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What is in this guide?

This Trainer Guide to Activities accompanies the Learner Workbook for the unit *SITHFAB206 Serve food and beverages to customers* in the SIT12 Hospitality Training Package.

The Trainer’s Guide contains:

* a summary of the LLN requirements of the unit
* advice on carrying out an activity where it may not be obvious from the design of the activity itself. When the design of an activity speaks for itself, comments are on possible variations, enhancements or extensions of the activity that would ensure it is useful for learners with lower LLN skills
* possible answers where this may assist the trainer to understand the intent of the activity
* resources to support the activities, such as role play cards or sample documents.

Many activities assume that learners have access to a workplace or simulated workplace. If this is not the case, trainers should adapt or omit the activity. If learners are in different workplaces, they could compare the different ways things are done.

LLN requirements of the unit

*SITHFAB206 Serve food and beverages to customers*

|  |  |
| --- | --- |
| Skill | Applications |
| Reading | * Read menus * Read organisational procedures |
| Speaking and listening | * Discuss and clarify table and room set-up * Greet customers on arrival * Provide information to customers, giving clear explanations and descriptions * Listen actively * Answer customer questions * Use closed probe questioning to determine customer preferences * Communicate special requests or dietary requirements to kitchen * Advise and reassure customers about any delays or problems * Check customer satisfaction * Provide customer feedback to supervisor * Provide operational information to incoming colleagues at handover |
| Writing | * Record customer orders accurately and legibly * Write clear and precise notes on special requests * Provide customer feedback to relevant supervisors * Provide operational information to incoming colleagues at handover |
| Numeracy | * Calculate customer accounts |
| Digital literacy | * Operate an electronic ordering system * Process accounts electronically |

Guide to the activities

Activity 1 Style of service

*1. What style of service does your workplace have?*

*2. What kind of menu does your workplace have?*

These questions will help learners relate the types of service to real contexts. If they are at similar types of venues, ask them to talk about other venues they know of.

Activity 2 Mise en place

Can you think of another thing you would look for at each check?

Some possible answers are listed below, but the list is not exhaustive.

|  |  |
| --- | --- |
| **Check** | **Example** |
| Clean? | *Smudges on glass, clean tablecloths, clean floor, orderly waiter’s station* |
| Stocked? | *Condiments, menus, toilet paper, beverages, coffee, cutlery* |
| In working order? | *Lights, toilet flush, exit sign, smoke alarms* |
| In right position? | *Menus and wine lists, ice buckets* |
| Set? | *Table decorations, cruets, condiments* |
| Safe? | *No trip hazards* |

Activity 3 Check your equipment

Gather learners’ ideas on the board. Answers might include a wide range of WHS issues. Some responses have been suggested but they are not comprehensive.

*1. What might happen if equipment is left dirty or poorly maintained?*

* Customers might get sick
* Customers might leave the restaurant
* Customers or staff might be injured e.g. trip, fall, electrical shock.

2. What would you do in these situations?

1. *You find some chipped side plates as you are setting tables.*

Discard them. They cannot be used.

1. *The waiter’s station has only one spare salt and pepper set.*

The waiter’s station should have everything you might need for service. Look in the storeroom for several more sets to place in the station.

1. *The menu board still has yesterday’s chicken and salad special written on it. The café is about to open.*

Quickly update it or let the supervisor know.

1. *The coffee machine has been on for ten minutes but it is not hot.*

Let your supervisor know immediately. If you know how to use the machine, you could try flushing some water through it or turning it off for a few minutes and turning it back on.

Activity 4 Taking reservations

Use the activity to encourage a broader discussion about things that might go wrong when taking bookings.

Some suggested answers are listed below.

*1. Why do you need to get the person’s full name?*

If you just get the name ‘David’, mistakes can be made. Maybe there is more than one David arriving and the wrong table is given away.

*2. Why might you need a mobile number?*

So you can contact the customer if they are running late or leave something behind.

*3. Why do you need to note if there are children in a group?*

If there is a child and they require a high chair this should be noted.

*4. Why is an ETA important?*

You can tell if a customer is late. Some restaurants will sell the table to walk-ins if the customer is very late.

Also you can *stagger* (spread out) the arrival times so you haven’t got too many customers coming in at the same time.

Activity 5 Check some food displays

Ask learners to share their notes and see where they had similar or different judgements. Discuss what makes a display attractive or unattractive, and the food-handling hygiene learners have observed.

Activity 6 The 3 minute check

This activity is a role play in pairs, using the Role Play Cards in Appendix 1.

* Place learners in pairs. Person A is the customer and Person B is the food and beverage attendant.
* Provide the role cards for Situation 1. Give them a couple of minutes to work out what they will say. Then the attendant makes a 3 minute check with the customer. If there is anything wrong, they should apologise to the customer and suggest a solution.
* This activity allows for multiple practices. Swap roles for the other 4 situations

If possible, provide some props to help the role play, e.g practise at a set table with a seated customer and a standing attendant. This activity allows for multiple practices.

Activity 7 Welcome customers

This activity is workplace specific. Discuss the greetings and where they are similar or different.

Activity 8 Seating

The correct response is to:

*Apologise and explain to the group that while their request was noted at the time of booking the venue can’t always accommodate all requests.*

However, it is important for learners to understand that there are different ways of dealing with customers, in terms of words, tone and body language.. Encourage learners to contribute possible responses. Give feedback on strengths and weaknesses of different responses and wordings.

Activity 9 Answering customer questions

Some possible questions are included below, but the range of possible answers is wide.

|  |  |
| --- | --- |
| **Area of information** | **Customers might ask …** |
| Menu choices, specials and availability | What is the soup of the day?  *What vegetables are with the lamb?*  *What is the fish of the day?*  *What is on the cheese plate?*  *What are the ice cream flavours today?* |
| Information about a dish e.g. ingredients, serving size, menu terminology (specialist words) | What is ‘jus’?  If we order quail, will it be enough for 2 of us?  How long will the Moroccan casserole take to cook?  *Is there dairy product in it?* |
| Information about the local area or tourist attractions. | We’ve just arrived here – what would you suggest we do today?  How far is the train station?  *Is there an ATM nearby?* |
| Customer facilities | Could I use the telephone?  *Where are the toilets?*  *Where can I park my car?* |

Activity 10 Making recommendations

Conduct a group discussion. Some responses have been suggested but they are not comprehensive.

*1. Can you think of a reason why you shouldn’t tell the customer what you like?*

They might feel pressured to order it even if it doesn’t sound so attractive to them.

They might not like it and blame you.

*2. Why should you be careful about recommending popular dishes?*

The kitchen could run out of popular items. It would be better for the business to encourage diners to spread their choices.

Activity 11 Describing menu items

This activity is a role play in pairs, using the Role Play Cards in Appendix 2.

* Place learners in pairs. Person A is the customer and Person B is the food and beverage attendant.
* Provide the role cards for Situation 1. Give them a couple of minutes to work out what they will say. Then the customer should ask the attendant to explain a menu item. Encourage learners to use describing words. Take turns being the customer and the attendant.
* This activity allows for multiple practices. Swap roles for the other 4 situations

If possible, provide some props to help the role play, e.g. practise at a set table with a seated customer and a standing attendant.

Activity 12 Correcting the cover

*How would you correct the cover for the following orders?*

*What extra cutlery would you need? Would you remove or replace any cutlery?   
Ask your workmates or supervisor, or search on the internet if you need help.*

|  |  |
| --- | --- |
| **The customer orders:** | **How would you correct the cover?** |
| Prawns for an entrée | *Add entrée fork and knife if none is there* |
| Caesar Salad for an entrée | *Remove entrée cutlery*  *Replace with oyster fork and teaspoon* |
| Tomato soup for an entrée | *Add soup spoon* |
| Spaghetti Bolognese for a main course | *Add dessert spoon or soup spoon outside the main knife* |
| Steak for a main course | *Remove main course knife*  *Add a steak knife* |
| A whole snapper for a main course | *Remove main course cutlery*  *Add a fish fork and knife* |

Activity 13 Reading a docket

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| Time of order | | Waiter | Table number | No. of customers | Docket number |
| 7.10 pm | | JA | 6 | 4 | 01623 |
| 1 | Prawns (sauce on the side) 2 | | | | |
| 1 | Soup 3 | | | | |
| 2 | Tart 1 4 | | | | |
|  | | | | | |
| 1 | Pasta 1 | | | | |
| 2 | Steak R x 1 2  M x 1 4 | | | | |
| 1 | Salmon 3 | | | | |
|  |  | | | | |
|  |  | | | | |
|  |  | | | | |

1. Time the order was taken
2. Who took the order
3. Table number
4. Number of customers at the table
5. Docket number
6. Number of each dish ordered
7. The description of the dish that has been ordered.
8. Any special requests
9. The position number of the customer who ordered a dish.

Activity 14 Writing a docket

If learners need more practice, simply make up new orders for them to record.

If possible, use order forms from their actual workplaces.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| **Time of order** | | **Waiter** | **Table number** | **No. of customers** | | **Docket number** |
| 8.00 pm | | AB | 11 | 4 | | 01624 |
| 2 | Prawns | | | | 1 4 | |
| 1 | Soup | | | | 2 | |
| 1 | Cheese tart | | | | 3 | |
|  |  | | | |  | |
|  |  | | | |  | |
| 1 | Salmon | | | | 1 | |
| 1 | Steak R | | | | 2 | |
| 1 | Pasta | | | | 3 | |
| 1 | Steak M | | | | 4 | |
|  |  | | | |  | |
|  |  | | | |  | |
|  |  | | | |  | |
|  |  | | | |  | |

Activity 15 Special dietary needs

Some key information is listed below, but learner answers will depend on what sources are available to them. Emphasize that the information is important as it relates to knowing what is on your establishment’s menu so you can advise customers, taking orders accurately, and conveying special dietary needs accurately to the kitchen.

|  |  |
| --- | --- |
| 1. Halal | *It is:* ***Religious***  *What can the person eat or not eat?*  Muslims can only eat meat from animals which have been slaughtered in a halal way, following Islamic law and in the name of Allah (God). The animal must face Mecca. The jugular vein is cut and the blood drained from the animal.  Muslims cannot eat these foods:   * pork or pork products * animals not slaughtered in the halal way * blood and blood products * alcohol * carnivorous animals, e.g. fox, dog, cat * birds of prey * land animals without external ears e.g. snakes, lizards, insects |
| 1. Kosher | *It is:* ***Religious***  *What can the person eat or not eat*?  All food must meet the regulations of Jewish law. Kosher means ‘proper’ or ritually clean. Jewish people can only eat meat from animals which have been slaughtered in kosher way.  Kosher foods come from:   * any animal which chews the cud and has a cloven (split) hoof, e.g. cows, goats, sheep * fish with fins and visible scales * dairy – the milk must come from a kosher animal   Jewish people cannot eat these foods:   * meat from animals that only chew the cud or only have cloven hooves e.g. camels and pigs * most birds other than poultry * all shellfish and insects * all grape-based products * cheeses where the making is not supervised by a rabbi * meat and dairy products may not be made or eaten together. |
| 1. Vegan | *It is:* ***Personal choice***  *What can the person eat or not eat?*  Doesn’t eat meat, poultry, seafood, eggs, or dairy. Eats only plant foods such as vegetables, fruits, grains and legumes.  Vegans also choose not to use products made from animal parts, e.g. fur, leather, and wool.  Other animal products they avoid include:   * gelatin (made from hoofs) * lanolin (made from wool) * rennet used in cheese-making (an enzyme from the stomach of calves, young goats and lambs) * honey and beeswax (made by bees) * silk (made by silkworms). |
| 1. Lactose intolerant | *It is:* ***Health-based***  *What can the person eat or not eat?*  Lactose is a milk sugar that is broken down by a gut enzyme in the small intestine. People with lactose intolerance have insufficient amounts of the enzyme so their gut is less able to digest milk sugars. They can suffer bloating, gas, abdominal pain and diarrhoea. The severity of the intolerance varies from person to person.  Lactose intolerant people try to avoid eating milk, yoghurt, cream, cheese, butter and products containing them, e.g. custard.  Foods that may contain hidden lactose include:   * biscuits, pancakes and cakes * breakfast cereals * cream soups * milk chocolate * scrambled eggs * quiche * some breads * some margarines. |

Activity 16 What would you do?

This is an opportunity to discuss how to manage problems or issues that arise while providing service to customers. Use the activity to encourage a broader discussion about things that might go wrong when taking bookings.

The correct action to take in this particular situation is:

*Discreetly go back to the customer and show them the declined credit card receipt. Ask for another method of payment. Inform your supervisor if they can’t pay.*

Activity 17 Safe food handling

*1. What personal hygiene rules can you think of?*

Gather ideas from the group and collect them on the board. Learners can then copy them down later to ensure everyone has the same list.

Always record ideas on the board in clear handwriting and in an orderly way. This makes it easier for learners to understand and copy.

*2. Look at the three hygiene rules below. What could happen if you don’t follow each one?*

|  |  |
| --- | --- |
| **Hygiene rule** | **What could happen if you don’t follow it?** |
| Never place your fingers onto food or onto the main part of the plate. | * Make a customer sick * Customer may refuse food if they see it * Other? |
| Never place your fingers on to the rim or the top half of a glass. | * Make a customer sick * Customer may refuse the beverage if they see it * Bad reputation for your venue, drop in custom * Other? |
| Keep your hair tied back. | * Hair may fall in food * Other? |

Activity 18 What would you do?

This is an opportunity to discuss how to manage a range of problems or issues that arise while providing service to customers.

Discuss your answers with the group.

*1. You check an order that the chef has put on the pass. One portion of prawns is missing.*

Tell the chef and ask how long the prawns will be. If there is a delay tell the customer.

*2. An order is ready to be picked up from the pass. One of the plates has a finger mark on it.*

Either tell the chef and they will wipe the plate clean OR there should be vinegar and hot water on the pass so you can wipe it.

*3. You have been busy, and see an order of drinks sitting at the bar. You notice the freshly squeezed orange juice and the mango smoothie have started to separate.*

Have the drinks remade. Inform the customer of the delay and apologise. If the extra time is too long for the customer, tell your supervisor. Check other drinks on the tray are cold.

*4. You arrive at the table carrying three steaks – the docket says there is one rare, one medium rare and one medium. You realise you don’t know which steak is which.*

Apologise to the customer. Go straight back to the kitchen and ask the chef to cook a new steak, showing the order. When you go back to the table, apologise again and tell them how long it will take for the fresh meal to arrive.

*5. You check an order that the chef has put on the pass. The docket says ‘sauce on the side’ but the sauce is on the fish.*

Get it re-plated immediately, showing the chef the docket.

Activity 19 Serving correctly

Provide a range of plates, bowls, trays and glasses so learners can practise their carrying technique.

You could also put items on the plate so they experience the balance e.g. eggs, apples, bread rolls, water.

Take photos or a movie of each learner so they can observe themselves. Mobile phones are good enough quality for the purposes of the activity.

Beware of encouraging laughter at less capable individuals, as this can be damaging to their confidence and efforts.

Activity 20 Dealing with problems

The responses listed below are suggestions only. A range of responses would be appropriate. Encourage learners to craft their own suitable responses. Discuss what is suitable and why or why not.

| **Problem** | **What would you do? What would you say to the customer?** |
| --- | --- |
| 1. A lot of orders went to the kitchen at the same time, so it may take a little longer for food to be served. | *I apologise for the delay. Can I get you some bread or olives while you’re waiting?* |
| 1. A customer has asked for a chicken salad. This is not on the menu. | *I’ll just check we can do that with the chef.* |
| 1. A customer has ordered a whole grilled fish but you didn’t tell them it would take longer than the other meals. | *I’m very sorry. I should have explained that the whole fish will take 20 minutes to cook.*  *Because it’s whole, it takes some time to cook through to the centre. Our fish is all cooked to order. We don’t pre-cook or microwave so we can give you a quality product.*  *Would you like some more rolls while you’re waiting?* |
| 1. Table 5 have complained about their drinks not arriving. You realise you forgot to put the order in. | *I am so sorry, it was my mistake, I misplaced the order. It’s with the bar now and will only be a couple of minutes.*  *Honesty is always best here. Most people are reasonable.*  *If they react unhappily to this, you can send out some complimentary bread.* |
| 1. You took an order to another table by mistake. | *If the other table has started eating, let the supervisor know so they can go and explain the problem to the waiting table.* |
| 1. The kitchen cooked all the steaks well done, so one has to be replaced. | *I’m very sorry, your steak has not been cooked to your request. Would you like me to replace it? It would take about 10 minutes.*  *Customers often appreciate honesty.* |

Activity 21 Dirty items

This activity is workplace-specific. Encourage learners to share different experiences.

Activity 22 Disposing of leftover food and waste

This activity is workplace-specific. Encourage learners to share different experiences.

Activity 23 Farewelling customers

This activity is a role play in pairs, using the Role Play Cards and the Guidelines for farewelling customers in Appendix 3.

Make a copy of the *Guidelines* for each learner and read through them together.

Ask them to decide what they will say and do when farewelling guests from a venue. They may suggest possibilities other than those in the guidelines. Encourage them to the realisation that the formality of a venue can affect how you farewell a guest.

* Place learners in pairs. Person A is the customer and Person B is the food and beverage attendant.
* The attendant should farewell the guest from the table.

Learners should swap roles and have multiple practices. Encourage them to try out different combinations of words and behaviour. Remind learners this is a safe context to try things out in.

If possible, provide some props to help the role play, e.g. practise at a set table with a seated customer and a standing attendant.

Activity 24 End of service tasks

*1. What are two other end of service tasks you do in your venue? Write them into the checklist in the blank spaces.*

This is an opportunity to discuss the range of possible tasks that you may be required to carry out at end of service. Compare notes from different venues and different times of day if possible.

*2. Sandra dropped a glass jug when she was unloading the dishwasher. She swept up the pieces and put them in the bin. She wasn’t hurt.*

*Write a note for the manager in the Notes section.*

This is practice in brief note-writing. It is a useful skill for learners to know how to use as few words as possible while conveying the key facts.

Demonstrate a model first - do one or more examples on the whiteboard, asking learners to volunteer possible wording. Show them how to leave out unnecessary words while not losing meaning.

For example:

A glass jug got broken while we were loading the dishwasher. We cleaned it up, and no-one was hurt.

Final message = **Glass jug broken, cleaned up, no-one hurt**.

Then provide further practice scenarios for them.

*3. When you are moving the tables and chairs, you notice that Table 3 wobbles a bit.   
You sit it out the back but the table is one chair short.   
Write a note in the Comments column for the next shift.*

As above. A possible note is –

**Wobbly chair Table 3. Put out the back. Table now one chair short.**

Activity 25 Restaurant debriefing

* Read the manager’s words aloud to the group, in a measured and clear way.
* Read the questions with the group, so they know what they are listening for.
* Read Jay’s feedback again. This helps learners listen for key points in speech.

*1. What are the two main service issues Jay mentions?*

He wants staff to always:

* offer people the choice of still, tap or sparkling water
* announce the food when they place it in front of the customer.

*2. What compliments does Jay pass on to staff?*

* Everything went smoothly
* The food came out on time
* The food was a good standard
* We had some good feedback from customers.

*3. What request does Jay make about tomorrow?*

Suggest the Pepper Tree Shiraz to customers at $5 per glass

Appendix 1 Resources for Activity 6

|  |  |
| --- | --- |
| **Attendant A**  How is your meal, sir/ma’am? | **Customer A**  I’m glad you asked.  My steak is over-cooked.  I asked for medium-rare and this is medium. |
| **Attendant B**  How is everything, sir/ma’am? | **Customer B**  The salt and pepper squid is a bit tough.  And the salad’s a bit plain.  And the bread’s dry too. |
| **Attendant C**  Are you happy with everything, sir/ma’am? | **Customer C**  Well actually, I’m not.  I don’t like to complain, but this chocolate mousse is frozen in the middle. |
| **Attendant D**  How is everything, sir/ ma’am? Can I get anything else for you? | **Customer D**  The meal was fine but I’m afraid the coffee was cold. |
| **Attendant E**  How is everything, sir/ ma’am? Can I get anything else for you? | **Customer E**  It’s been fine, thank you. We really enjoyed our meals. |

Appendix 2 Resources for Activity 11

|  |  |
| --- | --- |
| **Customer A**  What’s in the California Chicken Salad? | **Attendant A**  The chicken is wood-fire grilled, and it comes with a salad of leafy mixed greens, roasted walnuts and diced apple, with feta cheese crumbled on top. And tossed in our house-made vinaigrette.  It’s very fresh-tasting. |
| **Customer B**  What mushrooms are in the Wild Mushroom Sauce? | **Attendant B**  I’m sorry, I’ll have to ask the chef. I won’t be a moment. |
| **Customer C**  I can’t eat capsicum. Is there any in the Teriyaki Filet Medallions? | **Attendant C**  There actually is a bit of red and green pepper in the teriyaki marinade for the steak. It’s very tasty.  Would you like me to see if the chef can do it without the pepper? |
| **Customer D**  What is in the Carrot Cake besides carrots? | **Attendant D**  There are three layers of carrot cake with a filling of coconut and pecans in between, and a topping of vanilla cream cheese icing.  It’s moist and sticky. |
| **Customer E**  How is the smoked salmon served? | **Attendant E**  It’s wild Tasmanian salmon, cured with brown sugar, coriander, chillies and garlic; and it’s served thinly sliced with toast points, sliced red onion, crème fraiche, capers and lemon wedges.  It’s a delicate flavour. |

Appendix 3 Resources for Activity 23

**Guidelines for farewelling customers**

You can make the customer feel well looked after through:

**1. WHAT YOU SAY**

*Goodnight.*

*Thank you for dining with us.*

*We look forward to seeing you again.*

*I hope you enjoyed yourselves tonight.*

*Thanks for coming.*

*Thank you, and good night.*

*Thank you very much, have a pleasant evening / afternoon.*

**2. WHAT YOU DO**

* Smile
* Make eye contact
* Have open body language
* Walk a few steps with the guests
* Show the way out from the restaurant with an opened hand and extended arm gesture.