

**BỘ LAO ĐỘNG THƯƠNG BINH VÀ XÃ HỘI
TRƯỜNG CAO ĐẲNG THƯƠNG MẠI VÀ DU LỊCH**



GIÁO TRÌNH

**MÔN HỌC : TIẾNG ANH CHUYÊN NGÀNH CHẾ BIẾN MÓN ĂN
NGÀNH : KỸ THUẬT CHẾ BIẾN MÓN ĂN
TRÌNH ĐỘ : CAO ĐẲNG**

*(Ban hành kèm theo Quyết định số: 410/QĐ- CĐTMDL ngày 05 tháng 07
năm 2022 của Trường Cao đẳng Thương mại & Du lịch)*

Thái Nguyên, năm 2022

LỜI GIỚI THIỆU

Trong những năm gần đây, nhờ chính sách mở cửa, Việt Nam đã phát triển quan hệ hợp tác trên nhiều lĩnh vực với các nước khác trong khu vực và trên thế giới. Để góp phần vào công cuộc công nghiệp hoá, hiện đại hoá đất nước và mở rộng quan hệ hợp tác kinh tế quốc tế, việc giảng dạy và học tập ngoại ngữ trong các trường phổ thông cũng như trong các trường chuyên nghiệp đang ngày càng được chú trọng. Trường Cao đẳng Thương mại và Du lịch cũng nằm trong xu thế phát triển chung đó. Việc dạy ngoại ngữ cho học sinh, sinh viên thuộc các chuyên ngành đào tạo khác nhau luôn được Nhà trường quan tâm. Bên cạnh các học phần Tiếng Anh Cơ Bản, học sinh sinh viên còn được học các học phần Tiếng Anh chuyên ngành, giúp cho học sinh, sinh viên có thể vận dụng vào công việc tương lai của mình sau khi ra trường.

Tuy nhiên, để giảng dạy tiếng Anh chuyên ngành một cách hiệu quả thì cần phải có giáo trình phù hợp. Vì vậy, Bộ môn Ngoại ngữ - Trường Cao đẳng Thương mại và Du lịch đã nghiên cứu biên soạn giáo trình Ngoại Ngữ Chuyên Ngành Chế Biến.

Giáo trình được biên soạn dựa trên một số tài liệu Ngoại Ngữ Chuyên Ngành Chế Biến của các tác giả trong và ngoài nước theo hướng chọn lựa những nội dung quan trọng và cần thiết đáp ứng được các yêu cầu đặt ra trong chương trình đào tạo của Nhà trường và nhu cầu sử dụng Tiếng Anh sau khi ra trường của học sinh, sinh viên theo học chuyên ngành Kỹ thuật chế biến món ăn.

Trong quá trình biên soạn, giáo trình chắc chắn không tránh khỏi những thiếu sót, bất cập. Bộ môn Ngoại ngữ rất mong nhận được những ý kiến đóng góp của các đồng nghiệp và học sinh, sinh viên để từng bước hoàn thiện giáo trình này trong các lần tái bản sau.

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GIÁO TRÌNH MÔN HỌC

1. Tên môn học: Tiếng Anh Chuyên Ngành Chế Biến Món Ăn

2. Mã môn học: MH13

3. Vị trí, tính chất, ý nghĩa và vai trò của môn học:

3.1. Vị trí: Tiếng Anh Chuyên Ngành Chế Biến Món Ăn là học phần thuộc kiến thức chuyên môn nghề. Học phần này được bố trí giảng dạy trong chương trình đào tạo Kỹ thuật chế biến món ăn hệ cao đẳng với số đơn vị học trình là 4.

3.2. Tính chất: Tiếng Anh Chuyên Ngành Chế Biến Món Ăn là môn học quan trọng cung cấp cho sinh viên những kiến thức cơ bản về từ vựng, món ăn và các cách chế biến món ăn.

3.3. Ý nghĩa và vai trò của môn học: Môn học Tiếng Anh Chuyên Ngành Chế Biến Món Ăn đóng vai trò quan trọng trong việc hỗ trợ sinh viên củng cố kiến thức, phát triển kỹ năng giao tiếp chuyên môn và tạo ra điều kiện thuận lợi cho sự phát triển trong ngành công nghiệp thực phẩm và chế biến.

4. Mục tiêu của môn học:

4.1. Về kiến thức: Giúp cho sinh viên có những kiến thức cơ bản về chế biến món ăn. Qua đó, sinh viên ra trường có thể biết nhiều từ vựng, nhiều món ăn bằng Tiếng Anh để có thể nghiên cứu nhiều món ăn ở các nước khác nhau giúp phát triển toàn diện hơn về nghề nghiệp của mình.

4.2. Về kỹ năng: Giúp cho sinh viên có những kỹ năng cơ bản về sử dụng Tiếng Anh trong việc xử lý các tình huống trong hoạt động kinh doanh ẩm thực thông qua hướng dẫn làm các món ăn bằng Tiếng Anh.

4.3. Về năng lực tự chủ và chịu trách nhiệm: Sinh viên có thái độ nghiêm túc khi nghiên cứu học phần, tích cực, chủ động, sáng tạo trong học tập.

5. Nội dung của môn học:

5.1. Chương trình khung

Mã MH	Tên môn học	Số tín chỉ	Thời gian học tập (giờ)			
			Tổng số	Trong đó		
				Lý thuyết	Thực hành/th.tập/ thảo luận/ bài tập	Thi/ Kiểm tra
I	Các môn học chung	20	435	157	255	23
MH01	Chính trị	4	75	41	29	5
MH02	Pháp luật	2	30	18	10	2
MH03	Giáo dục thể chất	2	60	5	51	4
MH04	Giáo dục Quốc phòng-An ninh	4	75	36	35	4
MH05	Tin học	3	75	15	58	2
MH06	Tiếng anh	5	120	42	72	6
II	Các môn học chuyên môn	82	2070	670	1309	91

II.1	Môn học cơ sở	15	225	213	-	12
MH07	Tổng quan Nhà hàng – Khách sạn	2	30	28	-	2
MH08	Tâm lý du khách và Kỹ năng GT	2	30	28	-	2
MH09	Văn hóa ẩm thực	2	30	28	-	2
MH10	Thương phẩm hàng thực phẩm	3	45	43	-	2
MH11	Sinh lý dinh dưỡng và VSATTP	4	60	58	-	2
MH12	Nghiệp vụ thanh toán	2	30	28	-	2
II.2	Môn học chuyên môn	63	1785	401	1309	75
MH13	Tiếng anh chuyên ngành CBMA	2	60	57	-	3
MH14	Kỹ thuật chế biến món ăn	6	90	87	-	3
MH15	Phương pháp xây dựng thực đơn	3	45	43	-	2
MH16	Tổ chức sự kiện	2	30	28	-	2
MH17	Quản trị kinh doanh nhà hàng	6	90	86	-	4
MH18	Môi trường ANAT trong nhà hàng	2	30	28	-	2
MH19	Lý thuyết nghiệp vụ nhà hàng	5	75	72	-	3
MH20	Thực hành nghiệp vụ nhà hàng I	4	120	-	112	8
MH21	Thực hành nghiệp vụ nhà hàng II	2	60	-	52	8
MH22	Thực hành chế biến món ăn Á	9	270	-	246	24
MH23	Thực hành chế biến món ăn Âu	3	90	-	82	8
MH24	Thực hành quản trị nhà hàng	2	60	-	52	8
MH25	Thực tập TN	17	765		765	
II.3	Môn học tự chọn (chọn 2 trong 4)	4	60	56	-	4
MH26	Kỹ thuật trang trí và cắm hoa	2	30	28	-	2
MH27	Maketting du lịch	2	30	28	-	2
MH28	Pháp luật du lịch	2	30	28	-	2
MH29	Kinh tế du lịch	2	30	28	-	2
	Tổng cộng	102	2505	827	1564	114

5.2. Chương trình chi tiết môn học

Số TT	Tên chương, mục	Thời gian (giờ)			
		Tổng số	Lý thuyết	Thực hành, thí nghiệm, thảo luận, bài tập	Kiểm tra
1	Unit 1: Job and workplace 1. Dialogue 2. Language focus 1	6	6		

	3. Language focus 2 4. Vocabulary 5. Pronunciation 6. Writing 7. Introducing some dishes				
2	Unit 2: Food Selection 1. Dialogue 2. Language focus 3. Speaking 4. Reading 5. Introducing some dishes	6	6		
3	Unit 3: In the kitchen 1. Dialogue 2. Introducing some dishes 3. Vocabulary 4. Exercises	6	6		
4	Unit 4: In the dining room 1. Dialogue 2. Language focus 3. Reading 4. Vocabulary 5. Speaking 6. Some dishes 7. Written test 1	6	5		1
5	Unit 5: Vietnamese dishes 1. Presentation 2. Dialogue 3. Language focus 4. Introduction of some typical dishes 5. Vocabulary	6	6		
6	Unit 6: Some other Asian dishes 1. Presentation 2. Dialogue 3. Language focus 4. Introduction of some Asian dishes 5. Vocabulary	6	6		
7	Unit 7: Homemade soups 1. Presentation 2. Dialogue 3. Language focus 4. Some homemade soups 5. Vocabulary	6	6		

8	Unit 8: Cakes for celebrations 1. Presentation 2. Dialogue 3. Language focus 4. Vocabulary 5. Some cakes for celebrations 6. Written test 2	6	5		1
9	Unit 9: French dishes 1. Presentation 2. Dialogue 3. Language focus 4. Reading 5. Some French dishes 6. Writing	6	6		
10	Unit 10: Menu 1. Presentation 2. Dialogue 3. Language focus 4. Vocabulary 5. Introduction of sauce 6. Classification of the menu 7. Written test 3	6	5		1
	Cộng	60	57		3

6. Điều kiện thực hiện môn học:

6.1. Phòng học chuyên môn/ nhà xưởng:

- Phòng học lý thuyết được trang bị hệ thống đèn đủ ánh sáng
- Bàn ghế cho sinh viên
- Bàn ghế giáo viên, bảng, phấn

6.2. Trang thiết bị máy móc:

- Máy chiếu, máy tính, loa

6.3. Học liệu, dụng cụ, nguyên vật liệu:

- Giảng viên sử dụng giáo trình dùng chung và tham khảo các tài liệu giảng dạy khác hỗ trợ bài giảng

6.4. Các điều kiện khác: Không

7. Nội dung và phương pháp, đánh giá:

7.1. Nội dung:

1.1. Kiến thức: Kiến thức cơ bản về chế biến món ăn. Qua đó sinh viên ra trường có cơ sở để phát huy trau dồi kiến thức về món ăn.

1.2. Kỹ năng: Sinh viên có kỹ năng thuyết trình cách chế biến một số món ăn thông dụng bằng Tiếng Anh.

1.3. Năng lực tự chủ và trách nhiệm: Sinh viên có thái độ nghiêm túc khi nghiên cứu học phần, tích cực, chủ động, sáng tạo trong học tập.

7.2. Phương pháp:

7.1. Nội dung:

- Kiến thức: Đánh giá tất cả nội dung đã nêu trong mục tiêu kiến thức
- Kỹ năng: Đánh giá tất cả nội dung đã nêu trong mục tiêu kỹ năng.
- Năng lực tự chủ và tự chịu trách nhiệm: Trong quá trình học tập, người học cần:

- + Nghiên cứu bài trước khi đến lớp.
- + Chuẩn bị đầy đủ tài liệu học tập.
- + Tham gia đầy đủ thời lượng môn học.
- + Nghiêm túc trong quá trình học tập.

7.2.1. Cách đánh giá

- Áp dụng quy chế đào tạo Trung cấp hệ chính quy ban hành kèm theo Thông tư số 04/2022/TT-LĐTĐ, ngày 30/3/2022 của Bộ trưởng Bộ Lao động - Thương binh và Xã hội; Quy chế Tổ chức đào tạo trình độ trung cấp, cao đẳng theo phương thức tích lũy modun, tín chỉ của Nhà trường ban hành kèm theo Quyết định số 246/QĐ-CĐTMDL ngày 01/06/2022 và hướng dẫn cụ thể theo từng môn học/modun trong chương trình đào tạo

- Hướng dẫn thực hiện quy chế đào tạo áp dụng tại Trường Cao đẳng Thương mại và du lịch như sau:

Điểm đánh giá	Trọng số
+ Điểm kiểm tra thường xuyên (Hệ số 1)	40%
+ Điểm kiểm tra định kỳ (Hệ số 2)	
+ Điểm thi kết thúc môn học	60%

7.2.2. Phương pháp đánh giá

Phương pháp đánh giá	Phương pháp tổ chức	Hình thức kiểm tra	Thời điểm kiểm tra
Thường xuyên	Viết/ Thuyết trình	Tự luận/ Trắc nghiệm	Sau 15 giờ.
Định kỳ	Viết/ Thuyết trình	Tự luận/ Trắc nghiệm	Sau 36 giờ Sau 23 giờ

			Sau 47 giờ
Kết thúc môn học	Viết	Tự luận và trắc nghiệm	Sau 60 giờ

7.2.3. Cách tính điểm

- Điểm đánh giá thành phần và điểm thi kết thúc môn học được chấm theo thang điểm 10 (từ 0 đến 10), làm tròn đến một chữ số thập phân.

- Điểm môn học là tổng điểm của tất cả điểm đánh giá thành phần của môn học nhân với trọng số tương ứng. Điểm môn học theo thang điểm 10 làm tròn đến một chữ số thập phân, sau đó được quy đổi sang điểm chữ và điểm số theo thang điểm 4 theo quy định của Bộ Lao động Thương binh và Xã hội về đào tạo theo tín chỉ.

8. Hướng dẫn về phương pháp giảng dạy, học tập môn học:

8.1. Đối với người dạy: Khi giảng dạy môn học này cần kết hợp giữa giảng dạy lý thuyết với hướng dẫn sử dụng phương pháp dạy học tích cực, tăng cường phát vấn, kiểm tra đánh giá kết quả học tập.

8.2. Đối với người học: Phải có giáo trình và tài liệu tham khảo, tích cực chuẩn bị bài, làm bài đầy đủ trước khi đến lớp, thường xuyên thảo luận và trao đổi.

9. Tài liệu tham khảo:

- (1) (Giáo trình bắt buộc): Giáo trình nội bộ - Tiếng Anh Chuyên Ngành Chế Biến Món Ăn, Trường Cao đẳng Thương mại & Du lịch, 2022.
- (2) (Tài liệu tham khảo): Giáo trình English for cooking - Chủ biên: Trường Cao đẳng Du lịch Hà Nội.

UNIT 1: JOB AND WORKPLACE

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: positions and utensils in the kitchen,

There is/There are

Passive voice

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 1) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials.
- + Participate in the full duration of the course
- + Serious in the learning process.

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 1

2.1. DIALOGUE: Read the dialogue and answer the questions

The Head Chef is showing a new commis around the kitchen.

Head Chef : All the food for the restaurant is prepared and cooked in this kitchen. Now, let me introduce you to John who is a pastry cook. John, this is David, the new commis

Pastry cook : Hello, David

David : Hello.

Head Chef : John bakes fresh bread and rolls daily, and also prepares all the hot desserts.

David : Uh- Huh

Head Chef : There are ovens and hobs behind the preparation area. That is Tim, the assistant chef over there. He is very busy right now because a lot of food is being prepared. He is responsible for all the side orders, hot soups, and hot starters. This is the place where I work. I do the main courses meat, fish and pasta. This is your station, you will work with me. You will help the sauces for the pasta, and you will also help the assistant chef with salads. And these are the knives which will be sharpened daily. If you are on the early shift, you start at seven and finish at three with one hour break.

David : Oh great! And where is the fish section.

Head Chef : It is over there, next to the vegetable section.

David : Is there an oven and stove just for the fish cook?

Head Chef : There is an oven here just for you but there is not a stove in the middle and you share them with the other cooks

David : Oh, that is fine. It all looks great.

**Questions:*

1. Who is a new commis?
2. What does he have to do every day?
3. Who cooks the main courses - meat, fish and pasta?
4. How many people are there in the kitchen?

**Read the dialogue again and find the duties of each chef:*

- a).....is responsible for all the side orders, hot soups, and hot starters
- b).....does the main courses- meat, fish and pasta
- c).....prepares all the hot desserts
- d).....will sharpen the knives daily
- e).....bakes fresh bread and rolls daily
- f).....will help with the sauces for the pasta
- g).....will help the assistant chef with the salads

2.2. LANGUAGE FOCUS 1

2.2.1. There is / There are

Look at these sentences:

There is an oven here just for you

There are four stoves in the middle

+ Now look at these sentences and remember the information below

There is not a stove

Is there an oven for the fish cook?

- | | |
|---------|---------------|
| 2. g/gr | b) tablespoon |
| 3. l | c) ounce |
| 4. cl | d) pence |
| 5. kg | e) gram |
| 6. tsp | f) little |
| 7. p | g) kilogram |
| 8. oz | h) centilitre |

***Pronunciation: Present tense endings**

/z/ opens /s/ looks /iz/ watches

Write the verbs in the correct column

opens	gets	puts	likes	speaks	dislikes	looks	stands
rides	travels	cooks	drinks	takes	practices		
watches	catches	goes	leaves	finishes	closes		
does	washes	breathes					

2.5. READING

***Read and complete the text with the correct preposition**

You can use the same preposition more than one

In At On From To

This is Sam , our Head Chef. He is very busy because he prepares all the meals at the Casablanca. He arrives at the restaurant.....9.00.....the morning. He is especially busy.....lunch time. Lunch is served.....12.00.....14.00 every day. The restaurant is open.....Tuesday.....Sunday. On Saturday evening the restaurant is usually full so Sam starts preparing the dishes.....the afternoon.....Sunday he prepares a special meal. Sam always prepares a delicious cake for his birthday. His birthday is.....November.Autumn he usually prepares his speciality. Sam goes away holiday. He always says he needs it!

***Read the text again then answer the questions**

1. What does Sam do?
2. Which restaurant does he work for?
3. What is his responsibility?
4. What time does he go to the restaurant everyday?
5. Why is he always busy?
6. What does he do on Sunday?
7. What does he prepare for his birthday?
8. When is his birthday?

***Read the following paragraph and translate it into Vietnamese**

The food and beverage department is made up by the food and beverage manager who directs the work of the department, the purchasing steward who buys, receives and stores food and beverages for the department, the executive Chef who decides on the items on the menus and coordinates the preparation of the food and beverages, the chief steward who is in charge of sanitation, the headwaiter who is responsible for serving the food and beverages to the guests and the food and beverage controller who maintains control over the system, prepares statement for the management and analyzes all stages of the food and

beverage operation. Under these people are store keeper, icemen, chefs, assistant chefs, butchers, pastrymen, bakers, waiters and waitresses, bartenders, porters and barboys.

There are mainly five kinds of restaurant services. They are gueridon service, silver service, plate service, buffet (self-catering) service and take away service. The first three kinds of services are sit-down one and a stand-up service and a buffet service can be both a sit-down one and stand-up one. Take away service is usually associated with snack bars and fast food outlets. In gueridon service, the waiter must always be well-trained and skilled for. He has to perform such things as filleting, carving and cooking special dishes in front of the guest. In silver service, the food is prepared in the kitchen and brought to the guest's table on a silver tray

2.6. WRITING

*Match the people and their responsibilities

- | | |
|-------------------|--------------------------------------|
| 1. head chef | a) takes bookings |
| 2. assistant chef | b) organizes the waiters |
| 3. commis | c) cooks the main courses |
| 4. receptionist | d) serves the customers |
| 5. waiter | e) cooks the bread |
| 6. maitre`d | f) peels and prepares the vegetables |
| 7. pastry chef | g) prepares salads and side orders |

*Example:

The head chef is responsible for cooking the main courses.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....

*Which word is different? Underline it

1. U-shape	Fridge	Stove	grill
2. morning	Supper	Evening	afternoon
3. freezer	Horseshoe	deep-fryer	oven
4. lunch	Dinner	Breakfast	banqueting style
5. dining-room	Bar	Kitchen	small
6. Italian	Japan	Dutch	Greek
7. commis	Chef	Butter	Waiter
8. bread	Roll	Toast	Jam
9. boil	Roast	Fry	hot
10. shrimp	Oyster	Fish	beef

2.7. INTRODUCING SOME DISHES

2.7.1. Roast potatoes

***Ingredient:**

clean fat 150 g
small potatoes 1kg
peeled

***Method:**

Place the fat in a roasting tray and heat; add the potatoes, season with salt and move them until coated with fat.

Place in a hot oven at 220 degree centigrates and cook until golden brown (approx. 50-60 mins.)

Remove , drain and serve in vegetable dishes.

2.7.2. Italian dressing

***Ingredient:**

anchovy fillets
made English mustard
tarragon vinegar
olive oil
garlic, very finely, chopped
fresh tarragon, finely chopped

***Method:**

Pass the anchovies through a fine sieve and place in a basin with the mustard. Mix together then add the vinegar and the oil slowly and mixing thoroughly.

Add and mix in the garlic and tarragon.

Adjust the seasoning with salt and pepper as required.

2.7.3. Mayonnaise sauce

***Ingredients:**

French	Mustard		
salt			
Sugar			
EggYolk			
Vinegar	or	Lemon	Juice
Olive	Oil		
Pepper			
Chilli			

Cream

***Method:**

1. Put mustard, salt, sugar, pepper, chilli powder and egg yolk in a mixing bowl.

2. Blend all the ingredients together.

3. Add 1 tsp of lime juice and a few drops of oil, beating the mixture thoroughly with the help of an egg beater.

4. Continue adding oil by drops, beating the mixture after each addition until the mixture thickens.

5. Add the lemon juice whenever the mixture turns too stiff.

6. Use up all the oil and lemon juice, beating the mixture continuously.

7. Beat in the cream before serving.

2.7.4. Potato salad

***Ingredients**

potatoes

onions, chopped

hard-boiled eggs, quartered

bacon ,cut into thin strips

celery, chopped and fried

mayonnaise

teaspoon of sweet paprika

***Method:**

Peel potatoes and cut into 2cm cubes. Cook in a large pan of boiling water until just tender. Do not over cook . Drain and cool completely.

Combine potatoes, onion and celery in a large mixingbowl. Mix the mayonnaise and yoghurt together; fold through potato mixture. Transfer to a serving bowl; top with eggs and bacon strips. Sprinkle paprika over salad. Serve at room temperature.

UNIT 2 : FOOD SELECTION

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: some kinds of ingredients

Comparatives and superlatives

How to make some dishes

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 2) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 2

2.1. DIALOGUE

*Listen to Rosa and Sam talk about the menu and put the sentences below into the correct order.

Sam : Rosa, I would like to put a new seafood dish on the menu. Any suggestions?

Rosa : What about a prawn dish or mussels?

Sam : Well, mussels are the cheapest seafood and I think our guests have a more expensive taste than that.

Rosa: Yes, but their cheap price does not mean they taste worse than any other seafood. I think they are tastier than oysters, for example.

Sam: I agree, but I still do not think our customers will like mussels.

Rose: Scallops. What about scallops?

Sam: Scallops, hmm. How do you prepare them?

Rose: Well, first of all, you put them near a hot stove to open them up. Then you remove their shells and wash them under cold water and simmer them in a little milk with sliced onion, herbs and seasoning or in white wine stock. They are delicious in many sauces and.....

Sam: Sounds great! But before we put them on the menu, why don't you prepare some for me to try. We could have dinner together at my place.....

Rose: It is O.K Sam, I can do them for you here this afternoon.

- a) Sam and Rose talk about prices and quality.
- b) Sam asks for suggestions about changes to the menu.
- c) Rose suggests another dish.
- d) Sam invites Rosa for dinner
- e) Rose suggests two dishes
- f) Rose explains how to cook scallops.

*Answer the questions:

1. What kind of dish does Sam want to put on the menu?
2. Why are mussels not popular with the guests?
3. Which seafood do Sam and Rosa prefer to oysters?
4. Who knows how to prepare scallops?
5. When does Sam suggest they should try the scallops?
6. How does Rosa answer Sam?

2.2. LANGUAGE STUDY

2.2.1. Comparatives and superlatives

Look at these sentences and complete the information below:

- a. They are cheaper than oysters.
- b. I think they are tastier than oysters.
- c. Our guests have more expensive tastes.
- d. Mussels are the cheapest seafood.
- e. Lobster is the most expensive seafood on the menu.

***Comparative form**

short adj er.....+ than.....

long adj more...+ than.....

***Superlative form**

short adj the + adj + est.....

long adj the + most + long adj.....

***Be careful of these irregular superlative and comparative forms**

good	better	the best
bad	worse	the worst
far	farther/further	the farthest/the furthest
little	less	the least
much/many	more	the most
old	older/elder	the oldest/ the eldest

2.2.2. Practice

Exercise 1: Using the suggestions to write the sentences (using the comparative adjectives)

1. Beef Salad / good / Russian Salad
2. Fried duck / delicious / Fried bird
3. Cheese cake / attractive / Cream cake
4. This dish / expensive / That one
5. Hoa Hong restaurant / comfortable / Hoa Sen restaurant
6. Fried Flour Shrimps / fat / Rolled Leaf Shrimps

Exercise 2: Using the suggestions to write the sentences (using the superlative adjectives)

1. Hamburger / famous / The United States
2. Paella / popular / Spain.
3. Chocolate / attractive / Belgium.
4. Sushi / delicious / Japan.
5. Giros / easy / to find / Greece.
6. Pasta / good / Italy

Exercise 3: Use the information to write comparative and superlative sentences

1. Prawns tasty/ oysters
2. French wine/ popular/ in the UK
3. Milk/ good/ for you/ lemonade
4. Lobster /expensive/ seafood/ on the menu
5. Champagne/ good drink/ in the world
6. Spaghetti carbonara/ creamy/ spaghetti bolognese
7. Pasta/ traditional/ in Italy/ in Spain

2.3. SPEAKING

***Pair work**

1. Do you like shopping?
2. How often do you go shopping?
3. What kinds of shopping do you like?
4. How do you often go shopping?
5. Who do you often go shopping with?

2.4. READING

(1). Read the text and choose the best answer

Food and ideas about cooking have been passing from one part of the world to another ever since the stone age revolution began in the Middle East. They were part of the spread of civilization. Though since people change their tastes in painting and architecture much faster than their tastes in food, knowledge of

what was eaten is less far than knowledge of the houses that were lived in or the clothes that were worn. Cookery books were few before the 17th century - and how close are the general eating habits at any period to the cookery books published?

Change owed more to the movement of people, of armies, of merchants, of wealthy land owners, than to books. Before canals, the railways, good roads, most people ate what could be produced within a thirty-mile area. Ports did better of course, if they were on a big trade route. For most people food was basically regional food and there was not always enough of it either. Even in good areas, poor country people had little to eat since most of what they produced went for sale at local markets. Only wealthy men could buy expensive seeds to grow unusual vegetables, or employ gardeners who understood how to grow fine fruit unfamiliar to the place they lived in, or afford cooks trained elsewhere to provide variety at mealtimes.

The undoubted advantages of present-day large-scale manufacture and organization-outstanding cleanliness, quick distribution, prices that allow far more people than ever in the past to satisfy their hunger-have not so far come to us together with an excellent quality of flavour. Moreover, in a world where possibilities are endless, business seems to try to limit choice beyond a certain level. Of the 300 varieties of pear that are listed by one French 17th century gardener-even though he had to admit that only 30 of them were really worth eating-only about half a dozen are now produced in Europe.

1.1. Why do we know so little about the food people ate in the past?

- A Eating habits used to change very quickly.
- B There were no cookery books before the 17th century.
- C Cookery books probably donot reflect contemporary eating habits.
- D There are very few paintings of food.

1.2. Changes in eating habits were due to

- A shortages of basic foods
- B the influence of travellers
- C developments in agriculture
- D the recipes of foreign cooks

1.3. What is the proplem with our food today?

- A It is too expensive for many people
- B It is manufactured too quickly
- C It does not taste as it used to
- D It is exported in very large quantities

1.4. What point is the author making in the example about the pear in the last paragraph?

- A There is not as much variety now as before
- B There was more variety in the past but quality was not as high
- C Most pears which were produced were inedible
- D There is more variety outside Europe than in Europe

(2). Read the text “ Fish and Chips “ and choose the best answer

"Fish and chips" is deep-fried fish in batter with deep-fried potatoes, and a popular take-away food. Fish and chips is originally from the United Kingdom, but also very popular in Australia, Canada, Ireland, New Zealand, South Africa and some coastal towns of the Netherlands and Norway; and also increasingly so in the United States and elsewhere. For decades it was the dominant (if not the only) take-away food in the United Kingdom. The fried potatoes are called chips in British and international usage; and while American English calls them French fries, the combination is still called "fish and chips". (Potato chips, an American innovation, are a different potato-derived food, and are known as crisps in the United Kingdom.) Fish and chips have separately been eaten for many years – though the potato was not introduced to Europe until the 17th century. The originally Sephardi dish Pescado frito, or deep-fried fish, came to Netherlands and England with the Spanish and Portuguese Jews in the 17th and 18th centuries. The dish became popular in more widespread circles in London and the south-east in the middle of the 19th century (Charles Dickens mentions a "fried fish warehouse" in Oliver Twist) whilst in the north of England a trade in deep-fried "chipped" potatoes developed.

It is unclear when and where these two trades were merged to become the fish and chip shop industry we know today. The first combined fish and chip shop was probably the one opened in London by Joseph Malin in 1860. During World War II, fish and chips were one of the few foods that were not rationed in the UK

1. Fish and chips are popular only in England.

A. True.

B. False.

C. We don't know.

2. Americans call "French fries" what British call "chips".

A. True.

B. False.

C. We don't know.

3. Americans call "chips" what British call "crisps".

A. True.

B. False.

C. We don't know.

4. The potato was introduced to Europe in the 18th century.

A. True.

B. False.

C. We don't know.

5. The dish became popular in the 19th century.

A. True.

B. False.

C. We don't know.

6. The first fish and chip shop was opened in the 19th century.

A. True.

B.False.

C. We don't know.

7.Fish and chips were not eaten during World War II.

A.True.

B.False.

C. We don't know.

2.5. INTRODUCING SOME DISHES

(1) Mediteranean chicken

***Ingredients:**

4 medium skinless, boneless chicken
teaspoon of salt
teaspoon of coarsely ground black pepper
teaspoons of olive oil
small onion, finely chooped
tomatoes
olive
tablespoon of fresh lemon juice
cheese
tablespoons of chopped fresh parsley

***Method**

1. Sprinkle chicken with salt and 1/8 teaspoon olive pepper
2. In nonstick 12inch skillet, heat 1 teaspoon olive oil over midium-high heat until hot. Add chicken and cook 6 minutes. Reduce heat to medium; turn chicken over and cook 6 to 8 minutes longer, until juices run clear when thickest part of breast is pierced with tip of knife. Tranfer chicken to platter; cover with foil to keep warm.
3. In same skillet, heat remaining 2 teaspoons olive oil over medium-low heat. Add onion and cook, stirring, about 5 minutes or until tender and golden. Add tomatoes, olives, lemon juice, 1/4 cup water, and remaining 1/8teaspoon pepper and cook, stirring, 1 minute or until tomatoes release their juice. Stir in feta cheese and parsley.
4. To serve, pour tomato mixture over chicken. Make 4 main-dish servings

(2) Grilled skewered pork

***Ingredients**

tablespoon of honey
tablespoon of fish sauce
garlic, peeled of minced
2 spring onions (scallions) , chopped
teaspoons of oyster sauce
teaspoon of salt
teaspoon of freshly ground black pepper
450g pork, thinly sliced
bamboo skewers

***Method**

1. In a large mixing bowl, combine the honey , fish sauce, garlic, spring onions, oyster sauce, salt and pepper, mixing well. Add the pork, coating the slices well. Cover and marinate for 1 hour.
2. Meanwhile, start the barbecue fire. Soak the bamboo skewers.
3. When ready to eat, thread the meat strips on the skewers. Skewers which are too generous will char on the outside by the time the inside is cooked.
4. Grill over medium- hot coals for 3 to 4 minutes, brushing the meat with the marinade. When browned and cooked, remove from the fire and serve.

(3) Russian salad

***Ingredients**

Mayonnaise, Potatoes, Carrot
Capsicum, Cucumber, Cabbage
Tomatoes, Salt to taste, Pepper to taste

***Methods**

In order to make Russian salad, you need to boil peas, potatoes and carrot as well. Now, chop the boiled potatoes, boiled carrot, capsicum, cucumber, cabbage and tomatoes. In a bowl, put all the vegetables and mix them well. Now, add the pineapple slices as well. Stir the mixture once again. Fold in the mayonnaise and then add salt and pepper, as per your taste. Stir the ingredients well. Finally, add the cream and mix well. Your Russian salad is almost ready. Now, you just need to serve it properly. Take a rice dish or any flat dish and spread the salad on it. Garnish with tomato slices, cucumber slices and pineapple pieces.

UNIT 3: IN THE KITCHEN

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: vegetables, meat and dishes

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 3) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 3

2.1. DIALOGUE

Read the text and answer the questions

Britain meals

A traditional English breakfast is a very big meal-sausages, bacon, eggs, tomatoes, mushrooms.....

But nowadays many people just have cereal with meal and sugar, or toast with marmalade, jam, or honey. Marmalade and jam are not the same! Marmalade is made from oranges and jam is made from other fruits. The traditional breakfast drink is tea, which people have with cold milk. Some people have coffee, often instant coffee, which is made with just hot water. Many visitors to Britain find this coffee disgusting!

For many people lunch is a quick meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread. They want brown, white, or a roll-and then all sorts of salad and meat or fish to go in the sandwich. Pubs often serve good, cheap food, both hot and cold. School children can have a hot meal at school, but many just take a snack from home-a sandwich, a drink, some fruit, and perhaps some crisps.

Tea means two things. It is a drink and meal! Some people have afternoon tea, with sandwiches, cakes, and, of course, a cup of tea. Cream teas are popular. You have scones (a kind of cake) with cream and jam.

The evening meal is the main meal of the day for many people. They usually have it quite early, between 6.00 and 8.00, and often the whole family eats together.

On Sundays many families have a traditional lunch. They have roast meat, either beef, lamb, chicken, or pork, with potatoes, vegetables, and gravy. Gravy is a sauce made from the meat juices.

The British like food from other countries, too, especially Italian, French, Chinese. People often get take away meals- you buy the food at the restaurant and then bring it home to eat. Eating in Britain is quite international!

(1) Questions

1. What do British people have for breakfast?
2. How about Vietnamese breakfast? Is it big or small?
3. Do British people have hot things or cold things?
4. Do they eat a lot of fish?
5. What is your favourite food?
6. Have you ever tried English food?
7. Have you ever cooked English dishes?

(2) Are the sentences true(v) or false (x)? Correct the false sentences

- a. Many British people have a big breakfast:
- b. People often have cereal or toast for breakfast.
- c. Marmalade is different from jam.
- d. People drink tea with hot milk.
- e. Many foreign visitors love instant coffee.
- f. All British people have a hot lunch.
- g. Pubs are good places to go for lunch.
- h. British people eat dinner late in the evening.
- i. Sunday lunch is a special meal.
- j. When you get a take away meal, you eat it at home.

2.2. INTRODUCING SOME DISHES

(1). Lemon sole in white wine

***Ingredient**

- 4 fillets of lemon sole
- salt and freshly ground
- pepper to taste
- white wine
- teaspoon of minced tarragon
- egg yolks
- butter
- cream

***Methods**

1. Season sole with salt and pepper. Place in a large fillet and pour in white wine to barely cover. Add tarragon.
2. Simmer gently until fish flakes easily with a fork, but do not overcook (about 5 minutes)
3. Lift fillets gently to a flat fireproof dish, big enough so that they lie flat and do not overlap.
4. Reduce the wine until it measures about 2 tablespoons. Put the egg yolks and the butter
5. Beat with a wire whisk until smooth and thick. Add the reduced wine and cream and beat again until smooth.

(2). Beef and red wine casserole***Ingredients:**

- 1 kg of steak
- 2 rashers bacon
- olive oil
- plain flour
- red wine
- fresh thyme leaves
- onions
- butter
- garlic
- mushrooms fresh thyme, to garnish

***Methods**

1. Trim meat of excess fat and cut into 1.5 cm cubes. Cut bacon into 1 cm strips.
2. Heat oil in a large pan, add bacon, cook until brown; remove. Add onions to pan and add cook in bacon fat until well browned, remove. Add garlic and cook 1 minute. Cook meat pieces in remaining fat to colour; stir through flour. Stir in red wine, stir until mixture boils and thickens. Return onions and bacon to pan , reduce heat, cover and simmer for 1 hour.
3. Heat butter in a small pan , add mushrooms and cook until soft. Stir mushrooms and juices through cassorole, cook uncovered further 30 minutes.
4. Serve casserole garnished with fresh thyme and accompany with fresh vegetables.

(3) Juicy Roasted Chicken

***Ingredients**

1. 1 (3 pound) whole chicken, giblets removed
2. salt and black pepper to taste
3. 1 tablespoon onion powder, or to taste
4. 1/2 cup margarine, divided
5. 1 stalk celery, leaves removed

***Methods**

1. Preheat oven to 350 degrees F (175 degrees C).
2. Place chicken in a roasting pan, and season generously inside and out with salt and pepper. Sprinkle inside and out with onion powder. Place 3 tablespoons margarine in the chicken cavity. Arrange dollops of the remaining margarine around the chicken's exterior. Cut the celery into 3 or 4 pieces, and place in the chicken cavity.
3. Bake uncovered 1 hour and 15 minutes in the preheated oven, to a minimum internal temperature of 180 degrees F (82 degrees C). Remove from heat, and baste with melted margarine and drippings. Cover with aluminum foil, and allow to rest about 30 minutes before serving.

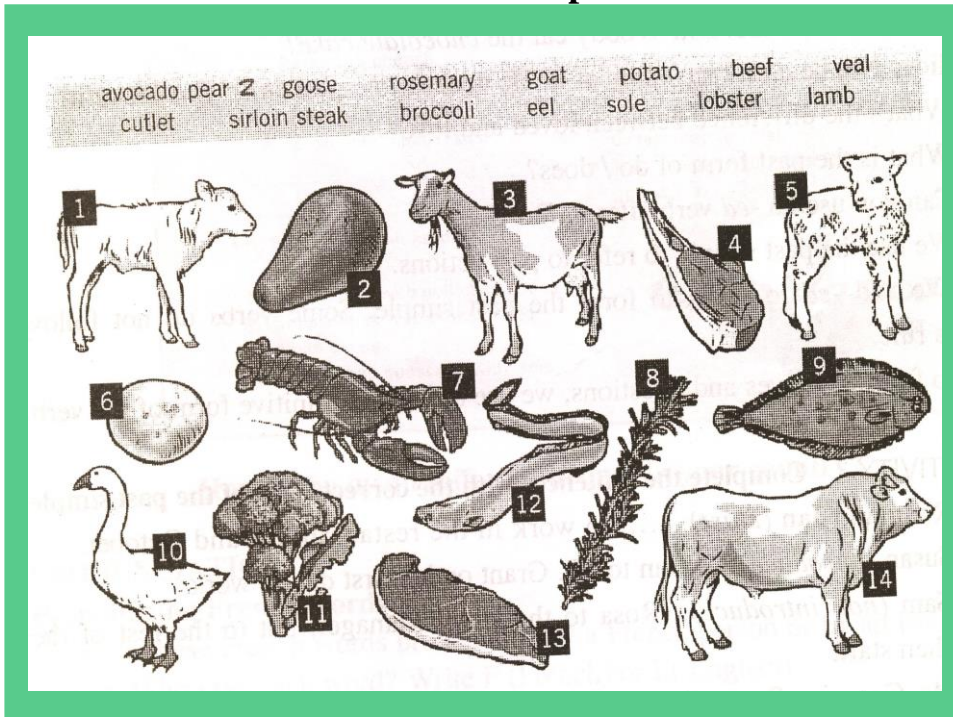
2.3. VOCABULARY

2.3.1. Some verbs use in the kitchen

***Match the verbs on the left with the definitions on the right.**

- | | |
|-------------|----------------------------------------------------------------------------------------------------------------|
| 1. bake | a. to cook food on or under a direct flame |
| 2. chill | b. to decorate |
| 3. cream | c. to cook in an oven |
| 4. deep-fry | d. to cook in oil or fat in a shallow pan |
| 5. dice | e. to fry in a little fat at a lower temperature |
| 6. fry | f. to cook over a fire or in an oven with oil or fat |
| 7. garnish | g. to cook eggs(without their shells) or fish in gently boiling water |
| 8. grill | h. to cook for a short time in boiling water |
| 9. poach | i. to mix ingredients together until they form a smooth mixture |
| 10. roast | j. to cut food into small cubes |
| 11. slice | k. to cut food in a deep pan of boiling oil or fat |
| 12. saute | l. to cut into large, thin pieces |
| 13. stuff | m. to cook over a pan of boiling water by allowing the steam to pass through holes in a container with food in |
| 14. steam | n. to put breadcrumbs, chopped meat, etc inside meat or vegetables and cook and serve them. |

***Match the words in the box to the picture.**



2.4. EXERCISES

2.4.1. Choose the best answer

1. Please put these dirty places into the.....
 - a. refrigerator
 - b. blender
 - c. dishwasher
 - d. deep frier
2. When you make pastry, you need to put the flour through a.....
 - a. ladle
 - b. sieve
 - c. pan
 - d. whisk
3. You usually cook bread in a.....
 - a. baking-tin
 - b. frying-pan
 - c. saucepan
 - d. stockpot
4. When you make a flan , you put the flan dish into the.....
 - a. hob
 - b. grill
 - c. mincer
 - d. oven
5. Pierre is on the early.....He starts work at 7 a.m
 - a. supply
 - b. station
 - c. shift
 - d. kitchen
6. Look over there, next to the window:is the door to the cold store
 - a. this
 - b. that
 - c. these
 - d. those
7. We make the soup by putting the stock and cooked vegetables into a.....
 - a. mincer
 - b. stockpot
 - c. rack
 - d. blender
8. We usually have a break for about half an hour.....11 a.m
 - a. in
 - b. on
 - c. at
 - d. with
9. The assistant chef is responsible.....The hot soup, starters, and side orders.
 - a. of
 - b. from
 - c. to
 - d. for
10. We keep the food warm under the heat.....
 - a. lamps
 - b. racks
 - c. lines
 - d. stations

2.4.2. Read the following passage and say whether the statements True or False

Buffets are a very popular way of entertaining, especially for large groups. They may be served as a luncheon or dinner. They may be formal or informal. Food

may be served cold or warm. At a buffet many people can be served in a short time. Fewer waiters are necessary. The food is attractively arranged on a long table or sideboard. Guests take their plates and choose their food from a variety of dishes. Usually they sit at tables. But at informal buffets on the terrace or in a garden people eat standing up. If they do this, they have to eat most foods with a fork or with their fingers.

1. Buffets are a popular way of relaxing
2. Food can be served cold only
3. Serving buffets needs a lot of waiters
4. At formal buffets, people eat standing
5. Buffets are often formal.

UNIT 4: IN THE DINING ROOM

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: shrimps, crabs, meat and fish

Simple future

Making suggestions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 4) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Written test 1

2. CONTENT: UNIT 4

2.1. DIALOGUE

***Read the dialogue then answer the questions**

Head chef : What would you like to follow?

Man : What is this?

Head chef : It is Greek disk-a kind of pie with layers of aubergine and lamp and tomatoes, topped with a creamy cheese sauce.

Woman : I think I will have some fish , please

Head chef : What a pity ! We have not any sole left, madam, but the turbot is excellent.

Woman : Then I'll have the turbot.

Man : I think I'll settle for Chicken Kiev.

Head chef : Oh, yes. Chicken Kiev is made from chicken breast, herbs and garlic butter.

Woman : How about steak?

Head chef : Rump or fillet, madam?

Woman : Rump, please.

Head chef : And how would you like it to be cooked?

Woman : Medium rare.

Head chef : What vegetables would you like with your fish?

Woman : Some potatoes, and some spinaches.

Head chef : Potatoes Lyonnaises or Duchesse potatoes madam?

Woman : Potatoes Lyonnaises, please.

Head chef : Potatoes lyonnaises is made from thin slices of potatoes and onions. And you, sir?

Man : Vegetables, oh, peas, French beans, please.

***Questions:**

1. What is the Head chef doing?
2. Is he in the kitchen or in the dining room?
3. What would they like to order?
4. Which vegetables would they like?
5. How would she like the steak to be cooked?
6. What is Chicken- Kiev made from?

2.2. LANGUAGE FOCUS

2.2.1. The future simple: An action will happen in the future.

S + will/ shall + V

I'll have the turbot.

I will have some fish.

I'll settle for Chicken Kiev

2.2.2. Suggestions / Offers

Would you like sth?

Would you like to + V?

How about sth/ V.ing

How would you like it to be cooked?

What vegetables would you like with your fish?

How about steak?

2.3. READING

Read the following paragraph about Vietnamese traditional Tet then answer the questions

Food for Tet

As Tet (Lunar New Year Holidays) is the biggest holiday in the year, Vietnamese people welcome by decorating their homes and preparing traditional dishes to enjoy themselves and entertain their guests. The Vietnamese expression of " An tet" which covers all activities they do in Tet literally means " Eating the Tet ".

On the last day of the old year , Vietnamese people attach great significance to offering to their ancestor traditional dishes.

The traditional menu for Tet normally includes pig trotters stewed with bamboo shoot (chan gio ninh mang), dried pig skin soup (canh nau bong) , steamed sticky rice with monordica (xoi gac) , boiled chicken, stir fried almond (xao hanh nhan), papaya salad(nom du du) and green bean pudding (che kho) .Some other traditional dishes, also included in the menu, are now available in the market.

They include lean pork pie (gio lua), pork head pie (gio thu) , roasted cinamon pork pie (cha que) , roast pork ,and especially square sticky rice cake (banh chung)

Beside traditional dishes, no one can forget to make a tray of Mut Tet and betel and areca ready to entertain their visitors.

However there are some differences in the Northen , Central and Southern parts of the country because of different weather conditions and local agricultural products.

In the North, in the traditiona lmenu, there is one item that can not be missed: pickled scallion.

Hue, the ancient imperial city in the Central Part of the country, is famous for its royal culinary art in feudal time with hundred of dishes created for the occasion of Tet for the Kings and the royal family. In stead of square sticky rice cake, every family in Hue has round shape glutinous cake (banh tet).

In the South, with Ho Chi Minh City as the centre, every family has a pot of coconut milk with salt as the coconut tree is very popular in the region. The Southerners are accustomed to making use of its milk or its oil when they prepare food, which gives cooked food as a special flavour. Round shape glutinous cake and rice waffle (banh trang) are a must on the Tet menu.

The food of Vietnamese eat at Tet are varied . What they have in common that the people want to have the best and the most beautiful looking food on this occasion to offer their ancestors and to treat their friends and guests.

***Questions:**

1. How do Vietnamese people welcome their Tet?
2. Can you describe the traditional menu for Tet ?
3. What are the differences in the Northern, Central and Southern Parts of the country?
4. What do people in the whole country have in common in preparing food for Tet?
5. Do you know how Vietnamese people decorate their houses to welcome Tet?

2.4. VOCABULARY

(1) Match the words in the box to the picture.

frying-pan / coffee –maker / Bottle-opener /Cabinet /Cooker
/Dishwasher/ Dish-crack/ Oven / Dustpan /Sink/ Cupboard/ Gas cooker
/Mincer / knife/Napkin / Pail / Sieve / Spoon/Toaster/ Tea pot/ Mixer/



F.1



F.2



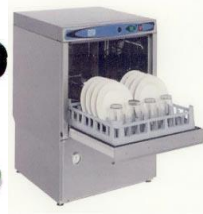
F.3



F.4



F.5



F.6



F.7



F.8



F.9



F.10



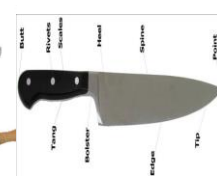
F.11



F.12



F.13



F.14



F.15



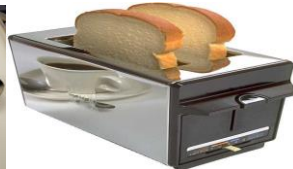
F.16



F.17



F.18



F.19



F.20



F.21

(2) Underline the word that does not belong.

1. lamb/ goat/ insect/ dolphin
2. grass/ hamburger/ rice/ palm
3. bowl/ chopstick/ plate/ cat
4. dog/ mouse/monkey/ rice
5. fried/ boiled/ roasted/ sent

2.5. SPEAKING

*Groupwork

Ask your partners following questions:

- What do people eat as a basic food in your country?
- How do you cook in your country to make basic food like rice more interesting?

*Pairwork

Imagine that a foreign friend has asked you for a recipe of typical national dish that is a speciality of your country which he or she can prepare easily

Decide on a suitable national dish.
What do you think ingredients are needed?

2.6. SOME DISHES

(1) Prawn in garlic sauce

***Ingredients**

prawns peeled and deveined
garlic, peeled and chopped
tablespoon of fish sauce
teaspoon of salt
tablespoons of oil
red or green chillies, chopped
sprigs fresh coriander (cilantro) , coarsely chopped.

***Method**

1. Place the prawns in a large mixing bowl and stir in 1 teaspoon fish sauce and the salt. Set aside for 30 minutes.
2. Heat the oil in a wok or frying pan over high heat, add the prawns, and stir-frying until they turn pink, about 5 minutes. Remove to a serving platter.
3. Stir the chillies, the remaining fish sauce and garlic, and the oyster sauce into the wok and cook over high heat for about 1 minute. Pour over the prawn, garnish with the fresh coriander.

(2) Baked snapper with garlic and tomatoes

***Ingredient**

1 kg of whole snapper
lemon
onion
garlic
fresh thyme
olive oil
Sauce

olive oil, onion, garlic, sugar, anchovies, white wine, tomatoes

***Method**

Place lemon slices, onion, garlic and thyme into gutted fish cavity.
Score the thickest part of the fish with two diagonal slashes on both sides.
Stir in sugar, anchovies, wine, tomatoes and their juice, lemon juice and thyme.
Pour sauce over the prepared fish and bake for approximately 20 minutes.

2.7. WRITTEN TEST 1

(1) Choose a suitable sentence to fill in a blank

- A. Do you have mineral water?
- B. Good evening. I'd like a table for one.
- C. How much is it?
- D. What do you have?
- E. I think I'll have the pizza.
- F. Can you bring me the menu, please?

G. Nothing more, thanks. Oh yes, perhaps a green salad.

H. Yes, that's fine.

Waiter: Good evening, sir. How can I help you?

David: (0) B

Waiter: Certainly, sir. This one the window?

David: (1)

Waiter: And what would you like to eat?

David: (2)

Waiter: Spaghetti with meat and tomato sauce is very nice, or there is four – cheese pizza.

David: (3)

Waiter: Fine. And would you like anything with it? Garlic, bread or

David: (4)

Waiter: OK. And to drink?

David: (5)

Waiter: Yes, certainly. So that's one four – cheese pizza. one green salad and one mineral water. Thank you, sir?

(2). Rewrite the sentences

They are sweeping the kitchen

⇒ The kitchen...

They prepared the food in 2 hours

⇒ It took...

She started to cook in the restaurant in 1999

⇒ She has...

She didn't go to the market because of her broken leg

⇒ Her broken leg...

She cleaned the restaurant in 30 minutes

⇒ It took...

He is the most careful manager I've ever met

⇒ I have...

Eating fruits is good for our health

⇒ It's

He has never enjoyed a more delicious meal than this one

⇒ This...

She is the gentlest in hotel

⇒ No one...

How much is your pan?

⇒ What is

(3). Fill in each blank with a, an, some and any

1. Will you have.....tea?

2. Please buy.....butter for mother.

3. She doesn't wantice-cream

4. She put..... sugar in the coffee this morning. It became so sweet that I can't drink it.

5. They don't need.....coffee.
6. There are.....lot of eggs in the fridge
7. Is there.....guava on the table?
8. May I go out for.....drink?
9. She hardly drinks.....coffee.
10. She didn't see.....milk in the fridge

UNIT 5: VIETNAMESE DISH

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: some dishes and how to make some Vietnamese dishes

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 5) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 5

2.1. PRESENTATION

What is your favourite main dish?

What is your favourite ethnic food?

What do you like to cook?

What is your special food?

2.2. DIALOGUE

(1). Read the dialogue and translate it

Lan: Could you give me the recipe for a simple main course? Something is easy to prepare. It is for a dinner.

Nam: What about fish braised in Caramel sauce?

Lan: Is it easy to prepare?

Nam: Yeah. I can give you a simple recipe. How many is the dinner for?

Lan: For four.

Nam: Oh, I see. You will need 750g catfish fillets, 2 tablespoons vegetable oil, 4 thin slices fresh ginger shredded, 2 quantities 2/3 cup caramel sauce. Heat the oil in a wok over medium heat. Add the fish and stir -fry for 3 to 4 minutes on each side. Add the shredded ginger and caramel sauce and bring the mixture to boil. Reduce the heat to low and cook another 5 minutes, or until the fish is done. Remove from the heat and place on a serving plate.

(2) Questions:

1. Who is the planning a dinner?
2. Who suggests a main course recipe?
3. What is the main course?
4. How many ingredients do you need to prepare the main course?
5. How is it made?
6. How many people is it for?

2.3. LANGUAGE STUDY

*Using It + tobe + adj + to infinitive

Sometimes an infinitive is used as the formal subject of a sentence. And an infinitive is more commonly used after an adjective. The word refers to and has the same meaning as the infinitive phrase at the end of the sentence.

Eg: It is easy to prepare.

Complete the sentences with an infinitive phrase

1. It is fun.....
2. It is dangerous.....
3. It is easy.....
4. It is important.....
5. It is wrong.....
6. It takes a lot of time.....
7. It is a good idea.....
8. It is difficult.....
9. It is impossible.....
10. It is essential.....

*Using What about sth/ Ving?

It is used to suggest sb doing sth

Eg : What about fish braised in Caramel sauce?

Complete the sentences by using suggestions

1. How about.....
2. She suggested.....

3. What about.....
4. If I were you, I would.....
5. Why don't you.....
6. Shall we.....
7. You should.....
8. You had better not.....
9. Let's.....
10. I advised you.....

2.4. INTRODUCTION OF SOME TYPICAL DISHES

(1). Fish in lemongrass sauce

***Ingredients**

Zesty lemongrass cooked with garlic, shallots and fresh chillies makes an appetizing combination, and a wonderful flavour companion for fish.

2 stalks lemongrass, thinly sliced then minced 3 cloves garlic, peeled and minced 2 chillies, diced.

freshly ground black pepper

fish sauce

sugar

curry whole fish, such as red snapper or sea bass

oil

fresh coriander(cilantro) , coarsely chopped

***Methods**

1. Combine the lemongrass, garlic, chillies, black pepper, fish sauce, sugar and curry in the container

2. Place the fish on a flat surface and using a sharp knife. Place the fish in the container, making sure to coat it evenly with the marinade mixture. Set aside for an hour.

3. Heat the oil in a large frying pan over medium heat. Place the fish in the skillet, browning it well on one side, about 7 minutes. Turn it over and brown the other side. Remove it from the heat and place it on a serving platter. Garnish with fresh coriander and serve

(2). Beef stew

***Ingredients**

2 stalks lemongrass, finely chopped

1 red or green chilli, diced

Fresh ginger

Ground cinnamon

Curry powder

Fish sauce

Salt

Freshly ground black pepper

1kg beef

Oil

Onion, peeled and diced

Garlic, whole peeled

Water
 Tomato paste
 Star anises
 Carrots
 Potatoes, peeled and cubed

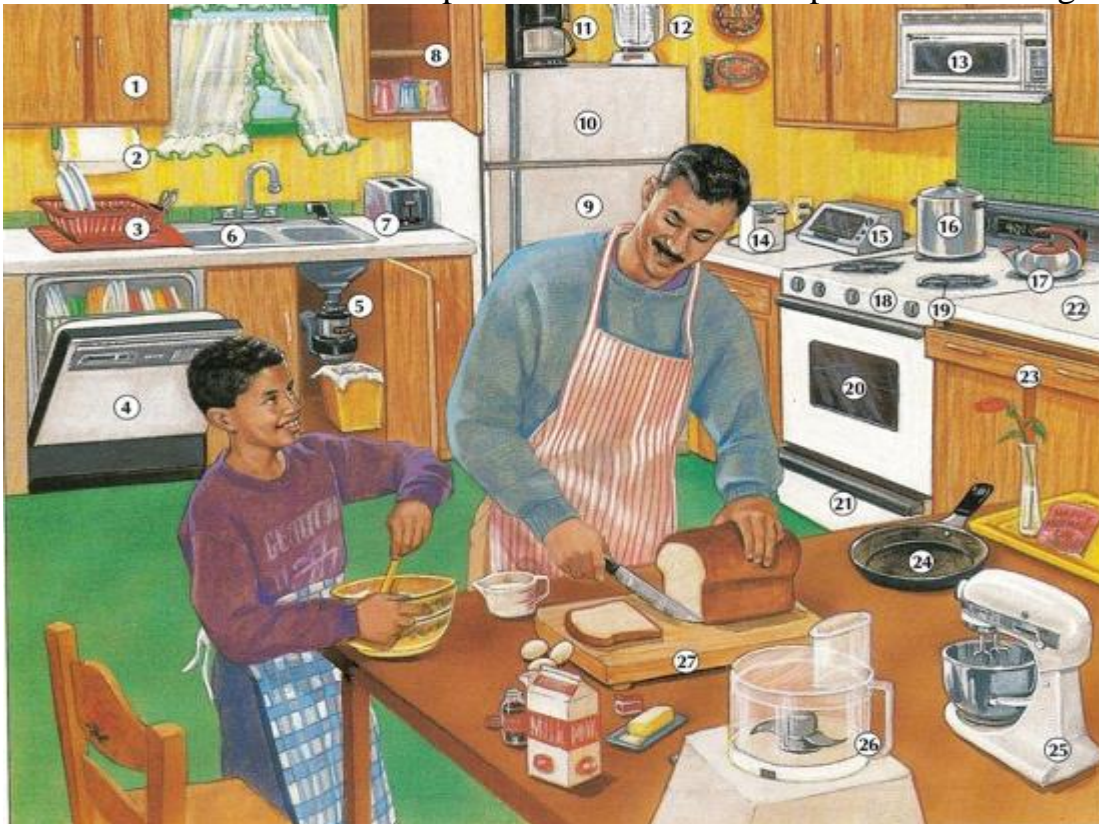
***Methods**

1. In a large mixing bowl, combine the lemongrass, chilli, ginger, cinnamon, curry powder, fish sauce, salt and black pepper. Add the meat and marinade for 30 minutes.
2. Heat the oil in a large saucepan over high heat and stir fry the onion and garlic until fragrant, about 2 to 3 minutes.
3. Add the beef and the marinade and stir-fry about 3 minutes or until the beef is browned on all sides. Add the water, tomato paste and star anise. Boil, then reduce the heat to low and simmer for 1 hour. Add the vegetables and continue simmering until the beef is tender and the vegetables are cooked, about 30 minutes more.

2.5. VOCABULARY

(1) Match the words in the box to the picture

Cabinet/ paper towels/dish drainer/dishwasher/garbage disposal/sink/toaster/shelf/refrigerator/freezer/ coffee maker/blender/microwave oven/ electric can opener/ toaster oven/ pot/teakettle/stove/ burner /oven/broiler/counter/drawer/pan/electric mixer/ food processor/ cutting board



(2) Underline the word that does not belong

banana/ pork / guava / mango

pork / beef / chicken / cauliflower

beer / milk / oyster

shrimp / fish / prawn / goosewine /

stove / hob / cooker / knife

UNIT 6: SOME OTHER ASIAN DISHES

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: dishes and how to make some Asian dishes

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 6) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 6

2.1. PRESENTATION

What is your favourite main dish?

What is your favourite ethnic food?

What do you like to cook?

What is your special food?

2.2. DIALOGUE

- Jan** : Could you give me the recipe for a simple main course?
Something is easy to prepare. It is for a dinner.
- Chang** : What about honey chicken?
- Jan** : Honey chicken? Some customers had that last night.
- Chang** : And what did they think? Did they like it?
- Jan** : They said it was delicious . Is it easy to prepare?
- Chang** : Yeah. I can give you a simple recipe. How many is the dinner for?
- Jan** : For four.
- Chang** : Well, you will need 500g skinless chicken broast, 1 cup cornflour, 1/2 teaspoon baking power, 2 eggs white, cold water, extra cornflour for dusting chicken, 3/4 cup clear honey. 1 1/2 teaspoon sweet chilli sauce
- Jan** : Could you tell me how to make it?
- Chang** : Oh, I see. Firstly you have to cut the chicken into pieces, make a creamy batter of the cornflour, baking powder, beaten egg white and cold water. Dust chicken pieces with cornflour, then dip into the butter. Deep- fry for about minutes until crisp on the surface and cooked through. In another pan melt the honey with chilli sauce. Pour over the chicken and serve immediately.

2.3. LANGUAGE STUDY

2.3.1. Past simple (irregular verbs)

- These verbs are irregular because they never take "ed" in the past.
- With negative sentences and questions use "did" and an infinitive.
- The past form of the verb be: is was (I , she, he , it) were (you, we, they)
- The verb "be" does not use "did" for negative sentences and questions.

*How about + Noun or V-ing/ What about + V.ing?

Eg: How about going to the restaurant?

What about going to the restaurant?

* It + tobe + adj+ for SB + to + V

= V.ing + tobe + adj + for SB

Eg: It is easy for me to prepare a meal

= Preparing a meal is easy for me

2.3.2. Practice

Exercise 1. Complete the dialogue with the correct form of the past simple

- Chang** : So, how you (feel) the dinner yesterday?
- Jan** : Don't ask! It (be) a disaster.
- Chang** : you (have) problems with the honey chicken?
- Jan** : No, not exactly. I(have) two guests instead of one.
- Chang** : What?
- Jan** : Rosa (bring) someone with her?
- Chang** : No! Who (be) it?
- Jan** : Susan, the Head Waiter! there I (be) all ready for a romantic dinner. I (put) candles and flowers on the table and (choose) Spanish music for the perfect atmosphere. And then the bell(ring)and there (be) the two of them: Rosa and my boss!
- Chang** : But what (be) the honey chicken like?

Jan : I (not/try) any because I only (make) enough for two people. But they (say) it (be) delicious.

Chang : So, what is the problem? your dinner (be) a success?

Exercise 2. Rewrite the sentences

(1). How about cooking Russian Salad for tonight?

-> What about

(2). It is difficult for him to cook Beef Stew.

-> Cooking

(3). Let's buy some meat for tonight.

-> Shall we

(4). Let's go to the supermarket

-> How

(5). Drinking beer is good for our health

-> It is

2.4. INTRODUCTION OF SOME ASIAN DISHES

(1). Garlic chilli prawns

***Ingredients**

500g of fresh green prawns or tiger prawns, shelled and deveined

5 red chilli pepper, fresh or dried

Vegetable oil

Cloves garlic, smashed with side of cleaver and skinned

Slices ginger, finely cut into shreds

Chilli sauce

Spring onions, cut into 2.5cm sections.

Sauce

1 tablespoon of wine

1 teaspoon of soy sauce

1 tablespoon of tomato sauce (ketchup)

1 teaspoon of salt

***Method**

1. Mix the marinade in a bowl, then add the prawns and toss with a spoon to blend. Leave aside to marinade for 20 minutes.

2. Combine all sauce ingredients and set the aside

3. Cut chillies lengthwise and scrape away the seeds and fibres.

4. Heat the oil in a wok and, when hot, add the chillies and let them scorch.

5. Add the garlic, ginger and prawns together and stir-fry quickly for 1 to 2 minutes, until prawns turn pink and flesh become firm.

6. Add the chilli sauce and stir to blend, then add the spring onions and the sauce mixture, and continue to cook for another 1 to 2 minutes. Transfer to a platter and serve.

(2). Steamed whole fish with fragrant sauce

***Ingredients**

1 whole fresh fish such as sea bass, perch, snapper, trout about 650g.

1 small carrot

Slices garlic

Spring onions

Black pepper

Sauce

1 tablespoon of soy sauce

1 tablespoon of wine

1 teaspoon of sesame oil

1 teaspoon of sugar

1/2 teaspoon of salt

1 teaspoon of corn starch

***Method**

1. Prepare a steamer with rack and bring the water to boil.
2. Scale and gut the fish or have this done at the market, but leave the head, tail and fins on. With a sharp knife, make 3 diagonal cuts into the flesh on both sides of the fish. Sprinkle with wine inside and out. Cut a small carrot in half lengthwise, place the pieces across a steaming plate, and set the fish on top, so that the steam may circulate under the fish. Or use 2 thick spring onions for this purpose.
3. Place the ginger slices inside the fish.
4. Mix the sauce ingredients in a small pan and stir over low heat until sauce is well blended and thickens. Turn off heat and leave on stove.
5. Place the plate with the fish on the rack in the steamer, cover tightly and steam over high heat for ten minutes(12minutes for large fish). If the lid is not tight, put something heavy on top of it to keep the steam from escaping.
6. Remove plate from steamer, then carefully transfer the fish to a serving dish, using two spatulas so that it does not fall apart.
7. Dust the fish lightly with salt, then spread the spring onions slivers evenly over the dish. Reheat the sauce until it boils, then drizzle it slowly over the spring onions. Dust with black pepper and sever.

(3). Tofu with chicken and vegetable

***Ingredients**

4 dried Chinese black mushrooms, soaked in hot water for 20 minutes

300g of tofu

Vegetable oil

Ginger, grated

Carrot

Sugar

Egg, beaten

Onions,

***Method**

1. Drain the mushrooms and squeeze out any excess water. Remove the stems and slice them across thinly.
2. Push tofu through a coarse sieve, leave aside to drain.
3. Heat the oil in a medium saucepan, and saute' the chicken for about 2 minutes, breaking it up into small pieces with a wooden spoon.
4. Add the ginger and mushrooms and cook for a further 2 minutes

5. Add the sake and carrot over high heat and stir for 1 minute.
6. Reduce heat to medium and add the tofu, stirring for about 1 minutes until the tofu is heated through.
7. Dissolve the sugar in the soy in a small bowl and add to the beaten egg. Add the egg mixture and stir until just cooked, about 2 minutes. Fold through the chopped spring onions and serve immediately.

2.5. VOCABULARY

1. Match the words in the box to the picture

Papaya, orange, grapefruit, plum, banana, pineapple, strawberry, apple, watermelon, pomegranate, tomato, grape, mango, star fruit, cucumber, lychee, longan



2. Match these words with their meaning

A

1. Abroad
2. Brochure
3. Boutique
4. Resort
5. Holiday marker
6. Coach
7. Delays

B

- a. comfortable bus, often used over long distance
- b. unscheduled periods of waiting
- c. people are on holiday
- d. place where tourism is the main business
- e. small shop
- f. small book or booklet giving information
- g. in a foreign country, oversea

UNIT 7: HOMEMADE SOUPS

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: some kinds of soups, how to make some homemade soups

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 7) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 7

2.1. PRESENTATION

Is soup a main course or appetizer? Do you have a soup in their meal in your country? Can you name some kinds of soup and the ingredients?

2.2. DIALOGUE

*Read the dialogue

In the dining room, Mrs John, an English teacher is inviting her Vietnamese students to try some soup made by her.

Mrs John : Please, try some soup made from homegrown vegetables.

An : Is it tomato soup, Mrs John?

Mrs John : Yes. That Soup Quick Tomato

Mai : It sounds nice. Why is it called Soup Quick Tomato, Mrs John?

Mrs : Because it does not take long to prepare. About 15 minutes.

An : What ingredients are for the soup? Only vegetables, Mrs John?

Mrs John : In order to make this kind of soup we need vegetables, tomatoes, onion, basil... and some sour cream and bread.

Mai : What is sour cream for, Mrs John?

Mrs John : To have sour and fattening.

Mai : I see. It seems easy to make. Let me try... Oh, it is delicious.

Mrs John : You like it, Mai? I hope it is not very bad, An?

Mai : Yes. It is really nice. I want to make it myself.

Mrs John : I am happy that you both like my soup. If you want to make it by yourselves, I will give you some fresh tomatoes and tell you how to prepare.

Mai : Thank you, Mrs John. You are a good cook.

***Answer the questions:** Which soups are they talking about? Can you tell some other kinds of soup?

2.3. LANGUAGE FOCUS

2.3.1. Infinitive clauses and phrases of purpose

In order to make this kind of soup we need vegetables, tomato, onion, and basil.

To have sour and fattening, it needs some sour cream.

In order for a catering service to succeed, it has to have good cooks.

For a catering service to be profitable, it has to have loyal customers.

S1 + V1 + in order to + V2

= **S1 + V1 + in order for + V.ing**

= **S1 + V1 + so as + to + V2**

= **S1 + V1 + in order that S2 + V2**

= **S1 + V1 + for + V.ing**

= **S1 + V1 + to + V2**

= **S1 + V1 + so that S2 + V2**

2.3.2. Practice

Match the information in column A and B (More than one answer is possible).

A

1. In order to run a profitable restaurant,

2. For a coffee bar to succeed,

3. To run a successful clothing boutique,

4. For a health club to attract new people,

B

a. It has to offer the latest types

of equipment.

b. You need keep up with the

latest styles.

5. In order for a dance club to succeed,
6. In order for a magazin to succeed,

- c. It is a good idea to offer to desserts, too.
- d. It needs to have great music and lighting.
- e. It has to provide useful information.
- f. You need to get a talented chef

2.4. SOME HOMEMADE SOUP

2.4.1. Soup Quick Tomato

***Ingredients:**

- 1 can of tomato soup
- 1 large onion
- 1 clove garlic
- 1 tablespoon of sour cream
- 1 slice of bread
- Oil to cook

***Method:**

Sweat off the garlic and onions in a frying pan. Transfer into a saucepan and add the can of tomato soup any variety.

If you would like an extra homemade look, chop up a couple of fresh tomatoes into cubes and add.

Next chop up your slice of bread into cubes and fry in olive oil until golden brown and very crispy.

Finally when your soup is pipping hot, add the crispy croutons and finish with a dollop of sour cream in the middle.

It is great served with warm crusty bread.

2.4.2. White bean soup

***Ingredients**

- Small white beans
- Chicken stock or water
- Onion, minced
- Garlic, minced
- Bay leaf
- Olive oil
- Salt and pepper to taste
- Ham hock

***Method**

Pick over the bean, rinse and sock over night in cold water. Drain the beans then saute' the remaining ingredients in the olive oil, (except the liquid) for 10 minutes over the medium heat in a large pot.

Add the bean and liquid, bring to boil, then reduce the heat and simmer cover for about 2 -3 hours until the beans are tender.

Discard the bay leaf, remove the ham hock and finely dice the meat from the bones.

Add the meat to the soup, discard the bones and skin. Taste the soup and add more salt and pepper if you like.

2.4.3. Crab Soup (Indian style)

***Ingredients:**

500g crab, cleaned

Tomatoes

Tomato puree

Garlic

Tamarind pulp mixed with 500ml (2 cups) water

Turmeric powder

Pepercorns, crushed

Ground cumin

Coriander leaves

Salt

Spice mix

teaspoons of oil

teaspoons of cumin

1/2 teaspoons of fenugreek

1/2 teaspoons of mustard seeds

sprigs curry leaves

2 dried chillies cut into 2 cm slices

***Method**

Place all the ingredients, except the spice mix, into a medium pan, bring to boil and simmer for 15 minutes.

Meanwhile, heat the oil in a separate pan and add all the spice mix ingredients. Fry gently until aromatic

Transfer the spices to the rasam and cook for a further 2 minutes before removing from the heat.

2.5. VOCABULARY

1. Match the words in the box to the picture.

Scrambled/ Sausage/ Toast/ Waffles/Syrup/ Pancakes/ Bacon/ Grilled cheese sandwich/ Chef's salad/ Soup of the day/ Mashed potatoes/ Roast chicken/ Steak/ Baked potato/ Pasta/ Garlic bread/ Fried fish/ Rice pilaf/ Cake/ Pudding/ Pie/ Coffee/ Decaf coffee/ Tea.

Breakfast



Lunch



Dinner



Desserts



Beverages



2. Put these words in order to get names of dishes.

1. Lemon / grilled / sauce / cod / with
2. Mushrooms / with / roast / sauteed / duck
3. Caviare / Russian/ fresh
4. Lamb / with / Scottish / potatoes
5. Pea / Russian / soup

UNIT 8: CAKES FOR CELEBRATIONS

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: some kinds of cakes and how to make some cakes for celebrations

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 8) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Written test 2

2. CONTENT: UNIT 8

2.1. PRESENTATION

What Festivals and Celebrations are there in your country?

Which cakes are made for each occasion?

Can you make a cake? What ingredients used to make it?

2.2. DIALOGUE

*Read the dialogue then practise

Jane and Mary are preparing for Jane's birthday celebration

Mary : What have we got for the party?

Jane : I've bought sweets, fruits, biscuits, drinks, some flowers and now we're going to clean and decorate the room

Mary : What about a cake? We need a birthday cake.

Jane : We'll buy it at the bakery, just before the party

Mary : Why don't we make one by ourselves? It's cheaper and doesn't take long

Jane : What cakes should we make?

Mary : Let me see. Shall we have a Chocolate Cake?

Jane : A Chocolate Cake? But we don't have any rum or brandy and it takes quite a long to prepare and cook, over 2 hours.

Mary : I see. A coconut cake is nice and easy to make.

Jane : That's a good idea. Let's make a coconut.

*Answer the questions:

- Whose birthday are Jane and Mary preparing?
- What things have they got for the party?
- Are they going to clean the room?
- What cakes are they going to make?
- How long does it take them to prepare and cook a cake?

2.3. LANGUAGE FOCUS

2.3.1. The present perfect tense

Grammar point	PRESENT PERFECT
	We use the Present perfect 1. to talk about recent events and to give news. 2. with <i>for</i> or <i>since</i> to say how long a situation has existed.
	Affirmative
	She <i>has been</i> in Saigon for 3 years. Maria <i>has spent</i> a lot of money on clothes.
	Negative
	I <i>haven't finished</i> the job yet. They <i>haven't paid</i> the rent.
	Interrogative
	<i>Have</i> you ever <i>been</i> to Australia?

1. We use **How long...?** to ask about the length of time of a current situation.

How long have you learned English?

2. We use **for** when the answer is a period of time.

I have learned English for 6 years.

3. We use **since** when the answer is a point of time.

I have learned English since 1997.

2.3.2. Practice

***Complete the sentences with *for* or *since*.**

1. I've known Peter _____ 1998.
2. I haven't eaten anything for _____ three hours.
3. I have learned at this college _____ 2013.
4. I've lived in this city _____ 10 years.
5. I've had these shoes _____ 6 months.

***Write questions with *How long...?* and answer with *for* or *since*.**

1. I am a student. I started learning at this college last year.
How long have you learn at this college?
For a year./ Since last year.
2. I'm living in a city. I moved here 6 years ago.
3. I know John. I met him last summer.
4. Susan works in a company. She started working there in 1995.
5. I like playing guitar. I started playing 5 years ago.
6. I'm married. I got married 2 years ago.
7. I've got a passport. I got it several years ago.

2.4. VOCABULARY

***Do or Make?**

1. Shall we.....some more biscuits for the party?
2. Have the customers.....any complaints about the restaurant?
3. Has that article.....any damage to our hotel's reputation?
4. Could you.....me a favour?
5. Did we.....a profit on that service?
6. If you have time, could you.....some reseach for me?
7.your homework. I'll ask you tomorrow.
8. I'llup my mind to take part in the cooking competition.
9. Clean rooms orthe housework.
10. My brother willhis effort to redecorate our hotel.

***Match column in A with column in B**

A

1. The chef
2. The waitress
3. The receptionist
4. The porter
5. The cashier
6. The barman
7. The farmer

B

- a. he carries the luggage
- b. he works in a farm
- c. he helps chef with easy work
- d. she cleans the bed
- e. he takes guests to their right floor
- f. he cooks the food
- g. she serves the meals

8. The commis h. she prepares the bill
9. The maid i. he serves the drinks
10. The lift attendant j. she welcomes the guests

2.5. SOME CAKES FOR CELEBRATION

2.5.1. Seed cake

***Ingredients**

Butter, milk
Caster sugar
3eggs, lightly beaten
Raising flour
Caraway seeds

***Method**

Preheat oven to moderate 180 degrees centigrade. Brush base and sides for a deep 17cm round cake tin with oil or melted butter. Line base with baking paper. Using electric beater, beat butter and sugar in small mixing bowl until light and creamy. Add eggs gradually, beating thoroughly after each addition. Transfer mixture to a large bowl, use a mental spoon to fold in sifted flour and cacao way seeds alternatively with milk. Spoon into prepared tin, smooth surface. Baked for 50 minutes or until a skewer comes out clean when inserted in center, leave cake in tin for 20m minutes before turning onto wire rack to cool. Serve plain or dust with icing sugar to serve.

One week in an airtight container, or up to three months in the freezer.

2.5.2. Soft Roes on Toast

***Ingredient**

Soft herring roes
Butter
Slices of toast
Butter
Cayenne
Parsley

***Method**

Season, flour and fry the roes to a golden brown on both sides in the butter. Butter and trim the toast into squares. Dress three roes on each piece of toast, sprinkle with a little cayenne, reheat under the salamander and serve very hot garnished with picked parsley.

2.5.3. Sardines on toast

***Ingredients**

Sardines
Slices of toast
Butter
Parsley

***Methods**

Carefully remove the skins then open up from the back and remove the central bones. Re –form to shape.

Arrange the sardines on squares of trimmed and buttered toast. Sprinkle with a little melted butter and cayenne. Place under the salamander and serve very hot. Garnish with picked parsley.

2.6. WRITTEN TEST 2

Task 1. Put the following sentences into the passive voice.

1. The guests drank a lot of beer yesterday
2. The manager has solved a lot of troubles in hotel
3. He is trying some Chinese food
4. The waiter puts main food on the table
5. Did you clean the floors of that hotel?
6. How many guests are you going to serve?
7. Do Chinese people like coffee?
8. Who changes the order?
9. She ate a lot of meat so she felt tired
10. The guest asks some food for breakfast

Task 2. Use the following suggestions to complete the sentences

1. It / time / you / clean / the floor
2. The waiter / greeting / guests / the moment
3. I / interested / cooking / 10 people
4. You / better / decorate / the walls / hotel
5. She / never / eaten / cake / before

Task 3. Choose the best answer

1. Are you ready
A. order B. to order C. ordered D. ordering
2. What kind of fruit would you like?
A. to have B. having
C. Did you have D. have
3. She feels like.....in a restaurant for dinner.
A. eat B. eating C. ate D. have eaten
4. They want the.....to make a special cake for their daughter's birthday
A. inspector B. musician
C. doctor D. baker
5. While they are eating in a restaurant, they.....him
A. sees B. see C. is seeing D. saw
6. Let's.....in Asian restaurant?
A. eat B. eating C. to eat D. eats
7. He can't make Russian salad and
A. she can,either B. neither can she
C. either can she D. so can she
8. Dong A hotel hasfurniture than Victory hotel
A. as little as B. less C. as little D. as much than
9. He is fonddecorating the walls of hotel
A. into B. of C. in D. on
10. What about.....for a drink?
A. go out B. went out C. gone out D. going out

UNIT 9: FRENCH DISHES

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: dishes and how to make some French dishes

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 9) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 9

2.1. PRESENTATION

Have you ever tried a French dish?

Have you ever cooked it?

What foods bring back your best memories?

2.2. DIALOGUE

***Read the dialogue then answer these questions:**

Commis : So where do you want me to start?

Chef : First we have to organize the roasts. Light the ovens and get them to the right temperature. There's pork and lamb today so get the baking tins and fat ready. I'll get the meat.

Commis : What's it for?

Chef : That's the list of vegetables for the day. Can you go to the cold store and get them, and I'll see to the meat. Then I'll explain what to do

Commis : Ok, I think that's a lot.

Chef : Right, first peel the potatoes and carrots. Then julienne the carrots and celery and prepare the broccoli, sprouts, and French beans. We blanch all the vegetables now and the saute them to order in clarified butter.

Commis : What's that?

Chef : Melted butter with all the water removed. I'll see today. You start on the vegetables. Then there's apple sauce for the pork. Peel and chop those apples and when you've cooked them put them through the sieve to make a puree. The lamb is with garlic and rosemary. I'll do that.

Commis : What's that?

Chef : Use the crisp lettuce, watercress, radishes, and fennel. Oh, and you'll have to whisk up some fresh mayonnaise. Mix in a little lemon juice with the olive oil and egg yolks. You mustn't do it too quickly or it curdles.

***Question:**

1. What kind of dish does the Chef want to cook today?
2. Explain how to cook roasts?
3. Do you know how to prepare roasts?
4. What does the Commis have to do?
5. Which vegetables are in the veal ragout?
6. How many main courses do they have to cook?
7. Why do you they have to organize the roasts the first?
8. Must the Commis mix fresh mayonnaise quickly? Why?

2.3. LANGUAGE FOCUS

Modal verbs: Must/ have to/ don't have to/ mustn't

2.3.1. Obligation

You must always use fresh ingredients.

= everybody must

2.3.2. Permission

We have to organize the roasts.

= It's our job.

2.3.3. No obligation

We don't have to make more apple sauce.

= It's not necessary

2.3.4. Prohibition

You mustn't smoke in the kitchen.

= you are not allowed

2.3.5. Practice

Task 1: Use these forms to fill in the blanks

1. Youhave clean hands in the kitchen.
2. I be at work at 8 a.m
3. We use fresh ingredients.
4. You touch the switch with wet hands.
5. Hework on Saturdays. He has Mondays off.
6. You work overtime this weekend, but you can if you want to.
7. You leave the food on the floor. You clean it up.
8. The Head Chef Do the main courses.
9. I chop the vegetables. The commis does that.

Task 2: Fill the blanks with *have to, has to, don't have to, doesn't have to, must, mustn't*:

I work in a very famous restaurant, and I really like what I do. On my station I have to help the assistant chef, and he prepare the vegetables for the restaurant. We cook the pastry or meat; there are other people who are responsible for that. The assistant likes to have a commis because it means that he prepare the vegetables himself. When I get to work, I.....peel the carrots and potatoes, and sometimes I julienne vegetables like carrots and celery. There's a lot of good equipment in the kitchen, for example, I slice potatoes for Pommes Lyonnaises by hand, I just use the food processor. Another good thing is that Ido the washing up; all the dirty plates and knives go into the dishwasher. The assistant chef is very good to me, and tells me I worry if I make mistakes.

2.4. READING

***Jan asks Louis, the head chef, for a main course recipe. Read and answer the question below**

Jan : Louis, could you give me the recipe for a simple main course? Something that's easy to prepare. It's for a dinner.

Louis : What about pepper steak?

Jan : Pepper steak? Some customers had that last night.

Louis : And what did they think? Did they like it?

Jan : They said it was delicious and they didn't leave any. Is it easy to prepare?

Louis : Yeah. I can give you a simple recipe using French measuring cups. How many is dinner for?

Jan : For six.

Louis : Oh, I see. Well, you'll need fillet, rump or sirloin steaks, butter, garlic, onion, flour, dry sherry, green peppercorns, and cream parsley. Trim meat of excess fat. Heat butter then add garlic and onion, steaks.

Jan : What about peppercorns?

Louis : Pour in brandy and stock, stir, reduce heat and simmer. Then add peppercorns and cream and stir crushing peppercorns lightly. Return steaks to sauce and cook about 7-12 minutes. I think you like it.

Jan : Yes, thank you very much.

***Question:**

1. Who is planning a romantic dinner?
2. Who suggests a main course dinner recipe?
3. What's the main course?
4. How many ingredients do you need to prepare the main course?
5. How many guests are invited?

***Read this paragraph then translate it into Vietnamese**

Beef steaks are popular in many countries. They are usually fried, boiled or grilled, often over charcoal, which adds to the flavor. T-bone steaks are named from the "T" shape of the bone. They are part of the rib bone. Under the rib lies the tenderest meat, from which filets are cut. Steak with a round bone are flavorful but not as tender as the others. Most people are particular about how their steaks are cooked. They order steak well done, medium, medium rare, or rare.

2.5. SOME FRENCH DISHES

(1). Garlic chilli prawns

***Ingredients**

500g of fresh green prawns or tiger prawns, shelled and deveined

5 red chilli pepper, fresh or dried

Vegetable oil

Cloves garlic, smashed with side of cleaver and skinned

Slices ginger, finely cut into shreds

Chilli sauce

Spring onions, cut into 2.5cm sections.

Sauce

1 tablespoon of wine

1 teaspoon of soy sauce

1 tablespoon of tomato sauce (ketchup)

1 teaspoon of salt

***Method**

1. Mix the marinade in a bowl, then add the prawns and toss with a spoon to blend. Leave aside to marinate for 20 minutes.
2. Combine all sauce ingredients and set the aside
3. Cut chillies lengthwise and scrape away the seeds and fibres.
4. Heat the oil in a wok and, when hot, add the chillies and let them scorch.
5. Add the garlic, ginger and prawns together and stir-fry quickly for 1 to 2 minutes, until prawns turn pink and flesh become firm.
6. Add the chilli sauce and stir to blend, then add the spring onions and the sauce mixture, and continue to cook for another 1 to 2 minutes. Transfer to a platter and serve.

(2). Steamed whole fish with fragrant sauce

***Ingredients**

1 whole fresh fish such as sea bass, perch, snapper, trout about 650g.
1 small carrot
Slices garlic
Spring onions
Black pepper
Sauce
1 tablespoon of soy sauce
1 tablespoon of wine
1 teaspoon of sesame oil
1 teaspoon of sugar
1/2 teaspoon of salt
1 teaspoon of corn starch

***Method**

1. Prepare a steamer with rack and bring the water to boil.
2. Scale and gut the fish or have this done at the market, but leave the head, tail and fins on. With a sharp knife, make 3 diagonal cuts into the flesh on both sides of the fish. Sprinkle with wine inside and out. Cut a small carrot in half lengthwise, place the pieces across a steaming plate, and set the fish on top, so that the steam may circulate under the fish. Or use 2 thick spring onions for this purpose.
3. Place the ginger slices inside the fish.
4. Mix the sauce ingredients in a small pan and stir over low heat until sauce is well blended and thickens. Turn off heat and leave on stove.
5. Place the plate with the fish on the rack in the steamer, cover tightly and steam over high heat for ten minutes(12minutes for large fish). If the lid is not tight, put something heavy on top of it to keep the steam from escaping.
6. Remove plate from steamer, then carefully transfer the fish to a serving dish, using two spatulas so that it does not fall apart.
7. Dust the fish lightly with salt, then spread the spring onions slivers evenly over the dish. Reheat the sauce until it boils, then drizzle it slowly over the spring onions. Dust with black pepper and sever.

(3). Tofu with chicken and vegetable

***Ingredients**

4 dried Chinese black mushrooms, soaked in hot water for 20 minutes
300g of tofu
Vegetable oil
Ginger, grated
Carrot
Sugar
Egg, beaten
Onions,

***Method**

1. Drain the mushrooms and squeeze out any excess water. Remove the stems and slice them across thinly.

2. Push tofu through a coarse sieve, leave aside to drain.
3. Heat the oil in a medium saucepan, and saute' the chicken for about 2 minutes, breaking it up into small pieces with a wooden spoon.
4. Add the ginger and mushrooms and cook for a further 2 minutes
5. Add the sake and carrot over high heat and stir for 1 minute.
6. Reduce heat to medium and add the tofu, stirring for about 1 minutes until the tofu is heated through.
7. Dissolve the sugar in the soy in a small bowl and add to the beaten egg. Add the egg mixture and stir until just cooked, about 2 minutes. Fold through the chopped spring onions and serve immediately.

2.6. WRITING

Explain how to prepare a French dish which you like the best?

Write the ingredients, method, step-step introductions.....

UNIT 10: MENU

1. GENERAL INTRODUCTION

TEACHING AIMS

After learning this unit, the students can know:

Knowledge:

Vocabulary with topic: menu, classifications of menu

Useful expressions

Skills:

Listening, speaking, reading and writing

Working in pairs and in groups

Capacity for autonomy and responsibility:

Have inspiration in learning

Be aware of the importance and practical significance of the subject

Follow the workplace rules and regulations

TEACHING METHODS

For teachers: use active teaching methods (lecture, question and answer, problem-based teaching)

For learners: proactively read the textbook (Unit 10) before class

CONDITIONS FOR IMPLEMENTATION

Teaching aids:

Chalks, textbook, projector and handouts

Learning materials, tool, material

Course curriculum, textbooks, reference materials, lesson plans, movies, and related documents

CHECKING AND EVALUATING

Content:

Knowledge: Check and evaluate all content stated in the knowledge objectives

Skills: Evaluate all content stated in the skill objectives.

Capacity for autonomy and responsibility: During the learning process, learners need to:

- + Research the lesson before going to class
- + Prepare full study materials
- + Participate in the full duration of the course
- + Serious in the learning process

Method:

Regular check point

Periodically check theory

2. CONTENT: UNIT 10

2.1. PRESENTATION

Is the menu for Asian or European dishes?

Do you think it is the lunch or dinner menu?

Have you ever tried any of these dishes?

Which one would you like to try? What kind of food would you like?

2.2. DIALOGUE

*Read the dialogue and practise

John and Mary are selecting menu for their wedding banquet on the Sunday. The captain is showing them menu.

Captain : Here are the menus. Do you like à la carte or table d' hote?

Mary : Table d' hote. But could you replace the French fries with. Something? I don't like greasy food.

John : Neither do I. (to the captain) What can you recommend?

Captain : Yes. You may like Veal escalope. That's a speciality here.

John : That's sounds fine. Let's select Veal escalope.

Mary : What do you think of lobster, John?

John : Oh, I like it very much. Hope you like it, too.

Mary : Yes, I do. We'll take lobster mayonnaise salad.

John : Now, look at the wine list. Champagne and another wine. Which wine would you like?

Mary : Red wine and I would like some soft drinks for our woman- guests.

John : Champagne, red wine and some soft drinks. (to the captain) We have forty people in the party.

Captain : Would you like to pay for each person?

John : \$20 for each.

Captain : Very good. Anything special you'd like to have on the menu?

Mary : Let me see and I'll tell you later.

Captain : Yes, Miss. We are looking forward to being of your service.

Mary : Thanks.

2.3. LANGUAGE FOCUS

2.3.1. Gerunds

Like

Love

Enjoy + Noun

Be crazy about V- ing

Be in the mood for

Dislike

Hate

Can't stand

Be fond of

Can't bear

Can't help

2.3.2. So, Too, Neither, Either

I like lobster very much

So do I. / I do, too

I'm crazy about veal escalope.

So am I. / I am, too.

I can eat really spicy food.

So can I./ I can, too

I don't like greasy food.

Neither do I/ I don't, either.

I'm not in the mood for dessert.

Neither am I. / I'm not, either.

2.3.3. Do you like/ would you like...?

"Do you like...?" used to ask about preference.

Do you like tea? Yes, I do. (No, I don't)

"Would you like...?" used to make offers.

"Would you like a cup of tea? Yes, please. (No thanks)

***Complete the conversation. Use the words and expressions in the box**

Am	Can	do	can't stand them
neither	so	too	favourite kind of
will	would	like it a lot	food

Sherry : I feel tired tonight. I really don't want to cook.

Whitney :do I. Say, do you like Thai food?

Sherry : It's delicious. ILet's call Chiang Mai restaurant for home delivery.

Sherry : Great idea! Their food is always good. I eat there a lot.

Whitney :do I. Well, whatyou like tonight?

Sherry : I'm not in the mood for some soup.

Whitney : SoI. And I think Ihave spicy chicken and special Thai rice.

Sherry : Ok, Let's order. Oh, wait a minute. I don't have any money.

Whitney : Neither..... I. What should we do?

Sherry : Well, look in the refrigerator. Hmm,. Do you like boiled eggs?

Whitney : I.....

Sherry : Actually, neither..... I.

***Write responses to show agreement with these statements. Then compare with a partner**

1. I'm not crazy about food.....
2. I can eat any kinds of food.....
3. I think Mexican food is delicious.....
4. I can't stand greasy food.....
5. I don't like salty food.....
6. I'm in the mood for something spicy.....
7. I'm crazy about Korean food.....
8. I don't enjoy rich food very much.....
9. I always eat healthy food.....
10. I can't eat bland food.....

2.3.4. Pair works

Take turn responding to the statements in part B again. Give your own opinion when responding.

a. Write statements about these things

1. Two kinds of food you like
2. Two kinds of food you can't stand
3. Two kinds of food you are mood for

b. Do you like.../ would you like...?

Write appropriate answer to these questions

Would you like a drink?

Yes, please. I'll drink an orange juice.

Do you like tea?

.....

Would you like a coffee?

.....

Do you like black coffee?

.....

5. Do you want a glass of wine?

.....

Would you like a glass of water?

.....

Would you like ice in your drink?

.....

Do you like glass of wine with your meals?

.....

2.4. VOCABULARY

***Put the words and phrases in each column**

Starters	Main courses	Desserts	Drinks

***Tell about your favorite food**

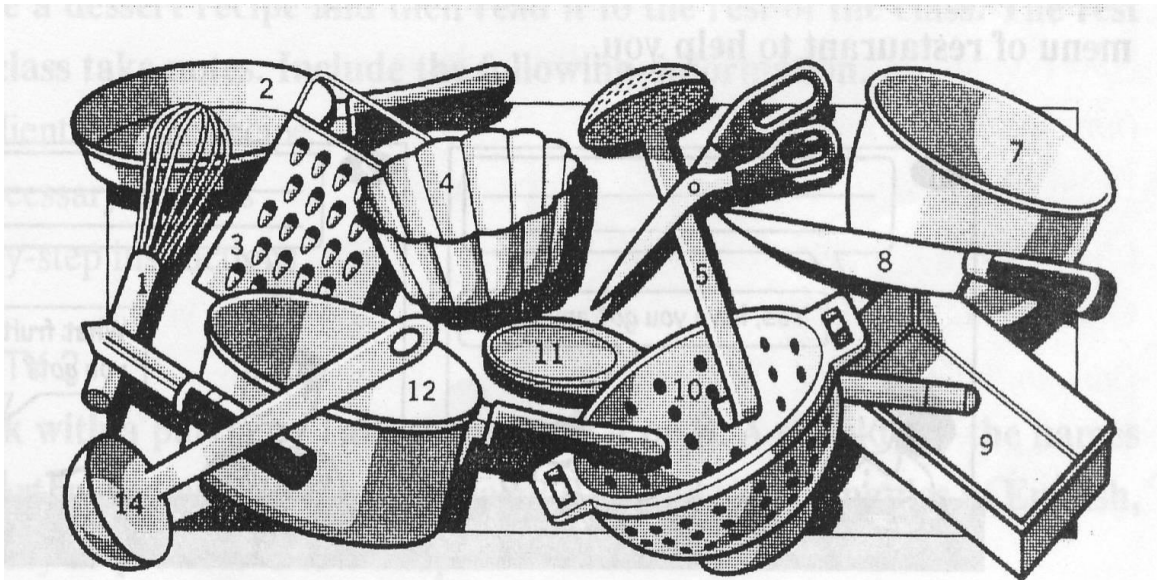
What is your favourite food?

What are the ingredients for it?

How to make it?

***Match the words in the box to the picture.**

bowl / mould / wire whisk / wooden spoon/ grater / frying pan / sauce pan/ skimmer / ladle / colander / baking tin / scissors / chef's knife / potato peeler.



2.5. INTRODUCTIONS OF SAUCE

2.6. CLASSIFICATION OF THE MENU

2.6.1. Classification by pricing style

***Table d’hote Menu:** Table d’hote menu is a set menu with a set price. It means that the menu offers an entire meal with several courses at one price. Guests often get little or no choice regarding individual courses. It is sometimes called “prix fixed” or “fixed price “. This type of menu also used for banquets.

***A la carte Menu:** In this menu, food items for each course are listed and priced individually. The guests can select individual items for their meals. The price of the meal will be calculated according to what the guests selected.

***Combination Menu:**

Many operations have menu that are a combination of the table d’hote and a la carte pricing styles. Chinese and other ethnic restaurants are examples.

2.6.2. Classification by menu schedules

***Fixed menu:**

Restaurants such as coffee shops and small restaurants often a single menu for many months (or longer) before replacing it with a new fixed menu. Daily specials may be offered to give frequent guests some new menu selections, but there is still a set of fixed items that form the basic menu. A fixed menu is used daily over a long period of time. This kind of menu is suitable for restaurants where guests are not likely to visit frequently or where there are many items listed on the menu to offer variety.

***Cycle menu:**

A cycle menu is changed daily or over a very short time period. This menu is suitable for restaurants that have the same guests frequently or the same guests daily. Cycle menus enables the use the freshest foods at the best market prices. They are often used in non- commercial operations like hospitals and schools. In commercial operations, cycle menus are used in insolated resorts or downtown cafeterias

***Combination menu:**

Again, some restaurants have a combination of both . That is a fixed menu and a daily special that features the items that the restaurant wishes to promote.

2.6.3. Classification by type of meal

There are three basic types of menus, they are breakfast, lunch and dinner (menus designed around the traditional meal period) .They are also a large number of specialty designed menus to appeal to specific target market groups. The type of menu a food service operation offers will depend on the number of meals it serves, type of operation it is, and the customers that it serves.

***Breakfast**

The important part of a breakfast menu is that the items are simple, quick to breakfast produce, and inexpensive. Guests are more price-conscious for breakfast and many are likely to be in a hurry to get to work or an appointment. There are several types of breakfast menu. They are Continental, American and brunch.

Continental breakfast includes: fruit juice, hot beverage (coffee, tea, coco, and milk), bread, butter, jam, or marmalade. (Cheese and cold sausage meat may be included in a continental European breakfast)

American or English breakfast includes: hot beverage, bread, butter, jams, honey, fresh fruits, juices, stewed fruit (prunes, apricots, pears...), cereal, eggs, meats(bacon, sausage), fish (herring),dairy products (cheese, yogurt)

Brunch: is a combined breakfast and lunch. Guests spend more time at brunch (several mostly on Sundays). It is usually buffet style with many hot and items and desserts.

***Lunch:** Like breakfast, people are usually in a hurry at this time of the day. Therefore, lunch menus must also include items that are relatively easy to make. Sandwiches, soups, and salads are main items on a lunch menu. Lunch menu must have variety. Many guests eat lunch several times a week at a restaurant close to them or to work and thus wish to have variety of items to choose from. Many restaurants offer daily specials to add to this variety. Lunch menu items are usually lighter than dinner menu items as most customers still eat the most at dinner time. Also, lunch menus are less elaborate than dinner menus.

***Dinner:** Dinner is the main meal of the day for most people and the menu items offered at dinner menu are heavier and more elaborate than those found on most breakfast and lunch menus. Dinner tends to be eaten at a more leisurely pace. Guests are willing to pay more for dinner than for lunch but they expect a great election of menu items and place a greater premium on service, atmosphere, and décor. Beef, chicken, pork cooked in special ways, pastas, wines and another liquor, ect, are usually found on dinner menu. Also , Appetizers main courses and desserts are almost always found on dinner menus, which is not necessarily the case for lunch menus.

2.6.4. Specialty menu

Specialty menus are created to appeal to a certain target market. Below are several types of this menu that have proven successfully in the restaurant industry.

***Children's menu:** The children's menu does not have to blend with the restaurant theme or décor. Rather, the goal of this menu is to entertain the children while the parents have time to order and eat in relative peace. Many of these menus feature cartoons, puzzles, and drawings which children can colour, etc. The food offered on this menu should be simple and nutritious. Portions should be smaller and the prices should be modest. Make the menu fun in order to keep the child's attention. Tassels, staples and any other materials dangerous to children that can be removed and swallowed should never be part of a children's menu.

***Senior's menu:** Menus are starting to be designed that will appeal to the seniors of society. Some menus are completely separate, while others just have a senior's section in the menu. This menu is focused on nutrition and is aimed at providing foods that are balanced, limited in fat content, and low in sodium. The portions tend to be smaller and the prices slightly less expensive than regular items on the menu as many seniors are on a budget. The menu may describe ingredients of items to help seniors to select food that is the most appropriate for them.

***Alcoholic beverage menu:** Cocktails and wines can be listed in a separate menu or included with the regular menu. If included with the regular menu, it should come before the food selection, so guests can order a drink before their meal. Brand names along with the prices are listed for the guest.

***Dessert menu:** Most guests can not recall the dessert items they saw listed on the main menu. Food serves at some operations use dessert tray to remind guests of desserts. Other operations have a separated dessert menu that is presented after the main course has been cleared away by the waitstaff. There are many advantages to having separate dessert menus such as:

You can offer more desserts

There is more room for bold graphics and descriptive writing.

If items or prices change, you don't have to reprint the main menu.

***Questions:**

- a. How are menus classified?
- b. Name types of menus?
- c. How is the dinner menu different from a lunch or a breakfast menu?
- d. What is the important part of a breakfast menu?
- e. What is senior's menu focused on? Why?

2.7. WRITTEN TEST 3

Task 1. Choose the best answer

1. My children are lucky..... the chance to enjoy delicious food here.
A. have B. having C. are having D. to have
2. The kids..... that show before.
A. didn't see B. don't see C. aren't seeing D. haven't seen
3. Vietnamese women..... very proud of their ao dai.
A. are B. were C. had been D. have been
4. Ba said he..... some good food.
A. cooks B. cooked C. cooking D. have cooked

5. You should.....a lot of morning exercise if you want to lose your weight
A. did B. doing C. done D. do
6. I would rather youcoffee here
A. to drink B. to be drunk C. drank D. drinking
7. Her sister doesn't likeout for a drink.
A. go B. going C. went D. have gone
8. They their best to cook well
A. try B. will try C. are trying D. would try
9. Don't forget..... your food to my house.
A. to bring B. bring C. bringing D. to bringing
10. What would you like.....in your birthday party?
A. to drink B. drinking C. drink D. drunk

Task 2. Rewrite the sentences

1. The cakes are so hard that they can't eat them
⇒ The cakes are too
2. They had dinner and then went for a picnic
⇒ After
3. It was too late for him to go to the meeting
⇒ It wasn't
4. They haven't enjoyed this kind of food before
⇒ This
5. They often drink milk on Saturday
⇒ They are used
6. These oranges aren't as delicious as those apples
⇒ Those apples
7. He is going to buy some food for lunch
⇒ Some food
8. How much do two kilos of meat cost?
⇒ What is
9. We cooked white sauce in 30 minutes
⇒ It took
10. I'd prefer you to serve in that hotel
⇒ I'd rather you

Task 3. Fill the blank with a suitable preposition

1. The chef is fond..... working in that restaurant.
2. They are surprised..... her cooking.
3. My sister is tired..... cooking everyday.
4. Her friend was interested..... making a cake yesterday.
5. Nam is boreddoing the same things.
6. We are fed up.....eating shrimps.
7. They are short.....money.
8. The assistant shop is in charge.....this shop
9. She is similarher sister.
10. They are astonished.....his cooking

WORD LIST

UNIT 1

Crockery (n)	bát đĩa
Dish (n)	cái đĩa
Bowl	cái bát , chén
Casserole	nồi
Dinner plate	mâm lớn
Side plate	mâm nhỏ
Cup and saucer	tách và đĩa
Mug	ca
Egg cup	bát, chén ăn trứng
Teapot	bình trà
Coffee jug	bình cà phê
Hot water jug	bình n- ớc nóng
Kitchen equipment	dụng cụ bếp
Dishwasher	máy rửa bát
Cold store	phòng - ớp lạnh
Heat lamp	đèn s- ỏi
Refrigerator	tủ lạnh
Baking-tin	hộp n- ớng bánh
Basket	giỏ/ rổ
Blender	máy trộn/ xay
Colander	cái rây lọc
Chopping board	cái thớt
Measuring jug	bình l- ờng/ đo
Peeler	máy gọt vỏ
Responsibility	trách nhiệm
Tray	khay
Frying-pan	chảo chiên
Handle	cán/tay cầm
Hob	bếp/ lò
Hole	khoét lỗ
Ladle	vá múc canh
Mincer	máy băm, thái thịt
Oven	lò n- ớng
Pastry	bánh n- ớng
Poultry	thịt gia cầm
Roll	quấn, cuốn, gói
Saucepan	cái xoong
Sharpen	mài dao
Shift	ca, kíp
Sieve	cái rây
Stockpot	nồi hầm

Utensils	đồ dùng gia đình
Whisk	cây đánh trứng
Wire	dây
Spoon	muỗng
Tin opener	dụng cụ mở hộp
Pepper mill	cối xay tiêu
Assistant	phụ tá
Head chef	bếp tr- ởng
Pastry cook	ng- ời làm bánh
Commis	thợ/ nhân công
Assistant chef	phụ tá bếp tr- ởng
Table mat	tấm lót mặt bàn
Side plate / bread plate	đĩa đặt
Napkin	khăn ăn
Fork	đĩa
Knife	dao
Cup	chén
Saucer	đĩa nhỏ để chén
Teaspoon	thìa cà phê
Coffee pot	bình đựng cà phê
Milk jug	bình đựng sữa
Sugar bowl	bát đựng đường
Butter dish	đĩa đựng bơ
Butter knife	dao cắt bơ
Preserve dish	đĩa phụ
Preserve spoon	muỗng phụ
Water glass	ly uống nước
Wine glass	ly uống rượu
Toast rack	giá để bánh mì nướng
Egg cup	chén đựng trứng
Pepper shaker	lọ hạt tiêu
Salt shaker	lọ đựng muối
Table cloth	khăn trải bàn
Place mat	tấm lót mặt bàn cho từng người
Soup bowl	bát súp
Soup spoon	muỗng ăn súp
Salad plate	đĩa dẹt để đựng món salad trộn
Wine basket	giỏ đựng rượu
Bread basket	giỏ đựng bánh mì
Ashtray	gạt tàn
Cigarette lighter	bật lửa
Sauce boat	âu đựng nước xốt
Trolley	xe đẩy thức ăn
Sauce rack	giá đựng các loại nước xốt
Tray	khay

Bowl	bát
Chopsticks	đũa
Fruit basket	rổ đựng hoa quả
Bottle opener	khui nắp chai
Corkscrew	khui nút bấc
Carafe	binh đựng chất lỏng (nước, rượu...)
Ice bucket	xô đựng nước đá
Ice tongs	cái gấp đá
Water jug/ pitcher	binh đựng nước

UNIT 2

Prawn	tôm hùm
Mussel	con trai
Oyster	con sò
Scallop	con sò
Remove	tháo ra
Simmer	ninh nhỏ lửa
Slice	thái lát
Herb	rau thơm
Seasoning	mỳ chính , gia vị
Tasty	mặn
Popular	phổ biến
Lobster	tôm hùm
Trout	cá hồi
Parsley	rau mùi tây
Remarkable	nổi bật
Establishment	sự thành lập
Attitude	thái độ
Unique	duy nhất
Stretch	kéo ra , lạm dụng
Anxious	lo âu
Vast	to lớn, rộng lớn
Carpet	tấm thảm
Elegant	trang nhã
Illuminate	sự soi sáng, chiếu sáng
Cereal	lúa, bắp
Perfection	sự hoàn hảo
Stylistly	kiểu cách , một cách hợp thời trang
Stone age	thời kỳ đồ đá
Revolution	cuộc cách mạng
Civilization	nền văn minh
Merchant	nhà buôn , th- ơng gia
Land owner	địa chủ
Seeds	hạt
Mealtime	giờ ăn
Satisfy	làm thoả mãn
Flavor	h- ơng vị

Pear	quả lê
Reflect	phản ánh, phản chiếu
Contemporary	ng- ời cùng thời, đ- ong thời
Inedible	không ăn đ- ợc
Freezer	ngăn đông lạnh
Refrigerator	tủ lạnh
Cooker/ stove	bếp/ lò
Oven	lò nướng
Microwave oven	lò vi sóng
Mixer/ blender	máy xay/ trộn
Frying pan	chảo nông
Deep fryer	chảo sâu
Cooking pot	cái xoong
Saucepan	xoong có tay cầm
Scales	cái cân
Coffee- grinder	cối xay cà phê
Coffee machine	máy pha cà phê
Dishwasher	máy rửa bát
Electric kettle	ấm đun nước
Extractor	máy ép trái cây
Food processor	máy chế biến thực phẩm
Chopping board	cái thớt
Mixing bowl	bát tô lớn
Ladle	cái muôi
Sieve/ strainer	cái rây
Colander	cái rá
Spatula / flipper	cái bàn xản
Mortar	cái cối giã
Pestle	cái chày
Grill	cái vỉ nướng
Toaster	cái máy nướng bánh mỳ
Veal	thịt bê
Beef	thịt bò
Chateaubriand	thịt bò
Minute steak	thịt bò miếng mỏng
Round steak	thịt bò cuộn tròn
Sirloin steak, tenderloin steak	thịt thăn bò, thịt thăn
T-bone steak	thịt bò cóc lét
Pork	thịt lợn
Bacon	thịt lợn muối
Ham	giăm bông
Spare ribs	sườn
Kidney	cật
Lamb	thịt cừu
Lamb chops	sườn cừu

Chicken	thịt gà
Duck	thịt vịt
Goose	thịt ngỗng
Turkey	gà tây
Wing	cánh
Breast	ức
Feet	chân
Heart	tim
Liver	gan
Leg, drumstick	đùi

UNIT 3

Chicken breast	l- ờn gà
Beef stroganoff	thịt bò n- óng kiểu stroganof
Green pepper	ớt xanh
Aubergine	cà tím
Roast pork	thịt heo n- óng
Sprinkle	rắc
Broil	n- óng
Batter	bột hỗn hợp
Breadcrumbs	ruột bánh mì
Breast	l- ờn ngực
Crispy	giòn
Curdle	đông lại
poach	kho rim
Julienne	cắt khúc/ xắt nhỏ
Knead	nhào trộn
Smoked	xông khói
Stuff	nhồi
Sauté	áp chảo/ xào qua
Easte	xối mỡ
Elend	trộn
Skim	hớt váng
Toss	tắm/ trộn /- óp
Garnish	trang trí
Crush	nghiền, đập , nát
Steak beef	bò n- óng
Potatoes lyonnaise	khoai tây xào hành / chiên hành
Melted	tan, chảy ra, rã đông
Shrimp	tôm
Shell shrimp	bột tôm
Devein	đ- ờng chỉ l- ng tôm
Bain-marie	đun cách thủy
Blanch	làm trắng
Grease	bôi mỡ
Courgettes	bí xanh đỏ
Thyme	xạ h- ơng

Prig
Anchovy

tĩa
n- óc mắ cá

UNIT 4

Raddish
Celery
Pumkin
Asparagus
Water chest nut
Yam
Cauliflower
Cucumber
Snow pea
Spinach
Coral
Curly endive
Capsicum
Parmesan
Crouton
Marinade
Paprika
Skewer
Seafood salad
Tuna salad with garlic mayonnaise:

củ cải
cần tây
bí ngô
măng tây
khoai sọ
khoai mỡ
xúp lơ
d- a chuột
đậu Hà Lan
rau chân vịt
san hô
rau diếp xoăn
ớt xanh
pho mát pac-ma
bánh mỳ chiên giòn
n- óc xốt ma-rin-nết
ớt bột
cái xiên
sa lat hải sản

salad cá ngừ với n- óc sốt tỏi

UNIT 5

Catfish
Dried fish
Perch
Snakehead
Salmon
Cod
Sole
Trout
Mackerel
Red snapper
Sardines
Shark fin
Tuna
Clam
Crab
Claw of crab
Dried shrimp
Lobster
Apple
Apricot

cá trê
cá khô
cá pecca
cá quả
cá hồi
cá moruy
cá bơn
cá hường
cá thu
cá hồng
cá trích
vây cá mập
cá ngừ
sò huyết
cua
càng cua
tôm khô
tôm hùm
táo
mơ

Avocado	bơ
Banana	chuối
Black berry	dâu đen
Blue berry	dâu xanh
Red berry	dâu đỏ
Cherry	sê-ri
Coconut	dừa
Custard apple	mãng cầu
Date	chà là
Durian	sâu riêng
Grape	nho
Grapefruit	bưởi
Guava	ổi
Jack fruit	mít
Kiwi	kiwi
Lychee	vải
Longan	nhãn
Mango	xoài
Mangosteen	mãng cụt
Melon	dưa tây
Water melon	dưa hấu
Orange	quả cam
Olive	quả ô liu
Papaya	đu đủ
Peach	đào
Pear	lê
Pineapple	dứa
Plum, prune	mận
Pomegranate	lựu
Pomelo	dưa vàng
Raisin	nho khô
Rambutan	chôm chôm
Rose apple	trái hồng
Strawberry	dâu tây

UNIT 6

Strain	căng, làm cong
Shake	lắc
Fill	đổ đầy
Centiliter	centi lit
Decanter	bình thon cổ
Napkin	khăn tay
Terrace	bậc thềm, sân th- ợng
Banquet	tiệc lớn
Whip	đánh

Deep-fry	chiên, rán
Frying-pan	chảo rán
Roasting pan	chảo quay
Steamer	nồi hấp
Flounder	cá bơn
Thyme	rau thơm
Scallion	hành hoa
Smooth	nhẵn, trơn
Staple	sản phẩm
Originate	phát sinh, hình thành
Breed	chăn nuôi, gia súc
Floury	phủ đầy bột, nh- bột
Waxy	dẻo, giống sáp
Texture	cách cấu tạo , cách sắp đặt
While	trong khi mà
Bacon	thịt xông khói
Sesame	hạt vừng, mè
Lengthway	theo chiều dọc
Cornflour	bột ngô
Batter	đập vỡ, bóp méo
Dust	phủ bột, rắc bột
Dip	nhúng
Melt	tan chảy
Reseach	ngiên cứu
Cancer	bệnh ung th-
Heart disease	bệnh tim
Consequently	hậu quả
Shell	gọt vỏ
Smash	ngiên
Cleaver	dao cắt thịt
Corn starch	tinh bột ngô
Toss	tung, ném
Blend	pha trộn
Serupe	làm trầy, cạo , nạo
Fibre	sợi, thớ
Scorch	thiêu, đốt
Firm	vững chắc
Transfer	chuyển, dời
Perch	sào, trục chuyển động
Pomfret	cá chiên
Dissolve	giã ra, hoà tan
Rack	giá(treo đồ)
Fin	vây cá
Diagonal	chéo
Sprinkle	t- ới, rải, rắc
Circulate	l- u thông
Lid	nắp

Spread	trái, căng ra
Sliver	lạng ra từng mảnh, t- óc thành sợi
Reheat	hâm nóng lại
Drizzle	m- a phòn bụi
Mature	chín
Shave	cạo , bào sơ qua
Squeeze	ép , vắt, nén
Stem	thân cây , cuống lá
Coarse	thô, không mịn
Sieve	cái giần, sàng
Soy	t- ơng , n- óc t- ơng đậu
Fold	gấp
Rice	gạo
Glutinous/ sticky rice	gạo nếp, xôi
Fermented rice	cơm rượu
Artichoke	ac-ti-sô
Asparagus	măng tây
Baby corn	ngô bao tử
Bamboo shoots	măng tre
Beans	đậu
Green bean	đậu xanh
Soybean curd	đậu phụ
String beans	đậu đũa
Bean sprouts	giá đỗ
Beet	củ cải đường
Bitter melon	mướp đắng
Broccoli	súp lơ xanh
Cauliflower	súp lơ trắng
Cabbage	bắp cải
Capsicum, green pepper	ớt tây, ớt xanh
Carrot	cà rốt
Celery	cần tây
Cucumber	dưa chuột
Eggplant	cà tím
Gourd	bầu, bí
Lettuce	dau xà lách, rau diếp
Morning glory	rau muống
Mushroom	nấm
Onion	hành
Peas	đậu hạt
Potato	khoai tây
Pumpkin	bí đỏ
Radish	củ cải đỏ
White radish	củ cải trắng
Seaweed	rong biển

Shallot	hẹ tây
Spinach	rau bina, rau dền
Brussels sprouts	búp cải
Tomato	cà chua
Water mimosa	rau rút
Winged beans	đậu Hà Lan

UNIT 7

Tomato puree (n):	Cà chua nghiền
Tamarind pulp (n):	Quả me (phần thịt quả)
Cumin (n):	Thìa là
Coriander (n):	Rau mùi
Fenugreek (n):	cỏ cà ri
basil (n):	húng quế
Stock (n):	n- óc cốt
Chive (n):	hành tây
Parsley (n):	rau mùi tây
Saffron (n):	nghệ tây
Dollop (n):	miếng to, khúc to
Leek (n):	tỏi tây
Quart (n):	lít Anh (0,946 l)
Clear soup (n):	xúp trong
Ox tail soup (n):	xúp đuôi bò
Dried shrimps egg soup	xúp trứng tôm khô
Minced meat and egg soup	xúp trứng và thịt băm
Sour pepper soup	xúp chua cay
Bird's nest soup	xúp yến sào
Egg drop soup	xúp có ít trứng
Fish ball soup	xúp cá viên
Assorted soup	xúp thập cẩm
Sliced chicken	xúp thịt gà xắt lát
Sliced pork and cabbage soup	xúp bắp cải và thịt heo xắt lát
Chicken feet and dried mushroom soup	xúp nấm khô và chân gà
Tomato and beef soup	xúp thịt bò và cà chua
White bean soup	xúp đậu trắng
Entree (n)	món chính
joint (n)	món thịt
Cavalry	ky binh
Artillery regiment (n)	trung đoàn pháo
Reverberation (n)	âm thanh dội lại
Hoove (n)	khẩu pháo
Dictum (n)	cách ngôn
Simmer (n)	sôi liu rui
Pip (v):	sủi
Tick (v):	quở trách
Tilt (v):	nghiêng
Spletter (v)	rơi lộp bộp

Basil	rau húng quế
Bay leaf	lá nguyệt quế
Chilies	ớt khô
Coriander	rau mùi
Curry powder	bột cà-ri
Fermented fish	cá mắm
Fish sauce	nước mắm
Galingale	củ riềng
Garlic	tỏi
Ginger	gừng
Lemon	chanh
Lemongrass	lá chanh
Lime	chanh vàng
Marjoram	kinh giới
Mint (leaves)	(lá) bạc hà
Mustard	mù tạt
Oregano	lá cà-ri
Paprika	ớt bột, ớt ngọt
Parsley	rau mùi tây
Pepper	tiêu
Rosemary	lá hương thảo
Salt	muối
Shrimp paste	bột tôm
Soy sauce	nước tương
Tamarind	me
Tarragon	ngải giấm
Thyme	lá húng tây

UNIT 8

Cherry :	quả anh đào
Essence	nguyên chất
Self-raising flour	bột nở
Caster sugar	đ- ong cát
Caraway seed	hạt ca run (để làm bánh)
Cinamon	quế
Apricot jam	mứt mơ
Flute	đ- ồng rãnh
Grate	nạo , mài
Flake	nạo thành từng mảnh
Glossy	bóng
Almond cake	bánh hạnh nhân
Cinamon tea cake	bánh quế (ăn khi uống trà)
Butter cake	bánh bơ
Ginger cake	bánh gừng
Sultana cake	bánh nho khô

Sacher tort	bánh sa-chơ
Honey cream roll	bánh kem cuộn mật ong
Pieapple	bánh nhân táo
Walnut cake	bánh hồ đào
Siena cake	banh xi-enna (có màu hung đỏ)
Dessert wine	rượu uống sau bữa ăn (trong bữa tráng miệng)
Aperitifs	rượu khai vị (Vermouth, Bitters, Anises)
Liqueur	rượu mùi
Soft drink	nước ngọt, các loại nước có ga
Beer	bia
Long drink	các loại côc-tai, các thức uống đựng trong ly cao
Spirits	rượu mạnh: Cognac, Brandy, Whisky, Gin, Rum, Vodka
Wine	rượu vang
Champagne	sâm banh
Porto	Cockburns
Old Towny	Gonzales
Amontillado	Ruby Port
Manzanilla	Dows Port
Cream Sherry	Tio Pepe
Madeira	Harveys Bristol
Sandeman	Sherry

UNIT 9

French beans (n)	đậu pháp
Duchesse potato	Khoai tây kiểu duchesse
Ratatouille (n)	món ratatouille
Fruity (adj)	Có mùi trái cây
Fuicy(adj)	Nhiều n- ớc ngọt
Rough	không láng
Smooth	không có đ- ờng, cay, nhiều gia vị
Spicy	có mùi vị ngon
Tender	mềm mại
Tough	cứng ,dai
Thyme	bánh lý h- ơng
Sage	cây đan sâm
Taragon cây	ngải giấm
Marjoram	cây kinh giới
Dill	cây thi là
Overdone	nấu quá chín
Mustard	t- ơng hạt cải
Chilli	vỏ ớt phơi khô
Halibut	cá chim
Sea bream	cá mè biển
Haddock	cá v- ọc nhỏ
Tuna	cá ngừ

Mackerel	cá thu
Anchovy	cá chày
Trout	cá h- ơng
Tripe	dạ dày
Liver	gan
Kidney	thận, cật
Under cooked	sống, ch- a chín
Offal	nội tạng

Bread	bánh mì
Bread cucumber	vụn bánh mì
Cereal	ngũ cốc
Croissant	bánh mì hình lưỡi liềm
Flour	bột mì
Oats	yến mạch
Pastry	bánh bao
Rice	gạo
Roll	cuộn
Sandwich	bánh sandwich
Semolina	bột mì để làm mì dẹt của Ý
Toast	bánh mì nướng
Butter	bơ
Cheese	pho mát
Cottage cheese	pho mát trắng mềm
Milk	sữa
Cream	kem
Yoghurt	sữa chua
Egg	trứng
Fried egg	trứng rán
Hard boiled egg	trứng luộc chín kỹ
Soft boiled egg	trứng luộc qua
Omelette	trứng tráng mỏng
Poached egg	trứng trần
Scrambled egg	trứng đánh

UNIT 10

Table d'hote menu
A la carte menu
Horse d'oeuvres
Coleslaw
Chicken broth
Consomme
Duck terrine
Braised pork chops
Ribs
Gammon
Italian veal casserole

thực đơn có giá cố định
thực đơn có các món tính riêng
món khai vị
món bắp cải trộn
n- ớc luộc gà
n- ớc dùng, n- ớc xúp thịt
pate thịt vịt
thịt lợn băm hầm nhừ
s- ờn
dăm bông đùi heo muối và xông khói
thịt bê hầm kiểu italy

Veal escalope	thịt bê thái lớp mỏng
Mousaka	thịt bò xay và cà tím
Hare	thỏ rừng
Lobster	tôm hùm
Scrampi	tôm càng
Clam	con trai
Clam chowder	món trai hâm với hành, thịt muối
White bait	cá trắng nhỏ
Mullet	cá đối , cá phèn
Bass	cá v- ọc
Halibut	cá bơn l- ỡi ngựa
Salmon	cá hồi
Trout with almonds	cá hồi với hạnh đào
Turbot with crab sauce	cá bơn với n- ớc sốt cua
Croissant	bánh ngọt hình trăng l- ỡi liềm
Semolina dumpling	bánh nhồi co nhân
Pike mousse	món tráng miệng bằng kem trứng
Sorbet	n- ớc quả - ớp lạnh
Segment	khúc
Tarragon	lá giấm (để nấu canh chua)
Vinagrette	n- ớc xốt dầu dấm để trộn rau
Greasy	có nhiều chất béo
Bland	nhạt
Be in the mood for	cảm thấy muốn
Bad	tồi, xấu
Broken	vỡ
Busy	bận rộn
Cold	lạnh
Cocked	có mùi nút chai
Cracked	rạn nứt
Dirty	bẩn
Draughty	có gió lùa
Filthy	bẩn thỉu
Missing	thiếu
Noisy	ồn ào
Overcooked	nấu quá chín
Undercooked	chưa chín kỹ
Rude	thô lỗ
Salty	mặn
Slow	chậm
Spicy	có gia vị
Stained	gỉ
Stale	ôi, thiu
Tough	dai
Unfriendly	không thân thiện
Wrong	nhầm, sai

À la carte menu	thực đơn chọn món
Set menu	thực đơn có sẵn
Afternoon tea	bữa trà chiều
Breakfast	bữa sáng
Lunch	bữa trưa
Dinner	bữa tối
Children's menu	thực đơn cho trẻ nhỏ
Fish dish	món cá
Main course	món chính
Meat dish	món thịt
Side dish	món phụ
Starter	món khai vị
Dessert	món tráng miệng
Supper	bữa tối phụ
Table d'hôte menu	thực đơn đặt sẵn
Vegetarian dish	món rau, món chay

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