

Sales

Introduction to Module 2

The purpose of retail is to sell things. The range and diversity of products and services offered is now huge and is changing rapidly, and the competition between businesses to sell is also increasing. Learners in the retail setting need to keep their product knowledge up-to-date and must be able to advise customers with confidence. They also need to deal with customers at the point of sale professionally and efficiently, receive payments in different forms and give good counter service in a range of settings.

This module deals with different aspects of sales including:

- improving product knowledge
- understanding product labels
- providing effective counter service in food settings
- dealing with cash and non-cash payments
- using forms to record information about customers.

The activities for this module are set mainly in the supermarket scenario and include weighing on the delicatessen counter, and rotisserie sales. However, many of the skills taught are generic to all retail settings, such as dealing with payments, recording customer information and offering additional services. You should encourage learners to transfer and apply the skills in this module to their own area of work and to enrich the module by contributing their own experiences.

Retail – Module 2: Sales					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Product knowledge	Re 2:1–2:2	C.4	Rt/L2.2; Rt/L2.3; Rt/L2.5; SLlr/L1.1; SLc/L1.3		
Reading product labels	Re 2:3–2:4	C.3	Rt/L1.3; Rt/L1.4; Rt/L1.5		C1.2
Counter sales	Re 2:5–2:6	B.18; C.9		N2/L1.4; MSS1/L1.4; MSS1/L1.7; MSS1/L2.6	N1.1
Rotisserie	Re 2:7–2:8	B.15	Rs/E3.1; Rw/E3.1; Rw/L1.1	MSS1/L1.3	N1.1
Weighing goods ready for sale	Re 2:9–2:10	B.15; B.18		MSS1/E3.6; MSS1/L1.4	
Charging for purchases	Re 2:11–2:12	C.9; B.18	Rt/L1.4; Rw/E3.4	N1/L1.1	
Handling cash	Re 2:13–2:14	C.8; C.9		MSS1/E2.1; MSS1/E2.2	
Non-cash payments	Re 2:15–2:16	C.9	Rw/E3.1; Rw/E3.2; Ws/E3.1; Ww/E3.1	N1/E3.1	
Additional services at point of sale	Re 2:17–2:18	C.8		HD1/L1.1	N1.1
Filling in forms	Re 2:19–2:20	D.4	SLlr/L1.1; SLlr/L1.3; SLc/L1.2; Rt/L1.4; Wt/L1.5; Wt/L1.6		

Skills checklist

The retail business is all about selling things. Whatever you sell, you need to know about your product in order to advise customers and give efficient service.

Handling payments efficiently is an important part of your work and you should know how to deal with both cash and non-cash payments. You may also be required to offer additional services at the point of sale.



A number of different skills are involved in selling products. Some of these may depend on the product you sell and the type of payment that is most common in your store. Look at this list of skills and think about which are most important to you in your work setting. Tick all the skills you have already and then look at the checklist again when you have used the materials.

Skills for sales	Now	Later
Finding out about products		
Understanding product labels		
Weighing out goods for counter sales		
Displaying goods at the correct temperature		
Handling cash payments		
Handling non-cash payments		
Offering additional services		
Recording customer details		

PAGES 2:1–2:2

Product knowledge

Occupational setting

Sales staff are expected to keep up-to-date with product knowledge in order to maximise sales and retain goodwill. Staff who are proactive about this and can communicate their knowledge to customers will soon find that customers respond well and are more likely to make a purchase. Different companies offer different ways for staff to update product knowledge: many now use company intranet and regular training sessions; others rely on employees to use their initiative and find information from other sources.

Materials

Copies of Improving product knowledge checklist from the Source material (0:07)

Moika mobile phone product information from the Source material (0:08)

Audio equipment

Learning outcomes

- 1 To recognise where and how to find out about a product (focus page, Task 2)
- 2 To pick out key information about a product from different sources (focus page, Task 1)
- 3 To communicate relevant and accurate details to customers (focus page, Task 1)

Introduction

- Ask learners where they can find out about products. *What sort of information might you find out about?* (e.g. cost, special offers, ingredients, sizes, what it does, dietary information, how effective it is, whether it is popular with customers). Write responses on the board/flipchart.
- Look at the Improving product knowledge checklist from the Source material. Go through each item, discussing how it helps improve product knowledge, using examples from learners' own workplaces. For example, it could be trying on clothes to check the accuracy of sizing in order to be able to pass on this information to help customers buy the correct size.

- Discuss which of the methods for finding out information might be the most useful for the ideas written on the board (there might be more than one method each time). This can be presented as a spidergram.

Focus page 13–15

- The focus page shows a range of sources of information.
- Ask learners to guess where the information comes from (e.g. customer feedback, magazine from a supplier, instructions leaflet, Internet, staff training/updating session, another member of staff giving advice to a customer).
- Ask learners how they decided. What clues in the layout or format of the text, or the particular type of language helped them to work out the information source? For example, *What clues are there that item 3 is an instruction leaflet?* (the layout with numbered points, the use of command words such as 'set', 'press', 'hold').
- Ask questions about the sort of information they give. *Which one gives general information? Which one describes features of the camera? Which one would help you demonstrate the camera?*
- Discuss and highlight the parts of text 2 that would help to sell the camera to a customer (pick out the main descriptions such as slim-line, lighter, 4 cm smaller, etc.). Write the ideas on the board.
- Discuss how the other two extracts of information might be useful, for example to answer customers' questions or queries; to help demonstrate, etc.
- Play the audio clips. Discuss the general sort of information the audio clips are giving and who is speaking (1 = customer; 5 = sales rep; 6 = sales assistant). (Refer to the checklist as a prompt.)
- Play the audio clips again to check information. What useful information do they confirm or add? For example, the customer confirms that the camera takes good pictures and is easy to use.

- Play audio clip 15 again (the sales assistant.) Discuss what method(s) she is using to help 'sell' the camera. Consider the language used, drawing attention to positive words such as 'useful features', 'popular' and 'good value', and the use of an enthusiastic tone of voice. Demonstrate how the same words can be expressed in different ways. (Remind learners of trading standards.)
- In pairs, learners role-play 'selling' the camera to each other, using only the information given in the audio clips and on the focus page. It would be useful for learners to think first about the kinds of words they might use in this sort of situation. For ESOL learners it would be particularly useful to prepare words and phrases to use in this and other relevant selling situations. Learners will also find it useful to develop some replies to typical customer questions.
- Feed back on effective ways of giving information.
- Reiterate the importance of knowing as much as possible about a product.
- Ask learners to transfer skills to a product they have to sell.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.2	C.4	N/A
Rt/L3		
Rt/L2.5		
SLlr/L1.1		
SLc/L1.3		

Task 1 16

Find out about a product in order to answer questions from customers and promote sales

Rt/L2.2

Rt/L3

Rt/L2.5

SLlr/L1.1

SLc/L1.3

- Explain to learners that they will be listening to information as well as reading it (as they did for the focus page).
- Make sure learners have the Moika mobile phone product information from the Source material.
- Allow learners time to look at the questions and to read the information first before

listening to the audio clips. Discuss what each section of the information is generally about and where it comes from (as done on the focus page).

- Play the audio clips. Discuss the general gist of the information given in the audio clips and who is speaking (e.g. rep, sales assistant, customer) so that learners are aware of where the information they are using is from.
- Play the audio clips again to check information.
- NB The task can be done as a written exercise or as an oral exercise in pairs.

If the learner has difficulty

- Go through each question separately. Ask questions about the written pieces first to lead learners to the information they need, for example, *Does this information tell you what the new phone has that the other one does not have?*. Encourage learners to highlight the relevant information in the written extracts first, then listen again to the audio clips for any added information they need.
- Some learners may struggle with the technical information in this task. Ask a learner who is confident and 'clued up' to explain the information as if the other learner is a customer. Alternatively, use a product that the learner is familiar with.

Extension

- Ask learners to choose all the appropriate information and use it to 'sell' the phone to a partner. The partner can give feedback on how effective this was.

Task 2

Use untried methods of updating product knowledge to find out information about a new product

Rt/L2.2

Rt/L2.3

Rt/L2.5 if a reading method is selected

SLlr/L1.1 if a listening method is selected

- Make sure learners each have a copy of the Improving product knowledge checklist from the Source material. Explain to learners that they should tick methods they used during induction as well as any they have used since then. Point out the 'remember' box and suggest that learners use their checklist on a continuous basis.

- For question 2, discuss and make a note of any new products as a whole group to give learners ideas. Ask learners to choose a product and a method they have not tried that they think will give them the most useful information.

If the learner has difficulty

- **Question 1:** Ask learners questions to help them remember whether they have done any of the methods before, for example, *Have you walked round the store as part of your induction?, Can you tell me where the different products in the store are displayed?*
- **Question 2:** Check that individual learners have chosen the most suitable method. For example, a learner who finds reading hard may find the listening method better, such as listening to more experienced members selling.
- Probably the easiest method (and most effective) for most learners is to try (or try on) a product/item so that they can then give their views on it. Remind them, however, that the aim is to sell it, so positive aspects should be emphasised.

Extension

Ask the learner to repeat the task with a different method but using the same product, to extend their knowledge further. For example, learners could look up information on the Internet, or compare an earlier version with the most current version.

Theme assessment

Ask learners to collect information from various sources about a product on sale in the learner's own workplace. (Learners can find information from written documents and through discussion with sales reps or other members of staff.) Ask learners to come up with a list of the key features that they may wish to draw to a customer's attention in order to promote the product.

Product knowledge

Focus

Product knowledge is about knowing all there is to know about the products you sell and keeping up-to-date with the services you offer. Good product knowledge is vital if you are going to sell products successfully.



1



2

Kronca introduces the new KLM Digital Camera

The new KLM Optical camera is due to go on sale from next month. This slim-line digital camera is lighter and about 4 cm smaller than any other digital camera. It has a 22x optical zoom and 880x digital zoom. There is already a huge marketing and advertising campaign under way to promote it to the public.

3

Recording still images

- 1 Set the mode dial to S.
- 2 Press and hold the shutter halfway down.
- 3 Wait until the beep sounds.

4



5



6



Can you recognise where the different information comes from?

Product knowledge

Task

The more you know about a product, the better you will be able to answer customers' questions about it. If you are not sure of an answer, you need to know where you can look to find out.



Task 1

16

Find out about a mobile phone by reading the Moika product information in the Source material and listening to people give information about it. Use the information to give your replies to these customers' questions.

1



What's this new Moika got that the old 8391 version didn't have?

2



What about this mobile phone virus then? I don't know much about it but I'm told it wrecks a phone.

3



Why is this phone so expensive?

Remember!

Your job is to sell the phone if possible.

Tip

Select the information that answers the customers' questions in the most positive and polite way.

Task 2

- 1 Use the Improving product knowledge checklist from the Source material to check off the things you already do to update your product knowledge.
- 2 Choose one method you have not used and use this method to find out about a new product in your place of work. Make a note of what you have found out by using this method.

Remember!

You can use these methods time and time again to update your product knowledge!

PAGES 2:3–2:4

Reading product labels

Occupational setting

Customers will ask questions about products. Product knowledge is therefore important in order to respond immediately with accurate information. This focus page is about picking out some of the key features used on labels in order to find information quickly, without having to read it all. The example label is from a food product, but the principles can be transferred to any product label.

Materials

A selection of different types of label from different workplace settings, to include where possible: symbols, instructions, ingredients (or material mix), abbreviations/specialised words

Goan Pork and Quo-burger labels from the Source material (0:09, 0:10)

Learning outcomes

- 1 To understand some key features of labels (focus page)
- 2 To use the layout of a label to locate information quickly (focus page, Task 1)
- 3 To recognise the meaning of symbols on products from own workplace (focus page, Task 2)

Introduction

- Ask learners what they look at first when deciding to buy a product. Usually this is the label. Ask what they are looking for – size, ingredients, dietary information, washing instructions, application rates, price? Write responses on the board/flipchart.
- Use examples of different types of labels or information from real product labels. Compare these with learners' ideas.

- Give out real products or product labels to pairs of learners. One person is to be the customer and should ask a question about the product, taken from the list on the board. The other person tries to find the answer from the label. They then swap roles.
- As a whole group, discuss what was easy or difficult about finding the information.
- Introduce the idea of format – labels are set out in a particular way to help you find information quickly.

Focus page

- Explain that different labels are set out in different ways but there are particular features to look out for. Highlight the different styles of subheading on the focus page label.
- Go through the boxes in any order, thinking of examples from learners' own workplace products, or using actual workplace product labels for comparison. Make sure abbreviations and specialised used words are explained. Demonstrate how abbreviations are constructed and give some examples. Some learners may need to keep a personal glossary or word bank with their own definitions of specialist words.
- As an example of other formats, look at the label for Goan Pork from the Source material. Ask questions about it, such as: *Does it contain wheat? How many calories does it contain? How much pork is in it? Does it contain colour? What does the red symbol mean?* With each question, discuss where the information can be found on the label. Consider *how* you found the information – looking for a particular word, using the subheadings or working out the meaning from the symbol.
- Give out examples of workplace products or labels. Discuss scenarios based on these, for example: *Where would you look on the label if a customer wanted to know how many calories are in the product? A customer wants to know whether a particular dress can be machine washed. Where will you find this information?* This should confirm the use of subheadings, symbols and other features of format particular to the labels.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	C.3	C1.2
Rt/L1.4		
Rt/L1.5		

Task 1

Use the layout of a product label to find information quickly

Rt/L1.4

Rt/L1.5

- This task requires the Quo-burgers product label from the Source material.
- Explain that the purpose of the task is to find information from a product label. Point out that all the information they need is on the two parts of the label, but they might need to look up some words. Remind them to use headings and text features to locate information without reading the whole label.

If the learner has difficulty

- Have a general look at the label first with the learner. Pick out features and headings. Support learners who have difficulty scanning for headings or key words by helping them to identify the key word or heading they may need to locate the information (i.e. Question 1 – microwave).
- Encourage learners to look for things that stand out such as bold text, capital letters, numbers, lists and symbols, and to take each section separately.
- Support learners who have difficulty with the vocabulary (e.g. allergy, refreeze, thaw, etc.).

Extension

Ask learners to make a list of the things you must not do, as explained on the package (overcook, use beyond the Best Before End date, refreeze after defrosting). They can discuss each one and decide why these have been included on the package (food safety).

Task 2

Find and understand symbols used on product labels

Rt/L1.3

- Explain to learners that this task requires them to find information themselves.

- Give an example of how to fill in the table using labels from learners' own workplaces (e.g. food labels, clothes labels, labels on non-food items).
- Ask learners to keep their findings for discussion later.

If the learner has difficulty

Get learners to work in pairs or small 'teams'. They can also seek advice from senior members of staff.

Extension

- Give individuals or 'teams' of learners a short quiz to do around the shop or with the products gathered for the introductory activities that involve learners finding the correct information from labels that contain symbols.
- Get them to ask themselves some questions. For example: Is our own make of tuna 'dolphin friendly'? Can you machine wash our new range of woollen cardigans?
- Learners can devise their own quiz questions if they work at the same store.

Theme assessment

Prepare a list of questions relevant to products that are sold in learners' workplaces for learners to find out from product labels. For example, what is the recommended temperature for machine washing a pair of jeans? What is the sugar content of a particular brand of biscuit?

Reading product labels

Focus

Customers may ask for your advice from time to time when they are choosing a product. You can find certain information quickly from the product label.

You might find information about what is in the product. This is important for people who have allergies.

Specialised words might be used, which you will need to know.

Some information is set out in an easily recognisable **format** to help you find it easily. This is an example of a table of information.

It might include a set of instructions.

Instructions are often positive – telling you what you *should* do.

Look for these features on other labels.

FRESH VEGETABLE SOUP
made with real vegetables

INGREDIENTS

Water, Vegetables (44%), (Potatoes, Carrots, Onion, Green beans, Leeks), Crème fraiche, Modified maize starch, Salt, Yeast extract, Vitamin C, Folic acid, Vitamin B6.

NUTRITIONAL INFORMATION	
Typical values	per 100g
Energy	221 KJ (53 kcal)
Protein	0.9g
Carbohydrate	4.3g
(of which sugars)	1.4g
Fat	3.7g
(of which saturates)	0.3g
Fibre	0.2g
Sodium	0.4g

NO ARTIFICIAL COLOURS

To hob cook
Heat the soup thoroughly in a saucepan, stir gently, take care not to let it boil.

NOT SUITABLE FOR MICROWAVE COOKING

Storing instructions
KEEP REFRIGERATED

USE BY:
JUNE 06

425g e

V SUITABLE FOR VEGETARIANS

Use subheadings to find particular information quickly.

These might be:

- underlined
- in CAPITAL LETTERS
- in **bold**
- in *italics*.

Abbreviations might be used. For example:

- kcal for calories
- 'g' for grams.

Some labels include information on what the product does *not* contain.

Warnings are often in capital letters to stand out, and use negative words such as 'NOT'.

Symbols are useful as a quick reference but may also have an accompanying explanation.

Reading product labels

Focus

Task 1

Use the *Quo-burger* label from the Source material to find this information.

- 1 Can you microwave these burgers?
- 2 What does 'non-metallic' mean?
- 3 How many calories are there in a 100-gram serving?
- 4 If a customer's frozen food compartment has two stars on it, how long can the customer keep the food for?
- 5 What do you think the symbol of the box and arrows is telling you?
 - a The burgers should be turned whilst cooking.
 - b The packet is made of recyclable cardboard.
 - c The packaging is made of cardboard.
 - d Turn the packet round to read the information.
- 6 When should the product be used by?
- 7 Who is the product suitable for?
 - a vegetarians
 - b people with nut allergies
 - c people with wheat allergies
- 8 How much fibre does 100 grams of the food contain?
- 9 Can you refreeze the meal once it has thawed out?
- 10 Does the product contain yeast?

Tips

- Use the layout of the label to help you go straight to the information you need without having to read it all.
- Look up any unfamiliar words.

Task 2

Find four different symbols used on product labels in your place of work. Copy the table below and complete it to show your findings.

Product	Description of symbol	Meaning

PAGES 2:5–2:6

Counter sales

Occupational setting

Customers may ask for the same quantity in a range of different ways (using words and numbers; whole numbers, fractions, mixed numbers, decimals, metric or imperial vocabulary). It is important that the counter salesperson is able to recognise the requested amount in whatever format and to weigh it accurately. It is also important that learners who are involved in weighing activities are thoroughly familiar with the metric system.

Materials

Range of weighing scales – digital and balance, metric and imperial

Activity cards of weights and abbreviations for matching

Samples of food for weighing (pasta or pulses are useful)

Samples of food information from meat/delicatessen counter

Learning outcomes

- 1 To read and understand the vocabulary for counter sales weights (focus page, Tasks 1 and 2)
- 2 To convert/compare units of weight in metric system. (focus page, Task 2)
- 3 To convert/compare units of weight in imperial system (focus page, Task 2)
- 4 To convert/compare units of weight between metric and imperial systems (focus page, Task 2)

Introduction

- As a group, discuss the metric and imperial systems of measurement. Flag up the fact that retail outlets must now weigh everything in metric units but that many customers will still make requests using imperial quantities.
- Write the headings 'Metric' and 'Imperial' on the board/flipchart. Ask learners for words that they associate with weight. Discuss and write these into the appropriate chart columns.
- Discuss abbreviations for each unit of measurement. Use the prepared activity cards of weights and abbreviations for matching. Match abbreviations to weights on lists.
- Discuss lightest/heaviest. Create a second pair of lists, writing the weights in order of size/heaviness.
- Introduce a range of weight measuring tools – different types of scales. Show how the displays differ and establish with learners the type of display they are familiar with. Which would they expect to see when shopping for food? Put emphasis on digital scales but also look at balance scales and sets of weights – ideally, examples of metric and imperial weights.
- Carry out some activities that involve estimating and reading scales in pairs or small groups, using everyday objects or items of food. Ask learners to think about the words from the charts that they are most likely to encounter when shopping for food.
- Explain that there is no set way of requesting an amount of food and that on most labels the prices are stated for metric and imperial quantities.
- Give a series of requests for weights in different ways and ask learners to weigh out using a range of scales. (Pasta or pulses are useful for this activity.) Introduce such words as half, quarter (with their symbols) and the position of the decimal point. Write up equivalents on the board/flipchart as they occur during this activity.

Focus page

- Introduce the focus page by going through the example given for sausages. Check that learners are confident that all these weights are approximately the same.
- Encourage learners to visualise a situation in which they might buy 'loose' sausages and raise such questions as: How many sausages might there be in 1 kg? (Work this out before the session.)

- A set of prepared weights cards could be valuable for matching/converting weights (within the metric system) and from imperial into metric.

Curric. refs	NOS/NVQ	Key Skills
N2/L1.4	B.18 E	N1.1
MSS1/L1.4	C.9 D	
MSS1/L1.7		
MSS1/L2.6		

Task 1

Write an equivalent weight

N2/L1.4

MSS1/L1.7

MSS1/L2.6

- Ask learners to think back to the example on the focus page where one weight was expressed in many ways.
- Allow learners to work in pairs to come up with a similar number of variations. Encourage practical weighing activities if this is possible.
- This task requires understanding of the decimal point and the relationship of 0.500 kg to 1 kg. Ensure that learners record accurately (e.g. the quantity in Task 1 is 0.500 kg **not** 0.500 g).
- Discuss which version of these weights customers are most likely to use.

If the learner has difficulty

Refer to the example on the focus page. Look for parallels (e.g. put 1 kg (1000 g) on the digital scales, remove about half then adjust the quantity on the scales until the 500 g is displayed).

Extension

Learners who are competent at this task may wish to try some other examples. If practical resources are available, learners can think about approximating weight by using the individual item weight as a guide (e.g. four apples weigh approximately 1 lb, which is approximately 500 grams or half a kilogram).

Task 2

Match/convert approximate weights

MSS1/L1.7

MSS1/L2.6

N2/L1.4

- Explain that this task involves reading the words and numerical methods of recording metric weights.
- Learners may match by linking the metric and imperial amounts with coloured lines or by cutting out and placing in piles.
- Ensure that each learner is confident with place value for accurate reading of the decimal points.
- Allow learners to refer to a comparison chart for decimals and fractions, if you created one.

If the learner has difficulty

- Match known weights first. Suggest strategies for working out unknowns (e.g. 1 kg is 1000 g, so $\frac{1}{2}$ kg must be 500 g). Learners may find it easier to cut out the weights and then to put one set in weight order. (Putting all three sets in weight order will allow the correct answer to be read off, but it is important that the learner understands the links between the sets. This should be discussed.)
- If a difficulty with place value is identified, study support may be appropriate.

Extension

Learners could create more of these to present to their colleagues. They could consider the types of 'loose' food items that might be bought in the selected quantities.

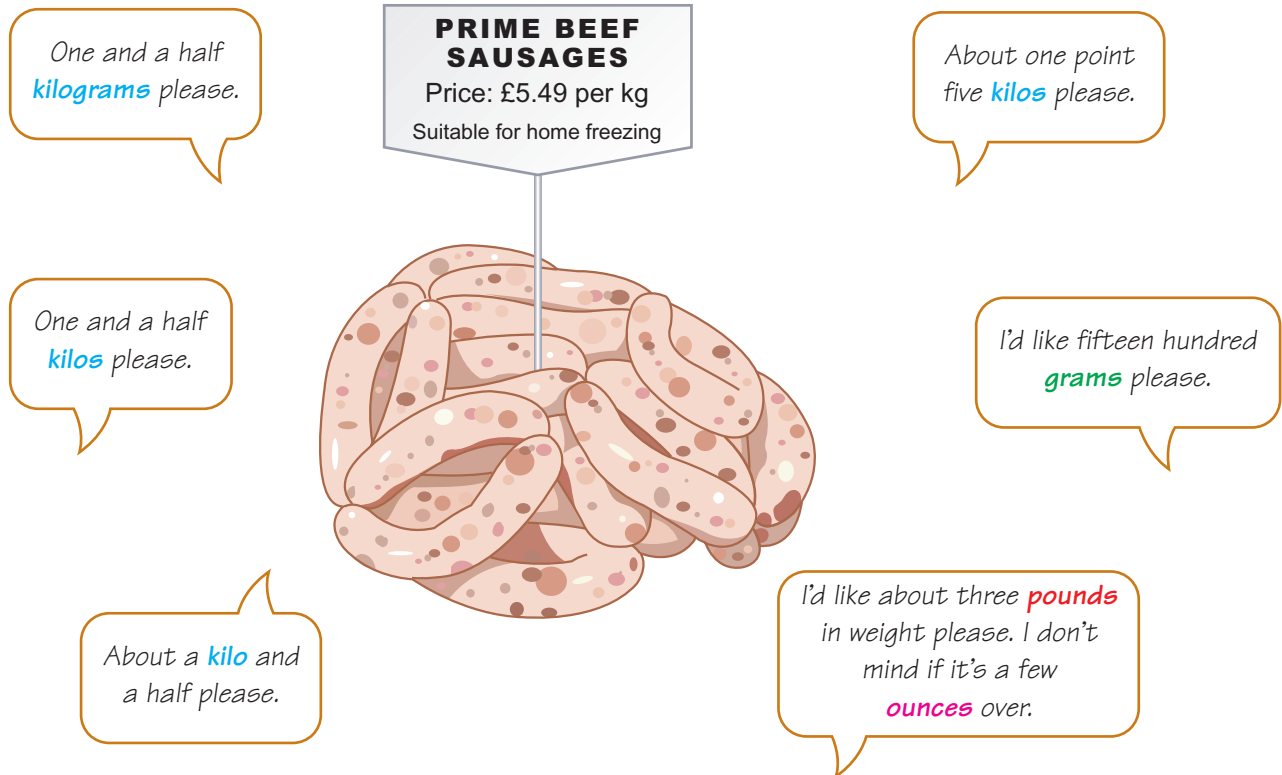
Theme assessment

Provide picture cards of products on weighing scales with the weight shown in decimal format (e.g. 0.100 kg) in addition to cards of customers requesting weights in various ways (as in Task 2). Ask the learner to match those that weigh approximately the same to confirm understanding of the relationship between the various units of weight.

Counter sales

Focus

Different customers ask for weights in different ways.



Grams and **kilograms** are metric weights.

- 1000 **grams** weigh the same as 1 **kilogram**.
- 1500 **grams** weigh the same as 1.5 **kilograms** or 1½ **kilograms**.
- 'Kilo' is a quick way of saying 'kilogram'.
- 'Fifteen hundred **grams**' is a quick way of saying 'one thousand, five hundred **grams**'.
- This is how the weight is displayed on digital scales:

1.500 kg

Pounds and **ounces** are imperial weights. Products are no longer weighed in these units.

There are 16 **ounces** in 1 **pound**.

- Two **pounds** weigh a bit less than 1000 **grams** or 1 **kilogram**.
- One **pound** weighs a bit less than 500 **grams** or 0.5 **kilograms**.
- ½ **pound** or 8 **ounces** weighs about 250 **grams** or 0.250 **kilograms**.
- ¼ **pound** or 4 **ounces** weighs about 125 **grams** or 0.125 **kilograms**.

How would 1.5 kg be displayed on an imperial scale?

Counter sales

Task

Task 1

A customer might ask for this weight in lots of different ways.
Write all the ways you can think of.



Task 2

Which of these weigh **approximately** the same? Draw lines to link the similar weights.

1 2.500 kg

One hundred and twenty-five grams

Two ounces

2 0.250 kg

Fifty grams

Five pounds

3 0.500 kg

Two hundred and fifty grams

Quarter pound

4 0.050 kg

Half a kilo

Half a pound

5 0.125 kg

Two and a half kilos

One pound

PAGES 2:7–2:8

Rotisserie

Occupational setting

The safe handling and management of cooked foods is an essential requirement in retail. Health and hygiene standards clearly state the temperatures at which food must be cooked and maintained, and the acceptable periods of time food can remain at these temperatures before it becomes a risk to health. The rotisserie section of any retail outlet will have to adhere to the most stringent of health and safety requirements. Staff working in this section will have to be able to read and understand instructions, understand what is meant by a minimum temperature, read a temperature scale and calculate time.

Materials

Temperature probe

Analogue clock

Learning outcomes

- 1 To calculate the display times of chicken cooked on a rotisserie (focus page, Task 1)
- 2 To read, understand and carry out the instructions on a rotisserie control chart (focus page, Task 1)

Introduction

- Ask learners if they have seen and/or used a temperature probe. Pass a probe around and for fun, suggest learners take the temperature of some acceptable part belonging to the person sitting next to them (e.g. palm, underarm, crooked elbow, their bag). Record the temperatures they read out from the probe.
- Ask learners to write down the temperatures in order, with the highest temperature at the top.
- Ask them what the **highest** temperature is; what the **lowest** is. Pose questions to ensure that words like minimum are understood (e.g. *If food had to be displayed at a **minimum** temperature of 50°C would any of these temperatures on the board be all right? What is the **maximum** temperature shown here on the board? What is the **minimum**?*)
- Further test learners' concept of temperature by asking questions like: *If a chicken has an inside/internal temperature of 82°C recorded by the probe, do you think you could burn your finger at this temperature?* (Yes – it's close to boiling point, which is 100°C).

Focus page

- Read the first section of the Rotisserie Critical Control Reminder Chart on the focus page and discuss the use of imperatives – must/must not – with the group: *Is it all right if the chicken is nearly at the right temperature?* (No) *Would I get away with it if the food was left on display for 3 hours?* (No) *What could be the consequences of not following the rules regarding cooked food?* (food poisoning; section closed by health inspector; store fined and shamed; lose your job)
- Read the next sections of the chart. Ask learners what would happen if they read the third section but didn't notice the word 'never' at the top of the bullet points? Statements like these that start with imperative verbs can easily instruct you to do exactly the opposite of what you should do if you miss out the one very important word! It is important to stress this point. A bullet point format such as this is fine, provided the learner knows to apply the word 'never' to each point. This could be modelled to ensure understanding or questions asked such as: How many things must you *never* do according to this part of the chart? (five) What should you *never* do when preparing chicken? (Never use the same utensils and preparation surface for cooked and uncooked chicken.)
- You could further reinforce this part by asking learners to reword each command, retaining the same meaning (e.g. You must not allow customers to handle the food; customers must not be allowed to handle the food; food must never be handled by customers).
- Ask learners to look up any words that cause difficulty in the glossary and to write the definitions they find. Compare with those already on the board and discuss the importance of food hygiene.

- Look at the right-hand side of the focus page and ask learners to answer the questions posed about display times. Use the analogue clock to show the passage of time. Talk about the word 'reducing' and its meaning in this context – putting the price down – and the time word 'prior'. This could cause additional problems for an ESOL learner. Ask more direct questions: *When will you start selling the food cheaper? (1½ hours after it enters the display).*
- Encourage the use of the analogue clock, as it is much easier to calculate time than with a digital display (digital displays are good for telling the time as it is happening, but are less easy to use to calculate time).

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.3 Rs/E3.1 Rw/E3.1 Rw/L1.1	B.15 E, G	N1.1

Task 1

Calculate display times of rotisserie-cooked chickens

MSS1/L1.3

- Ensure learners understand the meaning of 'displayed', 'full price', 'reduced' and 'withdrawn'. Check with examples.
- Ask under what circumstances a chicken would be sold at full price, and write it on the board/flipchart (full price when it's been on sale for less than 1½ hours).
- Do the same for the other criteria. In particular, point out that if the temperature has not been maintained correctly, this is also a criteria for withdrawing the cooked food.
- Explain that this task involves checking the current display temperature and the length of time that the item has been on display.
- Learners may cut out the boxes and sort them into the three criteria ('continue to display at full price', 'reduce the price for a quick sale' and 'withdraw from sale').

If the learner has difficulty

- If the learner is having difficulty with the time aspect of the task, make a time line and (using the same scale) a piece of card representing 2 hours. Colour the card $\frac{3}{4}$ green and $\frac{1}{4}$ red – representing the time an item is on sale at full price and the time it is on sale at the reduced price. The time that an item goes on sale is shown on the leading edge of the card; the time it is to be withdrawn from sale is represented by the trailing edge of the card; the time that the price is to be reduced is represented by the colour transition.
- Work on the first problem together, using the time line to work out the time span.
- Question the learner about the temperature and whether that is acceptable.
- Create labels with the headings 'full price', 'reduced price', 'withdrawn – outside time limit', 'withdrawn – outside temperature limit'. The learner can use these to label the items with the right heading.
- Do some more examples together, encouraging the learner to talk through the task.

Extension

Ask the learner to devise three more scenarios similar to those on the task page that could be given to other learners who need more practice: a chicken can continue to be displayed at the full price; the price needs to be reduced for a quick sale; a chicken should be withdrawn from sale. Learners should use the information for the safe cooking and storage of items shown on the Rotisserie Critical Control Reminder Chart on the focus page to help them.

Theme assessment

Ask learners to complete a simulated activity using a display cabinet, roast chickens and a wall clock. You will need cards for the learner to record the time that the chickens are put in the display cabinet, and stickers for temperature readouts and 'price reduced'. Learners will need copies of the Rotisserie Critical Control Reminder Chart from the focus page.

Rotisserie

Focus

This notice in the hot-food section contains all the important information for the safe cooking and storage of items produced on the rotisserie.

Think about the things that **must** be done. Look out for words such as **must**, **always** and **do**.

Look out for words such as **do not** and **must not** to spot things you must not do.

Things that are essential are written as **commands**. Sometimes there is more than one thing to do in one command.

Find out the meaning of unusual words.

- Ask.
- Look them up.

Rotisserie Critical Control Reminder Chart

- During cooking, poultry **must** reach a minimum internal temperature of +82°C.
- Poultry **must** be displayed at a minimum of +63°C.
- Hot food **must not** be displayed for more than 2 hours.

Always

- Check calibration of temperature recording equipment on a regular basis.
- Make sure that when poultry is cooked it reaches an internal temperature of +82°C or above.
- Make sure poultry is displayed at +63°C or above.
- Use the probe wipes between tests.
- Time code all hot food as soon as it enters the display.
- Prevent wastage by reducing cooked items 30 minutes prior to the time limit.
- Wash hands frequently, **and** after every visit to the toilet.

Never

- Display hot food for more than 2 hours.
- Use the same surfaces or utensils for cooked and uncooked poultry.
- Leave food uncovered.
- Allow customers to handle food.
- Smoke in food preparation, storage or service areas.

Food Safety is YOUR concern.

Be aware of situations that encourage:

- contamination by micro-organisms or foreign matter
- bacterial growth
- toxin production
- cross-contamination between food items.

What do you think?

Is it essential to read the thermometer accurately every time?

If a roasted chicken goes on display at 14:45, at what time must it be withdrawn from sale?

What is the **minimum** temperature at which a roasted chicken can be displayed?

If a roasted chicken goes on display at 14:45, at what time must it be reduced for a quick sale?

Calculating with time

One method is to **count on the hours first**, and **then count on the minutes**.
For example: 10:25 plus 1 hour 30 minutes

1 hour 30 minutes

10:25 ... 11:25 11:35 11:45 11:55

What method do you use?

Rotisserie

Task

Task 1

- 1 Which of these chickens should continue to be displayed at the full price? _____
- 2 Which should have the price reduced for a quick sale? _____
- 3 Which should be withdrawn from sale? _____

a



68°C

Into display:

13:30

Time now:

14:45

b



66°C

Into display:

15:45

Time now:

17:25

c



62°C

Into display:

18:30

Time now:

19:35

d



64°C

Into display:

11:20

Time now:

13:00

e



61°C

Into display:

12:15

Time now:

13:55

f



70°C

Into display:

15:35

Time now:

16:25

Tip

Follow the Rotisserie critical control chart on the focus page.

Remember!

There are 60 minutes in 1 hour.

PAGES 2:9–2:10

Weighing goods ready for sale

Occupational setting

Understanding weight underpins much of the activity of the delicatessen counter and aspects of the checkout. Staff must be able to interpret customers' needs and estimate and then weigh products to within an acceptable amount if they are to be effective in these areas of retail.

Materials

A range of goods for practice

A range of labels with names of goods and prices per g, kg, etc.

Digital scales

Learning outcomes

- 1 To read the weight of goods ready for sale (focus page)
- 2 To decide upon an acceptable 'tolerance' to the requested weight (focus page, Task 1)

Introduction

- To find out just how much of a 'feel' for weight learners have – an essential attribute to working effectively in the delicatessen section of a food store – use the examples of food products you have brought to the session to do some practical work. Ask learners to work with a partner to estimate and record the weight of each item held up in front of them. Allow them to change their minds if necessary once they have held the items.
- Get learners to check their estimates by weighing each item on the digital scales, saying whether their estimates are a bit over/a bit under as appropriate. Get them to tick the items they managed to weigh within an acceptable 'tolerance' and to cross the estimates that were wildly out.
- If learners found this task difficult, reassure them that estimating and weighing skills definitely improve with practice.

Focus page

- Discuss the digital readouts on the page. Point out that there are 1000 grams in 1 kilogram, which is why the readout uses the decimal point to describe the weight (i.e. the example on the page reads 0.128 kg – there are no/zero whole kilograms, and the product weighs 128 g).
- Write some more examples on the board and ask learners to tell you what the weight means (how many kilograms/grams). Pose some scenarios (e.g. *May I have 500 g of cheese please? This piece weighs just over at 550 g. Is that OK or shall I cut some off?*)
- Encourage learners to consider the likely ways of handling delicatessen products: cheese will be cut off a larger block, or may already be cut so the salesperson will need to select the piece that looks closest to 50 g; coleslaw will probably be spooned into a container; sausages will probably be handled individually so the tolerance will be no more than one sausage more or less than the requested weight.
- Use the points made on the focus page to open up two discussions.
 - **Discussion 1:** The smaller the amount asked for, the closer you should try to get to the target weight. Lead learners to understand that this is because a few grams above or below a small target weight will make more difference than it will to a large target amount. For example, 25 grams more than a target of 50 grams increases the original amount by a half, whereas 25 grams more than 500 grams increases the original amount by one twentieth.
 - **Discussion 2:** The more expensive the price per kilogram, the closer you should try to get to the target weight. Lead learners to understand that this is because a few grams at a higher price per kilogram will make more difference to the customer's shopping bill than a few grams at a lower price.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.6	B.15	N1.1
MSS1/L1.4	B.18 E	

Task 1

Judge an acceptable tolerance when weighing goods

MSS1/L1.4

- This is an open-ended activity – discuss learners' answers with them once they have finished.
- You could run this as a group activity.

If the learner has difficulty

- Demonstrate weights/quantities to encourage learner/s to visualise the approximate weights.
- Demonstrate that one extra sausage won't make much difference to 1.5 kg of thick sausages – or to the cost. But, the equivalent weight onto 50 g of expensive cheese will make a noticeable difference.

Extension

Ask the learner to make new labels for the items on the task page to allow the customer to compare the price of the three items more easily. In addition to the current prices, ask them to show the price per 100 g for the cheese and sausages and the price per kg for the coleslaw. Price comparisons per 500 g could also be made.

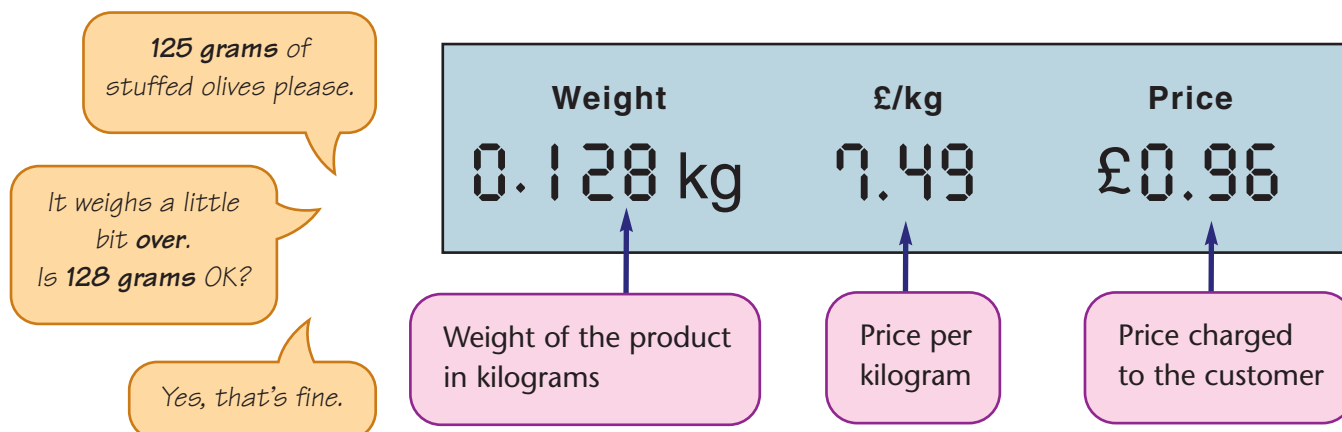
Theme assessment

Ask learners to weigh given quantities of products using digital scales and to show by role-play or using cue cards what they will say to the customer regarding the weight on the scales and the target weight. For example, 'It's a bit over the weight. Would you like me to take some off?' or 'It's a bit under the weight. Would you like a little more?'

Weighing goods ready for sale

Focus

It is difficult to weigh goods to the exact gram. Customers are generally happy to accept items that weigh a bit over or a bit under what they asked for, but you should check with them first.



It can be tricky judging what will be acceptable to the customer as a 'bit' over or under the target weight.

Here are some things to consider:

- The **smaller the amount** asked for, **the closer** you should try to get to the target weight.
- The **more expensive** the price per kilogram, **the closer** you should try to get to the target weight.
- Customers often ask for weights in multiples of 25 grams for smaller amounts and multiples of 100 grams for larger amounts. It is unlikely to be acceptable to the customer if the weight is much over or under the weight they asked for.

For example:

Smaller amounts: 25 g 50 g 75 g 100 g 125 g
150 g 175 g 200 g 225 g 250 g

Larger amounts: 300 g 400 g 500 g 600 g 700 g
800 g 900 g 1 kilogram

Why do you think this is?

Why do you think this is?

Is there a weight tolerance or a company policy at the store where you work?

Weighing goods ready for sale

Task**Task 1**

What would be a *reasonable* weight to offer each of these customers?

1



I'd like a small piece of Parmesan cheese, about 50 grams in weight.

It would be *reasonable* to offer between _____ grams and _____ grams.

2



250 grams of the Country Coleslaw please.

It would be *reasonable* to offer between _____ grams and _____ grams.

3



I'd like about one and a half kilos of thick beef sausages please.

It would be *reasonable* to offer between _____ grams and _____ grams.

Remember!

1 kg = 1000 g

PAGES 2:11–2:12

Charging for purchases

Occupational setting

The core business of retail outlets is to sell products and charge customers the right amount for them. The information about the current cost of an item is generally held within the store's computer system and is revealed to the staff as they scan the bar codes on labels. Fresh produce like fruit and vegetables is often treated differently because customers choose and package them. Staff may have to refer to product lists to find separate codes for such items. It is important that staff can read and record large numbers and identify product items from lists arranged in alphabetical order.

Materials

Codes on OHTs – some composed of four digits and/or letters, some five, some six and some seven

Lists of six seven-digit codes (to be matched in pairs)

Learning outcomes

- 1 To read and compare large numbers (focus page, Task 1)
- 2 To understand and use the organisational features of a product label to locate information (focus page, Task 1)
- 3 To locate items on a product list in alphabetical order (focus page, Task 1)

Introduction

- Using an overhead projector, flash a series of codes one at a time and ask learners to write down how many digits and/or letters they think they see each time. Check learners' responses and ask which codes they found easier to 'read' and which they found harder and why. (The longer the code the harder it is to see at a glance how many parts make it up.)
- Continue with this exploration of the strategies we use to handle large numbers by asking learners how they enter a new number into their mobile phones. (Divide the number up

into threes or other sorts of manageable chunks.) Ask them how they would give another person their mobile or home telephone number. Get one or two learners to demonstrate by telling you their mobile number – write it down on the board as they tell you, putting the number into 'chunks' in the way they say it. Try to establish that most of us have to use some sort of strategy (e.g. dividing the number into manageable chunks) when we handle large numbers.

- Link this introductory activity with checking codes on product labels by giving each learner a slip of paper with a list of six seven-digit codes. The object of the exercise is to get learners to look carefully at their set of numbers and then find the other person in the group who has exactly the same set. (To make it harder, present matching pairs of numbers in a different order.)
- Discuss the strategies learners used to make sure that they had found the correct partner, (e.g. checking off numbers by grouping them into chunks of three or two digits; matching each digit one to one; using a piece of card/paper as a line guide to help track through the numbers).
- This exercise could be particularly difficult for dyslexic learners who have a tendency to reverse the order of digits (e.g. 12 can become 21) or who invert/reverse the actual digit (e.g. 9 becomes 6). The dyslexic learner with directional difficulties may be heartened by the fact that it does not matter which way you check codes, providing the digits retain the same order. Chunking codes as above will be the best strategy. Learners must be aware of the importance of double-checking.
- Provide learners with a copy of a product list and a selection of product codes from their workplace. Ask them to match/order them and discuss the difficulties that arise.

Focus page

- Ask learners what they think happens when they scan a bar code (it registers the unique details about that product – price, type,

description, country of origin, reduction on price, special offers such as 'buy one get one free').

- Question learners about whether all this information comes up on their till display; *Do the customers see all this information on their till receipt?* No, generally the name of the product, any special reductions, cost per kg if applicable and the final cost of the item are shown on the till and printed out.
- Discuss the reasons for not always being able to scan the bar code (crumpled packaging, ripped packets, codes obscured by other labels) and the subsequent need to enter the product information into the till in another way.
- Look at the second part of the focus page and point out that sometimes learners will need to read and enter a product code by scanning down a product list arranged in alphabetical order.
- Ask learners on what occasions **product knowledge** would help them to find the item they are handling on the list (e.g. when the label has come off/not on in the first place; loose fruit/vegetables).
- Write three items beginning with 'r' on the board and ask learners to say in what order they would expect to find them on the list (e.g. radishes, rhubarb, raspberries). Discuss why radishes would come before raspberries even though they both begin with 'ra' (looking at the third letter to determine the alphabetical order).

Curric. refs	NOS/NVQ	Key Skills
N1/L1.1	C.9 A, B	
Rt/L1.4	B.18 E, M	
Rw/E3.4		

Task 1

Locate, read and record product codes

N1/L1.1

Rt/L1.4

Rw/E3.4

- Remind learners to get information they need from the focus page.
- Remind them that they will also need product knowledge (e.g. they will need to know what a pear looks like). Ask learners if there has been any occasion when they have handled a

product and not known what it was (e.g. swede, turnip, aubergine, green pepper, celeriac). What could they do to find out? (Ask the customer – they're buying it!)

If the learner has difficulty

- Establish what is causing difficulty and go through it slowly with the learner.
 - **Not understanding the task generally:** Go through a few examples of finding the bar code and finding a PI number.
 - **Difficulty with accurately recording the codes:** The learner may find it useful to point to each digit as they write it down. Encourage them to check it afterwards.
 - **Difficulty scanning for the information/doesn't know which bit to record:** Point out that it is a number that they are recording – either a bar code number or a product identity (PI) number. Ask the learner which products on the task page show bar codes. Record the numbers under these first. Next ask which products have a PI number on them. Record these next. Remind learners that the list contains PI numbers for the other items. Ensure they know the name of each item. Discuss the format of the list. Which columns contain descriptions of products? Which contain PI numbers? Help the learner to look up the PI numbers of the items, providing assistance as required.
- Give the learner several product labels – most starting with the same initial letter – to sort into alphabetical order. Then ask them to record their product codes.

Extension

Ask learners to investigate the format of bar codes. Are they always split into 'chunks'? Do they always have the same number of digits?

Theme assessment

Ask learners to investigate the meaning of the codes used in their workplaces (e.g. Is there a part that refers to the date/colour/size/manufacturer, etc.?).

Charging for purchases

Focus



If a bar code is scratched or crumpled, the machine will not be able to read it and you may have to enter the number **manually**. This can be tricky because the code numbers are often long. Here are some tips to help you:

- First look at the overall arrangement of the code number.
- Split it into smaller chunks, for example chunks of two, three or four numbers.
- Work through the code slowly, entering a few numbers at a time.
- Check to make sure that the description on the till display matches the product whose code you have entered.

Some loose items, such as bread and fruit, don't have bar codes. The price can be found by using a **product identity number** instead.

Sometimes the **product identity number** is on the item.

For other items you have to find the product identity number from a list (P I No.).



PIN WEEK 18		
PRODUCE	DESCRIPTION	P I No.
PEARS	– CONFERENCE	8243
	– DESSERT PEAR	5778
PEAS		9573
PEPPERS		283
PINEAPPLE	– SMALL	843
PLUMS	– SANTA ROSA	663
	– VICTORIA	857
POMEGRANATES	– LOOSE	748
POTATOES	– BAKING	943
	– CORNISH NEW	8578
	– JERSEY ROYAL	8367
RUNNER BEANS		535

- Produce names are listed in **alphabetical order**.
- Find the type of produce first. Then look for the correct description.
- Check the number of digits before typing in the code.
- Always check to make sure that the till display matches your product when you have entered its code.

Charging for purchases

Task

Task 1

Write down the code number you will enter for each of these items.

Tip

You may need to refer to the product identity number (PIN) list on the focus page.

1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



PAGES 2:13–2:14

Handling cash

Occupational setting

Handling cash is an essential and daily business for many staff working in retail. It is important that they can confirm to the customer the amount spent; handle and count in the money given to them by the customer and count out the correct change if needed.

Materials

Money – all denominations

Cards of goods and their prices

Pieces of paper showing four amounts of money recorded without the decimal point

Learning outcomes

- 1 To count and record money received for purchases (focus page)
- 2 To count change back to the customer (focus page)
- 3 To round sums of money to accommodate the 'helpful' customer (Task 1)

Introduction

- Practise some money-handling skills – counting money and recording it:
 - Role-play using a set of cards with appropriate goods and their prices. This could lead to considering a range of realistic amounts of money that customers are likely to pay with – then into giving change.
 - Practise making amounts of money using the fewest coins possible. Include scenarios in which you have run out of a particular coin (e.g. 10p or 50p coins).
 - Practise reading amounts of money. Discuss different ways of saying money – how could you say £12.99? (twelve ninety-nine, twelve pounds ninety-nine, twelve pounds and ninety-nine pence – retailers may have their policies on this). This could make for an interesting discussion and leads into the activity on the focus page.

Focus page

- Remind learners of the importance of the decimal point in recording and reading money transactions.
- Give each person a piece of paper with four amounts of money recorded without the decimal point. Call out the amount of each one in words and ask learners to put in the decimal point (e.g. two hundred and twenty-two pounds and fifty pence – £22250 → £222.50).
- Talk about trying to give the *fewest* coins possible for change (conserves change in the till). ESOL learners will need additional work on understanding and applying the word *fewest*. Ask them to make the amount needed in as many different ways as possible and draw their attention to the amounts that are made up of the fewest (or smallest number) of coins.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E2.1	C.8 G, H	
MSS1/E2.2	C.9 G, H	

Task 1

Give the correct change

MSS1/E2.1

MSS1/E2.2

- Discuss the situation represented:
 - 1 You tell the customer the amount to pay.
 - 2 They hand you an amount of cash.
 - 3 You key in this amount. The display shows the change.
 - 4 The customer offers the 'odd pence'.

Has this ever happened to learners? What did they do? Share strategies for dealing with this situation, such as counting on from the amount due up to the amount paid including the 'extra' pence.
- Discuss the strategy shown in the example. The advantage with this method is that by working out how much to pay out first, you can use the fewest coins possible.

- **Question 1:** When the customer handed over £40, the till calculated the change as £7.83. An extra 17p has been paid after the original amount was keyed in so this will need to be paid back in the change. The change will thus be $£7.83 + 17p = £8$. So, the customer has fewer coins and the salesperson has not had to part with too many coins in change.
- **Question 2:** When the customer handed over £30, the till calculated the change as £8.01. Because he has now handed over an extra £2, the customer should be given back the £10 note + 1p ($£8.01 + £2 = £10.01$).
- Role-play similar situations. Practise calculating and giving the correct change using the fewest coins possible.

If the learner has difficulty

- Provide a range of opportunities for money handling and counting out change.
- Practise using the fewest number of coins. Link to Task 1.
- Reassure an anxious learner that it is not essential to accept additional amounts from the customer – it is okay order to say something like ‘I have plenty of change, thank you’ and pay out the amount shown on the till display.

Extension

Record situations similar to those in Task 1 that show the cost of the purchase, the amount paid by the customer, the amount of change due shown on the till display, the ‘extra change’ found by the customer, the amount of change given and how the change is paid using the fewest possible coins.

Theme assessment

- Supply or ask learners to supply some price lists from their retail outlets and select from them a range of items for costing and giving change.
- Ask learners to select the amounts that customers offer as payment, including appropriate ‘extra’ amounts that reduce the number of coins needed to be paid out in change.
- Ask learners to consider appropriate ‘extra’ amounts that cashiers might request from customers in order to reduce the number of coins needed to be paid out in change.

Handling cash

Focus

Counting money IN

- **Count the notes first.** Work from the highest value notes to the lowest value notes.
- **Next count the coins.** Work from the highest value coins to the lowest value coins.
- **Tell the customer** the amount you have counted.
- **Accurately key in** the amount of cash.

How much cash has this customer handed over?

Write it in words.

Key in the correct amount.

		.		
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Counting money OUT

- Always try to use the **least** number of notes or coins.
- **Count the notes first.** Work from the highest value notes to the lowest value notes.
- **Then count the coins.** Work from the highest value coins to the lowest value coins.
- **Tell the customer** the amount of change you have given them.

Which coins will you give to this customer?

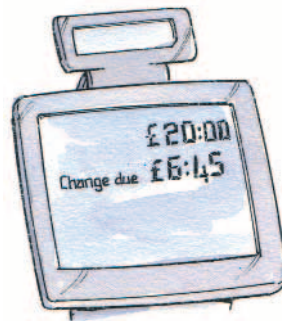
How will you say this amount? Write it in words.



Handling cash

Task

What do you do when this happens?



You can think of it like this:

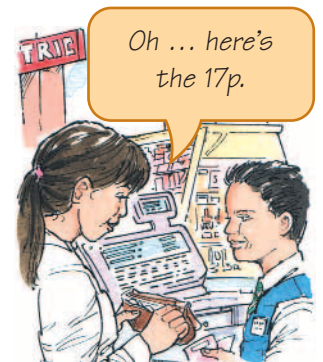
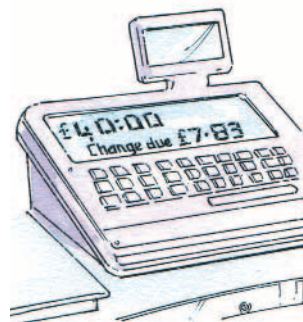
When the customer handed over £20, the correct change was £6.45.

Now the customer has handed over **5p more** than £20, the correct change is **5p more** than £6.45.

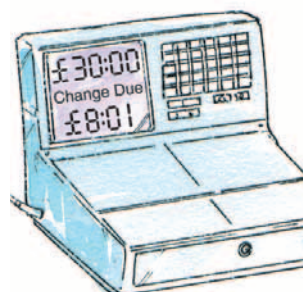
The correct change is £6.50.

Task 1

1 What change will you give to this customer? _____



2 What change will you give to this customer? _____



PAGES 2:15–2:16

Non-cash payments

Occupational setting

Many customers offer payment for their goods using non-cash methods. Retail staff at point of sale must be able to cope with the range of payment methods. Checking details on cheques requires particularly careful observational skills.

Materials

OHP and OHTs of completed and blank cheques and debit cards

Paper handouts of 'dummy' blank cheques and enlarged credit cards (available from the FSA Financial Services Authority or the Basic Skills Agency)

Learning outcomes

- 1 To understand the information required on all cheques (focus page, Task 1)
- 2 To understand the purpose of cheque guarantee cards (focus page)
- 3 To identify errors and missing information on completed cheques (Task 1)
- 4 To complete a blank cheque (Task 1 extension)

Introduction

- As a group, discuss methods of paying for goods that do not involve handling cash. Encourage learners to think broadly about this – there may be methods of payments that they know about but do not use themselves.
- Discuss and make a list of the differences between the different methods of payment. Check that learners understand the difference between credit cards, debit cards and cheques.
- Discuss the advantages and limitations of the different methods (e.g. try to get responses such as 'card limit').
- Consider the vocabulary associated with non-cash payments (e.g. chip and PIN, expiry date, valid from date, issue number, card number, sort code). It is useful to understand what all of these mean.

- Ask learners what they think are the most common non-cash methods of payment they are likely to encounter.

Focus page

- The group will probably have agreed that debit cards, credit cards and cheques are the most common everyday methods of non-cash payments.
- Discuss the purpose of a cheque. What is the purpose of a cheque guarantee card? How is this different from a debit/credit card?
- Ensure that all the words/phrases (list 1–7) from the focus page have been included in learners' non-cash payments vocabulary list. Which of these apply to cheque reading and writing? (See examples on focus page.)
- A range of correctly and incorrectly completed cheques could be prepared on OHTs for learners to check using the list on the focus page.
- Ask the group to consider and highlight which checks need to be completed if they are processing a payment by debit/credit card. Confirm the location of these items on an enlarged card on an OHT or on dummy cards.
- Where learners are dealing with customers face to face, they may need to consider appropriate questions to ask in exchanges involving non-cash payments. This might need to include situations in which card fraud is suspected.
- Stress the importance of security and confidentiality at all times when handling cards and cheques.

Curric. refs	NOS/NVQ	Key Skills
Rw/E3.1	C.9 I, J, K	
Rw/E3.2		
Ws/E3.1		
Ww/E3.1		
N1/E3.1		

Task 1

Identify and record errors on completed cheques

Rw/E3.1

Rw/E3.2

Ws/E3.1

Ww/E3.1

N1/E3.1

- All the information required for this task is on the focus page and the task page.
- Skills of identifying and reading key words are essential here.
- Encourage learners to read for accuracy rather than speed.

If the learner has difficulty

- Review the key words with the learner.
- Provide similar examples with emphasis on numbers and their word spellings.
- Prepare a 'dummy' cheque with arrows connecting key words to the correct positions on the cheque.
- Encourage reference to the 'dummy' cheque.
- Ensure that the learner understands the meanings of all the key words; it might be worth examining some for root words (e.g. signature/sign, expiry/expire, etc.).
- When listing the problems, encourage the writer to use the cheque and focus page for spellings.
- Dyslexic learners may find it useful to develop a visual route around a cheque so that it becomes semi-automatic. Make sure you use the agreed 'route' in discussions and when giving examples.

Extension

- NB Stress the importance of security and confidentiality at all times when handling cards and cheques.
- The OHT cheques could be looked at again along with some with deliberate errors – for group analysis.
- Provide opportunities for the group to practise filling in blank cheques – paying attention to the meaning/requirement of each item in the vocabulary list on the focus page.
- Stress that the learning point here is in identifying the relevant information in the correct place on the cheque – this is not a spelling test.

- Pass learners' completed cheques to group members for analysis, emphasising how easy it is to make an error or overlook something on a cheque.

Theme assessment

- Ask learners to check the procedures for dealing with non-cash payments in their own place of work and practise with a full range of non-cash payments. This will probably include chip and PIN.
- Role-play a situation in which a customer is paying his/her bill with an out-of-date credit card or a sum that is more than the credit limit. Ask learners to think about how they will deal with this situation within the guidelines set by their own organisation.

Non-cash payments

Focus

TCXC BANK

5489 3517 1245 2418

MS P PETERSON

400000 12345678 01 07/05

SORT CODE 6 ACCOUNT NUMBER EXPIRES END 5

TCXC BANK

4 P Peterson 5489351712452418 123

7

£250 CHEQUE Guarantee

TCXC BANK

6 40-00-00

000017 12345678

1 DATE 01/11/2004

PAY Fosters plc 3

One hundred and eighty-nine pounds and 99 pence only

£ 189.99 2

MS P PETERSON

P. Peterson 4

Cheque No. Sort Code Account No.

000017 40-00-00 12345678

When presented with a cheque and guarantee card, remember to check the following:

- 1 **The date** – does it show today's date? Are the day, the month and the year correct?
- 2 **The amount** – is it the amount due? Does the amount in numbers match the amount in words?
- 3 **Payable to** – has the company name been shown correctly?
- 4 **The signature** – does the signature on the cheque match the one on the card? Does the spelling match the printed name?
- 5 **The expiry date** – is the card still valid?
- 6 **The sort code** – are the sort code numbers on the card and the cheque the same?
- 7 **Card limit** – does the cheque exceed this amount? If it does, seek authorisation from a member of the store management before proceeding with the sale.

Non-cash payments

Task

Task 1

A customer is buying a new printer costing £294.95 at PC Universe PLC. Look carefully at the cheque and cheque guarantee card. List any problems that you find.



TCXC BANK		38-00-09
		000017 12345678
DATE _____		
PAY	PC Universe PLC	
	Two hundred and forty-nine pounds	£ 294.95
	and ninety-five pence only	MR J J JACKSON
		J J Jackson
Cheque No.	Sort Code	Account No.
000017	38-00-09	12345678

PAGES 2:17–2:18

Additional services at point of sale

Occupational setting

Processing sales payments involves handling cash and non-cash payments and carefully completing any necessary documentation. In some retail settings it can also involve offering the customer additional services, such as extended guarantees on the product they are purchasing. To offer additional services, staff must have easy access to product information. Information presented in a chart or table can be quick and easy to access, providing staff can understand its format and feel confident to use it.

Materials

Examples of extended guarantee forms

Learning outcomes

To pick out key information from a table (focus page)

Introduction

- Make sure learners understand the term 'guarantee'. Discuss what they expect from a product guarantee and their experiences.
- Move on to include the term 'manufacturer's guarantee'. Make sure learners understand that guarantees are supplied by product manufacturers, not the individual retail outlet. Discuss the fact that most products will have a manufacturer's guarantee. This will usually be for a set period of time, for example 1, 2 or 3 years or more depending on the individual product.
- Move on to the concept of the 'extended guarantee'. Discuss this concept with learners. *Who supplies this type of guarantee? What type of product is likely to attract a customer to an extended guarantee?* (Expensive electrical equipment)
- Pass round some examples of extended guarantees and ask learners to note the number of years each guarantee covers and, if possible, the cost involved in taking out the cover.

Focus page

- The focus page shows information on extended guarantees presented in a table. Make learners understand 'columns' and 'rows'. (Dyslexic learners and many other learners may find the mnemonic 'you row across the river' helpful. Thinking of rows or seats in a cinema or at a football match may also serve as a useful reminder. Columns can be related to Greek or Roman architecture.)
- Work through the steps on the focus page with learners. Step 1: assist learners to get the general feel of the table. Make sure they understand the overall message of the table. Ask simple questions about the types of product covered by the guarantee to assess learners' understanding. For example, ask if digital cameras are covered by the extended guarantee to draw attention to the information in the bottom part of the table, which is an extension of the information in the top part.
- Discuss the concept of price band. Ask simple questions to assess understanding at step 2. For example, if a product costs £350, which price band would it be in? If a product costs £750, which price band would it be in? This draws attention to the layout of the columns in the table.
- Work through an example with learners to cover steps 3 and 4 and the highlighting on the table. Use the example of a product that costs £270 and the cost of a 2-year extended guarantee. First find the product band, then trace along/across this row to the right column.
- Discuss the incentive for taking out a longer guarantee for the customer. (The third year costs so little compared with the first two – why not invest just that bit more for a third year?) Point out to learners that it is important that they understand this so they can inform the customer. (Some learners may find the language and concept of incentive hard to understand, but may of course have little difficulty sorting out the difference in cost between 2 years' and 3 years' guarantee. More direct questioning may be better understood)

(e.g. How much is a 3-year extended guarantee for a washing machine that costs £400?).

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	C.8 M	N1.1

Task 1

Find the cost of extended guarantees from a table

HD1/L1.1

- Remind learners that it helps to track across the rows with a finger or the edge of a piece of card.
- Check learners' understanding of the words 'up to' by asking them to call out examples of the likely cost of goods up to £100. Ask them if they would take out an extended guarantee on an item costing £19.99 – why would they bother/not bother? At what price would they start thinking about an additional guarantee?
- Check learners' understanding of price bands: *Which price band does £830 come into? Which price band deals with goods over £1000?* (None – you have to get separate details.)

If the learner has difficulty

- Establish where the difficulties are. It may be the format of the table that is causing the difficulty or it may be in understanding the price bands, etc.
- If it is the format of the table and tracking it that is causing difficulty, encourage the use of an L-shaped piece of card or a finger, ruler or other straight edges. Some dyslexic learners in particular find it tricky to track across and up/down on tables like this and will benefit from strategies such as these.
- Prepare some cards showing different prices for learners to sort from the smallest amount to the largest. This will reveal if the learner is having any difficulty understanding the value of different recorded prices. If they are, give them simpler amounts to sort and build back up to the original level.
- Extend the task above by preparing some cards with different price bands written on them and ask the learner to sort the prices into the correct price bands.

- Go back to the task on the page and do the first question together, getting the learner to highlight the key information on each photo (the price) and using the same colour to highlight the appropriate price band on the table.
- Remind the learner to use the same strategy for the other questions.

Extension

- Ask the learner to work out the difference in cost between the 2-year and 3-year guarantees for the items in the task. Extend it further and ask them if they can work out the cost per year of the first two years (dividing by 2) and to compare it with the cost of the third year of cover. *Is it worthwhile/good value for the customer to take out the extra cover?*
- Offer an opportunity for learners to role-play situations. (ESOL learners may find this particularly useful.)

Theme assessment

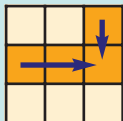
- Supply or ask learners to supply examples in which information to be advised to customers is presented to staff in tabular form (e.g. extended guarantees, hire-purchase charges, etc.).
- Role-play a scenario in which the learner is required to extract information from a table of information in order to advise a customer.

Additional services at point of sale

Focus

Information about credit and extended guarantees is often presented in the form of a table.

If it breaks down, we'll repair or replace it.					
For that extra peace of mind, take out our extended guarantee for all your electrical goods. We can safeguard most large and small electrical items against breakdown for up to 3 years beyond the manufacturer's guarantee including the following:					
Washing machines, microwaves, vacuum cleaners, home office, home entertainment, in-car entertainment and power tools ...					
Price band	2 year	3 year	Price band	2 year	3 year
up to £199.99	£45.00	£55.00	£600–£649.99	£95.00	£120.00
£200–£249.99	£50.00	£60.00	£650–£699.99	£100.00	£125.00
£250–£299.99	£55.00	£65.00	£700–£749.99	£110.00	£135.00
£300–£349.99	£60.00	£70.00	£750–£799.99	£115.00	£145.00
£350–£399.99	£65.00	£80.00	£800–£849.99	£120.00	£155.00
£400–£449.99	£70.00	£85.00	£850–£899.99	£125.00	£160.00
£450–£499.99	£75.00	£90.00	£900–£949.99	£130.00	£165.00
£500–£549.99	£80.00	£100.00	£950–£999.99	£140.00	£170.00
£550–£599.99	£85.00	£110.00	£1000 and above – ask for details.		
... as well as mobile phones, digital cameras and camcorders.					
Price band	2 year	3 year	Price band	2 year	3 year
up to £100	£38.00	£46.00	up to £149.99	£42.00	£56.00
£119.99	£39.00	£51.00	£199.99	£45.00	£60.00
£129.99	£40.00	£54.00	£200 and above – ask for details.		

- Step 1:** Look over the table **quickly** to get the general 'feel' of it.
- Step 2:** Check out the **detail** in the column and row headings.
- Step 3:** Trace **across the rows** → and **down the columns** ↓ to locate specific information.
- 
- Step 4:** Check it a second time **before** advising the customer.

It's a bargain at just **£274.99**. You can also extend the manufacturer's guarantee by 2 years for **£55.00** or by 3 years for just **£65.00**.



Additional services at point of sale

Task

Task 1

Advise these customers of the cost of an extended guarantee.

1



£729.99

Tip

Use your finger to trace **across the row →** and **down the column ↓** to find the information.

Would you be interested in taking out an extended guarantee on this television?

It costs £_____ to extend it by 2 years and £_____ to extend it by 3 years.

2



£169.99

We can offer you an extended guarantee on this digital camera. It costs £_____ to extend the manufacturer's guarantee by 2 years and £_____ to extend it by 3 years.

3



Our extended guarantee on this DVD player is £_____ for 2 years' cover and £_____ for 3 years' cover.

PAGES 2:19–2:20

Filling in forms

Occupational setting

Several forms used in retail require customers' personal details. The information is laid out in different ways on different forms but they generally ask for the same sort of information. This focus page is about processing and recording customer information accurately on a form. It uses a generic form to help pick out recurring headings and issues that arise with filling in forms. Its purpose is to teach and practise specific skills for form filling that can be transferred to different types of form in a range of settings.

Materials

Examples of different forms used in specific places of work that require customer details (e.g. store card application forms, delivery forms, credit agreement forms, complaint forms, order forms)

Blank customer details form from the Source material (0:11) (one copy per learner)

Completed customer details form from the Source material (0:12)

Audio equipment

Learning outcomes

- 1 To understand what information is required on forms (focus page, Task 1)
- 2 To use the format of forms to fill in customer details correctly (focus, Tasks 1–3)
- 3 To listen carefully to customer's details and check accuracy (focus page, Tasks 2 and 3)

Introduction

- Introduce the idea that different types of forms require different information. Show learners different forms to illustrate this point. Acknowledge that although many forms will now be on computer, the principles of form filling are still the same.
- Give a summary of the main categories of information required on each of the sample work forms, such as home, finances, work, leisure (this will depend on the work forms).
- Put learners into small groups and ask each group to look at a different work form. They can discuss and note down which of the categories they think the form includes.
- Discuss the findings as a whole group, putting a tick under the appropriate categories for each form. This will act as a tally to show where there is a general duplication of information.
- Give each small group a copy of the Blank customer details form from the Source material and ask them to compare it with the workplace form they looked at before. Discuss similarities and differences as a whole group.

Focus page

- Explain to learners that the customer details form is being used to illustrate the type of general information that might be required on a form.
- Look at the first box of information about instructions. Ask learners to find the two instructions on the form. Discuss what they mean.
- Ask learners to have a go at filling in these parts of the form with their own details by deleting and circling whatever applies to them. Check that they have done this correctly before moving on.
- Look at the abbreviations on the form – discuss their meaning (learners might like to write the meanings down on the sheet). Pick out general hints on understanding and decoding abbreviations.
- Make sure learners are clear about how to write dates of birth (e.g. 12/08/87). Learners can give examples of their own birth dates to practise writing as a group. There will be variations in style but all must contain day, month and year.
- Go through the remaining arrowed boxes of information on the focus page, thinking about and answering the questions. When talking about 'forename', remind learners that the names should be written out in full unless the form asks for initials. (There may be an ESOL issue with the terminology of forenames and surnames. Similarly, a customer's name may fit

a different cultural convention. Discuss any cultural issues that arise, using any given examples as comparisons of meaning, where appropriate.)

- Go through the tips, making sure learners know what information is required and that they understand the wording. Use direct questions to check understanding, for example, *What does 'current accommodation' mean?*
- Working individually, ask learners to have a go at filling in the form with their own details.
- Focus on learners asking appropriate questions and using the correct intonation. Demonstrate or ask for volunteers to role-play the scenario of asking a customer for their details. In pairs, practise asking appropriate questions using the correct intonation. (ESOL learners may find this activity particularly useful.)
- As a whole group, discuss any problems learners encountered with filling in the form. Make sure learners can complete the form before they go on to the tasks. (If a learner has difficulty filling in the form, they will not be ready to do the tasks and will require further support.)
- Dyslexic learners may lack the confidence to complete forms like these in front of customers. It may be useful to discuss some strategies for dealing with this. Getting to know the form well will help, as will having some phrases or strategies for eliciting spellings from customers. If spellings are particularly difficult it is acceptable to ask customers to fill in their own details.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	D.4	
SLlr/L1.3		
SLc/L1.2		
Rt/L1.4		
Wt/L1.5		
Wt/L1.6		

Task 1

Check details on a customer form for accuracy

Rt/L1.4
Wt/L1.5
Wt/L1.6

- Make sure learners have a copy of the Completed customer details form from the Source material. Check through the completed form as a whole group and make sure learners understand the tip.
- Advise learners to read the information carefully in order to pick out the three things that are incorrect and explain why they are incorrect.

If the learner has difficulty

Go through the form section by section, asking direct questions: *Has the person followed this instruction properly? Can you tell me the customer's date of birth from that?* and so on.

Extension

Ask learners to fill in a simple form from their own workplace to check that skills are transferable to other forms. (This could be a customer form as it is only for practice.)

Task 2 17

Check and amend customer details on a form SLlr/L1.1

Wt/L1.5

Wt/L1.6

- Make sure learners know which sections need to be corrected from Task 1. Explain to learners that they will be listening out for the correct details on the audio clip. Make sure learners understand where to write their answers (below the incorrect answers).
- Play the audio clip. Allow learners time to write their answers. Then play the audio clip again for learners to check or complete answers. NB Learners might need to hear it again to check their details are correct. This is legitimate as in reality they would be able to ask customers to repeat information.

If the learner has difficulty

Read the audio script 'in role' and allow learners to ask questions to double-check details as they go along. Get learners to repeat information such as the telephone number to check they have heard and written it down correctly.

Extension

Learners should go on to Task 3.

Task 3

Listen for information from a customer and record details accurately on a form

SLc/L1.2

SLlr/L1.3

Wt/L1.5

- Make sure learners have a copy of the Blank customer details form from the Source material.
- Go through the instructions to make sure learners know what they are required to do – including swapping over so that both get a turn at filling in the form.
- Point out the importance of checking each other's forms for accuracy.
- Learners should use their own details when answering the questions so that they can check the form afterwards for the other person. However, if anyone is really against this, they can use made-up details as an imaginary customer.
- Point out the tips to remind learners of how to get the information correct.

If the learner has difficulty

Learners may have a variety of problems with this integrated task. These are a few strategies for finding out what the problem is and supporting the learner. Some learners may have difficulty with more than one area. Use the tactics to check this out and remedy it or refer to specialists.

- Ask the learner to say what s/he is finding difficult.
- If the learner is not sure what the problem is, ask direct questions to identify the source of the problem. Is it the listening that is difficult, interpreting the form, or the writing aspect that is the main barrier?
- **Listening and memory:** Ask the learner if the customer is giving information clearly – this could show up a hearing problem or lack of clarity on the part of the person playing the customer. *Can you remember what the customer said or do you need to ask the customer to repeat things?* (This could be a memory problem or the fact that too much information is being given at once.) If the problem is to do with listening, make sure

the learner asks questions, asks for things to be repeated and checks the information. Give this learner plenty of practice at listening tasks to increase competence and confidence.

- **Speaking:** make sure learners have examples of questions that will elicit the information they require.
- **Interpreting the form:** ask the learner: *Where would that information go in the form? What question do you need to ask the customer to find this out?* (This could show up a problem with interpreting the form itself.) If it is a problem with interpreting the form in order to ask questions, give the learner one or two examples of what they might ask. Get the learner to word the questions themselves in a way that will help them get the clearest answer.
- **Writing:** if the learner has difficulty filling in the form, go through the form bit by bit and check that the learner understands the headings and what sort of information is required in each. Learners with spelling or writing problems may need some additional support to improve these skills.

Extension

Repeat the task with a different partner or with a third colleague looking on and making notes on performance for feedback to the learners at the end of the task.

Theme assessment

- In pairs, ask learners to discuss, note down and feed back their ideas on what extra information would need to be gathered for these sorts of forms:
 - store card application
 - delivery form
 - credit agreement
 - complaints
 - order forms.
- Provide opportunities for learners to role-play a number of scenarios for completing forms: on the phone, face to face, using IT, from written information. These should include straightforward and difficult situations.

Filling in forms

Focus

You might have to fill in forms that include a customer's personal details. Different forms generally ask for the same sort of information.

Most forms contain some sort of instructions. For example:

- Delete as applicable.
- Circle as appropriate.

Can you find these instructions on this form? What do they mean?

There are different ways of asking for the same sort of information. For example, instead of 'First name' it might say 'Forename' or ask for initials.

Can you think of other words that might be used for 'Surname'?

Some parts only apply in certain circumstances.

What question would you ask the customer to find out this information?

What could you put here if this does not apply?

CUSTOMER DETAILS	
Title: Mr/Mrs/Miss/Ms (delete as applicable)	
First names:	
Surname:	DOB:
Address:	
Postcode:	
Home tel no: (inc STD)	
Work tel no: (inc STD)	
Mobile tel no:	
Contact number during office hours:	
E-mail address:	
Previous address (if less than 3 years):	
Postcode:	
Current accommodation	
<input type="checkbox"/> Owned <input type="checkbox"/> Rented <input type="checkbox"/> Other*	
*Details _____	
In full-time employment (circle as appropriate)	
YES	NO

Forms might include abbreviations. For example:

DOB
inc STD
tel no.

What do these mean?

Some forms require you to fill in boxes or write extra information.

What question or questions would you ask the customer to find out which box to tick?

If the customer replies with 'Other', what should you do next?

Tips

- Check what information is required.
- Find out the meaning of any unfamiliar words.
- Use the headings to put information in the correct place.
- Ask appropriate questions to get the information.
- Listen carefully and repeat information to make sure it is correct.
- Check spelling.

Filling in forms

Task

Task 1

Look at the completed Customer details form from the Source material. There are three mistakes in the way this form has been filled in. Find the mistakes and briefly write down what has been done incorrectly.

- 1 _____

- 2 _____

- 3 _____

Tip

The information has been put in the correct places but some of it has not been written correctly or fully.



Task 2

17

Listen to the customer giving the correct details for the three sections. Write the correct details on the form in a different colour under the incorrect information.

Task 3

Use the Blank customer details form from the Source material. Work with a partner.

- 1 Fill in the form by asking your partner appropriate questions for his or her details.
- 2 When you have finished, get your partner to check you have filled the form in correctly.
- 3 Swop over so that your partner fills in the form with your details.

Tips

- Check what information is required.
- Find out the meaning of any unfamiliar words.
- Use the headings to put information in the correct place.
- Ask appropriate questions to get the information.
- Listen carefully to answers.
- Check spelling.
- Repeat information to make sure it is correct.

Check it

Only £92.99

Marley Pocket Memo



Includes voice activation,
end-of-tape warning, travel
clock, internal recharging
and 1 × 0005 mini cassette

1 Where does the information about the pocket memo come from?

- A Magazine from a supplier
- B Instructions leaflet
- C Internet
- D Catalogue

Rt/L2.2

NUTRITIONAL INFORMATION		<p>Cooking guidelines Empty contents into a saucepan and stir gently while heating. Do not boil or overcook.</p> <p>Microwave (650W) Empty contents into a non-metallic container. Cover and heat on full power for 2 minutes. Stir, then heat for a further 1–2 minutes until hot.</p>
Typical values	per 100g	
Energy	235 KJ (56 kcal)	
Protein	2.4g	
Carbohydrate	9.2g	
(of which sugars)	2.6g	
Fat	1.0g	
(of which saturates)	0.4g	
Fibre	1.2g	
Sodium	0.4g	
Per serving (200g): 111 calories		

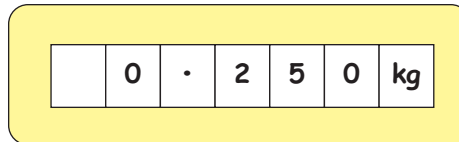
2 Look at the label for soup. How many calories are there in every 100 grams of this product?

- A 235
- B 56
- C 111
- D 100

Rt/L1.4; Rt/L1.5

3 Which of these weights is about the same as 0.250 kg?

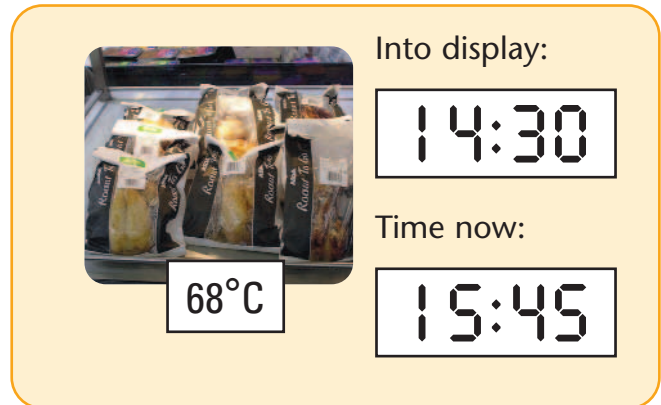
- A Half a pound
- B A pound
- C 2 ounces
- D Two and a half kilos



MSS1/L1.7

Always

- Check calibration of temperature recording equipment on a regular basis.
- Make sure that when poultry is cooked it reaches an internal temperature of +82°C or above.
- Make sure poultry is displayed at +63°C or above.
- Use the probe wipes between tests.
- Time code all hot food as soon as it enters the display.
- Prevent wastage by reducing cooked items 30 minutes prior to the time limit.
- Wash hands frequently, and after every visit to the toilet.



4 Look at the instructions and the chicken on display. Which of these statements is false?

- A The chicken was put on display at 14:30.
- B The chicken should be taken off display at 16:30.
- C The chicken should be withdrawn from sale because it is not at the correct temperature.
- D The chicken should be reduced at 16:00.

MSS1/L1.3; Rw/E3.1

5 How many grams are there in 0.126 kilograms (kg)?

- A 1.26
- B 12.60
- C 126
- D 1260

MSS1/E3.6

6 Look at the reduced item label.

Which of these product codes matches the item?

- A 9362 000 203 883 500 7305
- B 93620 00000 20003 88003 5000 73005
- C 9623 000 2030 8083 5000 7503
- D 9362 0000 2003 8803 5000 7305



N1/L1.1

7 An item costs £48.50. The customer hands over £50 and 50 pence.
How much change should the customer get?

- A £1.00
- B £1.50
- C £2.00
- D £2.50

MSS1/E2.2

8 How should the amount £596.63 be written in words on a cheque?

- A Five hundred and ninety six pounds and sixty three pence only.
- B Five hundred and sixty nine pounds and sixty three pence only.
- C Five hundred and nine six pounds plus 63p only.
- D Five nine six pounds point six three pence only.

N1/E3.1

Price band	2 year	3 year	Price band	2 year	3 year
up to £199.99	£45.00	£55.00	£600–£649.99	£95.00	£120.00
£200–£249.99	£50.00	£60.00	£650–£699.99	£100.00	£125.00
£250–£299.99	£55.00	£65.00	£700–£749.99	£110.00	£135.00
£300–£349.99	£60.00	£70.00	£750–£799.99	£115.00	£145.00
£350–£399.99	£65.00	£80.00	£800–£849.99	£120.00	£155.00
£400–£449.99	£70.00	£85.00	£850–£899.99	£125.00	£160.00
£450–£499.99	£75.00	£90.00	£900–£949.99	£130.00	£165.00
£500–£549.99	£80.00	£100.00	£950–£999.99	£140.00	£170.00
£550–£599.99	£85.00	£110.00	£1000 and above – ask for details.		

9 The table above shows the cost of a guarantee for different items. How much does a customer pay for a 2 year guarantee on an item bought for £760.00?

- A £70.00
- B £115.00
- C £145.00
- D £110.00

HD1/E3.1

10 What does the instruction 'delete as applicable' mean on forms?

- A Put a cross through the thing you need.
- B Cross out the things you do not need.
- C Tick the things you need.
- D Put a circle round the things you do not need.

Rw/L1.2

Audio

PAGE 2:1

Product knowledge

Focus page

13

I took some fantastic pictures at Simon's wedding with that new optical camera. It's really easy to use!

14

The camera comes with this adapter and casual case for easy storage. The leather chain strap is convenient for carrying the camera round. It's also very light. Customer sales have been higher than we ever expected.

15

This new KLM digital camera has proved very popular. I've used it myself to take some action shots of the air show. It's a convenient size for carrying. Very light as you can tell.

Task 1 16

This is the updated version of the Moika pay-as-you-go phone. As you can see, the whole design is better. It has the added features described in the catalogue, including the night-mode camera which takes good quality pictures even when the light is fading.

This phone is small but has lots of useful features that are popular with teenagers at the moment, especially the picture messaging and the choice of modern music ring tones. It is not the most expensive, but really in the middle range. It's good value when you compare it with other models.

I love the choice of ring tones on this new Moika phone. It's got twice as many as the old version!

PAGE 2:20

Filling in forms

Task 2 17

My full name is Helen Laura (that's l.a.u.r.a) Williams.
Date of birth 14th March 1961. My telephone number is 01763 960461.

Answers

PAGES 2:1–2:2

Product knowledge

Focus page

- 1 = customer feedback
- 2 = magazine from a supplier
- 3 = instructions leaflet
- 4 = Internet site
- 5 = staff training/updating session
- 6 = another member of staff giving advice to a customer

Task 1

- 1 The response could have included some or all of the following:
 - Anti-virus software downloading facility
 - Improved design
 - Night-mode camera
 - Brand new ring tones
 - Better design
- 2 Your response should include information from the article entitled 'Ban 124 virus causes alarm' and, most importantly, should focus on the anti-virus software, stressing the fact that this is the only phone to have this facility. You might want to demonstrate how to download the software.
- 3 Your response should include all the features included in the catalogue, perhaps using the added information about the good quality pictures, the choice of modern music ring tones and the picture messaging, which is popular with teenagers. You could also politely point out that the phone is in the middle price range and represents good value for money.

PAGES 2:3–2:4

Reading product labels

Task 1

- 1 Yes
- 2 Not made of metal
- 3 109
- 4 1 month

5 b

- 6 End of October 2005
- 7 Vegetarians
- 8 4.9 g
- 9 No
- 10 No

Task 2

Show your completed table to your teacher.

PAGES 2:5–2:6

Counter sales

Task 1

- 1 Nought point five kilograms
- 2 Nought point five kilos
- 3 Half a kilogram
- 4 Half a kilo
- 5 Five hundred grams
- 6 About one pound
- 7 About sixteen ounces

Task 2

- 1 2.500 kg = Two and a half kilos = Five pounds
- 2 0.250 kg = Two hundred and fifty grams = Half a pound
- 3 0.500 kg = Half a kilo = One pound
- 4 0.050 kg = Fifty grams = Two ounces
- 5 0.125 kg = One hundred and twenty-five grams = Quarter pound

PAGES 2:7–2:8

Rotisserie

Focus page, right-hand side

- 1 Yes
- 2 16:45
- 3 +63°C
- 4 16:15

Task 1

- 1 **a** and **f** should continue to be displayed at the full price.
- 2 **b** and **d** should have the price reduced for a quick sale because there is less than 30 minutes remaining before the 2-hour display time limit.
- 3 **c** and **e** should be withdrawn from sale because the temperature has fallen below 63°C.

PAGES 2:9–1:10**Weighing goods ready for sale****Task 1**

Discuss your answers with your teacher.

PAGES 2:11–2:12**Charging for purchases****Task 1**

- 1 3708 5943 58389
- 2 843
- 3 2759
- 4 9710 0000 1002 4423 6000 1408
- 5 283
- 6 5778

PAGES 2:13–2:14**Handling cash****Focus page**

Fifteen pounds and fifty-seven pence

£15.57

£2, £1, 50p, 20p, 10p, 2p, 1p

Three pounds and eighty-three pence

Task 1

- 1 £8.00
- 2 £10.01

PAGES 2:15–2:16**Non-cash payments****Task 1**

- The customer has not filled in the date.
- The amount written in words should say *Two hundred and **ninety-four** pounds and ninety-five pence only.*
- The cheque guarantee card is for £250. The purchase is for an amount above this, so authorisation from a store manager will be required before completing the sale.

PAGES 2:17–2:18**Additional services at point of sale****Task 1**

- 1 It costs £110 to extend it by 2 years and £135 to extend it by 3 years.
- 2 It costs £42 to extend the manufacturer's guarantee by 2 years and £56 to extend it by 3 years.
- 3 Our extended guarantee on this DVD player is £75 for 2 years' cover and £90 for 3 years' cover.

PAGES 2:19–2:20**Filling in forms****Focus page**

Delete as applicable means cross out the things that do not apply, leaving the one that does apply.

Circle as appropriate means draw a ring round the correct answer.

DOB is short for date of birth.

Inc STD means include the area dialling code. (This is the code that has to be used if you are ringing from a different town.)

Tel no is short for telephone number.

Other words for surname might be last name, family name, married name.

For the section about current accommodation you might ask customers whether they own their house, rent, etc. If the customer replies 'other', you need to ask for brief details.

For the section about previous address you could ask the customer how long he or she has been living at the present address. This will tell you whether it is less than 3 years.

If the customer has lived at the present address for more than 3 years, you could write n/a or 'not applicable' in this section.

Task 1

- 1 Initials are used instead of full first names.
- 2 The date of birth does not include the day, only the month and year.
- 3 The STD code has not been included in the home telephone number.

Task 2

First names are Helen Laura.

DOB is 14/03/61.

Home telephone number is 01763 960461.

Task 3

Ask your partner to check that you have filled in their details correctly.

Check it

- 1 D
- 2 B
- 3 A
- 4 C
- 5 C
- 6 D
- 7 C
- 8 A
- 9 B
- 10 B

