HOSPITALITY STUDIES

GR 9 LG

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- Fresh/raw salad (Greek salad and carrot salad)
- Cooked salad (corn salad and potato salad)
- Salad dressing- oil and vinegar and mayonnaise base
- Creative Presentation of salads

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- Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
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Practical Lesson 2: Performance Test – Prepare and present savoury and sweet coloured popcorn.

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Practical Lesson 1: Performance Test – Prepare and present cooked salad

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Practical Demonstration – Edible food colouring and its uses in food preparation.

Practical Demonstration – Demonstrate dishes made from convenience food.

Skills Test

Skills Test 2 prepare bake and freeze a batch of vanilla or chocolate muffins Skills Test 3 prepare using a product using a convenience soft or stiff dough



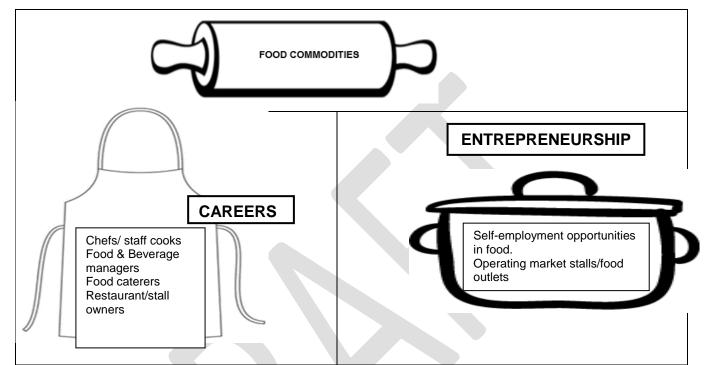
MODULE 5: FOOD COMMODITIES

Unit 5.1: Cereals-maize

- -description
- -maize products
- -uses in food preparation
- -cooking of maize
- -storage

Unit 5.2: Salads & salad dressings

- Classification of salads
- Fresh/raw salad (Greek salad and carrot salad)
- Cooked salad (corn salad and potato salad)
- Salad dressing- oil and vinegar and mayonnaise base
- Creative Presentation of salads



Unit 5.3 Quick flour mixtures

- -Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
- -Classification and uses of quick flour mixtures
- -Batters: thin batter: pancakes
- -Drop batter: Flapjacks, Muffins
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- -Soft dough- scone, pizza
- -Stiff dough- biscuits, sweet or savoury pinwheels MUFFINS
- -characteristics of a good muffins
- -presentation techniques
- -storage
- -Airtight containers
- -Freezing
- -How to use muffins successfully

Unit 5.4 Convenience Foods

- Introduction to convenience food
- Types: frozen, dry, canned/bottled
- Advantages and Disadvantages

Unit 5.5 Tea and Coffee

- types of tea
 - preparation & presentation of tea
- types of coffee
- preparation & presentation of coffee

KEY CONCEPTS							
maize	beating	baking	brewing				
salad	sifting	batters	tea tray				
salad dressing	mixing	dough	freezing				
tea-pot	coffee pot						
	SOFT SKILLS						
teamwork	problem-solving	organisational skills	self-confidence				
communication	multi-tasking	resilience					
creativity	patience						

MODULE 5: Food commodities



Unit 5.1: Cereals: Maize

- Description
- Retail maize products
- Uses in food preparationCooking of Maize
- Storage

5.1.1 Description

Maize is a staple food for many people in South Africa. It is a cereal grain also known as corn and belongs to the cereal and starch group because it contains a lot of starch.



5.1.2 Retail maize products in the market	5.1.3 Uses in food preparation
Maize meal	Pap, porridge
Samp	Side dish with stew
Corn flour	Thickening sauces, dessert
Mealie rice	Side dish
Pop corn	Snack
Corn flakes	Breakfast cereal
Frozen corn/tinned corn	Vegetable dishes, soup
Corn on the cob	Vegetable side dish



5.1.4 Cooking of maize products:

Pap: boiling

Corn on the cob: boiling or grilling Popcorn: shallow frying or microwave Samp and mealie rice: boiling and stewing

Corn starch and mealie rice: used in baked products





5.1.5 Storage

- Always store in an air-tight and dry container
- Weevils may infect Maize, store at a cool temperature
- If stored for longer periods rather store in the refrigerator than at room temperature



INFORMAL ACTIVITY

Learners are required to compile a list of maize products prepared at their home and state the method of cooking used to prepare the products. E.g. mealies- boiling



INFORMAL ACTIVITY

Edible food colouring its use in food preparation
Learners are required to research FIVE edible food colours
used in food preparation and complete the table below.



COLOUR	SOURCE	USE IN FOOD
		PREPARATION



PRACTICAL DEMONSTRATIONS: FOOD COLOURING

Edible food colouring and its uses in food preparation e.g.,

- Yellow = Saffron Turmeric
- Red = Tomato Paste
- Black = Activated charcoal, squid ink.





PRACTICAL LESSON 2: PERFORMANCE TEST

- Prepare and present savoury and sweet coloured popcorn. Present in the upcycled container made in Week 5.
- Assess: The quality of the popcorn as well as the container and label.

MAIZE: CARAMEL POPCORN

Surname,	Name:					Gr.9-	
Food commodities: Maize OB.			OBJI	OBJECTIVES:		SOFT SKILLS to strengthen hard skills:	
			Learı	Learners will be able		Analytical skills	
14	TANK.			to:		• Decisiveness	
	174		Cara	Caramel popcorn		Critical Thinking	
CHARACT	FERIST	ICS OF TH	IE PRODU	JCT		CARAMEL POPCORN	
Appearan	ce	Tex	cture	Taste			
Light cara	mel br	own Cru	ınchy	Sweet			
glossy				buttery			
ASSESSN	IENT						
				· · · · ·			
Personal		"Clean	Prep	Final produc	t	Questions TOTAL	
hygiene		as you	sheet				
go"							
[5] [4] [5]		[5]	[6]		[5] 25		
Hair	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.

Caramel popcorn 10 portions
Ingredients
Popcorn
500ml un-popped popcorns
120ml oil
Caramel
250ml butter
250ml light brown sugar
10ml vanilla
2.5ml bicarb of soda

Method

- Heat the oil over high heat add in the popcorn seed, cover.
- 2. In a few minutes, the popcorn should start popping.
- 3. Give the pan a good shake every now and then to ensure even heating.
- 4. Once the popping slows down to nearly a stop, remove the pan from the heat and let it sit for 1 more minute to give any seeds a chance to pop. Pour into a large serving bowl.



C. Mise en place

NAME OF RECIPE: CARAMEL POPCORN						
Ingredients	Recipe	Mise en place of ingredients	[2]			
	Amount					

t not
[1]
[1]
[1]
[1]
[1]
[1]

Answer the following questions

1. Discuss THREE guidelines to follow when storing popcorn seeds.	(3)
---	-----

2. Name TWO other sweet popcorn treats. (2)

(5)

TOTAL: 25 MARKS



PRACTICAL LESSON 3: PERFORMANCE TEST CORN DOGS OR CRUMBED PAP FINGERS

Prepare and present corn dogs or crumbed pap fingers.

- Apply the rules for frying as a cooking method, keeping safety aspects in mind.
- Apply correct measuring and preparation techniques.

MAIZE: CORN DOGS

Surname, Name: Gr.9-

FOOD COMMODITIES: MAIZE



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	Texture	Taste	
Light caramel brown	Crunchy,	Savoury, nutty	
Golden brown	crispy	corn taste	

ASSESSMENT

Pers	onal	"Clean	Prep	Final product		Questions	TOTAL
hygi	ene	as you	sheet				
		go"					
[5]	[4]	[5]	[6]		[5]	25
Hair	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.

Corn dog Yields: 6-8

Ingredient

177ml yellow cornmeal

177ml flour

5ml baking powder

1ml salt

1egg, beaten

158 ml milk

6 -8 small wooden sticks

6 -8 hot dogs

oil, for deep-fat frying

Method

- Combine cornmeal, flour, baking powder, salt, and egg; mix well.
- 2. Stir in milk to make a thick batter, place in a tall narrow glass. Let stand 4 minutes to thicken.
- 3. Meanwhile, heat oil to 190 °C.
- Pat hot dogs dry. Dust with flour if desired.
 Insert sticks in hot dogs, dip into batter. Let excess drip off.
- 5. Fry until golden brown, about 5-6 minutes. (I've found it works best to fry them one at a time. Unless you have a fryer that is big enough to handle more without them touching.).
- 6. Drain on paper towel.



C. Mise en place

NAME OF RECIPE: CORN DO	3S		
Ingredients	Recipe	Mise en place of ingredients	[2]
	Amount		
Mise en place-apparatus [2]		Mise en place of additional equipment not f	ound
		at your work station	[1]
		Number of portions:	[1]
Technique Applied:			[1]
Description of dish:	,	[1]	
Oven/temperature control on s		[1]	
Cooking Method:			[1]
TOTAL = 10/2=5			

Answer the following questions:

1. Give your understanding of mise en place in the kitchen.	[3]
2. Provide TWO advantages of this process during practical lessons.	[2]
	[5]

TOTAL: 25 MARKS



PRACTICAL LESSON 3: PERFORMANCE TEST CORN DOGS OR CRUMBED PAP FINGERS

Prepare and present corn dogs or crumbed pap fingers.

- Apply the rules for frying as a cooking method, keeping safety aspects in mind.
- Apply correct measuring and preparation techniques.

MAIZE: CRUMBED CHEESY PAP FINGERS

Surname, Name: Gr.9-OBJECTIVES: Food commodities: Maize SOFT SKILLS to strengthen hard Learners will be able to: skills: Analyse the given Analytical skills recipe Decisiveness Complete the mise en Critical Thinking place form CHARACTERISTICS OF THE PRODUCT **Texture** Appearance Taste Light caramel brown Crunchy, Savoury, nutty and Golden brown cheesy cheesy taste **ASSESSMENT** Questions TOTAL Personal "Clean Prep Final product hygiene as you sheet go" [5] [4] [5] [6] [5] 25 Hair 2 **Appearance** 2 2 Nails 1 Texture 2 Taste 2 Apron

A. INTRODUCTION (5 minutes)

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

Crumbed Cheesy Pap Fingers	
Yields: 4 portions	

Ingredient

250 ml boiling water

2.5 ml salt

250 ml quick-cooking cornmeal (maize meal)

250 ml sour milk (amasi or maas)

1 ml white pepper

125 ml grated Gouda cheese

10 ml chopped fresh parsley

125 ml milk

250 ml fine breadcrumbs

250 ml vegetable oil for frying

Method

- Put the water and salt into a big pot and turn up the heat.
- In a separate bowl, make a paste with the quick-cooking maize meal and amasi, then whisk this into the boiling water.
- Cook the pap, stirring constantly with a wooden spoon, for 5 minutes, or until you have a stiff porridge.
- 4. Add the white pepper, grated cheese and parsley and stir until the cheese has melted.
- 5. Transfer the cooked pap to a lightly greased oven dish or roasting pan.
 Using the back of a spoon, pat and flatten the pap into a layer about 2 cm thick
- 6. Set aside to cool completely.
- 7. Using a sharp knife, sliced the cold pap into strips about 2 cm wide. Dip the slices in the milk, and then roll them in the breadcrumbs so they are completely coated.
- 8. Heat the oil in a pan and shallow fry the pap slices on both sides until



C. Mise en place

NAME OF RECIPE: CRUMBED	CHEESY P	AP FINGERS
Ingredients	Recipe	Mise en place of ingredients [2]
	Amount	
Mise en place-apparatus [2]		Mise en place of additional equipment
		not found at your work station [1]
		Number of portions: [1]
	eep frying /	
Description of dish:		[1]
Oven/temperature control on s	tove:	[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

1. Give your understanding of mise en place in the kitchen. [3]

2. Provide TWO advantages of this process during practical lessons. [2]

TOTAL: 25 MARKS



PRACTICAL LESSON 2: PERFORMANCE TEST-OPTIONAL

- Prepare and present savoury and sweet coloured popcorn. Present in the upcycled container made in Week 5.
- Assess: The quality of the popcorn as well as the container and label.

SAVOURY MASALA POPCORN

Surname, Name: Gr.9-**FOOD COMMODITIES: MAIZE OBJECTIVES:** SOFT SKILLS to strengthen Learners will be hard skills: able to: Analytical skills Analyse the given Decisiveness recipe **Critical Thinking** Complete the mise en place CHARACTERISTICS OF THE PRODUCT Taste **Appearance** Texture **SAVOURY MASALA** Crunchy Spicy taste **POPCORN** Light Red colour **ASSESSMENT** Personal hygiene "Clean Prep Final product Questions TOTAL as you sheet [5] go" [6] [4] [5] [5] 25 Hair 2 2 **Appearance** Nails 1 **Texture** 2 2 Apron Taste 2

A. INTRODUCTION (5 minutes)

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

Savoury Popcorn 10 portions

Ingredients

Popcorn

500ml unpopped popcorns 125ml butter

Seasoning

15ml tablespoon refined oil
5ml coriander seeds
5ml fennel seeds
5ml powdered Kashmiri red chilli
1 pinch asafoetida
salt as required
1ml turmeric
5ml sugar



Method

- Heat the butter over high heat add in the popcorn seed, cover.
- 2. In a few minutes, the popcorn should start popping.
- Give the pan a good shake every now and then to ensure even heating.
- 4. Once the popping slows down to nearly a stop, remove the pan from the heat and let it sit for 1 more minute to give any seeds a chance to pop. Pour into a large serving bowl.
- In a pan, heat oil over medium heat. When the oil is hot enough, add coriander seeds along with fennel seeds.
- 6. Sauté for a while, and let the seeds splutter
- 7. Add the popcorn
- Add on the Kashmiri red chilli powder, turmeric powder, sugar, asafoetida, and salt as per your taste.
- Toss the popcorns well with the spices and make sure they get evenly coated.

C. Mise en place

NAME OF RECIPE: SAVOURY	MASALA P	OPCORN
Ingredients	Recipe	Mise en place of ingredients [2]
	Amount	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your
		work station [1]
		Number of portions: [1]
Technique Applied: boiling/o	deep frying	/crumbing [1]
Description of dish:		[1]
Oven/ temperature control on	stove:	[1]
Cooking Method:		[1]
TOTAL = 10/2=5		
ANSWER THE FOLLOWING Q	UESTIONS:	
1. Discuss THREE guideling	nes to follov	when storing popcorn seeds. (3)
2. Name TWO other savou	ry popcorn	treats. (2)
		(5)



PRACTICAL LESSON 2: PERFORMANCE TEST-OPTIONAL

- Prepare and present savoury and sweet coloured popcorn. Present in the upcycled container made in Week 5.
- Assess: The quality of the popcorn as well as the container and label.

MAIZE: SWEET COLOURED POPCORN

Surname, Name: Gr.9-Food commodities: Maize **OBJECTIVES:** SOFT SKILLS to Learners will be able to: strengthen hard skills: Analyse the given recipe Analytical skills Complete the mise en place form Decisiveness Critical Thinking CHARACTERISTICS OF THE PRODUCT Texture Taste **Appearance** Light and coloured Crunchy, Sweet with a definate popcorn taste

ASSES	SME	ENT						
Perso hygie		"Clean as you go"	Prep sheet	Final product			Questions	TOTAL
[5]		[4]	[5]	[6]		[5]	25	
Hair	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.

Sweet, coloured popcorn Yields: 4 portions Ingredient

Popcorn

500ml unpopped popcorns

120ml oil

125ml caster sugar

30ml water

A few drops each of blue, red, yellow and green food colouring (or combine blue and yellow to make green)

Method

- Heat the oil over high heat add in the popcorn seed, cover.
- 2. In a few minutes, the popcorn should start popping.
- 3. Give the pan a good shake every now and then to ensure even heating.
- 4. Once the popping slows down to nearly a stop, remove the pan from the heat and let it sit for 1 more minute to give any seeds a chance to pop. Pour into a large serving bowl.
- 5. Line 4 oven trays with baking paper.
- 6. In a medium saucepan, combine sugar and water on low, stirring until sugar has dissolved.
- 7. Increase heat to medium and simmer without stirring for 5 minutes until the mixture is reduced and syrupy. Add a few drops of blue food colouring and swirl to combine. Add 2 cups plain popped popcorn and stir with a wooden spoon until completely covered. Spread popcorn on tray to cool.
- 8. Repeat 3 more times using the red, yellow and green food colouring.



C. Mise en place

NAME OF RECIPE: SWEET CO	DLOURED F	POPCORN
Ingredients	Recipe Amount	Mise en place of ingredients [2]
	Amount	
B4'		AA'
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your
		work station [1]
		Number of postions
Technique Applied		Number of portions: [1]
Technique Applied:		[1]
Description of dish:	-4	[1]
Oven/temperature control on	stove:	[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

1. Give your understanding of mise en place in the kitchen. [3]

2. Provide TWO advantages of this process during practical lessons. [2]

TOTAL:25 MARKS



RESOURCES







MAIZE.pptx

video on cooking pap.mp4

video on making savoury popcorn.mp4

https://www.arc.agric.za/arc-

gci/Fact%20Sheets%20Library/Maize%20Production.pdf

https://www.syngenta.co.za/maize

https://www.mentalfloss.com/article/26030/10-ways-we-use-corn

https://www.farmprogress.com/vegetables/13-ways-corn-used-our-everyday-lives

References for activity Homemade Food Coloring | Natural food coloring, Food dye, Food ...

https://images.app.goo.gl/Sf5EmRMgQ2JZT3DGA

Extraction and application of natural food colorants

https://www.google.com/imgres?imgurl=https%3A%2F%2Fimage.slidesharecdn.c om

Natural food dye--India Tree color chart. Helpful for decorating sweet treats with natural food color. | Frosting colors, Food coloring chart, Cake decorating tips https://images.app.goo.gl/HsocNAbNUzCJKDD69



Unit 5.2: SALADS AND SALAD DRESSINGS

- Classification of salads
- Fresh/raw salad (Greek salad and carrot salad)
- Cooked salad (corn salad and potato salad)
- Salad dressing- oil and vinegar and mayonnaise base
- Creative Presentation of salads

Salads are a good source of vitamins, mineral substances, and fibre. Salads add variety with regards to colour, texture, flavour, and taste to a menu.

5.2.1 Classification of salads

Fresh/raw:

These salads are prepared from raw, fresh ingredients.

a) Greek salad

Greek salad is prepared with bite size cuts of tomatoes, sliced cucumbers,

Onion slices, feta cheese cubes and olives. Seasoned with salt and oregano and dressed with olive oil.



b) French Carrot Salad

Grated or finely cut strips of carrots, olive oil, lemon, honey, cumin, parsley and chives. Chickpeas are optional.



Cooked salad are salads are based on cooked starch products like potato, rice and pasta. These products must be cooked and then cooled before using in the salad.

a)Corn salad- Ingredients in a corn salad include *corn*, olive oil, red bell pepper chopped, small red onion finely chopped, fresh coriander chopped, green onions chopped, jalapeno pepper diced and avocado chopped.



b) Potato salad- potato salad is prepared from potatoes cut into chunks and boiled until tender and cooled, mayonnaise, vinegar, salt, sugar, ground black pepper, thinly sliced celery, chopped onion and hard-cooked eggs and chopped (optional).



5.2.2 Salad Dressings

The purpose of salad dressings on a salad.

Salad dressings are liquid, or semiliquid products used to add flavour, moisture, and increase nutritive salads.



a) Mayonnaise based Mayonnaise is a mixture of egg yolk, oil, and vinegar that forms a permanent emulsion. A mayonnaise-based salad dressing is a mixture is mayonnaise and several other ingredients.



b) Oil and vinegar- contain mixes of oil and vinegar. French dressing, a name originally used for any oil-and-vinegar-based salad dressing. Vinaigrette, is prepared by combining an oil with acidic such as vinegar or lemon juice.



5.2.3 Creative Presentation of salad

- Arrange salads ingredients in an attractive, colourful display.
- Plate salads on attractive platters and salad bowls.
- Salads must be kept inside the plate, away from the plate edges.
- Prepare salads just before serving.
- All the ingredients must be easy to identify in the salad.
- Some salads are garnished e.g., potato salad with finely chopped chives.











INFORMAL ACTIVITY PRESENTATION OF SALADS

Learners will be required to collect pictures of salad presentations for FIVE raw salads and FIVE cooked salads. The following template will be used by the learner.

NAME OF SALAD/RAW	PICTURE
1.	
2.	
3.	
4.	
5.	

NAME OF SALAD/COOKED	PICTURE	
1.		
2.		
3.		
4.		
5.		



PRACTICAL LESSON 1: PERFORMANCE TEST Prepare and present a cooked salad e.g., Potato, Samp, Corn or Pasta Salad.

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

SALAD AND SALAD DRESSING CORN SALAD

Surname, Name:			Gr.9-
FOOD COMMODITIES		BJECTIVES:	SOFT SKILLS to strengthen
AND SALAD DRESSI	NGS Le	arners will be able to:	hard skills:
	J	 Analyse the 	 Analytical skills
		given recipe	 Decisiveness
		 Complete the 	Critical Thinking
and the same of th	4	mise en place	ű
		form	
	The T		
	1		
21.00	-6		
	The same of the sa		
CHARACTERISTICS	OF THE PROD	UCT	
Appearance	Texture	Taste	
Colourful, with yellow	Crunchy	Nutty corn taste	
corn, red peppers	peppers and	with cruncy	
and red onion, green	onion with	vegetables.	
onion and avocado	soft and	30,000	
pear	creamy		
pour	avocado.		A STATE OF THE STA
	avocado.		
	1		

ASSESSMENT									
Perso hygie			"Clean as you go"	Prep sheet	Final product		Questions	TOTAL	
[5]			[4]	[5]	[6]		[5]	25	
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

A. INTRODUCTION (5 minutes)

B. Perform a teacher-led demonstration on salad and salad dressingStudy the recipe carefully and complete the mise en place form provided.

Ingredients

500ml corn kernels

12ml olive oil

1/4 red pepper chopped

1/4 small red onion chopped

3 green onions chopped

½ jalapeno pepper diced

½ avocado pear

Method

- 1. Steam the corn and allow to cool.
- 2. Add olive oil, red pepper, red onion, green onion, jalapeno pepper and avocado.
- 3. Mix the all the ingredients and add seasoning.
- 4. Serve on the platter or in a bowl.



C. Mise en place

NAME OF RECIPE: CORN SALAD							
Ingredients	Recipe Amount	Mise en place of ingredients	[2]				

	,
Mise en place-apparatus [2]	Mise en place of additional equipment not
	found at your work station [1]
	Number of portions: [1]
Technique Applied:	[1]
Description of dish:	[1]
Oven/temperature control on stove:	[1]
Cooking Method:	[1]
TOTAL = 10/2=5	

ANSWER THE FOLLOWING QUESTIONS:

1. Discuss THREE guidelines to follow when serving salads. (3)

2. Name TWO advantages of salads to a meal. (2)

(5)

TOTAL:25 MARKS



PRACTICAL LESSON 1: PERFORMANCE TEST- OPTIONAL Prepare and present a cooked salad e.g., Potato, Samp, Corn or Pasta Salad.

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad

SALAD AND SALAD DRESSINGS

POTATO SALAD

Surname	e, Nan	ne:				Gr.9-	
MODULE Food commodities OBJECTIVES: Learners will be able to: Group A: to prepare a cooked salad (potato salad). Group B to prepare a cooked		SOFT SKILLS to strengthen hard skills:					
		STICS OF				Potato salad	
Appearance Texture Taste Potato Salad Potato soft Tangy, flavour of onion and celery Creamy crunchy flavour of onion and celery							
ASSESS	SWEN						
Person hygie		"Clean as you go"	Prep sheet	Final prod	uct	Questions	TOTAL
[5]		[4]	[5]	[6]		[5]	25
	2			Appearance	2		
	1			Texture	2		
Apron	2			Taste	2		

A. INTRODUCTION (5 minutes)

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

Potato Salad Yields:3	
Ingredients	
540grams potatoes peeled and cut into chunks	Amily
and boiled.	
200ml Mayonnaise	
15ml vinegar	
3ml salt	
2.5ml sugar	
1ml ground black pepper	
125ml thinly sliced celery	
65ml cup chopped onion	
3 hard-cooked eggs, chopped (optional)	
Garnish with chopped chives	
Method	
1. Peel potato cut into chunks, chop onion and	
slice celery.	
2. Boil potato and allow to cool.	
3. 3.Add mayonnaise, vinegar, salt, sugar, black	
pepper, celery, onion and eggs.	
4. 3.Mix the all the ingredients and add	
seasoning.	
5. Serve on the platter or in a bowl.	
6. Add garnish.	

C. Mise en place

NAME OF RECIPE: POTATO SALAD				
Ingredients	Recipe Amount	Mise en place of ingredients [2]		

Mise en place-apparatus [2]	Mise en place of additional equipment	
	not found at your work station [1]	
	Number of portions: [1]	
Technique Applied: boiling/deep frying /crumbing		
Description of dish:		
Oven/temperature control on stove:		
Cooking Method:	[1]	
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

1. Give rules for boiling. [3]

2. Provide TWO advantages of boiling as a method of cooking.

[2]

TOTAL:25 MARKS



PRACTICAL LESSON 1: PERFORMANCE TEST- OPTIONAL Prepare and present a cooked salad e.g., Potato, Samp, Corn or Pasta Salad.

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad

SALADS: PASTA SALAD

Surname:	Na	ame:	Gr.9
FOOD COMMODIT	IES: SALADS	OBJECTIVES: Learners will be able to: • Analyse the given recipe • Complete the mise en place form • Prepare, bake and freeze the muffins	SOFT SKILLS to strengthen hard skills: • Analytical skills • Decisiveness • Critical Thinking
CHARACTERISTIC	S OF THE PRODUCT	1	
Appearance	Texture	Taste	

Creamy white,	Soft pasta and	Tangy salad dressing	A STATE OF THE STA
with vibrant vegetable colours	crunchy vegetables	Crunchy vegetables	
			9

ASSESSMENT

Person	al h	ygiene	"Clean as yo go"	ou	Prep shee	Final product Question		Questions	TOTAL	
	5		4		5			5	5	25
Hair	2		Sink (2)			Appearance	2			
Nails	1					Texture	2			
			Station							
Apron	2		(2)			Taste	2			

A. INTRODUCTION (5 minutes)

B. Perform a teacher-led demonstration on PASTA SALAD

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

Pasta salad Yields: 2
Ingredients
250ml macaroni
10ml salt
250 ml celery finely sliced
1 red capsicum/bell pepper
190 ml green onion finely sliced
1 medium carrot grated
DRESSING
125ml mayonnaise
125ml plain yogurt
15ml cider vinegar
10ml Dijon mustard
10ml sugar
5ml garlic powder



5ml salt

2.5ml pepper

METHOD

- Bring large pot of water to the boil 4 to 5 litres.
 Add salt then add pasta.
- 2. Drain pasta then cool.
- 3. Meanwhile, mix Dressing ingredients in a bowl.
- 4. Place pasta in a bowl. Add celery, capsicum/bell pepper, spring onions and carrot.
- 5. Mix all the dressing ingredients together. Pour over the pasta and vegetables.
- 6. Toss. Adjust salt to taste.
- **7.** Set aside for at least 20 minutes. Then serve at room temperature (not cold).

C. Mise en place

NAME OF RECIPE: PASTA SA		
Ingredients	Recipe	Mise en place of ingredients [2]
	Amount	
Mise en place-apparatus [2]		Mise en place of additional equipment
		not found at your work station [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on s	stove:	[1]
Cooking Method:		[1]
y		TOTAL = 10/2=5

ANSWER THE FOLLOWING QUESTIONS:

- 1. Identify THREE other types of vegetables that can be added to the salad. (3)
- 2. Recommend TWO guidelines to follow with safety of knives. (2)

TOTAL:25 MARKS



PRACTICAL LESSON 1: PERFORMANCE TEST- OPTIONAL Prepare and present a cooked salad e.g., Potato, Samp, Corn or Pasta Salad.

- Demonstrate knife skills
- Apply the principles for making a salad and salad dressing
- Creative presentation of the salad.

SALAD AND SALAD DRESSINGS

SAMP SALAD

Surname Name:

Surname, Name:			Gr.9-
and salad dressing		BJECTIVES: arners will be able prepare a cooked mp salad	SOFT SKILLS to strengthen hard skills:
CHARACTERISTIC	CS OF THE PRO	DDUCT	Samp salad
Appearance	Texture	Taste	
Samp Salad Samp white Touches of green with, cucumber, avocado and micro herbs	Samp is soft Avocado soft Herb and cucumber crunchy	Tangy taste with dressing	
ASSESSMENT	1	1	

Perso hygio		"Clean as you go"	Prep sheet	Final product		Questions	TOTAL	
[5]	[4]	[5]	[6]			[5]	25
Hair	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.

Samp Salad	Yields: 2	
Ingredients		
Dressing		
30ml olive oil		

Juice of 2 lemons

5g parsley

5g coriander

1 clove garlic crushed

Salad

500ml cooked samp cooled and strained

1/4 cucumber cut into ribbons

1 small avocado diced

10 ml lemon juice

Micro herbs for garnishing

Method

- 1. Remove the juice from fresh lemon,
- 2. chop parsley and coriander, crush garlic, prepare cucumber ribbons and dice avocado.
- 3. Whisk all the ingredients for the dressing and add the salt to taste.
- 4. Place samp in a bowl and pour the dressing over.
- 5. Divide the samp into two bowls.
- 6.Divide the cucumber ribbons into the two bowl.
- 7.Add the avocado to each bowl and drizzle with lemon juice.
- 8. Garnish with micro herbs and serve in a bowl.



C. Mise en place

NAME OF RECIPE: SAMP SALA	AD	
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
		Number of participations O [41]
Technique Applied:		Number of portions: 2 [1]
Description of dish:		[1] [1]
Oven/temperature control on s	tove.	[1]
Cooking Method:	LOVE.	[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

- Give your understanding of mise en place in the kitchen. [3]
 Provide name TWO activities involved in this process during practical lessons. [2]

TOTAL: 25 MARKS



RESOURCES

VIDEOS FOR EXTRA RESOURCES:





potato salad.mp4

video on cooked SALADS AND SALAD DRESSINGS.pptx



Unit 5.3: Quick Flour Mixtures

- Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease.
- Classification and uses of quick flour mixtures
- Batters: thin batter: pancakes
- Drop batter: Flapjacks, Muffins
- -Doughs
- -Soft dough- scone, pizza
- Stiff dough- biscuits, sweet or savoury pinwheels

MUFFINS

- characteristics of a good muffins
- presentation techniques
- storage
- Airtight containers
- Freezing
- How to use muffins successfully

5.3.1 Culinary Terminology						
EXPLANATION						
To mix rapidly in order to make a mixture smooth and light by incorporating as						
much air as possible.						
To incorporate a thickening agent into a hot liquid.						
To incorporate two or more ingredients thoroughly.						
To soften a fat, especially butter, by beating it at room temperature. Butter and						
sugar are often creamed together, making a smooth, soft paste.						
To incorporate a delicate substance, such as whipped cream or beaten egg						
whites, into another substance without releasing air bubbles. Cut down through						
mixture with spoon, whisk, or fork; go across bottom of bowl, up and over,						
close to surface. The process is repeated, while slowing rotating the bowl, until						
the ingredients are thoroughly blended.						
To grease a pan means to coat it in some sort of protective shortening or fat,						
usually butter, to prevent whatever you are cooking from sticking. Margarine,						
coconut oil and canola oil can also be used to grease baking pans.						
To combine ingredients usually by stirring.						
Flour is rubbed into butter/margarine until it resembles breadcrumbs.						
To put one or more dry ingredients through a sieve or sifter.						

Whip	To beat rapidly to incorporate air and produce expansion, as in heavy crean			
	egg whites.			

5.3.2 Classification of Quick Flour Mixtures- Batters

Quick flour mixtures can be classified into two main groups: batters and dough.

BATTERS are soft and runnier and must be spooned into a frying pan OR less runny a dropping



DOUGH can be soft or stiff and can be worked with the hands.

Soft dough e.g., scones





Stiff dough







5.3.3 Muffins

a) Characteristics of a good muffin

- It has a large volume and light mass
- It is very light
- It has a rounded top crust
- It has a course but even texture









b) Presentation techniques

- Serve muffins on a platter or in a basket
- Serve accompaniments that is suitable for the type of muffin e.g. cheese, jam or cream in separate containers so that guests may help themselves.
- Muffins can also be filled with e.g. cream cheese, and topped with glaze.
- Muffins are often sold in a paper bag or box.



[Source: https://www.google.com/url?sa=i&url=https%3A%2F%2Fthecafesucrefarine.com%2Fcopycat-starbucks-blueberry-muffins]

5.3.4 Storage of quick flour mixtures

a) Airtight containers

Muffins, scones, crumpets, etc. can be stored in an airtight container in the fridge for a few days.



b) Freezing

The following steps can also be followed to freeze quick flour mixture products for later use:

- If you want to use the products, thaw completely overnight in the fridge or at room temperature. **OR**
- If you want to serve them as is, just place the unwrapped frozen products on a paper towel and microwave on high for 30 seconds.

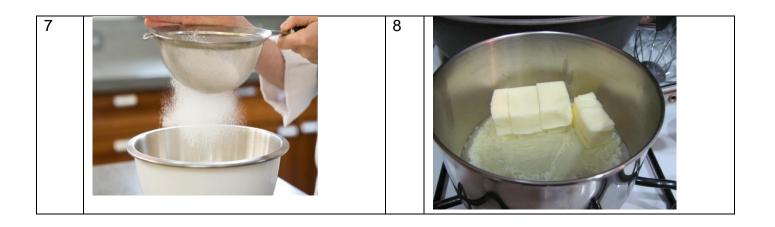


INFORMAL ACTIVITY

Identify the culinary terminology that is represented in the pictures below.

Write only the number and technique in your workbook.









INFORMAL ACTIVITY FREEZING BAKED PRODUCTS

FREEZING BAKED PRODUCTS

Surname Name:		Gr 9:
OBJECTIVES:	Food	SOFT SKILLS:
Students will be able to: • Freeze baked products following the correct procedure.	Commodities	Decision MakingAttention to detail

ASSESSME	ASSESSMENT							
Functions of freezing [5]	Freezing baked products	Conclusion	TOTAL					
	[15]	[5]	[25]					
				o Crazy for Grust				

A.

INTRODUCTION (5 minutes)

Discuss benefits of freezing as a method of preservation for baked products. (5)

B. Explain how the following baked products are packaged and frozen. (15)

Freezing Cakes with no frosting



Cake with frosting









Freezing Cakes with no frosting -
Cake with frosting -
Chocolate Brownie-

Biscuits/Cookies -
Muffins-
Withins-
C. Discuss the packaging required for storing of baked products in the freezer. (5)

TOTAL: 25 MARKS



PRACTICAL LESSON 2: PERFORMANCE TEST

Prepare a baked drop batter product. Prepare and present health muffins with at least two variations.

MUFFINS: BLUEBERRY MUFFINS

Surname, Name: Gr.9-**OBJECTIVES: SOFT SKILLS to** Food Commodities: Muffins Learners will be able to: strengthen hard skills: Analyse the given Analytical skills recipe Decisiveness Complete the mise en Critical Thinking place form CHARACTERISTICS OF THE PRODUCT **Appearance Texture Taste** Light caramel brown Light crumb Sweet, blueberry Golden brown Even size taste **ASSESSMENT** "Clean Personal Final product Prep Questions TOTAL hygiene as you sheet go" [4] [5] 25 [5] [5] [6] Hair 2 **Appearance** 2 2 Nails 1 **Texture** Apron 2 Taste 2

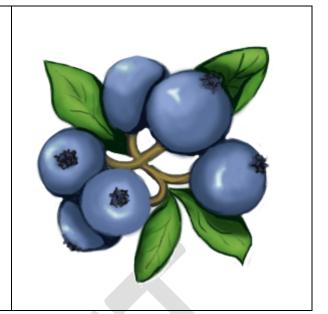
A. INTRODUCTION (5 minutes)

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

Blueberry Muffins Yields: 12	
Ingredients	
250g all-purpose flour	
150g sugar	
15g baking powder	
1 egg	
180ml milk	
60ml oil/ melted butter	
250g blueberries Cooking spray	
Cooking Spray	

Method

- 9. Pre-heat the oven to 180°C
- 10. Spray the muffin cups with cooking spray
- 11. Measure all the dry ingredients and gently mix in a bowl.
- 12. Combine eggs and measured milk together and whisk well.
- 13. Add oil and mix again
- 14. Make a well in the dry ingredients and add your liquid.
- 15. Using a rubber spatula gently combine the ingredients.
- 16. Add in the blueberries.
- 17. Transfer mixture into each muffin cup and bake for 20-25 minutes.
- 18. Allow muffins to cool before removing from pans.



Mise en place form

NAME OF RECIPE:		
Ingredients [2]	Recipe Amount [2]	Mise en place - Ingredients [3]
Miss on place Appropria	- [0]	
Mise en place- Apparatus	5 [2]	
		Mise en place of additional equipment not found at your work station [1]
		Number of portions/yield: [1]
Description:		[1]
_		Technique applied: [1]
Oven temperature:		[1]
Cooking Method:		[1]

ANSWER THE FOLLOWING QUESTIONS:

- 1. Give your understanding of mise en place in the kitchen. [3] [2]
- 2. Provide TWO advantages of this process during practical lessons.

TOTAL:25 MARKS



PRACTICAL LESSON 2: PERFORMANCE TEST

Prepare a baked drop batter product. Prepare and present health muffins with at least two variations.

MUFFINS: CARROT, PINEAPPLE, FRUIT

Surna	me:				Gr.9-			
FOOD	COMMODI	TIES: MUFFI	NS	OBJECTIVES: Learners will be a to: Analyse th given recip Complete mise en pl form Prepare, b and freeze muffins	ne be the lace	 Analytical skills Decisiveness Critical Thinking 		
		CS OF THE	PRODUCT					200
	arance	Texture	umb	Taste				
Rough golden colour	n brown	Fine even cru	amı	Nutty,carrot fruit a pineapple taste	ana			
	SSMENT							
Perso	nal hygiene	"Clean as yo go"	Prep shee	Final product			Questions	TOTAL
	5	4	5			5	5	25
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 **Carrot**, **Pineapple**, **Fruit** and the correct procedure to freeze the baked muffins.

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

Carrot, Pineapple, Fruit

Yields: 24

Ingredients

Carrot, Pineapple, Fruit

Muffins

4 eggs

500 ml white sugar

250ml crushed pineapple

5ml bicarbonate

625 ml self-rising flour

Pinch of salt

5ml ground cinnamon

750ml roughly grated carrot

160ml fruitcake mix

125ml pecan nuts, chopped roughly

CREAM CHEESE ICING:

100 g butter, room temperature

375 ml icing sugar

200ml container cream cheese

5ml vanilla

METHOD

Preheat oven to 180° C.

- 2.Grease the muffin trays
- 3.Cream the eggs and sugar together.
- 4. Add the pineapple.
- 5. Sift the dry ingredients and

add to the butter mixture. Stir. Lightly stir in the carrots & nuts.

5. Bake in greased

muffin pans (filled 2/3) for 15-20 minutes, or till skewer comes out clean.

Freeze the muffins to use in term 3 for cake pops.



ICING: CREAM CHEESE
Cream the butter and icing sugar together. Stir in the
cream cheese & vanilla –
decorate the muffins. You can also add little bit of
drained pineapple on top of frosting

(5)

C. Mise en place

NAME OF RECIPE: MUFFINS: 0	CARROT, F	PINEAPPLE, FRUIT
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on s	tove:	[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

- 1. Identify THREE characteristics of an over mixed muffin. (3)
- 2. Recommend TWO guidelines to follow for freezing of muffins. (2)

TOTAL:25 MARKS



RESOURCES

How to freeze muffins

https://www.momables.com/how-to-freeze-muffins/ https://www.quakeroats.com/cooking-and-recipes/content/baking-101/muffins/storage-and-freezing-muffins.aspx







GR 9 MUFFINS PP.pptx grade 9 pancakes.mp4 video on making pancakes.mp4





GR 9 QUICK FLOUR video on scones.mp4 MIXTURES.pptx



Unit 5.4: Convenience food

- -Introduction to convenience food
- -Types: frozen, dry, canned/bottled
- -Advantages and Disadvantages

5.4 CONVENIENCE FOODS

5.4.1 Introduction

Food, normally a complete meal, that has been pre-prepared commercially and so involves least amount further preparation by the consumer.





5.4.2 Types of Convenience Foods: Frozen, Dry, Canned, Bottled

FROZEN	DRY	CANNED	BOTTLED
Peas	Dry fruit	Beans	Tomato sauce
Chips	Dry vegetables	Canned meat	Pasta sauce
Ice-cream	Dy seeds	Diced tomatoes	Chicken and
			vegetable broth
Fish fillets	Dry mushrooms	Coconut milk.	Pickled vegetables
Bread	Dry fish	Diced green chiles	Fruits
Pizza	Dry seafood	Vegetables	Olives
Sausages	Milk powder	Fruits	Pickled fish
Plain chicken	Instant noodles	Olives.	Pesto
Fish fingers	Non dairy creamer	Fish and sardines	Garlic paste
Ready meals	Instant oatmeal	Mussels	Peanut butter
Breaded chicken	Snack bars	Snails	Mint jelly
Burgers	Instant soups	Pasta and sauce	Brandied fruits
Ice Iollies	Yeast	Lentils	Hummus

Yorkshire puddings	Breakfast cereal	Soups	
Sweetcorn	Instant coffee	Jams	
Green Beans	Powdered eggs		
Broccolo			
Carrots			
Roast Potatoes			
Desserts			

5.4.3 Advantages of Convenience foods:

- Preparation time is reduced.
- No storing, buying, or planning of ingredients.
- Can hardly get wastage as various sized packaging is available.
- Excellent for inexperienced cooks as there are a variety of products.
- Quicker presentation and simple cleaning up.
- A lesser amount of spoilage and waste occur with packaged convenience foods.
- Transportation of packaged foods is convenient
- Cost efficient for mass production and delivery.
- Ready to eat cereal and instant breakfast difficult to prepare at home because of its expensive product technology used in preparation.

Disadvantages of Convenience foods:

- Sometimes less meat, fish, or cheese are included compared to homemade.
- Cooking time is sometimes increased for thawing or longer baking time.
- Difficult to control fat, salt and sugar levels.
- Cost per serving may be greater than homemade dishes.
- Convenience foods are generally high in kilojoules owing to fat, saturated fat, sugar, salt, and trans-fats.
- · Lack freshness in fruits and vegetables.





INFORMAL ACTIVITY

Convenience Foods

Identifying types of convenience food and suggesting an interesting serving suggestion.

Type of	Serving Suggestion
convenience food	
LINDA	E.g. Frozen Soya
6 VEGETARIAN SAUSAGES	Fried and added to a chutney.
Reduces Reduces Baked Beans W TOMATO SAUCT CONTINUE CONTINUE	
FROZEN Quebevies	
Rhodes SLICED Beetroot	



PRACTICAL LESSON 3: PERFORMANCE TEST

Use a convenience dough product e.g., ready-made frozen puff pastry. Prepare a baked sweet soft or stiff dough product suitable for a Pop-up Tea Garden e.g., Tamboesies/ custard slice.

QUICK FLOUR MIXTURES: CUSTARD SLICE

Surname, Name: Gr.9-Food commodities: QUICK OBJECTIVES: SOFT SKIL

FLOUR MIXTURES



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	Texture	Taste	
Light and coloured	Crunchy,	Sweet with a	
		definate popcorn	
		taste	
			MARIA

ASSESSMENT									
Perso hygie			"Clean as you go"	Prep sheet	Final pro	duct	Questions	TOTAL	
[5]			[4]	[5]	[6]		[5]	25	
Hair	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.

CUSTARD SLICE Yields: 30 portions

Ingredient

200g cream cracker

1000ml or 500ml milk and 500ml cream

250ml sugar

125ml butter

125ml cake flour

100ml corn flour

10ml custard powder

pinch of salt

125ml water

3 eggs, separated

5ml vanilla extract

TOPPPING

500ml icing sugar, sifted

62 ml boiling water

Method

- 1. Grease a shallow glass rectangular bowl.
- 2. Put about 15 biscuits in the bottom.
- 3. Make rows of 5 x 3 biscuits.
- 4. Heat up the milk until boiling point.
- 5. Stir in sugar and butter until dissolved and melted.
- 6. Take off the heat.
- 7. Mix cake flour, corn flour, custard powder, salt and water well.
- 8. Beat in the egg yolks.
- 9. Stir a bit of the warm milk mixture into the egg mixture.
- Stir this gradually into the rest of the warm milk mixture
- 11. Put back on low heat.
- 12. Keep on stirring until thick.
- 13. Take off the heat.
- 14. Stir in the vanilla extract.
- 15. Beat the egg whites until stiff points form.
- 16. Fold into the thickened mixture. Pour this over the bottom layer of biscuits.



1	7. Put another layer of biscuits on top, exactly where
	the bottom ones are.
1	8. Mix the icing sugar and boiling water well.
1	9. Pour on top layer of biscuits.
2	20. Spread evenly.
2	1. Place overnight in fridge.
2	2. Cut up in rectangular pieces.

C. Mise en place

NAME OF RECIPE: CUSTARI	SLICE	
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your
imoc en place apparatas [2]		work station [1]
		• • • • • • • • • • • • • • • • • • • •
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on	stove:	[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

1. List THREE advantages of convenience foods.	[3]
2. Describe a thin batter.	[2]

TOTAL:25 MARKS



PRACTICAL LESSON 3: PERFORMANCE TEST-OPTIONAL

Use a convenience dough product e.g. ready made frozen puff pastry. Prepare a baked sweet soft or stiff dough product suitable for a Pop-up Tea Garden e.g. Tamboesies/ custard slice.

QUICK FLOUR MIXTURES: TAMBOESIES

Surname, Name: Food commodities: QUICK OBJECTIVES:										Gr.9-		
FLOUR MIXTURES						 Analyse the given recipe Complete the mise en place form hard skills: Analytical skills Decisiveness Critical Thinking 					alytical skills cisiveness	
					PRODUC		7					
Appear				Texture		Taste					7735 10	
Light, Flaky layers Drizzle of icing on surface Flaky with soft filling					Sweet	wit	h a vanil	la				
ASSES												
Person		"Cle		Prep	Final pr	roduct			Qu	Questions TOTAL		
hygiene as you sheet go"												
[5]		[4]		[5]	[6]				[5]		25	
Hair	2				Appear	Appearance 2						
Nails	1				Texture	Texture 2						
Apron	2				Taste	Taste 2						

A. INTRODUCTION (5 minutes)

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

TAMBOESIES Yields: 36 portions

Ingredient

250g Puff Pastry

Milk Tart Filling

375 m fresh full cream milk

1 stick of cinnamon, smashed into long splinters

5 ml almond essence

45 ml butter

150 ml Convenience Vanilla Cake Mix

1 extra large egg + leftover egg after brushing pastry

Lemon Water Icing

250 ml lcing Sugar

30 - 45 ml lemon juice

Method

Pastry

- Adjust the oven shelf to the middle position.
 Preheat the oven to 200°C.
- Place a baking tray in the oven to heat up.
 Turn one frozen pastry sheet (250 g) out onto baking paper.
- Beat the egg lightly with salt and sugar, to make an egg wash, and brush over the pastry.Reserve remaining egg to use in filling.
- 4. Cut pastry into 3 cm x 3 cm squares, don't separate squares.
- 5. Slip the baking paper with pastry directly onto the heated baking tray.
- Bake for 15 20 minutes until nicely browned.
 Leave to cool.

Filling

- Bring the milk and broken cinnamon just to the boil.
- 2.

Cover, remove from the heat and leave to draw



	for 20 minutes. Strain out cinnamon pieces and	
	add almond essence	
3.	Melt the butter and toss it through the	
	measured cake mix in a bowl.	
4.	Beat the egg plus reserved egg wash together.	
	Beat the warm milk into the egg mixture.	
5.	Return milk and egg mixture to the saucepan	
	and beat in the vanilla cake mixture with a wire	
	whisk.	
6.	Keep stirring and beating over medium heat	
	until the mixture is thick and cooked. Don't be	
	concerned it will go lumpy, just keep on beating	
	and it will smooth out.	
7.	Leave to cool down to touch temperature.	
	Split each pastry square horizontally with a	
	sharp knife.	
8.	Place a heaped teaspoon of filling on the	
	bottom half and cover with top pastry half.	
lcing		
1.	Mix icing and lemon juice together.	
	Place the mixture into a small plastic sandwich	
	bag.	

C. Mise en place

2. Snip a very tiny hole in one corner and pipe

icing over the Tamboesies in a zigzag pattern

NAME OF RECIPE: TAMBOESIES							
Ingredients	Recipe	Mise en place of ingredients [2]					
	Amount						

Mise en place-apparatus [2]	Mise en place of additional equipment not found at
	your work station [1]
	Number of portions: [1]
Technique Applied:	[1]
Description of dish:	[1]
Oven/temperature control on stove:	: [1]
Cooking Method:	[1]
TOTAL = 10/2=5	

ANSWER THE FOLLOWING QUESTIONS:

1. List THREE advantages of convenience foods.

[3]

2. Describe a thin batter.

[2]

TOTAL:25 MARKS

RESOURCES



https://eating-made-easy.com/healthy-processed-foods/

https://www.vahrehvah.com/indianfood/advantages-and-disadvantages-of-

convenience-foods

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



Convenience Foods for Easier Healthy Eati



Processed and convenience foods.mg





SKILLS TEST 2

Learners will be able to:

- -prepare and bake the muffin and freeze the muffins for use later.
- -Apply the rules for baking
- -Apply correct preparation procedures/techniques and freezing

VANILLA MUFFINS

	Surnam	e, Name	e:		Gr.9-			
Food commo Muffins		OE Le -pr mu -Ap ba -Ap pre pre	e: BJECTIVE arners wil epare and offin and from oply the run king oply corre eparation ocedures/from d freezing	I be and bakereeze la	ke the e the ater. for		Gr.9- SKILLS to gthen hard skills: Analytical skills Decisiveness Critical Thinking	
CHARACTER Appearance	Te	xture	Taste					
Rough top, golden brown colour	cru	e even	Sweet va	anilla	a taste			
	ASSES	SMENT						
Applying the Rules of baking	"Clea n as you go"	Prep sheet	Final product		Questions	Applying the correct preparation procedures	TOTAL	
[2]	[4]	[5]	[6]	2	[5]	[3]	25	
			rance					
			Textur e	2				
			Taste	2				

A. INTRODUCTION (5 minutes) explaining the PAT- Skills Test procedure

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

b. Study the rec	sipe carefully and complete	the mise en place i
Muffins	Portion/Yield = 12	
Ingredients		

500ml flour

85ml sugar

1 egg

250ml milk

85 ml oil

12,5ml vanilla essence

12,5ml baking powder

2,5ml salt

Method

- 1.Preheat oven to 180° C.
- 2. Grease the muffin trays
- 3.Beat the eggs well, add oil, vanilla and milk and mix well.
- 4. Sift the dry ingredients together.
- 5.Mix the dry ingredients with the liquid ingredients.
- 6.Mix gently to prevent overmixing
- 7. Spoon the batter into the grease muffin tin, fill cups 3/4 full.
- 8. Bake 12-15 minutes, or until golden brown.
- 9. Decorate and present.



C. Mise en place

NAME OF RECIPE: VANILLA MUFFINS								
Ingredients	Recipe Amount	Mise en place of ingredients [2]						

	1	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on	stove:	[1] [1]
	stove:	[1] [1] [1]

ANSWER THE FOLLOWING QUESTIONS:

Discuss The following steps can also be followed to freeze muffins for later use.
 (5)

TOTAL:25 MARKS



SKILLS TEST 3

Learners will be able to:

- -use a convenience soft or stiff dough product e.g. readymade bread dough or frozen puff pastry
- -prepare a baked savoury dough product suitable for a pop-up tea garden
- -Assess the correct use of the dough Assess the preparation of the filling or toppings

USE OF CONVENIENCE FOODS: SAVOURY DOUGH PRODUCT: MINI VEGETARIAN PIZZA

	ne, Namo	e:	Gr.9-						
Food commo	odities:	OE	BJECTIVE	ES:				SOFT	SKILLS to strengthen
Convenience	Le	Learners will be able to:					hard s	skills:	
	-us	se a conv	enie	ence soft			•	Analytical skills	
1 S - 182					oduct e.g.			•	Decisiveness
Contract to		rea	adymade	brea	ad dough			•	Critical Thinking
300		or	frozen pu	ff pa	astry				
		-pr	epare a b	ake	ed				
	23	sa	voury dou	ıgh p	product				
		sui	itable for	a po	p-up tea				
		0	rden						
		-As	ssess the	cor	rect use				
			the dough						
					paration of				
			e filling or		pings				
CHARACTE				T				And the second	
Appearance	_	cture	Taste						
Base golden-			Delicate bread taste					2 90	
brown colour		e with	in the crust.					(m)	
Topping,		Ited	Distinct tomato,					1	
colourful with		ese on	onion, pepper and						
melted chees	se top		mushroom taste in						
			the topping.						
			Taste of salty melted cheese						
			cheese						
	ASSES	SMENT							
Assess the	"Clea	Prep	Fina	ı	Questio	ns	Assess	s the	TOTAL
correct use	n as	sheet	produ				preparation of		
of dough						the top			
go"									
[2]		[5]	[6]		[5]		[3]		25
	[4]								
			Appea	2					
			rance						
			Textur	2					
			е						

	Taste 2	
--	---------	--

A. INTRODUCTION (5 minutes) explaining the PAT- Skills Test procedure

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

MINI PIZZA 12

Portion/Yield =

Ingredients

500g store bought pizza dough

15ml olive oil

250ml canned tomato and onion mixture

250g mushrooms sliced

2 green peppers julienned

5 pitted olives

500ml grated mozzarella cheese

Method

- 1.Preheat oven to 180° C.
- 2. Grease pizza trays
- 3. Let the dough sit out at room temperature for 30 minutes before rolling.
- 4. Portion the dough and roll out the dough thinly on a floured surface
- Transfer the dough onto the pizza tray
- 6. Brush the dough base with olive oil.
- 7. Prebake the dough base for 3-4 minutes.
- 8. Add the tomato and onion mixture on to the base, sprinkle with mushroom, green peppers, olives and top with mozzarella cheese.
- 9. Bake 12-15 minutes, or until crust is golden brown.

C. Mise en place

NAME OF RECIPE: MINI PIZZA

Ingredients	Recipe Amount	Mise en place of ingredients [2]
	7 tillouit	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control or	stove:	[1]
Cooking Method:		[1]
TOTAL = 10/2=5		
ANSWER THE FOLLOWING C		
 Discuss the purpose of sprir 	nkling flour	
the dough.		(1)
2. Explain the benefits of preba	king the do	ough. (2)

(2)

3. Describe the cutting technique julienne that was used for

the green peppers.

TOTAL:25 MARKS



Unit 5.5: Tea and coffee

- Tea
- Types: Ceylon and red bush (rooibos)
- Preparation and presentation
- Coffee
- Preparation and Presentation
- Instant and plunger

TEA 5.5.1 TYPES OF TEA

a) Ceylon tea refers to tea produced in the highlands of Sri Lanka, formerly known as Ceylon. This tea is made from the dried and processed leaves of the tea plant.



Sri Lanka Tea Plantations



Ceylon tea plan

b) Rooibos, meaning "red bush"; is a broom-like member of the plant family Fabaceae that grows in South Africa's fynbos. The leaves are used to make a herbal tea that is called by the names: rooibos, bush tea, red tea, or red bush tea.



5.5.2 Preparation of tea

- Collect all the equipment and ingredients for the tea preparation.
- Clean all the equipment correctly.
- Warm the teapot.
- Add the tea leaves/tea bags to the teapot.
- Pour freshly boiled water into the teapot with the tea leaves/teabags.
- The tea must then be allowed to brew for a few minutes so that the tea becomes flavoursome.
- Serve tea in the teapot.
- Milk must be served separately.

COFFEE

5.5.3 Preparation and presentation: Instant and Plunger

- a) Instant, made of soluble *coffee* powder obtained from brewed *coffee* beans. Preparation of hot *coffee* requires:
- Measuring out the coffee correctly.
- Use water that is freshly boiled.
- The water should be at about 90°C so that the coffee can brew.
- Serve milk separately.
- Serve coffee immediately.



b) Plunger – An equipment used in the preparation of coffee.



Preparing coffee in a plunger requires the following steps:

- Coffee beans are measured and placed into the plunger.
- Place hot water onto the coffee beans.
- Insert the plunger into the jug.
- The coffee should be allowed to infuse for a few minutes.
- The plunger is then pushed down into the jug.
- The coffee is then ready to be served.



Presentation of coffee

Coffee served in a cup/coffee mug must be presented on the right.

The handle of the cup/coffee mug should be on the right-hand side.

The spoon at the back of the cup.

Provide additional water if the guests require a weaker coffee.



INFORMAL ACTIVITY

Role Play with their partners. Learners are required to prepare tea and serve the tea tray to their partners in class



INFORMAL ACTIVITY

Learners are required to research the health benefits and uses of red bush tea. Learners will write a short paragraph between 8-10 lines on health benefits and uses of red bush tea in the notebooks.



PRACTICAL ACTIVITY

Prepare tea and coffee Serve tea

TEA AND COFFEE

Surname, Name:		Gr.9-
MODULE Food commodities	OBJECTIVES: Learners will be able to: prepare a pot of tea and set a tea tray for service to a guest.	SOFT SKILLS to strengthen hard skills:
CHARACTERISTICS C		

Appearance	Texture	Taste
TEA	liquid	flavourful
Colourful		





ASSE	SSMENT							
Person	nal hygiene	"Clean as you go"	Prep shee	Final p	product		Questions	TOTAL
	5	4	5			5	5	25
Hair	2	Sink (2)		Appearance	2			
Nails	1	Station (2)	_	Texture	2			
Apron	2	Station (2)		Taste	2			

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

<u> </u>	o combining among compiler
Ceylon Tea	Portion/Yield = 2
Ingredients	

5g of tea leaves 220ml water 60ml milk (optional) Sugar/honey (optional) Lemon (optional)

Method

- 1. Prepare the tea tray with the tray, teapot, milk jug, sugar bowl and tea cups.
- 1. Pre heat the *teapot* and cups by swirling around some hot water in them and pouring it out before brewing.
- 2. Measure out the tea leaf using a clean dry spoon.
- 3. Place the tea in a clean, odour free and pre-heated *teapot*.
- 4. Pour freshly, once boiled water onto the tea leaves.





B. Mise en place

NAME OF RECIPE:		
Ingredients	Quantity	Mise en place - Ingredients (2)
Mise en place- Apparatus	s (1)	Cooking method

	Time/Temperature		
	Garnish		
	Course		
			(4)
Technique:			(1)
Description of Technique			
		10÷2 = 5	(5)

Questions

- 1.1 Discuss the serving of tea to a guest. (3)
- 1.2 List two benefits of rooibos tea. (2)

TOTAL:25 MARK





PRACTICAL ACTIVITY

Prepare tea and coffee Serve tea

TEA AND COFFEE

			Gr.9-	
		SOFT SKILLS to strengthen hard skills: • Analytical skills • Decisiveness • Critical Thinking		
JCT	-			
te				
ourful				pecofluing.com
Final pro	roduct		Questions	TOTAL
		5	5	25
pearance	2			
exture	2			
aste	2			
		_		

A. INTRODUCTION (5 minutes) Educator to demonstrate tea preparation and serving

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

Di Otaay tilo id	olpo darorally aria domplot	o tilo illico oli piaco iolili	providod.
Coffee	Portion/Yield = 2		
Ingredients			
10ml coffee			
200ml water			

60ml milk (optional) Sugar/honey (optional)

Method

- 1. Buy quality instant coffee.
- 2. Heat your water.
- 3. Measure your instant coffee in a mug.
- 4. Add a little cold water.
- 5. Pour in the hot water.
- 6. Serve milk and sugar separately



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)
	7	$10 \div 2 = 5$ (5)

Questions

1. Discuss preparing coffee in a plunger.

(5)

TOTAL:25 MARKS



RESOURCES

https://youtu.be/m6yiKKXRs2o https://youtu.be/3oD66HXZo1M

Video on how tea plants and grown and produced into tea. Resources:

https://www.pennmedicine.org/updates/blogs/health-and-

wellness/2019/december/health-benefits-of-tea

https://afternoontea.co.uk/information/what-is-tea/

https://www.livescience.com/27726-10-things-you-need-to-know-about-coffee.html

https://www.ncausa.org/About-Coffee







production of rooibos.mp4

english tea service.mp4 ceylon tea production -.mp4



TEA AND COFFEE.pptx



SUMMARIES

Unit 5.1: Cereals: Maize

Description- Maize is a staple food for many people in South Africa. It is a cereal grain also known as corn and belongs to the cereal and starch group because it contains a lot of starch.

Retail maize products- Maize meal ,Samp,Corn flour,Mealie rice, Pop corn,Corn flakes,Frozen corn/tinned corn and Corn on the cob

Uses in food preparation- pap, porridge, side dish with stew, thickening sauces, dessert, side dish snack, breakfast cereal, vegetable dishes, soup

Cooking of Maize- boiling, frying, grilling over open coals, shallow frying and baking

Storage- Always store in an air-tight and dry container. Weevils may infect Maize, store at a cool temperature. If stored for longer periods rather store in the refrigerator than at room temperature

Unit 5.2: Salad and Salad Dressings

Classification of salads- Fresh/raw and cooked

Fresh/raw salad (Greek salad and carrot salad)- These salads are prepared from raw, fresh ingredients

Cooked salad (corn salad and potato salad)- Cooked salad are salads are based on cooked starch products like potato, rice and pasta. These products must be cooked and then cooled before using in the salad.

Salad dressing- Salad dressings are liquid, or semiliquid products used to add flavour, moisture, and increase nutritive salads. Mayonnaise is a mixture of egg yolk, oil, and vinegar that forms a permanent emulsion. Oil and vinegar- contain mixes of oil and vinegar. French dressing, a name originally used for any oil-and-vinegar-based salad dressing. Vinaigrette,

is prepared by combining an oil with acidic such as vinegar or lemon juice.

Creative Presentation of salads- Arrange salads ingredients in an attractive, colourful display. Plate salads on attractive platters and salad bowls. Salads must be kept inside the plate, away from the plate edges.

Prepare salads just before serving.

Unit 5.3: Quick Flour Mixtures

Culinary mixing terminology: Rubbing in, beat, blend, bind, mix, cream, whip, fold, sift and grease. Classification and uses of quick flour mixtures- Quick flour mixtures can be classified into two main groups: batters and dough.

Batters: thin batter: pancakes- Batters are soft and runnier and must be spooned into a frying pan

OR less runny a dropping consistency

Drop batter: Flapjacks, Muffins

Doughs: -Soft dough- scone, pizza

Stiff dough- biscuits, sweet or savoury pinwheels

MUFFINS

characteristics of a good muffins- It has a large volume and light mass, light, course texture and rounded top crust.

presentation techniques- Serve muffins on a platter or in a basket .Serve accompaniments that is suitable for the type of muffin e.g. cheese, jam or cream in separate containers so that guests may help themselves. storage -

Muffins, scones, crumpets, etc. can be stored in an airtight container in the fridge for a few days.

Freezing- freeze quick flour mixture products for later use

How to use muffins successfully- If you want to serve them as is, just place the unwrapped frozen products on a paper towel and microwave on high for 30 seconds.

Unit 5.4: Convenience food

Introduction to convenience food- Food, normally a complete meal, that has been pre-prepared commercially and so involves least amount further preparation by the consumer

Types: frozen, dry, canned/bottled

Advantages and Disadvantages- Advantages: Preparation time is reduced. No storing, buying, or planning of ingredients. Can hardly get wastage as various sized packaging is available. Excellent for inexperienced cooks as there are a variety of products. Quicker presentation and simple cleaning up.

Disadvantages- Sometimes less meat, fish, or cheese are included compared to homemade. Cooking time is sometimes increased for thawing or longer baking time.

Unit 5.5: Tea and coffee

Tea

Types: Ceylon and red bush (rooibos)- Ceylon tea refers to tea produced in the highlands of Sri Lanka, formerly known as Ceylon. This tea is made from the dried and processed leaves of the tea plant. Rooibos, meaning "red bush"; is a broom-like member of the plant family Fabaceae that grows in South Africa's fynbos. The leaves are used to make a herbal tea that is called by the names: rooibos, bush tea, red tea, or red bush tea.

Preparation and presentation- of various teas

Coffee

Preparation and Presentation – of both instant and plunger coffee

Instant and plunger - Instant, made of soluble *coffee* powder obtained from brewed *coffee* beans and Plunger – An equipment used in the preparation of coffee





EXAM PRACTISE QUESTIONS

The Hospitality Industry

Section A: Short questions

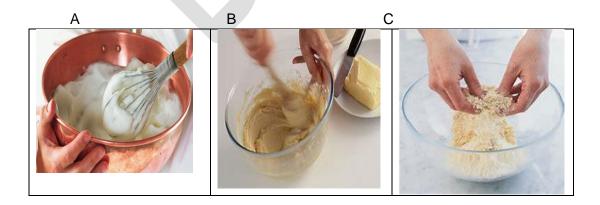
- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A D) next to the question number (1.1.1 1.1.3) on the ANSWER BOOK.
 - 1.1.1 Product prepared from a thin batter
 - A Cupcake
 - B Pancake
 - C Muffin
 - D Flapjacks (1)
 - 1.1.2 This is a type of tea from the plant family Fabaceae that grows in South Africa
 - A Earl Grey
 - B Ceylon
 - C Rooibos
 - D Green (1)
 - 1.1.3 An equipment used to prepare coffee
 - A Hot tray
 - B Plunger
 - C Gueridon
 - D Serving tray (1) (3)

1.2 **MATCH ITEMS**

Choose a description from COLUMN B to match the term in COLUMN A. Write only the symbol (A - J) next to the question number (1.2.1 - 1.2.3) on the ANSWER BOOK.

	COLUMN A TERM		COLUMN B DESCRIPTION	
1.2.1	Blend	Α	To incorporate a thickening agent	
1.2.2	Mix		into a hot liquid.	
1.2.3	Beat	В	To combine ingredients usually by stirring.	
		С	To incorporate two or more	
			ingredients thoroughly.	(3)
		D	To put one or more dry ingredients	
			through a sieve or sifter.	
		E	To mix rapidly in order to make a mixture smooth and light by incorporating as much air as possible.	
		F	To incorporate a delicate substance, such as whipped cream or beaten egg whites, into another substance without releasing air bubbles	

- 1.3 Identify the following food preparation techniques. Write only the symbol (A F) next to the question number (1.3.1) on your ANSWER BOOK.
 - 1.3.1 Rubbing in
 - 1.3.2 Whisking
 - 1.3.3 Creaming



(3)

1.4	Choose THREE characteristics of a good muffin before from the list below Write only the symbol (A-F) next to the question number (1.4) on your ANSWER BOOK.	
	A a course but even texture B a rounded top crust C sweet taste D large, elongated air bubbles E very light F risen to a peak	(3)
1.5	Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.5.1 – 1.5.3) on the ANSWER BOOK.	
	1.5.1 Staple food for many South African people	
	1.5.2 Liquid or semiliquid products used to add flavour, moisture, an increase nutritive salads.	d
	1.5.3 To combine ingredients usually by stirring	(3)
Section	B: Long questions	
2.1	List THREE maize products and the uses. Tabulate as follows:	LO
		(3×2÷ 2) (3)
2.2	State FOUR advantages of convenience foods.	MO (4)
2.3	Outline THREE guidelines for the presentation of salads.	НО
		(3)
	тоти	AL:25 MARKS