

CAMBRIDGE

Cambridge **Hospitality**

Recipes for

Kitchen Skills



Kelly Evans



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Introduction



Congratulations on choosing *Cambridge Hospitality – Recipes for Kitchen Skills*.

You are about to begin an engaging and practical course where you will gain industry-based experience and develop a range of professional kitchen skills. The recipes in this book are modern, tasty and fun to prepare. They will provide you with the opportunity to work with diverse flavours and techniques. Each recipe has been designed to introduce and reinforce key knowledge and practical skills that mirror those needed in a commercial kitchen. By using this book, you can track your progress throughout the course, evaluate and review your own performance, and receive feedback from your teacher. By focusing on specific skills and ingredients, you will be well on your way to achieving competency in the kitchen. *Cambridge Hospitality – Recipes for Kitchen Skills* will assist you in meeting the requirements of the course and, above all, gain confidence working with food.

Let's get started in the kitchen!

Kelly Evans



Using Cambridge Hospitality Recipes for Kitchen Skills

The Cambridge Hospitality – Recipes for Kitchen Skills resource package consists of three components:

1 Student Recipe Journal

The Student Recipe Journal contains a wide range of recipes and supporting activities that have been purpose written to meet the practical requirements of the Hospitality Curriculum Framework. These recipes are grouped into specific units within the Commercial Cookery and Food and Beverage streams.

Bruschetta on Turkish
SERVES: 1 TOTAL: 25 minutes

8 Preparation **15** Cooking **2** Serving & Presentation

INGREDIENTS

- 1 red onion
- 1 tomato
- 2 basil leaves
- 1 loaf of Turkish bread
- 1 clove of garlic
- 1 tablespoon vinegar
- 1 clove garlic
- salt and pepper to taste
- a sprig of conventional parsley to garnish
- 1 small piece feta or goat's cheese, to garnish

METHOD

1. Complete mise en place.
 - Slice onion.
 - Dice tomato.
 - Chop basil.
 - Crush garlic.
2. Combine olive oil and crushed garlic, season with salt and pepper.
3. Brush both sides of bread with a small amount of the garlic oil mixture and place on a baking tray.
4. Cook for 10–15 minutes, or until golden brown, in pre-heated oven.
5. Place the bread on a wire rack to cool.
6. Combine the remaining garlic oil mixture, tomato, balsamic vinegar, onion and basil in a bowl. Mix well.
7. Top the bread with tomato mixture.
8. Garnish the bruschetta with conventional parsley and crumble with feta cheese. Serve immediately.

tips & Techniques

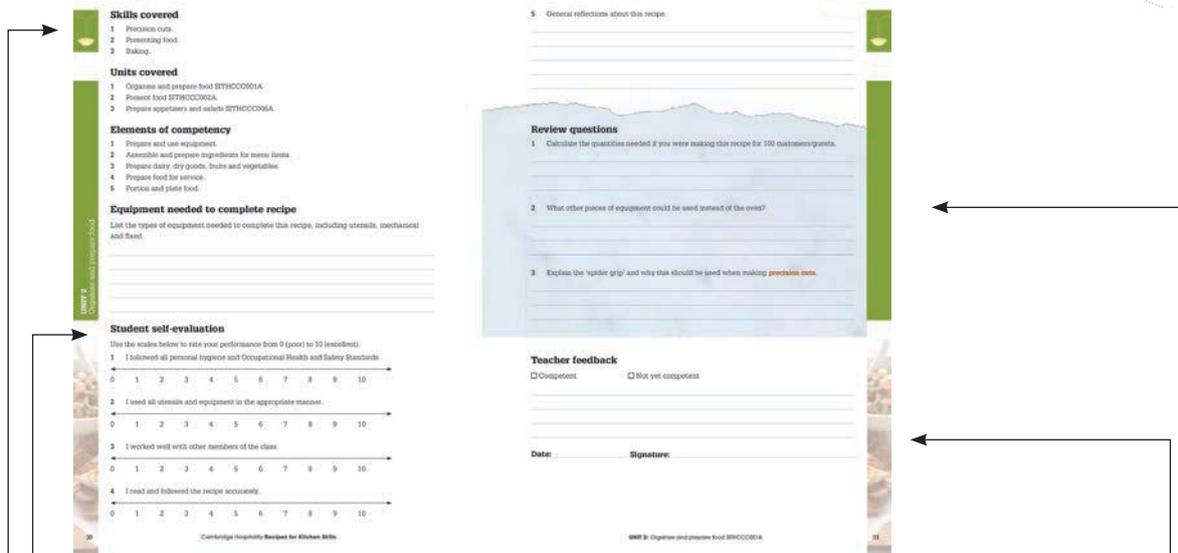
When crushing the garlic use the edge of the knife to crush the clove and use a little salt to season as you push.

To use the 'spiral grip' to season all portions, the one impregnated naturally, the bread should be held the firm as it will not slip and evenly with the other hand pointing the knife blade while rotating. Cut your fingers and the knife blade and not against your knuckles freely. Keep the knife blade against the back of all four and the knife blade as a right angle to the rotating motion.

Key features of the Student Recipe Journal

Each recipe features:

- stunning full colour photographs of completed dishes and beverages
- detailed breakdowns of required steps, including mise en place tasks
- estimated time required for each step*
- glossary terms highlighted in text for quick reference
- 'Tips & techniques' boxes that reinforce key skills and provide helpful hints for mastering each recipe
- colour-coded chapters for easy identification of units.



Each recipe is also supported by:

- a clear outline of the key skills covered, units covered and elements of competency required
- a 'Student self-evaluation' section where you can reflect on and rate your performance in key areas of competency
- a set of 'Review questions' to help you test and extend your knowledge of key skills and techniques
- a 'Teacher feedback' section

* Please note that the estimated time for each recipe should be used as a guide only. The amount of time required to complete each step may vary depending on the skill level and number of students, and the availability of cooking equipment such as ovens.

2 Teacher Resource Package

The Teacher Resource Package contains a wide variety of resources to support students and teachers, including:

- a range of additional recipes for many units covered in the Student Recipe Journal as well two additional units: Prepare stocks, soups and sauces (SITHCCC008A) Handle and serve cheese (SITHCCC021A)
- fully worked solutions to all 'Review questions' in the Student Recipe Journal
- a range of assessment tasks and assessment overviews for all units
- a selection of templates and pro formas to help students create their own recipe cards and workflow plans.
- a recipe calculator that calculates ingredient quantities depending on your class size.

3 Student and teacher website

The *Cambridge Hospitality – Recipes for Kitchen Skills* website is a free resource that contains a range of additional information, activities and weblinks to support teachers and students.



About the author

Kelly Evans

Kelly Evans (B.Ed) has been the TAS Coordinator at Lumen Christi Catholic College since 2003. She has taught Design and Technology, Food Technology, Textiles and Design, and Hospitality for many years and has also been a member of HSC marking panels. Kelly is passionate about teaching and was nominated for a National Excellence in Teaching Award in 2005.



Table of abbreviations

Abbreviation	What it stands for
C	cup
g	gram
kg	kilogram
L	litre
mL	millilitre
t	teaspoon
T	tablespoon

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UNIT 1 Getting started



Unit overview

The recipes contained in this book are designed specifically to help you master the elements of competency for the following subjects in the Commercial Cookery and/or Food and Beverage Streams of the Tourism, Hospitality and Events Training Package (SIT07):

- Organise and prepare food SITHCCC001A
- Prepare appetisers and salads SITHCCC006A
- Prepare sandwiches SITHCCC007A
- Use basic methods of cookery SITHCCC005A
- Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A
- Prepare and serve espresso coffee SITHFAB012A
- Prepare and serve non-alcoholic beverages SITHFAB010A.

Each recipe in this book is accompanied by a range of tips and techniques that will help you build your skills and confidence. The units covered and the elements of competency are explicitly outlined for each recipe and encourage you to reflect on your performance and build your knowledge of various cooking methods and skills by completing a range of self-evaluation and review activities after each recipe.

Preparing and presenting food for service

Every day employees in all areas of the hospitality industry prepare, plate, present and serve an almost endless variety of food and beverage items to millions of customers across Australia. These items span a range of beverages, appetisers, canapés, entrées, main meals, desserts, soups, sandwiches and breakfast items. Regardless of what is being served, the food must be fresh, well prepared and visually appealing. There are some basic principles that need to be followed when preparing and presenting food for service.

1 Adhere to and follow all personal hygiene principles

Personal hygiene is of paramount importance in all areas of the hospitality industry, particularly when you consider that the human body is a natural carrier of bacteria and germs. All those in the industry who come into contact with food are responsible for ensuring that the items are handled, prepared and served to customers in a safe and hygienic manner. To ensure this is the case, there are a number of basic rules that must be adhered to. These include:

- Ensuring that hands are properly washed and dried, according to industry standards. Hands should also be washed and dried immediately before handling food and immediately after touching raw food (especially meat), going to the toilet, handling money, eating, smoking, sneezing, coughing or blowing your nose.
- Ensuring that all clothing is clean. An industry-standard uniform should be worn. The uniform should not be worn outside the workplace. Protective clothing should be worn, including leather covered shoes and hairnets or chef's hats.
- Ensuring that jewellery (i.e. rings and bracelets) and watches are removed before handling and serving food items, as bacteria carried on these items can contaminate food.
- Ensuring that fingernails are kept short and clean, with no visible signs of nail polish.
- Ensuring that hair is clean and tied back or covered when working with food.
- Ensuring that any cuts, wounds or open sores are covered with a coloured Band-Aid or disposable gloves.

Food handlers are legally obliged to follow and meet these standards of good hygiene when preparing and providing food for customers under the *Food Act 2003* (NSW) (as amended).



2 Select appropriate crockery

A wide selection of crockery and utensils are used in food presentation and service. There are some basic principles to follow, and checks to make, when selecting appropriate crockery and plating food items. These include:

- Checking that there is no damage to any of the crockery, and that there are no chips or cracks. All crockery must be spotlessly clean **before** plating food. After plating the food, you can use a clean piece of paper towel to wipe and remove any drips, spills or grease marks.
- Selecting crockery that is appropriate to the size and type of dish being served. Naturally, entrées should be served on an entrée plate, main meals on large plates, soups in soup bowls, and sandwiches and appetisers on plates or platters. Generally, you should match the crockery with the portion being served. However, with modern cuisine there are many exceptions to this rule. For example, a current trend in plating named **nouvelle cuisine** (a French term meaning ‘new cuisine’) places greater emphasis on presentation. A larger plate is used, and the appearance of a small item is enhanced with patterned sauces, syrups and other garnishes.

Regardless of how the food is plated, the crockery should complement the food item and the portion needs to be taken into consideration. A large portion on a small plate can appear unappealing and out of proportion. A small meal can appear ‘lost’ on a large plate. The portion itself should appear sufficient.

- Ensuring the crockery you select enhances the overall appearance of the dish. Always consider the overall style, shape, size and colour.
- Ensuring that crockery is appropriate to the establishment, and to the environment in which it is served. Food service in a hospital requires plates, bowls and crockery that can be easily arranged on a patient’s bed tray.



Food production and service in a fast food outlet is often served in disposable packaging so that the customer can take the food item away to eat it.

Finally, you should take into account the temperature of the food when selecting crockery. Hot food should be served on a hot plate (or equivalent) and cold food should be served on a cold plate (or equivalent). This plays a part in the overall culinary experience for the customer.

3 Food portioning

Food portioning refers to the amount of food given to one person. It is important to use standard portions so that when food items are plated and served they are all the same size. To make certain all food items are served and portioned in the same way, the food handler should use a standardised recipe. Each item is then prepared the same way each time, and uses the same crockery and serving utensils. The size and appearance of garnishes should also be standardised, so that when the meal is presented to the customer it looks the same each time.

4 Presenting food

Food presentation is one of the most crucial aspects of a positive culinary experience. A food item needs to be visually pleasing, as well as appealing to our other senses with its aroma, flavour and texture.

The overall look of a meal is often the first thing that a customer experiences, and it can mean the difference between a positive and negative dining experience. To present food in an attractive way, you should consider how it will look once it is plated. The item should be served at the correct temperature, and not appear undercooked or wilted. It should also be of an appropriate size, and (if applicable) finished with a sauce or garnish. Finally, if a meal has a little bit of height, it often looks more appealing.



5 Displaying food

In some establishments, food items are arranged in a display so that a customer can choose what they want to eat. This type of service is quite common at buffets and salad bars. On these occasions, the overall display adds to the appeal of the food.

The colour and contrast of the foods within the display are important. If there are only one or two colours the food appears less appealing. Colour and contrast suggest variety.

You might consider using classical or innovative presentation styles for individual food items. For example, fruit salads may be served in hollowed-out watermelons. Alternatively, a chocolate fountain with strawberries on skewers makes for an interesting, interactive dessert.

The overall presentation of the service area is also extremely important. The atmosphere of a Mexican-themed buffet can be enhanced with the addition of a few terracotta pots or sombrero hats as part of the overall display. When arranging these displays, think about the ways in which food can be presented and whose needs you are catering to.



6 Garnishes





A **garnish** is any small food item placed on a meal before being served to customers, primarily to boost visual appeal. A garnish also provides flavour and texture to a meal. Often a garnish is chosen due to its colour or overall texture, and it should complement the item being served. Garnishes should be fresh, edible and suitable to the dish they are accompanying. There are many typical garnishes added to meals, some of these are outlined in the following table:

	Garnish	Method
1	Citrus twists This type of garnish is often used to colour and add height to salads and desserts.	Cut appropriate quantities of any citrus fruit such as oranges, limes and lemons into slices. Use a knife to cut one edge of each slice from its centre to its rind. Then, twist the fruit in opposite directions. Place on the side of the plate or on top of the food item.
2	Citrus zest Citrus zest is used to add flavour and visual appeal to a range of sweet and savoury menu items.	A zester is used to scrape the skin from citrus fruit. This results in small strips of intensely flavoured skin that is then placed on top of both savoury and sweet meals. A recipe may also call for the zest to be used in the cooking and preparation of the item.
3	Croutons Croutons are a common addition to salad and soups, adding texture and visual appeal.	Remove crusts and cube the bread. Fry the cubes in melted butter or oil until golden brown. Drain cubes on absorbent paper to remove any butter or oil residue and then toss them with the salad or place a handful in the soup.
4	Cucumber spirals This garnish is often used in salads and with Asian-inspired meals, such as satay chicken skewers.	For each garnish, cut two pieces of cucumber 3 mm thick. Make a large cut from the centre to the edge on both slices. Twist each slice into an 'S' shape. Place the spirals next to each other and link them together or alternatively you can keep each twist separate.
5	Diced herbs Diced herbs contribute colour, texture and unique flavours to the overall meal. These types of garnishes are used in a wide variety of dishes.	Typical herbs that are added to meals include basil, chives, parsley, coriander, mint, lemon thyme, dill, fennel, sage and watercress. These herbs can be finely diced, torn or presented in their natural form – such as a basil leaf.
6	Fried leek This type of garnish is often used with savoury items, such as soups or poultry.	Finely julienne the leek before deep-frying it in hot oil. The leek can then be served on top of or on the side of the dish.
7	Grated chocolate Grated chocolate is a classic dessert decoration or it can be used to garnish anything sweet.	Use a grater or peeler to grate chocolate to the desired consistency. You may use big, thick pieces of grated chocolate or you may want fine, small slivers. Grate your chocolate onto a clean plate before adding it to your food item.

<p>8</p>	<p>Herbed butter Not strictly a garnish, herbed butters add flavour and interest to a variety of foods, including appetisers, breads, fish and meats.</p>	<p>Cream the butter. Add flavouring, such as chives or sun-dried tomatoes, which will complement the food the butter is served with. Spoon the butter onto greaseproof paper and then roll it gently into a log. Twist the ends of the log tightly so that you have a nice even roll. The log of butter can then be placed in the freezer and sliced when needed. Allow to soften slightly before cutting. When used with freshly cooked meat, the heat causes the butter to melt slowly, flavouring the food as well.</p>
<p>9</p>	<p>Lime and lemon wedges These wedges are a bright addition to the plate, often used to garnish and then flavour fish.</p>	<p>Cut the orange or lemon in half and then into thirds. Carefully remove any pips and arrange the wedges on a plate in pairs.</p>
<p>10</p>	<p>Quenelles Quenelle is a French term for a garnish and refers to its 'football-like' shape. It is often used to decorate a dessert, but can be used for savoury dishes as well.</p>	<p>For a sweet garnish, a quenelle mixture can be made from whipped cream or mascarpone. For a savoury food item the quenelle can be made using sour cream. Basically a quenelle needs to look like an oval wedge with three sides. To make a quenelle, use two large metal spoons (such as dessert spoons). Warm them under hot water and keep them slightly damp. Use the first spoon to scoop a small portion of the quenelle mixture. Then use the second spoon to scoop the mixture from the first spoon, smoothing the mixture as you go. Repeat the process, keeping the spoons warm until you have a neat oval-shaped quenelle.</p>
<p>11</p>	<p>Spring onion curls These curls are often used to garnish Asian-inspired meals, such as spring rolls.</p>	<p>Cut the spring onions into pieces approximately 7 cm long. Then slice each piece lengthways, almost all the way to the end, approximately every 2 mm. Place spring onions in a bowl of cold water. Over time, the ends of the spring onions will start to curl up. This method can also be used on celery.</p>
<p>12</p>	<p>Strawberry fan This garnish can be added to sweet dishes such as desserts and cakes.</p>	<p>Make a series of length-way cuts, three-quarters of the way along the length of the strawberry. Then spread (or fan) out the strawberry. Add to the plate. (Avocado and gherkins can be used as an alternative garnish for savoury dishes.)</p>
<p>13</p>	<p>Vandyke tomatoes This visually impressive garnish is a decorative addition to a plate, and is often used as part of a side salad.</p>	<p>Use a paring knife to make zigzag cuts around the middle, halving and then pulling apart the tomato. This method works well with cherry tomatoes, due to their small size and uniformity. It can also be applied to radishes, melons and citrus fruit.</p>

Hospitality equipment

Hospitality equipment can be classified into three main categories:

1 Utensils

Utensils include all small hand-held items such as knives, peelers, bowls, spoons, chopping boards and all non-electrical pieces.

While working in the hospitality industry you will be exposed to a wide range of utensils. In a school environment you may have access to a wide variety of commercial utensils, or only a limited number of pieces. Either way, it is essential to have a good understanding of how to use, clean and care for these utensils so that you don't cause injury to yourself or to those around you.

Arguably, the most important utensils used in the kitchen are knives. Having good knife skills and the ability to clean and care for your knives will be important at all stages of food preparation. A chef needs access to a few basic knives as well as sharpening equipment. Within your own toolkit you should have the following:



Chef's knife (or cook's knife)

This type of knife is used in most aspects of food preparation. It is suited to chopping, slicing, dicing and general cutting. This knife has a blade that is approximately 20–25 cm, is wide at the heel and tapers to a point at the end. It is important that this knife is kept sharp and well looked after because it is used so much.



Paring knife

This knife is small, with a pointed blade about 7 cm long. It is mainly used for small kitchen tasks such as peeling, turning, cutting and carving patterns into various food ingredients.



Turning knife

This is a small knife that has a curved and pointed blade. The blade is about 5 cm long and its curved nature makes it most suitable for turning vegetables and carving patterns into food.



Filleting knife

This knife has a long flexible blade (it varies in length from 18 to 30 cm) and is used to **fillet** fish. The blade on this knife is quite narrow, making it easy to fillet fish and remove the skin from poultry.



Serrated knife (or bread knife)

This knife has a long serrated blade, used for cutting items such as sandwiches, bread and other baked goods, leaving them with a clean edge. A bread knife can vary in length, but is usually about 30 cm long.



Boning knife

A boning knife has a thin pointed blade approximately 30 cm long. It is mainly used for cutting meat and poultry from the bone and it allows the chef to get as close as possible to the bone. A stiff boning knife is good for boning beef and pork, and a flexible boning knife is mainly used on poultry.



Carving knife and fork

Although these carving implements won't traditionally be found in your tool box, you will find them in a general commercial kitchen as well as in most domestic kitchens. A carving knife has a long flexible blade that is approximately 20–35 cm long. It is used to carve thin, precise slices. The thin edge on the carving knife prevents the meat from sticking to the blade. A carving fork has two long prongs. Its primary purpose is to hold the meat when it is carved.



Cleaver

A meat cleaver is another common item, found in most commercial kitchens. It is a large rectangular knife used for splitting or 'cleaving' meat and bone. A cleaver has a thick, heavy blade. It is designed to cut with one swift stroke without cracking, splintering or bending the blade.



Sharpening steel and/or sharpening stone

A sharpening steel is a rod made from ceramic or steel material that is used to sharpen knives. It is cylindrical, with ridges used for aligning metal to the microscopic edge of blades. Its name is often abbreviated to 'steel'.



A sharpening stone is a device that is also used to sharpen your knives. The stone is a rectangular block that comes in a variety of 'grit' sizes. The knife is run along the edge of the stone to 'hone' or sharpen it.

In addition to these knives, you may also be required to use the following utensils:

Ladle



Citrus zester



Parisiennne scoop



Spider



Pastry brush



Slotted spoon



Peeler



Egg lifter



Palette knife



Meat mallet



Tongs



Chinois



Balloon whisk



Mandoline



2 Mechanical equipment

All portable items that have moving parts and are powered by electricity can be classified as mechanical equipment. Common examples include food processors, blenders and juicers.

Food processor



Blender



Juicer



3 Fixed equipment

Fixed equipment is all the large pieces of equipment that cannot be moved around in the kitchen. This includes items such as commercial fryers, ovens, grills (or salamanders) and dishwashers. Some kitchens have very little commercial-based fixed equipment and still manage to provide a positive culinary experience to a wide customer base. The type and range of equipment you use will depend on the establishment in which you are working. You will need to seek assistance from a manager, or head chef, who can show you how to use all mechanical and fixed equipment safely and productively. Remember, each may differ slightly from a model you have used in the past.



Commercial fryer



Commercial dishwasher



Commercial oven



Commercial refrigerator

Preparing and cooking food using basic methods of cookery



When food is cooked, heat is transferred to the food via a cooking medium (e.g. oil, water, stock) in three possible ways:

- conduction – a process whereby heat is passed to food in direct contact with the heat source (e.g. frying pan, hotplate)
- convection – a process whereby heat is passed to the food via another medium (e.g. hot air in an oven, hot water in a saucepan)
- radiation – a process whereby heat is passed directly to food via radiation (e.g. infrared or electromagnetic waves). Many cooking processes involve a combination of these three methods.

Each method of cookery has specific requirements and each is more suited to particular types of foods and dishes than others.

Basic methods of cookery include the following:

- boiling
- poaching
- steaming
- braising
- stewing
- baking
- grilling
- roasting
- shallow-frying
- deep-frying
- stir-frying
- pan-frying

Boiling

Boiling is a method of cooking food in boiling water or other water-based liquids such as stock or milk. Boiling relies on heat and the rapid movement of the cooking liquid to cook food items. Foods that suit this method of cookery are pasta, rice, fresh vegetables and dried vegetables. Food is cooked by bringing the cooking liquid to the boil quickly and maintaining it at a temperature of 100°C.



Associated culinary terms, equipment and/or dishes

- **Simmering** – a gentle boil at a temperature of 95–98°C. Simmering is often used to make stocks, sauces, soups, meat and poultry.
- **Blanching** – a process whereby food is boiled for a short period, after which it is refreshed by plunging into cold water to stop the cooking process.

Poaching

Poaching is a method of cookery in which food items are submerged in a cooking liquid, other than oil, that is kept below boiling point. Suitable poaching liquids include water, stock or milk. When poaching, the cooking liquid should always stay below boiling point, but the temperature of the poaching liquid varies depending on the type of food being poached. There should be no visible movement of the liquid when cooking is in progress.

Poaching is suitable for more delicate foods such as fish, chicken, eggs and certain fruits.



Associated culinary terms, equipment and/or dishes

- **Court bouillon** – a flavoured liquid used for poaching.
- **Cartouche** – a circle of greaseproof paper used to keep moisture in and food submerged.

Steaming

Steaming is a method of cookery that uses the heat of steam to surround the food and cook it. When steaming, food is often suspended above a boiling liquid and steam rises to move around the food. The steam should be contained within the cooking vessel in order to steam food effectively. A second type of steaming – high-pressure steaming – can also be carried out in a pressure cooker.

Steaming is considered to be one of the healthier methods of cookery, as it requires no additional fats or oils.



Associated culinary terms, equipment and/or dishes

- Direct steaming – a steaming method in which the food comes into direct contact with the steam.
- Indirect steaming – a steaming method where there is a barrier between the food and the steam.

Braising

Braising is a method of cookery in which food (commonly meat) is first sealed in a hot pan then is partially covered with a liquid and cooked slowly in liquid in a firm-lidded, heatproof vessel. Braising is commonly used to cook large pieces of meat. The liquid used is often used as an accompanying sauce when served. If vegetables are used, the liquid is not usually made into sauce due to the strong flavour produced by the vegetables in the cooking process.

Associated culinary terms, equipment and/or dishes

- **Mirepoix** – evenly diced vegetables; usually a combination of celery, onion, carrot or turnip.
- **Larding** – used to improve the flavour of meat before braising, it is the insertion of pork back fat or bacon fat into the joint or cuts of meat.
- **Trussing** – the wrapping of meat with butcher's twine to ensure even cooking and to retain the shape of the meat.



Stewing

Stewing is a slow and gentle method of cookery in which food is covered with a liquid and cooked slowly. It is a long process giving a concentrated colour and flavour to the food and sauce in which it is served.

A stew is a combination of solid food ingredients, such as meat and vegetables, that have been cooked in water or another water-based liquid, typically by simmering, and then served with the sauce or gravy in which they cooked.

Associated culinary terms, equipment and/or dishes

- **Roux** – a cooked mixture consisting of equal parts of butter and flour that often forms the base of a stew.
- **Beurre manié** – an uncooked dough consisting of equal parts of butter and flour used to thicken stews.
- **Bouillabaisse** – a traditional French fish stew.
- **Brown stews** – made with pieces of red meat that are first seared or browned. A browned mirepoix (and sometimes browned flour) plus liquids such as stock and wine are added, and the dish is simmered gently until tender.
- **White stews** – known as blanquettes or fricassées, white stews are made with lamb or veal that is blanched, or lightly seared without colouring, and cooked in stock.



Baking

Baking is a method of cookery in which food is subjected to dry heat in an oven. The dry heat converts the water content of the food into steam, which bakes the food.

Associated culinary terms, equipment and/or dishes

- **En papillote** – refers to the cooking of food in a hot oven in a buttered and sealed envelope or bag made of aluminium foil or greaseproof paper.
- **Blind bake** – refers to cooking a pastry case without filling it by docking (pricking) the case with a fork, lining it with greaseproof paper and putting a quantity of dried beans, cooking weights or rice in the pastry case to retain its shape during baking.



Grilling

Grilling is a method where food is cooked by radiated heat directed from above or below. The source of the heat can be gas, electricity or charcoal.

Associated culinary terms, equipment and/or dishes

- **Trellising** – the marking of meat by searing or cutting a trellis or lattice pattern on the surface.
- **Broiling** – an American term referring to the process of placing food under a salamander and grilling it from above.
- **Barbecuing** – food cooked on bars over hot coals or on a hotplate.
- **Gratinating** – browning or glazing a cooked dish under a salamander or in a very hot oven, typically using breadcrumbs or cheese.



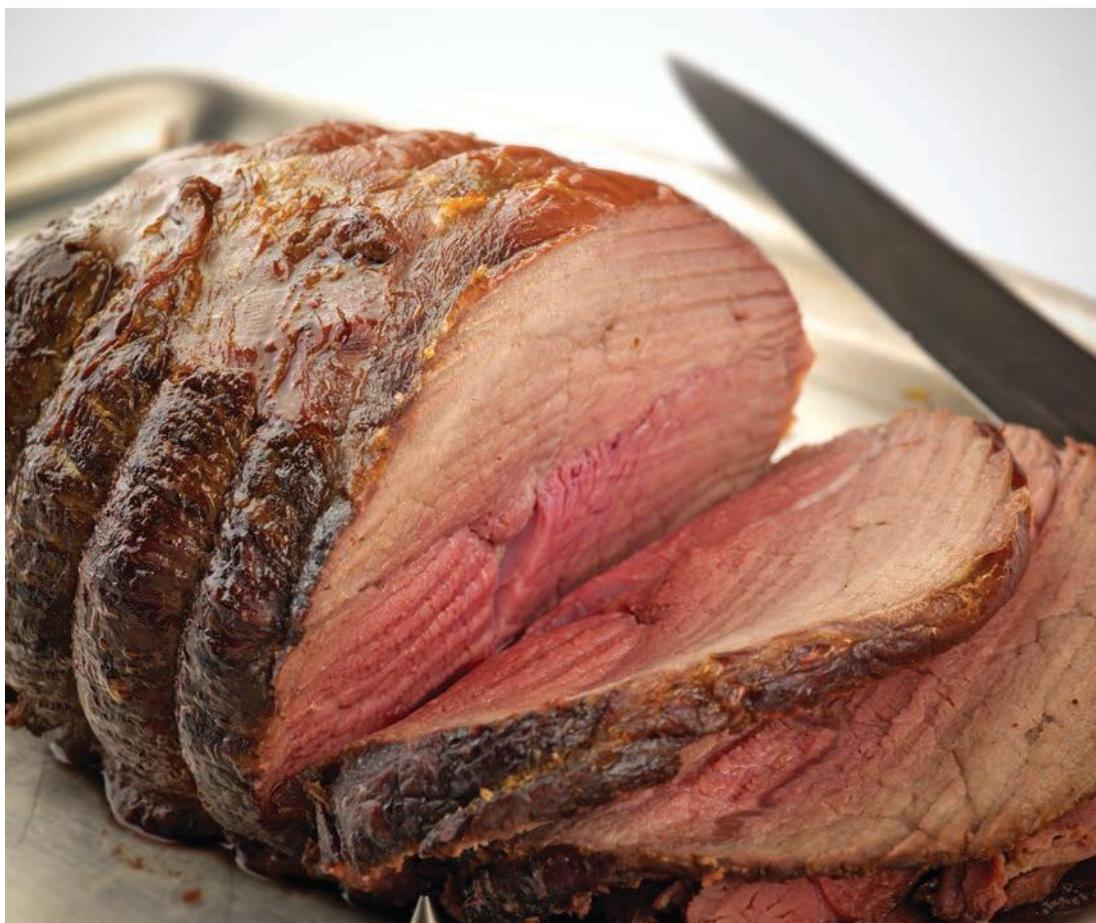
Roasting

Roasting is a popular cooking method that uses dry heat (commonly from an oven) to cook larger pieces of meat and most root and bulb vegetables.

Spit-roasting involves rotating large pieces of meat on a spit within an oven, or close to a heat source. During the roasting process meat is basted with fat either from the item itself or from extra oil being added – this often causes the surface of the meat to brown and caramelise, which adds to the flavour.

Associated culinary terms, equipment and/or dishes

- Carry-over cooking – the continuation of cooking when the roast is removed from the oven. The internal heat continues the cooking process.
- **Marinade** – used to impart flavour, tenderise and preserve. Can be cooked liquid, uncooked liquid or dry. A reduced marinade is used to intensify the aromatic flavour of some dishes.
- **Trussing** – the wrapping of meat with butcher's twine to ensure even cooking and to retain the shape of the meat.
- Needle test – a meat skewer is inserted into the thickest part of the roast. The colour of the meat juices indicates the degree to which the meat is cooked.
- Meat thermometer – indicates the internal temperature of the meat. It is an accurate measure of whether the meat is done.
- Sauces and accompaniments – these are sauces, gravy and foods served traditionally with roasts.



Shallow-frying

Shallow-frying is a dry-heat cooking method in which food is semi-submerged in hot oil. Unlike deep-frying, where the food is completely immersed in oil, shallow-frying requires the oil line to be no higher than half the height of the food. Another important distinction is that in shallow-frying the food touches the bottom of the pan. Many shallow-fried foods are crumbed (coated with breadcrumbs) prior to cooking.

Associated culinary terms, equipment and/or dishes

- Frying mediums – various oils and fats that do not burn at high temperatures and have long life spans are most commonly used for shallow frying.
- Frying pans or skillets – the base of a skillet should be thick so that the heat spreads evenly and food cooks at the same speed without burning. Copper and cast-iron fry pans are preferred because they conduct heat evenly.



Deep-frying

Deep-frying is a frying method in which the food item being cooked is fully immersed in extremely hot fat or oil. This is a very time-efficient cookery method and one that seals in much of the flavour of the item being cooked. Many deep-fried ingredients are coated in batter or breadcrumbs before they are cooked, adding to their flavour.

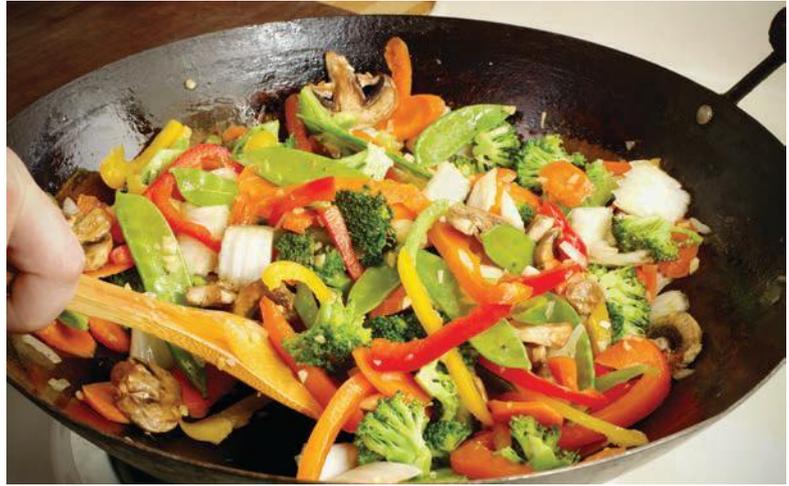
Associated culinary terms, equipment and/or dishes

- Frying mediums – various oils and fats that do not burn at high temperatures and have long life spans are most commonly used for deep-frying.
- Spider – a circular wire straining device.



Stir-frying

Stir-frying is a method of cookery popular in Chinese cooking, primarily because it is quick and uses only small amounts of oil. Ingredients are added to a heated pan (called a wok) and moved continuously during cooking. Although food is normally stir-fried in a wok, a frying pan can be used as a substitute.



Associated culinary terms, equipment and/or dishes

- **Wok** – a deep pan with a rounded base that can be used in several ways. Woks are available in iron and stainless steel. Iron woks heat most evenly, but should be **seasoned** before using or food will stick. If you don't have a wok, a deep, heavy-based frying pan can be used effectively.
- **Iron palette** – a Chinese cooking utensil used in conjunction with a wok that comes in square- or round-front varieties. Rounded ones are easier to use with Chinese woks. They are used for frying, sautéing and **basting**.

Pan-frying

Pan-frying is a method of cookery in which food is cooked in a small amount of fat or oil in a frying pan or skillet. When pan-frying foods, it is essential to use portions of even size and thickness to prevent uneven cooking. Pan-fried foods often leave sediment in the frying pan. This can be **deglazed** with wine or stock to make tasty sauces due to the flavour and colour produced by the fried food.



Associated culinary terms, equipment and/or dishes

- **Dry frying** – food fried on a lightly greased hot plate or shallow pan.
- **Griddle pan** – a thick-bottomed metal plate used to cook steaks, cutlets and chops.
- **Sweating** – a cooking process in which an ingredient is partially cooked in butter or oil in order to enhance the flavour of a dish.
- **Sautéing** – refers to the turning over of food while frying in minimal oil to ensure both sides of the food are evenly cooked.

Measuring skills

Learning the correct techniques for accurately measuring different types of ingredients is one of the most important cooking skills to learn in the kitchen.

Measuring equipment

All of the recipes included in this book use the metric system for indicating quantities of ingredients. Australian Standard (metric) measuring jugs, cups and spoons can all be used to measure wet and dry ingredients; digital and analogue scales can also be used to measure dry ingredients and solids (such as butter and meat). Examples of these pieces of equipment are shown below:



Australian Standard measuring jug



Digital kitchen scale



Australian Standard measuring cups



Analogue scale



Australian Standard measuring spoons

Techniques for measuring



Measuring wet ingredients

To measure wet ingredients such as water, milk and oil, always use a clear measuring cup or measuring spoons. For an accurate reading, always rest the cup on a level surface and read at eye level.

Sometimes the container in which you purchase an ingredient might be labelled in litres or millilitres already, but it is still important that you measure these amounts yourself as many manufacturers include slightly more in their products than is labelled.

Steps for measuring wet ingredients accurately:

Measuring jug

- 1 Pour the ingredient slowly into a standard metric measuring jug.
- 2 Place the measuring jug on a level surface and check that the amount is correct at eye level.



Measuring dry ingredients

To measure dry ingredients such as flour, sugar and breadcrumbs, use a standard measuring cup or spoon to scoop the ingredients from their container or packaging. Take the straight edge of a knife (not the cutting edge) and level off the ingredient. Levelling it off gives you one level cup. If the recipe calls for a heaping cup, do not level off the cup. Instead, leave a small mound on the top.

Steps for measuring dry ingredients accurately:

Measuring cup

- 1 Use a standard metric measuring cup to scoop the dry ingredient from its container or packaging.
- 2 Hold the measuring cup over a bowl and level off the ingredient using a metal spatula or the back of a knife.





Steps for measuring dry ingredients accurately:

Measuring spoon

- 1 Use a standard metric measuring spoon to scoop the dry ingredient from the container/packaging.
- 2 Hold the measuring spoon over a bowl and level off the ingredient using a metal spatula or the back of a knife.



Measuring solid ingredients

To measure solid ingredients such as butter and meat, use either digital or analogue scales to weigh the ingredient accurately.

Steps for measuring solid ingredients accurately:

Digital and analogue scales

- 1 Place a bowl or container onto the weighing platform of the scale and set it to zero. On a digital scale this can be done by pressing the 'tare' button. On an analogue scale this can be done manually.
- 2 Place the ingredient into the bowl and read the display to ensure the amount is correct. If you are using an analogue scale, read the display at eye level to ensure it is correct.



UNIT 2

Organise and prepare food

SITHCCC001A



Organise and prepare food SITHCCC001A
UNIT 2

Unit overview

This unit introduces the key skills and knowledge required to organise and prepare a variety of foods for the kitchen of a hospitality or catering operation. It focuses on general food preparation techniques. The term 'organising and preparing food' is also referred to as *mise en place* and includes basic preparation prior to serving food, which may involve cooking components of a dish but does not include the actual presentation.



Paprika-dusted pita chips with salsa

SERVES: 1

TOTAL: 25 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ½ avocado
- 1 piece pita bread
- 1 small red chilli
- ½ lime
- ½ bunch fresh coriander
- 2 T olive oil
- 2 t paprika
- 2 firm ripe Roma tomatoes
- 1 T red wine vinegar

METHOD

1 Complete **mise en place**:

- **Dice** avocado
- Slice pita bread into wedges
- Finely chop chilli and remove seeds
- Juice lime
- Chop coriander
- Preheat oven to 180°C

2 Squeeze a little lime juice over the avocado so it doesn't discolour while you are preparing the dish. Lightly brush pita bread with olive oil and sprinkle with paprika. Place on tray in oven.

3 Use a small knife to cut a shallow cross in the base of each tomato. Put tomatoes in a large heatproof bowl and cover with boiling water. Set aside for 5 minutes.

4 **Strain** tomatoes and allow them to cool, then carefully remove the skin.

5 Halve tomatoes and use a teaspoon to remove the seeds. Dice the tomato flesh and transfer to a medium bowl. Add red wine vinegar, lime juice, coriander, chilli, avocado and mix well.

6 When pita chips are slightly browned, remove from oven and top with salsa. Serve warm.

tips & Techniques

Use a serrated bread knife to cut the pita bread more easily. Aim to make pieces uniform in size.

Be sure to only lightly brush the oil onto the pita bread. Too much oil will result in the pita bread being greasy.

Sprinkle the paprika evenly over the pita bread, both for even taste and presentation purposes.

Removing the seeds from the chilli will ensure a mild flavour, however, if you would like to increase the level of spice, some or all of the seeds can be included in the salsa mixture.

Ensure the tomatoes are given adequate time in the boiling water to help remove the skin, but don't leave them too long as they can become soggy.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Baking.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Explain the importance of presentation in this recipe. Outline other ways in which you could present and garnish this item to show your individual creativity and flair. For example, what other ingredients could be used to replace the pita bread?

2 Compile a list of the advantages and disadvantages of leaving the skin on the tomato before making the salsa. If you were making this item for a large number of guests, what adjustments would need to be made?

3 Why is it necessary to cover the avocado with a little of the lime juice?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Bruschetta on Turkish

SERVES: 1

TOTAL: 25 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ¼ red onion
- 1 tomato
- 8 basil leaves
- 1 clove garlic
- ½ loaf of Turkish bread
- 1 T olive oil
- salt and pepper to taste
- 1 T balsamic vinegar
- 1 small piece feta or goat's cheese, to garnish

METHOD

- 1 Complete **mise en place**:
 - **Brunoise** onion
 - **Concassé** tomato
 - **Chiffonade** 4 basil leaves
 - Crush garlic
 - Preheat oven to 160°C
 - Slice bread lengthways into 4 even pieces
- 2 Combine olive oil and crushed garlic, season with salt and pepper.
- 3 Brush both sides of bread with a small amount of the garlic oil mixture and place on a baking tray.
- 4 Cook for 10–15 minutes, or until golden brown, in pre-heated oven.
- 5 Place the bread on a wire rack to cool.
- 6 Combine the remaining garlic oil mixture, tomato, balsamic vinegar, onion and basil in a bowl. Mix well.
- 7 Top the bread with tomato mixture.
- 8 Garnish the bruschetta with the additional basil leaves and crumble with feta cheese. Serve immediately.

tips & Techniques

Use a serrated bread knife to cut the Turkish bread for a clean cut.

When crushing the garlic use the edge of the knife to crush the clove and add a little salt to ensure an even paste.

Taste the bruschetta mixture to test for flavour – season with salt or pepper if needed. For a more subtle flavour, tear the basil leaves rather than cut them.

Use the 'spider grip' to ensure all precision cuts are implemented correctly. Use your free hand to hold the food so it will not slip, while the other hand guides the knife blade while cutting. Curl your fingertips under your free hand so that they aren't in the way and the knife blade can run against your knuckles freely. Keep the knife blade against the knuckles and the knife blade at a right angle to the cutting surface.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Baking.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.
- 3 Prepare appetisers and salads SITHCCC006A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

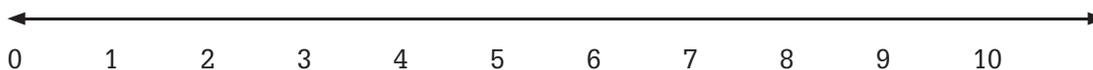
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Calculate the quantities needed if you were making this recipe for 100 customers/guests.

2 What other pieces of equipment could be used instead of the oven?

3 Explain the 'spider grip' and why this should be used when making **precision cuts**.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Finger food platter: Pork balls, sweet beef samosas and baby spring rolls

SERVES: 6

TOTAL: 50 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

SAMOSAS

Pastry

- 250 g plain flour
- 100 g margarine
- 10 g sugar
- 1 egg yolk
- 100 mL iced water

Filling

- 1 potato
- 1 T vegetable oil
- 1 onion
- 30 g curry powder
- 200 g minced beef
- 120 mL coconut milk
- 15 mL soy sauce
- 15 g sugar
- salt and pepper

SPRING ROLLS

- ½ red capsicum
- ½ carrot
- 1 stick celery
- 2 spring onions
- 5 button mushrooms
- 2 t margarine
- ¾ C mung bean sprouts
- 2 t soy sauce
- 6 spring roll wrappers

PORK BALLS

- 1 T coriander
- 1 t garlic
- 500 g pork mince
- 2 T fish sauce
- plain flour for rolling
- vegetable oil for shallow frying

METHOD

1 Complete **mise en place**:

- Finely chop coriander
- **Mince** garlic
- **Julienne** capsicum, carrot and celery
- **Paysanne** spring onions
- **Brunoise** mushrooms and onion
- Peel and **macedoine** potato.

2 Prepare pastry for samosas by sifting flour into a bowl and rubbing in margarine until mixture is crumbly. Add sugar and egg yolk, mix well. Add iced water and knead until smooth dough forms. Cover dough in cling wrap and set aside to rest for 25 minutes.

3 Complete filling for samosas by heating oil in frying pan and then sauté onion and curry powder, add meat and potatoes and stir until cooked. Add coconut milk, soy sauce, sugar, salt and pepper. Bring to boil for 1 minute and then remove from heat and allow to cool.

- 4 Melt margarine for spring rolls and sauté vegetables. Remove pan from heat, add soy sauce and allow to cool.
- 5 Prepare pork balls by combining mince, coriander, garlic and fish sauce. Use wet hands to form the mixture into small balls. Roll them in flour and cover and place in refrigerator until needed.
- 6 Prepare casing for samosas by rolling out dough and cutting into 6 cm rounds. Place the samosa filling into centre of each round and fold into a half moon shape. Moisten edges with water and join by creating a pleat along the edge with thumb and forefinger. Set aside.
- 7 Fill the spring roll wrappers with a small amount of the vegetable mixture. Brush the edges of the wrappers with water, and carefully wrap ensuring the ends are encased and the end of the wrapper is securely attached to the rest of the spring roll body.
- 8 **Deep-fry** samosas and spring rolls until golden brown. **Shallow-fry** pork balls and serve on a platter with appropriate dipping sauces.



Pork balls

Baby spring rolls

Sweet beef samosas

Skills covered

- 1 Precision cuts.
- 2 Making pastry.
- 3 Deep-frying.
- 4 Shallow-frying.
- 5 Presenting food.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare meat, seafood and poultry.
- 5 Prepare food for service.
- 6 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Mise en place is very important in this recipe. You must make sure that you have all equipment and all ingredients prepared before you begin.

Take care not to overfill the samosas or the spring rolls. They will be difficult to wrap and will be more likely to burst during cooking if they are too full.

Ensure the samosa pastry is given adequate time to rest or it will be difficult to work with.

Ensure the pork balls, samosas and spring rolls are a consistent size for presentation and cooking purposes.

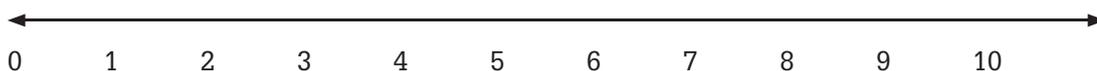
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 List the types of dipping sauces you chose to serve with the items on your platter and discuss why you think these sauces were appropriate.

2 How important were mise en place and teamwork for this recipe? Outline any areas in which you could improve if you were to repeat this recipe.

3 If you were asked to prepare this finger food platter for a large number of people in an industry environment, discuss ways in which you could save time for yourself and your colleagues.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Minestrone

SERVES: 1

TOTAL: 40 minutes

10
mins

Preparation

25
mins

Cooking

5
mins

Serving & presentation

INGREDIENTS

- 1 stick celery
- 1/4 small turnip
- 2 green beans
- parsley – large sprig with stalks
- 1 small carrot
- 1 medium tomato
- 1 small onion
- 1 small wedge of cabbage
- 1 small (chat) potato
- 20 g bacon (with fat)
- 15 g ham
- 80 g butter
- 1 sprig thyme
- 1 bay leaf
- 600 mL beef or vegetable stock
- 1 T red kidney beans
- 2 t tomato paste
- 15 g pasta
- salt and pepper to taste
- 1 T parmesan cheese
- 1 slice bread

METHOD

1 Complete **mise en place**:

- **Paysanne** celery, turnip and beans
- Finely chop parsley
- **Jardinière** carrot
- **Concassé** tomato
- **Brunoise** onion
- **Chiffonade** cabbage
- **Macedoine** potato
- Chop bacon and ham into small squares
- Clarify butter
- Prepare a **bouquet garni** by wrapping thyme and bay leaf in a small piece of muslin and secure so herbs will not become loose during cooking

2 Using 2 tablespoons of the **clarified butter**, sauté onion, celery and bacon in a saucepan.

3 Add the **stock**, green beans, turnip, carrot, cabbage, potato, tomato, kidney beans and bouquet garni.

4 Bring to the boil and skim off any residue that rises to the surface. Stir in tomato paste.

5 Add pasta and simmer for 10 minutes or until pasta is al dente.

6 Add ham and taste to check for seasoning. Remove bouquet garni.

7 Serve soup in a warmed bowl with a slice of toasted bread and garnish with parmesan cheese and parsley.



Skills covered

- | | | | |
|---|----------------------------|---|------------------|
| 1 | Precision cuts. | 4 | Pan-frying. |
| 2 | Preparing a bouquet garni. | 5 | Boiling. |
| 3 | Clarifying butter. | 6 | Presenting food. |

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.
- 3 Prepare stocks, soups and sauces SITHCCC008A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare meat, seafood and poultry.
- 5 Prepare food for service.
- 6 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



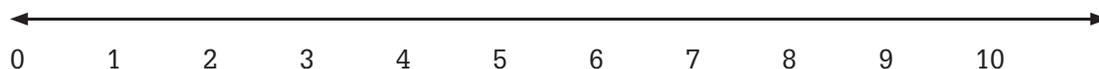
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Onion, celery and bacon should be sautéed to enhance their flavours, however, these ingredients should not be fully cooked or browned.

There are various types of pasta that can be used to add to the overall texture and appearance of this dish. If you only have spaghetti available, you could try breaking it into small pieces so that it is easier to cook and eat.

Ensure that the bouquet garni is tied tightly so that the herbs do not become loose during the cooking process. Remember to remove and discard it prior to serving.

5 General reflections about this recipe.

Review questions

1 Outline how this recipe could be completed in an industry environment if it was chosen to serve 100 guests at a wedding.

2 Why is it necessary to taste this food item prior to service?

3 Use the internet to research other herbs and spices that could be used to create a bouquet garni and the impact these flavours might have on the overall meal.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____

Crêpes filled with duxelles and vegetables in creamy cheese sauce

SERVES: 1

TOTAL: 50 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

CRÊPE MIXTURE

- 1 egg
- 2 t vegetable oil
- pinch salt
- ½ C plain flour
- ½ C milk

VEGETABLES

- ½ carrot
- ½ small zucchini
- 1 piece of broccoli

DUXELLES

- 250 g mushrooms
- sprig of parsley
- 10 g butter
- ½ small onion
- salt and white pepper to taste

CHEESE SAUCE

- 30 g butter
- 1 T plain flour
- ¾ C milk
- ¼ C grated cheese

METHOD

1 Complete **mise en place**:

- **Brunoise** onion
- **Chiffonade** parsley
- **Julienne** zucchini
- Finely chop mushrooms
- **Julienne** carrot
- Cut broccoli into florets

2 Prepare crêpe mixture by whisking egg and adding oil, salt, sifted flour and milk. **Beat** until smooth and store in fridge for at least 10 minutes.

3 Heat a crêpe pan and add crêpe mixture to pan. When bubbles form, turn crêpe and cook until golden in colour. Set crêpes aside.

4 Place vegetables into a microwave safe bowl and sprinkle with water. Cover and microwave on high for 2 minutes or until vegetables are tender.

5 Prepare **duxelles** by melting butter and adding onions. Sauté onion and add mushrooms and cook gently until most of the moisture has been removed. Add parsley and season to taste. Set aside.

6 Prepare cheese sauce by melting butter, adding flour and stirring for 1 minute. Remove from heat and slowly add milk and blend until smooth.

7 Cook over low heat, stirring constantly until sauce thickens. Simmer for 3 minutes and stir in half the grated cheese. Season to taste.

8 Assemble meal by placing 2–3 tablespoons of duxelles and vegetables down the centre of each crêpe. Fold in ends and roll up. Arrange two crêpes on a serving dish, spoon over cheese sauce, sprinkle with grated cheese and grill until cheese melts and starts to brown slightly. Garnish with parsley.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Preparing and making crêpes using batter.
- 4 Pan-frying.
- 5 Microwave cooking.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Allow the crêpe mixture to stand in the fridge before use to make the batter easier to work with. A crêpe pan is best, however, a Teflon-based frying pan is also suitable.

Ensure the crêpes are the same size and are of the same thickness. This will make rolling them easier.

Do not overcook the vegetables. They should be bright in colour, tender and retain their shape.

Don't overfill the crêpes as this will make them difficult to roll.

Keep heat moderate when making the cheese sauce and stir constantly.

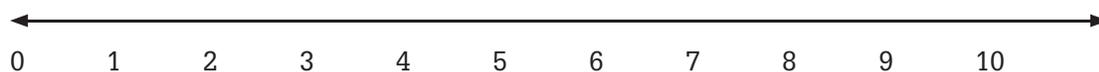
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



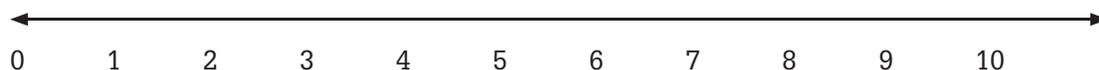
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 This recipe is made up of several components and steps. Outline how important mise en place is for this recipe. Discuss what could happen if a chef was not organised when making this item.

2 Why does the crêpe mixture need to be refrigerated before use?

3 How could you change the flavour and presentation of this meal?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Sesame chicken wings with stir-fried vegetables and rice

SERVES: 1

TOTAL: 45 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

MARINADE

- 2 T soy sauce
- 2 t honey
- 1 t crushed garlic
- 1 t sesame oil
- ¼ t Chinese five spice powder
- ½ carrot
- ¼ red capsicum
- 4 button mushrooms
- 1 spring onion
- 1 stick celery
- ½ C white rice
- 2 chicken wings
- 1 t salt
- 1 T sesame oil
- 1 t sesame seeds

METHOD

- 1 Complete **mise en place**:
 - **Julienne** carrot and capsicum
 - **Paysanne** mushrooms, spring onion, celery
 - Wash rice thoroughly
 - Preheat oven to 200°C
- 2 Combine marinade ingredients and allow to stand.
- 3 Cut off wing tips at joint of chicken and discard tips. Cut wings in half at joint.
- 4 Holding the small end of bone, trim around bone to cut meat free. Scrape and push meat down to large ends. Using your fingers, pull skin and meat over end of the bone to give the appearance of a mini drumstick. Add to marinade and refrigerate.
- 5 Place rice and 1 teaspoon salt in a medium saucepan and half fill with water. Boil until grains are tender and water is absorbed.
- 6 Place chicken on an oven tray and bake in a 200°C degree oven for 20 minutes or until golden brown.
- 7 Heat oil for vegetables in a frying pan and sauté until tender.
- 8 Sprinkle chicken with sesame seeds and serve with rice and vegetables.



Skills covered

- | | |
|-----------------------|----------------|
| 1 Precision cuts. | 5 Baking. |
| 2 Preparing food. | 6 Boiling. |
| 3 Marinating. | 7 Stir-frying. |
| 4 Deboning a chicken. | |

Units covered

- 1 Organise and prepare food SITHCCC001A
- 2 Present food SITHCCC002A

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare meat, seafood and poultry.
- 5 Prepare food for service.
- 6 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Washing rice prior to cooking removes excess starch and reduces the likelihood of cooked rice grains sticking together. The goal is soft and fluffy grains.

A clean bone when working with the chicken wings improves meal presentation.

Allow the chicken to marinate for as long as possible. This helps infuse the flavours into the meat.

Do not put remaining marinade in the oven with the chicken as it often burns to tray.

Do not overcook the vegetables. They should be a bright and firm.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



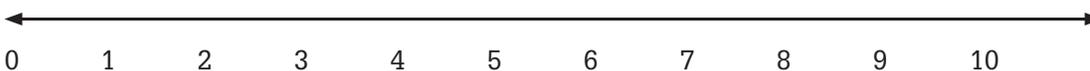
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately



5 General reflections about this recipe.



Review questions

1 In an industry environment, this meal could become quite labour intensive. Discuss whether it would be advantageous to source chicken drumsticks rather than **de-boning** the chicken wings. In your answer, discuss the advantages and disadvantages of each option.

2 List other possible ingredients that could be used to create a marinade for the chicken.

3 Why is it necessary to add salt to the saucepan when making the rice?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Trim beef roast with rosemary and baked vegetables

SERVES: 2

TOTAL: 60 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

MIREPOIX

- ¼ stem celery
- ¼ carrot
- ¼ onion
- ½ C stock
- 1 medium potato
- 1 clove garlic
- 300 g pumpkin or sweet potato
- 1 sprig rosemary
- 1 beef mini roast (approximately 400 g)
- 2 T olive oil
- 2 dinner rolls (heat-and-serve variety)
- 200 g broccoli
- 1–2 T flour (for jus)

METHOD

1 Complete **mise en place**:

- Roughly cut **mirepoix** ingredients
- **Turn** potatoes and place in water so as not to brown
- Preheat oven to 220°C
- Remove skin from garlic
- **Paysanne** pumpkin
- Halve onion

2 Place all mirepoix ingredients in a roasting pan.

3 Cut garlic and rosemary into small pieces.

4 Using the point of a knife, cut 1–2 cm slits over the surface of the beef and push garlic and rosemary into these slits. Ensure seasoning is evenly spread over the meat.

5 Heat 1 tablespoon of oil in a small frying pan on a medium heat and brown beef all over. Reserve pan juices to make gravy. Do not wash.

6 Place the sealed beef on top of the mirepoix in a roasting pan. Remove potatoes from water and pat dry. Place them around the beef and brush with the remaining oil. Place in the oven. Cooking time will depend on the weight of the meat. Approximately 40 min for every 1 kg.

7 When beef is cooked, remove from oven, cover loosely with foil and stand for 10 minutes before carving.

8 While meat is resting, place dinner rolls in oven for 6 minutes.

9 Heat 1 cup of water in a saucepan and when boiling, **steam** broccoli and pumpkin.

10 Use the reserved juices from the pan to make gravy. Heat over low heat, until a **reduction** is created. Flour may be added to thicken **jus**.

11 Carve meat and serve with vegetables and bread rolls on warmed plates.

Skills covered

- | | |
|------------------------|-------------------|
| 1 Precision cuts. | 5 Roasting. |
| 2 Presenting food. | 6 Steaming. |
| 3 Creating a mirepoix. | 7 Creating a jus. |
| 4 Turning vegetables. | |

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare meat, seafood and poultry.
- 5 Prepare food for service.
- 6 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Use a paring knife to turn potatoes to create two pointed ends and an even surface with no obvious edges – like a football.

Cut deep slits into the meat so flavouring can penetrate. Rubbing the rosemary will help to bring out its flavour.

Use a metal skewer to test for doneness during the cooking process, as this enables you to prepare the meat to your liking.

Make sure the meat is rested before carving to retain moisture and flavour.

Don't over-steam the broccoli and pumpkin.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

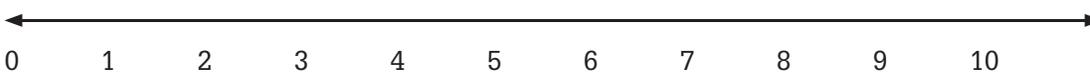
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Why would the reserved juices be used to make a reduction-based sauce to accompany the meat?

2 Suggest some other vegetables that could be served with this meal instead of pumpkin, potato and broccoli. Remember to consider colour, taste and texture when planning alternatives.

3 Discuss why some vegetables need to be placed in a bowl of water before use. What would happen to these vegetables if this process was not followed?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Chicken Kiev with carrot and bean bundles and gratin potatoes

SERVES: 1

TOTAL: 50 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

COMPOUND BUTTER

- 1 sun-dried tomato
- 1 T parsley
- 1 clove garlic
- 60 g butter, softened
- salt and freshly ground pepper

GRATIN POTATOES

- 1 spring onion
- 1 medium potato
- 60 mL cream
- 30 g grated cheese
- 1 t nutmeg
- seasoning (salt and pepper)

CHICKEN KIEV

- 1 chicken breast fillet
- salt and freshly ground pepper
- ¼ C plain flour
- 1 egg
- ⅓ C breadcrumbs
- ¼ C vegetable oil
- 40 g butter

VEGETABLES

- 1 small carrot
- 6 beans
- chives for vegetable bundles
- 15 g butter

METHOD

1 Complete **mise en place**:

- Chop sun-dried tomato
- Finely chop parsley
- Peel and crush garlic
- Peel and **jardinière** carrot
- **Paysanne** spring onion
- Peel and parboil potato
- Top and tail beans
- Allow butter to soften at room temperature
- Preheat oven to 180°C

2 Prepare compound butter by placing butter in a small bowl. Cream butter with a wooden spoon. Add salt and pepper, parsley, garlic and sun-dried tomato. Mix well.

3 Place on greaseproof paper and roll into a barrel shape 2 cm in diameter. Place in freezer for at least 30 minutes.

4 Cut parboiled potato into slices (approximately 3 mm thick). Mix cream and nutmeg. Layer the potato slices with spring onion and cream mix in a small baking dish. Top with cheese. Season with salt and pepper. Bake for approximately 15 minutes, or until potato is tender.

5 Slice chicken breast in half lengthwise and cover each piece with cling wrap. Use a meat mallet or rolling pin to **tenderise** the breast. Season chicken and place compound butter close to the end of each flattened chicken breast. Roll chicken breast away from you, folding the sides of the breast in as you go, so that the compound butter is completely enclosed. Secure with a toothpick.

- 6 Coat each chicken piece in flour, egg and breadcrumbs, ensuring an even coverage.
- 7 Heat oil and butter in a frying pan, and shallow-fry until golden brown all over. Drain on paper towel. Put chicken in small baking tray in oven and bake until cooked.
- 8 Blanch and refresh carrots, beans and chives. Just before service, sauté carrots and beans in butter until heated through and tie carrot and bean bundles with chives.
- 9 Present chicken, potato and vegetables on a warmed plate and serve immediately.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Coating and crumbing.
- 4 Baking.
- 5 Shallow-frying.
- 6 Preparing a compound butter.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare meat, seafood and poultry.
- 5 Prepare food for service.
- 6 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

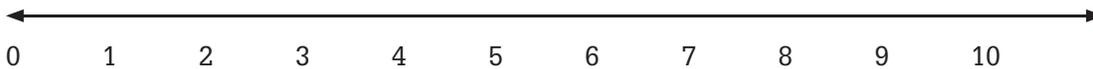
Student self-evaluation

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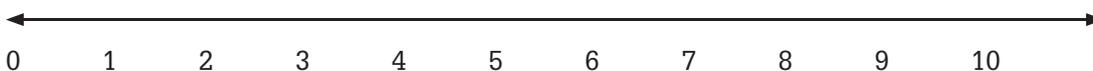
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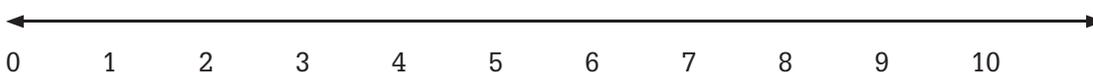
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

When tenderising the chicken, try to ensure the breast is the same thickness all over. This will make rolling it with the compound butter easier.

Use one hand for the wet crumbing and one hand for the dry crumbing process.

Ensure the chicken breast is held securely with the toothpick to prevent it from opening when shallow frying .

Don't overcook the potato as this will make it difficult to cut. It should be cooked through, but remain firm.

Keep the chives long so that each one can be tied around the vegetable bundles.

5 General reflections about this recipe.



Review questions

1 Explain the correct procedure, using industry terminology, for crumbing a food item. In your response, explain the difference between wet and dry crumbing.

2 What is the purpose of tenderising the chicken?

3 Compile a list of other ingredients that could be used in the compound butter to give the chicken Kiev a new and interesting flavour.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Seafood basket with cocktail sauce

SERVES: 1

TOTAL: 45 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

SEAFOOD BASKET

- 1 fish fillet
- 2 large green prawns
- 4 calamari rings

CRUMB COATING (PER CLASS)

- 2 C plain flour
- 4 eggs, beaten
- 4 C breadcrumbs

BATTER (PER CLASS)

- 3 egg whites
- 3 C of self-raising flour
- pinch salt
- 3 T butter
- vegetable oil for deep frying

COCKTAIL SAUCE

- 2 T mayonnaise
- 2 t tomato sauce
- 1 t Worcestershire sauce
- 1 t lemon juice
- 2 T sweet chilli sauce

METHOD

- 1 Complete **mise en place**:
 - Separate eggs for **batter**
 - Trim fish and cut into cocktail-size portions
- 2 Shell prawns taking care to leave the tails on. Cut three-quarters of the way down the back of the prawn, remove vein and press gently to flatten.
- 3 Coat prawns and calamari rings in flour, dip in egg and coat in breadcrumbs. Place seafood in fridge and allow crumb mixture to firm.
- 4 Prepare batter by placing flour and salt in a bowl. Beat egg whites and melt butter. Add butter and egg white to flour and mix well. Allow batter to stand at room temperature for 30 minutes.
- 5 Lightly coat fish pieces in batter and deep-fry until golden brown. Drain on absorbent paper. Deep-fry prawns and calamari until golden brown and drain on absorbent paper.
- 6 For the cocktail sauce, mix mayonnaise, tomato sauce, Worcestershire sauce, lemon juice and sweet chilli sauce. Taste and adjust seasoning as required.
- 7 Serve seafood in a basket, with cocktail sauce. Add a small garden salad to the meal if desired.



Skills covered

- 1 Presenting food.
- 2 Handling and preparing seafood.
- 3 Coating and crumbing.
- 4 Preparing a batter.
- 5 Deep-frying.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare meat, seafood and poultry.
- 5 Prepare food for service.
- 6 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

When crumbing the seafood use one hand for the wet ingredients (eggs, milk) and one hand for the dry ingredients (flour, breadcrumbs) so they don't mix.

Ensure the crumbed items are given adequate time to rest in the fridge to help the crumbing mixture adhere to the seafood.

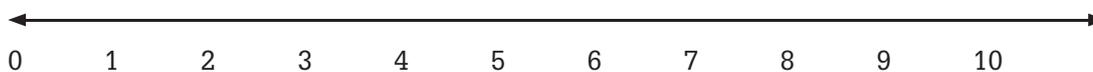
When deep-frying, check that the oil is hot before adding any food, then move often for even browning. When cooked, food items should rise to the surface.

Any item that is deep-fried should be drained on absorbent paper to remove any excess oil residue.

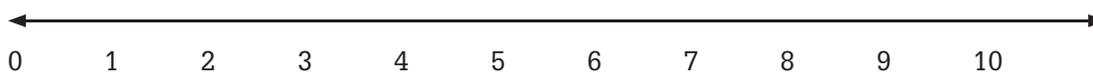
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



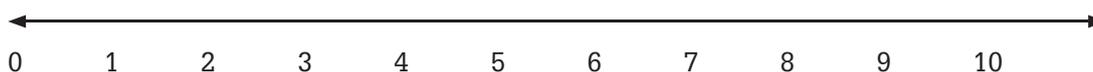
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Outline what other seafood items could be served with this meal and discuss how you would present the overall dish, taking into account visual appeal, height and texture.

2 Why is it necessary to drain deep-fried foods onto absorbent paper?

3 Discuss how you would go about preparing this dish in an industry setting if you were required to work in a team for a large function.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Fruit salad with warm star anise custard

SERVES: 4

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ½ pineapple
- 1 ruby red grapefruit
- small bunch seedless grapes
– use both red and green for colour
- 2 passionfruits
- 2 pears
- 1 mango

CUSTARD

- 3 egg yolks
- 250 mL low-fat milk
- 3 whole star anise
- 2 T caster sugar

METHOD

1 Complete **mise en place**:

- Peel, **core** and **macedoine** pineapple
- Segment grapefruit
- Cut grapes in half
- Remove seeds from passionfruit
- Core pears and **macedoine**
- Slice mango

- Preheat oven to 175°C
- Separate egg whites and egg yolks

2 Place pineapple on a baking tray and bake for 15 minutes, or until it begins to caramelize.

3 Prepare custard by stirring milk and star anise in a saucepan over low heat until hot but not boiling. Remove from heat and allow to cool slightly.

4 Whisk the egg yolks and sugar in a heatproof bowl until well combined.

5 Whisk egg and sugar mixture into the hot milk and return to stove. Stir over low heat until the mixture thickens and coats the back of the stirring spoon.

6 Serve fruit salad with warm custard spooned over the top.



Skills covered

- 1 Segmenting fruit.
- 2 Preparing food.
- 3 Caramelising.
- 4 Baking.

Units covered

- 1 Organise and prepare food SITHCCC001A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and use equipment.
- 2 Assemble and prepare ingredients for menu items.
- 3 Prepare dairy, dry goods, fruits and vegetables.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

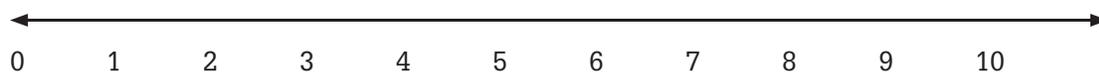
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

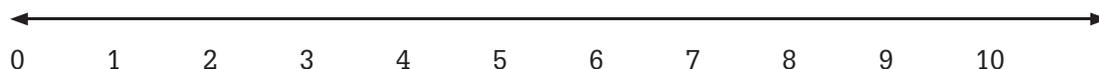
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Pineapple should be light gold in colour when caramelised – don't let it brown too much as this will affect the flavour.

Fruit should be fresh and in season. Consider the overall taste, texture and colour when choosing fruits for your salad. Some fruits may be substituted depending on seasonal availability.

Ensure that the fruit is cut into bite-size pieces. Cut fruit just prior to service to ensure oxidation does not occur.

Ensure the custard does not burn. Monitor heat and stir continuously.

5 General reflections about this recipe.

Review questions

1 Explain the importance of presentation with this item. Outline other ways in which you could present this dish to make it more visually appealing and interesting.

2 How could you store the fruit to prevent oxidation from occurring? Why is it important that the fruit does not start to oxidate?

3 Using diagrams and/or brief descriptions, explain the process of **segmenting**. What other fruits are suitable for segmenting?

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



UNIT 3

Prepare appetisers and salads

SITHCCC006A

Unit overview

This unit introduces the skills and knowledge required to prepare and present appetisers and salads in a commercial kitchen or catering operation.

Appetisers are foods that are normally served before a meal. They may also be served as an accompaniment to drinks. Appetisers include a range of hot and cold dishes, which can be either classical or modern. Appetisers vary widely in ethnic and cultural origins.

Salads can be vegetable or fruit-based, and may also include classical or modern and varying ethnic and cultural types.

This unit applies to all hospitality and catering enterprises where food is prepared.

Golden coconut prawns with sweet chilli dipping sauce

SERVES: 6

TOTAL: 25 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 kg medium green prawns
- 2 egg whites
- ½ C self-raising flour
- 1½ T corn flour
- salt and pepper
- ¾ C non-alcoholic beer
- ¾ C shredded coconut
- vegetable oil for deep-frying
- sweet chilli sauce for serving

METHOD

- 1 Complete *mise en place*:**
 - Peel and **devein** prawns, leaving tails intact
 - Separate eggs and whisk whites
- 2 Combine flour, corn flour, salt and pepper in a large mixing bowl. Make a well in the centre of the dry ingredients and use a whisk to gradually mix in the non-alcoholic beer and egg whites to form a smooth batter.**
- 3 Place the coconut in a large shallow dish.**
- 4 Dip the prawns into the batter one at a time, shaking off any excess and then roll in coconut to coat well.**
- 5 Heat oil and deep-fry until golden brown. Serve immediately with sweet chilli dipping sauce.**



Skills covered

- 1 Deveining prawns.
- 2 Presenting food.
- 3 Preparing a batter.
- 4 Deep-frying.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Add non-alcoholic beer and egg white gradually while whisking constantly to produce a light batter.

Shaking off any excess batter and coconut pieces before deep-frying will help to keep oil fresh. Any batter or coconut that separates during the frying process should be removed quickly before it burns, as this will affect the quality of the frying oil.

Once cooked, drain prawns on absorbent paper to soak up any excess oil before plating.

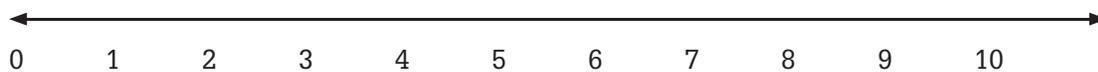
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

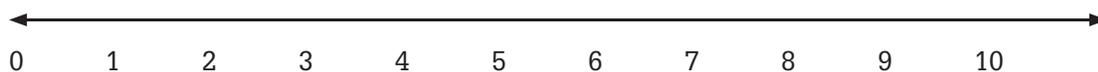
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 Outline the function the non-alcoholic beer plays in this recipe. What substitutes could you use instead of non-alcoholic beer?

2 Why is it necessary to devein the prawns before coating and cooking them?

3 Discuss some different ways in which you could present this dish for service, paying particular attention to visual appeal.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Herb blinis with smoked salmon and prosciutto

MAKES: 10

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ¼ bunch chives
- ¼ bunch basil
- 4 slices prosciutto
- 4 slices smoked salmon
- 150 g self-raising flour
- 185 mL milk
- 1 egg
- 200 g **crème fraîche** (or sour cream)
- 1 T horseradish cream
- salt and pepper to season
- ¼ bunch continental parsley



METHOD

1 Complete **mise en place**:

- Finely chop chives
- Shred basil
- Cut prosciutto and smoked salmon into strips

2 Combine self-raising flour, 1 tablespoon of chopped chives and 1 tablespoon of shredded basil. Mix well. Add the milk and the egg and continue to stir to form mixture.

3 Grease a non-stick frying pan and allow to heat to a medium temperature. When warm, drop one-teaspoonful quantities of the mixture to the pan to form 5 cm round **blinis**. Cook for 1–2 minutes on each side or until golden. Set aside on a cooling rack.

4 Mix the crème fraîche with the horseradish cream until smooth. Taste and season if necessary.

5 Spread crème fraîche onto cooled blinis and top with prosciutto or smoked salmon.

6 Garnish each blini with a continental parsley leaf.

tips & Techniques

Wait for small bubbles to rise in the blini mixture before turning them during the cooking process. This will ensure they are perfectly cooked.

Make sure the blinis have cooled completely before adding the crème fraîche. Taste the crème fraîche mixture and adjust seasoning as necessary.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Pan-frying.
- 4 Preparing a batter.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



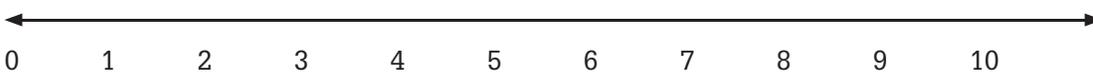
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Use the internet to find out where blinis originated and how they were invented. Discuss ingredients that could be added to give them more variety in terms of flavour and visual appeal.

2 How would you store this appetiser if you needed to make it ahead of time? Justify your answer.

3 Why is it necessary to take into account the visual appeal of an item, especially when designing a variety of appetisers?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Spiced cherry tomato and avocado canapés

MAKES: 36

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 2 avocados
- 250 g cherry tomatoes
- ½ small red onion
- ⅓ C fresh continental parsley – extra to garnish
- olive oil spray
- 36 wonton wrappers
- ⅓ C natural yoghurt
- 10–12 drops of Tabasco sauce
- 2 T lemon juice
- salt and pepper

METHOD

- 1 Complete *mise en place*:**
 - Remove stone from avocados, peel and mash
 - Coarsely chop tomatoes
 - **Brunoise** onion
 - Chop parsley
 - Preheat oven to 190°C
- 2 Spray a mini muffin pan with oil. Press a wonton wrapper into each hole. Bake for 8 minutes or until golden brown. Set aside in the muffin pan to cool.**
- 3 Place avocado and yoghurt in a bowl. Stir to combine. Add the Tabasco sauce to taste. In a separate bowl, combine tomato, onion, parsley and lemon juice. Season with salt and pepper.**
- 4 Spoon the avocado mixture evenly among the wonton cups. Arrange on a serving platter and top with the tomato mixture. Garnish with remaining parsley and serve immediately.**



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Baking.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

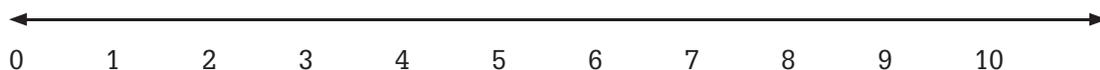
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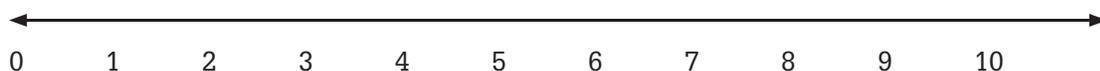
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- 4 I read and followed the recipe accurately.



tips & Techniques

To help the wonton cases cook in the muffin tins you could add cooking weights or rice to assist the baking process. This will also help the wontons form a 'basket' shape. Allow the cases to cool before removing from the pan.

Ensure all ingredients are cut into even sized pieces for presentation purposes. Taste the tomato and avocado mixture and adjust seasoning as necessary.

Add avocado mixture and salsa to the wonton cases as close to serving time as possible so wonton cases don't go soggy.

Use food processor for avocado if making large quantities.

5 General reflections about this recipe.

Review questions

1 Discuss how you would store this appetiser if you were required to make a large quantity for a function.

2 Make a list of alternative ingredients that could be used to prepare this appetiser in order to change its overall taste and appearance.

3 Define what an appetiser is and make a list of characteristics that successful appetisers must possess in order for them to be appropriate for service in a commercial hospitality setting.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Antipasto with macadamia pesto dip

SERVES: 8

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

ANTIPASTO

- 1 bunch asparagus
- 100 g prosciutto
- 1 eggplant
- 1 red capsicum
- olive oil cooking spray
- 100 g kalamata olives
- crackers to serve

PESTO DIP

- 125 g rocket leaves
- 100 g parmesan cheese
- 1 C macadamia nuts
- 1 C continental parsley
- 2 cloves garlic
- 1 small red chilli
- ¼ C extra virgin olive oil
- salt and pepper

METHOD

1 Complete **mise en place**:

- Trim asparagus
- Cut prosciutto into strips
- Wash and dry rocket
- Grate parmesan
- **Paysanne** eggplant
- Cut capsicum into thick strips

- 2** Make pesto dip by placing rocket, macadamia nuts, parsley, parmesan, garlic and chilli in a food processor. Process until well combined. Gradually add the oil in a steady stream and continue to process until a smooth paste is formed. Season with salt and pepper. Cover and refrigerate until ready to serve.
- 3** Spray eggplant and capsicum with cooking spray. Heat a char grill to a medium heat and char grill vegetables with skin side down until softened and cooked.
- 4** Wrap asparagus in prosciutto. Spray a flat grill with olive oil. Heat flat grill to a medium heat and grill asparagus turning for 4–6 minutes or until tender.
- 5** Arrange asparagus, olives, eggplant, capsicum and crackers on a platter. Place pesto in a bowl and serve with crackers.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Use of a food processor, char grill and flat grill.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Taste test pesto and adjust seasoning as necessary.

Ensure the antipasto platter has a variety of flavours and textures. Try to vary the colour of the platter so that it looks appealing. Plate items just before service.

Char grilling asparagus will add to its visual appeal. Ensure the char grill is hot before adding asparagus.

Do not add too much oil to the eggplant and capsicum before char grilling. If a char grill is not available, eggplant and capsicum can be cooked on a flat hot plate or in a pan.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Many of the ingredients traditionally served in an antipasto platter can now be purchased from continental delis and supermarkets. Make a list of items that can be served in an antipasto.

2 How would you store the various components of this platter prior to service?

3 When would you serve antipasti? Consider the elements that need to be taken into account when serving such a dish.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Bacon and chive tartlets

MAKES: 12

TOTAL: 40 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 rasher of bacon
- 1 T chives
- 2 sheets short crust pastry
- ¼ red capsicum
- 2 large brown mushrooms
- olive oil cooking spray
- 2 eggs
- 60 mL cream
- salt and pepper to taste
- ¼ C grated cheese

METHOD

1 Complete **mise en place**:

- **Brunoise** bacon
- Chop chives
- Remove pastry from freezer and allow to soften
- Preheat oven to 170°C
- **Brunoise** capsicum
- Dice mushroom

2 Add a little of the cooking spray to a frying pan and cook bacon over medium heat for 4–5 minutes until golden but not crisp. Remove and drain on paper towel.

3 Place eggs, cream, salt, pepper, mushroom, capsicum and chives in a bowl and whisk until combined. Use a biscuit or scone cutter to cut rounds from each pastry sheet. The rounds need to be big enough so that they form a 'basket' to hold the mixture in the mini tart pan.

4 Press each round into a lightly greased mini tart pan, sprinkle bacon into each pastry case and pour in about 1½ tablespoon of the mixture, taking care to not overfill. Top with cheese.

5 Bake for 15 minutes or until cooked through and golden. Can be served warm or cold.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Baking.
- 4 Shallow-frying.
- 5 Working with pastry.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Make sure you do not overfill tartlet shells as the mixture can leak out and reduce the visual appeal of the appetiser.

Puff pastry could also be used instead of the short crust pastry but it would need to be blind-baked before use. Use the leftover pieces of pastry to add a garnish to each tartlet.

All ingredients should be finely chopped for overall visual appeal and taste. Ensure the oven is preheated so that the items are made in the specified time frame.

Drain bacon on a paper towel so that no oily residue combines with the other ingredients.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

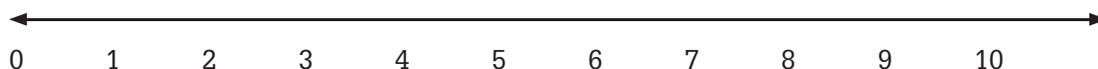
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- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 Why is it necessary to have all mise en place completed before preparing this item?

2 Make a list of alternative ingredients that can be added to change the appearance and overall taste of this product.

3 How do you intend to serve this item – warm or cold? What would be the advantages and disadvantages of each? If your item was going to be served cold, outline how you would store the tartlets to ensure they remain in optimum condition.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Pappadum bites with chicken and mango

MAKES: 14

TOTAL: 45 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 honey gold mango – if out of season, use a mango from a tin or jar
- ½ small Lebanese cucumber
- ¼ red onion
- ¼ C fresh mint
- ¼ C fresh coriander
- 1 lime
- 1 clove garlic
- 2 chicken breasts
- 2 T Tandoori curry paste
- 1 T vegetable oil
- 14 plain mini pappadums
- salt and pepper
- ½ C natural yoghurt



METHOD

1 Complete **mise en place**:

- Peel mango, cut into cubes
- **Paysanne** cucumber
- **Brunoise** onion
- Chop mint and coriander
- Juice lime
- Crush garlic

2 Place chicken and curry paste in a glass bowl and allow chicken to marinate in fridge for 10 minutes. Once chicken has marinated, heat oil in frying pan over medium heat and cook chicken for 7 minutes each side or until cooked through. Set aside to cool and then shred.

3 Cook pappadums following packet directions.

4 Combine mango, cucumber, onion, coriander and 2 tablespoons of the lime juice in a bowl. Season with salt and pepper. Taste test and adjust seasoning as necessary.

5 Combine the yoghurt, mint, garlic and 2 tablespoons of lime juice in a small bowl, season with salt and pepper.

6 Place pappadums on a serving platter. Top with chicken, mango mixture and yoghurt mixture, and garnish with coriander sprigs.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Marinating.
- 4 Pan-frying.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

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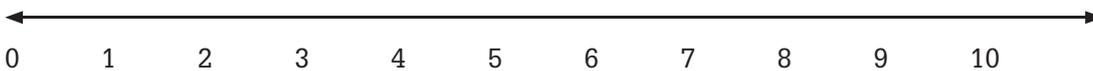
- 2 I used all utensils and equipment in the appropriate manner.



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- 4 I read and followed the recipe accurately.



tips & Techniques

Ensure all ingredients are cut into even-sized pieces for presentation purposes.

Make sure the mango is ripe but not overripe as this may cause the pappadum cases to become soggy. If using mango from a tin or can, drain the juice before using it.

Place the mixture into the pappadums just before service to ensure the pappadums do not go soggy.

Chicken and curry paste can be marinated overnight for a more intense flavour and if time allows.

5 General reflections about this recipe.



Review questions

1 How would you store and produce large quantities of this recipe?

2 Pappadums can be used as a base to serve a multitude of both sweet and savoury items. As a class, come up with a list of 10 sweet and 10 savoury appetisers that use pappadums as a base. Choose the best savoury and sweet appetiser and make them during your next practical lesson.

3 Discuss alternative ways in which the chicken could be cooked, taking into account the visual appeal and nutritional content of the meat.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Lamb kofta with raita

SERVES: 8

TOTAL: 45 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

LAMB KOFTA

- 1 egg
- 1 brown onion
- 2 T fresh continental parsley
- ¼ C mint
- ¼ C cracked wheat
- ½ C boiling water
- 400 g lamb mince
- 1 T Moroccan seasoning
- salt and pepper
- wooden skewers
- olive oil cooking spray

RAITA

- 2 small red chillies
- 2 garlic cloves
- ⅓ C fresh mint leaves
- 375 g Greek-style yoghurt

METHOD

- 1 Complete *mise en place*:**
 - Lightly beat egg
 - **Brunoise** onion
 - Finely chop parsley and mint
 - De-seed and chop chillies
 - Crush garlic
- 2 Place cracked wheat in a heatproof bowl and add boiling water. Allow to stand for 15 minutes and then drain. Add mince, egg, onion, parsley, mint, seasoning and salt and pepper. Mix well.**
- 3 Divide mixture into 8 oval shapes, thread onto skewers and cover with plastic wrap. Store in refrigerator for at least 15 minutes.**
- 4 Make raita (mint and garlic yoghurt dipping sauce) by placing chilli, garlic, mint and yoghurt in a bowl. Stir to combine.**
- 5 Heat a BBQ plate or char grill on medium heat, spray skewers with cooking spray and cook for 3–4 minutes or until cooked through.**
- 6 Arrange koftas on a platter and serve with the refreshing minty dipping sauce.**

tips & Techniques

For presentation purposes, try to shape the meat evenly on each of the skewers.

Placing the koftas in the fridge before cooking enables them to hold their shape. The longer the refrigeration time, the more they will hold together.

Cooking the koftas on a char grill will give them an impressive 'lined' appearance when presented.

Be sure to taste test the dipping sauce and adjust as necessary.





Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Use of a BBQ/char grill.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

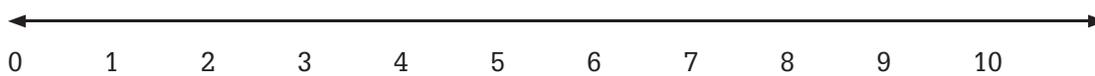
Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

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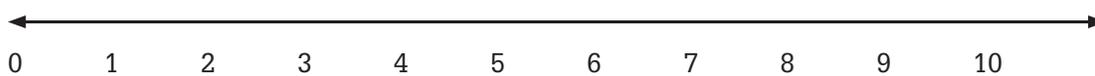
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- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Could this recipe work if you substituted lamb for another meat? Also outline how you would alter this recipe if your customers were vegetarians.

2 What other dipping sauces would be a suitable accompaniment to the koftas?

3 Why is it necessary for the koftas to be stored in the refrigerator for at least 15 minutes prior to cooking?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Chicken waldorf sandwiches

MAKES: 16

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 celery stick
- ½ small apple
- ¼ C walnuts
- ½ T fresh tarragon
- 8 slices white bread
- 1 T olive oil
- 100 g chicken
- 45 g whole egg mayonnaise
- salt and pepper
- butter at room temperature

METHOD

1 Complete **mise en place**:

- **Paysanne** celery
- Core and **macedoine** apple
- Chop walnuts
- Chop tarragon
- Remove crust from bread

2 Heat a frying pan and add olive oil. Cook chicken on medium heat until browned, turning it so that it cooks evenly on both sides. Allow to cool then finely shred.

3 Place chicken, celery, apple, walnuts, mayonnaise and tarragon in a food processor and process until almost smooth. Taste and season with salt and pepper.

4 Spread bread with butter. Top half the slices with the chicken mixture and then add the second slice of bread to make 4 sandwiches. Use a serrated knife to cut the sandwiches diagonally into quarters.

5 Serve on a platter immediately.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Pan-frying.
- 4 Use of a food processor.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.
- 3 Prepare sandwiches SITHCCC007A.

Elements of competency

- 1 Prepare and present a variety of salads and dressings.
- 2 Prepare and present a range of hot and cold appetisers.
- 3 Prepare and present a variety of sandwiches.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Leave the skin on the apple for taste and visual appeal.

If time permits, make whole egg mayonnaise from scratch rather than using a store-bought mayonnaise.

Cook the chicken without overly handling it. This will help to ensure it is tender.

Try using various types of sandwich bread, such as multigrain, brown or sourdough. You could also try toasting the bread to alter the texture. Ensure you use a serrated knife to cut the sandwiches in order to give them a smooth, even cut.

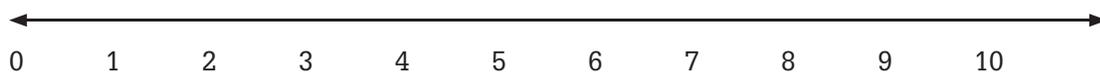
Student self-evaluation

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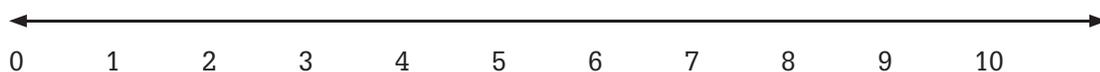
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 What makes these sandwiches a suitable appetiser?

2 Discuss how you could vary the presentation of these sandwiches.

3 Calculate the ingredient quantities required if you were using this recipe at a function serving 450 people.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Garden salad with roasted spice dressing

SERVES: 2

TOTAL: 25 minutes



Preparation



Cooking



Serving & presentation

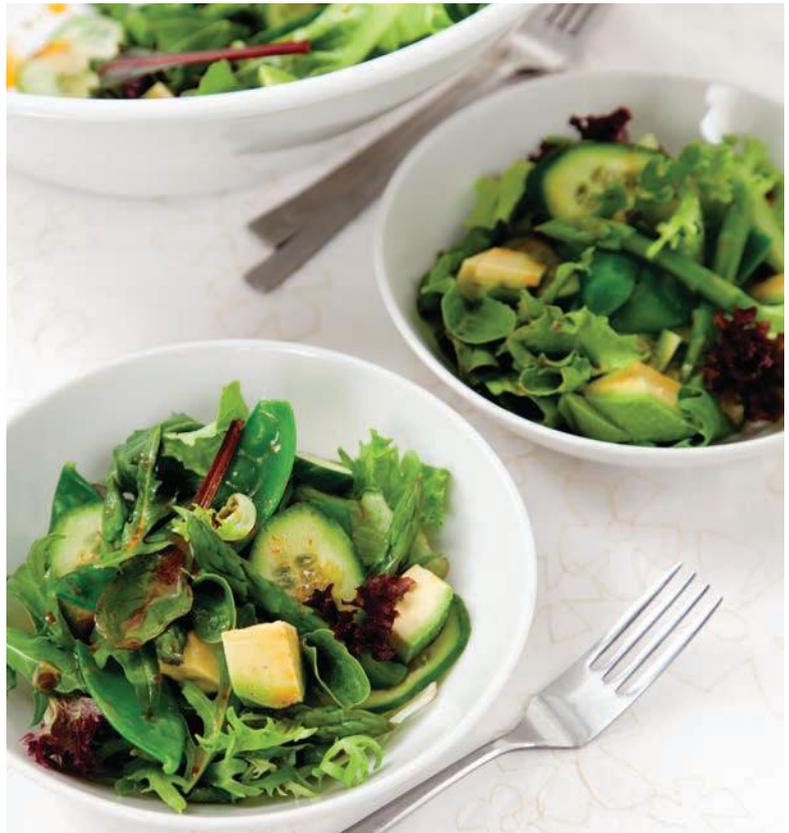
INGREDIENTS

GARDEN SALAD

- 1 bunch asparagus
- 125 g snow peas
- 100 g mixed salad leaves
- 1 ripe avocado
- 1 Lebanese cucumber

ROASTED SPICE DRESSING

- 1 t ground cumin
- 1 t sweet paprika
- salt and pepper
- 80 mL olive oil
- 2 T lime juice
- 1 T light soy sauce
- ½ T caster sugar



METHOD

1 Complete **mise en place**:

- Trim asparagus
- Top and tail snow peas
- Wash lettuce leaves
- **Dice** avocado
- **Paysanne** cucumber

2 Make the roasted spice dressing by placing cumin, paprika, salt and pepper in a large non-stick frying pan over a medium heat. Cook, stirring for 2–4 minutes or until aromatic.

3 Remove the spice mixture from the heat and stir in oil, lime juice, soy sauce and sugar. Set aside for 10 minutes or until dressing is at room temperature.

4 Add asparagus to saucepan of boiling water and cook uncovered for 2 minutes. Refresh under cold water. Cut into 5 cm lengths. Return the water to the boil, add snow peas and cook for 2 minutes until tender and crisp. Drain and refresh.

5 Combine asparagus, snow peas, salad leaves, avocado and cucumber, and place in a large serving bowl. Drizzle with dressing and toss gently to combine. Serve immediately.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Pan-frying
- 4 Boiling.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of salads and dressings.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

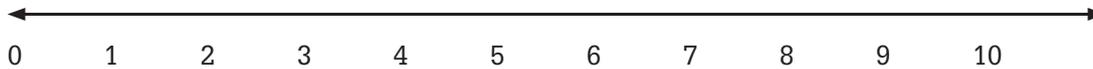
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Continue to stir the spice dressing so that it does not burn.

All ingredients should be even in size for presentation purposes.

Taste salad dressing and adjust as necessary. Also make sure sugar has dissolved.

Ensure the asparagus and snow peas are refreshed after boiling to help retain their colour. The asparagus could also be char grilled to alter it's appearance and flavour.

5 General reflections about this recipe.



Review questions

1 This meal is deliberately served with ingredients of the same colour. Why is this so?

2 What is blanching? Describe its function when preparing a meal.

3 What other ingredients of the same colour could be added to the salad to enhance its taste and texture?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 3
Prepare appetisers and salads **SITHCC006A**



Traditional Greek salad with lamb kebabs

SERVES: 2

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

GREEK SALAD

- 3 firm ripe tomatoes
- 1 Lebanese cucumber
- ½ red onion
- 100 g marinated Greek olives
- ½ red capsicum
- 100 g marinated feta, extra for garnishing
- 1 t dried Greek oregano
- 1 t salt
- ¼ C olive oil
- 30 mL white vinegar

LAMB KEBABS

- 200 g lamb
- wooden skewers
- 1 T olive oil

METHOD

1 Complete **mise en place**:

- **Macedoine** tomatoes
- **Paysanne** cucumber
- Slice onion
- Halve olives
- De-seed and **brunoise** capsicum
- Crumble feta
- Cube lamb

2 Combine tomato, cucumber, onion, capsicum, olives and feta in a salad bowl. Sprinkle with oregano and salt.

3 Thread lamb onto skewers and brush with a little oil. Heat char grill and when hot add lamb kebabs. Cook kebabs until browned and refrain from turning them too much.

4 Whisk together the oil and vinegar for the salad in a jug. Drizzle over the salad and toss to combine. Add extra crumbed feta for a garnish.

5 Serve kebabs and salad immediately.

tips & Techniques

Make the salad dressing and add to the salad just before service.

Otherwise, if left to 'sit', the oil and vinegar will start to separate.

Ensure all ingredients are fresh and cut them just prior to service.

Soaking the wooden skewers in water before adding the lamb will help to stop the skewers burning during the cooking process.

Lamb can also be cooked under the grill, in a frying pan or on a flat plate.

Capsicum, tomato and onion could also be threaded on the skewers with the lamb to give it a different flavour and appearance.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Use of a char grill.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of salads and dressings.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

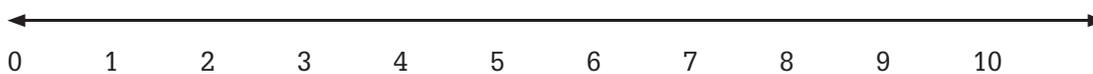
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

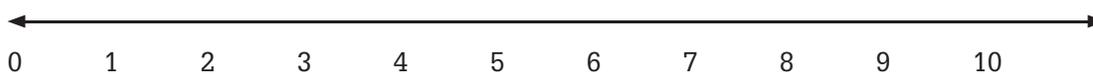
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



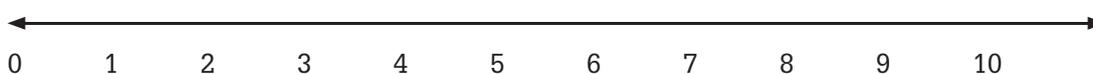
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 This salad originates from Greece. What other salads could be considered traditional to a particular culture or country?

2 Why should the salad dressing be made just prior to service?

3 Discuss ways in which you could make this salad more visually appealing.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Thai beef salad

SERVES: 2

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ¼ C coriander leaves
- 1 clove garlic
- ½ red onion
- ½ mignonette lettuce
- 8 cherry tomatoes
- 1 red chilli
- 1 T soy sauce
- 1 T lime juice
- 1 T fish sauce
- 1 T brown sugar
- ¼ C mint leaves
- 50 g lean rump steak

METHOD

1 Complete **mise en place**:

- Wash and chop coriander
- Peel and chop garlic
- Thinly slice onion
- Wash and tear lettuce
- Halve tomatoes
- **Brunoise** chilli

2 Mix coriander, half of garlic, soy sauce, lime juice, fish sauce, chilli and brown sugar in a jar. Shake until combined.

3 Sear meat on a char grill for a few minutes or until meat is browned. Reduce heat and cook until meat is medium. Add rest of garlic to meat while cooking. Once cooked allow meat to rest for 5 minutes.

4 Slice meat and toss in dressing. Arrange lettuce leaves on a large plate, fan beef slices over lettuce and place tomatoes, mint and red onion evenly among meat slices. Pour remainder of dressing over the lettuce and garnish with chilli. Serve warm.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Use of a char grill.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of salads and dressings.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Lettuce should be torn, as cutting can bruise the leaves.

Allow meat to rest. This will ensure that it is tender.

The char grill is used to give the meat its characteristic 'lines' for overall visual appeal. However, the meat does not have to be cooked this way.

Make sure the sugar is dissolved in the salad dressing so it does not have a 'gritty' texture.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 This salad is served warm. Make a list of other salads that are also served warm.

2 Dressing a salad is important to its overall taste. It is important that dressing flavours are complementary to the meal and not overpowering. Discuss the various types of salad dressings and basic flavours that are used.

3 How could you adapt this salad to be suitable for a vegetarian, while maintaining the authentic flavour of the salad?

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Caesar salad

SERVES: 2

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

SALAD

- 100 g sourdough baguette
- 3 rashers of bacon
- ½ cos lettuce
- 10 g fresh parmesan cheese
- olive oil cooking spray
- salt and pepper

CAESAR DRESSING

- 2 egg yolks
- 1 clove of garlic
- 2 t Dijon mustard
- 4 anchovies
- 1 T red wine vinegar
- ¾ C olive oil
- salt and pepper



METHOD

1 Complete **mise en place**:

- **Macedoine** baguette
- **Brunoise** bacon
- Wash and separate lettuce leaves
- Grate parmesan cheese
- Separate egg whites and yolks
- Preheat oven to 200°C
- Peel garlic

2 Make dressing by placing egg yolks, mustard, garlic, anchovies and vinegar in a food processor and process until smooth. With the motor running, slowly add the oil until dressing thickens. Season with salt and pepper and refrigerate until time to serve.

3 To make **croutons**, arrange bread on a baking tray and spray with cooking oil. Season with salt and pepper. Bake for 8–10 minutes or until lightly golden brown. Set aside to cool.

4 Heat a non-stick frying pan over medium heat and cook bacon until crisp. Drain on paper towel.

5 Tear lettuce leaves into 3 cm pieces and place in bowl. Add bacon and croutons, then pour dressing over salad. Season with salt and pepper and toss gently to combine. Garnish with freshly grated parmesan cheese.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Use of a food processor.
- 4 Baking.
- 5 Pan-frying.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of salads and dressings.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

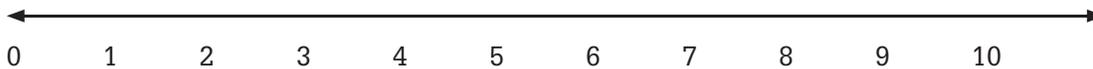
Student self-evaluation

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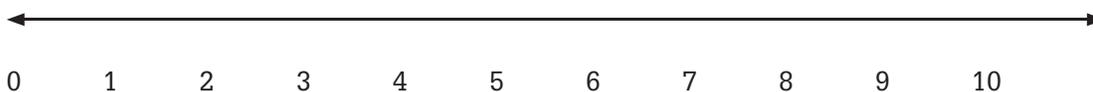
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

When making the dressing, add only small amounts of the oil at a time. Taste and adjust as needed. Store dressing in fridge until required.

While baking the croutons, turn bread over to ensure an even colour on both sides.

Tearing the lettuce leaves ensures they are not bruised.

Bacon should be placed on absorbent paper so as to prevent any oily residue on the salad.

5 General reflections about this recipe.



Review questions

1 Research the history of this salad. Who invented it and when was it created?

2 This salad has many modern variations. Discuss how it has been modernised and list the ingredients that are now commonly added to this salad.

3 Why must you leave the motor running on the food processor when making the dressing?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Spicy calamari salad with tropical dressing

SERVES: 2

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

SALAD

- 1 Lebanese cucumber
- 40 g bean sprouts
- ½ C coriander leaves
- ½ C mint leaves
- 1 small red chilli
- 2 cleaned calamari (squid) tubes
- 1 T olive oil
- 1 garlic clove

TROPICAL DRESSING

- small piece fresh ginger
- ½ C fresh passionfruit pulp or canned if fresh is unavailable
- 2 t lime juice
- 1 t fish sauce
- 1 t grated palm sugar
- salt and pepper

METHOD

1 Complete **mise en place**:

- **Paysanne** cucumber
- Trim bean sprouts
- Chop coriander and mint leaves
- **Brunoise** chilli
- Peel and grate ginger
- Trim and clean calamari tubes

2 Make the dressing by placing passionfruit pulp, lime juice, fish sauce, sugar and ginger in a small bowl, and stir until the sugar dissolves.

3 Combine cucumber, bean sprouts, coriander and mint in a large bowl.

4 Slice the squid tube so you are working with one flat piece of squid. Cut the squid into pieces that are about 4 cm wide and about 8 cm long. **Score** the squid using a paring knife by cutting the squid on the diagonal in both directions, ensuring the cutting lines are 0.5 cm apart. Do not cut through the squid – you are only marking its surface.

5 Heat half the oil in a large frying pan over medium heat. Add half the garlic and half the chilli, and **stir-fry** until aromatic. Add half the squid and stir-fry for 1–2 minutes or until cooked through. Transfer to a large heatproof bowl and repeat with remaining oil, garlic, chilli and squid.

6 Add ¾ of the dressing to the squid mixture. **Season** with salt and pepper. Toss to coat. Divide the cucumber mixture among plates and top with squid mixture. Drizzle with remaining dressing and serve.

tips & Techniques

Ensure you taste the dressing and adjust seasoning as necessary.

Squid can also be cut into rings if desired.

Tearing the mint and coriander will give this meal a more subtle flavour.

Do not over-handle squid. This can make it tough and chewy.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Scoring of squid.
- 4 Stir-frying.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of salads and dressings.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

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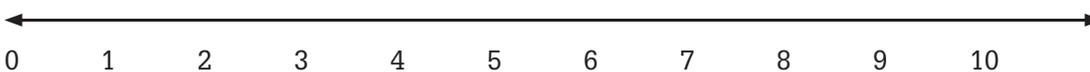
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 What causes the squid hood to curl up during the cooking process? Apart from the visual appeal, what is another purpose of scoring the squid?

2 Discuss the importance of working with fresh, quality ingredients.

3 How would you store the squid after it is purchased to ensure it is used at its best?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Mini lemon and lime meringue pies

MAKES: 6

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 lime
- 1 lemon
- 1 sheet frozen ready-rolled, short-crust pastry
- cooking spray for greasing
- ¾ C sweetened condensed milk
- 1 egg
- pinch cream of tartar
- ¼ C caster sugar
- icing sugar for dusting

METHOD

- 1 Complete *mise en place*:**
 - Juice and zest lime
 - Juice and zest lemon
 - Remove pastry from the freezer and allow it to soften slightly
 - Preheat oven to 200°C
- 2 Cut pastry into 6 x 8 cm squares. Lightly grease a 6-cup capacity muffin tin and line with pastry. Place in oven and bake for 10–15 minutes until pastry is golden. Reduce oven temperature to 180°C.**
- 3 Combine half the condensed milk, lemon zest, ¼ C lemon juice and half the egg yolk in a bowl. Mix to combine. In a separate bowl combine the rest of the condensed milk, lime zest, ¼ C lime juice and half the egg yolk and mix to combine. Reserve some zest for garnish.**
- 4 Place egg white and cream of tartar in a bowl and use an electric mixer to beat until soft peaks form. Add caster sugar, 1 tablespoon at a time, beating well after each addition until meringue is thick and glossy.**
- 5 Spoon lemon mixture into 3 of the pastry cases. Spoon the lime mixture into 3 of the pastry cases. Top these with the meringue mixture and place muffin pan on a baking tray. Bake for 10–15 minutes or until meringue is light and golden.**
- 6 Dust with icing sugar, top with zest and serve while warm.**

tips & Techniques

Taste the mixture before adding it to the pastry cases. It should be sweet with a hint of lemon or lime. Ensure the flavour is not too overpowering.

When mixing the meringue, add the sugar slowly and check to ensure all the sugar has dissolved, but do not overbeat the egg white. Also ensure the electric mixer and bowl are clean.

Start with the eggs at room temperature to develop a meringue that does not crack or weep.

Baking the pastry before adding the mixture and meringue should ensure that the pastry cases are golden brown and visually appealing. You may want to add pastry weights to help the pastry keep its shape.



Skills covered

- 1 Presenting food.
- 2 Working with pastry.
- 3 Baking.
- 4 Use of an electric mixer.

Units covered

- 1 Prepare appetisers and salads SITHCCC006A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a range of hot and cold appetisers.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

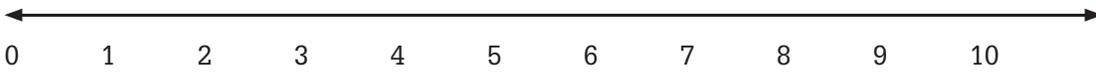
Student self-evaluation

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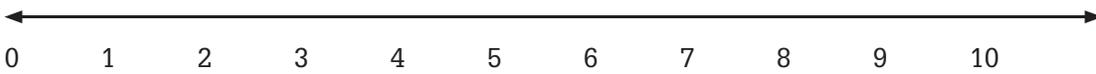
1 I followed all personal hygiene and Occupational Health and Safety Standards.



2 I used all utensils and equipment in the appropriate manner.



3 I worked well with other members of the class.



4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 What is the role of the cream of tartar in creating the meringue?

2 Filo pastry can also be used for the base of this product. Adjust the recipe and method to include this pastry, taking into account that it should be handled and baked in a different way to short-crust pastry.

3 What are the advantages of making miniature pies rather than one large pie?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



UNIT 4

Prepare sandwiches

SITHCCC007A

UNIT 4
Prepare sandwiches SITHCCC007A



Unit overview

This unit introduces the skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation.

Sandwiches can vary greatly in type and style. Some may be classical or modern, hot or cold. Others may originate from varying cultural and ethnic backgrounds and use a variety of fillings and types of bread. Sandwiches can be pre-prepared or made on demand to meet customer requests. The preparation, presentation and storage of different varieties of sandwiches depends on the types of bread and fillings used.

This unit applies to those working in hospitality and catering enterprises where

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sandwiches are prepared and served.

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Contemporary smoked salmon sandwich

Tea (or pullman) sandwich

CONTEMPORARY SMOKED SALMON SANDWICH

SERVES: 1

Total: 10 minutes

5 mins

Preparation

3 min

Cooking and/or assembly

2 min

Serving & presentation

TEA (OR PULLMAN) SANDWICH

SERVES: 1

Total: 17 minutes

5 mins

Preparation

10 min

Cooking and/or assembly

2 min

Serving & presentation

INGREDIENTS

- 1 lettuce leaf
- 1 avocado
- 2 slices dark rye bread
- 1 T cream cheese
- 2 pieces smoked salmon

METHOD

1 Complete **mise en place**:

- Wash lettuce and tear for both sandwiches
- Peel and slice avocado

2 Prepare contemporary sandwich by laying out bread and spreading cream cheese from corner to corner on both slices. Place even amounts of salmon, avocado and lettuce on one slice of the bread. Place the other slice of bread on top and cut into triangles.

3 Prepare pullman sandwich by half filling a saucepan with water and placing over high heat. When water is almost boiling, carefully add the egg using a slotted spoon and boil for approximately 5–7 minutes. After this time, carefully remove egg and allow it to cool in a bowl of cold water.

4 When egg is cold, peel and mash it with a fork, and combine curry powder and mayonnaise.

5 Lay two slices of bread on a chopping board and dress with egg mixture on one side only. Lay the third slice of bread (plain with no egg mixture) on top of the first slice. Add the lettuce leaf followed by the last slice of bread with the egg mixture against the lettuce. You should form a triple layered sandwich with egg mixture on the inside of the two outer slices of the bread, and lettuce and a slice of bread in the middle. Remove crusts and cut into squares, then serve immediately.

INGREDIENTS

- 1 lettuce leaf
- 1 egg
- 1 t curry powder
- 1 T whole egg mayonnaise
- 3 slices wholegrain bread



Skills covered

- 1 Presenting food.
- 2 Boiling.

Units covered

- 1 Prepare sandwiches SITHCCC007A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of sandwiches.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Use good quality, fresh ingredients for your sandwiches and prepare sandwiches as close to service as possible.

Ensure no filling is hanging over the sides of the sandwiches.

Make sure the egg is cooled before peeling and mashing.

Using a slotted spoon to carefully place egg in the hot water will prevent the hot water from splashing everywhere.

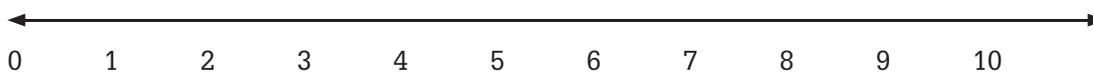
Student self-evaluation

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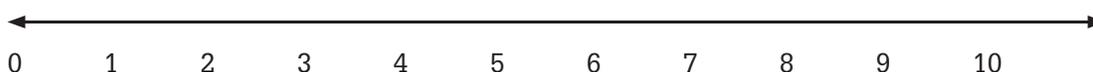
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Research other fillings that could be used to make a contemporary sandwich.

2 What are the key characteristics of a pullman sandwich?

3 Discuss the advantages and disadvantages of these types of sandwiches in terms of taste and appearance.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Bookmaker sandwich

Club sandwich

Bookmaker sandwich

Club sandwich

BOOKMAKER SANDWICH

SERVES: 1

Total: 10 minutes



CLUB SANDWICH

SERVES: 1

Total: 20 minutes



INGREDIENTS

- 1 T olive oil
- 1 piece minute steak
- 2 slices multigrain bread
- 2 T English mustard
- 1 spring onion for garnishing

INGREDIENTS

- 1 rasher bacon
- 1/3 chicken breast
- 1 lettuce leaf
- 1/2 tomato
- 1 T olive oil
- 3 slices white bread
- 2 T mayonnaise

METHOD

1 Complete **mise en place**:

- Trim any visible fat from minute steak, bacon and chicken breast
- **Chiffonade** lettuce for club sandwich
- Slice tomato

2 Prepare bookmaker sandwich by heating oil in a non-stick frying pan and cooking steak on a medium heat, turning once. Cooking time for steak will depend on individual taste. Set the meat aside to rest and cool.

3 Toast bread in a toaster or salamander and spread both slices of bread with English mustard from corner to corner. Place steak on one slice of toast and top with the other slice of toast. This sandwich is deliberately served cold.

4 Prepare club sandwich by heating olive oil in a non-stick frying pan and cooking chicken on low heat until browned. Remove from pan and drain on paper towel. Cut chicken into small pieces.

5 Add bacon to frying pan and fry until crisp. Grill or toast bread and dress with mayonnaise spread from corner to corner. Layer toasted bread with chicken, followed by lettuce, toasted bread, tomato and bacon, and then the last slice of toast. You should end up with a triple-decked sandwich.

6 Cut club sandwich into triangle quarters with a serrated knife and secure with toothpicks.

7 Serve both sandwiches on a plate or platter and garnish with spring onion.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Pan-frying.

Units covered

- 1 Prepare sandwiches SITHCCC007A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of sandwiches.
- 2 Prepare food for service.
- 3 Portion and plate food.

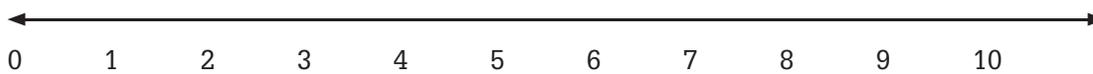
Equipment needed to complete recipe

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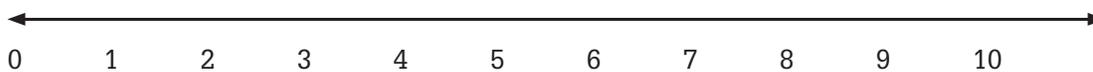
Student self-evaluation

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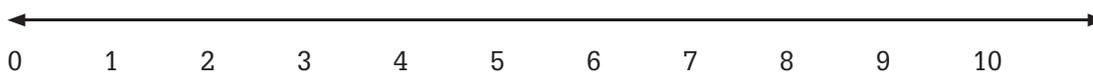
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Using a serrated knife ensures the sandwich is cut neatly.

Do not overload the club sandwich with ingredients. This can make it difficult to eat and present neatly.

Pat chicken and bacon with absorbent paper to ensure there is no oily residue before using.

Steak should be given at least 10 minutes to rest before using it in the sandwich.

5 General reflections about this recipe.



Review questions

1 Describe how you would store both of these sandwiches prior to service. What factors need to be taken into consideration?

2 Discuss the difference between a bookmaker and modern steak sandwich.

3 Where would these sandwiches typically be served? Calculate the quantity of ingredients required if you were serving these items for a function of 200 people.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Open sandwich

Turkey ribbon sandwich

Open sandwich

Turkey ribbon sandwich

OPEN SANDWICH

SERVES: 1

Total: 20 minutes



TURKEY RIBBON SANDWICH

SERVES: 1

Total: 20 minutes



INGREDIENTS

- ½ clove garlic
- ¼ C parmesan cheese
- 2 cos lettuce leaves
- ½ chicken breast
- 1 rasher bacon
- ½ C whole egg mayonnaise
- 1 T lemon juice
- 1 T wholegrain mustard
- 2 T vegetable oil
- 1 slice sourdough loaf

INGREDIENTS

- 2 chives
- 2 pieces zucchini
- 2 T ricotta
- 1 T olive oil
- 1 T cranberry sauce
- 2 slices white bread
- 2 slices brown bread
- 1 piece smoked turkey (100 g)
- 5 pieces rocket
- extra chives for garnishing

METHOD

1 Complete **mise en place**:

- Finely chop chives
- **Paysanne** zucchini
- **Brunoise** garlic
- Tear cos lettuce leaves
- Grate parmesan
- Trim any visible fat from chicken and bacon

2 Prepare ribbon sandwich by mixing chives with the ricotta. Brush zucchini with olive oil and heat a char grill. When hot add pieces of zucchini and cooked until tender, turning once.

3 Spread bread with ricotta mix and cranberry sauce. Alternate the order of the bread from white to brown, and add zucchini, turkey and rocket in between each layer to create a four-layered sandwich. Remove crusts from bread and cut into fingers.

4 Prepare open sandwich by mixing mayonnaise, lemon juice, mustard and garlic in a bowl.

5 Heat a frying pan to a medium heat, brush chicken with oil. Cook for approximately 6 minutes on each side, or until cooked through. Remove and pat with paper towel to remove any excess fat or oil. Add bacon to the frying pan and cook for 4–5 minutes or until cooked. Allow chicken to rest.

6 Slice chicken and place on top of bread. Add bacon rasher and cos leaves. Drizzle mayonnaise dressing over the top and garnish with parmesan cheese.

7 Garnish both sandwiches with chives and serve immediately.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Use of a char grill.
- 4 Pan-frying.

Units covered

- 1 Prepare sandwiches SITHCCC007A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of sandwiches.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Spread open sandwich with even amounts of chicken and bacon.

Make sure the bread used is fresh and of a high quality.

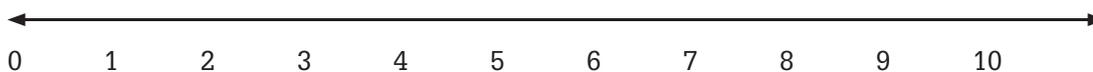
Absorb excess oil or fat from chicken and bacon with paper towel.

Bread for the open sandwich can also be toasted to give it that extra crunch. Toast in a toaster or under a salamander before dressing.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

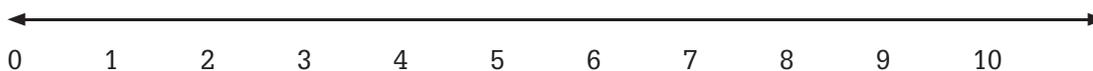
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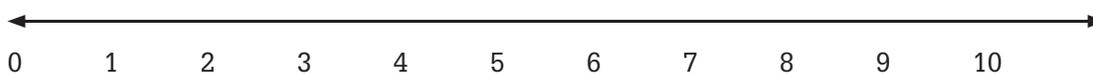
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 There are many ingredients that can be used for an open sandwich to make it tasty as well as visually appealing. Make a list of possible alternatives.

2 Research the nutritional content of the brown and white bread used in the ribbon sandwich. Which is healthier for you and why?

3 Many of the commercially made breads have additives to make them last longer and look more appealing. Read the label on the bread and see if you can identify additives that are used.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Pinwheel sandwich

Domino sandwich

Pinwheel sandwich

Domino sandwich

PINWHEEL SANDWICH

SERVES: 1

Total: 20 minutes



DOMINO SANDWICH

SERVES: 1

Total: 25 minutes



INGREDIENTS

- ½ small carrot
- ⅓ cucumber
- 2 T creamed corn
- 1 slice wholemeal bread
- 1 slice double smoked ham

INGREDIENTS

- 1 spring onion
- 2 slices white bread
- 2 slices brown bread
- 4 T cream cheese
- 50 g tinned red salmon

METHOD

1 Complete **mise en place**:

- Peel and grate carrot
- Peel cucumber and **julienne**
- Drain any juice from creamed corn
- **Paysanne** spring onion
- Remove crusts from bread for pinwheel sandwich

2 Prepare pinwheel sandwich by using a rolling pin to flatten out bread. Ensure bread is of an even thickness.

3 Spread creamed corn over the bread. Top with ham and ensure there is no ham hanging over the edge of the bread. Add carrot and cucumber. Filling should be quite thick.

4 Roll sandwich carefully by tucking one edge of the bread under and rolling the bread upon itself. Use a piece of cling wrap to help secure the roll. Twist the end of the cling wrap tightly so a sandwich is contained like a Christmas bon bon. Rest in fridge for at least 15 minutes.

5 Carefully remove cling wrap and cut sandwich in the middle so the roll and layers of ingredients are shown.

6 Prepare domino sandwich by spreading all slices of bread with cream cheese on one side only. Mix red salmon and spring onion together.

7 Place white bread on base and top with salmon mixture. Add brown bread and repeat with filling. Add white bread and filling and finish with brown bread. All of the filling should be in between the bread slices. Remove crusts and cut into 2 cm fingers.

8 Alternate the slices so that a finger of white bread is next to a finger of brown bread. Cut sandwich again into 2 cm fingers in the opposite direction, creating 2 cm cubes of sandwich.

9 Serve both sandwiches immediately.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.

Units covered

- 1 Prepare sandwiches SITHCCC007A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of sandwiches.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Keep the filling on the domino sandwich even and flat so it can be easily cut and assembled.

Use a serrated knife when cutting the bread to achieve a smooth, even surface.

Make sure the filling is not too moist for the pinwheel sandwich, otherwise it will not hold its shape.

Ensure the brown and white bread on the domino sandwich are of the same size before assembling it.

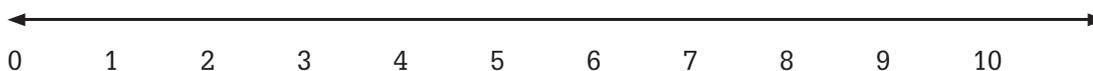
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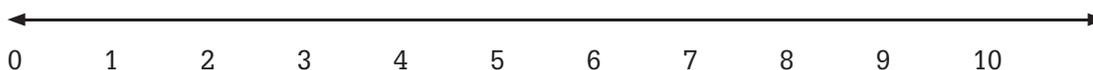
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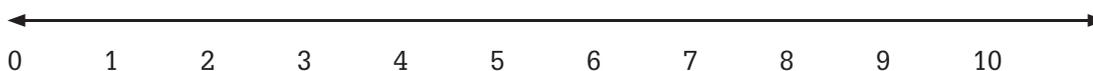
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 In which commercial situations could these sandwiches be served?

2 Discuss possible challenges you may face when making these sandwiches and suggest solutions.

3 Why is it necessary to store the ingredients used in these sandwiches in the fridge before service? Justify your answer.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Marinated eggplant and mozzarella focaccia Mexican wrap

MARINATED EGGPLANT AND MOZZARELLA FOCACCIA

SERVES: 1

Total: 20 minutes



MEXICAN WRAP

SERVES: 1

Total: 20 minutes



INGREDIENTS

- ¼ red onion
- 1 piece focaccia bread (or roll)
- ¼ avocado
- 1 t lemon juice
- salt and pepper
- 2 pieces salami
- 3 semi-dried tomatoes
- 2 pieces marinated eggplant
- 2 pieces mozzarella
- alfalfa for garnishing

INGREDIENTS

- 1 tomato
- 2 iceberg lettuce leaves
- 80 g chicken breast
- ¼ packet taco seasoning
- 1 T olive oil
- ¼ C kidney beans
- 2 T taco sauce
- ½ C grated cheese
- 1 tortilla wrap
- 1 wooden skewer
- alfalfa for garnishing

METHOD

1 Complete **mise en place**:

- **Macedoine** tomato for wrap
- **Chiffonade** lettuce
- Cube chicken
- Cut focaccia bread in half
- Slice onion

2 Prepare focaccia by mashing avocado in a bowl and adding lemon juice and salt and pepper so that a smooth paste forms. Cut focaccia bread or roll in half and spread with avocado mixture.

3 Dress one half of the focaccia with the salami, semi-dried tomatoes, eggplant, mozzarella and onion. Place the other half of the focaccia bread on top and cook in a sandwich press until bread is warmed and cheese has melted.

4 Prepare wrap by seasoning the chicken with the taco seasoning. Heat a frying pan on medium heat, add the oil and sauté chicken until cooked. Add beans and taco sauce, heat gently for a minute or two.

5 Place lettuce, tomatoes, chicken mixture and grated cheese in the centre of the top half of the tortilla.

6 Fold up the bottom half of the tortilla and then fold in the sides. Secure with a skewer.

7 Serve the focaccia and the wrap on separate plates and garnish with snow pea sprouts.



Marinated eggplant
and mozzarella
focaccia

Mexican wrap

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Pan-frying.
- 4 Use of a sandwich press.

Units covered

- 1 Prepare sandwiches SITHCCC007A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and present a variety of sandwiches.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

When dressing the focaccia, ensure none of the ingredients are overhanging the bread.

Make sure when the focaccia is in the sandwich press that the heat is not too high as it may cause the bread to brown too quickly without melting the cheese. Also ensure there are no ingredients hanging over the sides of the bread.

Allow the chicken for the wrap to brown before adding the beans. If beans are added too early, they may become soft and tear.

Heating the tortilla in the microwave before adding the ingredients to it may make it easier to fold. Also, do not overfill the tortilla with ingredients as it will become difficult to roll up.

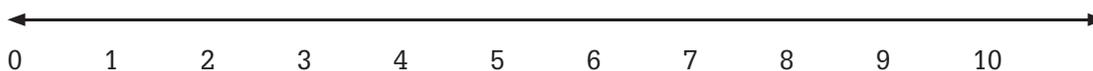
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Make a list of other suitable ingredients that could be used in both the wrap and focaccia.

2 Using the internet, research the origin of focaccia and tortilla bread. What other specialty breads are commonly used to make sandwiches and light lunches?

3 Create a **workflow plan** that would be useful to a commercial chef when preparing these dishes in a specified time frame.

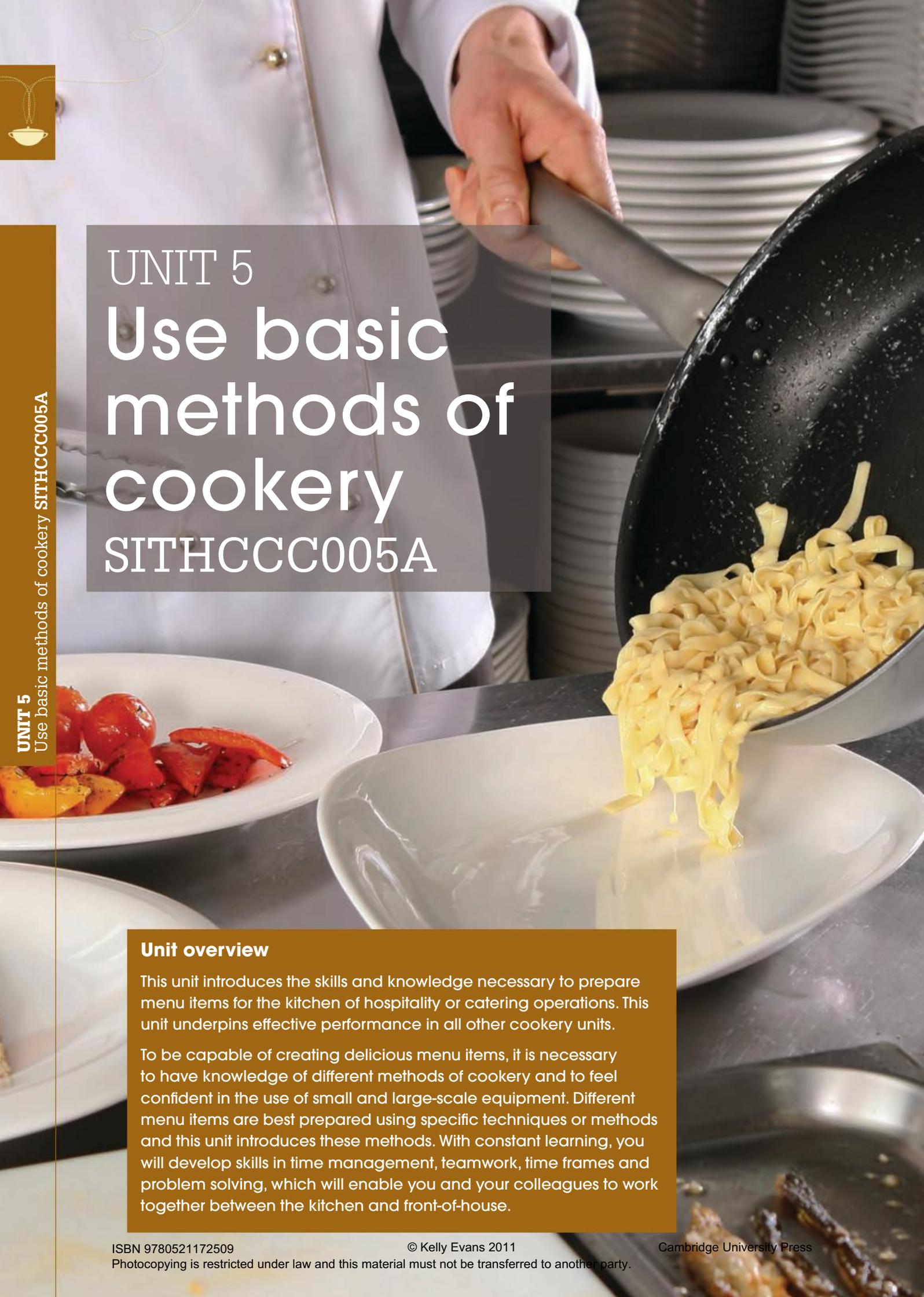
Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 5

Use basic methods of cookery

SITHCCC005A

UNIT 5
Use basic methods of cookery SITHCCC005A

Unit overview

This unit introduces the skills and knowledge necessary to prepare menu items for the kitchen of hospitality or catering operations. This unit underpins effective performance in all other cookery units.

To be capable of creating delicious menu items, it is necessary to have knowledge of different methods of cookery and to feel confident in the use of small and large-scale equipment. Different menu items are best prepared using specific techniques or methods and this unit introduces these methods. With constant learning, you will develop skills in time management, teamwork, time frames and problem solving, which will enable you and your colleagues to work together between the kitchen and front-of-house.

Char-grilled vegetable and salami pizza

SERVES: 2

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ½ red onion
- 8 pieces salami
- ½ eggplant
- 1 medium zucchini
- 40 mL olive oil
- 10 semi-dried tomatoes
- 1 C plain flour
- 4 g sachet instant dry yeast
- ¼ t caster sugar
- pinch salt
- 95 mL warm water
- 1 T olive oil
- 2 T tomato paste
- ½ C mozzarella cheese

METHOD

1 Complete **mise en place**:

- Slice onion
- Preheat oven to 180°C
- Cut salami in half
- Halve tomatoes
- **Paysanne** eggplant and zucchini, brush with olive oil and char grill

2 Make pizza dough by sifting flour into a large bowl. Add yeast, sugar and salt. Combine warm water and oil and add to flour mixture. Mix until dough comes together.

3 Turn dough onto a lightly floured surface and knead for 8 minutes, adding more flour if necessary or until elastic. Roll out dough into a circle until it is approximately 1.5 cm thick. Rest dough for approximately 20 minutes.

4 Once dough is rested, spread with tomato paste. Add vegetables, salami and top with cheese.

5 Bake in 180°C oven until cheese has melted and is lightly golden.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Working with dough.
- 4 Baking.
- 5 Use of a char grill.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

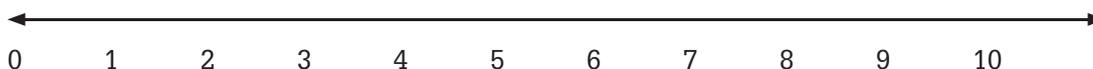
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- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

If time allows, dough should be rested for as long as possible before it is used.

Brush vegetables with oil before char grilling to add visual appeal and enhance the flavour.

Ensure the dough is rolled out to the same thickness throughout so that it cooks in the stated time. Spread flour over your work area when rolling out to prevent dough from sticking.

When char grilling vegetables, they should only be turned once.

5 General reflections about this recipe.



Review questions

1 Why is it necessary to rest the dough before shaping it?

2 Explain the cookery method of **baking**, giving three examples of common meals that use this method of cooking.

3 Outline the type of equipment that would be used in a commercial environment to produce large quantities of pizza.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Poached chicken and pawpaw salad

SERVES: 2

TOTAL: 50 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 500 g chicken breast fillets
- 1 lime
- 2 small fresh red chillies
- 50 g snow peas
- 4 spring onions
- ½ bunch coriander
- 200 g lettuce leaves
- 1 small pawpaw or, if unavailable, use fresh or tinned mango
- salt and pepper
- ¼ C peanut oil
- 1 T brown sugar
- ½ C roasted peanuts

METHOD

1 Complete **mise en place**:

- Trim chicken
- Juice lime
- **Brunoise** chillies
- Top and tail snow peas and **julienne**
- **Paysanne** spring onion
- **Chiffonade** coriander and lettuce
- Peel, slice and deseed pawpaw into pieces

2 Place chicken fillets in a medium frying pan and add enough warm water to cover them. Add salt and pepper and cover the pan to poach the chicken on a medium to low heat for 8–10 minutes.

3 Place **poached** chicken fillets on a plate, cover and refrigerate for 30 minutes or until cooled.

4 Combine lime juice with peanut oil, chillies and brown sugar and mix well.

5 Heat the peanuts under the grill or salamander until golden and chop them finely.

6 Cut the cooled chicken fillets lengthways into 1 cm thick slices. Combine with pawpaw, coriander, spring onions, snow peas and lettuce in a large bowl. Pour dressing over.

7 Present on a plate garnished with roasted peanuts.

tips & Techniques

Poaching liquid must cover the food item in order for it to cook properly. The poaching liquid can also flavour the meat; try poaching the meat in coconut milk for a different flavour.

Allow the chicken sufficient time to rest to ensure it will be tender.

Ensure the poaching liquid remains at a constant temperature and do not allow it to get too hot.

The sugar should be fully dissolved in the dressing to prevent it from having a 'grainy' texture.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Poaching.
- 4 Grilling.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Prepare appetisers and salads SITHCCC006A.
- 3 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare and present a variety of salads and dressing.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Make a list of suitable foods that can be poached. Suggest different types of poaching liquids that can be used.

2 What are the nutritional benefits of poaching?

3 Why should the chicken be rested before serving?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Beef pot pie

MAKES: 1

TOTAL: 50 minutes

5
mins

Preparation

40
mins

Cooking

5
mins

Serving & presentation

INGREDIENTS

- ¼ brown onion
- 150 g potato
- ½ clove garlic
- 2 T olive oil
- ¼ T ground chilli
- 125 g beef mince
- 150 g diced tomatoes
- ¼ C beef stock
- 1 T tomato paste
- ¼ C peas
- ¼ C corn
- salt and pepper
- ½ sheet frozen short-crust pastry

METHOD

- 1 Complete *mise en place*:**
 - **Brunoise** onion
 - Peel and **macedoine** potato
 - Crush garlic
 - Preheat oven to 200°C
- 2 Heat oil in a large frying pan and add onion. Cook until soft. Add garlic and chilli. Cook for 1 minute and add beef. Cook beef until browned.**
- 3 Add potato, tomatoes, stock and tomato paste to pan. Stir until combined. Bring to the boil and simmer for 15 minutes or until potato is tender. Add peas and corn and stir for 3 minutes on low heat. Test for taste and season with salt and pepper. Allow to cool slightly.**
- 4 Spoon mixture into an individual heatproof ramekin or pie dish. Cut a 10 cm circle from pastry and place over dishes to cover filling. Press excess pastry over edge. Use remaining pastry to garnish. Brush pie with water and bake 15–20 minutes or until pastry is golden. Serve.**



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Baking.
- 4 Pan-frying.
- 5 Working with pastry.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Prepare appetisers and salads SITHCCC006A.
- 3 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare and present a variety of salads and dressing.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

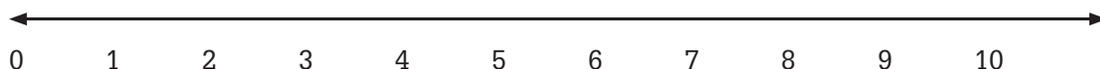
Student self-evaluation

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tips & Techniques

Ensure vegetables are cut into evenly sized pieces so cooking time is consistent.

To improve the aesthetic appeal of the pie, use any remaining pastry to create a simple shape and place on top of the pie. Alternatively, you can score the pastry with a sharp knife in order to improve visual appeal of the pie.

5 General reflections about this recipe.

Review questions

1 The pie filling is crucial to the taste of this dish. Compile a list of filling variations that could be used as an alternative. Consider savoury as well as sweet flavours.

2 Discuss this method of cookery in terms of its use in a commercial kitchen. What types of commercial equipment would be used to produce this dish in a large restaurant?

3 Find a recipe to make the puff pastry from scratch. Calculate an approximate costing and discuss whether it is cost effective and time efficient to use ready-made pastry as opposed to the homemade variety.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Braised sausages with Italian couscous

SERVES: 2

TOTAL: 40 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ½ red onion
- 1 ¼ C beef stock
- ⅓ C pitted kalamata olives
- pepper
- 1 T olive oil
- 1 T basil pesto
- 4 beef sausages
- sprig Italian parsley
- 200 g can chopped tomatoes
- ¾ C couscous

METHOD

- 1 Complete *mise en place*:**
 - Slice onion
 - **Dice** olives
- 2 Heat ½ tablespoon of oil in a frying pan over a medium heat. Add sausages and cook for 2–3 minutes or until browned. Remove from pan and slice diagonally.**
- 3 Add remaining oil and onion to pan. Sauté until tender and add tomatoes and ½ cup of beef stock. Season with pepper and return sausages to pan. Reduce heat to low and simmer uncovered for 15 minutes or until the sauce has thickened slightly.**
- 4 Bring remaining stock to the boil, remove from heat and stir in couscous. Cover and stand for 5 minutes or until stock has been absorbed. Stir with a fork to separate the grains.**
- 5 Stir olives into sausage mixture and cook uncovered for 3 minutes or until warmed through. Mix in pesto.**
- 6 Dish couscous onto plate and spoon over sausage mixture. Garnish with parsley leaf.**



Skills covered

- 1 Precision cuts.
- 2 Braising.
- 3 Presenting food.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 3 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare farinaceous dishes.
- 4 Prepare food for service.
- 5 Portion and plate food.

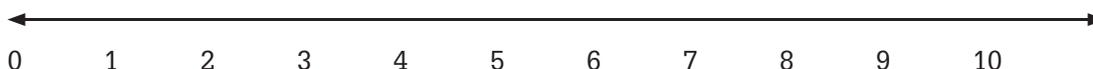
Equipment needed to complete recipe

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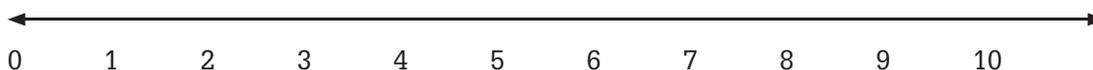
Student self-evaluation

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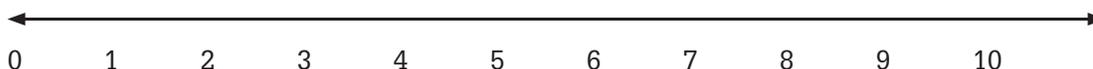
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Ensure the stock is boiling before adding the couscous, then allow couscous to stand until light and fluffy.

To thicken sauce, keep heat on low and stir to prevent sauce burning.

Don't cook the onion, you are just sautéing it to bring out its flavour.

For presentation purposes, ensure sausage is cut into even-sized pieces.

5 General reflections about this recipe.



Review questions

1 Make a list of other foods that are commonly **braised**.

2 In a commercial environment, a bratt pan would often be used to cook this meal. Calculate the ingredient quantities if you were making this dish for 300 people.

3 Discuss innovative and creative ways in which you could present this dish.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



UNIT 5
Use basic methods of cookery **SITHCCC005A**



Pork cutlet with German potato salad

SERVES: 2

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 200 g Désirée potatoes
- 2 eggs
- 2 spring onions
- 30 g ham
- 1 clove garlic
- ¼ C continental parsley
- ¼ C whole egg mayonnaise
- 1 T lemon juice
- salt and pepper
- 2 pork chops
- 1 T all-purpose seasoning
- ½ C pre-made apple sauce

METHOD

1 Complete **mise en place**:

- Wash potatoes
- Hard boil eggs, peel and slice
- **Paysanne** spring onions
- **Macedoine** ham
- Crush garlic
- **Chiffonade** parsley

2 Cook potatoes in a large saucepan of salted boiling water for 10–12 minutes or until cooked but not soft. Drain and set aside. When cooled, thinly slice.

3 Place potato, egg, spring onions and ham in a bowl. Combine mayonnaise, garlic, lemon juice and most of the parsley in another bowl. Season with salt and pepper. Add to potato mixture and toss until well combined.

4 Season pork chops with desired seasoning and heat the char grill. Char grill pork chops until cooked and serve with salad. Garnish with remaining parsley and pour the apple sauce over the meat.

tips & Techniques

Cut the potatoes into even slices for presentation purposes. Ensure the rest of the ingredients used in the salad are also uniform in size.

Allow the potatoes to cool before cutting. If they are not cooled, they will be difficult to cut and will not hold their shape.

So that the meat is tender, it should be at room temperature before cooking and also rested before serving.

Ensure the water is boiling before adding potatoes. Cooking time will need to be adjusted if potatoes are added before water has boiled.

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Boiling.
- 4 Use of a char grill.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Prepare appetisers and salads SITHCCC006A.
- 3 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare and present a variety of salads and salad dressings.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 What are the advantages and disadvantages of boiling as a cooking method?

2 Discuss why it is necessary to rest the meat before service.

3 Outline a variety of presentation methods that could be used to give this meal more height, colour and texture.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Lemon-pecan schnitzel with mash and green beans

SERVES: 2

TOTAL: 40 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ¼ C pecan nuts
- 100 g green beans
- 4 potatoes
- ½ lemon
- 1 chicken breast fillet
- 2 T lemon thyme leaves, extra for garnishing
- 1 egg
- ⅓ C milk
- ¼ C plain flour
- 1 C fresh breadcrumbs
- vegetable oil for frying

METHOD

1 Complete **mise en place**:

- Dice pecans
- Top and tail beans
- Peel potatoes
- Remove rind from lemon with zester
- Cut chicken breast in half lengthways
- Finely chop lemon thyme leaves

2 Whisk egg and milk in a shallow bowl and place flour on a plate. Combine breadcrumbs, pecans, thyme and lemon zest. Use a meat mallet to pound chicken until 1 cm thick.

3 Coat chicken in flour, shake off excess. Dip in egg mixture. Coat in breadcrumbs and place on tray.

4 Boil water for potatoes. When boiling add potatoes and cook for approximately 10 minutes. At the same time steam beans over the top of the saucepan using a steaming basket. Mash potatoes. You may wish to put the potatoes through a **Mouli for extra creaminess or alternatively mash with a little milk until smooth.**

5 Heat oil in frying pan and shallow fry chicken for 3–4 minutes or until golden brown. Serve with steamed beans and mashed potatoes. Garnish with extra lemon thyme leaves.

tips & Techniques

Make sure the chicken is the same thickness from the tip to the end of the breast. This will ensure the chicken is cooked evenly.

Use one hand to complete the wet crumbing process and the other for the dry crumbing process of the chicken.

When steamed, the beans should be firm and bright in colour but still tender.

Take care when turning the chicken to ensure you don't rub off the coating. Chicken can also be drained on absorbent paper to soak up excess oil.

Skills covered

- 1 Presenting food.
- 2 Crumbing.
- 3 Boiling.
- 4 Shallow-frying.
- 5 Steaming.
- 6 Tenderising meat.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare food for service.
- 4 Portion and plate food.

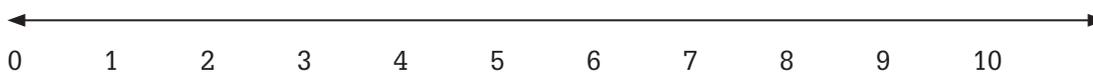
Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 This meal uses the cookery method of shallow-frying. Outline the advantages and disadvantages of using this method.

2 If time permits, the chicken should be rested after crumbing and before cooking. What is the advantage of resting the chicken?

3 What else could be served with the schnitzel? What aspects of the meal need to be taken into account when designing alternatives?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 5
Use basic methods of cookery **S1THCC007A**

Sticky date pudding with butterscotch sauce

MAKES: 8

TOTAL: 50 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

PUDDINGS

- 1½ C dates
- 100 g butter
- 1 C boiling water
- 1 t bicarbonate of soda
- 2 eggs
- 1 C self-raising flour
- whipped cream for garnishing

BUTTERSCOTCH SAUCE

- 150 g butter
- 1 C single cream
- 1½ C brown sugar

METHOD

1 Complete **mise en place**:

- Chop dates
- Cube butter

2 Put water to be used for the steaming process on to boil. Place dates, water and bicarbonate of soda in a bowl and allow to stand for 5 minutes. Then place mixture in a food processor with the butter.

3 Process date and butter mixture until well combined. Add eggs and flour. Process until just mixed.

4 Pour into individual muffin cases or ramekin dishes. Place sticky date pudding in steamer and cover with lid. It takes approximately 30 minutes to steam the pudding but this will depend on the size of your dish and the steaming vessel used. More or less time may be required. Check to see if pudding is ready by inserting a skewer.

5 Make butterscotch sauce by putting butter, cream and sugar in a saucepan over a medium heat and stir until butter has melted. Bring to the boil and cook for 5 minutes or until thickened.

6 Spoon sauce over puddings. Garnish with a **quenelle** of cream and serve.

tips & Techniques

To check if the puddings are cooked, insert a skewer into the middle of a pudding. If the skewer comes out clean, it is cooked. Ensure water is boiling in the steamer before adding the puddings.

Alternatively, the sticky date pudding can be steamed in a regular cake tin and then cut into slices before serving with the butterscotch sauce.

Give the dates adequate time to soak in the bicarbonate of soda mixture so they are tender.

Be careful of hot steam when removing the lid from the steamer.

Skills covered

- 1 Presenting food.
- 2 Steaming.
- 3 Use of a food processor.
- 4 Preparing a sauce using the reduction method.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

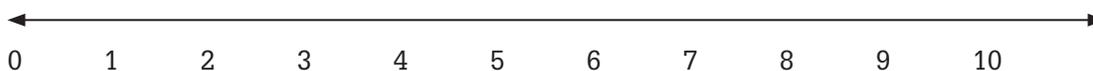
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



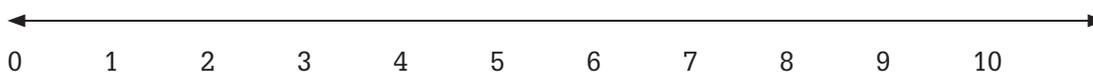
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Make a list of foods that are commonly steamed. What makes this cooking method healthy?

2 Discuss the safety issues that you need to be aware of when making this dish.

3 Why is it necessary to give the bicarbonate of soda, water and date mixture adequate time to soak?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Rhubarb and strawberry trifle

SERVES: 2

TOTAL: 25 minutes

5
mins

Preparation

10
mins

Cooking

10
mins

Serving & presentation

INGREDIENTS

- 6 rhubarb stalks
- 8 large strawberries
- ½ pre-made butter cake
- ¼ C caster sugar
- ¼ C pistachios
- 200 mL thickened cream
- ¼ C orange juice
- 300 mL pre-made custard

METHOD

1 Complete **mise en place**:

- Trim rhubarb and slice into 1.5 cm thick pieces
- Remove tops from strawberries, halve and then quarter
- Cut butter cake into 1 cm cubes or **macedoine**

2 Place rhubarb in a microwave-safe bowl and cover with 1 cup of water. Add sugar and stir to coat fruit.

3 Cover the bowl and microwave on high for approximately 3 minutes. Carefully remove cover and stir. Cover again and microwave for another 1 minute on high. Check the rhubarb for consistency. Rhubarb should be getting soft and slightly pulpy. Add strawberries and microwave for 30 seconds on high. Allow mixture to cool.

4 Heat grill or salamander and grill pistachios until golden brown. Finely dice pistachios.

5 Whip cream using an electric mixer until soft peaks form.

6 Place butter cake at the bottom of a parfait glass and pour over a little of the orange juice. Add rhubarb and strawberry mixture followed by the custard. Repeat this process until all ingredients have been used. Ensure you layer your dessert carefully so the distinct layers can be seen.

7 Garnish with a dollop of whipped cream and diced pistachio nuts.



Skills covered

- 1 Presenting food.
- 2 Stewing.
- 3 Grilling.
- 4 Microwave cookery.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Do not overcook rhubarb in the microwave. It is better to undercook it and put it back in the microwave for a short time.

Try to ensure even layers in your trifle for visual appeal.

If time permits, make a basic butter cake to use in your trifle instead of using a store-bought one. The cake will work best if it is 1–2 days' old.

Be careful when toasting the nuts to ensure they do not burn.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 Outline alternative ingredients that could be successfully **stewed** and used to replace the rhubarb in this recipe.

2 Discuss the complications that could occur when making parts of the recipe. How could these complications be avoided or minimised?

3 Calculate the quantities of ingredients required if you were producing this item for a function of 150 people.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Chocolate-filled wontons in vanilla bean syrup

SERVES: 2

TOTAL: 25 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

WONTONS

- 15 g dark chocolate
- 1 egg
- 150 g fresh ricotta
- 1 T honey
- 12 wonton wrappers
- vegetable oil for deep frying

VANILLA BEAN SYRUP

- 1 orange
- 1 vanilla bean
- 130 g caster sugar
- 150 mL water

METHOD

1 Complete **mise en place**:

- Grate chocolate and orange rind
- Whisk egg
- Juice orange
- Split vanilla bean and remove seeds

2 Place ricotta, honey, chocolate and half of the orange rind in a bowl. Use electric beaters to beat until smooth. Lay wonton wrappers on a clean dry surface and spoon teaspoonfuls of mixture into centre.

3 Brush edges of wonton with egg and bring the opposite corners together. Press to seal. Repeat with the remaining edges.

4 Make vanilla syrup by putting sugar and water into a large saucepan. Add vanilla seeds and pod and stir over low heat until sugar dissolves. Bring to the boil for 5–8 minutes or until thickened. Add the juice from the orange.

5 Heat oil for deep-frying and cook 6 wontons at a time until golden brown. Drain on absorbent paper.

6 Serve wontons with syrup poured over the top. Garnish with orange rind.



Skills covered

- 1 Presenting food.
- 2 Deep-frying.
- 3 Working with pastry.
- 4 Preparing a sauce using the reduction method.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Ensure the wonton papers are sealed properly to prevent them from opening during the cooking process. Also do not overfill them as it will make sealing them difficult.

Oil used for the deep-frying should be changed and the frying pan cleaned regularly to prevent other flavours from overpowering your food item.

Make sure the sugar has dissolved in the syrup otherwise it will have a 'grainy' texture.

Drain wontons on absorbent paper to soak up any oily residue.

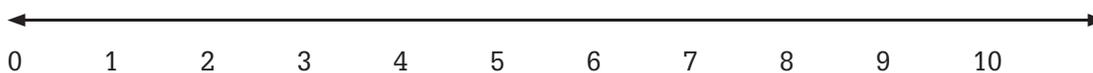
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

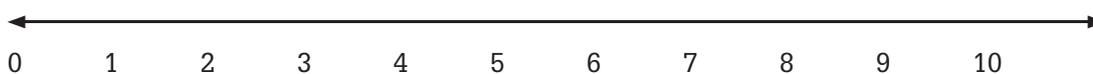
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 What other ingredients could be used to fill the wontons instead of the chocolate and ricotta? Make a list of both savoury and sweet fillings. For the savoury fillings, suggest an alternative to the sweet syrup.

2 Why is it necessary to have the deep-frying oil preheated? What could occur if this oil was not of a good quality or changed regularly?

3 Outline how you could improve the nutritional content of this item. Could the wonton be cooked differently to reduce calorie consumption?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Grilled brioche with toasted pistachios and caramelised orange

SERVES: 2

TOTAL: 25 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 100 mL thickened cream
- ¼ C pistachio nuts
- ¼ C orange juice
- ½ brioche loaf
- ⅓ C brown sugar
- 2 T butter
- ½ orange

METHOD

- 1 Complete *mise en place*:**
 - Whip cream
 - Shell pistachios and toast until golden, then finely dice
 - Slice orange into even rounds
 - Slice brioche loaf into even-sized pieces
- 2 Place brown sugar, butter and orange juice in a non-stick frying pan. Stir on low heat until sugar has completely dissolved.**
- 3 Add orange rounds to pan and cook until caramelised and golden.**
- 4 Toast brioche under salamander until golden. Serve oranges over brioche slices.**
- 5 Garnish with a *quenelle* of cream and toasted pistachio nuts.**



Skills covered

- 1 Presenting food.
- 2 Grilling.
- 3 Caramelising.

Units covered

- 1 Basic methods of cookery SITHCCC005A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Select and use cooking equipment and technology.
- 2 Prepare and cook food using basic methods of cookery.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Store cream in the fridge after it has been whipped to retain its freshness.

Ensure the oranges are cut into even-sized pieces. This is important in presentation but is also vital to the caramelisation process. When caramelising the oranges, keep heat on low to prevent the sugar from burning.

The brioche loaf could also be char grilled for visual appeal and a variation on the texture.

Pistachio nuts should be toasted until golden brown but also keep a hint of their natural green colour.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 Discuss the cookery method of grilling. What equipment do you need to have access to? Outline the advantages and disadvantages of grilling.

2 Compile a list of other foods that are commonly grilled.

3 Why is it necessary to maintain a low heat when dissolving sugar? If the sugar burns, what is the best way to deal with this complication?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



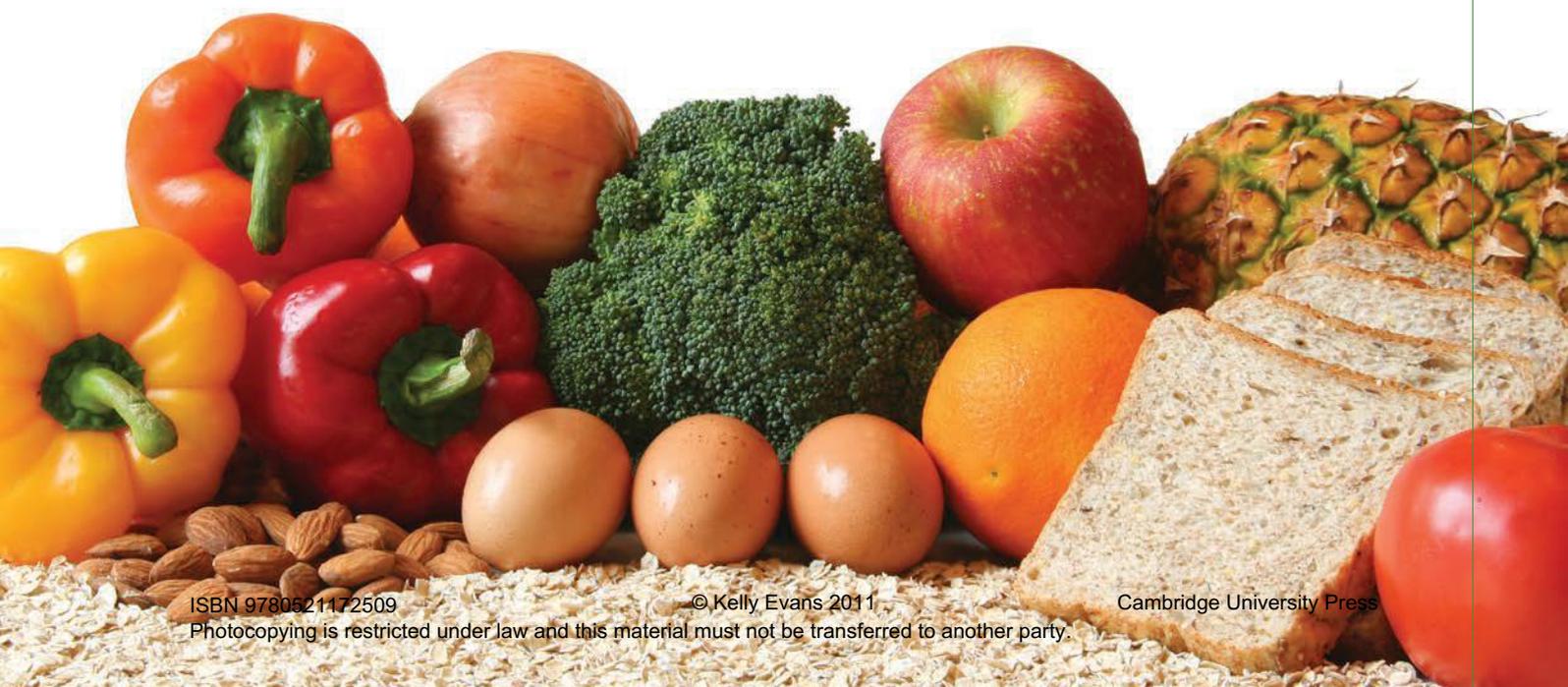
UNIT 6

Prepare vegetables, fruit, eggs and farinaceous dishes

SITHCCC009A

Unit overview

This unit introduces the skills and knowledge required to prepare various vegetables, fruit, eggs and farinaceous dishes in a commercial kitchen or catering operation. Vegetables and fruit can be selected according to seasonal availability and may be ordered fresh, frozen or preserved according to need. Vegetables and fruit can be prepared and served in traditional or contemporary ways and served as main dishes, appetisers and salads or as garnishes and accompaniments. This unit applies to all hospitality and catering enterprises where food is prepared.



Eggs Benedict

SERVES: 1

TOTAL: 20 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

HOLLANDAISE SAUCE

- 40 g butter
- 1 egg yolk
- 1 T white wine vinegar
- 1 T lemon juice
- salt and pepper

EGGS BENEDICT

- 2 chives
- 1 English muffin
- 1 egg
- 2 slices shaved ham

METHOD

1 Complete **mise en place**:

- Cut muffin in half
- Separate egg for hollandaise sauce
- Melt butter for hollandaise sauce
- Finely dice chives

2 Make hollandaise sauce by processing vinegar and egg yolk in a food processor. While the motor is still running, slowly add melted butter in a thin stream. Stir in lemon juice and transfer to a bowl. Season with salt and pepper and cover.



3 Add water to a saucepan until it is three-quarters full and add a pinch of salt. Bring water to the boil and then reduce the heat to low. Break the egg into a saucer and stir water in the saucepan until a whirlpool forms.

4 Carefully slide egg into water and poach without stirring for 3 minutes or until semi soft.

5 Toast muffin under salamander. Top one half of the muffin with ham. Remove egg from saucepan with a slotted spoon, place on muffin, drizzle with hollandaise sauce and garnish with chives. Serve immediately with the other half of the muffin on the edge of the plate.

Skills covered

- 1 Presenting food.
- 2 Use of a food processor.
- 3 Poaching.
- 4 Grilling.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and cook egg-based dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Be sure that the egg is at room temperature before it is poached.

Ensure all ingredients are fresh and of a high quality.

The muffin can also be grilled under the salamander or in a toaster.

When making the hollandaise sauce, slowly add the butter while the food processor is running. The slower the butter is added, the better the quality of the sauce.

When poaching the egg, place it in the middle of the whirlpool in the saucepan. You will know when the egg is poached as the egg white will turn a solid white.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



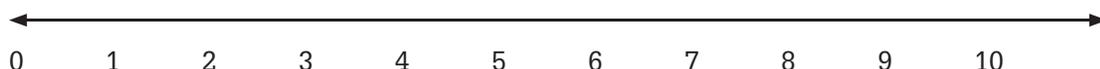
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 What are the nutritional benefits of poaching an egg?

2 Outline the difference between a hollandaise and a béarnaise sauce.

3 Research and describe other ways you can poach an egg.

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Soft breakfast tortilla with scrambled eggs and sausage

SERVES: 1

TOTAL: 20 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 vine-ripened tomato
- 1/2 red chilli
- 2 eggs
- 1/4 C chives
- 1 T olive oil
- 4 drops Tabasco sauce
- olive oil spray
- 1 breakfast sausage
- 30 mL cream
- salt and pepper
- 1 soft tortilla

METHOD

- 1 Complete *mise en place*:**
 - **Brunoise** tomato and remove seeds
 - **Brunoise** chilli and remove seeds
 - Lightly beat eggs
 - Finely chop chives
- 2 To make the salsa, combine the tomato, chilli, half the chives and olive oil. Add Tabasco sauce and season to taste.**
- 3 Heat a BBQ or flat plate to a medium heat. Spray with olive oil and cook sausage, turning occasionally until browned. Remove when cooked. Cover with foil to keep warm.**
- 4 Lightly whisk the eggs with the cream and add remaining chives. Season with salt and pepper. Spray a large non-stick frying pan with olive oil and heat on low to medium. Pour in egg mixture and use a wooden spoon and fold for 2 minutes until scrambled and almost set.**
- 5 Heat tortilla in the microwave for 30 seconds. Spoon some of the egg mixture down the centre of the tortilla, top with salsa and fold over sides to enclose. Serve on a plate with breakfast sausage on the side.**



Skills covered

- 1 Presenting food.
- 2 Precision cuts.
- 3 Using a BBQ.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and cook egg-based dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

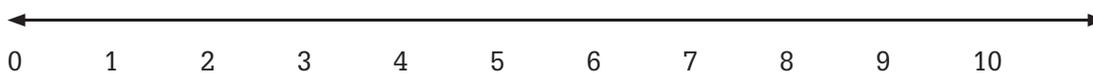
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



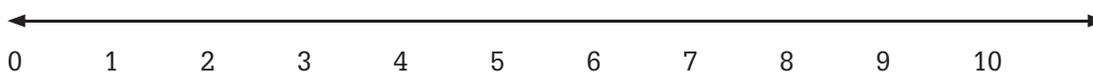
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Use a microwave, oven, or sandwich press to heat the tortilla. Check manufacturer's instructions for specific times. Do not overfill the tortilla as it will be difficult to wrap.

Omit Tabasco sauce for a milder flavour.

Breakfast sausage can be cooked in a frying pan, BBQ or flat plate. Monitor the heat when scrambling the eggs to ensure they cook quickly, but not too quickly.

An alternative presentation for this meal could be to cut up the cooked sausage and put it inside the tortilla with the scrambled egg and tomato mixture. Then roll the tortilla up.

5 General reflections about this recipe.



Review questions

1 Describe alternative ways in which scrambled eggs, a common breakfast item, could be served. Which other foods could it be served with?

2 Describe the technique of **folding**. How is this technique different to mixing?

3 Why do scrambled eggs need to be cooked on a low to medium heat?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Frittata with rocket and walnut salad

SERVES: 4

TOTAL: 40 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 350 g sweet potato
- 1 red capsicum
- 2 zucchini
- 2 red onions
- 20 g parmesan cheese
- ¼ C walnuts
- olive oil cooking spray
- 6 eggs
- ⅓ C skim milk
- salt and pepper to taste
- 100 g baby rocket
- 1 T balsamic vinegar

METHOD

- 1 Complete *mise en place*:**
 - Peel and cut potato into 3 cm pieces
 - Cut capsicum and zucchini into 3 cm pieces
 - Cut onion into wedges
 - Grate parmesan
 - Roughly chop walnuts
 - Preheat oven to 220°C
- 2 Grease a 6 cm deep, 8 cup capacity ovenproof dish with olive oil spray.**
- 3 Line a roasting pan with baking paper and place sweet potato, capsicum, onion and zucchini in pan. Spray with olive oil and roast for around 30 minutes or until golden and tender.**
- 4 Spread vegetables over the base of the frittata dish. Reduce oven to 190°C. Whisk the eggs, milk and pepper in a jug. Pour the mixture over the vegetables, gently shaking the dish to allow the mixture to spread evenly. Bake frittata for 25 minutes or until top is golden and centre is set.**
- 5 Set aside for 10 minutes. When cool, cut into pieces.**
- 6 Place rocket, parmesan and walnuts in a bowl. Toss to combine. Divide salad and frittata between serving plates. Drizzle salad with balsamic vinegar and serve.**

tips & Techniques

Cut vegetables into even-sized pieces so they cook in the designated time frame.

Cook frittata on the middle shelf of the oven to ensure an even, golden colour.

Tap frittata dish on the bench several times when adding the eggs and milk to ensure all vegetables are covered with the mixture.

Allowing the frittata to cool slightly will make it easier to cut and serve.



Skills covered

- 1 Presenting food.
- 2 Roasting.
- 3 Baking.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and cook egg-based dishes.
- 2 Prepare vegetable and fruit dishes.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



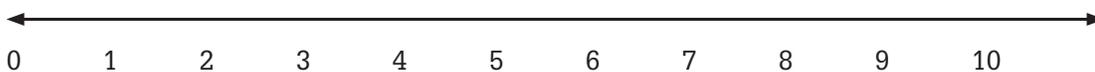
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 Portion control is important in a commercial environment, as over-portioning can be costly. Describe how you would portion this meal so that all customers received equal, well-portioned quantities.

2 Find a recipe for a basic frittata. Design your own frittata recipe that is tasty, including ingredients that will complement the dish and make it visually appealing.

3 Why it is necessary to ensure the frittata is cooked thoroughly before serving it to customers? How do you know if frittata is cooked all the way through?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Mediterranean omelette with crispy bacon and chorizo

SERVES: 2

TOTAL: 30 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 2 rashers bacon
- 4 cherry tomatoes
- olive oil spray
- torn basil leaves to serve
- 1 T balsamic vinegar
- 4 eggs
- 1 chorizo sausage
- 1 T olive oil
- ¼ C milk
- 3 spring onions
- salt and cracked pepper to taste

METHOD

- 1 Complete *mise en place*:**
 - Trim fat from bacon
 - **Chiffonade** basil leaves
 - **Paysanne** chorizo sausage
 - **Paysanne** spring onions
 - Quarter tomatoes
 - Preheat oven to 180°C
- 2 Place tomatoes on a baking tray lined with baking paper. Drizzle tomatoes with balsamic vinegar and olive oil and sprinkle with salt and cracked pepper. Bake for 15 minutes or until soft. Cover with foil and set aside.**
- 3 Heat a non-stick frying pan over medium heat and spray with a little olive oil. Add chorizo sausage and cook for 6–8 minutes until brown. Remove sausage from pan and place on absorbent paper. Cover with foil and set aside. Cook bacon rasher until brown. Cover and set aside.**
- 4 Whisk eggs, spring onions and milk together and add salt and pepper to taste. Spray a large non-stick frying pan with olive oil. Add the egg mixture and cook over medium heat for 5–6 minutes or until surface is set.**
- 5 Using an egg lifter, turn each side in so the omelette forms a square. Remove from heat and place on plate.**
- 6 Top omelette with chorizo and tomato. Add fried bacon rasher and garnish with torn basil leaves.**

tips & Techniques

Try to cook tomatoes, chorizo sausage and bacon just before service.

Eggs should be fresh and stored at room temperature.

Omelette may be turned over to cook on the other side. Take care to retain the shape of the omelette when doing this.

Ensure you use a non-stick frying pan, however do spray a little olive oil to help prevent omelette from sticking.



Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Bakng.
- 4 Pan-frying.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare egg-based dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

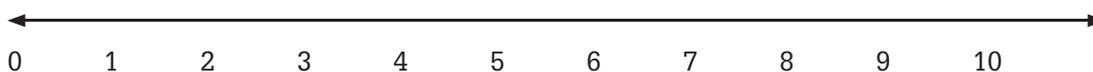
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 How should you store eggs to keep them at their optimum quality?

2 Research the various components of an egg. Find two recipes that just use one component of the egg's structure.

3 How can you tell if an egg is fresh? Why is it important that you work with fresh, quality ingredients?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Chive and egg dip with wafer crackers and grissini

SERVES: 12

TOTAL: 30 minutes



Preparation



Cooking



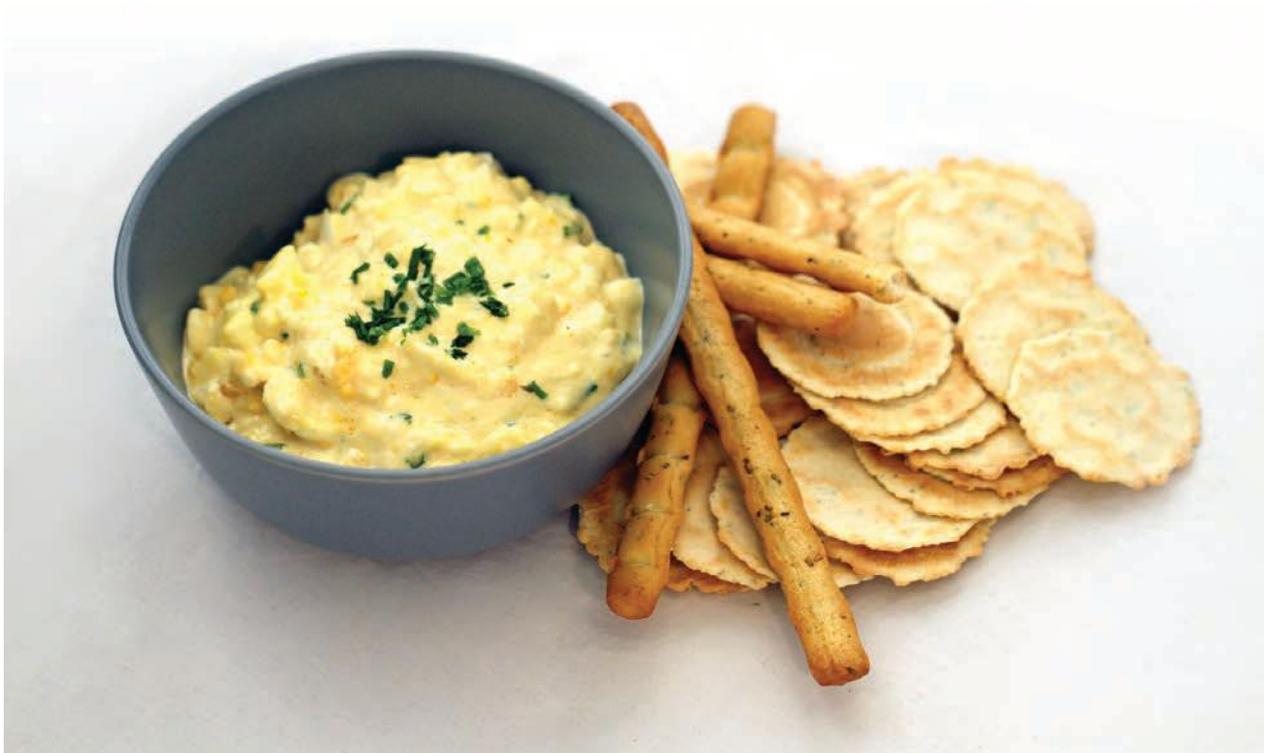
Serving & presentation

INGREDIENTS

- 4 chives, extra chives to garnish
- 6 eggs
- 3 T mayonnaise
- 1 T Dijon mustard
- salt and pepper to taste
- 1 T lemon juice
- 1 packet wafer crackers
- 1 packet grissini sticks

METHOD

- 1 Complete *mise en place*:**
 - Finely dice chives
 - Finely slice chive lengthwise for garnish
- 2 Place the eggs in a small saucepan and cover with cold water. Cover and bring the water to the boil over high heat.**
- 3 Reduce heat to medium and gently boil, uncovered, stirring occasionally for 5–7 minutes.**
- 4 Remove eggs from saucepan and place in a bowl of cold water. When cool, peel the hardboiled eggs and mash with a fork.**
- 5 Add mayonnaise, mustard, chopped chives, salt, pepper and lemon juice to egg mixture and mix well. Place egg dip with wafers and grissini sticks on a platter. Garnish dip with chives placed on top.**



Skills covered

- 1 Presenting food.
- 2 Boiling.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and cook egg-based dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Use cold water when hard-boiling an egg, as boiling water may cause the egg to crack.

Use a slotted spoon to remove hard-boiled eggs from saucepan.

The dip can be served with various types and flavours of crackers. Take into consideration the overall taste and texture of the dip when choosing items to serve it with.

Taste test dip before serving.
Season as necessary.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 What is the difference between soft- and hard-boiled eggs?

2 How else could you use and serve this dip, apart from as an appetiser?

3 Why do you begin with the saucepan full of cold water when hard-boiling an egg?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Potato, bacon and egg salad

SERVES: 2

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 100 g bacon rashers
- 1 lemon
- 1/3 C fresh dill
- 4 spring onions
- 500g chat potatoes
- 2 eggs
- 1 T olive oil
- 1/3 C whole egg mayonnaise
- salt and pepper to taste

METHOD

1 Complete **mise en place**:

- Trim bacon and cut into thin strips
- Juice lemon
- Finely chop dill
- **Paysanne** spring onions

2 Place the potatoes in a large saucepan and cover with plenty of water. Bring to the boil, and boil for 10–15 minutes or until tender. Drain well and set aside to cool.

3 Put eggs in a small saucepan and cover with water. Bring to the boil, reduce heat to medium and boil for approximately 5–7 minutes. Allow eggs to cool and remove shell.

4 Heat olive oil in a frying pan over medium heat. Add bacon and cook, stirring for 7–8 minutes or until golden. Drain on paper towel to remove excess oil.

5 Whisk the mayonnaise, lemon juice and dill together, plus salt and pepper to taste. Cut the potatoes into quarters and finely slice the eggs.

6 Place the potatoes, bacon and dressing in a bowl. Toss gently to combine. Add the egg and toss again. Add spring onions. Serve immediately.



5 General reflections about this recipe.



Review questions

1 What would you serve with this salad?

2 Why do you think the potato skins are not removed before cooking?

3 Both the eggs and potatoes in this recipe are boiled. Describe the cooking method of boiling and outline the advantages and disadvantages of this method.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 6
Prepare vegetables, fruit, eggs and farinaceous dishes **SITHCC009A**

Rice paper rolls with Vietnamese dipping sauce

MAKES: 10

TOTAL: 45 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

RICE PAPER ROLLS

- ¼ C roasted cashews
- ½ C bean sprouts
- ½ medium carrot
- ½ Lebanese cucumber
- 10 garlic chives
- 1 small red chilli
- 50 g dried vermicelli noodles
- 1 T peanut oil
- 150 g pork mince
- ⅓ C hoisin sauce
- ½ cup warm water
- 10 large, round rice paper wrappers
- 10 fresh mint leaves

VIETNAMESE DIPPING SAUCE

- ⅓ cup cold water
- ½ T rice wine vinegar
- 235 mL hoisin sauce
- 1 T roasted cashews
- diced chilli, for garnish

METHOD

- 1 Complete *mise en place*:**
 - Finely chop cashews
 - Trim bean sprouts
 - **Julienne** carrot and cucumber
 - Trim and halve garlic chives
 - **Brunoise** chilli
- 2 Place rice noodles in a heatproof bowl. Cover with boiling water and allow to stand for 5–7 minutes or until tender. Use a fork to separate the noodles. Drain water from bowl and rinse noodles under cold water. Drain again. Cut noodles into 6 cm lengths.**
- 3 Heat peanut oil in a frying pan and add pork and 1 tablespoon of hoisin sauce. Cook on medium heat for 5 minutes until pork mince is cooked through. Remove from heat and allow mince to cool.**
- 4 Fill a shallow dish with warm water and dip a rice paper wrapper into the water. Allow it to rest for 20–30 seconds. Place the rice paper on a flat surface. Add a mint leaf to the edge of the wrapper, top with noodles, cashews, bean sprouts, carrot, cucumber, garlic chives and pork mince. Mixture should be placed in the middle of the rice paper and it should only be spread about 10 cm down the length of the wrapper.**
- 5 Fold the rice paper base up so that it encases the mixture. Tuck in sides of the rice paper and roll tightly, leaving one end of the rice paper open to show the garlic chive and the mint. Roll the rest of the rice paper using the same method.**
- 6 For dipping sauce, combine vinegar, ⅓ cup of cold water, remaining hoisin sauce and 1 tablespoon of diced cashews. Garnish dipping sauce with diced chilli. Serve rice paper rolls on a plate with dipping sauce in a small dish on the side.**

Skills covered

- 1 Precision cuts.
- 2 Presenting food.
- 3 Pan-frying.
- 4 Working with pastry.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.
- 3 Prepare appetisers and salads SITCCC006A.

Elements of competency

- 1 Prepare farinaceous dishes.
- 2 Prepare vegetable and fruit dishes.
- 3 Prepare and present a range of hot and cold appetisers.
- 4 Prepare food for service.
- 5 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Cover rice paper rolls with a clean, damp tea towel and store in the fridge if they are not being served straight away.

All ingredients should be cut up finely to make rolling the rice paper rolls easier. When constructing the rice paper roll, the paper should be moist but not dripping wet.

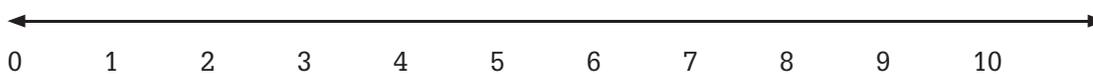
Pork mince can be substituted with chicken mince if desired. Allow the meat to cool before rolling it in the rice paper.

Ensure noodles are drained and have no excess moisture, as they may make the rice paper too damp.

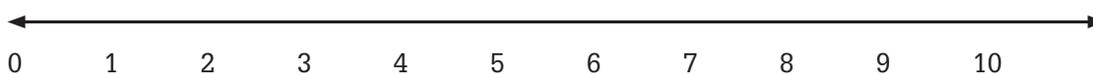
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

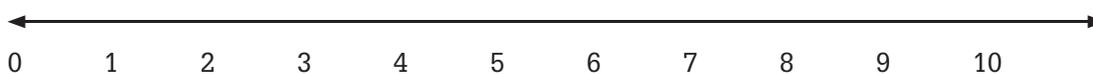
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Outline why the pork mince must be cooled before adding it to the rice paper mixture.

2 Discuss the importance of ensuring the rice paper rolls are all the same size.

3 This item could be served as an appetiser or as part of an entrée. List other ingredients that you could possibly add to change the overall flavour of the rice paper roll.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 6
Prepare vegetables, fruit, eggs and farinaceous dishes **SITHCC009A**



North African burghul, sumac and chicken salad

SERVES: 2

TOTAL: 40 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 100 g flat beans
- ¼ C continental parsley leaves
- 25 g dried cranberries
- 1 T fresh lemon juice
- 1 T honey
- 1½ t sumac
- 250 g single chicken breast fillet
- 1 T olive oil
- 1 T toasted pine nuts
- ½ C **burghul**
- olive oil spray

METHOD

1 Complete **mise en place**:

- Top and tail beans, cut into 3 cm lengths
- Chop parsley
- Halve cranberries
- Preheat oven to 190°C

2 Combine half the lemon juice, honey and 1 teaspoon of the sumac in a shallow glass dish. Add chicken and coat with the mixture. Cover with plastic wrap and marinate in fridge for 20 minutes.

3 Whisk together remaining lemon juice, honey, sumac and olive oil in a small jug.

4 Place the burghul in a heatproof bowl and cover with boiling water. Set aside for 20 minutes to soak. After soaking, strain through a **Mouli** or a fine sieve, and use the back of a spoon to press out any excess water. Transfer to a clean bowl.

5 Cook beans in a saucepan of boiling water for 3–4 minutes or until bright green and tender. Refresh under cold running water. Pat beans dry. Add beans, parsley, cranberries and pine nuts to burghul and toss to combine.

6 Heat a frying pan over high heat, spray with olive oil spray. Drain chicken from marinade and add to the hot pan, cooking for 2 minutes each side or until golden brown. Transfer chicken to a baking tray and bake in oven for 10–12 minutes or until cooked through. Set aside for 2 minutes to rest.

7 Thinly slice the chicken across the grain and divide the salad among the serving plates. Top with the chicken and drizzle the dressing over it. Serve immediately.

5 General reflections about this recipe.



Review questions

1 Why does the chicken need to rest before being sliced?

2 What other ingredients could you add to give this dish more flavour and colour?

3 Cracked wheat, also known as burghul, is a type of a farinaceous food. What makes it a farinaceous food? Discuss how it should be stored before and after cooking.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Homemade fettuccine with roasted pumpkin, feta and basil

SERVES: 2

TOTAL: 60 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- ¼ small butternut pumpkin
- 125 g feta
- ½ C basil leaves
- 2 eggs
- 1 lemon
- 90 g pre-roasted red capsicum
- 140 g Italian '00' flour or high grade flour, plus extra for dusting
- 30 mL olive oil
- salt and pepper

METHOD

1 Complete **mise en place**:

- Peel pumpkin and **macedoine**
- Juice lemon and remove **zest**
- Crumble feta
- Thickly slice capsicum
- Tear basil
- Preheat oven to 220°C

2 Prepare pasta by placing flour in a mound on a flat work surface. Make a large well in the centre, then break eggs into it. Using a fork, gently beat the eggs and use your other hand to keep the flour in the form of a well. Continue stirring with the fork, drawing in flour until the mixture is thick.

3 Work in the remaining flour with your hand. Once flour is all incorporated, knead the dough for 5 minutes or until smooth. It should be firm and not sticky. Wrap in plastic wrap and set aside for 30 minutes.

4 Once rested, divide dough into 6 pieces. Flatten 1 piece in your hand until 3 mm thick. Dust lightly with flour and use a pasta machine on the widest setting to feed through the dough 4–5 times, folding it in half each time and turning it 90° until it is smooth and is the same width as the machine. Continue feeding dough through, while narrowing the setting on the pasta machine.

5 Set pasta machine up to cut fettuccine and feed dough lengths, 1 at a time, through the cutting attachment. Hang pasta over a clean wooden spoon that is supported by two jars for approximately 10 minutes, or until pasta is slightly dry.

6 Prepare pumpkin for pasta by tossing in olive oil, placing on a baking tray and roasting in the oven for 15–20 minutes or until tender.

7 Prepare pasta dressing by adding 2 tablespoons oil, 1 tablespoon lemon juice and 1 tablespoon lemon zest in a bowl. Whisk to combine.

8 Bring a saucepan of salted water to the boil, add pasta and stir once while cooking until al dente. It should take only approximately 2 minutes to cook fresh pasta.

9 Drain pasta. In a large mixing bowl add pasta, feta, capsicum and basil. Add the dressing, season with salt and pepper and toss to combine. Gently stir through roasted pumpkin and serve. Garnish with basil leaf.



5 General reflections about this recipe.



Review questions

1 Why must the dough rest before you cut it?

2 Pasta can be purchased in many different shapes and sizes. Using the internet, list some of the various shapes and sizes that are available. Make sure you list the correct names for each of the different shapes and sizes.

3 List the advantages and disadvantages of making fresh pasta as opposed to purchasing a pre-made variety.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Chicken tikka with couscous and raita

SERVES: 4

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 1 spring onion
- 1 garlic clove
- 1 small piece fresh ginger
- 4 chicken thigh fillets
- ½ C natural yoghurt
- ½ C firmly packed mint leaves, extra leaves needed for garnishing
- ¼ C firmly packed coriander leaves
- 30 g tikka masala curry paste
- 85 mL coconut milk
- 1 C chicken stock
- 300 g couscous
- 1 T butter

METHOD

1 Complete **mise en place**:

- **Paysanne** spring onion
- Crush garlic
- Preheat oven to 210°C
- Peel ginger
- Trim any fat from chicken

2 Place yoghurt, mint, coriander, spring onion, garlic and ginger into a food processor and process until well combined. Transfer to a bowl, cover with plastic wrap and store in fridge until needed.

3 Line a baking tray with foil and place a wire rack on the tray. Cut four slashes in the top of the chicken thigh – the cuts should be quite deep (about 1 cm).

4 Combine chicken, curry paste and coconut milk in a bowl. Allow flavours to penetrate chicken for 5–10 minutes. Place the chicken on the wire rack and bake in the oven for 20 minutes or until chicken is cooked through.

5 Bring chicken stock to the boil and remove from heat. Pour in the couscous and cover. Allow to stand for 2–3 minutes. Add 1 teaspoon of butter and heat couscous again on a very low heat for 3 minutes, while stirring with a fork to separate grains.

6 Divide the couscous and chicken among the serving dishes. Top with the yoghurt mixture and garnish with extra mint leaves.

tips & Techniques

Mint yoghurt could be served in a separate dish on the plate, allowing the individual to add the desired amount of the condiment to the chicken.

Purchase chicken pieces that are approximately the same size to ensure they are all cooked in the stated timeframe. When cooking the chicken, place it in the middle shelf of the oven to ensure it is cooked evenly.

Chicken stock needs to be boiling before adding couscous.

If time allows, keep chicken in the curry paste and coconut milk for as long as possible to give a more intense flavour.



5 General reflections about this recipe.



Review questions

1 Why do you think the chicken is cooked on the wire rack? Justify your answer.

2 Couscous is commonly used to accompany meals of this sort. Research how couscous is made and where it originated from.

3 Apart from using chicken stock, how else could you flavour couscous?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 6
Prepare vegetables, fruit, eggs and farinaceous dishes **SITHCC009A**



Chilli con carne wraps with steamed rice and salsa

SERVES: 2

TOTAL: 40 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

CHILLI CON CARNE

- 3 spring onions
- 200 g red kidney beans
- 1 brown onion
- 1 garlic clove
- 1 T olive oil
- 200 g beef mince
- 70 g concentrated tomato paste
- 2 C crushed tomatoes
- 1 T dried basil leaves
- 1 T dried thyme leaves
- 1 teaspoon chilli powder
- salt and pepper to season

RICE AND TORTILLAS

- 2 soft tortillas
- 1 C rice

SALSA

- ½ avocado
- ½ Roma tomato
- 1 T lemon juice
- 1 T extra virgin olive oil
- salt and pepper to season

METHOD

1 Complete **mise en place**:

- **Paysanne** spring onions
- Drain and rinse kidney beans
- **Dice** avocado and tomato
- Juice lemon
- Cut tortillas into wedges
- Wash rice
- **Brunoise** onion
- Crush garlic

2 Put rice into rice cooker and add sufficient water to cover it. Cook rice according to instructions on packet or according to rice cooker instructions.

3 Make chilli con carne mixture by heating oil in a large saucepan over medium heat. Add onion and garlic and cook for 5–6 minutes or until soft. Add mince and cook until mince is browned.

4 Add tomato paste, crushed tomatoes, basil, thyme, salt and pepper to mince. Bring to the boil and reduce heat to medium low. Simmer uncovered for 20 minutes or until sauce thickens. Remove from heat.

5 Put spring onions, chilli powder and beans in a clean saucepan. Cook over medium heat for 5 minutes or until beans are warmed through. Add to chilli con carne mixture and stir to combine well.

6 Place tortillas in microwave and heat on high for 40 seconds. Tortillas can also be toasted in a sandwich press.

7 Combine Roma tomato, avocado, lemon juice and olive oil in a small bowl and season with salt and pepper.

8 Spoon chilli con carne mixture, salsa and rice onto warm tortillas and serve immediately.

Skills covered

- 1 Presenting food.
- 2 Precision cuts.
- 3 Pan-frying.
- 4 Preparing a sauce using a reduction method.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare farinaceous dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



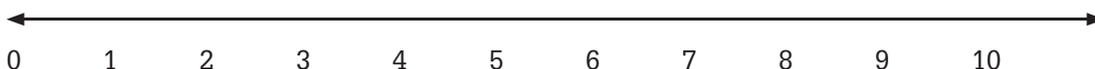
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Ensure all ingredients are fresh and of a high quality.

Make sure mince is browned before adding tomato paste and sauce.

Taste chilli con carne mixture and adjust seasoning as necessary. Allow sauce to simmer uncovered so that it thickens.

Follow the manufacturer's instructions when cooking rice in the rice cooker and when warming the tortilla bread.

5 General reflections about this recipe.

Review questions

1 Discuss the importance of visual appeal when serving this meal.

2 Red kidney beans belong to a food group known as pulses. Find other dishes that also use these beans as a main ingredient.

3 Could this meal be frozen and used for service at a later date? Justify your answer. Also discuss how you would store and later thaw this item when needed.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





UNIT 6
Prepare vegetables, fruit, eggs and farinaceous dishes **SITHCC009A**

Fig tart with fresh cream and toasted almonds

SERVES: 2

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 2 fresh figs
- 120 g medium grain rice
- Reduced-fat margarine for greasing
- 1 T brown sugar
- ½ T cornflour
- 1 t mixed spice
- 90 mL rice milk
- 1 egg
- 2 T raw sugar
- 100 mL thickened cream
- 4 T slivered almonds

METHOD

- 1 Complete *mise en place*:**
 - Cut figs into 5 mm thick slices and then cut in half
 - Preheat oven to 180°C
- 2 Cook rice according to manufacturer's instructions. Allow rice to cool.**
- 3 Brush two round ovenproof tart dishes (11 cm base x 2 cm deep) with margarine. Place tart dishes on a baking tray.**
- 4 Divide the rice between the dishes and top with sliced fig.**
- 5 Combine sugar, corn flour and spice in a medium bowl. Gradually whisk in the rice milk. Add the egg and mix until combined. Pour the mixture evenly among the tart dishes. Sprinkle a little raw sugar over the top of each tart.**
- 6 Bake tarts in oven for 22 minutes or until a skewer comes out clean.**
- 7 Using an electric mixer, whip cream until stiff peaks form. Place slivered almonds on a baking tray and place under salamander. Toast until golden brown.**
- 8 Serve tarts topped with a quenelle of cream and toasted almonds.**

tips & Techniques

Make sure the electric mixer and bowl are clean before whipping the cream, as this can affect the thickening process.

Keep an eye on the almonds when toasting them, as they brown very quickly. Try to move them around in the baking tray so that a golden colour is achieved all over.

Rice should be cooked fresh, and needs to be light and fluffy. It should not be soggy or glutinous.

Cook the fig tart in the middle of the oven to ensure an even colour when cooked.

Skills covered

- 1 Presenting food.
- 2 Use of an electric mixer.
- 3 Baking.
- 4 Grilling.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare farinaceous dishes.
- 2 Prepare vegetable and fruit dishes.
- 3 Prepare food for service.
- 4 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

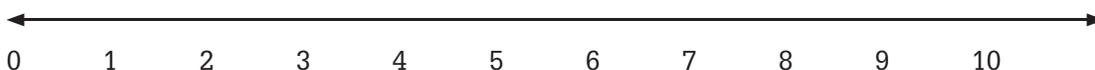
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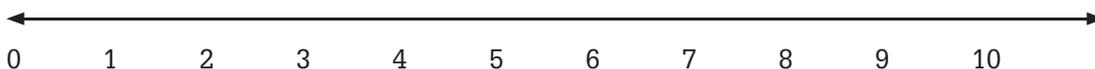
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Rice is a common staple food used in many dishes and forms the basis of this dessert. Think of 3 entrées, main meals and desserts that use rice as one of their main ingredients.

2 Rice is susceptible to microbial degradation due to its high water content. Describe the optimum storage conditions if cooked rice is not used straight away.

3 If you could not access fresh figs, what other ingredients would be a suitable substitution?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Ginger and polenta drop biscuits

MAKES: 28

TOTAL: 35 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 125 g butter
- 80 g icing sugar
- 1 egg
- 1 t vanilla essence
- 1 C plain flour
- ½ C polenta
- 1 C almond meal
- ¼ C ginger marmalade
- ¼ C icing sugar for garnishing

METHOD

- 1 Complete *mise en place*:**
 - Preheat oven to 180°C
- 2 Line 2 baking trays with non-stick baking paper.**
- 3 Use an electric mixer to beat butter and sugar in a large bowl until pale and creamy. Add the egg and vanilla essence. Beat until well combined.**
- 4 Sift flour, polenta and almond meal together and add to mixing bowl. Use a palette knife to mix ingredients together using a cutting motion.**
- 5 Use your hands to roll level tablespoonfuls of the dough into balls and place on the lined trays. Use your fingertips to flatten each ball slightly.**
- 6 Use your thumb to make a deep indent in the centre of each ball. Fill each indent with about ½ teaspoon of the ginger marmalade. The marmalade should be level with the dough.**
- 7 Bake biscuits in the oven for 20 minutes or until golden underneath and pale on top. Cool and dust with icing sugar.**



Skills covered

- 1 Presenting food.
- 2 Use of an electric mixer.
- 3 Working with dough.
- 4 Baking.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare farinaceous dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Ensure the butter is at room temperature. It will be easier to beat when slightly soft.

Avoid over-handling the biscuit mixture as this can affect the overall texture of the finished item.

Try to roll even amounts of mixture so that biscuits are the same size. Place biscuits on the middle shelf of the oven so that they cook evenly.

Allow the biscuits to cool before serving and dusting with icing sugar. They will harden on cooling.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

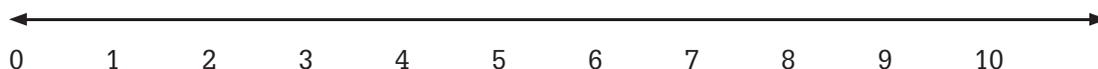
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 What other flavourings could you add to change the taste and appearance of this dish?

2 Discuss the importance of rolling the polenta drops evenly.

3 Calculate the quantity of ingredients needed if you were preparing 500 biscuits for a corporate function. How would you store the biscuits prior to service? What factors need to be considered to ensure the biscuits are served at their optimum quality?

Teacher feedback

Competent Not yet competent

Date: _____ **Signature:** _____



Semolina shortbread with caramelised pear and mascarpone

SERVES: 6

TOTAL: 55 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 120 g unsalted butter, extra for greasing
- ¼ C caster sugar
- 1 C plain flour
- 50 g fine semolina
- 1 t vanilla extra
- 200 g mascarpone cheese
- 1 T pure icing sugar
- 1 T cinnamon

CARAMELISED PEARS

- 3 golden pears
- 40 g unsalted butter
- 20 mL lemon juice
- 1 T pear juice
- 5 T caster sugar



METHOD

1 Complete **mise en place**:

– Peel, remove core and finely slice pears

– Preheat oven to 140°C

2 Brush a 36 x 11 cm loose-bottomed flute tart pan with butter. Use an electric mixer to beat butter and caster sugar for 2 minutes until pale and creamy.

3 Slowly add the flour and semolina. Continue to beat. Add vanilla. Press mixture into a prepared pan and use a fork to prick the base. Bake for 40 minutes or until cooked but still pale.

4 Make caramelised pear by melting butter in a large pan over medium heat. Add pear and cook until golden. Sprinkle with lemon juice, pear juice and sugar. Reduce heat to low and cook until golden and caramelised. Set aside to cool.

5 To serve, whip mascarpone with the icing sugar. Cut the shortbread into 6 wedges and spread each piece with some mascarpone. Top with the pear and then drizzle with their pan juice and sprinkle with cinnamon.

Skills covered

- 1 Presenting food.
- 2 Use of an electric mixer.
- 3 Baking.
- 4 Pan-frying.
- 5 Caramelising.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare farinaceous dishes.
- 2 Prepare vegetables and fruit dishes.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

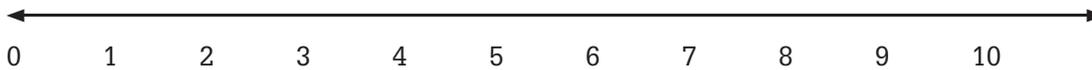
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Ensure the pears are firm and ripe to achieve the desired taste.

The tart base should be moist and light in colour. When cooking the base, place in the middle shelf of the oven.

When cooking the pear mixture, make sure all the sugar has dissolved before allowing it to cool.

Dress each piece of the shortbread in the same way to ensure uniformity in the dish.

5 General reflections about this recipe.



Review questions

1 Make a list of other fruits that could be substituted for the pear.

2 Using the internet, research how semolina is made and what it is derived from.

3 Discuss how you would store this item if you were making it in a commercial environment for a large number of people.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Chocolate soufflé

SERVES: 6

TOTAL: 50 minutes



Preparation



Cooking



Serving & presentation

INGREDIENTS

- 200 g good quality dark chocolate
- 100 g butter
- 5 eggs at room temperature
- 6 strawberries
- cooking spray
- ¼ C caster sugar
- ⅔ C dark brown sugar
- 2 T plain flour
- 2 T cocoa powder
- icing sugar for serving

METHOD

1 Complete **mise en place**:

- Chop chocolate
- Cut and fan strawberries
- Cube butter
- Preheat oven to 180°C
- Separate egg yolk and whites

2 Grease a 6 cm deep x 20 cm base, 8 cup capacity square ovenproof dish. Alternatively, soufflé can be made in individual ramekins. Add a little caster sugar to the dish or ramekin.

3 Combine chocolate and butter in a heatproof bowl and microwave uncovered on medium/high for 2 minutes. Stir with a metal spoon until smooth. Stir in brown sugar and set aside for 10 minutes until cool.

4 Beat egg yolks with a fork to combine. Stir egg mixture into chocolate mixture.

5 Sift flour and cocoa together. Add to chocolate mixture and use an electric mixer to beat egg whites until soft peaks form. Add caster sugar 1 tablespoon at a time and beat until thick and glossy.

6 Add 1 tablespoon egg white to chocolate mixture and mix well. Using a large metal spoon, gently fold in remaining egg white. Spoon into prepared dish. Bake for 35 minutes or until firm to touch.

7 Divide soufflé into portions, or serve individually if you have used individual ramekin dishes. Dust with icing sugar and serve warm with cream. Garnish with strawberry fan.

tips & Techniques

Allow the chocolate mixture to cool before adding flour.

Carefully fold in the egg white and don't mix it forcefully – it has to be aerated.

Place soufflé in the middle of the oven when cooking. When it is nearly done it should rise above the edge of the baking dish or ramekin. It should also have a nice crust on it.

Don't add caster sugar to the egg whites too soon, otherwise the soufflé will not be light and fluffy.

Skills covered

- 1 Presenting food.
- 2 Microwave cooking.
- 3 Use of an electric mixer.
- 4 Baking.

Units covered

- 1 Prepare vegetables, fruit, eggs and farinaceous dishes SITHCCC009A.
- 2 Present food SITHCCC002A.

Elements of competency

- 1 Prepare and cook egg-based dishes.
- 2 Prepare food for service.
- 3 Portion and plate food.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

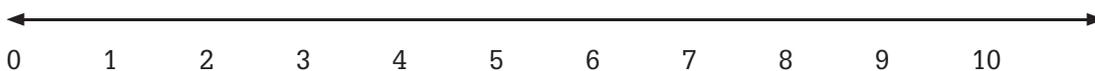
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



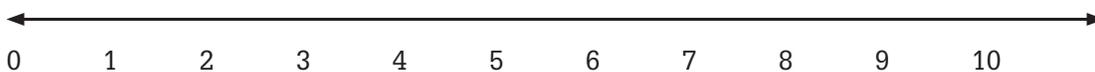
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 A soufflé is commonly served as an entrée or dessert. How would you change the flavour of this soufflé to make it a savoury dish?

2 Calculate the quantities required if you were making this recipe in a commercial environment for 500 people.

3 Why must the eggs be used at room temperature when beating them?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



A professional espresso machine with two white coffee cups on the drip tray. The machine is stainless steel with black accents and red highlights. The background is dark, making the machine stand out.

UNIT 7

Prepare and serve espresso coffee

SITHFAB012A

Unit overview

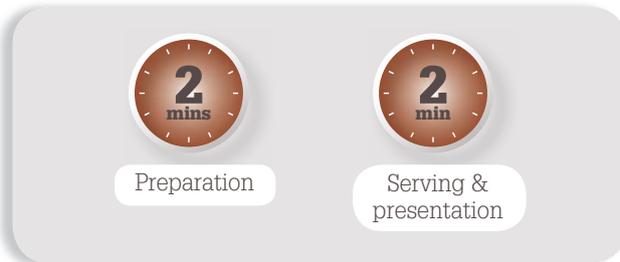
This unit describes the performance outcomes, skills and knowledge required to prepare and serve espresso coffee using a commercial espresso machine, including storage of coffee and cleaning, and care and preventative maintenance of machinery. Care and maintenance procedures may vary according to the machine manufacturer recommendations and warranty conditions. Dosage measuring may be mechanical or electronic. Dosage refers to selecting the correct amount of ground coffee, appropriate particle grind size and prevailing conditions such as ambient humidity. An espresso coffee is the basis of most coffee-based beverages.

Short black (or espresso) Long black

SHORT BLACK (OR ESPRESSO)

MAKES: 1

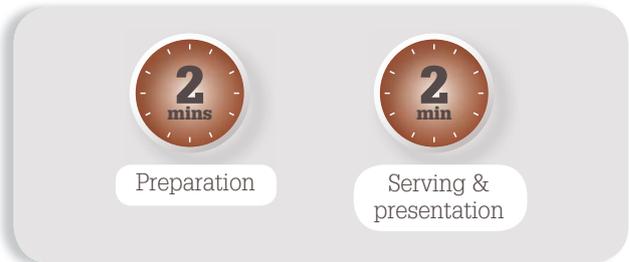
Total: 4 minutes



LONG BLACK

MAKES: 1

Total: 4 minutes



INGREDIENTS

- freshly roasted coffee beans
- 25–30 mL hot water

METHOD

1 Complete **mise en place**:

- Turn on coffee machine and allow it to preheat
- Check water levels in coffee machine
- Check general coffee supplies:
sugar, cups, glasses, coffee beans
- Warm serving cups/glasses
- Check grind size in coffee grinder

2 Grind coffee beans. Remove group handle from coffee machine and fill a clean, dry filter basket with freshly ground coffee. Tamp the ground coffee.

3 Insert the packed group handle in the group head. Start the extraction process. Extract 25–30 mL of espresso. Coffee colour will be dark brown and the crema will be golden-brown and have a fine mousse texture that is 3–5 mm thick.

4 To make a short black, coffee should be extracted into a warmed demitasse cup and served as is.

5 To make a long black, fill a 170–220 mL warmed cup with 150 mL of boiling hot water. Extract 25–30 mL of coffee and serve as is.

6 Clean coffee machine and coffee grinder.

INGREDIENTS

- freshly roasted coffee beans
- 150 mL hot water



Short black

Long black

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a commercial coffee machine.

Units covered

- 1 Prepare and serve espresso coffee SITHFAB012A.

Elements of competency

- 1 Organise and prepare work areas.
- 2 Select and grind coffee.
- 3 Extract coffee.
- 4 Serve and present espresso coffee.
- 5 Clean and maintain espresso coffee machine.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Do not overfill the group head with coffee.

Ensure that coffee machine has been given adequate time to heat up. Place your coffee cups/glasses on top of the machine to allow them to heat up.

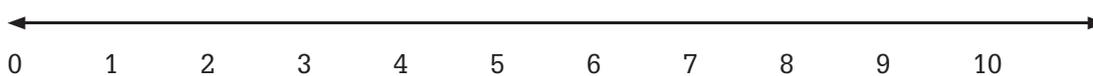
When making a long black, use hot water from an urn or kettle and not hot water from the group head.

Both of these coffees should have a 3–5 mm crema. Ensure the coffee cup is clean and has no cracks or chips before extraction.

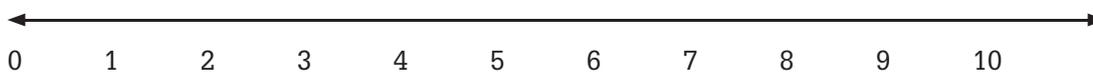
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

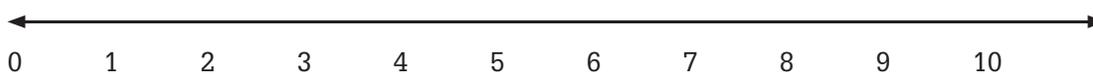
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Describe the perfect espresso, taking into consideration the elements that need to be included.

2 Why should the coffee beans be ground for each and every order? Discuss the advantages and disadvantages of using pre-ground beans.

3 Outline the occupational health and safety standards that need to be considered when preparing and serving coffee.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Short macchiato

Long macchiato

Short macchiato

Long macchiato

SHORT MACCHIATO

MAKES: 1

Total: 4 minutes



LONG MACCHIATO

MAKES: 1

Total: 4 minutes



INGREDIENTS

- freshly roasted coffee beans
- 30 mL milk
- 1 C water

INGREDIENTS

- freshly roasted coffee beans
- 30 mL milk
- 90–150 mL hot water

METHOD

1 Complete **mise en place**:

- Turn on coffee machine and allow it to preheat
- Check water levels in coffee machine
- Check general coffee supplies – sugar, cups, glasses, coffee beans, milk
- Warm serving cups/glasses
- Check grind size in coffee grinder

2 Grind coffee beans. Remove group handle from coffee machine and fill a clean, dry filter basket with freshly ground coffee. Tamp the ground coffee.

3 Texture the milk. Select the milk type and jug size for the order. Bleed the steam wand and wipe it clean. Position the steam wand in the milk so that the tip is slightly below the surface of the milk and 1–2 cm from the side of the jug.

4 Turn the steam value fully on. Milk should start to spin in a whirlpool-like motion. Heat the milk to 60°C. Turn the steam value off and pull the jug away. Wipe steam wand with a damp paper towel and bleed wand. Tap milk jug firmly on the bench to pop any unwanted bubbles.

5 Insert the packed group handle in the group head. Start the extraction process. Extract 25–30 mL of espresso. Coffee colour will be dark brown and the crema will be golden-brown and have a fine mousse-like texture that is 3–5 mm thick.

6 To make a short macchiato, use a 70–90 mL macchiato glass or a 70–90 mL demitasse cup. Add extracted espresso (25–30 mL) and add a dollop of foam to the crema and/or a dash of hot or cold milk.

7 To make a long macchiato, use a 170 mL glass or cup. Fill with 90–150 mL of hot water, followed by extracted coffee and a dollop of foam to the crema and/or a dash of hot or cold milk.

8 Clean coffee machine and coffee grinder.

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a commercial coffee machine.
- 3 Texturing milk.

Units covered

- 1 Prepare and serve espresso coffee SITHFAB012A.

Elements of competency

- 1 Organise and prepare work areas.
- 2 Select and grind coffee.
- 3 Extract coffee.
- 4 Texture milk.
- 5 Serve and present espresso coffee.
- 6 Clean and maintain espresso coffee machine.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

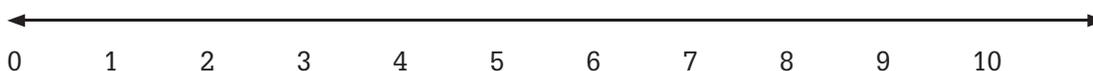
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

If the steam wand is blocked, soak it in a little hot water and detergent and rinse well.

All coffees should be served with no spills or drips on the saucer and mug/glass or cup.

Do not use hot water directly from the coffee machine in the long macchiato as it may be tainted with old coffee residue and oil, which can affect the flavour.

Once you have made the desired amount of milk foam, move the steam wand towards the base of the milk jug. As the milk spins, it will increase in volume – so do not put too much milk in the jug before texturing.

5 General reflections about this recipe.



Review questions

1 What can cause coffee to taste burnt and bitter? How would you ensure that the beverages you produce do not taste burnt or bitter?

2 Using the internet, research 'lipolysis' and discuss its application to this unit.

3 When stretching (texturing) the milk, what may cause it to produce no foam?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Cappuccino Flat white

CAPPUCCINO

MAKES: 1

Total: 5 minutes



Preparation



Serving &
presentation

FLAT WHITE

MAKES: 1

Total: 5 minutes



Preparation



Serving &
presentation

INGREDIENTS

- freshly roasted coffee beans
- approximately 300 mL milk
- chocolate powder for dusting
- 1 C water

METHOD

1 Complete **mise en place**:

- Turn on coffee machine, allow to preheat
- Check water levels in coffee machine
- Check general coffee supplies – sugar, cups, glasses, coffee beans, milk
- Warm serving cups/glasses
- Check grind size in coffee grinder

2 Grind coffee beans. Remove group handle from coffee machine and fill a clean, dry filter basket with freshly ground coffee. Tamp the ground coffee.

3 Texture the milk. Select the milk type and jug size for the order. Bleed the steam wand and wipe it clean. Position the steam wand in the milk so that the tip is slightly below the surface of the milk and 1–2 cm from the side of the jug.

4 Turn the steam value fully on. Milk should start to spin in a whirlpool-like motion. Heat the milk to about 60°C. Turn the steam value off and pull the jug away. Wipe steam wand with a damp paper towel and bleed wand. Tap milk jug firmly on the bench to pop any unwanted bubbles.

5 Insert the packed group handle in the group head. Start the extraction process. Extract 25–30 mL of espresso. Coffee colour will be dark brown and the crema will be golden-brown with a fine-mousse texture that is 3–5 mm thick.

6 To make a cappuccino, extract the coffee into a 170–220 mL cup. Pour in textured milk and add 10–15 mm of milk foam. Dust with chocolate powder.

7 To make a flat white, extract the coffee into a 170–220 mL cup. Pour in textured milk and add 5 mm of milk foam.

8 Clean coffee machine and coffee grinder.



Flat white

Cappuccino

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a commercial coffee machine.
- 3 Texturing milk.

Units covered

- 1 Prepare and serve espresso coffee SITHFAB012A.

Elements of competency

- 1 Organise and prepare work areas.
- 2 Select and grind coffee.
- 3 Extract coffee.
- 4 Texture milk.
- 5 Serve and present espresso coffee.
- 6 Clean and maintain espresso coffee machine.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



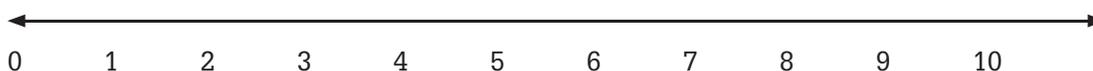
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Be sure to bleed steam wand before texturing milk as this water build-up could contaminate your product.

Hold the milk jug at an angle when texturing to help create the 'whirlpool' motion. Milk is best textured when it is fresh and cold.

Do not let the steam wand break the surface of the milk as unwanted bubbles will form.

A thermometer gauge is handy to ensure the milk is heated to the correct temperature and does not burn. Use a clean, dry stainless steel milk jug to texture the milk.

5 General reflections about this recipe.



Review questions

1 What could cause the coffee machine to produce an under- or over-extracted beverage?

2 Prepare a checklist for someone to follow if they were responsible for starting up and closing down the coffee machine at the beginning and end of the service period.

3 Why can you not reheat the milk after it has been textured?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Mocha

Caffè latte

Caffè latte Mocha

CAFFÈ LATTE

MAKES: 1

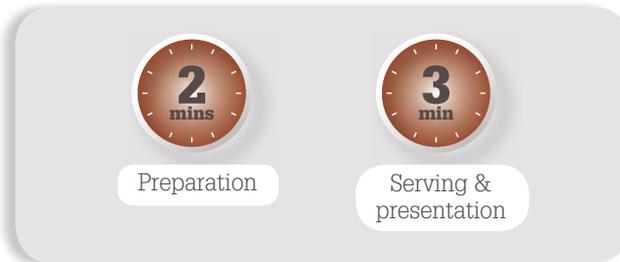
Total: 5 minutes



MOCHA

MAKES: 1

Total: 5 minutes



INGREDIENTS

- freshly roasted coffee beans
- approximately 300 mL milk
- 1 C water

METHOD

1 Complete **mise en place**:

- Turn on coffee machine, allow to preheat
- Check water levels in coffee machine
- Check general coffee supplies – sugar, cups, glasses, coffee beans, milk
- Warm serving cups/glasses
- Check grind size in coffee grinder

2 Grind coffee beans. Remove group handle from coffee machine and fill a clean, dry filter basket with freshly ground coffee. Tamp the ground coffee.

3 Texture the milk. Select the milk type and jug size for the order. Bleed the steam wand and wipe it clean. Position the steam wand in the milk so that the tip is slightly below the surface of the milk and 1–2 cm from the side of the jug.

4 Turn the steam valve fully on. Milk should start to spin in a whirlpool-like motion. Heat the milk to about 60°C. Turn the steam valve off and pull the jug away. Wipe steam wand with a damp paper towel and bleed wand. Tap milk jug firmly on the bench to pop any unwanted bubbles.

5 Insert the packed group handle in the group head. Start the extraction process. Extract 25–30 mL of espresso. Coffee colour will be dark brown and the crema will be golden-brown and have a fine-mousse texture that is 3–5 mm thick.

6 To make a caffè latte, use a 170–220 mL glass. Extract coffee followed by textured milk. Add 10 mm of foam on top.

7 To make a mocha, use a 170–250 mL cup, glass or mug. Add 1 tablespoon of chocolate powder or syrup. Extract coffee followed by textured milk. Add 10–15 mm of foam on top. Dust with chocolate powder.

8 Clean coffee machine and coffee grinder.

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a commercial coffee machine.
- 3 Texturing milk.

Units covered

- 1 Prepare and serve espresso coffee SITHFAB012A.

Elements of competency

- 1 Organise and prepare work areas.
- 2 Select and grind coffee.
- 3 Extract coffee.
- 4 Texture milk.
- 5 Serve and present espresso coffee.
- 6 Clean and maintain espresso coffee machine.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

A pale and thin crema is an indication of under-extraction. A crema that is dark and spotty is an indication of over-extraction.

Remove the spent coffee grounds by knocking the group head into a waste tube. Use a dry cloth or brush to clean any remaining coffee grounds and oils from the filter basket. The used coffee grounds should look like a biscuit or have a cake-like texture.

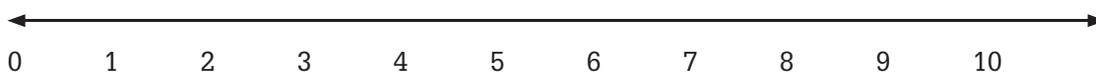
If the extraction process is not started straightaway the packed coffee grounds will become burnt and bitter.

Excessively wet or sloppy used coffee grounds are usually an indication that the grind (i.e. the particle size of the coffee) is too fine.

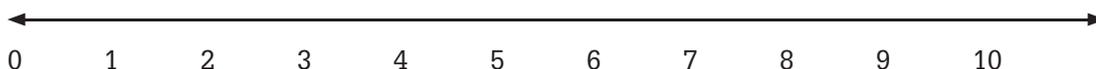
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



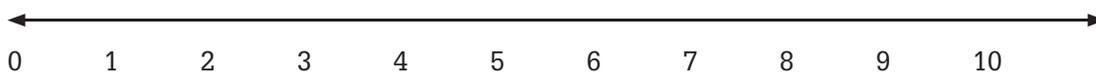
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Describe how you would deal with a customer who was unsatisfied and complained about their coffee.

2 Why should you never re-grind your coffee beans?

3 Research and list other types of coffees that are commonly served in restaurants and cafés.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

UNIT 8

Prepare and serve non-alcoholic beverages

SITHFAB010A

UNIT 8

Prepare and serve non-alcoholic beverages SITHFAB010A

Unit overview

This unit introduces the skills and knowledge required to prepare and serve a range of teas, coffees and other non-alcoholic beverages in a range of industry settings. Making and presenting tea, coffee and non-alcoholic beverages for customers within acceptable timeframes are important tasks in food and beverage establishments.

Iced coffee Filtered coffee

ICED COFFEE

MAKES: 1

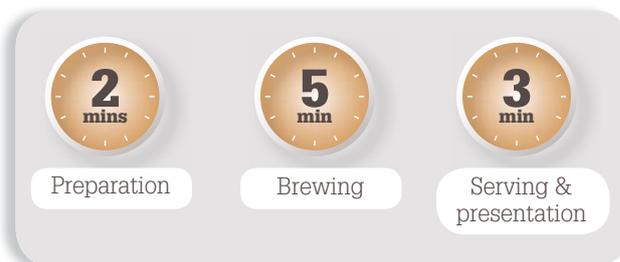
Total: 5 minutes



FILTERED COFFEE

MAKES: 1

Total: 10 minutes



INGREDIENTS

- 1 C ice
- 20 g of milk chocolate
- 2 t instant coffee granules
- 1 C hot water
- 1 T caster sugar
- 200 mL chilled milk
- whipped cream to serve

METHOD

- 1 Complete **mise en place**:
 - Finely crush ice
 - Grind coffee beans
 - Grate chocolate
- 2 Prepare iced coffee by dissolving instant coffee in hot water. Add sugar and stir until dissolved.
- 3 Add chilled milk and crushed ice and mix until well combined in a blender.
- 4 Pour into a serving glass, top with whipped cream and grated chocolate.
- 5 Prepare filtered coffee by placing coffee in the strainer or filter of the coffee percolator.
- 6 Gradually add boiling water, allowing it to seep through the coffee slowly.
- 7 Cover between additions of water in order to retain the flavour and heat, but do not boil.
- 8 Pour through a second time if strong coffee is desired. Serve immediately in pot, accompanied with milk in jug and sugar so customers can add their own.

INGREDIENTS

- coffee beans
- 1 C boiling water
- milk and sugar for serving



Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a blender.
- 3 Use of a coffee percolator.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Chill glass for iced coffee before serving. Make sure the coffee and sugar are dissolved before serving.

Make sure the coffee in the percolator is hot, however, it should not boil. Change the filter in the coffee percolator regularly to ensure a fresh brew.

Use fresh filtered water in the coffee percolator to ensure the beverage has the desired taste and flavour.

Use fresh, instantly ground coffee beans in the filtered coffee.

5 General reflections about this recipe.



Review questions

1 Research the origins of filtered coffee. Where did it originate and where is it mainly served today?

2 Outline other ways in which you have seen an iced coffee served and presented.

3 Coffee is a beverage that is served both hot and chilled. Outline other beverages that have similar ingredients that may be served hot or chilled.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Pine, mango and passionfruit frappè

Refreshing fruit punch

UNIT 8
Prepare and serve non-alcoholic beverages **SITTFAB010A**



Pine, mango and passionfruit frappé

Refreshing fruit punch

PINE, MANGO AND PASSIONFRUIT FRAPPÉ

MAKES: 1

Total: 7 minutes



REFRESHING FRUIT PUNCH

MAKES: 1

Total: 7 minutes



INGREDIENTS

- 1 mango
- ¼ pineapple – fresh is preferable but use the fruit from a tin if fresh fruit is unavailable
- 6 passionfruits – fresh is preferable but use fruit from a tin if fresh fruit is unavailable
- 5 ice cubes

INGREDIENTS

- ½ orange
- 1 lemon
- 2 sprigs fresh mint
- 2 strawberries
- 1 Lebanese cucumber
- ice cubes to serve
- 200 mL ginger beer
- 200 mL chilled lemonade

METHOD

1 Complete **mise en place**:

- **Dice** mango
- Peel and core pineapple, roughly chop
- Remove passionfruit pulp
- **Paysanne** cucumber
- **Paysanne** orange and halve
- **Paysanne** lemon
- Chop mint
- Cut strawberries into quarters

2 Prepare the frappé by placing the mango and pineapple in a blender. Blend until smooth. Add ice cubes and process.

3 Stir in passionfruit pulp. Pour the frappé into a glass and serve immediately.

4 Prepare the fruit punch by placing cucumber, orange, lemon, strawberry and mint into a jug. Add the ice and then pour in the ginger beer and lemonade.

5 Serve immediately with the punch in a jug or a punchbowl with a punch glass for self-service.

Skills covered

- 1 Preparing and serving beverages.
- 2 Precision cuts.
- 3 Use of a blender.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

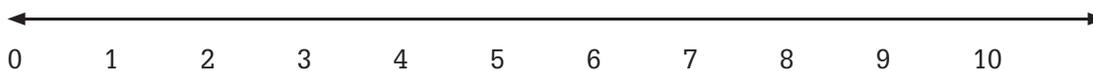
Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

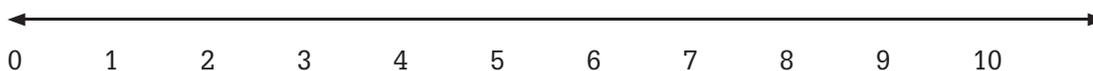
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



tips & Techniques

Ensure the fruit, cucumber and mint are cut into even-sized pieces. All ingredients should be fresh and of a high quality.

Chill the serving glass before adding the beverage.

Add more ginger beer or lemonade if required. Make sure you taste the punch before serving.

The frappé should not be too thick in consistency. Add more ice cubes if necessary.

5 General reflections about this recipe.



Review questions

1 Define what a frappé is and outline the characteristics a beverage must have to be classed as a frappé.

2 Fruit punch can be made using a variety of ingredients. Find out what else is commonly used in a punch.

3 Outline where these types of beverages are commonly served. Justify your answer.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Vanilla malt milkshake

Tropical smoothie

VANILLA MALT MILKSHAKE

MAKES: 1

Total: 5 minutes

2 mins

Preparation

2 min

Mixing

1 min

Serving & presentation

TROPICAL SMOOTHIE

MAKES: 1

Total: 5 minutes

2 mins

Preparation

2 min

Mixing

1 min

Serving & presentation

INGREDIENTS

- 1 C reduced fat milk
- 1 large scoop vanilla ice-cream
- 1½ T malt powder
- 1 t vanilla extract

INGREDIENTS

- 1 ripe banana
- ½ ripe mango, use tinned fruit if not in season
- 2 scoops vanilla ice-cream
- 125 mL light coconut milk
- ¼ C crushed pineapple
- 1 T vanilla essence

METHOD

- 1 Complete **mise en place**:
 - Peel and **paysanne** banana
 - Peel and chop mango
- 2 Prepare vanilla malt milkshake by blending milk, ice-cream, malt powder and vanilla extract together.
- 3 Pour into a chilled glass and serve immediately.
- 4 Prepare the tropical smoothie by placing banana, ice-cream, coconut milk, crushed pineapple, vanilla essence and mango into a blender.
- 5 Blend for 30 seconds or until the mixture is well combined and creamy. Pour into a chilled glass and serve immediately.



Tropical smoothie

Vanilla malt milkshake

Skills covered

- 1 Preparing and serving beverages.
- 2 Precision cuts.
- 3 Use of a blender.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Chill the glass for both of these beverages by placing them in the freezer. Use a Bamix or blender to mix the milkshake and smoothie.

For a more subtle flavour in the tropical smoothie, substitute the coconut milk for regular cow's milk.

Ensure all ingredients used are fresh, especially in the tropical smoothie.

There should be no chunky fruit pieces in the smoothie. The beverage should have a smooth consistency.

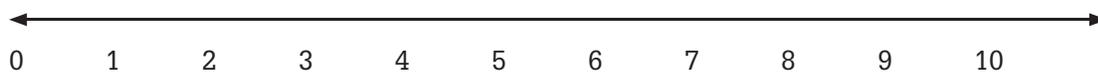
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

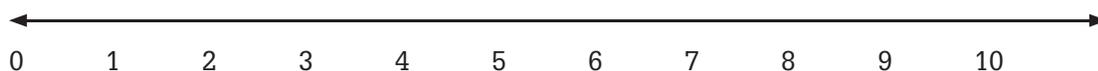
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



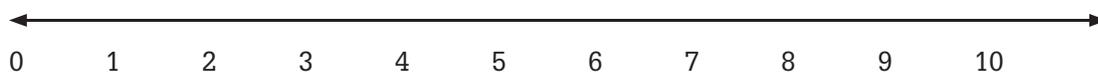
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 There are many different flavours of milkshakes that are commonly served. Brainstorm as many varieties as possible.

2 Brainstorm and compile a list of different flavoured smoothies.

3 What is the difference between a milkshake and a smoothie? Discuss your answer as a class.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Hot chocolate Iced chocolate

HOT CHOCOLATE

MAKES: 1

Total: 12 minutes



Preparation



Mixing



Serving & presentation

ICED CHOCOLATE

MAKES: 1

Total: 5 minutes



Preparation



Mixing



Serving & presentation

INGREDIENTS

- 75 g dark or milk chocolate
- 1½ C milk
- 2 marshmallows

METHOD

- 1 Complete **mise en place**:
 - Chop chocolate
 - Grate dark chocolate for iced chocolate
- 2 Prepare hot chocolate by warming a tall serving glass. Heat the milk in a small saucepan over medium heat stirring continually. Add chocolate, allow to melt and continue to stir.
- 3 Pour into pre-warmed glasses and top with marshmallows.
- 4 Prepare iced chocolate by combining milk, drinking chocolate and ice-cream together in a blender until smooth.
- 5 Pour into chilled glasses. Top with the cream and grated chocolate. Serve immediately.

INGREDIENTS

- 25 g dark chocolate
- 1 C reduced fat milk
- ½ T drinking chocolate
- 1 large scoop double chocolate ice-cream
- whipped cream to serve



Iced chocolate

Hot chocolate

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a blender.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Ensure the ingredients you use are fresh and are stored appropriately until required. For a more intense flavour in both of these beverages, add more chocolate.

Fill both beverages almost to the brim, leaving a 5 mm gap from the top of the glass or cup. They should be able to be carried easily without spilling.

Pre-warm the hot chocolate cup by filling it with boiling water. Pre-chill the iced chocolate glass by placing it in the freezer or fridge.

When heating milk for the hot chocolate, make sure you stir the milk so that a 'skin' does not form.

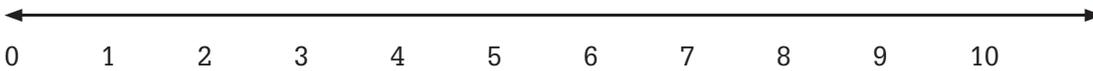
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.

Review questions

1 In some establishments marshmallows are served on the side. What are the advantages of both adding the marshmallows to the hot chocolate before serving or serving them on the side?

2 An iced chocolate is a common beverage served at many cafés and restaurants. Why do you think it is a popular beverage choice?

3 How would you alter the presentation of these beverages if you were running your own café or restaurant?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Chilled sparkling strawberry tea

Vanilla chai

CHILLED SPARKLING STRAWBERRY TEA

MAKES: 1

Total: 15 minutes

3
mins

Preparation

10
min

Mixing

2
min

Serving &
presentation

VANILLA CHAI

MAKES: 1

Total: 14 minutes

2
mins

Preparation

10
min

Mixing

2
min

Serving &
presentation

INGREDIENTS

- 70 g strawberries
- 1 t black tea leaves
- 250 mL boiling water
- ¼ C caster sugar
- 200 mL sparkling mineral water
- ice cubes to serve
- 1 lemon slice to serve

METHOD

- 1 Complete **mise en place**:
 - Hull strawberries
 - Remove seeds from vanilla bean
- 2 Make the chilled sparkling strawberry tea by placing black tea leaves in a heatproof jug. Add boiling water and allow to stand for 5 minutes. Strain leaves and pour rest of tea mixture into a jug.
- 3 Refrigerate mixture until chilled. Place strawberries and sugar in a food processor and process until smooth. Press mixture through a sieve to remove strawberry seeds. Add mixture to the tea and stir to combine. Pour mixture into a tall glass and top with sparkling mineral water. Add ice and garnish with lemon slice.
- 4 Make vanilla chai by combining tea, vanilla, cardamom, cinnamon, nutmeg, ginger, sugar and 1½ cups of cold water in a saucepan.
- 5 Bring to the boil, and then reduce heat to medium. Simmer for 5 minutes or until aromatic.
- 6 Add milk and allow to simmer, stirring occasionally for 5 minutes or until hot. Strain into a heatproof glass and serve. Sprinkle with extra cinnamon.

INGREDIENTS

- seeds from 1 vanilla bean
- 1½ t loose-leaf black tea
- 2 cardamom pods
- 1 t ground cinnamon, extra for garnishing
- ¼ t ground nutmeg
- 1 t ground ginger
- 3 t white sugar
- 1½ C cold water
- ½ C milk

tips & Techniques

The temperature of the beverage is important – hot drinks should be served hot and cold drinks cold.

Ensure the contents of the saucepan are allowed to simmer for adequate time to enhance the flavour of the tea.

Be careful with the chai tea to ensure the milk does not boil and hence form a skin.

Strain both teas to ensure no sediment is served to the customer.

Chilled sparkling strawberry tea



Vanilla chai

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a food processor.
- 3 Boiling.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

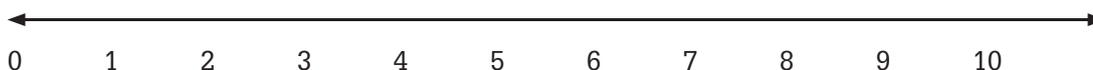
Student self-evaluation

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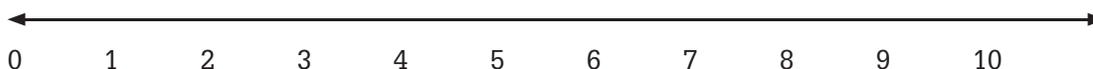
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Which other fruits could be used in the strawberry tea to change the flavour but still produce a fruity tea?

2 The vanilla chai is an example of a semi-black tea. Research its origins and outline the elements that make it a popular beverage.

3 Why is it important that these beverages are served at the correct temperature?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Plunger coffee

Greek coffee

PLUNGER COFFEE

MAKES: 1

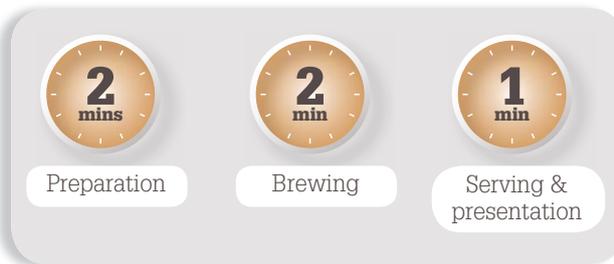
Total: 5 minutes



GREEK COFFEE

MAKES: 1

Total: 5 minutes



INGREDIENTS

- 30 g coffee beans
- 2 C water
- milk and sugar for serving

INGREDIENTS

- 6 g Greek powdered coffee
- 1 t white sugar
- 85 mL water

METHOD

- 1 Complete *mise en place*:**
 - Grind coffee beans to medium texture
 - Warm coffee plunger
- 2 Prepare the plunger coffee by filling the coffee plunger with boiling water, then set aside. Let the boiling water stand for 1 minute, as pouring boiling water over the coffee could burn it, giving the coffee a bitter taste.**
- 3 Pour the hot water out of the plunger. Place the medium ground coffee in the base of the glass beaker. Pour hot water over the coffee, leaving a 2.5 cm gap at the top. Use a spoon to stir the coffee.**
- 4 Replace the plunger, but do not push it down yet. Set the plunger aside for 3–5 minutes to brew.**
- 5 Slowly and carefully push the plunger down. If you push the plunger down too quickly the grains can come up the side. Serve coffee in the plunger with milk jug and access to sugar if desired.**
- 6 Prepare the Greek coffee by placing coffee and sugar into a saucepan with a pouring lid. Add 20 mL of the water and mix with a metal spoon until the sugar dissolves.**
- 7 Add the remaining water and place saucepan over medium-high heat. Allow coffee to slowly come almost to the boil, stirring once.**
- 8 When the coffee starts to rise, remove from heat. Do not boil or you will lose the 'kaimaki' (the thick froth that sits on top). Stir once then slowly pour into a demitasse cup.**

tips & Techniques

Using a fine-grind coffee in your plunger may make it difficult to push down into the pot and you may end up with coffee granules in your brew.

The longer you leave your coffee to stand in the plunger, the stronger the coffee will be.

Use freshly ground coffee or re-ground beans when making the Greek coffee. Greek coffee can be found in most supermarkets.

Pour the Greek coffee slowly to avoid losing the 'kaimaki' – the thick froth that sits on top of the coffee.



Plunger coffee

Greek coffee

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of the coffee plunger.
- 3 Boiling.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 What is the 'kaimaki'?

2 Research both of these beverages to find out where they originated.

3 Outline suitable foods that would accompany both of these beverages.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____

Chamomile and lemon tea

Orange and rosemary tisane

CHAMOMILE AND LEMON TEA

MAKES: 1

Total: 13 minutes



ORANGE AND ROSEMARY TISANE

MAKES: 1

Total: 12 minutes



INGREDIENTS

- ½ fresh lemon
- ½ t fennel seeds
- 1 t loose chamomile tea
- 310 mL boiling water

INGREDIENTS

- ½ orange
- 1 sprig fresh rosemary
- 1 clove
- 1 C boiling water
- 1 t honey

METHOD

- 1 Complete **mise en place**:
 - Juice lemon and remove zest
 - Juice orange and remove rind
- 2 Prepare the lemon and chamomile tea by placing the fennel seeds in a mortar and pestle and lightly crushing them until fine. Place fennel, chamomile, lemon juice and lemon zest into a warmed teapot.
- 3 Add boiling water to teapot and cover. Set aside for 5 minutes to infuse.
- 4 Strain the tea into a serving glass or cup and serve immediately.
- 5 Prepare orange and rosemary **tisane** by placing the rosemary sprig, orange peel and clove in a teapot or heatproof jug. Pour in boiling water and set aside for 5 minutes to infuse.
- 6 Put honey and 1 T of the orange juice into a teacup. Strain the tisane and pour hot tea into cup. Place a small piece of orange rind and rosemary in the cup. Serve immediately.

tips & Techniques

For a more intense flavour in the tea, add extra lemon and chamomile and allow it to infuse longer. For the tisane, add extra rosemary and orange rind and allow it to infuse longer.

Serve both beverages in a warmed cup.

Ensure the garnish used in the tisane is large enough so that it can be seen and not consumed by the customer.

When grinding the fennel seeds in the mortar and pestle, ensure they are ground to a very fine consistency.



Chamomile and lemon tea



Orange and rosemary tisane



Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a mortar and pestle.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

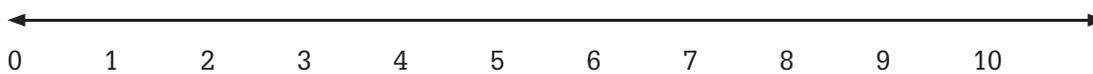
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Define what a tisane is, then outline why the orange and rosemary beverage can be categorised as a tisane.

2 The lemon and chamomile beverage is an example of a herbal tea. List other ingredients that are used in teas purely for their herbal benefits.

3 Why is it necessary to clearly list and describe these beverages on a menu?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Chocolate-banana energy drink

Simple syrup lemonade

Simple syrup lemonade

Chocolate-banana energy drink

SIMPLE SYRUP LEMONADE

MAKES: 1

Total: 20 minutes



CHOCOLATE-BANANA ENERGY DRINK

MAKES: 1

Total: 5 minutes



INGREDIENTS

- 1–2 lemons
- 1 slice lemon for garnish
- 1 C caster sugar
- 1 C water
- 300 mL sparkling water

INGREDIENTS

- 2 scoops ice cream
- 1 medium banana
- 1 T Milo, extra for garnishing
- $\frac{3}{4}$ C skim milk
- $\frac{1}{4}$ C low-fat vanilla yoghurt
- 2 T traditional oats
- 1 t vanilla extract
- 1 T honey
- 6 ice cubes

METHOD

1 Complete **mise en place**:

- Remove ice-cream from freezer and allow to soften
- Juice lemons
- **Paysanne** banana
- Prepare lemon twist

2 Prepare the chocolate-banana energy drink by blending ice-cream, Milo, milk, yoghurt, banana, oats, vanilla extract, honey and ice cubes until smooth and creamy.

3 Pour into a chilled glass and garnish with extra Milo. Serve immediately.

4 Prepare the simple syrup lemonade by first making the syrup. Put 1 cup of water and the sugar into a small saucepan. Bring the mixture to the boil, stirring frequently until sugar dissolves completely. You may need to add extra water if the mixture becomes too thick and begins to re-crystallise. Let the mixture cool, then place mixture into an airtight bottle and refrigerate.

5 To make the lemonade beverage, mix 2 tablespoons of the simple syrup with the juice of the lemons. Add the sparkling mineral water and mix well. Pour into a serving glass and garnish with a lemon twist on the edge of the glass.

Skills covered

- 1 Preparing and serving beverages.
- 2 Precision cuts.
- 3 Use of a blender.
- 4 Boiling.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Before juicing the lemons, roll them on the bench to soften for better juice extraction.

Ensure the skim milk and sparkling mineral water are chilled before adding to the beverage.

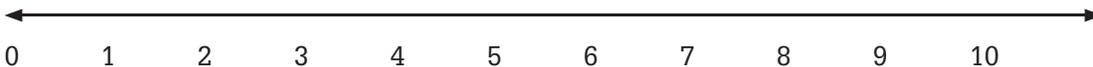
Using a damp pastry brush, brush the sugar crystals down the sides of the saucepan when making the sugar syrup.

Soak the oats for the energy drink in milk and vanilla extract overnight to give them a softer and smoother flavour.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Assess the nutritional content of the chocolate-banana energy drink. Outline the ingredients that have positive health benefits for the consumer.

2 List other beverages that contain a syrup.

3 What types of customers are likely to order and consume these beverages? Justify your answer.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____





Jasmine and ginger tea

Iced apple and mint tea

Iced apple and mint tea

Jasmine and ginger tea

ICED APPLE AND MINT TEA

MAKES: 1

Total: 20 minutes



JASMINE AND GINGER TEA

MAKES: 1

Total: 15 minutes



INGREDIENTS

- ½ apple
- 2 cm piece fresh ginger
- ¼ C fresh mint leaves
- 300 mL apple juice
- ¼ C caster sugar
- 1 T black tea leaves
- ice cubes and mint leaves to serve

METHOD

- 1 Complete **mise en place**:
 - Peel and finely grate apple
 - Peel and **julienne** ginger for both teas
 - **Chiffonade** mint leaves
- 2 Make the iced apple and mint tea by combining apple juice, apple, sugar and a cup of cold water in a saucepan over medium heat. Stir for 3–4 minutes or until sugar has dissolved. Add ginger and bring to the boil. Reduce heat to low and simmer for 5 minutes.
- 3 Remove from heat, stir in tea leaves and chopped mint. Stand for 10 minutes. Strain into a jug and cover until needed. Serve chilled in a glass with ice and mint leaves.
- 4 To make jasmine and ginger tea, place teabag in a heatproof jug. Pour over boiling water and add ginger.
- 5 Stir to combine and brew tea for at least 10 minutes. Discard teabag, strain tea and serve in a teacup.

INGREDIENTS

- 1 piece fresh ginger
- 1 green teabag
- 1 C boiling water

tips & Techniques

Ensure the sugar in the iced apple and mint tea is thoroughly dissolved.

For a more intense flavour in the jasmine and ginger tea, add less cold water to the saucepan and leave the ginger pieces in the tea.

For a more intense flavour in the iced apple and mint tea, grate the ginger pieces and leave the tea to simmer for longer.

Warm the teacup before pouring in the jasmine and ginger tea. Chill the glass before pouring in the iced apple and mint tea.

Skills covered

- 1 Preparing and serving beverages.
- 2 Precision cuts.
- 3 Boiling.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

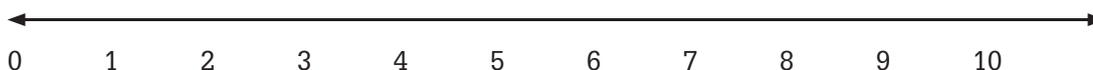
Student self-evaluation

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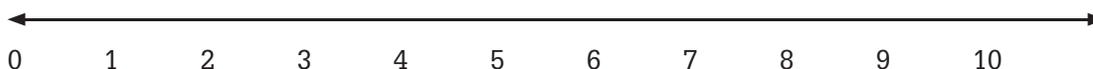
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 The iced apple and mint tea is an example of black tea that is served cold. Research where tea is grown and the type of conditions needed to grow it successfully.

2 Find out what the medicinal properties of ginger are.

3 Where would these types of teas be used and served? Justify your answer.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Passionfruit cordial



Fruit whip

Passionfruit cordial

Fruit whip

PASSIONFRUIT CORDIAL

MAKES: 3

Total: 35 minutes



FRUIT WHIP

SERVES: 1

Total: 15 minutes



INGREDIENTS

- 5 lemons
- Fresh passionfruit – enough to collect 1 cup pulp; use a tinned variety if fresh passionfruit is not available
- 1 C white sugar
- 375 mL water
- ice cubes to serve
- sparkling water to serve

INGREDIENTS

- 70 g seedless watermelon
- 40 g ripe pawpaw
- ½ banana
- 1 lemon
- 40 mL coconut milk
- 1 t vanilla essence
- ice cubes to serve

METHOD

1 Complete **mise en place**:

- Juice lemons: 1 cup of juice for cordial
- Peel and chop watermelon
- Remove passionfruit pulp
- Peel, deseed, chop pawpaw
- **Paysanne** banana
- Remove rind and juice lemon for fruit whip

2 Prepare the passionfruit cordial by placing the sugar, water and lemon juice in a saucepan over low heat. Cook, stirring for 5 minutes or until sugar has dissolved. Increase the heat to medium and bring to the boil. Simmer for 5 minutes or until syrup thickens slightly.

3 Stir in passionfruit pulp. Set aside for 30 minutes to cool. Strain the syrup through a fine sieve into a jug, pushing the pulp through the sieve with the back of a spoon. Discard the seeds. Pour syrup into an airtight bottle and seal.

4 To use the cordial, place ice cubes in a glass. Add passionfruit cordial to taste and top with sparkling water. Serve immediately.

5 Prepare the fruit whip by placing watermelon, pawpaw, banana, coconut milk and lemon juice in a blender. Process until smooth.

6 Add two pieces of lemon rind and the vanilla essence to the fruit whip and stir to combine. Cover and place in fridge until required. Serve chilled with ice cubes and garnish with extra lemon rind.

Skills covered

- 1 Preparing and serving beverages.
- 2 Precision cuts.
- 3 Boiling.
- 4 Use of a blender.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

tips & Techniques

Ensure fruit used in the fruit whip is fresh and ripe.

Use a piece of muslin to help strain the cordial and remove the passionfruit seeds. Keep the heat on low when making the cordial as you do not want the sugar to caramelise.

Store the cordial in an airtight bottle. The cordial will not last very long when exposed to air.

Make sure the fruit in the fruit whip is well processed so there are no 'chunky' pieces.

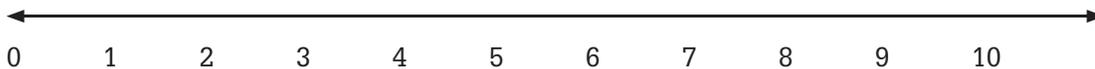
Student self-evaluation

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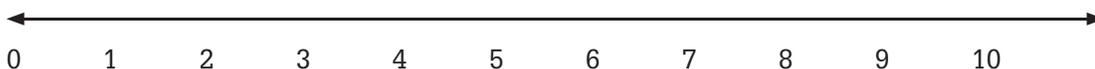
- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 What other varieties and flavours of cordial could be made?

2 Define what a 'fruit whip' is and create a list of characteristics a beverage must have to fit into this category.

3 How would you store the cordial if it were not going to be used for several months? How long could you store the fruit whip before it is no longer suitable to serve to customers? Justify your answers.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Summer fruit fizz



Vegetable juice

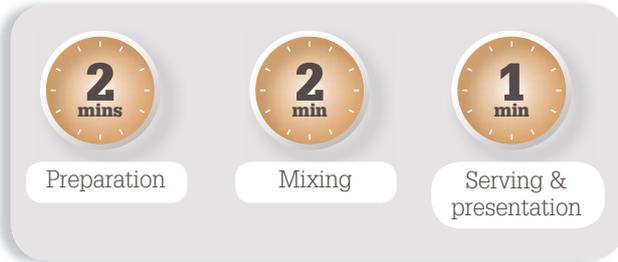
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SUMMER FRUIT FIZZ

MAKES: 1

Total: 5 minutes



VEGETABLE JUICE

MAKES: 1

Total: 5 minutes



INGREDIENTS

- 1 orange
- ½ lime
- 250 g watermelon
- 4 drops Angostura aromatic bitters
- ½ C ice cubes
- 200 mL chilled sparkling mineral water

METHOD

- 1 Complete *mise en place*:**
 - Remove rind from orange
 - Remove rind from lime
 - Remove skin from watermelon
- 2 Prepare summer fruit fizz by setting up a domestic or commercial juicing machine and juice the watermelon, orange and lime according to the manufacturer's instructions.**
- 3 Place the juice and aromatic bitters in a large jug. Add the ice and stir to combine. Add mineral water to the jug and pour mixture into a tall glass. Serve immediately.**
- 4 Prepare vegetable juice by using a domestic or commercial juicing machine to process the celery, including the leaves. Pour into glass.**
- 5 Add the tomato juice and Worcestershire sauce. Stir well. Serve immediately.**

INGREDIENTS

- 1 stick celery with leaves
- 310 mL tomato juice
- ½ t Worcestershire sauce

tips & Techniques

A domestic or commercial juice extractor can be used to produce both beverages.

Clean the juice extractor between making each beverage, otherwise flavours from the earlier ingredients may interfere with the taste of the second beverage.

Use a seedless watermelon when making the summer fruit fizz so you don't have to pick out the seeds.

Ensure the sparkling mineral water and tomato juice are chilled before adding them to the beverage.

Skills covered

- 1 Preparing and serving beverages.
- 2 Use of a juicer.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

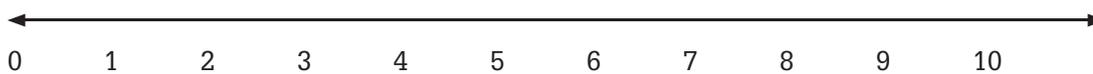
Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

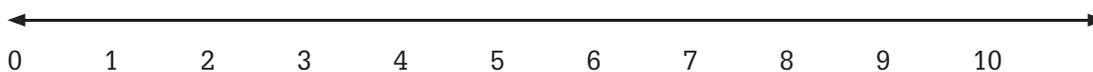
- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Find out what typical vegetable juices are served at cafés and juice bars in your local area.

2 What other ingredients could be added to the summer fruit fizz to alter its flavour and appearance?

3 Outline the safety issues that need to be addressed when using a commercial or domestic juicing machine.

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Foaming lime spider

Raspberry soda spider

LIME SPIDER

SERVES: 1

Total: 4 minutes



RASPBERRY SPIDER

SERVES: 1

Total: 4 minutes



INGREDIENTS

- 250 mL lime-flavoured soft drink
- 1 scoop vanilla ice-cream
- 2 t sprinkles
- bendy straw to serve

INGREDIENTS

- 250 mL raspberry soft drink
- 1 scoop vanilla ice-cream
- 2 t sprinkles
- bendy straw to serve

METHOD

- 1 Complete *mise en place*:**
 - Chill lime-flavoured soft drink
 - Chill raspberry soft drink
 - Brush the rim of the serving glass with water; place sprinkles on a plate; press rim of glass onto sprinkles
- 2 Prepare the lime spider by placing half of the lime-flavoured soft drink into the glass.**
- 3 Add the vanilla ice-cream to the beverage and top with the rest of the soft drink. Watch that the beverage does not spill over. Add bendy straw and serve immediately.**
- 4 Prepare the raspberry spider by placing half the raspberry soft drink into the glass.**
- 5 Add the vanilla ice-cream to the beverage and top with the rest of the raspberry soft drink. Watch that the beverage does not spill over. Add bendy straw and serve immediately.**

tips & Techniques

Make sure the soft drinks are chilled before adding them to the serving glasses.

Ice-cream should be used straight from the freezer and not be softened. Be careful when adding ice-cream that the beverage does not foam over the edge of the glass.

The flavour of this beverage can be altered by changing the flavour of the soft drink.



Raspberry soda spider



Foaming lime spider

Skills covered

- 1 Preparing and serving beverages.

Units covered

- 1 Prepare and serve non-alcoholic beverages SITHFAB010A.

Elements of competency

- 1 Prepare and serve a range of non-alcoholic drinks.

Equipment needed to complete recipe

List the types of equipment needed to complete this recipe, including utensils, mechanical and fixed.

Blank lines for listing equipment.

Student self-evaluation

Use the scales below to rate your performance from 0 (poor) to 10 (excellent).

- 1 I followed all personal hygiene and Occupational Health and Safety Standards.



- 2 I used all utensils and equipment in the appropriate manner.



- 3 I worked well with other members of the class.



- 4 I read and followed the recipe accurately.



5 General reflections about this recipe.



Review questions

1 Discuss why these beverages are appealing to children.

2 List some other flavours of spiders you could serve instead of lime or raspberry.

3 Why do children need to be catered for in a commercial establishment?

Teacher feedback

Competent

Not yet competent

Date: _____ **Signature:** _____



Glossary

baking: a cooking method whereby the food is subjected to a dry heat in an oven. Nearly all foods can be baked and it is a popular cooking method. Foods cooked this way often have little waste as the whole cooked product is eaten so there is little or no loss of food.

barbecuing: a cooking process whereby a food item is cooked on bars or a flat plate over hot coals or a hot flame. Cooking times will vary according to the type, size, thickness and physical properties of the food being cooked.

basting: a process whereby the juices from a cooking pan are spooned over food while it cooks. This allows the item being cooked to be kept moist and also assists in the flavouring process. It is commonly used when roasting meats.

batter: a flour mixture used in a variety of ways. A batter can form the basis of a meal such as a crêpe or muffin, or a batter can be used to coat pieces of food before frying. Batters can be made using eggs, beer, flour, milk and yeast.

beating: to mix briskly in a circular motion.

beurre manié: (pronounced *ber man-yay*) a dough, consisting of equal parts of butter and flour, used to thicken soups and sauces. Unlike a roux, *beurre manié* is not cooked before use.

blanching: a cooking method whereby the food item is boiled for a short period of time and then plunged into ice-cold water to halt the cooking process. The process can be started in cold or hot water depending on what is being blanched. A cold-water start causes the cells of the food to open and strong flavours, blood and impurities can be

leached out. A boiling-water start causes the cells to close and seal in the flavours and natural juices.

blind bake: the cooking of pastry without its final filling. The pastry is put in a baking dish, flan dish or individual baking tray, lined with greaseproof paper and then a small quantity of weights or rice (or beans) is put on the pastry to prevent it from rising. The pastry will retain its shape and allow other ingredients to be added and baked later.

blini: (pronounced *blee-ni*) a small pancake usually served as an appetiser with a wide variety of toppings such as sour cream, smoked salmon or prosciutto.

boiling: a cooking method that involves cooking food in a rapidly moving liquid. Food is cooked quickly and this process is mostly suited to pasta, rice and fresh vegetables. Cooking using this method results in the food item being tender and moist.

bouillabaisse: (pronounced *boo-yah-bayz*) a traditional French stew containing various kinds of cooked fish, shellfish and vegetables.

bouquet garni: (pronounced *boo-kay gar-ni*) a bundle of herbs (and/or sometimes vegetables) that has been tied together – usually consisting of thyme, parsley, celery, bay leaf and leek. Its primary role is to flavour sauces, soups, stocks and stews. A bouquet garni is not eaten, it is discarded after cooking.

braising: a cooking method whereby the food is slowly cooked in liquid in a heatproof vessel. The cooking liquid will only cover half the food item being braised and will be used to make an accompanying sauce when the

item is served. Food items often braised include meat, offal, poultry and some vegetables.

broiling: (see also grilling) a cooking method similar to grilling in which the heat source comes from above. The term broiling is more commonly used in the United States and Canada. Often a food is finished off or heated under the salamander before being served to customers, such as for garlic bread or Oysters Kilpatrick.

brown stew: a type of stew made with pieces of red meat that are first seared or browned. A browned mirepoix (and sometimes browned flour) plus liquids such as stock and wine are added, and the dish simmered gently until tender.

brunoise: (pronounced *brun waz*) a precision cut in which an ingredient (commonly root vegetables) is first julienned, then cut into 3 mm cubes.

burghul: dried cracked wheat grains often served as an accompaniment in Middle Eastern dishes.

cartouche: (pronounced *car-toosh*) a circle of greaseproof paper used to help food retain moisture and flavour during the cooking process. A cartouche also helps to keep food items submerged if they are being cooked in a liquid.

chiffonade: (pronounced *shif-on-ade*) a type of precision cut in which food items such as herbs and leafy vegetables are cut into long, thin strips

clarified butter: butter that has been heated to separate the milk solids and water from the butter fat (also known as ghee). Clarified butter has the advantage of being able to be heated to a higher temperature. To clarify butter, melt the butter in a saucepan over a low heat and use a spoon to skim the surface and remove the froth that forms. Strain the butter in filter paper to further

remove any sediment.

concassé: (pronounced *con-cas-say*) peeled and seeded tomatoes diced into 1 cm squares. A recipe may call for a raw or cooked concassé.

coring: a process in which the core from fruits such as apples, pears and quinces is removed. When an item is cored it is often done during the 'mise en place' stage.

court bouillon: (pronounced *kor bul-yon*) a flavoured liquid used for poaching.

crème fraîche: (pronounced *krem-fresh*) a French variation of sour cream.

croutons: small pieces of fried bread used to garnish salads and soups. The bread has its crust removed and is then diced into 8 mm cubes. The bread is fried lightly until golden brown and added to a dish.

de-boning: the process of removing the bones from meats such as beef or poultry. The removed bones are often saved and used as a base for making stock.

deep-frying: a cooking method whereby food is fully submerged in extremely hot fat or oil and is cooked until golden brown. It is a fast method of cooking and items are often battered or crumbed before being added to the deep-fryer. It is suitable for most foods and is commonly used to cook meats, vegetables and chips. Deep-fried foods have a poor nutritional content due to the fact that the food is cooked in fat or oil.

deglaze: a cooking technique for removing and dissolving caramelised sediment (i.e. small bits of food) from a pan in order to make a sauce.

deveining: the process of removing the intestinal tract from a prawn. Deveining is most effectively performed by running a knife down the back of the prawn, starting at the head. Then, use the skewer to draw out the vein in one piece.



dicing: a precision cut in which an ingredient is cut into even-sized cubes. Dicing is one of the most common methods of food preparation, due to the small nature of the pieces of food, which allows the spread of flavour and texture throughout the dish.

duxelles: (pronounced *duk-sel*) a mixture of finely chopped mushrooms and onions that are cooked in butter. A duxelles is seasoned with salt and pepper and is garnished with chopped parsley. It makes an excellent filling for omelettes, crêpes, fish and meat.

en papillote: (pronounced *on pap-il-ot*) a French term meaning 'in parchment/paper'; a process of cooking a food item in a buttered and sealed envelope or bag. The bag is then placed in a hot oven. Often the bag is made out of aluminium foil or greaseproof paper so it does not interfere in the overall taste of the food item. Fish is often cooked this way and is served to the customer in the envelope or bag.

filleting: a process by which bones are removed from a larger piece of meat or fish and the item is cut into more manageable pieces. To minimise wastage, filleting is best carried out using a filleting knife.

folding: a mixing technique used to combine a light mixture or ingredient (such as beaten egg whites) with a heavier mixture of ingredient (such as sugar) while retaining as much air as possible

garnish: edible decorations added to a meal to improve its overall visual appeal. A garnish is often chosen to improve the overall colour of a meal and can also be used to impart a slight flavouring. Typical garnishes often include chopped parsley, strawberry fan, curled spring onions or deep-fried leek.

gratinating: a process whereby a cooked item is placed under a salamander or griller to complete the final browning or glazing of the item.

grilling: a cooking method whereby the food is cooked by a heat source directly above or below the food item. Most fruits and vegetables are suitable for grilling as well as fish, meat, tomatoes, onions, mushrooms and eggs. The advantage of grilling is that it is a quick, easy and healthy method of cooking food.

jardinière: (pronounced *zjar-din-nyair*) a precision cut in which a food item (most commonly a vegetable) is cut into 4 mm x 4 mm x 20 mm thick batons.

julienne: (pronounced *joo-lee-en*) a precision cut in which a food item (most commonly a vegetable) is cut into long, thin, match-like sticks that are 3 mm x 3 mm x 40 mm.

jus: (pronounced *zjoo*) a French term meaning 'juice' often used to refer to the unthickened natural juices released by meat during the cooking process. A dish that is served *au jus* is presented with its own natural juices.

larding: a cooking technique used to improve the flavour of meat before braising, it is the insertion of pork back fat or bacon fat into the joint or cuts of meat.

macedoine: (pronounced *ma-se-dwan*) a precision cut that produces an 8 mm dice.

marinade: a seasoned liquid in which meats are seeped before cooking. The primary role of a marinade is to impart flavour to a piece of uncooked meat or other ingredient. It also helps to tenderise and preserve the item. A marinade can be cooked, uncooked, dry or wet. Common ingredients used in a marinade include garlic, ginger, soy sauce and red wine.

mincing: a process whereby meat is put through a food processor or grinder to produce a fine mince.

mirepoix: (pronounced *meer-pwa*) a mixture of roughly cut vegetables that are used to flavour roasts, stocks and soups. Common

vegetables that are used in a mirepoix include celery, onion, turnip, carrot and potatoes. A mirepoix is not eaten as part of a meal and all vegetables are roughly cut.

mise en place: (pronounced *mees on plass*) a French term meaning 'everything ready and in its place'. It includes all the basic preparation of ingredients such as peeling, dicing, coring and slicing that need to be done before cooking begins. Without sufficient mise en place and preparation, a meal may not be prepared in the desired way or take too long to make.

Mouli: a hand-operated piece of equipment that is designed for grating or pureeing small quantities of food.

nouvelle cuisine: a modern style of French cooking that seeks to bring out the natural flavour of foods and focuses on lighter and more delicate dishes and an artful presentation.

pan-frying: a cooking method whereby the food is cooked in a frying pan. A small amount of cooking oil or fat is added to a frying pan to lubricate it before the food item is added. The oil acts as a heat transfer and allows the food item to retain its moisture. It is commonly used on tender cuts of meat. The food being cooked touches the bottom of the pan. It is a common cooking method.

paysanne: (pronounce *pay-sahn*) a precision cut in which ingredients (most commonly vegetables) are cut into 15 mm thick pieces depending on the naturally occurring shape of the vegetable being cut, including circles, squares and triangles, for example, when celery is paysanned it keeps its natural half-moon shape and is cut into 15 mm thick pieces.

poaching: a cooking method whereby food is submerged completely in a liquid and kept just below boiling point. There is no visible movement in the liquid and it is most suited to meat, offal, eggs, seafood, poultry and

fruit. Often the poaching liquid is then used to prepare a sauce or gravy to accompany the item that was poached.

precision cut: refers to the cutting of ingredients into uniform shapes and sizes. Recipes often state the name of the precision cut required. Basic precision cuts include julienne, brunoise, paysanne, macedoine, jardinière, turning and dicing.

quenelle: a food item or garnish made into an oval or egg shape (eg. ice-cream, sorbet or cream).

reduction: a liquid/sauce achieved by simmering down liquids to concentrate flavours. This reduced liquid is often served with the item being cooked.

roasting: a cooking method in which food is cooked in an oven. Foods that are often roasted include meat and root vegetables. Very little food is wasted when it is roasted and most of the fat is removed prior to the cooking process or just after. When meat is roasted it needs to be trimmed or trussed before cooking.

roux: (pronounced *roo*) a cooked mixture of equal quantities of fat and flour. A recipe will often call for a white, blond or brown roux. A roux forms the basis of many sauces, to which other liquids are added.

sautéing: a cooking method in which an ingredient is added to a shallow pan with a small amount of hot fat or oil over a relatively high heat. A recipe will often require onions to be sautéed before the other ingredients are added.

scoring: a cooking technique that involves making shallow cuts across the surface of meat or fish. Scoring ingredients helps to tenderise them, aids the absorption of marinades, helps allow fat to drain from meat during cooking and improves their overall appearance.





season 1: to flavour food with salt, pepper and/or other spices.

season 2: (a pan or wok) omelette, crêpe pans and woks are often heated with salt and then coated with oil prior to use in order to prevent food from sticking.

segmenting: a preparation technique that is often used to cut citrus fruit. The item to be segmented is peeled to expose the flesh and then a sharp knife is used to cut wedges of the item along the food's natural membrane exposing its natural segments. All pith and peel must be removed, and all segmented pieces need to be approximately the same size.

shallow-frying: a cooking method whereby the food item is cooked in a small amount of fat in a pan. Commonly used to cook items such as schnitzels, omelettes, nuts and some fruit. This method of cooking allows food to remain tender and moist on the inside and crisp and golden on the outside.

simmering: a cooking method whereby a food item is placed in a hot liquid and kept just below boiling point (95–98°C), or where a mixture (such as a sauce) is kept at this temperature. Simmering is commonly used to produce stocks, sauces, soup, meat and poultry. In most cases, food items are brought to the boil first, then reduced to a simmer in order to complete the cooking process, allow soups and sauces to thicken, or to keep them hot for longer periods.

steaming: a cooking method whereby the food item is cooked with heat in the form of steam that surrounds the food item. Food is suspended above the boiling liquid and as the steam rises and surrounds the food it slowly cooks it. It is used on many food items such as tender cuts of meat, poultry, dried fruit, green vegetables, seafood and puddings.

stewing: a cooking method where the food is covered with liquid and is cooked slowly. Often used on tough cuts of meat, it gives a

concentrated flavour to the food and makes it very tender. It can also be applied to food items such as fruit, fish and vegetables. Stewing is a lengthy process and often the item being stewed is served with the stewing liquid.

stir-frying: a cooking method where the food is cooked over high heat with little oil, usually in a wok. The food being cooked is moved around in the wok or pan continually during the process and it is a very healthy method of cooking food. Commonly used to cook a range of vegetables, tofu, noodles and some cuts of meat.

stock: a foundation liquid used for many sauces and soups. A stock is made with bones, water, mirepoix and a bouquet garni cooked for a set period of time to infuse flavour. A stock can be beef based, chicken based, vegetable based or fish based.

straining: passing a liquid through a sieve to remove sediment.

sweating: a cooking technique in which an ingredient is partially cooked in butter or oil in order to enhance the flavour of the dish. Gentle heat and frequent stirring prevents gaining colour. Sweating is commonly used when preparing ingredients for soup.

tenderising: a process whereby meat is softened by hammering it with a meat mallet to break up the muscle fibres. Tenderising can also be achieved through a machine or by applying chemicals to break down the cell structure of the food item.

tisane: a beverage or herbal infusion made from anything other than tea leaves

trellising: the process where meat is deliberately marked by searing (or cutting) a trellis pattern on its surface for visual appeal.

trussing: the process by which meat or poultry is tied with twine or elastic netting to make it hold its shape during the cooking process and ensure even cooking.

turn: a precision cut commonly used on root-based vegetables such as potatoes. Turning produces even-sized shapes that ensure the item is cooked evenly and adds the overall presentation of a meal.

white stew: known as blanquettes or fricassées, white stews are made with lamb or veal that is blanched, or lightly seared without colouring, and cooked in stock.

workflow plan: an organised plan that outlines the precise steps required to complete a task in the order they should be completed. A workflow plan must include a realistic estimate of the time required to complete each step so that tasks can be completed correctly and efficiently.

zest: the outer skin of citrus fruits that is free from pith – often used to flavour foods and also as a garnish.



