

# Fast food

## Introduction to Module 3

Quick service or fast food outlets have become extremely popular. Competition is intense and there is an increasing demand for well trained and efficient team players in this setting. Employees will be required to achieve competence in a range of tasks, including customer service, point-of-sale activities and food production.

Training in large companies is well structured and rigorous, and often staff falling below the expected standard are not retained.

Learners in this field need to establish good communication and team-working skills. They need to be able to follow instructions and conform to organisational systems and procedures.

This module will help learners to develop some of the skills that will underpin their work in the fast food setting:

- customer service
- teamwork
- preparing food to company specifications
- dealing with money transactions
- maintaining the service area.

Each company in the fast food industry will have its own standardised systems and procedures. The themes in this module give a few examples of these, but cannot cover all scenarios and situations. Learners should be encouraged to think of similar situations in their own work settings and to apply the same skills.

Catering – Module 3: Fast food					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Customer service	Ca 3:1–3:2	2GEN1	Rt/L2.5; Rs/L1.1		C1.2
Teamwork	Ca 3:3–3:4	1GEN4	Rt/L1.4; Rt/L1.5; Rw/L1.2		
Dealing with complaints	Ca 3:5–3:6	2GEN1; 1GEN3	SLlr/L2.1; SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; SLlr/L1.6; SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4		C2.1a
Fire safety	Ca 3:7–3:8	1GEN1	SLlr/L1.2; Rt/L1.2		
Prepare food to company specifications	Ca 3:9–3:10	FP and FPC units	Rt/E3.9; Rt/L1.1; Rt/L1.2; Rw/L1.1; Rw/L1.2		C1.2
Product knowledge	Ca 3:11–3:12	1GEN1.2; 2GEN1.3	Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2	HD1/L1.1	
Giving change	Ca 3:13–3:14	1GEN2		MSS1/E3.1	
Tills and floats	Ca 3:15–3:16	1GEN2		MSS1/E3.1; N1/E3.5	
Prepare and maintain service areas	Ca 3:17–3:18	1FS3; 1FS4	SLlr/L1.4; SLlr/L2.2; Rt/L1.3; Rt/L1.5; Rw/L1.1; Rw/L1.2		

# Skills checklist

If you work in a fast food outlet, you will need to be confident about dealing with the public and be able to work as a team. Getting a quality food product out quickly means working to a system and understanding the part you play in that system.

Good communication skills are vital but you will also need some good number skills in order to cope with money transactions, deal with quantities and work to tight time schedules.



The following skills will be valued by your employer and will help you to progress at work. Tick all the skills you have already and then look at the checklist again when you have used the materials.

Skills for fast food	Now	Later
Communicating with customers		
Working as a team		
Preparing food to company specifications		
Following fire safety procedures		
Dealing with money		
Balancing the till		
Maintaining service areas		
Dealing with complaints		

## PAGES 3:1–3:2

# Customer service

### Occupational setting

Customer service is at the heart of all catering activities and in the competitive area of fast food it is important to offer a fast, accurate and friendly service. For customer service to be good enough to make a difference it has to be uniformly excellent; only knowledge, practice and experience will achieve this. People who work in the fast food service will be dealing with people all the time and this provides an excellent starting point. To achieve excellent customer service, employees need a good understanding of the wide range of customer needs, a positive and consistent approach to delivering service and an understanding of the consequences of their individual actions. This theme introduces the module and reflects one of the elements of the generic standards concerned with communicating with customers.

### Materials

Training video on customer service

Role-play cards – customer service from the Source material (0:23)

Customer service guidelines 1 and 2 from the Source material (0:24, 0:25)

Customer service guidelines from own workplace

### Learning outcomes

- 1 To understand the principles of good customer service (focus pages)
- 2 To read and interpret customer service guidelines, applying them to the workplace (focus pages)

### Introduction

- If possible use a good training video on customer service to introduce the topic. Play clips that highlight some of the issues around Customer Service.

- Ask learners what they understand by customer service. Write down ideas on the board/flipchart. Who do they think is responsible for delivering good customer service?
- Emphasise the importance of communicating with customers from the moment they walk in to the moment they leave. Ask learners to think of barriers to communication. For example, language differences, hearing or speaking disabilities, register/vocabulary and so on.
- ESOL learners may need to spend significant amounts of time developing the skills to communicate with the wide range of customers and the different language styles used.
- Use the role-play cards from the Source material and other role-play situations that learners might come across (the cards can be mixed up). Explain to learners that they are going to consider examples of bad practice in communication. Divide the group into customers, employees and observers to work on the role-play. It is important that the employee and customer do not know what each other's card says.
- Ask the observers to explain what the person serving the customer was doing wrong. Ask for ideas on how the employee could have resolved the situation.
- Discuss further examples of good and bad practice in customer service that learners have experienced as shoppers themselves or have observed at work. Make a note of these on the board/flipchart to compare with the customer service guidelines to be read later.

### Focus page

- Note: the tasks for this theme are integrated into the focus page.

- Look at the cartoons and discuss each one as a group or in pairs. Pick out any clues from the setting, the body language or the facial expressions that indicate what is happening. Ask learners to relate each cartoon to its accompanying extract from the customer service guidelines (full versions are in the Source material). The cartoons give examples of bad practice or reflect the problems of language – where it can be interpreted in different ways. Dyslexic learners may need help in understanding the point of the cartoons. For example, in the point ‘Make children feel welcome. Talk to them on their own level’, the cartoon shows the literal interpretation of this but the customer point is outlining the need to use language that children will understand. Deal with any difficulties ESOL learners may have with the colloquial language (e.g. ‘pop in’) on this page and that they might encounter in the workplace.
- Encourage open discussion so that learners become more familiar with the statements and the language and style (which is typical of induction or training materials in this area). Make sure learners understand the meaning of any unfamiliar words. Ask direct questions for each extract such as, *It says not to serve food if it is not right. What might not be right about the food? What does it mean by clarify or check the order?* Direct learners to the glossary or work meaning out through the overall context of the extract.
- Note: the extracts on the focus pages come from Customer service guidelines 1 and 2 from the Source material. You may wish learners to trace these in the guidelines by scanning for key words and highlighting the relevant point. This shows that the examples come from authentic guidelines.
- As a whole group, read through the full copies of both sets of Customer service guidelines to compare the points illustrated on the focus pages and discuss further points about customer service. Make sure learners are aware that these are examples of different guidelines. Make sure learners understand the terminology and any unfamiliar words such as ‘personalised’.
- Ask learners to apply the six main words – ‘prepare’, ‘greet’, ‘listen’, ‘check’, ‘present’, ‘thank’ – to their own jobs. *What do you do to make sure these key areas are covered?*
- Look at the places where guidelines allow employees to devise what they say, such as ‘Use sincere greetings’ or ‘Use your own words’. Ask learners to work in groups to think of some suitable expressions that could be used. Share the ideas as a whole group.
- Be aware that ESOL learners can have difficulty conveying the correct attitude because of pronunciation and intonation problems. Intonation practice will be useful here, and/or work on appropriate phrases for sounding sincere when greeting and thanking customers (a slip in intonation might cause them to sound sarcastic instead of sincere).

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.5	2GEN1	C1.2
Rs/L1.1		

# Customer service

Focus

Good customer service is about putting customers first and providing the fast, accurate and friendly service that customers expect.

Good product knowledge helps you to answer questions and advise customers.

Good personal appearance creates a positive first impression to customers.



Listen to the complete order and be patient.



Use positive body language and posture.



What's in the veggie burger?

Some sort of vegetables



Make positive eye contact with each customer.



## Customer service

- Prepare
- Greet
- Listen

Treat people as if they are guests in your home.

Help yourself to biscuits.



I'm so pleased that you decided to eat lunch here.

Yes. What do you want?



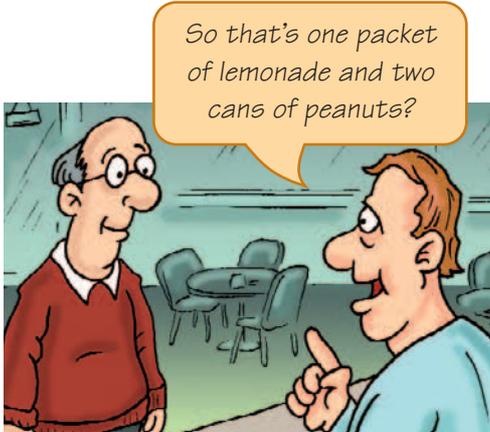
Make children feel welcome. Talk to them at their level.

Use sincere greetings and offers of service.



# Customer service

Focus



Clarify or check the order to make sure you heard it correctly.

If you can't hear or tell what a customer is saying, ask the customer to repeat it, or get help.



Dois cafes satisfazem.

If it's not right, don't serve it.

Cheers then, matey. Pop in again won't you?



Use your own words to thank customers and invite them to return.

## Customer service

Check  
Present  
Thank



Present food in a way that shows care and attention.

£5.60 thanks.



Acknowledge payment politely using 'please' and 'thank you'.

Thank you, Mr er ... um ... Steve.



Use the customer's surname and title if you know it.



The extracts in boxes come from customer service guidelines. What do they mean?

## PAGES 3:3–3:4

# Teamwork

### Occupational setting

Teamwork is a complex issue. There are many facets, some of which are drawn together for employee information, onto a shift rota.

### Materials

Shift rota from the Source material (0:26)

### Learning outcomes

- 1 To understand the vocabulary/abbreviations and layout of a shift rota sheet (focus page, Task 1)
- 2 To extract specific information from a shift rota (Task 2)

### Introduction

Most fast-food employees will work shifts and need to be confident at reading and understanding the contents of shift rota sheets. Being able to scan and identify the jobs being performed during the shift and who is responsible for them will help the employee to feel an integral part of the team. Shift rotas contain this information, which means that there is usually a lot of detail. This theme unravels such detail.

### Focus page

- Encourage learners to talk about shift rotas at their workplaces. Do they have any difficulty extracting relevant information from them? Explain that reading information from such formats can be difficult for many people until they become familiar with the layout and generally understand the sheet.
- Read aloud the information at the top of the focus page. Stress that each workplace will have its own design of shift rota sheet but that they all contain similar details of who is working, where and when. Each employee will be an important name at some spot on their workplace shift rota sheet.

- Ask learners to read the information in the top box. It summarises the purpose of any shift rota sheet. Take each line individually, read it aloud and then link the arrow to the relevant part of the sheet. Do not move on until each learner has identified the correct spot and understands it. Learners may benefit from using the larger version of the shift rota from the Source material.
- Ask learners to look at the boxes under the rota and identify anything that is not understood. Make a list of any problems identified.
- Read aloud the information in each of the boxes and stress the importance of the bold words and abbreviations.
- Colour code arrows and relevant sections of the rota to help learners link the information.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.2	1GEN4	
Rt/L1.4		
Rt/L1.5		

### Task 1

Use abbreviations to identify information on a rota sheet

Rw/L1.2

- Read aloud the instructions for Task 1.
- Remind learners of the box about abbreviations on the focus page.
- Remind learners to think carefully about the context in which they find an abbreviation.

#### *If the learner has difficulty*

- Support the learner to find and mark the abbreviations on the Shift rota from the Source material.
- Encourage him/her to think of the logical word that an abbreviation represents (e.g. what is 'reg' likely to represent in the context of buns and grills?).

### Extension

Ask learners to find two more abbreviations on the rota and write down what they mean. (The two abbreviations are mngr and b/day.)

### Task 2

Extract and record information from a rota

#### Rt/L1.4

Rt/L1.5

- Read aloud the instructions for Task 2.
- Make sure that learners each have a copy of the Shift rota from the Source material.
- Ask learners to read and deal with each question carefully.
- Go through Question 1 with learners to help them navigate through the rota sheet.

#### *If the learner has difficulty*

- Read each question carefully. Ensure the learner understands what bit of information is being asked for.
- Is there a logical section of the Shift rota to look at for certain pieces of information? For example, the day/time is likely to be at the top.
- The learner needs to develop a system for looking for and homing in on specific details rather than spending frustrating time looking at the whole thing. The floor manager and shift manager are responsible for everything that is going on and so are likely to be at the top, and so on.
- It may help the learner to cover the questions they are not working on, to remove distraction. Alternatively, make a coloured mark against the question, find the correct response and mark that with the same colour. Learners can be bewildered by a mass of print and details. They need strategies to help them isolate the specific information being sought.

### Extension

- Extract more complex information that requires scanning and more detailed reading (e.g. 'Including managers, how many team members will be working on the afternoon shift?').
- Note: some team members have more than one job to do, and Jez is the manager on the previous shift.

## Theme assessment

Ask learners to look at their workplace rota sheets for abbreviations and to make a note of them to share with the group.



# Teamwork

**Task**

## Task 1

Look at the Shift rota from the Source material. Work out the meanings of these abbreviations. (They are shown in **bold** on the Shift rota.)

- 1 No
- 2 Wed
- 3 Reg
- 4 Thru
- 5 Qtr
- 6 Sept

**Tip**

Abbreviations are short versions of a word or phrase using initials, the first few letters or leaving out the vowels.

## Task 2

Find the following information in the Shift rota.

- 1 Is the rota for the day shift or the night shift?
- 2 Who is the shift manager?
- 3 Which floor manager is on duty?
- 4 Which job will Emin be doing?
- 5 Who is on 'wrap and call' from 2 to 4.30?
- 6 What time does Dan D finish his shift?
- 7 What time does Richie take over from Marc?
- 8 Who does Sunil take over from at 4.30?
- 9 Who is working with Adrienne?
- 10 What time does Rona start work?

**Tip**

Each job title is shown as a heading. The names of the team members are written under the headings to show who will do that job.

## PAGES 3:5–3:6

## Dealing with complaints

## Occupational setting

Resolving customer service problems can be difficult if staff are not confident in communicating with others or do not know the correct policies and procedures that should be followed. This focus reflects Unit 2GEN2.3 of the National Occupational Standards.

## Materials

Staff training video if available

Audio equipment

Role-play cards – customer complaints from the Source material (0:27)

## Learning outcomes

- 1 To identify and understand effective ways to deal with customer complaints (focus page, Task 1)

## Introduction

- If available, play a clip from a staff training video to highlight some of the key issues around dealing with complaints.
- As a group, discuss the issues and problems that learners have experienced when dealing with complaints or when trying to resolve difficult situations at work. Key issues will include:
  - identifying the problem
  - how to keep the situation under control
  - knowing what to do if a customer is angry or aggressive
  - knowing what you are able to offer the customer
  - knowing when to involve your supervisor or manager.
- List the issues on the board and ask learners to discuss the solutions to these in pairs, either from their own experience or using knowledge of their own company guidelines and training. (If there are a lot of issues, then these can be divided between several pairs.)

- Report back solutions to the group and invite discussion. Ask the learners ‘What if ...’ and present them with non-routine situations. Emphasise the fact that they must be clear in their minds how they will behave in these situations, so that they are not just reacting to the customer spontaneously.
- Ask learners how they will know if they have dealt with a situation successfully and what the consequences might be if the situation is not resolved satisfactorily.

Focus page  9

- Reinforce the point that dealing with complaints entails both understanding the company policy and being able to communicate within these guidelines, effectively and with confidence.
- Go through the main points for ‘LAST’ on the page and ask learners to contribute examples and experiences of their own to reinforce these points.
- Point out that a listener can use both visual and verbal signals to show that they understand or empathise or that they are not interested. Be aware of cultural differences here, as body language and non-verbal signals vary between cultures. This can provide a good focus for discussion if you have ESOL learners in the group.
- Make sure learners understand what is meant by open body language as opposed to closed or negative body language. Demonstrate this or ask learners to demonstrate strategies they have for indicating that they are interested/not interested, listening/not listening, etc. Check also that learners understand the consequences of copying aggressive body language.
- Play the audio clip and ask learners to listen carefully to the interaction. Discuss the scenario with the group with reference to the ‘LAST’ points on the focus page.
- Listen again and ask learners to think about the points as they listen. They can mark off or highlight any aspects of good or bad practice they identify. Check learners’ responses as a

group and listen once more, pausing to identify any aspects missed by learners or that you want to reinforce.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.1	2GEN1	C2.1a
SLlr/L1.1	1GEN3	
SLlr/L1.3		
SLlr/L1.4		
SLlr/L1.5		
SLlr/L1.6		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		
SLc/L1.4		

### Task 1

Role-play a customer complaint scenario

SLlr/L1.1  
SLlr/L1.3  
SLlr/L1.4  
SLlr/L1.5  
SLlr/L1.6  
SLc/L1.1  
SLc/L1.2  
SLc/L1.3  
SLc/L1.4

- Remind learners of the complaint they have already listened to.
- Introduce the idea of a role-play. Give out role-play cards at random. There are examples in the Source material but the more cards you have, the greater the range of combinations that can be achieved.
- Make sure learners understand that they should think carefully about their role before they start and put themselves in the situation of the person they are playing. Ask learners to consider as crew members whether they will try to deal with the situation correctly or play the 'bad' crew member. As customers, learners can decide to take a confused role, an aggressive approach or to be quite straightforward and clear.
- Ask observers to use the 'LAST' check points from the focus page to evaluate the interaction.

- Allow learners time to complete the role-play and discuss it as small groups before taking feedback from the group.

#### *If the learner has difficulty*

- Some learners find role-play particularly difficult and many people who work in catering may not have English as their first language. Partner learners having general difficulty with a supportive partner who can lead the role-play effectively. It may be necessary to support them by intervening and talking about appropriate responses.
- Some learners will benefit from talking through their role first so that they are clear about how to react.
- ESOL learners will need lots of practice, but coupled with language focus. Give learners model phrases or key utterances to practise in advance of the task. Guide them to practise appropriate intonation and body language.

#### *Extension*

- Repeat the role-play with a range of different scenarios.
- Learners should be prepared to analyse personal performances as well as those of other participants.

### Theme assessment

There are two parts to this assessment.

- Learners should find out from their own workplace policies and procedures how the issues raised in the session should be dealt with.
- If appropriate, learners can make a mnemonic of their own (like LAST) to reflect their own workplace procedures for dealing with complaints.

# Dealing with complaints

Focus

You will have to deal with complaints from time to time. Your workplace will have procedures for dealing with specific customer complaints but here are some useful general points to remember.

## Good customer relationships are built to



Listen

- Concentrate on what the customer is complaining about.
- Show the customer that you are listening properly through open body language.
- Ask relevant questions or summarise the complaint to check you have understood it correctly.
- Politely ask the customer to repeat any information you missed and write it down.



Apologise

- Always remain:
  - calm
  - polite
  - professional.
- Use appropriate language, tone and body language.
- Do not make excuses or put the blame on other people.
- Stay in control.



Solve

- Solve the problem yourself or pass it on to someone who can deal with it.
- Deal with problems immediately or within a sensible time limit.
- Tell the customer what you are going to do and by when.
- Follow up any problems you passed on to someone else.



Thank

- Thank the customer for bringing the problem to your attention.
- Be careful about the tone of voice you use when you thank customers:

**Sound like you mean it**

**Remember – a customer who complains is giving YOU a chance to put things right!**



Listen to the customer complaining to the crew member.



How well does the crew member handle the situation?

# Dealing with complaints

**Task**

## Task 1

### Act it out!

Use the Role-play cards from the Source material to act out a scene in which a customer comes into a restaurant to complain.

### This is what you need to do

- 1 Work in groups of three. Decide who will be the customer, who will be the crew member and who will observe and make notes.
- 2 Use the customer and crew member cards for information about the characters. Decide how the characters are going to behave and the sort of things they might say.
- 3 Decide on the situation – what is the complaint about? You can use your imagination or think of a situation you have come across in real life.
- 4 Once you have got your idea, act it out without rehearsing it. (This makes it more like real life as you are required to react to others on the spot. Use your experience and knowledge of these situations.)
- 5 The person who is observing should watch the scene and note down what the crew member is doing from the cards on the focus page.
- 6 When you have acted out the scene, discuss it as a group. You can use the questions below to start you off.

### Discussion questions

- What did the crew member do correctly or particularly well?
- What would need to be changed and why?
- How could this situation be improved?
- Did the customer go away satisfied?

### Remember!

Dealing with complaints effectively makes the experience more pleasant for the customer and for you.

## PAGES 3:7–3:8

## Fire safety

## Occupational setting

Workers will need to listen to spoken instructions daily in the workplace, as well as during training. Following spoken instructions requires good listening skills. This theme develops these listening skills by highlighting the things for the learner to listen out for.

## Materials

Audio equipment

Workplace procedures for evacuation/fire drill

Fire alarm procedure from the Source material (0:28)

## Learning outcomes

- 1 To recognise the ways written instructions might be worded (focus page, Task 1)
- 2 To recognise the ways spoken instructions might be worded (focus page, Task 2)

## Introduction

- Ask learners about their own experiences of staff manuals. Why are they difficult to read? What is the importance of the information they contain?
- Ask learners about their experiences of listening to training. What are the problems? What are good instructions? What can go wrong if they don't understand or follow work instructions?
- Discuss the fire safety arrangements familiar to learners. How is training conducted? What happens during fire drills? Have they experienced a real fire at work?

Focus page  10

## Reading a procedure

- Direct learners to the extract from a staff handbook. Which words tell the learner what to do? Direct learners towards the imperatives in each bullet point and what each one means. Ask learners to highlight the imperatives. This will be particularly helpful to ESOL learners, who need to be aware of imperatives as

'markers' to help them in reading and understanding instructions. ESOL learners may also have difficulty with some of the lexical items in the procedure (e.g. words such as 'potential' and 'promptly' and phrases such as 'Demonstrate awareness of ...' and 'In the event of ...'). They may need some vocabulary work before reading the procedure.

- *Do any bullet points tell you to do something only if something else happens?* Explain the phrase 'in the event of' and introduce other conditionals (e.g. 'if'). Ask learners to think of other conditionals used in the workplace (e.g. If you are not satisfied with the quality of the food do not serve it to the customer).
- Do any bullet points contain more than one instruction? Direct learner to use of 'and'.

## Listening to training

- Set the scene for a training session. Play the audio clip. If you have ESOL learners, encourage them to listen for stressed words.
- Work through the points on the page. What are the similarities with written instructions and what are the differences?
- Explore the methods learners have for remembering instructions and list them on a flipchart/board. Add to them if necessary.
- [www.mindtools.com/memory.html](http://www.mindtools.com/memory.html) has many suggestions for techniques for improving memory and systems for remembering important information.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2 SLlr/L1.2	1GEN1	

## Task 1

Read and understand a set of instructions

**Rt/L1.2**

- Check that learners understand the wording of the question.

- Remind learners that it is a good idea to read through the whole set of procedures before beginning to identify anything that is difficult to understand or carry out.
- Encourage learners to highlight any words they find difficult to read or understand and to remember that there is more than one strategy to find out what words mean:
  - read the sentence aloud and work out the meaning from the context
  - look words up in a dictionary
  - use a glossary
  - ask someone else
  - use previous experience about the type of word or part of the word to predict meaning.
- Check that learners understand what is meant by 'conditional'. Point out that some points are negative and conditional.

#### *If the learner has difficulty*

- Reduce the workload by giving the learner a more straightforward (in language terms) set of instructions and asking questions.
- Go back to the task and talk through each point with the learner. Ask the learner to highlight the words causing the greatest difficulty.
- Encourage learners to record a selection of these words and meanings in their personal glossaries.
- Learners who have a lot of difficulty with the reading in this task should be offered additional support.

#### *Extension*

- Ask learners to rewrite the procedure in as straightforward a way as possible; get him or her to proofread their work and give a copy to any learner finding the task difficult. Point out that simplifying is not always about creating shorter text, it could mean more text, as instructions are broken down into smaller steps.
- Ask learners to choose a written procedure from their own workplace and use the strategies outlined to read and understand it.

### **Task 2** **11**

Listen to some instructions and count how many things there are to do  
SLlr/L1.2

- Play the audio clip through once for gist.
- Play it again, this time listening for words that tell you what you must do. Learners could discuss this in pairs. What are the things that must be done? Learners should make notes of these instructions.
- Replay the audio clip so learners can confirm their responses.

#### *If the learner has difficulty*

- Read the script of the audio clips in small chunks, no more than one sentence at a time. Ask, *Does the person tell you to do something? What?*
- Remind learners that they are listening for things that require action – what they must do (not what they must *not* do).

#### *Extension*

- Ask learners to prepare a similar script for other learners to listen to, using their own experience.
- Make a note of any questions you might need to ask in order to clarify the instructions.

### **Task 3** **12**

Listen to instructions and answer questions about what you hear  
SLlr/L1.2

- Remind learners of work done on the focus page.
- Play the audio clip through once for gist.
- Point out that the questions have key words related to what is heard in the audio (e.g. 'evacuate', 'manager').
- Replay the audio clip. Ask learners to listen for the key words in order to answer each question.

#### *If the learner has difficulty*

- This requires good listening skills, so some learners might have difficulty retaining the information or following it through.
- Read the script of the audio clip in smaller chunks, no more than one sentence at a time (from where the instructions actually start).
- Encourage ESOL learners to listen for key words (provide these words before beginning the task) and for stressed words. Play the audio clip several times.

**Extension**

Ask learners to listen to the whole audio clip again (as many times as necessary) and make a note of the instructions. They can do this in pairs or as a group or you could read out the audio script.

**Theme assessment**

Practise this skill in workplace situations in which instructions are given. Learners should practise making notes of instructions, perhaps in columns of 'dos' and 'don'ts'.

# Fire safety

Focus

If a fire breaks out in a busy kitchen or restaurant, it is important to act quickly. You have to know what to do.

## Mega Munchies

Food on the go for busy people

### Fire

It is the employee's responsibility to:

- **Report** potential fire hazards to the manager.
- Check the work area at the end of each shift for potential fire risks.
- Report damaged electrical equipment and fire equipment to the manager.
- Demonstrate awareness of procedures for fire evacuation.
- In the event of a fire, act promptly and follow procedures.
- Understand how fire fighting equipment works.
- Appreciate the importance of fire doors.

All employees must receive adequate fire training.

Most establishments will have a set of written procedures that describe precautions against fire and **what to do** should a fire break out.

They will also have regular fire drills and training sessions.

Sometimes there are things that you **must not** do. Listen out for words like **never**, **not** and **don't**.

Sometimes you have to make decisions. Listen out for **or**. It may mean you have to choose.



There will be things that you **must do**. Listen out for the action words that give orders, such as **Read**, **Place**.

If you find yourself faced with the situation where a chip pan or grill pan flares up, **never** throw water on it and **don't** try to move it away from the cooker.

Turn off the source of heat **and** cover the pan with a damp cloth **or**, better still, a fire blanket like this one. They work by smothering the flames and starving the fire of oxygen.

**Read** the instructions for use now so that **if** a fire starts you know what to do without delay. **Place** the blanket carefully over the fire. **If the blanket doesn't completely cover the fire, it will not be able to extinguish it. You'll need to** keep your hands shielded and take care **not** to waft the flames towards you or bystanders.

*I remember once I was in a kitchen when ...*

Sometimes there is more than one instruction in a sentence. Listen out for **and**.

Some of what you hear will be **information**. It will help you remember what to do and why.

Sometimes you must only do something if something else happens. Listen out for **if** or **when**.

You can ignore **information that doesn't relate to the training**.

Some instructions might sound like **suggestions**.

# Fire safety

## Task

### Task 1

Read through the Fire alarm procedure from the Source material.

- ✓ Put a tick by all the things that you **must** do.
- ✗ Put a cross by all the things you **must not** do.
- \* Put a star by all the things you must do only if it is safe to do so.

#### Tips

Look out for the action words.

- ✓ **Go** immediately ...
- ✓ ... **activate** the alarm.

Look out for negative action words.

✗ **Do not** run.

Look out for words like 'if' or 'when'.

\* **If** safe to do so, close doors and windows.



### Task 2

11

Listen to the first part of the instructions on fire safety. How many things must you do?

#### Tips

- Count off on your fingers every time a new thing is mentioned. Try to make a picture in your head of what needs to be done.
- Look out for words such as 'and', 'but', 'too' and 'when' – these give clues about how many instructions there are.



### Task 3

12

Listen to the rest of the instructions. Decide if these statements are true or false.

- 1 The important thing is to evacuate the building as quickly and safely as possible. True / False
- 2 You can go back into the building when the manager tells you it is safe to do so. True / False
- 3 You must always shut all the doors and windows. True / False
- 4 You cannot use the lift to help disabled customers get out of the building. True / False
- 5 You must look after yourself first and help the customers second. True / False

## PAGES 3:9–3:10

# Prepare food to company specifications

## Occupational setting

Most fast-food establishments have particular ways of preparing and presenting food. Employees must follow procedures to ensure that all food reaches company standards. Workers are also expected to learn new procedures that accompany new products.

Instructions and procedures ensure that everyone is following the same set of standards. This is designed to reduce risks to health and safety, improve the workers' own working practices and allow them to act in ways that promote the customers' confidence in them and their organisation.

This theme exemplifies characteristics of these procedures and the different ways in which they may be presented.

## Materials

Examples of written company procedures, including some with graphics

Dictionary

Procedure for making French fries from the Source material (0:29)

Procedure for making a Texan sandwich from the Source material (0:30)

## Learning outcomes

- 1 To understand that pictures can enhance written instructions or even replace them by illustrating a point or process visually (focus page, Task 1)
- 2 To read and understand an example of a written procedure (focus page, Task 2)
- 3 To realise that key features of instructions such as bullet points or numbers, titles and headings help the reader interpret and follow instructions quickly and easily (focus page)
- 4 To develop strategies for understanding procedures (focus page, Task 2)

## Introduction

- Remind learners that there will not necessarily be someone around to help every time they carry out particular tasks, so it is important to be able to follow written instructions and to make good use of any pictures, cartoons, illustrations or diagrams.
- Read a procedure (e.g. for assembling a burger/pizza) and ask learners to illustrate what they understand from what they heard.
- Ask learners to share how they remember what they are told during training. Acknowledge the validity of anything that is successful.

## Focus page

- Discuss any training that learners have received and the reasons for it. What makes training successful? How is training remembered?
- Discuss the use of illustrations as memory prompts. Compare with purely spoken/oral training. Which works best? (This will vary from individual to individual.)
- Remind learners that pictures or any form of graphic can be an enormously helpful in interpreting procedures; many people are very 'visual' and therefore appreciate graphics. However this can mean that little or no attention is given to the writing on or surrounding the instructions. If writing is ignored then critical information may be overlooked.
- Ask learners to identify the additional written instructions on the graphic at which they are looking.
- Work through the points made about the written procedure on the page. These supplement those found in the previous theme. Ask learners to find further examples of each point on the page. Ask learners to visualise each part of the procedure. Does this help understanding/memory?
- Compare and contrast the three methods of delivering a procedure. Which is more detailed? Which allows further information to be acquired by questioning? Which is easiest to follow? Expect a variety of answers.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	FP and	C1.2
Rt/L1.1	FPC Units	
Rt/L1.2		
Rw/L1.1		
Rw/L1.2		

### Task 1

Read a procedure that includes graphics and answer questions

Rt/E3.9

Rt/L1.1

Rw/L1.1

- Ensure learners each have a copy of the Procedure for making French fries from the Source material and remind learners of the work done on the focus page.
- Ask learners to read through the procedure and answer the questions in pairs. Point out the Tip box.

#### *If the learner has difficulty*

- Take the procedure a step at a time and ensure understanding through questioning.
- Ask the questions in the same order that they occur in the procedure.

#### *Extension*

- Ask learners to put the procedure into step-by-step written or spoken instructions to explain to another learner.
- Ask learners to list the particular points that should be looked out for.

### Task 2

Read a written procedure  
Find out the meanings of some words and make sketches of what should be done

Rt/E3.9

Rt/L1.1

Rw/L1.1

- Ensure learners each have a copy of the Procedure for making a Texan sandwich from the Source material and remind learners of the work done on the focus page.

- Ask learners to read through the procedure in pairs.
- Ask learners to find the meanings of the words in question 1 using their own knowledge, dictionary, glossary, etc. Ask them to explain the words to each other, reword the instructions and check with each other as directed in the Tip box.
- Ask learners, still in pairs, to follow the procedure and to describe and sketch how the sandwich should be assembled (questions 2 and 3).

#### *If the learner has difficulty*

- If difficulty is with question 1, check knowledge of alphabetical order.
- If difficulty is with questions 2 and 3, stress that the quality of the drawing is not important and ask learners to explain where each item is positioned.

#### *Extension*

- Ask learners to explain these instructions to each other in their own words. They may have to look up words or work out the meaning.
- Simultaneously put turkey in microwave for 30 seconds.
  - Put fries on at 6 o'clock.
  - Ensure that the coleslaw is the top layer, as this will allow excess dressing to run off onto the turkey and not into the bread.
  - Ensure a minimum of 14 slices of turkey are in the sandwich.

## Theme assessment

Ask learners to take something from their own work experience and invent a procedure for another learner to follow. It can be written or include graphics.

# Prepare food to company specifications

Focus

You may be expected to follow particular methods of cooking and presenting the food that the company specifies. During your training, the procedures you use may be spoken, written or use pictures.

Today I will be teaching you how to grill burgers. First put the melt-resistant glove on. Are you left- or right-handed?

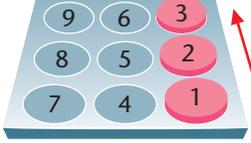
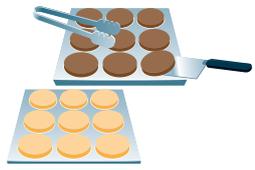
The pictures remind you what to do – but the words are important too.

Sometimes, things have to be done in a particular order. Look out for numbers and letters:

- 1, 2, 3
- a) b) c)
- i ii iii

Look out for bullet points: •

It can help if you visualise what you are reading. Create a mental picture of what is happening at each stage.

<p><b>1</b> Lay meat on grill, front to back.</p>  <p>Put melt-resistant glove on </p> <p><input checked="" type="checkbox"/> Maximum run of 9</p>	<p><b>2</b> Close grill, activate timer and remove glove. Prepare tray with liner.</p>  <p>Remove melt-resistant glove without touching outside.</p> <p><input checked="" type="checkbox"/> Reg – minimum 42 seconds</p> <p><input checked="" type="checkbox"/> Qtr – minimum 118 seconds</p>
<p><b>3</b> Season each individual burger.</p>  <p>If any sign of red or pink after cooking, do not serve.</p>	<p><b>4</b> Remove meat in same order as laid, and place carefully on buns.</p>  <p><input checked="" type="checkbox"/> Meat removed in same order as laid</p> <p><input checked="" type="checkbox"/> Juices clear, patty is dark brown in colour, no pinkness</p>

**Prepare round eggs**

1. Crack eggs.
  - i Wear blue disposable gloves.
  - ii Crack away from staging equipment.
  - iii Crack over waste bin.
  - iv Use a dedicated egg-cracking tool.
2. Place one egg in each pre-staging cup.
  - a) Check for impurities.
  - b) Check for egg shell.
  - c) Break yolks with a yellow spatula using a twisting motion.
  - d) Do not hold for longer than 30 minutes.
3. Butter egg cook rings away from grill service.
  - 3:1 Clean Teflon rings before using.
  - 3:2 Butter Teflon rings only once at beginning of breakfast shift.
4. Pour one egg into each cook ring.
  - Use gloved hand.
5. Remove and discard blue gloves.
6. Place lid on top of egg ring.
  - Use other hand.
7. Add lukewarm water to funnel.
8. Activate timer.
9. When timer sounds remove lid from egg ring.
10. Check visual characteristics:
  - solid white and yolk.
11. Remove eggs.
  - Use white spatula.
12. Place in UHC.
  - Place on tray.
  - Use a clean liner.
  - Activate holding timer.

They may contain unfamiliar words: 'dedicated egg-cracking tool' – a tool that is only used for cracking eggs.

How do you find out the meanings of unfamiliar words?

The word 'the' may be missed out. Place the lid on top of the egg ring.

Abbreviations and technical language may be used.

- What is a spatula?
- What is a UHC?

How can you find out?

# Prepare food to company specifications

## Task

### Task 1

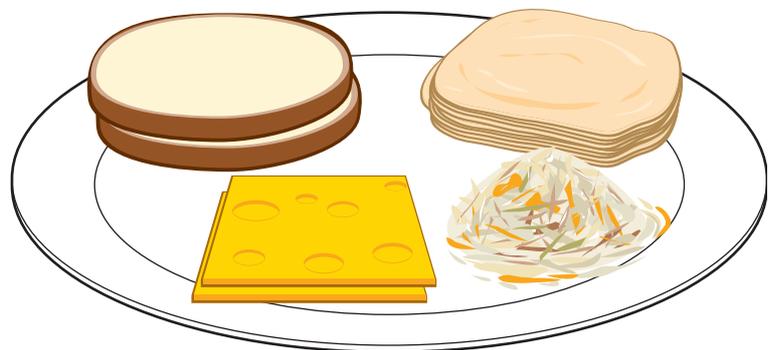
Read the Procedure for making French fries from the Source material.

- 1 What temperature are fries cooked at?
- 2 How long are they cooked for?
- 3 What are the characteristics of a good quality French fry?
- 4 For how long can the cooked fries be kept before they must be thrown away?
- 5 What does deactivate mean?
- 6 Is the timer deactivated before the fries are removed?
- 7 How high must the salt be held above the fries?
- 8 How many baskets are there in the vat?
- 9 What does TLC stand for?
- 10 What does FIFO stand for?

### Task 2

Read through the Procedure for making a Texan sandwich from the Source material.

- 1 Find out the meanings of these words:  
 a serrated      b simultaneously      c diagonally  
 d ensure      e excess
- 2 A customer asks you what a Texan sandwich is. Use the information in the Procedure to describe it.
- 3 How should the meal be arranged on the plate? Sketch the correct arrangement.



#### Tip

If you need to read a long set of instructions or procedures:

- Use any pictures that help to explain what to do.
- Take the writing a sentence at a time.
- Read it more than once.
- Read it aloud.
- Look up any words that are new to you.
- Put it into your own words.
- Explain it to somebody else.
- Check with a colleague that you have understood correctly.

# PAGES 3:11–3:12

## Product knowledge

### Occupational setting

Much information is found in leaflets. This theme develops strategies for interpreting this information, whether it is printed in text or tabular form. It introduces the ideas of skimming, scanning and detailed reading.

### Materials

Leaflets from the workplace, included some on overhead transparencies (OHTs)

*What's in our food?* leaflet from the Source material (0:31–0:32)

Food allergy chart from the Source material (0:33)

### Learning outcomes

- 1 To use a range of reading techniques, including scanning and detailed reading, to find information and to read tables and difficult text (focus page, Tasks 1–4)

### Introduction

- Ask learners how they would pick out a friend in a crowd. Expect responses such as looking for particular colour or clothes, familiar face, etc. This technique is the same as the one used for scanning text. Explain to learners that they might scan a catalogue to find a particular item or scan the TV pages to look for a particular programme. Elicit the idea of getting the gist by skimming a text. What about the small print in insurance agreements? This needs careful reading. Ask learners if they have particular techniques (e.g. reading more than once, breaking the text into chunks, finding out the meaning of unfamiliar or technical words, explaining what they have read in their own words).
- Reinforce the idea that the world is full of written material; it is impossible to read everything, so choices have to be made. We sift information by looking for the gist, by using contents pages and by scanning for particular information. Only then do we read carefully for understanding. Get learners to ask: 'What do I need to know?' 'How am I going to find out?'

### Focus page

- Work through the focus page and the different reading techniques that would be involved in finding specific information and reading it. These include scanning a list of contents, getting the gist of a piece of text and reading in detail.
- Practise each skill on the focus page and reinforce with further practice using workplace leaflets.
- Practise finding the headings to the rows and columns on the table and tracking across and down. Use the full table from the Source material for further practice.
- Use Source material or workplace materials on prepared OHTs to practise the skills further. Use an organisation chart or other format to demonstrate how the same skills can be used in other contexts.
- This focus page provides a good opportunity to look at issues around product knowledge as applicable to learners' workplaces. Discuss food allergies and intolerance – what they are and their possible effects. Stress that the effects can be serious, possibly life-threatening. Product knowledge could therefore mean the difference between life and death. This may be a good opportunity to do some Internet research (try [www.homehealth-uk.com/medical.foodallergies](http://www.homehealth-uk.com/medical.foodallergies)).

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	1GEN1.2	
Rt/L1.5	2GEN1.3	
Rw/L1.1		
Rw/L1.2		
HD1/L1.1		

### Task 1

Scan text to locate information  
Rt/L1.5

- Make sure learners each have a copy of the *What's in our food?* leaflet from the Source material.
- Remind them that they do not need to read the whole document in order to extract the information they need.
- Point out that the highlighted words on the task page will help them to locate information quickly.

#### *If the learner has difficulty*

- Scanning text is an advanced reading strategy and requires practice and confidence. First identify with learners the purpose and general nature of the text they are looking at by asking direct questions. Allow the learner time to look at headings and layout features.
- Check that learners read the questions and are clear about what they are looking for.
- Support them to scan for the highlighted words, locate the relevant text and then to read it in more detail. Use this supported model for each question, gradually withdrawing support as learners gain confidence.

#### *Extension*

Learners will benefit from plenty of practice at scanning text for information. Give learners additional texts to practise with or ask them to use leaflets from their own workplace. In pairs or small groups, learners can give each other challenges to locate information.

#### **Task 2**

Find the meaning of words using a dictionary or glossary

Rw/L1.1

- Point out to learners that if leaflets use technical or specialised words, customers may need you to interpret these words for them.
- Check that learners are able to use the glossary or have other strategies for interpreting unfamiliar words.
- Tell learners that definitions or explanations of words should be in language that they can understand.

#### *If the learner has difficulty*

- Support learners to look up words using alphabetical order and to interpret meanings in their own words. Encourage them to use other strategies such as prediction and asking colleagues.

- Encourage learners to keep a personal word bank or glossary.

#### *Extension*

In pairs, get learners to test each other by giving words that are job specific or technical for their partner to explain the word in simple terms. This could be conducted as a 'Call my bluff' game in which a word is given with three possible explanations, only one of which is correct (Do you think this word means a ..., b ... or c ...?)

#### **Task 3**

Put text into own words to clarify understanding

Rw/L1.2

Rw/L1.1

- Discuss with learners that the written information and guidelines used in many areas at work can appear complex and difficult to understand.
- Reflect on the problems of understanding the language used and discuss strategies learners can use, such as breaking text into chunks, looking up words, reading text aloud, getting the main idea, asking others.
- Ask learners to work collaboratively on the given text in order to understand the gist and identify the key points.
- Assure learners that simpler is not necessarily shorter and they may end up with a longer text, possibly with more sentences.

#### *If the learner has difficulty*

- Support learners to read through the whole text and talk about the gist. Highlight words that will help identify key points.
- Take each point separately. Read it aloud together. Verbalising can further aid comprehension.
- Words such as 'consumption', and 'recommended' can be understood by using the context or by looking them up.
- For learners with dyslexia or other language difficulties, cut out the key points from the passage or produce them on cards to work on more simply. Learners not at this level should be given additional support and can also be referred to *Skills for Life* materials for extra work on reading.

**Extension**

Repeat the activity using other workplace documents.

**Task 4**

Find information in a table

**HDI/L1.1**

- Remind learners of techniques practised on the focus page.
- Remind learners that they can use skimming, scanning and reading in detail to complete the task.

***If the learner has difficulty***

If the format and tracking across the table causes problems, encourage use of an L-shaped piece of card or a finger, ruler or other straight edge. Some dyslexic learners in particular have difficulty tracking across and up/down on tables – encourage them to use strategies such as these to help.

**Extension**

Ask learners to devise questions for each other based on other information on the table.

**Theme assessment**

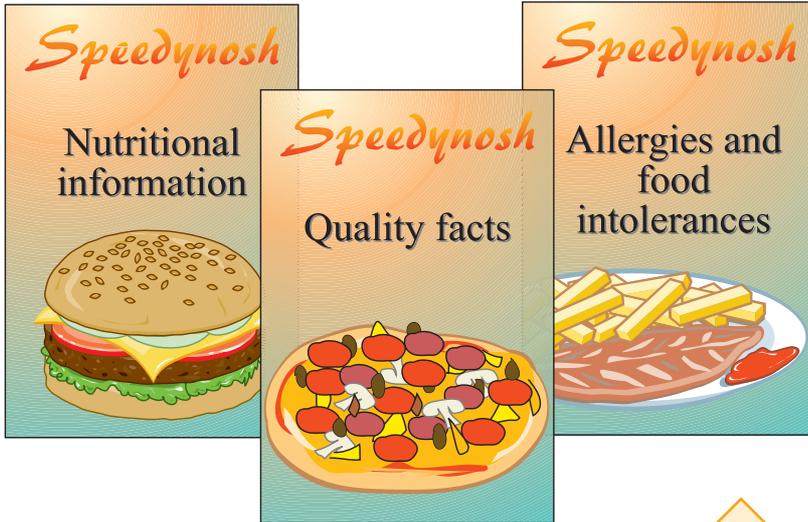
Repeat the activities using a leaflet from the workplace.

# Product knowledge

Focus

How can you find out the answer to a question like this?

My son is allergic to egg. Can you tell me which of your foods he can eat?



You may be able to find the information in a company leaflet. You do not need to read every word of the titles – you can scan them. Let your eyes wander over the titles looking for the word 'allergies'. Use the same technique as looking for a particular brand of baked beans on a supermarket shelf.

This leaflet about allergies and food intolerances might be the one you need.

**Fish**  
The fish fillet is 100% pure cod with just a pinch of salt to bring out the flavour.

**Meat**  
The pork sausage is 95% pork with sage added for flavour. Water, salt, dextrose and dried glucose syrup make up the rest of the ingredients.

**Sauces**  
The barbecue sauce contains water, sugar, vinegar, **egg yolk** and tomato.

The information you need may be among lots of other information. Skim over the information to get a gist of what it is about and decide whether it is what you want. If you find a section that is relevant, read it carefully to check the specific information and understand it completely.

There is egg yolk in the barbecue sauce.

	Contains eggs	Contains nuts	Contains seafood	Contains wheat	Contains gluten	Contains milk protein
Bacon	No	No	No	No	No	No
Beefburger	No	No	No	No	No	No
Chicken burger	Yes	No	No	Yes	Yes	No
Chicken chunks	Yes	No	No	Yes	Yes	Yes

The information you need may be in a table. Use the headings of the **rows** and **columns** to find what you want. Track down the columns and across the rows.

There is no egg in the bacon or beefburger, but there is egg in the chicken burger and the chicken chunks.

# Product knowledge

## Task

Use the *What's in our food?* leaflet from the Source material for these tasks.

### Task 1

Are these statements true or false? Find out by glancing over the page to spot the highlighted words.

- 1 **Fish fingers** are made with halibut. True / False
- 2 The orange juice is **unsweetened**. True / False
- 3 A **fruit** bag costs more than French fries. True / False
- 4 It is recommended that a child takes an hour of moderate **exercise** a day. True / False
- 5 A child's **portion** of fruit or vegetables is about what he/she can hold in his/her hand. True / False

### Task 2

Use the glossary to find the meanings of these words.

- |               |               |            |
|---------------|---------------|------------|
| 1 nutritional | 2 succulent   | 3 hydrated |
| 4 immunity    | 5 consumption | 6 per      |

### Task 3

- 1 Explain to a colleague what this part of the section from the leaflet means.
- 2 Write it out in your own words.

The dietary reference values in this table show recommended daily consumption for kids aged 4–6 years who have the recommended level of exercise.

### Task 4

Use the tables on the leaflet to find out if these statements are true or false.

- 1 Tr stands for 'trace'. True / False
- 2 Boys aged 4–6 years should eat 1715 calories every day. True / False
- 3 A hamburger has 1064 Kjoules per 100 g. True / False
- 4 Orange juice has no protein in it. True / False
- 5 Ketchup has the same amount of salt per portion as fish fingers. True / False

## PAGES 3:13–3:14

## Giving change

## Occupational setting

Most transactions involve giving change. This can be a worrying situation, especially as the employee is being watched and may feel under pressure. This theme focuses on giving the correct change from a variety of payments.

## Materials

Examples of fast-food items and their prices

Access to a range of tills, if this is possible

Money or facsimile money

## Learning outcomes

- 1 To give accurate change using the counting-on method (focus page, Tasks 1 and 2)
- 2 To adjust the amounts of change to reflect any 'extra' money paid by customers (focus page)

## Introduction

- It is essential that learners are confident with giving change. In most circumstances nowadays, the till will state the amount of change that is due to the customer. This means that the skills are those of reading the correct amount of change and counting out this amount correctly.
- Confusion may occur when a helpful customer offers an additional amount to reduce the number of notes or coins in the change. Discuss learners' experience of this.
- The stages of change giving are the main focus of the focus page.

## Focus page

- Ask learners to look at the till display on the focus page. Are they all confident with the vocabulary (e.g. balance due, cash, change) and reading the money amounts? If possible, compare this display with tills in the learners' workplace.
- With learners, look through the section 'How to count out change'. The skill here is in counting on – from nothing up to the total amount of change due to the customer. It is a

good idea to check the change using a calculator, to prove that counting on is as effective as subtracting the amount of the purchase from the money presented.

- There are many different ways of presenting £7.82 but it is best to present it using fewest possible notes and coins in order to conserve the amount of smaller notes and coins in the till and because customers prefer not to receive large numbers of coins.
- Learners may need some practice at counting out specific amounts of money with emphasis on the counting on method, using the fewest coins and notes possible. Ideally use real money for this practice. You may need to explain what is meant by 'highest denominations' of notes or coins. Try starting with the highest denominations first, then the lowest. Which is easier?
- Encourage learners to count the change out of the till and into their hand before counting it through again as they pay it to the customer – this means you are counting it twice and effectively checking it.
- Ask learners to look at the lower box on the focus page. Has anyone been in this situation and been confused by it?
- Confirm that customers sometimes hand over a larger amount than is necessary in order to cut down on the number of coins and notes they will receive as change.
- Assure them that they can always say 'no thank you' if a customer offers extra but that there is no mystery to the process. Provide opportunities for learners to practise calculating change when the customer has handed over a higher amount (e.g. item costs £1.10 so required change is 90p. How could the number of coins in the change be reduced?). Role-play situations of prices and required change. Ask the group to work out the extra amounts and discuss. *Does this method help you pay change using the fewest possible coins?*
- One method to use for giving change when a customer gives 'the extra pence' after their original payment has been keyed in is to add the 'extra' amount to the change shown on the

till and then pay out the new amount in the normal way. For instance in the scenario used on the focus page where £12.18 is due, the customer offers £20, making the change £7.82. The customer then finds an extra 20p. Using the method described above, the learner can calculate that the new amount to pay out is  $£7.82 + 20p = £8.02$ . They will then count this out using largest denominations first.

- Discuss alternative ways of working out this type of change, for example adding the extra 20p to the money offered in payment (in this case £20 + 20p) then using the usual counting on method.
- Note that learners with dyslexia and/or dyscalculia may find these methods of giving change quite difficult. A great deal of practice will be needed, including practice in real conditions.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1	1GEN2	N/A

### Task 1

Check that previously calculated change is correct and offered using minimum number of notes and coins

MSS1/E3.1

- Read the instructions for Task 1.
- Remind learners of the counting-on method but encourage them to use their preferred methods of addition when checking the change for each box.

#### *If the learner has difficulty*

- Provide samples of money or cut out the samples in the table so that the learner can handle the money to help with addition/counting on.
- Use a calculator to check amounts of change – ensure that the learner understands the importance of keying in £0.XX for amounts of less than £1 when adding a mix of pounds and pence on a calculator.

#### *Extension*

- Discuss alternative combinations of notes and coins for the amount shown in row 4.
- Ask learners to check that the change amounts displayed on the tills are correct using subtraction.

### Task 2

Calculate change using fewest possible coins  
MSS1/E3.1

- Read the instructions for Task 2.
- Remind learners that if they use the method on the focus page, they must bear in mind that their target is £20.07.

#### *If the learner has difficulty*

- Remind the learner of the easier example of an item costing £1.10 requiring 90p change from £2; the customer offers the extra 10p as payment so this requires an extra 10p in the change =  $90p + 10p = £1$  change.
- Offer similar practice using simpler amounts – these are often easier to understand and the same procedure applies to more complex transactions.
- Dyslexic learners may become confused with the concept of customers paying more to make the change an easier amount.
- Use real coins and notes for this task if possible.

#### *Extension*

- Offer learners more opportunities to calculate and offer change. Try developing some cards or till receipts showing balance due, cash and change. Ask learners to use different coins, the fewest coins/notes, other combinations of coins/notes (e.g. if there are no £1 coins in the till).
- Ask volunteers to make some deliberate errors for the group to identify.

## Theme assessment

- Supply or ask learners to supply some price lists from their workplaces.
- Select a range for costing and giving change.
- Ask learners to select the amounts that customers offer as payment/are realistically likely to offer as payment.
- Encourage them to consider appropriate 'extra' amounts to offer the cashier or that cashiers might request of a customer.

# Giving change

Focus

Most modern tills tell you how much change to give. It is your responsibility to count out the change correctly so that the till balances at the end of your shift.



- ← How much money the customer **must pay** you
- ← How much money the customer **has paid** you
- ← How much money **you must give** the customer

## How to count out change

- Start counting **from zero**.
- Count out the highest denominations of notes or coins first, until you reach the amount of **change** shown on the till display.
- **Count the money into your hand** as you take it from the till.
- **Count the money a second time** as you give it to the customer.

**Example:** This is how you count out £7.82 change.



£5 ...



£7 ...



50 ...



70 ...



80 ...



2.

### Tip

Try to use the **fewest coins and notes possible**. It will save you from running out of change later on.

That's **£12.18** please.

Sorry, I've only got a **£20** note.

That's OK.

Oh. Sorry. Here's another **20p**.

If a customer gives you 'the extra pence' after you have keyed in their payment, you can count out the change like this:

- Start from the **cost of the goods**.
- Count out change until you reach **the amount of money the customer has given you**



£12.18 ...



£12.20 ...



£14.20 ...



£15.20 ...

£20.20

What other methods could you use to calculate this customer's change?

# Giving change

## Task

### Task 1

Put a tick or a cross to show if the **correct change** has been paid out in the **fewest possible** notes and coins.

	Till display	Change	✓ / ✗
1			
2			
3			
4			

### Task 2

- 1 Calculate the customer's change.
- 2 Show how you will pay it using the **fewest possible** notes and coins.



## PAGES 3:15–3:16

# Tills and floats

### Occupational setting

In the fast-food service, handling money and tills is a very important role. Employees have the responsibility for making sure that everything balances at the end of their shifts. This theme focuses on cashing up.

### Materials

Examples of cashing up slips, completed and partly completed

Blank cashing-up slips from the learners' workplace

### Learning outcomes

- 1 To record details on cashing-up slips (focus page, Task 1)
- 2 To count in batches for cashing up till takings (focus page, Task 1)
- 3 To add up amounts of varying denominations (focus page, Task 1)

### Introduction

- Being responsible for tills and floats can cause employees anxiety. A range of skills is involved; this theme looks at breaking down a cashing-up slip. Ask learners for their experience of cashing up. What are the problems? Why is it important to be accurate?
- It is important the learners realise the great part that this plays in the balancing of a business's finances. It is also important that learners understand their responsibilities for handling cash and the possible consequences of getting it wrong.

### Focus page

- Ask learners to talk about their experience of cashing-up records and the format of any forms. Ask them to bring in blank samples of cashing-up slips. Stress that the essential content is the same on all cashing-up slips.
- Ask learners to explain their approaches to this work.

- Look at the information at the top of the page. Ask learners to look at the first step in 'Filling in the cashing-up slip' and draw their attention to the Remember and Tip boxes.
- Read through together to ensure that all details have been understood, making links to the sample cashing-up slip.
- Ask learners to look at the next step and link this to the cashing-up slip. Ensure that they understand that the line totals on the slip show the total of each denomination note or coin (e.g. the £120 is made up of  $6 \times \text{£}20$  notes).
- Calculations can be done by the learner's preferred method but encourage the use of a calculator as well. Check the learner's use of a calculator for calculating amounts of money. Common problems with entering money amounts include: remembering to key in the decimal place; remembering that, for example, 90p is keyed in as .90 or 0.90; knowing that the calculator may not show the final zero(s) from an amount (e.g. it might show £67.00 as 67, or £67.80 as 67.8). Point out to learners that, to save time, they do not need to enter 0.90 for 90p but that 0.9 is sufficient. Encourage them to experiment to see what happens.
- Discuss the purpose of the float. Stress the importance of checking that the amount of float is correct as this will reflect on the total amount in the till at the end of the shift.
- Stress the importance of accuracy in other details – name, date, etc. – on the slip.
- When cashing up, learners will need to count in batches. Ask them to name any denomination batches. Elicit 50, 20, 10, 5, 2 and 1.
- Create some cashing-up slips with a stated amount of float and the denominations listed. Then ask learners to calculate batches of notes and coins and clearly/neatly write the totals on the relevant lines. Remind them that other people will need to read their written figures and that confusion can easily be caused by badly written numbers. Remember to watch out for dyslexic learners who may make mistakes in writing down digits in the correct order.

- Using calculators, ask learners to check the calculations on the sample cashing-up slip.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1 N1/E3.5	1GEN2	N/A

### Task 1

Count in batches to total the takings and complete the cashing-up slip

MSS1/E3.1

- Give learners time to consider the stages of this task.
- What do learners notice about the coins? They are stacked in piles to make them easier to count. Discuss counting whole stacks and then adding on the single coins/part stacks. For example, four piles of 2p coins with 10 coins in each pile plus another pile of three: count 20 ... 40 ... 60 ... 80 ... 82 ... 84 ... 86.
- Remind them of previous activities. Encourage learners to fill in the slip systematically from the top, starting with the highest denomination first.
- Suggest that they check each calculation before moving on to the next. It is easier to do this than to try to identify an error later.
- Discuss checking methods for the calculator work (two methods are mentioned in the Tip box). Discuss these and others that learners suggest.
- Discuss what is meant by 'inverse methods' (e.g. check the addition of two amounts by subtracting the smallest amount from your answer. It should come to the larger amount).

#### *If the learner has difficulty*

- Look at the slip. Ask the learner to match set of coins or notes to the relevant row on the cashing-up slip. Number the sets from highest to lowest denomination. This should cut down on distractions from other print.

- Discuss with the learner how he/she will calculate the amount for each denomination – how does he/she tackle multiplication/batching; what is the preferred method? What does the learner notice about the coins? They are stacked in piles to make them easier to count. Discuss counting 'whole' batches and adding on the incomplete batches/piles, as above.
- If possible, do this task with real or facsimile coins. Practise counting large numbers of the same denomination coins and encourage learners to look for ways of grouping coins to make counting easier.
- Support the learner to use a calculator if preferred.
- Ask the learner to say the total amount. Ensure the learner can identify the relevant row on the cashing-up slip and support him/her to record the amount clearly.
- Some learners will count the number of coins, as they feel it is a safe method. Although this is not the best approach, encourage the learner to write the number of notes/coins in the first column of the cashing-up slip, then work out the amounts. Counting in batches is difficult for dyslexic/dyscalculic learners.

#### *Extension*

- Using the completed cashing-up slip on the focus page, ask learners to break down each line into the number of notes or coins that will make up that line total.
- Ask them to identify the mathematical skill required for this (division:  $£120 \div £20 = 6$  notes).

### Theme assessment

- Create a sheet similar to that on the Task page with a) denominations and the number of each stated in boxes and b) a blank cashing-up slip.
- Ask learners to calculate the amount in each box and record it on the cashing-up slip.

# Tills and floats

Focus

Handling money is a huge responsibility. You must take great care to make sure that the money is correct at the end of your shift.

### Filling in the cashing-up slip

- 1 Count how much money there is for each type of note or coin.
- 2 Write the amount in the columns on the cashing-up slip.

Example:



$$6 \times £20 = £120$$

- 3 Once you have written in all the amounts, **add them** to find the **total amount** of money in the till. You can use a calculator to help you.

### Remember!

Column headings show where to write the pounds (£) and the pence (p).

You *do not* write the decimal point.

### Tips

- Write numbers clearly. It helps prevent mistakes when you add the numbers up.
- If there are no pounds, write **0** in the pounds column. If there are no pence, write **00** in the pence column.

**The float** is a sum of money put into the till at the start of a shift, to use for change.

### Tip

Count the float as soon as you receive it. If it is not correct, your till will not 'balance' at the end of your shift.

**Cash takings** is the money received from customers. This is how you calculate it:

**Cash takings = total in the till – float**

The cash takings at the end of the shift must be the same as the amount shown on the till report. This means the till has **balanced**.

Cashing-up slip		
Till no:	_____	
Date:	_____	
Name:	_____	
	£	p
£50	50	00
£20	120	00
£10	470	00
£5	90	00
£2	44	00
£1	58	00
50p	8	50
20p	7	20
10p	6	70
5p	4	35
2p	0	90
1p	0	32
TOTAL	859	97
Less float	50	00
CASH TAKINGS	809	97

### TILL REPORT

Station: 7

Date: 23 June 2006

TOTAL £809.97

# Tills and floats

**Task**

## Task 1

Complete the cashing-up slip.



### Cashing-up slip

Till no: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

	£	p
£50		
£20		
£10	330	00
£5	185	00
£2		
£1		
50p	7	50
20p		
10p		
5p	3	85
2p		
1p		
<b>TOTAL</b>		
<b>Less float</b>	<b>50</b>	<b>00</b>
<b>CASH TAKINGS</b>		



**Remember!**

Cash takings =  
total – float



**Tip**

Always check your calculations. Here are some checking methods:

- Repeat the calculation to see if you get the same answer.
- Use inverse methods.

## PAGES 3:17–3:18

## Prepare and maintain service areas

## Occupational setting

In fast-food settings information and instructions for preparing service areas will probably be written, but instructions regarding maintenance of service areas will also be given verbally, either through customers asking for things or passing comment, or by supervisors giving on-the-spot instructions. Sometimes this means assimilating a lot of information and relying on memory. It is important that learners practise ways of picking out and remembering the jobs they need to do or the actions they need to follow by first understanding what is expected of them and then carrying them out as and when required.

This theme concentrates mainly on IFS4.2 'Maintain counter and service areas', although the reading and listening skills are transferable to several other areas of customer service. Each workplace will have particular conventions for preparing and maintaining service areas; the instructions used are therefore examples rather than definitive rules for preparing service areas.

## Materials

Dining area observation checklist from the Source material (0:34)

Drawing of a service station from the Source material (0:35)

Audio equipment

## Learning outcomes

- 1 To read and understand written guidelines (focus page, Task 1)
- 2 To find out or work out the meaning of unfamiliar words (focus page, Task 1)
- 3 To recognise and act on requirements for maintaining service areas (focus page, Task 2)
- 4 To recognise indirect instructions (focus page, Task 3)
- 5 To clarify and confirm own understanding (focus page)

## Introduction

- Ask learners to talk about good or bad experiences they have had of eating in restaurants, cafés, takeaways and so on. What do you want to see/find in the place you eat? *What sort of things put you off?*
- Write the four headings 'quality', 'health and safety', 'cleanliness' and 'tidiness' on the board. Discuss and jot down learners' experiences or ideas on bad practice under the appropriate heading(s). For example 'tasteless food' would come under quality but 'gone off' food would also come under health and safety. 'Rubbish on the floor' would come under tidiness and possibly cleanliness too. Let the learners discuss this.
- Explain that preparing and looking after service areas is important in order to give customers the right impression and not put them off. This means following work instructions (written and spoken) and being observant.

## Focus page

- Relate the last point to the main sections on the focus page of reading work guidelines, listening to customers and colleagues and checking service areas. Explain that you will look at these areas separately, but that they all impact on the way the service area is prepared and maintained (or looked after).
- Stress the need for reading service preparation guidelines carefully to ensure that they are followed. Discuss the impact of not doing this.
- Read through the Dining area observation checklist from the Source material. Give learners practice in working out the meaning of the instructions.
  - Ask learners to look up 'condiments' in the glossary (which comes from the first point in the checklist). Then ask them to work out the meaning of 'utensils' in the same point from the context of the sentence. Ask direct questions to help them: *What other things might customers want to use or require?*

- Work through the second point, explaining what it means and giving examples of the sort of information that might be on the board – such as customer leaflets. Ask learners why it is important to have only up-to-date information on notice boards.
- Ask learners to work in small groups through the next two points in the same way, looking up ‘audible’, guessing the general meaning of ‘intrusive’ from the context, working out the meaning of the fourth point and discussing why this is important.
- Stress the need for listening to customers’ comments and following spoken instructions from supervisors – it all helps in keeping the service area safe, healthy, clean and tidy for customers.
- Look at the customer comments written on the page. For each one, ask learners, *If you heard this comment what would you do?* ESOL learners might benefit from role-playing the different situations. Guide them to practise what they would say and how they would say it.
- Look at the two examples of implied instructions on the page. Write these as direct instructions on the board for comparison (e.g. Check the bins, and Put the tent on table 4). Explain that instructions can be given in different ways. With implied instructions, learners can think about what the problem is and what can be done about it. For example, *What is the problem?* The bins might be full. *What can be done about it?* Check the bins and empty them if necessary.
- Discuss how learners might check instructions or ask for clarification. Elicit ideas from learners (e.g. Do you want me to check the bins? What is a tent? Where can I get the tent from? etc.). Note: a tent is a small tent-shaped plastic or metal object placed on the table to identify the table number.
- Stress the importance of being observant and constantly noticing what needs to be done, then doing it.
- Discuss learners’ ideas about the order of priority for carrying out jobs from general areas of quality (referring particularly to maintaining stocks), health and safety, cleanliness and tidiness. Learners can refer to the lists made in the introductory task. Ask learners to give reasons for their ideas.

- Refer to the checklist and point out that the priority area according to this checklist is indicated through the use of capital letters. ‘IMMEDIATELY’ emphasises that this job must always be done straightaway. Discuss why mopping up spillages immediately is so important.
- Ask learners to scan quickly through the checklist and find words that indicate when other things are to be done, such as ‘as required’, ‘when possible’, ‘regularly’, ‘after every use’, ‘every 30 minutes’, ‘when they are three-quarters full’.
- List the terms on the board and discuss what they imply about when jobs should be done or in which order.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	1FS3	N/A
Rt/L1.5	1FS4	
Rw/L1.1		
Rw/L1.2		
SLlr/L1.4		
SLlr/L2.2		

### Task 1

Read and follow the meaning of written guidelines

Rt/L1.5

Rw/L1.1

Rw/L1.2

- Make sure learners have a copy of the Dining area observation checklist from the Source material.
- Explain that some of the questions require learners to look up words in the glossary.
- Go through the first question as a whole group to help learners understand how to find their answers.

### If the learner has difficulty

- Learners may find it easier to deal with the questions that require them to look up or work out the meaning of words first (questions 2, 3 and 4). Help learners to find any words in the glossary and to find where they come in the checklist to see if this helps them work out the meaning. Learners might require support using the glossary and alphabetical order.

- Support learners in working out the meaning. They might try replacing the unfamiliar word (e.g. 'consumed' and 'external') with the glossary definitions ('eaten' and 'outside', respectively) in the sentences from the checklist.
- Guide learners to find the information for the other questions in the checklist by asking direct questions or giving guidance (e.g. Have a look for the words 'straws', 'condiments' and 'utensils'). Learners might find these words most easily by the shape, in which case writing them down allows this visual comparison.
- When learners have tracked down the part they need, they could highlight the words they have looked for and then see which other item is left (napkins). Make sure that they understand what this means.
- Learners with poor reading skills may need further support with interpreting the written information, especially where the words are unfamiliar. Remind them to look up words in the glossary.

#### Extension

In pairs, ask learners to devise two more questions for their partners, based on information from the checklist. This might involve unfamiliar words or the full meaning of the instruction.

#### Task 2

Look after service areas by spotting and dealing with situations

##### Rt/L1.3

- This task promotes discussion about spotting things that need to be done to improve service areas on a continuous basis. Learners need to be aware of the importance of noticing when stocks are getting low or when areas need cleaning.
- Make sure learners have a copy of the Drawing of a service station from the Source material.
- Put learners into pairs and ask them to discuss any jobs that need to be done in the picture.
- Suggest they circle the parts of the picture that show where more stocks are required or cleaning needs to be done.
- Remind them to discuss which job they think should be done first and why.

#### If the learner has difficulty

- Talk through the picture with the learner. Point things out and ask direct questions: *Is this safe? Why do you think that? Are any of these baskets empty? What should be in it?*
- Take each situation one by one in a methodical way rather than overloading the learners with information.
- Once learners have spotted the four jobs that need doing, ask them direct questions about the potential dangers to elicit negative and positive answers. For example, *Is it dangerous to run out of spoons? What might happen if a customer walked on the coffee that is spilt on the floor?*

#### Extension

Ask learners to spot the things in the drawing that reflect good practice, such as things that are stocked up, clean areas, etc.

#### Task 3 13

Listen to and recognise spoken instructions  
SL1r/L2.2

- Draw attention to the tip and explain to learners that they have to listen out for problems suggested by the supervisor, then think about what can be done to solve the problems.
- Remind learners that spoken instructions can be framed in a number of different ways and that it is important that they are recognised as instructions (i.e. telling you what to do). Give an example of this type of instruction, such as 'The straw dispenser is empty'. Discuss that this is an implied instruction meaning 'Fill up the straw dispenser'.
- Play the audio clip through once for gist.
- Play the clip again, this time listening for the three things the supervisor mentions and thinking about what action needs to be taken. Learners could discuss this in pairs. What are the things that must be done? Learners should make a note of these instructions. Ask, *What action can you take to improve this?*
- Replay the audio clip so learners can confirm their responses.

***If the learner has difficulty***

- Read the script of the audio in small chunks, no more than one sentence at a time. Ask learners, *What is the problem here? What can you do about it?*
- Remind learners that they are listening for things that need to be done to improve the service for customers.
- The indirect nature of the instructions may cause problems for ESOL learners. Some of the sentence constructions in the audio clip may also be difficult to understand because of the spoken form. For example, 'Can you sort that out?'
- This task requires a level of interpretation about what action to take; learners may require extra support to recognise this.

***Extension***

Ask learners to discuss which order they would do these jobs in and why. (They should give priority to the things that could affect the customers most immediately.)

**Theme assessment**

Ask learners to find workplace information on preparing or maintaining service areas. Highlight unfamiliar words and find out the meaning.

# Prepare and maintain service areas

Focus

First impressions count! Customers can be put off by an area that is dirty or untidy, or that isn't properly stocked. This is why it is important to prepare and look after the service area properly.



**Read** work guidelines for preparing and looking after service areas.

- Find out or work out the meaning of unfamiliar words.
- Make sure you are clear about what you need to do.
- Ask your supervisor to explain anything you are not sure about.



**Listen** to customer comments and instructions from colleagues.

*This table's dirty.*

- Act on customer comments.
- Report any comments that come up regularly.

*The salt won't come out.*

*The tomato sauce has run out.*

*I'm not sitting here. There's milkshake on the floor.*

*Are the bins OK?*

- Recognise implied instructions including:
  - a what the problem is
  - b what you can do about it.
- Ask if you are not sure what you are being asked to do.

*The tent is missing from table 4.*



**Check** service areas regularly.

- Use your *Service area guidelines* to remind you what to look out for.
- Carry out any jobs that need doing as quickly as possible, in the order of importance.
- Pay particular attention to things that could cause an accident, such as spilt food or drink.

## Tip

Think of a number of 'quick jobs' you can do during the least busy periods to:

- keep service areas clean and tidy
- make sure customers have the things they need.

## Dining Area Observation Checklist

### Quality

- ▶ Check all service areas are well stocked with straws, napkins, condiments and utensils.
- ▶ Information boards should be stocked with only up-to-date literature.
- ▶ Music must be set at an audible level but not be intrusive.
- ▶ Monitor which food and/or drinks are being left in the dining area only half or part consumed.

### Safety and Cleanliness

- ▶ This area should be kept clean using red cloths for tables, highchairs and trays only. Blue cloths are used for dirty tasks and cleaning the seats. Cloths must be changed every 30 minutes.
- ▶ 5/10/15 minute cleaning tasks should be carried out when possible.
- ▶ Any floor spillages must be mopped up IMMEDIATELY.
- ▶ When mopping floors, always use hot water and floor cleaner. Wet floors caution signs should always be used, and removed

# Prepare and maintain service areas

## Task

### Task 1

Use the Dining area observation checklist from the Source material to answer the following questions.

- 1 Which colour cloth should you use for cleaning the seats?
- 2 What does 'litter picking' mean?
- 3 What does the phrase 'half or part consumed' mean?
- 4 What does 'external' mean?
- 5 Apart from straws, condiments and utensils, what else should be checked in the service areas?
- 6 How often should the cleaning cloths be changed?

#### Tips

- Read the information carefully.
- Look up or work out the meaning of unfamiliar words.

### Task 2

Look at the drawing of a service station from the Source material.

- 1 Discuss the four jobs that need to be done in the service area.
- 2 Discuss which job should be carried out first and why.

#### Tip

Use the checklist to help you spot the problems and decide what to do.



### Task 3

13

Listen to the supervisor giving instructions.

Write down the three jobs he is asking you to do.



#### Tip

Think about:

- what the problem is
- what you can do about it.

# Check it

Please note that copies of the following pages are needed: 0:25, 0:26.

1 Look at the Customer service Guidelines 2 in the Source material (page 0:25). Which section suggests that you can make customers' visits special by doing something such as carrying their trays?

- A Be friendly.
- B Appearance Counts.
- C Customise your Hospitality.
- D Make eye contact.

Rt/L1.4; Rt/L1.5

2 Look at the Shift rota in the Source material (page 0:26). Who is on duty at Drive Thru Window 3 for the 9-5 shift?

- A Dan C
- B Rona
- C Marc
- D Richie

Rt/L1.4; Rt/L1.5

3. Evacuate the building.

3.1 Do not run.

3.2 Do not use the lift.

3.3 Do not open a door if you suspect a fire is on the other side.

3.4 Follow instructions of employee with fire training.

3.5 Direct customers and new staff.

3.6 Follow special arrangements for physically disabled.

3.7 Follow special arrangements for those with difficulty seeing or hearing.

3.8 If possible check public areas.

3 Which subsection of the fire alarm procedure tells you to follow the instructions given to you by a colleague with fire training?

- A 3.3
- B 3.4
- C 3.5
- D 3.6

Rt/L1.4; Rt/L1.5

4 Which sections include information that you must only do in certain circumstances?

- A 3.5 and 3.3
- B 3.8 and 3.1
- C 3.7 and 3.8
- D 3.8 and 3.3

Rt/L1.4 Rt/L1.5

Make sure muffins are fully defrosted and kept in their wrapper to prevent dehydration.

5 What does 'dehydration' mean in this sentence?

- A drying out
- B thirst
- C sunstroke
- D moisture

Rw/L1.2

6 A customer gives you a £10 note for a bill of £5.40. Which of these gives the correct change?

- A 20p, 20p, £2, £2
- B 10p, 50p, £2, £2
- C £1, £2, 50p, 20p
- D £2, £2, 20p, 50p

MSS1/L1.1

7 What are the total cash takings of this cashing-up slip?

<b>Cashing-up slip</b>		
Till no:	_____	
Date:	_____	
Name:	_____	
	£	p
£50	250	00
£20	80	00
£10	120	00
£5	65	00
£2	180	00
£1	360	00
50p	4	00
20p	20	80
10p	13	70
5p	2	55
2p	2	42
1p	1	15
TOTAL		
<b>Less float</b>	<b>50</b>	<b>00</b>
<b>CASH TAKINGS</b>		

- A £1101.42
- B £1051.42
- C £1099.62
- D £1049.62

MSS1/E3.1

*There is no salt on table 3 and Jill needs a hand clearing the tables. Find out if we've got enough tomatoes to see us through the rest of the day.*

- 8 What does this supervisor want you to do?
- A Put salt on table 3, help Jill clear the tables and find out whether there are enough tomatoes.
  - B Tell Jill to put some salt on table 3 while she's clearing it and see if there are enough tomatoes.
  - C Find out if we've got enough tomatoes.
  - D Apologise to table 3 and find out if there are enough tomatoes.

SLlr/L2.2; Rt/L1.1

*Would you eat this?  
It's disgusting!*

- 9 What is the most appropriate response to this customer?
- A There's no need to fly off the handle. We try our best you know.
  - B It does look a bit revolting. Not up to our normal standard.
  - C I can see why you're bad-tempered. Do you want a fresh one?
  - D I must apologise. I'll get you a fresh one immediately, unless there is something else on the menu that you'd prefer?

SLlr/L1.5; Rt/L1.2

- 10 When talking about stock rotation, what does FIFO stand for?
- A First International Football Organisation
  - B first in first out
  - C fill inner fill outer
  - D First International Food Organisation

Rw/L1.2

# Audio

## PAGE 3:5

### Dealing with complaints

#### Focus page 9

**Crew member:** Good morning, Sir. How may I help you?

**Customer:** Well it's this.

**Crew member:** Is there a problem? Can I help?

**Customer:** Well I ordered this food at the drive-through and I got home to find one of the large French fries I ordered was missing.

**Crew member:** Oh dear, is it? Let me just make a note of that ...

**Customer:** Also I wanted a medium cola and I only got a small one.

**Crew member:** Sorry. Could I just stop you a moment while I call someone to answer the telephone. Jo, could you get that? I'm with a customer. Sorry Sir, could you repeat that?

**Customer:** I wanted a medium cola and I only got a small one.

**Crew member:** Did you complain to the waiting staff?

**Customer:** It was the drive-through and I only found out when I got the order home.

**Crew member:** Well again, Sir, all I can say is that I'm very sorry and I will pass on your comments to the staff to make sure it doesn't happen again.

**Customer:** Is that all? I've just driven all the way back here, you know.

**Crew member:** What else do you want me to do?

**Customer:** You tell me what you think you should do.

**Crew member:** I could give you a refund I think ... Have you got your receipt? Or I could give you a free cola and fries ... Do you want to leave your address and phone number and I'll get back to you?

**Customer:** I want to speak to the person in charge here. Now.

**Crew member:** I'll get him for you now. Just wait here. I'll be as quick as I can. OK?

**Customer:** OK, thanks.

## PAGES 3:7

### Fire safety

#### Focus page 10

If you find yourself faced with the situation where a chip pan or grill pan flares up, never throw water on it and **don't** try to move it away from the cooker.

Turn off the source of heat and cover the pan with a damp cloth or, better still, a fire blanket like this one.

They work by smothering the flames and starving the fire of oxygen. Read the instructions for use now

so that if a fire starts you know what to do without delay. Place the blanket carefully over the fire. If the blanket doesn't completely cover the fire, it will not be able to extinguish it. You'll need to keep your hands shielded and take care not to waft the flames towards you or bystanders. I remember once I was in a kitchen when ...

## PAGE 3:8

### Fire safety

#### Task 2 11

It is extremely important that you know what to do in the event of a fire. The fire won't wait for you to think about where the Staff Manual is or where the fire exits are! Make sure you read the fire alarm procedure in the Staff Manual as soon as you can, and make sure you know what *you* should do if a fire breaks out. Find out where all the fire exits are. There is a fire alarm call point by every fire exit.

#### Task 3 12

So, if you suspect there is a fire, set off one of the alarms. Do you remember where they are? If you hear an alarm you must make your way out of the building by a safe route. Do not stop to collect your personal belongings. Turn off or unplug all appliances if it is safe to do so. Close all the doors and windows but once again, only if it is safe to do so. The important thing is to evacuate the building as quickly and safely as possible.

Do not run or use the lift. Do not open any doors if you suspect there is a fire on the other side. If possible, check the public areas to see that everybody is out of the building. Pay special attention to toilets.

Put the customers first. Make sure that you give them every assistance and be aware that some customers may be hard of hearing or unable to see well and will need extra help from you. You will be getting special training on how to deal with customers with a disability, especially the use of the 'Evac-u-chair'.

Once outside, go to the fire assembly point and wait until you are told that it is safe to go back inside. Only the Manager can tell you when it is safe. Do not re-enter the building until he or she tells you it is safe to do so.

### PAGE 3:18

## Prepare and maintain service areas

### Task 3 13

Those customer leaflets on display are last year's so they're no good. We've got new ones in the back. Oh and a few customers have said the music is a bit loud. Can you sort that out? The trays are looking a bit dirty too.

# Answers

## PAGES 3:3–3:4

### Teamwork

#### Task 1

- 1 Dressing
- 2 Wednesday
- 3 Regular
- 4 Through
- 5 Quarter-pounder
- 6 September

#### Task 2

- 1 Day
- 2 Becky
- 3 Nick
- 4 Tills
- 5 Sunil
- 6 7 o'clock
- 7 5 o'clock
- 8 Netty
- 9 Ali
- 10 2 o'clock

## PAGES 3:7–3:8

### Fire safety

#### Task 1

#### Fire alarm procedure

- ✓ 1. On discovery or suspicion of fire, go immediately to one of the nearest fire alarm call points, situated by every fire exit, and activate the alarm.
2. On hearing the fire alarm:
  - \* 2.1 If safe to do so, turn off or unplug appliances.
  - \* 2.2 If safe to do so, close doors and windows.
  - X 2.3 Do not stop to collect personal belongings.
- ✓ 3. Evacuate the building.
  - X 3.1 Do not run.
  - X 3.2 Do not use the lift.
  - X\* 3.3 Do not open a door if you suspect a fire is on the other side.
  - ✓ 3.4 Follow instructions of employee with fire training.
  - ✓ 3.5 Direct customers and new staff.
  - ✓ 3.6 Follow special arrangements for physically disabled.
  - ✓ 3.7 Follow special arrangements for those with difficulty seeing or hearing.
  - \* 3.8 If possible check public areas.
- ✓ 4. Assemble outside the building at a nominated location.
  - \* Do not re-enter the building until advised to do so by the House Manager.

#### Task 2

3

#### Task 3

- 1 True
- 2 True
- 3 False
- 4 True
- 5 False

## PAGES 3:9–3:10

### Prepare food to company specifications

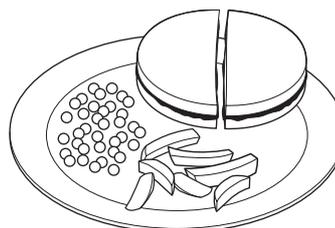
#### Task 1

- 1 168°C
- 2 3 minutes
- 3 Golden brown, moderately crisp exterior, mealy and slightly moist interior, slight separation of exterior from interior.
- 4 8 minutes
- 5 switch off
- 6 No, the fries are removed before the timer is switched off.
- 7 20 cm
- 8 6
- 9 Tender loving care
- 10 First in first out

#### Task 2

- 1
  - a serrated – jagged, like a saw
  - b simultaneously – at the same time
  - c diagonally – from corner to opposite corner
  - d ensure – make sure
  - e excess – extra, surplus
- 2 Description must include the following: a hot sandwich with sautéed bread, Swiss cheese and hot turkey with BBQ coleslaw, served with fries and Cajun beans

3



**PAGES 3:11–3:12****Product knowledge****Task 1**

- 1 False
- 2 True
- 3 False
- 4 True
- 5 True

**Task 2**

- 1 nutritional – to do with the value of food, the benefits or otherwise of eating certain foods.
- 2 succulent – moist, tender
- 3 hydrated – having enough fluid in the body
- 4 immunity – resistance to infection
- 5 consumption – eating, drinking, intake
- 6 per – for each

**Task 3**

You may have written something like this:

The figures on this table show how many calories children of ages 4–6 should take in every day if they are getting the recommended level of exercise.

**Task 4**

- 1 True
- 2 True
- 3 False (1064 KJ per portion, but 990 per 100 g)
- 4 True
- 5 True

**PAGES 3:13–3:14****Giving change****Task 1**

- 1 ✓
- 2 ✓
- 3 ✗
- 4 ✗

**Task 2**

- 1 The customer is due £16 change (£15.53 + 7p).
- 2 Fewest possible coins and notes: 1 × £10 note, 1 × £5 note, 1 × £1 coin.

**PAGES 3:15–3:16****Tills and floats****Task 1**

<b>Cashing-up slip</b>		
Till no:	_____	
Date:	_____	
Name:	_____	
	£	p
£50	100	00
£20	140	00
£10	330	00
£5	185	00
£2	36	00
£1	55	00
50p	7	50
20p	6	80
10p	4	70
5p	3	85
2p	0	86
1p	0	23
<b>TOTAL</b>	<b>869</b>	<b>94</b>
<b>Less float</b>	<b>50</b>	<b>00</b>
<b>CASH TAKINGS</b>	<b>819</b>	<b>94</b>

**PAGES 3:17–3:18****Prepare and maintain service areas****Task 1**

- 1 Blue
- 2 Picking up litter
- 3 Only part or half eaten
- 4 Outside
- 5 Napkins
- 6 Every 30 minutes.

**Task 2****1** You may have noticed:

A customer walking away with the last straw from a straw dispenser. This means that the straw dispenser needs to be refilled.

An empty basket marked 'spoons' on a self-service counter. This means that more spoons should be put in the basket.

A coffee spillage on the floor by a table. A 'wet floor' sign should be put up and the spillage mopped up.

An empty table heaped with half-eaten food and packaging. This should be cleared away and thrown in the bin and the table cleaned.

**2** The coffee spillage should be dealt with first in case anyone slips on it and injures themselves.**Task 3****1** Replace the out-of-date customer leaflets with new ones.**2** Turn the music down.**3** Change the trays.**Check it**

**1** C

**2** C

**3** B

**4** D

**5** A

**6** B

**7** D

**8** A

**9** D

**10** B