

Catering



Entry 2: Reading

Module: Food safety

Module aims

Main aim

We are learning about food safety and hygiene.

Other learning aims

We are learning:

- To read texts to show we understand them
- To the meaning of words in the text
- To use question words
- Words that show the order to do things
- Adjectives to describe food
- The prefixes and suffixes un- and -less

Module: Food safety

Key words

certificate: a document that says you have passed a test

contaminate: to make something dirty or unsafe to eat

germs: very tiny living things that make people sick

hygiene: what we do to keep clean and avoid diseases

prevent: stop something happening

training: learning skills



Read this text.

Personal hygiene

Veena is a new kitchen assistant. She has to do food hygiene training.

People who work in catering have to be very clean. They have to study food hygiene and do a test. If they pass the test they get a certificate.

The trainer tells them:

1. **how** dirt, dust, and germs contaminate food
2. **how** to wash their hands correctly
3. **when** to wash hands
4. **what** they must wear
5. **what** they must not wear.

They learn rules for keeping clean. They learn how to prevent illness.

Words like **how**, **when** and **what** have different uses.

In this text: **how** tells you about actions

when tells you about time

what tells you about things.



Task 1: Personal hygiene

We have taken out some verbs from the text below. Can you put the right verb in the space. We have done the first one.

keep	contaminate	learn	study
wear	prevent	wash	tell

Kitchen staff and waiters have to **keep** very clean. They _____ food hygiene. They learn how germs _____ food.

At work they _____ their hands many times. They _____ clean clothes.

The trainer _____ them rules for keeping clean. They _____ how to _____ illness.

Keeping clean: Washing hands

People who work with food must keep their hands and clothes very clean.

Veena writes down what she does to keep clean.



Read this text.

I have a shower before I go to work. When I arrive at work I go to the toilet if I need to. I wash my hands with soap and hot water. Then I put on a clean uniform. First I put on a hat that covers my hair completely. Next I put on my cook's jacket and trousers. Lastly I put on non-slip shoes. I put my outdoor clothes and shoes in a locker.

I wash my hands many times during the day:

- **after** going to the toilet
- **before** handling any food
- **after** my break
- **every** time I come into the kitchen from outside.

I do not wear any jewellery. Dirt and germs can get into jewellery and contaminate food. I keep my nails short and scrub them with a nailbrush. I do not wear nail varnish when I work.



Task 2: Sequence words

Look at the words in **bold: before, then, first, next, last, after**. We call them sequencing words. They tell you the order you do actions.

Underline the right word. The first one is an example.

I wash _____ I go to work.

next
last
before
first

I wash my hands _____ I smoke a cigarette.

after
last
before
first

I go to the toilet _____ I put on my clean work clothes.

after
first
before
next

I take off my outdoor clothes and _____ I put on my uniform.

then
last
before
first

_____ I put on my trousers I put on non-slip shoes.

before
last
after
then



Asking questions

There are different ways to ask questions in English. Sometimes we use words like:

What, When, and How.

Or we can start the question with the verb:

Do...? Do you....? Does he or she.....?

Questions start with an upper case letter: **H, W, D** and end with a question mark: **?**

Examples of questions	Answers
What is your job?	I am a kitchen assistant.
What are you cooking?	I am cooking soup.
How do you keep your hands clean?	I wash them with soap and hot water.
Do you work here?	Yes I do.
When do you serve coffee?	We serve coffee after customers finish eating.



Task 3: Asking questions



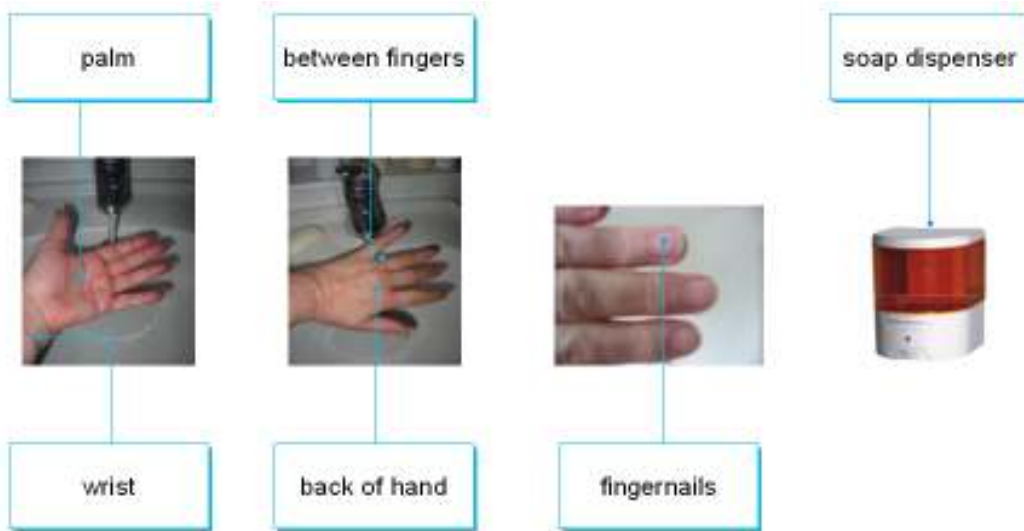
What does Veena wear at work?	
What does she use to scrub her nails?	
What do germs do?	
Does she go to the toilet before or after she puts on her uniform?	
Does she wear nail varnish?	
When does Veena have a shower?	
When does she put on her shoes?	

- | | |
|---|---|
| 1. Before she goes to work. | 5. She wears a uniform at work. |
| 2. No she doesn't wear nail varnish. | 6. She puts on her shoes last. |
| 3. She uses a nail brush to scrub her nails. | 7. Germs cause disease. They make people ill. |
| 4. She goes to the toilet before she puts on her uniform. | |



Hand washing

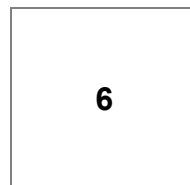
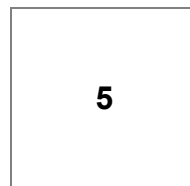
The trainer tells Veena that she must wash her hands very carefully. She must wash every part of her hands. She must use warm water and liquid soap.





Task 4: Washing hands

We have put the pictures in the right order. Can you match them with the written instructions below? The first one is an example.



4 Rub soap between your fingers, round your thumbs, your fingertips and nails.

 Dry hands well with a paper towel. Turn off the tap with the towel and then throw the towel away.

 Wet your hands with warm water and squirt soap on the palm of one hand.

 Rinse off the soap with clean water.

 Rub your hands together and make a good lather.

 Rub the palm of one hand along the back of the other and along the fingers. Then repeat with the other hand.

Food: Learning words to describe food



Read this text.

Kitchen staff need to talk about the quality of food. They talk about what the food looks, smell and tastes like. They need to know that the food is good to eat. Look at the words we use to talk about different kinds of food. We call describing words **adjectives**.



How does it look?

Good quality green vegetables or salad are **fresh** and **crisp**.

Old vegetables and salad are limp or soggy.

Fresh fruit looks **glossy**. It has no bruises or brown spots.



How does it feel?

A fresh apple feels **firm** when you touch it.

A fresh fish feels **moist** and **firm** when you touch it.

Fresh bread has a **crisp** crust. It is **soft** inside. It tastes slightly **moist**.

Stale bread has a **hard** crust. It is **hard** inside. It tastes **dry**.

How does it smell?

Fresh fish smells of the sea.

Rotten fish smells **fishy**.

Fresh food smells **good**. **Stale** or **old** food can smell **bad**.

Old bread and vegetables become mouldy. Mould is green or grey and grows on old food. It changes colour. It smells bad. It smells **off**.

We say that something has gone off, smells off, tastes off or looks off. This means the food is rotten.





Task 5: Adjectives

Look at the adjectives describing food in this list. What should you do with it? The first one is an example.

Food	Keep it	Throw it out
Crisp green lettuce	✓	
Stale bread		
Asparagus with brown ends		
Sour milk		
Wrinkled spinach		
Firm pear		
Tender green beans		
Fresh meat		
Fish that smells fishy		
Cracked egg		
Juicy orange		
Cake that tastes dry		



Task 6: Objectives

It can help to remember words if you learn them in groups. For example you can learn an adjective with its opposite: hot + cold, soft + hard. Here are some adjectives you use to talk about food. Can you match them to their opposite? Write them next to one that means the opposite. The first one is an example.

flabby	stale	limp	wrinkled	dry
sour	hard	dull	tasteless	dry

crisp	
firm	flabby
fresh	
glossy	
juicy	
moist	
ripe	
smooth	
sweet	
tasty	
tender	

We have put the adjectives above in alphabetic order. You can write them in your personal dictionary like this

Another way to remember the words is to make up sentences that use them.

Prefixes

You can add the letters **un-** to an adjective to make its opposite.

un is called a prefix.

un + ripe becomes unripe. It means not ripe.

un + cooked becomes uncooked. It means not cooked.

Suffixes

You can add suffixes to a verb to make adjectives. We call the verb the base word.

Taste is the base word. You add -y to make tasty. It means something tastes good.

You add -less to make tasteless. It means the food tastes of nothing – not good or bad.



Task 7: Words ending in -less

Can you think of five other words ending in -less? Write them in this box:

1. _____
2. _____
3. _____
4. _____
5. _____



Now make up five sentences using the words. For example:

1. After she cleans the tables they are spotless.

How did you get on?

Module 3: Food safety answers

Task 1 answers

Kitchen staff and waiters have to **keep** very clean. They **study** food hygiene. They learn how germs **contaminate** food.

At work they **wash** their hands many times. They **wear** clean clothes.

The trainer **tells** them rules for keeping clean. They **learn** how to **prevent** illness.

Task 2 answers

I wash _____ I go to work.

next

last

before

first

I wash my hands _____ I smoke a cigarette.

after

last

before

first

I go to the toilet _____ I put on my clean work clothes.

after

first

before

next

I take off my outdoor clothes and _____ I put on my uniform.

then

last

before

first

_____ I put on my trousers I put on non-slip shoes.

before

last

after

then

Task 3 answers

What does Veena wear at work?	5
What does she use to scrub her nails?	3
What do germs do?	7
Does she go to the toilet before or after she puts on her uniform?	4
Does she wear nail varnish?	2
When does Veena have a shower?	1
When does she put on her shoes?	6

Task 4 answers

1



Wet your hands with warm water and squirt soap on the palm of one hand.

2



Rub your hands together and make a good lather.

3



Rub the palm of one hand along the back of the other and along the fingers. Then repeat with the other hand.

4



Rub soap between your fingers, round your thumbs, your fingertips and nails.

5



Rinse off the soap with clean water.

6



Dry hands well with a paper towel. Turn off the tap with the towel and then throw the towel away.

Task 5 answers

Food	Keep it	Throw it out
Crisp green lettuce	✓	
Stale bread		✓
Asparagus with brown ends		✓
Sour milk		✓
Wrinkled spinach		✓
Firm pear	✓	
Tender green beans	✓	
Fresh meat	✓	
Fish that smells fishy		✓
Cracked egg		✓
Juicy orange	✓	
Cake that tastes dry		✓

Task 6 answers

crisp	limp
firm	flabby
fresh	stale
glossy	dull
juicy	dry
moist	dry
ripe	raw
smooth	wrinkled
sweet	sour
tasty	tasteless
tender	hard

Task 7 answers

Here are some words ending in -less that you may hear at work:

airless

beardless

careless

collarless

hatless

meatless

hopeless

spotless

painless

odourless

Example sentences

Open a window. The room is airless.

Chef gets angry when anyone is hatless in the kitchen.

All our male chefs are beardless.

The new uniforms are collarless. (They have no collars.)

We have a new meatless menu for vegetarians.

Be careful, the gas is odourless.

Water is tasteless.