



## Food Preparation & Handling

A CLB 4/5 Module with Assessment Tasks



This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-building and skill-using activities
- ✓ CLB 4/5 Assessment Tasks
- ✓ Answer Keys
- ✓ Links to CLB 4 & 5 Online Assessment Tasks

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**TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#) afterwards.**

	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
<b>Real-World Task Goal (s)</b>	Comprehending instructions about where or how to place or properly handle different food groups side by side, whilst performing work operations.	Giving instructions and advice about how to store food and prevent cross contamination.	Comprehending a work memo with instructions on a new set of protocols to be implemented at a workplace.	Writing an email to a manager and retelling a personal experience about the relevancy of new food handling protocols.
<b>Context/Background Information</b>	Basic self-hygiene: hair, nails, jewelry; work hygiene protocols regarding contaminants, hand washing, proper food storage, cross contamination, sanitation, tools and chemicals			
<b>CLB Competency Areas and Features</b>	<p><b>CLB 4</b></p> <p><b>Comprehending Instructions</b> Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance.</p> <ul style="list-style-type: none"> <li>♦ Responds with appropriate actions to directions or instructions</li> <li>♦ Recognizes and identifies correct sequence of steps</li> <li>♦ Instructions are about 4 to 5 steps</li> <li>♦ Instructions contain simple and compound structures, and longer phrases of location, movement, and manner.</li> <li>♦ Response to task does not require much speaking or writing</li> </ul>	<p><b>CLB 4</b></p> <p><b>Giving Instructions</b> Give a set of simple, common, routine instructions and directions to a familiar person.</p> <ul style="list-style-type: none"> <li>♦ Instructions are about 4 to 5 steps</li> </ul> <p><b>Getting Things Done</b> Make and respond to a range of requests and offers (such as getting assistance, and asking for, offering, accepting or rejecting goods or services)</p> <ul style="list-style-type: none"> <li>♦ Elicits or provides details as needed.</li> <li>♦ Tasks require short, simple, connected discourse</li> </ul>	<p><b>CLB 4</b></p> <p><b>Comprehending Instructions</b> Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations</p> <ul style="list-style-type: none"> <li>♦ Instructions are up to 6 steps as point form or as a short, continuous text that may include a visual to support comprehension.</li> </ul> <p><b>Getting Things Done</b> Get information from short business or service texts (such as brochures, notices, form letters and flyers).</p> <ul style="list-style-type: none"> <li>♦ Continuous texts are up to 3 paragraphs and include mostly descriptive or narrative genres.</li> </ul>	<p><b>CLB 4</b></p> <p><b>Interacting with Others</b> Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations or apologies).</p> <p><b>Getting Things Done</b> Write simple business or service messages.</p> <ul style="list-style-type: none"> <li>♦ Messages are about 7 sentences</li> </ul>

			<ul style="list-style-type: none"> <li>♦ Language is mostly concrete with limited number of idioms</li> </ul>	
	<p><b>CLB 5</b></p> <p><b>Comprehending Instructions</b> Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures.</p> <ul style="list-style-type: none"> <li>♦ Instructions are about 7 to 8 steps, with up to 10 details.</li> <li>♦ Responses should have appropriate actions to the directions &amp; instructions.</li> <li>♦ Instructions are clear, explicit &amp; presented step by step.</li> <li>♦ Language is concrete, included common vocabulary &amp; has a limited # of idioms.</li> </ul>	<p><b>CLB 5</b></p> <p><b>Giving Instructions</b> Give instructions and directions for everyday activities and processes.</p> <ul style="list-style-type: none"> <li>♦ Uses appropriate expressions to sequence instructions.</li> </ul> <p><b>Getting Things Done</b> Give and respond to informal requests, permission, suggestion and advice.</p> <ul style="list-style-type: none"> <li>♦ Provides details and gives reasons.</li> <li>♦ Uses modals with the appropriate level of politeness.</li> <li>♦ Tasks require connected discourse</li> </ul>	<p><b>CLB 5</b></p> <p><b>Comprehending Instructions</b> Understand simple to moderately complex, step-by-step instructions and instructional texts for multistep procedures related to everyday situations.</p> <ul style="list-style-type: none"> <li>♦ Instructions are about 7 to 10 steps, presented in point form or in a text of about 2 or 3 paragraphs with some visual clues to support comprehension.</li> </ul> <p><b>Getting Things Done</b> Get information from simple to moderately complex business or service texts (such as public announcements, brochures, notices, business letters and flyers).</p> <ul style="list-style-type: none"> <li>♦ Length of continuous text is relatively short (up to about 1 page), as dictated by the topic, purpose, genre and context.</li> </ul>	<p><b>CLB 5</b></p> <p><b>Getting Things Done</b> Write short business or service correspondence for routine personal needs.</p> <ul style="list-style-type: none"> <li>♦ Writing is about 1 paragraph</li> <li>♦ Conveys a sense of audience in language and format.</li> <li>♦ Conveys the message clearly.</li> </ul> <p><b>Sharing Information</b> Write a short paragraph to describe a familiar situation</p>

	Listening (CLB 4-5)	Speaking (CLB 4-5)	Reading (CLB 4-5)	Writing (CLB 4-5)
<b>Language Focus</b>	<p><b>Pragmatics:</b> Recognition of formal vs informal language, registering and conveying polite tones whilst making requests &amp; giving advice; registering speaker's intent in giving advice;</p> <p><b>Grammar:</b> Imperatives; Sequence words (first, second, third, etc.); modals of obligation (must, should, have to); reported speech; present perfect</p> <p><b>Vocabulary:</b> food handling, pathogens, bacteria, virus, parasite, utensils, equipment, prevent, personal hygiene, surfaces, Danger Zone, food groups (veggies, poultry, beef, pork, etc.)</p> <p><b>Expressions for expressing concern and making requests:</b> Do you mind telling what ___ said during the training session?; Could you please ___?</p> <p><b>Semi-formal to formal email writing</b></p>			
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Registering sequence order</li> <li>• Identifying formal tone &amp; intent</li> <li>• Registering macro &amp; micro differences between request, suggestions and advice</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating intent in making requests vs. giving suggestions and advice</li> <li>• Using clarification strategies (to confirm listener's comprehension)</li> <li>• Producing correct tone in conveying intentions</li> <li>• Polite body language, eye contact &amp; turn taking</li> </ul>	<ul style="list-style-type: none"> <li>• Text, number &amp; symbol discrimination</li> <li>• Reading for gist</li> <li>• Scanning for keywords and phrases</li> <li>• Reading for detail</li> </ul> <p>Registering sequential and imperative discourse markers</p>	<ul style="list-style-type: none"> <li>• Formal email format (subject line, greeting, body, closing &amp; signature)</li> <li>• Using sequential &amp; imperative discourse markers</li> <li>• Self &amp; peer editing</li> <li>• Self correction</li> <li>• Coherence</li> </ul>
<b>Assessment Task</b>	Listening to a colleague or superior give a presentations with instructions on safe food handling during a training session.	Giving colleagues advice and instructions on how to store food safely.	Reading a work memo with information about new food handling protocols and instructions	Writing an email to a supervisor thanking them for providing life saving training

## Instructor Resources

1. General Food Safety Tips – Government of Canada  
<https://www.canada.ca/en/public-health/services/food-safety/general-food-safety-tips.html>
2. Food Safety Training Requirements in Alberta  
<https://www.albertahealthservices.ca/assets/wf/eph/wf-eh-food-safety-training-requirements-in-alberta.pdf>
3. Alberta Food Safety Basic Booklet  
<https://www.albertahealthservices.ca/assets/wf/eph/wf-eh-alberta-food-safety-basics-booklet.pdf>
4. Understanding Food Safety Instructions – Skill using tasks (requires a log in)  
<https://realworldtasks.ca/>
5. e-Food Handlers Inc.-Basic Food Safety (6-chapter series; & Based on US food handling standards)  
[https://www.youtube.com/watch?v=GgzO5\\_YQDII&list=PLuZ86vZDT5-kiEBqTfzDExJWjC5Epmnh&index=1](https://www.youtube.com/watch?v=GgzO5_YQDII&list=PLuZ86vZDT5-kiEBqTfzDExJWjC5Epmnh&index=1)
6. Alberta Health Services  
<https://www.albertahealthservices.ca/eph/page3151.aspx>
  - Includes resources for schools and learning facilitators (ppt presentations with lessons and prompts, a bingo game & a teacher’s resource kit)
7. Alberta Food Safety Facts – Teacher Resource Kit Grades 7-12  
<https://www.albertahealthservices.ca/assets/wf/eph/wf-eph-afsf-resource-kit.pdf>
8. Food Safety Tips: [http://www.gov.pe.ca/photos/original/WI\\_SafetyTips.pdf](http://www.gov.pe.ca/photos/original/WI_SafetyTips.pdf)
9. Canadian Public Health Association: <https://www.cpha.ca/eat-safe>
10. PPE Poster from Canadian Centre for Preventing the Spread of Infections (free download at the bottom of the page)  
<https://www.ccohs.ca/products/posters/>
11. Canadian Food Inspection Agency  
<https://inspection.canada.ca/about-cfia/transparency/regulatory-transparency-and-openness/food-safety-investigations/eng/1332299626115/1332299812611>
  - Reading about salmonella and e coli outbreaks

12. Canadian Food Inspection Agency

<https://inspection.canada.ca/about-cfia/transparency/regulatory-transparency-and-openness/food-safety-investigations/outbreak-of-salmonella-infections-linked-to-red-on/eng/1596550549442/1596550550020>

- A chart of recalled products

### Grammar Materials

13. Imperatives

<https://www.teach-this.com/images/resources/imperatives-interactive-worksheet.pdf>

14. Sequence Words

<https://www.teach-this.com/images/resources/sequence-words-worksheet.pdf>

15. Modals of necessity and obligation

- <https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-necessity>
- <https://www.teach-this.com/images/resources/necessity.pdf> (modals game)
- <http://www.roadtogrammar.com/> (quizzes on present & modals and past modals)
- <https://www.allthingsgrammar.com/must-necessity.html>

16. Giving Advice

- Modal Verb – Should:
  - <https://www.allthingsgrammar.com/should.html>
  - <https://www.youtube.com/watch?v=2oumWdjA9hM> (+ all modals)
- Should Have:
  - <https://www.allthingsgrammar.com/should-have.html>
  - <https://www.youtube.com/watch?v=uPeOUDV8IN4> (should vs. shouldn't have)
- Present Perfect:
  - [https://www.youtube.com/watch?v=o1\\_0Gz4uRko](https://www.youtube.com/watch?v=o1_0Gz4uRko)
  - <https://www.allthingsgrammar.com/present-perfect-simple.html>

17. Making Requests

- Make Polite Requests – BBC Learning English
  - <https://www.youtube.com/watch?v=rr-Ocmkfd7o> (BBC Learning English, # 22)
  - <https://www.youtube.com/watch?v=QWBwCoecvkM> (BBC Learning English, # 5)
- Teach these materials on making requests:
  - <https://www.teach-this.com/functional-activities-worksheets/making-requests>
- All Things Grammar – Requests with 'Could you'
  - <https://www.allthingsgrammar.com/could-you-requests.html>

18. Reported Speech

- <https://www.allthingsgrammar.com/reported-speech.html>
- <https://www.teachthis.com.au> (then type in the search box: reported speech)

## Warm-up Activity

### Discussion Questions

1. Is the food you eat safe to consume? Do you ever worry about food poisoning?
2. Food handling means to touch or hold food items, tools and utensils with your hands. What does food handling mean to you? List some examples. Share your ideas.
3. Do you think it's okay to use the same cutting board, knife or tools for raw meat and vegetable? What do you think? Why do you think so?
4. What should you never forget to do before preparing or cooking food?
5. Having good personal hygiene means keeping yourself clean and tidy. Why is it important to have good hygiene habits when preparing or cooking food?
6. What is the proper way to wash your hands?
7. What are some best and worst food-handling practices? Make a list.
8. Share good and bad dining experiences. Why were they bad or good? What made them so?
9. Did you ever get sick after eating something at a restaurant? Describe the situation. Why do you think this happened?
10. Who makes sure that the food you buy at restaurants is safe? Do you think the government regulations are sufficient?

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### Other Warm-up Activities:

1. Students can watch a video from Alberta Health Safety Resource Kit (for example: Why Don't We Do It In Our Sleeves <https://www.youtube.com/watch?v=CtnEwvUWDo0>), take notes, and discuss.
2. Instructors can set up several pictures around the class with different topic-related scenes (E.g., a dirty vs clean kitchen, pests on food, bad hygiene habits, etc.) and have students do a gallery walk where they collect notes on each items and discuss their opinions and thoughts either in small groups, as a whole class or in combination.
3. Students can be divided into several groups and each group receives an image of an improper food-handling scenario. The group members discuss what is wrong in the picture. Then each group does a presentation first describing what the situation encapsulates and then share reasons for why the food was handled improperly.

## Vocabulary

These are the basic vocabulary items used in the module:

Poultry	Kitchen utensils	Contamination	Pest	Food handler
Meat	Equipment	Cross contamination	Pathogens	Leftovers
Fish	Raw	Contaminants	Feces	Digital thermometer
Seafood	Fresh	Virus	E coli	Danger Zone
Cutting boards	Microbes Pathogenic microbes	Salmonella	Refrigeration	Storage
Personal hygiene	Harmful	Parasite	Surface & Preparation surfaces	Internal temperature
Foodborne illness	Prevent	Bacteria	Consumer Consumption	Perishable
Nausea	Vomiting	Diarrhea	Stomach cramps	Moulds

Vocabulary Resources & Flashcards:

**Preparation Methods** (Requires membership)

[https://esllibrary.com/flashcard\\_genres/13/flashcard\\_categories/41](https://esllibrary.com/flashcard_genres/13/flashcard_categories/41)

**Food Items**

- [Vegetables – ESL Library](#)
- [Meat & Seafood – ESL Library](#)

**Illness & Injury:** [Illness & Injury – ESL Library](#)

**Prevention:** [Prevention – ESL Library](#)

**ESL Library:** Food Poisoning (CLB 6-8, but can be adapted)

<https://esllibrary.com/courses/95/lessons/1841/print>

**Alberta Food Safety Facts** – Teacher Resource Kit (See Instructor Resources)

**Alberta Food Safety Basic Booklet** (See Instructor Resources)

## Grammar and Expressions

Students learn & review:

1. Imperatives
  - To use the verbs properly when giving direction
    - Separate the raw meat from the fresh vegetables.
    - Use the digital thermometer to check the internal temperature.
2. Sequence words
  - To comprehend and give instructions in chronological order
    - First, tie back your hair.
    - Second, wash your hands.
    - Third, take the vegetables out of the fridge.
3. Modals of necessity and obligation
  - To convey necessity so as to follow laws, rules and protocols
    - You must not allow for cooked food to stay in the Danger Zone for more than 2 hours.
    - I will have to keep my hair tied back at all times.
    - We have to wear clear aprons.
4. Giving Advice
  - To use the correct expressions & polite language when giving advice
    - Should:
      - You should always remember to wash your hands before beginning food preparation.
      - You shouldn't put your fingers into the food.
    - Should Have + Present Perfect:
      - She should have refrigerated the leftovers.
      - He shouldn't have put the raw pork next to the greens.
5. Making requests
  - Do you mind telling me what I missed at the training, please?
  - Could you tell me what the manager said about the Danger Zone?
  - Would you mind answering a few questions about the food handling training we had?

6. Reported speech

- To retell other peoples experiences and words
  - She said that she reheated the meal in the microwave, but it wasn't steaming hot.
  - She told me that they all got very sick.

## Listening Ideas for Skill-Building & Skill-Using Tasks

### SB Skill-Building Activities

• In this section, you will find ideas for:

- Skill-Building Activities
- Skill-Using Tasks



1. Alberta Food Safety Facts – Teacher Resource Kit [Facts\(albertahealthservices.ca\)](https://facts.albertahealthservices.ca) (comes with matching activities, comprehension questions, a quiz & online resources p. 3-4)



2. [Outbreak Caused by School Lunch | Food Safety in Real Life - YouTube](#)

3. [Basic Food Safety](#)

- Students can watch a variety of videos and complete the comprehension question provided in the activities.
- Instructors could create their own simplified comprehension questions based on the videos.
- Instructors could use PPT in the Main Presentation to teach target language.
- Instructors can create fillable notes (to work on listening for gist vs detail) for students to fill in.

### SU Skill-Using Tasks

- Students could watch videos using the resources given to answer comprehension questions regarding food handling, personal hygiene, cross-contamination and other related topics, or answer questions wherein they have to put the instructions in the correct order.
- Students can receive instructions and record the order of protocols then create a role-play where they give those instructions in their own words.
  - Or they could write instructions in an email to give instructions to others.
- Students could do research (this could be in combination with other skills) on stories of outbreaks around the world and then retell the order of events that led up to the outbreak and make observations about what could have been done or how the outbreak could have been avoided.

**Other Competencies:**

I. Students can listen to personal accounts or interviews on how someone got food poisoning, the symptoms they had and answer comprehension questions.

II. Students can search YouTube for videos or vlogs on food poisoning and then retell either in writing or speaking what happened and how it could have been avoided.

III. Students could watch videos identified in the Instructor resources and answer comprehension questions about the purpose and content of the information delivered.

IV. Students can listen to radio reports and vlogs of outbreaks that had occurred and do oral presentations to share this information.

A variation on this activity could be a research project when students search for information about news of outbreaks of foodborne illness in other countries to do presentations on. Students can retell the order of events that transpired, who was involved, talk about the symptoms and treatments and provide suggestions and/or instructions on how to avoid such outcomes, or what should have been done so as to have avoided such outcomes.

## Speaking Ideas for Skill-Building & Skill-Using Tasks

- In this section, you will find ideas for:
  - Skill-Building Activities
  - Skill-Using Tasks

### SB Skill-Building Activities

1. Students do speaking activities to build the following skills:
  - Learning and practicing pronunciation of vocabulary items such as: kitchen utensils and equipment, common pathogens & hygiene protocols.
  - Learning and reviewing sequencing words, prepositions of place, imperative forms, modals of necessity and the present perfect.
  - Practice using role-playing dialogue in Appendix A.

### SU Skill-Using Tasks

1. Students can watch instructional video on different related topics and practice giving instructions on what they have learned.
2. Students can practice giving and receiving instructions on food preparation and safety. Role-play dialogues may consist of giving instructions on:
  - Proper hygiene
  - Hand washing
  - Handling raw food
  - Refrigeration
  - Proper food storage
  - Foods in the Danger Zone
  - How to minimize Danger Zone

### **Other Competencies:**

I & IV

- Students can watch videos (links found in Instructor Resources p. 7) to practice sharing and summarizing information
- Students can share experiences or knowledge related to topic
- Students can be divided into several groups wherein each group creates a role-play dialogues on a scenarios (E.g., someone getting food poisoning; pest outbreaks; cross contamination; poor hygiene; etc.) and do presentations in class with each group presenting a different scenario
  - Instructors can provide a self & peer-reflection rubric for students to fill in so as to learn to discriminate between clearly conveyed messages and the

perception of the way in which those messages were conveyed.

III.

- Students can practice giving advice, requesting help & making suggestions on how to practice food-handling safely.
- Students can use scenario cards to practice using 'should' with present perfect in giving advice or making suggestions about what could have been done to avoid the situation
- Instructors could show the PPT presentation (pictographic) on the Food Safety Fails from the Alberta Health Services website ([Take a Course | Alberta Health Services](#)) and students can look at the images and then answer the three questions: What is the food safety concern(s) in the picture?; Why is it a risk to the public?; & How could the concern be fixed?
  - This activity can be converted into a writing task wherein students write descriptions of pictures or write emails sharing descriptions of the pictures.
  - Students could also write recommendations on what should have done differently to avoid said food fail.

IV.

- Students could do research (in combination with reading activities) on, for example, outbreaks in Canada or around the world and share this information in class presentations or group discussions.

## Reading Ideas for Skill-Building & Skill-Using Tasks

• In this section, you will find ideas for:

- Skill-Building Activities
- Skill-Using Tasks

### SB Skill-Building Activities

- Students can read simplified versions of the texts found in teacher's resources and answer comprehension questions.
  - The Alberta Food Safety Basics Booklet can be used to present students with written material and it comes with comprehension questions and quizzes.
  - Students can see the vocabulary in context and practice using the language in combination with speaking and writing activities.
  - Students can make sentences with new words and expressions in writing paragraphs, summaries, emails, etc.

### SU Skill-Using Tasks

- Students can read the related texts from websites (see Instructor Resources) and answer comprehension questions.
- Students can read instructions on proper food handling protocols (See Instructor Resources p. 7) and do matching activities to identify the proper order of said instructions.
- Students can do a gallery walk activity (in combinations with a writing activity for competency II) wherein instructions to different food safety protocols: such as proper hygiene; food storage; cross contamination protocols; proper use of kitchen equipment; etc.; are given and students need to fill in charts to organize the information accordingly.
- Students can read instructions to aforementioned protocols and do mini presentations (in combination with a speaking and writing component) on what they understood.
- Students can do a jigsaw activity wherein each group receives a separate set of instructions for a particular food safety protocol and each group then shares their information with other groups (in combination with a listening activity). Each group has to listen and take notes on the other groups' presentations. Instructors can incorporate the Danger Zone chart for students to familiarize with those temperatures.

**Other Competencies:**

I. Instructors could create mock scenarios of people getting food poisoning for students to read and answer comprehension questions. Students must identify the writer's intent to relay the information accurately (in combination with an oral or written component).

IV. Students can read blogs or articles about outbreaks in Canada or around the world and then answer comprehension questions, do oral presentations or write emails on the subject.

## Writing Ideas for Skill-Building & Skill-Using Tasks

- In this section, you will find ideas for:
  - Skill-Building Activities
  - Skill-Using Tasks

### SB Skill-Building Activities

Students practice using vocabulary by writing sentences or paragraphs.

Students, in combination with reading activities, can read and do matching or fill-in-the-gap activities to reinforce target language.

Students can read texts on a variety of related subject matter and write short descriptions or summaries of said texts' content.

### SU Skill-Using Tasks

- Students can read blogs about cases of food poisoning and share this information using target grammar—reported speech.
- Students, having read instructions on food handling and safety protocols, can write paragraphs and email letters retelling and sharing said instructions, with “colleagues/coworkers”.
- Students can practice writing formal emails to describe different scenarios, situations of outbreaks or food handling and safety protocols.
- Students can practice writing thank you emails.

### **Other Competencies:**

I. Students can write emails or letters retelling personal experiences of instances of food poisoning, poor personal hygiene examples, cases of contaminations and foodborne illness, etc.

II. Students can read charts on for example the Danger Zone and copy this information into a text.

- Students can read information from online sources, for example the Alberta Health Services website and complete notes on provincial food handling safety requirements.

III & IV. Students can practice using formal and polite language in emails to write short messages that share information and convey appreciation.

## Tips for Using Assessment Tasks

1. In this Module Plan, you will find the paper version of Assessment Tasks. However, there are links to CLB 4 and CLB 5 Online (Google Forms) Assessment Tasks for each skill.
2. For each Google Form assessment, you have a choice of View or Make a Copy. To use it with your students, choose Make a Copy. Once you do so:
  - You can edit the copy.
  - You can view individual and group results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
  - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
  - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
  - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
    - The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
  - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
  - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
  - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

# CLB 4 Assessment Tasks

## CLB 4 Assessment Tasks

### CLB 4 Listening Assessment Task

<b>TASK</b>	A Work Presentation
<b>COMPETENCY</b>	<b>CLB 4: Comprehending Instructions</b> Understand common, sequentially presented instructions and directions related to familiar everyday situations of personal relevance.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 14/20 or higher to achieve CLB 4 on this task.</b> <b>Not Yet: 0-10</b> <b>Almost There: 11-13</b> <b>Successful: 14-20</b>
<b>INSTRUCTIONS</b>	Students will listen to a manager give a presentation following an inspection to highlight the report and implement suggested safety precautions regarding food handling and safely.  1. Students listen to a recording of the presentation. 2. Students answer comprehension questions in the Google Form. 3. Students can listen to the audio <b>2-3 times</b> and can take notes.
<b>ONLINE ASSESSMENTS</b>  	Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a> <b>Audio Files</b> Click <a href="#">HERE</a>  *Audio files are embedded in forms.

### Listening Transcript: CLB 4 A Work Presentation

Good afternoon, everyone and thank you for attending today's presentation. As you know we just underwent a city inspection and their report came back with a couple of comments that we, as an organization need to address, and we are going to take this meeting time to do so. First and foremost, you all need to make sure that you are serving food safely. The way you can do that is by doing the following in the order I will discuss here:

First, don't touch food or drinks with your fingers.

Second, use tongs or a scoop to pick up ice. Do not use your hands or a glass to pick up the ice.

Third, make sure to throw away all the food that falls on the floor.

Fourth, always wash and sanitize cutlery that falls onto the floor.

Fifth, keep all the serving stations and preparation areas clean. Sanitize when necessary.

Sixth, do not allow raw food to come in contact with washed fruits and vegetables. We must prevent cross contamination.

Seventh, clean and sanitize workstations between orders. Don't sit waiting for the next order to come in.

Lastly, make sure you come to work prepared by following proper hygiene standards. That means coming in with your hair tied back, clipped nails, clean clothes and no jewelry.



## CLB 4 Listening Assessment Task: A Work Presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	A Work Presentation
<b>COMPETENCY</b>	<b>Comprehending Instructions</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 14 out of 20 to achieve CLB 4 on this task.</b>
<b>INSTRUCTIONS</b>	Listen to the presentation and answer the multiple-choice, sequence, true and false, and short-answer questions.

- What is the recording about? Circle one answer. (1 point)
  - It's about a presentation.
  - It's about telling restaurant employees about personal hygiene.
  - It informs restaurant employees about serving food at that restaurant.
  - It's about serving food in a safe way.
  
- Why is this presentation taking place? Circle one answer. (1 point)
  - It's the restaurant's job to keep their employees knowledgeable about food safety.
  - It's happening because the restaurant got some negative comments about the restaurant from the health and safety inspection.
  - It's taking place because someone touched food with their fingers and the management wanted to have a meeting.
  - It's taking place because first and foremost everyone needs to serve food safely.
  
- Put the following in the order it was given. Write the number on the line. (6 points)
  - Make sure you throw away food that lands on the floor. \_\_\_\_\_
  - Do not let raw food touch cooked food. \_\_\_\_\_
  - Clean and sanitize workstations between orders. \_\_\_\_\_
  - Don't touch food or drinks with your fingers. \_\_\_\_\_
  - Use tongs or a scoop to pick up ice not your hands or a glass. \_\_\_\_\_
  - Wash and sanitize cutlery that falls to the floor. \_\_\_\_\_
  
- Which of the following are true and which are false? (7 points)
 

a) You must sanitize work areas only when you start work.	<b>True</b>	<b>False</b>
b) You mustn't put food back on the plate after it fell on the floor.	<b>True</b>	<b>False</b>
c) You should keep serving and preparation areas clean.	<b>True</b>	<b>False</b>
d) You can put ice into a glass using the glass.	<b>True</b>	<b>False</b>
e) You have to sanitize when you feel something needs to be sanitized.	<b>True</b>	<b>False</b>
f) It's okay if raw food touches fresh vegetables you are about to cook.	<b>True</b>	<b>False</b>
g) Coming to work prepared means being serious about personal hygiene.	<b>True</b>	<b>False</b>

5. What must you do when a clean utensil falls to the floor? **Circle** one answer. (1 point)
- a) You must put it into the dishwasher.
  - b) You must wash it.
  - c) You must sanitize it.
  - d) You must go get another utensil.
6. What does it mean to prevent cross contamination? **Circle** one answer. (1 point)
- a) It means we mustn't pass illnesses to one another. So, if someone is sick, they should stay home so they do not cross contaminate others.
  - b) It means to keep raw food away from fresh fruits and veggies.
  - c) It means stopping the spread contaminants from one food to the next.
  - d) It means we must do our best not to pass out contaminants onto the food we are handling.
7. What does it mean to follow proper hygiene standards? (3 points)

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**Score:    /20**

**Did you achieve CLB 4 on this task?**

- Not Yet
- Yes

Answer Key CLB 4 A Work Presentation

1. D
2. B
3. a) 3  
b) 6  
c) 5  
d) 1  
e) 2  
f) 4
4. a) F  
b) T  
c) T  
d) F  
e) T  
f) F  
g) T
5. C
6. B
7. It means coming to work with your hair tied back, clipped nails, clean clothes and no jewelry.

## CLB 4 Speaking Assessment Task

<b>TASK</b>	Requesting & Giving Instructions
<b>COMPETENCY</b>	<p><b>CLB 4: Giving Instructions</b> Give a set of simple, common, routine instructions and directions to a familiar person.</p> <p><b>CLB 4: Getting Things Done</b> Make and respond to simple requests related to immediate personal needs.</p>
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get “Yes” on the Holistic Criteria and 5 out of 7 on the Analytic criteria to achieve CLB 4 on this task.</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Instructor assigns Role Play Card A or Role Play Card B to students. The student has a few minutes to read the instructions on the card.</li> <li>2. Student carries out a role play in which they ask for instructions and give instructions on one of the items on the card. Instructor may take notes or record the role play.</li> <li>3. Instructor fills out the online assessment rubric (link found below). Once complete, the instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.</li> </ol>
<b>ONLINE ASSESSMENTS</b>  	<p>Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>The Role Play cards are inserted into the Google form, but you can also find them on page 30 of this module plan.</p>



## CLB 4 Speaking Assessment: Requesting and Giving Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Requesting and Giving Instructions
<b>COMPETENCY</b>	<b>Giving Instructions &amp; Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 'Yes' on Holistic Criteria and 5 out of 7 on Analytic Criteria.</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Your teacher will give you Role Play Card A or Role Play Card B.</li> <li>2. Read the instructions on the role card carefully.</li> <li>3. You will carry out a role-play conversation on the topic you choose on your card. You will ask for advice on 1 of the items and you will give instructions for another item.</li> <li>4. Use the conversation strategies, vocabulary and expressions you learned in class.</li> </ol>

<b>Holistic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
You completed the requirements of the task.		
<b>Analytic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
You spoke clearly and with good fluency.		
Your pronunciation, stress and intonation were mostly accurate.		
You made a request for instructions on 1 item on your role-card.		
You gave correct instructions or suggestions.		
You used modals mostly correctly.		
You used the topic vocabulary & expressions mostly correctly.		
You opened, maintained and closed the conversation.		

You did this well:	Next time, try:
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**Did you achieve CLB 4 on this task?**

- Not Yet  
 Yes

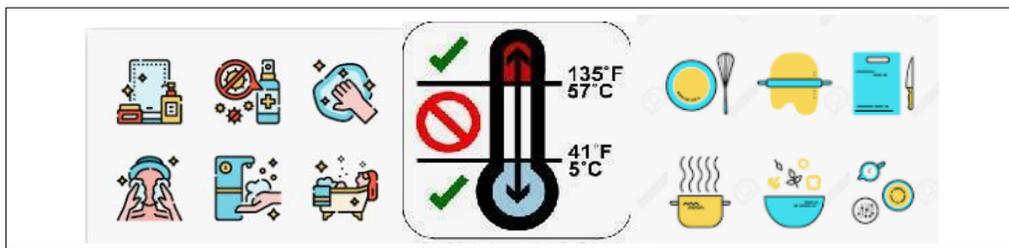
## Role-Card A:

### Task: Requesting and Giving Instructions

Instructions:

Imagine! You work at a busy restaurant. Your employer provided you with the Food Handling Training, but you didn't understand some of the details. You come up to a colleague and ask him or her to give you some advice and instruction on the part of the training you are not sure about.

1. Look at the icons below. They represent different things the Food Handling Training taught and that you must consider when handling food.
2. Pick one of the items to ask your partner about.
3. Then listen to your partner's question about another item and give him or her advice and instruction on the other item.



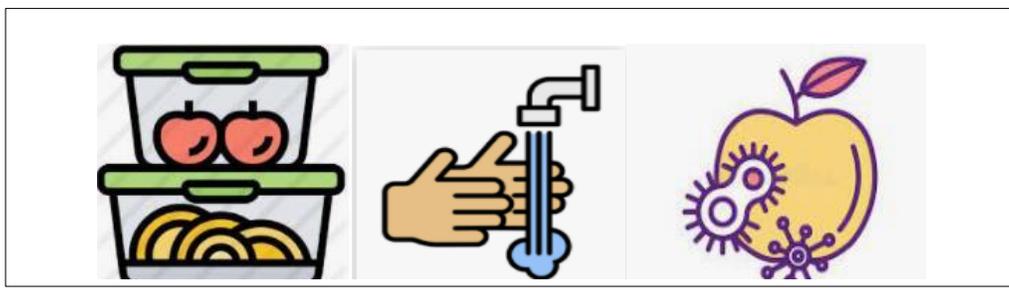
## Role-Card B:

### Task: Requesting and Giving Instructions

Instructions:

Imagine! You work at a busy restaurant. Your employer provided you with the Food Handling Training, but you didn't understand some of the details. You come up to a colleague and ask him or her to give you some advice and instruction on the part of the training you are not sure about.

1. Look at the icons below. They represent different things the Food Handling Training taught and that you must consider when handling food.
2. Pick one of the items to ask your partner about.
3. Then listen to your partner's question about another item and give him or her advice and instruction on the other item.

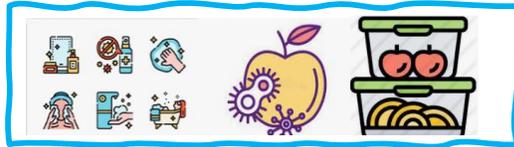


## CLB 4 Reading Assessment Task

<b>TASK</b>	Reading a Work Memo
<b>COMPETENCY</b>	<p><b>CLB 4 Comprehending Instructions</b> Understand short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations</p> <p><b>CLB 4: Getting Things Done</b> Get information from short business or service texts of up to about 3 paragraphs</p>
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 16 out of 23 or higher to achieve CLB 4 on this task.</b>
<b>INSTRUCTIONS</b>	<p>1. Read the information in the Internal Memo (page 1) and the General Food Safety Tips (page 2) and answer the multiple choice, True and False and short-answer questions.</p> <p>2. Students answer comprehension questions in the Google Form.</p>
<b>ONLINE ASSESSMENTS</b>  	Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a>

Internal Memo:

Hello team,



As you know the Alberta government is very specific in its requirements for maintaining proper food safety protocols. Because of new provincial regulations, we must observe the following in the order below:

1. Tie your hair and remove all jewelry.
2. Wash your hands thoroughly before commencing work duties.
3. Always wear disposable gloves when handling food and dispose of them properly.
4. Sanitize utensils, equipment and preparation surfaces before using them.
5. Always sanitize the designated work area before and after food preparation and cooking.
6. Make sure you store meat in the large bins and place them on the bottom shelf of the refrigerator. This will minimize cross contamination.
7. Always use the digital thermometer to confirm internal temperature and sanitize it after each use.

Please find the General Food Safety Tips on the second page of this memo or at the following address: <https://www.canada.ca/en/public-health/services/food-safety/general-food-safety-tips.html>

Come see me if there is something that needs to be discussed or brought to my attention.

Sincerely,  
Pete Robinson  
Head Chef & Supervisor  
Dan's Kitchen and Bar

Page 1

## General Food Safety Tips

Everyone should practice general food safety precautions at all times:

- Bacteria can grow in the danger zone between 4 °C and 60 °C (40 °F to 140 °F). Keep cold foods cold at or below 4 °C (40 °F) and keep hot foods hot at or above 60 °C (140 °F).

Food	Temperature
Beef, veal and lamb (pieces and whole cuts) –medium-rare	63°C (145°F)
<b>Beef, veal and lamb</b> (pieces and whole cuts) —medium	71°C (160°F)
<b>Beef, veal and lamb</b> (pieces and whole cuts) —well done	77°C (170°F)
<b>Pork</b> (pieces and whole cuts)	71°C (160°F)
<b>Poultry</b> (pieces)—chicken, turkey, duck	74°C (165°F)
<b>Poultry</b> (whole)— chicken, turkey, duck	85°C (185°F)
<b>Ground meat and meat mixtures</b> (burgers, sausages, meatballs, meatloaf, casseroles)—beef, veal, lamb and pork	71°C (160°F)
<b>Ground meat and meat mixtures</b> —poultry	74°C (165°F)
<b>Egg dishes</b>	74°C (165°F)
<b>Others</b> (hot dogs, stuffing and leftovers)	74°C (165°F)

Page 2



## CLB 4 Reading Assessment: Reading a Work Memo

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Reading a Work Memo
<b>COMPETENCY</b>	<b>Comprehending Instructions &amp; Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 16 out of 23 or higher to achieve CLB 4 on this task.</b>
<b>INSTRUCTIONS</b>	Read the text and answer the comprehension questions. There are multiple-choice, true and false, matching and short-answer questions.

1. What kind of text is this? **Circle** all that apply. **(2 points)**
  - a) It's a letter to employees.
  - b) It's an informational text for people in the food industry.
  - c) It's a text to remind staff about how to do something.
  - d) It is an instructional text to give instructions on a specific topic.
2. What is the text about? **(1 point)**
  - a) It's about what employees must do when they come to work.
  - b) It's about handling food properly.
  - c) It's about being tidy and neat.
  - d) It's about the Alberta government and its regulations.
3. Put the following into the correct order. Write the numbers on the lines. **(6 points)**
  - a) You must wash your hands before you start your work duties.  
\_\_\_\_\_
  - b) Put raw meat on the bottom shelf of the refrigerator.  
\_\_\_\_\_
  - c) Put your hair back and take off your jewelry.  
\_\_\_\_\_
  - d) Clean utensils and work surfaces with sanitizing solution first before you start cooking on them and after you are done.  
\_\_\_\_\_
  - e) Wear disposable gloves when you are preparing food.  
\_\_\_\_\_
  - f) Use the digital thermometer to make sure the temperature is right, not your eye.  
\_\_\_\_\_

4. Which of the following are true and which are false? Circle True or False (6 points)
- a) The purpose of this letter is to give instructions on sanitizing and properly using kitchen tools and equipment. **True False**
  - b) Keep raw meat at the bottom of the refrigerator to keep cross contamination to a minimum. **True False**
  - c) Employees at this restaurant cannot wear any jewelry. **True False**
  - d) Employees at this restaurant must sanitize the digital thermometer after every measurement. **True False**
  - e) The Danger Zone is a temperature where bacteria lives comfortably and grows quickly. **True False**
  - f) Beef, veal and lamb, when cooked to be well done must cook at an internal temperature of 63° C. **True False**
5. What do staff need to do if they have a question about the information in the letter? Circle all that apply. (2 points)
- a) They must use the link in the letter to get more information.
  - b) They must call the Alberta government.
  - c) They must contact the head chef and supervisor.
  - d) They must go see Pete Robinson.

6. What happens in the Danger Zone? (2 points)

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7. What is the temperature range in the Danger Zone? (2 points)

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8. Why do we need to cook food to a safe internal temperature? (2 points)

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**Did you achieve CLB 4 on this task?**

- Not Yet
- Yes

**Score: /23**

Answer Key: CLB 4 Reading a Work Memo

1. A & D
2. B
3. a) 2  
b) 5  
c) 1  
d) 4  
e) 3  
f) 6
4. a) F  
b) T  
c) T  
d) T  
e) T  
f) F
5. C & D
6. Bacteria grows in the Danger Zone.
7. The Danger Zone temperature range is between 4° C & 60° C.
8. We cook food to a safe internal temperature to kill all the bacteria.

## CLB 4 Writing Assessment Task: A Thank You Email

<b>TASK</b>	A Thank You Email
<b>COMPETENCY</b>	<p><b>CLB 4: Interacting With Others</b> Convey short, personal, informal social messages on topics related to familiar everyday situations (such as invitations, thanks, updates, cancellations or apologies).</p> <p><b>CLB 4: Getting Things Done</b> Write simple business or service messages of up to 7 sentences.</p>
<b>CRITERIA FOR SUCCESS</b>	<b>Students must achieve “Yes” on the Holistic Criteria and 5 out of 7 on the Analytic Criteria to achieve CLB 4 on the task.</b>
<b>INSTRUCTIONS</b>	<p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Students must write an email to their supervisor retelling her about a situation that happened to a friend of theirs and thank the supervisor for providing relevant training.</li> <li>2. The students will write the email based on the scenario card they get with the situation and the ‘relevant’ training items.</li> <li>3. This task may be carried out in the following ways depending on class setting: <ul style="list-style-type: none"> <li>• An email may be written to the instructor.</li> <li>• The writing may be done using a Word document or a Google Docs document.</li> <li>• The letter may be handwritten.</li> <li>• The letter may be written using this Assessment’s Google Form using the link below.</li> </ul> </li> </ol>
<b>ONLINE ASSESSMENTS</b>  	<p>Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a></p> <p>Google Form Rubric: <a href="#">View</a>   <a href="#">Make a copy</a></p>



## CLB 4 Writing Assessment: A Thank You Email

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	A Thank You Email
<b>COMPETENCY</b>	<b>Interacting With Others &amp; Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get "Yes" on Holistic Criteria and 5 out of 7 of Analytic Criteria</b>
<b>INSTRUCTIONS</b>	<p><b>You want to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Read the information in the scenario card below.</b></li> <li>2. <b>Write an email to your manager.</b> Her name is Sally Johnson. Her email address is <a href="mailto:sally.johnson@daneats.com">sally.johnson@daneats.com</a></li> <li>3. In the email, tell your manager what your friend told you.</li> <li>4. Talk about the food handling training you received at work. Talk about 1 of the protocols you learned about and why you think it can stop people from getting sick from food.</li> <li>5. Thank the manager for giving staff this food handling training.</li> <li>6. Use the expressions and grammar you learned in class.</li> </ol>

<b>Holistic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
Followed instructions and completed the task.		
<b>Analytic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
You included necessary parts of an email such as (address, subject, greeting, message closing & signature).		
You wrote about what happened to your friend and her family.		
You wrote about the training you got and why it was useful.		
You used vocabulary and expressions you learned in class.		
Your grammar was mostly accurate.		
You wrote so the reader could understand.		
Your spelling, capitalization, punctuation & spacing were mostly correct.		

You did this well:	Next time, try:
--------------------	-----------------

**Did you achieve CLB 4 on this task?**

- Not Yet  
 Yes

**Imagine!** You have a friend that just **told you** about the following incident:

- She forgot to put away food into the refrigerator and the next day reheated and served the food to her family for dinner.
- Family members got severely ill soon after consuming the food.
- They had the following symptoms
  - Stomach cramps
  - Diarrhea
  - Nausea
  - Vomiting
  - Fever

Write a short email to your supervisor at work:

1. Tell her what happened to your friend.
2. Thank her and the restaurant management for giving you the useful training about how to handle food properly.
3. Talk about 1 thing you learned in the training that **could have helped your friend**.

Choose from the Food Handling Training items below:

- Food storage
- Cross contamination
- Sanitization
- Cooking
- Cooling off food
- Serving food
- Keeping a clean environment
- Self-hygiene



4. Talk about why it is useful and what your friend should have done.



# CLB 5 Assessment Tasks

## CLB 5 Assessment Tasks

### CLB 5 Listening Assessment Task

<b>TASK</b>	A Work Presentation
<b>COMPETENCY</b>	<b>CLB 5: Comprehending Instructions</b> Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures.
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 14/20 or higher to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	Students will listen to a manager give a presentation following an inspection to highlight the report and implement suggested safety precautions regarding cross contamination.  <ol style="list-style-type: none"> <li>1. Students listen to a recording of the presentation (link can be found in the Google form and below).</li> <li>2. Students answer comprehension questions in the Google Form.</li> <li>3. Students can listen to the audio <b>2-3 times</b> and can take notes.</li> </ol>
<b>ONLINE ASSESSMENTS</b>  	Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a> <b>Audio File</b> Click <a href="#">HERE</a> for the audio file.  *Note: this audio file is already embedded into the Online Assessment.

## Listening Transcript: CLB 5 – A Work Presentation

Good afternoon, everyone and thank you for attending today's presentation. As you know we just underwent a city inspection and their report came back with a couple of comments that we, as an organization need to address, and we are going to take this meeting time to do so. We know that cross contamination happens when viruses, parasites or bacteria spread from one food item to another. The way that they do it is through contaminated surfaces, utensils, equipment and hands. This is why it is so important for us, as a restaurant business, to ensure that all customers are happy, healthy and returning! And we can't achieve that goal if our customers are getting sick, can we! So, when you come into work, always remember to do all of the following in the order that I will give it here:

1. After handling raw meat, poultry or fish, wash your hands.
2. Do not place raw meat, poultry or fish next to cooked food items.
3. Use a different set of utensils like knives, spoons, ladles, or scoops for handling raw and cooked food.
4. Use a separate set of cutting boards for cooked and raw food.
5. Do not reuse tasting spoons. Use a clean one for each tasting.
6. Sanitise all work preparation and cooking areas including utensils and tools that touched raw or cooked food.
7. Do not put your fingers into prepared food. Ever!
8. Change dish cloths regularly.
9. Keep the cloths in the sanitizing solution during work shift, then put the cloths in the washing machine at the end of the day.
10. Do not wear stained or soiled aprons or uniforms. Remove and change them immediately after completing the task.



## CLB 5 Listening Assessment: A Work Presentation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	A Work Presentation
<b>COMPETENCY</b>	<b>Comprehending Instructions</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 14 out of 20 or higher to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	Listen to the presentation then answer the comprehension questions. There are multiple-choice, true & false, sequence & short-answer questions.

1. What is the recording about? **(1 point)**
  - a) It's a presentation about how to handle food safely.
  - b) It's about how personal hygiene is so important when it comes to food safety.
  - c) It informs restaurant employees about handling raw food.
  - d) It informs restaurant employees about how to keep their customers happy and returning.
  - e) It's a presentation about preventing cross contamination.
2. Why is this presentation taking place? **(1 point)**
  - a) It's the restaurant's job to keep their employees knowledgeable about food safety.
  - b) It's happening because the restaurant got some negative comments about the restaurant from the health and safety inspection.
  - c) It's taking place because employees often come in to work sick and spread their bacteria or viruses around and the management wanted to have a meeting about it.
  - d) It's taking place because it is the restaurant's job to make sure their customers don't get sick.
3. Which contaminants did the presenter talk about? **(1 point)**
  - a) The presenter talked about bacteria.
  - b) The presenter talked about viruses and parasites.
  - c) The presenter talked about fungus and pests.
  - d) The presenter talked about bacteria, viruses and parasites.
4. How does cross contamination happen? **(1 point)**
  - a) Cross contamination happens when contaminated foods spread to foods that are not contaminated.
  - b) It happens when surfaces, utensils or hands spread the contaminants.
  - c) Cross contamination happens when bacteria, viruses and parasite contaminate food.

d) It happens when bacteria, viruses and parasites spread from one food item to another.

5. Put the 1<sup>st</sup> 6 suggestions in the order they were given. Write the number on the line. (6 points)

- a) Use separate cutting boards for raw and cooked food.  
\_\_\_\_\_
- b) Wash your hands, after handling raw meat, poultry or fish.  
\_\_\_\_\_
- c) Don't put raw meat and vegetables close together.  
\_\_\_\_\_
- d) Sanitize all work preparation and cooking areas.  
\_\_\_\_\_
- e) Use a clean tasting spoon after each time.  
\_\_\_\_\_
- f) Use separate utensils and tools for raw and cooked food.  
\_\_\_\_\_

6. Which of the following are true and which are false? Circle True or False (6 points)

- a) If your apron gets stained with blood, you should stop what you are doing and change immediately. **True False**
- b) You shouldn't ever put your fingers into food. **True False**
- c) The dish clothes must be put into the washing machine at the end of the workday. **True False**
- d) Use one cutting board for cutting raw meat and a different board for cutting cooked meat. **True False**
- e) Keep the knives in the sanitizing solution until needed. **True False**
- f) You must sanitize the utensils and tools that touched raw food, but you can reuse utensils that touched cooked food. **True False**

7. What contaminants does the speaker talk about? How do those contaminants spread? (3 points)

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8. Which of the directions did the speaker say were the most important and must be followed? (1 point)

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Score: /20

Did you achieve CLB 5 on this task?

Not Yet

Yes

Answer Key: Listening CLB 5 – A Work Presentation

1. E
2. B
3. D
4. D
5. a) 4  
b) 1  
c) 2  
d) 6  
e) 5  
f) 3
6. a) F  
b) T  
c) T  
d) T  
e) F  
f) F
7. The speaker talks about viruses, bacteria and parasites and that the way they spread is by moving from one food item to another. (SS may phrase differently, mark them as correct if the idea is correct.)
8. The speaker said that all of the directions must be followed.

## CLB 5 Speaking Assessment Task

<b>TASK</b>	Requesting & Giving Instructions
<b>COMPETENCY</b>	<p><b>CLB 5: Giving Instructions</b> Give instructions and directions for everyday activities and processes.</p> <p><b>CLB 5: Getting Things Done</b> Give and respond to informal requests, permission, suggestions and advice.</p>
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get “Yes” on the Holistic Criteria and 5 out of 7 of the Analytic criteria to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Instructor assigns Role Play Card A or Role Play Card B to students. The student has a few minutes to read the instructions on the card.</li> <li>2. Student carries out a role play in which they ask for instructions and give instructions on two of the items on the card.</li> <li>3. Instructor may take notes or record the role play.</li> <li>4. Instructor fills out the online assessment rubric (link found below). Once complete, the instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.</li> </ol>
<b>ONLINE ASSESSMENTS</b>  	<p>Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a></p> <p>The Role Play cards are inserted into the Google form, but you can also find them in Google Drive in the Module folder.</p>



## CLB 5 Speaking Assessment: Requesting and Giving Instructions

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Requesting and Giving Instructions
<b>COMPETENCY</b>	<b>Getting Things Done &amp; Giving Instructions</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 'Yes' on Holistic Criteria and 5 out of 7 on Analytic Criteria.</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Your teacher will tell you if you will use Role Play Card A or Role Play Card 2.</li> <li>2. Read the instructions on the role card carefully.</li> <li>3. You will carry out a role play of about 2-3 minutes. You will ask for advice on 2 of the items and you will give instructions for another 2 items.</li> <li>4. Use the conversation strategies, vocabulary and expressions you learned in class.</li> </ol>

<b>Holistic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
You completed the requirements of the task.		
<b>Analytic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
You spoke at a good speed and with good fluency.		
Your pronunciation, stress and intonation were mostly accurate.		
You made a request for instructions on 2 items on your role-card.		
You gave correct instructions or advice.		
You used modals mostly correctly.		
You used the topic vocabulary & expressions mostly correctly.		
You opened, maintained and closed the conversation.		

You did this well:	Next time, try:
--------------------	-----------------

**Did you achieve CLB 5 on this task?**

- Not Yet  
 Yes

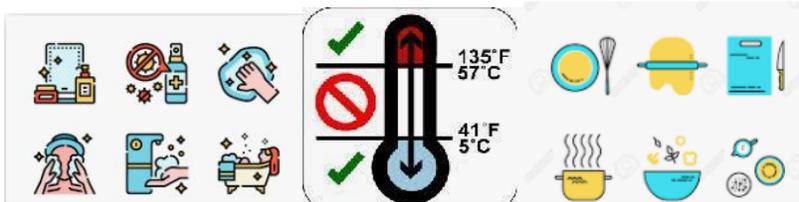
## Role-Card A:

### Task: Requesting and Giving Instructions

Instructions:

Imagine! You work at a busy restaurant. Your employer provided you with the Food Handling Training, but you didn't understand some of the details. You come up to a colleague and ask him or her to give you some advice and instruction on the part of the training you are not sure about.

1. Look at the icons below. They represent different things the Food Handling Training taught and that you must consider when handling food.
2. Ask your partner about 2 of the items below.
3. Then listen to your partner's question about 2 other items and give him or her advice and instruction on those other items.



## Role-Card B:

### Task: Requesting and Giving Instructions

Instructions:

Imagine! You work at a busy restaurant. Your employer provided you with the Food Handling Training, but you didn't understand some of the details. You come up to a colleague and ask him or her to give you some advice and instruction on the part of the training you are not sure about.

1. Look at the icons below. They represent different things the Food Handling Training taught and that you must consider when handling food.
2. Ask your partner about 2 of the items below.
3. Then listen to your partner's question about 2 other items and give him or her advice and instruction on those other items.



## CLB 5 Reading Assessment Task

<b>TASK</b>	Reading a Work Memo
<b>COMPETENCY</b>	<p><b>CLB 5 Comprehending Instructions</b> Understand simple to moderately complex, step-by-step instructions and instructional texts for multistep procedures.</p> <p><b>CLB 5: Getting Things Done</b> Get information from simple to moderately complex business or service texts. identify key information and find specific details.</p>
<b>CRITERIA FOR SUCCESS</b>	<b>Students must get 23 out of 32 or higher to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Students must read the information in the Internal Memo (page 1) and the General Food Safety Tips (page 2) and answer the multiple choice, True and False, Yes/No, matching and short-answer questions.</li> <li>2. Students answer comprehension questions in the Google Form.</li> </ol>
<b>ONLINE ASSESSMENTS</b>  	Google Form Assessment: <a href="#">View</a>   <a href="#">Make a Copy</a>



## General Food Safety Tips

Everyone should practice general food safety precautions at all times:

- Bacteria can grow in the danger zone between 4 °C and 60 °C (40 °F to 140 °F). Keep cold foods cold at or below 4 °C (40 °F) and keep hot foods hot at or above 60 °C (140 °F).
- Keep raw food away from other food while chopping, storing, preparing and serving foods.
- Read labels and follow cooking and storage instructions for all foods. Make sure to check the “best before” date, and if you find something on the shelf that has expired, let the store know.
- Refrigerate or freeze perishable food within two hours of cooking.
- Freeze or consume leftovers within four days of cooking. Always reheat leftovers until steaming hot before eating.
- Keep refrigerators clean and at a temperature below 4 C (40 F). Install a thermometer in your fridge to be sure.
- Many harmful bacteria that could be in our food are destroyed when food is cooked to a certain internal temperature. Use a digital food thermometer to measure the internal temperature of your food so that you are sure that it is cooked properly. You can't tell by looking.
- Cook your food to a safe internal temperature.

Food	Temperature
Beef, veal and lamb (pieces and whole cuts) –medium-rare	63°C (145°F)
<b>Beef, veal and lamb</b> (pieces and whole cuts) —medium	71°C (160°F)
<b>Beef, veal and lamb</b> (pieces and whole cuts) —well done	77°C (170°F)
<b>Pork</b> (pieces and whole cuts)	71°C (160°F)
<b>Poultry</b> (pieces)—chicken, turkey, duck	74°C (165°F)
<b>Poultry</b> (whole)— chicken, turkey, duck	85°C (185°F)
<b>Ground meat and meat mixtures</b> (burgers, sausages, meatballs, meatloaf, casseroles)—beef, veal, lamb and pork	71°C (160°F)
<b>Ground meat and meat mixtures</b> —poultry	74°C (165°F)
<b>Egg dishes</b>	74°C (165°F)
<b>Others</b> (hot dogs, stuffing and leftovers)	74°C (165°F)

Page 2



## CLB 5 Reading Assessment: Reading a Work Memo

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	Reading a Work Memo
<b>COMPETENCY</b>	<b>Comprehending Information &amp; Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get 23 out of 32 or higher to achieve CLB 5 on this task.</b>
<b>INSTRUCTIONS</b>	Read the text and answer the questions. There are multiple-choice, true and false, sequence and short-answer questions. Write sentences to answer the short-answer questions.

1. What kind of text is this? Circle all that apply. **(2 points)**
  - a) It's a letter to employees.
  - b) It's an informational text for people in the food industry.
  - c) It's a text to remind staff about how to do something.
  - d) It is an instructional text to give instructions on a specific topic.
2. What is the text about? **(1 point)**
  - a) It's about what employees must do when they come to work.
  - b) It's about handling food properly.
  - c) It's about handling food properly.
  - d) It's about being tidy and neat.
3. Put the following into the correct order. Write the numbers on the lines. **(6 points)**
  - a) You must wash your hands before you start your work duties. \_\_\_\_\_
  - b) Put raw meat on the bottom shelf of the refrigerator. \_\_\_\_\_
  - c) Put your hair back and take off your jewelry. \_\_\_\_\_
  - d) Clean utensils and work surfaces with sanitizing solution first before you start cooking on them and after you are done. \_\_\_\_\_
  - e) Wear disposable gloves when you are preparing food. \_\_\_\_\_
  - f) Use the digital thermometer to make sure the temperature is right, not your eye. \_\_\_\_\_

4. Which of the following are true and which are false? (6 points)
- a) The purpose of this letter is to give instructions on sanitizing and properly using kitchen tools and equipment. **True False**
  - b) Keep raw meat at the bottom of the refrigerator to keep cross contamination to a minimum. **True False**
  - c) Employees at this restaurant cannot wear any jewelry. **True False**
  - d) Employees at this restaurant must sanitize the digital thermometer after every measurement. **True False**
  - e) The Danger Zone is a temperature where bacteria lives comfortably and grows quickly. **True False**
  - f) Beef, veal and lamb, when cooked to be well done must cook at an internal temperature of 63° C. **True False**
5. What do staff need to do if they have a question about the information in the letter? Circle all that apply. (2 points)
- a) They must use the link in the letter to get more information.
  - b) They must call the Alberta government.
  - c) They must contact the head chef and supervisor.
  - d) They must go see Pete Robinson.
6. Circle 'Yes' or 'No'. (6 points)
- a) You should use a measuring cup to add the exact amount of detergent into the dishwasher. **Yes No**
  - b) You should not eat leftover food after 4 days of having made them and reheat until they're steaming hot. **Yes No**
  - c) You should freeze foods that can become contaminated quickly at most for 2 hours after cooking. **Yes No**
  - d) Food that is cooked to a high enough temperature destroys the harmful bacteria that contaminates our food. **Yes No**
  - e) Ice baths help reduce the temperature of cooked foods quickly and lower the amount of time hot foods stay in the Danger Zone. **Yes No**
  - f) If you find a food item that has expired on the shelf, you should not buy it. **Yes No**
7. What happens in the Danger Zone? (2 points)
8. What is the temperature range in the Danger Zone? (2 points)

9. Why do we need to cook food to a safe internal temperature? (2 points)

10. What can you do to make sure that the temperature in your fridge is above the temperature in the Danger Zone? (3 points)

Score: /32

Did you achieve CLB 5 on this task?

- Not Yet
- Yes

Answer Key CLB 5 Reading Assessment: Reading a Work Memo

1. A & D
2. C
3. a) 2  
b) 5  
c) 1  
d) 4  
e) 3  
f) 6
4. a) F  
b) T  
c) T  
d) T  
e) T  
f) F
5. C & D
6. a) Y  
b) N  
c) Y  
d) Y  
e) Y  
f) N
7. Bacteria grows in the Danger Zone.
8. The Danger Zone temperature range is between 4° C & 60° C.
9. We cook food to a safe internal temperature to kill all the bacteria.
10. You must keep the refrigerator clean and install a thermometer.

## CLB 5 Writing Assessment Task: A Thank You Email

<b>TASK</b>	A Thank You Email
<b>COMPETENCY</b>	<p><b>CLB 5: Interacting With Others</b> Convey personal messages in short, formal or informal correspondence.</p> <p><b>CLB 5: Getting Things Done</b> Write short business or service correspondence for routine personal needs.</p>
<b>CRITERIA FOR SUCCESS</b>	<b>Students must achieve “Yes” on both Holistic Criteria and 5 out of 7 on the Analytic Criteria to achieve CLB 5 on the task.</b>
<b>INSTRUCTIONS</b>	<ol style="list-style-type: none"> <li>1. Students must write an email to their supervisor retelling her about a situation that happened to a friend of theirs and thank the supervisor for providing relevant training.</li> <li>2. The students will write the email based on the scenario card they get with the situation and a list of items from their training that they could choose from.</li> <li>3. This task may be carried out in the following ways depending on class setting: <ul style="list-style-type: none"> <li>• An email may be written to the instructor.</li> <li>• The writing may be done using a Word document or a Google Docs document.</li> <li>• The letter may be handwritten.</li> <li>• The letter may be written using this Assessment’s Google Form via the link below.</li> </ul> </li> <li>4. After the student completes the assessment task, the instructor fills out the online assessment rubric (link found below). The instructor can share the results by saving it as a Google Doc or PDF and sending it to the student.</li> </ol>
<b>ONLINE ASSESSMENTS</b> 	<p>Google Form Assessment: <a href="#">View</a>   <a href="#">Make a copy</a></p> <p>Google Form Rubric: <a href="#">View</a>   <a href="#">Make a copy</a></p>



## CLB 5 Writing Assessment: A Thank You Email

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TASK</b>	A Thank You Email
<b>COMPETENCY</b>	<b>Interacting with Others &amp; Getting Things Done</b>
<b>CRITERIA FOR SUCCESS</b>	<b>You must get "Yes" on Holistic Criteria and 5 out of on 7 Analytic Criteria.</b>
<b>INSTRUCTIONS</b>	<p><b>You want to:</b></p> <ol style="list-style-type: none"> <li>1. Read the information in the scenario card below.</li> <li>2. Write an email to your manager. Her name is Sally Johnson. Her email address is <a href="mailto:sally.johnson@daneats.com">sally.johnson@daneats.com</a></li> <li>3. In the email, tell your manager what your friend told you.</li> <li>4. Talk about the food handling training you received at work. Talk about 2 of the protocols you learned about and why you think they can stop people from getting sick from food.</li> <li>5. Thank the manager for giving staff this food handling training.</li> <li>6. Use the expressions and grammar you learned in class.</li> </ol>

<b>Holistic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
Followed instructions and completed the task.		
<b>Analytic Criteria</b>	<b>Not Yet</b>	<b>Yes</b>
Necessary parts of email included (address, subject, greeting, message closing & signature)		
You wrote about what happened to your friend and her family.		
You wrote about 2 things you learned at training and why they are useful.		
You used vocabulary and expressions you learned in class.		
Your topic grammar was mostly accurate.		
You wrote so the reader could understand.		
Your spelling, capitalization, punctuation & spacing were mostly correct.		

You did this well:	Next time, try:
--------------------	-----------------

**Did you achieve CLB 5 on this task?**

- Not Yet  
 Yes

**Imagine!** You have a friend that just **told you** about the following incident:

- She forgot to put away food into the refrigerator and the next day reheated and served the food to her family for dinner.
- Family members got severely ill soon after consuming the food.
- They had the following symptoms
  - Stomach cramps
  - Diarrhea
  - Nausea
  - Vomiting
  - Fever

Write a short email to your supervisor at work:

1. Tell her what happened to your friend.
2. Thank her and the restaurant management for giving you the useful training about how to handle food properly.
3. Talk about 2 things you learned in the training that **could have helped your friend**.

Choose from the Food Handling Training items below:

- Food storage
- Cross contamination
- Sanitization
- Cooking
- Cooling off food
- Serving food
- Keeping a clean environment
- Self-hygiene



4. Talk about why it is useful and what your friend should have done.



**Images used in module:**

Alberta Food Safety Basic Booklet:

- <https://www.albertahealthservices.ca/assets/wf/eph/wf-eh-alberta-food-safety-basics-booklet.pdf>

Appendix A:

Prior to SAT teachers skill build the segue from asking for instructions to giving the instructions.

Sample Dialogue:

A: Hey, \_\_\_! So, what did you think of the presentation on Food Handling?  
B: I though it was interesting! But there were a few things I didn't understand.  
A: Yes! I agree! I didn't understand a few things too! For example what did they say about having good personal hygiene? Did you understand that part?  
B: Yes, I actually did understand that one!  
A: *Would you mind* telling me how it works?  
B Oh, yes of course. So, they said you have to *first*, always come to work with your hair tied back. *Second*, you have to keep your nails short and trimmed. And *third*, you need to wash your hands regularly.  
A: Wow! Thank you! How about your what were you unsure about?  
B: I got confused about the storage of raw meat. Did you understand that part? If yes, *do you mind* explaining that to me?  
A: Oh, yes! I understood that. They said that we *must* put the raw meat into big containers and put them on the bottom shelf of the refrigerator.  
B: Why does it matter where we put the meat?  
A: Well, they say that we *have to* do it this way to prevent cross contamination. Think about it, if the container is on the top shelf, and some of the juice from the meat runs down, then then bloody liquid would get all over the food on the shelf below.  
B: Ah! You make a good point. Thanks!

Students can substitute underlined text with items below:

- Sanitization
- Danger Zone Temperatures
- Food storage
- Keeping pests away
- Hygiene
- Cross contamination
- Keeping work surfaces clean

Students can substitute italicized text with target language below:

- Would you mind
- Do you mind
- First, second, third
- Must
- Have to
- should