

Catering



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## Catering - Teachers' Pack

### Introduction

This resource has been produced in two different formats:

- a self-access resource for learners with online activities
- this teacher's pack, including teachers' notes and worksheets to download (available in a separate document).

### Overview

This resource is suitable for ESOL learners who are working or plan to work in the catering sector. It is based on the National Occupational Standards relevant to catering. [www.ukstandards.org.uk/](http://www.ukstandards.org.uk/)

**Level:** Entry 3 – Level 1 / SQA Intermediate 1 – Intermediate 2 / CEFR level B1 – B2

### Structure, learning hours and delivery context

The resource is divided into three units:

Unit 1 Table service

Unit 2 Counter service

Unit 3 Back of house

There is a choice between the first two units, table service and counter service, depending on which is more suitable for learners, and therefore there is some overlap. This final unit is relevant to both catering contexts. It focuses on 'back of house' activities for counter/table service, i.e. setting up, preparing food, chef's briefing and clearing up.

The resource is suitable for whole class use, in a variety of settings, including workplace, voluntary and community. It is largely based on recordings and some authentic video. The filming was carried out 'in situ' at the British Council canteen in London, to try to ensure the language is as authentic as possible.

Timings are flexible since learners can work through at their own pace and teachers can adapt the resource to suit their learners and build in revision as required.



### Unit 3 Back of house teachers' notes

This unit focuses on back of house activities in a café/canteen/restaurant environment. It is based on the National Occupational Standards:

<http://www.ukstandards.co.uk/NOS%20Directory/NOS%20PDF%20%20Skills%20For%20Health/ConversionDocuments/SFHSS26.pdf>

<http://nos.ukces.org.uk/NOS%20Directory/NOS%20PDF%20%20People%20First/ConversionDocuments/PPL2GEN4.pdf>

**Time:** Approximately 6-8 hours for this unit. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required.

### Aims

- To provide listening practice related to back of house activities in a catering environment
- To introduce and practise the language associated with setting up a deli counter
- To raise awareness of opening and closing checks by catering staff
- To introduce some basic principles of food preparation
- To introduce and practise vocabulary related to hygiene in a catering environment
- To revise special dietary needs (unit 2)

### Objectives

*Learners will be able to use appropriate language to understand and participate in work conversations about:*

- *Setting up work areas in catering settings*
- *Keeping work areas clean*
- *Giving information about food served*
- *Clearing work areas at the end of the day*



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### Preparation

#### You will need:

- computers for each learner/pair of learners, with headphones or audio speakers.
- the online activities can be found at: <http://esol.britishcouncil.org/catering>
- if individual computers are not available, you will need:
  - o A computer with speakers (preferably with a data projector)
  - o photocopies of the worksheets
  - o flipchart paper and pens for activity 4
  - o dictionaries
  - o answers
  - o transcript

### Suggested Procedure

1. Lead in. Ask 'have you ever worked in a café/canteen/restaurant? What did you do? Which part of the work did you most enjoy and what did you enjoy least?' Elicit the difference between 'back of house', i.e. the staff area where food is prepared and stored, and 'front of house', where the customers sit and are served. Tell learners that in this unit we shall focus on back of house activities.
2. **Activity 1: Setting up.** Elicit the kind of checks waiting/counter attendant staff should do back of house before customers arrive (opening checks) and at the end of the day after closing (closing checks). Learners compare their suggestions with those on the list. Then do the regrouping exercise.
3. Deli Counter attendant: vocabulary matching. This exercise focuses on some words/expressions that learners will come across in the first video.

**Video:** [Back of house: setting up](#)

Learners watch the video and listen for gist. The second listening is for detail. Learners could compare answers in pairs before whole class feedback.

4. **Activity 2: Food preparation.** Ask learners if they've ever been involved in food preparation in a café/canteen/restaurant. Do they have any tips or interesting stories?

**Video:** [Back of house: food hygiene 1](#)

Watch the clip related to food preparation. Learners answer the gist question.

5. The counter attendant uses words and expressions associated with hygiene. Learners do the online word search game to find some of the words and then practise the pronunciation in class. Watch the video again and ask learners to pay particular attention to the words in context.



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6. In the next video learners have to identify words related to cleaning. You could practise counting syllables and highlighting word stress in class:

detergent	o O o
sanitiser	O o o o
disinfectant	o o O o
washing up liquid	O o O O o
chemicals	O o o

**Video:** [Back of house: food hygiene 2](#)

7. Ask learners to try to work out what is involved in the basic principles of safe food preparation and the '4 Cs' of cleaning, cooking, chilling and cross-contamination.

For further practice, signpost learners to The Food Standards Agency (FSA) food safety coaching videos on YouTube. There are eleven videos of about one minute's duration, related to the 4 Cs. You may wish to watch one together in class to familiarise learners with the site and to explore what is available and what is relevant to them.

Videos available on the following resource: [Back of house: food hygiene 2](#)

1. Food safety coaching: introduction
2. Food safety coaching: handwashing
3. Food safety coaching: keeping equipment separate
4. Food safety coaching: pest control
5. Food safety coaching: keeping foods covered
6. Food safety coaching: cross contamination - staff illness
7. Food safety coaching: cleaning effectively
8. Food safety coaching: chilled storage and display
9. Food safety coaching: chilling foods
10. Food safety coaching: cooking safely
11. Food safety coaching: reheating

For more information about the videos, go to this website:

<http://www.food.gov.uk/business-industry/caterers/hygiene-videos#.UQEfWY6xrS9>

In small teams, learners try the true/false quiz about the 4 Cs. This could be done as a competition with a prize for the winning team. After this, ask if learners found anything new or surprising in the quiz.

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8. **Activity 3: Chef's briefing.** Elicit who is usually in charge in the kitchen of a canteen/restaurant, i.e. head chef, and what their role is. This may lead to a discussion about hierarchies among kitchen staff.

Explain that learners are about to watch another video filmed in the deli bar, showing staff attending a briefing with the head chef. Before viewing, elicit the possible purpose of the chef's briefing. Learners then watch the video to check their answers.

**Video:** [Back of house: chef's briefing](#)

The chef focuses on what is available today from the hot deli. As learners listen a second time, ask them to identify the dishes being served. Compare answers in pairs before whole class feedback.

The third listening exercise is related to special dietary needs. Learners use their prior knowledge to group the dishes according to whether they contain dairy, gluten, etc. Then listen to check answers. Learners may need to listen more than once.

Differentiation: give less confident learners just one special dietary need to focus on, e.g. dishes that contain gluten.

For an introduction to / further practice of the language of special dietary needs, signpost your learners to:

<http://esol.britishcouncil.org/catering/special-dietary-needs>

9. **Activity 4: Clearing up.** Remind learners that in activity 1 they looked at opening and closing checks for staff working in a café/canteen/restaurant. Do some revision if appropriate.

**Video:** [Back of house: clearing up](#)

Watch the video of the deli counter attendant talking about what she does at the end of the day. The first viewing task is a gist question that focuses on closing checks. On second listening, learners complete the gap-fill exercise.

Ask if any learners have experience of doing closing checks and what this involved, as the checks vary from business to business.

The next task aims to consolidate some of the points covered in this unit. Working individually, learners make up a list of three things new staff should know before starting work in a catering environment. Set a time limit of about 5 minutes. Then put learners into small groups to compare their lists. Give out flipchart paper and pens and allow each group 15 - 20 minutes to prepare a short presentation for the rest of the class.

### Follow-up activity

It might be interesting to share your experience of using these materials and hear how other teachers got on. Did your learners find it useful? What problems did you encounter and what was successful? Why not post a comment on the Nexus website? Please post a comment on the resources on the ESOL Nexus website.



### Unit 3 Back of house answers and transcripts

#### Answers

##### Activity 1: Setting up

###### 1. Opening checks

- staff should be fit for work and wearing clean work clothes
- cold counters and equipment should be working properly
- there should be plenty of handwashing and cleaning materials (soap, paper towels, cloths, etc.)
- surfaces should be clean (counter tops, floors, equipment, utensils, etc.)
- the serving area should be clean and tidy, shelves stocked up, etc.
- customer dining areas should be prepared for table/tray service

###### Closing checks

- any food past its 'use by' date, or any damaged or unfit (e.g. mouldy) foods should be thrown away
- food should be disposed of correctly
- food should be stored correctly and not left out
- all surfaces should be cleaned
- dirty cloths should be removed for cleaning and replaced with clean ones
- waste should be removed and new bags put into the bins

Adapted from <http://www.food.gov.uk/business-industry/caterers/sfbb/sfbbcolleges/#checkl>

###### 2. Deli counter attendant: vocabulary matching

deli bar (delicatessen) - a place selling food such as cold meats, cheeses, sandwiches, salads, etc.

pre-made – ready made / prepared in advance

fillings – food to go in a sandwich, e.g. tuna mayo (mayonnaise)

vegetarian options – food suitable for people who don't eat meat

wooden board – board used for chopping food

food safety & hygiene – standards for making sure everything is clean and food is safe to eat

from scratch - from the beginning, starting from raw ingredients



3. Listening for gist. Answer: organising the serving area
  
4. Listening for detail
  1. you need to know your layout - yes
  2. keep the vegetarian and meat fillings separate - yes
  3. everything is pre-made - no, but there are some pre-made sandwiches
  4. fillings are made up from scratch – yes, e.g. tuna mayo (mayonnaise) and egg mayonnaise
  5. there's no particular order when preparing food – no, there is a logical order; she follows a list
  6. her job's easy when you have experience - yes

## Activity 2: Food preparation

1. Listening for gist. Answer: clean surfaces
  
2. Word puzzle: detergent, sanitiser, soap, chemicals, cloth, clean, wipe, bacteria

### 3. 4Cs

clean: wash your hands, surfaces and utensils properly

cook: cook food properly

chill: chill food properly

cross-contamination: avoid spreading food poisoning bacteria between foods

### 4. Quiz

1. True. Prevent the bacteria from meat being transferred to pre-made food (cross-contamination).
2. False. It doesn't kill all bacteria, but effective handwashing helps stop bacteria from spreading.
3. False. You need to change your cleaning cloth after using it on a surface used for the preparation of raw meat/poultry, after wiping up spills such as raw egg, after cleaning up dirt/soil from vegetables, etc.
4. False. Always throw away food past its 'use by' date.



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5. True. These foods can have bacteria all the way through them. So if they aren't properly cooked or stored properly then some bacteria might not be killed.
6. True. This prevents harmful bacteria growing in food that is not defrosted properly. Only cook from frozen if it's in the manufacturer's instructions.
7. False. Fridges and chilled display equipment should be set at 5°C or below.
8. True. This will stop them touching or dripping onto other food and prevent the spread of harmful bacteria.
9. True. Staff who are sick and/or have diarrhoea should return to work after 48 hours of being clear of the symptoms.
10. False. Always store chemicals separately to stop them getting into food.

### Activity 3: Chef's briefing

2. Dishes on the menu today: curried vegetable soup, haddock (battered or grilled) and chips, Mexican quesadilla, jacket potato with turkey, mushroom and blue cheese, chicken satay.

#### 3. Special dietary needs

- a. contain dairy - battered haddock, Mexican quesadilla, jacket potato with turkey, mushroom and blue cheese
- b. contain gluten - battered haddock, Mexican quesadilla, jacket potato with turkey, mushroom and blue cheese
- c. contain nuts - chicken satay
- d. vegetarian - curried vegetable soup, Mexican quesadilla



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### Activity 4: Clearing up

#### 1. Closing checks

- Throw away any food past its 'use by' date, or any damaged or unfit (e.g. mouldy) foods.
- Store food correctly and don't leave food out.
- Clean all surfaces.

#### 2. Complete the missing words

OK, you need to know which food you can keep for another day and which one needs to go. It's kind of a wastage thing. So also record what is your wastage, so you're following what's your profit, what's your wastage and stuff. And the things what you can keep you kind of cling-film them, pack them, vacuum and label them. So the information is about what the fillings been prepared, or whatever. I've got here what's prepared and what is the use-by date – it is very important to know. And em, so I kind of pack the stuff away, put it and store it in the fridges over there in the kitchen, so the deli bar is (like) clean and em, basically everything goes, everything needs to be washed. We don't use anything, as we said about hygiene, it's very important to wash things and sanitise everything, clean the deli bar, clean the glass, clean the surfaces. As well, as we're using the equipment – there's a grill for the hot deli – it needs to be cleaned, washed as well. So that's what I'm doing after the service – just packing the stuff and the cleaning.

## Transcripts

### Activity 1: Setting up

Deli Counter attendant <http://esol.britishcouncil.org/catering/back-house-setting>

First you need to know and kind of organise your - so where do you want the things, or (like) you kind of need to know what's your layout of the deli bar going to be. So we've got in the middle these wooden boards where goes our grab-and-go sandwiches, they're like pre-made so customers can ready buy them. And after we've got (like) a main fillings here in the big bowls and there in the big bowls, kind of trying to separate the vegetarian options and also the meat options. Also we've got these wooden boards here, and again meats, fish, cheeses and meat, so as we're talking about the safety of the food and the hygiene, you kind of need to keep the things separated. Em, vegetables, noodles, couscous or pasta or whatever your options for the salads going to be. Em, right so, (we) in this branch we do the fillings from (the) scratch. You can also... some catering places can buy them as ready made, but we do them from (the) scratch. So most like a tuna mayo, that's the popular one, egg mayonnaise, four cheese and onion mix. And em, so yeah, basically you need your stuff which is in the fridges, you get it out, you mix it, you've got some kind of simple recipes to follow, you know, mix the mayonnaise with eggs and pepper-..

*Is there anything you need to check, in... in the morning when you come in?*

Well, you need to know what you've got, and what you need, what you can work with. Em, as well I'm making the sandwiches for... for the fridges. So I'm kind of following my list, what I need to make and em therefore I'm preparing the stuff for myself, what is going to be used in them sandwiches. Em, so you kind of need to use your... use your common sense and logical order and em yeah and after it's just stuff like cutting the veg and lettuce, doing some preparations, making sandwiches, and...and it is kind of em simple, if you know what you're doing, but first of all you just need to get in-side and get some experience and after it's OK.

### Activity 2: Food preparation

<http://esol.britishcouncil.org/catering/back-house-food-hygiene-1>

You need to clean as (you) go. I mean don't... don't mess plates and clean it afterwards. Let's say I've got to serve these lunchtime customers, and I've got here a board, knives and I'm keeping things separated. So let's say the green boards are for vegetables, so I'm using it for vegetables – I'm not going to mix it with the yellow one which is for the cooked meat. And er as well, our knives, (like) kind of wipe them with the blue cloths – antibacterial – keep the place clean and kind of avoid the cross... cross cross-contamination (I'm sorry) of the bacteria to the food 'cos it can cause the food poisoning, it can go really far which is not good and er.... yeah, so just try to keep the place really really clean and It's not just the deli bar, it's the kitchen and everywhere around... wipe it... 'cos food poisoning, as I said, a massive issue.

<http://esol.britishcouncil.org/catering/back-house-food-hygiene-2>

*Are there any particular rules that you have to follow in terms of hygiene?*

Em, yeah, you've got the different... different detergents, like, let's say the sanitiser, you've got this one is like for the surface cleaning. We've got a sanitiser for the glass. Well, I've got only these two, but if you go further to the kitchen you will find for the oven and for the different surfaces. Em, the cleaning machine... I mean... er (what's it called) the washing machine, sorry, yeah they're using different chemicals as well. There's a special cleaning cupboard for the chemicals, so you keep them separated from the food storage.

### Activity 3: Chef's Briefing

<http://esol.britishcouncil.org/catering/back-house-chefs-briefing>

Head chef: Today it's Friday. We've got soup, curried vegetable soup, curry spices in there, cumin, coriander, garam masala,... parsnips, carrots, onions, potatoes and garlic – the main course is ... battered haddock. The haddock is from the North Atlantic, OK? Em, served with chips and there will be peas and mushy peas, either or. We have tartar sauce. Tartar sauce obviously is capers, gherkins and mayonnaise. Alright? We've also done a grilled haddock for the ladies and those that don't want batter. Em, obviously that's gluten free, dairy free, etcetera. Em, the vegetarian today is Mexican quesadilla. OK, it's a folded tortilla, inside you have creamed potato, jalapenos, sweetcorn and grated cheese. We've then chargrilled that, run it through the oven and we're serving it with a tomato salsa, which has got onions, spring onions, tomatoes and coriander, OK? The only thing in that is gluten and dairy, which are the allergens. At the end, jacket topper, you've got (I've forgotten) turkey, mushroom and blue cheese. OK, this is made with a béchamel, so it contains gluten as well, em and obviously dairy 'cos it's a creamy sauce. OK? Er, on the hot deli over there we have chicken satay. OK chicken satay contains nuts. Nuts, nuts, nuts. OK? Em, obviously made with a Thai paste using galengale, ginger, lime, coriander, finished with peanut butter and coconut milk, and that's going to be served with sweet chilli sauce, which is a natural accompaniment to that. And that, my friends, is Friday. Thank you very much.



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**Activity 4: Clearing up**

<http://esol.britishcouncil.org/catering/back-house-clearing-1>

*Thinking of now at the end of... at the end service, at the end of the day, what things do you have to do in terms of storage and again, things you need to check... or anything like that?*

OK, you need to know which food you can keep for another day and which one needs to go. It's like kind of a wastage thing... what you need to... also record what is your wastage, so you're following what's your profit, what's the wastage and stuff. And em, the things what you can keep you kind of em, cling-foil\* them, pack them, vacuum and label them. So the information is about what they... the fillings been prepared, or – whatever I've got here was prepared - and er what is the use-by date –is very important to know. And em, so I kind of pack the stuff away, put it and store it in the fridges over there in the kitchen so the deli bar is (like) clean and em, basically everything... everything goes, everything needs to be washed. We don't use anything, as... as we said about hygiene, it's very important to wash the things and er sanitise everything, clean the deli bar, clean the glasses, clean the surfaces. As well, em, as we're using the equipment – there's a grill for the hot deli – it needs to be cleaned, washed as well. So that's what I'm doing after the service – just packing the stuff and the cleaning.

\*means cling-film

