

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different ways to cut up an ingredient?
- 2 Why do cook's helpers prepare ingredients?

Section 4.2:

## Preparing Ingredients

As a cook's helper, you will prepare ingredients. This allows the chef to focus on cooking. But different meals require different preparation methods.



blend

**Chop** or **mince** an ingredient if you just need **irregular** pieces. You can **grate** some ingredients for small, irregular strips. If the chef tells you to **dice** it, cut uniform pieces instead. Some ingredients need excess material separated. **Sift** flour, sugar, and other powders to filter out chunks. For boiled ingredients, **drain** or **pour** liquid out before using. The chef will sometimes ask you to combine ingredients. **Toss** them for a loose mixture. For a smooth mixture, **blend** them instead.



drain



chop

mince



grate

dice

## Reading

2 Read the training manual chapter. Then, choose the correct answers.

- 1 What is the main idea of the chapter?
  - A understanding a chef's responsibilities
  - B determining proper cooking methods
  - C identifying ingredients
  - D preparing food before cooking
- 2 Which of the following does NOT cut food into irregular pieces?
 

A mincing	C grating
B dicing	D chopping
- 3 How are sifting and draining similar?
  - A They create smooth powders.
  - B They filter out unwanted chunks.
  - C They remove liquid.
  - D They separate excess material.

## Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 The pieces of meat cooked unevenly because they were not uniform. \_ r r \_ \_ u \_ \_ r
- 2 Remove by flowing out the extra water from the pot before adding the other ingredients. p \_ \_ \_
- 3 The recipe says to finely shred the cheese first. \_ \_ a t \_
- 4 You must uniformly cut the vegetables, even though it takes a little longer. \_ i c \_

4 Place the words from the word bank under the correct headings.

**Word BANK**

chop   blend   mince   drain   sift   toss

Combining ingredients	Separating ingredients	Cutting ingredients
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Listen and read the training manual chapter on preparing ingredients again. How are chopping and mincing similar?

**Listening**

6 Listen to a conversation between a chef and a cook's helper. Mark the following statements as true (T) or false (F).

- \_\_\_ The woman plans to toss the ingredients.
- \_\_\_ The man cannot remember the correct order of actions.
- \_\_\_ The man selects the wrong cutting method.

7 Listen again and complete the conversation.

**Chef:** Okay, Leon. Do you remember how to 1 \_\_\_\_\_  
\_\_\_\_\_ - \_\_\_\_\_ ?

**Helper:** I think so. First I cut up the ingredients, and then I  
2 \_\_\_\_\_, right?

**Chef:** That's right. Tell me what methods you will use.

**Helper:** Let's see. First I'll 3 \_\_\_\_\_.

**Chef:** Not quite. In this case, you want 4 \_\_\_\_\_.

**Helper:** Oh, so 5 \_\_\_\_\_ instead.

**Chef:** Right. And then what will you do after that?

**Helper:** Then, I'll 6 \_\_\_\_\_ different  
vegetables together before I give them to you.

**Chef:** You got it.

**Speaking**

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*First I ... and then I ...*  
*In this case, you want ...*  
*So, I'll ... instead.*

**Student A:** You are a chef. Talk to Student B about:

- preparing ingredients
- how to cut the ingredients
- how to combine the ingredients

**Student B:** You are a cook's helper. Talk to Student A about preparing ingredients.

**Writing**

9 Use the training manual chapter and the conversation from Task 8 to fill out the helper's recipe notes.



**Recipe** for: \_\_\_\_\_

Ingredients: \_\_\_\_\_

How to cut: \_\_\_\_\_

How to combine: \_\_\_\_\_

