

In this unit you are going to

- talk about fish and seafood (*Speaking A2*)
- make up a sales dialogue at the fish counter (*Speaking A2*)
- make up a dialogue about guidelines for handling food (*Speaking A2 / B1*)
- read an article about frozen fish (*Reading A2 / B1*)
- read a text about correct food hygiene (*Reading A2 / B1*)
- listen to a sales dialogue at the fish counter (*Listening A2*)

Warm-up

There are other fish in the sea



1

Get in pairs and answer the following questions.

- 1 Do you like fish and seafood? Why? / Why not? How often do you eat fish and seafood?
- 2 Which different kinds of seafood and fish do you know?
- 3 Where do you or your family usually buy fish and seafood?
- 4 Do you think seafood is healthier than meat? Explain.



2

Have a look at the VocabBooster. Match the words with the appropriate pictures (1–16). Compare your results with a partner.

VocabBooster

- salmon
- eel
- rainbow trout
- oysters
- crab
- prawns
- sardines
- shrimps
- tuna
- caviar
- pangasius
- carp
- scallops
- lobster
- octopus
- mussels



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- 3 Have a look at the VocabBooster. Match the different kinds of seafood in A with the appropriate definitions in B. Compare your results with a partner.

VocabBooster

	A	B	
A crab	1	<input type="checkbox"/>	are often eaten raw, but can be lightly cooked. It is a food for special occasions.
A lobster	2	<input type="checkbox"/>	looks like a pie on legs with a reddish-brown shell.
Sole	3	<input type="checkbox"/>	are best when steamed with garlic, white wine or other sauces. This kind of seafood is slurped out of its shell.
Oysters	4	<input type="checkbox"/>	has very large claws of unequal size and tasty white meat.
Mussels	5	<input type="checkbox"/>	is an oily fish rich in Omega 3 and a good source of Vitamin D, phosphorous and calcium. It is also sold canned, pickled or smoked.
Salmon	6	<input type="checkbox"/>	is a flatfish that is eaten fresh and as a whole. It can be cooked, but is usually grilled. It is very popular because of its taste.
Trout	7	<input type="checkbox"/>	is very low in fat. This fish can be steamed or baked, eaten as a whole or filleted. Customers also enjoy it smoked.

Language in use

Chocolate just tastes better

Trouble-free grammar: Comparison of adjectives

We use the **comparative** to make comparisons.

The comparative of adjectives with one or two syllables is formed by adding **-er** and **-est**:

Peter is **taller** than Mary, but Stephen is **tallest**.

Peter's house is **bigger** than Mary's, but Ann's house is **biggest**.

Mary is **happier** than Peter. Carmen is **happiest**.

The comparative of adjectives with three or more syllables is formed by using **more** and **most**.

Lobster is **more delicious** than mussels, but oysters are **most delicious**.

Crabs are **more flavourful** than lobster, but salmon is **most flavourful**.

Salmon is **less expensive** than lobster, but pangasius is the **least expensive** fish.

Please note:

good	better	best	little	less	least
much / many	more	most	bad	worse	worst
			far	farther	farthest

I think grilled fish tastes **better** than steamed fish. What do you think?

Make up comparisons using *than*. The first one has been done for you.

- | | |
|--|---|
| <p>1 salmon / expensive / pork
<i>Salmon is more expensive than pork.</i></p> <p>2 Italian food / good / American food
.....</p> <p>3 fish / healthy / meat
.....</p> <p>4 crabs / tasty / lobster
.....</p> <p>5 oysters / salty / mussels
.....</p> | <p>6 prawns / difficult to prepare / pangasius
.....</p> <p>7 meat / bad for your health / seafood
.....</p> <p>8 Asian cuisine / use / many vegetables / traditional German dishes
.....</p> <p>9 sardines / delicious / carrots
.....</p> |
|--|---|

Reading

The right way to handle food

- 1** Have a look at the VocabBooster. Match the words in A with the appropriate definitions in B. Compare your results with a partner.

VocabBooster

	A	B	
food poisoning	1	<input type="checkbox"/>	contact with harmful or dangerous substances, for example bacteria
apron	2	<input type="checkbox"/>	official rules that tell us how food must be handled in order to protect customers
contamination	3	<input type="checkbox"/>	a piece of cloth that you wear to protect your clothes when you are cooking
disposable gloves	4	<input type="checkbox"/>	getting very ill after eating or drinking something
food safety laws	5	<input type="checkbox"/>	gloves made out of plastic that you can throw away after using them



- 2** Read the article about food hygiene. Five parts of the text have been removed. Choose from the statements below (A–E) the sentence that fits each gap (1–5) best.



- A** The display surface and equipment should be washed daily after use
- B** All businesses that prepare food for sale must comply with the national food safety standards and laws
- C** Customers like to see food handling staff who take hygiene seriously and practice safe food handling
- D** By touching parts of your body, such as your nose, mouth, hair, or even your clothes you can spread bacteria from your hands to the food
- E** It can cause severe illness and even death

Hygiene: Don't let your food turn nasty!

- 1 Food poisoning is a serious health problem. .¹ As a person who handles food, particularly fish, you have an important responsibility. Food safety laws are designed to ensure that food that is sold is safe to eat and free of any contamination. .² These rules are the most important ones:
- ✓ Carefully wash and dry your hands before handling food.
 - 10 ✓ Dry your hands with clean towels, disposable paper towels, or under an air dryer.
 - ✓ Wear disposable gloves and change them regularly.
 - ✓ Never smoke, chew gum or eat in a food storage area.
 - 15 ✓ Never cough or sneeze over food or where food is stored.
 - ✓ Wear clean protective clothing, such as an apron.
 - 20 ✓ If you have long hair, tie it back or cover it.
- An important way to prevent food contamination is to maintain a high standard of personal hygiene. Believe it or not: Even healthy people carry food poisoning bacteria on their bodies. .³ Fish and seafood should be sold in a proper place 25 meant for selling food, away from things which contaminate fish. They should be displayed on a surface that is easy to clean and disinfect. Fish and seafood should be cooled using ice while on display and during storage. Care should be taken not 30 to let the surface of the fish dry out. .⁴ It's good to use a disinfectant to get rid of as much dirt and bacteria as possible. Any waste products should be kept in a closed container and you should get rid of the waste in a proper way at the 35 end of each day. Good personal hygiene also makes good business sense. .⁵ Would you want to buy food from where you work?



3 Get in pairs and discuss the following questions.

- 1 Why is it important to maintain all standards and procedures for handling, storage and hygiene?
- 2 Which rules are the most important ones? Why?
- 3 Describe the procedures for handling, storage and hygiene in your company. What are the main differences in hygiene policies between your and your partner's company?



4 Read the short text about frozen fish and underline the most important information.



Frozen Fish

- 1 Just because a fish is frozen doesn't mean it isn't fresh. Indeed, freezing a fish shortly after it is caught locks in its freshness. Sushi-grade tuna, for example, is typically frozen at sea and then 10 thawed – a fact not widely known by seafood lovers. Sushi chefs prize fish frozen at sea because it meets strict health rules on eating raw fish and because it is often the top quality on the market.
- A fish frozen a few hours after being caught 10 doesn't have time to begin to spoil. Still, some frozen fish has a bad reputation for a good reason. Old fish can be frozen to extend its shelf life, which means it may spoil shortly after you 15 thaw it. If improperly stored, frozen fish can 15 also become freezer burned.

- 5 Now match the sentence halves in A with the appropriate endings in B to form meaningful sentences. Compare your results with a partner.

	A	B
	Sushi-grade tuna	1 it is stored improperly.
	Sushi chefs prefer fish frozen at sea because	2 may spoil shortly after thawing.
	Fish that is frozen soon after being caught	3 is typically frozen at sea.
	Old fish which is frozen	4 doesn't have time to spoil.
	Frozen fish can become freezer burned if	5 it is often top quality.

- 6 Get in pairs and answer the following questions.

- 1 How can you explain the benefits of frozen fish to customers?
- 2 Why do Sushi chefs prefer fish frozen at sea?
- 3 Why do some kinds of frozen fish have a bad reputation?

Listening

I need to talk to you

1 Listen to the dialogue between an apprentice and his boss. Then have a look at the statements (1–6) and tick whether they are true (T) or false (F). Provide the correct answer for the wrong statements.



Track 13



		T	F	Correct statement
1	John was responsible for receiving and storing the fish delivery.			
2	John made a lot of mistakes.			
3	John had a cold.			
4	John was not wearing gloves.			
5	John was wearing a bracelet.			
6	John put the frozen fish in the display.			

- 2 Get in pairs. Think of similar problems that can occur when dealing with food and come up with guidelines in order to avoid these problems. Take notes in the grid. Compare your findings in class.

Problem	Guideline



Now use your ideas from activity 2 to make up a dialogue. One of you is the supervisor informing about important guidelines when dealing with food, the other one is the shop assistant who has ignored some of the guidelines. Act out your dialogue and videotape it with your smartphone. Take turns.

Speaking



Track 14



At the fish counter

Listen to the sales dialogue between a shop assistant and a customer asking for fish. Tick the correct answer (A–C) for each question (1–4).

- | | |
|--|--|
| <p>1 What does the customer want?</p> <p>A fish that is low in fat</p> <p>B fish without bones</p> <p>C fish that is rich in omega-3 fatty acids</p> | <p>3 How many fillets does the customer buy?</p> <p>A 5</p> <p>B 3</p> <p>C 6</p> |
| <p>2 What does the shop assistant say about using the microwave?</p> <p>A The fish can be cooked in the microwave.</p> <p>B The fish is not suitable for cooking in the microwave.</p> <p>C It takes about 15 minutes to cook the fish in the microwave.</p> | <p>4 Where is the mustard?</p> <p>A in aisle 2, next to the ketchup</p> <p>B in aisle 6, next to the ketchup</p> <p>C in aisle 2, behind the ketchup</p> |



Track 15



Listen to the sales dialogue between a shop assistant and a customer asking for fish. Tick the correct answer (A–C) for each question (1–4).

- | | |
|---|---|
| <p>1 What is the only kind of fish that the customer's children like?</p> <p>A fish fingers</p> <p>B fish fillets</p> <p>C salmon</p> | <p>3 How often is it recommended that you eat fish rich in omega-3s?</p> <p>A once a week</p> <p>B twice a week</p> <p>C three times a week</p> |
| <p>2 What does the shop assistant recommend?</p> <p>A salmon fillets</p> <p>B trout fillets</p> <p>C codfish</p> | <p>4 What else does the customer buy?</p> <p>A crabs</p> <p>B mussels</p> <p>C oysters</p> |





3

Get in pairs. Choose fish and seafood from the VocabBooster on page 56. Have a look at the role cards. One of you is a customer buying fish and seafood for a dinner party, the other one is a shop assistant. Use the phrases from the LanguageBox. Take turns.

Role card 1

You are hosting a dinner party for seven guests. You want to serve fish as the main course.

Ask what kind of fish the shop assistant recommends, how you can prepare it and how much you will need. Also ask for a different seafood option for children.

Role card 2

You are a shop assistant and very knowledgeable about seafood.

You suggest different options, inform the customer about different ways of preparing seafood and mention special promotions.

LanguageBox**Customer:**

Good morning / Hello / Good afternoon!

I am sure you can help me. / I am planning a dinner party and need some recommendations. / What kind of fish would you serve at a dinner party?

Are there different ways to prepare ... (*type of seafood*)? / How would you prepare it? / What do you think about cooking / grilling / baking ... it?

Can you tell me more about (*type of seafood*)? What would you serve as a side dish?

Does it go well with white wine / potatoes / grilled vegetables / ...?

How much do I need for ... (*number of guests*)?

Could you recommend a fish dish that children usually like?

Shop assistant:

How may I help you?

What sort of fish or seafood do you prefer?

How would you like to prepare the fish?

How many fillets do you need?

Today, I can offer you ... / Today's special is ... / ... has just come in today.

This fish is organically farmed.

The fish is tasty / low in fat / rich in fat / rich in omega-3 fatty acids / healthy / fresh / frozen.

This fish has a delicate flavour / strong flavour / ...

It would go well with ...

As a special option for children I would recommend ...

Your guests will certainly enjoy this meal.

Reading

What to look out for when buying fish



1

Get in pairs and answer the following questions.

- 1 Where do you usually buy fish?
- 2 Which kind of fish do you usually buy? What kinds of dishes do you cook with it?
- 3 Have you had any bad experiences when buying fish? Explain.



2

Read the tips on buying fish. Then choose the appropriate header (A–E) for each paragraph (1–5).



- | | | |
|-------------------------------------|--------------------------------|------------------------------|
| A Smell it | C Buy the whole fish | E Ask about your fish |
| B Fresh is not always better | D Eco Seal of Approval? | |

1

Once they're skinned and filleted many fish look the same. To know exactly what you are getting, consider buying whole fish with the skin and head on, look for bright clear eyes and shiny skin.



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2

The fish you're buying and the store you're getting it from shouldn't smell fishy. Fresh fish should smell like clean water and there should be no liquid on the fillets.



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3

Many shoppers gravitate towards fresh fish at the supermarket, but the best quality seafood is often that which is flash-frozen on the boat minutes after being caught. If you don't live near the coast, look for frozen fish that is vacuum-sealed.



4

Find out from the retailer where your fish is from and how it was caught. This information can go a long way towards choosing quality fish and making sustainable seafood choices. If they can't tell you, go to a retailer that can.



- A Smell it C Buy the whole fish E Ask about your fish
 B Fresh is not always better D Eco Seal of Approval?

5

Eco-labels are a good start when selecting sustainable seafood, but there is not yet one universally accepted certification program. In Canada there are also no nation-wide standards for organically farmed seafood. To learn more about sustainable seafood, check out information provided by conservation groups such as *Ocean Wise* or *SeaChoice*. They have printable pocket guides and an online database to help you make more sustainable choices.



3

Get in pairs. A friend of yours has invited his / her parents for dinner at the weekend and wants to cook a fish dish. He / She does not really know which fish to choose and what to keep in mind when buying and preparing fish. As you have a lot of knowledge about fish and what to keep in mind when buying and preparing it, he / she asks you for advice.

Make up a lively dialogue. Use phrases from the LanguageBox. Take turns.

LanguageBox

When buying fish, you should pay attention to ...

You should make sure that ...

Fresh fish should / should not ...

Why don't you buy frozen fish / organic fish / ...