8 Basic Actions 1

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?



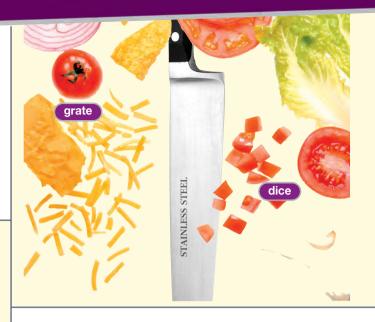
As a cook's helper, you will prepare ingredients. This allows the chef to focus on cooking. But different meals require different preparation methods.



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.







Reading

- 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
 - 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 <u>not uniform</u>. _ r r _ _ u _ _ r
 - Remove by flowing out the extra water from the pot before adding the other ingredients.
 - **3** The recipe says to <u>finely shred</u> the cheese first.
 - 4 You must <u>uniformly cut</u> the vegetables, even though it takes a little longer. _ i c _

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

MOr	BANE	(
-	_		mince	drain	sift	toss	

Combining ingredients	Separating ingredients	Cutting ingredients	

5 Solution 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).
 - 1 __ The woman plans to toss the ingredients.
 - 2 ___ The man cannot remember the correct order of actions.
 - **3** __ The man selects the wrong cutting method.
- 7 So Listen again and complete the conversation.

Chef:	Okay, Leon. Do you remember how to 1?	0				
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

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





