

# Food hygiene

## Introduction to Module 4

Training in food hygiene and safety is a requirement for every person working with food in this country. The principles behind the training are straightforward; however, the language associated with food safety is often complex and scientific, which can be daunting. It is important that learners understand both the concepts and the language if they are to maintain the high standards of hygiene expected of them at work.

This module covers skills required to complete the food safety and hygiene training, and in particular looks at the reading and language issues that may arise when interpreting food labels and food law. It also covers areas such as temperature and time.

The material in this module covers the following:

- listening to training and taking notes
- getting to grips with the language of food hygiene
- understanding food law and food labels
- critical control points
- temperature and time.

The settings and scenarios in this module are generic and learners may need support to apply the skills to their own situations. The *Word* version of these Embedded Learning materials provides opportunities to adapt and customise materials where appropriate to specific learner settings.

Catering – Module 4: Food hygiene					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Taking notes in training	Ca 4:1–4:2	1GEN4.3; 2GEN3	SLlr/L2.1; SLlr/L2.2; Wt/L2.2; Wt/L2.4; Wt/L2.7; Rs/L2.2		C2.2
Listening to training	Ca 4:3–4:4	1GEN4.3 2GEN3	SLlr/L1.1; SLlr/L1.2; SLc/L1.2; Wt/L1.2		C1.3
What does it mean?	Ca 4:5–4:6	1GEN4.3 2GEN3	Rt/L1.1; Rw/L1.1; Rw/L1.2; Rw/L1.3		C1.2
Food law	Ca 4:7–4:8	1GEN4.3 2GEN3	Rt/L1.5; Rt/L2.7; Rt/L2.8; Rw/L1.1; Rw/L1.2		C2.2
Food labels	Ca 4:9–4:10	1GEN1.2 2GEN3.3	Rt/L1.3; Rt/L1.4; Rt/L1.5	MSS1/E3.3; MSS1/L1.3; MSS1/L2.2; N1/E2.1; N1/E3.1	N1.1c
It's all down to you	Ca 4:11–4:12	1GEN1.1 1GEN4.3 2GEN3.1	Rt/L1.1; Rt/L1.2; Rt/L1.3; Rt/L1.5; Rw/L1.2; Rs/L1.1 Rs/L1.2		C1.2
Temperature and time	Ca 4:13–4:15	1GEN1.2; 2GEN3.3 2GEN3.4		MSS1/E3.9; MSS1/L1.3	N1.1
Hazard analysis critical control points (HACCP)	Ca 4:16	1GEN1.2 2GEN3	Rt/L1.3; Rt/L1.4; Wt/L1.5; Wt/L1.2		C1.2
Pests	Ca 4:17–4:18	1GEN1.2; 2GEN3	Rt/L1.4; Wt/L1.5		C1.2

# Skills checklist

If you work with food, you need to be absolutely sure that it is safe to eat and properly prepared. This means checking the quality of food coming in, storing it properly, and preparing and cooking it safely. It also means maintaining very high standards of hygiene in the kitchen.



Food hygiene and safety is the most important part of your work and you will have to complete a food hygiene certificate when you start work in a kitchen. The safety procedures you learn on the course must be understood and maintained throughout your whole career in catering. Your company cannot afford for any of its customers to become ill due to carelessness.

The skills listed in the table below will help you to get the best out of your food hygiene training. Tick all the skills you have already and then look at the checklist again when you have used the materials.

Skills for food hygiene	Now	Later
Listening and taking notes during training		
Understanding the laws about food safety		
Understanding what's on food labels		
Hand washing procedures		
Temperature and time		
Critical control points		
Finding out about pests and infestations		

## PAGES 4:1–4:2

## Taking notes in training

## Occupational setting

Training and staff development are important in all areas of catering. Staff in large organisations may have individual development plans that identify areas where they need training or updating. Staff will need to read training materials and take part in training sessions – perhaps on-line – throughout their career in catering. This theme develops the reading, writing and listening skills needed for making notes, either at work or in training sessions. The context is the training that all food handlers must undertake to obtain a certificate in food hygiene/safety.

The focus page introduces several strategies for taking brief notes that can be used for keeping a record of main points from written or on-line training materials and in face-to-face training sessions. These skills are at Level 2, but it is recognised that many learners taking the Food Hygiene Certificate will not be at this level. Therefore alternative ways of conveying the knowledge and understanding required will be needed (e.g. providing sets of notes for learners).

## Materials

Selection of materials used in training for Food Hygiene/Safety Certificate

Audio equipment

## Learning outcomes

- 1 To identify the purpose of taking notes (focus page)
- 2 To introduce and experiment with different note-taking strategies (focus page, Tasks 1–3)
- 3 To practise note-taking strategies when reading (Tasks 1 and 2)
- 4 To practise note-taking strategies when listening (Tasks 6 and 7)

## Introduction

- Discuss situations in which note taking could help learners in their jobs (e.g. training sessions, understanding induction material,

taking telephone messages, as a memory aid when listening to a recipe method or ingredients, to help remember information or instructions).

- Point out that developing a personal method of note taking can be useful when the learner is required to take notes when listening or reading.
- Discuss the general purposes for taking notes, for example, as memory prompts, to help understanding, for quick reference of main points.
- Confirm that while good notes are really useful, poor notes can lead to problems later on, if you cannot understand what you have written or if you didn't quite understand the information first time round. Taking or making good notes requires good understanding of the information and lots of practice.
- Discuss any note-making/taking strategies learners already use and any difficulties experienced. Value learners' contributions and encourage learners to experiment with a range of strategies.
- Emphasise the importance of making notes in a way that suits the individual, in terms of both writing information down and reading it back later. There are lots of ways to make note taking easier, but not all will suit everybody.

## Focus page

- Ask learners to write a text message to 'send' to another learner as if on a mobile phone (alternatively get learners to text each other). Other learners 'read' the message aloud. Discuss the different ways of representing words used (e.g. combinations of symbols, shortened words, letters and numbers to represent words, such as 'gr8' for great). Demonstrate the use and construction of some workplace abbreviations.
- Point out the same or similar strategies shown on the focus page. Give examples of how these can be used by giving the learners information from the Source material or instructions about using a product.

- Go through the strategies on the focus page one at a time in any order by looking at the examples, discussing examples used regularly in the workplace and encouraging learners to give or make up examples.
- You may want to pay particular attention to the strategies of leaving out unnecessary words (i.e. words that can be removed without changing the sense) and using dashes and arrows, as these strategies require a good understanding of sentence structure.
- You may want to focus on appropriate occasions for using numbers, letters or bullet points in lists. For example, numbers are particularly appropriate if things have to be done in a particular order. It's a good idea to start writing notes using bullet points if the person starts to say things like 'first you need to do ...'.
- Explain the importance of giving all notes a clear heading for quick reference.
- Emphasise that the notes are just for the learner to read and that accurate spelling is not important – except for new technical words that the learner needs to remember.
- Point out that the same techniques can be used whether the learner is taking notes while reading or listening.
- ESOL learners may prefer to make notes in their first language.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice or alternative strategies (e.g. recording training sessions, spidergrams for notes, using pictures or little drawings) to do this effectively.
- **Mind maps.** Group mind maps can be created as follows:
  - Discuss the topic with the group and encourage learners to record ideas on sticky notes or scraps of paper.
  - Collect all the ideas together and sort them together into broad categories or idea sets. This physical activity enables learners to move ideas (on sticky notes) around until they are happy with the results. Give each category a heading.
  - Create a map radiating from the main discussion topic, with each category representing a branch. These should be clearly named and colour coded. All the ideas/words contributing to each branch should also be represented in words and pictures within the same colour code.

- The idea of the mind map is to represent all aspects of the topic in an ordered and graphical format so that it is easy to visualise and remember.

Curric. refs	NOS/NVQ	Key Skills
Wt/L2.2	1GEN4.3	C2.2
Wt/L2.4	2GEN3	
Wt/L2.7		
Rs/L2.2		
SLlr/L2.1		
SLlr/L2.2		

### Task 1

Rewrite text using note-taking strategies

Wt/L2.4

Wt/L2.2

Rs/L2.2

- Explain to learners the importance of writing notes suitable for their purpose (so that they can understand them when they refer to them at a later stage).
- Encourage learners to write the notes in the way they can understand them – only taking out words that do not change the meaning of the text for them. Point out the tips.
- Encourage learners to draft work before writing it up, in case they make errors of fact.
- Learners should compare their responses with the model answer provided.
- Look at the first question. Explain to learners that leaving out unnecessary words and using dashes to link ideas are strategies they can use to keep notes short. Demonstrate this with the first sentence of the text. Discuss which words are unnecessary and why they are so.
- Discuss how the second highlighted sentence could be written with bullet points. Look at the punctuation of the sentence to decide where bullet points might be used. Discuss the use of commas to separate items in a list in a sentence. Here they separate single words, but they can be used to separate phrases or clauses.
- Confirm that abbreviating words is another strategy that can be used when taking notes in training or work settings. Talk about when it is inappropriate to use an abbreviation in notes (e.g. the name of a new person or process).
- Encourage learners to use different methods to shorten the highlighted text. Point out the tip.

- Discuss why a numbered list might be appropriate for the fourth sentence. Are there reasons to include a bullet pointed list within the numbered list?

#### *If the learner has difficulty*

- Learners may think that there is a 'right way' to do this – stress that the object is to make notes they can read *for themselves*.
- Go through the tips and make sure learners understand what to do – work through examples with them.
- Make sure learners understand any difficult words.
- Encourage learners to work through the text methodically, one sentence at a time.
- Read back the notes to learners and ask questions to check they understand the notes they made.
- Rather than identifying the unnecessary words, it might be useful to underline the critical words.
- Discuss why commas are used to separate items in a list within a sentence.
- Offer alternative strategies to bullet points that might be more appropriate to the learner (e.g. spidergram). If possible, show examples of spidergrams and note taking in other graphic formats to assist learners.
- Learners with limited or poor experience (e.g. ESOL learners or some dyslexic learners) may struggle with this task, as it requires some phonic skills ('B4' = before), knowledge of vowels so they can be removed (tkn = taken) and an understanding that, for example, 'comm' is an appropriate abbreviation for 'communication', whereas 'co' might not be as it could be confused with the abbreviation for 'company'. These learners will require structured support to complete this task.
- ESOL learners may want to take notes in their first language, but may also need to use abbreviations of some sort.
- For Question 3, ask the learner to identify the key part of the sentence (i.e. what the sentence is about – washing hands). The other listed phrases are about when hands should be washed – the words 'before' and 'after' help identify this.

- Read back the notes to learners and ask questions to check they can understand the notes they made.

#### *Extension*

- Ask learners to make notes in the same way for a longer piece of text using any material in their own induction pack.
- Ask learners to compile a list of abbreviations (with their meanings) that they need for work. Learners can test each other on these.

### Task 2

Proofread and revise notes

Wt/L2.2

Wt/L2.4

Wt/L2.7

- Learners should now have a set of notes, using a range of techniques, for the text on the page. This is a good opportunity for learners to check and revise notes so that they are clear.
- Emphasise the personal nature of note making. However, it is a good idea to share ideas with colleagues.
- You may also want to compare their versions with the model answer given.

#### *If the learner has difficulty*

- Repeat the note-making task with another section of text. Use each of the note-making strategies separately.
- This may be a new skill for many learners and will therefore require a lot of practice.

#### *Extension*

- Ask learners to make notes from a longer piece of text about food hygiene.
- Give the notes made to other learners to read. Do they make sense?

### Task 3 14

Listen and make notes of key points from a training session

SLlr/L2.1

SLlr/L2.2

Wt/L2.2

Wt/L2.4

- Explain that the purpose of picking out the key points when listening to a training session is because they tell you what to do.

- Remind learners to listen carefully for key words and about the use of emphasis. Ask learners to think about the key words they would expect in a training session about storing food. You could role-play the use of emphasis in speech to highlight key words.
- Play the audio clip through once for gist, then again for learners to listen for the key words they have chosen.
- Remind learners to write the list as key words rather than in sentences. They can listen to the audio clip again to confirm their notes.
- In pairs, learners can check and compare notes and discuss any problems they had with the task. Do they have any strategies for making note-taking while listening easier?

#### *If the learner has difficulty*

- Explain to learners that they are listening out for four key points.
- Learners may prefer to work in groups so they can pick out the details together.
- Play the audio clip as many times as necessary or read the script aloud, emphasising the words in bold.
- Encourage learners to listen for emphasis, as the important information is often emphasised (stressed) verbally, using tone, pacing or repetition.
- Remind learners to write down just the key words as a list.
- Ask learners questions about what they heard.
- ESOL learners may need support to understand some aspects of the vocabulary.

#### *Extension*

Repeat with longer sets of verbal instructions from the workplace or training information. Learners should check their notes to ensure they are accurate and useful.

## Theme assessment

- Learners should listen to training sessions and read information about a particular topic in food hygiene (e.g. washing hands) making notes using a range of techniques.
- They should then use these notes for a purpose, for example to develop a leaflet or notice for the workplace, to write an article for a staff newsletter or to write an assignment.

# Taking notes in training

Focus

There are strategies you can use to help you make notes while you are listening or while you are reading.

Cut notes down by using **abbreviations** (shortened words).

- Use the **first few letters** of the word, for example: prob = problem.
- Use the **first and last letter** of the word, for example: yr = year.
- Use just the **capital letters** for titles, for example: National Vocational Qualification = NVQ.
- Use the apostrophe to show letters have been left out, for example: you are = you're.

Here are more examples of common abbreviations:

approximately = approx    including = inc  
telephone number = tel no    refrigerator = fridge

What do these abbreviations mean?

e.g. i.e. etc.

Use **symbols** in place of words.

Symbols are marks that have a meaning, for example:

+ plus or more    % per cent  
– minus or less    ∴ therefore  
∴ because    & and  
@ at    = equal, the same as

Use numbers and letters **in place of words**, like in text messages.

Always wash your hands before handling cooked foods.

↓  
Always wash yr hands b4 handling cooked foods.

Cut notes down by **leaving out unnecessary words** such as: **and the are as to is which**

If a refrigerator shelf has previously been used for raw foods it must be disinfected before it is used for cooked foods.

↓  
Refrigerator shelf previously used raw foods must be disinfected before used cooked foods.

Use **hyphens** and **arrows** to link ideas.

Mouldy food is generally considered unfit to eat.

↓  
Mouldy food - unfit to eat

Use a **highlighter** pen or underline the important parts you want to remember.

**By law** all food handlers must have some food hygiene training.

Write your notes as a **list** of short main points using **numbers**, **letters** or **bullet points**.

Signs of spoilage - vegetables

1. soft, discoloured
  2. black spots
  3. rotten smell
- a) soft, discoloured  
b) black spots  
c) rotten smell
- soft, discoloured
  - black spots
  - rotten smell

**Tip**

Don't worry too much about spelling in notes – except for new technical words you need to remember.

Use any or all of these techniques. Make sure:

- you understand what you have to take notes about
- your notes make complete sense to you – this includes using headings.

# Taking notes in training

## Task

### General controls for bacterial risks

The most serious types of food poisoning are caused by bacteria. In the right conditions, one bacterium can multiply to four million in just eight hours. The more bacteria present in food, the more likely it is to cause food poisoning. Bacteria multiply fast if they have enough moisture, food, time and warmth.

Safety measures that can be taken to prevent bacterial contamination and cross-contamination include good standards of personal hygiene, particularly when it comes to hand washing. Hands should be washed after handling raw food, before handling cooked foods, after handling waste and after visiting the toilet.

### Task 1

- 1 Rewrite the **highlighted** part of the passage, missing out unnecessary words and using hyphens to link ideas.
- 2 Make the **highlighted** sentence into bullet points.
- 3 Write the **next part** of the passage using as many abbreviations as you can.
- 4 Write the **last sentence** as a numbered list.

### Task 2

Read your notes to make sure they make sense. Replace any words that you need to. Highlight or underline anything you want to. Use arrows, hyphens and symbols to help you make sense of your notes and remember the information.

### Tips

- 1 Look for words such as: and, the, to, of, in.
- 2 Use the punctuation to help you see where to use bullet points.
- 3 To make abbreviations:
  - use the first few letters of the word
  - miss out the vowels.
- 4 Think about each thing on the list.



### Task 3

14

Listen to the trainer giving information during a food hygiene training session.

List some of the things to think about when you are storing food. Give your notes a heading.

## PAGES 4:3–4:4

## Listening to training

## Occupational setting

All food handlers must obtain a certificate in food hygiene but may also be involved in other training. In order to take full advantage of training, learners need a range of literacy skills, including reading, writing, speaking and listening. This theme develops the skills required for active listening in training sessions.

## Materials

Examples of 4–6 titles from different training sessions

Audio equipment

## Learning outcomes

- 1 To be aware of the purpose for listening (focus page, Task 1)
- 2 To recognise main points and supporting examples (focus page, Tasks 2 and 3)
- 3 To consider strategies for writing down and organising information (focus page, Tasks 2 and 3)
- 4 To consider what questions to ask to check understanding or ask for further information (focus page, Task 4)

## Introduction

- Discuss the reasons for training sessions and the importance of having good listening skills in order to get the most from these sessions.
- Using 4–6 titles from different training sessions, ask learners to predict what sort of things they would expect to learn about in each session. Discuss the ideas.
- Ask learners to write down how they remember things they hear. Discuss strategies, for example some people may ‘see’ the words; some will remember the actual words spoken. Often learners associate what they hear with other sometimes unrelated things (e.g. something else that happened in the session, what someone was wearing).

Focus page  15

- Listen to the audio clip (or read the script aloud) based on a training session about food poisoning. Discuss the purpose of this information. What would be a good title for the training session?
- Listen again, this time asking learners to write down emphasised words. Discuss how these words link to the purpose of the training.
- Listen again to pick up which key phrase is used to introduce examples (‘such as’). Discuss this and other phrases that might be used in speech – ‘for example’, ‘like this’, etc. and why examples can be useful.
- Put learners into three groups to listen to the audio for different purposes:
  - Group 1 write down the names of the different types of germ mentioned.
  - Group 2 write down the figures relating to food poisoning.
  - Group 3 write down as much of the information as they can.
  - Discuss the problems each group had and any strategies they used to help.
- As a whole group, discuss ways of organising notes in columns. For example, main points and their corresponding supporting examples or ‘dos’ and ‘don’ts’. Do this with examples from notes made by learners in the activity above.
- Discuss organising notes into a spidergram format.
- Remind learners of other note-taking strategies for cutting down/summarising information (see page 4:1).
- Point out strategies for asking questions for more information. Discuss the sort of questions learners might want to ask relating to the information in the audio clip. Learners may need to practise this.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	1GEN4.3	C1.3
SLlr/L1.2	2GEN3	
SLc/L1.2		
Wt/L1.2		

### Task 1 16

Listen to an extract from a training session to decide its purpose

SLlr/L1.2

- Explain to learners that they will listen to an extract from a training session.
- Remind learners that listening out for key emphasised words can help to establish the purpose of the information.
- Learner select the most accurate summary from the options on the page.
- Play the whole clip through once for gist, then again for learners to listen out for emphasised words. They will need a level of occupational knowledge to understand the purpose of the talk.
- Once learners have selected their choice of summary, discuss why the correct choice is the most accurate. Consider what is wrong with the other choices.

#### *If the learner has difficulty*

- You may need to model how words are emphasised in speech, using a set of instructions or something similar. You may need to over-emphasise words. This will help learners who find it difficult to recognise emphasis in speech, for example ESOL learners or learners with particular hearing difficulties.
- Learners will probably need to listen to the audio more than once. It is worth explaining that they would be able to ask the trainer to repeat some of the information if they did not pick it all up first time.
- Learners may need help with the emphasised words. You could read the script aloud, emphasising the bold words. Learners could jot down the emphasised words to help them.
- Explain technical terms (e.g. 'bacteria', 'multiply') and other terms (e.g. 'first hand') as required.

#### *Extension*

- Learners could prepare for the feedback discussion by giving reasons for the choice of summary they made and why they disregarded the other options.
- Learners could summarise the information in their own words.
- If necessary, set up further practice with different instructions.

### Task 2 17

Listen for and note down examples to support the main point

SLlr/L1.1

Wt/L1.2

- Explain to learners that they will hear the next part of the training following on from that heard in Task 1. Explain what is meant by the 'main point' (the main purpose of the talk, i.e. how cross contamination occurs) and a 'supporting example' (examples of how this happens).
- Remind learners of key phrases to listen out for in establishing the supporting examples.
- Remind learners that examples must relate to the main point.
- Remind learners about writing in lists (see page 4:1) and the need to use bullet points or numbered items.
- Once learners have completed the task, go through the model answer and discuss learners' responses to compare the different ways they recorded the information.

#### *If the learner has difficulty*

- Learners may need to listen to the audio clip more than once.
- Learners may need help with picking out the key information. You could read the script aloud, at a slower pace and emphasising the key parts.
- Learners could work in pairs or small groups for added support.

#### *Extension*

Learners could swop notes, to compare and contrast differences in the information itself, the way the notes have been written and the way they have been set out.

**Task 3**  **18**

Listen for and organise points and examples in columns

SLlr/L1.1

Wt/L1.2

- Explain to learners that they will be listening to a different extract.
- Make sure learners understand the titles of the columns and where to write the information. ('Features' refers to any information other than 'Sources' and 'Symptoms'.)
- Play the audio through once for gist, a second time for learners to pick out the points relating to the items in each column and a third time to confirm responses.
- Once the learners have completed the task, they may like to read the audio script to see any information they missed.

***If the learner has difficulty***

- Learners may need help with picking out the key information. You could read the script aloud, at a slower pace and emphasising (even over-emphasising) key parts. Encourage learners to listen for the information for each column separately.
- Learners could work in pairs or small groups for added support.
- Learners could work in groups of three, each person listening out for the information for one column.
- Check that learners understand all the vocabulary used. They may want to add some words to personal glossaries. Note that the spelling of some of the technical words is problematic.
- ESOL learners in particular may need additional help with vocabulary such as 'source', 'gut' and 'survive'.

***Extension***

Set another similar task, using different information from another part of the course.

**Task 4**

Make a note of questions you would want to ask about the information

SLc/L1.2

- Make sure learners know they are to use their notes to help them think of questions. They should think of things they personally would want to know more about.
- Once learners have completed the task they may like to discuss the questions, answering any that they can.
- Learners could swap questions with other learners to see what other people have considered.

***If the learner has difficulty***

- Learners may need support to think of questions. Give an example, perhaps based on a difficult or technical word or ask questions to find out what the learner doesn't know or understand about the topic.
- Give learners question words to help them with writing their questions.

***Extension***

- You might want to open this into a discussion about appropriate ways to ask questions in formal and semiformal training sessions. Also discuss the value of asking questions.
- Encourage learners to ask at least one question in the next training class they attend. Point out that this is a good way to increase confidence as well as practising asking questions.

**Theme assessment**

Learners should take notes in an actual training session. Score these notes for accuracy, organisation and use of a range of note-taking methods.

# Listening to training

Focus

The training you receive at work is very important. Listening to training sessions carefully helps you to do your job more efficiently and safely.

-  Listen to an extract from a training session to consider these points.

How can I remember all this?

What do I need to remember?



## Training sessions

Making notes is a good way of **remembering** information. You need to write information down in a way that you can read again later.

### Note-taking strategies.

- ✓ Only write down things you need to remember.
- ✓ Organise notes in the clearest way for you. For example, use columns for things you must and must not do or a spidergram to note down all the important aspects of a topic.
- ✓ Read your notes through to check they make sense and are accurate.
- ✓ Find the strategies that suit you best.

- 1 Listen out for the main points first and then any extra information.
- 2 Make notes that you can refer back to later.
- 3 Ask questions to make things clearer or to get extra information.
- 4 Repeat back important points to check you have got it right.
- 5 To make sure everything is clear, go through what you have heard in your mind or refer to your notes.

Listen for **key words**. People often **emphasise** important words or phrases in speech, to make them **stand out**.

The phrases '**such as**' and '**for example**' might be used to introduce **supporting examples**.

You might ask for **added** information, or for information to be **repeated**.

At an appropriate time, repeat the information to the trainer in your own words to **check** you have got it right.

Keep in mind the purpose for listening.

How do you remember things you hear?

What do I need to remember?

# Listening to training

## Task



### Task 1

16

Listen to the extract from a training session on food poisoning. Which of these is the best summary of the purpose of this information?

- 1 To persuade cooks to cook food properly.
- 2 To give instructions about the safest ways of cooking food.
- 3 To give information on the reasons for cooking and chilling food properly.
- 4 To explain how to cook and chill food.
- 5 To tell the listener a story about food poisoning.

#### Tip

Listen for the emphasised words to help you think about the purpose.

#### Remember!

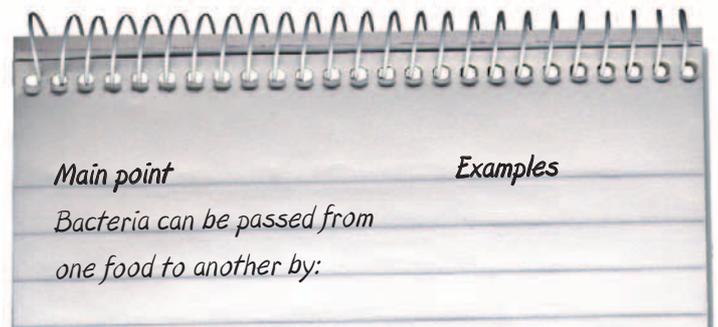
Keep your notes short – use any of the strategies for making a list.



### Task 2

17

Listen to the next part of the extract. Write down the three supporting examples for the main point.



### Task 3

18

Listen to the next extract from the training. Make notes from the information using the headings given below

Salmonella		
Sources	Features	Symptoms

### Task 4

Use the notes you made in Task 3. Write down some questions you might want to ask about the information.

#### Tip

Think about what *you* would need to know to help make this information clearer.

## PAGES 4:5–4:6

## What does it mean?

## Occupational setting

Any specialist area has vocabulary associated with it and food hygiene is no exception. The language associated with food hygiene is frequently scientific and can be daunting for many learners. If learners are unable to access the language used in training, they will be less likely to achieve or to benefit in the long term. This theme offers strategies for the learner to become familiar with the specialist vocabulary associated with food hygiene and can be used to support learners undertaking this training.

## Materials

Dictionary, glossary

Examples of training material that contain specialist vocabulary

## Learning outcomes

- 1 To explore different methods of finding the meaning of specialist vocabulary (focus page)
- 2 To practise the skill of finding the meaning of words by analogy (focus page, Task 1)
- 3 To check for meaning using reference sources (focus page, Tasks 2 and 3)
- 4 To practise rewording text to check for sense (focus page, Tasks 1–3)

## Introduction

- Ask learners about existing strategies for working out the meaning of unknown words, especially technical vocabulary. Expect using a dictionary or glossary, asking someone, working it out (or guessing) from the context.
- Acknowledge that there are many valid strategies for gaining better understanding of specialist vocabulary and therefore of the information in the course handbook/on-line course.
- Look at some examples of sections from the course book. Confirm that the vocabulary is complex and contains many technical words. Stress that no-one is expected to know all these words, but it is important to understand them.

## Focus page

- Look at the section of text. It may be useful to highlight any technical words or words learners identify as being difficult (perhaps for just one section of the text).
- **Asking someone about the meanings of words:** this is a useful and quick way to find out meanings, particularly at work, but you may need to discuss possible dangers in this (e.g. the person may give you an incorrect meaning).
- **Looking up words:** discuss where various words might be found – dictionary, glossary, website, specialist books. *What is the most appropriate place to find a specialist word used in the right context?* A glossary will direct you to a word in your given area; a dictionary will include words and meanings not relevant to a vocational area.
- **Predicting the meaning of words from context:** this is a way of working out meaning from the context (i.e. ‘vehicle’ is likely to have a different meaning if you are talking about cars or contamination) by finding similar patterns in words (e.g. contaminate, contamination, contaminant), using prefixes and suffixes in combination with root words (e.g. con + junction, where ‘con’ means ‘with or ‘together’) or using the patterns of other words (microscope, microlight, etc.).
- Acknowledge that not all words need be memorised, although some will be vital to the vocational area. Encourage learners to develop a personal glossary (using an alphabetically indexed note book) to record important words and their meanings. It is useful to include sentences where the word is used correctly in context.
- Stress that knowing where and how to access information is an important skill.
- Demonstrate dividing words into parts in order to pronounce them, for example path/o/gen, con/tam/in/a/tion.
- Make some cards showing parts of bacteria names for learners to match to form genuine names.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	1GEN4.3	C1.2
Rw/L1.1	2GEN3	
Rw/L1.2		
Rw/L1.3		

### Task 1

Work out the meanings of words with the ending '-cide'

#### Rw/L1.3

- Ask learners to look at the words in the list and to identify what they have in common (the ending '-cide'). The meaning of this suffix could be checked in a dictionary or you could explain that it means 'killing'. Words that end in '-cide' are to do with killing something. Illustrate using the example of 'biocide'. Bio means relating to life, so biocide is something to do with killing living things. Ask learners for examples of words ending in '-cide'.
- Learners work out meanings for each word, based on an understanding of the '-cide' ending.
- You might want to extend this task by asking learners to think about other words ending in '-cide'.
- Once the task is completed, stress how important it is to distinguish these words, as they are used to describe different substances used in the workplace. Discuss what might happen if these words were mixed up and why it could be disastrous.

#### *If the learner has difficulty*

- Support the learner to work out the easier examples (e.g. germicide) first and if necessary check the meanings in a glossary or dictionary.
- Write the word ending on one card and root words on other cards. Ask the learner to match a root word with the word ending and then pronounce the word. Can they think of other words that sound like the root word (e.g. fungi-, fungus).
- ESOL learners may find it difficult to work out meanings of words from root words, depending on whether their first language has a common source with English. More support may be needed.

- Finding words with common suffixes relies on existing knowledge of words (they can't be looked up in a dictionary) and learners may need more support with this.
- Encourage learners to keep a notebook or personal glossary of useful terminology in their portfolio.

#### *Extension*

Repeat the task using other vocabulary used in catering and hospitality (e.g. find words ending in '-culture' – viticulture, agriculture, and so on). What does the word ending '-culture' mean?

### Task 2

Use a dictionary to check the meaning of words Rw/L1.1

- These words are used in a specialist way in food hygiene but have additional uses that are not appropriate in the context.
- Explain to learners that a dictionary will have all the meanings of words and that they would have to decide which meaning is appropriate for each situation.
- If appropriate, look up some words in a dictionary and decide on the appropriate definition in the context of food hygiene.
- The definitions for this task are provided on the page.
- Ensure learners try out their chosen definition to check for sense.

#### *If the learner has difficulty*

- Some learners may need help with the alphabetic skills required to access and use reference materials such as a dictionary or glossary.
- Learners may also need support to extract a meaning from a dictionary. You may need to work through the format of the particular dictionary used, explaining the format and range of information given for each word.
- Encourage learners to keep a notebook or personal glossary of useful terminology or in their portfolio.

#### *Extension*

- Repeat the task using words from food hygiene training material.

- Give learners some definitions. Ask them to find the correct word in the food hygiene material. They could develop this into a ‘Call my Bluff’ game in which learners offer each other technical words with three or four definitions, only one of which is correct.

### Task 3

Use the context/own knowledge to work out the meaning of words

Rw/L1.2

- Encourage learners to locate these words in the food hygiene materials. Can they work out what the words mean by using context clues? (i.e. does the sentence or paragraph in which the word occurs give a clue as to the meaning?)
- This could be done verbally. Note the ‘good guesses’ at this stage.
- Learners should now look up the words in a dictionary. Dictionaries give a range of meanings and the learner will need to select the meaning that is appropriate to the context in the text.
- Finally, learners look the words up in the glossary. This should confirm the appropriate meaning. Remind learners that it is useful to keep a personal glossary to ensure that they are clear about technical words.

#### *If the learner has difficulty*

- Provide a range of meanings for learners to match with the words. This could be done using cards and developed into a game.
- You could develop a ‘gapped text’ activity: provide sentences from which words have been omitted together with a list of the missing words for learners to place in the correct places.
- Ensure words are entered into the learner’s personal glossary.

#### *Extension*

Learners could develop word games using technical words from course texts (e.g. crosswords, ‘snap’, spelling games, quizzes).

## Theme assessment

- Learners use the techniques in this theme to find out the meaning of a section of the food hygiene materials.
- Conduct a similar exercise using items from the Source material. Present the results to the group (i.e. areas of information, words, what it all means).

# What does it mean?

Focus

When you are dealing with a new subject, you will probably come across words that you are not familiar with. There are several strategies that you can use to work out their **meanings**.

Ask somebody else to explain the word.

Look the word up in a dictionary.

Look the word up in a glossary.

Use the other words around the word or other words like it to work out the meaning.

Look the word up on a specialist website on the Internet.

Do a combination of any or all of these!

A dictionary is an alphabetical list of all the different meanings of words.

**borne** – carried

**food-borne** illness is illness that is carried by food

Once you understand the meaning of a specialist word, try to use it.

What's contamination?

It's when food has got germs or something else in it that shouldn't be there.

Right, so cross-contamination is when the germs are moved from one food to another, and contaminants are the things that do the contaminating?

That's it.

## Food hygiene

During this course you will learn about the **pathogens** that cause food-borne illness and the effect that they have on food.

You will gain some knowledge of the characteristics of food-borne illness, incubation times and the number of **micro**-organisms needed to cause illness.

You will learn about the growth requirements of bacteria and the importance of toxins and spores. You will also find out about the main food-poisoning bacteria – *Bacillus cereus*, *Campylobacter*, *Escherichia coli*, *Salmonella* and *Staphylococcus aureus* – and their requirements for growth. The sources of food-poisoning bacteria and the ways **contamination** and **cross-contamination** occur will be studied in conjunction with contamination vehicles and routes.

The way physical and chemical **contaminants** can enter food is another area of study, as is naturally poisonous food.

A glossary is an alphabetical list of specialist words and their meanings.

**pathogens**

– very small forms of life that cause illnesses

... you will learn about the very small forms of life that cause illness that is carried by food.

**micro** – small

You may find parts of some words in lots of similar words.

**micro**be  
**micro**chip  
**micro**light  
**micro**scope  
**micro**wave

Once you know that micro means small, you can take a guess that a **micro**-organism is a small organism.

Find out the meaning of a word from a dictionary, glossary or by asking someone else, then try putting it into your own words or explaining it to someone else to check that you've got the right meaning.

# What does it mean?

## Task

### Task 1

Work out the meanings of these words. Write the correct meaning next to each word. Explain each one to a friend.

**-cide 'killing'** from the Latin caedere 'to kill'  
 1. the killing of another  
 2. a substance used to destroy plant or animal

Word	Meaning
biocide	a substance used to kill living organisms
bactericide	
fungicide	
germicide	
pesticide	

### Task 2

- Look up the meaning of each **bold** word in sentences a–c below.
- Select the meaning that you think is most appropriate in the sentence.
- Test out that you have got the right meaning by seeing if it makes sense in the sentence.
  - Some food products must be frozen for storage, some can be chilled and some kept at the **ambient** temperature.
  - It is essential that steps have been taken to ensure **compliance** with the statutory requirements.
  - The **critical** control points at which hazards can be effectively controlled should be identified during the process of identifying hazards and assessing risks.

#### **ambient**

**a** the immediate surroundings  
**b** mood music **c** character and atmosphere

#### **compliance**

**a** measures that satisfy a legal requirement **b** the capacity to give way when force is applied  
**c** likely to agree with others

#### **critical**

**a** extremely ill and at risk of dying **b** vital to the success or failure of something  
**c** expressing disapproving comments or judgements

### Task 3

Some of the technical words from food hygiene are listed below. Work out what they mean or look them up in the glossary.

- incubation
- salmonella
- spore
- toxin
- vehicle of contamination

## PAGES 4:7–4:8

# Food law

### Occupational setting

To achieve a food hygiene certificate, a great deal of complex text must be read and understood. This might include reading course books, ICT presentations or information on the Internet. A range of reading techniques will aid the understanding of difficult texts. These include scanning to locate information, using headings and understanding critical or key words. These reading techniques will also be useful in other aspects of the learners' work, particularly in relation to health and safety.

This theme concentrates on The Food Safety (General Food Hygiene) Regulations 1995, but the reading techniques practised can be transferred to any difficult text.

### Materials

Food hygiene regulations from the Source material (0:36–0:37)

Other technical information relating to hygiene relevant to the learners' workplace, if required

### Learning outcomes

- 1 To learn about and practise a range of reading skills that will help to interpret complex text (focus page, Tasks 1–3)
- 2 To use scanning skills (focus page, Task 1)
- 3 To use layout and organisational features to locate information in text (focus page, Task 2)
- 4 To use summary techniques to interpret complex text (focus page, Task 3)

### Introduction

- Discuss the laws involved in food safety and the reason for such legislation. Discuss the implications of not understanding regulations – personally, in the workplace and to the general public.
- Discuss legal language and any experience learners have of it (e.g. the 'small print' in car insurance forms). Is it easy to understand? Why is it so complicated? Confirm that everyone

finds this kind of language difficult to understand and that it is complex because it needs to cover all legal possibilities. You might want to illustrate this by reading out a section from an insurance form or one of the food safety regulations, then asking learners to discuss what it meant.

- Discuss existing strategies learners have for reading difficult texts (e.g. reading several times, asking someone what it means). Discuss the risks involved in avoiding complex reading tasks (e.g. in car insurance, the 'small print' can catch you out). Look at the section from the Food Safety Regulations mentioned above. What does it mean?
- Point out that there is no magic solution to reading difficult text and that it takes effort. However, knowing about and exploring different techniques can help to find methods that will make it easier.
- Point out that once difficult terminology has been mastered and practised, it can be a quick and more accurate way of explaining precisely what is meant. If you learn the right technical term, you will be using proper, professional language.

### Focus page

- Use the text on the page to discuss how format (e.g. bullet points, headings) can help you find your way around a difficult text and aid understanding. Look at other texts to confirm this.
- Look at the use of brackets (parentheses) as a way of including extra information in a title, phrase or sentence.
- One way to help understand difficult text is to look up or ask about words, phrases and abbreviations you do not know or understand. Try this out with some of the words on the focus page, such as 'regulation' (in the glossary) or 'application' (in a dictionary). Try out the alternative meanings given to see if this helps to make the text easier to understand.

- Long, complicated texts are best tackled a bit at a time. Use the text on the focus page (the full version of which is in the Source material) to explore the following reading techniques:
  - Find the part of the text that is needed by scanning for a key word.
  - Read a whole piece of text for gist. What is it about? This is skim reading.
  - Re-read chunks of the text a bit at a time, sentence by sentence or even phrase by phrase. This is detailed reading.
  - Look up any unfamiliar words and replace them in the text. Does this make it easier to understand?
  - Reading each bit aloud sometimes makes text easier to understand.
  - Try explaining what has been read to a colleague. Does he/she understand it? Does it make sense?
- If necessary, repeat the above using a page from another relevant part of the Regulations.
- Finally, emphasise the importance of asking if something is not understood. Food hygiene is surrounded by legislation and ultimately the user is responsible for what he/she does.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.5	1GEN4.3	C2.2
Rw/L1.1	2GEN3	
Rw/L1.2		
Rt/L2.7		
Rt/L2.8		

### Task 1

Use scanning techniques to locate key words  
Rt/L1.5

- Refer to the tip about scanning for a face in a crowd. Relate this to looking for words, for example a name in a telephone directory, or a particular article in a newspaper. *Can you do these tasks without looking at every face or every word? The skill you use to do this is scanning. You need this reading skill to help locate specific information quickly, without reading everything.*
- Explain the task. Encourage learners to look superficially at every title but without lingering or reading any details at this point. You might like to set a time limit, such as 30 seconds.

### If the learner has difficulty

- Encourage learners to move a finger along the titles and highlight the word 'food' every time they see it.
- You may want to spend some time talking about the likely content of each of these acts and regulations. You may need to explain words in the context (e.g. meat 'products').

### Extension

Ask learners to scan the Food hygiene regulations or another appropriate section of the regulations for a particular word or phrase.

### Task 2

Use reading techniques to locate information and answer questions

#### Rt/L2.7

- Remind learners of the techniques of skimming, scanning and detailed reading.
- Remind learners about using layout and organisational features of texts to locate information.
- Discuss with learners that on some occasions it is vital to have a complete understanding of what has been read. Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.

### If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- A clear understanding of what each question is asking is important. Work on identifying the key words in each question. Does this help to locate the correct part of the schedule?
- Work with the learner to read and understand the text sentence by sentence. Explain complex language.

### Extension

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on other workplace documents.

### Task 3

Put complex text into your own words

Rt/L2.8

- Discuss with learners that understanding the law can lead to a clearer understanding of their role in the team.
- Confirm that putting text into your own words can clarify understanding. You can also do this by explaining it to someone else.
- This task is best done as a group. Lead the interpretation of each phrase or word, for example: *What do you think it means by the 'proprietor of a food business'?* Agree a simplified version of the text. Alternatively, work in pairs, each pair developing a version of the text.
- If learners work in pairs, learners should rehearse their versions and make notes before sharing them with colleagues. Write up an agreed version of the text for all to share. Check that this covers all the points in the text.
- Words such as 'engaged' may be understood by using context clues.
- This might be a useful opportunity to talk about responsibilities and penalties.

#### *If the learner has difficulty*

- Confirm that this is a difficult text. It explains complex, legally expressed information and learners may need support to understand the detail, particularly of terms such as 'commensurate'. Take each point separately.
- Learners should practise explaining other work instructions in their own words.
- Discuss other strategies for understanding this kind of document (e.g. asking someone else who is able to explain the information clearly and accurately).

#### *Extension*

Ask learners to write simplified versions of the text in the task or another piece of relevant text.

### Theme assessment

Ask learners to look at a range of important workplace documents (e.g. job descriptions, contracts of employment, procedures), read them carefully and develop a presentation for colleagues, explaining what they are about.

# Food law

Focus

To know how the law regarding food affects **you**, you might have to read about and understand any of these laws about food hygiene and safety.

Use a glossary or dictionary to look up words you may not have come across before. Try out the meaning in your own words to see if it is clearer.  
**regulations = rules**  
**rules to do with**  
**temperature control**

- The Food Safety Act 1990
- The Food Premises (Registration) Regulations 1991
- The Food Labelling Regulations 1996
- The Fresh Meat (Hygiene and Inspection) Regulations 1995
- The Meat Products (Hygiene) Regulations 1994
- The Minced Meat and Meat Preparations (Hygiene) Regulations 1995
- The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)
- The Ice-cream (Heat Treatment) Regulations 1959 (as amended)
- The Egg Product Regulations 1993 (as amended)
- The Food Standards Act 1999
- The Food Safety (General Food Hygiene) Regulations 1995
- The Food Safety (Temperature Control) Regulations 1995
- The Control of Substances Hazardous to Health Regulations 1994 (COSHH)

Use the **headings** and **subheadings** to find the part you want to read. You can spot them because they stand out in some way. They may have a different **colour**, **size** or **print**. They may be **bold** or in CAPITAL LETTERS.

**The Food Safety (General Food Hygiene) Regulations 1995**

Made	12th July 1995
Laid before Parliament	12th July 1995
Coming into force	15th September 1995

ARRANGEMENT OF REGULATIONS

The text may be divided into smaller chunks.  
 Bullet points may be used. There are many different styles:

- 1 2 3 4
- i ii iii iv
- a b c d
- I II III IV

Combinations might also be used:

- 1.2a
- 5(3)
- 2.3iii

SCHEDULES

1.	Rules of hygiene
Chapter I	General requirements for food premises
Chapter II	Specific requirements in room where foodstuffs are prepared, treated or processed

RULES OF HYGIENE

Chapter I

General requirements for food premises (other than those specified in Chapter III)

1. Food premises must be kept clean and maintained in good repair and condition.

You can find the part you need to read by scanning the text for **key words**.

Read long pieces of writing a bit at a time.

- Read each bit out loud.
- Read it more than once.

To check that you have understood it:

- put each bit in your own words
- explain what you have read to somebody else.

*If you can't find out about something you don't understand – ask somebody who might know! **You** are responsible for what **you** do!*

# Food law

## Task

### Task 1

Scan this list for the word 'food'. How many times does it appear?

The Food Safety Act 1990  
 The Food Premises (Registration) Regulations 1991  
 The Food Labelling Regulations 1996  
 The Fresh Meat (Hygiene and Inspection) Regulations 1995  
 The Meat Products (Hygiene) Regulations 1994  
 The Minced Meat and Meat Preparations (Hygiene) Regulations 1995  
 The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)  
 The Ice-cream (Heat Treatment) Regulations 1959 (as amended)  
 The Egg Product Regulations 1993 (as amended)  
 The Food Standards Act 1999  
 The Food Safety (General Food Hygiene) Regulations 1995  
 The Food Safety (Temperature Control) Regulations 1995  
 The Control of Substances Hazardous to Health Regulations 1994 (COSHH)

#### Tip

Let your eyes wander over the page as if you are looking for a familiar face in a crowd.

### Task 2

Use the Food hygiene regulations from the Source material to answer these questions.

- 1 What will you find information about in Chapter 8?
- 2 In which chapter would you find information about transport of food?
- 3 Where would you look for information about a mobile canteen?
- 4 What part of the Regulations does Schedule 1 apply to?
- 5 What is regulation 4 about?
- 6 How would you say this in your own words?
- 7 What is the first word of Chapter 1 section 2(d)?
- 8 Washbasins only need hot water. True / False
- 9 A pest is an external source of contamination. True / False

#### Tip

The Roman numerals I, II, III, IV, V, VI, VII, VIII, IX, X represent the numbers from 1 to 10.

### Task 3

Put this part of the regulations into your own words. Explain it to a friend.

#### Chapter X

##### Training

1. The proprietor of a food business shall ensure that food handlers engaged in the food business are supervised and instructed and/or trained in food hygiene matters commensurate with their work activities.

## PAGES 4:9–4:10

# Food labels

### Occupational setting

Food labels must contain certain information by law and it is important for anyone preparing food to be able to access and understand this information readily. Many catering establishments use ready-prepared foodstuffs and commercially packaged groceries. From a food-safety point of view, the storage and cooking instructions are important, as well as the 'Use By' and 'Best Before' dates.

This theme looks at some of the features commonly found on labels, such as nutritional information and cooking instructions, and develops ways of finding this information quickly.

### Materials

Product labels from the workplace

Selection of 'Best Before' and 'Use By' dates in different formats

Date coding sheet from the Source material (0:19)

Quo-burgers label from the Source material (0:38)

List of the requirements for a label from the Food Labelling Regulations 1996

### Learning outcomes

- 1 To understand key features of labels demonstrating the Food Labelling Regulations 1996 (focus page)
- 2 To use the layout of a label to locate information quickly (focus page, Task 1)
- 3 To recognise the meaning of symbols on products from own workplace (focus page)
- 4 To read and understand date codes in a range of presentations (focus page, Task 2)

### Introduction

- Use examples of different types of label to locate particular information – allergy advice, 'Best Before' dates, calorie content, etc. List the types of information to be found on a label on the board/flipchart. You may need to spend some time explaining what each section

means, for example: *What is an allergy? What could happen if someone eats something they're allergic to?* Talk about 'Best Before' dates and their purpose to ensure that learners fully understand their importance.

- In pairs, one learner, posing as a customer, asks a question from the list on the board for their partner to answer from a product label. For example: 'Is this product suitable for someone with an allergy to nuts?' 'I'm on a low-fat diet. Is this suitable for me to eat?' Learners swap roles.
- As a whole group, discuss what was easy or difficult about finding the information.
- Introduce the idea of format – labels are set out in a particular way so that information can be found quickly.
- Prepare cards (or food labels) showing different dates in a variety of formats. Learners (possibly in pairs) take one at a time and lay them out on the table in date order, with the 'oldest' at the front (i.e. nearest the learner). As the task progresses, encourage learners to confer. This could provide reinforcing opportunities for anyone who is uncertain about matching dates that are the same but in different formats and introduces the idea of stock rotation.
- Question learners about the strategy they used to sort the dates: Did they find that sorting by the day proved unhelpful? Did they find that they had to sort by year (if applicable) and then by month and finally by day? Did they have any difficulty remembering how many days are in each month? Did they have any difficulty knowing the order and number of the months (e.g. 08 is the eighth month – August)? (Note: this activity may cause difficulty for dyslexic learners with sequencing difficulties.)
- It may be useful to produce a simple chart of the months, the number of days in each month and the number of the month (e.g. August, 31 days, 08; November, 30 days, 11).
- ESOL learners may need additional work on the vocabulary of ordinal numbers (e.g. eighth month, second month, etc.).

- Summarise the activity by asking for volunteers to write a date that you give them on the board/flipchart in as many formats as possible.
- Write 'Use By' and 'Best Before' on the board/flipchart and ask learners to explain the subtle difference between them.
- You may also want to introduce 'date dots' and how these are used.

## Focus page

### Format

- Explain that different labels are set out in different ways but there are particular features to look out for. Highlight the different styles of subheading on the label on the focus page.
- Go through the information in boxes in any order, using examples of other product labels for comparison. Make sure abbreviations and specialist words are explained (e.g. kcal, nutritional). Demonstrate how abbreviations are constructed and give some examples. Encourage learners to add definitions of specialist words to their personal glossaries.
- Refer to the labels that must be put on food that is produced in-house and then stored. How is this food labelled?
- Give out examples of workplace products or labels. Discuss scenarios based on these, for example: *Where would you look on the label if a customer wanted to know how many calories are in the product?* This should confirm the use of subheadings, symbols and other features of format particular to the labels.

### Dates

Discuss the date mark (Best Before) and the legal aspects of food dating. Refer to the Date coding sheet from the Source material. This does not necessarily mean more reading for learners but encourages better understanding and discussion of explanations of, for example, decisions about stock rejection based on product knowledge and law.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.3	1GEN1.2	N1.1c
MSS1/L1.3	2GEN3.3	
MSS1/L2.2		
N1/E2.1		
N1/E3.1		
Rt/L1.3		
Rt/L1.4		
Rt/L1.5		

## Task 1

Use the layout of a product label to find information quickly

Rt/L1.4

Rt/L1.5

- Ensure that each learner has a copy of the Quoburgers label from the Source material.
- Explain that the purpose of the task is to find information from a product label. All the information they need is on the two parts of the label, but they might need to look up some words. Remind learners to use headings and text features to locate information without reading the whole label.
- You might like to set a time limit for this task (e.g. 5 minutes) to encourage learners to locate information quickly.

### If the learner has difficulty

- Have a general look at the label first with the learner. Pick out features and headings. Support learners who have difficulty scanning for headings or key words by helping them to identify the key word or heading they may need to locate the information (e.g. 'microwave' in question 1).
- It may help to model how to answer the questions (e.g. for question 1: *Microwave. That's about cooking, so I'll look at the part of the label that gives cooking instructions. It gives instructions for microwave cooking here.*)
- Encourage learners to look for features on the label that stand out, such as bold, capitals, numbers, lists and symbols and to look at each section separately.

- For ESOL learners, you may need to work on some of the technical vocabulary (e.g. ‘middle-rack position’, ‘microwaveable film’).

### Extension

Ask learners to list the things you must not do according to the package (overcook, use beyond the ‘Best Before’ date, refreeze after defrosting). They can discuss each one and decide why these have been included on the package (food safety).

### Task 2

Read dates to decide when food should be discarded

MSS1/E3.3

- Confirm that dates, though fairly straightforward, can be confusing when they are written in different formats. Learners will need to become accustomed to formats used in their workplace.
- Confirm the importance of interpreting ‘Use By’, ‘Best By’ and ‘Sell By’ dates and their role in food safety.
- To read dates, it helps to work backwards (i.e. to look at the year, then the month, then the day number). It is important that learners are confident with this method – discuss as a group if necessary.

### If the learner has difficulty

- Dyslexic learners may find the numbering and ordering of days, months and years confusing. It may help to display a chart showing numbers and months and the number of days in each month.
- Write the dates on pieces of card or paper for learners to put into order by year, month, day and then by date (referring to the chart if necessary). This practical approach is particularly helpful for learners who prefer a kinaesthetic approach to learning. Dyslexic learners may also find this helpful.
- Learners from other cultures use different date formats and may need more detailed explanation.

### Extension

- Give the learner some more dates to sort.
- Repeat the activity and ask learners to rewrite dates in different formats. It is also useful to reverse the activity – ask learners to write dates from verbal instructions (*Write the 24th of February 2007 in numbers*).
- Investigate the nutritional information on product labels (e.g. fat content of a meal).

### Theme assessment

- Ask learners to check that all stock in the store cupboard, freezer or fridge is within its ‘Use By’ or ‘Best Before’ date.
- Collect examples of food labels showing a range of cooking instructions, nutritional information, ingredients and storage instructions. Use these to develop a quiz asking ‘Which product/type of product do you think this information comes from?’

# Food labels

Focus

You can find certain information quickly from the label of any product. You may need to check for USE BY dates or storage requirements.



*Get me the vegetable soup from the fridge. Is it still OK to use it?*

You can find the information by looking out for:

### Subheadings

These might be written in:  
**CAPITAL LETTERS**  
**bold**  
*italics* or  
Underlined

**Information set out in different ways** – it could be in a list or a table

**Negative information** – NO, not, NEVER

**Instructions words** that tell you what you **should** do: heat, stir

**WARNINGS**  
 These are often in capital letters and might include words such as 'NOT'.

**Symbols**  
 These are a useful as a quick reference but may also have an additional explanation.

Labels on food delivered to catering establishments should have:

Information about what is in the product (ingredients and additives) – this is important for people who have allergies

Some information about nutritional values and special features of the food

Instructions for safe preparation of the product

Instructions for safe storage of the product

Date marks and USE BY or BEST BEFORE dates

**FRESH VEGETABLE SOUP**  
*made with real vegetables*

INGREDIENTS

Water, Vegetables (44%), (Potatoes, Carrots, Onion, Green beans, Leeks), Crème fraiche, Modified maize starch, Salt, Yeast extract, Vitamin C, Folic acid, Vitamin B6.

NUTRITIONAL INFORMATION	
Typical values	per 100 g
Energy	221 KJ (53 kcal)
Protein	0.9g
Carbohydrate	4.3g
(of which sugars)	1.4g
Fat	3.7g
(of which saturates)	0.3g
Fibre	0.2g
Sodium	0.4g

**NO ARTIFICIAL COLOURS**

**To hob cook**  
 Heat the soup thoroughly in a saucepan, stirring gently.  
 TAKE CARE NOT TO BOIL.

NOT SUITABLE FOR MICROWAVE COOKING

**Storing instructions**  
 KEEP REFRIGERATED

Best before: 02 JUL 06  
 E 39 11:43  
**425g e**

SUITABLE FOR VEGETARIANS

# Food labels

## Task

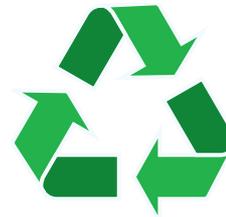
### Task 1

Use the Quo-burgers label from the Source material to answer the questions.

- Can you microwave these burgers?
- What does the word 'non-metallic' mean?
- How many calories are there in a 100 g serving?
- How long can the burgers be kept in a food freezer?
- What does the symbol on the right mean? Tick your answer.
  - The burgers should be turned whilst cooking.
  - The packet is made of recyclable cardboard.
  - The packaging is made of cardboard.
  - Turn the packet round to read the information.
- Today is Monday. What date dot labels should be put on the burgers if they are to be kept in the fridge?
- Circle the people that the product is suitable for:
  - vegetarians
  - people with nut allergies
  - people with wheat allergies
- How much fibre does 100 g of the food contain?
- Can you refreeze the burgers once they have thawed out?
- Does the product contain yeast?

#### Tip

- Use the layout of the label to help you go straight to the information you need without having to read it all.
- Look up any unfamiliar words.



### Task 2

The date today is 8th July 2006

Tick the products that are safe to use.

1 Best before: JUL08

2 Use by: 09JUL2006

3 Use by: 07JUL

4 Best before: 08AUG05

5 Use by: 08/07/06

6 Use by: 08/10/06

7 Best before end: JULY 07

8 Use by: 1st July

9 Use by: 30th June 2006

10 Best before: 06-07-06

JULY 2006						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## PAGES 4:11–4:12

## It's all down to you

## Occupational setting

All staff involved with handling food have a legal responsibility to:

- follow the established food safety rules of the employer
- protect food from contamination
- report possible hazards or problems to the management.

Understanding and following the instructions and procedures of a food establishment is a requirement for every catering employee.

Employees are also expected to respond to new procedures that accompany new legislation. Instructions and procedures ensure that everyone works to the same set of standards and can respond to situations in the same way. This is designed to reduce risks to health and safety, improve the catering worker's own working practices and allows them to act in ways that promote confidence in themselves and their organisation. Although the context of this theme is handwashing techniques, the underlying message to emphasise is that every individual has a responsibility to maintain standards at work.

## Materials

Any company guidelines of which staff should be aware

Sets of instructions (e.g. from first aid manual)

## Learning outcomes

- 1 To recognise key features of instructions such as imperatives and conditionals and use them to help interpret and follow written instructions quickly and easily (focus page, Task 2)
- 2 To understand that pictures can enhance written instructions or even replace them by illustrating a point or process (Task 1)

## Introduction

- Discuss the legal responsibilities of a food handler and the penalties that may be incurred should they fail to comply with company

guidelines and good practice. What penalties might they incur themselves? Discuss the role of the Environmental Health Officer. Discuss 'due diligence'.

- What types of guidelines do learners come across at work?

## Focus page

- Instructions have a particular format and use of language. Understanding this will help the reader to be clear about exactly what to do in response to the instructions. The language used is usually quite formal and includes many direct orders (imperatives, e.g. 'make', 'do', 'wash'). Highlight examples of these in the text on the page.
- It is also important to watch out for words that give more information about imperatives (e.g. *always* wash, *never* dry, *after* visiting) or that indicate conditions that apply to imperatives (e.g. *if* you touch, *when* you handle food).
- Look at a list of instructions separated by commas – you have to do all of these. See the example in the instructions about washing hands after visiting the toilet, blowing your nose, etc.
- Look at each point in turn and find other examples in the text (it is not necessary to use grammatical terms):
  - **imperatives** (words for direct orders), for example 'remember', 'use', 'dry', 'do', 'do not'
  - **commas** (for lists): *how many things are in this list?*
  - words such as 'always', 'never' that give more information about the instruction
  - conditionals – 'if', 'when' – which show that there are conditions applying to the instruction
  - ESOL learners may need help with the passive – 'hands should be washed', meaning 'you must wash your hands'.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	1GEN1.1	C1.2
Rt/L1.2	1GEN4.3	
Rt/L1.3	2GEN3.1	
Rt/L1.5		
Rs/L1.1		
Rs/L1.2		
Rw/L1.2		

### Task 1

Show understanding of graphical instructions by matching written instructions to an illustration

#### Rt/L1.3

- Discuss the importance of good handwashing technique.
- Remind learners that pictures or any form of graphic can be enormously helpful when it comes to interpreting the meaning of particular instructions. Many people are very 'visual' and look first at graphics. However, this can mean that they pay little or no attention to the writing on or surrounding the instructions, which means that critical information may be overlooked.
- Ask learners to identify the additional written instructions on the task. (Note: there are important written instructions on the graphic.)
- Remind learners about instruction words (imperatives) and words that tell you how or when to do something, as discussed on the focus page.
- Check that learners understand words used in the written version of the instructions, such as 'interlocked', 'clasping', 'interlaced', 'running water', 'vice versa', 'rotational'.
- Remind them that it is a good strategy to match the most obvious instructions first and then spend time 'unpicking' the trickier ones by looking carefully at key words.

#### *If the learner has difficulty*

- This task requires a good understanding of positional language (e.g. 'over the back of ...'; 'folded inwards ...') and good spatial/directional skills – working out left/right hand positions. This could prove particularly difficult for the dyslexic learner. Suggest that the learner labels the hands on the pictures with L for left hand and R for right.

- If ESOL learners have specific vocabulary difficulties then ask them to model what they see to show understanding and then work on reading and differentiating key words like 'rubbing', 'grabbing' and 'clasping', matching the words to the actions in the picture. Mode specific parts of the hands and wrists to ensure that 'palm' and 'wrist' etc. are fully understood.

#### *Extension*

- Provide another set of jumbled-up illustrations from a set of instructions (a first aid manual is a good source for instructions that use pictures or illustrations) and ask learners to order them and write a short description for each one. Learners can check against the original that their interpretation reflects the main points.
- Learners could record someone following a set of instructions (e.g. a work procedure). Use these as the basis of matching instructions to what is actually happening, or for writing a new set of instructions.

### Task 2

Show understanding of features of instructions by answering questions

#### Rt/L1.1

#### Rt/L1.2

#### Rt/L1.5

#### Rs/L1.1

#### Rw/L1.2

- This section about hair is a continuation of the text on the focus page.
- Remind learners of the language features discussed on the focus page. Can they spot some of the features already discussed, such as instruction words?

#### *If the learner has difficulty*

Ask learners to highlight any words they find difficult, discuss the words and ask them to think of alternative ways of saying the same thing. Remind them that the dictionary or glossary may be useful.

#### *Extension*

Ask learners to find other instructions from the workplace that do not include graphics. Design some graphics to illustrate the instructions, rewriting the words if necessary.

## Theme assessment

- Ask learners to look in their own induction pack for a page that includes instructions or procedures and to analyse it using the features discussed on the focus page.
- They can then explain the instructions to a colleague.

# It's all down to you

Focus

One of **your** responsibilities under the law is to protect food from contamination. One way to do this is to keep your hands clean. You may need to follow the guidelines from your employer.

Look out for direct orders. *Wash hands after touching raw food, cooked food or food waste.*

Look out for more than one thing in a sentence. *Wash hands after touching raw food, cooked food or food waste.*

*Of course they should always be washed after visiting the toilet, blowing your nose, touching your hair, eating, drinking or smoking.*

Look out for 'dos' and 'don'ts'. *Always wash your hands in a personal wash basin. Never dry your hands on a tea towel.*

Know what each sentence is about. *Dry your hands using a clean disposable towel. Never dry them on a tea towel or service cloth.*

Look out for things that must be done if something else happens. *If you touch rubbish or bins or cleaning chemicals and their containers, hands should also be washed.*

Look out for the order things must be done in. *Of course they should always be washed after visiting the toilet.*

We rely on **you** to maintain your own standards of personal hygiene.

## Hands

Remember that hands can become contaminated with harmful bacteria but clean, dry hands are less of a risk factor. Hands should be washed frequently throughout the work period. This will reduce the number of harmful food-poisoning bacteria present and will help prevent cross-contamination.

Wash hands after touching raw food, cooked food or food waste. If you touch rubbish or bins or cleaning chemicals and their containers, hands should also be washed. Of course they should always be washed after visiting the toilet, blowing your nose, touching your hair, eating, drinking or smoking.

Wash your hands using clean, hot water. Use liquid soap because your hands can become contaminated with bacteria by using a bar of soap that has already been used.

Dry your hands using a clean disposable towel. Never dry them on a tea towel or service cloth as you could cause contamination.

Always wash your hands in the personal wash basin provided. Do not wash them in a sink.

Do not test food with your fingers and do not lick your finger tips to help make it easier to pick something up.

Please follow the hand washing technique instructions above every personal wash basin.

## Hair

### Food Safety Act 1990

#### Section 35

A Crown Court may impose a prison sentence of up to 2 years and/or unlimited fines. Magistrates Courts may impose a fine of up to £5000 and a sentence of up to six months ...

#### Section 36

Someone in authority ... is liable for ... where they have acted negligently...

Find out about the penalties for breaking the law.

# It's all down to you

## Task

### Task 1

These instructions match the pictures. Put the picture number in the box by each instruction.

- Rub left palm with clasped fingers of right hand and vice versa.
- Wet hands under running water.
- Rub right hand over back of left and vice versa.
- Rotational rubbing of right thumb clasped in left hand and vice versa.
- Work soap into hands, palm to palm.
- Rub back of left fingers into right palms and vice versa.
- Clasp and rub left wrist with right hand and vice versa.
- Rub palm to palm with fingers now interlaced.

Preventing the spread of infection in community settings and services			
Handwashing technique			
Each step consists of 5 strokes rubbing forwards and backwards.			
1		2	
3		4	
5		6	
7		8	
Rinse hands under running water and dry thoroughly.			

### Task 2

Use the guidelines about hair to answer these questions.

- 1 What should you do if instructed by the management?
- 2 When should you put on your head covering?
- 3 What does 'it' refer to in the sentence, 'It should cover as much of your hair as possible'?
- 4 How many instructions are there in the sentence, 'Keep your hair as clean as possible and always wash your hands after touching your hair'?
- 5 What should you never do?

### Hair

Wear a head covering such as a hat or net at all times while in a food area. It should cover as much of your hair as possible.

Put on your head covering before you put on any other protective clothing to prevent the dropping of hairs.

Keep your head covering washed and laundered.

Beards and moustaches may also need to be covered if instructed by the management.

Never brush or comb your hair in a food area and always tie back long hair so that it can not hang loose.

Keep your hair as clean as possible and always wash your hands after touching your hair.

## PAGES 4:13–4:14

## Temperature and time

## Occupational setting

Food handlers must be aware of the importance of temperature and time in the control of bacteria. This theme gives a general background to reading and recording temperature and touches on time in relation to temperature. It refers to the Food Safety (Temperature Control) Regulations 1995.

## Materials

Temperature probe

## Learning outcomes

- 1 To understand temperature, and the scales and instruments used for measuring it (focus page)
- 2 To become familiar with the language of temperature (focus page)
- 3 To read and compare temperature (Tasks 1, 2)
- 4 To calculate using time (focus page, Task 3)

## Introduction

- Ask learners where temperature control is important. How have they measured temperatures or seen others doing this? What instruments were used? (infrared or digital thermometers, temperature sensor, fridge/freezer thermometer, oven thermometer, temperature probe)
- Where are temperatures taken? (display, cooking, storage, delivery)
- Check knowledge of vocabulary associated with scales of temperature – Celsius, Fahrenheit, centigrade and other language such as gas regulo and degree. Check learners recognise the symbol for degree (°).
- Check knowledge of scales of temperature. Water boils and freezes at the same temperature, whatever the scale used to measure it, so 0°C is the same temperature as 32°F. Relate to other uses of temperature (e.g. weather forecasts). *Is it a hot day when the temperature is 30°C? What would you wear outside if the temperature was -15°C?*
- Ask learners if they have seen and/or used a temperature probe – pass the probe round and for fun suggest that learners take the temperature of some acceptable part belonging to the person sitting next to them (e.g. palm, underarm, crooked elbow, their bag!). Record the temperatures they call out from the probe.
- Ask learners to write down the temperatures in order – highest temperature at the top of the list.
- Ask them what the *highest* temperature is; what the *lowest* is. Check knowledge of the language of temperature – degree, maximum, minimum, etc. To ensure that words like minimum are understood, pose questions like: *What is the **maximum** temperature shown here on the list? What is the **minimum**? If food had to be displayed at a **minimum** temperature of 50°C would any of these temperatures on the list be all right? If I have a product that has a **maximum** storage temperature of 5°C, where can it be stored?*
- Further test learners' concept of temperature by asking questions like: *The temperature probe records the inside/internal temperature of a chicken as 82°C. Could you burn your finger at this temperature? (Yes! 100°C is boiling point.)*
- Give each learner a card showing a temperature – some below zero – and ask them as a group to put the temperatures into order, hottest at the top of the table, coldest at the bottom.
- Put a blue line at the zero point to show where the positive and negative temperatures begin.
- Ask learners what they notice about the numbers below zero (freezing point). (They have a minus sign; the number grows *larger* the *colder* it is.)
- Ask each learner in turn to name one produce item they work with that requires temperature control and to say which of the temperatures on the table would be best for their item. Remind them of the 'danger zone' (explained on the focus page).
- Discuss the role time plays in food hygiene – how is it measured, calculated and recorded in the workplace?

## Focus page

- Revisit the points discussed so far in the context of the photographs and graphics on the page. Ask learners to contribute their own experiences of the different scenarios posed in the photographs and explain the legal requirements.
- In some workplaces it may be necessary to record temperature (due diligence). Discuss how and where the temperature is written and what the learner should do if the recorded temperature does not meet the required standard.
- What methods do learners use to calculate time? Explain the counting-on method as one way to calculate when food should be withdrawn from display. *'It can be displayed below 63° for up to 2 hours. It's 6:30 now, so it must be removed from display by 6:30 ... 7:30 ... 8:30.'* *'It can be kept out of chill temperature for up to 4 hours. It's 20 past 8 now, so that's 20 past 9, 20 past 10, 20 past 11, 20 past 12.'*
- In some workplaces it may be necessary to record time. Discuss how and where time is written. If necessary, exemplify the different ways of writing time (12- and 24-hour times).
- Encourage learners to use an analogue clock as it is much easier to calculate time with this than using a digital display. (Digital clocks/watches/displays are useful for telling the time as it is happening, but are less easy to use to calculate time.)

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.9	1GEN1.2	N1.1
<b>MSS1/L1.3</b>	2GEN3.3	
	2GEN3.4	

## Task 1

Read and compare temperatures  
MSS1/E3.9

Remind learners of danger-zone temperatures and work done on the focus page.

## If the learner has difficulty

Provide the learner with a scale on which is marked the danger zone and temperatures above and below it, and temperatures written on cards. Ask the learner to place the cards on the scale. Which temperatures are above the danger zone and which are below it? Which temperatures are unsafe?

## Extension

Ask learners to take the temperature of a number of items using a digital probe and to record them from highest to lowest.

## Task 2

Investigate temperature  
MSS1/E3.9

- Remind learners that they already have shown knowledge of temperatures for storing products when they named items in the opening exercise; this task will extend that knowledge.
- Remind learners that they will need a small notebook or piece of paper to record the information from their workplace to bring back next time.
- Question learners about where they will look for this information. Remind them if necessary by looking at examples of storage labels.

## If the learner has difficulty

- Limit the number of items to one for each temperature range.
- Provide the learner with storage labels and do one or two together.

## Extension

The learner can ask the hospitality manager to give him or her some examples of reasons for rejected items at point of delivery and then report these at the next session.

## Task 3

Work out when food should be taken off display  
**MSS1/ L1.3**

- Check knowledge of time requirements for displaying food out of temperature control.
- Remind learners to use the technique they find most helpful for adding on time.

***If the learner has difficulty***

Use the hands of an analogue clock to demonstrate the passage of time.

***Extension***

Apply to other time-/temperature-related calculations (e.g. cooked chicken must reach 10°C or cooler (ideally 5°C or cooler) within 90 minutes; chicken must reach a core temperature of 70°C for 2 minutes during cooking; reheated food must have a core temperature of 70°C for 2 minutes).

**Theme assessment**

Ask learners to complete a daily temperature record for a delivery/display.

# Temperature and time

Focus

Micro-organisms thrive at temperatures between 8°C and 63°C.

To prevent the growth of bacteria:

- Food must be stored at the correct temperature.
- Food must be cooked at the correct temperature.
- Food must be cooked for the correct amount of time.
- Food must be stored for the correct amount of time.

Keep hot food at a temperature of more than 63°C.



Do not keep food in the danger zone for longer than absolutely necessary.



Food that will be served hot can be kept below 63°C for up to 2 hours for service or display.



Refrigerated stores should operate at temperatures between 0°C and 4°C.



To kill bacteria, subject them to a temperature of 77°C for 30 seconds or more.



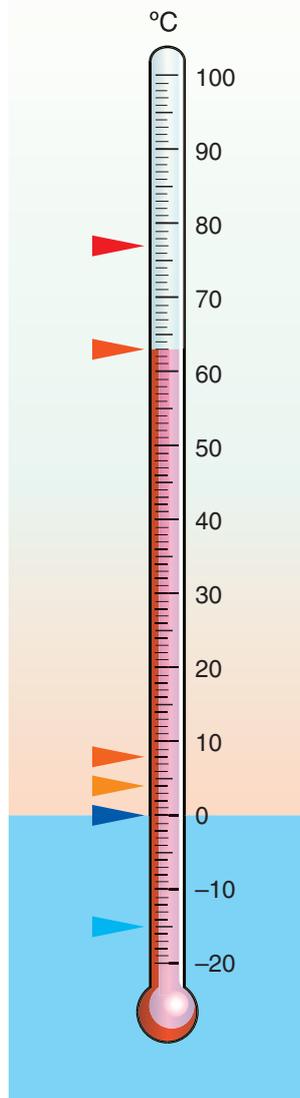
Chilled foods must be stored at or below 8°C.



Food for service or display can be kept out of chill temperature for up to 4 hours.



Any frozen food delivered at a temperature above -15°C should be rejected.



What instruments are used to measure temperature in your workplace?

How do you know how long food has been stored?

How do you know how long food has been on display?

# Temperature and time

## Task

### Task 1

Which of these digital temperature probe readings fall in the danger zone? Tick the acceptable readings. Cross the unacceptable readings.

Hot at or above 63°C

Cold at or below 8°C

1  2  3 

4  5  6  7 

### Task 2

Go into your workplace and find out which products have these temperature limits. Copy this table and use it to record your findings.

Maximum temperature -15°C	Maximum temperature 8°C	Minimum temperature 63°C	No temperature limit

### Task 3

At what times should these items be removed from display?

1  2  3  4  5 

*coleslaw*      *cooked chicken*      *cold cooked meat*      *fresh milk*      *cooked bacon*

Item	Put on display	Remove from display
1	2:45	
2	10 past 8	
3	1:25	
4	six o'clock	
5	7:15	

## PAGES 4:15–4:16

# Hazard analysis critical control points (HACCP)

## Occupational setting

Food is vulnerable to contamination or deterioration at different stages of storage, preparation and cooking. HACCP is a recommended approach, developed to systematically identify food hazards and take action to prevent, minimise or remedy them at critical stages. Monitoring and recording information for scrutiny by the Environmental Health Officer should be DONE by a qualified person, but everybody involved in food handling should be aware of these critical control points and the action that they must take to minimise the risk of food-related infections. Understanding the process and the possible consequences of not adhering to it ensures cooperation from employees in implementing the system. This theme develops the reading and writing skills required for contributing to the process of hazard control.

## Materials

Picture showing relevant hazards

Hazards analysis flow chart – critical control points from the Source material (0:39)

Cards matching the titles on the Hazard analysis flow chart from the Source material

Hazard analysis critical control points from the Source material (0:14–0:15)

## Learning outcomes

- 1 To understand flow charts (focus page, Task 1)
- 2 To use keys to locate further information (focus page)
- 3 To read and understand information and use it to prepare a list (focus page, Tasks 1–3)
- 4 To evaluate own role in the HACCP process (focus page, Task 4)

## Introduction

- Assess learners' knowledge of the HACCP process. Explain this if necessary. How is the HACCP process implemented in their workplace? What is their role in the process? What are their responsibilities?
- Provide a picture or scenario relevant to the learners' workplace from which several hazards can be identified. Ask learners to identify the hazard and say what could be done to control it.
- Provide an example of a critical control point (e.g. chilling food) and ask learners to identify the hazards that may occur at this stage of the process and what controls could be implemented to overcome them.

## Focus page

- Look at the focus page with learners and answer the questions on the page verbally.
- Ask learners in small groups to construct a flow chart of the HACCP process using the cards.
- Ask learners to identify where they can find out about the hazards and controls mentioned on the flow chart. Give examples from the workplace. Point learners to the flow chart key.
- Introduce the pages from the Source material that exemplify the HACCP process in more detail.
- Discuss with learners their role in implementing the controls in the workplace.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	1GEN1.2	C1.2
Wt/L1.5	2GEN3	
Rt/L1.4		
Wt/L1.2		

**Task 1**

Make a flow chart of the stages involved in a process

Rt/L1.4

Wt/L1.2

Wt/L1.5

- Ask learners to think about the stages involved in making a cup of tea. Use the flow chart from the Source material to help pick out the stages.
- Exemplify making a flow chart on the board/flipchart.
- Introduce learners to the other tasks on the page, which go through the same stages, using the same Source material.

**If the learner has difficulty**

- Refer the learner to flow chart in the Source material to help with the headings.
- Produce cards/sticky notes of the stages of the process for learners to order physically.
- Ask the learner to write the stages for making a ham sandwich on cards/sticky notes and order them before committing them to paper.

**Extension**

Ask learners to make another flow chart for a different food preparation process.

**Task 2**

Make a list of the possible hazards involved in the process

Rt/L1.4

Wt/L1.2

Wt/L1.5

What are the potential hazards in making a ham sandwich? Use the flow chart on the board/flipchart and the lists from the Source material to identify and list potential hazards.

**If the learner has difficulty**

- Ensure the learner understands what is meant by 'potential hazards'.
- Refer the learner to the Source material and demonstrate how to use the key to find the information required.
- Ask learners what *could* happen at each stage. Note: learners can only do this if they have the appropriate experience of food preparation and potential hazards.

**Extension**

Check the accuracy of the list and then move on to next task.

**Task 3**

Make a list of the controls to overcome the potential hazards in making a sandwich

Rt/L1.4

Wt/L1.2

Wt/L1.5

What controls can be put in place to overcome the hazards? Learners use the previous list of hazards and materials from the Source material to identify and list controls.

**If the learner has difficulty**

- Refer the learner to the relevant Source material and demonstrate how to use the key to find the information required.
- Ask learners to refer to each hazard from the last task one at a time and think of a way of overcoming it.

**Extension**

Check the accuracy of the list and then move on to next task.

**Task 4**

List the things a food handler can do to overcome the hazards identified

Rt/L1.4

Wt/L1.2

Wt/L1.5

- What is the learner's role in overcoming the hazards? Ask learners for their suggestions and personal experience. List them.
- What part in the process does the learner have control over? What can be done to ensure hazards are controlled at this stage/s?

**If the learner has difficulty**

Ask the learner to think carefully about his/her job and identify accurately where in the process it falls.

**Extension**

Check the accuracy of the list and then move on to the theme assessment.

**Theme assessment**

Repeat the whole activity using a different example of food preparation, for example making a pizza. Learners should be able to complete this activity without support.

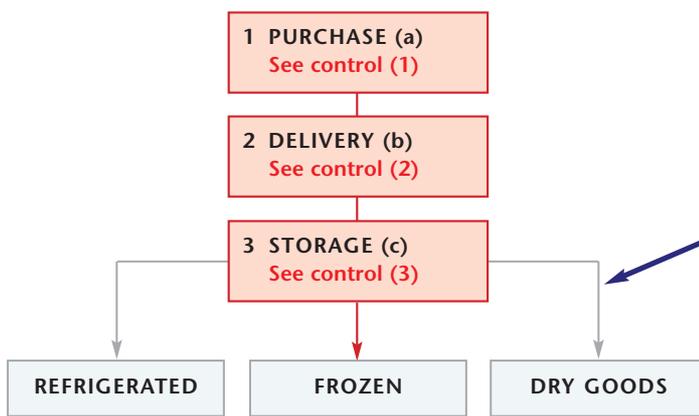
# Hazard analysis critical control points (HACCP)

Focus

What is a hazard? What is a critical control point (CCP)?  
Why is hazard analysis important?

The information you need to make sure that hazards are reduced to a minimum may be in a flow chart.

## Hazard analysis flow chart



Check the title to see that you are looking at the chart with the information you need.

Follow the arrows to read everything in a logical sequence.

Look for clues that **extra information** may be elsewhere in the book or leaflet.

HAZARDS
(a) Purchase – food contaminated with food-poisoning bacteria or toxins
(b) Delivery – food contaminated with food-poisoning bacteria or toxins
(c) Storage
• Refrigerated
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
• Frozen
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
• Dry Goods
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
(d) Preparation
• Cooking – Survival of

The **extra information** is about:

- the hazards present at each stage (controls or steps to be taken to overcome the hazards that may be present at each stage).

CONTROLS
<b>1 Purchase</b>
1.1 Always use approved suppliers.
<b>2 Delivery</b>
2.1 Check foods on arrival.
<b>3 Storage</b>
3.1 Store immediately.
3.2 Rotate stock.
3.3 Keep raw meats separate from all cooked foods.
3.4 Service refrigerators regularly.
3.5 Check temperatures of fridges regularly (must be below 5°C)
3.6 Always use approved suppliers. (See 1.)

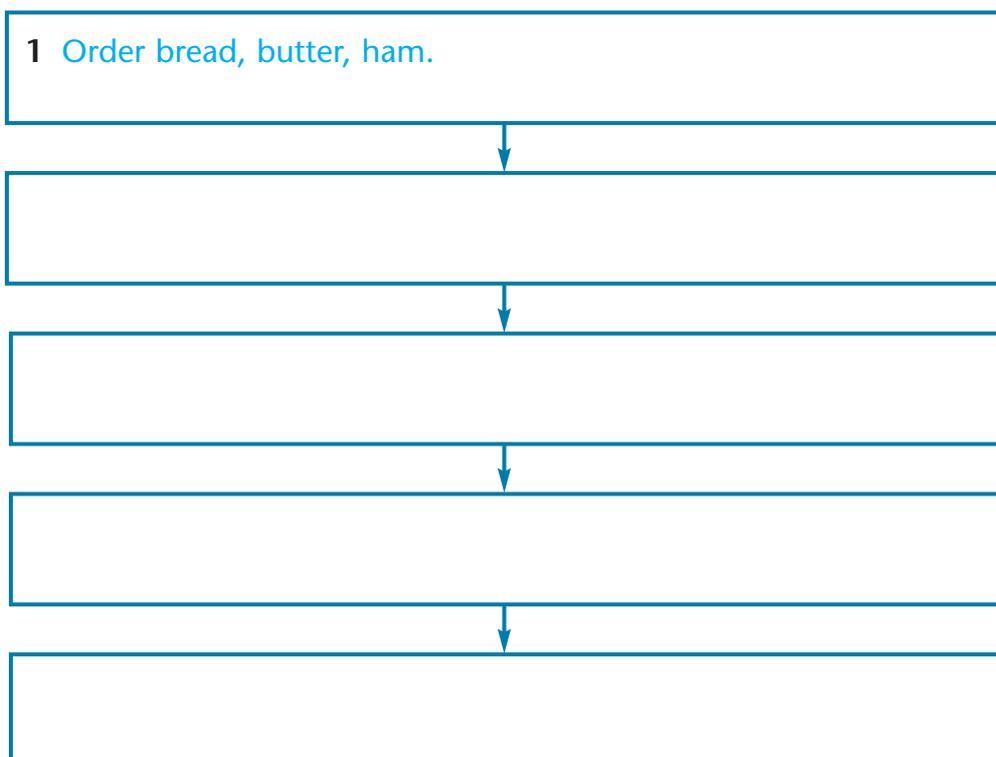
What is **your** role? How can **you** check that the controls are carried out?

# Hazard analysis critical control points (HACCP)

Task

## Task 1

Make a flow chart of the stages involved in making a ham sandwich. Use the Critical control points information in the Hazards analysis flow chart from the Source material to help you.



## Task 2

List the hazards that might occur at each stage of making the ham sandwich.

## Task 3

List the controls that should be taken at each stage of making the ham sandwich.

## Task 4

List the things that you can do to monitor the controls at each stage.



## PAGES 4:17–4:18

# Pests

### Occupational setting

Control of pests is an important aspect of food safety and will be covered in training for the Food Hygiene Certificate. Much of the information for the Food Hygiene Certificate is presented in tables – a common format for presenting a lot of information in a structured format. Knowing how to access tables – the main focus for this theme – is a skill that can be transferred to many other aspects of work and daily life.

The tasks in the theme are presented as multiple-choice questions to reflect the style of assessment used for the Food Hygiene Certificate.

The theme combines practice in obtaining information from a table and answering multiple-choice questions.

### Materials

Pest identification table from the Source material (0:40–0:41)

Other tables of data relevant to the learner

### Learning outcomes

- 1 To understand how to find information from a table (focus page, Tasks 1 and 2)
- 2 To understand how to answer multiple-choice questions (Tasks 1 and 2)

### Introduction

- Discuss the type of information that is found in a table (e.g. a timetable). What are the advantages of information being presented in this way? What information is presented in a table in the course material?
- The context used in this focus is a good opportunity to discuss pests and their associated hazards.

### Focus page

- Introduce the language of tables – column, row. Discuss headings of rows and columns.

- Find the answer to the question posed on the page. If necessary, find other information from the table for further practice.
- Pose a multiple-choice question on the board/flipchart that can be answered from the table (e.g. the pharaoh ant is: a) brown, b) black, c) yellow, d) red). Discuss the way the question is posed and ways of tackling it (e.g. read instructions for answering the questions, read the whole question through).
- Discuss the structure of multiple-choice questions and tactics used for answering them: there are usually four options to choose from; usually all four are logical alternatives, only one of which is correct. Answering is straightforward if you know the answer immediately; however, you need to have a strategy for answering questions that you are less certain about. You can do this by a process of elimination (i.e. reject the least probable options and then use your knowledge and experience to choose the most likely option from those remaining).
- Discuss how to decide which column and row to look in (e.g. look for key words from the question to identify where to look).
- Discuss how to record the answer in particular tests. This may be different according to which certificate is being studied.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	1GEN1.2	C1.2
Wt/L1.5	2GEN3	

### Task 1

Use a table to answer multiple-choice questions

Rt/L1.4

- Remind learners of the table on the focus page – the full version is in the Source material.
- Stress the importance of reading the instructions for answering and the whole question before selecting an answer.
- Check learners understand ‘all of the above’.

***If the learner has difficulty***

- Learners with visual difficulties may benefit from using a reversed-L-shaped card or a ruler or other straight edge to extract information from the table.
- Ensure that learners understand the technical vocabulary.
- It may be useful to ‘talk through’ the process of selecting the correct option: *Does the information in the table tell me that the brown rat is larger than a black rat?* It is important that learners develop confidence in the process of elimination required in answering this type of question.
- It is also important that learners take the time to read all answer options and do not fall into the kind of trap presented by question 5.
- Ask learners why they chose a particular incorrect answer. It would be interesting to understand if their strategy is letting them down, for example if they choose the first response that sounds as if it might be correct and do not read the other possible responses. Learners need to understand that this kind of impulsive choice may not provide the correct answer.

***Extension***

Use test questions from the Food Hygiene Certificate. Work through the questions verbally, giving reasons for eliminating multiple-choice options.

**Task 2**

Write questions about information found in a table

Rt/L1.4

Wt/L1.5

- Give the learner strategies for composing questions (e.g. first find the information then think of four possible answers, one of which is correct and at least one other that could possibly be correct).
- If possible, use another table of information from the workplace.

***If the learner has difficulty***

Limit answers to two choices.

**Theme assessment**

- Provide learners with a different relevant table and a series of questions.
- Try multiple-choice questions from a test (e.g. the National Test for Adult Literacy).

# Pests

**Focus**

The information you need may be in a table.

You do not have to read all of the table. Use the titles of the **rows** and **columns** to find what you want.

The titles are different in some way. They may be **bold**, **bigger** or a **different colour**.

Look across the rows.

Look down the columns.

Pest	Identification	Characteristics	Hazards	Signs of infestation
Ant (black)		Also known as garden ants Feed on sweet food	<ul style="list-style-type: none"> <li>• Spread pathogenic organisms</li> <li>• Dead bodies may contaminate food</li> </ul>	<ul style="list-style-type: none"> <li>• Live insects in and around food</li> <li>• Dead insects in and around food</li> <li>• Nests</li> </ul>
Ant (pharaoh)		Pale yellow; smaller than black ants Feed on sweet foods and high protein foods such as meat	See black ant	See black ant
Fly – bluebottle		Feed by regurgitating substances onto food and then sucking it up Feed on rubbish, human and animal faeces and foodstuffs	<ul style="list-style-type: none"> <li>• Carry pathogens on their bodies</li> <li>• Defecate on food as they eat</li> <li>• Regurgitate food that could be contaminated</li> <li>• Lay eggs on food</li> <li>• Maggots hatch from eggs</li> <li>• Die in food</li> </ul>	<ul style="list-style-type: none"> <li>• Live insects in and around food</li> <li>• Dead insects in and around food</li> <li>• Maggots on food</li> </ul>
Fly – fruit fly		See bluebottle	See bluebottle	See bluebottle
Fly – greenbottle		See bluebottle	See bluebottle	See bluebottle
Fly – house		See bluebottle	See bluebottle	See bluebottle

What are the hazards of bluebottles?

The hazards of bluebottles are that they ...

# Pests

**Task**

## Task 1

Use the Pest identification chart in the Source material to answer these questions. Tick your choices.

1 The brown rat is:

- |   |   |
|---|---|
| <input type="checkbox"/> a larger than a black rat      | <input type="checkbox"/> b smaller than a black rat |
| <input type="checkbox"/> c the same size as a black rat | <input type="checkbox"/> d all of the above         |

2 Oriental cockroaches are:

- |  |  |
|--|--|
| <input type="checkbox"/> a 10 mm in length | <input type="checkbox"/> b 15 mm in length |
| <input type="checkbox"/> c 20 mm in length | <input type="checkbox"/> d 25 mm in length |

3 One of the hazards of oriental cockroaches is that they:

- |  |  |
|--|--|
| <input type="checkbox"/> a do not contaminate food directly but can fall into food | <input type="checkbox"/> b carry pathogenic organisms, including <i>Salmonella</i> |
| <input type="checkbox"/> c cause panic among the staff                             | <input type="checkbox"/> d deposit fur in food                                     |

4 The two types of bird that most often cause problems in food premises are:

- |  |   |
|--|---|
| <input type="checkbox"/> a eagle and pigeon  | <input type="checkbox"/> b sparrow and pigeon |
| <input type="checkbox"/> c parrot and pigeon | <input type="checkbox"/> d parrot and sparrow |

5 The signs of infestation from the house mouse are:

- |   |   |
|---|---|
| <input type="checkbox"/> a droppings and urine smears | <input type="checkbox"/> b smell from nests |
| <input type="checkbox"/> c footprints and tail marks  | <input type="checkbox"/> d all of the above |

6 Grain weevils infest:

- |  |   |
|--|---|
| <input type="checkbox"/> a sweet foods     | <input type="checkbox"/> b high-protein foods |
| <input type="checkbox"/> c pasta and flour | <input type="checkbox"/> d waste food         |

## Task 2

Use the chart from the Source material or one from your workplace to invent some questions of your own.

Try them out on a colleague.

# Check it

Please note that copies of the following pages are needed:  
0:40–0:41, 4:13.

- 1 In her notes, Myra has written 'There r 7 principles 2 HACCP approach'. What does she mean?
- A There are seven principles to the Hazard Analysis Critical Control Point approach.
  - B There are seven principles to the Hazard Analysis Cleaning Control Point approach.
  - C There are seven principles to the Hazard Assessment Crucial Catering People approach.
  - D There are seven principles to the Hazard Analysis Critical Clearing of Pests approach.

Rs/L1.1; Rw/L1.2

- 2 What does the word 'indefinitely' mean in this sentence?

No method of preservation will allow food to be kept indefinitely.

- A confidently
- B forever
- C uncertainly
- D hygienically

Rw/L1.2

All food handlers are liable to safeguard food from contamination, adhere to all the food protection conventions instituted by their employer and convey information about all potential hazards.

- 3 Which of these sentences sums up all of this information?
- A Food handlers must do as they are told by their employers and tell them if anything goes wrong.
  - B It is part of a food handler's job to report things they see that are against the law.
  - C The most important thing is to keep food clean.
  - D By law, all food handlers must protect food from contamination, follow all the food safety rules laid down by their employer and report anything that may possibly be dangerous.

Rt/L2.8

2. The layout, design, construction and size of food premises shall:
- (a) permit adequate cleaning and/or disinfection;
  - (b) be such as to protect against the accumulation of dirt, contact with toxic materials, the shedding of particles into food and the formation of condensation or undesirable mould on surfaces;
  - (c) permit good food hygiene practices, including protection against cross-contamination between and during operations, by foodstuffs, equipment, materials, water, air supply or personnel and external sources of contamination such as pests; and
  - (d) provide, where necessary, suitable temperature conditions for hygienic processing and storage of products.

4 Which subsection of the Food hygiene regulations above has information about the temperature of food premises?

- A 2 (a)
- B 2 (b)
- C 2 (c)
- D 2 (d)

Rt/L1.4

5 How many times does the word 'contamination' appear in the text?

- A 2
- B 3
- C 4
- D 5

Rt/L1.5

- Resist any temptation to smoke, eat, drink or chew gum in food areas.
- Clean and disinfect all food contact surfaces after every task involving food.

6 How many things in these instructions must you do?

- A 2
- B 3
- C 4
- D 5

Rs/L1.1; Rs/L1.2

7 How many things in the same instructions must you not do?

- A 2
- B 3
- C 4
- D 5

Rs/L1.1; Rs/L1.2

- 8 Look at the focus page on temperature and time (4:13). Some coleslaw is put on display at 10.30 am. What time should it be removed from display?
- A 4:30 pm
  - B 2:30 pm
  - C 2:30 am
  - D 12:30 pm

MSS1/L1.3

- 9 Which of these digital probe readings falls in the danger zone?



Hot at or above 63°C

Cold at or below 8°C

MSS1/E3.9

- 10 Look at the Pest identification table from the Source material (0:40-0:41). Which of these pests have a smell as a sign of infestation?
- A German cockroach
  - B wasps
  - C grain weevils
  - D birds

Rt/L1.4; Rt/L1.5

# Audio

## PAGE 4:2

### Taking notes in training

#### Task 3 14

OK are we all here? Good. There are some general points about **food storage** that you should remember before you start. First of all, you should always **read** storage instructions to make sure you store food correctly. Next, ask yourself if you are putting it in the right **place**. If so, ask yourself whether it is being stored at the right **temperature** and finally ask yourself how **long** it can be stored for. So that's **place, temperature and time** to think about.

## PAGE 4:3

### Listening to training

#### Focus page 15

It's estimated that every year as many as 5.5 million people in the UK suffer from **food-borne illnesses** – that's one in ten people. As workers in the food industry it is your responsibility to try to prevent occurrences of **food poisoning**. I'm going to be talking about what food poisoning is and I'll also describe some of the most common **germs** that cause food poisoning such as *Salmonella* and *Escherichia coli*.

## PAGE 4:4

#### Task 1 16

Most of us will have first-hand experience of harmful bacteria in our food! Bacteria multiply best between 5 and 63 degrees Celsius but are **killed** at temperatures of **70 degrees and above**. At **below** 5 degrees Celsius, most bacteria multiply **very slowly, if at all**. At very low temperatures some bacteria will **die**, but many survive and can start to multiply again if **warm** conditions return. That is why proper **cooking** and **chilling** of food can help reduce the risk of food poisoning.

#### Task 2 17

Sometimes these bacteria are spread from one food to another, for example via hands, kitchen utensils or poor storage conditions and this can cause illness when these foods are eaten. This is known as cross-contamination.

#### Task 3 18

Now we come to *Salmonella* – perhaps the one we hear about most often and the second most common form of food poisoning. The **sources** of *Salmonella* bacteria are varied. It has been found in raw meat, eggs and poultry, unwashed raw vegetables, unpasteurised milk and dairy products and many other types of food. It is found in the gut and faeces of both humans and animals.

*Salmonella* **does** survive refrigeration but cooking **and** pasteurisation stop it multiplying. **Usually** a large number of bacteria are needed to cause an infection **but** outbreaks have been reported where a low number of bacteria are responsible.

It **normally** takes 12–48 hours for symptoms to develop. The **symptoms** can be **very** severe and **can** cause death. Usually they involve fever, abdominal pain, diarrhoea and vomiting. It is **particularly** likely to cause severe illness in the very young and the very old. The symptoms can last up to three weeks and there **may** be complications such as reactive arthritis.

# Answers

## PAGES 4:1–4:2

### Taking notes in training

#### Focus page

e.g. means 'for example' (from the Latin *exempli gratia*).

i.e. means 'that is' (from the Latin *id est*).

etc. means 'and the rest' (from the Latin *et cetera*).

#### Task 1

As long as you can read your notes back they are OK. You may have written something like this:

- Most serious types food poisoning – bacteria.  
Right conditions: 1 bacterium → 4 million – 8 hours.  
More bacteria in food – more likely to cause food poisoning.
- Bacteria multiply fast if they have enough:
  - moisture
  - food
  - time
  - warmth.
- Safety measures that can be taken to prevent bacterial contamination and cross-contamination include good standards of personal hygiene, particularly when it comes to hand washing.
- Hands should be washed:
  - after handling raw food
  - before handling cooked foods
  - after handling waste
  - after visiting the toilet.

#### Task 2

Show your finished notes to your teacher. As long as you can read your notes back and all the information in them is correct, you have done a good job.

#### Task 3

As long as you can read your notes back and all the information in them is correct, you have done a good job.

You may have written something like this:

#### Food storage

- Read storage instructions
- Right place?
- Right temperature?
- Right time?

## PAGES 4:3–4:4

### Listening to training

#### Task 1

- To give information on the reasons for cooking and chilling food properly.

#### Task 2

Bacteria can be passed from one food to another by:

- hands
- kitchen utensils
- poor storage conditions.

#### Task 3

You may have written something like this.

#### Salmonella

##### Sources

Contracted through:

- raw meat
- eggs
- poultry
- unwashed raw vegetables
- unpasteurised milk
- unpasteurised dairy products

Found in human + animal

- gut
- faeces

##### Features

- Survives refrigeration.
- Cooking + pasteurisation stop it from growing.
- Large no. bacteria needed to cause infection
- Takes 12–24 hrs to develop.
- Can be fatal.

##### Symptoms

- fever
- abdominal pain
- diarrhoea
- vomiting
- Old/young at risk
- Lasts ↑ 3 weeks
- Complications – reactive arthritis

**Task 4**

Here is an example of the sort of things you might want to ask:

What is reactive arthritis?

What is the treatment for Salmonella poisoning?

How many people die from contracting Salmonella?

What is the most common bacteria that causes food poisoning?

Did you say that one in ten people get Salmonella?

Am I right in thinking that Salmonella is a bacteria found in the stomachs of people and animals?

**PAGES 4:5–4:6****What does it mean?****Task 1**

biocide – a substance used to kill living organisms

bactericide – a substance used to destroy bacteria

fungicide – a substance used to destroy fungi

germicide – a substance used to kill germs

pesticide – a substance used to kill pests (usually insects)

**Task 2**

a a

b a

c b

**Task 3**

incubate – develop without outward signs (especially a disease)

incubation period – the time it takes for a disease to develop

salmonella – bacteria that occur mainly in the gut and may cause food poisoning

spore – a small single-celled unit from a plant or fungus that is capable of reproducing

toxin – a poison produced by some bacteria and moulds

vehicle of contamination – an object, person or animal on which micro-organisms can move from one place to another

**PAGES 4:7–4:8****Food law****Task 1**

6

**Task 2**

1 Personal hygiene

2 4 (IV)

3 Chapter 3 (III)

4 4(2)

5 Obligations on proprietors of food businesses

6 What the owners of food businesses must do

7 provide

8 false

9 true

**Task 3**

You may have put something like:

The owner of a food business must make sure that he/she carefully watches over the food handlers working in the food business. He/she must also make sure that the workers are told about and trained in all the things to do with food hygiene that they need to know to do their job properly.

**PAGES 4:9–4:10****Food labels****Task 1**

1 Yes

2 Not made of metal

3 109

4 Until Best Before date (end October 05)

5 The packet is made of recyclable cardboard

6 Tuesday

7 Vegetarians

8 4.9 g

9 No

10 No

**Task 2**

Products 1, 2, 4, 5, 6, 7

## PAGES 4:11–4:12

## It's all down to you

## Task 1

- 7 (Rub left palm ...)
- 1 (Wet hands ...)
- 3 (Rub right hand ...)
- 6 (Rotational rubbing ...)
- 2 (Work soap into hands ...)
- 5 (Rub back of left fingers ...)
- 8 (Clasp and rub left wrist ...)
- 4 (Rub palm to palm ...)

## Task 2

- 1 Cover beards and moustaches.
- 2 Before you put on any other protective clothing
- 3 A head covering
- 4 2
- 5 Never brush or comb your hair in a food area.

## PAGES 4:13–4:14

## Temperature and time

## Task 1

- 1 X
- 2 X
- 3 ✓
- 4 ✓
- 5 ✓
- 6 X
- 7 ✓

## Task 2

Show your completed table to your teacher.

## Task 3

- 1 6:45
- 2 10 past 10
- 3 5:25
- 4 ten o'clock
- 5 9:15

## PAGES 4:15–4:16

## Hazard analysis critical control points (HACCP)

## Task 1

- 1 Order bread, butter, ham.
- 2 Deliver bread, butter, ham.
- 3 Store bread, butter, ham.
- 4 Prepare sandwich.
- 5 Serve sandwich.

## Task 2

- 1 Bread, butter, ham could be contaminated with bacteria, mould or foreign bodies.
- 2 Butter and ham could transported or delivered at wrong temperature. Contamination could occur during delivery.
- 3 Butter and ham could be stored at wrong temperature. Contamination or cross-contamination could occur during storage.
- 4 Contamination or cross-contamination could occur from utensils, equipment, food handler or other foods.
- 5 Contamination or cross-contamination could occur.

## Task 3

- 1 Use reputable suppliers.
- 2
  - Check goods for damage.
  - Check goods feel, smell and look right.
  - Check the temperature of the butter, ham is right.
- 3
  - Store bread wrapped and in a suitable container.
  - Store butter on top shelf of fridge.
  - Store ham on middle shelf of fridge.
  - Keep ham and butter separate from raw meat.
  - Use proper stock rotation – first in, first out.
- 4
  - Food handlers must be properly trained.
  - Food handlers must have good personal hygiene.
  - Do not handle more than necessary.
  - All surfaces and utensils must be clean.
  - Separate utensils and surfaces must be used for cutting ham and buttering bread.
  - Ham must not be cut on surfaces used for cutting raw meat.

- 5 ■ Plates and utensils used for serving must be clean.
- The sandwich must be served immediately or covered and kept in a cool place.
  - Serving staff must have good personal hygiene.

#### Task 4

- 1 Purchase is normally done by a manager.
- 2 ■ Check delivery vehicles.
- Check date marks.
  - Check temperatures.
  - Check food condition.
- 3 ■ Check storage temperatures.
- Check storage conditions.
- 4 ■ Make sure personal hygiene rules are obeyed.
- Make sure food areas and utensils are kept clean.
  - Make sure food hygiene rules are obeyed.
- 5 ■ Make sure all serving utensils used are clean.
- Make sure food hygiene rules are obeyed.
  - Serve food immediately/store correctly.

#### Task 1

- 1 a
- 2 d
- 3 b
- 4 b
- 5 d
- 6 c

#### Check it

- 1 A
- 2 B
- 3 D
- 4 D
- 5 A
- 6 A
- 7 C
- 8 C
- 9 B
- 10 A

#### PAGES 4:17–4:18

### Pests

#### Task 1

##### Focus page

The hazards of Bluebottles are that they can carry pathogens on their bodies, defecate on the food as they eat it, regurgitate food that could be contaminated, lay eggs on food which can hatch into maggots, or die in food.