Catering

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Introduction

This resource has been produced in two different formats:
- a self-access resource for learners with online activities
- this teachers’ pack, including teachers’ notes, and a separate pack of worksheets to download

Overview

This resource is suitable for ESOL learners who are working or plan to work in the catering sector. It is based on the National Occupational Standards relevant to catering. [www.ukstandards.org.uk](http://www.ukstandards.org.uk/)


Structure, learning hours and delivery context

The resource is divided into three units:

Unit 1 Table service
Unit 2 Counter service
Unit 3 Back of house

There is a choice between the first two units, table service and counter service, depending on which is more suitable for learners. However, some sections of unit 1 may also be useful to learners who wish to focus on unit 2 and vice-versa. The final unit is relevant to both catering contexts.

The resource is suitable for whole class use, in a variety of settings, including workplace, voluntary and community. It is largely based on recordings and some authentic video. The videos were filmed ‘in situ’ in the British Council canteen and in a café in London, to try to ensure the language is as authentic as possible.

Timings are flexible since learners can work through at their own pace and teachers can adapt the resource to suit their learners, leave out sections and build in revision as required.

Unit 2 is made up of four sections:

Activity 1: Taking orders
Activity 2: Deli counter menu
Activity 3: Special dietary needs
Activity 4: Taking payments
Unit 2 Counter service teachers’ notes

This unit focuses on counter service in a café/restaurant environment. It is based on the National Occupational Standards related to providing a counter/takeaway service:


**Time:** Approximately 7-8 hours for this unit. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required.

**Aims**

- To introduce and practise giving customers information about dishes/food
- To provide practice in finding out what customers require
- To raise awareness of special dietary needs
- To practise the functions of responding to customer requests, describing and offering
- To practise the language of taking payments

**Objectives**

All learners will be able to use appropriate language to:

- Take food orders from customers
- Comply with customers' dietary requirements
- Describe available food
- Take payments

Some learners will be able to use appropriate language with correct pronunciation and intonation to:

- Take food orders from customers
- Comply with customers' dietary requirements
- Describe available food
- Take payments

**Preparation**

If they have access to computers, learners should go to the online unit 1 and follow the instructions. Alternatively hand out the paper version: **worksheets for activities 1 – 4.**
You will need:
- computers for each learner/pair of learners, with headphones or audio speakers.
- the online activities can be found at: http://esol.britishcouncil.org/catering
- if computers are not available, you will need:
  o audio equipment and downloaded sound files
  o photocopies of the worksheets
  o dictionaries
  o cut up role play cards for activity 3
  o answers
  o transcripts

Suggested Procedure

1. Lead in. Ask learners: do you eat anywhere with a counter service? What’s the difference between counter service and table service? e.g. where you place the order.

2. Activity 1: Taking orders. Vocabulary. Give out activity 1 worksheet and ask the learners to fold the worksheet in half, covering the food vocabulary. Elicit what kind of food you can buy at a deli counter/bar. Put learners into pairs to make up a mind map of the food vocabulary. You may have to elicit an example of a condiment/accompaniment, e.g. seasonings such as salt and pepper, sugars/sweeteners, prepared sauces/dressings.

3. Tell the learners they are going to watch a video of a counter attendant serving a customer at the deli bar in the British Council canteen. Watch the video for gist and ask learners to write down the customer’s order – less confident learners can refer to the food vocabulary in their mind map to help them.

4. 2nd viewing. Ask learners to put the sentences the counter attendant says into the spaces in the dialogue. Then watch the video to check answers.

5. Activity 2: Deli counter menu. Give out activity 2 worksheet and elicit some of the foods using the pictures.

Tell learners that the next customer orders a salad from the deli counter. Ask them to look at the British Council salad menu and check they understand how the system works. All the foods in the picture can be found on the menu. Depending on learners’ interests and needs, you could check their understanding of the other foods on the menu or drill any unknown vocabulary. Alternatively, learners can listen to the pronunciation of the words in the Counter Service: taking food orders online resource (Task 3)

Ask learners to choose something from the menu in preparation for the role play.

Role play. Learners work in pairs and take on the role of either counter attendant or customer. The customer should order from the menu, while the counter attendant greets...
the customer and takes their order. Allow preparation time of about 10 minutes (depending on the learners) and 5 minutes to carry out the role play. Monitor and take feedback notes on pronunciation and the language used by the counter attendant. Change roles.

6. **Activity 3: Special dietary needs.** Give out activity 3 worksheet and focus on the vocabulary as preparation for the quiz.

Elicit other special or specific dietary needs, e.g. halal, kosher, nut intolerance.

The true or false quiz focuses on special dietary needs and aims to find out what learners already know. Learners could do the quiz competitively in small teams or they could be given different questions to answer.

If learners need further information they could visit the Food Standards Agency website. The following link provides practice in identifying ‘allergens’ in Chinese, Indian, Mediterranean and deli counter dishes: [http://allergytraining.food.gov.uk/english/in-the-restaurant/](http://allergytraining.food.gov.uk/english/in-the-restaurant/)


Next, show learners the video of another customer at the British Council deli counter. This can be found on the [Special dietary needs](http://tna.europarchive.org/20120209132957/http://tna.europarchive.org/20120209132957/) online resource. On first listening, ask learners to find out what the customer’s special dietary needs are.

Learners then select the foods the customer can eat, considering her special dietary needs.

Play the video again. Learners tick the food items that the customer orders.

**Describing food.** Ask learners if they’ve heard of harissa. In the video, the counter attendant describes what it is. After learners have matched the foods with their descriptions, ask them to describe an accompaniment (sauce, paste, etc.) from their country/region.

In the next video clip the customer also has special dietary needs – the learners say what these are and note down her order.

On second listening, learners should listen closely to determine what the counter attendant says, correcting the wrong word in each sentence.

[Differentiation: write down the target words, mixed up, for less confident learners to identify.]

Role play. Put the learners into pairs (customer or counter attendant) and give out the role cards in additional resources for teachers. Depending on the level of your learners, allow 5-10 minutes to prepare the role plays. Monitor. Learners can use some of the language from the videos. Role plays can be acted out in open class or recorded, with feedback given.

7. **Activity 4: Taking payments.** Give out activity 4 worksheet and ask learners to look at the receipts from the British Council deli counter. Then show them the three short video clips of
the customers paying. These can be found on the Counter service: taking payment 1 online resource.

The second viewing task is for detail - learners count the number of missing words in each gapped section. In the first two video clips they should concentrate on the cashier, and on the customer in the last video. Make it clear what counts as one word, i.e. that's = two words (that is), £5.60 = three words (five pounds sixty).

Discussion: The learners may be surprised by how often the cashier and the customers say ‘thank you'. Put learners into different nationality groups (if possible) to discuss the 2 questions about ways of showing politeness and methods of payments.

Explain that learners are going to watch a video clip filmed in a London café. This can be found on the Counter service: taking payment 2 online resource. The owner, Victor (originally from Turkey) offers table, counter and takeaway service. Learners watch the video and answer the multiple choice questions.

There is a more detailed gap fill for the second viewing.

Dialogue: put learners into pairs to create a dialogue between a customer (A) paying for takeaway food and a cashier (B). Encourage less confident learners to use some of the expressions found in the videos. When ready, learners could record their dialogues or ask some pairs to act out their dialogue.

If further practice is needed, learners could make up more dialogues, changing the food order details and methods of payment.

Follow-up activity

It might be interesting to share your experience of using these materials and hear how other teachers got on. What problems did you encounter and what was successful? Why not post a comment on the Nexus website?

http://esol.britishcouncil.org/catering

Useful sites

Food Standards Agency food allergy online training site:
http://allergytraining.food.gov.uk/english/default.aspx

Handy booklet about food allergies, for waiting/catering staff:
Unit 2 Counter service additional resources for teachers

Activity 3: Special dietary needs Role cards

Role play 1: Counter attendant
You work at a deli counter. You have a customer who is gluten intolerant. Look at the menu in activity 2. Prepare to answer any questions your customer may ask about the food.

Role play 1: Customer
You want to order some food from a deli counter. You are gluten intolerant. Look at the menu in activity 2 and decide what you will have. Ask the counter attendant about anything you’re not sure about.

Role play 2: Counter attendant
You work at a deli counter. You have a customer who is vegan. Look at the menu in activity 2. Prepare to answer any questions your customer may ask about the food.

Role play 2: Customer
You want to order some food from a deli counter. You are vegan. Look at the menu in activity 2 and decide what you will have. Ask the counter attendant about anything you’re not sure about.

Role play 3: Counter attendant
You work at a deli counter. You have a customer who has a nuts allergy. Look at the menu in activity 2. Prepare to answer any questions your customer may ask about the food.

Role play 3: Customer
You want to order some food from a deli counter. You have a nuts allergy. Look at the menu in activity 2 and decide what you will have. Ask the counter attendant about anything you’re not sure about.
Role play 4: Counter attendant
You work at a deli counter. You have a customer who is vegetarian. Look at the menu in activity 2. Prepare to answer any questions your customer may ask about the food.

Role play 4: Customer
You want to order some food from a deli counter. You are vegetarian. Look at the menu in activity 2 and decide what you will have. Ask the counter attendant about anything you’re not sure about.

Role play 5: Counter attendant
You work at a deli counter. You have a customer who can’t eat spicy or salty food. Look at the menu in activity 2. Prepare to answer any questions your customer may ask about the food.

Role play 5: Customer
You want to order some food from a deli counter. You can’t eat spicy or salty food. Look at the menu in activity 2 and decide what you will have. Ask the counter attendant about anything you’re not sure about.

Role play 6: Counter attendant
You work at a deli counter. You have a customer who can’t eat eggs. Look at the menu in activity 2. Prepare to answer any questions your customer may ask about the food.

Role play 6: Customer
You want to order some food from a deli counter. You can’t eat eggs. Look at the menu in activity 2 and decide what you will have. Ask the counter attendant about anything you’re not sure about.
Unit 2 Counter service answers and transcripts

Answers

Activity 1: Taking orders

1. Vocabulary mind map
   Types of bread: brown baps, brown baguettes, white baguettes, soft white baps, sliced bread
   Vegetarian fillings: cheese and onion, egg mayonnaise, cheese, salad, spinach
   Fish fillings: salmon, smoked mackerel, tuna or prawns, prawn cocktail
   Meat fillings: chicken, pastrami, beef, turkey, ham
   Condiments/accompaniments: butter, mayonnaise, salt and pepper

2. The customer orders a brown baguette with butter, chicken, mayonnaise, spinach and salt and pepper.

3.

   1. Well, first you can choose from our bread.
   2. And would you like brown or white?
   3. Would you like some butter with your baguette?
   4. Well, you can choose from the main fillings.
   5. Whatever you fancy.
   6. Do you want some mayonnaise with that?
   7. And what salad would you like?
   8. Anything else?
   9. And is it take away or eat in?
   10. There you go. Thank you.

4. Counting the missing words
   1. And what salad would you like? - 6 words
   2. Anything else? – 2 words
   3. Is that all? – 3 words
   4. is it take away or eat in? - 7 words
   5. There you go. – 3 words
Activity 3: Special dietary needs

1. Vocabulary
   - Severe allergic reaction - a sudden body response to certain foods, etc., sometimes fatal
   - Gluten intolerance - unable to eat cereals, especially wheat
   - Lactose intolerance - unable to eat milk products
   - Vegetarian - a person who doesn't eat meat
   - Vegan - a person who doesn't eat any animal products

2. Quiz
   1. True. People can die from an allergic reaction to food and many more need to go to hospital.
   2. False. In theory, any food could cause an allergic reaction in someone.
   3. True. And many more!
   4. True. It is therefore important to avoid cross-contamination.
   5. False. The ratio is much higher - 1 in 100.
   6. True. Wheat is found in many ready-made food products.
   7. False. Menus can be confusing, e.g., if the menu says that one dish contains nuts, customers might think there are no nuts in other dishes where nuts aren't mentioned.
   8. False. You should **never** guess: always check with the kitchen staff.
   9. True. Better to let the customer make the decision whether to risk it or not.
   10. True. There could be legal implications for the business.

3. The customer has gluten intolerance and is vegetarian.

4. The customer orders feta cheese salad, roast peppers, olives and harissa hummus, with French dressing.

5. Describing food
   - **French dressing**
     It’s an olive oil, vinegar and mustard dressing for salads.
   - **Caesar dressing**
     It’s olive oil, raw egg, mustard, garlic and anchovy dressing for salads.
   - **chilli sauce**
     It’s a spicy paste with onion, ginger, garlic and hot chilli peppers.
   - **feta cheese**
     It’s Greek cheese, made with sheep’s milk or goat’s and sheep’s milk.
   - **egg mayonnaise**
     It contains boiled eggs, mayonnaise, mustard and spring onions.
   - **pastrami**
     It’s sliced smoked peppery beef.
   - **prawn cocktail**
     It contains prawns, mayonnaise, tomato ketchup, lemon juice.
6. The customer orders a tuna and sweetcorn sandwich with tomatoes and a little lettuce (in a bap)

1. What **can** I get you?
2. If you are allergic to **nuts** I would not recommend it.
3. Well, these are the **pre-made** sandwiches.
4. And what **would** you like it on – sliced bread, ........?
5. And would you **like** some butter?
6. Would you like anything **else**?
7. And are you eating **in** or..?
8. **There** you go. Thank you.

**Activity 4: Taking payments**


2. Counting the missing words:
   1. Any extra filling? – 3 words
   2. going to be £2.50, please. – 7 words
   3. thank you so much – your change. – 6 words
   4. Thank you very much. Enjoy. – 5 words
   5. That’ll be £4.50, please. – 7 words
   6. That’s your 50p change. – 6 words
   7. forks are right behind you. – 5 words
   8. I’ve got a tuna sandwich – 6 words
   9. I have a receipt for these? – 6 words
  10. I have a napkin as well? – 6 words

4. Video: Victor’s café
   1. c. hot food to take away
   2. b. by card
Gap fill:
1. ready
2. Anything
3. altogether
4. PIN
5. lovely
Transcripts

Activity 1: Taking Orders

1st customer

Customer: Hi

Counter attendant: Hiya, are you alright?

Customer: I’d like a sandwich. Can you tell me what you have?

Counter attendant: Yeah, sure. Well, first you can choose from our bread: we’ve got brown baps, brown baguettes, white baguettes, soft white baps or these little buns or there’s normal sliced bread – brown or white, whatever you wish.

Customer: Maybe a baguette, please.

Counter attendant: And would you like brown or white?

Customer: Brown, please.

Counter attendant: Sure, just be a second.

Customer: It looks really nice.

Counter attendant: Would you like some butter with your baguette?

Customer: Yes, please. Butter would be great.

Counter attendant: What else?

Customer: What do you have?

Counter attendant: Well, you can choose (like) from the main fillings. I’ve got the vegetarian options: cheese and onion, egg mayonnaise, that’s Perfetto cheese or the cheeses here. Or you can choose (like) the fishes: that’s the fishes – salmon, smoked mackerel, tuna or prawns, prawn cocktail. Or meat - chicken, pastrami, beef, turkey, ham, whatever you fancy.

Customer: OK great, can I have the chicken?

Counter attendant: Chicken, just plain chicken?

Customer: Yeah, is that the only chicken?

Counter attendant: I haven’t got any mixed chicken, so just plain. Do you want some mayonnaise with that?

Customer: Yeah, mayonnaise would be lovely.
Counter attendant: OK. (pause) Yeah. And what salad would you like?

Customer: Oh yeah, can I get spinach, please?

Counter attendant: Anything else?

Customer: Salt and pepper.

Counter attendant: Sure. Is that all?

Customer: Thank you, that's great.

Counter attendant: Yeah. Do you want it cut in half?

Customer: Yes, please.

Counter attendant: And is it take away or eat in?

Customer: Take away.

Counter attendant: Sure. There you go. Thank you.

Customer: Thank you very much.
Activity 3: Special dietary needs

2nd customer
Counter attendant: Hiya.
Customer: Hi. I actually have a gluten intolerance. (Do you have) what do you have?
Counter attendant: I can't really offer any bread because that's with gluten, but we can make a salad for you if you like.
Customer: OK.
Counter attendant: If that's alright. ‘Cos basically anything you can have meat, fish. Are you OK with the meat?
Customer: I'm a vegetarian.
Counter attendant: As well?
Customer: Yeah. OK.
Counter attendant: Oh, are you vegan or vegetarian?
Customer: I'm just vegan, oh sorry, just vegetarian!
Counter attendant: Just vegetarian – you eat stuff like eggs. Well we can go for some cheese, like feta cheese salad maybe?
Customer: OK, that sounds fine. (pause) And maybe some of the roast peppers? Is that roast peppers?
Counter attendant: Yeah, so what would you like?
Customer: All the salad would be fine.
Counter attendant: You’d just like a mixture, OK. (pause – preparing food) And what would you like then? What filling?
Customer: Could I have some of the feta cheese, please?
Counter attendant: Sure. Do you want some olives with that, or…?
Customer: Yes, yeah. That’d be great, thanks.
Counter attendant: Yeah, any…?
Customer: Is that hummus?
Counter attendant: That’s harissa hummus – it has got harissa paste in there.
Customer: What is harissa?

Counter attendant: It’s like a chilli paste, it’s kind of spicy. Are you OK with spicy?

Customer: Yeah, yeah, that’s good, yeah.

Counter attendant: Sure. And would you like any dressing or are you fine? I’ve got French dressing, Caesar dressing, or chilli sauce.

Customer: Could I have some French dressing?

Counter attendant: Sure. Is that enough?

Customer: Yeah, that’s plenty.

Counter attendant: And are you taking away or eating in?

Customer: Take away.

Counter attendant: Take away. (pause — preparing food) There we go.

Customer: Great, thank you.

Counter attendant: Thank you.
3rd customer

Counter attendant: Hiya. What can I get you?
Customer: I just want to find out what you’ve got here, please?
Counter attendant: Oh, that’s our hot deli. It comes (like) with a sandwich and it’s today Thai satay chicken. It has got like a peanut/coconut sauce and with lemongrass as well. If you are allergic to nuts I would not recommend it.
Customer: And what have you got here?
Counter attendant: Well, these are the pre-made sandwiches. We’ve got a chicken harissa panini, mozzarella and roast peppers, smoked salmon and cream cheese, and these are harissa hummus with roast veg. Or you can choose from our fillings and get a pre-made sandwich.
Customer: Can I have a tuna and sweetcorn sandwich, please?
Counter attendant: OK. And what would you like it on – sliced bread, baguettes, baps?
Customer: No, in a bap, please.
Counter attendant: In a bap, yeah. And do you want some butter?
Customer: Yes, please. Oh, can I have some tomatoes as well?
Counter attendant: Yeah, sure. No problem. Would you like anything else? Any lettuce, spinach?
Customer: Yeah, a little bit of lettuce as well.
Counter attendant: OK. And are you eating in or..?
Customer: No, take out.
Counter attendant: Take out, OK. Do you want it cut in half?
Customer: Yes, please.
Counter attendant: There you go. Thank you.
Customer: Thank you.
Activity 4: Taking payments

1st customer

Customer: Hello.
Cashier: Hello, miss.
Customer: Hi.
Cashier: Alright?
Customer: It's a chicken salad sandwich.
Cashier: Chicken salad sandwich. Any extra filling?
Customer: No, just spinach was the salad.
Cashier: Lovely, thank you very much. That's going to be £2.50, please.
Customer: Thank you.
Cashier: £2.50 - thank you very much. Lovely, thank you so much – your change.
Customer: Thank you very much.
Cashier: Thank you very much. Enjoy.
Customer: Bye.

2nd customer

Customer: Hello.
Cashier: Hello, miss.
Customer: I just have a salad and some feta cheese and harissa.
Cashier: Lovely, thank you very much, miss. That'll be £4.50, please.
Customer: Thank you very much.
Cashier: Thank you so much. That's your 50p change. Thank you very much. Enjoy your lunch.
Customer: Where are the forks? The forks?
Cashier: The forks are right behind you.
Customer: Thank you.
Cashier: Enjoy your lunch. Thanks.

3rd customer
Customer: Thank you.
Cashier: Hello. Good afternoon.
Customer: Right, I've got a tuna sandwich here – tuna, prawn and tomato and lettuce.
Cashier: Lovely. Thank you very much, miss.
Customer: Can I have a receipt for these?
Cashier: Yes, ma'am.
Customer: Thank you.
Cashier: That's going to be £2, please.
Customer: OK.
Cashier: Thank you very much. £3 here change.
Customer: Thank you.
Cashier: And your receipt.
Customer: Can I have a napkin as well?
Cashier: Yes, ma'am, right there. Thank you so much. Enjoy. Thanks.

Victor's café
Waiter: Hi, how are you?
Customer: Fine thanks.
Waiter: Your order is ready. Is it liver, bacon, mashed potatoes, peas, gravy, onion?
Customer: Yeah.

Waiter: And one roast chicken dinner and two bits of roast chicken and extra thick gravy on the side.

Customer: That's brilliant.

Waiter: Anything else for you?

Customer: Can I pay by card?

Waiter: Yes, sure you can. It will be £15 altogether. Thank you.

Customer: Put your PIN number please here for me.

Waiter: Thanks very much

Customer: Cheers, thanks a lot.

Waiter: Have a lovely day.

Customer: And you. Thanks, bye.

Waiter: Thank you.