

ENGLISH

FOR RESTAURANT AND CATERING

Навчальний посібник



Харків
2017

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Харківський державний університет харчування та торгівлі

ENGLISH
FOR RESTAURANT AND CATERING
Англійська для спеціалістів сфери
ресторанного господарства

Навчальний посібник

Харків
2017

УДК 811.111:640.43
ББК 81.2Англ.+ 65.431.14
У-31

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Рекомендовано до друку рішенням вченої ради ХДУХТ, протокол № від

English for Restaurant and Catering (Англійська для спеціалістів сфери ресторанного господарства) [Текст]: Навчальний посібник / І. В. Удовенко, Л. А. Подворна, І. І. Ков'ях; Харк. держ. ун-т харч. та торгівлі. – Х., 2017. – 283 с.

ISBN

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університет харчування
та торгівлі, 2017

ISBN

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ПЕРЕДМОВА

Створення посібника зумовлене інтенцією сформувати у студентів сучасний рівень обізнаності в різноманітних ситуаціях іншомовного фахового спілкування, культури мовлення, сприяти придбанню практичних навичок застосування здобутих знань у професійному спілкуванні.

Посібник охоплює основні професійно-фахові теми курсу «Англійська мова для спеціалістів сфери ресторанного господарства». Практично-фахові тексти та низка різноманітних завдань допоможуть студентам розширити свій лексичний запас та удосконалити практичні мовленнєві навички. Структурно кожен урок розділено на 3 частини, одна з яких – власне текст, а дві інших – вправи до нього. Завдання першої частини є дотекстовими, вони формують коло питань з перевірки загальних знань та актуалізації матеріалу. У цій частині подано тематичний словник та декілька тренувальних вправ на опрацювання нової лексики. Друга частина містить інтерактивні вправи на засвоєння лексичного та практичного матеріалу. Третя частина складається з відео вправ та лексичних завдань на перевірку засвоєння матеріалу та закріплення отриманих знань.

Наголошується, що пріоритетом посібника є спрямованість на комунікативний аспект викладання англійської мови для майбутніх фахівців торговельно-економічного напрямку. Зміст і методика подання матеріалу сприяє активізації засвоєння професійної лексики, практичних навичок спілкування та творчого мислення у студентів.

Ключі для самоконтролю призначені для того, щоб студент мав можливість самостійно оцінити свій рівень знань під час самостійної роботи.

Структура роботи організована у логічній послідовності та відповідає існуючим вимогам до науково-методичних праць. Посібник підготовлено згідно з програмами та навчальними планами вищих навчальних закладів України.

Unit 1

Types of Restaurants

In this unit you will

- classify the types of restaurants
- classify restaurant management styles

Language study

! New words to use

- commercial establishment [kə'mɜːʃəl ɪs'tæblɪʃmənt] – комерційний заклад
ownership ['əʊnəʃɪp] n. – власність
crockery ['krɒkəri] n. – посуд
cutlery ['kʌtləri] n. – столові прибори
linen ['lɪnɪn] n. – білизна
coffeeshop ['kɒfi ʃɒp] n. – кав'ярня, буфет
plate [pleɪt] v. – подавати до столу
sophisticated [sə'fɪstɪkeɪtɪd] adj. - витончений
grillroom [grɪlru:m] n. – гриль-бар
inn [ɪn] n. – міні-готель (мотель, агротель)
resident ['rezɪdənt] n. – мешканець
counter ['kaʊntə] n. – прилавок, стійка, каса
selfservice [self 'sɜːvɪs] n. – самообслуговування
dispensingbar [dɪs'pensɪŋ bɑː] n. – коктейль бар

! Expressions to learn

1. I have booked a table for two in the name of ...
У мене замовлений столик для двох на ім'я ...
2. Is it a fancy restaurant?
Це дорогий ресторан?
3. It is a gourmet restaurant with a deluxe service and cordon bleu chefs.
Це ресторан для гурманів з розкішним обслуговуванням і найкращими кухарями.
4. I'm not crazy about nouvelle cuisine I'm usually still hungry after I finish the meal.
Я не божеволю від незвичайних делікатесів – як правило, я не наїдаюсь стравами для гурманів.
5. Is there a dresscode?
Чи потрібно дотримуватися дресс-коду?
6. You'll have to wear a suit and tie (Skirts and dresses for women).
Вам потрібно буде надягти костюм із краваткою. Для жінок – спідницю або сукню.

A restaurant is a commercial establishment committed to the sale of food and beverage. A restaurant may be a licensed part of a hotel operation, whereby the sales of the restaurant contribute to the sales performance of the hotel as a whole. Restaurants may also be independent business

entities under individual ownership and management. Basically, restaurants provide tables and chairs for people to sit and eat food prepared by an attached kitchen. They are equipped with crockery, cutlery and linen which may vary in quality according to the standard of the restaurant, which is determined by its decor, independent bar, entertainment facilities and above all, the quality of service.

There are different types of restaurants.



Coffee Shop

A concept borrowed from the United States, distinguished by its quick service. Food is pre-plated and the atmosphere informal. Table cover layouts are less elaborate and have basic essentials only.

Continental Restaurant



The atmosphere is more sophisticated and caters for people who can eat at leisure. The accent is on good continental food and elaborate service.

Specialty Restaurant



The entire atmosphere and decor are geared to a particular type of food or theme. Thus restaurants which offer Chinese, Japanese, Indian and Polynesian cuisine would be termed "specialty restaurants". The service is based more or less on the style of the country from which the particular cuisine originates.



Grill room

Various meat cuts are grilled or roasted here. Normally, a grill room has a glass partition between the restaurant and the kitchen, so that the guest can choose his meat cut and see the actual preparation.



Dining Room

Found in smaller hotels, motels or inns who find it uneconomical to have more than one eating place. The dining room is basically meant for the residents of the hotel but may be open to non-residents also.



Snack Bars/Cafe/Milk Bars

Here the restaurant is informal and the service quick. The snack bar may have a counter for self service and specializes in snacks, soda fountain specialties, ice-creams, etc. The decor is relatively inexpensive.



Discotheque

A restaurant which is principally meant for dancing to recorded music. A live band may also perform. An essential part of a discotheque is a bar while the food offered consists mainly of snacks.



Night Club

It is principally open at night for dinner, dance and cabarets. A dispensing bar is always provided. Decor is lavish while service is elaborate. A live band is important to the set-up.

Most establishments insist on formal wear so as to enhance the atmosphere.

The above is broad information on the types of restaurants. What you need to know is the type of restaurant you will work in, the facilities and services that it provides.

■ **Post text exercises**

I. Match the words with their definitions.

1. ownership
2. crockery
3. cutlery
4. linen

5. coffeeshop
6. plate
7. sophisticated
8. grill room
9. inn
10. resident
11. counter
12. selfservice

- a) to place the various elements of a meal on the diner's plate prior to serving
- b) a special room in a restaurant which specializes in grilled food, where often the food can be seen being prepared by the chefs
- c) a long table, board, cabinet top, etc., as in a store, lunchroom, or kitchen, for the display and sale of goods, the serving or preparing of food, etc.
- d) one who lives in a particular place permanently or for an extended period
- e) knives, spoons, and other implements used in preparing and eating food
- f) the total body of rights to use and enjoy a property, to pass it on to someone else as an inheritance, or to convey it by sale.
- g) things made of linen, or of cotton, etc., as tablecloths, sheets, shirts, etc.
- h) elegant, refined.
- i) the practice of serving oneself from a display of articles in a store, cafeteria, etc.
- j) an informal restaurant, as in a hotel, where light refreshments or meals are served
- k) an establishment or building providing lodging and, usually, food and drink for travelers; hotel or motel, esp. one in the country or along a highway
- l) plates, dishes and other eating and serving tableware, usually made of some ceramic material

II. Match 1-7 with a-g to make sentences.

1. The snack bar may have...
2. The service of specialty restaurants...
3. A coffee shop concept...
4. The dining room is basically meant...
5. The atmosphere of continental restaurant...
6. A grill room has...
7. An essential part of a discotheque...

- a)... for the residents of the hotel but may be open to non-residents also.
- b) ... is a bar while the food offered consists mainly of snacks.
- c)... a glass partition between the restaurant and the kitchen, so that the guest can choose his meat cut and see the actual preparation.
- d) ... is more sophisticated and caters for people who can eat at leisure.
- e) ... borrowed from the United States, distinguished by its quick service and food is pre-plated in an informal atmosphere.
- f)... is based more or less on the style of the country from which the particular cuisine originates.
- g) ... a counter for self service and specializes in snacks, soda fountain specialties, ice-creams, etc.

III. Circle the correct word.

1. Restaurants provide ... for people to eat food prepared by an attached kitchen.
 - a) special rooms
 - b) tables and chairs
 - c) special establishments
2. Table cover layouts in a ... are less elaborate and have basic essentials only.
 - a) snack bar
 - b) grill room
 - c) coffee shop
3. The continental restaurants have accent on...
 - a) sophisticated food and elaborate service
 - b) inexpensive décor and quick service
 - c) particular cuisine and formal atmosphere
4. An essential part of ... is a bar while the food offered consists mainly of snacks.
 - a) discotheque
 - b) dining room
 - c) night club
5. The entire atmosphere and décor of... are geared to a particular type of food or theme.
 - a) continental restaurant
 - b) specialty restaurant
 - c) dining room
6. Most establishments insist on... wear so as to enhance the atmosphere.
 - a) special
 - b) formal
 - c) informal
7. Night club is principally open at night for dinner, dance and... is always provided.
 - a) a recorded music
 - b) a snack bar
 - c) a dispensing bar
8. The dining room is basically meant for the residents of the hotel but may be open to non-residents also.
 - a) for the residents only
 - b) for the hotel's guests
 - c) for the residents and non-residents

IV. Use each word once to complete the sentences.

Restaurant Management Styles

<p>the day-to-day functions nightly sales reports by eateries with interest in employee performance work schedules</p>	<p>policies and guidelines the improvement and evolution privately owned establishments second tier of management extensive experience or talents</p>	<p>styles of management chains or franchises serving procedures creating drink menus table assignments</p>
--	---	--



There is more than one way to efficiently operate a restaurant and maintain a pleasant and profitable working environment. In fact, different types of restaurants actually require different 1)..... Whether you are working for a major restaurant corporation or a hometown diner, exploring different types of restaurants management styles can help you decide what kind of administration is most suitable for your establishment.



Corporate Management

Corporate restaurants are establishments that operate as 2)..... across numerous cities and states throughout the country. These types of establishments are set to follow strict operating procedures and company policies to make them uniform and provide the exact same products and services in every location nationwide.

3).....are established by corporate management or headquarter officials. Supervisors at each establishment are required to comply. Corporate restaurant managers typically work in the corporate offices and periodically visit individual restaurants to maintain and monitor their compliance.



Onsite Management

Onsite managers report directly to corporate officials or restaurant owners.

The 4)..... in a corporate setting is the restaurant's general manager. This manager is required to oversee 5)..... of the establishment and report to the corporate division of management. Many smaller and privately owned restaurants also employ managers who supervise daily operations. Onsite managers generally participate in interviewing potential hires, lead staff meetings, create employee 6)....., calculate and prepare 7)..... and bank deposits, monitor and evaluate 8)....., address customer or staff related issues and basically take responsibility for ensuring that everything runs smoothly and efficiently.



Departmental Management

Assign specific management responsibilities to employees who excel in particular areas. Departmental manager positions are usually held by staff members with 9)..... in certain areas. Assigning departmental managers relieves the general manager of a variety of duties. For example, a professional waitress who has sufficient experience and knowledge of restaurant 10)..... is a good candidate for a "Lead Waitress" position, in charge of creating waitress schedules, 11)..... and performing uniform inspections. A trusted, experienced bartender can double as a bar manager taking on responsibilities such as liquor inventory, receiving deliveries, 12)....., house specialties and bartender schedules. The best and most reliable chef is an ideal choice for a kitchen manager who delegates duties to cooks and monitors food quality and inventory control.



Idealistic Management

Idealistic management is a style of management that focuses on 13)..... of the establishment. Idealistic restaurant managers are generally better suited for 14)..... where corporate rules and guidelines do not exist. Idealistic managers are typically favored 15)..... improving their reputations, products, image or overall customer experience. This may include planning new marketing campaigns, rearranging dining room floor plans, proposing rehabilitation, remodeling or expansion ideas, concept development, imposing server and bartender training seminars and programs and complete menu transformations.

► Watching and Listening

Video 1: “What type of restaurant will you open?”

1.1. Underline the correct alternative

1. You might like the idea of a *humble/fancy* gourmet restaurant for which customers *must/needn't* book a table.
2. What about a restaurant that caters more for the *day/night* time meals?
3. Your restaurant *type/kind* may be more to do with the *class/type* of food you offer that the hours you are open.
4. You could prefer to serve *heartly/hurting* meals of beef and *fruit/vegetable* along with a mug of beer.
5. The type of restaurant that you open would be dictated partly by your personality, what you feel *comfortable/uncomfortable* with, partly by your *friends/finances*, and partly by the area in which you decide to open it.

1.2. Complete the sentences

1. Once you start thinking about opening a restaurant, don't get with airy fairy dreams, but sit down and decide exactly what your restaurant

2. This restaurant will only be open at night and serve a variety of wonderful that cost
3. You could offer a good breakfast for, morning snacks, hot or cold lunches, and
4. You can open a restaurant that offers simple snacks rather than main meals,
5. You may prefer a big bustling concern that's, which would certainly

Video 2: *“Three great restaurants, one great chef”*

2.1. Are sentences true or false?

1. Harding Lee Smith is the man who has bought a trio of Portland’s best restaurants: the Front Room, the Grill Room and the Corner Room.
2. The Front Room was Smith’s third restaurant.
3. The Front Room is a casual neighborhood spot that serves comfort food like big burgers every night and brunch every day.
4. About a mile away is the Corner Room where the menu is Indian and the prices are eye-popping.
5. Glendora Continental Restaurant in Glendora, California has been a local most expensive eating institution since 1980.

2.2. Number the paragraphs in the correct order they’re said in the video.

1. The smell of comfort.
2. The first Smith’s restaurant.
3. The description of the Italian place.
4. The Grill Room steaks.
5. The chef and his restaurant trio.

Unit 2

Different Departments of Restaurant

In this unit you will

- classify the departments
- practice for the service of different jobs in the kitchen

Language study

! New words to use

- be aware (of) [bi:ə'weə] v. – знати, усвідомлювати (щось)
- applicable (to) ['æplɪkəbl] adj. – придатний (до)
- butchershop ['bʊtʃə ʃɒp] – (тут) м'ясний цех
- gardemanger [gɑ:d'meɪndʒə] – зона зберігання холодних страв
- hors d'oeuvre [ɔ:'dʒ:vɜ] n. – закуска
- platter ['plætə] n. – велике пласке блюдо
- galantine ['gælənti:n] n. – заливне з м'яса, птиці, риби
- pâté [pateɪ] n. – паштет
- pantry ['pæntri] n. – комора
- confectionary [kən'fekʃən(ə)rɪ] n. – кондитерські вироби
- brioche ['bri:ʃ] n. – (солодка) булочка
- pastry ['peɪstri] n. – випічка
- hotrange [hɒtreɪndʒ] n. – плита, піч; (тут) зона приготування гарячих страв
- chop [tʃɒp] n. – відбивна котлета
- brew [bru:] v. – варити
- chamber ['tʃeɪmbə] n. – камера
- ground coffee [graʊnd 'kɒfi] – молота кава
- instant coffee ['ɪnstənt 'kɒfi] – розчинна кава
- coffee pot ['kɒfi pɒt] n. – кавник
- storageandissue ['stɔ:ɹɪdʒ ænd 'ɪʃu:] – зберігання та видача
- holloware ['hɒləʊweə] – глибокий посуд
- chinaware ['tʃaɪnəweə] n. – порцеляновий посуд
- glassware ['glɑ:swɛə] n. – скляний посуд
- supply [sə'plai] n. – постачання; поставка
- purview ['rə:vju:] n. – сфера (впливу) , компетенція; межі
- dispense [dɪs'pens] v. – роздавати, розподіляти
- keep record [ki:p 'rekɔ:d] – вести облік

! Expressions to learn

1. boned meat or fish
м'ясо або риба без кісток

2. plating of food items
розкладка по тарілках
3. safe food handling practices
норми безпеки під час зберігання та приготування їжі
4. to keep (a) record
вести облік; (протоколювати)
5. formal culinary training
підготовка за кулінарним фахом у навчальному закладі

A restaurant depends largely on certain departments for effective functioning. Smooth co-ordination is important. A manager must be fully aware of the role of each co-ordinating department. Though most departments mentioned below are applicable to a hotel, individual restaurants may also find some useful tips.

Kitchen departments

The kitchen is the place where food is prepared. While larger kitchens may have distinctly different sections to deal with various aspects of food preparation, smaller kitchens may have different functions done by a single person.

The main sections in a large kitchen are:



Butcher Shop

Here raw meats are cut from wholesale cuts and carcasses into smaller portions of given weight so that they are ready to be cooked.



Garde Manger

The section where cold dishes such as hors d'oeuvres, cold meat platters, salads, galantines, pates are made and stored under refrigeration.



Pantry

Source for sandwiches, fruit platters, juices and shakes.



Bake and Confectionary

The section which prepares breads, bread-rolls, croissants, brioches, cakes, pastries, muffins, cookies, ice-creams.



Hot Range

The main cooking range where all hot dishes are prepared.



Grill

For all grilled items like steaks, fish, chops, etc.



Vegetable preparation

Here all raw vegetables are cut into smaller presentable portions.



Kitchen Stewarding department

This department primarily controls the storage and issue of cutlery, crockery, holloware, chinaware and glassware to the restaurants and kitchens. The waiter would have to get his supplies of the above items from this department. The department is also responsible for washing soiled serviceware and subsequently furnishing clean items. The sanitation and

hygiene of the kitchen usually comes under the purview the kitchen stewarding department.



Restaurant Bar

The bar dispenses wines, liquor, spirits, juices, aerated waters, cigars and cigarettes.

Other departments



Housekeeping department

The housekeeping department is responsible for the cleanliness, maintenance and the aesthetic standards of a hotel. A waiter should know that the housekeeping department is the source for staff uniforms, restaurant linen and flowers.



Accounts Department (cashier)

The cashier receives all cash and credit payments made for food and beverage sales in a restaurant or bar.



Engeneering department

This department is responsible for the supply of air-conditioning or heating, lighting, mechanical and electrical functioning of any service equipment in the restaurant.



Front Office

This is the central point where all checks or bills of hotel residents are collected and then recorded in their overall bill. The front office keeps a record of all guests

residing in the hotel. If a resident wishes to sign his bill, the waiter may contact this department for confirmation of the guest's name and room number.

■ Post text exercises

I. Match the words with their definitions.

1. chamber
2. front office
3. hors d'oeuvre
4. garde manger
5. hot range
6. platter
7. pâté
8. butchershop
9. ground coffee
10. chop
11. grill
12. hot range
13. brew
14. pantry
15. crockery
16. galantine

- a) a cool, well-ventilated area where cold dishes are prepared and other foods are stored under refrigeration
- b) a kitchen area where all hot dishes are prepared
- c) a small cut of meat often including part of a rib
- d) to prepare (as tea) by infusion in hot water
- e) to cook (food) directly over or under high heat
- f) a food item served before the main courses of a meal, typically smaller than main dishes
- g) brown grains crushed into very small pieces by a special machine
- h) here raw meats are cut into smaller portions so that they are ready to be cooked
- i) pots or jars made of baked clay used for cooking
- j) one of the parts of smth into which an enclosed space is divided
- k) special department (also known as front desk) which welcomes guests, meets and greets them, takes and organizes reservations
- l) the main cooking area where all hot dishes are prepared
- m) an edible paste of finely minced meat or fish
- n) a room used for storage (as of provisions) or from which food is brought to the table
- o) a cold dish consisting of boned meat or fish that has been stuffed, poached, and covered with aspic
- p) a large plate that is used for serving food and especially meat

II. Match 1-7 with a-g to make sentences.

- 1) This is the central point where all checks or bills of hotel residents...
- 2) Engeneering department...
- 3) Kitchen stewarding department...
- 4) Accounts department...
- 5) The housekeeping department...
- 6) Garde manger...
- 7) The waiter may contact this department for confirmation of the guest's name and room number...

- a) ... is responsible forthe supply of air-conditioning or heating, lighting, mechanical and electrical functioning of any service equipment in the restaurant.
- b) ... is responsible for the cleanliness, maintenance and the aesthetic standards of a hotel.
- c) ...receives all cash and credit payments made for food and beverage sales in a restaurant or bar.
- d) ...controls the storage and issue of cutlery, crockery, holloware, chinaware and glassware to the restaurants and kitchens.
- e) ...the section where cold dishes such as hors d'oeuvres,cold meat platters, salads, galantines, pates are made and stored under refrigeration.
- f) ...if a resident wishes to sign his bill.
- g) ...are collected and then recorded in their overall bill.

III. Use each word once to complete the sentences.

meat entrée	cooking skills	cold plates
accompagniments	cold appetizers	leftovers
handle plating	buffet platters	seasoning
overtime pay	terrines and galantines	8-hour shifts
plating of food items	sautéing, frying and braises	the hot line
cold station	walk-in	garde manger

Job Description for a Garde Manger Chef



- 1) chefs or cooks are frequently the entry-level positions on a line. From fine dining to casual bistro fare, everyone offers salads,
- 2)..... and cheeses and these foods are all frequently the responsibility of the garde manger chef. A spiring garde manger chefs will practice
- 3)..... as they work together with the

rest of the line to ensure diners get all items at the same time.



Function

The function of a garde manger chef is to prepare all the components of 4)....., which range from salads and cheese plates to terrines and antipasti platters. A garde manger cook must work in concert with the other line cooks so that a salad entree arrives at the same time as a 5)..... Garde manger cooks

prepare for each night's service by washing lettuces, dicing vegetables needed for service and preparing 6)..... like croutons or smoked fish. Garde manger cooks should inspect the quality of all the produce they use to ensure its freshness.

History

The term and idea of the garde manger chef comes from France. Historically, a garde manger chef existed to transform the kitchen's 7)..... into tasty cold dishes. This position required a high degree of 8)..... knowledge and plating presentation skills. Because the garde manger serves cold food, he must take extra care to present the food in an attractive manner.



Types

Today there are two sorts of positions that a garde manger chef can handle. Garde manger cooks who work at restaurants typically 9)..... and presentation of cold appetizers. They may even prepare and plate some hot appetizers as well as desserts and cheese plates. Garde manger cooks in hotels work more closely in line with the historical applications of garde manger chefs. These garde manger cooks often prepare banquet dishes and make use of traditional French presentations like



and 10).....
11).....

Schedule

Garde manger cooks will work five days a week and should expect to work at least one weekend day. Garde manger chefs can work either a lunch or dinner shift, with typical hours for these shifts being from 7:00 am to 3:00 pm, or from 3:00 pm to 11:00 pm. Some garde manger chefs can work more than 12)....., though they may or may not receive 13)..... for these extra hours. The typical pay of a garde manger chef is \$10 to \$13 per hour.



Responsibilities

The garde manger chef has many responsibilities other than preparation and 14).....
 . Garde manger cooks will ensure that the 15)..... is clean at the end of the night and that the leftover food is stored safely for the next day's use. Garde manger cooks will also work with the other cooks to ensure that the 16), or cold storage, is kept clean and in proper order. Cooks may be responsible

for performing their own inventory of commonly used items, determining the freshness of the items before use. Garde manger cooks may be asked to perform any number of additional tasks by the chef or sous chef. The cook should perform these tasks quickly and to the best of his ability. Garde manger cooks who show aptitude should focus on skills that will move them up to 17)....., such as 18)..... .

IV. Circle the correct word using information from the text below.

1. After in various cuisines and at other kitchen stations, grill cooks can move into other kitchen roles such as chef or sous chef.
 - a) gaining experience
 - b) finishing study
 - c) taking knowledges
2. Grill cooks may be required to know how to chop, slice and dice, as they may not be able to rely on a prep cook to prepare their ingredients.
 - a) fish
 - b) meat
 - c) vegetables
3. All grill cooks must maintain..... as required by the restaurant and the Department of Health.
 - a) safe food handling practices
 - b) hygiene
 - c) safety
4. A grill cook must understand the grill area.....
 - a) instructions
 - b) rules
 - c) layout
5. A grill cook ensures that each food item prepared meets both.....
 - a) the restaurant's and the customer's standards.
 - b) the kitchen's and the client's standards.
 - c) the hotel's and the customer's standards.
6. A grill cook must heat food on a grill to the individual..... of the customer who orders it.
 - a) order

- b) preferences
 - c) preparation
7. Some employers, regardless of your experience as a grill cook, will require.....
- a) higher salary
 - b) less work hours
 - c) formal culinary training

Job Description of a Grill Cook



A grill cook must heat food on a grill to the individual preferences of the customer who orders it. By paying attention to speed, cleanliness and organization, a grill cook ensures that each food item prepared meets both the restaurant's and the customer's standards. Grill cooks are not always required to have prior experience in food services; however, it is often preferred.



Duties

A grill cook must understand the grill area layout, how to cook using prescribed portions, grilling procedures, and presentation requirements. Some are required to show proof of food handler certification. Depending on the restaurant, some grill cooks must prepare breakfast foods, perform short-order cooking, fry foods, grill meats and roast vegetables. All grill cooks must maintain safe food handling practices as required by the restaurant and the Department of Health.



Skills

Grill cooks must be able to safely use food service equipment such as grills, fryers, stoves, knives, slicers, blenders, choppers and ovens. Grill cooks walk frequently and are on their feet for the entire shift. Some lifting, carrying, pushing and pulling is usually required.



Potential

After gaining experience in various cuisines and at other kitchen stations, grill cooks can move into other kitchen roles such as chef or sous chef. Some employers, regardless of your experience as a grill cook, will require formal culinary training.

Misconceptions

Grill cooks may be required to know how to chop, slice and dice vegetables, as they may not be able to rely on a prep cook to prepare their ingredients. In fact, grill cooks may find themselves doing everything from making soup to baking cookies, depending on the size of the kitchen and the number of cooks it can afford to hire.

► Watching and Listening

Video 1: “Garde manger”

1.1. *Underline the correct alternative*

1. *Today/yesterday* I *wanted/wanna* talk a little bit about my experiences of being a garde manger.

2. When I say “cold food”, I *talk/’m talking* about salads, salad dressings, cold hors d’oeuvres, cold appetizers, cold entrées, buffet platters, buffet presentations, anything that would be appetizing and prepared cold *except/with the exception of* desserts.

3. My experience at the *Denver/Detroit* Athletic Club gave me the opportunity to learn *about/of* all the seasonings, and making terrines and pâtés, and beautiful arrangements.

4. I think it’s an excellent place for a young *cook/culinarian* to begin their *career/work*.

5. If you have an opportunity to train as a garde manger in the *restaurant/hotel* business, I *discourage/encourage* you to do so.

1.2. *Complete the sentences*

2. Garde manger actually means in the dictionary “.....”.

3. He was very talented himself and he would prepare these beautiful cold, and buffet platters, and ice carvings, and tallow carvings, and butter sculptures, and

4. And you know, food is the work

5. I would collect from all the different stations and I would create all these beautiful salads and out of the leftovers.

6. I had an opportunity to travel and present my cold food platters and my

Video 2: “The butcher shop breaking down its own meat”

2.1. *Are sentences true or false?*

1. The reporter is standing in one of the oldest coolers with the carcasses and the hanging rails above me.

2. The owner of the butcher shop at Eagle Point Cameron Calahen says that most meats now are cut, prepackaged and shipped across the country to be sold.
3. Calahen says it will not keep local animals local, feeding people here at home.
4. Calahen says shipping cost and the impact on the environment will rise with the shop processing their own meat from beginning to end.
5. 100 % of the animals coming through the butcher shop are used.

2.2. Number the paragraphs in the correct order they're said in the video.

1. The impact on the environment.
2. The use of leftover meat scraps and bones from carcasses.
3. The benefits for the farmer.
4. The young workers' interest at the butcher shop.
5. The butcher shop coolers.

Unit 3

Preparation for Service

In this unit you will

→ make mise-en-scene

→ classify trolleys

Language study

! New words to use

bulb [bʌlb] v. –електрична лампа накаливання

linen ['lɪnɪn] n. – білизна, полотно

table linen ['teɪbl, lɪnɪn] – столова білизна

wilted ['wɪltɪd] adj. –зів'ялий

sideboard ['saɪdbɔ:d] n. – буфет

cutlery ['kʌtləri] n. – ножі

toothpick ['tu:θpɪk] n. – зубочистка

sugardredger ['ʃugə 'drɛdʒə] n. – цукорниця (посудина з дірочками у кришці для посипання)

straw [strɔ:] – соломинка

pickles ['pɪklz] – засолені, мариновані овочі

ashtray ['æʃtreɪ] n. – попільничка

salver ['sælvə] n.–таця (звич. металева)

goblet ['gɒblɪt] n. – келих, чара

cruetset ['kru:ɪtset] – набір для спецій

trolley ['trɒli] n. –візок

vinegar ['vɪnɪgə] n. – оцет

copperpan ['kɒpə ræp] – мідна сковорода

celery ['seləri] n. – селера

lettuce ['seləri] n. – салат-латук

mustard ['mʌstəd] n. – гірчиця

cork [kɔ:k] n. – пробка

pegmeasure ['peɡ'meɪzə] n. – джиггер

serviette [,sɜ:vɪ'et] n. – салфетка

reinforce [,ri:ɪn'fɔ:s] v. – зміцнювати, укріплювати

tongs [tɒŋz] n. – щипці

cordial ['kɔ:diəl]–(амер.)лікер

! Expressions to learn

1. to lay the table

накривати на стіл

2. to clear the table
прибирати зі столу
3. to Hoover (vacuum) the carpet flooring
прибрати килимове покриття за допомогою пилососа
4. to exchange dirty linen for fresh linen
поміняти брудну (скатертину та серветки) білизну на чисту
5. to air the room
провітрити приміщення

Mise-en-scene

Mise-en-scene refers to preparing the environment of the area in order to make it pleasant, comfortable, safe and hygienic. For the waiter, the restaurant is the service area. Before each service session, the restaurant should be made presentable enough to accept guests. The Supervisor or team of waiters should ensure the following mise-en-scene:



1. Carpets are well brushed or hoovered



2. All tables and chairs are serviceable



3. Table lights or wall lights have functioning bulbs



4. Menu cards are presentable and attractive

5. Tent cards or other sales material are presentable



6. Doors and windows are thrown open for sometime to air the restaurant. This should be followed by closing the windows and doors and setting the air-conditioning or heating to a comfortable temperature



7. Exchange dirty linen for fresh linen. Table cloths and mats are laid on the tables



9. Wilted flowers are discarded and fresh flowers requisitioned

Sideboard



A sideboard (or dummy waiter) is a piece of furniture with shelves and cupboards spacious enough to hold all linen, cutlery, crockery, etc. for service to a particular number of covers. The smooth functioning of service in the given covers will depend on how thoroughly the sideboard has been prepared.

Before a restaurant opens the sideboard must be equipped with the following items:



1. Cold water in jugs with underplates and napkins to cover



2. All important proprietary sauces, such as Worcestershire sauce, Tabasco sauce, tomato ketchup,

Maggi sauce, JP/HP sauces
(The waiter should ensure that the necks of the bottles are cleaned)



3. Toothpicks in toothpick holders



4. Sugar dredger



5. Sugar bowls – for both brown and white sugar with teaspoons for each.



6. Hot plates and order taking pads



7. Straw holders



8. Pickles and chutneys



9. Baskets with assortment



10. Ashtrays – cleaned and polished

of rolls and sticks



11. Service spoons and forks. Adequate numbers of cutlery used on the table (normally two and a half times the number required for one sitting in the station)



13. Salvers



14. Underplates



15. Half plates, quarter plates and large plates and saucers



16. Trays covered with a napkin for service



18. Spare restaurant linen of all types (napkins tablecloths, waiter-cloth, etc.)



19. Paper napkins and doyley papers

20. Butter dishes



21. Finger bowls



22. Water goblets (bar glasses in case bar service is extended by the restaurant)



23. Pots for preserves are filled and kept ready



24. Cloth napkins are folded and kept ready for service



25. All usable silverware to be used in service to be polished



26. Cruet sets cleaned and filled with salt and pepper. Fresh mustard filled in appropriate pots.



Trolleys

Before the restaurant opens the waiter should:

1. Clean the trolley thoroughly first with a wet cloth (if not made of food) and then with a dry cloth. Use vinegar in the case of food.

2. See that the wheels of the trolley move freely and are well oiled.
3. Set the containers in such a way that they look colourful and attractive.
4. Keep adequate numbers of service spoons, forks, napkins and underliners.
5. Keep a sufficient number of dessert plates to serve the items to the guests.



Cheese trolley

Display different types of cheese on a wooden board with an attractive knife to cut the cheese. Accompaniments such as brown bread, crackers, celery and watercress should be present.



Salad trolley

The waiter must ensure that the salad bowls are set in an attractive way on the trolley. Wooden bowls with wooden spoons and fork, to mix the salad, are kept ready. Various types of dressings should be arranged in sauce boats on underliners with individual spoons. Hearts of lettuce leaves are kept in a glass jar containing water for preparing green tossed salad.



Gueridon trolley

This trolley is used to cook food or to complete semi-processed food in the restaurant itself. Flambé items are also prepared on this trolley.

1. Proprietary sauces
2. White wine
3. Oil
4. Brandy
5. Pepper mill
6. Vinegar
7. Napkins
8. Service spoon and fork

9. Matches and ashtrays
10. Flambé copper pans
11. French and English mustard
12. Wooden board
13. Butter
14. Salt and pepper
15. Sugar (grain and cube)

16. Gas cylinder (filled)



Wine trolley

The wine trolley must be equipped with the following items:

1. Wine opener (corkscrew)
2. Waiter-cloth
3. Half plates to present the cork of the wine bottle
4. Battery and switch for light
5. Wine list
6. Different types of wine, e.g. Red, White, Pink and Sparkling
7. The red and rose wines should be placed on one side
8. The white and sparkling wines should be together to identify them easily



Liqueur trolley

The trolley must be equipped with the following items:

1. Cordial glass
2. Cocktail glass (frappé)
3. Crushed ice
4. Straws
5. Peg measures
7. Waiters-cloth
8. Different liqueurs (eight to ten would be a good choice for a highly rated restaurant)
9. Cordials



Pastry trolley

The pastry trolley must be equipped with:

1. Dessert plates
2. Paper napkins or folded serviette
3. Pastry forks
4. Pastry tong
5. Round tray for keeping pastries
6. Assorted pastries
7. Assorted cake slices
8. Gateaux slice.

■ **Post text exercises**

I. Match the words with their definitions.

1. linen
2. sideboard
3. cutlery
4. crockery
5. toothpick
6. straw
7. pickles
8. ashtray
9. salver
10. trolley
11. vinegar
12. cork
13. serviette
14. slice
15. tongs
16. cordial

- a) a short, pointed stick used for removing small pieces of food from between your teeth
- b) a tray that is used for serving food or drinks on formal occasions
- c) a sour liquid that is used to flavor or preserve foods or to clean things
- d) a table napkin
- e) a brine or vinegar solution in which foods are preserved
- f) a sweet alcoholic drink or a drink of heavy fruit juice that is mixed with water
- g) forks, spoons, and knives used for serving and eating food
- h) a thin piece of food that is cut from something larger
- i) tablecloths, sheets, etc., made of linen or a similar cloth
- j) a vehicle that runs along the restaurant on tracks and used to hold groceries
- k) a tool used for lifting or holding objects that is made of two long pieces connected at one end or in the middle
- l) a piece of furniture that has drawers and shelves for holding dishes, silverware, table linen, etc.
- m) plates, dishes, and cups used in dining
- n) a small dish or other small container that is used for throwing away used cigarettes and cigars and their ashes
- o) a piece of special material that is put in the end of bottle to close it
- p) a thin tube used for sucking up a drink

II. Match 1-7 with a-g to make sentences.

- 1) Before each service session...
- 2) Hearts of lettuce leaves are kept in ...
- 3) A sideboard is a piece of furniture ...
- 4) Gueridon trolley is used...
- 5) The smooth functioning of service in the given covers will depend on...
- 6) Mise-en-scene refers to preparing the environment of the area...
- 7) Doors and windows are thrown open for sometime to air the restaurant and should be followed by...

- a) ...how thoroughly the sideboard has been prepared.
- b) ... closing the windows and doors and setting the air-conditioning or heating to a comfortable temperature
- c) ...in order to make it pleasant, comfortable, safe and hygienic.
- d) ... to cook food or to complete semi-processed food in the restaurant itself.
- e) ... a glass jar containing water for preparing green tossed salad
- f) ... with shelves and cupboards spacious enough to hold all linen, cutlery, crockery, etc. for service to a particular number of covers.
- g) ...the restaurant should be made presentable enough to accept guests

III. Cross out the incorrect points.

1. The wine trolley must be equipped with the following items:

- a) Wine opener (corkscrew)
- b) Waiter-cloth
- c) Straw holders
- d) Half plates to present the cork of the wine bottle
- e) Battery and switch for light
- f) Wine list
- g) Cold water in jugs with underplates and napkins to cover

2. The pastry trolley must be equipped with:

- a) Dessert plates
- b) Paper napkins or folded serviette
- c) Pastry forks
- d) Pastry tongs
- e) Pepper mill
- f) Assorted pastries
- g) Wine list

3. The liqueur trolley must be equipped with the following items:

- a) Cordial glass
- b) Peg measures
- c) Cocktail glass (frappé)
- d) Dessert plates

- e) Waiters-cloth
- f) Round tray
- g) Different liqueurs (eight to ten would be a good choice for a highly rated restaurant)

4. The gueridon trolley must be equipped with the following items:

- a) White wine
- b) Peg measures
- c) Brandy
- d) Vinegar
- e) French and English mustard
- f) Straw holders
- g) Sugar (grain and cube)

IV. Use each word once to complete the sentences.

Restaurant captain order job description

front-of-the-house responsibilities serve beverages knowledgeable about the menu recommendations on pairings	preparation for service “putting in place” able to multitask decanting bottles food pairings tableside preparation	correct and timely the duties of a host silverware and wine glasses the duties of sommelier supervising restaurant functions
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Also known as the Chef de Rang, the captain is the position between headwaiter and the rest of the wait staff. The captain reports to the Maître d’hôtel (Maître d’) or a headwaiter, depending on the restaurant, and may take on some of the 1)..... of the Maître d’. A restaurant captain is responsible for 2).....: communication between kitchen and wait staff, restaurant appearance, safety, 3)....., restaurant responsibility and cleanliness.



A captain is responsible for the appearance of tables. The captain may be in charge of only a section of a restaurant, especially in larger establishments. He looks after the wait staff, makes sure orders are 4)..... .



The captain greets patrons and sometimes performs the 5)....., such as seating tables, taking reservations and presenting diners with menus. A captain should be knowledgeable about the menu



“Mise-en-scene” is a French term that literally translates to 6)..... This is one of the captain’s main responsibilities; to make sure that the restaurant space and kitchen are set up to achieve swift service and acceptable food. The captain may perform duties such as polishing 7).....silverware and wine glasses, arranging the tables and coordinating timing between

kitchen and wait staff. A captain should be highly organized and 8)..... . A captain should make sure that everything is in its place.



The captain of a restaurant is expected to communicate with the executive chef and to be 9)..... and specials. He announces specials to patrons, explains dishes and ingredients and takes orders. The captain is expected to 10)..... and make 11)..... or menu choices. The captain greets

tables and takes orders.



Many times, a captain is expected to perform 12)....., or will assist a sommelier (wine steward). This includes making wine recommendations, handling and serving wine, 13)..... and recommending wine and 14)..... according to the chef’s menu. A captain may assist the sommelier with tasks such as decanting wine.



A restaurant that offers trolley service, or 15)....., may ask that the captain perform these duties. These may include but are not limited to meat carving, fish service, cheese, salad, wine etc. trolleys and flambés.

► **Watching and Listening**

Video 1: “Tableware and settings”

1.1. Underline the correct alternative

1. Silver/stainless steel cutlery is used at a formal restaurant.
2. Crockery must be *matching/mismatched* in pattern.
3. Salt and pepper cruets must be *full/half full*.
4. Table cloth mustn't be *clean/stained*.
5. Tables have to be *steady/unsteady*.

1.2. Complete the sentence

1. By the end of this session you will be able to identify required for a table setting.
2. You will be able to identify the different cutlery and
3. Cutlery: main fork, main knife, entrée fork,, soup spoon,, tea spoon.
4. Crockery must be clean, and matching in pattern..
5. The sugar selection should include white sugar, brown sugar and

Video 2: “How to set a table (informal)”

2.1. Are sentences true or false?

1. There're few silverware items, there aren't a lot of glasses that you can be really confused about.
2. Your silverware has to be about two inches from the edge of the table.
3. The salad fork's going to be on your left side.
4. You're going to follow the salad fork with the standard fork which is for the meals of your course.
5. The informal setting's all about keeping it elaborate.

2.2. Number the paragraphs in the correct order they're said in the video.

1. The Invitation to Learn about the Formal Setting of a Table.
2. The Center Plate.
3. The Introduction.
4. The Silverware.
5. The Invitation to study the Informal Table setting.

Unit 4

Food Service Equipment

Part I. Linen. Chinaware.

In this unit you will

→ classify the linen and chinaware

Language study

! New words to use

furniture [ˈfɜːnɪtʃə] n. – меблі

table cloth [ˈteɪbl̩klɒθ] n. – скатертина

slip cloth [ˈslɪpklɒθ] n. – наперон (декоративна або захисна скатертина)

buffet cloth [ˈbʊfeɪklɒθ] – велика скатертина (для бенкетних столів)

serviette [sɜːˈviːt] n. – серветка

napkin [ˈnæpkɪn] n. – серветка, салфетка

flatware [ˈflætweə] n. – мілкий або плаский керамічний посуд

hollowware [ˈhɒləʊweə] n. – глибокий посуд

side plate [ˈsaɪdpleɪt] – тарілка для закусок

sweet plate [ˈswiːtpleɪt] – десертна тарілка

fish plate [ˈfɪʃpleɪt] – тарілка для риби

soup plate [ˈsuːppleɪt] – глибока або супова тарілка

salad plate [ˈsælədpleɪt] – салатник

coffee cup [ˈkɒfɪkʌp] – маленька (кавова) чашка

tea cup [ˈtiːkʌp] – чашка для чаю

coffee demi-tasse [ˈkɒfɪˈdemiˌtæs] – маленька чашка (для чорної кави)

tea pot [ˈtiːpɒt] – чайник (для заварювання чаю)

milk/cream jug [mɪlk/kriːm dʒʌg] – кухоль для вершків

coffee pot [ˈkɒfɪpɒt] – кавник

sugar pot [ˈʃʊgəpɒt] – цукорниця

butter dish [ˈbʌtədɪʃ] – маслянка

ashtray [ˈæʃˌtreɪ] n. – попільниця

egg cup [ˈegˌkʌp] – пашотниця (підставка для вареного яйця)

soup cup [ˈsuːpkʌp] – чашка для бульйону або супу

platter [ˈplætə] n. – велика пласка таріль або блюдо

! Expressions to learn

1. Gross negligence of duty.
Серйозне нехтування своїми обов'язками .
2. Do you think I'm picking on you?

- Ви думаєте, я до Вас прискіплюся?
3. How dare you?
Як Ви смієте?
 4. Are you kidding (me)?
Ви насміхаетесь з мене?
 5. Why did it take you so long?/Why has it taken you so long?
Чому це зайняло у Вас стільки часу?

Service equipment (which includes furniture, fixtures and linen for all purposes) squarely reflects the standard and style of the restaurant. Several factors are considered when they are chosen:

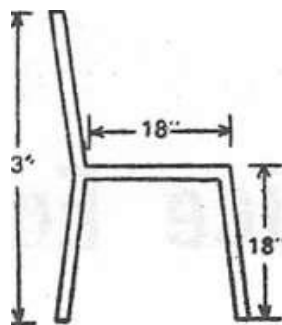
1. Standard of the restaurant
2. Type of service
3. Decor and theme of the restaurant
4. Type of clientele
5. Durability of equipment
6. Ease of maintenance
7. Availability after stocks run out
8. Storage
9. Flexibility of use
10. Price factors
11. Standardization

For multipurpose use, most equipment is standardized in terms of size and sometimes colour. Some standard sizes of furniture are shown below.

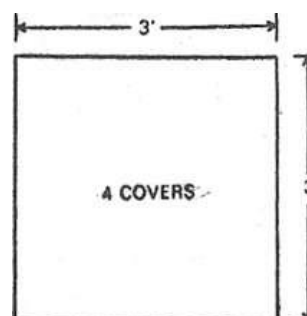
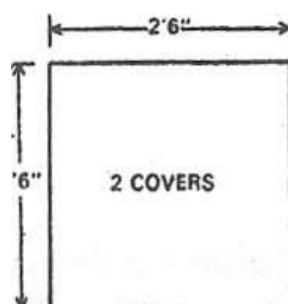
Furniture

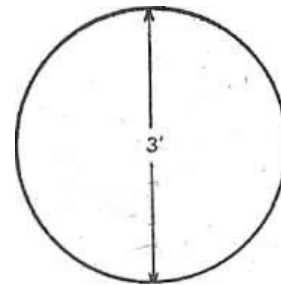
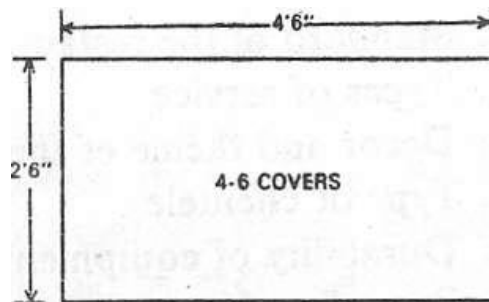
Some standart sizes of restaurant furniture

Chairs



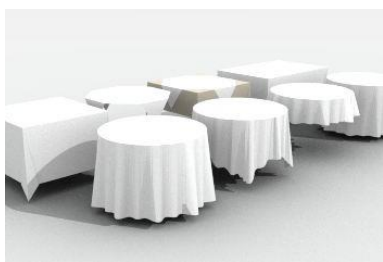
Tables





Linen

- 1. Tablecloths:
 - To fit square 2'6" table — 54"x54"
 - To fit square 3' table — 72"x 72"
 - To fit rectangular table — 72"x96"
 - To fit rectangular table — 72"x 54"
- 2. Slip cloths:
 - To cover a stained table cloth — 36"x36"
- 3. Serviette/Napkins (square)
 - 16"x16"
 - 18"x 18"
 - 20"x 20"
 - 21"x 21"
- 4. Buffet cloths (minimum size)
 - 6' x12"



Tablecloths



Slipcloth



Buffetcloth



What size is a cloth napkin?



Cloth napkins are available in several sizes, ranging from a small, informal luncheon cloth napkin to a larger, more formal dinner napkin. While sizes vary, cloth napkins are all a perfect square.



Standard sizes

Though cloth napkins vary in size, they are commonly found in the following sizes: 16 inches by 16 inches, 18 inches by 18 inches, 20 inches by 20 inches and 21 inches by 21 inches.



Event significance

The larger napkins, such as the 20 inches by 20 inches and 21 inches by 21 inches, are typically for more formal occasions, including a higher-end restaurant service, banquet dining and a holiday dinner party in a formal dining room. The larger napkin allows for easier napkin folding presentations and laying across the entire lap while dining.



Napkin folding

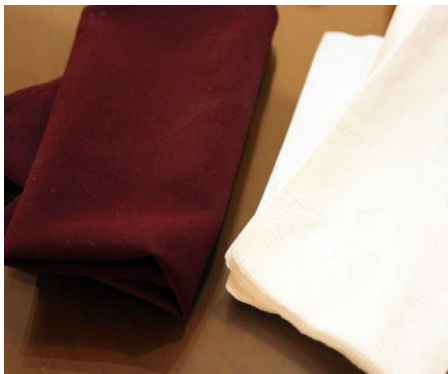
The larger cloth napkins facilitate folding more elaborate napkin designs. Cloth napkins are used for folding and enclosing silverware, and so the size of the napkin must accommodate the length of the silverware.



Table setting

Cloth napkins are available in different sizes to accommodate the different sizes of tables they are laid upon. At a smaller table, a cloth napkin in the 16-inch or 18-inch size is sufficient to lay under the forks, knives and spoons, whereas a larger table provides ample space for a

20-inch, 21-inch or even a 22-inch napkin folded to encase silverware. At a dinner party or seated banquet, the larger napkins also may be decoratively folded and centered on the plate.



Cloth vs. paper

Cloth napkins are typically larger than paper napkins. Cloth napkins are intended for more formal occasions or situations in which it is more economical to launder and reuse than to throw them away. Paper beverage napkins are 10 inches folded square, while a paper luncheon napkin is a 13-inch folded square. Paper napkins are typically smaller in size and more lightweight so they remain a low-cost, single-use option.

Food and beverages service equipment may be divided into chinaware, glassware and tableware which are further subdivided into flatware, cutleware and hollowware.

Chinaware

It is made of silica, soda ash and china clay, glazed to give a fine finish. It should be opaque and free from air-bubbles. Chinaware can be found in different colours and designs which are always coated with glaze. Patterns on top of the glaze wear and discolour very quickly. Chinaware is more resistant to heat than glassware.

Examples of chinaware with standard sizes



Side plate $6\frac{3}{4}$ " diameter



Sweet plate 7" and $8\frac{1}{2}$ "



Fish plate 8" diameter



Soup plate $8\frac{3}{4}$ " diameter



Salad plate 5" diameter



Coffee cup 8-10 oz. volume



Tea cup $6\frac{2}{3}$ " oz. volume Coffee Demi-Tasse $3\frac{1}{3}$ oz. volume Tea Pot $\frac{1}{2}$ Pint, 1 Pint, $1\frac{1}{2}$ Pint, 2 Pint

Other Chinaware



Milk/Cream Jug



Coffee pot



Sugar pot



Butter dishes



Ashtray



Egg cup



Soupe cup



Platter

Some tips on Chinaware

1. Vitrified china ware is stronger.
2. It has a high breakage rate and therefore needs careful handling.
3. Should be stored on shelves.
4. Should be stacked carefully so that it does not topple over.
5. Should be stored at a convenient height to avoid accidents.
6. Should be kept covered to avoid dust and germs.

■ Post text exercises

I. Match the words with their definitions.

1. linen
 2. furniture
 3. tablecloth
 4. chinaware
 5. glassware
 6. flatware
 7. cutlery
 8. hollowware
 9. side plate
 10. soup plate
 11. coffee cup
 12. coffeedemi-tasse
 13. teapot
 14. coffee pot
 15. ashtray
 16. platter
 17. slipcloth
-
- a) a small tray, saucer, or bowl for tobacco ash
 - b) household articles, as sheets, tablecloths, etc., for example, made of cotton
 - c) utensils, as knives, forks, and spoons, used at the table for serving and eating food
 - d) dishware made of high quality porcelain

- e) a small plate used for food, such as bread or salad, which accompanies the main meal
- f) fabric used to protect or decorate a table
- g) the movable articles, as tables, chairs, buffets, counter, cupboards, required for use or ornament in a café, restaurant or office
- h) a small cup for serving black coffee
- i) a covered pot in which coffee is prepared, or is brought upon the table for drinking
- j) a covering spread over a dining table
- k) vessels (as bowls, cups, or vases) usually of pottery, glass, or metal that have a significant depth and volume compare flatware
- l) small bowl shaped container made especially for coffee
- m) glass objects, especially ones used for drinking and eating
- n) a deep, wide rimmed plate in which soup is served
- o) a large plate from which food is served or on which meat or other food is brought to the table
- p) dishes or containers for the table that are more or less flat, as plates and saucers (distinguished from hollowware)
- q) a container with a handle and a spout for making and serving tea

II. Number the steps in the correct order.

Rules how to place utensils

I. During Courses (.....)



Step 1(...):

Rest soup and dessert spoons in the bowl between bites.



Step 2 (...):

Arrange silverware on your plate while pausing for conversation. The fork share should be placed on the right and the knife on the left, crossing over the center of the plate



Step 3 (...):

Place your butter knife at the top of the bread plate, with the blade facing toward you.



Step 4(...):

Set the fork and knife on the right side of your plate while waiting to be served a second helping.

II. After the Meal (...)



Step 1 (...):

Set your napkin neatly at the left side of your place setting. (It should not be folded, crumpled or twisted.) Do not leave the napkin on your plate or on your chair.



Step 2 (...):

Eat dessert with either the spoon or fork or both. When you've finished, place the utensils on the service plate



Step 3 (...):

Leave any unused utensils in their original positions on the table.

II. Between Courses (.....)



Step 1(...):

Set your fork with the tines pointing down.



Step 2 (...):

Signal that you have finished the course by resting your knife and fork on the plate parallel to each other, with the handles pointing to five o'clock and the ends pointing to 10 o'clock.



Step 3 (...):

Leave the soup or dessert spoon on the service plate.



Step 4 (...):

Arrange your knife on the plate with the cutting edge facing toward you.

Step 5 (...):

Place your hands in your lap once your silverware has been properly arranged. Do not rest your hands or elbows on the table.

IV. Introduction (...)



Step 1 (...):

Do not rest used utensils on the table. Once used, utensils should not touch the table again.



Step 3 (...):

Use utensils. Though some foods may be easier to eat with your fingers, it's best to eat with utensils in formal settings. The general rule is that any food served on a plate must be eaten with utensils.



Step 2 (...):

Do not pick up a utensil from the floor. Ask the server for a new utensil before you continue eating.



Step 4 (...):

Lift your utensils to eating position to prevent the server from removing your food before you've finished the course. Try to be considerate of other diners. If everyone else has finished, rest your utensils and leave any uneaten food.



Step 5 (...):

Courses served in a bowl will usually be presented on a service plate. Rest utensils on the service plate if one is provided. If there is no service plate provided, rest utensils in the bowl.



IV. Preface(...)

The rules of formal table etiquette can seem complicated and overwhelming. Etiquette rules that specify the arrangement and usage of knives, forks and spoons have evolved, along with the utensils themselves. Initially, these rules were intended to prevent the utensils from being dangerous or threatening. Today, practicing appropriate table etiquette demonstrates your social skills and indicates

respect for your guests and fellow diners.

For formal, multicourse dinners, you may find as many as eight utensils at your place setting. The manner in which you arrange your utensils will subtly tell the server when you have finished each course, so that your dishes and utensils can be cleared. By remembering a few simple rules, you will be more confident during your next formal dinner.

III. Circle the correct word. Use each word once to complete the sentences.

The types of chinaware

high-fired chinaware refined clay opaque clay and sand clayware	raw materials toughness and translucence or soft-paste porcelain chinaware high temperature	the fine dining bone china chipping durable stoneware
---	---	---



The presence of ceramic 1)..... in China led to the development of this art form around 11,000 years ago. Chinaware is often associated with 2)..... that occurs on very special occasions. These fancy plates, cups and other decorative items can be divided into several different categories depending on how they were made and what materials comprise them.



High-fired

High-fired chinaware is a collection of ceramics that are fired in extremely high temperatures in a kiln. This temperature can be between 1,200 degrees Celsius (2,192 degrees Fahrenheit) and 1,400 degrees Celsius (2,552 degrees Fahrenheit). Hard-paste porcelain is one type of 3)..... The properties of this type of chinaware include strength, 4).....



Low-fired

Low-fired chinaware is still fired at a high temperature, but it is slightly lower than high-fired and then placed in an even lower temperature for the glazing process. Low-fired or 5)..... is fired at 1,100 to 1,200 degrees Celsius (2010 to 2192 degrees Fahrenheit) and then it is fired again at 1050 degrees Celsius (1920 degrees Fahrenheit). One type of chinaware created this way is 6)....., which actually used bone ash

in its original creation.



Earthenware

Earthenware is a type of chinaware that is made from 7)..... plus other ingredients that give it a whiter body. This type of dinnerware resists 8)..... and has fewer breakages than pottery because it is less porous. Earthenware is also 9).....



Ceramics

Ceramics are chinaware made from unrefined earth materials like 10)..... . Ceramics are then processed by baking or cooking in a kiln. The clay is of lower quality than other types of 11)..... and it does not become hard and glassy (vitrified) after it is fired. Ceramics are similar to earthenware but they are less durable.



Stoneware

Chinaware that is made of a single light clay and then fired at a high temperature is referred to as 12)..... . This slightly gray cast is nonporous and extremely 13).....



China

China is a nonabsorbent, nonporous 14)..... made of special white clay and cooked at an extremely 15)..... . The finest china is typically thin, resistant to chipping, translucent and it will ring clearly when it is tapped.

► Watching and Listening

Video 1: “Crockery, Cutlery & their Usage”

1.1. *Underline the correct alternative*

1. Table knives were introduce in 1600 *B.C./A.D.*

2. The first known use of the term tableware was in 1777/1766, dinnerware in 1895/1859, and dishware in 1946/1964.
3. Ceramics are processed by baking or cooking in a *kiln/fridge*.
4. Ramekin is a *thick/thin* walled, *heavyweight/lightweight* melamine dish used for dips and relishes.
5. Rectangular plate is used for service of *starters and desserts/ starters only*.

1.2. Complete the sentences

1. China was the cradle, starting with the invention of pottery during the
2. Melmac tableware was popular in
3. Crockery is a broad term that is used to refer to
4. Chinaware is more resistant to heat than
5. Ceramics are similar to earthenware but they are

Video 2: “How to make a swan napkin”

2.1. Are sentences true or false?

1. My name is Luigi and I’m the maestro on the art of table cloth folding.
2. Mummy swan’s gone shopping to *Sainsbury’s* or *Wall Mart*.
3. We’re gonna actually do another little sister for this one.
4. In order for the napkin to stand we have to create a kind of a base.
5. You got in the swan family waiting for the daddy to come back from the supermarket.

2.2. Number the paragraphs in the correct order they’re said in the video.

1. The reference to where one can find various napkin folding designs.
2. Folding the napkin to make a swan’s body.
3. Luigi Spotorno’s introduction.
4. Making the base for the swan to stand.
5. The swan family waiting for the mother swan to come.

Unit 5

Food Service Equipment.

Part II. Glassware.

In this unit you will

→ classify the glassware

→ practice for the service of tableware

Language study

! New words to use

silica ['sɪlɪkə] n. – кварц

soda ash ['səʊdæʃ] – кальцинованасода (хім.)

transparent [træns'pærənt]adj. – прозорий

capacity [kə'pæsɪtɪ] n. – об'єм, місткість, літраж

ounce [aʊns] n.– (скор. oz) унція (=28,35 г)

punch[пʌŋʃ] n. – пунш

fragile ['frædʒaɪl] adj. – крихкий, ламкий

rough [rʌf]adj. – грубий

tumbler [tʌmblə] n. – тумблер, склянка з потовщеним дном

barware['bɑ: wɛə] n. – скляний посуд для алкогольних напоїв

shotglass [ʃɒtɡlɑ:s] – рюмкадля лікеру та віскі, чарка

beermug [bɪə mʌg] – пивний кухоль

rocks [rɔ:ks] n. – (тут) кубики льоду

beergoblet [bɪə 'gɒblɪt] – келих для пива

snifter ['snɪftər]n. – сніфтер (коньячний бокал)

champagne flute [,ʃæm'peɪnflu:t] – келих для шампанського (конічної форми)

Pilsner glass ['pɪlznərglɑ:s] – пільзенський келих

Highball glass ['haɪ bɔ:lglɑ:s] – (келих)хайбол

screwdriver ['skru: draɪvə]n. – коктейль "викрутка"

piñacolada [,pi:nə kə'la:də] – Піна Колада

stemware ['stɛmwɛə] n. – столове скло; чарки, келихи, фужери (на ножці)

claret ['klærət] n. – кларет (сухе червоне вино типу бордо)

cordial ['kɔ:diəl] n. – міцний ароматний підсолоджений напій (наливка, лікер)

sherbet [ʃɜ:bət] n. – 1) шербет (східний напій) 2) фруктове морозиво; шербет, заморожений десерт з фруктами або горіхами

chalice ['tʃælɪs]n. – чаша; кубок; келих

goblet ['gɒblɪt]n. – келих, бокал

bowl [bəʊl] n. – чаша, миска

slippage ['slɪpɪdʒ] n. – проковзування

rack [rʌk] n.– стійка; стелаж; стенд; вішалка; рейка або крюк для підвішування

smudge [smʌdʒ]n. – пляма, брудна пляма

tankard ['tæŋkəd]n. – високий кухоль для пива (з кришкою)

parfait n.– парфе (заморожена солодка страва з вершків, яєць, цукру, ванілі та фруктового пюре; подається в склянках)

poly-poly [ˌrəʊlɪˈrəʊlɪ] n. – пудинг з варенням
Tom Collins Glass – (келих) ТОМ КОЛЛИНС

! Expressions to learn

1. Party of?
Скільки вас?
2. Table for?
Вам столик на скількох?
3. There are two of us.
Нас двоє.
4. Do you have a reservation?
Ви замовляли столик?
5. Candle light dinner.
Вечеря зі свічками.

The raw materials used are silica and soda ash. Lead is added to make the glass crystal clear. When purchasing glassware it should be ensured that it is completely transparent, free of air bubbles and not chipped. Glasses are measured in terms of capacity, i.e. ounces or centiliters. Restaurant glassware is usually plain except in specialty restaurants, where they may be coloured.

Types of Glassware & Their Uses



The term glassware is typically used to refer to the wide range of glass containers used for drinking. There is a wide variety of glassware of different sizes and shapes, each one serving a different function. Among other things, glassware is used to serve water, cocktails, punches, beer, liquor, coffee and tea.



There are numerous types of glasses that serve alcoholic drinks – ranging from fragile, expensive pieces to rough tumblers. Common barware includes shot glasses, beer mugs, rocks glasses, beer goblets, snifters, champagne flutes, Pilsner glasses and martini glasses. While some, such as beer mugs, tumblers and rocks glasses, are on the generic side, other glasses including champagne flutes, martini glasses and Pilsner glasses are exclusive to champagne, martini and beer, respectively.



Crystal glassware

A highball glass is a tall, slender crystal glass that is commonly used for iced or mixed drinks. The fine crystal Darice highball glass is a blue colored, 24 percent lead glass used to serve a variety of mixed drinks, shots, rocks and liquor. A Darice glass is typically used to serve cocktails, such as the screwdriver, the piña colada and the Long Island ice tea. The Devonna highball glass is a mouth-blown, hand-cut, cobalt blue crystal glass. It weighs twice as much as a typical glass and is popular for its durability and strength. Other luxurious crystal glassware includes the Earwine highball (available in azzurro light blue, amethyst purple, dark ruby red, cobalt blue and emerald green hand-cut glasses), Hathora highball (black crystal glass typically used to serve cocktails), Lorella highball (available in six colors of 24 percent, mouth-blown lead crystal),

Luperca highball (cobalt and opal blue crystal glass that is formed by binding together three layers of crystal) and the Marsala Collins glass excelsior (available in six colors and used to serve alcoholic drinks).



Stemware Glassware

Stemware is a type of glassware that sits on a base. It is typically used for formal occasions, such as family gatherings and holidays. There is a wide range of stemware, each different in function, style and appearance. Most commonly used stemware includes clarets or Bordeaux, cocktail glasses, wine glasses, cordials, sherbet glasses, chalices and goblets. Water goblets, for instance, function to serve water. Red wine glasses are typically served in stemware that have wide, open bowls. White wine is served in a stemware glass with a narrower drinking bowl.

Some tips on Glassware

1. Glasses should be stored inverted in single rows, with a paper on the shelf to avoid slippage.
2. Racks with individual compartments for each glass is a better method for storage (as they can be stacked) and transported. These racks are plastic or rubber lined.
3. In a restaurant, glasses must be transported on trays with a tray cloth to avoid slippage.
4. Glasses with a stem must be inverted and held by the stem.
5. Service glasses must be cleaned and held against a light before use for traces of smudges, etc.

Types of Glassware



Water Goblet 10 oz



Red Wine Glass 7 oz



Champagne Tulip 6-8 oz



Champagne Flute 8 oz



White Wine Glass 5¹/₂ oz



Cherry Glass 3 oz



Brandy Snifter/
Brandy Balloon 8 oz



Beer Goblet 10-12 oz



Parfait glass 4 oz



Beer tankard $\frac{1}{2}$ pint



Coctail glass $\frac{2}{3}$ oz



Champagne saucer 6 oz



Roly Poly Glass 9 oz



Liqueur Glass 1,5 oz



Old Fashioned Glass 9 oz



Tom Collins Glass 12 oz



Hi-ball glass 8oz



Juice Glass 5 oz

■ Post text exercises

I. Match the words with their definitions.

1. transparent
2. punch
3. barware
4. shot glass
5. snifter
6. champagne flute
7. highball glass
8. screwdriver
9. piña colada

10. stemware
11. claret
12. sherbet
13. chalice
14. goblet
15. parfait
16. Tom Collins Glass
 - a) frozen custard made with cream, and usually with a fruit puree.
 - b) a golden or a silver vessel where it is put the holy wine and some water. In the Eucharist this is transferred to the Lord Jesus Christ's Blood.
 - c) a tall glass used to serve a mixed drink that are composed of an alcoholic base spirit and a larger proportion of a non alcoholic mixer
 - d) having the property of transmitting rays of light
 - e) 1) a frozen fruit flavored mixture, similar to an ice, but with milk, egg white, or gelatin added 2) a drink made of sweetened fruit juice diluted with water and ice
 - f) a piece of stemware with a long stem and a tall, narrow bowl on top, designed to keep aerated drink desirable during its consumption by preventing heat from the drinkers hand from warming the drink while retaining its carbonation
 - g) a beverage composed of wine or distilled liquor, water (or milk), sugar, and the juice
 - h) also called inhaler: a pear shaped glass, narrowing at the top to intensify the aroma of brandy, liqueur
 - i) a glass tumbler which is used to serve mixed drinks, especially Tom Collins cocktails
 - j) glass or crystal vessels, esp. for beverages and desserts, having rounded bowls on stems
 - k) glassware or utensils used in preparing and serving alcoholic beverages
 - l) clear, light colored red wine
 - m) a small, heavy glass for serving a shot of whiskey or liquor (usually a one ounce serving)
 - n) a large wine glass with a tall stem
 - o) an alcoholic drink made from vodka and orange juice
 - p) a sweet mixed drink made from rum, pine apple juice, and cream of coconut, mixed with crushed dice.

II. Match 1-7 with a-g to make sentences.

1. Glasses are measured...
 2. The term glassware is typically used...
 3. Glassware is used...
 4. A highball glass...
 5. White wine is served...
 6. Racks with individual compartments for each glass...
 7. Service glasses must be...
- a) ...to serve water, cocktails, punches, beer, liquor, coffee and tea.
 - b) ...cleaned and held against a light before use for traces of smudges.
 - c) ...is a better method for storage and transported.

- d) ...in terms of capacity, i.e. ounces or centiliters.
- e) ...to refer to the wide range of glass containers used for drinking.
- f) ...that is commonly used for iced or mixed drinks.
- g) ...in a stemware glass with a narrower drinking bowl.

III. Circle the correct word.

1. A highball glass is a tall, slender crystal glass that is commonly used for...
 - a) cocktails and liquor
 - b) beer and whisky
 - c) iced or mixed drinks
2. Stemware is a type of glassware that is typically used for...
 - a) formal occasions
 - b) informal occasions
 - c) home occasions
3. Champagne saucer capacity is ...
 - a) 4 oz
 - b) 6 oz
 - c) 7 oz
4. White wine is served in a stemware glass with ...
 - a) a narrower drinking bowl
 - b) a wider drinking bowl
 - c) a short stem
5. Goblet a large wine glass with...
 - a) a wide mouth
 - b) a short stem
 - c) a tall stem
6. White Wine Glass capacity is ...
 - a) 5¹/₂ oz
 - b) 4 oz
 - c) 2²/₃ oz
7. In a restaurant, glasses must be transported ... with a tray cloth to avoid slippage.
 - a) on trolleys
 - b) on trays
 - c) on square dishes

IV. Use each word once to complete the sentences.

a bowl, stem and foot key wider mouths a wide snifter body heat	a shape and size etiquette bubbles flute-shaped stemware tiny stemmed glasses	a stemmed glass white wine glasses aroma short stems and wide bowls a short stem and triangular bowl
---	---	--

How to Identify Stemware Size & Shape



Stemware is a general term for drinking glasses that have 1).....
 Wine glasses are the most common type of stemware; wine and champagne should always be served in 2)..... . Stemware is also used to serve drinks such as brandy, certain cocktails, after-dinner dessert drinks, water and juice. Each type of stemware has 3)..... ideally suited to the particular beverage it's meant to hold. With a little knowledge of the types of stemware, you'll be able to match the beverages you serve with the perfect glass.

Instructions

Look for books and websites that discuss different types of stemware. These sources tend to deal mainly with wine, glassware or even 4)..... . In sources dealing with etiquette, check the sections on setting the dinner table or, in older etiquette guides, the section on the bride's trousseau.



Red wine glasses have wide mouths.

Use the appropriate stemware for the wine you are serving. Temperature is 5)..... in determining which wine glass to use. 6)..... have narrower bowls and mouths (rims) than red wine glasses. The narrow mouth keeps the wine cooler, since it protects it from the air. Red wine glasses have 7)....., which allow the aroma to rise into the air and let the air warm the wine.



Champagne flutes are narrow to preserve 8).....

Serve champagne in 9)..... . Champagne flutes are slightly narrower than white wine glasses. The flute shape not only keeps the beverage cool, but preserves the bubbles in the champagne by giving them less room to escape into the air.



Serving brandy in 10)..... allows it to release its 11).....

Serve after-dinner brandy in a type of stemware known as a snifter. Snifters are larger than wine glasses, with 12)..... The wide bowl lets the drinker swirl the brandy, which is always served in a small amount. Swirling releases its aroma. The short stem of the snifter allows 13).....from the hand to warm the brandy.



Serve sweet after-dinner drinks in **small stemmed glasses**.

Serve cordials, liqueurs and dessert wines, such as port and sherry, in 14)..... Since these are all heavy and sweet drinks, they are not served in large amounts. The small glass also helps the drinker taste the cordial at the back of the mouth.



Irish coffee is served in a **stemmed coffee glass**.

Serve other drinks in stemware, too. For example, some cocktails, such as martinis and whiskey sours, are often served in glasses with 15)..... Stemmed goblets can be used for water, iced tea or juice. Coffee glasses have short stems as well, and can be used to serve dessert drinks containing liquor, such as Irish coffee.

► **Watching and Listening**

Video 1: “How to choose wine glasses”

1.1. Underline the correct alternative.

1. One very subtle but important part of the *wine/vine* tasting experience is the selection of wine glasses.
1. Over the years many different styles of wine *classes/glasses* have been created to enhance the experience of each and *very/every* wine.
2. In many *palaces/places* there are wine glasses for every *smile/style* of wine made. It's not absolutely necessary.
3. This Bordeaux style glass is built with a large *mall/bowl* and a wide circumference to allow the red wine to *not only get/only get* oxygen in the glass.

- The *smaller/larger* glass used for Pinot Noirs and lighter reds allows room for the aromas but doesn't *trap/wrap* them.

1.2. Complete the sentences

- In many places there are wine glasses of wine made.
- These components will help you enjoy your wine
- This will enhance your is wine as both a breathed and tasted experience.
- Since those aromas tend to be delicate it allows them to much more easily.
- With the smaller wine glass, this not only does the same with the elegant, but it allows you to keep the liquid as you're using a smaller amount

Video 2: “Descriptions of wine glasses”

2.1. Are these sentences true or false?

- This is the sample of the only types of wine glasses that are available.
- The one with the larger bowl is designed for white wines, particularly larger-bodied whites.
- The one a little bit thinner in barrel is designed for a lighter red, like a Cotes du Rhone, or Pinot Noir.
- Then the little pony glasses are designed brandies, cognacs, armagnacs, and distilled spirits.
- And then the snifters are designed for for dessert wines, apertifs and digestifs.

2.2. Number the paragraphs in the correct order they're said in the video.

- The glass for Cotes du Rhone, or Pinot Noir.
- The glass for white wines that would be served chilled.
- The glass for red wines.
- The glasses designed for brandies, cognacs, armagnacs, and distilled spirits.
- The glasses for dessert wines, apertifs and digestifs.

Unit 6

Food Service Equipment.

Part III. Tableware.

In this unit you will

→ classify the tableware

→ practice for the service of tableware

Language study

! New words to use

tableware ['teɪb(ə)lwɛə] n. – столовий посуд (*виделки, ложки, тарілки*)

flatware ['flætweə] n. – 1) столові прибори (*ніж, виделка, ложка*)

hollowware ['hɒləʊweə] – глибокий фарфоровий посуд

soup tureen [su:p'tjʊ'ri:n] – супниця

tray [treɪ] n. – піднос, таця

lid [lɪd] n. – кришка; ковпак

soufflé case ['su:fleɪkeɪs] – ємність для суфле

flat [flæt] n. – широкий неглибокий кошик

salver ['sælvə] n. – піднос, таця для посуду

ice tong s[aɪstɒŋz] – щипці для льоду

ice bucket [aɪs'blkɪt] – відерце з льодом (*для шампанського*)

cream jug [kri:mʒʌg] n. – кухоль для вершків

toast rack [təustræk] – підставка для грінок/тостів

finger bowl ['fɪŋgəbɔʊl] – невелика чаша (*для ополіскування пальців*)

cruet set ['kru:ɪtset] – набір для спецій

ice-cream scoop [aɪs'kri:m sku:p] – невеличкий ківш/ополоник ложка для (дозування) морозива

sauce ladle [sɔ:s'leɪdl] – невеличкий ківш/розливна ложка, ополоник для соусу

soup ladle [su:p'leɪdl] – розливна ложка

snail tong [sneɪltɒŋz] – щипці для равликів

snail fork [sneɪlfɔ:k] – виделка для равликів

fondue fork [fɒndju:fɔ:k] – виделка для фондю

Caviar knife ['kævɪɑ:nɑɪf] – ніж для ікри

sundae spoon ['sʌndeɪspu:n] – ложка з довгою ручкою (*для морозива з фруктами*)

pastry fork cum knife ['peɪstrɪfɔ:k kʌm 'nɑɪf] – виделка з лезом (*для кондитерських виробів*)

nut cracker [nʌt'krækə] – щипці для горіхів

gateaux slice ['gætəʊslɑɪs] – лопатка для тарту

tea strainer ['ti:streɪnə] – сітечко для чаю

wine cradle [waɪn'kreɪdl] – тримач-штатив для винної пляшки

wine funnel [waɪn'fʌnl] – лійка для вина

sundae coup ['sʌndeɪku:] – висока десертна чаша (*для морозива з фруктами*)

vinegar bottle ['vɪnɪgə'bɒtl] – пляшка для оцту

cocotte dish [kɒkɒtɪdɪʃ] – кокотниця порціонна (*для гарячих закусок*)

jam pot [dʒæmpɒt] – ємність для варення, джему

toothpick stand ['tu:θpɪkstænd] – підставка для зубочисток

straw stand [strɔ:stænd] – підставка для соломинок

chaffing dish ['tʃeɪfɪŋdɪʃ] – блюдо-жаровня (для підігрівання їж на столі), чефер
burner ['bɜːnə] – пальник (для підігрівання блюд на столі)
stirring ['stɜːrɪŋ] – перемішування
punch [pʌntʃ] – пунш
supreme bowl (glass) [sjuː 'priːmbəʊl] – чаша (скляний келих) для креветкового коктейлю

! Expressions to learn

1. One cover is missing here.
Тут не вистачає одного прибору.
2. Will you bring me another (one more) glass?
Принесіть, будь ласка, інший (ще один) келих.
3. This one is chipped.
Цей (ця) зі відколом.
4. The service is terribly slow.
Обслуговування жахливо повільне.
5. Waiter! We're still waiting to be served.
Офіціант! Нас все ще не обслужили.

Types of tableware



Tableware includes just about any type of item that is used to serve food as well as the items found at each place setting, minus the napkins. Plates and bowls, glassware, cutlery and serving dishes are all types of tableware. Tableware includes just about any type of item that is used to serve food as well as the items found at each place setting, minus the napkins. Plates and bowls, glassware, cutlery and serving dishes are all types of tableware.

Dinnerware: dishes



Dinnerware encompasses dishes and accompanying pieces that may be purchased as part of a set for place settings: cups and saucers, soup bowls, and dinner plates on down through salad and dessert plates. Specialty bowls such as ramekins for souffléés and custards and finger bowls for rinsing are also considered dinnerware. Any type of item used to hold food at a place setting, forks and glassware not included, is a form of dinnerware.



Flatware: forks and beyond

Flatware, also called cutlery or silverware, includes every fork, knife and spoon used at each place setting. Salad forks and dinner forks, dinner knives and butter knives, soup spoons and place spoons are the most common cutlery items set at the table. Larger flatware sets or formal multi-course meals may include specialty pieces such as a fish fork and knife or an oyster fork; these are not included in basic cutlery sets. Steak knives may also be used at a place setting, but only if the meal calls for it. Steak knives are not always included in cutlery sets.



Serveware: from kitchen to table

Serveware includes all the vessels that hold food and drinks at the table, which are typically passed around. Large salad bowls, soup tureens, gravy boats, casserole dishes and platters are all serveware. Ladles, tongs and the like are also considered serveware, as are pitchers and carafes.



Glassware and drinkware: for each place setting

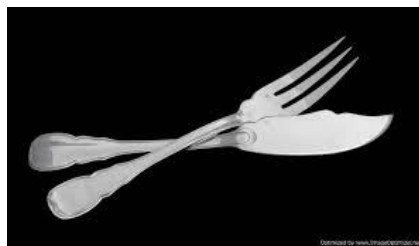
Glassware includes the glass vessels used for drinks at each place setting, such as water glasses, wine and martini glasses and juice glasses. Drinkware, a larger category that includes glassware, also includes mugs and cups. As with other items at a place setting, drinkware is placed only if it is required for part of the meal or dessert. In some cases, a tea or coffee service is brought to the table after the meal.

Flatware/Cutlery

Table service consists of the following items, and when to use them:



1. Soup spoons :
(soup served in plates)



2. Fish knives and forks
(fish/hors d'oeuvres)



3. Large knives and forks
(entree/main course)



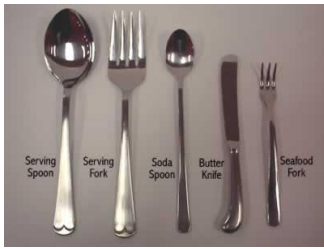
4. Dessert spoons and forks
(all sweet served in plates/
soup served in cups /cereals)



5. Small fruit knives and forks
(fresh fruits)



6. Coffee spoons (coffee)
Teaspoons (tea/fruit cocktails/
ice-creams)



7. Service spoons and forks
(for service)



8. Grapefruit knife (grapefruit)



9. Steak knife (steaks)



10. Cheese knife (cheese)



11. Egg spoon (eggs)

Hollowware



1. Soup tureens



2. Individual soup bowls



3. Trays



4. Oval flat with lid



5. Oval or round under dish for vegetables



6. Soufflé cases



7. Oval or round entree dishes



8. Round flats with covers



10. Water jug

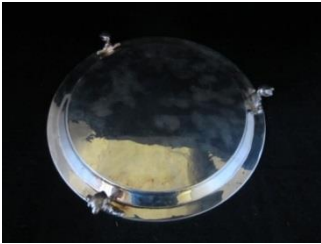


9. Asparagus serving dishes



11. Muffin dishes

Silver for serving drinks:



1. Silver for serving



2. Ice tongs



3. Ice bucket



4. Champagne bucket with stand

Still room Silver:



1. Coffee pots



2. Hot milk jugs



3. Tea pots



4. Hot water jugs



5. Cream jugs (creamer)



6. Toast racks

Special tableware



1. Sugar tongs



2. Asparagus tongs



3. Oyster forks



4. Finger bowls



5. Set of cruets



6. Ice-cream scoops



7. Sauce ladles



8. Soup ladles



9. Butter dishes



10. Snail tong



11. Snail fork



12. Fondue fork



14. Caviar knife



15. Sundae spoon



16. Ice-cream spoon



17. Pastry fork cum knife



18. Corn on the cob holder



19. Lobster pick



20. Butter knife



21. Cheese knife



22. Grapefruit spoon



23. Nut cracker



23. Gateaux slice



24. Steak knife

Chinaware. Plates



1. Soup plate $8\frac{3}{4}$



2. Entree plate $9\frac{3}{4}$
(Hors d'oeuvre/fish/
entree courses/ soups under plate)



3. Meat or fish plate 10"
(Main course)



4. Sweet plate – often the $8\frac{3}{4}$ " plate is used
(Sweets/Puddings)



4. Dessert or fruit plate $7\frac{1}{4}$ "



5. Side plate $6\frac{3}{4}$ "



6. Tea saucer 6"



7. Fruit nappy

Cups



1. Soup (two handles) $7\frac{1}{2}$ oz



2. Tea cups $6\frac{2}{3}$ oz



3. Coffee cups 8-10 oz



4. Egg cups 3"



5. Demi tasse cup $3\frac{1}{3}$ oz



6. French onion soup bowl

Special food service equipment



1. Ashtrays



2. Bread boats



3. Flower vases



4. Fruit stands



5. Tea strainers



6. Candle stands



7. Wine cradles



8. Wine funnels



9. Sundae coups



10. Cheese dish



11. Oil, vinegar bottle



12. Cocotte dish



13. Jam pot



14. Toothpick stand



15. Straw stand



16. Chaffing dishes



17. Burner for dishes



18. Copper pans



19. Irish coffee burners



20. Shaker



21. Stirring spoon and bowl



22. Punch bowl and ladle



23. Supreme bowl

■ Post text exercises

I. Match the words with their definitions.

1. tableware
2. flatware
3. cutlery
4. hollowware
5. soup tureen
6. tray
7. lid
8. salver
9. ice tongs
10. ice bucket
11. cream jug
12. toast rack
13. fingerbowl
14. cruetset
15. ice-creamscoop
16. soupladle
17. nutcracker
18. teastrainers
19. jampot
20. chaffingdish
21. punch

- a) a device for holding back tea leaves when pouring out tea
- b) a large ladle with a long handle
- c) a serving piece having vertical partitions (usually from five to eight in number) connected to a flat base, used for holding slices of toast
- d) a flat tray of silver or other metal used for carrying or serving glasses, cups and dishes at table or for the presenting
- e) ware, or articles collectively, for use during meals, including, for example, dishes, plates, bowls, knives, forks, and spoons
- f) a flat piece of plastic, metal, or wood, with raised edges, used for carrying things such as plates, food etc
- g) a beverage composed of wine or distilled liquor, water (or milk), sugar, and the juice
- h) a small bowl filled with water and placed on a table so you can wash your fingers after you have eaten
- i) a removable or hinged cover for closing the opening, usually at the top, of a pot, jar, trunk, etc
- j) eating utensils such as knives, forks, and spoons, considered collectively
- k) a small pair of tongs for serving ice cubes.
- l) a vessel for heating by hot coals and cooking on the table
- m) a type of spoon used to serve liquids
- n) edged or cutting instruments, collectively, especially knives for cutting food; 2) eating utensils such as knives, forks, and spoons
- o) a container filled with ice to keep bottles of wine cold
- p) vessels (as bowls, cups, or vases) usually of pottery, glass, or metal that have a significant depth and volume
- q) jelly jar, container in which jam is stored
- r) small jug for serving milk or cream
- s) an instrument used for the purpose of breaking the shells of nuts.
- t) a set of pots to hold salt and pepper
- u) a large, deep vessel for holding soup, or other liquid food, at the table.

II. Match 1-7 with a-g to make sentences.

1. Tableware includes just about any type of item that...
 2. Dinnerware encompasses dishes and accompanying pieces...
 3. Flatware...includes every fork, knife and spoon used at each place setting.
 4. Steak knives...
 5. Serveware includes all the vessels...
 6. Glassware includes the glass vessels used for drinks at each place setting...
 7. Drinkware is placed...
- a) ...that may be purchased as part of a set for place settings.
 - b) ... also called cutlery or silverware...
 - c) ... only if it is required for part of the meal or dessert.
 - d) ...is used to serve food as well as the items found at each place setting, minus the napkins.

- e) ...are not always included in cutlery sets.
- f) ...that hold food and drinks at the table, which are typically passed around.
- g) ...such as water glasses, wine and martini glasses and juice glasses

III. Use each word once to complete the sentences.

How to eat snails

crack their shells	pick up the shells	herbed
Escargots au beurre d'herbes	a little metal tray	the sort of snails
snail fork	to hold the snails	to pull the snail

I tried to be adventurous when I was in Paris. I ordered snails. Smug in my culinary audacity I was delighted with myself until the snails actually arrived. I had no idea what to do with them. Did I 1)..... open with the nasty looking implements I had been handed or did I 2)..... with my hands and suck the little critters out? To save you similar mortification the following is the guide to how to eat snails.



1. Order your snails with 3)..... butter (or if you are in France, 4).....). It makes all the difference to the taste.



2. Do not be surprised that the snails actually look like 5)..... you see in your garden. Try not to think of them as snails, it helps.



3. Get to know your implements. The snails generally arrive on 6)..... with holes in to keep the snails in place and collect all that herbed butter. You are also presented with a long, thin 7)..... and what looks like a double sided mascara curler but is actually a pair of tongs.



4. Use the tongs 8)..... in place (not to crush the shells!).

5. Use the snail fork (rather than your tongue) 9)..... out of its shell. They can be slippery little suckers so this can take a bit of work.

4. Savour the taste. Like prawns or any other food that you have to do a bit of work to get to, they are really worth it.

IV. Use each word once to complete the sentences. Number the paragraphs in the correct order.

Easy directions for how to eat lobster

a fork or pick	legs and claws	knuckle
a sharp knife	not damage	the tail piece
the meat	edible green tomalley	the roe
a delicacy	is not edible	nibble meat

Just follow these easy steps and you're sure to get the most in taste variety and satisfaction from every mouth-watering, lobsterlicious morsel!



1. (.....) Twist 1)..... away from the body.



2. (.....) Pull out 2)..... in one piece. Peel back the flap on the upper side of the tail piece to expose the vein. Remove and discard.



3. (....) Unhinge the back from the body and remove 3)..... . Tomalley and 4)..... of female lobster are extremely tasty and are considered 5)..... .



4. (.....) Break the hinged part off the claw and remove the meat with 6)..... . Cut the claw from one side to the other with lobster shears or hit with 7)..... . Be careful to crack the shell only, and 8)..... the meat inside. Cut the knuckle lengthwise on both sides.



5. (.....) Open main body section by cracking apart. The delicious meat in the section can be dug out with a fork or pick. Discard the dark sac located between the eyes (since this 9).....) Twist the walking legs from the body. Clench between teeth and 10)..... from legs. The same method can be used to extract meat from tail flippers.



6. (.....) Cut the tail on both sides or grasp it tightly and squeeze until it cracks. Snap off the tail flippers.



7. (.....) Grasp the body and twist off the large front 11)..... . Separate the claw from the 12)..... .

► **Watching and Listening**

Video 1: “How to eat a lobster”

2.1. Underline the correct alternative.

1. If you *know/don't know* what you're getting into, there could be *fun/trouble*.
3. My next step is to *fake/take* the shells, the *claws/flaws* apart.
4. If you *hit/beat* it just right and then you *bend/lend* the knife, you can actually serve it, so it's still intact.

5. The lobster has a center line going *down/up* it.
6. It looks sort of *disorganized/organized*, but hopefully, if you follow it step by step, you can then really understand that it's a process of breaking it *up/down* from larger parts to smaller parts.

1.2. Complete the sentences.

1. The lobster dinner is probably of the Cape Cod vacation.
2. What we do on a lobster like this we'll actually this for the customer before it.
3. We're gonna take our fingers on either side and we're just gonna right now.
4. You need just to break it off and start with your teeth
5. In between don't forget to it.

Video 2.a.: "Ice tongs"

2.1.a. Are these sentences true or false?

1. Originally ice tongs were large tongs used to carry large blocks of ice that would be delivered to a person's home, and placed in their fridge.
2. They come in a variety of sizes, and shapes, and materials.
3. You use your ice tongs to get your ice from your ice bucket into a drink.
4. Spoons don't always work very well with ice.
5. If you do a lot of entertaining, not having a nice set of ice tongs is good.

Video 2.b.: "Sugar tongs"

2.2.b. Number the paragraphs in the correct order they're said in the video.

1. Sugar tongs' history.
2. Sugar tongs varieties.
3. Are sugar tongs a must today?
4. The host's opinion on having sugar tongs in your set of service equipment.
5. The host's introduction.

Unit 7

Types of Food Service

In this unit you will

- identify the characteristics of different types of service
- describe French service table setting

Language study

! New words to use

pre-plated [ˈpleɪtɪd] adj. – порціонований

clockwise [ˈklɒkwaɪz] adj. – за годинниковою стрілкою

pour [pɔː] v. – (на)лити

replenishment [riˈpleniʃmənt] n. – поповнення

approval [əˈpru:v(ə)l] n. – схвалення

accompaniment [əˈkʌmp(ə)nɪmənt] n. – супровід, закуска

canteen [kænˈti:n] n. – столова

counter attendant [ˈkaʊntə əˈtendənt] n. – бармен, кухар або офіціант, який обслуговує за стійкою у закусоchnій

clearance [ˈkli(ə)rəns] n. – прибирання

buffet service [ˈbʌfɪtˈsɜ:vɪs] n. – шведський стіл

dexterity [deksˈterɪti] n. – спритність

tureen [ˈtʊ:ri:n] n. – супниця

elaborate [ɪˈlæb(ə)rət] v. – вишуканий

partition [pɑ:ˈtɪʃ(ə)n] n. – перегородка

afford [əˈfɔ:d] v. – дозволити собі (за грошима)

! Expressions to learn

1. Would you like something to drink?
Хочете замовити напої?
2. Can I take your drink order?
Що будете пити?
3. Would you like to wet your appetite?
Хочете чого-небудь для апетиту?
4. Would you like to know what the specials are?
Хочете знати на що в нас сьогодні акційні ціни.
5. What would you like for the main (course)? Can I take your main?
Що бажаєте як основну страву?

There are some basic principles in food and beverage service that a waiter must know:

1. When food is served by the waiter at the table from a platter onto a guest plate, the service is done from the left.

2. When food is pre-plated the service to the guest is usually done from the right, though modern convention permits service from the left also.
3. All beverages are served from the right.
4. Soups are served from the right unless it is poured by a waiter from a large tureen into a soup cup in which case it is done from the left of the guest.
5. Ladies are always served first and the remaining guests clockwise.
6. Soiled plates should always be cleared from the table from the right.
7. Empty crockery and fresh cutlery are always served from the right. Never reach across a customer. Hence, when a guest is present at the table, all items and equipment on the right of guest must be placed from the right and that on the left from the left.



English service

Often referred to as the "Host Service" because the host plays an active role in the service. Food is brought on platters by the waiter and is shown to the host for approval. The waiter then places the platters on the table. The host either portions the food into the guest plates directly or portions the food and allows the waiter to serve. For replenishment of guest food the waiter may then take the dishes around for guests to help themselves or be served by the waiter.



French service

French service is a formal type of service originated for European nobility and currently enjoyed by the few who can afford the time and expense of meals served in this manner. It is a very personalised service. In French service the food is either cooked or completed at a side table in front of the guest. Food is brought from the kitchen in dishes and silvers which are placed directly on the table. The plates are kept near

the dish and the guests help themselves.



Silver service.

The table is set for hors d'oeuvres, soup, main courses and sweet dish in sterling silverware. The food is portioned into silver platters at the kitchen itself which are placed at the sideboard with burners or hot plates to keep the food warm in the restaurant. Plates are placed before the guest. The waiter then picks the platter from the hot plate and presents the dish to the host for approval. He serves each guest using a service spoon and fork. All food is presented in silver dishes with elaborate dressing.



American service

The American service is a pre-plated service which means that the food is served into the guest's plate in the kitchen itself and brought to the guest. The portion is predetermined by the kitchen and the accompaniments served with the dish balance the entire presentation in terms of nutrition and colour. This type of service is commonly used in a coffee shop where service is required to be fast.



Cafeteria service

This service exists normally in industrial canteens, colleges, hospitals or hotel cafeterias. To facilitate quick service, the menu is fixed and is displayed on large boards. The guest may have to buy coupons in advance, present them to the counter waiter who then serves the desired item. Sometimes food is displayed behind the counter and the guests may indicate their choice to the counter attendant. The food is served pre-plated and the cutlery is handed directly to the guest. Guests may then sit at tables and chairs provided by the establishment. Sometimes high tables are provided where guests can stand and eat.



Counter service (snack-bar service)

Tall stools are placed along a counter so that the guest may eat the food at the counter itself. In better establishments, the covers are laid out on the counter itself. Food is either displayed behind the counter for the guests to choose from, or is listed on a menu card or common black board.



Grill room service

In this form of service various meats are grilled in front of the guest. The meats may be displayed behind a glass partition or well-decorated counter so that the guest can select his exact cut of meat. The food comes pre-plated.



Room service

It implies serving of food and beverage in guest rooms of hotels. Small orders are served in trays. Major meals are taken to the room on trollies. The guest places his order with the room service order-taker. The waiter receives the order and transmits the same to the kitchen. In the meanwhile he prepares his tray or trolley. He then goes to the cashier to have a cheque prepared to take along with the food

order for the guests signature or payment. Usually clearance of soiled dishes from the room is done after half an hour or an hour. However, the guest can telephone Room Service for the clearance as and when he has finished with the meal.



There are two types of room service:

Centralised : Here all the food orders are processed from the main kitchen and sent to the rooms by a common team of waiters.

Decentralised : Each floor or a set of floor may have separate pantries to service them. Orders are taken at a central point by order-takers who in turn convey the order to the respective pantry.

Mobile Pantries: Some hotels have pantries installed in service elevators. Orders are received by a

central point who convey it to the mobile pantry. The pantry has to just switch on the floor and give instant service.

For the sake of information, in countries which have a shortage of manpower, large hotels install mechanised dispensing units in rooms. The guest inserts the necessary value of coins into the machine which will eject pre-prepared food and beverages for guest consumption.



Buffet service

A self-service where food is displayed on tables. The guest takes his plate from a stack at the end of each table or requests the waiter behind the buffet table to serve him.

For sit-down buffet service, tables are laid with crockery and cutlery as in a restaurant. The guest may serve himself at the buffet table and return to eat at the guest table laid out. A few courses like the appetizer and soup, may be served at the table by the waiter.

Russian service



An elaborate silver service much on the lines of French service except that the food is portioned and carved by the waiter at the gueridon trolley in the restaurant in full view of the guests. Display and presentation are a major part of this service. The principle involved is to have whole joints, poultry, game and fish elaborately dressed and garnished, presented to guests and carved and portioned by the waiter.



Gueridon service

This is a service where a dish comes partially prepared from the kitchen to be completed in the restaurant by the waiter or, when a complete meal is cooked at the table-side in the restaurant. The cooking is done on a gueridon trolley which is a mobile trolley with a gas cylinder and burners. The waiter plays a prominent part as he is required to fillet, carve, flambe and prepare the food with showmanship. The waiter has to have considerable dexterity and skill.

■ Post text exercises

1. Answer the questions.

1. Why do very few restaurants use French service?
2. How are French service and Russian service alike? How do they differ?
3. When is English service used today?
4. Why is American service used in most restaurants today?
5. Why is American service sometimes called plate service?
6. What types of room service do you know?
7. From your experience, give examples how two types of service are used together.

II. Match the words with their definitions.

1. dressing
2. gueridon
3. pantry

4. stack
5. buffet
6. elaborate
7. menu card
8. nutrition
9. flambé
10. fillet

- a) a sauce for certain dishes, such as salads.
- b) a room or closet used for storage (as of provisions) or from which food is brought to the table
- c) a rolling cart the same height as the guest's table which is covered with a close and is placed side-by-side with the table.
- d) a large quantity or number
- e) a meal laid out on a table or sideboard so that guests may serve themselves
- f) detailed, complicated; carefully planned, worked out in great detail
- g) list of choices; list of foods that can or will be served at a meal
- h) cut and prepare into fillets; remove the bones from fish or meat
- i) french food in liquor and light it before serving as to give the flavor of the liquor to the food
- j) nourishment; food; study of food and the nourishment of the body

III. Circle the correct word.

1. When food is served by the waiter at the table from a platter onto a guest plate, the service is done
 - a) from the left
 - b) from the right
 - c) opposite
2. This type of service is also known as "family style" service.
 - a) American service
 - b) English service
 - c) Russian service
3. This type of service is also called self service and is normally used in banquet functions and in some restaurants.
 - a) American service
 - b) Buffet service
 - c) Russian service
4. Most graceful and formal style of service originated in Europe. It is used silver serving pieces.
 - a) Cafeteria service
 - b) English service
 - c) French service
5. The customer is required to help him or herself from a buffet counter.
 - a) self-service
 - b) buffet service
 - c) cafeteria service

6. This is a service where a dish comes partially prepared from the kitchen to be completed in the restaurant by the waiter.
 - a) Gueridon service
 - b) American service
 - c) Russian service
7. This service implies serving of food and beverage in guest rooms of hotels.
 - a) Buffet service
 - b) Room service
 - c) Self service

V. Match 1-5 with a-e to make sentences.

1. The American service is
2. French service is
3. Bar service is
4. Room service is
5. Cafeteria service

- a) a very exclusive service in which the emphasis is on the presentation of the food as much as on the quality and taste.
- b) is done on semi-circular counter to the guests who are seated on stools on the other side of the counter.
- c) is done with the help of trays and trolleys.
- d) a pre-plated service which means that the food is served into the guest's plate in the kitchen itself and brought to the guest.
- e) the guests are supposed to move along the counter and pick up the food as per their liking and pay at the end of the counter.

V. Now match the type of table service with the definition.

1. Family,
2. Plate Service,
3. French,
4. Russian,
5. Gueridon,
6. Silver,
7. Mixed

- a) All the food is served in serving dishes which are placed on the table so that the guests can help themselves.
- b) The food is put on individual plates in the kitchen.
- c) The guests help themselves from serving dishes which are held by the waiter.
- d) The waiter stands at a side table and serves the food from a serving dish, using a spoon and fork.

- e) The waiter stands at a side table and serves the food from a serving dish using a fork and a spoon.
- f) The waiter carves, fillets or cooks food at a side table and then places the food on a plate.
- g) The main food is put on a plate in the kitchen but the vegetables are put on the table in serving dishes so that the guests can help themselves.

IV. Use each word once to complete the sentences.

French style service in restaurants

dishes	embassy	choose
turkey	a banquet room	diplomatic
daggers	rank	Silverware
supervised	delicate	protocol
platter	transfer	elaborate
comprised of	seafood	garlanded
fruit	embraced	time
to melt	plated	



Unless you have attended a ceremonial dinner at the White House or a foreign 1)....., chances are you have never sat down to a table with French-style service. Service à la française is a method where several intricately plated 2)..... of food are laid out on the table at the meal's beginning. The server moves to the left, stopping at each guest so they may 3)..... their food and plate it themselves. Remnants of this serving style are most often

seen at the family table, only without the servers and protocol.



From daggers to Maitre D's

Service à la française dates back to the Middle Ages when 4)..... was in short supply and male banquet guests used their 5)..... to carve off pieces of meat as it was passed around the table. Seating at the table was determined by

6)....., and those of higher rank ate better than those lower down the table. As French civilization progressed, the daggers and crude spoons gave way to elegant silverware and 7)..... china. A guest could still tell from the position of his plate at the table where he ranked among the present company. When a diner entered the room, not only were the dishes in place, but the first course was already laid out for the guests. This process was 8)..... by the maitre d'hotel, the headwaiter now known as the maitre d'.



Everything in its proper place

Just as the seating of the guests followed strict 9)....., so did the order in which the dishes were served. Two servers would carry a large 10)....., proceeding from the left of the head of the table. The diner would point to the cut of meat or slice of vegetables that he desired, and the servers would directly 11)..... it to the plate. In the most 12)..... dinners, the first course was 13)..... soup, fish, stewed meats and small dishes of meat, game and 14)..... The second and largest course would begin with the main dish, followed by salads and savories. The 19th century saw the addition of the piece de resistance, an elaborate and dramatic structure of meat or fish heavily 15)..... with vegetables and various garnishes. The final course was the lightest of all three, consisting of sweets, cheese and 16)..... .



Russian practicalities prevail

While through most of the 18th century many restaurants in Western Europe 17)..... the service à la française, this elaborate ritual faded toward the end of the century. The service cost 18)..... and space, and the presentation of all dishes at once meant that many dishes went cold or began 19)..... In 1810 service à la russe, or Russian service was first documented. Individual servings were 20)..... in the kitchen and then brought out to diners. By the end of the 19th century, this economical and practical way of serving food had all but eliminated service à la française.



Vive la France

While Russian style service is now the standard at restaurants, some remnants of French-style service remain today. A large family dinner where each dish from the 21)..... and mashed potatoes to the cranberry sauce are passed from one person to the next is a remnant of French-style service, without the servers. Family-style dining is the closest most restaurants get to French-style service. This is more often seen in 22)..... at a restaurant, unless you're just passing the rolls and condiments, Service à la française, however, is still the serving style of choice at 23)..... events and state dinners.

► Watching and Listening

Video 1: "French service"

1.1. *Underline the correct alternative.*

1. French service is a *fine/casual* dining technique in which *plates/platters* of food are assembled in the kitchen and then brought to a banquet table to be served a la carte.
2. To *French/English* means to offer and serve a *double/single* portion to each individual guest.
3. If a *guest/customer* asks for seconds, politely inform that you'll be happy to come around again *once/before* the other guests have been served.
4. Place the other utensil *between/on* your index finger and *pinky/thumb* and practice pinching the two together.
5. French service has been accepted as the *least/most* skilled style of service with the *highest/lowest* expectation from the client.

1.2. *Complete the sentences.*

1. This type of service begins with one server placing clean plates down
.....
2. Every plate will have presentation.
3. When Frenching soup, get your guest's bowl as possible.
4. Do not rest the platter on the table or on
5. Do not slop the food and do not slide the food off of the platter onto
.....

Video 2: "Silver service procedures"

2.1. *Are these sentences true or false?*

1. Serving the main meals, don't try to touch the plate as little as possible and use a cloth or a tray.
2. Walk slowly and steadily so the food doesn't slip or slop around the plate.
3. You should approach from the left where possible so you may serve from the left-hand side of the customer.
4. The host is served first regardless of gender.
5. So the finished dish looks elegant placing everything on of anything else.

2.2. *Number the paragraphs in the correct order they're said in the video.*

1. The side to serve the customer from.
2. The order of service.
3. The general check and rules of hygiene.
4. Important things to remember.
5. Safe moving around the table.

Unit 8

Menu

In this unit you will

- discuss different types of menus
- make up your own menu

Pre-reading task.

Answer the questions and discuss in small groups.

1. Which type of restaurant menu do you know?
2. Which type of restaurant menu is your favorite one? Why?

Language study

! New words to use


- reflect [rɪflekt] v. – відображати
course [kɔːrs] n. – страва
compile [kəmˈpaɪl] v. – складати
entire meal [ɪnˈtaɪə mi:l] n. – повний обід
purchase [ˈpɜːtʃɪs] v. – купувати
course [kɔːs] n. – страва
chalkboard menu [ˈtʃɔːkbɔːd ˈmenjuː] n. – меню на грифельній дошці
highlight [ˈhaɪlaɪt] v. – виділити
doorknob [dɔː nɒb] n. – ручка двері
adjacent [əˈdʒeɪs(ə)nt] adj. – прилеглий
available [əˈveɪləb(ə)l] adj. – доступний
select [sɪˈlekt] v. – вибирати
irrespective [ɪrɪˈspektɪv] adj. – незалежно
beforehand [bɪˈfɔːhænd] adv. – заздалегідь

! Expressions to learn

1. Would you like an aperitif?
Бажаєте аперитив?
2. Are you ready to order?
Ви готові зробити замовлення?
3. Can I take your main?
Що (замовлятимете) як головну (страву)?
4. Today's special is ...
Сьогодні спеціальна пропозиція ...
5. The catch of the day is codfish.
Свіжа тріска сьогодні за спеціальними цінами.

A menu represents the range of food and beverage items offered in a restaurant. When the menu is represented on a card, it is referred to as the Menu Card. Great pains are taken in

compiling the menu card which should not only be attractive but informative and gastronomically sound as this reflects the quality of the restaurant, in a restaurant. There are different types of menu. A menu is used at a restaurant to identify the different food items and beverage items available for purchase. A person selects the items from the menu in one of two ways. The menu may come with item combinations such as a main dish with vegetables, fruit, bread, and soup or salad. The beverage may or may not be included with the price of the item combination. Another way that a person can select from a menu is à la carte. A la carte items are items that the person can select individually rather than in combination with other food and beverage items.

LUNCH MENU	TABLE D'HÔTE
	
CHOICE OF FIRST COURSE	
Garlic mushrooms	
Pâté and toast	
Carrot and coriander soup	

CHOICE OF MAIN COURSE	
Fish and chips	
Sausages with mashed potato and onion gravy	
Steak and kidney pie	
Spinach and ricotta cannelloni	

CHOICE OF SWEET	
Apple pie	
Fruit salad	
Ice cream	
<i>Full Table d'hôte £10.95</i> <i>Main course with either a starter or sweet £8.95</i>	

Table d'hôte menu

Menu in which the entire meal is priced and charged, irrespective of whether the guest has the complete meal or not. Sometimes there are choices of individual courses within a completely priced meal. A restaurant may offer two table d'hôte menus where a guest has a choice of a meal.

			
Ala Carte Menu			
<u>Entrées</u>		<u>Sides</u>	
Sandwiches or Wraps		Whole Fruit	\$0.69
Turkey	\$5.95	Chips	\$0.89
Roast Beef	\$6.25	Bar Cookies/Brownies	\$1.95
Corned Beef	\$6.25	Cookies (3 small)	\$1.50
Pastrami	\$6.25	Cookies (1 large)	\$1.79
Salami	\$5.50	Cake	\$1.95
Veggie	\$3.95		
Cheese & Vegetable Panini	\$3.95	<u>Breakfast</u>	
Cheese & Vegetable Quesadilla	\$3.95	Bagel & Cream Cheese	\$1.39
Cheese & Vegetable Quesadini	\$3.95	Breakfast Sandwich	\$2.50
Pita Pizza	\$4.95	Cereal & Milk	\$2.50
Hummus & Pita	\$3.09	Danish	\$1.29
Garden/Caesar Salad	\$3.99	Muffin	\$1.29
Garden/Caesar Salad w/ Chicken	\$5.95	Waffles (3)	\$2.50
Tuna Cup	\$3.75		
*Add Water or Soda for an additional	\$1.00		
		<u>Beverages</u>	
Soda	\$1.29	Powerade	\$1.89
Gold Peak Tea	\$1.79	Bottled Water	\$1.29
Minute Maid	\$1.79		

A la carte menu

Menu in which each food item is separately priced in order to give the guest a choice to suit his taste and budget. The choice offered in various courses are many.

Party or function menu

This menu can vary from drinks or canapés to a sit down banquet e.g. weddings anniversary, dinner dance. This menu has a fixed price and chosen beforehand.

PAGLIACCI'S
DINNER PARTY MENU

FOR PARTIES OF 12 OR MORE

MENU 1	MENU 2	MENU 3
\$22.00	\$23.00	\$22.00
<i>Tossed Salad</i>	<i>Cold Antipasto (Family Style)</i>	<i>Everything Served (Family Style)</i>
CHOICES OF:	CHOICES OF:	
•VEAL FRANCIASE	•VEAL FRANCAISE	•TOSSED SALAD
•VEAL PARMIGIANA	•VEAL PARMIGIANA	•FETTUCINI ALFREDO
•VEAL MARSALA	•BROILED SCROD	•FRIED SAUSAGES AND PEPPERS
•BROILED SCROD	•CHICKEN PARMIGIANA	•CHICKEN MARSALA
•BROILED SWORDFISH	•CHICKEN SCARPAREILLO	•EGGPLANT PARMIGIANA
•CHICKEN PARMIGIANA	•CHICKEN MARSALA	•MEATBALLS WITH SAUCE
•CHICKEN SCARPAREILLO	• <i>Family Style Pasta</i>	
•CHICKEN MARSALA		

FRESH BAKED BREAD, GARLIC STICKS, SODA, & COFFEE
ARE INCLUDED IN ALL MENUS.

THE ABOVE PRICES ARE PER PERSON
AND DO NOT INCLUDE TAX AND 18% GRATUITY

PAGLIACCI'S RESTAURANT
333 EAST STREET
PLAINVILLE CT. 06062
860-793-9241 FAX 860-793-9243

Children's menu

Children's menu may include a theme. Limited choice and has some healthy options menu – often a separate menu that is more colourful and or multiple choices so parents can make up the meal to suit.

KID'S MENU

Mini Cheese Pizza (personal pan pizza - toppings .75)	4.75
Hot Dog & Small Fries	3.50
Grilled Cheese & Small Fries.	3.75
Chicken Fingers(3) & Small Fries	4.75
Spaghetti & Meat Balls(2).	4.75

our JUMBO PARTY PIZZAS are perfect for BIRTHDAY PARTIES

Biryani House
ethnic restaurant

Curry (comes with rice)

Chicken Curry	\$ 3.99
Butter Chicken	\$ 3.99
Beef Curry	\$ 3.99
Lamb Curry	\$ 3.99
Goat Curry	\$ 3.99
Channa (Chick pea)	\$ 3.99
Mix Vegetable	\$ 3.99
Vegetable Korma	\$ 3.99
Daal	\$ 3.99

Biryani

Veggie Biryani	\$ 4.99
Chicken Biryani	\$ 5.99
Beef Biryani	\$ 6.99
Lamb Biryani	\$ 7.99
Shrimp Biryani	\$ 8.99
Deluxe Biryani	\$ 9.99

Side Order

Samosa (Veggie)	\$ 0.75
Samosa (Chicken)	\$ 0.99
Tandori Chicken	\$ 1.25
Naan Bread	\$ 1.49
Caribbean Veggie Roti	\$ 3.99
Caribbean Chicken Roti	\$ 4.99
6 Chicken Wings	\$ 3.49
(Mild, Hot, BBQ, Honey Garlic)	
12 Samosa (Veggie)	\$6.99

Desserts: All kind of east indian and mediterranean sweets are available.

HALAL

We do catering for small and big parties

561 Portage Ave
204-415-7277

PICK UP DELIVERY CATERING

Ethnic or speciality menu

This menu can be a fixed price or a la carte. Speciality food of a particular country may be on offer (e.g. Chinese or Mexican) or the food itself could be specialised e.g. Fish, pasta, vegetarian.

Fast food/café

These menus usually have a choice of quick-to-prepare foods at set prices. The foods may range from snacks, sandwiches and cakes to a full dinner or breakfast. They also include drinks to go with or without food.

CHEESE 1 steak + cheddar **Seul 3.00€ Menu 5.00€**

DOUBLE CHEESE 2 steaks + cheddar **Seul 4.00€ Menu 6.00€**

LE TRIPLE X 3 steaks + cheddar **Seul 5.00€ Menu 6.50€**

LE RADIKAL 1 steak 100gr + galette de pomme de terre + cheddar **Seul 5.50€ Menu 7.00€**

LE MAXI 2 steaks 100gr + galette de pomme de terre + cheddar **Seul 6.00€ Menu 8.00€**

LE ROYAL **LE SPÉCIAL Croq**

LES FORMULES DOUBLE

Formule Double **CHEESE** + double cheese

Formule Double **CHEESE** + Croq

Formule Double **CROQ** + Croq

Rotating menu cycle

This is a 'fixed pattern' of menus that cover a 'fixed number' of days (called menu cycle). E.g. Hospital and schools use these types of menus.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Stripped Meal Plan Week 1-Melanie Mitro							
Breakfast	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2	Shakeology with ½ cup almond milk ¼ cup water and 1 tbsp pb2
Snack	Apple and 14 raw unsalted almonds	1 apple and 14 almonds	Apple and 14 raw unsalted almonds	Apple and 14 raw unsalted almonds	Apple and 14 raw unsalted almonds	Apple and 14 raw unsalted almonds	Apple and 14 raw unsalted almonds
Lunch	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar	Grilled chicken, mixed greens, tomato, red onion, ¼ c black beans, EVOO and Balsamic Vinegar
Snack	2 cups veggies and 2 tbsp hummus	2 cups veggies and 2 tbsp hummus	2 meatloaf muffins and 2 cups veggies	2 meatloaf muffins and 2 cups veggies	2 meatloaf muffins and 2 cups veggies	2 cups veggies and 2 tbsp hummus	2 meatloaf muffins and 2 cups veggies
Dinner	Salmon, roasted veggies & ½ c brown rice	Beast meatloaf, steamed green beans and sweet potato baked	Savory chx and sweet potato hash	Country style pork chops and spinach	Balsamic Chicken, Steamed broccoli and brown rice	Turbofire chili	Minestrone soup and side salad
Snack		½ serving of shakeology if hungry	4 egg whites and salsa if hungry				

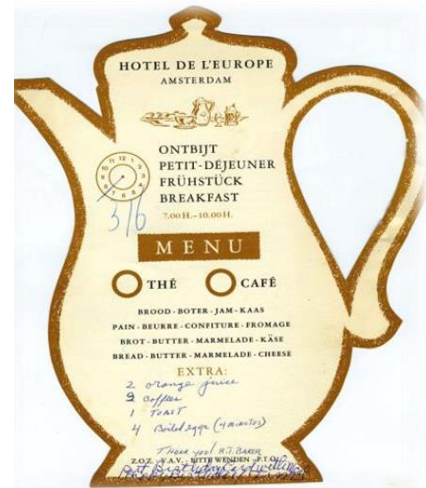
Du jour menu

Du Jour means «of the day». Du jour menus are changed frequently and concentrate on seasonal ingredients, and emphasis is on preparing food as fresh as possible. Though many restaurants offer specials every day, all the items listed on a du jour menu are special. Dujour menus are sometimes called chalkboard menus because they used to be written there, and most of the highlights are on vegetables and fish that are freshly available the time of the year it is being displayed. Because they're seasonal, once a du jour menu is changed it will take time before you can see the menu item again.



Room service doorknob menu card

A type of menu card which is hung behind the doorknob of a particular room comprising of all the available dishes and beverages for breakfast and for the major meals plus snacks with the rates indicated adjacent to the dishes. The guest may order his/ her choice over the telephone to the room service personnel and get the items ordered served in the room.



Common server menu abbreviations



Waiter taking an order with pen and paper.

Restaurant workers need to communicate effectively in a fast-paced work environment to perform efficiently. There's no time or room to write out full menu descriptions on guest checks, so it's crucial that all item abbreviations are clearly understood by both kitchen and floor staff. It varies by establishment, company policy, theme, concept and product line, but there are several common menu abbreviations universally used in the restaurant industry.

S.E.R.V.I.C.E.

Social,
Enthusiastic,
Responsible,
Vibrant,
Intelligent,
Courteous,
Engaged

Rule of thumb

Initials conserve writing space on guest checks.

A general rule of thumb is to use initials whenever possible. Items or directions with only one word are represented by the first two to three letters or a combination of three to four letters that phonetically sound out the full word. For example, **CN** represents **Chicken Noodle** soup, **SA** represents **SA**usage, **STF** describes the word "**STuF**fed" and **OTS** alerts the chef to serve something "**On TheSide**."

The term "**86**" informs all restaurant staff that an item is out of stock, as in "86 the prime rib."



Beer, wine and cocktails

Beer, wine and cocktail abbreviations are often preceded or followed by a brand name.

Beers and wines are typically referred to by brand name. When a beer brand is followed by **LT** it means a **LiTe** beer. There are different abbreviations for wines as well, such as **CAB** for **cabernet**, **MER** for **merlot**, **ZIN** for **Zinfandel** and **CHAR** for **chardonnay**. First initials are used for well liquors such as **vodka**, **rum**, **gin**, **tequila** and

whiskey (V, R, G, T, W). Initials are also used for popular cocktails such as **ScrewDrivers (SD)**, **Tequila Sunrise (TS)** and acronyms for **Gin** or **Vodka martinis (GMART, VMART)**. **OTR** stands for "**On TheRocks**" and **UP** for "straight **up**." Any of these abbreviations may be followed by the brand name of a particular liquor.



Course descriptions

Servers and chefs communicate through abbreviations of course descriptions.

Many restaurants offer the same items in different sizes or served with different sides. Correspondingly, several types of course description abbreviations are used. **SM** and **LG** are used to distinguish **SM**all and **LarGe**; **APP** is typically used to indicate an **app**etizer item.

Entrees served **A la Carte** are often preceded or followed by **AC**, while the full **Dinner** portion -- including sides, soup, salad, dessert -- is labeled with a **D**. **Side Dishes** are often distinguished with **SD**, as in "SD rice."

Food items

Specific ingredient abbreviations may vary by establishment.

Most restaurants use acronyms and abbreviations for food items as well. When ordering pizza, servers use **TH** to indicate a **Thin Crust** or **P** for **Pan** (thick crust). Some common pizza topping abbreviations include **SA** for **SA**usage, **P** or **PEP** for **pepperoni**, **ON** for **onions**, **GP** for **Green Peppers** and **GO** or **BO** for **Green** or **Black Olives**. Generally **HB** represents a **HamBurger** and **CB** a **CheeseBurger**. **Spaghetti** and **mostaccioli** are referred to

as **SPAG** and **MOST**. Some common sauce abbreviations are **MS** for **Meat Sauce**, **MAR** for **marinara** and **ALF** for **Alfredo**.



Modifying terms

Servers use modifying terms to customize orders.

Kitchen staff also rely on modifiers to ensure that food is prepared and packaged correctly. Servers indicate how well meats should be cooked with **R** for **Rare**, **M** for **Medium**, **MR** for **Medium Rare** and **WD** for **Well Done**. **SOS** means "Sauce **O**n the **S**ide." **EZ** after a food name means the chef

should go easy on that ingredient, while **HOLD** means to omit it altogether. An order that takes priority might be labeled **OTF** for "**O**n **T**he**F**ly" and **TG** typically means "**T**o **G**o."

■ Post text exercises

I. Using the internet find an example of each menu from outlets in the local and national area.

Example: Party or function menu – Losehill Hotel – weddings – sample menu.

II. Match the words with their definitions

1. menu
2. a main course
3. an appetizer
4. entrees
5. a dessert
6. beverages
7. a dish
8. relevé
9. dressing
10. savoury

a) the principal dish of a meal

b) a small portion of a food or drink served at the beginning of a meal to stimulate the appetite.

c) a dish served in formal dining immediately before the main course or between two principal courses.

d) a list of the dishes to be served or available for a meal.

e) a usually sweet course or dish, as of fruit, ice cream, or pastry, served at the end of a meal.

f) a liquid to consume, usually excluding water; a drink. This may include tea, coffee, liquor, beer, milk, juice, or soft drinks.

g) spicy dish served as hors d'oeuvre or at the end of dinner

h) bowl; plate; prepared food;

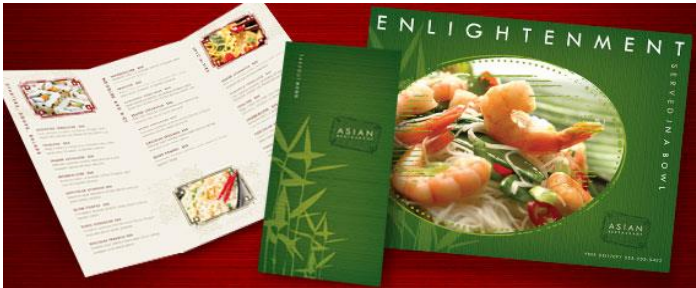
i) dressing is a liquid mixture, often containing oil, vinegar and herbs, which is added to food, esp. salads, to give flavour.

j) main meat dish

III. Fill in the gaps in the text with words from the box.

a pudding	appetizers	chefs
a meal	select	served
thick	dishes	fish

The structure of the menu



The classical French menu has more than twelve courses. Modern menus usually have two or three courses: 1)..... or snacks; Soups; Entrees; Main Courses; Desserts. Many restaurants call the first three courses "starters". Appetizers can be hors-

d'oeuvre, pates, or natural oysters. These 2)..... are usually cold. They stimulate the appetite and are served at the beginning of the meal. Soups may be 3)..... potage or thin consommé. Soups are usually served hot, but can be served cold. The entrée in the classical French menu is a course served between the 4)..... and the main meat courses. In the modern menu it can be seafood dishes, salads, small fried sausages or fish. The main course is the most substantial course of the meal. Guests usually choose their main courses first and then 5)..... other courses. When 6)..... design menus, they usually start with the main course and then plan the other courses. Dessert is the sweet course at the end of 7)..... or before coffee. In Britain it can be fruit and nuts, or 8)..... Coffee can be 9)..... with chocolates, biscuits or fruits. The most popular dessert is ice cream.

IV. Arrange the items into appetizers, main courses, desserts and beverages. Compare your menu with a partner's.

<p><i>Menu</i></p> <p><i>Chocolate cheesecake</i></p> <p><i>Soup of the day</i></p> <p><i>Ice cream</i></p> <p><i>Filet steak with choice of pepper or red wine sauce</i></p> <p><i>Sea bass served with spicy mango salsa</i></p> <p><i>Goat's cheese and red onion tart</i></p> <p><i>Breast of chicken with a cream sauce</i></p> <p><i>A selection of cheeses</i></p> <p><i>Seasonal fruit compote</i></p> <p><i>Chicken liver pâté</i></p> <p><i>Mushroom risotto</i></p> <p><i>Cocktails</i></p> <p><i>Dessert wines</i></p>
--

VI. Study the table and compare French and English names of a menu

French	English	Examples
Hors d'oeuvres	Appetizers	Oysters, smoked salmon, caviar, shrimp cocktail
Pâtage	Soup	Crème of tomato soup, vichyssoises
Poisson	Fish	Fish à l'anglaise, Sole de Bonne Femme
Entrée	First meat dish	Noisette d'Agneau, Jambon
Relevé	Main meat dish	Pepper steak, Chateau-briand
Sorbet	Flavoured ice	Sorbet Vanilla (cigars may be offered at this stage)
Rôti	Roast of game birds or joints	Roast turkey, Ox knuckles
Légumes	Vegetables	Tomato farcis
Entremets	Sweet dish	Baba au rhum, crêpe suzette, choux chantilly
Savoureux	Savoury	Cheese and crackers
Dessert	Dessert	Fruit and nuts

VI. Find the meaning of abbreviations.

1. SA	a) on the side
2. SM	b) an item is out of stock
3. HB	c) appetizer
4. WD	d) stuffed"
5.LG	e) well done
6. STF	f) sausage,
7. "86"	g) pepperoni
8. OTS	h)small
9. APP	i) large
10. PEP	j) hamburger
11 SOS	k) black olives
12. TH	l) chardonnay
13. BO	m) thin crust
14. SD	n) chicken noodle soup
15. CHAR	o) Cheeseburger
16. TG	p) A la Carte
17. TH	q) thin

18. CN	r) to go
19 AC	s) side dishes
20. CB	t) sauce on the side
21. V, R, G, T, W	u) vodka, rum, gin, tequila and whiskey
22. R	v) medium
23. M	w) medium rare
24. OTF	x) on the fly
25. MR	y) rare

► **Watching and Listening**

Video 1: “How to design a menu for a restaurant”

1.1. Underline the correct alternative.

1. You don't want the menu to be so big, and so designed, that it's a *pain/ache* in the neck.
2. You don't want a menu to be so *large/small* that people who are of a certain age can't read the type.
3. In menu design, it's important to remember that your menu is your *prnciple/essentnial* sales tool.
4. It's *really/less* important to remember that you want the words that are used to describe your menu *items/dishes* to be appealing and just the right amount of information.
5. Writing the menu words, which a designer probably can't help you with, needs to be something you think about a *lot/great deal*.

1.2. Complete the sentences

1. You may be someone who has a lot of design ability, and can at least
2. You don't want it to become the additional
8. It has to be able to hold all the information you want it to hold in
9. You don't want so much information that their eyes as they're reading it.
10. What is going to make people both want, but also give them real confidence that they're going to get what they thought they were ordering?

Video 2: “How to plan a menu”

2.1. Are these sentences true or false?

1. A restaurant's menu isn't a very powerful brand statement.
2. You also want to know how many items you're going to offer your guests.
3. Another important thing to know about planning a menu is that a menu should not be something that's engraved in stone and never changes.
4. You're going to sell a lot of beef stew in August in New York City.

5. You have to add new things to keep the excitement for your regular guests.

2.2. Number the paragraphs in the correct order they're said in the video

1. How a restaurant menu embodies your idea of the restaurant.
2. Expected changes in the menu.
3. The impact of the menu on many parts of the restaurant business.
4. What the menu says about your concept of food.
5. Seasonable changes in the menu.

Unit 9

Restaurant Safety, Sanitation and Hygiene

In this unit you will

- review restaurant safety rules
- talk about procedures
- review kitchen hygiene rules

Language study

! New words to use

- busboy ['bʌsbɔɪ] n. – помічник офіціанта
jeopardise ['dʒɛpədaɪz] v. – ризикувати
tarnish ['tɑ:nɪʃ] n. – тьмяність
faulty ['fɔltɪ] adj. – пошкоджений
discard [dɪs'kɑ:d] v. – відмовитися, відкинути
uneven [ʌn'i:v(ə)n] adj. – нерівний
laces [leɪs] n. – шнурки
bustle [bʌsl] v. – метушитися
equipment [ɪ'kwɪpmənt] n. – обладнання
authority [ɔ:'θɒrɪtɪ] n. – керівник
crucial ['kru:ʃ(ə)l] n. – вирішальний

! Expressions to learn

1. Food preparation signs:



2. Food handling signs:



3. Kitchen safety signs:



3. Kitchen personal protective equipment signs:



4. Allergy warning signs:



Restaurant safety

Restaurant service providers, known as the “front” of the house, may include hosting staff, wait staff, and busboys. These workers may not slice, dice, and flambé on a regular basis; but there are hazards to consider in restaurant dining room.

A waiter may not realise that he is exposed to a number of hazards that jeopardise not only him but his job as well. Accidents in the restaurant could tarnish the good image of the establishment. The guest will only view it as clumsy and unprofessional. He will not be sympathetic to a mistake.

The waiter should:



1. Carry equipment on trays only as much as the body can take.



2. Report faulty equipment to the proper authority, otherwise it could malfunction at a crucial time.



3. Discard chipped glassware and chinaware.



4. Look out for uneven carpet layout as a waiter could trip.

5. Ensure that shoe laces are well tied otherwise loose laces could result in tripping.



6. Normally the service entrance is a swing door. A waiter should always be cautious of the possibility of another waiter on the other side. In case the door has a window, care must be taken to look through it before using the door.



7. Do not run in the restaurant as it could bustle another waiter.



8. Be careful while lighting a match as it can lead to a fire.



9. Push trolleys, never pull them.

■ Post text exercises

I. Match the words with their definitions

1. safety
2. tray
3. glassware
4. hazard
5. spot
6. equipment
7. trolley
8. tray
9. to bustle
10. clumsy

- a) causing danger, peril, risk, or difficulty
- b) a flat objects, especially containers, made of glass.
- c) something, shallow container or receptacle, usu. with slightly raised edges, used for carrying, holding, or displaying articles.
- d) the state of being safe from the risk of experiencing or causing injury, danger, or loss.
- e)astain or blot.
- f) supplies, necessary items, tools or other objects for completing a task
- g) a flat object, usually with raised edges, used for carrying food and drinks
- h) hand cart, wheeled stand; serving cart for food
- i) awkward in movement or manner
- j) to hurry

I. Match the sentences

1. Wet floors and fast service can lead
2. Slow down when you are entering
3. Don't carry items that

4. Windows in swing doors, mirrors and communication systems such as “coming in” or “coming out” can
5. Keep walkways
6. Wear sensible and comfortable shoes that
7. Slips and falls are

- a) to slip, trip, and fall hazards.
- b) swinging doors and moving around blind corners.
- c) block your view.
- d)prevent collisions.
- e)clear and clutter-free.
- f)have a non-slip sole.
- g)a leading cause of workplace injuries.

II. Complete the sentences with the correct words.

1. When it comes to safeguards against slips and falls, nothing is more important than a good
 - a) housekeeping
 - b) washing
 - c) maintenance
2. Water spilled by drinking fountains or tracked in on wet or snow days can create a major
 - a) accident
 - b) hazard
 - c) danger
3. the hazard or place cones or hazard signs nearby, warning of the danger.
 - a) look for
 - b) find out
 - c) clean up
4. Serving hot beverages and plates hot from the kitchen, microwave, or heat lamp can cause
 - a) cuts
 - b) burns
 - c) aches
5. Clean up broken glassware or dishes with
 - a) a broom
 - b) hands
 - c) a napkin
6. Don't blindly your hands into soapy sinks or bus tubs; they may contain broken glassware or knives,
 - a) plunge
 - b) stick
 - c) take out

7. Properly dispose of broken glass and place sharp knives in designated when you clear tables.
 - a) trolleys
 - b) trays
 - c) bins
8. A metal or plastic is used to collect ice.
 - a) scoop
 - b) broom
 - c) rake
9. Consider slips and falls when you are doing a
 - a) work
 - b) job
 - c) task

III. Fill in the gaps in the text with words from the box.

slippery	walk around	handle
spots	clean up	carry
threats	trays	trips
heavy	workplace	complaints
neutral	back doors	rest



In a restaurant, you may be on your feet a lot, lift heavy 1)..... and tubs, and serve from heavy plates and pitchers. Keep trays and tubs lighter by making multiple 2)..... or getting another person to help. Carry 3)..... loads at waist height where you have the most power. Use both hands to 4)..... coffee pots and pitchers.



Hold the pot close to your body and with straight wrists – don't let the pot "hang". Don't lean over a table or reach too far to serve – it is better to 5)..... the table and serve closer to your customer. Use 6)..... posture and vary your positions and tasks frequently. Take mini-breaks every 15-20 minutes to stretch and 7).....



Dealing with the public, handling money, and working in the early morning or late evening hours are risk factors for 8)..... violence. Learn techniques to calmly handle customers and 9)..... Use good cash management strategies by keeping the cash register closed when not in use and limiting cash on site.



Keep 10)..... closed and locked. Consider a safety action plan for robberies and violence before they happen and train on how to 11)..... these situations. Report all 12)..... and violence to your supervisor.



When you walk through a work area, look for spills, grease 13)..... or dust. Water spilled by drinking fountains or tracked in on wet or snowy days can create a major hazard. Look around and be aware of wet areas or objects on the floor. Then take the time to do something about it. 14)..... the hazard or place corns or hazards signs nearby, warning of the danger. People can walk on extremely 15)..... surfaces by modifying their speed and stride, provided they know about the dangerous condition. It's lack of warning that can cause problems. An unexpected shift from a smooth to a slick surface heightens the likelihood of slip or fall.

Sanitation and hygiene

Language study

! New words to use

- predominant [prɪ'dɒmɪnənt] adj. – домінуючий
 leftover food ['left, əʊvə] n. – їжа, що залишилася
 surroundings [sə'raʊndɪŋz] pl n. – оточення
 stains [steɪn] n. – розводи
 crumbs [krʌms] n. – крихти
 wipe out [waɪp] v. – змести
 meticulous [mɪ'tɪkjʊləs] adj. – ретельний
 surface ['sɜ:fɪs] n. - поверхня
 harbor germ ['hɑ:bə] [dʒɜ:m] v. – розводити мікроби
 grease trap [grɪ:s træp] n. – (тут) жирна поверхня

Sanitation and hygiene are a predominant criteria for a guest's choice of a restaurant. A guest is particular about hygienic food and the cleanliness of the environment. In order to ensure a good image the waiter must keep the following points in mind:



1. Remove soiled dishes and leftover food from the table immediately. Food items and crumbs that fall on the table must be crumbed or wiped out with a napkin on a side plate.



2. Keep sideboards, tables and other surroundings clean and meticulous as a guest is very observant.



3. Keep all sauce bottles closed. When in use ensure that the mouth of the bottles are wiped clean before presenting them to a guest.



4. Clean cutlery in fresh water and dry them before use.



5. Wipe glasses with a clean waiter-cloth and hold up the glasses against a light to detect any stains and thumb impressions.



2. Bar mirrors as well as plate glasses should be free of stains.



7. Kitchen surfaces must be cleaned and sanitized, as a surface that appears spotless can still harbor germs. Grease traps and surfaces should be cleaned frequently.

■ Post text exercises

I. Match the words with their definitions

1. sanitation
2. hygiene
3. utensils
4. disease
5. spread

- a) a pathological condition of a part, organ, or system of an organism resulting from various causes, such as infection, genetic defect, or environmental stress, and characterized by an identifiable group of signs or symptoms.
- b) conditions and practices that serve to promote or preserve health
- c) an instrument, implement, or container used domestically, especially in a kitchen.
- d) formulation and application of measures designed to protect public health.
- e) to become distributed or widely dispersed.

II. Match the sentences.

1. Stored materials should not
2. Non-slip floor mats ensure that
3. Workers should avoid splashing water or drinks.....
4. Cooking equipment and vents should be
5. Proper skin care and hand protection help.....
6. The best defense against the spread of illness or skin ailments is
7. Ensure that chemicals in cold storage

- a)obstruct pathways and exits.
- b)spills don't become slips.
- c)into hot oil or grease to prevent spattering.
- d) cooled before cleaning them.
- e)keep workers productive and on the job.
- f)to prevent them where possible by washing them often, wearing gloves.
- g)are stocked properly and with compatible materials.

III. Complete the sentences with the correct words.

1. Wearing gloves and practicing personal hygiene helps prevent
 - a) spread of infection
 - b) skin care
 - c) slips
- 2) After cleaning kitchen surfaces and fixtures, wipe them down with a sanitizing
 - a) liquid
 - b) solution
 - c) water
- 3) Managers should also that employees always wash their hands after smoking or using the rest room.
 - a) know
 - b) protect
 - c) ensure
4. All contact surfaces and..... should also be sanitized, since food can get trapped in places like counter cracks and between the tines of forks.
 - a) utensils
 - b) dishwasher
 - c) ovens
5. You must alwaysthe rules and regulations.
 - a) keep
 - b) follow
 - c) get

3. Fill in the gaps in the text with words from the box.

irritations	mopped up	housekeeping
skin care	pinholes	illness
splashing	shift	burn hazards
prevention of disease	spattering	barriers creams
gloves	kitchen heat sources	cooking equipment and vents

Food quality and fast service are often the main focus in a kitchen, but without safety, the cuisine and the workers can up cold.



A kitchen with good 1)..... can reduce slip and trip hazards. Stored materials should not obstruct pathways and exits. If liquids are spilled on the floor, they should be 2)..... and a wet floor warning sign posted. Non-slip floor mats ensure that spills don't become slips.



3)..... such as ovens, grills, range tops, deep fat fryers, and microwaves pose 4)..... Using caution near hot surfaces, pots and pans, and utensils can prevent burns. Workers should avoid 5)..... water or drinks into hot oil or grease to prevent 6)..... 7)..... should be cooled before cleaning them, it is the best to clean equipment at the start of a 8).....



We assume everyone knows how to wash their hands, but many workers don't realize how important hand washing and 9)..... can be in the 10)..... Proper skin care and hand protection help keep workers productive and on the job.

The best defense against the spread of 11)..... or skin ailments is to prevent them where possible by washing them often, using 12)..... and wearing gloves designed to protect skin from contact with a variety of harmful agents and 13)..... If 14)..... are worn, clean and replace them frequently to make sure they don't collect or absorb irritants. Check gloves often for wear, cuts or 15)..... Be sure the gloves you choose are the proper type and materials to protect against the specific chemical or situation you'll encounter.

► **Watching and Listening**

Video 1: *“Food safety - good food hygiene practice”*

1.1. Underline the correct alternative

1. For good food hygiene practice we talk about the *three/fourCs* which are cross contamination, cleaning, cooking and chilling.

2. To prevent cross-contamination before you even begin to work with food, you must make sure that *it is/you are* clean.
3. Rinse your hand with *warm/cold* water and dry them with a disposable paper towel.
4. Keep raw foods, such as raw meat, eggs, poultry and fish stored at the *top/bottom* of the fridge.
5. Hot foods that are to be put in the fridge must be cooled down as *slowly/quickly* as possible.

1.2. Complete the sentences.

1. If you are unwell, tell your manager and don't come into work until at least 48 hours
2. Cheese, dairy products and cooked meats should be stored of the fridge, vegetable salad should be stored of the fridge away from raw products.
3. It's important to use the correct detergent, for the job you are doing.
4. Don't leave chilled foods sitting out of temperature control
5. To check the foods are cooked thoroughly you can either use or you can use

Video 2: "Food-borne illness prevention"

2.1. Are these sentences true or false?

1. Did you know that one in sixteen Americans will get sick from food poisoning this year?
2. The most common symptoms are abdominal pain, diarrhea, nausea, vomiting.
3. Restaurants aren't required to post the inspection certificates at the door. Inspect the visible areas of the restaurant.
4. Keep cold food and hot food hot.
5. Don't call the local health department if the suspect food was served at a large gathering from a restaurant or any other food service facility, or if it is a commercial product.

2.2. Number the paragraphs in the correct order they're said in the video.

1. The Causes of Food-Borne Illness.
2. The Complications of Food-Borne Illness.
3. The Symptoms of Food-Borne Illness.
4. The Protection from Food-Borne Illness.
5. The Groups of People at Risk of Food-Borne Illness.

Unit 10

Taking an Order

In this unit you will

→ practice for taking an order

Language study

! New words to use

sequence ['si:kwəns] n. – послідовність; порядок, ряд

salesmanship ['seɪlzmənʃɪp] n. – уміння продавати (маркетинг)

item ['aɪtəm] n. – кожний окремий предмет (у списку) ; стаття, пункт, параграф

profitmargin ['prɒfɪt 'mɑ:dʒɪn] n. – рентабельність, об'єм прибутку

pad [pæd] n. – майданчик

retain [rɪ'teɪn] v. – утримувати; зберігати

proper ['prɒpə] adj. – 1) властивий, притаманний (to); 2) правильний; належний, відповідний; підходящий, придатний

prudent ['pru:d(ə)nt]adj. – розсудливий, розважливий; передбачливий

bustle ['bʌsl] n. – метушня, сум'яття

favour ['feɪvə] n. – прихильність, схильність; схвалення

conversant [kən'vɜ:s(ə)nt] adj. – досвідчений, добре обізнаний

shrimp [ʃrɪmp] n. – креветка

comprise [kəm'praɪz] v. – містити в собі, вміщати, охоплювати

succulent ['sʌkjələnt] adj. – соковитий

garnish ['gɑ:nɪʃ] n. – 1) прикраса; оздоблення; 2) гарнір

crisp [krɪsp] adj. – хрусткий (про їжу)

range [reɪndʒ] n. – асортимент

wine list – винна карта

! Expressionstolearn

1. Here's the menu.
Будь ласка, меню.
2. I will serve you.
Я буду Вас обслуговувати.
3. Can I suggest... ?
Чи можу я запропонувати ... ?
4. I'm going to fetch it right away.
Принесу зараз же.
5. Sorry to have made you wait.
Вибачте, що змусили Вас чекати.



Order taking is a skilful art that reflects the efficiency of both the waiter and the establishment. An order taken down clearly and precisely would ensure that each guest gets exactly what he has ordered and in the right sequence. This is also the time when a waiter can prove his salesmanship by pushing through suggestions on menu items that yield a high profit margin.



After a guest is seated the first thing to offer him is the beverage menu card, more popularly known as the "Wine List". It is quite in order to suggest an appropriate cocktail or plain drink by saying "May I recommend our barman's special Bloody Mary or Planters Punch?" In this case the waiter has given a definite choice and has limited it to two items to make it easy for the guest to choose from.

While taking down the order the waiter should have already decided on a code to associate the order with a guest. He may number the guest in a clockwise direction starting from the host or he may decide on his own starting point – perhaps the person sitting closest to the service entrance, etc. It is in order to have any other logical identification system as long as the guest is ensured of his exact order.



Food	
Tin No: 04540037812	
KOT No.: 016	Dt : 10/07/2013
Table No. : T1	Time 20:41
Ahead Softpro Solutions	
#2096 ,Sector 212-CHD	
Ph. 9872475353	
Name	Qty
Mountain (Alpina) 40 cm	1
Capicum Treat 40 cm	1
Calabrese 40 cm	1
Total Items : 3	
Waiter : Jai Parkash	
Very Spicy	

In smaller establishments an order may be taken on an order pad and later transcribed on to a check or bill. In larger restaurants the order is taken on a Kitchen Order Ticket (KOT) which has copies, the number depending upon the establishments control system. Usually the original copy of the KOT goes to the kitchen or bar while the second copy goes to the cashier for the preparation of the check or bill, while the third copy is retained by the waiter to aid him to give a proper service.



When taking down the food order it is prudent to allow the guest some time to decide. A guest does not appreciate being hustled into giving his decision. Polite suggestions may be given to help the guest decide but he should not be forced to decide in favour of the waiter's recommendation. The waiter should be at hand to explain dishes which demand explanations. He is therefore required to be conversant with the preparation and final presentation of dishes listed on the Menu Card.

In addition, his salesmanship would enable him to explain the dishes in an attractive way. For example, "A shrimp cocktail comprises of fresh succulent shrimps garnished in tangy cocktail sauce, served on a bed of crisp green lettuce".

A course in the menu must have the logical sequence of a classical menu. Of course, the sequence is according to what range the establishment offers. The normal sequence would be:

Appetizer
Soup
Main Dish
Sweet Dish
Coffee

Normally the dessert and coffee order is taken after the main meal is completed. Some establishments have separate Dessert Menu Cards which offer a range of hot and cold desserts, flambe desserts, ice creams and coffee (straight and alcoholic).

■ Post text exercises

I. Match the words with their definitions.

1. explanation
2. salesmanship
3. complete
4. "Wine List"
5. bustle
6. garnish
7. sequence
8. conversant
9. shrimp
10. comprise
11. succulent
12. favour
13. crisp
14. profit
15. range
16. prudent

- a) money that is made in a business, through investing, etc., after all the costs and expenses are paid : a financial gain
- b) having or showing careful good judgment
- c) a small shellfish that has a long body and legs and that is eaten as food
- d) having knowledge or experience
- e) the order in which things happen or should happen, a group of things that come one after the other
- f) the act or process of making something clear or easy to understand
- g) the beverage menu card
- h) to put something on (food) as a decoration
- i) having all necessary parts : not lacking anything
- j) a group or collection of different things or people that are usually similar in some way
- k) the skill of persuading people to buy things or to accept or agree to something
- l) dry, hard, and easily broken pleasantly firm and making a sharp sound when chewed or crushed
- m) to move or go in a busy or hurried way, to have a lot of busy activity
- n) full of juice
- o) to be made up of (something) : to include or consist of (something)
- p) preference for one person, group, etc., over another

II. Match 1-7 with a-g to make sentences.

- 1) If you are a waiter, your primary responsibility is to ensure...
- 2) You must also have a pleasant disposition and possess the flexibility...
- 3) Your most important duty is to ensure that you accurately take your customer's order...
- 4) If there are no women at the table...
- 5) Repeating the order also allows you to ensure that ...
- 6) If your customer is trying to decide among several menu items...
- 7) If someone orders a dish that can be prepared several different ways...

- a) ... take the order based on your restaurant's sequential system or from the male guest who seems most ready to order.
- b) ... provide assistance by explaining how each dish is prepared.
- c) ...to respond to a variety of demands from your customers.
- d) ...– such as a steak – ask how the guest would like the item cooked.
- e) ... so he receives the dish exactly the way he likes.
- f) ... you match each guest with the proper order.
- g) ... that all your customers are happy and their needs are met.

III. Circle the correct word.

1. ... is a skilful art that reflects the efficiency of both the waiter and the establishment.
 - a) Order taking
 - b) Wine service
 - c) Beverage service
2. After a guest is seated the first thing to offer him is the...

- a) tent cards
 - b) menu
 - c) beverage menu card
3. Order taking is also the time when a waiter can prove his ... by pushing through suggestions on menu items.
- a) salesmanship
 - b) skills
 - c) manners
4. How many copies of KOT usually must exist?
- a) three
 - b) two
 - c) one
5. The waiter should be at hand ... dishes which demand ...
- a) to take away, changing/replacement?
 - b) to explain, explanations
 - c) to bring, explanations
6. Usually the original copy of the KOT goes to ... while the second copy goes to ... for the preparation of the check or bill, while the third copy is retained by ... to aid him to give a proper service.
- a) the kitchen, the cashier, the waiter
 - b) the front office, the cashier, the head waiter
 - c) the bar, the account department, Maître d'hôtel
7. A course in the menu must have ... of a classical menu.
- a) the alphabetical order
 - b) the logical sequence
 - c) the special rules order
8. Normally ... is taken after the main meal is completed.
- a) the bill
 - b) the non-alcoholic order
 - c) the dessert and coffee order

IV. Use each word once to complete the sentences.

Restaurant food serving rules

restaurant for storage and food temperature plates of food ladies specifications	cooking and seasoning square and rectangle warm dishes the kitchen staff food splashes	upscale spoiled food sprigs of parsley item strict guidelines
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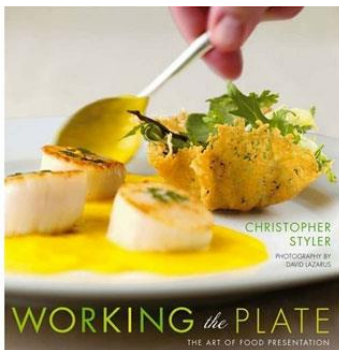


Though you may go to a restaurant for enjoyment and nourishment, a lot goes into the preparation and presentation of your meal. Each 1)..... has various protocols for how they prepare and present food depending on the type of restaurant. 2)..... restaurants generally pay more attention to presentation and more in-depth food preparation practices than fast food outlets. However, all restaurants must follow 3)..... set by the U.S. Food and Drug Administration and local health departments. These rules set the standard 4)..... gauging policies. These policies help to prevent the serving of 5).....



Quality check

Make sure the food is cooked according to 6)..... Certain meats, such as chicken, are prohibited from being served unless they are fully cooked regardless of the request of the guest. Other meats, such as steak should be cooked according to the guests' specifications. Many restaurants have their own style of 7)..... These practices should be followed accurately as well.



Plating

Plate the food so that it is presentable. In restaurants, 8)..... are expected to be aesthetically pleasing. This is accomplished by arrangement and garnishes, such as 9)..... It's custom to keep separate dishes apart when they are presented on the same plate. Items, such as bruschetta for example, should not be mixed with mussels. Plate styles and types also make a big difference concerning presentation. Many upscale restaurants choose to use 10)..... plain white plates so that the presentation of the food isn't overwhelmed by the dish itself.



Timing

Take the food to the customer as soon as it's in the serving window or off the cook's line. 11)..... especially should be delivered to the customer as soon as they are ready. When serving an entire table, it's good etiquette to have everyone's meal complete at the same time. 12)..... should be able to gauge how long each dish takes and accomplish and execute this relatively smoothly.



Delivery

Set the food in front of the correct customer at the table and always serve 13)..... first, then from left to right. It's important that the waiter or waitress works on memorizing who had which dish. Restaurants run the risk of looking unprofessional when the waiters or waitresses can't remember which customer ordered what 14)..... . Wait staff should also set plates down smoothly and slowly so that no 15)..... off of the plate. If the plate is warm, it's important that the wait staff member inform the customer of this so that he is not burned should he touch the plate.

► Watching and Listening

Video 1: “Taking the order”

1.1. *Underline the correct alternative*

1. As you approach the table, ensure that you've noted the table number, the number of covers and the time at which the order *has been taken/will be brought*.
2. If they ask for more time give them a few extra minutes but *always leave/don't leave* them waiting too long.
3. Make sure you *know/ask* the position numbers before you take the order.
4. You must be prepared to *ask/answer* the questions about the menu.
5. Remember to *ask for/inform of* preferences on specific dishes.

1.2. *Complete the sentences*

1. Before you start to take the order make sure your pen and that your order book has or that your electronic ordering system
2. You may have to accommodate for specific requirements.
3. Always double-check and never if you're uncertain of which ingredients are likely to cause
4. If you're using you should be thoroughly trained in how to use it.
5. It's important when taking the order that you never

Video 2: “How to deal with special needs customers as a waiter”

2.1. *Are sentences true or false?*

1. The video is about how to be a successful restaurateur.
2. Every one in three people has allergies that a waiter has to take into consideration when offering food or drink on the menu.
3. Some people are allergic to iodine, so waiters have to know whether there's anything with any shell fish in their meals.
4. Peanut oil is a healthier substitute of vegetable oil.
5. Waiters are liable and need to make sure that the information that they're giving to their customers is correct for the customers' safety and for theirs.

2.1. *Number the paragraphs in the correct order they're said in the video.*

1. Leslie's introduction.
2. Taking an order: a sample.
3. Are waiters liable for the information they give about the menu?
4. Foods that may cause allergies.
5. What is there to remember when offering people items on the menu?

Unit 11

Beverage Service

In this unit you will

- classify the beverages
- practice for the service of beverages

Language study

! New words to use

stimulant [stimjələnt] n. – стимулюючий засіб

spirit [spirit] n. – спирт, спиртний напій

fold [fəʊld] v. – складати, згинати; згортати

spill [spil] v. – розливати(ся), розхлюпувати(ся); розсипати(ся)

rim [rim] n. – обідок, край

chill [tʃil] v. – охолоджувати, студити

aerated [eə'reitɪd] adj. –газований, шипучий

float [fləʊt] n. – поплавець

doily ['dɔɪli] n. – (декоративна) серветка

wrap [ræp] n. – 1) хустка; плед; 2) обгортка; v. (wrapped, wrapping) – загортати; скручувати; обкутувати

handle ['hænd(ə)l] n. – 1. ручка, держак; рукоятка

peg [peg] n. – 1) вішалка; 2) кілочок; дерев'яний цвях

coaster ['kəʊstə(r)] n. – костер (підставка під келих), бір декель (підставка під пивний кухоль)

mugful ['mʌgful] adj. – кухоль (повний кухоль чогось)

gather ['gæðə] v. – збирати(ся); скупчувати(ся)

ferment ['fɜ:mənt] v. – бродити, грати

substance ['sʌbst(ə)ns] n. –речовина

mature [mə'tʃʊə(r)] v. – 1) досягати; доходити зрілості; 2) витримуватись (про напої)

mellowness ['meləʊnəs] n. – витриманість (вина), спілість

fortified ['fɔ:tɪfaɪd] adj. – міцний

port [pɔ:t] n. – (wine) портвейн

sherry ['ʃerɪ] n. – херес

vermouth ['vɜ:məθ] n. – вермут

beef [bi:f] n. – яловичина

lamb [læm] n. – баранина

game [geɪm] n. –дичина

requisition [rekwi'zɪʃ(ə)n] v. – вимагати

approval [ə'pru:v(ə)l] n. – схвалення

face ['feɪs] v. – бути поверненим (до)

corkscrew ['kɔ:kskru:] n. – штопор

wipe [waɪp] v. – витирати, протирати, утирати

gently ['dʒentli] adv. – 1) ніжно, лагідно; тихо; 2) обережно

appropriate [ə'prəʊpɪət] adj. – відповідний

! Expressions to learn

1. I'm a bartender (barman).
Я бармен.
2. I'm a bar waiter.
Я офіціант бару.
3. Here you are!
Будь ласка! (подаючи напій)
4. May I suggest a whisky highball?
Чи можу я Вам запропонувати віскі хайбол (віскі з содовою та колотім льодом)?
5. Beer on tap/draught beer.
Пиво на розлив/бочковепиво

Beverages can be classified as follows:



Non-alcoholic

- (a) Water
- (b) Refreshing drinks - colas, lemonades
- (c) Stimulants - coffee, tea
- (d) Nourishing drinks - malted beverages (Ovaltine, Horlicks, Bournvita) milkshakes, fruit juices.



Alcoholic

Wines, Liqueurs, Spirits, Beers, Cocktails.



Service of beverages

Here are some standard practices for the service of beverages.

Note: All beverages are served from the right.



Water

(a) Water goblets should be kept on the right at the tip of the large knife

(b) Water is served from the right after the guest has taken his seat

(c) Water is served from a jug with a folded waiter-cloth under it to prevent it from spilling on to the table

(d) Water should be filled 3/4 below the rim of the glass

(e) Water should always be chilled, unless the guest asks for water at normal temperature

(f) The water jug should be covered with a folded waiter-cloth when kept on the sideboard.



Refreshing drinks

(a) Aerated drinks like coca cola, lemonade, etc. are served in hi-ball glasses.

(b) Tall drinks, such as floats, shakes and house cocktails are served in Tom Collins glass.

(c) Certain tall drinks require long spoons which must be presented on quarter plates with a doily paper on it.



Stimulants and nourishing drinks

These beverages are served in a cup and saucer with a teaspoon. If only a beverage is to be served the cup and saucer are placed in front of the guest; otherwise, to the right of the cover. The beverage is poured into the cup and also the milk or cream (as per the guest's requirement) and both the pot and the creamer are left on the table to the right of the cover. A tea napkin or a paper napkin is wrapped around the hot handle of the pot so that the guests do not burn their fingers while serving themselves.



Alcoholics

Straight drinks are served in a glass with the pegs required and placed on the table on a coaster and any accompaniment like soda water or tonic is poured into the glass in front of the guest. In the case of beer, the bottle is left on the table, if there is any beer left in the bottle after pouring the first mug-full of beer.



Wines

Wine is the juice of freshly gathered grapes, grown in the open and fermented according to local custom and tradition without the addition of any foreign substance or ingredient. This juice is fermented, matured and aged over years to give it mellowness. It has an alcoholic content of 16%. There are four types of wine:

1. Table: Red, White and Rosé. There are further

categorized into Still, Natural, Sweet and Dry.

2. Fortified: Brandy, Port and Sherry.

3. Sparkling: Champagne

4. Aromated: Vermouth, Quinine Wines.

Traditionally red wines are served with red meats such as beef, lamb, etc. white wines meats such as chicken, game bird and fish. Champagne is drunk at the end of a meal. However, nowadays, a guest may have any type of wine at any point of the meal.



Procedure of serving table wine

Once the wine is ordered, it has to be requisitioned from the wine store.

Without cleaning the bottle the wine bottle is presented to the host for approval from his right, with the label facing him.

White wine glasses are placed just below the water goblet to the right. Red wines glasses are placed

below the white wine glass to the right. If the guest does not order white wine then the red wine glass may take the place of the white wine glass. Remove the seal of the bottle at the sideboard and with a corkscrew uncork the bottle. Place the corkscrew with the cork on a side plate of the guest for the host to approve. The cork should be wet and firm. Wipe the bottle mouth and inner neck with a clean cloth.

Wrap the bottle with a clean napkin and pour a little into the host's glass for him to taste and approve. After the host has approved, change his glass with a fresh one, then proceed to serve the guests clockwise (ladies first and host last).



While pouring the wine observe the following rules:

1. Pour the wine gently without making contact between the mouth of the bottle and the rim of the glass.

2. Only three-fourth of the glass should be filled.

3. Once the glass is filled, twist the bottle to one side with a jerk to avoid spillage.

For white wine or champagne, place the bottle an ice bucket to the right of the host and cover the mouth of the bottle with a clean napkin. In the case of

red wine, place it straight on the table with a napkin folded around or in a red wine basket. Refill the glasses as and when they become empty.

■ Post text exercises

I. Match the words with their definitions.

1. refreshing
2. spirit
3. rim
4. chill
5. aerated
6. pour
7. wrap
8. fermenter
9. mature
10. fortified
11. port wine
12. sherry
13. vermouth
14. corkscrew
15. wipe
16. clockwise

- a) to strengthen (wine) with alcohol
- b) to rub with a cloth so as to free from surface moisture, dust etc.
- c) agreeably stimulating because of freshness
- d) to refrigerate but not freeze or to bring down to the right temperature for drinking
- e) to cause to flow in a stream
- f) an organism that causes a chemical changes in alcoholic drinks
- g) having completed natural growth and development or having attained a final or desired state
- h) the liquid containing ethanol and water that is distilled from an alcoholic liquid or mash – often used in plural
- i) to charge (a liquid) with gas or air
- j) to coil or fold (a cloth) around something
- k) the outer often curved or circular edge or border of something
- l) a fortified, sweet, rich red or white wine from Portugal
- m) in the same direction as the hands of a clock move
- n) a device for drawing corks from bottles that has a pointed spiral piece of metal turned by a handle
- o) a liquor used chiefly as an appetizer, it is produced from a blend of white wine with aromatic herbs and sometimes sweetening
- p) a fortified Spanish wine varying in color from light yellow to dark brown

II. Match 1-7 with a-g to make sentences.

- 1) Water goblets should be kept ...
- 2) Water should always be chilled ...
- 3) Straight drinks are served ...
- 4) A tea napkin or a paper napkin ...
- 5) Traditionally red wines are served ...
- 6) The place the corkscrew with the cork is ...
- 7) Pour the wine gently ...

- a) ...with red meats such as beef, lamb, etc. white wines meats such as chicken, game bird and fish.
- b) ...on a side plate of the guest for the host to approve.
- c) ...on the right at the tip of the large knife.
- d) ...is wrapped around the hot handle of the pot so that the guests do not burn their fingers while serving themselves.
- e) ...unless the guest asks for water at normal temperature.
- f) ...in a glass with accompaniment like soda water or tonic is poured into the glass in front of the guest.
- g) ...without making contact between the mouth of the bottle and the rim of the glass.

III. Circle the correct word.

1. Water goblets should be kept on the right at the tip of the knife.
 - a) large
 - b) small
 - c) dessert
2. Water should be filled ... below the rim of the glass.
 - a) 1/3
 - b) 3/4
 - c) 2/4
3. Aerated drinks like coca cola, lemonade, etc. are served in ... glasses.
 - a) flute
 - b) red wine
 - c) hi-ball
4. Stimulants and Nourishing Drinks are served in a cup and saucer with a teaspoon ... of the cover.
 - a) in front of
 - b) to the right
 - c) to the left
5. Wine is the juice of ... grapes, grown in the open and fermented according to local custom and tradition
 - a) fresh
 - b) mellowness
 - c) mature

6. Champagne is drunk ... of a meal.
 - a) at the beginning
 - b) at the end
 - c) in the middle
7. The cork should be ...
 - a) clean and dry
 - b) dry and soft
 - c) wet and firm
8. Refill the glasses as and when they become ...
 - a) 1/2 empty
 - b) empty
 - c) 2/3 empty
9. In the case of ... wine, place it straight on the table with a napkin folded around or in a basket.
 - a) sparkling
 - b) white
 - c) red

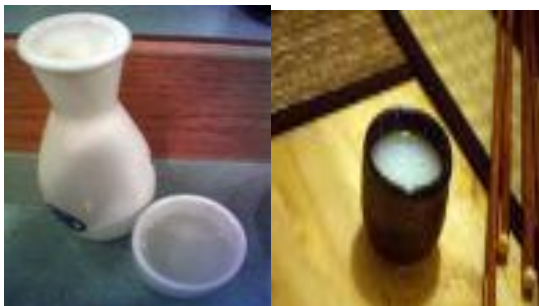
IV. Use each word once to complete the sentences.

How to serve and drink sake

alcohol	wine glass	drinker
room temperature	chilled	pour
dripping	wrap a napkin	served
fill	tea	cups
serving	formal situations	rim



Sake (pronounced "sah-keh") refers to any 1)..... in Japan. In Japan there are some traditions surrounding the way it is 2)..... and consumed. They are not always followed outside of Japan, but they are worth knowing so that you can be polite.



Step 1

Sake is served in a small, usually ceramic flask called a *tokkuri*. It's usually bulbous with a narrow neck, but there are other types, such as *katakuchi*, which looks somewhat like a 3)..... kettle.



Step 2

The correct 4)..... for sake: a small handle-free type called an *ochoko*, or a *sakazuki* (a flat saucer-like cup) and often a *masu* (a wooden box-like cup). A 5)....., while not traditional, is technically the best vessel to drink sake from. Allowing the 6)..... to see the color and to have huge impact of flavor, a wine glass offers the complete enjoyment of sake. Use traditional vessels when you want to be polite but reach for glass when you want to fully enjoy your sake.



Step 3

Regular sake, honjozo-shu, and shunmai-shu are usually warmed to 7)....., while ginjo-shu and namazake (sake which has not been pasteurized) are 8)..... . Do not heat sake unless it is of poor quality.



Step 4

Hold the tokkuri with both hands. You can 9)..... around the tokkuri to prevent sake from 10)..... down. Fill each guest's cup in turn. Don't 11)..... your own. It's the guests' duty to ensure that the host's cup is full.

- You can 12)..... with one hand on the bottle, but make sure to touch your free hand to your other one. This is the equivalent of serving with two hands.

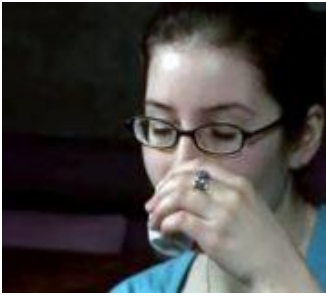
- If you are higher in status than the person you're 13)..... (e.g. you are their boss), use only one hand (without your free hand touching your pouring arm).



Step 5

In 14)....., you hold the cup up when you're being served. Wrap your hand (usually the right) around the cup with one hand and rest it on the palm of your other hand.

- If the person serving the sake is lower in status than you (e.g. an employee), you hold the cup with only one hand.



Step 6

You can say "Kanpai" if you're in a Japanese restaurant. Touch the cups together. If you are drinking with a person higher in status than you, make sure the 15)..... of your cup is below his one when the two meet.

► Watching and Listening

Video 1: "How to pour a bottle of wine"

1.1. *Underline the correct alternative*

1. Generally speaking the water glass will be the *largest/smallest* glass on the table, the white wine glass will be *larger/smaller* and more narrow and the red wine will be balloon-shaped.
2. All beverages should be poured on a guest's *right-hand/left-hand* side with your *left/right* hand.
3. Use a *cloth/paper* napkin to absorb condensation and from the side of the pitcher when your water level is getting *low/high*.
4. *Don't twist/Twist* the bottle at the end of each pour to avoid dripping on the table or on a guest.
5. If you are instructed to remove excess glassware and you have a guest drinking white wine, *don't leave/leave* the red wine glass on the table.

1.2. *Complete the sentences*

1. The white wine glass will be and the red wine will be
2. Make sure which glass is which before you begin
3. All beverages on a guest's right-hand side with your right hand.
4. Leave about one finger worth of space from the
5. When make sure that your labels are facing towards the guest.
6. Fill the wine glass to approximately five to six ounces.
7. So if you are instructed to remove excess and you have a guest drinking white wine, leave the on the table.
8. Using the tip of a penetrate the center of the cork at an angle.
9. Screw until you are deep enough to use the hinge to lift up

Video 2: "Service of Beverages"

2.1. Are sentences true or false?

1. You will need an corked (opened) bottle of wine, a clean paper (cloth) napkin, and a wine glass.
2. Step 2: cradle the bottle in two (one) hand and display the label for your fellow drinkers.
3. Display the bottle and label directly to the person who ordered it.
4. Pouring only a half (third) of a glass allows red wine to aerate and helps bring its bouquet to fruition.
5. As you finish your pour twist the bottle as you lift it away from the glass to prevent spilling (dripping).
6. And wipe the top of the bottle with a clean cloth napkin.
7. Place the unfinished red (white) wine bottles in a wine bucket with ice to keep them cool.
8. Did you know ancient wine was originally fermented, transported and stored all in the same vessel – a clay pot called an amphora?

2.1. Number the paragraphs in the correct order they're said in the video.

1. Holding the bottle.
2. How much to pour.
3. Where to keep the unfinished white wine bottles.
4. What you need for wine service.
5. How to prevent dripping.

Unit 12

Receiving Payment

In this unit you will

- learn about payment in a restaurant
- learn about three ways of payment

Language study

! New words to use

consumption [kən'sʌmpʃən] n. – споживання

bill [bɪl] n. – чек

value [ˈvælju:] n. – вартість

tax [tæks] n. – податок

cashier [kæ'ʃiə] n. касир

inaccurate account [ɪn'ækjʊrɪt ə'kaʊnt] – неправильний рахунок

order pad [ˈɔ:də pæd] n. – блокнот для замовлень

КОТ - Kitchen Order Ticket

misuse [mɪs'ju:s] n. – неправильне вживання; зловживання

embarrassing moment [ɪm'bærəsɪŋ 'mɒmənt] n. – складний момент

linger [ˈlɪŋgə] v. – затримуватись

black listed card [[kɑ:d] – картка, яка занесена в чорний список

expiry date [deɪt] n. – дата закінчення

tally [ˈtæli] v. – 1) підраховувати (часто tally up); 2) відповідати, збігатися (with)

signature [sɪɡnɪtʃə] n. – підпис

discreetly [dɪs'kri:tli] adv. – обережно

!Expressions to learn

1. To pay:

- in cash
- by traveller's cheque
- in foreign currency
- by credit card

2. All major credit cards accepted

Приймаються карти всіх основних платіжних систем.

3. Do you want it all on the same bill or do you want to pay separately?

Хочете спільний рахунок чи будете платити окремо?

4. There's a discretionary (optional) charge

Рахунок пропонує суму чайових.

5. Service is included

Обслуговування внесено до рахунку.

The very nomenclature, a “check” shows that it is a control or check on the food that is sold in a restaurant. A check is also called a bill and provides an accurate type and number of items sold, the price of each item and the total value of food and beverage served at a table.



It is an important sales document. It is the basis for charging tax for food and beverage consumption. The tax is usually a percentage of sales on the check. The percentage may vary from state to state.

Normally, an establishment has a separate restaurant cashier who has a control on all checks. These checks are cash documents and misplacement of any of them will result in an inaccurate account of sales for the day and can encourage misuse of the checks.



A check is made when the items are transcribed from an order pad or a KOT. During service the check is not totaled in case additional food items are ordered and have to be entered into the check. When a guest is ready to leave and asks for the check, the waiter informs the cashier who then totals the check and gives it to the waiter who signs for the check. The waiter presents it to the guest on a salver or half-plate. In better establishments a check folder is made to present the check discreetly. It is worthwhile to remember that the time of payment by the guest is an embarrassing moment. Thus the more discreet the activity of paying the check is done the better the service would be. A check has basically two copies: one of the guest and the other for the cashier's record. Additional copies may be made according to the system of the establishment.

Payment is done in three ways:



Cash Payment

When the guest pays in cash the same is taken along with the check to the cashier who enters it into a register or NCR machine. The cashier then gives the change if any and stamps the check "Paid".

The change along with the original copy is placed in the check folder and presented again to the guest. It is very important that the waiter should not linger around for tips.

Credit Card Payment

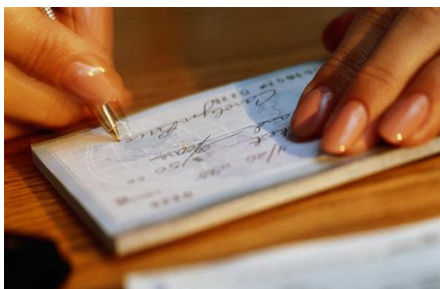


The waiter takes the credit card to the cashier who verifies the following:

1. Whether the credit card is accepted by the establishment.
2. Whether the credit card has been black listed, by consulting a recent list of blacklisted cards.
3. Whether the date on the card has expired.
4. Whether the signature on the check and credit card

tally.

Once the cashier is satisfied with the above verifications he fills up appropriate vouchers which are given to the guest for his signature. A copy of the voucher is given to the guest along with the card.



Signing (for house guests in a hotel)

When a guest wished to sign on the check, his signature is taken and he is requested to clearly mention his name and room number. The waiter confirms with the Front Office whether the guest is in fact a resident of the hotel.

■ **Post text exercises**

I. Match the words with their definitions

1. check
 2. value
 3. tax
 4. percentage
 5. credit card
 6. signature
 7. voucher
 8. cash
 9. change
 10. verification
-
- a) an amount, as of goods, services, or money, considered to be a fair and suitable equivalent for something else; a fair price or return.
 - b) a written order to a bank to pay the amount specified from funds on deposit; a draft
 - c) plastic card having a magnetic strip, issued by a bank or business authorizing the holder to buy goods or services on credit.
 - d) a contribution for the support of a government required of persons, groups, or businesses within the domain of that government.
 - e) the result obtained by multiplying a quantity by a percent.
 - f) coins; money received back after paying for goods
 - g) a piece of paper that is a record of money paid or one that can be used to pay for particular goods or services or that allows you to pay less than the usual price for them
 - h) money in the form of coins and bank notes
 - i) your name written by yourself, always in the same way, usually to show that something has been written, read, etc. by you
 - j) confirmation, substantiation, proof

II. Fill in the gaps in the text with words from the box.

Process Tips on Credit Cards?

tips the transaction number double-checked verified a space	gratuity replaced charged swiped to cover	mistakes the account authorized to enter finalized versions
---	---	---



Though most people think that they are making their payment at the moment their credit card is 1)..... at a restaurant, in most cases the card is simply being 2)..... for the amount of the meal. This means that a temporary hold is being placed on the credit card account for the amount of the meal in order to make sure that there is sufficient credit 3)..... the expense; the amount hasn't actually been 4)..... to the credit card. The hold lasts until the charge has been finalized, usually up to a few days. The time that the hold remains on 5)..... allows the final amount to be edited before the charge is finalized so that the restaurant can add your tip to the charge without having to charge your card a second time.



Unless it is explicitly stated on the menu or near the register, most restaurants won't add any sort of tip without their customers' written consent; even in those cases where 6)..... are automatically added, it is usually in special cases (such as a 15 percent 7)..... added to parties of a certain size or mandatory tips being added to reserved tables.) The restaurant copy of most credit card receipts has 8)..... for you to add the tip amount.



Depending on the credit card processing system, the restaurant may be able 9)..... the amended credit card amount directly into its register system (provided that the register system and the credit card system are combined). Otherwise, they will enter 10)..... from the credit card receipt in order to edit the amount that has been entered directly through the credit card terminal.



All credit card transactions are 11)..... against receipts at the end of the night before the day's transactions are finalized, allowing the restaurant manager a chance to catch any 12)..... and correct any incorrect credit card transactions before it's too late. Once all amounts have been 13)..... against the receipts, the 14).....

of all credit cards processed that day will be sent in to the credit card companies so that the temporary authorizations can be canceled and 15)..... with the final charges.

III. Connect the sentences.

1. A “check” shows that it is a control or check on the food
 2. The tax is usually
 3. A separate restaurant cashier
 4. The change along with the original copy is placed
 5. Once the cashier is satisfied with the above verifications
 6. The waiter confirms with the Front Office
 7. The restaurant copy of most credit card receipts has a space for you
 8. Unless it is explicitly stated on the menu or near the register, most restaurants
 9. Depending on the credit card processing system, the restaurant may be able
 10. All credit card transactions are double-checked
- a) that is sold in a restaurant.
 - b) in the check folder and presented again to the guest.
 - c) who has a control on all checks.
 - d) a percentage of sales on the check.
 - e) won't add any sort of tip without their customers' written consent.
 - f) to enter the amended credit card amount directly into its register system
 - g) to add the tip amount.
 - h) he fills up appropriate vouchers which are given to the guest for his signature.
 - i) against receipts at the end of the night before the day's transactions are finalized.
 - j) whether the guest is in fact a resident of the hotel.

IV. Put the sentences in the correct order.



Paying the bill

- 1) *Mr Hanson* Could you kindly explain this to me? What is item 6?
- 2) *Waitress* Yes, sir. That will be all right.
- 3) *Mr Hanson* 1 Could I have my bill please?
- 4) *Waitress* Yes, that's marked down here, 10 per cent service.

- 5) *Mr Hanson* Oh, I see. But how was I expected to know that?
- 6) *Waitress* Yes sir. They are a bit hard to follow sometimes. Number 8 is your dessert and number 9 the cigarettes. Oh, and number 7 is your second beer.
- 7) *Mr Hanson* Good. Thank you. Now, can you take my credit card?
- 8) *Waitress* Perhaps I could go through it for you. The first item is the cover charge. Number 2 is the beer. Then your starter, your main course and the vegetables. The main course was 4.50 not 3.50, so item 6 is the difference.
- 9) *Mr Hanson* And what about the service, is that included?
- 10) *Waitress* I'm afraid we don't accept credit cards.
- 11) *Mr Hanson* Oh, dear. What about a cheque with a banker's card?
- 12) *Waitress* Yes, sir. One moment please. (She brings the bill and the customer looks at it carefully)

Here is another conversation:



- 1) *Customer* Can you bring me the bill, please?
- 2) *Waiter* Certainly, sir. We'll give you the change in local currency if that's all right.
- 3) *Customer* I think you have charged me twice for the same thing.
- 4) *Waiter* We do apologize about this, sir.
- 5) *Customer* You needn't worry about that. There won't be much change out of \$25.
- 6) *Waiter* Thank you, sir. That's most

kind of you.

- 7) *Customer* That's all right. No harm done. Now, can I pay by traveller's cheques?
- 8) *Waiter* I'll just go and check it for you, sir. (*He returns a few minutes later*)

Yes, sir, you are quite right. The cashier made a mistake. I think you will find it correct now.

- 9) *Waiter* Certainly, sir. (*He brings the bill*)
- 10) *Customer* I think there has been a mistake.
- 11) *Waiter* I'm sorry, sir. What seems to be the trouble?

V. Take the part of the waiter and complete this conversation:

- Customer* Bring me the bill please.
- Waiter* _____ (*He brings the bill*)
- Customer* It seems rather expensive for what I have had.
- Waiter* _____?
- Customer* Well, I've only had 3 courses and a bottle of wine and costed here.
- Waiter* _____
- Customer* Thank you. I think he will find there is a mistake or two at least.
(*The waiter returns from seeing the cashier*)
- Waiter* _____
- Customer* Really? Would you mind explaining it to me?

Waiter _____
 Customer Oh, I see. The cover charge and vegetables are extra are they? And what about this item?
 Waiter _____
 Customer Oh, I thought service was included. Never mind. Can I pay you in _____ dollars?
 Waiter _____
 Customer All right. I've got some traveller's cheques actually.

► **Watching and Listening**

Video 1: “How to deal with split checks as a waiter”

1.1. Underline the correct alternative

1. This is “How to Be a Successful Server/Waiter”.
2. One of my tables that I have tonight has a party of 6/7.
3. No/Not all/everyone wants to pay for the entire table's meal.
4. This will let/get them know whether or not you're going to have to spill/split the checks for them.
5. Actually, I want to take/make all the alcohol and my pal/bell is going to take the appetizer.

1.2. Complete the sentences

1. The first question you want to ask at the end of the meal after everyone has had their dessert and after you feel they've completed their order is whether they're or not.
2. Sometimes they do offer that, but you don't want
3. You're going to ask if this is going to be together or
4. Did you want to split it right?
5. I'll go ahead and give you the appetizers and him, and then I'll just put the meals on

Video 2: “How to tip in a british restaurant”

2.1. Are these sentences true or false?

1. When deciding how much you should leave for a tip, never think about your overall enjoyment of the meal and how and if the waiting staff has contributed to it.
2. 15% of the final bill is the nominal amount you should tip and is expected if the staff have delivered normal adequate service.
3. If the waiter has done less than a bare minimum and has been generally unhelpful, it's appropriate your tip should reflect that.
4. Reserve naught per cent tips for venues to which you wish to return as you will find it easy to get a table after you've made known your disappointment.
5. Put money into the waiter's hand during the meal or as you leave.

2.2. Number the paragraphs in the correct order they're said in the video.

1. When you're pressed for time.
2. Tip amount evaluation.
3. The nominal or a larger tip?
4. Different ways of tipping.
5. General.

Unit 13

Breakfast. Table Setting.

In this unit you will

- classify the breakfasts
- practice requirements of a cover

Language study

! New words to use

bread roll [bred rɔːl] – несолодка булочка

brioche [ˈbriːʃ] n. – солодка булочка зі здобного тіста

cover layout [ˈkʌvə ˈleɪaʊt] n. – сервіровка

saucer [ˈsɔːsə] n. – блюдце

sugar pot [ˈʃʊɡə pɒt] n. – цукорниця

tongs [tɒŋz] n. – щипці

bread boat [bred bəʊt] n. – хлібниця (посуд)

toast rack [təʊst ræk] – підставка для тостів

cereals [ˈsɪəriəlz] n. – зернові злаки

cruet set [ˈkruːt] – набір для спецій

cutting edge [ˌkʌtɪŋˈedʒ] – лезо

watertumbler [ˈwɔːtəˈtʌmblə] n. – келих для води

skillet [ˈskɪlɪt] n. – глибока пательня з довгою ручкою (часто на ніжках)

grease [ɡriːs] n. – жир, смалець

broiler [ˈbrɔɪlə] n. – жаровня, рашпер

cleanup [ˈkliːnˈʌp] n. – чищення, прибирання

Note

unit	единица измерения	abbreviation or symbol	equivalents of same system	metric equivalent
foot	фут	ft or ' "	12 inches, 0.333 yard	30.48 centimeters
inch	дюйм	in or " "	0.083foot, 0.028 yard	2.54 centimeters

! Expressions to learn

1. Would you like a continental or a full English breakfast?

Бажаєте континентальний або англійський сніданок?

2. What do you prefer?

Чому ви віддаєте перевагу?

3. It's a matter of taste.

Це варто спробувати.

4. I'd like a cup of tea instead of coffee.

Я б бажав чашку чаю замість кофе.

5. A buffet breakfast is served in our dining room from 7:30 to 9:30 a.m.

Ранковий шведський сніданок подається з 7.30 до 9.30.

There are basically two types of breakfast offered in hotels and restaurants. The Continental Breakfast and the English Breakfast. The Continental Breakfast originated in Europe. It is a light meal as the Europeans normally have a heavy mid-day meal. The English Breakfast is heavy and is a major meal of the day. A traditional English Breakfast runs into six or seven courses.

Continental breakfast



Consists of bread rolls or toast with jam, honey or marmalade and rounded off with tea or coffee. Better hotels may serve *brioches* and *croissants*. The cover layout consists of:



a) A side plate and a side knife



b) A butter dish and a butter knife on a plate



c) A tea cup and saucer with a teaspoon



d) A sugar pot with tongs



e) A bread boat or toast rack



f) Serviette



g) Jam, marmalade and honey pots

Note: There are variations to the Continental Breakfast. Cafe complete refers to Continental Breakfast with coffee (or tea) while cafe simple refers to just coffee or tea with nothing to eat.



English breakfast

Is more elaborate and offers a choice of juices (or fresh or stewed fruits), cereals, fish course, choice of eggs, meat course, toast with jam, marmalade or honey, and finally, tea or coffee. The cover consists of:



a) A side plate and a side knife



b) A butter dish and a butter knife on a plate



c) A tea cup and saucer with a teaspoon



d) A sugar pot and a tongs



e) A cruet set



f) A fish knife and fish fork



g) Dinner knife and fork



h) Jam, marmalade and honey



i) Dessert spoon and fork



j) Serviette

How to make an English breakfast



English breakfasts sometimes are called "fry-ups" as they're made by frying everything from the bread to the bacon, eggs, tomatoes and mushrooms – with beans being the only item excepted. Also called a "full English," this hearty meal evolved from buffet breakfasts served during the mid-1800s in country houses to the upper class before the inhabitants ventured out for fox hunts.

The meat

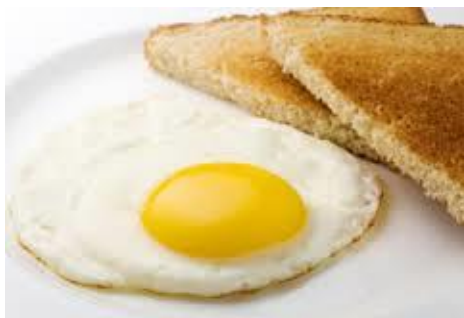


While a full English includes three types of meats – bacon, ham and pork sausages – choose just one for a more manageable breakfast. Cook your choice in a skillet on the stove top, then place it in an oven set to 250 degrees Fahrenheit to stay warm while you finish cooking the rest of the breakfast. Bacon and ham take about five minutes per side, while sausages take from eight to 10 minutes per side depending on the type of sausage.



Beans, tomatoes and mushrooms

The vegetables for an English breakfast cook more quickly than the meats – about three minutes per side in a skillet set on medium-high heat. After you've cooked the meat, pour out all but 1 tablespoon of the grease from your skillet to cook whole mushrooms with the stems removed so they lay flat and tomatoes cut in half. Heat canned baked beans for one to two minutes in the microwave or on the stove top.



Eggs and toast

The last step in making a fry-up is cooking the eggs and toast with a little of the bacon or sausage grease or with a tablespoon of vegetable oil. Both foods take about two to three minutes per side, or cook until the toast is browned and crispy, and the egg's white is completely firm and the yolk has thickened slightly.

Alternate versions

Although the ingredients of an English breakfast are not unhealthy themselves, frying adds calories as well as messiness to the meal. Use alternative cooking methods to reduce those drawbacks, such as cooking the tomatoes and mushrooms under the broiler with just a spray of oil or toasting the bread in the toaster instead of frying it. Grilling, broiling or microwaving sausages takes about the same time as frying but minimizes cleanup.

Cover



A cover is the space allotted on the table for the cutlery, crockery, glassware and linen for one person. Each cover requires 24"x18" of space.

Requirements of a cover:

1. Each cover should be well balanced
2. All cutlery and other table appointments should be placed at least 2" away from the edge of the table.
3. Knives and spoons should be placed towards the right of the plate and all forks on the left, except for the butter knife.
4. The cutting edge of the knives should always face the plate with the exception of the butter knife, the cutting edge of which is always away from the plate. The water tumbler should be at the tip of the large knife.

5. The butter dish should be on top of the forks along with a butter knife and on an under-plate.
6. The napkin should either be placed in the centre of the cover or on the side plate.
7. Cruet sets should be placed on top of the cover.

Standard types of covers
A' la carte covers



a) Side plate with a side knife



b) Water goblet



c) Fish plate



d) Fish knife and fork



e) Cruet set



f) Sauce and oil pots

Table d'hote cover



a) Side plate with a side knife



b) Water goblet



c) Fish fork and knife



d) Soup spoon



e) Dinner knife and fork



f) Dessert spoon and fork



g) Cruet set



h) Sauce and oil pots

■ Post text exercises

I. Match the words with their definitions.

1. bread roll
2. brioche
3. side plate
4. saucer
5. sugar pot
6. tongs
7. cereals
8. cruet set
9. cutting edge
10. water tumbler
11. skillet
12. grease
13. broiler
14. cleanup

- a) a small vessel of iron, copper, or other metal, with a handle, used for culinary purpose
- b) the sharp side of a cutting implement
- c) an oven or part of a stove used for broiling
- d) a small basin for serving sugar at the table
- e) animal fat, as tallow or lard, especially when in a soft state; oily or unctuous matter of any kind.
- f) a drinking glass
- g) a light sweet pastry (cake, bun or roll) made with flour, butter, yeast, and eggs.
- h) a small plate used for food, such as bread or salad, which accompanies the main meal
- i) a small round piece of bread made from flour, water, and usually yeast
- j) washing, removing dirt
- k) a small dish, commonly deeper than a plate, in which a cup is set at table.
- l) a set, on a stand, of containers for salt, pepper, and mustard or for vinegar and oil
- m) grain; food made from this grain
- n) a metal or plastic object that consists of two connected arms that you push together in order to pick something up

II. Match 1-7 with a-g to make sentences.

1. The Continental Breakfast ...
2. The English Breakfast...
3. English breakfasts...
4. The last step in making the English Breakfast ...
5. All cutlery and other table appointments should ...
6. The butter dish should...
7. The cutting edge of the knives should...

- a) ...is cooking the eggs and toast with a little of the bacon or sausage grease or with a tablespoon of vegetable oil.
- b) ...be on top of the forks along with a butter knife and on an under-plate.
- c)... is a major meal of the day and runs into six or seven courses.
- d)... always face the plate with the exception of the butter knife, the cutting edge of which is always away from the plate.
- e)... is a light meal as the Europeans normally have a heavy mid-day meal.
- f)... be placed at least 2" away from the edge of the table.
- g) ... sometimes are called "fry-ups" as they're made by frying everything from the bread to the bacon, eggs, tomatoes and mushrooms.

III. Circle the correct word.

1. The napkin should either be placed ... of the cover.
 - a) in the centre
 - b) on top
 - c) under the side plate
2. A full English breakfast includes three types of meats – ...
 - a) lamb, ham and pork
 - b) bacon, ham and pork sausages
 - c) veal, ham and pork sausage
3. The Continental breakfast cover layout doesn't include.
 - a) a bread boat, a side plate and a side knife, jam, marmalade and honey pots
 - b) a serviette, sugar pot with tongs, a tea cup and saucer with a teaspoon
 - c) a fish knife and a fork, a cruet set, a dessert spoon and a fork
4. Usual vegetables for an English breakfast are...
 - a) mushrooms, tomatoes and beans
 - b) pepper, tomatoes and cabbage
 - c) cucumbers, tomatoes and mushrooms
5. All cutlery and other table appointments should be placed at least ... away from the edge of the table.
 - a) 2"
 - b) 2,5"
 - c) 1,5"
6. ...refers to just coffee or tea with nothing to eat.

- a) Cafe simple
- b) Cafe complete
- c) Café shops

7. Knives and spoons should be placed ... of the plate.

- a) towards the left
- b) on top
- c) towards the right

8. The water tumbler should be at the tip...

- a) of the spoon
- b) of the large knife
- c) of the fork

IV. Read the text. Then read the sentences and underline true of false. Correct the false sentences.

1. All cutlery and other table appointments should be placed at least 2" away from the edge of the table.
2. The butter knife is placed towards the right of the plate.
3. The cutting edge of the knives should always be away from.
4. The butter dish should be on top of the forks along with a butter knife and on an under-plate.
5. A la carte cover follows the principle that the cutlery and flatware for each course will be laid just before each course is served.
6. When a Table d’hôte cover has been laid, the steward should remove, after the order has been taken, any unnecessary cutlery and flatware and really any extra items that may be required.

V. Use each word once to complete the sentences.

How to create an elegant Continental breakfast buffet

fresh-squeezed cloth-lined baskets bite-size pieces cereals plenty of seating	place settings premium napkins glass pitchers apple slices are serving a crowd	paper plates and plastic cups specialty breakfast teas small glass dishes (x2) parfaits cotton or linen tablecloth
---	--	--



Hot breakfasts can present a logistical challenge, when you 1)....., but they aren't always necessary. Often, a good continental breakfast is perfectly adequate and – if well executed – can make a superior impression. Avoid meat and heavy foods, such as bacon, sausage, pancakes and French toast, in favor of lighter, finger-friendly options. While this type of breakfast is

simple to prepare and plan, it doesn't have to look cheap. Create a luxurious ambiance with classical music, homemade baked goods and sophisticated 2).....



Step 1:

Skip the 3)..... Provide your breakfast guests with small, elegant dishes; silverware; tea cups; juice glasses and coffee mugs. Set out cloth napkins or heavy-duty white or patterned 4).....



Step 2:

Serve 5)..... orange juice and gourmet coffee. Provide your guests with a selection of 6)..... as well as plenty of hot water, sugar cubes, real cream, creamer and lemon wedges. Serve mimosas if you're planning breakfast for your friends or family members.



Step 3:

Display your continental breakfast food on platters or in 7)..... Use serving dishes of varying heights to add visual interest. Serve milk and juice in 8).....



Step 4:

Serve sweet and savory items, such as muffins, pastries, donuts and fruit tarts. Provide sliced bagels in such flavors as plain, blueberry, whole grain and poppy seed. Display butter, jam and cream cheese in 9)..... with butter knives or small spreaders.



Step 5:

Provide 10)..... of cut fruit. Prepare a fresh fruit salad or make an edible fruit arrangement. Serve 11 with caramel sauce, chopped nuts and party picks. Display melon balls in a hollowed-out watermelon. Set out bowls of raspberries, blueberries and blackberries if they're in season. Add chocolate-dipped strawberries for an indulgent treat.



Step 6:

Serve vanilla and strawberry yogurt with dishes of granola, dried banana chips, dried Bing cherries and chopped nuts. Place 11)..... next to your breakfast bar so your guests can prepare their own 12).....



Step 7:

Set out a variety of 13).....



Step 8:

Provide 14)..... for your guests. Display your breakfast spread on a long counter, bar or table covered with a white 16).....

► **Watching and Listening**

Video 1: "What is a full breakfast"

1.1. Underline the correct alternative

1. And today I'm going to tell about a full breakfast, the breakfast that is *hated/loved* through the *United Kingdom and Ireland/ United Kingdom and Scotland*.

2. At the heart of any *breakfast/lunch* whether it is in England, Scotland, Ireland or Wales will be some local *sausage/bacon*.
3. This is usually just *stale/fresh* bread which is fried in the *pan/skillet* with grease from fried bacon.
4. Of course, you can also *have/eat* a scrambled egg or a *poached/sunny side up* egg.
5. But often throughout the United Kingdom and Ireland cafes and restaurants will serve an *all-day/all-night* breakfast so the breakfast will be replaced in lunch or *dinner/supper*.

1.2. Complete the sentences

1. Also loved on the breakfast, perhaps, a couple of
2. ... in the north of England they often like to have some slices of black pudding or..... as it is also a mass, and a
3. Of course, you can also have.....
4. This would really be considered
5. If you're in Scotland you might also see and tattie scones on the plate, in Ireland, perhaps, some and white pudding, and in Wales they really love lava cakes which are made with
6. But often throughout the United Kingdom and Ireland cafes and restaurants will serve an so the breakfast will be replaced in lunch or dinner.

Video 2: “*Fantastic tablesets and breakfast tableware at the gingerbread cottage bed and breakfast*”

2.2. Are sentences true or false?

1. Here's the breakfast table setting at the Gingerbread Cottage B&B, Victoria, District of Columbia.
2. Doilies serve the purpose of plate silencers.
3. They have any fake flowers on the table.
4. Their tea service has four types of sugar.
5. They don't serve any butter.

2.2. Number the paragraphs in the correct order they're said in the video.

1. Drinking water.
2. Flowers.
3. Butter.
4. Silver plates.
5. Welcome to the Gingerbread Cottage B&B.

Unit 14

Restaurant Ethics

In this unit you will

- learn code of ethics in restaurants
- deal with teamwork

Language study

! New words to use

- govern [ˈgʌvən] v. – керувати
untainted food [ʌnˈteɪntɪd] [fu:d] – бездоганна їжа
adhere [ədˈhɪə] v. – дотримуватися
reflect [rɪfˈlekt] v. – відобразити
professional integrity [prəˈfeɪʃ(ə)nəl] [ɪnˈtegrɪtɪ] n. – професійна чесність
employee [ˌemplɔɪˈi:] n. – робітник
employer [ɪmˈplɔɪə] n. – роботодавець
community involvement [kəˈmju:nɪtɪ] [ɪnˈvɒlvmənt] n. – залучення суспільства
behavior [biˈheɪvjər] n. – поведінка
strive [straɪv] v. – старатися
foster [fɒstə] v. – заохочувати, сприяти
violation [vaɪəˈleɪʃ(ə)n] n. – порушення
faith [feɪθ] n. – довіра
duty [dju:ti] n. – обов’язок
honestly [ˈɒnɪstli] adv. – чесно
fairly [ˈfeəli] adv. – справедливо
harassment [ˈhærəsmənt] n. – роздратування
honor [ˈɒnə] n. – виконання
disrepute [ˌdɪsrɪˈpju:tɪv.] n. – погана слава
disclose [dɪsˈkləʊz] v. – розкривати
revocation [ˌrevəˈkeɪʃ(ə)n] n. – скасування
commitment [kəˈmɪtmənt] n. – відданність
adherence [ədˈhɪ(ə)rəns] n. – дотримання
disadvantage [ˌdɪsədˈvɑ:ntɪdʒ] n. – недолік
condiment [ˈkɒndɪmənt] n. – приправа

! Expressions to learn

1. To conduct oneself in a professional manner.
Поводитись професійно.
2. To adhere to a high standard of sanitation.
Додержуватися високих санітарних стандартів.
3. To encourage ethical behavior.
Заохочувати етичну поведінку.
4. An almost unparalleled degree of trust.
Майже незрівняний рівень довіри.

5. To pass another's work as one's own.
Видавати чиясь роботу за свою.

Code of Ethics in Restaurants



Many restaurateurs have an unspoken code of ethics that governs how they run their businesses. Formal codes of ethics do exist in the industry, but are more typically found at the corporate level. These rules govern situations for high-level executives such as gift giving, conflicts of interest and insider trading. In the absence of a formal code, a few general rules of conduct do exist for individuals at the service level.



Food Sanitation

One of the most important issues for restaurants is serving untainted food. Restaurants should only sell food made in kitchens that adhere to a high standard of sanitation. Where matters of food sanitation are concerned, the customers' best interest should be the deciding factor.



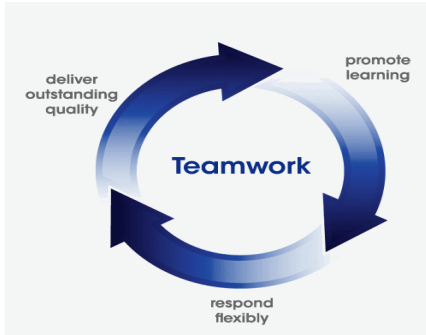
Professional Integrity

Restaurant owners and employees should conduct themselves in a professional manner that reflects the attitude of the establishment they are working in. Maintaining a high level of integrity at the personal and business levels is a key factor in presenting a professional level of service.



Improving Service

Restaurant owners should strive to improve the quality of service delivered at their business. Improving employee skill sets with new techniques for personal service and food preparation will ensure quality of service and value for customers.



Community Involvement

Restaurant owners have a responsibility to the community that they operate in. Owners and their employees should participate in community organizations that support their business.



Ethical Attitudes and Behavior

The PRA requires that its members represent the food services industry, themselves, their business and the association in a professional and ethical manner. This part of their code of ethics is meant to encourage ethical behavior that fosters an environment of personal and professional development that is beneficial for all members.

Code of ethics for chefs



Professional chefs prepare food that people eat without question, which reflects an almost unparalleled degree of trust from their patrons, their employers and society in general. To reinforce this extraordinary confidence and faith in professional chefs, the organizations that train and certify them have developed codes of ethics. Members must adhere to the codes as a condition of membership and certification.

1.....

Codes of ethics for chefs call on members to obey regulations that promote public health and safety. The American Culinary Foundation, for example, expects chefs to provide nutritious meals and fresh ingredients; practice truth in advertising; and adhere to health and safety standards. The code extends to employment issues as well; the ethical chef treats employees honestly and fairly, and does not subject them to harassment of any sort.

2.....

Chefs must always conduct themselves professionally in a manner that brings honor not disrepute to their profession. The code of ethics for the Atlanta branch of the American Culinary Foundation mirrors West Point's strict honor code, stating simply that members "will not lie, cheat, or steal, nor tolerate those who do." The parent organization's code calls on chefs to support each other in their efforts to increase their knowledge and enhance their offerings.

3.....

Honesty, integrity and fair dealing must characterize a chef's dealing with her patrons. This applies not only to serious considerations, such as accommodating food allergies, but also to preparing meals to patrons' tastes. The United States Personal Chefs' Association, whose members primarily work for individuals and small groups, requires members to respect their patrons' property and confidential information. Chefs must also be prepared to disclose any information a client may request about the preparation of any meal, and personal chefs should also provide clear directions for the storage and heating of any meals they've prepared.

4.....

Because of the responsibility to deal fairly and honestly with patrons and others, an ethical chef stays abreast of developments in the food preparation and services arena. Chefs must continually learn about new preparation methods and tools, as well as new uses for ingredients. They must honestly represent their training, certifications and other qualifications, and never pass another's work as their own.

5.....

Each professional chefs' association has procedures in place to deal with ethics violations. The ACF's (American Culinary Federation) procedure, for example, outlines sanctions ranging from censure to revocation of certification for code violations, depending on their severity. No law requires chefs to join or be certified by a professional organization, but those who don't are at a competitive disadvantage when seeking employment. The restaurants, institutions and private households that hire chefs look for certifications and memberships precisely, because they indicate a commitment to the profession and adherence to high standards of ethical conduct.

■ **Post text exercises**

I. Put the headings in the correct paragraphs for the text above.

1. Duties to the profession
2. Duties to clients
3. Duties to society
4. Duties to self
5. Ethics code violations

II. Match the service jobs with their definitions.

1. Restaurant management
2. Dining room manager
3. Host or maitre d'hôtel
4. Head server
5. Busser

- a) assists server in serving water, bread and butter and coffee refills, cleans soiled dinnerware , resets tables
- b) ensures that restaurants operate efficiently and profitably
- c) supervises and coordinates dining room employees for a section of the dining room; may greet and seat guests; may serve guests

- d) directs and coordinates foodservice in the dining room; hires, trains and supervises employees; handles budgets, payroll and purchasing
- e) schedules shifts and assigns stations; holds daily meetings with staff; controls flow of seating, greets, seats and provides menus to the guests

III. Match the sentences 1-10 with a-j to make sentences.

1. Many restaurateurs have an unspoken code of ethics
 2. One of the most important issues for restaurants is
 3. Restaurant owners and employees should conduct themselves in a professional manner
 4. Owners and their employees should participate in community organizations
 5. Professional chefs prepare food that people eat without question,
 6. Chefs must continually learn about new preparation methods and tools,
 7. Codes of ethics for chefs call on members.....
 8. Each professional chefs' association has procedures in place
 9. Chefs must also be prepared to disclose any information a client may
 10. The restaurants, institutions and private households that hire chefs look for certifications and memberships precisely,.....
- a) that support their business.
 - b) that reflects the attitude of the establishment they are working in. that reflects the attitude of the establishment they are working in.
 - c) that governs how they run their businesses.
 - d) serving untainted food.
 - e) which reflects an almost unparalleled degree of trust from their patrons, their employers and society in general.
 - f) to obey regulations that promote public health and safety
 - g) as well as new uses for ingredients.
 - h) to deal with ethics violations.
 - i) .. because they indicate a commitment to the profession and adherence to high standards of ethical conduct.
 - j) request about the preparation of any meal request about the preparation of any meal.

IV. Use each word once to complete the sentences.

Teamwork with coworkers and supervisors

supervisors	teamwork	goal
guidelines	attitude	cheerful
to relax	to handle	assistance
chatting	on duty	fold
absenteeism	arise	unobtainable



1)..... means cooperating and working together with coworkers and 2)..... of the dining room to serve the public. A serving team is a like a football team, working toward a common 3)..... . Whether the goal is a touchdown or a satisfied guest, the principals are the same. Use the following 4)..... to help foster teamwork.



Arrive to work with a positive 5)..... . Leave your personnel problems at home and do not discuss them with coworkers or guests. Be 6)..... and happy in your work; this attitude spreads to other workers or to the guests. Remember guests come to the restaurant 7)..... and enjoy a special occasion in pleasant surroundings. If you have problems on your job,

work them out or discuss them with your supervisor instead of with coworkers. Work can be pleasant or unpleasant, depending on your attitude toward it.



Avoid raising your voice to any coworker or the chef when the problems 8)..... Instead 9)..... the situation calmly. Remember you are representative of a restaurant and you should handle problems with coworkers in a professional manner.



Give coworkers 10)..... when they need help and you are not busy. For example, help them carry trays of food when they are serving an especially large party. If a guest in coworker's station ask you for service, either cheerfully render the service or inform the guest's server. As a member of the team, the coworker should return the favor when you are busy.



Refrain from 11)..... or gossiping with coworkers in the dining room. Your responsibility lies with your guests when you are 12)..... . If you have the spare time, use it productively to check your station, clean and fill condiment containers, 13)..... napkins, and replenish the side stand.



If you are ill, notify your supervisor as soon as possible. 14)..... without proper notification may mean that a coworker must assume double duty if a replacement is 15)..... .

► **Watching and Listening**

Video 1: “Ethics in the workplace”

1.1. Underline the correct alternative.

1. Work ethics is an invisible employee behavior *unnoticeable/noticeable* by its absence.
2. Ethics is something that is *never learned/learned* and chosen throughout one’s life.
3. Ethics is *one-way/two-way*.
4. Training on work ethics *is/isn’t* imperative.
5. Seniors behaving in a morally *downright/upright* manner will set an example for *employees/employers* to follow.

1.2. Complete the sentences.

1. Ethical problems are in all levels of business.
2. In the work place the senior management has a responsibility to set an example that reflects
3. Ethics help a lot in
4. Define ethics to be in organization.

Video 2: “Proper attire required at a restaurant”

2.1. Are these sentences true or false?

1. The restaurant wants you coming to the restaurant looking like you just rolled off the beach or just rolled out of bed.
2. A man should be wearing a sport shirt, a nice pair of slacks, not flip-flops.
3. A woman should be in a tennis skirt or sport pants and a blouse or a tank top.
4. In certain parts of the country and of the world there are very specific dress codes.
5. If you’re with the group and the group doesn’t know the dress code of the restaurant, you don’t have to know it either.

2.2. Number the paragraphs in the correct order they're said in the video.

1. The proper attire worn at the restaurant.
2. Dress code.
3. The introduction.
4. Signing off.
5. What to do so as not to be embarrassed.

Unit 15

Basic Etiquette for Restaurant Staff

In this unit you will

- talk about basic etiquette
- deal with guest's needs

Language study

! New words to use

- host [həʊst] v. – приймати гостей
hostess [ˈhəʊstɪs] n. – головна офіціантка
showmanship [ˈʃəʊmənʃɪp] n. – мистецтво організації шоу
sociability [ˌsəʊʃ(ɪ)əˈbɪlɪti] n. – товариськість
manner [ˈmænə] n. – манери
exhibit [ɪgˈzɪbɪt] v. – демонструвати
attend [əˈtend] v. – піклуватись
interrupt [ˌɪntəˈrʌpt] v. – перебивати
extracushions [ˈekstrəˈkʊʃ(ə)nz] – додаткові подушки
overhear [ˌəʊvəˈhɪə] v. – підслуховувати
bow [bəʊ] n. – уклін
permissible adj. [pəˈmɪsəb(ə)l] adj. – дозволений
ascertain [ˌæ səˈteɪn] v. – пересвідчуватися
argue [ˈɑːgjuː] v. – сперечатися
solicit [səˈlɪsɪt] v. – просити
desist [dɪˈzɪst] v. – припиняти; переставати; утримуватися від
discreetly [dɪsˈkriːtli] adv. – непомітно
tips [tɪps] n. – чайові
entertainment [ˌentəˈteɪnmənt] n. – розвага

! Expressions to learn

1. I'd feel the same, if I were in your position.
На Вашому місці, я б почувався, як Ви.
2. Excuse me, but could you tell me what the trouble is, sir?
Перепрошую, чи можете Ви мені сказати, у чьому справа?
3. I'm very sorry, sir, but we are obliged to observe the regulations
Мені шкода, але ми мусимо слідувати правилам.
4. I do apologize for this unfortunate incident.
Я дійсно прошу вибачення за цей неприємний інцидент.
5. We'll certainly see what we can do about it, sir.
Ми зробимо усе, щоб це владнати.

Make up a list of restaurant jobs



Match the jobs with their descriptions

- 1) a waiter
 - 2) a barman
 - 3) a restaurant manager
 - 4) a hostess
-
- a) This position is responsible for presenting a menu to customers and takes their orders. He delivers those orders to the cooking staff and serves the food and drinks, often according to meal etiquette rules. He responds to customer questions and any other needs.
 - b) This is the first employee to interact with arriving guests as they enter the restaurant. It is the job to greet arriving guests, welcome them into the establishment and seat them. She must be courteous and friendly. She should be comfortable with public. They should know how to handle an upset guest. They are ought to listen the customers and resolve their problems.
 - c) A man whose job is to mix and service drinks (brandy, whiskey, beer, etc.) in/at a bar or in a pub (public house), usually serving from behind the bar counter.
 - d) He or she is someone who is the 'face' of a restaurant and whose main responsibilities are to deal with customer service issues as well as to ensure that the food quality coming out of the kitchen is the best it can be. He or she also deals with any staffing issues and ensures that everything runs as smoothly and profitably as possible.



The hotel and restaurant business is an admixture of showmanship, diplomacy and sociability. All front line personnel are required to have an ability to communicate effectively coupled with certain manners and the etiquette associated with genteelness. The etiquette that a waiter exhibits in a restaurant should comprise the following:

4. Attend to guests as soon as they enter the restaurant.
2. Assist guests to remove warm, heavy coats in winter and help put them on when they leave.
3. Wish guests the time of the day and welcome them to the restaurant.
4. Preferably address them by their name, which requires remembering them.

5. Be polite to guests.
6. Help to seat ladies.
7. Provide extra cushions or special chairs for children.
8. When speaking to guest, do not interrupt him if he is speaking to another guest.
9. Do not overhear conversation.
10. Avoid mannerisms such as touching hair or nose picking, etc.
11. Stand erect at all times. A gentle bow at the time of service is permissible.
12. Remember a guest's special dish and remind him that you know it. Ascertain whether he would like to order it again.
13. Be attentive to guest calls.
14. Talk softly.
15. Strike a match to enable a guest to light his cigarette.
16. Avoid arguing with service staff and guest in the restaurant.
17. Carry pencils in the pockets and not behind ears or clipped in front of the jacket.
18. Desist from chewing gum or beetle nut.
19. Present the bill/check to the host discreetly in order to avoid embarrassing him.
20. Avoid soliciting for tips.
21. Remove tips after the guest has left.
22. Enter and leave the restaurant through the service door only.

■ Post text exercises

I. Use each word once to complete the sentences.

Hostess etiquette

chat	introduced	hors d' oeuvres
consider	icebreakers	occupy
hospitable	welcome	music
responsible for	hooked	served
elements	see	checking on
refills	bottle	appreciation



Welcome & Introductions

One of the first things to know as a good hostess is that it is your job to make your guests feel 1)..... . As guests arrive, be sure that everyone is greeted and escorted to the area they need to be, such as to the bar, gift table or finger food mingle area. Make your rounds to be sure everyone is 2)..... or 3)..... as the facilitator of introductions so guests who may not know each other can become familiar. You can use 4)..... to help guests remember each other's names or obtain details on each other like their occupation or city of residence.



Give guests something to do

Whether you offer drinks, 5).....or a cheese tray, give guests something to nibble on and something that will 6)..... their time while waiting on other guests to arrive. If there will be a long time between guest arrivals, consider some type of game, name badging or short activity guests can work on while they are waiting on the fanfare.

Create ambiance

Put some effort in your soiree by providing a bit of décor, 7)..... and lighting to enhance the look of your space. You don't have to go all out, just a few simple 8)..... such as music that is fitting to your event theme and a few tea lights with fragrance oils will show your guests you've given the party some thought. You're 9)..... setting the mood so this is something you should 10)..... when your initial plans begin.

Make guests feel welcome



Don't single certain guests out by creating cliques and staying 11)..... to your favorite friends in attendance. As hostess, it's your job to rotate from cluster to cluster chiming into a variety of conversations and periodically 12)..... guests to see if they need 13)..... on drinks, to know where the restrooms are or see how they're doing. Just as you want guests to feel comfortable by equally spending time with you throughout the occasion, don't force them to 14)..... with each other if they don't want to. Allow them to get to know each other casually without the pressure of feeling set-up.

See guests out

Avoid getting wrapped up in your entertainment where you don't see your guests out. Just as it is 15)..... to greet them, you want to send them a safe farewell. Excuse yourself from any conversation you're a part of and 16)..... your guests out to the door. If you so desire, send your guests home with a small token of 17)..... for attending such as chocolate mints, a thank you card or small 18)..... of wine.

II. Circle the correct word.

1. A restaurant hostess welcomes and seats customers, checks, manages the wait list when the restaurant is busy.
 - a) menus
 - b) reservations
 - c) tips
2. The first person that a guest will see upon entering a restaurant is the
 - a) barmen
 - b) chef
 - c) hostess
3. When the staff members work as a team, they are more and more opportunities open up to them.
 - a) productive
 - b) indecisive
 - c) active
4. Daily tasks are handled in an effective manner because the team instinctively knows who is best qualified to those tasks.
 - a) make
 - b) handle
 - c) achieve
5. Being able to calculate the bill accurately and provide the correct change for the customer plays a part in keeping the customer happy.
 - a) tremendous
 - b) important
 - c) serious
6. From those who clear the table, to the servers who bring the meals, to the manager overseeing the restaurant, all employees share common
 - a) tasks
 - b) goals
 - c) needs
7. Even if cooking is not in the employee's job description, there may be a time when the kitchen is or the restaurant exceptionally busy and the employee must help in the kitchen
 - a) over-staffed
 - b) short-staffed
 - c) long-staffed
8. The ability to work on many issues at once in an organized manner is essential to ensuring customers feel properly served and leave with a feeling of
 - a) satisfaction
 - b) deception
 - c) happiness
9. Avoidwith service staff and guest in the restaurant.
 - a) swearing
 - b) gossiping
 - d) arguing

10. Enter and leave the restaurant through the only.
- a) service door
 - b) front door
 - c) back door

III. Match the words with their definitions.

- 1. showmanship
- 2. exhibit
- 3. mannerism
- 4. sociability
- 5. diplomacy
- 6. etiquette
- 7. icebreaker
- 8. entertainment
- 9. to nibble
- 10. tips

- a) mode of behavior, particular way of acting; affectation, pretention
- b) to show (something) publicly
- c) ability to produce or manage theatrical presentations; skill of an entertainer, ability to perform well
- d) an opening remark or joke designed to put people at ease
- e) to eat (something) by taking a lot of small bites
- f) quality of being sociable, friendliness, geniality
- g) something interesting or amusing, fun; hospitality
- h) the set of rules or customs which control accepted behaviour in particular social groups or social situations
- i) the management of relationships between countries, or skill in dealing with people without making them angry or unhappy
- j) a gratuity

IV. Read the text and discuss it.

How to be a great host or hostess in a restaurant

As a host or hostess, you are the first and last person guests see at a restaurant. Because of this, you must always be on your A-game. Keeping the restaurant orderly, making sure guests are happy, and keeping track of what's going on at each table are just some of the ways you can keep your guests and boss happy.

1. Keep track of each station.

Make a chart of each server's station, and what tables are in it (also learn the table layout by heart). Review all reservations for your shift, and assign suitable tables for each. Keep note of how many people are in a party, what time they arrived, and what table they are at. Also keep note of who is still there so that servers do not become overwhelmed.



2. Be aware as guests approach the restaurant.

If you are busy with another guest, acknowledge the guest by saying, "I will be right with you," make eye contact, or a simple hand gesture also works.



3. Greet them with a smile and welcome them to the restaurant.

Remember, you are the first and last chance for the restaurant to make a good impression, and set them at ease.



5. Find out how many people are dining.

If there is a wait make sure to get everyone's name in right away so they do not feel ignored. Guests will normally ask for a time frame. Never try to give a specific time. Tell them an 'estimated' time. Look at the wait list and add 5 minutes for each party of the same size. If 6 parties of 2 are on the list, the estimated wait time would be 30 minutes for another party of 2. Guests are generally impatient, and will find somewhere else to dine.



5. After greeting the guests, look at the SIZE of the largest member of the party and assign the seating with that in mind.

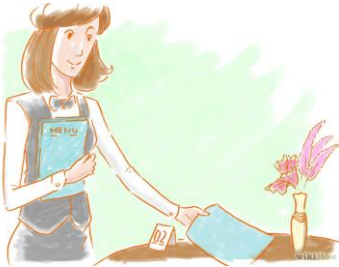
DON'T put them in a small booth! Also, a guest that has trouble walking should be given a seat as close to the hostess station as possible.





6. When figuring out where to seat them, rotate the stations.

Distribute the tables evenly among the servers. But also keep in mind how many large parties they have or have had. Try not to seat any two parties too close together when it is not necessary.



7. When the guest sits down, place a menu for each of them by the place setting, or hand the menu to the guest.

Don't just throw menus on the table and leave without saying anything.



8. Maintain supplies!

If we are running low on any forms, highlighters, etc. ask the manager for the supplies you will need. (This should be done before the lunch or dinner rush.)



9. Make sure that there are complete place settings for each guest and that the table is clean.

If not, get the napkins/silverware, or give the table a quick wipe down with a damp rag. If it is beyond that, seat them somewhere else and make sure the mess is dealt with.



10. Be prepared to get some things for guests, water refills, utensils, napkins, or carryout boxes.

If a guest does ask for something else, inform the guest that you will let their server know.



11. Walk the floor!

The only way to know the progression of tables is to see how many tables are on dessert, if they have paid their check, etc. If you need tables, let the servers know and see if they can expedite their meal. You are on the same team.



12. Help to clear and set tables when necessary.

If there are customers waiting for tables, the more hands helping to make that happen, the better.

Questions for discussing

1. How do you define good service in a restaurant? What does that mean to you?
2. In your native language, do you converse with waiters and waitresses? What types of exchanges do you typically have?
3. Do you have regular restaurants where you know the staff and they know you? If so, how is service different when you are a regular?
4. Do you tip in your country? How do you determine what to tip?
5. Do you think good service is important? Why or why not.

► Watching and Listening

Video 1: “Greeting and sitting guests”

1.1. Underline the correct alternative

1. When meeting and greeting your guest *never/always* try to make good eye contact and remember to smile.
5. First impressions *are/aren't* very important.
6. Wear polished *shoes/boots* and make sure that your uniform is *green/clean* and ironed.
7. It's customary to always seat the host *last/first*.
8. Present the *wine list/menus* and ask who would like to see the *menu/wine list*, offer an aperitif and ask if the guests would like some still or sparkling water.

1.2. Complete the sentences

1. Check the booking and with the host.
2. Invite the customers to sit down for ladies first.

3. When they are settled, unfold the napkins and gently place
4. Bread rolls should be served according to
5. You should be aware of whether the bread contains potential allergens in case a customer asks.

Video 2: “Complaining at a restaurant”

2.1. Are these sentences true or false?

1. I wanted to try something new today and I see a number of interesting items on the menu.
2. Well, it’s been 15 minutes since I’ve placed my order.
3. We have only received appetizers, but no drinks yet.
4. I ordered a Creamy Vegetable Soup and there aren’t many vegetables in it.
5. Excuse me! Would you mind telling me who’s the manager?

2.2. Number the paragraphs in the correct order they’re said in the video.

1. Phrases To Remember.
2. The Soup Wasn’t Good.
3. This Is Not How I Ordered It.
4. It Is Taking Too Long.
5. Not Enough Options.

GRAMMAR REVISION

Unit 1

Present Forms

Tense	Signal words	Use	Form	Example affirmative	Example negative	Example interrogative
Present Simple	every day sometimes always often usually seldom never first.....then	1.something happens repeatedly 2.how often something happens 3.one action follows another 4.things in general 5.after the following verbs (to love, to hate, to think, etc.) 6.future meaning: timetables, programmes	Infinitive He, she, it : infinitive +s	I work. He works. I go. He goes.	I don't work He doesn't work. I don't go. He doesn't go.	Do I work? Does he work? Do I go? Does he go?
Present Continuous	now at the moment these days still at present	1.something is happening at the same time of speaking or around it 2.future meaning: when you have already decided and arranged to do it (a fixed plan, date)	to be(am/are/is) + infinitive + -ing	I'm working . He's working . I'm going . He's going .	I'm not working . He isn't working . I'm not going . He isn't going .	Am I working? Is he working? Am I going? Is he going?
Present Perfect	just yet never already ever so far up to now recently since for	1.you say that sth. has happened or is finished in the past and it has a connection to the present 2.action started in the past and continues up to the present	have/has +past participle (infinitive+ -ed) or (3rd column of table of irregular verbs	I have worked . He has worked . I have gone . He has gone .	I haven't worked . He hasn't worked . I haven't gone . He hasn't gone .	Have I worked? Has he worked? Have I gone? Has he gone?
Present Perfect Continuous	all day the whole day how long since for	1.action began in the past and has just stopped 2.how long the action has been happening 3.emphasis:	have/has +been + infinitive + -ing	I have been working . He has	I haven't been working . He hasn't	Have I been working? Has he been

		length of time of an action		been working. I have been going. He has been going.	been working. I haven't been going He hasn't been going.	working? Have I been going? Has he been going?
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- *Adverbs of frequency come before the main verb but after the verb to be and auxiliary or modal verbs such as do, can, must, etc.*

Emily **never** watches horror films.

You must **always** behave yourself at school.

Does Roger **always** call you during the week?

Task 1 Put the verb in brackets into the Present Continuous or Present Simple.

1. He (to work) in the centre of the city.
2. I (to write) an exercise now.
3. You (to go) to school on Saturdays?
4. We (not to dance) every day.
5. They (to play) in the room now?
6. Where he (to live)? – He (to live) in a village.
7. He (to sleep) now?
8. They (to read) many books.
9. The children (to eat) soup now.
10. He (to help) his mother every day.
11. You (to play) the piano well?
12. Look! Kate (to dance) now.

Task 2 Put the verb in brackets into the Present Continuous or Present Simple.

1. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired.
2. Where your cousin (to work)? – He (to work) at school.
3. Your friend (to do) his homework now?
4. When you usually (to come) home from school? – I (to come) at four o'clock.

5. My mother (not to play) the piano now. She (to play) the piano in the evening.
6. You (to read) a magazine and (to think) about your holiday at the moment?
7. I (to sit) in the waiting room at the doctor's now.
8. When you (to listen) to the news on the radio?
9. You (to play) chess now?
10. My uncle (not to work) at the shop.
11. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer.
12. I (not to drink) coffee in the evening. I (to drink) coffee in the morning.
13. What your sister (to do) now? – She (to wash) the dishes.
14. Your father (to work) at this factory?

Task 3 Put the verb in brackets into the Present Continuous or Present Simple.

1. Excuse me, ... you ... (know) where the post office is?
2. I ... (want) to eat a sandwich.
3. ... you ... (go) to travel abroad next year?
4. Where's Bob? He ... (listen) to music in his room.
5. How often ... you (go) for a walk in the park?
6. My father ... (read) magazines very often.
7. What time ... your mother ... (finish) her job in the evening?
8. She ... (go) to the gym twice a week.
9. Liza ... usually ... (drive) to work. She usually catches the bus.
10. They ... (do) their homework in the room.

Task 4 Fill in for or since

1. I've lived in Washington _____ 1997.
2. Ben has studied English _____ three years.
3. They haven't visited their grandparents _____ months.
4. Julie's ill. She's been in bed _____ Tuesday.
5. My dad has had his car _____ sixteen.
6. It's been ten years _____ we moved to Oxford.

Task 5 Make up sentences using since or for.

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

Task 6 Put the verb into Present Perfect.

1. He _____ (finish) training.
2. She _____ (score) twenty points in the match.
3. We _____ (watch) all the Champions League matches this season.
4. That's amazing! She _____ (run) fifteen kilometers this morning!
5. She _____ (buy) some really nice rollerblades!
6. Oh, no! I _____ (lose) my money!
7. My mum _____ (write) shopping list. It's on the kitchen table.
8. Dad, you _____ (eat) my biscuit!
9. I'm tired. I _____ (watch) three X-Files videos.
10. Hurry up! They _____ (start) the film!
11. Mary _____ (study) hard this year, so she'll pass her exams.
12. Oh no! She _____ (drop) the plate!
13. The garden is very green. It _____ (rain) a lot this month.
14. These are my favourite trousers. I _____ (have) them for five years.
15. Tom's my best friend. I _____ (know) him for three years.
16. They _____ (live) in Miami for two years.
17. Jo has earache. He _____ (have) it since 7 o'clock.
18. Brad _____ (live) in Chicago since 1998.

Task 7 Put the verb into Present Perfect negative.

1. I _____ (not clean) my football boots.
2. They _____ (not start) their meal.
3. I _____ (not do) my homework.
4. He _____ (not win) all his matches this year.
5. My brother and I _____ (not see) any films this week.
6. It's my birthday party today. I _____ (not invite) many people.
7. He _____ (not wash) his hands. They're very dirty.
8. Mum's really angry. We _____ (not tidy) our room!
9. I can't play with my friends this evening. I _____ (not finish) my homework.
10. I _____ (not visit) New York for three years.
11. Where's Alison? We _____ (not see) her since yesterday.
12. Dad _____ (not take) a holiday since last August.
13. John _____ (not play) the violin since he was school.

Task 8 Put the verb into Present Perfect Continuous.

1. I'm tired. I(work) in the garden all afternoon.
2. The owners.....(restore) the old house.
3. My house is a mess. I(not/do) any cleaning for months.
4. I think Maggie and Max are dating. They.....(see) very often recently.
5. We know a perfect place to have a rest and we(go) there a lot for some years now.
6. I(not/call) Barbara for ages.
7. What(you/do) for such a long time?
8. Sue(not/feel) too well lately.
9. Where have you been? I.....(wait) for ages.
10. He.....(write) his essay so far.

Task 9 Use THE PRESENT PERFECT TENSE or THE PRESENT PERFECT CONTINUOUS to fill in the blanks:

1. I'm tired. We (walk) for over an hour. Let's stop and rest for a while.

2. The zoo isn't far from here. I (walk) there many times.
3. I (write) my friends at least a dozen letters since I left home and come home.
4. Sally is writing a letter to her boyfriend. She (write) it since she got home from class. It's going to be a long letter.
5. The telephone (ring) four times in the last hour, and each time it has been for my roommate.
6. The telephone (ring) for almost a minute. Why doesn't someone answer it?
7. She is 80 and she (never / read) a book in her life.
8. The secretary is very tired. She (type) all morning.
9. Tom is reading a book. He started two hours ago and he is on page 53. He (read) for two hours.
10. Hello! I (clean) the windows. So far I (clean) five of them and there are two more to do.
11. My grandfather (died) 30 years ago. I (never / meet) him.
12. A: Is your father at home?
B: No, I'm afraid he (go) out.
A: When exactly (he / go) out?
B: About ten minutes ago.

Unite 2 Past Forms

Tense	Signal words	Use	Form	Example affirmative	Example negative	Example interrogative
Past Simple	last	action took place in the past, mostly connected with an expression of time (no connection to the present)	regular: infinitive + ed	I worked.	I didn't work.	Did I work?
	... ago		irregular: (2th column of table of irregular verbs)	He worked.	He didn't work.	Did I work?
	in 2017			I went.	I didn't work.	Did I work.
	yesterday			He went.	He didn't go.	Did he work?

Past Continuous	while	1.action happened in the middle of an other action 2.someone was doing smth at a certain time (in the past), you don't know whether it was finished or not	Was, were + infinitive +ing	I was working. He was working. I was going. He was going.	I wasn't working. He wasn't working. I wasn't going. He wasn't going.	Was I working? Was he working? Was I going? Was he going?
Past Perfect	already just never	1.mostly when 2 actions in a story are related to each other: the action which had already happened is pit into Past Perfect, the other action into Past Simple, 2.the past of the Present Perfect	had +past participle (infinitive +ed) or (3th column of table of irregular verbs)	I had worked. He had worked. I had gone. He had gone.	I hadn't worked. He hadn't worked. I hadn't gone. He hadn't gone.	Had I worked? Had He worked? Had I gone? Had I gone?
Past Perfect Continuous	how long since for	how long something had been happening before something else happened	had + been + infinitive + ing	I had been working. He had been working. I had been going. He had been going.	I hadn't been working. He hadn't been working. I hadn't been going. He hadn't been going.	Had I been working? Had he been working? Had I been going? Had he been going?

Task 1 Complete the man's statement with the PAST SIMPLE form of the verbs in brackets:

Last night I (go) to my favorite restaurant in West Street. I (leave) the restaurant at about 11 o'clock. It (be) a warm evening and I (decide) to walk along the beach. Suddenly, I (hear) a noise. I (turn) and (see) three boys aged about eighteen. One boy (come) up to me and (ask) me the time. When I (look) down at my watch, he (hit) me and I (fall) to the ground. Another boy (take) my wallet. I (shout) for help. Then they(run) away.

Task 2 Complete the story. Use the verbs in the brackets:

Last year I *went* (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and (swim) all day. At six o'clock we (walk) to our car, but the car (be) there. We (buy) some clothes and (go) to the Police Station. The police (be) nice and we (sleep) in the police station.

Task 3 Make negative sentences (x) or questions (?) using the PAST TENSE:

1. she / like (x) the film
2. I / use / (x) the school computer yesterday
3. they / arrive (?) home late yesterday
4. you / ask (?) her for Caroline's address
5. he / enjoy (x) the concert in the park
6. we / talk (x) about school at all

Task 4 Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she (skate).
2. I met my neighbor while I (walk) home from work.
3. Sally saw a friend while she (ride) her bicycle along Park St.
4. Peter fell asleep while he (study).
5. Bob stepped on Jane's feet while they (dance) together.
6. I cut myself while I (shave).
7. Mr. and Mrs. Brown burned themselves while they (bake) cookies.
8. Tommy had a nightmare while he (sleep) at a friend's house.

Task 5 How did it happen?

1. How did Alice hurt herself? (play soccer)

..... *She hurt herself while she was playing soccer.*

2. How did Martin burn himself? (iron his clothes)
3. How did Helen cut herself? (slice onions)

4. How did Jennifer meet her husband? (fix a flat tire)
5. How did Marvin break his arm? (skate)
6. How did you lose your wallet? (ride my bicycle)
7. How did Jeff meet his wife? (swim at the beach)
8. How did Bob get a black eye? (fight with his brother)
9. How did your children burn themselves? (make breakfast)
10. How did Martha fall? (dance)

Task 6 Fill in the blanks with a correct form, the PAST SIMPLE or the PAST CONTINUOUS:

1. He (talk) with Mary, when Mrs. Smith came in.
2. They (study) two hours last night.
3. Jane (sleep) when the telephone rang.
4. As I (walk) to the lab, I met my friend.
5. We (watch) TV last night.
6. The customer (pay) his cheque when he dropped his credit card.
7. The barber (cut) my hair yesterday.
8. She (dance) when she hurt her ankle.
9. It (rain) hard when I got up.
10. It (rain) hard last night.

Task 7 Use THE SIMPLE PAST or THE PRESENT PERFECT TENSE to fill in the blanks:

1. What (you / learn) since you (come) here? How many friends (you / make)? I hope you (already / meet) a lot of interesting people.
2. Last night my roommate and I (have) some free time, so we (go) to a show.
3. I (just / have) lunch, but I (not / have) lunch yesterday.
4. Who (write) the play "Hamlet"?
5. How many games (the team / win) so far this season?
6. I don't know Carol's husband. I (never / meet) him.
7. It (rain) a lot last week, but it (not / rain) much so far this week.

8. How many letters (you / write) since the beginning of the month?
9. When we were on vacation, the weather (be) terrible.
10. In her whole lifetime, Mary (never / see) snow.
11. I don't know where Ammy is.(you / see) her?
12. When I (get) home last night, I (be) very tired and I (go) straight to bed.
13. Your car looks very clean. (you / wash) it?
14. George (not / be) very well last week.
15. Mr. Clark (work) in a bank for 15 years. Then he gave it up.

Task 8 Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. I (worry) a lot about her before I (hear) that she was safe.
2. I I didn't like the flat. It (be) much smaller than I (think) at first.
3. He told us he (shoot) a big tiger.
4. They (drink) tea after they (finish) dinner.
5. She just (fold) the pink apron and placed it in a table drawer when the door (open) and Joe (enter).
6. The police wanted to know why he (bring) a gun to school.
7. After he (work) at the hospital for two years he (decide) to give up the job.
8. When I (arrive) at the party John already (go) home.
9. We (wait) until the match (finish).
10. They (leave) the room before the meeting (finish).
11. I (buy) a new camera before I (go) to London.
12. I just (turn off) the lights when the telephone (ring).

Task 9 Supply a suitable SIMPLE PAST or PAST PERFECT TENSE:

1. he (know) her for a long time before they (get) married?
2. He (drive) down the hotel where they (spend) their honeymoon years ago.
3. When we (get) to the station the train (already / leave).
4. He (sit) at a table by the window where he (have) a meal with Jane.
5. Why he (not / ask) her to wait and think again before she (leave) Paris.
6. He was wondering why he (let) her leave so easily.
7. He knew he (earn) that money with a great difficulty.
8. After they (go), he (sit) down and (light) a cigarette.
9. He (have to) go to work by bus because his car (break) down.
10. He (angry) before he (hear) my offer.

Task 10 Fill in the following sentences by using PAST PERFECT CONTINUOUS TENSE:

1. We (play) football for half an hour when it started to rain.
2. I (study) English for a short time when the electricity went off.
3. She (do) her homework before you came in.
4. His knees and hands were very dirty. He (crawl) in the garden.
5. I (drive) the car for five years when I sold it.
6. We were very tired. We (travel) for about sixteen hours.
7. They were out of breath. They (run) for a long time.
8. He (live) in London for ten years when he had an accident.
9. He was tired because he (write) letters all morning.
10. He (repair) the radio for an hour when you arrived.

Unite 3
Future Forms

Tense	Signal words	Use	Form	Example affirmative	Example negative	Example interrogative
Future Simple	tomorrow the day after tomorrow	1.prediction about the future (you think that smth will happen) 2.you decide to do smth spontaneously at the time of speaking	will + infinitive	I will work. He will work. I will go. He will go.	I won't work. He won't work. I won't go. He won't go.	Will I work? Will he work? Will I go? Will he go?
Future Continuous		1.an action will be in progress at a certain time in the future. This action has begun before the certain time. 2.something happens because it normally happens	will + be + infinitive + ing	I will be working. He will be working. I will be going. He will be going.	I won't be working. He won't be working. I won't be going. He won't be going.	Will I be working? Will he be working? Will I be going? Will he be going?
Future Perfect		something will already have happened before a certain time in the future	will + have + past participle (infinitive + ed) or (3th column of table of irregular verbs)	I will have worked. He will have worked. I will have gone. He will have gone.	I won't have worked. He won't have worked. I won't have gone. He won't have gone.	Will I have worked? Will he have worked? Will I have gone? Will he have gone?
Future Perfect Continuous		something will already have happened before a certain time in the future emphasis: length of time of an action	will + have + been + infinitive + ing	I will have been working. He will have been working. I will have been going.	I won't have been working. He won't have been working. I won't have been	Will I have been working? Will he have been working?

				He will have been going.	going. He won't have been going.	Will I have been going? Will he have been going?
--	--	--	--	--------------------------------	---	--

Task 1 Write positive sentences in Future Simple.

1. We (help) you.
2. I (get) you a drink.
3. I think our team (win) the match.
4. Maybe she (do) a language course in Malta.
5. I (buy) the tickets.
6. Perhaps she (do) this for you.
7. Maybe we (stay) at home.
8. She hopes that he (cook) dinner tonight.
9. I'm sure they (understand) your problem.
10. They (go / probably) to the party.

Task 2 Put the verbs into the correct form (Future Simple).

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn)will earn a lot of money.
2. You (travel) around the world.
3. You (meet) lots of interesting people.
4. Everybody (adore) you.
5. You (not / have) any problems.
6. Many people (serve) you.
7. They (anticipate) your wishes.
8. There (not / be) anything left to wish for.
9. Everything (be) perfect.
10. But all these things (happen / only) if you marry me.

Task 3 Make sentences with WILL BE –ING:

1. I'm going to watch television from 9 until 10 o'clock this evening.

- So at 9.30 I
2. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30.
So at 4 o'clock tomorrow I
 3. Jim is going to study from 7 o'clock until 10 o'clock this evening.
So at 8.30 this evening he
 4. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock.
So at 10 o'clock tomorrow morning
 5. Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15.
So at 8.30 this evening
 6. Don't phone me between 7 and 8. (we / finish) dinner then.
 7. A: Can we meet tomorrow afternoon?
B: Not in the afternoon. (I / work).
 8. Do you think (you / still / do) the same job in ten years' time?
 9. If you need to contact me, (I / stay) at the Hilton Hotel until Friday.
 10. A: (you / see) Laura tomorrow?
B: Yes, probably. Why?
A: I borrowed this book from her. Can you give it back to her?

Task 4 Ask questions with WILL YOU BE -ING?

1. You want to borrow your friend's bicycle this evening.
(you / use / your bicycle this evening?)
.....
2. You want your friend to give Tom a message this afternoon.
(you / see / Tom this afternoon?)
.....
3. You want to use your friend's typewriter tomorrow evening.
(you / use / your typewriter tomorrow evening?)
.....
4. Your friend is going shopping. You want him/her to buy some stamps for you at the post office.

(you / pass / the post office when you're in town?)

.....

Task 5 Use WILL HAVE + PAST PARTICIPLE form:

1. Tom and Ann are going to the cinema. The film begins at 7.30 and it is already 7.20. And it will take them 20 minutes to get there.
When they get there, (the film / already / start)
2. Jim always goes to bed at 11 o'clock. Tom is going to visit him at 11.30 this evening.
When Tom arrives, (Jim / go / to bed)
3. Tom is on holiday. He has very little money and he is spending too much too quickly.
Before the end of his holiday, (he / spend / all his money)
5. Chuck came to Britain from the US nearly three years ago. Next Monday it will be exactly three years since he arrived.
Next Monday (he / be / here / exactly three years)
6. Next year is Ted and Amy's 25th wedding anniversary. They
(be married) for 25 years.
7. Jane is from New Zealand. She is traveling around Europe at the moment. So far she has traveled about 1.000 miles. By the end of the trip,
(she / travel) more than 3.000 miles.

Task 6 Use FUTURE PERFECT TENSE:

1. By next February I (write) my third book.
2. I hope you (not / forget) my name by tomorrow.
3. By next week we (redecorate) the house.
4. Next July she (be) dead for ten years.
5. I hope I (not / make) a lot of mistakes in this exam when I finish it.
6. By the end of this year I (drive) more than one hundred thousand kilometers with this car.
7. I hope it (stop) raining before the match starts.
8. I (have) an operation when you turn back.
9. By this time next week I (marry).
10. If nothing is done one million species that are alive today
(become) extinct in twenty years.

11. The tropical rain forests (disappear) in thirty years.

Task 7 Fill in the blanks using FUTURE PERFECT CONTINUOUS TENSE:

1. By the end of June I (live) in this flat for thirteen years.
2. I (fly) to London for an hour at this time tomorrow.
3. At this time next week I (work) for this company for 20 years.
4. When the bell rings I (teach) for eight hours today.
5. I (wear) these glasses for five years next week.
6. I (drive) this car for six years tomorrow.
7. At this time tomorrow I (take) a test for an hour.
8. At this time next year I (have) a holiday in Antalya for a week.
9. At this time next year I(live) in Istanbul for ten years.
10. By the time we get home they (play) football for half an hour.
11. She (dance) for an hour at nine o'clock.
12. I (learn) English for ten years by the end of this year.

**Unite 4
Passive Voice**

	Present	Past	Future
Simple	is/am/are + Ved (V3)	was/were + Ved (V3)	will/shall + be + Ved(V3)
	Letters are sent every day.	Letters were sent yesterday.	Letters will be sent tomorrow.
Continuous	is/am/are + being + Ved (V3)	was/were + being + Ved (V3)	_____
	Letters are being sent now.	Letters were being sent at _____	_____

		5 yesterday.	
Perfect	has/have + been + Ved (V3)	had + been + Ved (V3)	will/shall + have/has+ been +Ved (V3)
	Letters have been already sent.	Letters had been sent before he phoned.	Letters will have been sent by 5 tomorrow.
Perfect Continuous	_____	_____	_____

Task 1 Fill in the PASSIVE in the appropriate tense:

1. (TV / invent / Baird) *TV was invented by Baird.*
2. (Pyramids / build / Egyptians)
3. (milk / produce / cows)
4. (coffee / grow / in Brazil)
5. (chopsticks / use / in China)
6. (plants / water / every day)
7. (the thief / arrest / policeman / yesterday)
8. (the injured man / take to a hospital / now)
9. (the car / repair / tomorrow)
10. (the letter / send / last week)

Task 2 Put the verbs in brackets into PRESENT SIMPLE PASSIVE:

There is a chimpanzee which *is called* (call) "Bubbles". It (own) by Michael Johnson. It (keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that "Bubbles" is Michael Johnson's only friend.

Task 3 Look at the Hotel Information table and write sentences as in the example:

Hotel Information	
Breakfast In Pierrot's Restaurant 7-9:30 am	Rooms Maid Service daily
Dinner In Main Restaurant 8-10 pm	Hot water 24 hours a day
Newspapers – Telephone calls At the Reception Desk	Hotel Cinema Film every night at 10 pm

1. Breakfast / serve – where and when?

Breakfast is served in Pierrot's Restaurant between 7 and 9:30 am.

2. Dinner / serve – where and when?

.....

3. Newspapers / sell – where?

.....

4. Telephone calls / can make – where?

.....

5. Rooms / clean – who by and how often?

.....

6. Hot water / supply – when?

.....

7. Films / show – where and when?

.....

Task 4 Put the verbs in brackets into PAST SIMPLE PASSIVE:

Two men (see) breaking into a house in my street last night. The police (call) and they arrived very quickly. One man (catch) immediately. The other escaped, but he (find) very soon. Both men (take) to the police station where they (question) separately by a police officer. The two men (charge) with burglary.

Task 5 Turn from ACTIVE into PASSIVE:

1. The gardener has planted some trees.
.... ***Some trees have been planted by the gardener..***
2. Doctor Brown will give you some advice.
.....
3. A famous designer will redecorate the hotel.
.....
4. Steven Spielberg directed "E.T."
.....
5. Someone has broken the crystal vase.
.....
6. His parents have brought him up to be polite.
.....
7. Fleming discovered penicillin.
.....
8. They will advertise the product on television.
.....
9. Someone is remaking that film.

.....
10. Picasso painted that picture.
.....

Task 6 Turn from ACTIVE into PASSIVE:

1. Someone is helping her with the housework.

.....
1. A pickpocket robbed me.
.....

2. The mail-order company sent Mrs. Green a parcel.
.....

3. A dog is chasing the child.
.....

4. My friend sent me an invitation.
.....

5. The farmer is building a new barn.
.....

6. The secretary has given Mrs. Jones some letters.
.....

7. The traffic warden had already given him a ticket for illegal parking.
.....

8. Someone had broken our door down.
.....

9. They chose him as the best actor of the year.
.....

Task 7 Turn form ACTIVE into PASSIVE as in the example:

1. He gave me a present.

a) *I was given a present.*

b) *A present was given to me.*

2. The waiter will bring us the bill.

a)

b)

3. The Queen presented him with a medal.

a)

b)

4. Her mother bought Mary some sweets.

a)

b)

5. Bob has sold Ted a second-hand car.

a)

b)

6. Larry is going to send a letter to Tom.

a)

b)

Task 8 Rewrite the following passage in the PASSIVE:

Some peoplem saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking ar them now.

Task 9 Rewrite the following passage in the PASSIVE:

Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money he will tell them the truth. He painted it one night while he was sleepwalking!

**Unite 5
Prepositions of time and of location.**

AT PRECISE TIME	IN MONTHS, YEARS, CENTURIES and LONG PERIODS	ON DAYS and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in summer	on Tuesdays
at noon	in the summer	on 6 March
at dinnertime	in 1990	on 25 Dec. 2010
at bedtime	in the 1990s	on Christmas Day
at sunrise	in the next century	on Independence Day
at sunset	in the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

Notice the use of the preposition of time **at** in the following standard expressions:

Expression	Example
at night	The stars shine at night .
at the weekend	I don't usually work at the weekend .
at Christmas/Easter	I stay with my family at Christmas .
at the same time	We finished the test at the same time .
at present	He's not home at present . Try later.

Notice the use of the prepositions of time **in** and **on** in these common expressions:

in	on
in the morning	on Tuesday morning
in the mornings	on Saturday mornings
in the afternoon(s)	on Sunday afternoon(s)
in the evening(s)	on Monday evening(s)

Task 1 Put in the correct prepositions **AT / ON / IN**:

- Columbus discovered America 1492.
- You can see the stars night, if the sky is clear.
- Tom isn't here the moment. He'll be back five minutes.
- The course begins 7 January and ends 10 March.
- Tom's grandmother died 1977 the age of 79.
- The price of electricity is going up October.
- Ann works hard during the week, so she likes to relax weekends.
- I can't be at home the morning. Can you phone me the afternoon instead?
- Jack's brother is an engineer but he's out of work the moment.
- Sunday afternoons I usually go for a walk in the country.

11. Tom doesn't see his parents very often these days- usually only Christmas and sometimes the summer for a few days.
12. The telephone and the doorbell rang the same time.
13. I walk up a lot of stairs everyday. My flat is the third floor and there is no lift.
14. We went to the theatre last night. We had seats the front row.
15. It can be dangerous when children play football the street.
16. I can't find Tom in this photogfaph.
17. Do you take sugar your coffee?
18. You can find the sports results back page of the newspaper.
19. Sue and Dave got married Manchester four years ago.
20. Paris is the river Seine.
21. Mr. Boyle's office is the first floor. When you come out of the lift, it's the third floor your left.
22. Turn left the traffic lights.
23. In most countries people drive the right.
24. Last year we had a lovely skiing holiday the Swiss Alps.
25. She spends all day sitting the window and watching what is happening outside.

Task 2 Fill in the blanks using correct prepositions:

1. Cenk lives 810 İstiklal Street.
2. The course begins 8 June and ends October.
3. Peter is class 2 B.
4. Peter goes to school Monday Friday.
5. Students haven't got any lessons the weekends.
6. Sheila gets up 6.30 every morning.
7. Mike and his family go for a walk the evenings.
8. Michael has got a lot of posters and pictures cars the wall his room.
9. I go to school bus, not foot.
10. I went to bed midnight and got up 10.00 the morning.
11. Mozart was born Salzburg 1756.
12. There is a car in our house.
13. Who is sitting to you?
14. There is a light the table.
15. Hurry up! We are going to the cinema five minutes.
16. I haven't seen Ann for a few days. I last saw her Tuesday.
17. Jack's brother is an engineer but he's out of work the moment.

Task 3 Fill in the blanks using correct prepositions:

1. I looked at the bookcase and saw an interesting story book the top shelf.
2. sunny days we usually go on a picnic.
3. I usually listen pop music, because I'm interested it.
4. Mary was born 20th March 1982.
5. We had to work everyday last summer.

6. Christmas I'd like to visit my relatives.
7. I last saw him last March.
8. Section 5 is the first floor of the Prep School.
9. You mustn't smoke a bus.
10. Ahmet's grandmother died 1990 the age of 81.
11. Were there many people the concert?
12. He speaks quite good French. He studied Paris for a year.

Task 4 Fill in the blanks using correct prepositions:

1. Mr. Mailer: Where's Dr. Perez's office?
Miss King : You need to go one floor. His office is on the third floor, not the fourth floor.
2. Jimmy was getting ready for school. He was looking for his clothes. His mother said, "Your shirt is the chair. Your socks are the drawer. Your shoes are the bed."
3. Get the bus! It's about to go.
4. The car mine braked very hard and hit my car.
5. You walk very fast. You're always five steps me.
6. There are emergency telephones all the E-5 Motorway.
7. I will be very angry with you if I see your bicycle leaning the rose tree again.
8. There's a big dog you. Quick! Run away!
9. Someone parked his car of my gate. I can't go out.
10. There is a concert. A lot of people are the stadium.
11. Mary is sitting John and Sebastian.
12. The dog is swimming the river.
13. Ali is next to Barış or Ali is Barış.

Preposition of location

English	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning <i>next to, by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
on	attached for a place with a river	the picture on the wall London lies on the Thames.

	being on a surface for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i>) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also <i>over</i>) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for <i>bed</i>	go to the cinema go to London / Ireland go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of <i>where from</i>	a flower from the garden

Task 1 Fill in the blanks using correct prepositions:

1. Can you see a woman the picture? (in / on / at)
2. London is the river Thames. (on / at / in)
3. The man is sitting a table. (in front of / in / to)
4. The mother sat her children. (beside / besides / across)

5. There are a laptop and a few books the table. (on / at / with)
6. He put the money the box. (in / on / under)
7. The cat was hiding the door. (behind / on / under)
8. Why do you wear that ring your first finger? (in / on / at)
9. Can you see the helicopter the palace? (above / under / on)
10. The plane was flying Scotland. (along / across / above)

Task 2 Fill in the blanks using correct prepositions:

1. The clock hangs on the wall, ... the table. (above/under/on)
2. He has played Hamlet ... the stage many times. (on/in/next to)
3. The bank is ... the post-office and the beauty salon. (behind/at/between)
4. The ball has rolled ... the bed. (on/under/above)
5. Bob and Jane were sitting in the café ... each other. (between/behind/in front of)
6. The gym is ... my college. (next to/on/between)
7. The monument is ... the right. (in/at/on)
8. The office address is ... the top of the page. (in/at/above)
9. He spends all his life ... work. (in/at/on)
10. The kettle is boiling ... the kitchen. (in/at/on)

Task 3 Fill in the blanks using correct prepositions:

above **across** **against** **among** **around** **behind** **towards**
below **beside** **onto** **over** **out of**

1. The cowboy leant _____ the bar in the saloon, drinking a beer.
2. She took her purse _____ her bag and paid the taxi driver.
3. Our cat just loves to curl up _____ the fire and go to sleep.
4. The view from the top of the mountain was breathtaking. We could see the town and the river _____ us, and people who looked like ants.
5. Last night the temperature fell to three degrees _____ zero.
6. The burglar heard a noise coming from upstairs, so he hid _____ the curtains.
7. The dog jumped _____ my lap, and settled down for a good sleep.
8. The hunter froze as the tiger started running _____ him. He had nowhere to hide.
9. She has beautiful works of art all _____ her house, even in the kitchen and the bedroom.
10. These days, politicians like to walk _____ the crowds, shaking hands and saying one or two words.
11. He climbed _____ the wall and ran _____ the field.
12. The plane took off and was soon flying _____ the clouds.

Task 4 Fill in the blanks using correct prepositions:

1. I'd love to be able to visit every country _____ the world.
2. "Have you read any books _____ Margaret White?" "No, I've never heard of her."
3. "Is there a bank near here?" "Yes, there's one _____ the end of this road."

4. Tim is away at the moment. He's _____ holiday.
5. You've got a dirty mark _____ your cheek. Have a look _____ the mirror.
6. We went _____ a party _____ Linda's house on Saturday.
7. Bombay is _____ the west coast of India.
8. Look at the leaves _____ the tree. They're a beautiful colour.
9. "Have you ever been _____ Tokyo?" "No, I've never been _____ Japan."
10. Mozart died _____ Vienna in 1791 _____ the age of 35.
11. "Are you _____ this photograph?" "Yes, that's me, _____ the left."
12. We went _____ the theatre last night. We had seats _____ the front row.
13. "Where's the light switch?" "It's _____ the wall _____ the door."
14. What time did you arrive _____ the party?
15. I couldn't decide what to eat. There was nothing _____ the menu that I liked.
16. We live _____ a tower block. Our flat is _____ the fifteenth floor.
17. "What did you think of the film?" "Some parts were a bit stupid but _____ the whole I enjoyed it."
18. When you paid the hotel bill, did you pay _____ cash or _____ credit card?
19. "How did you get here? _____ the bus?" "No, _____ car."
20. A "I wonder what's _____ television this evening. Have you got a newspaper?"
B "Yes, the TV programmes are _____ the back page."

Unit 6 Reported Speech

Reported speech is when you tell somebody else what you or a person said before. Distinction must be made between direct speech and reported speech.

Direct speech	Reported speech
She says: I like tuna fish.	She says that she likes tuna fish.
She said: I'm visiting Paris next weekend.	She said that she was visiting Paris the following weekend.

Different types of sentences.

When you use reported speech, you either report:

- statements
- questions
- requests / commands
- other types

When transforming statements, check whether you have to change:

- pronouns
- tense
- place and time expression

Examples of the main changes in tense:

Direct speech	Reported speech
Present Simple He says: I'm happy.	Past Simple He said that he was happy.
Present Progressive He said: "I'm looking for my keys"	Past Progressive He said that he was looking for his keys
Simple Past He said: "I visited New York last year"	Past Perfect Simple He said that he had visited New York the previous year.
Present Perfect He said: " I've lived here for a long time "	Past Perfect He said that he had lived there for a long time
Past Perfect He said: "They had finished the work when I arrived "	Past Perfect He said that they had finished the work when he had arrived "
Past Progressive He said: "I was playing football when the accident occurred "	Past Perfect Progressive He said that he had been playing football when the accident had occurred
Present Perfect Progressive He said: "I have been playing football for two hours."	Past Perfect Progressive He said that he had been playing football for two hours
Past Perfect Progressive He said: "I had been reading a newspaper when the light went off "	Past Perfect Progressive He said that he had been reading a newspaper when the light had gone off
Future Simple (will+verb) He said: "I will open the door."	Conditional (would+verb) He said that he would open the door.

The modal verbs *could, should, would, might, needn't, ought to, used to* do not normally change.
Example:

He said, "She might be right." – He said that she might be right.

Other modal verbs may change:

Modal	Direct speech	Reported speech
can	"I can do it."	He said he could do it.
may	" May I go out?"	He wanted to know if he might go out.
must	"She must apply for the job."	He said that she must/had to apply for the job.
will	"They will call you."	He told her that they would call her.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct speech	Reported speech
Time expressions	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	The next day/the following day

Place	
Here	there
Demonstratives	
this	that
these	those

Reporting Questions.

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions
- tenses

Also note that you have to:

- transform the question into an indirect question
- use the question word (where, when, what, how) or if / whether

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how...)	"Why" don't you speak English?"	He asked me why I didn't speak English.
Without question word (yes or no questions)	"Do you speak English?"	He asked me whether / if I spoke English.

Reporting requests / commands

When transforming requests and commands, check whether you have to change:

- pronouns
- place and time expressions

Direct speech	Reported speech
"Nancy, do the exercise."	He told Nancy to do the exercise.
"Nancy, give me your pen, please."	He asked Nancy to give him her pen

Task 1 Change the following sentences into reported speech.

1. 'Who is the best player here?' she asked.
2. 'Are you coming home with me?' he asked.
3. She said to me, 'What do you want?'
4. He said to me, 'What is the matter?'
5. She said, 'Which is my seat?'
6. I said, 'Don't you know the way home?'
7. Aladdin said to the magician, 'What have I done to deserve so severe a blow?'
8. 'Have you anything to tell me, little bird?' asked Ulysses.
9. He asked me, 'What is your name?'
10. 'What can I do for you?' the kind man asked the boy.

Task 2 Change the following sentences from **DIRECT** to **INDIRECT SPEECH**:

1. He said, "I will be here at noon."
He said that he would be here at noon.
2. Mary said, "The train will probably arrive on time."
.....
3. He said, "I have to finish this report by five o'clock."
.....
4. The doctor said, "Mr. Smith will improve quickly."
.....
5. William said to me, "I am leaving in the morning."
.....
6. The teacher said, "Everyone has to write a composition."
.....
7. John said, "I saw that movie on Wednesday."
.....
8. Helen said, "I have read that book."
.....
9. Mary said to John, "I cannot go to the movie with you."
.....
10. John said, "I have finished studying my lesson."
.....
11. Mary remarked, "John speaks English well."
.....
12. William said to me, "I will not see Mr. Jones until Tuesday."
.....
13. Mr. Smith said, "I will refuse their offer."
.....
14. John said, "I certainly hope it won't rain tomorrow."
.....
15. Henry said, "I can meet them later."
.....
16. The boy said, "I am only eight years old."
.....
17. She said to me, "The lights have gone out."
.....
18. The man said, "The telephone is out of order."
.....
19. He said, "I will never speak to her again."
.....
20. I said to the clerk clearly, "I have already paid that bill."
.....

Task 3 Write sentences about Jane's trip to Paris:

1. We're taking the nine o'clock plane.
Jane told me they were taking the nine o'clock plane.
2. I'll have to get up early.
She said
3. I don't really like traveling by air.
She told me
4. But it's the easiest way to travel.

But she decided

5. We're going to spend a week in Paris.
She told me

6. I want to go up the Eiffel Tower.
She said

7. We've been to Paris before.
She told me

8. But we didn't see everything.
But she said

9. I'll send you a postcard.
She said

10. But I won't write you a letter.
But she told me

11. I'm very excited!
She said

12. We'll be in Paris tomorrow!
The last thing she said was that

Task 4 REPORT the police-officer's questions to the shop owner:

1. What's your name?
The police-officer asked him what his name was.

2. Did you see the robbers?
.....

3. What were they wearing?
.....

4. How do you think they got in?
.....

5. What did they take?
.....

6. Has this ever happened before?
.....

Task 5 Turn the following dialogue into REPORTED SPEECH:

Sally: Have you applied for the job?	Sally asked Diane if she had applied for the job
Diane: Yes, I had an interview yesterday.	Diane told her.....
Sally: How did it go?
Diane: Fine, but I'm wondering if I want the job because I will have to move to Manchester.
Sally: What will you do then?
Diane: If they offer me the job, I can't accept it.

Task 6 Write what the family said at the dinner table:

1.Mother: “Does anyone want some more potatoes?”

Mother asked if anyone wanted some more potatoes.

2.Father: “Pass me the wine, Beth.”

3.Beth: “The chicken is very nice.”

4.Grandfather: “I’m going to start my diet tomorrow.”

5.Grandmother: “Don’t eat with your mouth open, Sam!”

6.Tim: “This is the best dinner I’ve had!”

7.Jean: “Is there any more salad, Mum?”

8.Sam: “I’m very hungry because I only had a sandwich for lunch today.”

9.Helen: “What are we having for dessert, Mum?”

10. Bob: “I don’t want anything else to eat.”

Task 7 Gavin has worked for Bisco Supermarkets for thirty years. He can still remember his job interview after leaving school and he can remember the questions that the interview asked him:

Example: “Where do you live?”

She asked him where he lived.

“Have you worked before?”

She asked him if he had worked before.

1.“Why do you want the job?”

She asked him

2.“How did you hear about it?”

She asked him

3.“Are you fit?”

She asked him

4.“Can you work on Saturdays?”

She asked him

5.“How will you travel to work?”

6.“Have you got a bicycle?”

7.“How much do you expect to earn?”

8.“When can you start?”

Task 8 What does the policeman want to know?

1. What's your name?

The policeman wants to know what my name is.

2. What's your job?

3. Where do you work?

4. Where do you live?

5. Where were you yesterday?

6. Why are you in London?

7. When did you come?

8. How did you come?

9. Where's your ticket?

10. Have you ever been in London?

11. Do you know anyone in London?

12. Were you in London last month?

13. Are you telling the truth?

Unite 7
Countable and uncountable nouns.
Some, any.

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Example: a student- students, a chair-chairs, a book – books.

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Example: money, furniture, information.

Using Countable & Uncountable Nouns

When using countable or uncountable nouns, pay attention to articles and adjectives! Some articles and adjectives can be used with both countable and uncountable nouns. However, others can be used with only countable or only uncountable nouns.

Used with Countable Nouns Only	
a	a doctor, a pen, a meal, a class, a college

many	many cups, many books, many libraries, many flights
few	few questions, few tables, few apples, few holidays, few countries
a few	a few questions, a few problems, a few issues, a few issues
Used with Uncountable Nouns Only	
much	much money, much time, much food, much water, much energy
little	little trouble, little equipment, little meat, little patience
a little bit of	a little bit of confidence, a little bit of sleep, a little bit of snow

Used with Countable & Uncountable Nouns		
the	countable	the monkeys, the schools, the teachers, the boats, the bananas
	uncountable	the cheese, the machinery, the luggage, the grass, the knowledge
some	countable	the monkeys, the schools, the teachers, the boats, the bananas
	uncountable	the cheese, the machinery, the luggage, the grass, the knowledge
any	countable	any forks, any socks, any bathrooms, any waiters, any beliefs
	uncountable	any advice, any soap, any transportation, any gold, any homework
no	countable	no magazines, no chocolates, no pilots, no rings, no markers
	uncountable	no trouble, no grass, no scenery, no money, no furniture
a lot of	countable	a lot of animals, a lot of coins, a lot of immigrants, a lot of babies
	uncountable	a lot of help, a lot of aggravation, a lot of happiness, a lot of fun
lots of	countable	lots of computers, lots of buses, lots of parties, lots of colleges
	uncountable	lots of cake, lots of ice cream, lots of energy, lots of laughter
enough	countable	enough plates, enough onions, enough restaurants, enough worries
	uncountable	enough courage, enough wisdom, enough spaghetti, enough time
plenty of	countable	plenty of houses, plenty of concerts, plenty of guitars, plenty of
	uncountable	plenty of oil, plenty of sugar, plenty of cheese, plenty of space

Some/any

The words some and any are used when the speaker cannot specify or does not need/want to specify a number or an exact amount. Compare the following sentences:

- I saw seven deer when riding my bike in the forest yesterday. (It is important that you know how many deer I saw.)

- I saw some deer when riding my bike in the forest yesterday. (I don't know exactly how many deer I saw. Or: It is not important that you know exactly how many deer I saw.)

The "rules" that follow apply also to words containing some and any: somebody/anybody, something/anything, etc.

- *In general, some is used in positive sentences:*

I got some nice presents for Christmas this year.

This job is going to take some time.

Look! There are some large black birds on the roof of the church.

You have some butter on your chin.

If you are hungry, there are some biscuits in the cupboard.

I'm sure I'll return to Japan some day.

There is somebody on the phone for you.

I'd like to go somewhere hot this summer.

- *In general, any is used in negative sentences and questions:*

I didn't get any nice presents for Christmas this year.

I looked in the cupboard but I couldn't find any biscuits.

I don't need any help.

She's so rude. No wonder she doesn't have any friends.

I don't have anything to wear to the dance.

I'm not hungry. I don't want anything to eat.

Do you have any brothers or sisters?

Did you catch any fish?

Have you seen any good films recently?

Does anyone know the answer?

Are you going anywhere this Christmas?

- *In fact, the use of some/any is a little more complicated. Following are two common occasions when the above "rules" are "broken":*

1. We can use some in questions when offering/requesting:

Would you like some more tea?

Could I have some milk, please?

Do you want something to eat?

2. We use any in positive sentences when we mean it doesn't matter which ...:

You can come and ask for my help any time.
 Which book shall I read? - Any one. It's up to you.
 You can sit anywhere but here. This is my seat!

Task 1 Fill in SOME or ANY as in the example:

1. Are there any rabbits in the garden?
2. Are there children in the class?
3. There aren't chairs in the room.
4. Are there birds in the tree?
5. There isn't money in the bag.
6. There is coffee in the cup.
7. There are policemen in the police station.
8. Are there fish in the water.
9. Are there oranges in the basket?
10. There isn't milk in the fridge.
11. I have tea, but I don't have sugar.
12. Is there meat at home?
13. There were apples here a minute ago.
14. There aren't glasses on the table.
15. Please buy me stamps at the post office.

Task 2 Write what they have got and what they haven't got:

	tomatoes	potatoes	meat	bread
Teresa	*		*	*
Richard + Jenny	*	*	*	
Mark		*	*	*
Sally	*		*	*

1. Teresa has got some tomatoes, some meat and some bread but she hasn't got any potatoes.
2. Richard and Jenny
3. Mark
4. Sally

Task 3 Fill in HOW MUCH, HOW MANY, A FEW, A LITTLE, SOME or ANY:

1. A: bananas would you like, sir?
 B: Just , please.
2. A: Can I have milk?
 B: Sorry, we haven't got milk.
3. A: bread would you like?

- B: Just , please.
- 4.A: carrots do we have?
- B: We have only
- 5.A: oranges do we need?
- B: We don't need oranges.
- 6.A:sugar would you like in your coffee?
- B: Just, please.
7. A: Could I have tea, please?
- B: Of course. Would you like biscuits, too?
- 8.A: Is there wine in the fridge?
- B: No, we need to buy
- 9.A: flour does she need?
- B: Just
- 10.A: Have you got potatoes?
- B: Yes. would you like?

Task 4 Fill in SOME, ANY, MUCH or MANY:

- 1.A: I'd like eggs, please.
- B: Of course. How would you like?
- A: Six, please. Are there tomatoes?
- B: Certainly. How do you need?
- A: A kilo, please.
- 2.A: I'd like olive oil.
- B: How do you need?
- A: Half a bottle. Is there flour?
- B: Certainly. How do you need?
- A: A kilo, please.

Task 5 Fill in HOW MUCH or HOW MANY:

1. potatoes do we need?
2. sugar would you like?
3. milk is there in the fridge?
4. eggs do you want?
5. ham do you need?

Task 6 Write (C) for the correct sentences, as in the example:

1. a. There aren't some tomatoes in the fridge.
- b. There aren't any tomatoes in the fridge. C ...
2. a. I'd like some soup, please.
- b. I like some soup, please.
3. a. Would you like some orange juice?
- b. Do you like some orange juice?

4. a. How much cherries do you need?
- b. How many cherries do you need?
5. a. I'd like some rice for lunch.
- b. I'd like a rice for lunch.
6. a. Would you like some bread?
- b. Do you like some bread?
7. a. No thanks. I don't want any coffee.
- b. No thanks. I'd like any coffee.
8. a. "Here's your hamburger."
 "How many is it?"
- b. "Here's your hamburger."
 "How much is it?"
9. a. How much you want?
- b. How much do you want?
10. a. I'm hungry. Is there anything to eat?
- b. I'm hungry. Is this anything to eat?

Task 7) Complete the sentences using SOMEONE / ANYONE / NO ONE / SOMETHING / ANYTHING / NOTHING / SOMEWHERE / ANYWHERE / NOWHERE / EVERYONE / EVERYTHING / EVERYWHERE:

1. Do you have in your pocket?
2. Bob doesn't have in his pocket.
3. My roommate is speaking to on the phone.
4. Ann didn't tell her secret.
5. I talked to at the phone company about my bill.
6. Jane gave me for my birthday.
7. Paul didn't give me for my birthday.
8. Did Paul give you for your birthday?
9. My brother is sitting at his desk, and he is writing a letter to
10. A: The room is empty.
 B: You're right. There is to talk to here.
11. A: What did you do last night?
 B: I didn't do
12. They won't go after dark.
13. A: Does have a red pen?
 B: Yes. Betty does.
14. If wants to leave early, he or she can.
15. There is at the door. Can you go and see who it is?

Task 8) Complete the sentences using SOMEONE / ANYONE / NO ONE / SOMETHING / ANYTHING / NOTHING / SOMEWHERE / ANYWHERE / NOWHERE / EVERYONE / EVERYTHING / EVERYWHERE:

1. The bus was completely empty. There was on it.

- 2.The party was very nice. enjoyed it.
- 3.Tom is very popular. likes him.
- 4..... was very kind to us. They helped us too much.
- 5..... can make her happy because she is very sad now.
- 6.I opened the door but there was there.
- 7..... telephoned the police but he didn't give his name.
- 8.Is living in that house? It looks empty.
- 9.I heard falling down the stairs.
- 10..... is here, no absentees.
- 11.Jane was very hungry, so she wanted to go to eat a hamburger.
- 12.John went exciting last week.
- 13.She stayed in İstanbul for a month and visited in this city.
- 14.What's wrong? Have you got in your eye?
- 15.Does mind if I smoke?
- 16.A: Where did you go for your holidays?
B: I stayed at home.
- 17.The accident looked serious but fortunately was injured.
- 18.A: What did you have for breakfast?
B: I don't usually have for breakfast.

Task 9 Rewrite the following sentences without changing the meaning:

Example: There wasn't anyone in front of me in the cinema.
There was no one in front of me in the cinema.

- 1.They don't know anyone in this town.
They know
- 2.She met no one at the bus-stop.
She didn't
- 3.You told nobody to go with you.
You
- 4.We ate nothing until dinner.
We didn't
- 5.She told no one nothing about last night.
She didn't
- 6.She didn't tell anybody about her plans.
She told
- 7.I didn't say anything.
I said
- 8.The station isn't anywhere near here.
The station is
- 9.I don't want anything to drink.
I want
- 10.We did nothing during our vacation.
We

Unit 8 Conditionals.

	<i>If clause</i>	Main clause	Use
Type 0 general truth	If \ when + present simple	Present simple	something which is always true, laws of nature
	If you heat metal, it melts.		
Type 1 real present	If + any present form (present simple, present continuous, present perfect or present perfect continuous)	Future\ imperative / can may / might / must / could \should + bare infinitive	Real likely to happen in the present or future
	If he leaves early, he'll be on time for the meeting. If you 're tired, go to bed. If you have finished your work, we can go for a walk.		
Type 2 unreal present	If + past simple or past continuous	Would/could/might + bare infinitive	Imaginary situation contrary to facts in the present, also used to give advice
	If I saw a ghost, I would run away. (but I haven't seen a ghost - untrue in the present) If I were you, I wouldn't go out that late. (advice)		
Type 3 unreal past	If + past perfect or past perfect continuous	would / could / might + have + past participle	imaginary situation in the past; also used to express regrets or criticism
	If I had closed the window, we wouldn't have been robbed . (but I didn't close the window untrue in the past) If he hadn't been behaving so badly, well, the teacher wouldn't have punished him. (criticism)		

Task 1 Choose the correct item and underline it:

- 1.If I move / I'll move to Boston, I live / I'll live on Main Street.
- 2.If you call / you'll call your mother, she'll be very happy.
- 3.If the mechanic fixes our car on time, we drive / we'll drive to Center ville.
- 4.If it rains / it'll rain today, we won't go to the park.
- 5.If I'm not in a hurry tonight, I write / I'll write to her.
- 6.If she isn't / won't be sick, she'll go to school.
- 7.If they're / they'll be tired tomorrow, they don't go / won't go to work.
- 8.If John doesn't buy a new car, he buys / he'll buy a motorcycle.

Task 2 Find correct items and complete the following sentences:

- 1.If we go to London, we'll visit our cousin.
- 2.If they their homework tonight, their teacher happy.
- 3.If the weather good, George swimming this weekend.
- 4.If he swimming this weekend, a wonderful time.
- 5.If you don't eat your dinner tonight, hungry.

- 6.Iftired, they'll go to sleep early tonight.
- 7.If it , she'll wear her new raincoat.
- 8.If you too many cookies after dinner tonight,
get a stomachache.
- 9.If I too much coffee, get a headache.

Task 3 Descramble the sentences:

1. If / she / she'll / misses / bus / the / the / walk
..... If she misses the bus, she'll walk.....
2. If / he / he'll / concert / goes / his / suit / the / to / wear
.....
3. If / she / she'll / cook / isn't / dinner / tired
.....
4. If / I'm / I'll / busy / not / you / visit
.....
5. If / you / you'll / be / don't / school / finish / sorry
.....
6. If / he / he'll / a / get / good / hard / job / works
.....

Task 4 Complete the sentences with any vocabulary you wish:

1. If the weather is bad tomorrow,
2. If we hitchhike to work,
3. If I don't sleep well tonight,
4. If you don't fix the broken window,
5. If he doesn't cut his hair,
6. If,they'll go to a restaurant tonight.
7. If, his mother will be happy.
8. If, his mother will be sad.
9. If, her boss will fire him.
10. If, their friends will be angry.
11. If I study hard,
12. If it's sunny at the weekend,
13. If I become rich,
14. If I go to London,

Task 5 Match the two halves of the sentences:

Sam is thinking about his camping holiday with Andy.

- | | |
|-------------------------|------------------------------------|
| 1. If it's sunny, | a) we'll make a fire. |
| 2. If it rains, | b) we'll be able to see the stars. |
| 3. If the sky is clear, | c) we'll go skating. |
| 4. If the lake freezes, | d) we'll sit outside. |
| 5. If the sea is clean, | e) we'll need an umbrella. |
| 6. If we get cold, | f) we'll go swimming. |

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

Task 6 Complete the sentences with these phrases:

- * If I had a motorbike
- * If I lost all my money
- * your English would improve
- * If Peter ate less
- * I'm sure she'd tell me
- * If I were a famous model
- * my uncle would stop too
- * my English teacher would be surprised

1. If you practiced more, your English would improve.
2., it would be easier to go and visit my friends.
3., I would feel miserable.
4. If I started writing poetry,
5., he wouldn't be so fat.
6. If my little sister did something wrong,
7., people would see my photo everywhere.

Task 7 Complete the sentences. Use the correct form of the verbs in brackets:

Example: I'm not ill, but if I were ill, I wouldn't go to school. (be / go)

1. The weather report says there will be snow tomorrow. If it, I at home. (snow / stay)
2. Do you need some money? Let me look in my pockets. If I some, I you some. (have / lend)
3. No, sorry. I haven't got any money with me. But you know I it to you if I any. (give / have)
4. I'm sure of it. You the test next week if you hard. (pass / study)
5. Would you like to go to the cinema? If you to go, I with you. (want / come)

Task 8 What would you do in each situation? Write UNREAL PRESENT situations.

- * call an ambulance
- * complain to the manager
- * run away
- * try to catch it
- * ring the police
- * walk to the nearest garage to get some

1. You find a fly in your soup. If I found a fly in my soup, I would complain to the manager.
2. You see a burglar breaking into your house.
.....
3. You see a mouse in your kitchen.
.....
4. Your car runs out of petrol.
.....
5. You see an accident.
.....
6. You see a ghost in your room.
.....

Task 9 Put the verbs in brackets into the correct tense:

Sarah is a bored teenager. If she joined... (join) a club, she (make) more friends. She (enjoy) herself if she (go) out more. Her schoolwork is suffering too. If she (study) more, she (have) better marks and she (enter) university. Unfortunately, she is becoming overweight. She (feel) fitter if she (start) swimming, and she (get) thinner if she (stop) eating so much chocolate.

Task 10 Read these situations. Say how you would feel:

Example: your boy / girlfriend leaves you
If my girlfriend left me I would feel miserable.

1. you have nothing to do
.....
2. you are lost in a foreign country
.....
3. your pet dies
.....
4. you see an enormous spider in the bathroom
.....
5. you split your jeans in the street
.....
6. someone steals your coat
.....
7. you fail an important test
.....
8. you win some money in a competition
.....

Task 11 Use the correct tense:

1. The teacher will be very angry if you (not do) your homework.
2. If he (tell) me, I could help him.
3. If you don't water the flowers, they (die).
4. If you didn't water the flowers, they (die).
5. I (come) if I had time.
6. If you don't hurry, you (miss) the bus.
7. If I (be) you, I wouldn't buy that car.
8. He will play tennis if the weather (be) good.
9. I would be very happy if she (be) my sister.
10. She could win the race if she (try).
11. If he (go) to bed early, he will get up early.
12. If he touches this wire, he (get) a shock.
13. You will get wet if it (rain).
14. If I knew, I (come) earlier.

15. I wouldn't say it if I (be) you.
16. What will you do if you (get) a bad mark?
17. If she (wear) a necklace, her dress will look better.
18. If you go near the dog, it (bite) you.
19. Bodrum (be) ideal for a holiday if it weren't so crowded.
20. He will be ill if he (eat) so much.
21. If she (read) the book carefully, she will understand it.
22. The children can stay up late if they (be) good.
23. If the dinner isn't ready, I (go) out.
24. We would die if the plane (crash).

Task 12 Finish these sentences:

1. If you drive very fast,
2. Would you give me some money if
3. If she were my sister,
4. I would spend every winter in Miami if
5. If they have time tomorrow,
6. Don't give him anything if
7. We would go to the cinema if
8. If John worked harder,
9. They would find me if
10. If I had a lot of money,
11. You could live more comfortably if
12. If she were a good girl,
13. If she goes to his office,
14. She would enjoy the party if
15. If I weren't busy,

Unit 9
Adjectives.
Comparisons.

Adjectives	Adverbs
<p>Adjectives describe nouns i.e. they tell us what the noun is like. This is a beautiful painting. (What is the painting like? Beautiful.)</p> <ul style="list-style-type: none"> • Adjectives have the same form in both the singular and the plural. It's a nice dress. They are nice dresses. • Adjectives can be used before a noun or after a linking verb (appear, be, become, feel, seem, etc.). He's got a new car. His car is new. • Adjectives can also be used after verbs of the senses (smell, taste, feel, etc.) instead of an adverb. The food smells delicious. 	<ul style="list-style-type: none"> • Adverbs describe verbs, adjectives or other adverbs. They can be one word (quickly) or a phrase (in the morning). • Adverbs can describe manner (how), place (where), time (when), frequency (how often), degree (to what extent), etc. <p>Sophie speaks German fluently. (How does she speak? Fluently. - adverb of manner)</p> <p>Leave your bag on the floor. (Where? On the floor. - adverb of place)</p> <p>He's flying to Rome tomorrow. (When is he flying? Tomorrow. - adverb of time)</p>

(NOT: smell deliciously)	She usually gets a sandwich for lunch. (How often does she get a sandwich for lunch? Usually. - adverb of frequency) She's very beautiful. (How beautiful is she? Very. - adverb of degree)
--------------------------	--

Formation of adverbs

- Most adverbs are formed by adding -ly to an adjective quick" quickly.
 - Adjectives ending in -ic add -ally to form their adverbs dramatic" dramatically.
 - Adjectives ending in -le drop -le and add -ly to form their adverbs terrible" terribly.
 - Adjectives ending in consonant + y drop -y and add -ily to form their adverbs happy" happily.
 - Adjectives ending in -ly (friendly, lonely, lovely, fatherly, motherly, silly, lively, etc.) form their adverbs with in a ... way in a friendly way.
 - Adjectives ending in -e form their adverbs adding -ly without dropping -e rare" rarely.
- Exceptions: whole" wholly, true .. truly.
- The adverb of good is well. Andrea is a good pianist. She plays the piano very well.
 - Some adverbs are the same as their adjectives (daily, early, fast, hard, late, monthly, best, easy, low, etc.) He works hard. This is a hard job.
 - In spoken English the adverbs loud, quick, slow, cheap are the same as their adjectives. In formal English we use: loudly, quickly, slowly, cheaply. He speaks loud. (spoken English) He speaks loudly. (formal English)

Regular Comparative and Superlative Forms

Adjectives	Positive	Comparative	Superlative
of one syllable add -(e)r / -(e)st to form their comparative and superlative forms	short big large	shorter (than) bigger (than) larger (than)	the shortest (of/in) the biggest (of/in) the largest (of/in)
of two syllables ending in -er, -ly, -y, -w also add -er / -est	heavy shallow	heavier (than) shallower (than)	the heaviest (of/in) the shallowest (of/in)
of two or more syllables take more / most	special attractive	more special (than) more attractive (than)	the most special (of/in) the most attractive (of/in)

- Certain adjectives form their comparative and superlative in both ways, either by adding -er / -est to the positive form or taking more / most. Some of these are: clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, simple, etc.

clever - cleverer - cleverest ALSO clever - more clever - the most clever

Adverbs	Positive	Comparative	Superlative
adverbs having the same forms as adjectives add -er / -est	fast	faster	the fastest
early drops -y and adds -ier / -iest	early	earlier	the earliest
two syllable or compound adverbs take more / most (compound adverbs are adjectives + -ly careful - carefully)	often safely easily	more often more safely more easily	the most often the most safely the most easily

- We normally use *than* after a comparative. I'm taller *than* you. We normally use *the* before a superlative. We often use *of* or *in* after a superlative. We normally use *in* with places. I'm the tallest *of* all. I'm the tallest *in* my school.

Task 1 Underline the correct item:

1. He left the room quiet / quietly.
2. Jane works hard / hardly.
3. He's a very nice / nicely man.
4. The sun is shining bright / brightly.
5. Smoking is bad / badly for your health.
6. She behaves very good / well.
7. He always dresses smart / smartly.
8. He shouted angry / angrily at me.
9. This chair is comfortable / comfortably.
10. He smiled sad / sadly.
11. You drive very slow / slowly.

Task 2 Complete these sentences:

1. There was some heavy rain last night.
Yes, it rained very heavily.
2. Aren't the children quiet!
Yes, they're working very
3. James has a loud voice.
Yes, he always talks very
4. Isn't the teacher angry!
Yes, he's shouting very
5. Angela's very happy today!
Yes, she's laughing very
6. The telephone rang in the middle of the night. Nick was very sleepy.
He answered it very
7. Kate likes playing slow music.
Yes, she's playing this piece very

Task 3 Complete the sentence with the correct word from the brackets:

Example: Mice move quietly (quiet / quietly)

1. This exercise is (easy / easily)
2. These people are speaking (quiet / quietly)
3. Mr. Brown can speak English (good / well)
4. Tigers are animals. (brave / bravely)
5. The footballer is (tired / tiredly)
6. Cheetahs run (quick / quickly)
7. She is lifting the weight (easy / easily)

- 8.The children are playing (happy / happily)
 9.Tony is a skier. (good / well)

Task 4 Supply the proper form, ADJECTIVE or ADVERB:

- 1.He always does his homework (careful).
 2.He is a very (careful) student.
 3.Come (quick). We need your help.
 4.You should drive more (slow) along this road.
 5.The old man walks very (slow).
 6.Helen is a very (slow) student.
 7.Her brother, on the other hand, learns (rapid).
 8.Mr. Gonzales has a (permanent) visa.
 9.He hopes to remain in this country (permanent).
 10.This is an (easy) exercise.
 11.I can do all of these exercises (easy).
 12.Helen works very (hard) in her new job.
 13.You walk very (fast).
 14.They are both (serious) students.
 15.They both study English very (serious).
 16.I agree with you (complete) in that matter.
 17.This apple is very (soft).
 18.She always speaks (soft) to the child.
 19.Helen is a (beautiful) girl.
 20.Her sister plays the violin (beautiful).

Task 5) Fill in the blanks with the adjectives in brackets:

- 1.Tom is his brother. (old)
 2.This problem is that problem. (easy)
 3.John is boy in our class. (tall)
 4.My friend is my sister. (fat)
 5.My room is room in our house. (small)
 6.Konya is city in Turkey. (large)
 7.The Kızılırmak is river in Turkey. (long)
 8.Madonna is Sandra. (popular)
 9.My English is your English. (good)
 10.The weather today is the weather yesterday. (bad)
 11.This garden is that garden. (large)
 12.Elizabeth is girl in our group. (beautiful)
 13.I am girl in the class. (short)
 14.What is film on TV today? (funny)
 15.Who is girl in your class? (pretty)

Task 6 Fill in the blanks as in the example:

I went on holiday last year but it was a disaster! My hotel room was .. smaller than ... (small) the one in the photograph in the brochure. I think it was (small) room in the hotel. The weather was terrible too. It was (cold) in England. The beach near the hotel was very dirty – it was (dirty) all the beaches on the island. The food was (expensive) I expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was (expensive) vase in the whole shop. But (bad) thing all was that I lost my passport and I couldn't go back home. It was (horrible) holiday all my life.

Task 7 Complete the sentences:

	DAVID	TOM	GEORGE
Age	25	30	35
Weight	70 kgs	72 kgs	75 kgs
Height	1.68	1.72	1.80
Salary	\$800/month	\$1000/month	\$1500/month
House	3 rooms	4 rooms	5 rooms

- 1.(young) David is younger than Tom and George.
- 2.(old) George and Tom are David.
- 3.(heavy) George is the all.
- 4.(light) Tom is George.
- 5.(tall) Tom is David.
- 6.(tall) George is all.
- 7.(old) George is Tom.
- 8.(little) David gets money Tom.
- 9.(much) George gets money Tom.
- 10.(small) David's house is Tom's.
- 11.(big) George's house is all.
- 12.(big) Tom's house is David's.

Read the passage:

Mr. and Mrs. Smith are now flying to Canada. Miss Bennet is their stewardess. She is very talkative and friendly. She is showing Mr. and Mrs. Smith some pictures of her family and her best friend.

Miss Bennet: This is my best friend. Her name is Tina.

Mrs. Smith : She is very pretty. Is she older or younger than you?

Miss Bennet: She is one year younger.

Mrs. Smith : Aren't you thinner than she is?

Miss Bennet: Yes, I am. Tina loves to eat very much.

Mrs. Smith : So do I. I hope it will be time for lunch soon.

	Age	Height	Weight
Miss Bennet	21	1.73	57 kg
James Bennet	23	1.82	76 kg
Tina Robbins	20	1.68	61 kg

Task 8 Look at chart. Compare Miss Bennet with her brother and her best friend Tina

Robbins:

Example: (Miss Bennet / tall / Tina Robbins)

Miss Bennet is taller than Tina Robbins.

1. (Miss Bennet / short / her brother James)

2. (James / tall / her sister)

3. (Miss Bennet / old / her best friend)

4. (Her best friend / young / Miss Bennet)

5. (Miss Bennet / short / her brother)

6. (Her brother / tall / Miss Bennet)

7. (Miss Bennet / fat / Tina)

8. (Tina / slim / Miss Bennet)

9. (Miss Bennet / slim / her brother)

10. (Her brother / fat / Miss Bennet)

Unite 10
The modal verbs

The modal verbs include **can, must, may, might, will, would, should**. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
can	to express ability to request permission	I can speak a little English. Can I open the window?

could	to ask for permission request suggestion future possibility ability in the past	Could I borrow your dictionary? Could you say that again more slowly? We could try to fix it ourselves. I think we could go to London again. He gave up his old jobs so he could work for us.
may	to express possibility to request permission	I may be home late. May I sit down, please?
might	to express present possibility to express past possibility	We'd better phone tomorrow, they might be eating their dinner now. You never know, they must give us a 10% discount.
must	to express obligation to express strong belief	I must go now. She must be over 90 years old.
ought to	Saying what's right or correct	We ought to employ a professional writer.
should	to give advice	You should stop smoking.
would	to request or offer stating preferences	Would you like a cup of tea? Would you prefer tea or coffee? I'd like tea, please.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals must and can need substitute verbs to express obligation or ability in the different tenses. Here are some examples:

Past simple	Sorry I'm late. I had to finish my math test.
Present perfect	She's had to return to Korea at short notice.
Future	You'll have to work hard if you want to pass the exams.
Infinitive	I don't want to have to go.
Past simple	I couldn't/wasn't able to walk until I was 3 years old.
Present perfect	I haven't been able to solve this problem. Can you help?
Future	I'm not sure if I will be able to come to your party.
Infinitive	I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: Must I come? or: He shouldn't smoke.

Task 1 Fill in the blanks with CAN or CAN'T:

1. She is a small baby. She eat meat, but she drink milk.
2. That dress is not expensive. I buy it.
3. A cat climb up a tree, but a dog
4. I'm very tired today. I clean my room.
5. John is very short. He play basketball very well.
6. We are very hungry, so we eat a lot of sandwiches.
7. He is very fat. He run very fast.

8. We sleep in the bedroom but we sleep in the bathroom.

Task 2 Fill in the blanks with CAN / CAN'T or MUST / MUSTN'T:

1. She is ill, so she see the doctor.
2. It's raining heavily. You take your umbrella.
3. We (not / pick) the flowers in the park.
4. Mike is nine months old. He (not / eat) nuts.
5. I am very tall. So I play basketball.
6. I'm sorry but we (not / come) to your party tomorrow.
7. You are speaking very quietly. I (not / understand) you.
8. I use your phone?
9. We go to the bank today. We haven't got any money.
10. My hands are dirty. I wash them.
11. It's late. I go now.
12. You stop at a red traffic light.
13. You (not / speed) in the city.
14. Tourists take their passports when they go abroad.
15. Footballers (not / touch) the ball with their hands.
16. you play the guitar?
17. I (not / come) with you now. Because I'm studying my lessons.

Task 3 Use MUST / MUSTN'T / HAVE TO or (NOT) HAVE TO:

1. I can stay in bed tomorrow morning because I work.
2. Whatever you do, you touch that switch. It's very dangerous.
3. You forget what I told you. It's very important.
4. We leave yet. We've got plenty of time.
5. Ann was feeling ill last night. She leave the party early.
6. I go to the bank yesterday to get some money.
7. The windows are very dirty. I clean them.
8. The windows aren't dirty. You clean them.
9. We arrived home very late last night. We wait half an hour for a taxi.
10. These cakes are very nice. You have one.
11. We take an umbrella. It's not going to rain.
12. This is a secret. You tell anybody.
13. You buy a newspaper. You can have mine.
14. This train doesn't go to London. You change at Bristol.
15. In many countries men do military service.
16. Sarah is a nurse. Sometimes she work at weekends.

Task 4 Fill in the blanks using (NOT) HAVE TO / MUST (NOT) / CAN / COULD:

1. George has traveled a lot. He speak four languages.

- 2.I can't sing now but I sing very well when I was a child.
- 3.She will stay in bed till 10 o'clock this morning. Because she go to work.
- 4.Many students in Turkey wear uniform when they go to school.
- 5.I'm sorry I couldn't come yesterday. I work late.
- 6.You've been coughing a lot recently. You smoke so much.
- 7.You have a bad headache. So you go to bed early.
- 8.I can't swim very far these days but ten years ago I swim from one side of the lake to the other.
- 9.You see the sea from our bedroom window.
- 10.It isn't permitted to speak Turkish during the lessons. So you speak Turkish.

Task 5 Use a suitable present or past MODAL AUXILIARY:

- 1.He play chess when he was young.
- 2.You drive a car when you are 18.
3. I ask you a question?
- 4.She be 25. She looks older than that.
- 5.His telephone doesn't answer. He (go) to the club.
- 6.She entered the room carrying a wet umbrella. She(walk) in the rain.
- 7.My car didn't work this morning. So I walk to the office.
- 8.He (be) home, but we didn't telephone him.
- 9.She (help) me a lot by giving me a little of his time, but she preferred to go out.
- 10.He doesn't know the answer. He (study).
- 11.I can't find the house. I (write) down the address.
- 12.She is very sleepy. She (stay) up very late last night.
- 13.I go for a walk later. It depends on the weather.
- 14.The ground is covered with snow. It (snow) last night.
- 15.She (be) in a great hurry to leave for the theater because she left all the dinner dishes on the table.
- 16.That store has just gone bankrupt. I believe they (have) a stricter policy about giving people credit.
- 17.I'm afraid Mr. Smith is deaf. He (not / hear) what you say.

Task 6 Fill in the blanks with suitable MODAL AUXILIARY VERBS:

- 1.At the end of the month the Post Office will send him an enormous bill which he pay.
- 2.When I was a child, I understand adults, and now that I am an adult I understand children.
- 3.When I first went to England I read English but I understand it.

4. I see your passport, please?
- 5.He sees very badly, he wear glasses all the time.
- 6.Pedestrians either use the crosswalk or cross the street at the traffic lights.
- 7.The buses were all full; I take a taxi.
- 8.You drive fast; there is a speed limit here.
- 9..... we all go to the football match tonight?
- 10.You argue with your father, you obey him.
- 11.I know she was in because I heard her radio, but she didn't open the door. She
..... (hear) the bell.
- 12.A: I bought two bottles of milk.
B: You (buy) milk; we have heaps in the house.
- 13.I carry this heavy pack myself. I think I will ask for help.
- 14.When I woke up this morning, the light was on. I (forget) to turn it off.
- 15.I saw her at the office half an hour ago. She(be) at home now. It is almost impossible.
- 16.I can't find my keys. I (put) them somewhere in my room.
- 17.I don't know what all this noise about. It (be) my father breaking wood in the backyard.
- 18.I can't find my mother. She (go) shopping.
- 19.The weather is overcast. It (rain) in the afternoon.
- 20If you have finished your work, you (leave).
- 21..... you like to come to the cinema with us?
- 22..... I come in?
- 23.Emily (wear) glasses since she was eight.
- 24.Deniz had no money, so she sold her car. A few days later she won a lot of money in a competition. She (sell) her car.
- 25.The accident happened because he was driving on the wrong side of the road. He (drive)on the right.

Task 7 Fill in the blanks using MUST, CAN'T, MAY, MIGHT, COULD and PAST FORMS of them:

- 1.Sally looks sad and worried. She (have) a problem with something.
- 2.Bob (be) at school because I haven't seen him today.
- 3.Mr. Treves hasn't come to work yet. He has never been late for work. He (miss) the bus.
- 4.Timmy is a very good boy. He isn't naughty, so he (break) that window. Someone else (break) it.
- 5.I'm sure that I dropped my key in the car. It(be) there at the moment.
- 6.The street is wet this morning. I'm not sure but it

(rain) last night.

7.A: I talked to your science teacher at school yesterday.

B: You (talk) to her because she wasn't at school yesterday.

8.A: The man was being taken to hospital. He (have) an accident.

B: Yes, I'm sure he had an accident.

9.A: Will you come to my birthday party tomorrow?

B: I (come) to your party because I have to look after my little sister.

10.A: I'm going to do a parachute jump next week.

B: You are going to jump out of an aeroplane! But you're 73 years old! You (be) serious. You (be) mad.

A: It really (be) wonderful looking down on everything. I've always wanted to try it.

B: But anything could happen. You (be) injured, or even killed. I wouldn't take the risk.

A: Well, your life (be) much fun if you never take risks. You ought to try it, too. You never know. You (enjoy) it.

B: Enjoy it! You (be) joking.

11.She knew everything about our plans. She (listen) to our conversation.

12.He (eat) the roasted beef when we were out. He is a vegetarian.

13.Mrs. White bought a new fur coat! She (win) a lottery.

14.John said he would ring, but he hasn't. He (forget) all about it.

15.The children (study) in the library now because they have a test tomorrow.

16.The singer has got a sore throat, so she (sing) at the concert.

17.I (be) at home this evening, or I (be) out, I'm not sure.

18.He drank three glasses of water. He (be) very thirsty.

19.A: Where's the cat?

B: It (go) out, the door is closed.

20.The police arrested him right away. They (find) enough evidence.

21.He had no money, so he (lend) you some.

22.We can't wait any longer. Something (do) immediately.

23.They all shouted in fear. They (be) very afraid.

24.A: Your dog bit me as I was standing in the hall.

B: It (be) my dog. It was with me all day.

25.A: I phoned you at 9 o'clock this morning and got no answer.

B: I (be) in the garden. I planted some flowers this morning.

26. My grandmother always has a rest at this time of the day, so she (take) a nap now.

27. Mrs. Green wasn't good at ice-skating, but she insisted on and broke her leg. She (give) up doing that.

28. A: I'm afraid Ted is watching TV again.

B: He (watch) TV, because his room is completely silent and dark. He (sleep).

29. That carpet was made by hand. It (take) a long time to make it.

Unit 11 Gerund or infinitive.

There are certain words in English that are usually followed by an infinitive or gerund.

Verbs followed by an infinitive		Verbs followed by a gerund		Verbs followed by a preposition and a gerund	Verbs Followed by an Object and an Infinitive	
agree	leap	admit	permit	admit to	advise	ove
aim	leave	advise	postpone	approve of	allow	motivate
appear	like	appreciate	practice	argue about	ask	order
arrange	long	avoid	quit	believe in	beg	pay
ask	love	can't help	recall	care about	bring	permit
attempt	mean	complete	report	complain about	build	persuade
be able	neglect	consider	resent	concentrate on	buy	prepare
beg	offer	delay	resist	confess to	challenge	promise
begin	ought	deny	resume	depend on	choose	remind
care	plan	detest	risk	disapprove of	command	require
choose	prefer	dislike	spend	discourage from	dare	send
condescend	prepare	enjoy	(time)	dream about	direct	teach
consent	proceed	escape	suggest	feel like	encourage	tell
continue	promise	excuse	tolerate	forget about	expect	urge
dare	propose	finish	waste (time)	insist on	forbid	want
decide	refuse	forbid		object to	force	warn
deserve	remember	get		plan on	have	
detest	say	through		prevent (someone)	hire	
dislike	shoot	have		from	instruct	
expect	start	imagine		refrain from	invite	
fail	stop	mind		succeed in	lead	
forget	strive	miss		talk about	leave	
get	swear			think about	let	
happen	threaten			worry about	like	
have	try					
hesitate	use					
hope	wait					
hurry	want					
intend	wish					

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Task 1 Put the verbs in the gerund or the infinitive:

1. _____ is really good fun. (fly)
2. We stopped at the motorway services _____ something _____ (get/ eat)
3. What's _____ this _____ for?
It's for _____ vegetables. (cook)
4. I can't get used to _____ before the dawn. (get up)
5. I'm sorry about _____ you. (not invite)
6. There's a lot of work _____ on the new building. (do)
7. I really love _____ with the children. (play)
8. _____ is a good form of exercise. (swim)
9. There are some interesting things _____ in the British Museum. (see)
10. You're lucky you haven't got a child _____ (look after)
11. We managed _____ the exam by _____ each other every evening. (pass/ test)
12. Dave decided _____ Sheila for a week or two. (not phone)
13. I can't stand _____ the washing- up. (do)
14. I think I'm going to have to give up _____ football. (play)
15. It really is time _____ (go)
16. I've decided _____ here for another year. (not stay)
17. I know the keys are here: I remember _____ somewhere. (put them down)
18. We were getting tired, so we stopped _____ lunch. (have)
19. I tried _____ some salt, but it didn't help. (add)
20. I'm looking forward to _____ the program. (see)
21. I went home _____ that the children were all right. (check)
22. You're much too young _____ in there. (go)
23. I was surprised _____ about the new baby. (not hear)
24. We're very keen on _____ the team. (join)
25. It was a very odd thing _____ (say)
26. We decided _____ until the end of the film. (not stay)
27. I miss _____ to see my parents every day. (be able)
28. They wouldn't let me _____ in the driving- seat. (sit)
29. It's your last chance _____ you're sorry. (say)
30. We agreed _____ any more work. (not do)

Task 2 Use the GERUND or INFINITIVE forms of the verbs:

1. He gave up (gamble).
2. He told me (try) (come) early.
3. I advised him (ask) the bus conductor (tell) him where
..... (get) off.
4. We are looking forward to (read) your new book.
5. I don't enjoy (go) to the dentist.
6. A: Did you remember (give) him the money?

- B: No, I didn't. I still have it in my pocket; but I'll (see) him tonight and I promise (not / forget) this time.
7. I saw the plane (crash) in to the hill and (burst) into flames.
8. He is said (be) the best surgeon in the country.
9. We don't want anybody (know) we are here.
10. A: Why didn't you pay the bill for him?
B: I offered (pay), but he refused.
11. He was accused of (steal) the valuable vase.
12. I don't feel like (work); what about (go) to a disco instead?
13. Imagine (live) with someone who never stops (talk).
14. A: Do the boys tidy their own rooms?
B: They are supposed (tidy), but they don't always.
15. I hope the children won't go near the water. I warned them (not / go) near it.
16. Try to avoid (make) him angry.
17. Would you mind (write) your name and address on the back of the cheque?
18. After (read) this article, will you give up (smoke)?
19. I suggest (hold) another meeting next week.
20. I have no intention of (go) to that film; I couldn't bear (see) my favorite actress in such a dreadful part.
21. Try (forget) it; it's not worth (worry) about.
22. I advise you (start) (look) for a flat at once.
23. He hates (answer) the phone, and very often just lets it (ring).
24. It is usually easier (learn) a subject by (read) books than by (listen) to lectures.
25. Don't forget (lock) the door before (go) to bed.
26. I arranged (meet) them here.
27. He tried (explain) but she refused (listen).
28. I regret (inform) you that your application has been refused.
29. Your windows need (clean); would you like me (do) them for you?
30. I can't help (sneeze); I caught a cold yesterday from (sit) in a draught.
31. I absolutely remember (pay) him. I gave him \$20.
32. You'll never regret (do) a kind action.
33. A: Did you remember (lock) the door?
B: No, I didn't. I'd better (go) and (do) it now.
34. I'm very sorry for (be) late; it was good of you (wait) for me.
35. You don't need (ask) his permission every time you want (leave) the room.
36. I except him (apologize) to me.

37. We got tired of (wait) for the weather (clear) and finally decided (set) out in the rain.
38. I can hear the bell (ring), but nobody seems to be coming (open) the door.
39. There are people who can't help (laugh) when they see someone (slip) on a banana skin.
40. They don't allow (smoke) here.

Task 3 Use the GERUND or INFINITIVE forms of the verbs in brackets:

1. After she had decided (stay) in Turkey, she got used to (eat) Turkish foods.
2. They seem (have) plenty of money.
3. I'm sorry sir, I'm late, but I promise (not / be) late again.
4. I remember (go) to the cinema with my girl friend when I was a teenager.
5. He is ashamed of (steal) that money.
6. I think we'd better (exchange) names and addresses.
7. Would you mind (show) me how (work) the new machine?
8. She warned her child (not / touch) the wire.
9. Can you manage (finish) (pack) these parcels alone?
10. His doctor advised him (give up) (sit) up late at night?

Task 4 Supply the appropriate form of the verbs:

1. She never admits (make) mistakes.
2. Please avoid (be) alone with him.
3. When you finish (do) your homework, call me.
4. She's considering (be) a member of T.E.D. Club.
5. On Sundays I always practice (talk) English with my aunt.
6. Do you fancy (play) tennis this afternoon?
7. I dislike (study) history.
8. Please try to escape (make) him angry.
9. I enjoy (walk) in the rain.
10. She can't afford (buy) a car.
11. I decided (go) on Saturday.
12. Don't forget (tell) him the news.
13. They managed (pass) their exams.
14. He refused (see) me again.
15. Remember (post) the letters.
16. She seems (be) happy.
17. He waited (get) his salary.
18. He'll hire a man (kill) them.

19. He advised (study) hard.
20. I'm sorry for (keep) you late.
21. I'm interested in (play) tennis.
22. Instead of (study) Alice watched TV.
23. He apologized for (come) late.
24. He succeeded in (pass) his exam.
25. I'm looking forward to (go) to London.
26. We're thinking of (travel) by train.
27. Do you feel like (go) for a swim?
28. Do you have any good reason for (not / call) me?
29. Thank you for (help) me carry the goods.
30. The little boy's mother warned him (not / eat) so many apples.
31. They reminded me (do) my assignment.
32. The children are excited about (go) to the movies.
33. She always puts off (do) the laundry.
34. Bob refused (talk) about his problems.
35. Cindy told him (not / wait) for her.
36. He suggested (go) home when he got sick.
37. Who is responsible for (tidy) the room?
38. Henry is quite good at (make up) stories.
39. We're planning on (go / swim) this weekend.
40. I couldn't persuade him (come) with me.
41. Can you touch your toes without (bend) your knees?
42. I can't help (look) at her.
43. Do you have any difficulty in (speak) English?
44. Please remind me (take) my photo.
45. I persuaded my mother (give) me permission to go out.
46. He will arrange (meet) me at the airport.
47. He waited (get) his salary.
48. I regret (say) you that he is ill.
49. Jim can't stand (be) interrupted.
50. When Sam got tired, he stopped (work).
51. I remember (play) with dolls when I was a child.
52. I regret (not / listen) to my father's advice. He was right.
53. The thief was accused of (steal) a woman purse.

Task 5 Complete with GERUND or INFINITIVE:

1. He suggested dinner in a Chinese restaurant.
2. I'll give it back when I finish it.
3. I remembered to the chemists for you. Here's your medicine.
4. I remember him last night.
5. Would you like to some music?
6. I regret that I won't be able to come to the meeting.

Unite 12
Pronouns (Personal, Possessive, Relative and Reflexive Pronouns).

Personal Pronouns		Possessive Adjectives and Pronouns		Reflexive Pronouns
Subject form	Object form	Possessive adjective	Possessive pronoun	
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Task 1 Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, YOUR, THEIR:

- 1.This is Tim. car is very fast.
- 2.Jane and I are in the garden. books are in the classroom.
- 3.Are you a driver? Where is car?
- 4.I am a driver? This is school.
- 5.She is my friend. name is Meltem.
- 6.These are Mr. and Mrs. Brown. That's house.
- 7.Look at that cat. eyes are green.
- 8>Your friend and you are sad today. What's problem?
- 9.That's Mr. Green. He is driving car.
- 10.Ali's and Can's bags are heavy. bags are full.
- 11.Gökçe and Meltem are listening to pop music. mother is cooking in the kitchen.
- 12.The dog is eating a bone. teeth are very sharp.
- 13.Are you and your sister ready? friend is waiting for you in the car.
- 14.A: What's job?
B: I'm a mechanic.
- 15.Madonna is a famous singer. new records are great.
- 16.Robert has got a dog. name is Bingo.
- 17.We have got a new house in İzmir. new house is very large.
- 18.The boys are riding bicycles in the garden.
- 19.Ayşegül is going to school. school is very far.
- 20.Sue and Mary are wearing ear-rings. ear-rings are silver.

Task 2 Rewrite these sentences using HE, SHE, IT, THEY, WE, HIS, HER, THEIR, OUR, ITS:

- 1.Jane's father is very thin.
.....
- 2.Men's trousers are very expensive.
.....
- 3.Jim's shirt is very long.

.....
4. Is your brother a businessman?
.....

5. My mother and I would like some tea.
.....

6. These are Ayşe's and my books.
.....

7. Mrs. Brown's daughters are in the garden.
.....

8. Where is Gökçe's mother?
.....

9. My father's car is blue.
.....

10. That rabbit is grey. The rabbit's ears are long.
.....

11. The students' books are in the classroom.
.....

12. This is Mrs. Brown's coat, but these are the children's coats.
.....

Task 3 Rewrite the underlined words using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. This is Ayşe's coat.
.....

2. It is my chocolate. Don't eat!
.....

3. That red book is not Can's book. His book is blue.
.....

4. A: Look at these keys. Are they our keys?
.....

B: No, they are not your keys. They are my mother's keys.
.....

5. A: Are those your glasses or my glasses on the table?
.....

B: I think, they are your glasses. My glasses aren't on the table. They are in my bag.
.....

Task 4 Fill in the blanks using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. A: Is this John's tie?

B: Yes, it is

2. My umbrella isn't black. is grey.

3. There is a car near your house. Is it ?

4. That green shirt isn't Ayşe's. is blue.

5. Pass this ball to us. It is

- 6.They don't like sandwiches. These sandwiches are not
- 7.Don't take these keys. They are not
- 8.A: There is a pair of brown gloves here. Are they your gloves or my gloves?
B: I haven't got brown gloves. They aren't , they are
- 9.A: Is their house old?
B: No, is very old.
- 10Can I take your pen? is at home.

Task 5 . Fill in the blanks with ME, YOU, HIM, HER, THEM, US, IT:

- 1.We are playing in the garden and Jim is playing with
- 2.Are the lights on? Turn off!
- 3.Where is my book? I'm looking for
- 4.She is very tired. Help
- 5.I'm very thirsty. Give a glass of water.
- 6.This is Ahmet's pen. Give it to
- 7.Look at Are they your friends?
- 8.Are you John Brown? There is a letter for

Task 6. Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, THEIR, ME, YOU, HIM, HER, IT, US, THEM, MINE, YOURS, HERS, HIS, OURS, THEIRS where necessary:

- 1.Is that Jim's tie? Show this tie.
- 2.There is a pen on the table. Give to me.
- 3.Pass these books to your friends. They are
- 4.A: Is this my umbrella?
B: No, it isn't umbrella. is on the table.
- 5.Gökçe and I are in the classroom. bags are under the desk over there. Could you bring to ?
- 6.Mr. and Mrs. Brown are at the door. This is key. Please give to
- 7.A: Have you got a green pullover?
B: No, isn't green. It's blue.
8. Look at that man. name is John Brown. This psssport is Give to

Task 7 Rewrite the underlined parts using ME, HIM, HER, THEM, US, IT:

- 1.There are some books on the desk. Look at these books.
.....
- 2.She is turning the radio on.
.....
- 3.The teacher is asking Jane a question.
.....
- 4.Take your shoes off.
.....

5.The man is looking at Ali and me.

.....

6.Jim is giving his father some tea.

.....

7.This is the dog's meat. Give the meat to the dog.

.....

8.Is Tom eating any oranges?

.....

9.Give the milk to that cat.

.....

10.Could you pass the salt to your mother?

.....

Task 8 Complete the passage. Use these words.

Hello. name is Patrick. I'm nine. I have got a brother. His name is Andy and he's eleven. We are on holiday in Spain. The hotel is very good and swimming-pool is large.

Andy and I have got a sister. name is Liz. She's six years old. mother and father are in the restaurant now. Their friends, Mr. and Mrs. Bolton, are in the restaurant, too. two sons are in the pool.

Andy has got a girl-friend. girl-friend's name is Sandra. She's in class at school.

Where is your family? Is family here, too?

Task 9 Complete the sentences using MYSELF, YOURSELF, HIMSELF, HERSELF, ITSELF, OURSELVES, YOURSELVES, THEMSELVES:

- 1.Sue's children are too young to look after
- 2.An elephant hurt when it tried to get out of the zoo yesterday.
- 3.I couldn't borrow my mother's car last night because she was using it
- 4.I don't need any help. I can take care of
- 5.Mr. Woods fell over and hurt when he was running for a bus.
- 6.Would you all like to help to sandwiches and cakes?
- 7.Sarah and I didn't really enjoy at the disco last night?
- 8.I taught to play the guitar; I've never had lessons.

Task 10 Complete the sentences using a REFLEXIVE PRONOUN:

- 1.I didn't buy that cake from the shop. I made it
- 2.A: Who built your swimming pool for you?
B: Nobody. We built it
- 3.Did someone phone the doctor for you? Or did you phone him?
- 4.A: Who told you they were moving?
B: They told me
- 5.Mr. Mason offered me the job.

6. Sally didn't buy that sweater, she made it

Task 11 Finish the sentences with a REFLEXIVE PRONOUN:

1. He looked at in the mirror.
2. I'm not angry with you. I'm angry with
3. Margaret had a nice time in London. She enjoyed
4. My friends had a nice time in London. They enjoyed
5. I picked up a very hot plate and burnt
6. He never thinks about other people. He only thinks about
7. I want to know more about you. Tell me about
8. Goodbye! Have a nice holiday and look after !

**Unit 13
Questions.**

There are five types of questions in English.

1. Question to the subject.

This interrogative sentence word order line (unchanged), and in the offer, everything remains in place. We just remove the subject and instead uses the appropriate interrogative word: Who? What? Neither the present nor the last time this type of question in the English language does not need to use auxiliary verbs. In the future may appear auxiliaries shall / will, but they are an indication of the time and is subject to, in principle, have no relationship.

Subject	Main verb	
What	happened	To us?
What	makes	You feel upset?
Who	invites	Guests for the party?

2. General question.

This interrogative sentence in the English language implies the formulation of the question to the whole proposal. The answer to this question are the words yes and no.

Auxiliary verb	Subject	not	main verb		answer: yes or no
Do	you		want	dinner?	Yes, I do.
Can	you		drive?		No, I can't.
Has	she	not	finished	her work?	Yes, she has.
Did	they		go	home?	No, they didn't

Exception! Main verb be in Present Simple and Past Simple:

main verb <i>be</i>	subject	
Is	Anne	French?
Was	Ram	at home?

3. Special question.

This type of question in English is different in that it can be given to any member of the proposal. The word order is also the opposite, and to obtain the necessary information used several interrogative words: What? — What ?; When? — When ?; Where? — Where ?; Why? — Why ?; Which? — Which one? and others.

Question word	auxiliary verb	not	subject	main verb		answer: information
Where	do		you	live?		In Paris.
When	will		we	have	lunch?	At 1pm.
Why	has	n't	Tara	done	it?	Because she can't.
Who(m)	did		she	meet?		She met Ram.
Who*	has			run	out?	Ati has run out.
Who**				ran	out?	Ati ran out.

*When the question-word is who, it acts as the subject.

**In Present Simple and Past Simple tenses, there is no auxiliary verb with who.

Exception. Main verb be in Present Simple and Past Simple:

Question word	Main verb <i>be</i>	Subject
Where	is	Bombay?

How	was	she?
-----	-----	------

4. Alternative Question.

Sometimes we give our listener a choice. We ask them to choose between two possible answers. So their answer is (usually) already in the question. Look at these examples:

Auxiliary verb	Subject	Main verb		or		answer: in question
Do	you	want	tea	or	coffee?	Coffee, please.
Will	we	meet	John	or	James?	John.

Exception. Main verb be in Present Simple and Past Simple:

Main verb <i>be</i>	Subject		OR	
Is	your car	white	or	black?
Were	they	\$15	or	\$50?

5. Tag-question.

In setting such interrogative sentence in the English language a person tries to express doubts, surprise, confirmation of this. This question consists of two parts: the first — is the proposal itself entirely with unaltered word order, and without those parts of speech which actually asks the question; the second — a short question, which will be an auxiliary or modal verb, present in the first part of the predicate.

Examples:

Stop talking, **will you?**

They have just arrived, **haven't they?**

He wasn't serious, **was he?**

Our team will win this match, **won't it?**

Justin met her 3 years ago, **didn't he?**

Let's meet at the Stadium, **shall we?**

She's pretty, **isn't she?**

You like her, **don't you?**

You don't like her, **do you?**

He was there, **wasn't he ?**

Task 1 Change the statements to questions using the question word in parenthesis. Check verb tense.

Example: The train arrived at ten o'clock. (what time) What time did the train arrive?

- 1.They do their homework at night. (when)
- 2.Mr. Robertson came to the party alone. (who)
- 3.The car is across the street from the house. (where)
- 4.I like the red blouse, not the blue one. (which)
- 5.She felt better after she took a nap. (how)
- 6.That is an English book. (what)
- 7.My sister called her boyfriend yesterday (when)
- 8.She talked to him for an hour. (how long)
- 9.He studies piano at the university. (what)
- 10.The party lasted all night. (how long)
- 11.The check was for \$5.50. (how much)
- 12.She was eating a sandwich. (what)
- 13.She is working hard. (what)
- 14.My parents have two cars. (how many)
- 15.They are coming to visit tomorrow. (when)
- 16.He is going to work right now. (where)
- 17.The man with the white hat is my brother. (who)
- 18.I don't get up early because I like to sleep late. (why)
- 19.We have an English class every day. (how often)
- 20.They like to dance on weekends. (what)
- 21.The club is not far from their house. (where)
- 22.Their favorite kind of music is Latin Jazz. (what)
- 23.I didn't bring my dictionary today. (why)
- 24.They are singing popular songs. (what kind)

Task 2 Place an appropriate question tag at the end of each of these statements.

- 1.We shall be going to Australia for a vacation next month, _____ ?
- 2.Andrew is willing to assist in serving the customers, _____ ?
- 3.Gin shouldn't have come here, _____ ?
- 4.The President will be present at the President Star Charity Show, _____ ?
- 5.Fatimah can answer the history essay question, _____ ?

6. Elisa went to visit the doctor yesterday, _____ ?
7. It wouldn't require a lot of your time to help make the bed, _____ ?
8. Carol hasn't done anything right, _____ ?
9. The fireman is going to help the poor man down the ladder, _____ ?
10. The teachers themselves must be punctual, _____ ?

Task 3 Fill each gap with the appropriate question tag.

1. You're Australian, _____ ?
2. You aren't English, _____ ?
3. Marlene smokes, _____ ?
4. Sharks don't like chicken, _____ ?
5. Moles can't see, _____ ?
6. You'll be there, _____ ?
7. David won't come, _____ ?
8. Bob's got two cats, _____ ?
9. You and I are going to the party, _____ ?
10. Let's go out, _____ ?
11. Shut up, _____ ?
12. Maggie failed, _____ ?
13. Clive missed his flight, _____ ?
14. We've already seen that movie, _____ ?
15. Annie wouldn't say no, _____ ?

Task 4 Ask general questions and give short answers to them. Pay attention to the tense form of the verb in the questions.

Example

I don't know your sister. (brother?)

Do you know my brother? – No, I don't.

1. Jane eats lunch at the canteen every day. (at school?)
2. I didn't sleep well last night. (last week?)
3. I am studying my grammar book now. (learning the rules?)
4. The children weren't watching TV last night. (doing their homework?)
5. It wasn't cold yesterday. (the day before yesterday?)
6. He won't be at home tonight. (tomorrow?)
7. She can't play the piano. (the guitar?)
8. They have visited many places. (the picture gallery?)
9. He was given more time for the test. (you?)
10. English is spoken in Australia. (Canada?)

Task 5 Ask general questions and give a short answer.

1. Ted's advice wasn't clever.
2. They had to go to school on Saturday.
3. He won't be able to speak Italian in two months.
4. They are not going to meet him.
5. She mustn't take these pills.
6. She won't have to write the exercise again.
7. He couldn't swim last summer.
8. She has to wear a uniform.
9. She will be able to make sandwiches tomorrow.

Task 6 Fill in the words to form questions.

did, are, do, have, was, haven't, is, isn't

1. What types of books _____ you like to read?
2. _____ she reading love story or an a adventure story?
3. _____ you seen «Titanic»?
4. Who _____ watching TV at eight o'clock last night?
5. It's an exciting book, _____ it?
6. _____ you going to watch a romantic film or a musical?
7. You have seen this film, _____ you.
8. _____ you go to the cinema last night?

Task 7 Write questions to the underlined parts of the text.

John is my cousin (1). He is only 18, but he is already a student (2). John is very intelligent (3) and he is a good-looking boy too. Many girls (4) admire his dark brown (5) eyes and curly hair. The only problem is that John hasn't got enough money (6). He likes books (7) but he often has no money to buy them.

Task 8 Ask questions with who or what.

1. Jack is waiting for someone.
2. Someone is waiting for Jack.
3. Something is happening.
4. Someone has got the money.
5. Carmen wants to see someone.
6. Someone wants to see Carmen.
7. Carmen wants to see something.
8. Steven smiled at someone.
9. Someone smiled at Steven.
10. Steven smiled at something.
11. Something happened.

Task 9 Correct the mistakes.

1. What Tony is writing?
2. What is writing?
3. What Julia want to do?
4. Who does wants a cup of tea?
5. Who President John F. Kennedy killed?
6. Who did invented the telephone?
7. Whose your favorite actor?
8. Who's is this coat?
9. What hand do you write with?
10. Arthur is 21, hasn't he?
11. You're a student, isn't it?
12. They live in Milan, doesn't it?
13. Does Diana like golf, doesn't she?

Unit 14

The Causative: to have something done.

Have something done and Get something done are both used to refer to actions which are done for the subject rather than by the subject. Causative verbs are used instead of passive verbs to show that the subject causes the action to be done.

Form

have + object + verb 3 (past participle) – have something done
have + object + infinitive – have someone do something

Meaning

Causative is used when arranging for someone to do something for us.

They had their car repaired. (they arranged for someone to repair it)
They repaired their car. (they did it themselves)
I had my hair cut yesterday. (I went to the hairdresser)
I cut my hair yesterday. (I cut it myself)

Causative is also used when someone does something to us.

Bill had his money stolen.

Have someone do something can be used to talk about giving instructions or orders (more common in American English).

I had my assistant type the report.
I'll have my lawyer look into it.

Get is possible instead of have, usually in informal spoken English.

I'm going to have my car fixed tomorrow.

I'm going to get my car fixed tomorrow.

Task 1 Complete the sentences with the words in parentheses:

1. The doctor made the patient stay in bed. (stay)
2. Mrs. Crane had her house painted (paint)
3. The teacher had the class a 2000-word research paper. (write)
4. I made my son the windows before he could go outside to play. (wash)
5. Don got some kids in the neighborhood out his garage. (clean)
6. I went to the bank to have a check (cash)
7. Tom had a bad headache yesterday, so he got his twin brother Tim to class for him. The teacher didn't know the difference. (go)
8. When Scott went shopping, he found a jacket he really liked. After he had the sleeves, it fit him perfectly. (shorten)
9. My boss made me my report because he wasn't satisfied with it. (redo)
10. Alice stopped at the service station to have the tank (fill)
11. I got Mary me some money so I could go to a movie last night. (lend)
12. Mr. Fields went to a doctor to have the wart on his nose (remove)
13. Peeling onions always makes me (cry)
14. Tom Sawyer was supposed to paint the fence, but he didn't want to do it. He was a very clever boy. Somehow he got his friends it for him. (do)
15. We had a professional photographer pictures of everyone who participated in our wedding. (take)
16. I spilled some tomato sauce on my suit coat. Now I need to get my suit (clean)

Task 2 Circle the correct one:

1. She has to get her hair
a) to do b) do c) done d) did
2. Our teacher is going to make us a tape.
a) listen to b) listened to c) to listen to d) listen
3. They had to have him their summer house.
a) painted b) paint c) to paint d) painting
4. Do you know where I can get my car ?
a) washed b) to wash c) wash d) washes
5. The comedian was not able to make us
a) laughing b) to laugh c) laugh d) laughed
6. You can't get that man your radio.
a) fix b) to fix c) fixed d) fixing
7. I can never make her her mind.
a) change b) to change c) changed d) changing
8. We had two pictures
a) take b) taken c) to take d) took
9. When are you going to have your father a book?
a) bought b) to buy c) buy d) buying

10. Please have the maid my room.
 a) clean b) cleaned c) to clean d) cleaning
11. I know he stole the money. We'll get him
 a) talk b) talking c) talked d) to talk
12. We had to hire a few men to get the trees
 a) cut down b) to cut down c) cutting down d) cutted down

Task 3 Fill the gaps with have and the verb in brackets in their correct forms.

- 1 We _____ the roof _____ last year. It cost us a packet. (repair)
- 2 Anne _____ her hair _____ every Friday afternoon. (do)
- 3 I _____ the brakes _____ three times a year. (check)
- 4 The government _____ the whole town _____ yesterday. (evacuate)
- 5 I _____ my hard drive _____ for a bigger one last week. (change)
- 6 When did you last _____ the airconditioning _____ ? (service)
- 7 You don't think Liv Tyler's beautiful?! You should _____ your eyes _____.
 (test)
- 8 After the plague of fleas, the boss _____ the office _____. (disinfect)
- 9 Your cat's coughing. You need to _____ him _____ for parasites. (treat)
- 10 Daphne _____ her legs _____ once a fortnight. (do)
- 11 I normally _____ my suit dry _____ before a wedding. (clean)
- 12 The headmaster _____ all the lockers _____ for the missing footballs yesterday.
 (search)
- 13 Have you _____ your house _____ ? (double-glaze)
- 14 Have you _____ that poster I bought you _____ yet? (frame)
- 15 The house is in chaos. We're _____ a new kitchen _____ in. (put)

Task 4 Put each words in brackets into a suitable form.

1. My car looked awful so I (wash it).
2. We (project our house) by a known architect.
3. I (break my arm) in a car accident yesterday.
4. Peter is living with me now because he (renovate his house).
5. I look terrible. I must (cut my hair).
6. Everyday we (deliver a newspaper).
7. Sometimes I have a terrible headache. Maybe I should (examine my head) by a doctor.

8. I (clean my house) every week.
9. I had to (fix my screen) because it had broken.
10. Now, when at last I have enough money, I can (repair my roof).
11. Sue's got late because she (service her car) now.
12. Sorry, but we can't watch any movie. I (not repair my video) yet.
13. I think I should (check my hearing) by a specialist.
14. It's said you should (test your brakes) at least once a year.
15. I had some problems with my PC and needed to (reinstall my system).

Unite 15

Test 1

- 1 Tom often go clubbing on Saturdays?
 A Are
 B Do
 C Does
 D Is

- 2 you meet up with friends last week?
 A Do
 B Did
 C Was
 D Were

- 3 They are very on sport.
 A bored
 B good
 C interested
 D keen

- 4 I'm not very good dancing.
 A about
 B at
 C by
 D in

- 5 She is very interested history.
 A about
 B at
 C by
 D in

- 6 I waiting in queues. It drives me crazy.
 A like
 B love

- C don't mind
D can't stand
- 7 How long do you to get to work?
A go
B last
C take
D travel
- 8 is Granada like?
A Do
B Does
C How
D What
- 9 I continue?
A Am
B Does
C Let
D Shall
- 10 Underline schwa.
A What's her surname?
B What's her surname?
C What's her surname?
D What's her surname?
- 11 She a lot of time at work.
A gets
B passes
C spends
D takes
- 12 Watch out! You touch that!
A must
B mustn't
C should
D shouldn't
- 13 It's up to you. You come.
A don't have to
B must
C mustn't
D should

- 14 If you want to get fit, you go to the gym.
A don't have to
B must
C mustn't
D should
- 15 What does aubergine?
A mean
B say
C signify
D take
- 16 I need to about flights to Malta.
A drop off
B find out
C meet up
D run out
- 17 We need to go to the shop. We have of milk.
A dropped off
B found out
C met up
D run out
- 18 The party was fantastic. Everybody
A felt like it
B had a great laugh
C hated it
D was fed up
- 19 Oh no! I've failed two exams.
A What a laugh
B What a nightmare
C What a relief
D Just as well
- 20 You his feelings. You should say sorry.
A damaged
B hurt
C injured
D improved

Test 2

- 1 Jane and Tim from Scotland?
A Am
B Are
C Does
D Is
- 2 is in front of mine.
A James's house
B the house of James
C the James house
D the James's house
- 3 This is a photo of Anne and husband.
A her
B his
D its
C their
- 4 My aunt rice.
A do
B is
C like
D likes
- 5 she speak Portuguese?
A Are
B Do
C Does
D Is
- 6 We go to the beach August.
A at
B in
C of
D on
- 7 They haven't got children.
A a
B an
C any
D some
- 8 How time do we have?
A long

- B lot
- C many
- D much

9 Did he the film?

- A like
- B liked
- C likes
- D liking

10 He some blank CDs yesterday.

- A bought
- B brings
- C buy
- D buys

11 You do it if you don't want to.

- A don't have to
- B have to
- C must
- D should

12 We here for five years.

- A are living
- B have lived
- C live
- D lives

13 He's not very on football.

- A enthusiastic
- B interested
- C interesting
- D keen

14 Your trainer very angry if you're late again.

- A has
- B is
- C was
- D will be

15 Look at that black sky. It rain.

- A doesn't
- B is
- C is going to
- D will

- 16 Mary to take me to Budapest.
A promised
B reminded
C suggested
D threatened
- 17 the weather wasn't good, we went anyway.
A Although
B Despite
C Even
D In spite of
- 18 I'd have finished it if I had more time.
A had
B hadn't
C were
D would
- 19 She takes her mother in every way.
A after
B in
C of
D up
- 20 Everybody mistakes occasionally.
A does
B has
C is
D makes

Test 3

1. The blue jacket costs \$50, the white jacket costs \$70. The blue jacket is than the white one.
A cheaper
B cheap
C less cheaper
2. I'd rather go out for dinner tonight thandinner at home.
A have
B having
C to have
3. My cousin his holidays with us next summer.

- A spends
- B is spending
- C was spending

4. By this time next year, Jane Spanish for two years.

- A is going to study
- B will be studying
- C will have been studying

5. Let's go shopping,?

- A let's
- B we shall
- C we do we

6. Alice won't be able to buy that car she saves some money.

- A unless
- B if
- C as long as

7. Rachel be in hospital; I just talked to her and she said she was at home.

- A mustn't
- B can't
- C won't

8. Mary works a nurse at Pillby Hospital.

- A such
- B like
- C as

9. John is soaking wet because he in the rain.

- A has been walking
- B will be walking
- C had been walking

10. If you had studied harder, you the entrance exams.

- A will have passed
- B would have passed

C will be passing

11. I wish I at Mike; he's not talking to me now.

- A hadn't shouted
- B haven't shouted
- C didn't shout

12. I don't think there is bread left.

- A some
- B any
- C no

13. he is rich, he never spends any money.

- A Despite
- B Although
- C In spite of

14. Do you remember that film?

- A see
- B to see
- C seeing

15. The authorities rebuilding the houses.

- A are
- B are being
- C been

16. Dogs are very loyal pets., they can guard your property.

- A Because
- B What is more
- C Even though

17. It's no use the hedges cut until next month.

- A have
- B to have
- C having

18. Her hair is not Catherine's.

- A so long
- B as long as
- C long as

19. I'm not sure David lives.

- A where
- B in which
- C that

20. You me!

- A criticise always
- B are always criticising
- C always are criticizing

Test 4

1. It was a beautiful morning. The sun and it was very warm.

- A shines
- B was shining
- C shone

2. "What for a living?" "She's a teacher."

- A does she do
- B is she doing
- C does she

3. George to work hard but he does now.

- A didn't
- B used
- C didn't use

4. This is the ring I've ever seen. How much did it cost you?

- A more expensive
- B less expensive
- C most expensive

5. If she, I'll go on my own.

- A comes
- B doesn't come

C didn't come

6. Jonathan and Fred a cup of tea at the moment.

A are having

B have

C is having

7. Mum asked me how long for her.

A I had been waiting

B had I been waiting

C have I been waiting

8. When she back, she'll call you.

A will come

B comes

C came

9. I think I for you here. I just can't go on walking!

A will wait

B am going to wait

C am waiting

10. There must be milk in the fridge.

A a few

B few

C some

11. Julie to San Francisco three times.

A has gone

B was going

C has been

12. Andrew has been painting 2003.

A since

B for

C in

13. How honey do you need?

- A many
- B much
- C any

14. If I rich, I'd buy a yacht.

- A were
- B am
- C would be

15. Rainforests down and the trees are used to make paper.

- A are cutting
- B is cut
- C are cut

16. I wanted but I didn't know what to do.

- A to help
- B helping
- C help

17. Daniel works long hours,?

- A isn't
- B he doesn't
- C he isn't it

18. He cleaned the carpets after hefinished his lunch.

- A had
- B have
- C has

19. By next week, I the kitchen and the living room.

- A will paint
- B will be painting
- C will have painted

20. He swims a fish.

- A for
- B as
- C like

SCRIPTS

Unit 1. Types of Restaurants

Video 1: *“What type of restaurant will you open?”*

What type of restaurant will you open? Once you start thinking about opening a restaurant, don't get carried away with airy fairy dreams, but sit down and decide exactly what your restaurant will be like. Not in the décor, that will come later. What type of restaurant will actually suit you best? You might like the idea of a fancy gourmet restaurant for which customers must book a table. This restaurant will only be open at night and serve a variety of wonderful wines and fantastic meals that cost an arm and a leg or you may prefer a cosy middle class that offers substantial meals at a reasonable cost for working couples or families that don't wanna cook every night. You may want to offer a small choice of meals with a house special on most nights along with beer or wine. Homemade soups or stews could be your specialty with salads in the hot summer months. You would open the doors around 5 p.m. and likely stay open through midnight. What about a restaurant that caters more for the day time meals? You could offer a good breakfast for a shopper or worker, morning snacks, hot or cold lunches, and midafternoon coffees and cakes. You would close the doors at five when all the shoppers went home. Though, you may not necessarily go home yourself at that time. Your restaurant type may be more to do with the type of food you offer than the hours you are open. And you may decide to major in seafood, Chinese, Thai, Indian or a combination of these. You can open a restaurant that offers simple snacks rather than main meals, more the grilled cheese on toast kind of thing. Then you could major in different types of coffee or tea, homemade cakes and slices or fast food. Or you could prefer to serve hearty meals of beef and vegetable along with a mug of beer. A small niche café with no more than ten tables might appeal to you. Or you may prefer a big bustling concern that's always crowded, which would certainly be good for business. The type of restaurant that you open would be dictated partly by your personality, what you feel comfortable with, partly by your finances, and partly by the area in which you decide to open it. If you live in a rural village, the need for a gourmet restaurant may be limited while it could be really successful in a big city.

Video 2: *“Three great restaurants, one great chef”*

Harding Lee Smith: “Our food!”

Harding Lee Smith is the man behind a trio of Portland's best restaurants: the Front Room, the Grill Room and the Corner Room.

And though each place has its own distinct style and cuisine, they all remain true to Smith's philosophy on food.

Harding Lee Smith: “It's so good as it has fine comforting six t-ribs, never leaves wanting more, and you know, it's great.”

The Front Room was Smith's first restaurant. It's a casual neighborhood spot that serves comfort food like big burgers every night and brunch every day.

Harding Lee Smith: “It really is kind of like being in some one's living room.”

About a mile away is the Corner Room where the menu is Italian and the prices are affordable.

Harding Lee Smith: “We serve antipasti, we have panini and pasta. We make pizzas right there. It is a really great convivial restaurant.”

And just a few doors down the street is the Grill Room where juicy steaks and fresh sea food are sizzled up over an open flame and roasted up in an oak-fired oven.

Harding Lee Smith: “It smells like comfort, it feels like comfort. You know, it has that warmth. It’s like being around a camp fire. You know, it has that great feel to it.”

Glendora Continental Restaurant in Glendora, California has been a local eating institution since 1980. We are happy to serve !

Unit 2. Different Departments of Restaurant

Video 1: “*Garde manger*”

Welcome to “Memories of a Master Chef” from downtoearthchef.com. This is my buddy Arjune and he wanted to be in this video today. Let’s give him a little welcome to participate in the video.

– Hi, Arjune!

Well, today I wanna talk a little bit about me experiences of being a grade manger. And what is the term garde manger. Well, garde manger actually means in the dictionary “keeper of the food”. It’s the person who supervises all the cold food and the food operation. And when I say “cold food”, I’m talking about salads, salad dressings, cold hors d’oeuvres, cold appetizers, cold entrées, buffet platters, buffet presentations, anything that would appetizing and prepared cold with the exception of desserts, of course. The garde manger is a very, very important position in an operation. I was lucky to begin my career as a garde manger. When I first got out of culinary school Fritz Sonnerschmidt, one of the chefs inspired me to become a garde manger. He was very talented himself and he would prepare these beautiful cold hors d’oeuvre platters, and buffet platters, and ice carvings, and tallow carvings, and butter sculptures, and just beautiful food. And I just really got so excited when I could see this big grand buffet that had all these center pieces and small center pieces and just beautiful arrangements. And you know, food is the work of art. And then you know, the chefs would work all day long, all week long and some of these presentations then – it would all get eaten up in a couple of hours by the guests. And it, it, it’s a profession that is, it’s, it’s a lot of work and it takes some artistic ability. My experience I was lucky to begin at the Detroit Athletic Club and work there under chef Dan Hoogler who is one of the greatest garde manger I know. And my experience at the Detroit Athletic Club gave me the opportunity to learn about all the seasonings, and making terrines and pâtés, and beautiful arrangements. That taught me that presentation is so much part of the battle of making people love the food. And when they see the food, the first look is the first impression, so it’s a... It was a very good opportunity for me. And I, what I used to do is come in every day at around two o’clock and I would collect all the leftovers from all the different stations and I would create all these beautiful salads and cold appetizers out of the leftovers. And it taught the utilization of food and it also taught me to keep the cost down, like food cost down in an operation. The garde manger position is one of the important positions in a restaurant. And don’t ever take it for granted. And I think it’s an excellent place for a young culinarian to begin their career. And it’s not easy. It’s not like a lower level position than the sauté cook or the grill cook. It’s just as important. So, if you have an opportunity to train as a garde manger in the restaurant business, I encourage you to do so. ‘Cause it’s taught a lot for me. It

brought me to the Olympics. I had an opportunity to travel all over the world and present my cold food platters and my cold hors d'oeuvres. And it was very rewarding. I wanna thank you today for coming to downtoearthchef.com and I hope to see you again in the future. Thank you.

Video 2: *“The butcher shop breaking down its own meat”*

I'm standing in one of the newest coolers with the carcasses and the hanging rails above me. The butcher shop says now this is one of the last full-service butcher shops left in the State of Oregon.

“This'll be specifically beef in this whole cooler right here. Then the next cooler you'll see will be shared by swine and lamb”.

Owner at the butcher shop at Eagle Point Cameron Calahen says breaking down meat on hanging rails is a lost art in the United States. He says most meats now are cut, prepackaged and shipped across the country to be sold. Some of the shops' employees are excited to start breaking down carcasses in house.

“Especially young guys, they really wanna learn how to do this because once they can do this they can go anywhere, anywhere in the United States and work.”

Calahen says the new system allows everyone to support local farmers who may not have enough animal to fill a truck to ship out of the state. Calahen says it will keep local animals local, feeding people here at home. It also could save two thousand dollars in shipping cost for a farmer with twenty animals.

“We pay the farmer above what he would normally get if he were to ship it out of the state of Oregon to California for sale. So, we actually pay the farmer more money and we still make the same profit.”

Calahen says shipping cost and the impact on the environment will go down with the shop processing their own meat from beginning to end.

“Well, it saves the consumer's money because there's no middleman. So, there's very minimal handling from the farmer to the consumer.”

This is another example of how the butcher shop is trying to reduce its carving footprint. Leftover meat scraps and bones from carcasses are used for their dog and they've been doing it about five years. So, the hundred percent of the animals coming through the butcher shop are used.

Covering your news in a thirty-four degree cooler in Eagle Point Harold Nelson, News-stand.

Unit 3. Restaurant Ethics

Video 1: *“Ethics in the workplace”* (with subtitles)

Video 2: *“Proper attire required at a restaurant”*

Hi! This is Lori Ann Robinson with LAR Consultants. And what is the proper attire at a restaurant?

Sometimes you might see this placard on the door of a restaurant:

DRESS CODE

- No Work Wear (Fluros)
- No Work Boots

- No Singlets
- No Thongs
- No Tracksuit Pants / Sport Shorts
- No Athletic / Scruffy Shoes

So, a lot of people are baffled by it. What does it mean? Well, basically the restaurant doesn't want you coming to the restaurant looking like you just rolled off the beach or just rolled out of bed. They want you to be dressed appropriately. So, that means a man should be wearing a sport shirt, a nice pair of slacks, not flip-flops. And a woman should be in a dress or a skirt or pants and a blouse or a top.

They want you to be, you know, better dressed, not like at a beach seaside restaurant that you've just come in from surfing all day and you ran up to grab something to eat. So, it's a little bit more dressed up.

If you do have questions about it, I suggest before you walk into the restaurant and perhaps be embarrassed if you aren't dressed appropriately is to give restaurant a call and ask them what the dress code is. In certain parts of the country and in certain parts of the world there are very specific dress codes. They go along with restaurants and sometimes a gentleman might even have to wear a blazer.

So, I really suggest calling, finding out what the code is before you go to the restaurant and maybe are a little bit embarrassed.

And then also if you're with the group, make sure that the group knows the dress code of the restaurant also.

I am Lori Ann Robinson. Happy dining! And thank you for joining us today.

Lesson 4. Basic etiquette for restaurant staff

Video 1: "Greeting and sitting guests"

When meeting and greeting your guest always try to make good eye contact and remember to smile. First impressions are very important.

To be presentable you must maintain a high level of personal hygiene. Make sure that your hair is washed and tied back if it's long and don't use overpowering perfume or aftershave. Please remove any nail varnish and jewelry to a minimum. Don't wear visible face or body piercing other than simple ear studs and wedding rings. Look smart. Wear polished shoes and make sure that your uniform is clean and ironed.

When welcoming a party greet them with a friendly smile and identify the host. Ask whether they have a reservation. Check the booking and confirm the details with the host. Ask if you may take the customers' umbrellas, their coats and bags to the cloakroom. If appropriate, do it yourself or ask a colleague making sure that you get the customers' a cloakroom ticket.

Lead the guests at a comfortable pace to the table if it's ready. Invite the customers to sit down pulling out chairs for ladies first. It's customary to always seat the host last.

Present the menus and ask who would like to see the wine-list, offer an aperitif and ask if the guests would like some still or sparkling water mentioning your special recommendations as well as informing the customer of availability. If you're unsure, it's always better to check with another member of staff than just to bluff.

When they are settled, unfold the napkins and gently place on each customer's lap. Try to do this without touching the customer.

When ready bring the selected drinks to the table and serve appropriately. Bread rolls should be served according to the style of your establishment. The general rule is that you should place the butter on the table before serving bread and offer alternatives if necessary. Serve the bread to the left so you don't have to lean over the customer and be sure to know the types of bread you're serving. You should be aware of whether the bread contains potential allergens like nuts or gluten in case a customer asks.

Finally ask if everyone is ready to order.

Remember! (see the list in the video)

Video 2: *"Complaining at a restaurant"* (with subtitles)

In this lesson we will talk about phrases that you can use when you need to complain at a restaurant.

Not Enough Options.

The Soup Wasn't Good.

This Is Not How I Ordered It.

It Is Taking Too Long.

Lesson 5. Restaurant Safety, Sanitation and Hygiene

Video 1: *"Food safety - good food hygiene practice"*

For good food hygiene practice we talk about the four Cs which are cross contamination, cleaning, cooking and chilling.

The first C is cross contamination, which is the most common form of food poisoning. To prevent cross-contamination we must avoid contaminating ready to eat foods such as cooked products, with raw foods and chemicals. So to prevent cross-contamination before you even begin to work with food, you must make sure that you are clean.

You remove all jewellery, watches, tie hair back, and don't forget to put on a clear net and hat. Put on clean clothes and clean aprons.

Wash your hands. When you wash your hands use antibacterial liquid soap and hot water. Wash all your hands in between your fingers, in between your nails, around your thumbs and wrists. Rinse your hand with warm water and dry them with a disposable paper towel. Use the paper towel to turn the tap off, then put it in the bin. Ideally this should take 45 seconds.

If you are unwell, tell your manager and don't come into work until at least 48 hours after your symptoms have stopped.

When you are preparing foods it is important to use separate colour coded chopping boards for raw meat, fish cooked foods, breads and vegetables. This is to prevent food poisoning bacteria getting on to ready to eat foods.

Try and use separate coloured knives if possible and always use separate equipment, such as vacuum packers, mincers and slicers for raw foods and ready to eat foods.

Storing food safely in the fridge is very important. Cheese, dairy products and cooked meats should be stored at the top of the fridge, vegetable salad should be stored in the middle of the fridge away from raw products. Keep raw foods, such as raw meat, eggs, poultry and fish stored at the

bottom of the fridge. Keep all cleaning products and chemicals stored away from food in a separate cupboard.

The second C is cleaning. Cleaning is very important to get rid of food poisoning bacteria such as salmonella, e coli and listeria. All surfaces and equipment need to be cleaned down regularly. This includes things like fridge handles, taps, light switches, door handles as well as food preparation surfaces and other equipment. It is important to clean effectively to remove bacteria such as salmonella, e coli and listeria. Difficult to clean areas such as vacuum packers, slicers, mincers need particular attention. To properly clean down your surfaces you need to use a 2 staged approach. First use a cleaning product to remove all visible dirt, then use a disinfectant to clean off bacteria that you don't see on the surfaces. It's important to use the correct detergent, disinfectant and sanitizer for the job you are doing.

The third C is chilling. Chilled food must be kept at temperature 8 degrees centigrade or below. To do this it is important to keep fridges and chill displays at least 5 degrees centigrade or below. It's important to check the temperature of your fridges and any chilled displays regularly, at least twice a day. Put chilled food into a fridge straight away after delivery. Don't leave chilled foods sitting out of temperature control for long periods. Hot foods that are to be put in the fridge must be cooled down as quickly as possible. To do this either use several shallow containers or put pots of food into cold water or ice baths.

The fourth C is cooking, it is important to cook foods to above 75 degrees centigrade. To check the foods are cooked thoroughly you can either use a probe thermometer or you can use visual means. Cut into joints of meat to insure there is no pink on the inside of the joint and the juices run clear, sausages and burgers should also be thoroughly cooked inside so that there is no pink in the middle. You can also check that liquid dishes are thoroughly cooked by ensuring that they are boiling and bubbling when cooking. If you are reheating foods, make sure they are reheated again to above 75 degrees centigrade and only reheated once. Foods that are to be kept hot must be kept above 63 degrees.

Video 2: *“Food-borne illness prevention”*

Did you know that one in six Americans will get sick from food poisoning this year? That's about 48 million people. We'll tell you how to avoid illnesses and what to do in the event of suspected food poisoning.

What Are The Symptoms? The most common symptoms are abdominal pain, diarrhea, nausea, vomiting. However, symptoms can vary based on the source of contamination.

Who is at Risk? Pregnant women because they have weakened immune systems and food-borne illnesses pose a greater risk to the development of the fetus; children; elderly because as we age our immune system is less able to combat illness; and people with chronic conditions such as diabetes and HIV because these conditions can lead to a weakened immune system. Young children and older adults are also more likely to have severe complications or die from these illnesses. There are 13% of infections, 24% of hospitalizations and 37% of deaths occurred among adults aged 65 years and up.

What Causes Food-Borne Illness? Food-borne illnesses can be caused by bacteria, viruses, and parasites.

Are There Complications? Rare cases of kidney damage, arthritis, brain and nerve damage, and death can occur as a result of foodborne illnesses.

How Does Food-Borne Illness Occur? Food-borne illnesses are caused by contamination of food products, by harmful bacteria, and viruses, parasites, and chemicals. Contamination can occur during production, processing, distribution or preparation.

How Can I Protect Myself From Food-Borne Illness? Do your research when eating out. Restaurants are required to post the inspection certificates at the door. Inspect the visible areas of the restaurant. Are they clean? Keep cold food cold and hot food hot. Bacteria multiply rapidly between 40 and 140 degrees Fahrenheit. Keep your food items out of this danger zone whether you're preparing or purchasing your food.

Here are some food preparation tips:

- store food in the refrigerator;
- cook food to a minimum safe internal temperature;
- take your food thermometer along on outer camping and grilling trips;
- Keep all perishable including luncheon meats on ice in a cooler;
- cook meat and poultry completely at the picnic site;
- and separate perishables from the beverage cooler as it will be opened more frequently.

What Do I Do In The Case Of Suspected Food-Borne Illness? Report and seek help in case of suspected illness. Follow these general guidelines.

First, preserve the evidence if a portion of the suspect food is available. Wrap it, securely mark "Danger" and freeze it; save all of the packaging materials such as cans or cartons and identifying labels.

Second, seek treatment as necessary. If the victim is in an "up" risk group, seek medical care immediately. Likewise, if symptoms persist or are severe such as plain diarrhea, excessive nausea and vomiting or high temperature, call your doctor.

Third, call the local health department if the suspect food was served at a large gathering from a restaurant or any other food service facility, or if it is a commercial product.

Finally, call the USDA Meat and Poultry Hotline at 1-888-MPHOTLINE. If the suspect food is the USDA inspected product and you have all of the packaging. And remember: keep cold foods cold and hot foods hot; do research when eating out; when in doubt, throw it out

Unit 6. Preparation for Service

Video 1: "*Tableware and settings*" (with subtitles)

Video 2: "*How to set a table (informal)*"

There are a lot of ways that you can set up a table, there's an informal and the formal way (that) are the most basic. Let's start with the basics and let's learn how to set up the table. I'm Hazely Lopez from Hazely Academy of Refinement and Modeling, and I'm going to show you how to setup correctly a table.

There's a lot of silverware, there's a lot of glasses that you can be really confused about, but let's take a look at the first most simple one, the informal setting of a table.

We're going to start by taking a look at your silverware. Your silverware has to be about an inch from the table, and also take a look that we have different sizes and that's because you're going to be putting the salad fork towards the end of the table, that's going to be on your left side. You're going to follow that with the standard fork which is for the meals of your course, and then you're

going to have your plates, then of course you're going to have your knife and the spoon which is going to be used for soups. Then you're going to have, on top, the water glass and also you're going to have the red wine glass. Really it's all about keeping it simple, at the same time you want to make sure that you use a little bit of that trick and that trick follows as this: You want to make sure that you're using your silverware from out to in. That's a little bit of a trick you're going to be using. Your appetizers and everything from out to in on your silverware.

Also remember that you have a center plate, it's only one, and that's going to be because you're going to be replacing that place with other courses if you're offering more than one course in your house or wherever you're doing this informal setting.

Now you may be ready for the next step which is the formal setting of a table. So let's take a quick look at this picture that we're going to show you, sounds fancy and looks nice right? Well maybe you'll be ready and up for it! I'm Hazely Lopez from Hazely Academy of Refinement and Modeling, and I wish you all the success in this upcoming informal or formal dinner preparation for you!

Lesson 7. Types of Food Service

Video 1: "French service"

French service is a fine dining technique in which platters of food are assembled in the kitchen and then brought to a banquet table to be served a la carte. Server working in pairs use tongs or two serving utensils in one hand to place portions of each type of food from the platter to the guest's plate. To French means to offer and serve a single portion to each individual guest. This is most commonly used for serving bread.

If you are instructed to French the bread, that means that you would offer and serve each guest a piece. This type of service begins with one server placing clean plates down in front of each guest. If the hot courses are being served, hot plates will be dropped. If the course is cold, cold plates will be dropped.

After the plates are down, the second server follows behind with a tray of food in their right hand and the serving utensil in their left hand. One guest at a time the server will place items on the guest's plate with the protein at six o'clock, the starch at two, and the vegetable at ten. Every plate will have the exact same presentation. If a guest asks for seconds, politely inform that you'll be happy to come around again once the other guests have been served.

To create tongs using a fork and a spoon take your left hand palm facing down, drop your pointer finger and your thumb, and drop your ring finger. Take one utensil, either a fork or a spoon, and place it with the handle facing your pinky on top of your ring finger. Now place the other utensil between your index finger and thumb and practice pinching the two together.

When Frenching soup, get as close to your guest's bowl as possible. Take one ladle of soup, scrape the ladle on the side of the soup tureen to avoid dripping, place the ladle on the bottom of the guest's bowl and tip the ladle away from them to pour the soup into the bowl.

Some things to avoid during French service:

- Do not rest the platter on the table or on your knee;
- Do not have guests serve themselves;
- Do not stab the food and shake it onto a guest's plate;
- Do not slop the food and do not slide the food off of the platter onto a guest's plate.

French service has been accepted

Video 2: *“Silver service procedures”*

Before serving the customer check that everything is clean and undamaged. Serving the main meals, try to touch the plate as little as possible and use a cloth or a tray. This prevents contamination and stops a very hot plate from scolding him.

Identify the route to the table being aware of customers’ legs, bags and other hazards, then walk slowly and steadily so the food doesn’t slip or slop around the plate.

You should approach from the left where possible so you may serve from the left-hand side of the customer. Say “Excuse me” and serve to the left and don’t lean across the customer. In order to serve side dishes and accompaniments use a serving spoon and fork. Place the spoon at the bottom resting it on or just below the knuckle of your middle finger with the index finger between the thumb on top of the fork which is turned downwards. This creates a tong which you can use to serve with. Take a portion of the required side dish and in a smooth unobtrusive manner serve onto the customer’s plate neatly. So the finished dish looks elegant avoid placing it on of anything else.

As a general rule you must serve from the youngest to the oldest female, and then to the males. The host is served last regardless of gender.

REMEMBER!

Lesson 8.Menu

Video 1: *“How to design a menu for a restaurant”*

When I think about designing a menu – how it looks on the page, what the colors are, the size, the paper, the information – I think I need to go hire a designer. Because I know what I like when I look at it, but I have no idea how to come up with what would work. So, you may be someone who has a lot of design ability, and can at least begin the idea.

Or, you may be like me, and need to hire a designer to help you create exactly the right menu for your restaurant, for your concept. Some things to consider: size. You don’t want the menu to be so big, and so designed, that it’s a pain in the neck. You don’t want it to become the additional guest at the table. You don’t want it to be something that blocks my ability to see my friends across the table. And, on the other hand, you don’t want it to be so small that people who are of a certain age can’t read the type. So, it has to be the right size.

It has to be able to hold all the information you want it to hold in a legible and comfortable way. Then, there are a lot of branding decisions. Will you have your logo on this menu? What colors will be used on the menu? What kind of physical format will it have? Will it be paper? A certain texture of paper, or color of paper? Will it be in a very deluxe leather folder? What will the physical menu feel like to hold, and what impression will it create as the guest uses it? You also need to think about layout of the menu. Will there be appetizers, entrees, snacks, sides, salads, pastas? What sections of information will there be? Will you want to put cocktails on the food menu?

Will you want to put desserts on the food menu, or have a separate menu for dessert? So, what sections does your menu need to have? And also, remembering that your menu is a very powerful tool for marketing your restaurant. What information should be on it? Should the address, phone number, website be on the menu, so that when someone prints it online, they have all that information with them? In menu design, it’s important to remember that your menu is your

principle sales tool. It's what the guests use to choose what they're going to buy, so where their eye goes and what their eye sees is vitally important.

It's also really important to remember that you want the lyrics, or the words that are used to describe your menu items, to be appealing and just the right amount of information. You don't want so much information that their eyes glaze over as they're reading it. You don't want so little information that they have no confidence that they know what they're ordering. So, writing the menu words, which a designer probably can't help you with, needs to be something you think about a great deal. What is going to make people both want to order the item, but also give them real confidence that they're going to get what they thought they were ordering?

Video 2: *"How to plan a menu"*

A restaurant's menu is a very powerful brand statement. In fact, you are what you serve, when it comes to a restaurant menu.

The question might be how do you plan a restaurant menu? One thing that's very important to keep in mind is that your restaurant menu will have a very powerful impact on many parts of your restaurant business. It will determine how many people you need in the kitchen to produce the food. It will determine many of your price points. It will determine how your business performs from the point of view of check average. How much is each person going to spend when they eat at your restaurant?

And you have a lot of decisions to make when you plan your restaurant menu to make sure that it delivers what you want it to in terms of your idea. In terms of how you want the restaurant to feel for the guests and for your staff.

One of the first questions you're going to ask yourself is: How does a restaurant menu embody my idea for my restaurant? If you want to have a southwestern cuisine restaurant, pretty obviously, you need to have a menu that delivers that kind of food. You also want to know how many items you're going to offer your guests. Will you expect them to order a la carte, individual items from the menu, or will you expect them to order what's called "prix fixe", or a fixed priced menu, where they spend one price for multiple courses.

All of this depends on the style of your restaurant, the level of service, the level of price that you're expecting your guests to pay.

When you're working on your menu it's important to start asking yourself, what is the guest going to think when they see this menu? They may see your menu online. They may see your menu for the first time when they sit down in your restaurant. What are they going to feel? What are they going to think? Are they going to say "Ooh, I want that!" or are they going to be overwhelmed by too many choices? Does the menu make them feel comfortable? Does it make them feel excited? Does it make them feel bored? Does it make them feel overwhelmed? How does the guest feel about the menu and the items on it?

Also, what does the menu say about your concept of food? Do you provide seasonal ingredients? Or are you the kind of restaurant that's serving asparagus in December? Do you serve local produce or you serve everything under the sun? It's very important to think like a guest when

you're planning a menu. What are the choices I want to make? What are the choices I want to have and how are they going to affect my enjoyment of my meal?

Another important thing to know about planning a menu is that a menu should not be something that's engraved in stone and never changes. You need to change your menu and you need to create a menu that you expect to change. There will be dishes that will be more seasonally appropriate. You're not going to sell a lot of beef stew in August in New York City. You need to think about what do people want to eat at different times of year? What is appealing to people at different times of year?

Now, if you're really lucky, you'll have a dish that people love so much they come back for it. What you would call a signature dish. A dish that people say: "Oh. I've got to go to that restaurant because I have to have – that –". Well, people become very attached to those dishes. So there's an interesting balance to find. You have to add new things to keep the excitement for your regular guests. You have to hold on to those signature dishes that people keep coming back for again and again.

Change your menu seasonally. Think about signature items that people will associate with your business. And keep it fresh. Add new things to keep people interested in your menu.

Unit 9. Taking an order

Video 1: "Taking the order"

Before you start to take the order make sure your pen is working and that your order book has enough spare pages or that your electronic ordering system is ready. As you approach the table, ensure that you've noted the table number, the number of covers and the time at which the order has been taken.

- Are you ready to order?

When you arrive at the table, say "Excuse me" and then ask if you may take the order. If they ask for more time give them a few extra minutes but don't leave them waiting too long.

Make sure you know the position numbers before you take the order. Each establish them by their different system but there should be something in place which will allow waiters to identify who has ordered what dishes.

- Today it's leek and potato.

You must be prepared to answer the questions about the menu. You may have to accommodate for specific dietary or allergy requirements. This means you must know the ingredients. Always double-check and never guess if you're uncertain of which ingredients are likely to cause a particular allergic reaction.

Then when taking the order write clearly so that the others can read it. Then transcribe it on the carbon copy if you have one. If you're using electronic ordering system you should be thoroughly trained in how to use it. Remember to ask for preferences on specific dishes. Some people like their steak medium rare, for example. Of course, you may be expected to know what each dish comes with.

- It's garnished with Swiss chard, black cabbage and chevy dressing.
- It' fine.

But you can also suggest extras using positive and descriptive language.

- And inside them vegetables?

It's important when taking the order that you never use the abbreviations. Don't say "vege" when talking to the customer about vegetables, for example.

- ... this in the kitchen I'll come back to get ...

Finally, you may repeat the order and remove the menus and using the service tray or plate remove unnecessary cutlery. Have the appropriate new cutlery ready. Remember that you should also thank customer.

Video 2: *"How to deal with special needs customers as a waiter"*

Hi! My name is Leslie Moselle and we're here at Mickey Quinn's in Seminole, Florida and on behalf of Expert Village. This is how to be a successful server.

I just got a new table and I'm about to go ahead and see if they have any questions about the menu. Some things to remember when offering people things on the menu is their special needs. Some people have allergies that you have to take into consideration, so it's really important to know what foods have what.

We have to know if our chicken is made with a certain type of oil, if some soups have chicken stock or pork stock, or if it's made with a veggie stock. We also have to know things like people who are allergic to iodine, whether there's anything with any shell fish in our meals. We just really have to know the certain details because some people can be allergic.

We are liable and we need to make sure that the information that we're giving to our customers is correct for their safety and for ours. I'm going to go ahead and see how the table is doing.

- How are we going here? Are you all set to order?
- Yes, but I was looking at the appetizers and it says chicken tenders. Are those in peanut oil by any chance?
- Actually, they are. It's a healthier substitute rather than vegetable oil. Can you not have that?
- No, I'm actually allergic to peanut oil.
- Oh, you are? I'm sorry. We do have a few other appetizers there that don't have any peanuts in it. So ...
- I was just thinking just the nachos. Nachos will be fine.
- Alright, well I'll go ahead and get that in there for you. I apologize for that, but I'll go ahead and put your order in.
- Thank you.
- Noproblem.

Unit 10. Service equipment. Part I. Linen. Chinaware.

Video 1: *"Crockery, Cutlery & their Usage"* (with subtitles)

Video 2: *"How to make a swan napkin"*

Hi! My name is Luigi (Sportorno) and I'm the maestro on the art of napkin folding.

What we're doing today is a demonstration which comes from my book "Luigi's Language of Napkin Folding". What we're doing now is a swan. We got a family of swans. Mummy swan's gone shopping to *Sainsbury's* or *Tesco*, one of the two. So, now she's not here. So, now we're gonna actually do another little brother for this one.

OK, we take this napkin and we fold it in half. Right. Now it's important to have this line because the line indicates the shape of the swan which is gonna be this one in here. OK, now, I'm using a lot of folding with my hands here. And you make certain that your hands are always clean whenever you're do the napkin folding. Open the napkin. And having open the napkin you take this action and you go into three. You see? One into three. Having done this then you open this section again and the other one inside. You take the bottom part – this one here – and you go for the top of it. Maybe just a little bit above as you can see there. And then this part comes down and this will be the beak of the napkin. Now, if you remember, that line that we made was important because now we fold it according to that line. We open the napkin now a little bit like this.

Now in order for the napkin to stand we have to create a kind of a base because it will not stand like this. It will, but ... So what you need is a base. So you take this section in here and you go up. This way. Then you turn it over and you do the same on the other side. Now you a very large base for the napkin to stand.

And you got in addition the family waiting for the mummy to come back from the supermarket.

Unit 11. Service Equipment. Part II. Glassware.

Video 1: *"How to choose wine glasses"*

One very subtle but important part of the wine tasting experience is the selection of wine glasses. Over the years many different styles of wine glasses have been created to enhance the experience of each and every wine. In many places there are wine glasses for every style of wine made. It's not absolutely necessary.

These three components will help you enjoy your wine much more. This Bordeaux style glass is built with a large bowl and a wide circumference to allow the red wine to not only get oxygen in the glass, but to allow its aromas to become trapped so that you can experience them more fully. This will enhance your flavor of the wine as both a breathed and tasted experience. The smaller glass used for Pinot Noirs and lighter reds allows room for the aromas but doesn't trap them, and since those aromas tend to be delicate it allows them to float out of the glass much more easily. With the smaller white wine glass, this not only does the same with the elegant fragrance, but it allows you to keep the liquid chilled as you're using a smaller amount per serving.

Video 2: *"Descriptions of wine glasses"*

This is the sample of the various types of wine glasses that are available.

This first one with the larger bowl is designed for red wines, particularly larger-bodied reds like Cabernet Sauvignon or Syrah.

The one in the middle here is a little bit thinner in barrel, and it's designed for a lighter red, like a Cotes du Rhone, or Pinot Noir.

And then the smaller one here is designed more for a white wine, specifically one that would be served chilled.

Then the little pony glasses are designed for dessert wines, apertifs and digestifs.

And then the snifters are designed for brandies, cognacs, armagnacs, and distilled spirits.

Unit 12. Service Equipment. Part III. Tableware.

Video 1: “How to eat a lobster”

Host Eric Williams: “So, Mac, the lobster dinner is probably the trophy dinner of the Cape Cod vacation. But it can be intimidating. That’s a red bugger on your plate. If you don’t know what you’re getting into, there could be trouble.”

Chef Mac Hay: “There could be trouble. There is psychology to it, there is an approach, and you know, you have to be ready to go back to that sort of primal instinct, take that thing and just rip right into it, and don’t be afraid. But essentially the first step is to take the claws and the tails off of the main part of the body. The major sputter tends to occur when they’re taking the body and the tail and they’re trying to rip it apart because you’ve got the tomalley which... You know about tomalley. They can just go flying. It’s not for the timid, but it... it can be broken down into a simple process, you know, step by step.”

Eric Williams: “And the reward, of course, is what?”

Mac Hay: “Succulent meat. You know, you just can’t beat it. First thing I like to do is, I like to take my claws off. And when I take my claws off, I don’t like to break it up here, I like to break it right out of the body because there’s meat. There’s meat in every little cranny of this lovely lady. All right, so, here we go. This is the big move. This is where most of the lobster tomalley flying will occur. People just tend to take it and bend and you can see if you bend too fast, it’s gonna snap. You ready for it?”

Eric Williams: “No, no!”

Mac Hay: “I’m gonna go slow, I’m gonna go slow, all right. See that. Look at that. See? It just breaks apart. This is a very important, very important critical step. Take the palm of your hand, take the .., wrap it around, and you gotta listen for this crunch. Yeah, a little juice is flying out of that. That crunch just broke, cracked the shell. It separated the meat. Now I’m gonna flip that over and if you can see I’m sort of holding it like that. I’m gonna, I’m, I’m gonna rip it right apart. OK. Look at that. Now, what we’ve done we’ve separated the meat from the shell. I’m gonna reach in with my fingers, and now I’m just gonna gently pull it out, and voila! Don’t throw your tail yet because ... and the little flippers here is meat. And you can ... This is actually where ... where I like to start on my lobster. You know, you asked where the best meat is. This is some of the best meat. Right here.

My next step is to take the shells, the claws apart. And what I do... you can see how ... this is how it was on the lobster. I flip it over and I reverse break it. And you’ll feel when you have a lobster, you’ll know because one way or another it won’t break that way, but it really snaps easily that way. And then I do the same way with the claw. And I’ll tell you these lobsters that we get they are local lobsters from Province town. They are well fit on the backshore. These are some of the hardest lobsters that you’re gonna find. They are packed full of meat which is beautiful. So, this shell, this shell is actually a little bit intimidating. And what normally you have at a table is this. But since this is not gonna cut it, what we do on a lobster like this we’ll actually crack this for the

customer before we serve it. The way we do it is...There's a point. If you hit it just right and then you bend the knife, you can actually serve it, so it's still intact. (Eric Williams: "Oh, well!") And when it gets to the table, they'll pick it up and they'll go: 'All I gotta do is just break it off like that.' And it basically comes right out. And this, this right here – that's my favorite part. Or right here. Look at that meat. Ah, ah, is your mouth now watering?"

Eric Williams: "It is watering! Man/ I don't know/ You can't it to us. I just gotta get some."

Mac Hay: "Yeah. You do. You just, you just got here your piece. I mean, that doesn't even have any butter on it."

Eric Williams: "No, you don't need any butter."

Mac Hay: "Isn't that just fantastic? Oh, it's indescribable. It's rich, it's salty, but it's sweet. It's creamy, but it's soft."

Eric Williams: "It's great."

Mac Hay: "Yeah. Right. This meat right here from they call it knuckle meat. And again. You need to find the way that it bends backwards on itself and I like that, I like to break that apart. And basically when I take the small... small end, you can just get your pinky in there usually and you'll feel it. When you push it sort of from all sides, it'll come out in one piece. See. Just sort of falls right out. And that's, that's great meat right there, too. That's great view right there. I just... I'm gonna eat that piece.

So, we've gotten... we've gotten the bulk of the meat out of the claws and the tail, the knuckle meat. You know that those are the sort of the easier things to get out. Now we're gonna start breaking down the rest of the body. First thing to do grab the... grab the...ah... body at the bottom and the top and just gently lift. It'll peel... it'll peel right off. See that? Sort of peels right apart. Now all of that right there is edible.

Eric Williams: "Looks kinda funky, man."

Mac Hay: "Looks kinda funky, you know. But, we did our tomalley exploration and people... some people love tomalley, absolutely love it. I think it's a little rich for my taste. But uhm... I guess that it is on. The lobster has a center line going down it. And we're gonna take our fingers on either side and we're just gonna split it right now. OK? And what we've done is we've really made it easy to get out at those little morsels .So. So now what I have is I have half of the body and this... this is magic right here. Watch this. Watch this. This is all meat. All of this is succulent morsels of meat. And you know there's meat all the down into the bottom."

Eric Williams: "You can actually suck the leg."

Mac Hay: "Yeah. A lot of people (Reporter: "...are really getting down to it) they'll go like this. They'll take that first section off. You need just to break it off and start with your teeth at the bottom. It looks sort of disorganized, but hopefully, if you follow it step by step, you can then really understand that it's a process of breaking it down from larger parts to smaller parts. And in between... uhm... don't forget to eat it.'

Video 2.a.: "Ice tongs"

If you like to entertain, one of the things you might want to have in your pantry are ice tongs. I'm Karen Lasher, chef, owner of Around The Table in Camas Washington.

Originally ice tongs were large tongs used to carry large blocks of ice that would be delivered to a person's home, and placed in their ice chest, and used for refrigeration. Starting in about the mid 1900's when refrigeration became more prevalent, ice tongs in that manner really went away.

Nowadays we use ice tongs that are much smaller, and are used to transport much smaller blocks of ice. Mainly from our ice bucket to a glass. They come in a variety of sizes, and shapes, and materials. You have a small plastic pair of tongs that might cost you ninety-nine cents, some brushed metal, some nice stainless steel tongs, and might cost you up to about ten dollars for some of the nicer ones. So what you are using your ice tongs for is to just get your ice from your ice bucket into a drink.

It's nice when you have a party and people who are serving themselves. And that allows them to do so without using their hands, or really getting in there. And spoons don't always work very well with ice. So in setting up your home pantry, if you do a lot of entertaining, having a nice set of ice tongs is good to have on hand.

Video 2.b.: *“Sugar tongs”*

Sugar tongs are not used very much today, but there was a time when no proper household would be without sugar tongs.

I'm Karen Lasher, chef owner of Around the Table in Camas, Washington.

Sugar tongs date back to the late seventeenth century and were used in the formal days of drinking coffee and tea, to move a lump of sugar from your sugar bowl, to your cup. Typically, they were made of silver, or other metal, and like this one, the end was in the shape of a shell, or a claw, or a paw.

Today, you'll find sugar tongs that come in a variety of shapes and sizes and materials. You can still find these traditional ones. I found these at a restaurant supply store and they are very traditional with the shape. They come in wood, and also a little more long metal shape.

I find that serving sugar, in sugar cubes, really adds a nice elegant touch to an occasion. And so having a pair of sugar tongs would be a nice addition to your pantry.

Unit 13.Types of breakfast.Table setting.

Video 1: *“What is a full breakfast”*

Hi! I'm Elaine Lemm for About.com. And today I'm going to tell about a full breakfast, the breakfast that is loved through the United Kingdom and Ireland.

At the heart of any breakfast whether it is in England, Scotland, Ireland or Wales will be bacon. And this can be grilled or fried. You'll find it on any full breakfast. And more than likely some local sausages. Also loved on the breakfast, perhaps, a couple of slices of rye bread. This is usually just stale bread which is fried in the pan with grease from fried bacon. Perhaps a spoon or two of baked beans and some mushrooms in a little butter. Often (we) get some regional variations on a full breakfast, and particularly in the north of England they often like to have some slices of black pudding or blood pudding as it is also a mass, and a lovely grilled tomato. Because no breakfast is going to be complete without an egg and traditionally this would be a fried egg. Of course, you can also have a scrambled egg or a poached egg.

This would really be considered a full English breakfast. If you're in Scotland you might also see haggis and tattie scones on the plate, in Ireland, perhaps, some soda bread and white pudding, and in Wales they really love lava cakes which are made with seaweed.

As you can see this a pretty hearty breakfast and actually we don't eat this every day now, saved often for week-ends or when we are away on holiday. But often throughout the United

Kingdom and Ireland cafes and restaurants will serve an all-day breakfast so the breakfast will be replaced in lunch or dinner. Though it seems for the breakfast all that's missing now (are) a few slices of toast, lovely English marmalade and of course a cup of tea.

Video 2: *“Fantastic tablesets and breakfast tableware at thegingerbread cottage bed and breakfast”*

So, here's the breakfast table setting at theGingerbread Cottage B&B, Victoria, British Columbia. I'll tell you a little bit about it.

These are silver plates and they have doilies on them and they serve the purpose as plate silencers.

Fresh flowers, of course, on every table.

Our particular tea service has three types of sugar. One is the large crystal rock sugar, and another one is smaller crystal rock sugar. There's regular sugar. And we have sweetener. Yes, people like that.

We have silver sets with plates and knife holders – knife pinchers. And these, in particular, we got at the flea market in Budapest.

Ah, you gonna ask. These are fresh preserves.

Here's crystal water and we have a doily over it as well to keep any unwanted creatures from coming in and this has a ... It's drinking water with crystals in it to purify and energize it a little bit.

Of course, we have butter on a silver tray and all the other matching water glasses.

And that's what the breakfast setting... the breakfast table setting at the Gingerbread Cottage is like.

Come and see us and have your breakfast on fine silver!

Unit 14. Beverage Service

Video 1: *“How to pour a bottle of wine”*

In this video we'll outline standard banquet beverage service. Generally speaking the water glass will be the largest glass on the table, the white wine glass will be smaller and more narrow and the red wine will be balloon-shaped. There are always exceptions to the rules, so make sure which glass is which before you begin beverage service. Remember to always handle glassware by the stem. All beverages should be poured on a guest's right-hand side with your right hand. Always pour directly from the bottle or pitcher into the glass on the table. Do not pick up the glass. When refilling water from the pitcher always be aware of condensation drips and the dreaded ice dam. Use a cloth napkin to absorb condensation and from the side of the pitcher when your water level is getting low. Never fill water glasses to the top. Leave about one finger worth of space from the rim.

When pouring wine make sure that your labels are facing towards the guest. Fill the wine glass to its widest point approximately five to six ounces. You should be able to get five to six glasses out of the standard size wine bottle. Twist the bottle at the end of each pour to avoid dripping on the table or on a guest. When there is table side wine service you may notice that some guests switch from white wine to red wine based on a food course, but you rarely see people switch from red to white. So if you are instructed to remove excess glassware and you have a guest drinking white wine, leave the red wine glass on the table.

To open a wine bottle first cut the foil below the mouth of the bottle. Using the tip of a corkscrew penetrate the centre of the cork at an angle. Screw clockwise till you are deep enough to use the hinge to lift up the cork.

Video 2: *“Service of Beverages”*

Knowing to properly pour a bottle of wine can help impress your dinner guests or more likely land you a restaurant job waiting tables. Either way it never hurts to exquisite manners.

You will need an opened bottle of wine, a clean cloth napkin, and a wine glass.

Optional: another clean cloth napkin, a wine bucket, and some ice.

Step 1: use a clean cloth napkin to wipe the mouth of an opened bottle cleaning it of any cork dust or debris.

Step 2: cradle the bottle in one hand and display the label for your fellow drinkers so they can see the maker, type and year. If you're a waiter, display the bottle and label directly to the person who ordered it. If you're pouring a white wine, wrap the bottle in a cloth napkin to prevent the warmth of your hand from dampening its chill.

Step 3: bring the mouth of the bottle just above the rim of the glass and pour. If you're a waiter, pour a small tasting amount for the person who ordered the wine and wait for the approval.

Step 4: only fill the glass to about a third way up. Pouring only a third of a glass allows red wine to aerate and helps bring its bouquet to fruition.

Step 5: as you finish your pour twist the bottle as you lift it away from the glass to prevent dripping and wipe the top of the bottle with a clean cloth napkin.

Step 6: place the unfinished white wine bottles in a wine bucket with ice to keep them cool. If you're a waiter, be sure to ask if the guest would prefer a bottle of wine on the table.

Did you know ancient wine was originally fermented, transported and stored all in the same vessel – a clay pot called an amphora?

Lesson 15. Preparing a check and receiving payment

Video 1: *“How to deal with split checks as a waiter”*

Hi! My name is Leslie Moselle and we're here at Mickey Quinn's in Seminole, Florida and on behalf of Expert Village. This is “How to Be a Successful Server”.

One of my tables that I have tonight has a party of 6. With these larger parties, the first question you want to ask at the end of the meal after everyone has had their dessert and after you feel they've completed their order is whether they're going to split the checks or not. Not everyone wants to pay for the entire table's meal. Sometimes they do offer that, but you don't want to ever assume. You're going to ask your table if this is going to be together or separate. This will let them know whether or not you're going to have to split the checks for them.

Sometimes there are a few things that people want to do in a few different options whether it be one person wants to add the alcohol to their tab or one person wants to add the appetizers to their tab, depending on the order that was placed.

I'm going to go ahead and check with the table and see if their tab is going to be all together or if it's going to be separated.

- Alright, I have the check and I wanted to know if this is going to be all together; or are we going to have separate checks?
- Actually, we're going to split it up just a little bit.
- Okay. Did you want to split it right down the middle?
- No. Actually, I want to take all the alcohol and my pal is going to take the appetizer.
- Very nice. I'll go ahead and give you the appetizers and him all the alcohol, and then I'll just put the meals on separate checks.
- That sounds good.
- Wonderful. I'll go ahead and work on that and I'll be out in just a second.
- Thank you.
- No problem.

Video 2: *“How to tip in a british restaurant”*

Hello and welcome to Videojug! Tipping is an easy way to reward a waiter who's helped you to enjoy an enjoyable meal. The rules vary depending on the situation and the level of service. Follow our simple guide for easy tipping and minimum embarrassment.

Step 1. You will need some cash or a credit card. And a generous spirit.

Step 2. Evaluating service. When deciding how much you should leave for a tip, think about your overall enjoyment of the meal and how and if the waiting staff has contributed to it.

Step 3. The average tip. 10% of the final bill is the nominal amount you should tip and is expected if the staff have delivered normal adequate service. This may vary depending upon the quality of service and is a sliding scale from naught to twenty-five per cent.

Step 4. When to give a big tip. There are several occasions when leaving a larger tip than 10% is appropriate (it can be anything up to 40%):

- if the service has been unusually helpful, friendly and unobtrusive;
- if your waiter has been particularly knowledgeable about the food and wine;
- If the waiter has gone out of their way to accommodate an unusual request or problem; or
- if you're a large group of six people or over.

Step 5. When to leave a small tip. If the waiter has done less than a bare minimum and has been generally unhelpful, it's appropriate your tip should reflect that. Also, if the waiter gets the order wrong or doesn't pay attention to special requirements or food allergies, then you're within your rights to reduce the tip. In a rare occasion that a waiter is actually rude or abusive to a customer the tip should be dramatically reduced or removed. However, be careful that you're not penalizing the wrong person for problems during the meal. If the chef cooked something badly, but your waiter handled the situation well by apologizing immediately and replacing the dish, then they still deserve a good tip.

Step 6. When to leave no tip at all. No tipping at all sends a strong message about the level of service you've received. Reserve naught per cent tips for venues to which you never wish to return as you may find it difficult to get a table once you've made known your disappointment.

Step 7. Include a discretionary tip. Increasingly restaurants are choosing to include a discretionary or optional charge with the final bill which can vary from 12% to 15%. While an optional charge has the hassle away of having to work out the tip, remember that it's just that. If the service doesn't live up to its suggested tip, then don't be embarrassed to remove it.

Step 8. Tipping by a card. In some restaurants you'll be given an option to leave a tip on your credit card when paying the bill. This is a simple and discreet way of tipping, but bear in mind that it's now legal in Britain for the restaurants to use that tip as a contribution towards its waiting staff wages. To ensure that the waiter actually receives all of the tip it may be best to leave it for them in cash.

Step 9. Tipping in Cash. Once you've paid the bill, leave the desired amount on the table in a neat pile. If there's a tray or a bill wallet left on the table, you could leave it on them or in them. Never thrust money into the waiter's hand during the meal or as you leave as it potentially can be embarrassing for the waiter. If you don't have the correct change for a tip, don't be embarrassed about asking your waiter to break a note.

Step 10. In a hurry. If you're in a hurry and paying for bill and service in cash, it's acceptable to pay the waiter for the meal with enough excess to cover his tip and immediately leave. You don't need to wait for the change and need to hand it back to the waiter.

Done.

KEYS

Unit 1. Types of Restaurants

■ Post text exercises

I.	II.	III.	IV.
1. f)	1. g)	1. b)	1. styles of management
2. l)	2. f)	2. c)	2. chains or franchises
3. e)	3. e)	3. a)	3. policies and guidelines
4. g)	4. a)	4. a)	4. second tier of management
5. j)	5. d)	5. b)	5. the day-to-day functions
6. a)	6. c)	6. b)	6. work schedules
7. h)	7. b)	7. c)	7. nightly sales reports
8. b)		8. c)	8. employee performance
9. k)			9. extensive
10. d)			10. experience or talents
11. c)			11. serving procedures
12. i)			12. table assignments
			13. creating drink menus
			14. the improvement and evolution
			15. privately owned establishments
			16. by eateries with interest in

► Watching and Listening

1.1.	1.2.	2.1.	2.2.
1. fancy, must	1. ...carried away , ...will be like.	1. F	1. - 5
2. day	2. ...wines and fantastic meals, ...an arm and a leg.	2. F	2. - 2
3. type, type	3. ...a shopper or worker, ...mid-afternoon coffees and cakes.	3. T	3. - 3
4. hearty, vegetable	4. ...more the grilled cheese on toast kind of thing.	4. F	4. - 4
5. comfortable, finances	5. ...always crowded, ...be good for business.	5. F	5. - 1

Unit 2. Different Departments of Restaurants

■ Post text exercises

I.	II.	III.	IV.
1. j)	1.g)	1.garde manger	1.a)
2. k)	2.a)	2.cold plates	2.c)
3. f)	3.d)	3.cooking skills	3.a)
4. a)	4.c)	4.cold	4.c)

5. b)	5.b)	5.appetizers	5.a)
6. p)	6.e)	6.meat entree	6.b)
7. m)	7.f)	7.accompaniments	7.c)
8. h)		8.leftovers	
9. g)		9.seasoning	
10. c)		10.handle plating	
11.e)		11.buffer platters	
12.l)		12.terrines and galantines	
13.d)		13.8-hour shifts	
14.n)		14.overtime pay	
15.i)		15.plating of food items	
16.o)		16.cold station	
		17.walk-in	
		18.the hot line	
		19. sautéing, frying and braises	

► **Watching and Listening**

1.1	1.2	2.1	2.2
1. today, wanna	1....”keeper of the food”	1.F	1.-4
2. I’m talking, with the exception of	2....hors d’oeuvre platters, ...just beautiful food	2.T	2.-5
3. Detroit, about	3.of art	3.F	3.-3
4.culinarian, career	4.all the leftovers, cold appetizers	4.F	4.-2
5.restaurant, encourage	5. ...all over the world, ... cold hors d’oeuvres	5.T	5.-1

Unit 3. Restaurant Ethics

■ **Post text exercises**

I.	II.	III.	IV.
1.-3	1.b)	1.c)	1. teamwork
2.-1	2. d)	2.d)	2. supervisors
3.-2	3.e)	3.b	3. goal
4.-4	4.c)	4.a)	4. guidelines
5.-5	5.a)	5.e)	5. attitude
		6.g)	6. cheerful
		7.f)	7.to relax
		8.h)	8. arise
		9.j)	9. to handle
		10.i)	10. assistance
			11. chatting
			12. on duty
			13. fold
			14. Absenteeism
			15. unobtainable

► **Watching and Listening**

1.1	1.2	2.1	2.2
1. noticeable	1..... inevitable	1.F	1.-3
2. learned	2. the company expectations	2.T	2.-2
3.two-way	3. effective productivity	3.F	3.-1
4. is	4. maintained	4.T	4.-5
5.upright, employees		5.F	5.-4

Unit 4. Basic Etiquette for Restaurant Staff

■ **Pre-reading exercises**

1	2	3	4
a	c	d	b

■ **Post text exercises**

I.	II.	III.
1.welcome	1.b)	1.c)
2.introduced	2.c)	2.b)
3.served	3.a)	3.a)
4.icebreakers	4.b)	4.f)
5.hors d'oeuvres	5.a)	5.i)
6.occupy	6.b)	6.h)
7.music	7.b)	7.d)
8.elements	8.a)	8.g)
9.responsible for	9.d)	9.e)
10.consider	10.a)	10.j)
11.hooked		
12.checking on		
13.refills		
14.chat		
15.hospitable		
16.see		
17. appreciation		
18.bottle		

► **Watching and Listening**

1.1	1.2	2.1	2.2
1.always	1.confirm the details	1.F	1.-5
2.are	2.pulling out chairs	2.F	2.-2
3.shoes, clean	3.on each customer's lap	3.F	3.-3
4.last	4.the style of your establishment	4.T	4.-4
5.menus, wine, list	5.like nuts or gluten	5.F	5.-1

Lesson 5. Restaurant Safety, Sanitation and Hygiene

■ Post text exercises

I.	II.	III.	IV.
1.d)	1.a)	1.a)	1. trays
2.c)	2. g)	2.b)	2. trips
3.a)	3.c)	3.c)	3. heavy
4.b)	4.b)	4.b)	4. carry
5.e)	5.f)	5.a)	5. walk around
I.	II.	III.	IV.
6.f)	6.e)	6.a)	6. neutral
7.p)	7.d)	7.c)	7. rest
8.g)		8.a)	8. workplace
9.o)		9.b)	9. complaints
10.i)			10. back-doors
			11. handle
			12. threats
			13. spots
			14. clean up
			15. slippery

■ Post text exercises (Part II)

I.	II.	III.	IV.
1.d)	1.d)	1.a)	1. housekeeping
2.b)	2. b)	2.b)	2. mopped up
3.c)	3.c)	3.c)	3. Kitchen heat sources
4.a)	4.e)	4.a)	4. burn hazards
5.e)	5.a)	5.b)	5. splashing
	6.g)		6. spattering
	7.f)		7. Cooking equipment and vents
			8. shift
			9. skin care
			10. prevention of disease
			11. illness
			12. barriers creams
			13. irritations
			14. gloves
			15. pinholes

► Watching and Listening

1.1	1.2	2.1	2.2
1. four	1..... after your symptoms have stopped	1.F	1.-3
2. you are	2. at the top in the middle	2.T	2.-4
3.warm	3. disinfectant and sanitizer	3.F	3.-1

4.bottom	4. for long periods	4.T	4.-5
5.quickly	5.a probe thermometer visual means	5.F	5.-2

Unit 6. Preparation for Service

■ Post text exercises

I.	II.	III.	IV.
1.i)	1.g)	1. g), c)	1. front-of-the-house responsibilities
2.l)	2.e)	2.e), g)	2. supervising restaurant functions
3.g)	3.f)	3.d), f)	3. preparation for service
4.m)	4.d)	4. f), b)	4. correct and timely.
5.a)	5.a)		5. duties of a host
6.p)	6.c)		6. putting in place
7.e)	7.b)		7. silverware and wine glasses
8.n)			8. able to multitask
9.b)			9. knowledgeable about the menu
10.j)			10. serve beverages
11.c)			11. recommendations on pairings
12.o)			12. the duties of sommelier
13.d)			13. decanting bottles
14.h)			14. food pairings
15.k)			15. tableside preparation
16.f)			

► Watching and Listening

1.1	1.2	2.1	2.2
1.silver	1.the standard items	1.F	1.-5
2.matching	2. their use.	2.F	2.-4
3.full	3.entrée knife, dessert spoon	3.T	3.-1
4.stained	4.free of chips	4.T	4.-3
5.steady	5.sweetener	5.F	5.-2

Lesson 7. Types of food service

■ Post text exercises

II.	III.	IV.	V.	VI.
1.a)	1.a)	1.d)	1.g)	1.embassy
2.c)	2.a)	2.a)	2.b)	2.dishes
3.b)	3.b)	3.b)	3.e)	3.choose
4.d)	4.c)	4.c)	4.a)	4.silverware
5.e)	5.a)	5.e)	5.f)	5.daggers
II.	III.	IV.	V.	VI.
6.f)	6.a)		6.c)	6.rank
7.g)	7.b)		7.d)	7.delicate
8.j)				8.supervised

9.i)				9.protocol
10.h)				10.platter
				11.transfer
				12.alaborate
				13.comprised of
				14.seafood
				15.garlanded
				16.fruit
				17.embraced
				18.time
				19.to melt
				20.plated
				21.turkey
				22. a banquet room
				23.diplomatic

► **Watching and Listening**

1.1	1.2	2.1	2.2
1.fine, platters	1. in front of each guest	1.F	1.-3
2.French, single	2. the exact same	2.T	2.-4
3.guest, once	3. as close to	3.T	3.-1
4.between, thumb	4. your knee	4.F	4.-5
5.most, highest	5. guest's plate	5.F	5.-2

Lesson 8. The menu

■ **Post text exercises**

II.	III.	VI.	
1.d)	1. appetizers	1.f)	13.k)
2.a)	2.dishes	2.h)	14.s)
3.b)	3.thick	3.j)	15.l)
4.c)	4.fish	4.e)	16.r)
5.e)	5.select	5.i)	17.m)
6.f)	6.chefs	6.d)	18.n)
7.h)	7.a meal	7.b)	19.p)
8.j)	8.a pudding	8.a)	20.o)
9.i)	9.served	9.c)	21.u)
II.	III.	VI.	
10.g)	10. ice cream	10.g)	22.y)
		11.t)	23.v)
		12.q)	24.x)
			25.w)

► **Watching and Listening**

1.1	1.2	2.2	2.2
1.pain	1. begin the idea	1.F	1.-2

2.small	2. guest at the table	2.T	2.-4
3.principle	3.a legible and comfortable way	3.T	3.-1
4.really, items	4. glaze over	4.F	4.-3
5.great deal	5. to order the item	5.T	5.-5

Unit 9. Taking an Order

■ Post text exercises

I.	II.	III.	IV.
1.f)	1.g)	1.a)	1. restaurant
2.k)	2.c)	2.c)	2. Upscale
3.i)	3.e)	3.a)	3. strict guidelines
4.g)	4.a)	4.b)	4. for storage and food temperature
5.m)	5.f)	5.b)	5. spoiled food
6.h	6.b)	6.a)	6. specifications
7.e)	7.d)	7.b)	7. cooking and seasoning
8.d)		8.c)	8. plates of food
9.c)			9. sprigs of parsley
10.o)			10. square and rectangle
11.n)			11. Warm dishes
12.p)			12. The kitchen staff
13.l)			13. ladies
14.a)			14. item.
15.j)			15. food splashes
16.b)			

► Watching and Listening

1.1	1.2	2.1	2.2
1. has been taken	1..... is workingenough spare pages is ready	1.F	1.-1
2. don't leave	2. dietary or allergy	2.F	2.-5
3.know	3. ...guessa particular allergic reaction	3.T	3.-4
4.answer	4. electronic ordering system	4.T	4.-3
5.ask for	5. use the abbreviations	5.T	5.-2

Unit 10. Food Service equipment. Part I.

■ Post text exercises

I.	II.	III.
1.b)	1. III., 3, 1, 2, 4	1.raw materials
2.g)	2. V., 3, 1, 2	2. the fine dining
3.j)	3. III., 3, 1, 4, 2, 5	3. high-fired chinaware
4.d)	4. II., 2, 1, 4, 5, 3	4. toughness and translucence.

5.m)	5. I.	5. soft-paste porcelain
6.p)		6. bone china
7.c)		7. refined clay
8.k)		8. chipping
9.e)		9. opaque
10.n)		10. clay and sand
11.l)		11. chinaware
12.h)		12. stoneware
13.q)		13. durable
14.i)		14. clayware
15.a)		15. high temperature
16.o)		
17.f)		

► **Watching and Listening**

1.1	1.2	2.1	2.2
1.B.C.	1. ...of crockery, ... Neolithic period	1.F	1.-2
2.1766, 1895, 1946	2. the United States	2.F	2.-3
3.kiln	3. various types of tableware	3.F	3.-1
4.thick, heavyweight	4. glassware	4.T	4.-4
5.starters and desserts	5. less durable	5.F	5.-5

Unit 11. Food Service Equipment. Part II.

■ **Post text exercises**

I.	II.	III.	IV.
1.d)	1.d)	1.c)	1. a bowl, stem and foot
2.g)	2.e)	2.a)	2. a stemmed glass.
3.k)	3.a)	3.b)	3. a shape and size
4.m)	4.f)	4.a)	4. etiquette
5.h)	5.g)	5.c)	5. key
6.f)	6.c)	6.a)	6. White wine glasses
7.c)	7.b)	7.b)	7. wider mouths
8.o)			8. bubbles
9.p)			9. flute-shaped stemware
10.j)			10. a wide snifter
11.l)			11. aroma
12.e)			12. short stems and wide bowls
13.b)			13. body heat
14.n)			14. tiny stemmed glasses
15.a)			15. a short stem and triangular bowl.
16.i)			

► **Watching and Listening**

1.1	1.2	2.1	2.2
1.wine	1. for every style	1.F	1.-2

2.glasses, every	2. three, much more.	2.F	2.-3
3.places, style	3. flavor of the wine, tasted	3.T	3.-1
4.bowl, not only get	4. float out of the glass	4.F	4.-5
5.smaller, trap	5. white, fragrance, chilled, per serving	5.F	5.-4

Unit 12. Food Service Equipment. Part III.

■ Post text exercises

I.	II.	III.	IV.	
1.e)	1.d)	1. crack their shells	1. the tail piece	1.-3
2.j)	2.a)	2. pick up the shells	2. the meat	2.-4
3.n)	3.b)	3. herbed	3.edible green tomalley	3.-5
4.p)	4.e)	4. Escargots au beurre d'herbes	4. the roe	4.-4
5.u)	5.f)	5. the sort of snails	5. a delicacy	5.-7
6.f)	6.g)	6. a little metal tray	6. a fork or pick	6.-4
7.i)	7.c)	7. snail fork	7. a sharp knife	7.-1
8.d)		8. to hold the snails	8. not damage	
9.k)		9. to pull the snail	9. is not edible	
10.o)			10.nibble meat	
11.r)			11.legs and claws	
12.c)			12.knuckle	
13.h)				
14.t)				
15.b)				
16.m)				
17.s)				
18.a)				
19.q)				
20.l)				
21.g)				

► Watching and Listening

1.1	1.2	2.1	2.2
1.don't know, trouble	1. the trophy dinner	1.F	1.-3
2.take, claws	2.crack, we serve	2.T	2.-4
3.hit, bend	3.split it	3.T	3.-1
4.down	4.at the bottom	4.T	4.-5
5.disorganized, down	5.eat	5.F	5.-2

Unit 13. Types of Breakfast. Table setting.

■ Post text exercises

I.	II.	III.	IV.	V.
1.i)	1.e)	1.a)	1.T	1. are serving a crowd
2.g)	2.c)	2.b)	2.F	2. place settings
3.h)	3.g)	3.c)	3.F	3. paper plates and plastic cups
4.k)	4.a)	4.a)	4.T	4. premium napkins
5.d)	5.f)	5.a)	5.T	5. fresh-squeezed
6.n)	6.b)	6.a)	6.T	6. specialty breakfast teas
7.m)	7.d)	7.c)		7. cloth-lined baskets
8.l)		8.b)		8. glass pitchers
9.b)				9. small glass dishes
10.f)				10. bite-size pieces
11.a)				11. apple slices
12.e)				12. small glass dishes
13.c)				13. parfaits
14.j)				14. cereals
				15. plenty of seating
				16.cotton or linen tablecloth

► Watching and Listening

1.1	1.2	2.1	2.2
1.loved, United Kingdom and Ireland	1. slices of rye bread	1.F	1.-4
2.breakfast, sausage	2.blood pudding, lovely grilled tomato	2.T	2.-2
3.stale, pan	3. a scrambled egg or a poached egg	3.F	3.-1
4.have, poached	4.a full English breakfast	4.F	4.-3
5.all-day, dinner	5.haggis, soda bread, seaweed	5.F	5.-5
	6. all-day breakfast		

Unit 14. Beverage Service

■ Post text exercises

I.	II.	III.	IV.
1.c)	1.c)	1.a)	1. alcohol
2.h)	2.e)	2.b)	2. served
3.k)	3.f)	3.c)	3. tea
4.d)	4.d)	4.b)	4. cups
5.i)	5.a)	5.a)	5. wine glass
6.e)	6.b)	6.b)	6. drinker
7.j)	7.g)	7.c)	7. room temperature
8.f)		8.b)	8. chilled
9.g)		9.c)	9. wrap a napkin
10.a)			10. dripping
11.l)			11.fill

12.p)			12.pour
13.o)			13.serving
14.n)			14. formal situations
15.b)			15.rim
16.m)			

► **Watching and Listening**

1.1	1.2	2.1	2.2
1.largest, smaller	1.smaller, balloon-shaped	1.F	1.-2
2. right-hand, right	2. beverage service	2.F	2.-3
3.cloth, low	3.should be poured	3.T	3.-5
4.Twist	4.rim	4.F	4.-1
5.leave	5. pouring wine	5.F	5.4
	6. its widest point	6.T	
	7. glassware, red wine glass	7.F	
	8. corkscrew	8.T	
	9....clockwise, ...the cork		

Lesson 15. Receiving payment

■ **Post text exercises**

I.	II.	III.	IV.	
1.b)	1.swiped	1.a)	1. -3	1. -1
2.a)	2. authorized	2.d)	2. -12	2. -9
3.d)	3.to cover	3.c)	3. -1	3. -10
4.e)	4.charged	4.b)	4. -8	4. -11
5.c)	5.the account	5.h)	5. -5	5. -3
6.i)	6.tips	6.j)	6. -6	6. -8
7.g)	7.gratuity	7.g)	7. -9	7. -4
8.h)	8.a space	8.e)	8. -4	8. -7
9.f)	9. to enter	9.f)	9. -7	9. -2
10.j)	10.the transaction number	10.i)	10. -10	10. -5
	11.double-checked		11. -11	11. -6
	12. mistakes		12. -2	
	13. verified			
	14.finalized versions			
	15. replaced			

► **Watching and Listening**

1.1	1.2	2.1	2.2
1. server	1..... going to split the checks	1.F	1.- 5
2. 6	2. to ever assume.	2.F	2.-2
3.not, everyone	3. your table...,separate	3.T	3.-3
4.let, split	4. down the middle	4.F	4.-4
5.take, pal	5. ...all the alcohol, separate checks	5.F	5.-1

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ENGLISH
FOR RESTAURANT AND CATERING
Англійська для спеціалістів сфери
ресторанного господарства

Навчальний посібник

Авторська редакція

Підп. до друку	Формат	Папір офсет.	Друк. офс.
Обл.-вид. арк.	Умов. друк. арк.	Тираж	Зам. №

Видавець та виготовлювач
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вул. Клочківська, 333, Харків, 61051
Свідоцтво суб'єкта видавничої справи
ДК №2319 від 19.10.2005 р.