



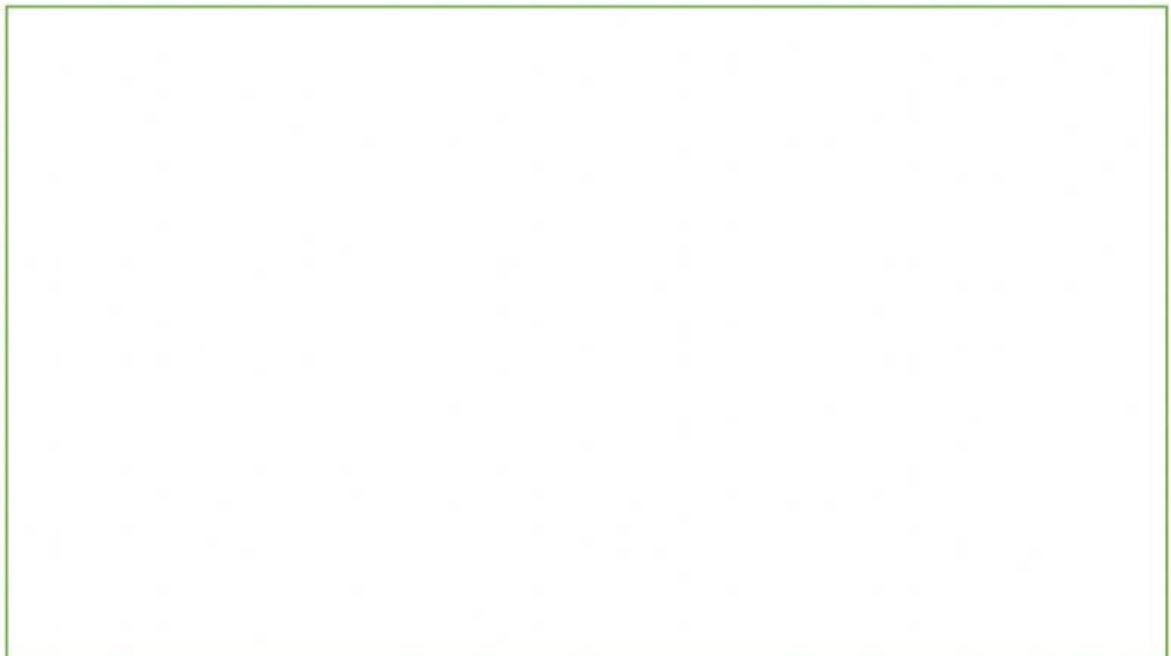
**NAMES:** You will write one name, one last name and a list number after you click on finish.

**Example:** Ana Paz 3 Roberto Castro 5

**Instructions:** in the following worksheet you will complete with a partner some difficulties in order to conclude with the content and the skill inquire.

PART 1.

Watch the following video and complete the difficulties.



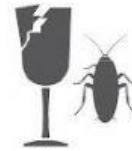
1. How many bacteria can accumulate in a used kitchen sponge per square inch?  
\_\_\_\_\_.
2. Dirty hands are another way to create \_\_\_\_\_.
3. The Plates are 100% clean if we wash them with a used sponge. \_\_\_\_\_.
4. Keeping the wrong food together is another way of \_\_\_\_\_.
5. The video is a training for people who \_\_\_\_\_.

**PART 2. Using your science book on page 133.**

6. PHYSICAL CONTAMINATION



7. CHEMICAL CONTAMINATION



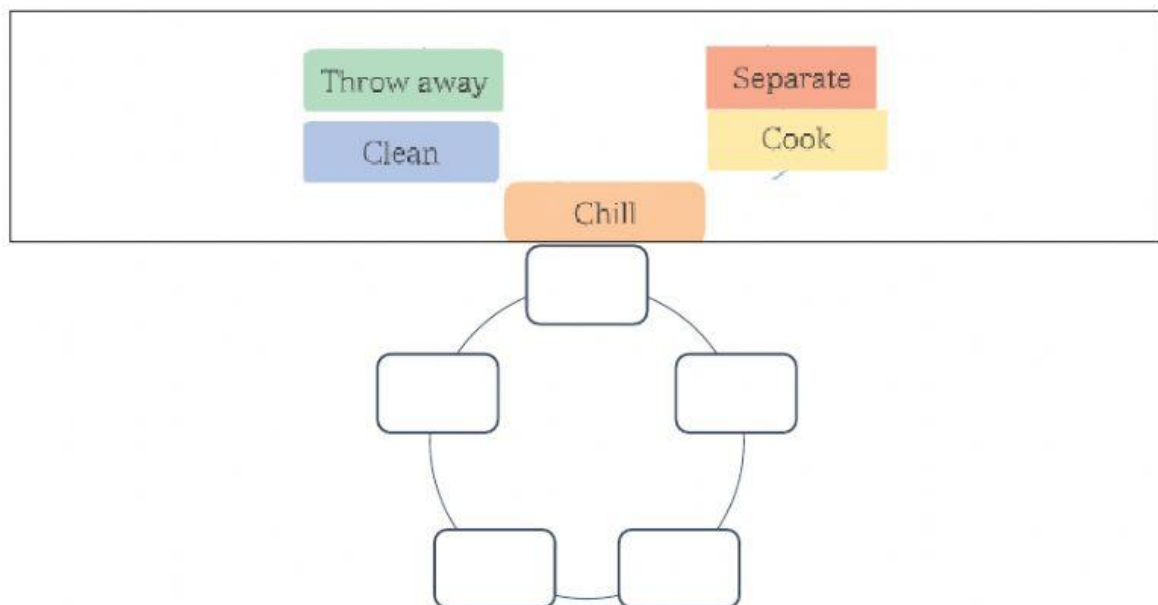
8. BIOLOGICAL CONTAMINATION



9. CROSS CONTAMINATION



**PART 3: Reorganize the food hygiene measures. (5 points)**



**PART 4: Classify the different food types into high – risk food and low – risk food. (6 points)**

YOGURT	MEAT	GRAINS
CEREAL	FISH	SUGAR

High – risk food	Low – risk food

**PART 5: Complete the following images with measures to handle food. (4 points)**



She is wearing a \_\_\_\_\_

She is wearing an \_\_\_\_\_

She is wearing \_\_\_\_\_

She is using \_\_\_\_\_ utensils.

**PART 6: Analyze the situation and provide the best answer. Base on page 135 provide.**

- Ron had dinner and he felt a weird taste on the food, he had immediate effects like vomiting and diarrhea. \_\_\_\_\_
- Tom eats pasta for lunch and when back home and 5 days later he started to have symptoms like fever, nausea, and diarrhea. \_\_\_\_\_