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Quarters III and IV

Overview
Objectives
Pretest 2

Lesson 2: Providing Food and Beverage Service

LO 1 Prepare Dining area
LO 2 Set – Up Table
LO 3 Serve Food and Beverage
LO 4 Clear the Table
Enhancement Activity
Integration

Post test 2

Summative Test
Synthesis
Glossary
References
Key to Correction
Technology and Livelihood Education (TLE) is one nomenclature in the implementation of the K to 12 Basic Education Program (BEP). It is composed of four components, namely, Agri-Fishery Arts, Home Economics, Industrial Arts and Information and Communication Technology. In this learning material, the focus is on a course in Home Economics – Household Services.

The course provides varied and relevant activities and opportunities to determine your understanding of the key concepts and to demonstrate core competencies as prescribed in TESDA Training Regulation in Household Services. Thus, it aims to provide quality service to target clients alongside of assessing yourself as to the aspects of business that you may consider to strengthen and become part of the industry.

The world of work today presents a picture of available jobs that are getting scarcer each year. To address this reality, the Department of Education is stretching its available resources, prioritizing needs, and developing sustainable programs to lead and to prepare the young minds as future skillful chef or any related job. The department further believes that it is in honing the skills that the learner can have an edge over other job seekers. DepEd endeavors to equip the learners with the appropriate knowledge, attitudes, values and skills necessary to become productive citizen of our society.

This learning material is specifically crafted to focus on the different activities that will assess your level in terms of skills and knowledge necessary to get a Certificate of Competency and/or National Certification.
Content Standard

The learner demonstrates understanding of core concepts and theories in household services lessons.

Performance Standard

The learner independently demonstrates core competencies in household services as prescribed in the TESDA Training Regulation.

Objectives

Learners are expected to become proficient in performing skills on the following competencies:

1. develop personal entrepreneurial skills;
2. demonstrate understanding of core concepts and principles in Household services;
3. create independently a plan of action that develops and strengthens one’s entrepreneurial traits and business idea;
4. prepare and cook quality hot and cold meals according to standard recipe;
5. provide and serve cooked hot and cold meals according to standard procedures;
6. show knowledge and right attitude of proper storing of excess and unconsumed foods and ingredients accordingly;
7. provide food and beverage service according to quality standard;
8. demonstrate knowledge on serving and clearing the food and beverage in the table.
Program Requirements

Grade 10 students who will take Household Services course as their specialization in Technology and Livelihood Education (TLE) – Home Economics should have successfully taken the exploratory course in Commercial Cooking in Grade 7/8 and have successfully completed the competencies indicated in Grade 9.

The student of this course must possess the characteristics of a person who are inclined in household services and other related activities, can communicate both in oral and written; physically and mentally fit; with good moral character; and can perform basic mathematical computation.

Learners are required to have a complete and clean set of proper uniforms to be used during class demonstration. Personal traits and table service etiquettes are needed to appreciate one’s work. Meanwhile, the school is expected to provide necessary technical assistance like knowledge and needed facilities in providing effective food and beverage service.

This learner’s material should be taken for one school year for a total of 160 hours. Lessons should be taken one at a time, following the correct sequence being presented and should accomplish the assessment or enhancement activities before proceeding to the next lesson.

Along the learning process, learners of this course are required to complete the 25-hour industry involvement to different food services to experience the actual workplace.
Learning Episodes

TECHNOLOGY AND LIVELIHOOD EDUCATION – Household Services covers two core competencies namely, preparing hot and cold meals/ food and; providing food and beverage service. An introduction to Personal Entrepreneurial Competencies (PECs) and Business Environment and Business Idea is also presented.

Personal Entrepreneurial Competencies (PECs) section will help the learners recognize their own entrepreneurial traits and characteristics that will lead or engage them into the entrepreneurial world. The business environment and business idea will give learners an overview in seeking and assessing business opportunities in the area of household services.

The two core competencies in this book that a Grade 10 student ought to possess will be developed through an understanding of the concepts and principles in providing quality products and services in the area of household services as prescribed by industry work standards.

Quarter I, Prepare Hot and Cold Meals, focuses on knowledge and principles in purchasing different food items with safety handling procedures. It also discusses standardizing and quantifying of recipe with the use of different cooking methods and preparation. Learning obtained in this quarter will lead to learners to prepare ingredients according to recipe, which they will cook and present before a prospective client.

Quarter II deals on the preparation of sauces, dressings, garnishes, appetizers, desserts and salads and sandwiches. It also provides techniques and know-how of storing principles on excess foods and ingredients used.
Quarter III, Provide Food and Beverage Service, discusses dining area preparation with the effective application of standard furniture and table set –up during the meal. Table set –up and appointments are also explained to help learners demonstrate skills in serving food and beverage based on table service etiquette.

Quarter IV provides table service techniques and procedures together with the rules to observe in clearing and cleaning the table for successful food and beverage service activity.

**How to Use this Learner’s Material**

Here are some reminders on how to use this material.

1. Answer the diagnostic assessment before you proceed to the different activities. The diagnostic assessment determines how much you know about the lessons and identifies the areas you ought to learn more. Your teacher will check and analyze your score to determine your learning needs.

2. This learner’s material contains relevant information and activities. Go over each activity carefully. If you encounter difficulties, do not hesitate to consult your teacher for assistance. Do not skip any topic unless you are told to do so. REMEMBER that each activity is a preparation for the succeeding activities.

3. For every lesson/learning outcomes, perform the enhancement activities to enrich the knowledge and skills.
4. After successfully finished the tasks, answer the post-test to be given by your teacher. Your score will be analyzed and will be used by your teacher for the computation of your grades.

5. Lastly, DO NOT mark the learner’s material in any way.

---

**DIAGNOSTIC ASSESSMENT**

**MULTIPLE CHOICE**

*Directions*: Read and analyze the statement carefully. Identify the letter that corresponds to the correct answer. Write your answer on your answer sheet.

1. The process of buying the right amount of food at the right time, from the right place and from the right source.
   - A. Purchasing
   - B. Serving
   - C. Storing
   - D. Receiving

2. An agency that monitors and evaluates the processing of foods, drugs, and other related products of manufacturers to ensure the standard quality for safety of the market.
   - A. Department of Health
   - B. Department of Trade and Industry
   - C. Food and Drug Administration
   - D. National Nutrition Council

3. The following are effective purchasing steps and procedures except one:
   - A. Develop purchase orders
   - B. Estimate inventory of stocks
   - C. Identify needs by planning
   - D. Select and negotiate with vendors
4. A guide in cooking that tells exactly how to cook a certain dish
   A. Meal         C. Menu
   B. Meal pattern D. Recipe

5. It refers to the distinctive taste of the food.
   A. Color         C. Palatability
   B. Flavor & aroma D. Texture

6. This refers to the amount of a single portion of a final product
   A. Ingredients   C. Serving size
   B. Recipe yield D. Volume of an ingredient

7. These are the food items used in the recipe.
   A. Ingredients C. Meal
   B. Dish        D. Menu

8. Process that includes storage, preparation, and disposal of food
   A. Food safety C. Purchasing
   B. Marketing D. Management

9. The range of room temperature where bacteria multiply rapidly
   A. 5.32 to 60 °C   C. 10 to 48.8 °C
   B. 7.22 to 60 °C   D. 15.5 to 52 °C

10. Cooking method where heat is conducted without moisture and no water is added.
    A. Broiling and grilling C. Dry heat
       B. Combination method D. Moist heat

11. Process where food is repeatedly basted with highly seasoned sauce.
    A. Baking C. Grilling
       B. Barbecuing D. Steaming

12. Cooking process where food is first browned in a small amount of fat in a slow heat.
    A. Braising C. Roasting
       B. Poaching D. Stewing
13. Cooking in an open grid over a heat source which is below the food
   A. Broiling       C. Grilling
   B. Frying         D. Roasting

14. Soup made by simmering an ingredient in a thickened liquid
   A. Clear soup     C. Puree soup
   B. Cream soup     D. Vegetable soup

15. A clear liquid soup derived by simmering meaty cuts in water until good flavor, body and color develop.
   A. Broths         C. Cream soup
   B. Consommé       D. Thick soup

16. One of the popular foods with vitamin B and Iron that is being cooked uncovered in a large amount of boiling water in a stock pot
   A. Cereals        C. Rice
   B. Pasta          D. Root crops

17. Fast and efficient meal service that is commonly used in school and industrial services.
   A. Buffet service C. Counter service
   B. Cafeteria service D. Table service

18. A sauce that is prepared by emulsifying melted or clarified butter and water with partially cooked egg yolks.
   A. Brown sauce    C. Grand sauce
   B. Hollandaise sauce D. White sauce

19. Used to lubricate and add accent to the salad.
   A. Dressing       C. Sauce
   B. Garnishing     D. Starch

20. Appetizers which are tiny open-faced sandwiches of bite size and usually high flavored or tangy.
   A. Canapé         C. Hors d’ oeuvres
   B. Cocktail       D. Relishes

21. Appetizer which includes carrots and curl lettuce, cucumber sticks, celery, black olives, peanut and the like.
   A. Cocktail       C. Relishes
   B. Hors d’ oeuvres D. Salads
22. Cheese, sesame seeds, croutons, herbs, toasted garlic and whipped cream are examples of:
   A. Body of salad  C. Salad green
   B. Dressing      D. Toppings

23. An ingredient that adds moisture to a sandwich and helps to hold it together as it is picked up and eaten.
   A. Bread        C. Garnishes
   B. Fillings     D. Spreads

24. Piece of cloth, paper or plastic used to cover the dining table.
   A. Placemat     C. Silence cloth
   B. Runner       D. Table cloth

25. A long, narrow strip of cloth used to provide accent to a bare table.
   A. Placemat     C. Silence cloth
   B. Runner       D. Table cloth

26. Water tumbler, juice glass, whiskey glass, and goblet are some common examples of
   A. Beverage ware C. Dinnerware
   B. Chinaware    D. Flatware

27. It includes all the tools used for eating and serving.
   A. Chinaware    C. Flatware
   B. Dinnerware   D. Glassware

28. A formal service type where food is arranged from soup to dessert and served by the waiter from the platter to the individual plates of guests on the left side.
   A. American service C. French service
   B. Buffet service   D. Russian service

29. An alcoholic beverage that is distilled from a fermented mash of sugar that comes from juice or molasses which is generally bottled at 40 % alcohol
   A. Gin        C. Wine
   B. Rum        D. Whiskey
30. A flavored, distilled, and colorless to pale yellow liquor made from a fermented mash of cereal grains
   A. Gin       C. Wine
   B. Rum       D. Whiskey

31. Laying flatware, the fork is placed with tines facing up at the ________ of the plate
   A. Left side     C. Upper side
   B. Right side    D. Lower side

32. Serving flatware is generally laid at the ________ of the dish to have the serving flatware stuck into the food at the start of the meal.
   A. Left side        C. Upper side
   B. Right side       D. Lower side

33. Cups and saucers are placed at the top
   A. Left side       C. Upper side
   B. Right side      D. Lower side

34. Drinking glasses are placed at the tip of the knife or spoon at ________ of the cover
   A. Left side       C. Upper side
   B. Right side      D. Lower side

35. Serving dishes are placed in the middle of the table in a manner that will not make the table look cluttered. Make sure that ______ for each dish is provided and placed near the dishes
   A. Serving flatware       C. Knife
   B. Fork                   D. Tong

36. Sandwich process that is done by placing in layers over or under another bread.
   A. Layering       C. Piping
   B. Molding        D. Portioning

37. Dividing the pieces of bread into serving sizes.
   A. Layering       C. Piping
   B. Molding        D. Portioning

38. Forming the bread into desired shapes
   A. Layering       C. Piping
   B. Molding        D. Portioning
39. Trimming edges of the bread.
   A. Layering       C. Piping
   B. Molding       D. Portioning

40. Bread that is soaked in egg and milk and fried in a non stick pan
   A. Layering       C. Piping
   B. Molding       D. Portioning

41. These are slices of bread with fillings such as peanut butter and jelly, cheese or meat and others before serving
   A. Fried       C. Open-faced
   B. Grilled       D. Regular

42. A multi-layered sandwich with fillings in between
   A. Club sandwich       C. Ethnic bread
   B. Domino bread       D. Pitta bread

43. An ingredient that adds moisture to a sandwich and help hold it together.
   A. Bread       C. Garnishes
   B. Fillings       D. Spreads

44. This is a hot or cold type which is the main focus of a sandwich
   A. Bread       C. Garnishes
   B. Fillings       D. Spreads

45. Following are materials for packaging except one:
   A. Chopping board       C. Grease proof food wrap
   B. Container       D. Wrapper

46. Includes all tools used for eating and serving
   A. Beverage ware       C. Flatware
   B. Dinnerware       D. Linens

47. These includes all dining implements used to serve all types of beverage
   A. Beverage ware       C. Flatware
   B. Dinnerware       D. Linens

48. The most common type of napkin folding used in any occasion
   A. Basic fold       C. Candle
   B. Birds of paradise       D. Mexican fold
49. An alcoholic beverage that is produced from the fermented juices and other fruits.
   A. Beer  C. Liquors
   B. Gin    D. Wine

50. Recognized as distilled alcoholic beverage
   A. Beer  C. Liquors
   B. Gin    D. Wine
Personal Entrepreneurial Competencies (PECs)

Quarter I  
Time Allotment: 4 hours

Module 1
Personal Entrepreneurial Competencies

Introduction

In this module, you will learn more about entrepreneurship and the entrepreneurial competencies related to Household Services. You will have a first-hand experience in educational activities leading to personal assessment of your entrepreneurial competencies and assessment of entrepreneurial competencies of a successful housekeeper within your province. You will also have some activities that will align your competencies those of successful practitioners. Moreover, this module will stimulate your mind to think about entrepreneurship and its role in the business community, as well as in the economic and social development.

To start with this module, let us first understand entrepreneurs and entrepreneurship.

Entrepreneurs are people with skills and capabilities to see and evaluate business opportunities. They are individuals that can strategically identify products or services needed by the community and they have the capacity to deliver these at the right time and at the right place.

Entrepreneurs are agent of economic change; they organize, manage and assume risks of a business. Some of the good qualities of an entrepreneur are opportunity seeker, risk taker, goal setter, excellent planner, a confident problem solver, hardworking, persistent and a committed worker.

Entrepreneurship, on the other hand, is not just a simple business activity. It is a strategic process of innovation and new venture creation. Basically,
entrepreneurship is both an art and science of converting business ideas into marketable products or services to improve the quality of living.

Now that you have a little background knowledge about entrepreneurs and entrepreneurship, can you now walk through in assessing your PECs? Always remember that “Successful entrepreneurs continuously develop and improve their PECs.”

To begin with, let us first try to find out the competencies you will master as you finish this module.

OBJECTIVES

At the end of this module, you are expected to:

- identify areas for improvement, development and growth;
- align your PECs according to your business or career choice; and
- create a plan of action that ensures success in your business or career choice.

Now that you have an idea about the enabling knowledge and skill that you will develop and master, take the first challenge in this module – the pre-assessment.

PRE-ASSESSMENT

As part of your initial activity, you will be challenged to dig deeper on your knowledge and previous experiences on the topic. Try to diagnose or assess what you already know about PECs by answering Task 1.

Task 1: Matching Type

**Direction:** Match the entrepreneurial competencies in column A with their meaning in column B. Write the letter of the correct answer on the space provided before each number.
Task 2: Guide Questions

Direction: The following are guide questions which encapsulate the entire module. Write your answers on your assignment notebook, then share these to the class.

A. Explain why entrepreneurial activities are important to social development and progress of the economy.
B. What entrepreneurial activities do you know and capable of doing which are related to **Household Services**?
C. Given the opportunity to own a business that relates with **Household Services**, are you confident to manage it? Explain your answer.
D. What do you think are the most important competencies you must possess in order to be successful in running your chosen business?
E. Name successful entrepreneurs from your Province whose business is related to **Household Services**. Be able to share to the class their PECs that made them successful.

After answering all the guide questions to the best of your knowledge and skills, share those with your classmates. You too, may compare your insights, personal knowledge of, and relevant experiences on the topic to make it more exciting and engaging.
LEARNING GOALS AND TARGET

After understanding the objectives of this module, having gone through pre-assessment, and answering the guide questions, you will be asked to set your own personal goals. These goals will trigger you to further achieve the ultimate objective of this module. In the end, these goals will motivate you to learn more about PECs.

Figure 1: Strategic process to achieve the objectives of this module

READING RESOURCES AND INSTRUCTIONAL ACTIVITIES

After setting your own personal goals and targets in achieving the objectives of this module, check your inherent knowledge of PECs. Answer the following guide questions with the help of your classmates.

Task 3: Group Activity

Direction: Answer the following guide questions on a separate sheet of paper. Share your answers to the class.

1. Explain the importance of assessing one’s PECs before engaging in a particular entrepreneurial activity.

________________________________________________________________

________________________________________________________________

2. Are there other strategies or approaches where you can assess your PECs? Explain how those strategies will become more useful in selecting a viable business venture.

________________________________________________________________

________________________________________________________________

________________________________________________________________
3. What are the desirable personal characteristics, attributes, lifestyles, skills and traits of a prospective entrepreneur? Why are these important?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

4. Why there is a need to assess one's PECs in terms of characteristics, attributes, lifestyles, skills and traits before starting a particular business?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

5. What is the significance of evaluating PECs of a successful entrepreneur? What helpful insights can you draw from this activity?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

How was your experience in answering the guide questions with your classmates? Were you able to benefit from them? What were the insights you have realized?

This time you’re going to study the different topics that will enrich your knowledge of PECs. Read carefully all the important details about the succeeding topic.

Assessment of Personal Entrepreneurial Competencies (PECs) and Skills vis-à-vis a Practicing Entrepreneur or Employee in a Province

Entrepreneurial competencies refer to the important characteristics that should be possessed by an individual in order to perform entrepreneurial functions effectively. In this module, you will learn some of the most important characteristics, attributes, lifestyle, skills and traits of a successful entrepreneur in order to be successful in a chosen career.
Below are few important characteristics / traits / attributes of a good entrepreneur:

- **Hardworking**: One of the important characteristics of a good entrepreneur is hardworking. This means habitually working diligently for a long period of time. Hardworking people keep on improving their performance to produce good products and/or provide good services.

- **Self-confidence**: Entrepreneurs have confidence in one’s ability and own judgment. They exhibit self-confidence in order to cope with all the risks of operating their own business.

- **Discipline**: Successful entrepreneurs always stick on the plan and fight the temptation to do what is unimportant.

- **Committed**: A good entrepreneur accepts full responsibility of everything in his/her business. He/she gives full commitment and solid dedication to make the business successful.

- **Ability to accept change**: Nothing is permanent but change. Change occurs frequently. When you own a business, you should cope-up and thrive on changes. Capitalize on positive changes to make your business grow.

- **Creative**: An entrepreneur should be creative and innovative to stay in the business and in order to have an edge over the other competitors.

- **Has the Initiative**: An entrepreneur takes the initiative. You must put yourself in a position where you are responsible for the failure or success of your business.

- **Profit-Oriented**: An entrepreneur enters into the world of business to generate profit or additional income. This shall become the bread and butter for you and for your family as well. Therefore, you must see to it that the business can generate income.
Listed below are the important skills of a successful entrepreneur:

- **Planner:** Planning is strategic thinking and setting of goals to achieve objectives by carefully maximizing all the available resources. A good entrepreneur develops and applies step-by-step plans to realize goals. A good entrepreneur knows that planning is an effective skill only when combined with action.

- **People Skills:** It’s a very important skill in order to be successful in any kind of business. People skills refer to effective and efficient communication and relation to people working in and out of your business. In day-to-day business transactions, you need to deal with people. A well-developed people skill can spell out the difference between success and failure of the business.

- **Decision Making:** Successful entrepreneurs have the ability to think quickly and to make a wise decision towards pre-determined set objectives. No one can deny that the ability to make wise decisions is an important skill that an entrepreneur should possess. Sound decision should spring out from given facts and information and should be towards the pre-determined objectives.

In order to firm up what you have learned and to have a better appreciation of the different entrepreneurial competencies, read the PECs checklist presented below, then answer the same.

**Task 4: PECs Checklist**

**Directions:** Using the PECs checklist, assess yourself by indicating a check (/) mark in either strengths or development areas column. Interpret the results by counting the total number of check marks in each of the columns. After accomplishing the checklist, form a group and share your insights and experiences why you come up with that personal assessment.
Table 1: PECs Checklist

<table>
<thead>
<tr>
<th>Personal Entrepreneurial Competencies of an Entrepreneur</th>
<th>Personal Assessment in terms of:</th>
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<tbody>
<tr>
<td></td>
<td>Strengths</td>
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<tr>
<td>Hardworking</td>
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<tr>
<td>Working diligently</td>
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<tr>
<td>Self-confidence</td>
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<td>Confidence in one’s ability</td>
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<tr>
<td>Discipline</td>
<td></td>
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<tr>
<td>Always stick to the plan</td>
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<tr>
<td>Committed</td>
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<tr>
<td>Solid dedication</td>
<td></td>
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<tr>
<td>Ability to accept changes</td>
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<tr>
<td>Adoptable to change</td>
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<tr>
<td>Creative</td>
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<tr>
<td>Innovative to have edge over other competitors</td>
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<tr>
<td>Profit-oriented</td>
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<tr>
<td>Always looking for income</td>
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<tr>
<td>Planner</td>
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<tr>
<td>Strategic thinking and setting of goals</td>
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<td>People Skill</td>
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<td>effective and efficient communication and relation to people</td>
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<td>Decision Making</td>
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<td>make a wise decision towards the set objectives</td>
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<td>TOTAL</td>
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How was your experience in discovering your strengths and the areas to be developed? Did you gain valuable experience in exchanging insights with your classmates? To learn more and deepen your understanding of PECs, do the Task 5 below.

**Task 5: Interview**

Interview a successful *housekeeper* or entrepreneurs in your province whose type of business is related with *Household Services*. Focus your interview on PECs and other business-related attributes that helped them become successful. Analyze the result of the interview and reflect on the similarities and/or differences. Write your answer on a separate sheet of paper.

**Sample Interview Guide**

Name of Proprietor/Practitioner: _________________________________
Age: ______________ Number of Years in Business: __________________
Business Name: ____________________________________________
Business Address: ____________________________________________

1. What are your preparations before you engaged in this type of business or job?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What are your special skills and characteristics that are related with your business or job?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
3. How did you solve business-related problems during the early years of your business operation?

________________________________________________________________________

________________________________________________________________________

4. Did you follow the tips from a successful businessman or practitioner before you engage in your business?

________________________________________________________________________

________________________________________________________________________

5. What are your best business practices that you can share with aspiring students?

________________________________________________________________________

________________________________________________________________________

6. What are the salient characteristics, attributes, lifestyle, skills and traits that made you successful in your business or job?

________________________________________________________________________

________________________________________________________________________

Note: Cull the needed information from the interview to supply answer/s to Row 1 in the table below. Meanwhile, fill out the second row with your PECs.

<table>
<thead>
<tr>
<th>Personal Entrepreneurial Competencies</th>
<th>Characteristics</th>
<th>Attributes</th>
<th>Lifestyles</th>
<th>Skills</th>
<th>Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Entrepreneur in the province</td>
<td></td>
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<tr>
<td>My PECs</td>
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</tbody>
</table>
Using the information on the table above, analyze and reflect on the similarities and differences in your answers. Put your reflection on the table below. Write your conclusion on the space provided.

<table>
<thead>
<tr>
<th>Personal Entrepreneurial Competencies</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributes</td>
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<tr>
<td>Lifestyles</td>
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<tr>
<td>Skills</td>
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<tr>
<td>Traits</td>
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Conclusion:
_____________________________________________________________________
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_____________________________________________________________________

After performing the activities on the importance of PECs, let’s determine how much you have learned. Perform Task 6 to determine how well you have understood the lesson.
Task 6: Preparation of a Plan of Action

Directions: Using the table below and the information generated from Task 5 (Interview), prepare an action plan that indicates how you would align your PECs to the PECs of a successful entrepreneur in Household Services in your province.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Area</th>
<th>Activities</th>
<th>Strategies</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>To align my PECs with the PECs of a successful entrepreneur in Household Services.</td>
<td>Characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
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<td>Attribute</td>
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<td>Traits</td>
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</tbody>
</table>

Task 7: Essential Questions

Directions: Read and study the following questions below. You may use a separate sheet of paper or your notebook to write your answers.

1. Why is there a need to compare and align one’s PECs with the PECs of a successful entrepreneur?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________.

27
2. How does your action plan help sustain your strong PECs and/or address your development areas?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

3. What plan of action would you do to address your development areas?

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
ENVIRONMENT AND MARKET(EM)

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner demonstrates understanding of environment and market in <strong>Household</strong></td>
<td>The learner independently creates a business vicinity map reflective of potential market in <strong>Household</strong></td>
</tr>
<tr>
<td>Services in one’s Province.</td>
<td>Services in a province.</td>
</tr>
</tbody>
</table>

Quarter I

Module 2

Environment and Market

Introduction

People who aspire to start a business need to explore the economic, cultural and social conditions prevailing in an area. Needs and wants of the people in a certain area that are not met may be considered as business opportunities. Identifying the needs of the community, its resources, available raw materials, skills, and appropriate technology can help a new entrepreneur in seizing a business opportunity.

To be successful in any kind of business venture, potential entrepreneurs should always look closely at the environment and market. They should always be watchful on the existing opportunities and constraints. The opportunities in the business environment are those factors that provide possibilities for a business to expand and make more profits. Constraints, on the other hand, are those factors that limit the business to grow, hence reduce the chance of generating profit. One of the best ways to evaluate the opportunities and constraints is to conduct SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis.

SWOT Analysis is a managerial tool to assess the environment. This gathers important information which in turn is used in strategic planning. Strengths and weaknesses are internal in an organization. Basically, they relate to resources owned by organization, things that you have control over and as well as to the extent of its marketing.
Opportunities and threats exist in the external environment. Opportunities relate to the market, to the development of new technologies, and external factors such as government policies, climate, and trends. Threats relate to what the competition is doing as well as legal and other constraints.

Now that you have read some important considerations to look into to be successful in any business, you are now ready to explore more about the environment and market.

To begin with, let’s find out the competencies that you will master as you finish this module.

OBJECTIVES
At the end of this module, you are expected to:

• identify what is of “value” to the customer;
• identify the customer to sell to;
• explain what makes a product unique and competitive;
• apply creativity and innovative techniques to develop marketable product; and
• employ a unique selling proposition (USP) to the product and/or service.

Now that you have an idea about the things you will learn, take the first challenge in this module – the pre-assessment.

PRE-ASSESSMENT
Task 1: Multiple-Choice

Directions: Choose the letter of the best answer. Write your answer on a separate sheet of paper.

1. This is generated by examining the goods and services sold in the community.
   A. business creation          C. business concept
   B. business pricing          D. business idea

2. A process of making a new product to be sold to the customers.
   A. product analysis          C. product development
   B. product conceptualization D. product implementation
3. These are luxuries, advantages and desires that every individual considers beyond necessary.
   A. wants  
   B. desires  
   C. requirements  
   D. needs

4. This is the factor or consideration presented by a seller as the reason that one product or service is different from and better than that of the competition.
   A. unique selling plan  
   B. unique selling proposition  
   C. unique pricing policy  
   D. finding value-added

5. In this stage, the needs of the target market are identified, reviewed and evaluated.
   A. concept development  
   B. economic analysis  
   C. project development  
   D. refine specification

6. This is the introduction of new ideas to make the product and services more attractive and saleable to the target customers.
   A. new idea  
   B. creativity  
   C. product development  
   D. innovation

7. A managerial tool used to assess the environment and to gather important information that can be used for strategic planning.
   A. environmental scanning  
   B. SWOT Analysis  
   C. WOTS Analysis  
   D. survey analysis

8. A marketing practice of creating name, symbol or designs that identifies and differentiate a product from the other products.
   A. product naming  
   B. unique selling proposition  
   C. branding  
   D. tagline

9. This is a meaningful and unforgettable statement that captures the essence of the brand.
   A. product naming  
   B. unique selling proposition  
   C. branding  
   D. tagline
10. These are the things that people cannot live without.
   A. wants  
   B. desires  
   C. requirements  
   D. needs

**Task 2: Guide Questions:**

*Directions:* Read and study the guide questions below. Use a separate sheet of paper to write your answer.

1. How does one determine the product or services to be produced and or to be offered or delivered to the target customers?
   __________________________________________________________
   __________________________________________________________

2. How does one select an entrepreneurial activity?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. When can one say that a certain product has a “value”?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Is innovation and creativity to your product or services important? Why?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. How can one effectively respond to the needs of the target customer?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Express from the viewpoint of business owner the importance of scanning the environment and market in generating business ideas.
   __________________________________________________________
   __________________________________________________________
7. Using self-assessment, explain your level of confidence in formulating a business idea.

_______________________________________________________________
____________________________________________
_______________________________________

After all the guide questions have been answered and skills have been mastered, share those with your classmates. Discuss your insights, personal knowledge of, and relevant experiences on the topic to make it more exciting and engaging.

LEARNING GOALS AND TARGET
After reading and understanding the objectives of this module and having gone through the pre-assessment and guide questions, you will be asked to set your own personal goals. These goals will trigger you to further achieve the ultimate objective of this module. In the end, these goals will motivate you to learn more about Environment and Market.

Figure 2: Strategic process to reach the objectives of this module

READING RESOURCES AND INSTRUCTIONAL ACTIVITIES
After setting your own personal goals and targets in achieving the objectives of this module, you will have the opportunity to read and learn more about environment and market. You will also be given a chance to do practical exercises and activities to deepen your understanding of the topic.
Product Development

When we talk of product development, we are referring to a process of making a new product to be sold by a business or enterprise to its customers. The product development may involve modification of an existing product or its presentation, or formulation of an entirely new product that satisfies a newly defined customer’s needs, wants and/or a market place.

The term development in this module refers collectively to the entire process of identifying a market opportunity, creating a product to appeal to the identified market, and finally, testing, modifying and refining the product until it become ready for production.

There are basic, yet vital questions that you can ask yourself about product development. When you find acceptable answers to these, you may now say that you are ready to develop a product and/or render services:

1. For whom are the product services aimed at?
2. What benefit will the customers expect from it?
3. How will the product differ from the existing brand? From its competitor?

Likewise, needs and wants of the people within an area should also be taken into big consideration. Everyone has his/her own needs and wants. However, everyone has different concepts of needs and wants. Needs in business are important things that every individual cannot live without in a society. These include:

1. basic commodities for consumption;
2. clothing and other personal belongings;
3. shelter, sanitation and health; and
4. education.

Basic needs are essential to an individual to live with dignity and pride in a community. These needs can obviously help you generate business ideas and subsequently to product development.

Wants are desires, luxury and extravagance that signify wealth and expensive way of living. Wants or desires are considered above all the basic necessities of life. Some examples of wants or desires: fashion accessories, expensive shoes and clothes, travelling around the world, eating in an expensive restaurant; watching movies, concerts, having luxurious cars, wearing expensive jewelries, perfume, living in impressive homes, among others.

Needs and wants of people are the basic indicators of the kind of business that you may engage into because it can serve as the measure of your success. Some other good points that might be considered in business undertakings are the kind of
people, their needs, wants, lifestyle, culture and tradition, and social orientation that they belong to.

To summarize, product development entirely depends on the needs and wants of the customers. Another important issue to deal with is the key concepts of developing a product. The succeeding topic shall enlighten you about the procedure in coming up with a product.

**Concepts of Developing a Product**

Concept development is a critical phase in the development of a product. In this stage, the needs of the target market are identified and competitive products are reviewed before the product specifications are defined. The product concept is selected along with an economic analysis to come up with an outline of how a product is being developed. Below is a figure that shows the stages of concept development of a product.

![Figure 3: Concept Development](image-url)
The process of product development follows the following steps:

A. **Identify Customer Needs:** Using survey forms, interviews, researches, focus group discussions, and observations, an entrepreneur can easily identify customers’ needs and wants. In this stage, the information that can be possibly gathered here are product specifications (performance, taste, size, color, shape, life span of the product, etc.). This stage is very important because this would determine the product to be produced or provided.

B. **Establish Target Specifications:** Based on customers' needs and reviews of competitive products, you may now establish target specifications of the prospective new product and/or services. Target specifications are essentially a wish-list.

C. **Analyze Competitive Products:** It is imperative to analyze existing competitive products to provide important information in establishing product or services specifications. Other products may exhibit successful design attributes that should be emulated or improved upon in the new product or services.

D. **Generate Product Concepts:** After having gone through with the previous processes, you may now develop a number of product concepts to illustrate what types of product or services are both technically feasible and would best meet the requirements of the target specifications.

E. **Select a Product Concept:** Through the process of evaluation between attributes, a final concept is selected. After the final selection, additional market research can be applied to obtain feedback from certain key customers.

F. **Refine Product Specifications:** In this stage, product or services specifications are refined on the basis of input from the foregoing activities. Final specifications are the result of extensive study, expected service life, projected selling price and among others are being considered in this stage.

G. **Perform Economic Analysis:** Throughout the process of product development, it is very important to always review and estimate the economic implications regarding development expenses, manufacturing costs, and selling price of the product or services to be offered or provided.

H. **Plan the Remaining Development Project:** In this final stage of concept development, you may prepare a detailed development plan which includes list of activities, the necessary resources and expenses, and development schedule with milestones for tracking progress.
Finding Value

People buy for a reason. There should be something in your product or service that would give consumers a good reason to go back and buy for more. There must be something that has to make you the best option for your target customers; otherwise they have no reason to buy what you're selling. This implies further, that you offer something to your customers that they will make them value or treasure your product or service.

The value that you incorporate to your product is called value proposition. Value proposition is “a believable collection of the most persuasive reasons people should notice you and take the action you’re asking for.” Value is created by fulfilling deep desires and solving deep problems. This is what gets people moving, what gets people spending for your product or service.

Innovation

Innovation is the introduction of something new in your product or service. This may be a new idea, a new method or a device. If you want to increase your sales and profit, you must innovate. Some of the possible innovations in your products are change of packaging, improve taste, color, size, shape and perhaps price. Some of the possible innovations in providing services are application of new improved methods, additional featured services and possibly freebees.

Unique Selling Proposition (USP)

Unique Selling Proposition is the factor or consideration presented by a seller as the reason that one product or service is different from and better than that of the competition. Before you can begin to sell your product or service to your target customers, you have to sell yourself on it. This is especially important when your product or service is similar to those around you.

USP would require careful analysis of other businesses’ ads and marketing messages. If you analyze what they say or what they sell, not just their product or service characteristics, you can learn a great deal about how companies distinguish themselves from competitors.

Here’s how to discover your USP and use it to increase your sales and profit:
• Use empathy: Put yourself in the shoes of your customers. Always focus on the needs of the target customers and forget falling in love with your own product or service. Always remember, you are making this product or providing for the target customers to eventually increase sales and earn profit and not making this product or service for you. Essential question such as what could make them come back again and ignore competition should be asked to oneself. Most possible answers may be focused on quality, availability, convenience, cleanliness, and reliability of the product or service.

• Identify what motivates your customers. It is very important for you to understand and find out what drives and motivates your customers to buy your product or service. Make some efforts to find out, analyze and utilize the information what motivates the customers in their decisions to purchase the product or service.

• Discover the actual and genuine reasons why customers buy your product instead of a competitor's. Information is very important in decision making. A competitive entrepreneur always improve their products or services to provide satisfaction and of course retention of customers. As your business grows, you should always consider the process of asking your customers important information and questions that you can use to improve your product or service.

In order to firm up your understanding of the topic previously presented, you will be tasked to form a group and conduct an interview with a successful entrepreneur or practitioner. You have to document this interview and present this to the whole class for reflection and appreciation.
Task 3: Interview

Directions: Select a successful entrepreneur or practitioner. Conduct an interview using the set of questions below. Document the interview and present this to the class.

1. How did you identify your customers?
   ________________________________________________________________
   ________________________________________________________________

2. What were your considerations in selecting your customers?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Explain how your product or service becomes unique to other products.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Did you consult somebody before you engage in this business? Cite sample insights that you gained from the consultation.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. What were your preparations before you started the actual business?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What creative and innovative techniques you adopted to your product or service? What was the effect of the innovative techniques to the sales and profits of your business?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. What strategy did you consider to have a unique selling proposition to your product or service?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Task 4: Video Viewing

In order to deepen your understanding of the lesson, perform the following tasks:

1. Browse the internet and view the topics related to:
   a. customers’ needs and wants
   b. techniques in identifying customers’ needs and wants
   c. creativity or innovations in products and services
   d. unique selling proposition
   e. product development

2. Prepare a short narrative report about the aforementioned topics. You may highlight the “aspect” that intensifies your knowledge of product development.

Task 5: Product Conceptualization

**Direction:** Using the space and figures below, develop your own concept for your product or service. Utilize bullets in every stage of product conceptualization in listing important key ideas.

__________________________________________________________________________________________
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Reflect and Understand
Generating Ideas for Business

The process of developing and generating business idea is not a simple process. Some people just come up to a bunch of business ideas but are not really feasible. There are two problems that arise; first is the excessive generation of ideas that can forever remain dreaming stage and the second is when they don't have ideas and don't want to become entrepreneurs.
The most optimal way is to have a systematic approach in generating and selecting business idea that will be transferred in real business. Here are some basic yet very important considerations that may be used to generate possible ideas for business:

1. Examine existing goods and services. Are you satisfied with the product? What do other people who use the product say about it? How can it be improved? There are many ways of improving a product from the way it is made to the way it is packed and sold. You can also improve the materials used in crafting the product. In addition, you can introduce new ways of using the product, making it more useful and adaptable to the customers’ many needs. When you are improving the product or enhancing it, you are doing an innovation. You can also do an invention by introducing an entirely new product to replace the old one.

Business ideas may also be generated by examining what goods and services are sold outside by the community. Very often, these products are sold in a form that can still be enhanced or improved.

2. Examine the present and future needs. Look and listen to what the customers, institutions, and communities are missing in terms of goods and services. Sometimes, these needs are already obvious and felt at the moment. Other needs are not that obvious because they can only be felt in the future, in the event of certain developments in the community. For example, a province will have its electrification facility in the next six months. Only by that time will the entrepreneur could think of electrically-powered or generated business such as photo copier, computer service, digital printing, etc.

3. Examine how the needs are being satisfied. Needs for the products and services are referred to as market demand. To satisfy these needs is to supply the products and services that meet the demands of the market. The term market refers to whoever will use or buy the products or services, and these may be people or institutions such as other businesses, establishments, organizations, or government agencies.

There is a very good business opportunity when there is absolutely no supply to a pressing market demand.
Businesses or industries in the locality also have needs for goods and services. Their needs for raw materials, maintenance, and other services such as selling and distribution are good sources of ideas for business.

4. Examine the available resources around you. Observe what materials or skills are available in abundance in your area. A business can be started out of available raw materials by selling them in raw form and by processing and manufacturing them into finished products. For example, in a copra-producing town, there will be many coconut husks and shells available as “waste” products. These can be collected and made into coco rags or doormat and charcoal bricks and sold profitably outside the community.

A group of people in your neighborhood may have some special skills that can be harnessed for business. For example, women in the Mountain Province possess loom weaving skills that have been passed on from one generation to another. Some communities there set up weaving businesses to produce blankets, decorative and various souvenir items for sale to tourists and lowland communities. Business ideas can come from your own skills. The work and experience you may have in agricultural arts, industrial arts, home economics, and ICT classes will provide you with business opportunities to acquire the needed skills which will earn you extra income, and should you decide to engage in income-generating activities. With your skills, you may also tinker around with various things in your spare time. Many products were invented this way.

5. Read magazines, news articles, and other publications on new products and techniques or advances in technology. You can pick up new business ideas from Newsweek, Reader’s Digest, Business Magazines, “Go Negosyo”, KAB materials, and Small-Industry Journal. The Internet also serves as a library where you may browse and surf on possible businesses. It will also guide you on how to put the right product in the right place, at the right price, at the right time.

Key Concepts of Selecting a Business Idea

Once you have embarked on identifying business opportunities, you will eventually see that there are many possibilities that are available for you. It is very unlikely that you will have enough resources to pursue all of them at once.

You have to select the most promising one among hundreds of ideas. It will be good to do this in stages. In the first stage, you screen your ideas to narrow them
down to about few choices. In the next stage, trim down the choices to two options. In the final stage, choose between the two and decide which business idea is worth pursuing.

In screening your ideas, examine each one in terms of the following factors:

1. How much capital is needed to put up the business?
2. How big is the demand for the product? Do many people need this product and will continue to need it for a long time?
3. How is the demand met? Who are processing the products to meet the needs (competition or demand)? How much of the need is now being met (supply)?
4. Do you have the background and experiences needed to run this particular business?
5. Will the business be legal, not going against any existing or foreseeable government regulation?
6. Is the business in line with your interest and expertise?

Your answers to these questions will be helpful in screening which ones among your many ideas are worth examining further and worth pursuing.

**Branding**

Branding is a marketing practice of creating name, symbol or designs that identifies and differentiates product or services from the rest. It is also a promise to your customers. It tells them what they can expect from your product or service and it differentiates your offerings from other competitors. Your brand is derived from who you are, who you want to be and what people perceive you to be.

Branding is one of the most important aspects of any business. An effective brand strategy gives you a major edge in increasingly competitive markets.

The features of a good product brand are as follows:
- Delivers the message clearly
- Confirms your credibility
- Connects your target prospects emotionally
- Motivates the buyer
- Concretizes user loyalty
Here are some simple tips to publicize your brand:

- Develop a tagline. Write a meaningful, unforgettable, and easy to remember statement that captures the essence of your brand.

- Get a great logo. Create a logo suitable to your business and consistent with your tagline and place it everywhere.

- Write down your brand messaging. Select key messages you want to communicate about your brand.

- Be true to your brand. Deliver your brand promise.

- Be consistent. Be reliable and consistent every time.

In generating business idea, you should first identify what type of business is suited to your business idea. You should analyze and scan the potential environment, study the marketing practices and strategies of your competitors, analyze the strengths, weaknesses, opportunities, and the threats in your environment to ensure that the products or services you are planning to offer will be patronized within the easy reach by your target consumers.

Bear in mind these simple rules for successful SWOT Analysis:

- Be realistic about the strengths and weaknesses of your business when conducting SWOT Analysis.

- SWOT Analysis should distinguish between where your business is today, and where it could be in the future.

- SWOT Analysis should always be specific. Avoid any grey areas.

- Always apply SWOT Analysis in relation to your competition’ i.e. better than or worse than your competition’.

- Keep your SWOT Analysis short and simple. Avoid complexity and over analysis.

- SWOT Analysis is subjective.
Task 6: SWOT Analysis

**Directions**: Utilize the SWOT Analysis table below to list up all your observations. Be guided by the strategies in analyzing and formulating realistic and attainable activities. Write down the activities on the available spaces provided to create the best business idea.

<table>
<thead>
<tr>
<th>Strength (S)</th>
<th>Weaknesses (W)</th>
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<table>
<thead>
<tr>
<th>Opportunities (O)</th>
<th>Threats (T)</th>
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**Strategies**:

- **SW** - Maximize on the strengths to overcome the internal weakness.
- **OW** - Capitalize on the opportunities to eliminate the internal weakness.
- **ST** - Maximize on your strengths to eliminate the external threats.
- **OT** - Take advantage of the available opportunities to eliminate the external threats.
Analysis:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Activities:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

My Best Business Idea:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Reflect and Understand

In order to deepen your understanding of the topics previously discussed, you will be asked to perform the following activities:

**Task 7: Extra Readings and Video Viewing**

Reading books and watching videos have been considered as one of the most effective educational activities that can help learners deepen their understanding on a certain topic. In this particular task, you will be asked to conduct extra readings and video viewings in the Internet on the following topics:

A. Steps in selecting business idea
B. Criteria of a viable business idea
C. Benefits of a good brand
D. Ways on developing a brand
After successfully performing the assigned task, make a narrative report about it and share it to the class.

Task 9: Making My Own Logo

Direction: Generate a clear and appealing product brand with a logo and a tagline.
Overview

This quarter on Household Services focuses on the preparation of Hot and Cold Meals / Food for in-house or food industries preparation. Knowledge and skills in this area could help you obtain clear understanding of the concepts, principles, and techniques in preparing, cooking and serving hot and cold meals. Standard procedures on proper handling and storing of excess and unconsumed foods and ingredients will be demonstrated.

Lessons in this quarter include different learning outcomes that discuss relevant core concepts in clear and concise presentations for better and more effective understanding and assimilation. After each discussion enhancement activities both written and hands-on are prepared to help gauge your comprehension of the lesson and for critical thinking.

This quarter will prepare and guide the learners in preparing hot and cold meals following the recipe standard procedures.

Objectives

At the end of the quarter, the learner is expected to:

1. Prepare ingredients according to recipe
2. Cook meals and dishes according to recipe
3. Present cooked dishes
Let’s See What You Know

A. MULTIPLE CHOICE

Directions: Read and analyze the statement carefully and write the letter that best describes the statement. Write your answer on your answer sheet.

________ 1. The person who buys quality foods at a reasonable price
   A. Manager       C. Seller
   B. Purchaser     D. Supervisor

________ 2. The following are perishable goods except one:
   A. Cereals       C. Meat
   B. Fruits        D. Poultry

________ 3. These are food supplies which are ordered and delivered on a contractual basis.
   A. Contract items       C. Non-perishable
   B. Perishable           D. Staple food

________ 4. One who works in food business that handles food properly following good hygiene practices.
   A. Cook       C. Seller
   B. Food handler D. Supervisor

________ 5. A guide in cooking that tells exactly how food will be prepared.
   A. Dish       C. Menu
   B. Meal       D. Recipe

________ 6. This refers to the amount of a single portion of a final product
   A. Ingredients       C. Serving size
   B. Recipe yield      D. Volume of an ingredients

________ 7. These are the food items used in the recipe.
   A. Ingredients       C. Meal
   B. Dish               D. Menu

________ 8. It refers to the distinctive taste of the food.
   A. Color       C. Palatability
   B. Flavor & aroma D. Texture
9. The range of room temperature where bacteria multiply rapidly
   A. 5.32 to 60 °C       C. 10 to 48.8 °C
   B. 7.22 to 60 °C       D. 15.5 to 52 °C

10. Cooking method where heat is conducted without moisture and no water is added.
    A. Dry heat       C. Broiling and grilling
    B. Moist heat     D. Combination method

B. QUICK WRITES
   Directions: Explain how different cooking methods are being done. Give at least one dish using the cooking method shown below. Write your answer on your answer sheet.

   - Boiling
   - Frying
   - Braising
C. WORD HUNT

Directions: Encircle the six (6) foods and cooking terms you can find in the puzzle below, then explain each on a separate sheet of paper.

```
  E M B I S Q U E S L I S C E R
  A B G R P C D G R N D A R B E
  I Y C B A X O R B G B U E U C
  M D O O S O C A T A R C A F I
  I E W M E N U N K L O E M F P
  S A L S A E K D O M T E S E E
  E E T I Q M I S K T H E O J P
  N S L I O M T A N G S G U K P
  P B M O S M L U G A S R P M E
  L F O Y G A Y C U L R P S Y R
  A O B R P J L M F R E Y O O N
  C I D E S S E R T O D O M N R
  E M L M A Y O N N A I S E J G
```
Learning Outcome 1:
Prepare Ingredients According to Recipe

This lesson, Preparing Ingredients according to Recipe, provides the learners with the basic concepts and principles in purchasing quality goods and products, proper handling procedures, and monitoring of proper temperature range in food preparation. Knowledge and skills in these aspects will help the learners to effectively prepare and serve a special recipe for any type of occasions.

Objectives:

At the end of the lesson, the learner is expected to:

1. Explain the characteristics of effective purchasing steps and procedures
2. Determine the food quantity with the right price of goods
3. Develop skills in purchasing goods and products
4. Demonstrate safety handling procedures
5. Show correct and proper use of recipe
6. Standardize and quantify recipes
7. List important temperatures in food preparation.
Lesson 1: Purchasing

Purchasing of food and supplies is one of the most important activities in home and in any food establishment. It is defined as the process of buying the right amount of food at the right time, from the right place and from the right source. It is a complex and dynamic process with the goal of securing the pre-established standards for quantity and with economical price to meet the needs of the food service operation.

The food purchaser must know effective purchasing procedures to ensure that the best quality of food is bought at a reasonable price. Food can easily become contaminated during the various stages of the food flow from purchasing, receiving, storing, preparation, holding, and serving. Time and correct temperatures need to be monitored closely.

In purchasing, quality should never be sacrificed in favor of cost. Remember that not all expensive goods, however, are necessarily of good quality.

The main objectives of an effective purchasing program are to:

- Buy the product that is best suited for the menu
- Buy the proper quantity of the item.
- Pay the proper quantity of the item.
- Deal with only reputable and dependable suppliers.
Purchasing techniques include comparative shopping, evaluation of new products, wise judgment in timing large purchases of seasonal items and selection of the most efficient supplier. And, a buyer must understand food specifications and formulations, and be able to evaluate these in terms of price and quantity. Quality grade, weight, count, contents, and packaging of the product are need to be considered in purchasing the products.

The following are essential guidelines that you should remember for effective purchasing activity:

1. **Buy the Right Quantity.**
   Buy quantities based on the operation’s needs and par stocks to avoid storage cost, wastage, pilferage, and too much money tied up in the storeroom.

2. **Buy the Right Quality**
   The right quality is not always the best qualities. The right quality is that determined by the needs of operations and communicated through food specifications. This is what must be strictly followed and monitored.

3. **Buy at the Right Price**
   Canvass, canvass, and canvass. Do not be satisfied with just one or two suppliers. Go out of your way to find establishments with good prices.

4. **Buy from the Right Source.**
   Be sure that your supplier is reputable and reliable. Their products must be safe and come from good sources. They must also deliver what they promise within the given period of time.

5. **Buy at the Right Time.**
   Observe the needs of the production area carefully. Schedule regular purchases based on the needs. Avoid emergency purchases as this costs money. Consider ingredients in season and delivery lead-time of suppliers. Practice “just-in-time” whenever practical.
Effective Purchasing Steps and Procedures

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify needs by planning new reviewing existing menus for each</td>
<td>Planning and reviewing menus helps in understanding customer preferences and planning accordingly.</td>
</tr>
<tr>
<td>business unit of the food service organization</td>
<td></td>
</tr>
<tr>
<td>Determine standards of quality for each food item and write</td>
<td>Establishing quality standards ensures that the food is of consistent and high quality, meeting customer expectations.</td>
</tr>
<tr>
<td>specifications.</td>
<td></td>
</tr>
<tr>
<td>Estimate quantities needed.</td>
<td>This helps in making informed decisions about ordering and inventory management.</td>
</tr>
<tr>
<td>Calculate desired inventory or stock levels for each item.</td>
<td>Calculating stock levels ensures that the organization is prepared for demand and reduces wastage.</td>
</tr>
<tr>
<td>Identify the amounts to purchase by subtracting stock levels from</td>
<td>This step ensures that the organization orders the right amount of stock, avoiding under- or over-stocking.</td>
</tr>
<tr>
<td>desired quantities.</td>
<td></td>
</tr>
<tr>
<td>Develop purchase orders.</td>
<td>Purchase orders are essential for tracking the order process and ensuring timely delivery.</td>
</tr>
<tr>
<td>Conduct market research on potential vendors product availability</td>
<td>Conducting market research helps in identifying potential vendors, ensuring that the organization selects the best option.</td>
</tr>
<tr>
<td>Select and negotiate with vendors</td>
<td>Negotiating with vendors ensures that the organization gets the best price and terms, maximizing value for money.</td>
</tr>
</tbody>
</table>

*Figure 1: The basic flow of purchasing activities*
Groups of Purchases

Food purchases may be broken down into three categories: perishable foods, semi-perishable foods, and staple or non-perishable.

1. **Perishable foods** are foods that deteriorate quickly. It includes meat, poultry, seafood, fruits, vegetables, dairy products, eggs, and the like. These should be purchased from the local market regularly to ensure freshness of supply.

![Perishable Foods Image]

2. **Semi-perishable foods** are foods that can be kept for a limited period of time. It can be purchased from the local market every week. It includes potatoes and other root crops, some varieties of banana like saba, nuts and onions, garlic and egg.

![Semi-perishable Foods Image]

3. **Staple or non-perishable foods** are foods that can be kept for an unlimited period of time. These foods do not spoil rapidly and can be purchased as:

a. **Grocery items** include processed/preserved food like dried or deep frozen, canned goods and jams.

![Grocery Items Image]
b. **Contract items** are food item supplies, which are ordered and delivered on a contractual basis. These items include milk, sugar, coffee, bread, ice cream and biscuits.

![Contract items example](image)

**Remember**: There are some perishable food and other dry products that can be purchase as contract items but best to purchased non – perishable because it can be kept for a long period of time.

**Here are other important reminders.**

1. Make an inventory of the available ingredients and supplies in your storage.
2. Classify your needs from supplier into consumable and non-consumable, either wet or dry goods. This step will help you from over tripping to the market.
3. Know the sources of wholesale buying.
4. Cooking gas should be brought separately from basic items, as their item could be ordered by phone as scheduled. It is suggested that a standby/reserved container be made available if needed.
5. Find out if your cold storage equipment are in good condition to be sure that the purchased perishable goods will not be spoiled.
6. Buy supplies of fruits and vegetables which are in season.
7. Plan for sufficient food to last until the next buying activity.
8. Read label to find out what you need.
10. Buy only the food needed that can be stored and used within a safe period of time.
11. Buy and use food when cost and time warrant their use.
Determining Food Quantity and Right Food Prices

Planning food for the family gives both fun and excitement. It is a rewarding activity when members of the family appreciate and enjoy the food that you prepare for them. So it is a challenge for you to think and decide in advance the preparation of food intended for a certain period of time which can satisfy their food needs.

Providing varieties of food with nutritious content for family satisfaction and spending money wisely are some of the factors to consider in planning the food systematically.

The secret of getting the constant good taste of food is in the correct measurement of ingredients. Hence, it is a must that one should clearly and effectively understand the standard units of measurement, equivalents and its possible substitute ingredients for a certain recipe. Knowing the exact measurement of ingredients will greatly help you determine the cost of your food and how much you can spend for it.

Sometimes ingredients are available in the packaging. You just need to know the equivalent units of measurement in the different measuring systems, such as the English and metric system. Exact measurement of ingredients is very important in the kitchen. The accuracy of the measurements done guarantees success in cooking a recipe and thus saves family budget.
Review of Learning Outcome 1

MODIFIED TRUE OR FALSE
Directions: Write TRUE if the statement is correct; FALSE if it is not correct. Then, change the underlined word/s to make the statement correct.

1. Purchasing is the process of buying the right amount of food at the right time and at the right price.
2. Food cannot easily be contaminated during purchasing, receiving, storing, preparing and serving of foods and supplies.
3. Securing the pre-established standards for quantity and quality is the major goal of planning activity.
4. Conducting market research is the first step in purchasing activity.
5. Buying from the right source means that the buyer should go to a reputable and reliable source.

DISCUSSION
Directions: Discuss briefly some of the practical purchasing tips that you can give about the following items. Put your answers in your notebook. The scoring rubric will be basis for evaluating your output.
FIELD WORK.

Directions: Visit a nearby restaurant or any food establishment in your community with your buddy. Interview at least three (3) owner managers or the chief cook. Ask their main considerations in preparing the recipe, its quantity and determining the price of their menu. Put the answers gathered from the interview in a half index card following the given format below.

<table>
<thead>
<tr>
<th>Name of Food establishment</th>
<th>Factors to Consider in recipe preparation</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._______________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2._______________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3._______________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring Rubrics for Discussion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5 %</td>
</tr>
<tr>
<td>Organization</td>
<td>2.5 %</td>
</tr>
<tr>
<td>Creativity</td>
<td>2.5 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10 %</td>
</tr>
</tbody>
</table>

Let’s Do It!
Meal Preparation is a series of activities that start from washing, peeling, cutting of foods for cooking. But we need to ensure the good quality of food.

Food quality is a composite of several criteria determined by stimuli coming from food and attitude of values attached by the consumer to food. A food is considered good to eat if it is nutritious, palatable, sanitary, digestible, and economical.

**Food Safety Handling**

The safety of everybody should be ensured at all times. It should be first and foremost concern of every person at home and elsewhere, and utmost in food handling.

Food safety handling is one of the most important concerns of any food service operation. It includes storage, preparation, and disposal. The kitchen, being the production area of food preparation, should be kept clean and safe. Hazards and risks in the kitchen should be identified as early as possible so outbreak of food borne illness could be controlled.
Food must be safely handled when it is served to the guest, too. Proper tools like service gear, tongs, and scoops, should be used while serving food. Plates should be handled by their outer surfaces and edges, flatware by its handles, and glassware by its foot. Disposable gloves are recommended. Unused and uneaten food should not be re-used unless it is in individually packed containers.

In ensuring proper sanitation standards in the food production facility, three basic areas should be considered. First is the hygiene of the individual food handlers themselves. Any sanitation program, no matter how well conceived, would certainly fail if food handlers themselves lack personal hygiene. Second is to ensure proper sanitation practices in the food preparation facilities and equipment which is essential to ensure proper sanitation. Finally, the procedures and production practices have to be reviewed and possible sources of contamination and unsanitary conditions eliminated and improved.

Figure 1: Food Safety Handling Procedures
Identifying common hazards and risks in the kitchen is not enough. These should be immediately and properly addressed to ensure the safety of food being prepared. The food handler in the home kitchen is capable of spreading infections. It is important then for each person handling foods to practice personal hygiene.

*Foodhandler* is anyone who works in a food business and who handles food and surfaces that are likely to be in contact with foods such as cutlery, plates and bowls. He/She may do many different things for a food business, which include cooking, preparing, serving, packing, displaying, and storing food. Food handlers can also be involved in manufacturing, producing, collecting, extracting, processing, transporting, delivering, thawing, and preserving food.

Employees must practice good personal hygiene when serving food. This starts with a clean uniform and an effective hair restraint.

- Food handlers should avoid touching food with their bare hands
- They can use tongs, serving spoons, disposable gloves, or deli tissue when handling meats, cheeses, prepared salads, or when making sandwiches
- Food service crew must hold serving utensils by the handle only, and they must never touch the part of the utensil that comes into contact with food,
- A single utensil should be used for each food item, and the utensil should be stored in the food between uses.
- Always store serving utensils in a way that permits the food service crew to grab the handle without touching the food.
Food that has been served or sold to and is in the possession of a customer may not be returned and offered for service or sale to another customer. Two acceptable exceptions to this rule are:

- A container of a non-potentially hazardous food (i.e., a narrow – neck bottle of catsup or steak sauce) that is dispensed in a way that protects the food from contamination and the container is closed between uses; or
- Non-potentially hazardous foods such as crackers, salt, or pepper in an unopened, original package and maintained in a sound condition.

**Cross Contamination**

It is the physical movement or transfer of harmful bacteria from one person, object or place to another. Prevent cross contamination is the key factor in preventing food borne illness.

*The bacteria can transfer from:*

1. **Hand to food Contamination** - Occurs when contaminated hands handle cooked or ready to eat foods. How to prevent hand to food contamination:
   - Wash hands properly
   - Cover cuts, sores and wounds
   - Keep fingernails short, unpolished & clean
   - Avoid wearing jewelry, except for plain ring.

   *When to wash hands*

   **Before:**
   - Beginning food preparation
   - Putting on disposable gloves
   - Serving customers

   **After:**
   - Arriving at work and after break
   - Using the restroom, washing sinks
   - Eating, drinking, smoking, chewing tobacco and gums
   - Using the telephone
   - Using handkerchief or tissue
   - Handling inventory
   - Handling raw foods
• Touching or scratching a part of the body
• Coughing, sneezing
• Handling garbage
• Touching dirty surfaces

How to Wash Hands

1. Use the hand washing sink with running water at approximately 100°F and liquid soap.
2. Lather hands and exposed arms
3. Rub hands for at least 20 seconds
4. Wash hands thoroughly, paying attention to fingernails
5. Rinse in clean running water. Turn off the faucet with paper towel in your hands) Dry hands using paper towel or air dryer. not cloth or apron

2. Food-to-Food Contamination - When harmful organisms from one food contaminate other foods. (raw meats, thawing meat on top of the shelf where it can drip on the other foods)

How to prevent Food to Food Contamination
• Store cooked foods that will not be cooked in the refrigerator on a higher shelf than raw foods.
• Best to practice mix left over foods with fresh foods \(\rightarrow\) Wash fruits & veg, in a cold running water
• Do not let raw meat and raw vegetables be prepared on the same surface at the same time

3. Equipment to Food Contamination

How to prevent:
• Use separate cutting boards for different foods (meat- veg)
• Prepare raw foods in separate area from fresh and ready to eat foods
• Clean & sanitize equipment, work surfaces & utensils after preparing each food
• Use specific containers for various food products.
• Make sure cloth and paper towel used for wiping spills are not used for any other purpose
The Role of Government in Food Safety

The purpose of government regulation in food safety is to oversee the food-producing system and protect food intended for human consumption. Governmental agencies enforce laws and rules to protect food against adulteration and contamination. Regulatory personnel monitor both the process and the product to ensure the safety of the food we eat.

There are several federal regulatory agencies, such as the Department of Health (DOH), National Nutrition Council (NNC), Bureau of Food and Drug Administration and Department of Agriculture (DA), that set food safety standards to make our food supply safer. They are also tasked accordingly to create, implement, and develop the quality of foods to maintain the health and security of the market.

The Role of the Food Industry in Food Safety

The food industry is assuming greater responsibility for overseeing the safety of its own processes and products. Customers expect and deserve food that is safe to eat. If a food establishment is involved in a food borne disease outbreak, customers may retaliate by taking their business elsewhere or by seeking legal action. Financial loss and damaged reputation are some of the outcomes of a food borne disease outbreak that can cause serious harm to the establishment found responsible for the problem. One means of preventing the harmful effects of a food borne disease outbreak is to start a food safety management program in the food establishment. This helps ensure proper safeguards are used during food production, handling, and display. The ability to prove that a food safety system was in place at the time a food borne disease outbreak occurred is very important. It has been deemed an acceptable defense in court cases where victims of food borne illnesses have sought punitive damages.

Everyone who works in a food establishment must fully understand the importance of food safety. It is the duty of every food establishment operator, manager, and employee to handle foods safely. Failure to do so can have a serious financial impact on your establishment and may cost the job.

You can protect the health and safety of your clients by developing and implementing effective food safety and sanitation practices within your establishment. In the following chapters, you will learn more about how food is contaminated and what actions are needed to prevent, control, and eliminate the agents that frequently cause food borne illness and spoilage.
The Seven Principles of HACCP

Hazard Analysis and Critical Control Point (HACCP) is the best system for assurance of food safety.

1. *Identify hazards and assess their severity and risk* – defined in the Food Code, means a biological, chemical, or physical property that may cause an unacceptable consumer health risk.

2. *Identify the Critical Control Points (CCP) in Food preparation* – a critical control point for raw chicken would be the final cooking step because this is the last opportunity to eliminate or reduce the *Salmonella* to a safe level.

3. *Establish critical limit for preventive measure associated with each identified CCP* – for example, time and end-point cooking temperatures should be established for cooking procedures.

4. *Establish procedures to monitor CCPs* – example of these procedures may include visual evaluation and time temperature measurements.

5. *Establish the corrective action to be taken when monitoring shows that a critical limit has been exceeded* – for example, the receiving procedures should indicate that the frozen products with evidence of thawing be rejected.
6. Establish effective record-keeping system that document the HACCP system – traditional record such as receiving records, temperature charts, and recipes can serve as the basis for documentation.

7. Establish procedures to verify that the system is working - this maybe as simple as reviewing records on timely, routine basis or as complex as conducting microbiological test.

Here are some general guidelines to remember for proper sanitation practices.

1. Food should be handled using proper equipment and never be re-used.

2. A separate tasting spoon should be used. It must not come in contact with food being prepared after each use.

3. Equipment should first be washed before they are used.

4. Implement and observe daily cleaning schedule of equipment and facilities.

5. Use clean rags if possible disposable tissues that will be used only once.

6. Hands should not come in contact with the surface where food is to be placed.

7. Dispose garbage properly and wash hands thoroughly after handling it.

8. Animals should not be allowed in the food preparation areas.

9. Pest/vermin control program should be implemented and observed.

10. Clean hands and nails before handling foods.

11. Wear proper uniform in cooking. This can help eliminate possible sources of contamination in food.
12. Avoid handling food when you have a cold or an infectious wound or disease.

13. Smoking, eating, and drinking should not be allowed while preparing food, as these practices may lead to bacterial contamination.

14. Above all, proper personal hygiene should be practiced wherever you are.

Following are additional tips on sanitation practices for proper food preparation and storage:

1. Use only fresh ingredients.

2. Wash all fruits and vegetables and other ingredients before using.

3. Peeled items should not be kept soaked for long periods.

4. There should be separate chopping boards for cooked and raw ingredients or wash them before re-using for another purpose.

5. Miseen place and pre-production should be just enough.

6. Cook meat, and poultry to the safe range of doneness.

Six Conditions where Bacteria Grow and Multiply (FATTOM)

1. Food
   - Bacteria feed on Protein and Carbohydrates. Foods that contain these items can support the growth of microorganisms
   - Potentially Hazardous Foods have the potential for contamination. They have the characteristics to allow microorganisms to grow and multiply.

   How to Control the Growth of Bacteria in Food
   1. Purchase from reputable suppliers
   2. Avoid cross-contamination of food
   3. Cook food to safe internal temperature and test with food thermometer
2. Acidity

- Bacteria grow best at a slightly acidic and slightly neutral environment (pH 4.6 to 7.5)

- Some bacteria can develop a “spore” such as acidophilic bacteria, where it could grow and multiply in an acidic environment.

- Bacteria such as E-Coli can grow in unpasteurized apple that has a pH value of 4.0 0 4.6 7.0 12 14 Acidic Neutral Alkaline If the pH is: Below 4.6 Bacteria will not grow; between 4.6 to 7.0 Bacteria will thrive; between 7.0 to 9.0 Bacteria may survive

*How to Control Acidity to Control the Growth of Bacteria:*
1. Highly acidic foods such as vinegar and lemon inhibit the growth of microorganism.
2. Salad dressing made with vinegar, oil and garlic can be used as a marinade for meat

3. Temperature

- Temperature Danger Zone - temp. range 41°F-140°F (5°C-60°C). Food borne bacteria grow and reproduce.

- Temperature Abuse – foods that have not been to a safe temperature or kept at the proper temperature

- Psychrophilic bacteria – grow within the temperature range of 32°F (0°C) – 70°F (21°C) (spoilage organisms)

- Mesophilic bacteria – grow at temp. 70°F (21°C) – 110°F (43°C)

- Thermophilic bacteria – grows best above 110°F (43°C)

*How to Control Temperature to Control the Growth of Bacteria*
1. Cold foods, must be stored 41°F or below
2. Hot foods, must be held at 140°F (60°C) and above
3. Control the temperature of food during storing, preparing, cooking, holding, re-heating, and serving.
4. Check internal temperature regularly
5. Cook foods at a required internal temperature with a food thermometer
6. Keep foods out of Temperature Danger Zone

4. Time

- Under ideal conditions, bacterial cells can double in number every 25 minutes to 30 minutes.
- Pathogen starts to multiply in four hours at the Temp. Danger Zone

_How to Control Time to Control the Growth of Bacteria_
1. Store received foods as quickly as possible to limit the time in Temp. Danger Zone
2. If the foods will not be cooked or served right away, store it inside the refrigerator or freezer
3. Check temperature on holding cabinets. Make sure that it maintains the internal of 135° F and above.
4. Document food inside the storage room, practice First In First Out
5. Re-heat foods at the internal temperature of 165° F for 15 seconds

5. Oxygen

- Bacteria differ in their oxygen requirement.

1. Anaerobic bacteria – cannot survive when oxygen is present because it is toxic to them. Anaerobic bacteria grow well in vacuum packaged foods or canned foods where oxygen is not available. Aerobic bacteria need oxygen to grow.

2. Facultative anaerobic bacteria – can grow with or without free oxygen but have a preference.

3. Microaerophilic organisms – can survive in a very little amount of oxygen

_How to Control Oxygen to Control the Growth of Microorganism_

1. Bacteria grow in different oxygen requirement. It is difficult to control this condition.
2. Bacteria such as Clostridium Botulinum and Clostridium Perfringens live without the presence of oxygen. It is important to cool foods in a shallow pan.
6. Moisture

- Moisture is an important factor in bacterial growth. It is the amount of water available for bacterial activity:

  - Water Activity level – is the measure of the amount of water that is not available for bacterial to grow. (0-10)

  - Potentially hazardous foods (PHF) – foods that have a water activity level of .85 or higher

How to Control Moisture to Control the Growth of Microorganism

1. Lower the amount of moisture in food through freezing.

2. Dehydrating, adding sugar or salt. Bacteria remain alive and become potentially hazardous when moisture is added

Figure 1: Factors of Growth of Microorganisms
In food preparation, it is important to use and measure ingredients accurately to achieve consistency and right taste and form a good presentation on the food that we prepare.

Recipe is a guide in cooking that tells you exactly how to cook a certain dish, which includes the list of ingredients, method of cooking, preparation, and manner of serving the dish.

**Standardized recipe** is one that specifies the exact amount of ingredients, equipment, and preparation method needed before cooking. It has been adapted to a food service facility because of its consistency and it is continuously adapted to develop the highest quality product in the most efficient manner every time the recipe is produced.

Standardized recipes play a vital role in operating a successful foodservice establishment. Use of standardized recipes simplifies other functions of a food service operation, including planning, purchasing, forecasting, recipe costing, and pricing. Costing and pricing, for example, can easily be calculated because ingredients and amounts are the same each time a recipe is used. It is essential for computerized food service operations because individually coded recipes trigger other functions, including purchasing and forecasting. In general, standardized recipes help to save on food and labor costs.
In preparing standardized recipe follow a desired format which includes:

1. **Recipe Title** – the name of the product
2. **Recipe Category** – classification based on food standard or the foodservice facility (i.e. fruit, vegetables, salads, main dishes, etc.)
3. **Serving Size** – the amount of a single portion of the final product
4. **Recipe Yield** – the total number of servings available at the end of production
5. **Equipment and Utensils needed** – the cooking and serving tools needed to produce and serve the food item
6. **Ingredients** – food items used in the recipe
7. **Weight/Volume of each Ingredient** – the required amount of each ingredient in the recipe.
8. **Preparation Instructions** – directions for preparing the recipe
9. **Cooking Temperature and Time** – the appropriate temperature and amount of time needed for the highest quality product

---

**Standardized Recipe Cost Sheet**

Event ____________________________________________________________

Date of Event ____________________________ Time of Event ________________

Week Number of Operation ____________________________

Adjusted Date of Recipe Costed ____________________________

Date Approved ____________________________________________

Catering Manager ____________________________________________

Production Manager ____________________________________________

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Ingredients Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Amount</td>
</tr>
</tbody>
</table>

Recipe Yield ____________________________________________________________

Portion Size ____________________________________________________________

Total Recipe Cost ________________________________________________________

Recipe: Prepared by _______________________________________________________

HACCP Instructions Reviewed by __________________________________________

Critical Control Points ____________________________________________________

Suggestions for Improvement ______________________________________________

Production Process Defects _______________________________________________

Recipe Number __________________________________________________________

---

*Adopted to Management and Food Service, Phoenix Publishing House 2005*
Here are some of the Benefits of Standardizing a Recipe

1. Provide means to establish consistency in the quality of all products being made.

2. An easy way to keep track of dietary needs of the customers

3. Preparation, cooking, and serving procedure is done scientifically. Approximation of weight and size is avoided.

4. Selling price is predetermined; gain per recipe is targeted at no cost.

5. Doubts, conflicts and errors are eliminated, during the entire process of food preparation.

6. Less time is consumed in distinguishing out of cooked products because of standard measurements of food.

7. Standardization eliminates food wastage. It determines quality and quantity of proposed products.

To prepare a standard recipe, one should consider the following:

- Select and evaluate a basic family-size recipe as to its adaptability to the operation.

- Prepare the family-size recipe in its original amount.

- Convert measurements.

- Check tools and equipment to be used to obtain accuracy.

- Double the recipe and evaluate the results with the original recipe.

- Increase the quantity gradually, following the same procedure. The doubled recipe must preserve the original flavor, appearance, and texture of the product.
If a foodservice establishment has a recipe that is unique to their facility, they are able to standardize their recipes by completing the following steps:

1) Prepare the recipe and test until the highest quality product is produced. While the recipe is being tested, staff should be documenting all steps taken and the outcome of each step.

2) Write out the recipe on a facility-specific standardized form using the required components. When writing out instructions, list them step-by-step for preparation and cooking. The instructions are also a good place to include any food safety or HACCP guidelines.

3) Adjust the recipe to reflect the desired yield.

4) Conduct taste testing with staff and customers to judge the appearance, texture, flavor, and overall acceptability of the product.

5) Use an established standard of measurement such as measuring cups, spoons and glass that will determine the yield size of one recipe accurately.

**Quantifying a recipe.** Determine the amount of yields of certain course based on the original weight and measures of basic ingredients used in cooking. It includes control of portion and estimate price per serving of the cooked product after the non-edible has been discarded.

It involves some preparations such as studying the performance of certain recipe and only one popular recipe is to be standardized. Standardization becomes easy and established by recording the sales that the recipe had produced.
Important Temperatures in Food Preparation

Bacteria multiply rapidly at room temperature ranging from 7.22 to 60 °C. They grow faster between 15.5 to 48.8°C. This includes normal room temperature. For this reason, food must not be placed on a counter or table at longer time.

How to Accurately and Safely Measure Food Temperatures

- Use an approved temperature – measuring device that measures temperatures from 0° F (-18°C) to 220 °F (104°C)
- Locate the sensing portion of the measuring device
- Calibrate the measuring device using the ice or boiling point method according to procedure.
- Measure the internal temperature of the food by inserting the probe into the center or thickest part of the item, at least 2 inches for a dial thermometer and 1 inch for digital thermometers.
- Always wait for the temperature reading to stabilize.

Follow these guidelines for keeping food at proper temperature:

1. Use the proper storage method for purchased food.
2. Keep hot food above 60°C until served.
3. Keep cold food below 4.4°C until served.
4. After serving, refrigerate food immediately. Do not allow food to stand at room temperature. Keep food covered to prevent contamination with bacteria.
5. Do not keep stuffed uncooked meat, poultry, or fish in the refrigerator.
6. Custard, cream, meringue, pies, and cakes with rich fillings should be refrigerated as soon as they cool. Do not allow them to stand below 44.4°C once they have cooled. Thaw food in the refrigerator.
Additional reminders for safe temperature in food preparation

1. Do not leave cooked foods at room temperature for more than 2 hours.

2. Refrigerate promptly all cooked and perishable foods preferably below $5\,^\circ\text{C}$ within four hours.

3. Keep cooked food piping hot (more than $60\,^\circ\text{C}$ prior to serving)

4. Do not store food too long even in the refrigerator

5. Thaw food inside the refrigerator, not at room temperature

6. Check internal temperature during cooking to assure proper end-point time and temperature have been met to at least $70\,^\circ\text{C}/165\,^\circ\text{F}$.

7. Cook food thoroughly, especially meat, poultry, eggs, and seafood.

8. Bring food like soup and stews to boiling to make sure that they have reached $70\,^\circ\text{C}$. For meat and poultry, make sure that juices are clear, not pink; ideally, use a thermometer.

9. Re-heat cooked food thoroughly to $165\,^\circ\text{F}/70\,^\circ\text{C}$ within 2 hours.

Figure 2: Potential Hazardous Food Diagram
### Figure 3: Temperature Control Guide

#### TEMPERATURE GUIDE FOR FOOD SAFETY

<table>
<thead>
<tr>
<th>°F</th>
<th>°C</th>
<th>BOILING</th>
</tr>
</thead>
<tbody>
<tr>
<td>212</td>
<td>100</td>
<td>Cooking temp. destroys most bacteria</td>
</tr>
<tr>
<td>165</td>
<td>74</td>
<td>Warming temperature prevents growth but allows survival of some bacteria</td>
</tr>
<tr>
<td>140</td>
<td>60</td>
<td>Some bacterial growth may occur and many bacteria will survive</td>
</tr>
</tbody>
</table>

**DANGER ZONE**

Allows rapid growth of bacteria and production of toxins by some bacteria. Do not hold foods in this temperature for more than 2 or 3 hours.

| 60 | 16 | Some growth of food poisoning, bacteria may occur. |
| 32 | 0 | Cold temperature permits slow growth of bacteria. Freezing temperature stops growth of bacteria but allows bacteria to survive. Do not store food above 10°F for more than a week |

**DANGER ZONE**

5°C - 60°C or 41°F – 140°F
Review of Learning Outcome 2

A. MATCHING TYPE

Directions: Match the item in Column A with those in Column B.
Write the correct letter on your answer sheet.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1. Food items used in the recipe.</td>
<td>A. Recipe</td>
</tr>
<tr>
<td>2. One of the important concerns of any food service operation which includes storage, preparation, and disposal.</td>
<td>B. Food handler</td>
</tr>
<tr>
<td>3. An individual who works and handles food.</td>
<td>C. Food safety handling</td>
</tr>
<tr>
<td>4. A guide in cooking that includes a list of ingredients, method of cooking, preparation, and manner of serving a certain dish.</td>
<td>D. Ingredients</td>
</tr>
<tr>
<td>5. One that specifies the exact amount of ingredients, equipment, and preparation method needed before cooking.</td>
<td>E. Standardized Recipe</td>
</tr>
</tbody>
</table>

B. COMPLETE THE TABLE

Directions: Prepare a standardized recipe of your choice by completing the table below.

<table>
<thead>
<tr>
<th>Standardized Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipe Title</td>
</tr>
<tr>
<td>Serving Size</td>
</tr>
<tr>
<td>Recipe yield</td>
</tr>
<tr>
<td>Equipment and utensils needed</td>
</tr>
<tr>
<td>Ingredients and quantities</td>
</tr>
<tr>
<td>Cooking time and temperature</td>
</tr>
</tbody>
</table>
ENHANCEMENT ACTIVITY

NEWS WRITE -UP

Directions: Write a news story about food poisoning. Put your insights on how the incidence could be prevented through safety precautions. Be able to give additional reminders to prevent such incident. Share your story to the whole class. The scoring rubric on the next page will be basis of evaluating your output.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>5 %</td>
</tr>
<tr>
<td>Organization</td>
<td>2.5 %</td>
</tr>
<tr>
<td>Delivery</td>
<td>2.5 %</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10 %</strong></td>
</tr>
</tbody>
</table>
This lesson, Cooking Meals and Dishes according to Recipe, provides learners with the basic principles and techniques in cooking different meals in accordance with the recipe provided. Appropriate cooking methods used for meat, fish, poultry, and vegetables are also presented along with effective tips and guidelines.

Objectives:

At the end of the lesson, the learner is expected to:

1. Explain different basic cooking techniques and their procedures

2. Identify some samples of food using basic cooking techniques and their procedures
Cooking is a process that involves putting the ingredients in contact with heated solid, liquid, or gas. It is also an art that transforms the raw materials into various appearance, flavors, and textures. It can be home making or commercial cooking.

It is a daily routine that one should be familiar him/herself which can effectively give skills in preparing available ingredients at home or in any food establishment. It has varieties of preparation which can definitely give different results in terms of taste, texture, and palatability. Some methods can preserve the nutritive value of food, while others do not. Use appropriate preparation for cooking where certain foods require a particular kind of cookery. In general, cooking enhances the flavor of the food and destroys harmful organisms to make it safe for human consumption.

Cooking methods are classified into moist heat method, dry heat method, and the combination method.

A. Moist Heat Method

This is a method that involves cooking the food in flavorful boiling water or steam. The amount of water or other liquids used varies with the technique employed. Temperatures used range from 70°C, which is simmering (at sea level), to boiling 100°C. Generally, in this type, the food cooked has a delicate flavor and pale color.

The moist heat includes blanching, boiling, enpapillote, deep poaching, pan steaming, parboiling, poaching, pressure cooking, simmering, shallow poaching, and steaming

1. **Blanching**—To cook food item partially and briefly in boiling liquid after which the food is quickly immersed in cold water to stop further heating.
   
   *Typical products*: Vegetables or fruits
2. **Boiling** - To cook food in boiling liquid with temperature at 212 °F.; method that involves bringing the water to boiling as indicated by the appearance of bubbles rapidly breaking on the surface, before the food is added.
   
   *Typical products*: Vegetables, pasta, cereals and rice

3. **Deep poaching** – To cook food in a lower temperature and is better suited to naturally tender cuts of meat, poultry or fish.
   
   *Typical products*: meat, poultry and fish

4. **Enpapillote** - The food is cooked when maximum puffing is achieved and is served immediately still in the parchment envelope. The term comes from the French word meaning parchment which is a variation of steaming. Parchment is used to loosely wrap the food and the accompanying ingredients to be cooked.
Here’s how:
1. Assemble the packages.
2. Fold the other half over, then crimp the edges of the paper or foil or tie the packet securely to seal it.
3. Place the package on a pre-heated sizzler platter or baking sheet and bake in a moderate oven until the package is puffed and the paper is browned.

5. Pan steaming—To gently cook the food usually with acid ingredient like lemon juice and some herbs. The pan is covered to absorb the steam released by the liquid during the cooking process.

6. Parboiling—A preliminary cooking method applied to vegetables as well as meat.

7. Poaching—To cook food in an even lower temperature at 71 to 81°C. It is used to cook very delicate foods such as eggs-out-of shell and fish.
   Typical products: Fish, eggs out of the shell and fruit

8. Pressure cooking—To cook using pressure cooker that produces pressurized steam with equivalent temperatures of 110 – 116°C
   Typical products: meat.

9. Simmering—To cook food below the boiling point usually 85 to 96 degree C. The term boiling used in most recipes actually means simmering.
   Typical products: Soups, sauces, meat and poultry

Here’s how:
1. Lower the food into fumet that has been brought to the appropriate poaching temperature (160°F to 185°F/71°C to 85°C)
2. Be sure that the food is completely submerged in the liquid.
3. Poach the food until properly done.
10. **Shallow poaching** – Is an a la minute technique. Foods are cooked in a combination of steam and simmering liquid. Shallow - poached foods are partially submerged in liquid, which often contains acid and aromatics for more flavor.

*Typical products:* Fish, eggs out of the shell, fruit

*Here’s how:*
1. Make sure the liquid level goes no higher than halfway up the food; generally, less is required.
2. Cover the paupiettes with buttered parchment (cartouche) before putting them in the oven.
3. Cook shallow – poached foods until just done.
4. Simmer the cooking liquid (caisson) over direct heat to concentrate the flavor and thicken the liquid.

11. **Steaming** – To cook food, where water is allowed to vaporize and the food is placed on a rack over the vaporizing steam. Fish, shrimps, lobster, siopao, and siomai are some commonly steamed food items

*Typical products:* Vegetables, fruits, poultry, dumplings, pasta, rice, cereals.

*Here’s how:*
1. Bring the liquid and any additional aromatics to a full boil in a covered vessel.
2. Place the main item in the steamer in a single layer.
3. Cook steamed foods until they are just done and serve immediately.
B. Dry Heat Method

It is a method that involves cooking the food where heat is conducted without moisture. No water is added. It is a carry-over cooking, where the heat is retained by the food even after it has been removed from the source of heat. The internal temperature continues to rise which can change the degree of doneness considerably.

The dry heat method includes baking, barbecuing, broiling and grilling, deep fry and griddle, pan broiling, roasting and frying.

1. **Baking**—To cook food using an oven. The heat is transferred through radiation, conduction and convection.
   *Typical products*: cakes, pastries

2. **Barbecuing**—Process where food is repeatedly basted with a highly seasoned sauce while cooking. The food is usually inserted through a skewer.
   *Typical products*: meat and poultry

3. **Broiling**—Process using heat as a source for cooking where heat is above the food. The actual heat transfers in these methods of cooking are radiation and conduction
   *Typical products*: Tender cuts of meat (steak, chops), fish poultry

   *Here’s how:*
   1. Brush the rods with a wine brush and then rub with a cloth dipped in vegetable oil to lubricate and clean them before pre-heating the grill.
   2. Let the food cook undisturbed on the first side before turning it over.
   3. Remove the meat or fish when it is still slightly underdone, so it does not end up over cooked by the time it is served.
Sample Recipe

### Beef Teriyaki

**Makes 10 Servings:**

<table>
<thead>
<tr>
<th>Marinade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 floz/240 mL light soy sauce</td>
<td>1. Combine the soy sauce, sake, mirin, and sugar and bring boil. Add the apple, mix well, and cool completely. Pour the marinade over the steaks and marinate in the refrigerator for 8 hours, and up to overnight.</td>
</tr>
<tr>
<td>8 floz/240 mL sake</td>
<td></td>
</tr>
<tr>
<td>6 fl /180 mL mirin</td>
<td></td>
</tr>
<tr>
<td>3 ¾ oz/106 g sugar</td>
<td></td>
</tr>
<tr>
<td>2 ¼ oz/64 grated apple</td>
<td></td>
</tr>
<tr>
<td>10 (about 6 oz/170 g) beef skirt steaks</td>
<td></td>
</tr>
<tr>
<td>1 lb/454 g snow peas</td>
<td>2. Cut the snow peas in 2 to 3 pieces diagonally.</td>
</tr>
<tr>
<td>1 floz/30 mL vegetable oil</td>
<td></td>
</tr>
<tr>
<td>20 white mushrooms, medium sized caps</td>
<td>3. Heat the oil in a sauté pan over medium – high heat. Add the mushroom caps, bean sprouts, and snow peas and cook until just tender. Season with salt. Reserve warm.</td>
</tr>
<tr>
<td>1 lb/454 g bean sprouts</td>
<td></td>
</tr>
<tr>
<td>1 ½ tsp/7.50 g salt</td>
<td>4. Pre-heat the grill or broiler to 400 °F / 204 °C. Allow any excess marinade to drain from the beef before grilling or broiling; blot if necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>5. Place the steaks presentation side down on the grill or broiler rods. Grill or broil undisturbed for about 2 minutes. (Optional: Give each steak quarter turn to achieve grill marks.</td>
<td></td>
</tr>
<tr>
<td>6. Turn the steaks over and complete cooking to the desired doneness., about 5 minutes more rare( internal temperature of 135 °F/57 °C)</td>
<td></td>
</tr>
</tbody>
</table>
C), 6 ½ minutes for medium rare (145°F/63°C), 8 minutes for medium (160°F/71°C), 9 minutes for medium well (165°F/74°C), and 11 minutes for well done (170°F/77°C).

7. Remove the steaks from the grill and allow them to rest for 5 minutes in a warm place. Slice each steak on the bias into 5 pieces.

8. Serve immediately with the vegetables.

a. **Pan broiling** – To cook food in a top-of-stove using a heavy-bottom cast iron warp resistant stainless steel pan over intense heat. No fat or oil is added to the pan as fat and/or juices are released from the meat being cooked, these are poured out to prevent burning.

   *Typical products:* Tender cuts of meat (steaks, chops), fish and poultry

4. **Grilling** – Cooking on an open grid over a heat source which is below the food.

   *Typical products:* Meat and fish

5. **Frying** – To cook food using oil in an open pan. There are several variations of frying depending on the amount of fat used in cooking. It includes the following:
a. **Deep fat frying** – To cook food using enough amount of oil. It’s temperature ranges from 170° C or 340 – 375° F

*Typical products:* Fish, shellfish chicken, vegetables, meat

*Here’s how:*

1. Heat the cooking fat to the proper temperature (generally 325 degrees to 375° F/163° to 191° C)
2. Fry food until it is fully cooked and the coating is a light golden brown.

b. **Pan frying**—Similar to sautéing, except that more fat is applied with longer time of cooking. It is normally done over low heat than sautéing because larger pieces are being cooked.

*Typical products:* Meat, chicken pieces, fish fillets

*Here’s how:*

1. Bread the cutlets using the standard breading procedure.
2. Add the food carefully to the hot fat and pan fry on the first side until a good crust and color develop.
3. Turn the food once and continue to pan fry until the second side is golden and the food is properly cooked.

---

**Sample Recipe**

<table>
<thead>
<tr>
<th>Buttermilk Fried Chicken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes 10 Servings:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1. Combine the chicken pieces with the buttermilk, tarragon, mustard, and poultry seasoning. Mix well and marinate in the refrigerator overnight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (3 lb 8 oz/1.59 kg) chickens, cut into 10 pieces each</td>
<td>2. Combine the flour with the cayenne and Old Bay. Mix well.</td>
</tr>
<tr>
<td>16 floz/480 mL buttermilk</td>
<td>3. Drain the chicken from the buttermilk mixture. Dredge in the flour and let sit for several minutes.</td>
</tr>
<tr>
<td>4 tbsp/12 g minced tarragon</td>
<td>4. Heat the shortening in the large cast-iron pan. Dredge the chicken in the flour again. Working in batches, pan fry the chicken until golden brown on both sides.</td>
</tr>
<tr>
<td>4 oz/120 mL Dijon mustard</td>
<td>5. Finish the chicken in a 350° F/177° C oven on a roasting rack placed on top of a sheet pan until it reaches an internal temperature of 180° F/82°C.</td>
</tr>
<tr>
<td>1 ½ tsp/2 g poultry seasoning</td>
<td>6. Serve immediately with the Country Gravy or hold it hot for service.</td>
</tr>
<tr>
<td>2 lb/907 g all-purpose flour</td>
<td></td>
</tr>
<tr>
<td>½ tsp/3 g cayenne</td>
<td></td>
</tr>
<tr>
<td>½ oz/14 g Old Bay seasoning</td>
<td></td>
</tr>
</tbody>
</table>

---
c. **Sautéing** – To cook food in a small amount of fat generally using a frying pan or a griddle over a relatively high heat. The term sauté is derived from the French word sauter; which means to jump, referring to the action of small pieces of food on a sauté pan.  

*Typical products:* Poultry, fish fillets, tender cuts of meat

---

*Here’s how:*

1. Season foods with salt and pepper, as well as spice blend or rub just before cooking to build flavor into the dish.
2. Turn sautéed food only once to develop a good flavor and color.
3. Add a liquid like stock or wine to release the browned drippings, or fond, and to give the sauce a deep and customized flavor.
4. Reduce wine or stock until it is nearly dry.
5. Finish and garnish a pan in one of several ways.

---

**Sample Recipe**

<table>
<thead>
<tr>
<th>Sautéed Trout a la Meuniere</th>
<th>Makes 10 Servings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (9 to 10 oz/255 to 284 g) pan–dressed trout</td>
<td>1. Blot the trout dry and season with salt and pepper. Dredge in flour.</td>
</tr>
<tr>
<td>2 tsp/10 g salt</td>
<td>2. Heat the clarified butter or oil in a large sauté pan over medium heat. Working in batches, sauté the trout until lightly browned and cooked through, 3 to 4 minutes per side. Remove the trout from the pan and keep warm while completing the sauce.</td>
</tr>
<tr>
<td>1 tsp/2 g ground black pepper</td>
<td>3. Degrease the pan and add the whole butter. Heat the butter until lightly browned with a nutty aroma, 2 to 3 minutes.</td>
</tr>
<tr>
<td>2 oz/57 g all–purpose flour</td>
<td></td>
</tr>
<tr>
<td>2 floz/ 60 mL clarified butter or oil</td>
<td></td>
</tr>
<tr>
<td>10 oz/284 g butter</td>
<td></td>
</tr>
<tr>
<td>2 floz/60 mL lemon juice</td>
<td></td>
</tr>
<tr>
<td>3 tbsp/9 g chopped parsley</td>
<td></td>
</tr>
</tbody>
</table>

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Add the lemon juice to the pan and swirl to deglaze it. Add the parsley and pour or spoon the sauce over the trout. Serve immediately.</td>
</tr>
</tbody>
</table>

**d. Stir frying** – Commonly - used cooking method by Chinese that lays great emphasis on speed, which is achieved by slicing the food thinly into small pieces. It takes only about 2-3 minutes to complete the cooking. It has the advantage of minimizing loss of color and vitamins during the short cooking period.

*Typical products*: Vegetables, chicken, pork, tender beef, or shrimp

**e. Dry fry and Griddle** – To cook food with very little or no fat is added at all. When used, the fat is used only to grease the pan. Pancakes, crepes and lumpia wrapper are cooked with this process.

*Typical products*: Meat, eggs, pancakes and sandwiches.

**6. Roasting** – Cooking process done on a turning spit over an open fire. It is more similar to baking where foods are cooked through contact with dry heated air held in a closed environment. Nowadays, most roasting is done in an oven or in a rotisserie.

*Typical products*: Poultry, tender cuts of beef, pork, lamb, or veal

*Here’s how:*

1. Use the fat and juices released by the food itself for a traditional basting liquid.
2. Use an instant-read thermometer to determine doneness in roasted foods.
3. Serve roasted foods with a pan sauce based on the accumulated drippings from the food.
4. After the roux browns, gradually add the stock to the pan and stir constantly to work out any lumps.
5. Use a fine-mesh sieve to strain the pan gravy into a clean holding container for storage or into a pan to keep warm for service.
C. Combination of Dry Heat and Moist Heat Method

It is a method that involves the two cooking processes which include braising and stewing.

1. **Braising**— To cook where food is first browned in a small amount of fat similar to sautéing then, small quantity of liquid either broth, wine or water is added. The pan is covered with a tight-fitting lid and the cooking is continued in a slow heat.

   *Here’s how:*
   1. Trim fabricated cuts of meat of all excess fat and gristle.
   2. Sear the meat to develop flavor and a rich brown color.
   3. After browning the mirepoix, cook the tomato paste until it turns a deep rust color and smells sweet.
   4. Add enough stock to the pincage to cover the item by one third to one half.
   5. Braise until the main item is fully cooked and tender.

2. **Stewing**— To cook food like braising but it is applicable to cut up pieces with the use of shallow frying or sautéing then cooked in a small amount of liquid until the food is tender. It is applicable to meats, fish, vegetables and fruits.

   *Typical products:* meat, poultry, and fruit

   *Here’s how:*
   1. Heat the pan and oil and sear the seasoned main item on all sides to the desired color, or combine the main item with the cooking liquid.
   2. Cover the meat completely in the cooking liquid.
   3. Before removing the meat to finish the sauce, check a few pieces to be sure that the meat is fully cooked and tender.
   4. Make the final adjustments to the stew’s flavor and consistency.
Sample Recipe

# Beef Stew
Makes 10 Servings:

<table>
<thead>
<tr>
<th>Beef Stew</th>
<th>1. Season the beef with salt and pepper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 lb 12 oz/1.70 kg boneless beef shank or chuck, cut into 2-in /5 cm cubes</td>
<td>2. Heat the oil over medium-high heat in a rondeau or braisier until it starts to simmer. Place the beef carefully in the oil and sear until deep brown on as many sides as possible. Transfer the beef to a hotel pan and reserve.</td>
</tr>
<tr>
<td>1 tbsp / 15 g salt</td>
<td></td>
</tr>
<tr>
<td>1 ½ tsp/ 3 g ground black pepper</td>
<td>3. Degrease the pan, if necessary. Add the onions to the pan and cook, stirring from time to time, until caramelized. Add the garlic and tomato paste, if using, and cook until the tomato paste, turns a deeper color and gives off a sweet aroma for about 1 minute.</td>
</tr>
<tr>
<td>2 floz /60 mL vegetable oil</td>
<td>4. Add the wine to the pan, stirring to release any drippings. Reduce the wine by three quarters. Return the beef to the pan along with any juices it may have released.</td>
</tr>
<tr>
<td>5 oz /142 g minced onions</td>
<td>5. Add the veal stock, espagnole, sachet and bouquet garni. Bring to a gentle simmer over medium-low heat. Cover the pot and stew the beef until tender, about 2 hours. Add more stock during cooking, if necessary. Skim and degrease the stew as it cooks. Remove and discard the sachet and bouquetgarni.</td>
</tr>
<tr>
<td>5 garlic cloves, minced</td>
<td>6. At service, heat the butter and chicken stock in a large sauté pan over medium-high heat. Add the blanched vegetables and toss to coat until the stock has reduced and the vegetables are hot. Adjust seasoning with salt and pepper.</td>
</tr>
<tr>
<td>2 floz/60 mL tomato paste (optional)</td>
<td>7. Serve the stew immediately with the vegetables or hold it hot for service. Garnish with the parsley.</td>
</tr>
<tr>
<td>30 floz /900 mL red wine</td>
<td></td>
</tr>
<tr>
<td>40 floz/1.20 L Brown Veal Stock, or as needed</td>
<td></td>
</tr>
<tr>
<td>80 floz/2.40 l Espagnole Sauce</td>
<td></td>
</tr>
<tr>
<td>1 Sachet d’ Epices</td>
<td></td>
</tr>
<tr>
<td>1 Bouquet Garni</td>
<td></td>
</tr>
<tr>
<td>2 oz/57 g butter</td>
<td></td>
</tr>
<tr>
<td>8 floz/ 240 mL Chicken Stock</td>
<td></td>
</tr>
<tr>
<td>1 lb 4 oz/567 g carrots, large dice or battonet, blanched</td>
<td></td>
</tr>
<tr>
<td>1 lb 4 oz/567 white turnips, large dice or battonet, blanched</td>
<td></td>
</tr>
<tr>
<td>1 lb 4 oz/567 yellow turnips, large dice or battonet, blanched</td>
<td></td>
</tr>
<tr>
<td>1 lb 4 oz/567 green beans, cut into 1-in/3-cm pieces, blanched</td>
<td></td>
</tr>
<tr>
<td>½ oz /14 g chopped parsley</td>
<td></td>
</tr>
</tbody>
</table>
**Review of Learning Outcome 1**

**MATCHING TYPE**

*Directions:* Match the item in Column A with those in Column B. Write the letter that corresponds to the correct answer on your answer sheet.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ 1. To cook food where water is allowed to vaporize and</td>
<td>A. Baking</td>
</tr>
<tr>
<td>the food is placed on a rack over the vaporizing steam.</td>
<td>B. Barbecuing</td>
</tr>
<tr>
<td>______ 2. To cook food in a boiling liquid temperature at 212°F</td>
<td>C. Boiling</td>
</tr>
<tr>
<td>______ 3. Method where food is cooked in an oven.</td>
<td>D. Dry fat and</td>
</tr>
<tr>
<td>______ 4. Using oil in an open pan frying</td>
<td>griddle</td>
</tr>
<tr>
<td>______ 5. Commonly used method by Chinese that lays great</td>
<td>E. Frying</td>
</tr>
<tr>
<td>emphasis on speed, which is achieved by slicing the</td>
<td>F. Braising</td>
</tr>
<tr>
<td>food thinly / into small pieces.</td>
<td>G. Poaching</td>
</tr>
<tr>
<td>______ 6. Cooking process done on a turning spit over an open</td>
<td>H. Steaming</td>
</tr>
<tr>
<td>fire</td>
<td>I. Stir frying</td>
</tr>
<tr>
<td>______ 7. The food is first browned in a small amount of fat</td>
<td>J. Roasting</td>
</tr>
<tr>
<td>which is similar to sautéing.</td>
<td></td>
</tr>
<tr>
<td>______ 8. Process where food is repeatedly basted while</td>
<td></td>
</tr>
<tr>
<td>cooking.</td>
<td></td>
</tr>
<tr>
<td>______ 9. To cook food in an oven lower temperature at 71 to</td>
<td></td>
</tr>
<tr>
<td>81°C. Used to cook very delicate foods such as eggs – out of</td>
<td></td>
</tr>
<tr>
<td>shell and fish.</td>
<td></td>
</tr>
<tr>
<td>______ 10. To cook food with very little or no fat is added at</td>
<td></td>
</tr>
<tr>
<td>all.</td>
<td></td>
</tr>
</tbody>
</table>
SEQUENCING

**Directions.** Arrange the following specific cooking techniques and procedures in chronological order using number 1 as first step, 2 as second and so forth. Write your answer on your notebook.

**HOW TO COOK EN PAPILLOTE**

- a. Fold the other half over, then crimp the edges of the paper or foil or tie the packet securely to seal it.
- b. Assemble the package
- c. Place the package on a pre-heated sizzler platter or baking sheet and bake in a moderate oven until the package is puffed and the paper is browed.

**HOW TO GRILL OR BROIL**

- a. Remove the meat or fish when it is still slightly underdone, so it does not end up over cooked by the time it is served.
- b. Let the food cook undisturbed on the first side before turning it over.
- c. Brush the rods with a wine brush and then rub with a cloth dipped in vegetable oil to lubricate and clean them before pre heating the grill.

**MAKE THE STEW**

- a. Cover the meat completely in the cooking liquid
- b. Before removing the meat to finish the sauce, check a few pieces to be sure that the meat is fully cooked and tender.
- c. Heat the pan and oil and sear the seasoned main item on all sides to the desired color, or combine the main item with the cooking liquid.
- d. Make the final adjustments to the stew’s flavor and consistency
VISITATION

*Directions*: Visit different food establishments in your community. Ask permission to observe the food that they offered. Be able to identify at least ten (10) different cooking methods and food preparations being used in the food that they serve for that day and classify them accordingly. Write your observations in a half index card. Format below is provided for you as a guide.

Name: ____________________________  Section: __________________

Address: __________________________  Owner / Manager: ____________

**ACTIVITY CARD NO. _____**

Name of Food Establishment: __________  Date: ______________________

<table>
<thead>
<tr>
<th>No.</th>
<th>Recipe</th>
<th>Cooking Method</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcome 3: Present cooked dishes

In this lesson, the students will learn the different principles in the dining room operation, the proper method of cooking and serving different kinds of dishes, the different types of meal, the types of equipment needed in a dining operation, techniques in doing the miseen place and the proper method of serving different kinds of dishes based on the standard operating procedures.

Objectives:

At the end of the lesson, the learner is expected to:

1. Provide basic principles of dining room operations and procedures
2. Demonstrate use of kitchen utensils, tools, and equipment
3. Demonstrate proper miseen place techniques
4. Enumerate the different types of dishes according to recipes
5. Demonstrate serving of quality cooked vegetable, poultry, and seafood dishes according to its recipe
6. Serve cooked meat dishes with different culinary methods
7. Serve pasta grain and farinaceous dishes as per standard operating procedure
Lesson 1: Dining Room Operations and Procedures

Establishing and operating a business enterprise is not an easy task. One must have the quality of an entrepreneur who is ready to take a risk. A lot of factors are to be considered such as the location, capital, the available market, facilities, equipment, and the labor force or manpower. One must take into consideration his/her interest and capabilities in handling or operating a business enterprise like a restaurant or food establishment. This will also require you to identify your target age group of your work force, the delegation of the responsibility with your corresponding authority in order to establish a harmonious relationship and work effectively in attaining the success of your establishment.

The design and the layout of the food establishments greatly affect the performance of the workers. In order to have a successful operation, here are some principles of dining operations:
1. **Good food** - The quality of food to be served must be one of the main priorities of the server. Food should always be properly prepared, cooked and served. One must observe cleanliness during the preparation and serving of cooked food to maintain the quality of a good food.

2. **Prompt and courteous service** - Happy and positive disposition in life helps an individual to render his/her services in a courteous and respectful manner. A smile on one’s face while assisting the customer contributes to the enjoyment of their meals. Food must be served carefully by trained individuals to satisfy the customer’s needs.

3. **Well balanced and varied menus** - The menu for the day is the ultimate experience of any dining services. It is the trademark of any food services that will motivate the customers to dine in their place again.

4. **Reasonable prices** - Food prices should be within the paying capability of customers. The customer's choice of food oftentimes depends on the affordability of food prices.

5. **Adequate facilities** - The outlet’s facilities play an important part in eating enjoyment. Clean and orderly facilities attract people. The kitchen and service areas should be an epitome of sanitation.

6. **High standards of cleanliness and sanitation** - The food outlet should be set up to ensure that healthy regulations for food services are followed. Utmost care should be observed in food handling.

**Importance of Dining**

To ensure continuous patronage, the satisfaction of the customers must be sustained. They always deserve preferential, prompt, and consistent attention.

Dining staff must see to it that every customer is a satisfied customer who finds his dining experience pleasurable and rewarding so that he/she will come back to a repeat patronage. No matter how good the food and the ambience is, if the customer is traumatized or dissatisfied with the service and the behavior of the staff, he/she may not come back and even mention his bad experience with friends so that they will be discouraged from patronizing the restaurant.
Factors to consider in Dining Operations

1. **The site**- the top priority which determines the degree of contact or exposure to market.

2. **The size**- the size of the food and beverage operation determines the desired impact on the market.

3. **The menu**- fundamental aspect of the early decision-making process aimed at satisfying customer expectations.

4. **Pricing Policies** – determine the average expenses that affect the sales volume.

5. **Service**- in conjunction with the type of restaurant, menus, customers, and seating arrangement.

6. **Opening hours**- days according to marketing strategies and customer requirement.

7. **Décor and music**- pleasant environment and ambiance contributes to customer satisfaction.

8. **Standards and quality**- must be according to customer requirements.

9. **Advertising and merchandising**- must be appealing to the market segments.

10. **Meal functions**- subdivided into breakfast, morning snacks, mid-day meal, afternoon snacks, evening meals, etc. according to the anticipated and identified market demands.
Review of Learning Outcome 1

A. IDENTIFICATION

Directions: Identify the word that is described in each statement. Write your answers in your notebook.

1. This is subdivided into breakfast, morning snacks, mid-day meal, afternoon snacks, evening meals, etc. according to the anticipated and identified market demands.

2. This must be appealing to the market segments.

3. This must be according to customer requirements.

4. A pleasant environment and ambiance contribute to customer satisfaction.

5. These are days according to marketing strategies and customer requirements.

6. This is in conjunction with the type of restaurant, menus, customers, and seating arrangement.

7. It determines the average expenses and affects the sales volume.

8. This is a fundamental aspect of the early decision-making process aimed at satisfying customer expectations.

9. The food and beverage operation determines the desired impact on the market.

10. It is a top priority for it determines the degree of contact or exposure to market.

<table>
<thead>
<tr>
<th>Site</th>
<th>Pricing Policies</th>
<th>Decor and Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>Service</td>
<td>Standard and Quality</td>
</tr>
<tr>
<td>Menu</td>
<td>Opening Hours</td>
<td>Meal functions</td>
</tr>
<tr>
<td>Advertising</td>
<td>Merchandise</td>
<td></td>
</tr>
</tbody>
</table>

103
B. TRUE OR FALSE

Directions: Write TRUE if the statement is correct; FALSE if it is not correct. Write your answers on your answer sheet.

______ 1. The food outlet should be set up to ensure that healthy regulations for food service are followed.

______ 2. The menu for the day is the ultimate experience of any dining services

______ 3. Food prices should be within the paying capability of customer.

______ 4. Happy and positive disposition in life helps an individual to render services in a courteous and respectful manner.

______ 5. The outlet’s facilities play an important part in eating enjoyment

Let’s Do it!

DEMONSTRATION

Directions: The class will be grouped accordingly, then each group will be asked to prepare a good dining area. Scoring rubric on the next page will be the basis for your group evaluation.
### Scoring Rubrics for Dining Area Preparation

<table>
<thead>
<tr>
<th></th>
<th>Highly Skilled (30-29)</th>
<th>Skilled (28-27)</th>
<th>Moderately Skilled (26-25)</th>
<th>Unskilled (24-23)</th>
<th>No attempt (22-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proper and effective use of tools, equipment, and materials</strong></td>
<td>Appropriate and effective selection, preparation and use of materials and tools/equipment all the time.</td>
<td>Appropriate and effective selection, preparation and use of materials &amp; tools/equipment most of the time.</td>
<td>Appropriate and effective selection, preparation and use of materials and tools/equipment sometimes</td>
<td>Does not select, prepare and use appropriate materials and tools/equipment</td>
<td>No attempt to use tools/equipment to task given</td>
</tr>
<tr>
<td><strong>Work Application Procedure</strong></td>
<td>Systematic application of all work procedures all the time even without proper supervision</td>
<td>Systematic application of work procedures most of the time with minimum supervision</td>
<td>Systematic application of work procedures sometimes with constant supervision</td>
<td>Does not follow systematic application of procedure and highly dependent on supervision</td>
<td>No attempt to apply procedures to the task given</td>
</tr>
<tr>
<td><strong>Safety and security work habits</strong></td>
<td>Highly self-motivated and observes all safety and security precautions all the time</td>
<td>Self-motivated and observes most safety and security precautions most of the time</td>
<td>Self-motivated and observes sometimes some of the safety and security precautions in work</td>
<td>Needs to be motivated and does not observe safety and security precautions in work</td>
<td>Not motivated and totally disregards safety and security precautions</td>
</tr>
<tr>
<td><strong>Speed/Time</strong></td>
<td>Finished the work ahead of time</td>
<td>Finished the work on time</td>
<td>Finished the work close to given time</td>
<td>Finished the work beyond the given time.</td>
<td>No work at all</td>
</tr>
</tbody>
</table>
Lesson 2: Kitchen Utensils, Tools and Equipment

A kitchen utensil is a handheld, typically small tool that is designed for food related functions. Food preparation utensils are a specific type of kitchen utensil, designed for use in the preparation of food.

Some utensils are both food preparation utensils and eating utensils; for instance some implements of cutlery –especially knives-can be used for both food preparation in a kitchen and as eating utensils when dining.

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose in food preparation</th>
<th>Design</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple corer</td>
<td>To remove the core and pips from apples and similar fruits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple cutter</td>
<td>To cut apple and similar fruits easily while simultaneously removing the core and pips.</td>
<td>Cf. peeler</td>
<td></td>
</tr>
<tr>
<td>Baster</td>
<td>Used during cooking to cover meat in its own juices or with a sauce.</td>
<td>An implement resembling a simple pipette, consisting of a tube to hold the lid and a rubber top which makes use of partial vacuum to control the liquid intake and release</td>
<td></td>
</tr>
<tr>
<td><strong>Biscuit cutter</strong></td>
<td>Shaping biscuit dough</td>
<td>Generally made of metal or plastic, with fairly sharp edges to cut through dough. Some biscuit cutters simply cut through dough that has been rolled flat, others also imprint or mold the dough's surface.</td>
<td></td>
</tr>
<tr>
<td><strong>Biscuit press</strong></td>
<td>A device for making pressed cookies such as spritzgebäck.</td>
<td>It consists of a cylinder with a plunger on one end which is used to extrude cookie dough through a small hole at the other end. Typically the cookie press has interchangeable perforated plates with holes in different shapes, such as a star shape or a narrow slit to extrude the dough in ribbons.</td>
<td></td>
</tr>
<tr>
<td><strong>Blow torch</strong></td>
<td>Commonly used to create a hard layer of caramelized sugar in a crème brûlée.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Boil over preventer</strong></td>
<td>Preventing liquids from boiling over outside of the pot</td>
<td>A disc with a raised rim, designed to ensure an even distribution of temperature throughout the pot. It prevents bubbles from forming in liquids such as milk, or water which contains starch (for instance if used to cook pasta). Can be made of metal, glass or ceramic materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Bottle opener</strong></td>
<td>Twists the metal cap off of a bottle</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bowl</strong></td>
<td>To hold food, including food that is ready to be served</td>
<td>A round, open topped container, capable of holding liquid. Materials used to make bowls vary considerably, and include wood, glass, and ceramic materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Bread knife</strong></td>
<td>To cut soft bread</td>
<td>A serrated blade made of metal, and long enough to slice across a large loaf of bread. Using a sawing motion, instead of pushing force as with most knives, it is possible to slice the loaf without squashing it.</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Purpose</td>
<td>Material</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Browning tray</td>
<td>Used in a microwave oven to help turn food brown</td>
<td>Generally made of glass or porcelain to absorb heat, which helps colour the layer of food in contact with its surface.</td>
<td></td>
</tr>
<tr>
<td>Butter curler</td>
<td>Used to produce decorative buttershapes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cake and pie server</td>
<td>To cut slices in pies or cakes, and then transfer to a plate or container</td>
<td>This utensil typically features a thin edge to assist with slicing, and a large face, to hold the slice while transferring to a plate, bowl or other container.</td>
<td></td>
</tr>
<tr>
<td>Cheese knife</td>
<td>Used to cut cheese.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheesecloth</td>
<td>To assist in the formation of cheese</td>
<td>A gauzed cotton cloth, used to remove whey from cheese curds, and to help hold the curds together as the cheese is formed.</td>
<td></td>
</tr>
<tr>
<td>Tool</td>
<td>Description</td>
<td>Image</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Chef's knife</td>
<td>Originally used to slice large cuts of beef, it is now the general utility knife for most Western cooks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherry pitter</td>
<td>Used for the removal of pits (stones) from cherries or olives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinoise</td>
<td>Straining substances such as custards, soups and sauces, or to dust food with powder</td>
<td>A conical sieve</td>
<td></td>
</tr>
<tr>
<td>Cleaver</td>
<td>Hacking through bone or slicing large vegetables (such as squash). The knife's broad side can also be used for crushing food preparation (such as garlic).</td>
<td>A large broad bladed knife.</td>
<td></td>
</tr>
<tr>
<td><strong>Colander</strong></td>
<td>Used for draining substances cooked in water</td>
<td>A bowl-shaped container with holes, typically made from plastic or metal. It differs from a sieve due to its larger holes, allowing larger pieces of food, such as pasta, to be drained quickly.</td>
<td></td>
</tr>
<tr>
<td><strong>Corkscrew</strong></td>
<td>Pierces and removes a cork from a bottle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Crab cracker</strong></td>
<td>Used to crack the shell of a crab or lobster</td>
<td>A clamping device, similar in design to a nutcracker but larger, with ridges on the inside to grip the shell.</td>
<td></td>
</tr>
<tr>
<td><strong>Cutting board</strong></td>
<td>A portable board on which food can be cut.</td>
<td>Usually smaller and lighter than butcher's blocks, generally made from wood or plastic.</td>
<td></td>
</tr>
<tr>
<td><strong>Dough scraper</strong></td>
<td>To shape or cut dough, and remove dough from a worksurface</td>
<td>Most dough scrapers consist of handle wide enough to be held in one or two hands, and an equally wide, flat, steel face.</td>
<td></td>
</tr>
<tr>
<td><strong>Egg piercer</strong></td>
<td>Pierces the air pocket of an eggshell with a small needle to keep the shell from cracking during hard-boiling. If both ends of the shell are pierced, the egg can be blown out while preserving the shell (for crafts).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Egg poacher</strong></td>
<td>Holds a raw egg, and is placed inside a pot of boiling water to poach an egg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Egg separator</strong></td>
<td>A slotted spoon-like utensil used to separate the yolk of an egg from the egg white.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Egg slicer</strong></td>
<td>Slicing peeled, hard-boiled eggs quickly and evenly.</td>
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<tr>
<td></td>
<td>Consists of a slotted dish for holding the egg and a hinged plate of wires or blades that can be closed to slice.</td>
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<td></td>
</tr>
<tr>
<td><strong>Egg timer</strong></td>
<td>Used to correctly time the process of boiling eggs.</td>
<td>Historical designs range considerably, from hourglasses, to mechanical or electronic timers, to electronic devices which sense the water temperature and calculate the boiling rate.</td>
<td></td>
</tr>
<tr>
<td><strong>Fillet knife</strong></td>
<td>A long, narrow knife with a finely serrated blade, used to slice fine filet cuts of fish or other meat.</td>
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</tr>
<tr>
<td><strong>Fish scaler</strong></td>
<td>Used to remove the scales from the skin of fish before cooking</td>
<td></td>
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</tr>
<tr>
<td><strong>Fish slice</strong></td>
<td>Used for lifting or turning food during cooking</td>
<td></td>
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</tr>
<tr>
<td><strong>Flour sifter</strong></td>
<td>Blends flour with other ingredients and aerates</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food mill</strong></td>
<td>Used to mash or sieve soft foods.</td>
<td>Typically consists of a bowl, a plate with holes like a colander, and a crank with a bent metal blade which crushes the food and forces it through the holes.</td>
<td></td>
</tr>
<tr>
<td><strong>Funnel</strong></td>
<td>Used to channel liquid or fine-grained substances into containers with a small opening.</td>
<td>A pipe with a wide, conical mouth and a narrow stem.</td>
<td></td>
</tr>
<tr>
<td><strong>Garlic press</strong></td>
<td>Presses garlic cloves to create a puree, functioning like a specialized ricer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grapefruit knife</strong></td>
<td>Finely serrated knife for separating segments of grapefruit or other citrus fruit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grater</strong></td>
<td>It is used to grate, shred, and slice food such as carrots, cabbage and cheese.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gravy strainer</strong></td>
<td>A small pouring jug that separates roast</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Herb chopper</strong></td>
<td>meat drippings from melted fat, for making gravy.</td>
<td>Chops or minces raw herbs.</td>
<td></td>
</tr>
<tr>
<td><strong>Ladle</strong></td>
<td>It is a long-handled spoon with a deep bowl used for serving or transferring food, especially soups and sauces. It can be solid, slotted, or perforated. It can be made of steel, silver, wood, melamine, or copper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lame</strong></td>
<td>Used to slash the tops of bread loaves in artisan baking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lemon reamer</strong></td>
<td>A juicer with a fluted peak at the end of a short handle, where a half lemon is pressed to release the juice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lemon squeezer</strong></td>
<td>A juicer, similar in function to a lemon reamer, with an attached bowl.</td>
<td>Operated by pressing the fruit against a fluted peak to release the juice into the bowl.</td>
<td><img src="image1" alt="Lemon squeezer" /></td>
</tr>
<tr>
<td><strong>Lobster pick</strong></td>
<td>A long-handled, narrow pick, used to pull meat out of narrow legs and other parts of a lobster or crab.</td>
<td><img src="image2" alt="Lobster pick" /></td>
<td></td>
</tr>
<tr>
<td><strong>Mandoline</strong></td>
<td></td>
<td><img src="image3" alt="Mandoline" /></td>
<td></td>
</tr>
<tr>
<td><strong>Mated colander pot</strong></td>
<td>It is a bowl – shaped strainer with holes. It is used to drain food such as pasta. It can be made of aluminum, thinly rolled stainless steel, plastic, or silicone.</td>
<td><img src="image4" alt="Mated colander pot" /></td>
<td></td>
</tr>
<tr>
<td><strong>Liquid measuring cup</strong></td>
<td>Used to measure wet ingredients such as milk and water. Gradations from 30, 60, 80, 120 to 240 milliliters (ml) are commonly written on the sides. They are generally made of clear, the Pyrex-brand traditional measuring cup (the Anchor Hocking-brand look-alike is shown, right) is available in 1 cup (8 ounce), 2 cup (16 ounce), 4 cup (32 ounce) and 8 cup (64 ounce) sizes and includes U.S.</td>
<td><img src="image5" alt="Liquid measuring cup" /></td>
<td></td>
</tr>
<tr>
<td><strong>Measuring spoon</strong></td>
<td>heat resistant glass.</td>
<td>customary units in quarter, third, half and two-thirds cup increments, as well as metric units.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Typically sold in a set that measures dry or wet ingredients in amounts from 1/4 teaspoon (1.25 ml) up to 1 tablespoon (15 ml).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meat grinder**

Operated with a hand-crank, this presses meat through a chopping or pureeing attachment.

**Meat tenderiser**

**Meat thermometer**
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melon baller</td>
<td>Small scoop used to make smooth balls of melon or other fruit, or potatoes.</td>
<td></td>
</tr>
<tr>
<td>Mezzaluna</td>
<td>To finely and consistently chop/mince foods, especially herbs.</td>
<td></td>
</tr>
<tr>
<td>Mortar and pestle</td>
<td>To crush food, releasing flavours and aromas</td>
<td></td>
</tr>
<tr>
<td>Nutcracker</td>
<td>To crack open the hard outer shell of various nuts.</td>
<td></td>
</tr>
<tr>
<td>Nutmeg grater</td>
<td>A small, specialized grating blade for nutmeg.</td>
<td></td>
</tr>
<tr>
<td>Oven glove</td>
<td>To protect hands from burning when handling hot pots or trays.</td>
<td></td>
</tr>
<tr>
<td>Tool</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Pastry bag</td>
<td>To evenly dispense soft substances (doughs, icings, fillings, etc.).</td>
<td></td>
</tr>
<tr>
<td>Pastry blender</td>
<td>Cuts into pastry ingredients, such as flour and butter, for blending and mixing while they are in a bowl. It is made of wires curved into a crescent shape and held by a rigid handle.</td>
<td></td>
</tr>
<tr>
<td>Pastry brush</td>
<td>To spread oil, juices, sauces or glaze on food.</td>
<td></td>
</tr>
<tr>
<td>Pastry wheel</td>
<td>Cuts straight or crimped lines through dough for pastry or pasta.</td>
<td></td>
</tr>
<tr>
<td>Peeler</td>
<td>It is used to peel off or remove the skin of fruits and vegetables. It can also be used to shave chocolate and parmesan cheese into long, thin, curly strips.</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Pepper mill</td>
<td>Storage of pepper</td>
<td></td>
</tr>
<tr>
<td>Pizza cutter</td>
<td>Used for slicing pizza perfectly.</td>
<td></td>
</tr>
<tr>
<td>Potato masher</td>
<td>Used to mash potato.</td>
<td></td>
</tr>
<tr>
<td>Pot-holder</td>
<td>Protect your hand from hot surface</td>
<td></td>
</tr>
<tr>
<td>Poultry shears</td>
<td>Used for dejointing and cutting uncooked poultry; reinforced with a spring, they have one serrated blade and pointed tips.</td>
<td></td>
</tr>
<tr>
<td>Ricer</td>
<td>Presses very smooth vegetable mashes or purees, operates similar to a meat</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Rolling pin</td>
<td>A long, rounded wooden or marble tool rolled across dough to flatten it.</td>
<td></td>
</tr>
<tr>
<td>Salt shaker</td>
<td>Storage of salt</td>
<td></td>
</tr>
<tr>
<td>Scales</td>
<td>For weighing ingredients</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td>Use to cut or slice vegetables and meat.</td>
<td></td>
</tr>
<tr>
<td>Scoop</td>
<td>For scooping ice cream</td>
<td></td>
</tr>
<tr>
<td><strong>Strainer</strong></td>
<td>Used to separate liquid from solid ingredients, sift fine grains, remove lumps, and rinse food.</td>
<td><img src="image" alt="Strainer" /></td>
</tr>
<tr>
<td><strong>Slotted spoon</strong></td>
<td></td>
<td><img src="image" alt="Slotted spoon" /></td>
</tr>
<tr>
<td><strong>Spatula</strong></td>
<td>It is a broad, flat, flexible scraper with a rounded, unsharpened end used for spreading and smoothing icings on cakes, mixing ingredients, lifting and flipping, and scraping bowls. It can be offset or straight.</td>
<td><img src="image" alt="Spatula" /></td>
</tr>
<tr>
<td><strong>Spider</strong></td>
<td>For removing hot food from a liquid or skimming foam off when making broths</td>
<td>A wide shallow wire-mesh basket with a long handle</td>
</tr>
<tr>
<td><strong>Sugar thermometer</strong></td>
<td>Measuring the temperature, or stage, of sugar</td>
<td><img src="image" alt="Sugar thermometer" /></td>
</tr>
<tr>
<td><strong>Tamis</strong></td>
<td><strong>Tin opener</strong></td>
<td><strong>Tomato knife</strong></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Used as a strainer, grater, or food mill.</td>
<td>Designs vary considerably; the earliest tin openers were knives, adapted to open a tin as easily as possible.</td>
<td>Used to slice through tomatoes.</td>
</tr>
<tr>
<td>A tamis has a cylindrical edge, made of metal or wood, that supports a disc of fine metal, nylon, or horsehair mesh. Ingredients are pushed through the mesh.</td>
<td></td>
<td>A small serrated knife.</td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td><strong>Description</strong></td>
<td><strong>Details</strong></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Twine</strong></td>
<td>For trussing roasts of meat or poultry.</td>
<td>Twine must be cotton—never synthetic—and must be natural—never bleached—in order to be &quot;food grade&quot;.</td>
</tr>
<tr>
<td><strong>Whisk</strong></td>
<td>To blend ingredients smooth, or to incorporate air into a mixture, in a process known as whisking or whipping</td>
<td>Most whisks consist of a long, narrow handle with a series of wire loops joined at the end. Whisks are also made from bamboo.</td>
</tr>
<tr>
<td><strong>Wooden spoon</strong></td>
<td>For mixing and stirring during cooking and baking.</td>
<td></td>
</tr>
<tr>
<td><strong>Zester</strong></td>
<td>For obtaining zest from lemons and other citrus fruits.</td>
<td>A handle and a curved metal end, the top of which is perforated with a row of round holes with sharpened rims</td>
</tr>
</tbody>
</table>

COOKWARE

This is composed of different types of food preparation containers commonly found in the kitchen as cooking vessels such as saucepans and frying pans, intended for use on a stove or range cook top.

BAKING TOOLS

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose in food preparation</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frying Pan</td>
<td>A frying pan, fry pan, or skillet is a flat-bottomed pan used for frying, searing, and browning foods. It is typically in diameter with relatively low sides that flare outwards, a long handle, and no lid</td>
<td><img src="image" alt="Frying Pan Image" /></td>
</tr>
<tr>
<td>Fish Poacher</td>
<td>A long narrow pan with high sides and a perforated rack, used to poach a whole fish at once. The oval fish poacher is 18 inches long.</td>
<td><img src="image" alt="Fish Poacher Image" /></td>
</tr>
<tr>
<td>Paella Pan</td>
<td>A wide round shallow pan with splayed sides and two handles, made of metal or earthenware and used for cooking Spanish paella</td>
<td><img src="image" alt="Paella Pan Image" /></td>
</tr>
<tr>
<td>Steamer Basket</td>
<td>A steamer basket is an item of kitchen equipment that allows you to efficiently steam foods. Placed in a pot, it suspends food above hot water and is perforated so that the steam from the water cooks the food. Fish fillets, rice and boneless chicken are some foods that can be cooked in a steam basket, but it is predominantly used to cook vegetables.</td>
<td><img src="image" alt="Steamer Basket Image" /></td>
</tr>
<tr>
<td><strong>Stovetop Fryer</strong></td>
<td>A type of kitchen utensil that can be used to heat cooking oils (fats) so foods can be completely covered in hot oil to be fry cooked, also referred to as &quot;deep fat fried&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Roaster</strong></td>
<td>Cooking utensil consisting of a wide metal vessel, usually used for roasting meat.</td>
<td></td>
</tr>
<tr>
<td><strong>Stock Pot</strong></td>
<td>It is a cylindrical, deep, heavy bottomed, straight –sided pot for preparing, cooking, and storing stocks, soups and stews. It has two handles securely attached on the sides to assure safe and easy lifting.</td>
<td></td>
</tr>
<tr>
<td><strong>Sauce Pan</strong></td>
<td>It is a medium-deep pot with a flat bottom, commonly used to make sauces and gravies.</td>
<td></td>
</tr>
<tr>
<td><strong>Casserole</strong></td>
<td>It is an oval or round dish or pan made of stainless, ceramic, or glass where food may be cooked and served.</td>
<td></td>
</tr>
<tr>
<td><strong>Stir fry pan (wok)</strong></td>
<td>It is often used for stir frying, steaming, panfrying, deep-frying, poaching, boiling, braising, searing, stewing, making soup, smoking, and roasting nuts. A long-handled ladle must be used to avoid burning of the hand while cooking.</td>
<td></td>
</tr>
<tr>
<td><strong>Tube pan</strong></td>
<td>Used for baking cakes such as angel food and sponge cake and may also be called an angel food cake pan. It holds the ingredients and after being baked, the pan is turned over so the firm cake that has been formed into the decorative shape of the pan, falls out onto a plate or counter to be prepared for serving. It can be made as a single piece of metal or as two pieces of metal consisting of a side and a flat round bottom that is removable.</td>
<td></td>
</tr>
<tr>
<td><strong>Cake Pans</strong></td>
<td>Can be round, square, or rectangular and are available in several sizes used in baking cakes.</td>
<td></td>
</tr>
<tr>
<td><strong>Loaf Pans</strong></td>
<td>A deep rectangular pan of metal or glass used for baking food in the form of loaves.</td>
<td></td>
</tr>
<tr>
<td><strong>Muffin and Cupcake Pans</strong></td>
<td>A baking pan formed of a group of connecting cups usually used for muffins or cupcakes.</td>
<td></td>
</tr>
<tr>
<td><strong>Pie Pans</strong></td>
<td>A pan for holding and shaping the dough and filling of a pie, made of a heat-conducting metal, glass or other ceramic, and (more recently) silicone.</td>
<td></td>
</tr>
<tr>
<td><strong>Popover Pans</strong></td>
<td>A baking utensil as it is specifically designed to hold popover batter so the popover, as it bakes, can rise up into a large, airy pastry-like shape; larger than traditional muffin tins.</td>
<td></td>
</tr>
<tr>
<td><strong>Tart and Quiche Pans</strong>&lt;br&gt;Sheet Pans</td>
<td>Used to bake a savory custard mixture on top of a flaky pastry crust</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Brioche Pans</strong></td>
<td>A type of pan or mold with fluted sides that is used to form the base of the traditional French bread known as Brioche.</td>
<td></td>
</tr>
<tr>
<td><strong>Cake Stand</strong></td>
<td>A round platform on a pedestal for displaying a cake. By having it on a pedestal more room is available on the table.</td>
<td></td>
</tr>
<tr>
<td><strong>Cooling and Icing Grate</strong></td>
<td>Used for thawing foods or cooling and icing cakes, cookies, and desserts.</td>
<td></td>
</tr>
<tr>
<td><strong>Pastry Bag</strong></td>
<td>Is an often cone- or triangular-shaped, handheld bag made from cloth, paper, or plastic that is used to pipe semi-solid foods by pressing them through a narrow opening at one end, for many purposes including cake decoration. It is filled through a wider opening at the opposite end, rolled or twisted closed, and then squeezed to extrude its contents.</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Pastry Blenders</strong></td>
<td>Is a kitchen tool used to mix a hard (solid) fat into flour in order to make pastries. The tool is usually made of narrow metal strips or wires attached to a handle, and is used by pressing down on the items to be mixed (known as &quot;cutting in&quot;). It is also used to break these fats (shortening, butter, lard) into smaller pieces.</td>
<td></td>
</tr>
<tr>
<td><strong>Pastry ring</strong></td>
<td>Used to shape pastries</td>
<td></td>
</tr>
<tr>
<td><strong>Pie and Cake Markers</strong></td>
<td>Used to shape pie and cakes</td>
<td></td>
</tr>
<tr>
<td><strong>Measuring cups and spoons</strong></td>
<td>Use to measure ingredients accurately either dry or liquid ingredients</td>
<td></td>
</tr>
<tr>
<td><strong>Flour sifter</strong></td>
<td>Used sift flour</td>
<td></td>
</tr>
<tr>
<td><strong>Pastry Cutter</strong></td>
<td>Used to cut pies</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Cake carrier</strong></td>
<td>A cake carrier with a tall lid that locks securely into its base and a comfortable handle that you can grip firmly to prevent jostling the cake</td>
<td></td>
</tr>
<tr>
<td><strong>Wooden spoon</strong></td>
<td>Made of wood to mix batter, flour and other ingredients</td>
<td></td>
</tr>
<tr>
<td><strong>spatula</strong></td>
<td>Is a small implement with a broad, flat, flexible blade used to mix, spread and lift food ingredients</td>
<td></td>
</tr>
<tr>
<td><strong>Mixing bowl</strong></td>
<td>Comes in graduated sizes and has sloping sides used for mixing ingredients</td>
<td></td>
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<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Mortar and pestle</strong></td>
<td>Is used to pound ingredients</td>
<td></td>
</tr>
<tr>
<td><strong>mixture</strong></td>
<td>This is used for different baking procedures like beating, mixing, and blending</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>oven</strong></td>
<td>Can be electric or gas oven used for baking</td>
<td></td>
</tr>
<tr>
<td><strong>Gas range</strong></td>
<td>Intended for cooking or baking</td>
<td></td>
</tr>
<tr>
<td><strong>Dough roller</strong></td>
<td>Used to flatten dough</td>
<td></td>
</tr>
<tr>
<td><strong>Pressure cooker</strong></td>
<td>Used to soften meat</td>
<td></td>
</tr>
<tr>
<td><strong>blender</strong></td>
<td>Used to blend, pulse or mix ingredients</td>
<td></td>
</tr>
</tbody>
</table>
IDENTIFICATION:

Directions: Identify what is being asked in each sentence. Select your answer in the Box.

<table>
<thead>
<tr>
<th>Pastry cutter</th>
<th>cookie cutter</th>
<th>rolling pin</th>
<th>colander</th>
<th>food mill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure cooker</td>
<td>blender</td>
<td>baster</td>
<td>mixing bowl</td>
<td>pestle &amp; mortar</td>
</tr>
<tr>
<td>Brioche pan</td>
<td>casserole</td>
<td>chinoise</td>
<td>colander</td>
<td>spatula</td>
</tr>
<tr>
<td>Fish poacher</td>
<td>colander</td>
<td>cherry pitter</td>
<td>oven</td>
<td>zester</td>
</tr>
</tbody>
</table>

1. What is used to mash or sieve soft foods
2. What is an equipment used to soften meat?
3. Which refers to an equipment intended to blend, pulse or mix ingredients?
4. What is tool used in pounding ingredients?
5. It comes in graduating sizes and sloping sides used for mixing ingredients. What is the term for this cooking tool?
6. What is the term for a baking tool used to cut cookies to desired shapes?
7. What is the appropriate tool used to cut pies?
8. What is used for shaping and rolling dough?
9. What is a cooking tool used for draining substances cooked in water?
10. What referred to as “Olive stoner” used for the removal of pits from cherries or olives?
11. It is used for straining substances such as custards, soups and sauces, or to dust food with powder. What is the term for this kitchen tool?
12. It is a long narrow pan with high sides and a perforated rack, used to poach a whole fish at once. What is being referred to?

13. It is being characterized of being small implement with a broad, flat, flexible blade used to mix, spread and lift food ingredients. What do you call this baking tool?
14. Its is known also as "saucepan" with a large, deep dish used both in the oven and as a serving vessel. What is the term for this?
15. What is the type of pan or mold with fluted sides that is used to form the base of the traditional French bread.
Mise en place is a French phrase which means "putting in place", as in set up. It is used in professional kitchens to refer to organizing and arranging the ingredients (e.g., cuts of meat, relishes, sauces, par-cooked items, spices, freshly chopped vegetables, and other components) that a cook will require for the menu items that are expected to be prepared during a shift. The practice is also effective in home kitchens.

This is essential in a commercial kitchen because when things get crazy you don't have time to chop an onion or peel shrimp. So chefs arrive early and prepare all the ingredients for the dishes they'll be cooking in advance. But even in a home kitchen it pays off to have you mise en place.

First, it's a more efficient way of cooking. By concentrating on getting the onions, carrots and celery peeled and chopped at once you can gather them all in one place and then stand there doing the preparation. By measuring out the spices, herbs and liquids at one time you can clean up the measuring tools and get them out of the way at one time (and you're less likely to put that measuring cup in the dishwasher after measuring the oil and then have to retrieve it to measure wine.

Second, prepping your mise enables you to discover in advance the problem with some ingredients and deal with it. As an example, maybe your brown sugar is hard as a brick-bat. You don't want to be trying to soften it enough to use at the point where you need to add it to the Bananas Foster. Or, if you discover you're out of brown sugar you can head for the computer, look up a substitute and discover that all you need to do is add some molasses to granulated sugar.

Last, how many times have you been interrupted in the middle of a recipe. Then you return to the bread you were making and wonder, "Did I add the salt or not?" Tasting the flour is possible but the average loaf of bread has a teaspoon of salt mixed into 3 - 4 cups of flour. Good luck on that tasting. However, if you'd measured out the salt before beginning and had it waiting in a
pinch bowl or slip of waxed paper then if the bowl is empty you added the salt and if it’s not you didn't.

---

**Review of Learning Outcome 3**

**ESSAY:**

**Directions:** Based on the topic, explain and discuss the Miseen place technique. Be able to enumerate the importance of this process in cooking. The scoring rubric below will be the basis for evaluating your essay.

<table>
<thead>
<tr>
<th>Scoring Rubrics for Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Delivery</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

---

**Types of Dishes**
Soups

CONDITIONS:

- Facilities – workshop/laboratory, storage/stockroom
- Equipment – stove/range, oven, chiller, freezer
- Tools/utensils – measuring and weighing utensils, cooking tools and cooking implements
- Supplies – meat, seafood, poultry, vegetables, seasonings, herbs and spices
- Others – references, brochures, manuals, recipe book

Stocks - are often called the chef’s building blocks because they form the base for many soups and stocks.

Stock is a flavorful liquid made by gently simmering bones and/or vegetables in a liquid to extract their flavor, aroma, color, body and nutrients.

*Types of Stock:*

- White Stock
- Brown Stock
- Fumet
- Court Bouillon
- Glace
- Remouillage
- Bouillon

*The Four Essential Parts of a stock are:*

- Mirepoix
- Aromatics
- Liquid

**Major Flavoring Ingredient:**

*Bones for Stock and are prepared by:*

- Blanching
- Browning
- Sweating

**What Four Qualities are Stocks evaluated on?**

1. Flavor
2. Color
3. Aroma
4. Clarity

**Procedure in cooling and storing Stock**

1. Put the stockpot in the ice-bath and stir often.
2. When cool, place in the refrigerator.
3. Break down the large amount of stock into smaller amount.
4. Place stock in small containers in the refrigerator.
5. Stir occasionally.

**Soup**

Any good soup is made with the best ingredients available.

Basic types of soup:

1. **Clear Soup**
   a. Consommé
   b. Broth

2. **Thick Soup**
   a. Bisque
   b. Cream
   c. Purée
Helpful Hints For Cream And Purée Soups:

- If a cream soup becomes too thick, add water or stock until the correct consistency is achieved. Never use heavy cream—it can hide the flavor of the main ingredient.

- If the soup has a sour or “off” flavor, or has curdled, discard it. Cream soups have a brief storage time once the cream has been added.

- To store cream soups longer, be sure that the base is properly chilled and stored. Finish only the amount needed for a single service period.

- If the soup has a scorched taste, transfer it immediately to a cool, clean pot and check the flavor. If it doesn’t taste scorched in the clean pan, it is safe to continue cooking.

Cooling and Finishing Techniques

- Remove surface fat from soup before service.
- Blot with strips of unwaxed brown butcher paper to eliminate unwanted fat.
- Soups should be garnished just before service.

SAUCES:

- Add moisture and richness to food
- Introduce complementary and contrasting flavors
- Enhance the appearance of food
- Add texture to the dish

The Five Grand Sauces

1. Béchamel
2. Veloute
3. Espagnole (Brown)
4. Tomato
5. Hollandaise
Miscellaneous Sauces

- Coulis
- Jus
- Compound Butters
- Salsa

How Do Miscellaneous Sauces Function?

- They Function in much the same way that grand sauces do. They add flavor, moisture, texture, and color to the dish.
- They also allow chefs to change the menu items by providing a lower-fat alternative to the usually heavy grand or derivative sauces.
- Thickeners
- Are added to sauces to give them additional richness and body

Examples of Thickeners:

- Beurre manié
- Liaison
- Slurry
- Roux
  1. White roux
  2. Blond roux
  3. Brown roux

To Pair the Correct Sauce with a Meal

The sauce should be suitable for the style of service.

1. The sauce should be suitable for the main ingredient’s cooking technique.
2. The sauce’s flavor must be appropriate for the flavor of the food it is accompanying.
Suggested Recipe:

**Loaded Potato Soup**

![Loaded Potato Soup Image]

**Yield:** 4 servings (serving size: about 1 1/4 cups)

**Ingredients**
- 4 (6-ounce) red potatoes
- 2 teaspoons olive oil
- 1/2 cup prechopped onion
- 1 1/4 cups fat-free, lower-sodium chicken broth
- 3 tablespoons all-purpose flour
- 2 cups 1% low-fat milk, divided
- 1/4 cup reduced-fat sour cream
- 1/2 teaspoon salt
- 1/4 teaspoon freshly ground black pepper
- 3 bacon slices, halved
- 1.5 ounces cheddar cheese, shredded (about 1/3 cup)
- 4 teaspoons thinly sliced green onions

**Procedure**
- Pierce potatoes with a fork. Microwave on HIGH 13 minutes or until tender. Cut in half; cool slightly.
- While potatoes cook, heat oil in a saucepan over medium-high heat. Add onion; sauté 3 minutes. Add broth. Combine flour and 1/2 cup milk; add to pan with 1 1/2 cups milk. Bring to a boil; stir often. Cook 1 minute. Remove from heat; stir in sour cream, salt, and pepper.
- Arrange bacon on a paper towel on a microwave-safe plate. Cover with a paper towel; microwave on HIGH for 4 minutes. Crumble bacon.
- Discard potato skins. Coarsely mash potatoes into soup. Top with cheese, green onions, and bacon.
Garden Minestrone

Yield: 8 servings (serving size: 1 1/2 cups soup and 2 tablespoons cheese)

Ingredients

- 2 teaspoons olive oil
- 1 cup chopped onion
- 2 teaspoons chopped fresh oregano
- 4 garlic cloves, minced
- 3 cups chopped yellow squash
- 3 cups chopped zucchini
- 1 cup chopped carrot
- 1 cup fresh corn kernels (about 2 ears)
- 4 cups chopped tomato, divided
- 3 (14-ounce) cans fat-free, less-sodium chicken broth, divided
- 1/2 cup uncooked ditalini pasta (very short tube-shaped macaroni)
- 1 (15.5-ounce) can Great Northern beans, rinsed and drained
- 1 (6-ounce) package fresh baby spinach
- 3/4 teaspoon salt
- 1/2 teaspoon freshly ground black pepper
- 1 cup (4 ounces) grated Asiago cheese
- Coarsely ground black pepper (optional)

Procedure

- Heat oil in a Dutch oven over medium-high heat. Add onion to pan; sauté 3 minutes or until softened. Add oregano and garlic; sauté 1 minute. Stir in squash, zucchini, carrot, and corn; sauté 5 minutes or until vegetables are tender. Remove from heat.
• Place 3 cups tomato and 1 can broth in a blender; process until smooth. Add tomato mixture to pan; return pan to heat. Stir in remaining 1 cup tomato and remaining 2 cans broth; bring mixture to a boil. Reduce heat, and simmer 20 minutes.
• Add pasta and beans to pan; cook 10 minutes or until pasta is tender, stirring occasionally. Remove from heat. Stir in spinach, salt, and 1/2 teaspoon pepper. Ladle soup into individual bowls; top with cheese. Garnish with coarsely ground black pepper, if desired.

Crabmeat and Corn Soup

Ingredients
- 1/4 cup butter
- 1/4 cup all-purpose flour
- 2 cups whole milk
- 2 cups half-and-half
- 1 3/4 cups whole kernel corn
- 1 cup chopped green onions
- 1 pound fresh crab meat
- 1/2 teaspoon ground white pepper
- 1/2 teaspoon seasoning salt
- 1 tablespoon soy sauce
- 1/4 cup chopped parsley

Procedure
• In a heavy-bottomed pot, melt butter, add flour, and stir gently until blended; do not burn or let it darken. Add milk gradually, stirring all the while, then add half and half, stirring gently while blending. Add corn and green onions, and cook for a few minutes until tender.
- Add crabmeat, pepper, salt, and soy sauce and simmer until very hot and small bubbles form around the edge; do not let boil. Adjust seasonings to taste. Garnish with sprinkles of chopped fresh parsley when serving and serve hot.
- Variations: You may use 4 cobs of fresh corn instead of frozen or canned. Cut the kernels off the cob, scrape cob for juices, and then add to soup. Cook until corn is tender. Canned crabmeat or imitation crab may be used instead of fresh crabmeat. Use one 7 1/2-ounce can crabmeat (drained) and 8 ounces imitation crab (cut into small pieces). Combine the two and cook as noted above.

**Molo Soup**

(Estimated time of preparation and cooking: 20-30 minutes)

**Ingredients**

**Filling:**
- 500 grams ground pork
- 1 pack wonton or siomai wrappers
- 1 teaspoon soy sauce
- 1/2 teaspoon sesame oil
- 1 egg
- salt and pepper to taste

**Broth:**
- 1 chicken breast
- 4 cups water
- 3 gloves garlic, minced
- 1 small onion, chopped
- salt and pepper to taste
- spring onions, chopped(optional)
- 1 chicken cube(optional)
- toasted garlic(optional)
Procedure

Part 1
- In a pot, boil water then add chicken and salt. Cook for 10 minutes. Reserve the broth.
- Remove chicken and shred using fork. Set aside.

Part 2
- In a bowl, combine ground pork, egg, soy sauce, sesame oil, salt and pepper. Mix until well combined.
- Scoop about 1 tablespoon filling and place into the center of molo wrapper.
- Seal the edges using water or egg white in triangular shapes. Repeat for the remaining mixture.

Part 3
- In a bowl, heat oil and saute garlic and onion.
- Add shredded chicken, season with salt and pepper.
- Add chicken cube and pour chicken broth and bring to boil.
- Add molos and some wrappers and simmer for 5 minutes or until molos are cooked.
- Sprinkle with spring onions.
- Transfer to serving bowl, garnish with toasted garlic.
  Serve. Good for 5 servings

Hototay Soup

Yield: 3 servings
Ingredients

- 1/2 lb pork, sliced thinly
- 1/2 lb boiled chicken, shredded
- 1/4 lb pig liver, sliced thinly
- 4 to 6 cups chicken stock or chicken broth
- 2 cups Napa cabbage, chopped
- 1 1/2 cups fresh Shitake mushrooms, chopped
- 1 cup carrots, sliced
- 1 cup green onion, chopped finely
- 1 medium onion, chopped
- 2 teaspoons minced garlic
- 3 to 4 pieces raw eggs
- 2 teaspoons salt
- 1 teaspoon ground black pepper
- 2 tablespoons cooking oil

Procedure

- Heat oil in a cooking pot.
- Saute garlic and onion.
- When the onion becomes soft, add the pork and cook until the color turns light brown.
- Put-in the chicken and liver, and cook for 3 to 5 minutes.
- Pour-in the chicken stock or chicken broth. Let boil and simmer for 7 to 10 minutes.
- Add carrots and mushroom. Stir and cook for 3 minutes.
- Put-in the Napa cabbage, salt, and ground black pepper. Stir and cook for 2 minutes.
- Turn off heat, and then transfer to individual serving bowls.
- Crack and place one egg per bowl. Sprinkle green onions on top to garnish.
- Serve hot. Share and enjoy!

*Soups* are often one of the first dishes that a guest at a restaurant is served. This versatile and extremely popular menu category provides chefs an opportunity to expand upon the basic stock-making techniques.

*Broths*, which are similar to stocks by technique, are among the most straightforward and adaptable of soups. A good broth can be enjoyed on its own or it can be garnished to make a range of soups that fit the season or the clientele. Simmering vegetables, meats, grains, legumes, or even pasta in a broth produces hearty and satisfying vegetable soups.
Puree-style and cream soups introduce some important techniques that are used in sauce-making. Using thickeners like roux or slurries changes the texture of the soups. Thick soups may be hearty and rustic or very smooth, and velvety.

**Soups are classified into the following:**

1. **Broths**
   - Clear liquid soups derived by simmering meaty cuts in water until good flavor, body, and color develop. Although similar, broths differ from stocks in that they are made from meats rather than bones and can be served on their own.

2. **Consommés**
   - Clear soups made by combining a richly flavored stock or broth with a specific mixture of ingredients to produce a crystal-clear soup with no traces of fat. This combination of ingredients that enriches a consommé is known as a clarification.

3. **Vegetable Soups**
   - Clear vegetable soups are based on clear broth, stock, or water. The vegetables are cut into an appropriate and uniform size and the soup is simmered until all ingredients are tender.

4. **Purée Soups**
   - Soups made from a wide variety of ingredients, including beans and starchy vegetables such as potatoes and squash. Mushrooms, tomatoes, and even herbs are also included. Often, the main ingredient or ingredients thicken the soup naturally, once they are pureed into the liquid. For some purée soups, a supplemental ingredient is added to help thicken the soup and hold it together: roux, rice, potatoes, and even bread can be used.

5. **Cream Soups**
   - Soups made by simmering an ingredient in a thickened liquid. The base for many cream soups is actually a sauce: velouté, made by thickening stocks or broths with roux, or béchamel, made by thickening milk with roux. Cream soups are puréed for a very smooth texture and finished with a quantity of cream, milk, or a liaison of egg yolks and heavy cream.

6. **Bisques**
   - The original bisque featured sea food as a garnish and was thickened with dried bread or biscuits. In fact, the soup's name bisque comes from the French term for dried bread, biscuit. Classic bisque is traditionally based on a stock made from sautéed seafood shells and thickened with rice.
7. Clear soup
A clear soup is flavorful broths that are amber to brown in color. They are very familiar to stocks, just that broths are based on meats rather than bones. They are richer and have more defined flavor.

8. Thick soups
A cream soup based on a béchamel sauce and is finished with a heavy cream. A béchamel sauce is milk thickened with roux

Let’s Do it!

Demonstration
Directions. Students will be grouped accordingly and they will perform the following hands-on activities. Be able to accomplish the standardized Recipe Cost Sheet in doing the assigned task.

Activity No. 1 Loaded Potato soup
Activity No. 2 Garden Minestone
Activity No. 3 Crabmeat and Corn soup
Activity No. 4 Hototay soup

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Vegetables can be eaten raw or cooked. It can be prepared whole, sliced, chopped, shredded, or mashed. Some nutrients in vegetables are easily lost in water and cooking. Wash vegetables before cutting and paring. Cook them in a little amount of water and do not overcook.

COOKED VEGETABLE DISHES

Methods of Cooking Vegetables:

Most vegetables are served cooked which may soften vegetables, intensify the flavor and properly done maintain nutrients.

- **Dry Heat Methods of cooking**
  - **Grilling and broiling**
    - Cooks quickly under very high heat. The heat caramelizes the vegetables, giving a pleasing flavor.
    - Potatoes, tomatoes, squash, eggplant
  
  - **Baking**
    - Vegetables are cooked at a lower temperature for a long period of time.
    - Root vegetables
  
  - **Sauteing**
    - Vegetables cook in a small amount of butter or oil.
    - Heat is very high so the vegetables cook quickly.
    - Color stays bright.
    - Mushrooms, squash
  
  - **Deep-frying**
    - Vegetables are coated in batter then submerged in hot oil
    - Potatoes, cauliflower
    - Cooking with moist heat
    - To retain nutrients, cook for the minimum amount of time needed in a small amount of liquid
- If possible reuse the liquid in soups and stocks
- Green - cook without a lid to allow acid to escape
- Red – cook covered and may need some acid added to the liquid

- **Blanching**
  - **Used to remove the skins from vegetables**
  - Involves plunging vegetables into boiling water briefly, then immediately into cold water to stop the cooking process
  - Used to increase color and flavor before freezing

- **Steaming and Simmering**
  - Placing vegetables above boiling water or in a small amount of water
  - End result is soft, colorful, flavorful vegetablesbroccoli, green beans

- **Poaching and Braising**
  - Cook in just enough simmering liquid to cover the food for a long period of time
  - The liquid is saved and served with the vegetable cabbage, leeks, onion

- **Parboiling**
  - Used to partially cook vegetables before another method of cooking
  - Helps to remove strong flavors
  - Root vegetables, cabbage

**Conditions**

**Facilities**
- workshop/laboratory, storage/stockroom

**Equipment**
- stove/range, oven, chiller, freezer

**Tools/utensils**
- measuring and weighing utensils, cooking tools and cooking implements

**Supplies**
- meat, seafood, poultry, vegetables, seasonings, herbs and spices

**Others**
- references, brochures, manuals, recipe book
Vegeable Dishes Preparation

Suggested Recipe:

**Sauteed Broccoli Stems**

Nutmeg and butter season broccoli stalks for a simple but delicious vegetable dish. If you are only one to eat the florets, you simply must try the stems. The broccoli florets have a distinctive, pungent flavor, while the stems are sweet and mild. Personally, I prefer the stems. Many markets now sell broccoli slaw, which is the pre-cut stems. If you can find it, it will save you some time.

**Yield:** 4 servings

**Ingredients**
- Large, thick stems from 2 bunches broccoli
- Water
- Salt, to taste
- 2 tablespoons unsalted butter
- Fresh-grated nutmeg, to taste
- Fresh-ground black pepper, to taste
- Pimiento strips, for garnish, optional

*(Prep Time: 15 min. Cook Time: 5 min. Total Time: 20 min.)*

**Procedure**
- Peel broccoli stems carefully, then cut them into thin julienne strips about 2 inches long. Place in cold water to crisp 30 minutes in refrigerator. Drain.
- Bring pot of salted water to boil. Add broccoli stems, return to a boil and blanch 1 minute. Immediately drain and plunge broccoli into cold water to keep stems crisp and green. Drain again.
- To serve, melt butter in saute pan or skillet, add a little nutmeg, then add broccoli. Toss to coat well with butter and cook 1 to 2 minutes. Season with salt and pepper. Serve immediately in neat piles, garnished with pimiento strips.
Eggplant Parmigiana

Eggplant Parmigiana is synonymous to eggplant Parmesan. This is a rich and delicious baked eggplant dish that can be enjoyed everyday.

This eggplant parmigiana recipe is interesting because eggplants become crisp. Use lesser marinara sauce on top. This will help the fried eggplants on the top layer maintain its texture because less liquid will be absorbed. Of course, the ones below will absorb the sauce and all its delicious flavor. This means that you can enjoy the best of both worlds.

Ingredients

- 1 medium black bell or Italian eggplant, sliced crosswise into half an inch thickness
- 1/2 cup all-purpose flour
- 1 1/2 cups breadcrumbs
- 3 cups marinara sauce
- 3 eggs, beaten
- 1 tablespoon dried oregano
- 1/2 cup Parmesan cheese, grated
- 1 1/2 cup shredded mozzarella cheese
- 1 cup shredded sharp cheddar cheese
- 3/4 teaspoon salt
- 1/8 teaspoon ground black pepper
- 3 cups cooking oil (vegetable oil or canola oil)
- 1 tablespoon olive oil

Procedure

- Combine salt, pepper, Parmesan cheese, oregano, and breadcrumbs in a bowl. Mix well and set aside.
- Lightly season the eggplant with salt. Let it stay for 15 minutes. Juices from the eggplant will be released during this process. Pat the eggplants dry using paper towels.
- Heat the cooking oil in a deep pot.
- Dredge the eggplant slices in flour and then dip in the beaten egg. Roll the eggplants right away on the breadcrumbs and Parmesan cheese mixture. Make sure that every side is properly coated.
- Deep fry the eggplant until the color turns golden brown (about 2 to 3 minutes). Remove from the pot and place in a plate lined with paper towel to absorb the oil.
- Preheat oven to 375 degrees Fahrenheit.
• Grease a baking pan with olive oil. Spread 1 cup of Marinara sauce in the bottom. Arrange a batch of fried eggplants as the primary layer. Sprinkle with some cheddar and Mozzarella cheese.
• Top with Marinara sauce and then arrange the second layer on top of the sauce. Sprinkle cheese and spread some marinara sauce on top. Do this until all the eggplants are consumed. Finally, top with marinara sauce and cheese and then bake for 30 minutes.
• Remove from the oven. Serve with bread sticks or garlic bread.

**Baby Corn, Ham, and Jicama Stir Fry**

Baby Corn, Ham, and Jicama Stir Fry is a quick and easy vegetable stir-fry recipe. This involves different veggies such as jicama, corn, green beans, and green peas. The flavor and texture of this dish is really awesome.

Cooking stir-fry is simply frying and stirring or tossing the ingredients at the same time (at least most of the time). This is a cooking method that requires high heat because the ingredients need to cook as fast as possible. Stir fry dishes are usually served with fried rice.

For those who are not familiar with baby corn or young corn, this ingredient is still corn on the cob that were harvested quickly before the appropriate harvest time. It can be bought packaged in cans or in a container with water (usually in Asian stores). The ham helps enhance the flavor of this dish while the jicama gives-in a nice crunchy texture to it.

**Yield:** 6 servings

**Ingredients**

2 1/2 cups young corn
2 cups mixed vegetables (carrots, corn, green beans, green peas)
1 medium yellow onion, chopped
1 lb. ham, chopped
1 teaspoon minced garlic
1/4 cup cooking wine
3/4 cup chicken broth
1 1/2 cups Jicama, chopped
2 tablespoons cooking oil
Salt and pepper to taste
Procedure
- Heat the oil in a wok.
- Sauté the garlic and onion
- Add the ham. Stir fry for 3 minutes.
- Put-in the Jicama, young corn, and mixed vegetables. Stir-fry for 3 to 5 minutes.
- Pour-in the cooking wine. Continue to cook for a minute.
- Add the chicken broth. Let boil and cook for another minute.
- Add salt and pepper to taste.
- Transfer to a serving plate.

Let's Do It!

DEMONSTRATION
Directions: Students will be grouped accordingly to perform the following:
- Activity No. 1: Sauteed Broccoli stems
- Activity No. 2: Eggplant Parmigiana
- Activity No. 3: Baby Corn, Ham and Jicama Stir Fry

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There are two basic methods of cooking meat:

1. moist heat; and
2. dry heat.

It is important to select the proper cooking method for the cut of meat. Less tender cuts of meat require moist heat cooking methods to help break down the tough connective tissues. Moist heat cooking means moisture is added to the meat and the meat is cooked slowly over a long time; it includes: braising, and cooking in liquid, such as stews or other slow cooker recipes.

Tender cuts of meat do not require moisture and long, slow cooking. They are usually cooked with a dry heat method, including: roasting, broiling, pan-broiling, pan-frying, and grilling.

The method chosen to cook a certain cut of meat should relate directly to the inherent tenderness of that cut. Tenderness is determined by:

- where on the animal the meat comes from,
- the degree of marbling,
- the age of the animal,
- how the meat was stored, and
- how the meat was prepared for market.

In general, cuts from the loin section are the most tender; the farther away from this section the less tender the meat will be.

Cooking Tender Cuts of Meat:

Roasting

Roasting is a cooking method in which meat is surrounded and cooked by heated air, usually in an oven. Meat is not covered and no water is added.

*Follow these steps:*
1. Place meat fat side up on a rack in a shallow open roasting pan.
2. Season as desired.
3. Insert meat thermometer; be sure tip does not rest in fat or on a bone.
4. Do not add water. Do not cover.
5. Roast in a slow oven at 325°F until the thermometer reaches the desired doneness.
To test for doneness, use a meat thermometer. The internal temperature shows exactly how done the meat is. Look up the roasting time tables in a cookbook. The more tender cuts of meat will remain tender if cooked to rare rather than well-done. On the other hand, less tender cuts may be more tender if they are cooked to medium or well-done, rather than rare.

**Broiling, Pan-broiling, or Pan-frying**

The basic rule for broiling, pan-broiling or pan-frying meat is to use enough heat to brown the outside without overcooking the inside of the meat. A moderate temperature is best for broiling and frying most meats.

**Broiling**

Broiling is cooking by direct heat from a flame, electric unit, or glowing coals. Meat is cooked one side at a time. Choose tender beef steaks, lamb chops, cured ham slices, and bacon for broiling. Use steaks or chops cut 1 to 2 inches thick. If steaks or chops are less than 1 inch thick, pan-broil them.

Consult the manufacturer’s instructions for broiling since equipment varies.

Usually the door is left open when broiling in an electric range and closed when broiling in a gas range.

- Place meat on a rack in a broiler pan.
- Place pan two to five inches from heat. The thicker the cut, the farther the meat should be placed from the heating unit to assure even cooking.
- Broil one side until browned. Season cooked side, if desired.
- Turn meat; cook second side to desired doneness and until meat is browned. Season, if desired.

**Pan-broiling**

Pan-broiling is cooking in an uncovered pan over direct heat. Fat that cooks out of the meat is drained off.

- Place meat in pre-heated heavy frying pan.
- Do not add oil or water. Do not cover.
- Cook slowly, turn occasionally. Pour off fat as it accumulates.
- Cook to desired doneness, until both sides are browned.
- Season, if desired.
Pan-frying
Pan-frying is similar to pan-broiling, except that meat is cooked in a small amount of fat.
- Heat a small amount of oil in a skillet over medium heat.
- When oil is hot, add meat; do not cover.
- Turn occasionally until done as desired and browned on both sides.
- Season, if desired.

The easiest way to tell when steaks and small pieces of meat are done when you broil, pan-broil, or panfry is to make a small cut in the meat near the bone and check the interior color.
- Rare beef will be reddish pink with lots of clear red juice.
- Medium beef has a light pink color and less juice than rare.
- Well-done beef is light brown with slightly yellow juice. Fresh pork should be cooked until the juice is no longer pink.

Cooking Less Tender Cuts

Braising
Braising is cooking in steam trapped and held in a covered container or foil wrap. The source of the steam may be water or other liquid added to the meat, or it may be meat juices. Large, less tender cuts, such as chuck, round, and rump, are braised as pot roasts.
- In a heavy frying pan, brown meat on all sides in a small amount of oil; pour off fat.
- Season, if desired.
- Add a small amount of liquid to the meat; cover pan tightly.
- Simmer on top of the range or cook in the oven at 350°F until tender.

Cooking in Liquid
This method involves covering a less tender cut of meat with liquid and simmering in a covered kettle until tender and well-done.
- In a Dutch oven or heavy pan, brown meat on all sides in a small amount of oil; pour off fat.
- Season, if desired.
- Add enough liquid to cover meat completely; cover pan tightly.
- Simmer on top of the range or in the oven until tender.
- Add vegetables just long enough before serving to be cooked.
Cooking Poultry
The type of method to use for cooking poultry depends on the bird. Young poultry is best for roasting, broiling, and frying. Older poultry requires braising or stewing methods. Either way, slow, even heat should be used for tender, juicy, evenly done poultry. Do not overcook; it results in tough, dry meat.

Broiling
- Cut chicken broiler in half lengthwise, in quarters, or in pieces. Quarter young turkey fryers or roasters, or cut in pieces.
- Fold wing tips across back side of poultry quarters.
- Set oven control to broil.
- Brush poultry with one tablespoon margarine or butter.
- Place poultry skin side down on rack in broiler pan.
- Place broiler pan so top of chicken is seven to nine inches from heat.
- Broil 30 minutes. Sprinkle with salt and pepper.
- Turn chicken and brush with one tablespoon margarine or butter. Broil 15 to 25 minutes longer or until chicken is brown and juices run clear.

Poaching (in the microwave)
An easy way to be prepared for any recipe that calls for cooked chicken is to poach chicken in the microwave ahead of time and have it stored in the freezer. That way, cooked chicken is available for use in casseroles, sandwiches, and salads.
- Place four chicken breast halves, skin side up, in a 12x8-inch (2 quart) microwave-safe baking dish, with the thickest portions placed toward the outside edges of the dish. If desired, sprinkle the chicken lightly with seasoned salt, paprika, and pepper.
- Cover the dish with waxed paper. Microwave on HIGH for 12 to 14 minutes or until it is fork tender and juices run clear.
- Use the chicken immediately, or cool it completely before removing the meat from the bones. Package the cooked chicken in freezer bags or containers in the amounts needed in recipes. Store in the refrigerator up to two days or in the freezer up to two months.
- Thaw the frozen cooked chicken in one of two ways:
  o Place chicken in a microwave-safe covered casserole and microwave it on DEFROST for four to six minutes or until the chicken is thawed. Break up and rearrange the chicken halfway through thawing. When thawed, the chicken will feel cool to the touch.
  o Leave chicken in its moisture/vapor resistant freezer container and thaw overnight in the refrigerator.
Note: Chicken breasts can also be poached in a large saucepan on top of the stove. Add cold water just to cover chicken, bring to a boil, and simmer for 30 to 40 minutes or until chicken is tender. Skim off any scum that rises to the surface.

Roasting
- Place poultry breast side up on a rack in a shallow roasting pan. Do not add water. If desired, brush poultry with cooking oil or melted margarine or butter.
- Cover poultry with a loose tent of heavy-duty aluminum foil. To make a tent, tear off a sheet of foil 5 to 10 inches longer than the poultry. Crease foil crosswise through the center and place over the bird, crimping loosely onto sides of pan to hold it in place. This prevents overbrowning, keeps the bird moist, and reduces oven spatter.
- Insert a meat thermometer through the foil into the thickest part of the thigh muscle without touching the bone. The inner thigh is the area that heats most slowly. For turkey parts, insert the thermometer in the thickest area.
- Roast at 325°F according to the timetable. To brown poultry bird, remove the foil tent 20 to 30 minutes before roasting is finished, and continue cooking until the thermometer registers 185°F.
- Basting is usually not necessary during roasting since it cannot penetrate the turkey; it does help brown the skin.

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</tr>
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<td>8 to 12</td>
<td>3 to 4</td>
<td>3 1/2 to 4 1/2</td>
</tr>
<tr>
<td>12 to 16</td>
<td>3 1/2 to 4 ½</td>
<td>4 1/2 to 5 1/2</td>
</tr>
<tr>
<td>16 to 20</td>
<td>4 to 5</td>
<td>5 1/2 to 6 1/2</td>
</tr>
<tr>
<td>20 to 24</td>
<td>4 1/2 to 5 ½</td>
<td>6 1/2 to 7</td>
</tr>
<tr>
<td>24 to 28</td>
<td>5 to 6 ½</td>
<td>7 to 8 1/2</td>
</tr>
<tr>
<td>Drumsticks, quarters, thighs</td>
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Oven Cooking Bags
Preparation of poultry in an oven cooking bag is a moist heat cooking method. It is the best way to produce a moist, tender bird. It also helps reduce oven spatter. Using ordinary brown bags for roasting is not recommended because they may not be sanitary, the glue and ink used on brown bags have not been approved for use as cooking materials, and the juices formed as the poultry cooks may saturate the bag and cause it to break.

- Preheat oven to 350°F.
- Shake 1 tablespoon of flour in the bag to prevent bursting.
- Place celery and onion slices in the bottom of the bag to help prevent poultry from sticking to the bag and to add flavor.
- Place poultry on top of the vegetables, close the bag with the enclosed twist-tie, and make 6 half-inch slits in the top to let steam escape. Insert meat thermometer through a slit in the bag. The poultry is done when it reaches 180°F.
- When poultry is done, cut or slit the top of the bag down the center. Loosen the bag from the turkey so there is no sticking and carefully remove the poultry to the serving platter.

### Roasting Chart for Fresh or Thawed Poultry Cooked in an Oven Cooking Bag

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<th>Stuffed (Hours)</th>
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<tr>
<td>8 to 12</td>
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<td>2 1/4 to 2 3/4</td>
</tr>
<tr>
<td>12 to 16</td>
<td>2 1/4 to 2 ¾</td>
<td>2 3/4 to 3 1/4</td>
</tr>
<tr>
<td>16 to 20</td>
<td>2 3/4 to 3 ¼</td>
<td>3 1/4 to 3 3/4</td>
</tr>
<tr>
<td>20 to 24</td>
<td>3 1/4 to 3 ¾</td>
<td>3 3/4 to 4 1/4</td>
</tr>
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**Thawing Frozen Turkeys**
- The preferred method for thawing a turkey is in the refrigerator. Simply place the turkey in its original wrap on a tray or in a pan to catch moisture that accumulates as it thaws.
- If time is a factor, place the turkey in its unopened bag in the sink or a large container and cover it with cold water. If the wrapping is torn, place the turkey in another plastic bag, close securely, and then place in water. Change the water frequently to assure safe effective thawing. The National Turkey Federation recommends every 30 minutes as a rule of thumb.
Thawing Time in the Refrigerator

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<td>16 to 20 pounds</td>
<td>3 to 4 days</td>
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<td>20 to 24 pounds</td>
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Pieces of Large Turkey

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<table>
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<tr>
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<tbody>
<tr>
<td>half, quarter, half breast</td>
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Thawing Time in Cold Water

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<td>4 to 6 hours</td>
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<td>12 to 16 pounds</td>
<td>6 to 9 hours</td>
</tr>
<tr>
<td>16 to 20 pounds</td>
<td>9 to 11 hours</td>
</tr>
<tr>
<td>20 to 24 pounds</td>
<td>11 to 12 hours</td>
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</table>

Cooking a Frozen Turkey

A whole frozen turkey without giblets and neck can be roasted, braised, or stewed without thawing. Turkey parts can also be cooked without thawing. The turkey should be cooked in a preheated 325°F oven.

Timetable for Roasting Frozen Turkey

<table>
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<tr>
<th>Weight (Pounds)</th>
<th>Cooking Time (Hours)</th>
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<tbody>
<tr>
<td>12 to 16</td>
<td>7 1/2 to 8 1/2</td>
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<tr>
<td>16 to 20</td>
<td>8 to 9 1/4</td>
</tr>
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<td>20 to 24</td>
<td>9 to 10</td>
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<tr>
<td>Half, breast</td>
<td>4 1/4 to 6 1/4</td>
</tr>
<tr>
<td>Drumsticks, quarters, thighs</td>
<td>2 to 3 3/4</td>
</tr>
</tbody>
</table>
**Slow Cooked Beef Brisket**

Slow Cooked Beef Brisket sounds like a nice idea for dinner during a busy day. It is full of flavor and also very tender. You can have this with bread as beef brisket sandwich, with tortillas and make some beef brisket taco burrito, or simply with white steamed rice.

**Yield:** 4 servings

**Ingredients**
- 2 lbs. beef brisket
- 1 (10 oz. can) beef consommé
- 2 tablespoons Worcestershire sauce
- 1 medium onion, minced
- 2 teaspoons garlic, minced (optional)
- 1/2 teaspoon ground black pepper
- 1/2 teaspoon salt

**Procedure**
1. Combine the beef consomme, Worcestershire sauce, salt, and pepper in a bowl. Stir.
2. Arrange the beef brisket in a crock pot (slow cooker). Add the minced onions and garlic on top.
3. Pour-in the sauce mixture.
4. Cover and slow cook the beef brisket for 5 to 6 hours.
5. Gently remove the beef brisket from the crock pot.
6. Pour the remaining liquid in a sauce pan and heat over the stove top. Let the sauce reduce to half.
7. Pour the sauce over the beef brisket.
8. Serve. Share and enjoy!

**Rib Eye Steak with Potatoes**

Rib Eye Steak with Potatoes is perfect for dinner along with a glass of red wine. Just like any other steak dish, it is important to not overcook the steak so that it will be juicy and tender. Most of the time, this involves salt, ground black pepper, garlic powder, and cayenne pepper for a little kick. Make sure that you let the rub get absorbed by the steak before grilling. Leave the rubbed steak for at least 10 minutes to let the meat absorb the flavor – then start grilling.
Set the grill in medium to high heat so that the steak gets seared right away. This will prevent the liquid from going out of the meat, which will keep the rib eye steak moist. Moist steaks are always pleasant and enjoyable to eat. The grilled baby potato goes well with the rib eye steak.

**Yield:** 2 servings

**Ingredients**
- 1 lb. rib eye steak
- 1/2 teaspoon salt
- 1/2 teaspoon ground black pepper
- 1/2 teaspoon garlic powder
- A pinch of cayenne pepper powder
- 1 pack Yukon gold potatoes (10 small gold potatoes)
- 1 tablespoon olive oil

**Procedure**
- Prepare the rub by combining salt, ground black pepper, garlic powder, and cayenne pepper. Mix well.
- Rub the mixture all over the rib eye steak. Let it stay for 10 minutes.
- Meanwhile place oil on a large bowl then sprinkle a little salt. Add-in the potatoes and coat with oil.
- Heat-up the grill.
- Grill the rib eye steak for 5 to 6 minutes per side.
- Grill the potatoes for 10 to 12 minutes.
- Let the steak rest for 10 minutes. Arrange the rib eye steak in a serving plate along with the potatoes.
- Serve with your favorite steak sauce. Share and enjoy!

**Liempo Estofado**

Liempo Estofado is a sweet stew composed of pork belly (liempo), saba banana, and carrots. The components are cooked in mixture of soy sauce, vinegar, and sugar. This estofado recipe is a mild version similar to humba and adobo—this means that it is perfect with warm steamed white rice.

Preparing liempo estofado is simple. The garlic needs to be quickly sautéed before the pork is added. The pork belly is made tender by simmering, and the rest of the ingredients are added towards the end.

It takes around 45 minutes to tenderize the pork belly. There will be a chance that the liquid will evaporate completely before the pork gets tender. In this case, try to add water before it happens.
Prep time: 10 mins  
Cook time: 60 mins

Ingredients:
- 2 lbs. pork belly, sliced
- 4 pieces ripe saba banana, peeled and sliced
- 2 medium carrots, sliced
- 1 tablespoon dark brown sugar
- ½ cup soy sauce
- 3 pieces dried bay leaves
- ¼ cup red wine vinegar or cane vinegar
- ¼ teaspoon ground black pepper
- 1½ cups water
- 2 tablespoons cooking oil
- Salt to taste

Procedure:
- Heat the cooking oil in a cooking pot.
- Sauté the garlic.
- Add the pork and cook for 2 minutes.
- Pour-in the soy sauce and water. Add the bay leaves and ground black pepper. Let boil and then simmer for 30 minutes.
- Add the vinegar and sugar. Cook for 15 minutes. Note: add water if needed
- Put-in the banana and carrots. Cook for 10 minutes.
- Add salt to taste.
- Transfer to a serving bowl. Serve.
- Share and enjoy!

Cispy Oven Broiled Liempo

Yield: 3 servings

Ingredients:
- 2 lbs. pork belly
- 5 cups water
- 1 to 1 1/2 tablespoons sea salt
- 1/2 teaspoon ground black pepper
Procedure
- Pour the water in a steamer. Bring to a boil.
- Arrange the pork belly in the steamer, cover and steam for 40 minutes. Add water as needed.
- Remove the pork belly from the steamer and place in a plate. Let it cool for a few minutes.
- Rub salt and pepper all over the steamed pork belly. Let it stay for 15 minutes.
- Set the oven to broil mode and preheat to 510 degrees Fahrenheit.
- Arrange the pork belly in a greased oven safe tray or plate. Broil for 15 to 17 minutes.
- Flip the pork belly so that the opposite side will be facing up. Continue to broil for another 12 to 15 minutes or until texture starts to get crispy.
- Chop the broiled pork belly the way you prefer.
- Serve with your favorite side dish.
- Share and enjoy!

Orange Chicken

Orange Chicken Recipe is absolutely delicious! Before we start cooking, did you know that Orange Chicken is a dish of American-Chinese origin? There are claims that this recipe originally came from Hunan (a province in China) and was modified when brought here in North America for the purpose of adapting to the American palate.

Prep time: 15 mins  
Cook time: 25 mins  
Total time: 40 mins

Ingredients
- 2 lbs boneless chicken breast, cubed
- 1 cup brown sugar
- 2 cups all purpose flour
- 1 raw egg, beaten
- ¼ teaspoon salt
- ¼ teaspoon pepper
- Cooking oil
- 1½ cup water
- 4 tablespoons orange juice
- 2 tbsp cornstarch
- ¼ cup vinegar
- 2 tablespoons soy sauce
- 1 teaspoon garlic, minced
- ½ cup green onions, finely chopped
Procedure

- In a container, put-in the flour, salt, and ground black pepper then mix well
- Dip the chicken on the beaten egg mixture and place inside the container (where the flour, salt, and pepper are)
- Close the container and shake until the chicken is evenly coated with the flour mixture
- Deep fry the chicken for about 7 minutes or until the color turns golden brown. Set aside
- In a pan, put-in the water, soy sauce, vinegar, and orange juice then bring to a boil
- Add the garlic and simmer for 5 minutes
- Add the sugar and and simmer for 3 to 5 minutes
- Put-in the green onions and corn starch (diluted in 2 tbsp. of water) then mix well
- Add the deep-fried chicken on pan and cook until sauce nearly evaporates

Chicken Enchilada Casserole

Yield: 6 servings

Ingredients
- 12 pieces flour tortilla
- 29 ounces enchilada sauce
- 3/4 lb. cooked shredded chicken
- 1 teaspoon ground cumin
- 1 1/2 cup Monterey jack cheese
- 1 (16 oz.) can refried beans
- 2 cups sour cream

Procedure

- Preheat oven to 350F.
- Combine the ground cumin with the shredded chicken. Mix well. Set aside.
- Meanwhile, scoop around 1/2 cup of enchilada sauce and pour in a baking dish. Spread the sauce all over the dish.
- Lay four pieces of flour tortilla over the enchilada sauce. Spread some refried beans and sour cream over the tortilla. Arrange half of the shredded chicken on top and then top with cheese and enchilada sauce.
- Make the next layer by arranging four pieces of flour tortilla on top of the enchilada sauce. Do the same step as in the first layer by spreading refried beans and sour cream over the tortillas. Top with the remaining chicken. Add cheese and enchilada sauce on top.
• Make the last layer by arranging the last 4 flour tortilla pieces over the enchilada sauce. Spread the remaining refried beans, sour cream, and enchilada sauce. Top with Monterey jack cheese.
• Bake the Chicken Enchilada Casserole for 35 to 40 minutes.
• Remove from the oven. Serve.
• Share and enjoy!

**LET’S DO IT!**

**DEMONSTRATION**

*Directions.* Students that are grouped together have to perform meat dishes as follows:

Activity No. 1: Rib Eye Steak with Potatoes
Activity No. 2: Liempo Estofado
Activity No. 3: Crispy Oven Broiled Liempo
Activity No. 4: Chicken Enchilada Casserole

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# SCORERSHEET

**LABORATORY # _____**

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Preparation Time: ________________ Cooking Time: ___________
Time Started: ___________________ Time Finished: ___________
Cooking Method: ___________________

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**COMMENTS AND SUGGESTIONS:**

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169
Fish and Seafood Dishes

Fish is cooked to make it more palatable, to enhance flavor and color and to breakdown small amount of connective tissues that are present. Cooking time for fish is short. As fish cooks, it loses its translucency, the juice becomes milky and the flesh becomes opaque and whitish in appearance. Fish is done when it is easily flaked with a fork.

While shellfish may be cooked in the shell or out of the shell, depending on the type of shellfish, all shellfish are cooked by the principles of moist and dry heat cookery.

Suggested Recipe

Hoisin Glazed Salmon

Hoisin Glazed Salmon is a type of baked salmon dish that is marinated in a mixture of hoisin sauce, Sriracha sauce, and other seasonings. This salmon recipe is sweet and a bit spicy at the same time. It is ideal for dinner and is best eaten with salad, rice, or couscous.

It is ideal to use salmon fillet for this recipe. Make sure to remove the skin from the fillet. Aside from salmon, you can also use other types of fish fillets like tuna or cream dory, perhaps.
**Yield:** 4 servings

**Ingredients**
- 4 (6 oz) slices salmon fillet
- 4 tablespoons hoisin sauce
- 1 tablespoon lemon juice
- 1/2 teaspoon Sriracha sauce
- 2 tablespoons low sodium soy sauce
- 2 teaspoons grated ginger
- 1 teaspoon garlic powder
- 1 tablespoon extra virgin olive oil

**Procedure**
- Combine hoisin sauce, lemon juice, soy sauce, garlic powder, Sriracha sauce, ginger, and EV olive oil in a bowl. Stir until the mixture is well incorporated.
- Arrange the salmon fillets inside a resealable freezer bag. Pour-in the mixture inside the bag. Make sure that the mixture coats the salmon.
- Place the bag in a flat surface then gently push the air out of the bag and seal it. Refrigerate for 1 hour.
- Preheat the oven to 350 degrees Fahrenheit.
- Grease a baking tray by spraying or spreading a small amount of cooking oil. Arrange the marinated salmon on the tray. Scoop the remaining marinade and pour it over each salmon fillet.
- Bake for about 28 to 32 minutes.
- Remove from the oven. Let the temperature cool down.
- Arrange in a serving plate along with your favorite salad side dish.
- Serve, share, and enjoy!

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**Parmesan Crusted Fish**

Parmesan Crusted Fish is a quick and easy fish recipe that you can prepare anytime.

**Yield:** 2 servings

**Ingredients**
- 2 pieces (2 ounces) fish fillet
- 1/4 cup grated Parmesan Cheese
- 1/2 teaspoon paprika
- 1 teaspoon dried parsley flakes
- 1/2 teaspoon ground black pepper
- 2 tablespoons olive oil
Procedures

- Pre-heat the oven to 350 degrees Fahrenheit.
- Combine the Parmesan cheese, paprika, parsley flakes, and ground black pepper. Mix well.
- Rub the olive oil on the fish fillets.
- Coat the fish with the Parmesan Cheese mixture. Let stand for 10 minutes.
- Arrange the fish in a baking tray and then bake for 12 to 15 minutes.
- Transfer to a serving plate.
- Serve, share, and enjoy!

Garlic Butter Shrimp

Shrimp Sautéed in butter with a lot of garlic is basically what this Garlic Butter Shrimp Recipe. It is simply made of shrimp, garlic, butter, and lemon soda. Don’t take the lemon soda for granted because it is a major ingredient. The sweet taste of this dish is attributed to this ingredient. It also reacts well with the flavor of butter which makes this garlic butter shrimp recipe stand out.

Prep time: 10 mins  
Cook time: 20 mins  
Total time: 30 mins

Ingredients

- 2 lbs shrimp
- 2 tbsp parsley, finely chopped
- ½ cup butter
- 4 tbsp garlic, minced
- 1 cup lemon soda
- salt and pepper to taste

Procedure

- Marinate the shrimp in lemon soda for about 10 minutes
- Melt the butter in a pan and heat it up until hot enough to cook the garlic
- Add the garlic and cook until the color turns light to golden brown
- Put-in the shrimp and then cook until the color turns orange.
- Pour-in the remaining lemon soda. Let the liquid evaporate completely.
- Sprinkle the parsley.
- Add some ground black pepper and salt as needed.
- Serve hot. Share and enjoy!
Stir Fried Crabs with Ginger and Scallions

Stir Fried Crabs with Ginger and Scallions is a delicious Asian Crab recipe that you can apply to any crab variety and it only takes a few minutes to prepare.

Ingredients
- 4 lbs crabs
- 1 1/2 tablespoon oyster sauce
- 1/2 teaspoon sesame oil
- 1 teaspoon salt
- 1/2 teaspoon ground black pepper
- 2 teaspoons sugar
- 1 tablespoon cornstarch
- 1/2 cup water
- 1 cup scallions chopped
- 2 to 3 tablespoons ginger, minced
- 2 teaspoons garlic, minced
- 4 cups cooking oil

Procedure
- In a bowl, combine oyster sauce, sesame oil, salt, ground black pepper, sugar, garlic, cornstarch, and water. Mix well, then, set aside.
- Pour cooking oil in a wok or frying pan, then, apply heat.
- Deep-fry the crabs for 3 minutes. Remove from the wok and place in a container letting excess oil to drip.
- On the same wok, remove cooking oil until about 2 tablespoons are left. Sauté ginger and scallions for 2 minutes.
- Put-in the deep-fried crabs and pour the sauce mixture (mixed ingredients in number 1). Stir and cook for a minute.
- Turn-off heat then, transfer to a serving plate.
## DEMONSTRATION

**Directions.** Students will be grouped accordingly to perform the following seafood recipes:

- Activity No. 1  Parmesan Crusted fish
- Activity No. 2  Garlic butter shrimp
- Activity No. 3  Stir Fried Crabs with Ginger & Scallions

### STANDARDIZED RECIPE COST

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Eggs are complete protein food and also rich in vitamins. Egg yolks are high in fat and iron, are excellent meat substitutes for luncheon and dinner in addition to their popularity as breakfast item and low in food cost. Eggs are a nutrient dense food and contain essential amino acids as well as many vitamins and minerals. They are quick and easy to prepare for a nutritious meal or contribute nutrients to food products. High quality protein- contain all essential amino acids Vitamins-minerals. Only missing Vitamin C but high cholesterol food.

Functions of Eggs

1. Emulsifying Agents
   Egg yolk is an excellent emulsifying agent. The yolk surrounds the oil droplets to keep them suspended. An emulsion is a mixture that forms when you combine liquids that do not ordinarily mix.
   To keep the liquid from separating you need an emulsifying agent

2. Foams
   Foams are used to add air to foods. When you beat air into egg whites, many air cells form. As the beating continues, the cells become smaller and more numerous, as a result, the foam thickens incorporating air. These are used in different food items, such as cakes, meringues, mousse, and soufflé.

3. Thickener
   Heat causes egg proteins to thicken (coagulate) like in making sauces, custards, and puddings.

4. Binding Agent
   Eggs act to hold ingredients together. Meatloaf is an example of eggs used in this way.
5. **Interfering Agent**
   Frozen desserts like ice cream stay creamy because eggs inhibit the formation of large ice crystals which would ruin the texture of the dessert.

6. **Structure**
   Eggs form the structure of many baked goods.

7. **Coating**
   Eggs are used to help a coating adhere to a food.

8. **Flavoring**
   It adds flavor to many foods.

9. **Adds color**
   It adds color to baked food products.

**Cooking Rules for Eggs:**
1. Avoid excessive temperatures.
2. Avoid excessive cooking time.

**Cooking Methods (whole eggs)**

A. **Boiled**
   For perfect cooking, start with eggs that don't have any visible cracks. To get perfectly peeled hard-cooked eggs, use eggs that are at least 3 to 5 days. Bring your eggs to room temperature before cooking. Gently place the eggs in a single layer in a pan with enough cold water to cover eggs completely (approximately by 1 inch). As soon as the water reaches a rapid boil, remove pan from heat and cover egg pan tightly with a lid.

B. **Poached**
   Bring the poaching liquid to a boil and then reduce to a simmer before adding the eggs (bubbles should not break the surface). When you poach eggs, try adding a little vinegar and salt to the water. Try creating a gentle whirlpool in the simmering water and slip your egg into the middle of that. Don't disturb the egg once you have put it in the water.

C. **Omelet**
   The proper pan is important for successful omelet making. For a 2 or 3 egg omelet, an 8-inch skillet is the best size. It should be shallow with slopping sides to make it easy to slide the finished omelet out. Always prepare several individual omelets, rather than one large omelet. Water, not milk, is recommended for omelet egg mixtures.
D. Fried
Use fresh eggs as much as possible. Use butter to cook eggs and use a non-stick pan.

E. Devilled
Extremely fresh eggs are not recommended when making hard-boiled eggs. They are very difficult to peel. This is the best use for eggs nearing their expiration date. To help center the yolks in the eggs, the night before the eggs are to be cooked (approximately 12 hours), store your eggs on their sides in the refrigerator. Seal the egg carton with a piece of tape and turn on its side to center the yolks.

F. Scrambled
The secret to successfully scrambling eggs is slow cooking. A rubber spatula does a good job of moving the eggs. Always remove scrambled eggs from the heat when they are almost set but still appear shiny and a bit underdone.

Suggested Recipe:

Mushroom and Spinach Omelet

Mushroom and Spinach Omelet is a good meal idea for breakfast. This healthy dish involves spinach, mushrooms, and beaten egg. Use olive oil to make it more health friendly. Preparing mushroom omelet is simple. You don’t need to be a chef in order to make one. Use non-stick pans to prevent the egg from sticking so that it would easily glide from the pan to your plate. If you want to have less cholesterol, you can use egg whites instead, or, at least reduce the egg yolks.

Yield: 2 servings

Ingredients

2 cups white mushroom, sliced
3 cups baby spinach, cleaned
4 eggs
4 tablespoons olive oil
Salt and pepper to taste
Procedure

- Heat 1 tablespoon of olive oil in a pan.
- When the oil is hot, put-in the mushroom. Cook for 2 minutes.
- Add the spinach. Sprinkle salt and pepper. Stir and then cook for 1 to 2 minutes. Remove from the pan. Set aside.
- Crack the eggs and place in a bowl. Add salt and pepper. Beat the eggs until the texture becomes soft.
- Wipe the pan with clean paper towel. Heat it again and then pour-in half of the remaining olive oil.
- When the oil starts to get hot, pour half of the beaten egg mixture in the pan. Spread the egg so that it will be cooked evenly.
- When the eggs are cooked halfway, scoop half of the cooked spinach and mushroom and then arrange on one end of the egg.
- Fold the other end of the egg using a spatula to cover the spinach and mushroom.
- Gently slide the omelet to a serving plate.
- Serve. Share and enjoy!

**Ground Beef Basil and Tomato Frittata**

Ground Beef Basil and Tomato Frittata is another easy frittata recipe that you can cook for breakfast or lunch. As the name suggests, this recipe requires ground beef, basil, and tomato slices. You will need a conventional oven to prepare this dish. If you don’t have an oven at home, you can use a turbo broiler, but make sure that you cover the top with aluminum foil to prevent it from being burnt.

The basil and tomato make this dish tastes better. As substitute use ground pork, ground chicken, or ground turkey to replace the beef.

**Yield:** 6 servings

**Ingredients**

1/2 lb. ground beef  
3 tablespoons chopped basil  
3 pieces Roma tomato, diced  
6 eggs, beaten  
1 teaspoon salt  
1/4 teaspoon ground black pepper  
1 tablespoon cooking oil
Procedure
- Heat the oil in a pan. Put-in the beef and then cook for 3 to 5 minutes.
- Add the basil. Cook for 1 minute. Turn the heat off and let the beef cool down.
- Preheat oven to 350 degrees Fahrenheit.
- In a large mixing bowl, combine eggs, cooked beef and basil, tomato, salt, and pepper. Beat.
- Pour the mixture into an oval baking pan.
- Bake for 20 to 30 minutes, or until the mixture rises and becomes solid. Do not over bake.
- Serve with tomato ketchup.

**Let’s Do It!**

**DEMONSTRATION**

*Directions*: Students will be grouped accordingly and will perform the following Egg recipes:

- Activity No. 1 Mushroom and Spinach Omelet
- Activity No. 2 Ground beef Basil and Tomato Frittata

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Pasta is one of the most versatile and popular foods in most cuisines. Preparing both fresh and dried pastas offers the chef a selection for the dish being prepared. Pastas are generally enriched with vitamin B, iron and high in protein content. Pasta is cooked uncovered in a large amount of boiling water in a stock pot or steam-jacketed kettle until tender but firm (al dente), then rinsed with cold water and drained. If pasta is to be combined with other ingredients in a casserole, it should be undercooked slightly. If the pasta is not to be served immediately, it may be drained and covered with cold water.
Types of Pasta
- Dried
- Frozen
- Short
- Shaped
- Fresh
- Long
- Sheet
- Long Pasta
- Short Pasta
- Pasta used in Soups

Uses of Pasta:
1. Mainstream cooking
   - Complement to main dish
   - Alternative to potato
   - Quick and easy to cook; can be stored easily

2. Vegetarian Cooking
   - Blends well with vegetables and sauce
   - Can be served plain
   - Cooking for people with special food needs
   - Very adaptable products

   Always remember that pasta can be served as: appetizer, garnishes for soups, salads entrée and dessert

Method of Cooking Pasta:
1 quart water : 3 oz. pasta & 1 tbsp. salt
Gently simmer, cooking time determined by size and thickness of pastafreshly cooked and served immediately. Cooked “al Dente”. Fresh pasta usually requires shorter cooking time.

Pasta Sauces:
- Bolognese
- Tomato
- Provencale
- Cream
- Pesto
- Carbonara
- Marinara
Suggested Recipe:

**Spaghetti alla Puttanesca**

**Yield:** 4 servings

**Ingredients**
- 500g spaghetti
- ½ cup (125ml) olive oil
- 3 cloves garlic, crushed
- 1 tin (410g) chopped tomatoes
- 4 anchovy fillets, rinsed and chopped
- 2 tablespoons tomato purée or tomato paste
- 3 tablespoons capers
- 20 kalamata olives, pitted and coarsely chopped
- ½ teaspoon dried crushed chillies, or to taste

**Procedure**

(Prep: 10min › Cook: 15min › Extra time: 15min › Ready in: 40min)

- Cook spaghetti according to package instructions; drain and set aside.
- Heat oil in a frying pan over low heat. Add garlic, and cook gently until golden. Add tomatoes and cook 5 minutes.
- Stir in anchovies, tomato purée, capers, olives and chillies. Cook 10 minutes, stirring occasionally.
- Toss spaghetti with sauce, and serve.
Fettuccine Alfredo

**Ingredients**

- 1 (9-ounce) package refrigerated fresh fettuccine
- 2 slices applewood-smoked bacon, chopped
- 1 teaspoon minced garlic
- 1 tablespoon all-purpose flour
- 1 cup 1% low-fat milk
- 2/3 cup (about 2 1/2 ounces) grated Parmigiano-Reggiano cheese
- 1/2 teaspoon salt
- 2 tablespoons chopped fresh parsley
- 1/2 teaspoon freshly ground black pepper

**Procedure**

- Cook pasta according to package directions, omitting salt and fat. Drain in a colander over a bowl, reserving 1/4 cup cooking liquid.
- While pasta cooks, cook bacon in a large nonstick skillet over medium-high heat 4 minutes or until crisp, stirring occasionally. Remove bacon from pan, reserving drippings. Add garlic to drippings in pan; sauté 1 minute, stirring constantly. Sprinkle flour over garlic; cook 30 seconds, stirring constantly. Gradually add milk, stirring constantly; cook 2 minutes or until bubbly and slightly thick, stirring constantly. Reduce heat to low. Gradually add cheese, stirring until cheese melts. Stir in salt and reserved 1/4 cup cooking liquid. Add hot pasta to pan; toss well to combine. Sprinkle with bacon, parsley, and pepper.
**Tomato-Basil Lasagna with Prosciutto**

**Ingredients**
- 5 garlic cloves
- 1 (16-ounce) carton 1% low-fat cottage cheese
- 1/2 cup (4 ounces) block-style fat-free cream cheese
- 1/4 cup (1 ounce) grated fresh Romano cheese, divided
- 2 1/2 teaspoons dried basil
- 1/2 teaspoon crushed red pepper
- 1 large egg
- 1 (26-ounce) bottle fat-free tomato-basil pasta sauce (such as Muir Glen)
- Cooking spray
- 12 cooked lasagna noodles
- 1 cup (4 ounces) chopped prosciutto or ham
- 1 cup (4 ounces) shredded part-skim mozzarella cheese

**Procedure**
- Preheat oven to 375°.
- Drop garlic through food chute with food processor on, and process until minced. Add cottage cheese; process 2 minutes or until smooth. Add cream cheese, 2 tablespoons Romano, basil, pepper, and egg; process until well-blended.
- Spread 1/2 cup pasta sauce in the bottom of a 13 x 9-inch baking dish coated with cooking spray. Arrange 3 noodles over the pasta sauce; top with 1 cup cheese mixture, 1/3 cup prosciutto, and 3/4 cup pasta sauce. Repeat the layers two times, ending with noodles. Spread remaining pasta sauce over noodles. Sprinkle with 2 tablespoons Romano and mozzarella.
- Cover and bake at 375° for 45 minutes or until sauce is bubbly. Uncover and bake an additional 15 minutes. Let lasagna stand 5 minutes.
**DEMOS TRATION**

*Directions:* The teacher will group the students accordingly to perform the following:

- Activity 1: Spaghetti Alla Puttanesca
- Activity 2: Fettucine Alfredo
- Activity 3: Tomato-Basil Lasagna with Prosciutto

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RICE

Rice is the seed of the monocot plant, Oryza sativa, one of the oldest foods traced to 5000 BC by archaeologists. It is the most important staple food for a large part of the world’s human population, especially in East and South Asia, the Middle East, Latin America, and the West Indies.

When rice is harvested, it has an inedible husk (hull) that surrounds the kernel, which is removed along with the stalk and other foreign materials using a variety of specialized equipment in a rice mill. As a rule, the shorter the grain, the more tender the rice is, and the more it clings together.

Forms of Rice
1. **Brown rice**: All rice is originally brown. Brown rice (as you buy it) is rice from which only the hull has been removed. When cooked, it has a slightly chewy texture and a nutlike flavor. In different countries brown rice has different names - Chinese: 糙米; pinyin: cāomǐ; literally "rough rice"; Korean: 현미; hyeonmi; Japanese: 玄米; genmai; Thai: ข้าวกล้อง; Vietnamese: gạo lứt

2. **Regular milled rice (White rice)**: Has been completely milled and polished, removing the bran layer.

3. **Parboiled rice**: Most commonly used in European and American cooking. The grains do not stick together giving it a ‘fluffy’ texture that American/UK cookbooks find desirable. The parboiled rice is soaked, steamed, and dried before milling. This way nutrients stay within the grain, and the surface starch is reduced, producing cooked rice that is somewhat more firm in texture and separate when cooked.

4. **Unmilled rice (whole grain)**: Before polished rice was introduced, people ate unmilled rice, which was a little bit harder than polished rice. Many people still cook and eat unmilled rice.

5. **Pre (cooked)instant**

6. **Aromatic (jasmine, basmati)**

Basic Method of Cooking Rice
- Simmering/steaming
- Pilaf
- Boiling
- Risott
RICE/GRAINS RECIPE

Seafood Risotto

Ingredients
- 2 cups fat-free, less-sodium chicken broth
- 1 (8-ounce) bottle clam juice
- 2 teaspoons butter
- 1/4 cup chopped shallots
- 1/2 cup uncooked Arborio rice
- 1/8 teaspoon saffron threads, crushed
- 1 tablespoon fresh lemon juice
- 1/2 cup grape tomatoes, halved
- 4 ounces medium shrimp, peeled and deveined
- 4 ounces bay scallops
- 2 tablespoons whipping cream
- Chopped fresh parsley (optional)

Procedure
- Bring broth and clam juice to a simmer in a medium saucepan (do not boil). Keep warm over low heat.

- Melt butter in a large saucepan over medium heat. Add shallots to pan; cook 2 minutes or until tender, stirring frequently. Add rice and saffron to pan; cook 30 seconds, stirring constantly. Add lemon juice to pan; cook 15 seconds, stirring constantly. Stir in 1/2 cup hot broth mixture; cook 2 minutes or until the liquid is nearly absorbed, stirring constantly. Add remaining broth mixture, 1/2 cup at a
time, stirring constantly until each portion of broth is absorbed before adding the next (about 18 minutes total).

- Stir in tomatoes; cook for 1 minute. Stir in shrimp and scallops; cook for 4 minutes or until shrimp and scallops are done, stirring occasionally. Remove from heat; stir in cream. Sprinkle with parsley, if desired.

**Paella**

**Ingredients:**
- 3 (5-oz.) packages yellow rice
- 1 pound Spanish chorizo sausage, cut diagonally into 1/2-inch slices
- 4 skinned and boned chicken thighs, cubed
- 1 (8-oz.) container refrigerated prechopped tricolor bell pepper
- 1 (5.75-oz.) jar pimiento-stuffed Spanish olives, drained
- 1 (8-oz.) container refrigerated prechopped onion
- 2 garlic cloves, chopped
- 4 cups chicken broth $\$
- 1 (14.5-oz.) can diced tomatoes, undrained
- 1 pound unpeeled, medium-size raw shrimp
- 1 cup frozen English peas, thawed

**Procedure**
- Place rice at the bottom of a lightly greased 5-qt. slow cooker.
- Sauté sausage and chicken in a large skillet over medium-high heat 4 minutes or until browned. Remove sausage mixture and place in slow cooker over rice, reserving 2 tablespoon drippings in pan. Top with bell pepper and olives.
- Sauté onion and garlic in hot drippings in skillet 3 minutes or until lightly browned. Add chicken broth and tomatoes, stirring to loosen particles from bottom of skillet.
Bring to a boil; remove from heat. Pour onion mixture over chicken mixture in slow cooker. (Do not stir.) Cover and cook on Low 3 hours.

- Meanwhile, peel shrimp, leaving tails on.
- Add shrimp and peas to slow cooker. Cover and cook 15 minutes or until shrimp turn pink.

**Let’s Do It!**

**Directions:** Students will be grouped accordingly and perform these hands-on activities:

- Activity No. 1 Seafood Risotto
- Activity No. 2 Paella

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**STANDARDIZED RECIPE COST**

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- Portion Cost: __________________
- Date Costed: __________________
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SCORESHEET

LABORATORY # ______

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Time Started: ________________  Time Finished: ___________
Cooking Method: ________________

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COMMENTS AND SUGGESTIONS:

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NOODLES

Noodle is a type of staple food made from some type of unleavened dough which is rolled flat and cut into one of a variety of shapes. While long, thin strips may be the most common, many varieties of noodles are cut into waves, helices, tubes, strings, or shells, or folded over, or cut into other shapes. Noodles are usually cooked in boiling water, sometimes with cooking oil or salt added. They are often pan-fried or deep-fried. Noodles are often served with an accompanying sauce or in a soup. Noodles can be refrigerated for short-term storage, or dried and stored for future use.

Types of Noodles:

1. Soba noodles
   Soba noodles are native to Japan, traditionally eaten on New Year’s Eve as a symbol of longevity. Made from buckwheat flour, these noodles have a nutty flavor and a slightly chewy texture—try them warm, like in this sesame chicken dish, or chilled in a noodle salad.

2. Udon
   Udon noodles are the thickest type of Japanese noodles, made from wheat flour, salt, and water. In order to achieve the characteristic chewiness of the noodles, it’s not uncommon for udon makers to knead the stiff dough with their feet! These noodles are most commonly served in a brothy soup, generally flavored with mirin and soy sauce.

3. Ramen
   Forget the instant kind—fresh ramen noodles have a springy bite that comes from the mixture of wheat flour, egg, and salt. There are many varieties of ramen noodle, from wavy to straight, thin to thick, and just as many variations of broth. Although the dish originated in China, it became popular in Japan in the late 1800s, and is now ubiquitous in Japanese cities.

4. Cellophane
   Cellophane noodles, also known as glass noodles, are called so because they become translucent when cooked. These noodles are made from mung bean, yam, or potato starches, which means they are naturally gluten-free; they are also quite versatile, and are used in a variety of East Asian cuisines, including Korean, Thai, and Vietnamese dishes, like our Yu Choy Cellophane Noodle Stir Fry. Try them in our cod with Szechuan sauce for another take! They’re also the noodle used for filling summer rolls.
5. Rice Noodles
The noodle used in Vietnamese pho, rice noodles are also common in Chinese, Thai, and Malaysian cooking. Made from rice flour and water, these noodles are naturally gluten-free—you can find them either fresh or dried in Asian markets. We usually use thin ones for Pad Thai and slightly wider ribbons for Pad See Ew, as well as an assortment for all these delicious dishes.

6. Lo Mein
The word “lo mein” comes from the Cantonese term for stirred, or tossed, noodles. Contrary to popular belief, these wheat noodles are not usually stir fried, but are simply tossed with sauce after being boiled. The noodles are then mixed with meat, seafood, or veggies, like in our spring vegetable version.

7. Wonton Noodles
These Chinese wheat noodles get their name from the dish they’re usually found in—wonton noodle soup! Known for their yellow color, these noodles have a chewiness that comes from the addition of egg in the dough. This makes them great for soaking up curries and other sauces in heartier dishes.

Method of Cooking Wheat or Egg Noodles

1. Bring a large pot of water to a boil. Fill up a big saucepan and place it on a burner over high heat.

2. Drop a pinch of salt in the water. This helps flavor the noodles and helps the water boil at a higher temperature, reducing the cooking time.

3. Place the noodles in boiling water. If you have long, thin noodles, like spaghetti, you might need to break them in half to fit them all in the pot. Don’t add the noodles until the water has come to a rolling boil, or they'll end up getting soggy and mushy. Add the noodles gently so you don't splash hot water back onto your skin.

4. Boil the noodles until tender. Depending on how thick the noodles are, you may need to boil them from anywhere from 5 minutes to 12. Read the instructions on your noodle package to determine the correct time.

5. Test to see whether the noodles are done. Pull out one noodle with a fork or slotted spoon. Taste the noodle. It should be soft enough to easily chew, but still has a bit
of bite, meaning the noodle is 'al dente.' You can also try these other ways of testing whether the noodles are done.

6. Toss a noodle against the wall. If the noodle sticks, it's ready. Look at the ends of the noodles. If they're white compared to the rest of the noodle, they need more time. Hold the noodles up with a fork. If they swing easily back and forth, they're done.

7. Remove the noodles from heat and drain. Pour the noodles into a colander to drain the water away.

8. Put the noodles in a bowl and add a few drops of olive oil. Stirring in just enough oil to finely coat the noodles keeps them from sticking together.

9. Dress the noodles or use them in a recipe. Wheat and egg noodles are delicious with plain butter, olive oil, and salt and pepper. You can also use them as part of a casserole, add them to soups, or top with pasta sauce.

**Method of Cooking Rice Noodles**

1. Soak dried rice noodles in cold water for 30 minutes. This softens the noodles to prepare them for cooking. If you're using fresh, rather than dried, noodles, you can skip the soaking step.

2. Drain the noodles.

3. Bring a pot of water to boil.

4. Add the noodles to the boiling water. The boiling time will vary according to the style of the rice noodle. They cook very quickly, and are ready when they're just soft. Rice stick-style noodles should boil for about 5 minutes. Vermicelli-style rice noodles will need to boil for only about 2 minutes.

5. Drain the noodles. Pour them into a colander to drain the hot water.

6. Serve the noodles. Use the noodles in salad or soup. Deep fried rice vermicelli is also a popular dish. These noodles can be shaped into a bird's nest presentation when freshly removed from hot oil.
Method of Cooking Mung Bean Noodles

1. Bring a pot of water to a boil.

2. Remove the water from heat and let it cool slightly. Mung bean noodles shouldn't be boiled; they need only to soak in hot water.

3. Add the noodles to the hot water. Leave them for about 15-20 minutes, until they become soft.

4. Drain the water. Pour the noodles into a colander to let the hot water drain.

5. Add the noodles to a dish. These noodles can be added to soups, stews and stir-fries.

Method of Cooking Buckwheat (Soba) Noodles

1. Bring a large pot of water to the boil. Add a pinch of salt to the water.

2. Drop the noodles into the boiling water.

3. Wait for the water to return to a boil.

4. Add 1 cup of cold water to the pot. This prevents the noodles from overcooking.

5. Cook the noodles until they turn tender. It should take 5 - 7 minutes. The noodles should still taste a little chewy when they're finished. Be careful not to cook the noodles too long, as they become mushy very quickly.

6. Drain the noodles.

7. Rinse them briefly under cool water to stop the cooking process.

8. Serve the noodles hot or cold. During the summer, the Japanese like to eat soba noodles in a cold broth; during the winter, warm broth is often used. They're delicious with a light dressing and grilled vegetables or fish.
**Let’s Do it!**

**DEMONSTRATION:**

*Directions.* The students will be grouped composed of five members. They have to perform the following tasks:

Activity No. 1  Cooking wheat or egg noodles  
Activity No. 2  Cooking rice noodles  
Activity No. 3  Cooking Mung bean noodle  
Activity No. 4  Cooking Buckwheat (Soba) Noodles

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Suggested Recipe:

Fried Hokkien Mee

Yield: 6 servings

Ingredients
- 2 tablespoons vegetable oil
- 4 cloves garlic, minced
- 200g pork belly or shoulder, cut into thin slices
- 200g prawns, peeled and deveined
- 2 medium squid, cleaned and cut into rings
- 1 teaspoon fish sauce
- White pepper
- 200g fresh yellow Hokkien egg noodles, soaked in hot water to soften and remove access oil
- 200g beehoon (rice noodles), soaked in hot water to soften, drained and cut into shorter lengths
- 500ml (2 cups) chicken stock
- 300g bean sprouts
- 4 fishcakes, sliced
- 1 small bunch Chinese chives, cut into short lengths
- Fried shallots for garnish

Procedure
(Prep:25min › Cook:25min › Ready in:50min)

- In a large wok, heat the oil until it shimmers. Stir the garlic until golden brown and fragrant.
- Add the pork and fry until no longer pink. Then add the prawns and stir fry until they turn pink.
- Add the squid and season with fish sauce and pepper. Stir fry until the squid turns opaque. Remove all the ingredients from the wok and set aside.
- Add the noodles and the stock and bring to a boil. Simmer for 5 minutes, or until the noodles are cooked.
- Add the bean sprouts, fishcakes, and cooked ingredients. Stir fry briefly to combine and heat through. Add the chives and toss.
- Sprinkle with fried shallots and serve hot with sambal belacan and limes.
Pancit Luglug

Yield: 5 servings

Ingredients
400g vermicelli (rice noodles)
1 tablespoon olive oil
1 medium onion, chopped
2 cloves garlic, minced
1/2 tbsp atchuete (annatto) powder
1kg small cooked prawns
1kg minced pork
2 (305g) cans cream of chicken soup
800ml (3 1/4 cups) chicken broth
Optional garnish
2 spring onions, chopped
3 hard boiled eggs, crumbled
Crushed pork rinds
Fried garlic

Procedure
(Prep:30min › Cook:30min › Ready in:1hr )

- Soak the noodles in warm water for 5 minutes.
- In a large pot, boil some water and cook the noodles until tender. Drain and set aside.
- In a frying pan, heat the oil over medium heat and saute the onion and garlic. Set aside half this mixture for the sauce.
- Stir in the atchuete powder for a deep red orange color, followed by the prawns. Simmer for 2 minutes and set aside.
- In a large pot, brown the minced pork until it is no longer pink. Add the remaining half of the onion-garlic mixture, and salt and pepper to taste.
- Add the cream of chicken soup and stir until well mixed. Add the chicken broth and stir until it becomes a thick sauce. Set aside.
- To serve, place a portion of the noodles on a plate, ladle a portion of the sauce over, and top with a small portion of the prawn mixture.
- Garnish with spring onions, egg, crushed pork rinds, and fried garlic.
**Let’s Do it!**

**DEMONSTRATION**

*Directions:* Students will be grouped accordingly and perform the following:

Activity No. 1 Fried Hokkien Mee
Activity No. 2 Pancit Luglug

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Review of Learning Outcome 4

IDENTIFICATION

Directions: Identify the word that is described in each statement. Choose the best word in the box below. Write your answer in your notebook.

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<th>Vegetables</th>
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<td>Soups</td>
<td>Cream soup</td>
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<tr>
<td>Eggs</td>
<td>Meat</td>
<td>Pasta Fish</td>
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1. It is a clear flavorful broth that is amber to brown in color.
2. These are generally cooked in a steam jacketed kettle or steamer, but they may be prepared in a heavy kettle on top of the range.
3. It is a type of food which is a complete protein food and also rich in vitamins.
4. These can be eaten raw or cooked. It can be prepared whole sliced, chopped, shredded or mashed.
5. These are often one of the first dishes that a guest in a restaurant is served.
6. It is cooked primarily to make it more flavorful and tender.
7. It is one of the most versatile and popular foods in most cuisines.
8. It is cooked in a steamer, the oven, or by simply boiling. It is cooked until all of the water is absorbed.
9. These are made by simmering an ingredient in a thickened liquid.
10. Cooked to make it palatable, to enhance flavor and color and to breakdown small amount of connective tissue.
**TESTING YOUR MEMORY:**

*Directions:* Below are the different types of dishes. List down at least 3 recipes with different methods of cooking which are applicable for each dish. Write your answer on your answer sheet.

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<th>Types of Dish</th>
<th>Suggested Recipe</th>
<th>Methods of Cooking</th>
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<td>1. Poultry Dish</td>
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Overview

This quarter on Household Services focuses on the preparation of Hot and Cold Meals / Food in house or food industries preparation. Knowledge and skills on this area could help you obtain clear understanding of the concepts, principles and techniques in preparing, cooking and serving hot and cold meals. Standard procedures on proper handling and storing of excess and unconsumed foods and ingredients will be demonstrated.

Lesson in this quarter includes a different learning outcome which discusses relevant core concepts in clear and concise presentations for better and more effective understanding and assimilation. After each discussion, enhancement activities both written and hands-on are prepared to help gauge your comprehension of the lesson and for critical thinking.

This quarter prepares and guides the learners to perform the task on preparing hot and cold meals following the recipe standard procedures.

Objectives

At the end of the quarter, the learner is expected to:

1. Prepare sauces, dressings, and garnishes
2. Prepare appetizers
3. Prepare desserts and salads
4. Prepare sandwiches
5. Store excess foods and ingredient
Let’s See What You Know

A. MULTIPLE CHOICE

Directions: Read and analyze the statement carefully. Identify the letter that corresponds to the correct answer. Write your answer on your answer sheet.

1. Which of the following refers to a classic system of sauces based on the French culinary standards?
   A. Grand sauce  
   B. White sauce  
   C. Brown sauce  
   D. Tomato sauce

2. Which of the following can be produced by thickening the liquid with roux and the basic ingredient is milk?
   A. White sauce  
   B. Hollandaise sauce  
   C. Tomato sauce
   D. Brown sauce

3. What is the oldest commodities known by man?
   A. Salt  
   B. Spices and herbs  
   C. Spices  
   D. Flavor enhancers

4. Which of the following sauce preparation techniques refers to moistening and then scraping up the brown bits of food that stick to bottom of the pan?
   A. Deglazing  
   B. Reduction  
   C. Starch Thickening  
   D. Finishing

5. Which of the following does not serve as thickening agent?
   A. Spices  
   B. Flour  
   C. Eggs  
   D. Cornstarch

6. In preparing a tomato sauce, which of the following is not included?
   A. Ground pepper  
   B. White roux  
   C. Basil Chiffonade  
   D. Olive oil

7. What is used in measuring dry and liquid ingredients in small quantity?
   A. Measuring spoon  
   B. Mixing bowl  
   C. Measuring cups  
   D. Measuring glass
8. What is used to measure dry ingredients and come in various sizes and volumes.
   A. Measuring spoon       C. Measuring cups
   B. Mixing bowl           D. Measuring glass

9. It usually transparent and is smooth in the inside with the graduation mark on the outside to read. This is used for measuring liquid ingredients like water and oil.
   A. Measuring spoon       C. Measuring cups
   B. Mixing bowl           D. Measuring glass

10. These are containers with smooth and rounded interior surfaces without creases to retain some mixtures and use in mixing ingredients.
    A. Measuring spoon       C. Measuring spoon
    B. Mixing bowl           D. Measuring glass

B. IDENTIFICATION
   Directions: Identify the word that is described in each statement. Choose the best word in the box below. Write your answer in your notebook.

<table>
<thead>
<tr>
<th>fruit dessert</th>
<th>sherbets and ice</th>
<th>holendaise</th>
</tr>
</thead>
<tbody>
<tr>
<td>ice cream</td>
<td>pasta</td>
<td>griddled sandwich</td>
</tr>
<tr>
<td>velotte</td>
<td>salad</td>
<td>finger sandwich</td>
</tr>
<tr>
<td>toppings</td>
<td>open-faced sandwich</td>
<td>appetizer</td>
</tr>
<tr>
<td>club sandwich</td>
<td>garnish</td>
<td>dessert</td>
</tr>
</tbody>
</table>

1. These are the simplest dessert and one of the best because they are nutritious, appetizing, and easy to prepare and serve.

2. These are made from fruits, juices, water and sugar

3. These are smooth frozen mixture of milk, cream, sugar, flavorings, and sometimes eggs.

4. This is a single food or mixture of different foods accompanied or bound by a course following its dressing.

5. It can be in a form of cheese, sesame seeds, croutons, chopped herbs, toasted garlic, toasted nuts, whipped cream or mouse.
6. It is also known as bread baser, or tartine consists of a single slice of bread with one or more food items on top?

7. A type of sandwich that is often heated by placing the buttered slices of bread with a spread or filling on a frying pan or griddle.

8. A type of tea sandwich, so named because the rectangular piece of bread was sliced into long “finger” slices, as opposed to triangles or squares

9. A type of sandwich which is composed of toasted bread, sliced poultry, bacon, lettuce, tomato, and mayonnaise. It is often cut into quarters or half and held together by hors d'oeuvre sticks.

10. It is a component of a sandwich.

C. TRUE OR FALSE:
Directions: Write TRUE if the statement is correct; FALSE if it is not correct. Write your answer on your answer sheet.

1. Meat or fish has texture which is in contrast with the texture of fresh vegetables.

2. Too much dressing makes the salad limp.

3. Properly washed vegetables can cause many microorganisms

4. Potato salad would be more interesting if chopped onions and celery are added.

5. Almost all vegetables can be made into salads.

6. Storing of food is one of the most important activities after preparation.

7. Working inside the laboratory when someone is ill is fine.

8. Defrost and clean refrigerated units regularly.

9. Freezing is done by applying low temperature that changes the state of water in the food from liquid to solid ice.

10. Eliminating the rodents and insects inside the working area is very important.
Learning Outcome 4:
Prepare Sauces, Dressings and Garnishes

This lesson deals with the identification of the tools and recipes in preparing sauces, the principles of seasoning in making a sauce, application in preparing the different sauces, selecting the best dressing for a certain recipe.

At the end of this lesson, the learner is expected to:

1. Identify tools, materials and recipes in preparing sauces, dressings and garnishes.

2. Explain the seasoning principles needed for sauce preparation

3. Apply techniques in sauce preparation

4. Prepare five “mother sauces” and its variations.

5. Utilize proper ingredients in preparing dressing for the recipe

6. Prepare the kinds of ingredients in preparing dressing for the recipe correctly.
Sauce is a seasoned thickened liquid which add flavor to a certain food. It can be spicy, sour, sweet and tasty and can be added to the food to be a part of a main dish or as an accompaniment of the food. Sauces are an essential element in cooking practices in all parts of the world.

Sauces may be used for savory dishes or for desserts. They can be prepared cold but served lukewarm, prepared and served cold, like mayonnaise, or can be cooked like bechamel and served warm or again cooked and served cold like tomato sauce. Some sauces are industrial inventions like Worcestershire sauce or other variations which can be bought in ready-made like soy sauce or ketchup. However, there are still freshly prepared by the cook using their expertise.

When you hear the term grand sauce, it may refer to a classic system of sauces based upon French culinary standards. The grand sauces are also known as mother sauces or leading sauces which include: brown sauce or espagnole, white sauce, tomato sauce, warm butter sauces and emulsions. These sauces still hold a place of importance in many kitchens. However, with the introduction of sauces from around the world on the contemporary menu, the concept of the grand sauces has changed.
It that can be prepared in advance in a significant amount, then finished flavored so that it is “custom fit” to a particular dish. This approach to sauce making still has a great deal of relevance in the professional kitchen.

The sauce used to flavor a salad is commonly called a salad dressing; well-known types include ranch, Thousand Islands, and vinaigrette.

A garnish is an item or substance used as a decoration or embellishment accompanying a prepared food dish or drink. It makes food or drink items more visually appealing and may give added or contrasting flavor. Some garnishes are selected mainly to augment the visual impact of the plate, while others are selected specifically for the flavor they may impart. Many garnishes are not intended to be eaten, though for some it is fine to do so. Parsley is an example of a traditional garnish; this pungent green herb has small distinctly shaped leaves, firm stems, and is easy to trim into a garnish.

You can familiarize the different tools and equipment in preparing sauces, salad dressings, and garnishes as shown below

<table>
<thead>
<tr>
<th>TOOLS/EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAUCE</strong></td>
</tr>
<tr>
<td>skillet, pan sauce, stock pots, ladle, measuring spoons, measuring cups, measuring glass, weighing scale, stove/gas range</td>
</tr>
<tr>
<td><strong>SALAD DRESSINGS</strong></td>
</tr>
<tr>
<td>salad spinner, vegetable chopper mandoline slicer, dressing jar, citrus juicer, paring knife, peeler, chopping board, mixing bowl, wooden spoon, measuring spoon, measuring cups, mixing bowl, strainer, shredder</td>
</tr>
<tr>
<td><strong>GARNISHES</strong></td>
</tr>
<tr>
<td>garnishing knife, twin curl cutter, spiral slicer, food decorator tool, paring knife, melon ball scoop, vegetable peeler, chopping board, mixing bowl, strainer, shredder</td>
</tr>
</tbody>
</table>
**LET'S TEST YOUR MEMORY!**

*Directions:* Give a brief description of the items below and identify at least 5 tools/ and or equipment used in the preparation process.

<table>
<thead>
<tr>
<th>Description</th>
<th>Tools/Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sauce</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
</tr>
<tr>
<td><strong>Salad dressings</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
</tr>
<tr>
<td><strong>Garnishes</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>
Lesson 2:  
Seasoning Principles in Sauce Preparation

**Seasonings** in general, are substances that enhance the natural flavor of a food or a combination of foods without changing its flavor. Basic seasonings like salt and pepper are added dramatically to improve the flavor of the food without being specifically perceived or detected as it is. It will bring out the hidden flavors. Some seasonings, called flavor enhancers, act somewhat differently. Food seasonings add zest to our food. Filipinos have traditionally used varied spices, herbs and varied seasonings to enhance the flavor of our native dishes. As a good cook you can show your skills in preparing food using natural seasonings available in the locality to promote healthy cooked foods, not just by using certain additives or artificial flavouring in the process.

A flavor enhancer does not itself bring flavor to a dish. Instead it acts to heighten the diner’s perception of flavor, probably affecting the taste buds in some way.

**Basic Seasoning includes:**

1. **Salt**

   is one of the oldest commodities known to man. It has played a major role in history. Salt is one of the widely used seasoning and is also found naturally in some foods. It is a crystalline substance with the chemical name Sodium Chloride (NaCl). For most cooked dishes, salt and other seasonings should be added in small increment, with a tasting after each addition, until the most desirable taste is achieved. RA no. 8172 is a provision mandating all salt to be fortified with iodine.

   The optimal amount of salt depends on the food product being prepared and the preferences of the person who will consume the food. For most cooked dishes, salt and other seasonings should be added in small increment, with a tasting after each addition, until the most desirable taste is achieved.
2. **Pepper**  
is the dried unripe berry of a climbing vine. During drying, the green berry becomes dark brown or black.  
- *White pepper* - is the kernel of the ripe red berry that has had the skin removed to reveal the white interior.  
- *Red pepper* - comes from the plants of the genus capsicum. It has also its distinctive flavor.  

3. **Flavor enhancers**  
is known as Monosodium glutamate (MSG) that looks like salt. Chemically, sodium salt of an amino acid is called glutamic acid. Glutamic acid comes naturally in a variety of foods, including tomatoes and mushrooms, and also is a component of some protein molecules present in such foods as meat, fish, poultry, legumes and cereal grains.  

4. **Spices and Herbs**  
*spice* is used to describe a variety of dried, aromatic vegetable products that are used in building the flavors of prepared food. Herb usually refers to leaves and stem of soft stemmed plants that grow in temperate climates.  

**Tips in Sauce preparation:**  

1. **To improve the flavor**  
   Additional ingredients such as the following may be added as the sauce develops  
   a. bones and trim  
   b. mirepoix (*meer-PAH*); - is a mixture of chopped *celery* onions, and *carrots* cut into small pieces  
   c. mushroom trim- cut into large dice  
   d. herbs  
   e. garlic  
   f. shallots  

2. **To thicken the sauce**  
The texture and to some extent the color of a brown sauce depends on the type of thickener used. Any of the following maybe used for thickening, depending on your desired results:  
   a. roux /ˈruː/ - is a substance created by cooking wheat *flour* and *fat*  
   b. pureed mirepoix  
   c. reduction ( demi-glaze)  
   d. purestarch
3. **Finishing**

Some ingredients may be added to the simmering sauce after it has finished cooking:

a. Wine that was reduced from deglazing or has simmered with aromatics.

b. Fortified wines such as port, madeira, or sherry.

c. Whole butter cold, or at room temperature.

4. **Garnishing**

A garnish of pre-cooked high moisture ingredients maybe added before serving.

a. Shallots

b. Mushrooms

c. Tomatoes

**Matching a Sauce to a Dish**

- Appropriate for the flavor of the food with which it is paired. Brown sauces have deep rich colors and tastes that make them suitable to serve with the most red meats.

- Match to the main ingredient’s cooking technique. Pair a cooking technique that produces flavorful drippings (fond), such as roasting or sautéing, with a sauce that makes use of those drippings.

- Suitable for the style of service. In a banquet setting or in any situation where large amount of food must be served rapidly and at the peak of flavor, choose a sauce that may be prepared in advance and held in large quantities at the correct temperature without affecting the quality.

**Serving Sauces**

- Keep hot sauces hot. Check the temperature of the sauce, of the food being sauced, and of the plate.

- Add the sauce in a way that suits the texture of the food you are serving.

- Serve an appropriate portion of sauce. There should be an enough sauce for every bite of the sauced food but not so much that the dish looked swamped.
Review of Learning Outcome 2

MATCHING TYPE:
Directions: Match the items in Column A with those in Column B. Write the letter that corresponds to the correct answer on your answer sheet.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dried unripe berry of a climbing vine.</td>
<td>A. Herb</td>
</tr>
<tr>
<td>2. Refers to leaves and stems of soft stemmed plants that grow in temperature climate.</td>
<td>B. Flavor enhancer</td>
</tr>
<tr>
<td>3. Substances that enhance the natural flavor of a food or a combination of foods without changing its flavor.</td>
<td>C. Pepper</td>
</tr>
<tr>
<td>4. Monosodium glutamate that looks like salt.</td>
<td>D. Seasonings</td>
</tr>
<tr>
<td>5. A variety of dried, aromatic vegetable products that are used in building flavors of prepared food.</td>
<td>E. Spices</td>
</tr>
</tbody>
</table>

INTERVIEW
Directions: Interview at least three chefs/cooks in your community. Ask them the basic seasonings that they use in cooking and the type of menu they cook. Follow the given format below for the activity.

<table>
<thead>
<tr>
<th>Name of Chef/ Cook</th>
<th>Menu</th>
<th>Type of Seasonings used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sauces can dress up an ordinary dish and make it something special. Most sauce recipes have only few ingredients and can be made in a very short time. It is usually a lot cheaper than buying the canned or powdered package counterpart in the supermarket.

Most of the sauce recipes are simply a matter of combining a few ingredients, though some of the classic sauces involve special techniques that must be followed.

1. **Deglazing**

   A cooking technique to remove and dissolve browned food residue from a pan to make a sauce, termed as a *pan sauce*, that is often made to accompany sauteed meats.

   **Steps:**

   1. Deglaze a pan by moistening and then scraping up the browned bits of food that stick to the bottom of the pan. These deglazed browned bits are loaded with flavor. By deglazing the brown bits, you can transform them into a delicious sauce:

   ![Deglazing](image1.jpg)

   2. Remove the meat, poultry, or fish from the pan onto a serving platter and immediately add liquid. You can use water, wine, stock, or a combination. The liquid should be twice the amount of sauce you want to make:

   ![Deglazing](image2.jpg)
3. Raise the heat to high, bringing the liquid to a boil while you stir and scrape the browned bits until they dissolve into the sauce. This stirring and scraping is the key to deglazing — all those delicious little caramelized bits of cooked meat infuse the liquid, making it taste fantastic.

4. Keep boiling and stirring until the sauce is reduced by half the volume. When it looks like half as much liquid as you began with, it’s time to take a taste. Add more seasoning if you think the sauce needs more flavor. You might also stir in a teaspoon or more of cold butter or some olive oil for flavor and to add a smooth texture.

2. Reduction

This is the thickening and intensifying the flavor of a liquid mixture such as a soup, sauce, wine, or juice by simmering or boiling which can be done by simmering or boiling a liquid like stock, sauce, wine, vinegar, fruit or vegetable juices until the desired volume is reached by evaporation.

Reduction sauce is often a sauce made with the drippings and juices left over after cooking meat. These drippings are dense in flavor and make a sauce intense with the cooking flavors from the dish. Other ingredients are added to these drippings to create a reduction sauce, ranging from cream to vinegar to alcohol.

To make a basic reduction with meat drippings, follow these easy steps:

1. Remove the meat, chicken, or vegetables from your roasting or sauté pan
2. Add a cup of water or more
3. Turn the heat to high.
4. Stir, scraping the bottom of the pan to release any solids left from cooking, until the liquid is reduced in quantity by about half.
5. Stir in some softened butter or cream.

3. Starch Thickness

Pie, gravy, pudding, stews and more are known for their thick consistency. Most cooks use common types of powder to thicken their recipes without adding extra fat. The most commonly known types of thickener are starches, such as flour, tapioca and cornstarch. These thickeners are not simply added by the spoonful, but they are carefully added in order to reach the proper consistency. They also do not add much flavor. Different substances are recommended for different types of food. Choose carefully and stir well to produce a thick, creamy or shiny filling.
1. **Use flour with any substance that also combines fat.**

   This is why flour is often used to make gravy or a roux. The following are common ways to use flour to thicken recipes.

   1. Make a roux by putting 1 oz. (30 ml) of butter in a saucepan on medium heat. Add 1 oz. (28 g) of flour and then stir well until the mixture is brown. The longer a roux is browned, the richer the flavor becomes. Take the pan off the stove and whisk your half pint of animal stock into the brown mixture. Make sure to whisk vigorously and then place it back on the heat to boil. It should boil for at least 2 minutes before it is used further.

   2. Make a "beurremanie," a common French cooking thickener, if you already have created a substance that you need to thicken. Mix equal parts melted butter and flour. Add small amounts of this mixture to your already heated substance. Whisk in the small parts while you bring the substance to a boil.

   3. Mix equal parts flour with cold water. There are canisters that are bought that allow you to easily shake these two substances together. Make sure there are not any lumps, which you can do with a small whisk. Then whisk the substance into the gravy.

   (Both flour and cornstarch start to thicken between 144 and 162 degrees Fahrenheit (62 to 72 degrees Celsius). They usually complete their thickening just after boiling at 205 degrees Fahrenheit (96 degrees Celsius). Sauces that are thickened with flour may not remain stably thick. They can lose thickness if frozen, thawed or overcooked)

   - **Use cornstarch when thickening any filling or sauce that does not have an acidic substance in it.**

     Any recipe that includes vinegar or lemon juice would not respond well to a cornstarch thickener. It is especially useful in recipes with milk and eggs, such as custard.

     1. Add 1/4 tbsp. (2.4 g) of cornstarch to 1 cup (237 ml) of liquid to use cornstarch as a thickener. Mix it well with cold liquid before adding it into a hot recipe. Add the cornstarch mixture slowly as you bring the mixture to a simmer. Whisk constantly during this process.

     2. Cornstarch does not stand up very well to freezing or overcooking.
- **Use arrowroot flour or starch when thickening on low heat or with an acid.**

Arrowroot is a tuber that grows in warm climates, which is reduced to a pulp to create starch. It is especially useful for fruit pies, but does not work well with dairy products. Add an even amount of arrowroot with cold water or broth and mix well before adding to the substance.

- **Use tapioca as a last minute thickener.**

The powder thickens quickly on low temperatures. Take care to use small amount at a time. If your dish will be frozen, use tapioca over cornstarch or flour. It will retain its thick texture.

- **Use potato starch to thicken gluten-free recipes.**

Although this is a great alternative to most gluten products, it cannot be boiled. Mix it with water ahead of time and add it after your mixture has boiled. Water chestnut flour and sweet potato flour are similar gluten-free thickeners that are often used in Asian cooking. They are available at Asian markets and they are often used to dredge meats and vegetables before frying.

- **Use thickening with other products**

  - Choose unsweetened chocolate over semi-sweet chocolate to make a thick chocolate sauce or ganache. Add sweetener later and you will have a rich sauce.

  - Use cream to thicken and fatten a sauce. If you prefer to leave some of the fat out of a cream-based recipe, you can use evaporated milk with a cornstarch thickener. Yogurt is also used in certain soups and sauces to create a creamy base, near the end of cooking process.

  - Temper egg yolks to use them as a thickener. This is a temperamental thickener because the substance can easily curdle and should not be heated over 190 degrees Fahrenheit (88 degrees Celsius). Add hot liquid to the egg yolks slowly as you whip them, then whisk it into the hot liquid after the mixture is tempered.

  - Use gelatin or pectin according to package directions. These are found in the supermarket and they are used to form thick, gelatinous deserts or jam.
LET’S TEST YOUR MEMORY!

**Directions:** Give a brief description of the following sauce preparation techniques below. Write your answer on your notebook.

---

**Review of Learning Outcome 3**

**LET’S TEST YOUR MEMORY!**

**Directions:** Give a brief description of the following sauce preparation techniques below. Write your answer on your notebook.

- Deglazing
- Reduction
- Starch thickness

---

**Let’s Do it!**

**DEMONSTRATION**

**Directions:** The class are grouped accordingly then each group is assigned to prepare a sauce following deglazing method. Scoring Rubric below is used for evaluating the group performance.

- Activity No. 1: Deglazing
- Activity No. 2: Reduction
- Activity No. 3: Starch thickness
### Scoring Rubrics for Sauce Preparation Techniques

<table>
<thead>
<tr>
<th>Product:</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. General Appearance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. attractive and appealing to appetite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. pleasing and has a good color combination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ingredients cooked just right</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. correct consistency not mushy/ very thick/thin consistency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Palatability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. delicious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. tastes just right</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Nutritive Value</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. highly nutritious</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Procedure

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Use of Resources:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. working table is kept orderly while preparing the ingredients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. used only the proper and needed utensils and dishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. used time-saving techniques and devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Cleanliness and Sanitation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. well-groomed and properly dressed for cooking, use of clean apron, hair nets, hand towel and pot holders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. sanitary handling of food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Conservation of Nutrients</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. proper preparation and cooking procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORE:** (maximum of 42 pts.)

**COMMENTS:**
Lesson 4:
Sauce Varieties

One of the important components of a dish is the sauce. Sauces are often considered as one of the greatest tests of the chef’s skill. Sauces serve a particular function in the composition of a dish. These enhance the taste of the food to be served as well as add moisture or juiciness to food that are cooked dry. Sauces also enhance the appearance of a dish by adding luster and sheen. A sauce that includes a flavor complementary to a food brings out the flavor of that food.

1. Béchamel sauce

Béchamel is a basic white sauce and one of the five mother sauces of classical cuisine. That means it’s the starting point for making other sauces, like the Cheddar Cheese sauce and the Mornay sauce.

You can also season it and serve it as is. Or try making it with bacon or sausage fat for an amazing white gravy.

Prep Time: 5 minutes Cook Time: 20 minutes Total Time: 25 minutes

Ingredients

- 2½ cups whole milk
- 2 Tbsp clarified butter, or ¼ stick unsalted butter (about 30 grams)
- 1/3 cup all-purpose flour (also 30 grams)
- ¼ onion, peeled
- 1 whole clove
- Kosher salt, to taste
- Ground white pepper, to taste
- Pinch of ground nutmeg (optional)
Procedure

- In a heavy-bottomed saucepan, bring the milk to a simmer over medium heat, stirring occasionally and taking care not to let it boil.
- Meanwhile, in a separate heavy-bottomed saucepan, melt the butter over medium heat until it's liquefied. Don't let it turn brown, though — that'll affect the flavor.
- With a wooden spoon, stir the flour into the melted butter a little bit at a time, until it is fully incorporated into the butter, giving you a pale yellow-colored paste. This paste is called a roux. Heat the roux for another minute or so to cook off the taste of raw flour.
- Using a wire whisk, slowly add the hot milk to the roux, whisking vigorously to make sure it's free of lumps.
- Now stick the pointy end of the clove into the onion and drop them into the sauce. Simmer for about 20 minutes or until the total volume has reduced by about 20 percent, stirring frequently to make sure the sauce doesn't scorch at the bottom of the pan.
- The resulting sauce should be smooth and velvety. If it's too thick, whisk in a bit more milk until it's just thick enough to coat the back of a spoon.
- Remove the sauce from the heat. You can retrieve the clove-stuck onion and discard it now. For an extra smooth consistency, carefully pour the sauce through a wire mesh strainer lined with a piece of cheesecloth. Season the sauce very lightly with salt and white pepper. Be particularly careful with the white pepper — and the nutmeg, if you're using it. A little bit goes a long way! Keep the béchamel covered until you're ready to use it. Makes about 2 cups of béchamel sauce.

2. Espagnole Sauce

Espagnole (pronounced like the word for Spanish: "español") is a basic brown sauce that is one of the five mother sauces of classical cuisine. It's also the starting point for the demi-glace, a rich and deeply flavorful sauce that is traditionally served with red meats.
Before you tackle the espagnole, you might want to review some of the basics of stock making:

1. **Brown Stock**
   stock made from beef (as from beef seared to give color) or from a mixture of meats including beef

2. **Mirepoix**
   (pronounced "meer-pwah") is a combination of chopped carrots, celery and onions used to add flavor and aroma to stocks, sauces, soups and other foods. The proportion (by weight) for making mirepoix is 50% onions, 25% carrots and 25% celery.

3. **Roux**
   (pronounced "roo") is one of the basic thickening agents in the culinary arts. Used primarily for thickening sauces and soups, roux is made from equal parts fat and flour, and the "equal parts" are measured by weight, not volume. Traditionally, a roux is made with clarified butter.

4. **Sachet d'Epices**
   Sachet d'épices (pronounced "sa-SHAY DAY-pees") is a small cheesecloth sack containing herbs and spices used to add flavor to stocks, soups and sauces. It translates literally to "bag of spices" in French. Often referred to simply as a sachet, it's used in a similar manner to a bouquet garni, with the main difference being the fact that a sachet's ingredients are enclosed in cheesecloth while a bouquet garni's are not. This means that spices such as whole peppercorns, and dried herbs, which couldn't be used in a bouquet garni, can go in a sachet. Common items included in a sachet d'épices are dried thyme, parsley stems, bay leaf, whole peppercorns, whole cloves.

   These ingredients are tied inside a piece of cheesecloth, which is then suspended in the simmering liquid at the end of a length of cooking twine, and usually tied to the pot handle so that it can be easily retrieved.

5. **How to clarify Butter**
   place the butter in a heavy saucepan and melt slowly over low heat. Remove the pan from the heat and let stand for 5 minutes. Skim the foam from the top, and slowly pour into a container, discarding the milky solids in the bottom of pan. What makes clarified butter so great is its higher smoke point.
**Prep Time:** 15 minutes  **Cook Time:** 1 minutes  **Total Time:** 16 minutes

**Ingredients**
- ½ cup onions, diced
- ¼ cup carrots, diced
- ¼ cup celery, diced
- 1 oz clarified butter
- 1 oz all-purpose flour
- 3 cups brown stock
- 2 Tbsp tomato purée
- 1 bay leaf
- ½ tsp dried thyme
- 3-4 fresh parsley stems

**Procedure**
- In a heavy-bottomed saucepan, melt the butter over medium heat until it becomes frothy.
- Add the mirepoix and sauté for a few minutes until it's lightly browned. Don't let it burn, though.
- With a wooden spoon, stir the flour into the mirepoix a little bit at a time, until it is fully incorporated and forms a thick paste or roux. Lower the heat and cook the roux for another five minutes or so, until it's light brown. Don't let it burn! The roux will have a slightly nutty aroma at this point.
- Using a wire whisk, slowly add the stock and tomato purée to the roux, whisking vigorously to make sure it's free of lumps.
- Bring to a boil, lower heat, add the sachet and simmer for about 50 minutes or until the total volume has reduced by about one-third, stirring frequently to make sure the sauce doesn't scorch at the bottom of the pan. Use a ladle to skim off any impurities that rise to the surface.
- Remove the sauce from the heat and retrieve the sachet. For an extra smooth consistency, carefully pour the sauce through a wire mesh strainer lined with a piece of cheesecloth.
- Serve hot. If not serving the sauce right away, keep it covered and warm until you're ready to use it.
3. Hollandaise sauce

Hollandaise is a wonderfully rich, lemony and buttery sauce that goes with eggs, vegetables and poached fish. For safety, it’s best to use pasteurized eggs when making hollandaise sauce. Here’s a resource that can help you locate pasteurized eggs at retailers near you. Or if you prefer, you can pasteurize your own egg yolks at home in the microwave.

**Preparation Time:** 10 minutes  **Cook Time:** 20 minutes  **Total Time:** 30 minutes

**Ingredients**

- 1 cup clarified butter (about 2½ sticks before clarifying)
- 4 egg yolks
- 2 tbsp lemon juice (the juice from 1 small lemon)
- 1 tbsp cold water
- Kosher salt, to taste
- Cayenne pepper (or a dash of Tabasco sauce), to taste

**Procedure**

- Heat an inch or two of water in a saucepan over medium heat. Also, your clarified butter should be warm, but not hot.
- Combine the egg yolks and the cold water in a glass or stainless steel bowl (not aluminum) whisk for a minute or two, until the mixture is light and foamy. Whisk in a couple of drops of lemon juice, too.
- The water in the saucepan should have begun to simmer. Set the bowl directly atop the saucepan of simmering water. The water itself should not come in contact with the bottom of the bowl. Whisk the eggs for a minute or two, until they’re slightly thickened.
• Remove the bowl from the heat and begin adding the melted butter slowly at first, a few drops at a time, while whisking constantly. If you add it too quickly, the emulsion will break.

• Continue beating in the melted butter. As the sauce thickens, you can gradually increase the rate at which you add it, but at first, slower is better.

• After you've added all the butter, whisk in the remaining lemon juice and season to taste with Kosher salt and cayenne pepper (or a dash of Tabasco sauce). The finished hollandaise sauce will have a smooth, firm consistency. If it's too thick, you can adjust the consistency by whisking in a few drops of warm water.

• It's best to serve hollandaise right away. You can hold it for about an hour or so, provided you keep it warm. After two hours, though, you should toss it — both for quality and safety reasons. Makes 1 pint of Hollandaise sauce.

4. **Tomato Sauce**

   This simple, fresh tomato sauce recipe is perfect for pasta, pizza and lasagna. The secret ingredient? Carrots, which give the tomato sauce a fresh flavor and add a nice sweetness. Once the tomato sauce is puréed, you'll never see the carrots, but you will definitely taste the difference.

   The tomato sauce recipe calls for two 28-oz. cans of whole tomatoes, but you could substitute crushed tomatoes, diced tomatoes or tomato purée.
Preparation Time: 10 minutes  
Cook Time: 50 minutes  
Total Time: 60 minutes

**Ingredients**
- 2 28-oz cans whole tomatoes, with liquid
- ½ cup olive oil
- 4 carrots, chopped
- 1 medium onion, chopped
- 2 cloves garlic, finely minced
- 1 tbsp Kosher salt (or to taste)
- 2 tsp sugar

**Procedure**
- In a large, heavy-bottomed saucepan, heat the olive oil for a minute over medium heat.
- Add the onions and carrots, and sauté for a bit until the onions are translucent but not brown.
- Add the tomatoes and the garlic. Bring to a simmer and cook for 30 to 45 minutes, uncovered, until the sauce is slightly reduced. If you like, you can use a wooden spoon to break up the whole tomatoes while the sauce simmers.
- Remove from heat and pass through a food mill, or purée in a food processor until smooth, working in batches if necessary.
- Season to taste with Kosher salt and sugar.

5. **Veloute sauce**

Velouté is one of the five mother sauces of classical cuisine. It can be made with any white stock, but this version, the chicken velouté, is made with chicken stock and is the most common. There’s also a veal velouté and a fish velouté.

Chicken velouté is the basis for the traditional Suprême sauce, as well as the classic Mushroom sauce, the Aurora sauce and many others.
Note: Velouté is not itself a finished sauce — that is to say, it isn't typically served as is. You could, however, simply season it with salt and pepper and use it much as you would a basic gravy.

Preparation Time: 5 minutes Cook Time: 30 minutes Total Time: 35 minutes

Ingredients
6 cups chicken stock
2 oz clarified butter
2 oz all-purpose flour

Procedure
• Heat the chicken stock to a simmer in a medium saucepan, then lower the heat so that the stock just stays hot.
• Meanwhile, in a separate heavy-bottomed saucepan, melt the clarified butter over medium heat until it becomes frothy. Take care not to let the butter turn brown, though — that'll affect the flavor.
• With a wooden spoon, stir the flour into the melted butter a little bit at a time, until it is fully incorporated into the butter, giving you a pale yellow-colored paste. This paste is called a roux. Heat the roux for another few minutes or so, until it has turned a light blond color. Don't let it get too dark.
• Using a wire whisk, slowly add the hot chicken stock to the roux, whisking vigorously to make sure it's free of lumps.
• Simmer for about 30 minutes or until the total volume has reduced by about one-third, stirring frequently to make sure the sauce doesn't scorch at the bottom of the pan. Use a ladle to skim off any impurities that rise to the surface.
• The resulting sauce should be smooth and velvety. If it's too thick, whisk in a bit more hot stock until it's just thick enough to coat the back of a spoon.
• Remove the sauce from the heat. For an extra smooth consistency, carefully pour the sauce through a wire mesh strainer lined with a piece of cheesecloth.
• Keep the velouté covered until you're ready to use it.
Review of Learning Outcome 4

A. LET’S TEST YOUR MEMORY

Directions: Below are different kinds of sauces. List down the ingredients needed in preparing these sauces. Write your answers on your notebook.

ESPAGNOLE SAUCE
HOLLANDAISE SAUCE
TOMATO SAUCE
VELOUTE SAUCE
BECHAMEL SAUCE

Enhancement activity

A. WORD SEARCH

Directions: Find words in the puzzle that will reveal the different ingredients in preparing different kinds of sauces.

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B U T T E R L U T E
O H L D R I C H G G
M S A M E B L M A G
L I S O L K I P R Y
P W A T E R J E L O
N Y S B E N N P I L
K K T P S E A P C K
I L O N I O N E Y L
R I C U S E A R N U
X M K S H A L L O T
```
Let’s Do it!

DEMONSTRATION.

Directions: The students will be grouped accordingly. Each group will perform how to cook the different sauces respectively:
- Activity No. 1 Bechamel sauce
- Activity No. 2 Veloute sauce
- Activity No. 3 Espagnole sauce
- Activity No. 4 Tomato sauce
- Activity No. 5 Hollandaise sauce

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SCORERSHEET

LABORATORY # ______

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Time Started: ________________ Time Finished: ________________
Cooking Method: ________________

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COMMENTS AND SUGGESTIONS:

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Salad dressings are also used to lubricate and add an accent to vegetables or fruits. It should not be overpowering to mask the flavor of the main ingredient. Salad dressing is an emulsion in which one liquid is suspended in another, the two liquids being immiscible with each other. They contain acid, fat, seasonings, and sometimes other ingredients. The acids are usually vinegar, or lemon juice, and the fat a vegetable oil, although other fats can be used. Many salad dressings emulate the traditional vinaigrette—a dressing made typically of three parts oil to one part vinegar, but creative flavor development helps generate plenty of other dressings. Many of the great dressings are discovered by serendipity so do not be afraid to experiment.

**Kinds of Salad Dressings:**

- **Oil-based**- oil and vinegar separate easily. eg. Italian or vinaigrette

- **Mayonnaise**-emulsion of oil, vinegar or lemon juice and egg that do not separate.

- **Cooked**- looks like mayonnaise, but uses cooked starch to thicken it instead of eggs. eg. Miracle Whip

- **Dairy** - uses sour cream, yogurt, cottage cheese or buttermilk

- **Low or no-fat**- uses less oil or no oil.
Salad Dressing Recipe:

1. **Classic Vinaigrette**: whisk 2 tablespoons red wine vinegar, 2 teaspoons dijon mustard, 1/2 teaspoon kosher salt, and pepper to taste. Gradually whisk in 1/3 to 1/2 cup olive oil.

2. **Shallot–White Wine**: make classic vinaigrette (No. 1), replacing the red wine vinegar with white wine vinegar; add 1 minced shallot.

3. **Roasted Garlic**: slice the top off 1 head garlic; drizzle with olive oil, wrap in aluminum foil and roast at 400 degrees F until tender, 35 minutes. Cool, then squeeze out the cloves. Make classic vinaigrette (No. 1) in a blender, adding the roasted garlic and 3 tablespoons grated parmesan.

4. **Bistro Bacon**: make Classic vinaigrette (No. 1); add 1/3 cup crumbled blue cheese, 3 slices crumbled cooked bacon and 2 tablespoons chopped chives.

5. **Mediterranean**: make classic vinaigrette (No. 1); mash in 1/2 cup crumbled feta, then whisk in 1 tablespoon chopped parsley, 1 teaspoon dried oregano and 1 diced plum tomato.

6. **Dijon**: whisk 3 tablespoons each dijon mustard and champagne vinegar, 1/2 teaspoon kosher salt, and pepper to taste. Gradually whisk in 1/2 cup olive oil.

7. **Spicy Honey-Mustard**: whisk 2 teaspoons each honey and dijon mustard, 2 tablespoons lime juice, and 1/2 teaspoon each lime zest and kosher salt. Gradually whisk in 1/4 cup each olive oil and vegetable oil, then add 2 teaspoons chopped thyme and 1/2 minced jalapeno.

8. **Mango-Lime**: purée 1 chopped peeled mango, the zest and juice of 1 lime, and 1 teaspoon each dijon mustard, sugar and kosher salt in a blender. Gradually blend in 1/4 cup rice vinegar and 1/2 cup vegetable oil.

9. **Italian Soak**: soak 2 tablespoons minced red onion in cold water, 15 minutes; drain. Pile 1/2 garlic clove, 2 tablespoons fresh parsley, 1 teaspoon dried oregano and 1/2 teaspoon kosher salt on aboard; chop and mash into a paste. Whisk with 2 tablespoons red wine vinegar and the onion. Gradually whisk in 1/2 cup olive oil.

10. **Creamy Italian**: blend 1/4 cup mayonnaise, 3 tablespoons red wine vinegar, 2 tablespoons each sour cream and olive oil, 1 teaspoon Italian seasoning, 1 garlic clove and 1/4 teaspoon kosher salt in a blender. Stir in 1 tablespoon chopped parsley.
Review of Lesson 4.5

WORD HUNT

Directions: Find five types of salad dressings in the puzzle below. Describe briefly and write your answers on your notebook.

Types of Dressings Description

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2. _______  
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4. _______  
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5. _______  
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DENOMSTRATION

**Directions:** From the groups of at least 7 members perform the following salad dressings:

- Activity No. 1 Classic Vinaigrette
- Activity No. 2 Shallot
- Activity No. 3 Roasted Garlic
- Activity No. 4 Bistro Bacon
- Activity No. 5 Mediterranean
- Activity No. 6 Dijon
- Activity No. 7 Spicy honey mustard
- Activity No. 8 Mango lime
- Activity No. 9 Italian
- Activity No. 10 Creamy Italian

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<td><strong>Work Application Procedure</strong></td>
<td>Systematic application of all work procedure all the time even without proper supervision</td>
<td>Systematic application of work procedure most of the time with minimum supervision</td>
<td>Systematic application of work procedure is sometimes followed with constant supervision</td>
<td>Does not follow systematic application of procedure and highly dependent on supervision</td>
<td>No attempt to apply procedure to the task given</td>
</tr>
<tr>
<td><strong>Safety and security work habits</strong></td>
<td>Highly self-motivated and observed all safety and security precautions</td>
<td>Self-motivated and observed most safety and security precautions</td>
<td>Self-motivated and observed sometimes safety and security precautions</td>
<td>Need to be motivated and does not observe safety and security precaution</td>
<td>Not motivated and totally disregards safety and security precautions</td>
</tr>
<tr>
<td><strong>Speed/Time</strong></td>
<td>Finished the work ahead of time</td>
<td>Finished the work on time</td>
<td>Finished the work close to given time</td>
<td>Finished the work beyond the given time.</td>
<td>No work at all</td>
</tr>
</tbody>
</table>
This lesson on the preparation of appetizers presents basic and commonly used tools and materials in preparing some of the favorite served appetizers in any occasion together with standard step-by-step procedures. It also includes careful portioning and plating of appetizers.

Objectives:

At the end of the lesson, the learner is expected to:

1. Identify the commonly used tools and materials in preparing appetizers

2. Classify and produce some of the basic appetizers based on clients need in accordance to step-by-step procedures

Appetizers are small pieces or portions of highly seasoned food, usually served before a meal to induce and stimulate one’s appetite. It gives relish to the food we eat.
A good appetizer, whether hot or cold should be light and served in small quantities. Fresh vegetables and salads, fruits, or meat or even fish can be made into appetizers.

Planning and using the right tools in preparing appetizers are important considerations for successful presentation.

Here are some of the tools and equipment needed in the preparation of appetizers.

1. Measuring spoons – used for measuring dry and liquid ingredients in small quantity.

2. Measuring cups – used to measure dry ingredients. They come in various sizes and volumes.

3. Measuring glass – usually transparent. It is smooth in the inside with the graduation mark on the outside used for measuring liquid ingredients like water and oil.

4. Mixing bowl – has smooth, rounded interior surfaces with no creases to retain some mixture and used to mix ingredients.

5. Mixing spoon - used for mixing ingredients. It is made of wood in different sizes and different lengths of handles.

6. Paring knife- used to remove the skin covering of fruit and vegetables.

7. Colander- is a bowl-shaped kitchen utensil with holes in it used for draining food such as pasta, vegetables and rice.

8. Fork - used to combine ingredients.

9. Container of different sizes and shapes.

10. Cooking range/stove

11. Refrigerator
Preventive maintenance of a tool or equipment is necessary for it to function effectively and to lengthen its life. It also aims to detect in advance, conditions that could lead to failure even before such as breakdown can occur.

The advantage of preventive maintenance is longer equipment life, reduction of waste or spoilage, lower maintenance cost, and safety. Be sure that tools and equipment needed are clean, correct, and assembled safely before use.

**How to check the tools and equipment before using:**

- Study the manufacturer’s operating manual, or consult with someone who is familiar with the piece of equipment and has operated it already before operating an unfamiliar piece of equipment.

- Learn how to determine when a piece of equipment is not operating correctly. When equipment malfunctions, shut it down immediately, identify the equipment as being defective, and report the malfunction to a supervisor.

- Keep the equipment clean. If you need to disassemble the equipment consult the manufacturer’s operating manual. If an operating manual is not available, consult with someone who has already cleaned the equipment.

- Conserve energy by knowing the preheating time required by the cooking equipment and by planning the production of food.

- Know when it is more efficient to do something manually than using the equipment.
**Review of Learning Outcome 5.1**

**NAME IT!**

**Directions:** Complete the table below. Name the tools and equipment in Column B and give their uses and functions in Column C.

<table>
<thead>
<tr>
<th>A</th>
<th>Tools / Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>name of tools/equipment</td>
</tr>
<tr>
<td>1</td>
<td>Image of measuring cups</td>
</tr>
<tr>
<td>2</td>
<td>Image of mixing bowl</td>
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<tr>
<td>3</td>
<td>Image of knife</td>
</tr>
<tr>
<td>4</td>
<td>Image of colander</td>
</tr>
<tr>
<td>5</td>
<td>Image of measuring cup</td>
</tr>
</tbody>
</table>
ENHANCEMENT ACTIVITY

COMPILATION

Directions: Cut out at least five pictures of different appetizers from magazines or old newspapers. Be able to identify the different tools, materials, and equipment in preparing appetizers. Compile them in your folder and submit to your teacher.

Appetizers literally "apart from the [main] work" or the first course, are food items served before the main courses of a meal, typically smaller than main dishes, and often meant to be eaten by hand (with minimal use of cutlery).

Importance of Appetizers

Before serving any courses of a meal, there are some itsy bitsy things which are eaten and loved by everyone. Those tiny bits of food are known to increase appetite and thus, known as appetizers.
Appetizers are light and interesting tiny little food items, which tantalize our taste buds and increase our appetite. There are abundant appetizers which are served but the major types are finger food and soups. There are some other intricate food preparations also which are served at the beginning of our meal.

The most important thing about appetizer is that it should not be very hard to eat. It should be light yet tempting. Various types of vegetable soups like hot and sour, tomato soup are also preferred as appetizers. The types vary by the culture and the restaurant. But the purpose is the same.

It is very necessary to understand the method of cooking for a complete meal. For example, if there is a non-fish in our meal as a main dish then an appetizer should include salmon which balances the first course. If one wants to include flavors to the appetizers then he should consider the quality an important factor for selection of appetizer. In a main course, if there is stew then a slight crunchy appetizer will be better than any kind of soup. Therefore, a homemade dish or roasted peanuts are the right option for any appetizer.

The function of appetizers is to increase our hunger and prepare us for the magical ride of the main course. The flavors of the appetizers are often coordinated with the flavors of the main dish, unless it is a la carte. It is done because appetizers are the first food that gives us an idea about the main course.

**Kinds of Appetizers**

1. **Bruschetta** (Italian pronunciation: [bruˈsketta ]- is an antipasto from Italy consisting of grilled bread rubbed with garlic and topped with tomatoes, olive oil, salt and pepper. Variations may include toppings of tomato, vegetables, beans, cured meat, or cheese; the most popular recipe outside of Italy involves basil, fresh tomato, garlic and onion or mozzarella. Bruschetta is usually served as a snack or appetizer. In some countries, a topping of chopped tomato, olive oil and herbs is marketed under the bruschetta name.

2. **Canapés**-is a small, prepared and usually decorative food, held in the fingers and often eaten in one bite.

3. **Caviar**-is a delicacy consisting of salt-cured fish-eggs of the Acipenseridae family. The roe can be “fresh” (non-pasteurized) or pasteurized, with pasteurization reducing its culinary a
4. **Cold cuts**- are cold cooked meats (such as turkey, roast beef, or ham) that have been cut into thin slices.

5. **Cruditées**- are pieces of raw vegetables (as celery or carrot sticks) served as an hors d'oeuvre often with a dip. Deviled eggs or eggs mimosa are hard-boiled eggs, shelled, cut in half, and filled with the hard-boiled egg's yolk mixed with other ingredients such as mayonnaise and mustard, but many other variants exist internationally.

6. **Dumplings**- consist of small pieces of dough, either cooked alone or wrapped around a filling. They can be based on flour, potatoes or bread, and may include meat, fish, vegetables, or sweets.

7. **Pickles**- are preserved vegetables or fruits resulted from anaerobic fermentation in brine or vinegar.

8. **Spanakopita**- is in the burek family of pastries with a filling of chopped spinach, feta cheese, onions or scallions, egg, and seasoning. The filling is wrapped or layered in phyllo (filo) pastry with butter and/or olive oil, either in a large pan from which individual servings are cut, or rolled into individual triangular servings. While the filo-dough recipe is most common, many recipes from the Greek islands call for a crust made of flour and water to form a crunchier, calzone-like exterior in place of the flaky filo dough. The pastry is golden in color when baked, the color often enhanced by butter and egg yolk.

9. **Tongue toast**- is an open sandwich prepared with sautéed beef tongue and scrambled eggs. It is seasoned to taste with black pepper and onions. Sometimes the tongue toast is served on buttered toast with a poached egg instead of a scrambled one.
Commonly served appetizers:

King Crab Appetizers

"These crab tartlets have long since been a family favorite and are requested often at holiday get togethers."

Prep 10 mins  Cook 20 mins  ready in 30 mins

Ingredients

- 2 (12 ounce) packages refrigerated biscuit dough
- 1 (8 ounce) package cream cheese, softened
- 1 (6 ounce) can crab meat, drained
- 2 tablespoons mayonnaise
- 2 tablespoons grated Parmesan cheese
- 1/2 cup shredded Cheddar cheese
- 2 tablespoons thinly sliced green onions
- 1 teaspoon Worcestershire sauce
- 1 pinch paprika

Procedure

- Preheat oven to 375 degrees F (190 degrees C). Lightly grease 12 tartlet pans.
- Divide rolls in half and press into the prepared tartlet pans. Set aside.
- In a large bowl, combine cream cheese, crab, mayonnaise, Parmesan cheese, Cheddar cheese, green onions and Worcestershire sauce. Spoon 1 teaspoon of mixture into tarts and garnish with paprika.
- Bake at 375 degrees F (190 degrees C) for 15 to 20 minutes, or until light brown. These freeze wonderfully. Just reheat before serving.
Beef Ground Round

Ingredients
- 1 pound lean ground beef
- 1 egg
- 2 tablespoons water
- 1/2 cup bread crumbs
- 3 tablespoons minced onion
- 1 (8 ounce) can jellied cranberry sauce
- 3/4 cup chili sauce
- 1 tablespoon brown sugar
- 1 1/2 teaspoons lemon juice

Procedure
- Preheat oven to 350 degrees F (175 degrees C).
- In a large bowl, mix together the ground beef, egg, water, bread crumbs, and minced onion. Roll into small meatballs.
- Bake in preheated oven for 20 to 25 minutes, turning once.
- In a slow cooker or large saucepan over low heat, blend the cranberry sauce, chili sauce, brown sugar, and lemon juice. Add meatballs, and simmer for 1 hour before serving.

Prep: 20 mins COOK 1 hr 25 mins READY IN 1 hr 45 mins
Bacon Cheddar Deviled Eggs

Prep : 30 mins  COOK : 10 mins

Ingredients
   12 eggs
   1/2 cup mayonnaise
   4 slices bacon
   2 tablespoons finely shredded Cheddar cheese
   1 tablespoon mustard

Procedure
   • Place eggs in a saucepan, and cover with cold water. Bring water to a boil and immediately remove from heat. Cover, and let eggs stand in hot water for 10 to 12 minutes. Remove from hot water, and cool. To cool more quickly, rinse eggs under cold running water.
   • Meanwhile, place bacon in a large, deep skillet. Cook over medium-high heat until evenly brown. Alternatively, wrap bacon in paper towels and cook in the microwave for about 1 minute per slice. Crumble and set aside.
   • Peel the hard-cooked eggs, and cut in half lengthwise. Remove yolks to a small bowl. Mash egg yolks with mayonnaise, crumbled bacon and cheese. Stir in mustard. Fill egg white halves with the yolk mixture and refrigerate until serving.
Antipasto Squares

Prep : 15 mins  Cooking time : 45 mins

Ingredients
- 2 (10 oz.) cans refrigerated crescent dinner rolls
- ¼ pound thinly sliced boiled ham
- ¼ pound thinly sliced provolone cheese
- ¼ pound thinly sliced Swiss cheese
- ¼ pound thinly sliced Genoa salami
- ¼ pound thinly sliced pepperoni sausage
- 1 (12 ounce) jar roasted red pepper, drained, cut into thin strips
- 3 eggs
- 3 tablespoons grated Parmesan cheese
- ½ teaspoon ground pepper

Procedure
- Preheat oven to 350 degrees F (175 C).
  Unroll one package of crescent roll dough, and cover the bottom of a 9x13 inch pan. Layer the ham, provolone cheese, Swiss cheese, salami, pepperoni, and red peppers, on top of the dough.
- In a bowl, beat the eggs lightly, and stir in the parmesan cheese and black pepper. Pour 3/4 of this mixture over the peppers. Unroll the second package of dough, and place over the top of the peppers. Brush with the remaining egg mixture. Cover with aluminum foil.
- Bake for 25 minutes in the preheated oven. Remove foil, and bake for another 10 to 20 minutes, or until dough is fluffy and golden brown. Cut into squares. Serve warm, or at room temperature
Review of Learning Outcome 5.2

IDENTIFICATION

Directions: Read the sentences carefully and identify the correct answers.
Write your answers on your test notebook.

1. The other term for antipasto which consists of grilled bread rubbed with garlic and
topped with tomatoes, olive oil, salt and pepper.

2. Usually small, prepared and decorative food held in the fingers and eaten in one
bite.

3. It is a delicacy consisting of salt-cured fish-eggs of the Acipenseridae family.

4. It consists of pieces of raw vegetables like celery or carrot sticks served as
an hors d’oeuvre often with a dip.

5. An appetizer which consists of small pieces of dough, either cooked alone or
wrapped around a filling.

ENHANCEMENT ACTIVITY

COMPILATION

Directions: Cut out at least ten pictures of different appetizers from magazines or old recipe books. Be able to classify them accordingly and compile it in your portfolio.
A. Interview

Directions: Interview at least three of your friends or your neighbors and ask them what appetizers they usually order when having lunch or dinner in a restaurant. Classify their answers using the given format.

<table>
<thead>
<tr>
<th>Name of Food Establishment</th>
<th>Appetizers</th>
<th>Classifications</th>
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</thead>
<tbody>
<tr>
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<td>2.</td>
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</table>

B. Demonstration

Directions: The class will be divided into groups. Each group will prepare the different appetizers following the correct methods of preparation and using the appropriate tools and equipment needed. Fill-in the standardized recipe cost and you will be graded based on the given score sheet.

Activity No. 1  King Crab Appetizer
Activity No. 2  Beef Ground Round
Activity No. 3  Bacon Cheddar
Activity No. 4  Deviled Eggs
Activity No. 5  Antipasto Square
<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Unit Cost</th>
<th>Total Cost</th>
</tr>
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<tbody>
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</tbody>
</table>

**TOTAL COST**

- Total Recipe Cost: ____________  Recipe Type: ____________
- Portion Cost: ____________ Date Costed: ____________
- Previous Portion Cost: ____________ Previous Dated: ____________
SCORING SHEET

LABORATORY # ______

Recipe Name: ___________________ Date: ___________________
Preparation Time: ________________ Cooking Time: _____________
Time Started: ________________ Time Finished: ________________

Cooking Method: ________________

<table>
<thead>
<tr>
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<tr>
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<td></td>
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<tr>
<td>Sanitation Practices</td>
<td>25%</td>
<td></td>
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<tr>
<td>PRESENTATION</td>
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<td></td>
</tr>
<tr>
<td>Plating</td>
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<td></td>
</tr>
<tr>
<td>Garnishing</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>SENSORY EVALUATION</td>
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<td></td>
</tr>
<tr>
<td>Color and Texture</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Flavor and Aroma</td>
<td>20%</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

COMMENTS AND SUGGESTIONS:

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
This lesson deals with the identification of the tools, materials, and equipment in preparing desserts following standard operating procedures, preparation, and presentation of different desserts salads and their component.

At the end of this lesson, the learner is expected to:

1. Identify and use the tools, materials, and equipment in preparing desserts based on standard operating procedures.

2. Prepare cold and molded salad

3. Prepare sherbets, ices, and ice cream following step by step procedures.

4. Present fruit and pastry desserts using the prescribed procedures.

Desserts are served after the main menu is taken. The choice of a dessert depends on the type of meal. A light meal is to be followed by a substantial dessert and a heavier meal by fruit or a fruit dessert. Salad can be a single food or a combination of foods accompanied by a dressing.
1. Sherbet, ice and ice cream

- **Ice cream**—consists of smooth frozen mixture of milk, cream, sugar, flavorings and sometimes eggs.

- **Sherbet and Ices**—made from fruit juices, water and sugar. American sherbet contains milk and cream and sometimes egg white. The egg whites increase smoothness and volume. Ice contains only fruit juice water, sugar and sometimes egg whites.

2. Fruit dessert

This dessert is delicious and sweet, the main component are fruits of different kinds. There are ingredients added like syrup, creams and milk to make it more palatable. This is the simplest dessert and one of the best are fruits because they are nutritious, appetizing, and easy to prepare and serve.

Characteristics of good fruit desserts:
- appetizing aroma
- simple
- clean washed appearance
- slightly chilled

3. Bread and pastry

   Elements:

- Bread determines how and what can be put into the sandwich
- Shapes, types of batter, flavors, and textures affect the type of closed sandwich
- Ethnic breads usually have traditional fillings
- Fine-grained, like Pullmans are good for clubs, tea, and basic, two-sliced items and can be sliced without crumbling.
- Coarse-grained are good for large sandwiches
- Rolls, round or long breads are split for fillings
- Flatbreads may be split and filled or used as a base for an open-faced sandwich
- Wraps are great for shredded and creamy fillings
Characteristics of Breads

a. Firm, thick and not overwhelming or dry
b. Pullman loaves, peasant-style breads, and rolls
c. Flatbreads, wrappers, and tortillas
Spreads

Spreads used in breads such as fat-based spread keeps the bread from getting soggy for awhile and add palatability. Spreads can also be dairy-based (cream cheese), flavored butters, mayonnaise, ketchup, mustard, vegetable and herb spreads, jelly, jam and compotes, guacamole, mayonnaise. The spread however, should be complimentary to the filling which is the focus of the sandwich.

The Fillings

It may be cold, hot, chopped, ground and sliced. It can be meat, fish, poultry, cheese, cheese spread, egg, egg salad and or a combination. It may be grilled, roasted, marinated or baked
Garnishing breads:

![Image of a sandwich with garnishes](image)

Characteristics of an excellent sandwich garnishing:

- It must be well-trimmed and cleaned
- Sliced correctly to be contrasting but not overpowering
- Crisp, fresh, and complimentary
- Most lettuce, sprouts, tomatoes, peppers, olives, and cucumbers are marinated

Finger and Tea Sandwiches

1. Mise en place is a key
2. To do sandwiches, everything must be lined up for production
3. Chef should not have to run for one item
4. That includes foods, equipment, and holding containers or plates if it is à la carte
5. Cut close to service and if prepared in the morning, cover tightly so the bread does not dry out
6. Straight-edge cuts are the best yield, but other shapes will make a banquet tray very attractive
Suggested Recipe:

Almond tart slices

Ingredients:

(For the pastry)
- 425g Plain white flour
- ½ tsp Salt
- 250g Butter (unsalted)
- 100g Unrefined golden caster sugar
- 50g Almonds (ground)
- 1 egg (free range) medium, lightly beaten
- 2 egg yolks (free range) medium

(For the filling)
- 175g Unrefined golden caster sugar
- Unrefined golden caster sugar
- 4 Egg(s) (free range) medium, beaten
- ½ tsp Almond extract
- 400g Almonds (ground)
- 50g Almonds (flaked)
- 3 tbsp Raspberry jam good quality

Procedure:

1. Put the flour, salt, sugar, butter and almonds into a food processor and pulse until the mixture resembles breadcrumbs.

2. Add the eggs and egg yolks one at a time and pulse until a smooth dough is formed.

3. Wrap the dough in cling film and chill in the fridge for half an hour.
4. Preheat the oven to 180°C (gas mark 4). Grease and flour a 30 x 20cm/12 x 8” loose bottom tart tin.

5. Unwrap the chilled pastry and roll out onto a cold, floured work surface. This pastry can be very fragile to handle so work quickly.

6. Line the tart tin with the pastry and trim off any excess. Prick the base with a fork, and then cover the pastry lightly with some baking paper. Cover the paper with baking beans or uncooked rice and place into the oven to bake blind for 15 minutes.

7. Remove from the oven and remove the baking beans. Return to the oven for a further 5 minutes to dry the pastry further.

8. Reduce the oven temperature to 165 °C C (fan oven 145 degrees C, gas mark 2).

9. For the filling, mix together the ground almonds and caster sugar. Add the beaten eggs and almond extract and mix well. When the pastry has cooled spread a generous layer of raspberry jam onto the pastry base. Pour the filling mixture over the raspberry jam to fill the pastry case.

10. Top with flaked almonds, then bake in the oven for 25-30 minutes or until the filling is baked through and golden brown on top. Remove from the oven and allow to cool. Cut into slices and serve.

4. Mousse

Mousse (French ‘foam’ /ˈmʊs/) is a prepared food that incorporates air bubbles to give it a light and airy texture. It can range from light and fluffy to creamy and thick, depending on preparation techniques. A mousse may be sweet or savory. Dessert mousses are typically made with whipped egg whites or whipped cream, and generally flavored with chocolate or puréed fruit.
Chocolate Mousse

"Serve this simple chocolate mousse in a martini glass for a fancy presentation. A dollop of whip cream adds an elegant touch."

**Ingredients:**
- 10 ounces Ghirardelli (60% Cacao Bittersweet Chocolate Chips)
- 2 cups whip cream
- 1/4 cup coffee, hot
- 4 eggs, room temperature
- 2 tablespoons sugar

**Procedure:**
1. Whip the cream to form light peaks. Set aside in the refrigerator. Melt the chocolate chips in a large mixing bowl set over barely simmering water. Meanwhile, whip the eggs with the sugar until very fluffy and thick, about 10 minutes.

2. Stir the hot coffee into the melted chocolate chips. The mixture will start to thicken, so work quickly. Quickly stir in the beaten eggs, then fold in the whipped cream. Pour or spoon mixture into cups or bowls, and chill until firm, about 2 hours.

**5. Cold and molded salads**

A cold dessert is usually sweet unheated dish or chilled and served after the main course.
Panna Cotta

A traditional, easy, and delicious Italian custard. Serve with warm hot fudge sauce and fresh raspberries on top. This keeps well for several days in the refrigerator.

Prep: 5 mins  cook 10 mins ready 4 hrs 15 mins

Ingredients:

- 1/3 cup skim milk
- 1 (.25 ounce) envelope unflavored gelatin
- 2 1/2 cups heavy cream
- 1/2 cup white sugar
- 1 1/2 teaspoons vanilla extract

Procedure:

1. Pour milk into a small bowl, and stir in the gelatin powder. Set aside.

2. In a saucepan, stir together the heavy cream and sugar, and set over medium heat. Bring to a full boil, watching carefully, as the cream will quickly rise to the top of the pan. Pour the gelatin and milk into the cream, stirring until completely dissolved. Cook for one minute, stirring constantly. Remove from heat, stir in the vanilla and pour into six individual ramekin dishes.

3. Cool the ramekins uncovered at room temperature. When cool, cover with plastic wrap, and refrigerate for at least 4 hours, but preferably overnight before serving.
I. MULTIPLE CHOICE:

Directions: Read the questions intelligently. Choose the correct answers and write the letter only.

1. What is usually serve after the main menu is taken?
   A. filling
   B. dessert
   C. appetizer
   D. spread

2. It is characterized of being smooth frozen mixture of milk, cream, sugar, flavoring and sometimes eggs.
   A. sherbet
   B. ice cream
   C. mousse
   D. fruit dessert

3. What kind of dessert that is made from fruit juices, water and sugar which may contain milk and cream and sometimes egg white
   A. sherbet
   B. ice cream
   C. mousse
   D. fruit dessert

4. What dessert that is generally delicious and sweet and the main component are fruits of different kinds?
   A. sherbet
   B. ice cream
   C. mousse
   D. fruit dessert

5. What is the term for materials that are used in bread, can be cold, hot, chopped, ground, sliced meat, fish, poultry and or eggs?
   A. filling
   B. dessert
   C. appetizer
   D. Spread

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6. What dessert that is a prepared food which incorporates air bubbles to give it a light and airy texture?
   A. sherbet
   B. ice cream
   C. mousse
   D. cold dessert

7. It is usually sweet unheated dish or chilled and served after the main course.
   A. sherbet
   B. ice cream
   C. mousse
   D. cold dessert

8. The commonly used green vegetable is:
   A. cabbage
   B. camote tops
   C. chayote
   D. string beans

9. It is the main ingredient, a mixture of vegetables, fruits, cooked meat, poultry or fish, called:
   A. Body of Salad
   B. crispiness
   C. Toppings
   D. Dressings

10. It is made of cheese, sesame seeds, croutons, chopped herbs, toasted garlic, toasted nuts, whipped cream or mouse. This is called:
    A. Body of Salad
    B. crispiness
    C. Toppings
    D. Dressings
ENHANCEMENT ACTIVITY

I. COMPILATION:
Directions: Cut out at least five (5) pictures of different desserts in magazines or old newspapers. Be able to identify the different tools, materials and equipment in preparing desserts. Compile them in your folder and submit it to your teacher.

Portfolio
5 pictures of different desserts and salads.
Include different tools, materials and equipment in preparing desserts and salads

B. QUICK WRITES:
Directions: Give your idea about the following desserts:

<table>
<thead>
<tr>
<th>Name of Desserts</th>
<th>Fruit</th>
<th>Bread and Pastry</th>
<th>Mousse</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

DEMONSTRATION:
**Directions:** The class will be grouped accordingly to prepare the commonly served desserts. Fill-in the Standardized recipe cost sheet and you will be graded with the given score sheet.

Activity No. 1 Almond Tart Slices
Activity No. 2 Chocolate Mousse
Activity No. 3 Panna Cotta

### STANDARDIZED RECIPE COST SHEET

<table>
<thead>
<tr>
<th>Unit Name:</th>
<th>Recipe Number:</th>
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<tbody>
<tr>
<td>Menu Item:</td>
<td>Recipe Yield:</td>
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<tr>
<td>Special Notes:</td>
<td>Portion Size:</td>
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</tbody>
</table>

**Ingredients**

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SCORESHEET

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COMMENTS AND SUGGESTIONS:

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Salads

*Salad* can be a single food or a mixture of different foods accompanied or bound by a course following dressing. It can be served as an appetizer, an entree, or following the entree or dessert.

It is derived from the Latin word “sal” or “salata” meaning salted stuff such as raw vegetables eaten in classical times with a dressing of oil, vinegar, or salt. During the medieval period, salads were composed of green leaves, sometimes with flowers. However, in England fruits such as oranges and lemons were added.

**Salad Components**

1. **Salad Greens** - is usually composed of green leafy vegetables.

**Commonly used Green Vegetables**

- 2. Belgian
- 3. Boston Lettuce
- 4. Cabbage
- 5. Cress
- 6. Iceberg lettuce
- 7. Leaf Lettuce
- 8. Radicchio
- 9. Romaine
- 10. Spinach
- 11. Water Cress

**How to Prepare Salad Greens**

1. Remove core from iceberg lettuce by hitting on counter & twisting out.
2. Rinse leaves in cool water & drain.
3. Tear leaves instead of cutting to prevent rusty looking greens.
4. Assemble Salads
5. Be creative!
6. Use a variety of colors, textures, and shapes
7. Use 3 parts—the base, body and dressing
2. **Body of Salad** (Main Ingredient)
   It can be a mixture of vegetables, fruits, cooked meat, poultry, or fish.

3. **Toppings**
   It can be cheese, sesame seeds, croutons, chopped herbs, toasted garlic, toasted nuts, whipped cream, or mouse.

4. **Dressing**
   This is used to lubricate and add an accent to the salad. It should not be overpowering to mask the flavor of the main ingredients. Salad dressing is an emulsion in which one liquid is suspended in another, the two liquids being immiscible with each other.

**Classifications of Salads**

Salads can be made up practically of any ingredients. Salads are classified according to the place into the meal and according to ingredients. The nutritive value of a salad will depend upon its ingredients.

*According to Ingredients:*

1. **Fruit salad**
   A fruit salad may contain one or a combination of fruits plus dressing. The simplest fruit salad is made up of a mixture of fruits or canof fruit cocktail with a dressing made of evaporated or condensed milk, whipped cream, cream or cottage cheese. Here is an example of a recipe of a fruit salad that you can prepare.
Buko Fruit Salad

Preparation Time: 20 mins  
Yield: 6 servings

Ingredients:  
3 cups buko strips  
1 can (15 oz) fruit cocktail  
1 can (8 oz) pineapple chunks  
1 can (10 oz) condensed milk  
1 small can Nestle cream  
1/2 cup cheddar cheese, grated  
1 jar nata de coco

Procedure:  
1. With a strainer, drain all the juices out of the fruit cocktail and pineapple chunks for about 2 hours.  
2. In a large mixing bowl, add the buko strips, nata de coco, fruit cocktail and pineapple chunks. Toss gently.  
3. Add the condensed milk and cream.  
4. Blend well to ensure that all ingredients are evenly distributed.  
5. Add the grated cheddar cheese.  
6. Cover and leave in the refrigerator for at least 2 hours before serving. Transfer to individual salad bowls or to a large serving bowl.
2. Vegetable salad
Almost all vegetables can be made into salads. There are leaf vegetables, legume – based, and grain based salads.

Filipinos are fond of preparing different kinds of vegetable salads. Even a simple vegetable which can be found at the backyard can be prepared as delicious vegetable salad.

Cesar Salad Supreme

Ingredients:

- 6 cloves garlic, peeled
- 3/4 cup mayonnaise
- 5 anchovy fillets, minced
- 6 tablespoons grated Parmesan cheese, divided
- 1 teaspoon Worcestershire sauce
- 1 teaspoon Dijon mustard
- 1 tablespoon lemon juice
- salt to taste
- ground black pepper to taste
- 1/4 cup olive oil
- 4 cups day-old bread, cubed
- 1 head romaine lettuce, torn into bite-size pieces

Procedure:

1. Mince 3 cloves of garlic, and combine in a small bowl with mayonnaise, anchovies, 2 tablespoons of the Parmesan cheese, Worcestershire sauce, mustard, and lemon juice. Season to taste with salt and black pepper. Refrigerate until ready to use.
2. Heat oil in a large skillet over medium heat. Cut the remaining 3 cloves of garlic into quarters, and add to hot oil. Cook and stir until brown, and then remove garlic from pan. Add bread cubes to the hot oil. Cook, turning frequently, until lightly browned. Remove bread cubes from oil, and season with salt and pepper.

3. Place lettuce in a large bowl. Toss with dressing, remaining Parmesan cheese, and seasoned bread cubes.

3. **High protein salads**
These are usually salads with a combination of vegetables and protein foods such as shrimps, fish, meat, cheese or eggs.

**Tuna vegetable salad**

*Ingredients:*

- 1/2 c. salad oil
- 2 tbsp. vinegar
- 2 tbsp. lemon juice
- 2 tsp. sugar
- 1 tsp. paprika
- 1 tsp. prepared mustard
- 1/2 tsp. salt
- 1 med. head lettuce, torn in bite-size pieces
- 1 (16 oz.) can cut or whole green beans, drained
- 2 c. cooked, peeled & diced potatoes
- 1 (7 oz.) can tuna, drained & flaked
- 2 tomatoes, peeled & sliced
- 2 hard boiled eggs, cut into wedges
**Procedure:**

1. In a screw top jar, combine salad oil, vinegar, lemon juice, sugar, paprika, prepared mustard and salt.
2. Cover and shake until well blended. Chill.
3. Just before serving, arrange lettuce in a salad bowl.
4. Shake dressing and drizzle a few tablespoons over lettuce.
5. Arrange beans, potatoes, tuna and tomatoes on top of lettuce.
6. Garnish with egg wedges and season with salt and pepper.
7. Pour remaining dressing over salad.

**Types of Salads**

Salads have a lot of uses in our meals. They can be part of our daily meal, during special occasions or even as a main dish. Try to look at the different ways below on how salads are being served.

**According to Place in the Meal:**

1. **As an appetizer** - ideally an appetizer salad is light. A light toss of green salad with French dressing is recommended.

2. **As an accessory to the main dish** - salads are most often served as an accessory to the main dish or entree. A main dish which is relatively light would need a hearty accompanying salad while a heavy dinner is usually complemented with a light salad like mixed greens, fruit salad, or coleslaw.

3. **As main dish** - sometimes this is used as a main dish with meat, cheese or egg. Salads used for purpose are usually heavy. Salads used as main dish have healthy value higher than other salads, like potato salads with chicken or ham.

4. **Dessert Salad** - this is consists of fruits, vegetables and or different ingredients with whipped toppings, gelatines and or can be mixed with mayonnaise. It can also be served with the main course.
**Review of Lesson 6.2**

**IDENTIFICATION**

**Directions:** Identify the word that is described in each statement. Write your answers on your notebook.

1. It is a single food or mixture of different foods accompanied or bound by a course following dressing
2. It is a part of a salad consists of cheese, sesame seeds, croutons, chopped herbs, toasted garlic, toasted nuts, whipped cream or mouse
3. This is used to lubricate and add an accent to the salad
4. A salad composed of mixed vegetables of different kinds
5. A kind of salad with a combination of vegetables and protein foods such as shrimps, fish, meat, cheese or egg.

**Let’s Do it!**

**Directions:** The class will be grouped accordingly. Each group will prepare fruit salad, fruit salad and high protein salad. Fill-in the Standardized recipe cost sheet and be evaluated by the scoring rubrics.

Activity No. 1 Buko Fruit Salad
Activity No. 2 Cesar Salad Supreme
Activity No. 3 Tuna Vegetable Salad

**STANDARDIZED RECIPE COST SHEET**

| Unit Name: | ________________ | Recipe Number: | _____________ |
| Menu Item: | ________________ | Recipe Yield: | __________________ |
| Special Notes: | ________________ | Portion Size: | __________________ |
|             | ________________ | Portion Cost: | __________________ |
### Scoring Rubric for Salads

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### Learning Outcome 7: Preparing Sandwiches

This lesson on preparing sandwiches gives knowledge and skills in preparing hot and cold dressing together with hot and cold sauces following standard procedures.

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Objectives:

At the end of the lesson, the learner is expected to:

1. Prepare hot sandwiches and cold dressing accordingly.
2. Make hot and cold sauces following standard operating procedures.

Lesson 1: Sandwiches

Sandwiches are a mainstay of casual menus. They are served as the main course for breakfast, lunch, and even supper. Smaller versions of sandwiches, finger or tea sandwiches, are often served at receptions. It is versatile, profitable, popular, and served all day.

Sandwich can be open or closed and hot or cold. It can be small enough to serve as a hors d’oeuvre or large enough to serve as an entree. No matter what the style of service, sandwiches are best when the basic elements are thoughtfully chosen, properly prepared, and appropriately garnished.
Conditions:
1. **Facilities** – workshop/laboratory, storage/stockroom
2. **Equipment** – stove/range, oven, chiller, freezer
3. **Tools/utensils** – measuring and weighing utensils, cooking tools and cooking implements
4. **Supplies** – meat, seafood, poultry, vegetables, seasonings, herbs, bread and spices

Four Basic Components of Sandwich:

1. Bread, most types
2. Spread to keep bread from becoming soggy
3. Fillings, endless possibilities
4. Garnish

Types of Sandwiches:

1. Open-faced sandwich
This is also known as bread baser, or tartine consisting of a single slice of bread with one or more food items on top.

Suggested recipes:

Open-Faced Chicken Caprese Sandwich
Ingredients

- 1 tablespoon olive oil
- 4 6-ounce boneless, skinless chicken breasts, split horizontally
- kosher salt and black pepper
- 8 slices country bread
- 3 sliced tomatoes
- 8 ounces sliced mozzarella
- 1/4 cup fresh basil leaves, torn

Procedure

- Heat broiler. In a large skillet, heat the oil over medium-high heat. Season the chicken with ¾ teaspoon salt and ¼ teaspoon pepper and, working in batches, cook until cooked through, 2 to 3 minutes per side.

- Dividing evenly, top the bread with the chicken, tomatoes, and mozzarella.
- Place on a broilerproof baking sheet and broil until the cheese is melted, 3 to 5 minutes. Sprinkle with the basil.

Hot Open-Face Roast Beef Sandwich
Yield : 4 Servings  Preparation Time : 20 minutes  Cooking Time : 28 minutes

Ingredients

1 1/2 pounds red-skinned potatoes, pierced with a fork
4 tablespoons unsalted butter
3/4 to 1 cup milk
Kosher salt and freshly ground pepper
1/2 medium onion, sliced
3 tablespoons all-purpose flour
2 1/2 cups low-sodium chicken broth
2 teaspoons Worcestershire sauce
4 thick slices sourdough bread
3 tablespoons dijon mustard
1 tablespoon prepared horseradish
3/4 pound sliced roast beef

Procedure

- Microwave the potatoes on high until soft, about 20 minutes. Using a fork, mash the potatoes in a bowl with 2 tablespoons butter. Add the milk and mash; season with salt and pepper. Preheat the broiler.

- Meanwhile, melt the remaining 2 tablespoons butter in a skillet over high heat. Add the onion and cook until soft, about 4 minutes. Stir in the flour and cook until slightly brown. Gradually whisk in the chicken broth until smooth. Whisk in the Worcestershire sauce and simmer until thick, about 3 minutes.
Toast the bread under the broiler, about 1 minute. Spread the mustard and horseradish on toasts; place each on a plate. Pour some gravy over the toast; top with the roast beef, more gravy, watercress and parsley. Season with salt and pepper. Serve the sandwiches with the potatoes.

2. Club sandwich

![Club sandwich image]

It is also known as clubhouse sandwich made of toasted bread, sliced poultry, bacon, lettuce, tomato, and mayonnaise. It is often cut into quarters or halves and held together by hors d'oeuvre sticks.

**Chicken and Bacon Club Sandwich**

![Chicken and Bacon Club Sandwich image]

Yield : 1 Serving  Preparation Time : 10 minutes  Cooking Time : 15 minutes
Ingredients

3 slices bread
1 heaping tablespoon light mayonnaise
small handful shredded iceberg lettuce
1 hard boiled egg, sliced
handful cooked chicken, chopped
a few slices onion
1 large slice mature Cheddar cheese
4 slices ripe tomato
4 slices cucumber
2 slices cooked crispy streaky bacon
salt and pepper to taste

Procedure

- Lightly toast the bread on both sides.
- On one slice add 1/2 the mayonnaise and spread all over. Add the lettuce, egg, chicken and onion.
- Place another slice of bread on top and spread with the remaining mayonnaise. Add the cheese, tomato, cucumber and bacon. Season well with salt and pepper.
- Place the final slice of bread on top. Secure with toothpicks to help hold in place in each corner. Carefully cut into quarters, plate up and serve.

Caravan club sandwich
Yield: 1 Serving  Preparation Time: 10 minutes  Cooking Time: 15 minutes

**Ingredients**

- margarine as needed
- 3 slices bread
- 4 slices Danish salami
- good few slices onion
- 1 tablespoon low fat mayonnaise
- 1 teaspoon mint sauce
- 1 slice mature Cheddar cheese
- 4 slices cucumber
- salt and pepper to taste
- crisps of your choice, to serve

**Procedures**

1. Spread margarine on the slices of bread.

2. On the first slice add the salami and onion. Add another piece of bread and spread with the mayonnaise and add the mint sauce on top. Spread and mix with a knife.

3. Add the cheese and cucumber. Season with salt and pepper. Top off with final slice of bread.

4. Cut into triangles and serve with crisps on the side.

**3. Griddled sandwich**
A griddled or grilled sandwich is often heated by placing the buttered slices of bread with a spread or filling on a frying pan or griddle.

**Grilled Cheese Sandwich**

Yield : 1 Serving  
Preparation Time : 5 minutes  
Cooking Time : 15 minutes

**Ingredients**

- 4 slices white bread
- 3 tablespoons butter, divided
- 3 slices Cheddar cheese

**Procedures**

- Preheat skillet over medium heat. Generously butter one side of a slice of bread. Place bread butter-side-down onto skillet bottom and add 1 slice of cheese. Butter a second slice of bread on one side and place butter-side-up on top of sandwich. Grill until lightly browned and flip over; continue grilling until cheese is melted. Repeat with remaining 2 slices of bread, butter and slice of cheese.

**Baked Grilled Cheese Pesto Sandwiches**
Yield :4 Servings       Preparation Time :5 minutes Cooking Time : 8 minutes

**Ingredients**

- 8 slices whole wheat bread
- 3 tablespoons butter, softened
- 8 thin slices Swiss, Muenster, Colby or Cheddar cheese
- 1/4 cup basil pesto

**Procedures**

- Preheat oven to 425 degrees F. Spread butter on one side of each slice of bread, spreading more thickly around the edges and less in the center. This will prevent the edges from burning before the center is crisp.

- Place half of the slices, buttered side down, on work surface. Top each with a slice of cheese, a tablespoon of pesto, then another slice of cheese. Top with remaining bread slices, buttered side up.

- Place sandwiches on heavy-duty jelly roll pan. Bake for 4 minutes, then remove the pan from the oven. Immediately turn the oven up to 450 degrees F. Carefully turn the sandwiches using a large spatula.

- Bake for another 3-4 minutes, watching carefully, until bread is toasted and crisp and cheese is melted. The first time you flip these sandwiches, they won't look done at all - the bread will be only slightly brown. But when the sandwiches are done, they will be beautifully crisp and brown on both sides. Serve immediately.
You can, of course, omit the pesto for a pure grilled cheese sandwich experience. Still use the two slices of cheese instead of one thick piece - I find that melts better.

Blue Cheese Burgers Recipe

Yield: 4 servings  Preparation Time: 6 hrs  Cooking Time: 30 minutes

Ingredients

1 pound ground beef (16-20%)
1 Tbsp Dijon mustard
2 cloves minced garlic
2 green onions, chopped
1/2 cup (about 2 ounces) crumbled blue cheese
1 egg
1 Tbsp water
Salt and freshly ground black pepper
4 buns

Procedure

1. Put ground beef, mustard, garlic, onions, blue cheese, water, egg, and a sprinkling of salt and pepper into a large bowl. Use your hands to gently mix the ingredients
together until just incorporated. Do not over-mix. Shape into patties, about 1/2 inch thick and larger than your bun. Chill until you are ready to cook.

2 Prepare charcoal or gas grill for cooking over high direct heat. Using tongs and a folded up paper towel dipped in vegetable oil, oil the grill grates. Make sure grill is hot and well oiled before laying down the patties. Season patties with salt and pepper. Place the patties on the clean, well-oiled grill grate. Grill the burgers for about 5 minutes per side. Do not press down on the burgers while cooking.

If you don't have a grill, you can use a grill pan or a cast iron frying pan for the burgers.

Serve on hamburger buns with lettuce and mayonnaise.
Chipotle Grilled Chicken with Avocado Sandwich

Yield: 4 Servings  Preparation Time: 20 minutes  Cooking Time: 25 minutes

Ingredients

- 3 Tbps olive oil
- 1 Tbsp lime juice
- 1/2 teaspoon chipotle chile powder (less or more depending on how much heat you want)
- 1 pound boneless skinless chicken breasts (about 2 breast halves)
- 4 small slices of Monterey Jack cheese
- 4 sets of hamburger buns
- 1 avocado, peeled, seeded and sliced
- Iceberg or lettuce of preference
- Mayonnaise

Procedures

- In a shallow bowl, stir together the olive oil, lime juice, and chipotle chile powder.

- Place the chicken breasts between two sheets of wax paper. Use a meat pounder to pound the breasts to an even thickness of about 1/2 inch. Cut off excess fat. If you are starting with 2 half-pound chicken breast halves, cut each one in half so that you have 4 pieces (to better fit the buns). Place the chicken breasts in the marinade, turning to coat. Cover with plastic wrap. Marinate for at least 15 minutes, preferably an hour.

- Heat your grill on high heat if you are using a gas grill, or prepare coals for direct heat if you are using charcoal. You can also use a cast-iron grill pan on your
stove if you do not have a grill. Grill the chicken pieces a couple of minutes on each side, until cooked through. Once you have cooked the chicken pieces on one side and flipped them, add a slice of cheese to the chicken. Cover the grill for half a minute to melt the cheese. Toast the buns on the grill as well.

- Assemble the sandwiches - bun bottom, chicken with melted cheese, avocado and lettuce, mayonnaise on the top bun

4. **Finger sandwich**

A finger sandwich is a type of tea sandwich, so named because the rectangular piece of bread is sliced into long “finger” slices, as opposed to triangles or squares.

**Smoky "Pimiento" Cheese Sandwich**
Yield: 7 Servings  Preparation Time: 10 minutes

**Ingredients**

1 (3-oz.) package cream cheese, softened  
1/2 cup mayonnaise  
1 teaspoon paprika  
1/4 teaspoon salt  
2 cups (8 oz.) shredded smoked Cheddar cheese  
2 cups (8 oz.) shredded smoked Gouda cheese  
1/2 (8.5-oz.) jar sun-dried tomatoes in oil, drained and chopped  
14 bread slices (sourdough and dark wheat)

**Procedures**

- Stir together cream cheese and next 3 ingredients in a large bowl until blended. Stir in shredded cheeses and sun-dried tomatoes until combined.
- Spread cheese mixture on half of bread slices (about 1/3 cup on each); top with remaining bread slices.

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**Bacon-Olive Party Sandwich**

Yield: 2 Dozens  Preparation Time: 5 minutes  Cooking Time: 5 minutes
Ingredients

16 white bread slices
Bacon-Olive Cream Cheese

Procedure

• Remove and discard crusts from bread; toast bread.

• Spread 1 side of 8 bread slices evenly with Bacon-Olive Cream Cheese; top with remaining 8 bread slices, and cut evenly into 3 strips.

Review of Learning Outcome 7

Multiple choice:
Directions: Read each question carefully, choose the letter which corresponds to the correct answer and write it in your test notebook.
1. What is also known as bread baser, or tartine which consists of a single slice of bread with one or more food items on top?
   A. Open Faced sandwich  B. Club sandwich  C. Griddled sandwich  D. Finger sandwich

2. What type of sandwich that is often heated by placing the buttered slices of bread with a spread or filling on a frying pan or griddle.
   A. Open Faced sandwich  B. Club sandwich  C. Griddled sandwich  D. Finger sandwich

3. What is the type of tea sandwich, so named because the rectangular piece of bread is sliced into long “finger” slices, as opposed to triangles or squares.
   A. Open Faced sandwich  B. Club sandwich  C. Griddled sandwich  D. Finger sandwich

4. What type of sandwich is composed of toasted bread, sliced poultry, bacon, lettuce, tomato, and mayonnaise?
   A. Open Faced sandwich  B. Club sandwich  C. Griddled sandwich  D. Finger sandwich

5. What is a component of a sandwich?
   A. Hor de ouveres  B. Chilled  C. Assorted shapes  D. Garnish

Let’s Do it!
Demonstration

*Directions*: The class will be grouped accordingly. Each group will prepare the different types of hot and cold sandwiches. Each group should be able to follow proper procedures in preparing those types of sandwiches. Fill-in the standardized cost sheet. The scoring rubric will be the basis for evaluation.

Activity No. 1  Open-faced sandwich
Activity No. 2  Hot open roast beef sandwich
Activity No. 3  Chicken bacon club sandwich
Activity No. 4  Carvan club sandwich
Activity No. 5  Grilled close sandwich
Activity No. 6  Blue cheese burger recipe
Activity No. 7  Smoky Pimiento close sandwich
Activity No. 8  Bacon Olive Party sandwich
STANDARDIZED RECIPE COST SHEET

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**TOTAL COST**

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- Date Costed: ____________________
- Previous portion Cost: __________
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### Scoring Rubric for Making Sandwich

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Learning Outcome 8: Storing Excess Foods and Ingredients

This lesson provides knowledge and skills on step-by-step procedures on storing excess and unconsumed ingredients with the tips on how to store dry and wet food and helpful tips on packing and wrapping.

Objectives:

At the end of the lesson, the learner is expected to:

1. Follow proper procedures in storing excess ingredients and unconsumed cooked food

2. Follow proper storage of dry and wet food/ingredients in accordance with standard procedures

3. Convert unconsumed cooked food into a new dish

4. Demonstrate how to pack/wrap food properly
Excess and Unconsumed Foods and Ingredients

Storing food is one of the most important activities after preparation. Food should be kept properly to avoid spoilage and waste of budget.

Proper storage requires the logical arrangement of stored goods. This means assigning a definite place for stored items so they are easy to find, rather than constantly changing their location. It is practical to group similar items such as sauces, condiments, and dairy products and arrange them alphabetically.

The *first in- first out* system means that stocks delivered first must be issued ahead of those that had just been recently delivered or stored. Stocks must be properly rotated to prevent spoilage. One way to ensure that the first-in first-out system is observed is to arrange new deliveries on shelves behind those that have been previously stocked. The idea is to take all withdrawals from the front row. Another practice is to arrange...
new stocks on the left side of a row of goods and to withdraw older stocks from the right side of the row.

Following are some of the guidelines on sanitary practices when handling food.

1. **Working Area**
   - See to it that the physical equipment and layout are conducive to sanitary practices.
   - Clean floors, ceilings, counters, tables and chairs regularly.
   - Eliminate insects and rodents from the food area.
   - Maintain adequate employer-supervision and a constant program of education in sanitation for food service workers.
   - Make sure that food service employees are in good health and are not carriers of communicable diseases.
   - Provide employees with regular education on food service sanitation.
   - Be concerned with your personal hygiene.
   - Wear clean and washable clothes every day.
2. Food

- Handle, store, and refrigerate food properly to prevent spoilage and contamination.
- Wash and sanitize utensils and equipment.
- Keep off hand contact with ingredients and food to a minimum.
- Stay away from the food laboratory when you are ill.
- Store food and ingredients properly. Check if your storage areas are clean.
- Control microbial spoilage of prepared and cooked products. The major causes of food spoilage are fungi, bacteria, and yeast.
- Safeguard the food during distribution and service.

Storing Techniques

- Wrap is drawing, folding, or winding around to cover.
- Packaging material. These are used for making packages
- Cold Storage. This is a process of preserving perishable food on a large scale by means of refrigeration
- Chill. This is refrigerating or reducing the temperature of food
- Freezing. This is done by applying low temperature that changes the state of water in the food from liquid to solid ice
- Refrigerate. This is to keep cold or to cool

Tools and Equipment

- Tray - chiller
- Bread knife - refrigerator
- Spatula - freezer

Materials for Packaging

- Wrapper
- Container
- Sandwich packaging
- Kraft sandwich wedge
- Plain white sandwich wedge
- Cardboard sandwich wedge with heat seal lid
- Square sandwich film wrap
- Greaseproof food wrap
- Bagel wrap
• Ziplock plastic bag; baggie sandwich bag

Specific storing techniques for salad, appetizers, and desserts

1. Handle the food properly to prevent spoilage and contamination.
2. Wash utensils and equipment thoroughly.
3. Keep off hand contact of ingredients and food to a minimum.
4. Keep away from food when you are ill.
5. Store food and ingredients properly.
6. Safeguard the food during distribution and serving.

Storing of Dry and Wet Goods

Dry Storage
Non-perishable or dry goods such as canned or bottled products and staples are kept in the dry storage area. The following guidelines must be observed for proper dry storage.

1. Keep the storage area dry, cool, and well ventilated. Dry staples such as flour, sugar, rice and other condiments deteriorate fast when kept in damp places. Damp areas also cause growth of mold and give off odors.
2. Room temperature must not go beyond 21 degree Celcius. Studies have shown that food in general can be stored three times longer at 21 degree Celcius than at 38 degree Celcius.
3. Do not leave food on the floor as this will cause absorption of moisture and spoilage.
4. If the budget will allow, have metal shelves installed. Compared to wood, metal shelves are easier to clean.
5. Keep shelves 5 centimeters (cm) away from the wall and 15 to 25 cm above the floor for good circulation of air.

Cold Storage
Perishable goods such as meat, fish, poultry, fruits, vegetables, and dairy products are stored in the cold storage areas. The following guidelines must be observed for this type of storage:

1. Whenever possible, provide separate refrigerated areas for meat, fish, poultry, and dairy products. These food items have different storage temperature requirements and there is danger of cross – contamination when they are stored in the same place.
2. Limit refrigerated space to what is necessary. Refrigerated space is very expensive. Too much space encourages unnecessary accumulation of too many stored goods.

3. Keep temperature of refrigerated food at -1 degree Celsius or lower. Freezing temperature must be -20 to -29 degree Celsius. Fruits and vegetables are generally stored at 4.5 degree to 7 degree Celsius.

4. Defrost and clean refrigerated units regularly. Defrosting helps maintain the unit’s efficiency and reduces unnecessary electrical costs.

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Review of Learning Outcome 8

List it Down

*Directions:* Provide guidelines for storing of dry and wet goods. Write your answer on your notebook.

<table>
<thead>
<tr>
<th>Dry storage</th>
<th>Cold storage</th>
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<tr>
<td>1. ______________________</td>
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Demonstration

Directions: Let the learners perform what they have learned and be evaluated using the performance scoring rubric.

**Activity No. 1**

The class will be divided into groups and they have to perform the proper storing of wet and dry goods.

**Activity No. 2**

The class will be divided into groups. They have to perform packing and wrapping procedures.
## Performance Scoring Rubric

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Overview

This quarter on Household Services focuses on providing food and beverage for in-house or food establishment use. Knowledge and skills in this area could help you obtain a clear understanding of the knowledge, skills, and attitude that are highly needed in food and beverage service.

Lesson 2 includes relevant core concepts in clear and concise presentations for better and more effective understanding and assimilation. After each discussion enhancement activities both written and hands-on are given to help gauge your comprehension of the lesson and to develop your critical thinking.

This quarter prepares and guides you to independently provide food and beverage service according to standards.

Objectives

At the end of the quarter, the learner is expected to:

LO 1: Prepare Dining Area

2: Set – Up Table
Let's See What You Know

PRE-TEST III

I. MULTIPLE CHOICE:
Directions: Read the following questions carefully and choose the letter that best describes the statement. Write your answer on your test notebook. If you have questions, raise your hand and ask your teacher.

1. What is the basic set-up performed before the guest arrive designed for a main course only?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

2. What is the term for a set menu which features pre-arranged items at fixed price meal based on the types of service use?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

3. Which of the following is considered as a central object with a decorative purpose intended for table decoration?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

4. What is the term for materials used in setting individual covers on a table?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointment

5. What kind of cloth is used under the table cloth which deadens noise of dishes and prevents tablecloth from sliding?
A. silence cloth  
B. table cloth  
C. table runner  
D. center piece

6. What kind of cloth is used over the table and improves the overall look of the table?  
   A. silence cloth  
   B. table cloth  
   C. table runner  
   D. center piece

7. What is the term for small pieces of materials placed on top of tablecloths which lessen changing of large tablecloth more frequently?  
   A. silence cloth  
   B. table cloth  
   C. table runner  
   D. center piece

8. Which of the following linens have long, narrow strips of cloth used on bare tables without under liners and can be used even without tablecloths?  
   A. silence cloth  
   B. table cloth  
   C. table runner  
   D. center piece

9. What is placed underneath the individual plates and dishes to catch crumbs and protects the tablecloth?  
   A. table runner  
   B. center piece  
   C. place mat  
   D. napkin

10. What is the term for a small piece of table linen used to wipe the mouth and to cover the lap to protect clothing of the guest?  
    A. table runner  
    B. center piece  
    C. place mat  
    D. napkin

II. FILL IN THE BLANK:
Directions: Supply the correct word that will best describe each statement. Write your answer on a sheet of paper.

1. ________ is the process of arranging the table in order.
2. ________ is usually placed to the left of the fork(s).
3. ________ is a plate placed to the left of the cover near the fork tip.
4. ________ are laid down in the order of use from the outside toward the plate.
5. ________ is placed with the tines facing up at the left of the plate.
6. ________ is placed at the tip of the knife.
7. ________ should be placed with the bowls facing up at the right of the knife.
8. ________ consists of the table cloths, placemats and other table covers and napkins used on the diningtable, regardless of fiber content.
9. ________ is laid with the table edge of not more than ½” from it.
10. ________ is a four-pronged fork used for regular meals.

III. IDENTIFICATION:
Directions: Identify each utensil as indicated by each number. Write your answers on a piece of paper.
Prepare Dining Area

This lesson provides you with the basic knowledge and principles in proper furniture set-up and dining area preparation by using different table appointments and ways of table setting according to standards.

Objectives:

At the end of the lesson, the learner is expected to:

1. List down step by step procedures in dining area preparation.

2. Demonstrate the correct procedure in table setting and furniture arrangement
After the food has been prepared and cooked, the next step will be the place of delivery. In food service industry, there are different styles to apply ranging from small to large groups and from simple to elegant Set-up. It may depend on the type of occasion.

Some of the room arrangement considerations to remember:

- Size or square footage of the room area.
- Aisle space required for service personnel to go around while serving the food.
- Service areas or wait stations, including the soiled dish areas.
- Placement of the beverage stations, coffee stations, and portable bar.
- Number of seats at each table.
- Shape and size of a table
- Total number of guests
- Activity and flow of the guests
- Fire and safety codes and the emergency exits

Banquet style is generally used to describe room set ups.
for meal functions.

- Use round tables 66 to 72 inches
- Sit eight to ten guests per table
- Tables are usually ten feet apart from center to center
- Place chains a minimum of two feet from sidewalks.

A. Banquet style set-up

B. Classroom set-up
C. U – shaped set-up
D. Board room set-up

The preparation of the dining room is not complete without well-arranged tables and chairs. The important guide is to provide enough space as required by the type of service to be used. Formal services require wider covers compared to the informal ones, such as the American and English services.

In a buffet service, tables can be arranged in different shapes such as the A shape, G shape, zigzag, and hollow square. These can be arranged...
separately to form food stations, such as a station for roasts, salads, and the like. Folding tables can be constructed for this type of service to allow for different arrangements.

In arranging the tables, it is important to remember the following:

1. Provide for adequate space for the number of guests served.
2. Set the buffet table as close to the source of food as possible to allow the food servers to replenish the buffet table promptly and with minimum obstruction.
3. Study the logical movement of the diners to prevent crisscrossing, thereby avoiding traffic and making service prompt and efficient.

**Tables and Table Settings**

*Table setting* or laying a table and otherwise known as place setting refers to the way to set a table with tableware, such as eating utensils and for serving and eating. The arrangement for a single diner is called a *place setting*.

Tables should be set clean and orderly to make it inviting and appealing to the client. Clean and plain table cloth with creative napkin folding and a simple yet attractive centerpiece should be displayed.
Table setting is directly influenced by:

- The pattern of table service to be used, which gives the established positions of some items.

- The menu to be served, which determines the specific appointments to be placed at covers.

- The size of the table, which influences the exact position of appointments at covers.

Below are some table setting guide to remember for a successful table preparation:

1. Check that all tables are stable and do not wobble.

2. Wipe the chairs and be sure they are clean and set at an appropriate length from the tables.

3. Check that the tables are clean on the top and edges. If plants or ledges are nearby, they should also be free of dust and dirt.

4. Examine the salt and pepper shakers, sugar bowl and any condiments. The shakers and bowl should be full and clean; sugar and sugar substitutes should be stocked. Position these item
at the center of tables according to the restaurant’s procedures.

2. Inspect the table settings. Be sure everything is clean and aligned properly.

6. Be sure the floor is clean around and under the tables. Pick up trash. Whenever you have extra time, perform extra duties to make sure guests are taken care of. Side work duties are assigned and are expected to be carried out at the end of a shift to the expectations set forth.

Placing of Linens

1. The shape of the tablecloth fits the shape of the dining table.
2. Drop at the sides of the table or overhang should be even and should not exceed 12 inches.
3. Place mats are laid with a distance of not more than 1 to 1 ½ inches from the edge.
4. Napkins are placed at the left of cover beside the fork or may be placed at the center on the plate or between knives and forks.
5. Napkins’ open edges should face right.

Placement of Dinnerware

1. Bread- and- butter place is placed at the left of the cover near the tip of the fork.
2. A salad plate is laid near the tip of the fork, if there is no bread-and-butter plate but if present, place the salad plate a little below the bread-and-butter plate.
3. Plates occupy the center of the cover and should be one inch from the edge of the table.
Laying the Flatware

1. Pieces are laid in order of use from the outside toward the plate.
2. Dinner knife is placed to the right of the plate with the cutting edge next to the plate.
3. Spoons are laid with the bowls facing up at the right of the plate.
4. All forks are laid at the left of the plate with the exception of the oyster fork which should be to the right of the soup spoon.
5. The butter spreader is placed on the bread–and-butter plate parallel to the table edge.
6. The dessert fork or spoon is usually placed in the center of the cover above the dinner plate.
7. No more than three forks should be set at the left.
8. Spoons for coffee served with the dessert should come with the service.
9. All flatware should be one inch from the edge of the table.

Laying of Beverage Ware

1. Water glass is placed just above the tip of the dinner knife.
2. Second glass, usually a wineglass, is placed to the right of the water glass.
3. At formal dinner, the second glass is moved back and the third glass is in the forward position and the three forming a triangle or in a diagonal fashion.
4. No more than three glasses should be placed at the cover.

Laying the Table Décor or Centerpiece

1. For formal tables, a centerpiece is placed in the center.
2. The centerpiece should not be so large that it covers one person from conversing with another across the table.
3. Candles should be tall enough to be above the eye level.
4. Place cards may be needed in a formal dinner where more than eight guests are to be seated. These cards are placed on the napkin across the service plate.
Sample Table Settings

Breakfast/Lunch Table Setting:

(Dinnerware, flatware and beverage ware may vary depending on your menu.)

Formal Dinner Table Setting:

(Dinnerware, flatware and beverage ware may vary depending on your menu.)
<p>| | | |</p>
<table>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Salad fork</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Dinner fork</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Dessert and fork spoon</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Bread and butter plate with spreader</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Dinner plate</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Dinner knife</td>
<td>14</td>
</tr>
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Family Dinner Table Setting:

(Dinnerware, flatware, and beverage ware may vary depending on your menu.)

Dining Equipment as Per Standard Operating Procedure

Work is made easier, labor costs are reduced, and sanitation is improved with the use of the right food service equipment. Equipment must be properly
arranged in the dining area or kitchen, used and operated according to the manufacturer’s specifications to ensure lasting service.

**Important Food Service Equipment**

1. Serving counters
2. Trays
3. Shelving cabinets
4. Refrigerators and freezers
5. Working tables
6. Weighing scales
7. Ranges
8. Griddles
9. Mixers
10. Slicer

*Serving counters,* also known as cafeteria counters, are custom-built or made-to-order equipment which are used in the distribution of food. The serving counter may be 6 meters or longer depending upon the number of sections it contains. Its length depends upon the variety of food items to be offered, rather than the number of customers to be served.

The counter surface is ideally covered with a plastic material such as formica or stainless steel. It should also include a hot food container, also known as bain-marie, a steam table designed to keep hot food hot. A tray trail measuring 25 to 30 cms. in width is usually placed at level with the counter space upon which trays can be made to slide.

*Trays* are available in varied sizes and shapes but the one commonly used in food service is the rectangular type which measures 36 by 46 cms. Other kinds of trays include aluminum, stainless steel, plastic, and fiberglass trays. Trays with divided sections are also used to eliminate the use of breakable dishes and the problem of washing them.

*Shelving cabinets* are made of wood or metal supported by uprights to offer visibility of the shelf contents and allow for maximum air circulation. They are primarily used for storage of dry goods and supplies.

*Refrigerators and freezers* are used to hold food at sufficiently low temperature in order to preserve the food’s quality and safeguard it against
bacterial growth. There are different types of refrigerators and freezers. These include the walk-in and reach-in refrigerators and upright and box-type freezers.

Working tables are especially made-to-order equipment for the food preparation and cooking areas. Ideally, these tables should have built-in ranges, fryers, broilers, and oven.

Review of Learning Outcome 1

I. IDENTIFICATION
Directions: Identify each utensil that corresponds to each number. Write your answers on your test notebook.
II: TRUE/FALSE

Directions: Read each statement carefully. Place a T if you think a statement is TRUE. Place an F if you think the statement is FALSE. If you have questions, raise your hand and ask your teacher.

1. Always inspect the table settings to be sure everything is clean and aligned properly.

2. Whenever you have extra time, perform extra duties to make sure guests are taken care of.

3. The centerpiece should not be so large that it covers one person from conversing with another across the table.

4. More than three glasses should be placed at the cover.

5. The dessert fork or spoon is usually placed at the left side of the cover near the dinner plate.

6. The shape of the tablecloth must not fit the shape of the dining table.

7. All flatware should be one inch from the edge of the table.

8. Spoons are laid with the bowls facing up at the right of the plate.

9. All forks are laid at the left of the plate with the exception of the oyster fork which should be to the right of the soup spoon.

10. Candles should be short enough to be at the level of the glass.
I. WINDOW FRAMES

**Directions.** Make Window Frames in your portfolio with cut-out pictures from magazines and/or downloaded pictures showing the different table set-up. Write a brief description.
II. Demonstration

Directions: Group the class accordingly to perform the different activities. Group performance will be evaluated based on Scoring rubrics shown below.

A. Table Set-up
Activity No. 1 Banquet Set-up
   Activity No. 2 Classroom Set-up
   Activity No. 3 U-shaped Set-up
   Activity No. 4 Board Room Set-up

B. Table Setting
   Activity No. 1 Breakfast/Lunch
   Activity No. 2 Formal Dinner
   Activity No. 3 Family
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15%
### Learning Outcome 2: Set – Up Table

This lesson provides learners with the basic knowledge and principles in dining area and table preparation. It includes lessons on different table appointments and table centerpieces, and table napkin demonstration.

### Objectives:

At the end of the lesson, the learner is expected to:

1. Lay out different types of table cloth.
2. Set – up table appointments according to standards.
3. Demonstrate basic napkin folding.
4. Design a creative table centerpiece.

<table>
<thead>
<tr>
<th>Speed/Time</th>
<th>Finished the work ahead of time.</th>
<th>Finished the work on time.</th>
<th>Finished the work close to given time.</th>
<th>Finished the work beyond the given time.</th>
<th>No work at all.</th>
</tr>
</thead>
</table>
Linens come in varied types of materials, including fiber, plastic, and paper. They provide the background for the dining table, as they come in different colors, styles, textures, and designs to fit the theme, occasion, or atmosphere in the dining room. They are chosen to blend with the other table appointments and create the desired dining ambience.

Kinds of Linens

**Silence Cloth**
- A thick material used on a dining table under the tablecloth which deadens noise of dishes and prevents the tablecloth from sliding.

**Tablecloth**
- A cloth used to cover the table and improves the overall look of the table.
Top Cloth
- small pieces of materials placed on top of tablecloths. It lessens the need of changing the large tablecloth more frequently.

Table Runners
- long, narrow strips of cloth used on bare tables without underliners. These can be used even without tablecloths especially when the tabletop is of special finish.

Placemats
- it is placed underneath the individual plates and dishes to catch crumbs, and protect the tablecloth. A protective table pad usually made of paper, plastic or cloth for restaurants and households.

Napkins
- a small piece of table linen that is used to wipe the mouth and to cover the lap in order to protect clothing of guests. It can be folded plain or in a variety of fancy shapes when set on the table.

Doilies
- small ornamental piece of lace or linen or paper used to protect a surface from scratches by hard objects such as vases or bowls; or to decorate a plate of food. It can be round, oblong, or square depending on the material placed over it. It is placed under the salt and pepper, or other dishes on the table.

Selection and Care of Linens

Linens must be selected based on the following considerations: occasion, type of material, color and design, durability, and versatility.

Formal occasions call for ramie or damask materials. Paper and plastic are only used for informal occasions.
Linens must be made of absorbent material. They must also be durable to withstand frequent washing and colorfast to be always presentable in the dining room.

The color and design of the linen must be selected to blend with the overall color motif and style of the dining room. It is wiser and more practical in the long run to purchase linens of a durable material, even at a relatively higher price, than to practice false economy by buying cheaper linens which are not durable. The more uses can be made of one’s linen, the less investment is needed.

Table appointments are the materials used in setting individual covers on a table. It can be formal or informal which depends on the type of occasions. These include linens, dinnerware, flatware, hollow-ware, beverage ware, and centerpiece.
1. Dinnerware

Dinnerware includes all table appointments over which food is placed. The following are some of its type:

a. **Place/Show plate**, a 30-cm. plate usually made of metal, wood, porcelain, or wicker and serves as an underliner for other dinnerware used during the meal, especially formal dinners.

b. **Dinner plate**, a 25-cm. plate used for the main dish in formal dinners.

c. **Luncheon or breakfast plate**, a 23-cm. multipurpose plate used for daily dining.

d. **Soup plate**, a 23-cm. deep plate used for soup in formal or sit-down dinners.

e. **Salad plate**, an 18-cm. plate used for salads and desserts as underliners for glass stemware.

f. **Cereal bowl**, a 15-cm. multipurpose plate used for cereals, desserts, salads, and soups depending on the depth.

g. **Bread and butter plate**, a 15-cm. plate, which has a flat, smooth, surface and used for breads, desserts, molded salads, or individual portions of rice.
h. **Cup and saucer**, used for serving hot beverages, such as coffee or tea. The saucer is used as an under liner for the cup.

i. **Demitasse cup and saucer**, a small cup with small saucer used to contain half the amount of hot beverages as served in the regular cup. This is used in the formal dinners where, with the number of courses served, the regular cup of coffee or tea may be more than what the guest can consume.

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2. **Beverage Ware (Glassware)**

These are containers used to hold and serve all kinds of beverages such as liquor, coffee, juices, and the like. These are classified according to its selection. It can be un-footed or footed beverage ware.

**Types of Un-footed Glass**

a. **Shot Glass (2 oz.)** - is a small glass designed to hold or measure spirits or liquor, which is either drunk straight from the glass (“a shot”) or poured into a cocktail.

b. **Rock Glass/Old Fashioned Glass (8-10 oz.)**

   *Lowball glass* is a short tumbler used for serving an alcoholic beverage, such as whisky, with ice cubes (“on the rocks”). It is also normally used to serve certain cocktails, such as the Old fashioned from which it receives its name.
c. Delmonico / Juice Glass (4-6 oz.) – is a juice glass, for fruit juices and vegetable juices

d. High Ball Glass (6-8 oz.)
   It is used to serve highball cocktails and other mixed drinks. A highball glass is taller than an Old fashioned glass, and shorter and wider than a Collin glass.

e. Collin Glass (10-14 oz.)
   It is used to serve mixed drinks, especially Tom Collins cocktails. It is cylindrical in shape and narrower than a highball glass.

f. Zombie Glass (10-16 oz.)
   It is used for a cocktail juices of mixed fruit juices, liqueurs, and various rums, so named for its perceived effects upon the drinker.

g. Beer Pilsner (16 oz.)
   It is used for many types of light beers, including pale lager or pilsner. Pilsner glasses are generally smaller than a pint glass, usually in 200 ml, 250 ml, 300 ml, 330 ml or 400 ml sizes

h. Beer Mug (16 oz.)
   A mug intended for serving beer with handle and usually cylindrical
   In shape.

Types of Footed Glass (with Stem)

a. Liqueur Glass (1-2 oz.)

b. Sherry Glass (3 oz.)
   It is generally used for serving aromatic alcoholic beverages, such as sherry, port, aperitifs, and liqueurs, and layered shooters. The copita, with its aroma-enhancing narrow taper, is a type of sherry glass.

c. Red Wine Glass (8 oz.)
It is used for red wine characterized by their rounder, wider bowl, which increases the rate of oxidation.

d. White Wine Glass (12.5 oz.)
It vary enormously in size and shape, from the delicately tapered to the wide and shallow glasses. It has smaller mouth to reduce the rate of oxidation.

e. Champagne Coupe (4 oz.)
The champagne coupe or champagne saucer is a shallow, broad-bowled, stemmed glass, commonly used at wedding receptions, often stacked in layers to build a champagne tower.

f. Champagne Flute (7.5 oz.)
It is characterized by a long stem with a tall, narrow bowl on top. The shape is designed to keep sparkling wine desirable during its consumption.

g. Champagne Tulip (9 oz.)
Particularly in a "tulip" or "belly" shape in which the rim of the glass is narrower than the midpoint, as it permits the drinker to get more of the aroma than a traditional flute, while still not having enough surface area to cause the champagne to quickly lose carbonation.

h. Brandy Snifter (8-12 oz.)
A snifter (also called brandy snifter, cognac glass, or balloon) is a type of stemware with a short-stemmed glass whose vessel has a wide bottom and a relatively narrow top. It is mostly used to serve aged brown spirits such as brandy and whisky.

i. Cocktail / Martini Glass (4-12 oz.)
It is also called a martini glass, a stemmed glass which has a cone-shaped bowl placed upon a stem above a flat base.
j. **Margarita Glass (12 oz)**
   is used for *margarita*, a Mexican cocktail consisting of tequila mixed with Cointreau or flavored liqueur and lime or lemon juice, often served with salt on the glass rim.

k. **Goblet (11 oz.)**
   It is characterized having a stem and base and used for serving water in formal dinners.

l. **Sherbet Glass (3.5 oz.)**
   A small glass with a short stem, used in serving ice cream or desserts.

m. **Parfait / Soda Glass (12 oz.)**
   A tall slender glass with a short stem, used in serving a parfait (cold fruit dessert/creamy frozen dessert)

n. **Sour Glass (8-12 oz.)**
   It is also called a whiskey sour glass. It has small, stemmed glass with wider top and resembles a small champagne glass.

   **o. Hurricane Glass (15-20 oz.)**
   It is a glass tumbler which will contain 20 oz. (600ml) fluid. It is used to serve mixed drinks.

   **p. Poco Grande / Colada Glass (10-13 oz.)**
   A glass tumbler which will contain 13 oz. fluid. It is used to serve piña colada drinks.
3. Flatware (silverware/cutleries)

Flatware includes all tools used for eating and serving. It comes in different materials such as sterling silver, plated silver, vermeil, stainless steel, and other combination of metals. The more commonly used flatware pieces are as follows:

- **Spoon**
  a. **Teaspoon (5-6” in length)** - A small spoon with an oval bowl used for coffee or tea
  b. **Place Spoon (6.5-7.5” in length)** - basically a larger version of the teaspoon.
c. **Bouillon Spoon** *(5-6” in length)*- A spoon with a round bowl used for thin soup
d. **Cream Soup Spoon** *(6-7” in length)*- A spoon with a round bowl used for thick soup
e. **Gumbo Spoon** *(7-8” in length)*- spoons that are round and used for thick soups with large pieces of meat and vegetables usually served in a rimmed soup bowl.
f. **Fruit Spoon** *(5-6” in length)*- tapers to a sharp point or teeth, used for citrus fruits and melons.
g. **Iced Tea/Sundae Spoon** *(7.5-8.5” in length)*- A long handled teaspoon used for drinks served in a tall glass.
h. **Demitasse Spoon** *(4-5” in length)*- smaller than standard teaspoon and used for after dinner coffee or tea.
i. **Dinner Spoon** *(8-10” in length)*- a spoon with an oval bowl used for luncheons and dinners.
j. **Dessert Spoon** *(5-6” in length)*- intermediate in size between a teaspoon and a tablespoon and used in eating dessert and sometimes soup or cereals.
k. **Sugar Spoon** *(6-7” in length)*- a small teaspoon with spreading bowl used for serving sugar
l. **Salt Spoon** *(3-5” in length)*—miniature in size and used with an open salt cellar for individual service.

**Fork**

a. **Luncheon Fork** *(7-7.38” in length)* a size in proportion with a luncheon plate, and found more often in older sets of flatware.
b. **Dinner Fork** *(7-8” in length)*- a fork used for regular meal.
c. **Salad/Dessert Fork** *(6-7” in length)*- a fork shorter and broader than the dinner fork and used for salads and dessert.
d. **Grille Fork** *(7-8” in length)*- used to hold meat or fish directly from the grille.
e. **Chipped Beef Fork** *(7-8” in length)*- are used to serve chipped beef, a smoke-dried beef that has been sliced very thinly. The chipped beef fork has tines that point outward for the piercing and holding of the slice of meat
f. **Cocktail Fork** *(5-6” in length)*- also known as oyster forks used for eating small appetizers, such as cheese cubes or olives.
g. **Oyster/Fish Fork** *(7-8” in length)*- A small three prolonged fork used to pick the oyster, clams and other bivalves from it’s shell
h. **Escargot Fork** *(5-6” in length)*- stainless steel fork for serving snails.

- **Knife**
a. Luncheon Knife (7-8” in length) - a size that balances the proportions of the luncheon plate, which is 8½ inches in diameter and is used during formal and informal occasions.

b. Dinner Knife (8-9” in length) – has either straight or serrated blade and a broad or rounded tip used for luncheons and dinners.

c. Fruit Knife (6-7” in length) - somewhat smaller than dinner knife and used in addition to the fruit spoons.

d. Grille Knife (8-9” in length) - like its counterpart, grille fork, is used for carving delicacies that are served directly from the grille.

e. Cake Knife (8-10” in length) - is most often considered to be a serving utensil for cutting cakes at events and made of stainless steel, lightweight and have a slightly curved blade that easily cuts through various textures of cakes and frostings.

f. Steak Knife (8-9.5” in length) - a knife with a serrated blade and a pointed tip used for steaks.

g. Bread Knife/Spreader (9-10” in length) - A small broad spatula used as an individual butter spreader.

h. Fish Knife (8-9” in length) - features a wide blade with a dull edge and a tip made with a notched point used to separate the skeleton from the body and lift the bones onto a plate and used in both formal and informal dining.

- Serving Utensils
  They come in a variety of configurations to cut, spear, scoop, grasp, spread, strain, and transfer food from plates, trays, platters, and bowls. Learn more about each:

a. Cake Serving Fork (9-10” in length) - used to hold cakes.

b. Cake Server (10-12” in length) - is a serving utensil used in the cutting and serving of pies and cakes.

c. Cheese Scoop (5-8” in length) - is made with a short curved blade attached to a long handle, a shape similar to a garden trowel and used to extract firm cheese from a wax-covered ball.

d. Fillet Knife - is a kitchen knife used for filleting. It gives good control and aids in filleting.

e. Fish Server (10-12” in length) - includes both a fish knife and a fish fork. The fish knife is approximately 10 ½" - 12” long and has a long...
asymmetrical blade that curves to a pointed tip. The fish fork has three or four wide tines and is approximately 8”-10” inches long.

f. **Serving Spoon/Fork (9-10” in length)** the serving fork and serving spoon are used as tongs to serve food that requires two implements, such as a tossed salad or pasta. Individually, the serving fork is used to spear food from a platter, and the serving spoon to lift food from a bowl.

g. **Ice Cream Scooper**- made of metal or aluminium used to scoop ice cream.

h. **Ice Cream Slicer**- made of metal used to slice ice cream into different shapes.

i. **Soup Ladle – Cream (5-6” in length)**- A big, round bowl with a long handle used for serving soup.

j. **Ladle – Gravy (6-8” in length)**- A big, round bowl with a long handle used for serving gravy and sauces.

k. **Pastry/Pie Server (9-10’in length)** – a short handled spatula and bigger than spreader used for serving butter.

l. **Pasta Server/Ladle (10-12” in length)**-is made with a deep oval bowl (often slotted), surrounded by large wide tines and also known as a pasta server; pasta scoop and fried oyster server.

m. **Butter Server**- a small broad spatula bigger than spreader used for serving butter.

n. **Sugar Tongs**- small tongs used for serving sugar cubes.

o. **Iced Tongs**- tongs with a rounded bowl and short prongs used to picked cubes of iced.

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**Table Napkin Folding**

Napkin folding is done with a table napkin. It is usually used in fine dining restaurants and Hotels for table decorations to look more elegant and classy. The table napkin is usually placed at the left of the fork or forks, but it can be placed at the center of a cover between the knife and the fork as in family service, on the dinner plate for the formal service, or at the center of the table.

The manner by which the napkin is folded contributes to the beauty of the table. Napkin at a formal meal should match the color of the tablecloth (generally ivory or white). They should have a simple border and weave.
Generally, the preferred shape for the folded napkin is the rectangle but the square is also used. *Refreshment* (14”x14”), *Standard* (20”x20”) and *Dinner* (24”x24”) are the three common sizes of table napkin use in any occasions.

The following are some of the commonly used table napkin design with its steps by steps procedures.

**Pyramid Napkin Fold**

1. Fold the napkin in half diagonally to form a triangle
2. Place the folded edge at the top.
3. Fold down the right point to the bottom point.
4. Fold down the left point to the bottom point.
5. Fold the napkin in half by bringing the bottom point under the top point.
   To make it stand, lift the napkin at the center of the bottom edge so it rests on the two side edges.

**Bird of Paradise napkin fold**

1. Fold the napkin in quarters
2. Place it so that the free corners are at the bottom, then fold in half diagonally to form a triangle with the free corners on top.
3. Hold your fingers on the top corner as you fold first side, then the left side, to the corner.
4. Fold the lower points under the napkin
5. Fold the triangle in half by bringing the left side under the right side. The center fold will open slightly.
6. Lay the napkin down so the corner points are on the top. Holding the broad end of the napkin with one hand, pull up the four corner points to form petals.

7. Candle napkin fold

1. Fold the napkin in half diagonally to form a triangle.
2. Place the napkin so the fold is along the bottom edge.
3. Fold up the bottom edge about one and one half inches.
4. Turn the napkin over and roll it up fairly and tightly.
5. Stand the candle up and tuck the corner into the cuff to hold the rolled shape in place. If you like, fold down layer at the tip of the candle to resemble a flickering flame.
Standing Fan napkin fold

1. Fold the napkin in half to make a rectangle
2. Fold the napkin into one-inch accordion pleats, leaving the last four inches unfolded.
3. Fold in half, with the pleats on the outside.
4. Fold up the bottom left corner and tuck it into the pleats. Then stand the napkin up so the pleats form a fan.
**Rose Napkin fold**

1. Lay the napkin face-down in front of you.
2. Fold the two right corners of the napkin in so the tips rest at the center.
3. Fold the remaining two corners of the napkin in so the tips meet with the last two in the center.
4. Once again, begin folding the outer corners in so they meet at the center.
5. Once all of the tips are folded you are left with a square about 1/4 the size of the unfolded napkin.
6. Flip it over.
7. Fold the corners in so they meet in the center and then place something sturdy in the center, or hold it with your fingers.
8. While maintaining downward pressure in the center of the napkin, reach underneath each corner and pull out the flaps to create petals.
9. Remove the center weight and your rose should look as pictured here.
10. If you like you can reach underneath the center of each side and pull out a second set of petals to fancy it up some more. Place something in the center and you’re done, have a rosy meal!
Table centerpiece is a central object which serves as a decorative purpose intended for table decoration. Generally, it is made of flowers that is placed at the center of a table which adds beauty and elegance to the set-up. It is an important item of a display, usually of a table setting. Centerpieces help set the theme of the occasion and bring extra decorations to the room. However, centerpieces are often not too large, to avoid difficulty with visibility around the table and to allow for the easier serving of dishes. Other centerpieces are often made from herbs, candles, fruits, or candies. This is a major part of the decoration for a wedding reception, with flowers being the most popular form of centerpieces. Weddings, baby showers, engagement parties, anniversary parties and birthdays often have some form of centerpiece.

In some countries they have a very elaborate centerpieces, which can span the entire length of the table.

Here are some basic flower arrangement designs giving you interest in creating your own. You can make a lovely but simple and inexpensive table arrangement that will work for any dinner party.

**Basic Floral Arrangement Designs:**

1. Triangular Designs
   - three distinct sides and corners, angles or tips
   - one-sided designs" (normally viewed only from one side)
   - can be symmetrical or asymmetrical
   - equilateral, isosceles

**Triangular Design Construction:**
Add three flowers or stems of foliage to create the framework (usually toward the back and angled forward since these are typically one-sided arrangements)
2. Cone Designs
   - Typical of Byzantine style
   - 3-D vertical isosceles triangle
   - Floral foam wrapped with chicken wire or cut into a cone shape to be used.

*Cone Design Construction:*
1. secure foam and chicken wire
2. add thin moss with green pins
3. add fruit, veggies, berries, pine cones if desired with green pins, wire or wood picks
4. insert short stemmed flowers
3. Circular Designs
   - can be one-sided (oval, fan) or viewed from all sides (round, oval)
   - can be symmetrical or asymmetrical
   - Round
   - oval
   - fan-shaped
Line Styles
- Crescent
- Hogarth Curve

Creating Line Style Arrangements:
You should select curving stems to form the shape.

1. Vertical Design Styles

Used when strong vertical line needs to be emphasized
Usually put in vertical containers
Height emphasize

Creating Vertical Designs
- Bud vases
- Stylized vertical designs
  1. Select appropriate container
  2. Establish height of arrangement
  3. And primary flowers
  4. Add a component that extends downward
  5. Keep line as you finish
  6. Add mass foliage for focal point
2. Horizontal Designs
   - Strong horizontal line
   - Provides a peaceful, restful feeling
   - Usually combined with the triangular shape

*Creating Horizontal Designs*
1. Select low container
2. Establish framework
3. Establish narrow width
4. Establish height
5. Add flowers to fill in

For an attractive and well-set table, everything should be spotlessly clean and placed so that the table as a whole appears well balanced.

Below are some of the checklist for a well set-up table:

1. The silver, china, and glassware should be placed in straight lines both lengthwise and across the table. All pieces should be placed parallel with even spacing between them.

4. The linen-table cloth or placements and napkins should be free from wrinkles and should match or harmonized each other.
5. The centerpiece may be placed at the center, to the side, or at one end of the table, but its position should be considered in arranging a well-balanced table. The centerpiece should be low enough that each person see each other across the table.

6. The chairs should be placed so that the center of the chair is in line with the center of the plate.

Here are some of the reminders in setting the dinnerware in the table.

- **Plates**
  - Large plates, such as the dinner plate and luncheon plate, are laid about 1 inch in from the edge of the table.
  - Small plates, such as the salad plate, fish plate, and dessert plate, are laid in the center of the cover, about 2 inches from the edge of the table.

- **Cups and saucers**
  - Cups and saucers are placed approximately 1 inch beyond the outermost piece of flatware.

- **Bowls**
  - Soup bowl and soup cup handle are aligned parallel with the edge of the table.
Bread-and-Butter Plates

Elbow room requires a minimum of 15 inches between place settings, or approximately 24 inches from the center of one place setting to the middle of the next.

Seven Basic Rules in Placing Flatwares

1. Flatware is laid on the table in the order of use. A placement that starts on the outside of the place setting and moves inward toward the plate. Flatware is never laid on the table according to size.

2. Because the majority of people are right-handed, the knife and spoon are laid on the right side of the place setting and the fork on the left. The left-handed diner reverses the placement.

3. With an uneven number of people are seated, the odd-numbered place settings are laid opposite the middle of the even-numbered place settings.

4. The lower edges of the utensils are aligned with the bottom rim of the plate, about 1 inch up from the edge of the table.

5. To avoid hiding a utensil under the rim of a plate or bowl, lay it approximately 1 inch away from the side.

6. To eliminate fingerprints on the handle, hold flatware by the "waist," the area between the handle and the eating end of the utensil.

7. Fork tines may be placed downward, continental style, or upward, American style. In the continental placement of flatware, the fork is laid on the table in the way it is held, tines downward. In the American style although the fork is used tines downward to cut food, it is held tines upward to eat, and the fork is laid on the table tines upward.

Standard table set-up procedures:

Breakfast Set-up

1. Place the dinner fork on the left, dinner knife on the right, and with blade facing left
2. Position folded napkin on top of the placemat or the show plate (which is used)
3. Place water goblet on top of the dinner knife, at a distance of \( \frac{1}{2} \) inch. Glasses and beverage items are to be set up on the right side so guests can conveniently reach for these.

4. Place condiment at the center, beside the flower vase.

5. Place bread plate on the left side of the fork when a square or rectangular table is used; or on top of the fork if a round table is used.

6. Set up the cup and saucer on the right side of the cover, with the handle in a 5 o’clock position.

**Lunch / Dinner Set – up (Semi-formal)**

Same set-up in as in breakfast except the following modifications:

- Cup, saucer, sugar, and creamer are set-up before the coffee/tea is served (if a coffee/tea is ordered)

- Under liner/ show plate is set-up on the center of the cover.

- Table appointment is placed as food is being served.

- For appetizer- an appetizer knife / fork or cocktail fork is set on the right side of the outermost part of the cover.

- For soup- a soup spoon is placed on the right side, next to the appetizer knife or cocktail fork.

- For side salad- an additional salad fork is needed.

- For dessert- a teaspoon or fruit fork (whichever is appropriate) is placed on the top of the cover.

- If wine is served, wineglass for white wine is placed at the center above the dinner knife and beside the goblet; and wine glass for red wine is placed above the wineglass for white wine.
I. MULTIPLE CHOICE:

Directions: Read the following questions carefully and choose the letter that best describes the statement. Write your answer on your test notebook.

1. What is the basic set-up performed before the guest arrive designed for a main course only?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

2. What is the term for a set menu which features pre-arranged items at fixed price meal based on the types of service use?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

3. Which of the following is considered as a central object with a decorative purpose intended for table decoration?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

4. Which of the following are the materials used in setting individual covers on a table?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

5. What kind of cloth used under the table cloth which deadens noise of dishes prevents tablecloth from sliding?
   A. silence cloth
B. table cloth
C. table runner
D. center piece

6. What kind of cloth used over the table and improves the overall look of the table?
   A. silence cloth
   B. table cloth
   C. table runner
   D. center piece

7. What is the term for small pieces of materials placed on top of tablecloths which lessen changing of large tablecloth more frequently?
   A. silence cloth
   B. table cloth
   C. table runner
   D. center piece

8. Which of the following linens with long, narrow strips of cloth used on bare tables without under liners and can be used even without tablecloths?
   A. silence cloth
   B. table cloth
   C. table runner
   D. center piece

9. What is placed underneath individual plates and dishes to catch crumbs and protects the tablecloth?
   A. table runner
   B. center piece
   C. place mat
   D. napkin

10. What is the term for a small piece of table linen that is used to wipe the mouth and to cover the lap in order to protect clothing the guest?
    A. table runner
    B. center piece
    C. place mat
    D. napkin
II. IDENTIFICATION
Directions: Read each sentence carefully. Supply the word/words being described by writing your answers on your test notebook.
1. A knife with either straight or serrated blade and a broad or rounded tip used for luncheons and dinners.

2. A knife with serrated blade and a pointed tip used for steaks.

3. A small, broad spatula used as an individual butter server.

4. A four-pronged fork used for regular meals.

5. A four-pronged fork, shorter and broader than the dinner fork, used for salads and desserts.

6. A 30 cm. plate usually made of metal, wood or porcelain and serves as an underliner.

7. It is used to serve mixed drinks, especially Tom Collins cocktails. It is cylindrical in shape and narrower than a highball glass.

8. It is used for a cocktail juices of mixed fruit juices, liqueurs, and various rums, so named for its perceived effects upon the drinker.

9. It is also called a martini glass, a stemmed glass which has a cone-shaped bowl placed upon a stem above a flat base.

10. It is characterized having a stem and base. Used for serving water in formal dinners.

III. ENUMERATION

<table>
<thead>
<tr>
<th>Kinds of Linens</th>
<th>Dinnerware</th>
<th>Flatware</th>
<th>Beverage</th>
<th>Napkin Folding Designs</th>
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I. SCRAPBOOK

Directions: Make your own scrapbook showing at least Five pictures of the following: Kinds of Linens, Napkin Folding designs, Dinner ware, Beverage ware, Flat ware, and Table Centerpiece. Write a brief description of the different pictures you collected. You are given at least two weeks to prepare and collect it. Share your ideas about the importance of this in relation to your course.

To assess students’ learning on table appointments the following hands-on activities are given to each group. They should be able to perform it properly following the Scoring rubrics provided by the teacher.

Activity No. 1. Familiarization with different Table appointment through parade of tools

Activity No. 2. Designs of Napkin folding:

A. pyramid napkin folding  
B. candle napkin folding  
C. birds of paradise napkin folding  
D. fan napkin folding

Activity No. 3. Design a creative Centerpiece
Rubrics for Napkin Folding/Centerpiece

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>3</th>
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<tbody>
<tr>
<td>1. Use of Tools</td>
<td>Appropriate and correct used of tools all the time</td>
<td>Appropriate and correct used of tools most of the time</td>
<td>Inappropriate and incorrect used of tools all the time</td>
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<tr>
<td>3. Speed</td>
<td>Finished the work ahead of time.</td>
<td>Finished the work on time.</td>
<td>Finished the work more than the allotted time.</td>
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<tr>
<td>4. Design</td>
<td>All details were correctly and accurately presented (attractive)</td>
<td>Some details were inaccurately and inaccurately presented (less attractive)</td>
<td>All details were presented incorrectly and inaccurately. (not attractive)</td>
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POST-TEST III

I. IDENTIFICATION:
Directions: Identify each utensil as indicated by each number. Write your answers on a piece of paper. If you have questions, raise your hand and ask your teacher.

II. MULTIPLE CHOICE:
Directions: Read the following questions carefully and choose the letter that best describes the statement. Write your answer on your test notebook.

1. What is the basic set-up performed before the guest arrive designed for a main course only?
   A. basic set-up (ala carte)
   B. menu cover
   C. table centrepiece
   D. table appointments

2. What is the term for a set menu which features pre-arranged items at fixed price meal based on the types of service use?
   A. basic set-up (ala carte

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B. menu cover  
C. table centrepiece  
D. table appointments

3. Which of the following is considered as a central object with a decorative purpose intended for table decoration?  
A. basic set-up (ala carte  
B. menu cover  
C. table centrepiece  
D. table appointments

4. What is the term for materials used in setting individual covers on a table?  
A. basic set-up (ala carte  
B. menu cover  
C. table centrepiece  
D. table appointments

5. What kind of cloth used under the tablecloth which deadens noise of dishes prevents tablecloth from sliding?  
A. silence cloth  
B. table cloth  
C. table runner  
D. center piece

6. What kind of cloth used over the table and improves the overall look of the table?  
A. silence cloth  
B. table cloth  
C. table runner  
D. center piece

7. What is the term for small pieces of materials placed on top of tablecloths which lessens changing of large tablecloth more frequently?  
A. silence cloth  
B. table cloth  
C. table runner  
D. center piece

8. Which of the following linens with long, narrow strips of cloth used on bare tables without under liners and can be used even without tablecloths?
LM-Household Services  |  Grade 10

A. silence cloth
B. table cloth
C. table runner
D. center piece

9. What is placed underneath individual plates and dishes to catch crumbs and protects the tablecloth?
   A. table runner
   B. center piece
   C. place mat
   D. napkin

10. What is the term for a small piece of table linen that is used to wipe the mouth and to cover the lap in order to protect clothing of the guest?
    A. table runner
    B. center piece
    C. place mat
    D. napkin

III. FILL IN THE BLANK:
Directions: Supply the correct word that will best describe each statement. Write your answer on a sheet of paper.
1. ________ is the process of arranging the table in order.
2. ________ is usually placed to the left of the fork(s).
3. ________ is a plate placed to the left of the cover near the fork tip.
4. ________ are laid down in the order of use from the outside toward the plate.
5. ________ is placed with the tines facing up at the left of the plate.
6. ________ is placed at the tip of the knife.
7. ________ should be placed with the bowls facing up at the right of the knife.
8. ________ consists of the table cloths, placemats and other table covers and napkins used on the dining table, regardless of fiber content.
9. ________ is laid with the table edge of not more than ½” from it.
10. ________ is a four-pronged fork used for regular meals
Overview

This quarter on Household Services focuses on providing food and beverage for in-house or food establishment use. Knowledge and skills on this area could help you obtain clear understanding of the knowledge, skills, and attitude highly-needed in food and beverage service.

Lesson 2 discusses relevant core concepts in clear and concise presentations for better and more effective understanding and assimilation. After each discussion, enhancement activities both written and hands-on are prepared to help gauge your comprehension of the lesson and for you to develop critical thinking.

This quarter prepares and guides you to provide food and beverage service according to standards independently.

Objectives

At the end of the quarter, the learner is expected to:

LO 3. Serve food and beverage
   4. Clear the table
Learning Outcome 3:
Serve Food and Beverage

This lesson Serve Food and Beverage gives knowledge, skills, and right attitude in serving food for the client. Table service procedures together with the techniques and guidelines are provided to perform the task independently and effectively.

Objectives:

At the end of the lesson, the learner is expected to:

1. Demonstrate correct table service procedures and techniques
2. Describe the procedure for serving food at the table
3. Have a working knowledge of the rules on the table service with regard to order of service, loading trays, and clearing dishes
4. Serve beverage with garnishing in accordance to standard procedures
Let’s See What You Know

FILL IN THE BLANKS
Directions: Read each statement carefully. Write the letter that corresponds to the correct answer on your notebook.

________ 1. When laying flatware, the fork is placed with tines facing up at the ______ of the plate
   A. Left side     C. Upper side
   B. Right side    D. Lower side

________ 2. Serving flatware is generally laid at the ______ of the dish to have the serving flatware stuck into the food at the start of the meal.
   A. Left side     C. Upper side
   B. Right side    D. Lower side

________ 3. Cups and saucers are placed at the top ______
   A. left side    C. Upper side
   B. right side   D. Lower side

________ 4. Drinking glasses are placed at the tip of the knife or spoon at ______ of the cover
   A. Left side     C. Upper side
   B. Right side    D. Lower side

________ 5. Serving dishes are placed at the middle of the table in a manner that will not make the table look cluttered. Make sure that ______ for each dish is provided and placed near the dishes.
   A. Serving flatware C. Knife
   B. Fork           D. Tongs

________ 6. It is a general name for liquor, which means “water of life.” It is distilled from a fermented mash or corn or other cereal grains called ______
   A. Gin          C. Rum
________ 7. It is distilled from a fermented mash of sugar cane juice or molasses, which is produced in most tropical countries and generally bottled at 40 % alcohol, known as:

A. Gin          C. Rum
B. Juice        D. Whiskeys

________ 8. It comes from the French word genievre, which means juniper berry, the chief flavoring agent in a kind of beverage referred to as:

A. Gin          C. Rum
B. Juice        D. Whiskeys

________ 9. This is a table appointment which must not be placed near the sides or edges of the tray where they are likely to fall off is known as:

A. Plates       C. Glasses
B. Spoons       D. Knife

________ 10. Usually the food is served from the _______ side of the customer

A. Left         C. Center
B. Right        D. Top

________ 11. Serve red wine, new, slightly chilled at a temperature of _______

A. 12 -14 °C     C. 15 -16 °C
B. 10-11 °C      D. 22 -24 °C

________ 12. For breakfast, the order of service begins with _________

A. Water         C. Coffee
B. Fruits        D. Bread

________ 13. It is defined as any liquid swallowed to quench thirst for nourishment or enjoyment. This term is referred to as _______

A. Water         C. Liquor
B. Soda          D. Beverage

________ 14. In stacking soiled dishes, place the _______ at the center of the tray so that one arm can support them
A. Light glasses                   C. spoon and fork
B. Heaviest plates               D. heaviest teaspoons

15. The “march of the menu” should include
A. Appetizer, soup, main course, dessert
B. Soup, rice, meat, fish
C. Salad, dressing, beverage, water
D. Breakfast, cake, wine, coffee

16. A common type of glass that is brittle and scratch resistant is
A. Blown lead glass
B. Lime glass
C. Lead glass
D. Aluminum glass

17. It is considered fine and expensive with exquisitely intricate decorations like etchings and sand carvings. This kind of glass is
A. Blown lead glass
B. Lime glass
C. Lead glass
D. Aluminum glass

18. It is made of sand, pot ash, lime and lead oxide, termed Crystal. It gives a bell-like tone when tapped and with a brilliant luster, known as
A. Blown lead glass
B. Lime glass
C. Lead glass
D. Aluminum glass

19. It is a half-orange slice and a stemmed cherry on a pick used in garnishing. This is referred to as
A. Manhattan
B. Screw driver
C. Flag
D. Gibson

20. It is a garnish with three cocktail onions on a pick known as
A. Manhattan
B. Screw driver
C. Flag
D. Gibson
Principles of Table Service

A well planned and attractive table contributes to the success of a party. The application of creative skills can be judged according to how the dining table is presented.

The following are some principles to follow in table service:

1. Place only the essential tableware depending on the style of meal service when setting the party table to avoid too much clutter.

2. Keep in mind the comfort of the diner when setting the table. Table appointments should be placed logically and neatly where they are to be used. For example, forks are placed at the left side of the plate since it is generally used with the left hand.

3. Have an artistic mind when setting the table. There should be balance and simplicity in the table setting. Balance can be achieved through the size of serving platters and the type and color of table
appointments used. Make sure that table appointments fit the occasion and style of service.

4. Make sure that the table appointments are appropriate for the dishes to be served. For example, teaspoons should be laid out when serving ice cream. However, forks should be laid out when serving cake since they are the more appropriate to use.

5. The party table may or may not be covered depending on its appearance. Use a tablecloth to completely cover the surface if it is unattractive. Be sure the tablecloth is well-pressed and creaseless except for the centerfold.

6. When laying flatware, the fork is placed with tines facing up at the left side of the plate while the spoon is laid with bowls up at the right. Knives are placed with the cutting edge toward the plate at the right side. When the knives and spoons are set, the knife is placed nearer the plate. When teaspoons are necessary, these are placed at the right of the spoon or above the cover, with bowls up.

7. Serving flatware is generally at the right of the dish. When two pieces are necessary, they may be placed at either side of the dish. It is improper to have the serving flatware stuck into the food at the start of the meal.

8. Dinner plates are placed turned up at the center of the cover. Soup bowls are placed on the dinner plate. Cups and saucers are placed at the top right or right side of the cover. If a salad plate is necessary, it is placed at the top left.

9. Drinking glasses are placed at the tip of the knife or spoon at the right side of the cover. If wine or juice glasses are needed in a meal, these are placed below the drinking glass in a diagonal fashion. Coasters should be set when cold beverages are served in ordinary drinking glasses or unstemmed beverage ware.

10. Serving dishes are placed at the middle of the table in a manner that will not make the table look cluttered. Make sure that serving flatware for each dish is provided and placed near the dishes.

There are several styles of table service. Some ways are formal and elaborate, others are casual and relaxed. Generally, these styles can be classified as formal, informal, and compromise.
Below are the lists of table service procedures and its techniques

1. **American Service or Blue Plate Service**
   All food cooked and plated (portion or arranged) in kitchen. The food server picks up the plate and delivers this to the guest. Table setting, individual cover are laid, except dinnerware. Serve from left, result of limited staff.

   **Advantages**
   - casual dining, portion control, less service skill needed

   **Disadvantages**
   - less personal, guests can not choose portion

2. **English and Family Service**
   All food cooked in the kitchen. Food servers carry platters or bowls of food to the table. These are presented to the host/hostess who passes the food including dinnerware.

   **Advantages**
   - casual dining, guests control portions, less service skill needed

   **Disadvantages**
   - less formal, may run out of food, no presentation

3. **French Style Service**
   *Truly a formal service called Service à la française*
   It is elaborated and dignified. Need a well trained servers and all the essentials are available.

   This service calls for -
   a) Rechaud – a small heater
   b) Gueridon – a potable table wheeled where the small heater is place.
   c) “Chef de rang” – the chief waiter, does the complete preparation e.g. boning, carving, flaming or making sauce. He serves the plates, which are carried by “commis de rang”.

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d) “Commis de rang” – an assistant waiter

The cover should have the setting of all the cutlery and beverageware needed for the entire course.

Advantages
- elegant, showcases food, high check average

Disadvantages
- need highly trained staff, high labor costs, capital investment in cart, fewer turns of tables, fewer tables in dining room

4. Russian Service

Is the most popular style used in restaurants. The cover is arranged the same as French Service. But the food is arranged on platters by the chef in the kitchen. The platters are served from the guest’s left side. The server holds the platter with the left hand, holding the serving spoon and fork with the right hand, apportions the food from the platter and places on the plate of the guest.

Advantages
- casual dining, server controls portions, less service skill needed

Disadvantages
- formal, no choice portion, no presentation

5. Buffet Service (Smorgarbond Service)

Guest goes to the food which is “displayed” Simple, fast and economical with large groups set price

Three (3) possible dining arrangements:
1. At the dining table: tables are fully set with all appointments for dining except the dinner plate.
2. Lacking room for table: the guest maybe provided with a tray that holds plate and beverages and the guest places on his or her lap.
3. At times: the only arrangement made for dining is to have plenty of space on which guest can place a beverage while they sit wherever they can and eat from the plate held in the hand.

Advantages
- Display food, speed, economy, less service skill needed

Disadvantages
- food safety, capital investment

A person who sets a table must possess the following qualities:

1. Common Sense – to easily identify the convenient position of the table appointments and prepare only that which is needed.
2. Concern for the comfort of those at the table – thinking about the diners will facilitate preparation of everything they may need when dining.
3. Courtesy – that all the tools essential for refined eating be provided and that they be conveniently place.
4. Artistic – to present a balanced appearance of the cover and of the table.

Tasks involved in setting the table
1. Prepare the dinnerware, beverage ware, flatware and hollowware.
   a) Availability of table appointments needed are checked or requested based on setting capacity plus 50% standby.
   b) The table appointments are inspected for cleanliness. Thus, to spotless, dry, with no chips and clear when seen through light.
   c) The required table appointments are then stocked according to standard layout, based on seating capacity plus 50% standby.

2. Prepare the condiments and food accompaniments.
   a) Condiments and food accompaniments which may include the following; salt & pepper shakers, toothpick, paper napkins, condiments, sauces, flower vase, ashtray) are replenished or refilled.
   b) These are inspected for cleanliness. Smudges and smears at the neck of the bottles are cleaned. Spoiled condiments and sauces are discarded. Salt & pepper condiments are free from clog and caking.
   c) These are then stocked or loaded on trays ready for distribution.

3. Set the covers.
   a) Tables and chairs are checked for functionality and cleanliness. These should be well-polished and should not be wobbly and do not have rough surfaces. Tables and chairs have to be positioned according to the standard lay-out.
b) Tablecloth is then spread on the table, equal on all sides. Check also that the shapes of the tablecloth conforms the shape of the table. The tablecloth should have no holes, is well-ironed with no stain when set.

c) Table appointments are positioned following standard procedures. These have to be done within the standard length of time.

4. Check and prepare the function and order arrangement.
   a) The server confers with the headwaiters about diners with special needs. Reservation books are there for this purpose.
   b) Proper arrangements for special request are prepared; table preference, number of diners, etc.

Review of Learning Outcome 1

**FILL IN THE BLANKS**

*Directions:* Read each statement carefully. Write the letter that corresponds to the correct answer on your answer sheet.

1. When laying flatware, the fork is placed with tines facing up at the ______ of the plate
   A. Left side  C. Upper side
   B. Right side  D. Lower side

2. Serving flatware is generally laid at the ______ of the dish to have the serving flatware stuck into the food at the start of the meal.
   A. Left side  C. Upper side
   B. Right side  D. Lower side

3. Cups and saucers are placed at the top
   A. Left side  C. Upper side
   B. Right side  D. Lower side

4. Drinking glasses are placed at the tip of the knife or spoon at ______ of the cover
   A. Left side  C. Upper side
   B. Right side  D. Lower side

5. Serving dishes are placed at the middle of the table in a manner
that will not make the table look cluttered. Make sure that ________ for each dish is provided and placed near the dishes. 

A. Serving flatware   C. Knife  
B. Fork                   D. Tongs

**DEMONSTRATION**

**Directions:** The students will be grouped accordingly. Each group will perform correct table service procedures and techniques. The scoring rubric below

<table>
<thead>
<tr>
<th>Scoring Rubric for Correct Table Service Procedures and Techniques</th>
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<tbody>
<tr>
<td><strong>30%</strong></td>
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<td></td>
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<tr>
<td>Proper and effective use of tools, equipment, and materials</td>
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<tr>
<td><strong>30%</strong></td>
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<tr>
<td>Work Application Procedure</td>
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<tr>
<td>Safety and security work habits</td>
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Let's Do It!
Lesson 2:
Rules to Observe in Table Service

Order of Service

There are some dining places that are not particular about the order of service. Establishments like these only aim to get the food on the table. A good food server however, does his/her work professionally; thus, he/she observes the following guidelines on the order of service based on generally accepted procedures:

1. In banquets and formal gatherings, serve the host/hostess or the guest of honor first, following a counterclockwise direction.
2. In informal groups, serve the hostess first if she is known. If the hostess is not identified, start with the most senior female in the group.
3. In small, intimate groups, serve the female first, then the males. Serve following a counterclockwise direction.
4. The service of lunch or dinner follows this order:
   a. As soon as the guest is seated, fill the water glass three-fourths full with ice water. Keep the water glass refilled continuously during the meal.
   b. Serve chilled butter on a bread and butter plate and the appetizer at the center of the cover, if these are included in the menu.
   c. When the guest is through, remove the appetizer dish.
   d. Serve the soup at the center of the cover.
   e. Remove the soup plate or soup bowl after the guest is finished with the course.
   f. Serve the main dish or entrée at the center of the cover in front of the guest.
g. When the guest is through, remove main dishes and used flatware. Leave the water glass, which is constantly replenished throughout the meal. Leave the dessert implements, either teaspoon or dessert fork, if they are set on the table.

h. If morsels of food or crumbs are on the table, clear the table with the use of a napkin.

i. Set the dessert implements, if they have not yet been set.

j. Serve the dessert at the center of the cover.

k. Serve the beverage, if the diner prefers that it be served with the dessert. Otherwise, beverage may be served after the dessert.

5. For breakfast, the order of service begins with the fruit or fruit juice. This is equivalent to soup and appetizer for lunch and dinner.

**Loading of Trays**

Part of being a good server is being systematic with one’s work. Trays are used to facilitate service. Knowing how to load trays contributes to prompt, smooth, and efficient service and helps reduce accidents and unnecessary work strain.

The following should be remembered when loading trays:

- Place heaviest plates at the center of the tray. Distribute the other dishes evenly on the sides of the tray, while maintaining proper balance.

- Glasses, cups, teapots, and coffeepots must not be placed near the sides or edges of the tray where they are likely to fall off.

- During service, arrange cups and saucers on the tray separately, instead of having each cup on top of a saucer. This will occupy much space and will lessen the load of the tray. As the guests are served, place each cup over a saucer one at a time, until all the guests have been served.

- In stacking soiled dishes, place the heaviest plates at the center of the tray so that one arm can support them. Its weight can help stabilize the tray.
• Place tall objects, such as glasses and bottles, as close together as possible to prevent them from falling. This way they will support each other and will have less chances of falling.

• Be sure trays are always clean, dry, and free from any spillages or food particles. All throughout the service, keep the tray clean and dry.

**Beverage**

*Beverages* defined as any liquid swallowed to quench thirst for nourishment or enjoyment. It is classified as alcoholic and non-alcoholic drinks, which are taken depending upon the occasion and event.

*Beverage ware includes:*

**A. Glassware**

1. **Lime glass** - common type of glass, brittle scratch-resistant, and gives a soft luster.

2. **Lead glass** - it is made of sand, pot ash, lime and lead oxide, termed crystal. It gives a bell-like tone when tapped and with a brilliant luster.

2. **Blown lead glass** - is considered fine and expensive with exquisitely intricate decorations like etchings and sand carvings

**Different glasses used in serving beverages:**
B. Plastic, wood, metal, Styrofoam, and papers

These materials are also commonly used nowadays; however, these materials may lose the taste of class if served to guests. Other tools used include: blender, mixing glass, cocktailshake funnel, strainer, squeezer, ice scoops, ice pricks, fruit cutting board, two-way jigger, champagne cooler and knives. These tools and utensils are very essential in mixing beverages.

Alcoholic Beverages

In this beverage the common ingredient is ethyl alcohol.

Common alcoholic beverages:

- **Wine** is produced from the fermented juice of grapes and other fruits. It contains 14-21 alcohol. Usually wine is used to complement meals and in cooking to enhance flavor of various dishes.

- **Beer** is fermented, slightly alcoholic beverage. Brewed from malt or any malt substitutes such as grains, grain products, sugars, syrups containing 3-8% alcohol.

- **Liquors** are distilled alcoholic beverages. The percentage of alcohol in distilled beverages is
expressed as proof. Below are famous liquors:

1. **Spirits**

Drinks obtained by distillation after fermentation from vegetables, grains, fruits, plants and other substances with sugar or starch bound. Typically contain 37.5 percent of alcohol or greater and are not refined with flavor during distillation process—except for modern spirits—which are refined with flavors after distillation such as The Absolute (Swedish Vodka) and Vodka Sobieski (with cranberry)

1.1 **Whiskey**

It is a general name for liquors, which means “water of life.” It is distilled from a fermented mash or corn or other cereal grains. Whiskeys are broadly divided into two categories: straight which are made of grain or malt (sprouted grain); and blended, which is made from grain, malt, and water. Other substances such as sherry and burned sugar (caramel) are added in small amounts to achieve various blended whiskeys.

Whiskey is an alcoholic beverage that is commonly drank “neat”, or by itself with ice. It is associated with scotch whiskeys, so is “on the rocks,” which means with ice cubes only, as in the oft-heard request: scotch on the rocks. When it is mixed, it is combined with either water or soda. It does not commonly share billing with a major mix (citrus is an exception) — for the clash would be a severe one.

Whiskey is classified as:

- **American** – generally referred to as Bourbon, which contains at least 51% of maize and is aged at least two years in oak. Wild Turkey is an example.
• **Canadian** – also called Rye is a distinctive product of Canada. It is distilled from a mash of cereal grains such as rye, barley, or wheat. It is aged at least three years before it is bottled. Canadian Club and Crown Royal are examples of this type.

• **Irish Whiskey** – is a triple distilled from a mash of barley malt and is aged for at least four years in wood. Examples are Jamieson and Bush Mills.

• **Japanese** – are from various blended grains that sometimes include small amounts of rice, but almost never wheat or rye.

• **Scottish Whiskey** – Whiskey made in Scotland also known as worldwide scotch. It uses barley in its composition and is found in three basic types according to the raw material utilized. *Single malt scotch*, a distilled from a mash of smoked barley malt then a *Blended scotch*; a whiskey contains blends derived from a single malt scotch whiskey originating from several distilleries.

1.2 **Gin**

Gin comes from the French word genievre, which means juniper berry, the chief flavoring agent in gin.

It is a the highly aromatic blue-green berry of the juniper, a low slung evergreen bush (genus Juniperus) that is commercially grown in Northern Italy, Croatia, the United States, and Canada.

Present day gins are flavored, distilled, and colorless to pale yellow liquor made from a fermented mash of cereal grains. The distinct flavor of the gin comes from exposing the vapor to juniper berries and other plant products. It serves as a mixer for cocktails like in Martini and Gimlet, Tom Collins, and the Gin Tonic.

It is recognized as refreshing and cosmopolitan drink. Gin became the darling of the famous canard cruises, when an American hostess crossed the Atlantic from U.S.A
to the U.K. wanted to fill in her blank time party. In the Philippines, the most popular brand of gin among local consumers is the Ginebra San Miguel label.

1.3 Rum

It is distilled from a fermented mash of sugar cane juice or molasses, which is produced in most tropical countries and generally bottled at 40% alcohol.

Rums usually derive their name from their place of origin, and each has its own distinctive flavor. Differing styles such as Amber, Spiced, Dark and Blanco are produced by different methods.

In the traditional method of process, sugar that has been harvested is placed in a hacking machine. Then the resulting small pieces are then soaked in water and grounded. The juice is extracted and filtered, then fermented.

1.4. Vodka

This is clear and colorless and thus resembles gin but has a faint citrus-like flavor. It is often used instead of gin or whisky in mixed drinks.

Food and beverage are the two major courses served on the table. Proper serving of these courses is very important. Below are a list of techniques that will help you do the task correctly.

- **Serving Plated Food**

1. Serve food from the left side of the customer

2. Use your left hand in placing the food plate of the customer while your right hand holds the tray.

3. While placing the food plate from the customer’s left side, step your left foot forward for balance.

4. When removing dirty plates and dishes from the table, do it from the right side of the customer.
5. While removing the used plates from the customer's right side, your left hand should be holding the tray as your right hand reaches to take out the plates. Maintain your left foot forward for balance.

6. Follow the 3S in dishing out (stack, scrape, separate).
Use a tray in delivering plates of dishes as well as in removing used dishes.
Serve in proper sequence.
- Cold dish followed by hot
- Liquid followed by solid
- Salty or sour flavored items followed by sweets
- The "march of the menu" should be appetizer, soup, main course, and dessert.

❖ Serving Sandwich with Coffee

1. If a customer orders sandwich with coffee, the waiter proceeds with the following service.

2. Place the necessary appointments. Keep knife on the right side of the cover; fork on the right side of the cover; salt and pepper shaker on top of the cover (middle of the table); tomato sauce and mustard next, to the right side of the salt and pepper shaker.

3. If coffee was served and is still in the middle of the cover, the waiter moves the cup and saucer to the right side of the guest, while excusing himself. In moving the cup and saucer, lift, never drag the cup and saucer.

4. If food is ready for service, pick up sandwich from pantry and place on tray.

5. Hold tray with the right hand on the left side of the guest, and with your left hand holding the plate. Put it in the middle of the cover. Note your handling of plate: No thumb on the plate margin.

6. Place the sandwich in front of the guest while the side dish such as French fries or slices of vegetables is placed on the top side.
7. After placing the plate, wish the guest a good meal. Say, “Enjoy your clubhouse, sir.” Move four places away from the table and take a look at other tables.

8. If guest is finished with his sandwich, move to his right side and ask, “Are you done, sir?” If guest say yes, with the tray on your left hand, hold the empty plate with your right hand and place it on the tray. Likewise, remove the condiments, move the cup and saucer to the middle of the cover, then, offer another cup of coffee.

- Serving Beverage

1. All types of beverage are served on a bar tray.

2. Serve all drinks from the right or front of the table, (whichever is more convenient for the server and the guest) with a coaster and a napkin.

3. Refill water goblet continuously.

4. To serve soft drinks, pour directly into the glass ¾ full without touching the rim of the glass.

5. Carbonated drinks are served with drinking straw.

6. Serve bottled drinks ((beer and soft drinks) by pouring them into a glass.

7. To serve wine from the bottle, hold the bottle slightly to the right to prevent spillage.

8. To serve white wine, pour from a great height, about 5 to 10 cm above the glass.

9. To serve red wine (high quality one and old types), pour very delicately with the neck of the bottle almost in contact with the glass without, however, actually touching the glass.

10. To serve sparkling wine, pour from quite high up so that the bubbles of carbon dioxide are freed as it enters the glass and rise to the surface of the wine in the famous “star” form.
11. Serve red and high quality wine at 15 to 18 °C ((57-63 °F) Serve red wine, new, slightly chilled at 12 to 14 °C (54-57 °F). Serve white wine, light and gassy, quite cold at 8 to 10 °C (46 to 50 °F), Serve white wine, robust and with a strong bouquet cold at 10 to 12 °C (50-54 °F).

**Serving with Garnishing:**

Some basic considerations in beverage preparation, usually cocktail drinks (a mixed drink that contains alcoholic beverage. The mix can be a softdrink, carbonated water, juice and or another alcoholic beverage) are the following:

1. All garnishings should be fresh.
2. Lemons and oranges may be soaked in hot water to yield more juice.
3. Store olives, cherries, and cocktail onions in their own juice to prevent drying out.
4. Use fresh fruit juices.
   *Garnish notes:*
   A. A “FLAG” is a half orange slice and a stemmed cherry on a pick
   B. A “GIBSON” garnish is three cocktail onions on a pick
      A new cocktail napkin is served with every order (including repeat orders)

There are three principles to good food; *freshness, flavor, and temperature*. Prepare food in small batches so it is always fresh. Ensure that the food is flavorful and looks naturally appetizing. And finally, always serve food at the right temperature. Hot food should be piping hot and cold foods should be thoroughly chilled. We garnish food to drive sales and satisfy customers. Some garnishes add value to the food and enhance the food on the diner’s plate while other garnishes are non-functional garnish and only garnish the food serving line. Non-functional garnishes add no value to the food on the diner’s plate and should therefore be avoided unless they are appropriately paired with the item they are garnishing.

**The different methods to garnish food are:**

1. **The delivery system** - This is the method that involves your equipment and method of delivery to the customer.
2. **Functional-Individual Garnish**—These are utilized when the food item is an individual stand-alone serving.

3. **Functional-Batch Garnish**—These garnishing techniques are quick and effective for batch presented food items such as sukiyaki or beef stew. Simply prepare a colorful garnish that compliments the food and sauté it as needed to garnish the entire pan. All garnishes should enhance the final dish that the customer takes to his seat in the dining room. They should add value to the menu item they are garnishing.

### Examples of Beverage Recipes

<table>
<thead>
<tr>
<th>Drink</th>
<th>Glass</th>
<th>Ingredients</th>
<th>Mixing Method</th>
<th>Garnish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloody Mary</td>
<td>Napoli Grande</td>
<td>1 ½ oz vodka fill w/bloody Mary mix</td>
<td>On ice</td>
<td>Celery stalk &amp; lime wedge</td>
</tr>
<tr>
<td>Champagne</td>
<td>Pre chilled Bella Grande</td>
<td>¾ oz brandy ¾ oz dark crème de cacao 2 oz creme</td>
<td>Blend/strain</td>
<td>Lemon twist</td>
</tr>
<tr>
<td>Manhattan</td>
<td>Pre chilled cocktail</td>
<td>2 oz Bourbon ¾ oz sweet vermouth</td>
<td>Stir/strain</td>
<td>Cherry</td>
</tr>
<tr>
<td>Martini</td>
<td>Pre chilled cocktail</td>
<td>¼ oz Dry Vermouth 2 oz gin</td>
<td>Stir in mixing glass and strain</td>
<td>Olive</td>
</tr>
<tr>
<td>Rob Roy</td>
<td>Pre-chilled cocktail;</td>
<td>¼ sweet Vermouth 2 oz scotch</td>
<td>Stir/strain</td>
<td>Cherry</td>
</tr>
</tbody>
</table>
Refilling Water

1. Refill glasses or cups from the right, leaving them in position on the table rather than picking them up.

2. If a guest requests more water, fill her glass or goblet without removing it from the table. Hold the pitcher of water on the right hand and a folded napkin on the left hand to catch any water that drips as the glass is being refilled. As a matter of routine, water glasses or goblets are refilled after the main course plates are before dessert is served.

Review of Learning Outcome 3

MULTIPLE CHOICE

Directions: Read each statement carefully and identify the word or term that is described in each. Write the letter that corresponds to the right answer on your answer sheet.

1. General name for liquors, which means “water of life”; it is distilled from a fermented mash or corn or other cereal grains called:
   A. Gin
   B. Juice
   C. Rum
   D. Whiskeys

2. It is distilled from a fermented mash of sugar cane juice or molasses, which is produced in most tropical countries and generally bottled at 40% alcohol, known as:
   A. Gin
   B. Juice
   C. Rum
   D. Whiskeys

3. It comes from the French word genievre, which means juniper berry, the chief flavoring agent in a kind of beverage referred to as:
   A. Gin
   B. Juice
   C. Rum
   D. Whiskeys

4. This is a table appointment which must not be placed near the sides or edges of the tray where they are likely to fall
off. These are:

A. Plates                  C. Glasses
B. Spoons                  D. Whiskeys

5. Usually the food is served food from the________ side of
   the customer
   A. left                  C. Center
   B. Right                 D. Upper

6. Serve red wine, new, slightly chilled at a temperature of:
   A. 12 -14 °C               C. 15 -16 °C
   B. 10-11 °C               D. 22 -24 °C

7. This is the method that involves your equipment and method of
delivery to the customer
   A. Delivery system         C. Functional Batch garnish
   B. Functional garnish      D. Functional Individual garnish

8. It is defined as any liquid swallowed to quench thirst for
   nourishment or enjoyment. This term is referred to as:
   A. Water                   C. Liquor
   B. Soda                    D. Beverage

9. In stacking soiled dishes, place the________ at the center of
   the tray so that one arm can support them
   A. light glasses           C. Spoon and fork
   B. heaviest plates         D. Heaviest teaspoons

10. The “march of the menu” should include:
    A. Appetizer, soup, main course, dessert
    B. Soup, rice, meat, fish
    C. Salad, dressing, beverage, water
    D. Breakfast, cake, wine, coffee

Let’s Do it!

The class will be divided into groups.
Each group will demonstrate the following table service
in front of the class. The scoring rubric on the next page will be used in evaluating your group performance.

**Demonstration 1:** Demonstration on the rules to be observed in the table service (Order of Service)

**Demonstration 2:** Demonstration on the rules to be observed in the table service (Loading of Trays)

**Demonstration 3:** Demonstration on the rules to be observed in the table service (Prepare and Serving beverage with garnishing)

1. Bloody Mary
2. Champagne cocktail
3. Manhattan
4. Martini
5. Rob Roy

**Demonstration 4:** Demonstration on the rules to be observed in the table service (Refilling with water)

<table>
<thead>
<tr>
<th>Scoring Rubric for Table Service Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>Proper effective use of tools, equipment, and materials</td>
</tr>
<tr>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>Work Application Procedure</td>
</tr>
</tbody>
</table>
This lesson focuses on knowledge, skills, and right attitude in clearing the table. Techniques and safety tips are presented for you to perform your task effectively.

**Objectives:**

At the end of the lesson, the learner is expected to:

1. Have a working knowledge of rules and regulations in clearing the table
2. Demonstrate clearing of table following standard procedure
3. Clean the table and change used ashtrays properly
4. Observe table manners and etiquette

<table>
<thead>
<tr>
<th>Safety and security work habits</th>
<th>Highly self-motivated and observes all safety and security precautions all the time</th>
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<td>Speed/Time</td>
<td>Finished the work ahead of time</td>
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<td>Finished the work beyond the given time.</td>
<td>No work at all</td>
</tr>
</tbody>
</table>
Lesson 1: Clearing the Table

Good service is also made possible by an efficient system of bussing and clearing dishes from the table. The following must be observed in clearing the dishes:

1. Always excuse yourself and ask permission from the guest when removing soiled dishes.

2. When everyone at the table has finished eating, remove all the soiled chinaware, flatware, and wine from the rightside of the guests' glasses. But do not clear the water glass and coffee cups as they should be refilled. Remove them only after the guests have left the table. Never reach across in front of a guest in removing dishes. Remove serving dishes and silver first, then remove the dishes from each person's cover, usually beginning with the hostess or guest of honor. Avoid stacking dishes on the table in front of the guest inclearing the table. Use your left hand to remove the plate. Transfer it to your right hand for the salad plate or other dishes.

3. Brush the tables with a clean, moist side towel whenever necessary. Take care not to spill the crumbs on the lap of the customer. Use small plate to catch the crumbs.

4. Buss out largest plates first, followed by the smaller ones so that they can be easily stacked.

5. When bussing, follow the standard procedure the 3S’s –
segregate, scrape, and stack away from the guest.
Segregate Chinaware from glassware and cutlery. Scrape left over food and stack together the chinaware of the same kind and size.

6. Use appropriate trays for bussing – bar tray for the bar items (glasses and bottles), rectangular or oval tray for chinaware.

7. Re-set table for new guest

Review of Learning Outcome 1

OR FALSE

Directions: Write the word TRUE if the statement is correct and the word FALSE if it is not correct. Write your answers in your notebook.

_________1. Tables must be left unattended after the guests have finished eating.

_________2. Small plates must be removed first.

_________3. You can use any kind of tray for bussing.

_________4. It is proper to remove the plates of the guests even without their permission.

_________5. It is appropriate to remove soiled utensils at the right side of the guests.

Let’s Do it!

DEMONSTRATION

Directions: The class will be divided into group. Each group will demonstrate the proper way of clearing tables in front of the class. The scoring rubric on the next page will be used in evaluating your group performance.
### Scoring Rubric for Proper Clearing of Table

<table>
<thead>
<tr>
<th>30 %</th>
<th>30%</th>
<th>25%</th>
<th>Safety and security work habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Skilled (30-29)</td>
<td>Appropriate and effective selection, preparation and use of materials and tools/equipment all the time.</td>
<td>Appropriate and effective selection, preparation and use of materials and tools/equipment most of the time.</td>
<td>Highly self-motivated and observes all safety and security precautions all the time.</td>
</tr>
<tr>
<td>Skilled (28-27)</td>
<td>Appropriate and effective selection, preparation and use of materials and tools/equipment most of the time.</td>
<td>Appropriate and effective selection, preparation and use of materials and tools/equipment sometimes</td>
<td>Self-motivated and observes most safety and security precautions most of the time in work</td>
</tr>
<tr>
<td>Moderately Skilled (26-25)</td>
<td>Does not select, prepare, and use appropriate materials and tools/equipment</td>
<td>Systematic application of work procedure sometimes with constant supervision</td>
<td>Self-motivated and observes sometimes some of the safety and security precautions in work</td>
</tr>
<tr>
<td>Unskilled (24-23)</td>
<td>No attempt to use tools/equipment</td>
<td>Does not follow systematic application of procedure and highly dependent on supervision</td>
<td>Needs to be motivated and does not observe safety and security precaution in work</td>
</tr>
<tr>
<td>No attempt (22-21)</td>
<td>No attempt to apply procedure to the task given</td>
<td>No attempt to apply procedure to the task given</td>
<td>Not motivated and totally disregards safety and security precautions in work</td>
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**Proper and effective use of tools, equipment, and materials**

- Appropriate and effective selection, preparation and use of materials and tools/equipment all the time.
- Appropriate and effective selection, preparation and use of materials and tools/equipment most of the time.
- Appropriate and effective selection, preparation and use of materials and tools/equipment sometimes.
- Does not select, prepare, and use appropriate materials and tools/equipment.
- No attempt to use tools/equipment to task given.

**Work Application Procedure**

- Systematic application of all work procedure all the time even without proper supervision.
- Systematic application of work procedure most of the time with minimum supervision.
- Systematic application of work procedure sometimes with constant supervision.
- Does not follow systematic application of procedure and highly dependent on supervision.
- No attempt to apply procedure to the task given.

**Safety and security work habits**

- Highly self-motivated and observes all safety and security precautions all the time.
- Self-motivated and observes most safety and security precautions most of the time in work.
- Self-motivated and observes sometimes some of the safety and security precautions in work.
- Needs to be motivated and does not observe safety and security precaution in work.
- Not motivated and totally disregards safety and security precautions in work.
Lesson 2: Cleaning the Table and Changing Used Ashtrays

After the bussing and clearing procedures, closing will be the last step that staff should put in mind. Here are some helpful tips that will guide you in accomplishing the task effectively.

1. Clean all tools, utensils, and containers.
   
   - Empty, clean, and return all equipment at their right places.
   - Turn off all appliances as necessary.
   - Wrap, date, and refrigerate perishable food in clean containers.
   - Recording of shift information (shortage, wastage and spillage).
   - Requisition and restocking of station with the required ingredients and utensils used during the day.
   - Secure station.

Instructions in cleaning the table:

1. Remove all debris from the table. This includes all dishes, napkins, and garbage left behind by the previous customer. Check for candy and gum that might have been smashed on seats or under the table, and remove with a scraper.

2. Use a clean, damp rag to wipe the surface of the table. Use an abrasive cream made from baking soda and water to remove any sticky, hard-to-remove substance. Apply a thin layer of paste, then use the rag to scrub the table top until the caked on debris is removed. Check the seats for any food or sticky objects, and use the baking soda paste to clean the chair or booth as well.
3. Rinse the rag with clean, hot water, and wipe off any traces of baking soda from the table and chairs. This will likely require several attempts to remove the baking soda residue.

4. Fill a clean container with a 1/2 gallon of hot water. Add 2 tablespoons of bleach to the water and stir. The mixture should not have an overpowering aroma, and should only be slightly detectable. If the bleach water is made too strong, there will be chlorine residue left on the tables, and could be so strong that the smell could make customers sick. If the bleach water is too weak, it will not have the disinfectant properties to effectively clean the surfaces.

5. Dip a clean rag in the bleach-water solution, ring out the excess water and use the rag to wipe down the surface of the table and chairs. Dry the table with a clean cloth before another customer is seated at that table.

Changing of Soiled Ashtray

1. Get clean ashtray.

2. Cover soiled ashtray.

3. Set aside/ remove dirty ashtray.

4. Set table appointments.

Review of Learning Outcome 2

SEQUENCING

Directions: Arrange the following bussing and clearing steps in chronological order. Put 1 for the 1st step, 2 for the 2nd step and so on, so forth. Write your answers in your notebook.

1. Record shift.

2. Wrap, date, and refrigerate perishable food in clean containers.
________3. Clean all tools, utensils, and containers.

________4. Secure station.

________5. Empty, clean, and return all equipment at their right places

________6. Turn off all appliances as necessary.

________7. Requisition and restocking of station with the ingredients and utensils that were used during the day.

DEMONSTRATION

Directions: The class will be divided into groups. Each group will demonstrate the proper cleaning of tables and changing of ashtrays in front of the class. The scoring rubric on the next page will be used in evaluating your group performance.

Scoring Rubric for Proper Cleaning of Tables and Changing of Ashtrays

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<th></th>
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</tr>
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LET’S DO IT!
**SUMMATIVE ASSESSMENT**

<table>
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<tr>
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**n:** Read and analyze the statements carefully.
Identify the letter that corresponds to the correct answer. Write your answer on your answer sheet.

1. The process of buying the right amount of food at the right time, from the right place and from the right source.
   - C. Purchasing
   - C. Storing
   - D. Serving
   - D. Receiving

2. An agency that monitors and evaluates the processed foods, drugs, and other related products of manufacturers to ensure the standard quality for safety of the market.
   - E. Department of Health
   - F. Department of Trade and Industry
   - G. Food and Drug Administration
H. National Nutrition Council

3. The following are effective purchasing steps and procedures except one:
   A. Develop purchase orders
   B. Estimate inventory of stocks
   C. Identify needs by planning
   D. Select and negotiate with vendors

4. A guide in cooking that tells exactly how to cook a certain dish
   A. Meal
   B. Meal pattern
   C. Menu
   D. Recipe

5. It refers to the distinctive taste of the food.
   A. Color
   B. Flavor & aroma
   C. Palatability
   D. Texture

6. This refers to the amount of a single portion of a final product
   A. Ingredients
   B. Recipe yield
   C. Serving size
   D. Volume of an ingredients

7. These are the food items used in the recipe.
   A. Ingredients
   B. Dish
   C. Meal
   D. Menu

8. Process that includes storage, preparation, and disposal of food
   A. Food safety
   B. Marketing
   C. Purchasing
   D. Management

9. The range of room temperature where bacteria multiply rapidly
   A. 5. 32 to 60 °C
   B. 7. 22 to 60 °C
   C. 10 to 48. 8 °C
   D. 15. 5 to 52 °C

10. Cooking method where heat is conducted without moisture and no water is added.
    A. Broiling and grilling
    B. Combination method
    C. Dry heat
    D. Moist heat

11. Process where food is repeatedly basted with highly seasoned sauce.
A. Baking  
B. Barbecuing  
C. Grilling  
D. Steaming

12. Cooking process where food is first browned in a small amount of fat in a slow heat.
   A. Braising  
   B. Roasting  
   C. Poaching  
   D. Stewing

13. Cooking in an open grid over a heat source which is below the food
   A. Broiling  
   B. Grilling  
   C. Frying  
   D. Roasting

14. Soup made by simmering an ingredient in a thickened liquid
   A. Clear soup  
   B. Puree soup  
   C. Cream soup  
   D. Vegetable soup

15. A clear liquid soup derived by simmering meaty cuts in water until good flavor, body and color develop.
   A. Broths  
   B. Cream soup  
   C. Consommé  
   D. Thick soup

16. One of the popular foods with vitamin B and Iron that is being cooked uncovered in a large amount of boiling water in a stock pot
   A. Cereals  
   B. Pasta  
   C. Rice  
   D. Root crops

17. Fast and efficient meal service that is commonly used in school and industrial services.
   A. Buffet service  
   B. Cafeteria service  
   C. Counter service  
   D. Table service

18. A sauce that is prepared by emulsifying melted or clarified butter and water with partially cooked egg yolks.
   A. Brown sauce  
   B. Hollandaise sauce  
   C. Grand sauce  
   D. White sauce

19. Used to lubricate and add accent to the salad.
   A. Dressing  
   B. Garnishing  
   C. Sauce  
   D. Starch
20. Appetizers which are tiny open-faced sandwiches of bite size and usually high flavored or tangy.
   A. Canapé             C. Hors d’ oeuvres
   B. Cocktail           D. Relishes

21. Appetizer which includes carrots and curl lettuce, cucumber sticks, celery, black olives, peanut and the like.
   A. Cocktail           C. Relishes
   B. Hors d’ oeuvres    D. Salads

22. Cheese, sesame seeds, croutons, herbs, toasted garlic and whipped cream are examples of:
   A. Body of salad      C. Salad green
   B. Dressing           D. Toppings

23. An ingredient that adds moisture to a sandwich and helps to hold it together as it picked up and eaten.
   A. Bread             C. Garnishes
   B. Fillings          D. Spreads

24. Piece of cloth, paper or plastic used to cover the dining table.
   A. Placemat          C. Silence cloth
   B. Runner            D. Table cloth

25. A long, narrow strip of cloth used to provide accent to a bare table
   A. Placemat          C. Silence cloth
   B. Runner            D. Table cloth

26. Water tumbler, juice glass, whiskey glass, and goblet are some common examples of
   A. Beverage ware     C. Dinnerware
   B. Chinaware         D. Flatware

27. It includes all the tools used for eating and serving.
   A. Chinaware         C. Flatware
   B. Dinnerware        D. Glassware

28. A formal service type where food arranged from soup to
dessert and served by the waiter from the platter to the individual plates of guests on the left side.  
A. American service  C. French service  
B. Buffet service  D. Russian service

29. An alcoholic beverage that is distilled from a fermented mash of sugar come from juice or molasses which is generally bottled at 40 % alcohol  
A. Gin  C. Wine  
B. Rum  D. Whiskey

30. A flavored, distilled, and colorless to pale yellow liquor made from a fermented mash of cereal grains  
A. Gin  C. Wine  
B. Rum  D. Whiskey

31. Laying flatware, the fork is placed with tines facing up at the _______ of the plate  
A. Left side  C. Upper side  
B. Right side  D. Lower side

32. Serving flatware is generally laid at the _______ of the dish to have the serving flatware stuck into the food at the start of the meal.  
A. Left side  C. Upper side  
B. Right side  D. Lower side

33. Cups and saucers are placed at the top  
A. Left side  C. Upper side  
B. Right side  D. Lower side

34. Drinking glasses are placed at the tip of the knife or spoon at _______ of the cover  
A. Left side  C. Upper side  
B. Right side  D. Lower side

35. Serving dishes are placed in the middle of the table in a manner that will not make the table look cluttered. Make sure that _____ for each dish is provided and placed near the dishes  
A. Serving flatware  C. Knife
B. Fork  D. Tong

36. Sandwich process that is done by placing in layers over or under another bread.
   A. Layering  C. Piping
   B. Molding  D. Portioning

37. Dividing the pieces of bread into serving sizes.
   A. Layering  C. Piping
   B. Molding  D. Portioning

38. Forming the bread into desired shapes
   A. Layering  C. Piping
   B. Molding  D. Portioning

39. Trimming edges of the bread.
   A. Layering  C. Piping
   B. Molding  D. Portioning

40. Bread that is soaked in egg and milk and fried in a non-stick pan
   A. Layering  C. Piping
   B. Molding  D. Portioning

41. These are slices of bread with fillings such as peanut butter and jelly, cheese or meat and others before serving
   A. Fried  C. Open-faced
   B. Grilled  D. Regular

42. A multi-layered sandwich with fillings in between
   A. Club sandwich  C. Ethnic bread
   B. Domino bread  D. Pitta bread

43. An ingredient that adds moisture to a sandwich and helps hold it together.
   A. Bread  C. Garnishes
   B. Fillings  D. Spreads

44. This is hot or cold which is the main focused of a sandwich
   A. Bread  C. Garnishes
   B. Fillings  D. Spreads

45. Following are materials for packaging except one:
A. Chopping board  C. Grease proof food wrap
B. Container      D. Wrafer

46. Includes all tools used for eating and serving.
   A. Beverage ware  C. Flatware
   B. Dinnerware    D. Linens

47. These includes all dining implements used to serve all types of beverage.
   A. Beverage ware  C. Flatware
   B. Dinnerware    D. Linens

48. The most common type of napkin folding used in any occasion
   A. Basic fold  C. Candle
   B. Birds of paradise  D. Mexican fold

49. An alcoholic beverage that is produced from the fermented juices and other fruits.
   A. Beer  C. Liquors
   B. Gin  D. Wine

50. Recognized as distilled alcoholic beverage
   A. Beer  C. Liquors
   B. Gin  D. Wine

GLOSSARY

Appetizer - small pieces or portions of highly seasoned food, usually served before a meal to induce and stimulate one’s appetite

Basic set – up - “ala carte” performed before the guest arrives in for a main course

Beverage ware - All dining implements used to serve all types of beverages. It includes glassware, plastic ware, and paper ware.
Blanching - Moist-heat method of cooking whereby food is placed in boiling or simmering water to achieve partial cooking.

Braising - Moist-heat method of cooking which involves browning meat in a small amount of fat first after which it is cooked slowly in a liquid mixture.

Buffet service - A type of self service where table is set with varieties of food from which diners / guests moved around, helping themselves to whatever food they choose.

Cooking - process that transforms the raw materials into various appearances, flavors, and textures.

Deep frying - Dry-heat method of cooking which involves a large amount of cooking oil, enough to cover the food being fried.

Dinnerware - table appointments over which food is placed.

Doilies - small ornamental piece of lace or linen or paper used to protect a surface from scratches by hard objects such as vases or bowls; or to decorate a plate of food.

Dressing - In salad, may be a permanent emulsion or a temporary emulsion which adds flavor and tartness to the combination of ingredients and makes the salad moist and the particles stick together.

Dry heat method - a method that involves cooking the food where heat is conducted without moisture, no water is added. It is a carry-over cooking, where the heat retained by the food even after it has been removed from the source of heat.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Flatware</strong></td>
<td>includes all tools used for eating and serving. It includes spoon, fork, knife, serving spoon and fork.</td>
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<tr>
<td><strong>Food handlers</strong></td>
<td>any person who directly handles or unpacked food, food equipment and utensils or food contact surfaces and is therefore expected to comply with food hygiene requirements.</td>
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<tr>
<td><strong>Food preparation</strong></td>
<td>starts from receiving the right amount of raw food, washing, cutting, cooking, holding and serving</td>
</tr>
<tr>
<td><strong>Food safety</strong></td>
<td>assurance that food will not cause harm to the consumer when it is prepared and/or eaten according to its intended use.</td>
</tr>
<tr>
<td><strong>Linen</strong></td>
<td>is broadly used to include the table cloth, silence cloth, runners, placemats, and napkins.</td>
</tr>
<tr>
<td><strong>Menu cover</strong></td>
<td>a set menu features pre-arranged items at fixed price meal based on the types of service used.</td>
</tr>
<tr>
<td><strong>Moist heat method</strong></td>
<td>a method that involves cooking the food in flavorful boiling water or steam</td>
</tr>
<tr>
<td><strong>Napkins</strong></td>
<td>small pieces of table linen that are used to wipe the mouth and to cover the lap in order to protect clothing. May be folded plain or in a variety of fancy shapes when set on the table</td>
</tr>
<tr>
<td><strong>Placemats</strong></td>
<td>a protective table pad usually made of paper, plastic or cloth for restaurants and household that it is placed underneath individual plates and dishes to catch crumbs and protect the tablecloth,</td>
</tr>
<tr>
<td><strong>Purchasing</strong></td>
<td>the process of buying the right amount of food at the right time, from the</td>
</tr>
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</table>
right place and from the right source.

**Recipe** - guide in cooking that tells exactly how to cook a certain dish and which includes the list of ingredients, method of cooking, preparation, and manner of serving the dish.

**Salad** - a hot or cold dish made from combination of ingredients served with a dressing, and used either as appetizer, accompaniment for entrée, main dish, or dessert.

**Sautéing** - Dry heat method of cooking which involves cooking food in small amount of hot fat, constantly mixing for even cooking.

**Silence Cloth** - a thick material used on a dining table under the table cloth, deadens noise of dishes prevents tablecloth from sliding

**Standard** - also called critical limit, is a time, temperature or other requirement that must be met to keep a food item safe

**Standardized Recipe** - specifies the exact amount of ingredients, equipment, and preparation method needed. Used to save food and labor costs

**Table appointments** - All implements used in dining, includes dinnerware, flatware, beverage ware, and hollowware.

**Table centerpiece** - a table decoration such as group of flowers that is placed at the center of a table which adds beauty and elegance to the set-up

**Table cloth** - A piece of cloth, paper, or plastic used to cover the dining table.
Table Runners - long, narrow strips of cloth used on bare tables without under liners, these can be used even without tablecloths especially when the tabletop is of special finish.

Table service - A type of service commonly used in residences, hotels, and restaurants where dining areas are arranged in varying degrees of formality, and where the service staff attend to the diners’ needs as they follow specific styles of service.

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