



SỞ GIÁO DỤC VÀ ĐÀO TẠO HÀ NỘI

GIÁO TRÌNH

Tiếng Anh

Chuyên ngành kỹ thuật
phục vụ nhà hàng

English for restaurant staff

DÙNG TRONG CÁC TRƯỜNG TRUNG HỌC CHUYÊN NGHIỆP



NHÀ XUẤT BẢN HÀ NỘI

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NGUYỄN THỊ BÍCH NGỌC

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TIẾNG ANH CHUYÊN NGÀNH
KỸ THUẬT PHỤC VỤ NHÀ HÀNG
ENGLISH FOR RESTAURANT STAFF

(Dùng trong các trường THCN)

NHÀ XUẤT BẢN HÀ NỘI - 2005

Lời giới thiệu

Nước ta đang bước vào thời kỳ công nghiệp hóa, hiện đại hóa nhằm đưa Việt Nam trở thành nước công nghiệp văn minh, hiện đại.

Trong sự nghiệp cách mạng to lớn đó, công tác đào tạo nhân lực luôn giữ vai trò quan trọng. Báo cáo Chính trị của Ban Chấp hành Trung ương Đảng Cộng sản Việt Nam tại Đại hội Đảng toàn quốc lần thứ IX đã chỉ rõ: “Phát triển giáo dục và đào tạo là một trong những động lực quan trọng thúc đẩy sự nghiệp công nghiệp hóa, hiện đại hóa, là điều kiện để phát triển nguồn lực con người - yếu tố cơ bản để phát triển xã hội, tăng trưởng kinh tế nhanh và bền vững”.

Quán triệt chủ trương, Nghị quyết của Đảng và Nhà nước và nhận thức đúng đắn về tầm quan trọng của chương trình, giáo trình đối với việc nâng cao chất lượng đào tạo, theo đề nghị của Sở Giáo dục và Đào tạo Hà Nội, ngày 23/9/2003, Ủyban nhân dân thành phố Hà Nội đã ra Quyết định số 5620/QĐ-UB cho phép Sở Giáo dục và Đào tạo thực hiện đề án biên soạn chương trình, giáo trình trong các trường Trung học chuyên nghiệp (THCN) Hà Nội. Quyết định này thể hiện sự quan tâm sâu sắc của Thành ủy, UBND thành phố trong việc nâng cao chất lượng đào tạo và phát triển nguồn nhân lực Thủ đô.

Trên cơ sở chương trình khung của Bộ Giáo dục và Đào tạo ban hành và những kinh nghiệm rút ra từ thực tế đào tạo, Sở Giáo dục và Đào tạo đã chỉ đạo các trường THCN tổ chức biên soạn chương trình, giáo trình một cách khoa học, hệ

thống và cập nhật những kiến thức thực tiễn phù hợp với đối tượng học sinh THPT Hà Nội.

Bộ giáo trình này là tài liệu giảng dạy và học tập trong các trường THPT ở Hà Nội, đồng thời là tài liệu tham khảo hữu ích cho các trường có đào tạo các ngành kỹ thuật - nghiệp vụ và đông đảo bạn đọc quan tâm đến vấn đề hướng nghiệp, dạy nghề.

Việc tổ chức biên soạn bộ chương trình, giáo trình này là một trong nhiều hoạt động thiết thực của ngành giáo dục và đào tạo Thủ đô để kỷ niệm "50 năm giải phóng Thủ đô", "50 năm thành lập ngành" và hướng tới kỷ niệm "1000 năm Thăng Long - Hà Nội".

Sở Giáo dục và Đào tạo Hà Nội chân thành cảm ơn Thành ủy, UBND, các sở, ban, ngành của Thành phố, Vụ Giáo dục chuyên nghiệp Bộ Giáo dục và Đào tạo, các nhà khoa học, các chuyên gia đầu ngành, các giảng viên, các nhà quản lý, các nhà doanh nghiệp đã tạo điều kiện giúp đỡ, đóng góp ý kiến, tham gia Hội đồng phản biện, Hội đồng thẩm định và Hội đồng nghiệm thu các chương trình, giáo trình.

Đây là lần đầu tiên Sở Giáo dục và Đào tạo Hà Nội tổ chức biên soạn chương trình, giáo trình. Dù đã hết sức cố gắng nhưng chắc chắn không tránh khỏi thiếu sót, bất cập. Chúng tôi mong nhận được những ý kiến đóng góp của bạn đọc để từng bước hoàn thiện bộ giáo trình trong các lần tái bản sau.

GIÁM ĐỐC SỞ GIÁO DỤC VÀ ĐÀO TẠO

Unit 1: INTRODUCTION

Objectives

Give a brief introduction about the course.

Contents

Purpose, entry level

Main features and structure

Classroom use and self-study guide

- **What is the purpose of the course?**
To prepare learners for typical situations in which they have to understand and respond in English.
- **What is the language level?**
The course is for learners ranging from the elementary level - namely those who have studied some English or who have acquired some English in their work - to more advanced speakers, who need to study systematically the English of food and beverage service.
- **What does the course consist of?**
 - The course book, which comprises:
 - 16 teaching units
 - The text of the tape-recorded exercises
 - A table of unit contents
 - A cassette of recorded exercises. This is an essential part of the course.
- **What are the main features of the course?**
 - Learners practise understanding questions, requests, etc. in typical situations, from customers who have different accents and express themselves in different ways.
 - They practise *using* a more limited but adaptable range of *active language for speaking* to customers.

- There is also some *reading* and *writing* practice where it is relevant - for example, in the unit on banquets.
 - Each unit is based on a *topic*- an aspect of restaurant and bar work, such as taking orders or making reservations.
 - Some language elements (such as polite questions or countable and uncountable nouns) occur *in more than one unit*, because such language is needed in different kinds of situations, and also because it is useful for students to encounter key language items more than once.
 - In nearly all the language practice, students play the part of *members of staff who are dealing with customers*.
 - Students have many opportunities to apply the language work to local situations, and to bring their *personal experience, knowledge and interests into the work*.
 - Many of the exercises ask students to work in *pairs* or *small groups*, usually in realistic customer-staff situations.
- **How is each unit structured? Each unit has nine parts:**

Snapshot

This section

- Helps students to marshal *the facts they already know* about a topic may provide new information about the topic
- Introduces *relevant language*

The work includes labeling drawings, matching words and pictures, etc. Some of the discussion can be in the students' own language.

Listening and speaking

This is the largest section. The emphasis on the oral/aural skills is underlined by the inclusion of a substantial listening and speaking section in each unit. It includes a lot of activities. Various "mini" exercises lead to slightly larger-scale work, in which the students are guided in speaking in longer transactions. An important part of the section is the taped work: this usually comprises one or more dialogues in which students have to understand what customers are saying, and practise saying the waiting staffs words.

Reading

This section provides the main thematic and linguistic input for each

unit, the reading passages are either informative texts or else based on or drawn from authentic written material used within the hotel industry.

Pronunciation

The pronunciation practice aims at increasing self-confidence when dealing with customers. Intonation, rhythm and stress are highlighted as essential for conveying the appropriate professional attitude- formality, politeness, respect and enthusiasm.

Language study

This section deals with both functional and grammatical structures. The functional language provides students with essential phrases for dealing with customers. The grammatical structures are always related to the communicative needs of professions.

Vocabulary

The vocabulary sections introduce many useful words and expressions for professionals in the catering industry. Students have practice in understanding and using items of vocabulary that are associated with the topic of the unit.

Writing

Routine writing tasks of the type encountered in the restaurant service are practice in this section together with language devices, such as linking and sequencing, commonly used to structure information in written texts

Follow-up

The students use the language they have learnt in the previous sections to deal with *whole situations* that are likely to occur in real life. They have an opportunity to bring in local situations and to include their own knowledge, experience and interests.

Useful words and expressions: This section consists of useful words and expressions. Students use this section for reference.

• Classroom use

The course has been designed to provide 180 periods of classroom work on the basis of 11-13 periods per main unit and one and a half hours per revision unit. These timings should not, however, be taken as more than suggestions. The casual amount of work that is necessary will vary

according to the level of the learners of English. Their knowledge of the professional background, the amount of work that is done as home work, and adaptation by teachers to their own situation

• **Self- study guide**

A learner working alone can do most of the work in this book. For vocabulary work, a bilingual dictionary and a good up-to-date monolingual dictionary (such as the Long man Dictionary of Contemporary English) are recommended. For discussions, it will obviously be best if a partner can be found. For pair work, if there is no partner, the learner can record one participant's words on tape and respond to the tape.

Unit 2

DESCRIBING JOBS AND WORKPLACE

Objectives

- *Mastering*
present simple, the verb be, there is/are
parts of restaurants
- *Describing jobs and workplace*
- *Showing appropriate manner*

Contents

- *Language functions & skills:*
Introducing yourself and colleagues
Describing and explaining parts of restaurants
- *Pronunciation*
Sentence stress
- *Language study*
Present simple, the verb be, there is/are
- *Vocabulary*
Prepositions of place, workplace, parts of restaurants

SNAPSHOT

ACTIVITY 1 These are five different sorts of places where people can eat and drink. Can you find the right description for each one?

For example: *picture 1 -luxury restaurant*

bar - coffee shop - informal restaurant serving national or regional dishes -
luxury restaurant - night club



ACTIVITY 2 Members of staff are on the telephone, explaining the services at the five establishments. Decide which sentences apply to which establishment.

For example: *luxury restaurant: (d), (j).*

(Some sentences may apply to more than one establishment)

- (a) We serve typical local dishes.
- (b) You can dance to our band.
- (c) You can have a snack with your drinks.
- (d) Dinner is a la carte, sir.
- (e) We have an excellent floor show.
- (f) We have two sorts of dinner menu: a la carte and a three - course fixed price menu.
- (g) You can have a quick snack here any time.
- (h) We make all the pasta ourselves.
- (i) You can gamble if you like.
- (j) We are noted for our haute cuisine, Madam. .
- (k) We serve sandwiches, salads, cakes and beverages.

LISTENING AND SPEAKING

ACTIVITY 1

Look at the picture below. Who are these people? Where are they?



Susan Davies, the Head Waiter at the Casablanca Restaurant, welcomes a new waiter. Listen to the dialogue and answer the questions opposite.

Susan: Good morning. My name's Susan Davies. I'm the Head Waiter. Welcome to the Casablanca.

Jan: Pleased to meet you. My name's Jan Nowak.

Susan: Before going to the restaurant I'd like to introduce you to Mr. Grant, the Manager of the Hollywood Hotel.

Jan: The Hollywood Hotel?

Susan: Yes. The Casablanca Restaurant's part of the Hollywood Hotel. Here we are. Here's the Manager's office. Hi Jane. Is Mr. Grant in his office?

Jane: Yes, he is.

Susan: Jan, this is Jane Newman, one of the hotel receptionists.

Jan: Nice to meet you. I'm Jan Nowak.

Jane: Hello, Jan. Nice to meet you.

Susan: Jan's the new waiter. Good morning, Mr. Grant. Let me introduce you to Jan Nowak, the new waiter.

1. Who is Susan?

- a. the new waiter b. the Head Waiter c. the Hotel Manager

2. Who is the hotel receptionist?

- a. Jan b. Mr. Grant c. Jane

3. Where is Mr. Grant?

- a. in the restaurant b. in his office c. at reception

4. What does Jan say in the following situations?

a. When Susan Davies introduces herself?

Pleased

b. When Susan Davies introduces Jane Newman?

..... you.

ACTIVITY 2

Look at the dialogue above and complete the table below

| Greeting | | Introducing yourself | Introducing somebody |
|----------|--------------|----------------------|----------------------|
| 1 | Good morning | 3 | 5 |
| | | | |
| 2 | ..... | 4 | 6 |
| | | | |

ACTIVITY 3

Asking for and giving personal information

What can you ask people when you meet them for the first time in your country?

What can't you ask about?

For example: In my country you can ask about.....

But you can't ask about.....

What information do these questions ask for?

Questions

Information

- | | |
|----------------------------------|---------|
| 1. Where do you live? " | address |
| 2. What's your first name? | ..... |
| 3. What's your telephone number? | ..... |
| 4. What do you do? | ..... |
| 5. What's your surname? | ..... |
| 6. How old are you? | ..... |
| 7. Where are you from? | ..... |

ACTIVITY 4 Use the words in the box to compare the three restaurants.

Which restaurant would you like to go to? Why?

small large beautiful old traditional
comfortable new packed cosy modern



READING

ACTIVITY

Sam shows Rosa the kitchen. Read the dialogue and say whether the sentences below are true or false. Then correct any false sentences

Sam: So, what do you think of the restaurant, Rosa?

Rosa: Well, it's very nice, but I'd like to see the kitchen.

Sam: Come with me, then. Louis, Karl, let me introduce you to Rosa. Rosa's the new cook. She's in charge of the fish section.

Louis: I'm Louis, the pastry cook and Karl works with me in the pastry section. Karl's the commis. In the mornings he helps me to bake rolls and croissants for breakfast and then he prepares desserts. But he can help you at lunch-time.

Rosa: Oh, great! And where's the fish section?

Sam: It's over here, next to the vegetable section.

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

Sam: There's an oven here just for you but there isn't a stove.

There are four stoves in the middle and you share them with the other cooks.

Rosa: OK, that's fine. It all looks great.

1. Rosa likes the restaurant.
2. Rosa is a fish cook.
3. Louis and Karl prepare rolls and croissants for dessert.
4. Louis can assist Rosa.
5. Rosa shares an oven with the other cooks.

PRONUNCIATION

Listen to *there is/ there are* in these sentences. Which sentences stress *is/are*? Practise saying the sentences.

1. There are two new chefs at the Casablanca.
2. There's an oven in the pastry section.
3. There isn't a fridge in the meat section.
4. There are three objects on the table.
5. There aren't any guests in the bar.

Present Simple

Look at these sentences and answer the questions.

- a) *I get really tired*
- b) **He gets really tired.**
- c) *I don't drink coffee.*
- d) **Do you speak Spanish?**
- e) *He doesn't drink coffee.*
- f) **Does he speak Spanish?**

- What is the difference between the form of the verb in sentences (a) and (b)?
- Which verb is the same form in sentences (c) and (d)?
- What is the difference between positive and negative sentences?
- What is the first word in sentences (e) and (f)?
- What do you find in negative sentences and questions but not in positive sentences?

ACTIVITY 1

Complete the text with the correct form of the present simple

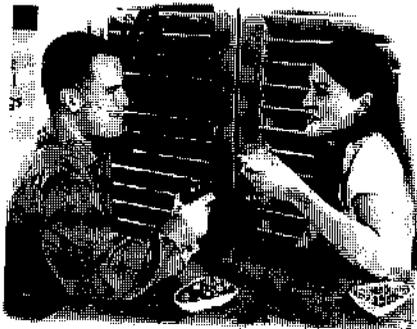


Jan *work / works* (1) with Rosa and Sam at the Casablanca Restaurant. Do/ Does (2) he work with them in the kitchen? No, he *don't / doesn't* (3) work in the same section of the restaurant. He *serve / serves* (4) the guests in the dining-room. Jan *like / likes* (5) his job very much because he *deal / deals* (6) with different people every day. When Sam and Jan *finish / finishes* (7) work in the afternoon, they *don't / doesn't* (8) go home. They *play / plays* (9) football with their friends in the park. What *do / does* (10) you do after work?

The verb *be*

Look at these sentences and answer the questions.

ACTIVITY 2 Complete the text with the correct form of the verb *be*.



Rosa and Sam (1)..... friends. They (2)..... British: Sam.....(3) from the USA and Rosa.....(4) from Spanish. (5)..... Sam from New York? No, he..... (6) from New York, he (7)..... from San Francisco. Rosa..... (8) a cook at the Casablanca and her speciality.....(9) fish. Her favorite (10).....paella. It (11).... a traditional Spanish dish and it (12)..... very popular at the Casablanca.

ACTIVITY 3 Complete the text with the correct form of the verb *be*.



This ... (1) Paul Bocuse.

He.... (2) a famous French chef.

He.... (3) the father of *nouvelle Cuisine*

They..... (4) two famous bartenders

They.... (5) very popular with women.

..... (6) they good at making cocktails?

There is / There are

Look at these sentences and complete the information below.

There's an oven here just for you.

There are four stoves in the middle.

- We use there is with.....nouns.
- We use there are withnouns.

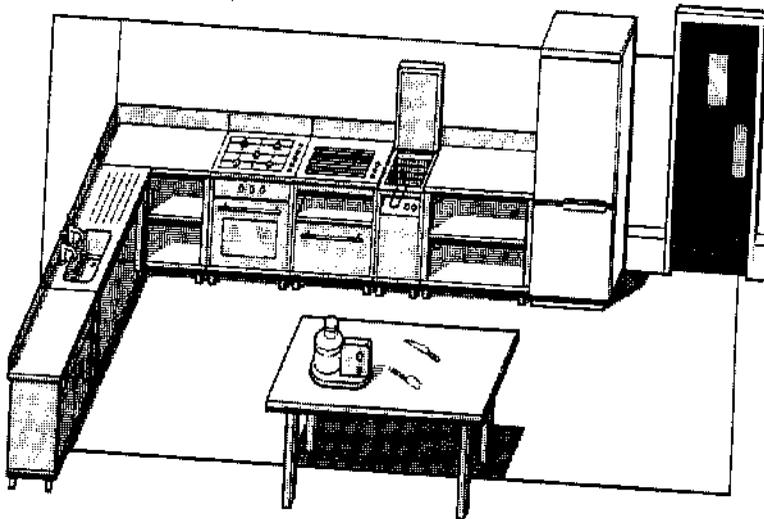
Now look at these sentences and complete the information below

There isn't a stove.

Is there an oven for the fish cook?

- We make questions with "Is there or are there?"
- We make negative sentences with "there isn't/ aren't"

ACTIVITY 4 Complete the description of the kitchen with *there is/ there are*



.....(1) many things in this kitchen. On the left,.....(2) a stove next to the grill. On the right of the grill.....(3) a deep-fryer. The grill is between the stove and the deep-fryer. The fridge and freezer are near the door. The freezer is under the fridge.....(4) croissants in the oven.(5) a table in the middle of the kitchen.(6) three things on the table.

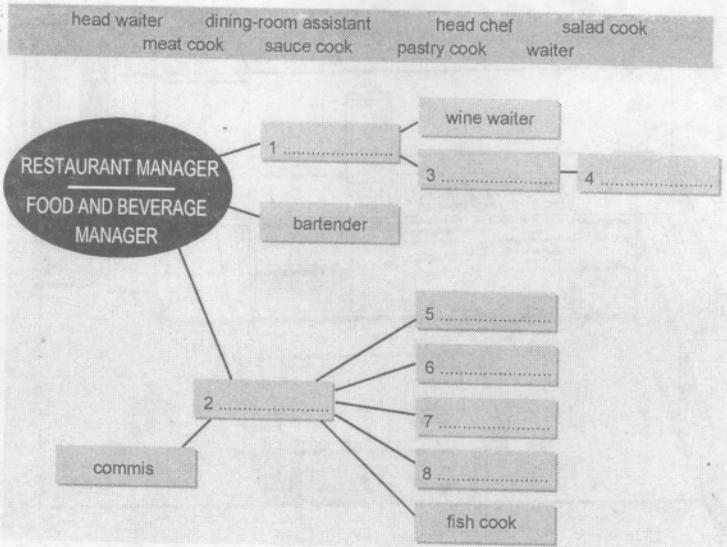
Describing jobs

We describe jobs in different ways:

- present simple
I prepare the drinks.
- be in charge of ...
She's in charge of the kitchen.
- be responsible for ...
He's responsible for the drinks.

ACTIVITY 5

Complete the diagram with the words in the box. Then practise saying the words.



VOCABULARY

Prepositions of places

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

next to in under in the middle of on the left of
 on the right of on

next to in on under on the left of on the right of in the middle of



1 next to 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____

Prepositions of places

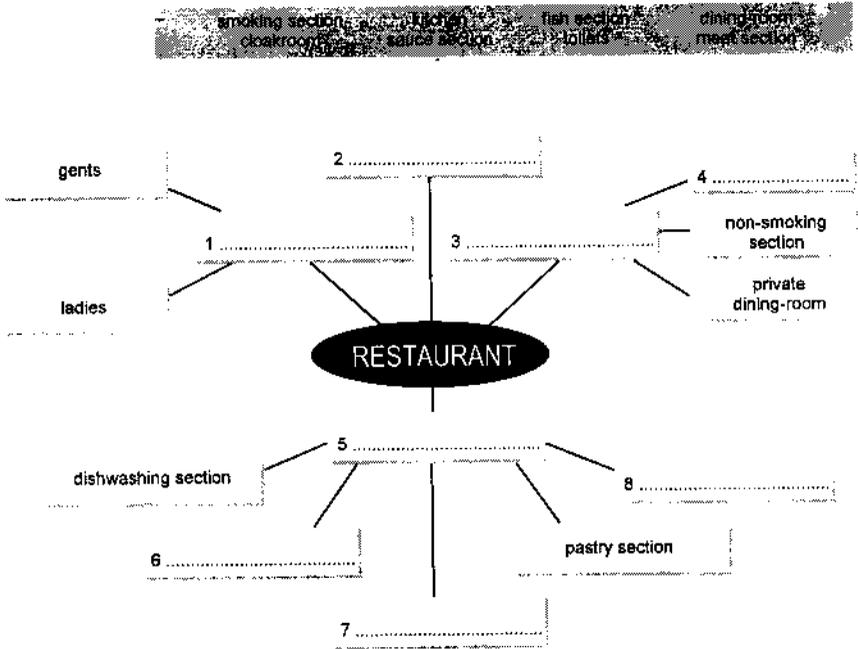
ACTIVITY 2 Put the words in the box in the correct groups. Use a dictionary to help you.

head chef fish section freezer rolls cocktails cook
 grill pastry cook pastry section croissants deep-fryer
 desserts vegetable section oven stove fridge commis

| Jobs | Sections in the kitchen | Appliances | Food and drinks |
|------------------|-------------------------|----------------|-----------------|
| <u>head chef</u> | <u>fish section</u> | <u>freezer</u> | <u>rolls</u> |
| | | | |
| | | | |
| | | | |

Parts of the restaurant

ACTIVITY 3 Complete the diagram with the words in the box. Use a dictionary to help you.



WRITING

ACTIVITY

Group work

Imagine that you are going to open a new restaurant. Think of the following headings and then write a small advertisement for it, giving this information and using some of the expressions

For example: *luxury restaurant = elegant surroundings, sophisticated atmosphere. . .*

- elegant surroundings - cozy atmosphere - friendly atmosphere - relaxed atmosphere - live music, of course - reasonably priced meals - authentic national dishes - international cabaret - superb cuisine - sophisticated atmosphere - traditional dishes - our very lively trio - quick service - impeccable service - delicious, home-made: dishes - excellent wine cellar- dinner and dancing - business lunches - romantic dinners

- The kind of restaurant
- Its opening time
- The kinds of menus and the prices
- Its location
- Its services and amenities (enjoyable features, for example a band, a beautiful view etc.)

FOLLOW-UP

ACTIVITY 1 Study the notice. Then cover the words, but do not cover the symbols

Symbols

Symbol Meaning

Symbol

.....

1. Very luxurious, with excellent cuisine (a five-star restaurant)

2. Excellent cuisine

...

3. A typical three-course a la carte lunch costs £20 to £30

alc £20-30 L

4. A three-course set menu (table d'hote) dinner costs £25

There is parking

set £25 D

5. There is a no-smoking section in the restaurant



6. There is live music (live = not recorded; played by musicians)



7. You can eat out of doors (in a garden/on a terrace/by a swimming pool/..)



8. There is a beautiful view



6. The restaurant is in a quiet area



7. There is swimming (in a pool/in the sea)



8. Reservations are advisable



9. Reservations are necessary

Res

Res +

CrC: A.Ex. Eur.

Vi. DC

10. The restaurant accepts: American Express, Euro card,

You are giving information about restaurants.

Complete the sentences.

- (a) We're a very l- x - r - - - - restaurant, Sir, with excellent c--s-n-.
- (b) Our c -- s - n - is very good, Madam. We're a thr - - st - - restaurant.
- (c) The cost of a three c - - r - - l - n - -is £20 1:0 £30.
- (d) The cost of our three c - - r - - s - m--- for door is £25.
- (e) There's indoor p - - k ---.
- (f) There's a no-smo -----s----- in the restaurant.
- (g) There's 1-- - m - - - - in the evenings.
- (h) You can eat a -- of d - ---.
- (i) There's a beautiful v - -- from the restaurant.
- (j) We're in a very qu - - - a - - -.
- (k) You can sw - - in our p - - l.
- (l) Reserve - - - - - are ad - - - - -.
- (m) Reserve - - - - - are ne - - - - - y,
- (n) We ace - - - - American Express cr - - - - c - - - s

ACTIVITY 2 Take turns to be A (a customer) and B (a waiter/waitress).

A should point at some of the symbols and B should explain them, like this:

A: What does this mean?

B: It means that there is live music, Sir/Madam.

USEFUL WORDS AND EXPRESSIONS

Types of restaurants etc.

a bar, a coffee house/shop, a night club, a luxury/formal/four-star restaurant, an informal restaurant, a snack bar, a fast-food restaurant.

parts of restaurants:

non smoking/ smoking areas, kitchen, dining room

Restaurants staff

waiter/ waitress, head waiter,

Meals

Breakfast, brunch (= a combination of late breakfast and early lunch), lunch, afternoon tea, dinner; a meal, a snack; a course, a dish; a drink beverage, an

alcoholic drink beverage.

Menus

an a la carte menu, a table d'hôte/fixed price/set price menu; a three-course lunch/dinner; haute cuisine, fine cuisine, nouvelle cuisine, traditional cuisine.

Amenities and services

surroundings, atmosphere, service; live music, a band, a floor show, cabaret, gambling; a non-smoking section, indoor and outdoor parking, a terrace, a beautiful view, a quiet area; a credit card, reservations.

Describing the setting, atmosphere and food

elegant, superb, sophisticated, impeccable, excellent; cosy, friendly, relaxed; reasonably priced; authentic, traditional; delicious.

Compound nouns

a night club, waitress service, a three-course meal.

Polite expressions

Formal

Good morning, Good afternoon (12.30 until about 17.30)

Good evening (after about 17.30) Goodbye

Good night (= goodbye after about 21.00)

Thank you

(In reply to Thank you): Not at all

Answering questions

Formal

Yes, Sir/Madam/Certainly, Sir/Madam No, I'm (very) sorry, Sir/Madam

Informal

Hello!

Bye!/Bye bye!

Good night

Thanks

That's all right!/ You're welcome!

Yes, you can/there is/we go/etc/ No, (I'm afraid) you can't/there isn't/we don't/etc. -

Unit 3: RESERVATIONS

Objectives

- *Mastering*
"would" & "could" for polite questions, requests, suggestions;
prepositions of time
- *Handling reservations*
- *Showing appropriate manner*

Contents

- **Language functions & skills**
Giving information about reservations
Taking down reservations
Responding to guests' requests (special arrangements, changes).
Suggesting alternatives
Confirming reservations
- *Pronunciation*
sentence stress: questions
- *Language study*
"would" & "could" for polite questions, requests, suggestions
- *Vocabulary*
prepositions of time

SNAPSHOT

ACTIVITY 1

Make a list of the kinds of information you need when you take down a table reservation over the telephone.

For example: 1. For what day?

ACTIVITY 2

Sometimes, when customers ring to reserve a table, they have special wishes. Make a list of different kinds of requests they may make.

For example: 1. A special diet.

LISTENING AND SPEAKING

ACTIVITY 1

I. Listen to a customer phoning to book a table and fill in the blank with the word you hear:

Guest: Hello. Is this the (1).....Restaurant?

Waiter: Speaking. May I help you?

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

W: Certainly, sir. For how (2)..... persons, please?

G: A party of (3).....

W: At what time can we expect you?

G: Oh, at (4) tonight.

W: Would you like a table in the main restaurant or in a (5)room, sir?

G: In the main restaurant will be fine.

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

G: Sure. It's (6)..... and my number is (7).....

W: Thank you very much, Mr. Franks. My name is Chan and we look forward to (8)..... you.

G: See you tonight.

W: Goodbye.

2. Listen again and complete the booking form below

Chinese restaurant

Name: (1)

Tel. No: (2)

Date : (3)

Time : (4)

Number of people: (5)

ACTIVITY 2

Role - play

One acts as a waiter at Carlo's Pizzeria and the other acts as a guest using the information given as follow using some expressions suggested

Waiter at Carlo's Pizzeria

Guest

Answer the phone

Ask to book a table

Ask when for

Give a day / date

Ask what time

Give a time

Ask how many people

Say how many people

Ask for the name

Give a name and spell it

Check details / spelling

Thank waiter

Thank guest for calling "

Say goodbye

Expressions:

1. Finding out what the clients wants

- For what time?

- For how many?

- Who's the reservation for?

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).

3. Refusing a reservation

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

- I'm sorry, the restaurant's full.

4. Meeting requests when answering a *Yes/No* question
Certainly, Sir/Madam. (That would be no problem.)
Informal: (Yes,) you could/there is/are. (*shore answers*)
(Yes,) that's no problem/that would be no problem.

Meeting requests when responding to a statement
Formal: Very good, Sir/Madam.

Informal: That'll be fine./No problem!

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're fully booked on that day/at that time.

We're closed on Monday.

We have no table big enough for so ...people

ACTIVITY 3 *Role Playing*

Each is given a card which describes clearly your role

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 alright

2. Your name's Carney.

You want to reserve a table for this evening

There will be six of you

You want a table at 8:30

The employee

Some one calls the restaurant

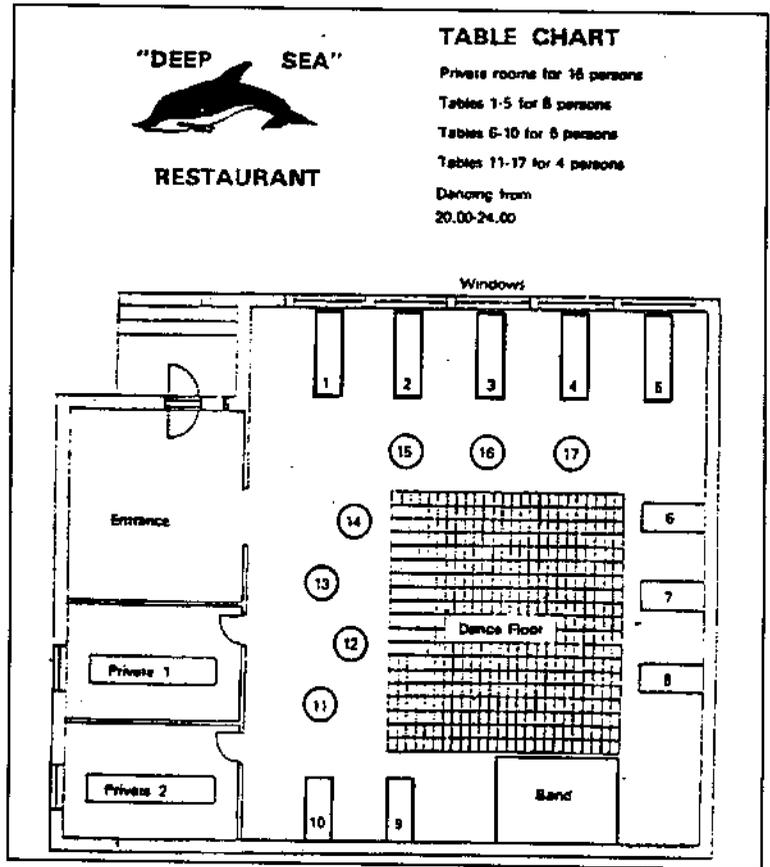
The restaurant's hours are 6.00 p.m. to 11.00 p.m.

There are no free table until 9.00 p.m.

ACTIVITY 4

1. Look at the table chart of the "Deep Sea Restaurant"

Table chart:



You will see that there are two private rooms for a maximum of 16 people, five tables for 8, five tables for 6, and seven tables for 4. Then look at the reservations chart for Wednesday August 4th. You will see that some of the tables are already booked. Take turns to be customers ringing to make reservations, and staff accepting reservations and entering the names on the reservations chart.

Reservations chart:

| DEEP SEA RESTAURANT | RESERVATIONS |
|---------------------|--------------------------|
| Lunch | Wed. Aug 4 th |
| Table No. | Dinner 18-22 (closes 24) |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
| 10 | 10 |
| 11 | 11 |
| 12 | 12 |
| 13 | 13 |
| 14 | 14 |
| 15 | 15 |
| 16 | 16 |
| Private 1 | Private 1 |
| Private 2 | Private 2 |

2. Work in the same way with the reservations chart of a restaurant that you know

ACTIVITY 5 Pair work

Take turns to be A (a waiter/waitress) and B (various customers). Use the table chart and reservations chart for the Deep Sea Restaurant (above) or the charts of a restaurant in your locality.

B Should telephone to:

- (a) make reservations
- (b) to change reservations
- (c) make special requests.

A Can sometimes:

meet the requests,
sometimes not,
and can sometimes suggest alternatives.

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?

.....



www.hotelhollywood.co.uk

- b. Are there only British specialties 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..... |

PRONUNCIATION

Put the countries and nationalities in the correct word stress groups

| | | |
|----------|----------|---------|
| Dutch | British | Japan |
| Portugal | Ireland | Italy |
| France | American | Russian |

Chinese
Portuguese

Italian
Spain

Belgium
Greece

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |

LANGUAGE STUDY

"would" and "could" for polite request, questions, suggestions
We use *would* in polite questions about a customer's *intentions* and *wishes* when making a reservation.

i. Intentions

How many people *would* there be in your party?

For what day/time *would that be*?

Would that be for lunch or dinner?

How many *would there be* in your party?

ii. Polite requests with *could* and *please*

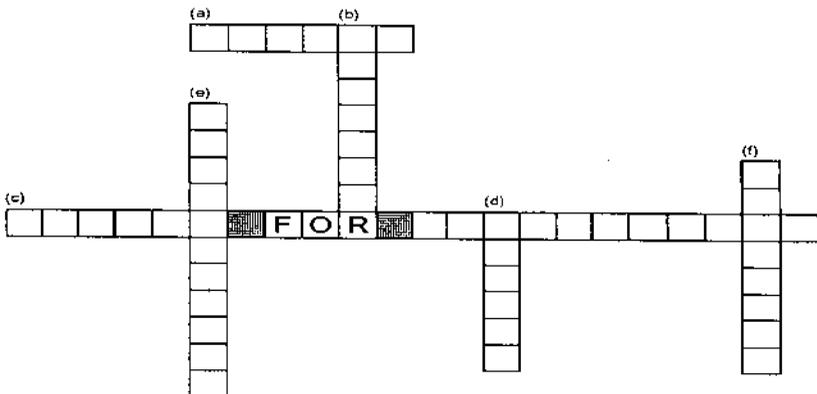
Could I have your name, please?

Could you spell that, please?

iii. Wishes

Would you like a table near the band?

ACTIVITY 1 Look at these sentences. In each case, the waiter or waitress can not meet the customer's request. Fill in the crossword to complete the sentences.



- (a) We have no tables at that time. We're fully.....
- (b) We're in the basement, and there's no.....(Am. E).
- (b) There are five steps down to the restaurant, so there's no.....for.....
- (c) We have no table big..... for ten people.
- (d) I'm sorry, you can not smoke here. This is a..... area.
- (e) We do not serve children's.....

ACTIVITY 2

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

For example: (a) = 5.

Message:

- (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.

Meaning:

- (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.

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

- 1. Could I book a private room for next Monday?
- 2. Could I speak to the headwaiter?
- 3. Good morning
- 4. Ring....ring....ring

5. Hello, what do you want?
6. And what time would that be?
7. May I help you?
8. Are you open today?
9. Have you got a table for eight this evening?
10. At what time are you open for dinner?

column 2

- a. I'm afraid we are closed on Mondays
- b. Blue Parrot, head waiter
- c. Yes, we're open everyday except Sundays.
- d. I'd like to reserve a table for this evening.
- e. For around one thirty.
- f. Forget it.
- g. Good morning.
- h. We are open from five to midnight.
- i. Speaking.
- j. I'm sorry, but the restaurant is fully booked this evening.

VOCABULARY

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

Look at the prepositions in these sentences.

- a) *Traditional English breakfast 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 times.
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* and *to* to show the beginning and end of something.

ACTIVITY 1

1. Complete the text with the correct prepositions. You can use the same preposition more than once

In from at to on

This is Sam, our Head Chef. He's very busy, because he prepares all the meals at the Casablanca. He arrives at the restaurant(1)..... 9.00(2)..... the morning. He's especially busy(3)..... lunch-time. Lunch is served(4)..... 12.00(5)14.00 every day. The restaurant is open(6)..... Tuesday(7).....Sunday. On Saturday evening the restaurant is usually full, so Sam starts preparing the dishes(8)..... the afternoon(9)..... Sunday he prepares a special meal. Sam always prepares a delicious cake for his birthday. His birthday is(10)November(11)autumn he usually prepares his specialty: marrons glaces.(12)...September Sam goes away on holiday. He always says he needs it!

ACTIVITY 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

A: When do you wake up?

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

WRITING

ACTIVITY Pair work

You are the manager of Junior's Kitchen. Someone phones to make reservation. Write down the answer. (You can change the name of the restaurant to the name of your own place of work.)

Answer telephone:.....

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

5-11 p.m.:

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

Ask time:

Caller: At about seven.

No table at 7 p.m.:

Table at 8 p.m.:

Caller: That would be too late.

Offer seat in restaurant:.....

Caller: But there are smokers in the group.

Say you can arrange:.....

Caller: All right then.

FOLLOW-UP

ACTIVITY 1 Pair work

Students A and B work together

Student A should read the information below.

(a) you are on the telephone to the Deep Sea Restaurant, where Student B is a waiter/waitress. Answer his/her questions.

(b) You work at the Deep Sea Restaurant. Student B, a customer, rings to make a reservation. Politely ask the following questions and make the requests. Note down the information.

Repeat that.

How do you spell it? Speak more slowly.

What day?

What time?

How many people?

Name?

Student B should read the information below:

(a) You work at the Deep Sea Restaurant. A customer rings to make

a reservation. Politely ask the following questions and make the requests. Note down the information.

What day?

What time?

How many people?

Table near the band?

Name?

How do you spell it?

Repeat that

(b) you are on the telephone to the Deep Sea Restaurant, where Student A is a waiter/waitress. Answer his/her questions.

ACTIVITY 2 Pair work

Using the tables below, take turns to be A (a customer) or B (a waiter or waitress). A rings B and makes three requests each time. B can meet the first request (1), cannot meet the second (2), and, cannot meet the third but suggests an alternative (3).

Student A = Customer

| | | |
|--|----------------------------|---|
| R E Q U E S T | I'd like (to book) a table | for... (<i>number of people</i>) on/for... (<i>day</i>) at/for... (<i>time</i>) |
| | Do you have any | vegetarian (etc.) dishes? dishes suitable for... ? |
| | We'd like a table | out of doors/near the window ... (etc.) |
| | Do you have | a lift/elevator? Any high chairs? ... etc. |

Student B = Server

| | | | |
|-----------------------------------|----------|--|--|
| Acknowledgement of request | 1 | (Yes,) certainly,/ No, Sir/Madam | (That would be no problem.) (you could...) |
| Apology | 2 | (No.) I'm (very) sorry, Sir/ Madam | Explanation We're fully booked on .../at... We have no... There's no... / There're no... We can't... We don't... We've run out of |
| Alternative | 3 | I but we could I , you could I I you might like to | ... ... ... |

ACTIVITY 3 Pair work

Take turns to be A (a waiter or waitress) and B (various customers). Follow the chart below and use language from this Unit to practise telephone conversations about changes of booking plans. B should first make notes about the changes she/he wants. A should sometimes meet the request, and sometimes not.

A
Waiter /Waitress
Announces restaurant.
Greet customer.

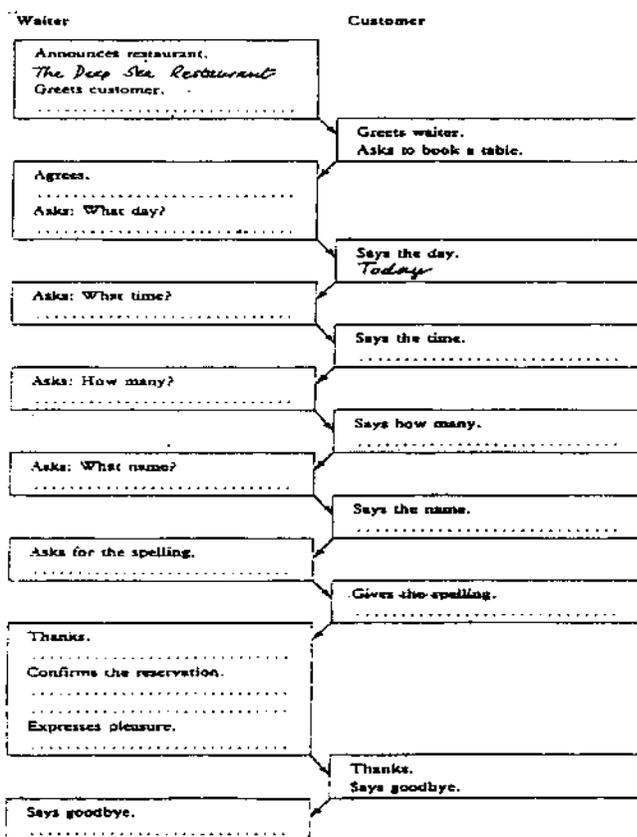
B
Customer
Wants to change booking.
Describes change.
If necessary
Says the day.
Says the time.
Says the name.
Gives the spelling

If necessary
Asks: What day?
Asks: What time?

- Asks: What name?
- Asks for the spelling
- Meets the request
- OR
- Cannot meet the request.
- Gives reason.
- OR
- Cannot meet the request.
- Suggests an alternative.

ACTIVITY 4 Pair work

Take turns to be A. a customer, or B, a waiter/waitress at a restaurant you both choose. As A, you should first make notes about the kind of booking you want to make; as B, be prepared to ask questions politely. Use the chart below to help you:



USEFUL WORDS AND EXPRESSIONS

Verbs relating to reservation

to book/reserve a table;

to make a booking/reservation

a party (= a group of customers)

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

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

Special positions

out of doors, in the shade/sun, on the terrace,...; near/ by a window, with a view;

by a window/the pool; near/not near the band/the dance floor/. . . ; in the non-smoking section/area.

Premises and furniture

steps, stairs; the basement; a lift (Am. E = an elevator); access for wheelchairs/
wheelchair access; a high chair; air-conditioning

Unit 4

GIVING DIRECTIONS

Objectives

- *Mastering*
prepositions of movement, position
- *Giving directions in the restaurants*
Describing the position of a restaurant
- *Showing appropriate manner*

Contents

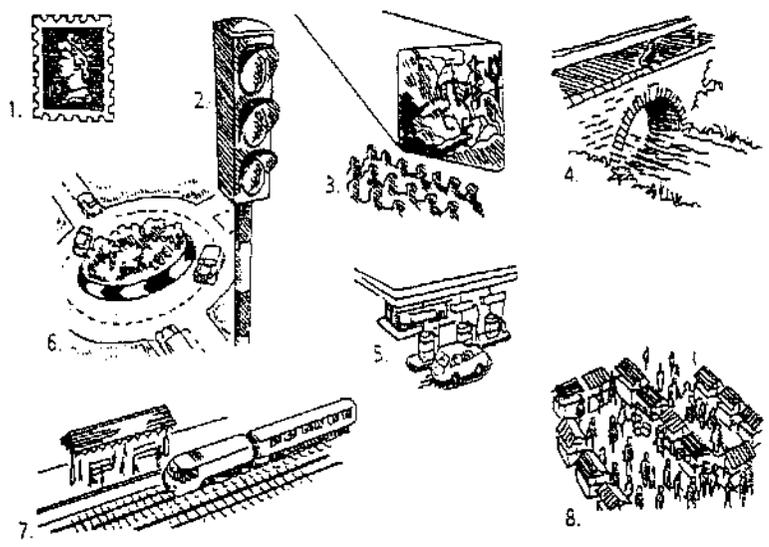
- *Language functions & skills*
Giving directions in the restaurants
Describing the position of a restaurant
Talking about places in the city
- *Pronunciation*
Sentence stress: questions
- *Language study*
prepositions of movement
- *Vocabulary*
Verbs of movement

SNAPSHOT

ACTIVITY 1

1. These pictures represent eight landmarks. Can you match the pictures and words?

For example: *Picture 1 = Post office.*



ACTIVITY 2 Which of the places, buildings, etc. in the pictures above can one find near your college or restaurant? What other landmarks can one find near your college or restaurant?

LISTENING AND SPEAKING

ACTIVITY 1

1. Listen and fill in the blank with the word you hear

Guest:Excuse me, where is the

Waiter:Thephone, madam?

G: Yes.

W: It's over there at the of the hall.

G: Thanks a lot.

W: You're, madam.

G: Could you please tell me how to get to the

W: The Bar is on this floor. Please go..... along the hallway, turn..... at the end and the Bar is on the

G: Thank you.

2. Listen again and answer the following questions

a. Where is the public telephone?
.....

b. How to get to the Bar?
.....

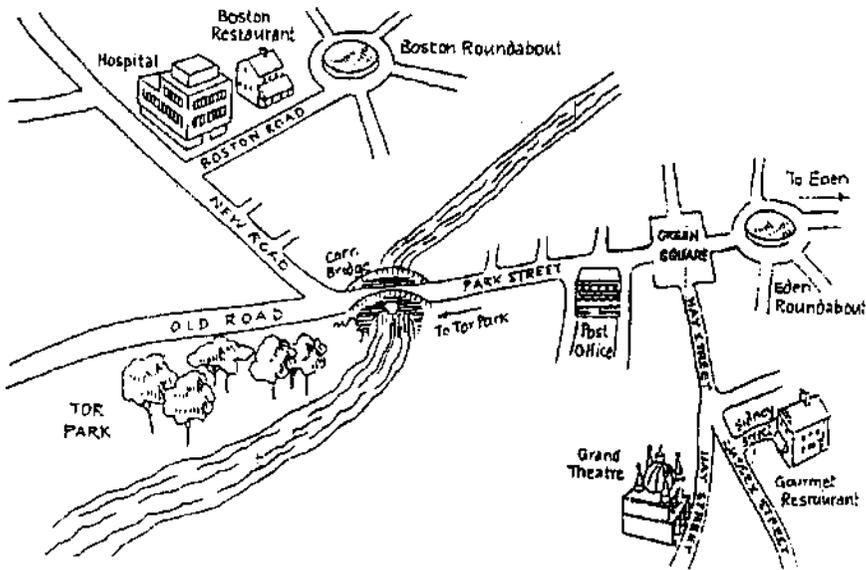
3. Practise the conversation with your partner

4. Listen and complete the following directions

- a. The cloakroom is.....
- b. The elevators are
- c. The restroom is
- d. The stairway is
- e. I'll show you

ACTIVITY 2 Look at the map below, then with a partner, plan and write down directions for someone who wants to get from the hospital to the Gourmet Restaurant.

Begin: "When you leave the hospital"...



Mention these places in your directions:

- (a) New Road
- (b) Corn Bridge
- (c) Park Street
- (d) Eden
- (e) The Post Office
- (f) Green Square
- (g) The Eden Roundabout
- (h) Hay Street
- (i) Sussex Street
- (j) Sidney Street

Then, with your partner, join another pair of students. Read aloud and compare your directions and theirs, for each stage of the journey, one stage at a time. Discuss the different sets of directions and decide which is better.

ACTIVITY 3 Play a game like this: one student thinks of a restaurant (or a well-known building, monument, etc.) in your locality, but does not name it. The other students ask "Yes/No" questions about its position.

For example: "Is it near. . .? Is it in . . .?"

The first student can only answer "Yes" or "No". The other students must try to guess the place in ten questions or less.

ACTIVITY 4 Work with a partner, in a group or with the whole class. Take turns to give directions, like this:

Think of a restaurant (or a well-known building, monument, etc.) in your locality, but don't name it. Give directions on how to get there from a place which you name (for example the railway station). Your partner or partners make notes or draw a rough map while you speak; they can ask questions, correct your directions, etc. If the whole class does this exercise, one student can sketch the map on the board, while the rest of the class watch, comment and ask questions. As the journey proceeds, students try to guess where they are going.

ACTIVITY 5

1. Can you help the following people at Junior's Kitchen and tell them about Places in Catville? Use the plan of Catvill below to help you.



Dialogue 1: A young man

Young man: Are there any pubs with live music near here?

YOU:

Young man: Thanks a lot.

YOU:

Dialogue 2: A businessman

Businessman: Is there a service station (petrol station) near here?

YOU:

Dialogue 3: Two young ladies

Young lady: Are there any department stores near here?

YOU: Certainly, miss. Perhaps.....

Young lady: Thank you very much.

YOU:

2. Check the plan of Catville and say where the following places are located.

A GUIDE TO CATVILLE

1. Kermit's Audio & Video store: is on Road,.....

2. The Fashion Mall,.....

3. There is a public telephone,.....

4. The Catville Bank,.....

5. Pacha's Coffee House,.....

6. Cat's Eye Nights club,.....

7. The Fido Movie Theater,.....

8. The Read Book Center,.....

3. Can you give the following people directions to places in Catville? Use the plan above to help you.

Getting Around in Catville

Dialogue 1: The Postcard Writer

You are a waiter at Pach's Coffee House. Can you help the young man with the postcards at table 7?

Young man: Excuse me,

YOU:

Young man: Is there a post office near here?

YOU:

Young man: Is it far from here?

YOU: No, it.....

Young man: Thank you very much.

YOU:

Dialogue 2

Two teenagers, a boy and a girl, are getting on their motorcycle in front of MacFelix. Can you give them directions?

Teenager: Excuse me...?

YOU:

Teenager: Can you tell me how to get to the Fido theatre?

YOU: Certainly, sir. Ride.....

Teenager: Thanks a lot,

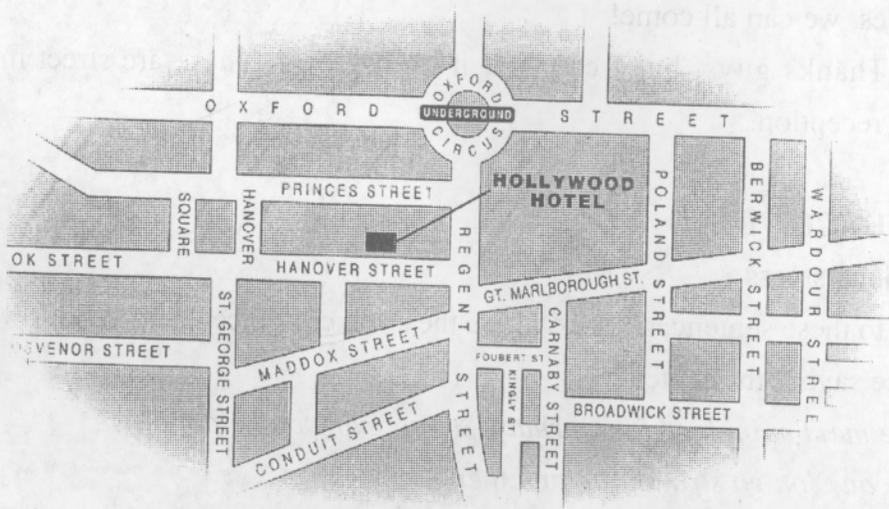
YOU:

READING

ACTIVITY 1

1. Look at Jan's directions from Oxford Circus to the Casablanca. Mark the Casablanca on the map

It's very easy madam. Take Regent street in the direction of Piccadilly Circus. Pass Princess Street, then turn right into Hanover Street and go straight on for about 100 meters. The restaurant is on your right.



2. Look at the dialogue and the map. Who gives the correct directions?

Peter: So, Rosa. What are your plans for tomorrow? I'm free all day!

Rosa: Well, I'd like to go shopping tomorrow. I need a gift for a friend.

Peter: Is it a boy or a girl?

Rosa: A boy.

Peter: Is he a special friend?

Rosa: All my friends are special. Anyway, where can I find a nice gift?

Sam: You could go to Carnaby Street. There are lots of gift shops there.

Rosa: How do I get to Carnaby Street?

Jan: You go out of the restaurant and turn left. Go straight on and turn right into Regent Street. Walk along Regent Street and turn left into Foubert Street. Pass Kingly and take the first street on the right. That's Carnaby Street.

Peter: That's not right. You turn right into Regent Street, and then left into Foubert Street. Turn into Kingly and then Carnaby Street is at the end of Kingly Street. I know! I'm from London! I can come with you Rosa to show you the way.

Jan: Yes, we can all come!

Rosa: Thanks guys, but I can find it on my own. There are street maps at reception.

PRONUNCIATION

Questions stress

Listen to these sentences. Mark where the speaker's voice is high and low. Then practise saying the sentences.

Excuse me, I'm looking for Carnaby Street. Can you help me?

Yes, I can. You go straight on and then...

I'm sorry, I can't help you.

Positions of Movement

ACTIVITY 1

Jan gives a guest directions to the chemist. Complete Jan's directions with the correct preposition



towards



out of



past



across



along



into

To get to the chemist, you go (1) out of/ into the restaurant and walk (2) along/ past Hanover Street (3) towards/ out of Regent Street. Go (4) across/ past the supermarket and then walk (5) into/ out of the next building. It's a large shopping center. The chemist is (6) towards/ across the hall.

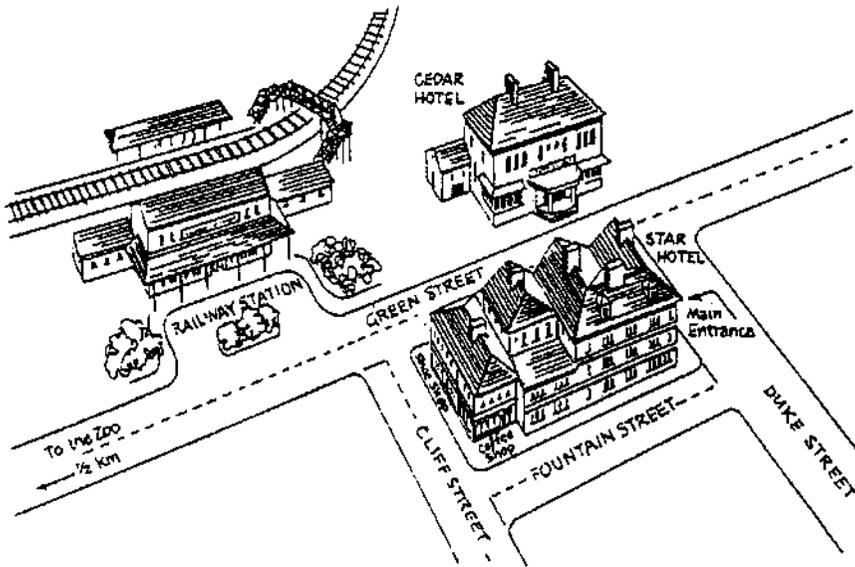
prepositions/ describing/ positions

ACTIVITY 2 Can you describe the position of your college, or of a restaurant that you know using some of these expressions?

- (a) not far from
- (b) very near
- (c) in (*name of street*)/on (*a road in the country*)
- (d) opposite
- (e) behind
- (f) between
- (g) next to
- (h) about (a kilometer, etc.) from

- (i) on the same side of the street/ road as
- (j) on the opposite side of the street/ road to
- (k) on the corner of

This map shows you the position of the Star Hotel. Complete the description of the hotel's position, using words from the list in 1. Use a different word or expression each time



The hotel is *not far from* the zoo; it's about half a kilometer..... the zoo, and it's very ... the station. It's very..... the station. It's..... the Cedar Hotel, but the entrance is..... Duke Street. The Coffee Shop is..... the corner..... Cliff Street and Fountain Street. There is a shoe shop..... the Coffee Shop.

ACTIVITY 3 With a partner or in a group, plan and write down directions for two people coming to your college (or to a restaurant that you know) from two different places. Then read aloud and compare your directions with those of other students. Can you describe the position of your college, or of a restaurant that you know, using some of these expressions.

- (a) not far from
- (b) very near
- (c) In (name of street)/on (a road in the country)
- (d) opposite
- (e) behind
- (f) between
- (g) next to
- (h) about (a kilometer, etc.) from
- (i) on the same side of the street/ road as
- (j) on the opposite side of the street/ road to
- (k) on the corner of

VOCABULARY

Verbs of movement

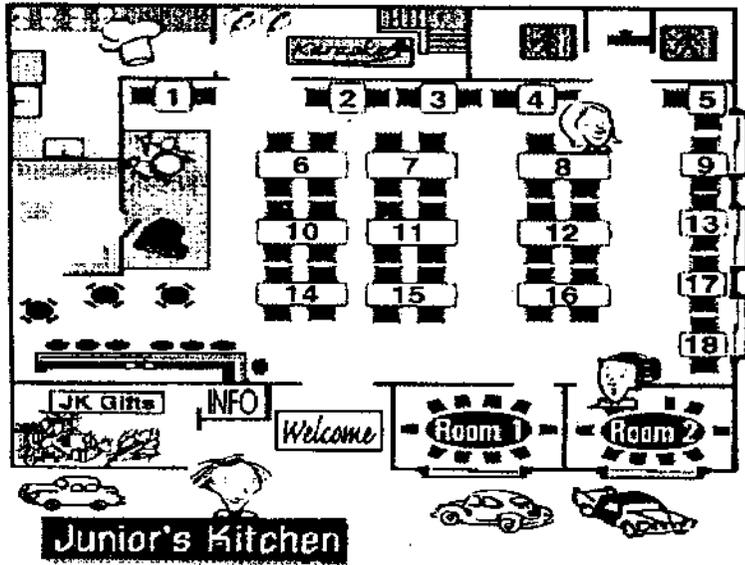
ACTIVITY Match the words in the box to the pictures. Then practise saying the words

take/turn cross pass walk go straight on

1 cross 2 _____ 3 _____ 4 _____ 5 _____

WRITING

ACTIVITY 1 Look at the following plan of Junior's Kitchen and help the Junior and different guests



Guest #1 (table 8)

Do you have a gift shop?

It is on the _____

Where are the performers' dressing rooms?

They are _____



Guest #2 (entrance)

Where is the bathroom?

It is on the _____

And where is the bar?

Do you have Karaoke rooms?

They are _____

Guest #3 (room 2)

Where's the kitchen?

Have you got a phone I can use?



ACTIVITY 2 Practice makes perfect

1. Draw a plan of the area near your restaurant. Mark the names of the streets and some interesting places that guests may ask about.

2. Give directions from your restaurant to the following:

1. a drugstore*
2. a newspaper stand
3. a supermarket
4. a clinic
5. a bank

3. You are at Junior's Kitchen. Can you give directions to the following people?

1. A young man at Junior's Kitchen would like to know the way the Read Book Center.....

2. A tourist at Junior 's would like to know the way to the Catville Bank.....

3. You are taking a reservation on the phone. The caller would like to know the way from the Fido Movie Theater to Junior's Kitchen.....

FOLLOW-UP

ACTIVITY 1 Pair work

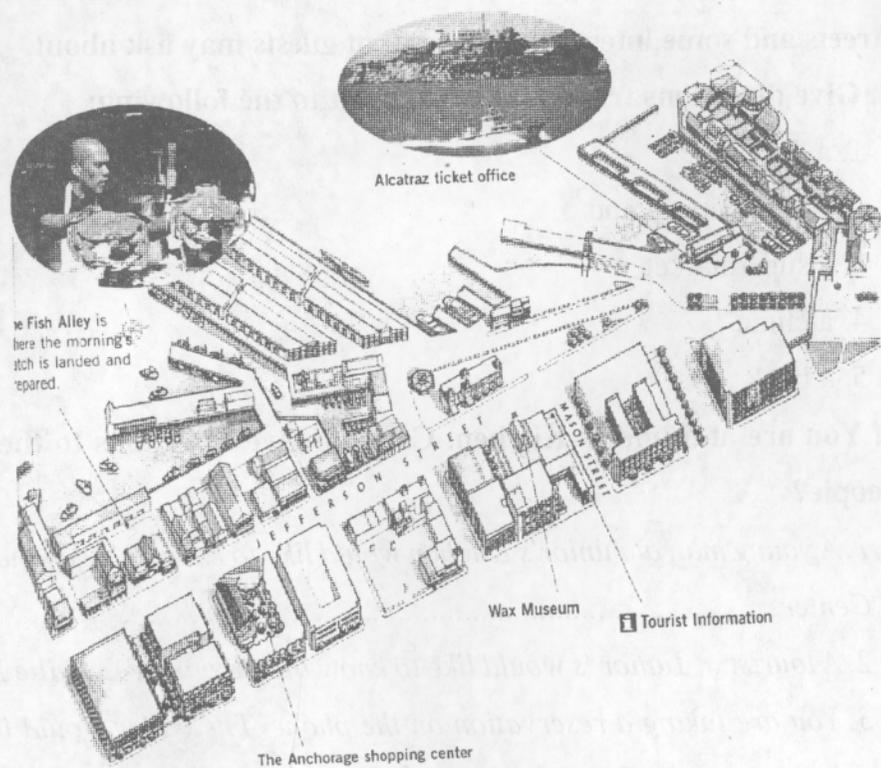
Student A looks at the map below. Ask you partner for directions to the following places. Mark them on the map.

- The Boudin Sourdoygh bakery Coffee Shop next to the bakery in Jefferson Street.

- The Bay view Restaurant on Pier 39

- The Fisherman's and Seaman's Chapel.

The Cannery in Jefferson Street.



Student B look at the map of Fisherman's Wharf in San Francisco and follow the instructions.

You work at the Tourist Information Center on the corner of Jefferson Street and Mason Street. Give your partner directions to the places he/ she asks for.

Now swap roles and ask for directions to these places:

- The Silver Anchor Restaurant in The Anchorage shopping center.
- The Alcatraz ferry ticket office.
- The Wax Museum on Jefferson Street.
- The Fish Alley.

ACTIVITY 2

1. Draw a plan of your restaurant. Name different areas in your restaurant (entrance, smokers' section, bathroom, bar, stage, windows, trees, stairs, etc.)
2. Give directions to a diner sitting near the entrance of your restaurant for the following
 - *bathroom*
 - *telephone*
 - *smokers' section*
 - *manager's office*

USEFUL WORDS AND EXPRESSIONS

Landmarks

a post office, a cinema (Am.E = movie theater), a petrol station (Am.E = gas station), a (railway) station, a market, a hospital, a theatre (Am.E = theater), a zoo, a shoe/flower/etc. shop, a bridge, a police station, a block of flats, a sky scraper, a school, a fire station, a park, an apartment building, a department store

Streets and roads

a street (*usually in a town or village*), a road (*usually wide and long, and going from one town to another*), a turning, a fork, a roundabout (Am.E = traffic circle)

Ordinal numbers

first, second, third, fourth, fifth, sixth, seventh, etc.

Cardinal points

north, south, east, west, north-east/west, south-east/west

Verbal expressions

cross, go straight on, take the second turning, turn left into, you'll see, the restaurant on your left

Prepositions etc. describing position

in (Am.E = on) Duke Street, opposite, next to, not far from, (about) a kilometer from, near, on the corner of, on your left/right, just before/after the roundabout

Prepositions etc. describing direction

from, to, along, past, in the direction of, as far as, turn into Green Street

Talking about the Areas in the Restaurant

Where's the bathroom?

Have you got a telephone I can use?

Where can I buy some flowers?

Can we buy some souvenirs here?

The bathroom is over there to the right, sir.

Location

Are there any places to dance near here?

Is there a post office near here?

Do you know where (place) is?

Where is (place)?

Suggestions

Certainly, sir. Perhaps you ought to try Cat's Eye Nightclub,

There is, miss. Maybe you should try the Read Book Center.

You may like the Funky Mouse Discotheque.

Giving directions to places in the city

Could you tell me how I can get to Cat's Eye Nightclub?

Can you tell me the best way to get to ...?

How can I get to ...?

Is there a (post office) near here?

Unit 5

WELCOMING THE GUESTS

Objectives

- *Mastering*

modal verbs

parts of the dining room; tableware for lunch and dinner

- *Greeting and seating guests*

- *Showing appropriate manner*

Contents

- *Language functions & skills*

Greeting the guests; asking about reservations

Seating the guests; asking about guests' wishes

Responding to guests' requests

- *Pronunciation*

The alphabet

- *Language study*

modal verbs

- *Vocabulary*

parts of the dining room

tableware for lunch and dinner

SNAPSHOT

ACTIVITY 1 List the order in which restaurant staff do these things.

For example: 1 = (e.)

- (a) ask if guest would like to see the wine list
- (b) bring the wine list
- (c) serve bread or rolls
- (d) take guests to their table
- (e) receive guests when they arrive
- (f) take guests' coats to the cloakroom
- (g) take down the orders for the first and second courses
- (h) ask *if* guests would like an *aperitif* (a drink before a meal)
- (i) offer water
- (j) take down the wine order
- (k) bring the menu

ACTIVITY 2 Two customers have arrived for dinner. Complete the waiter's sentences

- a. Good m....., Sir. Do you have a r.....v..... ?
- b. C.... I have your n---, p.....l..... ?
- c. C--It---your---s?
- d. W - - - - you 1- - - an ap - - - t - f before your m - --?
- e. H - - - is the menu, Sir.
- f. W - - - you 1-- - to or - - - now, Sir?

ACTIVITY 3 What do you do when you receive guests?

LISTENING AND SPEAKING

ACTIVITY 1

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

Welcoming the guests

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.

Guest: Thanks.

G: O.K. That'll do fine.

G: Thanks.

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

2. Listen and check

3. Below are some useful expressions for welcoming guests. Listen and fill in the blank with the word you hear

1. How manyare there in your, sir?
2. I'll you to your new table.
3. I'm afraid that area is under
4. I'm afraid that table is
5. I'm afraid we cannot you at the same table. Would you mind sitting?
6. Would you like a high for your son/daughter/child?
7. Is anyoneyou, sir?
8. Would you mind a table?
9. Another guest to join this table.
10. Excuse me, sir. Would you mindover a little?
11. Could you move one seat, please?
12. Excuse me, madam, but may I?
13. Could you move your chair..... to the table, please?

ACTIVITY 2 Role playing

Each is given a card on which describes clearly your role

Diner 1

- Your name's Philips and you haven't got a reservation.
- You aren't in a hurry.
- The first table you're 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.

(20 minutes later)

- Call diner. Tell him 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.

ACTIVITY 3 Pair-work (Receiving Guests with Reservation)

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

Greet the guest:

Guest : Good evening

Ask about reservation:

Guest: Yes, I telephone to you last Wednesday.

Ask name:

Guest: Hemmingway

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 (your restaurant Junior) 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 like to sit:

Guest: Somewhere near the window.

Ask about smokers:

Guest: Smokers, please.

Guide guest to table:

Guest: Thank you.

At the table

Show table:

Guest: This is fine. Thank you.

READING

ACTIVITY 1 Individual work

Jan receives two guests at the Casablanca. Look at the list of actions below & then read the dialogue & tick the things he does

Welcome!

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. Apologies and explain problem
9. Suggest seats
10. Show the kitchen to the guests
11. Show the guests to their table
12. Present the menu

Jan: Good evening madam. Good evening sir. Do you have a reservation?

Mr. Kerrigan: Yes, we do.

Jan: Could I have the name, please?

Mr. Kerrigan: Mr. and Mrs. Kerrigan.

Jan: One moment, yes, Mr. and Mrs. Kerrigan- table for two. Shall I take your coats?

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

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

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

Jan: I'm very sorry madam. I'm afraid that table is not available. But the round one near the window is free.

Mr. Kerrigan: Perfect. That's fine.

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

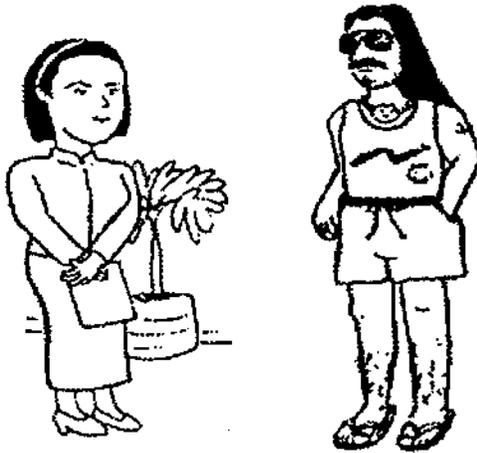
Mr. Kerrigan: Thank you.

Jan: Here's the menu

ACTIVITY 2 Group work

(Scene: A visitor with no reservation enters Junior's Kitchen and the hostess must receive him).

Read the following dialogue and put a tick in column (yes)/ (No)



Hostess: Excuse me, sir ...?

Guest: Yes ...?

Hostess: I'm very sorry, sir, but the dress code of the restaurant requires that you wear slacks and a shirt.

Guest: You mean that you won't let me in?

Hostess: I'm terribly sorry, sir, but you can't wear shorts, singlets and slippers in the restaurant.

Guest: But I'm hungry. Very hungry.

Hostess: Would you like to speak to the manager, sir?

Guest: No, I'll go somewhere else.

Hostess: I'm sorry, sir.

Clothes

| YES | NO | Clothes items |
|-----|----|-------------------------------|
| | | shirt and pants |
| | | dressing-gown |
| | | Pajamas |
| | | Slippers |
| | | jeans and T-shirt |
| | | Jacket |
| | | Bathrobe |
| | | shorts and singlet/undershirt |
| | | blouse and skirt |
| | | Sandals |
| | | Swimsuit |

PRONUNCIATION

The alphabet

Look at the words below. Each letter of the alphabet sounds the same as the vowel sound of one of these words. Put the letter of the alphabet in the correct groups and then listen to check your answer:

| They | Me | Ten | My | No | You | Are |
|------|-------|------|------|------|-------|-------|
| .... | b.... | f... | .... | .... | ..... | ..... |
| .... | c... | ... |  | .... |  |  |

LANGUAGE STUDY

Modal Verb

Modal verbs such as *can, could, will, would, may* and *shall* are special because they never change their form

I'll show you to your table. (I'll = I will)

He'll show you to your table. (He'll = He will)

Their negative and question forms do not use *do / does*

I'm afraid you can't sit there, the table's reserved.

Shall I take your coat?

They are not followed by *to*

ACTIVITY 1 Underline the modal verbs in the conversation below

- Jan:** Good evening madam. Good evening sir. Do you have a reservation?
- Mr. Kerrigan:** Yes, we do.
- Jan:** Could I have the name, please?
- Mr. Kerrigan:** Mr. and Mrs. Kerrigan.
- Jan:** One moment, yes, Mr. and Mrs. Kerrigan- table for two. Shall I take your coats?
- Mr. Kerrigan:** Yes, please. Can I leave my hat, too?
- Jan:** Certainly. Would you prefer to sit indoors or out doors?
- Mr. Kerrigan:** I think we'd prefer indoors. What about the small table near the piano?
- Jan:** I'm very sorry madam. I'm afraid that table is not available. But the round one near the window is free.
- Mr. Kerrigan:** Perfect. That's fine.
- Jan:** Follow me, please. I'll show you to your table.
- Mr. Kerrigan:** Thank you.
- Jan:** Here's the menu.

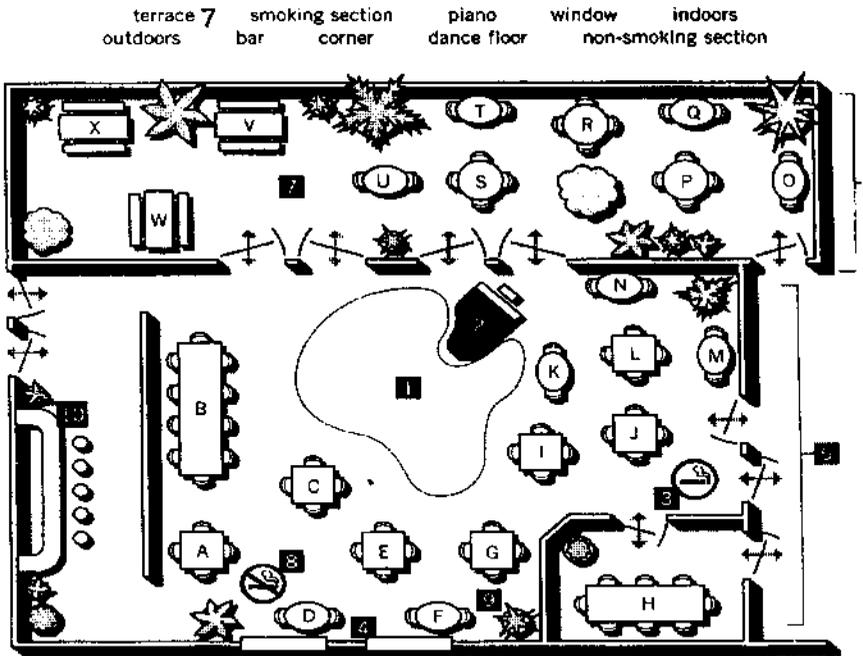
ACTIVITY 2 Choose the correct option to complete these useful restaurant phrases

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?

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 area mentioned

Dialogue 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.

Dialogue 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.

Dialogue 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 I No questions to find out which table it is.

A: Is it near the piano?

B: Yes, it is.

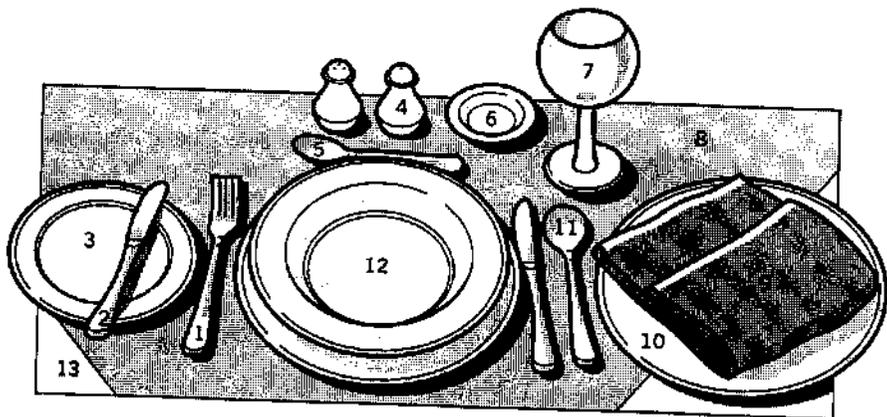
A: Is it a round table?

B: No, it isn't

Tableware for lunch and dinner

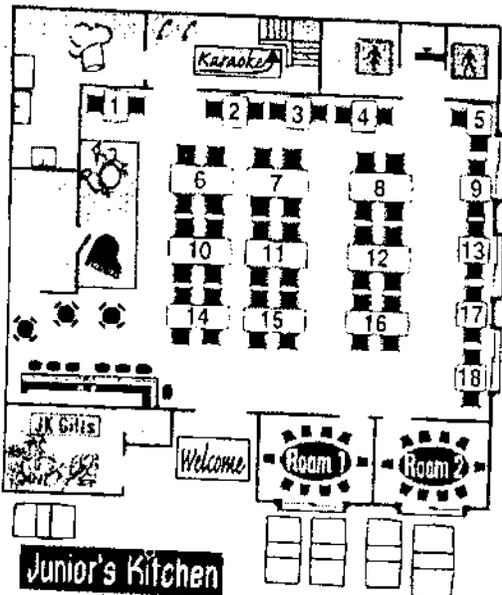
ACTIVITY 4 Match the words in the box to the pictures. Then practise saying the words

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



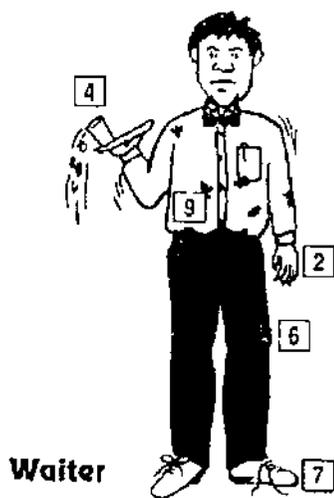
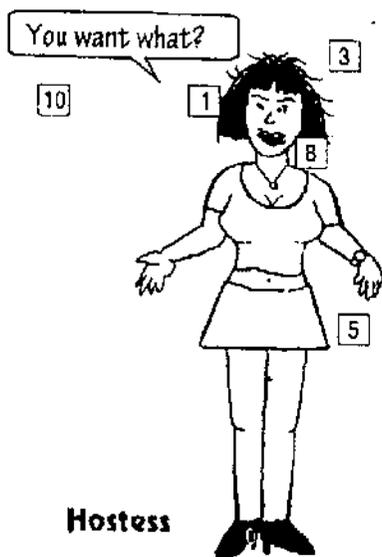
WRITING

ACTIVITY 1 Look at the plan of Junior's Kitchen and write where the following tables all are located



| |
|---------------------|
| 1. Private Room 1: |
| Private Room 1 is |
| 2. Table 4: Table 4 |
| |
| 3. Table 6 |
| |
| 4. Table 11 |
| |
| 5. Table 13 |
| |
| 6. Table 14 |
| |

ACTIVITY 2 Check the following picture and write ten reasons why you do not like to eat at this restaurant. Choose from the words in the box to help you



1. (The Hostess) Her face is unfriendly.
2. (The Waiter) His fingernails are long.
3. hair.....
4. service.....
5. dress.....
6. pants.....
7. shoes.....
8. lipsticks.....
9. English.....

bad - dirty -
 impolite - long -
 poor smeared -
 torn - uncombed -
 unfriendly - untied

FOLLOW-UP

ACTIVITY 1 Pair-work



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

Act out the conversation with your partner

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.

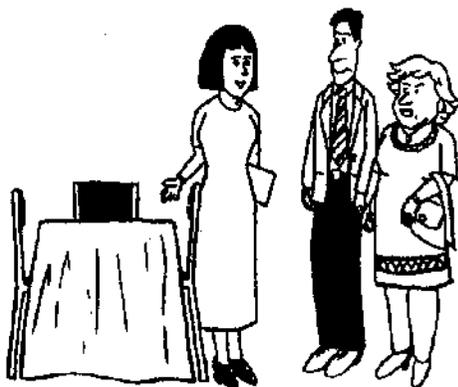
Daughter: Thank you.

Hostess: Please follow me, madam, sir.

Mother: Thank you

Hostess: Is this all right, madam?

Mother: Yes, this is fine



ACTIVITY 2 Pair-work

Now work with a partner. Take turns to be A (a waiter/waitress) or B (a customer). Use the table below to ask questions and respond, like this

Example:

A: Would you like some water, Sir?

B: Some water? Not really, thanks.

A: Very good, sir.

(Informal: Right)

| A. Waiter | | B. Customer | A. Waiter |
|--|--------------------------|--|--|
| Would you like a/an aperitif? some water? | | Repeats the offer (Yes), please (yes), OK | Very good, Sir/Madam. |
| Would you like to | Sit near...? | Sure | Certainly, Sir/Madam. (Informal: Sure!/OK!) |
| | Sit in the shade/sun? | That would be nice/great/ splendid/etc. | |
| | See the wine list | Yes, I could, do with a/some... | |
| | Set menu? | No, thanks. Not really, (thanks) (No,) it's OK. I don't know. I'm not too sure. Let me see/think. Can you give us a bit more time? | |
| | order now? | | |
| Would you like to | Come this way?* | Sure/fine/OK/Yes | |

* This is not really a question, but a polite request.

It means: *Please come this way*

USEFUL WORDS AND EXPRESSIONS

Talking about Dress Codes

I'm terribly sorry, sir, but the dress code of the restaurant requires that you wear a shirt and pants.

I'm very sorry, miss, but you can't wear shorts in the restaurant

Seating the client

- Have you got a reservation?

- Would you like to (could you) come with me, please?

- Would you like to (could you) follow me, please?

- Will this table be all right?

- Would you like to (prefer. rather) sit (near the window)?

- Where would you like to sit?

Telling the client there isn't a table

- 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).

Ask customers Where to sit

Where would you like to sit, sir/miss/madam?

We'd like a table near the window, please..

We'd like a table in the rear, please .

How many people?

A table for four, sir?

How many people are you, miss.

The smokers' section is in the rear, sir.

Smokers, please.

Non-smokers, please.

That's fine.

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, Madam. Here's an ashtray.

Polite responses

(We'd like to sit near the window.) Very good, Sir.

(Can we sit near the window?) Certainly, Sir.

(Informal: Fine!!OK! Right!)

Areas in the Restaurant

In the middle, In the front, In the rear/back, On the left. On the right, near the stage/podium, away from the street, near the window, away from the entrance, near the dance floor/bar/...

rear/ back, left, middle, right, front, Under the trees, on the raft/boat, outside

Unit 6

THE MENU

Objectives

- *Mastering*
Past simple (regular verb)
Starters and main courses, dishes
- *Describing types of menu*
Responding to guests' requests
- *Showing appropriate manner*

Contents

- *Language functions & skills*
Describing types of menu
Responding to guests' requests
- *Pronunciation*
French words
- *Language study*
Past simple (regular verb)
- *Vocabulary*
Starters and main courses, dishes

SNAPSHOT

ACTIVITY 1 Look at the menu below. How many sections are there on a menu? What are they?

| | | | |
|--------------------|---|--|---|
| APPETIZERS | <i>Consommé</i> <i>Mixed vegetable soup</i> <i>Avocado with prawns</i> | <i>Pâté maison</i> <i>Liver terrine</i> <i>Melon</i> | <i>Sardines stuffed with spinach</i> <i>Smoked salmon</i> <i>Taramasalata¹</i> |
| FISH DISHES | <i>Grilled sea bass with herbs</i> <i>Turbot with crab sauce</i> | <i>Fish kebabs</i> <i>Baked halibut</i> | <i>Deep fried scampi</i> <i>Baked red mullet</i> |
| MEAT DISHES | <i>Spaghetti Bolognese</i> <i>Rump steak fines herbes²</i> <i>Spanish pork with olives</i> | <i>Roast turkey</i> <i>Beef with green peppers</i> <i>Italian veal casserole</i> | <i>Spare ribs</i> <i>Chicken fricassée</i> <i>Coq au vin³</i> |
| SWEETS | <i>Peach Melba</i> <i>Fresh fruit salad</i> | <i>Chocolate rum gateau</i> <i>Lemon sorbet</i> | <i>Crème caramel</i> <i>Apple strudel⁴</i> |
| WINES | <i>White</i> <i>Entre-Deux-Mers</i> <i>Meursault</i> <i>Bernkasteler</i> <i>Niersteiner</i> | <i>Rosé</i> <i>Rosé d'Anjou</i> <i>Rosé de Provence</i> | <i>Red</i> <i>Beaujolais</i> <i>Chianti</i> <i>Rioja</i> <i>Côtes du Rhône</i> |

ACTIVITY 2 How many kinds of menu do you know? Can you name them?

LISTENING AND SPEAKING

ACTIVITY 1 1. Read through the menu below. Then turn on your cassette. Some guests are ordering dinner. Listen to their orders and put a tick (✓) against the right answer.

| APERITIFS | | | |
|---|--|---|---|
| Whiskey Bourbon Gin | Sherry Wine by the glass Vodka | Campari Pastis Fertier | Dubonnet Cinzano Rum |
| STARTERS | | VEGETABLES | |
| Salade Nicoise Moules à la Marinière Oysters (1/2 dozen) Antipasto ¹ Stuffed squid | Herring salad Soup of the day Chicken liver pâté Mushroom in garlic butter | Cabbage Peas Broad beans Runner beans Spinach Brussels sprouts Onions Broccoli | Cauliflower Leeks Mushrooms Tomatoes Chips Roast potatoes Boiled potatoes |
| FISH | | MEAT | |
| Grilled sea bass with herbs Grilled sole Lobster Thermidor | Deep fried scampi Baked scallops Tuna steak | Tournedos Rossini ² Entrecôte ² Lamb kebabs Roast venison Veal escalope Beef curry | Boeuf à la Bourguignonne ² Rabbit stewed in red wine Duck with orange sauce |

1. The guest wants
 - a. a glass of white wine.
 - b. a glass of red wine
 - c. a glass of rose wine.
- 2 The guest wants
 - a. a neat whisky.
 - b a whisky with ice.
 - c. a whisky with water.
- 3 The guest wants
 - a. oysters and venison.
 - b. mussels and duck.
 - c. oysters and duck.
4. The guest wants
 - a. scallops with mushrooms.
 - b. mushrooms and then scallops
 - c. mussels and scallops.
5. The guest wants
 - a. soup and scampi.
 - b. soup and scallops.
 - c. Salade Nicoise and scampi.
6. The guest wants his tournedos
 - a. well done.
 - b. medium.
 - c. rare.
7. The guest wants entrecote with
 - a. peas and tomatoes.
 - b. beans, mushrooms and tomatoes.
 - c peas, mushrooms and tomatoes.
8. The guest wants
 - a. Salade Nicoise and venison.
 - b. herring salad and venison.
 - c. herring salad and veal escalope.

2. Now listen to these guests. They are ordering meals. Look at the menu above and write down the order

1.
2.
3.
4.
5.
6.

ACTIVITY 2 Look at this sentence and the information in the box. Complete the box with carpaccio and another dish from the dialogue

| | | | | | |
|--------------|------------|--------------------------------------|-------------|--------------------|------------------------------------|
| Name of dish | is made of | How the raw ingredients are prepared | Ingredients | (Served) with | What complements the raw materials |
| It | | | | And it's Served as |  | Kind of dish |

| | | | | | |
|--------------|------------|-----------|--------|-------------|-------|
| 1. Carpaccio | is made of | Marinated | Salmon | Served with | Toast |
| 2..... | ..... | ..... | ..... | ..... | ..... |

ACTIVITY 4 Use the information from the menus to help you complete the following dialogues. Then act out the conversation

Special

Smoked salmon
T-bone steak,
baked potato,
mixed vegetables
ice-cream

Set #2

been curd soup
fried mackerel
shrimp paste curry
green salad
eggplant omelette
salim

Lunch Set

tempura
bean curd soup
grilled fish (saba)
pickled vegetables, rice
fruits in season

TODAY'S SPECIAL

Minestrone soup
Piccata Milanoise
Choice of pasta
Mixed salad
Ice-cream

Dialogue 1



Dialogue 2



READING

ACTIVITY

Complete the Casablanca a la carte menu with the words in the box.

- side dishes
- cold
- vegetarian dishes
- starters
- meat dishes
- hot
- fish dishes
- main courses

MENU

1 Starters

2

- Avocado pear with Mediterranean prawns.
- Norwegian salmon carpaccio.
- Goose pâté with rosemary.
- Vichyssoise.

3

- Warm salad with goat's cheese and crispy bacon.
- French onion soup with grated Parmesan cheese.
- Home-made chicken and mushroom croquettes.
- Polish potato pancakes.

4

5

- Roast beef with assorted vegetables.
- Veal cutlets with grilled tomatoes.
- Sirloin steak with broccoli and apple sauce.
- Casablanca couscous with lamb.

6

- Sole meunière with jacket potatoes.
- North Sea eel with lobster sauce.
- Scallops in mornay sauce.
- Fresh seafood paella.

7

- Green lasagne with three-cheese sauce.
- Sautéed mushrooms and bamboo with soy sauce.

8

- Your choice of salads: Waldorf, Caesar, Greek, Casablanca Special.
- Your choice of potatoes: fried, grilled, jacket, boiled.



How is the menu different to ones in your country?

PRONUNCIATION

Pronouncing French words

Listen to these French words pronounced by a French person or by an English person. Who says each word? Write F (French) or E(English)

1 pâté

2 vichyssoise

3 mornay

4 meunière

5 croquette

6 sommelier

7 sautéed

8 rosé

LANGUAGE STUDY

Part simple (regular verbs)

Look at these sentences and answer the questions below.

Alice: *I loved the dinner party last night.*

Maria: Yes, me too. *Did Woody eat the chocolate cake?*

Alice: No, he *didn't* have any of it. He doesn't *like* chocolate. *But I love* it!

- What's the difference between loved and love?

- What is the past form of do / does?

- Can you use an *-ed* verb after *did*?

- We use the past simple to refer to past actions.

- We add *-ed* to verbs to form the past simple. Some verbs do not follow this rule.

- To form negatives and questions, we use *did* + the infinitive form of the verb.

ACTIVITY Complete the sentences with the correct form of the past simple

1. Rosa and Jan (*start*).....to work in the restaurant around October.

2. Susan (*introduce*).....Jan to Mr. Grant on his first day at work.

3. Sam (*not/ introduce*)...Rosa to the Hotel Manager, but to the rest of the kitchen staff.

4. Ms. Georgina Porter (*book*)..... her wedding banquet at the Casablanca.

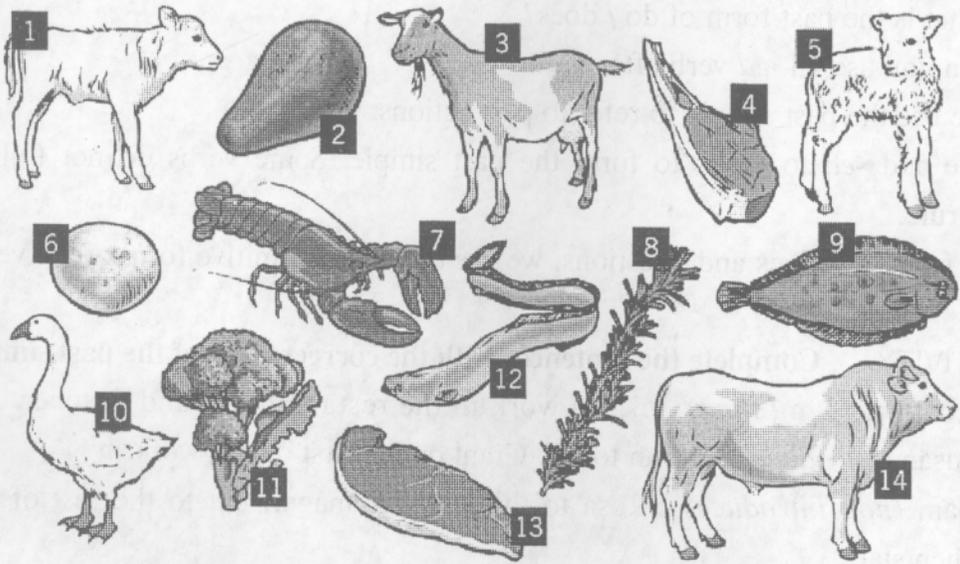
5. (*show*)..... Jan.....the American guest the way to the Casablanca?
6. Jan was very nervous when he (*fill*)..... in his first booking form.
7. Jan also (*welcome*)..... the Kerrigans to the restaurant, but he (*not present*).....them with the menu.
8. (*like*).....Rosa.....the cocktail Peter (*prepare*)..... for her?

VOCABULARY

Starter and Main Courses

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

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



ACTIVITY 2 Match the dishes to the descriptions

Dishes

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

Descriptions

- a) traditional Spanish rice dish
- b) thin slices of raw fish or meat
- c) smooth, soft mixture of meat, fish or vegetables that can be spread on bread
- d) 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

.....

ACTIVITY 4 Now use the information to describe the following dishes

1. Scallops in mornay sauce

2. Green lasagne with three-cheese sauce

3. Fresh seafood paella

4. Casablanca couscous with lamb

5. Polish potato pancakes

6. Warm salad with goat's cheese and crispy bacon

WRITING

ACTIVITY 1 Write different dishes for the following. Check the menu of your restaurant or the sample menu in the back of your book to help you.

Appetizers:

Soups:

Main Course:

Entrées: (beef)

(pork)

(chicken, duck)

(fish)

Vegetables:

Salads:

Desserts:

ACTIVITY 2 Design menus using the information given

1. With today's special you have a choice of spring rolls or tomato soup, roast chicken and a salad. And for dessert, pie or pastry, sir.
2. Today we have a special Chinese style lunch for two. With it you get an hors d'oeuvre, shark fin soup, roast duck, grilled fish, fried rice and Chinese mushroom soup, and for dessert, fruits in syrup

FOLLOW-UP

ACTIVITY 1 Work in groups. Design a menu for your own restaurant. Then work with someone from another group. Practise ordering dishes and taking note of the orders.

ACTIVITY 2 Work with a partner. Take turns to be A (a customer) and B (a waiter/waitress)

A asks B to explain the items in column 1.

B finds the correct explanation in column 2 and gives it.

For example:

A. *What's a chowder?*

B. *It's a chick soup with large pieces of fish*

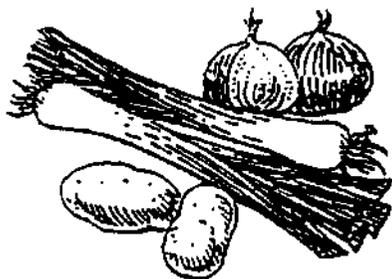
| | |
|----------------|--|
| fish chowder | a clear soup |
| lobster bisque | a thick soup with large pieces of ... |
| hors d' oeuvre | in it |
| beef consommé | small portions of various savoury dishes |
| croutons | a thick, creamy soup |
| | small pieces of fried bread |

Then make a list of other usual items on a menu, and practise giving similar explanations.

ACTIVITY 3 A waiter is describing *the main ingredients* in three dishes. Look at the pictures and complete his descriptions.



(a)



(b)



(c)

- (a) Salade breron con - - - - of ch - pp -- c - - - - , French b - - - , p - - - - .
And t-----.
- (b) Vichyssoise is ffi--- of l ,0 and p-----.
- (c) Moussaka is m ----- 0 - m ----- lamb, s1----- au ----- , 0 -----
and t -

2. Work on your own or with a partner. Use the framework above to write an explanation of:

- (a) a salad
- (b) a soup
- (c) an appetizer
- (d) a main dish
- (e) a vegetable dish

Then, alone or with your partner, read each explanation to another student or group of students. They should try to guess what dish you are explaining. Together discuss the wording of your explanations.

USEFUL WORDS AND EXPRESSIONS

Verbs describing ways of cutting

chop, cut, fillet, grate, mash, mince, shred, slice

Verbs describing ways of cooking

In water or other liquids: boil, braise, poach, stew

In steam: steam.

In fat or oil: fry, saute

In dry heat: bake, grill (Am.E = broil), roast

Compound nouns

wine sauce, lemon dressing

Verbs with-ed for describing preparation and cooking

sliced mushrooms, stewed beef

The passive for explaining dishes

The cod is poached in milk.

The tomatoes are stuffed with rice.

Expressions of quantity

For 'uncountable' ingredients: no, very little, (just) a little, some, quite a lot of, a lot of butter

For (countable ingredients: no, very few, (just) a few, some, quite a lot of, a lot of olives

phrases describing the composition of dishes

It's a sort of pie.

It's like an omelet.

It contains flour.

It's made of fish and vegetables. It consists of fish and vegetables. It's cooked in oil.

It's filled with cream. It's stuffed with rice.

It's flavored with garlic.

It's garnished with tomatoes.

It's served with potatoes/on (a bed of) rice.

Questions about dishes

Does it contain any garlic?

What's it served with?

Does it come with a salad?

Unit 7

TAKING ORDER FOR STARTERS AND MAIN COURSES

Objectives

- *Mastering*
past participle
Methods of cooking
- *Explaining dishes; taking orders*
- *Showing appropriate manner*

Contents

- *Language functions & skills*
Explaining dishes: ingredients and preparation
Taking orders; Making recommendations
- *Pronunciation*
-ed endings
- *Language study*
past participle
- *Vocabulary*
Methods of cooking

SNAPSHOT

ACTIVITY 1 Name

(a) foods or dishes which are: cold - hot* - raw - cooked - spicy - salty -sour - rich light

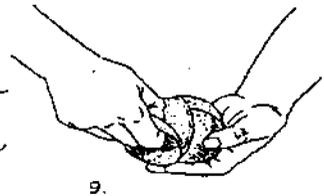
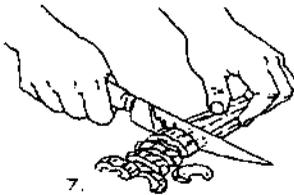
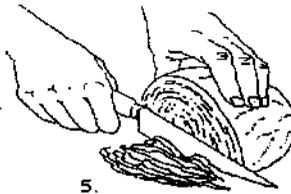
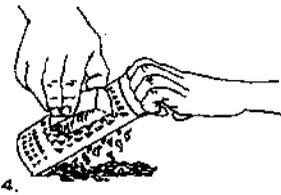
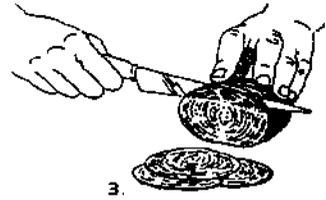
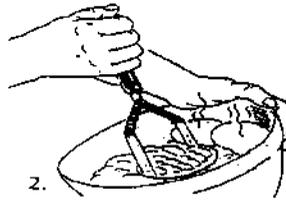
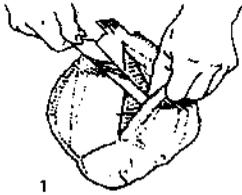
(b) soups which are: thick - clear - creamy

*Note: The word *hot* can also mean *very spicy*, full of pepper, etc.

For example: *Would you like a hot curry or a mild one?*

ACTIVITY 2 Which verb goes with which picture?

To chop- to fillet- to grate- to mash- to mince- to shred- to slice- to stuff- to peel



LISTENING AND SPEAKING

ACTIVITY 1

1. Read through the lunch menu below. Then turn on your cassette. Some guests are ordering lunch. Listen to their orders and put a tick against the

right answer

Duck terrine
Chicken liver pâté
Soup of the day

Whitebait
Fresh grapefruit
Avocado vinaigrette

Prawn cocktail
Smoked salmon
Curry stuffed eggs

SALADS

Ham
Roast beef
Chicken

Tuna
Lobster mayonnaise
Californian salad

Mixed vegetable
Egg mayonnaise
Salade Niçoise

FISH DISHES

Halibut
Trout with almonds

Salmon steak
Tuna steak

Sole meunière
Plaice

MEAT DISHES

Beef stroganoff
Goulash
Steak and mushroom
pie

Roast lamb
Mixed grill
Veal escalope

Pork chops with orange
Braised pork chops
Gammon and apricot
casserole

SWEETS

From the trolley

1. The guest wants
 - a. smoked salmon.
 - b. avocado vinaigrette
 - c. soup
2. The guest wants
 - a. roast beef.
 - b. goulash
 - c. bouef Stroganofi
3. The guest wants
 - a. lobster mayonnaise.
 - b. egg mayonnaise
 - c. Californian salad.
4. The guest wants
 - a. gammon and apricot casserole
 - b. veal escalope.
 - c. pork chops with orange
5. The guest wants
 - a. tuna steak.
 - b. sole meunière.
 - c. plaice.
6. The guest wants
 - a. curry stuffed eggs.
 - b. egg mayonnaise.
 - c. lobster mayonnaise.
7. The guest wants
 - a. roast lamb.
 - b. veal escalope.
 - c. steak and mushroom pie.
8. The guest wants
 - a. pork chops with orange
 - b. mixed grill.
 - c. braised pork chops.

2. Some guests are ordering their meals. Listen to these guests and write down their orders

1.
2.
3.
4.
5.
6.

ACTIVITY 2 Pair work (Taking an order for appetizers and soup)

(Scene: Bob and Tony, two foreign businessmen, are having lunch at Junior's Kitchen and their waiter takes their orders.) Read the dialogue as a sample and complete the below dialogues

Dialogue 1

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: Good 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 entree, gentlemen?
Or would you like some more time?

Bob: What....?

Dialogue 2

Ask take order:

Diner: I would like some Japanese food for starters.

Japanese appetizers: We've got.....

Diner: What's tempura?

Describe: They are.....

Diner: I'd like to try that.

Ask about soup:

Diner: No, thank you. But, could I have an ashtray?

Sorry:

Smokers in the rear:

Ask change tables: Would you like to

Diner: Yes, please.

Take to new table:

Diner: Thank you.

Expressions

May I take your order, sir? Or would you like some more time?

Are you ready to order, madam?

Would you like some soup, sir?

Would you like to order now, gentlemen?

How about some soup or an appetizer to start with, sir?

ACTIVITY 3 Dialogue 1

A family of four is ordering dinner at Junior's Kitchen and their waitress is very busy at another table. The mother of the family calls you over.

Mother: Excuse me ... Can we order now?

Yes:

Daughter: Mom, I would like some Japanese food.

Mother: All right, dear (Turns to you.) Have you got any Japanese dishes?

Yes, dishes:

Mother: What's sashimi?

Describe:

Mother: Raw fish?

Daughter: Mom, I'd like to try that.

Father: All right, raw fish. And what's this cold hors d'oeuvre that's on the menu?

Describe:

Dialogue 2

A diner seated near the entrance of Junior's Kitchen is looking at the menu and calls you over.

Diner: How are these spare ribs prepared?

Describe:

Diner: Does it have chilies?

No:

Diner: And what is this beef and pumpkin curry?

Describe:

Diner: Is it very spicy?

Spicy:

ACTIVITY 4 Role play

TAKING AN ORDER FOR MAIN COURSE

Are you ready to order your entree, sir?

Would you like to order now, miss?

Would you like a salad with your dinner, miss?

What vegetables would you like, madam?

Would you like some vegetables with it, sir?

Each is given a card which describes clearly your role

Diner:

1. You want to know what the specialties are.

You want to have the tournedos rare.

You want to know what goes 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.

2. You'd like bacon, e.g. toast, and a glass of fresh orange juice.

You want your eggs fried, easy over

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.

Vocabulary

bacon

club sandwich coleslaw

over eggs

fried

orange juice

spinach

sunny

side up

toast

tournedos

vegetables

wine list

Waiter

1. Ask if the client's ready to order.

The Chefs specialties are crepes with crab, smoked trout mousse, and tournedos proven. You've also got a buffet, he can have as much as he likes 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 come back a few minutes later to find out if everything's all right.

2. Ask what the diner would like.

Ask if he'd like his eggs fried or scrambled.

3. Ask what the diner would like.

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

Reserved with crisps. You haven't got any coleslaw.

Ask if he'd like anything to drink.

Vocabulary

Brussels sprouts

club sandwich

coleslaw

crab

creamed potatoes

crepe

crisps (USA: chips) eggs

READING

ACTIVITY 1 Check the following pictures carefully and match the right recommendation with each scene.

1 How about chicken? We've got ...

2 Do you like seafood, sir?

3 Perhaps I could suggest the barbecued spare ribs, sir.

4 May I recommend the trout with dressing, madam?

5 We've got a special on home-made Italian pastas today.

6 The sucking pig is delicious today.

7 Perhaps you'd like to try one of our mutton dishes. We've got ...

8 Maybe you would like to try some Chinese food? We've got dim sum, ...

9 Our chef cooks some excellent vegetarian curries.

10

PRONUNCIATION

-ed endings

Listen to the pronunciation of -ed at the end of these words.

It comes with mashed potatoes. I'll have the grilled salmon. They're served with melted butter.

Put the words into the correct groups.

Gratinated cooked poured picked grated fried mashed
covered sprinkled buttered sliced marinated

Now listen again and check your answers. Then practise saying the words.

LANGUAGE STUDY

Past Participle

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*)



| The chefs do this. They: | The waiter/waitress serves this: |
|---------------------------------|---|
| (a) mince beef | Minced beef |
| (b) mash potatoes |potatoes |
| (c) shred cabbage | cabbage |
| (d) fillet plaice |plaice |
| (e) slice mushrooms | Mushrooms |
| (f) fry scampi | Scampi |
| (g) stew lamb |lamb |
| (h) grill sardines |sardines |
| (i) bake ham |ham |

Note

1. Roast does not take ed. Saute can take ed.
sautelsauteed potatoes?
2. These words change their spelling:
chop - chopped; shred - shredded; fry - fried.

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 serve (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.

VOCABULARY

Methods of Cooking

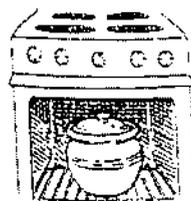
ACTIVITY 1 Methods of cooking: find the correct name to go with each definition. For example: (a) = (ii).



(a)



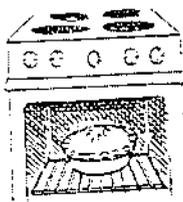
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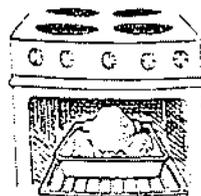
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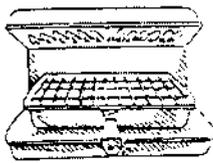
(d)



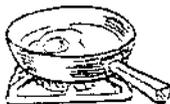
(e)



(f)



(g)



(h)



(i)

Methods of cooking

- (a) in water or another liquid at 100C
- (b) in water or another liquid at a little less than 100
- (c) in water or another liquid at 100, slowly and for a long time (e.g. beef)

- (d) in steam
- (e) in the oven, with very little or no fat (e.g. bread)
- (f) in the oven, with fat (e.g. meat)
- (g) under (or over) direct heat (e.g. steak)
- (h) in fat or oil
- (i) in a little fat, for a short time

Name:

- (i) to bake
- (ii) to boil
- (iii) to fry
- (iv) to grill (Am.E= broil)
- (v) poach
- (vi) to roast
- (vii) to sauté
- (viii) to steam
- (ix) to stew

ACTIVITY 2 Work with a partner. Take turns to be A or B.



A should look at the list of cooking methods (i-ix) in Snapshot 2

B should look at the list of ingredients in Vocabulary.

a. A. What can chefs grill?

fry?

B. They can grill salmon, lobster, liver,..... fry onions, mushrooms, cod,

b. B. How can chefs cook salmon?

onions.

They can bake, grill or poach salmon. boil, fry, or saute onions, etc.

WRITING

ACTIVITY 1 Describing Dishes

Describe the following dishes. Use information in the boxes to help you.



sautéed chicken, red wine,
tomatoes, mushrooms, garlic,
mashed potatoes or rice

1. Coq au vin (Chicken in wine)

It's _____ chicken cooked _____ red wine with

It is served _____

2. Tom Yam Kung (Hot & sour shrimp soup)

It _____ a hot and sour _____ with large

_____ cooked with _____



shrimps, mushrooms, lemon-
grass, chillies, spices



fish, coconut milk,
steamed in banana leaves

3. Hor Mok (Fish curry in banana leaves)

It _____ a _____ curry with _____

4. Roast duck

They _____ slices of _____

on _____ and served



roast duck, rice, pickled
vegetables, black soya sauce

ACTIVITY 2 Describe your favorite dish.

ACTIVITY 3 Look at the following pictures. You are a waiter, or waitress, at the different restaurants. Answer the diners questions

1 Sea Breeze Restaurant



What's the speciality of the house?

2



What's today's special?

3

SOUL FOOD RESTAURANT



What's speciality of the chef?

4

Coca Restaurant



What are your specialities?

My Restaurant

FOLLOW-UP

ACTIVITY 1 Lunch time at Junior's is a very busy time. Many hungry businessmen, workers and shoppers are eager to order their entrees. Can you take the orders of the gentleman in the suit and those two lovely ladies by the window and complete the following dialogues?

Dialogue 1

FISH AND CHICKEN FOR THE LADIES

Take order entree:

Diner 1: I'll have the fried red snapper.

Ask about vegetables:

Diner 1: What would you suggest?

Morning glory, rice:

Diner 1: I believe you. I'll have that and please make sure it's not too spicy.

Repeat order diner 1:

Take order diner 2:

Diner 2: I'll have roast chicken and French fries, please.

Ask about salad:

Diner 2: Have you got coleslaw?

You don't have:

Diner 2: Then bring me a lettuce and tomato salad.

Ask about dressing:

Diner 2: What dressings have you got?

Mayonnaise

Diner 2: With Italian dressing, please.

Repeat order diner 2:

Dialogue 2

A STEAK FOR THE GENTLEMAN IN THE SUIT

- Take order entree:**
- Diner:** I think I'll try the porterhouse steak.
- How steak:**
- Diner:** Medium-rare, please.
- Vegetables:**
- Diner:** Yes, I'll have ... green beans and baked potatoes.
- Salad:**
- Diner:** No, thank you.
- Repeat order:**

Expressions for taking order for main course

- Are you ready to order your entree, sir?
- Would you like to order now, miss?
- Would you like a salad with your dinner, miss?
- What vegetables would you like, madam?
- Would you like some vegetables with it, sir?
- Tomato and cucumber salad with French dressing
- Yes, I'll have the lamb chops with mint sauce.

ACTIVITY 2 A guessing game

One student starts describing a dish; the other student(s) callout the name of the dish as soon as they have guessed it.

ACTIVITY 3 Work with a partner

A should read the information below.

Student A

(a) You are a waiter/waitress. B, a customer, will ask you questions about Ratatouille.

Ratatouille: a sort of vegetable stew.

Main ingredients: tomatoes, aborigines, green peppers, courgettes.

Additional ingredients: oil, butter, garlic.

Preparation: slice main ingredients.

Method of cooking: sautee and then stew slowly in the oven.

Accompaniment: serve with boiled potatoes or rice.

(b) You are a customer. Explaining a dish. Choose phrases from B in the chart below to explain Tortilla. Here is the information you need:

Tortilla: a sort of omelet

Main ingredients: eggs and potatoes

Additional ingredients: onion (just a little)

Preparation: slice potatoes, chop onion

Method of cooking: fry in oil.

Accompaniment: serve with a green salad.

A: Customer

What's....?

What's this dish here?

Can you tell me about this?

Is there a lot of onion in it?

How much onion is there in it?

Does it contain any garlic?

Is there any flour in it?

What's it served with?

What does it come with?

Is there anything to go with it?

Does it come with a salad?

- B: Waiter or waitress

Tortilla, Sir/Madam?

It's a sort of . . .

It consists of . . . and sliced. . . with some. . .

It's fried in ...

It contains ... onion. It contains no ...

(No,) it's served on its own.

(No,) it comes with. . . (Yes,) it's served. . .

ACTIVITY 4 Group work

You are invited to prepare a traditional recipe from your country by a UK television channel. Plan your recipe and present it to the class.

Remember to:

- introduce yourself (say who you are, where you are from)
- explain what you are going to prepare
- say where the dish comes from and why it is special
- list what you are going to use (ingredients, utensils)
- explain how to make the dish
- say goodbye



USEFUL WORDS AND EXPRESSIONS

Talking about Different Dishes:

What is this cold hors d'oeuvre that's on the menu?

What is in this spicy noodles salad?

What is this snakehead with dressing?

What are these spare ribs in pineapple?

Describing Dishes: Ingredients & Preparation

It's a minced pork and bean curd soup.

It's a spicy fish soup.

It's dried squid.

Fried/roast/grilled/... chicken.

It's smoked ham/fish/salmon/mackerel...

It's raw fish served with a mustard sauce and fresh vegetables

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.

Taking an Order for Steaks & Meat Dishes

How would you like your steak (done), sir?

Well-done, please.

Medium, please.

Medium-rare, please.

Rare, please.

What vegetables would you like to go with it, sir?

Would you like boiled potatoes or French fries, madam?

Will you have rice with your meal, miss?

Cauliflower and mashed potatoes, please.

French fries, please.

Fried, Boiled or Stewed Vegetables

Accompaniments

French dressing, mayonnaise, (tomato, etc.) sauce

Countable, plural: cromons, dumplings

Pieces of food (countable)

small/large pieces of meat, a slice of chicken, strips of ham; a chop, a cutlet, a fillet, a steak

Adjectives describing foods or dishes

cold, hot, raw, cooked, spicy, salty, sour, rich, heavy, light, creamy; clear soup, thick soup

Adjectives describing ingredients

fresh, smoked, tinned (Am.E = canned)~ mixed; herd-boiled eggs

Verbs describing ways of cutting

chop,, fillet, grate~ mash, mince, shred, slice

Verbs describing ways of cooking

In water or other liquids: boil, braise, poach, stew

In steam: steam.

In fat or oil: fry, sautee

In dry heat: bake, grill (Am.E = broil), roast

Compound nouns

wine sauce, lemon dressing, rice stuffing

Verbs with-ed for describing preparation and cooking

sliced mushrooms, stewed beef

The passive for explaining dishes

The cod is poached in milk. The tomatoes are scuffed with rice.

Expressions of quantity

For 'uncountable' ingredients: no, very little, (just) a little, some, quite a lot of, a lot of butter

For (countable' ingredients: no, very few, (just) a few, some, quite a lot of, a lot of olives

phrases describing the composition of dishes -

It's a sort of pie.

It's like an omelet.

It contains flour.

It's made of fish and vegetables. It consists of fish and vegetables. It's cooked in oil.

It's filled with cream. It's stuffed with rice.

It's flavoured with garlic.

It's garnished with tomatoes.

It's served with potatoes/on (a bed of) rice.

Questions about dishes

Does it contain any garlic?

What's it served with?

Does it come with a salad?

Unit 8

SERVING GUESTS DURING THE MEAL

Objectives

- **Mastering**

Countable and uncountable

Adjectives for praising and criticizing food

Kinds of restaurant services

- **Asking, and understanding guests' opinions and wishes**

Suggesting alternatives

- **Showing appropriate manner**

Contents

- **Language functions & skills**

Asking, and understanding guests' opinions and wishes, Asking about guests' extra requests

Suggesting alternatives

Asking about the food after the meal

- **Pronunciation**

Consonants

- **Language study**

Countable and uncountable

- **Vocabulary**

Adjectives for praising and criticizing food

Kinds of restaurant services

SNAPSHOT

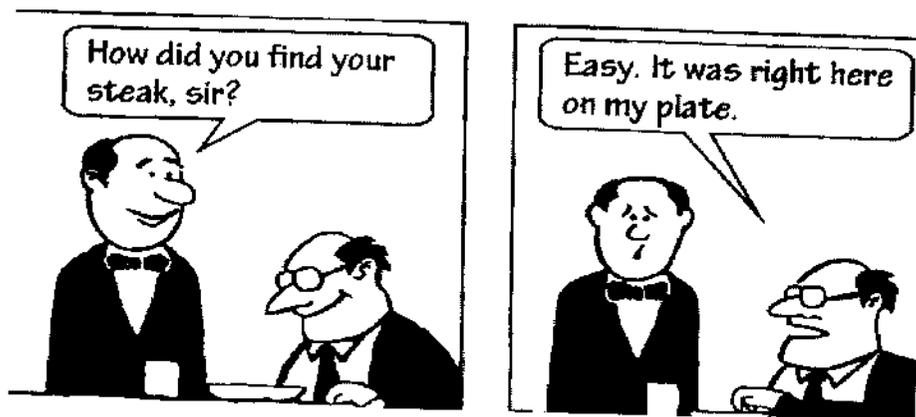
ACTIVITY 1 Match the items and activities in the chart with the right number in the picture opposite.



| Number | |
|--------|-----------|
| - | to carve |
| - | to flambe |
| - | to fillet |

| | |
|---|-------------------|
| - | A silver flat |
| - | A vegetable dish |
| - | A sauce boat |
| - | A soup tureen |
| - | A trolley |
| - | A service counter |
| - | A sideboard |
| - | A hotplate |

ACTIVITY 2 Look at the picture below. Is the guest satisfied with his steak?



LISTENING AND SPEAKING

ACTIVITY 1 1. Listen and fill in the blank with the correct word

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

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

Guest: Sure, go ahead.

W: May I show you the menu?

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.

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

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

3. Listen and check your answer

ACTIVITY 2 Act out the conversation, one is Wilma, another is Paul and the other is the waitress

(Scene: Paul and Wilma are having their main course at Junior's Kitchen and the waitress checks to see whether the diners would like anything else).

Wilma: Excuse me, miss ..?

Waitress: Yes, madam ...?

Wilma: Could I have some more of this fish bouillon?

Waitress: I'll check for you, madam. Just a moment, please.

Wilma: Would you like some more French fries, sir?

Paul: Oh, yes, please. Here you are, sir.

Paul: Thank you

Waitress: I'm sorry, madam, but there isn't any fish bouillon left. Could I get you anything else?

Wilma: Well, could I have some bread, please?

Waitress: Certainly, madam. Would you like to have it toasted?

Wilma: Yes, please

Waitress: Just a moment, please

Waitress: Here you are, madam.

Wilma: Thanks

Waitress: Could I get you another beer, sir?

Paul: No, I'm fine, thanks..



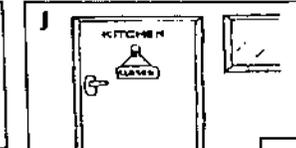
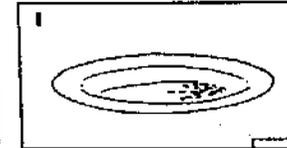
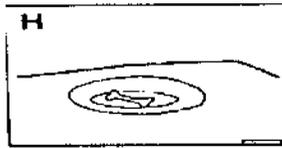
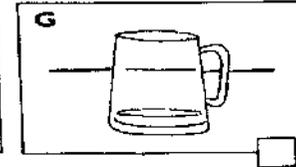
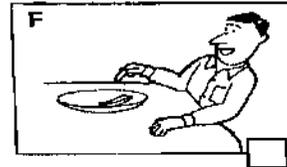
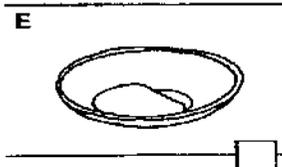
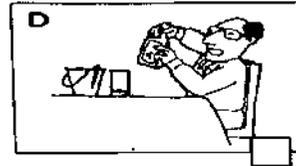
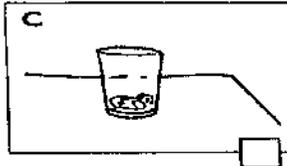
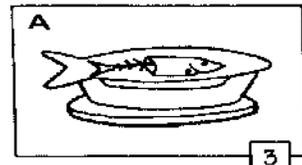
ACTIVITY 3 Work in group, one acts as waiter, the others act as customers. The waiter serve the customers during their meal using expressions and language in Activity 1 and 2

READING

ACTIVITY Service with a Smile

Serve the diners in the following pictures with a smile and match the phrases in the box with the right diner.

1. Some more ice?
2. Would you like another beer?
3. Would you like some more bouillon?
4. Would you care for some more rice?
5. Could I get you anything else?
6. I'm afraid the kitchen is already closed. sir.
7. Certainly. Black Label. And some more ice, sir?
8. Yes, of course. I'll check for you.
9. Could I get you some more sauce?
10. I'm sorry, but there isn't any roast chicken left.



LANGUAGE STUDY

Countable and uncountable nouns

First, study the following:

Would you like a roll?

Would you like some water?

| | |
|--|--|
| Use <i>a/an</i> before 'countable' nouns in the singular | Use <i>some</i> before 'uncountable' nouns |
| <i>a</i> table, chair, parasol, drink, starter, roll, salad <i>an</i> aperitif, ash tray (<i>an</i> if the next word begins with a., e, i, o or u) All these nouns are 'countable' They can be in the plural: e.g. <i>two cables, three aperitifs.</i> | <i>some</i> water, wine*, ice, bread, butter, soup, coffee, beer*, jam, honey, sauce, meat, fish, cheese. These nouns cannot be in the plural |
| Use <i>some</i> before 'countable' nouns in the plural <i>some</i> rolls, ash trays | Liquids and substances are usually 'uncountable' |

Note: It is not always easy to know *if* a noun is 'countable' or 'uncountable'. For example, *roll* is 'countable' but *bread* is 'uncountable'. another roll ("*countable*", *only one*), some more rolls ("*countable*", *several*) some more water ("*uncountable* "). So it is best to learn this vocabulary with *a* or *some* before each word

ACTIVITY Put *another* or *some more* in these sentences. Then practise saying them. Add local dishes for further practice.

- (a) Would you like potatoes?
- (b) bottle of wine?
- (c)finger bowl?
- (d) cream?
- (e)crackers?

- (f)pot of coffee?
- (g)mineral water?
- (h) bread?

VOCABULARY

Praising food:

Delicious, excellent, out of this world, tasty, juicy, a tender steak, sweet cherries

ACTIVITY 1 A customer who is enjoying a dish could use the words in column. Find words in column 2 which mean approximately the *opposite*.

For example: (a) - 3.

- | | |
|-------------------------------|------------------------------|
| (a) delicious; excellent | 1. sour |
| (b) tasty | 2. dry |
| (c) juicy | 3. awful, horrible, ghastly, |
| (d) fresh revolting, terrible | 4. stale, old, off |
| (e) tender (meat) | 5. tasteless |
| (f) sweet (fruit) | 6. tough |

ACTIVITY 2

Criticizing food: awful, horrible, ghastly, revolting, terrible, tasteless, dry, stale, old, off, tough, sour, bitter; too hot/sweet, not hot/sweet enough; undercooked, underdone, overcooked, overdone

Fill in the blank with correct word

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

Kinds of restaurant service

ACTIVITY 1 These are kinds of restaurant service. Match the definitions with the words underneath.

For example: (a) = 4

- (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, flambe, prepare or cook specialty 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, service,
- (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 entree dishes, sauce boats, etc. He or she places the dishes on a hotplate 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.

1. Full silver service
2. Plate service
3. Combined silver service and plate
4. Gueridon service
5. Carvery service
6. Counter service

ACTIVITY 2 Can you name the restaurants in your locality, which offer the different kinds of service listed above?

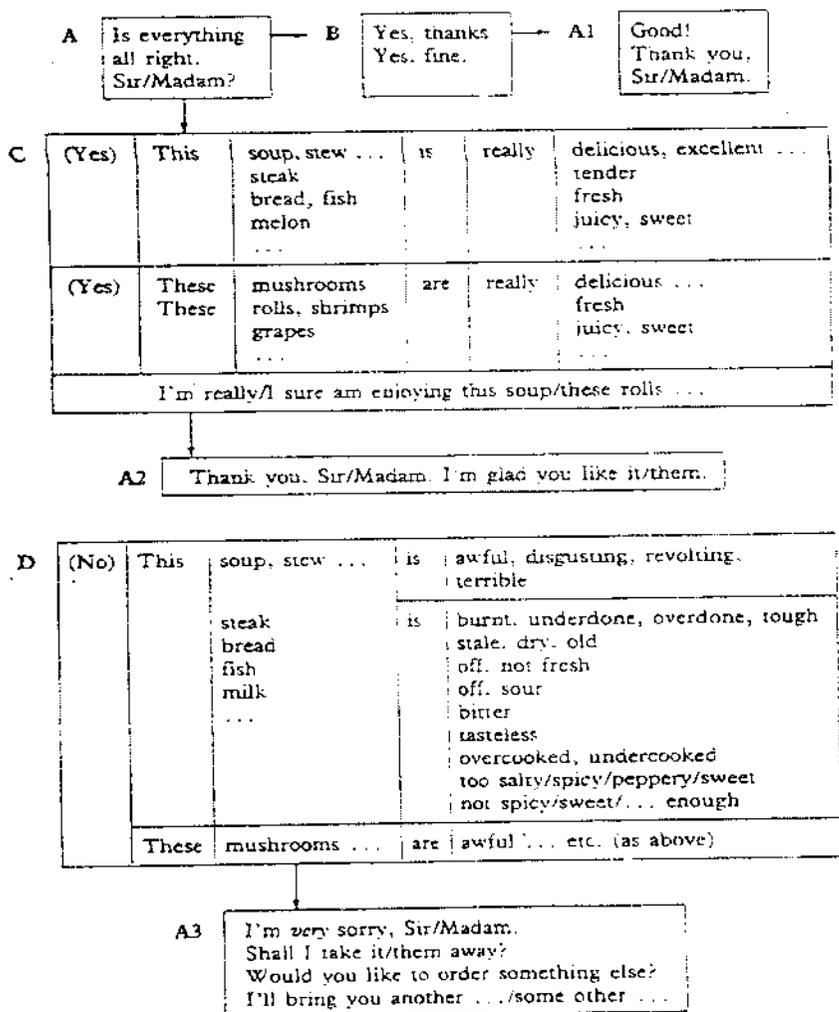
FOLLOW-UP

ACTIVITY 1 Work with a partner. Take turns to be A (a waiter/waitress) and B, C and D (three customers). Use the chart below to talk during a meal. Practise the three kinds of exchanges

A - B - A1

A - C - A2

A - D - A3



Questions to ask during a meal.

Is everything all right, Sir/Madam?

Would you like anything/some ketchup/a roll to go with your

Would you like some more wine/another roll?

Responding to requests

Certainly, Sir/Madam. I'll bring you some. . ./a . . . straightaway. I'll get you some. . ./a ... straightaway.

I'm very sorry, Sir/Madam. We have none./We don't have any./We don't have that./We have no... Perhaps you'd like some.../a ... instead?

Customers' wishes

No, thanks. I won't have any. I'd better not.

I don't want much/many; Not too much/many.

Please. Yes, please.

(Just) a little/a few; (just) a couple; a tiny slice/portion/ helping; go easy with the..., lots, a lot; plenty, a large/good-sized helping.

USEFUL WORDS AND EXPRESSIONS

Words for describing different kinds of service

guerçons service (Am.E = French service)

silver service (Am.E = Russian service), plate service (Am.E = American service), carvery service, cafeteria/counter service

Equipment

a trolley, a service counter, a sideboard, a side table, a hotplate

a silver flat (Am.E = planer), a vegetable/entree dish, a sauce boat, a soup tureen

Procedures

to carve, flambe, fillet

Praising food

delicious, excellent, out of this world, tasty, juicy, fresh, a tender steak, sweet cherries, I'm enjoying this steak

Criticizing food

awful, horrible, ghastly, revolting, terrible, tasteless, dry, stale, old, off, tough sour, bitter; too hot/sweet, not hot/sweet enough; undercooked, underdone; overcooked, overdone

Accompaniments

ketchup, mustard, gravy, horseradish sauce, mayonnaise, salad dressing, sauce tart are, cream, croutons (*Plural*), crackers (*plural*)

REVIEW 1 (UNIT 1-8)

1. Now listen to these guests. They are ordering their meals. Look at the menu and write down the orders

| <p>STARTERS</p> <p><i>Fresh cocktail</i> <i>Pâté de maison</i> <i>Soup of the day</i> <i>Fresh melon</i> <i>Smoked salmon</i> <i>Salade Niçoise</i></p> <p>*****</p> <p>MAIN COURSE</p> <p><i>Lamb cutlets</i> <i>Filet steak</i> <i>Steak</i> <i>Omelette (ham, mushrooms, anchovies)</i> <i>Chicken Kiev</i> <i>Salad (ham, beef, chicken)</i></p> | <p style="text-align: center;"><u>WINE LIST</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;"><i>GERMANY</i></th> <th style="text-align: center; padding: 5px;"><i>FRANCE</i></th> </tr> <tr> <td style="padding: 5px;"> Baden Dry Riesporter Michaelsberg Geisenheimer Schlossgarten Franken Sylvaner Niersteiner Domtal Goldener Oktober Riesling </td> <td style="padding: 5px;"> <p style="text-align: center;">WHITE</p> <hr/> Bordeaux Blanc de Blancs Chablis, 1983 <hr/> <p style="text-align: center;">ROSE</p> <hr/> Anjou Rosé <hr/> <p style="text-align: center;">RED</p> <hr/> Le Pin de Beaujolais Côtes du Rhône Mouton Cadet </td> </tr> </table> | <i>GERMANY</i> | <i>FRANCE</i> | Baden Dry Riesporter Michaelsberg Geisenheimer Schlossgarten Franken Sylvaner Niersteiner Domtal Goldener Oktober Riesling | <p style="text-align: center;">WHITE</p> <hr/> Bordeaux Blanc de Blancs Chablis, 1983 <hr/> <p style="text-align: center;">ROSE</p> <hr/> Anjou Rosé <hr/> <p style="text-align: center;">RED</p> <hr/> Le Pin de Beaujolais Côtes du Rhône Mouton Cadet |
|--|--|----------------|---------------|---|---|
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1.
2.
3.
4.
5.

2. Open Dialogue

Complete the following dialogue. A diner at Junior's Kitchen, or your restaurant, doesn't know what to order. Use the sample menu in the back of your book, or the menu of your restaurant to help you.

- Diner:** What's the specialty of the house?
- Waiter:**
- Diner:** And what would you recommend?
- Waiter:** Do you like
- Diner:** No, I'm not very fond of

Waiter: Perhaps
Diner: What is it?
Diner: Yes, perhaps I'll try that.
Waiter:

3. Put the following sentences in the right order to complete the dialogue
Ordering meat

Diner: Rare.
Waiter: What kind of vegetable would you like? We've got a choice of fresh asparagus, green beans, spinach and grilled tomatoes.
Waiter: Would you like a salad?
Waiter: Would you like to order, sir?
Diner: Yes, I'll have a steak and chips, 2 please.
Waiter: How would you like the steak? Rare, medium or well done?
Diner: Yes, please.
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: Mum, Okay.
Waiter: Would you like anything to drink?
Diner: Yes. A glass of Beaujolais, please.
Waiter: Yes, sir.

4. Put these sentences in the correct order to complete the dialogue

Waiter: Could you spell that, please?
Guest: Good afternoon. I'd like to book a table.
Waiter: So that's a table for three at eight o'clock next Friday. Thank you, Mr. Graham.
Guest: For next Friday.
Guest: At eight o'clock, please.
Waiter: Eight o'clock fine. What name is it, please?

- Guest:** For three people.
Waiter: Certainly, sir. For what day, please?
Waiter: What time would you like to come?
Guest: Graham.
Waiter: For how many people would that be?
Guest: Yes, it's G-R-A-H-A-M.
Waiter: Good afternoon, St Remy Restaurant. Can I help you?
Guest: Thank you. Goodbye.

5. Complete the sentences with the correct form of the present simple or present continuous.

- At the moment we (*lay*).... the tables for breakfast.
- During the week Paul and Joan (*work*).... in the kitchen, but this afternoon they (*help*) in the dining-room.
- What (*cook*) you ? It smells delicious!
- The bartender always (*prepare*) ...his favourite cocktail for Mrs. Hamilton, but now he (*make*)a new cocktail for her.
- The Head Waiter usually (*welcome*) the guests, but today he (*not do*.....) it because he's ill.
- What (*do*)..... the reception waiter.... ? There's nobody at the reception desk!
- (*like*)...Patrick ... spaghetti? No, he (*not like*)... Italian food.
- (*live*)you in Paris? No, I (*not like*).....large cities. But my brother (*live*.....) in Paris.

6. Complete the text with the words in the box.

| | | | | | | | | | |
|----|----|------|------|------|----|----|------|----|----|
| On | in | from | into | next | to | at | next | to | in |
|----|----|------|------|------|----|----|------|----|----|

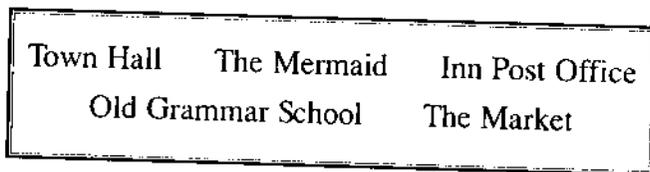
There's a new restaurant.....(1) my house. It is open(2) 9.00..... (3) 16.00.....(4) winter.....(5) the evening it opens again.....(6)19.00, but

only.....(7) July and August. There is a car park....(8) the restaurant,.....(9) the right. The car park is closed.....(10) Mondays.

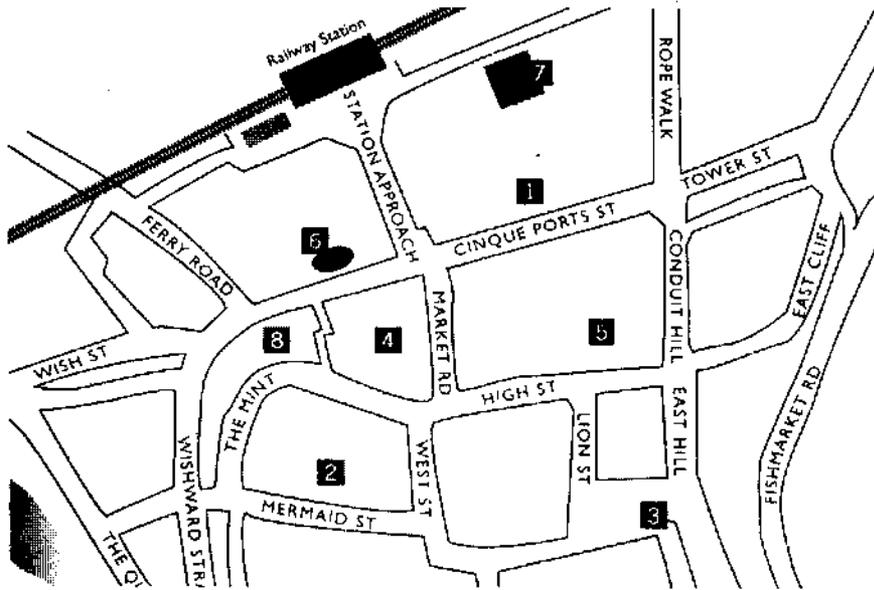
7. Which word is different? Underline it

- | | | | |
|----------------|-----------|------------|------------------|
| 1) U- shape | Fridge | stove | grill |
| 2) morning | Supper | evening | afternoon |
| 3) freezer | Horseshoe | deep-fryer | oven |
| 4) lunch | Dinner | breakfast | banqueting style |
| 5) dining-room | Bar | kitchen | small |
| 6) Italian | France | Dutch | Greek |
| 7) commis | Chef | butter | Waiter |
| 8) spring | Roll | toast | Jam |

8. Look at the map of Rye. Read these directions and match the places to the numbers on the map.



1. Go out of the railway station and turn left. Go along the street and the market is on the right.
2. Go out of the railway station and walk straight on. Then take the first street on the right and the post office is on your right.
3. Go out of the railway station and walk straight on. Go past Cinque Ports street and take the next left. Walk along and the Old Grammar School is on your left.
4. Go out of the railway station and turn right. Then turn left into Ferry Road. Turn right at the end of the road and walk straight on. Take the first left and walk straight on. Pass The Mint and the Mermaid Inn is on your left.
5. Go out of the railway station and walk straight on. Pass the first left and take the next one. Then take the first right and walk to the end of the street. The town hall is in front of you.



9. Work in pairs. Give each other directions to places in Rye.

10. Complete the sentences with the correct form of the past simple.

Liam: Neil, yesterday I (*ask*)..... you to clean the fridge. (*you / do*).... it?

Neil: Well, I (*be*) very busy: first I (*make*) a sauce, then I (*put*) ... the rolls in the oven and finally I (*go*) to the dining-room and I (*bring*) all the dishes to the kitchen. When I (*finish*) I (*clean*)..... the oven, but I (*not! clean*) ... the fridge.

11. Put the sentences in the correct order to complete the dialogue

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

Now in pairs practise saying the dialogue

Unit 9

TAKING ORDERS FOR DESSERTS

Objectives

- **Mastering**
past simple (irregular verbs)
utensils, adjectives describing desserts
verbs relating to the preparation of desserts
- **Explaining, describing and comparing deserts**
- **Showing appropriate manner**

Contents

- **Language functions & skills**
Explaining the desserts: ingredients and preparation, describing and comparing deserts
Taking order : Making recommendations
- **Pronunciation**
Sounding enthusiastic
- **Language study**
Recommending dishes; past simple(irregular verbs)
- **Vocabulary**
Utensils
Adjectives describing desserts
Verbs relating to the preparation of desserts

SNAPSHOT

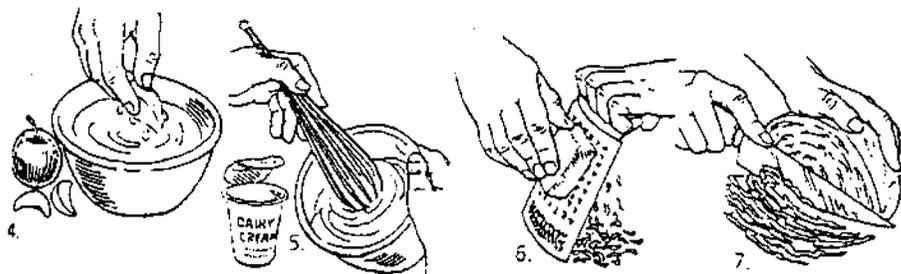
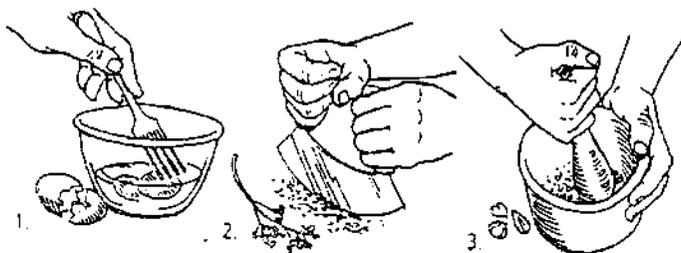
ACTIVITY 1 What type of dessert is traditional in your country? What is it made of?

ACTIVITY 2 Think of a good restaurant that you know. Which of these items would it serve after the main course? Would it serve any other items which are not on the list? And in what order would it serve the items?

- (a) petits fours, mints, Turkish delight, or other small sweets
- (b) cheese
- (c) coffee
- (d) dessert
- (e) cigars
- (f) liqueurs
- (g) fresh fruit
- (h) dessert wine or fortified wine

ACTIVITY 3 Which verb goes with which picture?

to beat - to chop - to dip - to grate - to grind (past tense: ground) - to shred
- to whip



Ask about prawns:

Lady: They were delicious. My compliments to the chef.

Ask about dessert:

Lady: Yes, I'd like some fruit.

Name fruits in season:

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:

Lady, man: Just coffee and apple pie

ACTIVITY 3 Work in pairs. Use the information to write a dialogue. Practise your dialogue and then read it to the class.

| | |
|------------------------------|--------------------------------------|
| <i>Waiter</i> | <i>Guest</i> |
| <i>Ask if guest is ready</i> | |
| <i>Ask what guest like</i> | <i>Say what you like</i> |
| | <i>Ask for a recommendation</i> |
| <i>Recommend a dish</i> | <i>Ask waiter to describe dishes</i> |
| <i>Describe dish</i> | <i>Order dish</i> |

READING

ACTIVITY 1 A dessert recipe

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

1. Who is planning a romantic dinner?

.....

2. Who suggests a dessert recipe?

.....

3. What's the dessert?

.....

4. How many ingredients do you need to prepare the dessert?
.....

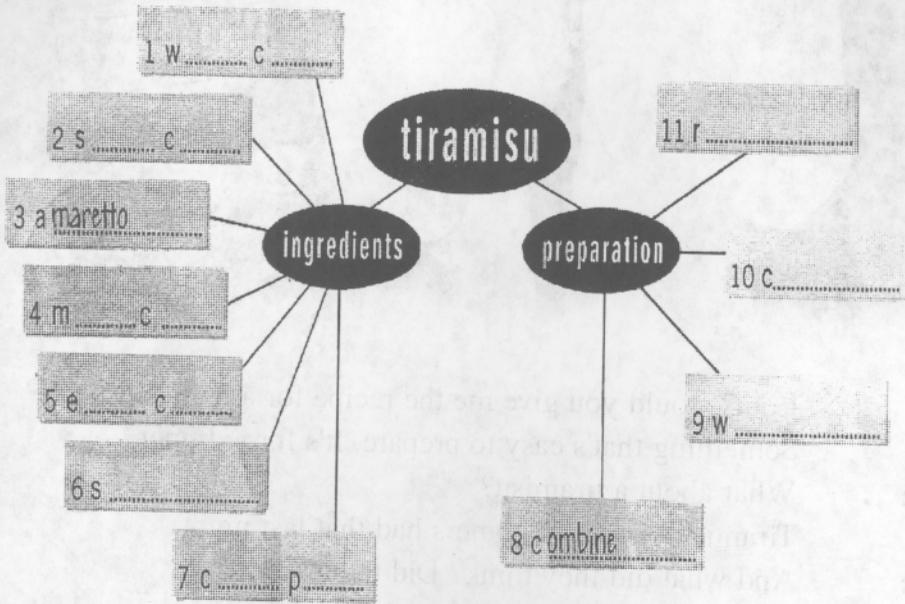
5. How many guests are invited?
.....



- Jan:** Louis, could you give me the recipe for a simple dessert? 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

PRONUNCIATION

Listen to these recommendations. Mark each sentence as enthusiastic {E} or unenthusiastic {U}.

1. Today's special is the fabulous pizza Napoli.
2. If you feel like a sweet dessert you should try the chocolate cake.

3. I would recommend the onion soup. I'm sure you'll find it delicious, madam.
4. Today the chef recommends the seafood paella. It's our specialty.
5. If you like cheese, you should try the green lasagne with the three-creases sauce
6. May I suggest this white Burgoyne? It's perfect with fish.

Now underline the words, which are stressed in the enthusiastic sentences. Then correct the unenthusiastic sentences and practise saying them.

LANGUAGE STUDY

Recommending dishes

Look at this sentence and the information in the box.

For example:

If you like chocolate, you should try the chocolate mouse

| | | | | |
|--------|-----------|------------------------|-----------------------------------|--|
| If you | Like | Soup | I (would) suggest (you try) | the onion soup. the cheese sauce. |
| | | Cheese chocolate | I (can) | the chocolate mousse. |
| | feel like | something different | recommend you should try | the tiramisu. |

ACTIVITY 1 Complete the recommendations with the words in the box

| | | | |
|-----------|-----------------|------------|--------|
| feel like | would recommend | try | should |
| | would suggest | should try | |

1. If you...a filling dish, you try the Polish potato pancakes.
2. I can..... the sauteed mushrooms and bamboo with soy sauce.
3. If you like exotic dishes, I the avocado pear with prawns.
4. If you like seafood, you the fresh seafood paella.
5. I you our Waldorf salad.

ACTIVITY 2 Work in pairs. Use the phrases to recommend restaurants.
If you like Italian food, you should try Gino's

| |
|--------------------------------------|
| Past simple (irregular verbs) |
|--------------------------------------|

Look at these sentences and the information below.

Jan *Some customers had tiramisu last night.*

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

Jan *They said it was delicious and they didn't leave any.*

- These verbs are irregular because they never take *-ed* in the past.

- With negative sentences and questions use *did* and an infinitive.

- The past form of the verb *be* is *was* (I, he, she, it) or *were* (you, we, they). The verb *be* does not use *did* for negative sentences and questions.

ACTIVITY 3 Complete the dialogue with the correct form of the past simple

Louis: Oh, how (go) I the dinner yesterday?

Jan: Don't ask! It (be) 2..... a disaster!

Louis: (have) you 3..... problems with the tiramisu?

Jan: No, not exactly. I (have) 4..... two guests instead of one.

Louis: What?

Jan: Rosa (bring) 5..... someone with her!

Louis: No! Who (be) 6..... it?

Jan: Susan, the Head Waiter! There I (be) 7..... all ready for a romantic dinner. I (put) 8..... candles and flowers on the table and (choose) 9..... Spanish music for the perfect atmosphere. And then the bell (ring) 10..... and there (be) 11..... the two of them: Rosa and my boss!

Louis: But what (be) 12..... the tiramisu like?

Jan: I (not / try) 13..... any because I only (make) 14..... enough for two people. But they (say) 15..... it (be) 16..... delicious.

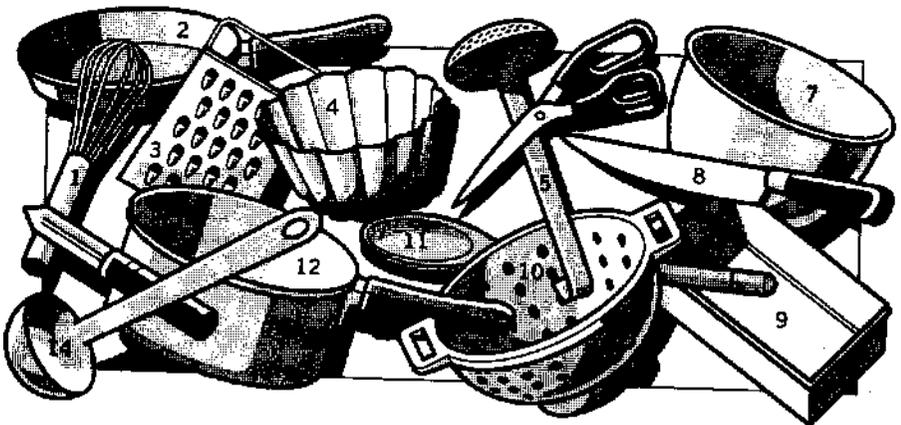
Louis: So, what's the problem? Your dinner (be) 17... a success!

VOCABULARY

Utensils

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

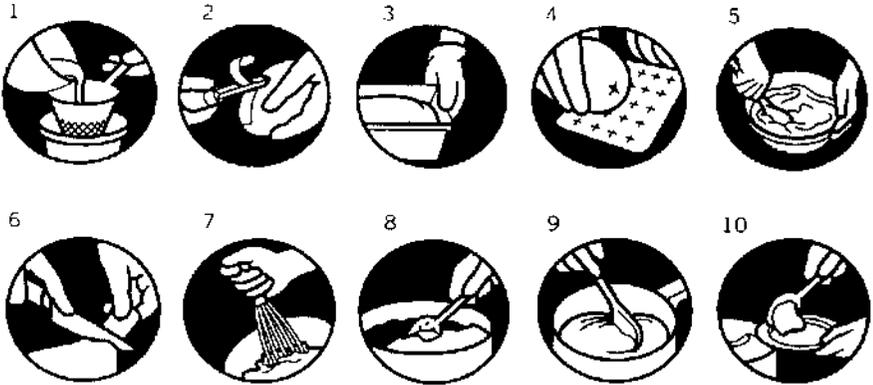
bowl 7 mould wire whisk wooden spoon grater frying pan saucepan
skimmer ladle colander baking tin scissors chef's knife potato peeler



Verbs of preparation

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

stir 9 peel cut strain bake whip grate serve skim mix

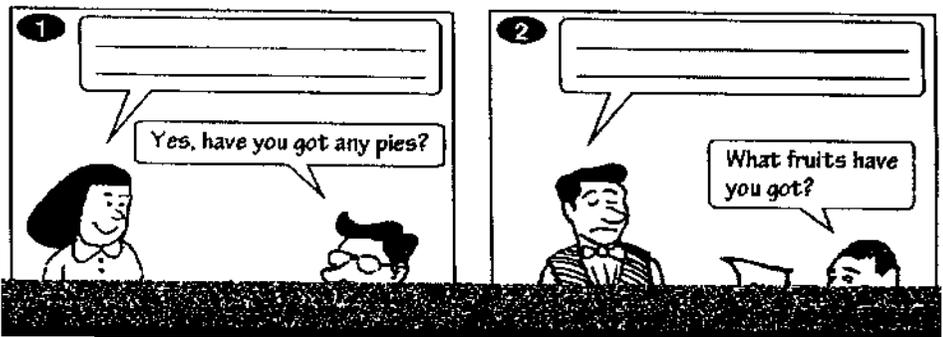


ACTIVITY 2 Now match the verbs of preparation to the utensils.

WRITING

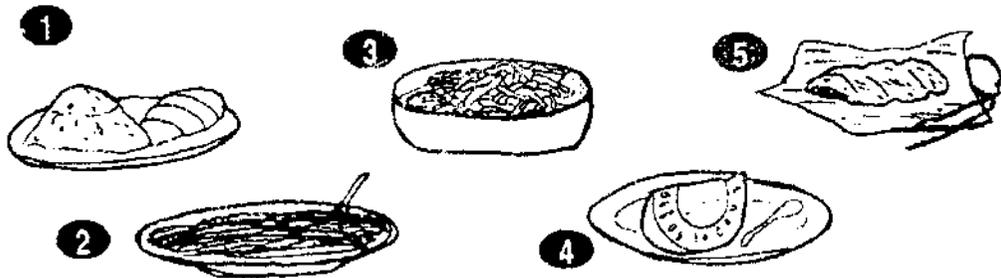
ACTIVITY 1 Would you care for Some Dessert?

Complete the words in the following pictures. Write in the lines of the waiter or waitress. Use the menu in the back of your book (Desserts) or the menu of restaurant to help you.



ACTIVITY 2 An Oriental Sweet Tooth

Check the following pictures of Oriental desserts carefully and describe each dish



1. Mango and Sticky Rice: They are slices of ripe and cooked in / served with
2. Golden Spray or Golden Thread:
3. Soft Noodles in Coconut Milk:
4. Thai Custard in Pumpkin:
5. Glutinous Rice in Banana Leaves:

FOLLOW-UP

ACTIVITY 1 Work in groups

Prepare a dessert recipe and then read it to the rest of the class. The rest of the class take notes. Include the following information.

- ingredients for the recipe
- the necessary utensils
- step-by-step instructions

ACTIVITY 2

1. Work with a partner . Take turns to be A or B. A should say the names of dessert ingredients in your language; B should say the names in English, as quickly as possible. For example:

A: *manlequilla fundida*.

B:- *melted butter*.

A: *creme* 'B: cream.

2. Work with one or more students. Write down the names of three suitable desserts for each of these types of customer:

- (a) diabetic
- (b) on a low-fat diet
- (c) Jewish, having had meat for the main course
- (d) with ulcers
- (e) loves really sweet desserts
- (f) wants something light

3. Role-play in groups. Draw up a menu for the later stages of a meal, or use an existing menu. Practise giving and taking orders for desserts, cheese, coffee and liqueurs. Include customers who ask for explanations or advice.

USEFUL WORDS AND EXPRESSIONS

Types of desserts/sweets

a cake, a mousse, a pudding, a pie (= with pastry on top, Brit.E; with or without pastry on top, Am.E), a tart (= without pastry on top, Brit.E)

Ingredients in desserts

Fruits (*countable*): apples, apricots, cherries, oranges, peaches, pears, plums

Nuts (*countable*): almonds, pistachios, walnuts

(*uncountable*): coconut

Dried fruit (*countable*): currants, raisins, sultanas

(*uncountable*): mixed dried fruit

Other basic ingredients (*countable*): eggs, egg whites, egg yolks

(*uncountable*): butter, chocolate, cream, flour, milk, sugar

Flavorings (*uncountable*):

cinnamon, coffee, chocolate, ginger, nutmeg, rum, vanilla.

Prepared elements (*uncountable*): batter, ice cream, jam, jelly, meringue, choux, pastry, flaky pastry, short pastry

Preparation of ingredients

Chopped nuts, ground almonds, grated nutmeg, shredded coconut, sliced apples, mixed dried fruit, whipped cream, beaten eggs/egg whites, tinned peaches, apples dipped in batter, stewed fruit

Describing desserts/sweets

cold, hot, sweet, rich, fattening, heavy, light; contains (no) sugar/flour

Unit 10

DRINKS

Objectives

- *Mastering*
imperatives, adjectives describing drinks,
tableware for drinks,
cocktail preparation
- *Describing drinks*
Taking orders
- *Showing appropriate manner*

Contents

- *Language functions & skills*
Describing drinks
Taking orders
Asking for guests' wishes
Making suggestions
- *Pronunciation*
Rhythm
- *Language study*
imperatives
- *Vocabulary*
adjectives describing drinks
tableware for drinks
cocktail preparation

SNAPSHOT

ACTIVITY 1 What do people usually drink before and during a restaurant meal?

ACTIVITY 2 Who drinks what?

Do you know which countries the following drinks are from?

1 Mexico

2 Denmark

3 Japan

4 USA

5 France

6 Portugal

7 Jamaica

8 Ireland

9 Italy

10 Russia

LISTENING AND SPEAKING

ACTIVITY 1

1. Read through the bar list on the next page. Then turn on your cassette. Some guests are ordering drinks. Listen to their orders. Then read the answers in your book. Listen to the order again and put a tick (✓) against the right order.

BAR LIST

WHISKY

Scotch Proprietary
Scotch Regular
Irish
Rye
Bourbon
Malt & Deluxe

GIN

Proprietary
Regular

VODKA

Proprietary
Regular
Stolichnaya

RUM

Commodore
Bacardi

COGNAC (1/6 GILL)

Louis Bernard
Martell 3 Star
Remy Martin 3 Star
Remy Martin VSOP

ARMAGNAC (1/6 GILL)

Janncau 1961

LIQUEURS

MIXERS & MINERALS

Baby Mixers
Baby Juices
Coke
Perrier 220 ml
Splits

APERITIFS

Willoughbys Special No. 20 Port
Grahams White Port
Warrex 1975 Vintage Port
Willoughbys Sherries
Tio Pepe
Croft Original
Bristol Cream
Campari
Pernod/Ricard

VERMOUTHS

Dubonnet
Martini/Cinzano

WINE

House per Glass

CHAMPAGNE

House per Glass

GIN, WHISKY, VODKA, RUM ARE
SERVED IN MEASURES OF 1/3 GILL
OR MULTIPLES THEREOF

- The guest wants
 - a Dubonnet.
 - a Martini.
 - a Cinzano.
- The guest wants
 - a proprietary gin.
 - a regular gin anti 'ionic
 - a regular gin and orange.
- The guest wants
 - proprietary vodka.
 - a regular vodka.
 - a Stolichnaya
- The guest wants
 - a rye Whisky
 - a regular scotch
 - a bourbon
- The guest wants
 - an ice cream.
 - a lemonade.
 - a Perrier with ice and lemon.
- The guest wants
 - a Martell 3 Star.
 - a Remy Martin 3 Star
 - a Remy Martin VSOP
- The guest wants
 - a Crow original
 - a Tio P'epe
 - a Bristor Cream.
- The guest wants a glass of
 - a rose wine.
 - red wine.
 - white wine.

ACTIVITY 2 Some guests are ordering drinks. Look at the bar list above, then listen and write down the guests' orders

6.
7.
8.
9.
10.
11.

ACTIVITY 3 Work with a partner. Take turns to be A, a customer, and B, a waiter/waitress who is making suggestions.

A

B

| | | | |
|----------|--|-----------------------|---|
| I'd like | something non-alcoholic. a long cool drink. an aperitif. a liqueur. | Certainly, Sir/Madam. | |
| | a soft drink. some mineral water. | How about | a gin and tonic? a Dubonnet? etc. |

ACTIVITY 4 Work with a partner. Take turns to be A, a customer, and B, a waiter/waitress.

| | | |
|---|------|------------------------------|
| I'd like I think I'll have Can you get me | A | whisky/Scotch gin beer |
| | some | mineral water |

| |
|---|
| A whisky (etc.), Sir/Madam? |
| (i) Single or double? ... or ...? |
| (ii) Would you like some tonic/soda (etc.) with that? |

ACTIVITY 5 Group-work

One student is the waiter, the others are guests. Practise ordering drinks from the menu you've designed

ACTIVITY 6 Work in groups

Your teacher will give you some playing cards and a set of questions. Each group takes a card and answers the appropriate question. If they give a correct answer they keep the card. If not, the other group tries to win the card. Add up the numbers on the cards and the group with the most points wins.

READING

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

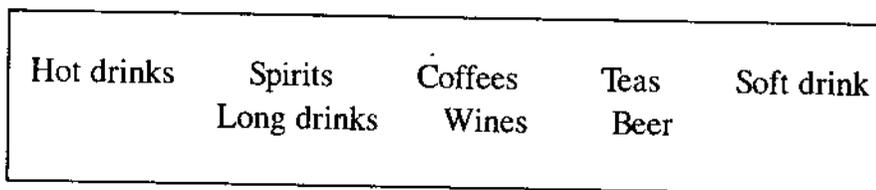
Many people do not know the names of specific wines. However, it's useful to remember the following: Bordeaux wines are dry and delightful with almost any food. They are not too heavy, not light, and usually not too expensive. Red Burgundy wines are rich, heavy wines which are perfect for steaks, roasts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

1. Complete the Casablanca drinks menu with the words in the box



Hot drinks Spirits Teas Soft drinks Beers
Coffees Long drinks Wines

DRINKS MENU

- Cola
- Lemonade
- Mineral water
- Fruit juices

2. Hot drinks

- Espresso
- Cappuccino
- Irish coffee

- Tea with lemon
- Camomile tea

- Lager
- Bitter

- House red
- House white
- Rosé
- Champagne

- Brandy
- Cognac
- Whisky

- Gin and tonic
- Cuba Libre
- Vodka and lemon



2. Work in groups. How many drinks can you add to the menu?

PRONUNCIATION

Rhythm

Say these pairs of sentences out loud with the marked pauses. Which sound better? Listen and say which option you hear.

1. a) First / mix the mint leaves.
b) First mix the mint / leaves.
2. a) I really like it what/ is it?
b) I really like it/what is it?
3. a) Relax / and let me prepare you a drink.
b) Relax and let me prepare / you a drink.
4. a) I'm afraid / it's not Spanish it's Cuban.
b) I'm afraid it's not Spanish / it's Cuban.
5. a) Then add the / ice.
b) Then / add the ice.
6. a) Finally / stir and garnish with lime zest.
b) Finally stir and garnish /with lime zest.

LANGUAGE STUDY

| |
|-------------|
| Imperatives |
|-------------|

Look at these sentences and answer the questions.

- a) *Then add grenadine and a splash of soda water.*
- b) *Don't worry, you can have the recipe.*
- c) *You mix pineapple, orange and grapefruit juice.*

- Which sentences are positive and which negative?
- Which sentences give instructions?
- Which sentences describe a process?
- Which sentence uses an imperative?

Imperatives do not have a subject before the verb and are used to give.

ACTIVITY Use the following information to give instructions.

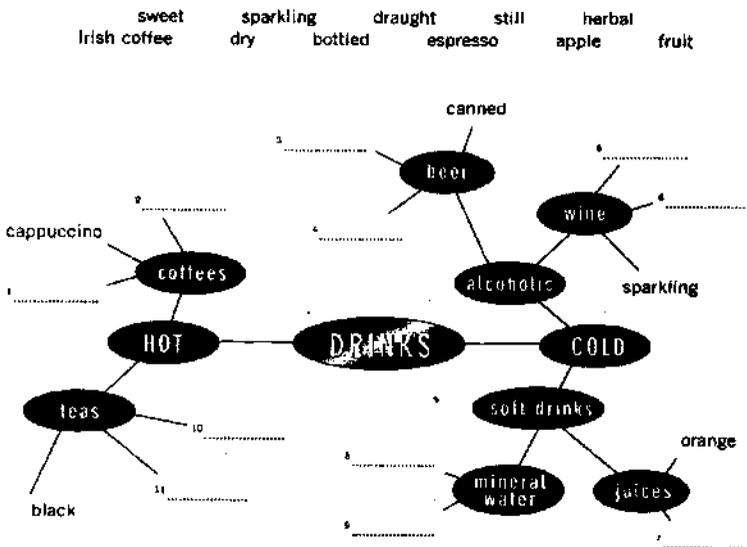
- 1) to / list take / the / table / wine / the
.....
- 2) the / my / don't take / bag / cloakroom / to
.....
- 3) some / bread / table / serve / to / two / more
.....
- 4) number / guests / eight/ table / don't show / the / to
.....
- 5) for / cocktail / Mr. Smith / a / prepare
.....
- 6) the / fridge / in / don't put/ milk / the
.....

Who would normally say these sentences? Practise saying them.

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.

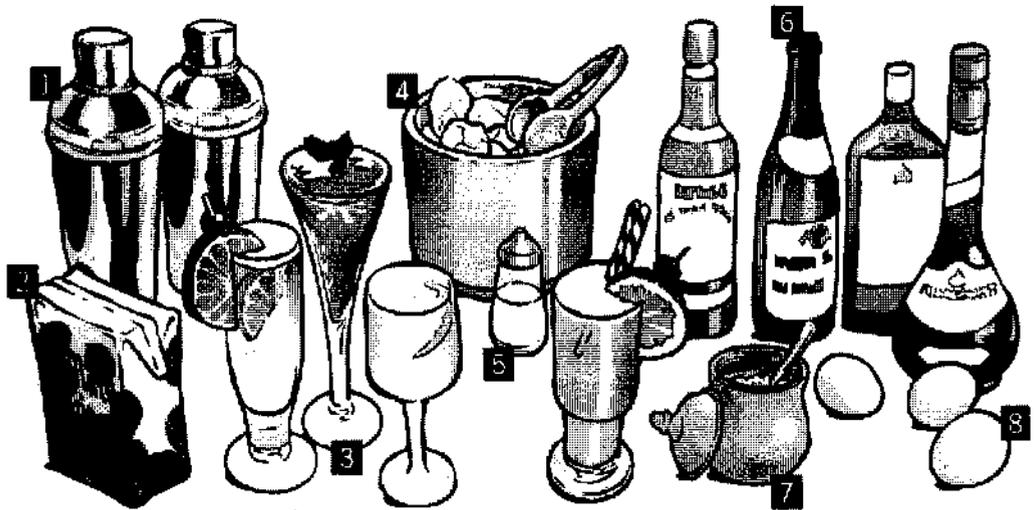
A: Is it an alcoholic drink?

B: No, it isn't.

Behind the bar

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

eggs sugar salt glasses tomato juice bottles cocktail shakers ice



Which can be counted? Mark them as countable (C) or uncountable(U)

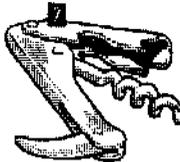
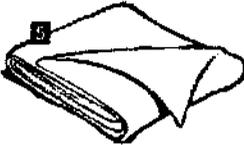
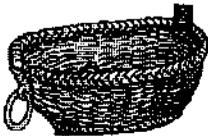
Tableware for drink

ACTIVITY 4 Match the words to the pictures



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 | |

Work in groups. One student acts one of the verbs of preparation. The other students say which verb it is.

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

| <i>Bartender</i> | <i>Guest</i> |
|-------------------------------|-----------------------------------|
| <i>Offer to serve a drink</i> | <i>Ask for commendation</i> |
| <i>Recommend a cocktail</i> | <i>Ask about ingredients</i> |
| <i>Explain how it is made</i> | <i>Say what you want to order</i> |

WRITING

ACTIVITY 1 Look at the instructions for making a Bloody Mary. Underline the words which are used to put the instructions in a clear order

INGREDIENTS

3 tbsp vodka, 20 cl tomato juice, a dash of lemon juice, 2 or 3 drops of Worcestershire sauce, 2 or 3 drops Tabasco, pepper, salt, celery salt, celery stick

PREPARATION

First, put ice in a tall glass. Then add the Worcestershire sauce, the Tabasco, pepper, salt and celery salt. Next, fill the glass with the vodka and the tomato juice. Finally, stir and garnish with the celery stick.

Now use the words to complete the instructions for a Gin Fizz

INGREDIENTS

3 tbsp gin, 1 tsp of sugar, the juice of half a lemon, a splash of soda, maraschino cherry, ice

PREPARATION

-(1) put ice in a tall glass.
-(2) add the gin and the sugar.
-(3) mix it with the juice of half a lemon and the soda.
-(4) serve it with a maraschino cherry.

ACTIVITY 2 Complete the following dialogue.

It is lunch time and a diner has just taken a seat at Junior's Kitchen.

Greet diner:

Diner: Good afternoon. Could I have a menu, please? I'm pretty hungry.

Give menu:

Take order for drinks:

Diner: Have you got any American beers?

No:

Local beers:

Diner: I'll have a small Carlsberg, please.

Repeat order:

DINING WITH WINE

The following diners at Junior's Kitchen have ordered their entrees and they may like some wine with their meals. Can you take their orders for wine and complete the following dialogues?

Dialogue 1

THE GENTLEMAN WITH THE ROAST BEEF

Offer wine list:

Diner: Yes, please.

Give wine list:

Diner: Thank you. (*Diner looks at wine list*). What would you recommend?

Recommend wine:

Diner: Do you have small bottles?

Yes:

Diner: I'll have a small bottle of St. Emilion.

Repeat order:

FOLLOW-UP

ACTIVITY 1 Make situational dialogs

Situation A. Mr. and Mrs. Smith come to have dinner in your restaurant. They'd like to try some Chinese wine.

Situation B. A party of four come to have supper in your restaurant. They would like to try some French wines with their meal.

ACTIVITY 1 Pair-work

Write down the names of sixteen alcoholic and non-alcoholic drinks, each on a separate slip of paper. Put the slips of paper in a box or large envelope. Take turns to be A (waiter/waitress) and B (a customer). B should pull out four slips, and prepare to order the four drinks, giving student A all the necessary information.

For example:

Can you get us one double Scotch on the rocks, a soda with ice, a small medium dry sherry and a tomato juice with ice?

Student A should repeat the order and write it down, then check with B that he or she has written it down correctly.

ACTIVITY 2

1. Work in the same way, but this time

B should give some incomplete orders; for example: *Can you get us a Scotch?*

Student A should ask for further information, for example: *A Scotch? Certainly, Sir. A single or double? Would you like it on the rocks? etc.*

2. Work in groups. Create your own cocktail. Tell the class its name and what is in it.

Dialogue 2

THE BUSINESSMAN WITH THE BORIDE FISH

Offer wine list:

Diner: Yes, please. (Diner looks at wine list.) Have you got small bottles of white wine?

Out of small bottles:

House wine small carafes:

Diner: What wine have you got in small carafes?

White Chablis:

Diner: That sound like a good choice. Bring me a small carafe

Repeat order:

USEFUL WORDS AND EXPRESSIONS

General categories of drinks

Spirits aperitifs, liqueurs, mineral water

non-alcoholic/soft drinks,

mixes

Spirits

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

Aperitifs

Campari, Dubonnet, sherry

Liqueurs

Benedictine, Cointreau, creme 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 you, Sir/Madam?

Would you like, Sir/Madam?

Unit 11

BANQUETING

Objectives

- *Mastering*
going to+ verb
Facilities for Banquet
- *Serving banquets: explaining conference's charges*
Asking about wishes; making suggestions
- *Showing appropriate manner*

Contents

- *Language functions & skills*
Explaining banqueting and conference's charges
Asking about guests' wishes and intentions
Making suggestions
- *Pronunciation*
Pronunciation "of" "a"
- *Language study*
Describing room for banquet
going to+ verb
- *Vocabulary*
Facilities for Banquet

SNAPSHOT

ACTIVITY 1 Many restaurants have banqueting facilities: they can arrange meals in a special dining room for functions such as weddings, company dinners, or press conferences. What kinds of private and public functions are usual in restaurants in your area? List them.

For example

| Private | Public |
|-------------------------|--------------------------|
| <i>Weddings</i> | <i>Company dinners</i> |
| <i>Birthday parties</i> | <i>Press conferences</i> |
| <i>Dinner dances</i> | <i>Fashion shows</i> |

For which of these functions is table service usual, and for which of them is buffet service usual? (For some functions, of course, both kinds of service may be appropriate.)

ACTIVITY 2 When a banqueting manager begins discussing arrangements with a customer, he or she needs to obtain the information which is listed below. Do you remember how to ask these kinds of questions politely? Write down the questions you would ask.

Date: For what day w - - - - that be?

Time: W - - - - rh - - b - for lunch Qr d - - - -?

Type of Function: Wh - - s - - - of function - - it?

Number of people: How - - - - people - - - - there - - ?

Price per head: How - - - - per head - - - - you - - - to spend?

Wines: included or charged: W - - - - that in - - - - - wines, or w - - - - they be ex - - -?

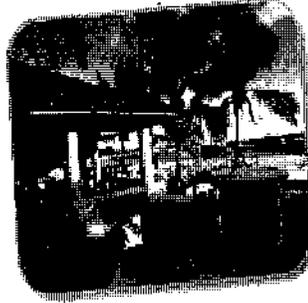
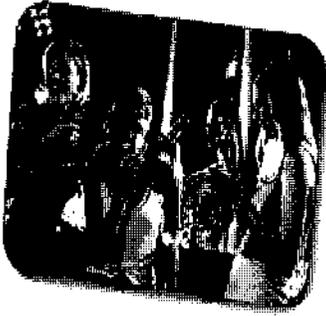
LISTENING AND SPEAKING

ACTIVITY 1

Look at the pictures below and work in four groups.

Group 1: You are a group of friends who want to celebrate a birthday at a bar. Think about how you want to celebrate it (drinks, music, atmosphere).

Groups 2-4: You each work in one of the bars below. Think about what you are going to offer the guests and what makes your bar better than the other two.



When you are ready, the three bars each present their ideas to the guests. The guests then decide which bar is best for their birthday party.

ACTIVITY 2 Acts out the conversation

Talking about Banquet Menu

(Scene: Mr. Richard reserved tables for 40 people on the 2nd of February in Rose Restaurant. Later the captain sent him a confirmation letter with two menus for him to choose. Now Mr. Richard is discussing the details with the captain on the phone.)

G: Thank you very much for the two menus you sent me. Both are good, but I think the second one is better.

C: Very good, Mr. Richard. The second menu.

G: But I'd like to have a chicken dish and a seafood dish instead of the duck and the sea cucumber on the menu. Could you please arrange it for me?

C: With pleasure, Mr. Richard, Let's see. How about Braised prawns with tomato sauce and Crisp fried chicken, sir? They are very delicious.

G: I'll listen to you.

C: Now, what time would you like to have the dinner party?

G: About 7:30. Is it all right?

C: That will be fine, Mr. Richard.

G: Well, shall I pay in advance for it?

C: Oh, I don't think it is necessary, sir. If you have any question, please feel free to contact us.

G: I will.

C: We look forward to seeing your party on the 2nd February, Mr. Richard.
Good-bye.

ACTIVITY 3 Work with a partner. For Student A's part, see below. You are discussing the details of some banqueting arrangements.

Student A

(a) You are a banqueting manager, and Student B is John or Jane Long, the Sales Manager of International Hire-a-Car Inc. Ask these questions and note B's answers.

1. What sort of service would you like?
2. What sort of table plan would you like?
3. Would you like place cards?
4. What about music?
5. What sort of table decoration would you like?
6. What sort of design would you like for the menus?
7. Would you like a photographer?
8. Do you have any special wishes as regards food?
9. How will you be paying?

(b) You are John or Janet King, the Marketing Manager of Far Eastern Travel Ltd and you are discussing details for a sales conference banquet with B, a banqueting manager. Answer B's questions. This is what you want:

1. Buffet service.
2. A three-piece band and a cabaret.
3. Yellow and white flowers; decoration of small elephants or tigers on the buffet table.
4. Very attractive menu booklets, also decorated with elephants or tigers.
5. A photographer.

6. There will be three Muslim and five Hindu participants requiring special dishes.
7. The bill should be sent to the Financial Controller of Far Eastern Travel Ltd.

For Student B 's part, see below

(a) You are John/Jane Long, the Sales Manager of International Hire-a-Car Inc., and you are discussing details about a dinner dance for company executives with A, a banqueting manager. Answer A's questions.

This is what you want:

1. Table service
2. Small individual tables *for 4*
3. No place cards
4. A small band and dancing
5. Red, white and blue flowers
6. Menu cards decorated with an antique car
7. A photographer
8. The bill should be sent to you

(b) You are a banqueting manager, and student A is John/Janet King, Marketing Manager of Far Eastern Travel Ltd. Ask these questions, and note A's answers.

1. What sort of service would you like?
2. What about music?
3. What sort of table decorations would you like?
4. What sort of design would you like for the menus?
5. Would you like a photographer?
6. Do you have any special wishes as regards food?
7. How will you be paying?

READING

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

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

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

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

ACTIVITY 2 Jan is preparing a wedding banquet at the Casablanca. Susan calls him to check the preparations. Read and say whether the sentences are true or false.

1. The tables are in banqueting style.
2. Jan is going to use a pink tablecloth.
3. Jan is going to set out 100 plates.
4. Susan tells Jan to use the Venetian crystal.
5. The Venetian champagne glasses go with the Limoges plates.

Jan - I'm going to arrive late today. Please start getting the Bergman Lounge ready:

- number of guests: 25
- table arrangements: U-shape
- tablecloth: linen (pink). Check with laundry.
- dinner plates, soup plates, side plates and dessert plates (Limoges)
- glasses: water, red and white wine
- crystal champagne glasses - check the Venetian glasses are OK
- fish and meat cutlery, and soup spoons

Jan: Hello, Casablanca Restaurant.

Susan: Jan, it's Susan. How's it going? Is everything ready for the banquet?

Jan: Well, the tables are ready, in a U-shape, and now I'm going to lay them.

Susan: Great. What tablecloth are you going to use?

Jan: I got the pink linen from the laundry, and the napkins.

Susan: Good. And do we have enough plates?

Jan: Yes, I'm going to use the Limoges plates: twenty-five dinner, twenty-five side plates and twenty-five dessert plates and twenty-five soup plates.

Susan: Fine. What glasses are you going to use? The Venetian?

Jan: No, I'm not going to use the Venetian ones- we've only got twenty of them.

Susan: Which ones are you going to use then? The Bohemian?

Jan: That's right. They go with the Limoges plates perfectly.

Susan: Excellent Jan! You seem to have everything under control. Well done.

PRONUNCIATION

Listen to the pronunciation of *a* and of *in* these sentences. Then practise saying the sentences.

Could I have a glass of wine, please?

Would you like a cup of coffee?

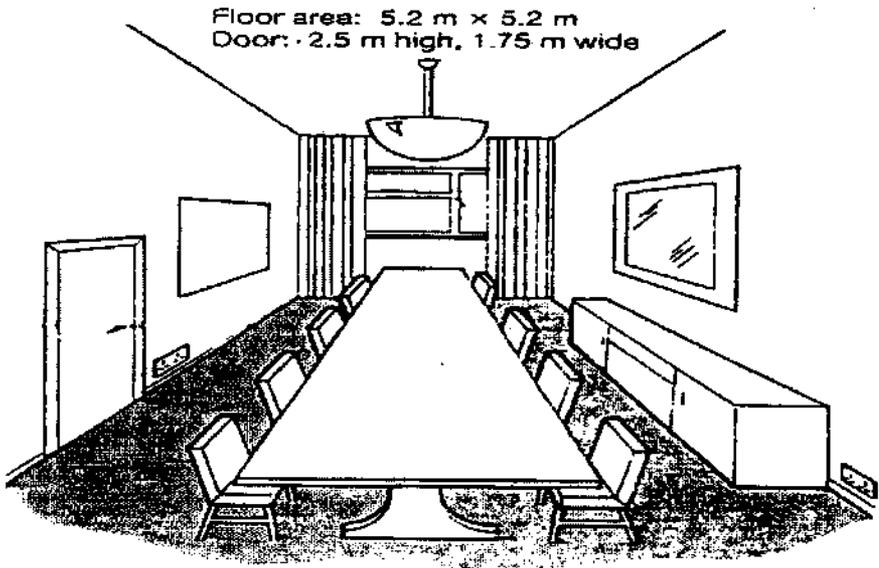
1. Could I have a glass of wine, please?
2. Would you like a cup of coffee?
3. There's a round table near the piano.
4. The bartender makes a special cocktail for me.
5. Is there a toilet here, please?
6. Is there a customer in the bar?
7. Would you like an aperitif, madam?
8. I'll have a pint of lager, please.

LANGUAGE STUDY

Describing a room for banquet

| Possible questions about a room | Information about a room |
|--|--|
| <p>What size is the room? How big/large is the room?</p> | <p>The room is approximately 5 metres square/25 square metres. It measures approximately 5 metres by 5 metres.</p> |
| <p>How high is the door? What is the height of the door?</p> | <p>The door is $2\frac{1}{2}$ m high.</p> |
| <p>How wide is the door? What is the width of the door?</p> | <p>It is $1\frac{3}{4}$ m wide.</p> |
| <p>What sort of floor has the room got?</p> | <p>The room is carpeted. The room has a wooden/tiled/etc. floor.</p> |
| <p>How is it furnished? What furniture does it contain?</p> | <p>It is furnished with chairs and one large table.</p> |
| <p>How is it equipped? What equipment does it contain?</p> | <p>It is equipped with a blackboard and two electric points. It can also be equipped with microphones, a video recorder etc.</p> |
| <p>What do you charge for microphones? How much would the video recorder be?</p> | <p>There would be no charge for microphones. The charge for the video recorder would be £10.00 per day.</p> |

ACTIVITY 1 Describe the room in the picture below



ACTIVITY 2 Work with a partner. Take turns to be A or B. B should think of a room in your college or establishment. A should ask B some of the questions in column 1 above, and try to guess what room B is thinking of. A can ask the questions in any order.

Going to + verb

Look at these sentences and answer the questions.

I'm going to use the Limoges plates.

I'm not going to use the Venetian glasses.

Which glasses are you going to use?

- Do these sentences refer to the past, present or future?
- Which two words can you find in all three sentences?

Look for examples of negative sentences and questions in the dialogue

How do we form negative sentences and questions with *going to* + verb?

Going to + verb is used to talk about future plans and predictions.

I'm going to visit my family next week.

We're not going to have enough champagne glasses for all the guests.

ACTIVITY 3 Look at the pictures and make sentences saying what these people are going to do



1) Olga / go shopping

Olga is going to go shopping.

2) Paulo and Bianca / have a romantic dinner

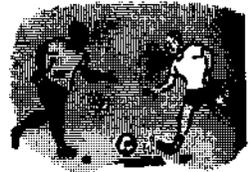
.....

3) Maria / see a movie

.....

4) Thomas and Alfonso / play football

.....



1) Olga / go shopping

.....

2) Paulo and Bianca / have a romantic dinner

.....

3) Maria / see a movie

.....

4) Thomas and Alfonso / play football

.....

ACTIVITY 4 Work in groups. Find out the other students' plans for the weekend. When you finish, report them to the rest of the class.

For example:

A .What are you going to do at the weekend, Antonio?

B. I'm going to play football.

VOCABULARY

Banqueting facilities

ACTIVITY 1 A restaurant may provide these things for its banqueting customers. Look at the pictures and fill in the crossword from the clues.



1.



3.



5.



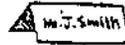
7.



2.



4.



6.



8.

Clues:

1. A

2. A

3.

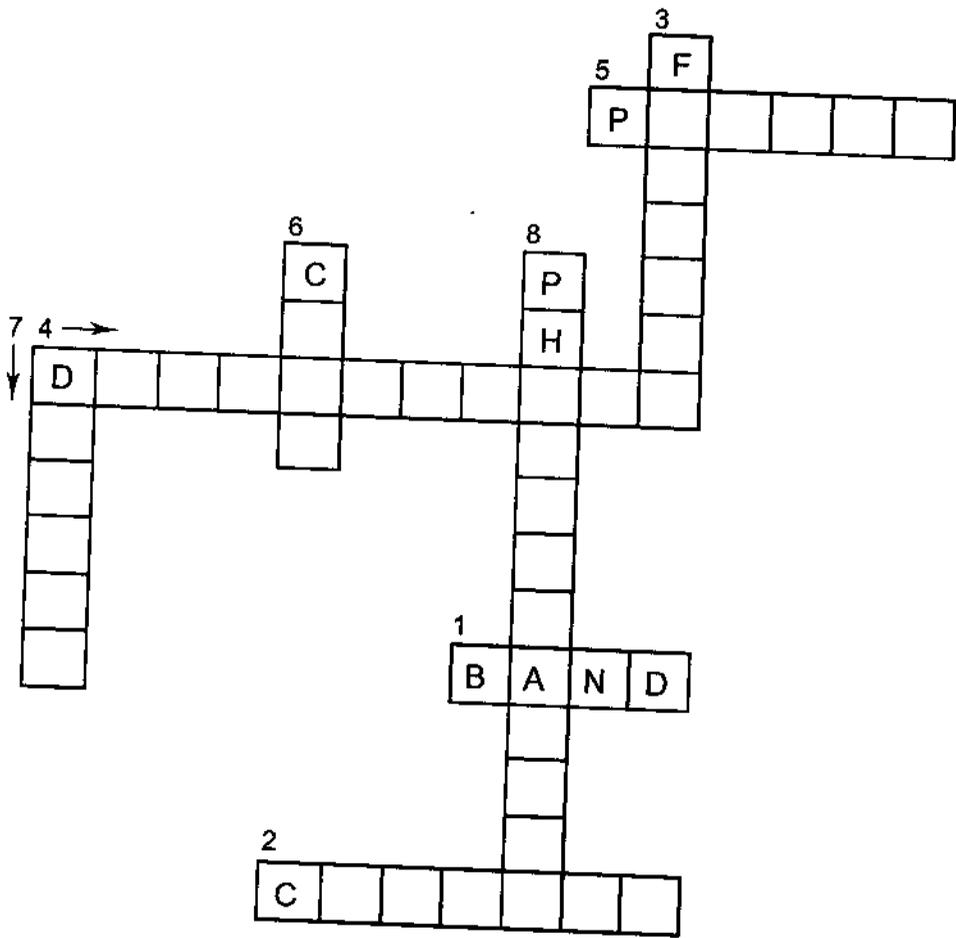
4. Special table

5.

6. Place

7. a special menu

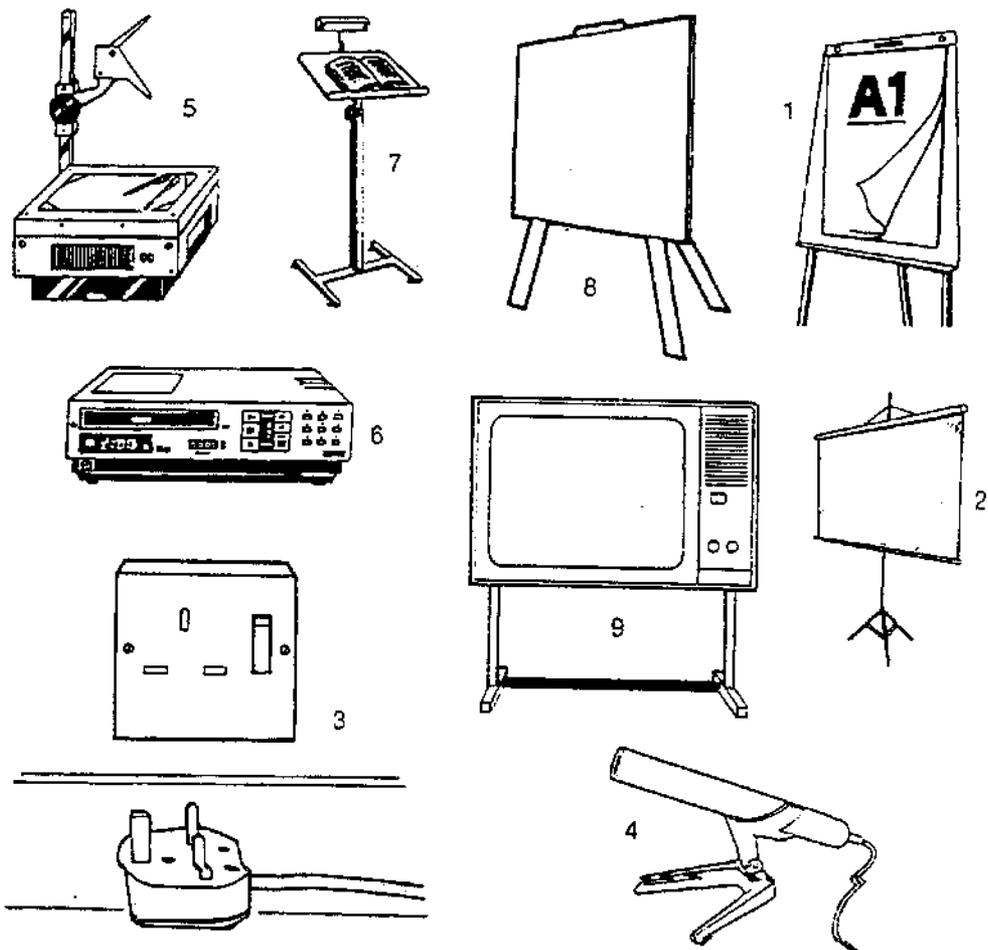
8. A



ACTIVITY 2 Match up the names with the pictures. Put the number in the box.

For example:

- Blackboard and easel
- Film screen
- Lectern
- Overhead projector
- Flip chart and stand
- Television
- Video recorder
- Electric point



WRITING

ACTIVITY 1 Below is the letter from the Forest Hotel Banqueting Manager to Mr. Richardson. Put in the missing words:

| | |
|---------------|-------------|
| approximately | includes |
| charged | information |
| confirm | reception |
| enclose | success |
| forward | telephone |



Mr James Richardson
International Consultants Ltd
130 Gloucester Avenue
London NW1 7EG

4 January 1989

Dear Mr Richardson,

Thank you for your *telephone* call of 3 January. I would like to _____
the reservation of our Fountain Room for your _____ on Wednesday, 1st
February for _____ twenty guests.

I _____ our Banqueting Information Pack, which _____ our menus and
wine lists. Drinks would be _____ extra at our standard prices.

Please let me know if you would like any further _____.

I look _____ to hearing from you. We will naturally do our best to
make your reception a _____.

Yours sincerely,

Tessa Williams

Tessa Williams
Banqueting Manager

ACTIVITY 2 Write a letter confirming the arrangements that you made as a banqueting manager

Begin:

Dear Mr./Ms./Mrs./Miss

I am writing to confirm the details we agreed for your (*junction*) on (*date*),
as follows:

(Give the details)

We look forward to making your *(junction)* a successful and enjoyable event.

Yours sincerely,

(Your name) Banqueting Manager

FOLLOW-UP

ACTIVITY 1 Make situational dialogues

Situation A: Mr. Smith, the manager of the Northeast Travel Agency, calls Rose Restaurant. He wants to hold a 200 people dinner party in the restaurant. You answer the call.

Situation B: Mrs. Johnson comes into the restaurant. She wants to have a birthday party in it. She has invited 40 people.

ACTIVITY 2 Discussion

Work with one or several other students. Take turns to be banqueting staff or customers, discussing the arrangements for a banqueting function.

- (a) Decide what the function is (for example, a dinner dance for the staff of a local airline).
- (b) The banqueting staff should obtain basic information from the customer,
- (c) In pairs or as a group, write the letter of confirmation regarding this information.
- (d) Then together plan some of the details. Ask and answer questions and make suggestions. For example:
How *about a cabaret?*
How about arranging the tables in a circle?
- (e) In pairs or as a group, write the letter of confirmation regarding these details.

USEFUL WORDS AND EXPRESSIONS

Banqueting events

a function; a reception, a wedding, a birthday party, a dinner dance, a company dinner, a press conference, a fashion show

Types of service

table service, buffet service, self-service

Detailed arrangements

the type of function, the table plan, a band, a cabaret, table decorations, place cards, a special menu design, a photographer

Equipment

a flip chart and stand, a blackboard (and easel), a film screen, an electric point (Am.E = outlet), a microphone, an overhead projector, a television (set), a video recorder, a lectern

Describing a room

It is furnished with tables and chairs,

It is equipped with a blackboard and electric points (Am.E It is carpeted. It has a wooden/tiled/etc. floor.

Explaining charges

[20 per head/per person.

That would include wines.

Drinks would be (charged) extra.

There would be no charge for microphones.

Polite questions

Would you like place cards?

What sort of table plan would you like?

What about music? (= Would you like any music?) How will you be paying?

Do you have any special wishes as regards food?

Suggestions

How about a band?

How about arranging the tables in a circle?

Semi-formal letters (To a person whose name one knows):

Dear Mr. /Ms King

I would like to confirm/This is to confirm...

I enclose some information about...

The pack includes...

Please let me/us know if you would like any further information. I/We look forward to hearing from you.

Yours sincerely, (Am.E = Yours (very) truly)

Unit 12

BREAKFAST

Objectives

- *Mastering*
 - Items in a breakfast menu
 - Traditional UK and continental breakfasts
- *Describing, taking orders for breakfasts*
 - Asking about customers' wishes
- *Showing appropriate manner*

Contents

- *Language functions & skills*
 - Describing different breakfasts
 - Taking orders for breakfasts
 - Asking about customers' wishes
- *Pronunciation*
 - Sentence stress
- *Language study*
 - Would in various questions
- *Vocabulary*
 - Items in a breakfast menu
 - Traditional UK and continental breakfasts

SNAPSHOT

ACTIVITY 1 The man likes to start the day with a real big meal.
Can you find the 9 things that he usually has for breakfast in the following letter puzzle?

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Q | Z | P | L | S | H | R | I | T | U | A | S | T |
| K | F | V | B | M | L | Q | W | S | E | D | C | R |
| L | O | B | S | A | U | S | A | G | E | S | R | U |
| K | C | M | J | H | B | N | V | P | F | R | A | E |
| E | O | R | A | N | G | E | J | U | I | C | E | F |
| S | F | G | A | S | T | H | R | A | S | O | B | L |
| N | F | I | T | B | U | T | T | E | R | S | A | J |
| A | E | P | D | Z | I | P | W | N | L | Q | H | A |
| K | E | A | W | S | H | E | T | E | U | E | O | M |
| M | A | B | K | E | M | I | L | K | T | G | D | I |
| F | M | S | I | S | Y | S | P | R | A | G | O | L |
| C | E | R | E | A | L | S | E | L | D | S | G | A |
| J | C | O | E | H | F | X | G | F | C | J | S | T |



Use the breakfast menu of Pacha's Coffee House to help you



Pacha's Coffee House Breakfast Menu

Continental Breakfast
Fruit juice or fresh fruit
Toast or bread roll
Butter, choice of preserves
Coffee or tea

American Breakfast
Fruit juice

Cereals or eggs any style¹
Toast, butter, jam
Coffee or tea

Thai Breakfast

Rice soup¹
Eggs any style¹
Fried fish or fried pork
Pickled cabbage
Choice of beverage

Fresh Fruit Juices

Orange juice, lemon juice,
pineapple juice, grape juice,
grapefruit juice, melon juice,
mango juice, tomato juice

Fresh Fruits

Fruits in season
Mixed fruit salad

Cereals

Oatmeal porridge, rice Krispies,
wheat blk, cornflakes, muesli

Breads & Bakery Items

Toast, butter, jam or honey
Pancakes with honey or syrup
Waffle with cream or maple syrup
French toast

Bread rolls, doughnuts, muffins,
buns, croissants, raisin bread,
whole wheat bread

Preserves: jam,² marmalade,²
maple syrup, honey

Egg dishes

Fried eggs, sunny-side-up,
Fried eggs, over-easy
Fried eggs with bacon, ham or
sausages

Plain omelette

Cheese or ham omelette

Tomato or mushroom omelette
Scrambled eggs
Poached eggs
Boiled eggs

Beverages

Hot or cold tea, coffee,
chocolate, milk

LISTENING AND SPEAKING

ACTIVITY 1

I. Listen and fill in the blank with the correct word

American Breakfast

Waiter: Good morning, madam. Here is your Could you call a waiter when you are to order?

W: May I take your order now?

Guest: Yes. I'd like an breakfast.

W: An American Breakfast. Certainly, madam. Which kind of juice would you prefer, or grape?

G: Grape juice, please.

W: How would you like your eggs?

G: I'd like them fried.

W: How would you like us to your eggs?

G: Over-easy.

W: We serve ham or bacon with your eggs. Which would you prefer?

G: Bacon and make it very, please.

W: Would you prefer toast or rolls?

G: Toast, please.

W: And tea or coffee?

G:, please.

W: Now or later?

G: Now, please.

W: Certainly, madam. An American breakfast with grape juice, fried eggs over-easy, very crisp bacon, and coffee. Will there be anything else?

G: No, that's all.

W: Just a moment, please.

W: Thank you for waiting, madam. Please....your breakfast.

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

Column 1

Column 2

| | |
|---|--|
| 1. How many minutes | a. shall we boil your eggs? |
| 2. Would you like | b. your eggs sunny-side up? |
| 3. You may use this voucher | c. for an American breakfast. |
| 4. I'm afraid that your order of eggs is not covered by this voucher. | d. Could you pay for them separately, please? |
| 5. I'm afraid all our English newspapers are being read now | e. I'll bring an English newspaper immediately. g. We will bring you one when one is available. |

3. Listen and check your answer

ACTIVITY 2 Read through the breakfast menu below. Then turn on your cassette. Some guests are ordering breakfast. Listen to their orders. Then read the answers in your book. Listen to the order again and put a tick (✓) against the right order.

AMERICAN BREAKFAST

Fruit juice.....*Tomato, orange or grapefruit*
Two fresh eggs, any style.....*Fried, poached, boiled or scrambled*
.....*with bacon, ham or sausage*
Croissant, toast or Danish pastry
Coffee or tea

CONTINENTAL BREAKFAST

Fruit juice.....*Tomato, orange or grapefruit*
Croissant, toast or Danish pastry
Coffee or tea

HEALTHY BREAKFAST

Fruit juice.....*Tomato, orange or grapefruit*
Oatmeal or Yoghurt
Vegetable salad
Toasted wheatgerm bread
Coffee, caffeine free coffee or tea

BEVERAGES

Fresh juice.....*Orange or grapefruit*
Fruit juice.....*Tomato, orange or grapefruit*
Coffee, tea
Milk, yoghurt
Hot chocolate

EGGS AND OMELETTES

Two fresh eggs, any style.....*Fried, boiled, scrambled or poached*
Omelettes.....*Bacon, tomato, plain, cheese, mushroom or ham*

- | | |
|-------------------------------|----------------------------|
| 1. The guest wants | 5. The guest wants |
| a. the American breakfast. | a. fried eggs. |
| b. the Continental breakfast. | b. scrambled eggs. |
| c. the Healthy breakfast | c. poached eggs. |
| 2. The guest wants | 6. The guest wants |
| a. scrambled eggs with ham. | a. fried eggs and ham. |
| b. poached eggs with ham. | b. poached eggs and bacon. |
| c. scrambled eggs with bacon. | c. fried eggs and bacon. |

| | |
|--|--|
| <p>3. The guest wants</p> <p>a. orange juice, oatmeal and tea.</p> <p>b. tomato juice, yoghurt and tea.</p> <p>c. orange juice, yoghurt and tea.</p> <p>4 The guest wants</p> <p>a. a mushroom omelette.</p> <p>b. a ham omelette.</p> <p>c. a cheese omelette</p> | <p>7. The guest wants</p> <p>a. tomato juice, oatmeal and tea</p> <p>b. a Danish pastry.</p> <p>c. tomato <i>juice</i>, oatmeal and caffeine free coffee</p> <p>8. The guest wants</p> <p>a. tomato juice, oatmeal and tea.</p> <p>b. tomato juice, oatmeal and coffee.</p> <p>c. tomato <i>juice</i>, oatmeal and caffeine free coffee.</p> |
|--|--|

ACTIVITY 3 Use the menu above, or a local breakfast menu, or create your own menu. In pairs, take turns to be customers or waiters/waitresses; give and take orders

READING

ACTIVITY 1 Look at the breakfast menu below and answer some questions

Good Morning!

BREAKFAST AT THE MAY FAIR
SERVED FROM 6.00 am UNTIL 12 NOON

The May Fair

A choice of freshly squeezed orange or grapefruit juice, fresh berries and cream, followed by scrambled eggs on toast with smoked salmon. Rolls croissants or Danish pastries, marmalade, preserves and hone. A choice of tea, coffee, coffee Hag, hot chocolate or milk. All the above complemented by half a bottle of Champagne.

The English

A choice of freshly squeezed orange or grapefruit juice. Porridge, cereals, half grapefruit melon, fresh fruit salad, yogurt or stewed prune, your choice of two fresh eggs, any style with bacon or ham, sausage and tomato. Rolls, croissants or Danish pastry, marmalade, preserves and honey. A choice of tea, coffee. coffee Hag, hot chocolate or milk.

£9.70

The Continental

A choice of freshly squeezed orange or grapefruit juice, rolls, croissants or Danish pastries, marmalade, preserves and hone. A choice of tea, coffee Hag, coffee, hot chocolate or milk.

£7.50

The Health Breakfast (calories approx. 225)

Freshly squeezed orange juice, half grapefruit, poached egg with tomato or boiled egg, slices of whole meal bread, tea, coffee.

£8.50

For your convenience, place your order on the preceding evening; please use the door knob menu provided or call Room Service.

1. What time does it open?

.....

2. What time does it close?

.....

3. What is included in a continental breakfast?

.....

4. How much is health breakfast?

.....

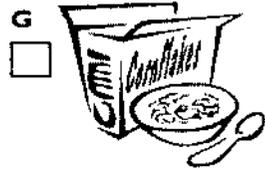
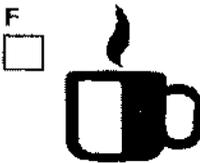
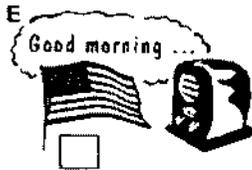
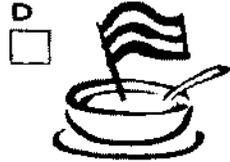
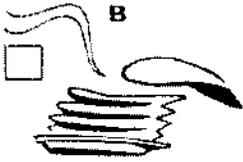
ACTIVITY 2 Read the following passage and say whether these statements are true (T) or false (F)

Doctors advise people to eat a good, well-balanced breakfast, especially if they work. The "continental breakfast" is a light breakfast. French people usually have rolls and coffee. Many other people prefer sweet rolls. English people eat hearty breakfast. They usually prefer tea with milk and sugar to coffee. Russians like lemon in their tea. The Chinese drink green tea. Americans often have ham or bacon and eggs and coffee. Nowadays most people order some kind of fruit with breakfast.

1. The "continental breakfast" is a heavy breakfast
2. American usually have rolls and coffee.
3. English people eat hearty breakfast
4. Russians don't like lemon in their tea
5. Most people order some kind of fruit with breakfast.

ACTIVITY 3 Match the following phrases with the right picture

1. Here you are.
2. With hot or cold milk?
3. How would you like your eggs?
4. Fried eggs, sunny-side-up.
5. Black or white?
6. How about some Thai style rice porridge?
7. With jam or honey?
8. You have a choice of fresh fruit juice and cereal or eggs.
9. I'm afraid we haven't got any sausages today.
10. It's a popular energy drink.



LANGUAGE STUDY

Would in various questions

ACTIVITY 1 Look at these pictures and read the sentences Then match the pictures with the correct sentence



- a. Would you like me to fill your glass, sir?
- b. Would you like to see the wine list, sir?
- c. Would you like to sit outside, madam?
- d. Would you like to help yourself, madam?
- e. Would you like me to take your coat, madam?
- f. Would you like to follow me, madam?

ACTIVITY 2 Aroma works, in the restaurant in the Holiday Inn. Frankfurt. She must often ask the guests questions. Complete her sentences below. Use these words:

| | | | | |
|------|------|-------|-----|-----|
| What | When | Where | How | Who |
|------|------|-------|-----|-----|

- 1..... would you like to sit, sir?
- 2..... would you like your steak done, madam?
- 3 did you make your reservation, sir? Last night?
- 4time do you want your table for, madam?

- 5is your room number, sir?
6. did you speak to about this, madam?
- 7.....many guests are you expecting, sir?
- 8.....would you like to pay, madam?
- 9.....would you like to drink, sir?
- 10.....did you leave your coat, madam? In the cloakroom?

VOCABULARY

Items in breakfast menu

1. As you know, breakfast menus are very different in different countries. Which of the items below would be usual for breakfast in the following countries?

- (a) France, Spain, Portugal or Italy
- (b) The United States
- (c) Britain
- (d) Scandinavia or Holland
- (e) Other countries whose nationals often visit your region

| Beverages Orange | Cereals | Fruit |
|-------------------------|------------------|-----------------------|
| Juice Coffee | Muesli | Fresh half grapefruit |
| Tea | Cornflakes, etc. | Stewed prunes |
| Cold milk | Porridge | Chilled melon |
| Iced Water Hot | | |
| Chocolate | | |

| Bread, etc. | Accompaniments | Protein foods |
|---------------------|-----------------------|--|
| Bread | Jam Marmalade | Eggs (boiled, scrambled, poached or fried) |
| Toast | Honey | Cheese |
| Croissants or rolls | Maple Syrup | Cold meat and sausage |
| Danish pastries | | Grilled or fried bacon or sausages |
| Waffles or pancakes | | Grilled or fried kippers |

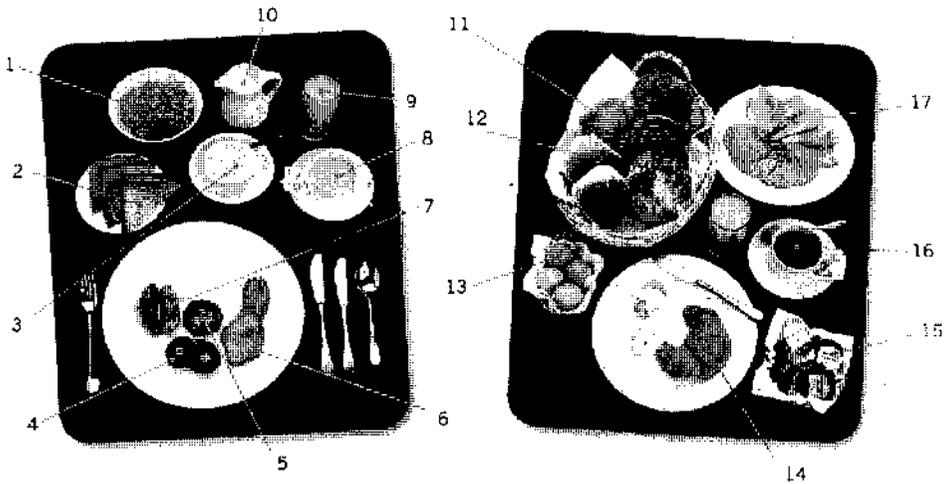
2. Add to the lists any foods or drinks that are usual for breakfast in your region.

Traditional UK and continental breakfasts

ACTIVITY 1

1. Look at the traditional UK and continental breakfasts below. Match the names to the pictures. Use a dictionary to help you.

| | | | |
|------------|-----------|---------|-----------|
| milk (10) | croissant | bacon | cold meat |
| coffee | jam | eggs | pastries |
| grapefruit | toast | cereals | tea |
| mushrooms | fruit | juice | sausages |
| tomato | rolls | | |



2. Work in pairs. Find out what your partner has for breakfast.

A: What do you normally have for breakfast?

B: I normally have.....

WRITING

ACTIVITY 1 Complete the below conversation using the menu given

ENGLISH BREAKFAST

With a choice of one of the following items:

| | | |
|--|--|--|
| <input type="checkbox"/> ORANGE JUICE | <input type="checkbox"/> GRAPEFRUIT JUICE | |
| <input type="checkbox"/> RICE KRISPIES | <input type="checkbox"/> WEETABIX | |
| <input type="checkbox"/> ALL BRAN | <input type="checkbox"/> CORNFLAKES | |
| <input type="checkbox"/> PORRIDGE | <input type="checkbox"/> HALF GRAPEFRUIT | |
| <input type="checkbox"/> YOGHURT | <input type="checkbox"/> FRESH FRUIT SALAD | |
| <hr/> | | |
| EGGS: | <input type="checkbox"/> FRIED | <input type="checkbox"/> POACHED |
| <input type="checkbox"/> SCRAMBLED | <input type="checkbox"/> BOILED MINS | |
| SERVED WITH | <input type="checkbox"/> SAUSAGE | <input type="checkbox"/> TOMATO <input type="checkbox"/> HAM |
| <input type="checkbox"/> BACON | <hr/> | |
| <input type="checkbox"/> TEA | <input type="checkbox"/> COFFEE | <input type="checkbox"/> DE-CAFFEINATED |
| <input type="checkbox"/> HOT CHOCOLATE | <input type="checkbox"/> MILK | |

The above served with Toast, Croissants, Rolls, Butter, Preserves and Danish Pastry

Customer: Good morning!

You:

Customer: Yes, I am. I'll have orange juice, please.

You:

Customer: I don't think I want any cereal. I'll have one of your fruit dishes. Let me see. What have you got?

You:

Customer: Right, I'll have the fruit salad. Then I'll have boiled eggs.

You:

Customer: Three minutes, please.

You:

Customer: Oh, nothing thanks. I'll have them on their own. And what drinks do you have?

You:

Customer: OK. I'll have decaffeinated coffee. Right! Thanks very much.

FOLLOW-UP

ACTIVITY 1 Make situational dialogs

Situation A: A lady, who is interested in Chinese food; comes to your restaurant to have breakfast.

Situation B: A couple of young Americans come into the restaurant. They'd like to have continental/ English breakfast.

(For your reference)

Breakfast Menu

Continental Breakfast

Tomato-juice, Prune juice, Apple juice, Fresh orange juice or Fresh grapefruit juice

Fresh breakfast rolls, Hot croissants or Toast served with Butter, Maralade, Honey or Jam

Tea, Coffee or Milk

English Breakfast

Tomato juice, Prune juice, Apple juice, Fresh orange juice or Fresh grapefruit juice

Porridge or Cereals of your choice.....

Two eggs cooked as you wish with Bacon, Sausage, Mushroom or Grilled tomato.....

Fresh breakfast rolls, Hot croissants, or Toast served with: Butter, Maralade, Honey or Jam.....

Tea, Coffee or Milk

ACTIVITY 2 Use the breakfast menu of Pacha's Coffee House (see Snapshot 1), or the menu of your restaurant, to help you complete the following dialogues.

Dialogue 1

Two air hostesses of a famous airline are having breakfast at Pacha's. Can you complete the following conversation and make sure that they get their breakfast without delay and won't miss their flight?

Greet, offer menu:

Diner #1: Good morning. Yes, please... I'm not very hungry. I'll just have a Continental breakfast.

Ask fruit juice/fruit:

Diner #1: Do you have fresh papaya?

Confirm:

Diner #1: I'll have a slice of papaya, and toast and jam.

Ask coffee/tea:

Diner #1: A cup of lemon tea, please.

Repeat order:

Take order diner #2:

Diner #2: I'll start with a glass of fresh grapefruit juice.

No grapefruit:

Suggest mango juice:

Diner #2: Oh, well. Okay. And a soft boiled egg and a croissant.

Repeat order:

Ask coffee/tea:

Diner #2: Tea, please. No milk, no sugar.

ACTIVITY 2 As hungry as a bear

Mr. Evans is having breakfast at Pacha's and he is very hungry. Can you complete the following conversation and make sure Mr. Evans gets a satisfying breakfast?

Greet, take order:

Diner: Yes, I'll have the American breakfast, I'm as hungry as a bear.

Ask about fruit juice:

Diner: I'll have a glass of tomato juice, please.

Ask cereals/eggs:

Diner: Eggs, please.

Ask about eggs:

Diner: Fried eggs, sunny-side-up and bacon.

Repeat order:

Ask coffee/tea:

Diner: Coffee, please.

Wait:

USEFUL WORDS AND EXPRESSIONS

Breakfast foods

Cereals, muesli, cornflakes etc., porridge; toast (uncountable) croissants Danish pastries, waffles, pancakes; jam, marmalade, honey, maple syrup; bacon, kippers, ham, sausages

spring roll

stuff

juice

fresh

bun

dumpling

noodle

sunny side up

bacon

sausage

tasty

tomato

ham

Breakfast menus

Set menus: American Breakfast & Continental Breakfast

Taking Orders for Cereals

I'll have cornflakes to start with.

I'll have a bowl of porridge.

I'll have some rice Krispies.

With hot or cold milk, miss

With sugar, sir?

Would you like fresh strawberries or honey on your cereals sir?

Taking Orders for Egg Dishes

How would you like your eggs?

Fried eggs, sunny-side-up.

Fried eggs, over-easy.

Fried eggs with bacon.

A plain omelet.

A mushroom omelet.

Scrambled eggs.

Poached eggs.

Soft/Hard boiled eggs.

Taking Orders for Hot Beverages

I'll have (a) coffee, please?

Black or white, sir?

I'll have a cup of coffee, please?

White, please.

And sugar, sir?

Just one spoon/cube, please.

Taking a breakfast order

Good morning, sir/miss/madam/ladies/gentlemen.

Would you like to see the breakfast menu, sir?

Would you like some breakfast, madam?

May I bring you the breakfast menu, ladies?

May I take your order, gentlemen?

Yes, please.

No, I'll just have a cup of coffee.

I'll have the Continental breakfast.

I'll have the American breakfast.

What fruit juice would you like?

What cereals would you like?

Will you have rolls or toast?

Would you like cereals or eggs?

How would you like your eggs?

Would you prefer marmalade or honey?

I'll have pineapple juice.

I'll have cornflakes.

I'll have toast, please.

I'll have eggs, please.

Sunny-side-up.

Unit 13

COMPLAINTS

Objectives

- *Mastering*
Present perfect
Adjectives for complaining
- *Dealing with customers' complaints tactfully*
- *Showing appropriate manner*

Contents

- *Language functions & skills*
Apologizing
Asking about problems (food, service, tableware or utensils, dining room...)
Explaining regulations, offers of action
- *Pronunciation*
UK vs. US English
- *Language study*
Present perfect
- *Vocabulary*
Adjectives for complaining

SNAPSHOT

ACTIVITY 1 Make lists of things about which customers may complain, under these headings.

The food: for example, *cold*

The service: for example, *slow*

Equipment: for example, *old*

The environment: for example, *air-conditioning*

Accident: for example, *wine spill on guest's jacket*

ACTIVITY 2 If a customer complains, what should a waiter/waitress say or do? Tick (✓) the actions which would be correct, and put a cross (x) by those which would be incorrect

1. Apologise 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 or she is wrong.
6. Explain the restaurant's problems 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. head waiter), 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.

LISTENING AND SPEAKING

ACTIVITY 1 Listen to two dialogues and answer the questions:

1. What's wrong?
2. What action does the waiter offer?

ACTIVITY 2 Acts out the Conversation



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: Yes, madam ...?

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

Waitress: I'm sorry, madam. We're short of staff today because of the holidays. May I help you, madam?

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

Waitress: I'll bring him another fork right away, madam. Was there anything else?

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

Waitress: Sashimi is always served with mustard 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. Is anything wrong with it?

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

Waitress: I'm sorry madam. Shall I take it back to the kitchen?

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

ACTIVITY 3 Role playing

Each is given a card on which describes clearly your role

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.
2. Your meat's 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.
3. Call the waiter and tell him he's been ignoring you all evening. You finished your dinner 20 minutes ago, and the waiter doesn't bring the bill in the next two minutes, you're leaving.
4. 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.
5. You can't see the band from where you're sitting. You'd like to change the tables.

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.

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

3. The diner complains to you. Apologize to him and tell him you're short of help.

4. 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. The diner wants to change tables. You'll see if you can get him a table up in front. Check and tell him that all the tables in front are taken but you'll let him know when one's free.

ACTIVITY 4



There has been a mix-up at Junior's. Can you complete following dialogues and help our staff correct the problem?

Dialogue 1

The man with the beer

Diner: What beer is this, waiter?

Carlsberg:

Ask about problem:

Diner: Well, I asked for Closter beer.

Apologize; correct:

Diner: Yes, please.

Dialogue 2

The lady with the fish

Diner: What dish is this, waiter?

Snakehead with dressing:

Diner: This isn't what I ordered.

What ordered:

Diner: I ordered hot-and-sour fish soup.

Apologize, correct:

Diner: Oh no, that's all right. I like it. It's delicious.

ACTIVITY 5 Something Wrong with the Food

Check the following pictures carefully and write in the words of the waiter who is trying to correct problems regarding the food at his restaurant.



Diner: Sorry, waiter, but this beer isn't very cold.

Waiter:

.....

Diner: Excuse me, waiter,....?

Waiter:

Diner: This spicy shrimp soup is too plain.

Waiter:



Diner: Excuse me, waiter,...? The squid and the mussels in this seafood salad aren't very fresh.

Waiter:

Diner: Excuse me, waiter. The sauce with these spring rolls is too sweet.

Waiter:

Waiter:

Diner: Excuse me, waiter, ...? I asked for a steak well-done, but this steak you served me is almost rare.

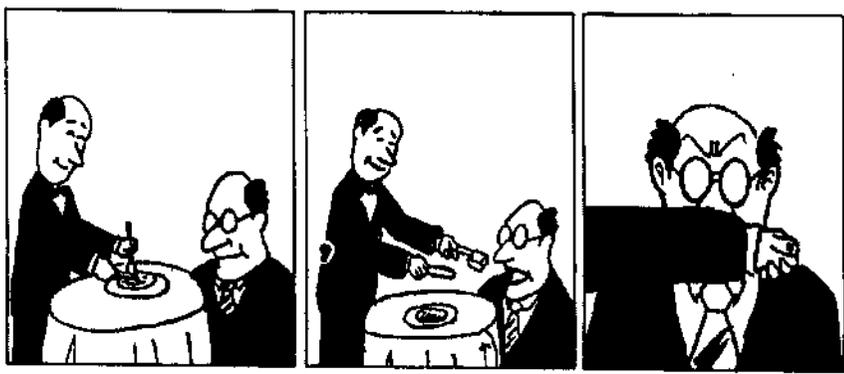
Waiter:

Diner: Excuse me, waiter, ...? There isn't any lettuce with this fish with dressing.

Waiter:



Handling complaints about the food



This steak is underdone..

This fish is overdone.

This sashimi is too spicy.

This dish is too plain.

too salty

too dry

too bitter

too sour

too oily

5



Diner

Waiter

READING

ACTIVITY 1

1. A guest complain about the restaurant, read the dialogue 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 apologies

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?

.....

2. Complete the sentences.

1. I do sir.

2. Let me ... it 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

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

For example: (b) = 2

1. *ask what the problem is*
2. *apologise*
3. *explain the reason for the problem*
4. *offer a solution or compensation*
 - a) Please accept my apologies.
 - b) I do apologise 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're 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.

ACTIVITY 2 Put the following dialogue in the correct order

a. Guest: We'd appreciate that. Thank you. And, another thing, this glass is

dirty. There's lipstick on it!

b. **Waiter:** Yes, madam. How can I help you?

c. **Guest:** Thank you.

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

e. **Guest:** We ordered our food forty minutes ago.

g. **Waiter:** I apologise, 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.

h. **Guest:** Waiter, please!

PRONUNCIATION

Listen to the different pronunciations of these words. The first one is UK English and the second is US English.

| | | | | |
|-------|-------|--------|--------|------|
| Water | can't | waiter | tomato | half |
| Forty | dance | bottle | | |

Now listen to these sentences and write US if you hear US English and UK if you hear UK English.

1 We ordered sparkling water, not still.

2 This tomato soup is cold.

3 We can't dance here. The music is awful!

4 Could we have another bottle of wine? This one's corked.

5 I'm afraid we can't seat forty people, madam.

6 The waiter isn't very friendly, is he?

7 We can't talk here - the music is too loud.

8 We ordered our food over half an hour ago.

LANGUAGE STUDY

| |
|-----------------|
| Present Perfect |
|-----------------|

Look at these sentences and the information below.

We've already ordered.

We haven't ordered yet.

Have you ordered yet?

- We make the present perfect of regular verbs with *have / has* + the *-ed* form.
- We make the present perfect of irregular verbs with *have / has* + the 3rd form of the verb.
- We make negative sentences of regular verbs with *haven't / hasn't* + the *-ed* form or the 3rd form of irregular verbs.
- We make questions with *Have / Has* + the person + the *-ed* or 3rd form of the verb.
- We use the present perfect to talk about things we have or haven't done.

ACTIVITY 1 Karl, the commis, helps Sam in the kitchen. Look at his list of jobs and complete the dialogue.

- *boil potatoes*
- *grate Parmesan cheese*
- *peel tomatoes*
- *chop onions*
- *slice ham*
- *marinate salmon*
- *dice carrots*
- *give menu to Susan*

Sam: Karl, (1) the potatoes?

Karl: Yes, I have. And I (2)..... the Parmesan.

Sam: What about the tomatoes? (3)..... them yet?

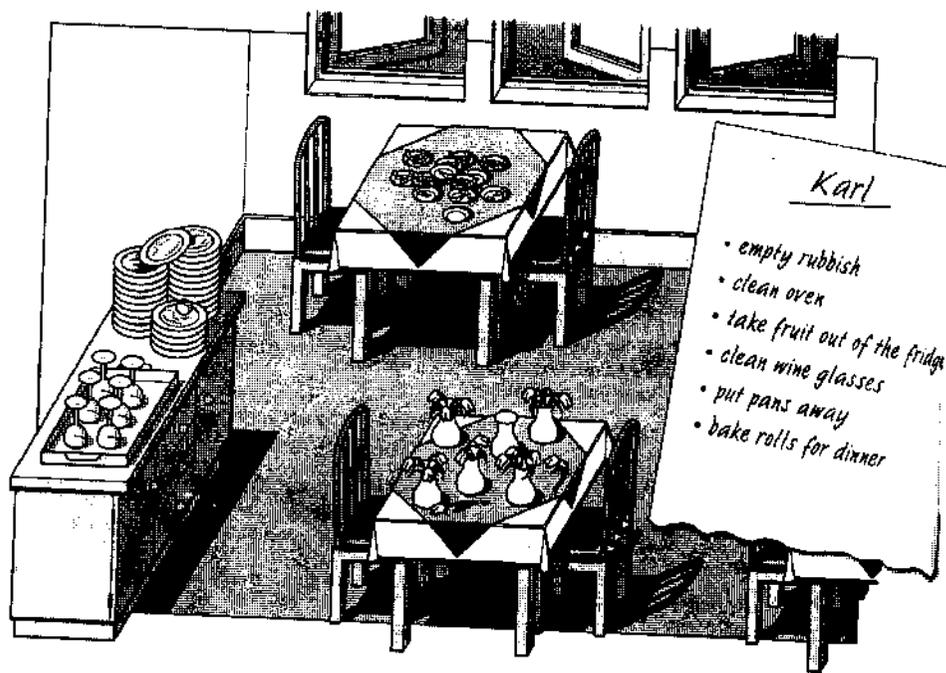
Karl: No, I (4)..... the tomatoes yet. But I (5)..... the onions and I (6)..... the ham.

Sam: Good. (7)..... the salmon?

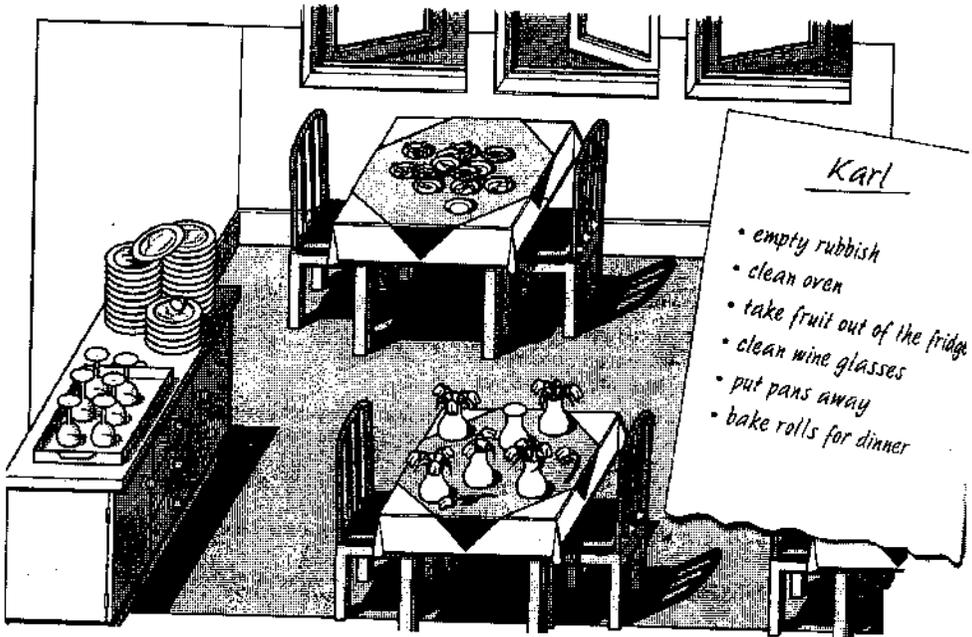
Karl: No, I(8)..... I (9)..... the carrots yet but I (10) the menu to Susan already.

ACTIVITY 2 Pair-work

Student A: find out from your partner which of the following jobs Karl has done. Then look at the picture below and answer your partner's questions.



Student B: find out from your partner which of the following jobs Karl has done. Then look at the picture below and answer your partner's questions.



VOCABULARY

Adjectives for Complaining

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

well-done stale
 cold hot
 hard

~~spicy~~
~~medium~~
 dry
 cold
 hot

corked
 stale
 spongy
 salty
 sweet

ACTIVITY 2 Match the complaints to the types of food

| | too spicy | not warm enough | undercooked | Stale |
|---------|-----------|-----------------|-------------|-------|
| cutlets | | ✓ | ✓ | |
| paella | | | | |
| Sale | | | | |
| chicken | | | | |
| Rolls | | | | |

ACTIVITY 3 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

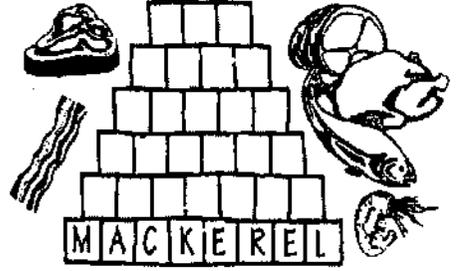
1. I'm sorry about the service this evening but we're very
2. Could you close the window, please? It's a bit here.
3. I can't cut my steak with this knife. It's
4. They haven't cleaned this place for years. It's so
5. The service in this restaurant is so We ordered over an hour ago.
6. Be careful! The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

WRITING



First go to the meat and fish market and find the right ingredients to fill the Meat & Seafood Pyramid.

1 Meat & Seafood



ACTIVITY 1 Fill the following pyramids with the right ingredients to cook a good meal for that very special guest of yours.

ACTIVITY 2 Check the following pictures carefully and write in the words of the waiter who is trying to correct some problems regarding the service at his restaurant.

I've

1



2



3



4



I've been waiting for my duck for a long time!

Waiter, what kind of glass is this?

Oh, that's all right.

5



6



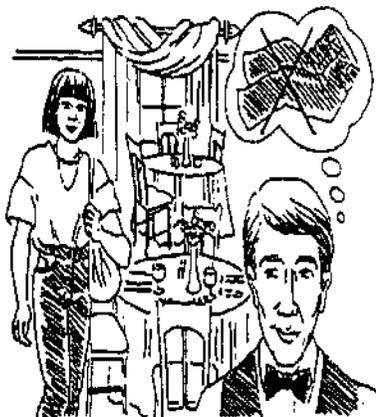
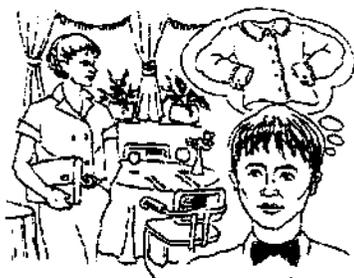
been waiting for my duck for a long time!

FOLLOW-UP

ACTIVITY 1

1. Sometimes staff have to tell customers about a restaurant regulation. Use the language below to explain each regulation.

For example: I'm very sorry, Madam. Ladies may not wear casual trousers in the restaurant.



| | | | |
|-----------|-------|------------------|--------------------------------|
| Gentleman | wear | jackets and ties | in the restaurant |
| Ladies | play | casual trousers | in this part of the restaurant |
| Guests | bring | transistors | into the restaurant |
| | smoke | dogs | |
| | | long sleeves | |

2. Sometimes staff can make helpful suggestions. Use the table below to make suggestions to the customers in the pictures, Perhaps you can add some suggestions of your own.

| | | |
|-------------|------------------------|---|
| Perhaps you | would like to could | borrow a tie. borrow a jacket. eat in the coffee shop instead. I leave your dog in your car. |
| We | Could | I lend you a tie. put your dog in ... |

3. Take turns to be A (a waiter/waitress) and B (a customer). Use the table below to act out the situations in the pictures in 1&2

A. Waiter/Waitress

Attracts customer's attention, if necessary

Excuse me, Sir/Madam.

Apologizes

I'm (very) sorry, (Sir/Madam).

Explains regulation

(As in *Exercise 2*)

Makes a helpful suggestion, if possible (As in *Exercise 2*)

B. Customer

Agrees

OK!/Fine/ Oh, all right! Right!

Thanks.

Thank you very much,
Sir/Madam.

Disagrees

I think that's a bit unreasonable. Why?

Oh, I think that's nonsense

Insists politely

I'm very sorry, Sir/Madam, but we
have to observe the regulations.

I'm sure you understand.

ACTIVITY 2 **Pair-work**

Make a list of five things about which a customer might complain in a restaurant. Work with a partner. Take turns to be A (a waiter/waitress) and B (a customer). B should complain about one of the things on his/her list. A should respond by using and adapting the language in "Language Study". Continue with the other complaints on your list.

USEFUL WORDS AND EXPRESSIONS

Apologizing

I'm sorry (*for a small problem; for example, if there is no ash tray on the table*).

I'm so sorry! I'm very sorry (*for more serious problem; for example, if some food is not fresh*)

I'm extremely sorry (*for a really serious problem; for example, if the waiter has spill some food on a customer's clothing*).

Asking about problems

What seems to be the problem, Sir/Madam? (*formal*)

What's the problem, Sir/Madam?

Making excuses

There must be some mistake. (= I am sure there is a mistake.)

Maintaining the customer's confidence

Offers of actions

I'll change it for you immediately.

I'll ask the Head Waiter about that. Would you like to order something else?

We'll be happy to pay the cleaning bill. Shall I have the chef heat this up for you?

Attracting a customer's attention

Excuse me, Sir/Madam.

Polite refusals

I'm afraid (= I regret) that won't be possible.

Expressing sympathy

I understand how you feel, Sir/Madam.

Explaining regulations with have to and may not

Gentleman have to wear jackets and ties.

Suggesting other courses of action

Perhaps you would like to borrow a tie?

Perhaps you could leave your dog in your car? We could lend you a jacket.

Insisting about regulations

We have to observe the regulations.

Handling complaints about the room

Waiter, it's very cold in here. Could you turn down the air-conditioning?

Waiter, I like this music. Can you turn it up a little?

Handling Complaints about Tableware and Utensils

This glass is cracked,

My plate is dirty

This cup has got lipstick marks on it.

Handling Complaints about Slow Service

Waiter, I've been waiting for a menu for fifteen minutes!

Miss, I haven't seen a menu yet. May I have one, please

Have you forgotten?

Handling complains about the order

What is this dish, waiter?

This isn't what we ordered.

We ordered spring rolls, but this is something else.

Please let me check again, Sir.

Unit 14

GIVING THE BILL AND SEEING OFF GUESTS

Objectives

- *Mastering*

Passive; figures; much/many/ a lot of
methods of payment
expressions for saying goodbye

- *Explaining, presenting the bill
Seeing off guests*
- *Showing appropriate manner*

Contents

- *Language functions & skills*

Presenting & explaining the bill

Asking & responding to guests' wishes about paying

Saying goodbye

- *Pronunciation*

Polite intonation

- *Language study*

Passive

Figures, much/many/ a lot of

- *Vocabulary*

Methods of payment, currencies figures and calculations,
Saying goodbye

SNAPSHOT

ACTIVITY 1 How many currencies do you know? Which are the most common foreign currencies used by visitors to your country?

ACTIVITY 2 Write down these numbers and symbols in words.

(a) 12; 14; 40; 52; 137; 286; 1,473.

(b) $5+13$; $22-4$; 8×11 ; $45+9$.

(c) 10.5; 15%; $193-10\%$; \$16.50.

ACTIVITY 3 If the following people dined at your restaurant and said "Goodbye" in their own language, could you guess which country they were from? Match the countries with the speakers.



1 Thailand

Maha Sa-Laamah.



Arrivederci.



4 The Netherlands

Au revoir.



2 Germany



3 Russia



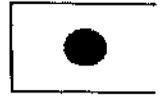
Adios.



Dasvi-da-niya.



5 Saudi Arabia



6 Japan



7 France

Be seein' ya', mate.



8 Italy

Auf Wiedersehen.



Tot ziens.



Lah gorn.



9 Australia

Sayonara.



10 Spain

LISTENING AND SPEAKING

ACTIVITY 1

1. A guest is paying the bill. Listen and answer the following questions:

- a. How much is the bill?
.....
- b. Is service charge included?
.....
- c. How many percentages is it?
.....
- d. How does the guest want to pay?
.....
- e. Does the restaurant accept credit card?
.....

2. You are going to listen to some useful expressions. Listen and fill in the blank with the words you hear:

1. A 10% tax and a 10% service charge have been
2. Your 10% tax and a 10% service charge
3. we do not accept personal checks here.
4. I'm afraid we here.
5. I'm afraid we cannot here.
6. We accept the credit cards
7. I'm afraid there is when there is a band.
8. There is no for seats at the bar.

ACTIVITY 2

1. Put the following sentences in the correct order

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

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

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

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

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

W: Thank you very much. Please come again

G: Here you are.

G: Thanks a lot.

2. Listen and check

ACTIVITY 3

1. Match phrase 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 |

2. Listen and check your answer

ACTIVITY 4 Saying goodbye

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

(a) **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?

(b) **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.

(c) **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?

Now listen and check your answers

ACTIVITY 5

Work in pairs. Use the information to make a dialogue. Practise your dialogue and then read it to the class.

Guest

Waiter

Ask for the bill

Give the guest the bill
 Say something is wrong
 Pay the bill
 Say goodbye

Check and explain the bill -
 Offer a card and get coats

ACTIVITY 6 Work with a partner. Take turns to be A (a waiter/waitress) and B (a customer, who is ready to pay the bill)

| | |
|--|-------------------|
| A. How will you be paying, Sir/Madam? | |
| (a) In cash Us dollars/ French francs/etc. By credit card. traveller's cheque. cheque with a banker's card | OK? All right? |
| A (i) That'll be fine, Sir/Madam. (ii) I'm very sorry, Sir/Madam. We don't accept... We only accept... (iii) I'll just ask the manager/cashier/... about that. | |

ACTIVITY 7 Work in the same way. This time, after B has said how he/she wants to pay, continue

| | |
|---|------------------------------------|
| A. By which card? In which currency? May I see your card? | B. (<i>Answer or shows card</i>) |
|---|------------------------------------|

A. (i) That'll be fine, Sir/madam.

Could you please sign here.

Could you please make out your cheque to Restaurant Chez

(ii) I'm very sorry....,

(iii) I'll just ask... (*As in Exercise 8*)

(iv) I'm sorry, Sir/Madam. This card has expired.

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 cardholder'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 Presenting the Bill

Match the following phrases with the right picture.

1. It's for ice, sir.
2. Thank you, sir.
3. It's at the bottom of your bill.
4. Your bill, sir.
5. Oh, I'm sorry, sir. It must be a mistake.
6. Is tax included?
7. Could I have the check, please?
8. Sorry, I've lost my wallet.
9. Sorry, but we never had Peking duck.
10. What's the twenty baht here for waiter?



ACTIVITY 3 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.

For 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.

Explanation:

- 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 traveler's cheque?

PRONUNCIATION

Susan gives Jan some advice on saying goodbye to guests. Match the tips to phrases in the conversation above. Then practise saying the phrases politely.

1. *check the guests are satisfied*
2. *offer the restaurant's card*
3. *get the guests' coats*
4. *help them put their coats on*
5. *say we hope to see them again*
6. *say goodbye*

LANGUAGE STUDY

| |
|---------------|
| Passive voice |
|---------------|

ACTIVITY 1 Use the table below to express the seven pieces of information in Snapshot Activity 1

For example: 1. American Express cards are accepted.

| | | | |
|---|-----------|-------|---|
| <ol style="list-style-type: none"> 1. American Express cards 2. A 10% service charge 3. A service charge 4. 8% hospital tax 5. A \$2.00 cover charge 6. 8% Value Added Tax 7. Credit cards | IS are | (not) | Accepted included in the bill added to the bill |
|---|-----------|-------|---|

| |
|-------------------------------|
| <i>Much / many / a lot of</i> |
|-------------------------------|

Look at these sentences and complete the information 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?

We use a *lot* of with.....and.....nouns in positive sentences.

We use *many* with nouns in sentences and.....

We use *much* withnouns insentences and.....

ACTIVITY 1

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. A. 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 2 Complete the sentences with a *lot of / much / many*:

1. That's money.
2. There aren't dollars on the table.
3. Is there work in the kitchen?
4. There isn't money in the cash desk.
5. Are there waiters in the Casablanca?
6. There are guests in the dining-room.

VOCABULARY

Methods of payment

ACTIVITY 1 Match the words in the box to the pictures.

creditcard traveller's cheques bank notes Coins



ACTIVITY 2 Match the words in the box to the pictures. What are the countries?

peso US dollar Euro cruzeiro rouble pound sterling
yen Australian dollar



Calculating figures

Figures

Look at these sentences and the information below.

The new tableware cost \$1,200. (one thousand two hundred dollars) The bill comes to £24.80. (twenty-four pounds eighty)

- In English a comma shows thousands.
- A point shows decimals (but is not spoken).
- The currency is spoken after the number but before any decimals.

ACTIVITY 3 Put the words in the box in the correct groups. Use a dictionary to help you

| | | | | |
|-----------|--------|-------|---------------|------------|
| Plus | equals | minus | multiplied by | divided by |
| take away | add on | makes | times | |

| | | | | |
|------|---|---|---|---|
| + | - | × | ÷ | = |
| plus | | | | |

WRITING

ACTIVITY 1 A customer and a waiter are talking about this bill. Try to complete the missing words

(a) **Waiter:** Item 1 is the e - - - - eh ----.

(b) **Customer:** The vegetables weren't in - - - - -?

Waiter: No, Sir. They were ex ---.

(c) **Customer:** You seem to have eh - - - ed .me twice -for the dessert.

Waiter: I'll just go and ch - - - it for you, Sir.

ACTIVITY 2 Write the following sums in numbers and calculate the answers

For example

- One hundred and eight plus two point five $108+2.5= 110.5$
- One thousand six hundred minus two hundred and four.
- Four hundred and forty-seven multiplied by two.
- Five hundred and fifty plus sixty-three.
- Sixty-nine divided by three.
- Seven hundred and fifty-seven minus eighty-nine.
- 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.

FOLLOW-UP

ACTIVITY 1 Make situational dialogs

Situation A: Mr. Brown asks for the bill. He would like to pay in cash. But he has not got enough RMB.

Situation B: Mr. and Mrs. Brown finish their dinner. They ask for bill. They have got several credit cards. They would like to pay with one of them.

Situation C: A guest asks for the bill. He would like to pay by signing the bill. But he only brings his passport with him.

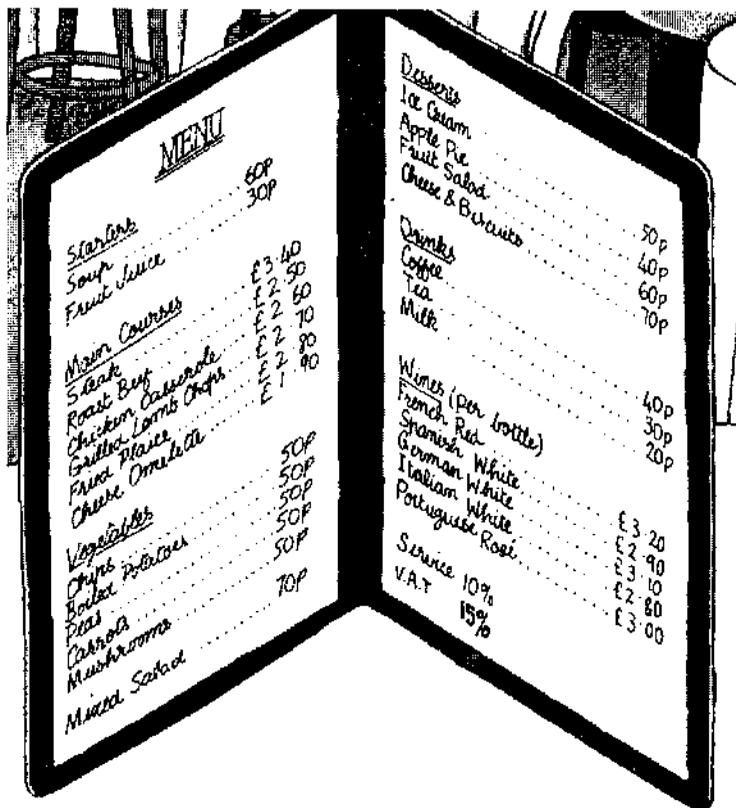
Situation D: A guest complains that there is a mistake on the bill. A waiter checks with the guest. He finds there is a mistake on it.

ACTIVITY 2 Look at the menu and explain the prices in them.

For example

The fried Plaice are included in this price.

A 15% service charge is added to the bill.



ACTIVITY 3 Work with a partner. Make up some bills. Take turns to be A (a waiter/waitress) and B (a customer). Practise the conversation between them, from the moment when B asks for the bill until he or she gets the receipt

ACTIVITY 3 Time to Collect

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

TWO BUSINESSMEN

- 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 beer:**
- 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:**

USEFUL WORDS AND EXPRESSIONS

Figures and sums

Cardinal numbers (1- several thousand): plus, minus/less, multiplied by/times, divided by; point; percent

Money

a bill, a receipt, (local) currency, change

Items on a bill

cover/a cover charge, tax, service/a service charge, a gratuity

Compound nouns

Sales Tax, hospital tax, Value Added Tax

Ways of paying

in cash, in (foreign) currency, in (dollars) etc; by credit card, by traveller's cheque, by cheque with a banker's card

Explaining a bill

Hospital Tax is added to the bill.

Service is included in the bill.

Potatoes are extra.

Questions about paying

How will you be paying? By which card?

In which currency? May I see your card?

Statements about paying

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.

Requests about paying

Could you sign here, please?

Could you please make out your cheque to Chez Nous?

REVIEW 2 (UNIT 9-14)

| BAR LIST | |
|--|--|
| WHISKY | |
| Scotch Proprietary | |
| Scotch Regular | |
| Irish | |
| Rye | |
| Bourbon | |
| Malt & Deluxe | |
| GIN | |
| Proprietary | |
| Regular | |
| VODKA | |
| Proprietary | |
| Regular | |
| Stolichnaya | |
| RUM | |
| Commodore | |
| Bacardi | |
| COGNAC (1/3 GIL) | |
| Louis Bernard | |
| Marcel 3 Star | |
| Remy Martin 3 Star | |
| Remy Martin VSOP | |
| ARMAGNAC (1/3 GIL) | |
| Janneau 1961 | |
| LIQUEURS | |
| MIXERS & MINERALS | |
| Baby Mixers | |
| Baby Juices | |
| Coke | |
| Perrin 220 ml | |
| Splits | |
| APERITIFS | |
| Wiltoughbys Special No. 20 Port | |
| Grahams White Port | |
| Warres 1975 Vintage Port | |
| Wiltoughbys Shermes | |
| Tio Pepe | |
| Crott Original | |
| Bristol Cream | |
| Campari | |
| Pernod/Ficard | |
| VERMOUTHS | |
| Dubonnet | |
| Martini/Cinzano | |
| WINE | |
| House per Glass | |
| CHAMPAGNE | |
| House per Glass | |
| GIN, WHISKY, VODKA, RUM ARE SERVED IN MEASURES OF 1/3 GILL OR MULTIPLES THEREOF | |

1. Complete the sentences with the correct form of *going to* + verb.
2. We (*have*) dinner with my parents on Sunday. We (*go*) to a new restaurant in the city centre.
3. (*order*) you fish or meat?
4. Next week, Max (*work*) in the kitchen and you (*help*) the waiters in the dining-room.

5. The new bar in the High Street (*not open*) until next summer.
6. What (*do*....Chris on Monday? Isn't it his day off?
7. This evening the Head Chef (*cook*)..... a special meal, so I (*prepare*) all the ingredients in the afternoon.
8. When (*make*) you the booking, today or tomorrow?
9. The restaurant is fully booked tonight, so the waiters (*be*) very busy and they (*not finish*) before midnight.

| | | |
|----------------------------------|--------------------------|---------------------------|
| ☆☆☆☆☆☆☆☆ HORS D'OEUVRES ☆☆☆☆☆☆☆☆ | | |
| Consommé | Mushrooms in garlic | Pâté maison |
| Soup of the day | Mussels à la marinière | Duck terrine |
| Melon with Parma ham | Pike moussé | Eggs mayonnaise |
| Prawn cocktail | Curried prawns | Antipasto |
| ☆☆☆☆☆☆☆☆ FISH DISHES ☆☆☆☆☆☆☆☆ | | |
| Lobster thermidor | Baked red mullet | Grilled sea bass |
| Grilled sole | Baked scallops | Deep fried scampi |
| Stuffed fillets of sole | Tuna steak | Turbot with crab sauce |
| ☆☆☆☆☆☆☆☆ MEAT DISHES ☆☆☆☆☆☆☆☆ | | |
| Tournedos Rossini | Côq au vin | Veal casserole |
| Entrecôte | Roast chicken | Veal escalope |
| Rump steak | Roast duck | Hare in cream sauce |
| Boeuf à la Bourguignonne | Spare ribs | Rabbit stewed in red wine |
| Goulash | Spanish pork with olives | Mixed grill |
| ☆☆☆☆☆☆☆☆ SALADS ☆☆☆☆☆☆☆☆ | | |
| Salad Niçoise | Beef | Tuna |
| Chicken | Hawaiian | Mixed vegetable |
| Ham | Californian | Egg |
| Turkey | | |
| ☆☆☆☆☆☆☆☆ VEGETABLES ☆☆☆☆☆☆☆☆ | | |
| Cabbage | Onions | Mushrooms |
| Peas | Brussels sprouts | Tomatoes |
| Broad beans | B. occuli | French fries |
| Runner beans | Cauliflower | Potatoes |
| Spinach | Leeks | (roast, boiled) |
| ☆☆☆☆☆☆☆☆ SWEETS ☆☆☆☆☆☆☆☆ | | |
| Apple strudel | Lemon sorbet | Black Forest gâteau |
| Peach Melba | Crème caramel | Fresh fruit salad |

2. Complete the dialogue with the correct options

Amanda: Are there (1) some/any special arrangements this weekend, Judith?

Judith: Yes, there are (2) some/ any. The (3) more / most important one is a small wedding banquet on Sunday.

Amanda: And where can we arrange it? In the private lounge?

Judith: Well, the weather will probably be (4) hotter/ more hot than usual, so we could use the terrace.

Amanda: The garden is (5) more / most beautiful than the terrace. Why don't we do it there? Yes, you're right. And the garden is also (6) larger/ more large than the terrace. I'll inform the Manager right away. He knows (7) any/some of the guests, so he wants to organise (8) the better/ best banquet for them. There will probably be (9) some/ any live music. Do you have (10) any/ some other suggestions?

3. Look at the mixed-up recipes for Beef Stroganoff and Gin Daiquiri. Complete the instructions with the words in the box.

| |
|--|
| Cut strain shake boil fry fill season |
|--|

1. First,..... the meat into pieces and season it.
2. Cook the chopped onions in the same butter you used for the meat.
3. the drink into a glass filled with ice.
4. Finally, and serve.
5. Then.....the pieces of beef in butter, keeping them underdone.
6. Remove and retain the slightly fried meat in a warm place.

7. Finally, garnish with a lime slice.
8. Add the fried meat and the lemon juice to the onions.
9. Next, add the gin, the rum, the lime juice and the sugar and.....
10. Add the cream to the onions,... and reduce by half.
11. First, a shaker with ice.

Now put the instructions in the correct order.

| Beef Stroganoff | Gin Daiquiri |
|-----------------|--------------|
| 1 | |
| | |
| | |

4. Put the words in the box in the correct groups.

add, centilitre, coffee pot, cork, dairy products, dance floor, decanter, fruit, garnish, juice, label, lemonade, mineral water, napkin, non-smoking section, poultry, saucer, slipcloth, stir, sugar bowl, tablecloth, tablespoon, teaspoon, terrace

| Wine | Restaurant sections | Tableware | Soft drinks |
|----------------------|---------------------|----------------|-------------|
| | | | |
| Verbs of preparation | Measures | Tea and coffee | Food |
| | | | |
| | | | |

5. Complete the sentences with the correct form of the present perfect.

Neil: I (*clean*)..... the fridge. Also, I (*wash*)..... the dirty dishes, I (*help*) the fish cook, and I (*prepare*) the salads.

Liam: And (*you / grate*) the carrots?

Neil: No, I (*not/ grate*) ... the carrots yet. I'll do that right away.

6. Complete the sentences with the correct options.

1. I've served much / a lot of Italian tourists today.
2. Would you like to have a lot of / many money?
3. I haven't got many/ much time.
4. Have you prepared many / much fruit salad for tonight?
5. I usually have a lot of / much sugar in my coffee.
6. I've visited much/ a lot of bars in New York.

7. Choose the correct option in the following situations.

1. A guest complains that there's a mistake on his bill: four times twenty makes eighty, not 100. What do you say?

- a) I'm afraid that twenty multiplied by four makes 100, sir.
- b) You're absolutely right, sir. Please accept my apologies.
- c) Let me see what I can do about it, sir.

2. A guest complains that the wine is corked. What do you say?

- a) I do apologise, sir. Let me clean it for you.
- b) I'll see to it personally that you're served as soon as possible.
- c) I'm very sorry, sir. I'll bring another bottle right away.

3. Two guests are leaving the restaurant. What do you say?

- a) We look forward to seeing you again.
- b) We'll certainly come back soon.
- c) Everything was to your satisfaction.

4. A guest says that she wants to pay by credit card. What do you say?
- Very well, madam. Here's your receipt and your tip.
 - Certainly, madam. We accept Visa, American Express and MasterCard.
 - I'm afraid we accept Visa, American Express and MasterCard.

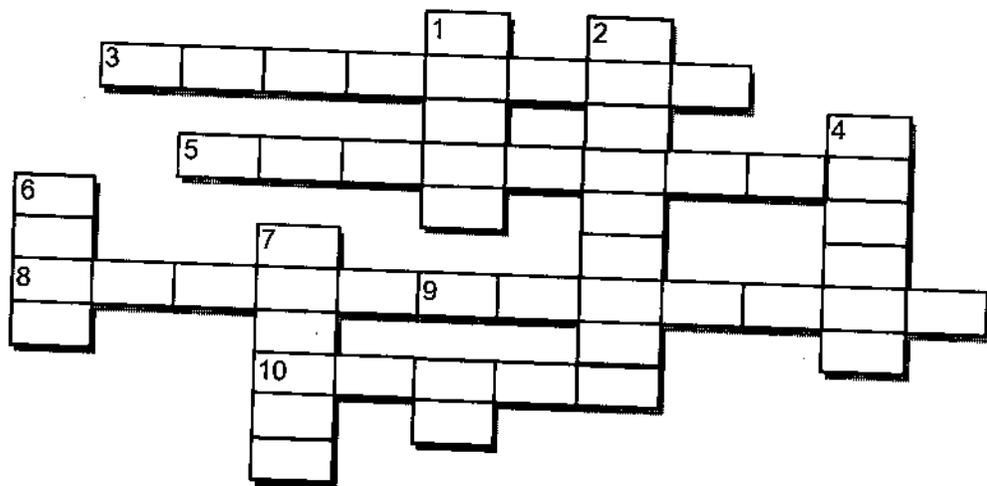
8. Use the clues below to complete the crossword.

Across ▶

- A cold dessert, delicious in summer. (3, 5 letters)
- Starter: thin slices of raw fish or meat. (9 letters)
- Not enough personnel. Word used as an excuse. (12 letters)
- Complaint: the meat is not tender. (5 letters)

Down ▼

- A traditional French dessert: it's flat and circular. (5 letters)
- Something with a handle used to boil water. (8 letters)
- Complaint about wine. (6 letters)
- Method of payment: coins and bank notes. (4 letters)
- Utensil used to grate food. (6 letters)
- A hot, liquid starter. (4 letters)



9. Take the order

Look at the breakfast menu below and listen and write down the orders:

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

AMERICAN BREAKFAST

Fruit juice..... *Tomato, orange or grapefruit*
Two fresh eggs, any style..... *Fried, poached, boiled or scrambled*
with bacon, ham or sausage
Croissant, toast or Danish pastry
Coffee or tea

CONTINENTAL BREAKFAST

Fruit juice..... *Tomato, orange or grapefruit*
Croissant, toast or Danish pastry
Coffee or tea

HEALTHY BREAKFAST

Fruit juice..... *Tomato, orange or grapefruit*
Oatmeal or Yoghurt
Vegetable salad
Toasted wheatgerm bread
Coffee, caffeine free coffee or tea

BEVERAGES

Fresh juice..... *Orange or grapefruit*
Fruit juice..... *Tomato, orange or grapefruit*
Coffee, tea
Milk, yoghurt
Hot chocolate

EGGS AND OMELETTES

Two fresh eggs, any style..... *Fried, boiled, scrambled or poached*
Omelettes..... *Bacon, tomato, plain, cheese, mushroom or ham*

GLOSSARY

1. Table Settings

Bộ đồ ăn

1.1. Table Setting for Breakfast

Bộ đồ ăn cho bữa điểm tâm

| | | | |
|-------------------------|-------------------------|----------------|-----------------------|
| table mat | <i>tấm lót mặt bàn</i> | sugar bowl | <i>chén đựng</i> |
| side plate/ bread plate | <i>đĩa đặt</i> | | <i>đường</i> |
| napkin | <i>khăn ăn</i> | butter dish | <i>đĩa để đựng bơ</i> |
| fork | <i>đĩa</i> | butter knife | <i>dao để cắt bơ</i> |
| knife | <i>dao</i> | preserve dish | <i>đĩa phụ</i> |
| cup | <i>tách</i> | preserve spoon | <i>muỗng phụ</i> |
| saucer | <i>đĩa nhỏ để tách</i> | water glass | <i>ly đựng nước</i> |
| teaspoon | <i>muỗng cà phê</i> | toast rack | <i>giá để bánh mì</i> |
| coffee pot | <i>bình đựng cà phê</i> | | <i>nướng</i> |
| milk jug | <i>bình đựng sữa</i> | egg cup | <i>đựng trứng</i> |
| | | pepper shaker | <i>lọ đựng tiêu</i> |
| | | salt shaker | <i>lọ đựng muối</i> |

1.2. Table Setting for Lunch or Dinner

Bộ đồ ăn cho bữa trưa hoặc tối

| | | | |
|---------------|---------------------------------------|---------------|---------------------------------------|
| tablecloth | <i>khăn trải bàn</i> | salad plate | <i>đĩa dẹt để đựng món salad trộn</i> |
| place mat | <i>tấm lót mặt bàn cho từng người</i> | dessert fork | <i>đĩa ăn món tráng miệng</i> |
| napkin | <i>khăn ăn</i> | dessert spoon | <i>thìa nhỏ ăn món tráng miệng</i> |
| service plate | <i>đĩa để thức ăn lúc ăn</i> | | |
| soup bowl | <i>bát đựng súp</i> | water glass | <i>ly uống nước</i> |
| soup spoon | <i>muỗng ăn súp</i> | wine glass | <i>ly uống rượu</i> |
| dinner fork | <i>đĩa để ăn bữa chính</i> | wine basket | <i>giỏ đựng rượu</i> |
| dinner knife | <i>dao để ăn bữa chính</i> | pepper shaker | <i>lọ đựng tiêu</i> |
| fish fork | <i>đĩa gắp cá</i> | salt shaker | <i>lọ đựng muối</i> |
| fish knife | <i>dao cắt cá</i> | bread basket | <i>rổ đựng bánh mì</i> |
| salad fork | <i>đĩa gắp món salad trộn</i> | | |

| | |
|-------------------|---------------------------------------|
| ashtray | <i>gạt tàn</i> |
| cigarette lighter | <i>bật lửa</i> |
| sauceboat | <i>ô đựng nước xốt</i> |
| trolley | <i>xe đẩy thức ăn</i> |
| sauce rack | <i>giá đựng các loại nước xốt</i> |
| tray | <i>khay</i> |
| bowl | <i>chén</i> |
| chopsticks | <i>đôi đũa</i> |

| | |
|---------------|--|
| fruit basket | <i>rổ đựng hoa quả</i> |
| bottle opener | <i>khui nắp chai</i> |
| corkscrew | <i>khui nút bấc</i> |
| carafe | <i>bình đựng chất lỏng (nước, rượu...)</i> |
| ice bucket | <i>xô đựng nước đá</i> |
| ice tongs | <i>cái gắp đá</i> |
| water jug | <i>bình đựng nước</i> |
| water pitcher | <i>bình đựng nước</i> |

2. Numbers

2.1. Cardinal Numbers

| | |
|----|--------------|
| 22 | twenty-two |
| 23 | twenty-three |
| 24 | twenty-four |
| 25 | twenty-five |
| 26 | twenty-six |
| 27 | twenty-seven |
| 28 | twenty-eight |
| 29 | twenty-nine |
| 30 | thirty |
| 40 | forty |

2.2. Ordinal Numbers

| | |
|--------|-----------------|
| first | 1 st |
| second | 2 nd |
| third | 3 rd |
| fourth | 4 th |
| fifth | 5 th |

Các con số

Số đếm

| | |
|---------|----------------------|
| 50 | fifty |
| 60 | sixty |
| 70 | seventy |
| 80 | eighty |
| 90 | ninety |
| 100 | one hundred |
| 1,000 | one thousand |
| 10,000 | ten thousand |
| 100,000 | one hundred thousand |

Số thứ tự

| | |
|---------|------------------|
| sixth | 6 th |
| seventh | 7 th |
| eighth | 8 th |
| ninth | 9 th |
| tenth | 10 th |

| | | | |
|-------------|------------------|---------------|------------------|
| eleveth | 11 th | twenty-first | 21 st |
| twelfth | 12 th | twenty-second | 22 nd |
| thirteenth | 13 th | thirtieth | 30 th |
| fourteenth | 14 th | fortieth | 40 th |
| fifteenth | 15 th | fiftieth | 50 th |
| sixteenth | 16 th | sixtieth | 60 th |
| seventeenth | 17 th | seventieth | 70 th |
| eighteenth | 18 th | eightieth | 80 th |
| nineteenth | 19 th | ninetieth | 90 th |
| twentieth | 20 th | | |

3. Days & Months

3.1. Days of the Week

| | |
|-----------|----------------|
| Monday | <i>Thứ hai</i> |
| Tuesday | <i>Thứ ba</i> |
| Wednesday | <i>Thứ tư</i> |
| Thursday | <i>Thứ năm</i> |

Ngày và tháng các ngày trong tuần

| | |
|----------|-----------------|
| Friday | <i>Thứ sáu</i> |
| Saturday | <i>Thứ bảy</i> |
| Sunday | <i>Chủ nhật</i> |

3.2. Months of the Year

| | |
|----------|--------------------|
| January | <i>Tháng giêng</i> |
| February | <i>Tháng hai</i> |
| March | <i>Tháng ba</i> |
| April | <i>Tháng tư</i> |
| May | <i>Tháng năm</i> |
| June | <i>Tháng sáu</i> |

Tháng trong năm

| | |
|-----------|-----------------------|
| July | <i>Tháng bảy</i> |
| August | <i>Tháng tám</i> |
| September | <i>Tháng chín</i> |
| October | <i>Tháng mười</i> |
| November | <i>Tháng mười một</i> |
| December | <i>Tháng chạp</i> |

4. Restaurant Organization

restaurant manager
head waiter, maitre d'hôte
doorman
receptionist
waiter, waitress
wine cashier
barman, bartender
bus boys
trainee

Cơ cấu ở nhà hàng
giám đốc nhà hàng
trưởng phục vụ bàn
nhân viên đón khách ở cửa
nhân viên tiếp tân
nam phục vụ bàn, nữ phục vụ bàn
thu ngân viên ở quầy rượu
nhân viên pha rượu
nhân viên phụ việc vặt ở bàn ăn
nhân viên tập sự

5. Kitchen Appliances & Utensils

| | |
|----------------------|----------------------|
| freezer | ngăn đông lạnh |
| refrigerator/ fridge | tủ lạnh |
| cooker/stove | bếp lò |
| oven. | Lò nướng |
| microwave oven | lò vi ba |
| mixer/blender | máy xay |
| frying pan | cái chảo cạn |
| cooking pot | cái soong |
| saucepan | cái soong có tay cầm |
| deep fryer | cái chảo sâu |
| scales | cái cân |
| blender | máy trộn |
| coffee-grinder | cối xay cà phê |
| coffee machine | máy pha cà phê |
| coffee maker | máy pha cà phê |
| deep-fryer | chảo chiên |
| dish washer | máy rửa bát |

Dụng cụ và đồ dùng nhà bếp

| | |
|-----------------|------------------------|
| electric kettle | ấm đun nước |
| extractor | máy ép trái cây |
| food mixer | máy trộn |
| food processor | máy chế biến thực phẩm |
| kitchen knife | con dao |
| chopping board | tấm thớt |
| mixing bowl | cái tô lớn |
| ladle | cái môi |
| sieve/strainer | cái rây |
| colander | cái rá lược |
| spatula/flipper | cái sạn |
| mortar | cái cối giã |
| pestle | cái chày |
| water kettle | cái ấm đun nước |
| grill | cái lò vi nướng |
| toaster | cái máy nướng bánh mì |

6. Meat

| | |
|---------------------------------|--------------------------------|
| veal | <i>thịt bê</i> |
| beef | <i>thịt bò</i> |
| Chateaubriand | <i>thịt bò</i> |
| minute steak | <i>thịt bò miếng mỏng</i> |
| round steak | <i>thịt bò cuộn tròn</i> |
| sirloin steak, tenderloin steak | <i>thịt thăn bò, thịt thăn</i> |
| T-bone steak | <i>thịt bò cốt lết</i> |
| Pork | <i>thịt lợn</i> |
| Chops | <i>thịt cốt lết lợn</i> |
| Bacon | <i>thịt ba chỉ</i> |

Poultry

| | |
|---------|---------------|
| chicken | <i>gà</i> |
| duck | <i>vịt</i> |
| goose | <i>ngỗng</i> |
| turkey | <i>gà tây</i> |
| wing | <i>cánh</i> |

7. Fish & Seafood

7.1. Fresh water fish

| | |
|------------|-----------------|
| catfish | <i>cá trê</i> |
| dried fish | <i>cá khô</i> |
| perch | <i>cá pecca</i> |
| snakehead | <i>cá lóc</i> |

7.2 Salt water fish

| | |
|-------------|-----------------|
| mackerel | <i>cá thu</i> |
| red snapper | <i>cá hồng</i> |
| salted fish | <i>cá muối</i> |
| sardines | <i>cá trích</i> |

Thịt

| | |
|----------------|-----------------------|
| Ham | <i>thịt heo nguội</i> |
| spare ribs | <i>sườn</i> |
| leg | <i>giò heo</i> |
| kidney | <i>thận, cật</i> |
| stomach | <i>bao tử</i> |
| fermented pork | <i>mắm (thịt lợn)</i> |
| mutton, lamb | <i>thịt cừu</i> |
| chops | <i>thịt cừu</i> |
| leg | <i>giò cừu</i> |
| shoulder | <i>vai</i> |

Gia cầm

| | |
|----------------|-------------|
| breast | <i>ức</i> |
| feet | <i>chân</i> |
| heart | <i>tim</i> |
| liver | <i>gan</i> |
| leg, drumstick | <i>đùi</i> |

Cá và đồ biển

Cá nước ngọt

| | |
|--------|-----------------|
| salmon | <i>cá hồi</i> |
| cod | <i>cá moruy</i> |
| sole | <i>cá bơn</i> |
| trout | <i>cá hường</i> |

Cá nước mặn

| | |
|-----------|---------------------|
| sea bass | <i>capecca biển</i> |
| shark fin | <i>vây cá mập</i> |
| tuna | <i>cá tuna</i> |

7.3. Shellfish, Mollusk, Seafood

clam

crab, claw of crab

dried shrimp

horseshoe crab (eggs)

lobster

Sò, trai, đồ biển

sò huyết

cua, càng cua

tôm khô

cua trứng

tôm hùm

8. Fruits, Vegies & Seasonings

8.1. Fruits

Trái cây

apple

táo

Mangosteen

mãng cụt

apricot

mơ

melon

dưa tây

avocado

bơ

orange

cam

banana

chuối

papaya

đu đủ

black berry

dâu đen

peach

đào

blue berry

dâu xanh

pear

lê

red berry

dâu đỏ

pineapple

thơm

cherry

sê-ri

plum

mận

coconut

dừa

pomegranate

lựu

custard apple

mãng cầu

pomegranate seeds

hạt lựu

date

chà là

pomelo

dưa vàng

durian

sầu riêng

prune

mận

grape

nho

raisin

nho khô

grapefruit

bưởi

rambutan

chôm chôm

guava

ổi

rose apple *trái*

hồng

jack fruit

mít

sapodilla

sa-pô-chê;

kiwi

kiwi

lông mít

lychee

vải

strawberry

dâu tây

Longan

nhãn

watermelon

dưa hấu

8. 2. *Vegetables & Vegetable Products* *Rau củ và các sản phẩm từ rau củ*

| | | | |
|-----------------------|------------------------|---------------------------|---------------------------|
| rice | <i>gạo</i> | Chinese cabbage | <i>bắp cải Trung Quốc</i> |
| glutinous/sticky rice | <i>nếp, xôi</i> | cucumber | <i>dưa leo</i> |
| fermented rice | <i>cơm rượu</i> | eggplant | <i>cà tím</i> |
| artichoke | <i>ac-ti-sô</i> | gourd | <i>bầu, bí</i> |
| asparagus | <i>măng tây</i> | lettuce | <i>rau xà lách</i> |
| avocado | <i>quả bơ</i> | morning glory | <i>rau muống</i> |
| baby corn | <i>bắp non</i> | mushroom | <i>nấm</i> |
| bamboo shoots | <i>măng tre</i> | olive | <i>quả ô-liu</i> |
| beans | <i>đậu trái</i> | onion | <i>hành</i> |
| green bean | <i>đậu</i> | peas | <i>đậu hạt</i> |
| soybean | <i>đậu nành</i> | potato | <i>khoai tây</i> |
| soybean curd | <i>đậu phụ</i> | pumpkin | <i>bí đỏ</i> |
| string beans | <i>đậu đũa</i> | radish | <i>củ cải đỏ</i> |
| mung beans | <i>đậu vườn</i> | seaweed | <i>rong biển</i> |
| bean sprouts | <i>giá</i> | shallot | <i>hẹ tây</i> |
| beet | <i>củ cải đường</i> | spinach | <i>rau dền</i> |
| bitter melon | <i>khổ qua</i> | sprouts, Brussels sprouts | <i>búp cải</i> |
| broccoli | <i>bông cải xanh</i> | tomato | <i>cà chua</i> |
| cabbage | <i>bắp cải</i> | water mimosa | <i>rau nhút</i> |
| capsicum, pepper | <i>ớt tây, ớt xanh</i> | white radish | <i>củ cải trắng</i> |
| carrot | <i>cà rốt</i> | winged beans | <i>đậu Hà Lan</i> |
| cauliflower | <i>bông cải</i> | | |
| celery | <i>cần tây</i> | | |

8. 3. *Herbs, Spices & Seasonings*

| | | <i>Các loại thơm, gia vị và hương liệu</i> | |
|----------|----------------------|--|------------------|
| basil | <i>rau húng quế</i> | coriander | <i>rau mùi</i> |
| bay leaf | <i>lá nguyệt quế</i> | curry powder | <i>bột cà-ri</i> |
| chilies | <i>ớt khô</i> | fermented fish | <i>mắm cá</i> |

| | | | |
|---------------------|--------------------|--------------|-----------------------|
| fish sauce | <i>nước mắm</i> | paprika | <i>ớt bột/ớt ngọt</i> |
| galangal, galingale | <i>củ riềng</i> | parsley | <i>rau mùi tây</i> |
| garlic | <i>tỏi</i> | pepper | <i>tiêu</i> |
| ginger | <i>củ gừng</i> | rosemary | <i>lá hương thảo</i> |
| lemon | <i>chanh</i> | salt | <i>muối</i> |
| lemongrass | <i>lá chanh</i> | shrimp paste | <i>bột tôm</i> |
| lime | <i>chanh vàng</i> | soy sauce | <i>nước tương</i> |
| marjoram | <i>kinh giới</i> | tamarind | <i>me</i> |
| mint (leaves) | <i>(lá) bạc hà</i> | tarragon | <i>ngải giấm</i> |
| mustard | <i>mù tạt</i> | thyme | <i>lá húng tây</i> |
| oregano | <i>lá cà-ri</i> | | |

9. Drinks

9.1. Classification of Beverages

Dessert Wine

Aperitif

Liqueur

Soft drink

Beer

Long drink

Spirits

Wine

Champagne

9.2. Dessert Wine

Porto

Porto = Port Wine

Cockburns

Đồ uống

Xếp loại các thức uống

Rượu uống sau bữa ăn (trong bữa tráng miệng): Porto, Sherry, Madeira, Marsala

Rượu khai vị (Vermouth, Bitters, Anises)

Rượu mùi

Nước ngọt, các loại nước có ga

Bia

các loại côc-tai, các thức uống đựng trong ly cao

Rượu mạnh: Cognac, Brandy, Whisky, Gin, Rum, Vodka

Rượu vang

sâm banh

Rượu uống sau bữa ăn

Old Towny

Gonzalez
Ruby Port
Dows Port
Tio Pepe
Harveys Bristol
Sherry

9.3. Aperitif

Vermouth

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

9.4 Spirits or Eaux de Vie

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

Amontillado
Manzanilla
Cream Sherry
Madeira
Sandeman
Marsala Marsal

Rượu khai vị

Bitters

Campari
Angostura
Fernet Branca

Rượu mạnh

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

Calvados
Vodka

Akvavit
Tequila

9.5. Liqueur *Rượu mùi*

Liqueurs Courantes

Liqueurs Fines

Liqueur Extra-Fines

9.6 Soft drinks, ciders

Coca Cola

Pepsi

7- up

Sprite

Soda

Tonic

10. Cereal products

| | | | |
|----------------|-----------------------------------|----------|---------------------------------------|
| Bread | <i>bánh mì</i> | pastry | <i>bánh ngọt</i> |
| bread cucumber | <i>mảnh vụn bánh mì</i> | rice | <i>gạo</i> |
| cereal | <i>ngũ cốc</i> | roll | <i>cuộn</i> |
| croissant | <i>bánh mì hình lưỡi liềm</i> | sandwich | <i>bánh sandwich</i> |
| flour | <i>bột mì</i> | semolina | <i>bột mì để làm mì đet của Ý</i> |
| oats | <i>yến mạch</i> | toast | <i>bánh mì nướng</i> |

11. Dairy products

| | | | |
|-----------------|---------------------------|---------------------------|-------------------------------|
| Butter | <i>bơ</i> | milk | <i>sữa</i> |
| Cheese | <i>phó mát</i> | omelette (UK)/omelet (US) | |
| cottage cheese | <i>phó mát trắng mềm</i> | | <i>trứng chiên tráng mỏng</i> |
| cream | <i>kem</i> | poached egg | <i>trứng trần</i> |
| egg | <i>trứng</i> | scrambled egg | <i>trứng đánh</i> |
| fried egg | <i>trứng rán</i> | soft boiled egg | <i>trứng luộc qua</i> |
| hard boiled egg | <i>trứng luộc chín kỹ</i> | yoghurt | <i>sữa chua</i> |

12. Complaints

| | | | |
|----------|-------------------------|------------|-------------------------|
| bad | <i>tồi, xấu</i> | overcooked | <i>nấu quá chín</i> |
| blunt | <i>mảnh vụn bánh mì</i> | rude | <i>thô lỗ</i> |
| broken | <i>vỡ</i> | salty | <i>mặn</i> |
| busy | <i>bận rộn</i> | slow | <i>chậm</i> |
| cold | <i>lạnh</i> | spicy | <i>có bỏ gia vị</i> |
| corked | <i>có mùi nút chai</i> | stained | <i>gỉ</i> |
| cracked | <i>rạn nứt</i> | stale | <i>ôi, thiu</i> |
| dirty | <i>bẩn</i> | tough | <i>dai</i> |
| draughty | <i>có gió lùa</i> | underdone | <i>chưa chín kỹ</i> |
| filthy | <i>bẩn thỉu</i> | unfriendly | <i>không thân thiện</i> |
| missing | <i>thiếu</i> | wrong | <i>nhầm, sai</i> |
| noisy | <i>ồn ào</i> | | |

13. Meals and menus

| | | | |
|------------------|-----------------------------|-------------------|-------------------------|
| a la carte menu | <i>thực đơn chọn món</i> | lunch | <i>bữa trưa</i> |
| afternoon tea | <i>trà chiều</i> | main course | <i>món chính</i> |
| breakfast | <i>bữa điểm tâm</i> | meat dish | <i>món thịt</i> |
| children 's menu | <i>thực đơn cho trẻ nhỏ</i> | side dish | <i>món phụ</i> |
| dinner | <i>bữa tối</i> | starter | <i>món khai vị</i> |
| fish dish | <i>món cá</i> | supper | <i>bữa tối phụ</i> |
| | | table d'hôte menu | <i>thực đơn đặt sẵn</i> |
| | | vegetarian dish | <i>món rau</i> |

14. Methods of payment

| | | | |
|----------------------|-------------------|-------------------------|---------------------|
| Bank note | <i>giấy bạc</i> | cheque (U K)/check (US) | <i>séc</i> |
| bill (UK)/check (US) | <i>hoá đơn</i> | coin | <i>đồng tiền xu</i> |
| business card | <i>danh thiếp</i> | credit card | <i>thẻ tín dụng</i> |
| cash | <i>tiền mặt</i> | guest | <i>khách hàng</i> |

| | | | |
|------------|------------------------|--------------------|--------------------|
| order form | <i>mẫu đặt hàng</i> | traveller's cheque | <i>séc du lịch</i> |
| room key | <i>chìa khoá phòng</i> | signature | <i>chữ ký</i> |

15. Verbs of preparation

| | |
|--------------------------|--------------------------|
| Add | <i>thêm</i> |
| Bake | <i>nướng</i> |
| Beat | <i>đánh, đập</i> |
| Boil | <i>luộc</i> |
| Butter | <i>phết bơ</i> |
| Chop | <i>chặt</i> |
| Combine | <i>kết hợp, trộn</i> |
| Cook | <i>nấu</i> |
| Cover | <i>phủ</i> |
| Cut | <i>cắt</i> |
| Drain | <i>làm khô, ráo nước</i> |
| Fill | <i>làm đầy</i> |
| Fry | <i>rán</i> |
| grill (U K) / broil (US) | <i>nướng</i> |
| mix | <i>trộn</i> |
| peel | <i>gọt vỏ</i> |
| pick | <i>nhặt</i> |
| pour | <i>đổ, rót</i> |
| refrigerate | <i>làm lạnh</i> |
| roast | <i>quay</i> |
| season | <i>cho gia vị, ướp</i> |
| shake | <i>lắc</i> |
| slice | <i>cắt lát</i> |
| sprinkle | <i>rắc</i> |
| stir | <i>khuấy</i> |

ENGLISH FOR RESTAURANT STAFF WORKBOOK

Unit 2

DESCRIBING JOBS AND WORKPLACE

I. A CLUB WHERE PEOPLE GO AT NIGHT = A NIGHT CLUB. JOIN THE WORDS BELOW IN THE SAME WAY

- (a) A card which allows a person credit = a credit
- (b) A dinner which has a set menu = a set.....dinner
- (c) A glass for wine = a.....
- (d) A bowl for soup = a.....
- (e) Service by waitresses = waitress# service = waitress service
- (f) A lunch of three courses = a-.....
- (g) A restaurant with four stars = a.....
- (h) A menu with fixed prices = a -.....
- (i) A cellar where wines are stored =.....
- (j) A list of wines available = a.....
- (k) A chair with wheels = a.....

II. INTRODUCING COLLEAGUES

Sam Reilly, Head Chef of the Casablanca, introduces a new cook to his colleagues in the kitchen. Read the dialogue and complete the table below.

Rosa: Good evening everybody. Hi, Sam!

Sam: Hi, Rosa! Hey guys, this is Rosa, the new cook. She starts work tomorrow.

Peter: Hello Rosa. I'm Peter. Rosa's a charming name for a beautiful Italian lady...

Rosa: I'm not Italian, I'm Spanish!

Sam: Peter's the bartender. And this is Jan, the new waiter. Where are you from Jan?

Jan: I'm from Warsaw, in Poland.

Rosa: So many foreigners!

Peter: I'm British!

Jan: Are you British Sam?

Sam: No, I'm not. I'm from the US. And I make the best hamburger in London!

Peter: All right, Sam, we know that but fish and chips is still the best!

| Name | Job | Nationality |
|------------|-----------|-------------|
| ..... | Head chef | ..... |
| Rosa ..... | ..... | ..... |

III. YOUR TEACHER WILL GIVE YOU A CARD AND A QUESTIONNAIRE. IMAGINE YOU ARE THE PERSON ON YOUR CARD. INTRODUCE YOURSELF AND FIND THE OTHER PEOPLE ON THE QUESTIONNAIRE

Rosa arrives for her first day at work. Read the dialogue and answer the questions below

Rosa: Good morning!

Peter: *Buenos dias*, Rosa.

Rosa: Do you speak Spanish?

Peter: Not really, But I can speak French.

Rosa: Oh right. Is Sam here?

Peter: No, he always arrives late. Can I show you the restaurant?

Rosa: Oh, yes, please.

Peter: Well, this is the reception area, with the cloakroom next to it, and here's the bar, where I work.

Rosa: Do you work alone in the bar?

Peter: Yes. I prepare all the drinks, attend the customers at the bar and serve drinks to the tables. Would you like a coffee?

Rosa: No, thanks, I don't drink coffee. Can you show me the dining-room?

Peter: Sure. No, not that way: they're the toilets. The dining-room's on the right.

Rosa: Oh, it's really nice!

Peter: And there's a small private dining-room over there.

1. Does Peter speak Spanish?
.....

2. Is Sam in the kitchen?
.....

3. Does Peter have a lot of work?
.....

4. Does Rosa have a coffee?
.....

5. Is there only one dining-room?
.....

Unit 3

RESERVATIONS

I. COMPLETE THE FOLLOWING DIALOGUES

Dialogue 1

Employee: Restaurant. May I help you?

Caller: What time do youthis evening?

Employee: At 6.00, and we at 1.00.

Caller: I'd like to a table.

Employee: For how?

Caller: Two

Employee: For what, please?

Caller: 8.00.

Employee: I'm sorry, there aren't any for 8.00, but we can give you one at 9.00.

Caller: All right.

Employee: What's your, please?

Caller: Miller.

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

Caller: Thank you. Good-bye.

Dialogue 2

Employee: Restaurant.

Caller: I'd like to a table for this evening. The Carney.

Employee: For many?

Caller: Six.

Employee: For time?

Caller: Around 8.30.

Employee: A table for six at 8.30 for Carney. Thank you.

Caller: Thank you. Good-bye.

Dialogue 3

Employee: Restaurant.

Caller: I'd like to reserve a table the window for three. The name's Rogers, and we'd like to have at 1.00.

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

Caller: Thank you. Good-bye.

II. READ THROUGH THE DIALOGUE BELOW AND THEN PRACTISE IT WITH A PARTNER CHANGING THE UNDERLINED INFORMATION AS YOU BOTH AGREE: GIVING INFORMATION

Employee: The Margarita, may I help you?

Caller: I'd like to make a reservation for this evening at 7:30.

Employee: For how many, madam?

Caller: Six

Employee: What's your name, please, madam?

Caller: Sorenson.

Employee: That'll be fine, madam.

Caller: Do you allow dogs?

Employee: Yes, we do.

Caller: Thank you.

Employee: Thank you, madam. Good-bye.

III. OPEN DIALOGUE

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 phone: Junior's.....morning

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-.....

Repeat:

Caller: I-N-G-.....

Repeat:

Caller: W-A-Y.

Repeat:

Caller: That's correct.

Say goodbye: Mr. Hemmingway.

**IV. JAN ANSWERS THE TELEPHONE AT THE CASABLANCA.
READ THE DIALOGUE AND CHECK THE BOOKING FORM BELOW.
CORRECT ANY MISTAKES.**

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, please?

Mr. Russell: For today.

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

Mr. Russell: Half 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.

CASABLANCA

Name: Mrs. Prussel

Date: 8 July

Time: 6.30

Number of people: 3

Non/smoking: non

V. READ THROUGH THE DIALOGUES BELOW AND THEN PRACTISE IT WITH A PARTNER CHANGING THE UNDERLINED INFORMATION AS FOLLOW

Taking a reservation by phone

Employee: Restaurant, may I help you?

Caller: What time do you open this evening?

(1)

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

(2)

(3)

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

(4)

Employee: For what time, sir?

Caller: Around 8.15.

(5)

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

Caller: Sorel.

(6)

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. Good-bye.

(1). tomorrow evening

(2). 6.30

(3). 11p.m

(4). four

(5). 8.00

(6). Michael

VI. THE HEAD WAITER OF JUNIOR'S S KITCHEN ANSWERS THE TELEPHONE. READ THE DIALOGUES AND FILL IN THE RESERVATIONS FORM WITH THE CORRECT INFORMATION

Dialogue 1:

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: And for what time, sir

Paul: Oh, about seven o'clock.

Head waiter: Table for two, Wednesday, seven o'clock. And may I have your name, please?

Paul Taylor: Paul Taylor. Taylor. Paul Taylor.

Head waiter: Could you spell your surname, please?

Paul Taylor: Yes, Taylor. T-A-Y ... / Taylor. T-A-Y ...

Head waiter: T-A-Y...T-A-Y...

Paul: L-O-R. L-O- R.

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

Paul: That's right.

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

Paul: Thank you. Goodbye.

JUNIOR

Name: (1)

Date : (2)

Time : (3)

Number of people: (4)

Unit 4

GIVING DIRECTIONS

I. READ THE CONVERSATION AND ANSWER SOME QUESTIONS

The family of four at Juniors Kitchen have completed their meal and the mother calls over the waitress.

Conversation 1

Mother: Excuse me, miss?

Waitress: Yes, madam. Would you like anything else?

Mother: My son would like to go to the bathroom

Waitress: The bathroom is in the rear to the right, madam. Please follow me, I'll show you.

Mother: Thank you.

Father: Is there anywhere my daughter could buy a souvenir of Junior's Restaurant?

Waitress: There's a gift shop near the entrance, sir. Or I can send for a flower vendor, if you like.

Father: I think we'll have a look at the gift shop on our way out. Thank you.

Waitress: You're welcome, sir

1. Where is the bathroom?

.....

2. Where can someone buy souvenir?

.....

Conversation 2

Wilma and Paul have finished their meal at Junior's Kitchen and Paul is asking their waitress for directions.

Paul: Excuse me, miss ...?

Waitress: Yes, sir. Would you like anything else?

Paul: No, thank you. Are there any good nightclubs near here?

Waitress: Well, there's the Funky Mouse disco, if you like dancing. It's on the corner of Sunset Drive and Cotton Road.

Paul: A disco is rather noisy. We were more thinking about a place to have a drink and listen to some music

Waitress: Perhaps you ought to try Cat's Eye Nightclub, sir.

Paul: Is it far from here?

Waitress: No, it's just a short walk, sir. Walk out of Junior's and turn left. Pass the traffic lights 'and turn left at Silk Road. You will see Cat's Eye on your left. It's next to Hobbes Steak House.

Paul: Thank you very much.

Waitress: You're welcome, sir.

Paul: Could we have the bill.

1. How to get to Cat's Eye nightclub?
.....

2. Is the Funky Mouse disco on the corner of Sunset Drive and Cotton Road?
.....

Unit 5

WELCOMING THE GUESTS

I. READ THROUGH THE DIALOGUES BELOW AND THEN PRACTISE IT WITH A PARTNER CHANGING THE UNDERLINED INFORMATION AS FOLLOWS

Seating the diner

Waiter: Good evening, sir. Have you got a reservation?

Diner: Yes. For 8.00. The name's Peterson.

(1)

(2)

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

(3)

Diner: It's fine. Thank you. I'll bring you the menu, sir.

(4)

(5)

(1): 9.00

2): Anne

(3): fine

(4): OK

(5): madam

II. READ THROUGH THE DIALOGUE BELOW AND THEN PRACTISE IT WITH A PARTNER CHANGING THE UNDERLINED INFORMATION AS YOU BOTH AGREE

Telling the diner there isn't a table

Waiter: Good afternoon.

Diner: Hello. Have you got a table for two?

Waiter: Have you got a reservation?

- Diner:** No, we've just arrived in town.
- Waiter:** I'm sorry, the restaurant's full now, but we can seat you in about half an hour! You can sit in the lounge 2 if you like, and we'll call you when we have a table.
- Diner:** Okay. The name's Smith.

III. COMPLETE THE FOLLOWING CONVERSATION WITH THE RIGHT WORD

Dialogue 1

- Waiter:** Good evening. Have you got a..... (1)?
- Diner:** No, we haven't. Is it (2) to have dinner?
- Waiter:** I'm sorry, the restaurant's (3) now, but we might be able to (4) you in 20 minutes. You can have a drink in the(5) if you like. We'll (6) you when we have a table.
- Diner:** Okay.
- Waiter:** Can you give me your(7), please?
- Diner:** Philips .
- Waiter:** Thank you.
(20 minutes later)
- Waiter:** Your table's(8) now, sir. Could you come with me, please? Will this table be(9)?
- Diner:** No, it's too close to the doorway. What about that one?
- Waiter:** I'm sorry, that table is already(10). Would you like to sit over there in the corner?
- Diner:** All right.
- Waiter:** I'll bring you the menu.

IV. PUT THE FOLLOWING SENTENCES IN THE CORRECT ORDER TO MAKE A COMPLETE DIALOGUE

- Waiter:** Can you follow me, please? Will this table be all right?
- Waiter:** Good evening. Have you got a reservation?
- Diner:** Fine. Thank you

Waiter: I'll bring you a menu.
Diner: Yes. The name's Morgan.

V. PUT THE FOLLOWING SENTENCES IN THE CORRECT ORDER TO MAKE A COMPLETE DIALOGUE

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, the name's Jordan
Diner: Yes, that'll be fine.
Waiter: Would you rather sit near the window?

VI. 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 leads 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?

VII. COMPLETE THE FOLLOWING DIALOGS

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.....
2. H: The restaurant is full now.....?
- G: J.B. Smith.
- H:?
- G: That is a good idea.
- H:, please.
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.

VIII. PUT THE FOLLOWING INTO VIETNAMESE

The job of the hostess is to welcome and seat the guests when they arrive and to arrange reservations in restaurants. 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 waitresses 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.

Unit 6

THE MENU

I. READ THE CONVERSATION AND COMPLETE THE TABLE BELOW

- Jan:** Are you ready to order?
- Alison:** Not really. Could you tell me what carpaccio is?
- Jan:** Of course, madam. It's made of marinated salmon slices served with toast.
- Alison:** I see. And what's vichyssoise?
- Jan:** Vichyssoise is made of potato, celery and onion. It's served as a cold soup.
- Fiona:** That sounds nice. I think I'll have that for a starter.
- Alison:** I feel like a hot starter. Do the Polish potato pancakes have garlic in them?
- Jan:** No, madam.
- Alison:** Good, I'll have that then.
- Jan:** And what would you like as a main course?
- Fiona:** I think I'll go for the Casablanca couscous.
- Jan:** So couscous for you madam. And for you, madam?
- Alison:** Let me see. The North Sea eel looks delicious. I think I'll have that.
- Jan:** Excellent choice madam. Would you like a side dish to go with it?
- Alison:** OK, we'll share a Waldorf salad.
- Jan:** A Waldorf salad. And what would you like to drink?
- Alison:** We'll have a bottle of house rose, please.
- Jan:** Certainly madam. Thank you.

| | Alison | Fiona |
|-------------|------------------------|-------|
| Starter | Polish potato pancakes | |
| Main course | | |
| Side dish | | |
| Drinks | | |

II. ANSWER THE FOLLOWING QUESTIONS

1. What is a la carte?
2. What is a table d' hôtel?
3. What should you ask if a guest orders a steak?
4. If a guest orders something that has already been sold out, what should you do?
5. What fruit is in season now?
6. When a guest praises the dish of your restaurant, what should you say?
7. When should you ask, "Could I serve you anything else?" Why should you ask the question?

III. COMPLETE THE FOLLOWING DIALOGS

1. **Waiter:** , sir..... ?
Guest: I'd like to try some Sichuan food. What
W: May..... It's..... an l.....
G: It sounds good. I'll have it.
2. **W:**, madam?
G: I'll have Steamed mandarin fish with cream sauce.
W: I'm afraid.....
G: How long do I have to wait?
W:
G: Well, I'll have it

3. **W:** You....., sir. While waiting, may I suggest.....?
G: Well, a Martini, please.
W: Yes,....., sir. I'll.....

IV. PUT THE FOLLOWING INTO VIETNAMESE

Once you're in China, you'll probably find the differences in quality, ingredients and styles between the food prepared in China and those prepared at Chinese restaurants in the foreign countries.

Chinese cooking has a history which is much longer than that of French cuisine. It uses almost all of the meat, poultry, fish and vegetables including food-stuffs which may appear rare or even distasteful to the foreigners.

Marco Polo once said about Chinese food. "They eat all sorts of meat including that of dogs and other animals of every kind". Talking about the eating habits of Cantonese, people often say humorously that they make use of anything with four legs except tables.

Unit 7

TAKING ORDER FOR STARTERS AND MAIN COURSES

I. PUT THE SENTENCES IN THE CORRECT ORDER TO COMPLETE THE DIALOGUE

Taking an Order/ Ordering a drink before dinner

- a. **Waiter:** What brand of gin would you prefer?
- b. **Client:** Six measures of gin to one of dry vermouth crushed ice-
- c. **Waiter:** Would you like something to drink before your meal, sir?
- d. **Client:** I'll have a very dry martini, please.
- e. **Waiter:** How would you like it?
- g. **Waiter:** Martini measure vermouth
- h. **Client:** It doesn't matter. Whatever you have.

II. (SCENE: PAUL AND WILMA ARE ASKING ABOUT THE DIFFERENT DISHES THEY FIND ON THE MENU OF JUNIOR'S KITCHEN). ACTS 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, Wilma?

- Wilma:** 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.
- Wilma:** Is it very spicy?
- Waitress:** It's quite hot, madam
- Wilma:** 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 charcoal grill, sir.

III. ANSWER THE FOLLOWING QUESTIONS

1. What should you say when you go to the guest to take his 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 has ordered after taking the order?
4. After taking order, what should you say before leaving?
5. Suppose a guest wants to try Sichuan food, recommend as many dishes as you can to the guests.

IV. COMPLETE THE FOLLOWING DIALOGS

1. **Waiter:**, sir.
- Guest:** I'd like to have a beef steak.
- W:**,?
- G:** Well-done, please.
- W:**
- G:** Mashed potato.
- W:**

2. **W:**
- G:** Ice cream, please.
- W:**
- G:** I'd like to have pear.
- W:**

V. PUT THE FOLLOWING 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. Steak 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.

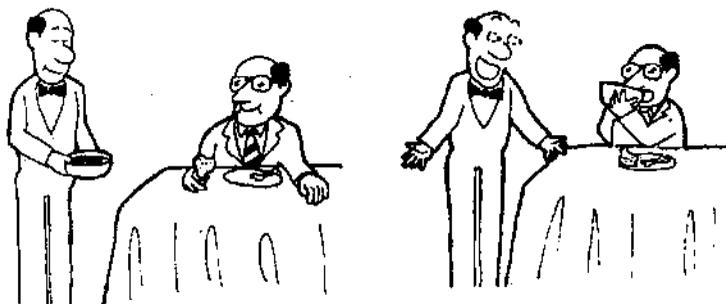
Unit 8

SERVING GUESTS DURING THE MEAL

I. PAUL AND WILMA HAVE FINISHED THEIR MAIN COURSE AT JUNIORS KITCHEN AND THEIR WAITRESS ASKS ABOUT THE FOOD. COMPLETE THE DIALOGUE

- Waitress:** Would you anything else, sir, madam?
Paul: No, I'm, thanks. How about you, Wilma?
Wilma: I'm all right, thank you.
Waitress: Was everything, sir?
Paul: Everything was perfect.
Waitress: How did you find your snakehead with dressing, madam?
Wilma: It was very My compliments to the chef
Waitress: Thank you. Would you like to see the menu?
Wilma: Yes, please.

II. LOOK AT THE BELOW PICTURE. MAKE OUT THE CONVERSATION BETWEEN THE WAITER AND CUSTOMER



Unit 9

TAKING ORDERS FOR DESSERTS

I. CAN YOU NAME DESSERTS *OF* THESE DIFFERENT KINDS?

- (a) very sweet - not very sweet - rich - light - not fattening
- (b) which contain no flour
- (c) which contain no or very little sugar

II. CAN YOU NAME DESSERTS WHICH INCLUDE:

jelly - ice cream - whipped cream - short pastry - flaky pastry - choux pastry - sponge (cake) - chocolate - "marzipan

III. ADD ANY CHEESES THAT YOU KNOW TO THIS LIST:

Strong: Gorgonzola

Rather strong: Cheddar **Mild:** Philadelphia **Rather mild:** Brie

Hard: Cheddar

Medium hard: Gorgonzola **Soft:** Brie

Cream: Philadelphia **Blue:** Gorgonzola

IV. FIND THE RIGHT DESCRIPTION IN COLUMN 2 FOR EACH KIND OF COFFEE IN COLUMN 1. FOR EXAMPLE: (A) = 5.

- (a) black
- (b) white
- (c) capuccino

(d) espresso

(e) decaffeinated/ decaf/Hag

(f) Irish

(g) Caribbean

(h) Turkish

1. strong coffee combined with hot milk, with ground cinammon and nutmeg on top
2. coffee with no caffeine in it
3. strong black coffee, boiled with sugar
4. strong coffee with Irish whisky, brown sugar and cream
5. coffee without milk or cream
6. strong black coffee, made by forcing steam through the coffee
7. coffee with milk or cream
8. strong coffee with rum, brown sugar and cream

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

V. 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 the 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?

1. Who knows 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 10

DRINKS

I. LOOK AT THE LIST OF DRINKS BELOW. CAN YOU SAY WHAT THE USUAL COMBINATIONS ARE?

For example: gin and orange (juice), gin and bitter lemon,

| | |
|---------|--------------|
| Whisky | Soda |
| Gin | Bitter lemon |
| Bourbon | Tomato juice |
| Vodka | Coke |
| Brandy | Tonic water |
| Rum | Ginger |
| | Lime |
| | Water |

II. IN THE SECOND COLUMN, FIND AND COMPLETE THE OPPOSITES OF THE DRINKS IN THE FIRST COLUMN

For example: a short drink - a long drink

| | |
|---------------------------|----------------------------------|
| 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 (Am. E = Straight) | ... strong... |
| whisky | |

IV. PUT THE WORDS IN THE FOLLOWING SENTENCES IN THE CORRECT ORDER.

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
.....

V. ORDERING A DRINK

1. 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 Martin b) a sherry c) a gin and tonic
6. What does Mrs. Kerrigan ask Jan to do?
a) close a window b) move the table c) turn the heating up

2. Read the conversation again and tick the sentences are used:

1. Can you bring us a glass of water, please?
2. Could you bring us the wine list, please?
3. Could we see the wine list, please?
4. Could I see the list, too, please?
5. Could I have some ice in it, please?
6. Put some ice in it, please.
7. Could you close the window, please?
8. Close the window, it's a bit cold.

VI. 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.
- Rosa:** 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.

1. Rosa is very tired.
2. The Mojito is a Spanish cocktail.
3. There is lime juice in the Mojito.
4. Rosa would like a soft drink.
5. The San Francisco has orange juice in it.
6. Rosa asks for the San Francisco recipe.

VII. ANSWER THE FOLLOWING QUESTIONS

1. What are the duties of a wine waiter?
2. What is Maotai? Why do people give high comments on it?
3. What is Shao Xing wine?
4. When should the waiter recommend red wine?
5. What is white wine? What is the English for?
6. When should the waiter recommend white wine?
7. Which should be chilled before being served, red wine or white wine?

8. Recommend four famous local port wines to the guest.

9. Recommend four famous Chinese liquors to the guests.

VIII. COMPLETE THE FOLLOWING DIALOGS

1. **Waiter:** Here is the wine list.
- Guest:** 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 or Fenjiu, please.
- W:** Excuse me, sir.....
- G:** There are so many wines here. We really don't know.....
- W:** What about..... It's.....Many guests.....
- G:** Fine. A bottle of Chablis, please. How much is it?
- W:**, sir.in a minute.

IX. PUT THE SENTENCES IN THE CORRECT ORDER TO COMPLETE THE INSTRUCTIONS

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.

Complete the dialogue:

THE BUSINESSMAN WITH THE BORIDE FISH

Offer wine list:

Diner: Yes, please. (Diner looks at wine list.) Have you got small bottles of white wine?

Out of small bottles:

House wine small carafes:

Diner: What wine have you got in small carafes?

White Chablis:

Diner: That sound like a good choice. Bring me a small carafe

Repeat order:

Unit 11

BANQUETING

I. ANSWER THE FOLLOWING QUESTIONS

1. What information should a captain learn if a guest tells him that he would like to hold a banquet in the restaurant?
2. Should the captain ask the guest to tell him the guest's room number if the guest is staying in the hotel? Why?
3. Do you think it is necessary for the captain to ask what the guest's room number is if the guest is staying in another hotel? Why?
4. Do you think it is necessary for the captain to repeat all the information about the reservation before he says good-bye to the guest? Why?
5. What should the captain say to end the telephone conversation?
6. What should the captain do if the guest tells him that he does not like a certain dish on the banquet menu?
7. Should a guest pay in advance for a forty people dinner party?
8. When should the captain tell the guest, "If you have any questions, please feel free to contact us"?

II. COMPLETE THE FOLLOWING DIALOGUES USING THE WORD IN THE BOX

Dialogue 1

Arrange, people, Chinese, pay, pleasure

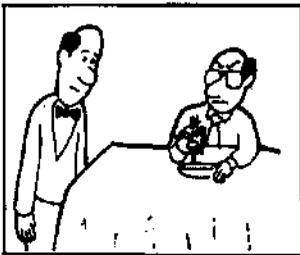
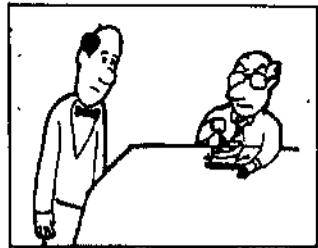
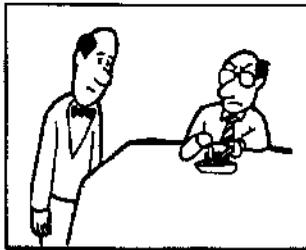
- C: Good afternoon. Rose Restaurant. May I help you?
- G: I'm staying in your hotel. I'd like to invite some friends to dinner this Saturday evening. Pleaseit for me.
- C: How manyare there in your party, sir!
- G: Forty.
- C: Do you preferfood or Western food!
- G: Chinese food.
- C: Fine. How much would you like tofor each person?
- G: 200 yuan for each.
- C: Very good, sir. May I know your name and room number'?
- G: Smith, George Smith. Room 923.
- C: Thank you, Mr. Smith. Anything special you'd like to have on the menu?
- G: You see, I know little about Chinese food. I'll leave it to you.
- C: With..... So that's a dinner party for forty people at 200 yuan each this Saturday evening. Is that correct?
- G: Right.

III. PUT THE FOLLOWING SENTENCES IN THE CORRECT ORDER TO COMPLETE THE DIALOGUE

- 1.G: But I'd like to have a chicken dish and a seafood dish instead of the duck and the sea cucumber on the menu. Could you please arrange it for me?
2. C: Very good, Mr. Richard. The second menu.
3. C: With pleasure, Mr. Richard, Let's see. How about Braised prawns with tomato sauce and Crisp fried chicken, sir? They are very delicious.
4. C: Oh, I don't think it is necessary, sir. If you have any question, please feel free to contact us.

5. G: Thank you very much for the two menus you sent me. Both are good, but I think the second one is better.
6. C: Now, what time would you like to have the dinner party?
7. G: About 7:30. Is it all right?
8. C: That will be fine, Mr. Richard.
9. G: I'll listen to you.
10. G: Well, shall I pay in advance for it?
11. G: I will.
12. C: We look forward to seeing your party on the 2nd February, Mr Richard

IV. LOOK AT PICTURE BELOW AND MAKE OUT THE CONVERSATION



Unit 12

BREAKFAST

I. ANSWER THE FOLLOWING QUESTIONS

1. What can you recommend if a guest likes to try some Chinese breakfast?
2. When the guest thanks you, what should you say?
3. If the guest tells you he likes to give order in a few minutes, what should you say?
4. What should you ask if a guest orders the egg?
5. What information should you learn when a guest tells you he would like to have American breakfast!
6. What does the continental breakfast consist of?
7. What does the American breakfast consist of?
8. What did you have for breakfast this morning?

II. COMPLETE THE FOLLOWING DIALOGS

- Waiter:** Good morning,?
- Guest:** I'd like to have continental breakfast.
- W:**
- G:** Orange juice, please.
- W:**
- G:** Black coffee.
- W:**
- W:**
- G:** Boiled, four minutes, please.
- W:**
- G:** Ham. And I'm rather hungry. Would you bring it to me as soon as possible?

III. ACTS OUT THE CONVERSATION

Wilma and Paul are having breakfast at Pacha's Coffee House, a popular breakfast spot for visitors to our city.

Waiter: Good morning, sir, madam. May I take your order?

Paul: Good morning. Could I have a menu, please?

Waiter: Oh, I'm sorry, sir. ... Here you are, sir.

Paul: Thanks.... I'll have the American breakfast,
I'm starving.

Waiter: What fruit juice would you like, sir?

Paul: Have you got melon juice?

Waiter: You mean watermelon juice, sir?

Paul: Yes, watermelon.

Waiter: Certainly, sir. And would you like cereals
or eggs, sir?

Paul: Eggs, please.

Waiter: How would you like your eggs?

Paul: Fried eggs, sunny-side-up and bacon.

Wilma: Melon juice, fried eggs, sunny-side-up and bacon. And will you have
coffee or tea, sir?

Paul: Coffee, please.

Waiter: And for you, madam?

Wilma: I'll have a glass of fresh orange juice and cornflakes with hot milk.

Waiter: Would you like dried fruits or honey with your cereals, madam?

Wilma: Dried fruits, please.

Waiter: Cornflakes with dried fruits and hot milk. Anything else, madam?

Wilma: No, not for the moment. Thank you.



IV. USE THE BREAKFAST MENU OF PACHA'S COFFEE HOUSE (SEE SNAPSHOT 1), OR THE MENU OF YOUR RESTAURANT, TO HELP YOU COMPLETE THE FOLLOWING DIALOGUE.

(Scene: Two air hostesses of a famous airline are having breakfast at Pacha's)

Mr. Evans is having breakfast at Pacha's and he is very hungry. Can you complete the following conversation and make sure Mr. Evans gets a satisfying breakfast?

Greet, take order:

Diner: Yes, I'll have the American breakfast, I'm as hungry as a bear.

Ask about fruit juice:

Diner: I'll have a glass of tomato juice, please.

Ask cereals/eggs:

Diner: Eggs, please.

Ask about eggs:

Diner: Fried eggs, sunny-side-up and bacon.

Repeat order:

Ask coffee/tea:

Diner: Coffee, please.

Wait:

Unit 13

COMPLAINTS

I. 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 a 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?

II. COMPLETE THE FOLLOWING DIALOGUES

- 1. Guest:** Waiter, the table- cloth is dirty. It's covered with soup stains.
- 2. Waiter:** Oh, I'll.....please.
- G:** Look at these glasses. This one has even got lipstick on it.
- W:** Madam. Right away.
- G:** Look! What have you done? Spilt soup all over my new dress.
- W:** Madam. I do this unfortunate accident.....have the dress cleaned and send the bill to us. We willOne moment.

III. IF THE CUSTOMER PRAISES THE FOOD OR SERVICE WHAT SHOULD A WAITER/WAITRESS SAY OR DO?

1. Smile and thank the customers.
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.

IV. 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 forgot to serve a dish.

V. 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. Well this is 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

Dialogue 3

A MOTHER AND TWO KIDS

Diner: Excuse me, waiter/waitress?

Help diner:.....

Diner: We asked for Coca Cola for the kids, but you served us soda?

Apologize:.....

Change it:.....

Diner: Thank you

VI. COMPLETE THE FOLLOWING DIALOGUES

Complaints about the service

Diner: Waiter!

Waiter: Yes, sir

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

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 duck takes quite a while to prepare. I'll see about your order. Would you like a salad while you're waiting.

Diner: No, thank you.

Complaints 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.-
- Waiter:** Perhaps, you'd rather sit over there in the corner? There's less draught.
- Diner 1:** Thank you very much.

Vocabulary

air-conditioning, alteration, complain, dining-room, doughy heat, jacket, prepare, put on, short of, turn down, warm

Unit 14

GIVING THE BILL AND SEEING OFF GUESTS

I. COMPLETE THE SENTENCES WITH IN OR BY

1. Can I pay credit card?
2. I'll ask the cashier to prepare the bill.....dollars.
3. That's great. I'll pay..... Visa.
4. Can we pay.....traveller's cheque?
5. I prefer to pay cash, if that's OK.
6. How will you be paying sir?..... cash or.....credit card?

II. ANSWER THE FOLLOWING QUESTIONS

1. Can a waiter offer the guest his bill without being asked?
2. Does the restaurant in China accept foreign currencies?
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 restaurant does not honor?
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?

III. EXPLAINING THE BILL

1. Three guests ask Jan for the bill. Read the dialogues 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' hôtel 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 MasterCard.
- 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.

2. Read again and complete the bill

| | | | |
|----------------------|---------------------------|---------------|-----|
| 6 October | | | *** |
| Table d'hôte menu | x 3 | 1 £60 | |
| Apéritifs | x 2 | £10.50 | |
| Spirits | x 3 | £9.00 | |
| Bottle of house wine | x 1 | 4 | |
| | Subtotal: | 5 | |
| | VAT & service: | £29.61 | |
| | Total: | 6 | |

Thank you for your visit.


5 Hanover Street London W1A 4BZ

TAPE SCRIPT

Unit 2

DESCRIBING JOBS AND WORKPLACE

LISTENING AND SPEAKING

ACTIVITY 1

- Susan:** Good morning. My name's Susan Davies. I'm the Head Waiter. Welcome to the Casablanca.
- Jan:** Pleased to meet you. My name's Jan Nowak.
- Susan:** Before going to the restaurant I'd like to introduce you to Mr. Grant, the Manager of the Hollywood Hotel.
- Jan:** The Hollywood Hotel?
- Susan:** Yes. The Casablanca Restaurant's part of the Hollywood Hotel. Here we are. Here's the Manager's office. Hi Jane. Is Mr. Grant in his office?
- Jane:** Yes, he is.
- Susan:** Jan, this is Jane Newman, one of the hotel receptionists.
- Jan:** Nice to meet you. I'm Jan Nowak.
- Jane:** Hello, Jan. Nice to meet you.
- Susan:** Jan's the new waiter. Good morning, Mr. Grant. Let me introduce you to Jan Nowak, the new waiter.

Unit 3

RESERVATIONS

LISTENING AND SPEAKING

ACTIVITY 1

1.

- Guest:** Hello. Is this the Chinese Restaurant?
- Waiter:** Speaking. 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 7:00 tonight.
- W:** Would you like a table in the main restaurant or in a private room, sir?
- G:** In the main restaurant will be fine.
- 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.

Unit 4

GIVING DIRECTIONS

LISTENING AND SPEAKING

ACTIVITY 1

1.

Guest: Excuse me, where is the telephone?

Waiter: The public phone, madam?

G: Yes.

W: It's over there at the back of the elevator hall.

G: Thanks a lot.

W: You're welcome, madam.

G: Could you please tell me how to get to the Bar?

W: The Bar is on this floor. Please go straight along the hall way, turn left at the end and the Bar is on the right.

G: Thank you.

2.

1. The cloakroom is over there.

2. The elevators are straight ahead on the left.

3. The restroom is at the end of the hallway to the right.

4. The stairway is around the corner over there.

5. I'll show you the way.

Unit 5

WELCOMING THE GUESTS

LISTENING AND SPEAKING

ACTIVITY 1

- 1. Put the sentences in the correct order to make a complete dialogue**
Welcoming the guests

- Waiter:** Good afternoon, sir. Welcome to the Hilton Restaurant.
- Guest:** Thanks.
- W:** How many persons, please?
- G:** A table for six, please.
- W:** Where would you prefer to sit?
- G:** Well, by the window, please
- W:** I'll show you to your table. This way, please.
- W:** Is this fine?
- G:** O.K. That'll do fine.
- W:** Please take a seat, sir.
- G:** Thanks.
- W:** A waiter will come to take your order. Just a moment, please.

- 3. Below are some useful expressions for welcoming guests. Listen and fill in the blank with the word you hear**

1. How many persons are there in your party, sir?
2. I'll show you to your new table.

3. I'm afraid that area is under preparation
4. I'm afraid that table is reserved
5. I'm afraid we cannot seat you at the same table. Would you mind sitting separately?
6. Would you like a high chair for your son/daughter/child?
7. Is anyone joining you, sir?
8. Would you mind sharing a table?
9. Another guest wishes to join this table.
10. Excuse me, sir. Would you mind moving over a little?
11. Could you move along one seat, please?
12. Excuse me, madam, but may I pass?
13. Could you move your chair closer to the table, please?

Unit 6

THE MENU

LISTENING AND SPEAKING

ACTIVITY 1

1. Some guests are ordering dinner. Listen to their orders. Then read the answers in your book. Listen to the order again and put a tick against the right answer. Here's the first guest.

I'll have a glass of white wine, please.

Number 2

A whisky on the rocks for me, please.

Number 3

I'll start with the oysters, please, and then the duck.

Number 4

The mushrooms followed by the scallops for me

Number 5

Soup and scampi, please.

Number 6

The tournedos, rare, please

Number 7

I'll have the entrecote, with peas, mushrooms and tomatoes.

Number 8

The herring salad and the venison will do me nicely. Thank you.

2. Now listen to these guests. They are ordering meals. look at the menu and write down the orders. Here's the first guest.

GUEST: I'd like a pastis first, please. Then I'll have the stuffed squid and then the escalope. With runner beans and chips

Number 2

GUEST: Two Cinzanos to start with. Then one mussels and one herring salad. After that, one venison and rabbit. Both with peas, spinach and chips. Thank you.

Number 3

GUEST: One pate and one antipasto. Then, what was it, ah yes, one Boeuf a la Bourguignonne with boiled potatoes and broccoli. And one scampi with chips.

Number 4

GUEST: A gin and tonic, and a whisky with water. Then I'll have the Salade Nisoise and my friend will have the soup. After that I'll have tournedos, with mushrooms, tomatoes and chips. And my friend will have lobster. By itself. Thank you.

Number 5

GUEST: Two Camparis, please. Then two oysters. After that I'll have scallops, no vegetables, and my friend will have duck with roast potatoes and broad beans.

Number 6

GUEST : One sherry, one Dubonnet and a bourbon. Then one mushrooms in garlic butter, one squid and one herring salad. After that we'll have two entrecotes, both with chips, tomatoes and peas. And one sole with cauliflower and boiled potatoes. Thank you.

Unit 7

TAKING ORDER FOR STARTERS AND MAIN COURSES

LISTENING AND SPEAKING

ACTIVITY 1

1. The lunch menu

Some guests are ordering lunch. Listen to their orders. Then read the answers in your book. Listen to the order again and put a tick against the right answer. Here's the first guest.

I'd like the avocado vinaigrette to start with, please.

Number 2

And to follow that. I'll have the boeuf stroganoff.

Number 3

I just want a salad. The lobster mayonnaise, please.

Number 4

I'd like the gammon and apricot casserole, please.

Number 5

Some fish for me. The sole meuniere, I think.

Number 6

Curry stuffed eggs to begin with.

Number 7

The veal escalope to follow.

Number 8

And I'll have the braised pork chops, thanks.

2. Taking the order

Now listen to these guests. They are ordering meals. Look at the menu and write down the orders. Here's the first guest.

I'd like the smoked salmon, please, followed by the goulash.

Number 2

I'll have the whitebait, and then the roast lamb. OK?

Number 3

It's one grapefruit, and one duck terrine and then a mixed vegetable salad, and the pork chops with orange.

Number 4

Two avocado vinaigrette, please. And one prawn cocktail. And after that, Jet's see, yes, it was two halibuts and a steak and mushroom pie.

Number 5

We'll have one duck terrine, one soup and whitebait. And to follow... what was it? ... ah, yes, one' salmon steak, one veal escalope, and a goulash.

Number 6

Just a Californian salad for my friend, but for me, I'll have the whitebait and then the trout with almonds, please.

Unit 8

SERVING GUESTS DURING THE MEAL

LISTENING AND SPEAKING

ACTIVITY 1

1. **Waiter:** Your steak, salad and beer, sir. Please enjoy your lunch.

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

Guest: Sure, go ahead.

W: May I show you the dessert menu?

G: Yes, please.

W: Here you are, sir.

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

W: Which flavor would you prefer, chocolate or vanilla?

G: I'll take the vanilla, 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 afternoon.

G: Thanks, I will.

2. Expressions:

1. May I serve it to you now?
2. This dish is very hot. Please be careful.
3. May I move your plate to the side?
4. Have you finished your meal, sir?
5. Would you like some tea?
6. How is your meal?

7. Are you enjoying your meal, sir?
8. May I clean (clear) the table, sir?
9. This is our last service for coffee. Would you like some more?
10. We are taking the last orders for food (drinks). Will there be anything else?
11. This food is best eaten while hot. Please enjoy your meal.

REVIEW 1 (UNIT 1- 8)

1. TAKE THE ORDER

Now listen to these guests. They are ordering their meals. Listen and write down the orders.

Number 1

GUEST: I think I'll have the prawn cocktail to start with, please, and then the beef salad.

Number 2

GUEST: My wife will have the sole, please, and I'll have the lamb cutlets. And we'd also like a bottle of Anjou Rose.

Number 3

GUEST: Can you recommend a German white wine?

YOU: Would you like the Baden dry, sir, or perhaps the Piesporter?

Number 4

GUEST: I want something light as a main course.

YOU: Would you like a salad, sir?

GUEST: It's one soup, and two smoked salmons. And then one fillet steak, one chicken Kiev and a sole. Also, we'll have a bottle of the Chablis, please.

Number 5

GUEST: I'll take the pate to start with, and my husband wants the smoked salmon. He'll have the fillet steak after that, and I'll have the chicken salad. And a bottle of Franken Sylvaner to go with it.

Number 6

GUEST: Three melons and a pate, followed by one lamb cutlets and three soles. And we'll have the Goldener Oktober to start with, and then the Mouton Cadet to follow. OK? Thanks.

Unit 9

TAKING ORDERS FOR DESSERTS

LISTENING AND SPEAKING

ACTIVITY 1

1. TAKE THE ORDER

Now listen to these guests. They are ordering meals. Look at the menu and write down the order. Here's the first guest.

I'd like a Campari first, please. Then I'll have melon, followed by the chicken chasseur.

Number 2

A pastis, please. Then I'll try the clams, followed by the Spanish pork, thanks.

Number 3

It's one whisky with water, no ice, and a vodka and orange. Then two mussels. No, sorry, one mussels and a pike mousse. After that we'll both have roast duck.

Number 4

A gin and tonic, an orange juice and a Cinzano, please. And for hors d'oeuvres it's one pate and two shellfish cocktails. After that, an entrecote, rare, one hare and one turbot with crab sauce, please.

Number 5

We'll both have a neat whisky, please. Neat, no water or ice. Then a consommé and the king prawns. After that I'll have the fillets of sole, and my friend will have the goulash. OK? Thanks.

Number 6

A rum, and a sweet sherry. After that we'll have the melon, followed by the mullet, and me the clams and then the veal casserole. The children will both have melon, and then the chicken chasseur. Thank you.

Unit 10

DRINKS

LISTENING AND SPEAKING

ACTIVITY 1

1. GUEST: I'd like a vermouth, please, a Cinzano:

Number 2

GUEST 2: Now, let's see, what shall I have. I know, a gin. Please, regular, with tonic.

Number 3

GUEST 3: I think I'll have a vodka. A Stolichnaya, please.

Number 4

GUEST 4: I rather fancy a whisky, a rye whisky. OK?

Number 5

GUEST 5: I don't want anything alcoholic. I'll take a Perrier water. With ice and lemon.

Number 6

GUEST 6: For me, a brandy. Hm, not the Martell, and not the Remy Martin three star. Make it the Remy Martin VSOP, would you?

Number 7

GUEST 7: A sherry for me, I don't like cream sherry very much, so that leaves a Tio Pepe, or a Croft Original. The Tio Pepe, I think.

Number 8

GUEST 8: I take it you have red, rose and white house wines by the glass?

BARMAN: Yes, sir.

GUEST 8: Red's too heavy, rose I don't really go for. The white, please.

1. c 2. b 3. c 4. a 5. c 6. c 7. b 8. c

2. TAKE THE ORDER

Now listen to these guests. They are ordering drinks. Look at the bar list and write down the orders.

Number 1

GUEST: I'll have a Graham's white port, please.

Number 2

GUEST: We'd like two armagnacs and a rye whisky, please.

Number 3

Can you give us five glasses of champagne, please. Oh and two glasses of white wine

Number 4

GUEST: Now, let me see. That's one malt whisky for you, John, isn't it? Then a Perrier water, with ice and lemon. Now, what was yours, Anders? Oh, yes a rum, a Bacardi. Two glasses of red wine and, for me, a Ricard.

Number 5

GUEST: A tomato juice, a ubonnet, an Irish whisky and two C i n z a n o s , please.

Number 6

GUEST:

A. vodka and orange for me, please. What about you, Anne?

A Tio Pepe. If that's all right.

One Tio Pepe. No, make that two, please. And then a

Coke for my daughter. And two glasses of rose wine.

Unit 12

BREAKFAST

LISTENING AND SPEAKING

ACTIVITY 1

1. American Breakfast

- Waiter:** Good morning, madam. Here is your menu. Could you call a waiter when you are ready to order?
- W:** May I take your order now?
- Guest:** Yes. I'd like an American breakfast.
- W:** An American Breakfast. Certainly, madam. Which kind of juice would you prefer, tomato or grape?
- G:** Grape juice, please.
- W:** How would you like your eggs?
- G:** I'd like them fried.
- W:** How would you like us to cook your eggs?
- G:** Over-easy.
- W:** We serve ham or bacon with your eggs. Which would you prefer?
- G:** Bacon and make it very crisp, please.
- W:** Would you prefer toast or rolls?
- G:** Toast, please.
- W:** And tea or coffee?
- G:** Coffee, please.
- W:** Now or later?
- G:** Now, please.
- W:** Certainly, madam. An American breakfast with grape juice, fried eggs over-easy, very crisp bacon, toast and coffee. Will there be anything else?

- G:** No, that's all.
W: Just a moment, please.
W: Thank you for waiting, madam. Please enjoy your breakfast.

2. Useful expressions

1. How many minutes shall we boil your eggs?
2. Would you like your eggs sunny-side up?
3. You may use this voucher for an American breakfast.
4. I'm afraid that your order of eggs is not covered by this voucher. Could you pay for them separately, please?
5. I'll bring an English newspaper immediately.
6. I'm afraid all our English newspapers are being read now. We will bring you one when one is available.

ACTIVITY 2

Here is the first guest: Good morning. I'll have the continental breakfast
Number 2

I'd like the American breakfast. Grapefruit juice, scrambled eggs with ham.

Number 3

The Healthy breakfast for me, please. With orange juice and yoghurt, and tea.

Number 4

I'll take the orange juice, fresh that is, some coffee and a mushroom omelette, please.

Number 5

I'll have a hot chocolate, and poached eggs, please.

Number 6

The American breakfast for me. Tomato juice, and fried eggs with bacon.

Number 7

I'll have the Continental breakfast. Grapefruit juice, croissant and coffee, please.

Number 8

I'd like the Healthy breakfast. Let me see, yes, I'll have the tomato juice, oatmeal and caffeine free coffee. That'll do me nicely.

Unit 13

COMPLAINTS

LISTENING AND SPEAKING

ACTIVITY 1

Dialogue 1:

- Guest:** Waiter. This isn't what I ordered!
- Waiter:** 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 some 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 very 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.

Unit 14

GIVING THE BILL AND SEEING OFF GUESTS

LISTENING AND SPEAKING

ACTIVITY 1

1.

- Waiter:** Good afternoon, sir. May I help you?
- Guest:** 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 enjoyed your meal.

2. Useful expressions

1. A 10% tax and a 10% service charge have been added to your bill.
2. Your bill includes a 10% tax and a 10% service charge

3. I'm afraid we do not accept personal checks here.
4. I'm afraid we cannot honor traveler's checks here.
5. I'm afraid we cannot accept foreign currency as payment here.
6. We accept the credit cards displayed here.
7. I'm afraid there is a cover charge of HK\$100 after 8 p.m. When there is a band.
8. There is no cover charge for seats at the bar.

ACTIVITY 2

- Guest:** Excuse me, but I think you've overcharged me.
- Waiter:** I'm very sorry, sir. May I see your bill, please?.
- G:** Here you are.
- W:** How much change did I give you, sir?
- G:** You gave me HK\$300 instead of HK\$400.
- W:** I'm very sorry for the mistake. Here is the right change.
- G:** Thanks a lot.
- W:** Thank you very much. Please come again.

ACTIVITY 3

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

REVIEW 2 (UNIT 9-14)

9. TAKE THE ORDER

Now listen to these guests. They are ordering meals. Look at the menu and write down the orders. Here's the first guest.

GUEST: I'll have the Healthy breakfast, please. Orange juice, oatmeal and tea.

Number 2

GUEST: I'd like the grapefruit juice, mushroom coffee.

YOU: With or without caffeine, sir?

GUEST: Without, thanks.

Number 3

GUEST: The Continental breakfast for me, please. Tomato juice. Danish pastry and tea.

Number 4

GUEST: My wife will have the American breakfast, please. Orange juice, poached eggs with sausage, toast and tea. And I'll have hot chocolate, scrambled eggs and, er, no, that's all, thank you.

Number 5

GUEST: Two American breakfasts, please, one with tomato juice, boiled eggs, toast and coffee. The other, grapefruit juice, poached eggs, a croissant and tea. OK?

Number 6

GUEST: We'll have two orange juices and a milk to drink, and, one fried eggs and bacon, one scrambled eggs and one ham omelette. And coffee for two, please

KEYS

Unit 2

DESCRIBING JOBS AND WORKPLACE

SNAPSHOT

- ACTIVITY 1
1. luxury restaurant
 2. coffee shop
 3. night club
 4. informal restaurant serving national or regional dishes
 5. bar

- ACTIVITY 2
- luxury restaurant: d, j
 - coffee shop: c, g, k
 - night club: e,
 - informal restaurant serving national or regional dishes: a, f, h, i,
 - bar: b, e, i,

LISTENING AND SPEAKING

- ACTIVITY 1 1.b 2.c 3.b 4.a. to meet you 4.b. Nice to meet you

ACTIVITY 2

| Greeting | Introducing yourself | Introducing somebody |
|-----------------|--------------------------------|--------------------------------------|
| 1. Good morning | 3. My name's Susan Davies..... | 5. I'd like to introduce you to..... |
| 2. Hello..... | 4. I'm..... | 6. Let me introduce you to.... |

ACTIVITY 3

- | | |
|---------------------|----------------|
| 1. address | 5. Surname |
| 2. First name | 6. Age |
| 3. Telephone number | 7. nationality |
| 4. Occupation | |

READING

ACTIVITY 1 1. T 2. T 3. F (only Karl) 4. T 5. F(Share stoves)

LANGUAGE STUDY

ACTIVITY 1 1. works 2. does 3. doesn't 4. serves 5. likes
6. deals 7. finish 8. don't 9. play 10. do

ACTIVITY 2

- | | |
|----------|--------|
| 1. are | 7. is |
| 2. are | 8. is |
| 3. is | 9. is |
| 4. is | 10. is |
| 5. is | 11. is |
| 6. isn't | 12. is |

ACTIVITY 3 1. is 2. is 3. is 4. are 5. are 6. are

ACTIVITY 5

- | | | |
|--------------------------|---------------|---------------|
| 1. head waiter | 2. head chef | 3. waiter |
| 4. dining room assistant | 5. meat cook | 6. salad cook |
| 7. pastry cook | 8. sauce cook | |

VOCABULARY

ACTIVITY 1 2. on 3. under 4. in 5. on the right of
6. in the middle of 7. on the left of the workplace

ACTIVITY 2

Jobs: cook, commis, pastry cook,

Sections in the kitchen: fish section, pastry section, vegetable section

Appliances: grill, deep-fryer, oven, stove, fridge

Food and drinks: cocktails, croissants, desserts,

Parts of the restaurant

ACTIVITY 3

1. toilets
2. cloakroom
3. dining-room
4. smoking section
5. kitchen
6. sauce smoking
7. fish section
8. meat section

Unit 3

RESERVATIONS

SNAPSHOT

ACTIVITY 1

2. What time?
3. How many people?
4. What name?
5. What telephone number?

ACTIVITY 2

2. a special position
3. special food
4. premises or furniture
5. amenities and services

LISTENING AND SPEAKING

ACTIVITY 1

1.

1. Chinese

2. many

3. eight

4. 7.00

5. private room

6. Franks

7. 288328

8. seeing

2.

1. Franks

2. 288328

3. tonight

4. 7.00

5. eight

READING

ACTIVITY 1

- a. No, it isn't
- b. No, there aren't
- c. No, you can't
- d. Yes, you have
- e. No, we don't
- g. Yes, it is
- h. Yes, you do
- i. Yes, it is

ACTIVITY 2

- 1. Table d' hotel
- 2. a la carte
- 3. children's menu
- 4. international cuisine
- 5. traditional English breakfast
- 6. everyday
- 7. all day
- 8. all year round
- 9. all seasons

LANGUAGE STUDY

ACTIVITY 2

- | | | | | | | |
|----|------|------|------|-------|------|------|
| 1. | b. 2 | c. 6 | d. 1 | e. 4 | f. 5 | g. 3 |
| 2. | 1. a | 2. i | 3. g | 4. b | 5. f | 6. e |
| | 7. d | 8. c | 9. j | 10. h | | |

VOCABULARY

ACTIVITY 1

- | | | | | | |
|------|------|------|------|------|------|
| 1. c | 2. d | 3. f | 4. e | 5. b | 6. a |
|------|------|------|------|------|------|

ACTIVITY 2

- | | | | | | |
|-------|-------|-------|---------|--------|---------|
| 1. at | 2. in | 3. at | 4. from | 5. to | 6. from |
| 7. to | 8. in | 9. on | 10. in | 11. in | 12. in |

WRITING

ACTIVITY 1 (suggested answer)

- Answer telephone: Junior's Kitchen/ JK/ Junior's. Good morning. May I help you?
- Caller: Good morning. What time are you open this evening?
- 5-11 p.m.: We are open for dinner from five till/ until eleven
- Caller: Could I book a private room for a group of ten people?
- Ask time: For what time?
- Caller: At about seven
- No table at 7 p.m.: I'm afraid there's no table free at seven
- Table at 8 p.m.: How about a table at eight o'clock? Or I can give you/ I have a table at eight o'clock
- Caller: That would be too late.
- Offer seat in restaurant: I can seat you/ arrange seating in the restaurant, if you like./ Would you like seating / to seat in the restaurant?
- Caller: But there are smokers in the group.
- Say you can arrange: That's all right. I can arrange for that.
- Caller: All right then.

Unit 4

GIVING DIRECTIONS

SNAPSHOT

ACTIVITY 1

- | | |
|-------------------|--------------------|
| 2. police station | 6. a fire station |
| 3. cinema | 7. railway station |
| 4. bridge | 8. market |
| 5. petrol station | |

LISTENING AND SPEAKING

ACTIVITY 1

1. telephone, public telephone, end, elevator, welcome, bar, straight left, right
2. a. at the end of the hall
b. go straight along the hall way, turn left at the end it's on the right
4. a. over there
b. straight ahead on the left
- c. at the end of the hallway to the right.
d. around the corner over there
- e. the way

READING

ACTIVITY 2

Jan gives correct directions

LANGUAGE STUDY

ACTIVITY 1

- | | |
|------------|-----------|
| 1. out of | 4. past |
| 2. along | 5. into |
| 3. towards | 6. across |

VOCABULARY

ACTIVITY

- | | |
|-------------------|---------------|
| 2. go straight on | 3. take/ turn |
| 4. walk | 5. pass |

Unit 5

WELCOMING THE GUESTS

SNAPSHOT

ACTIVITY 1

- | | | | | | |
|------|------|------|-------|-------|------|
| 1. e | 2. f | 3. d | 4. i | 5. h | |
| 7. b | 8. j | 9. k | 10. c | 11. g | 6. a |

ACTIVITY 2

- a. Good morning, Sir. Do you have a reservation?
- b. Could I have your name, please ?
- c. Would you like an aperitif before your meal?
- d. Here is the menu, Sir.
- e. Would you like to order now, Sir?

READING

ACTIVITY 1 1, 2, 3, 4, 6, 8, 9, 11, 12

ACTIVITY 2

| YES | NO | Clothes items |
|-----|----|-------------------------------|
| ✓ | | shirt and pants |
| | ✓ | dressng-gown |
| | ✓ | pajamas |
| | ✓ | slippers |
| ✓ | | jeans and T-shirt |
| ✓ | | jacket |
| | ✓ | bathrobe |
| | ✓ | shorts and singlet/undershirt |
| ✓ | | blouse and skirt |
| ✓ | | Sandals |
| | ✓ | Swimsuit |

LANGUAGE STUDY

ACTIVITY 1 Underline the modal verbs in the conversation below

- Jan:** Good evening, madam. Good evening, sir. Do you have a reservation?
- Mr. Kerrigan:** Yes, we do.
- Jan:** Could I have the name, please?
- Mr. Kerrigan:** Mr. and Mrs. Kerrigan.
- Jan:** One moment, yes, Mr. and Mrs. Kerrigan- table for two. Shall I take your coats?
- Mr. Kerrigan:** Yes, please. Can I leave my hat, too?
- Jan:** Certainly. Would you prefer to sit indoors or outdoors?
- Mr. Kerrigan:** I think we'd prefer indoors. What about the small table near the piano?
- Jan:** I'm very sorry madam. I'm afraid that table is not available. But the round one near the window is free.
- Mr. Kerrigan:** Perfect. That's fine.
- Jan:** Follow me, please. I'll show you to your table.
- Mr. Kerrigan:** Thank you.
- Jan:** Here's the menu.

ACTIVITY 2

- | | |
|----------|----------|
| 1. could | 6. would |
| 2. shall | 7. will |
| 3. would | 8. would |
| 4. may | 9. can't |
| 5. can | 10. can |

VOCABULARY

ACTIVITY 1

- | | |
|--------------------|------------------------|
| 1. dance floor | 6. bar |
| 2. piano | 7. terrace |
| 3. smoking section | 8. non-smoking section |
| 4. window | 9. corner |
| 5. outdoors | 10. indoors |

ACTIVITY 2

Dialogue 1: 4

Dialogue 2: 8

Dialogue 3: 7

ACTIVITY 4

- | | | |
|--------------------|------------------|-------------------|
| 1. fork | 6. soup bowl | 11. dessert spoon |
| 2. knife | 7. glass | 12. slip cloth |
| 3. side plate | 8. tablecloth | 13. ashtray |
| 4. salt/pepper pot | 9. napkin | |
| 5. soup spoon | 10. dinner-plate | |

WRITING

ACTIVITY 1

2. Table 4: Table 4 is in the rear (on the right).

3. Table 6: Table 6 is near the stage.

4. Table 11: Table 11 is in the middle.

5. Table 13: Table 13 is on the right.

Table 13 is near the window.

6. Table 14: Table 14 is on the left.

Table 14 is in the front.

Table 14 is near the stage.

Table 14 is near the bar.

ACTIVITY 2

3. Her hair is uncombed.

4. His service is bad.

5. Her dress is impolite.

6. His pants are torn.

7. His shoes are untied.

8. Her lipstick is smeared.

9. His shirt is dirty.

10. Her English is poor.

Unit 6

THE MENU

SNAPSHOT

ACTIVITY 1 5 sections

ACTIVITY 2 1. a la carte 2. table d' hotel
 3. set menu 4. children's menu

LISTENING AND SPEAKING

ACTIVITY 1 1. 1a 2b 3c 4b
 5a 6c 7c 8b
2. See Tape script

ACTIVITY 2

| | | | | | |
|-----------------|---------|-----------|---------|--------|-------|
| 1. Carpaccio | is made | Marinated | Salmon | Served | Toast |
| 2. Vicchysoisse | of | potato | celery, | with | cold |
|  | ..... |  | onion | as | soup |

READING

ACTIVITY

1. starters
2. cold
3. hot
4. main courses
5. meat dishes
6. fish dishes
7. vegetarian dishes
8. side dishes

LANGUAGE STUDY

ACTIVITY

1. started
2. introduced
3. didn't introduce
4. booked
5. Did Jan show
6. filled
7. welcomed- didn't
8. Did Rosa like- prepared

VOCABULARY

- ACTIVITY 2
2. (a): 1, 2, 3, 10
 - (b): 4, 5, 6, 8, 9, 11, 12, 13, 11,15, 16, 17
 - (c): 7, 14, 18, 20

ACTIVITY 3

1. Dutch pea soup
2. Spanish stew pork
3. Grilled cod with lemon sauce
4. Roast duck with sautéed mushrooms
5. Russian fresh caviare
6. Scottish lamb with potatoes

Unit 7

TAKING ORDER FOR STARTERS AND MAIN COURSES

SNAPSHOT

ACTIVITY 2

- | | |
|-------------|--------------|
| 1. to peel | 5. to fillet |
| 2. to mash | 6. to mince |
| 3. to slice | 7. to chop |
| 4. to shred | 8. to stuff |

LISTENING AND SPEAKING

- ACTIVITY 1
- | | | | | | | | |
|-------|----|----|----|----|----|----|----|
| 1. 1b | 2c | 3a | 4a | 5b | 6a | 7b | 8c |
|-------|----|----|----|----|----|----|----|
2. See tape script

ACTIVITY 2

Dialogue 1

Ask to take order: May I take your order?

Diner: I would like some Japanese food for starters.

Japanese: We've got tempura, sashimi, ...

Diner: What's tempura?

Describe: They are shrimps and vegetables dipped in batter and deep-ried.

Diner: I'd like to try that.

Soup: How about some soup?/ Would you like some soup?

Diner: No, thank you. But, could I have an ashtray?

Sorry: I'm sorry, but the smokers section is in the rear, sir.
 Chang table: Would you like to change tables?
 Diner: Yes, please.
 New table: Please follow me, sir.
 Diner: Thank you.

ACTIVITY 3

Dialogue 1

Mother: Excuse me ... Can we order now?
 Yes: Yes, of course, madam./ Certainly, madam./What would you like?
 Daughter: Mom, I would like some Japanese food.
 Mother: All right, dear (Turns to you.) Have you got any Japanese dishes?
 Dishes: Certainly, madam. We've got tempura, sashimi, sushi, ...
 Mother: What's sashimi?
 Describe: It's raw fish served with a mustard sauce and fresh vegetables, madam.
 Mother: Raw fish?
 Daughter: Mom, I'd like to try that.
 Father: All right, raw fish. And what's this cold hors d'oeuvre that's on the menu?
 Describe: It's a selection of cold meats, sir. Different kinds of sausages, ham, roast beef and roast chicken.

Dialogue 2

A diner seated near the entrance of Junior's Kitchen is looking at the menu and calls you over.

Diner: How are these spare ribs prepared?
 Describe: They are pork ribs marinated with lots of garlic and deep-fried in oil, sir.
 Diner: Does it have chilies?
 No: No, it doesn't, sir.
 Diner: And what is this beef and pumpkin curry?
 Describe: They're pieces/ cubes/ slices/ dices of beef and pumpkin

cooked with coconut milk. It's a beef curry cooked with pieces/ dices of pumpkin and coconut milk. It's served with sliced cucumbers and shallots in vinegar

Diner:

Is it very spicy?

Spicy:

It's quite spicy, sir.

READING

ACTIVITY

How about chicken? We've got---5

Do you like seafood, sir?-----1

We've got a special on home-made Italian pasta today---9

Perhaps I could suggest the barbecued spare ribs, sir---3

May I recommend the trout with dressing, madam.---2

May I suggest a glass of tomato juice with----10

Perhaps you'd like to try one of our mutton dishes. We've got--7

Our chef cooks some excellent vegetarian curries---6

Maybe you would like to try some Chinese food? We've got dimsum---4

The suckling pig is delicious today---8?

LANGUAGE STUDY

ACTIVITY 1

| The chefs do this/ They: | The waiter/waitress serves this: |
|--------------------------|----------------------------------|
| (a) mince beef | Minced beef |
| (b) mash potatoes | Mashed potatoes |
| (c) shred cabbage | shred cabbage |
| (d) fillet plaice | filleted plaice |
| (e) slice mushrooms | sliced Mushrooms |
| (f) fry scampi | fried Scampi |
| (g) stew lamb | stewed lamb |
| (h) grill sardines | grilled sardines |
| (i) bake ham | baked ham |

VOCABULARY

ACTIVITY 1

| | | | |
|----|------|----|-----|
| a. | ii | f. | vi |
| b. | viii | g. | iv |
| c. | ix | h. | iii |
| d. | i | i. | vii |
| e. | V | | |

WRITING

ACTIVITY 1 Describing Dishes

1. **Coq au vin (Chicken in wine):** It is sautéed chicken cooked in red wine with tomatoes, mushrooms and garlic. It is served with a choice of mashed potatoes or rice.
2. **Tom Yam Kung (Hot & sour shrimp soup):** It is a hot and sour soup with large shrimps cooked with fresh mushrooms, lemongrass, chillies and some other spices.
3. **Hor Mok (Fish curry in banana leaves):** It is a fish curry with coconut milk steamed in cups of banana leaves.
4. **Roast duck:** They are slices of roast duck on (a bed of) rice and served with pickled vegetables, black soya sauce.

FOLLOW-UP

ACTIVITY 1

Dialogue 1

FISH AND CHICKEN FOR THE LADIES

Take order entree:

Diner 1: I'll have the fried red snapper.

Ask about vegetables

Diner 1: What would you suggest?

Morning glory, rice:

Diner 1: I believe you. I'll have that and please make sure it's not too spicy.

Repeat order diner 1

Take order diner 2:

Diner 2: I'll have roast chicken and French fries, please.

Ask about salad:

Diner 2: Have you got coleslaw?

You don't have:

Diner 2: Then bring me a lettuce and tomato salad.

Ask about dressing:

Diner 2: What dressings have you got?

Mayonnaise

Diner 2: With Italian dressing, please.

Repeat order diner

Unit 8

SERVING GUESTS DURING THE MEAL

SNAPSHOT

ACTIVITY 2 No, he isn't

LISTENING AND SPEAKING

ACTIVITY 1 See tape script

READING

| | | | | | |
|----------|-----|------|------|-----|-----|
| ACTIVITY | A.3 | B.5 | C.D | E.9 | F.8 |
| | G.2 | H.10 | I. 4 | J.6 | |

LANGUAGE STUDY

ACTIVITY

- | | |
|--------------|--------------|
| 1. some more | 5. some more |
| 2. another | 6. another |
| 3. another | 7. some more |
| 4. some more | 8. some more |

VOCABULARY

ACTIVITY 1 a. 3 b.5 c.2 d.4 e.6 f.1

ACTIVITY 2 1. tough 2. stale
 3. overcooked 4. hot

Unit 9

TAKING ORDERS FOR DESSERTS

SNAPSHOT

- ACTIVITY 4
- | | | | |
|-------------|-------------|------------|-----------|
| 1. to beat | 2. to grind | 3. to beat | 4. to dip |
| 5. to shred | 6. to grate | 7. to chop | |

LISTENING AND SPEAKING

- ACTIVITY 1 See tape script

READING

ACTIVITY 1

- | | |
|--|----------|
| 1. Jan | 2. Louis |
| 3. It's a simple dessert using American cups | 4. Seven |
| 5. Two | |

ACTIVITY 2

- | | |
|----------------------|-----------------|
| 1. whipping | |
| 2. sponge cake | 7. cocoa powder |
| 3. amaretto | 8. combine |
| 4. mascarpone cheese | 9. whip |
| 5. espressos | 10. cover |
| 6. sugar | 11. refrigerate |

LANGUAGE STUDY

ACTIVITY 1

- | | |
|--------------|---------------|
| 1. feel like | 2. try |
| 3. suggest | 4. should try |
| 5. recommend | |

VOCABULARY

ACTIVITY 1

| | | |
|---------------|-----------------|-------------------|
| 1. wire whisk | 6. scissors | 11. wooden spoon |
| 2. frying pan | 7. bowl | 12. saucepan |
| 3. grater | 8. chef's knife | 13. potato peeler |
| 4. mould | 9. baking tin | 14. ladle |
| 5. skimmer | 10. mould | |

WRITING

ACTIVITY 1 Would you Care for Some Dessert?

1. Are you ready to order dessert, sir? Would you care for some dessert, sir?
2. We've got watermelon, papaya ...
3. Perhaps you would like to try Thai pumpkin custard/rambutan and pineapple in syrup/...
4. They are water chestnuts served with coconut milk, syrup and ice.

ACTIVITY 2 An Oriental Sweet Tooth

1. Mango and Sticky Rice: They are slices of ripe mango and sticky glutinous rice cooked in coconut milk (and served with coconut cream).
2. Golden Spray or Golden Thread: It is egg yolk poached in sugar water and served as golden threads.
3. Soft Noodles in Coconut Milk: They are small soft noodles cooked with coconut milk and served with shaved crushed ice.
4. Thai Custard in Pumpkin: It's a Thai-style coconut and egg custard steamed in a pumpkin.
5. Glutinous Rice in Banana Leaves: It's glutinous rice cooked with coconut milk and steamed / roasted with banana and black beans in a banana leave.

Unit 10

DRINKS

SNAPSHOT

| | | | | | |
|------------|------|------|------|------|-------|
| ACTIVITY 2 | 1. b | 2. e | 3. d | 4. a | 5. j |
| | 6. h | 7. I | 8. f | 9. c | 10. g |

LISTENING AND SPEAKING

| | | | | | | | | |
|------------|--------------------|------|------|------|------|------|------|------|
| ACTIVITY 1 | 1. 1. c | 2. b | 3. c | 4. a | 5. c | 6. c | 7. b | 8. c |
| | 2. See tape script | | | | | | | |

READING

| | | | | | |
|------------|------|------|------|------|------|
| ACTIVITY 1 | 1. F | 2. F | 3. T | 4. T | 5. F |
|------------|------|------|------|------|------|

ACTIVITY 2

- | | |
|---------------|---------------|
| 1. soft drink | 5. beer |
| 2. hot drink | 6. spirits |
| 3. coffee | 7. wine |
| 4. teas | 8. long drink |

LANGUAGE STUDY

ACTIVITY

1. take the wine to the table
2. Don't take my bag to the cloakroom
3. serve some more bread to two tables.
4. Don't show the guests to table number eight
5. prepare a cocktail for Mr. Smith
6. don't put milk in the fridge

VOCABULARY

ACTIVITY 3

1. cocktail shaker
2. tomato juice
3. glasses
4. ice

5. salt
6. bottles
7. sugar
8. eggs

ACTIVITY 4

1. tea
2. wine
3. hot chocolate
4. coffee

5. beer
6. champagne
7. cocktail

WRITING

ACTIVITY 1 (suggested answer)

1. first
2. then
3. next
4. now

Unit 11

BANQUETING

SNAPSHOT

ACTIVITY 2

Date: For what day would that be?

Time: Will that be for lunch or dinner?

Type of Function: What style of function is it?

Number of people: How many people will there be?

Price per head: How much per head will you have to spend?

Wines: included or charged: Would that include wines, or will they be excluded?

READING

ACTIVITY 1 1. T 2. F 3. F 4. F 5. F

LANGUAGE STUDY

ACTIVITY 3

1. Olga is going to go shopping
2. Paulo and Blanca is going to have a romantic dinner
3. Maria is going to see a movie
4. Thomas and Alfonso are going to play football

VOCABULARY

ACTIVITY 2

1. flip chart and stand
2. film screen
3. electric point
4. microphone
5. overhead projector
6. video recorder
7. lectern
8. blackboard and easel
9. television

WRITING

ACTIVITY 1

1. confirm
2. telephone
3. approximately
4. enclose
5. includes
6. charged
7. information
8. forward
9. success

Unit 12

BREAKFAST

LISTENING AND SPEAKING

ACTIVITY 1 See tape script

ACTIVITY 2 1b 2a 3c 4a 5c 6c 7c 8c

READING

ACTIVITY 1 1. 6 a.m.
2. 12 noon
3. squeezed orange or grapefruit juice, rolls, croissants or Danish pastries, marmalade, preserves and hone. A choice of tea, coffee Hag, coffee, hot chocolate or milk.
4. £8.50

ACTIVITY 2 1. F 2. F 3. T 4. F 5. T

ACTIVITY 3 a. 3 b. 7 c. 1 d. 6 e. 8
f. 5 g. 2 h. 10 i. 4 j. 9

LANGUAGE STUDY

ACTIVITY 2

- | | |
|----------|-----------|
| 1. where | 2. how |
| 3. when | 4. what |
| 5. what | 6. who |
| 7. how | 8. how |
| 9. what | 10. where |

WRITING

ACTIVITY 1

- Customer:** Good morning!
- You :** **Are you ready to order?**
- Customer:** Yes, I am. I'll have orange juice, please.
- You :** **Would you like to have cereals?**
- Customer:** I don't think I want any cereal. I'll have one of your fruit dishes. Let me see. What have you got?
- You:** **We have cornflakes, grapefruit, fruit salad**
- Customer:** Right, I'll have the fruit salad. Then I'll have *boiled* eggs.
- You:** **How long do you want it to be boiled?**
- Customer:** Three minutes, please.
- You:** **Would you like anything else?**
- Customer:** Oh, nothing thanks. I'll have them on their own. And what drinks do you have?
- You:** **We have milk, hot chocolate, coffee, and decaffeinated coffee.**
- Customer:** *OK.* I'll have decaffeinated coffee. Right! Thanks very much.

Unit 13

COMPLAINTS

SNAPSHOT

ACTIVITY 2 Correct: 1, 2, 3, 4, 6, 10, 11, 12, 14
Incorrect: 5, 7, 8, 9, 13

LISTENING AND SPEAKING

ACTIVITY 1

- Dialogue 1: wrong order Dialogue 2: late service
- Dialogue 1: Bring the right order at once
Dialogue 2: Apologize and check the order

READING

ACTIVITY 1

1.

1. She spills cheese sauce
2. apologizes the customer
3. It's very expensive suit
4. ask the problem, apologize
5. the restaurant

3.

- | | | |
|------|------|------|
| a. 2 | e. 3 | h. 4 |
| b. 2 | f. 4 | i. 2 |
| c. 4 | g. 3 | j. 4 |
| d. 1 | | |

ACTIVITY 2 H, b, e, g, a, d, c.

LANGUAGE STUDY

ACTIVITY 1

1. have you boiled
2. have grated parmesan cheese
3. have you peeled
4. haven't peeled- have chopped- have sliced
5. have you marinated
6. haven't.- haven't diced- have given

Unit 14

GIVING THE BILL AND SEEING OFF GUESTS

SNAPSHOT

ACTIVITY 3

1. Thailand-Lahgorn
2. Germany - Auf Wiedersehen.
3. Russia - Dasvi-da-niya.
4. The Netherlands - Tot ziens.
5. Saudi Arabia - Maha Sa-Laamah.
6. Japan - Sayonara.
7. France - Au revoir.
8. Italy - Arrivederci.
9. Australia - Be seein' ya', mate.
10. Spain - Adios.

READING

ACTIVITY 2 A-4, B-2, C-7, D-9, E-10, F-1, G-5, H-6, I-3, J-8

LANGUAGE STUDY

ACTIVITY 2

- | | |
|----------------|-------------|
| 1. a. many | b. a lot of |
| 2. a. much | b. a lot of |
| 3. a. many | b. much |
| 4. a. much | b. many |
| 5. a. a lot of | b. much |
| 6. a. many | b. a lot of |

ACTIVITY 3

1. much
2. many
3. a lot of
4. much
5. many
6. many/ a lot of

VOCABULARY

ACTIVITY 1

- | | |
|----------------|-----------------------|
| 1. coins | 2. traveller's cheque |
| 3. credit card | 4. bank notes |

FOLLOW-UP

ACTIVITY 3 Two Businessmen

Diner: Excuse me, waiter ... ?

Help: Yes, sir ...

Diner: Could we pay, please?

Wait: Just a moment, please, sir.

Give bill: Your bill, sir.

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

Beer: It's for the beers, sir. It's for 4 beers, sir.

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

Tax: They are the tax/service charges, sir.

Diner: Right. Do you accept credit cards?

What: What credit card do you have, sir?

Diner: American Express.

Accept: Certainly, sir. ... Please sign here, sir.

Diner: There you go. (Signs)

Thank: Thank you, sir.

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