

Food and drink services

Introduction to Module 3

This module will apply to the many people working in the hospitality industry who deal directly with customers at the point of sale. This includes bar staff, waiters/waitresses, café staff and service area staff.

People who provide food and drink services to customers will be aware that this demands very good communication skills in order to respond to a wide range of people with a huge range of demands. They need to be efficient in handling orders and dealing with money, often in busy and sometimes pressurised situations. Learners in this setting must be confident in using a wide range of skills in order to give the good service that will make customers return again and again.

The following skills are developed in this module:

- stock control
- taking orders and bookings
- giving information and advising customers
- dealing with orders and bills.

Many of the skills required for bar work and table service are specific to these vocational areas. However, the skills identified and developed in this module are generic to many settings. Learners may need support and encouragement to apply the skills to their own work settings. The Word version of these Embedded Learning materials provides opportunities to adapt and customise materials where appropriate.

Hospitality – Module 3: Food and drink services					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Stocks	Hos 3:1–3:2	SDS9		N1/E3.3; N2/E3.4; N2/L1.11; N2/L2.10	N1.1; N1.2; N2.2
Following instructions	Hos 3:3–3:4	1FS1; 1DS1	SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLlr/L2.2; SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4		C1.1
Need to know	Hos 3:5–3:6	2GEN1; 2FS2	Rt/L2.6; Rt/L2.7; Rt/L2.8		C2.2
Taking orders	Hos 3:7–3:8	2FS2	SLlr/L1.1; SLlr/L1.3; SLc/L1.2; SLc/L1.3; Wt/L1.4; Wt/L1.5; Ww/L1.2		C1.1
Bookings	Hos 3:9–3:10	2R3		HD1/E3.1; N1/E2.3; MSS1/E3.3; MSS1/L1.3	N1.1c
Keeping a tally	Hos 3:11–3:12	2DS9		N1/E3.5; HD1/E3.1; HD1/E3.3	
Orders and bills	Hos 3:13–3:14	1GEN2; 2FS2		N1/E3.8; N2/L2.10; N2/E3.3	N2.2k

Skills checklist

When working in a bar or restaurant, you need to be confident about dealing with the public and must be able to work as part of a team. Providing a good quality food and drink service means responding to customers' needs and working to a system.

Good communication skills are vital for taking orders and bookings and you will have to write things clearly so that others can read it. You also need good numeracy skills in order to cope with money transactions, deal with stock and work to tight time schedules.

The skills in the table below will be valued by your employer and will help you to progress at work. Tick the skills you feel confident about now. Work on the skills you have not ticked and return to the list later to check any areas where you still need some practice.



Skills for food and drink services	Now	Later
Communicating and giving information to customers		
Maintaining stock in a bar setting		
Taking orders		
Taking bookings		
Handling money transactions		
Dealing with orders and bills		

PAGES 3:1–3:2

Stocks

Occupational setting

Hospitality venues have a standard stock level of consumable items. This theme focuses on maintaining a hotel's stocks of drinks.

Materials

Stock sheets from the workplace

Guidelines or instructions about maintaining stock records from the workplace

Calculators

Learning outcomes

- 1 To understand the need to keep accurate stock records (focus page)
- 2 To use addition and subtraction skills to complete stock records (Tasks 1–3)

Introduction

- Discuss learners' involvement in keeping stock sheet records and the importance of doing this accurately. What could happen if there were errors?
- Maintaining standard stock levels (i.e. keeping the stocks at a level that is suitable for that venue) incorporates counts at more than one level – each informing the next level of count and enabling a reliable re-ordering system. Accuracy is therefore important at each level: if the first count is incorrect, the rest of the calculation will be as well.
- Each type of 'count' is likely to require the skills of addition, subtraction and multiplication. Discuss the use of the calculator to help with these calculations. What can go wrong when you use a calculator?
- Check that all learners are familiar with the language used to describe mathematical operations and the language used in this context, such as 'replenish' and 'shortfall'.
- Learners will also need to be able to complete the venue count sheets for the relevant items accurately. Errors can be made simply in noting down numbers. Discuss any experience of this

(it may be useful to use the context of telephone numbers to illustrate this). Note that some learners may experience significant difficulty in writing down numbers/codes correctly. In particular, dyslexic learners may omit numbers/letters or get them in the wrong order. Careful checking is the only way to sort this out.

Focus page

- Ask learners to talk about items at their places of work that require regular re-ordering. Explain that the stock count sheets on the focus page are designed and completed for this purpose.
- Confirm the importance of accurate information on the stock count sheets.
- Read the text at the top of the focus page. Explain that items used daily are taken from the standard stock level; this obviously reduces the stock, which then needs to be replenished.
- Ask learners to look at the Daily stock count sheet for the Terrace Bar, then read the information box 'Maintaining a standard stock level' aloud, with emphasis on each of the points within it. Link the example in the box to the top item (Soda water) on the Daily stock count sheet. You started with 40 (i.e. the standard stock level) and had 23 left at the end of the day. The shortfall is calculated by subtraction. Ask learners to think about their preferred method of subtraction: $40 - 23 = 17$; or count on from the 23 remaining until you get back to the standard stock level. Either way, the number needed for replenishment is the difference between the standard stock and those left in the bar.
- Check learners are aware of the inverse methods for checking subtraction calculations (i.e. $40 - 23 = 17$). *Take what are left (23) from what you started with (40), which means you've used 17. These need replacing. To check: $17 + 23 = 40$. Add the 17 to those that are left (23) and you are back to the standard stock level (40).*
- Alternatively, learners may use calculators. Confirm the need for accurate keying in of numbers.

- Direct learners' attention to the Scheduled stock count sheet then read the information box 'Counting in batches'. Ensure learners understand the word 'batch'. Read the box text aloud, emphasising each point. Ensure learners realise that they will be working with batches/cases/crates, as well as with individual items.
- Link the example in the box to the first item on the Stock count sheet for the House wine selection (Moulin de Paris). Work through the example together, discussing the method shown in the box.
- Are learners happy with this method of calculation? Do they have any preferred methods? Are they confident using a calculator? Discuss calculator methods and the importance of checking answers obtained with a calculator (e.g. it is possible to check the calculation as you go along by keying in two distinct functions, i.e. $6 \times 5 =$ (see the answer '30' and do a quick mental check). Then key in the next function: $+ 7 =$.
- The *quickest* method (using fewest keys) is to key in: $6 \times 5 + 7 =$. Point out that on some calculators (check your own), as you press the second function (i.e. the addition key), the display automatically shows the answer to the first function (i.e. the multiplication). You can do a quick mental check of this before you key in $+ 7 =$.
- Ensure learners can work out inverse methods for checking.

Curric. refs	NOS/NVQ	Key Skills
N1/E3.3	2DS9	N1.1
N2/L1.11		N1.2
N2/L2.10		N2.2

Task 1

Complete a daily stock count sheet using addition and subtraction

N1/E3.3

Read the information at the top of the focus page and ask learners about their procedures and strategies for calculations and checking answers. Emphasise that the method on the focus page is one of several methods that can be used.

If the learner has difficulty

- Encourage learners to look at one row at a time and cover the remaining lines to avoid distractions.
- Make sure that he or she understands the logical route of: standard stock total; some used; some left. Those items that have been used need to be replaced.
- If possible, use practical activities involving stock counting.

Extension

Can learners suggest any further items that may need a daily stock count to ensure that supplies do not run out? Encourage them to suggest the reasons why.

Task 2

Complete a scheduled stock count sheet using multiplication and a calculator
N2/E3.4

Read the information above the Schedule stock count sheet on the focus page and ask learners for their procedures for counting in batches and checking answers.

If the learner has difficulty

- As Task 1.
- Provide some examples using simpler numbers to ensure understanding. If possible use practical activities involving stock counting in batches.

Extension

Provide additional opportunities for stock taking and using the calculator – mixed addition, subtraction, multiplication (and division). Use information from similar stock sheets if practical tasks are not available.

Task 3

Complete a stock check and reorder sheet using addition, multiplication, subtraction and the calculator

N2/L1.11

N2/L2.10

- Read the information above Task 3 and ask learners to read through the form. Ensure they understand the details given and/or the requirements of each column.
- Task 3 combines the skills from Tasks 1 and 2 on the same form.

- Encourage learners to jot down subtotals on a piece of paper (more confident learners may be able to use the calculator's memory function).
- Ask learners how they will check their answers.

If the learner has difficulty

- See Task 1.
- Encourage the learner to look at the 'Total in stock' column for each product before looking at the final column. The final column can be covered up along with the first two columns so that the learner sees the relevant information for the 'Total in stock' calculations and can concentrate on the multiplications and additions first.
- Similarly, cover any unnecessary columns before tackling the subtractions required for the final column.
- Check that the learner is using the calculator efficiently.

Extension

See Source material for an order form requiring learners to order wines to replenish the cellar stock. They will need to calculate the number of cases and single bottles that make up the amounts in Task 3.

Theme assessment

Ask learners to provide stock recording sheets from their places of work, if possible. These can be shared to provide experience of differing layouts, vocabulary, abbreviations, etc.

Stocks

Focus

Daily stock counts help to ensure that supplies do not run out. This is called **maintaining a standard stock level**.

QUEENS HOTEL DAILY STOCK COUNT SHEET – TERRACE BAR			
Standard stock level	Product	No. in bar	No. required to replenish
40	Soda water	23	17
40	Tonic water	14	
50	Lemonade	34	
60	Diet cola	16	
60	Cola	21	
20	Orange J	7	
10	Tomato J	6	
40	Apple J	12	
40	Mango J	19	
40	P/fruit J	11	
30	Sparkling W	13	

Maintaining a standard stock level

- 1 Before opening, count the number of **items in stock at the bar**.
- 2 Subtract the **number of items in stock** from the **standard stock level**. This tells you the number of items needed to **replenish** the stock.

Example

The standard stock level for soda water is 40. There are 23 soda waters in stock. The number required to replenish the stock is 17 ($40 - 23 = 17$)

Tip

Use addition to check your answer:
 $17 + 23 = 40$

Counting in batches

To find the **total number of items in stock**:

- 1 Count the **number of whole batches** (for drinks this means **whole cases** or **whole crates**).
- 2 Multiply the **number of items in one whole batch** by the **number of whole batches**.
- 3 Add on any **single items**.

Example

There are 6 bottles of Moulin de Paris in one case. There are 5 whole cases and 7 single bottles.

The **total number of bottles is 37**.

$$(6 \times 5 = 30)$$

$$30 + 7 = 37$$

Scheduled stock counts help with the reordering of stock. The quickest way to **count is in batches**.

QUEENS HOTEL SCHEDULED STOCK COUNT					
HOUSE WINE SELECTION:				1st December	
BIN NO.	WINE	Case quantity	No. of cases	No. of bottles	Total in stock
01	Moulin de Paris 2002 sec	6 × 75 cl	5	7	37
02	Cabernet Sauvignon 2001	12 × 75 cl	14	8	
03	Shiraz Cabernet 2001, Sheila Breeze (Australia)	6 × 75 cl	13	5	
04	Marques de Ceret Rioja 1998	12 × 75 cl	19	11	
05	Chateau du Marcellin 2002	12 × 75 cl	15	7	
06	Chateau du Marcellin 2002	24 × 37.5 cl	8	13	

$$30 + 7 = 37$$

Stocks

Task

Task 1

Complete the 'Daily stock count sheet' on the focus page for the Terrace bar of the Queens Hotel.

Remember!

Use addition to check your answers.

Task 2

Complete the 'Scheduled stock count sheet' on the focus page for the house wine selection at the Queens Hotel.

Tip

Use a calculator to help you, but remember to check your answers.

Task 3

Complete this Cellar stock check for The Royal Crest Hotel.

Calculate the number of bottles required to replenish the standard stock level.

The Royal Crest Hotel Cellar stock check and reorder sheet						
Product	Standard cellar stock level (bottles)	Case quantity	In stock		Total in stock	No. of bottles required to replenish
			Cases	Single bottles		
CHARDONNAY 2002/3 Tomor de Port (Andorra)	250	12 × 75 cl	12	5		
MARQUESA DE CHANSON RIOJA 2000	250	12 × 75 cl	15	3		
MOET ET CHANSON NV	100	6 × 37.5 cl	7	2		
MOULIN DE CHAT DRY	250	12 × 75 cl	11	11		
SHIRAZ CABERNET 2003 Felicity Hall (Australia)	250	12 × 75 cl	7	3		
SAUVIGNON DE COLOMBO 2001 Felicity Hall (Australia)	250	12 × 75 cl	9	10		

PAGES 3:3–3:4

Following instructions

Occupational setting

In hospitality settings, many instructions will be given verbally. Sometimes this means assimilating a lot of information and relying on memory. It is important that learners practise ways of picking out and remembering the jobs they need to do or the actions they need to follow by listening carefully, particularly to imperatives, both positive and negative, such as ‘Make sure you ...’ or ‘Don’t ...’.

Correct preparation of service areas is mentioned throughout the standards for food and drink services. This focus page concentrates mainly on 1FS1 ‘Prepare customer dining areas for table/tray service’ and 1DS1 ‘Prepare customer and service areas’, although the listening skills are transferable to the other areas of service preparation. Each place of work will have particular conventions for organising mise-en-place and covers. The instructions used are examples rather than definitive rules for preparing service areas.

Materials

Audio equipment

Learning outcomes

- 1 To use strategies for picking out relevant from irrelevant details (focus page, Task 1)
- 2 To listen for key words to pick out what should and should not be done (Tasks 1–3)
- 3 To recognise key order words in instructions (focus page)
- 4 To know how to clarify and confirm understanding (focus page)

Introduction

- Introduce the theme by giving learners some muddled instructions along the lines of the ones on the focus page, or something else relevant or interesting to the learners. These muddled instructions should include a lot of irrelevant information (*By the way, did you see X last night?*), instructions in the wrong order (e.g.

last instruction to say *And before you start any of this ...*) and detail mixed in with specific instructions (e.g. *Even if there is nobody around to help you and you are in a hurry, you should still ...*).

- Ask each learner what they picked up from the instructions. Elicit the fact that they weren’t ready for them, didn’t know who was to do what, had no opportunity to ask questions, etc.
- Ask learners about their experience of listening to instructions. What are the problems? What are good instructions? What can go wrong if they don’t understand or follow work instructions?

Focus page  14

- Work through the tactics in the boxes on the page for the listener. Apply the ones on the right to the instructions on the page by asking: *How many instructions are there? What are the key details here? What should you not do? Are there any order words? How would you put the first two instructions into your own words?*
- If necessary, highlight key words and phrases in the text.
- Discuss other order words and phrases – e.g. ‘before you do anything else’, ‘at the end’ – and write these on the board/flipchart.
- Look at the examples of self-questioning based on the instructions on the page. How will this help the worker to establish exactly what to do?
- Talk about what is meant by being an ‘active listener’ and why this is important. You may need to introduce the term ‘body language’ and demonstrate what this means. This is a useful focus for some role-play on active listening: one person talks or asks questions, the other gives feedback, either verbally or in body language.
- Listen to the audio clip of the instructions on the page and ask learners to make a brief note of all the instructions in their own words in a way that helps them remember the instructions, for example, using numbers or bullet points.

- Make sure learners are aware of the significance of conditional instructions 'if ...' showing that you only carry out this action in certain circumstances.
- Ask learners to use their notes to explain to a partner what to do. This helps to confirm whether the instructions have been noted down clearly enough.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	1FS1	C1.1
SLlr/L1.2	1DS1	
SLlr/L1.3		
SLlr/L1.4		
SLlr/L2.2		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		
SLc/L1.4		

Task 1 15

Listen to a set of instructions and pick out the things you must do

SLlr/L1.2

- Look at the tip and explain that the learner is listening out for positive instructions (i.e. things you are being asked to do).
- Spend some time thinking about the different ways that this type of instruction can be given (e.g. 'make sure', 'do this', 'clear the ...', 'you should/must ...', and so on). Confirm that work instructions can be framed in a number of different ways and that it is important to recognise these as instructions (i.e. telling you what to do).
- Play the audio clip through once for gist.
- Play the clip again, this time listening for the words that tell you what you must do. Learners could discuss this in pairs. What are the things that must be done? Learners should make a note of these instructions.
- Replay the audio clip so learners can confirm their responses.

If the learner has difficulty

- Read the text of the audio in smaller chunks, no more than one sentence at a time. Ask learners: *Does the person tell you to do something? What?*

- Remind them they are listening for things that require action – what they must do.
- There may be some issues about language for ESOL learners (e.g. 'Don't leave glasses on the bar counter, where they can easily be knocked off'). Some of the sentence constructions in the audio clip may also be difficult to understand because of the spoken form. Encourage ESOL learners to listen for key phrases.

Extension

- Ask learners to prepare a similar script for other learners to listen to, based on their own experience.
- Ask them to make a note of any questions they might need to ask to clarify the instructions.

Task 2 16

Listen to the same instructions and pick out the things you must not do

SLlr/L1.2

- This task relies on learners having correct responses to Task 1.
- Replay the audio. Ask learners to discuss what they have heard in pairs. What are the things that must *not* be done? Point out the tip on the page.
- Replay the audio clip for learners to confirm their answers.

If the learner has difficulty

- Read the text of the audio in smaller chunks to allow the learner more time.
- Listen out for the negative words: 'you must not', 'don't'.
- Note the language difficulties for ESOL learners discussed above.

Extension

Ask learners to work in pairs, using their experience to give each other simple instructions to set a table, prepare a bar, or any other mise-en-place or covers they do in their own place of work. The aim is for the listener to be able to carry out the instructions accurately and in the correct order. A checklist would be useful here. The listener is allowed to ask questions for clarity and can make any notes they wish to.

Task 3  **17**

Listen to some instructions given out of order and number them in the order in which they should be followed

SLlr/L2.2

- Explain to learners that they need to listen out for key words to help them answer the questions.
- Look at the questions and make sure learners understand which type of instruction words to listen out for, for example, words that mean the same as 'first', 'always', 'never', 'last'. Learners might like to highlight these words in the questions to remind them.
- Give examples of instructions that mean the same thing as 'first' and 'last' to give learners the idea.
- Advise learners to tick their answers in pencil in case they change their minds.
- Explain that they will be able to listen several times to check their answers.
- Play the audio once for gist. This is a complex set of instructions and learners will benefit from getting a good overview of what is happening. Allow them to discuss this if needed.
- Play the audio clip again; learners listen for key words.
- Discuss the words/phrases that are not exactly the same in the questions as they are in the audio ('first' and 'last' versus 'start' and 'finally').
- Play the audio clip again and let the learners tick their answers and then again to allow them to confirm their answers.

If the learner has difficulty

- This requires good listening skills, so some learners might have difficulty retaining the information or following it through.
- Read the text of the audio in smaller chunks, no more than one sentence at a time (only from where the instructions actually start). Use a highlighter pen to identify key words or phrases. Ask learners: *What was the key instruction word you heard?*
- Allow learners to listen for one key word at a time. For example, they can listen for 'never'. Then they can hear the clip again and listen for 'always'.

- As the words for 'first' and 'last' are not quite the same in the audio, ask learners what words they heard that are similar. (Note that these instruction words are 'start' and 'finally' in the audio clip.)
- Allow learners to listen for these words one at a time, as before.
- There may be some issues about language for ESOL learners because of the spoken idiom. Learners may need more support or direct guidance for each of the stages listed above.

Extension

Ask learners to list everyday workplace activities under the headings 'never' and 'always'.

Theme assessment

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

Following instructions

Focus

Preparing service areas correctly makes service more efficient and presents a positive image to the customer or guest. Each place of work will have particular ways of preparing for service, including mise-en-place and covers. As part of your training you will be required to listen to and follow instructions for preparing service areas.

Look at the speaker and concentrate on what he or she is saying.

Ask questions to help your understanding.

- Can I just check that ... ?
- Can you tell me what you meant by ... ?
- Please could you repeat the part about ... ?

Keep a notepad to jot down what you have to do.



Listen carefully for the key details.

Listen for:

- key words about what to do and what **not** to do
- words that tell you about the **order** to do things in.

Repeat instructions in your own words to check understanding.



Never carry cutlery to the tables in your hands. All cutlery should be carried on a service plate. First you need to cloth the tables neatly. Make sure that coloured slips are in keeping with the restaurant décor. Linen napkins should be presented with a simple fold. Don't do any of the fancy folding for breakfast service. The table lay up is a glass for orange juice, main course knife and fork, dessert spoon, side plate and side knife, cup, saucer and teaspoon for the guests. Also, set a full sugar bowl on a white saucer, cruets, milk jug and a side plate with four preserves (that's honey, marmalade and two different jams). If you are setting for six to eight people, put out twice this amount. When you've laid the table, check that the correct breakfast menu is on it.

What **questions** can I ask to make it clearer?

What have I got to do **first**?

Is there any particular order to do things in?

What have I got to do?

Is there anything I **must not** do?

Following instructions

Task


Task 1

15

Listen to the instructions. Make a note of the things that must be done.

DO:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Tip

Listen out for words like 'always', 'make sure', 'must' and 'should'.



Task 2

16

Listen to the instructions again. This time, make a note of the things that must not be done.

DO NOT:

- 1 _____
- 2 _____
- 3 _____

Tip

Listen out for words like 'don't' and 'mustn't'.



Task 3

17

Listen to this supervisor giving some instructions to trainee restaurant staff. Tick your answers to these questions.

- 1 What should you lay first?
the centre item, such as the fish plate
the side plate the fork
- 2 What should you always do?
set the side knife on the table
put the side knife on the side plate
- 3 What is the last thing to do?
set the goblet set any additional items
set the napkin
- 4 What should you never do?
set the side knife on the table
put the side knife on the side plate

Tip

Listen out for the key instruction and order words.



PAGES 3:5–3:6

Need to know

Occupational setting

Food and drink service staff are expected to keep up-to-date with services and the food and drink sold in order to maximise sales and advise customers. Staff who are proactive about this and can communicate their knowledge to customers and answer or deal with customers' queries efficiently will soon find that customers respond positively, which is beneficial to their own career. Different companies offer different ways for staff to update product/service knowledge: many now use company intranet and regular training sessions; others rely on employees to use their initiative and find information from other sources. This theme is about how to find out information that will help to answer customers' questions or special dietary requests. Understanding about food allergies and intolerances is becoming increasingly important and is a significant part of the underpinning knowledge required for hospitality and catering.

Materials

Copies of the Web pages 1 and 2 from the Source material (0:29 and 0:30)

Dellamere Hotel menu from the Source material (0:31)

Internet access

Learning outcomes

- 1 To understand the importance of giving accurate information (focus page)
- 2 To know which sources of information can be used to keep product knowledge up-to-date (focus page)
- 3 To use different sources to gather information (focus page, Tasks 1–3)

Introduction

- Ask the group to explain the difference between food allergy and food intolerance. Allow them to work in small groups or pairs with access to reference materials and the

Internet. Support learners to use the Internet if necessary.

- There are some sample pages about food allergies in the Source material. Make it clear to learners that they can use any sources of information that they wish to. Explain that responses must be in their own words and not copied directly from textbooks or pages printed-out from the Internet. Bring the group back together to share answers. The following information should have been gathered, with examples:
 - True food allergies usually cause instant and reproducible reactions to specific foods, ranging from rashes to asthma to anaphylaxis. It is usually easy to tell if you have a food allergy because the reactions are entirely predictable. These allergies can be life-threatening.
 - Food intolerance refers to the fact that people have strange and unpredictable reactions to foods. The mechanism of these reactions is usually not known. They are seldom severe or life-threatening.
- Put the results of the research on the board/flipchart.
- Discuss with learners how they obtained the information. List the sources on the board. Did any of them ask a teacher or expert?
- Look at each source in turn and think about the advantages and disadvantages of each method. *Are they reliable? Are they accessible? Is it quick? Is the information clear and easy to understand? Can they interpret the information for a customer?*
- Identify strategies used to find information, such as using an index, conducting an Internet search, using hyperlinks, asking questions, making notes, etc. Use the web pages from the Source material to show the features of web pages if learners are unfamiliar with Internet searches.

Focus page

- Look at the example of a query on the focus page. Discuss the dangers of not being accurate about the information given to customers.
- Discuss the example and direct learners to sources of information that will help to answer this query. Ask learners to find the information they need using the mnemonic 'FACTS' in the middle of the page. As a group, decide what feedback they would give this customer and what alternative they might suggest.
- Be prepared for problems with the technical language associated with food allergies and food intolerance. Make sure learners have strategies for finding meanings and encourage them to keep a personal glossary.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.6	2GEN1	C2.2
Rt/L2.7	2FS2	
Rt/L2.8		

Task 1

Find general information about food allergies from web pages

Rt/L2.6

Rt/L2.7

- Explain that there are three parts to the task.
- Check that learners have copies of the two web pages from the Source material.
- Point out to learners that they can also use other sources of information that are available.
- Point out that for part 2, there may not always be a name given for a particular intolerance or allergy.

If the learner has difficulty

- Check that the learner understands the task. Support learners who have difficulty reading large quantities of text by demonstrating how to scan text for the information they need rather than reading all the text. Identify and highlight key words in the text and the questions. Once information is located, read alongside the learner and help him/her to interpret unfamiliar language.
- ESOL learners may need additional support with the language and can be encouraged to use a bilingual dictionary.

Extension

Ask learners to make a table for each allergy/intolerance, including details of the condition, symptoms or consequences of eating certain foods, foods that must be avoided and alternatives that could be offered. This activity could be completed in groups so that the whole group finally has a table to refer to. This can be used to help with Task 2.

Task 2

Use information sources to answer customer enquiries

Rt/L2.6

Rt/L2.7

- Remind learners of the importance of product knowledge and the implications of giving incorrect information about food allergies.
- Check that learners each have a copy of the Menu for the Dellamere Hotel from the Source material.
- Learners can work in pairs to investigate the allergy or intolerance and identify foods that must be avoided by sufferers. They then need to apply this knowledge to the menu they have been given.

If the learner has difficulty

The amount of information to be sifted through here may overwhelm some learners. The task can be reduced by giving learners individual items from the menu and asking more direct questions. *What do you think this dish contains? Is this dish suitable for a person who is gluten intolerant?*

Extension

- Ask learners to use a range of sources to find out about the sort of food the following people cannot, should not or do not eat:
 - people with diabetes
 - vegans
 - fruitarians
 - people with a soya allergy.
- Learners can share the information in a later session. This could be set as a Key Skills assessment activity, with pairs presenting findings.
- Make sure learners acknowledge their sources and have not used the information wholesale.

Theme assessment

- Ask learners to make up a dinner menu of their own for a particular client group, using knowledge from their own workplace or information they have found during this theme. Learners can share the information in a later session. This could be set as a Key Skills assessment activity, with pairs presenting findings.
- Make sure learners acknowledge their sources and have not used the information wholesale.
- Learners may also want to investigate food requirements for different cultural groups and think about how this might influence menu choices.

Need to know

Focus

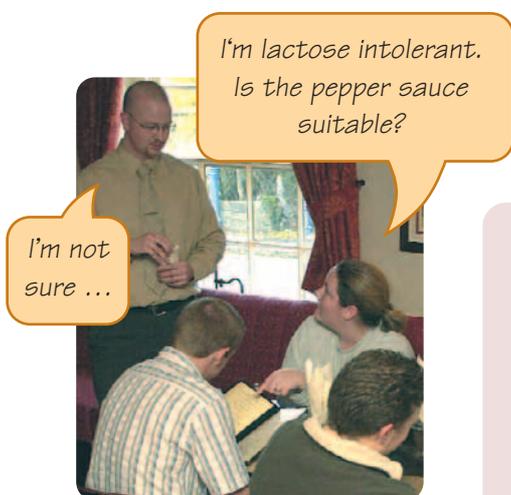
Customers sometimes want to know about a particular type of food or drink. This might be to do with their preferences, such as vegetarian food, or may be because of food allergies and intolerances. You need to know or find out the **facts** in order to answer customers' questions accurately.

- Be prepared for the sort of questions you might get asked.
- Keep up-to-date with any new information or changes.
- Always put the safety and well-being of customers first.

*Chez Marianne Cafe
House Speciality Snacks*

Open Tuna and Mayonnaise Sandwich
Low-fat mayo alternative available
Served on wholemeal bread £4.95

Open Peppered Steak Sandwich
Slices of rump steak with a jug of pepper sauce on the side
Served on either white or wholemeal bread £5.95



THINK SAFETY!
Find out – never guess.
Ask for information.
Check information.
Think about the dangers.
Suggest alternatives where necessary.



What does 'lactose intolerant' mean?
I don't want to look like I don't understand. Shall I just guess?
What could happen if I get it wrong?
How do I find out whether the sauce is suitable?



What happens next?

Need to know

Task

Any food can cause a food allergy or intolerance, but 90% of reactions to food come from eight main types of food.

Task 1

Use the two Web pages from the Source material to find the following:

- 1 The eight main food types that cause reactions
- 2 The name of the allergy or intolerance for each, if there is one.

Write your answers in a table like the one below.

Food types that cause reactions	Name of allergy or intolerance
1	
2	
3	
4	

- 3 List five examples of the sort of symptoms people get from reactions to food.

Task 2

Look at the Dellamere Restaurant menu in the Source material. Find the information you need to answer these customer enquiries.

1

I have a gluten intolerance. Is there anything on this menu that will be OK for me?

2

I can't eat nuts – even the smallest trace of a nut makes me ill! Is there anything I need to avoid on this menu?

3

Which of the dishes here are suitable for vegans?

Remember!

Offer the customer alternatives if you can.

PAGES 3:7–3:8

Taking orders

Occupational setting

The waiting service is an essential part of hospitality, as it is a key customer-facing area. This theme covers the important areas of product knowledge, clear and effective spoken and written communication, and careful listening relating specifically to taking customers' food orders at the table. (Note: product knowledge is also covered in more detail on pages 3:5–3:6 – Need to know.)

Materials

Examples of different menu layouts from workplaces and Internet sites

Dellamere Restaurant menu from the Source material (0:31)

Blank, completed and partly completed Food order sheets from the Source material (0:32–0:34)

Audio equipment

Learning outcomes

- 1 To understand the importance of product knowledge in serving customers (focus page)
- 2 To recognise the importance of clear communication in dealing with customers and colleagues (focus page)
- 3 To explore and use ways of writing orders (focus page, Tasks 2, 3)
- 4 To listen for relevant information when taking food orders (focus page, Tasks 1–3)

Introduction

- Ask learners what product knowledge is and why it is important (e.g. to be able to answer queries from customers, to help give a positive image to customers, and so on).
- Ask learners to think about the most unusual food they have come across on a menu (or use a real menu with exotic dishes/foreign words on for them to choose from).
- Explain that unless they know what these dishes are and what the words mean, they would have problems answering customers' questions or advising customers.
- Compare different menu layouts and how much information they already give (e.g. whether they describe the ingredients, give nutritional information for vegetarians, people with nut allergies, etc.). Take some examples and discuss what else you might want to know about that dish.
- Underline the fact that if customers request information about ingredients used in the meals it is essential to double-check with the chef, as ingredients are changed from time to time or from chef to chef. Point out that some foods include traces of things like nuts even if they are not made directly with them. (The Food Standards Agency recommends that this information should be reflected in the name or description of the meal, for example, carrot and nut salad, rather than in symbols, which could be misleading.)

Focus page

- Go through the box entitled 'Product knowledge'.
- Go through the menu extract and ask learners what the meanings are of 'tortellini', 'chargrilled' and the symbol 'V'. Discuss where they would get this product knowledge from.
- Role-play in pairs using the extract from the menu on the focus page. One person takes the order for the other person. The 'waiter' must give the 'customer' the correct choice of supplementary food to go with the main order. The waiter can jot the order down in any way he or she wants to.
- Discuss communication problems that might occur in taking orders and speaking to customers. Consider strategies for overcoming these difficulties. Learners may be able to give examples of their own experiences of problems they have encountered.
- List learners' ideas on the board/flipchart using two columns headed 'communication problems' and 'solutions'.
- Read through the middle three boxes about communicating with customers. Explain that these summarise strategies for aiding communication.

- Use the food orders learners wrote down in the earlier role-play to discuss shorthand methods of taking orders. There may be a particular work convention or learners may have their own note-making strategies.
- Ask learners to pass their notes on to a partner to check they are legible. Point out that the writing needs to be legible in order for the chef to be able to follow it.
- In pairs, ask learners to work out what has been ordered on the order sheet. Discuss this as a whole group.
- Go through the bullet points in the bottom arrowed box. In connection with the third bullet point, ask learners to think of strategies for remembering who ordered which dish, in order to be able to put the correct meal in front of the correct person. (Point out that this is particularly important in restaurants where meals are served covered.)
- Look at the completed Food order sheet for the Dellamere Restaurant from the Source material. Make sure learners understand how the letters A–E and the descriptions are used to remind the waiter which starter and which main course to serve to which person.
- Role-play taking food orders using the Dellamere Restaurant menu and either or both of the blank Food order sheets from the Source material (depending on which is closer to the learners' work version). This should be done in small groups, with everyone having a go at taking the order.
- At the end, learners hand over their written order to a person from another group (as if a chef) who has to read out what he or she thinks it means, to check for clarity.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	2FS2	C1.1
SLlr/L1.3		
SLc/L1.2		
SLc/L1.3		
Wt/L1.4		
Wt/L1.5		
Ww/L1.2		

Task 1 18

Respond to a customer's request
SLlr/L1.1

- Play the audio clip through once for gist.
- Play the audio clip again, this time listening for the key words. Learners could discuss this in pairs. What does the customer want?
- Replay the audio clip so that learners can confirm their responses.

If the learner has difficulty

- Remind learners of the key words to listen out for (as shown in the tips and the list in the task).
- Encourage learners to circle or tick the things they hear mentioned. (Note: learners might prefer to say the items aloud while you act as scribe.)
- If learners require further help, play the audio clip several times, asking them to listen out for one item at a time. Dyslexic learners will have difficulty with the multi-tasking required here and will need extra practice with fewer items.
- Allow learners to double-check their choices at the end by listening to the audio clip again.
- There may be some issues about language for ESOL learners (e.g. 'a bit of spicing up'). Some of the sentence constructions may also be difficult to understand: 'Oh, I'd like some salt, please, as well, and vinegar while you're at it.' Note that this would more usually be framed: 'I'd also like some salt and vinegar.'

Extension

Working in pairs, each person asks the other for up to four condiment items taken from the first task, or from others used in the place of work. The other person has to repeat the items requested. The trick is to see how quickly and accurately the person listening picks up the information.

Task 2 19

Taking a food order for four people
SLlr/L1.1

Wt/L1.4

Wt/L1.5

- Make sure learners have a copy of the partly completed Food order sheet from the Source material.
- Play the audio clip through once for gist. Indicate which person is talking.
- Ask learners to write down a description of each person taken from the picture on the task page.

- Remind them to use the letter system to note who orders what (as used in the activities for the focus page).
- Remind learners of the different methods of shorthand, as discussed and noted on the board/flipchart.
- Play the audio clip again, this time listening for the key words and noting the orders down. Learners could discuss this in pairs.
- Replay the audio clip for learners to confirm their responses. Remind learners that they would be able to ask for the order to be repeated or to confirm information in the real situation.

If the learner has difficulty

- Play the audio clip one person at a time and encourage learners to note down each order one by one.
- Learners could work in pairs with one person listening and one doing the writing, as this task involves a number of integrated skills.
- Encourage learners to ask for the audio to be played again if they missed the information or want to check their responses.
- Give learners time between diners to write the order down. Learners may need support allocating people to orders (using the initials system).
- Note: if learners are struggling with the lettering system, give them the more straightforward order sheet from the Source material and ask them to note down just the orders without worrying about who ordered what.

Extension

Using a copy of the Dellamere Restaurant menu from the Source material, ask learners to work in pairs. Person A has to explain the meaning of the following words from the menu to person B (all of which appear in the glossary): pancetta; chump; filo; mocha. Person B then has to point out to person A the choice of starters, main courses and puddings that are indicated to be gluten-free and suitable for vegans. (Make sure learners know that in reality this information would need to be double-checked with chef for health and safety reasons.)

Task 3 **20**

Write down a change of order for a customer
SLlr/L1.1

Wt/L1.4

- Learners will need their completed Food order sheet from Task 2.
- Explain to learners that they will hear just one person (person D) this time, who wants to change their order.
- Make sure learners are clear which order they are changing.
- Play the audio through once for gist.
- Play the audio clip again for learners to note down the new information, in pairs as for Task 2.

If the learner has difficulty

- Encourage learners to work in pairs, with one person listening and one doing the writing.
- Encourage learners to ask for the audio clip to be played again if they missed the information or want to check their response.
- Give learners time to write the order down.

Extension

Ask learners to phrase some questions that could be used to confirm a change of order (e.g. So you no longer want the beef but you'd like the lamb instead?).

Theme assessment

Ask learners to set up a role-play in groups of three or four. They should use the Dellamere Restaurant menu and the blank Food order sheet from the Source material to role-play a restaurant situation in which one person is the waiter/waitress writing down the order for the other two or three people. The people ordering the food should not be completely straightforward with their order. For example, they might change their order; ask for a particular meal without a certain ingredient or ask for advice on a particular meal.

Taking orders

Product knowledge

It is important to know about the food in order to be able to:

- explain words on the menu
- explain cooking methods when required
- give customers the correct food choices.

Something savoury

Breaded scampi	£7.50
Breaded plaice	£7.50
✓ Tortellini (spinach and ricotta)	£6.95
Chargrilled beefburger bap	£6.50
✓ Omelette (Spanish, cheese, mushroom)	£5.95
Pork and onion sausages	£5.95
Grilled 6oz rib steak	£8.95

All served with a choice of French fries or jacket potatoes, and vegetables or green side salad and coleslaw.

Listen carefully for:

- key words/phrases
- negative words
- special instructions.



Speak clearly

Give information in direct and clear language.



Check and confirm

- Ask questions for more information.
- Check understanding.
- Confirm details.

Writing down an order is the best way to get it right

- Is there already a way of doing this in your own workplace?
- Are your notes clear enough for others to read?
- How can you remember who has ordered what if there is more than one person?

Dellamere Restaurant

Table No. 4 No of covers 1

1 x tom juice
 1 x mush soup
 1 x steak (wd)
 veg & bld pots - no Ps.

Date 09/03/05 Signed RDK

What meal has been ordered on this order sheet?

Taking orders

Task



Task 1

18

A customer has called you over while she is eating her main course. Listen to what she says. Circle the items you need to fetch for her.

pepper sauce tomato sauce pepper spice
vinegar brown sauce salt

Tips

- Listen carefully for key words such as 'Do you have ...', 'I'd like ...'.
- Circle the items as you hear her ask for them.



Task 2

19

In the Dellamere Restaurant the food is covered, so you need to know which meal to put in front of which person. Listen to these four customers giving their food order. Use the partly completed Food order sheet from the Source material to make a note of who ordered what.



Tips

- Remember to describe each person.
- Listen carefully for key words such as 'I'll have ...', 'I'd like ...'.
- Listen for special instructions and negative words such as 'I don't want ...', 'No ...'.
- Use your own shorthand to make a note of the order.



Task 3

20

Customer 4 wants to change her order. Listen to what she says. Write down the change of order on your order sheet.

Tips

- Listen for key words and special instructions.
- Use the clearest way to make a note of the change.

PAGES 3:9–3:10

Bookings

Occupational setting

Competent handling of bookings is very important for the reputation and smooth running of a food and drinks establishment. This theme looks at the many skills involved in this role.

Materials

Sample pages from bookings diaries

Copies of the Restaurant diary for The Wild Pheasant from the focus page

Learning outcomes

- 1 To identify the essential details in a telephone enquiry (focus page, Task 1)
- 2 To extract and enter information in diary (focus page, Task 2)
- 3 To calculate time spans (focus page, Task 3)

Introduction

- Competent handling of bookings requires a range of essential literacy and numeracy skills.
- Learners will need to be able to listen to identify the details of the request being made – either face to face or on the telephone.
- They will be required to calculate the approximate length of dining time, refer to a bookings pro forma (usually a book/diary) to check if there is a slot at the requested time, pass this information back to the enquirer and record appropriately in the diary. And of course, the faster the better!

Focus page

- The focus page looks at decision making about restaurant bookings over a lunchtime period.
- Look at the first speech-bubble, which is a typical telephoned booking request. Ask learners to jot down the details in the speech-bubble – date, time, number of diners, name and telephone contact number. These are the details that need to be agreed with the customer and summarised on the establishment's bookings pro forma.

- Look at the sample page from The Wild Pheasant's Restaurant Diary to see where each piece of information would fit in. Ask learners where Mr Dawson's name would go. Make sure learners are clear that bookings can be made for all times within the time slots (e.g. 12:45).
- Look at the Remember box and remind learners of the 15-minute divisions within each hour.
- Read aloud the information and guidelines in the boxes on the right of the page. Ask learners why:
 - a restaurant would not want too many diners in any one time slot
 - dining times vary between different types of eating establishment
 - large parties are likely to take longer to dine.
- Using the information discussed, ask learners what booking time they would suggest to Mr Dawson and then write his name and details in the diary.
- Ask learners what they would say in their reply to Mr Dawson.
- Ask learners to calculate how many diners are booked in for each of the half-hour booking slots and how many more diners could be catered for in each.
- Remind learners of the conversion of minutes into hours.

Curric. refs	NOS/NVQ	Key Skills
HD1/E3.1	2R3	N1.1c
N1/E2.3		
MSS1/E3.3		
MSS1/L1.3		

Task 1

Identify requested information from a telephone enquiry, refer to a bookings diary to decide on a suitable time and verbally inform the customer
MSS1/E3.3
N1/E2.3

- Read aloud the instruction for Task 1 and ask learners to identify the speakers (i.e. the customer/the employee).

- Provide learners with a copy of the Restaurant diary from the focus page. Using the guidelines from the focus page, ask learners to consider the caller's request and to suggest the most suitable booking time. How would they respond to the caller's enquiry? What time slot will they offer? In order to fill in the diary, are there any further details that they need from the caller? (Ask them to refer to Mr Dawson's request on the focus page.)
- Ask learners to write down their response to the telephone enquiry.
- Role-play can help to encourage fluent responses to verbal enquiries.
- Draw learners' attention to the Tip box.

If the learner has difficulty

- Encourage role-play to help the learner identify key details in a telephone enquiry.
- Support the learner to write these down. Encourage them by pointing out that rough notes do not require perfect spelling as they are for your use only. If you are unsure, ask the caller to spell his/her name – we all have to do this.
- Take learner through the details of the task and look again at the bookings diary. Can the learner recognise/understand the half-hour bookings slots?
- Can the learner add up the numbers of booked places in each half-hour slot? Can he/she calculate how many spaces are left in each? Some learners may benefit from keeping a running total so that they do not have to make quick calculations whilst on the phone.

Extension

- Ask learners to role-play responding to a request for a large party that you are unable to accommodate at short notice on the requested day. Suggest another time or another day and record this on a blank booking page from the diary.
- ESOL learners may need examples of correct responses to customers, both to accept bookings and to explain when there is no availability.

Task 2

Use information from diary entries to calculate time spans

MSS1/L1.3

HD1/E3.1

- Read aloud the information and instruction for Task 2.
- Remind learners to refer to the diary and guidelines on the focus page for any necessary information.

If the learner has difficulty

- Remind the learner of the link between the diary and this table.
- Encourage the learner to mark the names that occur in the table on the diary.
- Suggest that he/she works on one line at a time – covering up those not being worked on to remove distractions.
- Suggest thinking carefully about what he/she needs to know for the task:
 - name of party
 - number in party
 - time of booking
 - approximate length of dining time for that number
 - how to calculate the time span. (Practise by time spanning in whole hours before introducing $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ hours, etc.)
- Produce a checklist for the learner and talk through a range of scenarios.

Extension

Ask learners to role-play a booking or respond to a booking request you create, calculating the dining time for this party and ascertaining whether it can be fitted in before closing.

Task 3

Calculate suitable booking times based on time spans

MSS1/L1.3

- Read aloud the information and instructions for Task 3.
- Refer learners to the average dining times given on the focus page.
- Remind learners that answers will vary depending on estimates of dining times and according to the parties they have dining.

If the learner has difficulty

- Ensure that the learner has interpreted the questions accurately. Does he/she realise that the questions are the same with differing numbers?
- Can the learner remember where there is guidance on average dining times? Refer to 'Useful facts' on the focus page and read through together, relating the information to the number of diners in Task 3.
- Calculate/estimate the required dining time for each party and ask the learner to write this down in hours and minutes.
- Ask the learner to think about the likely closing time at The Wild Pheasant and suggest that the starting time is calculated by working backwards from this.

Extension

Use an example from the learner's workplace or create another example of a booking diary. Check the number of covers available and calculate the total capacity that has not been filled.

Theme assessment

Design a diary page for evening bookings. Ask learners to add in names and party numbers against time slots. Encourage them to estimate the start time for each against the kitchen closure and establishment closure times.

Bookings

Focus

Bookings are fitted into organised time slots.

Example:

In the first time slot you would write all bookings **between** twelve o'clock and half-past twelve.

Write this booking in the restaurant diary:

I'd like to book a table for two for Friday 19th December at about a quarter to one, please. It's Mr Dawson. My phone number is 01283 838229.

The Wild Pheasant			
Restaurant Diary			
Day: Friday Date: 19th December			
Maximum covers: 150			
Time	Name	Phone	Covers
12:00	Groves	01393 949832	12
	De Silva	01398 382028	6
	Ishmael	01838 399199	8
	Kelsall	01393 942929	2
12:30	Johnson	01393 938388	16
	Byatt	01439 499101	10
1:00	Durant	01882 949029	11
	Chandra	01838 483882	3
1:30	Abbott	01398 945920	4
	Jacobs	01838 357339	10
2:00			

Remember!

30 minutes = $\frac{1}{2}$ hour
 45 minutes = $\frac{3}{4}$ hour
 60 minutes = 1 hour
 90 minutes = $1\frac{1}{2}$ hour
 120 minutes = 2 hours

Remember!

12:00 = 12 o'clock
 12:15 = quarter past 12
 12:30 = half-past 12
 12:45 = quarter to 1

The **maximum number** of covers depends on the size and type of the restaurant, the number of staff and the length of service being provided.

Remember!

Maximum means 'most'.

Taking bookings

Try not to have too many diners in any one time slot.

Example

If the maximum number of covers is 150 and there are 5 half-hour time slots, this evens out to 30 diners per half-hour time slot ($150 \div 5 = 30$).

Useful facts

- Average **dining times** vary between different types of eating establishment:
 Restaurant: 60–120 minutes
 Carvery: 45–90 minutes
 Pub: 30–60 minutes
- On average, **large parties take longer to dine** than parties of, say, two or four.
- If a restaurant serves from midday until 3:00 pm and the average eating time is 1 hour, **last orders for food** will be 2:00 pm.

Bookings

Task

Task 1

Use the bookings diary on the focus page.
How will you respond to this telephone enquiry?

Good morning, The Wild Pheasant. How may I help you?



I'd like to book a table for eight for lunchtime on Friday 19th December. Can you fit us in for about half-past twelve?

Task 2

The Wild Pheasant is a four-star restaurant. At about what time would you expect the tables occupied by these diners to become free? Circle your answers.

Groves party	12:00	12:30	1:00	1:30	2:00	2:30	3:00
Kellsall party	12:00	12:30	1:00	1:30	2:00	2:30	3:00
Durant party	12:00	12:30	1:00	1:30	2:00	2:30	3:00
Chandra party	12:00	12:30	1:00	1:30	2:00	2:30	3:00
Abbott party	12:00	12:30	1:00	1:30	2:00	2:30	3:00
Jacobs party	12:00	12:30	1:00	1:30	2:00	2:30	3:00

Tip

Offer an alternative time if the time slot asked for is fully booked.

Task 3

The kitchen at The Wild Pheasant closes at approximately 10:30 pm.

- 1 What is the latest time that should be offered to a booking for 14 diners?
- 2 What is the latest time that should be offered to a booking for two diners?

Remember!

Large parties take longer than small parties to dine.

PAGES 3:11–3:12

Keeping a tally

Occupational setting

Audits within food and drinks services include all stock that has and has not been paid for. This theme looks at some of the reasons for non-payment of drinks at a bar.

Materials

Tally sheets for different months

Audio equipment

Learning outcomes

- 1 To record numerical information using a tally (focus page, Task 1)
- 2 To present totals on audit sheet (focus page, Task 1)
- 3 To extract information from a tally (focus page, Task 2)

Introduction

It is essential that learners understand the importance of keeping a record of all stock that has been used – whether or not it has been paid for. The unpaid-for stock is part of the overall stocktaking and stock-maintenance process. Each employee is responsible for recording any unpaid-for stock from his/her area of work.

Focus page

- Read aloud the information at the top of the focus page.
- What do learners understand by the terms ‘tab’ and ‘tally’?
- Ask learners to look at the first box (‘Tallies are useful ...’) and discuss it. Practise/demonstrate by doing a five-bar tally of the people in the room. This is one of the most basic types of pictogram. Can learners suggest another situation where a five-bar tally could be used? Ask learners to think about the purpose of doing it this way.

- Read the second box (‘The tallies for each row ...’) aloud. This answers the question of the purpose. By the time you have collected a line of individual ‘bars’ it is easier for you (or anyone doing the check) to see at a glance/count up the batches of five. It also demonstrates how easy it is to keep an accurate record in this way.
- Ask learners to look at the information in the box on the left (‘Non-sales ...’) then read it aloud and link it to the audit. Ensure learners understand the four categories and are able to recognise the tallies for each and the resulting totals. Ensure they understand that the total for each tally informs the overall total for the bar during July.

Curric. refs	NOS/NVQ	Key Skills
N1/E3.5	2DS9	N/A
HD1/E3.1		
HD1/E3.3		

Task 1  21

Keep a tally
HD1/E3.3

- Read the instructions for Task 1. Explain that the August tally sheet has already been started and that learners will be adding information to the table from the audio clip.
- Play the audio clip once for gist, then again for learners to complete the table. If necessary, play it a third time for learners to confirm their responses.

If the learner has difficulty

- Learners may have difficulty assigning the drinks to the categories. Take each audio clip in turn and ask which category it fits into. Play the audio again once the categories have been identified.

- Suggest that the learner links the clips with the photographs of the staff. Replay the audio and clips ask the learner to write the numbers by the appropriate person. It should now be easier to add the information to the individual tally lines. Remind learner to make each fifth line horizontal.
- For counting in batches of five, it can help to refer to 5p coins.
- ESOL learners may need help with vocabulary in the audio clip, such as 'drained off', 'complimentary', etc.

Extension

Create a similar scenario for a different month. Ask four learners to represent the staff on the photographs and to write a short script. The remainder of the group listen, record the numbers for each category then put tallies onto the new month's sheet.

Task 2

Extract numerical information from a tally

HD1/E3.1

N1/E3.5

- Read aloud the instructions for Task 2.
- Ask learners to record the answers on the tally sheet.

If the learner has difficulty

Is the learner able to count in fives and add on the individual lines? If the tally is confusing, draw a circle around each batch of five and count these.

Extension

Ask learners to respond to role-play in the group and make a fresh tally for the non-sales audit.

Theme assessment

Ask learners to take the tally sheets from the focus page, task page and Extension activities and add up the categories and total non-sales for the 3 months.

Keeping a tally

Focus

Records have to be kept of any stock which leaves the bar without being paid for. The best way to do this is by keeping a tally.

Tallies are useful when a count is being made over a period of time.

Keeping a tally

One line represents one item.

Every fifth line crosses through the previous four lines.



The **tallies** for each row are added up at the end of the counting period. This gives the total for each category.

Counting tally marks

It is easy to add up all the fives and then add on any single lines.

$$\begin{array}{c} \text{||||} \quad \text{||||} \quad \text{||} \\ 5 + 5 + 2 = 12 \end{array}$$

Example

The total **spillages** for the period ended 31 July was 12 pints.

Non-sales fall into four groups or categories.

- **Spillages:** beer knocked over; contents of 'slops' trays
- **Complimentary:** free drinks given to compensate or reward customers
- **Transfer:** beer passed to the kitchen as an ingredient for a recipe
- **Line cleaning:** beer flushed from pipes when casks are changed.

NON-SALES AUDIT DAUGHT BEERS (PINTS)		
REASON	TALLY	TOTAL
SPILLAGES		12
COMPLIMENTARY		8
TRANSFER		9
LINE CLEANING	 	34
TOTAL NON-SALES FOR PERIOD ENDED 31/7		63

The numbers in the '**totals**' column are added at the end of the counting period. This gives the **total for all the categories**.

Example

Non-sales totalled 63 pints for the period ended 31 July.

Keeping a tally

Task



Task 1

21

Listen to the four members of staff. Add the information to the non-sales audit form below.

NON-SALES AUDIT DAUGHT BEERS (PINTS)		
REASON	TALLY	TOTAL
SPILLAGES		
COMPLIMENTARY		
TRANSFER		
LINE CLEANING		
TOTAL NON-SALES FOR PERIOD ENDED 31/8		



Task 2

Add up all the tallies to find:

- 1 the total for each **category**
- 2 the total **non-sales** for August.

PAGES 3:13–3:14

Orders and bills

Occupational setting

An essential aspect of food and drink services is the role of taking orders and passing on accurate information to ensure that customers receive what has been requested and that bills are processed correctly.

Materials

For extension tasks: scenario similar to Task 1 (could be taped) with accompanying menu with costs and an order form with reference numbers

Calculators

Learning outcomes

- 1 To understand the format of a food and drink services order form (focus page)
- 2 To use given information to fill in order forms and to calculate costs (focus page, Tasks 1 and 2)

Information

- This theme focuses on understanding the stages of taking orders in the food and drink service and on accurate reading and completing of order forms/slips.
- Learners need to remember that careful listening forms the basis of taking orders.

Focus page

- It is essential that learners understand and are familiar with the details on order forms. The focus page looks at a page from an order form and breaks it down into sections. It focuses on:
 - the sections on each page/form and their purposes
 - reference numbers
 - symbols
 - cost columns
 - cost calculations.
- A range of literacy and numeracy skills are required.

- In order for the system to work effectively, learners need to realise their importance in the work 'chain' and therefore the importance of passing on accurate details to the appropriate people.
- Read aloud the sentence at the top of the focus page and ask learners to look at the first order page to read the three associated information boxes.
- Read these three boxes aloud and relate their information to the page from the order form.
- Ensure that learners are confident with the vocabulary (e.g. 'perforated') and with the page divisions (i.e. the slips and their reference numbers).
- Ensure learners understand the reason for the reference number on each slip and also the details required at the bottom of an order page.
- Ensure that learners understand why the cashier needs the details from each of the slips from every order page.
- Point out the columns for pounds and pence and that there is no need to show the decimal point. Remind learners that if amounts of money are not written in pre-set columns, it is best to line up decimal points, as this makes it easier to read and to add up. Discuss where learners will need to use the pound sign.
- Include calculator skills and the memory function where learners can cope with this. Using the memory function is a higher level skill and should only be taught to learners who are confident with calculator functions.
- Ask learners to look at 'Matching reference numbers' – what does 'consecutive' mean? Explain that the first few digits on order pages are likely to be the same and that the last two or three are the ones to pay particular attention to. It might be worth compiling a set of cards or dummy receipts with realistic consecutive numbers to give practice at matching and finding the 'cut-off point' (i.e. the point at which the duplicated digits finish) and those to be concentrated on (e.g. 5964324, 5964325, etc.). Ask learners to mark the cut-off point to avoid the distraction of the duplicated digits.

- Ask learners to look at the box 'Writing orders and bills'. What are the key points here? Discuss the purpose of the following.
 - **Symbols.** Can learners think of any other commonly used symbols within their work? Ensure learners are able to substitute the correct vocabulary for the symbols.
 - **Writing money.** Discuss the importance of using the decimal point if there are no columns for pounds and pence. Why is it so important to line up the decimal points in readiness for addition? Demonstrate with some badly lined up amounts of money and show the difficulty of adding.
 - **Check your calculations.** Ensure that the correct number of covers are written against the correct cost of each. Are learners able to do a quick estimate of cost to check that the total is reasonable and to speed up addition (e.g. £6.95 is almost £7)? Don't forget accurate use of the calculator.
- Look at the final bill produced by the cashier. Ask learners to write the desserts and drinks on the relevant slip sections of the order page at the top of the focus page, do a quick estimate and then check the total using their preferred method of addition, including the calculator.

Curric. refs	NOS/NVQ	Key Skills
N1/E3.8	1GEN2	N2.2k
N2/L2.10	2FS2	
N2/E3.3		

Task 1

Transfer information from written customer orders and costs onto an order form
N2/E3.3

- Read aloud the instruction and information for Task 1. Suggest that learners:
 - write the cost of each dessert by the speech-bubbles
 - write the names of the different desserts being ordered on the order form
 - count how many there are of each and write the number against the dessert using the × symbol
 - check that all orders are included
 - using the @ symbol, write the costs on the form.

- Note: role-playing these orders will emphasise the importance of listening carefully to customers' requests.
- For speed and efficiency, it is important that learners think through and develop a system with which they are comfortable.
- Remind learners that the columns for £ and pence mean that there is no need to show the decimal points.
- Check that learners know the categories for the desserts.

If the learner has difficulty

- Read the costs aloud and support the learner to write these against each order.
- Ask the learner to read each of the dessert orders carefully and to identify the duplicate requests.
- Support the learner to identify key words (i.e. the exact names of the desserts) and to write these on the form.
- Remind the learner of the symbols × and @ and discuss where these should be written. Ask him/her to read the order from each line – substituting each symbol with vocabulary and vice versa.
- Dyslexic learners will find the process of listening and writing down orders in front of customers quite stressful. Discuss and establish strategies that will help them.

Extension

Ask learners to calculate the total cost of the dessert order for table 11.

Task 2

Add up amounts of money
N2/E3.3

- Read aloud the instructions for Task 2 and remind learners to look at ALL the information on the slips.
- How will they decide which orders are for Table 7?
- What do they need to remember for quick, accurate reading of reference numbers?
- How can they make this task as easy as possible – but ensure accuracy at the same time?
 - Tick all the relevant slips for Table 7 or cut out all the slips and sort them into tables.

- Put them in order of starters, main course, drinks.
- Work out the costs for the items and write these against the appropriate items. Remind learners of the decimal point.
- Design a final bill sheet based on that on the focus page. Remind learners of the decimal point and of quick estimation by ‘rounding’.
- Calculate the total using a calculator.

If the learner has difficulty

- Support the learner to identify the slips for table 7. Look for clues such as the heading, the details at the base of the form, reference numbers – remind the learner to focus on the last few digits. It might help to cut out the slips and put them in order.
- Support the learner to read across each item carefully to identify all key information (the item, symbols, numbers and individual costs) before considering the total costs for each line/item.
- List costs clearly, with decimal points aligned, before attempting additions. Is the learner confident with the calculator? Some additional support may be helpful for this.

Extension

Give learners other examples of order slips to sort into tables and calculate totals for each table.

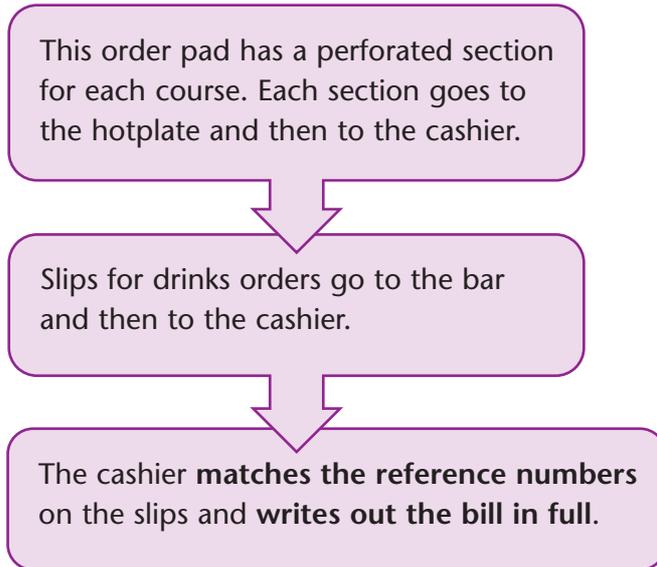
Theme assessment

- Create a similar scenario to Task 1.
 - Select/design menu items and costs and an order form with reference numbers.
 - Either prepare a recording or ask six volunteers to role-play ordering a selection (marking their choices for reference) from the menu. Remaining learners should listen and take the orders, writing them on the order form. These can be checked against the customers’ marked choices or against the recording. This can be done for as many courses as you choose and can incorporate focused listening, accurate form filling, calculating costs, etc.

Orders and bills

Focus

Different workplaces have different service operations.



The Crown			
1336432	£	p	
2 pints lager			
The Crown			
7739693	£	p	
Prawn curry x 2 @	6	95	
Veg curry x 1 @	5	95	
BP & Salad x 1 @	6	49	

7739693			

7739693			

7739693	Covers	Table	Server
	4	12	KAT

Matching reference numbers

Order pads use *consecutive* numbers. When matching order slips, pay particular attention to the *last* digits.

Example: ✓ ✓ ✗ ✓
 7739693 7739693 7739695 7739693

The Crown

	£
2 Prawn curries @ £6.95	13.90
1 Vegetable curry	5.95
1 Baked potato & salad	6.49
1 Apple strudel	3.49
3 Ice-cream sundaes @ £3.49	10.47
2 pints lager @ £2.20	4.40
2 glasses white wine @ 1.75	3.50
Total	£ 48.20

Writing orders and bills

Symbols can speed things up.

- The symbol × means 'times'. It tells kitchen staff how many of each item has been ordered.
- The symbol @ means 'at'. It tells the cashier to multiply the number of items by a given price.

Example

Prawn curry × 2 @ £6.95 means two prawn curries at £6.95 each.

This is the calculation: 2 × £6.95 = £13.90

Writing money

Write numbers in neat columns so that decimal points are lined up below one another.

Check your calculations

Check the multiplication across each line. Check that the total has been added correctly.

Tip

For speed, use the memory function on a calculator.

Orders and bills

Task

Task 1

Write down the dessert order, including the price per item, for this table.

7739694			
7739694	Covers	Table 11	Server

All ice creams at The Crown are £2.95. Other sweets are £3.95.



Task 2

Prepare and calculate the bill for table 7.

7739696		
Chocolate mousse x 2 @	2	95
Strawberry tart x 1 @	2	95
Honey pancake x 1 @	2	45

7739695		
Cheese & biscuits x 4 @	2	75

The Crown		
7739696	£	p
Prawn cocktail x 1 @	2	95
Smoked salmon x 2 @	3	95
Duck paté x 1 @	3	95

The Crown		
7739695	£	p
Prawn cocktail x 2 @	2	95
Goat cheese salad x 2 @	3	95

7739695			
Coffee x 3 @	1	25	
Irish coffee x 1 @	2	50	
7739693	Covers 4	Table 7	Server KAT

7739695		
Roast beef x 1 @	7	95
Fillet of salmon x 2 @	7	45
Vegetable medley x 1 @	6	49

Check it

QUEENS HOTEL DAILY STOCK COUNT SHEET – TERRACE BAR			
Standard stock level	Product	No. in bar	No. required to replenish
50	Lemonade	34	
60	Diet cola	16	
20	Orange J	7	

- 1 Look at the Queens Hotel daily stock count sheet. How many bottles of diet cola should be ordered to keep the stock up to the required level?
- A 76
 - B 6
 - C 44
 - D 39

N1/E3.3; N2/L1.11

QUEENS HOTEL SCHEDULED STOCK COUNT					
HOUSE WINE SELECTION:					4th march
BIN NO.	WINE	Case quantity	No. of cases	No. of bottles	Total in stock
01	Cabernet Sauvignon 2001	12 × 75 cl	14	8	
02	Chateau du Marcellin 2002	12 × 75 cl	15	7	
03	Marques de Ceret Rioja 1998	12 × 75 cl	19	11	

- 2 According to the Queens Hotel house wine stock sheet how many bottles of Cabernet Sauvignon 2001 are in stock altogether?
- A 22
 - B 176
 - C 8
 - D 112

N1/E3.3; N2/L1.11

Conglemere Hotel

LUNCH MENU

Sandwiches*

Beef and horseradish	£4.50
✓ Cheese and pickle	£3.50
Egg mayonnaise	£4.00
BLT	£4.50
Chicken and bacon	£4.50
✗ Turkey & chestnut stuffing	£4.00

*All served with crisps and side salad

Buffet lunch

Quiche Lorraine
✓ Vegetable quiche
✓ Four cheese pizza
✓ ✗ Mushroom nut balls
✓ ✗ Nutty breadsticks
Ham and mushroom pizza

Working Lunch

Choose 4
items from
the list for
£4.50
per person!

3 Look at the Lunch menu extract. Which of these meals is not suitable for vegetarians?

- A cheese and pickle sandwich
- B BLT sandwich
- C vegetable quiche
- D mushroom nut balls

Rt/L1.4; Rw/L1.2

4 Which of these things do the sandwiches come with?

- A chips
- B mayonnaise
- C breadsticks
- D crisps

Rt/L1.4

<h2>Dellamere Restaurant</h2>	
Table No. 4	No. of covers 1
1 × steak (med.) mxd veg & FF	
Date 16/06/05	Signed RDK

5 Look at the order pad above. What meal has the customer ordered?

- A steak with medium vegetables and potatoes
- B 1-gram medallion of steak with vegetables and French dressing
- C medium steak with mixed vegetables and French fries
- D well-done steak with mixed vegetables and jacket potato

Rw/L1.2

Audio

PAGE 3:3

Following instructions

Focus page 14

Never carry cutlery to the tables in your hands. All cutlery should be carried on a service plate. First you need to cloth the tables neatly. Make sure that coloured slips are in keeping with the restaurant décor. Linen napkins should be presented with a simple fold. Don't do any of the fancy folding for breakfast service. The table lay up is a glass for orange juice, main course knife and fork, dessert spoon, side plate and side knife, cup, saucer and teaspoon for the guests. Also, set a full sugar bowl on a white saucer, cruets, milk jug and a side plate with four preserves (that's honey, marmalade and two different jams). If you are setting for six to eight people, put out twice this amount. When you've laid the table, check that the correct breakfast menu is on it.

Task 1 15

Always wipe down bar tops before you do anything else. You must check optics as these can stop working properly from time to time. The other thing you should do straight away is to clear anything left from the previous day. Don't leave glasses on the bar counter where they can easily be knocked off. Make sure you check that the lemons and oranges are fresh and whole. This is so that they can be freshly sliced. You mustn't use overripe fruit in the drinks.

Task 2 16

Always wipe down bar tops before you do anything else. You must check optics as these can stop working properly from time to time. The other thing you should do straight away is to clear anything left from the previous day. Don't leave glasses on the bar counter where they can easily be knocked off. Make sure you check that the lemons and oranges are fresh and whole. This is so that they can be freshly sliced. You mustn't use overripe fruit in the drinks.

Task 3 17

The order you lay in is important to avoid having to handle the items laid more than necessary. Let's take an example of the cover for à la carte. We lay from inside to outside. So start by laying the centre item in the placing. In other words, the plate that the guest will eat from. Then lay the fish knife on the right of the plate. Follow this with the fork on the left. The side plate should then be set to the left of the fork. Something important to remember here – never set the side knife on the table itself. Always place the side knife on the side plate once the plate is set. After that, put the napkin on top of the fish plate. Finally, set any additional items such as cruets, ashtrays, table numbers and decorations.

PAGE 3:8

Taking orders

Task 1 18

This meal needs a bit of spicing up. Do you have some tomato sauce? Oh, I'd like some salt as well please, and vinegar while you're at it. Mine seem to be missing.

Task 2 19

Person 1: I'm not sure about the chicken. I think I'll have the cod with French fries and vegetables, but no peas.

Person 2: I'd like the same, please.

Person 3: Last time I had the risotto, so I'll go for the vegetable curry this time. I don't want rice with that – just the new potatoes.

Person 4: I'll have the chicken, French fries and peas, please.

Task 3 20

I've changed my mind. I'll have the steak with baked potato and salad instead of the chicken. Make that medium rare, would you?

PAGE 3:12

Keeping a tally**Task 1** 21

Bartender: I drained off seven pints of Golden Brew when I changed the cask. Can you put it on the audit sheet for me please.

Waitress: I've just taken a bit of a tumble on the way to table 8. I dropped four pints of mild! Can you give me another four. Thanks.

Chef: We've got steak and ale pie on the menu tonight. Can you let me have 5 pints of Best, please. Thanks.

Head waiter: It's so busy out there tonight! Table 11 were really unhappy with the wait so I've offered them complimentary drinks. Can you pour me four pints of Hopsters and two pints of Jenstones Bitter. Thanks.

Answers

PAGES 3:1–3:2

Stocks

Task 1

QUEENS HOTEL DAILY STOCK COUNT SHEET – TERRACE BAR			
Standard stock level	Product	No. in bar	No. required to replenish
40	Soda water	23	17
40	Tonic water	14	26
50	Lemonade	34	16
60	Diet cola	16	44
60	Cola	21	39
20	Orange J	7	13
10	Tomato J	6	2
40	Apple J	12	28
40	Mango J	19	21
40	P/fruit J	11	29
30	Sparkling W	13	17

Task 2

QUEENS HOTEL SCHEDULED STOCK COUNT					
HOUSE WINE SELECTION:					1st December
BIN NO.	WINE	Case quantity	No. of cases	No. of bottles	Total in stock
01	Moulin de Paris 2002 sec	6 × 75 cl	5	7	37
02	Cabernet Sauvignon 2001	12 × 75 cl	14	8	176
03	Shiraz Cabernet 2001, Sheila Breeze (Australia)	6 × 75 cl	13	5	83
04	Marques de Ceret Rioja 1998	12 × 75 cl	19	11	239
05	Chateau du Marcellin 2002	12 × 75 cl	15	7	187
06	Chateau du Marcellin 2002	24 × 37.5 cl	8	13	205

Task 3

The Royal Crest Hotel Cellar stock check and reorder sheet						
Product	Standard cellar stock level (bottles)	Case quantity	In stock		Total in stock	No. of bottles required to replenish
			Cases	Single bottles		
CHARDONNAY 2002/3 Tomor de Port (Andorra)	250	12 × 75 cl	12	5	149	101
MARQUESA DE CHANSON RIOJA 2000	250	12 × 75 cl	15	3	183	67
MOET ET CHANSON NV	100	6 × 37.5 cl	7	2	44	56
MOULIN DE CHAT DRY	250	12 × 75 cl	11	11	143	107
SHIRAZ CABERNET 2003 Felicity Hall (Australia)	250	12 × 75 cl	7	3	87	163
SAUVIGNON DE COLOMBO 2001 Felicity Hall (Australia)	250	12 × 75 cl	9	10	118	132

PAGES 3:3–3:4

Following instructions

Task 1

DO:

- 1 Wipe down bar tops
- 2 Check optics
- 3 Clear anything left from the previous day
- 4 Check that the lemons and oranges are fresh and whole

Task 2

DO NOT:

- 1 Leave glasses on the bar counter
- 2 Use overripe fruit in the drinks

Task 3

- 1 Centre item such as the fish plate.
- 2 Put the side knife on the side plate.
- 3 Set any additional items.
- 4 Set the side knife on the table.

PAGES 3:5–3:6

Need to know

Focus page

'Lactose intolerant' means unable to eat lactose – a substance found largely in dairy products.

You should never guess as you might serve the customer food that makes them ill (or if the customer is allergic to a food such as nuts, they could die).

The best way to find out about whether the sauce is suitable is to ask the chef, explaining why the customer needs to know. It is not a good idea to rely on the menu, because it might not give enough information, or the information may not be up-to-date, as things change from time to time.

Task 1

Answers may differ, depending on which site the information comes from.

- The eight main foods that can cause allergies are:
 - milk (lactose intolerance)
 - eggs
 - peanuts
 - nuts from trees
 - fish
 - shellfish
 - soya
 - wheat (gluten intolerance/coeliac disease/cereal allergy)
- You might have written some of these symptoms:
 - tingling sensation in the mouth
 - swelling of the lips, tongue, face and throat
 - difficulty breathing
 - diarrhoea
 - vomiting
 - stomach cramps
 - drop in blood pressure

Task 2

- Melon
 - Veggie bake
 - Seared salmon
 - Seafood salad
 - Rib-eye steak (if no flour has been used in the sauce)
- Veggie bake
- Soup of the day (if purely vegetables)
 - Melon
 - Garlic mushrooms

PAGES 3:7–3:8

Taking orders

Focus page

Food ordered:

- 1 tomato juice
- 1 mushroom soup
- 1 steak (well done)
- vegetables and boiled potatoes – no peas

Task 1

tomato sauce
salt
vinegar

Task 2

You may have written something like this:

Dellamere Restaurant		Waiter/waitress	
A	Tie	G	
B	Short sleeves	H	
C	Glasses	I	
D	Big earrings	J	
E		K	
F		L	
TABLE No. 06		COVERS 4	DATE 8/9/04
2 x cod FF & veg - no Ps. AB 1 x veg curry - no rice. NPs. C 1 x chicken FF & Ps. D			

Task 3

The customer wanted a medium rare steak with baked potato and salad in place of the chicken, French fries and peas.

You might have written something like this:

~~1 × chicken FF & Ps. D~~

1 × MR steak bkd pot & salad. D

PAGES 3:9–3:10

Bookings

Focus page

Complete the 12:30 slot as follows:

Time	Name	Phone	Covers
12:30	Johnson	01393 938388	16
	Byatt	01439 499101	10
	Dawson	01283 838229	2

Task 1

Explain that you are fully booked for 12:30. Offer the customer a table at 1 o'clock.

Task 2

Groves party	1:30 or 2:00
Kelsall party	1:00
Durant party	2:30 or 3:00
Chandra party	2:00
Abbott party	2:30
Jacobs party	3:00

Task 3

- 8:30 pm or 9:00 pm
- 9:30 pm

PAGES 3:11–3:12

Keeping a tally

Tasks 1 and 2

NON-SALES AUDIT DAUGHT BEERS (PINTS)		
REASON	TALLY	TOTAL
SPILLAGES		8
COMPLIMENTARY		14
TRANSFER		12
LINE CLEANING		30
TOTAL NON-SALES FOR PERIOD ENDED 31/8		64

PAGES 3:13–3:14

Orders and bills

Task 1

7739694			
Apple crumble x 1 @	3	95	
Peach melba x 3 @	3	95	
Chocolate ice cream x 3 @	2	95	
Apple and cranberry pie x 3 @	3	95	
7739694	Covers 6	Table 11	Server AB

Task 2

The Crown		£
Prawn cocktail x2 @ £2.95		5.90
Goat cheese salad x2 @ £3.95		7.90
Roast beef		7.95
Fillet of salmon x2 @ £7.45		14.90
Vegetable medley		6.49
Cheese & biscuits x4 @ £2.75		11.00
Coffee x3 @ £1.25		3.75
Irish coffee		2.50
Total		<u>£ 60.39</u>

Check it

- C
- B
- B
- D
- C
- C
- B
- D
- A
- B

