

Chapter 1

Introduction to Culinary Arts

Learning objectives:

1. Students can identify what it means to be culinary professional.
2. Students can identify the number of career opportunities of culinary professional.
3. Students can describe the food and beverage division basic hierarchy and positions.

1. To be culinary professional

Welcome to the world of culinary arts. Working in the field of culinary requires an excellent service. In this field, a professional must work well with the boss, co-workers, and customers. A culinary professional has some duties not only good food but also good service.



Figure
Chef

(www.huffingtonpost.com, www.dreamstime.com)

From the food flow in the figure 1 below you will see that culinary works through several steps from raw material, food processing, food serving, into consumption.

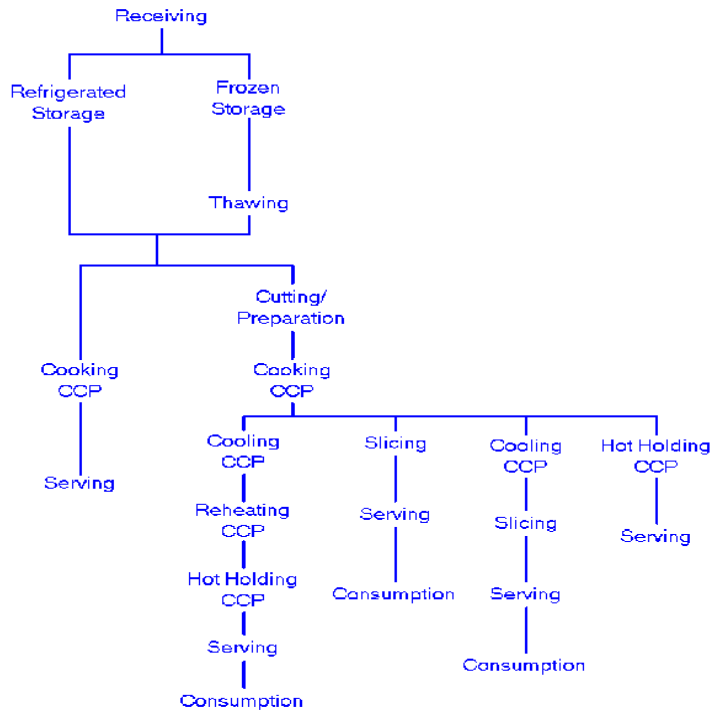


Figure
Food flow

(<http://www.fda.gov/Food/GuidanceRegulation/RetailFoodProtection/FoodCode/cm089302.htm>)

In Indonesia, someone could take vocational high school (SMK) to start the culinary education then continue to university.

2. Culinary career

What kind of career opportunity of culinary arts that may be of your choice?

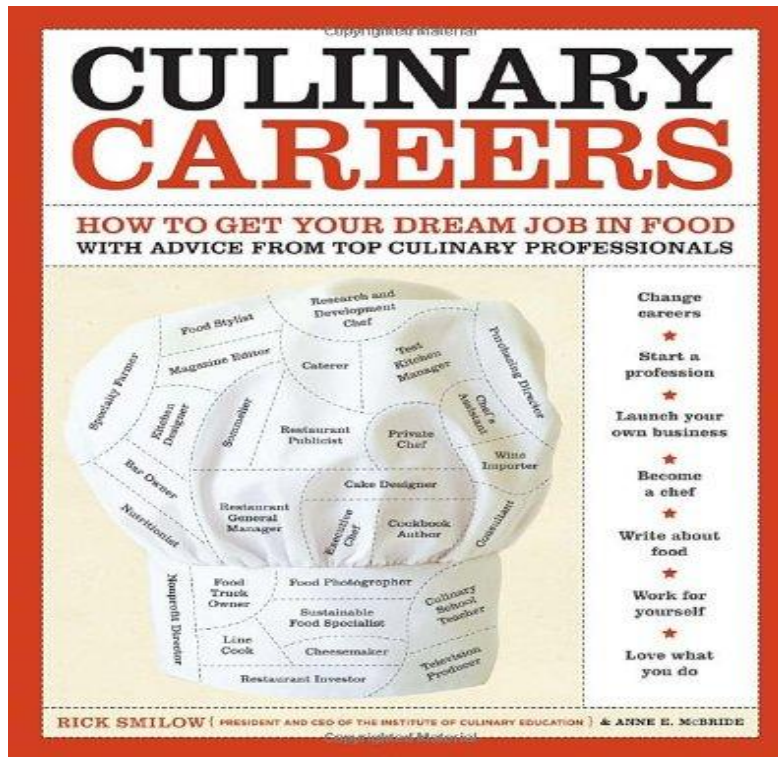


Figure 2. Culinary careers

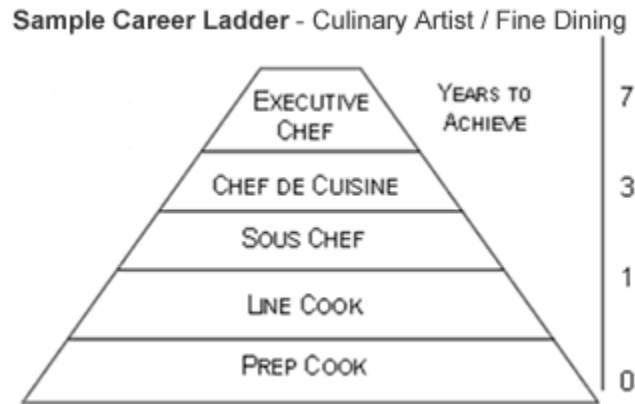
(<http://potsandplumes.com/2010/05/04/culinary-careers/>)

There are a number of culinary careers that you can choose to be. Below are some options that common in the food service providers such as in hotel and restaurant (The American Culinary Foundation, 2006).

- a. Chef (Executive chef).
Responsibilities: a head of the kitchen who handles all kitchen operations such as scheduling, developing menu, and food ordering. He/she supervises all kitchen stations including food costs.
- b. Sous chef (Assistant chef)
Responsibilities: assists the executive chef to manage and control the station chefs. He/she should answer to the executive chef.
- c. Station chef.
Responsibilities: supervises all the kitchen stations including:
 - 1) Sauté chef (saucier) in handling all sautéed items and their sauces.
 - 2) Fish chef (poissonier) in handling fish items and their sauces.
 - 3) Roast chef (rotisseur) in handling roasted foods.
 - 4) Grill cheff (grillardin) in handling all grilled foods.
 - 5) Vegetable chef (entremetier) in handling hot appetizer, soups, vegetables, and pastas.

- 6) Roundsman (tournant) or swing cook in supporting all divisions in the kitchen.
- 7) Expediter or announcer (aboyeur) in handling the order from the dining room to the suitable station in the kitchen, checking the food on the plate, and delivering the food to the customer.
- 8) Communard in preparing the food to the staff during the shift break.
- 9) Commis (apprentice or stager) in working under chef assistance to learn the stations.

The figure below shows the illustration of culinary career path as a chef.



Figure

Sample Culinary Career Path

(http://www.reynolds.edu/get_started/programs/business/culinary_and_hospitality/industry.aspx)

3. Food and beverage division basic structure.

Below is a general food and beverage staffs in the restaurant hotel.

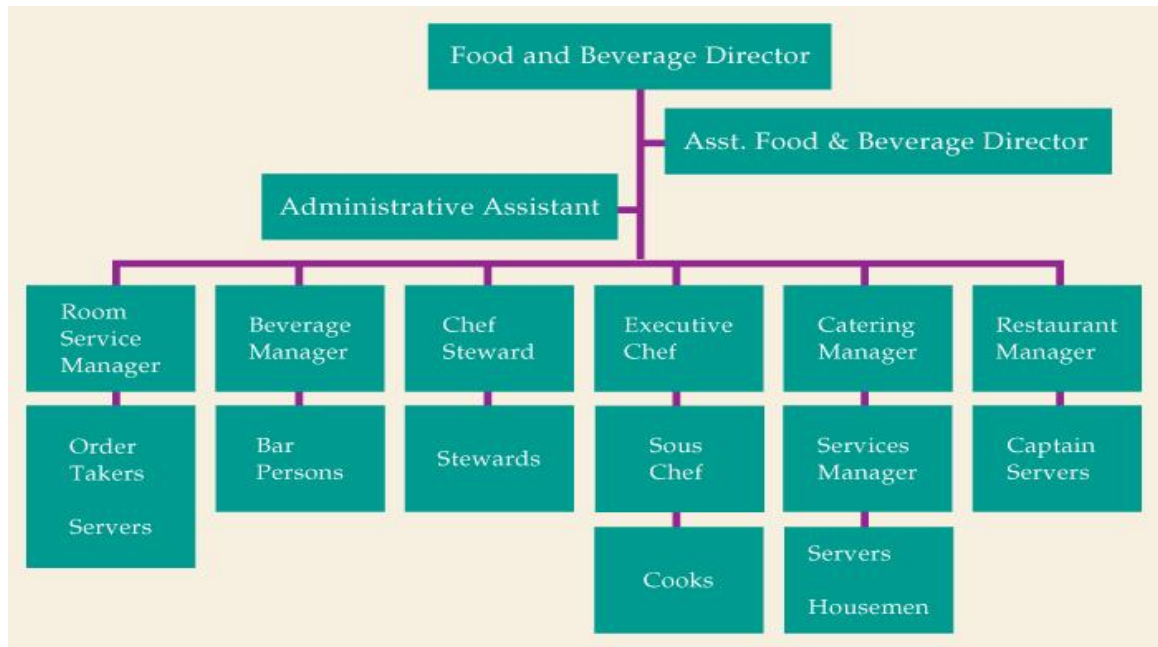


Figure 3. Food and beverage division structure

In the food and beverage division, the positions are more complex because the division manages variety of departments including room service, beverage, steward, restaurant, and catering.

Nowadays, culinary professional has some more job opportunities and challenges to be:

- a. Food and beverage manager
- b. Restaurant consultants and design specialist
- c. Salespeople for food supply, kitchen equipment, and new products.
- d. Teachers
- e. Food writers and critics
- f. Food stylist and photographers
- g. Research and development kitchen
- h. Cake designer
- i. Entrepreneurs

Grammar Focus

Subject-Verb Agreement

All parts of a sentence must match. If the subject is singular, then the verb must be singular, and the pronoun should be singular too. Similarly, if the subject is plural, the verb should be plural, and any pronoun should be plural too (<http://www.stlcc.edu>, 2005). A good arrangement that match all parts of a sentence can be seen in the following examples:

Me and my classmate - - - - -prepare - - - - - our recipes for practice tomorrow.

(plural subject & antecedent) (plural verb) (plural pronoun)

The teacher - - - - -reminds - - - - -his students to be ready for the exam.

(singular subject & antecedent) (singular verb) (singular pronoun)

The details of subject-verb agreement are as follow

(<https://owl.english.purdue.edu/owl/resource/599/1/>)

When the subject of a sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

She and her friends are at the fair.

When two or more singular nouns or pronouns are connected by or or nor, use a singular verb.

The book or the pen is in the drawer.

When a compound subject contains both a singular and a plural noun or pronoun joined by or or nor, the verb should agree with the part of the subject that is nearer/closer to the verb.

The boy or his friends run every day.
His friends or the boy runs every day.

Doesn't is a contraction of does not and should be used only with a singular subject. Don't is a contraction of do not and should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns I and you. With these pronouns, the contraction don't should be used.

He doesn't like it.

They don't like it.

Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

One of the boxes **is** open

The people who listen to that music **are** few.

The team captain, as well as his players, **is** anxious.

The book, including all the chapters in the first section, **is** boring.

The woman with all the dogs **walks** down my street.

The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb.

Each of these hot dogs **is** juicy.

Everybody **knows** Mr. Jones.

Either **is** correct.

Nouns such as civics, mathematics, dollars, measles, and news require singular verbs.

The news **is** on at six.

Note: the word **dollars** is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.

Five dollars **is** a lot of money.

Dollars **are** often used instead of rubles in Russia.

Nouns such as scissors, tweezers, trousers, and shears require plural verbs.
(There are two parts to these things.)

These scissors are dull.

Those trousers are made of wool.

In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows.

There **are many questions**.

There **is a question**.

Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as group, team, committee, class, and family.

The team runs during practice.

The committee decides how to proceed.

The family has a long history.

My family has never been able to agree.

The crew is preparing to dock the ship.

Expressions such as with, together with, including, accompanied by, in addition to, or as well do not change the number of the subject. If the subject is singular, the verb is singular too.

The President, accompanied by his wife, **is** traveling to India.

All of the books, including yours, **are** in that box.

Verb for single – plural pronoun

Single pronoun + V₁s
(he, she, it)

Plural pronoun + V₁
(I, you, they, we)

Exercises:

1. Choose the best answer suited to the sentence.
 - a. Your chances of winning the lottery in New York State (is/are) less than being struck by lightning
 - b. People who do win the lottery, though they may have the good intention to invest, occasionally (end/ends) up becoming impoverished because they give all their money to charity.
 - c. When students, no matter how much energy they have, (stay/stays) up all night, they are not alert in the morning.
 - d. I used to fly to Buffalo every summer and live in Florida every winter, but now I (live/lives) here permanently.
 - e. After class, Anisa (run/runs) to her car and drives to work.
 - f. Once in a while, Patty (go/goes) shopping in an Indian grocery store and cooks chicken.
 - g. Why don't we (visit/visits) the park on the weekend and bring some friends with us?
 - h. If it (rain/rains) today, I will not need to go to his house.
 - i. A lot of people (consider/considers) John to be very quiet
 - j. There (is/are) too much crime in this world.
 - k. Either answer (is, are) acceptable.
 - l. Every one of those books (is, are) fiction.
 - m. Nobody (know, knows) the trouble I've seen.
 - n. (Is, Are) the news on at five or six?
 - o. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
 - p. Eight dollars (is, are) the price of a movie these days.
 - q. (Is, Are) the tweezers in this drawer?
 - r. Your pants (is, are) at the cleaner's.
 - s. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
 - t. The committee (debates, debate) these questions carefully.
 - u. The committee (leads, lead) very different lives in private.
 - v. The Prime Minister, together with his wife, (greet, greets) the press cordially.
 - w. All of the CDs, even the scratched one, (is, are) in this case.

https://depts.dyc.edu/learningcenter/owl/exercises/agreement_sv_ex2.htm,
<https://owl.english.purdue.edu/exercises/5/13/34>)

2. Discuss jobs and career

a. What do you do? / What is your job?

I am a ... I work as a ... I work in a ...

b. Tell about your job/the job you hope to do

My/the job involves ...-ing

You need to be/have ...

The best thing about being a ... is that

c. What is your career dream in culinary arts?

I am hoping to be a(n) ... I am studying to be a(n) ...

d. What motivates you to be your career dream?

3. List any new words in this chapter. Discuss with your friends.

New word	definition

Chapter 2

Work setting

Learning objectives:

1. Students can identify the type of restaurant
2. Students can identify the food and beverage area function

1. Restaurant types

Different types of restaurant determine activities that vary from one to another.

- a. Fine dining restaurant. This type of restaurant offers a complete menu from appetizer, main course, and dessert. Typically, customers come to fine dining restaurant to celebrate the special occasion such as wedding, birthday, and business meeting. The customers attend by invitation and wear formal dress. The food is usually expensive and well-decorated. The waitress provides a full service for each table.



Figure

Fine dining restaurant

(<http://www.trumphotelcollection.com/fine-dining-restaurants.php>)

- b. Casual dining restaurant. The restaurant offers a more informal and relaxing atmosphere than in a fine dining restaurant. The price is lower than in a fine dining. The restaurant has a more attractive design of menu and décor.



Figure
Casual dining restaurant
(<http://tastealbany.com/restaurant/>)

c. Quick service restaurant/fast food

The restaurant offers a ready to serve meal. The food is usually precook or partially cooked so it can be finished quickly once the customer has the order. Typically, customers stand a line to order the food, pay, bring the food by themselves, then leave the restaurant once they finished.



Figure
Fast food restaurant
(http://www.tfa.com.au/page/en/industries/Commercial/Fast_Food_Restaurants/)

d. Family restaurant

Menus in the family restaurants offer variety of selection (Powers & Barrows, 2006) to accommodate all family members from children to elderly.



Figure
Family restaurant
(<http://www.garveyspub.com/>)

e. Ethnic restaurant

Ethnic restaurant offers a cuisine and theme (Powers & Barrows, 2006) which deliver a certain place, destination, or ethnic tribe such as Javanese, Italy, Thai, and Chinese.



Figure
Ethnic restaurant
(self documentation)

f. Theme restaurant

Theme restaurant provides a certain idea to express fun, fantasy, glamour, or romantic activity. This can be theme of movie, good old days, travel, ecology, sport (Walker & Lundberg, 2001). It also includes robot theme, extreme activity, and nature theme.



Figure

Robot theme restaurant

(<http://www.damngeeky.com/2012/06/25/2506/robot-themed-restaurant-china-awaits-robot-cooks-waiters.html>)

2. Food and beverage area

In the food and beverage providers, there are three areas that define different type of workers and responsibilities.

a. Front of the house

This area is a service area where the waitress serves the guests. It includes the area of dining room, cashier, toilet/rest room, and praying room (if available).

b. Back of the house

Back of the house prepares food production. This area consists of the kitchen and storage area, including cooking equipment. The back of the house area must ensure that the kitchen staffs can work freely

and comfortably. It must provide a good kitchen layout to make the staffs work efficiently.

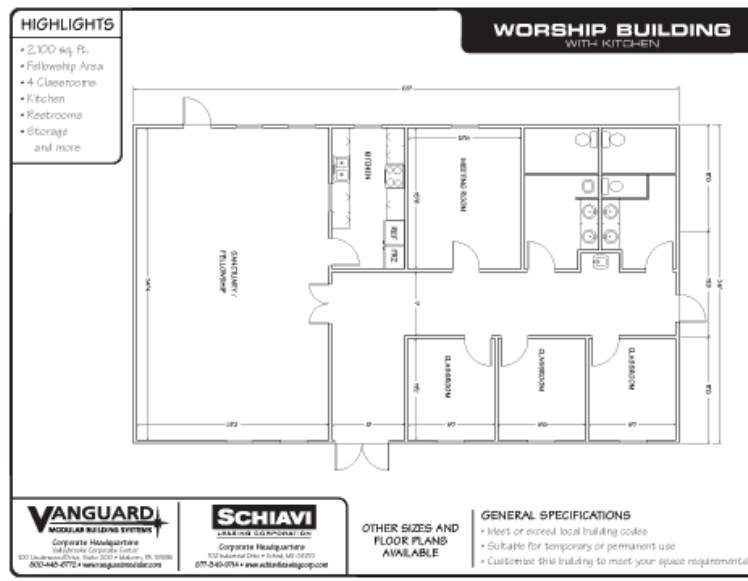


Figure
 Kitchen layout
 (www.ocmboces.org/tfiles/.../Designing%20Your%20restaurant.ppt)

- c. The office
 The office has functions as administrative coordination and accounting in the operation (Powers & Barrows, 2006).

Grammar Focus:

Preposition of place.

Prepositions of place are used to show the position or location of one thing to another. It answers the question "Where?"

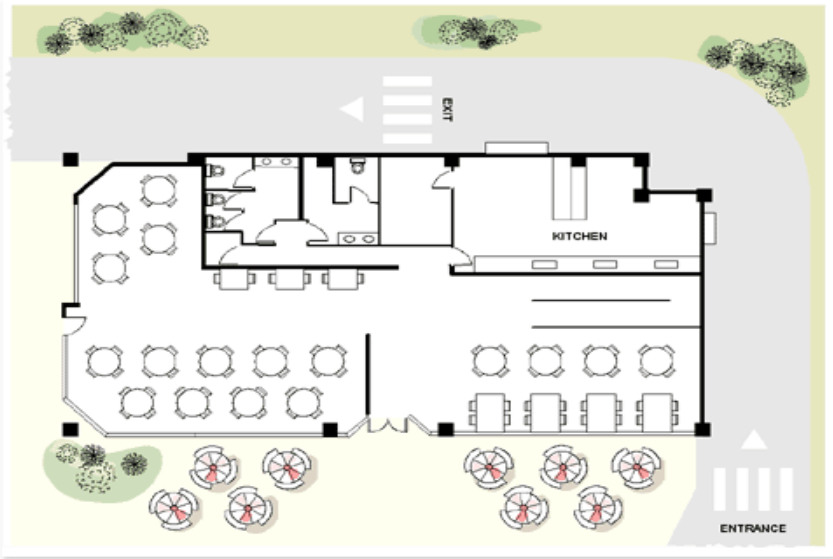
Preposition of place:
 In front of
 Next to/beside
 Behind
 On
 At
 In
 Above
 Under
 In the corner of
 Below
 Between



<http://www.grammar.cl/rules/prepositions-of-place.htm>

Exercise:

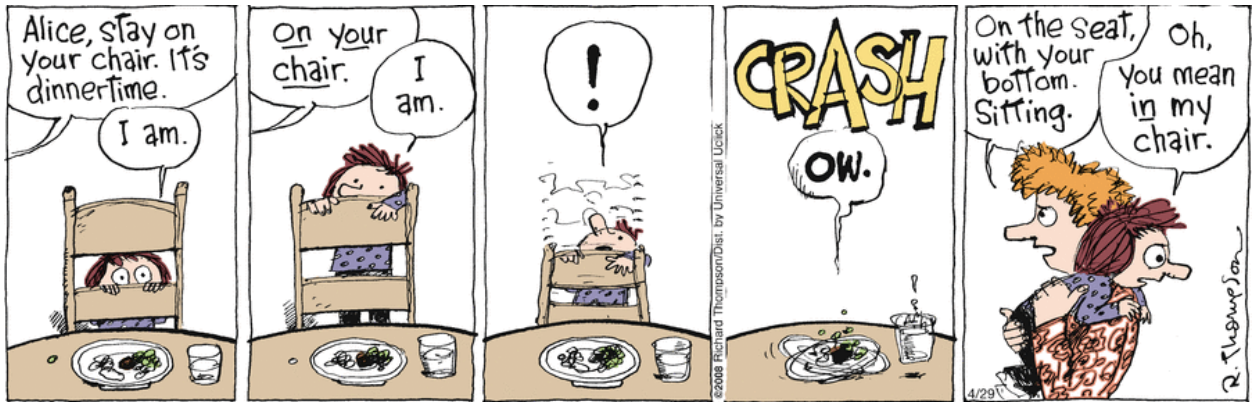
1. Write your own sentence describing the restaurant layout below using the preposition of place words.



2. List any new words in this chapter. Discuss with your friends.

New word	definition

3. Read the comic below then retell to your class with your own sentences.



(<http://languagelog.ldc.upenn.edu/nll/?p=4590>)

Chapter 3

Cooking Utensils and Equipment

Learning objectives:

1. Students can identify and describe each cooking equipment in the kitchen and its function
2. Students can identify and describe each cooking utensil in the kitchen

1. Cooking Equipments

a. Primary Equipments

1) Ranges or stoves

Stove is the most prominent equipment in the kitchen. It may appear in the open top or flat top as the figure below.

It either fired by gas or electricity.



Figure
Ranges / Stoves (Brown, 2004)

2) Ovens

The conventional oven usually placed in the bottom part of the stove however it can be also separated unit alone. It relies on hot air for heating the food. Oven primarily used for baking and roasting but not limited to use for braising, poaching, and simmering (Brown, 2004).



Figure
Ovens (Brown, 2004)

3) Microwave oven

A microwave oven uses less energy than a conventional oven (Holladay, 2014) unless you cook for a large quantity of food. In a large entity of meals, cooking with conventional oven will save more energy and produce better taste too.



Figure
Microwave oven (Holladay, 2014)

4) Refrigerator

Refrigerator plays important role to prevent bacterial infections from food by freezing it. Most refrigerators have special place for placing meats, fruits, and vegetables.

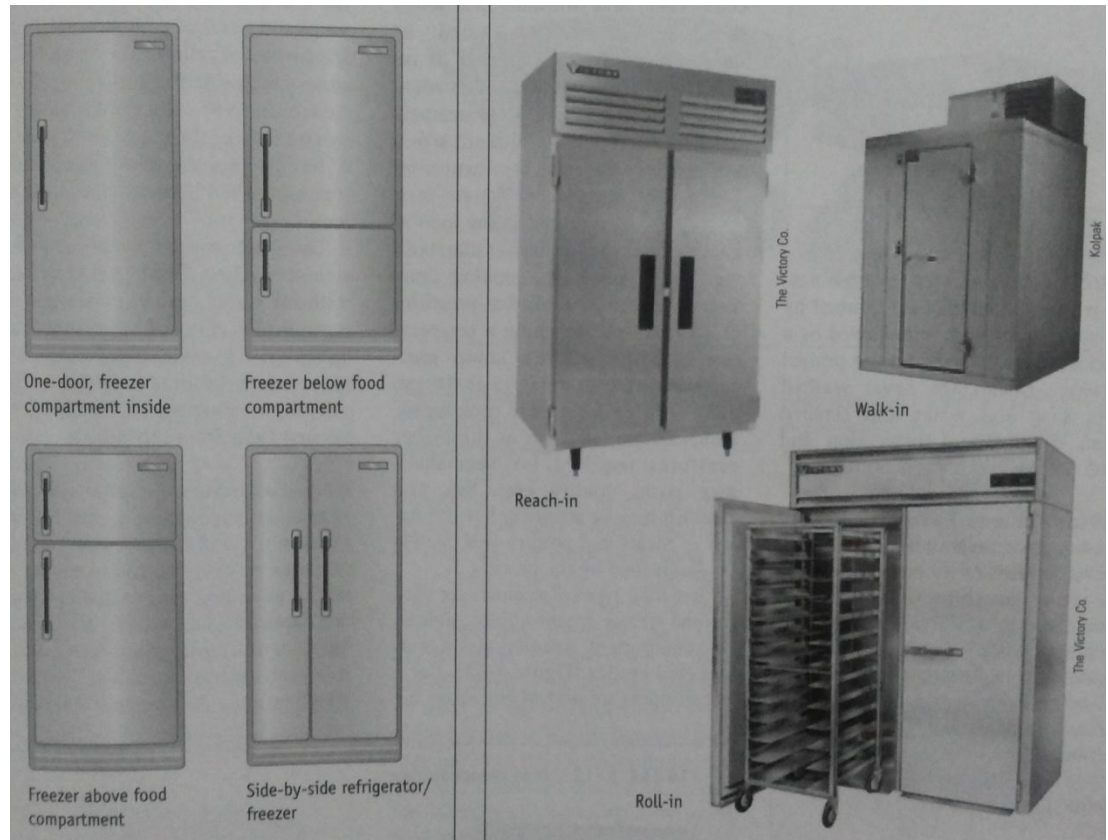


Figure
Refrigerators (Brown, 2004)

5) Dishwasher

Dishwasher is mechanical equipment to clean dishes and kitchen utensils. Dishwasher for food service providers usually requires separated room. However some types of dishwasher are built-in to be integrated with the kitchen cabinet. It is connected to water supply and electrical source to produce hot water.



Figure
Dishwasher

<http://allthingsclipart.com/03/dishwasher.clipart.htm>

b. Auxiliary Equipments

1) Griddles

Griddle is used to add-on the stove/range. It has a larger and flat surface. Griddle is ideal for cooking eggs, hamburgers, pancakes, and toast. It contains a drip cup to save draining oil comes from the frying process. To prepare the cooking process, simply smearing the surface with oil then quick heating (Brown, 2004). To retain the function, griddles are not washed by soap and water but scraped and wiped with grease mop and polished with a soft cloth.

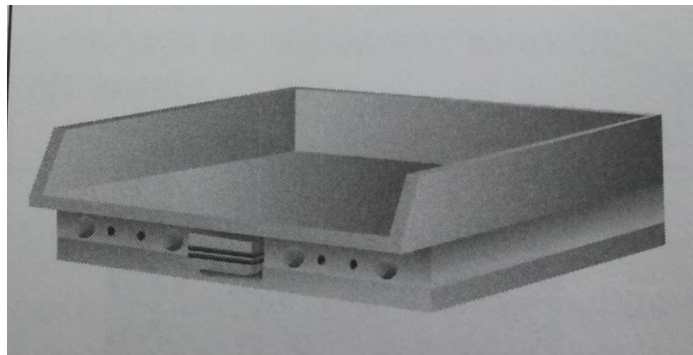


Figure
Griddle (Brown, 2004)

2) Tilting skillets

This equipment is commonly found in large food service providers. It can be used for fry anything with a wide range of temperature set.



Figure
Tilting skillet (Brown, 2004)

3) Broilers and Grills

Broil is heating the food with the heat above the food while grill's heat is under the food. The heat energy comes from gas, electricity, woods, or charcoal.



Figure
Broiler and Grill

<http://www.instawares.com/Category/Restaurant-Equipment/Broilers-Grills>

4) Steamers

A proper steaming will maintain the flavor, texture, color, and nutrients of cooked fish and vegetables. Steamers can be either in the cabinet or kettle form. Steam jacket kettle is used for more liquid type of food such as soups and stews. Steam captured inside the enclosed space to produce moist heat.

Safety is the most concern on using steamers. It should be away from the body contact, periodically checked to ensure the food inside the steamer does not over-cooked or run out of water, and never be opened until the steam process is done.

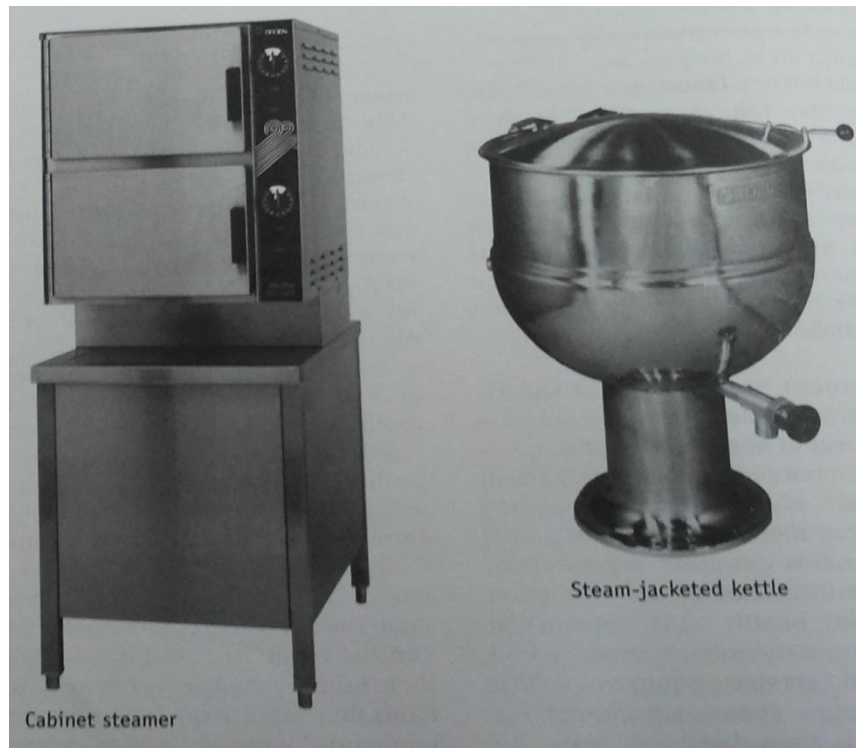


Figure
Steamers (Brown, 2004)

5) Deep-fat Fryers

Deep-fat fryers do the same thing as boiling. The difference is that boiling use water while deep fry requires fat oil so that it can reach higher temperature than boiling process. This equipment usually has temperature control. The food is placed in the big strainer then put in the hot frying oil. When food floats on the oil, it considered as cooked. The food then strained to get the oil drained.



Figure
Deep-fat Fryers (Brown, 2004)

6) Woks

A wok is a large bowl-shaped pan for cooking Chinese food. Cooking time in a wok lasts for 5-10 minutes however the preparation takes longer time as the food needs to be cut into uniform small pieces. The food then is stirred rapidly, the heat turned into lower temperature, the pan covered until the process completed.

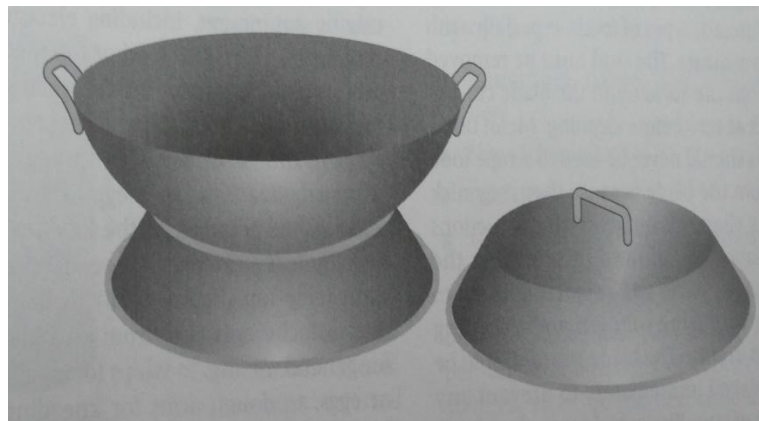


Figure
Wok (Brown, 2004)

7) Crockery

Electric slow cookers or crockery are suitable for moist heat cooking of meat and legumes (such as beans, peas, clover, peanuts). The process of cooking using crockery is long and slow, with heat controller that requires little supervision.



Figure
Crockery

<http://www.tesco.com/direct/home-electrical/slow-cookers/cat3374426.cat>

8) Cutting equipment

Cutting equipment involves sharp blades and electric motor therefore a careful well attention should be taken in operating the machine.

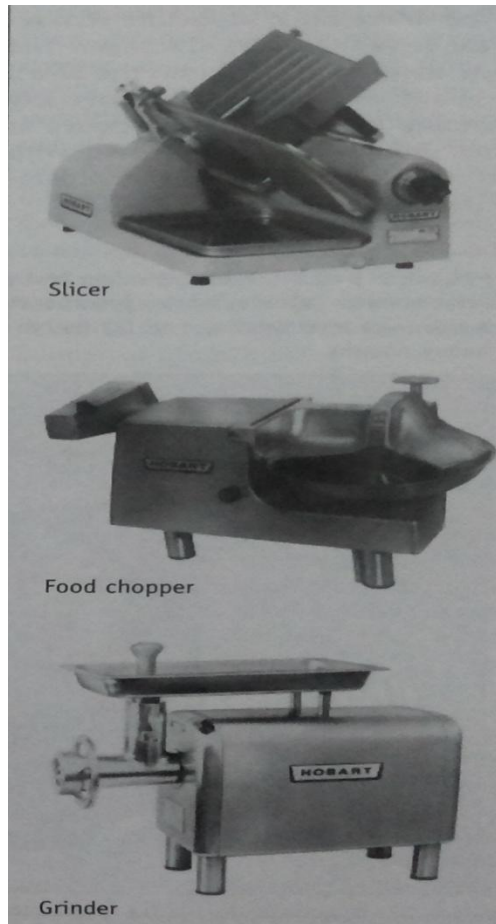


Figure
Food Chopper and Grinder (Brown, 2004)

Slicer and food chopper are usually used for meat, cheese, vegetables, fruit, and bread to achieve a uniform product and less time spent on food preparation.

The equipment must be wholly sanitized after use and plugged off when the machine is not in use to maintain a good machine condition and to avoid safety hazard (Brown, 2004).

9) Mixers

Mixers are suitable for mixing the ingredients in a larger quantity than blender and food processor. Mixer typically has attachments of wire whip, flat beater for general mixing, and dough hook for heavy dough mixing. Blender produces more refined mixing food especially vegetable and liquid ingredients such as milk. Food processor is more

adaptable equipment that allows cutting, chopping, grinding, shredding, and kneading the food and dough.



Figure
Blender and Food Processor (Brown, 2004)



Figure
Tabletop mixer (Brown, 2004)

10) Coffee makers

Coffee makers are used to process the coffee daily. The electric pot in the coffee makers is connected to a hot water source.



Figure
Coffee Makers (Brown, 2004)

c. Pots and Pans

Pots and pans are distinguished by their size, shape, and handle. It made from a variety of materials:

- Aluminum, copper, and stainless steel to produce good conductor for heat.
- Non stick coating to produce non stick pans. It reduces the amount of fat however its surface is easily scratched therefore plastic, rubber, and wooden spatula are recommended.

- Cast iron to retain high temperature for a longer period of time. However they are heavy, heat slowly, and not easy to clean. Acidic foods such as tomato sauce absorb iron while being cooked so it adds extra iron to the food.
- Glass pan to be used either in the cold or hot equipment. However the usage is not allowed in the food service as it easily to be broken. Unlike the cast iron, glass pan do not react with the food being cooked.

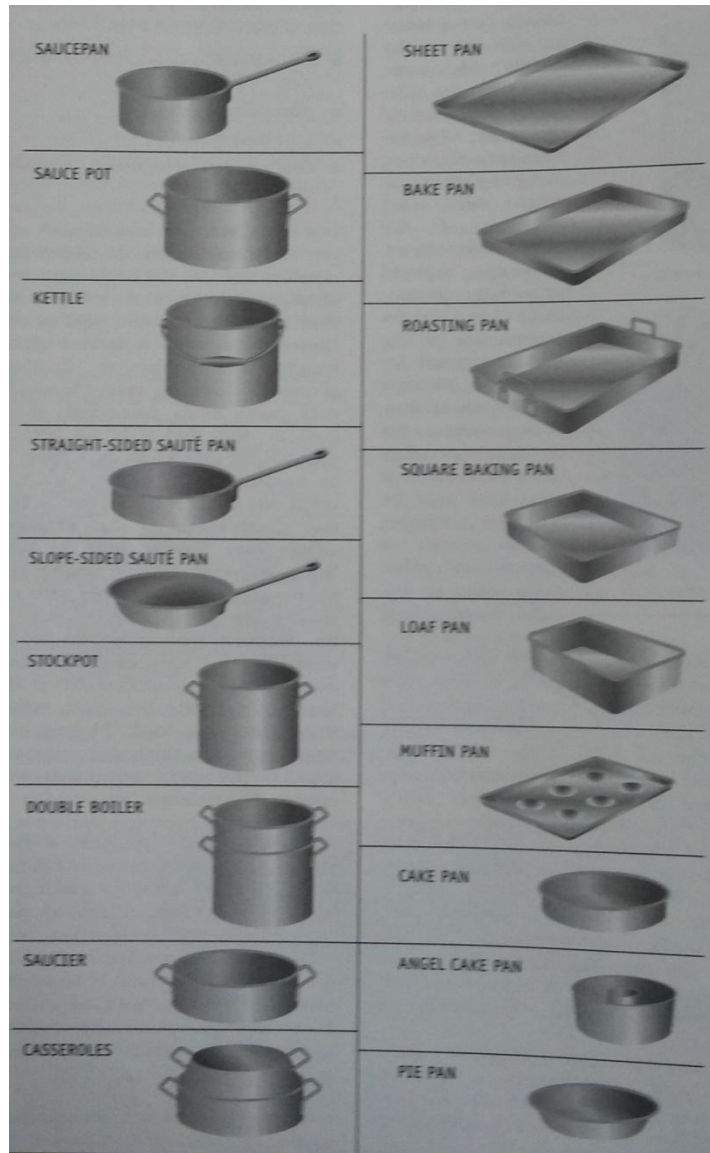


Figure
Various Pots and Pans (Brown, 2004)

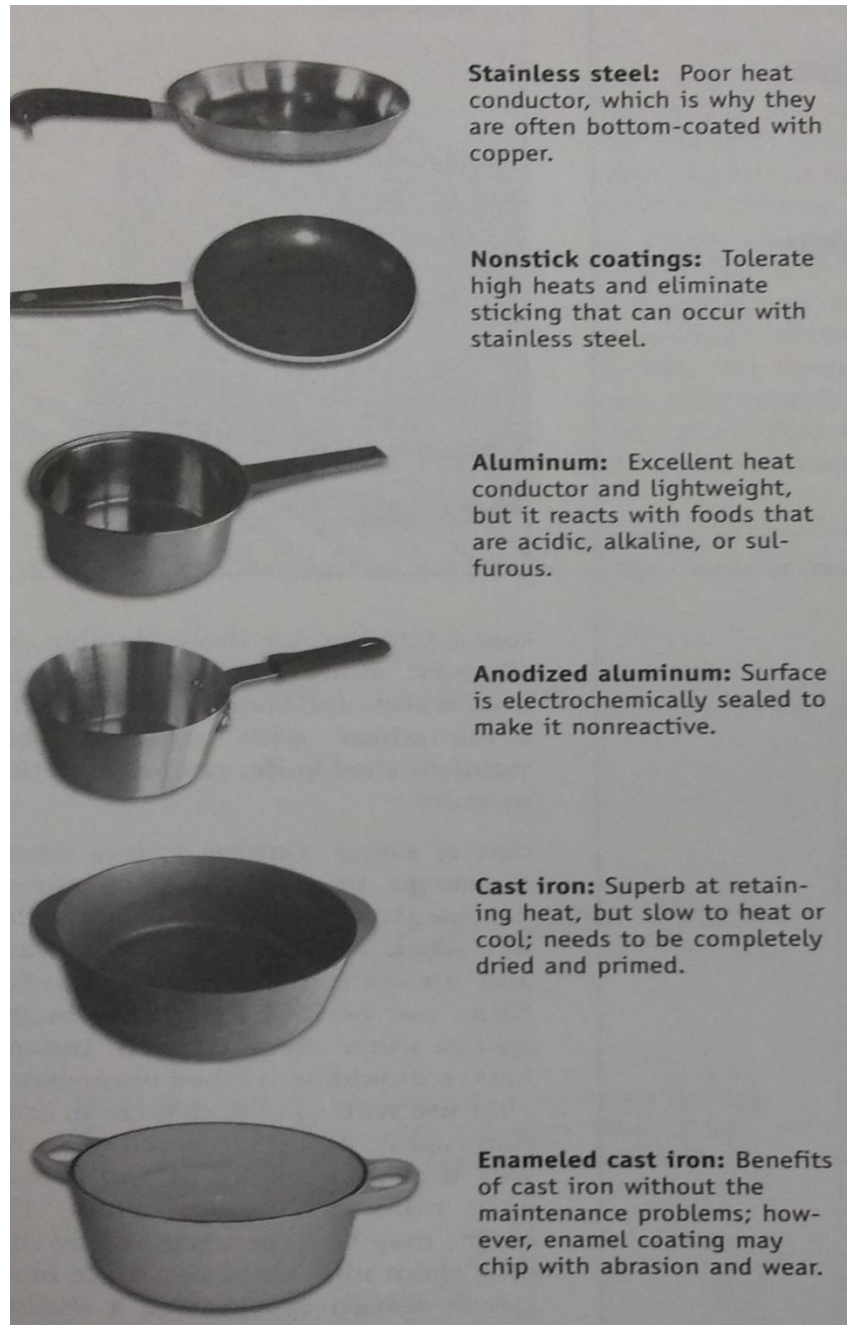


Figure
Pot materials (Brown, 2004)

2. Cooking Utensils

a. Mixing Bowls

The mixing bowl usually made from glass, pottery or ceramic, or stainless steel. With a various type of sizes it allows the ingredients mixing using hand.



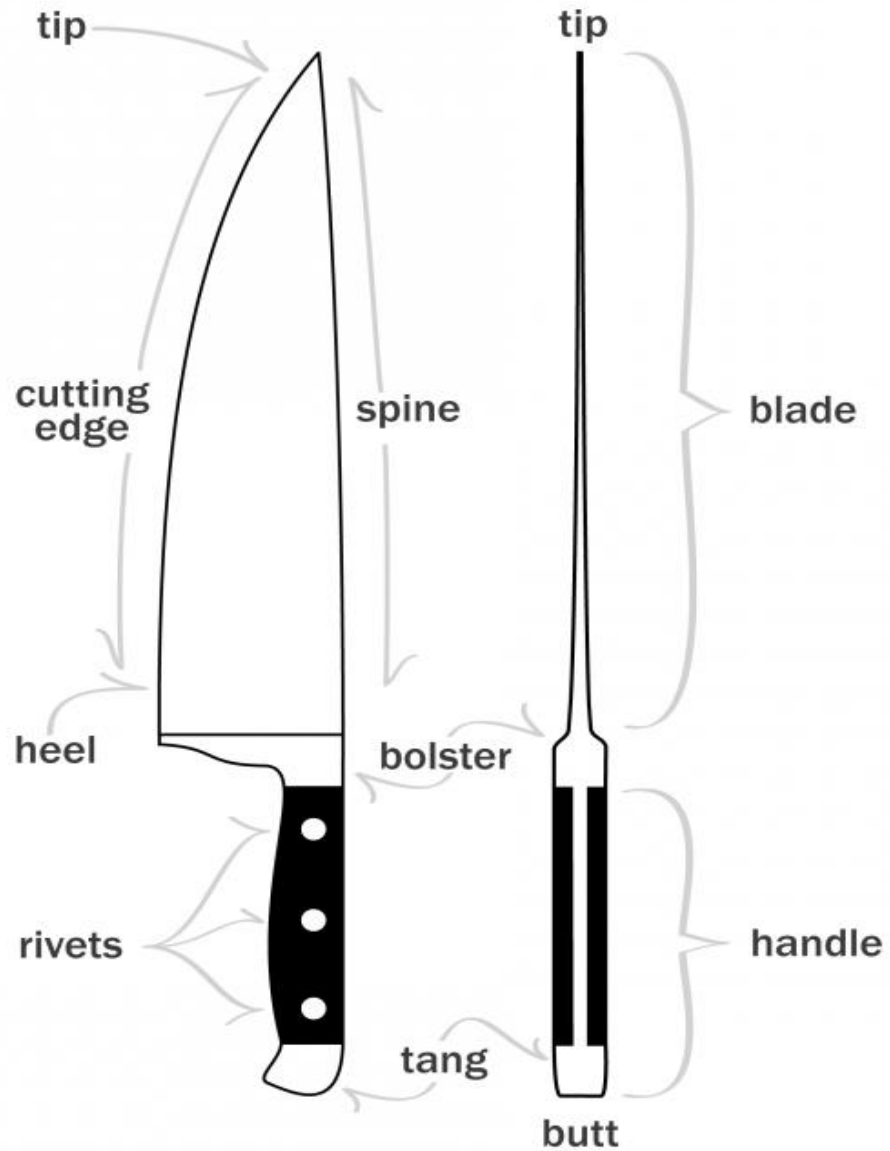
Figure
Mixing bowl

(<http://www.everythingkitchens.com/rsvp-endurance-6-gt-mixing-bowl.html>)

b. Knives

Knife is considered as the most important tools in food preparation. There are different type of knives, along with its function and way of caring them.

anatomy of a knife



chasingdelicious.com & rvank.com

Figure
Anatomy of a knife
(<http://chasingdelicious.com/kitchen-101-knives-basic-cuts/>)

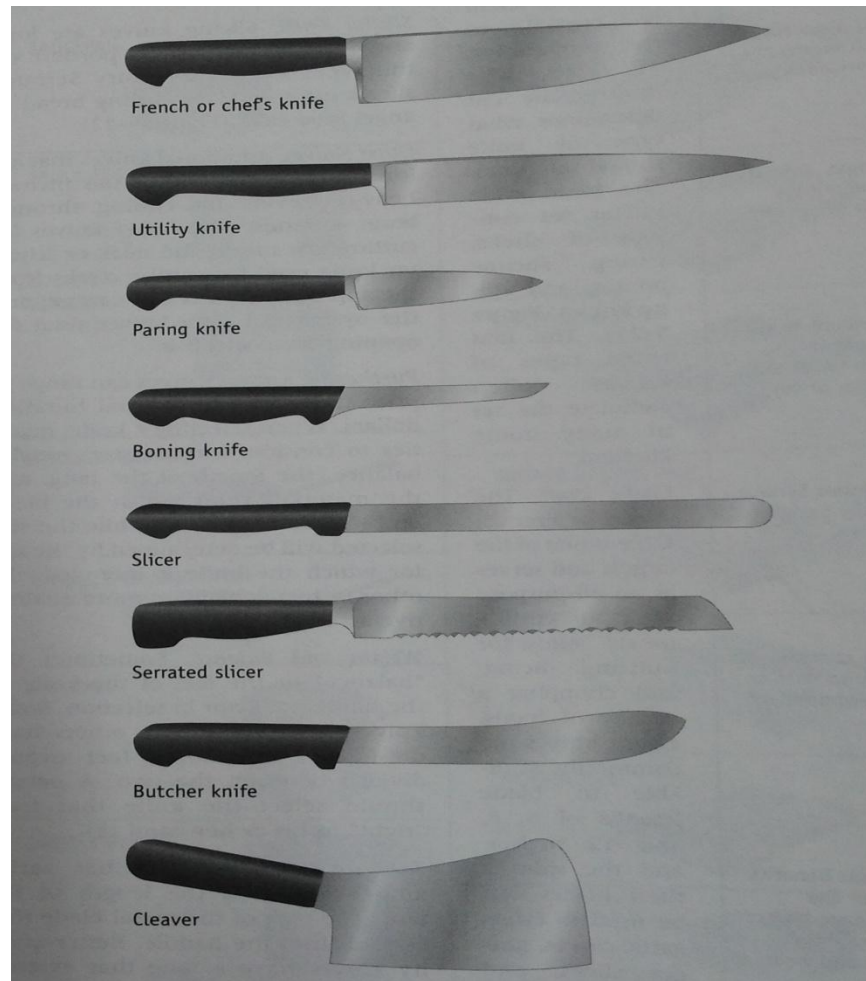


Figure
Knives (Brown, 2004)

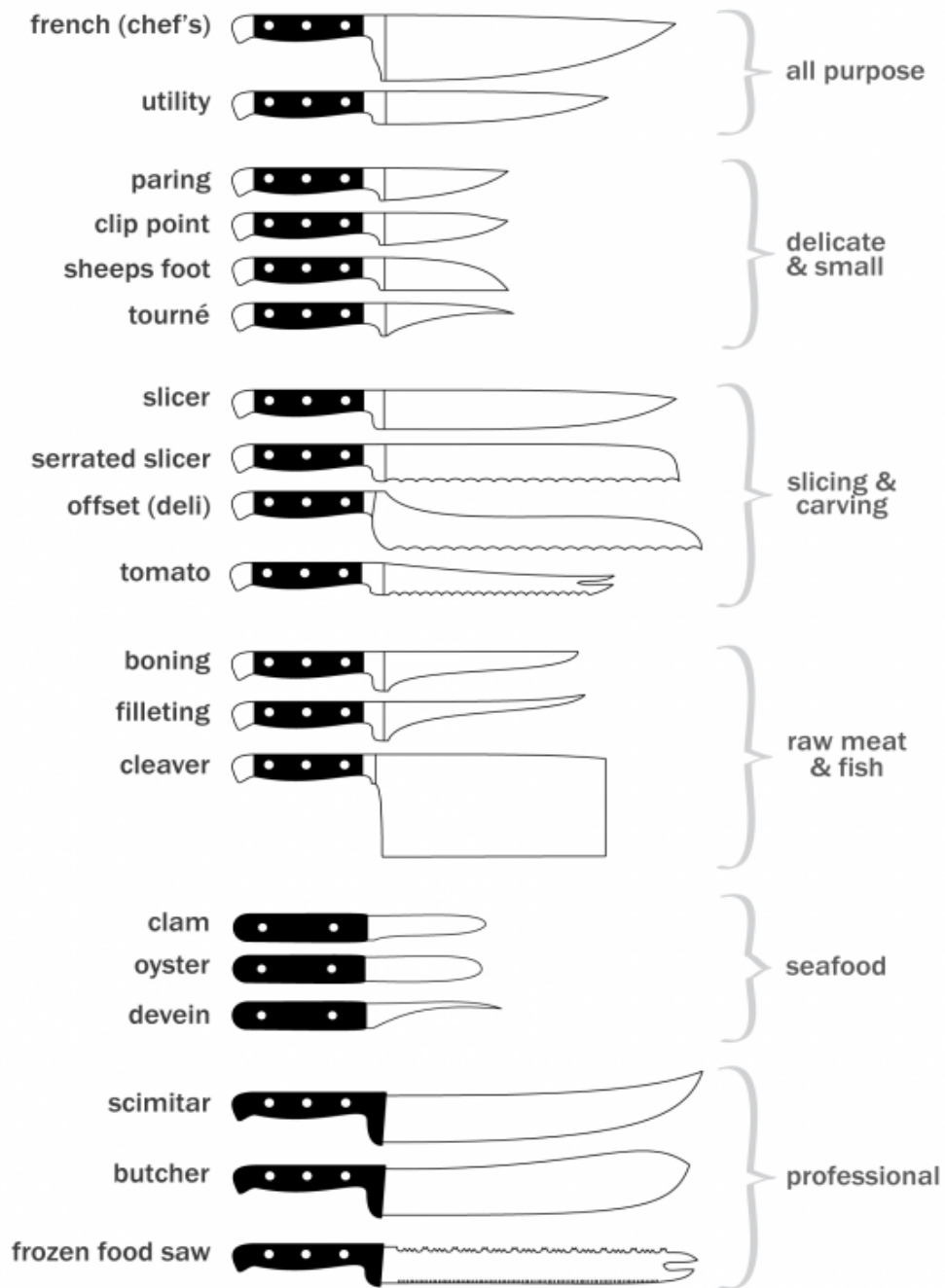
French knife is one of the largest and most useful for all purpose for cutting meats, mincing, dicing, and chopping various types of foods.

Utility knife is used to do lighter tasks such as cutting vegetables or fruits, or carving meats.

Paring knife is useful for more delicate tasks but requires close control such as trimming vegetables, fruits, and small pieces of meat. Boning knife separates meat from bone, disjoints poultry, and dicing raw meats.

Slicing knife forms as a long and flexible to slice into thin part of meat, poultry, and cake.

types of knives



chasingdelicious.com & rvank.com

Figure
Types of knives

(<http://chasingdelicious.com/kitchen-101-knives-basic-cuts/>)

c. Preparation utensils

1) Spatulas

Spatula is used to lift up the food from pans or other kind of surfaces, spread frostings, butter, and other soft foods (Brown, 2004). The stainless steel spatula helps turn meats and other foods while browning.



Figure
Spatulas

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)



Figure
Stainless Steel Spatula

(<http://www.outbackdirect.co.uk/outback-stainless-steel-bbq-spatula.html>)

2) Cutting board



Figure
Cutting Board

<http://www.overstock.com/Home-Garden/Cutting-Boards/6448/subcat.html>

3) Tongs

Tong is used to turn meat or other kind of foods while broiling and frying, lift vegetables, serve foods and ice cubes.



Figure
Tong

<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>

4) Wooden Forks

Forks help turn the meat while cooking or to hold the foods while being cut or sliced.



Figure
Fork

[\(http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/\)](http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/)

5) Whisks

Whisk helps mixing and smoothening usually eggs, flour, butter, margarine, cream, sauces, and so forth.



Figure
Whisks

[\(http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/\)](http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/)

6) Molds

Molds come with variety of shapes and sizes to be used in forming gelatin and dessert's size.



Figure
Molds

7) Brushes

Brushers helps spreading melted butter or thin mixtures such as icing, removing grease from soup, sauce, and stock (Brown, 2004).



Figure
Pastry Brushes

[\(http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/\)](http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/)

8) Wooden Spoons

Spoons help stirring mixing creaming, tossing, folding, lift foods, and serving.



Figure
Spoon

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)

9) Skimmers

Skimmer is used to remove scum and grease from the top of stocks and gravies, and to lift the food out of hot liquid like oil.



Figure
Skimmer

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)

10) Strainers

Strainer helps separating solid from liquid. Strainers come with variety of sizes, shapes, and sieves.



Figure
Strainer

<http://www.matferbourgeatusa.com/small-strainer-5>

11) Colander

Colander is used to drained foods and rinse vegetables in the water.



Figure
Colander

<http://www.matferbourgeatusa.com/search?q=colander>

12) Chonical Strainer

Chonical Strainer helps to strain liquids from solid when making soups, gravies and puree foods.

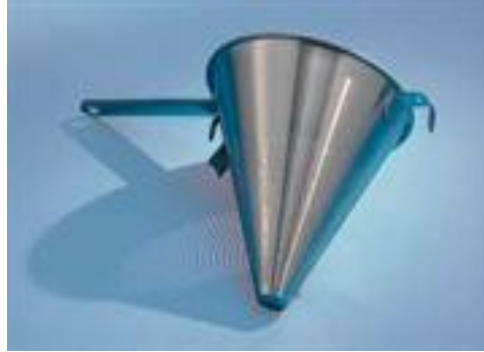


Figure
Chonical Strainer

(<http://www.matferbourgeatusa.com/search?q=china+cap>)

13) Rolling pin

Rolling pin is used to roll out pastry, rolls, and cookies dough (Brwon, 2004).



Figure
Rolling Pins

(<http://www.matferbourgeatusa.com/search?q=rolling+pin>)

14) Scraper

Scraper is used to scrap the rolling dough, cut the dough into smaller pieces, or to clean the stuck grilling items on the grill.



Figure
Scraper

<http://www.knifecenter.com/item/DX60123/Dexter-Dough-CutterScraper-Walnut-Handle-6-inch-Overall-Length-Made-in-the-USA>

15) Pastry bags

Pastry bags help making the shape of pastries and decorations. With a variety of tubes or tips, it creates different shapes of soft foods.



Figure
Pastry bags

<http://www.matferbourgeatusa.com/pastry-bags-for-writing-2>

16) Peeler

Peeler helps peeling the fruits skin effieciently.



Figure

Fruit and vegetable Peeler

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)

17) Grater

Grater helps grating foods like cheese and fruits into fine pieces.



Figure

Grater

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)

18) Meat tenderizer

Meat tenderizer is used to create smoothing meat texture in the food preparation using hand power so that it easier to chew and digest.



Figure
Meat Tenderizer

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)

19) Funnels

Funnels are usually made from stainless steel, aluminum, glass, or plastic. It helps channeling liquid or fine substances into containers with a small opening to avoid spillage.



Figure
Plastic Funnels

(<http://www.ikea.com/us/en/catalog/categories/departments/cooking/20647/>)

d. Measuring utensils

Recipes contain certain amount of ingredients needed to make the desired foods. To have similar product result across time and to maintain consistency when the food is cooked by any chef, precise measurement of the amount of ingredients is required. Below are some important measuring tools for solid and liquid foods.

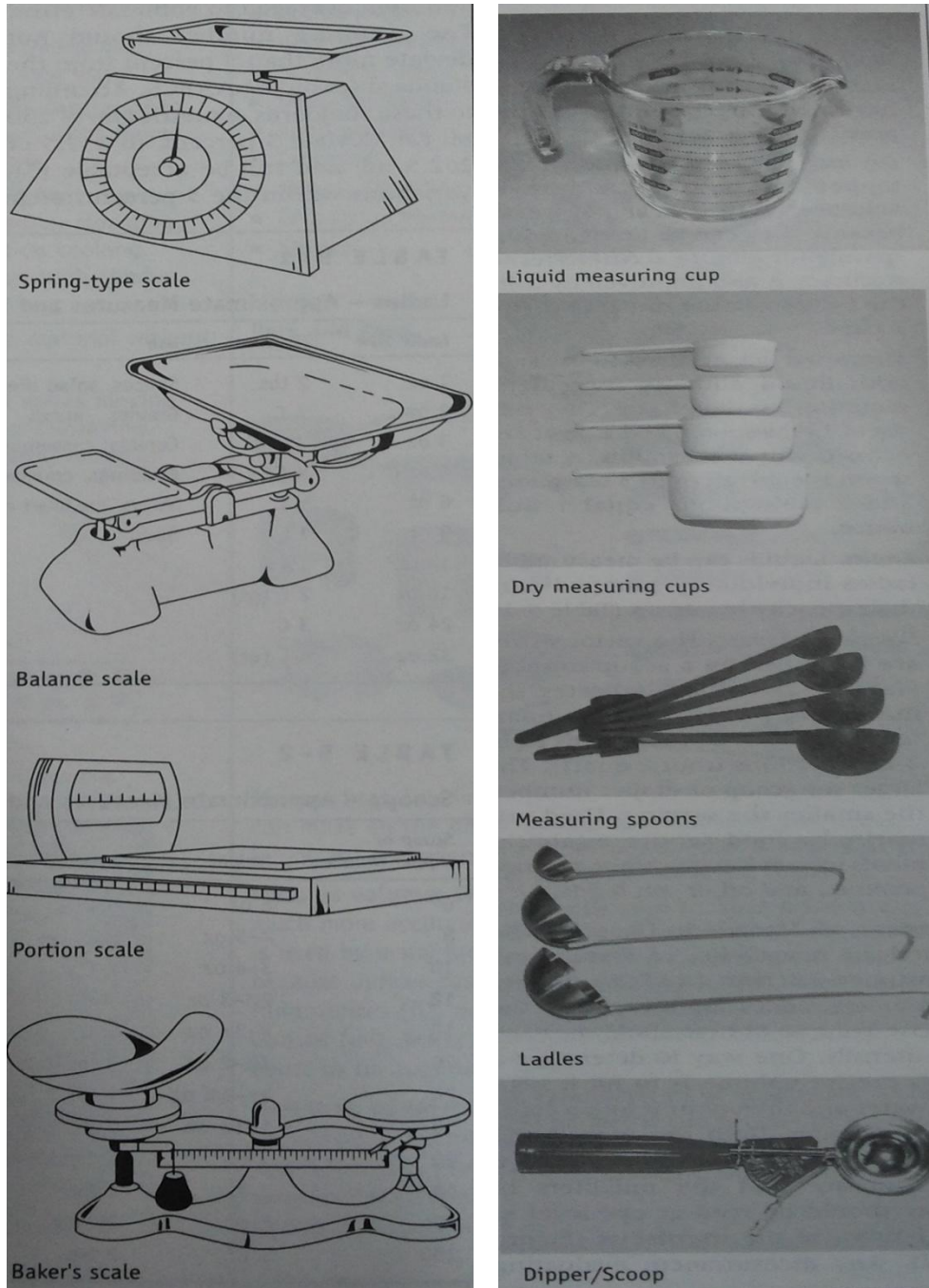


Figure
Scales and Measuring Utensils (Brown, 2004)

Sharpen a kitchen knife

Kitchen knives are the basic tool in the kitchen. Since its function is important, it should be well treated. A good kitchen knife will effectively reducing food preparation time as it slice through ingredients quickly and safely. To do so, kitchen knives can be sharpened at home using a few basic tools (<http://www.wikihow.com/Sharpen-a-Kitchen-Knife>).

1. Gather the necessary materials including:

- a. a double-sided (coarse and fine grit) synthetic sharpening stone.
- b. a sharpening steel, which is typically sold in the form of a lightly-grooved, magnetized iron rod.

Both of these materials can be found at the local hardware store.



2. Sharpen the knife blade using the stone.

- a. Hold the knife with the fingers of one hand fanning across the length of the blade while placing it flat against, and perpendicular to, the coarse side of the sharpening stone.
- b. Raise the blade approximately 20 degrees off of the face of the stone, with the edge of the blade facing away from you.
- c. Grind the blade onto the stone in a counterclockwise motion, from tip to bolster. Use consistent pressure and grind until a burr forms on the underside of the blade.
- d. Flip the blade over so it faces toward you and repeat grinding in the same manner until the edge forms another burr.



3. Polish the edge of the blade using the fine grit side of the sharpening stone.

- a. Position the blade in the same manner as above.
- b. Grind the blade in a counterclockwise manner. Do the same for the alternating sides every 4 strokes.



4. Steel the blade to remove debris and irregularities that have formed as a result of grinding.

- a. Hold the steel perpendicular to your work surface, placing the metal edge on top of a cutting board for stability.
- b. Place the blade against the rod. The end of the blade closest to the knife's handle should touch the top of the steel. The tip of the blade should point skyward and the blade itself should be angled approximately 20 degrees to the rod.



5. Move the blade against the steel in a downward, sweeping motion.

- a. Pull the knife toward you as it glides down the steel. Position the knife so the blade's middle touches the steel's middle and the blade's tip touches the bottom of the rod.
- b. Use gentle, consistent pressure. Then, turn the knife over and repeat.
- c. Eight to 10 alternate passes should effectively restore the knife's edge.



Grammar Focus

Parallel Structure

Sentence elements that are alike in function should also be alike in construction. These elements should be in the same grammatical form so that they are **parallel** (Benner, 2006). Parallelism provides the balance between two or more similar words, phrases or clauses. It prevents awkwardness, promotes clarity and improves writing style and readability (http://www.myenglishpages.com/site_php_files/grammar-lesson-parallelism.php#.VFHsufmUc-U).

Parallelism is used with elements joined by linking words.

Here is the example:

The teacher **not only** wants his students *to keep quiet* **but also** *to do the task*. ❌

The teacher wants his students **not only** *to keep quiet* **but also** *to do the task*. ✅

Here are some examples of parallel elements

thinking	to see	at the time	because I care
running	to understand	in the house	after they met
↑	↑	↑	↑
words	infinitives	prepositional phrases	subordinate clauses

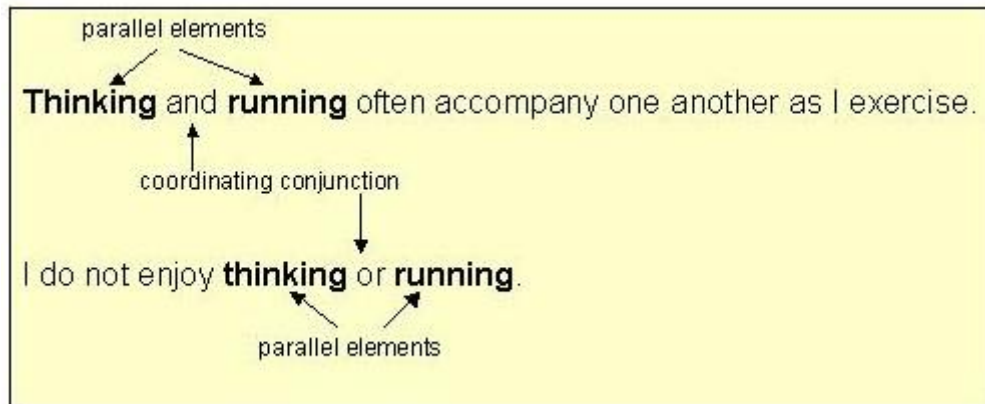
These elements below, on the other hand, are not parallel

thinking	to see	at the time	because I care
to run	since I understand	being here	to meet

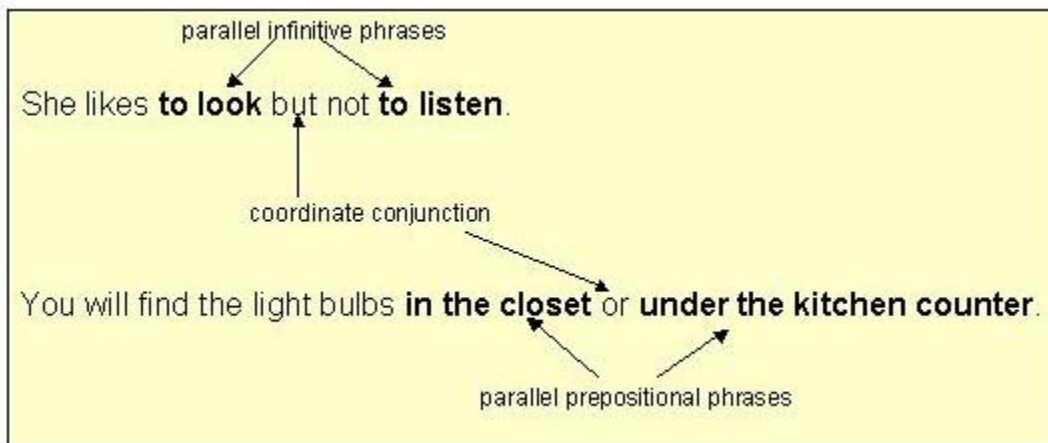
There are some ways to employ parallelism in the sentence.

1. With elements joined by coordinating conjunctions, especially *and*, *but*, and *or*.

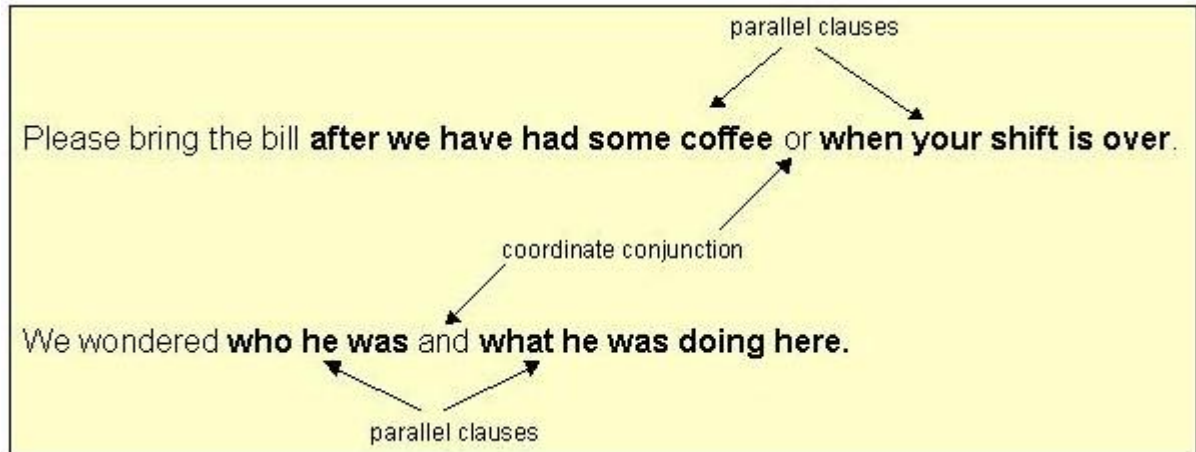
Examples of parallel **words**



Examples of parallel **phrases**



Examples of parallel clauses



The examples below show how to repair faulty parallelism.

Example No. 1

FAULTY: My uncle likes **to eat** in expensive restaurants *and* **visiting** museums.

CORRECT: My uncle likes **to eat** in expensive restaurants *and* **to visit** museums.

CORRECT: My uncle likes **eating** in expensive restaurants *and* **visiting** museums.

Example No. 2

FAULTY: My friends never judged me by **my words** *or* **what I did**.

CORRECT: My friends never judged me by **my words** *or* my **actions**.

CORRECT: My friends never judged me by **what I said** *or* (by) **what I did**.

Exercise:

Find the incorrect words (faulty parallelism) then change it into correct form.

1. What I said or my actions upset everyone in the room.
2. She suggested that I write a memoir and to send it to a good publisher.

3. The instructor advised me to use the rearview mirror often, and I should observe the speed limit.
4. People are paying more now for health insurance but to get less coverage.
5. Doing strenuous exercise and poor nutrition habits can lead to illness.
6. We put the pictures and what our itinerary was into the album.
7. Many young people like to skateboard and watching the techniques of other skateboarders.
8. Joe wants to buy a vest that has buttons or closing with a zipper.
9. Her ideas are usually sound and of importance.
10. Good sense and being thoughtful are two valuable assets.

2. Use parallel structure with elements in lists or in a series.

A series is a group of **three or more** elements in a row. The last element in the series is connected to the others with one of these coordinating conjunctions: *and*, *or*, *but (not)*, or *yet (not)*.

Commas should be placed between each element in the series and before the coordinating conjunction.

Examples

<p><u>Series of words</u></p> <p>She wanted three things: money, power, and security.</p>
<p><u>Series of infinitives</u></p> <p>There was no opportunity to do my taxes, to request an extension, <i>or to explain</i> my situation.</p>
<p><u>Series of prepositional phrases</u></p> <p>He found cleaning supplies in the closet, under the sink, but not in the garage.</p>
<p><u>Series of clauses</u></p> <p>The company doesn't care about who you are, how you got here, or why you have come.</p>

As the examples below show, a series whose components are not in parallel format sounds awkward and may cause misunderstanding.

Example No. 1

FAULTY: The tribes emphasized **collective survival, mutual aid, and being responsible** for one another.

CORRECT: The tribes emphasized **collective survival, mutual aid, and responsibility** for one another.

Example No. 2

FAULTY: The frustrated customer wanted **to exchange** the article, **to obtain** a refund, or **she wanted** to speak to the manager.

CORRECT: The frustrated customer wanted **to exchange** the article, **to obtain** a refund, or **to speak** to the manager.

CORRECT: The frustrated customer wanted to **exchange** the article, **obtain** a refund, or **speak** to the manager.

Note: in parallelism, you can either repeat the "to" or to omit it.

Exercise:

Find the incorrect words (faulty parallelism) then change it into correct form.

1. The students have dissected frogs, cats, and how to dissect human torsos.
2. At the store my duties are to keep the shelves stocked, to work the registers, and assisting customers.
3. Original, imaginative, and seeming almost fantastic describe the techniques of Dali's paintings.
4. My brother enjoys three activities: checkers, welding, and he collects baseball cards.
5. Later that day, Mike took the fishing rods to the lake, caught several fish, and he fell asleep.
6. The nanny was supposed to feed the children, walk the dog, and some dusting in the living room.
7. The condominium board's goals include building up a reserve fund, keeping the community informed, and property assessment.
8. Our baseball coach taught us how to hit, tag out runners, and base stealing.
9. We want a candidate who has a sense of commitment, a good record in public office, and who has experience in foreign affairs.

10. Reading mystery novels, exercising in the park and crossword puzzles occupy a good deal of my retirement time.

3. Use parallel structure with elements being compared. (X is *more than / better than* Y)

When we compare things, we often use words such as *more*, *less*, *better*, and *worse*. We connect the items being compared with words like *as* and *than*.

Look the details of the comparison methods in the examples below.

Driving to New York *can actually take less time than* **flying** there.

Miriam's ability to come up with projects *far exceeded* **her resolve to work** on them.

How you live your life *is just as important as* **how much money you make**.

The elements being compared are parallel to one another:

driving is parallel to ***flying***

Miriam's ability to is parallel to ***her resolve to***

How you live is parallel to ***how much money you make***

Comparing items without using parallel structure may cause confusion about what is being compared to what.

Below is an example of how to correct the faulty parallel structure in the comparison items.

FAULTY: I like **swimming** better than **to dive**.

CORRECT: I like **swimming** better than **diving**.

CORRECT: I like **to swim** better than **to dive**.

Note: you may choose to change either element to match the other.

Exercise:

Find the incorrect words (faulty parallelism) then change it into correct form.

1. It is harder to tie a slip knot than tying a square knot.
2. We enjoyed water skiing much more than when we swam in the lake.
3. Driving will get you there more quickly than to walk.
4. A big car is not necessarily better than one that is small.
5. Hearing her sing in person was ten times better than if you heard her on the radio.
6. He felt that being a good listener was just as important as to talk well.
7. Her excuses bothered me more than she was absent.
8. It is better to learn the material slowly than cramming on the night before the test.
9. What you actually do is a better indication of your true motives than your words.
10. One is more likely to slip on a banana peel than when an orange peel is on the floor.

4. Use parallel structure with elements joined by a linking verb or a verb of being.

Joining elements with linking verbs or verbs of being suggests a completing of the first item by the second one. Often, in fact, an equality between the two is being set up, as the examples below illustrate.

What you see *is* **what you get**.
[] = []

Being Jim's friend *means* **being** constantly alert.
[] = []

To know her *is* **to love** her.
[] = []

The example below illustrate how to repair faulty parallelism with linking verbs or verbs of being by making one element of the equation parallel to the other.

FAULTY: To succeed is opening a new opportunity.

CORRECT: To succeed is to open a new opportunity.

CORRECT: Succeeding is opening a new opportunity.

Directions: Each sentence below contains faulty parallelism with correlative conjunctions. Revise each sentence so that the elements are parallel to one another.

1. Either ask Ben or Marianne to prepare the agenda for tonight's meeting.
2. The director for special projects not only visited our regional center in Baltimore but also our main office in New York.
3. The exercise both toned my muscles and it helped me to lose weight.
4. At my training session, I was not only taught how to work the register, but also how to treat customers courteously.
5. Either work today, or you will have to work tomorrow.
6. My friends are neither anxious to see the items in the museum nor are they happy about the admission price.
7. She is both happy about the raise and she is nervous about the extra responsibility.
8. They not only ate all the food in the house but they also didn't clean up their mess.
9. Bert will meet us either at the restaurant or he will be at the taxi stand.
10. The doctor promised neither to cause pain during the procedure nor leave a scar.

5. Use parallel structure with elements joined by a correlative conjunction.

These are the major correlative conjunctions:

either / or neither / nor both / and not only / but also

Correlative conjunctions work in pairs.

Whatever grammatical structure follows one **must be parallel to** the grammatical structure that follows the other.

Examples with ***either / or*** and ***neither / nor***

We were told to **either** reduce the staff **or** find new customers.

Agnes was **neither** going to classes **nor** doing her assignments.

Examples with **both / and**

I would like **both** to buy a new house **and** to purchase a new car.

I would like to buy **both** a new house **and** a new car.

Examples with **not only / but also**

As young recruits, we were told **not only** what to do **but also** what to think.

Sam hoped **not only** to go to France for the summer **but also** to live there later on.

Repair faulty parallelism with correlative conjunctions by making one structure parallel to the other as shown below.

With **either / or**

FAULTY: You are *either* **for us** *or* **you are** against us.

CORRECT: You are *either* **for us** *or* **against us**.

CORRECT: *Either* **you are for us** *or* **you are against us**.

With *neither / nor*

FAULTY: Mary is *neither* a Democrat *nor* is she a Republican.

CORRECT: Mary is *neither* a Democrat *nor* a Republican.

CORRECT: *Neither* is Mary a Democrat *nor* is she a Republican.

With *both / and*

FAULTY: The show is *both* enjoyable *and* it is educational.

CORRECT: The show is *both* enjoyable *and* educational.

With *not only / but also*

FAULTY: The author *not only* wants fame *but also* money.

CORRECT: The author *not only* wants fame *but also* wants money.

CORRECT: The author wants *not only* fame *but also* money.

List any new words in this chapter. Discuss with your friends.

New word	definition

Chapter 4 Working Procedure

Learning objectives:

1. Students can identify working procedure in the kitchen
2. Students can identify the appropriate and standard of kitchen safety and sanitation

1. Working procedure in the kitchen

The figure below shows the kitchen flow that affects the working procedure arrangement.

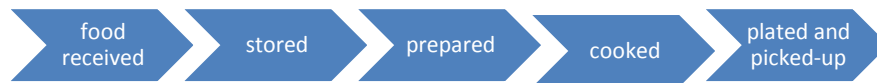


Figure
Kitchen flow (Walker & Lundberg, 2001)

From the stage of receiving the food until it is plated, there are some more detail works that need to be done as the figure below.

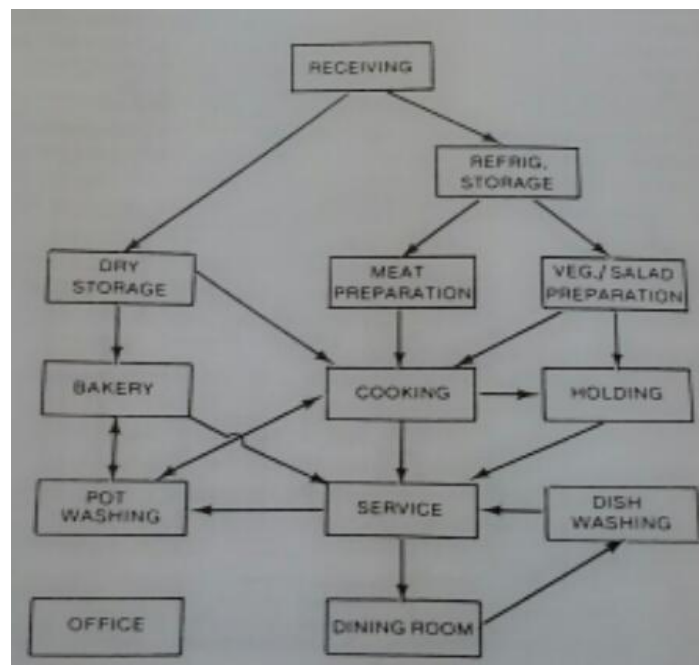


Figure
Work procedure arrangement (Walker & Lundberg, 2001)

2. Kitchen safety and sanitation

In order to work safely and efficiently in the kitchen, there are some notes need to be concerned.



Figure
Kitchen safety

a. Wear appropriate uniform



Figure
Chef's uniform

(<http://www.shutterstock.com/s/%22chef+hat%22/search.html>)

b. Store knives in a drawer or a wooden block.



c. Always use the potholders to lift out hot cooking utensils.



d. Wipe up spills immediately. Keep the floor dry so that no one slips and falls.



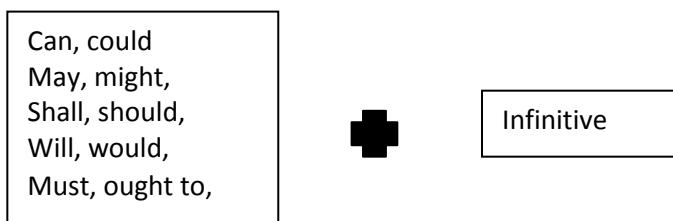
Grammar Focus

Modals

The modal verbs include *can, must, may, might, will, would, should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings (<http://esl.fis.edu/grammar/rules/modal.htm>):

Modal	Meaning	Example
can	<i>to express ability</i>	I <i>can</i> speak a little Russian.
can	<i>to request permission</i>	<i>Can</i> I open the window?
may	<i>to express possibility</i>	I <i>may</i> be home late.
may	<i>to request permission</i>	<i>May</i> I sit down, please?
must	<i>to express obligation</i>	I <i>must</i> go now.
must	<i>to express strong belief</i>	She <i>must</i> be over 90 years old.
should	<i>to give advice</i>	You <i>should</i> stop smoking.
would	<i>to request or offer</i>	<i>Would</i> you like a cup of tea?
would	<i>in if-sentences</i>	If I were you, I <i>would</i> say sorry.

All modals should be followed by Infinitive no matter the subject is singular or plural.



Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences (<http://www.englishpage.com/modals/modalintro.html>):

1. Modal verbs do not take "-s" in the third person.

Examples:

- He can speak Chinese.
- She should be here by 9:00.

2. You use "not" to make modal verbs negative, even in Simple Present and Simple Past.

Examples:

- He should not be late.
- They might not come to the party.

3. Many modal verbs cannot be used in the past tenses or the future tenses.

Examples:

- He will can go with us. **Not Correct**
- She musted study very hard. **Not Correct**

Exercises

1. Fill out the blank with Can, Could, Be able to, May, Might

- I borrow your pencil? Thanks!
- James and Sara were so sad because they go to their brother's wedding. They were too sick.
- The students understand the instructions for the test yesterday, so many of them failed.
- A: We have a big problem. What we do? B: I don't know. Maybe we ask our boss for help.
- When Tina was a child, she speak three languages: French, Arabic and English. She rarely practised French, so she speak it anymore.
- I'm sorry. I hear you. Please speak more loudly.
- My little brother play piano and guitar.
- Excuse me. I ask you a question?
- A: What are you going to do on the weekend? B: I'm not sure yet. We go to a movie or we stay home and relax.
- I go to school tomorrow because I'm feeling sick right now. I'm not sure.

2. Create a dialog based on the picture series below using as many conjunctions as you can. You can either use coordinating, subordinating, correlative or adverb conjunctions.



3. Fill in each blank with the correct word. If both words can be used, choose the one that sounds more *natural* in each situation:

4. Are you (*prepared/ready*) to order?
5. The soup of the (*day/special*) is "Cream of Broccoli."
6. Our (*specials/deals*) are listed on the board.
7. I (*recommend/request*) the vegetarian chili.
8. We can (*substitute/subtract*) the bacon for cheese, if you like.
(= We can give you cheese instead of bacon)
9. I'll be right (*back/return*) with your drinks.
10. This meal consists of three courses - soup, the
(*main/prime*) course, and dessert.
11. The chicken (*comes/arrives*) with your choice of rice or potatoes.
12. I'm sorry, we're fully/completely (*booked/baked*) (= we have no free tables) right now.
13. If you would like, you can wait at the bar until a table
(*opens/comes*)up. (= becomes available)

(<http://www.englishformyjob.com/english-restaurants-general1.html>)

Chapter 5




Food Quantifiers






Learning objectives:

1. Students are able to define the suitable quantifier for each kind of food and beverage
2. Students are able to define the suitable quantifier for food based on its shape
3. Students are able to define the suitable term for meal from animal's part of body







1. Food and beverage quantifier



- a. Liquid form (<http://www.grammar-quizzes.com/agree2b.html>)

<p>a spoonful of</p> 	• honey
	• medicine
	• ice cream
	• sugar
<p>a glass of, a bottle of</p> 	• water
	• beer
	• milk
	• wine
<p>a cup of, a mug of, a pot of</p> 	• coffee
	• tea
	• cocoa
	• hot water


<p>a mug of , a glass of, a stein of, a barrel of</p> 	<ul style="list-style-type: none"> • beer • cola • lemonade • soda
<p>a pitcher of</p> 	<ul style="list-style-type: none"> • water • juice • lemonade
<p>a barrel of</p> 	<ul style="list-style-type: none"> • wine • vinegar • olive oil • whiskey
<p>a gallon of, a liter of</p> 	<ul style="list-style-type: none"> • milk • wine • oil • orange juice • water
<p>a peck of</p> 	<ul style="list-style-type: none"> • apples • peaches • pears • pickled peppers


b. Dry form



<p>a bag of (paper or plastic)</p> 	<ul style="list-style-type: none"> • flour • sugar • oats • beans
<p>a sack of</p> 	<ul style="list-style-type: none"> • flour • rice • wheat • corn
<p>a box, a tin, a carton</p> 	<ul style="list-style-type: none"> • pasta • cookies • rice • crackers
<p>a carton of (liquid or dry)</p> 	<ul style="list-style-type: none"> • eggs • milk • yogurt
<p>a plate of</p> 	<ul style="list-style-type: none"> • cookies • food • candy
<p>a bowl of</p> 	<ul style="list-style-type: none"> • cereal • fruit • soup





a pound of, a kilo of 	• meat
	• apples
	• onions
	• potatoes
	• coffee
a bushel of (4 pecks, 8 gallons) 	• apples
	• barley
	• wheat
	• maize
	• oats






2. Shape Quantifier




No Shape a lump / hunk / chunk of 	• sugar
	• cheese
	• chocolate
	• butter





Long a stalk of 	• of celery (a rib of celery)
	• rhubarb
	• broccoli



a spear of 	<ul style="list-style-type: none"> • asparagus
	<ul style="list-style-type: none"> • broccoli
	<ul style="list-style-type: none"> • lemongrass
a stick of 	<ul style="list-style-type: none"> • gum
	<ul style="list-style-type: none"> • cinnamon
	<ul style="list-style-type: none"> • butter



Round a head of 	<ul style="list-style-type: none"> • lettuce
	<ul style="list-style-type: none"> • cabbage /cauliflower
	<ul style="list-style-type: none"> • garlic
	<ul style="list-style-type: none"> • broccoli "a crown"
an ear of (<u>ear</u> botany) 	<ul style="list-style-type: none"> • corn
	<ul style="list-style-type: none"> • wheat
a wheel of 	<ul style="list-style-type: none"> • cheese (Swiss)
	<ul style="list-style-type: none"> • Gruyère
	<ul style="list-style-type: none"> • cheddar
a slice of 	<ul style="list-style-type: none"> • salami
	<ul style="list-style-type: none"> • bread (squarish)
	<ul style="list-style-type: none"> • ham
	<ul style="list-style-type: none"> • cheese

<p>Part a pod of (<u>Pods</u>)</p> 	<ul style="list-style-type: none"> • peas
	<ul style="list-style-type: none"> • beans
	<ul style="list-style-type: none"> • vanilla
	<ul style="list-style-type: none"> • cocoa
<p>a clove of</p> 	<ul style="list-style-type: none"> • garlic (a section)
	<ul style="list-style-type: none"> • shallots
<p>a bunch / a cluster of</p> 	<ul style="list-style-type: none"> • grapes / dates / figs "cluster"
	<ul style="list-style-type: none"> • tomatoes
	<ul style="list-style-type: none"> • bananas
	<ul style="list-style-type: none"> • onions (bunch)
	<ul style="list-style-type: none"> • carrots (bunch)
<p>a sprig of</p> 	<ul style="list-style-type: none"> • parsley / cilantro
	<ul style="list-style-type: none"> • dill / fennel
	<ul style="list-style-type: none"> • mint / spearmint
	<ul style="list-style-type: none"> • thyme / oregano / rosemary
<p>Flat a pile of</p> 	<ul style="list-style-type: none"> • flour
	<ul style="list-style-type: none"> • sugar
	<ul style="list-style-type: none"> • rice
	<ul style="list-style-type: none"> • cocoa



<p>a stack of</p> 	<ul style="list-style-type: none"> • pancakes
	<ul style="list-style-type: none"> • tortillas
	<ul style="list-style-type: none"> • toast
<p>a leaf of</p> 	<ul style="list-style-type: none"> • lettuce
	<ul style="list-style-type: none"> • kale
	<ul style="list-style-type: none"> • cabbage
	<ul style="list-style-type: none"> • basil
<p>a sheet of</p> 	<ul style="list-style-type: none"> • dough
	<ul style="list-style-type: none"> • filo
	<ul style="list-style-type: none"> • pastry
	<ul style="list-style-type: none"> • pasta (lasagna)


Rectangle shape a bar of, a square of 	<ul style="list-style-type: none"> • chocolate
	<ul style="list-style-type: none"> • ice-cream (bar)
a cube of (small) 	<ul style="list-style-type: none"> • butter (stick)
	<ul style="list-style-type: none"> • sugar
	<ul style="list-style-type: none"> • bouillon (meat flavor)
	<ul style="list-style-type: none"> • ice
a block of (large) 	<ul style="list-style-type: none"> • ice
	<ul style="list-style-type: none"> • feta (Greek soft cheese)
	<ul style="list-style-type: none"> • chocolate
a loaf of 	<ul style="list-style-type: none"> • bread
	<ul style="list-style-type: none"> • meat loaf (ground meat mix)
	<ul style="list-style-type: none"> • banana bread

Hand Measure a dash 	<ul style="list-style-type: none"> • salt
	<ul style="list-style-type: none"> • pepper
	<ul style="list-style-type: none"> • cumin
	<ul style="list-style-type: none"> • cinnamon
pinch of 	<ul style="list-style-type: none"> • salt
	<ul style="list-style-type: none"> • pepper
	<ul style="list-style-type: none"> • cinnamon
	<ul style="list-style-type: none"> • sugar

<p>a handful of</p> 	<ul style="list-style-type: none"> • olives
	<ul style="list-style-type: none"> • cherry tomatoes
	<ul style="list-style-type: none"> • nuts
	<ul style="list-style-type: none"> • raisins
	<ul style="list-style-type: none"> • beans
<p>an armful of, an armload of</p> 	<ul style="list-style-type: none"> • onions
	<ul style="list-style-type: none"> • radishes
	<ul style="list-style-type: none"> • carrots
	<ul style="list-style-type: none"> • corn

3. Meal from animal's part of body

<p>Animal part beef, veal (young or milk fed)</p> 	<ul style="list-style-type: none"> • a roast of beef (roast beef)
	<ul style="list-style-type: none"> • a leg / a shoulder
	<ul style="list-style-type: none"> • a rib / a chop
	<ul style="list-style-type: none"> • a flank
	<ul style="list-style-type: none"> • a steak / a slice
	<ul style="list-style-type: none"> • a patty (hamburger-ground meat)
<p>turkey, chicken, duck</p> 	<ul style="list-style-type: none"> • a roast
	<ul style="list-style-type: none"> • a leg
	<ul style="list-style-type: none"> • a wing
	<ul style="list-style-type: none"> • a breast
	<ul style="list-style-type: none"> • a patty (turkey burger)
	<ul style="list-style-type: none"> • a boned turkey

Fish 	<ul style="list-style-type: none"> • a whole halibut
	<ul style="list-style-type: none"> • a tail
	<ul style="list-style-type: none"> • a fillet
	<ul style="list-style-type: none"> • a steak
	<ul style="list-style-type: none"> • a patty

Meat from a calf (the baby)	Veal
Meat from a pig	Pork
Meat from a bull or steer	Beef
Meat from a sheep	Lamb
Meat from a chicken (male) or rooster	Chicken
A slice of beef or veal	Steak
A leg of a pork	Ham

Grammar Focus

Modals – Requesting and Asking Permission

Modal verbs are helping/auxiliary verbs that express ideas like **ability, permission, and asking for assistance**. Many modal verbs have more than one meaning. They are always followed by the simple form of a verb (<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/330-modals-polite.htm>).

- | |
|---|
| <ul style="list-style-type: none"> • Would you... ? • Could you... ? • Will you... ? • Can you... ? |
|---|

Example:

Could you help me for a minute, please?

This shows that the speaker is asking for help politely.

To ask questions in a **very** polite way, use: **Would you/ Could you** (please) + simple verb + ...?

Example:

Would you please email that document to me? I need it ASAP*.

Could you explain that again, please? I didn't understand.

*ASAP = **as soon as possible**

To ask questions in a **polite but more casual way**, say: **Will you/ Can you** (please) + simple verb + ...?

Example:

Will you please answer the phone? I'm working.

Can you hold my books for me? My hands are full.

We **do not use the word "may"** in a polite question when "you" is the subject.

Example:

May you please close the door? ➡ **Wrong!**

Could you please close the door? ➡ **Right!**

The word "please" makes the request more polite and less direct.

Possible positive answers to the questions above:

Yes.	Yes certainly.	Yes, of course.	I'd be happy to.
	Certainly.	Of course.	I'd be glad to.
			My pleasure.

Informally, we can say:

Sure.

Okay.

Uh-huh. (means yes)

To answer **negatively**, we say:

No.

Sorry.

No, I'm sorry. I can't.

Sorry, I can't. I'm busy right now.

I'd like to, but I can't.

I'd love to, but I'm busy right now.

Exercises

1. Fill the blank using suitable modals for asking request and permission below.
 - a. Student: _____ help me with my homework, please?
Teacher: Of course!
 - b. A: _____ you show me how to use this computer software?
B: _____. How can I help?
 - c. Teacher: Marco, _____ erase the blackboard for me?
Marco: _____, teacher.
 - d. Charlotte, _____ send me the document by email?
 - e. Sandy, _____ photocopy these letters right away?
 - f. Teacher, _____ explain this grammar to me again, please?

(<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/330-modals-polite1.htm>)

2. Fill the missing words below.

To make a salad , wash ___ **lettuce** thoroughly and pat the leaves dry. Remove three ___ **celery**, wash, and slice it into small pieces. Boil five ___ **asparagus** for 1 minute and let cool. Arrange the ___ **lettuce** on a plate and create a “bed”. Slice the tomatoes very thin. Place the ___ **tomato** on the lettuce in a fan shape. Lay the ___ **asparagus** on top of the ___ **tomato and lettuce** Take a ___ **feta cheese** and crumble it into pieces on top of the tomatoes.

Place a few ___ **basil** on top of the feta. Put ___ **olives** around the edges. Mix one ___ **vinegar** with ___ **olive oil**. Add a ___ **dried oregano** and a ___ **salt and pepper**. Drizzle a ___ **the dressing** (vinaigrette) over the salad and serve. Serve with a ___ **sparkling water**. Add a few ___ **ice** to keep the water chilled. Then, add a couple of ___ **lemon** for flavor. Your delicious, healthy salad is ready to enjoy!

Chapter 6

Food Production

Learning objectives:

3. Students can identify handling knife skills
4. Students can identify the cutting styles
5. Students can identify the beef cuts
6. Students can identify the ingredients measurement
7. Students can identify the cooking techniques

1. Handling Knife Skills

Using a knife while working in the kitchen requires detail attention to ensure effectiveness and safety. The best way to hold the knife depends on the particular task and specific knife's type. Four basic knife holds are as below:

- a. The picture below illustrates the proper chef's knife grip as seen from the inside or thumb-side of the cutting hand.

The thumb grips the knife around the top of the blade, with the hand wrapped around the bolster of the knife.



(<http://culinaryarts.about.com/od/knifeskills/ss/knifegrips.htm>)

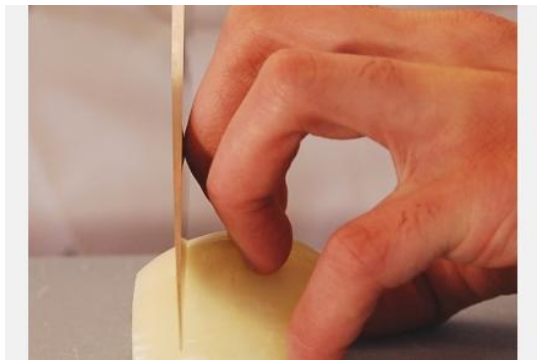
- b. Here we see from the opposite side. Note how the index finger is wrapped fully around the blade. The index finger and thumb should be opposite each other on either side of the blade while the remaining three fingers are sort of loosely curled around the handle. Note that you should be gripping the knife mainly with the thumb and forefinger.



(http://culinaryarts.about.com/od/knifeskills/ss/knifegrips_2.htm)

- c. For cutting technique, your hand's job is to hold the food to keep it from sliding around on the cutting board. With the knife blade flying up and down, you need to keep those fingertips tucked safely away, while still being able to firmly hold the food.

The fingers curled inward and gripping the food with the fingernails, the fingers stay out of harm's way. The side of the knife blade actually rests against the first knuckle of the guiding hand, which helps keep the blade perpendicular to the cutting board.



(http://culinaryarts.about.com/od/knifeskills/ss/knifegrips_3.htm)

- d. In this modified version of the claw grip, the first knuckle of the guiding hand rests flat on the food product, with the fingers again curled inward safely. And this time the knife rests against the second knuckle rather than the first.

Each of these claw grips is acceptable, so use whichever one you feel comfortable with.



(http://culinaryarts.about.com/od/knifescills/ss/knifegrips_4.htm)

2. Cutting Styles













There are a number of basic cut styles that commonly used in the cooking as the figure below show.



Figure
Basic cuts
(www.pixgood.com)

Each cut has its own measurement as indicated below.

basic knife cuts

uniform cuts			
large dice		$\frac{3}{4}'' \times \frac{3}{4}'' \times \frac{3}{4}''$	} dice
medium dice		$\frac{1}{2}'' \times \frac{1}{2}'' \times \frac{1}{2}''$	
small dice		$\frac{1}{4}'' \times \frac{1}{4}'' \times \frac{1}{4}''$	
brunoise		$\frac{1}{8}'' \times \frac{1}{8}'' \times \frac{1}{8}''$	} brunoise
fine brunoise		$\frac{1}{16}'' \times \frac{1}{16}'' \times \frac{1}{16}''$	
batonnet		$\frac{1}{4}'' \times \frac{1}{4}'' \times 2-3''$	} julienne
julienne		$\frac{1}{8}'' \times \frac{1}{8}'' \times 1-2''$	
fine julienne		$\frac{1}{16}'' \times \frac{1}{16}'' \times 1-2''$	
round		varied width & thickness	} rondelle
bias-round		varied width & thickness	
lozenge		$\frac{1}{2}'' \times \frac{1}{2}'' \times \frac{1}{8}''$	} lozenge & paysanne
paysanne		$\frac{1}{2}'' \times \frac{1}{2}'' \times \frac{1}{8}''$	

irregular cuts

- peel** - remove the skin or a thin layer from produce
- shred** - cut into thin, small pieces, typically with a grater
- chiffonade** - roll leaves and slice into thin shreds.
- chop** - coarsely cut into irregular shaped & sized pieces.
- mince** - chop into very fine pieces.

chasingdelicious.com & rvank.com

Figure

Basic knife cuts measurement

(<http://chasingdelicious.com/kitchen-101-knives-basic-cuts/>)



Figure
Rondelle Cut

(http://media.mahalo.com/upload/d/d2/5f8e297b6c3f027e41bd26c00b24b53f_20110309.PNG)



Figure
Tourne Cut

(<http://www.egullet.com/imgs/egci/knifeskills/knifeskillsimage48.jpg>)



Figure
Chopped cut (left side) and minced cut (right side)
(The American Culinary Federation, 2006)

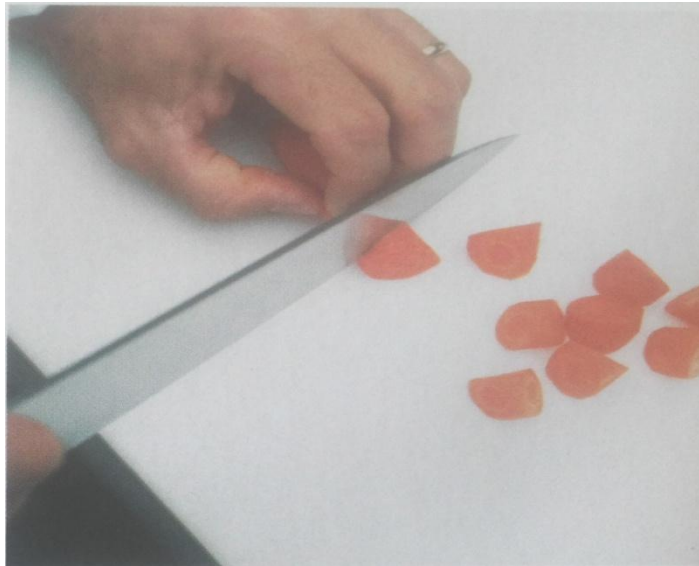


Figure
Oblong or Roll Cut (The American Culinary Federation, 2006)



Figure
Parisienne Cut (The American Culinary Federation, 2006)



Figure
Julienne Cut

(<http://www.finecooking.com/articles/how-to/cutting-ginger-fine-julienne.aspx>)

3. Beef Cuts

As one of our important meals, beef is widely used in a number of foods in Indonesia. Certain cuts of beef are even more delicious than other parts of meat. This is because the cow has different parts that can be fattier or leaner than the other (<http://gizmodo.com/5993411/here-is-a-chart-showing-all-the-different-cuts-of-beef>).

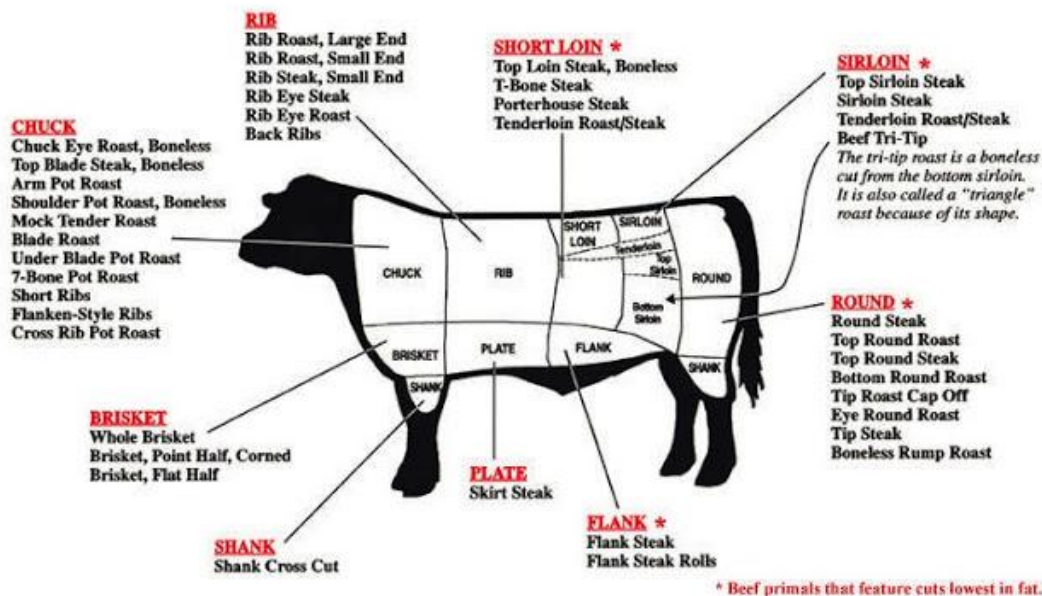


Figure
Beef cuts
(Rosacci, 2013)

Loin and Rib are the most used part in making steak. It cuts along the backbone to the hind leg. The Loin starts at the hip and is made up of the Sirloin, Short Loin, and Tenderloin. The Rib continues up to the shoulder. These muscles are not directly involved in walking and supporting the animal weight therefore they do not have to work hard that makes them among the most tender part.

The Sirloin made up Top Sirloin, Bottom Sirloin or Tri Tip, and Tenderloin.

Top Sirloin is more tender and juicy than the round however it is not a tender as Tenderloin because it is on the hip and involved in walking. Tenderloin however is only available about 6 pounds of the entire animal. This muscle has a function of leaning the pelvis, which is not very often (except in bulls) therefore it is the most tender part of all. However, as it is surrounded in fat and gristle, Tenderloin cut is difficult to trim (http://supper-is-ready.blogspot.com/2013/01/understanding-beef-loin_22.html).

4. Food measurement

A recipe is written along with the ingredients and the precise measurements to ensure the cooking standard, achieve consistent quality and quantity. Below is the food weight and measurement conversion that is widely used the recipe. Gram is basic unit for weight, liter is basic unit for volume, and meter is basic unit for length (The American Culinary Federation, 2006).

QUICK ALTERNATIVES

1 tablespoon (tbsp)	3 teaspoons (tsp)
1/16 cup	1 tablespoon
1/8 cup	2 tablespoons
1/6 cup	2 tablespoons + 2 teaspoons
1/4 cup	4 tablespoons
1/3 cup	5 tablespoons + 1 teaspoon
3/8 cup	6 tablespoons
1/2 cup	8 tablespoons
2/3 cup	10 tablespoons + 2 teaspoons
3/4 cup	12 tablespoons
1 cup	48 teaspoons
1 cup	16 tablespoons
8 fluid ounces (fl oz)	1 cup
1 pint (pt)	2 cups
1 quart (qt)	2 pints
4 cups	1 quart
1 gallon (gal)	4 quarts
16 ounces (oz)	1 pound (lb)
1 milliliter (ml)	1 cubic centimeter (cc)
1 inch (in)	2.54 centimeters (cm)

CAPACITY (U.S to Metric)

1/5 teaspoon	1 milliliter
1 teaspoon	5 ml
1 tablespoon	15 ml
1 fluid oz	30 ml
1/5 cup	47 ml
1 cup	237 ml
2 cups (1 pint)	473 ml
4 cups (1 quart)	.95 liter
4 quarts (1 gal.)	3.8 liters

WEIGHT (U.S to Metric)

1 oz	28 grams
1 pound	454 grams

CAPACITY (Metric to U.S.)

1 milliliter	1/5 teaspoon
5 ml	1 teaspoon
15 ml	1 tablespoon
100 ml	3.4 fluid oz
240 ml	1 cup
1 liter	34 fluid oz
	4.2 cups
	2.1 pints
	1.06 quarts
	0.26 gallon

WEIGHT (Metric to U.S.)

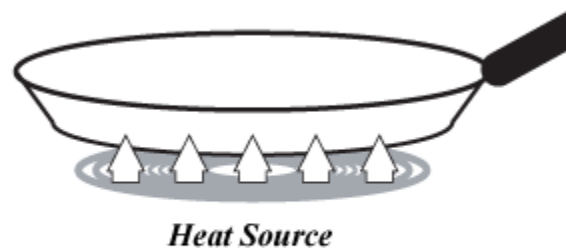
1 gram	0.035 ounce
100 grams	3.5 ounces
500 grams	1.1 pounds
1 kilogram	2.205 pounds
	35 ounces

Figure
Food Weight and Measurement (www.candiquik.com)

5. Cooking Techniques

Many cooking techniques depend on the combination of heat transfer, including (The American Culinary Federation, 2006; Brown, 2004):

- a. Conduction: the direct transfer of heat between molecules, when a pan transfers heat from the fire to the food on the pan. Conduction heats the food from the outside to inside during the cooking process.



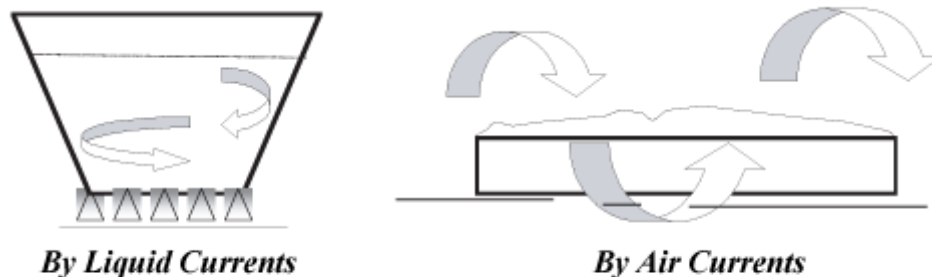
COOKING BY CONDUCTION

Figure

Heat Transfer by Conduction

(http://www.cookware.org/tools_1.php)

- b. Convection: the heat transferred by moving gases or liquid. Convection used cooking medium such as oil, water, or air to cook.



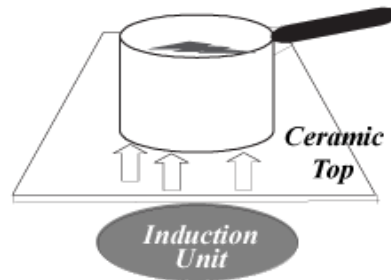
COOKING BY CONVECTION

Figure

Heat Transfer by Convection

(http://www.cookware.org/tools_1.php)

- c. Induction: Heat is transferred into the cookware by an electromagnetic field effect. An electromagnetic coil under the ceramic cooking surface creates a magnetic field, passes through the cooking surface to ferrous (iron or steel) cookware, and induces heat within the pan and cooks the contents. Cookware must have magnetic properties to work on induction cook tops. Non-magnetic metal such as aluminum cannot be used on induction ranges.



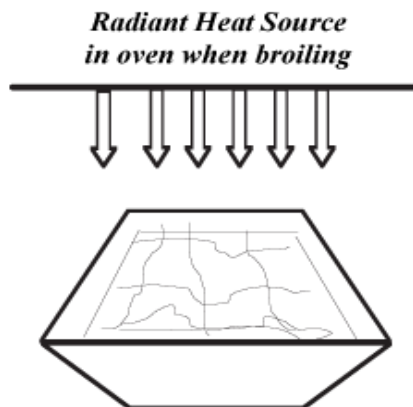
COOKING BY INDUCTION

Figure

Heat Transfer by Induction

(http://www.cookware.org/tools_1.php)

- d. Radiation: the heat transferred with no direct contact between the energy source and the food. It is transferred through the waves of electromagnetic energy that spread out rapidly through space.



COOKING WITH RADIATION

Figure

Heat Transfer by Radiation

(http://www.cookware.org/tools_1.php)

Cooking techniques are divided into 2 methods:

a. Dry Heat Techniques

Dry heat techniques require heat transferred by air, radiation, fat, or metal (Brown, 2004).

1. Sauteing. Saute means to cook foods quickly in a small amount of fat over high heat. Saute is often called as 'a la minute' due to its quick time in cooking.



Figure

Saute

[http://www.cookthink.com/reference/28/What does it mean to saute](http://www.cookthink.com/reference/28/What_does_it_mean_to_saute)

The first step for sauté is to put everything correctly (mise en place). This means that the ingredients must be trimmed, portioned, and ready for final seasoning before put in the pan. Oils or butter should be ready as well as all the components that included in the cooking. Pans and other tools should be prepared nearby. The basic steps for sautéing are as follow:

- a) Heat the pan and the fat. Sauté technique requires high heat in the entire process. A very hot pan and hot fat are important to obtain a good food color and flavor. Conditioning the pan is the term to call this step.
 - ii. Heat the pan without fat.
 - iii. Add the fat until there is a shimmer or haze (the surface ripples).
- b) Add the main item into the pan. When the food added into the pan, it lowers the pan temperature. The faster the pan regain the heat, good color and good taste are more likely to achieve.
 - i. Place the presentation side (the food side that is desired to be seen for a good presentation on plate) in the pan.

- ii. Arrange the foods placing on the pan so that they do not overcrowd.
 - iii. Let the foods cooked long enough undisturbed to set slightly.
 - iv. Shake the pan once or twice to ensure all foods are cooked well.
 - v. Cook until it gets a golden color.
- c) Turn the main items to finish cooking. To determine whether the food is already cooked well is to rely upon how the food looks, smells and feels.
- Turn the food carefully to avoid fat splashing onto you.
 - Adjust the heat temperature as needed.
 - Test for doneness.
 - Finish thick or large food part.
 - Keep food warm in the pan to collect food juiciness.
- d) Cook until properly done. Protein from meat tightening up when heated, and then it squeezes out the moisture. Some tightening and some loss moisture will determine the food flavor, color, and texture. If food has tightened or loss moisture too much, it will become dry and tough.
- e) Degrease and deglaze the pan.
- f) Add the sauce base, simmer, and finish.

Basic concepts for sautéing include:

- a) Searing: the first stage in sautéing to develop color and flavor of the cooked food by cooking in a very hot pan to produce initial browning.



Figure
Searing

(<http://www.firepit-and-grilling-guru.com/pan-seared-steak.html>)

- b) Sweating and smothering: the step in which the cooked foods become tender but not started to brown. Sweating is when the pan is uncovered, while smothering is when the pan is covered.
- c) Browning: the step in which the foods started to release aroma and become brown color.

Evaluating the Sauté Quality.

In evaluating sautéed food, we need to consider on the appearance, doneness, flavor and seasoning, the sauce, and the presentation.

2) Pan Frying

Pan frying involves heat form the oil rather than direct contact with the pan. The hot oil seals the food-coated surface and locks the natural juice inside. Food in the pan frying is commonly coated with flour, batter, or breaded. Food is fried in enough oil to cover the food and is heated in less temperature than sautéing.



<http://www.cuisinecuisine.com/Dahi%20Vada.htm>

The pan frying technique is as follow:

- a) Heat the enough fat so that it allows the food to swim in. The pan and the fat should reach the correct temperature before the food is added.
- b) Apply the coating. The coating of flour or batter should be applied just before the foods go into the frying pan. Foods should be coated well so all surfaces are covered.



Figure

Food coated with buttermilk

(<http://www.thefoodpirates.com/2011/11/buttermilk-fried-chicken-with-11-spices.html>)



Figure

Food coated with batter

(<http://fxcuisine.com/default.asp?language=2&Display=129&resolution=high>)

- c) Add the food carefully to hot fat until the first side reaches good crust and color.
- d) Turn the food once the first side reaches desired appearance, then fry the second side until properly cooked.
- e) Place the food on clean absorbent towel to remove the oil then serve immediately.

3) Deep Frying

Deep frying technique requires food to be cooked in the full of hot fat or oil. As the food is deeply surrounded by the hot oil and quickly cooked, it produces deeply colored, crisp exterior, a moist, and a flavorful interior.



Figure
Deep frying

(<http://www.thefoodpirates.com/2011/11/buttermilk-fried-chicken-with-11-spices.html>)

Deep frying technique involves:

- a) Heat the oil to the desired temperature. Thermometer is commonly used in this step to ensure the heat temperature is reached properly.
- b) Apply the coating to the foods.
- c) Place the food directly into the pan and cook until finished. Deep fryer is widely used in the deep frying cooking.
- d) Place deep fried food on clean absorbent paper to remove the oil then serve it hot.

4) Roasting

Roasting involves heated air that circulated around the food. Foods were surrounded with hot embers and stones and cooked over open fires (The American Culinary Federation, 2006). Nowadays, roasting can be done in the oven. The difference with baking is that roasting cooks in large, multi-portion meat cuts, whole birds or entire dressed fish while baking refers to portion size food cooked in the oven. Roasting also sometimes requires foods to be seared in the hot pan while baking does not.



Figure
Roasted food

(<http://www.eatlivetravelwrite.com/2013/11/french-fridays-with-dorie-hurry-up-and-wait-roast-chicken/>)

The roasting technique involves:

- a) Sear the food in the hot pan (optional) to get rich color on the exterior and good flavor in the fond.
- b) Roast the food uncovered
- c) Roast to the proper doneness. This can be done by using thermometer.



Figure
Food temperature checked

(<http://www.ncagr.gov/meatpoultry/temp.htm>)

- d) Rest the roast before carving.
Letting the roasted foods to rest allows the juices in the roast to redistribute themselves throughout the food to get a good texture and flavor.
- e) Prepare the pan gravy, that is making the sauce by deglazing the reduced dripping fat from the roast.

- f) Carve the roast into neat and even slices then serve with the pan gravy.



Figure

Carve the roasted food

(<http://www.kitchenfrau.com/super-easy-bison-roast-technique-and-a-profile-of-a-canadian-bison-farmer/>)

- g) Evaluate quality

Proper roasted food should have a good appealing color and moist texture. The flavor followed the exterior color. Pale color indicates that the flavor is not go into deep part of the roasted food.

- h) Determine doneness.



Figure

Appealing color of roasted food

(<http://www.bigoven.com/recipe/roast-turkey/167511>)

5) Barbecue

Barbecue has different calls we use today: barbeque, BBQ, or Q. Although there are many perspective about what the barbecue truly is, some understandings have been mentioned to agree that: Firstly, barbecue is not same as grilling, even though it used barbecue sauce. Secondly, barbecuing requires smoke to properly flavor and color the food. Thirdly, it requires low heat for a long time of cooking to reach the extremely tender texture therefore it is considered as slow and low cooking.



Figure
Barbecue

(<https://www.npmjs.org/package/barbeque>)

There a number of barbecue styles namely:

a) Carolina style: mostly used for pork, served as a sandwich.



Figure
Carolina Barbecue Style

(<http://foodformyfamily.com/recipes/homemade-south-carolina-style-mustard-barbecue-sauce-bbq>)

- b) Memphis style: mostly used for pork, served with tomato-based and sweet sauce.



Figure

Memphis Barbecue Style

(<http://memphisque.blogspot.com/2011/11/essence-of-traditional-memphis-barbecue.html>)

- c) Texas style: mostly used for beef, served as a sandwich. Sauces are mainly made of vinegar, chili, and pepper.



Figure

Texas Barbecue Style

(recipes.answer.com)

- d) Kansas city style: slow smoking process, mainly used for pork, served with thick tomato sauce. The sauce is added right before serving.



Figure

Kansas City Barbecue Style

<http://communitytable.com/19533/dash/kansas-city-style-bourbon-brown-sugar-bbq-sauce/>

6) Grilling and Broiling

Foods cooked by grilling apply radiant heat. No liquid to the food or to the pan is added. As a result, a highly flavored and deeply colored exterior and a moist interior are reached. To differentiate, grilling uses a heat source to be located below the food while broiling locates the heat above the food.



Figure

Grilling

<http://americleaninc.com/grilling-tips/>

The grilling technique includes:

- a) Blot foods dry and season well. Apply oil onto food so that it well covered to avoid sticking on the grill. Wipe the excess marinade to prevent scorching.
- b) Place the food on the grill and cook halfway. Put the food on the grill with the presentation side facing up first.
- c) Turn the food and finish grilling. Once the food reaches desired color, turn to other food side, apply additional marinade.
- d) Determine doneness. It is best to leave the food undercooking to let the heat that remains in the food continue to cook itself.
- e) Evaluate the quality by observing its smoky flavor, moist appearance, and tender texture.

b. Moist Heat Techniques

Moist heat is a method of cooking in which heat is transferred by water, any water-based liquid, or steam (Brown, 2004).

1. Braising and stewing

Braising and stewing combines 2 cooking methods. Foods are cooked in dry heat technique like searing, then processed in moist heat technique. Braises and stews are usually used for whole meat, bird, or fish that can be cooked for long time to have tender texture without falling into shreds.

Braises are used for large portion size while stews are for one bite sizes portion.



Figure

Braising (left side) and Stewing (right side)

<http://www.erinnudi.com/2014/01/22/difference-braising-stewing/>

Braising technique involves:

- a) Preheat pan and oil into very hot but not smoking.
- b) Sear on all sides to produce pond

- c) Add mirepoix (a mixture of chopped celery (either common pascal celery or celeriac), onions, and carrots) and tomato to gain misture and flavor.
 - d) Stir a small amount of liquid such as wine, juice, broth, water, or stock into mirepoix to deglaze the pan
 - e) Add appropriate amount into the pan that covers the braising food by 1/3 to 1/2.
 - f) Cover the pot to keep the food moistened and finish the braise.
 - g) Determine doneness. Place the pot over direct heat and continue to reduce the sauce and to develop the flavor.
 - h) Evaluate the quality: intense flavor as a result of long cooking, deep color appearance, and extremely tender texture but not until fall into shreds or overcooked.
2. Shallow poaching

Shallow poaching technique cook naturally tender food in a small amount of liquid, that is, not until cover all cooked food. It allows the food to be cooked in part by liquid while the other part by the steam that is released by the liquid.

The method is as follow:

- a) Prepare the pan to be spread with butter to enrich the flavor and avoid sticking, and prepare for the paper as a top layer on the pan above the food, under the pan cover. The paper lid has hole in the middle of the paper as parchment lid to not producing all the steam as the food cooks. A rapid boil will cook the food too quickly, affecting the quality of the dish, and may cause all of the liquid to evaporate from the pan, possibly scorching the protein. By using the parchment lid, the protein remains.



<http://www.amazon.com/gp/feature.html?ie=UTF8&docId=1000715851>

- b) Add the main ingredients and the poaching liquid.
 - c) Bring the liquid to a bare simmer over direct heat and finish.
 - d) Determine doneness.
 - e) Remove the food to a holding dish and serve with sauce.
 - f) Evaluate the quality.
3. Poaching and simmering

Poaching and simmering are both moist heat technique that completely cooked in heated liquid. As they both are not seared or browned, the foods have delicate colors, and extremely moist texture with no crust.

Poaching and simmering differ mainly on the heat they used. In poaching method, heat is set in low temperature to avoid overcooked and food toughening. In simmering method, the heat temperature is higher than poaching but not actually boiling. Poaching used for tender foods like young birds, salmon, other fish, and shrimp while simmering used for more mature foods such as poultry.

Poaching technique includes:

- a) Heat the cooking liquid to a full boil, then slightly reduce the heat.
- b) Combine the food with the liquid and return to the correct cooking temperature.
- c) Maintain the liquid heated at 70° – 80° C. do not make it boiled to prevent food falling.
- d) Poach the food until finished.
- e) Evaluate the quality: tender texture, aromatic flavor, and served when hot.



<http://www.showfoodchef.com/2010/06/if-you-can-boil-water-you-can-poach.html>

Simmering technique involves:

- a) Combine the food and liquid then heat it.

- b) Simmer the food until tender. This can be done by fork testing however, it must be sure that the cooked poultry becomes colorless, the texture becomes slightly firm, solid appearance.
- c) Evaluate quality: tender but slice firm texture, flavorful, and not dry.



[\(http://www.healthyguts.net/2011/09/20/homemade-chicken-soup/\)](http://www.healthyguts.net/2011/09/20/homemade-chicken-soup/)

4. Scalding

Scalding involves medium heat at 66° C to mainly cook milk, butter and chocolate, and flour.



Figure
Scalded milk

[\(http://cookingwithgrace.net/2013/10/30/vintage-recipe-williamsburg-buns/\)](http://cookingwithgrace.net/2013/10/30/vintage-recipe-williamsburg-buns/)

5. Boiling

Boiling occurs when the water heated at 100° C and the water bubbles rapidly. Boiling technique includes:

- a) Bring the liquid into the pan

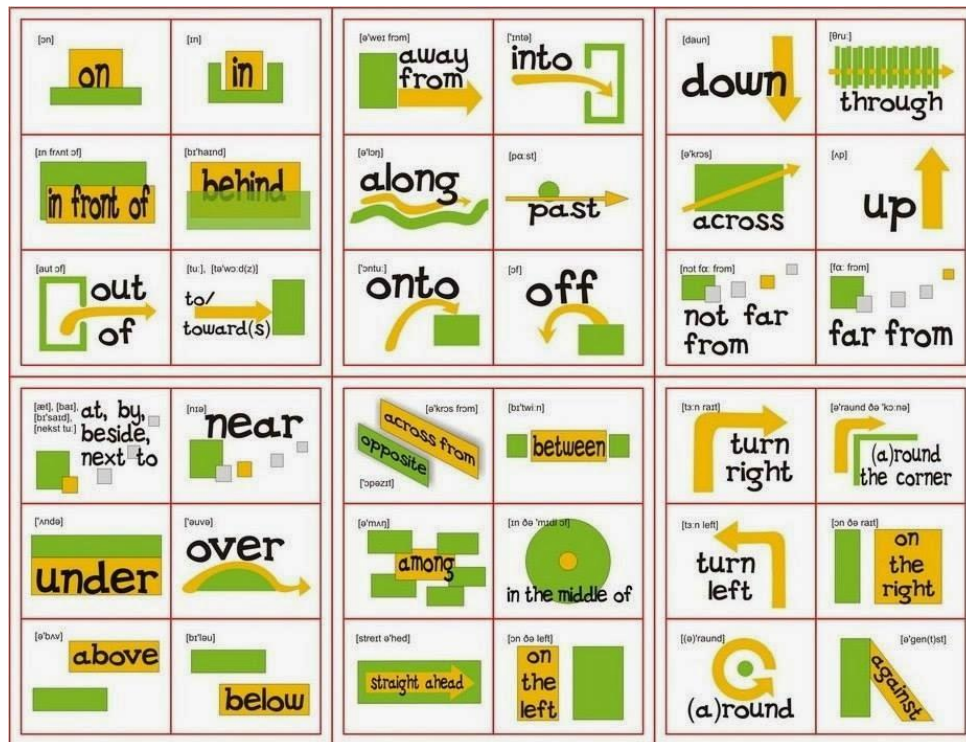
- b) Heat it until big bubbles come out on the water surface. lower the heat once the bubbles come out to avoid overcooking, burn, and loss of cooking liquid.
- c) Gradually add the foods.
- d) Set aside then serve.

Another use for boiling water is for blanching. That is, setting the vegetables' color, lessening the fruits' skin, and destroying enzymes that contribute to deterioration (Brown, 2004).

Grammar Focus

Preposition of Movement

Preposition of movement is used to indicate the position and the motion of things. The preposition of movement could also be used for answering “where” question. Below are the words commonly used for expressing preposition of movement.



Figure

Preposition of movement

(<http://englishworldbysandraluna.blogspot.com/2014/09/prepositions-of-place-movement.html>)

Exercises

PREPOSITIONS OF MOVEMENT

READ THE SENTENCES, COMPLETE THEM WITH A PREPOSITION FROM THE BOX AND MATCH THEM WITH THE RIGHT PICTURE

ALONG OVER ACROSS INTO TOWARDS UP
THROUGH (2) DOWN ROUND OUT OF



1-THE DOG IS SWIMMINGTHE RIVER.

2-THE MAN IS GOING..... THE STREET.

3- THE WOMAN IS GOING.....THE TUNNEL.

4-THE GIRL IS GOINGTHE STAIRS.

5-THE CAR IS GOINGTHE CORNER.

6- THE WOMAN IS GOING.....THE HOTEL.

7- THE BOYS ARE GOING.....THE WINDOW.

8- THE MAN IS GOING..... THE



(<http://www.stlcc.edu/Student Resources/Academic Resources/Writing Resources/Grammar Handouts/subj verb pron agree.pdf>)

CHOOSE THE RIGHT WORD.

- 1- GO ACROSS THE ROAD/ HOUSE.
- 2- GO OUT OF THE STAIRS / SHOP.
- 3- GO ACROSS THE RIVER / BRIDGE.
- 4- GO ROUND THE CORNER /WALL.
- 5- GO OVER THE TUNNEL / BRIDGE.
- 6- GO THROUGH THE MOTORWAY / THE DOOR.
7. GO ALONG THE ROAD/ THE HOTEL.
- 8- GO INTO THE BRIDGE/ THE CAR.
9. GO UP THE TAXI /MOUNTAIN.
- 10- GO DOWN THE STAIRS /THE BANK.

CHOOSE THE RIGHT OPTION



THE WOMAN IS GOING _____ THE STREET
A) ALONG B) TOWARDS C) THROUGH



HE IS GOING _____ THE CLASSROOM
A) ALONG B) INTO C) DOWN



THE PEOPLE ARE GOING _____ THE STAIRS
A) UP B) DOWN C) TOWARDS



THE CAR IS GOING _____ THE
A) THROUGH B) INTO C) ACROSS



HE IS GOING _____ THE MOUNTAIN
A) UP B) DOWN C) OUT OF



HE IS GOING _____ THE STREET
A) ALONG B) OVER C) ACROSS

http://en.islcollective.com/resources/printables/worksheets_doc_docx/preposition_of_movement/prepositions-prepositions-elementary/783

Chapter 7

Recipes and Ingredients

Learning objectives:

1. Students can identify the elements in the recipe
2. Students can name the ingredients stated in the recipe.


1. Recipe

Recipe is a written record of the ingredients and the preparation steps needed to make a particular dish (The American Culinary Federation, 2006). Recipes provide instructions to set the standardized ingredients and steps used in the cooking process in order to be efficient and to control the food cost.

Good recipe should guarantee consistent quality and quantity for any cook who made the dish, can monitor the efficiency of working procedures and provide transparency information to guests regarding the ingredients being used.

There are a number of elements required to be included in a recipe:

- a. Name or title of the dish
- b. Recipe category based on the main ingredients or cooking methods.
- c. Yield information: express the total weight, total volume, and total number of portions.
- d. Portion information: pieces per portion, weight per portion, and volume per portion.
- e. The ingredient list including the preparation of certain required ingredients.
- f. Equipment information for preparation, processing, storing, holding, and serving.
- g. The method details.
- h. Service suggestion including garnish and proper service temperature.

Standardized Recipe and Cost Card											
											
Menu item: Walnut Brittle					Date: January 12th 2010						
Yield: 1 half sheet pan					Source: The Sweet Life Page: 204						
Portion Size: 1					Name: Culinary Management Students 4th Semester						
# of portions 50 ptn					Selling price: \$0.12						
Cost per portion: \$0.05					Food cost percentage: 37%						
		EP Quantity		YIELD %	AP Quantity		AP Cost			Unit Cost	TOTAL
INGREDIENTS	Count	Unit		Count	Unit	Price	Count	Unit	price	Unit	
Sugar	0.362	Kg	100%	0.362	Kg	\$42.37	20	Kg	\$2.12	Kg	\$ 0.77
Water	0.150	L	100%	0.150	L	\$0.00	0.15	L	\$0.00	L	\$ -
Ground Walnut	0.094	Kg	100%	0.094	Kg	\$16.43	1	Kg	\$16.43	Kg	\$ 1.54
										TOTAL COST:	\$ 2.31
Preparation Procedure:											
<ol style="list-style-type: none"> 1 Preheat Oven to 350F. Line a half sheet pan with silpat 2 In a small heavy bottomed saucepan combine the sugar and water 3 Cover and cook until syrup comes to a rapid boil. Remove the cover and continue to cook on medium high heat until the sugar turns a golden brown colour. 4 Pour the caramel on the baking sheets and let cool. 5 When the caramel is cool break into one inch pieces. 6 Place pieces in a robot coup and grind to the consistency of granular sugar. 7 Stir in ground nuts. 8 Reline your baking sheets with silpat 9 Spread the caramel and nut mixture onto two baking sheets in even layers approximately 1/8 and inch thick. 10 Bake until caramel begins to bubble (4-6 minutes) 11 Remove from oven 12 When Brittle is cool it may be stored in a cool dry place, properly sealed. 											
Equipment and Small Wares											
scale, robot coup, silpat, stainless steel bowls, cutting board, knife, saucepan, wooden spoon, spatula, 2 17x11 inch sheet pans											
Notes:											

Figure

Standard Recipe and Cost Card

<http://www.docstoc.com/docs/48604491/Cost-Cards-Pastry-Package-Week-2-7-S2010>

Black Mountain Lodge

Recipe: Smoked Peppered Salmon w/ Apple Glaze and Spring Roll

Venue: Graywolf

Yield: 24 Oz

Scale: 1

Portion Size:

INGREDIENTS	AMOUNTS		PROCEDURE	Cost	Extension	
	QUANTITY	UNIT				
For Smoked Salmon:			For Smoked Salmon:			
Dry Rub:			Combine spices, mix well.			
Anise Seed	1	Part				
5 Peppercorn Blend, chopped	2	Part				
Orange Peel	2	Part				
Pink Peppercorns	1	Part				
Salmon, square cut	3	Oz	Season liberally w/ spice mix. Put into a cold smoker for 1 hour. Chill & reserve.			
For Apple Glaze:			For Apple Glaze:			
Shallots, sliced	1/4	Cup	Caramelize.	\$0.73	\$0.18	
Carrot, chopped	1/4	Cup			\$0.27	\$0.07
Granny Smith Apples IQF, chopped	1/4	Cup			\$0.69	\$0.22
White Wine	2	Cups	Deglaze, reduce au sec.	\$1.55	\$3.10	
Bay Leaves	3	Each			\$0.01	\$0.03
Fennel Seeds	2	Tsp			\$0.05	\$0.10
Coarse Black Pepper	1	Tbl			\$0.14	\$0.14
Apple Juice	46	Oz	Add, reduce by half. Thicken w/ cornstarch slurry, strain.	\$0.05	\$2.40	
			At Service:			
			Season Salmon with kosher salt and grill to medium.			
			Add Apple Glaze.			
			Serve over Spring Roll.			
			Total Cost:		\$6.24	
			Sale Price:		\$18.00	
			Food Cost:		34.68%	

Revision Date:

Figure



Standard Recipe and Cost







<http://www.chefs-resources.com/Recipe-Templates-Excel>







2. Ingredients







There are a number of specific ingredients that commonly used in the recipes especially for local cuisines.




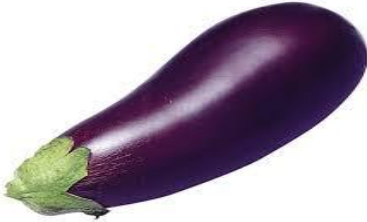

Speak out the name and write the description (you may mention its color, taste, smell, shape) of each ingredient below.






<p>Turmeric Description:</p>	
<p>Ginger Description:</p>	






<p>Kaemferia Galanga Description:</p>	
<p>Galingale Description:</p>	
<p>Cinnamon Description:</p>	
<p>Nutmeg Description:</p>	
<p>Coriander Description:</p>	
<p>Candlenut Description:</p>	







<p>Tamarind Description:</p>	 A photograph of several tamarind fruits and pods. One pod is split open, revealing the dark, sticky pulp inside. The fruits are a light brown color with a slightly wrinkled texture.
<p>Sesame Description:</p>	 A close-up photograph of a large pile of light-colored, oval-shaped sesame seeds.
<p>Olive Description:</p>	 A photograph of a small branch of an olive tree with several olives. The olives are in various stages of ripeness, ranging from green to dark purple/black. The leaves are small and dark green.
<p>Cumin Description:</p>	 A photograph of a pile of small, light brown, elongated cumin seeds.
<p>Vanilla Description:</p>	 A photograph of a single vanilla flower with a yellow center and white petals, next to several dark brown, elongated vanilla pods.
<p>Cardamom Description:</p>	 A photograph of several green cardamom pods. One pod is split open, showing the dark brown, textured seeds inside. There are also some loose seeds scattered around.






<p>Pepper Description:</p>	
<p>Capsicum Description:</p>	
<p>Spinach Description:</p>	
<p>Radish Description:</p>	
<p>Cauliflower Description:</p>	
<p>Sprouts Description:</p>	






<p>Yolk Description:</p>	
<p>Cassava Description:</p>	
<p>Purple potato Description:</p>	
<p>Egg plant Description:</p>	
<p>Cabbage Description:</p>	

<p>Cucumbers Description:</p>	
<p>Lettuce Description:</p>	
<p>Mushrooms Description:</p>	
<p>Onions/Shallots Description:</p>	
<p>Garlic Description:</p>	

<p>Spanish onions Description:</p>	
<p>Leeks Description:</p>	
<p>Long beans Description:</p>	
<p>France beans Description:</p>	
<p>Carrots Description:</p>	 <p style="text-align: right; font-size: small;">© iStockphoto / Thinkstock</p>

<p>Potatoes Description:</p>	 <p>A cluster of whole and sliced potatoes. Some are whole with their skins, while others are sliced into rounds, showing the yellow interior. A small 'wiseGEEK' watermark is visible at the bottom right of the image.</p>
<p>Tomatoes Description:</p>	 <p>A whole, ripe red tomato next to a sliced tomato showing its internal structure.</p>
<p>Mint Description:</p>	 <p>A bunch of fresh green mint leaves with serrated edges.</p>
<p>Basil Description:</p>	 <p>A bunch of fresh green basil leaves tied together at the stems.</p>
<p>Linguine pasta Description:</p>	 <p>A pile of linguine pasta on a wooden cutting board.</p>
<p>Lasagna Description:</p>	 <p>A stack of lasagna sheets, showing the characteristic wavy edges.</p>

<p>Spaghetti Description:</p>	
<p>Pappardelle Description:</p>	
<p>Fettuccine Description:</p>	
<p>Orecchiette Description:</p>	
<p>Mostaccioli Description:</p>	

<p>Ditalini Description:</p>	
<p>Spinach fusilli Description:</p>	
<p>Conchiglie Description:</p>	
<p>Orzo Description:</p>	
<p>Farfalle Description:</p>	

<p>Soba Description:</p>	
<p>Rice stick Description:</p>	
<p>Sticky rice Description:</p>	
<p>Tofu Description:</p>	
<p>Soya bean Description:</p>	

Grammar Focus:

Expressions of quantity




(www.enseignons.be/.../07-02-11Countable-and-uncountable-nouns.docx)

1. Countable and uncountable nouns

We use **a/an** only before singular countable nouns.

We say **a** cookie, **a** book, **a** chair but **an** apple, **an** item, **an** example, ...

A noun can be countable or uncountable. Compare:

<u>Countable</u>	<u>Uncountable</u>
<p>I eat a banana every day. I like bananas.</p>	<p>I eat rice every day. I like rice.</p>
<p>Banana is a countable noun. A countable noun can be <i>singular</i> or <i>plural</i>. Countable nouns are things <u>we can count</u>. So we can say 'one banana, bananas, two etc'.</p>	<p>Rice is an uncountable noun. An uncountable noun has only one form which is <i>singular</i>. Uncountable nouns are things <u>we cannot count</u>. We cannot say 'one rice, two rices, etc'. We cannot use a/an with them.</p>
 	
<p>Examples of nouns usually countable:</p> <ul style="list-style-type: none">• There's a beach near there.• Ann was singing a song.• We haven't got enough cups.• It wasn't your fault, it was an accident.• Have you got a ten-pound note?	<p>Examples of nouns usually uncountable:</p> <ul style="list-style-type: none">• There is sand in my shoes.• Ann was listening to (some) music.• We haven't got enough water.• I wasn't your fault. It was bad luck.• Have you got any money?

Exercises

Put in **a/an** or **some** in the following blanks.

1. I read newspaper, wrote letters and listened to music.
2. Would you like milk in your coffee?
3. We met interesting people at the party.

4. We talked to her and she gave us very good advice.
5. She didn't eat much for lunch: only apple and bread.
6. Would you like bread?
7. I'm going to make table. First, I need wood.
8. We talked to her and she gave us very good advice.
9. I want to write letter. I need pen and paper.
10. Would you like cigarette?
11. I'm going to open the window to have fresh air.
12. We live in big house. There's nice garden with beautiful trees.
13. I need money. I want to buy food.
14. Would you like tea ?
15. We had nice weather when we were on holiday.

2. Countable use of uncountable nouns

We can make uncountable nouns countable by specifying a unit.

The unit can be { a shape (a piece of, a loaf of, ...)
a measurement (a kilo of, a litre of, a metre of, ...)
a container (a bottle of, a glass of, a carton of, a bar of, ...)

Example : Would you like some wine? → Would you like **a glass of** wine ?

Exercises

- a. Can you do the same exercise as the one seen in the example above? Write the translation if unknown.

LOAF	BOTTLE	CUP	CARTON
SLICE	TUBE	JAR	TIN
BAG	JUG	PIECE	BOX
PACKET	CAN	BAR	

A of chocolate

A of jam

A of tuna

A of biscuits

A of cheese

A of cereal

A of wine

A of tea

A of milk

A of cigarettes

A of peas

A of bread

A of advice

A of toothpaste

A of water

b. Choose the right answer.

This morning, I'm going to the supermarket/ supermarket. I buy a packet/bottle of rice, a tin/piece of tomatoes, some/any eggplants and a packet/tube of lentils. I also need two cartons/jars of milk, a kilo/tin of bananas, a papaya and a loaf/slice of bread for breakfast tomorrow. Moreover, I want to make a cake. So, I have to buy some/any ingredients. First, I need a box/bar of chocolate, a bag/kilo of flour and a kilo/packet of sugar. How hungry I am !

3. Quantifiers

Like articles, **quantifiers** are words that precede and modify nouns. They tell us how many or how much. Selecting the correct quantifier depends on your

Quantity	Nouns	
	Countable	Uncountable
LARGE	many / a lot of	much / a lot of
INDEFINITE	some	some
SMALL	a few	a little
ABSENT	no / any	no / any

understanding the distinction between count and uncount nouns.

Exercises

i. Put in *much* or *many*.

1. I haven't got time.
2. She doesn't speak English.
3. Do you know songs?
4. Are there Americans in your company?
5. Was there traffic on the road?
6. Have you travelled in countries?

7. I don't eat meat.
8. Not tourists visit our town.
9. We don't have..... rain in summer.
10. I don't buy clothes.

j. Circle the correct answer.

1. Lots of people *have/has* computer.
2. A lot of my friends *work/works* in London.
3. There *is/are* lots of cinemas here.
4. There *is/are* lots of food in the fridge.
5. Lots of snow *has/have* fallen today.
6. A lot of things *need/needs* to change.

k. Put a little or a few.

1. I know English.
2. I speak words of Spanish.
3. I'll be on holidays days.
4. Can you give me help?
5. Ann will be ready in minutes.
6. Could I have more coffee?
7. I'd like to ask you questions.
8. I'm having trouble with the police.
9. The soup needs more salt.
10. I'm going away for weeks.

l. Circle the correct answer.

Example: I have little/a little time to read newspapers and no time at all to read books.

1. There was *little/a little* water on the mountain and we all got very thirsty.
2. Foreign languages are difficult, and *few/a few* people learn them perfectly.
3. I'm going to Scotland with *few/a few* friends next week.
4. I've brought you *few/a few* flowers.
5. Life is very hard in the Artic, so *few/a few* people live there.

Chapter 8

Food Presentation

Learning objectives:

1. Students can identify food presentation technique
2. Students can identify garnish suitable for certain food presentation
3. Students can identify the labeling on packaged food

1. Food presentation technique

Presentation is the art of expressing food arrangement or decoration on a serving plate (The American Culinary Foundation, 2006). An artistic food layout on the plate will attract not only the diners' eyes, nose, and mouth as the first impression (Brown, 2004) but also encourage appetite (The American Culinary Foundation, 2006).

For plating presentation, the main considerations are the arrangement of food color, shapes, sizes, flavors, and textures (Brown, 2004). However, a number of points that need to be concerned are:

- a) Serve the food at best suitable temperature to provide the best flavor and food safety.
- b) Present the food in an attractive and suitable appearance.
- c) Make sure that the guest is able to identify and eat the food.

The elements on the plate consist of main item, side dishes, sauces, and garnishes. The hot plate is for hot food, while cold plate is for cold food. Be ensure that the plate is fit enough to present the food. Too large plate will make the food presentation becomes meager while too small plate will make the foods display crowd on the plate.

In arranging the food, use the food natural colors, shapes, and textures as arrangement guidance.

- a) Use the creative idea for decorating the food to attract attention and delight the diners' eye.
- b) Use the other elements on the plate such as vegetables, fruits, or side dish to contrasting or balancing colors, flavors, textures, and temperatures.
- c) Leave some space on the plate unfilled.
- d) Create a focal point to attract the attention.
- e) Locate the focal point not to hide the main element on the plate.
- f) Any food that spills over onto the edge should be wiped clean.



Figure

Creative Food presentation

(<http://chefsblade.monster.com/training/articles/991-enhancing-food-presentation?page=4>)



Figure

Food presentation by contrasting the food colors

(<http://presentationpanda.com/blog/presentation-tips-you-can-learn-from-food-presentation/>)

2. Garnish

Garnish is a decoration usually made of carved fruits, vegetables, sauce, pastas, herbs, and leaves. Garnish not only aims to appealing the eye but also should match or complement the main served food.



Figure

Cocktail Garnish

(<http://liquordigest.blogspot.com/2011/05/what-it-looks-like-is-important-how-to.html>)



Figure

Vegetables Garnish

(http://www.thedailymeal.com/web_recipes/floral-garnish-without-the-flowers-dedicated-to-bergy/94f89a82-30e7-11e1-b971-38607703)



Fruit Garnish

(<http://www.applesandbutter.com/2011/07/gazpacho-garnish-kicking-it-up-notch.html>)

A non functional garnish occurs when a garnish has no relation or link with the served food rather than to add a spot. While a functional garnish helps the diners to identify the dish and enjoy the food. There are some considerations on arranging good garnish:

- a) All garnishes must be edible. Garnish should be fresh and high quality foods so that diners can eat all garnishes on the plate.
- b) Garnishes should not be too large that can hide or obstruct the diners to eat the main food. In other words, garnish should not be too crowded and annoying the served food. In case the items on the plate are already harmonized, garnish is unnecessary.

3. Food Labeling

Food labeling on the package helps the consumers for getting the food-related information then making the choices in buying decision.

What's on a food label?

Date Marking

This is the 'Use By', 'Sell By' and 'Best Use Before' date. It gives the date by which the food should be eaten.

Product Name

Usually beside the brand name. Tells you what the food is.

Net Weight

This gives the actual weight of the food excluding the packaging. For canned foods packed in liquid, the net weight is the weight of the drained food.



Ingredient List

This shows all the ingredients that make up the product. The ingredients are listed in descending order by weight.

Nutrition Information

This panel shows the nutrients found in one serving or in 100 g / 100 ml of the food.

Usage Instructions

These are instructions for storing or using the product.

Manufacturer's Details

Every label includes the name and address of the manufacturer, importer or distributor.

2

(https://www.ktph.com.sg/hlibrary/display/936/reading_food_labels)

Nutrition facts

The Nutrition Facts Label tells you what nutrients (components of food your body needs to grow and stay healthy) and how much of those nutrients are in found in one serving of the food. It is located on the outside of most food packages, but isn't on most fresh foods (such as fruits and vegetables or meats). The Nutrition Facts label can help you make choices about the food you eat.

Serving Size

This tells you what amount equals one (1) serving of the product. Every other nutrient value listed on the label is based on this amount.

Calories

Calories are a unit of energy. Calories in food come from carbohydrates, protein, and fat. Because calories give us energy, we need them to be able to think and be active.

% Daily Value

The Daily Value is the recommended amount of a nutrient you need per day. The % Daily Value tells you the percentage of the daily value you're getting. A food that has more than 20% of the Daily Value of a certain nutrient is a good source of that nutrient.

Cholesterol

Cholesterol is only found in animal products. You should avoid eating too much cholesterol, especially if you have high blood cholesterol.

Total Carbohydrate

Carbohydrates give your muscles and brain energy. The type of carbohydrate found in the food (such as fiber and sugar) is sometimes listed on the label. Fiber is a type of carbohydrate that helps with digestion and keeps you full between meals. Sugar is a type of carbohydrate that provides instant energy. Sugar is naturally found in foods such as milk and fruit. It's also added to foods to make them taste sweet. Eating too much added sugar can be unhealthy.

Nutrition Facts			
Serving Size			
Servings per Container			
Amount per serving			
Calories		Calories from Fat	
% Daily value*			
Total Fat			
Saturated Fat			
Trans Fat			
Polyunsaturated Fat			
Monounsaturated Fat			
Cholesterol			
Sodium			
Total Carbohydrate			
Dietary Fiber			
Sugars			
Protein			
Vitamin A		Vitamin C	
Calcium		Iron	
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your caloric needs:			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrates		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			

Footnote

This reminds us that all of the % Daily Values come from the recommendations for a 2,000 calorie meal plan. Your needs may be higher or lower; keep in mind this is just an average. These Daily Value Percentages (%) are not for everyone.

Servings Per Container

This tells you how many servings you can get from one package. Some containers have a single serving, but most have more than one serving per package.

Calories from Fat

This is the number of calories that come from fat. It's not the percent of fat in the food.

Total Fat

Fat is essential for our bodies. There are 4 kinds of fat. Monounsaturated and polyunsaturated fat are the kinds of fat that are healthy for the heart. Saturated fat and trans fat are not heart healthy and should be limited.

Sodium

Sodium tells you how much salt is in the food. People with high blood pressure are sometimes told to follow a low sodium diet. Eating less than 2400 mg of sodium every day is recommended.

Protein

This nutrient is used to build muscle and fight infections.

Vitamins/Minerals

This tells you the percent Daily Value for vitamin A, vitamin C, calcium, and iron you are getting from this product. Other vitamins and minerals may be included in this section.

http://www.youngmenshealthsite.org/nutrition_facts_label.html

Grammar Focus

Pronouns

Pronouns are words that substitute for nouns.

Every pronoun must have a clear antecedent (the word for which the pronoun stands).

KINDS OF PRONOUNS

(<http://www.towson.edu/ows/pronouns.htm>)

e. Personal Pronouns:

	SINGULAR			PLURAL		
	subjective	objective	possessive	subjective	objective	possessive
1 st person	<i>I</i>	<i>me</i>	<i>my, mine</i>	<i>we</i>	<i>us</i>	<i>our, ours</i>
2 nd person	<i>you</i>	<i>you</i>	<i>your, yours</i>	<i>you</i>	<i>you</i>	<i>your, yours</i>
3 rd person	<i>he</i>	<i>him</i>	<i>his</i>	<i>they</i>	<i>them</i>	<i>their, theirs</i>
	<i>she</i>	<i>her</i>	<i>her, hers</i>			
	<i>it</i>	<i>it</i>	<i>its</i>			

Personal pronouns have the following characteristics:

- 1) three persons (points of view)

Examples:

On Saturday, *I* will meet Joe at three o'clock.
↑
1st person pronoun – the speaker

Which sweater do *you* want to wear?
↑
2nd person pronoun – the one spoken to

The experience left *them* no choice except to return.
↑
3rd person pronoun – the ones spoken about

2) three genders

Examples:

She sent an e-mail to **her** uncle earlier today.
feminine gender pronouns

People enjoy Joel's company when **he** begins to tell jokes.
masculine gender pronoun

The tree had lost all of **its** leaves by October.
neuter gender pronoun

3) two numbers

Example:

They told **me** that **they** had seen **him** during **their** vacation.
plural pronoun singular pronoun plural pronoun singular pronoun plural pronoun

4) three cases

Examples - subjective case

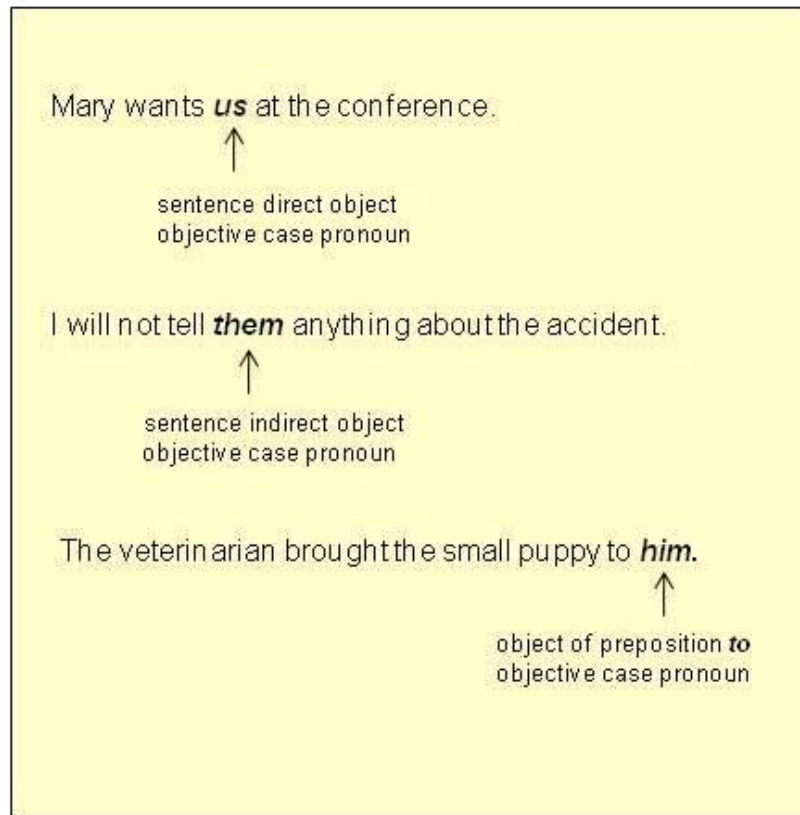
She met Paul at the club.
sentence subject
subjective case pronoun

The third woman in the line is **she**.
sentence subjective complement
subjective case pronoun

Examples - possessive case



Examples - objective case



f. **Demonstrative Pronouns:**

<i>this</i>	<i>that</i>	<i>these</i>	<i>those</i>
↑	↑	↑	↑
singular	singular	plural	plural
(near)	(far)	(near)	(far)

Demonstrative pronouns can also be used as determiners.

Example:

Hand me **that** hammer. (**that** describes the noun *hammer*)

Demonstrative pronouns can also be used as qualifiers:

Example:

She wanted **that** much money? (**that** describes the adjective *much*)

g. **Reflexive / Intensive Pronouns** : the "self" pronouns

These pronouns can be used only to reflect or intensify a word already there in the sentence.

Reflexive / intensive pronouns CANNOT REPLACE personal pronouns.

Examples:

I saw **myself** in the mirror. (**Myself** is a reflexive pronoun, reflecting the pronoun *I*.)

I'll do it **myself**. (**Myself** is an intensive pronoun, intensifying the pronoun *I*.)

Note: The following words are substandard and **should not be used**:

theirselves* *theirself* *hisself* *ourself

h. Indefinite Pronouns:

1) **Singular:**

<i>one</i>	<i>someone</i>	<i>anyone</i>	<i>no one</i>	<i>everyone</i>
<i>each</i>	<i>somebody</i>	<i>anybody</i>	<i>nobody</i>	<i>everybody</i>
<i>(n)either</i>	<i>something</i>	<i>anything</i>	<i>nothing</i>	<i>everything</i>

Examples:

Somebody is coming to dinner.

Neither of us believes a word Harry says.

2) **Plural:**

both *few* *several*

Examples:

Both are expected at the airport at the same time.

Several have suggested canceling the meeting.

3) **Singular with non-countables / Plural with countables:**

some *any* *none* *all* *most*

Examples:

Some of the dirt has become a permanent part of the rug.

Some of the trees have been weakened by the storm.

Indefinite pronouns use apostrophes ('s) to indicate possessive case.

Examples:

The accident is **nobody's** fault.

How will the roadwork affect **one's** daily commute?

Some indefinite pronouns may also be used as determiners.

one, each, either, neither, some, any, one, all, both, few, several, many, most

Note the differences:

Each person has a chance. (Each is <u>describing</u> person.)	Each has a chance. (Each is <u>replacing</u> a noun.)
Both lawyers pled their cases well. (Both is <u>describing</u> lawyers.)	Both were in the room. (Both is <u>replacing</u> a noun.)

i. **Interrogative Pronouns:**

who whose whom which what

Interrogative pronouns produce information questions that require more than a “yes” or “no” answer.

Examples:

What do you want?

Who is there?

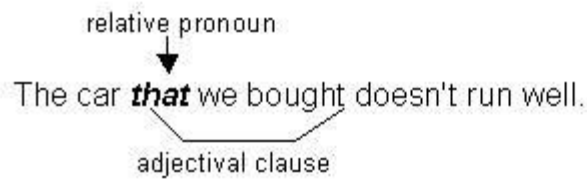
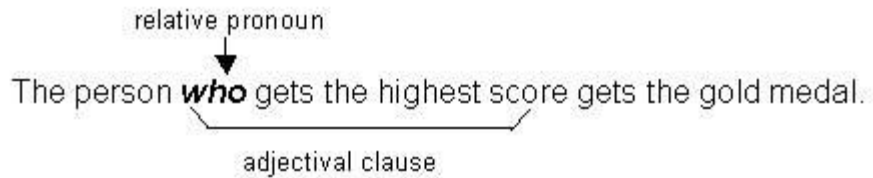
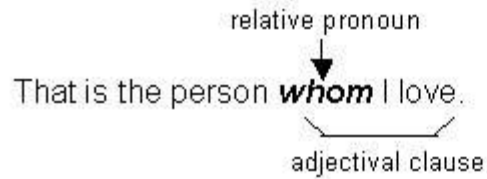
j. **Relative Pronouns:**

who whose that which

Relative pronouns introduce relative (adjectival) clauses.

Relative pronoun	Pattern
Who	(person) + who + (verb)
Whom	(person) + whom + (person)
Whose	(person) + whose + (noun)
Which	... which + person/verb/noun
That	... that + person/verb/noun

Use *who*, *whom*, and *whose* to refer to people. Use *that* and *which* to refer to things.



Exercise:

1. Bring 1 of your favorite packaged snack or food to the class. Analyze the labeling information as good as you can. You should say about the name of the product, manufacturer details, the ingredients, expired date, nutrition information, and usage instruction.
2. Replace the bold word(s) with the correct pronoun (I, you, we, they, it, she, or he):

1. **My uncle** lives in Mexico City. lives in Mexico City.
2. **My friends** aren't coming. aren't coming.
3. **Mrs. Wong** is studying English. is studying English.
4. **You and I** have to talk about the test. have to talk about the test.
5. Can **you** help me? Yes, can help you.
6. The **tree** is going to fall. is going to fall.
7. **John and Robert** had an argument. had an argument.
8. **Jim and I** are the same age. are the same age.

9. **My passport** is in my bag. is in my bag.
10. **My cousin George** just graduated from high school. just graduated from high school.

3. Fill the blank by choosing the correct word available in the bracket.

1. Is that your notebook or (*my/mine*)?
2. I don't like (*their/theirs*) apartment.
3. That's not my problem. It's (*yours/your*).
4. Your car is green, while (*my/mine*) is black.
5. Isn't (*their/theirs*) son older than you?
6. A friend of (*our/ours*) called.
7. A friend of (*her/hers*) brother's called.
8. He's (*our/ours*) doctor.
9. That's (*our/ours*) house, not theirs.
10. Is he a friend of (*your/yours*)?

4. Fill the blank using whom, where, whose, or who.

1. The man _____ we met on the street is my friend.
2. The café _____ she usually has breakfast is nearby.
3. The girl _____ wrote the poem is still young.
4. The girl _____ poem I read now is still young.
5. The neighborhood _____ we live is safe.
6. The people _____ we saw yesterday are my neighbors.
7. The boy _____ bike was stolen is crying.
8. The people _____ live across the street are from Thailand.
9. The hotel _____ we stayed was very unclean.
10. The man _____ wallet was lost was so sad.

[\(http://www.learnenglishfeelgood.com/\)](http://www.learnenglishfeelgood.com/)

Chapter 9

Food Service and Table Manner

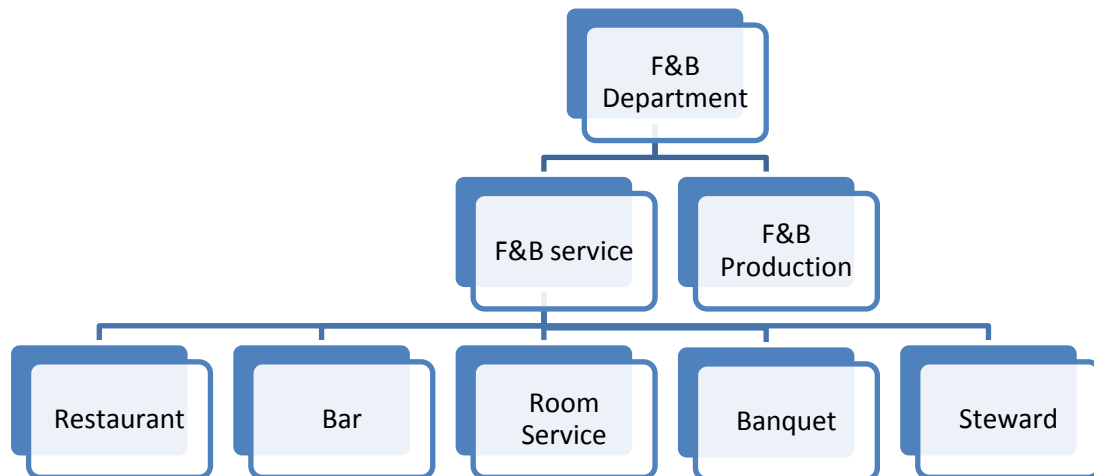
Learning Objectives:

1. Students can identify the food service in the restaurant
2. Students can identify table manner setting in the restaurant

1. Food service in the restaurant

Food service is function/area in the restaurant that serves food & drink to people and to satisfy their various types of needs (Mertayasa, 2012).

The organization of food service comprises of:



This book will explain more details on the F&B in the restaurant. There are a number of people with their different position and job specification working in the restaurant, including:

- a. Restaurant Manager who is responsible for planning, organizing, actuating, and controlling in any kind of F&B activities in his/her restaurant in order to provide service excellence and achieve a profitable business unit.
- b. Assistant Restaurant Manager who is responsible for assisting Restaurant Manager, representing and deciding for solution while the Restaurant Manager is away.
- c. Restaurant Supervisor who is operationally responsible for activities occurred in the coffee shop, banquet, room service, bar, and dishwashing area.

- d. Restaurant Captain who is responsible for one section in the F&B service area and has liability to the Restaurant Supervisor.
- e. Restaurant Waiter/es who is responsible for serving activities to the diners/guests including the restaurant and his/her own cleanliness.
- f. Bartender who is responsible for bar section.
- g. Cashier who is operationally responsible to Restaurant Supervisor as well as Financial Department.
- h. Dishwasher/Steward who is responsible for cleaning the cooking equipments, cutlery, and his/her work area.

Restaurant equipments are required to support the serving activities in order to serve a small or large group the guests.

- c. Restaurant Furniture:
 - 1) Guest tables in forms of: round table, rectangular, and square
 - 2) Guest chairs
- d. Linen including table cloth, chair cover, and napkin.
- e. Silverware consists of eating utensils made of silver and stainless steel.
 - 1) Cutlery: eating utensils placed on the guest table.
 - a) Spoons including dinner spoon, dessert spoon, soup spoon, tea spoon, ice cream spoon and ice tea spoon.
 - b) Knives including dinner knife, dessert knife, fish knife, steak knife, barbecue knife, cheese knife, and cake knife.
 - c) Forks including dinner fork, dessert fork, fish fork, cake fork, snail fork, and cocktail fork.
 - 2) Hollowware: stainless steel utensils used for serving the food to the guests.
 - a) Coffee server



Figure
Coffee Server

[\(http://store.restaurantproducts.us/cart/product/9340/Soprano_Collection_Holloware/\)](http://store.restaurantproducts.us/cart/product/9340/Soprano_Collection_Holloware/)

b) Water pitcher



Figure
Water pitcher

(http://store.restaurantproducts.us/cart/product/9340/Soprano_Collection_Holloware/)

c) Sugar bowl



Figure
Sugar Bowl

(http://store.restaurantproducts.us/cart/product/9340/Soprano_Collection_Holloware/)

d) Sauce boat



Figure
Sauce Boat

(http://store.restaurantproducts.us/cart/product/9340/Soprano_Collection_Holloware/)

f. Chinaware: utensils made of ceramics.

This consists of: plate, bowl, cream jug, cream bowl, sauce boat, milk jug cup and saucer, vegetable dish, salt and pepper, sugar bowl, soup bowl and dish.



Figure
Chinaware

<http://www.aplacesetting.co.uk/pages/crockery-hire-product-list-158.htm>

g. Glassware



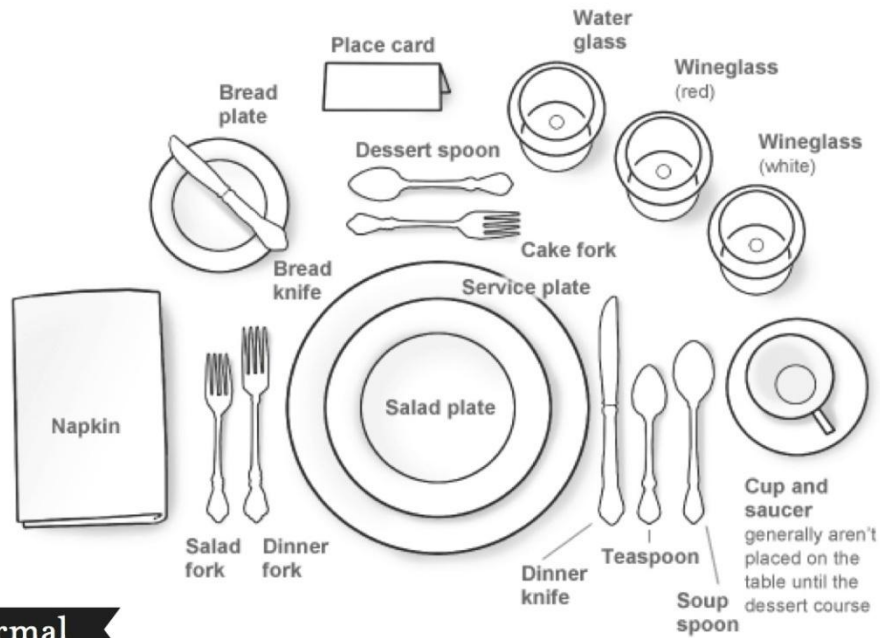
Figure
Glassware

(<http://www.alleventsrentals.com/glassware/>)

2. Table Manner

Table manner plays an important role in a formal dining meeting. This will show as a signal of the state of our manners therefore there are a number of etiquette rules a guidance in handling forks, spoons, knives, glassware, and behavior during the dining that need to be followed (<http://www.primeexamplevents.com/blog/2012/05/15/Do-you-have-good-table-manners.aspx>, <http://www.leaderu.com/isr/lifeinamerica/tablemanners.html>):

- a. To begin with, sit on the chair that host assigned for you. Unfold the napkin and place it on your knees. When you need to leave the table to go to restroom or anything else, place the napkin on the chair. When you finished, place the napkin on the table.
- b. Eat quietly with the mouth closed. Try everything with little portion.
- c. Keep the table and table-cloth as clean as possible. Do not put bones or anything on the table. Things that are not eaten should be put on your own plate.
- d. Knife in the right hand while fork in left hand. Do not put the elbow or arm on the table.
- e. Never blow your nose at the table. Do excuse for yourself and go to the restroom. "Excuse me, I need to go to the restroom, please".
- f. Do not put the phone on the table. If you need to make an emergency call, excuse yourself and walk outside.
- g. Always clean and wash the nails and hands before eating.
- h. Do not either make a protest or refuse the food unless you have serious allergy with the food. If so, you need to tell the host in advance.
- i. Always taste the food and do not add salt and pepper before tasting the food.
- j. Do not spit out. If you found anything in your mouth that you need to spit it out, do it in your napkin.
- k. See how fast the others eat the food. You need to keep up with their pace.
- l. Do not talk when the mouth is full of food.
- m. If you need the meal or anything far from your place, do not grab it in front of others. You need to ask someone near to pass it to you. "Please pass the pepper". Say "Thank you" once it passed on to you.
- n. Leave the table with permission from others in the dining table. Whenever woman leaves or returns to the table, all men seated with her should stand up.
- o. Wait everyone finished before you leave the table. Express your appreciation and thankful to the host "What A delicious meals. Thank you very much".
- p. Passing food on the table is in a counterclockwise direction, or to the right. However, if someone only a few places away from you on your left, then just pass it to the left instead of sending it all the way around to the right. (<http://www.emilypost.com/table-manners-sub-menu/passing-food-at-the-table>).



formal

Figure
Elaborate Table Setting

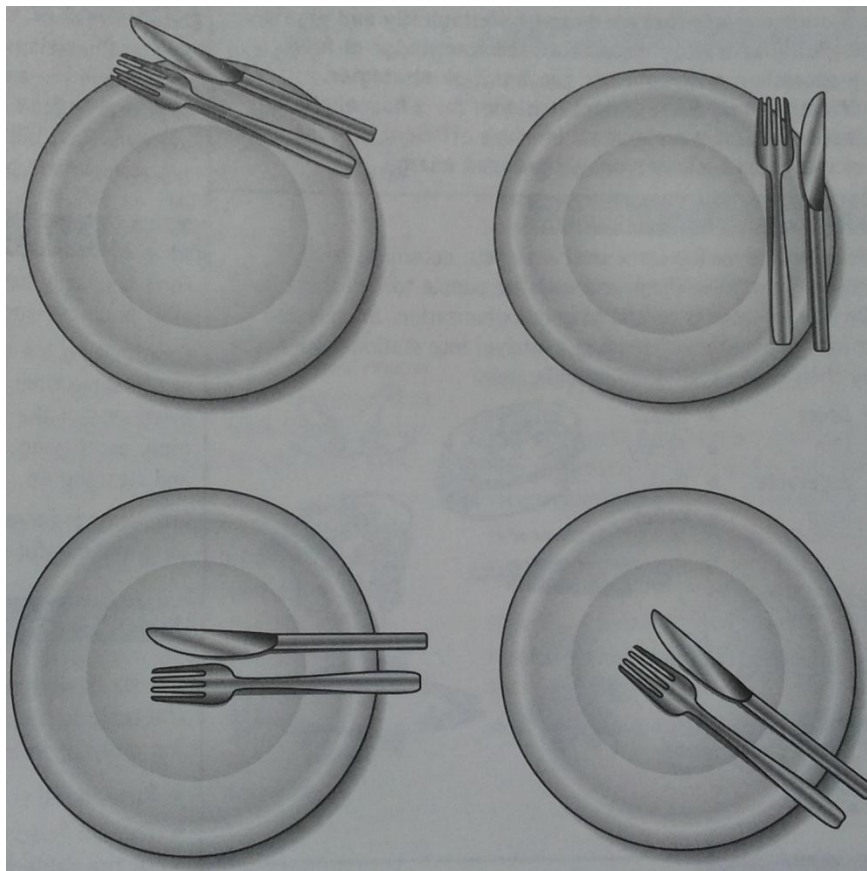
(<http://kismetweddingshow.com/the-table-setting-explained/>)



Figure
Table Manners Etiquettes

(<http://www.michellehenry.fr/polite.htm>)

Once you finished with the meals, put the fork and knife to show that you complete with the meal. This is also a signal or waitress to clean up the plate from your table.



Figure

Positions of flatware to signal the meal completion (Brown, 2004)

Grammar Focus

Preposition of Time

Preposition of Time is used for expressing the specific time including day, date, month, year, hour and minute. There are 3 kinds of preposition of time (<http://www.grammar.cl/Intermediate/Prepositions/At On In Time.htm>):

1. AT

We use **AT** with specific times (hour/minutes):

- I get up **at** 7 o'clock.
- My English class starts **at** 10am.
- She finishes work **at** 6.15
- I left the party **at** midnight.

We use **AT** to show the time of midday and midnight:

12am (ante meridiem or before noon) = midnight
12pm (post meridiem or after noon) = midday/noon.

We also use **AT** for a holiday period of two or more days:

- Do you normally get together with your relatives **at** Christmas?
- Did you eat a lot of Opor Ayam **at** Idul Fitri?

2. **ON**

We use **ON** for specific days and dates:

- I will return it to you **on** Wednesday.
- They got married **on** Friday the 13th.
- We get paid **on** the 20th of every month.
- I drank too much **on** New Year's eve.

Remember that for dates, we use ordinal numbers.

E.g. the First of September (not the one of September)

3. **IN**

We use **IN** for specific months, years, seasons, centuries and lengths of time.

- My birthday is **in** January. (I don't mention the date, just the month)
- My grandmother was born **in** 1927.
- The river near my house is dry **in** Summer.
- The company was founded **in** the 19th century.
- We need to have this report ready **in** 15 minutes.

Compare:

The Indonesia National day is **in** August.

(mention the month)

The Indonesia National day is **on** August 17th.

(mention the day - the order is not important)

The Weekend

Sometimes you will hear **AT** the weekend and sometimes **ON** the weekend.

They are both correct. **ON** the weekend is used in United States.

- Where did you go **on** the weekend? (US)
- Where did you go **at** the weekend? (British)

We don't use Prepositions

Remember! We do not use **at, on, in** or **the** with the following expressions:

- Today, tomorrow, yesterday, this morning, tonight, last, next, every.

Prepositions of Time

AT - ON - IN



AT

- Specific Time** - I wake up **at** 7 o'clock.
- She returned home **at** midnight.
- Holiday Period** - Everyone seems happy **at** Christmas.

ON

- Days of the week** - We will visit you **on** Wednesday.
- Specific days** - I return to my country **on** the 27th.
- Dates** - We get together **on** Christmas Day.

IN

- Months** - My birthday is **in** January.
- Years** - America was discovered **in** 1492.
- Seasons** - I always go to the beach **in** summer.
- Length of Time** - It will be ready **in** 20 minutes.
- Centuries** - Life was different **in** the 15th century.

Parts of the day

- IN the morning** - I go to the gym **in** the morning.
- IN the afternoon** - I often feel tired **in** the afternoon.
- IN the evening** - I study English **in** the evening.
- AT night** - I like to read in bed **at** night.

ON + Day + Part of the day

- We will have a party **on** Friday night.
- Our flight leaves **on** Monday morning.

Exercises:

1. Try to use preposition of time, relative pronoun, and your culinary vocabularies to answer this question below:

What's your favourite restaurant?



Why do you like this restaurant?

Who do you like to go with?

What's your favourite meal?

<http://autismbuddy.com/categories/printable-zone/social-skills/conversation-starter-boards-favourite-restaurant>

2. Try to use preposition of time, relative pronoun, and your culinary vocabularies to create a story based on the picture below:



<http://atlaslanguageschool.com/2013/06/5-easy-ways-to-pick-up-new-vocabulary/?lang=ja>

Chapter 10

Job Application for Culinary Students

Learning objectives:

1. Students can identify elements of curriculum vitae and make for their own.
2. Students can analyze the job vacancy and create their job application.

1. Curriculum Vitae

Curriculum Vitae or resume, is an outline of a person's educational and professional history, usually prepared for job applications (<http://www.kent.ac.uk/careers/cv.htm>). A CV is a marketing document in to sell your potentials. You need to "sell" your skills, abilities, qualifications and experience to employers. There is no best way to create a CV however a CV should include:

- a. Personal details including name, address, date of birth, phone number, and email.
- b. Education and qualification.
- c. Work experiences especially those which support the job qualification.
- d. Interest and achievement.

Below are examples of CV in different form but acceptable in formal condition.

PERSONAL RESUME

Mr. Chanroeun Phen

Address : Identity Card N^o 010439095
: N^o 50B Street 99 Group 23 Sang Kat Boeung Tra Bek
: Khan Chamkarmorn, Phnom Penh, Kingdom of Cambodia
: E-mail : fbchanroeun@ehotelier.com
: Tel, **012 859 383**



I. OBJECTIVE: Position applies for, **Operation Manager / F&B Manager**

II. PERSONAL PARTICULARS

Full name	: Mr. Chanroeun Phen	Sex	: Male
Date of Birth	: July 23, 1975	Place of birth	: Kampong Cham Province
Nationality	: Khmer	Religion	: Buddhist
Health	: Good	Weight	: 76 Kg
High	: 1.69 m	Marital Status	: Married

III. QUALIFICATION

: High School (11 Grade 1991 Boeung Trabek School)

COMPUTER & TYPING

: Electric Typing
: Microsoft Word 95
: Microsoft Excel 95

IV. WORK EXPERIENCES (19 years in the Hotel industry)

2008 – Now : Winn Casino Resort (Bavet, Khmer and Vietnam Border)
Position: Food & Beverage Manager

- : Pre-Opening hotel and setting up with a whole F&B Department
- : Plan Budget for all F&B department and Recruitment staff for work
- : Purchasing all F&B Outlet Equipment to Sep up the in hotel and Casino
- : Management of whole Staff and Training, duties organization for whole the F&B Division
- : Implement action to develop the F&B face to all the expectation of The Customer
- : Responsible of administration, Registration, Contracts with Customers
- : Make Good Communications with Partners, Customers and Staff
- : Control all with the F&B Department Expenses
- : Daily Sold Problem when the Customer and Staff Complaint
- : Daily Market list Checking and Signature Approved before the food order
- : Weekly Financial Report to the General Manager
- : Assignments Daily meeting with All Outlet Manager and Supervisor in F&B Department
- : Weekly Prepare the Profit & Lose and all the F&B Department Problem on Meeting With General Manager

Figure
Resume

(<http://workbloom.com/resume/sample/restaurant-manager.aspx>)

KENNETH L. BALDWIN

2252 N. Main Street
Phoenix, AZ 85000

Home: 480/555-0000

kenneithbaldwin@abc.com

PROFILE

A dynamic, results-oriented **Restaurant Manager** offering focused leadership to drive sales and profitability in highly competitive markets.

Consistently achieve performance goals through enthusiasm, tenacity and initiative, which complements knowledge / expertise in

- Team Building / Staff Training
- Purchasing / Inventory Management
- Quality Assurance / Control
- Facilities / Safety Management
- Customer Service / Guest Relations
- Cost Containment / Control
- Policies and Procedures
- Continuous Performance Improvement

Noted for outstanding communications skills, both with guests and staff; resolve problems quickly and equitably to ensure happy customers and happy employees.

Computer skills:

- MS Word, Excel and PowerPoint
- POS systems including Maitre 'd

EXPERIENCE

07/04 - Present THE FARM, INC. Phoenix, Arizona
[Family dining / complete meal concept / \$11 average check; seating for 450; 60 staff]

Manager

Employ an efficient, high-energy and professional approach to store operations management in order to:

- balance service with costs to ensure profitability
- promote guest satisfaction for steady repeat business
- coach / schedule servers to maximum levels of performance
- monitor BOH for consistent sanitation, food quality and presentation
- purchase / control inventory with attention to budget guidelines

Contributed to store's recognition as most profitable in 41-store chain, maintaining gross profit at 48%. Involved in special projects:

- Initiated three-month in-house customer service contest for busers, servers and hosts to effect continuous improvements in service scores.
- Introduced a wine seminar for servers, strengthening knowledge of offerings, which dramatically increased wine sales.

2003 CHILI'S GRILLE Forest Grove, Washington
[casual dining bistro; seating for 60; 22 staff.]

Assistant Manager

Directed general restaurant operations, monitoring food quality and staffing requirements to ensure a positive dining experience for every guest.

EDUCATION

OREGON STATE UNIVERSITY Harrisburg, Oregon
B.S. - Hospitality and Business Management; minor: **Business Administration**

Course work included:

- Food Science and Nutrition
- Strategic Analysis
- Cooking and Dining Room Service
- Food Service Systems and Controls

Figure

Resume

(<http://workbloom.com/resume/sample/restaurant-manager.aspx>)

2. Job Application

Job application is a form or collection of forms that an individual search for employment must fill out, as part of the process of informing an employer of the applicant's availability and desire to be employed, and persuading the employer to offer the applicant employment. Below is one example of job application.

Winston Jeffers
Hiring Manager
Dayjob Ltd
120 Vyse Street
Birmingham, B18 6NF

25th April 2012

Dear Mr Jeffers

Your advertisement for a caught my eye, and as I appear to be a perfect match for this position I am eagerly applying for the vacancy.

As an accomplished with over years experience in the field of, I am well positioned to join your company and make an immediate positive impression. My key areas of expertise include, but are not limited to the following;

- A solid background in....., and
- Possessing a convincing track record of
- Having a well deserved reputation for..... and

I believe that my skills, experience, and reputation for excellence can greatly enhance your company's already impressive performance.

I have a proven track record of responsibility, integrity and commitment to company objectives. I am comfortable working independently or as part of a team, and I firmly believe that your needs and my skills are an excellent match. In addition to all of this I possess impeccable personal and work references which I can present to you when we meet.

Thank you for taking the time to consider my application. I look forward to calling you in a few days time to arrange an interview at a mutually convenient time.

Yours sincerely

Simon Higgins

Simon Higgins 123 Made Up Street

Birmingham, B11AA 8RJ

T: 0044 121 638 0026 E: info@dayjob.com

Conjunctions

Conjunctions are words used as joiners.

Different kinds of conjunctions join different kinds of grammatical structures.

The following are the kinds of conjunctions

[\(<http://www.towson.edu/ows/conjunctions.htm>\):](http://www.towson.edu/ows/conjunctions.htm)

A. COORDINATING CONJUNCTIONS (FANBOYS)

for, and, nor, but, or, yet, so

Coordinating conjunctions join equals to one another:

words to words, phrases to phrases, clauses to clauses.

Examples:

word to word Most children like *cookies* **and** *milk*.

phrase to phrase The gold is hidden *at the beach* **or** *by the lakeside*.

clause to clause *What you say* **and** *what you do* are two different things.

Coordinating conjunctions usually form looser connections than other conjunctions do.

Examples:

Marge was late for work, **and** she received a cut in pay. (very loose)

Marge was late for work, **so** she received a cut in pay. (loose)

Because Marge was late for work, she received a cut in pay.
(The subordinate conjunction **because** creates a tighter link between the two ideas.)

Coordinating conjunctions go in between items joined, not at the beginning or end.

Examples:

Correct: I like coffee, **but** I don't like tea.

Incorrect: **But** I don't like tea, I like coffee.

Punctuation with coordinating conjunctions:

When a coordinating conjunction joins **two** words, phrases, or subordinate clauses, no comma should be placed before the conjunction.

Examples:

words: *cookies* **and** *milk*.

phrases: *at the beach* **or** *by the lakeside*.

subordinate clauses: *what you say* **and** *what you do*

A coordinating conjunction joining **three or more** words, phrases, or subordinate clauses creates a series and requires commas between the elements.

Examples:

words: *peanuts, cookies,* **and** *milk*.

phrases: *in the mountains, at the beach,* **or** *by the lakeside*.

subordinate clauses: *what you think, what you say,* **and** *what you do*

A coordinating conjunction joining **two independent clauses** creates a compound sentence and requires a comma before the coordinating conjunction

Examples:

Tom ate all the peanuts, **so** Phil ate the cookies.

I don't care for the beach, **but** I enjoy a good vacation in the mountains.

B. CORRELATIVE CONJUNCTIONS

either. . .or

neither. . . nor

both. . . and

not only. . . but also

These pairs of conjunctions require equal (parallel) structures after each one.

Faulty: Clara *not only* wants money *but also* fame.

Correct: Clara wants *not only* money *but also* fame.

Correct: Clara *not only* wants money *but also* wants fame.

C. CONJUNCTIVE ADVERBS

These conjunctions join independent clauses together.

The following are frequently used conjunctive adverbs:

after all

also

as a result

besides

consequently

finally

for example

furthermore

hence

however

in addition

incidentally

indeed

in fact

in other words

instead

likewise

meanwhile

moreover

nevertheless

next

nonetheless

on the contrary

on the other hand

otherwise

still

then

therefore

thus

Examples:

The tire was flat; **therefore**, we called a service station.

It was a hot day; **nevertheless**, the roofers worked on the project all day.

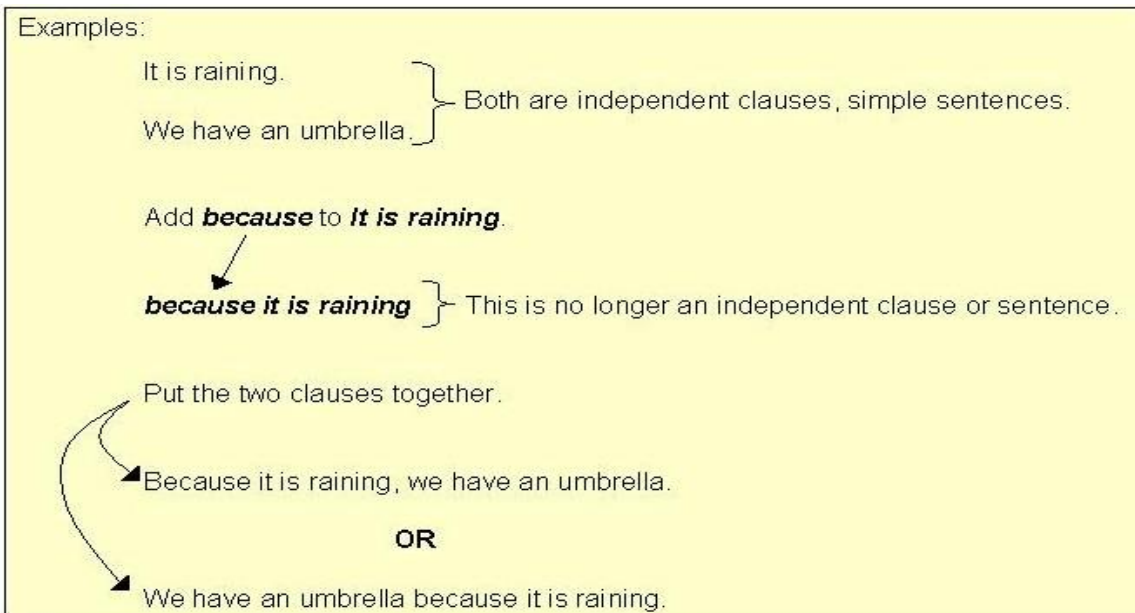
Punctuation: Place a semicolon before the conjunctive adverb and a comma after the conjunctive adverb.

D. SUBORDINATING CONJUNCTIONS

These words are commonly used as subordinating conjunctions

<i>after</i>	<i>in order (that)</i>	<i>unless</i>
<i>although</i>	<i>insofar as</i>	<i>until</i>
<i>as</i>	<i>in that</i>	<i>when</i>
<i>as far as</i>	<i>lest</i>	<i>whenever</i>
<i>as soon as</i>	<i>no matter how</i>	<i>where</i>
<i>as if</i>	<i>now that</i>	<i>wherever</i>
<i>as though</i>	<i>once</i>	<i>whether</i>
<i>because</i>	<i>provided (that)</i>	<i>while</i>
<i>before</i>	<i>since</i>	<i>why</i>
<i>even if</i>	<i>so that</i>	
<i>even though</i>	<i>supposing (that)</i>	
<i>how</i>	<i>than</i>	
<i>if</i>	<i>that</i>	
<i>inasmuch as</i>	<i>though</i>	
<i>in case (that)</i>	<i>till</i>	

Subordinating conjunctions also join two clauses together, but in doing so, they make one clause dependent (or "subordinate") upon the other.



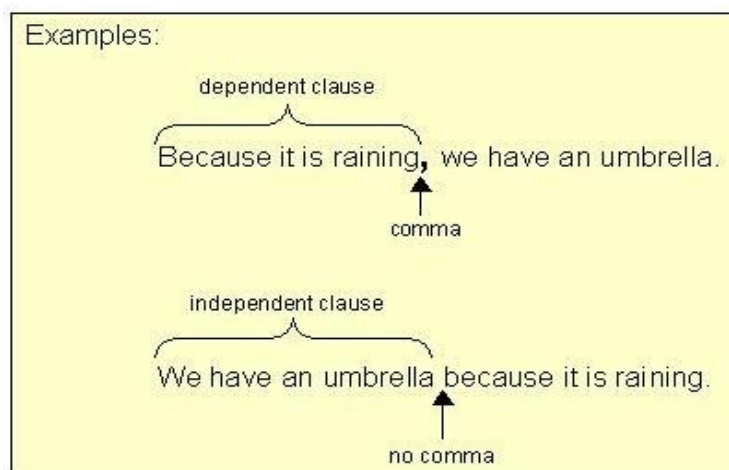
A subordinating conjunction may appear at a sentence beginning or between two clauses in a sentence. A subordinate conjunction usually provides a tighter connection between clauses than a coordinating conjunctions does.

Loose: It is raining, *so* we have an umbrella.

Tight: *Because it is raining,* we have an umbrella.

Punctuation Note:

When the dependent clause is placed first in a sentence, use a comma between the two clauses. When the independent clause is placed first and the dependent clause second, do not separate the two clauses with a comma.



Exercise:

Try to write an application letter and a CV for the job vacancy below.

ASTONMARINA
JAKARTA



With a host of an entertainment and food & beverage options, the perfect business or leisure destination, The Aston Marina Jakarta is currently welcoming applications for the following

- Executive Housekeeper	- Restaurant Supervisor	- Door girl (Dally Worker)
- Housekeeping Supervisor	- Chef de Partie	
- Engineering Supervisor	- Cost Control	
- Sous Chef	- Waiter and Waitress	

General Requirements :

- Min of one year experience in the similar position at a 4 Or 5 star hotel
- Well-groomed and possess enthusiasm
- Creative team player

Please send your CV with current picture to Human Resource Department:
hrd@astonmarinaancol.com
Aston Marina Ancol Jakarta
Marina Mediterania, Tower A Jl. Lodan Raya No. 2A, Jakarta 14430
t: +62-21- 698 37 120 f: +62-21- 698 37 140 | www.AstonMarinaAncol.com

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