

**ỦY BAN NHÂN DÂN THÀNH PHỐ HÀ NỘI**  
**TRƯỜNG CAO ĐẲNG THƯƠNG MẠI VÀ DU LỊCH HÀ NỘI**



**TÀI LIỆU GIẢNG DẠY**  
**MÔN TIẾNG ANH CHUYÊN NGÀNH NHÀ HÀNG**  
(Lưu hành nội bộ - dùng cho Giảng viên khoa Ngoại ngữ)

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## LỜI NÓI ĐẦU

Đối với giảng viên các trường đại học, cao đẳng nói chung và giảng viên của trường Cao đẳng Thương mại và Du lịch Hà Nội nói riêng, hoạt động nghiên cứu khoa học và viết tài liệu giảng dạy cho môn học là một hoạt động không thể thiếu. Chính vì thế, hàng năm, giảng viên toàn trường cũng như giảng viên của khoa Ngoại ngữ đều tham gia hoạt động nghiên cứu khoa học và viết tài liệu giảng dạy một cách nghiêm túc, có trách nhiệm và mang lại những kết quả nhất định.

Năm học 2017 - 2018, được sự đồng ý, tạo điều kiện của Ban Giám Hiệu và sự chỉ đạo sát sao của phòng Khoa học, Thanh tra và Kiểm định chất lượng, các giảng viên của khoa Ngoại ngữ đã tiến hành viết tài liệu giảng dạy cho các môn học trong chương trình đào tạo hệ Cao đẳng và Trung cấp của nhà trường. Chúng tôi thấy việc viết tài liệu giảng dạy các môn học thật sự cần thiết và hữu ích cho giảng viên, giúp cho giảng viên có các tài liệu giảng dạy thiết thực, gắn kết chặt chẽ với các giáo trình đã được lựa chọn, qua đó giúp cho việc giảng dạy và học tập của sinh viên trong nhà trường thêm hiệu quả.

Chính vì những lí do đã nêu trên, nhóm tác giả chúng tôi mạnh dạn viết cuốn: *"Tài liệu giảng dạy môn Tiếng Anh chuyên ngành Nhà hàng, ngành Phiên dịch Tiếng Anh Du lịch - Hệ cao đẳng, trường Cao đẳng Thương mại và Du lịch Hà Nội"*

Xin được cảm ơn Ban Giám Hiệu nhà trường, phòng Khoa học, Thanh tra và Kiểm định chất lượng, các bạn bè đồng nghiệp đã tạo điều kiện quan tâm giúp đỡ chúng tôi hoàn thành cuốn tài liệu giảng dạy này. Chúng tôi rất mong nhận được những ý kiến đóng góp chân thành, quý báu từ các độc giả và những người quan tâm đến tài liệu của chúng tôi để cuốn tài liệu được hoàn thiện hơn.

Xin chân thành cảm ơn!



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## INTRODUCTION

Teaching time: 1 hour

- Goals:**
- Introduce the objectives of the subject, the outline and detailed content
  - Suggest some useful methods to study the subject

*English for restaurant* consists of 10 units. Each unit covers the topic that is under the restaurant industry. These are the main parts of the book:

- **Get ready and Reading:** Students have an overview of the lesson by answering the questions in *get ready* part, and then students can understand more about the lesson by doing the *reading* part.
- **Vocabulary:** This part provides words/phrases that are under the unit subject. From the *reading* part as well as the *vocabulary* part, students can figure out the meaning and usage of the words/phrases.
- **Listening and Speaking:** Students listen to a recording and practice acting out the role. In the *listening* and *speaking* activities, students are exposed to industry situations, including dialogues, presentations and interviews. In the *speaking* sections, students are encouraged to use English during speaking activities.
- **Writing:** *Writing* practice in the units is consolidation of the topic with structured, meaningful writing tasks.

*Some useful methods for students to study the subject:*

- Work in pairs or groups in an active way.
- Practice speaking skills by using the prompts or creating their own conversations.
- Practice pronouncing skills by listening to the recordings.

*Some requirements for students:*

- Prepare the lessons carefully before class.
- Do homework as the teacher's requirement.
- Fully attend as regulations.



## UNIT 1: PARTS OF A RESTAURANT

Teaching time: 4 hours

### Aims:

#### *Knowledge:*

- Identify vocabulary related to places in a restaurant.
- Define duties of the staff in preparing restaurant for service

#### *Skills:*

- Use vocabulary to talk about the things that staff members have to do to prepare a restaurant for service
- Apply the memo to write a note to the hostesses regarding evening preparation

#### *Attitude:*

- Eager to learn new things
- Hard working and self confident in communicating

### GET READY!

**Before you read the passage, talk about these questions**

- Teacher repeats two questions in the books to get information from students.
- Students try to answer the questions individually.
- Teacher provides some new words.

*For example:* - arrange the dining room

- Clean the floor
- Wash the table clothes ...
- Restore the bar

### READING

**Read the memo. Then, choose the correct answers.**

- Teacher asks students to read the memo carefully.
- One student read aloud the memo
- Take notice of highlighted words
  - Lobby: Sảnh
  - Food storage: kho để đồ ăn
  - Break room: phòng, kho chứa đồ ăn
- Students work in pairs and do the exercise.

*Answers:*

1. B

2. C

3. C

### VOCABULARY

**1. Fill in the blanks with the correct words and phrases from the word bank.**

- Students do the exercise individually then compare the answers with their partners

*Answers:*

1. Entrance

2. Office

3. Bar

4. Food storage

5. Lobby

6. Restaurant

**2. Read the sentences in pairs. Choose which word or phrase best fits each blank**

- Students do the exercise individually then compare the answers with their partners

*Answers:*



1. A. restroom – B. break room

2. A. kitchen – B. dining

**3. Students listen and read the memo again and answer question: Where should staff members look for extra stock items?**

*Answers:*

- in the storage

## **LISTENING**

### **1. Listen to a conversation**

- Students listen to a conversation between a server and a restaurant manager
- Teacher plays the record, after second time of listening students mark the statements as true (T) or false (F)

*Answers:*

1-T

2 – F

3 – T

### **2. Students listen again and complete the conversation**

*Answers:*

1. dining room

4. table

2. private room

5. at the bar

3. in the storage

6. at the entrance

## **SPEAKING**

**With a partner, students act out the roles use language such as:**

- Does this table belong in the ...or the .....?
- That leaves us short ....
- I just hope ...

Student A: server

Student B: manager in the restaurant

*Example:*

A: Does this table belong in the dining room or the private room?

B; in the private room.

A: That leaves us short of one table in the dining room.

B: Do we have any extra tables in the break room?

A: I checked and I didn't find any.

B: Okay, I hate when people have to wait for a table, though.

A: Maybe the hostess can suggest they have a drink in the lobby while they wait.

B: that's a good idea. I'll tell her that when they arrive in the entrance

## **WRITING**

**Use the memo and the conversation from task 8 to write a note to the hostess regarding evening preparations.**

- Students complete the memo first, teacher asks some to read their memos

*Suggested answers:*

To: Restaurant staff

From: Mr/ Mrs ....., manager

Hello all,

Tonight will be very busy. Our reservation list is full. We are also hosting a party that will seat 30. We do not think we can seat everyone at once. When customers arrive,



## **HOMEWORK**

- Remember new words and expressions in the text.
- Practice the dialogue as much as possible.

## **REFERENCES**

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## UNIT 2: THE KITCHEN

Teaching time: 4 hours

### Aims:

#### *Knowledge:*

- Identify vocabulary related to utensils and equipment in the kitchen

#### *Skills:*

- Distinguish the guidelines when closing the kitchen
- Be able to talk about the function of kitchen appliances
- Apply the memo to ask about completion and making an apology

#### *Attitude:*

- Eager to learn new things
- Hard working and self confident in communicating

### GET READY

#### **Talk about the questions before reading the passage**

- Teacher asks some students to talk about some examples of kitchen appliances that they know
- Students talk about the purpose of each appliance

### READING

#### **Read the guidelines**

- Students read the guidelines, then mark the statements as true (T) or false (F)
- Teacher helps students with the meaning of highlighted words
- + Refrigerator: tủ lạnh
- + Freezer: tủ lạnh, máy làm đông
- + Cookware: bộ đồ nấu
- + Sink: bồn, chậu rửa bát
- + Sanitize (V): sát trùng, làm vệ sinh
- + Countertop: mặt kệ bếp
- + Walk-in pantries: ngăn để đồ ăn, thức ăn
- + Dinnerware: bộ đồ ăn

#### *Answers:*

1. F                      2. T                      3. T

### VOCABULARY

#### **1. Fill in the blanks with the correct words from the word bank.**

- In pairs, students try to complete the sentences after reading the text
- Teacher helps students with new words:
  - sous-chef: phó quản bếp
  - carve (V): lạng, thái mỏng

#### *Answers*

- |            |               |               |
|------------|---------------|---------------|
| 1. walk-in | 2. Dishwasher | 3. Stove      |
| 4. oven    | 5. Cook       | 6. Appliances |

#### **2. Write a word that is similar in meaning to the underlined part.**

- Students write the word individually.
- Teacher asks a student to write the words on the board.



3. sink

4. countertop

**3. Listen and read the guidelines again.**

- After reading and listening the guidelines, students answer the question "How does the kitchen staff wash the dishes?"
- Teacher asks some students to answer the question in their own way

**LISTENING**

**1. Listen to a conversation between a manager and a kitchen employee. Choose the correct answers.**

- Teacher plays the tape record twice
- Students listen and choose the answer

*Answers:*

1. D- the dishes need to be wiped
2. C- taking an inventory

**2. Students listen again and complete the conversation**

After completing the conversation, teacher asks students to practise the conversation in pairs.

*Answers:*

1. ....the kitchen
2. ....oven
3. ....manager's office
4. ....sink
5. ....dishwasher
6. ...countertop

**SPEAKING**

**With a partner, students act out the roles use language such as:**

Student A: manager in a restaurant

Student B: a restaurant kitchen employee

*Example:*

A: How are you doing with the kitchen?

B: I sprayed some cleaner in the oven and wiped the countertop

A: When you are done, bring the list to the manager's office.

B: I'll

**WRITING**

**Use the guidelines and the conversation from "speaking" to fill out the check list.**

Students complete the "Kitchen Inspection Checklist"

*Suggested answers:*

- Is the kitchen clean and orderly? – Yes, we cleaned the countertop, wrapped leftover food and ingredients.
- Are the appliances cleaned after use? – Yes, the stove is washed and sanitized
- Are all cookware and dinnerware items cleaned after used? – Yes, they are cleaned
- Are the countertop and floors cleaned? Yes, they are swept and mopped

**HOMEWORK**

- Remember new words and expressions in the text.