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**DEG**  
**División  
Educación  
General**

100 TOP

# Gastronomy

WORDS TP BOOKLET  
3° MEDIO

**English Opens Doors Program**

División de Educación General - Mineduc

# Index

<b>Get to know your booklet</b>	<b>6</b>
<b>Unit I: Hygiene for food processing</b>	<b>8</b>
Lesson I: Listening Comprehension	9
Lesson II: Reading Comprehension	11
Lesson III: Speaking	15
Lesson IV: Writing	18
Lesson V: Project	21
<b>Unit II: Low complexity food processing</b>	<b>23</b>
Lesson I: Listening Comprehension	24
Lesson II: Reading Comprehension	26
Lesson III: Speaking	29
Lesson IV: Writing	32
Lesson V: Project	35
<b>Unit III: Reception &amp; storage of supplies</b>	<b>37</b>
Lesson I : Listening Comprehension	38
Lesson II : Reading Comprehension	39
Lesson III : Speaking	43
Lesson IV : Writing	45
Lesson V : Project	47
<b>Unit IV: Planning of gastronomic production</b>	<b>48</b>
Lesson I: Listening Comprehension	49
Lesson II: Reading Comprehension	51
Lesson III: Speaking	54
Lesson IV: Writing	57
Lesson V: Project	61
<b>Appendix</b>	<b>63</b>
Glossary	64
Answer key	69
Audio scripts	81
Flashcards	85

# Get to know your booklet

## Lessons

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Listening



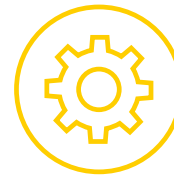
Reading



Speaking



Writing



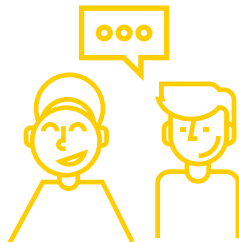
Project

## ACTIVITIES

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Individual



In pairs



Group Work



Think & discuss

## ACTIONS

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Read



Write



Watch a video



Speak



Listen

# ¡Bienvenido!

# Welcome!

## ES

A continuación, te presentamos un recurso elaborado para avanzar en uno de nuestros principales objetivos: mejorar la calidad y fortalecer la enseñanza Técnico-Profesional en el país.

La creación de este Booklet responde a la importancia de aprender el idioma inglés en el contexto de cada especialidad técnica, de manera que en el futuro puedas acceder a mayores oportunidades de especialización y en el mundo laboral.

Es por esta razón que creamos este recurso didáctico, donde proponemos tanto a docentes como estudiantes, las 100 palabras más utilizadas en cada especialidad aplicadas en contextos específicos, fundamentales para el dominio del idioma.

Dado que en el mundo de hoy es importante entregar todas las opciones para favorecer el aprendizaje del inglés, el trabajo continuo de las actividades que ofrece cada unidad te permitirá desarrollar habilidades lingüísticas como la lectura, audición, expresión escrita y oral, además de trabajar colaborativamente en los proyectos al término de cada unidad.

Esperamos que este 100 Top Words Booklet sea una contribución para el aprendizaje del idioma en la especialidad que has elegido.

## EN

We are pleased to present you with this resource, which was created to advance one of our primary objectives- improving and strengthening the quality of technical professional education in Chile.

The creation of this booklet responds to the importance of learning the English language in the specific context of each technical specialty and aims to provide you with access to greater opportunities in your area of concentration, and in the labor market in general.

With that in mind we have created this educational resource, through which we propose to teachers and students alike – the 100 most commonly used words for specific contexts, fundamental to language mastery in each area of technical specialization.

Given the current importance of providing all possible opportunities to foment English language acquisition, the successive completion of the activities offered in each unit will facilitate the development of your linguistic abilities, including reading comprehension, written and oral expression, as well in collaborative learning projects provided at the end of each unit.

We hope that the “100 Top Words” Booklet will contribute to your English language learning, in the technical professional concentration that you have chosen.

Tus comentarios nos importan: escríbenos a [tpenglish@mineduc.cl](mailto:tpenglish@mineduc.cl)

# Unit I: Hygiene for food processing



## Learning Objectives:



- LO1:** Comprehend relevant information for a specific purpose in oral and written texts in contexts related to your interests and concerns in order to know how other cultures address those contexts.
- LO2:** Produce clear oral and written texts in contexts related to your interests and concerns to express a critical opinion and respects other people's opinions.
- Skills:** Listening, Reading, Speaking, and Writing.
- Project:** "Keeping things clean"

## ★ 23 KEY WORDS

Apron (n.)	Food Products (n.)	Rubber Soles (n.)
Biological (adj.)	Footwear (n.)	Safety (n.)
Blade (n.)	HACCP (n.)	Sanitary Regulations (n.)
Burns (n.)	Hairnet (n.)	Slipping (n.)
Calibration (n.)	Hazards (n.)	Slopes (n.)
Cap (n.)	Hygiene (n.)	Spills (n.)
Chemical (adj.)	pH (n.)	Trips (n.)
Disposable Gloves (n.)	Physical (adj.)	

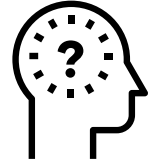




## Lesson I: Listening Comprehension

### BEFORE YOU LISTEN

A. Look at the following picture and answer:



Is she wearing the right things to work in a kitchen? Why?

Option A: Yes, she is. Because \_\_\_\_\_


Option B: No, she isn't. Because \_\_\_\_\_

B. Name the items you think people should wear when working in a kitchen.

a. I think the items people should wear when working in a kitchen are \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_

C. Now compare your answers with a classmate.

## WHILE YOU LISTEN

Click here to listen: 

**D.** You will listen to a conversation between the head of staff and a new member of the kitchen. Complete the chart by writing the items you wrote in the previous activity and the ones that were mentioned in the audio and you didn't write before. Finally, compare with a classmate.

**\*\*You will listen twice\*\***

<b>Items I wrote</b>	
<b>Other items mentioned</b>	

**E.** Now listen again and write **T** if the statement is true or **F** if it is false. Correct the false statements by writing the sentence properly.

E.g.: a) It is mandatory to wear disposable gloves **F**  
If possible, you can wear disposable gloves

\_\_\_\_\_ **1.** One item people should wear in the kitchen according to sanitary regulations is a hairnet or cap.

\_\_\_\_\_

\_\_\_\_\_ **2.** Aprons are a mandatory item to wear in the kitchen.

\_\_\_\_\_

\_\_\_\_\_ **3.** It is OK to wear jewelry in the kitchen.

\_\_\_\_\_

\_\_\_\_\_ **4.** You should wear sandals in the kitchen.

\_\_\_\_\_

\_\_\_\_\_ **5.** You should keep your nails short and clean.

\_\_\_\_\_

## AFTER YOU LISTEN

**F.** Think about the possible injuries/accidents/hazards you may face in a kitchen if not wearing the appropriate items and write a summary about them. (e.g., **I think** possible injuries/accidents/hazards I could have in a kitchen are slipping and burning.)

\_\_\_\_\_

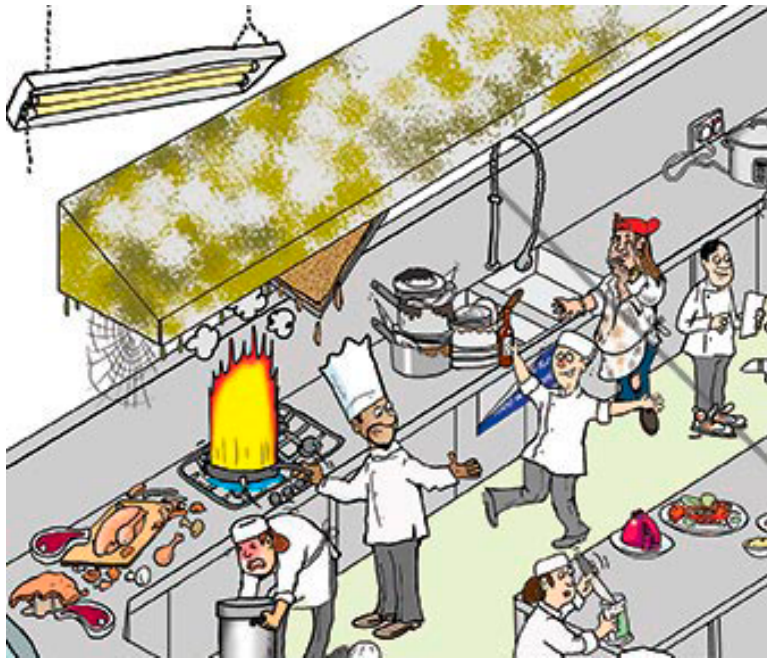
\_\_\_\_\_



## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Look at the picture and identify potential hazards in the kitchen.



BIOLOGICAL HAZARD	CHEMICAL HAZARD	PHYSICAL HAZARD
		To get burned

## WHILE YOU READ

**B.** Read the text quickly and answer the following question. Then, compare with a classmate. In how many principles is "Hazard Analysis and Critical Control Point" (HACCP) based on? Name them. (e.g.: HACCP is based on 7 principles. One of them is conduct a hazard analysis)

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**C.** Now read the text and select the best option to complete the following statements. Then, compare your answer with a classmate.

**1.** HACCP is a system...

- a) Recognized internationally
- b) Recognized only in Chile
- c) Recognized only in USA

**2.** HACCP identifies potential...

- a) Biological hazards
- b) Chemical and physical hazards
- c) a & b

**3.** Implementing a HACCP system requires.

- a) A plan
- b) A prerequisite program
- c) Prerequisite programs and plans

**4.** According to the text, a key component of the HACCP plan is....

- a) The sixth principle
- b) The seventh principle
- c) The first principle

**5.** Measurements of temperature, pH, or time are part of...

- a) The third principle
- b) The first principle
- c) The sixth principle

## What is HACCP?



HACCP stands for Hazard Analysis and Critical Control Point and is an internationally recognized system for reducing the risk of safety hazards in food. In fact, food sanitary regulations in Chile consider HACCP.

A HACCP system requires that potential hazards are identified and controlled at specific points in the process. This includes biological, chemical, or physical hazards. Any company involved in the manufacturing, processing, or handling of food products can use HACCP to minimize or eliminate food safety hazards in their product.

Implementing a HACCP system requires prerequisite programs which are put in the facility to control hazards in the environment, preventing contamination of the product as well as HACCP plans which are prepared for each process of the product, and identify possible hazards and controls in place to make sure the hazards are eliminated or controlled to ensure acceptable levels in the food product.

HACCP is based on 7 principles which are: (1) conduct a hazard analysis, (2) identify the critical control points, (3) establish critical limits, (4) monitor critical control point, (5) establish corrective action, (6) verification, and (7) recordkeeping.

The first principle involves listing the steps in the process and identifying where significant hazards are likely to occur (e.g.: slopes on the floor). The second principle involves applying control to prevent, eliminate or reduce a food safety hazard to acceptable levels. The third principle implies providing a maximum and/or minimum value as a critical limit to control temperature, time, pH, salt level, etc.

On the other hand, the fourth principle deals with describing monitoring procedures for the measurement of the critical limit at each critical control point, whereas the fifth principle involves procedures followed when a deviation in a critical limit occurs. The sixth principle involves activities other than monitoring that determine the validity of HACCP plan. Some examples of these activities are auditing of critical control points, record review, prior shipment review, instrument calibration, and product testing, among others.

Finally, the seventh and last principle involves keeping a record of all information that can be used to prove that the food was produced safely, which is a key component of the HACCP plan. Record should include information on product description, flow diagrams, hazard analysis, and all previous steps based on previous principles.

Adapted from:

UNL FOOD (2021, November 13th) The Seven Principles of HACCP. University of Nebraska-Lincoln.

<https://food.unl.edu/seven-principles-haccp>

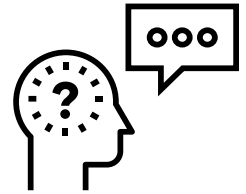
Registrar Corp (2021, November 13th) What is HACCP? Registrar Corp online training.

<https://online-training.registrarcorp.com/resources/what-is-haccp/>

## AFTER YOU READ

### D. Think and discuss!

1. What was the most challenging task today? The most challenging task for me today was \_\_\_\_\_.  
(e.g.: the most challenging task for me today was **to identify potential hazards from the picture**).





## Lesson III: Speaking

### WARM UP

A. Look at the following pictures and match them with the accidents from the box. Then, compare with a classmate.

Picture A



Picture B



Picture C



Picture D



1. **D** Burning my hands
2. \_\_\_\_\_ Tripping and falling
3. \_\_\_\_\_ Cutting my finger
4. \_\_\_\_\_ Slipping and falling

**B. How could you prevent these accidents from happening in the kitchen?**

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**INPUT**

**C. Now read the following text about safety in the kitchen.**

**Safety in the kitchen**

If you work in the kitchen you need to be aware of safety measures you should follow to prevent accidents which could be even life threatening. This is way we will provide you with some tips to follow to prevent the most common accidents that could happen in a kitchen:

To prevent trips, slips, and falls make sure to use proper footwear, ideally with rubber soles. In addition, organize the workplace properly avoiding placing articles to cause obstruction. Another important thing to consider is to check that steps, slopes and changes in level are safe and if using anti-slip strips make sure they don't cause new tripping hazards.

To prevent cuttings and burns the first thing to do is to wear safe clothing and handle hot dishes with care. You should also use lids and covers for pans and containers, especially when they are being carried. Always use oven mitts when taking things out of the oven or removing things from the stove and never mix hot liquids in a blender and keep stove clear from flammable materials. Finally, make sure to store knives properly in a magnetic wall rack, knife block or drawer only with the knife blades covered, use cut-resistant or stainless steel mesh gloves and slice away from the body, keeping fingers away from the blade

Adapted from:

Society Insurance (2021, November 17th) Preventing cuts in the restaurant kitchen: safe slicing!  
<https://societyinsurance.com/blog/preventing-cuts-restaurant-kitchen-safe-slicing/>

Dummies (2021, November 17th) How to prevent kitchen burns.  
<https://www.dummies.com/food-drink/cooking/kitchen-safety/how-to-prevent-kitchen-burns/>

HSE (2012) Preventing slips and trips in kitchens and food service.  
Health and Safety Executive [www.hse.gov.uk/pubns/cais6.htm](http://www.hse.gov.uk/pubns/cais6.htm)



## CONTROLLED PRACTICE



**D.** Find a partner and give suggestions on how we can stay safe in the kitchen based on the reading text. Student A talks for one minute while student B listens. Then, they switch roles (Student B talks and student A listens). You can use expressions such as:

I think there are several things we should do to prevent accidents in the kitchen....

To prevent \_\_\_\_\_ we should \_\_\_\_\_

To avoid \_\_\_\_\_ we need to make sure to \_\_\_\_\_

If we don't want to \_\_\_\_\_ we should (shouldn't) \_\_\_\_\_

Another thing we should do is \_\_\_\_\_

Example: I think there are several things we should do to prevent accidents in the kitchen... to prevent burns we should keep stove clear from flammable materials. Another thing we should do is to use oven mitts when taking things out of the oven...

**\*\*You can take notes to prepare & practice before you talk to your partner\*\***

## FREER PRACTICE

**E. Whole class.** Now move around the classroom and change partners taking turns to talk and listen.

## WRAP-UP

**F.** Write one sentence to suggest how to prevent burns and/or cuts in the kitchen, and one sentence to suggest how to prevent slips, trips, and/or falls in the kitchen.



## Lesson IV: Sanitary protocol

### PRE-WRITING

A. What information must a sanitary protocol have? (**Example:** A sanitary protocol must include all steps to follow to keep everything clean and sanitized in the kitchen)

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B. Now look at the following example and confirm your predictions.

### SANITARY PROTOCOL

**You will need to follow these steps to clean and sanitize kitchen surfaces:**

- 1. Scrape or remove food bits from the surface.**
  - Use the correct cleaning tools such as a nylon brush or pad, or a cloth towel.
- 2. Wash the surface.**
  - Prepare the cleaning solution with an approved cleaner.
  - Wash the surface with the correct cleaning tool, such as a cloth towel.
- 3. Rinse the surface.**
  - Use clean water.
  - Rinse the surface with the correct cleaning tool, such as a cloth towel.
- 4. Sanitize the surface.**
  - Use the correct sanitizing solution.
  - Prepare the concentration per manufacturer requirements.
  - Use the correct tool, such as a cloth towel, to sanitize the surface.
  - Make sure the entire surface has come in contact with the sanitizing solution.
- 5. Allow the surface to air-dry.**

Adapted from:

Studopedia (November 17th, 2021) How and When to Clean and Sanitize.  
<https://studopedia.info/6-84686.html>

## DRAFTING

### C. Hypothetical situation: You are an assistant in a kitchen from a restaurant.

Write a draft of a sanitary protocol for equipment or utensils cleaning and storage, cleaning hands, floors, or other areas in the kitchen.

## REVISING

### D. Use the following checklist to assess your classmate's draft. Once finished, return the draft + comments.



(\*) Comments & suggestions may provide reference to specific missing information, grammar, sentence structure, word choice, punctuation, capitalization & spelling errors.

Sanitary protocol	Tick if completed	Comments & Suggestions (*)
Specific equipment, utensil or area selected is stated on the protocol.		
Details on how to sanitize properly is provided on protocol.		
All necessary steps include images (pictures or drawings) that represent the steps.		

## EDITING

E. Using the following layout, re-write your proposal considering your classmate's feedback (re-check criteria established on the checklist)

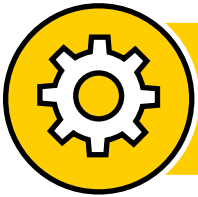
**SANITARY PROTOCOL**

You will need to follow these steps to clean and sanitize  
\_\_\_\_\_.

picture or drawing here	<b>STEPS:</b> <b>1.</b>
picture or drawing here	<b>2.</b>
picture or drawing here	<b>3.</b>

## PUBLISHING

F. Now deliver the final version to your teacher.



## Project: Planned Maintenance Scheme



<b>Name of the Project:</b>	"Keeping things clean"
<b>Level:</b>	Elementary to intermediate
<b>Time:</b>	90-135 min.
<b>General aim (s):</b>	Students will present an infographic to summarize one of the topics seen during this unit (lessons I to IV).
<b>Language aim(s):</b>	Students will practice all four language skills, with focus on the productive skills (speaking & writing).
<b>Resources / Materials:</b>	cardboards, colored pencils/pens/markers, pictures, glue, scissors. (if digital, canva, ppt, or others)
<b>Teacher's role:</b>	Collect information about what an infographic is and how to create one (Essential information that must be included). You can use links provided on references or prepare a handout beforehand in case there are no technological resources available.
<b>Student preparation:</b>	Collect material needed to create the infographic. Select and use information from Lesson I, II, III, or IV.

## PROCEDURE

1. The teacher explains and provides examples of what an infographic is and how to create one.
2. The class is divided into teams of 3-4 students. Choose a role to play in your team. Time for discussion and negotiation of information. Materials will be given to create infographic.
3. After selecting the information, each group works on the infographic with materials selected.
4. Once the infographic is finished, each group practice their oral presentation according to rubric criteria.
5. Each group presents in front of the class.

## FOLLOW UP

teacher or other groups can provide feedback about one or two aspects of a group's performance such as posture and pronunciation, or the product presented, emphasizing the positive instead of the negative.

## VARIATION

Depending on the level of proficiency, other groups can take notes during oral presentations and ask questions after presentation is finished to gather more specific information.

## RUBRIC

Rubric to assess infographic (self or peer assessment) See appendix  
Rubric to assess oral presentation (peer assessment) See appendix

# Unit II: Low complexity food processing



## Learning Objective:



**LO3:** Use your knowledge of English to comprehend and produce clear oral and written texts in order to build a critical personal opinion in contexts related to your students' interests and concerns.

**Skills:** Listening, Reading, Speaking, and Writing.

**Project:** "Innovative Starter"

## ★ 26 KEY WORDS

Bread (n.)	Kneading (v.)	Salad (n.)	Stew (n.)
Broth (n.)	Ladle (n.)	Scrubbing pad (n.)	Strainer (n.)
Canned goods (n.)	Mixing (v.)	Seaweed (n.)	Tong (n.)
Cutlery (n.)	Pan (n.)	Soup (n.)	Warmer (n.)
Cutting (v.)	Pot (n.)	Spatula (n.)	Whisk (n.)
Fryer (n.)	Range (n.)	Spoon (n.)	
Grill (n.)	Rolling (v.)	Starters (n.)	



## Lesson I: Listening Comprehension

### BEFORE YOU LISTEN


A. Read the title of the audio and then brainstorm the concepts you think you will hear.

How to organize a restaurant kitchen

### BRAINSTORMED CONCEPTS

B. Now compare your answer with a classmate.

### WHILE YOU LISTEN

Click here to listen: 

C. Now listen to a chef giving advice on how to organize a restaurant kitchen. Confirm your predictions by highlighting brainstormed concepts mentioned in the audio.



**D. Listen again and complete the following chart classifying specific vocabulary from the audio.**  
**\*\*You will listen twice\*\***

UTENSILS	EQUIPMENT/COOKWARE	OTHERS
spatulas	pots	spices

**E. Think and discuss!**

- 1) Which strategies did I apply while I listen to the audio?  
(e.g.: **I applied prior knowledge about the content**)

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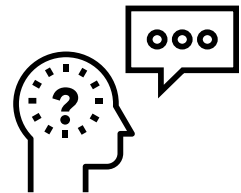
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- 2) Would you apply the same strategies in a listening activity in the future?  
Why?/Why not?

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## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Read the title of the text and complete the first two columns of the following chart.

**Write at least one sentence in each column.**

What I <b>Know</b>	What I Want to <b>know</b>	What I <b>Learned</b>
<p><b>e.g.:</b> I know that salads are basic starters. I know...</p>	<p><b>e.g.:</b> I want to know basic starters are. I want to know...</p>	

### WHILE YOU READ

B. Read the text quickly and circle the unknown words. Write them in your notebook and look them up in your dictionary or in this booklet glossary to find out their meaning. Then, compare with a classmate.

**C.** Now read the text to complete the following chart.

	Examples	Country of origin
Salads		
Soups		

### **Basic Starters**

Soups and salads most of the time are part of the starters in a menu but they could also be part of the main course, depending on the dish and the type of restaurant. When we refer to salads, we could define them as a group of ingredients, mostly vegetables, presented in a simple and organized manner usually with a contrast of colors. They have had great acceptance since ancient times due to their nutritional properties. Ancient Egyptians ate raw vegetables with oil and vinegar mixed with aromatic herbs from the east.

Salads are difficult to categorize because of the variety of products they have but they are generally added a dressing for a better taste. Key components of a good salad are the quality of ingredients, presentation, simplicity, neatness, contrast and harmony, good food combination, temperature, and humidity.

Some examples of typical salads are Waldorf (USA), Caprese (Italy), Coleslaw (USA), Swiss (Switzerland), Niçoise (France), Caesar (Mexico), Russian (Russia), Panzanella (Italy), Greek (Greece), Tabbouleh (Lebanon), and pasta salad (Italy).

Caesar salad is indeed one of the most popular salads throughout the world, and although there are several versions of its origin, it was created by Cardini brothers in Mexico in the 1930s. among its ingredients we can find lettuce, 1 boiled egg, mustard, Worcester sauce, olive oil, 1 garlic clove, lemon juice, salt, bacon, cheese, anchovies, and croutons.

As for soups, we could define them as a liquid food derived from the cooking of meat, poultry, fish, or vegetables. Soups could be categorized as stews, clear soups or broth, thick soups, and cream soups.

Some examples of popular international soups are onion soup (France), miso soup (East), Wonton soup (China), bisque soup (France), Andalusian gazpacho (Spain), velouté "Dubarry" or cauliflower cream (France), and minestrone (Italy). Among common national soups we can find calapurca, ajiaco, valdiviano, curanto, caldillo de congrio, cazuela, and pantrucas or pancutras.

Cazuela, which is also considered our typical dish, is a meat broth with seasonal vegetables such as potatoes, squash, corn, and green beans. You can find versions made of chicken, turkey, and lamb with sea lettuce, a type of seaweed. Sometimes people add rice, dried corn flower, or other vegetables.

Created and adapted by the author from: CEDEM-INACAP (November 22nd, 2021)  
*Gastronomía: Elaboración de alimentos de baja complejidad 3º medio.* Ediciones INACAP.

**AFTER YOU READ**

**D. Now complete the last column of the chart stating what you learned from the text. Write at least two sentences.**

What I <b>Know</b>	What I <b>Want</b> to know	What I <b>Learned</b>
		e.g.: <b>I learned</b> there is a variety of basic starters.  I learned...          I learned...



## Lesson III: Speaking

### WARM UP

A. Look at the pictures and read the definitions of common cooking methods. Then, match them.

**A. Frying**



**B. Baking**



**C. Grilling**



**D. Steaming**



**E. Boiling**



**F. Sautéing**



1. **C** It is the method of cooking food over direct heat. The food is exposed to the flames and the heat comes from the coals underneath the grate. You can cook over an open plan or in a grill pan.
2. \_\_\_\_\_ In this method of cooking the food is placed in a steamer over hot liquid but it doesn't come in contact with the food itself.
3. \_\_\_\_\_ In this method of cooking the food is completely immersed in water and boiled until soft and tender.
4. \_\_\_\_\_ In this cooking method food items are cooked in an oven using dry heat. This method is used to cook bread, cakes, cookies, muffins, lasagna, etc.
5. \_\_\_\_\_ In this cooking method food is cooked in hot oil or fat.
6. \_\_\_\_\_ In this method food is cooked in very little oil or fat until it turns tender, usually done in a pan and the food is cooked over a medium to high heat.

Definitions adapted from:

First Cry Parenting (November 22nd, 2021) 15 Basic Cooking Methods you should know.

<https://parenting.firstcry.com/articles/magazine-become-a-smart-home-chef-with-this-basic-cooking-methods/>

**B.** Now compare your answers with a classmate.

## INPUT

**C.** Read the following dialogue between a chef and her assistant.

**Context of the dialogue:** the chef is checking on knowledge of cooking methods on assistant.

Chef: Hello **Julieta**, welcome to **Memories** restaurant. Before we start, I'm going to ask you about some basic cooking methods, ok?

Assistant: Hello, **Mr. Fabres**. Of course! I'm really excited to work with you.

Chef: That's great! Could you tell me about **baking**?

Assistant: Well, **baking** is a cooking method in which **we use an oven using dry heat**. I'm very good at **baking**. I love to **bake muffins**.

Chef: Brilliant! We need to **bake a lot of muffins** everyday here, so we could start cooking that now.

Assistant: Perfect! Let's start!

### CONTROLLED PRACTICE

**D.** Each student will choose a character to roleplay the dialogue (i.e.: student A is the chef, and student B is the assistant).



**E.** Now switch roles and repeat the dialogue again.

### FREER PRACTICE

**F.** With your partner, create a similar dialogue changing the following information: names of characters, name of restaurant, cooking method and example of food cooked under that method. You can select cooking methods presented on the warm-up activity, for example: Grilling.



**Present it to the rest of the class.**

### WRAP-UP

**G.** Complete the chart providing one example of food cooked under each cooking method.  
(e.g.: Baking: Cakes)

Baking	Boiling	Frying	Grilling	Sautéing	Steaming
Cake					



## Lesson IV: Writing Basic Starter's Recipe

### PRE-WRITING

A. What information can you find in a recipe? (**Example:** I can find a list of ingredients in a recipe.)

---

---

B. Now look at the following example and confirm your predictions.

---

---

### **Greek Salad**

This easy Greek salad recipe is a flavorful, refreshing summer side dish! If you make it ahead for a gathering, save a few mint leaves to add right before serving.

#### **Ingredients**

##### **Dressing**

- ¼ cup extra-virgin olive oil
- 3 tablespoons red wine vinegar
- 1 garlic clove, minced
- ½ teaspoon dried oregano, more for sprinkling
- ¼ teaspoon Dijon mustard
- ¼ teaspoon sea salt
- Freshly ground black pepper

##### **For the salad**

- 1 English cucumber, cut lengthwise, seeded, and sliced ¼-inch thick
- 1 green bell pepper, chopped into 1-inch pieces
- 2 cups halved cherry tomatoes
- 5 ounces feta cheese, cut into ½ inch cubes\*
- ¼ cup thinly sliced red onion
- 1/3 cup pitted Kalamata olives
- 1/3 cup fresh mint leaves

##### **Instructions**

1. Make the dressing: In a small bowl, whisk together the olive oil, vinegar, garlic, oregano, mustard, salt, and several grinds of pepper.
2. On a large platter, arrange the cucumber, green pepper, cherry tomatoes, feta cheese, red onions, and olives. Drizzle with the dressing and very gently toss. Sprinkle with a few generous pinches of oregano and top with the mint leaves. Season to taste and serve.

##### **Notes**

\*Feta in brine is best for this recipe.

Extracted from: Love and Lemons (November 22nd, 2021) Greek Salad.  
<https://www.loveandlemons.com/greek-salad/>





## DRAFTING

**C. Hypothetical situation:** You are asked to prepare a basic starter's recipe for the new restaurant you are working work for. You can choose a type of salad or soup.

**D.** Write a draft of a recipe for a **basic starter**.

---

Prep time:      Total time:  
Serves:

**Ingredients:**

**Instructions:**

**\*Notes:**



## REVISING

E. In pairs, use the following checklist to assess your classmate's draft. Once finished, return the draft and comments.

BASIC STARTER'S RECIPE		
Recipe	Tick if completed	Comments & Suggestions (*)
Name of dish		
Image or draw of dish		
Prep time, total time, and serves		
List & amount of ingredients		
Instructions (all steps to prepare the dish)		
Correct use of grammar, sentence structure, word choice, punctuation, capitalization & spelling		

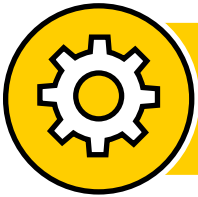
(\*) Comments & suggestions may provide reference to specific missing information, grammar, sentence structure, word choice, punctuation, capitalization & spelling errors.

## EDITING

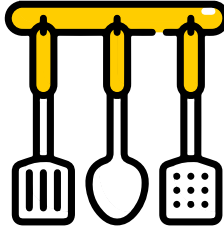
F. Now re-write your recipe considering your classmate's feedback (re-check criteria established on the checklist).

## PUBLISHING

G. Now deliver the final version to your teacher.



## Lesson V: Project



<b>Name of the Project:</b>	"Innovative Starter"
<b>Level:</b>	Elementary to intermediate.
<b>Time:</b>	90-135 min.
<b>General aim(s):</b>	Students will record a video cooking a starter of their own creation (salad or soup) presenting the process step by step.
<b>Language aim(s):</b>	Students will practice all four language skills, with main focus on the productive skills (speaking & writing).
<b>Resources / Materials:</b>	Cellphones or video cameras, ingredients, utensils, cookware, and equipment necessary to prepare the dish.
<b>Teacher's role:</b>	Make sure students are able to collect all information & equipment/ materials needed or provide them if possible. Create a handout with guidelines for video recording.
<b>Students' roles:</b>	Create your own recipe to design a new starter (salad or soup) using information from previous lessons.

## PROCEDURE

1. Your teacher will explain and provide examples of recipes of common starters seen in previous lessons (salads or soups).
2. The Class will be divided into groups of 3-4 and time will be given for discussion of a new starter of your own creation (title of starter & ingredients).
3. Discuss as a group about materials needed and roles each member will have in the recording and presentation of video.
4. Work as a group on the design of the recipe, preparation of the starter, and recording of the video presenting the ingredients, and step by step preparation until the starter is ready to eat.
5. Once the video is finished, each group presents it to the rest of the class.

## FOLLOW UP

The teacher or other groups can provide feedback about one or two aspects of video presentation such as ingredients, innovation, preparation process, etc.

## VARIATION

Depending on the level of proficiency, other groups can take notes during video presentations and ask questions in order to gather more specific information.

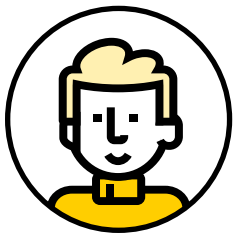
## RUBRIC

Rubric to assess video presentation (peer assessment). See appendix.

# Unit III: Reception & storage of supplies



## Learning Objective:



**LO1:** Comprehend relevant information for a specific purpose in oral and written texts in contexts related to your interests and concerns in order to know how other cultures address those contexts.

**LO2:** Produce clear oral and written texts in contexts related to your interests and concerns in order to express a critical personal opinion that respects other opinions.

**Skills:** Listening, Reading, Speaking, and Writing.

**Project:** "Watch what you eat"

## ★ 22 KEY WORDS

Appetizers (n.)	Food poisoning (n.)	Nutrition facts (n.)	Spreadsheet (n.)
Beverages (n.)	Inventory (n.)	Poultry (n.)	Storage (n.)
Bulk (n.)	Label (n.)	Prep time (n.)	Supplies (n.)
Condiments (n.)	Manufacturer (n.)	Seafood (n.)	Veal (n.)
Dressings (n.)	Meat (n.)	Shellfish (n.)	
FIFO (n.)	Net weight (n.)	Spices (n.)	



## Lesson I: Listening Comprehension

### BEFORE YOU LISTEN

A. Look at the picture and make a list of the ingredients that you see in the trolley:




B. Based on your list, what do you think the audio will be about?

I think the audio will be about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Now compare your answers with a classmate.

### WHILE YOU LISTEN

Click here to listen: 

D. Now listen to a talk from member of a food service industry association and circle if your prediction was right or wrong. Then, compare with a classmate. **\*\*You will listen twice\*\***

I was right on my prediction

I was wrong on my prediction

E. Now listen again and answer T if the sentence is true or F if the sentence is false.

1. \_\_\_\_\_ First In, First Out (FIFO) rule means older food should be stored behind recently bought food.
2. \_\_\_\_\_ It is important to label food products stating the date in which it was received.
3. \_\_\_\_\_ Food can never be stored on the floor.
4. \_\_\_\_\_ According to regulations, food should be stored at least 5 mts. above the floor.
5. \_\_\_\_\_ If you are not sure about the safety of a product, it is best to try it first and see how it tastes.

### AFTER YOU LISTEN

F. Which tip for safe food storage would be the most relevant to you? Why? (e.g.: **In my opinion, following FIFO rule is the most relevant tip provided because ...**)

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## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Answer the following question in your notebook. Then, compare with a classmate.

1. What type of food supplies do you know?

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## WHILE YOU READ

**B.** Read the text quickly and highlight the main categories of food & beverage that appears in the text. Example: Alcoholic and non alcoholic.

### Food Supplies

Restaurant consumables are the food & beverage to be used to make all the menu items prepared in a commercial kitchen. Busy kitchens rely on prepared food to cut down on prep time and get orders out fast, especially during breakfast and lunch. Bulk liquid eggs, cheese, and butter help you prepare popular breakfast food for the large crowds at a diner, hospital dining room, or school cafeteria. Fried appetizers are economical, popular with customers, and can be prepared in a flash as well as pre-made deli salads, soups, and sauces which are a helpful addition to fill in a menu with easy-to-prepare items.

For that reason, almost every food supplier offers a wide variety of food & beverage to commercial kitchens to fulfill the needs of different types of cuisine.

In terms of beverages, they could offer a variety of alcoholic and non-alcoholic such as wine, spirits, cocktails, beers, smoothies, fruit juices, sodas, concentrates, and hot drinks like coffee, tea, and hot chocolate.

As for food, they can offer a variety of fruit & vegetables, meat, poultry, seafood, baking ingredients, herbs and spices, condiments & sauces, and specialty food.

Some examples of fruit & vegetables are tomatoes, potatoes, carrots, corn, lemons, apples, pineapples, strawberries, etc. In meat category we can find beef, veal, lamb, pork, and even venison whereas in poultry we have chicken, turkey, and duck, among others.

Different types of fish and shellfish would go under the category of seafood and in baking ingredients we can find bulk chocolate, flour, sugar & sweetener, and bakery decorating ingredients.

Herbs & spices are key components in the kitchen, among the basics we can find salt & pepper but there are other common examples like oregano, cumin, chili pepper, and even turmeric.

As for condiments and sauces we can find hot sauces, BBQ and steak sauces, tomato sauce, and salad dressings.



Finally, some examples of specialty food are organic food, gluten free food, vegan and plant-based food, and Asian food.

Adapted from: Webstaurant Store (November 25th, 2021) Food & Beverage  
<https://www.webstaurantstore.com/restaurant-consumables.html>

**C. Read the text again and complete the diagram.**

<b>BEVERAGES</b>	<b>FOOD</b>
<b>Alcoholic</b> examples: wine, _____ _____	<b>Fruit &amp; Vegetables</b> examples: tomatoes, _____ _____
_____ examples: _____ _____	_____ examples: _____ _____
	_____ examples: _____ _____
	_____ examples: _____ _____
	_____ examples: _____ _____
	_____ examples: _____ _____

**AFTER YOU READ**

**D. Exit Ticket:** Reflect on the content of the text and answer the following question:

# EXIT TICKET

-----  
**Name:**  
-----

**Question »** If you were the owner of a food supplier company. How would you offer your food supplies to commercial kitchen to cut down their prep time?  
-----

**Answer »**



## Lesson III: Speaking

### WARM UP

A. Look at these questions and discuss with a classmate:

1. What information can you find in a product food label?
2. Which other type of information can you find in a Chilean product food label?

### INPUT

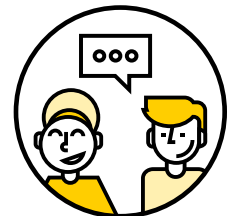


Nutrition Facts			
Serving Size: 2fl or 1 Tbsp (21g)			
Serving Per Container: 32			
Amount Per Serving			
Calories 100	Calories from fat 0		
Calories from Saturated Fat 0			
% Daily Value			
Total Fat 0g	0%		
Saturated Fat 0g	0%		
Trans Fat 0g			
Cholesterol 0mg	0%		
Sodium 0mg	0%		
Potassium 0mg	0%		
Total Carbohydrate 25g	8%		
Dietary Fiber 0g	0%		
Sugars 24g	0%		
Protein 0g			
Vitamin A 0%	Vitamin C 0%		
Calcium 0%	Iron 0%		
*Percent daily values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
Total fat	Calories	2,000	2,500
Less than	66g	80g	
Sat fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carb		300g	375g
Dietary Fiber		25g	30g
Calories per grams			
Fat 9	Carbohydrates 4	Protein 4	

Extracted from: Behance (November 28th, 2021) Food labels and packaging.  
<https://www.behance.net/gallery/26472517/Food-Labels-and-Packaging>

### CONTROLLED PRACTICE

B. Now compare your answers from activity A with the information from the label.



1. Which information you mentioned appear on the label?
2. Which information that you didn't mention appear on the label? (e.g.: the information we mentioned in warm-up questions that appear on the label are product name, ingredients, and nutrition facts/the information that appear on the label that we didn't mention in warm-up questions are net weight, usage instructions, manufacturer's details)

### **FREER PRACTICE**

**D.** Oral presentation. With your partner, present a summary of your discussion including all information that appear on a product food label to the rest of the class.

### **WRAP-UP**

**E.** Write the main information you can find in a product food label. (e.g., Product name, ingredients, nutrition facts, etc.)



## Lesson IV: Writing

### PRE WRITING

A. What information does a food storage inventory list have?

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B. Now look at the following example and confirm your predictions.

### FOOD STORAGE INVENTORY LIST

<b>Establishment:</b>	July's Restaurant	<b>Date of Inventory:</b>	28th November, 2021
<b>Department:</b>	Kitchen	<b>Employee Name:</b>	Miguel Angel

ID	Category	Location	Item	Quantity	Unit	Purchase Date	Price
1880	DAIRY	Refrig. #2	Blue Cheese	2	kg.	Nov. 26/21	\$20.500
1753	DAIRY	Refrig. #2	Soy Milk	5	lt.	Nov. 10/21	\$5.000
2500	FRUITS	Refrig. #1	Strawberries	5	kg.	Nov. 23/21	\$6.000
140	MEAT	Freezer	Beef	10	kg.	Nov. 26/21	\$50.000
390	OILS	Shelf #2	Sunflower Oil	15	lt.	Nov. 29/21	\$45.000

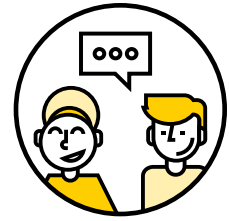
Adapted from: Ingenieriademenu.com (November 28th, 2021) Cómo hacer un inventario de cocina.

<https://ingenieriademenu.com/inventario-de-cocina-plantilla-excel-gratis/>

### DRAFTING

C. In your notebook (or on a spreadsheet if you have access to a computer) write a draft of a food storage inventory list from food items you have at home or at the school's kitchen.

## REVISING



**D.** Use the following checklist to assess your classmate's draft. Once finished, return the draft and comments.

Safety Instructions	Tick if completed	Comments & Suggestions (*)
Title & key information is included (establishment, department, date of inventory & employee name)		
ID, category, location, item, quantity, unit, purchase date & price are included in the inventory list.		
Includes at least 10 different items in the inventory list.		

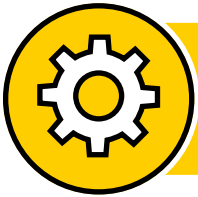
(\*) Comments & suggestions may provide reference to specific missing information, grammar, sentence structure, word choice, punctuation, capitalization & spelling errors.

## EDITING

**E.** Re-write your proposal considering your classmate's feedback (re-check criteria established on the checklist).

## PUBLISHING

**F.** Now deliver the final version to your teacher.

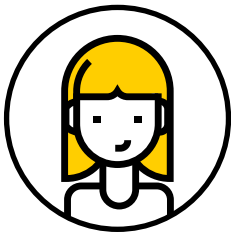


## Lesson V: Project



<b>Name of the Project:</b>	Watch what you eat
<b>Level:</b>	Elementary to intermediate
<b>Time:</b>	90-135 minutes
<b>General aim(s):</b>	Students will present a Chilean product food label in English (Use information from lesson III).
<b>Language aim(s):</b>	Students will practice all four language skills, with focus on the productive skills (speaking & writing).
<b>Resources / Materials:</b>	Information from a Chilean product food label of their choice, information from Lesson III as a guideline, any other material to design a poster as visual support for their presentation.
<b>Teacher's role:</b>	Makes sure students can collect all information & equipment/materials needed or provide them with explanations and examples.
<b>Student preparation:</b>	Collects information about a Chilean product food label. Use information from lesson III as a guideline, and collects materials needed to design a poster.

# Unit IV: Planning of gastronomic production



## Learning Objective:

**LO3:** Use your knowledge of English to comprehend and produce clear oral and written texts in order to build a critical opinion in contexts related to your interests and concerns.

**Skills:** Listening, Reading, Speaking, Writing.

**Project:** Planning a dish

## ★ 29 KEY WORDS

Baking (v.)	Container (n.)	Julienne (adj.)	Slicing (v.)
Basil (n.)	Countertop (n.)	Leek (n.)	Sour (adj.)
Beet (n.)	Cucumber (n.)	Matchstick (n.)	Sorrel (n.)
Bitter (adj.)	Dice (v.)	Measurement (n.)	Spinach (n.)
Brunoise (n.)	Dish (n.)	Mincing (v.)	Turnips (n.)
Celery (n.)	Flavors (n.)	Mise en place (n.)	
Chiffonade (n.)	Garlic (n.)	Onion (n.)	
Chopped (v.)	Ginger (n.)	Recipe (n.)	





## Lesson I: Listening Comprehension

### BEFORE YOU LISTEN

A. Answer the following questions:

1. Have you ever cut vegetables?

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2. Which cutting techniques do you know?

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
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B. Compare your answer with a classmate.

### WHILE YOU LISTEN

Click here to listen: 

C. Now listen to a dialogue held between a chef and students from a culinary arts class and compare information with your answers. You can take notes about the main idea.

Circle the best choice:

The audio provided similar/different information than my answers'.

**D. Listen again and circle the correct option. \*\*You will listen twice\*\***

1. Brunoise and chopping are \_\_\_\_\_ techniques

- a) Different
- b) Equal

2. \_\_\_\_\_ is a cutting technique accomplished by stacking leaves, rolling them tightly, and then slicing the leaves perpendicular to the roll.

- a) Julienne
- b) Chiffonade

3. \_\_\_\_\_ is a common cutting technique not only for vegetables but also used on meat, fruit, cheese, and bread.

- a) Julienne
- b) Slicing

4. \_\_\_\_\_ is where vegetables are finely divided into uniform pieces, ideal for aromatics.

- a) Brunoise
- b) Mincing

5. \_\_\_\_\_ is a cutting technique that leaves the vegetables like a matchstick.

- a) Julienne
- b) Chiffonade

**AFTER YOU LISTEN**

**E. Think and then answer. What additional information do you need to learn more about these cutting techniques?**

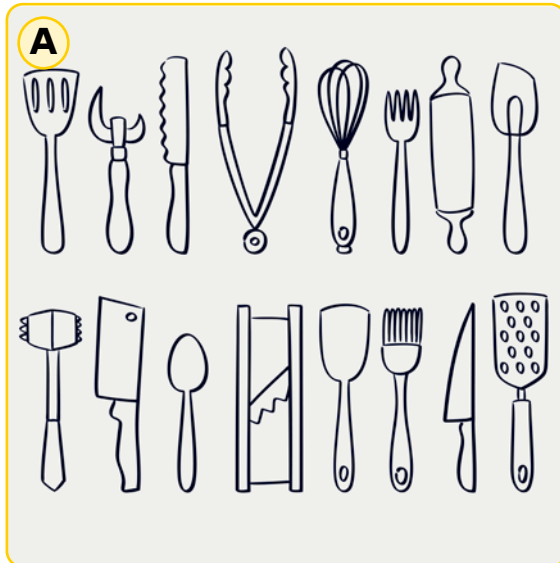


## Lesson II: Reading Comprehension

### BEFORE YOU READ

A. Match the following words with the corresponding picture.

1. B Recipe
2. \_\_\_\_\_ Utensils
3. \_\_\_\_\_ Ingredients
4. \_\_\_\_\_ Bowl
5. \_\_\_\_\_ Cooking station



## WHILE YOU READ

**B.** Read the text quickly and circle the unknown words. Write them in your notebook and look them up in your dictionary or in the glossary of this booklet to find out their meaning. Then, compare with a classmate.

**C.** Now read the text and put the following events in the order that they appear in the text from 1 to 5.

- 4 Saving time is the main benefit of using mise en place.
- \_\_\_\_\_ This term also references the discipline & organization of a chef.
- \_\_\_\_\_ Mise en place started in the 1800s.
- \_\_\_\_\_ Mise en place will let you know if you are missing any supplies in advance.
- \_\_\_\_\_ Cut and measure all of your ingredients.

### **What is Mise En Place**

*Mise en place* is a French term meaning “putting in place” and is used for prepping kitchen equipment and food before serving. It started to be used in the late 1800s and nowadays is commonly used in professional kitchens, cooking shows, cooking classes, and restaurants. It is likely you have used this method before but probably you were not able of the term associated with it.

This term also references the discipline and organization that a good chef practices in the kitchen. If you try it, you might find that it also saves you a lot of time while you are cooking. But how can we properly use mise en place? To apply this properly you need to follow these simple guidelines:

1. Have your recipe handy and develop a plan.
2. Gather all of your ingredients, utensils, and equipment needed.
3. One by one, wash, cut, dice, chop, and measure all of your ingredients.
4. Place them into appropriately sized dishes, bowls, and containers for easy grabbing.
5. Set your ingredients around your cooking station for better accessibility.

For a larger-scale cooking project, you can place all of your cold ingredients in containers that fit in a commercial refrigerator to easily grab from as you cook. Work these steps into the beginning of your cooking process and see how mise en place can benefit cooking and baking for you.

Among the benefits of using mise en place in the kitchen the main one is saving time, which is very important for any chef but it can also help you to prevent slipping, falling, or any other accident inside the kitchen since you will not be moving back and forth across the kitchen to grab what you need to cook your meal. Even more, using mise en place will let you know if you are missing any supplies in advance.

So now that you know what mise en place is, you can put it into practice at your home kitchen to make cooking or baking run a lot smoother. Use mise en place to experience the time saving benefits of this methods and seamlessly cook large quantities of food for your guests.

Adapted from:

WebstaurantStoreblog (December 30th, 2021) What is Mise En Place?.

<https://www.webstaurantstore.com/blog/2886/what-is-mise-en-place.html>

#### AFTER YOU READ

D. Which steps would you need to follow to use *mise en place* for preparing an omelet?

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## Lesson III: Speaking

### WARM-UP

A. Look at the picture and answer. What do you know about international cuisine? Which cuisine are the most famous around the world? In Chile?



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B. Now compare your answers with a classmate.

## INPUT

### C. Read the following text.

#### Top 10 cuisines in the world

According to international food court (IFC) survey taken to tourists around the world, the top ten international cuisines are:

10. Lebanese cuisine- which is generally Mediterranean, high on vegetables, little meat and full flavors.
9. Greek Cuisine- with a significant influence on Italian and Turkish cuisine.
8. Spanish cuisine- contains a variety of meat and fish as well as vegetables.
7. Japanese cuisine- known for its seasonality of food, aspect, quality of ingredients.
6. Mexican cuisine- known for its flavors and spices is a delicious combination of ancient traditions, Aztec, Mayan & Spanish.
5. Thai cuisine- known for its balanced mix of hot, sour, bitter & sweet flavors.
4. Chinese cuisine- It is one of the most popular since it's now eaten by a third of world's population.
3. Indian cuisine- one of the world most sophisticated and diverse cuisine.
2. French cuisine- can be called in the 21st century "haute cuisine" since it is indeed popular throughout the world, including cheese and wine.
1. Italian cuisine- perhaps one of the oldest in the world is located as top 1.

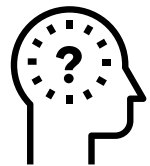
Adapted from:

Glito Intelligence (November 29th, 2021) Top 10 cuisines in the world.

<https://sites.google.com/site/glitointelligence/ifc-international-food-court/top-10-cuisines-in-the-world>

## CONTROLLED PRACTICE

D. Individually, compare your answers with information from the text.



E. Then, in pairs, discuss about the information from the text and your answers from the warm-up. Which international cuisine appear on your answers and in the text? Which one don't?



F. Now in groups, discuss about the information from the text. Do you agree with the ranking of top 10 cuisines in the world? Would you add another type of cuisine in the ranking? Which one? Why?



## **FREER PRACTICE**

**G.** Oral presentation. Each group provides a brief presentation (max. 2 min.) about their discussion.

## **WRAP-UP**

**H.** Choose a type of cuisine from the text or from the group discussion and provide description of a common dish.

Example: A common Italian dish is spaghetti and pomodoro sauce. Spaghetti is prepared by the chef and pomodoro sauce may include basil or other spices to bring extra flavor.





## Lesson IV: Writing

### Food Product Spec Sheet

#### PRE-WRITING

**A.** What information can you find in a Food Product Specification Sheet (FPSS)? (**Example:** I can find nutritional information in a FPSS)

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**B.** Now look at the following example and confirm your predictions.

# One Pager Sample Food Product Specification Sheet

This one pager cover details regarding sample food product specification sheet in terms of product description, ingredients statement, nutritional information, regulatory claims, etc.



## Product Description

- Food product is made by flour, water, salt and yeast
- All powders are mixed, and all liquids are added
- Add text here

## Ingredient Statement

Ingredient include, flour, wheat starch, salt, vegetable fat, chicory fibers, yeast  
Add text here

### Nutritional Information

Servings	500g	Size	xxx
Calories	204 kCal	Protein	xxx
Total Fat	12.18g	Vitamine A	xxx
Saturated Fat	3g	Vitamine C	xxx
Trans Fat	9.18g	Vitamine D	xxx
Cholesterol	0mg	Calcium	xxx
Sodium	272mg	Iron	xxx
Carbohydrates	40g	Potassium	xxx
Dietary Sugar	2g		
Sugars	30g		

### Regulatory Claims

Claim	Status	Size	<input checked="" type="checkbox"/>
Soy Free	<input checked="" type="checkbox"/>	Gluten Free	<input checked="" type="checkbox"/>
Peanut Free	<input checked="" type="checkbox"/>	Natural Flavors	<input checked="" type="checkbox"/>
Dairy Free	<input checked="" type="checkbox"/>	Natural Colors	<input checked="" type="checkbox"/>
GMO Free	<input checked="" type="checkbox"/>	Certified Organic	<input checked="" type="checkbox"/>

### Physical Specifications

Viscosity	xxx
Color	White

### Chemical Specifications

pH	5
Fat Content	xxxx

### Shelf Life

12 weeks

### Suggestive Storage

Refrigerated

### Allergens

Eggs, Milk or mil derivatives, nuts

### Package Content

Packed under nitrogen atmosphere

### Microbiological Specifications

Yeast <10 cfu/g

Mold <10 cfu/g

Add text here Add text here

### Version no.

12345

### Issue Date

2 Sep' 2020

Extracted from: Slide Team (November 30th, 2021) One pager sample food product specification sheet  
<https://www.slideteam.net/one-pager-sample-food-product-specification-sheet-presentation-report-infographic-ppt-pdf-document.html>

## DRAFTING

**C.** Think of a food product and write a draft of a Food Product Spec Sheet (FPSS). Make sure to include all necessary information (Name & product description, ingredient statement, nutritional information, regulatory claims, physical specifications, chemical specifications, shelf life, suggestive storage, allergens, package content, microbiological specification, version No & issue date).

\*\* You can write it on your notebook or in digital form if you have resources available (Canva, PPT, Word, others)

## REVISING

**D.** Use the following checklist to assess your classmate's draft. Once finished, return the draft and comments.



FOOD PRODUCT SPEC SHEET		
FPSS	Tick if completed	Comments & Suggestions (*)
Name & product description		
Ingredient statement		
Nutritional information		
Regulatory claims		
Physical, chemical & microbiological specs		
Shelf life		
Suggestive storage		
Allergens		
Package content		
Version No & Issue date		
Correct use of grammar, sentence structure, word choice, punctuation, capitalization & spelling		

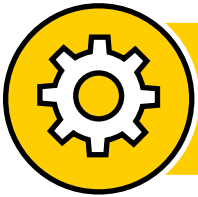
(\*) Comments & suggestions may provide reference to specific missing information, grammar, sentence structure, word choice, punctuation, capitalization & spelling errors.

## **EDITING**

**E.** Re-write your FPSS taking into account your classmate's feedback (re-check the criteria established in the checklist).

## **PUBLISHING**

**F.** Submit the final version to your teacher.



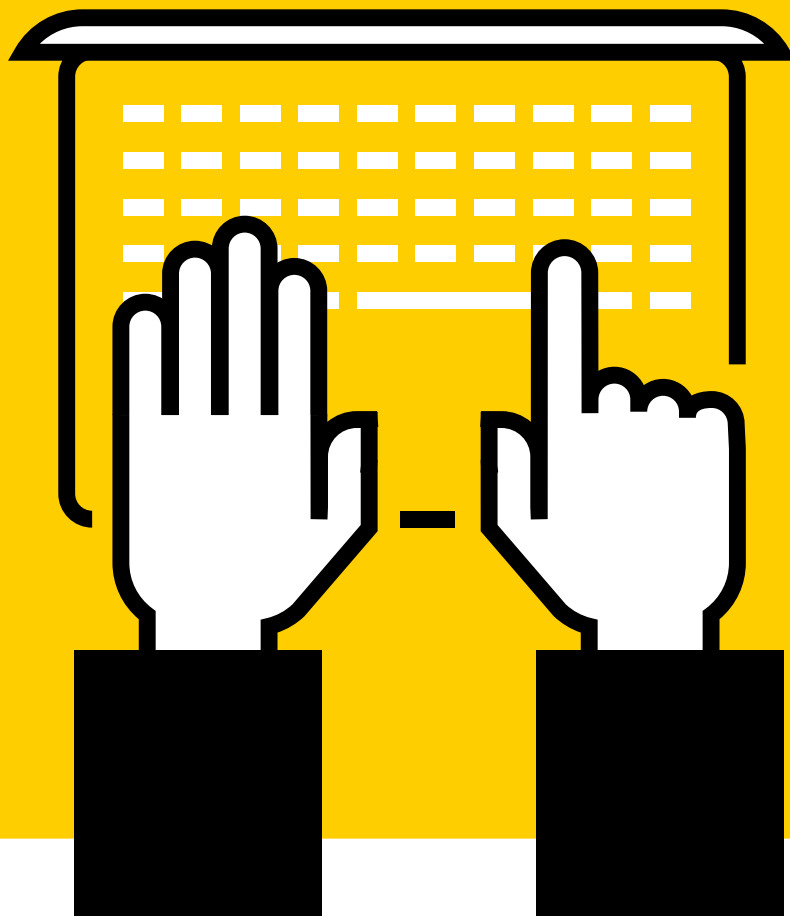
## Lesson V: Project



<b>Name of the Project:</b>	Planning a dish
<b>Level:</b>	Elementary to intermediate
<b>Time:</b>	120-180 min.
<b>General aim(s):</b>	Students will present how to apply <i>mise en place</i> for a dish of their choice.
<b>Language aim(s):</b>	Students will practice all four language skills, with a main focus on the productive skills (speaking & writing)
<b>Resources / Materials:</b>	Visual support for their presentation (poster, PPT, Prezi, or other)
<b>Teacher's role:</b>	Create a handout with guidelines for presentation. Make sure students can collect materials and information needed.
<b>Student preparation:</b>	Collect information about dish selected (recipe) and supplies needed for <i>mise en place</i> . Collect material needed to support your oral presentation.

<b>PROCEDURE</b>	
<ol style="list-style-type: none"> <li>1. The teacher explains and provides handout with guidelines for presentation.</li> <li>2. The class will be divided into groups of 3-4. Time will be given for discussion and negotiation of dish selected as a group and steps needed to prepare presentation.</li> <li>3. Each group works on the design of visual support for their oral presentation which should include details about application of mise en place.</li> <li>4. Once the visual support is finished, each group practice their oral presentation according to rubric criteria.</li> <li>5. 5. Each group presents in front of the class.</li> </ol>	
<b>FOLLOW UP</b>	The teacher or other groups can provide feedback about one or two aspects of a group's performance such as posture and pronunciation, or the steps involved in mise en place, emphasizing the positive instead of the negative.
<b>VARIATION</b>	Depending on the level of proficiency, other groups can take notes during oral presentations and ask questions after presentation is finished to gather more specific information. Mise en place can be later performed with their subject teacher in charge of planning of gastronomic production module.
<b>RUBRIC</b>	Rubric to assess oral presentation (peer assessment) See Appendix

# Appendix



# Gastronomy Booklet Glossary





A	<p><b>1. Appetizers</b> (n.)</p> <p><b>2. Apron</b> (n.)</p>	<p>Small portions of food or drink served before or at the beginning of a meal to stimulate the appetite.</p> <p>A garment covering part of the front of the body worn to protect the clothing.</p>
B	<p><b>3. Bake</b> (v.)</p> <p><b>4. Basil</b> (n.)</p> <p><b>5. Beet</b> (n.)</p> <p><b>6. Beverages</b> (n.)</p> <p><b>7. Biological</b> (adj.)</p> <p><b>8. Bitter</b> (adj.)</p> <p><b>9. Blade</b> (n.)</p> <p><b>10. Bread</b> (n.)</p> <p><b>11. Broth</b> (n.)</p> <p><b>12. Brunoise</b> (n.)</p> <p><b>13. Bulk</b> (n.)</p> <p><b>14. Burns</b> (n.)</p>	<p>To cook by dry heat in an oven.</p> <p>A sweet-smelling herb of the mint family whose leaves are used in cooking.</p> <p>A plant having a fleshy red or white root.</p> <p>Liquids that can be drunk, esp. a liquid other than water.</p> <p>Of or relating to biology.</p> <p>Having a harsh taste; not sour, sweet or salty.</p> <p>The flat cutting part of an implement, as a knife.</p> <p>A food made of baked dough and containing flour, water or milk, and yeast.</p> <p>A thin soup in which meat, fish, or vegetables have been cooked in water.</p> <p>A culinary knife cut in which the food item is first julienned and then turned a quarter turn and diced, producing cubes of about 3 millimeters or less on each side.</p> <p>Great weight, size, or mass.</p> <p>Injuries caused by heat, etc., characterized by a painful reddening of the skin.</p>
C	<p><b>15. Calibration</b> (n.)</p> <p><b>16. Canned goods</b> (n.)</p> <p><b>17. Cap</b> (n.)</p> <p><b>18. Celery</b> (n.)</p> <p><b>19. Chemical</b> (adj.)</p> <p><b>20. Chiffonade</b> (n.)</p> <p><b>21. Chop</b> (v.)</p> <p><b>22. Condiments</b> (n.)</p> <p><b>23. Container</b> (n.)</p> <p><b>24. Countertop</b> (n.)</p> <p><b>25. Cucumber</b> (n.)</p> <p><b>26. Cutlery</b> (n.)</p> <p><b>27. Cutting</b> (n.)</p>	<p>The action or process of calibrating something.</p> <p>Items preserved in a can or jar.</p> <p>A close-fitting covering for the head, usually having no brim.</p> <p>A plant of the parsley family, eaten raw or cooked.</p> <p>Of, used in, or produced by chemistry or chemicals.</p> <p>A slicing technique in which leafy green vegetables are cut into long, thin strips.</p> <p>Cut something into pieces with repeated sharp blows of an axe or knife.</p> <p>Something used to flavor food, such as salt or spices.</p> <p>Anything that contains or can contain something.</p> <p>A counter, as in a kitchen, esp. when covered with a heat-and stain-resistant material.</p> <p>A creeping plant of the gourd family, occurring in many cultivated forms.</p> <p>Cutting instruments when thought of as a group, esp. utensils used at the table for cutting and eating food.</p> <p>The act of a person or thing that cuts, or something cut, cut off, or cut out.</p>
D	<p><b>28. Dice</b> (v.)</p>	<p>To cut into small cubes.</p>

	<b>29. Dish</b> (n.)	A particular type of food or preparation of food.
	<b>30. Disposable</b> Gloves (n.)	A covering for the hand made with a separate part for each finger and for the thumb designed for being thrown away after use.
	<b>31. Dressings</b> (n.)	A sauce, esp. for salad or other cold foods.
F	<b>32. FIFO</b> (n.)	An acronym for First In, First Out.
	<b>33. Flavors</b> (n.)	Taste, esp. the distinctive taste of something in the mouth.
	<b>34. Food poisoning</b> (n.)	An illness caused by eating contaminated or toxic food.
	<b>35. Food Products</b> (n.)	Any materials such as powders, liquids, fruit, vegetables, grains, minerals, etc. made for consumption by humans or domestic or wild animals.
	<b>36. Footwear</b> (n.)	Articles to be worn on the feet, such as shoes, slippers, or boots.
	<b>37. Fryer</b> (n.)	A pan or appliance for frying foods.
G	<b>38. Garlic</b> (n.)	A hardy plant of the amaryllis family, having a strong-smelling and strong-tasting bulb.
	<b>39. Ginger</b> (n.)	A reed like plant originally from SE Asia but now grown in most warm countries, having a strong-smelling and spicy root used in cookery and medicine.
	<b>40. Grill</b> (n.)	An apparatus with a grated metal framework for cooking food over direct heat, as a gas or charcoal fire.
H	<b>41. HACCP</b> (n.)	Acronym for Hazard Analysis and Critical Control Points. A systematic preventive approach to food safety.
	<b>42. Hairnet</b> (n.)	A cap of loose net, as of silk or nylon, for holding the hair in place.
	<b>43. Hazards</b> (n.)	Something causing danger, peril, risk, or difficulty.
	<b>44. Hygiene</b> (n.)	A condition or practice conducive to the preservation of health, as cleanliness.
I	<b>45. Inventory</b> (n.)	A complete listing of merchandise or stock on hand, work in progress, raw materials, etc., esp. a list made regularly by a business.
J	<b>46. Julienne</b> (adj.)	Also, julienned (of food, esp. vegetables) cut into thin strips or small, matchlike pieces.
K	<b>47. Knead</b> (v.)	To make (dough, clay, etc.) into a uniform mixture by pressing, folding, and stretching.
L	<b>48. Label</b> (n.)	A slip of paper, cloth, or other material, attached to something to indicate its manufacturer, the kind of thing it is, its ownership, etc.
	<b>49. Ladle</b> (n.)	A long-handled utensil with a cup-shaped bowl at the end, used for dipping and pouring liquids.
	<b>50. Leek</b> (n.)	A plant of the amaryllis family, related to the onion, having a rounded bulb and leaves used in cooking.

<b>M</b>	<b>51. Manufacturer</b> (n.)	A person, group, or company that owns or runs a manufacturing plant.
	<b>52. Matchstick</b> (n.)	A short, slender piece of flammable wood used in making matches.
	<b>53. Measurement</b> (n.)	The act of measuring.
	<b>54. Meat</b> (n.)	The flesh of animals used for food.
	<b>55. Mince</b> (v.)	To chop into very small pieces.
	<b>56. Mise en place</b> (n.)	(In a professional kitchen) the preparation of dishes and ingredients before the beginning of service.
	<b>57. Mix</b> (v.)	To combine or unite.
<b>N</b>	<b>58. Net weight</b> (n.)	Is the weight of an item/product without the addition of the packaging or container weight.
	<b>59. Nutrition facts</b> (n.)	Information in a label required on most packaged food in many countries, showing what nutrients and other ingredients are in the food.
<b>O</b>	<b>60. Onion</b> (n.)	A plant of the amaryllis family, having a white or yellow, strong-smelling bulb that can be eaten.
<b>P</b>	<b>61. Pan</b> (n.)	A wide or broad, usually shallow metal container used for frying, baking, washing, etc.
	<b>62. pH</b> (n.)	A symbol used to describe the amount of acidity or alkalinity of a chemical solution on a scale of 0 (more acidic) to 14 (more alkaline).
	<b>63. Physical</b> (adj.)	Pertaining to the physical sciences, esp. physics.
	<b>64. Pot</b> (n.)	A container made of baked clay, metal, etc., used for cooking, serving, and other purposes.
	<b>65. Poultry</b> (n.)	The meat of birds such as chickens, turkeys, etc.
	<b>66. Prep time</b> (n.)	Preparation time
<b>R</b>	<b>67. Range</b> (n.)	A large cooking stove having burners on the top surface and containing one or more ovens.
	<b>68. Recipe</b> (n.)	A set of instructions for making or preparing something, esp. a food dish.
	<b>69. Roll</b> (v.)	Moving by revolving or turning over and over.
	<b>70. Rubber Soles</b> (n.)	The corresponding under part of a shoe or other footwear made of rubber.
<b>S</b>	<b>71. Safety</b> (n.)	The state of being safe.
	<b>72. Salad</b> (n.)	A cold dish or raw vegetables, served with a dressing.
	<b>73. Sanitary Regulations</b> (n.)	Law, rules, or other order given by authority related to health, esp. cleanliness, precautions against disease, etc.
	<b>74. Scrubbing pad</b> (n.)	A pad used to rub hard in washing (in the kitchen).
	<b>75. Seafood</b> (n.)	Any fish or shellfish from the sea used for food.
	<b>76. Seaweed</b> (n.)	Any of various green plants of the sea.

<b>77. Shellfish</b> (n.)	An animal living in water and having a shell, such as the oyster or other mollusks.
<b>78. Slice</b> (n.)	A thin, flat piece cut from something.
<b>79. Slip</b> (v.)	To slide suddenly and accidentally, esp. so as to fall or go lower.
<b>80. Slope</b> (n.)	Ground that has a natural incline, such as the side of a hill.
<b>81. Sorrel</b> (n.)	A plant of the buckwheat family, whose leaves are used as seasoning.
<b>82. Soup</b> (n.)	A liquid food made by simmering vegetables, seasonings, and often meat or fish.
<b>83. Sour</b> (adj.)	Having an acid taste resembling that of vinegar; tart.
<b>84. Spatula</b> (n.)	A tool with a wide, flat, usually flexible blade, used for blending or transferring foods, mixing drugs, spreading plaster, etc.
<b>85. Spices</b> (n.)	Strong-smelling or sweet-smelling vegetable substance, such as pepper or cinnamon, used to season food.
<b>86. Spills</b> (n.)	A spilling, as of liquid.
<b>87. Spinach</b> (n.)	A plant with crinkly or flat green leaves that can be eaten.
<b>88. Spoon</b> (n.)	An object used in eating, stirring, measuring, etc., made up of a small, shallow bowl with a handle.
<b>89. Spreadsheet</b> (n.)	A computer program that allows easy entry and manipulation of figures, equations, and text, used esp for financial planning and budgeting.
<b>90. Starters</b> (n.)	The first course of a meal, served directly before the main course.
<b>91. Stew</b> (n.)	A preparation of food cooked by stewing, esp. a mixture of meat and vegetables.
<b>92. Storage</b> (n.)	Capacity or space for storing.
<b>93. Strainer</b> (n.)	A filter or sieve for separating liquids from solids.
<b>94. Supplies</b> (n.)	A provision, stock, or store food or other things necessary for maintenance.
<b>T</b> <b>95. Tong</b> (n.)	A tool used to grip and lift objects instead of holding them directly with hands.
<b>96. Trips</b> (n.)	A stumble, misstep.
<b>97. Turnips</b> (n.)	The thick, edible, fleshy root of certain plants of the mustard family.
<b>V</b> <b>98. Veal</b> (n.)	The flesh of a calf used for food.
<b>W</b> <b>99. Warmer</b> (n.)	A table-top device used to maintain the serving temperature of prepared food.
<b>100. Whisk</b> (n.)	A tool, usually of wire, for beating or whipping food.

## Answer key

### UNIT I

#### Lesson I: Listening Comprehension

##### While you listen

E. Now listen again and put a T if the statement is true or F if it's false. Correct the false statements by writing the sentence properly.

1T, 25, 3F, 4F, 5T

#### Lesson II : Reading Comprehension

##### Before you read

A. Look at the picture and identify potential hazards. Complete the chart by writing the potential hazard into the appropriate category. (e.g.: one potential hazard is the risk to burn part of their body)

BIOLOGICAL HAZARD	CHEMICAL HAZARD	PHYSICAL HAZARD
Bacteria Viruses Yeasts Molds Parasites	Flammable material Corrosive material Cleaning agents	To burn part of their body To cut fingers or other body parts To slip, trip, and fall

##### While you read

C. Now read the text and select the best option to complete the following statements. Then, compare your answer with a classmate.

1A – 2C – 3C – 4B – 5<sup>a</sup>

#### Lesson III: Speaking

##### Warm-up

A. Look at the following pictures and match them with the accidents from the box. Then, compare with a classmate.

PICTURE A = 4

PICTURE B = 2

PICTURE C = 3

PICTURE D = 1

## Unit II

### Lesson I: Listening Comprehension

#### While you listen

D. Listen again and complete the following chart classifying specific vocabulary from the audio.

**\*\*You will listen twice\*\***

UTENSILS	EQUIPMENT/COOKWARE	OTHERS
Spatulas Tongs Spoons Whisks Ladles Strainers Measuring cups Measuring spoons	Pots Pans Sinks Worktables Bowls Cutting boards Fryers Grills Rangers Warmers Dishwashers Refrigerators Freezers Dishes Pantries Unit racks Cabinets Pantries Unit racks Cabinets	Spices Bread Canned goods Oils Mixing Cutting Rolling Kneading Cutlery Scrubbing pads Brushes Soaps Desserts Salads Plating

### Lesson III: Speaking

#### Warm-up

A. Look at the pictures and read the definitions of common cooking methods. Then, match them.

1C – 2D – 3E – 4B – 5A – 6F

## Unit III

### Lesson I: Listening Comprehension

#### While you listen

E. Now listen again and answer T if the sentence is true or F if the sentence is false.

1F – 2T – 3T – 4F – 5F

## Lesson II: Reading Comprehension

### While you read

C. Read the text and complete the diagram.

	MAIN CATEGORIES	EXAMPLES
BEVERAGES	Alcoholic	wine, spirits, cocktails, beers
	Non- alcoholic	Smoothies, fruit juices, sodas, concentrates, coffee, tea, hot chocolate.
FOOD	Fruit & Vegetables	tomatoes, potatoes, carrots. Corn, lemons, apples, pineapples, strawberries.
	Meat	Beef, veal, lamb, pork, venison
	Poultry	Chicken, turkey, duck
	Seafood	Fish & shellfish
	Baking ingredients	Bulk chocolate, flour, sugar & sweeteners, bakery decorating ingredients
	Herbs & spices	Salt, pepper, oregano, cumin, chili pepper, turmeric.
	Condiments & sauces	Hot sauces, BBQ & steak sauces, tomato sauce, salad dressings.
	Specialty food	Organic food, gluten free food, vegan & plant-based food, Asian food.

## Lesson III: Speaking

### Warm-up

G. Look at these questions and discuss with a classmate:

1. What information can you find in a product food label?

Product name, net weight, ingredients' list, nutrition facts, usage instructions, manufacturer's details.

2. Which other type of information can you find in a Chilean product food label?

FOP (front-of-package) warning labels for products high in calories, sodium, sugar or saturated fat

## **Unit IV**

### **Lesson I: Listening Comprehension**

#### **While you listen**

**D.** Listen again and circle the correct option. **\*\*You will listen twice\*\***

1A – 2B – 3B – 4B – 5A

### **Lesson II: Reading Comprehension**

#### **Before you read**

**A.** Match the following words with the corresponding picture

1B – 2A – 3D – 4E – 5C

**C.** Now read the text and put the following events in the order that they appear in the text from 1 to 5.

4 – 2 – 1 – 5 – 3



**PROJECT UNIT I INFOGRAPHIC RUBRIC**

<b>CRITERIA</b>	<b>EXCELLENT (7)</b>	<b>GOOD (5)</b>	<b>POOR (3)</b>	<b>NEEDS IMPROVEMENT (1)</b>	<b>SCORE</b>
<b>Format / Appearance</b>	Infographic includes visual support related to the content presented. (i.e.: images related to information from lesson selected)	Infographic includes visual support related to part of the content presented (i.e.: images related to information from lesson selected)	Infographic includes visual support, but it doesn't relate to the content presented.	Infographic does not include visual support.	
<b>Organization</b>	Infographic includes title, and subtitles regarding content presented. (i.e.: name of topic, key information)	Infographic includes title or subtitles regarding content presented (i.e.: name of topic, key information)	Infographic includes title or subtitles regarding content presented but they are not easy to read.	Infographic does not include title or subtitles regarding content presented.	
<b>Content</b>	All key information from the lesson selected is presented (i.e.: items to dress properly in the kitchen, HACCP principles, how to prevent accidents in the kitchen, or sanitary protocols)	Most information from the lesson selected is presented.	Some information from the lesson selected is presented.	Few or no information from the lesson selected is presented.	
<b>Grammar &amp; Mechanics</b>	Correct use of grammar, punctuation, and spelling. Minor or no mistakes.	Mostly correct use of grammar, punctuation, and spelling. Some mistakes are made but they don't interfere with meaning.	Somewhat correct use of grammar, punctuation, and spelling. Mistakes made interfere with meaning.	Incorrect use of grammar, punctuation, and spelling. A lot of mistakes made that interfere with meaning.	
<b>TOTAL</b>					

## ORAL PRESENTATION RUBRIC

CRITERIA	EXCELLENT (7)	GOOD (5)	FAIR (3)	NEEDS IMPROVEMENT (1)	SCORE
<b>Non-verbal skills</b>	Student makes eye contact while presenting and stands up straight and still during presentation.	Student often makes eye contact while presenting and stands up straight and still most of the time during the presentation.	Student rarely makes eye contact while presenting and sways or fidgets during presentation.	Student doesn't make eye contact while presenting and slumps or leans during presentation.	
<b>Oral skills</b>	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly during presentation.	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly most of the time during the presentation.	Student's voice, rhythm and tone are not clear enough and makes mistakes in pronunciation during the presentation.	Student's voice, rhythm and tone are not clear and make mistakes in pronunciation which break down communication during presentation.	
<b>Visual support</b>	Infographic is visually attractive and contains images that relate to the presentation.	Infographic is somewhat visually attractive and contains images that relate to the presentation.	Infographic is somewhat visually attractive and contains some images that relate to the presentation.	Infographic is not visually attractive.	
<b>TOTAL</b>					

## UNIT II INNOVATIVE STARTER PRESENTATION RUBRIC

CRITERIA	EXCELLENT (7)	GOOD (5)	POOR (3)	NEEDS IMPROVEMENT (1)	SCORE
<b>Video Quality</b>	Viewers can see appropriate images of recipe, its ingredients, and preparation process. Sound is clear and loud.	Viewers can see appropriate images but sound is somewhat clear and loud.	Viewers are able to see properly but sound is not clear and loud enough.	Viewers are not able to see and listen properly.	
<b>Oral skills</b>	Students use a clear voice, rhythm and tone and pronounces clearly and correctly during presentation.	Students use a clear voice, rhythm and tone and pronounces clearly and correctly most of the time during the presentation.	Students' voice, rhythm and tone are not clear enough and makes mistakes in pronunciation during the presentation.	Students' voice, rhythm and tone are not clear and make mistakes in pronunciation which break down communication during presentation.	
<b>Recipe</b>	Students present the recipe of an innovative starter of their own creation with all necessary information (title, prep, total time, serves, ingredients & amount of ingredients, instructions & notes if necessary).	Students present the recipe of an innovative starter of their own creation with most of the necessary information.	Students present the recipe of an innovative starter of their own creation with some of the necessary information.	Students present the recipe of an innovative starter of their own creation with little of the necessary information.	
<b>Innovative Dish</b>	Students are able to present the title of the starter, its ingredients, every step of the process involved to cook the starter, and the dish ready to be served.	Students are able to present most parts described in the descriptor.	Students are able to present some parts described in the descriptor.	Students are able to present few parts described in the descriptor.	
<b>TOTAL</b>					

### UNIT III ORAL PRESENTATION RUBRIC

CRITERIA	EXCELLENT (7)	GOOD (5)	POOR (3)	NEEDS IMPROVEMENT (1)	SCORE
<b>Non-verbal skills</b>	Student makes eye contact while presenting and stands up straight and still during presentation.	Student often makes eye contact while presenting and stands up straight and still most of the time during the presentation.	Student rarely makes eye contact while presenting and sways or fidgets during presentation.	Student doesn't make eye contact while presenting and slumps or leans during presentation.	
<b>Oral skills</b>	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly during presentation.	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly most of the time during the presentation.	Student's voice, rhythm and tone are not clear enough and makes mistakes in pronunciation during the presentation.	Student's voice, rhythm and tone are not clear and make mistakes in pronunciation which break down communication during presentation.	
<b>Visual support</b>	Visual support is visually attractive and contains images & information that relate to the presentation.	Visual support is somewhat visually attractive and contains images & information that relate to the presentation.	Visual support is somewhat visually attractive and contains some images and/or information that relate to the presentation.	Visual support is not visually attractive and does not contain images/information that relate to the presentation.X	
<b>TOTAL</b>					

## UNIT IV ORAL PRESENTATION RUBRIC

CRITERIA	EXCELLENT (7)	GOOD (5)	POOR (3)	NEEDS IMPROVEMENT (1)	SCORE
<b>Non-verbal skills</b>	Student makes eye contact while presenting and stands up straight and still during presentation.	Student often makes eye contact while presenting and stands up straight and still most of the time during the presentation.	Student rarely makes eye contact while presenting and sways or fidgets during presentation.	Student doesn't make eye contact while presenting and slumps or leans during presentation.	
<b>Oral skills</b>	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly during presentation.	Student uses a clear voice, rhythm and tone and pronounces clearly and correctly most of the time during the presentation.	Student's voice, rhythm and tone are not clear enough and makes mistakes in pronunciation during the presentation.	Student's voice, rhythm and tone are not clear and make mistakes in pronunciation which break down communication during presentation.	
<b>Content</b>	Mise en place presented includes all steps necessary to prepare the dish selected.	Mise en place presented includes most steps necessary to prepare the dish selected.	Mise en place presented includes some steps necessary to prepare the dish selected.	Mise en place presented does not include steps necessary to prepare the dish selected.	
<b>Visual support</b>	Visual support is visually attractive and contains images & information that relate to the presentation.	Visual support is somewhat visually attractive and contains images & information that relate to the presentation.	Visual support is somewhat visually attractive and contains some images and/ or information that relate to the presentation.	Visual support is not visually attractive and does not contain images/ information that relate to the presentation.	
<b>TOTAL</b>					

## REFERENCES

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### UNIT 1

Audio created by Natacha Pardo C. (using information from Reglamento Sanitario de los Alimentos) DINTA (2021, November 9th). Reglamento Sanitario de los Alimentos. DINTA-INTA Universidad de Chile. [http://www.dinta.cl/wp-content/uploads/2021/03/RSA-DECRETO\\_977\\_96\\_act-02-02-2021.pdf](http://www.dinta.cl/wp-content/uploads/2021/03/RSA-DECRETO_977_96_act-02-02-2021.pdf)

### Reading

#### Text adapted from:

UNL FOOD (2021, November 13<sup>th</sup>) The Seven Principles of HACCP. University of Nebraska-Lincoln. <https://food.unl.edu/seven-principles-haccp>

Registrar Corp (2021, November 13<sup>th</sup>) What is HACCP? Registrar Corp online training. <https://online-training.registrarcorp.com/resources/what-is-haccp/>

### Speaking

#### Text Adapted from:

Society Insurance (2021, November 17<sup>th</sup>) Preventing cuts in the restaurant kitchen: safe slicing! <https://societyinsurance.com/blog/preventing-cuts-restaurant-kitchen-safe-slicing/>

Dummies (2021, November 17<sup>th</sup>) How to prevent kitchen burns. <https://www.dummies.com/food-drink/cooking/kitchen-safety/how-to-prevent-kitchen-burns/>

HSE (2012) Preventing slips and trips in kitchens and food service. Health and Safety Executive [www.hse.gov.uk/pubns/cais6.htm](http://www.hse.gov.uk/pubns/cais6.htm)

### Writing

#### Protocol adapted from:

Studopedia (November 17<sup>th</sup>, 2021) How and When to Clean and Sanitize. <https://studopedia.info/6-84686.html>

### Project

#### How to make infographics:

Creative Educator (n.d.) Infographics.

Retrieved from <https://creativeeducator.tech4learning.com/2013/lessons/Infographics>

CB Creative Bloq (n.d.) The 56 best infographics.

Retrieved from <https://www.creativebloq.com/graphic-design-tips/information-graphics-1232836>

## UNIT 2

### Audio adapted from:

Partstown (November 18<sup>th</sup>, 2021) How to organize a restaurant kitchen.

<https://www.partstown.com/about-us/commercial-kitchen-organization-ideas>

The American Association for the Advancement of science (2018) Your practical guide to basic laboratory techniques. Science/AAAS Custom Publishing Office.

[https://www.sciencemag.org/sites/default/files/Practical\\_Guide\\_to\\_Basic\\_Lab\\_Techniques.pdf](https://www.sciencemag.org/sites/default/files/Practical_Guide_to_Basic_Lab_Techniques.pdf)

Text created by Natacha Pardo C. using information from:

CEDEM-INACAP (November 22<sup>nd</sup>, 2021) Gastronomía: Elaboración de alimentos de baja complejidad 3<sup>o</sup> medio. Ediciones INACAP.

### Speaking

#### Definitions of cooking methods adapted from:

First Cry Parenting (November 22<sup>nd</sup>, 2021) 15 Basic Cooking Methods you should know.

<https://parenting.firstcry.com/articles/magazine-become-a-smart-home-chef-with-this-basic-cooking-methods/>

Dialogue created by Natacha Pardo C.

### Writing

Extracted from: Love and Lemons (November 22<sup>nd</sup>, 2021) Greek Salad.

<https://www.loveandlemons.com/greek-salad/>

## UNIT 3

### Audio adapted from:

#### Adapted from:

Kitchen Monkey (November 23<sup>rd</sup>, 2021). 8 tips for safe food storage in your restaurant.

<https://www.kitchen-monkey.com/8-tips-for-safe-food-storage-in-your-restaurant/>

#### Text adapted from:

Webstaurant Store (November 25<sup>th</sup>, 2021) Food & Beverage

<https://www.webstaurantstore.com/restaurant-consumables.html>

### Speaking

#### Label extracted from:

Behance (November 28<sup>th</sup>, 2021) Food labels and packaging.

<https://www.behance.net/gallery/26472517/Food-Labels-and-Packaging>

## **Writing**

### **Adapted from:**

Ingenieriademenu.com (November 28th, 2021) Cómo hacer un inventario de cocina.  
<https://ingenieriademenu.com/inventario-de-cocina-plantilla-excel-gratis/>

## **UNIT 4**

### **Audio adapted from:**

Food and beverage service knowledge (November 28th, 2021) 14 Basic cuts of vegetables with sizes.  
<https://foodandbeverageknowledge.com/14-basic-cuts-of-vegetables-with-sizes/>

### **Text adapted from:**

WebstaurantStoreblog (December 30th, 2021) What is Mise En Place?.  
<https://www.webstaurantstore.com/blog/2886/what-is-mise-en-place.html>

## **Speaking**

### **Adapted from:**

Glito Intelligence (November 29th, 2021) Top 10 cuisines in the world.  
<https://sites.google.com/site/glitointelligence/ifc-international-food-court/top-10-cuisines-in-the-world>

## **Writing**

### **Extracted from:**

Slide Team (November 30th, 2021) One pager sample food product specification sheet  
<https://www.slideteam.net/one-pager-sample-food-product-specification-sheet-presentation-report-infographic-ppt-pdf-document.html>



## SCRIPTS

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### Unit I: Hygiene for food processing

#### Lesson 1: Listening Comprehension

**(Context: the head of staff is providing advice to a new member how to dress properly to work in the kitchen)**

Head of Staff: Once again, welcome to our team. I'll explain how to dress properly to work in the kitchen.

New member: Thank you! I know this is a relevant issue since we need to control potential biological, physical, and chemical hazards that might threaten the integrity of food products we use.

Head of Staff: Exactly! So according to Food Sanitary Regulations in Chile, you need to wear protective clothing which is provided by us. Here you are.

New member: I see! I can see a hairnet and a cap, which are great to cover my hair and prevent it from falling into food products while I do my job. That's why I always keep my hair short.

Head of Staff: That's perfect! I keep mine tied back. As you can see there are also three clean aprons to cover your clothes with our restaurant's logo.

New member: Great! I always wear aprons to prevent my clothes from getting stained with food with food or contaminating food with allergens that could be on my clothes. I also wear non-slip closed shoes to protect myself from dangers such as slipping, burning my feet from spills, and falling objects such as knives or heavy objects.

Head of Staff: Good! Are they made of leather or other non-absorbent material? That's very important too!

New member: Yes, of course!

Head of Staff: Amazing! I can see you do not wear any jewelry in your hands, you are keeping your nails short and clean. You can also find a box with disposable gloves to wear there. We will give you one pair per week.

New member: Cool! Thank you very much! I can't wait to meet my colleagues.

Head of Staff: You'll meet them right after you put on your protective clothing. The dressing room is over there.

New member: Ok. I'll be right back!

**Created and adapted from: Reglamento Sanitario de los Alimentos**

DINTA (2021, November 9th). Reglamento Sanitario de los Alimentos. DINTA-INTA Universidad de Chile.

**[http://www.dinta.cl/wp-content/uploads/2021/03/RSA-DECRETO\\_977\\_96\\_act-02-02-2021.pdf](http://www.dinta.cl/wp-content/uploads/2021/03/RSA-DECRETO_977_96_act-02-02-2021.pdf)**

## **Unit II: Low complexity food processing**

### **Lesson I: Listening Comprehension**

**(Context: a chef is giving advice how to organize a restaurant kitchen properly)**

Hello everyone, my name is Mateo and I'm going to give you some tips on how to organize a restaurant kitchen properly. First, you need to keep utensils hung throughout the different stations in your kitchen. Some examples of utensils you should consider hanging are spatulas, tongs, spoons, whisks, ladles, strainers, measuring cups and spoons, and small pots and pans. Another suggestion would be that instead of using closed cabinets and pantries, use shelving units and racks that are out in the open space. When deciding what goes where, consider dedicating storage for specific groups of items. For instance, have an entire shelf just for spices and dry ingredients making sure each container is clearly labeled to prevent any mix ups during cooking or food prep. And you can do the same with other items like bread, canned goods, oils and non-refrigerated products. You could also have a whole shelving unit or rack to arrange your cookware by type, height, and frequency of usage.

Creating designated stations is a great way to organize your kitchen to create a more streamlined process from start to finish. There are four core stations every kitchen in a restaurant should have: (1) The prep and baking station, (2) the hot station, (3) the cold station, and (4) the cleaning station. The first station is where mixing, cutting, rolling, and kneading takes place so there should be an ample amount of counter space, worktables, sinks, and easy storage for essentials. Have your cutlery stored in blocks, docks, or magnetic strips, and keep your cutting boards, bowls, spices, and dry ingredients on open shelving units.

The second station should house all your cooking equipment, such as fryers, grills, ranges, and warmers. Keeping these units in a separate space not only simplifies the cooking process, but it also prevents grease and heat from wearing out your dishwashers and refrigeration units.

The third station should house your freezer and refrigerators. Make sure to keep this zone at modest distance from your hot-side equipment since if they are too close, the heat could cause your refrigeration units to run at an improper temperature.

As for the fourth station, it should be designated for cleaning dishes, pots, pans, and utensils. Therefore, the space should have multiple sinks and dishwashers as well as shelving units to hold everything from scrubbing pads and brushes to soaps and detergents.

As a final tip, consider designated areas for desserts, salads, and plating for an even smoother and more efficient operation.

**Adapted from:**

**Partstown (November 18th, 2021) How to organize a restaurant kitchen.**

**<https://www.partstown.com/about-us/commercial-kitchen-organization-ideas>**

### **Unit III: Reception & storage of supplies**

#### **Lesson I: Listening Comprehension**

**(Context: a member of an association of foodservice industry provides tips for safe food storage)**

As you may already know, food safety is a very important issue in kitchens at restaurants so today I'm going to give you eight tips for safe food storage in your restaurant. The first thing you need to consider is the FIFO rule (First In, First Out). By using this rule, you'll ensure food quality and food safety. This rule implies that when a restaurant gets new food, the food will be deposited behind the older one, so that older food is going to be used first. It is ideal to label all your food with the date you got it and a "use by" date as well. Another aspect you need to know is that meat needs to be placed as low as possible regardless if you store them in a sealed container so you don't have to worry about meat juices contaminating other food items.

It is also very important to store food in airtight containers if you want to increase its shelf life because the minute the food is exposed to air, it's going to start to spoil. For this, you should use food storage boxes, ingredient bins and food pans with lids in order to ensure your kitchen is kept safe from bacteria and infestations.

Make sure to store the food off the floor to prevent contaminants such as dust and water to soak through the bags. There are plenty of regulations that state that food should be stored at a minimum of between 1.5 mts. to 3 mts. above the floor.

Temperature controls is a key point in safe food storage, which is why refrigerators and freezers become vital for food safety. It is important to feature thermometer so that restaurant staff can check the temperature every now and then to ensure it's below the danger zone.

To maintain proper temperature in the refrigerator, you should avoid overloading or storing too many items, so it doesn't have to work too hard

Another aspect to mention would be to keep everything organized and clean, which means you should use shelving units and keep the floors clean from spills or dirt to prevent bacteria growth. Make sure your shelving units are properly organized with labeled items to reduce the number of items your staff needs to sort through in order to locate the items they need.

And finally, if you have a doubt about the safety of a product, always throw it out. Otherwise, you may have to deal with a case or more of food poisoning.

**Adapted from:**

**Kitchen Monkey (November 23rd, 2021). 8 tips for safe food storage in your restaurant.**

**<https://www.kitchen-monkey.com/8-tips-for-safe-food-storage-in-your-restaurant/>**

## Unit IV: Planning of gastronomic production

### Lesson I: Listening Comprehension

**(Context: a teaching session from a chef to students from culinary arts class)**

Chef: Good afternoon, everyone! Today's class is going to be about the basics of any cook. Can anyone tell me what topics you think we'll discuss.

Student 1: Hello chef. I think we will learn about organizing things in the kitchen.

Chef: mmmm...not really. That's something you'll approach later with Mr. Fuentes.

Student 2: Oh, I think I can guess from the things you have on your countertop. Is it about how to cut vegetables?

Chef: Yes, great job! Today I'm going to show you basic techniques we can use to cut vegetables. Does anyone know them already?

Student 1: I know Brunoise.

Chef: Great, come here to explain to the rest of the class and show how it's done.

Student 1: Sure! Well, this is a French cutting term that involves finely dicing or cutting vegetables into small cubes of precise and uniform measurement. Vegetables should be first julienned like this, and turned a quarter rotation and diced again to create small cubes. Typical vegetables that are brunoised are carrots, onions, leeks, celery, bell peppers, and hard root vegetables like beets and turnips. It's different from chopping which is a cut that creates chunks that are similar in size, but not exact in shape.

Chef: Thank you. Ok. Let's continue. Another basic cutting maneuver is *chiffonade* which means little ribbons in French. This is a slicing technique used on leafy green vegetables and herbs such as spinach, sorrel, and flat-leaved herbs like basil or mint. As you can see, the first thing you have to do is stacking the leaves, roll them tightly, and then slice them perpendicular to the roll.

Student 2: Can you show us the Julienne technique?

Chef: of course, Julienne is typically used to cut vegetables for salad ingredients such as carrots, celery, potatoes, and cucumber. As you can see, vegetables are cut into long thin strips of about 4 cm length like a matchstick.

Student 1: And which other techniques will you show us today?

Chef: There are two basic cutting techniques I'll show you today. Slicing, and mincing. Slicing is cutting vegetables into thin and relatively broad slices, like this. This cutting technique is also used to cut meat, fruit, cheese, and bread. Finally, we have mincing. Here, vegetables are finely divided into uniform pieces smaller than dice or chopped. This is the ideal technique for aromatics, such as onion, garlic, and ginger, and it's used when a paste texture is required.

**Adapted from: Food and beverage service knowledge (November 28th, 2021) 14 Basic cuts of vegetables with sizes.**

**<https://foodandbeverageknowledge.com/14-basic-cuts-of-vegetables-with-sizes/>**

# Flashcards





**VEGETABLES**



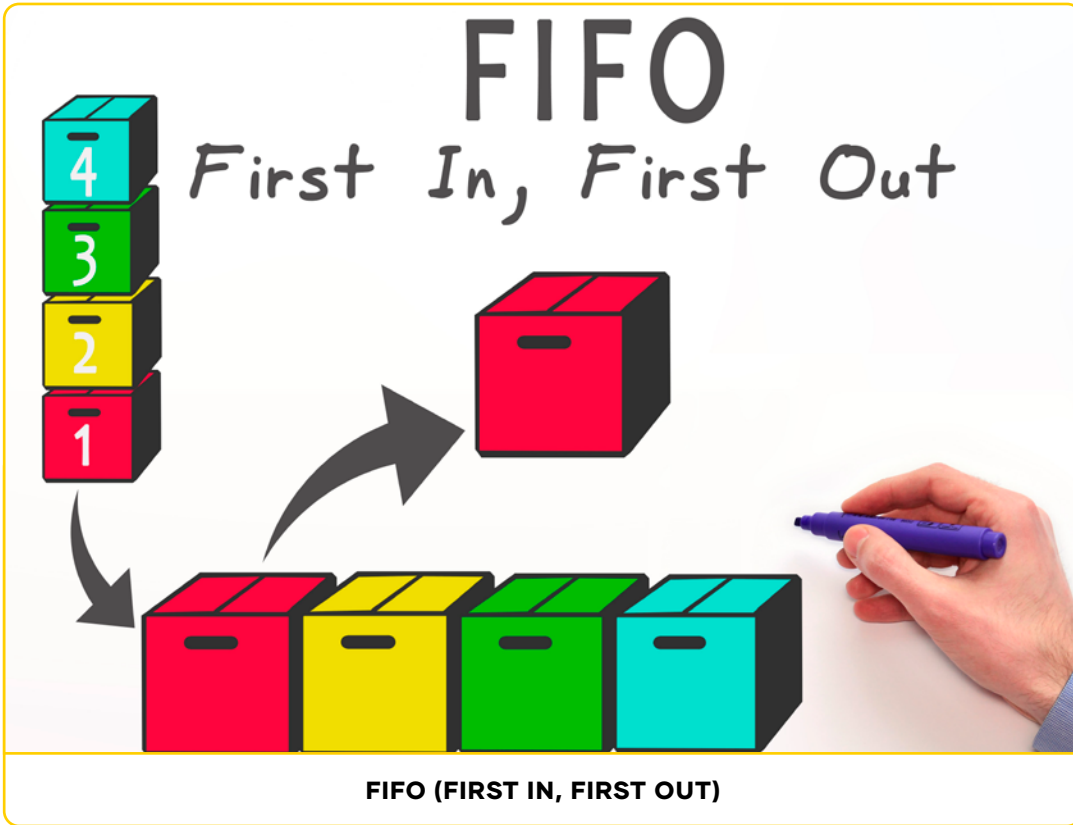
**BAKING**



**MEAT**



**SOUP**







**BRUNOISE**



**JULIENNE**



**HYGIENE**



**MISE EN PLACE**



**DEG**

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