

Chapter 5: The Flow of Food: An Introduction

Test Bank

1. Using one set of cutting boards for raw poultry and another set of cutting boards for ready-to-eat food reduces the risk of
2. cross-contamination.
3. time-temperature abuse.
4. physical contamination.
5. toxic-metal poisoning.

Answer: a

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.

1. What is the purpose of color-coded equipment?
2. It indicates the level of risk for each product.
3. It helps keep equipment separate.
4. It indicates the cooking temperature of each product.
5. It provides a visual cue for the preparation order of products.

Answer: b

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.

1. How can the risk of cross-contamination be reduced when prepping different types of food on the same prep table?
2. Prep raw and ready-to-eat food at the same time.
3. Prep raw and ready-to-eat food at different times.
4. Prep ready-to-eat food after raw food.
5. Clean and sanitize the table after you are done using it.

Answer: b

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.

1. An operation has decided to purchase cut lettuce for salads rather than cutting the lettuce themselves. What is the benefit of doing this?
2. To prevent temperature abuse
3. To prevent cross-contamination
4. To reduce the cost of a salad
5. To reduce the focus on proper personal hygiene

Answer: b

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.

1. What must be done after completing each prep task to reduce the risk of cross-contamination?
2. Food must be put away as quickly as possible.
3. Aprons must be replaced with clean ones.
4. Surfaces must be cleaned and sanitized.
5. Food temperatures must be checked with a clean thermometer.

Answer: c

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.

1. What is the temperature range of the Temperature Danger Zone?
2. 0°F to 32°F (-18°C to 0°C)
3. 32°F to 120°F (0°C to 49°C)
4. 41°F to 135°F (5°C to 57°C)
5. 60°F to 150°F (16°C to 66°C)

Answer: c

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Pathogens grow most rapidly at temperatures between
2. 41°F and 45°F (5°C to 7°C).
3. 45°F and 60°F (7°C to 16°C).
4. 70°F and 125°F (21°C to 52°C).
5. 120°F and 135°F (49°C to 57°C).

Answer: c

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Pathogens are likely to grow well in a meat stew that is
2. below freezing temperature.
3. at refrigeration temperatures.
4. between 41°F and 135°F (5°C and 57°C).
5. cooked to the correct internal temperature.

Answer: c

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Food is being temperature abused when it is
2. held at the wrong temperature.
3. taken out of the cooler.
4. reheated rapidly.
5. cooked to a higher temperature than required.

Answer: a

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Food must be thrown out after remaining in the temperature danger zone for
2. 1 hour.
3. 2 hours.
4. 3 hours.
5. 4 hours.

Answer: d

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Which action can help prevent time-temperature abuse?
2. Regularly recording temperatures
3. Performing self-inspections
4. Proper cleaning and sanitizing
5. Purchasing from approved suppliers

Answer: a

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Limiting the amount of food that can be removed from a cooler when prepping it can help prevent
2. cross-contamination.
3. cross-contact.
4. time-temperature abuse.
5. thermal energy transfer.

Answer: c

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. Which thermocouple probe should be used to check the temperature of a pork roast?
2. Air
3. Surface
4. Immersion
5. Penetration

Answer: d

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. What do time-temperature indicators do?
2. Measure temperature through a probe with a sensor at the end
3. Measure the length of time that food should be cooked
4. Show if food has been cross-contaminated during preparation
5. Show if food has been time-temperature abused during shipment

Answer: d

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. Which temperature measuring device is designed for measuring surface temperatures?
2. Infrared Thermometer
3. Time-Temperature Indicator
4. Thermistor
5. Bimetallic Stemmed Thermometer

Answer: a

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. An infrared thermometer must
2. be held close to the food.
3. touch the surface of the food.
4. be used to take readings through metal.
5. be used when taking air temperatures.

Answer: a

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. Which thermocouple probe would be used to check the temperature of a grill?
2. Air
3. Surface
4. Immersion
5. Penetration

Answer: b

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. Which thermocouple probe would be used to check the temperature of a pot of soup?
2. Air
3. Surface
4. Immersion
5. Penetration

Answer: c

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. When using the ice-point technique to calibrate a thermometer, to what temperature should the thermometer be adjusted?
2. 0°F (-18°C)
3. 32°F (0°C)
4. 41°F (5°C)
5. 212°F (100°C)

Answer: b

Section: 5.2

Learning Objective: 5-4 Describe how to calibrate a thermometer.

1. What is the calibration nut on a bimetallic stemmed thermometer used for?
2. Keeping it accurate
3. Marking its sensing area
4. Measuring air temperature
5. Measuring temperatures through glass

Answer: a

Section: 5.2

Learning Objective: 5-4 Describe how to calibrate a thermometer.

1. When calibrating a thermometer by placing it in boiling water, what temperature should it be adjusted to if the location is at sea level?
2. 110°F (43°C)
3. 165°F (74°C)
4. 180°F (82°C)
5. 212°F (100°C)

Answer: d

Section: 5.2

Learning Objective: 5-4 Describe how to calibrate a thermometer.

1. When checking the internal temperature of food, where should the thermometer be inserted?
2. In the thinnest part of the food
3. In the thickest part of the food
4. On the bottom of the food
5. On the top of the food

Answer: b

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. Thermometers that measure the temperature of food must be accurate to
2. +/- 1°F or +/- 0°C.
3. +/- 2°F or +/- 1°C.
4. +/- 3°F or +/- 2°C.
5. +/- 4°F or +/- 3°C.

Answer: b

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. When should thermometers be calibrated?
2. before use
3. after use
4. during use
5. before and after use

Answer: d

Section: 5.2

Learning Objective: 5-4 Describe how to calibrate a thermometer.

1. How long does it take a bimetallic stemmed thermometer’s reading to steady after it is inserted into food?
2. 5 seconds
3. 10 seconds
4. 15 seconds
5. 30 seconds

Answer: c

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. Which action can help prevent time-temperature abuse?
2. Hold hot items on a steam table whenever possible.
3. Give each food handler their own thermometer.
4. Avoid opening the walk-in coolers to keep a stable temperature.
5. Reheat food that has spent more than an hour in the temperature danger zone

Answer: b

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. How far into the food should you insert the stem of a bimetallic stemmed thermometer to get an accurate reading?
2. Up to the dimple
3. Up to the tip of the probe
4. Up to the calibration nut
5. Up to the indicator head

Answer: a

Section: 5.2

Learning Objective: 5-3 Describe how to use and maintain thermometers.

1. Which is an example of corrective action for time-temperature abuse?
2. A food handler checks and records the temperature of hot-held food every hour.
3. A manager trains food handlers to calibrate different thermometers.
4. A stockpot of soup has been left on a prep table overnight, so a food handler throws it away.
5. A restaurant requires suppliers to place temperature-recording devices in their delivery trucks.

Answer: c

Section: 5.1

Learning Objective: 5-2 Explain ways to prevent time-temperature abuse.

1. What’s the most basic way a food handler can prevent cross-contamination?
2. Monitor and log all food deliveries.
3. Clean and sanitize every piece of equipment at the start of each shift.
4. Keep raw and ready-to-eat food away from each other.
5. Designate separate prep tables for specific types of food.

Answer: c

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.

1. A food handler has been tasked with marinating raw chicken and chopping kale for a salad. If the food handler has access to only one prep table, what should they do to prevent cross-contamination?
2. Prep the chicken before prepping the kale.
3. Prep the chicken and kale at the same time but hold separately until service.
4. Wash and dry equipment in between prepping each item.
5. Use separate equipment for each item.

Answer: d

Section: 5.1

Learning Objective: 5-1 Identify types of contaminants and methods of prevention.