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MODULE 5: Food commodities

Unit 5.1: Vegetables

- Classification edible parts above ground
- Purchase
- Uses
- Garnishing: related knife skills

Unit 5.2: Eggs

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- Sizes
- Uses of boiled eggs

Unit 5.3: Bread- sandwiches

- Types
- Usage
- Storage
- Sandwiches and fillings

Unit 5.4: Fruit

- Identify and classify
- How to select fruit when purchasing
- Storage of fruit

Practical lesson 1: Performance Test– Preparation of Vegetable Salad: Test Knife Skills – Vegetables Salad

Practical lesson 3 Performance Test (Term 2): CLOSED Fashion sandwiches with egg filling

Practical lesson 1: Performance Test: Fried Fruit Fritters

Skills Test 2: Open Fashion Sandwiches / Canapés

MODULE 5: FOOD COMMODITIES

Unit 5.1: Vegetables

- classification of edible parts above the ground
- purchase
- cleaning of vegetables
- garnishing: uses and related knife skills

Unit 5.2: Eggs

- types
- sizes
- uses of boiled eggs



CAREERS

Vegetable Farmer
Greengrocer
Botanist
Home Industry owner
Caterer / Chef
Artisan Bread Baker

ENTREPRENEURSHIP

Self-employment – grow vegetables / sell at local market
Making own preserves at home & sell
Rearing chicken & eggs for sale
Home baking Business

Unit 5.3 Bread- sandwiches

- Types usage
- storage
- sandwiches & fillings

Unit 5.4: Fruit





- Identify and classify
- How to select fruit when purchasing
- Storage of fruit


KEY CONCEPTS

edible parts garnishes knife skills vegans	boiling temperature commercial bread	sandwiches fillings classification storage	Halaal allergies gluten intolerance diabetes
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SOFT SKILLS

teamwork communication creativity Time Management	problem-solving multi-tasking Cleanliness Efficiency	patience organisational skills Temperature control	resilience self-confidence Attention to detail Culinary expertise	stress management skills Numeracy Innovation Social Skills
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LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	MODULE 5: FOOD COMMODITIES Unit 5.1: Vegetables (Week 2 Term 2) <ul style="list-style-type: none">- Classification edible parts above ground- Purchase- Uses- Garnishing: related knife skills				
CAPS REFERENCE	Term 2 Week 2 (CAPS p24)				
DURATION	60 minutes				
LESSON RESOURCES	<div>1. VIDEOS FOR EXTRA RESOURCES: http://youtube.com/watch?v=oRyxD_IWebQ https://youtu.be/J4glWZ3EzIs http://youtube.com/watch?v=K-Sk2uu_HS8</div> <div><div><div>vegetable garnishes.mp4</div><div>cleaning vegetables.mp4</div><div>vegetables garnishes 2.mp4</div></div><div>2. Learner notes.</div></div>				
ACTIVITIES	Activity Comparative price and quality study use for purchasing – fresh tomato vs economical use of overripe tomatoes (e.g., relish, jams, chutney)				
PREAMBLE	Discuss vegetables in respect of: <ul style="list-style-type: none">• Classification – edible parts above the ground• Purchase• Cleaning of Vegetables• Garnishing: Uses/knife skills related to garnishing				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none">• Classify vegetables according to the edible parts above the ground.• To choosing quality products when purchasing.• Understand how to clean vegetables.• Developing safe and correct cutting techniques for garnishes.				
DETERMINE PRIOR KNOWLEDGE	What are the vegetables that you have prepared at home? How were the vegetables prepared?				

INTRODUCTION TO THE TOPIC	<ol style="list-style-type: none"> 1. Show learners the vegetables e.g., leave -the cabbage... 2. Complete the classification according to edible parts.
PRACTICAL WORK 	Practical Lesson 1: Preparation of a vegetable Salad: <ul style="list-style-type: none"> • Practice different knife skills (chopped, sliced, brunoise, julienne, wedges) • Use cut vegetables for the salad
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Classification	The arrangement of various elements according to their observed similarities
Garnishes	Decorations used to make other dishes attractive
Ribbon strips	Cutting vegetables e.g., cucumber with a vegetable peeler to make in lengthwise direction to get thin ribbons.
Edible parts	the part of the food that is usually eaten
knife skills	how to hold and use a knife correctly will not only help you work more safely, but will also enable you to work faster
LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: Unit 6.1: Vegetables <ul style="list-style-type: none"> - Classification edible parts above ground - Purchase - Cleaning of vegetables - Garnishing: uses and related knife skills
EAC INTEGRATION	Demonstration: Visual interpretation of the washing the vegetables Practical Lesson: skills develop and recipe interpretation.
EXTENDED OPPORTUNITIES	Entrepreneurship <ul style="list-style-type: none"> • The growing and selling of fresh vegetables to the community.
SELF-REFLECTION	

MODULE 5: Food commodities



Unit 5.1: Vegetables

- Classification edible parts above ground
- Purchase
- Uses
- Garnishing: related knife skills



INTRODUCTION

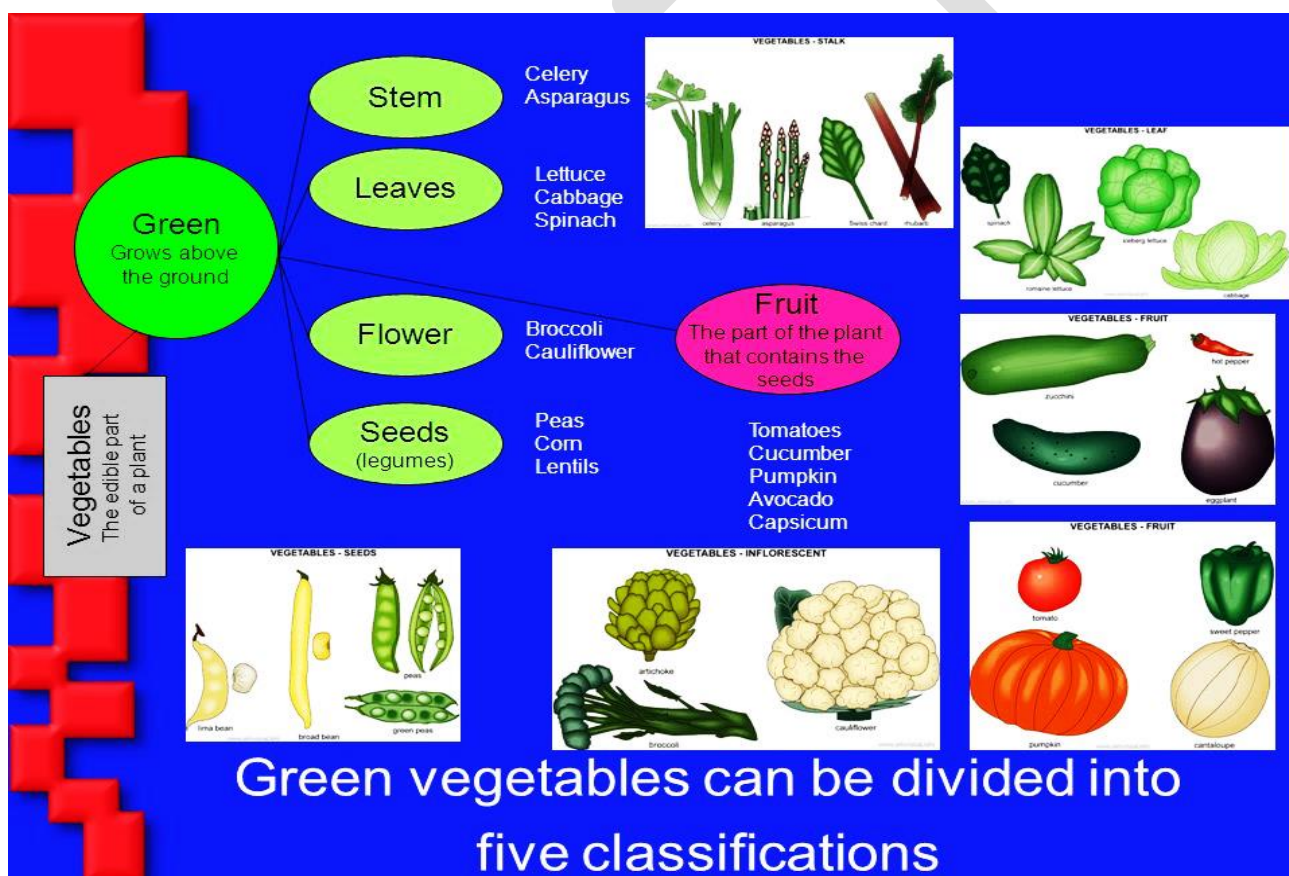
This unit investigates the basic commodities that learners in grade eight must learn in order to develop the skills and knowledge for basic food preparation. The following food commodities will be studied vegetables, eggs, commercial bread, fruit and street vending food. These food commodities sections with practical will enable a learner to produce a variety of garnishes to master knife skills, prepare interesting and healthy dishes using bread and creative dishes using fruit. Learners will also be exposed to food suitable for vegans, Halaal, allergies (gluten intolerance) and dietary concerns (diabetic).

Source: Iowa State University Extension & Outreach

5.1.1 The classification of vegetables according to their edible parts:

Vegetables found below the ground are divided into three classes:

- Roots, e.g., carrots
- Bulbs, e.g., onions
- Tubers, e.g., potatoes and sweet potatoes



Other: Fungi (mushrooms) is also classified as a vegetable that grows above ground. Remember that only certain wild mushrooms are edible, and others are extremely poisonous. Never pick wild mushrooms for consumption unless you know for certain that they are edible.

Examples of edible mushrooms



5.1.2. Guidelines for purchasing vegetables:

- Buy products that look fresh. Vegetables should not be wilted, bruised or damaged.
- The colours of the vegetables should be bright and characteristic of the type
- Be mindful not to buy overripe vegetables.
- Consider buying vegetables in season.
- You will pay less, and the quality will be better.

5.1.3 Uses of vegetables

- Leafy vegetables such as lettuce and cabbage, outer leaves must be removed.
- Green leafy vegetables are washed under cold running tap water.
- A colander is used to rinse the leaves and drain in colander or salad spinner.
- Use paper towel to dry the leafy vegetables.
- For vegetables with a peel use a soft, clean produce brush to scrub the vegetable under running water and dry with paper towel.



Source: www.shutterstock.com



Source: www.recipetips.com

- Ideally mushrooms should be wiped with a clean damp cloth, or wash quickly

In cold water and dry with paper towel because soaking too long in water causes water absorption and mushrooms spoils quicker.





Source: betterhomesand gardens.com

The use of overripe tomatoes (non-examinable)

Overripe tomatoes are not always suitable for salads or eating raw, but they are packed with flavour, health benefits juicy goodness. They even tend to be sweeter and juicier than its unripe counterpart. There are endless opportunities to turn overripe tomatoes into tasty and nutritious dishes.



Source: Picture - www.vanguardngr.com

PRODUCT	Tasty and	ILLUSTRATION
Relish (a pickle/piquant sauce)	Tomatoes, onions, curry powder, mustard powder, cayenne pepper, vinegar	
Tomato sauce	Tomatoes, onions, olive/sunflower oil	

Chutney (a spicy sauce)	Tomatoes, onions, chilli, vinegar, brown sugar	 
Tomato jam	Tomatoes, sugar, orange and lemon juice	
Dried tomatoes	Tomatoes (seeds removed), dried in the oven at 66° for 3-4 hours	

KNIFE SKILLS



5.1.4 Different vegetable cuts and garnishing: uses and related knife skills

A vegetable garnish can be used as a decoration or accompaniment to a prepared food dish. The garnishes can be used in a variety of ways, a tray of sandwiches can be garnishes with carrot roses or carrot star, cucumber ribbons can be used to hold vegetables on a plate.

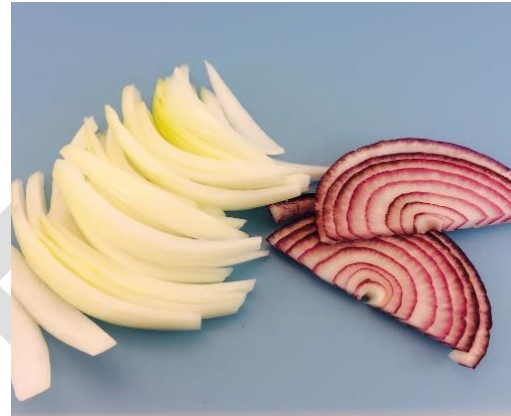
➤ **CHOPPED**

This means putting your finger and your thumb at the very back of the knife and wrapping your fingers around the handle. It gives you a **firm grip and more control** when you're chopping: When you actually start chopping, don't lay all of your fingers flat.



➤ SLICED

Slice. When you slice something, you are doing exactly as **it sounds and slicing your vegetables** means **to cut across the grain into thin, uniform pieces**.. You are leaving them in long strips, and some recipes will designate thin slices or wide slices. But typically, you are just cutting vertically on the vegetables. Almost every fruit or vegetable can be sliced, as well as other ingredients like cheese and bread.

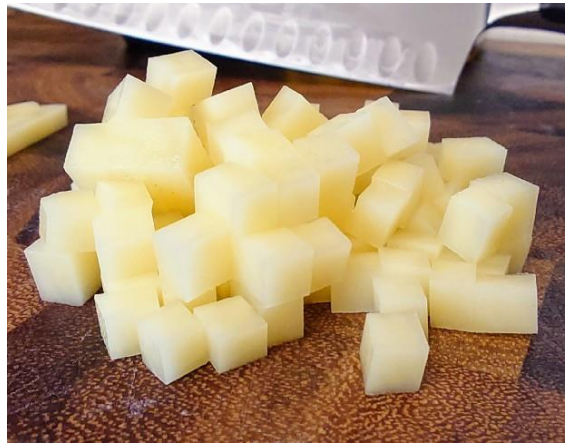


Source: freeimageslive.co.uk & eatbydate.com

➤ BRUNOISE (FINE DICE)

A **brunoise** cut, or a **fine brunoise** cut, is a traditional French vegetable / fruit cut that produces small, regular cubes (1/8th inch and 1/16 inch respectively). Typically reserved for special use cases and as an aromatic garnish, this type of cut creates exceptionally uniform pieces and provides an excellent boost to a plate's presentation. Foods that are commonly brunoised include turnips, onions and carrots.

Can be used in Soups and stocks, as a Garnish or to add texture in a dish



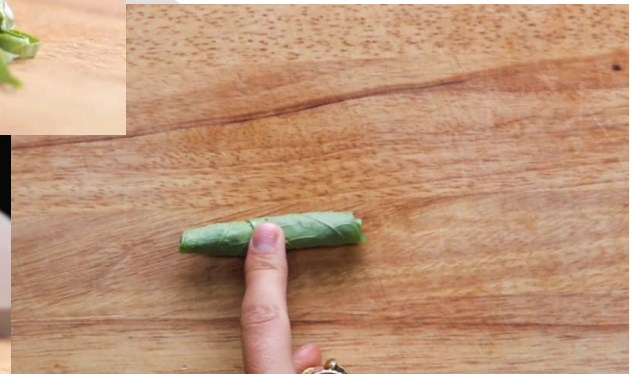
Source: medium.com

➤ CHIFFONADE (SHREDDING)

Used on leafy vegetables and herbs. Some examples include, spinach, lettuce, basil herbs and cabbage. This is accomplished by first cutting the food into long strips, and then cross cutting them in the preferred thickness.



Source:



www.cnn.com

➤ JULIENNE (MATCHSTICK CUTS)

Cut foods into long, thin matchstick like pieces. This is a cutting style used for zucchini, carrots, celery and capsicum, but it can be used on virtually any type of vegetable.



Source: www.cnn.com

➤ WEDGES

Wedges are **irregular wedge-shaped slices of Vegetable / fruit**, often large and unpeeled, that are either baked or fried. They are sold at diners and fast-food restaurants. In Australia, potato wedges are a common bar food, that are almost always served with sour cream and sweet chilli sauce.



Source: [Erren's](#) kitchen.

5.1.4 Vegetable Garnishing's



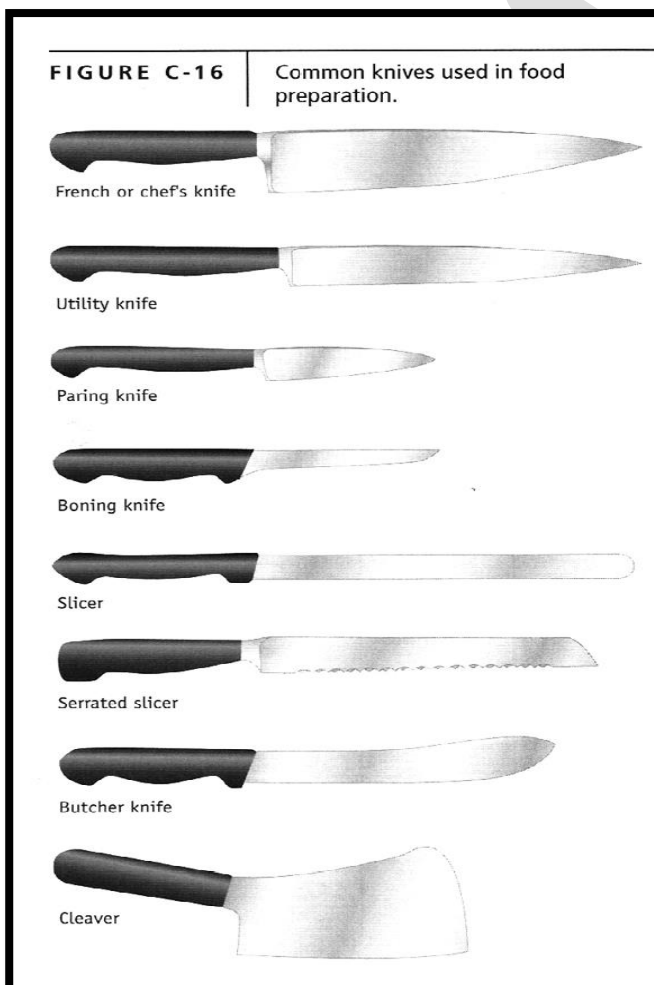
Source: [pinterest.com](https://www.pinterest.com) & [radacutlery.com](https://www.radacutlery.com) & [YouTube.com](https://www.youtube.com)

[Top 5 Vegetable Garnishes from FFJ - Most Satisfying Veggie Design Videos - YouTube](#)

The use of knife skills related to garnishing



Source: creativesafety.com



Chef's Knife: largest; serves as an all-purpose knife for cutting meats and for mincing, dicing and slicing fruits & veggies; side of blade can be used to crush garlic cloves and ginger slices.

Utility Knife: geared toward lighter duties such as cutting tomatoes, carving meat or preparing julienne slices.

Paring Knife: smaller & shorter; used for more delicate jobs that require close control such as peeling fruits & veggies.



INFORMAL ACTIVITY

Comparative price and quality study use for Purchasing – fresh tomato vs economical use of overripe tomatoes (e.g., relish, jams, chutney)

VEGETABLES

Comparative price and quality study use for purchasing – fresh tomato vs economical use of overripe tomatoes (e.g., relish, jams, chutney)

Some research was conducted at outlets located within the surrounding area where you live. A comparative study was done on the price of tomatoes.

Study the information below and answer the questions that follow.

STORE	PRICE PER KILOGRAM FOR FRESH HALF RIPE TOMATOES	PRICE PER KILOGRAM FOR OVERRIPE TOMATOES
Local Spaza shop in town	R3.80	R1.75
Supermarket around the corner	R4.20	R1.75
Hypermarket in town	R5.10	R2.50

QUESTIONS:

1. Where will you buy the cheapest half-ripe tomatoes?
2. Which store would you support when buying the overripe tomatoes? Give a reason for your answer.
3. Your friend delivers a case of overripe tomatoes at your house. Do some research and give FOUR suitable dishes/products that you will prepare from the overripe tomatoes to prevent that anything gets wasted.



INFORMAL ACTIVITY – MARKING GUIDELINE

Comparative price and quality study use for Purchasing – fresh tomato vs economical use of overripe tomatoes (e.g., relish, jams, chutney)

ANSWERS

1. The spaza shop sells the cheapest half-ripe tomatoes. ✓ (1)
2. The supermarket around the corner. It is the closest shop to my home. ✓ (1)
OR
The spaza shop in town. I want to support a local entrepreneur/ business person (any choice that is supplied with a good answer) (2)
3. Tomato Jam ✓
Spaghetti sauce ✓ (2)

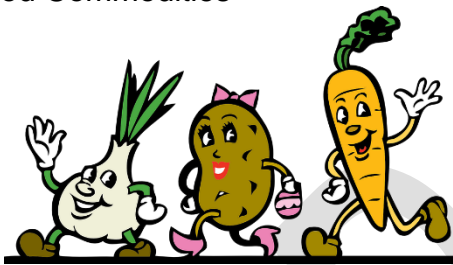




PRACTICAL LESSON 1: PERFORMANCE TEST

Preparation of a vegetable Salad:

- Practice different knife skills (chopped, sliced, brunoise, julienne, wedges)
- Use cut vegetables for the salad

KNIFE SKILLS AND VEGETABLE GARNISHES




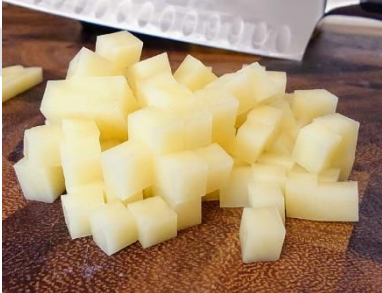

Surname: _____		Name: _____		Gr.8: _____	
MODULE Food Commodities 		OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> • Analyse the given recipe • Complete the mise en place form • Execute correct knife skills 		SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> • Analytical skills • Decisiveness • Critical Thinking 	
CHARACTERISTICS OF THE PRODUCT					
Appearance		Texture		Taste	
KNIFE SKILLS Chopped Sliced Brunoise Julienne Wedges <u>Extra Options</u> Carrot stars Cucumber boats, Slice, Discs, Boats, Ribbons Squiggles		Crisp Crunch		Distinct vegetable taste	
				 	
ASSESSMENT					
Personal hygiene	"Clean as you go"	Prep sheet	Final product	Questions	TOTAL




5			4		5			5	5	25
Hair	2		Sink (2)			Appearance	2			
Nails	1					Texture	2			
Apron	2		Station (2)			Taste	2			

INTRODUCTION (5 minutes)


A. Perform a teacher-led demonstration on knife skills and vegetable garnishes.

The following knife skills to be demonstrated and learners to do individually

Pecan Nuts / Red Onions	<p>Chopping</p>   <p>220_F_231507823_kWfY3pGUF9W1BTyYIKGLF6YahVIT5XRf.jpg (220×172) (ftcdn.net)</p> <p>Source: www.cnbc.com</p>
Cucumber / Appels	<p>Sliced</p>  <p>apple-453447_960_720.jpg (621×720) (pixabay.com)</p> <p>Source: freeimageslive.co.uk & eatbydate.com</p>
Cheddar Cheese	<p>Bruinoise</p>   <p>This Photo by Unknown Author is licensed</p> <p>Source: medium.com</p>

Spinach	Chiffonade  Source: www.cnbc.com
Sweet Peppers	Julienne  Source: www.cnbc.com
Avocado / Potatoes	Wedges  Source: Erren's kitchen

Study the recipe carefully and complete the mise en place form provided.

SALAD Yields: 2	
PREP TIME 10 mins TOTAL TIME 10 mins SERVINGS 8	
Spinach Salad Ingredients and expected Cuts <ul style="list-style-type: none"> • Spinach (Chiffonade cut)– fresh spinach leaves are packed with vitamins and minerals! The perfect base to the salad! • Apples (Sliced) – I love adding in thinly sliced apples for sweetness and a slight crunch. Honeycrisp are my favorite, but any variety will work. • Avocado (Wedges)– avocado makes everything better, including this salad! • Red onion (Chopped)– thinly sliced! • Pecans (Chopped)– you can use candied pecans or regular pecans. 	

- **Cheese (brunoise)**– crumbled feta cheese or goat cheese! If you need the salad to be vegan or dairy-free, you can omit the cheese.
- **Sweet peppers (Julienne)** – you can use red, green or yellow peppers (seeds removed)

INGREDIENTS

For the salad:

- 250 g fresh spinach, chiffonade cut
- 2 large apples, cored and thinly sliced
- 1 large avocado, wedges
- 1/4 red onion, chopped
- 1 cup roughly chopped candied pecans or pecans, can use walnuts or almonds (optional)
- 3/4 cup crumbled cheddar cheese, brunoise blocks

Salad Dressing

- 1/4 cup olive oil
- 2 tablespoons balsamic vinegar
- 1 tablespoon pure maple syrup
- 1 teaspoon Dijon mustard
- 1 clove garlic, minced
- Dash of salt and ground black pepper

How to Make Spinach Salad

- First, make the dressing. You can whisk all the ingredients together in a small bowl or you can put all the ingredients in a jar, put the lid on tightly, and shake it up.
- FYI, the dressing can be made in advance. Keep in the refrigerator for up to one week. Whisk or shake before using.
- To assemble the salad, place the spinach, apple slices, avocado, red onion, pecans, and cheese in a large bowl. When ready to serve, drizzle with dressing and toss.
- Alternatively, you can plate the salads and serve the dressing on the side.

[Easy Spinach Salad - Two Peas & Their Pod \(twopeasandtheirpod.com\)](http://twopeasandtheirpod.com)

B. Mise en place

NAME OF RECIPE:		
Ingredients	Quantity	Mise en place - Ingredients (2)

Mise en place- Apparatus	(1)	Cooking method
		Time/Temperature
		Garnish
		Course
		(4)
Technique:		(1)
Description of Technique		(2)
	10÷2 = 5	(5)

C. Answer the following questions

1. Name TWO knives used in vegetable cut preparation. (2)
2. Discuss THREE points to consider on correct choices of vegetables. (3)

TOTAL: 25 MARKS



PRACTICAL LESSON 1: PERFORMANCE TEST

MARKING GUIDELINE

KNIFE SKILLS AND VEGETABLE GARNISHES

B. Mise en place

NAME OF RECIPE:		
Ingredients	Quantity	Mise en place - Ingredients (2)
Spinach	250g	Chiffonade cut ✓
Apples	2	Sliced, cored ✓
Avocado	1	Peeled & wedges ✓
Red onion	¼ cup	Peeled & Chopped ✓
Pecan nuts	250 ml	Chopped ✓
Cheddar cheese	¾ cup	Cubed (Brunoise) ✓
Olive oil	¼ cup	
Balsamic Vinegar	30 ml	
Maple Syrup	15 ml	
Dijon Mustard	5 ml	
Garlic, crushed	5 ml	Crushed ✓
Salt & Pepper	0,5ml	
Mise en place- Apparatus (1)		Cooking method
Washing chopping board✓		Knife skills
		Time/Temperature
		Room temperature✓
		Garnish
		Flowers, dice, ribbons✓

	Course	Decorating any course✓
		(4)
Technique: , chop, chiffonade, sliced, brunoise, julienne, wedges. Extra options - dice, slice, ribbon, boat, squiggle and disc, flower ✓ (any1) (1)		
Description of Technique		(2)
chop – chopping food into smaller pieces ✓ chiffonade - cutting food into thin strips ✓ sliced – cutting food into even slices ✓ brunoise – cutting food into julienne strips and then into cubes equal size ✓ julienne – cutting food into long thin strips – equal size ✓ wedges – cutting food in equal wedges ✓ Dice- cut into tiny cubes. ✓ Slice cut into thin even slices. ✓ Cutting into ribbons using a peeler. ✓ Disc- cutting into thin round shapes. ✓ Squiggles- producing spiral by cutting at a slant. ✓ Cutting into flower using incisions on the vegetable. ✓		
		(Any1)

1. Name TWO knives used in vegetable preparation.

- Cooks knife✓
- Paring knife✓
- Utility knife✓

(Any 2) **(2)**

2. Discuss THREE points to consider on correct choices of vegetables.

- Buy products that look fresh. Vegetables should not be wilted, bruised, or damaged. ✓
- The colours of the vegetables should be bright and characteristic of the type. ✓
- Be mindful not to buy overripe vegetables. ✓
- Consider buying vegetables in season. ✓
- You will pay less, and the quality will be better. ✓

(Any 3) **(3)**

TOTAL: 25 MARKS



RESOURCES

VIDEOS FOR EXTRA RESOURCES:

http://youtube.com/watch?v=oRyxD_IWebQ

<https://youtu.be/J4gIWZ3EzIs>

http://youtube.com/watch?v=K-Sk2uu_HS8



vegetable
garnishes.mp4



vegetable
garnishes.mp4



vegetables garnishes
2.mp4

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	MODULE 5: FOOD COMMODITIES Unit 5.2: Eggs (Week 6 Term 2) <ul style="list-style-type: none"> - Types - Sizes - Uses of boiled eggs 				
CAPS REFERENCE	Term 2 Week 6 (CAPS p25)				
DURATION	60 minutes				
LESSON RESOURCES	1. VIDEOS FOR EXTRA RESOURCES: How to cook perfect eggs all the time; Ideas and recipes for using boiled eggs Quick and Easy Egg Salad Sandwich Recipe (simplyrecipes.com) 12 Types of Eggs, Examined and Cooked Bon Appétit - YouTube Perfect Easy To Peel Hard Boiled Eggs - Egg Shells Practically Fall Off! - YouTube PERFECT BOILED EGGS (EVERY TIME) hard boiled eggs + soft boiled eggs - YouTube 2. Learner notes. 3. Pictures				
ACTIVITIES	Activity Creative ways of incorporating boiled eggs in food cookery. Cognitive level: Understanding and application				
PREAMBLE	Discuss vegetables in respect of: <ul style="list-style-type: none"> • Different types of Eggs 				

	<ul style="list-style-type: none"> • Different sizes of eggs • Different uses in food cookery
EXPECTED OUTCOMES	<p>The ability to apply basic skills to:</p> <ul style="list-style-type: none"> • Identifying different types of eggs and • Different sizes of eggs • Indicate the different uses of boiled eggs
DETERMINE PRIOR KNOWLEDGE	<ul style="list-style-type: none"> -Eggs as a food commodity -testing knowledge on types of eggs available -testing knowledge on different sizes of eggs -common uses of boiled eggs
INTRODUCTION TO THE TOPIC	<p>Background to the origin of eggs and its structure. Purchasing of eggs</p>
PRACTICAL WORK	<p>Practical Lesson 3: Fashion Sandwiches Prepare and present fashion sandwiches with an egg filling:</p> <ul style="list-style-type: none"> • Boil eggs to make filling • Prepare at least 2 different types of closed sandwiches e.g., layered, skewered, spiral and rainbow • Include a minimum of 2 different shapes • Ribbon Sandwich recipe / Rainbow Sandwich recipe / Rainbow pinwheel / Party recipe ideas/Kids party - YouTube
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Shell	Seen from the outside, which is hard yet fragile.
Membrane	Prevents the liquid that is inside the egg from evaporating, as well as keep the egg protected from bacteria. The membranes are clear and soft but have a definite egg-like shape.
Egg white	If you are frying an egg, this part will be white and will surround the yellow of the egg.
Yolk	This is the yellow centre of the egg. It is circular in shape.
Chalazae	The thick strands of inner thick albumen at each end of the yolk.
Size	The size of an egg is dependent on the size, breed, age, and living conditions of the hen. The size of commercial eggs includes small, medium, large, extra-large, and jumbo.

LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: <ol style="list-style-type: none"> 1. Testing prior knowledge on eggs 2. Explaining the main topic and subtopics 3. Present videos as part of the introduction to the topic 4. Defining terminology relevant to egg cookery 5. Discussion on types and sizes of eggs available in the supermarkets 6. Demonstration of various uses of boiled eggs 7. Distribute Activity and guide learners to complete. Activity – Creative ways to incorporate boiled eggs in food cookery.
EAC INTEGRATION	Identification test: Visual interpretation of the different ways boiled eggs can be used cookery in a written response to strengthen the commodity jargon. Activity: Creative ways to use boiled eggs in food cookery.
EXTENDED OPPORTUNITIES	<ul style="list-style-type: none"> • Encouraging learners how to test the freshness of an egg.
SELF-REFLECTION	

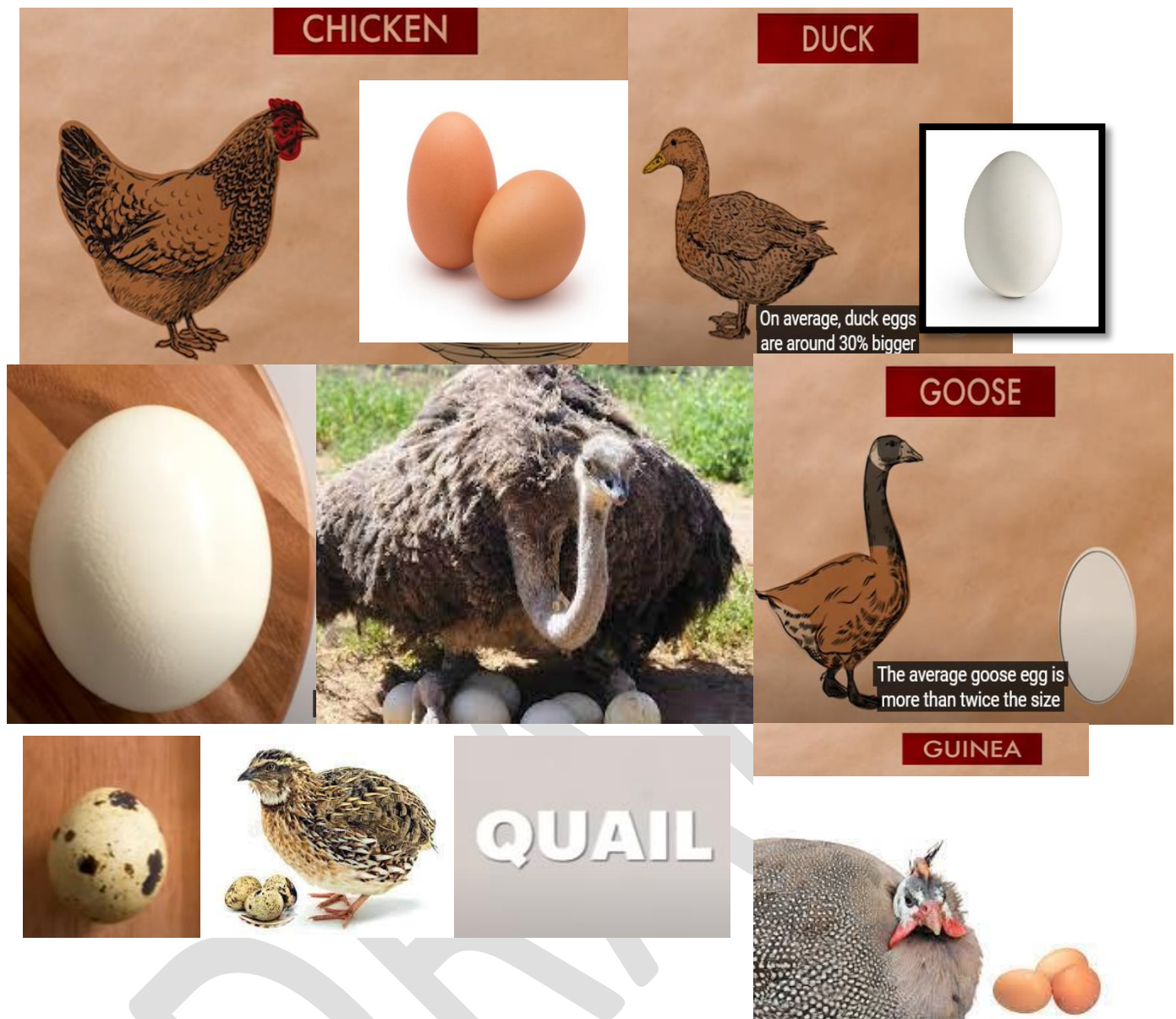


Unit 5.2: Eggs

- Types
- Sizes
- Uses of boiled eggs

FUNKY FACTS ON EGGS

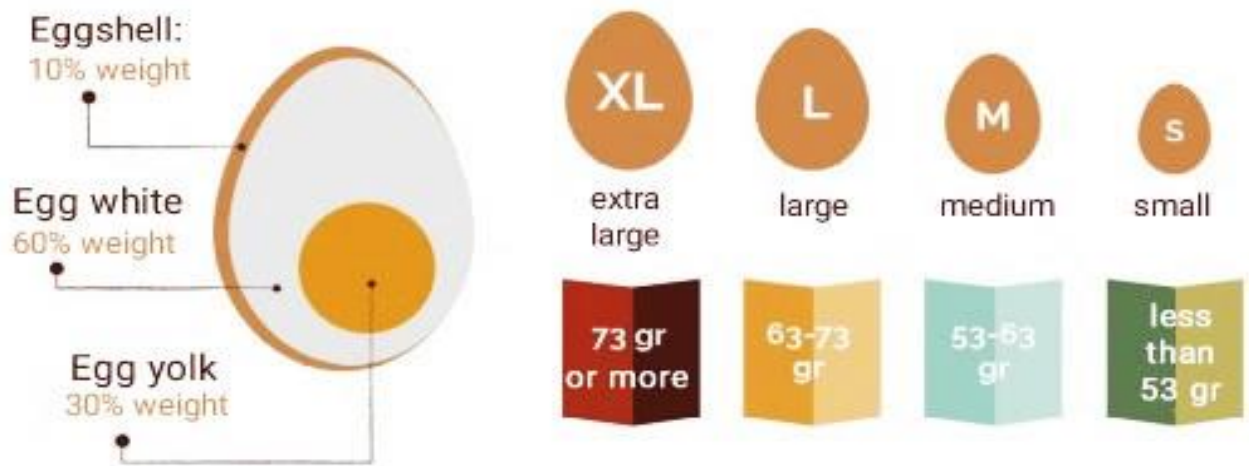
5.2.1 TYPES OF EGGS



Source: Unsplash & YouTube.com & safariostrich.co.za & egg-machine.com & howdypets.com

5.2.2 Sizes of Eggs

EGG CLASSIFICATION ACCORDING ITS SIZE IN



[Source: www.huevosmonterde.com]



[Source: www.theenglishstudent.com]

5.2.3 USES OF EGGS

DID YOU KNOW?

Eggs can be served in numerous ways

Boiled Eggs on Toast



Spring Hens



Salads



Potato-Egg Salad



Deviled Eggs



Pickled Eggs



Boiled egg on bread



[sourced: parentingsquad.com]

[sourced: www.vietworldkitchen.com]

Garnish on Biryani



Curry dish



As a dish-Scotch Eggs





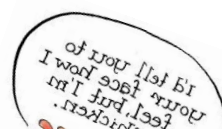
INFORMAL ACTIVITY

Creative ideas with boiled eggs

Learners involved in investigating creative ideas of incorporating boiled eggs into food preparation.

Creative ways of incorporating boiled eggs in food cookery.

- Unscramble the words in the worksheet provided to discover the different ways that boiled eggs can be included in different dishes. Finally use the correctly unscrambled letter associated to the number sequence and complete the sentence at the end of the worksheet





INFORMAL ACTIVITY – MARKING GUIDLINE

Creative ideas with boiled eggs

ACTIVITY – Identifying uses of boiled egg in dishes

Creative ways of incorporating boiled eggs in food cookery.



NAME: _____ GRADE: _____

DATE: _____

USES OF BOILED EGGS

D	S	4. L	A	A	S
---	---	---------	---	---	---

D	E	L	D	V	I	E
---	---	---	---	---	---	---

I	C	1. K	P	D	E	L
---	---	---------	---	---	---	---

S	E	G	G		2. N	O		O	3. T	A	T	S
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G	N	I	R	P	S		N	E	H
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S	A	L	A	D	S
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D	E	V	I	L	E	D
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✓

P	I	C	K	L	E	D
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✓

E	G	G	S		O	N		T	O	A	S	T
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✓

S	P	R	I	N	G		H	E	N
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✓

Eggs are **COOL** to eat

✓

DRAFT



PRACTICAL LESSON 3: PERFORMANCE TEST

CLOSED - Fashion Sandwiches

- Prepare and present fashion sandwiches with an egg filling:
- Boil eggs to make filling
- Prepare at least 2 different types of closed sandwiches e.g., layered, skewered, spiral and rainbow
- Include a minimum of 2 different shapes

FASHION SANDWICHES

Surname: _____ Name: _____ Gr.8- _____		
MODULE Food Commodities	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> Analyse the given recipe Complete the mise en place form 	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> Analytical skills Decisiveness Critical Thinking
CHARACTERISTICS OF THE PRODUCT		
Appearance	Texture	Taste
Colour full Dainty triangles	Soft Creamy filling Uneven texture of bread	Savoury creamcheese Sweet jam and jelly layers




ASSESSMENT										
Personal hygiene			“Clean as you go”		Prep sheet	Final product			Questions	TOTAL
5			4			5	5		5	25
Hair	2		Sink (2)			Appearance	2			
Nails	1					Texture	2			
Apron	2		Station (2)			Taste	2			

INTRODUCTION (5 minutes)

A. Perform a teacher-led demonstration on preparation and serving of rainbow sandwich.

B. Study the recipe carefully and complete the mise en place form provided.

FASHION SANDWICHES	Yields: 6
Ingredients 30ml cooked beetroot grated 30ml avocado with salt and pepper 30ml grated carrots with 5ml cream cheese mixed 1 egg grated with salt pepper and 15ml mayonnaise mixed	

90ml Whipped cream cheese
12 slices white sandwich bread

Method

1. Lay out six slices of white sandwich bread.
2. Spread whipped cream cheese on each of the
3. slices from edge to edge.
4. Lay out the remaining six slices of bread and spread each cooked beetroot grated, avocado with salt and pepper, grated carrots with cream cheese mixed and boiled egg grated with salt pepper and mayonnaise.
5. Top each cream cheese-spread slice with a filling.
6. Cut off the edges. Then, slice the sandwiches into four squares each.
7. Serve laid out in rainbow or half-rainbow order.
8. Garnish with parsley.

C. Mise-en-place

NAME OF RECIPE: FASHION SANDWICHES			
Ingredients	Quantity	Mise en place - Ingredients	(2)
Mise en place- Apparatus	(1)	Cooking method	
		Time/Temperature	
		Garnish	
		Course	
			(4)
Technique:			(1)
Description of Technique			(2)

	$10 \div 2 = 5$	(5)

Description of Technique		
Beating a mixture with a whisk until light and fluffy. ✓✓		(2)
	10÷2 = 5	(5)

C. Answer the following questions

1. Open sandwiches✓
Closed ✓
Skewered ✓
Canapes ✓

(2)

2. Bread can be served once baked, toasted or served in a variety of interesting ways:
 - Bread can be dipped into liquids such as gravy, olive oil, or soup. ✓
 - It can be topped with various sweet and savoury spreads. ✓
 - Prepare sandwiches containing meats, cheeses, vegetables, and condiments. ✓
 - Bread is used as an ingredient in other culinary preparations, such as the use of breadcrumbs to provide crunchy crusts or thicken sauces. ✓
 - Used to prepare sweet or savoury bread puddings. ✓
 - Serves as a binding agent in sausages and other ground meat products. ✓

(3)

TOTAL: 25 MARKS



RESOURCES

Magazines and cookery books.

VIDEOS FOR EXTRA RESOURCES:


How to cook perfect eggs all the time; Ideas and recipes for using boiled eggs

[Quick and Easy Egg Salad Sandwich Recipe \(simplyrecipes.com\)](http://simplyrecipes.com)

[12 Types of Eggs, Examined and Cooked | Bon Appétit - YouTube](#)

[Perfect Easy To Peel Hard Boiled Eggs - Egg Shells Practically Fall Off! - YouTube](#)

[PERFECT BOILED EGGS \(EVERY TIME\) | hard boiled eggs + soft boiled eggs - YouTube](#)

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC	Unit 5.3: Bread- sandwiches (Week 6 Term 2)				
Sub-topic(s)	<ul style="list-style-type: none">- Types- Sandwiches and fillings				
CAPS REFERENCE	Term 2 Week 6				
DURATION	60 minutes				
LESSON RESOURCES	<p>1. Video – Tricolour Sandwich Recipes and How to make finger sandwiches</p> <p>Ribbon Sandwich recipe / Rainbow Sandwich recipe / Rainbow pinwheel / Party recipe ideas/Kids party - YouTube</p> <p> video on making sandwiches.mp4</p> <p>2. Pictures on types of sandwiches and the shaping of sandwiches</p>				
PREAMBLE	<p>Explain subject topic: Sandwiches</p> <p>The basics required to prepare a sandwich</p> <p>The type of sandwiches that learners are familiar with</p> <p>The functions that sandwiches can be used at</p>				
EXPECTED OUTCOMES	<p>The ability to apply basic skills to:</p> <ul style="list-style-type: none">• Plan and prepare basic sandwiches• How to boil an egg				
DETERMINE PRIOR KNOWLEDGE	<p>What is the understanding of a sandwich?</p> <p>Questioning the appropriate fillings that can be used in sandwiches</p> <p>Different techniques that can be used to shape sandwiches</p> <p>Know how to boil an egg and which types of eggs are edible</p>				
INTRODUCTION TO THE TOPIC	<p>1. Videos on creating rainbow sandwiches and the process of making finger sandwiches</p> <p>2. Pictures of types and shaping of sandwiches</p>				
PRACTICAL WORK	<p>Activity – Planning of different types of sandwiches, fillings, and shapes. Create recycled packaging for effective delivery and optimum freshness</p> <p>Practical Lesson 3: Performance Test</p> <p>CLOSED - Fashion Sandwiches</p> <ul style="list-style-type: none">- Prepare and present fashion sandwiches with an egg filling:- Boil eggs to make filling- Prepare at least 2 different types of closed sandwiches e.g., layered, skewered spiral and rainbow.- Include a minimum of 2 different shapes				
CONCEPTS AND TERMINOLOGY					

Concept / Term	Meaning in Hospitality studies context
Sandwich fillings	A layer of meat, fish, cheese etc. used between the slices of bread to complete a sandwich.
Skewered	A long piece of wood or metal used for holding pieces of food, typically meat, together during cooking.
Canapés	A small piece of bread with a savoury topping.
Recycling	The material can be processed and remade with commercial processes.
Packaging	Materials used to wrap or protect goods.
LESSON PRESENTATION and INFORMAL ASSESSMENT	<p>Lesson Content:</p> <ol style="list-style-type: none"> 8. Questioning prior knowledge on sandwiches 9. Introducing sandwiches in respect of definition/ types/ fillings and shaping 10. Present video on creating rainbow sandwiches and the process of making finger sandwiches 11. Terminology – fillings, skewered, recycling, packaging 12. Discussion on types and ideas of appropriate fillings for sandwiches and shapes. 13. Distribute Activity 1.1 and guide learners to complete. <p>Activity - Planning of sandwiches</p>
EAC INTEGRATION	<p>Regular referral to new terminology learnt in the lesson. Question and answer opportunities for expression of thought by learners on content.</p> <p>Activity: Create recycled packaging for effective delivery and optimum freshness-creative thinking, problem solving</p>
EXTENDED OPPORTUNITIES	<p>Entrepreneurship –</p> <ol style="list-style-type: none"> 1. Selling of different sandwiches – lunch/platters 2. Selling recycled packaging for effective delivery of sandwiches
SELF-REFLECTION	

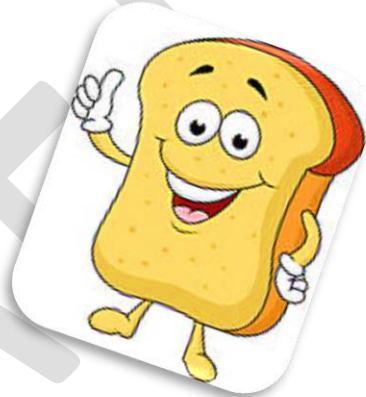
LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC	Unit 5.3: Commercial bread- sandwiches (Week 7 Term 2)				
Sub-topic(s)	<ul style="list-style-type: none">- Usage- Storage				
CAPS REFERENCE	Term 2 Week 7				
DURATION	60 minutes				
LESSON RESOURCES	<p>1. Video – How to store bread.</p> <p>How to Store Bread. ✓ Tips And Nuances - Beezly</p> <p>HOW TO: Freeze & Store Bread (July 2020) - YouTube</p> <p>How to Store Bread So It Stays Fresh Longer Allrecipes</p> <p>2. Pictures on storage of bread/ Steps to bread-making/ different kinds of bread</p>				
PREAMBLE	<p>Explain subject topic: Commercial bread</p> <ul style="list-style-type: none">- Where does bread come from – what ingredients do you think is used to prepare a bread?- What types of bread are you familiar with?- What does your mother/grandmother do with old bread?- Where is the bread stored at home? Why?				
EXPECTED OUTCOMES	<p>The ability to apply basic skills to demonstrate:</p> <ul style="list-style-type: none">• Uses of commercial bread• Correct storage of commercial bread				
DETERMINE PRIOR KNOWLEDGE	<ul style="list-style-type: none">- How often is a loaf of commercial bread purchased in your home?- Describe the packaging of commercial bread- How does bread become stale and ways to prevent staling				
INTRODUCTION TO THE TOPIC	<p>1. Videos – Storage of bread</p> <p>2. Pictures on storage of bread/ Steps to bread-making/ different kinds of bread</p>				
PRACTICAL WORK	<p>Demonstration – Uses of commercial bread</p> <p>1. Fresh – fresh sandwiches, Kota’s</p> <p>2. Old –toasted sandwiches, crust for milk tart/savoury tart, breadcrumbs, bread pudding</p> <p>PAT 1.2 Skills Test 2</p> <p>Prepare and present a range of different open fashion sandwiches / canapes. Assessment of: preparation of sandwich topping / filling, knife skills (julienne, brunoise and slices) to prepare a garnish for the sandwich, appearance of sandwich.</p>				
CONCEPTS AND TERMINOLOGY					

Concept / Term	Meaning in Hospitality studies context
Commercial	Commonly contains additives to improve flavour, texture, colour, shelf life, nutrition, and ease of manufacturing.
Gluten	Present in wheat, gluten is comprised of two proteins, glutenin and gliadin, which give bread dough its elasticity and the baked bread chewiness.
Fermentation	The leavening process in which yeast and bacteria in the dough convert carbohydrates to carbon dioxide gas and alcohol, creating the airy texture of bread and developing flavour in the bread.
Proof	The final rise of bread dough after shaping the loaves and before baking.
Knead	Refers to the process of working the dough by using the heel of your hands.
Elasticity	Refers to the ability of a dough to stretch and be moulded into shapes.
Punching down	A short kneading process that deflates the dough so that it can go through another rising cycle.
LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: <ol style="list-style-type: none"> 1. Tapping onto prior knowledge of bread and its related products 2. Explain the main topic and subtopics 3. Present videos illustrating the correct storage of commercial bread 4. Terminology discussed as related to bread 5. Discussion on uses of commercial bread None
EAC INTEGRATION	Activity: Learners regularly asked to define bread concepts that they were introduced to during the theory taught. Strengthening vocabulary.
EXTENDED OPPORTUNITIES	Entrepreneurship – Selling of different sandwiches e.g., as lunch, platters.
SELF-REFLECTION	



Unit 5.3: Commercial bread- sandwiches

- Types
- Sandwiches and fillings
- Usage
- Storage



[sourced: clipart-library.com]

5.3.1 Types of bread

Various types of bread are used to prepare sandwich.

White bread



Brown bread






French loaf / Baguette



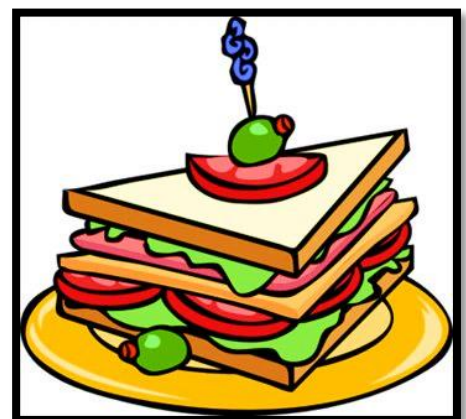
Pitta bread



Seeded bread	
Buns and rolls	
Whole wheat bread	

5.3.2 Uses of bread

A sandwich is a dish consisting of two or more slices of bread with one or more fillings between them, or one slice in the case of an open sandwich. Sandwiches are a common type of lunch food often eaten as part of a packed lunch. There are many types of sandwiches, made from a diverse variety of ingredients.



Bread can be served once baked, toasted or served in a variety of interesting ways:

- Bread can be dipped into liquids such as gravy, olive oil, or soup.
- It can be topped with various sweet and savoury spreads.
- Prepare sandwiches containing meats, cheeses, vegetables, and condiments.
- Bread is used as an ingredient in other culinary preparations, such as the use of breadcrumbs to provide crunchy crusts or thicken sauces.
- Used to prepare sweet or savoury bread puddings.
- Serves as a binding agent in sausages and other ground meat products.

5.3.3 Storage of bread



Source: www.thespruceeats.com

5.3.4 Sandwich fillings

EXAMPLES OF SHAPES OF SANDWICHES





[source: <https://unsplash.com/s/photos/sandwich>]

TYPES OF SANDWICHES

DIFFERENT KINDS OF BREAD

©WWW.THEENGLISHSTUDENT.COM



White bread



Wheat bread



Whole grain bread



Rye bread

Pocket Sandwich e.g., Pita

Made using a single piece of folded or hollowed bread, such as a pita, tortilla which is made from dough cooked with fillings inside

**Dagwood Skewered Sandwich**

A thick sandwich with a variety of different fillings



Open Sandwich

A single piece of bread with a savoury topping



Closed Sandwiches

The filling is between two slices of bread.



Bread Canape Sandwiches

An hors d'oeuvre, a bite-sized open-faced **sandwich** made of thin **bread** or toast topped with savoury garnish.



Fashion Sandwiches

The filling, commonly consisting of avocado and salmon or prawn/ crab, is contained on either side, which is then covered by a layer of rice, usually coated in sesame seeds.



Skewered Sandwiches

A thin metal or wood stick used to hold the sandwich together.



Rainbow Sandwiches

A variety of colourful fillings used in between the bread to indicate the colours of the rainbow.



Pinwheels

Crusts are removed and the filling is smeared onto the bread are cut into thin strips and then rolled.



[source: <https://unsplash.com/s/photos/sandwich>]



INFORMAL ACTIVITY

Learners make a collage of bread and sandwich pictures.
Design a suitable packaging for a sandwich.

1. Design a collage of different bread fashion sandwiches. Label each picture to indicate the type of bread used.

2. Identify (through pictures) different suitable recyclable packaging for fashion sandwiches that will keep the bread fresh.

Label each picture to indicate type of material used.



INFORMAL ACTIVITY – MARKING GUIDELINE

Learners make a collage of bread and sandwich pictures.
Design a suitable packaging for a sandwich.

1. Design a collage of different bread fashion sandwiches. Label each picture to indicate the type of bread used.



E.g., white bread, brown bread, wholewheat bread, rye bread

2. Identify (through pictures) different suitable recyclable packaging for fashion sandwiches that will keep the bread fresh.

Label each picture to indicate type of material used and what type of bread was used for the making of the sandwich.



PLASTIC



POLYSTYRENE



CARDBOARD



PAPER WRAPPING



SKILLS TEST 2

Prepare and present a range of Fashion Sandwiches, incl. OPEN sandwiches / canapés.

Assessment of preparation of sandwich topping / filling, knife skills (julienne, brunoise and slices) to prepare a garnish for the sandwich, appearance of sandwich.

Surname, Name:

GR 8:

OPEN SANDWICHES / CANAPES



OBJECTIVES:

Learners will be able to:

- Prepare and present a range of open sandwiches.
- Identify and name knife skills
- Garnish sandwiches

SOFT SKILLS to strengthen hard skills:

- Classification
- Application
- Critical Thinking
- Creativity
- observation

CHARACTERISTICS OF THE PRODUCT

Appearance	Texture	Taste	
Variety of colours Small individual portions	Different textures	Fish Vegetables Salty Spicy	

ASSESSMENT

Personal hygiene		"Clean as you go"		Prep sheet	Final product			Questions	TOTAL
5		4		5				5	25
Hair	2	Sink (2) Station (2)			Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

CANAPES 1

Portion size 4

Mussels and cucumber

INGREDIENTS:

4	2cm thick slices	Cucumber	
250	ml	Chives cream cheese	
8	tinned	Mussels	drained
1	Fresh	Chive	Julienned
4	Fresh	Edible flower	

Method:

- Slice Cucumber in 2 cm thick slices.
- Remove the middle with an apple corer
- Pipe cream cheese into the centre.
- Place 2 mussels onto.
- Garnish with chives and edible flower.



CANAPES 2

Egg Mayonnaise

Portion size 4

INGREDIENTS:

2	Slices	White bread	4 rounds cut out of them
40	ml	Olive oil	
4	each	Eggs	Boiled
40	ml	Mayonnaise	
3	ml	Salt and pepper	
3	ml	Aromat	
2	sprigs	Parsley	Finely chopped
		Paprika	To sprinkle over

METHOD:

1. Boil eggs, when cooked shell them and press them fine with a fork.
2. Drizzle olive oil over cut out pieces of bread, toast in griddle pan till lightly toasted.
3. Add salt, pepper and aromat to eggs, add mayonnaise and mix through properly.



4. Place filling on top of toasted bread pieces, sprinkle paprika over and garnish with parsley.	
--	--

C. Mise en place

NAME OF RECIPE: OPEN Canapes		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 20 MARKS		

D. ANSWER THE FOLLOWING QUESTIONS

1. Explain the term canapé and give an example of a topping that is not in your recipes. [3]
2. Discuss the following cooking methods:
 - 2.1 Boiling [1]
 - 2.2 Steaming [1]

TOTAL: 25 MARKS



SKILLS TEST 2 – MARKING GUIDELINE

Prepare and present a range of Fashion Sandwiches, incl. OPEN sandwiches / canapés.

C. Mise en place

NAME OF RECIPE: OPEN Canapes		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
White bread		<i>Cut into 4 even size circles ✓</i>
Olive oil	40 ml	
Eggs	4	<i>Boiled and shelled ✓</i>
Mayonnaise	40 ml	
Salt and pepper	3 ml	
Aromat	3 ml	
	2 ml	
Parsley		<i>Finely chopped ✓</i>
Paprika	4 slices	
Cucumber		<i>2 cm thick slices, cored ✓</i>
Chives cream cheese	250 ml	
Mussels	8	
Chive	1	<i>Strained ✓</i>
Edible flower	4	<i>Julienned ✓</i>
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
<i>Cutting boards ✓</i>		<i>Serving platter ✓</i>
<i>Knives ✓</i>		
<i>Corer ✓</i>		
<i>Pot ✓</i>		
<i>Piping bag ✓</i>		Number of portions: 4 ✓ [1]
Technique Applied:	Moist heat cooking methods, open sandwich fillings, knife skills ✓ [1]	
Description of dish:	Visual appealing open sandwiches with garnish ✓ [1]	

Oven/temperature control on stove: medium heat for toasting bread, high control on stove plate for boiling. ✓	[1]
Cooking Method: Boiling and dry heat (toasting) ✓	[1]
TOTAL = 20	

D. ANSWER THE FOLLOWING QUESTIONS

1. Explain the term canapé and give an example of a topping that is not in your recipes.

- A canapé is a finger food ✓ with a visually appealing topping on a basis served with a garnish. ✓

Examples: Fish, seafood, vegetarian, fruits, white meat, red meat ✓

(Any appropriate example) **[3]**

2. Discuss the following cooking methods:

2.1 **Boiling**

[1]

Cooking foods in a liquid, the liquid must be 100°C and it must cover the food ✓

2.2 **Steaming**

[1]

Cooking food over a boiling water, without the food being in direct contact with the boiling liquid. ✓

TOTAL: 25 MARKS



RESOURCES

Recipe books and magazines

Video – Tricolour Sandwich Recipes and How to make finger sandwiches

[Ribbon Sandwich recipe / Rainbow Sandwich recipe / Rainbow pinwheel / Party recipe ideas/Kids party - YouTube](#)

https://en.wikipedia.org/wiki/List_of_breads

Video – How to store bread.

[How to Store Bread. ✓ Tips And Nuances - Beezly](#)

[HOW TO: Freeze & Store Bread \(July 2020\) - YouTube](#)

[How to Store Bread So It Stays Fresh Longer | Allrecipes](#)



video on making sandwiches.mp4

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	Unit 5.4: Fruit (Week 1-2 Term 3) <ul style="list-style-type: none"> - Identify and classify - Purchase - Storage 				
CAPS REFERENCE	Term 3 Week 1				
DURATION	60 minutes				
LESSON RESOURCES	1. Video – Fruit/ How to choose best fruit and veggies at the grocery store/ Fruit & Vegetable Storage Ideas 2. Pictures –Classification 3. Learner notes				
ACTIVITIES	Identifying and classifying fruits				
PREAMBLE	Explain subject topic: Food Commodities-Fruit <ul style="list-style-type: none"> - What do you consider important when buying fruit from a food stall - How often do you purchase fruit? - Where do you purchase your fruit from? - Do you include fruit in your daily diet? 				
EXPECTED OUTCOMES	The ability to: <ul style="list-style-type: none"> • Identify and classify fruit • Purchase fruit correctly • Store fruit correctly 				
DETERMINE PRIOR KNOWLEDGE	<ul style="list-style-type: none"> - The value of fruit in the diet - Names of commonly known fruit by the learners - The affordability of fruit 				
INTRODUCTION TO THE TOPIC	Video on Fruit and how to choose best fruit at the grocery store. Accompanying notes to support expected outcomes				

PRACTICAL WORK	Demonstration: Dry, shallow, and deep frying Practical Lesson 1: Prepare and present deep fried fruit fritters e.g., banana / apple / pineapple
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Fruit	The fleshy seed-associated structures of a plant that are sweet or sour, and edible in the raw state, such as apples, bananas, grapes, lemons, oranges, and strawberries.
Ripening	A process in fruits that causes them to become more palatable. In general, fruit becomes sweeter, less green (typically "redder"), and softer as it ripens.
Fresh	Recently obtained, in a good condition.
Bruises	Flesh of the fruit is injured without breaking the skin.
Plump	Well filled out or rounded in form.
In-season	Seasonal fruit is that at that time of the year it is at its peak in terms of flavour.
Room temperature	A comfortable ambient temperature, generally taken as about 20°C.
Ventilation	The provision of fresh air to a room or a space.
LESSON PRESENTATION and INFORMAL ASSESSMENT	Lesson Content: <ol style="list-style-type: none"> 1. Testing prior knowledge on fruit 2. Explaining the main topic and subtopics 3. Present videos as part of the introduction to the topic 4. Defining terminology relevant to fruit as a commodity 5. Discussion on types of fruit available in the supermarkets 6. Discussion on correct purchasing/ storage techniques of fruit Practical Activity Identify a variety of fruit
EAC INTEGRATION	Identification test: Visual presentation of the different types of fruit in a written response to strengthen the commodity jargon.
EXTENDED OPPORTUNITIES	Visiting supermarkets and assessing the quality of fruit in stock by utilising the factors to consider when purchasing fruit.
SELF-REFLECTION	

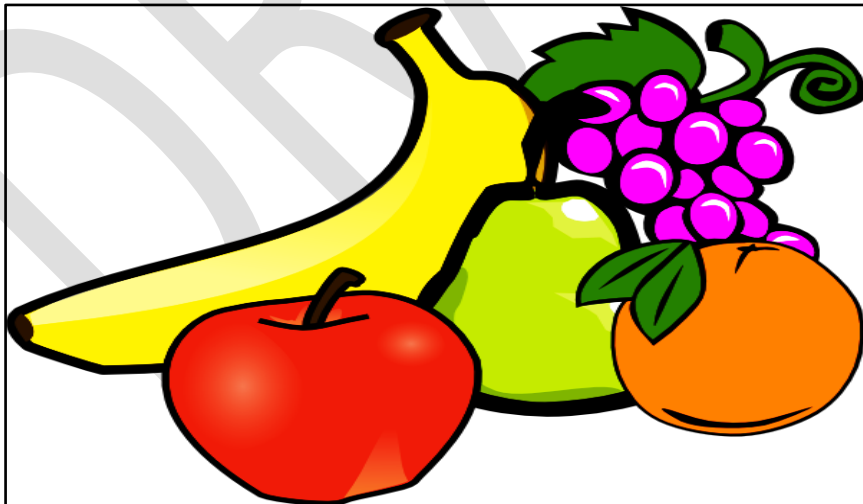


Unit 5.4: Fruit

- Identify and classify
- Purchase
- Storage

INTRODUCTION

Fruits are the sweet and fleshy produce of a tree or other plant that contains seed and can be eaten as food.



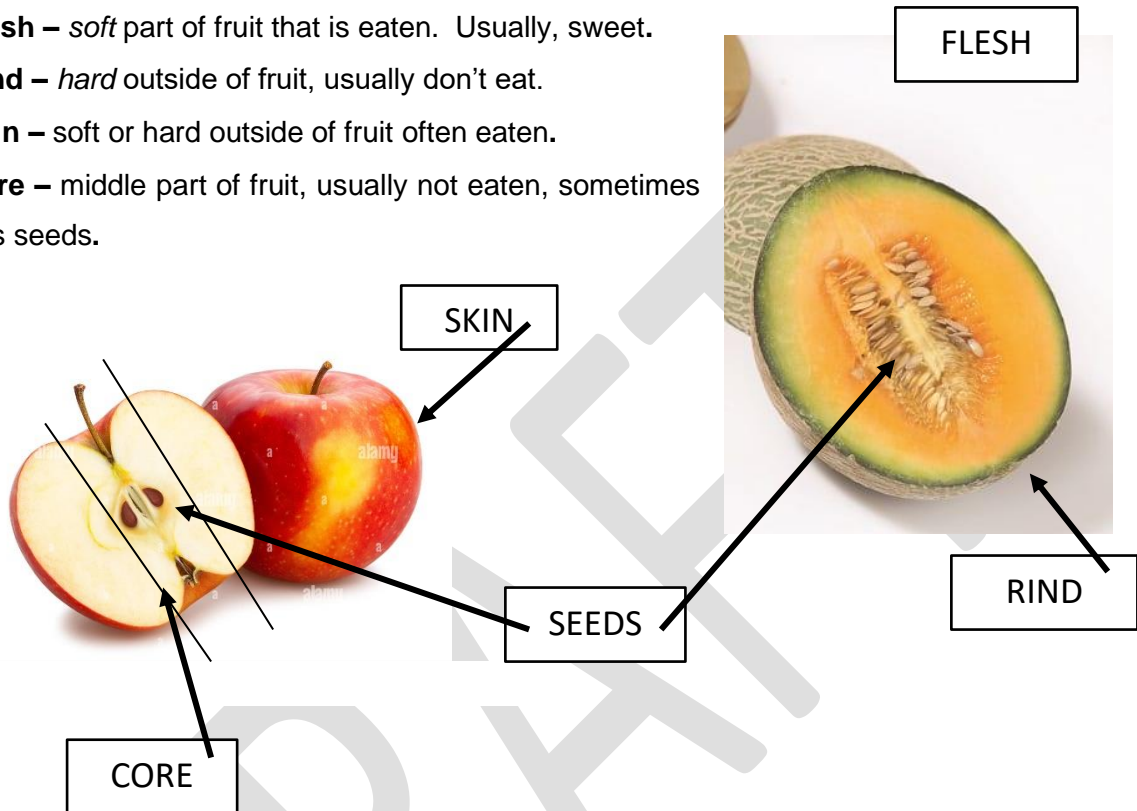
[Source: www. www.slideshare.net]



Basic Vocabulary

Parts of Fruit

- **Seed** – part new fruit grows from. Some are okay to eat, some are not.
- **Flesh** – *soft* part of fruit that is eaten. Usually, sweet.
- **Rind** – *hard* outside of fruit, usually don't eat.
- **Skin** – soft or hard outside of fruit often eaten.
- **Core** – middle part of fruit, usually not eaten, sometimes has seeds.



Source: Alamy & The Gardener & The slide player

5.4.1 Classification of fruit

Pomes- smooth skin and an enlarged fleshy area that surrounds the core.



Drupes- contain a single seed, or pit, surrounded by juicy flesh.



Berries- fragile cell structure; pulpy and juicy; tiny seeds embedded in flesh.



Melons- hard outer surface that is smooth or netted; juicy flesh.



Citrus- grow in warm regions, firm rind and pulpy flesh.



Tropical- grow in very warm climates; differ in skin composition and seed.






source:www.slideshare.net



INFORMAL ACTIVITY

Identify the following types of fruit and classify them



Picture	Classify	Identify fruit
 <p>This Photo by</p>		


 <p>This Photo by Unknown Author is licensed under CC</p>		
 <p>This Photo by Unknown Author is licensed under CC BY-NC</p>		




INFORMAL ACTIVITY

Identify the following types of fruit and classify them

Picture	Classify	Identify fruit
 <p>This Photo by</p>	<i>Berries</i> ✓	<i>Strawberry</i> ✓
 <p>This Photo by Unknown Author is licensed under CC</p>	<i>Citrus</i> ✓	<i>Lemon</i> ✓

 <p>This Photo by Unknown Author is licensed under CC BY-NC</p>	<i>Tropical</i> ✓	<i>Papaya</i> ✓
--	-------------------	-----------------

5.4.2 Top tips for purchasing fruit

Buy fruits that are:	Avoid Fruits that are:
<ul style="list-style-type: none"> Firm to the touch 	<ul style="list-style-type: none"> Too Soft
<ul style="list-style-type: none"> Before selecting, give produce a light squeeze. If it is ripe, it should give a bit under pressure. 	<ul style="list-style-type: none"> Too hard
<ul style="list-style-type: none"> The right colour 	<ul style="list-style-type: none"> Green or under-ripe
<ul style="list-style-type: none"> Well-Shaped 	<ul style="list-style-type: none"> Damaged or bruised. It's a great place for bacteria to hide and spread rapidly to the rest of the fruit or vegetable. Damaged produce is less nutritious and less tasty.
<ul style="list-style-type: none"> Heavy for the size. Choose smaller pieces of fruit. Smaller fruit is typically, sweeter 	<ul style="list-style-type: none"> Rotten or Mouldy
<ul style="list-style-type: none"> Smell good. A sweeter fragrance indicates ripeness in your fruit. 	<ul style="list-style-type: none"> Discoloured
<ul style="list-style-type: none"> In good condition 	
<ul style="list-style-type: none"> Choose vibrant, colourful produce. Different coloured fruits have varying 	

nutritional benefits.	
<ul style="list-style-type: none"> Buy produce seasonally Not all fresh produce grows year-round. Fruits and vegetables that are in season are both better quality and less expensive. 	
<ul style="list-style-type: none"> Compare the price. Check the difference in price between loose produce and pre-packaged produce. 	

source:www.wikihow.com

5.4.3 Storage of fruit

Storing fruit is quick and easy! You can either freeze, refrigerate, or even keep them on the countertop depending on the fruit.



[Source: www. www.goodshomedesign.com]

1. IN A COOL, DRY PLACE

- Keep bananas, tomatoes, lemons, and limes in a cool, dry area, not in the fridge.

2. IN THE FRIDGE

- Store your apples in the fridge. They soften ten times faster at room temperature.
- Most fruits and can be stored in the refrigerator.
- A crisper drawer will help protect your produce and keep the moisture in to maintain freshness for longer.

- Plastic bags with tiny vents help keep produce fresh longer by releasing moisture. They are great for grapes, blueberries, cherries or strawberries.
- Store berries in the fridge and wash gently before eating or using.

3. IN THE FREEZER

- Freezing fruits at home is a fast and convenient way to preserve produce at their peak maturity and nutritional quality.



[Source: www.fruitsinfo.com]

4. AT ROOM TEMPERATURE

- Mangoes, plums, peaches, and pears can be ripened at room temperature in a brown paper bag and should then be refrigerated for longer storage.
- Store pineapple upside down for a day or two at room temperature or in the fridge to allow the sweetness to spread throughout the fruit.
- Keep whole melons at room temperature.

General rules for preparation and cooking fruits



- Remember to prepare fruits just before cooking.
- Avoid discolouration caused by enzymatic browning.
- Use lemon juice on fruit to prevent browning.
- Keep fruit pieces uniform in size for even cooking.

- Do not to overcook fruit.

1. Moist-heat methods: poaching

Pears, apples, peaches, nectarines, plums and apricots are commonly poached fruits.

Figs, grapes, quince and bananas will also poach nicely. Use just enough liquid to cover the fruit. Let fruit rest in poaching liquid for 20 minutes after cooking to allow the flavour to be absorbed.



2. Dry-heat methods: Frying, grilling or broiling, roasting or baking, and sautéing.

The less time fruit is exposed to heat, the better it retains its shape. Suitable fruits include apples, apricots, bananas, pineapples, peaches, plums, pears, cherries and figs are excellent fruits for dry cooking.

Frying requires fruit to be covered in a protective coating from being overcooked e.g. Batter before frying.





[Source: driscoli's & The spice house & Simply Recipes & Teaspoon of spice & Foodal & Life is Fare]

Some words to remember

Fruit	The fleshy seed-associated structures of a plant that are sweet or sour, and edible in the raw state, such as apples, bananas, grapes, lemons, oranges, and strawberries.
Ripening	A process in fruits that causes them to become more palatable. In general, fruit becomes sweeter, less green (typically "redder"), and softer as it ripens.
Fresh	Recently obtained, in a good condition.
Bruises	Flesh of the fruit is injured without breaking the skin.
Plump	Well filled out or rounded in form.
In-season	Seasonal fruit is that at that time of the year it is at its peak in terms of flavour.



RESOURCES

Recipe books and magazines

VIDEOS:

1. https://www.youtube.com/watch?v=SkapOA_AN98
2. https://www.youtube.com/watch?v=efB_OvOCISM
3. <https://www.youtube.com/watch?v=5WY4kWyVS2U>
4. <https://www.youtube.com/watch?v=-nTVFXCnoSk>

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1. <https://www.foodsafetyfirst.com.au/2016/08/tips-buying-fruit-vegetables/>
2. <https://www.grocerycouponguide.com/guide-to-buying-fresh-fruits/>
3. <https://www.foodsafetyfirst.com.au/2016/08/tips-buying-fruit-vegetables/>

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PRACTICAL LESSON 1: PERFORMANCE TEST

Prepare and present fruit fritters e.g., banana / apple / pineapple.

Practical Demonstration: Dry; Shallow; Deep frying and Grilling

Prepare and present fruit fritters:

- Apply the rules for frying as a cooking method, keeping safety aspects in mind
- Include a variety of fruit for the fritters e.g., banana, apple, pineapple, berries.
- Apply correct preparation procedures for the fruit e.g., washing, removing stalks, or peeling of fruit.

FRIED FRUIT FRITTERS

Surname: _____ Name: _____

Gr.8: _____

MODULE

Food Commodities

OBJECTIVES:

Learners will be able to:

- Analyse the given recipe
- Complete the mise en place form

SOFT SKILLS to strengthen hard skills:

- Analytical skills
- Decisiveness
- Critical Thinking

CHARACTERISTICS OF THE PRODUCT**Appearance**light golden
brown
crisp light
surface**Texture**Crisp batter
Soft apple inside**Taste**

Sweet taste.



**ASSESSMENT**

Personal hygiene			“Clean as you go”		Prep sheet	Final product			Questions	TOTAL
5			4			5		5		
Hair	2		Sink (2)			Appearance	2			
Nails	1			Station (2)			Texture	2		
Apron	2						Taste	2		

INTRODUCTION (5 minutes)

A. Perform a teacher-led demonstration on preparation of apple fritters

Study the recipe carefully and complete the mise en place form provided.

<p>Apple Fritters Yields: 4</p> <p>Ingredients</p> <p>400g cooking apples 12ml apricot sauce 50ml flour for sprinkling Batter 100g flour 1 egg 125 ml flour 12,5ml oil</p> <p>Method</p> <ol style="list-style-type: none"> 1. Measure out the ingredients required. 2. Sift the flour into a bowl. 3. Make a well in the centre, add the egg and milk. 4. Gradually incorporate into the flour and beat until smooth. 5. Mix in oil and allow to rest. 6. Peel and core the apples. 7. Cut the apples into ½ cm rings. 8. Pass through flour and shake off surplus flour. 9. Dip apples into the frying batter. 10. Lift with fingers and lower in hot oil. 11. Cook for 5 minutes each side. 12. Drain well, dust with sugar and glaze under the salamander. 13. Serve with apricot sauce. 	 
---	--

B. Mise en place

NAME OF RECIPE:		
Ingredients	Quantity	Mise en place - Ingredients (2)

Mise en place- Apparatus	(1)	Cooking method	
		Time/Temperature	
		Garnish	
		Course	
			(4)
Technique:			(1)
Description of Technique			(2)
		10÷2 = 5	(5)

C. Answer the following questions

1. Identify the fruit used in the recipe according to the classification. (1)
2. Name THREE guidelines to consider when buying apples. (3)
3. Name another fruit suitable to be battered and fried (1)

TOTAL 25 MARKS



PRACTICAL LESSON 1: PERFORMANCE TEST - MARKING GUIDELINE

FRIED FRUIT FRITTERS

B. Mise en place

NAME OF RECIPE:			
Ingredients	Quantity	Mise en place – Ingredients (2)	
cooking apples	400g	Peel apples ✓✓	
apricot sauce	12ml	Core apples	
flour for sprinkling	50ml	Measure ingredients	
Batter			
flour	100g		
egg	1		
flour	125ml		
oil	12,5ml		
Mise en place- Apparatus (1)		Cooking method	Deep fat frying✓
Prepare deep fat fryer or frying pan		Time/Temperature	Hot oil✓
with oil. ✓		Garnish	Apricot sauce✓
Line baking tray with absorbent paper		Course	dessert✓
		(4)	
Technique: core ✓		(1)	
Description of Technique		(2)	
To remove the seeds and stem of the apple using an apple corer. ✓✓			
		10÷2 = 5	(5)

C. Answer the following questions

1 Identify the fruit classification for apples

Pomes✓

(1)

2 Name THREE guidelines to consider when buying apples.

- Don't buy produce that is bruised or damaged it's a great place for bacteria to hide and spread rapidly to the rest of the fruit or vegetable. Damaged produce is less nutritious and less tasty. ✓
- Before selecting, give produce a light squeeze if it is ripe, it should give a bit under pressure. ✓
- Smell your fruit sweeter fragrance indicates ripeness in your fruit. ✓
- Choose smaller pieces of fruit smaller fruit is typically sweeter. ✓
- Choose vibrant, colourful produce select a diverse range of colourful produce. Different coloured fruits have varying nutritional benefits. ✓
- Buy produce seasonally not all fresh produce grows year-round. Fruits and vegetables that are in season are both better quality and less expensive. ✓
- Compare the price check the difference in price between loose produce and pre-packaged produce. ✓

(3)

3 Name ONE other fruit that can be battered and fried.

Bananas ✓

Pineapple✓



RESOURCES

Recipe books and magazines

VIDEOS:

5. https://www.youtube.com/watch?v=SkapOA_AN98
6. https://www.youtube.com/watch?v=efB_OvOCISM
7. <https://www.youtube.com/watch?v=5WY4kWYVS2U>
8. <https://www.youtube.com/watch?v=-nTVFXCnoSk>

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SUMMARIES

Content summary: The Hospitality Industry

Module 5: Food Commodities

Key concepts

Unit 5.1 Vegetables

- This unit investigates the classification of edible parts.
- Explores the guidelines that one must follow when purchasing vegetables.
- Correct procedures that need to be followed when cleaning vegetables
- Basic garnishing techniques and the use of garnishes in food preparation. This is also related to knife skills.

Unit 5.2 Eggs

- The different types of eggs used in food preparation.
- Eggs are graded according to the size. Most recipes use large chicken eggs.
- Boiled eggs are very versatile. Boiled eggs are popular as a light snack e.g. boiled and mayonnaise sandwich or can also be converted into a dish e.g. omelettes.

Unit 5.3 Bread- sandwiches

- Bread in South Africa is our second most important staple foodstuff after maize meal used apart from sandwiches as an ingredient in other food preparations such as binding agents in sausage, bread puddings and thicken sauces
- Bread storage correctly can extend the shelf life.
- Interesting sandwiches can be prepared with a variety of fillings.

Unit 5.4 Fruits

- There are different types of fruits, and they are identified and classified according to the characteristics of the fruit.
- Fruits can be an expensive commodity and one must follow correct purchasing guidelines when buying fruits.
- Buying fruit in bulk is generally cheaper and therefore correct storage practices Must be followed to extend the shelf life.



EXAM PRACTICE QUESTIONS

EXAM PRACTICE: THE HOSPITALITY INDUSTRY

MODULE 4: FOOD COMMODITIES

SECTION A: SHORT QUESTIONS

- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK.

1.1.1 An example of a tropical fruit is...

- A strawberry
- B peach
- C banana
- D orange

(1)

1.1.2 The cabbage is classified as a

- A stem
- B leaves
- C flower
- D seeds

(1)

1.1.3 This is a dish prepared from boiled eggs.

- A Scotch eggs
- B Omelette
- C Souffle
- D Quiche

(1)
(3)

1.2 MATCH ITEMS

Choose the description of fruit in COLUMN B to match the term in COLUMN A. Write only the symbol (A - E) next to the question number (1.2.1.1 - 1.2.1.3) on the ANSWER BOOK.

1.2.1

COLUMN A TERM	COLUMN B DESCRIPTION
------------------	-------------------------

1.2.1.1 Pomes	A Fragile cell structure; pulpy and juicy; tiny seeds embedded in flesh.
1.2.1.2 Citrus	B Hard outer surface that is smooth,
1.2.1.3 Berries	C netted with a juicy flesh. Grow in a warm region, firm rind, and pulpy flesh.
	D Contains a single seed, or pit with a smooth flesh.
	E Smooth skin and an enlarged area that surrounds the core.

(3)

- 1.3.1 Identify knife safety procedures when cutting vegetables from the list below. Write only the symbol (A - F) next to the question number (1.3.1) on the ANSWER BOOK

- A Never catch a falling knife.
- B Use any knife for cutting.
- C Store knives safely in a block or rack.
- D Chopping boards are not needed when using knives.
- E Hand knives over holding the handle.
- F Keep knife blades sharpened.

(3)

- 1.4 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.4.1 – 1.4.3) on the ANSWER BOOK.

1.4.1 Eggs that are 53-63g

1.4.2 Eggs that are 63-73g

1.4.3 Eggs that are 53g

(3)

Section B: Long questions

- 2.1 List THREE guidelines to follow when choosing vegetables to purchase.

LO
(3)

- 2.2 Design creative ways of serving fruits at a vending stall.

HO
(2)

- 2.3 Study the statement below and answer the questions that follow:
"Bread can be served in a variety of interesting ways"
Motivate the above statement.

HO
(3)

TOTAL: 20 MARKS



EXAM PRACTICE QUESTIONS – MARKING GUIDELINE

EXAM PRACTICE: THE HOSPITALITY INDUSTRY

MODULE 4: FOOD COMMODITIES

SECTION A: SHORT QUESTIONS

- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK.

1.1.1 An example of a tropical fruit is...
C banana✓ (1)

1.1.2 The cabbage is classified as a
B leaves✓ (1)

1.1.3 This is a dish prepared from boiled eggs.
A Scotch eggs✓ (1)
(3)

1.2 MATCH ITEMS

Choose the description of fruit in COLUMN B to match the term in COLUMN A. Write only the symbol (A - E) next to the question number (1.2.1.1 - 1.2.1.3) on the ANSWER BOOK.

1.2.1

COLUMN A TERM	
1.2.1.1	E✓
1.2.1.2	C✓
1.2.1.3	A✓

(3)

1.3.1 Identify knife safety procedures when cutting vegetables from the list below.
Write only the symbol
(A - F) next to the question number (1.3.1) on the ANSWER BOOK

- A Never catch a falling knife. ✓
E Hand knives over holding the handle. ✓
F Keep knife blades sharpened. ✓ (3)

1.4 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.4.1 – 1.4.3) on the ANSWER BOOK.

- 1.4.1 Medium ✓
1.4.2 Large ✓
1.4.3 Small ✓ (3)

SECTION B: LONG QUESTIONS

- 2.1 **LO**
(3)
- Buy products that look fresh. Vegetables should not be wilted, bruised, or damaged. ✓
 - The colours of the vegetables should be bright and characteristic of the type ✓
 - Be mindful not to buy overripe vegetables. ✓
 - Consider buying vegetables in season. ✓
 - You will pay less, and the quality will be better. ✓
- 2.2 **HO**
(2)
- Design creative ways of serving fruits at a vending stall.
- Learners' own choice of design ✓✓
- 2.3 **HO**
- Pocket sandwiches ✓
 - Dagwood skewered sandwiches ✓
 - Open and closed sandwiches ✓
 - Bread Canape sandwiches ✓
 - Fashion Sandwiches ✓
 - Skewered sandwiches ✓
 - Rainbow sandwiches ✓
 - Pinwheels ✓
- (Any 3) (3)

TOTAL: 20 MARKS

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