

BỘ CÔNG THƯƠNG
TRƯỜNG CAO ĐẲNG THƯƠNG MẠI VÀ DU LỊCH



GIÁO TRÌNH

MÔN HỌC: TIẾNG ANH NHÀ HÀNG KHÁCH SẠN

NGÀNH: QUẢN TRỊ NHÀ HÀNG

TRÌNH ĐỘ: CAO ĐẲNG

*(Ban hành kèm theo Quyết định số: 413/QĐ-CĐTM ngày 05 tháng 07
năm 2022 của Trường Cao đẳng Thương mại & Du lịch)*

Thái Nguyên, năm 2022

(Lưu hành nội)

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 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 cho học sinh 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 phục vụ nhà hàng.

Giáo trình được biên soạn dựa trên một số tài liệu tiếng Anh chuyên ngành phục vụ nhà hàng 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 Quản lý kinh doanh nhà hàng và dịch vụ ăn uống. Giáo trình gồm có 7 bài với 7 chủ đề được sắp xếp theo quy trình phục vụ khách ở nhà hàng: từ khâu tiếp nhận việc đặt bàn của khách, tiếp đón khách đến ăn ở nhà hàng, tiếp nhận việc gọi món ăn của khách, phục vụ khách trong quá trình ăn uống, giải quyết các khiếu nại phàn nàn của khách, đến khâu cuối cùng là làm thủ tục thanh toán cho khách và tiễn khách.

Nội dung của giáo trình bao gồm các bài sau:

Bài 1: Taking a reservation.

Bài 2: Welcoming the guests.

Bài 3: Taking an order.

Bài 4: Serving guests during the meals.

Bài 5: Drinks

Bài 6: Complaints

Bài 7: Giving the bill and seeing off guests

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.

Trân trọng cảm ơn./.

Nhóm biên soạn

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GIÁO TRÌNH MÔN HỌC

1. Tên môn học: Tiếng Anh nhà hàng khách sạn

2. Mã môn học: MH14

Thời gian thực hiện môn học: 60 tiết; (Lý thuyết: 57 tiết; Kiểm tra: 03 tiết)

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

3.1 Vị trí: Ngoại ngữ chuyên ngành Phục vụ nhà hàng là học phần thuộc kiến thức chuyên môn nghề. Học phần này được bố trí giảng dạy trong chương trình đào tạo ngành Quản trị nhà hàng, trình độ cao đẳng.

3.2 Tính chất: Ngoại ngữ chuyên ngành Phục vụ nhà hàng là môn học quan trọng cung cấp cho người học các kiến thức và kỹ năng liên quan đến việc phục vụ và giao tiếp trong môi trường nhà hàng.

3.3. Ý nghĩa và vai trò của môn học

4. Mục tiêu môn học:

4.1 Về kiến thức: Giúp cho người học nắm được những kiến thức cơ bản về cách tiếp nhận việc đặt bàn, chào đón khách, cách tiếp nhận yêu cầu gọi món, phục vụ khách, giải quyết phàn nàn, thanh toán hóa đơn và tiễn khách. Qua đó học sinh ra trường có thể vận dụng được từ vựng, các mẫu câu giao tiếp và cách phục vụ khách bằng Tiếng Anh, giúp phát triển toàn diện hơn về nghề nghiệp của mình.

4.2 Về kỹ năng: Giúp cho người học có những kỹ năng cơ bản về sử dụng Tiếng Anh trong việc xử lý các tình huống trong nhà hàng thông qua hướng dẫn các mẫu câu giao tiếp bằng Tiếng Anh.

4.3 Về năng lực tự chủ và chịu trách nhiệm: Học sinh có thái độ nghiêm túc khi nghiên cứu môn học, 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	Tổng tín chỉ	Thời gian học tập (giờ)			
			Tổng số	Trong đó		
				Lý thuyết	Thực hành, thảo luận, bài tập	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 cơ bản	5	120	42	72	6
II	Các môn học chuyên môn	81	2040	684	1295	61
II.1	Môn học cơ sở	15	225	218	-	7
MH07	Tổng quan về Nhà hàng - Khách sạn	2	30	29	-	1
MH08	Quản trị học	2	30	29	-	1
MH09	Tâm lý du khách và Kỹ năng GT	2	30	29	-	1
MH10	Văn hóa ẩm thực	2	30	29	-	1
MH11	Thương phẩm hàng thực phẩm	2	30	29	-	1
MH12	Sinh lý dinh dưỡng và VSATTP	3	45	44	-	1
MH13	Nghiệp vụ thanh toán	2	30	29	-	1
II.2	Môn học chuyên môn	64	1755	408	1295	52
MH14	Tiếng Anh nhà hàng, khách sạn	4	60	58	-	2
MH15	Kỹ thuật chế biến món ăn	4	60	58	-	2
MH16	Phương pháp xây dựng thực đơn	3	45	44	-	1
MH17	Tổ chức sự kiện	2	30	29	-	1

MH18	Quản trị kinh doanh nhà hàng	6	90	88	-	2
MH19	Môi trường AN-AT trong nhà hàng	2	30	29	-	1
MH20	Lý thuyết nghiệp vụ nhà hàng I	4	60	58	-	2
MH21	Lý thuyết nghiệp vụ nhà hàng II	3	45	44	-	1
MH22	Thực hành nghiệp vụ nhà hàng I	5	150	-	140	10
MH23	Thực hành nghiệp vụ nhà hàng II	4	120	-	110	10
MH24	Thực hành chế biến món ăn	4	120	-	110	10
MH25	Thực hành QT nhà hàng	6	180	-	170	10
MH26	Thực tập TN	17	765		765	
II.3	Môn học tự chọn (chọn 2 trong 4)	2	60	58	-	2
MH27	Kỹ thuật trang trí, cắm hoa	2	30	29	-	1
MH28	Maketting du lịch	2	30	29	-	1
MH29	Pháp luật du lịch	2	30	29	-	1
MH30	Nghiệp vụ lưu trú	2	30	29	-	1
	Tổng cộng	101	2475	841	1550	84

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: Taking a reservation 1. Sample situations 2. Reading 3. Language study 4. Vocabulary 5. Useful expressions	9	9		
2	Unit 2: Welcoming the guests 1. Sample situations	9	9		

Số TT	Tên chương, mục	Thời gian (giờ)			
		Tổng số	Lý thuyết	Thực hành, thí nghiệm, thảo luận, bài tập	Kiểm tra
	2. Language study 3. Vocabulary 4. Useful expressions				
3	Unit 3: Taking an order 1. Sample situations 2. Language study 3. Vocabulary 4. Reading 5. Useful expressions 6. Written test 1	9	8		1
4	Unit 4: Serving guests during the meals 1. Sample situations 2. Language study 3. Vocabulary 4. Useful expressions	9	9		
5	Unit 5: Drinks 1. Sample situations 2. Reading 3. Vocabulary 4. Useful words and expressions 5. Written test 2	8	7		1
6	Unit 6: Complaints 1. Sample situations 2. Reading 3. Vocabulary	7	7		
7	Unit 7: Giving the bill and seeing off guests 1. Sample situations 2. Reading 3. Language study 4. Useful words and expressions 5. Written test 3	9	8		1

Số TT	Tên chương, mục	Thời gian (giờ)			
		Tổng số	Lý thuyết	Thực hành, thí nghiệm, thảo luận, bài tập	Kiểm tra
	Cộng	60	57		3

6. Điều kiện thực hiện môn học:

6.1. Phòng học Lý thuyết/Thực hành: Đáp ứng phòng học chuẩn

6.2. Trang thiết bị dạy học: Projektor, máy vi tính, bảng, phấn

6.3. Học liệu, dụng cụ, mô hình, phương tiện: Giáo trình, mô hình học tập

6.4. Các điều kiện khác:

7. Nội dung và phương pháp đánh giá

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 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. Phương pháp

Người học được đánh giá tích lũy môn học như sau:

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-LĐTBXH, 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.

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

STT	Phương pháp	Hình thức
1	Kiểm tra thường xuyên	Tự luận
2	Kiểm tra định kỳ	Tự luận
3	Thi kết thúc môn học	Tự luận

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 thực hiện môn học

8.1. Phạm vi, đối tượng áp dụng: Đối tượng trung cấp quản lý kinh doanh nhà hàng và dịch vụ ăn uống

8.2. Phương pháp giảng dạy, học tập môn học

8.2.1. Đối với người dạy

* **Lý thuyết:** Áp dụng phương pháp dạy học tích cực bao gồm: thuyết trình ngắn, luyện tập các kỹ năng nghe, nói, đọc, viết, hướng dẫn đọc tài liệu, bài tập tình huống, câu hỏi thảo luận....

* **Bài tập:** Chia theo cặp để luyện tập tình huống

* **Thảo luận:** Phân chia theo cặp để đóng vai, luyện tập tình huống

* **Hướng dẫn tự học theo nhóm, theo cặp** Nhóm trưởng phân công các thành viên trong nhóm tìm hiểu, nghiên cứu theo yêu cầu nội dung trong bài học, cả nhóm thảo luận, trình bày nội dung, ghi chép và viết báo cáo nhóm. Luyện tập theo cặp đóng vai tình huống

8.2.2. Đối với người học: Người học phải thực hiện các nhiệm vụ như sau:

- Nghiên cứu kỹ bài học tại nhà trước khi đến lớp. Các tài liệu tham khảo sẽ được cung cấp nguồn trước khi người học vào học môn học này (trang web, thư viện, tài liệu...)

- Tham dự tối thiểu 80% các buổi giảng lý thuyết. Nếu người học vắng >20% số tiết lý thuyết phải học lại môn học mới được tham dự kì thi lần sau.

- Tự học và thảo luận nhóm: là một phương pháp học tập kết hợp giữa làm việc theo nhóm và làm việc cá nhân. Một nhóm gồm 8-10 người học sẽ được cung cấp chủ đề thảo luận trước khi học lý thuyết, thực hành. Mỗi người học sẽ chịu trách nhiệm về 1 hoặc một số nội dung trong chủ đề mà nhóm đã phân công để phát triển và hoàn thiện tốt nhất toàn bộ chủ đề thảo luận của nhóm.

- Tham dự đủ các bài kiểm tra thường xuyên, định kỳ.

- Tham dự thi kết thúc môn học.

- Chủ động tổ chức thực hiện giờ tự học.

* Làm việc theo cặp : Hs nhận bạn cùng thực hành ,luyện tập tình huống về các chủ đề.

9. Tài liệu tham khảo

(1) (Giáo trình bắt buộc): Giáo trình nội bộ - Ngoại ngữ chuyên ngành Phục vụ nhà hàng, Trường Cao đẳng Thương mại & Du lịch, 2019.

(2) (Tài liệu tham khảo): Giáo trình English for restaurant - Chủ biên: Trường Cao đẳng Du lịch Hà Nội.

UNIT 1: TAKING A RESERVATION

1. GENERAL INTRODUCTION

TEACHING AIMS:

After this period, the students can:

- Practise reading well some sample situations
- Do well some activities
- Make some situations and act out
- Practise reading about the topic "taking a reservation"
- Know the usage of **would** and **could** for polite requests, questions, offers

Knowledge:

Language focus 1: Present simple

Vocabulary 2: Vocabulary about the topic "Taking a reservation"

Develop vocabulary about the topic.

Practice listening, speaking, reading and writing

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 English for Tourism

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. CONTENTS

UNIT 1

TAKING A RESERVATION

1. SAMPLE SITUATIONS

***. Dialogues** G = Guest W = Waiter/ Waitress

A. Dialogue A

W : Chinese Restaurant. May I help you?

G : Yes, I'd like to reserve a table for tonight, please.

W : Certainly, sir. For how many persons, please?

G : A party of eight.

W : At what time can we expect you?

G : Oh, at seven tonight.

W : Would you like a table in the main restaurant or in a private room, sir?

G : In the main restaurant.

W : Certainly, sir. A table for 8 at 7 tonight. May I have your name and telephone number, please?

G : Sure. It's Franks and my number is 288328.

W : Thank you very much, Mr. Franks. My name is Chan and we look forward to seeing you.

G : See you tonight.

W : Goodbye.

B. Dialogue B

W : Princess Restaurant. Good morning! Can I help you?

G : Yes, I'd like to book a table for four for the next Wednesday, December 23.

W : Certainly, sir. What time would you like your table?

G : At 8:30 on next Wednesday evening.

W : And what is it going to be, Chinese food or Western food?

G : Western.

W : Could you give me your name, please?

G : Please book it under the name of Mr. Watson.

W : So, it's Mr. Watson, a table for four for the evening of the next Wednesday.

It is Western food and you are coming at 8:30.

G : That's right.

W : Thank you for calling us. We look forward to your visit.

C. Dialogue C

W : Italian Restaurant. May I help you?

G : I'd like to reserve a table for four for this evening at 8:00.

W : I'm sorry, sir. There aren't any tables left for 8:00, but we can give you one at 9:30.

G : No, that's too late.

W : I'm sorry, sir.

G : It doesn't matter. Thank you.

W : Thank you. Goodbye.

D. Dialogue D

W: Deep Sea Restaurant. Can I help you?

G: Yes. I have reserved a table for two at 8.00 this evening, but now I'd like to change the reservation.

W: What's the name, please?

G: The reservation is in the name of Mr. Watson.

W: Let me see. OK, I've got that. What can I do for you?

G: Could you postpone it to Friday evening?

W: Friday evening, I'm afraid there aren't any tables until 8.30 on Friday evening.

G: 8.30 would be OK. Thank you very much.

W: That's all right.

G: Goodbye.

W: Goodbye.

*** New words and phrases**

party (n)

reserve (v) = book (v)

reservation (n)

make a booking/ reservation = to book/ reserve

take a reservation (vph)

change a reservation (vph)

expect(v)

look forward to smt/ doing smt (vph)

cancel(v)

postpone/put off...until/to...(= change to a later time or day)

put/ bring ...forward to...(= change to an earlier time or day)

***. Practice**

Activity 1: Complete the dialogues with suitable expressions.

Dialogue 1:

W : Princess Restaurant.?

G : What time

W : At 7:00, sir. And we close at midnight.

G : I'd like to for two, please.

W :, sir?

G : Around 8.15.

W : May I....., please, sir?

G : Sorel.

W : So that's a table for two this evening at 8.15 for Mr. Sorel.

G :

W : Thank you for calling.

G : Thank you. Goodbye.

W :

Dialogue 2:

W : Junior's Kitchen. May I help you?

G : Good morning. What time are you open this evening?

W :5 p.m, sir. And11 p.m.

G : Could I book a private room for a group of ten people?

W :

G : At about seven.

W : I'm sorry, there arefor 7 p.m, but we canat 8 p.m

G : That would be too late.

W : Well, I can seat you in the main restaurant at 7 p.m. Would you like ...?

G : But there are smokers in the group.

W : That's I can arrange for that.

G : All right then.

Activity 2: Read through the dialogue below and then practise it with a partner changing the underlined information.

Employee: Restaurant. May I help you?

Caller: What time do you open this evening?

Employee: At 7.00, sir. And we close at midnight.

Caller: I'd like to reserve a table for two, please.

Employee: For what time, sir?

Caller: Around 8.15.

Employee: May I have your name, please, sir?

Caller: Sorel.

Employee: A table for two for this evening at 8.15 for Mr. Sorel.

Caller: That's right.

Employee: Thank you, sir.

Caller: Thank you. Goodbye.

Employee: Goodbye.

Activity 3: Work in pair. One acts as a waiter at Carlo's Pizzeria and the other acts as a guest using the information given below.

Waiter at Carlo's Pizzeria

Answer the phone

Ask when for

Ask what time

Ask how many people

Ask for the name

Check details/ spelling

Thank the guest for calling

Guest

Ask to book a table

Give a day/ date

Give a time

Say the number of people

Give a name and spell it

Thank the waiter

Say goodbye

Activity 4: *Work in pairs. Your teacher will give you a card which describes clearly your role. Look at your card and make conversation with your partner.*

The caller

1. Your name's Miller.

You want to know what time the restaurant opens.

You want a table for two at 8.00.

9.00 will be all right.

2. Your name's Cartney.

You want to reserve a table for this evening.

There will be six of you.

You want a table at 8.30.

3. Your name's Rogers.

You'd like to have lunch at 1.00.

You want to reserve a table for three near the window.

The restaurant employee

1. Someone calls the restaurant.

The restaurant's hours are 6.00 p.m. to 11.00 p.m.

There are no free table till 9.00.

2. Someone calls the restaurant. You answer the phone.

3. Someone calls the restaurant. You answer the phone.

2. READING

Activity 1: Read the advertisement for the Casablanca and answer the guest's questions

The Casablanca Restaurant

5 Hanover Street London W1A 4BZ

Tel. 020 77347002 Fax. 020 7734 6437

Set in the heart of London. Five minutes from Oxford Circus.

Enjoy a wonderful meal in the relaxed atmosphere of our renowned restaurant

International cuisine

A varied choice of fresh food on our a la carte menu

Table d'hotel menu

Available at lunch time

Children's menu

Traditional English breakfast

From 7 to 10 in the morning

Special prices for Christmas banquets in December

Excellent service

Free car parking

Closed on Tuesdays in Winter Bookings advisable www.hotelhollywood.co.uk

- a. Is your restaurant in Oxford street?
- b. Are there only British specialities on your menu?
- c. Can we have a table d'hotel meal for dinner?
- d. My son is eight years old. Do you have special dishes for him?
- e. Do you only serve breakfast to English people?
- f. I'd like to have a special meal for Christmas. Is it possible at the Casablanca?
- g. Do I have to pay to park my car?
- h. Is the restaurant open every day all year round?

Activity 2: Complete the table with words from the Casablanca advertisement.

Menus	1.....
	2.....
	3.....

Daily meals	4.....
	5.....
Days of the week	6.....
Parts of the day	7.....
Months	8.....
Seasons	9.....

3. LANGUAGE STUDY

Would and could for polite requests, questions, offers

A. We use **would** in polite questions about a customer's intentions and wishes when making a reservation.

e.g. How many people would there be in your party?

Would that be for lunch or dinner?

For what day/ time would that be?

B. We also use **would** with verbs such as **like, prefer and rather** to make polite offers and invitations.

e.g. Would you like a table near the band?

Would you prefer to sit indoors or outdoors?

Would you rather sit by the window?

C. "**Couldplease?**" is used to make polite requests.

e.g. Could I have your name, please?

Could you spell that, please?

Could you bring me the bill, please?

Exercise 1: Six customers ring to make changes to their reservations. Match up the messages with their meanings.

Messages:

- (a) I have a reservation for tomorrow. But I want to put it off.
- (b) We're booked for 2.00. Could you put that forward to ...?
- (c) There'll be nine of us instead of seven.
- (d) We're booked for nine. Can we come at seven instead?
- (e) We'd now like to come for dinner rather than lunch.
- (f) We're going to have to postpone our reservation for tomorrow to Saturday.
- (g) Now we'd rather come for lunch than dinner.

Meanings:

- (1) I want to come at seven o'clock.
- (2) I want to come earlier than that.
- (3) I want to come for lunch.
- (4) I want to come for dinner.
- (5) I want to come on a later day. (Two messages mean this.)
- (6) There will be nine customers.

Exercise 2: Match the expressions in column 1 with the ones in column 2.

1	2
1. Could I book a private room for next Monday?	a. I'm afraid we are closed on Mondays.
2. Could I speak to the headwaiter?	b. Blue Parrot, Headwaiter.
3. Good morning.	c. Yes, we're open every day except Sundays.
4. Ring...ring...ring	d. I'd like to reserve a table for this evening.
5. Hello, what do you want?	e. For around one thirty.
6. And what time would that be?	f. Forget it.
7. May I help you?	g. Good morning.
8. Are you open today?	h. We are open from five to midnight.
9. Have you got a table for eight this evening?	i. Speaking.
10. At what time are you open for dinner?	j. I'm sorry, but the restaurant is fully booked this evening.

Exercise 3: Read the situations and write what you would say.

1. You want to borrow your friend's camera. What do you say to him/her?
2. You have to go to the airport, but you don't know how to get there. You ask a passby.
3. You want to invite someone to come and stay with you for the weekend.
4. You want your friend to show you how to change the film in your camera.

What do you say?

5. You are on a train. The woman next to you has finished reading her newspaper. Now you want to look at it. What do you say?
6. There is a concert tonight and you are going with some friends. You think Mary would enjoy it too. Invite her.
7. You are sitting on a crowded bus. There is an old lady standing. Offer her your seat.
8. You are having a party next Saturday. Invite your friend Tim.

4.VOCABULARY

Prepositions of time: in, on, at, from...to
--

Look at the prepositions in these sentences.

- a) Traditional English breakfasts available **from** 7 **to** 10 a.m.
- b) Special prices for Christmas banquets **in** December.
- c) Closed **in** winter.
- d) A table for two **at** seven o'clock this evening.
- e) I'm sorry, madam, but the restaurant closes **in** the evening.
- f) All right, so that's a table for two **on** Saturday.

Now match the sentences with these rules.

1. We use in with seasons
2. We use at with time
3. We use on with days
4. We use in with parts of the day
5. We use in with months
6. We use "from...to" to show the beginning and end of something.....

Exercise 1: Add at, on, in, from or to where necessary.

1. Kate doesn't normally work ___ weekend, but she had to work ___ last Saturday.

2. We're leaving ___ tomorrow morning, but we'll be back ___ three weeks' time.
3. Did she send you a card ___ your birthday?
4. ___ what time does the meeting start ___ Monday?
5. I can normally get home from work ___ about half an hour ___ Friday evenings.
6. They went on holiday to Spain ___ Easter and then again ___ the summer.
7. The bridge was built ___ the 16th century.
8. Do you enjoy driving ___ night?
9. I'm taking my driving test ___ 4.30 ___ July 3rd.
10. He was born ___ 1900 and died ___ 1972.
11. I'm going to a conference in Egypt ___ a week.
12. Can you meet me ___ 2 o'clock ___ next Saturday afternoon?
13. I waited ___ half past eight ___ nine o'clock, but she didn't come.
14. They hope to finish the job ___ Thursday next week.
15. He normally works ___ Monday ___ Friday.

Exercise 2: Group work

Find out when your partner does the things below and then read your answers to the rest of the class.

Wake up	have breakfast	get dressed	go to work	have lunch
Go out	have dinner	watch TV	go to bed	

Example: A: *When do you wake up?*

B: *I wake up at 7.30. How about you?*

5. USEFUL EXPRESSIONS

5.1. Finding out what the client wants

- For what time?
- For how many?
- Who's the reservation for?

5.2. Giving the client information about restaurant hours

- I'm sorry, we're not open on (day).
- We (open/ close) at (time).
- We're open until (time).

5.3. Refusing a reservation

- I'm sorry, but the restaurant's full.
- I'm sorry, there aren't any tables left for (time), but we can give you a table at (time).

5.4. Meeting requests

- * when answering a Yes/No question
- Certainly, sir/ madam. (That would be no problem.)
- (Yes,) that's no problem/ that would be no problem.
- (Yes,) you could/ there is/ there are.

* when responding to a statement

- Very good, sir/ madam.
- That'll be fine./ No problem.

5.5. Not meeting a request

- I'm (very) sorry, sir/ madam. We have no.../ There's no.../ We can't.../ We don't.../ We don't have any....
- We are fully booked on that day/ at that time.
- We're closed on Monday.
- We have no table big enough for so ... people.

5.6. Expressions used by the guest

- I'd like to make a reservation for tonight.
- I would like to book a table for four for next Wednesday, December 23.
- Please book it under the name of Mr. Watson./ The name's Rogers.
- I'd like to reserve a table for dinner tonight.
- Oh, any chance of a table by the window?
- Do you have any private rooms for 15 people?
- What time do/ are you open this evening/ every day?
- I'd like to change my reservation. I'd like to postpone it to Thursday evening.
- We'd like a table out of doors/ near the window/ in the shade/ with a view/ near the band/ in the non-smoking section/ in the smoking area.

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 1

Exercise 1: Complete the following dialogues

Dialogue 1

E = Employee

C = Caller

E: Restaurant. May I help you?

C: What time do you this evening?

E: At 6.00, and weat 1.00.

C: I'd like toa table.

E: For?

C: Two.

E: For, please?

C: 8.00.

E: I'm sorry, there aren't anyfor 8.00, but we can give you one at 9.00.

C: All right.

E: What's, please?

C: Miller.

E: A table for two at 9.00 for Miller. Thank you.

C: Thank you. Goodbye.

Dialogue 2

E: Deep Sea Restaurant.

C: I'd like toa table for this evening. TheCartney.

E: For?

C: Six.

E: For?

C: Around 8.30.

E: A table for six at 8.30 for Cartney. Thank you.

C: Thank you. Goodbye.

Dialogue 3

E: Restaurant. May I help you?

C: I'd like to reserve a tablethe window for three. The name's Rogers, and we'd like to haveat 1.00.

E: Anear the window for three at 1.00 for Rogers. Thank you.

C: Thank you. Goodbye.

Exercise2: Complete the following dialogue. You are the manager of Junior's Kitchen. A guest calls to make a reservation and you answer the telephone.

Answer the phone : Junior'smorning.

Caller : Good morning. I'd like to reserve a table for four for next Friday.

Ask what time :

Caller : About six-thirty.

Repeat information: A table for(day, time)

Ask name :

Caller : Hemmingway, Ernest Hemmingway.

Ask to spell surname:

Caller : H-E- double M-I-N-G-W-A-Y.

Repeat :

Caller : That's correct.

Thank the caller :

Caller : Thank you. Goodbye.

Say goodbye :

Exercise 3: *Jan answer the telephone at the Casablanca. Read the dialogue and check the booking form below. Correct any mistake.*

Jan : Good afternoon, Casablanca Restaurant. Can I help you?

Mr. Russell : I'd like to reserve a table, please.

Jan : Certainly, sir. For what day?

Mr. Russell : For today.

Jan : OK, so that's the 7th. And what time?

Mr. Russell : Half past seven, please.

Jan : And for how many people?

Mr. Russell : Just two, please.

Jan : Is that smoking or non-smoking?

Mr. Russell : Non-smoking.

Jan : OK, sir, that's no problem. And what name is it, please?

Mr. Russell : Russell.

Jan : Could you spell that, please, sir?

Mr. Russell : Yes, it's R-U-double S-E-double L.

Jan : Thank you. So, that's a table for two at seven-thirty this evening.
Thank you very much Mr. Russell. See you this evening.

Mr. Russell : That's great. Thanks. Bye.

<p style="text-align: center;">CASABLANCA</p> <p>Name: Mrs. Prussel</p> <p>Date: 8 July</p> <p>Time: 6.30</p> <p>Number of people: 3</p> <p>Non/smoking: non</p>

Exercise 4: *The head waiter of Junior's Kitchen answers the telephone. Read the dialogue and fill in the reservations form with the correct information.*

Head waiter : Junior's Kitchen. Head waiter. Good morning.

Paul : Good morning. I'd like to reserve a table for two for next Wednesday evening.

Head waiter : For what time, sir?

Paul : Oh, about seven o'clock.

Head waiter : A table for two, next Wednesday, 7 p.m. And may I have your name, please?

Paul : Taylor. Paul Taylor.

Head waiter : Could you spell your surname, please?

Paul : Yes. T-A-Y-L-O-R. Taylor.

Head waiter : T-A-Y-L-O-R.

Paul : That's right.

Head waiter : We look forward to seeing you, sir.

Paul : Thank you. Goodbye.

<p style="text-align: center;">JUNIOR</p> <p>Name:</p> <p>Date:</p> <p>Time:</p> <p>Number of people:</p>
--

Exercise 5: Translate the following dialogue into English.

- Người phục vụ : Nhà hàng Fenghua xin nghe. Xin chào. Xin hỏi tôi có thể giúp gì cho quý khách ạ?
- Khách hàng : Vâng, tôi muốn đặt trước một bàn cho bữa tối.
- Người phục vụ : Vâng, thưa bà. Bà muốn đặt bàn vào lúc mấy giờ?
- Khách hàng : Tôi chưa rõ, có thể là khoảng 9 giờ tối.
- Người phục vụ : Được. Bao nhiêu người, thưa bà?
- Khách hàng : Một nhóm gồm 5 người.
- Người phục vụ : Xin bà cho biết quý danh ạ?
- Khách hàng : Sorenson.
- Người phục vụ : Như vậy là một bàn cho 5 người vào lúc 9 giờ tối nay. Cảm ơn bà Sorenson.
- Khách hàng : Ô, liệu có còn bàn cạnh cửa sổ không ạ? Các bạn tôi rất thích ngắm phong cảnh.
- Người phục vụ : Tôi hiểu. Chúng tôi đã nhận được rất nhiều yêu cầu đặt bàn và mặc dù tôi không thể chắc chắn được điều gì nhưng xin cứ an tâm chúng tôi sẽ cố gắng hết sức, thưa bà Sorenson. Hy vọng là bà hiểu.
- Khách hàng : Tôi hiểu, nhưng tôi đánh giá cao nếu việc này có thể thu xếp được.
- Người phục vụ : Tôi sẽ cố gắng hết sức. Rất mong được phục vụ bà tối nay, bà Sorenson. Cảm ơn bà đã gọi cho chúng tôi.
- Khách hàng : Tạm biệt.
- Người phục vụ : Tạm biệt. Chúc bà một ngày tốt lành

UNIT 2: WELCOMING THE GUESTS

1. GENERAL INTRODUCTION

TEACHING AIMS:

After learning this unit, the students can know:

Knowledge:

- Practise reading well some sample situations
- Do well some activities
- Make some situations and role play
- Know to use the Modal verbs
- Know more about modal verbs are used in restaurant language.
- Know some vocabulary about "part of the dining - room"
- Remember some useful expressions about the topic "Welcoming the guests"
- Develop vocabulary about the topic.
- Practice listening, speaking, reading and writing

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 English for Tourism

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. CONTENTS

UNIT 2

WELCOMING THE GUESTS

1. SAMPLE SITUATIONS

1. Dialogues

Dialogue A *Receiving guests with reservation*

R.E = Restaurant Employee Mr. K = Mr. Kerrigan

R.E : Good evening, madam. Good evening, sir. Do you have a reservation?

Mr. K : Yes, we do.

R.E : Could I have the name, please?

Mr. K : Mr. and Mrs. Kerrigan.

R.E : One moment, please. Yes, Mr. and Mrs. Kerrigan - a table for two.
 Shall I take your coat?

Mr. K : Yes, please. Can I leave my hat, too?

R.E : Certainly. Would you prefer to sit indoors or outdoors?

Mr. K : I think we'd prefer indoors. What about the small table near the piano?

R.E : I'm very sorry, sir. I'm afraid that table is not available. But the round
 one near the window is free.

Mr. K : Perfect. That's fine.

R.E : Follow me, please. I'll show you to your table.

Mr. K : Thank you.

R.E : Here's the menu.

*** Exercise: Read the dialogue above then look at the list of actions below and tick the things the restaurant employee does.**

1. Greet the guests
2. Ask if there is a booking
3. Ask for the name
4. Check the booking details
5. Offer the guests a coffee
6. Offer cloakroom service
7. Offer a choice of seats
8. Apologize and explain problem
9. Suggest seats
10. Show the kitchen to the guests
11. Show the guests to their table
12. Present the menu

Dialogue B Receiving guests with no reservation

A family of four arrives at Junior's Kitchen and the hostess receives them.

Hostess : Sawadee ka. Good evening. Sawadee ka.

Mother : Good evening.

Father : Good evening. We'd like a table in the smokers' section.

Hostess : Do you have a reservation, sir?

Mother : No, I'm sorry, we don't.

Hostess : A table for four, sir?

Father : Yes, please.

Hostess : And where would you like to sit?

Mother : We'd like a table near the stage. We're celebrating our daughter's graduation.

Hostess : Congratulations, Miss.

Daughter: Thank you.

Hostess : Please follow me, madam, sir.

Mother : Thank you.

Hostess : Is this all right, madam?

Mother : Yes, this is fine.

Dialogue C *Telling the diner there isn't a table*

W : Good evening, sir and madam. Welcome to our restaurant. Have you got a reservation, sir?

G : I'm afraid, I haven't.

W : I'm sorry to say that we haven't got any vacant seats at present. Would you please wait in the lounge for about five minutes? I'll seat you if the table is ready.

G : That's OK. Nancy, let's go to the lounge then.

(Five minutes later)

W : I'm sorry to have kept you waiting, sir and madam. Now we have a table for you. Would you step this way, please?

G : May we sit there - a table by the window?

W : Oh, I'm sorry, that table has been reserved.

G : It's a pity!

W : Well, the table in the corner is quite good. It's near the band platform. There will be a performance during the meal time.

G : OK. I'll listen to you.

W : Have you got anything on mind what drinks you are going to have tonight?

G : Sprite, please.

W : Certainly. I'll bring it to you right away.

Dialogue D W = Waiter G = Guest

W : Good evening, ladies and gentlemen. Do you have a reservation?

G : We have booked a table for four. The name is Mary Leavens.

W : One moment, please, Mrs. Leavens. Oh, I'm afraid that there is no table reservation marked in that name, madam.

G : What! I phoned this morning myself and I was promised a window table.

W : I see. There must be some mistake. I do apologize for that, Mrs. Leavens.
We have a nice table for you, but I'm afraid that is not by the window.

G : Well, we'll have it. But I must tell you I'm much disappointed with your service.

W : I'm awfully sorry, Mrs. Leavens. We'll report it to the manager and he'll look into the matter. I believe such things won't happen again. And we'll do our best to make your evening here a pleasant one. This way, please.

*** New words and phrases:**

available (adj.)	follow (v)
apologize (v)	cloakroom (n)
greet (v)	choice (n)
stage (n)	celebrate (v)
graduation (n)	vacant (adj.)
lounge (n)	seat (v)
step (v)	
keep someone waiting	band platform(n)
performance (n)	promise (v)
be disappointed	report (v)
pleasant (adj.)	believe (v)

***. Practice**

Activity 1: Put the sentences in the correct order to make a complete dialogue.

Waiter: Good afternoon, sir. Welcome to the Hilton Restaurant.

W: Please, take a seat, sir.

W: I'll show you to your table. This way, please.

W: Is this fine?

G: A table for six, please.

W: How many persons, please?

W: Where would you prefer to sit?

G: Well, by the window, please.

G: Thanks.

G: OK. That'll be fine.

G: Thanks.

W: A waiter will come to take your order. Just a moment, please.

Activity 2: *Below are some useful expressions for welcoming guests. Fill in each blank with one of the words given: seat, preparation, chair, closer, join, moving, sharing, reserved, separately, joining, persons, show, party, wishes, pass, along.*

1. How manyare there in your, sir?
2. I'llyou to your new table.
3. I'm afraid that area is under
4. I'm afraid that table is
5. I'm afraid we cannotyou at the same table. Would you mind sitting
6. Would you like a highfor your son/ daughter/ child?
7. Is anyoneyou, sir?
8. Would you minda table?
9. Another guestto join this table.
10. Excuse me, sir. Would you mindover a little?
11. Could you moveone seat, please?
12. Excuse me, madam, but may I?
13. Could you move your chairto the table, please?

Activity 3: Pair-work (Receiving guests with reservation)

Complete the following dialogue. A man of about forty arrives at Junior's Kitchen and you must receive him.

Greet the guest:

Guest: *Good evening.*

Ask about reservation:

Guest: *Yes, I telephoned you last Wednesday.*

Ask name:

Guest: *Hemmingway.*

Ask to wait:

Check reservations list:

Check name, table:

Guest: *That's right.*

Take to table:

Guest: *Thank you.*

Ask about table:

Guest: *Yes, this is fine. Thank you.*

Activity 4: Pair-work (Receiving guests with no reservation)

Complete the following dialogue. A fairly large group of guests arrives at Junior's Kitchen and you must receive them.

Greet:

Guests:

Guest: **Good evening. I hope you can seat all of us.**

Ask about reservation:

Guest: **No, I'm sorry, we don't.**

Ask how many:

Guest: **Twelve or thirteen.**

Ask where to sit:

Guest: **Somewhere near the window.**

Ask about smokers:

Guest: **Smokers, please.**

Guide guests to table:

Guest: **Thank you.**

Ask about the table:

Guest: **This is fine. Thank you.**

Activity 5: Work in pairs. Your teacher will give you a card which describes clearly your role. Look at your card and make conversation with your partner.

Diner 1

- **Your name's Philips and you haven't got a reservation.**
- **You aren't in a hurry.**
- **The first table you are offered is too near the doorway, but you see another one near the window that looks fine.**

You accept the next table you're offered.

Waiter 1

- **It's 8.00 in the evening.**
- **Diner comes in. The restaurant is full.**
- **If the diner has no booking, he can wait 20 minutes or so in the lounge.**
- **Call diner. Tell his table's ready and show him to it.**
- **Table near the window's reserved.**
- **Suggest the table in the corner.**
- **Tell the diner you'll bring the menu.**

Diner 2

Your name's Morgan and you've got a reservation.

Waiter 2

- **It's 7.30 in the evening.**
- **Client comes in. He's got a reservation.**
- **Show him to his table and bring him a menu.**

Diner 3

- **Your name's Jordan and you've got a reservation.**
- **The first table the waiter gives you is too near the door.**
- **You'd rather sit near the window.**

Waiter 3

- **It's 12.30 in the afternoon.**
- **Client comes in. He's got a reservation.**
- **Show him to a table near the door. If he doesn't like it, find out if he'd rather sit near the window.**

2. LANGUAGE STUDY

Modal verbs

*Modal verbs such as **can, could, will, would, may and shall** are often used in restaurant language. They are special because they never change their form.*

1) **Will** is used to offer to do something

e.g. I'll show you to your table.

We'll report it to the manager and he'll look into the problem.

2) **Shall** is used to make suggestions

e.g. Shall I take your coat, please?

Shall we eat out this evening?

3) **May** is used to ask for permissions

e.g. May I help you?

May I take your order?

4) **Can** is used to make requests

e.g. Can we order?

Can I have a glass of water, please?

The negative and question forms of modal verbs do not use do/ does.

e.g. I'm afraid you can't sit there, that table's reserved.

May we sit there - the table near the window?

Exercise 1: Choose the correct option to complete these useful restaurant phrases.

1. Could/ Shall I have your name, please?
2. Would/ Shall I take your coats?
3. Would/ May you prefer to sit indoors or outdoors?
4. May/Will I suggest the terrace?
5. Shall/ Can we order, please?
6. Would/ Shall you like to take a seat?
7. I'll/ May show you to your table.
8. Would/ Will you like to see the wine list?
9. I'm afraid you won't/ can't smoke here.
10. Can/ May you follow me, please?

Exercise 2: Make offers using the words below:

- | | |
|-------------------------------|---------------------------------|
| 1. Shall I switch off | a. something to drink |
| 2. I'll help | b. you an umbrella if you like. |
| 3. Would you like me to phone | c. your coat? |

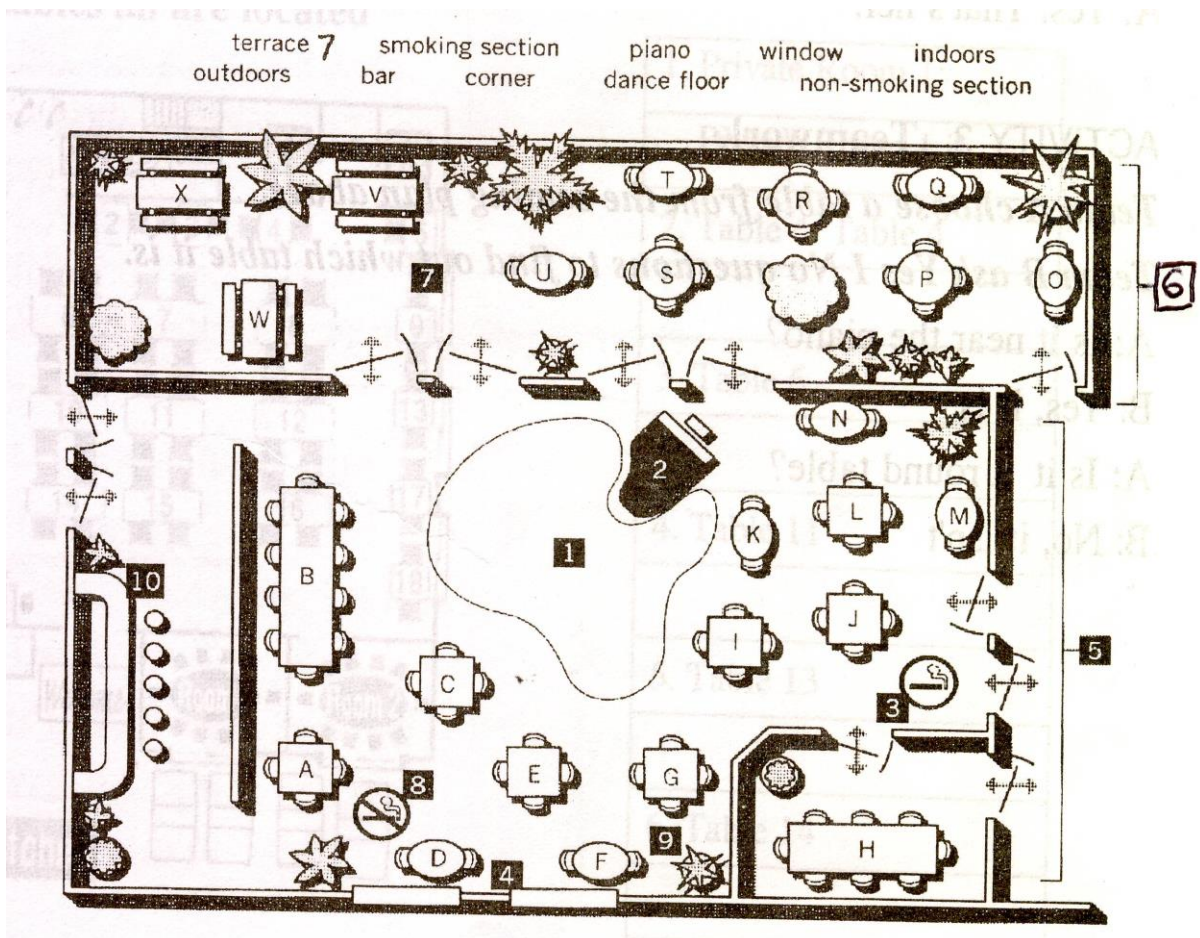
4. Can I take
5. Would you like
6. Could I carry
7. I can lend

- d. the light
- e. some bags for you?
- f. for the doctor?
- g. you do the washing-up

3. VOCABULARY

Parts of the dining-room

Activity 1: Match the words in the box to the picture. Then practise saying the words.



Activity 2: Look at the dialogues below and tick the areas mentioned

1. A: So, where are we going to seat Mr. and Mrs. Jones tonight?
 B: What about the small square table near the window?
 A: All right.
2. A: And where would you like to sit?
 B: Is there a round table for twelve in the non-smoking section?

A: I'm sorry, madam, but there are no large round tables.

3. A: Look at that woman! What a lovely dress!

B: Where?

A: Over there, on the terrace.

B: At the oval table?

A: Yes. That's her.

Activity 3: Teamwork

Team A: choose a table from the seating plan above.

Team B: ask Yes/ No questions to find out which table is it.

Example: A: Is it near the piano?

B: Yes, it is.

A: Is it a round table?

B: No, it isn't.

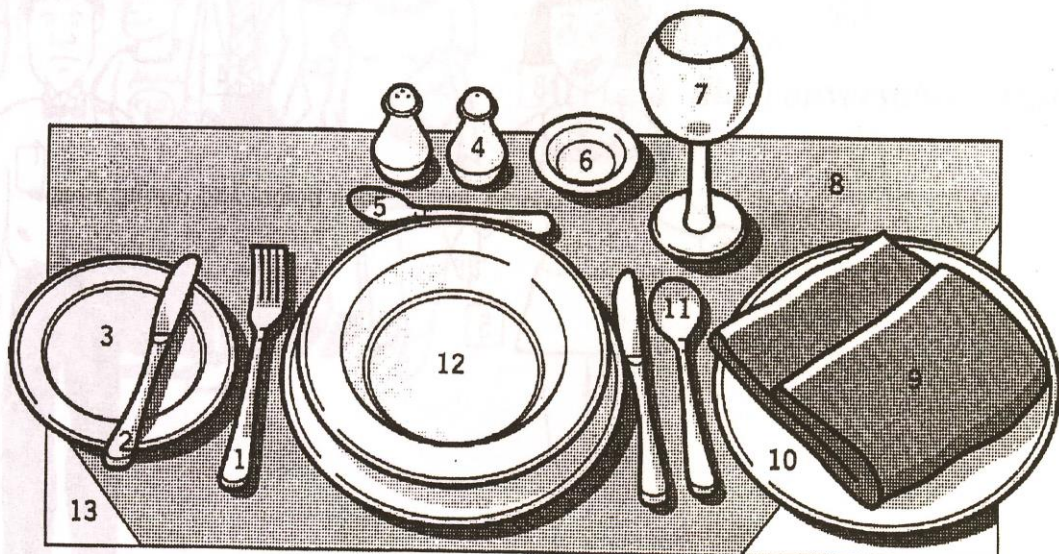
A: Is it an oval table?

B: Yes, it is.

Tablewear for lunch and dinner

Activity 4: Match the words in the box to the pictures. Then practise saying the words.

salt/pepper pot 4 dinner plate ashtray fork napkin knife slipcloth
side plate soup spoon glass tablecloth dessert spoon soup bowl



4. USEFUL EXPRESSIONS

4.1. Seating the client, ask the client where to sit

- Have you got a reservation?
- Would you like to/ Could you come with me, please?
- Would you like to/ Could you follow me, please?
- Would you come this way, please?
- Will this table be all right?
- Would you like to sit here/ near the window/ near the band/ near the dance floor?
- I'm afraid we can't seat you at the same table. Would you mind sitting separately?
- Is anyone joining you, sir?
- Would you mind sharing a table?
- Another guest wishes to join this table.
- Where would you like to sit?
- You can/ may sit where you like.
- Would you mind moving over a little?
- Excuse me, madam, but may I pass?
- I'm sorry, that/ this table is already reserved.
- Take a seat. I'll bring you the menu.
- Your table's ready now.
- I'll show you to your table.
- The smokers'/ non-smokers' section is in the rear, sir.

4.2. Telling the client there isn't a table

- I'm sorry, sir. The window tables have all been taken.
- You can sit/ have a drink/ wait in the bar if you like and we'll call you when we have a table.
- I'm sorry, the restaurant is full now. We can/ might be able to seat you in (time).
- Now would you please take a seat and wait over there? We will have you seated as soon as we get a free table.
- I'm sorry to have kept you waiting, sir/ madam.
- I'm sorry to say that we haven't got any vacant seats at present. Would you please wait in the lounge for about five minutes?

4.3. Polite expressions

* *When bringing something:*

- The menu, Sir.
- Your soup, Madam.

* *When bringing something that the customer has just asked for:*

- Could we have an ashtray? - Certainly, Sir. Here's an ashtray.
- Could I have a glass of water? - Yes, of course. Here you are.

4.4. Other expressions used by the client:

- We would like a table by/ near the window so that we can enjoy the view of the lake.
- We'd like a table in the rear, please.
- Can we sit near the window?
- That's fine if that is what you've got.
- How long do you think we will have to wait?
- That's too long. I think we'd better try another place.
- Yes, 20 minutes is all right. We are not terribly hungry.
- Have you got a table for two/ three/ four...?
- Could you bring me the menu, please?

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 2

Exercise 1: Complete the following conversation with the right word

W : Good evening. Have you got a

G : No, we haven't. Is itto have dinner?

W : I'm sorry, the restaurant'snow, but we might be able to
.....you in 20 minutes. You can have a drink in theif you like.
We'llyou when we have a table.

G : Okay.

W : Can you give me your, please?

G : Philips.

W : Thank you

(20 minutes later)

W : Your table'snow, sir. Could you come with me, please? Will
this table be

G : No, it's too close to the doorway. What about that one?

W : I'm sorry, that table is alreadyWould you like to sit over there in the corner?

G : All right.

W : I'll bring you the menu.

Exercise 2: Put the following sentences in the correct order to make complete dialogues

Dialogue 1.

Diner: It's too near the door.

Waiter: Can you follow me, please? Will this table be all right?

Waiter: Good afternoon. Have you got a reservation/

Diner: Yes, that'll be fine.

Diner: Yes, the name's Jordan.

Waiter: Would you rather sit near the window?

Dialogue 2

W: Can you follow me, please? Will this table be all right?

W: Good evening. Have you got a reservation?

D: Fine, thank you.

W: I'll bring you a menu.

D: Yes, the name's Morgan.

Exercise 3: Answer the following questions

1. What should a hostess say as soon as she sees a guest coming in the restaurant?
2. What information about the guest should she learn first? Why?
3. When the hostess sees two guests coming in, do you think it is necessary for her to ask: A table for two? Why or why not?
4. What should the hostess say while leading the guest into the restaurant?
5. What should the hostess say when she lead the guest to a vacant table?
6. What should the hostess say when there isn't any vacant table for the guest?

7. If a party of four, three women and one man, come in, what should the hostess say to greet them?
8. What are the duties of a hostess in a restaurant?

Exercise 4: Complete the following dialogues

Dialogue 1: Hostess :

Guest : Good evening. Have you got a vacant table for us?

H :

G : No.

H :

G : Five.

H :, please.

G : Yes, I like it.

H :, please. Here.....The.....

Dialogue 2: H: The restaurant is full now.....?

G: J.B. Smith.

H:

G: That's a good idea.

H:, please.

Dialogue 3: H: Good afternoon, sir. Welcome.....

G: Have you got a table for two?

H:

G: No. You see. I've just arrived.

H: I'm sorry, but.....Would you please.....We will call....

G: All right.

Exercise 5: Translate this passage into Vietnamese

The job of the hostess is to welcome and seat the guests when they arrive and to arrange reservations in restaurant. In many cases, the hostess also takes drink orders from the guests after they have been seated. She also thanks the guests when they leave.

Waiters and waitress also play an important role in the operation, because they have more contact with the guests than any other restaurant employees. They must be attentive to the needs of the guests, and they can explain items on the menu that are unfamiliar to the guests or make recommendations about dishes.

Exercise 6: Translate these dialogue into English.

ĐỐI THOẠI 1:

Người phục vụ: Xin chào. Chào mừng quý khách đã đến với nhà hàng Hoà Bình.
Khách hàng: Xin chào.
Người phục vụ: Các ngài có đặt bàn trước không ạ?
Khách hàng: Không, chúng tôi không đặt trước.
Người phục vụ: Xin cho biết các ngài có bao nhiêu người ạ?
Khách hàng: Chúng tôi muốn một bàn ăn cho sáu người.
Người phục vụ: Các ngài muốn ngồi ở đâu?
Khách hàng: Làm ơn cho chúng tôi ngồi gần cửa sổ.
Người phục vụ: Tôi sẽ dẫn quý khách đến bàn ăn. Xin mời đi lối này.
Người phục vụ: Bàn này được chứ ạ?
Khách hàng: Vâng, tốt rồi.
Người phục vụ: Xin mời ngồi.
Khách hàng: Cảm ơn.
Người phục vụ: Một tiếp viên sẽ đến ghi món ăn các ngài gọi. Xin chờ cho một lát.

ĐỐI THOẠI 2:

Người phục vụ: Xin chào các ông. Các ông đã đặt chỗ chưa ạ?
Khách hàng: Chưa, tôi e rằng chúng tôi chưa đặt.
Người phục vụ: Không sao, thưa ông. Một bàn cho hai người phải không ạ?
Xin mời đi theo lối này.
Khách hàng: Chúng tôi có thể ngồi đây cạnh cửa sổ được không?
Người phục vụ: Tôi xin lỗi, thưa ông. Bàn đó đã được đặt rồi. Có tám biển trên đó đấy ạ. Các ông ngồi bàn này có được không?
Khách hàng: Thôi được. Cảm ơn.

- Người phục vụ: Các ông có muốn uống một ly trước không?
 Khách hàng: Vâng. Cho chúng tôi hai cốc bia.
 Người phục vụ: Hai cốc bia. Có ngay, thưa ông.
 Khách hàng: Chúng tôi có thể xem thực đơn được không?
 Người phục vụ: Thực đơn đây, thưa ông. Một lát nữa tôi sẽ quay lại để ghi món các ông đặt.

UNIT 3: TAKING AN ORDER

1. GENERAL INTRODUCTION

TEACHING AIMS:

After learning this unit, the students can know:

Knowledge:

- Practise reading well some sample situations.
- Practise some activities (practise writing reading, speaking).
- Practise speaking, role play
- Know the way to recommend the dishes
- Remember some useful expressions about the topic "Welcoming the guests"
- Develop vocabulary about the topic.
- Practice listening, speaking, reading and writing

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 English for Tourism

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. CONTENTS

UNIT 3

TAKING AN ORDER

1. SAMPLE SITUATIONS

1.1. Dialogues

Dialogue A: *Taking an order for appetizers and soup*

Bob and Tony, two foreign businessmen, are having lunch at Junior's Kitchen and their waiter takes their orders.

Waiter : May I take your order, gentlemen?

Bob : Yes, I'll have a shrimp cocktail and the cream of mushroom soup for starters.

Waiter : Shrimp cocktail and cream of mushroom soup. And for you, sir?

Tony : I'll have an appetizer of goose liver pate.

Waiter : Goose liver pate. And would you like some soup, sir?

Tony : Yes, I'll have the green pea soup.

Waiter : Green pea soup. And are you ready to order your entrée, gentlemen or would you like some more time?

Bob : What...?

Dialogue B: *Recommending today's special*

Waiter : What would you like to have for main courses?

Diner : I can't decide.

Waiter : Today's special is roast leg of lamb with sautéed potatoes and green beans.

Diner : No, I'm not that hungry. What else do you recommend?

Waiter : Perhaps you'd like some sole?

Diner : That sounds fine.

Waiter : Would you like some salad with it, sir?

Diner : Yes, please. A mixed salad.

Waiter : Yes, sir.

Diner : And can I have some rice with the sole, please?

Waiter : Yes, certainly.

Dialogue C: *Taking an order for main courses*

Waiter : Would you like to order, sir?

Diner : Yes, I'll have a steak and chips, please.

Waiter : How would you like the steak? Rare, medium or well-done?

Diner : Rare, please.

Waiter : Would you like a salad?

Diner : Yes, please.

Waiter : What kind of vegetable would you like? We've got a choice of fresh asparagus, green beans, spinach and grilled tomatoes.

Diner : I'll have some asparagus with Hollandaise sauce.

Waiter : I'm sorry, we haven't got any Hollandaise sauce. It's served with melted butter.

Diner : Mmm... Okay.

Waiter : Would you like anything to drink?

Diner : Yes. A glass of Beaujolais, please.

Waiter : Yes, sir.

Dialogue D: *Taking an order for dessert*

Waiter : Is everything all right?

Diner : It's delicious.

Waiter : Would you like anything else?

Diner : Yes, we'll have some dessert now.

Waiter : You can choose from the dessert trolley. I'll bring it over.

...

Diner : I saw some strawberries earlier on.

Waiter : Yes. I'm sorry, there aren't any left.

Diner : Have you got any apple tart?

Waiter : I'll ask in the kitchen. Would you like it with whipped cream?

Diner : Yes, please.

1.2. Practice

Activity 1: *Paul and Vilma are asking about the different dishes they find on the menu of Junior's Kitchen. Act out the conversation.*

Paul : Excuse me, waitress!

Waitress : Yes, sir?

Paul : What are these spare ribs in pineapple that are on the menu?

Waitress : They are sauteed pork ribs served in a pineapple with a sweet and sour sauce, sir.

Paul : That sounds tasty. What do you think, Vilma?

Vilma : How is this fried red snapper prepared?

Waitress : It's a salt water fish fried with chilies and shallots and served with a garlic sauce, madam.

Vilma : Is it very spicy?

Waitress : It's quite hot, madam.
 Vilma : And what's this snakehead with dressing?
 Waitress : It's a fresh water fish cooked with onions, celery, and some other vegetables, and served in its own bouillon, madam.
 Paul : The menu also lists Phuket lobster. How is it prepared?
 Waitress : It's a fresh lobster cooked over a chacoal grill, sir.

Activity 2: Complete the following dialogues

Dialogue 1

Ask to take order:
 Diner : I would like some Japanese food for starters.
 Recommend Japanese appetizers (tempura, sashimi, sushi):
 Diner : What's tempura?
 Describe: They are shrimps and vegetables dipped in batter and deep-ried.
 Diner : I'd like to try that.
 Ask about soup:
 Diner : No, thank you. But could I have an ashtray?
 Say sorry, smokers' in the rear:
 Ask to change table:
 Diner : Yes, please.
 Take to new table:
 Diner : Thank you.

Dialogue 2

Take order entree:
 Diner 1: I'll have the fried red snapper.
 Ask about vegetable:
 Diner 1: What would you suggest?
 Morning glory, with rice:
 Diner 1: I believe you. I'll have that and please make sure it's not too spicy.
 Repeat diner 1's order:
 Take diner 2's order:

Diner 2: I'll have roast chicken and French fries, please.
Ask about salad:
Diner 2: Have you got coleslaw?
Say don't have:
Diner 2: then bring me a lettuce and tomato salad.
Ask about dressing:
Diner 2: What dressings have you got?
Offer a choice of French, Italian, Russian dressings:
Diner 2: With Italian dressing, please.
Repeat diner 2's order:

Dialogue 3

Ask about food:
Man: Everything was perfect.
Ask about prawns:
Lady: They were delicious. Give my compliments to the chef.
Ask about dessert:
Lady: Yes, I'd like some fruit.
Name fruits you have:
Lady: What would you recommend?
Recommend:
Lady: I'll try that.
Ask man about dessert:
Man: Have you got any pies or pastries?
Say what you have:
Man: I'll have apple pie and a cup of coffee, please.
Repeat order:

Activity 3: Work in pairs. Your teacher will give you a card which describes clearly your role. Look at your card and make conversation with your partner.

Diner 1

You want to know what the specialities are.

You'll have the tournedos rare.

You want to know what comes with it.

You'll take chips. You want to know what kind of vegetables they've got.

You want to know if they've got any green beans. As a second possibility you'll take spinach.

You don't want anything before dinner.

You want the wine list.

Everything's very good.

Waiter 1

Ask if the client's ready to order.

The Chef's specialities are crepes with crab, smoked trout mousse, and tournedos provencal. You've also got a buffet: he can have as much as he like for 20 marks.

Ask how he'd like the tournedos: rare, medium, or well-done.

Ask if he'd like creamed potatoes or chips.

For a vegetable, you've got Brussels sprouts and spinach but no green beans.

Ask if he'd like anything to begin with.

...

You'll come back a few minutes later to find out if everything's all right.

Diner 2

You'd like bacon, eggs, toast, and a glass of fresh orange juice.

You want your eggs fried, easy over.

Waiter 2

Ask what the diner would like.

Ask if he'd like his eggs fried or scrambled

Diner 3

You'll have a club sandwich.

You want to know if it comes with chips.

You want to know if they've got any coleslaw. Your second choice would be a small salad.

You'd also like tomato juice.

Waiter 3

Ask what the diner would like.

Ask if he'd like anything else with the club sandwich.

It's served with crisps. You haven't got any coleslaw.

Ask if he'd like anything to drink.

2. LANGUAGE STUDY

Recommending dishes

Look at the information in the box. Look at the example and do the same.

Example: *If you like chocolate, you should try the chocolate mousse.*

If you	like	soup cheese chocolate	I (would) suggest (you try)	the onion soup. the cheese sauce. the chocolate mousse.
	feel like	something different	I (can) recommend	the tiramisu.

Exercise: *Complete the recommendations with the words in the box*

feel like would recommend try should would suggest should try

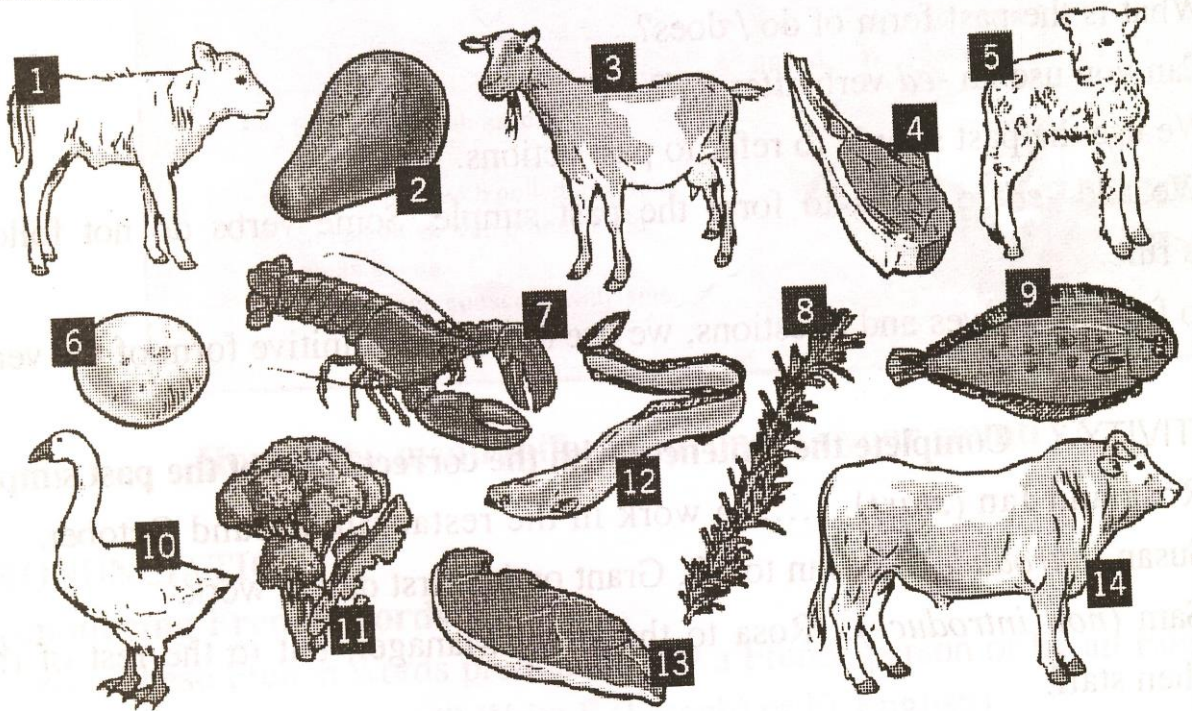
1. If youa filling dish, you try the Polish potato pancake.
2. I canthe sauteed mushrooms and bamboo with soy sauce.
3. If you like exotic dishes, Ithe avocado pear with prawns.
4. If you like seafood, youthe fresh seafood paella.
5. Iyou our Waldorf salad.

3. VOCABULARY

Starters and Main Courses

Activity 1: Match the words in the box to the pictures. Then practise saying the words.

avocado pear 2 goose rosemary goat potato beef veal
cutlet sirloin steak broccoli eel sole lobster lamb



Activity 2: 1. Match the dishes to the descriptions.

Dishes

- | | |
|--------------|--------------|
| 1) carpaccio | 5) croquette |
| 2) couscous | 6) pancake |
| 3) pate | 7) paella |
| 4) salad | 8) lasagne |

Descriptions

- traditional Spanish rice dish
- thin slices of raw fish or meat
- smooth, soft mixture of meat, fish or vegetables that can be spread on bread
- cold starter or side dish of mainly raw vegetables

- e) flat, round mixture of several ingredients fried in a pan
- f) traditional North African cereal dish
- g) traditional Italian pasta dish
- h) mashed vegetables, meat or fish coated with breadcrumbs and deep-fried

2. Look at the following words describing dishes. What do they describe?

- (a) Where the dish/ ingredient comes from
- (b) Which animal or vegetable is used
- (c) How it is prepared

1) Mediterranean	8) soya	15) onion
2) Polish	9) grated	16) mushroom
3) North Sea	10) French	17) potato
4) salmon	11) Lobster	18) grilled
5) goose	12) goat	19) jacket
6) veal	13) seafood	20) sauteed
7) boiled	14) roast	

Activity 3: Put these words in order to get names of dishes

1) pea / Dutch / soup

.....

2) stew / Spanish / pork

.....

3) lemon / grilled / sauce / cod / with

.....

4) mushrooms / with / roast / sauteed / duck

.....

5) caviare / Russian / fresh

.....

6) jacket / lamb / with / Scottish / potatoes

.....

Utensils

Match the words in the box to the picture. Then practise saying the words.

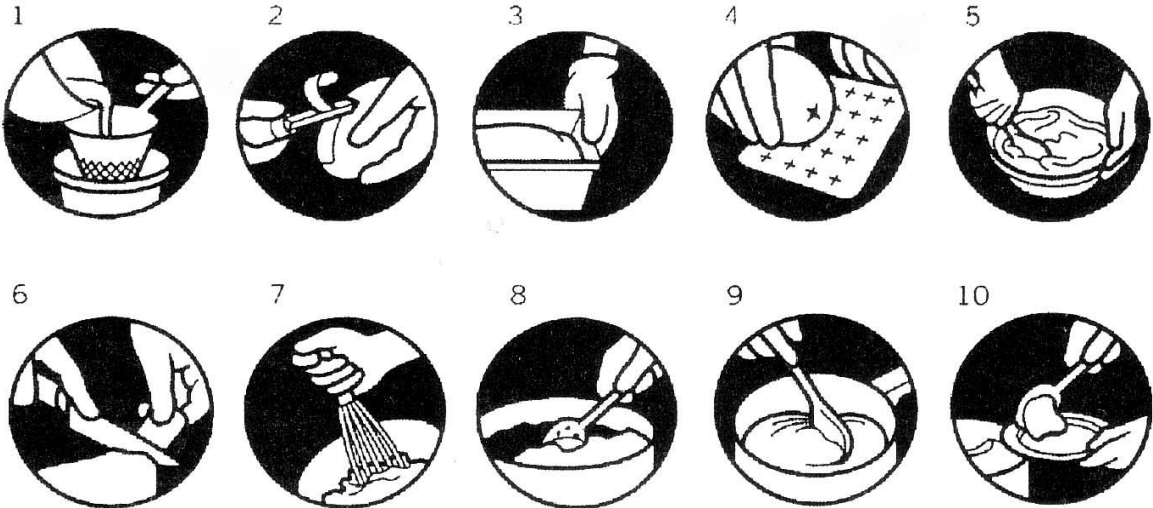
bowl mould wire whisk wooden spoon grater frying pan sauce pan
 skimmer ladle colander baking tin scissors chef's knife potato peeler



Verbs of preparation

Activity 1: Match the words in the box to the picture. Then practise saying the words.

stir peel cut strain bake whip grate serve skim mix



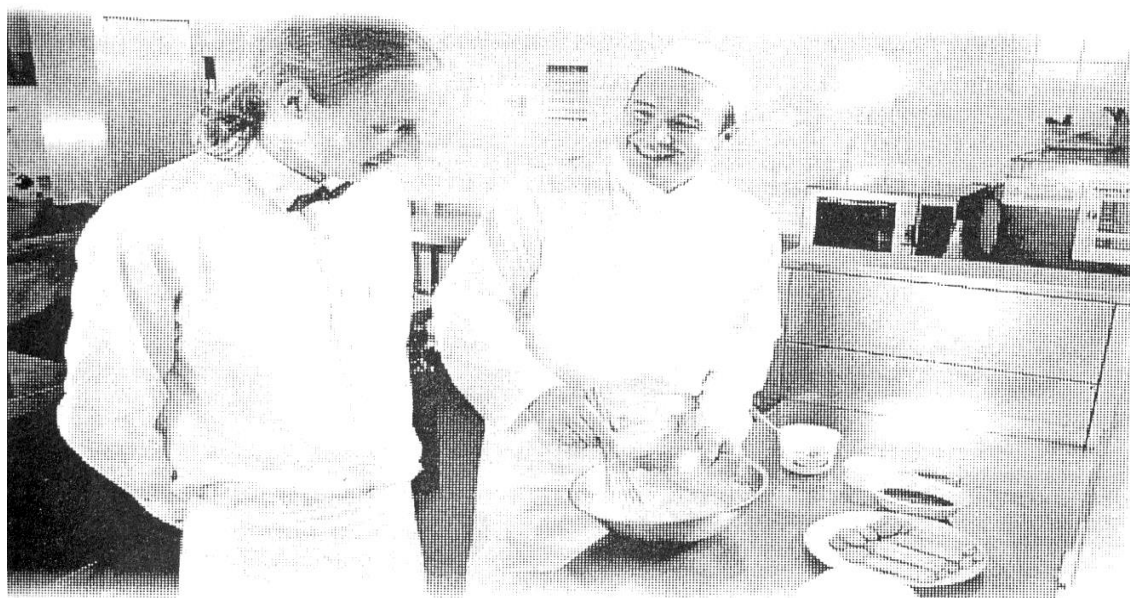
Activity 2: Now match the verbs of preparation to the utensils.

4. READING

Activity 1: A desert recipe

Jan asks Louis, the pastry cook, for a desert recipe. Read and answer the questions below

- Who is planning a romantic dinner?
- Who suggests a desert recipe?
- What's the desert?
- How many ingredients do you need to prepare the desert?
- How many guests are invited?



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

Louis: What about a tiramisu?

Jan: Tiramisu? 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 American measuring cups. How many is the dinner for?

Jan: Just for two.

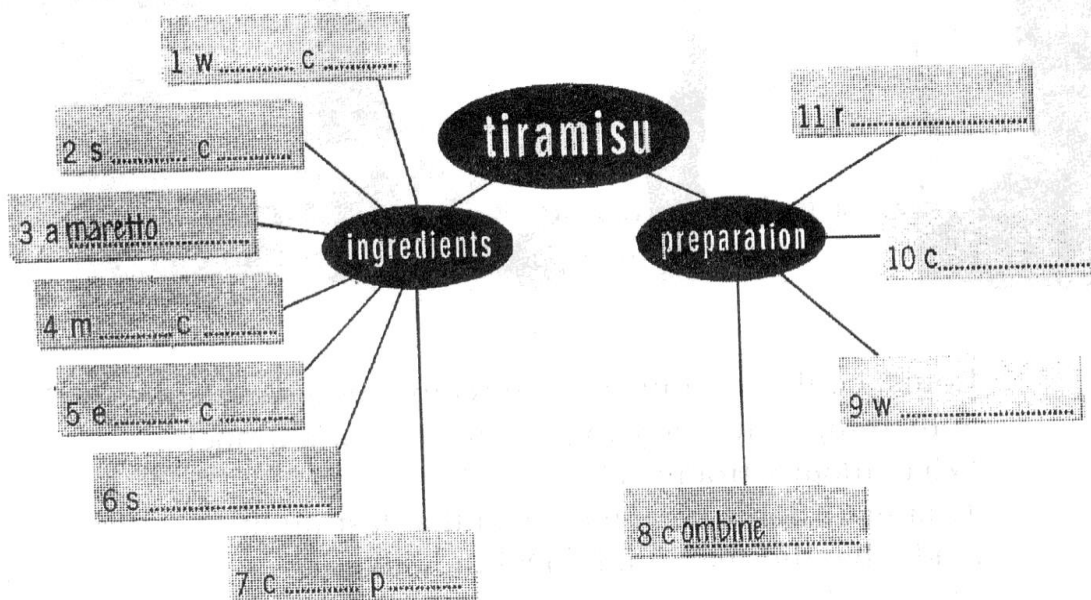
Louis: Oh, I see. Well, you'll need mascarpone cheese, whipping cream, sugar, amaretto, espresso, sponge-cake and cocoa powder. Combine the mascarpone cheese, the cream, the sugar, the amaretto and the espresso in a large bowl and then whip it all until it thickens.

Jan: What about the sponge-cake?

Louis: Put it at the bottom of the mould and then cover it with the cream, you put another layer of sponge-cake on top. Then refrigerate for one hour and serve with cocoa powder on top. Does Rosa like tiramisu?

Jan: I hope so. How did you know it was Rosa?

Activity 2: Read the dialogue again and complete the recipe for tiramisu.



Activity 3: Work in pairs. Close your books and tell your partner how to make tiramisu.

5. USEFUL EXPRESSIONS

5.1. Asking the client if he's ready to order

- Are you ready to order?
- Would you like to order now?
- Have you decided/ chosen what you'd like?

5.2. Asking the client what he'd like to have

- What would you like (to have/ to drink)?

- Would you like (care for) a cocktail (something to drink) before lunch (dinner).
- Would you like something to drink?
- What kind of food (beverage) would you like?
- What would you like with that?
- What vegetables would you like to go with it, please?
- Would you like boiled potatoes or French fries, madam?
- Will you have rice with your meal, miss?
- Cauliflower and mashed potatoes, please?
- Fried, boiled or stewed vegetables?

5.3. Telling the client what he can/ can't have

- Today we've got roast leg of lamb with sautéed potatoes and green beans.
- Today special is smoked pork.
- Today our chef's specialty is Blackened Chicken.
- We've got a choice of fresh asparagus, green beans, spinach and grilled tomatoes.
- Everything's a la carte.
- We've got (There's) a set menu.
- You can choose from the dessert trolley.
- We have a buffet. You can have all you want (would like) for \$5.
- I think we can fix one (some) up for you.
- I'll ask in the kitchen.
- I'm sorry, there isn't any bacon/ we haven't got any bacon.

5.4. Asking the client how he'd like something

- How would you like your steak, sir?
- How would you like that prepared/ done?
- Would you like your steak rare, medium or well-done?
- Would you like it with salad?

5.5. Recommending something to the client

- Perhaps you'd like/ you might like some sole?
- I would recommend/ suggest some sole.
- Why don't you try some onion soup?
- The sushi is very good/ delicious.

5.6. Describing dishes: Ingredients Preparation

- It's a minced pork and bean curd soup.
- It's a spicy fish soup.
- It's dried squid.
- It's fried/ roast/ grilled chicken.
- It's smoked ham/ fish/ salmon/ mackerel...
- It's raw fish served with a mustard sauce and fresh vegetable.

5.7. Talking about side dishes

- The dish is served with pickled vegetables.
- It is served with a sweet-and-sour sauce.
- They are served with a hot and sweet sauce.
- It comes with a hot-and-sour sauce.

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 3

Exercise 1: Put the sentences in the correct order to complete the dialogue

Waiter: a. What brand of gin would you prefer?

b. Would you like something to drink before your meal, sir?

c. How would you like it?

Client: d. Six measures of gin to one of dry vermouth on crushed ice.

e. I'll have a very dry martini, please.

f. It doesn't matter. Whatever you have.

Exercise 2: Answer the following questions

1. What should you say when you go to the guest to take his/ her order?
2. List as many sentences as you can to recommend something to the guests?
3. Why should you check with the guest what he/ she has ordered after taking the order?
4. After taking order, what should you say before leaving?

Exercise 3: Complete the following dialogue

Dialogue 1

W:, sir?

G: I'd like to have a beef steak.

W:

G: Well-done, please.

W:

G: Mashed potatoes.

W:.....

Dialogue 2

W:

G: Ice-cream, please.

W:

G: I'd like to have pear.

W:

Exercise 4: Translate the passage into Vietnamese

Beef steaks are popular in many countries. They are usually fried, broiled 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 most tender meat, from which filets are cut. Steaks with a roll bone are flavorsome but not so tender as the others. Most people are particular about how their steaks are cooked. They order steak well-done, medium, medium rare or rare.

Exercise 5: Translate the following dialogue into English.

Nhân viên phục vụ : Xin chào. Tôi có thể ghi món các ông đặt bây giờ chưa, thưa ông?

Khách A : Tôi dùng món bít tết với hành tây và salad tôm.

Nhân viên phục vụ : Vâng, thưa ông. Ông muốn món bít tết của ông làm theo kiểu nào?

Khách A : Vừa chín tới.

Khách B : Tôi không biết nên dùng món gì. Anh có thể gợi ý cho tôi một món gì đó được không?

Nhân viên phục vụ : Tôi gợi ý ông nên thử món thịt bò rôti ăn kèm với khoai tây nướng và rau.

Khách B : Vâng, nghe được đấy. Tôi sẽ dùng món đó.

Nhân viên phục vụ : Các ông có muốn dùng rượu không, thưa quý ông? Chúng tôi có nhiều loại rượu vang Bordeaux và California có hạng để lựa chọn. Chúng do khách sạn của chúng tôi nhập khẩu đặc biệt.

Khách A : Không, không phải bây giờ, cảm ơn. Cho chúng tôi thêm hai cốc bia nữa.

Nhân viên phục vụ : Vậy là một bít tết chín vừa tới với hành tây và salad tôm, một thịt bò rôti dùng với khoai tây nướng và rau và thêm hai cốc bia nữa.

Khách : Đúng vậy.

Exercise 6: Find the right description for each kind of coffee below

Example: (a) = 5

(a) black

(b) white

(c) cappuccino

(d) espresso

(e) decaffeinated/ decaf/ Hag

(f) Irish

(g) Caribbean

(h) Turkish

a. strong coffee combined with hot milk, with ground cinammon and nutmeg on top

b. coffee with no caffeine in it

c. strong black coffee, boiled with sugar

d. strong coffee with Irish whisky, brown sugar and cream

e. coffee without milk or cream

f. strong black coffee, made by forcing steam through the coffee

g. coffee with milk or cream

h. strong coffee with rum, brown sugar and cream

In the same way, describe any other kinds of coffee, which are usual in your region.

Exercice 7: Two guests are ordering their dessert. Read the dialogue and answer the questions:

- Thomas : And now my favourite part: desserts! Excuse me, what's sachertorte?
- Jan : Sachertorte? It's an Austrian chocolate cake served with hot chocolate, sir. If you like chocolate you should try it.
- Thomas : Sounds great, I'll have that.
- Mary : And I'd like something lighter. What do you recommend?
- Jan : I would suggest our raspberry sorbet or lemon Mousse. Both are refreshing and light.
- Mary : Maybe the raspberry sorbet if it's not too sweet.
- Jan : I can also recommend the tiramisu.
- Mary : What's that?
- Jan : It's an Italian specialty made with coffee, amaretto and mascarpone cheese.
- Thomas : That sounds good, I think I'll change my mind. I'll have that.
- Jan : Very well, sir.
- Mary : Nothing for me. I can have a bit of your tiramisu, Thomas, can't I?

1. Who know what sachertorte is?
2. Who chooses a chocolate dessert?
3. Who asks for a light dessert?
4. Who doesn't want a very sweet dish?
5. Who recommends something Italian?
6. Who changes the order?

UNIT 4: SERVING GUESTS DURING THE MEAL

1. GENERAL INTRODUCTION

TEACHING AIMS:

After learning this unit, the students can know:

Knowledge:

- Vocabulary: Starter and Main courses ; Utensils ; Verbs of preparation
- Practise reading well : situation: **A desert recipe**
- Remember some useful expressions about the topic "Taking an order"
- Practice reading some sample situations about the topic “ Serving guests

during the meals”

- Develop vocabulary about the topic.
- Practice listening, speaking, reading and writing

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 English for Tourism

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. CONTENTS

UNIT 4

SERVING GUESTS DURING THE MEAL

1. SAMPLE SITUATIONS

1.1. Dialogues

Dialogue A

W: Here is the fried beef with green pepper and onion.

G: Mmm...It looks good. And I have ordered another dish - plain fried shrimps.

W: It's coming, sir.

G: What is this?

W: It's sweet and sour pork.

G: I'm afraid there is a mistake. I ordered a sweet and sour fish.

W: I'm sorry, sir. I got it wrong. Will you keep the sweet and sour pork, or should I get the sweet and sour fish for you?

G: That's all right. I'll take it anyway.

W: Thank you very much.

Dialogue B

G: Waiter, I ordered the hairy crab, but you gave me the green crab.

W: I'm sorry, sir. I'll get you the headwaiter.

H.W: I'm awfully sorry. There must have been some mistake. I do apologize for giving you the wrong dish. I'll change it immediately for you. The crab will take 15 minutes to prepare. Would you take some complimentary drink while waiting?

G: I'm afraid I don't have enough time to wait for the next crab. I have an appointment at 7.00 in my room. Now it's 6.45.

H.W: Oh, you are staying at our hotel. Mr....

G: Bell, Henry Bell.

H.W: Which room, sir?

G: Room 908.

H.W: Oh, Mr. Bell, I'll ask the Room Service to serve you a snack at 9.30 tonight, and you'll have your favourite hairy crab. It's all on the restaurant. And now try the green crab if you don't mind. We'll cross the green crab off the bill.

G: That's good. Thank you.

H.W: Thank you for telling us, Mr. Bell. I assure you it won't happen again. Please take your time and enjoy yourself. And I hope you have a good time at our hotel.

1.2. Practice

Activity 1: Read the dialogue and fill in the blank with the suggested words:

dessert, prefer, enjoy, ice cream, plate, afternoon, vanilla

W: Your steak, salad and beer, sir. Please your lunch.

W: Excuse me, may I take your, sir?

G: Sure, go ahead.

W: May I show you themenu?

G: Yes, please.

W: Here you are, sir.

G: Let's see. I'll have some, please.

W: Which flavor would you, chocolate or vanilla?

G: I'll take the, please.

W: Certainly, sir. Just a moment, please.

W: Your ice cream and coffee, sir. Will that be all?

G: Yes.

W: Thank you, sir. Have a nice

G: Thanks, I will.

Activity 2: Match the words in column 1 with those in column 2 to make useful expressions

1. May I serve	a. like some tea?
2. This dish	b. your meal?
3. May I move your plate	c. to the side.
4. Have you finished	d. your meal, sir?
5. Would you	e. ...it to you now?
6. How is	f. ...is very hot. Please be careful.
7. Are you enjoying	g. the table, sir?
8. May I clean (clear)	h. your meal, sir?
9. This is our last service for coffee	i. Would you like some more?
10. We're taking the last orders for food.....	j. Will there be anything else?
11. This food is best eaten while hot	k. Please enjoy your meal.

2. LANGUAGE STUDY

Past participle

1. The past participle form of verbs is often used to explain a dish to customers.

e.g. It's made of sticky rice, green beans, pork meat, salt and pepper.

It's cooked in the oven.

It's served with steamed rice.

2. Formation of Past participle:

- The past participle of a regular verb is formed by adding -ed to the verb

e.g. cook - cooked

boil - boiled

mash - mashed

Note: mince - minced

slice - sliced

but: saute - sauteed

fry - fried

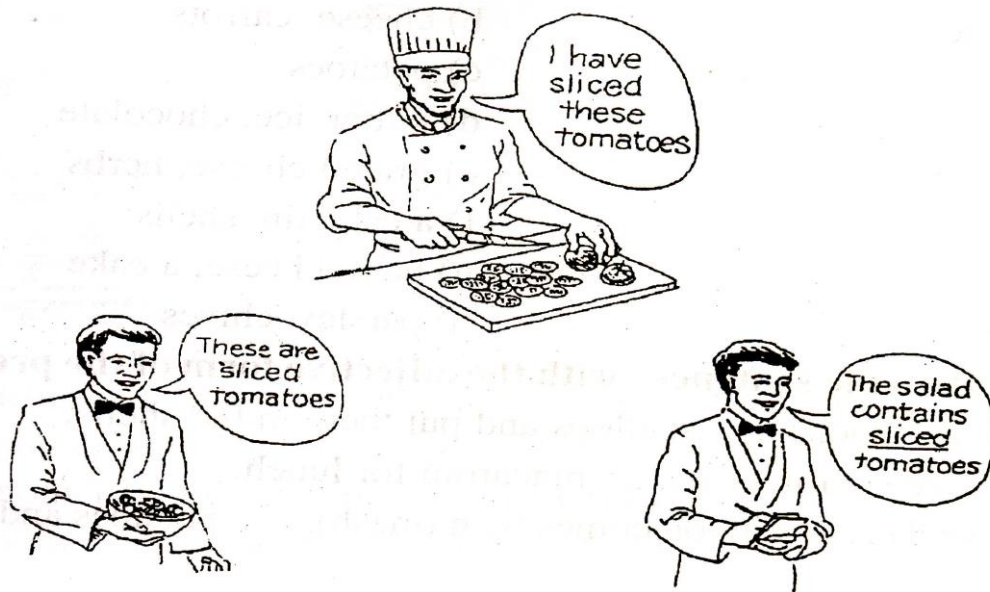
chop - chopped

- The past participle forms of irregular verbs are in the list of irregular verbs.

e.g. come - come eat - eaten have - had

Activity 1: When you explain a dish to customers, you need to tell them about:

- the main ingredients;
- how the chefs prepare the ingredients (e.g. chop, slice, mince)
- and how they cook the ingredients (e.g. boil, fry)



Look at the table below. Complete column B with the past participle of the verb given in column A.

A	B
The chefs do this. They...	The waiter/ waitress serves ...
(a) mince beef	Minced beef
(b) mash potatoespotatoes
(c) shred cabbagecabbage
(d) fillet plaiceplaice
(e) slice mushroomsmushrooms
(f) fry scampiscampi
(g) stew lamblamb
(h) grill sardinessardines
(i) bake hamham

Activity 2:

1. Match the verbs of preparation to the following

- | | |
|-------------|---------------------------|
| 1) butter | a) milk, water, wine |
| 2) sprinkle | b) cheese, carrots |
| 3) slice | c) potatoes |
| 4) pour | d) butter, ice, chocolate |
| 5) melt | e) grated cheese, herbs |
| 6) mash | f) a cake tin, shells |
| 7) pick | g) ham, cheese, a cake |
| 8) grate | h) parsley, chives |

2. Complete the sentences with the adjective form of the preparation verbs.

- 1) Slice the (cook)scallops and put them in the shells.
- 2) We served (gratinate)macaroni for lunch.
- 3) Our (grill).....salmon comes with (mash)potatoes and (melt)butter.
- 4) Beef carpaccio is (slice).....beef with (grate).....Parmesan cheese and freshly (pick).....herbs.
- 5) Would you like your beef (grill), (bake) or (fry)?
- 6) If you put (melt).....chocolate over the (slice).....pears, you get a lovely dessert.
- 7) There are (grate).....carrots and freshly (pick).....parsley on the salad.

3. VOCABULARY

1. Words for praising food: delicious, excellent, out of this world, tasty, juicy, a tender steak, sweet cherries.

2. Words for criticizing food: awful, horrible, ghastly, revolting, terrible, tasteless, dry, stale, old, of, tough, sour, bitter, too hot/ sweet, not hot/ sweet enough, undercooked, underdone, overcooked, overdone.

3. Kinds of restaurant service: full silver service, plate service, combined silver and plate service, gueridon service, carvery service, counter service.

Exercise 1: Fill in the blank with suitable word:

1. This beef is too.....I can't chew it.
2. I think the vegetables are not fresh. They are
3. This food must have been cooked for too long. It's
4. The milk is tooI can't drink it.

Exercise 2: Match the definitions below with an appropriate kind of restaurant service.

(a) This is the highest level of service. The waiter/ waitress serves the meal from a trolley or side table. He or she may need to fillet, carve, flambé, prepare or cook speciality dishes at the side table.

(b) Customers take a tray and move along a counter, choosing the dishes they want. The food may be ready on plates, or there may be staff who carve, serve

(c) When the waiter/ waitress collects the food from the kitchen, it is all ready on the customer's plate. He or she simply puts the plate in front of the customer.

(d) When the waiter/ waitress collects the food from the kitchen, it is on silver flats, in entrée dishes, sauce boats, etc. He or she places the dishes on a hot plate or sideboard and then serves the food on the guests' plates, from each of the dishes in turn, using a spoon and fork.

(e) When the waiter/ waitress collects the food, the main meat/ fish dish is ready on the customer's plate, but the waiter/ waitress serves the accompanying vegetables etc. from silver dishes.

(f) Waiters/ Waitresses serve the starters, dessert or cheese and coffee. The customers help themselves to the main course from a central area, often carving the meat, from the joints themselves.

4. USEFUL EXPRESSIONS

4.1. Expressions used by the waiter/ waitress

- Here is the fried beef with green pepper and onion.
- I'll get you the headwaiter.
- I do apologize for giving you the wrong dish. I'll change it immediately for you.
- Will you keep the sweet and sour pork, or should I get the sweet and sour fish for you?
- Would you take some complimentary drink while waiting?

- It's all on the restaurant.
- We'll cross the green crab off the bill.
- Please take your time and enjoy yourself.

4.2. Expressions used by the guest

- I'm afraid there is a mistake. I ordered a sweet and sour fish.
- I'm afraid I don't have enough time to wait for the sweet and sour fish.
- This meat is too raw. I told you I wanted it well-done.
- The coffee is horrible. I can't drink it.
- The food is very delicious.

4.3. Asking the guest about the meal/ food:

- How is the beef steak?
- How is/ was the meal?
- Did you enjoy your meal?
- How is/ was the food?
- How is everything?

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 4

Exercise 1: *Two guests have finished their main course at Juniors Kitchen and their waitress asks about the food. Complete the dialogue*

W: Would youanything else, sir and madam?

G1: No, I'm, thanks. How about you, Vilma?

G2: I'm all right, thank you.

W: Was everything, sir?

G1: Everything was perfect.

W: How did you find your snakehead with dressing, madam?

G2: It was veryMy compliments to the chef.

W: Thank you. Would you like to see themenu?

G2: Yes, please.

Exercise 2: *Put the words in the correct order to make sentences.*

1. you / could / please / menu / bring / the / me?

.....

2. my/ please / have / can / coat / I?

.....

3. name / me / could / your / tell / you / please?

.....

4. in / please / corner / we / a / could / table / the / have?

.....

5. Peter / some / have / Can / I / bread?

.....

6. show / table / us / could / please / you / our / to?

.....

Exercise 3: Jan serves two guests. Read the dialogue and choose the correct answers for the questions below.

Jan: Would you like to order a drink?

Mr. Kerrigan: Yes, could we see the wine list, please?

Jan: Certainly, sir. Here it is.

Mr. Kerrigan: Thank you. I'll have a glass of dry white wine. And you, dear?

Mrs. Kerrigan: Could I see the list, too, please?

Mr. Kerrigan: Oh, yes, of course. Sorry.

Mrs. Kerrigan: Thank you. There are some nice aperitifs. A sherry would be nice. No, I think a Martini. And could I have some ice in it, please?

Jan: Certainly, madam. So, that's a dry white wine and a Martini with ice.

Mrs. Kerrigan: Excuse me, could you close the window, please? It's a bit cold.

Jan: Certainly, madam.

Mr. Kerrigan: If you're cold, why do you want ice in your drink?

1) How many people are there in the conversation?

a) two

b) three

c) four

2) What does Mr. Kerrigan ask to see?

- a) the menu b) the bill c) the wine list
- 3) What does Mr. Kerrigan order?
 a) a beer b) a glass of wine c) a whisky
- 4) What kind of drink does Mrs. Kerrigan order?
 a) a soft drink b) an aperitif c) a coffee
- 5) What drink does Mrs. Kerrigan order?
 a) A Martini b) a sherry c) a gin and tonic
- 6) What does Mrs. Kerrigan ask Jan to do?
 a) close the window b) move the table c) turn the heating up

Exercise 4: Complete the following dialogue

W: Here is the wine list.

G: Thanks.

W: Excuse me, sir.?

G: I'd like to try some Chinese wine.

W:

G: Is there anything else besides 'Maotai'?

W: Yes,

G: A glass of Fenjiu, please.

W: Excuse me, sir

G: There are so many wines here. We really don't know

W: What about? It'sMany guests

G: Fine. A bottle of Chablis, please. How much is it?

W:, sir.in a minute.

Exercise 5: Put the sentences in the correct order to complete the dialogue.

- a) These are the house specialties. They are made of mashed vegetables and chicken coated with breadcrumbs and deep-fried. They're served with a salad.
- b) Certainly, sir. Thank you.
- c) Well, could you tell me what paella is?

- d) Are you ready to order, sir?
- e) Excellent choice, sir. And what would you like as a starter?
- f) Yes, good idea. I'll have a glass of that.
- g) Good. I'll try those.
- h) It sounds delicious. I think I'll have that as a main course.
- i) Let me see...What exactly are Granny's croquettes?
- j) So the croquettes and then the paella. And what would you like to drink? Can I recommend our sparkling white wine?
- k) It's a traditional Spanish rice dish. If you like seafood, I suggest you try it.

Exercise 6: Fill in each blank with the correct word. If both words can be used, choose the one that sounds more natural in each situation:

1. Are you(prepared/ ready) to order?
2. The soup of the(day/ special) is "Cream of Broccoli."
3. Our(specials/ deals) are listed on the board.
4. I(recommend/ request) the vegetarian chilli.
5. We can(substitute/ subtract) the bacon for cheese, if you like.
(= We can give you cheese instead of bacon).
6. I'll be right(back/ return) with your drinks.
7. This meal consists of three courses - soup, the(main/ prime) course, and desert.
8. The chicken(comes/ arrives) with your choice of rice or potatoes.
9. I'm sorry, we're fully(booked/ baked) (= we have no free tables) right now.
10. If you would like, you can wait at the bar until a table(opens/ comes) up. (= becomes available)

UNIT 5: DRINKS

1. GENERAL INTRODUCTION

TEACHING AIMS:

After learning this unit, the students can know:

Knowledge:

- Know some vocabulary about topic "Describing drinks"
- Remember some new words about "behind the bar", "tableware for drink", "table are for wine", "Cocktail preparation".
- Remember some useful expressions about topic "Drinks"
- Practise reading well some sample situations about the topic "Drinks"
- Develop vocabulary about the topic.
- Practice listening, speaking, reading and writing

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 English for Tourism

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. CONTENTS

UNIT 5

DRINKS

STARTER

Do you know which countries the following drinks are from?



1. SAMPLE SITUATIONS

1.1. Dialogue 1

Barman: Good evening, Mr. Adams. How are you this evening?

Guest: Not so bad. Thanks.

Barman: Your usual, Mr. Adams, Scotch on the rocks?

Guest: How clever you are. Well, what could I do this evening?

Barman: There's a floor show, Mr. Adams. It is said to be wonderful.

Guest: Yes, that's a good idea. When does it begin?

Barman: In half an hour, Mr. Adams.

Guest: So there's plenty of time. I'll have one more drink before I leave.

Barman: Another Scotch on the rocks?

Guest: No, I'll have a sweet Martini cocktail for a change.

Barman: Certainly, Mr. Adams. One Martini cocktail, with ice?
Guest: Yes, please.
Barman: Here you are, Mr. Adams. Enjoy your drink.

1.2. Dialogue 2

Barman Good evening, Mr. Laurence. What's your pleasure this evening?
Your usual?
Guest Yes. I'm going to stay with the same, a beer. Then I'm off to dinner.
Barman Certainly, a beer, Mr. Laurence. Here you are.
Guest (Not taking the beer properly, spills his drink) Oh, darn. Look what I've done.
Barman (Mopping up) Don't worry. I'll make you another on the house. Your drink, Mr. Laurence, and cheers.
Guest Thank you.
Barman Would you like me to get you the dinner menu to choose from while you enjoy your drink?
Guest Good idea. I thought I was going out of the hotel, but now I've changed my mind. You have made me feel very welcome.
Barman My pleasure. I'm always at your service.

1.3. Dialogue

Barman Good evening, sir. What's your pleasure?
Guest Give me a double whisky and soda.
Barman With or without ice, sir?
Guest Without ice. Ice will spoil the taste.
Barman Would you like to say "when", please, sir? (Pouring soda)
Guest Whoa...when.
Barman Enjoy your drink, sir.
Guest I'm expecting a gentleman, his name is Henry Adams.
Barman Do you mean the tall gentleman with fair hair and with glasses?
Guest That's right. Did he ever come here?
Barman Yes. May I have your name, sir?

Guest Mr. Carter.

Barman Thank you. Mr. carter. Well, Mr. Adams left a message for you that he would be back before 8:00.

Guest It's 7:40 now. I'll wait. Thank you. We are going to have dinner. Oh, here he comes. I'll must be off now.

Barman How about one for the road?

Guest Why not? The same again, please.

Barman One whisky soda, no ice. Cheers, sir. Have a pleasant evening.

*** Notes:**

Your usual ? = Would you like your usual drink?

It's said to be wonderful. = People say that it is wonderful.

What's your pleasure this evening? = What would you like to drink this evening?

I'm going to stay with the same. (same = same drink)

I'll make you another on the house.

I've changed my mind.

Ice will spoil the taste.

Would you like to say "when", please?

Do you mean the tall gentlman with fair hair and with glasses?

How about one for the road?

The same again. = I'd like to have the same drink again.

2. READING

Activity 1: Read the following passage and say whether the statements are true (T) or false (F)

Many people do not know the names of specific wines. However, it's useful to remember the following: Bordeaux wines are dry and delightful with almost any food. They are not too heavy, not light, and usually not too expensive. Red Burgundy wines are rich, heavy wines which are perfect for steaks, roasts and even duck.

A few rules that are usually followed in serving wines are: white wines, well chilled, are served with fish, chicken, pork (white meal); red wines are served at room temperature with red meat beef, lamb and game; rose wines, well chilled, can be served with all meats and fish and are excellent for buffets and picnics. Champagne, well chilled, may be served with any course, at any time of day.

1) Many people know the names of specific wines.

- 2) Bordeaux wines are heavy, light, and usually not too expensive.
- 3) Champagne, well chilled can't be served with any course, at any time of day.
- 4) White wines, well chilled, are served with fish only.
- 5) Red wines are served at room temperature with red meat beef, lamb, and game.

Activity 2: The drinks menu


Complete the Casablanca drinks menu with the words in the box

Hot drinks	Spirits	Coffees	Teas	Soft drink
	Long drinks	Wines	Beer	

Hot drinks	Spirits	Teas	Soft drinks	Beers
	Coffees	Long drinks	Wines	

DRINKS MENU

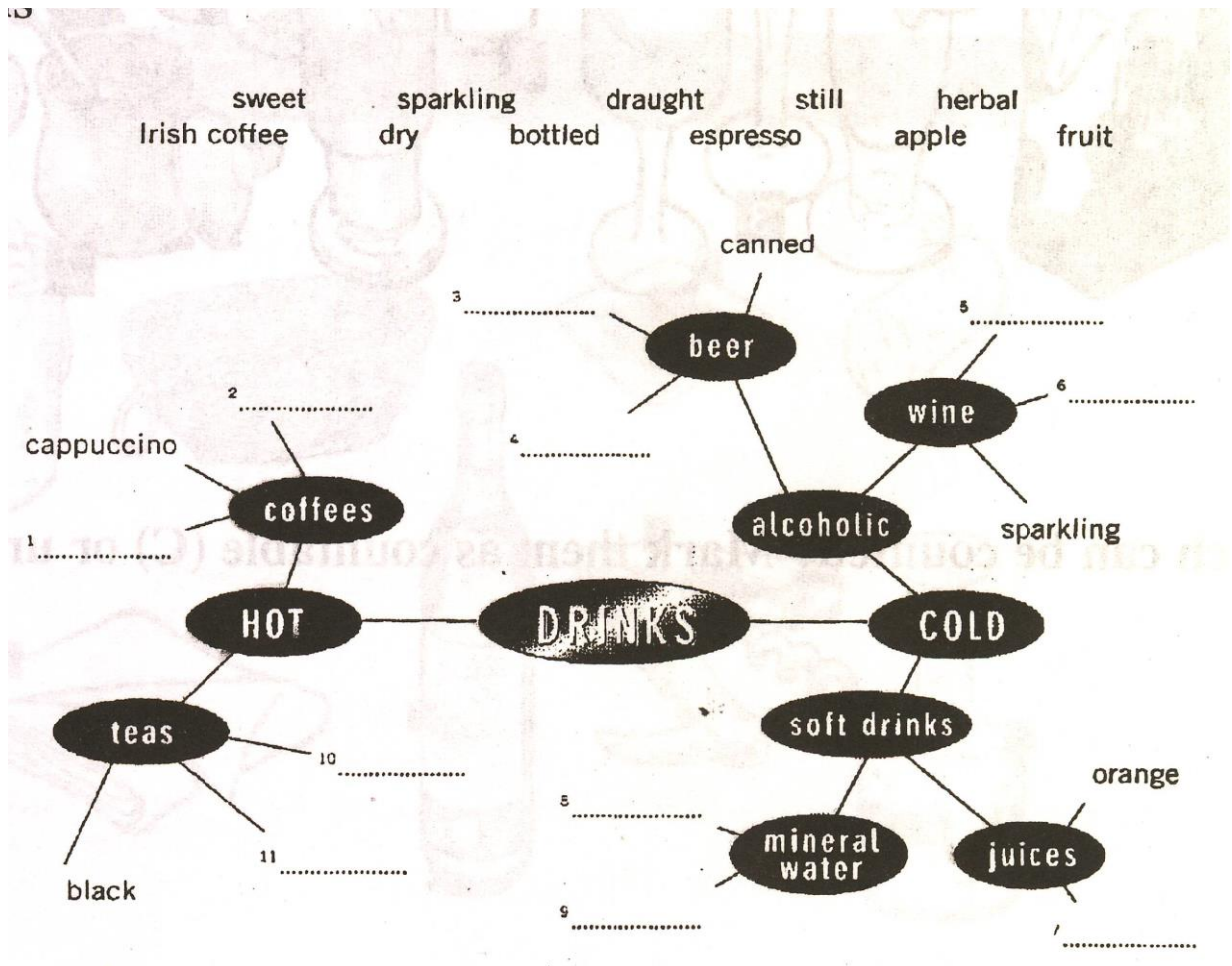
<p>1 • Cola • Lemonade • Mineral water • Fruit juices</p> <p>2 <u>Hot drinks</u> 3 • Espresso • Cappuccino • Irish coffee</p> <p>4 • Tea with lemon • Camomile tea</p> <p>5 • Lager • Bitter</p>	<p>6 • House red • House white • Rosé • Champagne</p> <p>7 • Brandy • Cognac • Whisky</p> <p>8 • Gin and tonic • Cuba Libre • Vodka and lemon</p>
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3. VOCABULARY

Describing drinks

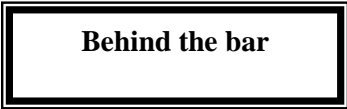
Activity 1: Complete the diagram with the words in the box. Then practise saying the words



Activity 2: Game

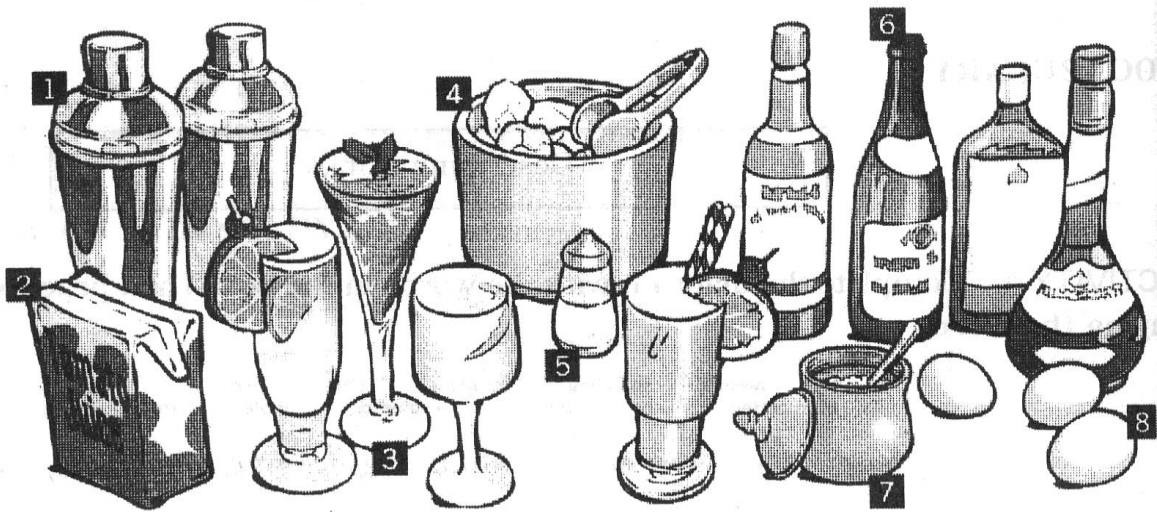
Your teacher will stick the name of a drink on your back. Ask other students Yes/ No questions to find out the name of the drink.

Example: A: *Is it an alcoholic drink?*
 B: *No, it isn't.*



Activity 3: Match the words to the pictures. Use a dictionary to help you.

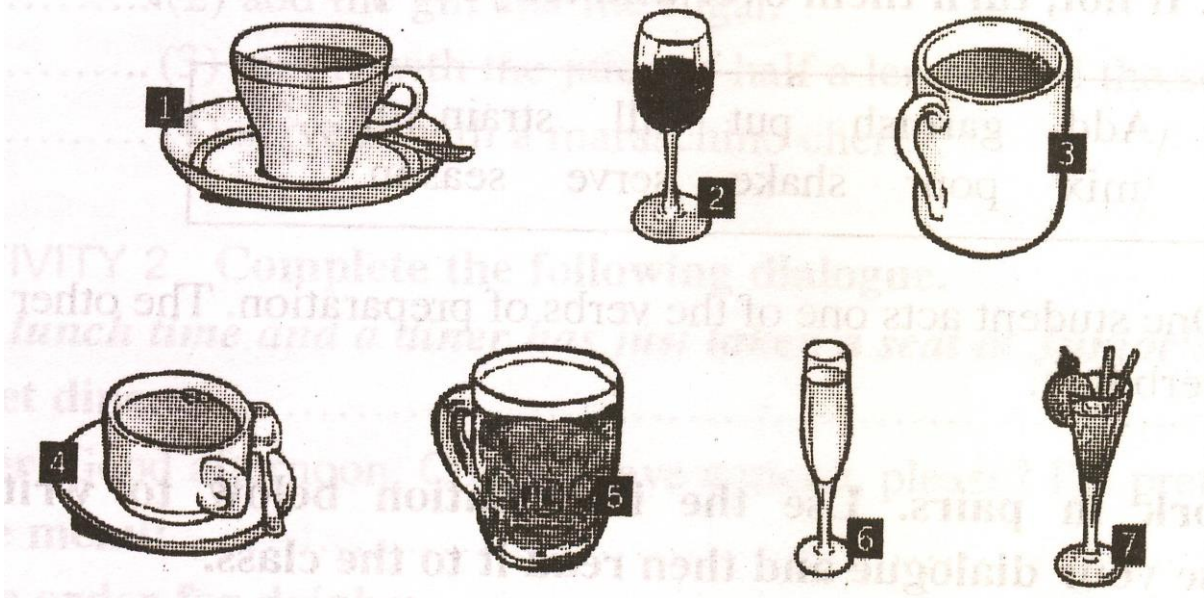
eggs 8 sugar salt glasses tomato juice bottles cocktail shakers ice



Tableware for drink

Activity 4: Match the words to the pictures

hot chocolate 3 cocktail beer wine coffee champagne tea



Tableware for wine

Activity 5: Match the words in the box to the pictures. Use a dictionary to help you.



Cocktail preparation

Activity 6: *You will receive two sets of cards: one with these words in English, one with them in your language. Put them face down on the table. Turn over one card from each set. If they are the same, keep them. If not, turn them over and let your partner try.*

Add garnish put fill strain stir
Mix pour shake serve season

Activity 7: *Work in pairs. Use the information below to write a dialogue. Practise your dialogue and then read it to the class.*

Bartender	Guest
Offer to serve a drink	Ask for recommendation
Recommend a cocktail	Ask about ingredients
Explain how it is made	Say what you want to order

4. USEFUL WORDS AND EXPRESSIONS

General categories of drinks

Spirits

Bourbon, brandy, gin, rum, rye (whisky), Scotch (whisky), vodka

Aperitifs

Campari, Dubonnet, sherry

Liqueurs

Benedictine, Cointreau, crème de menthe, Grand Marmer

Mineral water

Evian, Perrier, Vittel

Non-alcoholic / soft drinks

Bitter lemon, Coca-Cola, ginger (beer/ale), lemonade, (orange) juice, (orange) squash, soda (water), tomato juice, tonic (water).

Mixes

Angostura bitters, Tabasco, Worcester sauce

Garnishes

Maraschino cherry, lemon slice, sprig of mint, olive

Describing drink

Long, short; large, small; alcoholic, soft/ non-alcoholic; still, sparkling/ carbonated/ fizzy (informal); draught, bottled beer; light, strong beer; dry, sweet sherry; single, double whisky; neat (Am. E = straight); a stiff (brandy); with/ without ice/ lemon; on the rocks

Description of quantity

A little, a splash, a dash, a spot; go easy on the water; don't drown it! Thank you!
(= Stop pouring!) Plenty of soda; fill it up!

Making suggestions

How about a sherry?

Asking what a customer wants:

What can I get for you, sir/ madam?

Would you like, sir/ madam?

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 5

Exercise 1: *In the second column, find and complete the opposites of the drinks in the first column.*

A short drink	...bottled ...
A single whisky	...sparkling/ carbonated/ fizzy...
A light beer	...soft/ non-alcoholic...
Some still mineral water	...sweet...
A dry sherry or vermouth	...long...
A draught beer	...double...
An alcoholic drink	...and soda or water
A neat (straight) whisky	...strong...

Exercise 2: *Two guests are at the Casablanca bar. Read the conversation and cross out the one incorrect answer from the options below.*

Mr. Holland : And this is my favourite bar in London. Hello, Peter, how are you?

Peter : Fine, thanks, Mr. Holland. What would you like to drink?

Mr. Holland : Svetlana, this is Peter. You must try one of his cocktails.

Svetlana : OK. What do you recommend, Peter?

Peter : How about something British? A Gin Fizz? It's my favourite cocktail. It's made with gin, lemon juice, sugar and ...

Svetlana : Sorry, I don't like gin very much. We don't drink it in Russia.

Peter : Ah, then perhaps something with vodka for the beautiful Russian lady? How about a Blood Mary? Also very British, but with vodka.

Svetlana : What's in it?

Peter : Vodka, tomato juice, lemon juice, Tabasco and Worcestershire sauce.

Svetlana : OK. I'll have one of those.

Peter : Great! One Blood Mary coming up. And for you, Mr. Holland?
The usual?

Mr. Holland : Yes, please, Peter. A Gin Fizz is fine for me.

1. Mr. Holland knows...

Exercise 5: Rosa asks Peter to make her a cocktail. Read and say whether the sentences below are true or false. Then correct the false sentences.

Peter : Oh, what a day. I'm so tired!

Rosa : How about a Spanish cocktail for a beautiful Spanish lady: a Mojito! Is that with rum?

Peter : It sure is. Rum, soda water lime juice, sugar and a mint sprig. I'm sure it's delicious but it's not Spanish, it's Cuban. Anyway, I don't like rum.

Rosa : OK, what about a Margarita, then?

Peter : I don't know. I think I'd prefer something non-alcoholic.

Rosa : No problem. One non-alcoholic cocktail coming up! Right, try this. Hmm. This is great. What is it?

Peter : A San Francisco. You mix pineapple, orange and grapefruit juice. Then add grenadine and a splash of soda water and serve it.

Rosa : It sounds easy but how much of each ingredient do you need?

Peter : Don't worry, I can give you the recipe.

Rosa : That's great. I can make it for my friends. Thanks Peter.

- a. Rosa is very tired.
- b. The Mojito is a Spanish cocktail.
- c. There is lime juice in the Mojito.
- d. Rosa would like a soft drink.
- e. The San Francisco has orange juice in it.
- f. Rosa asks for the San Francisco recipe.

Exercise 6: Put the sentences in the correct order to complete the instructions

Mojito

juice and the sugar. Then add the ice, the rum and a splash / with a fresh mint sprig. First, mix the mint/ of soda. Finally, garnish/ leaves with a dash of lime.

Margarita

garnish with lime zest./ with ice. Next, strain to serve in / First, mix the tequila, the Cointreau and the / a salt-rimmed glass. Finally, / lime juice. Shake

San Francisco

shaker and shake with ice. Then strain into / juices and the grenadine into a cocktail / a sugar-rimmed glass. Don't add / First, pour all the / the soda until the end.

UNIT 6: COMPLAINTS

1. GENERAL INTRODUCTION

TEACHING AIMS:

After learning this unit, the students can know:

Knowledge:

Vocabulary-: Know some more vocabulary about adjectives for complaining

- Do well some exercises about topic "Complaints"
- Do some exercises in practice
- Practise speaking (role play)
- Develop vocabulary about the topic.
- Practice listening, speaking, reading and writing

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 English for Tourism

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.CONTENTENTS

UNIT 6

COMPLAINTS

1. SAMPLE SITUATIONS

1.1. Dialogues

Dialogue A: *Complaints about the food*

Diner : Waiter!

Waiter : Yes, sir?

Diner : This meat's raw! I told you I wanted it well-done!

Waiter : I'm terribly, sir. Would you like it cooked a little more?

Diner : How long will that take?

Waiter : Just a few minutes. Would you like a salad while you're waiting?

Diner : No, thanks, but tell them to hurry.

Waiter : Yes, sir.

Diner : Waiter!

Waiter : Yes, sir?

Diner : This coffee's too strong.

Waiter : I'm sorry, sir. I'll get you another one.

Waiter : Is everything all right?

Diner : This perch tastes as if it were caught a year ago.

Waiter : I'm terribly sorry, sir. I can give you something else if you'd like.

Diner : Well, I'd like some fresh fish as you advertised.

Waiter : I'll speak to the chef and see what he can do.

...

I can give you a fillet of sole, sir.

Diner : Well, okay, but I hope it wasn't caught when the perch was.

Dialogue B: *Complaint about the service*

Diner : Waiter!

Waiter : Yes, sir?

Diner : I've been trying to catch your attention for the last 15 minutes.

Waiter : I'm sorry, sir. We're terribly busy.

Diner : How much longer are we going to have to wait for our dinner?

Waiter : I'm afraid the duck takes quite a while to prepare. I'll see about your order. Would you like something to drink while you're waiting?

Diner : No, thank you.

Dialogue C: *Complaint about the dining-room*

Diner 1 : Waiter!

Waiter : Yes, sir?

Diner 1 : My wife's freezing.

Waiter : I'm sorry. I can't turn down the air-conditioning, because we've had several complaints that it's too warm in here. Why don't you put on your jacket?

Diner 2 : I don't particularly care for eating with my jacket on.

Waiter : Perhaps, you'd rather sit over there in the corner? There's less draught.

Diner1 : Thank you very much.

1.2. Practice

Activity 1: *Read two dialogues below and answer the questions:*

1. *What's wrong?*

2. *What action does the waiter offer in each case?*

Dialogue 1:

G: Waiter. This isn't what I ordered!

W: I'm very sorry, sir. What was your order?

G: I ordered a Chicken Curry, not Fish Curry.

W: I see, sir. I'll bring you at once.

W: Your Curry, sir. I'm very sorry for the mistake.

G: Yes, please be more careful in the future!

W: I will, sir. I hope you enjoy your meal.

Dialogue 2:

G: Waiter. I ordered my meal at least forty minutes ago and it still hasn't come.

Why is it taking so long?

W: I'm sorry, sir. I'll check your order with the Chef.

G: Please do and hurry up! I've got an appointment in ten minutes.

W: Just a moment, please.

W: Your meal, sir. We're very sorry for the delay. Please enjoy your lunch.

Activity 2: Put the sentences in the correct order to make a complete dialogue

a. We'd appreciate that. Thank you. And another thing, this glass is dirty. There's lipstick on it.

b. Yes, madam. How can I help you?

c. Thank you.

d. I'm terribly sorry, madam. I'll bring a clean one immediately.

e. We ordered our food forty minutes ago.

f. I apologize, madam. I'm afraid we're very busy and we're short-staffed. I'll see to it personally that you're served as soon as possible.

g. Waiter, please!

Activity 3: If a customer complains, what should a waiter/ waitress say or do? Tick the actions which would be correct, and put a cross by those which would be incorrect.

1. Apologize to the customer

2. Be polite and calm.

3. Listen carefully to the customer.
4. Ask questions to find out more about the problem if necessary.
5. Tell the customer that he/ she is wrong.
6. Explain the restaurant's problem in detail.
7. Talk more loudly than the customer.
8. Take prompt action.
9. Suggest that the customer is complaining about something that is not very important.
10. Call a senior member of staff (e.g. headwaiter), if you feel that you cannot deal with the problem.
11. Tell the customer what you are going to do.
12. Maintain the customer's confidence in the restaurant.
13. Say nothing and continue serving.
14. Thank the customer for bringing the matter to your attention.

Activity 4: Work in pairs. Your teacher will give you a card which describes clearly your role. Look at your card and make conversation with your partner.

Diner 1: It isn't what you ordered. You said you wanted a cheeseburger.
It looks like a ham and cheese sandwich to you.
You'd like another martini while you're waiting.

Waiter 1: The diner complains to you. Apologize to him and offer to send it back. Ask him if he'd like something else while he's waiting.

Diner 2: Your meat as tough as leather.
It's the toughest well-done meat you've ever had.
You can't eat the meat and you want to know if they've got any spaghetti.
If so, you'll have some.

Waiter 2: The diner complains to you. Apologize to him but tell him that well-done meat tends to be tougher.
Find out if he wants something else.
You've got spaghetti.

Diner 3: Call the waiter and tell him the sun's shining straight into your eyes.
You want to know if you can change tables.
It's also too warm.
You think it would be better to sit in the middle of the room.

Waiter 3: The diner complains to you.

Offer to close the curtains for him.

Ask if he'd prefer to sit in the middle of the room.

Diner 4: Call the waiter and tell him he's been ignoring you all evening. You finished your dinner 20 minutes ago, and if the waiter doesn't bring the bill in the next two minutes, you're leaving.

Waiter 4: The diner complains to you.

Apologize to him and tell him you're short of help.

2. READING

Activity 1: *A guest complains about the restaurant, read the dialogue then answer the questions.*

Jan : I'm very sorry, sir.

Guest : Look what you've done! My new suit is covered in cheese sauce!

Jan : I do apologize, sir. Let me try to clean it for you.

Guest : No, this is a very expensive suit. I want to speak to the manager.

Jan : Certainly, sir. I'll ask her to come as soon as possible.

Susan : Good evening, sir. My name's Susan Davies. I'm the Head Waiter.

What's the problem?

Guest : The problem is your waiter has spilled sauce all over me. Look at my new suit. It's covered in cheese sauce.

Susan : Please accept my apology.

Guest : But what about my suit?

Susan : We'll pay for it to be cleaned, of course, but could I try to clean it for you with water first? Could we offer you a coffee while you wait? It's on the house.

Guest : All right then. I'll have a large cappuccino with chocolate on top and a biscuit.

1. What does Jan spill on the guest?
2. What does Jan do first?
3. Why does the guest want to see the manager?
4. What does Susan do?
5. Who pays for the coffee?

Activity 2: Complete the sentences.

- 1) I dosir.
- 2) Let meit for you.
- 3) I want tothe manager.
- 4) Certainly, sir. I'll ask him to come.
- 5) I'm the head waiter. What.....?
- 6) Please accept
- 7) We'll pay for it, of course.
- 8) Could I try.....it for you with water first?
- 9) Could wea coffee while you wait?
- 10) It's on.....

Activity 3: Susan gives Jan some advice on dealing with complaints. Match the tips to the sentences below

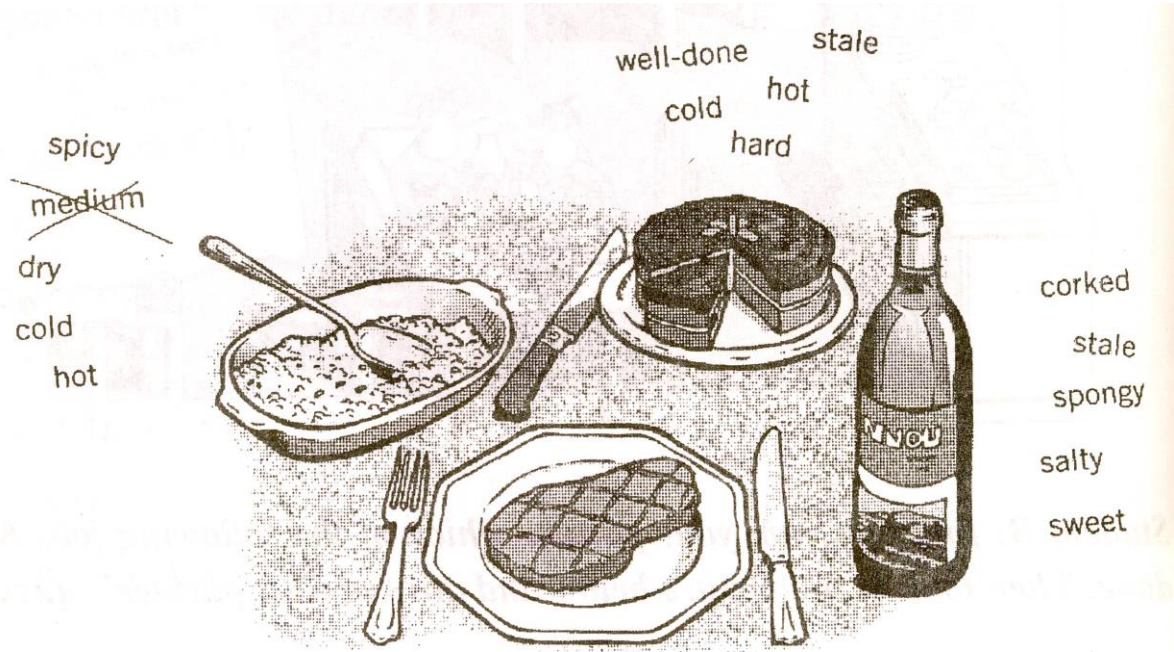
Example: (b) = 2

1. ask what the problem is
 2. apologize
 3. explain the reason for the problem
 4. offer a solution or compensation
- (a) Please accept my apologies.
 - (b) I do apologize sir.
 - (c) I'll ask the manager to come.
 - (d) What is the problem?
 - (e) There aren't any more tables available.
 - (f) I'll ask the chef to heat it up for you.
 - (g) I'm afraid we are very busy this evening.
 - (h) Could we offer you a coffee on the house/
 - (i) I'm very sorry, sir.
 - (j) We'll pay for it to be cleaned.

3. VOCABULARY

Adjectives for complaining

Activity 1: Match the adjectives to the pictures. Cross out any which don't match.



Activity 2: Complete the complaints with the words in the box. Use a dictionary to help you.

missing busy blunt dirty cracked noisy rude slow broken draughty

1. I'm sorry about the service this evening but we are very
2. Could you close the window, please? It's a bithere.
3. I can't cut my steak with this knife. It's
4. They haven't cleaned this place for years. It's so
5. The service in this restaurant is soWe ordered over an hour ago.
6. Be careful! The glass isand there are pieces everywhere!
7. Waiter, could you change my cup? It'sand I nearly cut my lip.
8. How can I eat my soup? My soup spoon is
9. This restaurant is veryThe music is too loud.
10. The waiter's soHe's not polite at all.

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 6

Exercise 1: Answer the following questions.

1. What should a waiter say if a guest tells him the food is not fresh?
2. What should the waiter do after that?
3. What should the waiter do if the guest does not like a replacement or an alternative?
4. Should the guest pay for the drink he has while waiting for the replacement?
5. Who should pay for the drink?
6. What should the waiter say to persuade the guest to try the restaurant again?
7. What should the head waiter say if a guest complains about the slow service?
8. What should the head waiter say after he settles the problem for the guest?

Exercise 2: Complete the dialogue with the correct words.

The mother of a family of four at Junior's Kitchen calls over the waitress after several dishes have been served.

Mother : Excuse me, waitress!

Waitress :

Mother : I've been trying to.....for the last ten minutes.

Waitress :, madam. We're staff today because of the holidays., madam?

Mother : My son has dropped his fork on the floor.

Waitress :.....another fork right away, madam.
.....anything else.?

Mother : Yes, this raw fish is too spicy. Our daughter can't eat it.

Waitress : Sashimi is alwaysmustard sauce, madam.
Perhaps I could bring you another bowl of sauce with less mustard?

Mother : Oh, yes, please.

Waitress : Is there anything else, madam?

Mother : Yes, what is this dish over here?

Waitress : This is tempura, madam.with it?

Mother : Well, we ordered spring rolls, but this is something else.

Waitress : I'm sorry, madam. Shall Ito the kitchen?

Mother : Oh no, that's all right. It's quite delicious, actually.

Exercise 3: *If the customer praises the food or service what should a waiter/ waitress say or do?*

1. Smile and thank the customer.
2. Say nothing.
3. React with embarrassment.
4. Ask for a larger tip.
5. Say "That's very kind of you".
6. Tell the customer you will pass on the compliment to other staff (as appropriate).
7. Ask the customer to write a letter to the manager.
8. Say "I'm glad you like it".
9. Say "Of course" and laugh.

Exercise 4: *What action should restaurant staff take if*

- (a) The food or drink is spilt on guest's clothing?
- (b) A guest becomes ill?
- (c) The wrong dish is served.
- (d) The food was not served as ordered by the customer.
- (e) The wine was bad.
- (f) The waiter forgets to serve a dish.

Exercise 5: *Put the sentences in the correct order to complete the following dialogues:*

Dialogue 1:

Diner : Yes, give me another martini,

Waiter : Yes, sir. What's wrong?

Diner : This meat's as tough as leather!

Waiter : I'm terribly sorry, but well-done meat tends to be tougher.

Diner : Well, this is the toughest well-done meat I've ever had!

Waiter : Would you like something else?

Diner : Well. I can't eat the meat! Have you got any spaghetti?

Waiter : Yes, sir.

Diner : Then I'll have some.

Dialogue 2:

Diner : Waiter. The sun is shining straight into my eyes. Could we change tables?

Waiter : I'll close the curtain for you, sir.

Diner : We'd rather change table. It's too warm here.

Waiter : Would you prefer to sit in the middle of the room?

Diner : Yes, that would be better.

Exercise 6: *A customer wants some information from you. Choose the most natural sounding response:*

1. *Our compliments to the chef.*

a. Thank you. I'll let him/ her know you enjoyed your meal.

b. Do you know the chef?

c. The chef says hello.

2. *Can we sit at that table by the window?*

a. The patio is closed.

b. I'm sorry. That table is reserved.

c. Where would you like to sit?

3. *(Pointing to another table) What are they having?*

a. They are eating.

b. They have already begun eating.

c. That's "Pasta Primavera".

4. *Can I get a new fork? Mine fell on the floor...*

a. Certainly. I'll be right back.

b. I'm sorry, all of our forks have been used before.

c. Is there a problem with your meal?

5. *I'm allergic to seafood.*

a. In that case I recommend the lobster.

b. Who is allergic to seafood?

- c. In that case I recommend the chicken.
6. *This isn't what I ordered!*
- a. Bon appetit!
 - b. I'm sorry, there must have been a mix-up.
 - c. Our specialty is Blackened Catfish.
7. *This card might be maxed out. Let me know if there's a problem.*
- a. OK. If your credit card doesn't go through I'll let you know.
 - b. Will you be paying cash?
 - c. The bill comes to \$125.
8. *Can we get a box for this?*
- a. Would you like the bill?
 - b. Yes. I'll pack it up for you.
 - c. A box of what?
9. *Do you have Perrier or some other kind of sparkling water?*
- a. Unfortunately tap water is unsafe to drink in city.
 - b. I'm sorry but we only have non-carbonated (still) water.
 - c. Is Coke OK?
10. *What kind of beer do you have?*
- a. We have beer.
 - b. Would you like to see our wine list?
 - c. We have Corona and Kronenbourg in bottles, and Newcastle Brown Ale on tap.

UNIT 7: GIVING THE BILL AND SEEING OFF GUESTS

1. GENERAL INTRODUCTION

TEACHING AIMS:

After learning this unit, the students can know:

Knowledge:

Read the dialogues about the topic “Giving the bill and seeing off guest” well

- Do some exercises in practice
- Practise speaking (role play)
- Review "passive voice"
- Remember some useful expressions about the topic

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 English for Tourism

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.CONTENTS

UNIT 7

GIVING THE BILL AND SEEING OFF GUESTS

1. SAMPLE SITUATIONS

1.1. Dialogues

Dialogue A: *Paying the bill*

W : Good afternoon, sir. May I help you?

G : Yes, I'd like to settle my bill, please. How much is it?

W : Thank you, sir. Your bill comes to HK\$4,800.

G : Are you sure that's right? Shouldn't it be HK\$4,000?

W : I'm afraid there is a 10% service charge.

G : Well, I only have about HK\$4,000. Do you take credit cards?

W : I'm afraid we do not accept this card but we do accept those.

(Points to credit card display)

G : How am I going to pay the bill then?

W : Are you a staying guest, sir?

G : Yes, I am.

W : Could you sign the bill and add your room number, please? The amount will be added to your final room bill.

G : I see. Here you are.

W : Thank you, sir. May I see your room key, please?

G : Here it is.

W : Thank you, sir. We hope you enjoy your meal.

Dialogue B: Saying goodbye

Two satisfied guests leave the Casablanca. Put their conversation with Susan in the correct order.

Mr. Smith : I'm not sure...

Susan : Here's one, it's always better to book your table in advance.

Mrs. Smith : Thank you very much.

Susan : Could I get your coats?

Mr. Smith : Thank you. Goodbye.

Susan : Goodbye.

Mr. Smith : Yes, please.

Mrs. Smith : It's a light brown raincoat and a grey coat.

Susan : Here they are. Let me help you, madam.

Mrs. Smith : Thank you very much.

Susan : We look forward to seeing you again.

Susan : Was everything to your satisfaction?

Mrs. Smith : Yes, everything was perfect.

Mr. Smith : We'll certainly come back soon.

Susan : Do you have our card?

1.2. Practice

Activity 1: *These are some useful expressions. Fill in the blanks in these sentences with the suggested words: cover charge, accept foreign currency, added to your bill, I'm afraid, a cover charge of, displayed here, includes, cannot honor.*

1. A 10% tax and a 10% service charge have been
2. Your billa 10% tax and a 10% service charge.
3.we do not accept personal checks here.
4. I'm afraid we.traveller's checks here.
5. I'm afraid we cannot.....as payment here.

6. We accept the credit cards
7. I'm afraid there isHK\$ 100 after 8 p.m. when there is a band.
8. There is nofor seats at the bar.

Activity 2: Put the following sentences in the correct order

W: I'm very sorry for the mistake. Here is the right change.

G: Excuse me, but I think you've overcharged me.

W: How much change did I give you, sir?

W: I'm very sorry, sir. May I see your bill, please?

G: Thanks a lot.

W: Thank you very much. Please come again.

G: You gave me HK\$300 instead of HK\$400.

G: Here you are.

Activity 3: Match phrases in A with those in B to make complete expressions for saying goodbye to guests:

A	B
1. Have	a nice day (afternoon, evening), sir.
2. Thank you for	we cannot accept tips. A 10% service charge has already been added to your bill.
3. I hope you enjoyed your meal	to seeing you again, sir.
4. Hope to	you again
5. It's a pleasure to serve	Cashier's Desk at the entrance, please?
6. We look forward	Please come again.
7. We hope to welcome	see you again soon.
8. Could you pay at the	you and your family again.
9. It's very kind of you, sir, but I'm afraid	dining with us. Please come again.

Activity 4: Work in pairs. Your teacher will give you a card which describes clearly your role. Look at your card and make conversation with your partner.

Diner 1: You call the waiter because you want the bill.

You want to know if they accept dollars.

You're surprised at the amount, and you haven't got enough cash, so you want to know if they take traveller's cheques.

You've got Americhecks.

You give him your passport.

Waiter 1: You present the bill to the diner. You'll accept dollars and you'll check the exchange rate.

It's \$48.50.

Ask what kind of traveller's cheques he's got.

Americhecks will be fine.

Ask if the diner has got any identification.

Diner 2: You want the bill.

You want to know what the nine francs are for. You've only have two coffees.

You want to know if they'll take a cheque. That's all you have.

Waiter 2: The diner wants the bill so you tell him you'll be along in a moment.

Bring the bill. The 9 francs are for three coffees.

Apologize for the mistake.

You don't accept cheques. It's the policy of the restaurant.

You'll get the manager.

2. READING

Activity 1: *In cases when the guest wants to pay his bill by credit card, the cashier should always follow the procedure. Put the below sentences in the correct order to make that procedure.*

a. Ask the card holder to sign in the designated space and then compare the signature with the signature panel on the back of the card.

b. Imprint the card onto a sales voucher and then write out on it the amount of transaction and date.

c. Make sure that the amount of sales does not go beyond the authorized credit limit.

d. Check and see if the card is still valid. The expiration date can be found at the front bottom of the card.

e. Give the card holder's copy to the guest and keep the establishment copy in your files for one year. Mail the remaining copy to the credit card company within specified number of days.

f. If your hotel has received a warning notice, check and see if the guest's card number is listed on the latest copy. If it is, the card is no good. Remember the person's room number and remember how he looks if possible and report it to your superior immediately. If the guest's card is not listed on the latest copy of warning, it is good.

Activity 2: Find the explanations which a head waiter might give to a customer who is paying to match the phrases which one may find on a menu.

Example: (a) = 3

Phrases:

- (a) There is no service charge. Gratuities are at your discretion.
- (b) All major credit cards are accepted.
- (c) We regret we do not accept credit cards.
- (d) All prices include....tax.
- (e) Cover charge: \$2.00.
- (f) 10% service charge will be added.
- (g) All prices are exclusive of ...tax at the current rate.

Explanations:

- 1. Yes, madam. You can use American Express card.
- 2. The cost of your meal is \$65, sir. Extra \$6.50 is for the waiter.
- 3. The bill doesn't include service, you would like to give the waiter something?
That's for you to decide.
- 4. We have to add this amount for ...tax, madam. It's 8% of the cost of the meal.
- 5. This isn't for any food or drink, madam. We add this sum to every bill, for the rolls, linen, and so on.
- 6. You don't pay anything extra for...tax, sir. It's already in the price of the meal.
- 7. I'm very sorry, sir. You won't be able to use your Diner's Club card. Could you pay in cash or by traveller's cheque?

Activity 3: Read the following passage then translate it into Vietnamese.

Receiving customer payments

The major part of your job will be accepting payments from customers. Currently, we accept cash and credit/ debit card payment only. Personal checks are not permitted as payment. If a customer attempts to pay with a personal check, kindly

remind them that only cash and credit/ debit payments are accepted. If the problem continues, ask your manager for assistance.

Cash payments

When you accept cash payments, you should count the money given to you both for your protection and for the customer's. Accuracy is very important. Also, if you receive a \$20 bill or larger, you need to check that bill for its authenticity.

Instructions on how to verify the legitimacy of bills will be discussed during your training. After accepting the cash payment, you will need to make change for the customer. When making change, use the largest bills and coins possible for the convenience of the customer. For example, if a customer pays for a \$7 meal with a \$20, you should return a \$10 bill and three \$1 bills as change, not two \$5 bills and 12 quarters. Always make sure that you have sufficient change in your tray. When you begin to run low on quarters or dollar bills, alert the manager as soon as possible so your customers will not be forced to wait. When you return the change to the customer, place it in their palm not on the counter. Remember to smile, thank them for their patronage, and give them a receipt for their purchase.

3. LANGUAGE STUDY

Passive voice

1. Form:

a. We form passive verbs with the different tenses of be (e.g., is, was, is, being, have been) + past participle.

Present simple:

am/are/is + past participle

The restaurant is opened every day.

Present continuous:

am/are/is + being + past participle

The house is being painted at the moment.

Past simple:

was/were + past participle

My car was stolen last night.

Past continuous:

was/were + being + past participle

The bridge was being repaired last week.

Present perfect simple:

have/ has + been + past participle

Sarah has been invited to the party.

Past perfect simple: **had + been + past participle**

I thought that you had been told the news.

Future simple: **Will + be + past participle**

I expect a new restaurant will be built next year.

Near future: **am/ is/ are + going to + be + past participle**

A new school is going to be built in the village in six years.

Perfect continuous passives (have/has/had + been being + past participle) are very uncommon.

b. Compare these active and passive sentences:

Active: Someone locks **the office** every evening

Passive: **The office** is locked every evening.

Active: Someone has invited **Sarah** to the party.

Passive: **Sarah** has been invited to the party.

Note that the object of an active verb (e.g: the office, Sarah) becomes the subject of a passive verb.

c. The rules for choosing tenses in the passive are the same as in the active

For example, to talk about something that is in progress now, we use the present continuous.

The house **is being painted** at the moment.

2. Use:

- We often use the passive when we do not know who or what does something.

My car **was stolen** last night (I do not know who stole the car).

- We also use the passive when we are not interested in who or what does something.

The factory **was painted** during the war.

Sarah **has been invited** to the party

In these sentences we are interested in the factory and Sarah, not who painted the factory, or who invited Sarah.

- We also use the passive when we do not want to say who or what does something. Compare:

Active: **I made** a mistake.

Passive: A mistake **was made**.

Much / many / a lot of

Look at these sentences and complete the rules below.

- There are a lot of drinks on the bill.*
- There aren't many waiters here.*
- How many starters did we have?*
- That's a lot of VAT.*
- We don't have much wine left.*
- How much is the bill?*

Rules: - We use *a lot of* withandnouns in positive sentences.
- We use *many* withnouns insentences and
- We use *much* withnouns insentences and

Activity 1: Rewrite these sentences in the passive

1. Nobody swept this street last week.
.....
2. They are going to hold next year's congress in Ho Chi Minh city.
.....
3. They gave me two hours to make my decision.
.....
4. Why did your friend write such a letter?
.....
5. They considered that she was the best singer.
.....
6. Don't take the book away.
.....
7. They asked them to stop smoking.
.....
8. Someone delivers the newspapers every day.
.....

9. Don't let the others see you.

.....

10. They built the factory during the war.

.....

11. Peter has invited Sarah to the party.

.....

12. We can solve the problem.

.....

13. They have sent us the wrong tickets.

.....

14. I hope that someone will give Sally the message.

.....

15. I thought that someone had told you about the meeting.

.....

Activity 2: Use the table below to make seven sentences as the example.

Example: American Express cards are accepted.

1. American Express cards	is are	(not)	accepted. included in the bill. added to the bill.
2. A 10% service charge			
3. A service charge			
4. 8% hospital tax			
5. A \$2.00 cover charge			
6. 10% Value Added Tax			
7. Credit cards			

Activity 3: Complete the sentences with the correct options.

1. A. Are there *much / many* new dishes on the menu?

B. Yes, there *are a lot of / much* new starters.

2. A. There's too *much / many* noise in this room.

B. Yes, there are *a lot of / much* people in here.

3. There are too *much / many* desserts on this bill.
 B. You're right. And there's *a lot of / much* tax as well.
4. A. How *much / many* was the wine?
 B. I'm not sure. How *much / many* glasses did we have?
5. A. I think there are *a lot of / much* mistakes on this bill.
 B. I think you're right. We didn't spend that *much / many* money.
6. A. The service is slow. There aren't *many / much* waiters here.
 B. I know. All the waiters have *a lot of / much* tables to serve

Activity 4: Complete the sentences with a lot of / much / many.

1. That'smoney.
2. There aren'tdollars on the table.
3. Is therework in the kitchen?
4. There isn'tmoney in the cash desk.
5. Are therewaiters in the Casablanca?
6. There areguests in the dining-room.

4. USEFUL WORDS AND EXPRESSIONS

4.1. Figures and sums

- Cardinal numbers: Revision
- Sums: plus; minus; multiplied by; divided by, equal; point; percent

4.2. Money: bill, receipt, (local) currency, change

4.3. Items on a bill: a cover charge, tax (sales~, hospital~, value added~), service charge, a gratuity

4.4. Ways of paying: in cash, in dollars/ pounds, by credit card, by traveller's cheque, by cheque, with bank's card

4.5. Explaining a bill

- Hospital Tax is added to the bill.
- Service charge is included in the bill.
- Potatoes are extra.

4.6. Questions/ Statements/ Requests about paying.

- How will you be paying: By week card?
- In which currency? May I see your card?
- I'm very sorry, we don't accept credit cards.
- We only accept traveller's cheques in dollars.
- I'm sorry, sir/ madam. This card has expired.
- I'll just ask the manager about that.
- I'll just go and check it for you.
- Could you sign here, please?

3. QUESTIONS FOR PRACTISING SITUATIONS IN UNIT 7

Exercise 1: *Write the following sums in numbers and calculate the answers*

Example: One hundred and fifty plus fifty. $150 + 50 = 200$

1. one hundred and eight plus two point five.
2. One thousand six hundred minus two hundred and four.
3. Four hundred and forty-seven multiplied by two.
4. Five hundred and fifty plus sixty-three.
5. Sixty-nine divided by three.
6. Seven hundred and fifty-seven minus eighty-nine.
7. Five times nineteen.
8. Nine thousand nine hundred and ninety-nine plus one.
9. Two and a half plus one hundred and seven.
10. Seven point three five minus one point two one.

Exercise 2: *You work at a restaurant in a first class hotel. Can you help the following diners?*

Diner: Excuse me, waiter!

Help:

Diner: Could we pay, please?

Wait:

Give the bill:

Diner: Excuse me, waiter! What is the two hundred and twenty baht here for?

Four beers:

Diner: Oh, I see. And how about this item at the bottom?

Tax, service charge:

Diner: Right. Do you accept credit cards?

What card:?

Diner: American Express.

Accept, sign:

Diner: There you go. (Signs)

Thank:

Exercise 3: Complete the sentences with IN or BY

1. Can I paycredit card?
2. I'll ask the cashier to prepare the billdollars.
3. That's great. I'll payVisa.
4. Can we paytraveller's cheque.
5. I prefer to paycash if that's OK.
6. How will you be paying, sir?cash orcredit card?

Exercise 4: Answer the following questions

1. Can a waiter offer the guest his bill without being asked?
2. Does the restaurant in China accept foreign currency?
3. What should the guest do if he has only got some foreign currencies while paying the bill?
4. What are the procedures if the guest pays in cash?
5. What kind of credit cards does a restaurant in China usually accept?
6. What are the procedures if the guest wants to pay with a credit card?
7. What should a waiter say if a guest wants to pay with the credit card which the
8. Who can sign the bill in a restaurant of a hotel?
9. What information should a waiter learn if a guest wants to pay by signing the bill?
10. What should a waiter say if a guest tells him there is a mistake on the bill?
11. What should a waiter do if there is a mistake on the bill?
12. What should the waiter say if, in fact, there are no mistakes on the bill?
13. What should the waiter do to please the guest when the guest has to wait for another bill?

14. What should the waiter say when he has the wrong bill changed and gives it to the guest?

15. Do you think the waiter should report the miscalculation to the manager later?

Exercise 5: Explaining the bill

Three guests ask Jan for the bill. Read the dialogue and say whether the sentences are true or false.

- (1) The guests ordered from the a la carte menu.
- (2) Drinks are included in the table d'hôte menu.
- (3) The guests knew that VAT was part of the bill.
- (4) The guests are from France.
- (5) Rosa knows the guests.

Dialogue 1

Guest: Can I have the bill, please?

Waiter: Certainly, madam. Just a moment, please. Here you are, madam.

Guest: Thank you. Can I pay by credit card?

Waiter: We accept Visa, American Express and Master Card.

Guest: Perfect. I'll pay by Visa.

Waiter: Very well, madam. Will you sign here, please?

Guest: Yes, of course.

Waiter: Here's your bill and your receipt madam. Thank you.

Dialogue 2

Guest 1: Could you bring us the bill, please?

Waiter: Yes, sir. I'll bring it immediately.

Guest 2: Can we pay by traveller's cheque.

Waiter: I'm afraid we don't accept traveller's cheques, sir.

Guest 2: OK. Can we pay in US dollars?

Waiter: Yes, sir. I'll ask the cashier to prepare the bill in dollars. Here you are, sir.

Guest 1: Is service included in the bill?

Waiter: Yes, sir, it is.

Guest 2: Let's leave him a tip anyway, John, the service was excellent.

Dialogue 3

Guest: How much is it?
 Bartender: One moment, sir. I'll prepare the bill. Here you are, sir. The bill.
 Guest: Oh, that's a lot of money! Is tax included?
 Bartender: Yes, sir. VAT is automatically charged.
 Guest: I see.
 Bartender: How will you be paying, sir? In cash or by credit card?
 Guest: In cash and keep the change.
 Bartender: Thank you, sir.

GLOSSARY

1. Table settings

Bộ đồ ăn

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 gắp đá
Water jug/ pitcher	binh đựng nước

2. Restaurant Organization

Cơ cấu tổ chức ở nhà hàng

Restaurant manager	giám đốc nhà hàng
Head waiter, maitre d'hôte	trưởng phục vụ bàn
Doorman	nhân viên tiếp đón khách ở cửa
Receptionist	nhân viên tiếp tân
Waiter, waitress	nam/ nữ nhân viên phục vụ bàn
Wine cashier	thu ngân viên ở quầy rượu
Barman, bartender	nhân viên pha chế rượu
Bus boy	nhân viên phụ việc vặt ở bàn ăn

Trainee

nhân viên tập sự

3. Kitchen appliances and utensils Dụng cụ và đồ dùng nhà bếp

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 mì

4. Meat

Thịt

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 cột lết
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

5. Fish & Seafood

Cá và đồ biển

Catfish	cá trê
Dried fish	cá khô
Perch	cá pecca
Snakehead	cá quả
Salmon	cá hồi
Cod	cá moruy

Sole	cá bơn
Trout	cá hường
Mackerel	cá thu
Red snapper	cá hồng
Sardines	cá trích
Shark fin	vây cá mập
Tuna	cá ngừ
Clam	sò huyết
Crab	cua
Claw of crab	càng cua
Dried shrimp	tôm khô
Lobster	tôm hùm

6. Fruits

Trái cây

Apple	táo
Apricot	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	sầu riêng
Grape	nhô
Grapefruit	bưởi
Guava	ổi
Jack fruit	mít
Kiwi	kiwi
Lychee	vải

Longan	nhãn
Mango	xoài
Mangosteen	mãng cụt
Melon	đưa tây
Water melon	đưa hấu
Orange	quả cam
Olive	quả ô liu
Papaya	đu đủ
Peach	đào
Pear	lê
Pineapple	dứa
Plum, prune	mận
Pomegranate	lựu
Pomelo	đưa vàng
Raisin	nho khô
Rambutan	chôm chôm
Rose apple	trái hồng
Strawberry	dâu tây

7. Vegetables & vegetable products Rau củ và các sản phẩm từ rau củ

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	đưa chuột
Eggplant	cà tím
Gourd	bầu, bí
Lettuce	đau 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

8. Herbs, Spices & Seasonings

Basil	rau húng quế
Bay leaf	lá nguyệt quế
Chilies	ớt khô

Các loại rau thơm, gia vị và hương liệu

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

9. Drinks

Đồ uống

Classification of beverages

Xếp loại các thức uống

Dessert wine	rượu uống sau bữa ăn (trong bữa tráng miệng): Porto, Madeira, Marsala
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

Dessert wine

Porto
 Old Towny
 Amontillado
 Manzanilla
 Cream Sherry
 Madeira
 Sandeman
 Marsala Marsal

Rượu uống sau bữa ăn

Cockburns
 Gonzales
 Ruby Port
 Dows Port
 Tio Pepe
 Harveys Bristol
 Sherry

Aperitif

Vermouth
 Cinzano (Red & White)
 Martini (Red & White)
 Voblesse
 Vouilly-Part

Rượu khai vị

Bitters
 Campari
 Angostura
 Fernet Branca

Spirits or Eaux de Vie

Cognac
 Martel
 Courvoisier
 Hennessy
 Remy Martin
 Camus
 Napoleon
 Otard
 Brandy
 Asbach Uralt
 Stock Brandy
 Oporto Brandy

Rượu mạnh

Armagnac
 Chateau Labarte
 Clos des Duc
 Whisky
 Scotch Whisky
 Bourbon Whisky
 Canadian Whisky
 Gin
 Rum
 Marc
 Grappa
 Kirsch

Fantador	Barrack
Arrack	Calvados
Akvavit	Vodka
Tequila	
<i>Liqueur</i>	<i>Rượu mùi</i>
Liqueurs Courantes	
Liqueurs Fines	
Liqueurs Extra-Fines	
<i>Soft drinks, ciders</i>	<i>Nước ngọt</i>
Coca Cola	Sprite
Pepsi	Soda
7-up	Tonic
10. Cereal products	Các sản phẩm từ ngũ cốc
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
11. Dairy products & eggs	Sản phẩm từ sữa & trứng
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

12. Complaints

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

Phàn nàn

13. Meals and menus

Các bữa ăn và thực đơn

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

14. Methods of payment

Bank note
Bill (UK)/ check (US)
Cash
Cheque (UK)/ check (US)
Coin
Credit card
Order form
Traveller's cheque
Signature

Các phương thức thanh toán

ngân phiếu
hoá đơn
tiền mặt
séc
xu
thẻ tín dụng
mẫu đặt hàng
séc du lịch
chữ ký

15. Verbs of preparation

Add	thêm
Bake	nướng
Beat	đánh, đập
Boil	luộc

Butter	phết bơ
Chop	chặt
Combine	kết hợp, trộn
Cook	nấu
Cover	phủ
Cut	cắt
Drain	làm khô, ráo nước
Fill	làm đầy, đổ đầy
Fry	rán
Grill (UK)/ broil (US)	nướng
Mix	trộn
Peel	gọt vỏ
Pick	nhặt
Pour	đổ, rót
Refrigerate	làm lạnh
Roast	quay
Season	cho gia vị, ướp
Shake	lắc
Slice	cắt lát
Sprinkle	rắc
Stir	khuấy

TÀI LIỆU THAM KHẢO

- (1) (Giáo trình bắt buộc): Giáo trình nội bộ - Ngoại ngữ chuyên ngành Phục vụ nhà hàng, Trường Cao đẳng Thương mại & Du lịch, 2022.
- (2) (Tài liệu tham khảo): Giáo trình English for restaurant - Chủ biên: Trường Cao đẳng Du lịch Hà Nội.