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ABSTRACT

This pack of materials is designed to help students working to improve their basic skills as part of their catering course. It consists of six sections: oral communication, reading, writing, communication without words, application of number, and information technology. The individual sections of the pack are divided into task sheets and fact sheets. Each main section has a self-assessment questionnaire that the student should complete and the course tutor or basic skills specialist should check. The materials can be used by students involved in open/flexible, group, or distance learning. The material relates to specified National Vocational Qualifications Core Skills Units and Adult Literacy and Basic Skills Unit Basic Skills Standards. Fact sheets give information and teaching material useful for students working toward the units and elements of competence detailed in a "tag." In some cases, this material focuses on the underpinning knowledge and understanding required for the unit. The task sheets can be used by students to demonstrate that they can perform the activity described in the relevant competence statement or statements or give practice in the underpinning knowledge and understanding for those statements. (YLB)

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ED 356396



A Pack to Improve Communication,
Numerical and IT Skills for NVQ

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ALBSU
The Basic Skills Unit

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This pack of materials has been produced to help students working to improve their basic skills as part of their catering course. The pack will be useful for students working towards the following qualifications:

- **City & Guilds 706/1 Cookery for the Catering Industry Part 1**
- **City & Guilds 706/2 Cookery for the Catering Industry Part 2**
- **NVQ Levels 1, 2 & 3 Catering and Hospitality**
- **NVQ Levels 2 & 3 Catering and Hospitality.**

Not all students in the group will need this support. Colleges and course tutors should have undertaken some form of 'screening' of new students in order to identify who needs support in reading, writing and maths. However, a recent survey by ALBSU found that 57% of catering students needed some kind of support in communication skills and a greater number needed help with basic maths. The ALBSU documents, *'Basic Skills in Further Education Colleges'* and *'Basic Skills Support in Colleges: Assessing the Need'* provide further information on screening procedures.

How the Pack is Structured

The individual sections of the pack are divided into:

- **Task Sheets**
and
- **Fact Sheets.**

The students should read the Fact Sheets before undertaking the Task Sheets. Each main section has a self-assessment questionnaire that should be completed by the student and checked by the course tutor or basic skills specialist.

The sections on reading and writing include material that will help students with some of the basic skills required in their coursework, notably in using reference systems and the library, note-taking and assignments.

How to Use this Pack

The material in this pack can be used in different teaching situations:

Open/flexible learning

The pack can be used by students working independently in workshops. The worksheets can be photocopied, divided into sections and given to students or accessed individually. Some of the tasks in the section on oral communication skills require conversation or discussion with one or more other people: these are probably better used in group situations. The material will be as useful in specialist English, Maths or basic skills workshops as in general College Learning Resource Workshops.



Group learning

The pack can be used by course tutors in group or class settings. The material is designed to relate to different occupational tasks. It gives specific teaching and practice in the basic skills needed to be able to perform those vocational activities competently. Tutors have used the material in classwork in a variety of ways:

- the material can be worked on by the class together
- individual worksheets can be given to students who have particular difficulty with, for example, note-taking, or measurement in centilitres
- individual worksheets can be given to students to work on at home or the study area, in order to reinforce some basic skill.

Distance learning

Some of the materials may provide a useful back-up to students on work placements. On site occupational trainers will be able to use individual worksheets as support material. In this situation liaison with a basic skills specialist staff member is essential. For example, the student on placement can be given this work to complete, using information gained during placement. The occupational trainer can check this work and feed comments back to the basic skills support staff.

The Competence Framework

The material in the pack has been developed so that it relates to:

NCVQ Core Skills Units:

- Application of Number
- Communication
- Information Technology

as well as:

ALBSU Basic Skills Standards:

- Communication Skills
- Numeracy.

The majority of the Communication worksheets relate to **Levels 1 and 2** of the Core Skills Units and **Foundation and Stage 1** of the Basic Skills Standards. The exceptions to this relate to individual activities: for example, the Accident Report Form (page 158) is within the range of activities at Core Skills Level 3.2.

The majority of the Number/Numeracy worksheets relate to **Level 1** of the Core Skills Units and **Foundation and Stage 1** of the Basic Skills Standards. Again, there are individual exceptions, which are marked.



The worksheets in the Information Technology cover the three Elements at **Level 1**. They are intended as a guide to activities that should be undertaken by students in covering the Units, and provide simplified instruction sheets for exercises.

There is a 'tag' in the corner of worksheets that are relevant to specific units and elements of competence:

| Core Skills |
|------------------------|
| C:1-2 |
| Basic Skills Standards |
| C:9 |

The **Fact Sheets** give information and teaching material that is useful for students working towards the Units and Elements of Competence detailed in the 'tag'. In some cases this material focuses on the underpinning knowledge and understanding required for the Unit. The worksheets that give practice '*Spelling*', for example, perform this function.

The **Task Sheets** can be used by students to demonstrate that they can perform the activity described in the relevant competence statement or statements, or give practice in the underpinning knowledge and understanding for those statements.

A list of the relevant Core Skills Units and Basic Skills Standards is given below:

ALBSU Basic Skills Standards

- Unit 1:* Reading Textual Material
- Unit 2:* Reading Graphical Material for Everyday Purposes
- Unit 3:* Completing Forms and Preformatted Documents
- Unit 4:* Communicating in Writing
- Unit 5:* Conversing with One other Person
- Unit 6:* Reading Textual Material
- Unit 7:* Reading Graphical Material for Everyday Purposes
- Unit 8:* Completing Forms and Preformatted Documents
- Unit 9:* Communicating in Writing
- Unit 10:* Conversing with One other Person
- Unit 11:* Conversing with More than One Person
- Unit 12:* Extracting Information from Audio Visual Material
- Unit 13:* Reading Textual and Graphical Material
- Unit 14:* Using Reference Systems
- Unit 15:* Communicating in Writing
- Unit 16:* Providing, Obtaining and Exchanging Information and Opinions
- Unit 17:* Reading Textual and Graphical Material
- Unit 18:* Using Reference Systems
- Unit 19:* Communicating in Writing
- Unit 20:* Making a Presentation
- Unit 21:* Exchanging Information and Opinions.



Numeracy Standards

Unit 1: Using Money in Everyday Situations

Unit 2: Planning the Use of Money and Time in Everyday Situations

Unit 3: Measuring Lengths and Calculating Areas in Everyday Situations

Unit 4: Measuring Weights and Volumes in Everyday Situations

Unit 5: Setting Timing Devices and Timing Activities in Everyday Situations

Unit 6: Giving and Following Directions in Everyday Situations

Unit 7: Reporting Numerical and Graphical Information taken from Everyday Situations

Unit 8: Using Money in Everyday Situations

Unit 9: Selecting Goods and Services in Everyday Situations

Unit 10: Planning the Use of Time and Money

Unit 11: Measuring Lengths and Calculating Areas in Everyday Situations

Unit 12: Measuring Weights and Volumes in Everyday Situations

Unit 13: Interpreting and Presenting Numerical and Graphical Information taken from Everyday Situations

Unit 14: Using Money in Everyday Situations

Unit 15: Selecting Goods and Services in Everyday Situations

Unit 16: Planning the Use of Money in Everyday Situations

Unit 17: Measurement Lengths and Calculating Areas in Everyday Situations

Unit 18: Converting Imperial Units of Length to Metric Units and Vice Versa in Everyday Situations

Unit 19: Interpreting and Presenting Numerical and Graphical Information taken from Everyday Situations.

City and Guilds 3793/3794 (Wordpower and Numberpower)

The basic skills standards have been grouped for the purpose of certification as follows:

Communication Skills:

Foundation Level: Units 1 to 5

Stage 1: Units 6 to 12

Stage 2: Units 13 to 16

Stage 3: Units 17 to 21

Numeracy Standards:

Foundation Level: Units 1 to 6

Stage 1: Units 7 to 12

Stage 2: Units 13 to 19



NCVQ Core Skills Units:

Communication

LEVEL 1:

- 1.1 Take part in discussions with known individuals on routine matters
- 1.2 Prepare written materials in pre-set formats
- 1.3 Use images to illustrate points made in writing and in discussions with known individuals on routine matters
- 1.4 Read and respond to written material in pre-set formats.

LEVEL 2:

- 1.1 Take part in discussions with a range of people on routine matters
- 1.2 Prepare written material on routine matters
- 2.3 Use images to illustrate points made in writing and in discussions with a range of people on routine matters
- 2.4 Read and respond to written material and images on routine matters.
(No material for this Element at this level is included in the pack).

Application of Number

- 1.1 Gather and process data using group 1 mathematical techniques
- 1.2 Represent and tackle problems using group 1 mathematical techniques
- 1.3 Interpret and present mathematical data using group 1 mathematical techniques.

Information Technology

- 1.1 Input data into specified location
- 1.2 Edit and organise information within individual applications
- 1.3 Present information in pre-set formats
- 1.4 Use operating routines which maximise efficiency.
(No material for this Element is included in the Pack).

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ORAL



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What is it?

- it's getting the message across using speech

Where do you need to use them?

At work

- to boss
- to workmates
- to customers
- on telephone

At home

- family
- friends

At leisure

- in shops/pubs/disco etc

At college

- to tutors
- students

Why might you need these skills?

- to communicate ideas
feelings
knowledge
- to ask questions
- to gain information
- to respond to questions
- to give information

They will help you to:

- listen carefully and understand what the other person is saying
- respond in turn
- play an equal part in conversation
- avoid being long-winded (be brief, keep to the point)
- use the right sort of language in the right situation (there is a difference between talking to a boss and talking to a mate)
- pay attention to other people's body language and be aware of your own

Core Skills

C:1-1

Basic Skills Standards

C:10

C:11

What might you speak about?

At work

- questions about jobs
- about materials/tools
- asking for directions
- procedures for jobs
- wages
- health and safety

At home

- food
- family matters
- television programmes
- music/hobbies
- money

Socially

- in politics
- music
- hobbies
- sport
- world news

Ideas for Role Play – work with a partner – act out the roles

1. A new workmate joins your firm. You have to introduce him/her to the other workers. You need to ask him/her questions about him/herself so that you can tell you mates about him/her.

2. You go with your manager to meet a client who is having her wedding reception at the hotel where you work. Discuss with your manager how long the job will take, how much pay you will receive, what your hours will be and any other points concerning the work.



Your boss tells you how to lift a load in the correct way.
Follow his instructions and practise lifting a load.

Instructions:

1. Take care not to over fill pans, roasting trays etc.
2. Wear suitable protection (apron, oven gloves).
3. Place feet 450mm apart with one foot slightly forwards in the direction of the movement (to give good balance and a secure base for lifting).
4. Bend knees.
5. Keep back straight.
6. Keep arms as close to the body as you can. Keep elbows in too.
7. Keep your grip firm.
8. Keep the head erect with the chin in.
9. Lift load, straightening the legs without jerking.
10. Lean back slightly to counterbalance the weight of the load before straightening up.

Core Skills

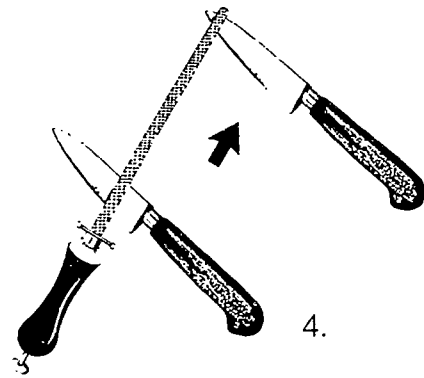
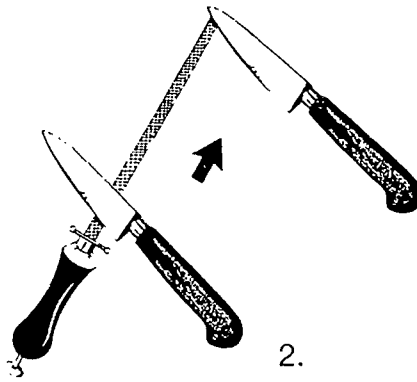
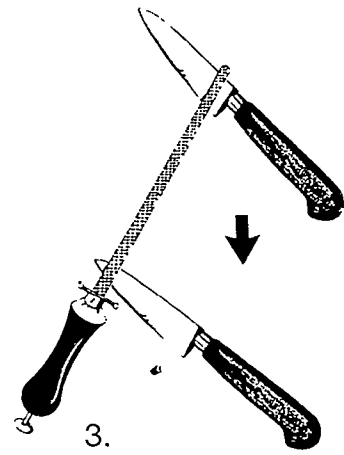
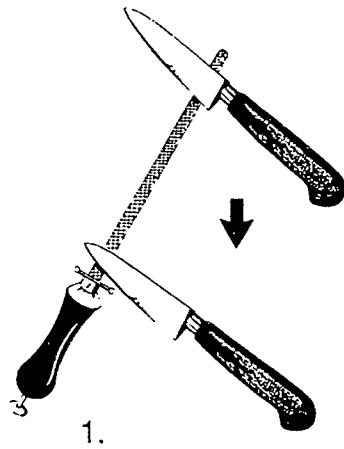
C:1-1

C:1-4

Skills Standards

C:6-2

Using a sharpening steel



Study this diagram, and then:

- a. Describe to a friend how you would sharpen a knife.
- AND/OR
- b. Write down the instructions in point form.

Answer:

Core Skills

C:1-1

Basic Skills Standards

ERIC C:5-1

Choose one of the following and tell a friend how to . . .

1. sharpen a knife using a steel.
2. make a fish stock.
3. make a bechamel sauce.

Look at this example first:

How to make a clouté onion

1. Select firm medium sized onion
2. Cut off stalk (top)
3. Peel the onion (leaving the root intact)
4. Wash
5. Select cloves with stems
6. Press cloves into the onion at $\frac{1}{4}$ " intervals

- Plan out what you want to say.
- Be brief but be clear. Give the instructions carefully.
- Give only the necessary information.
- Explain why – it will help to reinforce your instructions.
- Ask your friend if he/she has understood. Ask him/her to repeat the instructions to you to see if there is understanding.

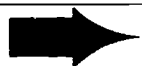
Answer:

Core Skills

C:1-1

Basic Skills Standards

C:10-1



**We ask questions
in order to:**

- find out information

“which equipment do I need for this job?”

- check information

“are Thursday and Friday still OK for working overtime?”

- find out how other people feel or think about something

“are safety shoes comfortable to wear?”

“do you think it’s necessary to wear hats?”

“do you feel silly wearing all that gear?”

(when someone new joins the firm or college.)

- start and encourage a conversation

- put someone at ease

(by asking simple questions about that person e.g. where do they work, hobbies, music, likes and dislikes, sports, family etc.)



Don’t be afraid to ask questions. If you have not understood a point ask to have it explained again.

Remember if you are unsure of how to operate equipment or of any safety aspect DO ask – your life or someone else’s could depend on that knowledge.



Asking questions to gain information.

You are wanting to attend a Catering Equipment Exhibition, and you are unsure where it is and how to get there.

Ask your Supervisor for the address.

..... ?

Ask your Supervisor or any friends if they have been there before.

..... ?

Ask him how to get there.

..... ?

Which bus or train to take.

..... ?

How long it will take you to get there.

..... ?

Role Play:

Equipment for the Catering Industry Exhibition, National Exhibition Centre, Leicester L19 2JP.

Information needed:

Leeds to Leicester

Trains – Leeds Central Station (journey takes 1½ hrs (Hourly at 30 mins past the hour).

Bus – No. 53 leaves Holgate (every 15 mins) throughout the day e.g. 9.15, 9.30, 9.45, 10.00 etc.

Walk from Bus to Exhibition Centre 20 mins.

Walk from Train Station to Exhibition Centre 10 mins.

Core Skills)

C:1.1

Basic Skills Standards

C:10.2



Full Text Provided by ERIC

Scawby

Fruit and Vegetable Supplies Ltd

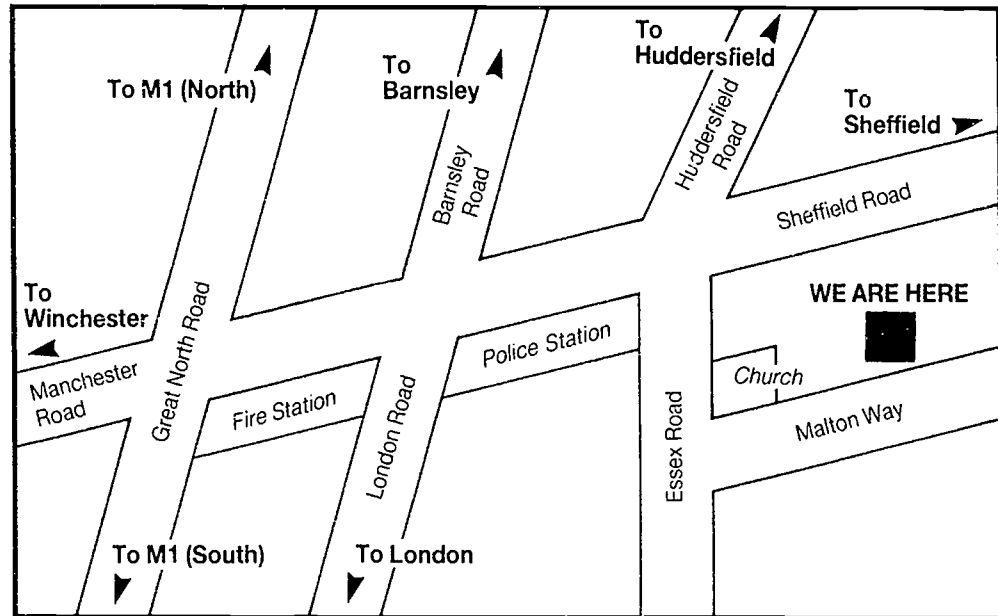
Vegetable, fruit and potatoes. Vacuum packed, ready peeled, ready sliced, prepared for your convenience.

Phone before 3pm – delivery next day.

Free delivery within 5 mile radius.

Malton Way, Manchester, S49 2JL

0628 - 291642



Open 7.30-4.00 Monday to Friday
6.30-2.00 Saturday

Your boss is sending you to Scawby Fruit and Vegetable Supplies Ltd.

- Look at the map and **follow** the **directions**.
- Quickly work out how you can get from the M1 South to Scawby's.

You are going for an interview for a job (trainee chef) in a large Hospital.

You know they will want to ask you questions, but you in turn have many you wish to ask.

- Plan some questions so that you can gain more information on the following:

pay
health schemes & pensions
clothing allowances
knife allowances
shift system
holidays
training schemes
anything else you wish to ask

Questions:

Core Skills

C:2-1

Basic Skills Standards

C:10-2

These are skills we use a lot. How can we improve on them?

- Do you sometimes feel you've **not got** your message across?
- Do you feel someone has **not understood you** (your feelings etc.)?
- Do you feel you have **not understood** what someone was **telling** you?

Remember → There is a different way of talking to family/friends/workmates than you would use when talking to bosses/people working in shops/offices or people you don't know.

This may require a more formal/polite approach and include words like **please, thank you, would you, please may I, I would like, excuse me.**

Look at these different examples:

| To mates | To a client/in a shop/business |
|----------------------------------|--|
| gimme . . . | I would like . . . |
| pass me the vegetable knife, Jim | could you pass me the vegetable knife please |
| ta for the onions, Sam | thank you very much for the onions, Mr Smith |
| What's up Bill? | Is there anything the matter. Sir |
| Hang on, Tim! | Would you mind waiting a few minutes, Mr Jones |
| Shut up, you lot! | Would you mind being quiet for a moment, please , everyone |
| Get lost, Andy | I'm busy at the moment, would you mind coming back in a short while |

Now try the task on the next page.



Study this conversation heard in the kitchen:

“Hey up, Doris, I’m in a right old mess. My Bert says I can’t work over tonight because its darts night and I’ve gotta see to the kids. I’m gonna be for it when he finds out I’ve spent up. I’ll get some right stick when I get home. I’ll have to see if I can work over another night to make up my money. See you, Doris.”

Sally has to go and tell the tale to Mr Davis, the head chef. She might use different language. Try putting this passage into more formal speech.

“

”

Core Skills

C:1-1

Basic Skills Standards

C:10-1

ERIC
Full Text Provided by ERIC

A new friend asks you many questions about your job.

Reply to these questions as fully as you can.

Q How many people work at your firm?

Q What is the name of your firm/factory?

Q What is your job?

Q Can you describe what you have to do?

Q What is your daily routine?

Q What shifts do you work and how often?

Q What training/qualifications do you need for your job?

Q How much holiday per year do you get?

Q What are your working conditions?

Q Is your pay satisfactory?

Q Is your job interesting?

Q Are you happy in your job? Explain why/why not.

Core Skills

C:1.1

Basic Skills Standards

ERIC C:10.1



You've arrived in Leicester on your way to the National Exhibition Centre, but you are unsure of how to get there. Stop a passer-by and ask for directions. Give him/her the full address.

- Plan here what you would say:

When you get to the National Exhibition Centre, go in and request the information you need, for example, "where are the relevant equipment stands?"

- Plan here what you would say:

- **Practise this** or any other situation with a friend to help you gain confidence.

Core Skills

C:1-1

Basic Skills Standards

C:10-2



Work with a friend or in a group and discuss this task.

You have a client who is unsure as to which type of menu would be suitable at her wedding reception. She asks your advice and wants you to recommend a menu which is suitable for the time of year.

- discuss which type of menu would be suitable for the job.

- after discussion state the advantages of serving a cold buffet luncheon rather than a 3 course seated luncheon.

.....

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| | |
|-------------------------------|--|
| Core Skills | |
| C:1.1 | |
| C:3.1 | |
| Basic Skills Standards | |
| C:16.3 | |
| ERIC C:16.4 | |



- Phone calls are expensive, so plan what you are going to say in advance.
- Planning will make you feel more confident and you won't get confused and forget what you want to say.

Look at this example:

- **Dial the number**
- **Give your name and name of firm**
(Susan Jones here from Greenwood Hotel, Chapelton)
- **Ask for person you wish to speak to**
(Could I speak to Mr Williams in the packing department please)
- **When he answers, repeat your name and firm**
(Susan Jones here from Greenwood Hoteis, Chapelton)
- **Give your reason for calling**
(There has been a mistake in the order sent on the 12th March. We're short of 2 plate racks)
- **Ask when they can be sent – get a time/date. Repeat this to him**
(Wednesday the 19th in the afternoon).
- **Thank him and say good-bye.**

Remember

Plan your conversation in advance, include all the relevant details. Speak clearly and loudly enough to be heard. Speak at a suitable speed.

Core Skills

C:2.1

Basic Skills Standards

C:10.1

C:10.2

Remember 

to follow these points:

When answering the telephone at work:

- pick up the receiver, say Good morning/afternoon and name of your firm
(Good morning, Greenwood Hotel)
- when taking a message, write it down on the telephone pad and then repeat it again to the caller **(Mr Green is to meet the bakery representative Wednesday at 11 am)**
- end the conversation politely
(Thank you for calling, Mr Smith, Goodbye)

When making a telephone call yourself:

- plan in advance what you want to say
- have any information necessary on the desk in front of you
- speak clearly and confidently
- give all the relevant details

Core Skills

C:2.1

Basic Skills Standards

C:10.1

C:10.2

You have to ring your fresh produce suppliers, North Fruit and Vegetable Merchants. You want to know why an order of avocado pears has not been delivered. It should have been delivered this morning. You insist that they are delivered this morning as you have an important luncheon to prepare.

Plan your conversation carefully.

[Empty rectangular box for writing]

Making a Complaint

You have to telephone Articfresh. You wish to speak to the despatch manager with reference to a delivery of frozen desserts which were found to be defrosted on arrival. The desserts are needed for a civic reception in two days time and you want to know when to expect a fresh delivery.

Plan your conversation carefully.

[Empty rectangular box for writing]

Core Skills

C:2-1

Basic Skills Standards

C:10-1

C:10-2

When listening to a lecture/talk/discussion it may prove difficult to maintain interest

- if the speaker talks for TOO long
or
- if the subject matter does not seem very interesting
or
- if the subject matter is too difficult for you to understand.

What should you do if you find your attention wandering?

Try to listen for **key words** or **phrases** which will bring your attention back to the subject and help you to get the main points. You can always ask questions later.

So listen for phrases such as:

- remember the key points are
- the main point is
- the most important aspect is
- the basic theme to remember is
- the four main factors are
- the main properties are
- what is essential is

There are many more. Can you think of some yourself?

- Try to listen carefully next time you attend a lecture/talk.

TCB Catering PLC

The French Bistro Company want staff of all levels in their new chain of restaurants.

We are looking for the following staff:

Head Chefs
Sous Chefs
Pastry Chefs
Commis Chefs
Relief Cooks
General Assistants
or
General Managers
Front of House Managers
Receptionist

Attractive salaries, holidays etc will be offered to the correct applicants.

If you would like this chance to move up the career ladder call the Personnel Manager on 0708 559911.

You have a friend who is waiting to change his job and has seen the advert. He asks you for help. You agree to telephone for him.

● **Plan your conversation before you ring.**

- say why you are ringing
- give his name, address and telephone number
- give details of his experience and what he is interested in doing
- ask when the starting date is
- does he need to write in or fill in a form?
- get the relevant details
- end the conversation politely

Core Skills

C:2-1

Basic Skills Standards

C:6-1

C:10-1

C10-2

To be a good listener you should:

- give the other person all of your attention – try to forget everyone else around you and concentrate on this one person.
- look the person in the eye; don't look down at the ground or at something beyond their shoulder, try to appear interested even if you are not. You will be amazed how even the most boring of people and subjects improve if you show interest and give them some attention.
- stand at a distance which feels comfortable for you (neither too close nor too far); the other person will adjust position if he/she isn't happy with the distance between you. Remember you might stand very close to a friend but you would stand further away from your boss or tutor.

HOW TO BE A GOOD SPEAKER

To be a good speaker you should:

- speak clearly, not too loudly nor too softly.
- speak neither too fast, nor too slow.
- say what you want to say in as few words as possible, in other words, get to the point quickly.
- choose the right words/tone for the audience (you may hold a long chatty conversation with a friend but the boss will want to know in just a few words why you can't work overtime and he won't want to hear slang) – be polite.
- get your message across clearly.

Any areas you feel you could improve on. Write them here:

Applying for a Job

You've seen this advert in the local paper.

Telephone Mrs Ball to find out more details.

Experienced COMMIS CHEF

Required for quality restaurant.

Must hold C/G 706/1/2

Please apply to:

**Mrs Ball on
(0784) 971248**

Stelboure Restaurant
Lake District

Plan out what you need to say first including:

- name, address, age
- work experience
- qualifications
- clean driving licence
- anything else?

Core Skills

C:2-1

Basic Skills Standards

C:10-1

C:10-2

You answer the telephone and take a message from Susan Jones. Fill in the **telephone message pad** below with details from the conversation.

**Hello Susan Jones here from Greenwood Hotel.
Could I speak to Mr Wright?**

You: I'm sorry, Mr Wright is not here at the moment.

Susan Jones: Oh dear! Look, can you get him to call me back?

You: Certainly. Is there any special time?

Susan Jones: Well not over the lunchtime period, we will be rather busy. He could give me a ring later this afternoon.

You: I'll check for you and see if he's here tomorrow. No, he's not, he's out all day.

Susan Jones: I see. Well, can you tell him I can't make the meeting on the 20th March, but I'd like him to ring me as soon as possible. The number is 0532 263765

You: Right, I'll let him know.

Susan Jones: Thanks, bye.

TELEPHONE MESSAGE PAD

TO:
FROM:
SUBJECT:

SIGNED:
DATE:

TIME:



Make sure you've got all the details written down

Oral Communications

Please tick a box.

I am able to listen carefully to other people

Please tick

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I am able to respond in turn

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I am able to ask questions

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I know how to use language to suit the person to whom I am speaking

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I am aware of my own body language and that of others

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I am able to play my part in a discussion

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I feel confident about making and taking a telephone call

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I am able to give clear instructions to others

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I am able to follow instructions

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I require further work on



If you have answered NO to any of these questions please read through the section again or ask your tutor for further help.

READING



BEST COPY AVAILABLE



We read to get information or for enjoyment. These are some of the things you may read in a day:

Information

At work

- forms (delivery note, order form)
- instructions (for doing a job, operating equipment)
- labels (on bags of produce, mixes etc)
- notices (safety, warning signs etc)
- recipes
- letters (memos)
- anything else?

At college

- reports/textbooks/manuals
- worksheets/handouts/instructions
- anything else you can add?

Enjoyment

- Video game instructions
- Holiday brochures
- Newspapers
- Karaoke machine
- Letters
- Books
- Computers
- Microwave instructions
- Menus
- Recipes
- Ceefax
- Games
- Pub prices
- Video catalogue
- TV Times
- Cassette & CD labels
- Adverts
- Magazines
- Music
- Cinema adverts
- anything else you can add?

Core Skills

C:1-4

Basic Skills Standards

C:6

C:7

C:8-1

Think back over a typical day and make a note of all the things you've read – (eg newspaper) **At work, at College, at home.**

List them: **At work**

At College

At home

Any others?

On the bus/in the street/in shops/at the library/in the pub

Core Skills

C:1-4

Basic Skills Standards

C:1

C:2

C:3-1

C:6

C:7

C:8-1

Look back to the last task and think about what you read in a day. Think about how you read some of the things on your list. Did you glance quickly at the paper before work and then read it more carefully when you got home after work?

There are actually **FOUR WAYS OF READING**

Depending on the reason **WHY** we are reading we may use these different ways, either separately or a mixture of them.

1. Skimming

Look quickly over the text/book to get a general idea of the content. Ask yourself, "What is this book/text about?" Move your eyes **quickly** over the text, looking especially at the **titles**, the **beginning** and **end** (of chapters in a book), and the **first sentence** of every paragraph (where important information is often placed).

2. Scanning

Look quickly through the text searching for a particular piece of information or fact. Ask, "Has this text got the information I need, and if so, where is it?" Move your eyes swiftly over the text on the **look-out** for **specific items** (eg **names, key words or figures**).

3. Light reading

Read the text/book/newspaper etc. fairly quickly without concentrating too much on it and without necessarily understanding every single word. This is what we do most of the time.

4. Detailed reading

Read more slowly and carefully in order to think about what we are reading so that we understand or can learn and remember. (Reading instructions, materials for study, documents, etc). This is what we do when we are studying or completing an important form.

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

C:17

Why are you reading?

Before you start reading a book, magazine, article or passage ask yourself:

WHY am I reading this?

WHAT do I hope to get out of it?

| | |
|--|--------------------------------|
| Am I reading to get a general idea of what it's about? | (Use skimming) |
| Am I reading to get specific facts? | (Use scanning) |
| Am I reading for pleasure/to pass the time? | (Use light reading) |
| Am I reading for study purposes/ for understanding? | (Use detailed reading) |

- **By answering these 2 questions you have given yourself an idea of how to read.**

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

Skimming

When researching material or checking information you need to find books or magazines that will give you the right information. You won't have time to read every page of every book or magazine you choose so you need to skim.

What's that?

Think about the way you look through a book or a magazine when you're waiting for someone. What do you do?

- First of all you **pick** out one which appeals to you.
- Then you **leaf** through it until you see something interesting.
- You may start at the front and **look quickly** at each page until you find something of interest which you want to **read** more carefully.

OR

- You might **turn** straight away to a particular page – the letters page, gardeners page or sports page.

OR

- You might **look** at the **contents page** for a subject in which you have an interest.

OR

- If it's a book you might look at the **index** to see if there is a **reference** to the topic in which you are **interested**.

All of these examples involve **skimming**. It is a very useful technique which we do all the time without being aware.

Think about the above examples of **skimming** and use them to help you find the right books and magazines and the right information **quickly** and **efficiently**.

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

Scan this contents page – glance quickly down the list to find the page for **Reporting accidents**.

| HEALTH & SAFETY STATISTICS | | |
|----------------------------|----------------------------------|----|
| Contents | | |
| Introduction | | |
| Section 1 | Legislation | 2 |
| Section 2 | Responsibilities to the employer | 9 |
| Section 3 | Responsibilities to the employee | 11 |
| Section 4 | Environmental health officer | 13 |
| Section 5 | Accidents: reporting | 17 |
| Section 6 | Accidents: prevention | 21 |
| Section 7 | Floors | 37 |
| Section 8 | Machinery | 39 |
| Section 9 | Explosions | 46 |
| Section 10 | First Aid | 51 |

Answer:

Quickly scan down the contents page to find the correct page as your workmate has burnt himself by spilling a **chemical** onto his hand.

| FIRST AID | | | |
|----------------------------|---|--------------------------------|----|
| First Aid box | 1 | Electric shock | 11 |
| Dealing with accidents | 2 | Scalds & burns | 12 |
| Resuscitation | 3 | Simple burns & scalds | 13 |
| Mouth to mouth ventilation | 4 | Severe burns | |
| Cardiac arrest | 5 | Chemical burns | 14 |
| Bleeding | 7 | Electric burns | |
| Major external | | Simple cuts from bones | |
| Internal bleeding | | & knives | 16 |
| Unconsciousness | 9 | Severe cuts from bones, knives | |
| Action | | or machinery | 19 |

Answer:

- See how quickly you can get the information

Look at the information on pages 38-40. Look quickly through the table to find the information required in the question. (Look for key words).

1. A root vegetable that is suitable for stir frying
 2. Which vegetable has boiling as the only suitable cooking method?
 3. A vegetable that can be simmered/boiled in either milk, stock or water.
 4. Which vegetable can be served pureed?
 5. Hollandaise Sauce can be served with which vegetable?
 6. How long should vichy carrots be boiled?
 7. Which vegetable can be served tossed in butter and freshly ground black pepper, nutmeg or caraway seeds?
 8. Which vegetable can be grilled?
 9. Which addition can be made to fried leeks to give an unusual sweet taste?
 10. Which vegetable can be served with cheese sauce?
- Check how long it takes you to do this exercise.

Core Skills

C:1.4

Basic Skills Standards

C:6

C:7.3

Preparation and Suitable Cooking Methods

ASPARAGUS

| | |
|------------------------|---|
| <i>PREPARATION</i> | Cut off hard ends. Make sticks same length. Scrape well from bud to end under cold running water. |
| <i>BOILING</i> | Tie into small bundies and place in plenty of boiling salted water, standing with the buds above water level. Simmer 10-15 mins. Drain. |
| <i>FRYING</i> | Not suitable |
| <i>BAKING/ROASTING</i> | Not suitable |
| <i>SERVING</i> | Cold - with vinaigrette dressing |
| <i>SUGGESTIONS</i> | Hot - with butter with hollandaise sauce with cheese sauce in soups |

CABBAGE

Green/white/red/spring

| | |
|------------------------|---|
| <i>PREPARATION</i> | Cut into quarters. Discard hard centre stalk. Shred. Wash under cold running water. |
| <i>BOILING</i> | Cook in boiling salted water for 5-10 mins. Drain OR Steam for 10-15 mins. |
| <i>FRYING</i> | Stir fry, chinese style, for 2-3 mins. |
| <i>BAKING/ROASTING</i> | Layer, alternately, with onions and seasoning. Cover with stock. Oven bake for 1hr 300-400 °F/3-4 reg |
| <i>SERVING</i> | Cold - shredded in coleslaw |
| <i>SUGGESTIONS</i> | Hot - toss in melted butter, freshly ground black pepper, nutmeg or caraway seeds. |

Core Skills

C:1-4

Basic Skills Standards

C:6

C:7-3

Preparation and Suitable Cooking Methods

CARROTS

| | |
|------------------------|--|
| <i>PREPARATION</i> | Top, tail and scrape. Wash under cold running water. Cut either slices, julienne, macedoine, paysanne, etc. |
| <i>BOILING</i> | Cook in boiling salted water for 15-20 mins. Drain. For vichy carrots substitute vichy water for salted water. |
| <i>FRYING</i> | As part of a chinese stir fry dish – cook for 2-3 mins. |
| <i>BAKING/ROASTING</i> | Not suitable |
| <i>SERVING</i> | Cold – carrot and sultana salad carrot cake grated in coleslaw |
| <i>SUGGESTIONS</i> | Hot – vichy carrots puree carrots |

LEEKs

| | |
|------------------------|---|
| <i>PREPARATION</i> | Trim tops and roots, split lengthways and wash well under cold running water. Can be cooked whole, sliced or sliced into quarters lengthways. |
| <i>BOILING</i> | Cook in boiling salted water for 15-20 mins if whole. 10 mins if sliced. |
| <i>FRYING</i> | Sliced and fried in 2oz butter for 5-6 mins until slightly soft. Add 1oz sultanas for unusual sweet taste. |
| <i>BAKING/ROASTING</i> | Cover and cook whole leeks in stock, wine or water and seasonings in moderate oven for 45 mins to 1 hour or until tender. |
| <i>SERVING</i> | Cold – raw in salads with dressing |
| <i>SUGGESTIONS</i> | Hot – with white or cheese sauce good in casseroles, stews and soups |

Core Skills

C:1-4

Basic Skills Standards

C:6

C:7-3

Preparation and Suitable Cooking Methods

MUSHROOMS

| | |
|------------------------|--|
| <i>PREPARATION</i> | Peel and wash well. Trim the stalks. Slice or leave whole. |
| <i>BOILING</i> | Simmer in stock or water OR simmer in milk, with seasoning and bay leaf, for 5 mins. |
| <i>FRYING</i> | Fry in butter for 1-2 mins. Deep fry in batter. Grill with butter. |
| <i>BAKING/ROASTING</i> | As part of a casserole. |
| <i>SERVING</i> | Cold – raw in salads, e.g. mushroom a la Grecque |
| <i>SUGGESTIONS</i> | Hot – in numerous ways – omelette, soups, pies, etc. |

Core Skills

C:1-4

Basic Skills Standards

C:6

C:7-3

Aim to get the general idea. Look quickly over each passage to get an idea of the content. Match the number of each passage to a heading at the bottom of the page. You have a choice of five.

1. Fibre, formally called roughage, is found only in plant and vegetable foods, such as fruit, vegetables, cereals and pulses. Fibre is a very important part of our diets which is often removed during food manufacture. Fibre cannot be digested and absorbed by the human body, it passes straight through the digestive system, absorbing water and food residue. Most of us do not eat enough fibre and this shortage is thought to cause many health problems including constipation and some types of cancer.

2. Alcohol makes you fat because it is loaded with calories that go straight to the blood stream. An average pint of beer contains 180 calories. Alcoholic drinks have very little of the nutrients and vitamins that we need, so people who replace some of their meals with alcoholic drinks will be missing out on a lot of important nutrients. To keep within a safe limit men should not drink more than four to six units of alcohol two or three times a week. Women should not drink more than two or three units two or three times a week.

3. Because of the lack of meat in a vegetarian diet there is little prospect of including protein of high nutritional value in the diet except from foods made from soya beans. It is difficult to provide enough mineral elements such as calcium, iron and fat soluble vitamin A and B. A lacto vegetarian eats no fish, poultry, game, meat or meat products, eg. pies. In addition a vegan does not eat fish, poultry, milk, dairy products or eggs. A vegetarian diet will tend to be unbalanced, with too many energy giving foods and too few body building and protective foods.

How much salt does our body need?

What effect does alcohol have on our health?

Additives in food.

Vegetarian cookery.

What is fibre and why do we need it?

• See how quickly you can match them up

Core Skills

C:1-4

Basic Skills Standards

C:6

C:13

You see this article in a newspaper which you glance at before you start work.

SUGAR

We do not need sugar for health. About half the sugar we eat we add ourselves to tea, coffee and breakfast cereals. The other half comes from sweets, cakes, biscuits and soft drinks. It is also found in less obvious places – in manufactured pies, bottled sauces, tinned soups and tinned vegetables.

In Britain, on average, we buy almost a pound of packet sugar per week. Twice as much sugar is actually eaten, if you count all the sugar added to processed foods such as sweets, cakes, biscuits etc., as well as the packet sugar.

Look carefully at the labels on foods, looking out for words such as sucrose, glucose, dextrose, fructose and maltose – these are all forms of sugar.

- What's it about?
- Does it interest you?
- Would you want to read it again more carefully?

Core Skills

C:1.4

Basic Skills Standards

C:6.1

Try to make sense of this information.

The sentences are in the wrong order.

Sort them out and write them down in the **correct sequence**.

Bechamel Sauce

Allow to simmer for 30 mins.

Cook for a few minutes over a gentle heat.

A basic white sauce is made from milk and a white roux.

Melt the margarine in a thick bottomed pan.

Add the clouté onion.

Remove the onion, pass the sauce through a conical strainer.

Add flour and mix in.

Gradually add the warmed milk and stir until smooth.

Answers:

Core Skills

C:1-4

Basic Skills Standards

C:6-1

C:6-2

Sharpening Knives

Find the correct information from the passage to complete the statements below.

There are two tools which can be used for sharpening knives, steel which should be well grooved or a Carborundum stone, which should not be too coarse as a saw effect edge will be the result. The knives will periodically need to be ground by a knife grinder. When using a steel, use one with a guard to prevent accidents, if this is not possible, ensure that you sharpen the knife away from you. This is also the case when sharpening with a Carborundum stone as these do not have guards.

Do not use Sharpening Steels that are not

- ✓ Check the Carborundum Stone is not too coarse as the result will be
- ✓ The knives are ground by
- ✓ Check the sharpening steel has
- Severe accidents are caused by
- ✓ When using a Carborundum Stone

Core Skills

C:1.4

Basic Skills Standards

C:6.1

C:6.2

Read the following newspaper article and then fill in the questions with the necessary information.

There are many types of fat, all equally fattening with the same calorific value but with differing composition. The words saturated, unsaturated and polyunsaturated relate to the chemical make-up of the fatty acids contained in the fat.

Saturated fats tend to raise blood cholesterol levels and polyunsaturated fats tend to lower them.

The saturated fats, are mostly of animal origin, hard or solid at room temperature and found in meat, dairy products and most margarines.

The unsaturated fats are mostly liquid fats or oils and are found mainly in vegetable or plant oils – some are high in polyunsaturates, for example sunflower oil, safflower oil and fish oils.

Surveys show that we get over 40% of our fat intake from butter, margarine, lard, oils and baked goods containing fat, over 25% from meat and meat products, approximately 13% from milk and only 8% from cheese, cream and eggs.

1 What are the three main types of fat?

.....

2 What raises the blood cholesterol level?

.....

3 Fats from an animal origin, eg. lard, are known as

.....

4 Sunflower oil is high in

.....

5 Where are unsaturated fats mainly found?

.....

6 What percentage of our fat intake does butter, margarine, lard and oils represent?

.....

Core Skills

C:1-4

Basic Skills Standards

C:6-1



Read the following advert carefully and answer the questions:

**Suppliers to the trade
of top quality Catering Equipment**

We offer a quick efficient service
to save you money and time

Free Local Delivery

Stockists of: small catering equipment,
large free standing equipment, dishwashers
ovens, crockery, cutlery and linen

Advice given freely

**Herbert and Sons
(Catering Equipment) Ltd. Est 1903
Tel: Chesterfield 0246 421948**

- 1 Do you pay for delivery?
- 2 Will they deliver free to London?
- 3 Of what quality is their equipment?
- 4 Do they supply to the public?
- 5 Is advice given?
- 6 Is this a long established firm?
- 7 Do they stock uniforms?
- 8 Do they stock table cloths?

Core Skills

C:1.4

Basic Skills Standards

ERIC C:6.1

Read the following passage carefully and answer the questions:

Flour is one of the most widely used ingredients in the catering industry. Flour is made from wheat. Various types of flour are made depending on the parts of the wheat grain that are used, for example: wholemeal flour is made from the whole wheat grain, whereas white flour is made by crushing the whole grain and sieving out the outer skin and wheatgerm.

Flour is also available in various strengths, namely, strong flour used for bread, medium or general purpose flour used for making scones and pastries and soft flour used for sponges or biscuits. The strength of flour is determined by the amount of a protein substance known as gluten.

- 1 Is flour greatly used in the catering industry?
- 2 What is flour made from?
- 3 How is the difference in different types of flour achieved?
- 4 What is white flour made from?
- 5 What is wholegrain flour made from?
- 6 What are the three strengths of flour available?
- 7 What is general purpose flour used for?
- 8 What determines the different strengths of flour?
- 9 Can you explain what these words mean? Use a dictionary to check their meanings – 1) Ingredients 2) Substance 3) Determined 4) Gluten

Core Skills

C:1.4

Basic Skills Standards

C:6.1

Sugar

Sugar is produced from sugar cane and sugar beet. Sugar beet is grown in both Great Britain and Europe, whereas sugar cane needs the warmth and humidity of the tropical and sub tropical countries.

Sugar falls into three categories, refined, unrefined or partially refined.

Refined white sugars: Granulated, caster, cube and icing sugar.

Unrefined sugar: Brown sugar.

Partially refined sugar: Demerara

There are three main areas of the kitchen where sugar is used:

Pastry uses: for pies, gateaux, sweet dishes, ice creams and pastries.

Confectionery uses: decorating gateaux and cakes, sweets and petit fours.

Sugar work (pulled blown or spun).

Bakery uses: Yeast doughs, large and small cakes.

Summary

| Production | Uses |
|--|---|
| From sugar cane or sugar beet. | Pastry uses: Sweets, pies, puddings. |
| Refined white sugar – granulated, caster, cube, icing. | Confectionery uses: gateaux, cakes, sugar work. |
| Unrefined sugar – brown. | Bakery uses: Yeast doughs, large and small cakes. |
| Partially refined sugar – Demerara. | |

Read the following passage:**ACCIDENTS IN THE CATERING INDUSTRY**

Every accident at work has to be reported and details recorded in the Accident book. Any accident must be reported to a person in authority such as the supervisor or head chef who will make sure that it is officially reported as the law demands.

If an accident is not reported the injured person may have no evidence to support a compensation claim.

The details and facts learnt from the reporting of accidents can be very useful in improving safety at work.

Can you tell someone what should happen if an accident occurs at work?

Why is it important to record details?

Core Skills

C:1-4

Basic Skills Standards

C:6-1

If a workmate has just had an accident you should follow these instructions:

- remove the hazard if it is safe to do so
- call for help (someone with first-aid training)
- call an ambulance if necessary

But

- do not move the injured person unless there is immediate danger
- stay with the injured person and give comfort
- make as comfortable as possible
- do not give anything to eat or drink
- do not allow the injured person to smoke

Read through the instructions.

Check through and make sure you understand and are able to act in an emergency.

Sort the information into the right columns.

| Do | Don't |
|----|-------|
| ✓ | |
| ✓ | |
| ✓ | |
| ✓ | |
| ✓ | |

Personal Hygiene: Hands

Hands must always be washed thoroughly and frequently, particularly after using the toilet, before starting work and during the handling of food.

Always wash your hands in hot water, using a nail brush and bactericidal soap. It is preferable to use soap from a dispenser on the wall rather than a bar of soap; these can accumulate germs which would then pass from person to person. After washing your hands, dry them using a wall mounted electric drier rather than a towelling hand towel.

Finger nails and hands can be a great source of danger if not kept clean. Harmful bacteria can easily transfer from unwashed hand onto food.

Make brief notes:

Always use what to wash your hands?

1

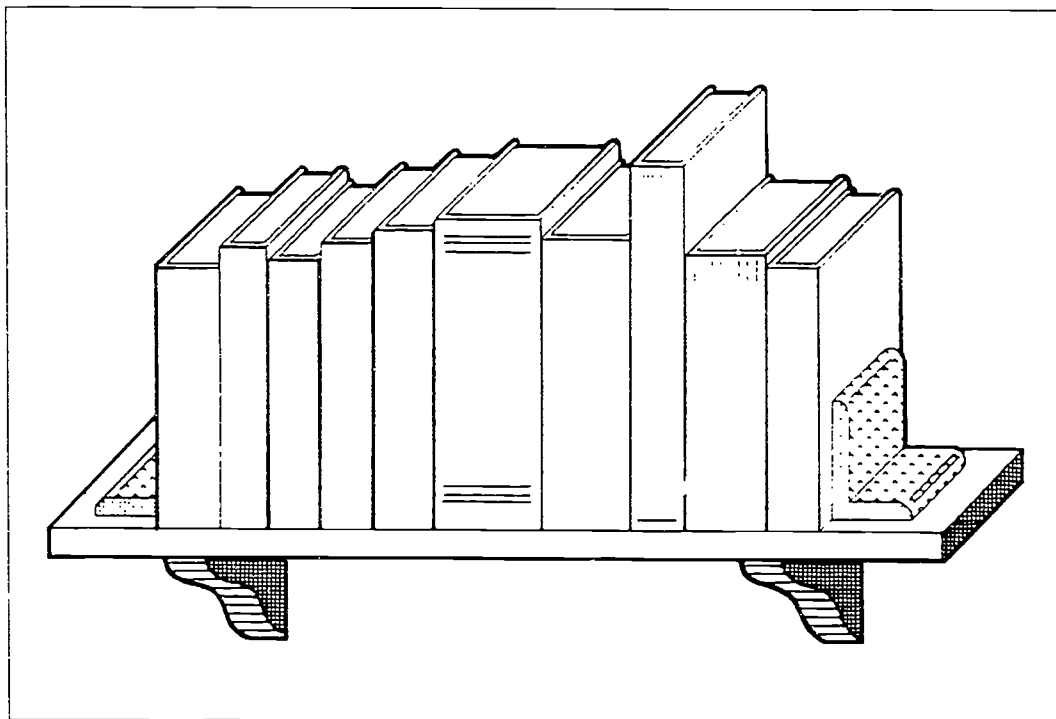
2

3

What type of soap is the most hygienic?

Which is the best way to dry your hands?

Why is it important to wash your hands?



Questionnaire

Please fill in the following questionnaire:

Yes Not sure No

Have you visited a library before?

Did you find the information you wanted?

Did you ask the librarian for help?

Did you find the system easy to understand?

Do you feel confident about borrowing books/using reference books/borrowing videos?

Can you use the catalogue system e.g. reference cards/microfiche?

Do you use libraries to find out about local events and other information?



**If you've answered NO to any of these questions then this section will help you
READ ON**

You may have used the library before for borrowing books. There are a great many other services on offer which are well worth taking advantage of.

Services on offer:

1. Advice from trained staff – always consult the librarian if you need any help as they are there to help you.
2. Request services:
 - a. most books can be traced by librarians and borrowed from other libraries if not in stock.
 - b. journals, papers, periodicals can be borrowed from another library or other source and can be photocopied by the library for a small fee.
3. Source of maps, ancient and modern and local.
4. Source of much local information on clubs activities, events etc.
5. Daily papers, magazines and journals.
6. Reference books – encyclopaedias, dictionaries, year books, almanacs and many others.
7. Photocopying service, black and white, sometimes colour.
8. Video loan service.



Visit your local college or library and find out what is on offer – use the questionnaire to help you find out exactly what is available for your study and for your hobbies

Find out and fill in:

- the times when the library is open (are there any late-night openings?)
- how to obtain tickets and how many books, videos, etc. you can borrow at a time ...
- how long you may borrow books, etc. for ...
- whether you have to pay fines when books are overdue and how much they are ...
- whether you need separate tickets for different items such as books, videos or records ...
- whether you can photocopy there ...
- whether you can buy stationery at certain times or all the time ...



Take advantage of all the services which are on offer



- | | |
|---------------------------------|------------------------------|
| a. Author's catalogue | What form? |
| b. Bibliography service | Who to ask? |
| c. Books in foreign languages | Which languages? |
| d. Computerized lending service | How to use it? |
| e. Daily newspapers | Which ones? |
| f. Exhibition area | Where is it? What kinds? |
| g. Inter-library loan service | Local or nationwide? |
| h. Helpful librarians and staff | Any special skills? |
| i. Photocopying machine | Black/white or colour? Cost? |
| j. Reading Room | Where? Size? |
| k. Reference only section | What subject variety? |
| l. Music/record lending service | Cost? Conditions of loan? |
| m. Translation service | Which languages? |
| n. Local information service | Who is it run by? |
| o. Any subject catalogues | What form? |
| p. Magazine/periodicals section | Reference or borrowing? |

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Use these questions to find out exactly what your library has to offer and then try to make use of the facilities

FICTION is arranged on the shelves in alphabetical order under the names of authors, and all novels by the same author will be found together in one place.

BIOGRAPHY is arranged in alphabetical order of Names of Persons written about.

ALL OTHER WORKS are arranged in numerical order of class numbers according to the Dewey Decimal Classification System, which separates all books into ten main classes as shown below.

DEWEY DECIMAL CLASSIFICATION

Showing Arrangement of Books on the Shelves

| | | |
|----------------------------------|----------------------------|-----------------------------------|
| 000 GENERAL WORKS | 340 Law | 670 Manufacturers |
| 010 Bibliography | 350 Public administration | 680 Manufacturers (cont) |
| 020 Library science | 360 Social welfare | 690 Building construction |
| 030 General encyclopaedias | 370 Education | 700 ARTS & RECREATIONS |
| 040 General collections | 380 Commerce | 710 Landscape architecture |
| 050 General periodicals | 390 Customs | 720 Architecture |
| 060 General Societies Museums | 400 LINGUISTICS | 730 Sculpture |
| 070 Journalism | 410 Comparative | 740 Drawing Decoration Art |
| 080 Collected works | 420 English language | 750 Painting |
| 090 Book rarities | 430 German – Germanic | 760 Engraving |
| 100 PHILOSOPHY | 440 French – Provençal | 770 Photography |
| 110 Metaphysics | 450 Italian – Rumanian | 780 Music |
| 120 Metaphysical theories | 460 Spanish – Portuguese | 790 Recreation |
| 130 Fields of psychology | 470 Latin – Other Italic | 800 LITERATURE |
| 150 Psychology | 480 Greek – Hellenic Group | 810 American |
| 160 Logic | 490 Other languages | 820 English |
| 170 Ethics | 500 PURE SCIENCE | 830 German – Germanic |
| 180 Ancient philosophy | 510 Mathematics | 840 French – Provençal |
| 190 Modern philosophy | 520 Astronomy | 850 Italian – Rumanian |
| 200 RELIGION | 530 Physics | 860 Spanish – Portuguese |
| 210 Natural theology | 540 Chemistry | 870 Latin – Other Italic |
| 220 Bible | 550 Geology | 880 Greek – Hellenic Group |
| 230 Doctrinal theology | 560 Palaeontology | 890 Other languages |
| 240 Devotional theology | 570 Biology | 900 HISTORY |
| 250 Pastoral theology | 590 Zoology | 920 Biography |
| 270 Christian church history | 600 APPLIED SCIENCE | 930 Ancient world history |
| 280 Christian churches and sects | 610 Medicinal sciences | 940 Europe |
| 290 Non-Christian religions | 620 Engineering | 950 Asia |
| 300 SOCIAL SCIENCES | 630 Agriculture | 960 Africa |
| 310 Statistics | 640 Domestic economy | 970 N. America |
| 320 Political science | 650 Commerce | 980 S. America |
| 330 Economics | 660 Chemical technology | 990 Oceania & polar regions |



For your course you will probably need to use the library. Librarians will be there to help you but you can save time if you can find your own way around a library and find the resources you need quickly and efficiently.

NON-FICTION books are usually arranged in a numerical order called the **DEWEY DECIMAL CLASSIFICATION** system, which divides all books into **10 main classes**:

| | |
|-----------|--|
| 000-099.9 | General works (e.g. bibliographies, journalism) |
| 100-199.9 | Philosophy (e.g. psychology, logic) |
| 200-299.9 | Religion (e.g. the Koran, Christianity) |
| 300-399.9 | Social sciences (e.g. politics, economics, law) |
| 400-499.9 | Languages (e.g. French, German) |
| 500-599.9 | Science (e.g. maths, physics, chemistry, biology) |
| 600-699.9 | Technology (e.g. engineering, farming, commerce) |
| 700-799.9 | Arts and recreation (e.g. music, sport) |
| 800-899.9 | Literature (e.g. poetry, drama) |
| 900-999.9 | History and geography (e.g. Middle Ages, Europe, Africa) |

The Dewey Classification number is shown at the end of each shelf and is written at the bottom of the spine of each book.

Which class would you need to look at for your course?

You would need the **Technology** class **600-699.9**

Each **main class** is divided into **ten** subject units which will enable you to find the **section** you need.

THE UNITS WITHIN THE TECHNOLOGY CLASS 600-699 are:

| | |
|---------|-----------------------------|
| 600-609 | General applied science |
| 610-619 | Medicinal sciences |
| 620-629 | Engineering |
| 630-639 | Agriculture |
| 640-649 | Domestic science |
| 650-659 | Commerce |
| 660-669 | Chemical technology |
| 670-679 | Manufacturers |
| 680-689 | Miscellaneous manufacturers |
| 690-699 | Building construction |

Which numbers will you need to look for?

LEITH PRUE
THE COOK'S HANDBOOK
MACMILLAN (Softback)
LONDON
1981 (date published)

SHELF 641.5
ISBN 0333 366468
242pp £6.95 Index ✓ Bibliog ✗

Study this reference card and see if you can identify all the information below:

1. Author's surname and first name or initials
2. Full title
3. Publisher
4. Type of edition (hardback/softback)
5. Dates of publication
6. Length (no. of pages)
7. Is there an index and/or a bibliography
8. Dewey Decimal Classification number
9. International Standard Book Number
10. Price



Using the library – Answer the following questions:

1. Which books can you find on **pastry making**? Give title, author and reference number.
.....
.....
2. How many books can you find by **Jane Grigson**? List them.
3. List the books available on **wines from France**.
4. Give the title and author of the books under the following **reference numbers**:
641.5637 641.8653
641.594 641.5636
5. List the books available on **soups**. Give titles and authors and reference numbers.
.....
.....
6. Give the title and author of one book on each of the following:
 - **Indian Cookery**
 - **Chinese Cookery**
 - **Jewish Cookery**
 - **Vegetarian Cookery**
 - **Middle-eastern Cookery**
 - **Italian Cookery**
7. Find a book which covers **Health and Safety** in the Catering Industry.
.....
8. List all the books in the **Good Housekeeping** series.
.....
9. Give 2 books each on **Microwave and Freezer** cookery.
.....
10. Give the title and author of 2 books on **Food Science**.
.....



Ask the librarian if you need help



Sometimes it isn't always necessary or practical to get **information** from a **library**.

If you are working and have little free time you may find it more convenient to buy **magazines** at your local **newsagent**. On page 60 you will find a list of those relevant to your subject.

Material, such as **newsletters, samples and catalogues** are often sent **free** to your **firm**, so you could always ask your boss to let you have a look at anything which is relevant to your studies at college.

Another good source of information is **trade literature**. Many firms are only too pleased to send out information on their products and **catalogues** are usually well-illustrated and make very interesting reading.

All these can be good sources of information and can be read or watched in your own home.

Magazines

| | |
|--|------------|
| Healthy Eating | Bi-monthly |
| Here's Health | Monthly |
| Your Greatest Guide to Calories | Quarterly |
| Slimming | Bi-monthly |
| Vitamin | Bi-monthly |
| The Complete Calorie Counter | Bi-monthly |

General Interest Magazines

| | | |
|--------------------------------------|------------|-------|
| Good Housekeeping | Monthly | £1.30 |
| Ideal Home | Monthly | £1.30 |
| Country Homes | Monthly | £1.70 |
| House and Garden | Monthly | £2.00 |
| Selfridges | Quarterly | £2.00 |
| Taste Guide to Food and Drink | Bi-monthly | £1.80 |
| Wine | Monthly | £1.95 |
| Decanter | Monthly | £2.00 |
| Let's Cook | Monthly | £1.20 |
| Home and Freezer Digest | Monthly | £0.69 |
| Good Food (BBC) | Monthly | £1.00 |
| Family Circle | Monthly | £0.90 |

Newspapers

The Daily Express, The Weekend Guardian and all the Sunday Newspapers. Local papers also carry cookery and job sections which may interest you.

Videos

Ken Hom's Chinese Cookery

There are other videos available especially at Christmas. Look in your local W H Smith or Woolworths.



A large number of books which may be of interest are also available from book shops. Here are some examples:

| | |
|---|-----------------------------|
| The Complete Farmhouse Kitchen Cookbook | <i>Yorkshire Television</i> |
| Good Housekeeping Cookery Book | |
| Delia Smith's Complete Cookery Course | |
| Hamlyn All-colour Quick and Easy Cookbook | |
| The Farmhouse Kitchen Yearbook | <i>W H Smith</i> |
| The Complete Cookery | <i>New World</i> |
| Radio Times Cookbook | <i>John Tovey</i> |
| A Feast of Floyd | <i>Keith Floyd</i> |

Microwave

| | |
|--|----------------------|
| Good Housekeeping Family Microwave Cookery | |
| Readers Digest Microwave Cookbook | |
| Cooking the Microwave Way | <i>Caroline Ball</i> |

International

| | |
|--|-------------------------|
| Madhur Jaffrey's Indian Cookery | <i>BBC</i> |
| Hamlyn Oriental Cookery Course | |
| The Complete Middle East Cookbook | <i>Tess Mallos</i> |
| Ken Hom's Quick and Easy Chinese Cookery | |
| Italian Regional Cookery | <i>Valentina Harris</i> |

Vegetarian

| | |
|-----------------------------------|------------------------|
| The Vegetarian Cookbook | <i>Doreen Keighley</i> |
| Quick and Easy Vegetarian Cookery | <i>Sara Brown BBC</i> |
| Vegetarian Microwave | <i>Sarah Brown</i> |
| Vegetarian Cookery Made Easy | <i>Deborah Gray</i> |
| Feast of Vegetables | <i>John Tovey</i> |
| Eastern Vegetarian Cookery | <i>Madhur Jaffrey</i> |

Healthy Eating

| | |
|----------------------|------------------------------|
| Inch Loss Plan | <i>Rosemary Conley</i> |
| Guide to Fat in Food | <i>Rosemary Conley</i> |
| The BBC Diet | <i>Dr Barry Lynch</i> |
| E for Additives | <i>Hanssen & Marsden</i> |
| The Cambridge Diet | <i>Alan Howard</i> |
| Healthy Cooking | <i>Good Housekeeping</i> |

Wine

| | |
|-------------------------------|-------------------------|
| Jordan's Guide to Good Wine | <i>Brian Jordan</i> |
| Harrod's Book of Fine Wine | <i>Mitchell Beazley</i> |
| The Illustrated Guide to Wine | <i>Chris Foulkes</i> |

Books have certain **technical terms**. You need to be familiar with them in order to use books properly. Look at the task below and see if you can give each term its correct meaning. Number 3 has been done for you.

| Technical Terms | Meaning |
|-----------------|---|
| 1 Index | a An alphabetical list of topics in a book with page numbers for each |
| 2 Bibliography | b A list of other books on the same subject |
| 3 Reference | c An introduction explaining the title and content |
| 4 Preface | d A list of chapter headings and their page numbers |
| 5 Contents Page | e When the author makes reference to another author or book |



If you are not sure then look at the next page

CATERING

You may have to use **text books** as part of your course or your tutor may send you to the library to **research information**. In both cases you need to familiarise yourself with the **layout of books**.

Most **text books** are made up of the following different sections:

1. **The Preface** (called introduction or foreword).

This will probably be the first piece of writing after the title page. Written by the author it usually states:

- a. The purpose of the book.
- b. The type of student (eg Caterers) and the level of student (eg NVQ level 2) it is aimed at.

2. **The Contents page**

Always placed at the front of book after the preface.

It lists the contents of the book in **page order**.

The list is usually divided into **sections/chapter headings** (usually printed in **bold** type) and after each heading is followed by a detailed list of what is in each chapter.

This is very useful as it can show you how a topic is developed chapter by chapter.

3. **The main part of the book**

This is made up of the subject information.

4. **The index**

This is placed at the **back** of the book. It lists the contents of the book in

Using text books or reference books

If you are researching a topic and find many books on the subject, first of all **assess whether the book will be of any use to you.**

How will you do this?

1. Read the **Preface** It will tell you if the book is aimed at the right level of study for you and will also tell you what the author has **covered** in the book.
2. Look at the **Contents Page** Carefully read the chapter **headings** so that you will have a good idea of all the areas covered in that particular book.
3. Look at the **Index** Turn to the back of the book to the **index**. Find a subject or name of a person you are familiar with and look it up. You will be given page references – just choose one, then look it up and see what the author says about it. Doing this will let you see how the author writes and you will then be able to make a decision as to whether it is easy to read and understand. If not, then try the same method with another book.

**Remember**

If you want to know what sort of things the books tells you about ... look at the contents page

If you want to find a specific piece of information use the **index**

Study this page and find the chapters you would need for information on:

1. boiling
2. knives
3. spaghetti
4. vitamins
5. chicken
6. herbs and spices
7. bouchei fillings
8. cook-chill system

Contents

Chapter

| | |
|----|-------------------------|
| 1 | Hors-d'œuvres |
| 2 | Kitchen Organisation |
| 3 | Service of Food |
| 4 | Hygiene |
| 5 | Elementary Nutrition |
| 6 | Commodities |
| 7 | Farinaceous Dishes |
| 8 | Food Production Systems |
| 9 | Kitchen Equipment |
| 10 | Poultry and Game |
| 11 | Health and Safety |
| 12 | Methods of Cookery |

Answers.....

.....

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These are books of information – they are there for you to dip into to find the necessary piece of information.

- They are:
- Encyclopaedias
 - Catalogues
 - Dictionaries
 - Guidebooks
 - Telephone books
 - Manuals
 - Yellow pages

Any more you can think of?

.....

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.....

Most libraries have a reference section where you can browse.

Here are some examples:

- **The British Coal Rugby League Yearbook**
- **The Penguin Dictionary of Modern Quotations**
- **The Complete Book of Home Decorating**
- **A History of England**
- **Practical Cookery**
- **The Theory of Catering**
- **Atlas**
- **The Bikers' Handbook**
- **Roget's Thesaurus**

Do you use reference books Which?

.....

.....

.....

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.....

Study the following section of catering equipment suppliers.

◆ Catering Equipment Suppliers

| | |
|--|------------------------|
| Martyns Tableware (Crockery and Cutlery) | Birmingham 021 2475910 |
| Phillips Commercial Microwave Ovens | London 081 7663846 |
| Lord Catering Equipment (Consultancy, Design and Installations) | Sheffield 0742 742250 |
| Dica (Kitchen Ventilation Services) | Manchester 061 2296124 |
| Gibbs Stainless Steel Products Ltd. | Liverpool 051 2450127 |
| Yorkshire Electricity | Leeds 0532 661774 |

- Find the equipment supplier that can carry out the whole procedure from choosing an item of equipment to installing it.

Give the name and phone number including the code for the town.

This can sometimes be quite difficult – if you can't find what you are looking for or if you are not sure **where** to look!

Remember 

An index lists the contents of the book in **Alphabetical order** and gives the page numbers you need.

Look at this example of part of an index:

| | |
|-------------------|-------|
| Canneloni | 96 |
| Caper Sauce | 128 |
| Carrots | 47-49 |
| Cauliflower | 178 |
| Au gratin | 179 |
| Fried in Butter | 181 |
| Hollandaise Sauce | 185 |
| Mornay | 186 |
| Polonaise | 211 |
| Caviar | 197 |
| Celery | 26 |
| Chasseur Sauce | 172 |
| Chateau Potatoes | 31 |
| Chaud-froid Sauce | 171 |
| Chelsea buns | 232 |
| Chicken à la king | 53 |

Why is it useful to have an index?

- you can save a great deal of time when looking for information
- you can quickly see whether a book has the information you require
- you can build up a list of books which have the information you require.

Core Skills

C:1-1

Basic Skills Standards

C:6-3

C:13-1



Using any standard catering text book, try to find out the following.

1. Study the contents page and find a chapter on 'Stocks and Sauces'. Scan the sub-headings for **Basic Sauce recipes**. Find out what the French term is for white sauce.
2. Using the contents page again. Find out how many categories Hors d'oeuvres divided into?
3. Find a chapter on **Bacon**. Find out the approximate weight of a full gammon.
4. Find a chapter on **Fish**. Find out if Salmon is a white or oily fish.
5. Find a chapter on **Vegetables**. Find out what the four shapes are which are accepted as a **paysanne** cut of vegetable.
6. Find a chapter on **Farinaceous** dishes. Find out what farinaceous dishes are made from.
7. What is the meat used in a Moussaka?

Core Skills

C:1-1

Basic Skills Standards

C:6-3

C:13-1

Use a standard text book.

Look in the index to find the information you need and fill in the missing words.

Stocks and Sauces

Stock is the _____ of many recipes cooked in the kitchen. Stock is a _____ that has nutrients and flavours extracted from over long periods of simmering, the exception to this is _____ stock which is only simmered for _____ minutes. Stock can be made to produce different flavoured dishes.

A _____ stock is richer than a white stock, the richness is achieved by _____ or the _____ bones before adding to water.

Core Skills

C:1-1

Basic Skills Standards

C:6-1

C:6-3

Whichever type of establishment you work in, or intend to work in, there are various used culinary terms that will be new to you.

This Section is designed to help you become more familiar with some commonly used culinary terms and pieces of equipment.

Below is a list of commonly used culinary terms and their meaning:

1. Aspic – savoury jelly
2. Naverin – a brown stew of lamb or mutton
3. Frappé – chilled
4. Clarification – to make clear. for example, fat or stew
5. Clouté Onion – onion studded with cloves
6. Marinade – a richly-spiced pickling liquid for extra flavour and tenderness
7. Sweat – to cook in fat under a lid without colour
8. Pulses – vegetables grown in pods and dried
9. Petit fours – very small biscuits, sweets and pastries



Using a standard catering text book find the meaning of the following culinary terms.

Answer:

1. Court-Bouillon
2. Roux
3. Refresh
4. Sauté
5. Lardons
6. Reduce
7. Piquant
8. Chaufffont
9. Coupe
10. Friture

Core Skills

C:1-4

Basic Skills Standards

ERIC C:13:1

True/False

Answer true or false to the following statements.

- | | | |
|---|--|--|
| 1. Chaud froid is a cold sauce for covering cold dishes | | |
| 2. To reduce is to boil a liquid until it is more concentrated | | |
| 3. Jus-lié is a thin gravy | | |
| 4. To sauté is to deep fry in a thick bottomed pan | | |
| 5. A concassée is a mixture of carrots, onions, celery and bacon, roughly chopped and used as base for braised meat | | |
| 6. Crudités are small, neatly-cut pieces of raw vegetables | | |
| 7. If a dish is served 'au gratin', it means it has been baked in the oven | | |
| 8. Croûtons are cubes of bread, fried and served as an accompaniment to soup | | |
| 9. To garnish is to add the finishing touches or trimmings to a dish before serving | | |
| 10. A menu is used for ordering catering supplies | | |
| 11. A vegan eats only dairy produce and eggs | | |
| 12. Salmonella is a dish made with freshly poached scottish salmon and cream sauce | | |
| 13. Parsley butter contains lemon juice and parsley. It is served with grilled steaks | | |
| 14. A roux is a large puff pastry case | | |
| 15. Pulses are vegetables grown in pods | | |



Look in a text or reference book if you are unsure.

Wordsearch

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E | R | U | T | I | R | F | K | R | A | U | Q |
| S | A | U | T | E | H | P | B | Q | R | P | J |
| T | T | H | C | A | A | F | I | E | S | V | K |
| O | S | S | M | I | N | E | R | A | L | S | A |
| U | W | I | Z | L | B | G | E | H | S | I | R |
| F | P | N | Y | E | X | P | U | L | S | E | S |
| F | A | ? | C | E | L | A | C | N | O | T | W |
| A | N | A | U | M | O | R | E | D | U | C | E |
| D | E | G | R | A | I | S | S | E | R | R | A |
| E | F | K | D | O | I | L | Y | B | O | E | T |
| V | O | L | A | U | V | E | N | T | U | P | L |
| W | A | S | F | O | E | Y | T | V | X | E | S |

Find and ring the words below in the puzzle:

- | | |
|----------------|-------------|
| 1. CRÊPE | 11. PARSLEY |
| 2. VOL AU VENT | 12. GARNISH |
| 3. ESTOUFFADE | 13. CURD |
| 4. PULSES | 14. DOILY |
| 5. MINERALS | 15. AILE |
| 6. SAUTE | 16. PANE |
| 7. PEAS | 17. FARCE |
| 8. FRITURE | 18. ROUX |
| 9. QUARK | 19. SWEAT |
| 10. DEGRAISSER | 20. WOK |

In which area of the Catering department would you hear these terms or pieces of equipment used? In the dining area or the kitchen?

Answer K for kitchen or D for dining area.

1. À la Carte D
2. Emulsifier
3. Bain Marie
4. Clouté Onion
5. Flambé trolley
6. Roux
7. Table d'Hote
8. Serviette
9. Paysanne
10. Beurre Manié
11. Flambé
12. Larder
13. Menu
14. Julienne
15. Waiter
16. À la minute
17. Display cabinet
18. To cook out
19. Velouté
20. Refrigerated counter



Look in a text or reference book if you are unsure.

Menus

The word 'Menu' is French and seems to have been adopted to a great extent by the English. The English translation is 'Bill of Fare'. Menus are needed for various reasons and come in various forms.

The following are commonly used terms for different types of menus:

| | |
|---|--|
| Table d'Hôte | A set meal at a fixed price |
| À la Carte | Individually priced items on the menu |
| Ethnic or speciality | This can be either table d'Hôte or À la Carte, designed with a particular type of client in mind, for example, a vegetarian menu or an Asian menu are speciality menus |
| Special party or function | Usually a set menu at a fixed price, previously negotiated by party organisers |
| School meals | When cooking for children, nutrition is of great importance. In some areas children of various different cultural and religious backgrounds have also to be catered for. |
| Menus for working people (Staff restaurant) | These menus would depend on whether the staff catered for are manual or sedentary workers. |

Core Skills

C:1-4

Basic Skills Standards

C:6-1

C:13-1



Menus

1. Look at this menu carefully

Florida Cocktail
or
Fruit Juice

Steak and Kidney Pie
Vichy Carrots and Cauliflower Florets
Creamed Potatoes

Fresh Fruit Salad
or
Blackcurrant Cheesecake

Tea or Coffee

£6.25

What type of menu is this?

511

Core Skills
C:1-4

Basic Skills Standards
C:6-1

ERIC 13-1

Menus

2. Look at this menu carefully

*Welcome to the Wedding of
Paul and Alison
9 September 1993
The Phoenix Restaurant*

Fruit Juice

or

Soup of the Day

** * **

*Roast Chicken
Bacon Roll and Chipolata Sausage
New Potatoes
Broccoli and Cauliflower Mornay*

** * **

Sherry Trifle

or

*Fresh Fruit Salad
both served with cream*

** * **

Coffee and Mints

What type of menu is this?

Core Skills

C:1-4

Basic Skills Standards

C:6-1

C:13-1

Menus

3. Look at this menu carefully

Food Appreciation Society

Present an evening to:

Have a taste of the Orient!

Sweetcorn and Fish Soup

x x x

Lemon Chicken
Stewed Duck with Onion
Stir-fried Prawns
Beef Steak with Mange-tout
Fried Rice with Ham

x x x

Date Chips

x x x

Jasmine tea

x x x

£9.50 per head

What type of menu is this?

Core Skills

C:1-4

Basic Skills Standards

C:6-1

ERIC C:13-1

Menus

4. Look at this menu carefully

The Greenwood Hotel

Dinner Menu

Appetiser

| | |
|-----------------------------|-------|
| Cocktail de Crevettes roses | £5.25 |
| Pâté Maison | £3.25 |

| | |
|-------------------|-------|
| Consommé Julienne | £2.75 |
|-------------------|-------|

Main Course

| | |
|-------------------------------|--------|
| Filets de sole Veronique | £7.25 |
| Homard Thermidor | £12.00 |
| Côte de porc à la flammande | £8.00 |
| Tournedos Bordelaise | £9.25 |
| Chateaubriand (for 2 persons) | £18.00 |
| Côtelettes d'agneau Réforme | £9.00 |
| Caneton Bigarde | £10.50 |

All served with a selection of vegetables in season

Desserts

| | |
|--------------------------|-------|
| Bavarois a l'orange | £2.45 |
| Crêpes Normande | £3.50 |
| Profiteroles au chocolat | £3.25 |

What type of menu is this?

Core Skills

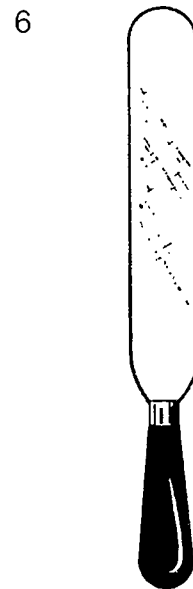
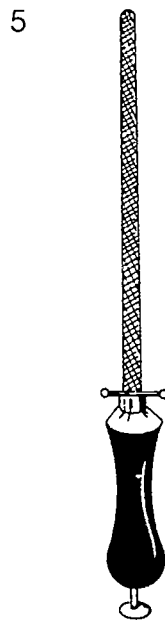
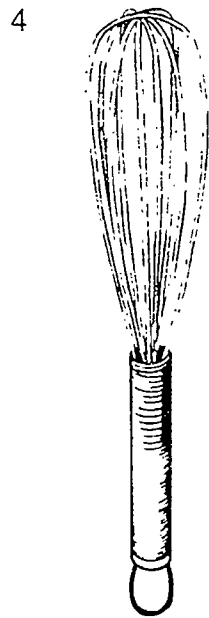
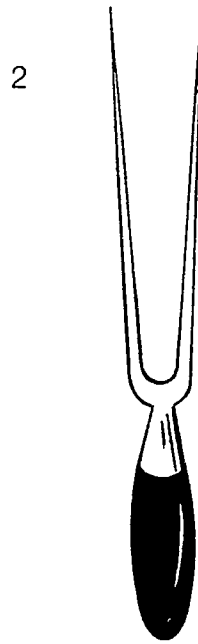
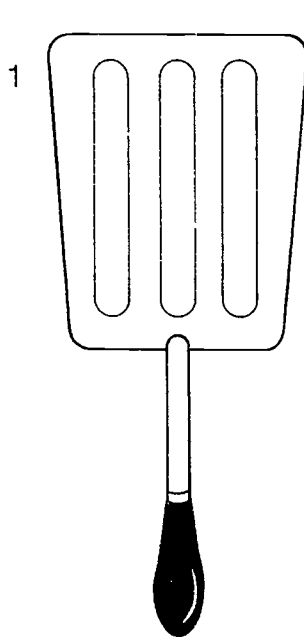
C:1.4

Basic Skills Standards

ERIC C:13-1

1. Small Kitchen Equipment

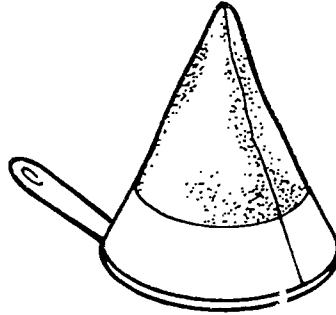
Using a catering text book find the commonly used names for the following pieces of equipment:



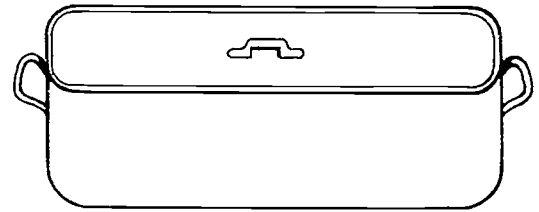
2. Small Kitchen Equipment

Match the following pieces of equipment with their name and use.

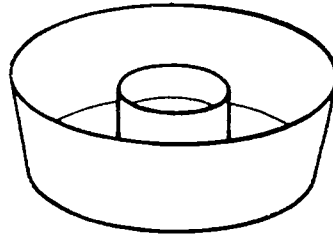
1



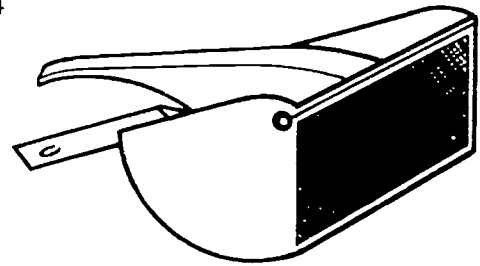
2



3



4



Name of Equipment

- a Saverin mould
- b Conical strainer
- c Salmon kettle
- d Potato ricer

Use of Equipment

- a used for creaming potato
- b used for passing sauces and gravy
- c used for jellies, sponges, creating nice shape
- d used for poaching fish

Answer

1

1

2

2

3

3

4

4

Large Kitchen Equipment

In large scale kitchens there are very many large pieces of equipment to be used. Much of the equipment has a specific use. Have you used or seen the pieces of equipment on page 84 before?

Use a standard catering text book to find the names and uses of the next four pieces of large kitchen equipment.

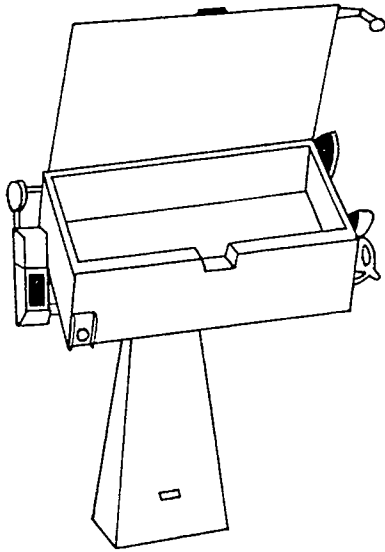
Core Skills

C:1-4

Basic Skills Standards

ERIC C:13-2

1. Large Kitchen Equipment

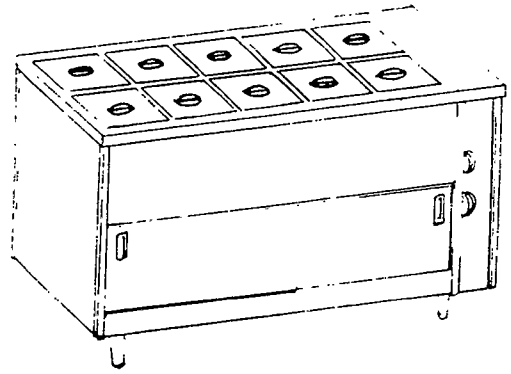


Write your answer here:

Name of Equipment

Used for

2. Large Kitchen Equipment

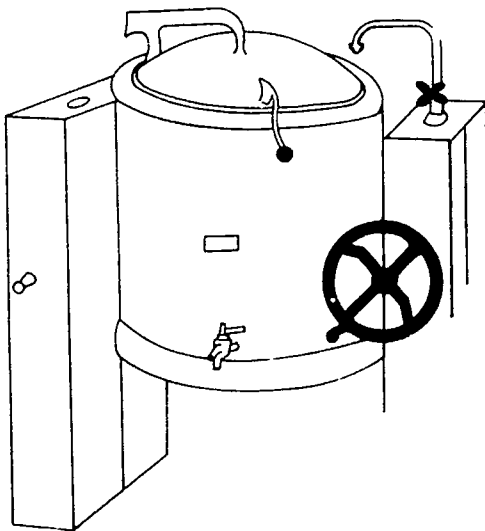


Write your answer here:

Name of Equipment

Used for

3. Large Kitchen Equipment

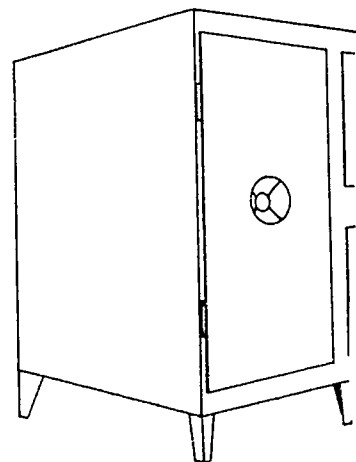


Write your answer here:

Name of Equipment

Used for

4. Large Kitchen Equipment



Write your answer here:

Name of Equipment

Used for

Equipment

True or False

1. A chinois is used for making spaghetti
2. A tilting kettle is used for making tea
3. Liquidiser and blender are two names for the same piece of equipment
4. A sauté pan is usually used for cooking omelettes
5. Stainless steel is the most suitable material for making catering equipment
6. A Mandolin is used for peeling vegetables
7. The principle used in a microwave oven is surface friction

Core Skills

C:1.4

Basic Skills Standards

ERIC C:13-1



Use a text or reference book if you are unsure of the answers.

Reading

Please tick a box.

| | | |
|---|-----|----|
| I now understand that there are different ways of reading | Yes | No |
| I know which one to use to suit my purpose | Yes | No |
| I know how to find information quickly | Yes | No |
| I know how to make notes from a passage | Yes | No |
| I can use a library for my coursework | Yes | No |
| I understand and can use culinary terms | Yes | No |

I require further work on

89



If you have answered NO to any of these questions try reading this section again or ask your tutor to help you.

WRITING



BEST COPY AVAILABLE

Getting the message across

Remember 

- Think about **WHY** you are writing
- Think about **WHO** you are writing to

When you have thought about those two points you will have a better idea of how to approach the piece of writing.

Things you might want to consider:

SPELLING

PUNCTUATION

STYLE

If you are writing a shopping list would any of these matter?

Yes

No

If you are writing a letter applying for a job would they matter?

Yes

No

So think carefully about **WHY** you are writing and **WHO** you are writing to.

The **AIM** in communicating by writing is:

To Get the Message Across

by

- being clear
- being brief
- keeping it simple, straight forward
- getting the right tone
- using the most suitable words for the purpose
- keeping the readers' interest
- Having a clear and attractive layout (presentation).

Look at this note left for the milkman:

*Dear Milkman
I'm just writing to tell you that we will need an extra pint as my
aunty is coming over from America to stay for several weeks. We
haven't seen her since 1979 so we're all really looking forward to
seeing her. She likes orange juice too so if you could leave a carton
sometime I'd be grateful.*

Thanks

Mrs Smith

- Is it brief? Has the milkman got time to read all this?
- Is the message clear (when has he to leave the extra order)?
- Is it right for the purpose?
- Does the milkman need all of this information?

Does it get the message across?

No!

The milkman will now have to call back to Mrs Smith's and get all the details.

Core Skills

C:1-2

What is it?

- it's a series of marks eg **commas, full stops, question marks, capital letters** which are put into writing.

What does it do?

- it's helps to make the sense clear and it helps the writer to organise words.

FULL STOP



Shows the end of a sentence.

A sentence begins with a capital letter and ends with a full stop.

A sentence should be complete and make sense.

Bechamel Sauce is made with milk and a white roux.

COMMA



Shows a pause and is used to:

- **separate items in a list**
eg A head chef's responsibilities include cooking, menu planning and stock control.
- **separate different part of a sentence**
eg A white sauce, such as parsley, is served with fish.
- **separate a name or a description within a sentence**
eg The sauce made from a white sauce, sauce mornay, has the addition of cheese.

QUESTION MARK



Shows a question has been asked
– it completes a sentence like a full stop.

What is a roux?

CAPITAL LETTERS

Are used at the beginning of sentences and for proper nouns (eg town, countries, names and titles)

Paella originates from Spain, although it is served all over Europe.

EXCLAMATION MARK



Shows an order "Turn the milk off!"

Used when shouting "Help!" "Fire!"

Used to show emphasis eg "Don't light that match!"

Without punctuation this passage would not make sense.

1. Look at this passage. It has no **punctuation** in it. Can you sort out the different words?

offal is any edible parts of the inside of an animal includes kidney
stripe liver heart sweetbread brain and tongue some countries
make use of other parts eg lights or lungs are sometimes used in ha
ggis it is very important that internal parts be absolutely fresh and
free from any unpleasant odour or colour offal used to be despised
and was very cheap but because of its increased food value it is
now popular and much more expensive

2. This is the passage with the **words** sorted out.

offal is any edible parts of the inside of an animal includes
kidneys tripe liver heart sweetbread brain and tongue some
countries make use of other parts eg lights or lungs are
sometimes used in haggis it is very important that internal
parts be absolutely fresh and free from any unpleasant
odour or colour offal used to be despised and was very
cheap but because of its increased food value it is now
popular and much more expensive

3. This is the passage with some **punctuation marks** in it – **full stops, commas and questions marks.**

offal is any edible parts of the inside of an animal – includes kidneys, tripe, liver, heart, sweetbread, brain and tongue. some countries make use of other parts, e.g., lights or lungs are sometimes used in haggis. it is very important that internal parts be absolutely fresh and free from any unpleasant odour or colour. offal used to be despised, and was very cheap, but because of its increased food value it is now popular and much more expensive.

4. This is the passage with **capital letters** in it.

Offal is any edible parts of the inside of an animal – includes kidneys, tripe, liver, heart, sweetbread, brain and tongue. Some countries make use of other parts, e.g., lights or lungs are sometimes used in haggis. It is very important that internal parts be absolutely fresh and free from any unpleasant odour or colour. Offal used to be despised, and was very cheap, but because of its increased food value it is now popular and much more expensive.

We can now understand the passage

Core Skills

C:1-2

Basic Skills Standards

C:9

Put in capital letters, commas and full stops.

1. Wiener schnitzel

wiener schnitzel are thin escalopes of veal the veal escalopes are marinated in lemon juice and coated in egg and breadcrumbs they are a great austrian speciality served with a mixed salad tossed in french dressing.

Answer

2. Bechamel sauce

this sauce is made from milk and a white roux bechamel sauce is the basis for a lot of other sauces including parsley sauce anchovy sauce egg sauce and onion sauce

Answer

3. Vegetables

as a general rule all root vegetables are started to cook in cold salted water with the exception of new potatoes those vegetables which grow above the ground are started in boiling salted water cuts of vegetables widely used in the catering industry are julienne brunoise macédoine jardinière and paysanne.

Answer

Rewrite the following, putting in capital letters, full stops and commas.

Sauces

1. a sauce is a liquid which can be thickened by any of the following ways roux egg yolks cornflour (arrowroot or fecule) and beurre manie
2. a roux is the most widely used thickening for a sauce and consists of fat and flour cooked together
3. the taste of the sauce should accompany a meal not take over the taste of the dish
4. a roux can be cooked to three degrees producing a white roux a blond roux or a brown roux
5. bechamel sauce is made using a white roux and milk
6. many sauces can be made from basic sauces such as bechamel velouté and demi-glace
7. cheese sauce parsley sauce and anchovy sauce are all made by adding additional ingredients to a bechamel sauce
8. a demi-glace sauce is a refined espagnole sauce

Answers

Core Skills

C:1.2

Basic Skills Standards

C:9

What is it?

Grammar is the science of the correct use of language.

It's about the structure of language and about obeying the rules of a language.

If we say –

“It **were** shocking, that accident”

or

“Me and **him was** going to the match”

we are not obeying the rules of grammar.

Often we know if something doesn't look or sound right and we can alter it or ask someone to help us.

Let's look at some of the main parts of grammar.

SENTENCE

NOUN

ADJECTIVE

VERB

Sentence

This is words put together to make complete sense.

A sentence must have a verb in it.

eg Some 20,000 accidents **occur** each year in the catering industry.

Noun

The name of an object or person or place:-

eg knife, tool, Bill, Newcastle.

Adjective

A word which describes a noun:

eg the knife is **sharp**, **heavy** sack of flour, a **tall** man.

Verb

a word which describes an action:

eg he **lifted** the load, we **will report** the accident.

Remember

am, are, is, have, has, had, was, were, would, could, should are all verbs.



Use Grammar well and you will get the message across. You will communicate well.

Try to complete these sentences with suitable words.

1. A Roux is made from fat and

.....

2. Milk or Stock can be

.....

3. There are 3 degrees to which a Roux can be

.....

4. If hot liquid is add to hot Roux, the sauce will be

5. If left to cook too long the sauce will

.....

Using Key Words to Describe a Process

Use the jumbled words in the box to describe how to make a fish stock.

fish bones 20 minutes

thick bottomed pan bayleaf cover

juice sliced onions boil

skim strain half lemon

sweat simmer six peppercorns

parsley stalks water five minutes

Answer:

Do you ever have problems spelling certain words?

Yes

No

We **all do**. Here are some techniques to help you to improve your spelling.

- **Use spelling rules** –remember **i** before **e** except after **c**?
(eg the waiter gives the client a **recei**pt for the meal)
- **Break down words into smaller bits** – it makes them easier to learn.
(eg **cell u lose** – cellulcse)
- **Try to see the word in your mind's eye** as you write it.



- **Use trick ways of remembering**
(eg **made is** in **madeira**)
- **Say the word out loud sound out any silent letters**
(eg the **K**nife is sharp)
- **Write the word over and over** highlighting on the difficult bit
(eg **G**âteau)
- **Look for any familiar bits within a word** which will help you to remember it
(eg **pot a toes**)
- **Adding bits to a word**. If you know the word **cook** – you can make others from it –
(eg **cooked, cooking, cookery**)

Core Skills

C:1-2

Basic Skills Standards

C:9

C:15

C:19

Some words are difficult and need a bit of thought.

Have a go at spelling the following words correctly:

- **b u s** _ _ _ _ _ - a firm which employs
- **r e c** _ _ _ **t** - this is a piece of paper given to show payment has been made
- **g** _ _ **r d** - for safety's sake, you need to be on this when working in the catering industry
- **c a u** _ _ _ _ - your boss may give you a warning if you've done something wrong
- **l i b** _ _ _ **y** - when looking for information, you may go to this place
- **h a** _ _ _ **d** - a danger
- **h e a** _ _ _ - a condition of the body
- **e** _ _ _ **p m e n t** - Deep fat fryers, salamanders, mandolins and chopping boards, are all part of this.



Check in a Dictionary if you need to.

Core Skills

C:1-2

Basic Skills Standards

ERIC C:9

Anagrams

Find the names of the following types of culinary terms:

| | |
|-----------|-----------------|
| AGRINREMA | TASL |
| | CRIPPE |
| NOECS | MGAR |
| ROLUF | INSARGI/TENGA |
| CESSAL | MARCE/OF/RATTRA |
| KILM | FITS |
| DALR | |

Answers:

Put these pieces back together. We have done the first ones for you.

Example: Bechamel

| | | |
|------|-------|-------|
| bech | Holl | ta |
| vol | a | an |
| bor | ou | rd |
| must | daise | laise |
| mel | de | te |

Answers:

Voloute, mustard, bordelaise, hollandaise

Example: Tartare

| | | | |
|-------|-------|-------|------|
| horse | tar | mor | stey |
| tare | naise | froid | form |
| bear | dish | re | n |
| ra | chaud | par | ay |

Answers:

horseradish, chaud froid, reform, bearnaise, mornay

Got your spellings right? Check them out.

These silly sentences have hidden in them the names of Sauces. Find them by joining together words or part of words.

1. Please pass me your cap, Eric.
2. Wipe my brow, Nigel!
3. Can you get velvet out of eggs?
4. Can you see Robert yet?
5. Is that a spare form?
6. Will you clap please?
7. If we climb that crane will we find a berry?
8. I saw a star tarnished by the sun.

Answers:

| | | | | |
|-------|-----------|---------|--------|--------|
| Caper | Brown | Velouté | Robert | Reform |
| Apple | Cranberry | Tartar | | |

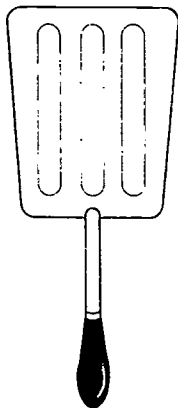
Core Skills

C:1-2

Skills Standards

C:9

Stocks and Sauces



Bechamel

Hollandaise



Espagnole

Bordelaise

Velouté

Chasseur



Demi Glace

Madeira



Jus-lié

Charcutière

Roux

Mayonnaise



Bouquet Garni

Jus Roti

Beurre Manié

Glaze

Feculé

Bearnaise



Core Skills

C:1-2

Basic Skills Standards

C:4

C:9



Check you can spell all these names.
Find ways to help you.



Match the 2 halves from these words connected with safety to form complete ones. We have done the first one for you.

Example:

| | |
|-------|------|
| hel | us |
| acci | ture |
| safe | all |
| in | met |
| frac | ty |
| over | fect |
| tetan | dent |

Write the complete words here:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Remember

1. Learn how to work safely.
2. Obey safety rules.
3. Ask your supervisor if you don't understand any instruction.
4. Report to your supervisor anything that seems dangerous, damaged or faulty.

Fill in the missing letters to form words:

- | | |
|--------------------------|---|
| 1. ___i___/___d_r | A raising agent |
| 2. _____e | A type of bun/cake |
| 3. __di___/___i_r_____te | A pure white substance and raising agent |
| 4. _____ | This flour won't make the cake raise |
| 5. ___u___ | When you add the milk and egg to the flour and fat you make a . . . |
| 6. _c___ | Cream of tartar is an |
| 7. _e___e___ | You cook the scones at 220. . . |
| 8. __l___n___ | These are necessary in fruit scones |
| 9. _e___/___a___i___ | This flour will make the cake rise |
| 10. ___r___r_n___ | You put this fat into the mixture |
| 11. _e_s_____ | Use two level . . . of baking powder |
| 12. ___a___ | You use the same amount of fat as . . . |

Fill in the missing letters to form names:

- | | |
|--------------------------|--|
| 1. _ _ t _ r _ _ g | The industry in which you are involved |
| 2. _ é _ _ a _ _ _ | A basic white sauce made from milk and white roux |
| 3. L _ _ d _ _ _ | Inserting strips of fat into meat |
| 4. _ r _ _ s _ _ _ | A slow moist method of cooking for slightly tougher cuts of meat |
| 5. _ _ u _ _ _ n _ | Tying, using a needle, poultry with string to help retain its shape |
| 6. _ _ c b _ _ _ _ é | Using left over food to create an entirely new dish |
| 7. J _ _ _ _ n n _ | A cut of vegetable |
| 8. _ _ _ _ _ é | A type of onion used for flavouring bechamel sauce |
| 9. _ _ g _ _ _ d _ _ _ s | You need these to make any dish |
| 10. _ _ a _ _ _ n _ | A method of cooking, using liquid at just below boiling point suitable for fish and eggs |
| 11. _ _ n _ _ i _ _ _ _ | A type of pasta |
| 12. _ _ _ _ _ | A thickening agent used in sauces |
| 13. _ _ i _ _ _ _ | A basic white sauce made from stock and a blond roux |
| 14. _ _ _ _ _ | Meat from a young milk fed calf |
| 15. _ _ u _ _ e _ _ n _ | A thickening agent made from flour and fat blended together into a pellet shape |

Core Skills

C:1-2

Basic Skills Standards

C:9

- Write about why you decided to become a cook/chef.
- What subjects were you good at in school?
- Did you enjoy these subjects?
- Can you explain why?
- Did anything else influence you in your decision to become a cook/chef?
- Do you enjoy your job and the training you are receiving?
- Which are the most satisfying parts of the job/training?
- What plans have you got for the future?

Remember 

- Think about the subject.
- Plan what you want to write.
- Write down any ideas or words.
- Write out a rough version.
- Read it through.
- Check it.
- Alter it, add to it if necessary.
- Write it out neatly.

Core Skills

C:1-2

Basic Skills Standards

ERIC C:9-2

Imagine you are Barry Smith and you witnessed the accident reported on the Accident Report form at the end of this section.

Write the details of the accident and include:

- where the accident happened
- what Andrew Cooper was doing at the time
- what happened
- what injuries Andrew Cooper received
- who the accident was reported to
- any other details.

Plan carefully what you are going to write.

Make sure you have answered all the questions above and included all the necessary details.

Check:

- Have you answered the questions in a sensible order?
- Have you checked your writing for mistakes?
- Do you need to check spellings in a dictionary?
- Have you used the correct punctuation?
- Have you communicated well?

Core Skills

C:2-2

Basic Skills Standards

C:9:1



Can you remember your first day at work, or college?

Describe what you did, who you met, how you felt at the end of the day.

First day:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

How it went:

.....
.....

Core Skills
C:1.2
Basic Skills Standards
C:4-2
C:9-2

The ERIC logo is located at the bottom left of the page. It consists of the acronym 'ERIC' in a bold, sans-serif font, with a small circular emblem to its right. Below the text, in very small print, it says 'Full Text Provided by ERIC'.



Some reasons for writing a letter:

- to ask for information/brochures for holidays
- to enter a competition
- to thank someone for a present
- to apply for a job
- to complain to a firm/manufacturer
- to express an opinion (letter to a newspaper)
- to invite a friend/relative to
- to accept a wedding/party invitation
- to order goods
- to send news to a friend/relative
- to send get well wishes to someone
- to congratulate someone (passing driving test)
- to send a present/photos etc
- to send an excuse note.

Any others? Can you add some of your own?

.....

.....

.....

.....

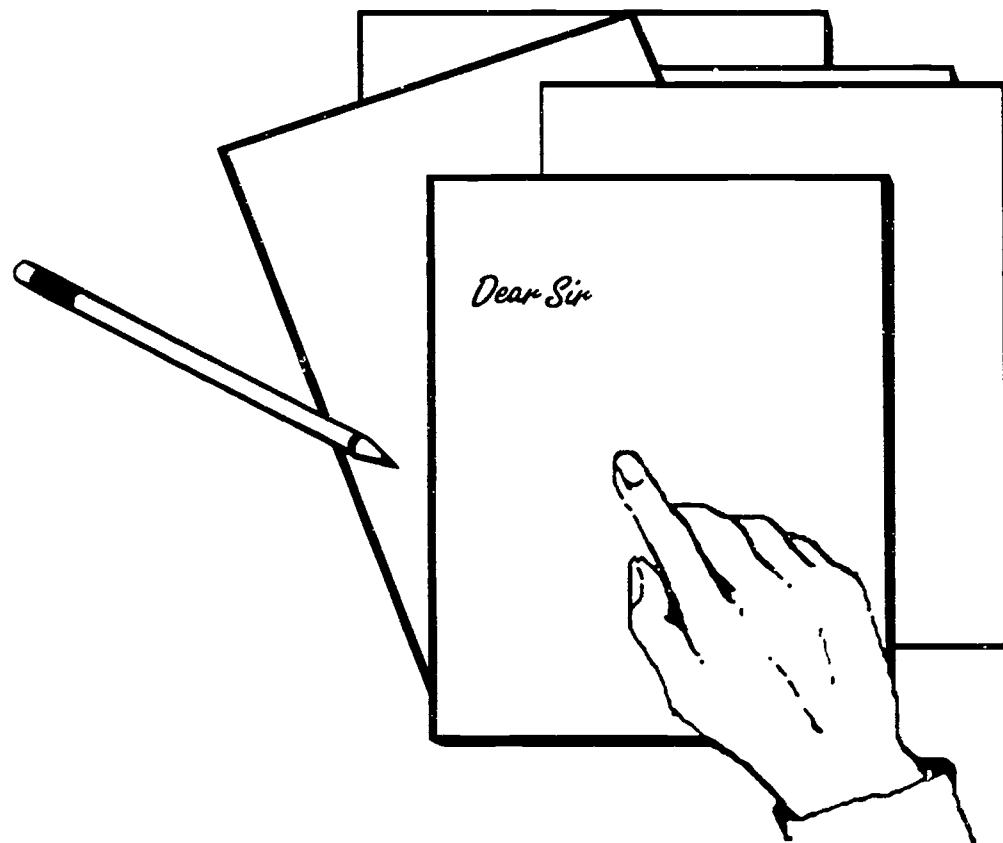
.....

.....

Which of these have you written?

Core Skills
C:2.2

Basic Skills Standards
ERIC C:9-1



A business letter is written for a specific purpose – for example, sending for a catalogue or brochure, making a complaint or applying for a job.

Remember →

- **be clear** – give all the relevant points and details, **so** plan it out carefully beforehand.
- **be concise** – keep to the point, **so** do not include unnecessary information.
- **be courteous** – write in a polite way and the recipient (the person you are writing to) will look favourably on your request.

➔ **Follow the layout of a letter given on the next page.**

Core Skills

C:2:2

Basic Skills Standards

C:9:1

ERIC C:15:3



Use the reference given on a previous letter or delivery note. Use your own reference where necessary.

A telephone number is useful if you wish to be contacted quickly.

Your address, remember to put your post code here.

Telephone No: Greenwood Hotel
Chapelton
Sheffield
S40 9LB

Your ref: TS/34298

Our ref: LM/HRT

Mrs Jones
Hobart Manufacturing Co Ltd
60 South Bourne
Bournewell
Winchester
WF5 9JL

10 May 1993

Dear Mrs Jones

With reference to your delivery of an F2 dishwasher on March 12th, we have checked the order thoroughly and find that there are 2 plate racks missing.

Yours sincerely

Mick Jones
Catering Manager

Address of person or firm you are writing to, including department to ensure correct, quick delivery.

Date

Write the name, if you know it. Otherwise Dear Sir or Dear Madam or Dear Sir/Madam.

Space your letter well using paragraphs and keep a margin all round the letter.

When you have completed your letter write your signature underneath Yours sincerely, Yours faithfully. Always sign your name even if the letter is typed.

Remember to print (or type) your name and title under your signature.

If you started Dear Sir or, Dear Madam, you should end with Yours faithfully. If you have written to a named person eg Mrs Jones then end with Yours sincerely.

Core Skills
C:2-2

Basic Skills Standards
C:9-1
C:15-2

Yours sincerely

Yours faithfully

with reference

I enclose a copy of

enquiries

I received

thank you for your letter

dated 13th March

I would like to request a copy of your catalogue

in reply to your letter

I apologise for the delay in replying to your enquiry

Core Skills

C:2.2

Basic Skills Standards

C:4.1

C:9.1

You've seen this advert in the local paper.

- **Write a letter** applying for the job.

**SITUATIONS
VACANT**

**Sous chefs, commis chefs
Chefs de partie
Pastry chefs, chefs Saucier
Urgently required**

Please write to:
Mr R Thorpe
Supreme Catering Group
822 High Road
Tunbridge Wells
Kent KN2 4LS

For more information phone:
Tunbridge Wells (0621-324914)

- **Turn to page 118**
"What do you need to put in your letter?"
for help in planning it.

Catering Career Opportunities

NHS Trust Hospital Training Scheme

We have vacancies for 3 trainee cooks on our training scheme. The 3 positions are in different hospitals throughout the region. The duration of the scheme is 3 years.

The trainee cooks' places are in the following areas:-

1. Nunsmere Hospital
Nunsmere
Brixton
London
SW2 9ST
2. City Road Hospital
Woodchester Road
Southwark
London
E16 6LD
3. Ayleswater District Hospital
Eaglestone
Milton Keynes
MT5 4SP

All trainees will study to obtain the nationally recognised vocational qualifications to NVQ levels I and II.

Application forms are available from the Personnel Department, City Road Hospital, Woodchester Road, Southwark, E16 6LD.

Closing date 1/11/92

You have seen this advert in the newspaper and think it may suit a friend of yours who is unemployed. Your friend asks you to help him.

- **Study it carefully.**
- **Write a letter to the address given asking for an application form.**

Core Skills

C:2-2

Basic Skills Standards

ERIC C:6-1

Write to one of the addresses on the next page to obtain information on one of the following:

types of dishwashers

types of food mixers

small equipment

Look at the sheet of useful addresses on the next page. Select one and **write** a letter to that firm requesting trade literature for a project you are working on at College.

Core Skills

C:2-2

Basic Skills Standards

C:4-1

C:9-1

Lloyd Catering Equipment
Simon House
NewRoad
Rotherham
S61 2DU

Hobart Manufacturing Co. Ltd
51 The Bourne
Southgate
London
N14 6RT

TSE (Catering Equipment) Ltd
Valmar Trading Estate
Valmar Road
London
SE5 9NP

Lockhart Catering Equipment
3A Windsor Court
23/25 Windsor Street
Salford Manchester M4 4DZ

Maidaid
Unit 70 Avenue 4
Strathforth Lane Trading Estate
Chesterfield

Yorkshire Electricity Grp Plc
Wetherby Road
Scarcroft
Leeds
LS14 3HS

Mollett Catering Equipment
82 Thornton Road
Bradford
BD1 2DG

Elite Equipment Ltd
Unit 1 Fulwood Road South
Hathwaite
Nottingham

Hallamshire Catering Equip.
313 Ecclesall Road
Sheffield
S11 8NX

H C Troidahl Ltd
Auster Road North
York Trading Estate
Clifton
York

What do you need to put in your letter?

Name and Address of
the firm or the person
you are writing to

Your address and
postcode

A reference number if
there is one

The date

Dear Sir/Madam
Dear Mr Jones/Mrs Smith
Dear Sirs

Remember
Dear Sir/Madam – ends with Yours faithfully
Dear Mr Jones – ends with Yours sincerely

All the necessary
points for the letter
(planned out carefully
beforehand)

Your name (signed
and then printed
underneath)

Remember 

- be clear
- be concise
- be courteous.

121

Core Skills

C:2-2

Basic Skills Standards

C:4-1

C:9-1

18p

The Manager
Hobart Manufacturing Co. Ltd
51 The Bourne
Southgate
LONDON
N14 6RT

1. Put the stamp in the top right corner but not too near the edge.
2. Start the address about halfway down, leaving plenty of room for the postmark.
3. Set the address well in from the left-hand side.
4. Line up the name and address to the left.
5. Write the name of the town in capital letters.
6. Place the postcode on the last line by itself. Use capital letters and no punctuation marks. Leave a space between the two parts of the postcode.

Core Skills

C:2:2

Basic Skills Standards

C:6-2

ERIC C:9-1

Full text provided by ERIC



Address the envelope below to the firm you have selected from the useful address sheet.

Write the address here:

18p

Core Skills

C:2:2

Skills Standards

C:4:1



MEMORANDUM

| | | |
|----------|-------|------|
| To: | Ref: | Tel: |
| From: | Date: | |
| Subject: | | |



Remember

to follow these points:

- a memo is only used **inside** an organisation/firm
- a memo is used for communicating short pieces of information
- you don't need **Dear Mr Jones/Mrs Smith** or **Yours sincerely**
- a memo is normally brief but contains all the necessary information
- sign or initial the memo
- use the layout on the next page.

MEMORANDUM

To: T Elliot, Head Chef

Ref: MA/KLT **Tel:** Ext 431

From: D White,
Stores Manager

Date: 12 March 1993

Subject: Delivery of stores

The goods that you ordered were delivered to your kitchen today. Finding that there were no staff in the kitchen the delivery men were forced to leave the goods in the corridor, this is not a satisfactory arrangement. Would you please make sure this is dealt with.

Imagine you are the Head Chef.

Send a memo back to the Stores Manager telling him you have dealt with the problem and the action you have taken.

MEMORANDUM

To:

Ref:

Tel:

From:

Date:

Subject:

Core Skills

C:1.2

C:1.4

Basic Skills Standards

C:9.1

MEMORANDUM

To: F Smith, Unit Catering
Unit Catering Manager

Ref: SJ/KLT **Tel:** 621846

From: S Jones,
Area Catering Manager

Date: 12 March 1993

Subject: General Standard of Food Served at F.W. Tools Ltd

The Managing Director, Mr P Smith has noticed lately that the number of choices, offered to his workforce, on the daily menu in the staff canteen has dropped dramatically. Can you please look into this matter immediately and inform me of possible solutions to the problem.

S.J.

Frank Smith, the Unit Catering Manager, approaches you, as the Head Chef, to talk about this problem. You inform him it is due to a shortage of staff, although more choices could be given if they were simpler dishes to prepare.

Having made the alteration to the menu send a short memo to Susan Jones, Area Manager informing her of the changes.

MEMORANDUM

To:

Ref:

Tel:

From:

Date:

Subject:

Curriculum Vitae

Name

Address

Tel No.

Date of Birth

Education

Qualifications

Work Experience

Interests

References

Remember 

to take note of these points:

- **Curriculum vitae (CV)** is Latin for 'the course of one's life'
- you are giving **details** of your **life** and **career** which are relevant to the **job** for which you are applying
- set the CV out **clearly** following the **layout** on the next page
- use **headings** and put **dates** in chronological order
- you should send a **handwritten letter** with your CV when applying for a job.

Curriculum Vitae

| | | | |
|----------------------------------|--|--|----------------------------------|
| First names | Andrew James | Surname | Cooper |
| Home address | 34 Newstead Avenue, Prestfield, Lancs PR2 5JS | | |
| Telephone No | 0772 251954 | | |
| Date of Birth | 21.01.75 | Age | 17 |
| Schools/Colleges attended | 1986-1990 | Middlethorpe High School | |
| | 1990-1992 | Prestfield College, Catering Sector | |
| Exams taken | 1991 | GCSE | English grade D Maths grade D |
| Exams to be taken | June 1992 | NVQ Catering Level II | |
| Work Experience | 1990-1991 | Greenwood Hotel Green Road Chapelton | |
| Interests | Stanford Rugby League Club, member of school rugby team, swimming (gold medal, life saving), cinema, making furniture, played trumpet in school orchestra. | | |
| References | Mr D Smithson, Headmaster Middlethorpe High School Stanford Road, Prestfield PR2 3DE | | |
| | Mr S West, Head of Catering Sector Prestfield College Prestfield, Lancs PR1 8TQ | | |

Remember

- Write a curriculum vitae on a separate sheet of paper to your letter.
- Use the headings given in the example and fill in your own details.
- Remember to give details of your interests both at school and at home.
- Write the information clearly and neatly so that it can be easily read.
- Ask someone to check your spelling if you are unsure.
- If possible type it or get it typed.
- Take photocopies so you have them ready in case you apply for more jobs.



Fill in your own details on the CV:

Curriculum Vitae

First names **Surname**

Home address
.....

Telephone No

Date of Birth **Age**

Schools/Colleges attended

Exams taken

Exams to be taken

Work Experience

Interests

References

Core Skills

C:1-2

Basic Skills Standards

C:8

C:15-2



When might you need to fill in a form? – here are some suggestions:

- when joining a library
- when applying for a season ticket (rugby/football)
- when joining a night school class
- to get a doctor's prescription
- to join a Union
- to book a holiday
- to apply for insurance
- to tax a car
- to order materials for work
- to report an accident at work

Have you filled in any other forms recently?

Some forms are simple and can be filled in fairly quickly.

Some are more complicated and need thinking about.

Remember 

- Take your time and read through the form carefully.
- Search for information required eg National Insurance number.
- Look up words you are not sure of in a dictionary or ask for help.
- Write it out in rough and ask someone to check it for you.
- Follow any instructions such as **PLEASE USE CAPITAL LETTERS.**

Core Skills

C:1:2

Basic Skills Standards

ERIC C:8



We need to fill in a variety of forms in our daily life.

Here are some examples:

To send for information

Send for our free brochure
 Mr/Mrs/Miss.....
 Address.....

 Quality and design is our trademark

To send a donation

I am pleased to enclose £.....
 as a donation to the HELP CHILDREN
 Please send me further information on
 the HELP CHILDREN SOCIETY
 Name.....
 Address.....

 HELP CHILDREN

To enter a competition

Win a holiday in Paris

Answer the following questions:
 The Eiffel Tower is in Amsterdam
 Paris
 Madrid

The Champs Elysées is a road
 a café
 a meal

Complete this in less than 15 words:
 I would love to go to Paris because:

 Name.....
 Address.....

To send for free samples

For more information, please tick the
 appropriate box and return the coupon

Brochure
 Pack (booklet & instruction leaflet)
 Free sample

Name.....
 Address.....

 Post code.....
 Send to.....

For membership of a society

I would liked to become a member of the
 British Bird Watchers Society

Name.....
 Address.....

 I enclose a cheque for £ | |

To order something by post

| Size | 14 | 14½ | 15 | 15½ | 16 | 16½ | 17 | 17½ |
|------|----|-----|----|-----|----|-----|----|-----|
| | | | | | | | | |

Please state colour.....
 I enclose a cheque value £.....made
 payable to Classy Shirts of Northampton
 Signature.....
 Name.....
 Address.....

 PLEASE USE CAPITAL LETTERS

To join a library

CENTRAL LIBRARY

Name.....
 Address.....

 Age.....
 Tickets required

Core Skills
 C:1-2
 Basic Skills Standards
 C:3



Select a task and fill in the accident form on the next page with the required information.

TASK 1

You are cleaning and tidying the storeroom when you disturb a rat which bites you. You have to go to the hospital to receive a tetanus injection. Fill in the accident report form with as much detail as you can.

TASK 2

You are in the kitchen boning out a side of bacon, your knife slips and you cut yourself quite seriously across the knuckles of your left hand and require hospital treatment. Fill in the accident report form with as much detail as you can.

TASK 3

A friend you are working with slips on a wet patch in the kitchen. She appears to be unconscious and is taken to the hospital to receive treatment at the casualty department. Fill in an accident form in as much detail as possible.

TASK 4

While using the deep fat fryer you have received, what appears to be, a serious burn on your face. You receive hospital treatment. Fill in the accident form in as much detail as possible.



Fill in the accident form in response to one of the tasks on the previous page.

Accident report form

Name

Address

Core Skills

C:3:2

Skills Standards

C:9:1





Example:

| | | | | | ISSUE UNIT | | |
|------------|----------------|--------------|---------------|------|----------------|-------------|---------------|
| COMMODITY | | | | | | | |
| MAX. STOCK | | | MIN. STOCK | | | | |
| DATE | GOODS RECEIVED | GOODS ISSUED | STOCK IN HAND | DATE | GOODS RECEIVED | GOODS ISSUE | STOCK IN HAND |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | P.T.O. |

Complete the Bin card recording receiving the following amounts of stock

- Received 12 x 32kg Plain flour
- 8 x 32kg SR flour
- 4 x 25kg granulated sugar

- Issued 4 x 32kg Plain flour
- 2 x 32kg SR flour
- 1 x 25kg granulated sugar

Core Skills
 C:1-2
 Basic Skills Standards
 ERIC C:3

Objectives:

In this section you will learn:

- 4 different techniques which will help you when making or taking notes:
 - 1 **Abbreviations** or shortening words)
 - 2 **Using symbols** (standard ones or your own)
 - 3 **Leaving out unnecessary words** (taking down key words)
 - 4 **Using numbers and letters** (numbering or lettering points help you to order your notes)

Benefits:

- You will save time
- You will be able to take down more information more quickly
- Your work will be better organised and clearer
- You will have useful information for revision purposes.

Basic Skills Standards

C:12

C:13

C:16-2

C:17



THERE ARE 4 POINTS TO CONSIDER

1.

MAKE SURE you **understand** what you have to take **notes** about. Ask your tutor if you are uncertain.

2.

MAKE SURE you get only the **main points** of **information** down. Don't write in full sentences. Just write down **key words/points**.

3.

REMEMBER you will have your **own** way of taking notes. No other person will have the same method. Only **YOU** need to be able to understand your notes.

4.

REMEMBER not to **cram** notes onto a page or they will be very difficult to understand.

SO – leave **spaces** between notes and leaves **lines** between each section or paragraph.

Basic Skills Standards

C:12

C:13

C:16.2

ERIC C:17

Four different techniques which will help when taking or making notes

a) ABBREVIATIONS

(or shortening words)

b) USING SYMBOLS

(standard ones or your own inventions)

c) LEAVING OUT UNNECESSARY WORDS

(taking down key words/points only)

d) USING NUMBERS AND LETTERS

(numbering or lettering points helps you to order your notes)



We will look at each of these techniques in turn and then practise them by doing exercises

Basic Skills Standards


C:12

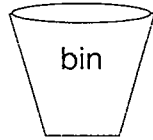
C:13

C:16.2

C:17

To **abbreviate** means to **reduce** or **cut short**.

tel  e h p n o e



There are some **standard abbreviations** which may have been seen or used already. Do you know what these mean?

approx.

ref. no

intro.

v.

a.m.

eg.

min.

equiv.

tel. no

p.m.

Look at this example:

He will arrive in 5 mins. at approx. 8 p.m.

means

He will arrive in 5 minutes at approximately 8 in the evening.

Try these four sentences. **Abbreviate** the words in **bold** print. **Remember** to put a full stop after the abbreviation.

1. The **telephone** message was left at **approximately six in the morning**.
2. I am taking **City and Guilds Part 1** Craft course in Catering.
3. The introduction to vegetables and their recipes was **very interesting**.
4. I am doing a **National Vocational Qualification** in **Catering**

Answers on page 147

Keep a record of any abbreviations which are personal to you. Look at the examples given in the box below.

| | | |
|---------------------------|------------|--|
| College | W.D.C. | (Wakefield District College) |
| Name of Course | C & G Yr 1 | (City & Guilds 706/1) |
| Topic Studied Catering | Cookery | (Cookery for the Catering Industry) Industry |
| Weights used | kg | kilogram |

Record Sheet

Some **mathematical symbols** are very useful in note-taking.

Do you know what the following mean?

| | | |
|---|---|---|
| ∴ | ∴ | = |
| ∴ | ∴ | - |
| + | + | ÷ |
| % | % | |

ARROWS can also be used:-

| | | |
|---|---|--------------|
| ↑ | - | increase |
| ↓ | - | decrease |
| → | - | up to, until |

Try re-writing these sentences replacing words where possible with symbols:-

1. Through the winter months the price of soft fruits will increase.
2. During the summer months when salad goods are plentiful their cost will decrease.
3. Thirty percent of a child's diet should be supplied by fat to avoid too bulky a diet.
4. Until recently, eating out was reserved for special occasions.
5. One hundred and fifty divided by five is equal to three multiplied by ten.

- 1.
- 2.
- 3.
- 4.
- 5.

Answers on page 148

There are many standard abbreviations which will be used on your course, and in the catering trade. You will see them in catalogues and on recipes. It will help you if you are familiar with them and can use them easily. They will save you a great deal of time.

| | |
|-------|--------------------|
| lb | pound |
| oz | ounces |
| reg | regulo |
| F | Fahrenheit |
| C | Celsius |
| ml | millilitre |
| L | litre |
| pt | pint |
| gal | gallon |
| qt | quart |
| g | gram |
| kg | kilogram |
| secs | seconds |
| mins | minutes |
| ctns | cartons |
| tsp | teaspoon |
| dsp | dessert spoon |
| tbls | tablespoon |
| UHT | ultra heat treated |
| ptns | portions |
| ct bl | court bouillon |
| eqmt | equipment |
| ins | inches |

Here are some more commonly used abbreviations.

Do you know any of these already?

| | |
|-----------|---------------|
| SP | selling price |
| GP | gross profit |
| FC | food cost |
| PA | per annum |

See if you can find out what these abbreviations mean?

C & G

CV

hrs

24 V

52 W

c m

SR fl

P fl

Look at these commonly used **abbreviations** relating to cooking:

| | |
|---------------|--------------------|
| temp | temperature |
| med | medium |
| cntl | control |
| Cm Tre | cream of tartare |
| Bicarb | sodium bicarbonate |

- Have a go at shortening the following words:

| |
|---------------|
| spaghetti |
| cucumber |
| beetroot |
| vegetable |
| braising |
| roasting |
| baking powder |

Answers on page 147

Many vegetables have long names. It may be useful to abbreviate them if you are writing them down often in class or in your job.

Have a go at these:

1. Artichoke – globe eg **Art. glb.**
2. Artichoke – Jerusalem eg **Art. jersm.**
3. Courgette
4. Cauliflower
5. Mushrooms
6. Brussel Sprouts
7. Asparagus
8. Broad beans
9. Runner beans
10. Ratatouille
11. Aubergine
12. Pimento
13. Sweetcorn
14. Mixed vegetables
15. Spinach

Try re-writing this passage using abbreviations.

Air seasoning

The cooking time of vegetables is greatly affected by the quality, age, size and freshness of the vegetables being used. Older vegetables which have been stored after picking will take longer to cook than young, freshly picked vegetables.

With the exception of new potatoes, all root vegetables such as carrots, turnips and parsnips are started to cook in cold salted water. Vegetables grown above the ground such as cabbage, cauliflower and broccoli, are started to cook in boiling salted water.

Write here:

This involves looking at the text or passage and **making notes in point form.**

- **Have a look at the following passage.**

COOKING VEGETABLES

The aim when cooking vegetables is to soften the fibres and make the starch more digestible. As well as these points, cooking the vegetables preserves the colour, texture and flavour along with minimising the loss of nutrients. Use vegetable when fresh and young. Peel as thinly as possible. Never soak or leave vegetables in water, always prepare as near to cooking time as possible. When cooking, use the minimum amount of water to prevent loss of vitamins.

- **This is how we could present the information in point form.**

COOKING VEGETABLES

- 1 Softens fibres
- 2 Makes starch more digestible
- 3 Preserves colour, texture and flavour
- 4 Retains nutrients
- 5 Use fresh young vegetables
- 6 Peel thinly
- 7 Never soak
- 8 Cook in minimum water

Make notes in point form.

MACEDOINE

A mixture of quarter inch diced vegetables. Creating good contrast of colour and flavour. Prior to service the mixture of vegetable is tossed together. Suitable accompaniment for a meat dish or served in batter, legumes en fritot.

Description: (a)

b)

ideal for: (1)

and also (2)

MIREPOIX

A mixture of roughly cut diced carrots, celery, onion, parsley, and thyme. A mirepoix forms the base for an item that is to be braised, for example, braised steak or duckling with orange sauce.

Description: (a)

(b)

qualities: (1)

used for (2)

Look at this passage:

Poultry and game are very often misunderstood therefore it is worth knowing what falls into each category. Poultry is a general term used for all domestic fowl bred for food in controlled conditions and fed at regular intervals, for example, turkeys, geese, ducks, fowls and pigeons are all classed as poultry whatever the size and age. Game, on the other hand, are certain birds and animals caught in their natural habitat, in the wild. Game falls into two categories, feathered and furred. Examples of game are venison, hares and rabbits, pheasant, grouse, quail and wild duck.

Linear Notes

Example: List the differences between poultry and game.

a. Poultry

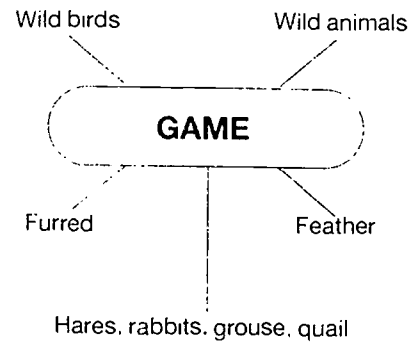
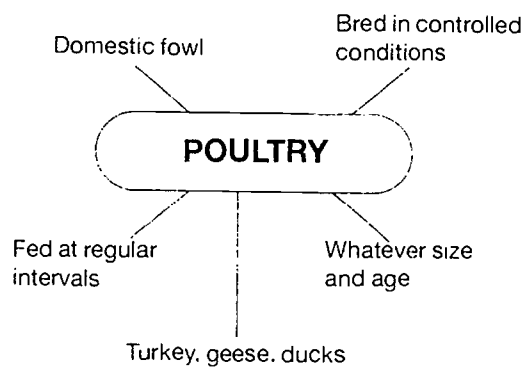
1. Domestic fowl
2. Bred in controlled conditions
3. Fed at regular intervals
4. Whatever size and age
5. Turkey, geese, ducks

B. Game

1. Wild birds
2. Wild animals
3. Furred
4. Feather
5. Hares, rabbits, grouse, quail

Patterned Notes

Example: show the difference between poultry and game.





NOTE TAKING

Look at this passage and make notes using any or all of the techniques studied:

Raising agent

There are various ways of making mixtures light and aerated. A raising agent may be added to a cake or bread mixture, etc. to give lightness to it. Achieving the lightness is based upon the principle that gases expand when heated. The gases used as raising agents are air, carbon dioxide or water vapour. These gases are introduced before baking or are produced by substances added to the mixture before baking. In self raising flour the raising agent has been added at the manufacturing stage, hence the name self raising flour.

Write your answer here

1. Underline important words
2. Use asterisks (*).
3. Try different coloured pens.
4. Use highlighting pens.
5. Use *ditto* marks (‘’) when a word is repeated.
6. Use dashes to separate ideas.

Basic Skills Standards

C:12

C:13

C:16-2

C:17

In this section you will be given:

- common instruction words used in assignments
- a clear explanation of their meaning
- assignment questions with sample answers

Instruction words looked at in this section are:

- list/name
- state
- draw
- select
- describe the procedure
- briefly explain
- enumerate

Each instruction word will be explained separately with a definition, a sample question and a sample answer.

List – write the information requested in the form of a list. Firstly, look carefully at the questions and note how many things you are asked to list and what the list is about.

Question:

- **List 5** root or tuber vegetables and 5 green vegetables used in cooking.

Answer:

| Root or tubers | Green Vegetable |
|---------------------|-----------------|
| Carrot | Cabbage |
| Turnip | Brussel Sprouts |
| Potato | Spinach |
| Beetroot | Kale |
| Jerusalem Artichoke | Lettuce |



The question asks for **5** of each sort – **do not** list more. You won't get extra marks!

Remember only list those used in catering.

State – if you are asked to state something you must give the facts relevant to the question. Keep your answer to the point and do not give a lot of description.

Question:

- **State** three factors that may be the cause of accidents in the kitchen.

Answer:

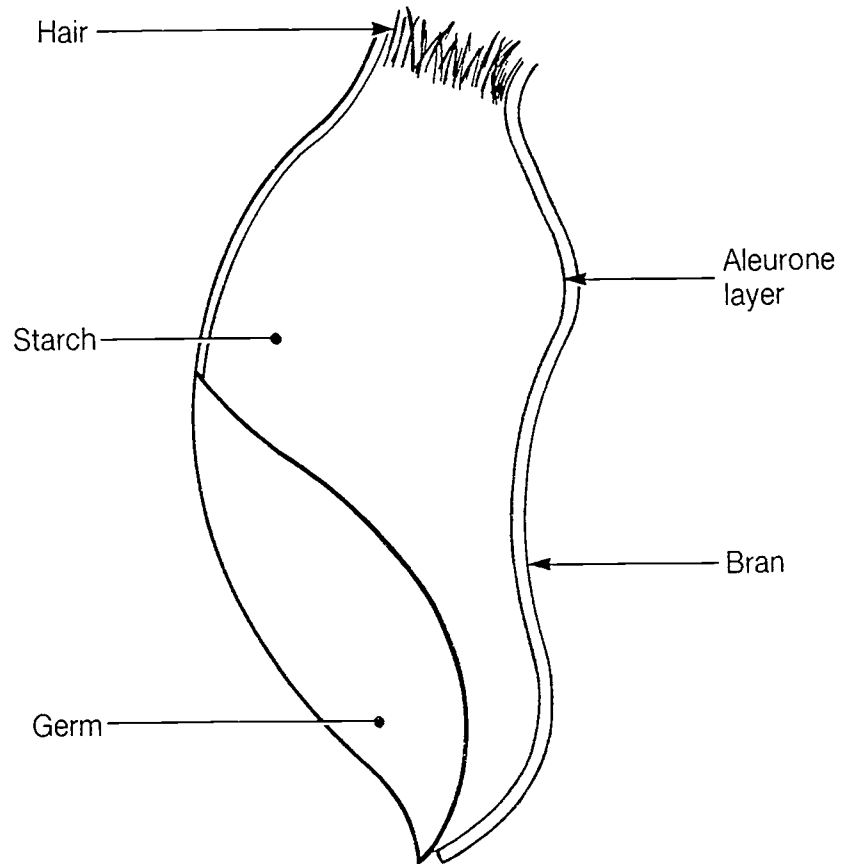
1. Rushing to complete a task
2. Distraction
3. Failure to apply safety rules

Draw – produce a simple line drawing, labelled if necessary.

Question:

- **Draw a cross section** through a wheat grain, naming the various parts.

Answer:



Select – means to pick out the best or the most suitable from the list given.

Question:

- **Select** two vegetables from the following list to fall into each category

- 1 Brassica
- 2 Tuber

Potatoes
Brussel Sprouts
Broccoli
Leeks
Cabbage
Spinach
Turnips

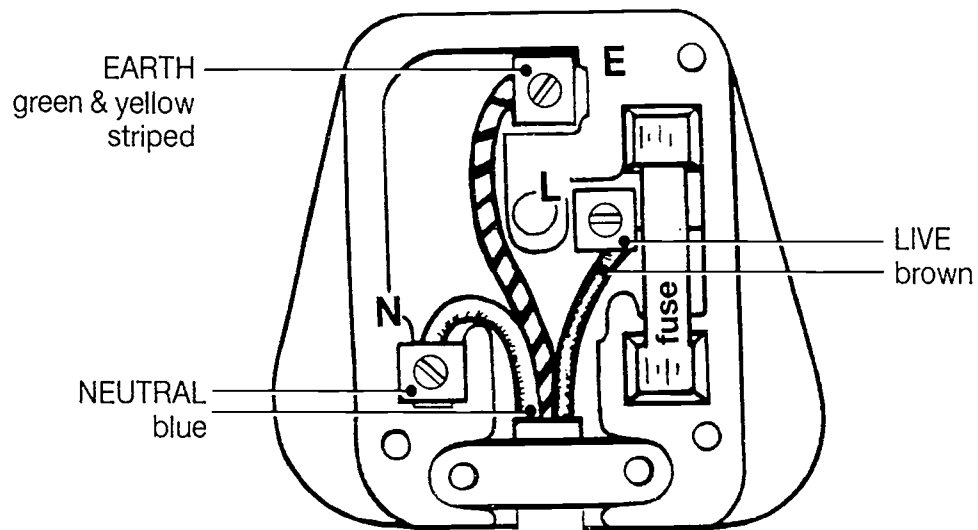
- Give reasons for your choices

Answer:

1 Brassica ... Brussel Sprouts
2 Tuber ... Potatoes

Describe the procedure – means describe each stage in order ... it could be a short summary of instructions.

Question: • Describe the wiring of a plug



Answer:

Procedure

1. Remove the outer casing for about 4 cm, this will leave the 3 coloured wires exposed.
2. If the plug has a cord grip, pass the wire under the cord grip.
3. Tighten the cord grip lightly.
4. Cut off each of the three wires giving enough length to reach their appropriate terminal.
5. The last 1 cm length of each of the wires is to be uncovered.
6. Pass the wire into the small hole at the top of each terminal, under the screw.
7. Tighten each screw.
8. Replace the casing of the plug, tighten the screw.

Briefly explain – if you are asked to briefly explain it means that you have to give all the relevant facts but as briefly as possible.

Question:

- **Briefly explain** the differences between white flour and wholemeal flour.

Answer:

1. White flour has the outer stem and germ removed before milling.
2. Wholemeal flour contains the whole grain.
3. Wholemeal flour is sometimes ground by stones to improve its flavour.
5. Wholemeal flour already contains the nutrients needed.
6. White flour will store longer, as it has the germ, which contains fat and enzymes, taken out.

Enumerate – if you are asked to enumerate points you should specify and list them. You could number them in the margin.

Question:

- **Enumerate** the chief points to look for in determining the freshness of an egg.

Answer:

1. Fresh smell when cracked
2. White should be thick and clear
3. Yolk should be in the centre of the white
4. The air sac should be small
5. Should sink in salted water if fresh

1. List 3 root vegetables

2. State the differences between root vegetables and brassicas.

3. Draw and name a simple line drawing of any cut of vegetable.

4. Select, from the following list, the correct classification of soup that a lobster bisque falls into. Is it a:
 - consomme
 - soup
 - cream soup
 - thickened shellfish soup

5. Describe the procedure for wiring a 13 am plug.

6. Briefly explain the difference between a cooks knife and a filleting knife.

7. Enumerate the procedure for making short crust pastry.

Core Skills

C:2-2

C:2-3

C:3-2

1 DATE, TIME AND LOCATION OF ACCIDENT

4.11.92 / 10.15 am / Hard outdoor play area

2 INJURIES SUSTAINED

a) **CHILD** Slight burns to back of neck

b) **STAFF**

3 NAME, AGE AND ADDRESS OF THOSE SUSTAINING INJURY

Andrew Cooper, 3 Years, 9 Green Close, Rington

4 NAME AND ADDRESS OF ANY WITNESS TO THE ACCIDENT

Wendy Smith, 52 Upland Crescent, Rington

5 BRIEF DESCRIPTION OF HOW THE ACCIDENT OCCURRED

An unknown boy of about 15 threw a lighted firework over the nursery fence and it touched Andrew's neck before going off in an empty part of the play area.

6 SUMMARY OF FIRST AND RENDERED/ACTION TAKEN

Andrew's neck was held under cold running water for a few minutes. There was no blistering. A cold compress was applied for 10 minutes after which he returned to play with only a small red mark on his neck. The Nursery Manager, local Police and Headmistress of the secondary school were informed.

Writing

Please tick a box.

I know how to use different styles of writing to suit different purposes

Please tick

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I feel confident about using punctuation

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I feel confident about using grammar

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I know how to write sentences

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I know how to use a dictionary

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I know how to increase my vocabulary

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I feel confident writing about myself

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I feel confident writing letters

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

memos

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

CVs

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

forms

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

accident reports

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

order/requisition forms

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I require further work on



If you have answered NO to any of these questions then read through the section again or ask a tutor to help you.

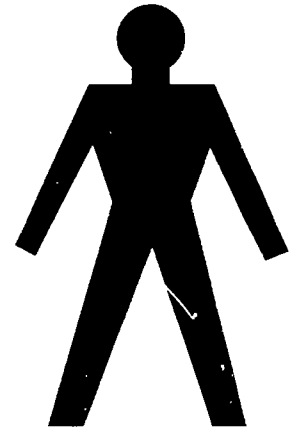
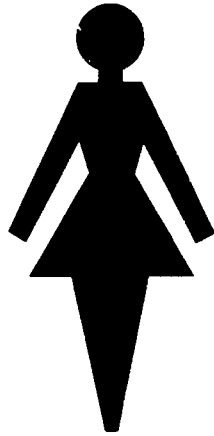
**COMMUNICATION
WITHOUT WORDS**



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Why are they so useful?

- they attract peoples attention
- they need few words to get their message across
- they are international (people of most languages can understand them)
- they are clear



Damen

(German)

Herren

Femmes

(French)

Hommes

ΓΥΝΑΙΚΩΝ

(Greek)

ΑΝΔΡΩΝ

Damer

(Danish)

Herrer

Señoras

(Spanish)

Caballeros

You might not be able to read these languages but we all recognise the symbols – there would be problems in this case if we didn't.

Core Skills

C:1-3

C:1-4

Skills Standards

C:2-1

You will see many notices around your workplace or college kitchen. Do you know what they all mean?

Can you say what these signs mean?



Answer



Answer



Answer

Core Skills

C:1.3

C:1.4

Basic Skills Standards

ERIC C:2.1

Full Text Provided by ERIC

Why are graphics so effective

Graphics are used to give information in terms of **pictures, symbols** or **charts**. They can often present information more **clearly** and **quickly** than by writing alone.

- Compare these two examples of the same information presented in different ways. Which would you rather study?

Calorific Value of Food

Written

The calorific value of food vary greatly. Among the foods with high calorific value are:
 Chocolate (calorific value 529 per 100g)
 Cream (CV 447 per 100g)
 Beef (CV 192 per 100g)
 Chicken (CV 216 per 100g)
 Cheese (CV 406 per 100g)
 New potatoes (CV 76 per 100g)
 All have reasonably high calorific value but also contain essential nutrients for body maintenance and good health.

Table

| Food | Number of Calories |
|-----------------------|--------------------|
| 100g Chocolate | 529 |
| 100ml Cream dbl | 447 |
| 100g Beef, lean | 192 |
| 100g Chicken (roast) | 216 |
| 100g Cheese (cheddar) | 406 |
| 100g Potatoes (new) | 76 |

Remember

Graphics get the message across with **few words** or **no words** at all.

Core Skills

C:1-3

C:1-4

Basic Skills Standards

N:1-3

N:7-1

Apart from tables we can also use **charts** to present information.

There are different kinds.

Pie Chart

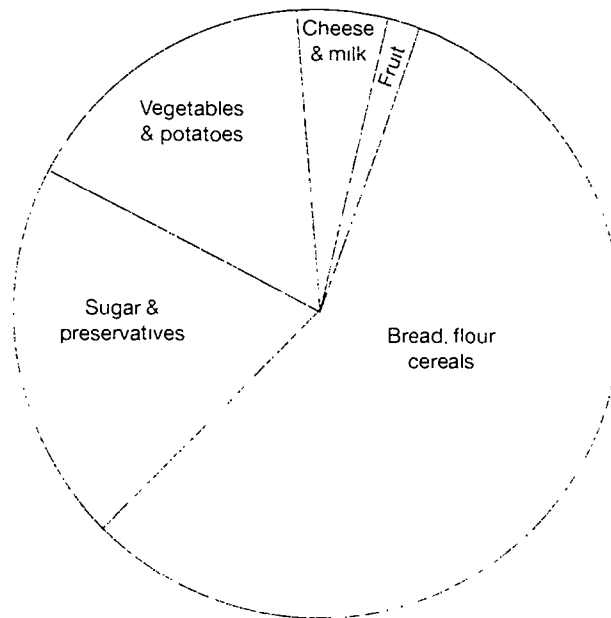
Each piece of information is shown as a section of the circle, like a piece of pie. The area taken up by each section is worked out as a percentage of the circle.

Look at this information:

Main supply of carbohydrate in an average diet:

| | |
|-----------------------|-----|
| Bread, flour, cereals | 60% |
| Sugar preservatives | 20% |
| Vegetables, potatoes | 15% |
| Cheese, milk | 4% |
| Fruit | 1% |

Presented in a Pie Chart



Core Skills

N:1-3

Basic Skills Standards

N:13-1

N:13-2

Remember → **Charts & graphs** can be produced easily using computer packages.
(see the Unit on Information Technology)

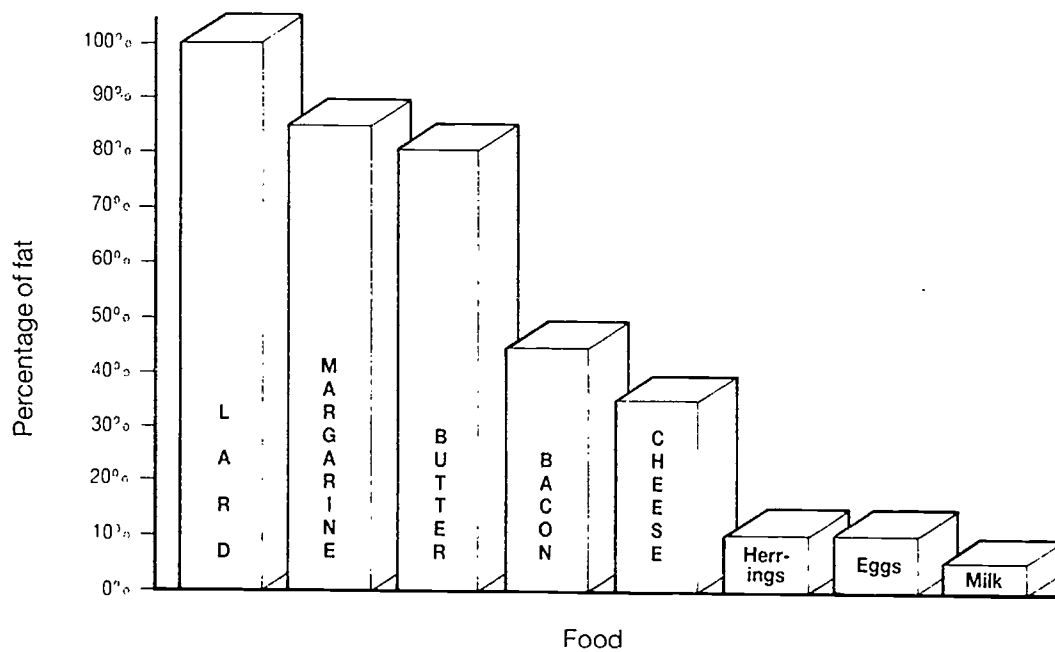
Bar Chart

Each piece of information is shown as a column or bar. The length of the bar varies according to the figure it represents.

Look at this information:

Proportion of fat in some foods:

| | |
|-----------|------|
| Lard | 100% |
| Margarine | 85% |
| Butter | 80% |
| Bacon | 45% |
| Cheese | 35% |
| Herrings | 10% |
| Eggs | 10% |
| Milk | 5% |



Core Skills

C:1-3

Basic Skills Standards

N:13-1

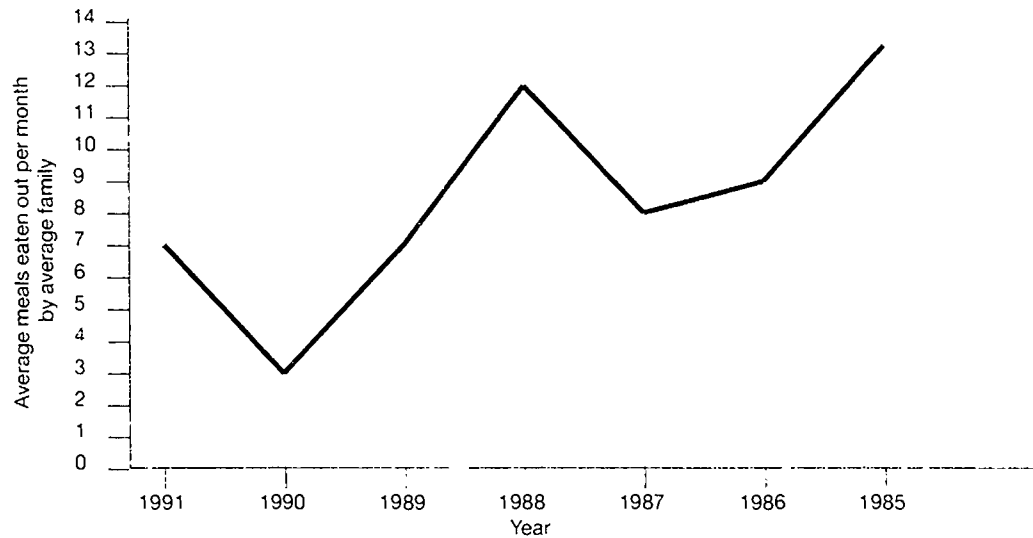
N:13-2

Line Graphs

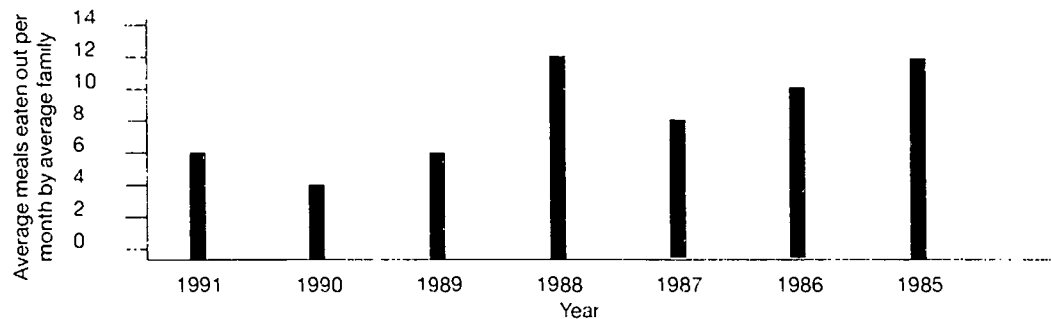
Line graphs are useful for showing how one piece of information relates to another, for example, progression (rise or fall) over a period of time.

Look at this information:

| Average meals eaten out per month by the average family (either restaurant or fast food) | |
|--|----|
| 1991 | 6 |
| 1990 | 3 |
| 1989 | 6 |
| 1988 | 12 |
| 1987 | 8 |
| 1986 | 9 |
| 1985 | 13 |



Or



Core Skills

C:1-3

Basic Skills Standards

N:13-1

N:13-2



Eating Out

- Carry out a survey, around your classroom or college, asking how many times people eat out or purchase take-aways in a month.
- Present the information in a chart or graph.

Graph/chart

A large, empty rectangular box with a thin black border, intended for students to draw a graph or chart based on their survey results.

Core Skills

C:2-3

N:1-1

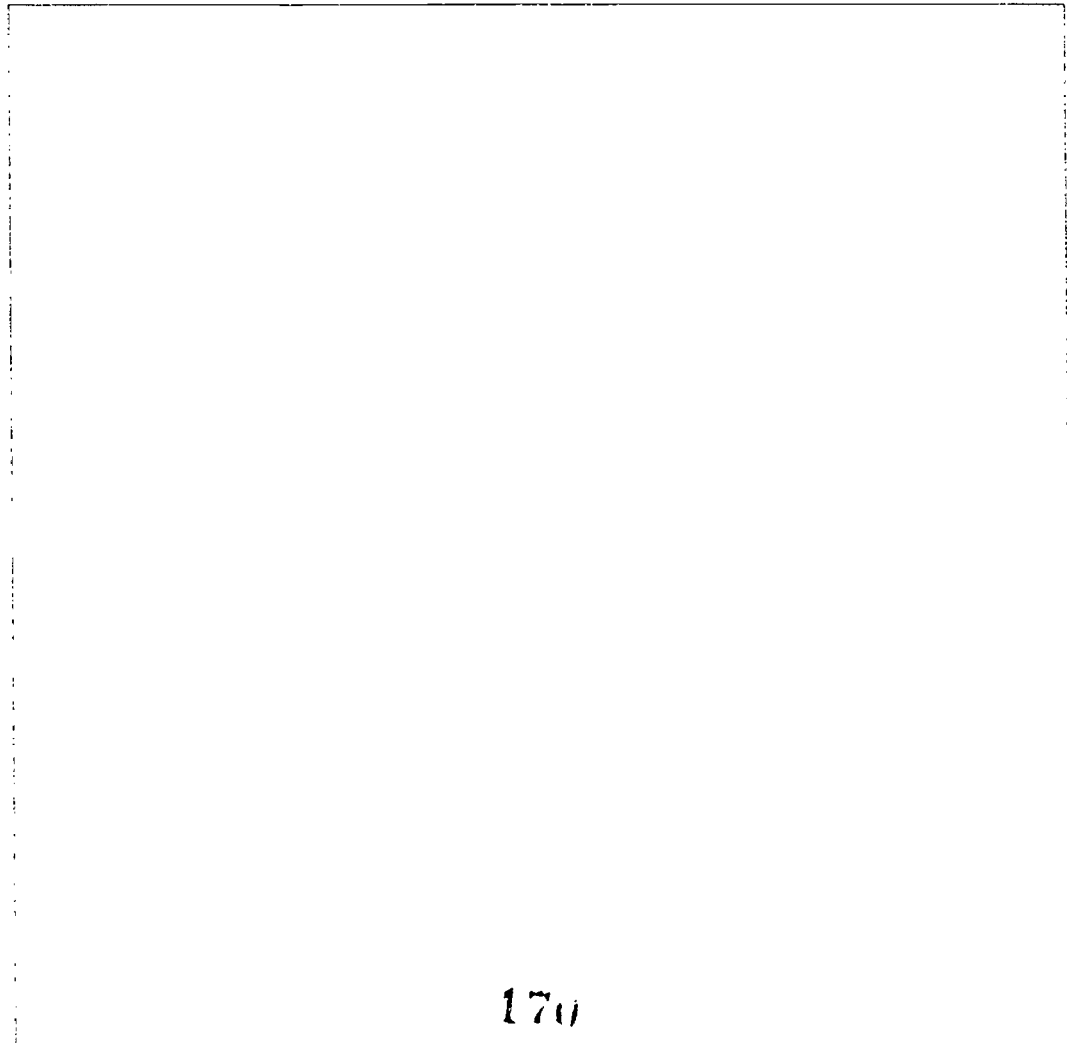
Basic Skills Standards

ERIC N:13-4

Proportion of protein in some foods.

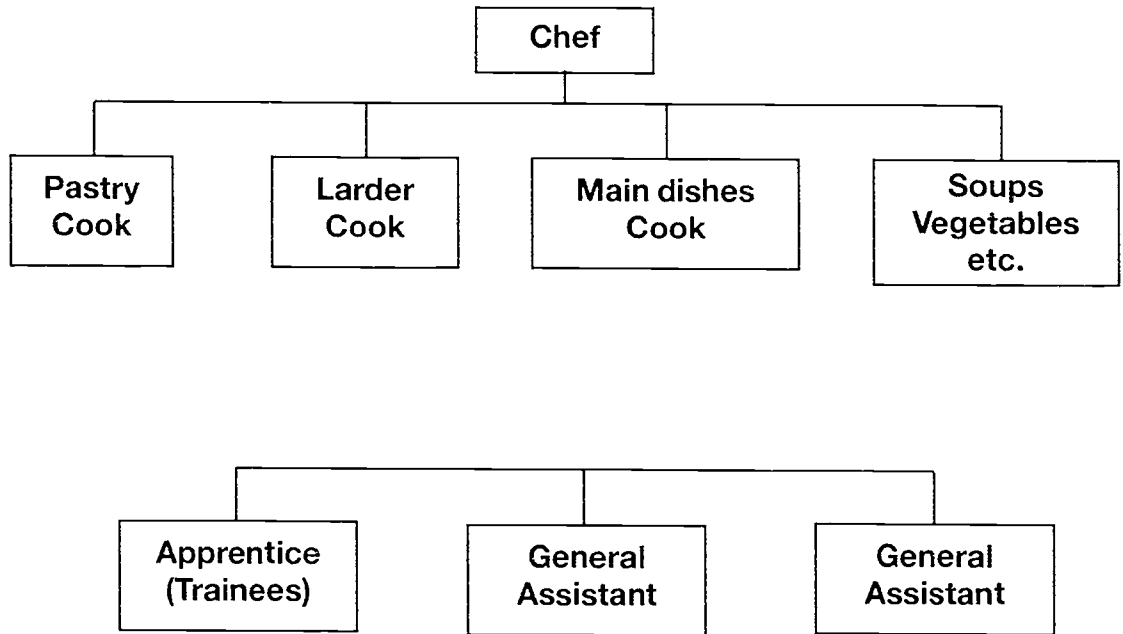
| Food | % Protein |
|------------|-----------|
| Soya flour | 40% |
| Peanuts | 25% |
| Cheese | 25% |
| Lean beef | 20% |
| White fish | 18% |
| Eggs | 10% |
| Milk | 5% |

- Show these figures in a graph.



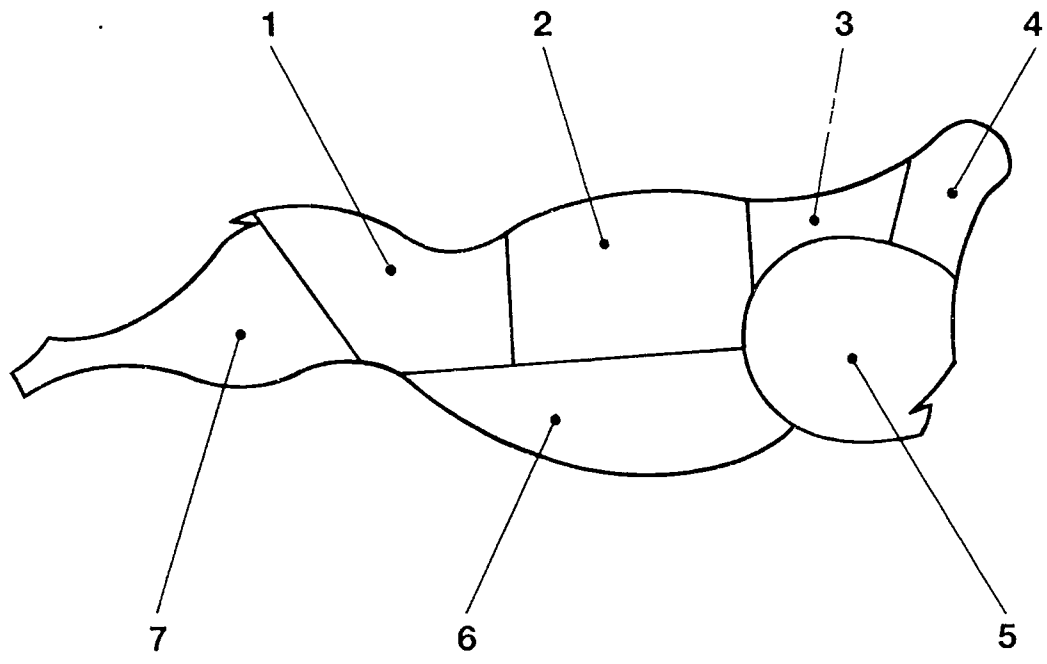
A chart is useful to show the **structure** or **organisation** of a firm.

This is just one part of a kitchen organisation and structure.



- Show the structure of your firm in a chart

It is often easier to describe something by drawing a diagram or making a quick sketch, for example, the joints from a side of lamb.



• See if you can name each joint (choose from these:

- Saddle
- Shoulder
- Middle neck
- Breast
- Best end
- Scrag end
- Leg

Answer here

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | | |

Design a Poster

Design a poster to remind workers in the catering industry about safety measures. Select any aspect of safety which appeals to you. You may consider one of these:

- Personal protection ... against burns and scalds
- Accident happened due to ... wet floors
- Safe use of equipment ... gravity feed slicers

Remember 

Use of warning signs

- The aim of a poster is to attract the attention and get their message across

So

- keep your design clear and bold (avoid little details)
- use colour if appropriate
- keep your words to a minimum.

When we communicate we use the **whole body** not just **speech**. We often reveal our true feelings in the way our body responds to the other person or people.

We may slump in a chair when bored.

We may stand/move further away from someone we don't like or move closer to someone we do.

We may tap our foot up and down if bored.

We may avoid looking directly at someone (eg the boss) if we've done something wrong.

We may wave our hands about a lot to get our point over.

We may fold our arms tightly across the chest (or cross our legs tightly if sitting) if we feel unsure of ourselves or are on the defensive.

These are just some of the signals our body sends out which reveal our true feelings.

Do you recognise yourself in any of these?

So

By observing the person you are talking to you can tell how they really feel about what you are saying and whether they are interested in what you are saying.

Remember

- Communicate confidently
- Think – which message am I giving out?
- Stand or sit upright, walk tall
- Look the person in the eye
- Watch your hand movements
- Have the most suitable expression on your face



Communication without words

Please tick

I understand the value of signs and symbols

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

I can present information clearly using:

pie charts

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

bar charts

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

line graphs

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

flow charts

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

diagrams

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

posters

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

I understand the importance of body language

| | | |
|-----|----|--|
| Yes | No | |
|-----|----|--|

I require further work on



If you have answered NO to any of these questions then read through the section again or ask a tutor to help you.

APPLICATION
OF NUMBER



BEST COPY AVAILABLE

How Many?

Numbers play a huge part in our lives.

- Do you know all of these?

| | |
|---|--|
| How many players in a rugby league team? | |
| How many sides has an octagon? | |
| How many millimetres in a centimetre? | |
| How many years is a Golden Wedding Anniversary? | |
| How many pints in a gallon? | |
| How many points for a try (rugby)? | |
| What do the angles of a triangle add up to? | |
| How many days in a year? | |
| How many musicians in a quintet? | |
| How many square yards in an acre? | |
| How many yards in a mile? | |
| How many yards in a cricket pitch? | |
| How many years in a quarter century? | |
| How many squares on a chessboard? | |
| How many minutes in a football match? | |
| How many days has November? | |
| How many players in a rugby union team? | |
| How many players in a soccer team? | |
| How many minutes in a rugby match? | |

13, 8 10, 50, 8, 4, 360, 365, 5, 4480, 1760, 22, 25, 64, 90, 30, 15, 11, 80

Money –
buying, saving etc
borrowing,
writing cheques
settling bills

Card games

Using a calculator

Football pools

snooker

Playing darts

driving a car

Using a credit card
ACCESS, VISA etc

clocks
digital clocks (24 hour)

setting videos

Adding VAT to prices

buying goods in a sale

filling a car with petrol (litres)

checking temperature
(child, oven, greenhouse)

Working out measurements for
curtains, carpets and floor coverings,
wallpaper etc

comparing prices in a
shop/supermarket

Mileage

budgeting

Working out 10% service charge

Tickets 2 for the price of 1

organising a trip out – 10% off
for 10 bookings

cooking (quantities)

Think about when you have used **number skills** today:

Look at these series of numbers.

Read one line to yourself.
Then close your eyes and repeat the numbers.

How long a series can you hold in your mind?

2 6 1 9 3

5 8 7 2 5 1

1 6 3 8 8 0 2

7 4 8 0 4 3 6 1

3 5 7 4 8 1 2 3 6

1 2 5 1 9 7 5 2 8 1 1 8 7 6

It helps if you can make an association – make it real for you
for example in the last series of numbers –
someone's birthday may be 12.5.1975.
Your door number may be 28 etc.

Practise each day.
Your concentration span will improve.

179

When is it used?

- timetables, army, railway stations, airports

Why is it used?

- to avoid confusion between time **am** and time **pm**

Time to midday is written as normal but a 0 is put in front so
8 am becomes 08.00

| | | | |
|------|---------|---|--------------|
| then | 9 am | – | 09.00 |
| | 10 am | – | 10.00 |
| | 11 am | – | 11.00 |
| | 12 noon | – | 12.00 |

| | | | |
|-----------------------------|------|---|--------------|
| continue counting from here | 1 pm | – | 13.00 |
| | 2 pm | – | 14.00 |
| | 3 pm | – | 15.00 |

| | | | |
|--|------|---|--------------|
| (an easy way to do it is to add 12 to this number so $4 + 12 = 16$) | 4 pm | – | 16.00 |
|--|------|---|--------------|

When we use these times in speech we say:-

- The next plane for Majorca leaves at **fifteen hundred** hours.
- The train for Edinburgh leaves at **seventeen hundred** hours.



Add minutes in the normal way – 14.05 (5 past 2)

Add minutes in the normal way – 19.15 (¼ past 7)

Study these examples then do the tasks:

| | | |
|----------|---|-------|
| 1.30 pm | = | 13.30 |
| 4.10 pm | = | 16.10 |
| 9.05 pm | = | 21.05 |
| 12.15 am | = | 00.15 |

Write out these using the 24 hour clock:

| | |
|----------------|---|
| 10.45 am | = |
| 12.35 pm | = |
| 1.50 pm | = |
| 3.20 pm | = |
| 5.16 pm | = |
| 6.05 pm | = |
| 8.29 pm | = |
| 10.01 pm | = |
| 12.00 midnight | = |
| 12.30 am | = |

Convert back from the 24 hour clock:

| | |
|-------|---|
| 18.15 | = |
| 13.05 | = |
| 22.05 | = |
| 00.07 | = |
| 16.50 | = |
| 14.45 | = |
| 20.55 | = |
| 15.02 | = |
| 23.50 | = |
| 17.10 | = |

Core Skills

N:1-2

Basic Skills Standards

N:2-4

N:5

● **Simple addition**

Add the units together, then the tens.

Look at these examples:

| | | | | |
|------------|------------|------------|------------|------------|
| tens units | t u | t u | t u | t u |
| 1 6 | 2 5 | 4 4 | 3 6 | 5 2 |
| +2 2 | +3 4 | +5 2 | +4 3 | +3 7 |
| <u>3 8</u> | <u>5 9</u> | <u>9 6</u> | <u>7 9</u> | <u>8 9</u> |

● **What if the units add up to 10 or more?**

We then carry 1 ten over to the tens column and leave the units in the unit column.

eg

$$\begin{array}{r} 29 \\ +53 \\ \hline 82 \\ 1 \end{array}$$

Units $9 + 3 = 12$ (1 ten, 2 units)
carry 1 ten over.
Remember to add it in.

More examples:

| | | | |
|------------|------------|------------|------------|
| 6 5 | 5 7 | 4 8 | 3 8 |
| +2 8 | +1 4 | +3 6 | +2 7 |
| <u>9 3</u> | <u>7 1</u> | <u>8 4</u> | <u>6 5</u> |
| 1 | 1 | 1 | 1 |

| | | | | |
|-------|-------|-------|-------|-------|
| 2 9 | 1 8 | 3 7 | 4 6 | 6 5 |
| +3 6 | +1 9 | +1 4 | +2 6 | +1 5 |
| _____ | _____ | _____ | _____ | _____ |

The tens carry over in the same way into the hundreds:

eg

$$\begin{array}{r} 82 \\ + 35 \\ \hline 117 \end{array}$$

Carry the **1** over into the hundreds leave the 1 ten behind

| | | | | |
|-------|-------|-------|-------|-------|
| 7 8 | 9 9 | 8 5 | 6 4 | 4 9 |
| + 4 2 | + 1 0 | + 2 6 | + 5 3 | + 5 7 |
| _____ | _____ | _____ | _____ | _____ |

- Simple subtraction

Look at this example:

$$\begin{array}{r} \text{tens} \quad \text{units} \\ 2 \quad 5 \\ -1 \quad 3 \\ \hline 1 \quad 2 \end{array}$$

3 from 5 is 2

1 from 2 is 1

Check your answer by adding 12 to 13 = 25

$$\begin{array}{r} 5 \quad 9 \\ -3 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 8 \\ -4 \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7 \\ -2 \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 6 \\ -5 \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 9 \\ -7 \quad 3 \\ \hline \end{array}$$

- What happens if the unit you are taking away is greater than the unit you are taking it from?

eg
$$\begin{array}{r} 5\cancel{0} \quad 5 \\ -2 \quad 8 \\ \hline 3 \quad 7 \end{array}$$

8 is greater than 5

(65 is 6 tens & 5 units

1 from 2 is 1

28 is 2 tens & 8 units)

What do we do?

We borrow 10 from 60 (1 ten from 6 tens = 5 tens)

65 becomes 50 and 15

By adding one ten to 5 units we have 15

$$15 - 8 = 7$$

$$5 - 2 = 3 \quad \text{Answer} = 37$$

$$\begin{array}{r} 5 \quad 3 \\ -1 \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 4 \\ -3 \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 4 \\ -2 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 8 \\ -1 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 2 \\ -6 \quad 8 \\ \hline \end{array}$$

Addition

MAGIC SQUARE

| | | | | |
|----|----|----|----|----|
| 18 | 22 | 1 | 10 | 14 |
| 21 | 5 | 9 | 13 | 17 |
| 4 | 8 | 12 | 16 | 25 |
| 7 | 11 | 20 | 24 | 3 |
| 15 | 19 | 23 | 2 | 6 |

The magic square is made up of 25 numbers.

Any row of figures added together – across, down, up diagonally will always add up to 65.

CHECK IT OUT

Across $18 + 22 + 1 + 10 + 14 =$

Down $22 + 5 + 8 + 11 + 19 =$

Up $23 + 20 + 12 + 9 + 1 =$

Diagonally $6 + 24 + 12 + 5 + 18 =$

| | 2x table | 3x | 4x | 5x | 6x | 7x | 8x | 9x | 10x |
|----|-------------|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

How to use the table

Find the number along the top line and the number required down the left side. Move your finger across until it comes to the column which has the top line number in it eg:– $6 \times 5 = 30$

● **Practise using the table:**

- | | | | |
|---|----------------|----|-----------------|
| 1 | $9 \times 7 =$ | 6 | $6 \times 7 =$ |
| 2 | $7 \times 5 =$ | 7 | $5 \times 4 =$ |
| 3 | $8 \times 6 =$ | 8 | $7 \times 8 =$ |
| 4 | $5 \times 9 =$ | 9 | $8 \times 10 =$ |
| 5 | $9 \times 9 =$ | 10 | $6 \times 9 =$ |

- 20 is 10×2 or 2×10 or 4×5 or 5×4
 72 is $_ \times _$ or $_ \times _$
 54 is $_ \times _$ or $_ \times _$
 40 is $_ \times _$ or $_ \times _$ or $_ \times _$ or $_ \times _$
 30 is $_ \times _$ or $_ \times _$ or $_ \times _$ or $_ \times _$

Use the multiplication table when multiplying by up to 10.

This is how you multiply by **more** than 10.

Example Let's multiply 13 by 12

$$\begin{array}{r} 13 \\ \times 12 \\ \hline 26 \\ 130 \\ \hline 156 \end{array}$$

First multiply $13 \times 2 = 26$

Add 0 and then multiply $13 \times 1 = 13$

Add both answers together

Look at one
more example:

$$\begin{array}{r} 72 \\ \times 13 \\ \hline 216 \\ 720 \\ \hline 936 \end{array}$$

$$2 \begin{array}{r} 72 \\ \times 13 \\ \hline 216 \end{array}$$

$$720 \begin{array}{r} 72 \\ \times 13 \\ \hline 216 \end{array}$$

$$\begin{array}{r} 216 \\ +720 \\ \hline 936 \end{array}$$

$$\begin{array}{r} 63 \\ \times 14 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ \times 21 \\ \hline \end{array}$$

What do you do when multiplying by more than 100?

Follow the same procedure as above.

Look at this example:

$$\begin{array}{r} 241 \\ \times 112 \\ \hline 482 \\ 2410 \\ 24100 \\ \hline 26992 \end{array}$$

First multiply $241 \times 2 = 482$

Add 0 and then multiply $241 \times 1 = 241$

Add 00 and then multiply $241 \times 1 = 241$

Add the three answers together

Have a go at these:

$$\begin{array}{r} 362 \\ \times 125 \end{array} \quad \begin{array}{r} 263 \\ \times 134 \end{array} \quad \begin{array}{r} 454 \\ \times 216 \end{array} \quad \begin{array}{r} 537 \\ \times 342 \end{array} \quad \begin{array}{r} 165 \\ \times 423 \end{array}$$

Multiplication

If you multiply **37** by 3, 6, 9, 12 and any multiple of 3 up to 27 all the figures of each answer/sum will be the same and will run in a series.

Look at these examples:

$$\begin{array}{r} 37 \\ \times 3 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 37 \\ \times 6 \\ \hline 222 \end{array}$$

$$\begin{array}{r} 37 \\ \times 9 \\ \hline 333 \end{array}$$

$$\begin{array}{r} 37 \\ \times 12 \\ \hline 444 \end{array}$$

$$\begin{array}{r} 37 \\ \times 15 \\ \hline 555 \end{array}$$

Carry on up to 27

$$\begin{array}{r} 37 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 27 \\ \hline \end{array}$$



Check your answers

Note: the figures forming each answer when added up themselves will give you the number you multiplied by eg:

$$111 \quad 1 + 1 + 1 = 3$$

$$222 \quad 2 + 2 + 2 = 6$$

$$333 \quad _ + _ + _ =$$

$$444 \quad _ + _ + _ =$$

$$555 \quad _ + _ + _ =$$

$$666 \quad _ + _ + _ =$$

$$1 \times 9 + 2 = 11$$

$$12 \times 9 + 3 = 111$$

$$123 \times 9 + 4 = 1111$$

$$1234 \times 9 + 5 = 11111$$

$$12345 \times 9 + 6 = 111111$$

$$123456 \times 9 + 7 = 1111111$$

$$1234567 \times 9 + 8 = 11111111$$

$$12345678 \times 9 + 9 = 111111111$$

What's the next line? Check it out yourself

Answer:

$$153846 \times 13 = 1999998$$

$$230769 \times 13 = 2999997$$

$$307692 \times 13 = 3999996$$

$$384615 \times 13 = 4999995$$

$$461538 \times 13 = 5999994$$

$$538641 \times 13 = 6999993$$

$$615384 \times 13 = 7999992$$

$$692307 \times 13 = 8999991$$

Can you find the next number?

Answer:

Example of long division

We're going to divide 286 by 13:

$$13 \overline{) 286}$$

How many 13s are there in 286?
You could have a guess

or you could do it this way:-

$$13 \overline{) 286}$$

13 into 2 won't go

$$\begin{array}{r} 2 \\ 13 \overline{) 286} \\ \underline{26} \\ 26 \end{array}$$

so we try 13 into 28
we know $2 \times 13 = 26$. Then take 26 from 28
and that leaves 2
bring down the 6

$$\begin{array}{r} 22 \\ 13 \overline{) 286} \\ \underline{26} \\ 26 \end{array}$$

13 into 26 goes 2 with none remaining

Answer: $286 \div 13 = 22$

• **Have a go at these:**

1. $14 \overline{) 168}$

2. $15 \overline{) 405}$

3. $11 \overline{) 242}$

4. $16 \overline{) 642}$

5. $13 \overline{) 429}$

Fractions
Parts of a whole

Decimals
Number shown in tenths

$$\frac{1}{10}$$

0.1

$$\frac{1}{100}$$

0.01

$$\frac{1}{1000}$$

0.001

$$\frac{1}{4}$$

0.25

$$\frac{1}{2}$$

0.50

$$\frac{3}{4}$$

0.75

$$\frac{1}{8}$$

0.125

$$\frac{1}{16}$$

0.0625

$$\frac{1}{32}$$

0.03125

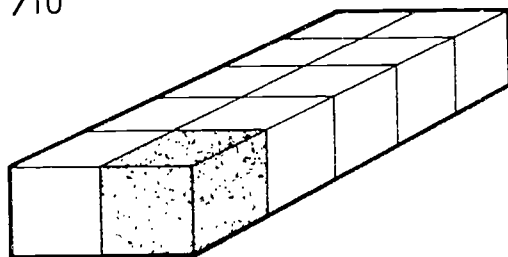
$$\frac{1}{3}$$

0.333

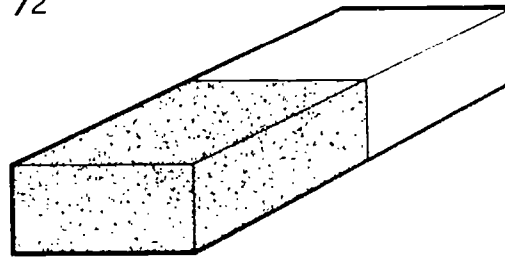
$$\frac{2}{3}$$

0.666

$\frac{1}{10}$



$\frac{1}{2}$



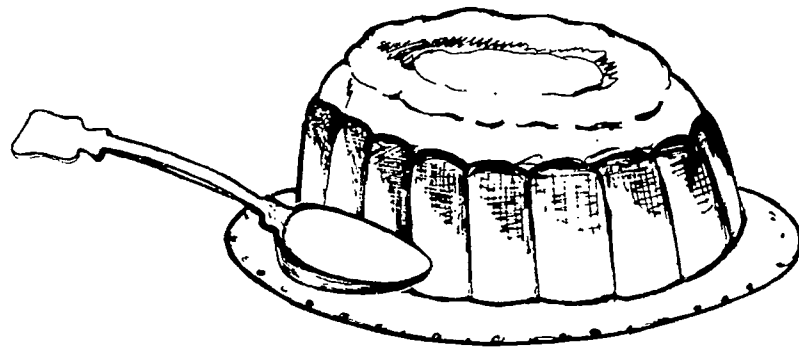
Core Skills

N:1-2

Basic Skills Standards

N:14-1

ERIC
N:15-2



300 individual portions of jelly are needed for a children's party.

- a) $\frac{1}{2}$ of this quantity are to be red.
How many individual portions of jelly would that be?

Answer:

Now convert your answer to decimals: $\frac{1}{2} =$

- b) Of the remainder $\frac{1}{4}$ is required to be green.
How many individual portions of jelly would that be?

Answer:

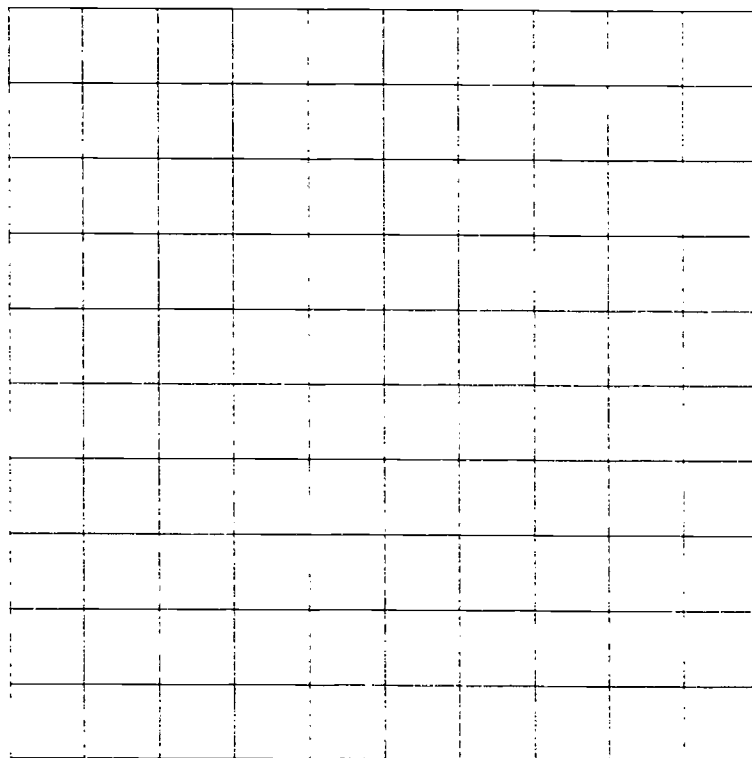
Now convert your answer to decimals: $\frac{1}{4} =$

- c) Of the remainder $\frac{1}{3}$ are to be orange.

Answer:

Now convert your answer to decimals: $\frac{1}{3} =$

The term 'per cent' is the same as saying 'per hundred' and is given the symbol %.



There are 100 squares in this diagram. 1 square = 1% or $\frac{1}{100}$.

Therefore, 10 per cent means $\frac{10}{100}$ and is written as 10%

8 per cent means $\frac{8}{100}$ or 8%

In the Catering industry additions and deductions are often calculated as percentages, i.e. VAT, trade discounts, service charge, etc.

Example: Calculate 15% of £36.60

- 1) 15% of £36.60 (Change the 'of' into 'x')
= 15% x 36.60
- 2) 15% x 36.60 (Change '15%' into $\frac{15}{100}$)
= $\frac{15}{100} \times 36.60$
- 3) This statement means 15 x 36.60 divided by 100
- 4) 15 x 36.60 = 549
- 5) 549 ÷ 100 = 5.49
- 6) Therefore, 15% of £36.60 is £5.49

You may have to calculate the service charge as an addition to a customer's bill. In this case remember to add the service charge to the original cost.

Example:

If the cost of the table d'hote menu is £12.50 per head plus 10% service charge. What would be the total cost for a party of 3?

Answer:

£12.50 per head.

Therefore, 3 customers costs $3 \times £12.50 = £37.50$

$10\% \text{ of } £37.50 = \frac{10}{100} \times 37.50p = £3.75$

Total cost = cost of meal (£37.50) plus service charge (£3.75)
= £41.25

Calculate:

a) 12% of £98.50

b) 10% of £164.90

c) 15% of £87.40

d) 25% of £228.20

e) 30% of £139.80



Study this pay slip and complete it by filling in the squares marked with a question mark.

| Rate per hour | No hours worked | Total pay | Deductions | Net pay |
|---------------|-----------------|-----------|------------|---------|
| £5.60 | 40 | ? | 20% | ? |
| ? | 30 | £183 | 15% | ? |
| £5.60 | ? | £156.80 | 13% | ? |
| ? | 28 | £140 | 12.5% | ? |

Remember to check your answers

Core Skills

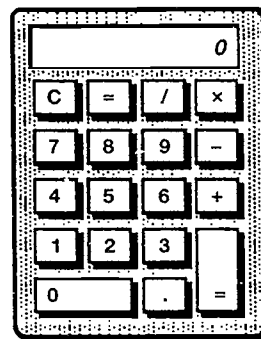
N:2.2

Basic Skills Standards

N:14.1



When using a calculator it is a good idea to set out all the stages of your calculation on paper. It's easy for you to check your work and easy for someone else to check your method.



It is easy to make mistakes by pressing wrong buttons, so apart from being very careful not to do that it's a good idea to have an idea of the size of answer expected.

How to do this? **Do a rough check** – then you can spot any mistakes.

Look at this example – and do a rough check on the following calculation:

$$6.94 \times 5.8 = 40.252$$

round the numbers up or down in order to carry out the check in this way:-

$$7 \times 6 = 42$$

40.252 is in the region of the calculated answer of **42** so we can accept that answer as being correct.

Here is another example:

$$35.87 \div 2.6 = 1.38$$

rounded up or down the check will be:-

$$36 \div 3 = 12$$

The rough shows there is a mistake – the decimal point being in the wrong position. The answer should be 13.8.



Try the task on the next page

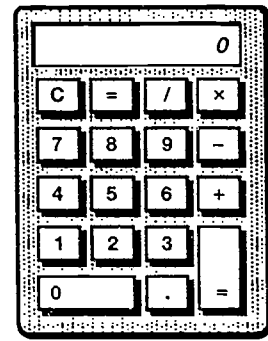


Have a go at these. Use rough checks to spot any answers which are incorrect. **Don't use your calculator.**

1. $5.6 + 13.3 = 18.9$
2. $203.4 + 56.12 = 2595.2$
3. $49.6 - 26.4 = 23.2$
4. $246.32 - 65.19 = 18.113$
5. $5.2 + 8.8 - 4.6 = 9.4$
6. $8.34 \times 4.19 = 34.94$
7. $2.15 \times 0.1 = 21.5$
8. $1.65 \times 0.05 = 0.0825$
9. $378 \div 13.3 = 2.84$
10. $269 \div 81.2 = 0.33$

- Switch on the calculator
- Remember to press the **AC** or **C** key.

This will make sure that any figures entered before have been wiped out.



Study this example:

1. Evaluate $13.36 + 2.89 - 6.53$

Rough check $13 + 3 - 7 = 9$

We would use this sequence on the calculator:

AC 1 3 . 3 6 + 2 . 8 9 - 6 . 5 3 =

The display gives the answer 9.72 (correct to 2 decimal places)

2. Evaluate $\frac{13.6 \times 26.83}{2.659}$

A roughcheck gives $\frac{14 \times 27}{3} = 126$

The sequence of operations is:

AC 1 3 . 6 x 2 6 . 8 3 ÷ 2 . 5 9 =

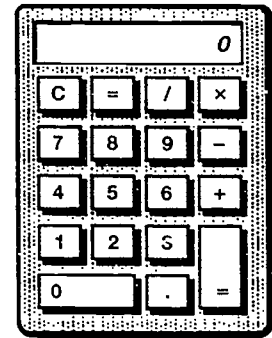
Answer = 121.63

This answer confirms that the answer is of the correct order **121.63** not 12.163



Use your calculator to solve the following problems:

Show your rough checks for each one. working out for each one.



1. $23.5 \times 6.421 - 15.32 - 4.69$
2. $41.83 - 12.29 + 19.68$
3. 4.7×0.05 to 3 significant figures 3.4
4. Find the value of $\frac{4.7 \times 6.6}{5.2 \times 2.4}$ to 4 significant figures
5. Multiply 16.92 by 0.582 and give your answer correct to 3 significant figures
6. $\frac{34.2 + 59.31 + 6.09}{51.2}$ to 4 significant figures
7. $\frac{3.95 \times 0.00612 \times 0.58}{0.52 \times 0.716 \times 18.6}$ to 4 significant figures

Situation

| | | | |
|-----------|--------------------|---|-------|
| Appetiser | £3.10 per head x 2 | = | |
| Main | £6.80 per head x 2 | = | |
| Dessert | £2.50 per head x 1 | = | |
| | Total | = | _____ |

Write a receipt:

Greenwood Hotel, Green Road, Chapelton

| | |
|--------------|-------|
| Appetiser | _____ |
| Main | _____ |
| Dessert | _____ |
| Total | _____ |



Vegetable knife
£3.10



Vegetable peeler
£2.40



Boning knife
£7.20

You are buying these 3 knives to replace ones you have lost.

- Work out the total and write a cheque made payable to General Catering Equipment Ltd.

| | | | |
|------------|-----|-----------------|-----------------|
| | | Date | 19 |
| <i>Pay</i> | / / | | <i>or order</i> |
| | | £ | |
| | | Greenwood Hotel | |

- Now check the receipt.

| Receipt | |
|------------------|------|
| Vegetable knife | |
| Vegetable peeler | |
| Boning knife | |
| Balance | |
| Cheque | |
| Change | 0.00 |

20

Work out the bill for the following:

| | | |
|-------------|-----------|---------|
| Appetiser | 4 @ £2.50 | = _____ |
| Main Course | 4 @ £5.30 | = _____ |
| Dessert | 4 @ £2.10 | = _____ |
| Total | | = _____ |

- Now check the cheque

| | | |
|-------------------------------------|-----------------|-------|
| Date | 26 March | 19 92 |
| <i>Pay</i> Greenwood Hotel | <i>or order</i> | |
| Thirty nine pounds Sixty pence only | £ 39.60 | |
| | M and Y Jones | |
| | Dave Jones | |

- Now write a receipt

| | |
|------------------------|------------|
| Greenwood Hotel | |
| No 123 | _____ 19__ |
| Received from _____ | |
| the sum of _____ | |
| _____ | |
| Signed _____ | |



Look at the above items and work out which is the cheapest.

Answer:

Check

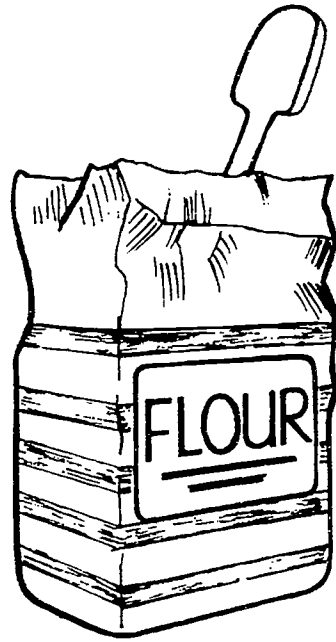
Did you –

- Read the prices?
- Choose the cheapest item?

Situation:

You are making batter for deep fried fish.

You require plain flour and baking powder.



- Measure out 200 grams of plain flour and 1 teaspoon baking powder.

- When you have measured out the 200grams of plain four and 1 teaspoon of baking powder, mix together in a bowl.

- Add 250 ml water. Mix with flour and baking powder to a smooth paste.

Remember

Add a quarter of a teaspoon of salt.

Core Skills

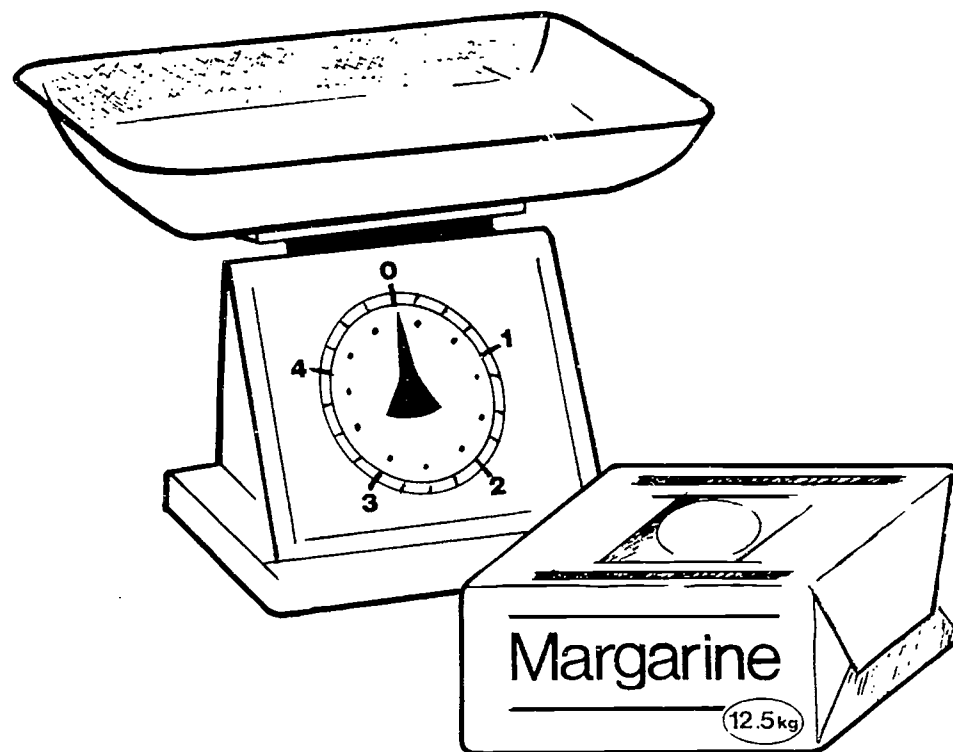
N:1-2

Basic Skills Standards

N:4-2

N:12-2

ERIC C:6.2



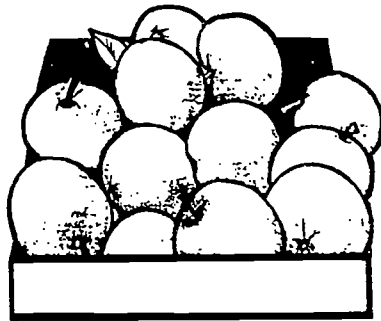
Situation:

You are given a case of solid block margarine.

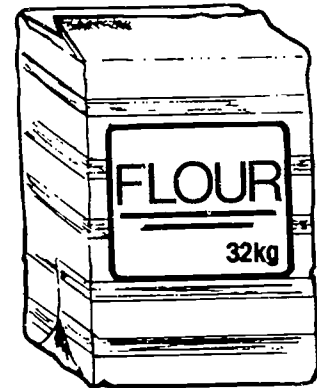
Weigh out 3kg (kilograms) which is needed for shortcrust pastry.

You need to buy these goods.

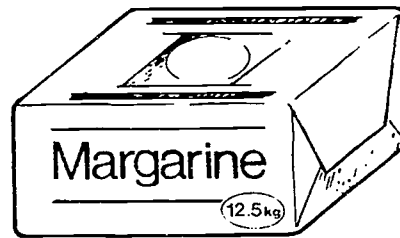
Look at the prices and add them up.



32 Kg
£9.80



A10
£4.97



12.5 Kg
£14.00

How much does it all cost? _____

+

=

How much change would you get from £50.00

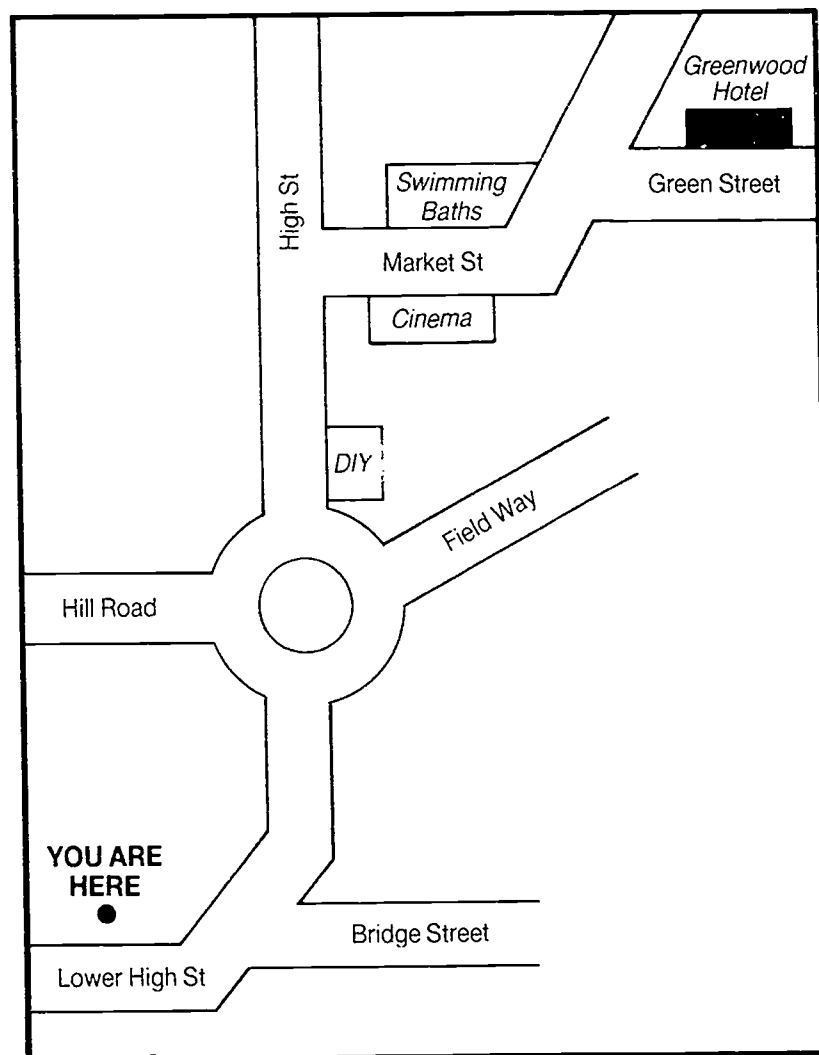
Change _____

You are starting a new job as 'Trainee Cook' at Greenwood Hotel and don't want to be late on your first day.

This map and these directions are given to you by your boss:

“Go up Lower High Street, pass Bridge Street on your right. Go up the High Street, across the roundabout, Hill Road’s on your left. You’ll see a big DIY shop on your right. Pass that and watch out for the cinema. Turn right there. Go up Market Way, pass the swimming baths and take the first right into Green Street. You’ll see the Hotel on your left”.

- Indicate the route you took on the map.





Go to the **stock room** in your College/Workshop

Check on the number of bottles of food colours or essences.

Record them on the check card below:

| Stock Check Card | | |
|---------------------------|-------------|----------------|
| Name of colour or Essence | Bottle Size | No. of Bottles |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | Total |

Core Skills

N:1-1

Basic Skills Standards

N:7-3

C:3



General Catering Equipment Ltd

| | |
|--------------------|--------|
| 4" Vegetable knife | £ 2.40 |
| 10" Cook's knife | £15.50 |
| 6" Boning knife | £ 5.90 |
| Carving knife | £13.70 |
| Trussing needle | £ 2.45 |

You need 1 cook's knife, 1 trussing needle and 1 vegetable knife.

Find the total price after reduction and compare it to the total price before reduction.

Answer:

Fill in the cheque:

| | | |
|------------|------|-----------------|
| | Date | 19 |
| <i>Pay</i> | / / | <i>or order</i> |
| | | £ |
| | | JONES JOINERY |

Check the cheque from a client for materials you have bought.

Write him a receipt.

Champignons a la grecque
£2.30

Scampi Provençal
£4.80

Oranges au Grand Marnier
£3.90

Date June 26 19 92

Pay Greenwood Hotel *or order*

Eleven Pounds only **£ 11.00**

M C Donald

M C Donald

| Receipt | | |
|---------------------|----------|-------|
| Goods & description | Quantity | Price |
| | | |
| Total amount due £ | | _____ |

It's break time – you're sent to the shop for drinks and buns for 9 of you.

| | |
|------------------|-------|
| 3 Fanta Oranges | £1.80 |
| 2 Cokes | £1.30 |
| 4 Teas | £2.00 |
| 2 Iced buns | £0.70 |
| 2 Chocolate buns | £0.80 |
| 4 Eccles cakes | £1.40 |
| 1 Jam do'nut | £0.40 |
| Total | £8.40 |

Your workmates are happy for the bill to be divided up equally.

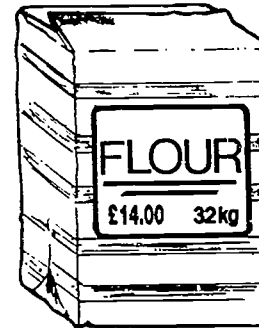
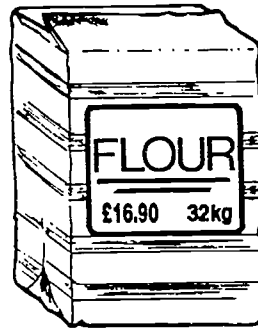
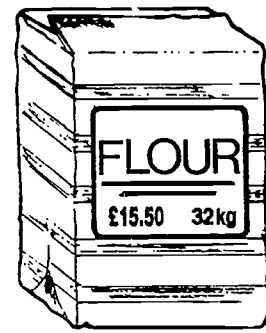
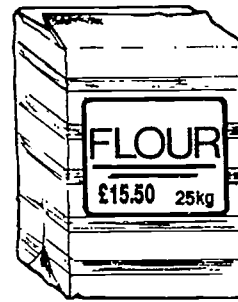
- Work out to the nearest penny what everyone owes you
- If each one gives you a £1.00 what change would you have for each person?

Answer:

Change _____

Remember 

- Check the bill is correct.
- Check you've given each one the correct change.



- Look at the above bags of flour – which is the best buy?
- Compare sizes of items.
- Compare prices by changing items into the same unit where necessary.
- Choose the cheapest.

Answer:

216

ACCOUNTS FOR SCHOOL LEAVERS

| Bank | Account | Special offers | Gross interest rate per annum | Cheque book | Overdraft |
|----------------|-----------------|--|-------------------------------|-------------|-----------|
| Abbey National | Current | Free driving lesson and further discounted lessons. or £15 petrol vouchers | 2.55 | Yes | Yes |
| Barclays | Plus | £20 worth of music vouchers | 3 | No | No |
| Lloyds | Headway | Camera | 5.5 | Yes | No |
| Midland | Livecash | Cheap CDs and tapes | 5 | No | No |
| NatWest | Card Plus | £30 worth of music vouchers | 4.6 | Yes | No |
| TSB | Interest Cheque | £15 worth of Olympus sports vouchers & discount vouchers. plus one free driving lesson | 2.5 | Yes | Yes |

- Select the account with the best interest
- Considering the special offers and other facilities – would you still make the same choice?

Answer:

214



You've won first prize in a Catering Competition.

You have won £50.00 and you need to buy the following items:

- a Pallette knife
- a Parisienne cutter
- an Egg slicer
- a Soufflé dish
- a Sole dish
- a Carving knife

Decide which of the items from this list you can afford to buy.

Bear in mind you need to buy the best you can afford and need to spend as much of the prize money as possible.

KNIVES

Filleting knife.....£5.55
Flexible 6" blade

Cook's knife£17.97
Rigid 10" blade

Vegetable knife£2.72
Rigid 4" blade

Carving knife£14.47
Serated 14" blade

CUTTERS

Solferino cutter£3.90

Parisienne cutter.....£8.75

Olivette cutter£6.90

Egg slicer£3.45

EARTHENWARE

Soufflé dish£6.00

Egg cocotte£2.80

Ravier.....£9.40

Sole dish£8.60

Pie dish£7.50

Work out the total amount of money you will spend.

Total:

Core Skills

N:1-2

Skills Standards

N:10-1

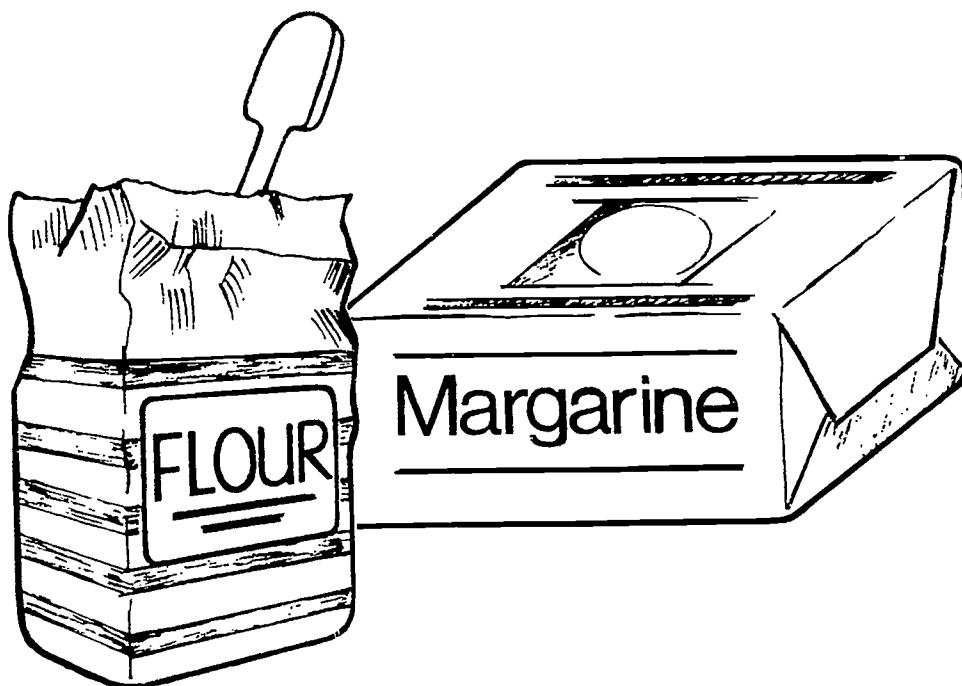


Record the details of the items you bought with your prize money and the cost of each one.

| Item | Cost |
|-------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| Total | |

- Record each item and cost in a suitable way.
- Work out the total spent.

You are making shortcrust pastry to be used for Cornish Pasties.



- Weigh out 5kg of plain flour
- and
- 2.5kg of solid block margarine

Cooking a Roast for Sunday Lunch

You are serving Sunday lunch at 1.30 pm.

You have to decide on a menu and make a time planner to ensure all the dishes are ready to serve at the same time.

| | |
|-------|-------|
| 8.00 | 11.45 |
| 8.15 | 12.00 |
| 8.30 | 12.15 |
| 8.45 | 12.30 |
| 9.00 | 12.35 |
| 9.15 | 12.40 |
| 9.30 | 12.45 |
| 9.45 | 12.50 |
| 10.00 | 12.55 |
| 10.15 | 13.00 |
| 10.30 | 13.05 |
| 10.45 | 13.10 |
| 11.00 | 13.15 |
| 11.15 | 13.20 |
| 11.30 | 13.25 |
| | 13.30 |

- Make notes on the calendar to remind you

You have been asked to mix the Yorkshire pudding batter.

The recipe you have is for 5 portions and you need enough for 20 portions.

Work out how much of each ingredient you will need.

YORKSHIRE PUDDING – 5 PORTIONS

100g Flour
250 ml Milk or water and milk
26g Dripping
1 Egg
Salt

You will need to make 4 x the recipe above to make 20 portions.

Work out your recipe here.

YORKSHIRE PUDDING – 20 PORTIONS

Core Skills

N:1-2

Skills Standards

N:12

Weights

| Imperial | | Metric | Imperial | | Metric |
|----------|---|---------------|----------|---|--------------|
| 0.25 oz | = | 5g | 9 oz | = | 225g |
| 0.5 oz | = | 10g | 10 oz | = | 250g |
| 1 oz | = | 25g | 11 oz | = | 275g |
| 2 oz | = | 50g | 12 oz | = | 300g |
| 3 oz | = | 75g | 13 oz | = | 325g |
| 4 oz | = | 100g | 14 oz | = | 350g |
| 5 oz | = | 125g | 15 oz | = | 375g |
| 6 oz | = | 150g | 16 oz | = | 400g (0.5kg) |
| 7 oz | = | 175g | | | |
| 8 oz | = | 200g (0.25kg) | 2 lb | = | 1kg |

These figures are not the exact equivalents, it does make calculating easier and is an acceptable practice in the Catering trade.

Write down the equivalent metric weights:

| | | | |
|----|-------|----|---|
| 1 | 20 | oz | = |
| 2 | 7 | oz | = |
| 3 | 13 | oz | = |
| 4 | 5.5 | oz | = |
| 5 | 14.5 | oz | = |
| 6 | 10.25 | oz | = |
| 7 | 0.75 | oz | = |
| 8 | 4.75 | oz | = |
| 9 | 2 lb | | = |
| 10 | 4 lb | | = |

LIQUID MEASURES

| | | | |
|-------------|---|---------|--------------|
| 0.25 pt | = | 125 ml | |
| 0.5 pt | = | 250 ml | (0.25 litre) |
| 0.75 pt | = | 375 ml | |
| 1 pt | = | 500 ml | (0.5 litre) |
| 1.5 pt | = | 750 ml | (0.75 litre) |
| 2 pt (1 qt) | = | 1000 ml | (1 litre) |
| 2 qt | = | 2000 ml | (2 litres) |
| 1 gal | = | 4500 ml | (4.5 litres) |

Write down the equivalent metric liquid measures:

| | | | |
|---|---------|---|--|
| 1 | 0.5 pt | = | |
| 2 | 1.5 pt | = | |
| 3 | 1.25 pt | = | |
| 4 | 1.75 pt | = | |
| 5 | 3 pt | = | |
| 6 | 2 gals | = | |

Abbreviations:

| | | |
|-----|---|------------|
| pt | = | pint |
| qt | = | quart |
| gal | = | gallon |
| ml | = | millilitre |

At the back of an old text book you have found two hand-written recipes that you would like to try. The recipes are both in imperial measures.

- Using the conversion chart on the previous sheet convert the recipes to metric measure.

SCONES – MAKE 8

| | |
|---------|---------------|
| 8 oz | Flour |
| 2 oz | Margarine |
| 0.25 pt | Milk or water |
| 0.5 oz | Baking powder |
| 1-2 oz | Caster sugar |

- Convert into metric measure

Answer here:

SCONES

- Convert the following recipe from imperial measure into metric measure.
- Use the conversion table on a previous page to help you.

THICK OXTAIL SOUP

| | |
|--------|-------------------|
| 0.5 oz | Oxtail |
| 2 oz | Flour |
| 4 oz | Carrot and turnip |
| 2 oz | Dripping |
| 4 oz | Onion |
| 0.5 oz | Tomato puree |
| 3 pt | Brown stock |
| | Bouquet garni |

- Convert into metric measure

Answer here:



COOKER TEMPERATURE EQUIVALENTS

| Electric | | Gas regulo |
|-----------|-----------|---------------|
| Degrees F | Degrees C | |
| 250-300 | 120-150 | 1-3 |
| 300-400 | 150-200 | 3-4 |
| 400-450 | 200-230 | 4-6 |
| 450-475 | 230-250 | 6-8 |
| 475-500 | 250-270 | 9 |

- Write down the equivalent temperatures to the ones listed below:

- eg 1 Regulo 3 is equivalent to 250-300 F and 120-150 C
- 2 250°F
- 3 300°C
- 4 Regulo 5
- 5 230°C
- 6 480°F
- 7 350°F
- 8 210°C
- 9 Regulo 2
- 10 Regulo 7

Abbreviations

- C = Celsius
- F = Fahrenheit
- o = Degrees

When costing a dish that you have prepared it is important that the actual cost of each ingredient is in the same unit of measurement.

For example:

You are making beef stroganoff.

The recipe requires 800g fillet steak.

The price of fillet steak is £12.00 kg

1 kg = 1000g

£12.00 divided by 1000 = £0.012 per gram

Unit (gram) cost is £0.012

To find out how much 800g fillet steak will cost do the following calculation

| Amount of steak needed for recipe | | Cost per unit (gramme) | | Cost of 800g |
|--------------------------------------|---|---------------------------|---|-----------------|
| 800g | x | £0.012 | = | £9.60 |



Be careful to put the decimal point in the correct place

- Find the unit/gram cost of the following ingredients:

Example:

- | | | |
|---|-----------------------------|----------------------------------|
| 1 | 1kg margarine costs £2.50 | Unit/gram cost is <u>£0.0025</u> |
| 2 | 1kg prawn costs £6.25 | Unit/gram cost is _____ |
| 3 | 1kg flour costs £0.35 | Unit/gram cost is _____ |
| 4 | 1kg leg lamb costs £5.30 | Unit/gram cost is _____ |
| 5 | 1kg brown sugar costs £0.82 | Unit/gram cost is _____ |
| 6 | 1kg cheese costs £2.45 | Unit/gram cost is _____ |
| 7 | 1kg cod costs £2.90 | Unit/gram cost is _____ |
| 8 | 1kg currants costs £1.80 | Unit/gram cost is _____ |

A unit can be any size a kilogram, gram, litre, etc, the most appropriate for the costing being done.

● Answer the following:

1 If 12.5kg margarine costs £14.00
How much does 2 kg cost? _____

2 If 12.5kg cheese costs £22.50
How much does 1kg cost? _____

3 If 1kg brown sugar costs £0.82
How much does 1 g cost? _____

4 If 4 litres soup costs £1.80
How much does 1 litre cost? _____

5 If 5kg sirloin steak costs £60.00
How much does 500g cost? _____

You've got £45.00 to spend on your new uniform.

You need a new chef's jacket, checked trousers, chef's hat and apron.

- Look at the list of clothing for the kitchen and decide how to spend the money.

| | | | |
|---------------------------|--------------|-----------------------------|---------------|
| APRONS | | JACKETS | |
| Chef's apron | £2.50 | White chef's jacket | £11.10 |
| Bibbed apron | £4.50 | Checked chef's jacket | £11.10 |
| Butcher's apron (striped) | £6.00 | | |
| TROUSERS | | OVERALLS | |
| Chef's checked trousers | £9.30 | White dress style-short S1 | £19.15 |
| Baker's white trousers | £9.10 | White dress style-long-S1 | £20.50 |
| | | White coat style-short-S1 | £24.00 |
| | | White coat style-long-S1 | £26.00 |
| HATS | | Assorted Colours as above – | |
| Chef's hat – cotton | £2.55 | Blue, red, orange and green | |
| Chef's hat – paper | £0.75 | | |
| Cook's hat – cotton | £1.80 | | |
| Cook's hat – paper | £0.40 | | |

- Work out the total for the uniform you have decided upon

- Use this sheet to keep a record of the money you spent on a new uniform.
- Fill in the details on this form.

| Date | Item | Money | |
|------|------|--------------|---|
| | | £ | p |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | Total | |

Application of Number

Please tick a box.

I feel confident using: 24 hour clock

Please tick

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

addition/subtraction

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

multiplication/division

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

significant figures

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

fractions and decimals

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

calculations

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

percentages

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

measurement

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

areas

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

volume

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

money

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

time

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

quantity

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

directions (giving and following)

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

measurement of weights

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

charts/graphs

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

scale drawings

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

costing

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

conversion tables

| | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

I require further work on



If you have answered NO to any of these questions then please read through the section again or ask your tutor for help.

**INFORMATION
TECHNOLOGY**





What is it?

It's the input, storage, accessing and retrieving of information by the use of electronic methods.

What's the main method?

Computers (they process information very quickly).

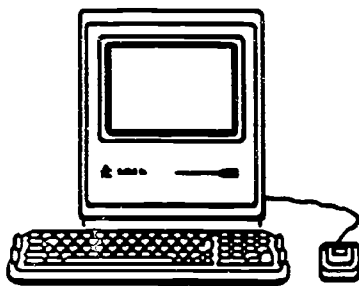
What other method is there?

Telecommunications – telephonic means of transmitting information between the various parts of an organisation, or from one firm to another.

Where is it used?

On the shopfloor – data collection systems can be used to link production machinery in factory workshops to a central computer, transmitting messages which allow the computer to record output.

In warehouses – machinery can be computer controlled and so help the packing of goods on to pallets ready for sending off to customers.



In stock/store rooms – there is no need now to have store rooms full of materials. With new technology materials can be supplied direct from suppliers to the factory floor on demand.

Do you use I.T.?



Find out (ask your tutor or supervisor)

- What computers and printers are there for general use at your College or for your course or department.
- Is I.T. a part of your course of study?
- Find out exactly which computer skills you need for your course.
- Are there special times during the week when you can have access to computers? Write them here:
- Are there clear instructions for the use of computers and for the use of software?
- Are there software packages available including graphics packages available for use?
- Is there help available if you need it from tutors trained in computing skills?

Core Skills

IT:1

C:1.1

Basic Skills Standards

ERIC C:5.2

Full Text Provided by ERIC

I.T. is now an important part of our lives.

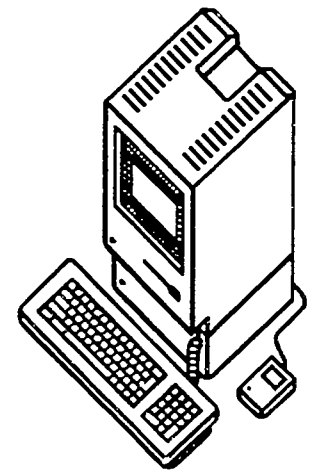
When do we use computers?

Here are some examples:

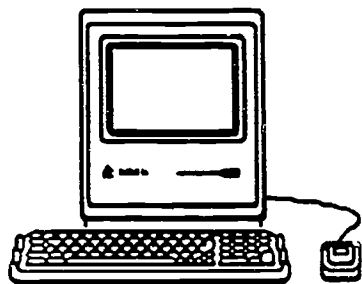
- in the library – information about books borrowed etc is stored on computer
- at the doctor's – regular medical tests – details stored on computer
- in banks – details stored in computer
- holidays – can find out what's available where and when very quickly
- driving licence information
- car tax renewal
- stock records
- insurance records
- paying on easy terms
- poll tax payments (for the over 18s)
- gas bills
- electricity bills
- water rates
- membership subscriptions

In your firm:

- computer aided design
- costing
- wages
- staffing details
- stock records
- materials



Any more?



- help you to keep abreast of **new technology**
- help you in a **job search**
- improve the **communication** between different sections of your firm or organisation or from your firm to another (network, database, fax)
- make sure your **wage packet** is correct (most are on computer)
- following **instructions** on programs helps you understand and follow instructions in general
- help you: to **learn**
to **find out information** (hobbies etc)
- make you **life easier** (keeping all your personal information to hand)
- make your **job easier** (instant access to stored information)
- help you in **job planning** and **scheduling** in your firm

How do they do it?

- they use television or telephone links

Where is the information displayed?

- on computer or television screens

What do you know about TELETEXT?

- Teletext displays screens of information on television sets which have teletext equipment.
The BBC's service is called **CEEFAX**
The ITV's service is called **TELETEXT**

What do you know about VIEWDATA?

- This is a two way information system where members can connect their computer through the telephone system to the central computer. Then the subscriber can access the central store of information and use any of the services provided such as electronic mail, telebanking and teleshopping.

- it's a great feeling when you've achieved something on the computer – however small – it helps to increase your **confidence**
- it's a valuable way of **practising work** already done in college: costing, stocktaking – and often seems more **fun** than writing on paper
- it helps you in your **presentation of material** – you can even check your spelling with a spellcheck
- like any skills it needs learning, practice and patience – but it's a very **important skill** and each time you use a computer you'll be building on that skill
- it's very useful to be able to **wipe off any work** that isn't satisfactory and to start again using the delete key (once it's on paper it's usually difficult to get rid of)
- it's very useful to be able to **retrieve** previously prepared **material**, **re-use** it, **up date** it, **modify** it – it save a great deal of time.

Before commencing the following exercises you should consult your own computer users manual to determine how to carry out the computer functions.

Using Shell

Change Attributes

1. Change selected files one at a time
2. Change all selected files at once

(Enter, Esc Cancel, F1 Help)

Select an option in the dialog box by typing 1 or 2. You may select the files you want to change one at a time, or all at once. The Change Attributes dialog box appears, listing your choices.

Select this option if you want to protect your file from being overwritten

Select this option if you don't want the file to display in a directory listing

Change Attributes

File: AUTOEXEC.BAT 1 of 1

To change attribute highlight item and press Spacebar Press Enter when complete

Hidden
Read only
Archive

(Enter, Esc Cancel, F1)

The file, AUTOEXEC.BAT, is an archive

1. Move to the attribute you want to change
2. Select it by pressing Spacebar
3. A mark appears next to the attribute. To remove a selected attribute, press the letter F1
4. Press the Enter key

Checking file attributes

Use the attributes you have checked with the DIR command to determine what the file is. The file is an archive, as indicated by the 'A' character. Enter the command DIR *.A to list all files with the archive attribute.

3 34 MS-DOS SHELL 1 0

Using Shell

Starting a File

Use the OPEN command to start a program or file. You can start a file with COM, EXE, or BAT extension and you can start any other program at any time.

Opening a file

Here's how to open a file:

1. Select the file name you want to open
2. Choose the OPEN command from the Disk menu

Open File

Starting program: AUTOEXEC.BAT

Associated file:

Options:

(Enter, Esc Cancel, F1 Help)

Type the special options your program needs to run

1. Type any special commands your program needs to run in the Options text box. Or you can leave the text box empty.
2. Choose the Enter key.

Associating Files with Programs

For a file to be opened, the system has to know the path of the program to run. For example, as a letter file that contains a word processing program, you save it as a file. Associate command. This command automatically starts programs or applications when you open a file that has been associated with a program.

For example, if you want to open a word processing file, you can use the command:

ASSOCIATE *.LTP=WORDPROCESSOR

MS-DOS SHELL 1 0 3 35

Instructions

- Set the computer going **following the correct order of instructions** (or else the system will not operate).
- **Load the program** you wish to use.
- When you have done your work, **save it**.
The you can **load that data** back into the system and work on it at a later date.
- **Remember** – before closing down the system **make sure** that you have **saved** your material.

Remember to **leave the program** in the **correct way**.

Close down the system in the **order described**.

- Follow the instructions necessary to open up the system
- Load the program and data
- Close down the system



Remember to follow all instructions carefully

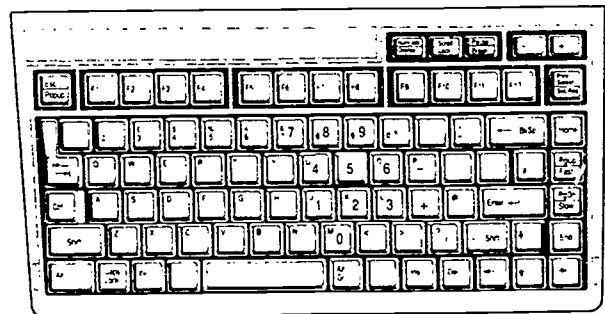


When wanting to **process information** using a computer system you must first enter this information into the computer.

How do you do it?

Keyboard

The **keyboard** is the most common way of inputting information. Most computer keyboards have the same layout as typewriters but with additional keys such as **shift lock**, **caps lock**, **control** and other special **function keys** – their function depends on the program being used.



Space bar

gives a blank space

Cursor control keys

move the cursor around the screen

Delete key

rubs out anything you don't want

Escape key

press this to stop a program

Return key

sends your message to the computer

Programmable or function keys

allow you to do special things

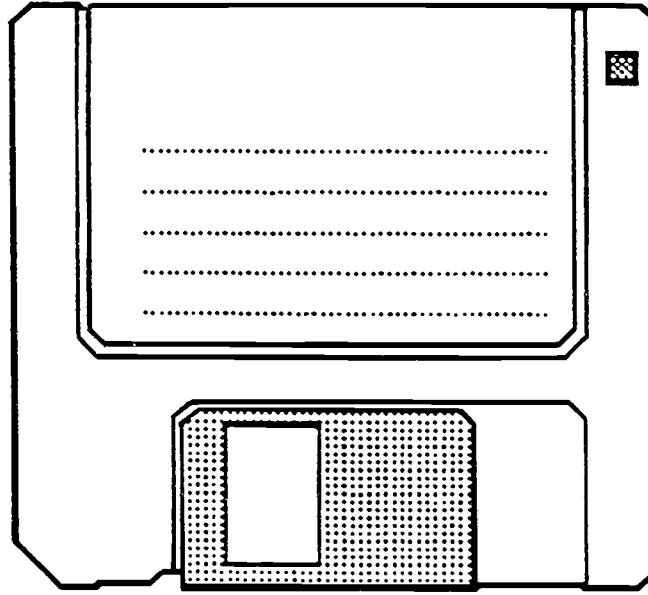
Shift keys

some keys have 2 things written on them (like the number keys). Press the number key and you will get a number. Press the **shift** and the number key and you will get the character at the top.

Mouse

The **mouse** allows the user to move the cursor more quickly than by using the keys. (The cursor is a little marker that moves across the screen and shows you where the next letter will be placed.)

What is a floppy disk?



- A floppy disk is an individual disk of 3½" or 5½" diameter which is used to store data.



For this task you will need to know how to:

- open up your computer
- load your word processing program
- enter text
- save text on floppy disk under the file name of your choice
- use a keyboard

- load your word processing program
- key in the information given below

Job instructions

Client, Mr J Harris, requires a table for four booking for Tuesday 21 July at 8.00 pm

- Save your file
- Close down the computer

For this task you will need to know how to:

- open up the computer
- access the word processing program
- retrieve previously saved file from floppy disk
- delete words
- replace words
- save amended version under same file name
- close down computer.

- load your word processing program
- replace words previous keyed in with the new information given below:

Your client, Mr J Harris, has changed his mind. He now requires a table for five on the same day but at the earlier time of 7.30 pm.

Delete the necessary words and replace them with this new information.

- Save your file
- Close down the computer.

Key this passage into the computer.

Delete the words which you think are wrong.

SAFETY AT WORK

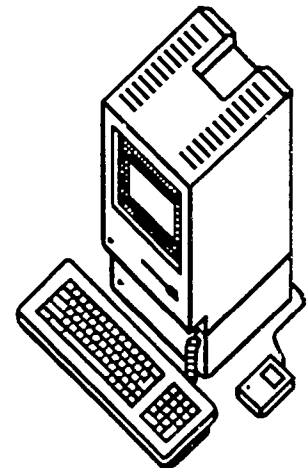
Safety at work is an **important/immense/impossible** matter. Failure to pay proper attention to safe porocedures and rules can result in serious accidents. Many accidents have common causes, however, and can be easily prevented, provided we learn to work safely.

Using the proper **practical/protective/prepared** equipment is important. If such equipment as overalls, aprons, safety shoes, etc are provided they must be used.

When moving about your place of work you should **observe/reserve/preserve** the rules: walk, don't run and don't take short cuts. Don't drive a works vehicles without **permission/operation/allowance/** and never hitch a ride. It's also important not to have things lying around which people can **walk/fall/lean** over.

Lifting and carrying are a common **case/cause/course** of accidents. You should not lift or carry more than you can manage and you should ask for **permission/assistance/offers** with anything you cannot manage by yourself.

- Save your file

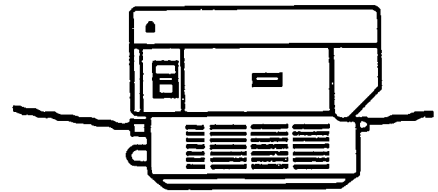


When you have entered your data into the computer and saved it you may wish to see it on paper.

You can output your work to a printer and obtain a **hard copy**.

There are different types of printers available such as:

- dot-matrix printers
- laser printers
- ink-jet printers
- daisy-wheel printers
- thermal printers.



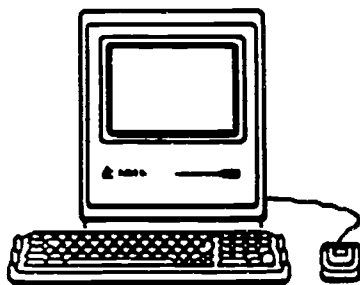
- Find out how to load paper into the printer you have at College or at your firm.
- Check that the printer is ready for use (on-line).
- Follow the instructions in order to produce a hard copy.
- Send a copy to someone else or store it in a file.

What is it?

Any computer can become a word processor by loading a word processing package into it. It's like an electronic typewriter.

What are the advantages?

- you can **type** in text
- you can **alter it** whenever you like
- you can **correct** mistakes (some have a spell check)
- you can **move text around**
- you can **add** to it, or **delete** words or paragraphs
- you can **lay it out** as you like it
- you **don't have to finish** something in one go – there's no hurry
- you can **save it**
- you can **print it** whenever you like
- it gives you thinking time – you can **add or alter** at a **later date**.



What can you do to present materials attractively?

- **Spacing**

spacing between lines can be altered, extra spacing can be added between chunks of text so that the appearance of a document can be improved.

- **Typeface**

there are many different varieties to choose from:

| | |
|-----------------|-----------|
| Catering | Athens |
| Catering | Bookman |
| Catering | Helvetica |
| <i>Catering</i> | London |
| Catering | Times |
| Catering | Palatino |

- **Size of letters**

| | |
|-----------------|----------|
| Catering | 9 point |
| Catering | 12 point |
| Catering | 14 point |
| Catering | 18 point |

- **Style**

| | |
|-----------------|-----------|
| Catering | Bold |
| <i>Catering</i> | Italic |
| <u>Catering</u> | Underline |
|Catering | Outline |

- **Justify**

Catering (justified left)

Catering (centred)

Catering (justified right)

- Produce a safety poster carrying this message:

Only drive works vehicles you have been trained to operate and are allowed to use!

- Use any of the techniques listed above

What is it?

- Fax is a shortened form of facsimile which means exact copy.

What does it do?

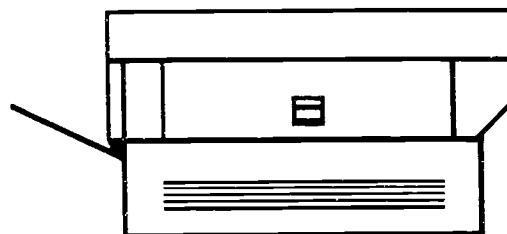
- It transmits a copy of a document to a receiver.

How does it do it?

- By using either the telephone or telex network to transmit.

What are the advantages of this form of communication?

- It is quick – it can take a few minutes to send a document instead of a few days by normal post.



Here are the instructions:

- Place the sheet to be faxed on the feeder tray
- Tap in the fax number of the person or firm you wish to send the material to
- The material will feed through automatically once contact is made
- A print-out will be given to you to show that the material has been received

Situation:

There is a delivery due from the Central Supplies department, you, as Head Chef, are tidying the store room ready for the fresh supplies arriving.

Your firm's Head Office in Manchester is concerned about the level of stock you are holding. Fax details of the amount of flour, sugar and tinned fruit you have in stock.

In order to carry out this task you will need to:

- open up the computer
- type in the required information

To: Mrs P Smith, Grandcatering, Manchester

| | | |
|--------------|-----|--------------------|
| Flour | ... | 14 x 32kg bags |
| Sugar | ... | 8 x 25kg bags |
| Tinned Fruit | ... | 18 x A10 size tins |

Unit: Southlands Bank, plc, Sheffield

- Output hard copy
- Follow instructions for faxing
- Successfully transmit a copy to your supervisor.

Core Skills

IT:1-1

IT:1-3

Basic Skills Standards

C:1-2

C6-2

What is it?

- It's computers being linked together in networks whether in the same firm or from one firm to another in a different part of the world.

How?

- Using telephone lines or satellites.

Why?

- To share information or programs.

What do you need?

- You need a password to tell the other computers to receive your messages.

What are the advantages of networking?

Can use it instead of a **letter**. Type in the details, dial a connection with the other person's computer and leave the letter on the screen. A quick way of communicating.

Shop by computer

You can link into a shop's computer, study goods and prices, type in your order and give your bank account number.

Office workers could work from home if linked into a network with a central computer in their home. They would have full access to information and be able to communicate with colleagues in the network.

Schools of the future

Each student/pupil has his/her own computer, all connected up to the central one used by the teacher.



Find out all you can about networking

| | |
|----------------------|--|
| Command | a message that tells a computer to do something. |
| Cursor | a blinking line or box on a computer screen that marks where things you type in will go. |
| Drive | a device that moves information between disk and the computer's memory. |
| Filename | the unique name given to a program or a particular file. |
| Function keys | specific keys on the keyboard that, when pressed, set the computer to carry out a particular task. |
| Hard Copy | a printed copy of computer output such as letters, reports, charts, graphs. |
| Input | the process of entering data into a computer, or the actual data being entered. |
| Memory | the area in the computer where information is held while the computer is using it. |
| Menu | a list of choices from which you can select a task or operation to be performed by the computer. |
| Output | computer results or data that has been processed. |
| Program | a series of instructions a computer can understand which makes it do something. |
| Prompt | a character or series of characters that appear on the screen to ask for input from the user. |
| Save | to store information on a disk to be used later. |



Information Technology

Please tick a box.

| | | |
|--|-----|----|
| I know what I.T. is | Yes | No |
| I know where it is used and its benefits | Yes | No |
| I know how to start up and close down a computer | Yes | No |
| I know how to use the keyboard to enter data | Yes | No |
| I know how to enter, load and save text | Yes | No |
| I know how to delete words | Yes | No |
| I know how to use a printer | Yes | No |
| I know about word processing | Yes | No |
| I know how to present material effectively | Yes | No |
| I can use a fax machine | Yes | No |
| I know about computer networking | Yes | No |
| I am familiar with computer terms | Yes | No |
| I need further work on | | |



If you have answered No to any of these questions then read through this section again or ask