

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Владивостокский государственный университет»
Колледж сервиса и дизайна

РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

ОП.07 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

**программы подготовки специалистов среднего звена
по профессии**

43.01.09 Повар, кондитер

Форма обучения: очная

2025

Рабочая программа учебной дисциплины ОП. 07 Иностранный язык в профессиональной деятельности разработана в соответствии с требованиями Федерального государственного образовательного стандарта среднего профессионального образования по профессии 43.01.09 Повар, кондитер, от 09.12.2016, № 1565, примерной образовательной программой.

Разработчик:

Трушкина И.А., преподаватель колледжа сервиса и дизайна ФГБОУ ВО ВВГУ

Рассмотрена на заседании ЦМК Филологии
Протокол № 9 от «17» мая 2026 г.

Председатель ЦМК _____



И.А. Трушкина

Содержание

1. ОБЩАЯ ХАРАКТЕРИСТИКА ПРИМЕРНОЙ РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ.....	3
1.1. Цель и место дисциплины в структуре образовательной программы.....	3
1.2. Планируемые результаты освоения дисциплины.....	3
2. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ	4
2.1. Трудоемкость освоения дисциплины.....	4
2.2. Содержание дисциплины	5
3. УСЛОВИЯ РЕАЛИЗАЦИИ ДИСЦИПЛИНЫ	14
3.1. Материально-техническое обеспечение.....	14
3.2. Учебно-методическое обеспечение	14
4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ	15

1. ОБЩАЯ ХАРАКТЕРИСТИКА ПРИМЕРНОЙ РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

«Иностранный язык в профессиональной деятельности»

1.1. Цель и место дисциплины в структуре образовательной программы

Цель дисциплины «Иностранный язык в профессиональной деятельности»: Цель дисциплины «Иностранный язык в профессиональной деятельности»: формирование навыков владения устной и письменной речью в рамках, определенных профессиональной тематикой, необходимой для обслуживания иностранных граждан (туристов) в предприятиях общественного питания.

Дисциплина «Иностранный язык в профессиональной деятельности» включена в обязательную часть цикла «общепрофессиональный цикл» образовательной программы

1.2. Планируемые результаты освоения дисциплины

Результаты освоения дисциплины соотносятся с планируемыми результатами освоения образовательной программы, представленными в матрице компетенций выпускника (п. 4.3 ОПОП-П).

В результате освоения дисциплины обучающийся должен:

Код ОК, ПК	Уметь	Знать
ОК 09	понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы, кратко обосновывать и объяснять свои действия (текущие и планируемые), писать простые связные сообщения на знакомые или интересующие профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности, участвовать в диалогах на знакомые общие и профессиональные темы	Правила построения простых и сложных предложений на профессиональные темы, Лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности, Правила чтения текстов профессиональной направленности, основные общеупотребительные глаголы (бытовая и профессиональная лексика), особенности произношения

2. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

2.1. Трудоемкость освоения дисциплины

Наименование составных частей дисциплины	Объем в часах	В т.ч. в форме практ. подготовки
Учебные занятия	118	0
<i>Курсовая работа (проект)</i>	0	0
Самостоятельная работа	8	0
Промежуточная аттестация в форме диф.зачет	0	0
Всего	126	0

2.2. Содержание дисциплины

Наименование разделов и тем	Содержание учебного материала, практических и лабораторных занятий, <i>курсовая работа (проект)</i>	Объем, ак. ч. / в том числе в форме практической подготовки, ак. ч.	Коды компетенций, формированию которых способствует элемент программы
Раздел 1 (ч)		126/0	
Тема 1. Продукты питания и способы кулинарной обработки	Содержание	16/0	ОК 09
	Освоение лексического материала по теме. Местоимения (личные, притяжательные, возвратные). Объектный падеж неопределенные местоимения, производные от some, any, no, every. Простые нераспространенные предложения с глагольным, составным именным и составным глагольным сказуемым (с инфинитивом); простые предложения, распространенные за счет однородных членов предложения и/или второстепенных членов предложения; предложения утвердительные, вопросительные, отрицательные, побудительные и порядок слов в них; безличные предложения; понятие глагола-связки.	0/0	
	В том числе практических и лабораторных занятий	16/0	
	Практическое занятие № 1 Продукты питания: овощи, фрукты.	2/0	
	Практическое занятие № 2 Продукты питания: мясо, дичь и птица.	2/0	
	Практическое занятие № 3 Продукты питания: рыба и морепродукты.	2/0	
	Практическое занятие № 4 Продукты питания: хлебобулочные изделия, яйца, молочные продукты.	2/0	
	Практическое занятие № 5 Способы кулинарной обработки продуктов: нарезка, шинковка, маринование, варка, тушение.	2/0	
	Практическое занятие № 6 Способы кулинарной обработки продуктов: жарка, обжарка, пассирование, запекание, выпекание, охлаждение.	2/0	
	Практическое занятие № 7 Питательные вещества: роль белков, жиров и углеводов в питании, витамины и микроэлементы	2/0	

	Практическое занятие № 8 Калорийность продуктов. Суточная норма калорий человека. Классификация напитков.	2/0	
Тема 2. Типы предприятий общественного питания и работа	Содержание	8/0	ОК 09
	Освоение лексического материала по теме: «Типы организаций питания и работа персонала». Грамматический материал: – имя существительное: его основные функции в предложении; – имена существительные во множественном числе, образованные по правилу, а также исключения	0/0	
	В том числе практических и лабораторных занятий	8/0	
	Практическое занятие № 9 Типы предприятий общественного питания и их характеристики (закусочные, рестораны быстрого питания, пиццерия, кафе).	2/0	
	Практическое занятие № 10 Типы предприятий общественного питания и их характеристики (рестораны).	2/0	
	Практическое занятие № 11 Типы предприятий общественного питания и их характеристики (чайные, кондитерские).	2/0	
	Практическое занятие № 12 Работники кухни на предприятиях общественного питания.	2/0	
Тема 3. Составление меню. Названия блюд	Содержание	12/0	ОК 09
	Освоение лексического материала по темам: «Названия блюд», «Виды меню и структура меню» Грамматический материал: – артикль: определенный, неопределенный, нулевой; – основные случаи употребления определенного и неопределенного артикля; – употребление существительных без артикля	0/0	
	В том числе практических и лабораторных занятий	10/0	
	Практическое занятие № 13 Название блюд и их кулинарные характеристики (первые и вторые блюда, гарниры).	2/0	
	Практическое занятие № 14 Название блюд и их кулинарные характеристики (десерты, салаты, соусы).	2/0	
	Практическое занятие № 15 Виды меню.	2/0	

	Практическое занятие № 16 Виды меню. Название меню.	2/0	
	Практическое занятие № 17 Меню бара. Карта вин.	2/0	
	В том числе самостоятельная работа обучающихся	2/0	
	Написать отзыв о походе в ресторан (кафе, ресторан быстрого питания).	2/0	
Тема 4. Кухня. Производственные помещения и оборудование	Содержание	12/0	OK 09
	Освоение лексического материала по теме «Кухонное оборудование. Производственные помещения» Грамматический материал: – имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения.	0/0	
	В том числе практических и лабораторных занятий	12/0	
	Практическое занятие № 18 Кухонное оборудование: классификация машин и аппаратов, принцип действия, характеристика эксплуатации.	2/0	
	Практическое занятие № 19 Кухонное оборудование: классификация машин и аппаратов, принцип действия, характеристика эксплуатации.	2/0	
	Практическое занятие № 20 Кухонное оборудование различных предприятий общественного питания.	2/0	
	Практическое занятие № 21 Виды производственных помещений на предприятиях.	2/0	
	Практическое занятие № 22 Перевод инструкции по эксплуатации к различным типам кухонного оборудования.	2/0	
	Практическое занятие № 23 Составление плана оснащения производственных помещений кафе (ресторана).	2/0	
Тема 5. Кухонная, столовая и барная посуда	Содержание	12/0	OK 09
	Освоение лексического материала по темам: «Кухонная, столовая и барная посуда», «Сервировка стола» Грамматический материал : – образование и употребление глаголов в Present, Past, Future Simple/Indefinite.	0/0	
	В том числе практических и лабораторных занятий	12/0	

		Практическое занятие № 24 Характеристика различных видов сервировки стола.	2/0	
		Практическое занятие № 25 Сервировка стола к завтраку, обеду и ужину.	2/0	
		Практическое занятие № 26 Сервировка стола по специальному заказу (банкет, свадьба, юбилей).	2/0	
		Практическое занятие № 27 Сервировочная посуда.	2/0	
		Практическое занятие № 28 Кухонная посуда для предприятий общественного питания.	2/0	
		Практическое занятие № 29 Барная посуда и инструменты.	2/0	
Тема Обслуживание посетителей ресторане	6. в	Содержание	14/0	ОК 09
		Освоение лексико-грамматического материала по теме: «Обслуживание посетителей в ресторане». Грамматический материал: – количественные местоимения much, many, few, a few, little, a little	0/0	
		В том числе практических и лабораторных занятий	12/0	
		Практическое занятие № 30 Обслуживание посетителей в ресторане: бронирование столика, бронирование столика по телефону, процедура расчета, заказ на «вынос.	2/0	
		Практическое занятие № 31 Обслуживание посетителей в ресторане: бронирование столика, бронирование столика по телефону, процедура расчета, заказ на «вынос.	2/0	
		Практическое занятие № 32 Обслуживание посетителей в ресторане: бронирование столика, бронирование столика по телефону, процедура расчета, заказ на «вынос.	2/0	
		Практическое занятие № 33 Составление диалогов с использованием лексико-грамматического материала по теме «Обслуживание посетителей».	2/0	

	Практическое занятие № 34 Составление диалогов с использованием лексико-грамматического материала по теме «Обслуживание посетителей».	2/0	
	Практическое занятие № 35 Обобщение.	2/0	
	В том числе самостоятельная работа обучающихся	2/0	
	Составить диалоги по темам: «Заказ столика», «Решение конфликтов».	2/0	
Тема 7. Система закупок и хранения продуктов	Содержание	8/0	OK 09
	Освоение лексического материала по теме: «Система закупок и хранения продуктов» Грамматический материал: времена группы Continuous	0/0	
	В том числе практических и лабораторных занятий	8/0	
	Практическое занятие № 36 Закупка продуктов питания. Посещение продовольственных магазинов.	2/0	
	Практическое занятие № 37 Закупка продуктов питания. Посещение рынков.	2/0	
	Практическое занятие № 38 Система закупок продуктов: планирование и организация.	2/0	
	Практическое занятие № 39 Хранения продуктов на предприятиях общественного питания.	2/0	
Тема 8. Организация работы официанта и бармена	Содержание	16/0	OK 09
	Освоение лексического материала по теме: «Организация ра-боты официанта и бармена» Грамматический материал: не-определенные наречия, производные от some, any, every	0/0	
	В том числе практических и лабораторных занятий	14/0	
	Практическое занятие № 40 Организация работы официанта.	2/0	
	Практическое занятие № 41 Организация работы официанта.	2/0	
	Практическое занятие № 42 Организация работы официанта.	2/0	
	Практическое занятие № 43 Организация работы бармена	2/0	

	Практическое занятие № 44 Организация работы бармена.	2/0	
	Практическое занятие № 45 Организация работы бармена.	2/0	
	Практическое занятие № 46 Обобщение	2/0	
	В том числе самостоятельная работа обучающихся	2/0	
	Сравнить нормы хранения продуктов в нашей стране и стране изучаемого языка	2/0	
Тема 9. Кухни народов мира и рецепты приготовления блюд	Содержание	28/0	
	Освоение лексического материала по теме «Кухни разных стран» Грамматический материал: совершенные времена глагола: Present, Past, Future, Perfect.	0/0	
	В том числе практических и лабораторных занятий	26/0	
	Практическое занятие № 47 Русская национальная кухня.	2/0	
	Практическое занятие № 48 Украинская национальная кухня.	2/0	
	Практическое занятие № 49 Белорусская национальная кухня.	2/0	
	Практическое занятие № 50 Кавказская национальная кухня.	2/0	
	Практическое занятие № 51 Английская национальная кухня.	2/0	
	Практическое занятие № 52 Американская национальная кухня.	2/0	
	Практическое занятие № 53 Немецкая национальная кухня.	2/0	
	Практическое занятие № 54 Французская национальная кухня.	2/0	
	Практическое занятие № 55 Итальянская национальная кухня.	2/0	
	Практическое занятие № 56 Испанская национальная кухня.	2/0	
	Практическое занятие № 57 Национальная кухня народов востока.	2/0	
	Практическое занятие № 58 Дальневосточная кухня.	2/0	
	Практическое занятие № 59 Обобщение.	2/0	
	В том числе самостоятельная работа обучающихся	2/0	
	Перевод рецептов блюд национальной кухни.	2/0	
Промежуточная аттестация (диф.зачет)		0	
Всего: (126ч)		126/0	

3. УСЛОВИЯ РЕАЛИЗАЦИИ ДИСЦИПЛИНЫ

3.1. Материально-техническое обеспечение

Кабинет(ы) Общепрофессиональных дисциплин и профессиональных модулей, оснащенный(е) в соответствии с приложением 3 ОПОП-П.

3.2. Учебно-методическое обеспечение

3.2.1. Основные печатные и/или электронные издания

1. Английский язык в сфере туризма и гостеприимства (серия учебников ФУМО 43.00.00 Сервис и туризм) : учебник / А. И. Макарова, Т. В. Крылова, А. А. Тюфанова [и др.] ; под общ. ред. М. Р. Гозаловой. — Москва : КноРус, 2024. — 261 с.

2. Брель, Н. М., Английский язык. Базовый курс: учебник / Н. М. Брель, Н. А. Пославская. — Москва: КноРус, 2023. — 272 с.

3. Брель, Н. М., Английский язык. Интенсивный курс. Рабочая тетрадь: учебное пособие / Н. М. Брель, Н. А. Пославская. — Москва: Русайнс, 2024. — 86 с.

4. Голубев, А. П., Английский язык для всех специальностей + eПриложение: учебник / А. П. Голубев, Н. В. Балюк, И. Б. Смирнова. — Москва: КноРус, 2024. — 385 с.
— ISBN 978-5-406-12482-6. — URL: <https://book.ru/book/952748> — Текст: электронный.

5. Голубев А.П. Английский язык для технических специальностей = English for Technical Colleges: учебное издание / Голубев А.П., Коржавый А. П., Смирнова И.Б. - Москва: Академия, 2022. - 208 с. (Специальности среднего профессионального образования). - URL: <https://academia-library.ru> - Текст: электронный

6. Гончарова, Т. А., Английский язык для профессии «Повар-кондитер». : учебное пособие / Т. А. Гончарова, Н. А. Стрельцова. — Москва : КноРус, 2024. — 267 с.

7. Киреева, И. А., Английский язык в сфере профессиональной коммуникации для службы питания : учебное пособие / И. А. Киреева, Т. И. Галеева. — Москва : КноРус, 2024. — 135 с.

8. Лаврик Г.В. Planet of English. Social & Financial Services Practice Book = Английский язык. Практикум для профессий и специальностей социально-экономического профиля СПО: учебное издание / Лаврик Г.В. - Москва: Академия, 2021. - 96 с. (Общеобразовательная подготовка в учреждениях СПО). - URL: <https://academia-library.ru> - Текст: электронный

9. Радовель, В. А., Английский язык в сфере услуг: учебно-практическое пособие / В. А. Радовель. — Москва: КноРус, 2024. — 359 с.

10. Семёнова, М. Ю., Английский язык: туризм и сервис: учебное пособие / М. Ю. Семёнова. — Москва: КноРус, 2024. — 260 с.

4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Результаты обучения	Показатели освоённости компетенций	Методы оценки
Знает: Правила построения простых и сложных предложений на профессиональные темы, Лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности, Правила чтения текстов профессиональной направленности, основные общеупотребительные глаголы (бытовая и профессиональная лексика), особенности произношения Умеет: понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы, кратко обосновывать и объяснять свои действия (текущие и планируемые), писать простые связные сообщения на знакомые или интересующие профессиональные темы, строить простые высказывания о себе и о своей профессиональной деятельности, участвовать в диалогах на знакомые общие и профессиональные темы	Знает: лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); общеупотребительные глаголы (общая и профессиональная лексика); правила чтения текстов профессиональной направленности; правила построения простых и сложных предложений на профессиональные темы; правила речевого этикета и социокультурные нормы общения на иностранном языке; формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии Умеет: строить простые высказывания о себе и о своей профессиональной деятельности; взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии; понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; понимать тексты на базовые профессиональные темы; составлять простые связные сообщения на общие или интересующие профессиональные темы; общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить иностранные тексты профессионально направленности (со словарем); самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	Письменный и устный опрос. Тестирование. Дискуссия. Участие в диалогах, ролевых играх. Практические задания по работе с информацией, документами, профессиональной литературой.

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Владивостокский государственный университет»
Колледж сервиса и дизайна

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и промежуточной
аттестации
по учебной дисциплине
ОП.07 Иностранный язык в профессиональной деятельности
программы подготовки
квалифицированных рабочих и служащих
43.01.09 Повар, кондитер

Форма обучения: очная

2026

Фонд оценочных средств для проведения текущего контроля и промежуточной аттестации по учебной дисциплине ОП.07 «Иностранный язык в профессиональной деятельности» разработаны в соответствии с требованиями ФГОС СПО по профессии 43.01.09 Повар, кондитер, утвержденного приказом Минобрнауки РФ от 09.12.2016, №1569, примерной образовательной программой, рабочей программой учебной дисциплины.

Разработчик(и): И.А. Трушкина, преподаватель

Рассмотрено и одобрено на заседании цикловой методической комиссии филологии

Протокол № 9 от «15» мая 2026 г.

Председатель ЦМК  И.А. Трушкина

1 Общие сведения

Фонд оценочных средств (далее – ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОП.07 «Иностранный язык в профессиональной деятельности».

ФОС включает в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации по дисциплине, которая проводится в форме экзамена (с использованием оценочного средства - устный опрос в форме ответов на вопросы билетов).

2 Планируемые результаты обучения по дисциплине, обеспечивающие результаты освоения образовательной программы

Код ОК, ПК ¹	Код результата обучения ¹	Наименование результата обучения
ОК 09	31	профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке
	32	лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности
	У1	использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов
	У2	самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения

3 Соответствие оценочных средств контролируемым результатам обучения

3.1 Средства, применяемые для оценки уровня практической подготовки

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
Тема 1.1 Практические занятия №1-8	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Входной тест Task 1 Task 2 Task 3 Task 4 Task 5 Task 6 Task 7	Выполнение заданий п 6 Variant 1 Variant 2 Variant 3
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.2 Практические задания № 9-12	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 8 Task 9 Task 10	Выполнение заданий п 6 Variant 4 Variant 5
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.3 Практические задания № 13-17	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 11 Task 12 Task 13 Task 14	Выполнение заданий п 6 Variant 6 Variant 7
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.4 Практические задания № 18-23	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 15 Task 16	Выполнение заданий п 6 Variant 8 Variant 9 Variant 10
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.5 Практические задания № 24-29	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 17 Task 18	Выполнение заданий п 6 Variant 11 Variant 12
	32	Использовать лексический и грамматический минимум,		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.6 Практические задания № 30-35	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 19 Task 20 Task 21	Самостоятельное составление диалогов
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.7 Практические задания № 36-	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и	Выполнение заданий п 5.1 Task 22	Выполнение заданий п 6 Variant 13

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
39		ситуационно обусловленных правил общения на иностранном языке	Task 23	Variant 14
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных профессиональных текстов направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		
Тема 1.8 Практические задания № 40-46	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 24 Task 25	Выполнение заданий п 6 Variant 15 Variant 16
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных профессиональных текстов направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами,		

Краткое наименование раздела (модуля) / темы дисциплины	Код результата обучения	Показатель овладения результатами обучения	Наименование оценочного средства и представление его в КОС	
			Текущий контроль	Промежуточная аттестация
		необходимыми для разговорно-бытового общения		
Тема 1.9 Практические задания № 47-59	31	Пользоваться профессиональной терминологии сферы индустрии питания, социально-культурных и ситуационно обусловленных правил общения на иностранном языке	Выполнение заданий п 5.1 Task 26 Task 27	Выполнение заданий п 6 Variant 17 Variant 18
	32	Использовать лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности		
	У1	Использовать языковые средства для общения (устного и письменного) на иностранном языке на профессиональные и повседневные темы; владеть техникой перевода (со словарем) профессионально ориентированных текстов		
	У2	Совершенствовать устную и письменную речь, пополнять словарный запас лексикой профессиональной направленности, а также лексическими единицами, необходимыми для разговорно-бытового общения		

4 Описание процедуры оценивания

Результаты обучения по дисциплине, уровень сформированности компетенций оцениваются по четырёх бальной шкале оценками: «отлично», «хорошо», «удовлетворительно», «неудовлетворительно»

Текущая аттестация по дисциплине проводится с целью систематической проверки достижений обучающихся. Объектами оценивания являются: степень усвоения теоретических знаний, уровень овладения практическими умениями и навыками по всем видам учебной работы, качество выполнения самостоятельной работы, учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине).

При проведении промежуточной аттестации оценивается достижение студентом запланированных по дисциплине результатов обучения, обеспечивающих результаты освоения образовательной программы в целом.

Критерии оценивания устного ответа

(оценочные средства: собеседование)

5 баллов - ответ показывает прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа; умение приводить примеры современных проблем изучаемой области.

4 балла - ответ, обнаруживающий прочные знания основных процессов изучаемой предметной области, отличается глубиной и полнотой раскрытия темы; владение терминологическим аппаратом; умение объяснять сущность, явлений, процессов, событий, делать выводы и обобщения, давать аргументированные ответы, приводить примеры; свободное владение монологической речью, логичность и последовательность ответа. Однако допускается одна - две неточности в ответе.

3 балла – ответ, свидетельствующий в основном о знании процессов изучаемой предметной области, отличающийся недостаточной глубиной и полнотой раскрытия темы; знанием основных вопросов теории; слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры; недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа; неумение привести пример развития ситуации, провести связь с другими аспектами изучаемой области.

2 балла – ответ, обнаруживающий незнание процессов изучаемой предметной области, отличающийся неглубоким раскрытием темы; незнанием основных вопросов теории, несформированными навыками анализа явлений, процессов; неумением давать аргументированные ответы, слабым владением монологической речью, отсутствием логичности и последовательности. Допускаются серьезные ошибки в содержании ответа; незнание современной проблематики изучаемой области.

Критерии оценивания письменной работы

(оценочные средства: реферат, письменный отчет по лабораторной работе).

5 баллов - студент выразил своё мнение по сформулированной проблеме, аргументировал его, точно определив ее содержание и составляющие. Проблема раскрыта полностью, выводы обоснованы. Приведены данные отечественной и зарубежной литературы, статистические сведения, информация нормативно-правового характера. Студент владеет навыком самостоятельной работы по заданной теме; методами и приемами анализа теоретических и/или практических аспектов изучаемой области. Фактических ошибок, связанных с пониманием проблемы, нет; графически работа оформлена правильно.

4 балла - работа характеризуется смысловой цельностью, связностью и последовательностью изложения; допущено не более 1 ошибки при объяснении смысла или содержания проблемы. Проблема раскрыта. Не все выводы сделаны и/или обоснованы. Для аргументации приводятся данные отечественных и зарубежных авторов. Продемонстрированы исследовательские умения и навыки. Фактических ошибок, связанных с пониманием проблемы, нет. Допущены одна-две ошибки в оформлении работы.

3 балла – студент проводит достаточно самостоятельный анализ основных этапов и смысловых составляющих проблемы; понимает базовые основы и теоретическое обоснование выбранной темы. Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы. Проведен анализ проблемы без привлечения дополнительной литературы. Допущено не более 2 ошибок в смысле или содержании проблемы, оформлении работы.

2 балла - работа представляет собой пересказанный или полностью переписанный исходный текст без каких бы то ни было комментариев, анализа. Не раскрыта структура и теоретическая составляющая темы. Проблема не раскрыта. Выводы отсутствуют. Допущено три или более трех ошибок в смысловом содержании раскрываемой проблемы, в оформлении работы.

Критерии оценивания тестового задания

Оценка	Отлично	Хорошо	Удовлетворительно	Неудовлетворительно
Количество правильных ответов	91 % и $\geq$	от 81% до 90,9 %	не менее 70%	менее 70%

Критерии выставления оценки студенту на зачете/ экзамене

(оценочные средства: устный опрос в форме ответов на вопросы билетов, выполнение письменных задач)

Оценка по промежуточной аттестации	Характеристика качества сформированности компетенций
«зачтено» / «отлично»	Студент демонстрирует сформированность дисциплинарных компетенций на продвинутом уровне: обнаруживает всестороннее, систематическое и глубокое знание учебного материала, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач.
«зачтено» / «хорошо»	Студент демонстрирует сформированность дисциплинарных компетенций на базовом уровне: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.
«зачтено» / «удовлетворительно»	Студент демонстрирует сформированность дисциплинарных компетенций на пороговом уровне: имеет знания только основного материала, но не усвоил его деталей, в ходе контрольных мероприятий допускаются значительные ошибки, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении практических работ, при оперировании знаниями и умениями при их переносе на новые ситуации.
«не зачтено» / «неудовлетворительно»	Студент демонстрирует сформированность дисциплинарных компетенций на уровне ниже порогового: выявляется полное или практически полное отсутствие знаний значительной части программного материала, студент допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практические работы, умения и навыки не сформированы.

5. Примеры оценочных средств для проведения текущей аттестации

5.1 Примеры тестовых заданий

Входной тест

Choose the right variant.

- I don't remember ... that I'm sure you're mistaken.
a) to say; b) say; c) saying; d) to have said.
- There were two answers, and ... was right.
a) neither; b) no one; c) no; d) not any.
- This dress is ... as the one I had before.
a) plenty the same; b) very similar; c) very same; d) much the same.
- He ... here from 1955 to 1960.
a) worked; b) works; c) has been working; d) has worked.
- He's... his sister.
a) much taller that; b) much more taller than; c) much taller than; d) more taller than.
- Be careful you don't... your keys!
a) lost; b) loosen; c) lose; d) loose.
- What they say may be true; you never can...
a) say; b) tell; c) remember; d) recognise.
- He didn't move, but just... where he fell.
a) lain; b) lay; c) laid; d) lied.
- I haven't had a reply to the invitation I sent you last week. ... to my patty?

- a) Shall you come; b) Are you coming; c) Do you come; d) Should you come,
10. That man reminds me ... my history teacher.
a) from; b) of; c) about; d) on.
11. The children hadn't met ... their grandparents or their uncle before.
a) or, b) neither; c) nor, d) either.
12. Before she started university, Jane ... in the States for six months working as a nanny.
a) lives; b) has been living; c) has lived; d) had lived.
13. He was ... tired to go on.
a) to; b) enough; c) so; d) too.
14. I ... saw Michael two years ago.
a) lastly; b) last time; c) last; d) the last time.
15. I like the red dress and the pink shoes. The trouble is that they don't ...very well.
a) match not each other; b) match themselves; c) go with each other; d) go on with the other.
16. He's as polite as his brother is ...polite. (подобрать префикс)
a) im; b) non; c) dis; d) un.
17. It's been quite a long time ... I had a holiday abroad,
a) ago; b) since; c) for; d) when.
18. You ... pay for this information. It's free.
a) oughtn't to; b) don't have to; c) shouldn't to; d) mustn't.
19. ... quite a lot of rain forecast for today.
a) It has; b) Is; c) It's; d) There's.
20. I'm free this evening. ... we go out to dinner?
a) Will; b) Would; c) Shall; d) Won't.
21. I need a holiday, ... I?
a) need not; b) aren't; c) don't; d) need.
22. Most of the cattle ... under the trees.
a) is laying; b) is lying; c) are lying; d) are laying.
23. Children seem to find computers easy, but many adults aren't used to ... with microtechnology.
a) work; b) working; c) a work; d) the work.
24. Parents were made ... the school reconstruction,
a) finance; b) to financing; c) to finance; d) financing.
25. The children have made lots of new friends since we ... to this town.
a) have moved; b) moving; c) moved; d) have been moved.
26. I don't understand this sentence. Could you tell me what ...?
a) this word means; b) means this word; c) does mean this word; d) does this word mean.
27. ... of the three boys got a prize,
a) A few; b) Both; c) Each; d) Every.
28. The agency intended to let each applicant... in the interview.
a) participate; b) to participate; c) so as to participate; d) participating.
29. All the children in this family are gifted, but this one is ... gifted of all.
a) little; b) the less; c) the least; d) un- .
30. He enjoyed ... computer games at first, but after a while he got bored with them.
a) to play; b) playing; c) make play; d) having played.
31. We haven't managed to meet... three years.
a) since; b) for; c) after; d) last.
32. Nothing is wrong,...?
a) can it; b) is it; c) isn't it; d) can't be.
33. A meeting of the society will be ... on Tuesday evening at 6 o'clock.
a) made; b) taken; c) held; d) placed.
34. May I apologize ... being so late?
a) myself for; b) for; c) -; d) myself.
35. All the furniture in this room ... antique.
a) are; b) are made of; c) have; d) is.
36. ... traffic in the city center.
a) There's always many; b) It is always heavy; c) There's always heavy; d) It is always much.
37. You'll find the travel agency ... the end of the street.

- a) by; b) in; c) on; d) at.
38. She ... the piano since she was ten.
a) has been playing; b) is playing; c) has played; d) had played.
39. Doing these exercises may be good ... me, but I hate every minute of it.
a) to; b) for; c) on; d) at.
40. She heard Miss Drake ... that Ann was really happy.
a) tell; b) to tell; c) say; d) to say.
41. You have bought a FIAT. You ... a BMW.
a) should have bought; b) would have bought; c) had better buy; d) would rather have bought.
42. Poor Jack — he lost his homework, and he ... do it again,
a) needs; b) ought; c) shall; d) has to.
43. The food at the party was horrible, I've never eaten ... awful food!
a) such a; b) such; c) such an d) so.
44. "I'm not very hungry". — "..."
a) Neither do I; b) I am; c) So am I; d) Nor I am.
45. The... from London to Bristol takes two hours by car.
a) travel; b) journey; c) voyage; d) driving.
46. Open the window, ... you?
a) must; b) need; c) will; d) do.
47. You must try not to ... so many mistakes.
a) do; b) tell; c) make; d) perform.
48. Helen asked me if... the film called "Star wars".
a) have I seen; b) have you seen; c) had I seen; d) I had seen.
49. I promise that I... to work on time every morning in future,
a) get; b) am getting; c) will get; d) would get.
50. I'm not going to tell you the reason ... my decision,
a) to; b) with; c) on; d) for.

USE OF GRAMMAR answers.

1-c; 2-a; 3-d; 4-a; 5-c; 6-c; 7-b; 8-b; 9-b; 10-b; 11-d; 12-d; 13-d; 14-c; 15-c; 16-a; 17-b; 18-b; 19-d; 20-c; 21-c; 22-c; 23-b; 24-c; 25-c; 26 — a; 27-c; 28-a; 29-c; 30-b; 31-b; 32-b; 33-c; 34-b; 35-d; 36-c; 37-d; 38-a; 39-b; 40-c; 41-a; 42-d; 43-b; 44-b; 45-b; 46-c; 47-c; 48-d; 49-c; 50-d.

Task 1 Read the dialogues and dramatize them in class

1. — Can you do me a favor, Jim? Would you mind introducing me to Miss Jones?
- Oh, yes, with pleasure, though it's rather strange you don't know each other yet.
- I just didn't have a chance to get acquainted with her. Is she a nice girl?
- Yes, of course, and she has a very nice dog.
2. — James, may I introduce Henry Brown? Mr. Smith, a friend of mine.
- How do you do, Mr. Richardson?
- How do you do, Mr. Brown?

(They shake hands)

Task 2 Expand the situation introduced by the opening

1. — How do you do, Mr. Jones?
- How do you do, Mr. Hardy?
- Sit down, please. What can I do for you?

Task 3

Вставьте в предложения подходящую форму местоимения, переведите предложения:

A – I	B – you	C – he	D – she	E – it	F – we	G – they
H – him	I – her	J – me	K – us	L – them	M – our	N – your
O – his	P – my	Q – their				

1. Mr. Stanley has a very friendly family. ... sons live with
2. Men's health depends upon ... life style.
3. Susan likes ... friends.
4. The students have practice now. ... plant different trees.
5. Alice asked ... brother where ... had to meet ... friends.
6. Jane and ... friend are painting the ceiling now. ... are going to finish this work tomorrow.
7. Who is speaking? It's, Peter
8. The teacher has corrected ... composition.
9. Mary's parents went to see ... friends.
10. Have ... been to Niagara Falls? Yes, ... have been there twice.
11. Is Pete at home? Can ... speak to ...?
12. Richard has passed his entrance examinations successfully and now ... is a student.
13. Look up into the sky! ... is so marvelous.
14. Primrose didn't know what to give grandfather on ... birthday.
15. The man was very old, but ... was strong and worked a lot.
16. ... parents are so old. Who will look after?
17. Jessica can never see the blackboard because the tall boy always sits in front of
18. Mother said: "... spent all ... money on ... children's education."
19. Gregory met ... wife when ... was working at ... hospital.
20. Don't worry! All ... expenses will be paid.

Task 4 Разделите слова на 4 группы:

Beef, carp, apple, marrow, banana, plum, plaice, onion, veal, cod, lemon, mushroom, mango, pike, radish, pear, ruff, pork, bream, mutton, bean, carrot, date, raisin, mullet, potato, grape, lamb, sprat, cucumber, trout, tomato, pea, fig.

Meat	Fish	Fruit	Vegetables

Task 5 Разделите слова на 4 группы:

Cherry, cheese, jam, bun, barley, puff, bilberry, milk, semolina, bread, cowberry, dumpling, cream, biscuit, butter, gooseberry, cookie, millet, strawberry, curd, jam puff, oatmeal, cranberry, pot cheese, roll, hamburger.

Bakery	Dairy	Berry	Cereal

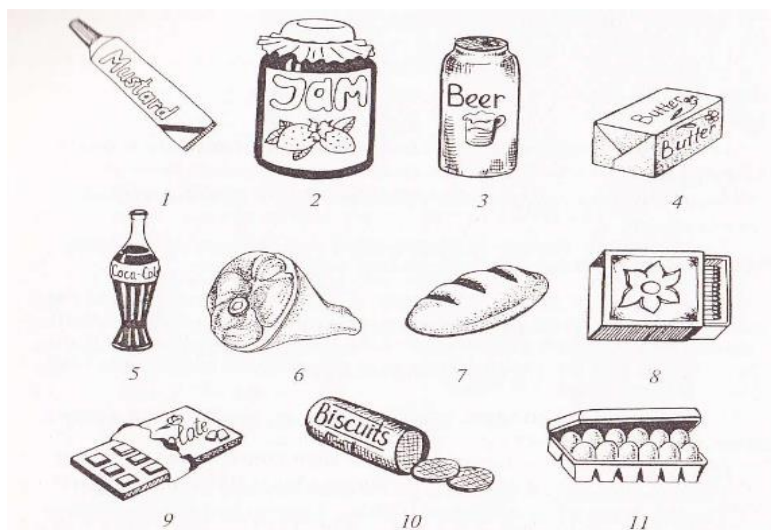
Task 6 Напишите, в каком магазине или отделе можно купить следующие продукты:

baker's, fishmonger's, grocer's, greengrocer's, butcher's, fruiter's, confectioner's, dairy shop
--

1. Fish, crab _____
2. Pork, veal _____
3. Potatoes, _____ cabbage
4. Butter, cheese _____
5. A _____ loaf _____ of _____ bread, _____ cakes
6. Apples, _____ bananas
7. Rice, _____ buckwheat
8. Chocolate, _____ caramel

Task 7 Подберите подписи к рисункам из словосочетаний, данных в рамке:

A bar of, a bottle of, a tin of, a packet of, a loaf of, a joint of, a dozen of, a jar of, half a pound of, a tube of, a box of



Прочитайте и переведите письменно мини тексты, запомните названия основных методов приготовления пищи, используемых в кулинарии.

Cooking Methods

Restaurant customers often ask how a dish is prepared or cooked. Here are some of the main methods of cooking food.

Boiling Food is cooked in deep boiling liquid [water, stock, wine etc.] in an open or covered saucepan.	Simmering Like boiling, but the liquid is kept just below boiling point in an uncovered pot.	Steaming Food is placed on a container and cooked in the steam from boiling water in a covered pan or steamer.	Stewing Cooking food in its own juices with a little additional liquid, in a covered pan, at simmering point.
Braising Pieces of food are first browned in a little fat, then cooked with some liquid in a closed pan.	Deep-frying Frying pieces of food in a deep pot or fryer with plenty of hot oil or fat.	Sautéing Cooking small or thin pieces of food in a little very hot oil or fat. The frying pan is shaken constantly to stop the food from burning.	Flaméing After frying, alcohol is added to the food in the frying pan and set on fire. This gives added flavour to the food.
Pan-frying Frying food in a little oil or butter using a frying pan over moderate heat.	Broiling/grilling Cooking food like steak or fish, over or under open heat, e.g. under the oven grill, or on a barbecue or hot plate.	Roasting Cooking food like meat or poultry with some fat in a hot oven [between 200-240 degrees centigrade].	Baking Cooking food like cakes, pies, bread etc. in a closed oven at a temperature of between 120-240°C.

Task 8 Form the plural of the nouns in brackets.

Поставьте данные в скобках существительные во множественное число.

“(Woman) and (cat) will do as they please, and (man) and (dog) should relax and get used to the idea.” (Robert Heinlein)

How do the following nouns form their plural?

Как образуют множественное число следующие существительные?

shelf..... , bus.....
church , lorry

sheep	photo
foot	baby
hero..... ,	berry
tomato	pony
radio..... ,	toy.....
thief	video
tooth..... ,	wife

Task 9 Tick (✓) the words which normally have plurals in English.

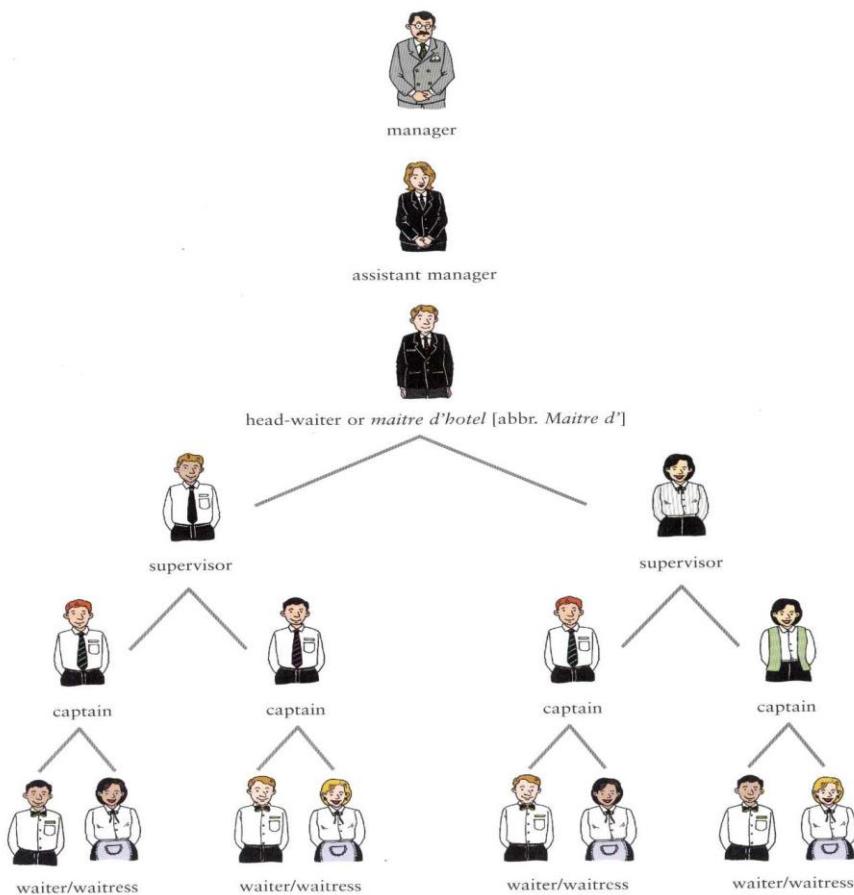
Отметьте слова (✓), которые в английском языке имеют форму множественного числа.

- ☐ wall ☐ air ☐ picture ☐ machine
- ☐ tea ☐ time (раз) ☐ hour ☐ river
- ☐ friend ☐ copper ☐ cheese ☐ teacher
- ☐ glass ☐ glass ☐ paper ☐ paper
- (стакан) (стекло) (бумага) (газета)
- ☐ music ☐ coffee ☐ armchair ☐ gold
- ☐ ship ☐ milk ☐ ice ☐ furniture
- ☐ butter ☐ happiness ☐ tree ☐ ink
- ☐ money ☐ coin ☐ university ☐ meat
- ☐ assistance ☐ assistant ☐ darkness ☐ time (время)
- ☐ wood ☐ wood
- (древесина) (лес)

Task 10 Study «Restaurant Staff»

Restaurant Staff

The number and categories of staff in a restaurant will vary according to the size of the restaurant.



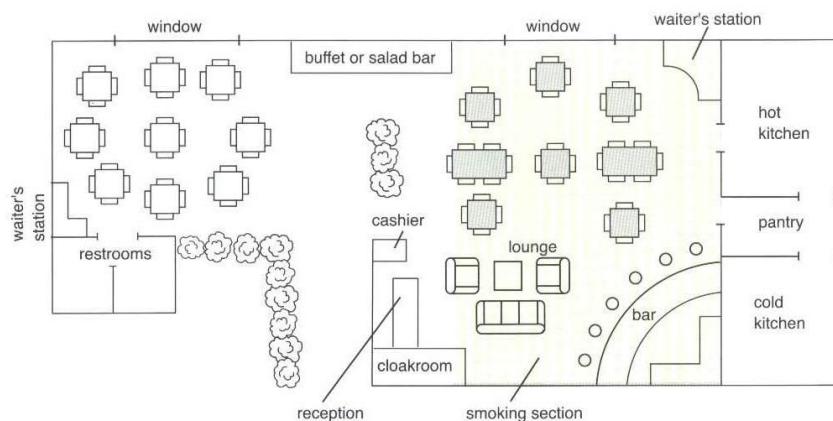
Back of House:

Stewards whose duties include taking away and washing up used dishes etc from the Service or Clearing Station.
Cleaners who clean, dust and vacuum the restaurant after each meal sitting.

Study the Plan of a Restaurant

Plan of a Restaurant

Restaurants may have some or all of the following features:



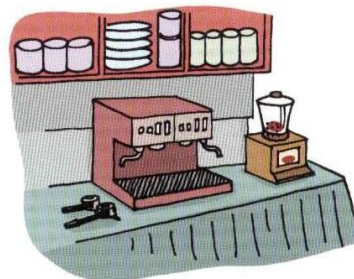
SOME PARTS OF A RESTAURANT



Bar



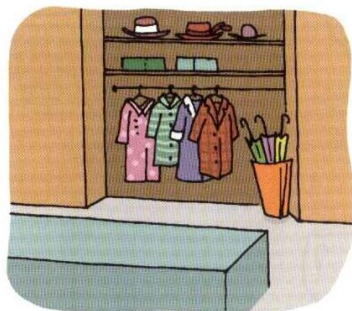
Kitchen (hot)



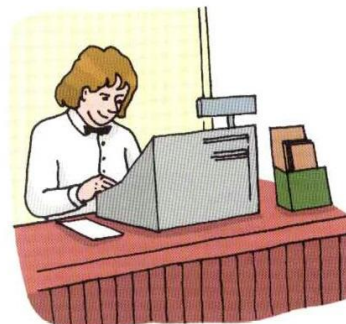
Pantry



Reception desk



Cloakroom



Cashier

Task 11 Complete the sentences with the noun in brackets using A/AN or a plural form of the noun where possible. Поставьте существительное в скобках во множественное число или используйте артикль A/AN, где это возможно.

1. You never have (time) to talk to me. I called you several (time) yesterday.

2. Could you give me (glass) of water, please? My husband has to wear (glass). I can't send this thing to you by post, it is made of (glass).

3. I need a piece of (wood). The cottage is located nicely. There is (wood) and a lake in the walking distance.

4. I'm allergic to (chicken). I'll draw you (chicken) if you eat your porridge, Mary.

5. (beauty) is a great force. Your younger daughter is going to be real (beauty). All my daughters are (beauty).

6. Anne doesn't eat (cake), it's too fattening, but she brought (cake) and (bottle) of wine to the party.

7. Is it made of (iron) or plastic? I need (iron) to press the suit.

Task 12 Match the words. Make possessive forms of the words in List 1 to combine them with the words in List 2. Образуйте формы притяжательного падежа от слов в списке 1, в списке 2 найдите слово, сочетающееся с ним по смыслу.

List 1 teachers ☐ actress ☐ Tom ☐ hairdresser children ☐ our dog ☐ doctor ☐ women girls ☐ Anne and Oliver ☐ Doris parents ☐ sheep

List 2 phone number ☐ habit ☐ last name toys ☐ surgery ☐ school ☐ club ☐ home wool ☐ room ☐ career ☐ name ☐ car

Task 13 Underline the correct noun group. Подчеркните правильное сочетание существительных.

1. a cake of chocolate / a chocolate cake

6. the company office / the company's office

2. bar soap / a bar of soap

7. the cat tail / the cat's tail

3. Russia's history / the Russia history

8. disks of a computer / computer disks;

4. a telephone's box / a telephone box

9. Mr Green music lesson / Mr Green's music lesson

5. soup of vegetables / vegetable soup

10. industry of oil / oil industry

Task 14 Rewright each phrase using the correct genitive form. Напишите фразы, используя в каждой из них соответствующую форму, обозначающую принадлежность предмета.

1. (Oliver) son – Oliver's son;

2. (Canada) national football team

3. (the frame) picture

4. (a week) holiday

5. (bus) station

6. (Jeremy and Jessica) elder sister

7. (children) toys

8. (space) rocket

9. (the women) changing room

10. (the Walkers) party

11. (the key) the car

12. (fruit) tea

13. (the managers) meeting

14. (leather) shoe

Task 15 Переведите инструкцию на русский язык

The Cook must know:

-legislation, regulations, orders another guiding and normative documents and materials related to nutrition;

-sanitary-epidemiological rules and regulations;

-recipes, cooking techniques, quality requirements, rules, terms and conditions of storage of dishes;

-types, properties, and a culinary destination of products;

-organoleptic characteristics and methods of determining the quality of products;

-rules, techniques and sequence of operations to prepare products for heat treatment;

-assign, rules for the use of technological equipment, industrial equipment, tools, weighing equipment, utensils and care for them.

Переведите инструкцию на русский язык

The duties of a Cook

Cook performs the following duties and responsibilities:

1. Cook directly carries out preparation of dishes, including: washing and blanširovku products, mixing ingredients, frying, grilling, cooking on the steaming, cooking sauces, soups, broths, appetizers to buffet and salads.
2. Decorates dishes.
3. is the menu.
4. is studying customer requirements for service and quality of food and products.
5. conducts coaching Maitre and waiters.
6. to monitor the work of cleaning, disinfection, sanitization of Office and production facilities; washing and maintenance in accordance with the sanitary norms of special clothes.
7. is studying complaints of guests (visitors) to the quality of food and service, keep statistics of complaints and claims, is preparing proposals for improvements_

Переведите инструкцию на русский язык

Rights of the cooks

Cook has the right:

1. To get acquainted with projects of decisions relating to its organization of work.
2. to submit proposals to improve the management of its work and that of the company.
3. demand to change the provider of products and supplies in case of justified claims to the quality and shelf life.
4. to inform your supervisor of all identified the deficiencies and to make proposals to remedy them.
5. to require from the company management of unscheduled activities on sanitation processing production facilities, full or partial replacement of facilities/equipment in cases of discrepancy in their standards of hygiene and sanitation, as well as in cases of emergency.

Read the international words and translate them

Area, sterilize, bacteria, crab, service, synthetic, refrigerator, risk

Task 16 Read and translate the text. Try to understand its content

FOOD HYGIENE

Raw meat and fish must be prepared on very clean tables or preparation surfaces. Poultry and game must not be cleaned in the same area as meat is prepared. Meat entering the kitchen must be checked for cleanliness and must not be contaminated with dirt of any kind. Fish must be very fresh, with no signs of contamination or decomposition.

Under no circumstances must cooked meat be prepared on the same surface as raw meat, nor cooked meat handled unless the hands have been thoroughly washed. Any knives used for cutting raw meat must have been sterilized. Bacteria transferred from the raw meat will multiply rapidly on the cooked meat, and this will be heavily contaminated by the time it is consumed.

Shellfish such as cooked prawns, crab, lobster and shrimps must be handled as little as possible and kept refrigerated until required for service. If there is in any doubt about the freshness of shellfish, then it is best to dispose of it immediately. Oysters and mussels must be purchased from reputable suppliers to ensure that they have been thoroughly cleansed. Oysters must be opened to order and served immediately. They must not be used if the shells are open, as this indicates that they are dead.

Synthetic and fresh cream, milk and frozen eggs must be handled as little as possible and kept refrigerated until required. Equipment must be sterilized before whipping cream. Frozen eggs, once defrosted, must be kept in a cold room or refrigerator and used within 24 hours. The eggs of ducks, geese and gulls must always be well-cooked and never eaten as soft-boiled, poached, fried or scrambled, because of the great risk of Salmonella poisoning. Eggshells are porous and these birds lay their eggs in the most unhygienic places.

Expand the sentences

1. Raw meat and fish must be prepared ...
2. ... must not be cleaned ...
3. Any knives used for cutting raw meat ...
4. ... will multiply rapidly on the cooked meat.

5. Shellfish such as ... must be handled as little as possible.
6. Frozen meat, poultry, game, fish and shellfish must ...
7. ... must be sterilized before whipping cream.

Task 17 Choose the correct word (from the list) to describe picture

1.		cutlery glass trays fork knife napkin menu straw tablecloth pitcher
2.		
3.		
4.		
5.		
6.		wine
7.		(of beer)
8.		
9.		
10.		

Task 18 Match the pictures with the names of glasses

Vodka Glass, Champagne Flute, Irish Coffee Glass, Cognac Ballon, Champagne Saucer, Cocktail Glass, Hurricane Glass



Beer Mug, White Wine Glass, Punch Cup, Red Wine Glass, Armagnac Glass, Sherry Glass, Shot Glass



Task 19 Read and translate the text

Table Setting Guide napkin use and etiquette

The basic function of the napkin is to wipe your fingers and blot your mouth.

1. After sitting, unfold your napkin and place it in your lap (don't tuck it in your collar) after the host or hostess has placed his or her napkin in their lap.
2. Small napkins are used on informal meals. They are completely unfolded.
3. Use the napkin to blot your lips as needed and before taking a drink.
4. Place your napkin in your chair if leaving the table during the meal.
5. When the meal is completed, the napkin is folded loosely and placed to the left of your plate (or in the center of your place setting if your plate has been cleared).

Napkin shapes and sizes

Event formality dictates the shape and size of napkins used.

Napkins are usually square. The following list shows what sized napkins are used for various occasions:

- **Formal, Multiple Course, Meals** - large napkins (22 - 26 inches square);
- **Buffet Service** - medium to large napkins (18 to 24 inches square or 12 x 22 inches);
- **Informal Dinners** - medium napkins (18 to 20 inches square);
- **Luncheons** - smaller napkins (14 to 16 inches square);
- **Tea** - small napkins (12 inches square); and
- **Cocktails** - very small napkins (9 inches square, 4 x 6 inches, or 6 x 8 inches).

Napkin color and design

Napkins at a formal meal should match the color of the tablecloth (generally ivory or white).

- They should have a simple border and weave.
- Napkins of different color with patterns can be used to add interest to the table setting.
- Keep design scale consistent throughout the table setting for continuity.

Napkin texture

Napkins should have a texture to allow it to absorb moisture. For continuity, napkin texture should be compatible with that of the other linens at the table and tableware finish.

- Fine textures work best for formal occasions,
- Unique textures can be used at informal meals to add interest to the table setting.

Napkin placement

Napkins are placed in the center of the service plate to save space at a formal event. Informal meals allow the host to place the napkin wherever they choose.

Napkin rings

Napkins in napkin rings are placed on the table with the tip of the napkin point toward dinner guests.

- Guests should place the napkin ring to the top-left of the setting after the napkin is removed.
- When the meal is finished, the napkin should be grabbed in the center and pulled through the ring - then placed on the table with the point facing the table's center.

Extra napkins

- Keep a few extra napkins on hand for those that drop them or to use in a bread basket, to place under wine bottles, or as hot pads.

Task 19 Are you ready to take your first table? Here are some questions that you may need to ask your guests. Fill in the blanks with the appropriate word.

Appetizer/ cooked/ decided/ finished/ interest/ needing/ save/ separate cheques/ so far/ specials

1. Can I _____ anyone in a cold beverage to start?
2. Has everyone _____, or do you need a few more minutes with the menus?
3. Would you like to hear today's _____?
4. Is anyone interested in soup or salad as an _____?
5. How would you like your steak _____?
6. Is there anything else you'll be _____ just now?
7. And how is everything _____?
8. Are you all _____ with your plate?
9. Did anyone _____ room for dessert tonight?
10. Is this all together, or would you like _____?

Task 20 Заполните пропуски подходящими по смыслу словами из таблицы:

wine would like prefer try glasses of sweet take like

Waiter: The (1)..... list, please.

George: Thank you, let's see. What sort of wine do you (2)....., Nino?

Nino: I (3)..... white.

George: (4)..... or dry?

Nino: Dry.

George: Then let's (5)..... Saperavi. It's usually very good.

Nino: How often do you come here?

George: Usually once a month. (to the waiter) Excuse me.

Waiter: Yes, sir?

George: We'll (6)..... two (7)..... of Saperavi.

Nino: And I'd (8)..... a bottle of mineral water 'Borjomi' too.

Task 21 Understanding your Guests

How will your guests respond to your questions? They need to understand you, but even more importantly, you need to understand them! Fill in the blanks and check your answers.

Bill/ bite/ delicious/ medium rare/ menu/ order/ pitcher/ sauce/ special board/ split

1. We'll take a _____ of draft with four glasses, please.
2. I think we are all ready to _____.
3. We read the _____ on our way through.
4. I think we'll get an order of garlic bread to _____.
5. I like my steak _____ so that there is a little pink in the middle.
6. Do you have any _____ to dip the chicken fingers in?
7. Everything is _____, thank you.
8. I can't eat another _____.
9. We'll have coffee while we look at the dessert _____.
10. You can put it all on one _____, thanks.

Task 22

Прочитайте текст со словарем и найдите предложения, в которых:

- а) дается определение вакуумной упаковки;
- б) рассматривается область применения вакуумной упаковки;
- в) описывается альтернатива вакуумной упаковки для хрупких продуктов.

Vacuum packing

Vacuum packing is a method of packaging that removes air from the package prior to sealing. This method involves (manually or automatically) placing items in a plastic film package, removing air from inside and sealing the package. Shrink film is sometimes used to have a tight fit to the contents. The intent of vacuum packing is usually to remove oxygen from the container to extend the shelf life of foods and, with flexible package forms, to reduce the volume of the contents and package.

Vacuum packing reduces atmospheric oxygen, limiting the growth of aerobic bacteria or fungi, and preventing the evaporation of volatile components. It is also commonly used to store dry foods over a long period of time, such as cereals, nuts, cured meats, cheese, smoked fish, coffee, and potato chips (crisps). On a more short-term basis, vacuum packing can also be used to store fresh foods, such as vegetables, meats, and liquids, because it inhibits bacterial growth.

Vacuum packing greatly reduces the bulk of non-food items. For example, clothing and bedding can be stored in bags evacuated with a domestic vacuum cleaner or a dedicated vacuum sealer. This technique is sometimes used to compact household waste, for example where a charge is made for each full bag collected.

Vacuum packaging products, using plastic bags, canisters, bottles, or mason jars, are available for home use. For delicate food items that might be crushed by the vacuum packing process (such as potato chips), an alternative is to replace the interior gas with nitrogen. This has the same effect of inhibiting deterioration due to the removal of oxygen.

External vacuum sealers involve a bag being attached to the vacuum-sealing machine externally. The machine will remove the air and seal the bag, which is all done outside the machine. A heat sealer is often used to seal the pack.

Переведите следующие сочетания слов из текста с Participle II - определением по образцу:

packed (III ф.гл. от pack) **product** - упакованный (причастие с суф. -анн) продукт;

desired result - желаемый (причастие с суф. -ем, -им) результат.

Devices used, sterilized product, sealed container, desired temperature, controlled temperature, controlled packaging, cooled fruit, machine produced.

Дополните предложения словами, данными курсивом:

bulk of non-food items, preventing the evaporation, deterioration, the vacuum-sealing machine, plastic film package, remove the air.

- 1) Vacuum packing greatly reduces the
- 2) This method involves (manually or automatically) placing items in a
- 3) Vacuum packing reduces atmospheric oxygen, limiting the growth of aerobic bacteria or fungi, and ... of volatile components.
- 4) This has the same effect of inhibiting due to the removal of oxygen.
- 5) External vacuum sealers involve a bag being attached to ... externally.
- 6) The machine will ... and seal the bag, which is all done outside the machine.

Дайте ответы на вопросы по содержанию текста.

- 1. What is vacuum packing?
- 2. What is the intent of vacuum packing?
- 3. What is the purpose of reducing atmospheric oxygen?
- 4. Which products are stored using this method??
- 5. Can domestic sealers be used for vacuum packing?
- 6. When is interior gas replaced with nitrogen?
- 7. Give a description of an external vacuum sealer.

Перескажите текст, используя вопросы упражнения III как план пересказа.

Task 23

Прочитайте текст, пользуясь словарем, укажите номера предложений, служащих ответами на следующие вопросы:

1. What does rotary belt type vacuum packaging machine feature?
2. Why is rotary belt vacuum packaging machine more convenient?
3. What are these machines used for?
4. How do automatic belt chamber sealers operate?
5. How can vacuum packaging in large production facilities be done?
6. What is the advantage of Form-Fill-Seal style machines?
7. Name some common uses of thermoforming.

Rotary and automatic packaging machines

Rotary belt type vacuum packaging machine or vacuum sealer features the same function as the double chamber vacuum packaging machine as a 'vacuum bag sealer'. But the rotary belt vacuum packaging machine is more convenient, as the belt rotates automatically while the bags are placed to the sealing bar and vacuum sealing process completed. The vacuumed and sealed bags are automatically unloaded, which obviously is more convenient. The packaging plate of the machine is adjustable to 4 degrees, which allows the vacuum packaging of food with soup and liquid. Rotary belt type packaging machines are commonly used for: fresh meat, processed meat, seafood, pickles, cheese (hard and soft), candy and chocolate. Any other pack that needs vacuum sealing, and the size of the pack is not too big.

Automatic belt chamber sealers require the entire product to be placed in a plastic bag or flow wrapped pouch within the machine. The product travels on the conveyor belt, it is automatically positioned in the machine on the seal bar, the lid is closed and air is removed. Then a seal bar inside the chamber seals the product in the bag. After sealing the bag, the chamber is refilled with air by the automatic opening of a vent to the outside. This oncoming pressure squeezes all remaining air in the bag. The lid is then opened and the product removed. Automatic belt vacuum chamber machines are typically used for high-speed packaging of large items, and also have the capability to vacuum seal liquids. The lid generally travels straight up and down. Automatic belt vacuum chamber packaging machines are commonly used for: fresh meat (large portions), processed meat, large sausage logs, cheese (hard and soft).



Automatic belt type vacuum sealer

Vacuum packaging in large production facilities can be done with thermoforming machines. These are Form-Fill-Seal style machines that form the package from rolls of packaging film (webbing). Products are loaded into the thermoformed pockets, the top web is laid and sealed under a vacuum, producing vacuum packaged products. Thermoforming can greatly increase packaging production speed. Thermoformed plastics can be customized for size, color, clarity, and shape to fit products perfectly, creating a consistent appearance. One of the most commonly used thermoformed plastics is PET, known for a high-strength barrier resistant to outside tampering and an ease of molding into designated designs and shapes.

Some common uses for thermoforming in vacuum packaging include: fresh and marinated meat, sausage, cheese, candy/chocolate, grain, grab-and-go snacks (beef jerky, snack sticks), pharmaceutical and medical products, coins / collectables.

Дополните предложения словами из текста.

1. The vacuumed and sealed bags are ..., which obviously is
2. The packaging plate of the machine is adjustable to
3. Automatic belt chamber sealers require ... to be placed in a plastic bag.
4. The lid is then ... and the product
5. Thermoformed plastics can be customized for

Task 24

Making reservations over the telephone

Here are two telephone conversations:



Man Apple Tree Restaurant, good morning.
Woman Can I speak to the Manager please?
Man Speaking
Woman I'd like to book a table for tomorrow lunchtime.
Man Yes madam, for how many will that be?
Woman For seven.
Man And what time will you be arriving?
Woman Oh, about twelve thirty I should think.
Manager Table for seven at 12.30 on Wednesday. And what name was it please?
Woman Leavens, Mary Leavens.
Manager Very good madam. We look forward to seeing you.
Woman Thank you. Goodbye.
Manager Goodbye.

Man Is that the *Barbecue* Restaurant?
Manager Yes sir. Can I help you?
Man Could I speak to the Head Waiter please?
Manager I'm afraid he's not here just now. Could I take a message?
Man Yes. I ordered a table for 12 for dinner today, but I'm afraid I'll have to cancel it.
Manager What name was it please?
Man Bartleby, Nicholas Bartleby.
Manager I'm sorry, I'm afraid I didn't catch that. Could you spell it please?
Man Bartleby, B-A-R-T-L-E-B-Y.
Waiter Very good Mr Bartleby. I'll make sure the Head Waiter gets the message.
Man Thank you. Goodbye.
Waiter Goodbye.

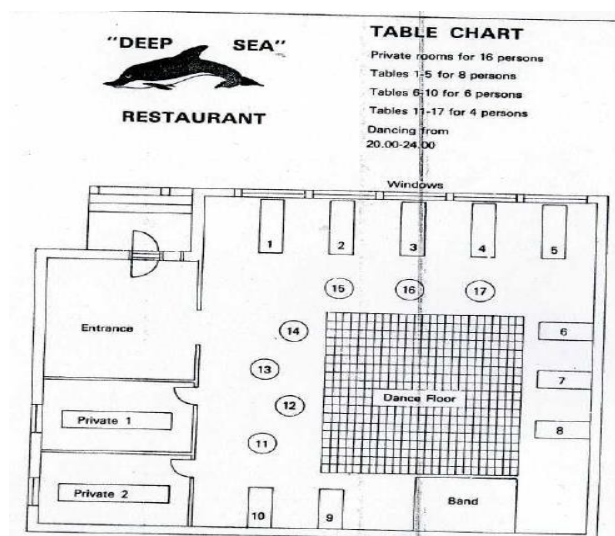
Practice

Exercise I If you were answering reservation enquiries over the telephone in a restaurant, what would you say to customers to express the following?

1. You want to know how many people the reservation is for.
2. You want to know when the reservation is for.
3. You want to know the name the reservation should be under.
4. You didn't understand the customer's name.
5. You will pass the message to the head waiter.

Exercise II Practise the following situations in pairs. Remember to put in all the necessary polite phrases for a telephone conversation.

1. The head waiter of the *Barbecue Restaurant* answers the telephone. The customer wants to book a table for the following day at 8 p.m. When asked for how many he says four, preferably a window table. He says his name is Southall and the head waiter asks him to spell it.
2. The same situation but the customer wants to cancel his table booking. He has a difficult name, Maugham. Make sure you get the day and time too.
3. This time the customer wants to speak to the manager, Mr Robins, but he's not available. So the head waiter takes a message that the manager should phone to. ... (name and phone number).
4. A waiter answers the telephone but the customer wants i the head waiter who is not there. The waiter offers to take; a message but the customer wants to know when the; head waiter will be back and says he will call again.



DEEP SEA RESTAURANT		Reservations Monday Feb 29	
Lunch 12-15		Dinner 18-22 (Closes 24)	
Table No.			
1	Williams 13.30	1	Watson 19.00
2		2	Jones 18.30
3		3	Hijala 21.00
4	Berner 12.30	4	British Embassy 20.00
5	Reinholdt 14.00	5	
6		6	
7	Delaney 13.00	7	
8		8	Nieminen 19.00
9		9	
10	Saarinan 12.00	10	Binham 20.30
11	Pratt 13.00	11	
12		12	Murray 21.30
13	del Monte 13.30	13	
14		14	
15	Jackson 12.30	15	Leblanc 18.00
16	Hamilton 14.30	16	Carillo 20.00
17		17	
Private 1	Finner 12.30	Private 1	Barker 21.00
Private 2		Private 2	

Look at the Table Chart of the *Deep Sea Restaurant*. You'll see that there are 2 private rooms for a maximum of 16 persons, 5 tables for 8, 5 tables for 6, and 7 tables for 4 persons. There is dancing from 8 p.m. till midnight. Now look at the head waiter's table reservations for Monday, February 29th. Lunch is from 12 midday till 3 p.m., and dinner is served from 6 p.m. until 10 p.m. Notice that some of the tables are already booked, both for lunch and dinner.

Head waiter
 Woman
 Head waiter
 Woman
 Head waiter
 Woman
 Head waiter
 Woman
 Head waiter
 Woman
 Head waiter

Deep Sea Restaurant. Head waiter. Good morning.
 I'd like to reserve a table for five
 And was that today, madam?
 Of course.
 At what time, madam?
 Oh, about three o'clock I suppose.
 I'm afraid we only serve lunch until 3 p.m., madam.
 Oh well, 2 o'clock then, and it must be by a window.
 Very good, and what name please?
 Bellington, Mrs Martha Bellington.
 Very good Mrs Bellington. A table for five at 2 p.m. today.

Head waiter
 Man
 Head waiter
 Man
 Head waiter
 Man
 Head waiter

Deep Sea Restaurant. Good, morning.
 Do you have a table for two this evening?
 Certainly sir. At what time was it?
 What time does the band start playing?
 At 8 p.m sir.
 Right. Make it 7.30 then, and near the dance floor if possible.
 Very good sir. And what name please?

Man Kryzkoviak
 Head waiter Could you just repeat that please?
 Man Kryzkoviak, that's Polish you know. K-R-Y-Z-K-O-V-I-A-K.
 Head waiter Yes. Thank you Mr Kryzkoviak. We look forward to seeing you.

Practice

Exercise I Assuming Table 3 was reserved for Mrs Bellington and Table 14 for Mr Kryzkoviak, you take the part of the head waiter in the following conversations. Remember to refer to your table reservations.

Head waiter _____.
 Woman Good morning. Do you have a private room for 15 for lunch today?
 Head waiter _____?
 Woman 12.30 if possible.
 Head waiter _____?
 Woman Mark it down for Spearhead Trips please.
 Head waiter _____.
 Woman Thank you. Goodbye.

Man Good evening. Could you put me through to the *Deep Sea* Restaurant please?
 Head waiter _____.
 Man Ah, good. Listen. I'd like to book a table for 8 people please.
 Head waiter _____?
 Man For tonight.
 Head waiter _____.
 Man Oh, I see.
 Head waiter _____?
 Man I was hoping for something around about 8 o'clock.
 Head waiter _____.
 Man OK, 9 o'clock would be fine.
 Head waiter _____?
 Man Deleuse, D-E-L-E-U-S-E.
 Head waiter _____¹⁰
 Man Marvellous. Thank you. Goodbye.

Exercise II Practice more reservations like this in pairs. Remember to note down the reservations so you know which tables are still free.

Task 25

Set lunch

Here is a simple set lunch menu:



Mr Radford has just dropped in for a quick lunch:



Waitress A table for one, sir?
Mr Radford Yes please.
Waitress Are you having the set lunch?
Mr Radford Yes.
Waitress What would you like to start with?
Mr Radford What's the soup of the day?
Waitress Mushroom.
Mr Radford Yes please. I'll have that|
Waitress And for your main course?
Mr Radford The plaice, I think, and apple tart to follow.
Waitress Would you like something to drink with your meal?
Mr Radford Yes. A lager please.
Waitress Thank you

Practice

Exercise I Take the part of the waiter in the following conversation. [

Lady Good afternoon. Are you open for lunch?
Waiter _____?
Lady Just for me, please.
Waiter _____.
Lady Thank you.
Waiter _____?
Lady The egg mayonnaise, please.
Waiter _____?
Lady The lamb chops, I think.
Waiter _____?
Lady No thank you. Just some iced water.

Exercise II Practice giving and taking orders in pairs, using Mr Radford's menu to help you. Here is a more elaborate menu:

The Harcourt Arms Stanton Harcourt Oxfordshire Oxford 881931

- Grilled king prawns with garlic bread and mayonnaise.
 - Home made stockpot soup.
 - Liver pâté
 - Deep fried sprouts
 - Avocado pear with vinaigrette or prawns
 - Sirlorn steak
 - Roast duck with orange sauce
 - Poussin and mushroom cream sauce
 - Rack of lamb basted in honey & rosemary
 - Baked Alaskan king crab in garlic butter and lemon juice
 - Roast partridge & game fowl
 - Rib of beef with bearnaise sauce
 Served with green beans, carrots and jacket potatoes
 Treacle tart with cream
 Chocolate mousse
 Coffee

Mr and Mrs Blackmore have just arrived at the *Harcourt Arms*:



Waiter	Good afternoon.
Mr Blackmore	Good afternoon. I have a table booked for two under the name of Blackmore.
Waiter	Yes sir. Would you like to come this way?
Mr Blackmore	Thank you.
Waiter	Can I take your coat madam?
Mrs Blackmore	Thank you.
Waiter	Will this table do for you?
Mr Blackmore	That will be fine thanks!
Waiter	Would you like a drink before your meal?
Mrs Blackmore	Yes. A dry sherry please.
Mr Blackmore	Half of bitter for me.
Waiter	Are you ready to order?
Mr Blackmore	Yes I think so.
Waiter	What would you like for starters madam?
Mrs Blackmore	I can't decide. What do you recommend?
Waiter	Well, the prawns are always popular. The pate is good...
Mrs Blackmore	The prawns then please, for me.
Waiter	And for you sir?
Mr Blackmore	I think I'll try the soup.
Waiter	Very good sir. And to follow?
Mrs Blackmore	Rack of lamb, I think.
Waiter	And for you, sir?
Mr Blackmore	I'll have the steak.
Waiter	How would you like your steak done, sir?
Mr Blackmore	Medium rare please.
Waiter	Thank you. Would you like to see the wine list?
Mr Blackmore	Do you have house wine?
Waiter	Yes sir. Red or white?
Mr Blackmore	Do you have half bottles or half carafes?
Waiter	Yes sir.

Mr Blackmore One of each then, please.

Practice

Exercise I What would you say as the restaurant manager or waiter in the following situations?

1. Your guests arrive wearing coats.
2. You want to know if your guests would like an aperitif before their meal.
3. You want to know if your guests are ready to order their meal.
4. You want to know if your guests would like wine.
5. A guest asks you for your recommendations.

Exercise II Using the same menu, practise giving and taking orders in pairs or in groups.

Task 26

Read and translate the text

Russian food

In Russian it's usual to have meals three times a day. There is breakfast, dinner and supper.

Neither breakfast nor its preparation usually takes much time. In Russia it's not common to eat much for breakfast. A usual breakfast could include an omelette, sandwiches, corn flakes or something like that. But of course there are some traditional Russian dishes. For example sirniki. Sirniki is made from dough containing lots of cottage cheese and fried on a pan. They are usually served with sour cream and sugar. Blini and blinchiki are other common morning meals. Blini are practically the same as English pancakes. In Russia they are served with butter and sugar. Blinchiki are very thin blini. Of course they are made from other dough. The thinner the blinchiki are, the tastier they are. Besides there are blinchiki with stuffing. There is a plenty of different stuffing. For example blinchiki with cottage cheese, meat, jam. If you are in Russia on Maslenica you can try different kinds of blinchiki because on that holiday blinchiki are considered to be the main and necessary dish. Try blinchiki with caviar - the posh variant of the course. Russians really love caviar and serve it on many holidays.

Dinner consists of several courses. From the times of Soviet cafeterias it's common to call them first course, second course and third course. First course is a soup. Second course includes meat and garnish. A drink in Russia is called third course. It's usually tea, coffee, juice or compote. Sometimes third course includes a dessert. The official time for dinner at work is usually from noon till 1 o'clock PM. At home, for example on the weekend, dinner is usually later – at three or four o'clock PM.

So what do Russians eat? At first shchi of course. Shi is a soup made from meat, cabbage, carrot, potatoes, tomatoes and onion. Add some sour-cream to it and you'll get a delicious taste. That's something that helps Russians to warm during the cold winter. Maybe many people haven't heard about shchi before, but everybody knows borshch. In fact borshch is shi with beet. That's the main difference between these soups. Borshch is more often related to courses of the Ukrainian cuisine.

There is also traditional salad in Russia. Ask any Russian what salad it is and he or she will answer you in a moment. This is olivye! Russians prepare it on every holiday. It has become a great tradition here. This salad is sometimes called Russian salad abroad. And the name "olivye" has a French origin. It's strange but in Russia this salad is considered to be a course brought to Russia by a French man Olivye. Of course it's hard to say if it's true or not. Besides olivye doesn't have any relation to the French cuisine. It is prepared from boiled chicken, potato, carrot, conserved peas, pickled cucumbers, onion and mayonnaise. It's a little strange mixtures of ingredients but try it anyway, and you'll understand that it's really very tasty.

Another dish of Russian cuisine containing a lot of ingredients, which at first sight don't seem to suit each other, is okroshka. The word "okroshka" comes from the verb "kroshit" that in English means "to crumble", "to cut". So the name of the course speaks for itself because during its preparing many kinds of products are crumbled & cut.

The base of the course is kvass. Kvass is a traditional drink in Russia itself. Depending on what part of the country you visit you have an opportunity to try either dark or light kvass. And the fact that you like dark kvass still doesn't mean that you'll like the light one, because it tastes much different. All that you need to do is to add there boiled meat, eggs, potherb, cucumbers, radish, some milk and the soup is ready. Finally you get

delicious cold soup which is the favorite dish of many Russian especially in the summer time. But okroshka has a very special taste so foreigners may not like it for the first time.

Beside soups, Russians have some other tasty things. Golubtsi and pelmeni are among them. They are popular in many countries abroad but you should try them in Russia because here they are the best.

Bread plays a very important role in the meal. Russians eat bread with practically all dishes. In Russia they cook light and dark bread. The colour of bread depends on the kind of flour is used for its preparation. In the past bread was baked in special ovens in the country. That bread has a wonderful taste and of course it can't be compared with that bread which shops supply. Unfortunately this tradition is disappearing nowadays, although some elderly people continue baking bread and don't buy it in the shops.

Among drinks Russians often like tea and vodka. Perhaps Russian climate which is famous by its cold weather influenced this choice of drinks. But when it's warm Russians drink kvass and compote with pleasure.

What? Already hungry? So come to Russia as soon as you can! Yes, and don't forget to say "Pryatnogo appetita!" at the table. It's considered to be polite here to wish everyone 'good appetite'.

Task 27

BELARUSIAN FOOD TRADITIONS

1. Match the English and Russian equivalents.

1. emphasis	a. наследие
2. heritage	b. обновленный
3. renewed	c. ожидать
4. nibble	d. акцент
5. expect	e. откусывать

2. Express the word combinations in English.

1. Похожие кухни _____
2. Мясные супы _____
3. Грибная начинка _____
4. Национальные клёцки _____
5. Керамический горшок _____

3. Complete the sentences with the right word from the box.

expect	emphasis	renewed	nibble	developed	heritage
--------	----------	---------	--------	-----------	----------

1. _____ on a piece of bread, if you want to make your soup a meal.
2. What products does Belarus put _____ on?
3. There's a _____ interest in national culinary _____.
4. What can you _____ to see on a plate in Belarus?
5. Belarusian culinary history _____ through centuries of international trade.

4. Complete the sentences with the appropriate prepositions.

1. "Meat and potatoes" are a bit _____ stereotype _____ this part of the world.
2. The cuisine of Belarus is similar _____ the cuisines of neighbouring countries.

3. Belarusian people put a lot of emphasis ____ pork, dumplings and soups.
4. Make your soup a proper meal ____ nibbling ____ a piece of rye bread.
5. Grated potatoes are mixed ____ flour and eggs, and then formed ____ small pancakes.
6. Pelmeni and vareniki are slightly different ____ shape.
7. Dumplings can be filled ____ a big variety ____ sweet and savoury ingredients.
8. Ceramic pots are often used ____ making stews.
9. If you are a vegetarian, it might be difficult to find a dish free ____ meat products.
10. Even vegetables soups are based ____ a chicken, beef or pork stock.

5. Guess the word by its definition.

1. This dish is made from grated potatoes, mixed with flour and eggs and fried in oil.
2. This dish is made from beetroots and eaten hot. A hearty Belarusian soup.
3. This dish is made from flour and water and filled with different fillings.
4. This dish is made in ceramic pots, usually from meat, seasonal vegetables and mushrooms.
5. This is a typical cold soup in Belarus, made from beetroots and cucumbers, eggs and served with sour cream.

6. Express the following in English.

1. Белорусы делают большой акцент на свинине, клецках, супах и картофеле.
2. Белорусская кулинарная история была практически потеряна.
3. Драники могут подаваться с большим разнообразием добавок: грибами, свининой, сметаной и даже фруктами.
4. Картофельную бабку готовят в керамическом горшке из тертого картофеля, яиц, лука и бекона.
5. Лучшие варианты блюд для вегетарианцев — драники и клецки, которые обычно делают из ингредиентов без мяса.

6. Примеры оценочных средств для проведения промежуточной аттестации

Variant 1

1. Найдите два варианта перевода слова «суп-пюре»

- a. smelt; b. cream; c. potage, d. thick soup
- 2. Закончите предложение, выбрав два варианта:**
For the dessert we decided to take...
- a. coffee; b. roasted chicken; c. plum pie; d. grilled salmon
- 3. Выберите правильный вариант степени сравнения прилагательных:**
Juices are ... beverages in the menu.
- a. cheapest; b. the cheapest; c. more cheap; d. most cheap
- 4. Выберите лишнее слово:**
a. pomegranate; b. pineapple; c. lettuce; d. peach
- 5. Соотнесите:**
- | | |
|-------------------|---------------------|
| 1. red caviar | a. dessert |
| 2. jellied tongue | b. beverages |
| 3. apple pie | c. starters |
| 4. wine | d. cold meat snacks |
- 6. Выберите подходящий артикль:**
.... Urals form a natural border between two continents.
- a. a; b. the; c. --; d. an
- 7. Найдите синоним к слову bun**
a. potato; b. fork; c. cake; d. roll
- 8. Поставьте глагол to drink в Past Simple Tense**
The guests... coffee ten minutes ago.
- 9. Подберите антоним к слову sour**
a. sweet; b. clean; c. nice; d. salty
- 10. Найдите грамматически правильно построенное предложение:**
- a. There are many specialties in this café.
b. There are many specialties are in this café.
c. There many specialties in this café are.
- 11. Найдите лишнее слово:**
a. beef b. orange c. veal; d. pork
- 12. Соотнесите слово и его перевод:**
- | | |
|--------------|-------------|
| 1. lobsters | a. креветки |
| 2. beefsteak | b. котлеты |
| 3. prawn | c. бифштекс |
| 4. cutlets | d. омары |
- 13. Закончите предложение:**
The person who brings us menu, takes order and serves us is called a ...
- 14. Какую форму множественного числа имеет существительное sheep**
a. sheeps; b. sheep; c. sheepes
- 15. Выберите слова, относящиеся к выражению kitchen staff**
a. head chef; b. waiter, c. hand worker
- 16. Вставьте подходящее местоимение:**
Please, bring clean plates for...
- a. we; b. our; c. ours; d. us
- 17. Закончите предложение:**
We asked to bring us fancy cakes, chocolate ice-cream and nuts for...
- a. main course, b. starter, c. dessert
- 18. Подберите два варианта перевода к слову «суп»:**
a. dish; b. consommé; c. potage; d. course
- 19. Выберите три возможных варианта окончания предложения:**
For dinner English people may have...
- a. beefsteak, b. salmon with potatoes c. ice-cream; d. soup with chicken
- 20. Дополните предложение:**
My sister... clear chicken soup with noodles.
- a. like, b. don't like, c. likes
- 21. Найдите синоним к слову potage**
a. thick soup; b. thin soup; c. entree; d. consommé

22. Выберите правильный вариант местоимения:

How ...milk was there in the bottle?

- a. much; b. many; c. few; d. a little

23. Вставьте подходящий глагол:

You can reserve a table for two persons on Sunday. There ... vacant tables in the dining room.

24. Подберите синоним к слову «tasty»**25. Употребите правильную форму сравнения прилагательного:**

This restaurant has (cheap) fish dishes .

Ответы к Variant 1:

1	2	3	4	5	6	7	8	9	10	11	12	13
c d	a c	b	c	1-c 2-d 3-a 4-b	b	d	drank	a	b	b	1-d 2-c 3-a 4-b	waiter
14	15	16	17	18	19	20	21	22	23	24	25	
b	a c	d	c	b c	a b d	c	a	a	are	delicious	the cheapest	

Variant 2**Check Yourself**

Food: Seafood/Poultry

SEAFOOD

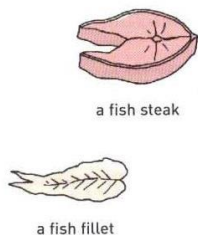
The term seafood covers all fish from the sea or freshwater as well as shellfish.

FISH

Names of some sea and freshwater fish.

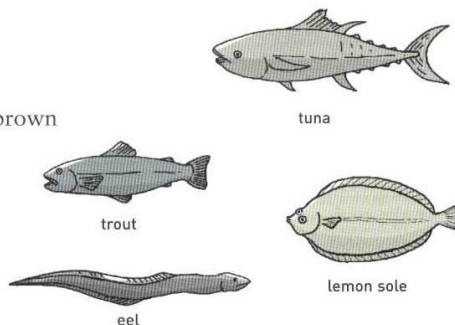
Sea or saltwater fish

Salmon
Sole [Dover or Lemon]
Sardine
Bass
Cod
Tuna
Plaice
Whiting
Mackerel
Turbot



Freshwater fish

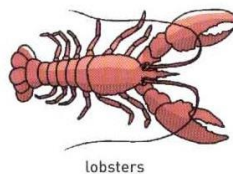
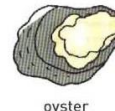
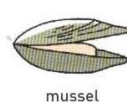
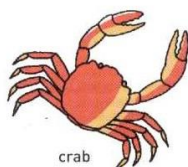
Carp
Trout, rainbow
Trout, river or brown
Catfish
Eel



SHELLFISH

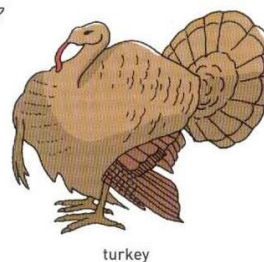
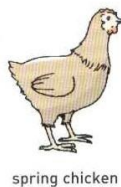
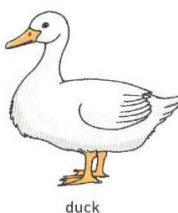
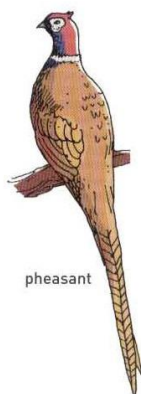
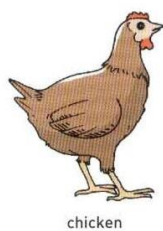
The following shellfish are often served in restaurants.

Crab
Mussels
Scallops
Oysters
Shrimp/Prawns
Lobsters



POULTRY

Chicken
Spring chicken
Turkey
Duck
Quail
Pheasant



Variant 3

Read and try to remember:

Ways of cooking — виды обработки пищи:

to boil	варить
to boil until (half) cooked	варить до полуготовности
to boil until thick	варить до загустения
to bring to (a) boil	довести до кипения
to parboil	обдать кипятком, слегка отварить
to simmer	варить на медленном огне
to fry	жарить
to fry until brown	жарить до золотистой корочки
to fry /cook on low heat	жарить на медленном огне
to deep-fry	жарить во фритюре
to roast	жарить в духовке
to bake	запекать
to grill	готовить в гриле
to steam	готовить на пару
to stew	тушить

3. Write ways of cooking possible for these vegetables:

Pumpkin: bake....

Cucumber:

Cabbage:

Potatoes:

Cauliflower:

Lettuce:...

4. Translate the word combinations: запечь баклажаны в духовке, приготовить цветную капусту на пару, отварить овощи до полуготовности, обжарить лук до золотистого цвета, потушить капусту, обжарить картофель во фритюре, жарить помидоры на медленном огне, слегка отварить зеленую фасоль.

Read and try to remember:

to mash	готовить пюре (толочь)
to stuff \ fill (with)	фаршировать, начинять, наполнять
to crush	растолочь, раздавить
to wash and drain	вымыть и осушить
to toss	подбрасывать, подкидывать

5. Translate the verbs, then change as it is shown:

жарить — fry, жареный — fried.

1. Запекать —

2. Варить —

3. Раздавить —

4. Готовить в гриле —

5. Делать пюре —

6. Жарить в духовке —

7. Фаршировать —

8. Тушить —

9. Помыть и высушить —

10. Готовить —

Variant 4 Render the text

TYPES OF RESTAURANTS

The millions of people who eat out every day have a wide variety of needs and tastes from a quick lunch to a luxurious meal with elaborate service. Because of these differences there are many kinds of restaurants varying from street stands serving snacks and fast food to elaborate restaurants with the best cooking. Restaurants generally fit into the following categories.

The gourmet restaurant is a restaurant which offers meals that appeal to a person who appreciates the best in food and drink. Such person is called a **gourmet**. The service and prices are usually in accord with the quality of the meal so that these restaurants are the most expensive and luxurious of all food-service establishments.

The family-type restaurant. Many eating places serve simple food at moderate prices that appeal to family groups. Perhaps their principal feature is the reliability they offer their customers through standardized food and service. Many of these restaurants are owned by chains or operated under a **franchise**, an arrangement in which the name and procedures of the business are leased from a central organization.

The specialty restaurant offers a limited variety or style of food. It may specialize in steaks or in fish or in a particular kind of national food, or it may depend on the atmosphere, decor, or personality of the owner to attract customers. Both the quality of the food and the prices are usually between those of the gourmet and family-type restaurants.

The convenience restaurant serves customers who want to eat in a hurry and are interested in fast service, cleanliness and low price. One example of such an eating place is the lunch counter which ordinarily serves sandwiches and other simple foods and beverages. A modern variation of the lunch counter is the fast food operation.

Thousands of these establishments have sprung all over the world. Fast foods are those which can be prepared, served and eaten quickly. Probably the most typical fast food is the hamburger, a grilled patty of ground beef served between the slices of a round roll.

Most institutional food services fall into the convenience category, including cafeterias and canteen in factories, offices and hospitals, as well as some operations necessary to feed the military. Street stands are also convenience food service whether they offer a wide variety of dishes or only snacks for tourists.

Another way to categorize restaurants is by the kind of service they offer. There are basically four types: table service, counter service, self-service and take-away (carry-out).

In table service restaurants, customers are seated at tables where food served by a waiter or a waitress.

In counter service restaurants, customers sit at a counter and are served either by person who prepares the food or by a waiter or waitress.

A self-service restaurant is frequently called a buffet or cafeteria. There customers pass in front of a counter where food is displayed and help themselves to what they want, then they carry the food to a table themselves.

Usually institutional restaurants are cafeterias, though many cafeterias are intended for public business.

Take-away/carry-out restaurants often serve fast foods; customers place their orders at a counter (or by telephone), then “take out” the food to wherever they wish to eat it – at their jobs, in a park, in a car or at home.

The unprecedented percentage of working wives and mothers has made an enormous impact on the entire foodservice industry, but it is a very important factor in the growth of the take-away or carry-out restaurant.

These kinds of restaurants fulfill the customer’s immediate convenience. Taste and style of cooking and eating are fulfilled by cuisine.

Gourmet cuisine usually consists of dishes freshly and painstakingly prepared, often in ways too time-consuming and skillful to be easily duplicated at home or in restaurants depending on customer turnover.

These meals are often taken from one of the acknowledged great world cuisines, such as French, Chinese or Hungarian.

Most areas of the world rely heavily on regional cuisine that depends on local availability, seasonal prices and traditional customs.

The choice of cuisine is an important one for a customer, who often makes it unconsciously or too consciously. It is also a crucial choice for the restaurants because it may mean the difference between success and failure in business.

Although there has been a dramatic rise in chain and franchise restaurant operations in recent years (some of them international in scope), the restaurant industry is still one of the strongholds of small business. In

every price range and every cuisine, countless restaurants around the world are independently owned and often owner-operated.

The restaurant business appeals to those who want the risks and satisfactions of self-employment.

Unfortunately, a large percentage of restaurants fail. The reasons are typical for all businesses: lack of experience, poor location, too much competition, poor merchandising.

In addition, restaurants have a special problem: with the expectation of fast food chain and franchise operations, a restaurant must make a special statement to the customer if he or she is to return. Eating is a deeply engrained source of satisfaction and the restaurant customer wants an eating experience which combines food, service, atmosphere and an indefinable extra. This is often difficult or impossible to anticipate but can mean the life or death of a restaurant.

Variant 5

I. Complete the following sentences according to the text.

1. Fast food service attracted customers... .
2. Open kitchens are popular with fast casual chains,
3. Café is a restaurant that
4. A café menu traditionally offers things
5. Brewpubs offer beer
6. Casual style restaurants offer
7. The chefs in fine dining restaurants are
8. Food trucks are popular for a variety of reasons:
9. Pop-ups are sometimes used

II. Answer the following questions and give examples.

1. When did fast food chains become popular?
2. Why did fast food service attract customers?
3. What should you keep in mind while opening a fast food franchise?
4. What do fast-casual restaurants offer?
5. What is an open kitchen?
6. In what way cafes are different from other types of eateries?
7. Where did cafes originate?
8. What is the difference between bistro and a café?
9. Why do pubs have a timeless appeal?
10. What are peculiarities of a casual style dining?
11. What restaurants can be called fine dining ones?
12. Why are food trucks so popular?
13. Why do people open pop-ups?

III. Correct the following false statements according to the text.

1. Fast food is the most unknown restaurant to most people.
2. If you are thinking of opening a fast food franchise it will be cheaper than opening an independent restaurant.
3. Pubs have a timeless appeal, for their strict atmosphere.
4. Casual style restaurants offer cheaply priced entrees.
5. Fine dining is used to describe a casual restaurant.
6. Food trucks are not popular with people.
7. Pop-up restaurants are opened to cheat others.

IV. Fill in the appropriate words in to the gaps.

offers, France, Europe, chain, atmosphere, bistro, trademark, full meals, table service, counter.

Café is a restaurant that does not offer 1. . Customers order their food from a 2. and serve themselves. A café menu traditionally 3. things such as coffee, espresso, pastries, and sandwiches. Cafes originated in 4. and are strongly associated with 5. . They are known for their casual, unhurried 6. . Outdoor seating is another 7. of a café. Panera Bread is an example of a popular bakery-café 8. . The term 9. is sometimes interchanged with café. A bistro is actually a café that offers 10. (albeit, cheaper than a full-fledged sit-down restaurant).

V. Match the words with their definitions.

1) franchise	a) is designed to be thrown away after it has been used.
2) disposable	b) give rise to produce or generate a large number of
3) spawn	c) is an authority that is given by an organization to someone, allowing them to sell its goods or services or to take part in an activity which the organization controls.
4) gourmet	d) a small, informal restaurant or a bar where food is served.
5) bistro	e) an establishment, typically one including a restaurant, selling beer brewed on the premises
6) brewpub	f) Is nicer or more unusual or sophisticated than ordinary food, and is often more expensive.

VI. Match the English and Russian equivalents.

1) chain	a) высоко качественный
2) flatware	b) сеть заведений под общим управлением
3) upscale	c) столовые приборы (ножи, вилки и ложки)
4) table service	d) собственный
5) outdoor seating	e) семейный ресторан полного обслуживания
6) sit-down restaurant	f) столики на улице
7) in-house	g) традиционный ресторан
8) casual dining restaurant	h) обслуживание официантами

Variant 6

Read and translate the text

Программа создана в цифровом конструкторе
eais.firpo.ru_[ID 2170_43.01.09]

PLANNING A MENU

An important part of a cook's work is to choose the right kind of food. The cook must know how to combine different kinds of products properly to give the human body the necessary amount of proteins, carbohydrates and fats.

Animal protein source are: meat, poultry, fish, eggs, milk, and cheese.

Vegetable protein mainly comes from peas and beans.

Carbohydrates provide fuel for body and are the chief energy source for the brain. The following products are rich with carbohydrates: cereals, bread and coarse flour, potatoes and sugar.

Fats are in meat, dairy products, margarine and vegetable oils.

This information is necessary for planning a menu and choosing the way of cooking meals.

It may be boiling, frying, baking, steaming, roasting and stewing. When I plan a menu I pay attention to some factors, such as: food habits, climate, provision stock and financial considerations. An important element of planning a menu is variation of dishes.

Usually I make a weekly menu. In this case, it is easier for me to prepare all products in advance.

Определите и впишите название меню

..... menu

..... "card of the day". The dishes in this menu are served on this day only.

..... menu

..... menu is a group of menus, which are repeated in a certain cycle. menus are usually used in hospitals, on airlines and in works canteens. The dishes in the main course are new every day.

Study the list of dishes and write each of the dishes in the appropriate section of the menu

THE WOODLAND MENU

Appetizers

_____	_____
_____	_____
_____	_____

Salad

_____	_____
_____	_____

Entrees

_____	_____
_____	_____
_____	_____

Vegetarian Dishes

_____	_____
-------	-------

Vegetables and Side Dishes

_____	_____
_____	_____
_____	_____

Desserts

_____	_____
_____	_____

Coffee

Bavarian Apple Strudel	Braised Leg of Lamb
Broccoli with Hollandaise Sauce	Cauliflower with Almonds
Chef's Pates	Chicken Vichy
Cold Chocolate Souffle	Crème Caramel
Entrecote Steak	Escalope of Veal
French Onion Soup	Herring and Apple Salad
Layered Vegetables Terrine	Leaf Spinach with Diced Bacon
Okra and Courgettes in Lentil Sauce	Pear Helene
Potato Groquettes	Prawn and Orange Cocktail
Roast Pheasant en Grouse	Roast Potatoes
Salad Marguery	Sweet Corn Chowder

Variant 7

Read and translate the text The Menu

The word menu means: • A list of dishes served in this restaurant • The list of dishes and wines with prices. Sometimes it is called bill of fare. It is usually printed in the form of a card and each guest receives a copy of the menu. In popular fast food restaurants there are one or two big menus on blackboards.

Modern menus usually have two or three courses:

- Appetizers ['æpɪtaɪzə] or snacks
- Soups
- Entrées ['ɒntreɪ]
- Main courses
- Desserts [dɪ'zɜːts]

Many restaurants call the first three courses «starters».

1. Appetizers can be hors-d'oeuvres, pâtés, or natural oysters. These dishes are usually cold. They stimulate the appetite and are served at the beginning of the meal.

2. Soups may be thick potage or thin consommé. Soups are usually served hot, but can be served cold.

3. The entree in the classical French menu is a course served between the fish and the main meat courses. In the modern menu it can be seafood dishes, salads, small fried sausages or fish.

4. The main course is the most substantial course of the meal. Guests usually choose their main courses first and then select other courses. When chefs design menus, they usually start with the main course and then plan the other courses.

5. Dessert is the sweet course at the end of a meal or before coffee. In Britain it can be fruit and nuts, or a pudding. Coffee can be served with chocolates, biscuits or fruits. The most popular dessert is ice cream.

I. Answer the following questions

1. How many courses are there in a modern menu?
2. What are starters?
3. When are the appetizers served?
4. What kinds of soups do you know?
5. When are the entrees served?
6. What is the main course?
7. What is a dessert? What can be served for a dessert?
8. When is coffee served?

II. Translate into English

1. Каждый гость получает напечатанную копию меню. 2. Современные меню обычно имеют 5 перемен блюд. 3. Закуски стимулируют аппетит и подаются в начале еды. 4. Супы могут быть густыми или жидкими. 5. Супы обычно подаются горячими, но могут подаваться холодными. 6. Гости обычно выбирают сначала основные блюда. 7. Десерт подается в конце обеда перед кофе. 8. Кофе может подаваться с конфетами или пирожными.

Read and translate the text Some Factors Considered at Menu Planning

There are some significant factors that affect menu planning and that must be taken into consideration. They include the availability of particular foods, the kitchen and its equipment, the capabilities of the staff, and the variety of dishes served.

Availability covers both what is on hand in the restaurant and what can be obtained in the market. Waste is to be avoided but inevitably some food that is not served one day can be used again, perhaps in another form: Monday's vegetables often become Tuesday's soup. Other kinds of food, such as salad greens, are perishable and must be used while they are fresh.

What is available in the market is an important consideration for most dishes. Some foods are in season only at certain times of the year, or their price and quality may vary. The best gourmet restaurants serve only fresh foods in season; such high standards require daily shopping. But here is a growing trend amongst restaurants of all prices, cuisines, and qualities to use frozen or prepared foods to some degree.

The limitations of the kitchen and its staff are also considered while planning, so that the menu will not include dishes which the kitchen cannot properly prepare. For instance, an experienced cook who makes sandwiches at a lunch counter or hamburgers at a fast food café will not make the sauces expected of a chef in a gourmet restaurant without adequate equipment.

Menus must also include a variety of foods that appeal to customers in different ways. Institutional food service establishments with a steady clientele—factory cafeterias, hospitals, school lunchrooms—make a special effort to vary their menus to avoid complaints. In restaurants trying to attract the general public the daily menu often remains the same for a long period of time but offers a large number of different dishes. This is a characteristic of Chinese restaurants where the list of dishes may cover several pages. (This is possible because Chinese dishes mix a limited number of basic foods in many different combinations.) Other restaurants may offer different dishes every day.

The normal procedure is to plan the menu for several days in advance; some large institutions work out menus for a whole year in advance. It is customary to decide first on the main courses or dishes, and then plan the rest of the meal around them. Some features—appetizers, desserts, and beverages—may change very little or not at all over a long period.

Food appeal is another factor in menu planning. This includes not only the way the food tastes but also the way it looks on the plate, the way it smells, and even its texture. Appeal to the eye is especially important: the shapes and forms, the color combinations, even the dishes in which the food is served. The Japanese have raised the eye appeal of food to an art.

I. Complete the following sentences according to the text.

- 1) ... are some significant factors that affect menu planning and that must be taken into consideration.
- 2) ... are perishable and must be used while they are fresh.
- 3) ... serve only fresh foods in season
- 4) But there is a growing trend amongst restaurants of all prices, cuisines, and qualities... .
- 5) The menu will not include dishes
- 6) The normal procedure is to plan the menu
- 7) Some large institutions work out menus for... .
- 8) ... is another factor in menu planning,

II. Answer the following questions and give examples.

- 1) What significant factors must be taken into consideration while planning the menu?
- 2) What does availability cover?
- 3) What kinds of food must be used while they are fresh?
- 4) What is the growing trend amongst restaurants?
- 5) What do high standards of the best gourmet restaurants require?
- 6) How do the restaurants try to attract the general public?
- 7) For how long do the restaurants normally plan the menu?
- 8) How long are the lists of dishes in the Chinese restaurants?
- 9) What is it customary to decide first on?
- 10) Why food appeal is so important in menu planning?

III. What parts of the text can you define? Do they correspond to the paragraphs? Name each part.

1. _____
2. _____
3. _____

4. _____
5. _____

IV. Match the synonymes:

- | | |
|----------------|------------------|
| 1. important | a) stable |
| 2. reflection | b) unspoiled |
| 3. institution | c) food |
| 4. inevitably | d) consideration |
| 5. prepared | e) attract |
| 6. steady | f) significant |
| 7. fresh | g) unavoidably |
| 8. dish | h) establishment |
| 9. appeal | i) ready |

V. Fill in the gaps with the appropriate word:

Customary; in advance; not at all ; rest; plan; institutions.

The normal procedure is to 1) _____ the menu for several days 2) _____; some large 3) _____ work out menus for a whole year in advance. It is 4) _____ to decide first on the main courses or dishes, and then plan the 5) _____ of the meal around them. Some features—appetizers, desserts, and beverages—may change very little or 6) _____ over a long period of time.

VI. Match the English and Russian equivalents.

- | | |
|----------------------------|---|
| 1. on hand | a) составлять |
| 2. gourmet restaurants | b) в некоторой степени |
| 3. take into consideration | c) ведомственные учреждения общественного питания |
| 4. in season | d) принимать во внимание |
| 5. to some degree | e) ресторан изысканной кухни |

- | | |
|--|-----------------------------|
| 6. Institutional food service establishments | f) имеющийся в распоряжении |
| 7. in advance | g) по сезону |
| 8. work out | h) заранее |

VII. Match the words with their definitions:

word definition

- | | |
|--------------|---|
| 1. equipment | a) thick liquid served with food, usually savory dishes, to add moistness and flavor |
| 2. cuisine | b) try to persuade someone to do something by calling on (a particular principle or quality) |
| 3. dessert | c) a style or method of cooking, especially as characteristic of a particular country, region, or establishment |
| 4. appeal | d) the necessary items for a particular purpose |
| 5. sauce | e) a list of dishes available in a restaurant |
| 6. menu | f) the sweet course eaten at the end of a meal |

VIII. Give English equivalents.

Влиять на составление меню; доступность определенных продуктов питания; возможности персонала; иметься в наличии; следует избегать излишних отходов; свежие овощи по сезону; среди ресторанов всех ценовых категорий; подходящее оборудование; различными способами притягивать посетителей; избегать жалоб; смешивать ограниченное количество пищевых ингредиентов; планировать меню заранее; внешняя привлекательность блюд.

IX. Give Russian equivalents.

Availability of particular foods; while they are fresh; an important consideration for most dishes; to require daily shopping; the limitations of the kitchen and its staff; to prepare properly; to appeal to customers; institutional foodservice establishments; a steady clientele; to attract the general public; to plan the menu for several days in advance; to work out menus; food appeal.

Variant 8

Прочитайте текст и найдите места, отражающие:

1. Функции, которые включает в себя PMS mixer.
2. Из какого материала сделаны составляющие миксера.

3. Каким образом может PMS mixer эксплуатироваться.
4. Каким образом контролируются процессы переработки.
5. Описание частей миксера.
6. Применение миксера.

High Speed Mixer/Granulator

PMS Mixer combines mixing, dispersing, and high-shear granulating into single operation with an optimal cycle time. Dry mixing can be accomplished as rapid as about 1/3 minutes while wet granulation can be performed within 3-6 minutes.

Conical mixing bowl completely separates product contact parts from driving components. All parts in contact with product are stainless steel SUS 316. The mixing bowl, bowl cover, agitator blade and chopper blade are mirror polished. A pneumatically operated seal between the bowl and lid, and air purge labyrinth seals between the bowl and shafts ensure operation.

Raw material feeding to PMS Mixer can be manual open lid or completely automatic through inlets on the lid. Conical mixing bowl structure helps an adhesion of raw material and providing a smoother flow of materials inside the bowl. Main agitator at the base works in conjunction with high shear chopper laterally located in the mixer wall.

The incorporation of rotating elements force product to move intensively in both vertical and horizontal planes and homogeneously mixed in a short period of time.

Feeding binder through lid hopper makes pre-mixed materials become moistened and agglomerated. Chopper would break the material agglomeration into fine and uniform granules. For process reproducibility, mixing time or mixing power consumption, characterized by main agitator and chopper motor current, can be set to determine process end-point.

Finished product is discharged by centrifugal force through pneumatic discharge valve into product container or directly to Fluid Bed Dryer bowl.

Прочитайте текст со словарем. Найдите в тексте предложения, в которых говорится:

- а) где используется охлаждение сжатым паром;
- б) как работает система охлаждения сжатым паром.

Vapor-compression refrigeration

Vapor-compression refrigeration is one of the many refrigeration cycles available for use. It has been and is the most widely used method for air-conditioning of large public buildings, private residences, hotels, hospitals, theaters, restaurants and automobiles. It is also used in domestic and commercial refrigerators, large-scale warehouses for storage of foods and meats, refrigerated

trucks and railroad cars, and a host of other commercial and industrial services. Oil refineries, petrochemical and chemical processing plants, and natural gas processing plants are among many types of industrial plants that often utilize large vapor-compression refrigeration systems.

Refrigeration may be defined as lowering the temperature of an enclosed space by removing heat from that space and transferring it elsewhere.

The vapor-compression refrigeration system uses a circulating liquid refrigerant as the medium which absorbs and removes heat from the space to be cooled and subsequently rejects that heat elsewhere.

All such systems have four components: a compressor, a condenser, an expansion valve (also called a throttle valve), and an evaporator. Circulating refrigerant enters the compressor in the thermodynamic state known as a saturated vapor and is compressed to a higher pressure,

resulting in a higher temperature as well. The hot, compressed vapor is then in the thermodynamic state known as a superheated vapor and it is at a temperature and pressure at which it can be condensed with typically available cooling water or cooling air.

That hot vapor is routed through a condenser where it is cooled and condensed into a liquid by flowing through a coil or tubes with cool water or cool air flowing across the coil or tubes. This is where the circulating refrigerant rejects heat from the system and the rejected heat is carried away by either the water or the air (whichever may be the case). The condensed liquid refrigerant in the thermodynamic state

known as a saturated liquid is next routed through an expansion valve where it undergoes an abrupt reduction in pressure.

That pressure reduction results in the adiabatic flash evaporation of a part of the liquid refrigerant. The auto-refrigeration effect of the adiabatic flash evaporation lowers the temperature of the liquid and vapor refrigerant mixture to where it is colder than the temperature of the enclosed

space to be refrigerated. The cold mixture is then routed through the coil or tubes in the evaporator. A fan circulates the warm air in the enclosed space across the coil or tubes carrying the cold refrigerant

liquid and vapor mixture. That warm air evaporates the liquid part of the cold refrigerant mixture. At the same time, the circulating air is cooled and thus lowers the temperature of the enclosed space to the

desired temperature. The evaporator is where the circulating refrigerant absorbs and removes heat which is subsequently rejected in the condenser and transferred elsewhere by the water or air used in the condenser. To complete the refrigeration cycle, the refrigerant vapor from the evaporator is again a saturated vapor and is routed back into the compressor.

Variant 9

Read and remember

Burner stove – плита с горелками

Plate – комфорка

Simmer – кипеть, закипать

Retain – сохранять

Seal – гермитически закрывать

Enable – приспособливать, делать

годным

Saucepan – кастрюля

Give English equivalents to the words

Питание, нагреваться, передавать, сосуд, неэкономичный, пламя газа, уменьшать, приготавливать, циркулировать.

STOVES AND OVENS

Read and translate the text for 10 minutes

The two main types of cooking stoves used in catering establishments are the solid top stove and the open or single burner stove, both of these are fired by gas. Electric stoves have sealed heated plates.

Solid top stoves transfer heat from the hot top to the cooking vessel by conduction. These stoves take some time to heat up sufficiently to transfer the heat, but once heated the gas can be reduced as the heat will be retained by the top. Because the burner is in the centre, this is the hot test part of the stove, the outside will be cooler. This enables food to be cooked quickly in the centre of the stove and simmered in the outer area. These stoves can be used to cook a number of dishes at different temperatures using just one burner. They are uneconomical if only one or two saucepans are to be used at one time.

Single burner or open stoves heat up and cook more quickly because the gas flame is in direct contact with the saucepan. Open gas stoves give instant heat or reduced heat when required, but only one saucepan can be used on each burner.

Electric stove plates are heated by elements by conduction, as with solid top stoves. They take time to heat up before heat is transferred to the cooking vessel, but if the heat is reduced towards the end of cooking there should be enough heat retained in the plate to finish the process.

Ovens are heated by convection, and the air circulates until the required temperature is reached. This is controlled by a thermostat or regulator. Ovens take 15-20 minutes to reach the required temperature.

Forced air convection ovens are fan-assisted to circulate the heated air throughout the oven to ensure an even temperature.

Continue the sentences

1. Electric stoves have scaled ...
2. Once heated the gas can be reduced ...
3. Solid top stoves can be used to cook a number of dishes ...
4. Single burner heat up and ...
5. Electric stove plates are heated by elements ...
6. The air in ovens circulates until ...
7. Ovens take 15-20 minutes ...

Variant 10

Say true or false

1. Food being kept for service must be held at the temperature of not less than 90° C.
2. Green vegetables will deteriorate rapidly if kept in a hotplate for any length of time.
3. Care must not be taken when serving meat, fish and poultry dishes.

4. Small particles of food must not be allowed to collect on the counter.
5. Only equipment must be kept clean at all times

Read and translate the text

Equipment and premises

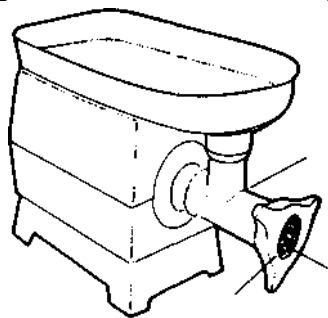
Vehicles used for carrying unprotected foods such as meat, poultry, fish, bakery goods, cooked meats and dairy products must be kept clean and hygienic at all times. Frozen foods must be delivered in vehicles which have deep-freezes to maintain the necessary temperature of -20°C . All unprotected foods must be placed on clean trolleys and taken to the correct storage area immediately on delivery. They should not remain at the delivery point, where they can be contaminated by dirt, dust, flies or animals. If the trolleys have been used for raw meat and fish they must be thoroughly cleaned immediately.

Foods must always be prepared on very clean surfaces. No food scraps must be allowed to accumulate between the joins of tables or corners where the tables are close to walls.

Table tops must be thoroughly scrubbed with hot water and a detergent, rinsed and dried. The chopping surface of butchers' blocks must not be washed, but scraped with a metal scraper to remove all particles of meat, sprinkled with salt and scrubbed with a wire brush. The block becomes impregnated with salt, which prevents growth of bacteria. Chopping boards must be thoroughly washed after use, rinsed and dried. If wooden boards are used they must be checked regularly, and any boards which have splits or cracks must not be used, neither must those which have rough surfaces and tiny splinters.

Food mincing machines are mainly used for mincing raw meat and fat, therefore they must be sterilized after use. The mincer components must be dismantled and all scraps of food removed and the attachments sterilized using a sterilizing agent or boiling water with detergent. There are certain areas on the attachments where food becomes trapped, and particular attention must be paid to ensure that all traces of food have been removed from them. These areas are the holes in the mincer plates, the crevice between the mincer plate and the main shaft and the right angle of

the food hole, as indicated in the figure.



Internal right
angles of shaft

Holes in the
cutting plate

Between locking nut and shaft

Fig. 1 Food trap areas on a mincing machine

Variant 11

Study the the text Cover for breakfast

Robert Farnham is training to be a waiter. Mr Hampden, the Head waiter, is telling him how to lay a cover for a continental breakfast.

Hampden First of all you take a paper tray cloth and spread it out neatly on the tray. Next you put a small side plate in the centre towards the bottom edge here with a side knife and napkin. Then on the right a breakfast cup, saucer and spoon, that's a teaspoon, of course. Next, on the left, you put the toast rack or sometimes when we have fresh rolls or croissants, a bread basket.

Robert How do I know which one to put?

Hampden It depends on the order. Next you need the preserve dish on a plate with a preserve spoon. In the left-hand corner we have the butter dish and butter knife.

Robert Don't we ever use margarine?

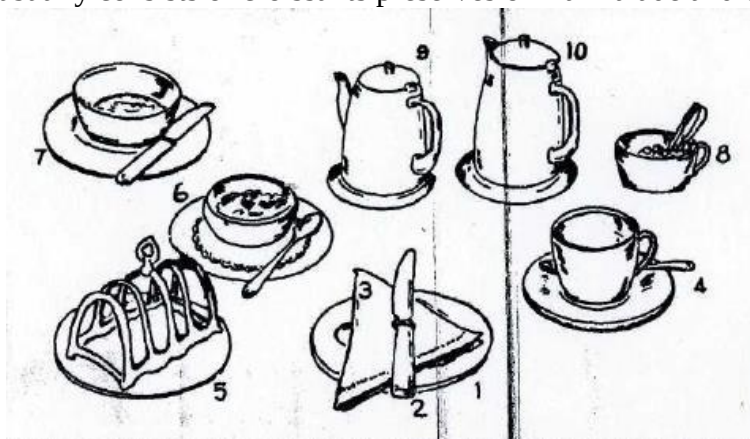
Hampden Good heavens, no. This is a first-class establishment. Let's get on. Now in the right-hand corner above the cup we put the sugar bowl.

Robert What about the egg-cups?

Hampden They come with the eggs from the kitchen if they are ordered. Now all we need is the coffee pot or teapot and next to it a hot water jug or jug with milk or cream.

Robert That looks splendid, Mr Hampden. Thank you.

Continental breakfast usually consists of croissants preserves or marmalade and coffee or tea.



A breakfast tray laid for a continental

- 1 Side plate
- 2 Side knife
- 3 Napkin
- 4 Breakfast cup, saucer and tea spoon
- 5 Toast rack
- 6 Preserve dish with preserve sp on
- 7 Butter dish with butter knife
- 8 Sugar bowl
- 9 Coffee pot or teapot j
- 10 Hot water jug or jug for cream or milk

Practice

Exercise I See how much you can remember of the breakfast cover by completing the following sentences:

1. You must remember to spread a _____ on the tray first.
2. A _____ is necessary for croissants or rolls and a _____ for toast.
3. The _____ must be placed on a and is for jam, marmalade or honey.
4. The coffee pot or teapot should be provided with a _____ or _____.
5. A _____ is usually provided for guests to butter and cut their rolls or toast.

Exercise II Take the parts of the head waiter and trainee waiter and practice the situation in pairs in your own words.

Variant 12

Cover for main meals

Robert Farnham next learns how to lay the table for dinner:

Hampden Well, we have to prepare for dinner this evening so let's begin over here at this large round table.

Robert How many place-settings?

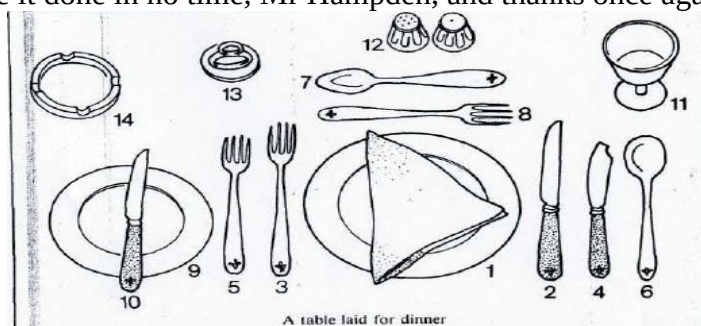
Hampden Eight altogether. I see those fine linen tablecloths have; already been spread out. Now in the middle first of all we have the service plate and serviette. On either side we place the dinner knife and fork. The fork on the left and the knife on the right!

Robert What happens if someone's left-handed?

Hampden That's his problem. Next we take the fish knife and fork and then the soup spoon on the right next to the fish knife. Now above the plate we need the dessert spoon and the fork; the spoon above the fork with the handle to the right.

Robert Does the dessert fork have the handle to the left?

- Hampden* Yes. Next we need a bread and butter plate with a side knife and some wine glasses.
- Robert* How do I know whether it's a Hock, Burgundy or Claret' glass?
- Hampden* Look at the menu. Tills evening we have a Niersteiner with the smoked rainbow trout and a Gevrey-Chambertin with the reindeer.
- Robert* So that's a Hock and a Bu.rgundy.
- Hampden* You are learning fast. Now we shall need salt and pepper shakers and a vinegar cruet.
- Robert* What about the table number and menu card?
- Hampden* Good. I nearly forgot those. Yes, they go here above the bread and butter plate, and perhaps we could put the ash tray over here on the right above the wine glasses. Now you carry on with the rest of the place-settings.
- Robert* I'll have it done in no time, Mr Hampden, and thanks once again.



- 1 Service plate and serviette
- 2 Dinner knife
- 3 Dinner fork
- 4 Fish knife
- 5 Fish fork
- 6 Soup spoon
- 7 Dessert spoon

- 8 Dessert fork
- 9 Bread and butter plate
- 10 Side knife
- 11 Wine glass
- 12 Salt and pepper
- 13 Table number
- 14 Ash tray

Practice

Exercise I As before, try and complete these sentences:

1. Where each person sits to eat is called a _____.
2. The _____ go on the left of the service plate with the _____ on the right.
3. A complete cover usually consists of _____ knives, _____ forks and _____ spoons.
4. Cutlery for the _____ course should be placed furthest away from the service plate.
5. The wine glasses usually go _____.

Exercise II As before, take the parts if the head waiter and trainee and practise the situation In pairs

Exercise III Here are some of the items you need to know when laying or serving at a table. Matcji the objects with their names and functions from the following lists:

	serviette/napkin cheese knife cruet set sauceboat ice bucket cake knife ladle bottle opener toast rack corkscrew	opening wine bottles
		opening tins or bottles
		serving salt and pepper
		cooling wine
		serving gravy
		serving soup
		serving toast
		cutting cheese
		serving gateau
		wiping the mouth

Variant 13

Прочитайте текст и переведите выделенные слова и словосочетания на русский язык.

Refrigerator

A refrigerator (often called a "fridge" for short) is a cooling appliance comprising a thermally insulated compartment and a heat pump - a mechanism to transfer heat from it to the external environment, cooling the contents to a temperature below ambient. Refrigerators are extensively used to store foods which deteriorate at ambient temperatures; spoilage from bacterial growth and other processes is much slower at low temperatures. A device described as a "refrigerator" maintains a temperature a few degrees above the freezing point of water; a similar device which maintains a temperature below the freezing point of water is called a "freezer". The refrigerator is a relatively modern invention among kitchen appliances. It replaced the icebox, which had been a common household appliance for almost a century and a half prior. For this reason, a refrigerator is sometimes referred to as an "icebox". Freezers keep their contents frozen. They are used both in households and for commercial use. Most freezers operate around minus 18 ° C (0 °F). Domestic freezers can be included as a compartment in a refrigerator, sharing the same mechanism or with a separate mechanism, or can be standalone units. Domestic freezers are generally upright units, resembling refrigerators, or chests, resembling upright units laid on their backs. Many modern freezers come with an icemaker.

Commercial fridge and freezer units, which go by many other names, were in use for almost 40 years prior to the common home models. They used toxic ammonia gas systems, making them unsafe for home use. Practical household refrigerators were introduced in 1915 and gained wider acceptance in the United States in the 1930s as prices fell and non-toxic, non-flammable synthetic refrigerants such as Freon or R-12 were introduced. It is notable that while 60 % of households in the US owned a refrigerator by the 1930s, it was not until 40 years later, in the 1970s, that the refrigerator achieved a similar level of penetration in the United Kingdom.

Дополните предложения приведенными ниже словами:

The freezing point, ammonia gas systems, a heat pump, icemaker, kitchen appliances.

1. A refrigerator is a cooling appliance comprising a thermally insulated compartment and a
2. A device described as a "refrigerator" maintains a temperature a few degrees above the... of water.
3. The refrigerator is a relatively modern invention among ...
4. Many modern freezers come with an....
5. Commercial fridge and freezer units used toxic..., making them unsafe for home use.

Дайте ответы на вопросы по содержанию текста.

1. What is a refrigerator?
2. What are refrigerators used for?
3. Why is a refrigerator sometimes referred to as an “ice-box”?
4. Where are freezers used?
5. When were practical household refrigerators introduced?

Variant 14

Прочитайте текст без словаря, стараясь понять его содержание, и сделайте краткое сообщение о том, какое влияние оказало появление холодильников на жизнь человека.

Impact of refrigerator on lifestyle

The invention of the refrigerator has allowed the modern family to purchase, store, freeze, prepare and preserve food products in a fresh state for much longer periods of time than was previously possible. For the majority of families without a sizeable garden in which to grow vegetables and raise animals, the advent of the refrigerator along with the modern supermarket led to a vastly more varied diet and improved health resulting from improved nutrition. Dairy products, meats, fish, poultry and vegetables can be kept refrigerated in the same space within the kitchen (although raw meat should be kept separate from other foodstuffs for reasons of hygiene). The refrigerator allows families to consume more salads, fresh fruits and vegetables during meals without having to own a garden or an orchard. Exotic foodstuffs from far-off countries that have been imported by means of refrigeration can be enjoyed in the home because of the availability of domestic refrigeration. The luxury of freezing allows households to purchase more foods in bulk that can be eaten at leisure while the bulk purchase provides cost savings. Ice cream, a popular commodity of the 20th century, was previously only available by traveling long distances to where the product was made fresh and had to be eaten on the spot. Now it is a common food item. Ice on-demand not only adds to the enjoyment of cold drinks, but is useful in first-aid applications, not to mention cold packs that can be kept frozen for picnics or in case of emergency.

Найдите предложения, соответствующие содержанию текста.

1. After the invention of refrigeration a modern family can store, freeze and preserve food products in a fresh state for a very short period of time.
2. The advent of refrigeration made people’s diet more varied and improved people’s health.
3. Raw meat can be kept with fruit and vegetables in the same place within the kitchen.
4. The availability of domestic refrigeration allows to use exotic foodstuff from far-off countries.
5. The luxury of freezing makes it impossible to purchase more foods in bulks.
6. Nowadays ice-cream is available on-demand because of the possibility of freezing.

Variant 15

Dining à la carte

John and Clare are having a celebration dinner at *The Hylands* restaurant:



John I thought that was a very interesting aperitif we had in the bar just now. I must ask them how it's made.

Head Waiter Do you have a reservation, sir?

John Yes, we booked some time ago. The name's Grant, John Grant.

Head Waiter Ah, yes, Mr Grant. Would you like to come this way? Your table is over here by the window.

John Thank you.

Waiter Would you like to order now, sir?

John Yes we would. Clare, have you made up your mind?

Clare Yes, I'll begin with some salted salmon.

John The marinated herring for me, please.

Waiter I'm very sorry sir, but we have no more herring left. It's been a very popular dish this evening.

John Oh dear. Well, I'll have the salmon too then.

Waiter And for your main course?

Clare What does the *bearnaise* 'sauce consist of?

Waiter It's made-principally from parsley, tarragon and vinegar, beaten with egg yolk.

Clare There's no garlic in it?

Waiter No madam.

I'll have the fillet of beef then, with cauliflower.

Waiter Very good madam. And for you, sir?

John The escalope of veal *à la Oscar*. That sounds interesting. What vegetables do you recommend to go with it?

Waiter How about boiled potatoes and asparagus?

John That will do fine.

Waiter Would you like to choose a wine sir?

John Why not; we're celebrating.

Waiter Have you chosen your wine, sir?

John Yes. We'll have a half bottle of white Bordeaux to start with, please and then a bottle of St Emilion.

Waiter Certainly sir.

Here is the menu and wine list they had:

THE <i>HYLANDS</i>	
MENU	
<i>Appetizers</i>	<i>Poultry dishes</i>
Herring à la Russe	Chicken casserole with rice
Salted salmon with poached eggs	Snow grouse
Marinated rolls of Baltic herring	
Prawn cocktail	
Melon (when in season)	
<i>Soups</i>	<i>Vegetables</i>
Consommé	Mushrooms
Asparagus	Cauliflower
French onion	Asparagus
	French fried potatoes
<i>Fish dishes</i>	New potatoes
Poached salmon	Brussel sprouts
Grilled whitefish with horseradish butter	Green peas
Pikeperch Walewska au gratin	
<i>Meat dishes</i>	<i>Desserts</i>
Fillet of beef with béarnaise sauce	Ice cream
Sirloin steak	Sherry trifle
Escalope of veal au gratin with creamed mushrooms	Fruit salad
Pork chop with mustard sauce	Fresh strawberries and cream
Roast lamb with mint sauce	Cheese
Calf liver anglaise	
WINE LIST	
<i>Red Burgundy</i>	<i>White Bordeaux</i>
Beaujolais AC	Graves AC
Cotés de Beaune Villages	Premières Côtes de Bordeaux
Nuits St Georges	
<i>White Burgundy</i>	<i>German wines, Hock & Mosel</i>
Chablis AC	Goldener Oktober Liebfraumilch
Pouilly Vinzelles	Bereich Nierstein
St Veran	Blue Nun
	Bereich Berkastel
<i>Red Bordeaux</i>	
St Emilion AC	
White Bordeaux	

Practice

Exercise I Make suitable dishes from the following lists. Choose items from list *B* to go with items from list *A*

<i>A</i>	<i>B</i>
Beef	Cream
Lamb	Game gravy
Fresh strawberries	Mint sauce
Plaice	Tartare sauce
Prawns	Mayonnaise
Roast duck	Orange sauce
Roast partridge	Bearnaise sauce

Exercise II Arrange the following dishes into a menu of starters, fish, meat, poultry, vegetables and dessert. Try not to look at John and Clare's menu until you have finished.

Cheese	Escalope of veal
French onion soup	Grouse
Melon	Chicken casserole
Roast lamb	Pork chop
Peas	Mushrooms
Sherry trifle	

Variant 16

PAYING THE BILL

Mr Hanson Could I have my bill please?
Waitress Yes sir. One moment please. (She brings the bill and the customer looks at it carefully)
Mr Hanson Could you kindly explain this to me? What is item 6?
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.
Mr Hanson Oh, I see. But how was I expected to know that?
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.
Mr Hanson And what about the service, is that included?
Waitress Yes, that's marked down here, 10 per cent service.
Mr Hanson Good. Thank you. Now, can you take my credit card?
Waitress I'm afraid we don't accept credit cards.
Mr Hanson Oh dear. What about a cheque with a banker's card?
Waitress Yes sir. That will be all right.

Here is another conversation:

Customer Can you bring me the bill please?
Waiter Certainly sir. (He brings the bill)
Customer I think there has been a mistake.
Waiter I'm sorry sir. What seems to be the trouble?
Customer I think you have charged me twice for the same thing.

Here is Mr. Hanson's bill

RESTAURANT			047045
Atlantica			
tel: 57.34.28			
Table	Persons	Date	
6	1	21/7	
1	Cover		.60
2	Beer		.85
3	Starter		1.50
4	M. Course		3.50
5	Veg		.35
6			1.00
7	Beer		.85
8	Dessert		2.00
9	Cig		.75
10			
11			
12			
13			
14			
15			
Total			11.40
%			1.14
			12.54

Look, the figure of 5.50 appears here and then again here.

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.

Customer Thank you.

Waiter We do apologize about this sir.

Customer That's all right. No harm done. Now, can I pay by traveller's cheques?

Waiter Certainly sir. We'll give you the change in local currency if that's all right.

Customer You needn't worry about that. There won't be much change out of \$25.

Waiter Thank you sir. That's most kind of you.

Practice

Exercise I What would you say as the waiter in the following situations?

1. The customer asks for his bill.
2. The customer does not understand his bill.
3. The customer thinks there is a mistake in the bill.
4. You want to know how the customer wishes to pay.
5. The customer asks if he can pay by credit card.

Exercise I 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.

Exercise III Prepare and practise conversations the customer and the waiter each situation of your own between . Make up your own bills for

Variant 17

Complete the sentences

... is a typical ... dish 	... is a typical ... dish 
... is a typical ... dish 	... is a typical ... dish 
... is a typical ... dish  burrito	... is a typical ... dish  ratatouille
... is a typical ... dish  sushi	... is a typical ... dish  baklava

Match the dishes with the appropriate container

A plate of	A bowl of
------------	-----------

Irish stew, Machanka, Spaghetti Bolognese, Goulash, French onion soup, Borscht, Greek salad, Sushi.

Read and translate the recipe of English cuisine

Recipes English food such starchy and delicious, as are the British. Cooking them is quite easy, and most importantly that practically all meals are hearty and healthy.

The cuisine of England is notable because it has remained traditional. They are the most good if prepared at home with all the nuances and peculiarities. We suggest you make rice pudding is a favorite dish of Queen.

Ingredients:

- rice – 1 Cup;
- milk – 400 ml;
- sugar – 60 grams;
- chicken egg – 2 pieces;
- raisins – 50 grams;
- butter – 50 grams;
- vanilla;
- crackers;
- salt.

Method of preparation

Rinse the rice three times, so that it flowed with clear water. Pour in a thick-walled pot and put on high heat. Once the liquid comes to a boil, slack the fire and cook the groats for 10 minutes, stirring occasionally. Ready component in the pudding, drain in a colander.

Milk to boil, add boiled rice and cook on low heat another 20-25 minutes. The basis of the pudding will be ready as soon as all the milk will absorb the rice. Cool.

Add the ingredients to chicken eggs, raisins, sugar and vanilla. Mix thoroughly with spatula.

Crackers crushed into fine crumbs.

Oven preheat to 180 degrees.

Heated form for baking grease with butter, sprinkle on top of crushed crackers. Spread the mass and to send into the oven on the middle rack.

Rice pudding is baked 35 minutes at a constant temperature of 180 degrees. To determine the readiness of the dishes by Golden crust on the surface.

English pudding is served chilled, portioned. Top watering berry jam.

Bon appetit!

Переведите рецепт на английский язык

Суп с кукурузой по-тайландски	
Этот суп готовится очень легко и быстро. Если вы используете замороженные креветки, то перед приготовлением разморозьте их. Время приготовления 8 минут.	На 4 порции Необходимые продукты 2,5 мл//1/2 ст.л. подсолнечного масла 2 побега зеленого лука, нарезанных на тонкие кусочки 1 раздавленный зубчик чеснока 600 мл//2 ½ чашки куриного бульона 425 г консервированной кукурузы 225 г готовых к употреблению очищенных креветок Соль и молотый черный перец Листья кинзы для украшения
1. Подогреть масло в большой кастрюле и обжарить лук и чеснок в этом масле на среднем огне до смягчения	
2. Добавить, помешивая, куриный бульон, кукурузу и креветки.	
3. Довести суп до кипения, периодически помешивая. Добавить	

соль и молотый перец по вкусу и сразу подавать на стол, посыпав листьями кинзы для украшения.	
---	--

Variant 18

Прочитайте текст

British Cuisine

There is no cuisine in the world about which there are as many jokes as there are about British cooking. Particularly the French are great in making jokes about British cuisine. For example, according to one French comic, hell is a place where the cooks are British.

Or do you know why the British serve mint sauce with lamb? According to French food critics, mint must be the only plant not eaten by sheep.

Of course, these all are exaggerations. The British bear them with their superior sense of humour.

British cuisine cannot present so many internationally renowned dishes as French cuisine does. But British cuisine has contributed a lot to the world's steak culture, and there are a number of inventions in British cuisine which are even adopted by the French — as for example the creation of sandwiches.

As for steaks, that has in the past been so British that British elite troops were called Beefeaters. And the term porterhouse for a special large kind of steak cuts has nothing to do with porters or luggage carriers but originates from British pubs where a special brand of dark beer,

Porter beer was served, and where a snack consisted of a steak some 900 grams by weights — a single portion for a single man.

It's a character trait of the British not to be proud of their cuisine too much. In case of their foods and drinks, the British learnt a lot from the colonies conquered by the beefeaters all around the world. From East Asia (China) they adopted tea (and reexported the habit to India), and from India they adopted curry-style spicing.

However, they didn't just copy this food and drink habits but combined them with their own foodstuffs: tea with milk and curry with pastry (to make curried pies).

Ответьте письменно на вопросы:

1. What did one French comic say about British cuisine?
2. Why do you think the British serve mint sauce with lamb?
3. There are a lot of jokes about British cuisine. How do they bear them?
4. Do you know inventions of British cuisine?
5. British cuisine has contributed a lot to the world steak culture, hasn't it?
6. Can you translate the word befeater?.
7. Are the British proud of their cuisine?
8. What did the British adopt from East Asia (China)?
9. Where did the British adopt curry-style spicing from?
10. The British didn't just copy food and drink habits from other countries, did they?

Заполните пропуски словами (используйте каждое слово один раз):

cook, of, and, also, drink, is, made, place, the, eat, are, wins, soup

Irish Food

Ireland___(1) on the edge of Europe, with the Atlantic Ocean to its west. In the southwest___(2) the island, the climate is influenced by the Gulf Stream.

Dublin is the home of *Guinness* and a very cool __ (3) for a short break.

It has one of __ (4) youngest population in Europe and one that is well-travelled so the culinary

influences __ (5) international. You can __ (6) excellent cheese, Japanese and Mediterranean cuisines.

There are plenty of oysters, lobsters __ (7) scallops from the West Coast, world-class beef and some of the sweetest lamb you've ever eaten.

Irish farmhouse cheese regularly __ (8) awards internationally.

Bread is tasty. Soda bread (flour, salt, bread soda and buttermilk) is __ (9) daily in many households. Wheaten bread — another name for brown soda bread — is __ (10) favourite.

The Irish people make __ (11) with garden vegetables or wild foods. They also like to __ (12). Irish stew (based on neck of lamb) or a beef casserole, a hearty main course, served with potatoes. There are hundreds of places to eat and to __ (13) i a bottle of excellent wine and a cup of good coffee in the city of Dublin.

Дайте определение следующим продуктам:

1. Two slices of bread with food between them.
2. It is a drink. It is made by pouring boiling water onto the dried leaves of a plant with the same name.
3. It is a small plant. It has a short thick stem with a round top. It looks like a tiny umbrella.
4. It is a sea creature that has a hard shell, two large claws and eight legs.
5. It is a food that is made by cooking fruit with a lot of sugar.
6. It is a food made from milk. It can be hard or soft. Some sorts of it have a strong flavour.
7. When you do it, you put food in your mouth, chew it and swallow it.

Переведите на русский язык кулинарный рецепт “Fresh Tomato Soup”

- ¾ cup butter
- 2 tablespoons olive oil
- 1 large onion thinly sliced
- 2 teaspoons chopped fresh thyme or one-half teaspoon dried thyme
- 2 tablespoons chopped fresh basil or one teaspoon dried basil
- salt and freshly ground black pepper to taste
- 3 pounds ripe tomatoes, cored and quartered
- 3 tablespoons tomato paste
- ¼ cup flour
- 4 cups chicken broth
- 1 teaspoon sugar
- 1 cup heavy cream

- 1) Heat one-half cup of the butter and the oil in a heavy kettle. Add the onion and cook until tender but not browned.
- 2) Add the thyme, basil, salt, pepper, tomatoes and tomato paste. Simmer ten minutes.
- 3) Mix the flour with six tablespoons of the broth and stir into the tomato mixture. Add remaining broth and cook thirty minutes, stirring frequently.
- 4) Pass mixture through the finest blade of a food mill or through a fine sieve. Reheat and stir in the sugar and cream. Do not boil. Swirl in remaining butter.

Yield: about eight servings

Выберите правильный ответ:

1. ... this waiter speak English?
a) is b) does c) do
2. My wife ... a waitress.

- a) isn't b) doesn't c) do
3. The pappy bun ... tasty.
a) was b) were c) are
4. You can reserve a table ... telephone.
a) by b) on c) with
5. We begin to serve breakfast ... 6 a.m.
a) at b) in c) on

Переведите содержание следующей ситуации на английский язык:

- Добрый день, сэр.
- Хотите заказать обед, сэр?
- Пожалуйста, меню.
- С чего начнете?
- Могу предложить малосольную семгу.
- К закуске я рекомендую вино.