section 2 of the Professional Cookery Skills Manual.

Q1. Write 2 impacts of poor food safety and 2 benefits of good food safety practices:

Q2. What are the 7 types of contamination? Give one example for each:

-
-
-
-
-
-
-

Q3. Bacteria and fungus grow very easily, especially in a warm climate like we have in Sri Lanka. What are the 3 conditions that allow for such organisms to grow?

-
-
-

Q4. How do contaminants travel to food? See the table below and give 2 examples for the types of cross-contamination routes below. The first one has been done for you:

Type of Contamination Route	Example
Person to Person	Shaking hands, being close to someone who is coughing or sneezing.
Person to Food	
Food to Food	
Linen to Food	
Equipment to Food	
Chemicals to food	

Q5a. There are other types of hazards that affect workplace health and safety. Fill in the table with examples. One has been done for you:

Type of Hazard	Example
a) Damaged Equipment	Damaged utensils such as cracked glasses and plates
b) Water	
d) Pests	
e) Waste	
f) People	

Q5b. For each of the hazards mentioned in the table above, write how they affect food safety:

a)

b)

c)

d)

e)

f)

Q6a. There are Food Safety Pillars that need to be studied in order to reduce the risks from different types of food hazard. For each pillar write 3 examples of what you can do to ensure high standards of food safety. An example is done for you:

Food Safety Pillar	Examples
Good Personal Hygiene	Wash my hands
Cleaning and Sanitizing	
Good food Storage Practices	
Temperature Control	
Food Handling	
Kitchen Layout and Waste Management	

Q6b. Answer the following questions. Circle two correct answers:

I. Why is it wrong to use the same cutting board for raw vegetables/fruits and meat?

- a) It is wrong because it is wrong.
- b) It is wrong because germs from the meat can get onto the vegetable/fruit and lead to food poisoning.
- c) Germs from the meat can transfer from board to board and knife to knife.
- d) It is wrong because it is lazy.

II. After food has been cooked and it is ready to be served what should you check for before and after the food is put on a plate?

- a) Check that the plate is clean.
- b) Check the food has no hair or foreign object in it.
- c) Check my face.
- d) Check nothing.

LEARNER ACTIVITY:

Q6. Look at the pictures below.

All these kitchens did not pass food safety inspection (Public Health Inspection). Can you see why?

With your partner or group, discuss the following and write down your thoughts. Then share with the class.

- a) the problems
- b) routes of food contamination and their consequences
- c) how to improve the food safety





Q7. Complete the table below with 2 examples for food types and the storage methods:

Type of Food	Examples	Storage Method
Perishable food	(Raw)	
	(Ready-To-Eat)	
	(Dairy)	
Semi-perishable food		
Processed food		
Dry Food		
Frozen food		

Q8a. Look at the dishes below. What is the best way to handle the dishes?

DISH	Handling
Green Leaf Salad	
Freshly cooked rice	
Tuna sandwiches	
Platter of ham slices	
Fruit salad	

*Q8b. Imagine your establishment has only one refrigerator.
Put the following items into the correct area of the refrigerator:*

raw meat

prepared salad in a
container

yoghurt

opened jar of jam

eggs

marinated fish in a
container

Q9a. In your own words explain the following expressions:

FIFO –

Stock Rotation –

Q9b. Read the questions and circle the correct answer:

I. What would happen if prepared food was not portioned properly before storage?

- a) Nothing would happen.
- b) The food cannot be re-heated evenly and therefore cannot be used.
- c) The food will have to be microwaved for a very long time.

II. What do you do if the label on the prepared food container is not clear?

- a) Nothing would happen - I can see what is inside.
- b) I can use the food, but it will take time to find out who made it.
- c) I do not use the food because I do not know when the food was made or by whom.

Q10. Read the following statements and write T for True and F for False:

- a) Storage rooms should always be dry. _____
- b) Storage rooms should not be situated near sewer or water lines. _____
- c) Storage rooms do not need any special layout. _____
- d) Refrigerators do not need a thermometer. _____
- e) It is safe to pack the refrigerator. _____
- f) It is better to have two refrigerators, one for raw food and one for cooked food. _____
- g) Storage areas only need to be cleaned once a year. _____
- h) Storage equipment should be cleaned regularly according to a schedule. _____

Q11. Write 4 advantages of vacuum packing :

- a)
- b)
- c)
- d)

Q12. What is the temperature range that is considered the “danger zone”?

Q13. What do you think are the important temperatures that you need to know? How would you measure these temperatures?

Q14. Match the definitions below to the correct terms:

The procedure for keeping food warm (at or above 63 degrees C).

Thawing

The process to make cooked food hot again (internal temperature should be 74 degrees Celsius)

Freezing

The process to reduce the temperature of food before storing.

Re-heating

The procedure for defrosting and softening frozen food. It should be done in a refrigerator.

Cooling down

The procedure for turning food cold and hard for storage (below 0 degrees Celsius).

Hot-holding

Q15. Write in your own words why it is important that kitchens and workstations are well – organized and clean:

LEARNER ACTIVITY:

Q22. Your workplace has to follow the law about food safety. There will be workplace procedures (ways of doing things) for you to follow to make sure you do things properly.

What rules, processes and procedures does your establishment have for the following areas of Food Safety?

→ Cleaning Utensils and Equipment

→ Food Storage (from delivery/supply to labelling to storage)

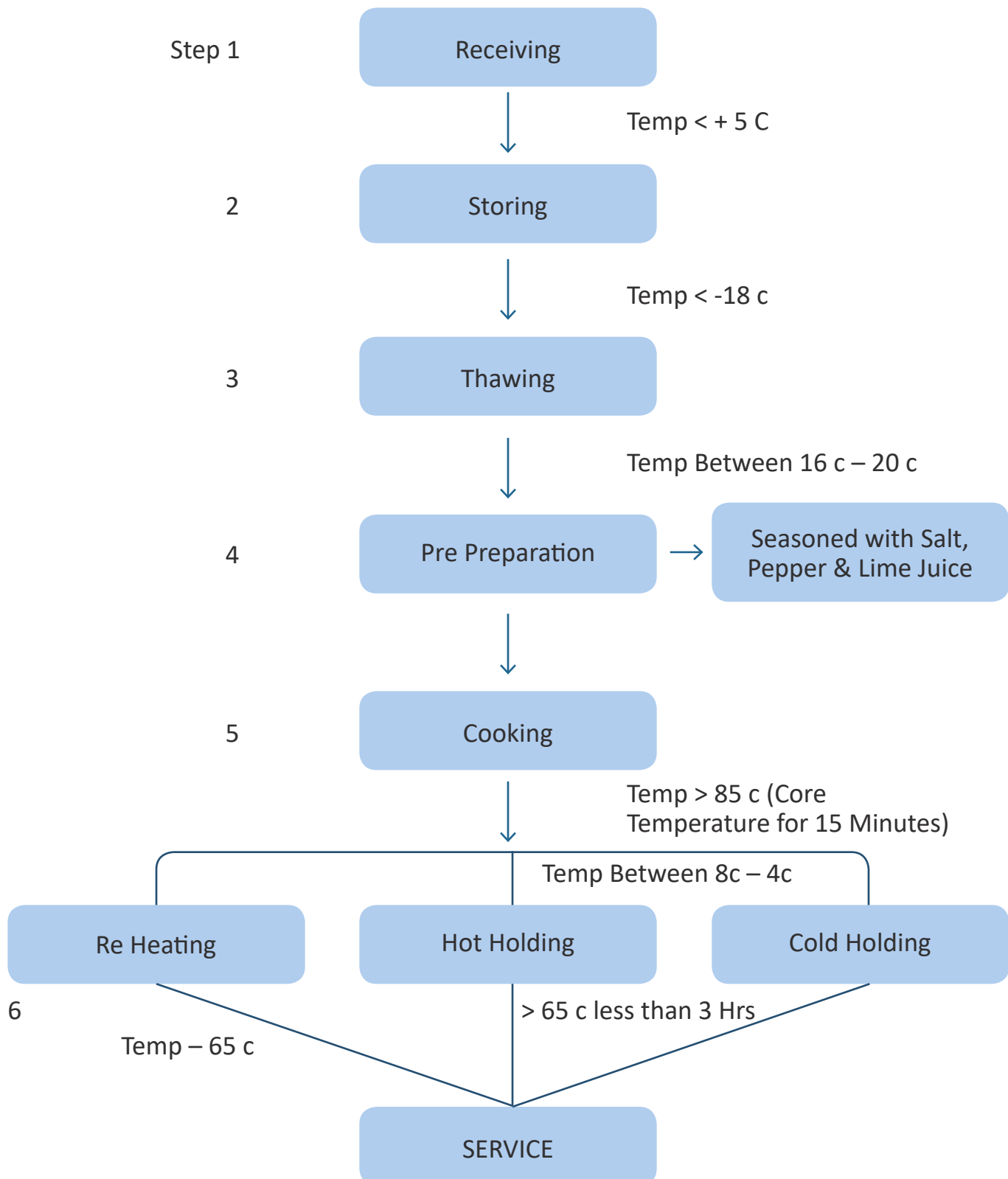
→ Food Handling

→ Waste Disposal

→ Personal Hygiene

Q16. Look at this HACCP flow diagram. Can you think of where the hazards might occur and what the critical points could be? What would be the corrective actions? Who will be in charge of monitoring?

Flow Plan For Fish & Fish Products



For this you will need to read Section 3 of the Professional Cookery Skills Manual.

Q17. Write 3 reasons why it is important to dispose / manage waste immediately and correctly:

-
-
-

Q18. Write in your own words why it is important to separate waste?

Q19. Divide the following into hazardous and non-hazardous waste:

broken cup	used tins and cans	vegetable peels
used paper towels	cooking oil	broken electrical hand tool

Hazardous	Non-Hazardous

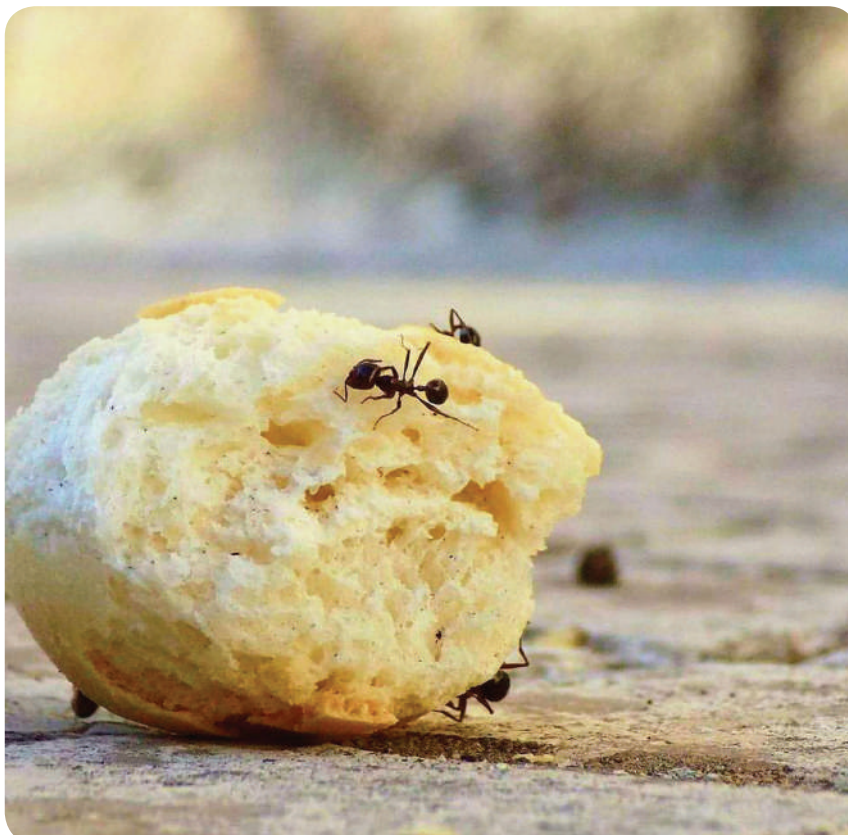
Q20. How can we reduce waste? Write down 5 ideas:

-
-
-
-
-

Q21. Read the sentences below. One is incorrect. Can you spot it?

Dealing with Pests:

- Use netting around the windows to prevent mosquitos and other insects from getting in.
- Have electric mosquito repellent machines if possible.
- Leave the windows open.
- Store food off the ground.
- Keep food stored in containers that rodents and insects cannot enter.
- Set cockroach traps and check and change them regularly.
- Keep waste in bins and make sure the bins have lids which close tight.
- Remove or block places where rodents can enter the kitchen.



PROBLEM SOLVING

Read the following situations. What would you do in these situations? Write down your ideas and then discuss with your class.

Scenario A:

You open the freezer and it is not cold. There is condensation dripping and everything has defrosted.

Scenario B:

You have received 8 jars of tomato sauce. In the storage area there is no space on the shelf for the new cans.

Scenario C:

The eggs are past their sell-by date.

Scenario D:

You need mushrooms for your recipe but the mushrooms you collect do not look fresh.

Scenario E:

Your establishment has purchased a new handheld food processing tool that you have never used before.

Scenario F:

Someone has moved the waste bins into the cooking area of the kitchen and they are overflowing.

PRACTICAL ASSESSMENT PREPARATION

For your practical assessment you will be asked to store different types of food ingredients appropriately as well as handle different cooking tools/utensils appropriately.

You can prepare by educating yourself and practising.
Ask yourself these questions:

- How do we store different kinds of food?
- Where do we store different kinds of food?
- At what temperature do we store different kinds of food?
- Why is checking storage temperature very important?
- How do we clean and sanitize cooking tools?
- How do we clean, sanitize and maintain equipment and our workspaces?

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Module 03



PROFESSIONAL COOKERY SKILLS WORKBOOK

Kitchen Organizational Structure

KITCHEN ORGANIZATIONAL STRUCTURE

In this module you will learn about how a commercial kitchen is structured and why that is important for you to know. You will also look at how to be a professional, a good employee and a good team worker. These are vital skills for working in a very busy workplace like the commercial kitchen. You will need to read Section 4 of the Professional Cookery Skills Manual.

Q1. In the space below draw a diagram of a modern kitchen brigade (Alternatively a diagram of your establishment's kitchen brigade):

Q2. Complete the table:

Role	Responsibilities
Chef de Cuisine	
Sous Chef	
Chef de Partie	
Commis	
Apprentice	

LEARNER ACTIVITY:

Do you know what your daily and weekly duties and responsibilities are?
Write down in the space below, all your duties and responsibilities:

Q3. Match the following roles to the correct picture:

Chef Sommelier, Chef Potage, Chef Patisserie, Chef Rotisserie, Chef Poissonier







Q4. Write the name of the Kitchen Spaces described below:

➤ Menu Planning, Documentation

➤ Dessert

➤ Bakery Products

➤ Store cold and freezer items

➤ Soup

➤ Main Course = meat, fish, vegetable

➤ Cut of Meat

➤ Seafood / Cut of Fish

➤ Salads / Starters

➤ Hors D'oeuvres

➤ Dry food, Stationary

Q5a. Complete the following lists:

The Benefits of a Clean and Organized Workspace:

To keep the workspace hygienic and safe.

To help you do your work efficiently and on time.

To maintain professionalism

To set a positive image for the establishment

The Benefits of Planning and Organizing Your Work:

To complete the job in a safe manner.

To get the job done quickly and efficiently

To be professional

Staff are prepared and ready for service

Q5b. Why is it important to make sure what your tasks are?

Circle the correct statements.

- a. So I know what tasks I need to achieve on that work day.
- b. So I can take many tea breaks.
- c. So I can plan my work day well.
- d. So I am not confused.
- e. So I can tell someone else to do the work.
- f. So I do not waste time thinking about what I should do.
- g. So I do not waste other people's time by constantly asking what I should be doing.
- h. So I can make many mistakes.
- i. So I can finish my work with no accidents.

Q6. Write in your own words:

What is a work plan? Why is it important to follow a work plan?

Q7. Write in your own words the meaning of Code of Conduct:

Q8. Give 4 examples of the areas in which you as an employee must follow the establishment rules. An example has been given:

→ *Handling personal data*

→

→

→

*Q9. Do you know the codes of conduct of your establishment?
If not, where can you get that information?*

Q10. How can you be an effective team member?

Write some of the behaviours of an effective team member:

→

→

→

→

→

Q11. What makes a good team? Circle the correct statements:

- a.** A good team tells lies to each other.
- b.** A good team talks to each other.
- c.** A good team supports each member of the team.
- d.** A good team does not help each other.
- e.** A good team shouts at each other.
- f.** A good team passes essential and emergency information to each other.

Q12. What is a Learning Plan and why is it important to regularly review your learning plan?

Q13. Answer the following questions. This will help you focus your learning and a career path.

What do you think you are good at?

What would you like to improve?

How can you develop your own skills?

What sort of cuisine are you interested in?

What are my goals in the commercial/professional kitchen?

Q14. What does it mean to be a professional?

Circle the statements that are true:

- a.** A professional worker knows what his/her responsibilities and daily tasks and duties are.
- b.** A professional practices good hygiene, maintains good health, understands safe procedure.
- c.** A professional knows how to be good team member.
- d.** A professional only cares about the money.
- e.** A professional knows how to communicate confidently and truthfully with others.
- f.** A professional is always improving his/her skills and knowledge.
- g)** A professional sacrifices friendships and family for his/her career.

PRACTICAL ASSESSMENT PREPARATION

For your assessment you will be asked to draw the organizational chart of the kitchen department that you are familiar with.

To prepare for this you can practice drawing one here – and ask for feedback by your supervisor or superior or peers.

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Module 04



PROFESSIONAL COOKERY SKILLS WORKBOOK

Time Management

TIME MANAGEMENT

Learning Outcomes	<p>After you have completed this module you should be able to:</p> <ul style="list-style-type: none">➤ Work effectively by managing time.➤ Understand production schedules, work plans, allocating duties in a time frame, and time controlling.
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In this module you will learn about how to manage your time in order to prepare a work plan for your duties in the commercial kitchen. To answer the questions, you will need to read Section 5 of the Professional Cookery Skills Manual.

There are three areas of time management to consider:

- Why it is important
- Task Completion
- How to manage time

Q1. For each topic above, write in your own words what that means:

Importance**Task
Completion****How to
manage
time**

Q2. What can you do if you do not understand the task that you are asked to do?

Q3. What happens if you are late for work? Think about who and what it will affect.

Q4. What are the things you do now to manage your time in your life generally?

Q5. Complete the table with a short description for each stage of food production:

Stage	Description
Production Planning	
Pre-preparation	
Preparation	
Production	

Q6. What are the two kinds of meal services?

Q7. What are the advantages and disadvantages of both kinds of meal services?

Look at the following statements and put them in the correct column in the table below. The first one has been done for you:

- A.** All customers eat at the same time so ingredients and equipment can be pre-prepared and prepared ahead of time.
- B.** The menu is fixed and will not be changed before service.
- C.** Customers can choose what they want to eat.
- D.** Food can be kept warm or cold in special equipment so there is no need to re-heat any dishes over the stove.
- E.** Quality of food goes down because it is held in warm or cold temperatures for a long time.
- F.** Quality of food is high because dishes are prepared and produced close to the time the dish will be eaten by the customer.
- G.** Large amounts of food might be left over and possibly wasted.
- H.** Customers eat at different times so meals cannot be prepared in advance.
- I.** You have to estimate how many orders of one dish might be ordered and prepare accordingly.
- J.** Pre-preparation and Preparation can take some time so it is important to be prepared for anything and everything in order to make the meal service run on time.

Meal Service	Advantages	Disadvantages
Set Meal Service	A	
Extended Meal Service		

Q8. Why is it important to know what kind of meal service you are preparing for? Circle the correct answers (there may be more than one correct answer):

- a. It is important to know because a work plan for set meal service will be different from a work plan for extended meal service.
- b. It is important to know because how I manage my time will change according to the type of meal service.
- c. It is important because I have to let the customers know what we are serving.
- d. It is important because my Chef de Partie told me so.
- e. It is important because the food ingredients and their quantities will change according to the meal service. This will affect my time management.

Q9. Read the following tasks. Place the tasks next to the correct stage in the table below. The first one has been done for you:

- A.** Know your establishment's menu.
Which parts of the menu are you involved in at the moment?
- B.** Study your recipes.
Have you memorized some recipes yet? What are the ingredients? What are the measurements?
- C.** Cook the ingredients and plate the dish.
Is there a plating diagram?
- D.** Know where all the utensils and equipment are kept.
Is your knife sharp enough? Is the cutting board clean and dry? Do you have all your measuring tools?
- E.** Understand the tasks that have been given to you.
If you do not understand, who can you ask for clarification? ALWAYS get clarification if you are not sure. Do not wait till the last minute.

F. Plan your tasks.

How many dishes am I making at the same time? Which tasks are first? Which tasks will take the longest? What can be pre-prepared now? What are the holding temperatures for different ingredients and different parts of a recipe (for example, can the sauce be made first)?

G. Know where all the ingredients are kept.

Where are the dairy items stored? Where are the vegetables stored?

H. Know your workstation / kitchen /workspace as if it were your own house

What shape is your workstation (is it U-shaped? Or one line?) Where is everything kept?

I. Prepare all the parts of the recipe to be ready for production.

Are all the raw vegetables or fruits washed and cut? Has the meat been marinated? Do you have the right quantities of all the necessary ingredients?

J. Prepare the ingredients

What needs to be thawed ahead of time? What needs to be re-heated?

Does anything need to be blanched, parboiled, breaded or battered?

Stage	Tasks
Prepare myself	A
Writing the work plan	
Pre-preparation	
Preparation	
Production	

Q10. Look at the following recipe for making chicken stock. Using the table, plan what you would do first, where to get the ingredients, what tools you will need and time required for each stage. Receive feedback if possible. How could you improve this plan?

Recipe for Chicken Stock (1 litre)

1kg chicken carcass
 1 carrot (large chunks)
 1 onion (quartered)
 1 leek (large chunks)
 1 stick celery (large chunks) 1 clove garlic
 2 stalks parsley and thyme 1 bay leaf
 5 peppercorns
 1 clove
 2 litres water

Cooking Method

1. Put all the ingredients into a large pan. Cover with cold water.
2. Bring the liquid to a boil, then reduce the heat and simmer for about 3 hours. Skim the fat off the surface as needed.
3. Once the liquid has reduced down to 1 litre, strain the liquid and use it immediately or store in the refrigerator or freezer.

Stage	Tasks	Time required
Pre-Preparation Receive feedback if possible. How could you improve this plan?		
Preparation Receive feedback if possible. How could you improve this plan?		
Production (Cook and plate up) Receive feedback if possible. How could you improve this plan?		

Compare your plan with your classmates. Give and receive feedback.
How could you improve this plan?

Q11. Create a menu workplan for the 4 course menu below. This is for Extended Meal Service – Lunch

You may use whatever recipes you wish. Think about quantity of ingredients and dishes, task allocation in each stage, time required for different tasks, and what tools will be needed.

(Extended Meal Service – course menu)

Appetizer

For example- Spring Rolls

Salad

For example - Greek Salad

Main Course

For example – Grilled White Fish with Roast Vegetables

Dessert

For example - Fruit Salad or Chocolate Mousse



WORKPLAN TEMPLATE:

Time	Spring Rolls	Salad	Fish	Roast Vegetables	Mousse	Salad
8:30 -9:00	BRIEFING					

(This is only an example template. If your establishment has its own workplan templates, use those in order to familiarize yourself with them).

Q12a. What does S.O.P stand for?

Q12b. What does it mean?

Q12c. Why are they important?

LEARNER ACTIVITY:

Plan your day for tomorrow. Think about all the things you have to do and list them in order of importance. Next, think about when, how and what you will need to achieve each item on the list. Can any of the items be done at the same time?

After planning, activate your plan by following your plan for one day.

At the end of the day, think about how well or how badly the plan went. Think about what you learned and how you could have improved the plan.

Think about how you will plan the next day differently as a result.

You can apply this way of critical thinking to your work plans in the kitchen.

At the end of your work day, look at your personal work plan and think about what can be improved.

PRACTICAL ASSESSMENT PREPARATION

For your practical assessment you will be asked to prepare a work plan for a four-course menu. Use the space below to practice writing a work plan for the menu in your establishment or a menu you have been given.

Alternatively look at the four-course menu that your establishment has and make work plans for those menus. Show your work plan to your trainer, supervisor or peers to get feedback. Feedback can help you improve your plan.

Whenever possible, activate your plans and afterwards reflect on the plan in order to improve your plans. Practice makes perfect as they say.



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Module 05



PROFESSIONAL COOKERY SKILLS WORKBOOK

Introduction To Kitchen Utensils,
Tools And Equipment

INTRODUCTION TO KITCHEN UTENSILS, TOOLS AND EQUIPMENT

Learning Outcomes

After you have completed this module you should be able to:

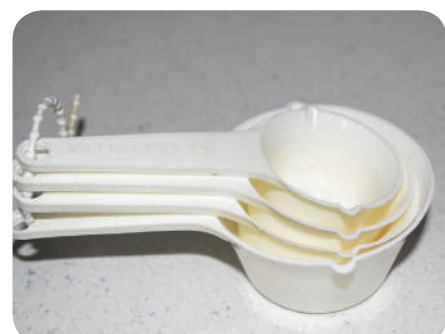
- Identify and use kitchen utensils, tools and equipment.
- Understand the methods and schedules for cleaning, sanitizing and maintaining tools, knives, and heavy equipment.
- Understand safety rules when handling tools and equipment.

In this module you will learn to identify the basic tools, utensils and equipment you will see and use in a commercial kitchen. To answer the questions, you will need to read Section 6 of the Professional Cookery Skills Manual.

Q1. Read the following statements about Kitchen Equipment. Write T for True or F for False:

- a. Food equipment is safe and can easily be used by anyone if they know how to turn it on.
- b. All models of equipment are generally the same, if you know one you can figure out another.
- c. Cleaning all utensils, tools and equipment straight after use is essential.
- d. You should keep equipment on in the kitchen even if you are not using it.
- e. Your hands are your best tools.

Q2. What would you use to measure A) food temperature, B) wet ingredients and C) dry ingredients?



Q3. Look at this measuring cup. Which side would you use to measure flour? Why?



Q4. Refer to the table below to answer the following questions:

Liquid Measures			
1 cup	8 fluid ounces	$\frac{1}{2}$ pint	237 ml
2 cups	16 fluid ounces	1 pint	474 ml
4 cups	32 fluid ounces	1 quart	946 ml
2 pints	32 fluid ounces	1 quart	946 ml
4 quarts	128 fluid ounces	1 gallon	3.784 litres

Dry Measures				
3 teaspoons	1 tablespoon	$\frac{1}{2}$ ounce	14.3 grams	
2 tablespoons	$\frac{1}{8}$ cup	1 fluid ounce	28.3 grams	
4 tablespoons	$\frac{1}{4}$ cup	2 fluid ounces	56.7 grams	
5 $\frac{1}{3}$ tablespoons	$\frac{1}{3}$ cup	2.6 fluid ounces	75.6 grams	
8 tablespoons	$\frac{1}{2}$ cup	4 ounces	113.4 grams	1 stick butter
12 tablespoons	$\frac{3}{4}$ cup	6 ounces	0.375 pound	170 grams
32 tablespoons	2 cups	16 ounces	1 pound	453.6 grams
64 tablespoons	4 cups	32 ounces	2 pounds	907 grams

- a. How many tablespoons is a half a cup of flour?
- b. How many ml is 2 cups of milk?
- c. How many cups is 1 pound of pasta?
- d. How many pints is 2 cups of water?
- e. How many cups is 170grams of cocoa powder?

LEARNER ACTIVITY:

- There are many tools, utensils and equipment to make the job of cooking easier and more efficient. Go and visit a shop that sells commercial kitchen equipment and see what utensils they have. Look at the names in English and write them down. Try pronouncing them correctly.

If there is a tool you have never seen before – ask the shop assistant what it is used for.

Share your notes with the rest of the class.

- Educate yourself – if you can, take the time to read the safety manuals of electrical equipment. Become an expert at how to disassemble and reassemble equipment correctly. Practice with your classmates.

Q5. What are the hand tools below used for? Match the tools to the job.
Number 1 has been done for you:

- | | |
|------------------------------|--|
| a. Ladle | To cut food on |
| b. Grater | To peel the skin off vegetables and fruits |
| c. Zester | To pick up food that is cooking |
| d. Corer | To grate cheese or vegetables |
| e. Spatula / Slotted Spatula | ➤ To serve soup |
| f. Peeler | To make lemon, lime or orange zest |
| g. Tongs | To cut the core out of certain fruits |
| h. Spoon / Slotted Spoon | To flip food |
| i. Whisk | To scoop up food |
| j. Kitchen scissors | To beat eggs or cream |
| k. Palette Knife | To cut up food or food packages |
| l. Cutting Board | To spread sauce or cake icing smoothly |

Here are some more tools:

Name	Purpose
Spatula / rubber scraper	for folding or mixing cake batter
Rolling pin	for flattening dough
Garlic press	for crushing garlic
Corkscrew	for opening corked wine bottles
Potato masher	for making mashed potatoes
Baking trays	for baking cakes, cookies, pies, etc.
Ramekins	for baking small desserts
Pasta spoon	for scooping and draining pasta
Cake server	for slicing and serving cakes

Q6. From the list above, label the following pictures:







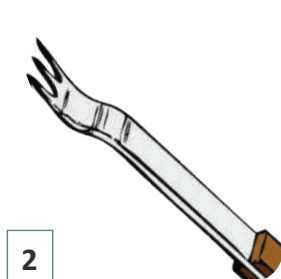






Even more tools....**Match the Tools with names and purpose**

	a) Melon Baller – (Also called a Parissiene Cutter) used for cutting fruits and vegetables into small balls
	b) Cooks Fork – used for turning and lifting meat and other big items. Must be strong to hold heavy loads
	c) Bench scraper/dough knife- used to cut pieces of dough and scrape workbenches
	d) Pizza Cutter – (Also called Pastry Wheel) A round rotating blade used for cutting rolled out doughs, pastry or pizza
	e) Skimmer – used for skimming froth from liquids or removing solid pieces from soups, stocks of broths
	f) Sieve – used for sifting flour or other dry ingredients or pureeing soft foods
	g) Colander – used to drain or wash cooked vegetables, salads, past and other foods.
	h) Mandoline – a manual slicing machine with different blades to cut vegetables, it is very sharp and must be used with a safety guard
	i) Pastry Bag and Tubes – used for shaping and decorating with icing, cream cheese and other soft ingredients
	j) Pastry Brush – used to brush on egg wash, glaze etc
	k) Can opener – sometimes mounted on a table, used to open cans, must be cleaned after each use to prevent cross contamination.



Q7. Label the following pictures:



Flat Beater

Used for:

Combining ingredients

- cake mix
- cookie dough
- batter
- frosting

Wire Whip

Used for:

Whipping air into ingredients

- whipped cream
- whipped egg whites

Dough Hook

Used for:

- Kneading dough



Look at the attachments in Picture A. Write the correct name in the table for each use:

Attachment	Use
	general mixing
	beating cream, eggs and mayonnaise
	mixing and kneading yeast doughs

Q8. Label the following pictures from the box below:

refrigerator

blast-chiller

bain-marie

hot cupboard

meat slicer

frozen fish cutter

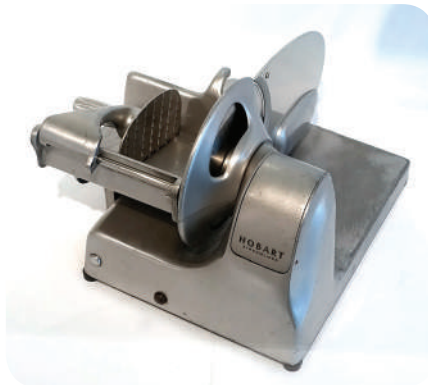
griddle

















chef's



cleaver



fillet



carver



carving fork



boning



steak



bread



paring



santoku



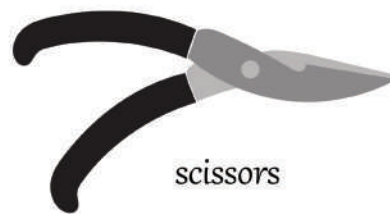
cheese



utility



slicer



scissors



sharpener

Q9. Which knife would you choose to do the following?

- a. Chopping up a whole chicken
- b. Cutting vegetables
- c. Filleting a fish
- d. Carve meat
- e. Slice steak
- f. Cut bread
- g. Remove bones
- h. Chop up meat or fish bones



Q10. Look at the three knives pictured above. What do you think they are used for? Match the pictures to the sentences below:

- a. Sharpening knives
- b. Slicing ham
- c. Boning a leg of lamb

LEARNER ACTIVITY:

Every establishment will have their own sets of knives, Do you know the knives in your establishment? What are the knives that you work mostly with?

In the space below draw or describe the knives that are in your workplace / workspace. Write a brief explanation of how each knife is used, how they are cleaned and stored and how they are sharpened

LEARNER ACTIVITY:

- A. What kind of pan would you use to make a large quantity of soup in?
- B. What is the difference between a straight side sauté pan and a sloped sided one?
- C. What would you use to sauté something you would need to slide off onto a plate?
- D. If you wanted to finish off some meat in the oven, which pan would you use?
- E. How should you clean a non-stick pan?

Q11. What is missing from this cleaning procedure for utensils and hand tools?

- a. pre-clean
- b. _____
- c. sanitize
- d. _____
- e. store correctly

Q12. What is missing from this cleaning procedure for electrical tools?

- a) choose cleaning agent/liquid
- b) DISCONNECT the electrical equipment from power source
- c) read cleaning instructions if necessary,
- d) _____
- e) pre-clean/ soak to remove dried on food,
- f) soap, wipe and/or rub (gently)
- g) _____
- h) sanitize if necessary
- i) _____
- j) _____
- k) _____

Q.13 Put the following sentences about electrical equipment in the correct box (right or wrong). The first one has been done for you:

- A. Check the equipment is correctly assembled.
- B. Operate when the equipment is wet.
- C. Put electrical equipment into water to clean.
- D. Check cords and wires to make sure they are not wet or frayed.
- E. Even if power point is damaged, use the equipment.
- F. Use any safety guards that come with the equipment.
- G. Switch off equipment and remove power plug before cleaning.
- H. Remove unsafe or faulty equipment from work area and report to supervisor.
- I. It is safe to touch the moving parts of any electrical equipment.
- J. Switch off equipment when not in use.
- K. Never read the manual.
- L. Learn how to assemble and disassemble the parts of the equipment.
- M. Know how to clean the different parts of the equipment

Right (✓)	Wrong (X)
A	

Q14. Put the following sentences in the correct order, 1-10. The first one has been done for you:

- () dry thoroughly
- (**1**) DISCONNECT the electrical equipment from power source
- () rinse
- () safely disassemble
- () pre-clean/ soak to remove dried on food
- () reassemble and store correctly
- () read cleaning instructions if necessary
- () sanitize if necessary
- () choose cleaning agent/liquid
- () soap, wipe and/or scrub (gently)

Q15. Circle the correct statements:

- a)** When using a dishwasher it is important to know how to operate the machine carefully and correctly.
- b)** Dry with any cloth that is available.
- c)** Whenever possible wash kitchen hand tools with hot water.
- d)** You can use a glass bottle brush to clean plates.
- e)** Correct cleaning technique is not important.
- f)** Follow S.O.P of my establishment for dealing with utensils and equipment.

Q16. Tick why you think it is important to have a preventative maintenance schedule:

- a)** It provides more paperwork for kitchen staff
- b)** It prolongs equipment life
- c)** It gives extra work for new chefs
- d)** It ensures that all equipment is working at optimum performance
- e)** It saves money and time in the long term.

PROBLEM SOLVING

Read the following scenarios and think of what actions you would take. Discuss your answers with the class.

Scenario A:

You have been told to wash a set of bowls. You do not know whether they can be washed in the dishwasher. What do you do?

Scenario B:

You have been asked to reassemble a blender but you have never done it before. What do you do?

Scenario C:

You have to make 5 mango smoothies. Each smoothie is 250 ml. The smoothie recipe amounts are for 3 smoothies. The blender can make up to 1.5 litres. What is your strategy?

Scenario D:

You have to chop up some chicken breast meat but the correct knife is missing. What do you do?

Scenario E:

You have been asked to do three jobs; julienne two cucumbers, wash 4 frying pans, and measure the ingredients for a cake. What is your strategy?

PRACTICAL ASSESSMENT PREPARATION

For your practical assessment you will be asked to identify 10 different types of tools and/ or equipment used in a commercial kitchen. You will also be expected to demonstrate the safe usage and storage of said tools and/or equipment.

In order to prepare for this, make sure you are familiar with all the tools and equipment being used at your workplace. Practice saying the names in English.

Some things to remember when cleaning kitchen tools in particular:

- Use the correct cleaning liquid.
- Use the correct cleaning cloth or sponge or brush.
- Use hot water if possible.
- Sanitize the kitchen tools with correct sanitizer.
- Dry thoroughly on a drying rack. (If a tool needs to be used immediately after cleaning, dry with a cleaning cloth that is for drying purposes only.)
- If using a dishwasher, make sure you know how to use the dishwasher correctly, and you must know which tools and electrical tool parts can be washed in a dishwasher.

Some things to remember about the maintenance of kitchen tools:

- If you notice something wrong, DO NOT use the equipment.
- Report it to your supervisor immediately.

Examples of maintenance issues: frayed electrical cord, broken switch, screws coming loose or missing, rattles or strange noises in the equipment, smells, smoke or sparks coming from the equipment, broken handles

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Module 06



PROFESSIONAL COOKERY SKILLS WORKBOOK

Food Knowledge

FOOD KNOWLEDGE

Learning Outcomes	<p>After you have completed this module you should be able to:</p> <ul style="list-style-type: none"> ➤ Identify standard recipes and ingredients. This means you should be able to recognize different types of vegetables, fruits, herbs, spices, meat items, seafood, poultry, dairy items, bread and processed and pre-packaged food. ➤ Understand shelf lives and storing methods of different food types. ➤ Know the fundamental cooking procedures for different food types. ➤ Understand the purpose of standard recipes and recipe yields
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As you progress in your career as a cook or chef you will learn many things about the ingredients you cook. Your understanding/production of food should not only be creative but also scientific. To answer the questions, you will need to read Section 7 of the Professional Cookery Skills Manual.

Q1. Do you know the major food groups? Give 5 examples for each group:

- _____ Examples:
- _____ Examples:
- _____ Examples:
- _____ Examples:
- _____ Examples:

Q2. What are “calories”?

Q3. What is your favourite dish that you like to eat? Is it healthy in your opinion? How could you make it healthier?

LEARNER ACTIVITY:

If you could make a three or four course meal how would you make it healthy? Discuss with your group.

Q4. How many “tastes” are you familiar with? Match the words on the right with the sentences on the left:

Sweet	a complex taste which some describe as savoury.
Salty	detected by the presence of alkaloids
Bitter	detected by the presence of sugar
Sour	detected by the presence of acids
Umami	detected by the presence of salt

Q5. Write in your own words why understanding taste and flavour is important to cooking? (Hint – what areas of cooking and food preparation does this knowledge affect?)

Q6. Complete the following tables:

BEEF:

Part of the cow	Cuts and / or method of cooking
Chuck	
Rib	
Brisket	
Shank	
Loin	
Tenderloin	

PORK

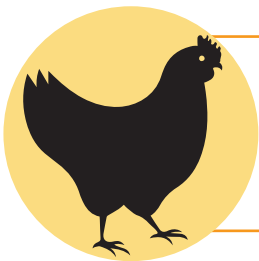
Part of the pig	Cuts and / or methods of cooking
Ribs	
Shoulder	
Loin	
Leg	
Belly	
Lard	

CHICKEN

Part of the chicken	Cuts and / or methods of cooking
Breast	
Leg	
Wings	
Shins	
Thigh	

Q7. What three senses can you use to check for freshness in meat and poultry?

Q8. Write 2 points about how you would store raw (at purchase) meat and raw (at purchase) poultry?



Q9a. Look at the different ways meat can be cooked. Read the descriptions and match the description to the correct picture:

(A) This cooking method requires a shallow frying pan and very little oil or butter. The meat should be lightly fried until slightly brown in colour. (Pan-fry)

()



(B) This cooking method requires both a pan and a covered pot. The meat is first pan-seared and then cooked in a covered pot with stock or water. (Braise)

()



(C) This cooking method requires a barbecue or grill and takes longer time to cook the meat. It gives the meat a smoky flavor. (Barbecue)

()



(D) This cooking method requires an oven tray or rack. The meat is exposed high, dry heat and has to be regularly turned or basted to keep the moisture (Roast).

()



Q9b. Read the following statements and write T for True and F for False. The first one has been done for you:

- a) Meat and poultry flesh is made mostly of fat and skin. (F)
- b) Meat and poultry flesh is made of muscle. ()
- c) Muscle is made up of 75% water, 20% protein and 5% water. ()
- d) Muscle is made up of 45% water, 45% protein and 10% water. ()
- e) Muscle flesh is composed of bundles of fibres called connective tissue. ()
- f) Some meats are high in connective tissue while other meats are not. ()
- g) Meat that is high in connective tissue cannot be cooked. ()
- h) There are many ways to make meat tender. ()
- i) Acid mixtures such as wine or tomato can help tenderize muscle tissue. ()
- j) Muscle flesh that is high in connective tissue is flesh that are more exercised. ()
- k) A cook must understand that connective tissue is tough because this affects the tenderizing and cooking processes. ()

LEARNER ACTIVITY:

How many Sri Lankan fish do you know? Make a list of Sri Lankan fish names that you know. How can you find the English names of these fish?

Go to a fish market and look at all the fish available – ask the names and note them down.

Q10. Name two examples of each type of fish in the table below:

Type		NAME
Freshwater	Oily Fish	
	White Fish	
Saltwater	Oily Fish	
	White Fish	

Q11. Look at the names in the box and try to match it to the pictures of the fish below.

Salmon

Swordfish (Thalapath)

Sardine

Tuna

Sear

Barramundi













Q12. In your own words describe the following cuts of fish. The first one is done for you:

Darne – slice of round fish cut on the bone.

Fillet –

Goujon –

Steak –

Q13. Using the words in the box label the pictures below:

lobster

shrimp

mussels

clams

squid

octopus

crayfish

cuttlefish

















Q14. Shellfish is a food hazard risk and so must be stored correctly or you risk contamination and food poisoning. Write how a) mussels, b) prawns and shrimp and c) squid can be stored:

a)

b)

c)

Q15a. Write three examples for each type of vegetable in the table below:

Type of Vegetable	Examples
Leafy	
Fruit	
Pods and Seeds	
Root Vegetables	
Stems and Shoots	
Tubers	
Bulbs	
Mushrooms	

Q15b. Describe how to wash:

a) Leafy vegetables →

b) Potatoes →

c) Broccoli and Cauliflower →

Q16a. Write the names of 5 different nuts that can be used in a salad:

Q16b. Which potato is ideal for making a) potato salad and b) baking?

a)

b)

Q16c. Other than the raw form, what other forms of potato are commercially available?

Q17. List 5 tropical fruits and five citrus fruits:

LEARNER ACTIVITY:

Look at the fruits listed in Section 7 of the Professional Cookery Skills Manual.
Go to the supermarket and see how many you can find.

If possible, give yourself an opportunity to try all the different fruits that are available in the supermarket. This can be done with fresh fruits or frozen fruits.

What did you learn about these fruits after eating them? Make observations and keep notes.

Q18. Read the following statements and write T for True or F for False. The first one has been done for you:

- a)** Cooking affects the texture, colour, flavour and nutrients of vegetables and fruits. (T)
- b)** Cooking is required for all vegetables and fruits. ()
- c)** Different vegetables and fruits contain different amounts of fibre. ()
- d)** Old root vegetables have more fibre than young root vegetables. ()
- e)** It is better to overcook vegetables and fruits. ()
- f)** It is not necessary to preserve the colours of vegetables and fruits. ()
- g)** The fibres of vegetables can be made firmer by adding acids during cooking. ()
- h)** You know a vegetable or fruit is cooked (done) when it has reached the desired softness. ()

Q19. Look at the pictures and match them to the cooking method on the left:

- a)** puree
- b)** boiled / steamed
- c)** saute
- d)** grilled / roasted



Q20. In your own words explain what a robust herb is and what a fragile herb is. Explain also why this is important to know:

Q21. Name 5 examples of each category below:

Herbs and Spices	Examples
Leaves	
Seeds	
Powders	

Q22. Answer Yes or No to the following questions:

- Do I add fresh herbs (leaves) at the beginning of cooking?
- Do I add fresh herbs (leaves) at the last minute?
- Do I add dried herbs and spices at the first stage of cooking?
- Do I add dried herbs and spices at the final stage of cooking?
- Do I store fresh herbs in a cool, dark and dry place?
- Do I store fresh herbs in a refrigerator?

LEARNER ACTIVITY:

Name as many dairy products as you can (think about the ones you have seen in the supermarket):

If possible, give yourself an opportunity to try all the different dairy products that are available in the supermarket.

What did you learn about these products after trying them?

Make observations and keep notes.

Q23. What is the composition of milk?

Q24. Circle the correct answers for the following questions:

i. The purpose of pasteurizing milk is to:

- a)** kill pathogens.
- b)** break down milkfat.
- c)** add vitamins and minerals.
- d)** prevent spoilage by sunlight.

ii. Two non-dairy milk options are:

- a)** rice and soy milk.
- b)** skim and rice milk.
- c)** buttermilk and lactose-free milk.
- d)** lactose-free and evaporated milk.

iii. All milk products should be stored at what temperature?

- a)** 4°C or lower
- b)** 6°C or lower
- c)** 8°C or lower
- d)** 11°C or lower

Q25. What is the difference between pasteurized and UHT milk?

Q26. What are two common problems when cooking with milk?

➤

➤

Q27. What are the different types of milk products and their uses? (List at least 9)

Types	Uses

Q28. What is the difference between butter, margarine and ghee?

Q29. Match the names to the different cheeses:

- A) Gouda
- B) Feta
- C) Cheddar
- D) Parmesan
- E) Cream Cheese
- F) Ricotta
- G) Fresh Mozzarella
- H) Shredded Mozzarella...
- I) Camembert



Q30. How can you tell if an egg is fresh?

Q31. Describe how to store eggs:

Q32a. Put the following cooking method for making an omelette in the right order. The first one has been done for you:

- Add the butter, then turn up the heat to maximum so that the butter is foaming but not turning brown.
- Break the eggs into a basin and season lightly with salt.
- Using the fork, carefully fold the mixture in half at a right angle to the handle of the pan.
- Heat a non-stick omelette pan and wipe thoroughly clean with a dry cloth.
- Mix thoroughly with a fork or whisk until whites and yolks are thoroughly combined and no streaks of white can be seen.
- Add the eggs and cook quickly, stirring continuously with a fork or heat-proof spatula until lightly set. Remove from the heat.

Q32b. Eggs can be used in many ways. Match the words on the right with definitions on the left. One has been done for you:

Enrich	Beaten egg yolks can be used to thicken soups and sauces (Mayonnaise, Hollandaise) or milk in custard. When heat is applied the egg coagulates and holds the liquid in suspension.
Glaze	The emulsifying property of egg yolks means that they can hold ingredients which do not normally mix together, such as oil or butter, in suspension. This is the basis of many sauces. E.g. In emulsion sauces such as mayonnaise and hollandaise, egg yolks are used to combine oil or fat with vinegar to make a sauce.
Aerate	Eggs bind ingredients together, for example, pane l'Anglaise. (egg wash and breadcrumbs) or coat ingredients in batter for deep frying (batter fry)
Emulsify	When an egg is whipped, it aerates by trapping millions of tiny air bubbles within itself. The air bubbles help to raise up other ingredients to make light and fluffy dishes such as sponges and soufflés.
Bind	Beaten egg has a shiny texture which gives a gloss or glaze and a golden brown colour to pastry and bread. The egg is called an egg wash and is applied with a pastry brush.
Clarify	Egg whites are used to clarify stock (mixed with mince to make a clarifying 'raft') and in the making of consommé and aspic
Thicken	Eggs add flavour and nutritional value to cakes, puddings, pasta and drinks such as eggnog.

Q33. Complete the table below:

Type of Food	Example	Dish Name
Rice	Long Grain:	
	Medium Grain:	
	Short Grain:	

Q34a. Complete the table below:

Type of Food	Description	Dish Name
Pulses	Kidney Bean:	
	Pea:	
	Lentil:	

Q34b. Complete the table below:

Type of Food	Composition	Name or dish name
Fresh pasta	Kidney Bean:	
Dried Pasta		
Noodles		
Bread		

Q35. Match the following pictures to the correct description. Then label the pictures:



Pasta in the shape of a screw or spring
Thick sauces, casseroles, salads



It is a very versatile pasta and can be served with tomato sauce, cream sauce, chunky sauce, meat, poultry, but it is generally not used in salads.



Long, wide and flatter than spaghetti, thicker texture
Served with cream based sauces



Very wide thick pasta with a ruffled edge.
Lasagna al Forno (lasagna layered with meat in tomato-based sauce, and bechamel sauce)



Pasta in the shape of a tube
Served with chunky sauces or pasta salads



Small, square pillows of stuffed pasta (traditional filling is ricotta cheese with spinach)

Tomato-based sauce or cream-based sauce

Q36. List seven different kinds of processed or pre-packaged food. Give 2 examples of how they are used for each one:

For example: Dried Fruits - can be used in salads or dessert pastries

- a)**
- b)**
- c)**
- d)**
- e)**
- f)**
- g)**

Q37. Circle the correct answer to the following questions:

i. What is the difference between processed and unprocessed food?

- a)** Processed food is tastier.
- b)** Processed food has been altered through salting or pickling.
- c)** Unprocessed food is not fresh.

ii. What should you consider when using pre-prepared salads or chilled food?

- a)** Always read the instructions before using pre-prepared salads or chilled food.
- b)** Always put it in the microwave oven before serving.
- c)** Always wash before serving.

iii. What should you consider when using frozen food?

- a)** All frozen food can be defrosted in the same way for the same amount of time.
- b)** All frozen food must be defrosted before use.
- c)** Frozen meat, fish, seafood and poultry must be properly defrosted/thawed in the refrigerator.

iv. What should you consider before using canned or tinned food?

- a)** Opened cans or tins must not be stored in the refrigerator.
- b)** Canned food can be used even after it is past its use-by date.
- c)** The shelf life of canned food is very short.

Q38 What are the three basic attributes of a standardized recipe? Choose one of the following:

- Looks good & tastes good
- Name, portion size, ingredients
- Ingredients, directions, tools
- Consistent quality & yield for a specific kitchen

Q39. Write the words into the correct boxes

Standardized recipe

Standard portion

Volume measurement

Mise en place

Weight measurement Standard yield

Conversion factor

a) A set of written instructions used to consistently prepare a known quantity and quality of food for a specific operation.

b) Used to reduce or expand the number of servings a recipe will yield.

c) The total amount (weight, volume or count) of product made by a recipe.

d) Provided on a recipe – the consistent serving size for each customer.

e) An organization system for kitchens meaning everything is in place.

f) Usually used for liquids, examples include a cup, pint, quart, litre, gallon.

g) The most accurate way to measure in a kitchen, examples include kg, gm.

Q40. In your own words, explain why it is important to follow a standardized recipe?

LEARNER ACTIVITY:

What does sustainability mean to you and how can we practice more sustainability in the commercial kitchen?

PRACTICAL ASSESSMENT PREPARATION

For your practice assessment you will be expected to identify food that is presented to you by the assessor. You will also be expected to give a standard recipe for a given dish.

To prepare for this test yourself whenever possible. Go to the pantry or food storage areas of your establishment and list as many food items that you can see.

Then categorize them in different ways. For example, you can categorize by food group, by cooking method, by preparation methods, by cleaning methods, etc.

Your establishment will have standard recipes that are used. Study them.

If you do not have access to recipes, ask your trainer or go online or invest in a cook book.

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Module 07



PROFESSIONAL COOKERY SKILLS WORKBOOK

Cooking Methods

COOKING METHODS

Learning Outcomes

After you have completed this module you should be able to:

- Identify methods of cooking.
- Understand the correct methods for cooking a variety of dishes

In this module you will be learning about the different cooking methods that are considered basic skills for a commercial/professional kitchen.

You will need to read Section 6 and 8 of the Professional Cookery Skills Manual to answer the questions.

LEARNER ACTIVITY:

How many different types of cooking do you know? Make a list.
(Discuss with your group and make a list)

Think about what happens when you cook food. What changes?
How does this affect how you cook and how long you cook?

Q1. Cooking is the transfer of heat from source to food. In your own words write the three types of heat transfer.

➤

➤

➤

Q2. List the three methods of cooking:

➤

➤

➤

Q3. Using the methods from question 2 complete the table using the words in the box below:

roast	broil	saute	boil	poach	deep-fry
braise	stir-fry	steam	barbecue	grill	pan fry

Methods of Cooking	Examples of methods

Q4. In your own words, write why it is important to know the different types of cooking?

Q5. Stock is an important component in some of the cooking methods. Stocks also form the basis of soups and sauces, which is very important when producing the final dish. There are three main stocks – white stock, brown stock, vegetable stock (See Module 12). Read the descriptions below and match to the correct stock:

White Stock

Depending on the flavour you want, most fresh vegetables can be made to use the stock.

Brown Stock

Chicken, beef, mutton or veal bones, or a combination of the two. Chicken bones or even pork bones are sometimes added in small quantity.

Vegetable Stock

Chicken, beef, mutton or veal bones that have been browned in an oven or a frying pan.

Q6. For each method of cooking fill in the blanks of the table. Try and research dishes on your own (eg. look at your establishment's menu):

Method	Utensils/ Equipment	Food commonly cooked this way	Dish
Roast			For example: Roast Chicken
Bake			
Broil			
Grill			
Barbecue			
Saute			
Pan – fry			
Deep-fry			
Stir-fry			
Boil			
Poach			
Steam			
Braise			
Stew			
Pot Roast			

Q7. Read the statements below and write T for True and F for False. The first one has been done for you:

- a. Sauteeing is a good method for delicate food such as fish fillets. T
- b. There is no difference between roasting and baking. _____
- c. If you grill, the heat must come from above the food. _____
- d. The main difference between roasting and baking is that the temperature is higher for roasting. _____
- e. If you broil the heat must come from below the food. _____
- f. You would use a smoke oven for barbecuing. _____
- g. When using high heat equipment, you must use gloves or tongs to protect your hands. _____
- h. When steaming the pot does not need to be lidded. _____
- i. To boil you must first make the boiling liquid reach maximum boiling point before immersing food. _____

Q8a. Match the following pictures to the cooking method on the right:



Sous – Vide Cooking



Paper Bag - Cooking



Microwave Cooking

Q8b. What are the 5 useful guidelines for cooking sous vide?

-
-
-
-
-

Q9. In your own words say why it is important to use the right tools and equipment for different cooking methods?

Q10. The cleanliness of the tools and equipment are extremely important.

Write a list of the actions you would take to ensure that your tools and equipment are clean and safe to use before cooking:

(Professional Cookery Skills Manual)

Q11. When boiling when or why would you keep the pan or pot covered or uncovered?

Pan or pot is -	Reason
Uncovered	
Covered	

Q12. List some kitchen hazards that may occur during cooking and write how such hazards can be avoided. The first one is done for you:

Hazard	How to avoid
Hot oil is spitting	Do not throw food into hot oil, always lower food into hot oil. Drain water from food completely before lowering into hot oil. Wear the correct protective clothing to prevent the hot oil from touching your skin.
Hot steam from boiling water hitting you.	
Fat in pan has started to smoke.	
The handle of the pan is loose.	
Gas leak	

PROBLEM SOLVING

How do you know when food is done? This means how do you know when different types of food has had enough heat pass through it to make it safe and delicious to eat?
(See Section 7 of the Professional Cookery Skills Manual to help you)

In this box write down your own ideas for how to know food is done and discuss with your class and trainer:

- Butter cake
- Poached Salmon
- Steamed Clams
- Roast Chicken
- Beef Stew
- Boiled vegetables
- Deep fried pineapple

Q13. Match the following cooking preparation techniques with the description:

Searing	Basting	De-glazing,	Blanching (and refreshing)
Simmer	Parboil	Breading (Pane l'anglaise)	Milanese
Marinating		Batter	Seasoning

a. The process of adding salt, pepper, herbs and spices.

b. The process of resting food in its seasoning for an hour or more.

c. A gentle boiling.

- d.** Dunk food into boiling water for a short time and then dunk into ice water or run under very cold, potable water.

- e.** Boil food for a very short time so that the food is only half-cooked.

- f.** Brown or cook marinated meat or poultry before it is braised or stewed.

- g.** Pour basting liquid over food to keep it moist.

- h.** Add wine or stock to remove cooked bits from frying pan after sautéing.

- i.** Pass food through flour, egg and parmesan.

- j.** Pass food through flour, egg and breadcrumbs.

- k.** Made from flour and water or milk.

*Q14. Can you tell the difference between boiling, poaching, and simmering?
Look at the following pictures and label them correctly:*



Q15. Deep frying food is sometimes tricky and requires practice. Read the following sentences and circle the 5 correct ways to know something has been deep fried well.

A high quality deep fry can be seen when –

- a. the product has an attractive golden colour.
- b. the product has a deep brown colour.
- c. the product smells oily.
- d. the product has a crisp surface or coating.
- e. the product tastes oily and greasy.
- f. the product has no strong flavours from the frying fat.
- g. the product has absorbed a minimal amount of fat.
- h. the product is dry and chewy.
- i. the product has not lost all its moisture.

LEARNER ACTIVITY:

- Look at the different food groups in Section 7 of the Professional Cookery Skills Manual and plan how you would cook those food items with your group. Share your ideas with the rest of the class.

Discuss potential problems and how to solve them.

Present your group's ideas to the class.

- Do an experiment with colour! Get 4 broccoli stalks, a pot with a lid and a pot without a lid. Bring 3 cups of water to boil in each pot. Place half the broccoli in one pot and cover with lid. Place the other half of the broccoli in the other pot and keep that unlidded. Boil both for 7 minutes. Drain the broccoli into separate bowls and discuss the following: colour, taste and texture.
- Prepare, cook and plate white fish using 5 appropriate cooking methods. This can be done as a group activity or by yourself.

Assess the taste and method and make your own observations.

PRACTICAL ASSESSMENT PREPARATION

For your practical assessment you will be asked to select an appropriate cooking method for a food item or type. You can prepare for this practical by thinking about:

- What type of food is it? Is it meat or vegetable?
- Which is the best method to cook it? Why?
- How long will different cooking processes take?
- How much will you make? Why?
- What are the utensils/tools and equipment you will need to prepare?
- What problems may you run into? How can you avoid them?

NOTES

Your Trainer will demonstrate each cooking method and you will get a chance to practice. During the demonstrations please write down any observations you have and write any notes or tips your trainer gives you.

Method	YOUR NOTES
Roasting	
Baking	
Broiling	
Grilling	
Barbecuing	
Sautéing	
Pan-frying (shallow frying)	

NOTES

Deep frying	
Stir-fry	
Boiling	
Poaching	
Steaming	
Braising	
Stewing	
Pot-Roasting	

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Module 08



PROFESSIONAL COOKERY SKILLS WORKBOOK

Mise-En-Place

MISE-EN-PLACE

Learning Outcomes	<p>After you have completed this module you should be able to:</p> <ul style="list-style-type: none"> ➤ Identify and apply mise-en-place procedures. ➤ Understand the arrangements of utensils, tools, glassware. ➤ Understand ingredient preparation and arrangement. ➤ Understand types of fruit and vegetable cuts. ➤ Understand meat, seafood and poultry preparation and types of cuts.
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Mise en place is French for “putting in place” and means preparing kitchen equipment and food ingredients before cooking and serving. By practising and attaining good skills for mise-en-place, you will also learn how to be disciplined, methodical and organized in your actions and thinking. These are important skills for becoming a chef.

NOTE: This is not the same mise-en-place that is used by Food and Beverage staff (wait staff) who serve the meals to the customer. The procedure is different, but the meaning is still the same.

You will need to read Section 9 of the Professional Cookery Skills Manual to answer the following questions.

LEARNER ACTIVITY:

Production is the last stage of cooking. This is when a dish is finished and plated and made ready for service. Before production can happen, there are three preliminary stages: Production Planning stage, Preparation stage and Pre-Preparation stage.

Which stage do you think mise-en-place is? Which stages will you be a part of?
Discuss with your group or partner.

Q1. Circle the 5 correct answers to the following question:

It is important to understand the stages of food production in order to -

- a) manage my time efficiently.
- b) show off to my co-workers.
- c) work well within the team.
- d) understand my role in the team/kitchen.
- e) prepare high standard meals on time.
- f) tell my family about my job.
- g) know when something is wrong so that the right people can be informed.



The food production and preparation is affected by the type of meal service your establishment serves. There are two kinds of meal service you should know: set meal service (buffet) and extended meal service (a la carte). Each kind has its advantages and disadvantages.

Q2. What are the two kinds of meal services?



Q3. What are the advantages and disadvantages of both kinds of meal services?

Look at the following statements and put them in the correct column in the table below. The first one has been done for you:

- A. All customers eat at the same time so ingredients and equipment can be pre-prepared and prepared ahead of time.
- B. The menu is fixed and will not be changed before service.
- C. Customers can choose what they want to eat.
- D. Food can be kept warm or cold in special equipment so there is no need to re-heat any dishes over the stove.
- E. Quality of food goes down because it is held in in warm or cold temperatures for a long time.
- F. Quality of food is high because dishes are prepared and produced close to the time the dish will be eaten by the customer.
- G. Large amounts of food might be left over and possibly wasted.
- H. Customers eat at different times so meals cannot be prepared in advance.
- I. You have to estimate how many orders of one dish might be ordered and prepare accordingly.
- J. Pre-preparation and Preparation can take some time so it is important to be prepared for anything and everything in order to make the meal service run on time.

Meal Service	Advantages	Disadvantages
Set Meal Service	A	
Extended Meal Service		

Q4. What are the benefits of mise-en-place?

Write T for True or F for False next to the statements below:

- a) I can manage my cooking time better. _____
- b) I do not have to run here and there to get my ingredients before cooking. _____
- c) I can have more time to chat with my co-workers. _____
- d) I can see all my ingredients in front of me before I cook. _____
- e) I can do portion control better because I have measured my ingredients beforehand. _____
- f) It is easy to clean up. _____
- g) It creates a lot of food wastage. _____

Q5. It is important to be using the correct tools and utensils. Label the following pictures with names below:

- Measuring utensils
- Holding utensils (bowls/containers)
- Cooking utensils







Q6. Why must your chef-de-partie or your immediate supervisor be informed immediately if you find that the utensils or equipment are faulty or that the ingredients are sub-standard?



Q7a. Pre-preparation is the time to think about contamination risk management, waste management and time management.

Circle the correct statements to complete the following sentence:

“When I gather my ingredients and prepare my workstation I must consider” -

- a)** If I need to thaw any ingredients?
- b)** If any ingredients need any pre-cooking (breeding, blanching, etc.)?
- c)** If the waste container is in a convenient and risk-free location?
- d)** If I am happy?
- e)** If I have had my break today?
- f)** If all the ingredients are fresh, and undamaged?
- g)** If I have all the tools I need?
- h)** If I can transport all ingredients safely and hygienically?
- i)** If my workstation is clean
- j)** How much time I will need for my each of my actions?



Q7b. What do you need to know for mise en place? Fill in the empty boxes.

A.

B. Check the recipes

C.

D. Prepare your utensils and equipment

E.

F.

G. Know about marinating, seasoning, salting, and portioning

H. Know about blanching, par-boiling, breading etc.

I.

Q8a. What are the advantages of following a standard recipe? Circle the correct answers:

- a)** The quality and quantity of the dish will be consistent.
- b)** I can adjust according to my mood.
- c)** I can control portion size .
- d)** I can reduce food waste.
- e)** I do not have to be careful with the measurements.

Q8b. What are the 7 parts of a standard recipe?

-
-
-
-
-

Q9. Answer the following questions by choosing the correct answer:

i. Recipes are designed to –

- a) yield a certain number of servings
- b) to be completely changed

ii. What does it mean to convert a recipe?

- a) To substitute ingredients and cooking methods.
- b) To change the yield of the recipe.

iii. To convert a recipe (recipe conversion) I need –

- a) A total yield conversion method
- b) A dictionary

iv. What will impact a recipe after conversion?

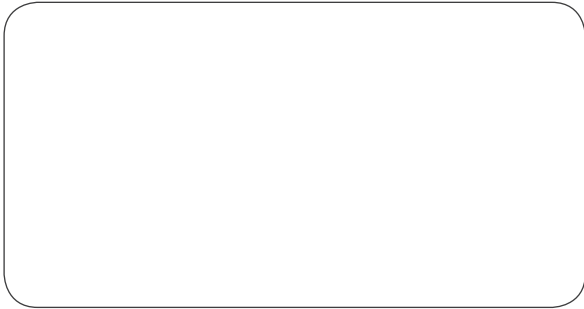
- a) Using the wrong size of equipment
- b) Adding more time to mixing and cooking if the yield has been increased.



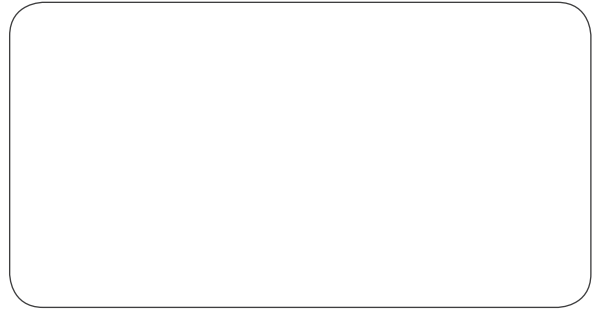
Q10. Look at the pictures below. Write in your own words, a description for each one:



Q11. Draw a picture to help you remember the different vegetable cuts there are:



Macedoine – small cubes (eg.)



Chiffonade – thin shred (eg, cabbage for coleslaw)



Brunoise – very small cubes (eg. an onion for frying)



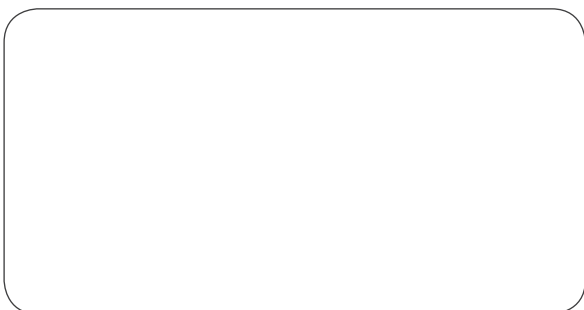
Paysanne – thin slices (eg. cucumber for saute)



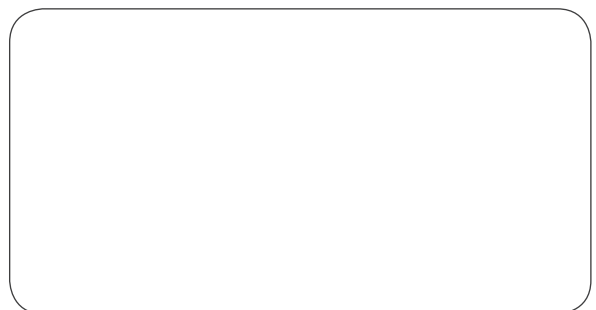
Concasse – diced (eg. peeled and seeded tomatoes)



Jardiniere – stick shaped (eg. vegetables for)



Mirepoix – roughly cut but evenly shaped (eg. vegetables for stock)



Julienne – thin strips (eg. carrots for a salad)

Q12a. Can you name the following beef, fish and chicken cuts?













Q12b. Summarize the steps for cleaning squid or cuttlefish and octopus:

Squid or Cuttlefish -

Octopus -

Q13. In your own words can you describe the following procedures?

Blanching:

Parboiling:

Breading:

Q14a. Which of the following are considered pre-prepared food (convenience foods)?

Put a tick next to the correct food items.

Frozen food ingredients (for example, peas, fish fillet)

Frozen food (for example, French Fries, pastries, pies)

Fruits

Fresh Herbs

Ham

Yoghurt

Stock Cubes

Q14b. What should you consider when using pre-prepared food (convenience foods)?

(List at least 3)

-
-
-

PROBLEM SOLVING

During the pre-preparation stage you discover that one of the ingredients in your recipe has run out. What will you do?

During the mise en place stage you discover that there are not enough containers for all the cut ingredients.

What do you do?

LEARNER ACTIVITY:

Below is a recipe for Cottage Pie.

Task 1 – What will you need to think about or do during the pre-preparation stage?

Cottage Pie Recipe

250g mince beef
 2x15mlsp. Oil
 1 carrot
 1 small onion
 50g mushrooms
 1 clove garlic
 25g flour
 1 small tin chopped tomatoes
 1 level 5 mlsp. sugar
 1x 5mlsp tomato puree
 1 beef stock cube

Garnish: 1 tomato 2/3 sprigs parsley

OVEN: 180oC Gas No 4 TIME: 30 – 35 minutes

Mashed potatoes :

500g potatoes
 half 5mls spoon salt knob of butter (15g -20g)
 2x15msp milk

Equipment :

Peeler, chopping board, 1large saucepan, 1medium saucepan, 2 pot stands, tin opener, 15ml spoon, 5mlspoon, plastic spatula, vegetable knife, garlic press, potato masher, baking tray, serving dish, pastry brush, fork

Optional: piping bag and nozzle

Serves 4

Method:

Peel and grate carrot. Peel and dice carrot. Wash and slice mushrooms. Peel and crush garlic.

Heat oil, add mince and cook for 5 minutes. Add onions and cook for 5 more minutes. Do not over stir so mince and onions brown and develop a good flavour. Add 100mls stock.

Add carrots, mushrooms, garlic, pepper and salt. Cook for 2 minutes.

Stir in flour. Remove from the heat.

Add tinned tomatoes, stock, sugar, tomato, puree.

Bring to the boil, stirring all the time. Check seasoning. Add more water if necessary. Reduce heat and simmer for 15 minutes.

Pour into greased dish

Wash and peel potatoes. Cut into even size pieces and place in a saucepan. Just cover with cold water, add salt. Bring to the boil.

Preparation of
stock?

Reduce the temperature and cook until soft (about 20 mins)

Drain potatoes and allow to steam dry for 1 minute. Mash and add a knob of butter and a 1 x 15mlsp of milk, adding more if necessary.

Pipe the potatoes over the mince or spoon over using a 15ml spoon and track with a fork. Brush with a little milk and brown in the oven for approx. 30 minutes.

Garnish with sliced tomato and parsley.

Preparation of
garnish?



LEARNER ACTIVITY:

Task 2 – Draw a diagram of your mise en place and describe what you will need to do (consider also how much time you will need).

PRACTICAL ASSESSMENT PREPARATION

For your practical assessment you will be asked to list the tools, utensils, equipment and glassware requirements for the preparation of 5 given dishes. You will also be expected to demonstrate the types of cuts that may be used for those 5 given dishes.

In order to prepare for this, familiarize yourself with some basic dishes and try practicing the mise-en-place for them. You can use the dishes from your establishment's menu or dishes that you know the recipe for.

Think about the recipe measurements – how will you measure quantities? What tools will you need to do this?

Think about how much time it will take to do the mise-en-place for one dish (use a workplan).

Practice your cutting technique – start with practicing how to sharpen the different knives you are going to use and then practice the different cuts for meat, fish, vegetable and fruit.

The assessors will also look at how you manage a high standard of hygiene – for example::

- Your personal hygiene
- Your handwashing technique
- Your clothing
- The cleanliness of your tools and utensils
- Whether you are using different cutting boards for different food
- How you are managing waste removal

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