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Online Instructor's Manual
to accompany

On Cooking: A Textbook of Culinary Fundamentals

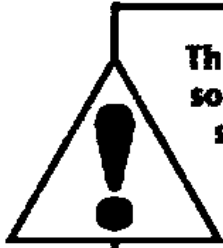
Sixth Edition

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TABLE OF CONTENTS

CHAPTER	PAGE
1 Professionalism	1
2 Food Safety and Sanitation	6
3 Nutrition	10
4 Menus and Recipes	14
5 Tools and Equipment	20
6 Knife Skills	26
7 Flavors and Flavorings	30
8 Dairy Products	43
9 Mise en Place	47
10 Principles of Cooking	51
11 Stocks and Sauces	58
12 Soups	66
13 Principles of Meat Cookery	70
14 Beef	74
15 Veal	78
16 Lamb	82
17 Pork	85
18 Poultry	88
19 Game	95
20 Fish and Shellfish	98
21 Eggs and Breakfast	106
22 Vegetables	109
23 Potatoes, Grains and Pasta	114
24 Healthy Cooking and Special Diets	120

25 Salads and Salad Dressings	124
26 Fruits	128
27 Sandwiches	132
28 Charcuterie	135
29 Hors d'Oeuvre	139
30 Principles of the Bakeshop	142
31 Quick Breads	147
32 Yeast Breads	150
33 Pies, Pastries and Cookies	155
34 Cakes and Frostings	159
35 Custards, Creams, Frozen Desserts and Dessert Sauces	163
36 Plate Presentation	167
37 Buffet Presentation	174

Chapter 1

Professionalism

Chapter Overview

Chefs and Restaurants, pp. 2-7	<p>The 18th Century–Boulangier’s Restaurant, pp. 2-3</p> <p>The Early 19th Century–Carême and Grande Cuisine, p. 3</p> <p>The Late 19th Century–Escoffier and Cuisine Classique, p. 4</p> <p>The Mid-20th Century–Point and <i>Nouvelle Cuisine</i>, p. 5</p> <p>The 20th and Early 21st Centuries–An American Culinary Revolution, p. 5</p> <p>Modernist Cuisine, p. 6</p>
Modern Food Service Operations, pp. 7-11	<p>Culinary Technologies, p. 7</p> <p>Food Supplies, p. 8</p> <p>Consumer Concerns, p. 9</p>
The Modern Kitchen Brigade, pp. 11-13	<p>The Classic Kitchen Brigade, p. 12</p> <p>The Dining Room Brigade, p. 13</p>
The Professional Chef, pp. 13-16	<p>Knowledge, pp. 13-14</p> <p>Skill, p. 14</p> <p>Taste, p. 14</p> <p>Judgment, p. 14</p> <p>Dedication, p. 15</p> <p>Professional Ethics, p.15</p> <p>Pride, p. 15</p> <p>Careers, p.15</p>

Sidebars

- Marie-Antoine (Antonin) Carême (1783-1833), p. 3
- Auguste Escoffier (1846-1935), p.4
- Ferdinand Point (1897-1955), p. 5
- Ferran Adrià (1962--), p. 7
- Chefs Work Toward a Sustainable Future, p. 11
- A Very Big Business Indeed, p. 9
- The Classic Kitchen Brigade, p. 12
- The Dining Room Brigade, p. 13
- La Toque Blanche, p. 14

Learning Objectives

After studying this chapter, students will be able to:

- name key historical figures responsible for developing food service professionalism and describe the contributions of each (pp. 2-6)
- list and describe the key stages in the development of the modern food service industry (pp. 6-13)
- explain the organization of classic and modern kitchen brigades (pp. 11-13)
- identify the attributes a student needs to become a successful culinary professional (pp. 13-16)
- describe the importance of professional ethics for chefs and list the specific behaviors that all culinary professions should follow (pp. 13-15)

Key Terms

apprentices	farm-to-table movement	master baker
area chefs	food service	master pastry chef
assistants	front of the house	modernist cuisine
back of the house	front waiters	molecular gastronomy
back waiters	fusion cuisine	national cuisine
brigade	gastronomy	New American cuisine
California cuisine	genetically modified	<i>nouvelle cuisine</i>
captains	organism (GMO)	pastry chef
chef	global cuisine	professional cooking
chef de cuisine	gourmand	regional cuisine
classic cuisine	gourmet	restaurateurs
cookery	gourmet foods	short-order cook
cooking	<i>grande cuisine</i>	skill
dining room manager	headwaiter	sous-chef
ethnic cuisine	institutional cook	sustainable foodservice
executive chef	judgement	taste
expediter	line cook	toque
	master chef	wine steward

Questions for Discussion, p. 16

1 Summarize the contributions that chefs Carême and Escoffier made to advance the culinary arts during the 19th century.

Carême's meal would feature showpieces, dozens of courses, foods that are elaborately presented, garnished and sauced. Point's meal would be much lighter, emphasizing natural flavors and simpler preparations.

2 Discuss two recent culinary movements and their impact on the way food is served in

restaurants today.

Fusion cuisine combines ingredients and preparations associated with one ethnic or regional cuisine.

Farm-to-table or locavore movement has influenced chefs to serve fresh seasonal foods and those grown close to their establishments

Modernist cuisine movement or molecular gastronomy employs ingredients and machinery more typical of food manufacturing into restaurant kitchens

3. List and explain three technological advances affecting food preparation.

Cast-iron stoves: the heat source could be approached, and the heat more easily controlled

Canned foods: preservation and extended storage

Transportation: increased availability, freedom from using only locally produced ingredients

4 How can a food service operation address customer concerns about where their food was grown or raised and participate in the sustainability movement?

Through such practices such as composting, recycling, reducing fuel consumption, bio-degradable cleaning products, etc.

5. Discuss the societal changes that have contributed to diversification in the modern food service industry.

The creation and identification of new consumer groups; the increase in the type of facilities providing food, such as schools, resorts, office complexes; the increase of women in the workforce brought an increased need for food services and the financial means to use them.

6. Describe the kitchen brigade system. What is its significance in today's professional kitchens?

It is a system of staffing a kitchen. The executive chef leads the brigade, which includes sous-chefs, chefs de partie (station chefs) or area chefs and various assistants and apprentices. The systematic staffing and organization of personnel aids in efficient operation and avoids confusion and redundancy.

7 What are the roles of a chef, sous-chef and line cook in a modern kitchen?

The chef coordinates all kitchen activities, directs training, plans menus and sets the standards of conduct. The sous-chef supervises and coordinates the preparation of foods. The line cooks are directly responsible for preparing food items as directed and may operate one or more stations, such as sauté and broiler.

8 Describe the key attributes of a culinary professional and things you can do to develop the skills, taste and judgment required in your chosen career?

Knowledge, skill, taste, judgment, dedication and pride are the key attributes of a culinary professional. Knowledge and skill can be attained through schooling and apprenticeship. Taste

developed through experience and attention on the job. Judgement only comes through experience. Dedication comes through long hours of work and teamwork with colleagues. Joining professional organizations helps chef demonstrate their dedication to the culinary professional. Pride is manifested by attention to detail in everything from personal grooming to wearing a clean uniform each day on the job.

9 List and explain the benefits that you can enjoy by belonging to a professional culinary organization.

Professional organizations provide educational and networking opportunities. By joining such associations, chefs may find new job opportunities, new products and new ideas.

10 Why do professional culinary organizations ask their members to adhere to a code of ethics?

Answers vary. Ethics are a code of ways of doing things. The culinary code of ethics ensures that all culinarians conduct themselves to the highest standards of honest, fairness and integrity.

11. The James Beard Foundation recognizes and honors outstanding American chefs each year. Use outside sources to learn who was James Beard? Which chefs are currently considered some of the most outstanding in the United States? Why?

www.jamesbeard.org

Learning Activities

Dining Trends

Assign students a current restaurant food trend from this chapter (see pages 7-11) to research outside of class. Direct them to cookbooks, professional restaurant magazines and culinary industry web sites to learn more about the trend. Industry resources such as surveys done by the market research firms as well as those consulted by food marketing organization are also useful sources for this information.

Each student will present a five-minute oral presentation that discusses a current example of this trend. Encourage students to plan their presentations creatively.

<http://www.restaurant.org> The National Restaurant Association provides restaurant and food trend information to the industry.

www.hartman-group.com/ provides research and consulting services to the foodservice and other industries.

www.thepacker.com/ provides foodservice information to the fresh fruit and vegetable industry.

Brigade de Cuisine

During class time, cluster students into groups of three or four to diagram on large pieces of butcher paper the appropriate staffing and stations for two contrasting food service operations, such as:

Four-star restaurant/school cafeteria
Café/retirement home
Hotel/office complex
Banquet hall/sports arena

Each group will then present its kitchen and staffing plan to the whole class, explaining its reasoning.

Becoming a Chef

In class, discuss the variety of food-service careers and opportunities for professional training and development. Assign students to research the education and training of a major chef or culinary professional of their choice.

Each student will create a one-page professional resumé of his or her chosen food professional's education, training and other credentials to post in the classroom.

www.starchefs.com profiles some of the nation's leading culinary figures.

Professional Development Plan

In class, share with students some of the organizations and associations that offer support, training and scholarships to culinary professionals. Ask students to identify their personal career goals and write a one-page professional development plan for attaining them. As an additional out of class activity, have students interview chefs in their area on which professional culinary organizations they belong to and why.

Sustainable Foodservice

In class discuss with students the new trend of sustainable foodservice. Have students break into smaller groups to discuss and list 5 ways to protect their local environment.

[American Culinary Federation, Inc.](http://www.american-culinary-federation.com) is the site of the national professional organization for chefs.

[International Association of Culinary Professionals](http://www.international-culinary-professionals.com) is the site of the international professional organization of culinary professionals.

[Women Chefs & Restaurateurs](http://www.womenchefs.com) is the site of this organization devoted to promoting the education and advancement of women in the restaurant industry.

[National Restaurant Association](http://www.nationalrestaurantassociation.com) hosts business-related information on the restaurant industry.

Supplementary Materials

PowerPoint Slides

Chapter 2

Food Safety and Sanitation

Chapter Overview

Sanitation, p. 18	
Direct Biological Contaminants, pp. 18-25	Bacteria, pp. 19-23 Parasites, pp. 23-24 Viruses, p. 24 Funghi, p. 25
Direct Chemical Contaminants, pp. 25-26	Residual Chemicals, p. 25 Food Service Chemicals, p. 26 Toxic Metals, p. 26
Direct Physical Contaminants, p. 26	
Cross-Contamination, pp. 26-32	Personal Cleanliness, pp. 27-28 Dish and Equipment Cleanliness, pp. 28-30 Food Storage, p. 30-31 Food Labeling, p. 31 Pest Management, p. 31-32
Hazard Analysis Critical Control Points (HACCP) Systems, pp. 32-35	
Food Allergies and Intolerances, pp. 35-36	
The Safe Worker, pp. 36-37	Personal Safety, p. 36-37 Fire Safety, p. 37 First Aid, p. 37

Sidebars

Safety Alert: FAT TOM, p. 21
 Safety Alert: The Temperature Danger Zone, p. 21
 Safety Alert: Time and Temperature Control for Safety (TCS) Food, p. 23
 Food Safety of Fruits and Vegetables, p. 25
 Steps to Prevent Cross-Contamination, p. 26
 Safety Alert: Tasting Food, p. 27
 Safety Alert: Single-Use Gloves, p. 27
 Sanitizing Solution, p. 30
 Safety Alert: Chemical Storage, p. 30
 Sustainable Food Safety, p. 31

Objectives

After studying this chapter, students will be able to:

- explain the importance of sanitation in the restaurant industry and identify the three major types of contaminants that cause food-borne illnesses (pp. 18-35)

- identify and understand how to work with time and temperature controlled for safety (TCS) foods to prevent biological intoxications and infections (pp. 21-23)
- identify chemical contaminants and ways to prevent direct chemical contamination when handling food (pp. 25-26)
- identify physical contaminants and ways to prevent direct physical contamination when handling foods (p. 26)
- list and follow the proper procedures to prevent cross-contamination and food-borne illnesses when handling foods (pp. 26-35)
- identify the eight major food allergens and guidelines for protecting allergic guests (pp. 35-36)
- explain and follow a HACCP system (pp. 32-35)
- take appropriate actions to create and maintain a safe and sanitary working environment (pp. 36-37)

Key Terms

acid/alkali balance		sanitize
aerobic bacteria	HACCP	spores
anaerobic bacteria	hepatitis A	stationary phase
anisakiasis	infectants	sterilize
A _w biological hazard	infection	tasting spoons
chemical contaminants	intoxication	temperature
chemical hazard	lag phase	temperature danger zone
clean	log phase	time-and-temperature
contaminants	microorganisms	principle
contamination	molds	time/temperature
critical control point	negative growth phase	controlled for safety
cross-contamination	Norovirus	(TCS) foods
cyclospora	parasites	toxin-mediated infection
decline or negative-growth phase	pathogens	toxins
direct contamination	pH	trichinosis
facultative	physical hazard	viruses
fermentation	putrafactives	water activity
fungi	rotate stock	
	sanitation	

Questions for Discussion, p. 38

1. Foods can be contaminated in several ways. Explain the differences between biological, chemical and physical contamination. Give an example of each.

Biological: Food contains an unsafe number of disease-causing microorganisms, such as bacteria or mold.

Chemical: Food is contaminated with chemicals, such as cleaners or pesticides.

Physical: Food is contaminated with foreign matter, such as broken glass or metal shavings.

2. Under what conditions will bacteria thrive? Explain what you can do to alter these conditions.

Bacteria thrive when provided with food (especially proteins), the right temperature (60° F to 120° F), time, moisture and a neutral pH (acid/alkali balance). Oxygen may or may not be necessary. Temperature is the easiest to control. Keep all potentially hazardous foods out of the temperature danger zone (41° F to 135° F). Keep hot foods hot and cold foods cold.

3. What is the temperature danger zone? What is its significance in food preparation?

The temperature range, 41° F to 135° F, in which bacteria thrive. Foods must not be within this range of temperatures for more than four hours total. So, foods should be heated or cooled quickly, and only small amounts should be removed from refrigeration for fabrication or preparation.

4. In what ways can you ensure that residual chemicals do not contaminate food?

Wash and peel fruits and vegetables properly to reduce exposure to residual chemicals.

5. Explain how improper or inadequate pest management can lead to food-borne illnesses.

Rodents and insects carry bacteria on their bodies. These pests then contaminate any surfaces with which they come into contact. The failure to control pests, preferably by preventing infestations in the first place, can lead to food-borne illnesses.

6. Define HACCP. How is this system used in a typical food service facility?

Hazard Analysis Critical Control Points is a system of managing and maintaining sanitary conditions through a rigorous process of self-inspection. Any food service facility can begin to use this system by closely examining the flow of foods through the operation, beginning with the decision to include an item on the menu. Special attention is paid to any point in this flow at which a mistake could result in the risk of contamination or bacterial growth.

6. What systems can a food service operation put into place to protect guests who may have food allergies?

Provide allergy training for the staff

Make list of ingredients in each dish know to service staff so they can tell the customer

Train service staff in recommended ingredient substitutions

Observe strict controls in the kitchen to avoid cross-contamination

Clean pans and utensils thoroughly when cooking for an allergic customer or have dedicated cutting boards, tools and cookware

Wash your hands and change disposable gloves when preparing food for an allergic guest

Cook foods for an allergic guest first or in a separate area

Learning Activities

Kitchen Inspection

In class, discuss the benefits of health inspections in restaurants. Assign groups of 3-5 students to conduct a mock health inspection, one group per each area of your school, including the kitchens, dish areas, walk-ins, dining rooms or any other foodservice areas.

Groups will list any hazards or safety violations that they see and then write up an inspection report. This report should detail the hazards they observed, describe their potential effects and make suggestions to correct the problems.

Web sites for state restaurant associations are good resources for learning more about the health inspection process.

www.restaurant.org posts articles from the National Restaurant Association on handling restaurant inspections as well as other food safety issues.

www.fda.gov/Food/FoodborneIllnessContaminants/default.htm is an FDA site with information on specific food-borne illnesses.

Applying HACCP

In class, share the current menu from your school's dining room. Assign each student to select one menu item and create a written HACCP flowchart for it.

As a follow-up, students can present this information to those students responsible for preparing the menu.

Research your local Health Department for statistics regarding norovirus outbreaks and produce related incidents.

Supplementary Materials

PowerPoint Slides

Chapter 3 Nutrition

Chapter Overview

Nutrition Basics, pp. 40-47	Essential Nutrients, p. 41 Carbohydrates, pp. 41-42 Lipids, pp. 42-43 Proteins, pp. 43-44 Vitamins, pp. 44-46 Minerals, pp. 46-47 Water, p. 46 Phytochemicals, p. 46
Tools for Healthy Eating, pp. 47-50	Dietary Guidelines for Americans, p. 48 MyPlate, p. 48 Nutrition Labeling, pp. 48-49 Menu Labeling, p. 49 Government Oversight, pp. 49-50
Nutrition, Eating Out and the Chef, pp. 50-52	Healthful Cooking Techniques, pp. 51-52 Nutritional Analysis of Recipes, p. 52
Nutritional Analysis of Recipes, p. 52	

Sidebars

Energy from Essential Nutrients, p. 41
Healing Foods, p. 46
Daily Calorie Requirements, p. 48

Objectives

After studying this chapter, students will be able to:

- identify the major categories of nutrients and explain their importance in a healthy diet, pp. 40-47
- identify the key characteristics of a nutritious diet for healthy adults, pp. 48-49
- describe the effects of storage and preparation techniques on the nutritional value of food, pp. 44-45
- describe diet-planning tools available to consumers and chefs, pp. 47-49
- evaluate recipes and dishes using recommended dietary guidelines and food labels
- apply dietary guidelines to plan and prepare menus and recipes, pp. 51-52

Key Terms

amino acids
antioxidants
calorie

cholesterol
complex carbohydrates
dietary fiber

empty calories
enzyme
fat-soluble vitamins

flavonoids
Food and Drug
Administration (FDA)
free radicals
hydrogenated fat
insoluble fiber
macronutrients
major minerals
metabolism

micronutrients
monounsaturated fats
nutrient dense
nutrients
nutrition
phytochemicals
polyunsaturated fats
saturated fat
simple carbohydrates

soluble fiber
trace minerals
trans fat
U.S. Department of
Health and Human
Services (HHS)
unsaturated fat
water-soluble vitamins

Questions for Discussion, p. 52

1. 1 Identify the six categories of nutrients and list two sources for each.

Carbohydrates: sugars and starches, such as those found in fruits and vegetables
Fats: animal products and plant products, such as avocados and wheat germ
Proteins: fish and nuts
Water: fruits and beverages
Vitamins: virtually all foods contain some vitamins
Minerals: dairy products and grains

2. What are the differences between saturated fats and unsaturated fats? Identify two sources for each.

Unsaturated fats have one (mono) or more (poly) double bonds. Found in plants and plant foods such as avocado, olives and fatty fish, they are usually liquid at room temperature.
Saturated fats are found in mainly animal products such as butter, milk, eggs and meat. They are usually solid at room temperature.

3. Identify three sources of empty calories and explain the meaning of that term.

Empty calories are simple carbohydrates found in food high in added sugar such as candy, cookies and sweetened soft drinks. The term means that these foods do not provide energy as well as minerals, vitamins and fiber.

4. List four ways to reduce mineral and vitamin loss when storing or preparing foods.

Serve fruits and vegetables raw; avoid exposing foods to light; steam or cook them in a minimal amount of water for the shortest time possible; store food covered and refrigerated.

5. Describe the key messages in the *2015–2020 Dietary Guidelines for Americans*.

The guidelines promote healthy eating patterns by consuming a wide variety of foods and remaining physically active. They also suggest limiting sugars, fats and alcoholic

beverages while increasing daily intake of fruits and vegetables, whole grains and non-fat or low-fat dairy products.

The guidelines emphasize adopting healthy eating habits to prevent chronic diseases. The combination of foods that one eats are called “eating patterns,” which can adapt to one’s lifestyle, cultural traditions, income level and flavor preferences. The most recent dietary guidelines take into account different eating patterns based on ethnicity and personal taste.

6. Describe the MyPlate guidance system. Explain how a chef can use it to plan well-balanced meals and how a consumer can use it to establish a healthful diet. What other diet planning tools can be used along with MyPlate?

www.nal.usda.gov/fnic is the site of the Food and Nutrition Information Center.

7. Consult the nutritional information panel on a jar of prepared mayonnaise or salad dressing. Compare this with the nutritional information provided with a similar recipe in this book. Discuss the differences.

Answers will vary.

www.nutritiondata.com provides nutritional information on many prepared foods such as mayonnaise, salad dressing and reduced-fat versions.

8. Create a three-course dinner following the health guidelines discussed in this chapter. Discuss the ways you might use or adapt recipes in this book to conform to these guidelines.

Answers will vary.

Learning Activities

Food Nutrition Trend Report

Assign students to search newspapers, advertisements and other media, or restaurant menus, to find one example of a current nutrition trend and bring information about it from their sources to class.

In class, cluster students into small groups, asking each student to share his or her findings, and have the group determine whether or not future chefs should be concerned about this nutrition trend.

The groups will report their findings to the class, highlighting those trends they believe are insignificant and those that are most pertinent, with an explanation of their reasoning.

To extend this assignment, Have the students contact their local extension service to determine what nutritional guidance it offers consumers.

<https://nifa.usda.gov/land-grant-colleges-and-universities-partner-website-directory> has a clickable map to locate local extension offices.

Supplementary Materials

PowerPoint Slides

Chapter 4 Menus and Recipes

Chapter Overview

The Menu, pp. 54-56	Types of Menus, pp. 54-55 Menu Language, pp. 55-56
Standardized Recipes, p. 56	
Measurements and Conversions, pp. 56-62	Measurement Formats, pp. 56-58 Measurement Systems, pp. 58-59 Converting Grams and Ounces, p. 58
Recipe Conversions, pp. 59-62	Converting Total Yield, p. 60 Converting Portion Size, pp. 60-61 Additional Conversion Problems, pp. 61-62
Calculating Unit Costs, Recipe Costs and Selling Prices pp. 62-66	Unit Costs, pp. 62-63 Yield Percentage, pp. 63-64 Recipe Costs, pp. 64-65 Selling Prices, pp. 65-66
Controlling Food Costs, pp. 66-68	Menu, p. 67 Purchasing and Ordering, p. 67 Receiving, p. 67 Storing, p. 67 Issuing, p. 67 Kitchen Procedures: Establishing Standard Portions, pp. 67-68 Kitchen Procedures: Managing Waste, p. 68 Sales and Service, p. 68
Recipe Writing 101, pp. 68-70	Elements of a Recipe Written for Publication, pp. 69-70 Other Considerations When Crafting a Recipe for Publication, p. 70

Sidebars

Safety Alert: Consumer Menu Advisories, p. 56
Fannie Merritt Farmer (1857-1915), p. 58
Note on Measurements, p. 58

Objectives

After studying this chapter, students will be able to:

- compare and contrast different types and styles of menus (pp. 54-55)
- explain the purpose of standardized recipes (p. 56)
- use and write standardized recipes (p. 56)
- measure correctly and convert from one measurement system to another (pp. 56-61)
- convert recipe yield and portion size amounts (pp. 59-61)
- calculate unit costs, recipe costs and selling prices (pp. 62-66)
- explain the need for and describe best practices for cost controls in food service operations (pp. 66-68)
- describe the elements of a recipe for publication and the process for producing a recipe for publication, (pp. 69-70)

Key Terms

as purchased (A.P.)	overhead costs	yield
California menu	parstock (par)	yield percentage
conversion factor (C.F.)	plate cost	yield test
cost per portion	prep lists	
count	Q Factor	
day parts	recipe	
edible portion (E.P.)	standardized recipes	
entrée	total recipe cost	
FIFO (first in, first out)	unit cost	
food cost percentage	volume	
inventory	weight	

Questions for Discussion, p. 70

1. Describe the four types of menus. Can each type of menu offer foods à la carte, semi à la carte and/or table d'hôte? Explain your answer.

Static or fixed: The same foods are offered every day.

Cycle: The menu covers a set time period and then repeats.

Market: The menu is based on the product availability during a specific time period.

Hybrid: Combines two or more menu types.

All four menu types can offer foods à la carte, semi à la carte or table d'hôte because these categories indicate only how items are ordered and priced.

2. Chefs use standardized recipes to ensure that restaurants produce consistent results and that food costs are controlled. Identify and explain the three features of a standardized recipe.

It specifies (1) the type and amount of each ingredient, (2) the preparation and cooking procedures and (3) the yield and portion size.

3. Discuss three factors in food preparation that affect successful recipe size changes.

Equipment: Changing a recipe may require changing the equipment used.

Evaporation: A change in the cooking vessel may alter the rate of evaporation, which may change the cooking time and alter the strength of the seasonings.

Recipe errors: Errors that weren't apparent when small quantities were prepared may become big problems when the recipe size is increased.

4. Why is it important to calculate the portion cost of a recipe in professional food service operations? Why is the full recipe cost inadequate?

Unless the entire recipe is sold as a "portion," you must calculate the cost per portion in order to determine an appropriate selling price.

5. Explain how to convert the weight of an ingredient measured in ounces to grams.

Multiply the units in ounces x 28.35 to get the exact weight in grams.

Round the conversion to 28 or 29 grams per ounce.

6. Calculate the recipe cost of the mayonnaise recipe on page 64. Then calculate the selling price of the Turkey Cheddar Sandwich on page 64 using the cost of the mayonnaise you calculated and a food cost of 35%.

Answer varies

7. List several factors, other than kitchen procedures, that a chef should examine when looking for ways to control food costs.

Food costs may be excessive because of poor menu design, a lack of control over purchasing or ordering, a breakdown in proper receiving procedures, improper food storage, inconsistent portion sizes, problems with the front-of-the-house staff or a failure to record sales properly. Most of these problems can be corrected with proper training and supervision.

8. Describe the requirements when writing a recipe for publication. What must a chef consider when preparing a recipe to be used by home cooks?

Unlike a standardized recipe, a recipe for publication needs a name, the number of servings, a list of ingredients and a detailed step-by-step procedure.

Learning Activities

Menu Design I

In class, cluster students into small groups and provide a menu from a different restaurant for each group. Ask the groups to identify the type of menu and to critique the language and overall design. (If the menus are from restaurants that would not be familiar to the