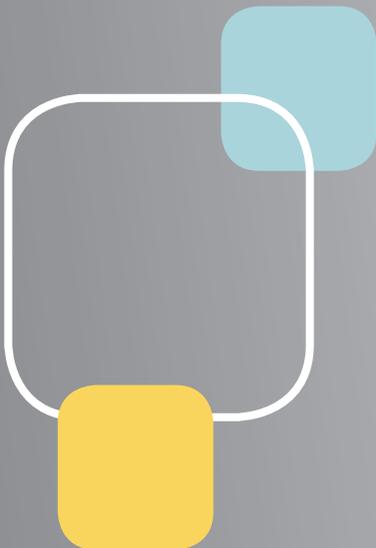


Functional English For Professional Cookery

WORKBOOK



BOOK







Skills for Inclusive Growth

Contact Person

Farheen Khurrum - Contract Representative
Scope Global
Level 5, 12 Pirie Street, Adelaide, SA, 5000, Australia
Tel: +61 8 7082 1431
Farheen.Khurrum@scopeglobal.com

Copyright

Copyright of this document remains the property Scope Global Pty Ltd. The contents of this document may not be reproduced in whole or part without the prior express consent of a duly authorised representative from Scope Global Pty Ltd, excepting for the internal use of the client. This document may only be used for the purposes of examination and evaluation with a view to entering into a contract with Scope Global Pty Ltd, for the purposes of carrying out the work, which is the subject matter of this agreement.

No other use whatsoever is to be made of this document or any recommendations, information, matter or thing, without the express permission of Scope Global Pty Ltd.

Version V1.0 (April 2022)



Quality
ISO 9001



ACKNOWLEDGEMENT

Skills for Inclusive Growth is proud and delighted to share this brand-new course, *Functional English for Professional Cookery*, with the Sri Lankan vocational training sector.

The Skills for Inclusive Growth (S4IG) program is an initiative of the Australian Government in collaboration with the State Ministry of Skills Development, Vocational Education, Research & Innovations. S4IG is working with the skills development system to re-position skills development and strengthen training approaches to support employers across the tourism value chain with job ready skills that result in improved employment outcomes and income levels for graduates. Better skills across the workforce improves workplace quality which is a key contributor towards increased revenue for enterprises, especially those that depend on visitors purchasing products and services. A world class tourism industry has to provide world class products and services. A well-functioning tourism sector (the visitor economy) can significantly contribute towards inclusive growth across Sri Lanka generating improved revenues and better jobs for Sri Lankans.

The Functional English course was conceived as a supplement to the Professional Cookery Course, which is a training course designed for enterprises, training providers and trainees engaged in food preparation and cooking. The cookery training package uplifts the skills of professional cooking to international standards whilst promoting Sri Lankan cuisine and styles. It is a user-friendly tool to guide trainees through to completion of the Government's NVQ Level 4 requirements for cookery. The development of this training package has been driven and supported by the Chefs' Guild of Lanka (CGL), who provide industry expertise and leadership in professional cooking in Sri Lanka. As part of CGL's push to elevate professional cookery skills training of Sri Lankans to international standards, it was deemed vital that English communication skills be part of the package. Thus, the Functional English Course is a bespoke English course specifically designed for students who wish to embark on a career in professional cookery. As such, this English course is a unique and valuable asset to those studying professional cookery.

S4IG is firmly committed to the principle of **Better Skills, Better Jobs, Better Business and Better Futures through tourism**. S4IG further extends sincere gratitude to all those who worked tirelessly to prepare this training package and learning resources.

INTRODUCTION

The Functional English Course comprises of an activity-based Student Workbook and a detailed Teacher's book. The Workbook supports students of professional cookery by linking their communication abilities to their occupational and workplace requirements. This in turn supports cookery training providers and ensures that future English training will be relevant to kitchens across the industry. The Teacher's Book supports teachers to deliver quality training and student support and encourages the growth of the self-aware student.

The course is designed to be flexible in its delivery timetable. It can be delivered over 4 weeks of intense daily learning or split into two, two-week intense daily learning or spread over six to eight weeks of learning.

The Student Workbook is divided into four parts – Book 1, Book 2, Book 3, Book 4. Each Book contains 5 lessons (1 lesson for each day of the week), and each lesson is based around a central theme. All the activities in the books are designed around the four skills for communication – listening, speaking, reading and writing. It is well known in the world of language acquisition that engaging and nurturing all four skills together helps the student see the connections between the skills and their communicative abilities.

The Teacher's Book is a self-contained instruction manual with ideas for activities, instructions for lessons, guidelines for assessments and testing as well as general support and advice for the training provider or teacher. This book is not divided into 4 separate parts since it is essentially a manual for the entire course and the training provider or teacher will be expected to be fully acquainted with the contents of the whole course.

S4IG believes the vocational training market will appreciate the flexibility of the Functional English Course. Since each book is designed to last a week, English training can easily be interspersed within the professional cookery training course. And since the language in the books get progressively harder, it matches the levels of difficulty that cookery students will face in their cookery training. In addition to this, the course highlights the fact that English communication skills are a necessary part of being a member of the tourism sector.

S4IG and the Australian Government sincerely hope that this book can help Sri Lanka become known for world class cookery practice in its hospitality industry.

BOOK 2 SUMMARY

In this book you will find 5 lessons that look at vocabulary pertaining to safety and hygiene, industry and kitchen roles. The grammar focus supports the vocabulary-building by showcasing grammar forms and phrases that you will often hear in a professional kitchen that uses English. Book 2 also contains presentation skills practice.

Each lesson is split into morning and afternoon sessions and each session comprises of 8 main activities.

The titles and a brief summary of each lesson theme are as follows:

1. Hygiene and Safety – page 2

Language focusing on personal hygiene and workplace safety.

2. Kitchen and Food Safety Part 1 – page 24

Language focusing on contamination and food hazards.

3. Kitchen and Food Safety Part 2 – page 42

Language focusing on food safety practices.

4. Kitchen Areas and Equipment – page 68

Language focusing on professional kitchen spaces and equipment.

5. Industry and Brigade – page 93

Language concerning the catering industry and kitchen roles.

Each lesson follows the same structure:

- Summary of morning or afternoon session language and communication goals
- Warm up → Activities → Wrap up
- Homework Task
- Self-Assessment Record
- Learner Training Task
- YouTube or Internet Resources

HYGIENE AND SAFETY

Session	Morning
<i>Vocabulary Overview</i>	Words related to personal hygiene and safety
<i>Grammar Overview</i>	Imperative form
<i>Objective</i>	Understand workplace rules and obligations, commands
<i>Materials</i>	Student's Workbook



WARM UP

Good Morning!
This is the time for you to get your English brain started!
Let's warm up!



REVIEW:

What can you remember from the last lesson?
Follow your teacher's instructions.



HOMEWORK:

It is time for the teacher to ask you to hand in your homework.
Have you done your homework?

Activity A

How much do you know about personal hygiene and safety in the workplace? Do the quiz and find out! Compare your answers with a partner. Then check your answers with the class:

1. What parts of the body can lead to food contamination?

- A. Feet
- B. Hands
- C. Head

2. When should you wash your hands if you are working in the kitchen??

- A. Many times, all day
- B. Once before work
- C. Twice, before and after work

3. Which of the following should you NOT do in the kitchen?

- A. Chew gum
- B. Smoke
- C. Touch your head and nose.
- D. All of the above

4. What should you do if you wear glasses?

- A. Keep them in your pocket.
- B. Tie them around your neck.
- C. Wear contact lenses.

5. Why shouldn't you wear nail polish if you are working in the kitchen?

- A. It can react with the food.
- B. It can fall into the food.
- C. All of the above.

6. When should wear disposable gloves?

- A. When you have a cut.
- B. When you handle delicate food.
- C. All of the above.

7. What should you do if you have a fever at work?

- A. Tell your supervisor and go home immediately.
- B. Keep working.
- C. Take some medicine.

8. What should you do if there is a fire?

- A. Wait and see what happens.
- B. Follow protocol (procedure).
- C. Hide.

9. What should you do if you have a cut or burn?

- A. Stop working and inform your supervisor.
- B. Cry
- C. Keep working

10. Why should you wear coloured plasters?

- A. It makes you happy.
- B. It is fashionable.
- C. You can see if they fall off.

11. You have a cough and you do not feel well, but it is your shift today. What do you do?

- A. Go to work.
- B. Stay at home and call your supervisor.
- C. Go to work and lie down for a few hours.

12. It is important to have a First Aid kit in the kitchen. Why?

- A. In case of emergencies or accidents.
- B. It is not important.

Activity B

Why is the answer for Question 4 = B? With your partner, think of reasons for all the answers in Activity A. Then look at the sentences below and match reasons to answers:

Question and Answer	Reason why
Question 4 answer B	We do this to stop the glasses from falling into the food, falling on the floor, and breaking.
	We stay home because we must not spread our illness.
	If this happens it will contaminate the food.
	Our hands touch many things, so they can carry germs from surfaces to food.
	We do this so we can put a new one on quickly. All wounds must be covered at all times.
	We do this to maintain our safety during a fire emergency.
	Any wound or injury can become worse if you do not take care of yourself.
	The kitchen can be a dangerous place, so we need a First Aid kit.
	We must never work with a fever – it is dangerous for your health.
	Disposable gloves help stop contamination of food from our hands.
	We have to wash our hands every time before we touch food, to stop food contamination.

Activity C

There are some key words you must know the meaning of. Use a dictionary to find the meaning of the following words and write them in your mother language below:

Contamination =

Food Contamination =

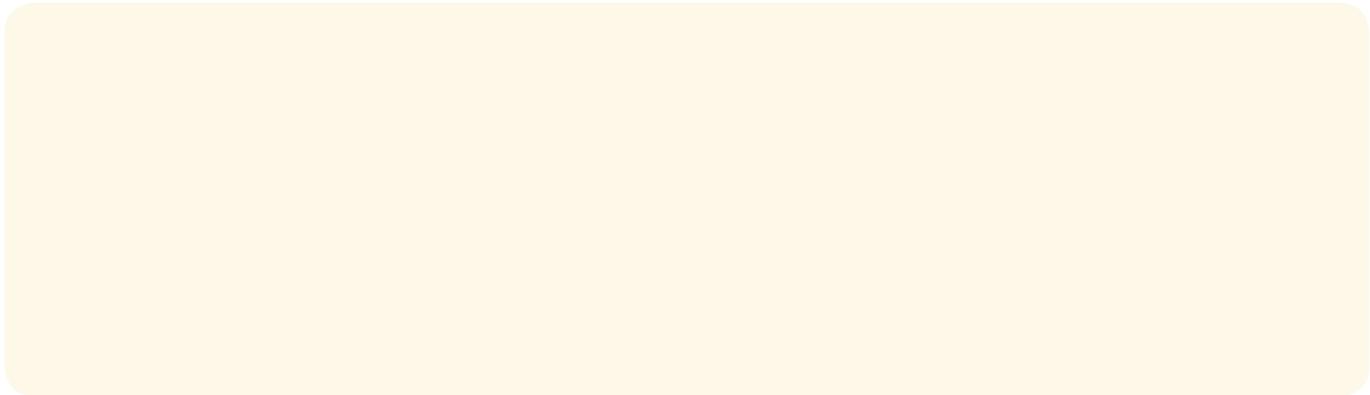
Disposable =

Injury =

Emergency =

Activity D

With your partner or your group draw a picture of the chef's uniform. Discuss why the uniform is designed the way it is. Discuss how uniforms protect the chef. Write your ideas here:



Match the parts of the chef's uniform to the explanations and write the correct number in the circles:



1. Protects from spills and hot liquids. It also protects the uniform. The length should be down to the knees.

2. Usually double-layered and protects from spills. It is made from heavy cotton which protects the body from heat.

3. The main purpose of this is to prevent hair fall into the food. It also absorbs sweat.

4. These should be loose and comfortable. They can have a check pattern, or they are plain black.

5. These are comfortable and non-slip. This helps to prevent falling in the kitchen. They should be made of thick materials to protect the feet from falling items.

Activity E 

Listen to / read the passage and answer the questions:

The chef's toque is the most famous part of the chef's uniform. The toque helps other people and staff identify the chefs easily. Chef's uniforms are usually white to show cleanliness and good hygiene. The uniform protects the chef. The kitchen environment is hot, busy, and sometimes dangerous. Chefs need to protect themselves from cuts, spills, burns and contamination. The toque, a bandana or a triangle (scarf) worn around the neck, help to keep sweat and hair from falling into food. This helps prevent cross-contamination (bacteria or dirt entering the food). The coat (or jacket) is double layered for extra protection and the long sleeves protect the arms. The trousers and the shoes should be non-flammable and durable to protect legs and feet from stains, burns and other kitchen accidents. Trousers usually do not have hems because bacteria can collect in the folds. Shoes are slip-resistant in case there is liquid on the floor. On top of the uniform the chef wears an apron. This provides extra protection. The knot of the apron must be tucked away to prevent it from catching on pot and pan handles, which can cause an accident.

1. Why is it important for the feet to be protected well?

2. Why is it important to prevent hair and sweat from falling into food?

3. Some chefs also wear a triangle or scarf around their neck. Why do you think they do that?

4. The chef's coat is also called a jacket. It has big and long sleeves. Why?

5. It is important for the knot of the apron to be tied well and covered. Why?

6. Chef's trousers usually have no hem. Why do you think that is?

Activity F

Look at the words in purple in the text from Activity E. Label the pictures with the correct words:

stain

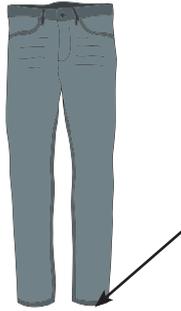
dirt

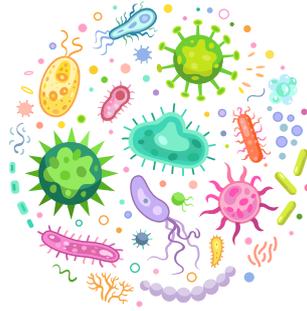
hem

sweat

spill

bacteria

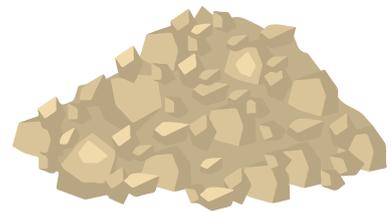












Match the underlined words from the passage to their definitions. One has been done for you:

- 1. accident
- 2. burn
- 3. non-flammable
- 4. contamination
- 5. hygiene
- 6. durable

- a. about cleanliness and sanitation
- b. a sudden event that can cause damage or injury
- 4 c. when something has become dirty or infected
- d. strong and long-lasting
- e. something that does not burn easily
- f. damage or injury from touching something hot

Activity G

Using the words (in purple or underlined) from Activity E, complete the following sentences appropriately. Then practice speaking them out loud:

1. It is important to prevent ___c_____.
2. Good, personal ___h_____ is necessary if you want to work in a professional kitchen.
3. ___D_____, ___b_____ and ___s_____ can cause contamination.
4. It is important to wear ___n_____ - _____ materials.
5. If there is a ___s_____ on the kitchen floor it must be wiped up immediately.
6. Be careful when using the stove because it is easy to ___b_____ yourself.
7. Shoes should be ___d_____ to protect the feet.

Activity H

These are instructions for personal hygiene. Fill in the blanks using phrases from the box.

How to maintain personal hygiene
1) _____ every day and brush your teeth every day.
2) Wash your hair.
3) Shave, or keep beard short and trimmed or wear a beard net.
4) Brush your hair
5) _____ long hair away from your face.
6) Keep fingernails _____.
7) Avoid wearing strong _____.
8) Any _____ must be covered/dressed.
9) Wear _____ to work.
10) Remove jewelry such as earrings, rings, necklaces and bracelets.
11) Remove your _____.
12) Wear a clean uniform.

13) Wash your _____.

14) Wear an apron.

15) Wear _____, non-slip shoes.

short and clean shower perfume or aftershave tie hands clean clothes
 cuts or open wounds watch comfortable

Ask your partner questions using the checklist. Answer your partner’s questions.

For example:

Wash your hair = Do you wash your hair every day? How often do you wash your hair?

Do you remove your watch at work? Where do you keep it?

GRAMMAR BOX – Imperatives

We use the imperative form to give directions, orders, instructions, or suggestions.

REMEMBER – the imperative form is a very direct way of speaking and it can sound rude if you are not careful. Use “please” to sound less direct:

Structure:
Verb + Object

Example:

Wash your hands (please).
Go to the hospital (please).
Enjoy your meal.
Have a nice day!

Phrasal Verb + Object

Sit down on that chair (please).
 (Please) Switch off the lights when you finish.

Negative Imperatives

Example: (Please) DO NOT use this bathroom. It is broken.
 (Please) DON’T come to work if you are sick.

imperatives with **Let’s**

Example:
 Let’s do our homework!
 Let’s have a party!

Session	Afternoon
<i>Vocabulary Overview</i>	Words related to safety hazards
<i>Grammar Overview</i>	Imperative Form Review Modals of Obligation
<i>Objective</i>	Understand workplace rules and obligations
<i>Materials</i>	Workbook

.....

Activity I

Below are the reasons why we do the actions from the table in Activity H (all except action number 9). Match the actions to the reasons. Two examples are done for you:

a) Prevents loss of watch or watch falling into food.	<input type="text" value="11"/>
b) Prevents cross-contamination of food from bacteria or dirt on your hands.	<input type="text"/>
c) Prevents items such as gemstones, metals and pins from falling into food.	<input type="text"/>
d) Prevents odors and infestation from lice.	<input type="text"/>
e) Prevents dirt and bacteria from collecting under the fingernails.	<input type="text"/>
f) Maintains a good image and prevents cross-contamination.	<input type="text"/>
g) Protects the uniform and the body from burns and spills and stains.	<input type="text"/>
h) Removes loose hair.	<input type="text"/>
i) Prevents body odor, bad breath and maintains a healthy look.	<input type="text"/>
j) Prevents food from smelling strange.	<input type="text"/>
k) Prevents hair falling into food, etc.	<input type="text" value="3"/> <input type="text"/>
l) Prevents wound from getting infected and leading to more serious disease. Also prevents spread of bacteria.	<input type="text"/>
m) Prevents accidents, damage and injury to your feet.	<input type="text"/>

In English we have many ways of saying the same things. Look at the verbs below and match to their synonyms or. Then complete the sentences with an appropriate verb:

prevent

keep

maintain

take off

protect

stop, avoid

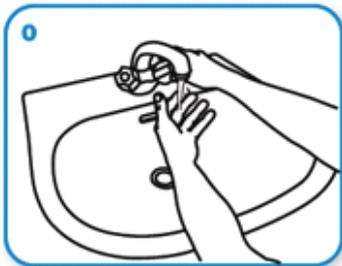
remove

look after, guard

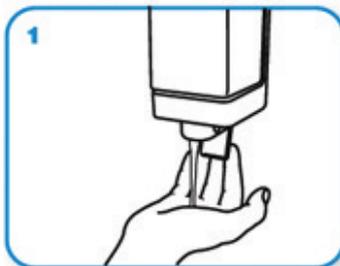
1. It is important to wash your hands frequently to _____ contamination.
2. We have to wear an apron so we can _____ ourselves from stains, spills and burns.
3. I should tie up my long hair to _____ hair from falling into food.
4. We must _____ personal hygiene at all times.
5. I should _____ any jewellery.

Activity J

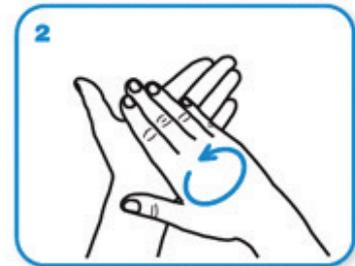
Look at the pictures. They show how to wash hands correctly. Un-jumble the sentences under each picture. Practice giving instructions to your partner. Your partner should do the actions as you speak.



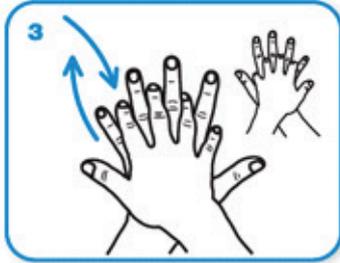
hands / wet / water / with



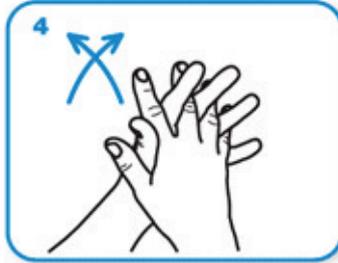
soap / enough / apply



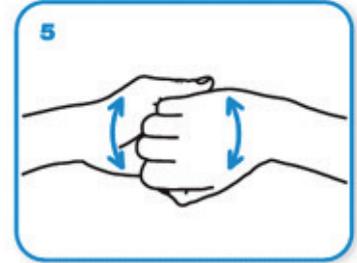
hands/ rub / the palms of / together



wash / hands / back of the



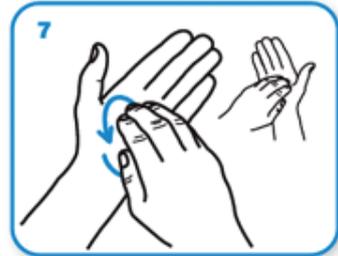
fingers / and rub /
interlace the



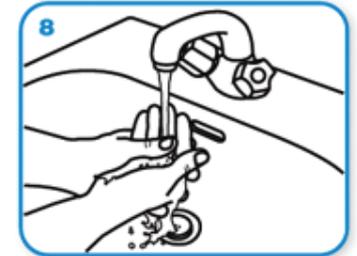
the backs of / fingers / rub /
together



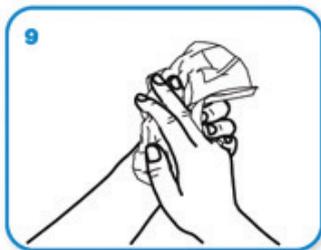
each / wash / thumb



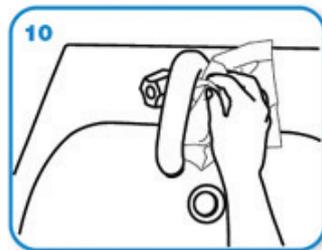
fingertips / clean / nails and



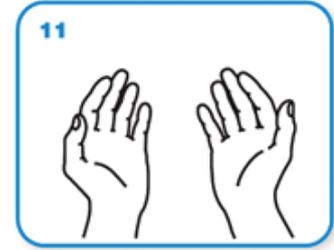
hands / thoroughly / rinse



hands / single use / dry / with
/ paper towel



Turn off / with / paper towel /
tap



do not / anything else / touch

Activity K 

Listen / to Read the following conversation between Kumari and a new Commis Apprentice. Then practice the conversation with a partner:

Kumari: Hello! Welcome to the kitchen. Where is your toque?

Commis Apprentice: They did not give me one yet.

Kumari: Then you must wear a hair net or haircap. You can find some in the changing rooms. Where is your apron?

Commis Apprentice: Here. I will put it on now.

Kumari: Are you wearing sandals?

Commis Apprentice: Yes.

Kumari: You cannot wear sandals. Your feet might get burned or you might drop something on your feet. Or you might slip and fall down. The kitchen floor can be very slippery. You need to wear non-slip shoes made of a solid material. Tie the apron like this.

Commis Apprentice: Yes Kumari. Where can I put my day clothes?

Kumari: You can put them in a locker in the changing rooms. Each locker has a key. Keep the key in your trouser pocket. You must put dirty uniform jackets in the laundry basket in changing rooms. You can find clean jackets in the linen room, next to the changing rooms.

Commis Apprentice: Yes, Kumari. Are my trousers okay?

Kumari: Yes, they are black. Are they made from polyester?

Commis Apprentice: No.

Kumari: Good. Polyester is highly flammable. Have you washed your hands?

Commis Apprentice: Not yet. Where can I wash my hands?

Kumari: When you come here you have to wash your hands in the changing room bathroom. Before you work in the kitchen you must wash your hands again at this wash station. And don't forget to keep hand sanitiser in your locker. There are hand sanitisers all over the kitchen. Where is your face mask?

Commis Apprentice: Here, in my pocket.

Kumari: Good. Put it on now.

Answer the questions:

1. *Who is Kumari talking to?*

2. *Can he wear sandals at work? Why or why not?*

3. *Are there lockers in the changing rooms?*

4. *Are the trousers made of polyester?*

5. *Why is polyester bad?*

6. *Where must he put dirty uniforms?*

Put the underlined phrases in the conversation above into the correct spaces in the table below:

It is necessary to do it (obligation/duty)	It is possible/impossible	An order/instruction

GRAMMAR BOX – Modals		
<i>Modals are verbs that show if something is necessary or if something is possible/impossible.</i>		
Structure: positive statement + negative tag negative statement + positive tag		
Necessary (or obligation/duty) Have to / Need to Must / mustn't Shall / shall not Will / will not	Possibility Can / cannot (can't) Could / couldn't Might May	
Structure: Pronoun + <u>modal verb + verb</u> + object		
Example: You <u>must see</u> the doctor if you are sick. He <u>has to clean</u> all the sinks. They <u>must wear</u> their uniforms.	Example: You <u>can use</u> this locker. You <u>cannot use</u> this locker. It <u>might be</u> slippery. You <u>could get</u> hurt.	Closed Questions: Do I have to / need to wear non-slip shoes? Must I wear a uniform? Can / Could / May I smoke?.

Activity L

Read the following sentences and match them to the correct modal verb sentence. An example has been done for you:

- | | |
|---|--|
| 1. It is necessary to wash your hands before touching food. | a. You have to wash your hands before touching food. |
| 2. It is possible to use this locker. | b. You must wear your uniform |
| 3. It is not possible to use this door. | c. You cannot use this door. |
| 4. It is not necessary to finish your homework today. | d. You can use this locker. |
| 5. You are prohibited from smoking here. | e. You don't have to/need to finish your homework today. |
| 6. It is your obligation/duty to wear your uniform. | f. You must not smoke in here. |

Complete the sentences by choosing the correct option:

1. I _____ make this dish because I do not know the recipe.

- A. must B. mustn't C. cannot

2. We _____ sweep and wash the floors every day..

- A. must B. can C. have

3. Before you touch food you _____ to wash your hands.

- A. have B. must C. could

4. If there is a fire you _____ go to the assembly point.

- A. must B. must to C. needs

5. You _____ remove your watch and jewellery before cooking.

- A. necessary B. have to C. may

6. You _____ use the staff bathroom at any time.

- A. have to B. must C. can

7. You _____ fix the coffee machine, that is a job for maintenance.

- A. might B. need C. don't have to

8. You _____ smoke in the kitchen or restaurant.

- A. must'n B. mustn't C. must

Activity M

What do the following signs mean? Match the signs to the expressions below:

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

- | | |
|--------------------------------------|------------------------------|
| 1) Danger /Attention | 8) Fragile / breaks easily |
| 2) Hot Liquid | 9) Slippery |
| 3) Must wear gloves | 10) Flammable (easy to burn) |
| 4) Must wash hands / wash hands here | 11) Must wear hair net |
| 5) First Aid | 12) Emergency Assembly Point |
| 6) Must wear apron | 13) Fire Extinguisher |
| 7) High voltage | 14) Poison |

Why is it important for you to know the meaning of these symbols? Write your answer below and compare with a partner:

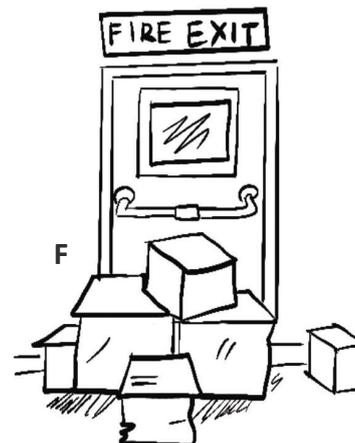
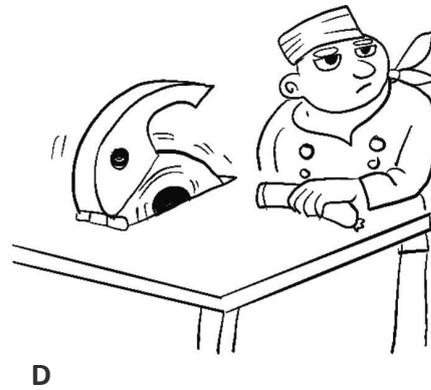
Activity N

Look at the poster below. They all show different types of safety hazards. Why do you think they are hazards? Discuss with a partner. We must deal with or remove safety hazards. Match the pictures to the descriptions below. One is done for you:

Safety Hazard Awareness

BE AWARE ! BE CAREFUL ! STAY SAFE!

A safety hazard is a situation in the workplace that creates danger. It can lead to accident, injury, infection, and sickness, or even death. Stay alert!



1. Toxic (poisonous) chemicals are together with food items. _____
2. Boxes are blocking the emergency fire exit door. _____
3. He is running and the floor is wet. _____
4. The emergency fire tool is missing (hammer for breaking glass). _____
5. He is not looking at the machine. _____
6. He does not know what to do because he is not an electrician. b

Here are more words about safety hazards that you should know. Practice the pronunciation of these words. Match the words to the pictures below:

fire extinguisher (fie-er x-ting-gui-sheer)

smoke alarm

bollard = safety cone (boh-lard)

First Aid kit (fer-st-ade kit)

wound (woo-n-d)

disinfectant (dis-in-fek-tint)

socket = plug point





Activity O

In any workplace, there will be workplace safety protocols (procedures). A protocol is a set of rules or instructions for a certain situation, to protect the safety of workers and customers. For example, a fire protocol is what you must do if there is a fire. What are the workplace safety protocols you should know?

Look at the following situations and match them to the safety protocols examples.

- 1. Faulty or broken cables or wires
- 2. Spill on the floor
- 3. Fire emergency
- 4. Burn accident If a staff member has a burn accident, clean and bandage wound.
- 5. Knife injury

A. Cordon off the area (place bollards). Inform supervisor or housekeeping team.



C. Stop working. Inform supervisor. Use First Aid kit to bandage the wound. Call emergency or go to hospital for serious wounds.

D. Do not touch the cables. Report to supervisor or maintenance team immediately. Cordon off the area.

B. Stop working. Do not put ice or plaster (cool with clean water). Use a clean towel or sheet. Inform supervisor and use First Aid kit for non-serious burns. Call emergency or go to hospital for serious burns.

E. Do not take anything and go immediately to the assembly point. Wait for further instructions.

F. Do not touch the cables. Report to supervisor or maintenance team immediately. Cordon off the area.



Where do you think you can get information about safety protocols (procedures) in your workplace?

Activity P

Discussion: At the end of this week, you and your group will be making a small group presentation.

- What is a presentation?
It is a speech that you give to explain something or present an idea.
- What is a group presentation?
A group presentation is a presentation made by a group of people. You have a group leader, and every member of the group presents a part of the presentation.
- What makes a good presentation?
A good presentation is clear and easy to follow and interesting.
A good speaker is someone who speaks clearly (not speaking too fast or too slow), makes eye contact, and knows what he or she is talking about.

Why are you doing this?

It is important to have the skill of public speaking. This will help your confidence in English speaking and give you an experience that will be useful in any job.



WRAP UP

Now it is time to wind down. Your teacher will do a wrap up activity if there is time. Do not forget to do your homework. Well done for today!



HOMEWORK:

Look around your workplace, your own kitchen, or your own house and see if there are any safety hazards. If there are, write them down here. What kind of safety hazard was it (physical? electrical? fire-related?) What did you do about the hazard? How did you fix it?

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand the vocabulary related to personal hygiene.			
Understand what a safety hazard is, and vocabulary related to safety hazards.			
Understand the reasons for why we have to have good hygiene and safety.			
Give instructions on how to wash hands correctly.			
Understand what the imperative form is and how to use it.			
Understand what modal verbs are and how to use them.			

LEARNER TRAINING

How do you think you can learn more about workplace safety in English? Have you ever done a First Aid class? Would you like to? What signs can you find in your workplace? At the end of the week, you will take part in a group presentation. You can prepare by watching videos of presentations. See the white box below for links. What do you think makes a good presentation?

On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here is an example of a good and bad presentation:

<https://www.youtube.com/watch?v=V8eLdbKXGzk>

Here are some tips for a group presentation:

<https://www.youtube.com/watch?v=uHZYqKdZ7PA>

Learn about kitchen safety and prevention on this website and watch the videos:

<https://www.worksafefbc.com/en/resources/health-safety/videos/kitchen-safety-focusing-on-safety?lang=en>

<https://www.youtube.com/watch?v=VHGtPeH4tCg&t=124s>

KITCHEN AND FOOD SAFETY PART 1

Session	Morning
<i>Vocabulary Overview</i>	Words related to kitchen and food safety
<i>Grammar Overview</i>	Imperative form and Modal Verbs review
<i>Objective</i>	Give advice, express obligation/duty
<i>Materials</i>	Workbook



WARM UP

Good morning!

This is the time for you to get your English brain started!

Let's warm up!



REVIEW:

What can you remember from the last lesson?

Follow your teacher's instructions.



HOMEWORK:

It is time for the teacher to ask you to hand in your homework.

Have you done your homework?

Activity A

Here is questionnaire about personal health and safety . Answer the questions and then check with a partner before checking with the class:

Circle the correct answer. There is only one correct answer:

I. *Why is it dangerous to work with an open wound?*

- a) You may hurt yourself again because you cannot work properly with an open wound.
- b) You may spread germs to your guests and to any food you touch.
- c) Your wound can get infected by germs from different surfaces.
- d) All of the above.

II. *Why is it dangerous to work when you are sick?*

- a) You cannot work well and you may have an accident.
- b) You may spread germs to your guests who will complain to the manager.
- c) You may get sicker and sicker.
- d) You contaminate any food you touch.
- e) All of the above.

III. *If you feel sick and cannot go to work what should you do?*

- a) Stay at home so you do not spread the germs.
- b) Do not call anyone.
- c) Call the owner/manager and inform him/her that you cannot come to work because you are sick.
- d) Answer a) and c).
- e) Go to work.

IV. *You have been sick for three days but now you are better. Can you go back to work?*

- a) Yes.
- b) No, you must stay at home for 7 days.
- c) That depends on the rules of your workplace. Usually, you can return to work two days after your symptoms stop.
- d) Yes, but you have to take your medicine to work because you still have a small cough.

Activity B

Below are statements about personal hygiene and safety and kitchen safety. Put the sentences into the correct list:

Stay healthy by sleeping and eating well.

Maintain personal hygiene (brush your teeth and shower every day).

Check all equipment before starting work.

Keep your watch and jewellery and other valuables in a safe place (locker).

Do not touch broken or faulty cables or plugs.

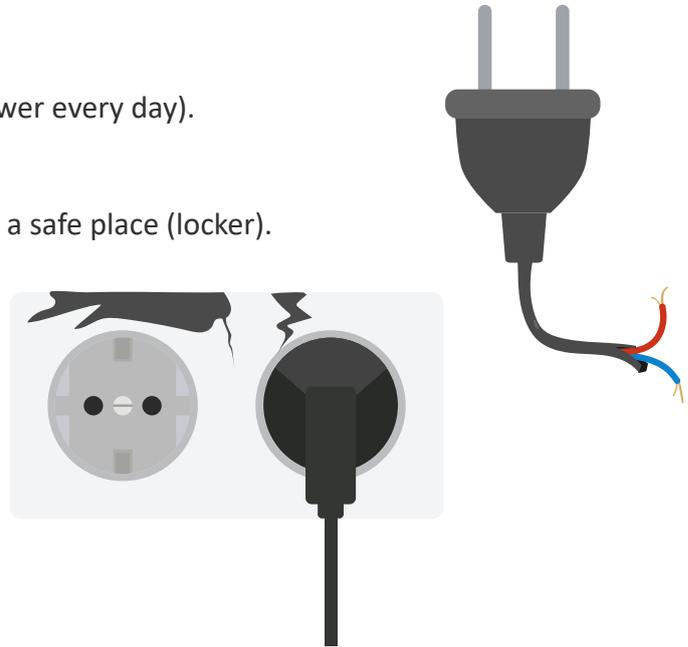
Keep floors clean and dry.

Keep your nails short.

Keep counters clean and dry.

Keep hands clean and tie up long hair.

Check electricity and gas is working.



Personal Hygiene and Safety TIPS

>

>

>

>

Kitchen Safety Reminders

>

>

>

>

Activity C

In the last lesson you learned about modal verbs. Modal verbs show what actions are necessary / advisable or possible / impossible. Use the verbs in Activity B (underlined) to make 4 sentences using modal verbs. An example is done for you:

For example: keep nails short → I must keep my nails short.

What about you? What are the actions you have to do / should do / can do / can't do on a daily basis? Tell your partner about the obligations in your life

Activity D

Do you remember these words? Match the words on the left with the words on the right:

prevent

keep

maintain

take off

protect

stop, avoid

remove

look after, guard

Use the words above to answer the following questions:

1. Why do we have to stay healthy?

2. Why do we have to keep the floors dry and clean?

3. Why should not touch broken or faulty plugs and cables?

Activity E

Look at the pictures below. Label the pictures using the words from the box:





sneeze

cough

headache

sore throat

stomach ache

fever

Activity F

Have you ever experienced these symptoms? Fill in the gaps of the following sentences using the words from Activity E. Then practice speaking the sentences:

1. My head hurts very badly. I have a _____.
2. His throat hurts. He has a _____.
3. Her stomach hurts. She has a _____.
4. I have a temperature. I have a _____.
5. I am _____ing .
6. My nose is itchy. I am _____ing .

Activity F

What is the difference between the words 'disease' and 'symptoms'?

A disease is the name of a sickness.

Symptoms are the signals your body gives you to show that you are sick.

Put the following words in the correct place of the table (use a dictionary to help you):

Norovirus, cough, fever, Salmonella, sore throat, E.Coli, sneezing, runny nose, stomach ache, headache, Hepatitis A, vomiting, feeling nauseated, stomach cramps, diarrhoea,

Food-Borne DISEASE	SYMPTOMS

What do you notice about the disease names and the symptoms?

What is a food-borne disease? Discuss with your partner before discussing with the class. Or use your dictionary:

Have you ever experienced food poisoning? Do you know someone who got food poisoning? Write about the experience – what were the symptoms?

Tell your partner about it.

Activity H 

Listen to / Read the conversation below. Then answer the questions: Listen to / Read the following conversation and fill in the blanks with the phrases in the box:

Pradeep: (coughing) Good morning!

Kumari: Good morning. What's the matter?

Pradeep: I don't know. I can't stop coughing.

Kumari: Oh dear. Do you have a sore throat?

Pradeep: No, but my throat feels very dry and itchy. Can you get me some water please?

Kumari: Sure. Here you are. Do you have a fever?

Pradeep: I don't think so but I did not check this morning.

Kumari: You should check your temperature. And you should go home. You cannot work in this condition.

1. *What is the matter with Pradeep?*

2. *Does he have a sore throat?*

3. *Did he check his temperature this morning*

4. *What is Kumari's advice?*

5. *Why does she say he cannot work?*

Read the conversation with a partner. After each of you have had a turn, try changing the health problem and create your own conversation.

GRAMMAR BOX –Modal verbs	
<i>We use these phrases to give advice:</i>	
<p>Should</p> <p>You should go home. She should see the doctor. He should go to a hospital. We should inform the supervisor.</p>	<p>Shouldn't (should not)</p> <p>You shouldn't smoke. He shouldn't touch anything. She shouldn't work when she is sick</p>
<p>Ought to</p> <p>I ought to check my temperature. You ought to inform the kitchen manager.</p>	
<i>We use these phrases to express necessity or obligation/duty:</i>	
<p>Have to / Need to = It is necessary</p> <p>I have to go to the hospital You need to take some rest.</p> <p>Must = It is your obligation/duty</p> <p>I must take care of my health</p>	<p>Mustn't (must not) = Never do this!</p> <p>You must not work when you are sick.</p>
<i>Closed question forms</i>	
Have to / need to	Do I have to / need to _____?
Should	Should I _____?
Must	Must I _____?
<i>Open question forms</i>	
Have to / need to	What / where do I have to / need to _____?
Should	What / Where should I _____?
Must	What / Where must I _____?

Session	Afternoon
<i>Vocabulary Overview</i>	Words related to kitchen safety and food safety
<i>Grammar Overview</i>	Modals Verbs review
<i>Objective</i>	Identify food safety hazards
<i>Materials</i>	Workbook

Activity I

Read the situations below and write a sentence that gives advice or expresses obligation to suit the situation. Use the words in the box to help you. One is done for you:

1. It might rain today.

You should take your umbrella

2. We have a test tomorrow morning!

3. Children eat too many sweets these days.

4. He is not feeling well.

5 This is a library.

6. She has a cut on her finger

7. The car has broken down.

- umbrella
- study
- healthy food
- doctor
- quiet
- plaster
- mechanic

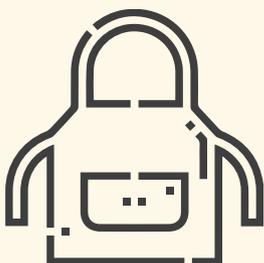
Activity J

Complete the sentences below using **must**, **have to**, **don't have to**, **mustn't**:

1. You _____ have clean hands in the kitchen.
2. We _____ start work at 7am.
3. I _____ work on Sundays.
4. We _____ prepare the vegetables before 11am.
5. You _____ not leave anything on the floor.
6. You _____ buy lunch – you can eat at the staff canteen.
7. We _____ forget our uniforms.
8. You _____ wash your hands in the food preparation sink. Use the staff hand basin.
9. You _____ put rubbish in the bins.
10. We _____ clean counters, floors and bins regularly.

Activity K

Look at the personal hygiene poster. It is missing words / an explanation. With your partner or your group, complete your poster by adding a title and sentences to communicate the message of the pictures:



Activity L

Do you remember what a safety hazard is? Look at the situations below. Write Y (yes) if you think it is a safety hazard and N (no) if you think it is not a safety hazard in a professional kitchen. Then discuss with your partner about why some of the situations are safety hazards::

Situation	YES	NO
A greasy or wet floor		
Mixing cleaning chemicals		
Listening to the chef de partie		
Moving heavy tables or furniture		
Cloudy day		
Leaving bags in the hallway		
Leaving kitchen utensils out		
Carrying things up and down stairs		
Broken glass		
Getting ready for work		
Cooking with hot oil		
A guest asking where the bathroom is		
Chopping vegetables in a hurry		
Resting in the changing rooms		
Blocked emergency exit		
Bullying in the workplace		
Overworking		

Write one or two of your ideas of the consequences of these safety hazards below :

For example: greasy floor = someone can slip and have an accident or break a leg

Look at the two pictures. Which is a safety hazard and which is a food safety hazard? Then rewrite the correct explanation in the boxes:



Empty rounded rectangular box for writing an explanation.

Empty rounded rectangular box for writing an explanation.

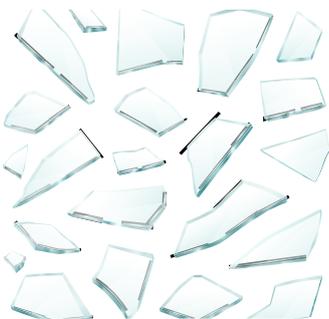
- A safety hazard is a situation in the workplace that creates danger. It can lead to accident, injury, infection, and sickness, or even death.
- Food safety hazard is a situation that can contaminate the food. If food is contaminated the food is cannot be served for eating. If someone eats contaminated food is eaten he or she can become very sick and possibly die.

Why is good personal and kitchen hygiene important for FOOD SAFETY ? Circle the correct answers. There is more than 1 answer:

- a) It is important because I handle food.
- b) It is important because I am responsible for the health of my customers.
- c) It is important because I want to look good.
- d) It is my responsibility as an employee.

Activity M

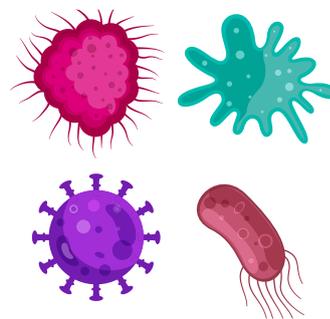
Look at the words below. They describe the different ways food can get contaminated



Physical Hazard



Chemical Hazard



Microbiological Hazard



Allergenic Hazard



Perishable



Natural Toxins (poisons)



Pests

Match the food hazard to the definition. One has been done for you:

- | | |
|----------------------------|---|
| 1. Pests | a. Small animals and insects that leave fur and droppings. |
| 2. Natural toxins in food | b. Items that contain chemicals. |
| 3. Physical hazards | c. Describes anything that can cause an allergic reaction, such as breathing problems and rashes. |
| 4. Chemical Hazards | d. Small objects that can easily enter food |
| 5. Perishables | e. Natural poison that is found in some food |
| 6. Microbiological hazards | f. Tiny organisms that cause disease |
| 7. Allergenic | g. Food products that easily spoil or become bad |

Let's practice pronouncing some of these words. Practice with a partner:

Physical Hazard (*fizi-kal ha-zerd*)

Chemical Hazard (*kemi-kal ha-zerd*)

Allergenic (*al-uh-jenik*)

Perishables (*peri-sha-bulls*)

Microbiological Hazard (*my-kro-bio-lojikal ha-zerd*)

Toxins (*tok-sins*)

Activity N

The following table shows the different examples of food safety hazards and their consequences. Match the 7 food safety hazards from Activity M to their examples and their consequences to complete the table. One is done for you:

Type of Hazard	Example	What could happen (consequences)
	bacteria, viruses, fungus, and mould.	This contamination can lead to serious disease.
	sand, stones, hair, glass pieces, wood pieces, soil	This contamination can lead to injury.
	pesticide, herbicide, tobacco, soap, detergent, bleach	This contamination can lead to sickness/poisoning.
	Foods containing allergens such as milk, eggs and shellfish.	Sickness and maybe death.
	Bread, pasta, all dairy products	Sickness, food poisoning
Natural Toxins	Mushrooms, kidney beans, cassava, potatoes	Sickness
	Rat droppings, cockroach droppings, ants	Sickness, food wastage, financial cost

With your partner, practice making sentences using the words above:

For example – Contamination from detergent can cause sickness
 Cassava (manioc) contains natural toxins.
 An example of physical hazards is sand in food.

Activity O

You are going to do role plays. Decide with your partner who is Role A and who is Role B. Your teacher will give you role play cards. Read your card and act out the scenario. If you want, you and your partner can write the dialogue before practising. Your teacher may ask you to perform your role play.

Activity P

In the last lesson you discussed about presentations. Today you will form groups and choose your topic. You should form groups of 4 or 5. Decide who will be team leader.

Presentation Task:

Imagine that your supervisor has asked you and your group to make a small presentation about safety protocols to new staff members.

Choose ONE of the following topics

- Fire
- Cuts and Burns, Accidents (First Aid)
- Electric Equipment / Utensils / Cutlery and Crockery
- Food safety and hygiene
- Personal Safety

WRAP UP

Now it is time to wind down. Your teacher will do a wrap up activity if there is time. Do not forget to do your homework. Well done for today!



HOMEWORK:

You can start doing some research for your group’s topic. Think about: What do you want to say? Why is this topic important? How are you going to present your topic? You can start collecting materials for the presentation.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand the vocabulary used for symptoms			
Understand the difference between disease and symptom			
Understand what food safety hazards are			
Use modal verbs to give advice			
Use modals to express obligation (the rules)			

LEARNER TRAINING

Where can you get more information about food hazards and food safety?

Is this information available in your place of work? Who can you ask at your workplace about this information?

Find manuals or information booklets about food safety hazards in your mother language and read them to increase your understanding.

On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

How to give a good group presentation: https://www.youtube.com/watch?v=_GRHmJcTi0

About food safety hazards: <https://www.youtube.com/watch?v=IEZbSaikBTw>

KITCHEN AND FOOD SAFETY PART 2

Session	Morning
<i>Vocabulary Overview</i>	Words related to good food safety and hygiene practices
<i>Grammar Overview</i>	Zero Conditional
<i>Objective</i>	Identifying food safety hazards
<i>Materials</i>	Workbook



WARM UP

Good Morning!
This is the time for you to get your English brain started!
Let's warm up!



REVIEW:

What can you remember from the last lesson?
Follow your teacher's instructions.



HOMEWORK:

It is time for the teacher to ask you to hand in your homework.
Have you done your homework?

Activity A

Match the words on the left with the definition or synonym on the right:

- | | | |
|------------------------|--------------------------|---|
| 1. a wound | <input type="checkbox"/> | a. tell, report |
| 2. germs | <input type="checkbox"/> | b. bacteria |
| 3. infect | <input type="checkbox"/> | c. danger, threat, unsafe situation |
| 4. dangerous | <input type="checkbox"/> | d. not safe |
| 5. contaminate food | <input type="checkbox"/> | e. an injury, a cut |
| 6. inform | <input type="checkbox"/> | f. poison food, pass germs or dirt/sand onto food |
| 7. symptoms of disease | <input type="checkbox"/> | g. signs of disease, sickness |
| 8. hazard | <input type="checkbox"/> | h. pass on germs, disease, sickness |

Activity B

Let's review our understanding of different safety hazards. Look at the following situations. Put them in the right table. One example is done for each table. Then think about what could happen if the hazard is not removed. You can do this with a partner or in a group:

- Leaving dishes on the floor
- Oily or wet floor
- Garbage bin has no lid / cover
- Fresh yogurt is outside
- Broken fire alarm
- Freezer is broken
- Emergency exit is blocked
- Broken or chipped cups and glasses



Safety Hazard	What could happen in these situations?
Oily or wet floor	Slipping and falling, broken bones

Food Safety Hazard	What could happen in these situations?
Freezer is broken	Frozen food defrosts and germs grow

Activity C

What are the different food safety hazards? Using the information in the boxes below, complete the table on the next page:

Physical Hazards

Microbiological Hazards

Pesticide, disinfectant, detergent, bleach

Bacteria, mould, virus, fungus

Pests

Milk, eggs, shellfish, peanuts

If there are pests, they can spread disease, or eat the food in storage. The food is wasted.

If you eat too much, or you eat the wrong type, you can get very sick.

Food Safety and Hygiene Hazard	Examples	Reasons they are a hazard
Allergy-inducing food (Allergens)		If you eat something you are allergic to, you get very sick, and you may die.
Perishable food	Dairy products Cooked rice or pasta	If you do not store this type of food correctly it gets spoiled easily. Then you cannot use it or eat it.
Contains natural toxins	Shellfish Mushrooms	
		Tiny organisms that can enter food and cause disease.
	Flies, ants, rats, mice	
Chemical hazards		If chemical poisons mix with food, the food is contaminated.
	Sand, pieces of glass, ceramic, stones	Small objects that can enter food and cause injury.

Activity D

You have seen the word “contamination” many times now. Can you remember what it means? In this lesson you will learn about cross-contamination. Read the information below:

Be Aware of How Cross-Contamination Happens

How can food be contaminated? Contaminants can enter food in many ways. This means food can become bad or spoiled in many ways. When you are preparing food or dishes or meals, we have to think very carefully about the hygiene of our hands, our counter tops, our utensils and our kitchen. Here are some examples of how food can be contaminated:

Person to Person – you can spread bacteria or viruses or dirt when you shake hands with someone who has not washed their hands after going to the toilet, or if you are near someone who is coughing and sneezing



Person to Food – You can spread bacteria or viruses or dirt when you touch food or drink without washing hands, or without covering up open wounds. You can spread bacteria or viruses or dirt when you touch garbage or animals or chemicals before you touch food. Loose hair, nail polish, cigarette smoke, pesticide spray can also contaminate food.



Food to Food – Bacteria, viruses or dirt can pass from raw meat or eggs to fresh vegetables or fruit or cooked dishes (food splatter). Allergens (for example, from peanuts or shellfish) can pass from one food to another if they are prepared in the same place.



Linen to Food – You can pass bacteria or viruses or dirt when you wipe your hands on a dirty towel or handkerchief or use dirty tablecloths or wear dirty clothes / uniforms.

Equipment to Food – You can spread bacteria or viruses or dirt when you use the same knife to cut meat and vegetables or fruit. If a storage container is broken/is faulty the food inside will spoil. You can spread bacteria or viruses or dirt when you use dirty cutlery/ dishes/blenders/water dispensers.



Chemicals to Food – If you spray chemicals near in the kitchen you can contaminate food. If you put chemicals in food storage areas you can contaminate food.



Choose and circle the correct statement:

1.

- a) Food contamination means the food is very expensive.
- b) Food contamination means the food has become bad.

2.

- a) Cross-contamination means the different ways food can be contaminated.
- b) Cross-contamination means crossing the road.

3.

- a) Cross-contamination happens if you do not wash your hands after shaking hands with someone.
- b) Cross-contamination happens if you wash your hands.

4.

- a) Blood can contaminate food. You must cover any wounds with a plaster and gloves.
- b) Blood cannot contaminate food. You do not have to cover any wounds with a plaster or gloves.

5.

- a) It is safe to touch your pet but not other people's pets before you cook food.
- b) If you touch any animal and then touch food, you contaminate food..

6.

- a) If raw fish or meat is next to raw vegetables or fruits, cross-contamination can happen.
- b) It is okay to keep raw fish and meat together with vegetables. It is all food.

7.

- a) If you see flies or mosquitoes in the kitchen you must spray immediately.
- b) If you spray insect repellent (bug spray) near food, the chemicals from the spray falls into the food.

Activity E

In Activity D there are some sentences using “if” and “when “. Can you find these sentences and underline them? You can do this with a partner.

What do these sentences explain? They explain how one action creates another action. Read the following sentences.

Match the sentences on the left to the sentences on the right:

- | | | |
|---|--------------------------|--|
| 1. You spread bacteria, viruses or dirt | <input type="checkbox"/> | a. the food inside spoils |
| 2. If a storage container is broken | <input type="checkbox"/> | b. the chemicals contaminate the food. |
| 3. If you use the same knife to cut meat and vegetables | <input type="checkbox"/> | c. if you do not wash your hands before touching food. |
| 4. If there are chemicals near food | <input type="checkbox"/> | d. you spread bacteria from the meat to the raw vegetables |

GRAMMAR BOX –Zero Conditional

We use this type of phrase to explain something that is a fact or a general rule

Structure: positive statement + negative tag
negative statement + positive tag

Structure: If / When + present simple + present simple

E.g., If it rains, the grass gets wet.

If I eat too much, I get fat.

If you do not wash your hands, you spread germs to food.

If you see a problem, you have to report it immediately.

If you are feeling sick, you should go home.

We can put the ‘if’ or ‘when’ at the beginning or middle of the sentence:

E.g.

If you touch any animal, wash your hands before you touch food.

Wash your hands before you touch food if you touch any animal.

When I cook with hot oil I am always careful.

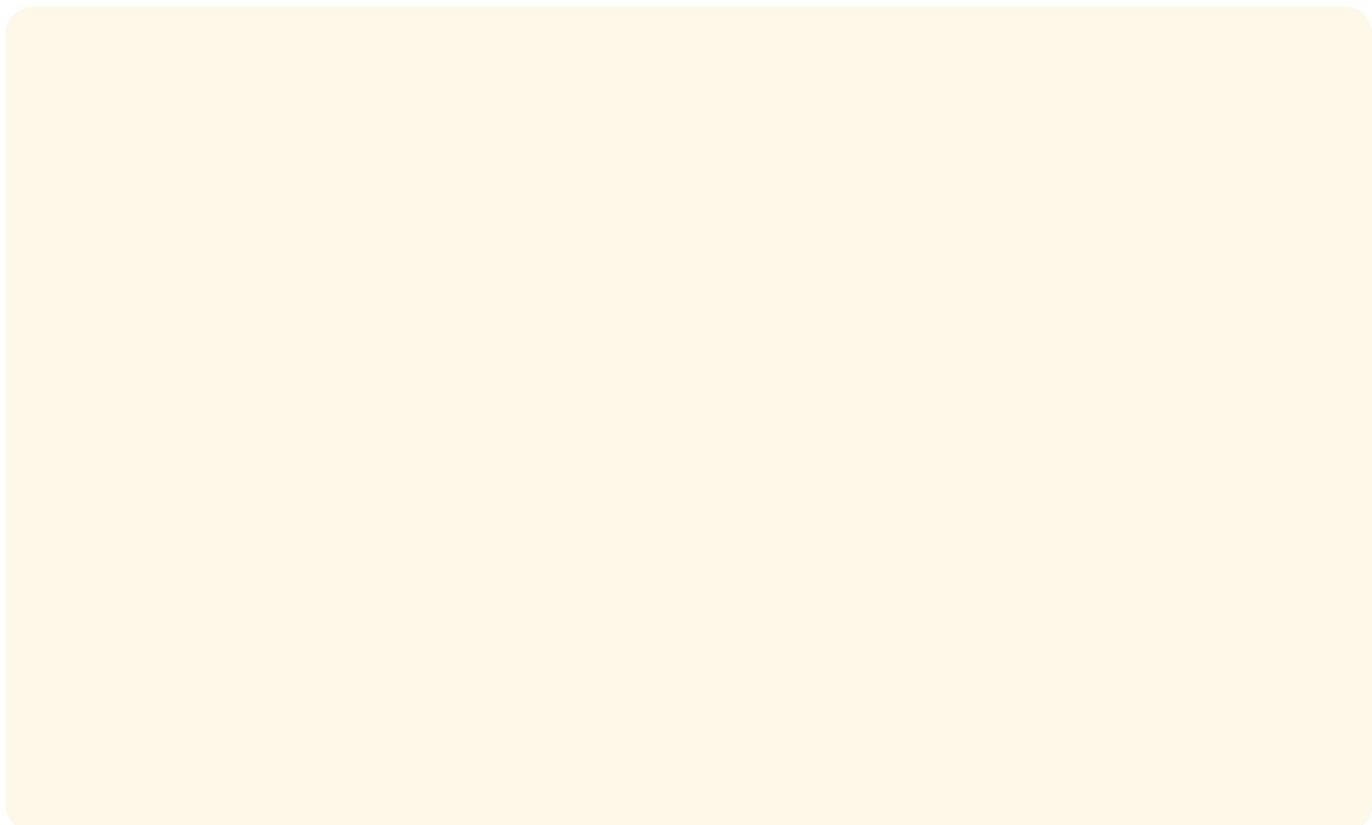
I am always careful when I cook with hot oil.

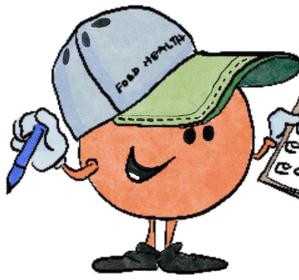
Complete the following sentences appropriately (look at the structure of the zero conditional in the Grammar Box) One example is done for you:

1. If I am thirsty, I _____
2. I eat if I _____
3. If I am late for class, **the teacher is angry.**
4. Coffee tastes good if it _____
5. When ice melts, it _____
6. If a glass drops on the floor, it _____
7. If the food is spoiled, we _____
8. If you do not stay healthy, you _____
9. If he cannot sleep, he _____
10. If you are sick, you _____
11. If I get sick, I _____
12. When I am tired, I _____

Activity F

Look at the following 4 Food Safety posters. What do you learn from them? With a partner make a list of 10 food safety rules for working in a professional kitchen using the information in these posters and write them in the box below:





FOOD + SAFETY

Cover All Four Bases To Avoid Foodborne Illness



CLEAN

Your hands, tools, and food preparation area should all be clean before you cook.

SEPARATE

Steer clear of cross-contamination by keeping raw meat, poultry, seafood & eggs separate from all other foods.



COOK

Cook to proper temperature and serve hot: Don't stay in the danger zone!

Cook your food completely before eating. Use 75°C for leftover re-heating. Avoid the danger zone between 5°C and 60°C.



Chill quickly: Don't be in the danger zone!!

CHILL

Chill leftovers quickly or within 1-2 hours. Defrost food in the refrigerator or under cold running water. Serve and store cold food below 5°C.



FOOD SAFTY CHOPPING BOARD

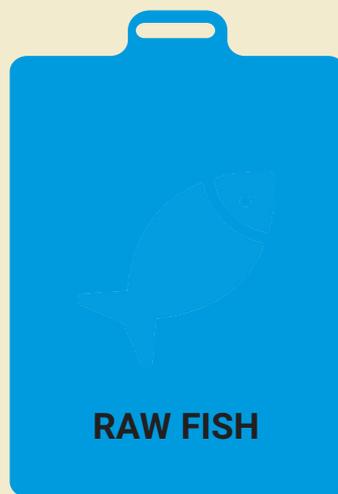


If used correctly, colour coded chopping boards can eliminate or reduce the risk of cross contamination during food preparation.



RAW MEAT

RED



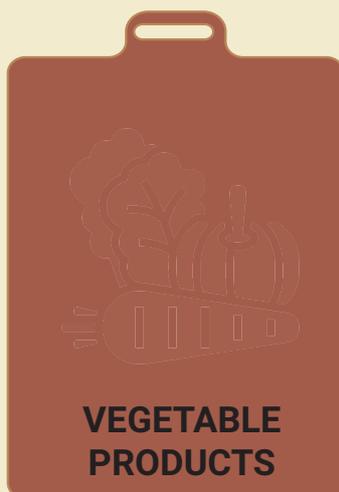
RAW FISH

BLUE



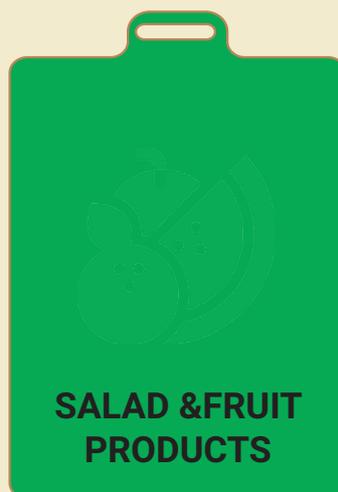
COOKED MEAT

YELLOW



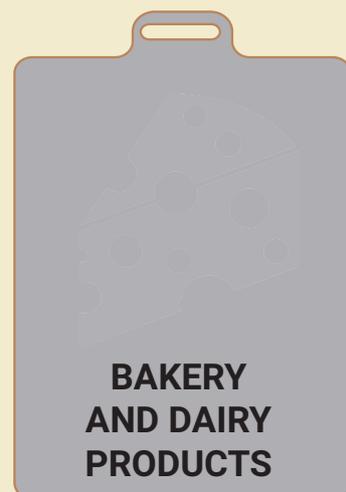
**VEGETABLE
PRODUCTS**

BROWN



**SALAD & FRUIT
PRODUCTS**

GREEN



**BAKERY
AND DAIRY
PRODUCTS**

GREY OR WHITE



Clean and Store Chopping Board Correctly After Use

5 Steps to FOOD SAFETY

1	2	3	4	5
<p>Be Clean, Be Healthy</p> <p> Wash hands when necessary</p> <p> Do not work with food if you are ill</p> <p> Never touch ready-to-eat food with bare hands</p>	<p>Keep It Cool, Keep It Hot</p> <p> Keep cold foods at 41°F / 5°C or below</p> <p> Keep hot foods at 140°F / 60°C or above</p>	<p>Don't Cross-Contaminate</p> <p> Don't store raw foods over cooked or ready-to-eat food.</p> <p>Never prepare ready-to-eat foods on the same surface or with the same utensils used to prepare raw animal proteins.</p>	<p>Wash, Rinse, & Sanitize</p> <p> 1. Wash</p> <p> 2. Rinse</p> <p> 3. Sanitize</p> <p>Properly wash, rinse and sanitize all food contact utensils and equipment</p>	<p>Cook it & Chill It</p> <p> Cook food until it reaches a proper internal temperature</p> <p> Rapidly cool food to 41°F / 5°C or below.</p>

5 Steps to **Food Safety**

1 Be Clean, Be Healthy

2 Keep Food Hot or Cold

3 Don't Cross Contaminate

4 Cook, Cool and Reheat Safely

5 Wash, Rinse and Sanitize

Activity G 

What do you notice about the language of these posters?

They use the imperative form (Lesson 6), which we use for commands, giving directions or giving instructions. We can use the imperative form with zero conditional. Listen to / Read the conversation and answer the questions that follow:

Akyas: Hey Benjamin, hi Mary, sorry I am late.

Mary: That's okay but we have to hurry. We have to finish before 11am.

Akyas: What are we doing?

Mary: We are preparing the salad buffet.

Benjamin: Yes, we have to check the vegetable and fruit stock and then we need to wash today's salad ingredients.

Akyas: Okay, what should I do if I find something that is spoiled?

Mary: If we find something spoiled, write it on this checklist. Then, throw it away.

Benjamin: If you have any problems, tell us. Could you do the fruits, Akyas?

Akyas: Sure. What do I do when I finish checking?

Benjamin: When you finish, take today's fruits to the counter A please, and wash the fruits.

Akyas: Got it!

Questions

1. What are Akyas, Mary's and Benjamin's doing this morning?

2. What do they have to do first?

3. What should they do if they find something that is spoiled?

4. What should they do when they finish?

Activity H

Complete the sentences by thinking of an appropriate command or instruction. One example is done for you:

1. If you wear a watch, _____
2. If you have long hair, _____
3. If you feel sick, **go home, and see a doctor.**
4. If you touch the garbage or you smoke a cigarette, _____
5. If there is a problem, _____
6. If a machine is not operational (not working), _____

Complete the sentences by using if /when / before:

1. Brush your teeth and have a shower, _____
2. Use different cutting boards, _____
3. Do not come to work, _____
4. Call the maintenance team, _____
5. Wash your hands very well, _____
6. Inform chef if **there is a problem with a delivery order.**

Session	Afternoon
<i>Vocabulary Overview</i>	Words related to good food hygiene and safety practices
<i>Grammar Overview</i>	First Conditional
<i>Objective</i>	Reporting a safety or food safety hazard
<i>Materials</i>	Workbook

Activity I



DON'T CROSS CONTAMINATE

Discussion: Now you know what a food safety is and what cross-contamination means. How do we prevent food safety hazards? How can we improve food hygiene? With a partner or with a group, discuss and write some ideas down. Then share your ideas with the class.

Activity J

Do you know what Pillars of Food Safety are? Read the passage about the Five Pillars of Food Safety and answer the questions that follow:

How can you avoid cross contamination and protect the hygiene of food preparation?

You can think about the Food Safety Pillars and create a checklist for each pillar, so that you know what actions to take every day. These pillars support a clean and safe workplace.

PILLAR 1 : Good Personal Hygiene

This pillar is probably the most important if you want to stop (1) **cross-contamination**. Hand washing and clean hands (2) **awareness** are very important to food safety.

PILLAR 2: Cleaning and Sanitizing Procedures and Schedules (disinfecting)

The second pillar is about creating a food safety system, which looks at the (3) **fundamental** points of cleaning and sanitizing.

- Have a cleaning schedule.
- Have a daily cleaning and (4) **sanitizing** procedure (follow your establishment's (5) **S.O.P**)
- Clean as you go.
- Know how to clean food storage areas, chillers, dishwashers.
- Deal with pests immediately.
- It is useful to have a checklist of the areas that need to be cleaned/prepared in order to (6) **prevent** contamination of food.

PILLAR 3: Good Food Storage Practices

The third pillar is about supply and delivery chains, (7) **food labelling**, best before dates, safe food storage, dry foods storage, fruits and vegetable storage, chilled food storage, frozen food storage and stock rotation (FIFO).

First learn how you should store different food and why. Then learn what to do when you have to store different kinds of food.

PILLAR 4 : Temperature Control

The fourth pillar of food safety is a fundamental rule in stopping growth of bacteria in food.

- Hot food must be kept hot. Cold food must be kept cold.
- Frozen food must be stored in the freezer.
- (8) **Perishable food**, like bread, milk, yoghurt, strawberries, must be stored in a cool temperature.
- (9) **Thaw** frozen food in the refrigerator.
- Understand the Temperature Danger Zone.

PILLAR 5: Food Handling

The fifth pillar of food safety is about how food is handled during storage and preparation. Handling food in the wrong way causes cross-contamination. Actions such as thawing, cooking and (10) **re-heating**, cooling down food, are the times when the danger of cross-contamination is highest. Be aware.

- (You must store and label food items.
- (You must use different cutting boards and knives for different food ingredients.
- (Use clean (11) **cutlery** and (12) **crockery** and cooking (13) **utensils**.
- (Store food in clean, strong, unbroken and airtight containers.

Pillar 6: Kitchen Layout and Waste Management

This pillar is about good kitchen workflow. All the spaces of a professional kitchen should be clean and easy to use. If the kitchen space is not (14) **well-organized** the (15) **risk** of accidents and cross-contamination is high.

if the workstations are badly designed, it is easy to have an accident

If there is no clearly marked place for garbage separation and (16) **disposal**, there is danger of cross-contamination.

In a well-designed kitchen, it is easy to find cutlery, crockery, and cooking utensils.

Look at the highlighted words. Below are the meanings of those words. Match and write the correct number. One is done for you:

	tools we use to cook with
	cups, glasses, dishes, plates
7	melt, un-freeze
	when bacteria, viruses or dirt move from one item to another
	basic, very important
	removal, throwing away
	forks, knives, spoons
	knowledge, understanding, mindfulness
	stop
	food that is fresh, delicate and easy to become bad
	make food hot again
	danger, hazard
	disinfecting, sterilizing
	well-ordered, disciplined, effective
	put labels on food items
	Standard Operating Procedure

Using 9 of the words from the above table (highlighted words) complete the sentences. One is done for you:

If we want to have good food safety and hygiene, **a** _____ is **f** _____.
 We must know how to **t** _____ frozen food correctly and how to store **p** _____ food correctly. We must understand cleaning and **s** _____ procedures. We must use clean **crockery**, **c** _____ and **u** _____ when we handle food. We must understand garbage **d** _____ procedures. If we practice good food safety and hygiene, we can **p** _____ cross-contamination.

Questions

1) What are the pillars of food safety?

2) What is useful to have for cleaning?

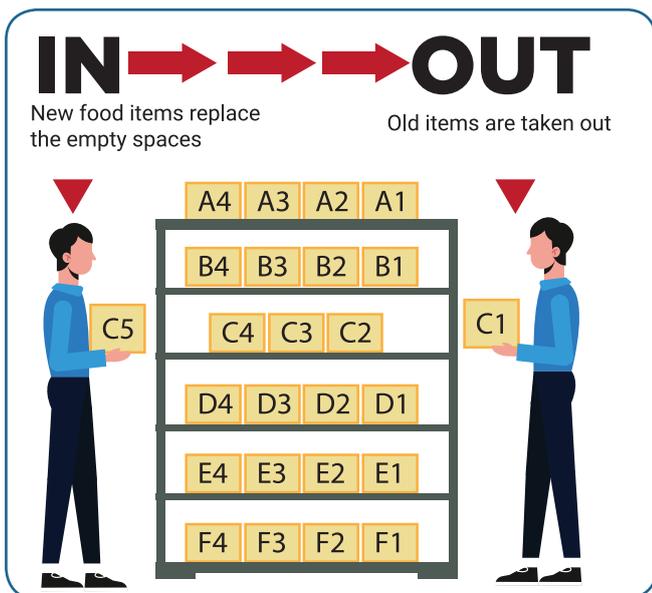
3) For Pillar 3, what should you learn?

4) Give three examples of perishable food.

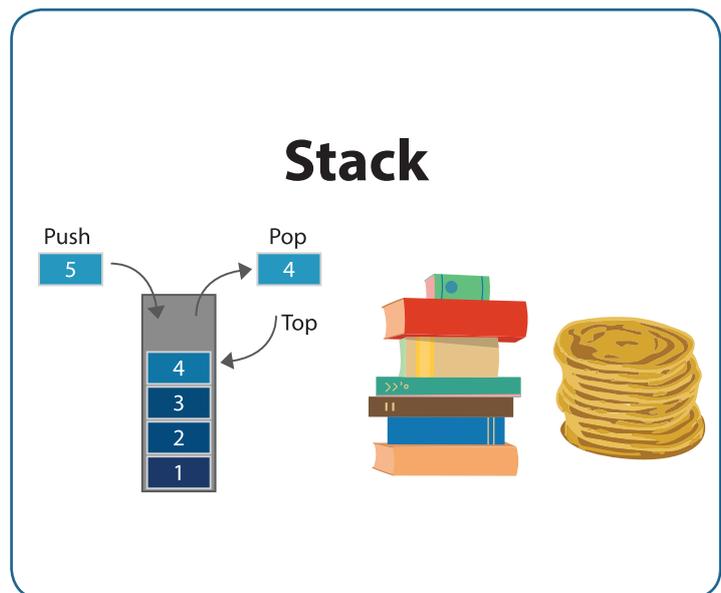
5) What do you think “airtight” mean?

6) If a kitchen is not well-organized, what happens?

7) FIFO means “First In First Out” and this is for tins and packets of food. What do you think that means? Below are two images that explain. Which one is correct? Circle the correct image.



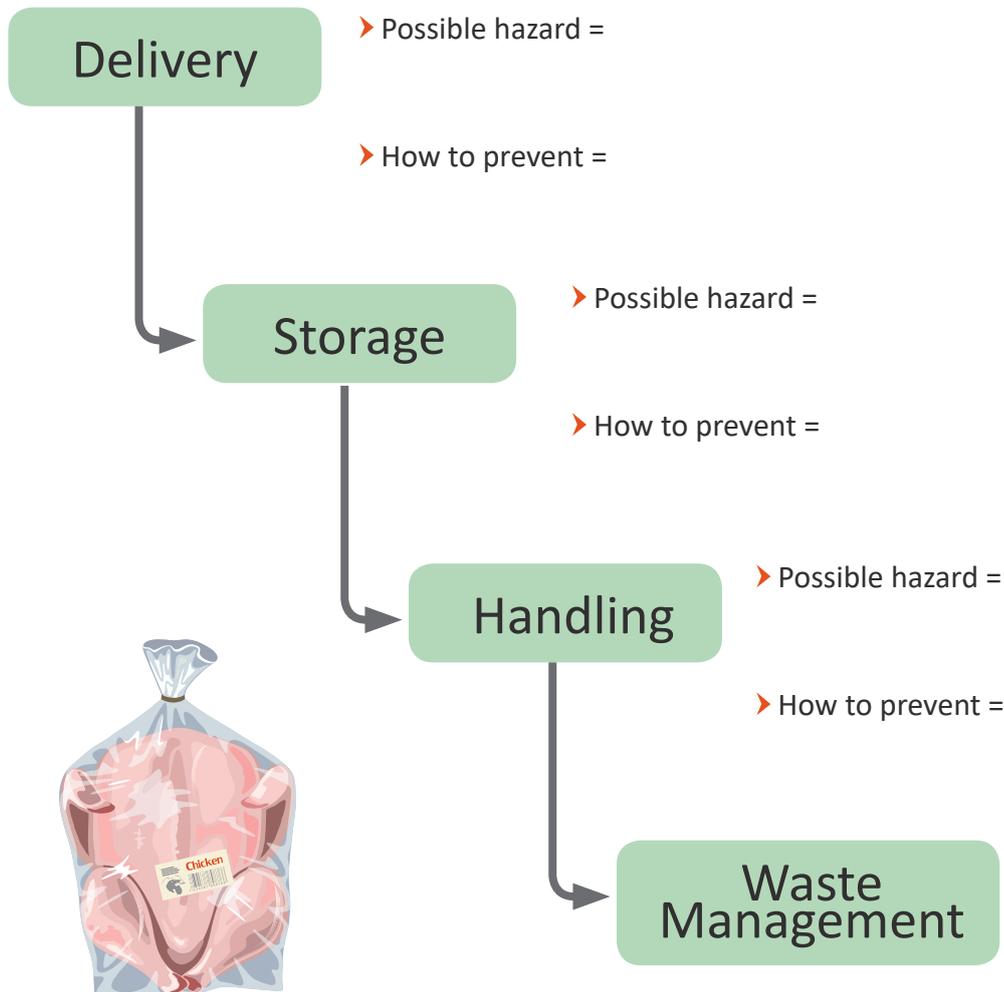
If tin A1 or packet A1 was put into the storeroom first, it should be used first.



If tin 1 or packet 1 was put into the storeroom first, it should be used last.

Activity K

Below is the flow of a food item (packet of frozen chicken) in a professional kitchen. For each stage, write the correct problem/hazard/risk and a way to prevent the problem/hazard/risk, from the sentences below:



- frozen chicken packet kept in fridge and not freezer put in freezer immediately
- not cooked properly check packet for damage before storing
- frozen chicken packet is broken cook chicken properly and thoroughly

This process of checking for hazards and ways to prevent these hazards is a system called HACCP – Hazard Analysis and Critical Control Points. You will learn more about this in your job.

Activity L

Many food items have food labels. Food labels give us very important information about the food. What kind of information do you think it gives? Discuss your ideas with a partner.



Label the pictures below with the following words:

ingredients

best before date / expiry date

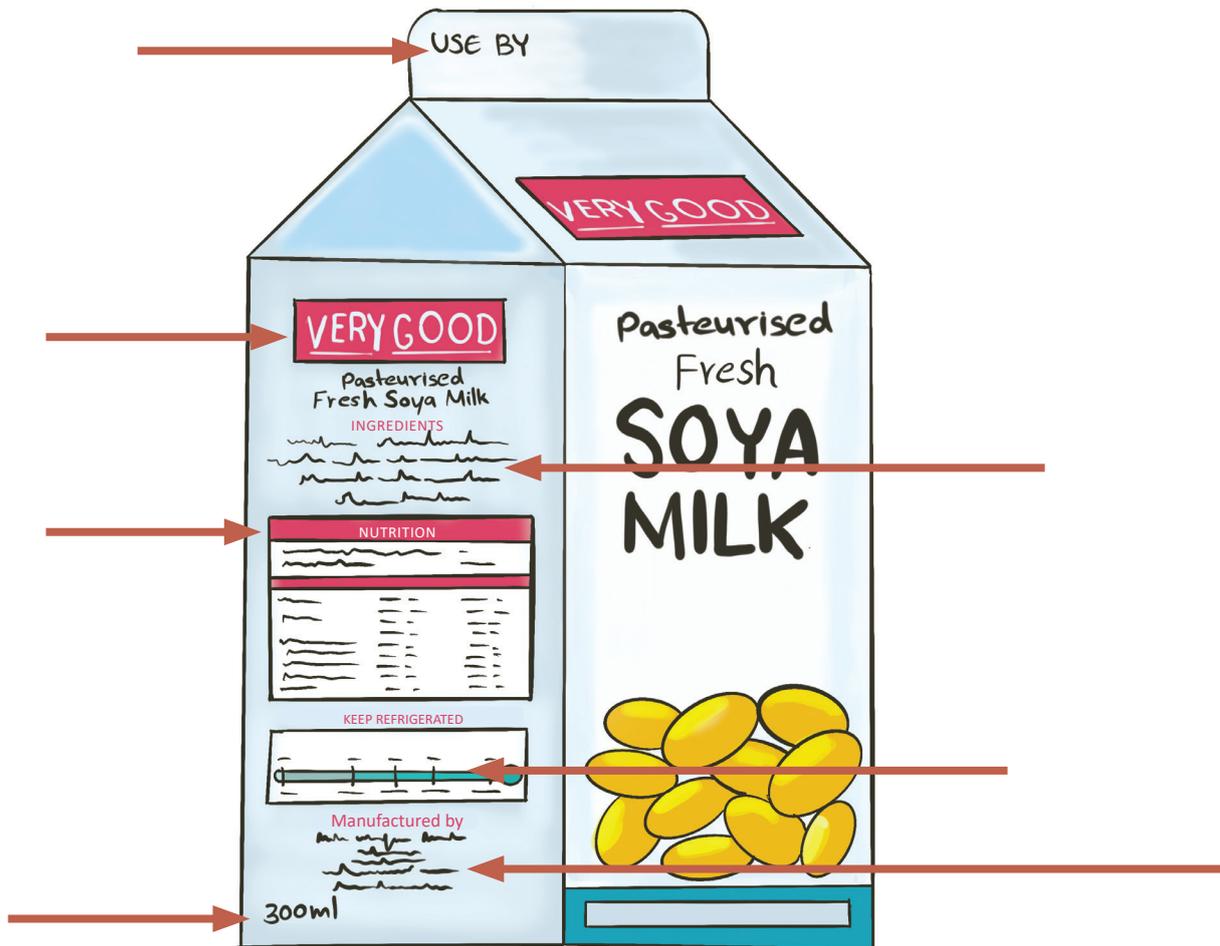
nutrition facts and calories

storage method

product name

manufacturer's name

weight



Make pairs and decide who is A and who is B. Your teacher will give you a worksheet. Your worksheet and your partner's worksheet are different. You need to ask your partner questions to complete your worksheet.

Your teacher will help you think about and compose the questions you will need.

Activity M 

Sometimes there are problems in the kitchen, and it is important to report them quickly. How should you report a problem? Listen to / Read the conversation and answer the questions:

Shanika: Kumari, there is something wrong with this cooker.

Kumari: What do you mean?

Shanika: It is not switching on. Is there gas?

Kumari: Yes, the gas cylinder is new.

Shanika: What shall we do?

Kumari: We have to tell team leader during the briefing.

Shanika: This morning? No, I am too shy. Maybe team leader will get angry with me.

Kumari: No, he will not. Do not worry. We have to check all the machines and we must report any problem. That is our job. If we don't report a problem now, there will be a bigger problem later.

Shanika: Okay.

Team Leader: Good morning, everyone.

Everyone: Good morning!

Team Leader: Let's begin our briefing. This morning, Mary and Akyas, you prepare the vegetables for the salad dishes today. Benjamin, please do inventory. The rest of you will help me with main course preparation for lunch. Okay? Any questions?

Shanika: Sir?

Team Leader: Yes, Shanika?

Shanika: Sir, there is a problem with the cooker.

Team Leader: Which cooker?

Shanika: Workstation B Cooker, sir. It is not working.

Team Leader: I see. Okay, Mary, please call Maintenance now. Shanika, please write the problem in the Report Book. The rest of you, do not use Workstation B today. Anything else?

Questions

1) What is the problem with the cooker?

2) Does Shanika fix the problem?

3) Which cooker is it?

4) Why doesn't Shanika want to report the problem?

5) Why is it important to report problems in the kitchen?

6) Who will fix the problem?

Match the highlighted words to their meanings:

1. the briefing

a) stock or supply – take inventory means to check the stock of food items using a checklist

2. report (a problem)

d) a short meeting to give instructions, report problems and talk about menu and tasks/duties for the day.

3. inventory

c) inform, tell someone about a problem

4. call Maintenance

b) telephone the maintenance team, who can repair the machines / equipment

Activity N

Look at the underlined sentence in the dialogue in Activity L. What will happen if Shanika does not report the problem? What will happen in these following situations? Discuss with your partner and write your ideas down:

If you do not report a problem now –

If the refrigerator breaks –

If the dishwashing machine breaks –

If the food delivery is late –

If there are rats in the storeroom –

GRAMMAR BOX – the first conditional

We use the first conditional to imagine the possible results of our actions

Structure

IF + present simple verb + will + present simple verb

Example:

If I study hard, I will pass the exam.

You can use modal verbs too:

e.g., If I get a good job, I will buy a car.

If the freezer breaks, all the frozen food will spoil.

Complete the sentences with your own ideas:

1. If I get a good job, my mother and father _____

2. If I see a famous person, I _____

3. If I am free tomorrow, I _____

4. If my sister gets the job she wants, we _____

Activity O

You are going to do some role-playing. Read the situations in the box below. With your partner or group, create a short dialogue using one of these situations. Think of the characters in the dialogue. Try to use zero and first conditional sentences. Present your dialogue to another group or to your class.

ROLE PLAY Situations – There is a problem, and you must report it!

- There is a big oil spill on the floor of the kitchen
- There is no gas or electricity.
- There are ants everywhere.
- Someone left the cold storage room door open and all the ice cream has melted.
- Your co-worker has a very high fever and has fainted in the changing room.

Some useful phrases for reporting problems:

There is a problem with

Something is wrong with

I have a problem to report,

Activity P

In Lesson 7, your group chose the topic of your presentation. Now, you must design a Safety Poster for the Presentation. It will be an A3 size poster. With your group, decide what information you want to put in your poster, the design and layout. Get creative!

WRAP UP

Now it is time to wind down. Your teacher will do a wrap up activity if there is time. Do not forget to do your homework. Well done for today!



HOMEWORK:

Complete the poster for the presentation.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand and identify food safety hazards			
Understand how to prevent food safety hazards			
Understand how to use zero conditional sentences			
Understand how to use first conditional sentences			
Report a problem			

LEARNER TRAINING

Next time you go to the supermarket, look at the product information on the product labels. What information can you find? Look around the supermarket and notice how different food items are stored. Why are they stored differently?

On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn more about HACCP:

<https://www.youtube.com/watch?v=14G16-JMHDs>

Learn about food safety and hygiene:

https://www.youtube.com/watch?v=0J2Qv_72Xzo

KITCHEN AREAS AND EQUIPMENT

Session	Morning
<i>Vocabulary Overview</i>	Vocabulary related to kitchen areas and kitchen equipment
<i>Grammar Overview</i>	Prepositions Review, Articles (a, an, the)
<i>Objective</i>	Describe location of a kitchen area or piece of equipment
<i>Materials</i>	Workbook



WARM UP

Good Morning!
This is the time for you to get your English brain started!
Let's warm up!



REVIEW:

What can you remember from the last lesson?
Follow your teacher's instructions.



HOMEWORK:

It is time for the teacher to ask you to hand in your homework.
Have you done your homework?

Activity A

This week we are going to talk about the professional kitchen layout and professional kitchen equipment. What can you find in a professional kitchen? Look at the pictures below and with your partner, label them using the words in the box.



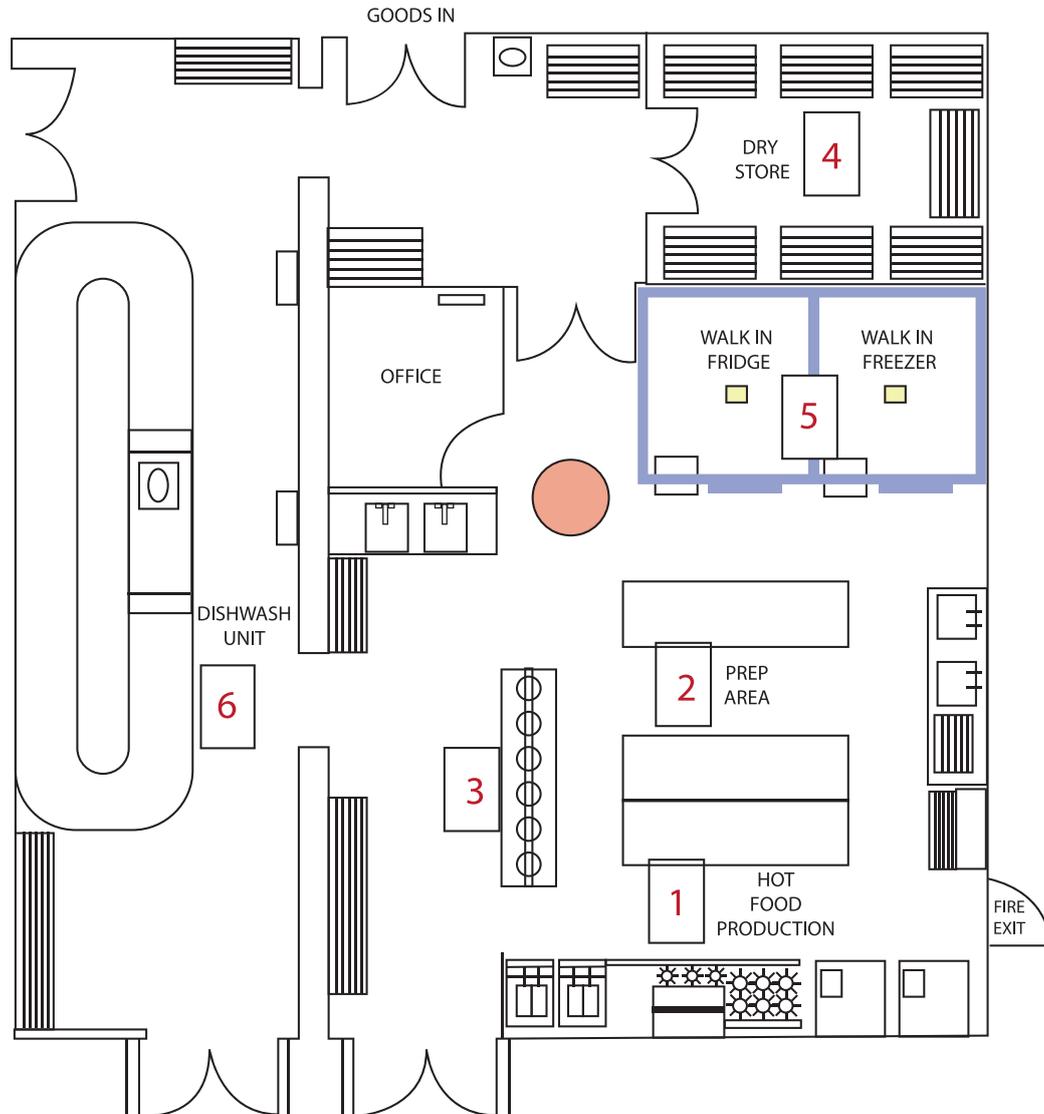


hot range stockroom / storage room dishwashing area cold storage

How did you choose the correct words?

Activity B

All professional kitchens are designed differently, but they should all have the same, important areas. Look at the kitchen layout / floor plan below. With your partner, match the words from Activity A (on the right) with the words from the diagram (on the left). Can you find these areas on the diagram?



- | | |
|-----------------------------------|----------------------------|
| Walk in Freezer /Walk in Fridge ● | ● Hot Range |
| Hot Food Preparation ● | ● Cold Storage |
| Dishwash Unit ● | ● Stockroom./ Storage Room |
| Dry Store ● | ● Dishwashing area |

Match the kitchen areas with their uses:

- | | | |
|---------------------------------|--------------------------|--|
| 1. The hot range | <input type="checkbox"/> | a. small equipment and the non-perishable goods are stored in this area. |
| 2. The preparations (prep) area | <input type="checkbox"/> | b. crockery and cutlery are washed and stored in this area. |
| 3. The service area | <input type="checkbox"/> | c. hot food is prepared in this area. |
| 4. The storeroom | <input type="checkbox"/> | d. orders are placed and collected by F&B staff in this area. |
| 5. The cold storage room | <input type="checkbox"/> | e. perishable goods are stored in this area. |
| 6. The dishwashing area | <input type="checkbox"/> | f. raw ingredients are prepared in this area |

Activity C

Why does this kitchen have this layout / floor plan? What are the different areas used for? Discuss with your partner by asking each other the following questions. Use the prompts to help you:

a. Why do you think the kitchen in the picture has this layout?

I think it has this layout because.....

b. Can you find the sinks?

Yes, they are

c. What is inside the dry store?

Inside the dry store there is/are.....

d. What is inside the walk-in freezer?

Inside the walk-in freezer, there is / are

e. What is the prep area for?

The prep area is for

f. What is the office for?

The office is for

g. Why is the dry store near the back entrance / exit?

I think it's because.....

Activity D

Read the passage and do the activities below:

Kitchen design depends on the following things: the location of the establishment, the type of customer, the number of covers, the menu, the type of service and the number of staff.

There are two basic design rules that most professional kitchens follow. Rule 1 is the linear production line. A **linear production line** means that there is an easy and efficient flow of movement from preparation to food service. Rule 2 is the separation of processes. A **separation of processes** is to ensure there is no cross-contamination between raw food / perishables and non-perishables, packaging, leftovers, and kitchen waste. For example, storage areas should be separated from food preparation areas to prevent cross-contamination.

Other important design factors are:

- the kitchen should be between the delivery/storage areas and the dining areas. This is because there must be smooth flow, from the delivery of raw ingredients to storage, to food preparation and cooking, to food service and finally to waste disposal.
- Delivery vehicles should have good parking facilities and easy access to storage areas.
- Small storage rooms are better than big storage rooms. This helps a regular movement of ingredients and prevents food waste. Big storage rooms are hard to keep clean so there is a risk of contamination.

Inside the kitchen the spaces are divided according to purpose. Each area or workstation should have all the appropriate utensils and each area should have easy communication with the other stations. For example, the preparation section should be next to the cold storage rooms, where perishables are stored. The hot range stations should be directly connected to the service areas, where **F&B staff** place and collect customer orders.

Explanation of terms:

Linear production line =

a clear line of production of food (prepare \longrightarrow cook \longrightarrow serve)

Separation of processes =

Different areas for different jobs / duties / purposes

F&B Staff =

Food and Beverage Staff (the people who take food orders from guests and who serve guests)

Find the words on the left in the passage above and circle them.

Match the word to its meaning:

- | | | |
|------------------|--------------------------|--------------------------------|
| 1. ensure | <input type="checkbox"/> | a. uncooked, fresh |
| 2. separation | <input type="checkbox"/> | b. make sure, guarantee |
| 3. perishables | <input type="checkbox"/> | c. entry to, |
| 4. raw | <input type="checkbox"/> | d. food that can spoil quickly |
| 5. access | <input type="checkbox"/> | e. pollution, infection |
| 6. contamination | <input type="checkbox"/> | f. easy to spoil, delicate |
| 7. perishables | <input type="checkbox"/> | g. division, partition |
| 8. efficient | <input type="checkbox"/> | h. time-saving, effective |
| 9. risk | <input type="checkbox"/> | i. proper, correct |
| 10. appropriate | <input type="checkbox"/> | j. danger |

Look at the underlined words in the passage and match them to the following definitions:

1. the containers or materials that a food product is wrapped in. _____
2. food items which remain after the meal is finished. _____
3. a place to keep ingredients safely _____
4. tools that you need to do a job _____
5. items to be thrown away / disposed of _____

Find two prepositions of place in the passage:

Let's practice using prepositions. Look at the kitchen diagram in Activity B again. Imagine you are standing in front of the office in the kitchen (red dot). Describe the location of as many areas in the kitchen as you can, to your partner:

For example: The dishwashing area is behind the office.

Questions

1. What are the two basic rules that most commercial kitchens follow?

2. What might happen if different preparation areas are not separated?

3. Why should the hot range be near the service areas?

4. Why should storage areas be small?

5. What does cross-contamination mean?

Activity E 

Listen to / Read the conversation between Benjamin and Shanika. Fill in the gaps using the words from the box below

I prefer to	is this a	do you think	what kind of
Let's put	do you have	should go here	What about
			What do you think

Benjamin: What ideas _____ for our kitchen design?

Shanika: First of all, _____ restaurant is it?

Benjamin: Mmm, how about a pizza restaurant? Maybe with twenty menu items?

Shanika: Okay, that sounds good.

Benjamin: Where _____ the dry and cold storage be?

Shanika: I think the dry storage _____, next to the delivery entrance.

Benjamin: I agree. _____ the cold storage next to the dishwashing area.

Shanika: I don't agree. _____ put it next to the prep area.

Benjamin: OK. _____ the dishwashing area?

Shanika: I don't know – _____?

Benjamin: Hmm, between the prep area and service area.

Shanika: Oh wait! _____ dine-in restaurant or delivery only?

Benjamin: We didn't talk about that!

Questions

1) *What are Benjamin and Shanika doing?*

2) *How do they give their opinions? Give two examples:*

3) *Do they always agree with each other?*

4) *Where do they put the dry storage?*

Practice reading the conversation out loud with a partner.

Activity F

Discussion and Task: Design your own kitchen layout / floor plan.

With a partner or in a group, you are going to design a professional kitchen.

What are the things you must consider?

- type of restaurant / food
- type of service (dine in or delivery only)
- size
- number of menu items

When you are discussing ideas, how do you give your opinion? Think about Benjamin and Shanika's conversation.

Here are some useful phrases:

How about...?

What about....?

Why don't we....?

I suggest

Let's

I suggest

What do you think?

What do you suggest?

I agree... / I don't agree

I like ... / I don't like

I think (it should) I prefer.....

Make a drawing of your floor plan.

Be prepared to share your kitchen floor plan / layout with your class.

Activity G

Each area of the kitchen will have different equipment. Below are pictures of big and small pieces of equipment. Label them using the words from the box. One is done for you:

- | | | | |
|------------------------|----------------|-----------------------------|---------------------|
| griddle | grill | refrigerator | preparation counter |
| gas stove with an oven | microwave oven | glassware and crockery rack | |
| | Bratt Pan | deep fat fryer | |



















Activity H

Match the equipment from Activity G with the job / purpose of each piece of equipment. One is done for you. Then practice speaking the sentences out loud.

1. This is a Bratt Pan. It is used for cooking a lot of food at the same time.
2. This is a _____. It is used for deep frying ingredients.
3. This is a _____. It is used for keeping things cool or cold.
4. This is a _____. It is used for cooking or baking or roasting food.
5. This is a _____. It is used for preparing / cutting ingredients.
6. This is a _____. It is used for grilling vegetables, meat or fish.
7. This is a _____. It is used for storing glassware or crockery.
8. This is a _____. It is used for cooking many different ingredients at the same time.
9. This is a _____. It is used for cooking or re-heating food.

Make your own sentences using the pieces of equipment below:



Dishwasher



Freezer



Ban-Marie (ban-muh-ree)

Do you know the rules for using a, an, the? Look at the examples – what is the rule?

- | | | |
|----------------|---------|-----------|
| a refrigerator | a book | a cookie |
| a grill | a car | a cake |
| a rack | a room | a papaya |
| an oven | an area | an orange |

RULE

GRAMMAR BOX –Articles – a, an, the

In English, all nouns (object words) start with “a” or “an”, in a sentence, and if there is only one object you can see.

Example:

a desk = one desk
a chair = one chair
a student = one student

an apple = one apple
an egg = one egg
an ink pen = one ink pen
an ocean = one ocean
an umbrella = one umbrella
an important meeting
an interesting idea
an unhappy person

An = for words or phrases beginning with a, e, i, o, u (short and long sounds)

In English, we use “the” when it is clear which object / noun we are talking about.

Example:

I see a dog. (I see one dog = It is not clear which dog I am talking about).

The dog is hungry. (The dog I see is hungry – it is clear which dog I am talking about)

You can also say: this dog is hungry / that dog is hungry

Some nouns always use “the”

e.g., the Sun, the Moon, the sky, the Indian Ocean, the Kalu river

Some nouns do not need “a”, “an” or “the”

e.g., I go to school every day.

I go home at 4 pm.

I like **the** cheese and **the** coffee.

Fill in the gaps with “a” or “an” :

It is _____ beautiful day. Let us go for _____ walk and buy _____ kite. I want to eat _____ ice cream and I want to see _____ ship. Let’s go to _____ zoo and watch _____ ape eating _____ orange. Do you have _____ ink pen? I want to write _____ story!

Fill in the gaps with “a”, “an”, “the” or “X” (if an article is not necessary):

1. There is ____ man and ____ woman and they are sitting on ____ bench. ____ man is reading ____ newspaper and ____ woman is talking on her phone. She has ____ bag and on ____ bag is a gold key.

2. My shoes are broken. I need ____ new pair of ____ shoes. I prefer black shoes so I will go to ____ DSI shop in ____ Majestic City.

3. Pradeep: What are you eating?
Kumari: I am eating ____ panini.
Pradeep: What is that?
Kumari: It is ____ kind of sandwich. It has ____ vegetables and cheese and chicken inside.

4. Thank you for ____ interesting and wonderful party! I have to wake up early tomorrow morning so I should go ____ home soon. But, you have ____ lot of cleaning up to do. Can I help you with ____ cleaning up?

5. Akyas: What do you usually have for ____ breakfast?
Benjamin: I usually have ____ curry and rice. Sometimes I eat ____ sandwich. And you?
Akyas: I usually eat ____ boiled egg, ____ apple, and ____ glass of orange juice.

Session	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to kitchen areas and kitchen equipment
<i>Grammar Overview</i>	This, That, These, Those, Passive Voice
<i>Objective</i>	Describe an object and its uses
<i>Materials</i>	Workbook



Activity I

The professional kitchen is full of big equipment, but there are a lot of smaller appliances and utensils that are very important for cooking. **Appliances are electrical machines/tools and utensils are hand tools.** Look at the picture on the next page, and put the names of appliances and utensils in the right column of the table:

Appliances (<i>a-ply-yun-suz</i>)	Utensils (<i>you-ten-sils</i>)



Activity J

Match the appliances or utensils from Activity I to their uses below:

- weigh flour, sugar or milk = _____
- chop or slice vegetables = _____
- roast potatoes and meat = _____
- cook rice = _____
- boil vegetables or stew meat = _____
- keep soup warm = _____
- bake sweet or savoury food = _____
- beat / whip = _____
- blend = _____
- mince or puree = _____
- toast bread = _____
- make coffee = _____

Activity K

Listen to / Read the descriptions of the following cooking utensils and fill in the blanks with the words from the box. Then match the descriptions to the pictures. One is done for you:

A frying pan is a (1) _____ or oval-shaped utensil. It has one long handle. It is usually (2) _____ aluminium (a-loo-mini-um), steel or iron. It (3) _____ frying, sauteing (very light frying) (saw-tay-ing) or roasting.

A stockpot is a (4) _____ and high pan, with one or two handles and a (5) _____. It is usually (6) _____ aluminium and it is used for (7) _____ pasta or making stock for soups.

A casserole dish has one or two handles and a lid. It is wide and (8) _____ and it is made of aluminium, iron or ceramic (se-ra-mik).

A wok is a very wide and (9) _____ frying pan and it is usually made of (10) _____ or steel. It is used for stir-frying, steaming, deep-frying, poaching, and braising. It is a very durable utensil!

iron	made of	boiling	is used for	deep	round
made of	wide	lid	low		





Stock Pot





Activity L 

Listen to / Read the conversation below and practice speaking the conversation out loud with your partner. Then answer the questions:

Mary: Benjamin, could you please pass me the garlic press?

Benjamin: What is that?

Mary: That one, over there.

Benjamin: What does it look like?

Mary: It has two handles, it is made of steel and it is used for crushing garlic. That one.

Benjamin: This one?

Mary: Yes. And can you pass me the mortar and pestle.



Benjamin: Excuse me, the what?

Mary: It is made of ceramic, and it is used for grinding spices and chili.

Benjamin: Oh, yes, this one – I see, this is called a mortar and pestle.

Mary: Yes, it is important to learn the English names of utensils.

Benjamin: You are right, I must study more



Questions

1. What are the two utensils that Mary needs?

2. What is the garlic press made of?

3. What are the mortar and pestle used for?

4. What is a mortar and pestle called in your mother tongue?

Activity M

Look at the underlined words in the conversation in Activity L. Do you know how to use this, that, these, and those? Practice with your teacher and your classmates, how to use these words and then do the exercise. Chose the correct answer:

1. Look at _____ birds in the tree over there.

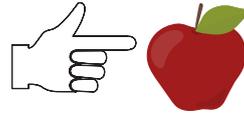
- a) this
- b) these
- c) those

2. My umbrella is here. _____ is my umbrella.

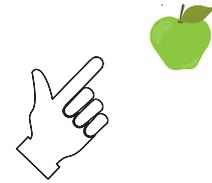
- a) That
- b) This
- c) These

3. Those apples are red but _____ apples here in this box are not.

- a) these
- b) this
- c) those



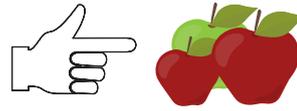
This is an apple



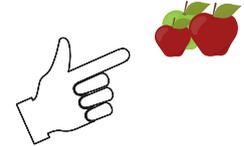
That is an apple

4. Who is _____ person standing there, next to the storeroom?

- a) this
- b) that
- c) these



These are apples



Those are apples

Activity N

Look at the sentences in Activity B. They are describing the purpose of kitchen areas.

In Activity L, Mary is talking about or describing two different utensils (highlighted). What is the language that we are using? It is called **Passive Voice**. We usually use **Passive Voice** to describe objects or places.

Use the equipment from Activity I and the words from Activity J to create your own sentences with a partner:

Example:

This is a blender. It is made of plastic. It is used for blending ingredients.

GRAMMAR BOX –Passive Voice

In English there is the Active Voice and the Passive Voice. The Active Voice is when the someone is doing an action. The passive voice is when an action is done to something or someone.

Active Voice example:

I drive a car.

The police shot the thief.

Passive Voice example:

The car is driven (by me).

The thief was shot (by the police).

We often use passive voice when we are talking about or describing objects or what object's purpose is.

e.g., Coffee pot – this is coffee pot. It is used for serving coffee and it is usually made of glass. It is used by F&B staff.

Structure

to be + past participle of verb

cook = (past participle) cooked

is / are cooked

was / were cooked

e.g., The chicken is cooked well.

make = (past participle) made

is / are made

was / were made

e.g., The cake was made by my sister.

When we talk about materials or ingredients we can use:

made of, made from, made with

*e.g., The necklace is made of 100% gold.
This box is made from plastic. (manufactured)
Cutlets are made with fish and potato. (food)*

Change all the following active voice sentences into passive voice sentences. Use the example to help you:

Example:

Active Voice = I usually use a baking tin for baking cakes.

Passive Voice = A baking tin is used for baking cakes.

1. I made cake with butter, flour, sugar, and milk.

_____ (made)

2. The supermarket delivers the vegetables every day.

_____ (delivered)

3. We cook the chicken in the oven.

_____ (cooked)

4. We store the frozen fish in the walk-in freezer

_____ (stored)

5. I use a whisk for whisking eggs.

_____ (used)

6. The factory makes pots and pans from stainless steel

_____ (made)

7. We keep the forks and knives and spoons in this drawer.

_____ (kept)

8. We clean the refrigerator once a week.

_____ (cleaned)

9. We prepare hot dishes here, in the hot range area.

_____ (prepared)

10. We wash crochery and glassware in the dishwashing area

_____ (washed)

Activity O

Role Play: Find a partner. Decide who is A and who is B. Your teacher will give you role cards. If you are Role A, you have to imagine you are showing a new staff member your workplace kitchen. You need to name and describe the different kitchen areas and kitchen equipment. (Role B will listen and ask some questions.) Then reverse roles. Be prepared to present to your class.

Activity P

Now it is time to prepare and practice our Safety Protocols presentation. Do you remember what a good presentation is?

➤ *What is a presentation?*

It is a speech that you give to explain something or present an idea.

➤ *What is a group presentation?*

A group presentation is a presentation made by a group of people. You have a group leader, and every member of the group presents a part of the presentation.

➤ *What makes a good presentation?*

A good presentation is clear and easy to follow and interesting.

A good speaker is someone who speaks clearly (not speaking too fast or too slow), makes eye contact, and knows what he or she is talking about.

Why are you doing this?

It is important to have the skill of public speaking. This will help your confidence in English speaking and give you an experience that will be useful in any job.



Here is a simple structure of a presentation. With your group, decide who is going to present each part. Think about what you are going to say for your part. Practice together as a group. Your teacher will give feedback.

Presentation Structure:

First Speaker – Introduce the group members, topic and display poster. Explain very briefly what your group is going to talk about from beginning to end.

Speaker 2 – Present your part.

Speaker 3 Present your part.

Speaker 4 - Present your part.

Final Speaker – Final comments.

Some useful phrases:

- Good morning / Afternoon ladies and gentlemen / everybody.
- Welcome to our presentation / We are happy to present for you today.
- Let's meet the team –
- We are going to talk about –
- I am going to talk about –
- Thank you for listening / We hope you enjoyed our presentation.

WRAP UP

Now it is time to wind down. Your teacher will do a wrap up activity if there is time. Do not forget to do your homework. Well done for today!



HOMEWORK:

HAVE YOU FINISHED YOUR PRESENTATION SAFETY POSTER ? If you have not, make sure your group finished the poster. Tomorrow is presentation day!!

Choose one kitchen appliance (big or small) and do some research on it. Write a short paragraph about that appliance. Use the passive voice appropriately:

- What is it called?
- Who created it?
- Which is the best brand?
- What is it made of?
- How is it used?
- How is it cleaned?
- Where in the kitchen is it usually found?

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
I can understand words related to kitchen areas.			
I can understand words related to kitchen equipment.			
I can understand how to use "a", "an", and "the"			
I can use "this", "that", "these", and "those"			
I can understand how to use the passive voice.			

LEARNER TRAINING

There will be many names of utensils that you will have to know. How can you get the right pronunciation? How can you practice? How can you know the purpose of a utensil or equipment? Think about these questions when you do your homework. What are the answers to these questions? Can the Internet help you?

On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here is a Professional Kitchen Tour video:

<https://www.youtube.com/watch?v=Dsu9JiKLVas>

Here is an introduction to large kitchen equipment:

<https://www.youtube.com/watch?v=LcjWp7f7p78>

OXFORD PICTURE DICTIONARY has a YouTube Channel that is useful for practising pronunciation.

https://www.youtube.com/channel/UCw3SDlcp8B_CEMlvgi4XHBw

Here is a video about kitchen utensils from Oxford Picture Dictionary:

<https://www.youtube.com/watch?v=FRgg68so53s>

INDUSTRY AND BRIGADE

Session	Morning
<i>Vocabulary Overview</i>	Vocabulary related to catering industry and kitchen staff
<i>Grammar Overview</i>	Prepositional verbs/phrases, “want to/ would like to” and “like to”
<i>Objective</i>	Talk about the people I work with
<i>Materials</i>	Workbook



WARM UP

Good Morning!
This is the time for you to get your English brain started!
Let's warm up!



REVIEW:

What can you remember from the last lesson?
Follow your teacher's instructions.



HOMEWORK:

It is time for the teacher to ask you to hand in your homework.
Have you done your homework?

Activity A

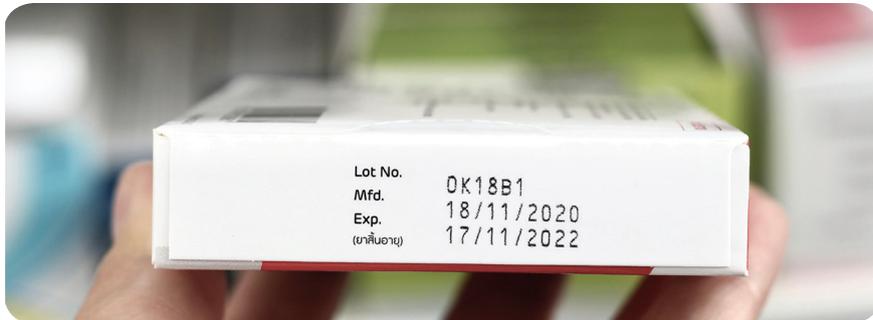
Let's review what we did in Lesson 6 to 9. You learned about hygiene, food safety and kitchen equipment. Look at the pictures below. Do you know what they are? Label the pictures with the correct words from the box. Then answer the questions with your class:





COMMON FOOD ALLERGIES





expiry dates on packaging	equipment guide / instruction manual
handwashing sign	food allergens

- Why is it important to read instructions manuals?
- What does “Best Before” mean? Why is it important to check expiry dates on food packaging?
- Why should we know about food allergens?

Activity B

Let's review what we did in Lesson 6 to 9. You learned about hygiene, food safety and kitchen equipment. Look at the pictures below. Do you know what they are? Label the pictures with the correct words from the box. Then answer the questions with your class:

Role	Responsibilities
Chef de Cuisine (shef-de-kui-zeen)	Develop recipes, introduce new products, in charge of everything
Sous-Chef (soo-shef)	Responsible for different parts of the kitchen, ensures proper workflow
Chef de Partie (shef-de-party)	Control the workstation Monitor hygiene and safety of own workstation
Commis (ko-mi)	Assist in food preparation, some cooking, cleaning, deliveries, and stock rotation
Escuelerie (es-qu-leri)	Head Dishwasher
Kitchen Porter / Steward	Maintain the hygiene standard of all kitchen areas, safe storage of equipment and maintaining cleaning schedules for utensils, glassware, crockery, and cutlery
Chef Garde-Manger (shef-gard-mon-jair)	Responsible for preparation of cold food
Chef de Saucier (shef-de-saw-si-air)	Responsible for the sauces, stocks
Chef de Entremetier (shef-de-on-tre-me-ti-air)	In charge of soup, vegetable and egg dishes but NOT meat dishes
Chef Patisserie (shef-pa-ti-se-ri)	In charge of pastry, desserts (sometimes we say Pastry Chef)

Kitchen space / area	What?	Who?
Chef Office	Menu planning, document filing, interview new staff	
Hot Range	Soups and Main Courses	
Patisserie <i>(pa-ti-se-ri)</i>	Desserts	
Cold Kitchen	Salads and Appetizers, cold food	
Dishwashing Area	Dishwashing machines	

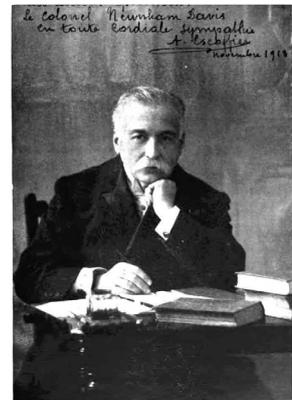
Activity C

Many of the names of kitchen staff come from French (the language of France). Do you know where France is? Why are so many Kitchen staff names in French?

Listen to / Read the following passage about the “Kitchen Brigade” and do the following exercises:

The kitchen brigade is the name we give to the team that works in a professional kitchen. This expression comes from the French word “Brigade de Cuisine” (*bri-gard-de-kui-zeen*). The father of “Brigade de Cuisine” and modern French cuisine and the culinary (cookery) arts, is a chef called Chef Georges Auguste Escoffier.

It is because he is French that so many words in modern culinary arts are in French. It was this man’s kitchen practices which are responsible for the standardized practices of cooking and catering that we use in professional kitchens all over the world today. He believed a professional kitchen can only function efficiently and smoothly if everyone in the kitchen understands his or her role completely and complete their tasks accurately.



Professional or commercial kitchens come in different sizes. The way kitchen staff members are organised depends on the size of the establishment. Large kitchens need more staff and more specialization of staff functions. In small kitchens one person may do many different jobs. In a typical professional kitchen, there is a Chef de Cuisine, or head chef. He or She gives instructions for dish preparation, creates the menus and checks stocks. The sous chef supports the chef de cuisine and takes charge when the chef de cuisine is not in the kitchen. The sous chef will check on deliveries, supervise the preparation of raw ingredients and maintenance and hygiene of staff and the entire kitchen. In a large kitchen there will be a chef de partie for each, different station. In a small kitchen the chef de partie does the same job as a sous chef. The chef de partie manages orders and deliveries from suppliers as well as giving tasks to commis chefs. Finally, you have the commis chefs who assist the chef de partie, take care of food preparation, and checking quality of products and making sure equipment is functioning properly.

Questions

1. *Who is the father of modern French cuisine?*

2. *What did he believe?*

3. *Are professional / commercial kitchens all the same size*

4. *What does the Chef de Cuisine do?*

5. *What does a Commis Chef do?*

Match the pictures to the activities:

1. buying raw ingredients

3. giving instructions

2. preparing food

4. planning menus





According to the passage, who is responsible for the following actions/tasks? An example is done for you:

Supervise all kitchen operations → Sous Chef

Buying raw ingredients →

Giving instructions for dish preparation →

Planning menus →

Giving tasks to commis chefs →

Take care of food preparation →

Activity D

Listen to / Read the conversation and do the following exercises:

Akyas: Hi, Kumari, what are you doing?

Kumari: I am looking at this Careers Magazine.

Akyas: Why?

Kumari: I am thinking of my future. What do you want to do in the future Akyas?

Akyas: I **would like to** have my own restaurant in the future.

Kumari: Wow! What kind of restaurant?

Akyas: I am not sure yet. Maybe Italian, maybe Indian, maybe Japanese!

Kumari: It is a very difficult job. You are responsible for the menu and the staff and the service. Everything!

Akyas: I know, but I **like to** be in charge of many operations. I **like to** attend to my customers and give the best food and the best service! What about you Kumari?

Ben,
Mar,
Ben,
Mar,
Ben,

Kumari: I **want to** be a pâtissier (**pa-ti-si-air**) or a Chef de Patisserie. I **love** making desserts. Or maybe I **would like to** start a wedding cake shop.

Akyas: That is a nice dream.

Kumari: Yes, but I think my own wedding cake shop will be very hard. I have to carry out many duties. I have to supervise the staff, check the quality of ingredients, and deal with difficult customers!

Akyas: Yes, maybe, but you can do that. You will be a great boss I am sure.

Questions

1. *What would Akyas like to do in the future?*

2. *What would Kumari like to do in the future?*

3. *Why is it difficult to manage your own restaurant or shop?*

Look at the highlighted words in the conversation. Match them to their meanings:

would like to



wish to, I have a dream to, I want to

want to



want to, wish to, desire to

like to / love



enjoy, get pleasure from

GRAMMAR BOX – want to/would like to, like to

It is easy to confuse these expressions. We use these expressions in different ways.

We use “would like” to express the things we want or desire. It is referring to the future:
It is more polite (less direct) to use “would like” than “want

Structure:

would like + noun
would like + to + verb
would not (wouldn't) like + noun / to + verb

Example:

I would like some tea please. (I want some tea please.)
I would like to go to the zoo. (I want to go to the zoo.)
I would like to be Chef de Cuisine one day. (I want to be Chef de Cuisine one day.)
I wouldn't like to try skydiving – it is dangerous!

We use “like” to talk about the activities we enjoy.

**Structure: like + to + verb,
do not (don't) like + to + verb**

Example:

I like to play badminton. (I enjoy playing badminton.)
I like chocolate very, very much! (I love chocolate!)
I do not (don't) like to drive because I am not good at driving.

Answer the following questions that then ask your partner:

1. What would you like to do in the future?
2. What would you like to eat for dinner?
3. What sports do you like?
4. What TV programmes do you like?

Activity E

Look at the underlined words from Activity D. What do you notice about these verbs? They are called **Prepositional Verbs**. Match the underlined verbs from the conversation to their meaning on the right:

- | | | |
|-------------------------|--------------------------|---|
| 1. I am responsible for | <input type="checkbox"/> | a. We handle, We manage |
| 2. He is in charge of | <input type="checkbox"/> | b. it is my duty to , I am in charge of |
| 3. She attends to | <input type="checkbox"/> | c. She takes care of, She looks after |
| 4. They carry out | <input type="checkbox"/> | d. He controls, He manages, He is the leader of |
| 5. We deal with | <input type="checkbox"/> | e. They do, They perform |

Use the phrasal verbs from above to complete the following text. Then practice reading them aloud with a partner:

- The commis chefs _____ food preparation jobs.
- The Chef de Cuisine is _____ menu planning.
- The Chef de Partie _____ any problems at their workstations.
- The waiters _____ customers in the restaurant.
- The Sous Chef is _____ kitchen operations when the Chef de Cuisine is not there.

GRAMMAR BOX – prepositional verbs and phrases

In English we have many verbs (action words) and some of these verbs come with a *preposition*

Prepositions = out, on, in, for, of, with, up, down

When we add a preposition to a verb, it changes the meaning of the verb.

For example: VERB

deal = hand out

She deals the cards so we can play a card game

For example:**PHRASAL VERB**

deal with = handle, manage

She deals with customer problems.

carry = hold in your arms

He carries the baby.

carry out = do, perform

He carries out equipment maintenance.

pick = choose

I pick this T-shirt.

pick up = lift, collect

I pick up the garbage

In English there are a few prepositional phrases that are useful to remember:

For example:

Be in charge of = control of → (I am / She is in charge of floor cleaning.)

Be responsible for = my duty → (I am / He is responsible for vegetable chopping.)

Be good at = have good ability → (I am / they are good at driving.)

When we use prepositional verbs, we usually need an object for the action or a noun. Look at the two sentences below. What do you notice?

A. I am good at dancing.

B. I am good at cricket.

What is the rule? Match the rules below with the sentences above:

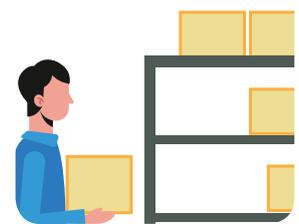
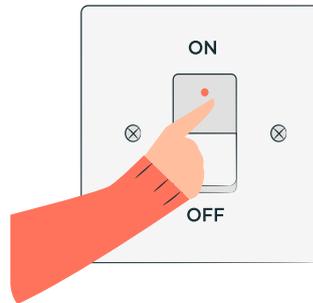
Prepositional verb + verb (ing)

Prepositional verb + noun

Find the mistakes (there are 7 mistakes) in the text below and correct the mistakes:

In a big, professional kitchen , there are so many people! It is hard to remember who is who. The Chef de Partie in charge of my stationing is a very nice person. He takes care of his teaming and he is always telling us to wash our hands and watch our health. The kitchen steward's name is Sam and he is responsible for collect and wash all the pots and pans and plates. He is very good at his jobbing. The Sous Chef is very strict, but she is also kind. She is good at communicate the tasks and jobs for each day. Her instructions are clear. I enjoy my job. I would like to learn more about supplies and delivery. I like to deal with peopling

Label the pictures below with the correct prepositional verbs from the box:



Customer Service



deal with customers complaints

be in charge of staff

sort out garbage

attend to customers

switch on/off the light

put away supplies

pick up (something / someone)

look for (someone / something)

Use the prepositional verbs from the box to replace the underlined words in the sentences below, and rewrite the sentences:

1. I am searching for the Manager. _____
2. He is responsible for the team. _____
3. He takes care of customer orders. _____
4. She separates glass and plastic waste. _____
5. We handle computer problems every day. _____
6. They have to get the food supplies now. _____
7. Could you put on the fan please? _____
8. You must store frozen fish immediately. _____

Activity F

Let's play Snap! Form a group of 4 or 5 people. On separate pieces of paper write the prepositional verbs that your teacher writes on the board. Practice reading the verbs out loud. Place the pieces of paper on the table and decide who will be the "speaker". The "speaker" will say one of the verbs out loud and the rest of the group must compete to touch that paper. No grabbing! Change speaker and play again!

(Instead of speaking you can try acting the verbs.)



Activity G

Below are the duties / roles of various kitchen staff. Match these duties / roles to the correct person in the tables:

- › takes care of cleaning and sanitation of kitchen equipment
- › attends to customer needs
- › supervises food preparation in one section of the kitchen (workstation)
- › promotes new dishes and campaigns
- › deals with storing of raw ingredients
- › is responsible for menu planning
- › supervises basic training
- › plans new dishes and campaigns
- › ensures good workflow in the whole kitchen
- › carries out simple food preparation jobs
- › is in charge of staff schedules
- › is responsible for cleaning schedules

Role	Responsibilities
Chef de Cuisine	› ›
Sous-Chef	› ›
Chef de Partie	› ›
Commis	› ›
Waiter and Waitresses	› ›
Kitchen Porter / Steward	› ›

Activity H

Let's play a guessing game ! Form a group of 4 or 5 people. Your teacher will give each group a set of job cards. Shuffle the cards and put them, face down, in the centre of the table. Decide who will go first. When it is your turn, take a card **BUT DO NOT LOOK AT IT**. Show the card to your group, and your group have to give you hints so you can guess the job on your card. It is more fun if someone is timing each turn!



Session	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to catering industry and hospitality staff
<i>Grammar Overview</i>	Review this, that, these, those, here, there, Pronouns
<i>Objective</i>	Talk about the people I work with
<i>Materials</i>	Workbook

Activity I

Do you know what industry you are going to be working in? Let's learn more about the catering industry. Read the passage and complete the table using the underlined words:

When you join a professional kitchen , you are joining the world of catering. Catering is the service of providing food and drink. There are two types of catering services – commercial and non-commercial.

Commercial catering businesses serve food and drink for money (profit). Non-commercial catering services provide food and drink as part of a social service (social welfare). All catering services need a professional kitchen and well-trained workers or staff.

Most commercial catering is found in restaurants, cafes, pubs, bars, and fast-food outlets. You will also find commercial catering in hotels, guesthouses, resorts and bed and breakfasts (B&B) – these places are part of the hospitality industry. Commercial catering is also part of the transport industry –you can find restaurants in airports, kitchens that provide food for airline companies (airplanes), luxury cruise ships and buffet (buh-fay) cars on trains. Catering can also occur at private events, such as weddings, banquets (bank-wets), and public events.

Non-commercial catering services are managed by companies, or the government and you find these catering services in office or factory canteens, hospitals, school canteens and prisons.

There are many ways to enjoy food service. You can dine-in or order takeaway or have your food delivered. And there are many ways to enjoy the restaurant experience. For example, you can go to a la carte (a-la-kart) restaurants, gourmet (goor-may) restaurants, buffet (buh-fay) restaurants, chain restaurants, ethnic restaurants and specialist restaurants.

Use the information in the passage to fill in the table below:

Types of catering	Types of Venues	Types of service	Types of restaurants
commercial catering		dine – in (sit down and eat)	Ethnic restaurants
		B&B	
non-commercial catering (welfare catering)		(order at food service location and carry home)	
	schools		
Transport Industry		(order food and it is sent to your home)	
	trains buffet cars		

Label the pictures with the correct words (underlined>) in the passage:











Match the words from the left to the words from the right:

1. a la carte
2. buffet
3. gourmet
4. ethnic
5. specialist
6. fast-food outlet
7. chain restaurant
8. table d'hote

- a. food from one country
- b. self-service food
- c. high-end (expensive) restaurant
- d. vegetarian or seafood (one type of food)
- e. order from a menu
- f. fixed price, course menu only
- g. serves food very quickly (some food is pre-cooked)
- h. all the restaurants have the same design and menu

Write true (T) or false (F) for the following statements:

1. Catering means providing people with food and drink. _____
2. The term 'catering' is only used for events such as weddings and parties. _____
3. The term 'catering' is only used in hotels and restaurants. _____
4. Catering services are part of the hospitality and transport industries. _____
5. Catering services require a professional kitchen. _____

Answer the following questions. Then ask your partner and compare answers:

1. Name 2 fast-food restaurants near your house.

Are they international chains or local chains?

2. Why do you think it is good for customers to have a choice of service?

3. What type of place would you like to work in and why?

Activity J 

Listen to / Read the following dialogue. They are talking about different staff members. Answer the questions that follow :

Mary: Kumari, look at this hotel brochure. Isn't this **your** brother?

Kumari: Yes, **it** is. **He** is the head waiter at this hotel's restaurant.

Mary: Oh! **I** didn't know that. Does **he** enjoy his job?

Kumari: Yes, but **it** is hard work. **He** has to supervise the work of other waiters and waitresses.

Mary: Do **you** know who the F&B Director is?

Kumari: F&B? What is that?

Mary: That means the Food and Beverage Director.

Kumari: Yes – **you** mean Mr. Punchihewa?

Mary: **I** see. Do **you** know anyone else here?

Kumari: **I** know only **my** brother and one of the receptionists. She is **my** friend from school.

Mary: Can I see the brochure? Who are these people?

GRAMMAR BOX – Pronouns

We use pronouns to show who is doing the action. We use pronouns so we do not have to use the noun all the time.

Different pronouns have different jobs in a sentence.

Subject pronouns are the most common:

I	You	He	She	They	We	It
---	-----	----	-----	------	----	----

Object Pronouns – we use these pronouns to show the object of the action:

Me	You	Him	Her	Them	Us	It
----	-----	-----	-----	------	----	----

For example:

Give the books to the girl. —————> Give them to her.

Feed the dog. —————> Feed it.

Who is taking care of Tom and me? —————> Who is taking care of us?

Possessive pronouns show us who is the owner:

My	Your	His	Her	Their	Our	Its
----	------	-----	-----	-------	-----	-----

For example:

This is my brother.

These are his shoes.

Welcome to our house.

Change the underlined parts of the sentences below and replace with an appropriate pronoun:

- The rose is red, and the rose is beautiful.
- The farmer works hard so the farmer is tired.
- Will you see Akyas today? Could you give Akyas this book please?
- Shanika likes fashion and Shanika likes new clothes. I want to show Shanika my new T-shirt. My new T-shirt is very cool.
- Q. What are you doing to that dog?
A. I am cleaning the dog.
- Is this Benjamin's book?
- My mother has four sisters. The four sisters like to talk. The four sisters call my mother every day.

Fill in the gaps of the sentences below with an appropriate pronoun. The practice reading the dialogue out loud with a partner:

A: (Anne and I) _____ are going to the cinema. Do you want to come with (Anne and I) _____?

B: Yes, that would be nice. What is the movie?

A: The Avengers.

B: Oh no, _____ watched (that movie) _____ last week with _____ sister.

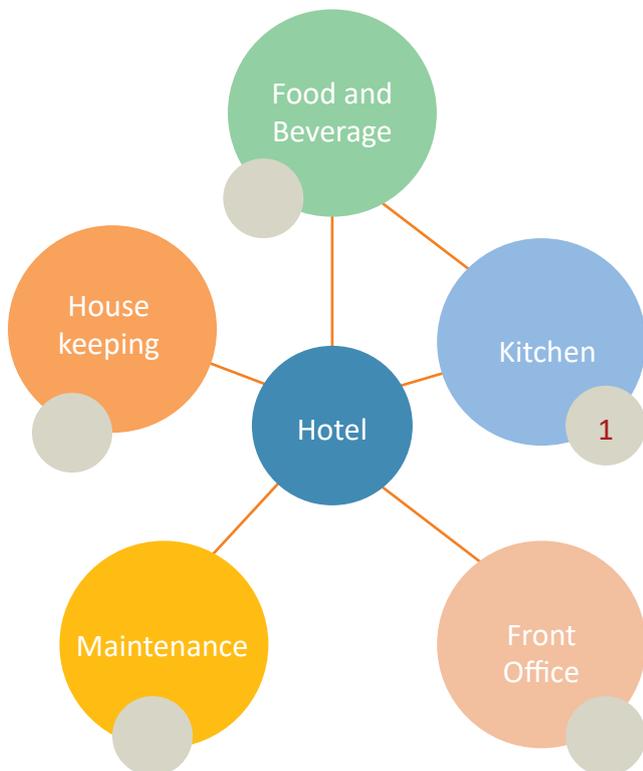
A: Oh dear. Did you like (the movie) _____?

B: Yes, but _____ is very noisy at the cinema. And very cold.

A: Do not worry. _____ are taking _____ jackets.

Activity L

Look at the dialogue in Activity J. Mary and Kumari are talking about the staff at their hotel. Many restaurants are in hotels, so you should know about the all the different types of staff in a hotel. Below is a diagram which shows the way different staff support the kitchen staff. Match the description of each group in boxes to the correct part of the diagram:



1. The staff here is responsible for all food preparation and cooking for the hotel.

2. F&B is in charge of all food and drink areas in the hotel. The F&B Manager works together with the Executive Chef.

3. They are responsible for maintaining and cleaning the hotel rooms and public spaces, such as toilets, corridors, and the furniture.

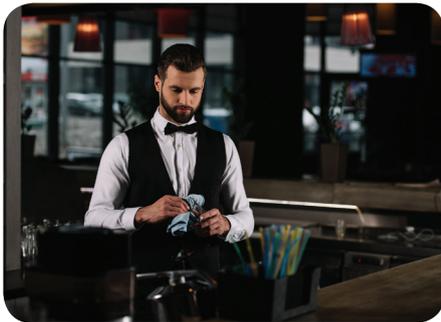
4. The staff take care of guests when they come to the hotel. They are in charge of reservations, and they deal with customer needs and complaints. You can find these staff members at Reception.

5. They look after electrical equipment; check water pipes and they fix any problems.

Activity M

Match the job names to the pictures and definitions correctly. One has been done for you:

doorman bartender housekeeping staff maintenance staff waiter/waitress
 F&B Director Chef Garde-Manger front desk staff



1. _____

This person makes and serves drinks. He or she works in the bar area.

2. _____

This person makes beds, cleans rooms, bathrooms and furniture..

3. _____

This person is responsible for preparation of cold dishes such as salads.



4. _____

This person is responsible for all Food and Beverage Staff and areas.

5. _____

This person checks electrical equipment, air conditioners, water pipes, heaters, and he or she fixes any problems.

6. _____

This person takes care of guest reservations /bookings and guest complaints.



7. _____

This person takes guest or customer orders, serves food and drinks and clears tables.



8. _____

This person opens the doors for guests or customers and sometimes helps with baggage.

Activity N

Read the following passage and write true (T) or false (F) for the statements below:

In the hospitality industry there are many terms (words) for us to learn. It is important to know the terms we use for the different teams that work in a large business such as a hotel. We need good teamwork because we need many groups or teams of people to make sure a big hotel can operate smoothly. The two main groups are Front of House (FOH) and Back of House (BOH).

Front of House = these are the people who work with guests and customer directly. Front-of-house team members include managers, front desk staff, porters and doormen. In a hotel restaurant, the front of house team includes a *maître d'hôtel* (*may-truh-dohtel*), or head waiter, captains, waitresses and waiters, busboys and busgirls, bartenders, and sometimes a *sommelier* (*so-me-li-air*). The head of operations for food and beverage is the Food and Beverage Director. He or she takes care of all operations that deal with food and drink. The *maître d'hôtel* is in charge of guest reservations (in a smaller restaurant the head waiter does this job). The captain (station head) is in charge of one section of the restaurant so big restaurants can have two or three captains. They supervise the waiters and waitresses and bus boys or girls. The busboy or girl job has to clear tables or serve water or bread to tables. There may be a *sommelier*, who is charge of recommending wine to customers. There may be a bartender, who makes the drinks in the bar area.

Back of House = these are the people who do not face the customers or guests. The magic of a hotel is the smooth operation of back of house teams. There is the kitchen team or Kitchen Brigade, the maintenance team, the housekeeping team, the marketing team, and the finance team. Each team has its own team leader or manager or director.

With so many teams and people, it is important to have good teamwork and good team spirit. This means you must understand and respect all the jobs of all the people who work with you in your workplace, and you should understand your own job clearly and do all your tasks on time.

True or False:

1. Front-of-house staff work with guests and customers directly. _____
2. The maître d'hotel is in charge of the kitchen brigade. _____
3. The captain is the owner of the restaurant. _____
4. The head of all restaurant and bar operations is the F&B Director. _____
5. Bus boys and girls must clear tables and bring bread or water to the table. _____
6. Waiters and waitresses take orders and serve meals. _____
7. The sommelier is a wine expert. _____
8. The bartender makes drinks in the kitchen. _____
9. Good teamwork helps the smooth operation of a hotel. _____
10. To be a good team player you do not have to do anything. _____

Activity 0 

Look at the pictures and listen to / read the conversation between different team members. Then answer the questions that follow:

Benjamin: Hey, you are late! Hurry up.

Shanika: Sorry, I was in the bathroom. What is happening?

Benjamin: We are meeting the F&B staff members today. Shhh.

Chef de Cuisine: Good afternoon everyone. It is nice to see all of you together. Today we are getting to know the different teams in F&B. This is important because we should support each other in the workplace. We have the Kitchen crew and the front- of- house team. Let me introduce the F&B Director – Mr. Punchihewa.

Mr. Punchihewa: Thank you Chef. It is nice to meet you all. My name is Mr. Punchihewa. This is Mr. Gunawardene. He is the Head Waiter at this restaurant. And that is Ms. Fonseka. She is in charge of the café and bar in the front of the hotel. They will introduce themselves in a minute. These are the waiters and waitresses of the restaurant, café and bar.

Chef de Cuisine: And I am Chef Ranganathan. This is my kitchen crew. Let us get to know each other. Do you know the different jobs we all do here?

Questions

1. *what are the kitchen staff doing today?*

2. *Who is in charge of the café and bar?*

3. *Who is the Head Waiter?*

4. *Why do you think it is important to understand the jobs of different teams?*

Fill in the gaps with this, that, these those, here, there:

1. _____ is Mr. Punchihewa.
2. Is _____ your bag?
3. _____ is my friend, Louise.
4. Look at _____ dog, over there.
5. Come _____, please.

Let's Practice! Look at the pictures. Practice with a partner and make sentences by using the objects or people around your classroom.

For example: This is my table.
That is the blackboard.
The bathroom is over there.



Here's the reception desk



This is Louise



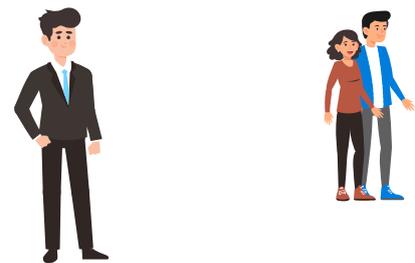
These guests are checking in



There's the reservations office



That's Seth



Those guests checked out five minutes ago

Activity P

It is time to give your presentation!

Your teacher will give you time to practice and prepare.

Each group will have only 5 minutes to present their poster and their ideas.

Good Luck!

Presentation topics

Fire

Cuts and Burns , Accidents(First Aid)

Electric Equipment / Utensils

Food safety

Personal Safety

WRAP UP

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.

Do not forget to do your homework.

Well done for today!

**HOMEWORK:**

Here are some more chef job names. Find a pronunciation website (see below) to help you find the correct pronunciation of these names. Practice:

Chef Legume	Responsible for vegetable dishes
Chef Patisserie	Prepare dessert
Chef Boulangerie	Prepare bakery items
Chef Piossonier	Prepare fish and seafood dishes
Chef Entremetier	Prepare entrée (soup, vegetable dishes, egg dishes but NOT meat)
Chef Potage	Answer to the Chef entremetier Prepare soup
Chef Rotisserie	In charge of the Rotisserie (roasting and broiling)
Chef Friturier	Prepare fried food

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand the words related to kitchen brigade			
Say the different job names in the kitchen brigade			
Understand words related to the catering and hospitality industry			
Understand the difference between “want/would like” and “like”			
Use simple phrasal verbs			
Use pronouns			

LEARNER TRAINING

Why do you think every job in the kitchen brigade is important? What would happen if you had no escuelerie? Why is it important to work as a team? Would you prefer to work in a small kitchen of a large kitchen? Why?

On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

For pronunciation you can try the Pronunciation Academy:

<https://www.youtube.com/c/PronunciationAcademy/videos> OR try forvo.com <https://forvo.com>

Learn about the Kitchen Brigade:

<https://www.youtube.com/watch?v=y3KpoBEXQOU>

Watch the Escoffier system in action:

https://www.youtube.com/watch?v=grGl_uYUCPM







Skills for Inclusive Growth