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Прикарпатський національний університет
імені Василя Стефаника

МАРІАННА ЖУМБЕЙ
ЛІЛІЯ КОПЧАК

ENGLISH FOR RESTAURANT WORKERS

**for Intermediate and Upper-Intermediate Level Students
of the Field of Study “24” – “Services”**

**Навчальний посібник з професійної англійської мови
для самостійної роботи
студентів II, III, IV курсів факультету туризму
спеціальностей галузі знань “24” – «Сфера обслуговування»
(за підручниками «English for International Tourism»)**

**Івано-Франківськ
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“English for Restaurant Workers” for Intermediate and Upper- Intermediate Level Students of the Field of Study “24” – “Sevices”. Навчальний посібник з професійної англійської мови для самостійної роботи студентів II, III, IV курсів факультету туризму спеціальностей галузі знань “24” – «Сфера обслуговування» (за підручниками “English for International Tourism”). Івано-Франківськ : Супрун В. П., 2022. – 144 с.

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Навчальний посібник складається з 10 розділів, присвячених різним розмовним темам професійного спрямування відповідно до тематики підручників “English for International Tourism: Intermediate” by Peter Strutt, 2013, “English for International Tourism: Intermediate: New Edition” by Peter Strutt, 2019 та “English for International Tourism: Upper-Intermediate: New Edition” by Peter Strutt, 2019. У кожен розділ входить комплекс завдань: тексти на професійну тематику із запитаннями для опрацювання інформації, підбір тематичних діалогів для розвитку професійного спілкування, фахова термінологія для розширення словникового запасу майбутніх експертів, корисна у професійному житті граматики, тренувальні вправи для закріплення лексичного та граматичного матеріалу, письмові завдання для опанування навичками письма, а також інтерпретація цікавих фактів, пов’язаних зі сферою гостинності та обслуговування для логічного мислення, розуміння, пояснення та обговорення на заняттях професійної англійської мови.

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ЗМІСТ

ВСТУП	7
Самостійна робота: суть, мета, види, форми, умови, методи, завдання	7
Unit 1. Jobs in a Restaurant	10
1. Text. Job Descriptions	10
2. Reading Comprehension.	13
3. Vocabulary. Work.....	13
4. Speaking. Job Interview	14
5. Grammar: Modals of Obligation.....	15
6. Test. Modals of Obligation	16
7. Did you know that...The First Restaurant in the World	20
Unit 2. A Day in the Life of a Restaurant General Manager	21
1. Text. A Restaurant General Manager’s Timetable	21
2. Reading Comprehension	22
3. Vocabulary. Organizing a Process	22
4. Speaking. Radio Program with a Restaurant Manager	23
5. Grammar: Adverbs of Manner	24
6. Test. Adverbs of Manner.....	27
7. Did you know that ...Career Path.....	30
Unit 3. How to Be a Great Restaurant Host	32
1. Text. Tips on Being a Great Host/Hostess	32
2. Reading Comprehension	33
3. Vocabulary. Decision-Making.....	34
4. Speaking. At the Restaurant	34
5. Grammar. Complex Object	36
6. Test. Complex Object	37
7. Did you know that...Types of Non-Verbal Communication.....	41
Unit 4. Art of Being a Chef	43
1. Text. A Typical Day of a Chef.....	43
2. Reading Comprehension	44
3. Vocabulary. Kitchen Objects	44
4. Speaking. Job Interview with a Pastry Chef	46
5. Grammar: Countable and Uncountable Nouns (Food).....	47

6. Test. Countable/Uncountable Nouns/Many/Much/A Lot of	51
7. Did you know that...Michelin Guide	55
Unit 5. Meet Our Food and Beverage Manager...	56
1. Mr. McCartney's Work Experience.....	56
2. Reading Comprehension	57
3. Vocabulary. Types of Food	57
4. Speaking. Dialogue Between a Food and Beverage Manager and a Supplier	58
5. Grammar. Numbers.....	59
6. Test. Numbers.....	64
7. Did you know that...A Baker's Dozen	67
Unit 6. Serving Tips for Waiters to Be the Best	69
1. Text. Seven Tips on Good Service	69
2. Reading Comprehension	70
3. Vocabulary. Describing Food.....	71
4. Speaking. Making Order in a Restaurant	72
5. Grammar. Order of Adjectives.....	73
6. Test. Order of Adjectives.....	76
7. Did you know that...What Ancient Romans Ate	79
Unit 7. Advantages and Disadvantages of Being a Bartender	81
1. Text. The Job of a Bartender	81
2. Reading Comprehension	82
3. Vocabulary. Bartending Terminology	82
4. Speaking. Raising Toasts.....	84
5. Grammar. Causative Forms (with Have and Get).....	85
6. Test. Causative Form.....	87
7. Did you know that...Ritual of Clinking Glasses	90
Unit 8. What Does It Mean to Be a Sommelier...?	92
1. Text. Sommelier's Responsibilities	92
2. Reading Comprehension	93
3. Vocabulary. Wine Description	93
4. Speaking. Dish Cooking Process.....	94
5. Grammar. Participle Clauses.....	96
6. Test. Participle Clauses.....	98

7. Did you know that...Education of a Sommelier.....	101
Unit 9. Coffee Ambassadors – Baristas.....	103
1. Text. A Trendy Job of a Barista	103
2. Reading Comprehension	104
3. Vocabulary. Types of Coffee	104
4. Speaking. Making and Serving Coffee.....	105
5. Grammar. Used to/Get Used to/ Be Used to/Would	107
6. Test. Used to/Get Used to/Be Used to/Would	109
7. Did you know that...Arabica via Robusta.....	112
Unit 10. Entry-Level Job – a Dishwasher	114
1. Text. A Good Job to Start Your Restaurant Career	114
2. Reading Comprehension	116
3. Vocabulary. Cleaning	116
4. Speaking. Applying for a Job of a Dishwasher	117
5. Grammar. Gerund or Infinitive	118
6. Test. Gerund or Infinitive	122
7. Did you know that...Silver Service.....	125
Appendixes.....	126
Thesaurus.....	137
REFERENCES.....	141

ВСТУП

Самостійна робота: суть, мета, види, форми, умови, методи, завдання

Сучасне поняття вищої освіти тісно пов'язує хід і результати навчання з рівнем організації самостійної роботи студентів, оскільки система вищої освіти покликана не лише дати певну систему знань, але й сформувати професійні якості майбутніх фахівців.

Самостійна робота студентів – є однією із форм організації навчального процесу у вищих навчальних закладах.

Головна **мета** самостійної у вивченні іноземної мови – формування мовленнєвої, навчальної, професійної компетенції, розвиток самостійності як риси особистості, формування позитивного відношення до процесу безперервної самоосвіти. Самостійна робота націлена не тільки на накопичення знань, умінь і навичок, вона повинна створити можливість для розвитку творчих здібностей студентів.

Своєрідність дисципліни «іноземна мова» полягає у формуванні вмінь і навичок користування іноземною мовою як засобом створення й підтримання міжособистісних зв'язків та засобом отримання професійної інформації.

Традиційно самостійна робота студентів займає значний обсяг у процесі оволодіння іноземною мовою, зокрема при засвоєнні та опрацюванні лексичного, граматичного матеріалу, при розвитку навичок читання та писемного мовлення. Підручники, словники, довідники, комп'ютерні та мультимедійні технічні засоби, мережа Інтернет надають широкі можливості студентам самостійно опрацьовувати матеріал та удосконалювати знання з іноземної мови. Однак, дуже важливою є роль викладача при організації самостійної роботи студентів. Викладач повинен навчити студента правильно організувати його самостійну роботу, також навчитись користуватись різними джерелами інформації.

Відповідно до Положення "Про організацію навчального процесу у вищих навчальних закладах", самостійна робота студента є основним **засобом засвоєння студентом навчального матеріалу в час**, вільний від обов'язкових навчальних занять.

Залежно від місця і часу проведення, характеру керівництва з боку викладача і способу контролю за її результатами, існують наступні **види** самостійної роботи студентів при вивченні іноземної мови :

- самостійна робота під час основних практичних занять;
- самостійна робота під контролем викладача у формі планових консультацій, творчих контактів, заліку;
- позааудиторна самостійна робота при виконанні студентом домашніх завдань навчального і творчого характеру.

Самостійна робота студентів проводиться за такими **формами**:

- індивідуальні (реферативні повідомлення, підсумкове проектування, самостійна науково-дослідницька робота, індивідуальні консультації, олімпіади тощо);
- групові (проектне та проблемне навчання, навчання у співпраці, ігрове проектування, групові консультації, факультативні заняття, заняття в гуртках);

- масові (проектне навчання, програмоване навчання).

Для активізації самостійної роботи необхідне дотримання таких **умов**:

- забезпечення правильного поєднання обсягу аудиторної та позааудиторної самостійної роботи студентів;
- методична організація всіх видів самостійних робіт студентів;
- забезпечення студента необхідними методичними матеріалами з метою перетворення процесу самостійної роботи на творчий процес;
- контроль за організацією і ходом самостійної роботи;
- використання засобів заохочення студента за її якісне виконання.

У сучасній педагогічній практиці серед найефективніших **методів** самостійної роботи студентів, що сприяють індивідуалізації та інтенсифікації навчального процесу, слід виділити:

- проблемно-пошукові методи;
- метод проектного навчання;
- методи колективної розумової діяльності;
- метод застосування новітніх інформаційно-комунікаційних технологій у навчанні.

Контроль самостійної роботи також здійснюється при проведенні навчальних занять. Методика поточного **контролю** передбачає: тестування, усне опитування, обговорення доповіді, активний самоконтроль.

Завдання самостійної роботи:

- розширення і поглиблення знань з дисципліни, що вивчається;
- розвиток мовних компетенцій в межах програми;
- розвиток вмінь роботи з допоміжною (довідковою) літературою, лексикографічними джерелами та іншими інформаційними ресурсами;
- формування у студентів самостійності при вирішенні запропонованих завдань;
- підвищення рівня володіння іноземною мовою як складовою майбутньої професії.

Оскільки навчальний процес орієнтується на активну самостійну роботу студентів, є необхідним створення умов для їхнього самовираження та саморозвитку, забезпечення відповідного освітнього середовища для формування їхньої особистої активності. Особистісна активність є основою активного відношення до знань, систематичності й наполегливості в навчанні та позитивних результатів.

Виходячи із зазначеного вище, поданий у навчально-методичному посібнику матеріал можна використовувати для самостійної та індивідуальної роботи студентів спеціальностей, що належать до галузі знань 24 – «Сфера гостинності» відповідно до кількості годин, виділених на самостійну роботу на II, III та IV курсах (див. табл.1).

Табл. 1. Кількість годин, виділених на самостійну роботу з іноземної мови даних спеціальностей:

Спеціальність	Туризм	Готельно- ресторанна справа
Курс		
II	162	100
III	100	244
IV	46	102

Отже, самостійна робота студентів у вищих навчальних закладах при вивченні професійної англійської мови становить невід'ємну складову навчального процесу.

Самостійна робота входить у загальний рейтинг і призначена для розвитку навичок самостійного засвоєння мовного матеріалу.

Unit 1. Jobs in a Restaurant

*“A restaurant is like a puzzle.
If you can’t find the right parts
for each position, you won’t be able to achieve success”
Eduardo Mora*

1. Read and translate the text:

Finding the best people to fill in the job positions within your restaurant is a difficult task. No matter whether you have a small bakery or a big family restaurant, one of the most essential things to focus on is hiring great staff. Bear in mind that each and every restaurant position has its own specific duties and responsibilities that are crucial for the overall success of the whole business. That is why you should make sure to delegate them only to the right people.



Before turning your focus to hiring, it is important to get familiar with all the different job positions within a restaurant. Many owners cannot differentiate a head chef from a kitchen manager and wonder why their business is not running well. Being informed about the different restaurant positions will help you find the right people.

In order to make the correct judgments about the staff needed for the efficient operation of your business, you should, first of all, find out what people on different restaurant positions are responsible for. You will definitely need such employees as:

1. **Restaurant General Manager.** This is the most important position within your business when it comes to the operational part. General managers are those who focus on hiring/firing employees, training programs, PR and marketing, processing optimization, etc. A restaurant manager is considered to be the head of your restaurant.

Skills and Competence:

- excellent communication skills;
- perfect organizational skills;
- ability to work under pressure;
- problem-solving skills;
- solid experience

2. **Host/Hostess.** The host/hostess is responsible for the customer’s first impression of your restaurant and service. If you want to positively predispose your clients for their upcoming experience, hiring a cheerful person for this position is essential. The host/hostess usually greets your customers and takes them to their respective table. They also provide menus and assist with any initial information or questions that the clients may have. The people hired for this position are also responsible for answering the phone and making reservations.

Skills and Competence:

- a highly organized personality;
- excellent communication skills;
- a cheerful and easy-going person

3. Executive Chef. If you aim at providing the best cuisine around the city, then focus on finding the best executive chef out there. A good chef comes up with the meals on your menu. The great one helps you improve your overall service and tailor the food concept according to your restaurant's needs. He/she also takes care of all cooking processes – from the preparation to the way the food is served.

Skills and Competence:

- appropriate culinary education or degree;
- solid cooking experience;
- excellent organizational skills;
- ability to work under pressure;
- proactiveness

3a. Sous Chef. This is basically the second most important position in the kitchen, after the executive chef. Consider sous chefs as assistants to the main man. If the executive chef takes a day off, it is the sous chef that takes charge of the kitchen. Sous chefs must be experienced and possess similar skills as the executive chefs.

4. Food and Beverage Manager. This position is not so popular among the most restaurants, as it is typical for the biggest ones. Food and beverage managers are responsible for inventory management (both for bar and kitchen products and supplies), monitoring whether the kitchen and the bar are in compliance with local health requirements and codes, as well as defining the menu items and the overall working processes within the restaurant (i.e. creating schedules).

Skills and Competence:

- excellent organizational skills;
- ability to work under pressure;
- being a team player;
- problem-solving skills;
- previous management experience

5. Waiter/Server. If the host/hostess is the face of your restaurant, then the waiter/server is the heart. Good servers are usually those who can turn an unpleasant customer experience into a great one and vice versa. Servers are responsible not only for getting orders and sending them to the kitchen and bar staff, but taking personal care of each and every customer. This position requires a specific set of skills. A good server knows when he is needed and does not bother customers every two minutes to check if everything is fine. On the other hand, the worse thing a customer can experience is to wait too long for the bill or to order. So, make sure that your servers know the balance between both and can take care of your customers in a respective manner.

Skills and Competence:

- excellent memory;
- quick and efficient working manners;
- high communication skills;
- ability to work under pressure;
- an easy-going person with a professional attitude;
- being knowledgeable and able to help customers;

- solid experience

6. Bartender. A great meal is nothing without a great drink, right? The position of a bartender is very important for the image of your restaurant. Make sure to hire an experienced bartender as this can define the overall customer satisfaction. Remember that the hired person for the position will not only be staying behind the bar, isolated from the crowd. They will usually be taking orders and communicating with your customers. That is why having a good bartender is an important ingredient in the recipe for the success of your restaurant.

Skills and Competence:

- excellent communication skills;
- previous work experience with various types of beverages;
- a cheerful and easy-going person;
- ability to work under stress;
- professional attitude focused on customer satisfaction

7. Sommelier. If you are running an upmarket restaurant, for which wine is a focal point of the whole experience, hiring a sommelier is a must. His duties are related to purchasing wine, creating a fine wine list, consulting customers or waiters about the different types of wine and suggesting suitable combinations.

Skills and Competence:

- formal education;
- solid experience
- excellent organizational skills;
- perfect communication skills

8. Barista. If you own a small bakery or a fast-food restaurant, you will need to hire a barista. Apart from the dishes, people will be willing to order coffee, tea, smoothies, etc. A good barista should be able to listen to customers carefully and process their orders in a timely manner.

Skills and Competence:

- good communication skills;
- excellent memory;
- staying cool under stress;
- quick and organized working ethics

9. Dishwasher. This position is where most people who want to make their first steps in a restaurant's kitchen start working at. That is all because it does not require any experience and is a great opportunity to enter a restaurant kitchen and slowly, but steadily, learn about cooking from the main chefs. Apart from being responsible for the dishes' hygiene, dishwashers take care of the waste and the kitchen cleaning as well.

Skills and Competence:

- ability to work quickly and efficiently;
- a disciplined worker;
- being a team worker;
- readiness to work overtime;
- physically stable

When you are about to hire employees for one of the above-mentioned restaurant positions, consider the following – for most of them (except bartenders,

chefs and management-oriented ones), it is motivation and willingness to learn and adapt that can define whether a certain candidate is your best choice. Try to form the perfect team – a mix of younger, motivated people you can educate and tailor to your restaurant’s needs, as well as professionals who have been in business for a long time.

Remember that these people will spend most of their time with each other. Considering the fact that employee retention is one of the key factors for the success of your business, it is essential to keep your staff happy for years to come. In order to do that, make sure to provide them with the best possible working conditions.

*Pass a Career Orientation Test in *Appendix 1* to find out your potential profession.

2. Reading Comprehension.

Answer the following questions:

1. Why is it important to form a perfect team for the owner of the restaurant?
2. Which of the described restaurant jobs tend to be highly-qualified?
3. Which of the given restaurant jobs are good to start your restaurant career with?
4. Choose any three restaurant jobs and define their duties.
5. Which of the offered restaurant jobs seem most important?
6. Think of 5 more restaurant jobs and their characteristics which have not been mentioned in the text.

3. Vocabulary on the topic.

Read, translate and learn the words:

an applicant/candidate	
to apply for a position	
to be hired/be retired/be fired	
to be snowed under	
benefits	
a big cheese	
a bonus	
a commission	
a day shift/night shift	
a dedicated worker/workaholic	
duties/skills/qualifications	
a fixed term employment contract	
overtime	
a part-time job	
to recruit personnel/staff	
to run a restaurant	
a salary	
to start one’s own business	

a temporary job	
ten years' work experience	
wages	
to work one's fingers to the bones	
a working schedule	

4. Speaking. Read and translate the dialogue. Make up a dialogue with a partner based on the offered one. Pay attention that dialogue questions/answers are approximate:

Interviewer: *Good afternoon, Mr. Gilbert. Tell us about yourself.*

Gilbert: I am a highly-motivated and diligent worker who likes new and exciting challenges. I am good at multitasking, fast-paced work and possess people skills. While this would be my first restaurant position, my experience in retail has helped me understand that I am well-suited for similar roles where I can help people have great experiences at any establishment.

I: *Why do you want to work in the restaurant industry?*

G: Having worked in collaborative and guest-focused industries, I understood that I enjoy working in a team, and find it stimulating and rewarding to work towards customer satisfaction.

I: *Do you have any prior experience in the restaurant industry?*

G: This would be my first restaurant position; however, my experience in retail has made me well-equipped to handle many of the same goals and challenges of the restaurant industry, such as excellent service, high efficiency and customer satisfaction.

I: *What are your strengths?*

G: I have always been a quick learner, a strong team player, and able to work through problems to meet the necessary objectives.

I: *What are your weaknesses?*

G: A few weaknesses of mine are that I tend to care too much about my work, to the point of being a bit of a perfectionist. I also have a tendency to overwork myself because I'm very dedicated to the work I take on and often put it above other priorities in my life.

I: *What hours are you available to work?*

G: I'm available to work Tuesday through Saturday, from 11 AM to 7 PM. I am flexible on weekends, and willing to make additional hours considering my schedule.

I: *Why would you like to work in our restaurant?*

G: I've eaten at [Roger's] several times in the past, and just love its family-oriented environment, atmosphere and diverse menu selections!

I: *Describe a situation you had to deal with a difficult customer, co-worker, or any person. How did you handle the conflict?*

G: I was once in a situation where the person I was training was uncooperative, and refused to take correction. I emphasized that I only wanted to help him to

succeed, not to tell him what to do. This broke the ice, and we were able to move forward successfully afterwards.

I: *You've just mentioned that you dined at our restaurant in the past. What stood out to you?*

G: I've always been drawn to the fusion aspect of your menu, and I love the theme and the aesthetics of the restaurant, and its brand!

I: *What are your career goals?*

G: I've always been attracted to the hospitality industry; it is my hope to go on to run or own a bed and breakfast in the future. I feel that this position will provide invaluable experience when it comes to making that dream a reality!

I: *Do you work better with a team or independently?*

G: I always appreciate communication and collaboration with others, especially if they can help me to improve my job! I would describe myself as more of an individualistic worker, and find I think better when I'm left to my own problem-solving skills.

I: *Why are you well-suited for this position?*

G: I tend to be interested in other people and their stories, I am a great listener, take direction well and also learn quickly. I'm naturally very approachable and friendly, and I can work under pressure, I like discipline.

I: *Finally, Mr. Gilbert... Why should we hire you?*

G: Well, combined with my love for the hospitality industry and a people-oriented personality, I'm a natural candidate for this position. I'm a fast learner and a hard worker, and I tackle challenges gracefully and effectively. I always strive for customer satisfaction as my top priority, which would make your restaurant much stronger and better.



5. Grammar: Modals of Obligation.

The main modal verbs of obligation are: **MUST, HAVE TO, SHOULD**

<p><i>Have to/has to</i> is used for general obligations.</p> <p>The past of <i>have to / has to</i> is <i>had to</i>.</p> <p><i>Must</i> is used for personal obligations.</p> <p><i>Should</i> is used for (friendly) advice.</p>	<p><i>i.e.</i></p> <ul style="list-style-type: none">• <i>I must stop here. (personal obligation)</i>• <i>You have to wear a seatbelt when you drive. (general obligation)</i>• <i>You must answer at least one question. (personal obligation)</i>• <i>You should call Mary. I know she misses you a lot. (advice)</i>• <i>She looks sick. She should go home. (advice)</i>• <i>I must do some work. (personal obligation)</i>• <i>You shouldn't smoke now. Your bronchitis bothers you. (advice)</i>
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	<ul style="list-style-type: none"> • <i>I have to return the book now. (general obligation)</i> • <i>I had to wear a school uniform when I was a child. (general obligation)</i>
<p>When we negate must and have to we receive the following forms - must not (mustn't) and don't / doesn't have to. They gain different meaning:</p> <p>Must not means prohibition.</p> <p>Don't / doesn't have to = no necessity of doing something</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>You mustn't go into the garden. (prohibition)</i> • <i>Tell them they mustn't make too much noise. (prohibition)</i> • <i>You mustn't leave litter lying around. (prohibition)</i> • <i>You don't have to clean the room. We use the cleaning service. (not necessarily)</i> • <i>You don't have to wash the dishes. I'll use the dishwashing machine later. (not necessarily)</i> • <i>She doesn't have to dine in the restaurant. I'm cooking today. (not necessarily)</i>
<p>We can use must to talk about the present or the future:</p> <p>We cannot use must to talk about the past. We use had to to talk about the past:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I must go now. (present)</i> • <i>I must call my mother tomorrow. (future)</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>We had to finish before the bell rang. (past)</i> • <i>The assistant had to follow the instructions. (past)</i>

6. Test. Modals of Obligation:

- You _____ apologize; it isn't necessary.
 - mustn't
 - don't have to
 - shouldn't
 - have to
- You _____ tell the boss what happened, or he'll fire you.
 - mustn't
 - don't have to
 - shouldn't
 - have to

3. I _____ wear a tie; but I do it because I like wearing ties.
- mustn't
 - don't have to
 - shouldn't
 - have to
4. You _____ smoke here; smoking is not allowed.
- mustn't
 - don't have to
 - shouldn't
 - have to
5. I _____ be late. It's the most important meeting of the year.
- mustn't
 - don't have to
 - shouldn't
 - have to
6. You _____ go now; you can stay a bit longer.
- mustn't
 - don't have to
 - shouldn't
 - have to
7. Visitors to the zoo _____ feed the animals.
- mustn't
 - don't have to
 - shouldn't
 - have to
8. You _____ drive so fast; we have a lot of time.
- mustn't
 - don't have to
 - shouldn't
 - have to
9. We _____ cook more; there's enough food.
- mustn't
 - don't have to
 - shouldn't
 - have to
10. You _____ put salt in her food; the doctor said she can't eat salt.
- mustn't
 - don't have to
 - shouldn't
 - have to
11. I _____ leave early because I wasn't feeling well.
- had to
 - must
 - have to
 - should
12. You _____ do something to help him solve this problem.
- have to

b. should

c. must

d. mustn't

13. I don't like these clothes, but I _____ wear them at work.

a. had to

b. must

c. have to

d. should

14. Teacher: "You _____ arrive on time for class".

a. must

b. mustn't

c. have to

d. should

15. We didn't have money, so we _____ find a cash dispenser.

a. must

b. had to

c. have to

d. should

16. You _____ carry an umbrella with you, it was sunny all day.

a. mustn't

b. don't have to

c. shouldn't

d. didn't have to

17. When we were at school, we _____ wear a uniform.

a. must

b. don't have to

c. shouldn't

d. had to

18. You _____ be an expert to use the basic functions of program.

a. mustn't

b. don't have to

c. shouldn't

d. have to

19. You _____ tell her that you are sorry. Can you see her crying?

a. mustn't

b. don't have to

c. should

d. have to

20. We _____ go to the meeting. Why didn't you go?

a. must

b. didn't have to

c. should

d. had to

21. I _____ wear glasses, I can still see perfectly well.

a. mustn't

b. shouldn't

c. don't have to

d. must

22. We went to bed right after dinner because we _____ to get up early the following day.

a. should

b. must

c. had to

d. didn't have to

23. Hey! Long time, no see, Jacob! We _____ go for a drink one day.

a. should

b. must

c. have to

d. don't have to

24. You _____ take any money. It wasn't necessary.

a. should

b. must

c. had to

d. didn't have to

25. What are you doing? You _____ be here!

a. shouldn't

b. mustn't

c. have to

d. don't have to

26. The advice from the health committee is that all people with symptoms of Covid _____ go to the doctor.

a. must

b. don't have to

c. should

d. have to

27. This is a non-smoking area, you _____ smoke here.

a. mustn't

b. don't have to

c. shouldn't

d. have to

28. I hate big multifunctional companies. I think they _____ pay more taxes.

a. must

b. have to

c. should

d. has to

29. I _____ get up early tomorrow; I want to go running very early.

a. should

b. don't have to

c. must

d. have to

30. We _____ wear a tie at work. I hate it!

a. must

b. don't have to

c. should

d. have to

7. Did you know that...

The very first restaurant in the world was opened in Paris in 1765. A restaurant owner, Monsieur Boulanger, served there a single dish - *sheep's feet simmered in a white sauce*. On the front door the Latin phrase from the Bible was engraved: "*Venite ad me omnes qui stomacho labouratis, et ego vos restaurabo*" meaning: "Come to me, those whose stomachs ache, and I will restore you." Boulanger claimed that his dish *restored* one's health, i.e., that it was restorative. In French, the word "**restorative**" means **restaurant**.



Later the establishment started to sell "restaurant" dishes such as poultry, eggs, buttered pasta and semolina cakes, the light colour of which was said to have health benefits.

The philosopher Denis Diderot mentions the restaurant as early as 1767 in a letter to his correspondent Sophie Volland: "Have I acquired a taste for the restorer? Really, yes; an infinite taste. The service is good, a little expensive, but at the time you want... It is wonderful, and it seems to me that everyone praises it."

At that time, in Pre-Revolutionary France, the only place to eat outside the home was in a tavern or inn. But these places only offered *tables d'hôtes* (guest tables) with a single dish, at a price that was not fixed in advance, where people only came at a fixed time. The quality was not always good—people who went to these places did so to eat and not to enjoy the taste of a dish. Roasters and caterers who were also present at the time could only sell whole pieces, not individual portions.

Boulanger's business was different from other food businesses, like cafés and inns because Boulanger's business was centered on food, not alcohol (like taverns) or coffee and tea (like cafés). Customers came to Boulanger's establishment primarily to eat (this was a novelty in the late 18th century).

This new way of eating was a great success, and the style of restaurant spread and evolved. The notion of the pleasure of eating became predominant, gastronomy developed and became more democratic. Before then, the only people who ate very well in France were the members of the court at Versailles and other nobles, who had their own personal cooks.

Unit 2. A Day in the Life of a Restaurant General Manager

*“Management is doing things right;
leadership is doing the right things”*

Peter Drucker

1. Read and translate the text:

The day starts by the *restaurant general manager's* getting up, making sure that he looks his best, as the manager needs to be setting an example for the staff and making a good impression on the customers. To get the restaurant ready to open at lunchtime, the manager starts at 10.30. If the restaurant is upmarket, it may employ several managers reporting to the general manager.

Walking into work, the restaurant manager has a look around and makes sure that the front of the house is at its best. The cleaners will have been in, so the restaurant looks good — this is when restaurant managers often look round and feel proud of the position they have worked up to, since many start as a waiter and their dedication gives them the chance to gain the position they now have.

The manager will then go see the kitchen staff. The chef runs the kitchen well, but the manager still has to make sure that he has everything in hand such as staffing levels and stock problems such as late deliveries. Because someone has called in unwell, the manager moves one of their front of house staff to work in the kitchen. All the staff members have different skills, as it is important to make sure they have a backup plan for such an eventuality.

They go back out to the front and look at today's bookings. A group of eight has a lunch reservation, so they relay this information to the head waitress, who then lays the tables accordingly. Before they open, the manager briefs the staff on what the specials are and which people have booked. They make the health and hygiene inspections for the day, such as checking fire exits are clear, and temperature charts are all complete. Staff take their places before opening. The lunch period goes well, the restaurant has many reservations and a few walk-ins, and every guest seems to leave well-fed and happy.

Although the restaurant closes for the afternoon, work still goes on, as the manager has to go through all the paperwork for the restaurant, for example, the invoices need to match the stock and the books must be looked at for the accountant next week. They also look at the staff schedule as it is coming into the summer months and some staff have booked holidays.

The manager then needs to prepare for the evening, checking that the till has enough change before the banks close, that the restaurant is stocked on condiments and that the kitchen staff are happy. They are then ready to go again, the evening is



long and there is a complaint about the wait as they are low on staff, but the customer was happy with the offer of a discount. A diplomatic attitude is always the best way in this job, as businesses will always want the customer to recommend them. As the evening winds up, the restaurant general manager thanks the staff for their hard work—an important part of management. Then they are off home ready for another day.

2. Reading Comprehension.

Answer the following questions:

1. What characteristics should a restaurant general manager possess?
2. What challenges can a restaurant manager tackle?
3. Describe a typical restaurant manager’s working day?
4. What are the restaurant manager’s responsibilities?
5. Why must a restaurant manager follow the schedule?
6. Why would you like to work as a restaurant manager? Why not?

3. Vocabulary on the topic. Give translation of the words and use them in sentences of your own:

budget	
distribution	
inventory	
profitability	
to schedule	
to authorize	
to collabourate	
to command	
to commend	
to communicate	
to coordinate	
to facilitate	
to implement	
to improve	
to merchandise	
to motivate	
to negotiate	
to prioritize	
to process	
to recruit	
to supervise	
to tackle	
a turnover	

4. Speaking. Read and translate the dialogue. Make up a dialogue based on the offered one:

Interviewer: *Hi, Helen. Thanks for accepting our invitation for the interview. Dear listeners, we are happy to introduce our today's guest – Helen Williams, a general manager in a restaurant “Canelle” in Frankfurt-am-Main, Germany.*

Helen: Well, hello! It's been a pleasure to be your guest in the morning interview.

I: *So, a position of a restaurant manager requires being in charge of a variety of things on a daily basis. What are your main responsibilities, Helen?*

H: Restaurant management is a challenging career which means work over weekends, during the evenings, and on public holidays, as these are often the busiest times for a restaurant.

I: *Besides, I know that a restaurant manager is the first to arrive and the last to leave the restaurant, is it right?*

H: Definitely... (smiling). My day starts with the restaurant kitchen. I order and manage food and supplies for the kitchen, as well as for the dining area, such as flowers for the reception area, tableware, candlesticks on the tables, etc. Everything has to meet quality standards.

I: *Oh, I almost forgot. A question from our listeners: Whose responsibility is it to develop the menu?*

H: Thank you for the question. Together with the chef, we are involved in selecting items for the menu. To offer a memorable food and beverage menu, we must have a thorough understanding of our target customers. In our case, this is a family restaurant...Remember, guests make a decision within 100 seconds, so the menu must be under 40 items for optimal productivity.

I: *Sounds amazing.*

H: Our work is customer care oriented, which means the restaurant's guests should be happy with their dining experience.

I: *What is “dining experience”?*

H: It includes quality of the food, restaurant atmosphere, and the service delivered by the waiters.

I: *What should I do if I would like to work as a waiter in “Canelle”?*

H: Firstly, write a CV and check if your qualifications and skills meet our requests. As a restaurant general manager, I am in charge of hiring and firing employees, training new staff members, allocation of shifts, salary management, and performance measurement.

I: *Ladies and gentlemen, we are interviewing a very important person today! So many duties are imposed upon a restaurant manager.*

H: As a restaurant manager, I'm involved in marketing and advertising, paying accounts and business growth. This is called Business Management.

I: *As you can see from our interview with Helen Williams, restaurant management is a challenging career path to follow, but also highly rewarding if you truly have a passion for everything culinary.*

H: Exactly. Thank you for the invitation to be the guest of your radio program.

I: *Thank you, Helen. I believe, many of our today's listeners have made up their mind to become restaurant managers in the future. May they have luck with their beginnings, study and getting job experience in hospitality industry.*

*Learn more about Communication Skills of a Restaurant Manager (**Appendix 2**).



5. Grammar: Adverbs of Manner

<p>An ADVERB is a word that describes <i>how</i>, <i>where</i>, or <i>with what frequency</i> we do an action.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>She works here.</i> (adverb of place) • <i>She often translates emails for her colleagues.</i> (adverb of frequency) • <i>She types very quickly.</i> (adverb of manner)
<p>An adverb of manner describes <i>how</i> you do an action.</p> <p>Adverbs of manner add a lot of extra details to descriptions, make what we say more interesting and dynamic to the listener or reader.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>They dress elegantly.</i> • <i>Some elderly people drive slowly.</i> • <i>She works very hard.</i>
<p>Adverb formation:</p> <p>To make adverbs of manner, we usually add -ly to the adjective.</p> <p>Adjectives ending in -le change it to -ly.</p> <p>When an adjective ends in -y we change it to -i then add -ly.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>quick – quickly</i> • <i>slow – slowly</i> • <i>bad – badly</i> • <i>careful – carefully</i> • <i>hopeful – hopefully</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>gentle – gently</i> • <i>incredible – incredibly</i> • <i>acceptable – acceptably</i> • <i>terrible – terribly</i> • <i>sensible – sensibly</i> • <i>humble – humbly</i> • <i>responsible – responsibly</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>happy – happily</i> • <i>greedy – greedily</i>

If an adjective ends in **-c** we add **-ally** to form an adverb.

- *easy – easily*
- *heavy – heavily*
- *hungry – hungrily*
- but:
- *shy – shyly*
- *sly – slyly*

i.e.:

- *automatic – automatically*
- *economic – economically*
- *mechanic – mechanically*
- *dramatic – dramatically*
- *scientific – scientifically*
- but**
- *public – publicly*

Adjectives ending in **-ing** and **-ed** form adverbs with the help of **-ly** as well.

i.e.:

- *amazing – amazingly*
- *charming – charmingly*
- *heartbreaking – heartbreakingly*
- *disappointing – disappointingly*
- *satisfying – satisfyingly*
- *damaging – damagingly*
- *provoking – provokingly*
- *surprising – surprisingly*
- *glittering – glitteringly*
- *frustrating – frustratingly*
- *breathhtaking – breathtakingly*
- *sophisticated – sophisticatedly*
- *disinterested – disinterestedly*
- *complicated – complicatedly*
- *embarrassed – embarrassedly*
- *excited – excitedly*
- *wicked – wickedly*
- *unexpected – unexpectedly*
- *ashamed – ashamedly*

Note that not all words ending in **-ly** are adverbs. Some of them are adjectives:

i.e.:

- *friendly, lovely, lonely, neighbourly*

<p>However, there are also some <i>irregular</i> adverbs:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>good – well</i> • <i>hard – hard</i> • <i>fast – fast</i> • <i>late – late</i> • <i>straight – straight</i> • <i>high – high</i>
<p>In most cases, adverbs of manner come <i>after</i> a verb in the sentence.</p> <p>Sometimes, however, the adverb is put before the verb to <i>add emphasis</i> to the meaning.</p> <p>If there are two verbs in the sentence, the position of the adverb can change the meaning.</p> <p>In the first sentence, ‘immediately’ relates only to the first verb, while in the second sentence ‘immediately’ refers to both actions.</p> <p>As you can see from the next example, you can’t separate a verb and its object.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>We dress casually on Fridays.</i> • <i>Athletes run very fast.</i> • <i>The students are listening attentively.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>She hurriedly opened the present.</i> • <i>They sadly left before we arrived.</i> • <i>I quickly ran to the shops.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>They accepted the offer immediately and moved out.</i> • <i>They accepted the offer and moved out immediately.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>They accepted the offer immediately.</i> <p>NOT</p> <ul style="list-style-type: none"> • <i>They accepted immediately the offer.</i>
<p>Adjective or Adverb?</p> <p>We use an adjective to describe a noun, and an adverb to describe a verb.</p> <p>And if we change these two sentences to use a verb instead of a noun, they become:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>He’s a fast runner.</i> • <i>She’s a careful driver.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>He runs fast.</i> • <i>She drives carefully.</i>

The only other verbs that can be used with adjectives instead of adverbs are the verbs of sense perception — *feel, look, sound, smell, taste* and *seem*. We use these verbs to describe what we see, smell, taste or hear.

i.e.:

- *You look tired.* – From what I can see, you are tired.
- *It sounds interesting.* – From what I hear, I like it.
- *It smells delicious.* – From the smell, I can understand it is very good.
- *They seem bored.* – From their appearance, I think they are bored.

Adverbs of Manner help us give details to actions and can make our speech much more expressive.

6. Test. Adverbs of Manner:

1. You speak English_____.
 - a. fluent
 - b. fluently
 - c. fluted
 - d. fluenting
2. I slept _____ last night.
 - a. good
 - b. bad
 - c. badly
 - d. goodly
3. The children did really _____ in their test. Good job!
 - a. good
 - b. bad
 - c. badly
 - d. well
4. He worked _____ and got a promotion.
 - a. hard
 - b. hardly
 - c. hardingly
 - d. hardfully
5. The nurse picked up the baby _____.
 - a. gentlyly
 - b. gentle
 - c. gently
 - d. gentlily
6. Try to do it _____ so we don't have to redo it.
 - a. caring
 - b. careful

- c. carefully
d. carefully
7. A car _____ came round the corner and nearly hit us!
a. suddenly
b. suddently
c. suddenly
d. sudden
8. Julie said "Goodbye" _____ to her boyfriend.
a. tearfully
b. tearly
c. teary
d. tearful
9. Go _____ down this road then turn left.
a. straightly
b. straight
c. straigh
d. straightfully
10. I hate getting up _____.
a. lately
b. latily
c. latedly
d. late
11. My brother drives very _____ and _____.
a. fastly/aggresively
b. fast/aggressfully
c. fast/aggressively
d. fastly/aggressingly
12. Kids, try to do your homework _____, please.
a. quiet
b. quietly
c. quietly
d. quite
13. She dresses very _____, doesn't she?
a. elegantly
b. elegancely
c. elegant
d. elegantfully
14. Shall I close the door _____?
a. tighty
b. tightly
c. tightlily
d. tightedly
15. It rained _____ all through the night.
a. heavy
b. heavly
c. heavily
d. heavingly

16. Soup tastes _____.
- salty
 - saltily
 - salt
 - well
17. A _____ person usually speaks _____.
- politely/polite
 - polite/politely
 - polite/politedly
 - politelely/polite
18. Joseph passed his exam _____.
- brilliantly
 - brillialy
 - brilliant
 - bright
19. He shouted at us _____. He wasn't happy at all!
- boringly
 - furiously
 - jokingly
 - fast
20. He passed his driving test _____. He had no problems.
- seriously
 - badly
 - easily
 - straight
21. The stars shine _____ in the sky in August.
- brightly
 - silently
 - easily
 - well
22. We lost the football match '4-2' yesterday. I don't think we played _____.
- bad
 - wrong
 - badly
 - worse
23. You drive quite _____. I won't be surprised if you have an accident one day!
- dangerously
 - dangerous
 - more dangerous
 - dangerly
24. The teacher spoke so _____ that the class couldn't hear her.
- calm
 - calmly
 - loudly
 - soft
25. "You're late!" said Olivia _____. "Where have you been?"
- angrier

- b. angrily
- c. angry
- d. angrily

26. When I broke my leg, my friend Pam _____ offered to do the shopping for me.

- a. kindly
- b. kindly
- c. kind
- d. kindly

27. My sister plays the piano _____. Poor thing!

- a. goodly
- b. bad
- c. awfully
- d. better

28. He is well-mannered. He speaks to everyone _____.

- a. quickly
- b. respectfully
- c. clumsily
- d. simply

29. A thief got out of the house _____.

- a. loudly
- b. silently
- c. well
- d. wonderfully

30. The music sounds _____ to me.

- a. good
- b. well
- c. badly
- d. worse

7. Did you know that ...

Nine out of ten managers got to their positions by starting at the entry-level. That means that there is plenty of opportunity for those at the bottom to work their way up and become a restaurant manager in the growing industry workforce.

As you move through different positions in a restaurant, you will gain the skills and experience necessary to fulfil all of your future restaurant manager duties. While starting at the entry-level can be difficult, the best managers know and understand every aspect of their restaurant, including how the meals get made to how the restaurant POS (Point of Sale) software works on both front and back end. Plus, managers are often tasked with jumping into various roles — everything from preparing to bartending on busy nights.

A lot of restaurant manager career paths are started at the entry-level: a host, a waiter, a kitchen assistant or a dishwasher. In these positions, you will gain



perspective into how the foundational elements of a restaurant work. Serving, for example, gives deep insight into the guest experience, while dishwashing allows you to be present in the kitchen and a part of the food preparation process.

The next step on the restaurant career ladder is the mid-level: a bar or a service manager. The responsibility increases here as you are tasked with managing small teams, configuring schedules, opening and closing duties. Mid-level positions are the place, where managers are still in touch with the lower levels of a restaurant, but begin to learn how to orchestrate the higher up requirements at the same time.

The next step-up is an assistant manager, which is where most people make the switch from hourly to salaried employees, and benefits become part of the discussion.

Finally, the goal of careers in restaurant management: a general manager or a restaurant owner. At this level, all responsibility lies on you — you are in charge of everything from business decisions to the entire staff and everything in between.

After years of hard work, congratulate yourself.

Unit 3. How to Be a Great Restaurant Host

*“Hospitality is almost impossible to teach.
It’s all about hiring the right people”
Danny Meyer*

1. Read and translate the text:

As a host/hostess of the restaurant, you must always be alert, attentive and efficient. Keeping the restaurant orderly, making sure guests are happy, and keeping track of what is going on at each table are just the ways you can make your guests feel satisfied.

Here are some tips on how to be a great host:

Firstly, stay organized. Make sure you have all the supplies you need before your shift starts: pens and highlighters, a seating chart and paper for making notes at your host stand. Check to make sure there is plenty of clean silverware available.

Pay attention to each section: take a chart of the table layout and each server’s/waiter’s station. Keep track of how many tables are seated in each section, how many people are in each party, and what time each party arrived. This will help you assign new tables to the waiters who have the most of open tables.

Communicate with your waiters. You need to know if he/she is overwhelmed with just two tables or if they can handle another one. You can also ask servers if they are comfortable handling big groups in case you have a large party come in.

Walk the floor to keep track of the tables. Sometimes during a busy dinner shift, you might lose track of who has already left. If this has happened, ask someone to watch your host stand and walk the floor with your seating chart. Look for any tables that are marked as seated, but which are actually free. You can also check to see which customers have moved on to dessert, as the waiter in that section will probably be ready for a new table soon.

Help to clean and set tables when necessary. You should be willing to lend a helping hand when you are needed. Wipe down tables, put down silverware and straighten chairs when you are not busy doing anything else.

Secondly, greet guests. Smile and welcome them to the restaurant. You are the first chance the restaurant has to make an impression, so make sure you are aware whenever new guests arrive. Greet guests warmly, addressing them by name if they are regular customers. Let guests know right away if there will be a wait, so they can decide whether they want to make other dinner plans. Make eye contact. A host or hostess cannot afford to be shy! If you are busy with another guest when someone



arrives, acknowledge the new arrival with a smile or by saying something like, “I’ll be with you in a minute!”

Ask how many people are in the party. Don’t assume that just because two people walk in, that they will be the only ones in their party. The rest of their group might not have joined them yet. Always ask, so you will know what size table your guests need.

Ask customers if they have a seating preference. Guests with a larger frame might not feel comfortable squeezed into a small booth, and customers who have trouble walking might prefer a seat close to the door, so they don’t have to walk far.

Answer the phone promptly. The host of a restaurant is usually responsible for answering the phone. Make sure you answer the phone professionally. State the name of the restaurant, your name, and ask the caller how you can help them.

Maintain your composure even if the restaurant gets busy. When the dinner rush hits, it can be hard to stay calm and composed, but if you get tired, the whole restaurant could become disorganized. If you feel stressed, take a deep breath and remember that even the busiest dinner service will soon be over.

Thirdly, seat your customers. Show them to their table. Make sure you do not walk faster than your customers. Walk slightly ahead of them, carrying menus and silverware to the table, where you want them to sit. Ask if the table is to their taste before the customers sit down.

Apologize to your customers if they have had to wait long. Most customers expect to wait at least 10 minutes to be seated in a restaurant, especially if they didn’t have a reservation. If your guests have waited much longer than that, offer a sincere apology as you show them to their table.

Make sure your guests are seated comfortably. If the restaurant is slow, try to seat guests at a table that is not directly next to another full table. Of course, if the restaurant is very busy, guests will have to sit near other diners, but try to make sure all of your guests have enough space to be comfortable.

Rotate stations. By seating guests in rotating sections, you will ensure that all of your servers are able to make money for the night. Rotating stations will also help to keep servers from becoming overwhelmed by getting several tables at the same time.

Place the menu and silverware for each guest at their place setting. Never throw the menus down on a table, as this seems rude and dismissive. Instead, carefully lay the menu and silverware at each place setting and make sure your guests are seated before you leave the table. (*Learn more about Types of Menus in *Appendix 3*).

Be prepared to get water or other small items for guests. If they request more than that, politely let them know that their waiter will be right with them.

Speak to guests as they leave. You are the last person guests will have contact with, so offer a friendly farewell to guests as they walk out the door. This will help them leave feeling as if they had a pleasant dining experience.

2. Reading Comprehension.

Answer the following questions:

1. Characterize three parts of the text.
2. Why should a host talk to the waiters/servers?
3. How does a great host greet customers?
4. How does the rotation of stations influence the work of the waiters?

5. Why should a host smile and maintain composure?
6. How should a host behave if the guests have been on a long wait?

3. Vocabulary on the topic. Give translation of the words and use them in sentences of your own:

to arrive at/come to a decision	
to be in a quandary	
to be in two minds	
to be on the fence	
to change one's mind	
a decision/reach a decision	
to dodge a decision	
to have a plan B	
to have second thoughts	
to jump to conclusions	
to keep one's options open	
to make a snap/momentous / major/key/crucial/ tough /prompt/ rash/irreversible/rational/poor decision	
to make concessions	
to make up one's mind	
to mull over something	
to reach a compromise	
to rush into something	
take it or leave it	
to toss-up	
to toy with an idea	
up to you	
to weigh one's options	
to weigh the pros and cons	

4. Speaking. Read the dialogue. Make up a dialogue based on a table reservation and a restaurant visit.

4A. Telephone reservation of the table in a restaurant:

Hostess: Hello, "Big City Lights" Restaurant, Naomi speaking.

Client: Hi, could you help me? I need to make a dinner reservation.

H: I will help you, Sir. If you could just tell me what evening you would like the reservation for?

C: Sure, Naomi. We need the reservation for Tuesday night.

H: What time do you think you would like to dine, Sir?

C: 7 p.m. would be fine.

H: Sorry, Sir. We do not have a table available for 7 P.M. Would you like me to make the reservation for 7.30?

C: Certainly, it's even better.

H: *Great. How many diners will there be in your group?*

C: We need a reservation for four.

H: *I have a table for four guests available at 7:30, if you could just give me your name.*

C: My last name is Gaston. Thank you for the reservation.

H: *Mr. Gaston, we will be expecting you this Tuesday at 7:30.*

C: We'll be there! Thanks for your help!

4B. In a restaurant:

Hostess: Good evening. Welcome to "Big City Lights" Restaurant! Do you have a reservation?

Client: *Yes, I do.*

H: Would you mind giving me your full name, please?

C: *Of course. The reservation is under the name of Josh Gaston.*

H: Well, Mr. Gaston. I can see that your reservation is for an outdoor table.

C: *Right. It's so warm today.*

H: How many people are there in your party, Mr. Gaston?

C: *We are a party of four.*

H: Ok, sir. I'm afraid it's going to be a 10-minute wait.

C: *That's all right. We have a lot of time.*

H: Would you mind waiting in our bar?

C: *Sure. That's a great idea!*

(In 10 minutes...)

H: Ladies and gentlemen. Your table is ready! Please follow me.

C: *That was fast!*

H: Do you like this round table under the palm tree?

C: *Amazing. So spacious!*

H: Do you feel comfortable?

C: *We do. Thanks a lot.*

H: Sorry for waiting. Here is the menu.

C: *Could we order drinks before we make our meal orders?*

H: Certainly, Mr. Gaston. Your waiter will be with you in a minute.

C: *All right.*

H: Enjoy your evening and have a great dinner!

C: *Thank you very much.*

4C. Leaving a restaurant:

Hostess: Did you have a good evening?

Client: *We surely did.*

H: I hope you enjoyed your dinner?

C: *The meat was divine.*

H: You made a brilliant choice, Mr. Gaston.

C: *Indeed. Thanks for the complimentary dessert for our ladies.*

H: Satisfied customers are our priority. We hope to see you in our restaurant again.

C: *Thanks a lot. Goodbye.*

H: Have a lovely evening, Mr. Gaston.



5. Grammar. Complex Object.

<p>This structure consists of a NOUN in the Common Case or a PRONOUN in the Objective Case (me, you, him, her, it, us, them) and the INFINITIVE.</p> <p>Complex Object is used after:</p> <p>1. Verbs expressing desire and emotions: to want, to need, to wish, to desire, would like to, to like, to dislike, to love, to hate, cannot bear.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none">• <i>I want you to help your mom.</i>• <i>He hates his son to study criminalistics.</i>• <i>She desires her boyfriend to invite her to eat out.</i>• <i>Lina dislikes her dog to bark.</i>• <i>I need you to remain calm.</i>• <i>I would like my parents to be healthy.</i>• <i>He wanted his students to note the rules of grammar.</i>• <i>The inspector would like you to explain everything to him.</i>
<p>2. Verbs of physical perception (to see, to watch, to notice, to observe, to feel, to hear and to listen to).</p> <p>After these verbs, the infinitive is used without the particle to.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none">• <i>We saw the postman slip a thick envelope into the box.</i>• <i>The teacher noticed her student drop a pen on the floor.</i>• <i>We heard him sing a song.</i>• <i>We felt the wind blow.</i>• <i>The cop watched a thief come to the gate.</i>
<p>3. Verbs of compulsion and motivation: (to let, to make, to have).</p> <p>The infinitive after these verbs is also used without to.</p> <p>But after the verbs: to force, to cause, to get we use the indefinite infinitive (with the particle to)</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none">• <i>You cannot make me do such things.</i>• <i>Never let him go.</i>• <i>They had the man do what they wanted.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none">• <i>They forced this man to do what they wanted.</i>• <i>That caused me to shake my head</i>

	<p><i>in disbelief.</i></p> <ul style="list-style-type: none"> • <i>He got me to cut the rope.</i>
<p>4. Verbs of <i>assumption/mental activity</i> (to think, to expect, to suppose, to know, to believe, to consider, to find, to understand)</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Parents usually expect their children to be obedient.</i> • <i>We believe it to be the best way out of this situation.</i> • <i>I consider my daughter to be a smart student.</i> • <i>I believe him to be a more capable candidate than the previous one.</i> • <i>I know our president to be a great authority.</i> • <i>She expected her guests to leave sooner.</i> • <i>They think us to succeed in distant learning.</i>
<p>5. Verbs of <i>declaration</i> (to tell, to inform, to declare, to state, to report, to announce)</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>He declared the law to be maintained.</i> • <i>I tell you not to be late.</i> • <i>The minister reported the crisis to be over.</i> • <i>The politician states our problems to be solved.</i>
<p>6. Verbs of <i>orders, requests, permits</i> (to order, to allow, to permit, to allow, to authorize, to command, to forbid)</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>He ordered him to stop this conversation.</i> • <i>Mom forbade her children to eat so much chocolate.</i> • <i>The manager allowed me to finish my shift before midnight.</i> • <i>The chef allowed the staff to taste new daily specials.</i>

6. Test. Complex Object.

- Our parents _____ to be friends.
 - want me
 - wants me
 - want us
 - would like that we
- The teacher wishes _____ English.

- a. that we will master
 - b. us to master
 - c. we master
 - d. we mastered
3. I would like _____ a return ticket to NY.
- a. them to buy
 - b. to them buy
 - c. they to buy
 - d. their to buy
4. Mother made _____ the light.
- a. that I turn off
 - b. me to turn off
 - c. me turn off
 - d. to turn me off
5. We expected _____ our advice.
- a. you follow
 - b. you followed
 - c. you to follow
 - d. you following
6. I consider a shower _____ the most important convenience.
- a. as
 - b. being
 - c. be
 - d. to be
7. He heard the telephone _____.
- a. to ring
 - b. ring
 - c. rings
 - d. rang
8. We heard him _____ a report on his new discovery.
- a. to make
 - b. make
 - c. made
 - d. had made
9. I felt his hand _____.
- a. to shake
 - b. shakes
 - c. shake
 - d. shook
10. A grammatically correct sentence is:
- a. He didn't notice that Mary approach them from behind.
 - b. He didn't notice Mary approach them from behind.
 - c. He didn't notice Mary approaches them from behind.
 - d. He didn't notice Mary approached them from behind.
11. Translate correctly: Що змусило його переїхати на нову квартиру?
- a. What made him move to a new apartment?
 - b. What made him to move to a new apartment?

- c. What made him moving to a new apartment?
d. What did make him move to a new apartment?
12. Do you want _____you the sights of the city?
a. that I will show
b. I to show
c. me to show
d. me show
13. Please don't tell anyone that I'm leaving my job... _____
a. I don't want anyone knowing.
b. I not want anyone know.
c. I don't want anyone to know.
d. I don't want anyone knows.
14. My boss _____ late at work.
a. made me stay
b. made to stay me
c. made me to stay
d. made my stay
15. Which sentence is grammatically correct?
a. You can buy a pass which lets you visit all the art galleries more cheaply.
b. You can buy a pass which let you visit all the art galleries more cheaply.
c. You can buy a pass which lets you to visit all the art galleries more cheaply.
d. You can buy a pass lets you visit all the art galleries more cheaply.
16. The correct sentence is:
a. He felt somebody to push him.
b. He felt somebody pushed him.
c. He felt somebody push him.
d. He felt somebody pushes him.
17. A grammatically correct sentence is:
a. I did not expect my business partner send me a bouquet of flowers.
b. I did not expect my business partner sent me a bouquet of flowers.
c. I did not expect my business partner to send me a bouquet of flowers.
d. I did not expect my business partner to have send me a bouquet of flowers.
18. They know Tom's friend _____ an excellent professional.
a. be
b. as an
c. to be
d. is to be
19. I heard _____English fluently.
a. he speaks
b. him spoke
c. him to speak
d. him speak
20. Didn't you hear _____a pop song?
a. her sang
b. her sing
c. she sings
d. she sang

21. Tom saw _____ the door of the house in the dark.
- him open
 - he opens
 - his opening
 - him opened
22. Which sentence is correct?
- I noticed him behave badly and asked to settle down.
 - I noticed him to behave badly and asked to settle down.
 - I noticed him behaved badly and asked to settle down.
 - I noticed him behaves badly and asked settle down.
23. I was so nervous that I felt my heart _____ very fast.
- to beat
 - beat
 - bet
 - beats
24. I would like you _____ some fresh orange juice for the baby .
- squeeze
 - to squeeze
 - squeezes
 - squeezing
25. Let ____ her.
- we to ask
 - us to ask
 - us asked
 - us ask
26. Nina wants _____ to her.
- me to listen
 - that I listened
 - me listening
 - I to listen
27. I never thought anyone would make _____ this medication.
- me to take
 - me take
 - that I take
 - me took
28. People here consider this cheese _____ the best in the world.
- be
 - was
 - to be
 - is being
29. The supporters expect the manager _____ at least for one more season.
- to stay
 - stays
 - stay
 - stayed
30. What kind of things do you hate people _____ to you?
- said

- b. say
- c. says
- d. to say

7. Did you know that...

There are Nine Types of Non-Verbal Communication:

Facial expressions. The look on a person's face is often the first thing we see, even before we hear what they say. While non-verbal communication and behaviour can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, surprise, confusion, excitement and fear are similar throughout the world.

Gestures are an important way to communicate without words. Common

gestures include waving, pointing, and giving a "thumbs up"-sign, glancing at the watch, rolling eyes, crossing arms, finger pointing, waving arms in the air, raking fingers through their hair, rubbing hands together, stroking a chin and head nodding... These are the clues to understanding a person's behaviour.

Vocal communication includes: tone of voice, loudness, inflection and pitch. The powerful effect of the voice tone has a great meaning of a sentence. When said in a strong tone of voice, listeners might interpret a statement as approval and enthusiasm. The same words said in a hesitating tone can convey disapproval and a lack of interest.

Proxemics is the need for "personal space". The amount of distance we need and the amount of space we perceive as belonging to us are influenced by: social norms, cultural expectations, situational factors, personality characteristics and level of familiarity.

Posture can inform us whether a person is confident, open or submissive. Sitting up straight indicates that a person is focused on what is going on. Sitting with the body hunched forward implies that a person is bored or indifferent. An open posture expresses friendliness and willingness. A closed posture indicates hostility and unfriendliness.

Eye Gaze. Looking, staring and blinking are important cues: i.e. when you encounter people or things that you like, your rate of blinking rises. People's eyes can express hostility, interest and attraction. Steady eye contact is a sign that a person is telling the truth. Shifty eyes and inability to maintain eye contact, on the other hand, is an indicator that someone is lying.

Haptics. Communicating through touch is used to communicate affection, familiarity, sympathy and other emotions. Women tend to use touch to convey care and concern. Men, on the other hand, are more likely to use touch to assert power or control over others.

Appearance. Our choice of clothing, hairstyle and other appearance factors are also considered as a means of non-verbal communication. Research on colour



psychology has demonstrated that different colours can evoke different moods. Appearance alters physiological reactions, judgments and interpretations. Researchers have found that appearance can even play a role in how much people earn.

Artifacts. Objects and images are also tools that can be used to communicate non-verbally. You might select an avatar to represent your identity and to communicate online about who you are and the things you like. Uniforms, for example, express a lot of information about a person. A soldier will wear fatigues, a police officer — a specific uniform, and a doctor — a white lab coat. These outfits tell others what a person does for a living, providing non-verbal communication.

Unit 4. Art of Being a Chef

*“A recipe has no soul...
You, as the cook, must bring soul to the recipe”
Thomas Keller*

1. Read and translate the text:

Chefs are considered to be the artists of cooking. A chef, especially the one who owns a restaurant, must be a businessman, a politician, a personnel manager, and much more. Let's look at a typical day of a chef of a medium size restaurant:

9:30 AM – a chef arrives at the restaurant and checks if the produce delivery has come in. He then runs an inventory on everything and checks for freshness and quality of the fruit, vegetables and seafood. If something is not there or is not good enough – a chef calls the produce company manager or the alternative suppliers for the missing items. After all, he could go pick up those items from the central market himself... but he would have to be and shop there at 6 AM.



10:15 AM – a chef starts making desserts and any soups or sauces which require long cooking times. If there is a smoker in the kitchen, a chef has to light the fires and then lower air intake to get cool, smoky fire that will give the perfect taste to salmon. Other members of staff should be showing up by now. If somebody doesn't come to work, a chef gets on the phone and finds out why. If they don't show up, he calls someone who has the day off today and requests this person to come fill in for the absentee. If a chef is the restaurant owner, he might want to take a glance at the front of the house and make sure the tables are set. He also signs invoices to acknowledge deliveries of fresh napkins and tablecloths from the linen service, and checks to see if the bread delivery has come in right this time.

10:30 AM – sous-chefs arrive. A chef briefs them on the specials of the day and controls them making sauces, mixing seasonings and chopping vegetables.

11:30 AM – the restaurant opens for lunch, a meal most people want to eat in a hurry. Most of the lunch entrées are selected for speed of preparation. A smart chef is already trying out a special which will be featured at dinner, and watches if any orders are coming back only partly eaten. He checks if the clean dishes are coming out of the dishwasher fast enough and instructs a new sous-chef who hasn't learned the menu yet.

2:00 PM – the lunch rush is over, the staff can dine. A chef prepares a few items he would like to add to the menu and serves them to the staff along with some of new wines, which he considers to order for the restaurant. This is a chef's favourite moment of the day, a chance to relax with colleagues, discuss recipes, wines and rest for a while after lunch.

3:00 PM – a chef checks produce stocks and orders, which seem to be running low. He then reviews any banquet or catering orders and verifies that he will have enough staff for any big parties.

3:30 PM – a chef's mail comes in, with invoices, advertisements and several pages of new government regulations he is expected to follow.

4:30 PM – sous-chefs start the afternoon round of making sauces, chopping vegetables and garnishes and starting any roasts which need several hours of slow cooking. A chef deals with paperwork and checks the reservation book to try and figure out what tonight's flow of customers is going to be like.

6:00 PM – the dinner rush promises to last at least four hours. A chef manages the chaos of the kitchen running full speed as good as he can. The rhythm of the kitchen is like the heartbeat of a living organism... He inspects dishes as they leave the kitchen to make sure the portions are correct, and the items well arranged, looks at the same dishes as they come back to see if everyone is leaving the Swiss chard or cauliflower at the side, watches for bottlenecks in the operation. He tastes, watches, helps, comments, commends and commands, like an orchestra conductor in a chef's toque.

10:00 PM – coffee is being served in the dining room. Sous-chefs are cleaning their knives and putting away non-perishable items for tomorrow. A chef is now reviewing the menu for the next day. In any free time, he goes out to the dining room to get a little interaction with his customers. "Bravo Chef!" he might hear here and there.

10:45 PM – another fourteen-hour day has gone by. A chef considers the gleaming surfaces and shining tools of the kitchen, which is now silent and still. It is time for home and a little peace and quiet before bed... and the whole routine starts again...

2. Reading Comprehension.

Answer the following questions:

1. What does it mean to be a chef as an artist?
2. What are chef's responsibilities?
3. How many hour working day does a chef have?
4. What responsibilities can a chef delegate to a sous-chef?
5. What does it mean to be a businessman and a politician for a chef?
6. What pleasant work moments of a chef are mentioned in the text?

3. Vocabulary on the topic. Read and translate a list of objects used in the kitchen, give examples of their usage.

aluminium foil	
an apron	
baking paper	
bin bags	
a bottle opener	
a can opener	
a chopping board	
a colander	
a cooking surface	
a cooling rack	
a corkscrew	
a cup	
an egg slicer	
a fork	
a frying pan/pan	
a garlic crusher	
a glass	
a jar	
a jug	
a kitchen towel	
a knife	
a knife sharpener	
a ladle	
a lemon squeezer	
a masher	
a measuring spoon	
a mug	
an oven glove	
a peeler	
a pepper pot	
a placement	
plastic wrap	
a plate	
a rolling pin	
a saltshaker	
a saucepan	
a saucer	
a scraper	
a spatula	
a spoon/tablespoon/teaspoon	
a tea strainer	
tongs	
washing-up liquid	

*See *Appendix 4* to learn about Kitchen Appliances.

4. Speaking. Read and translate the dialogue. Make up a dialogue based on a dish preparation and discuss a cooking process (use the words in *Thesaurus*).

Chef: *We are looking for a pastry chef. Our restaurant needs a patissier, who can create and satisfy our sweet tooth cravings: from cakes to pies, croissants to cupcakes, from cookies to éclairs.*

Applicant: I hope I can meet your expectations, sir.

C: *Do you have any practical skills, Louisa?*

A: I earned a bachelor's degree which allowed me to work part-time at a bakery "Voiee Lactee". Then I worked as a pastry chef assistant in a bakery "Voila" for a year. You could have seen my qualifications on my CV.

C: *Well, yes. How long have you worked as a pastry chef?*

A: For almost two years. During this period of time I have done some research on the industry and focused on recipes, learned about the categories of pastries, created different types of pastries and fulfilled pastry chef's responsibilities.

C: *Sounds convincing! Maybe you can comment on five basic categories of pastries?*

A: Well, yes, I can. Firstly, it is *shortcrust pastry*, sweet and sturdy, similar to shortbread cookie dough and used as the base dough of tarts. Secondly, *filo pastry*, made in thin sheet and used as casing for many Balkan and Middle Eastern pastries. Thirdly, *choux pastry* has a thick and sticky texture, creating a crispy outer shell and hollow exterior for fillings. Fourthly, *flaky* pastry needs gentle hand work and tiny chunks of butter to produce flaky dough for sweet and savoury pastries. Finally, *puff* pastry has a crisp, delicate, and layered finish often used for pie crusts.

C: *Well, good memory is your strength, I should admit. Which of the described recipes would you choose to bake French croissants?*

A: Flaky pastry. It is all about the butter, and rolling and folding the dough. We roll and fold the dough three times. With each fold, we create more and more layers.

C: *Do you really do this math?*

A: I count till three, then I trust myself. The more I fold, the better. Don't allow the butter to melt. I recommend refrigerating the dough overnight. This allows the dough to rest, the butter to chill and develops flavour.

C: *God, sounds amazing. How do you form the croissants?*

A: Roll the chilled dough into a large rectangle, then cut into triangles to make the croissants. The ready croissants need some more time to rest and proof. After that, bake them in an oven for 20 minutes at the temperature of 180 degrees Celsius.

C: *What baking equipment do you need for this process?*

A: I would definitely use a stand mixer with the dough hook, baking sheets, parchment paper and...a rolling pin.

C: *Thanks. That sounds reasonable! What is your favourite dessert?*

A: Tarte au Citrone! I enjoy eating lemon tarts in every new place where I dine. I'm trying to improve my own lemon tart recipe... some chefs add cinnamon and lemon juice, others dominate on zest and unsalted butter.

C: *Isn't it boring to eat a yellow sour tart?*

A: A naked lemon tart is a bit plain, I agree. So, it's nice to add a finishing touch, even if it's just a dusting of icing sugar. Personally, I prefer a leaf of fresh mint and edible flowers for decoration. Melted chocolate is a good idea to drizzle across a piece of lemon pie!

C: *I DO hope that one day I can taste your Tarte au Citrone in our restaurant, Luisa! Welcome aboard!*



5. Grammar: Countable and Uncountable Nouns (Food)

Countable food is a type of food that we can count because it can be used with numbers and have plural forms. For example, "apple" is countable food because you can say you want "three apples". Countable nouns have **both** singular and plural forms.

Uncountable food is the opposite of countable food because it does not make sense to talk about it with numbers. For example, "bread" is uncountable because you cannot say you want "three breads". You can say "three loaves of bread" or "three slices of bread" because you are combining the uncountable food (which is a noun) with another noun so that the sentence makes sense. Uncountable nouns have **no** plural form.

<p><i>Countable nouns</i> have singular and plural forms.</p> <p>We often use the article a/an with singular <i>countable</i> nouns and some with their plurals.</p> <p>A <i>countable</i> noun in plural can also be used with no article (zero article) if it is used in a general sense.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>an orange – some oranges</i> • <i>a banana – some bananas</i> • <i>a fillet – some fillets</i> • <i>an egg – some eggs</i> • <i>a cucumber – some cucumbers</i> • <i>a doughnut – some doughnuts</i> • <i>We need to buy lemons.</i> (general) • <i>I don't consume plums at all.</i> (general)
<p>Some with <i>countable</i> and <i>uncountable</i> nouns is used in positive sentences:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>The chef chops some tomatoes.</i> (a tomato - countable) • <i>We bought some vegetables in the market.</i> (vegetable - countable) • <i>She put some napkins on the table.</i> (a napkin - countable) • <i>She has some porridge in her</i>

<p>We use some in <i>offers and requests</i>:</p>	<p><i>plate. (porridge - uncountable)</i></p> <ul style="list-style-type: none"> • <i>Granny picks some lettuce in her backyard. (lettuce - uncountable)</i> • <i>There is some oil left in the bottle. (oil - uncountable)</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I would like some omelette. (request)</i> • <i>Can I have some red wine? (request)</i> • <i>Would you like some appetizer? (offer)</i> • <i>Should I bring some more ice? (offer)</i>
<p>We use any for plurals (with both <i>countable</i> and <i>uncountable</i> nouns) in negative sentences:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>There isn't any milk in the house. (milk - uncountable)</i> • <i>The manager never drinks any alcohol at work. (alcohol - uncountable)</i> • <i>I don't add any sugar to my coffee. (sugar - uncountable)</i> • <i>There aren't any forks in the drawer. (a fork - countable)</i> • <i>My daughter won't taste any biscuits. (a biscuit - countable)</i> • <i>We didn't leave any tips. (a tip - countable)</i>
<p>When we ask about the quantity, we use how many (with <i>countable</i> nouns) and how much (with <i>uncountable</i> nouns):</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>How much orange juice is there? (juice - uncountable)</i> • <i>How much time is left? (time - uncountable)</i> • <i>How much salt should I use? (salt - uncountable)</i> • <i>How many candies are there in a jar? (a candy - countable)</i> • <i>How many glasses of water do you drink a day? (a glass - countable)</i>

<p>In negative sentences, we use many with <i>countable</i> nouns and much with <i>uncountable</i> nouns:</p>	<ul style="list-style-type: none"> • <i>How many eggs did a hen lay? (an egg - countable)</i> <p>i.e.:</p> <ul style="list-style-type: none"> • <i>There are ten carrots, but there aren't many potatoes. (a potato - countable)</i> • <i>There's some juice, but there isn't much milk. (milk - uncountable)</i> • <i>I don't have many peppers in the fridge. (a pepper - countable)</i> • <i>She cannot eat much chocolate. (chocolate - uncountable)</i> • <i>Nick doesn't drink much water. (water - uncountable)</i> • <i>These children didn't consume many vitamins. (a vitamin - countable)</i>
<p>We use a lot of (=lots of) with both <i>countables</i> and <i>uncountables</i> in positive sentences:</p>	<p>i.e.:</p> <ul style="list-style-type: none"> • <i>She uses a lot of spices in her cooking.</i> • <i>There is a lot of sauce in the dish.</i> • <i>Children eat a lot of French fries at the parties.</i> • <i>Puppies drink a lot of milk.</i> • <i>There is a lot of vinegar in this salad dressing.</i> • <i>I have a lot of recipes in my cooking book.</i>
<p>We use quantifiers little/a little with <i>uncountable</i> nouns and few/a few with <i>countable</i> nouns. A little and a few mean “some”. Little and few have negative meanings. We use them to express “not as much as may be expected or wished for, not enough for me”:</p>	<p>i.e.:</p> <ul style="list-style-type: none"> • <i>Nora has little time to cook lunch for everyone.(not enough)</i> • <i>She ate a little bread for breakfast. (some)</i> • <i>Children have a few parties in the kindergarten.(some)</i> • <i>Few people could afford eating in a restaurant at that time. (not all who wanted)</i> • <i>Just have a few strawberries. (some)</i> • <i>I use few simple recipes. (mine are too complicated)</i>

Countable food:

Uncountable food:

Some nouns can be **both** countable and uncountable:

To **measure** uncountable nouns, we can use the following words:

i.e.

- *burger, sandwich, hot dog, cherry, apple, grape, orange, olive, watermelon, carrot, tomato, pea, salad, vegetable, pancake, sausage, egg, potato, cookie, candy, cucumber, meal, etc.*

i.e.:

- *bread, fruit, juice, meat, fish, rice, cereal, milk, coffee, tea, toast, flour, salt, soup, sugar, butter, cheese, yeast, wine, honey, water, chocolate, jam, seafood, mustard, vinegar, food, etc.*

i.e.:

- *My grandparents keep 20 chickens in the backyard. (countable, a kind of bird)*
- *I had some chicken for the dinner. (uncountable, food)*
- *Glass can be recycled from old bottles (uncountable, material)*
- *Champagne is fizzing in a glass. (countable, an item of tableware)*
- *I gave up eating meat a few months ago. (uncountable, food)*
- *I dislike eating red meats like lamb and beef. (Countable, a type of meat)*
- *Wine is produced of grapes. (uncountable, liquid)*
- *All wines are produced in a similar manner. (countable, a sort of wine)*
- *The fruit was too sour to eat. (uncountable, food)*
- *Nelly sells fruits at a market stall. (countable, a kind of fruit)*

i.e.:

- *a **bag** of flour / rice / wheat*
- *a **bar** of chocolate / gold / soap*

- *a **bottle** of Coke / milk / water / wine*
- *a **bowl** of cereal / rice / soup*
- *a **box** of cereal / paper*
- *a **can** of cream / meat / tuna*
- *a **carton** of ice-cream / juice / milk*
- *a **cup** of hot chocolate / coffee / tea*
- *a **drop** of oil / water / vinegar*
- *a **glass** of beer / juice / water / wine*
- *a **grain** of rice / sand / truth*
- *a **kilo** of meat / fish / cheese*
- *a **litre** of water / oil / juice*
- *a **jar** of honey / jam peanut butter*
- *a **piece** of advice / furniture / paper*
- *a **roll** of paper / tape / Scotch tape*
- *a **slice** of bread / cheese / meat / toast*
- *a **spoonful** of sugar / syrup / whiskey*
- *a **tablespoon** of butter / honey / ketchup*
- *a **teaspoon** of cinnamon / medicine / salt*
- *a **tube** of glue / lipstick / toothpaste*
- *a **pinch** of salt / pepper / powder*

6. Test. Countable/Uncountable Nouns/Many/Much/A Lot of/Few/A Few/Little/A Little/Some/Any

1. We need_____ information about the city restaurants.
 - a. any
 - b. some
 - c. much
 - d. many
2. I always have_____ egg for breakfast.
 - a. any
 - b. some
 - c. an
 - d. much
3. Our waiters had _____ rice and _____vegetables for lunch.

- a. any/many
 - b. an/a lot of
 - c. some/-
 - d. much/many
4. "How _____ are the strawberries?" "5 \$ per kilo!"
- a. many
 - b. any
 - c. much
 - d. little
5. The pastry chef needs to whisk _____ cream for the tart.
- a. some
 - b. little
 - c. any
 - d. many
6. We don't have _____ herbs and spices left.
- a. any
 - b. some
 - c. much
 - d. a lot of
7. Can I have _____ milk, please?
- a. some
 - b. little
 - c. any
 - d. many
8. My father drinks _____ full glasses of water every morning.
- a. some
 - b. two
 - c. a
 - d. many
9. I will order _____ chocolate dessert for you.
- a. little
 - b. a
 - c. much
 - d. many
10. My mother uses _____ butter to prepare cakes.
- a. many
 - b. any
 - c. a lot of
 - d. much
11. I didn't see _____ breadcrumbs on the table.
- a. some
 - b. any
 - c. a lot of
 - d. much
12. Laura bought _____ bottles of mineral water for our picnic.
- a. many
 - b. any

- c. a lot of
- d. much

13. Does Peter have _____ coffee machine in his office?

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

14. Would you like _____ fish and chips to start with?

- a. many
- b. some
- c. a lot of
- d. much

15. My wife doesn't want _____ nuts in her salad.

- a. many
- b. some
- c. a lot of
- d. much

16. Add _____ sugar to the yeast.

- a. much
- b. any
- c. a pinch of
- d. a slice of

17. I need _____ tomatoes to blend for the sauce.

- a. many
- b. much
- c. any
- d. a kilo of

18. _____ pork are you going to buy?

- a. How much
- b. How many
- c. Are there
- d. Is there a

19. _____ apples do I have to peel for this pie?

- a. How many
- b. How much
- c. Are there any
- d. How a lot of

20. Tim eats _____ seafood.

- a. many.
- b. some.
- c. much
- d. a lot of

21. I am hungry! _____ there _____ snacks?

- a. Is/some
- b. Are/any

c. Are/some

d. Am/any

22. I'll have _____ ham sandwich and then _____ orange.

a. -/any

b. a lot of/some

c. a/an

d. some/-

23. A sommelier gets rich experience from tasting _____ wine.

a. little

b. much

c. many

d. a lot of

24. There isn't _____ butter but there is _____ oil left.

a. much/any

b. some/many

c. any/some

d. little/a lot of

25. Simon bought _____ pears, but he didn't buy _____ bear.

a. some/any

b. some/many

c. any/some

d. little/a lot of

26. Can you pass me _____ jam for the toast?

a. any

b. some

c. much

d. a lot of

27. My children don't often drink _____ Coke.

a. many

b. some

c. much

d. a lot of

28. I have _____ companions at work, so I am never supported.

a. many

b. some

c. any

d. few

29. Glass is _____.

a. countable

b. uncountable

c. both

d. not a noun

30. Melon is _____.

a. countable

b. uncountable

c. both

d. not a noun

7. Did you know that...

In 1889, French brothers Andre and Edouard Michelin founded a tire company. Little did they know of the ripple effect this decision would have on the food service industry, over 100 years later.

Back in the late 1800s, driving was considered as luxury. At the time of its inception, their tire business was suffering as there were only 2200 cars in France. However, as savvy business people, the brothers could see the writing on the wall and decided to think outside the box.

In 1900, Andre and Edouard needed a way to motivate people to wear out their tires faster. Their solution was to publish a free travel guide with reviews of exquisite and charming restaurants and hotels. This way, they could showcase wonderful destinations that people could drive to.

The Michelin brothers' motorist guide also included maps, instructions on how to change tires, and places where drivers could fill up their gas tanks. Highlighting destination travel as a lifestyle ultimately brought cars into the forefront of entertainment, which in turn led to an increase in tire purchases. But the free guide didn't stop there.

During the 1920s and 1930s, big changes were afoot as Andre and Edouard decided to monetize their travel guide. Additionally, secret reviewers were hired and the first iteration of star rankings were added. Eventually, they dropped hotels from their guide and devoted the entire text to restaurants and gastronomy. Today, the guide is still growing and covers cities in 25 countries.

The Michelin Guide keeps their reviews short and informative. The authors convey their impression of a food service establishment in a quick two-or-three lines, due to the publication's extensive use of symbols.

The star ratings are meant to convey the following messages:

- * One star – High-quality cooking, worth a stop!
- * * Two stars – Excellent cooking, worth a detour!
- * * * Three stars – Exceptional cuisine, worth a special journey!

To earn three stars, reviewers expect perfection and many “wow” moments.



Motorists will be
Overlooking a Good Thing
if they neglect to obtain a copy of the
Michelin Guide to the British Isles.
Everything you want to know about anywhere you want to go is fully set out in this handy volume
Little John Day
Had lost his way
And didn't know how to find it;
Now he takes on his ride
A new Michelin Guide,
And, like me, he is always behind it.
Note.—In view of the enormous number of recent libel actions, I hereby do solemnly declare that the said "JOHN DAY" is an
alias name for me as "LITTLE BOPEEP".
The Michelin Guide can be obtained from the Michelin Touring Office on receipt of 6d. in stamps to cover postage, packing, etc.,
or a copy can be procured from any Michelin Stockist.
MICHELIN TYRE CO., LTD.,
81, FULHAM ROAD, CHELSEA, LONDON, S.W.
Telephone: 4620 Kensington (8 Lines)
Telegrams: "Tremplin" or
"Bibendum," London.

Unit 5. Meet Our Food and Beverage Manager...

*“To handle yourself, use your head;
to handle others, use your heart”
Eleanor Roosevelt*

1. Read and translate the text:

An ambitious and hardworking *Food and Beverage Manager* has joined our team. Let me introduce our Food and Beverage Manager (F&BM)—William McCartney. F&B managers are responsible for business and culinary operations, planning and controlling the order of food and beverages for our restaurant.



If you don't completely understand who a F&BM is, we will explain it by telling a short story. If you go to a restaurant and order a toasted cheese and tomato, the person who ordered the bread, butter, cheese, tomato, salt and pepper to make up your delicious food is the *food and beverage manager*. A F&BM is responsible for supervising operational aspects of a restaurant, forecasting, planning and controlling the order of food of beverages for business. William McCartney manages the finances related to the whole process of purchasing food and drinks consisting of sourcing, ordering and transporting the products. A F&BM answers for stock control, assisting the food and beverage department with budgets, storage control, goods receiving, planning and carrying out food and beverage budgets, pricing of menus, related financial reports.

His duties are: recruiting, hiring, training, evaluating and terminating the food service staff members. Therefore, he must know how to spot the one who will work well with other team members and willing to learn the unique aspects.

Besides, he is an excellent communicator (verbal and written), a proactive personality, a professional in inventory management system, a Human Resources expert (ability to work well with colleagues), a good mathematician (manages food, beverage and labour costs); possesses the ability to work under pressure and under the ability to multitask; is passionate about food, wines and customer service.

William McCartney cooperates with two coffee companies, four principal wineries, meat, fish, green grocery and dairy suppliers, herbs and spices company, textile and restaurant equipment providers, etc.

In terms of menu tasting, our Autumn/Winter menus go live on 29th November. Our fabulous chefs and a F&BM tend to change the food menu twice a year, whilst our wine list changes only once. For the new dishes and wines, the management team and William McCartney will sit down to taste the range and then make a judgement on which ones they would want on the menu. I must admit, food presentations and wine tastings are a very enjoyable part of our job!

William McCartney says, “I love my job,” especially the “interaction with people.”

But any F&BM must be prepared for the out of ordinary events. Some situations are less ordinary. Once, William faced a fire in a room filled over capacity. He cleaned up after a major flood in May. One of his freezers went down over a holiday weekend, and much of the food melted.

In all cases, the F&BM has to marshal all his skills and ingenuity to keep the operation running smoothly. “This can definitely be a burnout job if you don’t keep an eye on it,” McCartney says. What’s his advice? “Stay in good shape mentally and physically.”

2. Reading Comprehension.

Answer the following questions:

1. What are the responsibilities of a F&BM?
2. What skills should a F&BM possess?
3. Why should a F&BM be an excellent communicator?
4. Why are the menus changed in the restaurant?
5. Why is it important for a F&BM to be good at forecasting? Give examples.
6. Which untypical situations described in the text might happen to a F&BM?

3. Vocabulary on the topic. Learn the types of food and add ten positions on each food type.

Types of Food:

<i>Meat and Poultry</i>	<i>beef, veal, pork, lamb, mutton, deer meat, chicken, turkey, duck, goose, quail, pheasant, bacon, steak, chops, cutlets, minced meat, meatballs, fillet, chest, barbeque</i>
<i>Fish and Seafood</i>	<i>salmon, trout, tuna, eel, herring, anchovy, codfish, mackerel, catfish, perch, dorado, pike, sturgeon, hake, sardine, squid, crayfish, crab, lobster, mussels, crayfish, oyster, prawns, scallop, octopus, snails, caviar</i>
<i>Dairy Products</i>	<i>milk, butter, cream, sour-cream, cheese, cottage cheese, yoghurt, kefir, ice-cream, Brie, Camembert, mozzarella, goat’s cheese, sheep’s cheese, blue cheese, Parmesan, cheddar, feta, Gouda, condensed milk, powdered milk</i>
<i>Bread, Home Baking</i>	<i>whole wheat bread, white/brown/rye/multigrain/corn/banana bread, baguette, brioche, bagel, ciabatta, croissant, pita, focaccia, tortilla, bun, roll, breadsticks, pretzel, donut, pie, sandwich, cookie, biscuit, pancake, muffin, cake</i>
<i>Vegetables</i>	<i>potato, carrot, beetroot, turnip, onion, garlic, spinach, lettuce, cabbage, cauliflower, broccoli, Brussels sprouts, asparagus, artichoke, bell pepper, celery, cucumber, tomato, eggplant, marrow, peas, beans, pumpkin, beans, zucchini, radish, horseradish, olives, mushrooms</i>
<i>Fruit</i>	<i>apple, pear, plum, peach, apricot, cherry, sweet cherry, orange,</i>

	<i>lemon, lime, grapefruit, tangerine, clementine, banana, pineapple, mango, mangosteen, lychee, kiwifruit, papaya, grapes, avocado, pomegranate, melon, watermelon, persimmon</i>
Berries	<i>strawberry, raspberry, blueberry, blackberry, mulberry, gooseberry, cranberry, elderberry, black currant, red currant, white currant, dog rose</i>
Nuts	<i>walnut, hazelnut, almond, pistachios, cashew nut, peanut, pine nut, pecan nut, macadamia, coconut</i>
Herbs and Spices	<i>greenery, parsley, dill, chives, basil, bay leaves, mint, rosemary, ginger, cinnamon, thyme, nutmeg, cumin, oregano, turmeric, black pepper, fennel, tarragon, coriander, saffron, paprika, cardamom, chili pepper, salt</i>
Cooking Ingredients	<i>olive/sunflower oil, margarine, baking powder, yeast, powdered sugar</i>
Breakfast foods	<i>eggs, cereals, oats, granola, honey, peanut butter, cocoa, coffee, tea, hot chocolate, waffles, toasts, marmalade, jam, smoothie, dates, prunes, figs, raisins, orange juice</i>
Condiments and Sauces	<i>mayonnaise, ketchup, tomato paste, mustard, vinegar, balsamic, soy sauce, tartar sauce, barbeque sauce, hot sauce, horseradish sauce</i>
Bulk Goods	<i>grains: rice, millet, wheat, rye, buckwheat, corn grits, lentil; flour, spaghetti, pasta, noodle</i>
Canned Food	<i>sweet corn, beans, tuna, diced tomatoes, coconut milk, baby corn, olives, pineapple rings, peach syrup, pickles</i>
Snacks	<i>popcorn, potato chips/crisps, crackers, mixed nuts, cookies, candies, marshmallow, cheese balls, fish fingers, French fries, crunches</i>

4. Speaking. Read and translate the dialogue. Make up a dialogue between a Food and Beverage Manager and a Supplier.

Food & Beverage Manager: *Good day Mr. Martins. Happy to greet you in our restaurant.*

Supplier: *Good day, Mr. McCartney. It's been a pleasure to be invited for a business lunch.*

F&BM: *Before we start, let us drink a cup of coffee.*

S: *Thanks. Willingly.*

F&BM: *So, your company "DeMeNow" is a premium food supplier of high-quality meat.*

S: *Exactly. We are known for quality products and affordable prices!*

F&BM: *You are our third candidate for the meat supply. Hopefully, will find common ground today. Our restaurant "Zauberstab" needs organic supplier of meat and poultry. To be precise: beef, pork, lamb, turkey and quail.*

S: I see. As an environmentally friendly company, we cooperate with local businesses using fewer chemicals in their fertilizers which are known to pollute local waterways.

F&BM: *We really need to rely on our butcher to source fresh cuts of meat and inform us on where the meat came from.*

S: Our organic livestock is free of antibiotics and animals are usually kept in environments that better mimic a natural habitat.

F&BM: *Oh, we cannot allow any antibiotics in meat dishes as it might cause allergy to our customers and harm the restaurant's reputation.*

S: Our best butchers build relationships with the major livestock farmers.

F&BM: *I hope you realize that the chef, the cooking process and customer satisfaction are all dependent on your butchers.*

S: We do guarantee that they are a trusted source of information about which cuts you need for your menu or for any special events. For this, we recommend that you appoint a meeting with the “DeMeNow” butcher for the menu discussion.

F&BM: *A butcher must work with us to craft our menu with high-quality cuts of meat.*

S: Certainly, Mr. McCartney. I hope you understand that labour costs will be included in the price of the supply. If you choose your chef to prepare the cuts of meat for you, it will be cheaper.

F&BM: *We prefer portioned poultry and standard cut steaks, as our restaurant chain is high enough to compensate for the meat and extra preparation time.*

S: We organize deliveries with lightning-fast speed. Twice a week at 6AM we deliver your order, set the day before.

F&BM: What kind of discounts are on offer?

S: For the regular clients, we give a 10% discount.

F&BM: *How about bulk discounts?*

S: To get our super bulk discount pricing, you must spend \$10 000 with us per year.

F&BM: *That's a great sum of money! We'll see. We would like to meet your butchers for discussing the meat dishes on the menu. After that we can sign the contract with you as our meat supplier.*

S: Great! We can organize that. When would it be convenient?



5. Grammar. Numbers

Cardinal Numbers express the role of adjectives referring to quantity.

Cardinal Numbers are counting numbers, they tell us the quantity of people, things, objects, items, etc.

How to write numbers from 1 to 1 000 000 000.

Symbol	Word	Symbol	Word
0	nought	17	seventeen
1	one	18	eighteen
2	two	19	nineteen
3	three	20	twenty
4	four	21	twenty-one
5	five	30	thirty
6	six	40	forty
7	seven	50	fifty
8	eight	60	sixty
9	nine	70	seventy
10	ten	80	eighty
11	eleven	90	ninety
12	twelve	100	one hundred
13	thirteen	101	one hundred and one
14	fourteen	1,000	one thousand
15	fifteen	1,000,000	one million
16	sixteen	1,000,000,000	one billion

<p>When expressing large numbers (more than one hundred), read in groups of hundreds. The order is as follows: billion, million, thousand, hundred. Notice that hundred, thousand, etc. is NOT followed by “s”:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 200 - <i>two hundred</i> NOT <i>two hundreds</i> • 3000 - <i>three thousand</i> NOT <i>three thousands</i>
<p>How to Say Numbers in the Hundreds</p> <p>We say numbers in the hundreds by beginning with numerals one through nine, followed by “hundred”. Finish by saying the last two figures:</p> <p>NOTE: British English takes “<i>and</i>” following “hundred” while American English omits “<i>and</i>”</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 350 – <i>three hundred and fifty</i> • 425 – <i>four hundred and twenty-five</i> • 873 - <i>eight hundred and seventy-three</i> • 112 - <i>one hundred and twelve</i>
<p>How to Say Numbers in the Thousands</p> <p>Say a number up to 999 followed by “thousand”. Finish by reading the hundreds when applicable:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 15,560 – <i>fifteen thousand five hundred and sixty</i> • 786,450 – <i>seven hundred and eighty-six thousand four hundred and fifty</i> • 342,713 - <i>three hundred and forty-two thousand seven hundred and thirteen</i> • 569,045 - <i>five hundred and sixty-nine thousand and forty-five</i>
<p>How to Say Numbers in</p>	<p><i>i.e.:</i></p>

<p>the Millions</p> <p>For millions, we say a number up to 999 followed by “million”. Finish by saying first the thousands and then the hundreds:</p>	<ul style="list-style-type: none"> • 2,450,000 – <i>two million four hundred and fifty thousand</i> • 27,805,234 - <i>twenty-seven million eight hundred and five thousand two hundred and thirty-four</i> • 934,700,000 – <i>nine hundred and thirty-four million seven hundred thousand</i> • 589,432,420 - <i>five hundred and eighty-nine million four hundred and thirty-two thousand four hundred and twenty</i>
<p>For larger numbers, we first use trillions and then billions in a similar manner to millions:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 23,870,550,000 - <i>twenty-three billion eight hundred and seventy million five hundred and fifty thousand</i> • 12,600,450,345,000 - <i>twelve trillion six hundred billion four hundred and fifty million three hundred and forty-five thousand</i>
<p>Decimals</p> <p>Say decimals as the number followed by “point”. Next, say each number after the point individually:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 2.36 - <i>two point three six</i> • 14.82 - <i>fourteen point eight two</i> • 9.7841 - <i>nine point seven eight four one</i> • 3.14159 - <i>three point one four one five nine (that’s Pi!)</i>
<p>We say percentages as the number followed by the word “percent”. Note that we don’t add the ending “s” to the word “percent”:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 37% - <i>thirty-seven percent</i> • 12% - <i>twelve percent</i> • 87% - <i>eighty-seven percent</i> • 3% - <i>three percent</i>
<p>Read speed as numbers:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 100 mph - <i>one hundred miles per hour</i> • 125 kmph – <i>one hundred and twenty-five kilometres per hour</i>
<p>Weight:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 42lb - <i>forty-two pounds</i> • 13kg – <i>thirteen kilograms (kilos)</i>
<p>Read telephone numbers in individual numbers:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 212-555-1212 - <i>two one two five five five one two one two</i>
<p>Dates: month/day/year in American</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 09.25.2019 - <i>September 25th, 2019</i>

English; while in British English - day/month/year	<ul style="list-style-type: none"> • 25.09.2019 – 25th September, 2019
We read temperature as “number+degrees”:	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 72° F/C <i>seventy-two degrees Fahrenheit/Celsius</i>
Read height/length in feet and then inches / metres and centimetres:	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 6,2 - <i>six feet two inches</i> • 1,3 – <i>one metre thirty centimetres</i>
Read scores as “number + to + number”:	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 2-1 -<i>two to one</i> • 7-3 <i>seven to three</i>
<p>There are two ways to say the year in English. Until the year 2000, every year was pronounced as two numbers:</p> <p>For the first years of previous centuries, we add “O”:</p> <p>While for the first ten years of the 21st century, we use the word “thousand”:</p> <p>From the year 2010 onwards we can say two numbers again:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 1485 – <i>fourteen eighty-five</i> • 1750 – <i>seventeen fifty</i> • 1900 – <i>nineteen hundred</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 1801 – <i>eighteen o one</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 2000 – <i>two thousand</i> • 2006 – <i>two thousand (and) six</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • 2011 – <i>twenty eleven</i> • 2020 – <i>twenty twenty</i>
<p>Historical dates</p> <p>When we talk about a year in the distant past, we use B.C. and A.D. The letters B.C. mean “before Christ”.</p> <p>The letters A.D. mean “Anno Domini” – the year of the Lord, marking the birth of Christ:</p> <p>However, it’s only necessary to add A.D. when it is unclear which time period you are referring to:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>The first Olympic Games were in 776 B.C.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>So this year is 2022 A.D.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Romulus Augustus was the last Roman Emperor 475-476 A.D. (from...to...)</i>

Ordinal Numbers give us the exact position of a person, thing, item or an object in the list.

In figures	In words	In figures	In words
1 st	the first	20 th	the twentieth
2 nd	the second	21 st	the twenty-first
3 rd	the third	22 nd	the twenty-second
4 th	the fourth	23 rd	the twenty-third
5 th	the fifth	24 th	the twenty-fourth
6 th	the sixth	25 th	the twenty-fifth
7 th	the seventh	26 th	the twenty-sixth
8 th	the eighth	27 th	the twenty-seventh
9 th	the ninth	28 th	the twenty-eighth
10 th	the tenth	29 th	the twenty-ninth
11 th	the eleventh	30 th	the thirtieth
12 th	the twelfth	40 th	the fortieth
13 th	the thirteenth	50 th	the fiftieth
14 th	the fourteenth	60 th	the sixtieth
15 th	the fifteenth	70 th	the seventieth
16 th	the sixteenth	80 th	the eightieth
17 th	the seventeenth	90 th	the ninetieth
18 th	the eighteenth	100 th	the hundredth
19 th	the nineteenth	101 st	the hundred and first

<p>Fractions: Say the top number as a <i>cardinal number</i>, followed by the <i>ordinal number</i> + “s” (if the top number is more than “1”):</p> <p>The exceptions to this rule are:</p> <p>Read numbers together with fractions by first stating the number followed by “<i>and</i>” and then the fraction:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • $3/8$ - <i>three-eighths</i> • $5/16$ - <i>five-sixteenths</i> • $7/8$ - <i>seven-eighths</i> • $1/32$ - <i>one thirty-second</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • $1/4$ - <i>one-quarter</i> • $3/4$ <i>three quarters</i> • $1/3$ - <i>one third</i> • $2/3$ <i>two-thirds</i> • $1/2$ - <i>one-half</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • $4 \frac{7}{8}$ - <i>four and seven-eighths</i> • $23 \frac{1}{2}$ - <i>twenty-three and one-half</i>
<p>How to write the date: When we <i>write</i> a date we don’t need to add “the” and “of” as we do when we <i>speak</i>:</p> <p>As you can see, you don’t need to write the number, but we usually add the last two letters of the ordinal number:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>It’s the first of January.</i> (<i>speaking</i>) • <i>It’s 1st January.</i> (<i>writing</i>) <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>First – 1st</i>

	<ul style="list-style-type: none"> • <i>Second – 2nd</i> • <i>Third – 3rd</i> • <i>Fourth – 4th</i>
When we refer to a <i>century</i> in English, we use ordinal numbers:	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>1800-1900 = the nineteenth century</i> • <i>1900-2000 = the twentieth century</i>

Note!

- *two, twelve, twenty, twenty-two – second, twelfth, twentieth, twenty-second;*
- *three, thirteen, thirty, thirty-three – third, thirteenth, thirtieth, thirty-third;*
- *four, fourteen, forty, forty-four – fourth, fourteenth, fortieth, forty-fourth;*
- *five, fifteen, fifty, fifty-five – fifth, fifteenth, fiftieth, fifty-fifth;*
- *eight, eighteen, eighty, eighty-eight – eighth, eighteenth, eightieth, eighty-eighth;*
- *nine, nineteen, ninety, ninety-nine – ninth, nineteenth, ninetieth, ninety-ninth;*
- *12 = a dozen, 6 = half a dozen, 13 = baker's dozen, 1k = one thousand, 4m = four million, 5bn = five billion*

6. Test. Numbers.

- Which is an ordinal number?
 - three
 - third
 - point three
 - one third
- Which is a cardinal number?
 - three
 - third
 - point three
 - one third
- Which is a decimal number?
 - three
 - third
 - point three
 - one third
- It's 345,678\$?
 - It's three hundred and forty-five thousand six hundred and seventy-eight dollars
 - It's three hundreds and forty-five thousands six hundred and seventy-eight dollars
 - It's three hundred and forty-five thousand six hundred and seventy-eight dollars
 - It's three hundred and forty-five six hundred and seventy-eight dollars
- How is the decimal 4.55 pronounced?
 - four fifty-five
 - four point fifty-five

- c. four point five five
 - d. four five five
6. Read the date (British English): 4.6.1543.
- a. The fourth of June, fifteen and fourty-three.
 - b. The fourth of June, fifteen forty-three.
 - c. Four of June, fifteen forty-three.
 - d. The fourth of June, one five four three.
7. Read the date (British English): 25.2.2004.
- a. The twenty-fifth of February, twenty o four.
 - b. The twenty-fifth of February, two thousand and four.
 - c. The twenty-five of February, two thousand and four.
 - d. The twenty-fifths of February, two thousands and four.
8. Read the date (British English): 29.7.2003
- a. The twenty-ninth of July, two thousand and three.
 - b. The twenty-nineth of July, two thousand and three.
 - c. The twentieth-ninth of July, two thousand and three.
 - d. The twenty-ninth of July, two o o three.
9. Read the score: '9-5'
- a. nine and five
 - b. nine five
 - c. nine to five
 - d. nine fifth
10. Which number is written as XIX in Roman numerals?
- a. nine
 - b. eleven
 - c. nineteen
 - d. twenty-one
11. His elder sister is _____ years old.
- a. twenty-sixth
 - b. twenty-six
 - c. twenty-sixty
 - d. twenty-six
12. Simon's father is ____ years old
- a. fifty
 - b. fiftieth
 - c. fifteen
 - d. fiftie
13. My mother told me to buy _____ tulips.
- a. thirty-too
 - b. thirty-two
 - c. thirti-two
 - d. thirty-to
14. This is my ____trip to London.
- a. a seven
 - b. seventy
 - c. seventh
 - d. sevens

15. This monument was built _____ years ago.
- nineteen-fifteen
 - nineteen-five
 - ninty-five
 - ninety-five
16. This table weighs _____ pounds.
- fifty-to
 - fifty-two
 - fifty-second
 - fivety-two
17. His grandfather is _____ years old.
- eighty-nine
 - eighteen
 - eighty-nine
 - eighty-ninety
18. A receptionist earns _____ dollars per hour.
- thirty-fifth
 - three-five
 - thirty-five
 - thirty-fife
19. His uncle will be _____ next year.
- fourty-fife
 - forty-five
 - fourty-five
 - forty-fifth
20. Tina Karol was born in _____.
- nineteen eighty-fifth
 - nineteen eighy-five
 - ninety eighty-five
 - nineteen eighty-five
21. The population of Ukraine is nearly _____ people.
- forty-two million
 - forty-two of million
 - fourty-two million
 - forty-two millions
22. I need to earn _____ dollars in order to take a trip.
- one hundredth
 - one hundreds
 - one hundred of
 - one hundred
23. _____ people took part in the strike.
- Two million
 - Two milion
 - Two millions of
 - Two millions
24. Read a decimal: 13.25.
- one three two five

- b. thirteen point twenty-five
 - c. one three point two five
 - d. thirteen point two five
25. Read correctly 83 %.
- a. eighty-three percents
 - b. eighty-three percents
 - c. eighty-three percent
 - d. eighty-three persons
26. Read a fraction 8/10.
- a. eight tenth
 - b. eighth ten
 - c. eight tenths
 - d. eight hundred and ten
27. Read correctly 311,708.
- a. three hundred and eleven seven o eight
 - b. three hundred and eleven seven hundred and eight
 - c. three hundreds and eleven thousands seven hundreds and eight
 - d. three hundred and eleven thousand seven hundred and eight
28. It's hot today! 35° C.
- a. Thirty-five degrees Celsius
 - b. Thirty-fifth heat
 - c. Thirty-fifth degree Celsius
 - d. Third and fifth degree Celsius
29. It's 2022. Happy New Year!
- a. two zero two two
 - b. twenty twenty-two
 - c. two thousand and twenty-second
 - d. twenty-two twenty
30. My tel. no is 531-241-487.
- a. five three one two four one four eight seven
 - b. five hundred and thirty-one million two hundred and forty-one thousand four hundred and eighty-seven
 - c. five and thirty-one two and forty-one four and eighty-seven
 - d. fifth third first second fourth first fourth eighth seventh

7. Did you know that...

A baker's dozen is "13"? Request a dozen eggs from a farmer, a dozen steaks from a butcher, or a dozen pencils from a salesman, and you will certainly receive 12 of your chosen item. But a *baker's* dozen is commonly understood to mean 13. Are bakers so bad at counting? Not quite.

There are a few theories as to why a baker's dozen became 13, but the most widely accepted one has to do with avoiding a beating. In



medieval England, there were laws that related the price of bread to the price of the wheat used to make it. Bakers who were found to be “cheating” their customers by overpricing undersized loaves were subject to strict punishment, including fines or flogging. Even with careful planning, it is difficult to ensure that all of your baked goods come out the same size; there may be fluctuations in rising and baking and air content, and some of these bakers didn’t even have scales to weigh their dough. For fear of accidentally coming up short, they would throw in a bit extra to ensure that they wouldn’t end up with a surprise flogging later. In fact, sometimes a baker’s dozen was 14—just to be *extra* sure.

*Read a Fairy-Tale about a Baker’s Dozen in *Appendix 5*.

Unit 6. Serving Tips for Waiters to Be the Best

*“Great service doesn’t cost anything.
Poor service can cost everything”
The Appraiser*

1. Read and translate the text:

A Waiter/Waitress ensures a great dining experience for guests through attentiveness and excellent *customer service*. They provide detailed menu information and multitask with various front-of-the-house duties, including collecting payment.

The duties and responsibilities of a waiter/waitress include welcoming and seating guests, taking guest orders, communicating effectively, memorizing the menu and offering recommendations to upsell appetizers, desserts or drinks.

A good waiter/waitress is a friendly and patient personality who makes quick decisions and has great math, presentation and interpersonal skills. Attention to detail and excellent multitasking skills are important.

Most waiters know that it is important to give excellent S.E.R.V.I.C.E.: (**S**mile, **E**mphasize, **R**espect, **V**alue, **I**nforn, **C**are, **E**ngage).

Here are 7 serving tips on how to be a good waiter or waitress. By following these serving/waiting tips and tricks, however, you will be on your way to being a good waiter or waitress.

1. The customer is always right. The first rule of being a good server/waiter is to remember that the *customer is always right*. This is a job for you, but experience your diners are paying good money for as well. If the food comes out not to customers’ satisfaction, don’t try to argue. Instead, be polite, immediately offer to take it back and get them something. Then tell about it to your manager, who will usually come to the table and speak directly to the customer.

2. Be friendly... but professional. Always be friendly with guests, but not too friendly. You don’t want to appear to be overly friendly, as this will likely make your table feel uncomfortable. Instead, you want to come across as a real professional. Come up with the way of greeting your tables that slides off your tongue well, and stick with it when first talking to your customers.

3. Know the menu forward and backward. Expect that your guests will ask questions about the restaurant menu. So, you should know what you are serving. It’s also imperative to learn what dishes contain, so you can speak with authority when asked about food allergy ingredients like gluten or peanuts, as well as whether a menu item is truly vegetarian or vegan. If you don’t know the ingredients, what the dish tastes like or even how to pronounce it, find someone who does. Your customer will respect you more for your honesty, knowing they will get the right



answer regarding their choice. Similarly, don't over-embellish the dishes – your customer would not like to hear that everything on the menu is “to die for”.

4. Practice good hygiene. Showing up to work looking clean and elegant is imperative. Make sure your fingernails are clean, your hair is out of your face, your make-up is natural, and your uniform is free of wrinkles or kitchen odours from your previous shift. As you are constantly dealing with food, utensils and potentially customers, it's really important to keep washing and sterilizing your hands regularly to avoid possible cross-contamination. Some restaurants may now require wearing a facemask and gloves while serving customers.

5. Check twice, serve once. It's a good idea to check the dish coming from the kitchen before you serve it; it saves embarrassment should the order be wrong. Have it put right, check it twice, and inform your customer that there must have happened a misunderstanding. Chances are, your customer won't mind waiting a little longer, knowing that their order is correct and that you have personally taken the time to ensure that it is.

6. Always upsell, but not in an obnoxious way. Upselling is important to increasing the entire bill, which also increases your tip. But the key is to do it without making it seem like you are upselling, which will quickly turn off your guests. Asking if anyone wants coffee and dessert is a good upsell tactic. If the guests seem to know exactly what they want or are regulars, then don't try to pitch them on extras, as it could actually hurt your tip.

7. Satisfied customers are your priority – don't make them wait, don't make them rush. Waiting for the bill or just generally waiting is usually accepted as the norm by customers, but it is not acceptable to keep them waiting while you finish your personal chat. Nor is it advisable to begin clearing the table before customers have finished their pudding course. Give them a 20-minute break after serving their coffee to see if they order anything else. When you are certain they don't, quietly slip the bill onto the table so that they can pay without having to wait to ask for it.

8. Get a good pair of shoes not to get blisters when you are on a long shift. At the end of it, you just want to sit down and relax. So, if you have got a good pair of shoes, it helps to ease it a little bit. Comfortable shoes have a built-in extra cushioning for amazing softness, keep you moving smoothly and also provide a slip-resistant outsole. These features are perfect when working on potentially slippery surfaces and moving quickly between different types of flooring.

And remember, to deliver a Silver Service, you first have to apply the above-mentioned golden rules.

2. Reading Comprehension.

Answer the following questions:

1. How do the waiters understand what S.E.R.V.I.C.E. is?
2. What should a waiter do if he doesn't know the details on the menu?
3. What does it mean to “check twice, serve once”?
4. How can a waiter express respect to a customer?
5. Which garment is the most important for the waiter during a long working day?
6. Explain what an upselling tactic is?

3. Vocabulary on the topic. Translate and learn the adjectives. Describe your favourite dish with the help of them.

Adjectives We Use to Describe Food:

appetizing	
bittersweet	
buttery	
caramelized	
creamy	
delicate	
delicious	
divine	
drizzled with	
dry	
greasy	
highly-flavoured	
honeyed	
juicy	
lip-smacking	
lush	
medium rare	
moist	
mouthwatering	
nectareous	
overdone	
piquant	
rare	
raw	
refreshing	
salty	
savoury	
silky	
sour	
spicy	
succulent	
sugar-coated	
syrupey	
tasteless	
tender	
underdone	
vegan option	
well done	

4. Read and translate the dialogues. Make up a dialogue between a waiter and a customer.

4A.

Waiter: *Good afternoon. My name is Tony, and I will be your waiter this evening.*

Customer 1: Good afternoon, would you mind telling us about the specials tonight?

W: *Of course, Sir. Tonight's special is Chicken Dijon, a tender chicken breast sautéed in a creamy Dijon sauce with scallions and fresh tomatoes served with a side of spaghetti.*

Customer 2: That sounds delicious. Could you give us a little more time to decide?

W: *No problem, would you like me to take your drink orders while you are looking over the menu?*

C1: Yes, please, could you tell us what you have to offer?

W: *Yes, we have fresh mango juice today.*

C2: That sounds perfect. Would you mind bringing us a bottle of white dry Georgian wine as well?

W: *Certainly, it will be my pleasure. Will Tsinandali pair with that?*

C2: Yes. Wonderful.

W: *Your wine, Sir. 2010 vintage.*

C1: Oh, the service is brilliant. So fast!

W: *Your order is ready! Bon appetit!*

C2: The aroma of Chicken Dijon is unforgettable.

C1: How do you like it, Luisa?

C2: Delicious! The meat is soft and juicy, the wine is great and the service is excellent.

C1: Yes, our waiter is very attentive. My wine glass was always full.

C2: Yeah, I noticed that! Superb service. I've never had better.

W: *Here is your check, sir. When you are ready, I will pick it up.*

C1: Okay, thank you.

C2: How much do we owe?

C1: It's \$35.50. I am going to leave Tony a 15% tip for doing such a great job.

C2: I agree. That is the standard amount to tip for the good service.

W: *Are you ready, sir?*

C1: Yes, here you are, \$45.00. Keep the change.

W: *Thank you, Sir. And have a good night.*

4B:

Waiter: *May I take your orders?*

Customer: Can you tell us what your most popular dish is?

W: *Yes, we are well known for our lasagna here.*

C1: How is it prepared?

W: *Well, it is a seven-layer noodle dish filled with home-made tomato sauce, eggplant and ricotta cheese. The top layer is covered with melted mozzarella cheese.*

C2: That sounds tasty. I will take that with a side garden salad and a glass of water.

W: *And for you, sir?*

C1: I will have a big, juicy steak and baked potatoes with Caesar salad.

W: *How would you like your steak cooked?*

C1: Medium rare, please.

W: *Would you care for a beverage tonight?*

C1: Yes, please. Bring a bottle of red dry French wine for us. We are celebrating our 15th wedding anniversary tonight.

W: *How about Burgundy, 2010?*

C2: Sounds amazing!

W: *Very good, madam. Congratulations. I will be back shortly with your wine.*

4C.

Waiter: *Hi. How are you doing this evening?*

Customer: Fine, thank you. Can I see the menu, please?

W: *Certainly, here you are.*

C: Thank you. What's today's special?

W: *Wild and brown rice mix and meatballs.*

C: That sounds tasty. I'll have that. Plus grilled vegetables, please.

W: *Would you like something to drink?*

C: Yes, I'd like a soda. Thank you.

W: *Here is your dinner. Enjoy your meal!*

C: Thank you.

*Read About Reasons for Tipping Waiters (*Appendix 6*).



5. Grammar. Order of Adjectives

How to order adjectives in a sentence in English

In many languages, *adjectives* denoting attributes usually occur in a specific order. Generally, the adjective order in English is the following:

1. *Quantity or number;*
2. *Quality or opinion;*
3. *Size;*
4. *Age;*
5. *Shape;*
6. *Colour;*
7. *Proper adjective (often nationality, place of origin, or the material it is produced of);*

i.e.:

- *I love that **fabulous big old green antique** car that is always parked at the end of the street [opinion – size – age – colour – proper adjective].*
- *My sister adopted a **beautiful big white** bulldog [opinion – size – colour]*

8. Purpose or qualifier	
When there are two or more adjectives that are from the same group, the word and is placed between the two adjectives:	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>The house is green and red.</i> • <i>The library has old and new books.</i>
When there are three or more adjectives from the same adjective group, place a comma between each of the coordinate adjectives. But a comma is not placed between an adjective and the noun.	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>We live in a big green, white and red house at the end of the street.</i> • <i>My friend lost a red, black and white watch.</i>
When there are three or more adjectives from the different adjective groups, we don't place a comma between each of the adjectives.	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>It's a big square blue box [size – shape – colour].</i> • <i>A disgusting pink plastic ornament over there [opinion – colour – material].</i> • <i>I like wearing slim new French trousers [size – age – origin].</i> • <i>We watched an amazing new American movie [opinion – age – origin].</i> • <i>I bought a pair of black leather shoes [colour – material].</i>

Intensifiers

We can make adjectives stronger using intensifiers: very, really, extremely	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>It's a very interesting book.</i> • <i>Everyone was very excited.</i> • <i>It's a really interesting story.</i> • <i>Everyone was extremely frightened.</i>
Other intensifiers are: amazingly, exceptionally, incredibly, particularly, remarkably, unusually	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>We watched an amazingly funny movie.</i> • <i>It was an incredibly aromatic place.</i> • <i>He turned out to be an unusually pleasant gentleman.</i> • <i>The city is famous for its remarkably archaic sites.</i>
We also use enough to say more about an adjective,	<i>i.e.:</i> <ul style="list-style-type: none"> • <i>If you are enough eighteen, you</i>

<p>but enough comes after its adjective:</p>	<p><i>are old enough to drive a car.</i></p> <ul style="list-style-type: none"> • <i>I can't wear those shoes. They are not big enough.</i>
<p>Strong adjectives are words like: <i>enormous/huge</i> (very big), <i>tiny</i> (very small), <i>brilliant</i> (very clever), <i>awful/disgusting/dreadful/terrible</i> (very bad), <i>certain</i> (very sure), <i>excellent/perfect/ideal/splendid/wonderful</i> (very good), <i>delicious</i> (very tasty):</p> <p>We do not normally use very with these adjectives.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>This highscraper is very enormous.</i> • <i>This student is very brilliant.</i>
<p>With strong adjectives, we normally use intensifiers like: <i>absolutely, completely, exceptionally, particularly, really, quite, totally, utterly</i>:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>The film was absolutely awful.</i> • <i>He was an exceptionally brilliant child.</i> • <i>The food smelled really disgusting.</i>
<p>Intensifiers with particular adjectives:</p> <p>Some intensifiers go with particular adjectives depending on the meaning of the adjective:</p> <p>We use the intensifier highly with such adjectives as: <i>successful, intelligent, likely</i> and <i>unlikely</i>:</p> <p>We use the intensifier bitterly with the adjectives <i>disappointed, unhappy</i> and <i>cold</i></p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I'm afraid your wife is dangerously ill.</i> • <i>The engine was dangerously hot.</i> • <i>The car was seriously damaged.</i> • <i>Fortunately, none of the passengers was seriously hurt.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>He was highly intelligent.</i> • <i>She's a highly successful businesswoman.</i> <p>NOT:</p> <ul style="list-style-type: none"> • <i>We had a highly tasty meal.</i> • <i>That is a highly good idea.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I was bitterly unhappy at school.</i> • <i>We were bitterly disappointed to lose the match.</i> • <i>It can get bitterly cold in winter.</i>

We use some adjectives as intensifiers with *nouns*. They are *absolute, complete, total perfect, real, utter*:

i.e.:

- *He's a complete loser.*
- *They were talking utter nonsense.*

6. Test. Order of Adjectives

1. The bought a _____ villa in California.
 - a. large and white
 - b. white and large
 - c. large white
 - d. white large
2. They live in _____ city.
 - a. a live green tiny Italian
 - b. a live tiny green Italian
 - c. an Italian tiny green live
 - d. a tiny Italian live green
3. Which sentence uses the correct order of adjectives?
 - a. We took a ride on a blue old Chinese bus.
 - b. We took a ride on a Chinese old blue bus.
 - c. We took a ride on an old blue Chinese bus.
 - d. We took a ride on a Chinese blue old bus.
4. I'd like _____ why you don't like spinach.
 - a. three good reasons
 - b. good three reasons
 - c. three reason goods
 - d. reason good three
5. I like that _____ tractor in the museum.
 - a. really big red old antique
 - b. really big old red antique
 - c. old red really big antique
 - d. old really red big antique
6. My brother rode a _____ horse in the parade.
 - a. beautiful big black Friesian
 - b. beautiful Friesian big black
 - c. big black beautiful Friesian
 - d. Friesian black big beautiful
7. My granny lives in a _____ house on the corner.
 - a. little blue, green and white
 - b. little blue and green and white
 - c. little, blue, green, and white
 - d. blue, green, white and little
8. The store carries an assortment of _____ objects.
 - a. interesting new, old and antique

- b. new, old, interesting and antique
 c. interesting, old and new and antique
 d. antique and old, interesting new
9. We went for a two-week cruise on _____ ocean liner.
 a. an incredible brand-new huge Italian
 b. an incredible huge brand-new Italian
 c. an Italian incredible brand-new huge
 d. a huge brand-new Italian incredible
10. I bought a pair of _____ boots.
 a. new nice red rain
 b. nice new red rain
 c. red nice new rain
 d. rain new nice red
11. My dad was thrilled with his gift of _____ bow ties for his clown act.
 a. three new nice big polka-dotted
 b. three polka-dotted nice new
 c. three nice big new polka-dotted
 d. new polka-dotted three big nice
12. Please put the marbles into that _____ box.
 a. round little old red
 b. little old round red
 c. little old red round
 d. red round old little
13. I was surprised to receive a _____ puppy for my birthday.
 a. little cute eight-week-old golden retriever
 b. cute eight-week-old little golden retriever
 c. golden little cute eight-week-old retriever
 d. cute little eight-week-old golden retriever
14. Our work uniform consists of black pants, black shoes, and a _____ shirt.
 a. yellow baggy big polo
 b. big baggy yellow polo
 c. baggy yellow big polo
 d. baggy big yellow polo
15. I've been spending a lot of time in antique shops looking for a perfect _____ clock.
 a. little silver Italian cuckoo
 b. little Italian silver cuckoo
 c. silver little Italian cuckoo
 d. an Italian cuckoo little silver
16. Which sentence uses the correct order of adjectives?
 a. Our grandparents drive a motor home with black and white stripes.
 b. Our grandparents drive a motor home with black white stripes.
 c. Our grandparents drive a motor home with black, white stripes.
 d. Our grandparents drive a motor home with stripes black and white.
17. Which sentence uses the correct order of adjectives?
 a. During my college years, I wore a red, white and black big hat to sporting events.
 b. During my college years, I wore a big red, white and black hat to sporting events.

- c. During my college years, I wore a big red white and black hat to sporting events.
d. During my college years, I wore a big red white black hat to sporting events.
18. Do you like my_____ shoes?
a. leather expensive blue new
b. new blue expensive leather
c. expensive new blue leather
d. leather blue new expensive
19. Matt is _____ man.
a. an intelligent big old white American
b. a big American old white intelligent
c. an old white American intelligent big
d. an American white intelligent old big
20. They use _____ spoons to eat.
a. new big long expensive wooden
b. expensive big new long wooden
c. wooden long new big expensive
d. big expensive long wooden new
21. I've bought_____ cups for the party.
a. red cheap small plastic ten
b. cheap ten red plastic small
c. plastic small cheap red ten
d. ten cheap small red plastic
22. You need to wash that _____ blanket.
a. red dirty wool old
b. dirty old red wool
c. wool red old dirty
d. old dirty wool red
23. Have you seen my_____ sweater?
a. blue striped long new cotton
b. striped cotton long new blue
c. cotton blue new striped long
d. new long blue striped cotton
24. I have bought _____ statue.
a. a marble small black antique Egyptian
b. a small black Egyptian marble antique
c. a black Egyptian marble antique small
d. an Egyptian marble small black antique
25. The murder weapon was _____ bar.
a. a long old big black metal
b. a big metal black old long
c. an old metal long big black
d. a big old long black metal
26. She is _____ woman.
a. a beautiful slim Australian young
b. beautiful young slim Australian
c. an Australian slim young beautiful
d. a young Australian slim beautiful

27. They used to have _____ car.
- a comfortable big blue American
 - an American big blue comfortable
 - a big comfortable blue American
 - a blue big comfortable American
28. She has _____ hair.
- dark short soft curly
 - short soft dark curly
 - soft short dark curly
 - soft dark short curly
29. She is _____ lady.
- a silly old Italian
 - an Italian old silly
 - an old silly Italian
 - a silly Italian old
30. What is this _____ thing on the cake?
- round disgusting pink
 - disgusting pink round
 - disgusting round pink
 - pink round disgusting

7. Did you know that...

What people ate in Ancient Rome depended on their wealth and where they lived in the Roman Empire. Food was imported from all around the Empire to feed the large populations in the capital city of Rome.

The poor in Rome did not eat the same food as the wealthy. The main food of the poor was porridge called “puls” made by mixing ground wheat and water. Sometimes they might get some vegetables or fruit to eat with their puls. The poor ate very little meat. The government of Rome provided free or cheap grain for the poor, called a “grain dole”. This was used by politicians to gain popularity with the lower class.



The wealthy would often have fancy dinner parties that lasted for hours and had several courses. Their meals included fruit, eggs, cheese, vegetables, meat, fish, olives, and cakes. Fish was more common than other types of meat. Oysters were so popular that there were large businesses devoted to oyster farming. At formal dinner parties, the Romans reclined on couches around a low table. They would lay on their left arm and then eat from the center of the table using their right hand. The main

utensil, used by the Romans for eating, was the spoon. They also used their hands a lot. A knife or a fork like utensils were used for cutting or spearing a piece of food.

Some of the dishes that the Ancient Romans ate would seem strange to us today. At fancy banquets they sometimes ate flamingo's tongues, roasted peacocks, and stewed snails. Perhaps the strangest thing they ate was a dormouse. Dormice were considered a delicacy and were sometimes eaten as appetizers. One Roman recipe called for the dormice to be dipped in honey and rolled in poppy seeds. Wealthy Romans often had entertainment at their dinner parties, including dancers, poets and musicians. The main drink of the Romans was wine. It was often watered down for daily consumption.

Unit 7. Advantages and Disadvantages of Being a Bartender

*“A bartender is just a pharmacist
with a limited inventory”
Albert Einstein*

1. Read and translate the text:

A *bartender* has many other names such as a barkeeper, a mixologist, an alcohol server or a bar chef. Essentially, a bartender is the person who prepares or serves alcoholic and non-alcoholic beverages from behind the bar.

Bartenders can work in any licensed establishment to include a “bar” and also taverns, restaurants, hotels, casinos, etc. Bartenders may have other tasks to do as well, such as serving food, taking inventory and providing general customer service.



Some *qualities and skills* of a good bartender include:

- friendly personality, impeccable customer service and social perceptiveness;
- ability to evaluate customer satisfaction and responsiveness;
- organizational and entertaining skills;
- cleanliness and neatness (keeping the bar clean and sanitary for the customers);
- knowledge of applicable laws and regulations;
- knowledge of mixology for traditional and creative cocktails;
- understanding unique and complementary flavour pairings;
- accountability in maintaining inventory and processing payments;
- physical ability to stand and walk for long working hours;
- steady nerves and ability to handle a crowd.

Professional bartenders are excellent at multitasking so that they can simultaneously take orders from customers at the counter, interact with wait staff and pour drinks without making a mistake. They also should have a great memory so that they can keep a mental list of the ingredients in signature cocktails specific to their menu, in addition to popular drinks that customers commonly order. Excellent bartenders who want to work at high-end establishments may also have physical *dexterity* and *agility* to perform bar tricks to entertain their customers.

Advantages of being a bartender:

- Working with people;
- Busy and exciting working hours;
- Creating your own drinks;
- Making new connections;
- Nightlife;
- Decent job security;
- Possibility to work in different locations;

- Excellent job for students;
- No formal education required (bartending courses or mixology school make a great plus);
- Learning how to deal with difficult people, solve conflicts;
- A chance to open your own bar.

Disadvantages of being a bartender:

- Work on holidays and weekends;
- Work at nighttime;
- Natural sleeping rhythm disorder;
- Physically demanding work;
- Necessity of setting boundaries;
- Danger of being attacked by customers;
- Poor salary (pay rate may depend on level of experience, education and geographical location; income comes from tips);
- Free drinks expected by friends;
- Job risks (serving drinks to underage individuals might lead to legal problems);
- Stressful work

Nearly all training and experience that a bartender receives is at a working place.

An assistant bartender is usually accompanied by an experienced bartender until he feels comfortable working on his own.

2. Reading Comprehension.

Answer the following questions:

1. Would you like to work as a bartender?
2. What are the advantages of working as a bartender?
3. Which disadvantages given in the text do you disagree with?
4. What education and qualifications do you need to start your career as a bartender?
5. What is the career perspective of a bartender?
6. Think of bartender's job risks?

3. Vocabulary. BARTENDING TERMINOLOGY

1. 86'd - an item that is no longer available at the bar.

2 Angel's Share - the amount of alcohol that evaporates during aging process.

3. Aperitif - a low-alcohol drink consumed before a meal, typically to stimulate appetite.

4. Back - a glass of something milder (water, cola, or pickle juice) that accompanies a stiff drink.

5. Bitters - herbal alcoholic mix that can be added to cocktails to ramp up the flavour.

6. Blend - the act of mixing up ingredients and ice in an electric blender.

7. Burnt - Martinis made with Scotch.

8. Build - making a drink by starting with ice before adding additional ingredients, like alcohol, seasonings and garnishes.

9. Bruised - a drink that has been shaken too long and has a shabby appearance.

10. Box - to pour a drink in and out of a shaker, usually just once without shaking the shaker.

11. Chaser - a drink that is swallowed immediately after a shot of liqueur, typically tequila. This is to create a different taste aside from the straight, sometimes overwhelming, alcohol.

12. Congeners - flavour to any alcoholic drink or cocktail.

13. Cocktail – a mix of liqueurs combined with soda or juice and often shaken before served.

14. Crusta - a drink served in a glass lined with lemon and orange peel.

15. Collins – a drink served in a tall glass, preferably with seltzer or soda water.

16. Daisy - an oversized sour-type drink typically made with gin or rum, served over crushed ice and sweetened with fruit syrup.

17. Dash - a few drops of an ingredient.

18. Dirty – a drink with a slight twist in colour and taste changing a core ingredient. With martinis, i.e., making it “dirty” means the addition of olive juice.

19. Dry - the addition of little amounts of dry vermouth or dry gin to achieve that “dry” taste.

20. Feather - floating a short measure of alcohol onto the top of a drink so that the first sip tastes strong.

21. Flame - setting a drink on fire before serving. Usually seen in shots.

22. Fix - similar to Daisy, a drink that consists of crushed ice and is made in a goblet.

23. Flip - a cream-flavoured drink made up of sugar, eggs, spirit or wine.

24. Float - one brand of alcohol resting atop another brand of alcohol in a shooter glass.

25. Free Pour - making drinks without using a measured pour spout or jigger to measure.

26. Fizz - a drink that is carbonated or emits small bubbles.

27. Frost - to dip a glass in water, drain it and place it inside a freezer to create an icy layer around the glass.

28. Garnish - addition to a drink after it has been mixed to boost its appearance and flavour.

29. Grog - a beverage made with fruit juice, water, rum and served in a mug.

30. Highball - liqueur mixed with soda and served in a tall glass.

31. Jigger - an hour-glass shaped steel tool that is used for measuring drinks. One side of the steel measures 1½ ounces (15 ml) while the other side measures 1 ounce (30ml).

32. Lowball - a drink made up of water, soda, spirit and ice typically served in a small glass.

33. Lace - the last ingredient added to a drink, typically poured on top of the drink.

34. Mixers - non-alcoholic drinks that accompany alcoholic drinks.

35. Muddle - to grind and crush different ingredients with a tool called a muddler (typically done for drinks like Mojito).

36. Mulls – a warm flavoured drink containing beer, wine or liqueur.

37. Neat - a shot poured straight from the bottle without adding ice or any other ingredient.

38. Nip - a quarter of a bottle.

39. Nightcap - a drink chosen for the end of the night.

40. Pony - a shot that is equal to 1 ounce (30 ml).

41. Premium – high standard alcohol.

42. Punch - a party drink consisting of fruit juices, sweeteners, flavourings, soft drinks and wine or liqueur.

43. Rim - the process of wetting the rim of a glass with lime and pressing it into a rimshot tin.

44. (on the) Rocks - drinks served with ice.

45. Roll - the process of blending ingredients by repeatedly pouring from one vessel to another.

46. Shooter - a shot containing a mix of alcohol or straight liqueur, meant to be swallowed in one gulp.

47. Supercall - premium alcohol drinks that are aged and super-flavoured.

48. Syllabub – a drink made from sweetened milk, spices and wine.

49. Sling - a tall drink made up of gin or whiskey, sugar, soda water and lemon juice (served both hot and cold).

50. Straight up - pouring a drink into a shaker tin and then straining it into a glass.

51. Sangria - a cocktail that is comprised of triple sec liqueur, orange fruit and wine.

52. Shaker Tin - a metal tool used in mixing cocktails.

53. Shake and Strain - to pour ingredients and ice into a shaker tin to shake and drain the liquid out of the tin.

54. Shot – a shot-glass full of alcohol, meant to be drunk quickly and completely.

55. Toddy - a flavoured drink made with liqueur, spices and warm water, served in a tall glass.

56. Tot - a small amount of liqueur.

57. Virgin - a non-alcoholic drink.

*Learn more about Types of Glassware (*Appendix 7*).

4. Speaking. Read and translate the dialogue. Make up your own dialogue with raising toasts.

A: *Today we are having a special event — the launch of our fifth restaurant in Poland!*

B: *Congratulations, dear colleagues!*

A: *It has been a serious project to start a chain of restaurants.*

C: *We know, boss! But we did it!*

A: *No matter what challenges we might tackle in the future, I do hope that we will build a comfortable place of professional people working for the prosperity of our restaurant.*

D: *The future is ours!*

A: *I am honoured to propose the first toast “TO THE SUCCESS” of our restaurant “Goloso”.*

E: Cheers! May our work be rewarding!

A: *“Goloso” is the up-market restaurant of Brazilian cuisine employing highly-skilled chefs from Rio-de-Janeiro with the cooking experience of more than 10 years. We all tasted your gazpacho, pimientos de Padron, paella Valenciana and patatas bravas! Delicious! Unbelievably tasty! Guys, you introduce tradition and history of Spanish cuisine to our guests! Let’s raise a toast “TO OUR CHEFS Jose and Ramon!”*

B: “TO OUR CHEF and SOUS CHEF!”

C: “TO OUR MAESTROS!”

D: “TO Jose and Ramon!”

A: *After a month of probation I’m delighted to announce that we are absolutely prepared for the start. Let’s warmly open the doors of our restaurant “Goloso”. The atmosphere is favourable, tight cooperation is based on teamwork, respect and experience. “TO EVERY MEMBER” of our staff!*

B: Thanks, Mr. Janush! We are happy to be a part of the team!

C: Mr. Janush, thanks for the great organization of all restaurant spheres: employee and business management, inventory control, menu development, customer service.

D: We would like to raise a glass “TO OUR GENERAL MANAGER!”

E: “TO YOUR SKILLFUL MANAGEMENT!”

B: “TO OUR BOSS!”

C: “TO MR. JANUSH!”

A: *Thank you, my dear friends! We are a team! “TO US!” Cheers!*



5. Grammar. Causative Forms (with Have and Get)

Have + object + past participle

- **have** — changeable part, can be conjugated, can be put into infinitive form or any verb tense;
- **object** — something we do the action with;
- **past participle** — the third form of the main verb

<p>We use a <i>causative form</i> when we want to talk about something that someone else did for us. Maybe they paid, or asked, or persuaded the other person to do it:</p>	<p><i>i.e.:</i> We can say:</p> <ul style="list-style-type: none">• <i>I cleaned my house (myself).</i> <p>If I paid someone to clean it, of course, I can say:</p> <ul style="list-style-type: none">• <i>A cleaner cleaned my house.</i> <p>But, another way is to use a causative construction:</p>
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<p>Using a <i>causative construction</i> is similar to using a passive. The important thing is that we have the result. We don't focus on the doer of the action.</p>	<ul style="list-style-type: none"> • <i>I had my house cleaned.</i>
<p>Have + object + past participle (have something done)</p> <p>We usually use “have something done” when we are talking about paying someone to do something for us. It is often used for services.</p> <p>The form is “subject + have + object + past participle”:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I had my car washed.</i> • <i>John will have his house painted.</i> • <i>She must have her documents translated.</i>
<p>Get + object + past participle (get something done)</p> <p>The structure “subject + get + object + past participle” has the same meaning as ‘have’, but is less formal:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>The students get their essays checked.</i> • <i>I'll get my hair cut next week.</i> • <i>He got his washing machine fixed.</i>
<p>Have someone do something (have + person + infinitive)</p> <p>We can also use the construction “subject + have + person + infinitive”.</p> <p>This structure has a similar meaning to “have something done” but this time we inform about the person we asked to do the thing for us (about the <i>performer</i>):</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I had the electrician look at my broken light.</i> • <i>The doctor will have the nurse call the patients.</i> • <i>The teacher had the students write the answers on the whiteboard.</i>
<p>Get someone to do something (get + person + to + infinitive)</p> <p>The construction “get + someone + to + infinitive” means that you cause the other person to do the action (by paying to do it / by asking to do it / by persuading them to do it):</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>She gets her son to do his homework by promising him ice-cream when he's finished.</i> • <i>I got the housekeeper to clean under the cupboards.</i>

Note!

Sentence type	have something done
Positive	She has her hair cut.
Negative	She doesn't have her hair cut.
Question	Does she have her hair cut?

Note!

Tense	Examples
Present Simple	I have my door painted.
Present Continuous	I am having my door painted.
Present Perfect	I have had my door painted.
Present Perfect Continuous	I have been having my door painted.
Past Simple	I had my door painted.
Past Continuous	I was having my door painted.
Past Perfect	I had had my door painted.
Past Perfect Continuous	I had been having my door painted.
Future Simple	I will have my door painted.
Future Continuous	I will be having my door painted.
Future Perfect	I will have had my door painted.

6. Test. Causative Form

1. With catering service, you _____.
 - a. get your food delivered to your house.
 - b. get your car cleaned
 - c. get your teeth treated
 - d. get your children cared for
2. At a barbershop, you _____.
 - a. get your documents typed
 - b. have your car cleaned
 - c. get your teeth treated
 - d. have your beard cut
3. Change the sentence into Causative: The agency will design the brochure for us.
 - a. We will have the brochure design.
 - b. We will have the brochure designed.
 - c. We will have the designed brochure.
 - d. We will have the design brochured.
4. Find a sentence with a similar meaning: Oliver doesn't usually repair his car himself.
 - a. Oliver doesn't usually his car himself repair.
 - b. Oliver usually hasn't repaired his car himself.
 - c. Oliver usually has his car repaired.

- d. Oliver is not repairing his car.
5. You should _____.
- a. have this paper stamp.
 - b. stamp this paper.
 - c. paper this stamp.
 - d. have this paper stamped.
6. He didn't _____.
- a. have all pans polished
 - b. polished all pans
 - c. have all pans to polish
 - d. have all polish panned
7. We had a web designer _____ our website.
- a. to make
 - b. make
 - c. made
 - d. making
8. We should get _____ before we can launch the new product.
- a. to design a new logo
 - b. a new logo designed
 - c. a new logo to design
 - d. a new logo design
9. From now on, I'm going to have _____ more often.
- a. my car washed
 - b. my car to wash
 - c. my car wash
 - d. my wash cared
10. You should _____ to your hair. It looks horrible.
- a. have something to do
 - b. be something done
 - c. have something done
 - d. do something
11. We got an approved mechanic _____ our car.
- a. to have inspected
 - b. inspect
 - c. inspected
 - d. to inspect
12. I don't have my watch. I'm _____ at the shop.
- a. having to repair it
 - b. having it repaired
 - c. having it repair
 - d. repairing
13. We need to _____. They are really dirty.
- a. have the windows clean
 - b. have the windows to clean
 - c. get to clean the windows
 - d. get the windows cleaned
14. I'll get _____ my tires.

- a. someone to replace
 - b. someone replace
 - c. to replace
 - d. someone replacing
15. I'm _____ by a local dressmaker.
- a. having my dress made
 - b. getting to make my dress
 - c. having my dress make
 - d. making my dress
16. I _____ at the pub last night.
- a. got stolen my jacket
 - b. got my jacket to steal
 - c. had my jacket stolen
 - d. stole my jacket
17. Call us and you will get _____ for free.
- a. to collect your old fridge
 - b. your old fridge collected
 - c. your old fridge collect
 - d. collected your old fridge
18. We _____ while we were away on holiday.
- a. had our flat to burgle
 - b. got our flat burgled
 - c. had burgled our flat
 - d. have burgled our flat
19. You should have _____ a long time ago.
- a. your laptop repaired
 - b. to repair your laptop
 - c. had your laptop repaired
 - d. your laptop be repaired
20. We normally _____ every other year.
- a. have our house paining
 - b. paint our house
 - c. get a master to paint our house
 - d. get our painted house
21. The storm damaged our roof and we needed_____.
- a. to fix it
 - b. to be fixed
 - c. to have it fix
 - d. to have it fixed
22. There is a lot of noise now because the neighbours_____.
- a. have a new wall building
 - b. are having a new wall built
 - c. are building a new wall
 - d. are having wall building
23. You should _____ if it hurts so much.
- a. have this tooth pulled out
 - b. pull out this tooth

- c. be pulling this tooth out
 d. have pulled out this tooth
24. I think you don't see well. Tell me, _____?
 a. have you ever had your eyes test
 b. had you ever tested your eyes
 c. have you ever had your eyes tested
 d. did you ever test your eyes
25. Are you going to get _____?
 a. a professional to redecorate your house
 b. your house redecorating
 c. to house redecorations
 d. a professional to have your house redecorated
26. Sarah isn't making her own wedding dress, she _____ by a designer in Italy.
 a. is making it
 b. is having made it
 c. is having it made
 d. has made
27. Have you ever _____ from your house?
 a. been stolen
 b. had to steal anything
 c. stolen anything
 d. had anything stolen
28. I'm going to do my food shopping online and I'm going _____ to my house.
 a. to deliver food
 b. to have the food delivered
 c. delivery to have the food
 d. the food to be delivered
29. I can't bake properly, so I will _____.
 a. get a pastry chef to bake a cake
 b. get a pastry chef to have baked a cake
 c. have a bake caked by a pastry chef
 d. get a pastry chef a cake have baked
30. How would you like _____?
 a. to do your steak
 b. to have your steak done
 c. to have done your steak
 d. to steak your have done

7. Did you know that...

Clinking glasses is a custom that has been practised for centuries. Here is a look at some of the reasons we engage in this practice:

- When consuming beverages with friends, many senses are involved: you can see wine, feel it, taste it and smell it. It is believed that clinking glasses was done during toasts because sound helped to please all five senses, completing the drinking experience. By physically touching glasses, drinkers become part of a common celebration;

●In Medieval times, glasses were clinked and people cheered loudly to ward off any demons or evil spirits. It was also thought that you would clink glasses to spill some on the floor, leaving some for the bad spirits in hopes that they would leave you alone;

●Back in the days when poisoning an enemy's drink was a convenient way to murder him, it was believed that if glasses were filled to the brim and then clinked hard, a bit of alcohol from each glass would pour into the other. Mixing drinks and then taking a sip was a gesture that the drinks were unharmed.



Unit 8. What Does It Mean to Be a Sommelier...?

“In vino veritas, in aqua sanitas”
Latin proverb

1. Read and translate the text:

To be a *sommelier* is to be a wine steward. Many skills must be learned, various roles must be played, and an extremely diverse set of hats must be worn. There are late nights, early mornings, lots of memorization, and many hours on your feet. It goes without saying, that during a day a sommelier requires lots of liquid consumption: “coffee and caffeine to stay awake, water to stay hydrated, and wine to stay educated”.



Waking up early is key; morning hours are essential for knowledge growth. Daytime is generally spent at industry events or trade tastings in order to keep up with industry related news. Most nights usually end past midnight.

On the first day of every month, sommeliers go into the restaurant early in the morning for inventory. Otherwise, sommeliers will generally arrive at their restaurants around 3PM. They will typically spend an hour accepting deliveries, putting wines away, restocking cellars, preparing wines for the evening and updating wines that are out of stock. *Preparation* is vital for a successful evening. After this preparation is completed, a sommelier will lace up his shoes, tie his tie, secure his certification pin and head to the staff meeting. The role of sommeliers during the meeting is to update the entire staff on any changes to the wine list, like new or removed bottles. The sommeliers are responsible for ensuring that the entire staff is both educated and comfortable with the wine list.

A sommelier is responsible for the development of wine lists, booking and delivery of wine service, training restaurant staff. Working along with the culinary team, sommeliers pair and suggest wines that will best complement each particular food menu item. This entails the need for deep knowledge of how food and wine, beer, spirits and other beverages work in harmony.

Wine and food matching is the process of *pairing* food dishes with wine to enhance the dining experience. In many cultures, wine has had a long history of being basic at the dinner table, and in some ways, both the winemaking and culinary traditions of a region have evolved together over the years. Rather than following a set of rules, local cuisines are paired simply with local wines. The modern “art” of food pairing is a relatively recent phenomenon, fostering an industry of books and media with guidelines for pairings of particular foods and wine. In the restaurant industry, sommeliers are often present to make food pairing recommendations for the guest. The main concept behind pairings is that certain elements (such as texture and flavour) in both food and wine interact with each other, and, thus, finding the right combination of these elements will make the entire dining experience more enjoyable. While there are many books, magazines and websites

with detailed guidelines on how to pair food and wine, most food and wine experts believe that the most basic element of food and wine pairing is understanding the *balance* between the “weight” of the food and the “weight” (or body) of the wine. A sommelier will suggest that heavy, robust wines like Cabernet Sauvignon can accompany a light, delicate dish like a Quiché, while light-bodied wines like Pinot Grigio would be similarly overwhelmed by a hearty stew. Sweet white wine, like German Riesling makes the perfect pairing for spicy Asian and Thai dishes, salty dishes, soft and hard cheese (Cheddar or Gouda), cured meat and decadent desserts. But many wine drinkers select wine pairings based on instinct or simply a desire to drink a particular wine at the moment they desire to eat a particular meal. A courteous sommelier will usually ask: “What preferences do you have for today?” If the customers rely on sommelier’s experience, he will show his professionalism in wine recommendation.

At 5PM, the fun begins. Sommeliers spend the entire evening running from table to table, up and down the stairs, from cellar to dining room, shuttling bottles and by-the-glass pours to keep their guests happy. The night is a constant back and forth between bar and guests, tables and cellar, and station to service. Duties include, but are, certainly, not limited to curating food and wine pairings. Sommeliers also aid in guests’ wine selection, refill glasses, and above all, ensure guests are having an exquisite dining experience. While restaurants might accept their last guests around 10PM, that doesn’t guarantee that service will not go on into the early morning hours.

After the last guests’ glasses have been poured, which can be anywhere from 11PM to 2AM, sommeliers still have an entire breakdown to do: putting wines away, cleaning all ice buckets, polishing glasses and decanters, restocking bottles.

After breakdown is complete, the sommeliers are free to clock out. But after a busy night of work, some choose to unwind. Like most people who hit the bar for a post-work happy hour, sommeliers will often gather with their staff fellow friends and head to a pub. There, far from the expensive bottles they have been pouring all night, they will order a cheap beer (the sommeliers’ weakness, surprisingly!) and unwind before heading home.

“The only way you can do it, is if you are truly passionate about it” — is the sommelier’s motto.

By the time a sommelier actually gets home, it can be around 2AM or 3AM, only to wake up in a few hours and to do it all over again the next day.

2. Reading Comprehension.

Answer the following questions:

1. How does a sommelier prepare for his working day?
2. When does a sommelier start and finish his workin day?
3. What are the duties and responsibilities of a sommelier?
4. What is wine and food pairing?
5. Give several examples of wine and food pairings?
6. When does a sommelier finish his working day?

3. Vocabulary on the topic. Learn the words referring to the wine description.

acidity	
aeration	
aging	
barrel	
Blanc	
bitter	
blend	
Bordeaux	
bouquet	
Brut	
bung/bunghole	
cellar	
chaptalization	
cork	
demy- sec/medium	
dry	
Enology	
fermentation	
flavour	
fruity	
mature	
citric acid	
malic acid	
tartaric acid	
noble rot	
oaky	
plonk	
Rose	
spicy	
vintage	
wine-tasting	
weight	
yield	

*Read about Five Main Characteristics of Wine in *Appendix 8*.

4. Speaking. Read and translate the dialogue. Make up your dialogue on a dish cooking process.

Guest: A comedian and actor William Fields once said, “I cook with wine; sometimes I even add it to the food.”

Chef: *I agree. A meal without wine is like a day without sunshine.*

G: Wine is fine, exactly! That’s why I’m here to prove that no meal is possible without wine.

C: *Ha! As Louis Pasteur once said “Wine is the most healthful and most hygienic of beverages”. This French chemist and microbiologist knew more than we do now! Ladies and gentlemen, our show starts with the odes to wine. Our today’s guest, amateur cook and actor Gilles Marini will demonstrate his cooking skills.*

G: Thank you for inviting me. I must tell you that really sophisticated restaurant dishes are prepared on wine.

C: *Wine makes food and life better...*

G: Great words! Wine doesn’t end in the glass; it is a universal ingredient in the kitchen as well.

C: *To better understand how to cook with wine, it helps to know a bit about how cooking transforms it.*

G: Indeed. Acidity, tannins, alcohol, and sugar—are also instrumental in how wine behaves when meat, pasta and vegetables are cooked.

C: *I must add, that preserving a bit of alcohol can provide a third medium, beyond water and fat, into which other ingredients can dissolve, yielding richer flavours, colours and aromas. Can’t wait, Gilles, what are we cooking today and will the dish contain wine?*

G: Certainly. Our today’s process will include marinating, roasting and baking with a splash of wine. We are planning to have a grilled leg of lamb with walnut salsa fresca for tonight’s dinner. But we start with lamb marinating.

C: *How do marinades influence the cooking process?*

G: Before we start preparing a marinade, let me explain that marinades soften meat’s muscle tissue, penetrating the interior and delivering an added layer of flavour. In addition to adding acidity, wine adds complex flavour to the finished dish.

C: *Exactly, what kind of wine do we need for today’s lamb?*

G: We need some Rosé-based marinade which carries garlic, rosemary and its own fruity flavours deep into the meat, and anchovies melt into the lamb as it will be cooked on the grill.

C: *Sounds terrific! Did you say anything about roasted vegetables?*

G: When choosing wine for roasting, consider the colours and flavour profiles of what you are cooking: bold red wine works well with hearty meats like lamb, beef and dark vegetables like purple carrots, pumpkin, beet and bell peppers; a lighter white wine is more in line with a roast chicken or pale vegetables like parsnips or squash, asparagus and mushrooms.

C: *So, which wines our today’s zucchini, onions, mushrooms and brussels are better to be roasted with?*

G: For this recipe, I recommend a dry white wine, such as Chardonnay.

C: *And since we only need a cup for this recipe, you will have plenty left to enjoy a glass or two!*

G: Why not! (smiles) Vegetables are roasted for a while, be sure that alcohol cooks off.

C: *We are slowly coming to the end of our dinner. This is the sweetest part of our show! What’s for the dessert, Gilles?*

G: Baking is the final part. Today’s cake is the most unforgettable delicacy.

C: *We won’t do without wine...*

G: Wine helps to create some moist, fluffy crumb in baked goods while bringing subtle acid and fruit notes. Today’s dessert is the rhubarb cake. In this Aperol Spritz

cake with Prosecco-poached rhubarb, Prosecco delivers aeration in the batter (from the bubbles), which helps to create a lighter cake, while the wine's acidity yields a slight tartness that is similar to the flavour achieved by buttermilk.

C: *Oh, God! Let's quickly start the process of baking this divine special!*



5. Grammar. Participle Clauses

<p>Participle Clauses enable us to say information in a more economical way. They are formed using present participles [Verb+ing]: (<i>going, reading, seeing, walking, etc.</i>); past participles: regular verbs form past participle by adding -ed ending/irregular verbs don't follow a fixed pattern in forming past participle (we have to learn them): (<i>gone, read, seen, walked, etc.</i>); perfect participles: (<i>having gone, having read, having seen, having walked, etc.</i>).</p> <p>We can use <i>participle clauses</i> when the participle and the verb in the main clause have the same subject. <i>Participle clauses</i> do not have a specific tense. The tense is indicated by the verb in the main clause.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Waiting for Ellie, I made some tea. (While I was waiting for Ellie, I made some tea.)</i>
<p>Present Participle is used:</p> <ul style="list-style-type: none"> • to give the result of an action; • to give the reason for an action; • to talk about an action that happened at the same time as another action; • to add information about the subject of the main clause 	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>The bomb exploded, destroying the building.</i> <i>i.e.:</i> • <i>Knowing she loved reading, Richard bought her a book.</i> <i>i.e.:</i> • <i>Standing in the queue, I realized I didn't have any money.</i> <i>i.e.:</i> • <i>Starting in the new year, the new policy bans cars in the city centre.</i>
<p>Past Participles normally have a passive meaning:</p>	<p><i>i.e.:</i></p>

<ul style="list-style-type: none"> • with a similar meaning to an <i>if</i> condition; • to give the reason for an action; • to add information about the subject of the main clause 	<ul style="list-style-type: none"> • <i>Used in this way</i>, participles can make your writing more concise. (If you use participles in this way, ...) <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Worried by the news</i>, she called the hospital. <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Filled with pride</i>, he walked towards the stage.
<p>Perfect Participle clauses show that the action they describe was finished before the action in the main clause. Perfect participles can be structured to make an active or passive meaning:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Having got dressed</i>, he slowly went downstairs. • <i>Having finished their training</i>, they will be fully qualified doctors. • <i>Having been made redundant</i>, she started looking for a new job.
<p>It is also common for participle clauses (especially with <i>-ing</i>) to follow conjunctions and prepositions such as <i>before, after, instead of, on, since, when, while</i> and <i>in spite of</i>.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Before cooking</i>, you should wash your hands. • <i>Instead of complaining about it</i>, they should try doing something positive. • <i>On arriving at the hotel</i>, he went to get changed. • <i>While packing her things</i>, she thought about the last two years. • <i>In spite of having read the instructions twice</i>, I still couldn't understand how to use it.

6. Test. Participle Clauses.

1. _____ lunch, I sat in the garden with a drink.
 - a. Making
 - b. Made
 - c. Having made
 - d. Make
2. _____ for the bus, she slipped on some ice and fell over.
 - a. Running
 - b. Run
 - c. Having run
 - d. Instead of running
3. After ____ her former owner, the dog ran across the room to greet him.
 - a. seeing
 - b. seen
 - c. having seen
 - d. saw
4. _____ in hospital for several weeks, she was delighted to be home.
 - a. Being
 - b. Been
 - c. Having been
 - d. Instead of being
5. _____ by all the attention, he thanked everyone for the cake and presents.
 - a. Embarrassing
 - b. Embarrassed
 - c. Having embarrassed
 - d. After embarrassing
6. We all liked the cake _____ by my mother.
 - a. having baked
 - b. on baking
 - c. baking
 - d. baked
7. The building collapsed, ____ two people.
 - a. injuring
 - b. injured
 - c. having injured
 - d. instead of injuring
8. _____ under normal clothes, a thermal layer keeps you warm in minus temperatures.
 - a. Wearing
 - b. Worn
 - c. Having worn
 - d. Before wearing
9. _____ by the sun, she didn't see the boy crossing the road.
 - a. Blinding
 - b. Blinded
 - c. Having blinded

d. After blinding

10. _____ by the changing information, they thought the plane was cancelled.

a. Confusing

b. Confused

c. Having confused

d. After confused

11. _____ at a low temperature, these jeans will keep their original colour for a long time.

a. Washing

b. Washed

c. Having washed

d. Instead of washed

12. I often buy cheese _____ from Paris.

a. importing

b. imported

c. before imported

d. having imported

13. _____ the paper, he saw the news about his hometown.

a. Reading

b. Read

c. Having read

d. Instead of reading

14. _____ by a local architect and artist, the house combines traditional materials with original design.

a. Building

b. Built

c. On building

d. Having built

15. _____ in India for two years, Kaleem could speak some Hindi.

a. Living

b. Before living

c. Lived

d. Having lived

16. _____ in prisons throughout her twenties, she wrote her first play about life behind bars.

a. After working

b. Worked

c. Having been worked

d. Working

17. _____ through the woods, they found a bird with a broken wing.

a. Walking

b. Walked

c. Having walked

d. In spite of walking

18. The man _____ a blue sweater is my uncle.

a. wearing

b. worn

c. after wearing

d. having worn

19. She collected all the pictures _____ during their honeymoon and put them on an album.

a. instead of taking

b. taking

c. taken

d. having taken

20. The money _____ in the street has been given to charity.

a. finding

b. having found

c. found

d. after found

21. My sister works in a bakery _____ cakes.

a. making

b. made

c. having made

d. makes

22. Pictures _____ by Picasso usually cost millions of pounds.

a. painting

b. after painting

c. painted

d. having painted

23. A lorry _____ fruit crashed on the motorway.

a. after carrying

b. carrying

c. carried

d. having carried

24. This is a vegetarian restaurant. None of the dishes _____ here contain meat or fish.

a. on serving

b. serving

c. having served

d. served

25. The Harry Potter books, _____ by J.K. Rowling, have all been made into films.

a. writing

b. wrote

c. having written

d. written

26. Teams _____ in the Olympics wear special uniforms.

a. having played

b. played

c. playing

d. before playing

27. A woman _____ a blue hat opened the door.

a. worn

b. wearing

c. after wearing

d. having worn

28. Champagne, _____ in France, is exported all over the world.

a. produced

b. producing

c. after produced

d. having produced

29. A million-dollar jewellery _____ to the President's wife has been stolen.

a. belonged

b. having belonged

c. after belonging

d. belonging

30. Sommelier courses _____ in Italy usually cost thousands of pounds.

a. held

b. holding

c. instead of holding

d. having held

7. Did you know that...

When you become a Master Sommelier, it means you have achieved the highest level of proficiency and knowledge in your profession.

The Master Sommelier Diploma is one of the world's most challenging wine examinations. It was created nearly 50 years ago, and only 262 people have passed the exams since its creation. Master Sommeliers are advanced in their career and display their theoretical and practical knowledge on areas such as beverage management, methods of distillation and how liqueurs, beers and spirits are produced.

"Master Sommeliers never stop working as they combine both their theoretical knowledge with working on the floor. The Master Sommelier Diploma exam is made up of four different stages that assesses key areas such as wine tasting and service skills" explains Matthieu Longuere MS who became a Master Sommelier in 2005.

In addition, Master Sommeliers are experts in sales as they use their professionalism to encourage customers to purchase recommended beverages and thus, increase sales. They are confident in their craft and also ensure they leave a good impression on customers so that they return.

Master Sommeliers can be easily recognized thanks to their badge and to the letters "MS" following their name.

Sommeliers are not required to complete education in the field of wine, however, it can be beneficial in climbing up the career ladder. There are world-renowned qualifications that can be taken to increase your knowledge of Enology and position you well in the competitive industry. For example, Le Cordon Bleu



London offers a wide range of wine and sommelier courses of different length, including a Diploma in Wine, Gastronomy and Management. This is a 6-month long full-time course, which enables aspiring sommeliers to develop key areas such as wine sensory analysis, wine production, food and wine pairing, marketing and business management.

Such world educators as “The Court of Master Sommeliers”, “International Sommelier Guild”, “North American Sommelier Association”, “National Wine School”, etc., are officially recognized and legally acknowledged, providing training and certified qualification to its students.

Unit 9. Coffee Ambassadors – Baristas

*“I don’t drink coffee to wake up...
I wake up to drink coffee...”
Unknown*

1. Read and translate the text:

A *barista* is commonly referred to as someone who makes and serves Espresso coffee, usually at a café or a coffee shop. Baristas work on developing their barista skills at making a variety of coffees, including Americanos, Café Lattes, Macchiatos, Doppios, Cappuccinos. Not only do baristas make and serve coffee. Their real specialty is customer service – they build a community around coffee. A barista warmly welcomes customers into their establishment. He/she creates and serves hot or cold beverages, often tailored to the customer’s preferences. Baristas are responsible for taking customer orders and payments, following specific recipes and preparation techniques for a number of menu items, operating cash registers and credit/debit machines and are expected to keep a clean and well-stocked workspace and seating areas.



Being a barista seems to be a new trend people are following today. Actually, the coffee barista profession did not exist 30 years ago. In Italy, bartenders were not only limited to serve alcohol but also coffee drinks. The Italian word for “bartender” was borrowed from English and thus, the word *barista* was born!

Besides, the term “barista” was made popular by “Starbucks” company, which called their “coffee Espresso makers” baristas in the late 1980s. A lot of people have loosely used the term, but all true baristas have one thing in common: a deep passion for coffee. Baristas are true coffee professionals: they understand coffee and its chemistry, the way it should be served and appreciate their customers – coffee lovers.

Deciding to be a barista is a big step for anyone who wants to work in the coffee industry. You cannot grind coffee beans, brew Espresso or pour Latte properly without having some barista experience. Of course, you can read a couple of books or see a few videos on YouTube, but what you really need is a barista training school with a formal approach.

However, there are a lot of different ways to become a barista. While some baristas have been formally trained, most of them learn the ropes by “doing it”. Some cafés and coffee shops require certain barista experience, but it is not really necessary as long as you can get trained on the spot. Remember, there is no “right way” to become a barista, except by just “doing it”.

The *number one factor* that makes a great barista is a true passion for the coffee bean. Coffee is complex. In fact, it's more complicated than wine at a molecular level. It has over a thousand different flavonoids, which can impact the ultimate taste. Add various roasting techniques and you will literally get an unlimited amount of tasting opportunities.

Once you have received your dream job, please follow the recommendations on being a great barista:

- Don't run. Be patient.
- Make eye contact. Say "Hello" and smile.
- Clean up after yourself. Don't leave a mess.
- Know your equipment and how it works.
- Pace yourself. Take 5 minutes out of every hour and go for a walk.
- Smile and engage with customers. Small talks are a must.
- Greet customers when they leave. Don't ignore them.
- Be neat and fresh.

And finally, take on board several funny facts about coffee to be able to entertain your customers:

- Coffee beans aren't actually beans. They are a pit of a coffee fruit.
- Coffee waste can become a new car fuel. Specifically, the oil can be extracted to create biodiesel, according to the fuel company "Shell".
- The webcam was invented because of coffee. At the University of Cambridge, the scientists invented the first world's webcam to keep an eye on coffee levels from their desks (without getting up).
- Coffee is the second most traded product in the world. Just after another source of fuel — petroleum.
- In Turkey, there used to be a law that stated: if a husband can't provide his wife with enough coffee, she can get a divorce.
- The most expensive coffee is Black Ivory Coffee, with an average price of \$1800/kg. The coffee is produced from Arabica coffee beans consumed by elephants and collected from their waste.
- Drinking coffee is healthier than harmful. Although, often thought the other way around.

2. Reading Comprehension.

Answer the following questions:

1. Where does the term "barista" come from?
2. What are the duties of a barista?
3. What recommendations should one follow to be a great barista?
4. Why are small talks important while serving coffee?
5. Can a barista get experience from books and videos?
6. Is there a philosophy in making, serving and drinking coffee?

3. Vocabulary on the topic. Learn words meaning different coffee drinks and try to explain how you would prepare your favourite one:

Affogato: Italian for "drowned", Affogato is a dessert made by pouring a shot of hot Espresso over vanilla ice cream or gelato.

Americano: Italian term for Espresso with hot water added to make a full cup of coffee.

Breve: Italian for “short”, breve is Espresso with half-and-half of cream instead of milk.

Café au Lait: French for "coffee with milk," Café au lait is simply coffee with hot milk added.

Cappuccino: A combination of Espresso, hot milk and steamed milk foam. Some cafés may serve their Cappuccino topped with cinnamon or nutmeg.

Cold Brew: Coffee brewed with cold water over a long period of time.

Doppio: Italian name for a double shot of Espresso.

Espresso con Panna: Italian for "Espresso with cream", it is Espresso topped off by whipped cream.

Espresso: Finely ground coffee brewed with steam pressure to produce an almost syrupy beverage. The process is sometimes described as “pulling” a shot of Espresso.

Flat White: 1/3 – Espresso, 2/3 steamed milk; more velvety smooth texture than Latte.

Iced Coffee: Hot drip coffee combined with ice to make it cold.

Irish Coffee: Caffeinated alcoholic drink, consisting of Irish whiskey, brewed coffee, brown sugar and topped with cream.

Latte: Espresso combined with steamed milk.

Lungo: An Espresso shot pulled a bit longer. The same amount of coffee as Espresso, but more water for a “longer” shot.

Macchiato: A drink which consists of 2/3 Espresso, 1/3 milk foam.

Mocha: A combination of coffee, steamed milk, and either chocolate syrup or cocoa powder.

Red Eye: Made by adding a shot of Espresso to a cup of regular drip coffee for an added caffeine kick.

Ristretto: An Espresso shot pulled short. It’s the same amount of coffee as Espresso, but less water for a more concentrated coffee.

Vietnamese Iced Coffee: Coarsely ground dark roast coffee with sweetened condensed milk poured over ice. Traditionally, it is brewed by the cup with using a drip filter called a *cà phêphin*.

*Refer to *Appendix 9* on how to prepare the most popular coffee drinks.

4. Speaking. Read the dialogue. Make up the dialogue based on discussion of coffee making and serving.

Ann: I remember my parents used to simply drink "coffee".

Barista Ben: *Yes, funny, isn't it?! We are here to help you understand the differences between types of coffee.*

A: A good idea, I will be grateful. Are all the coffee drinks served here Espresso-based?

B: *Absolutely all! Espresso-based drinks share three ingredients.*

A: Let me guess: Espresso, milk and...?

B: *Not quite right, Ann. Espresso, steamed milk and milk foam.*

A: I see. What are the differences between these brews?

B: *The proportion of these three ingredients.*

A: I see that coffees are small, medium and large.

B: *The size means the quantity of Espresso shots making coffee stronger with double or even triple Espresso.*

A: Let's start with the base. What is Espresso?

B: *Originating from Italy, Espresso is a small amount of nearly boiling water forced under pressure through ground coffee beans.*

A: What makes Espresso stand out?

B: *The fact that it has a thicker consistency and has a foamy cream on top.*

A: Does Espresso contain a lot more caffeine per unit volume than most coffee beverages?

B: *Yes. But remember that a small serving of Espresso has less caffeine content than a regular cup of coffee.*

A: Interesting!

B: *«Ristretto» - reduced, «normale» - standard and «lungo» - long are three different types of length of one Espresso shot.*

A: Sounds exciting, but could you explain?

B: *“Ristretto” is usually half of a volume of “normale” and lungo is “double” the normale volume.*

A: I read an interesting fact that men drink more coffee on average consuming 2.4 cups per day in comparison to women who drink only 1.9 cups.

B: *I will tell you more! Men and women also seem to prefer different kinds of coffee. The most popular drink for women is a latte, compared to a “regular” coffee for men, which in this instance means a standard filter coffee.*

A: Personally, I prefer sweet drinks with sugar or artificial sweeteners.

B: *I've noticed that the most popular option for men is no sweetener at all.*

A: I wonder if you use vegan milk in your coffee shop?

B: *We use oat milk, banana milk, almond milk, coconut milk, soy milk, protein dairy-free milk.*

A: Can you prepare the house special for me?

B: *I will make three different coffees, and you can choose the one you prefer most!*

A: Great! Can't wait!

B: *Number one: I fill two-thirds of a cup with hot water and add one shot of Espresso. That's how Americano is prepared!*

A: I used to love drinking Americano back in university. There was something really exciting about sipping on a lo-o-ong coffee while studying for my degree.

B: *Sweet memories! Number two....Do you have a sweet tooth, Ann?*

A: I surely DO!

B: *If you have a sweet tooth, then this is probably your best bet. A Mocha is a cross between a Cappuccino and a Hot Chocolate. In a super simple form it is a shot of Espresso topped with hot chocolate, steamed milk and milk foam. Try it!*

A: An extravagant drink. Hot chocolate tastes silky and smooth.

B: *The sweetness of milk and the bitterness of Espresso make a perfect match!*

A: Indeed, it is delicious!

B: *Finally! Coffee number three! The perfect Flat White, one cup of Espresso shot and I am going to add steamed milk over it. No milk foam, no toppings. Here you are!*

A: A very rich taste! I found my favorite. It's Flat White!

B: *Flat Whites are popular in Australia and New Zealand. So, expect to see them on the menu during your trip abroad.*

A: Thank you, Ben! What a lovely journey to the world of coffee!

B: *My pleasure!*

A: I've had an unforgettable experience! Thanks a million!



5. Grammar. Used to/Get Used to/ Be Used to/Would

When we talk about things in the past that are not true anymore, we can do it in different ways:

Used to + infinitive

We can use *used to* to talk about past *states/situations* that are not true anymore:

We can also use ***used to*** to talk about past habits (repeated past actions) that don't happen anymore.

We can use ***used do*** with the phrases:

- in my childhood
- when I was young

i.e.:

- *We used to live in New York when I was a kid.*
- *There didn't use to be a supermarket there. When did it open?*
- *Did you use to have a garden?*
- *I used to want to be a lawyer, but then I realized how hard they work!*

i.e.:

- *I used to go swimming every Thursday when I was at school.*
- *She used to smoke, but she gave up a few years ago.*
- *She used to be a long-distance runner when she was younger.*
- *Did you use to come here as a child?*

i.e.

- *I used to hate milk in my childhood.*
- *In the 2010s education used to*

<ul style="list-style-type: none"> • when I was a student • in the 1950s 	<p><i>cost less than now.</i></p>
<p><i>Used to + infinitive</i> should not be confused with the constructions <i>be/get used to + -ing</i>, which have a different meaning</p> <p><i>Be used to</i> means “be familiar with” or “be accustomed to”:</p> <p>We use <i>get used to</i> to talk about “the process of becoming familiar” with something:</p> <p><i>Be used to</i> and <i>get used to</i> are followed by <i>a noun, pronoun or -ing</i> form of a verb, and can refer to the past, present or future:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>She is used to the city now and doesn't get lost any more.</i> • <i>He wasn't used to walking so much and his legs hurt after the hike.</i> • <i>I'm a teacher, so I'm used to speaking in public.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I find this new job hard, but I'm sure I'll get used to it soon.</i> • <i>It took my mother years to get used to living in London after moving from Pakistan.</i> • <i>I am getting used to the noise now. I found it really stressful when I first moved in.</i> • <i>I got used to the heavy traffic of NY.</i> • <i>I don't think I will ever be used to waking up at 5AM.</i>
<p>We can use <i>would</i> to talk about repeated past actions that don't happen anymore.</p> <p><i>Would</i> for past habits is slightly more formal than <i>used to</i>. It is often used in stories. We don't normally use the negative or question form of <i>would</i> for past habits.</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Every Saturday I would go on a long bike ride.</i> • <i>My dad would read me amazing stories every night at bedtime.</i>
<p>Difference between <i>used to+infinitive</i> and <i>would</i>:</p> <p>Both <i>used to+infinitive</i> and <i>would</i>, can be used to talk about past actions which are no longer true.</p> <p>But:</p> <ul style="list-style-type: none"> - with the Stative or Non-Continuous verbs: think, have, see, feel, smell, taste, know, understand, imagine, doubt, remember, want, forget, need, love, like, be we use <i>used to+infinitive</i>; 	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>I used to think that a whale is a kind of fish.</i> • <i>Did you use to believe in Santa Claus?</i>

<p>- when we use them both together (would and used to), used to+infinitive most commonly comes first, as it sets the scene for the actions being reported:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>When we were kids, we used to invent amazing games. We would imagine we were the government and we would make crazy laws that everyone had to obey.</i>
<p>We don't use used to+infinitive and would with the words <i>yesterday, in 1983, two months ago, last week, once</i>:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Once, I found a golden ring.</i> • <i>Last Monday, she passed her exam.</i>

6. Test. Used to/Would/Be Used to/Get Used to

1. She _____ a sporty person.
 - a. would be
 - b. got used to be
 - c. was used to be
 - d. used to be
2. In my first year at lyceum, I _____ for an hour every morning before breakfast.
 - a. have run
 - b. would run
 - c. got used to run
 - d. was used to run
3. I _____ train hard in the 1990s.
 - a. use
 - b. used to
 - c. would
 - d. got used to
4. During that time, I _____ at least two hours in the gym every day.
 - a. would spend
 - b. used to spent
 - c. got used to spend
 - d. was use to spend
5. I _____ my diet completely when I was young.
 - a. would change
 - b. used to change
 - c. used to changing
 - d. didn't change
6. I _____ three eggs with toast and fruit for breakfast.
 - a. have had

- b. would use to have
 - c. used to have
 - d. got used to
7. I _____ salt in my meals because it wasn't on my diet plan.
- a. didn't use to have
 - b. wouldn't use
 - c. didn't use
 - d. wasn't used to have
8. When I was young we _____ in a big house in the countryside.
- a. would live
 - b. used to live
 - c. were used to live
 - d. got used to life
9. On summer mornings my cousin and I _____ while everyone else was asleep.
- a. used to go fishing
 - b. have fished
 - c. would to fish
 - d. fished
10. We _____ breakfast and then go quietly out of the house to the river.
- a. used to have had
 - b. would have
 - c. had
 - d. were having
11. We _____ hours fishing in a small boat belonging to my neighbour.
- a. would spend
 - b. didn't use to spend
 - c. were used to spend
 - d. got used to spend
12. Leo _____ the names of all the different types of mushrooms and berries that grew in the forest.
- a. was used to know
 - b. got used to knowing
 - c. would know
 - d. used to know
13. We _____ lots to decide who would set the fire .
- a. were used to often cast
 - b. often used to cast
 - c. would often cast
 - d. often got used to cast
14. Once we _____ the Gallery of Arts. It was amazing.
- a. were used to visit
 - b. used to visit
 - c. would visit
 - d. visited
15. I _____ a dog Philya when a teen.
- a. was used to have
 - b. used to have

c. would have

d. had

16. She _____ in a bank, but she left and got a job as a gardener.

a. used to work

b. used to working

c. got used to work

d. was used to work

17. I am a young mother, I _____ much sleep.

a. am not to get

b. got used to not getting

c. used to get not

d. wouldn't get

18. How's the new job? _____ it?

a. Are you used to

b. Did you use to

c. Do you used to

d. Have you used to

19. While I was a student, I _____ have much time to sleep.

a. used to not

b. got used to

c. never used to

d. would not

20. The engine noise was deafening but the driver _____ it.

a. was used to

b. used to

c. didn't use to

d. would use to

21. Our rancho is on a steep hill, but I _____ the walk after a month of living here.

a. get used to

b. got used to

c. used to

d. would use

22. Don't worry! You _____ in the downtown after all.

a. will used to live

b. will get used to living

c. will get used to live

d. would use to life

23. When we were at college, we _____ writing an essay a week.

a. got used to

b. used to

c. were use to

d. would

24. I always hated the cold weather, but I _____ it when I lived in Alaska.

a. got used to

b. get used to

c. used to

d. would use to

25. We _____ much positive feedback about our old café, but the new project is really successful.
- didn't use to get
 - weren't used to get
 - didn't use to getting
 - wouldn't have got
26. I work from home, so I _____ people around me all day.
- am not used to have
 - will not use to have
 - am used to not having
 - used to having
27. I heard Ella got promoted! _____ her as your boss yet?
- Are you used to having
 - Did you use to have
 - Are you used to have
 - Did you get used
28. Have you stopped jogging? But why? You _____ all the time.
- used to run
 - got used to run
 - used to running
 - were used to run
29. Would you mind if I _____ your laptop for a minute?
- used to
 - get used to
 - would use
 - use
30. I've been a nurse for two years, but I don't know if I _____ night shifts.
- will ever used to work
 - will ever get used to work
 - will ever be used to work
 - ever get used to working

7. Did you know that...

Arabica and *Robusta* differ in taste, growing conditions and price.

Arabica Coffee Beans tend to have a sweeter, softer taste with tones of sugar, fruit and berries. Their acidity is higher, with winery taste. Arabica, then, ends up being pricier, of course. Most supermarket coffee is exclusively Robusta, as well as instant and cheap ground coffees are Robusta. You can still find Arabica in the grocery store, but just because it is labeled Arabica does not mean it is of high quality.

Robusta Coffee Beans have a stronger, harsher taste with a grain-like overtone and peanutty aftertaste. They contain twice as much caffeine as Arabica beans, and they are generally considered to be of inferior quality compared to Arabica. Some Robustas, however, are of high quality and valued especially in Espressos for their deep flavour and good crema (reddish-brown foam). Robustas are easier to grow. They can grow at lower altitudes than Arabicas, and they are less vulnerable to pests

and weather conditions. They produce fruit much more quickly than the Arabicas, which need several years to come to maturity, and they yield more crop per tree.

Robusta is grown exclusively in the Eastern Hemisphere, primarily in Africa and Indonesia. Arabica is also grown in Africa and Papua New Guinea, but it is grown dominantly in Latin America. Colombia only produces Arabica beans. Some countries, like Brazil and India, produce both.

Ultimately, it's a question of personal taste. Some all-Arabica blends are too high and floral for us; a taste of rich, dark harshness of Robusta can be a highlight in a blend. Just remember that Robusta has twice as much caffeine as Arabica, too, when choosing a coffee blend. If you want to skip most of the caffeine, enjoy a cup of "decaffeinato".

Decaffeinating removes about 97% or more of the caffeine in coffee beans. A typical cup of decaffeinated coffee has about 2 mg of caffeine, compared to a typical cup of regular coffee, which has about 95 mg of caffeine.

Is decaffeinated coffee bad for us? Like all coffee, decaffeinated coffee is safe for consumption and can be part of a healthy diet.



Unit 10. Entry-Level Job – a Dishwasher

*“Maintain cleanliness,
keep away from diseases”*
Anonymous

1. Read and translate the text:

An *entry-level job* is a job that is normally designed for recent graduates and typically does not require prior experience in the field or profession. These roles may require some on-site training. Entry-level jobs can be either part-time or full-time. For some people, this may be their first job.



A *dishwasher's* position is often the first job for high school students, especially those looking to get into the restaurant industry. A dishwasher is an ideal way to enter the restaurant or culinary industry. A lot of restaurant owners, cooks and head chefs start out as dishwashers and move up in the industry.

Top duties and requirements. A dishwasher, or a kitchen helper, is responsible for cleaning dishes in the food service environment to ensure that the kitchen has a steady supply of clean plates, bowls, silverware, pots, pans and glasses. Their duties include prioritizing loads of different types of crockery and kitchenware, hand-washing dishes, loading the dishwasher and placing dishes to dry.

Dishwasher's responsibilities. Washing dishes at a professional level is different than in your own kitchen. Many restaurants and facilities have large, commercial quality washers able to wash several trays of dishes quickly. Dishwashers unload the cutlery and dishes brought to the kitchen. Commercial dishwashers are not always able to accommodate larger pans and pots, so they may occasionally need to be washed by hand.

In addition, they may be asked to assist with:

- preparing work;
- taking garbage to dumpster area;
- washing work areas, refrigerators, cooking equipment, walls and floors;
- assembling, maintaining and breaking down the dish machine;
- washing dishes by hand and/or operating automatic dishwashers;
- sanitizing incoming dishes and silverware;
- maintaining and operating cooking and sanitation equipment;
- providing effective communication and teamwork abilities;
- assisting with menu development;
- managing communication with other cooks and servers.

Dishwashers work in kitchens at restaurants, hotels and cafés to clean and sanitize dishes so that cooks and servers have the supplies they need to prepare food

and serve it to customers. Dishwashers follow thorough dishwashing procedures to fully sanitize each dish according to health and safety standards. They sort dishes in the dish pit into different categories, spray down each tray of dishes and either scrub them by hand or place them into an industrial dishwasher. Dishwashers are in charge of changing each load of dishes at the right time to efficiently wash multiple loads of dishes.

Dishwasher's skills. Skills and qualifications associated with the role of a dishwasher include:

- ability to lift up to 50 pounds (about 20 kg) several times a day;
- ability to place cases, pans, utensils and plates on both low and high shelves;
- ability to work in hot and damp environments;
- ability to respond to emergency situations to avoid endangering others.

Dishwasher's qualities. Good dishwashers are hardworking and can communicate easily with others. They are flexible, able to respond to different priorities and quickly rearrange their workflow to immediately provide kitchen staff and servers with the right type of dishes they need. Successful dishwashers have good stamina that allows them to perform repetitive tasks and stand on their feet all day without getting too tired.

Thomas Keller, the world-renowned chef and owner of the French Laundry “PerSe” and many other award-winning restaurants, shared six lessons he learned when he first went to work at a restaurant as a dishwasher. Yes, he started at the bottom and worked his way up. It was a part of his training.

Be organized. How organized does a dishwasher have to be? When you are working at a busy restaurant where dishes are continuously coming in, it’s important to have a system. Otherwise, you get behind. It starts with knowing where everything belongs. Being organized saves time and can make the job of a dishwasher, or any other job, more effective.

Be efficient. This is an extension of being organized. But this is more about getting the most out of what you have. How many dishes can you clean in an hour? Have you taken advantage of space and found ways to reduce friction? Are you always ahead of the chef’s demand for more plates or constantly trying to keep up? Efficiency saves time and effort.

Embrace critical feedback. Most employees might think that feedback is when the manager tells them they are doing a great job or lets them know if not. Feedback can be in the form of a lesson on how to do things better – even more efficiently. But Keller suggests that you can get a valuable feedback from yourself by looking with an unbiased eye at the work you have done. If you look at the dishes, glasses, and silverware after you have washed them and notice the dishes are still dirty or the glasses have watermarks on them, you need to be disciplined enough to say, “I could do better than this” and then do it. Be willing to give yourself a critical, constructive feedback and then take action on it.

Rituals. Think of rituals as “disciplined habits.” Keller used the example of his morning routine. He does the same thing every morning, regardless of what time he gets up. If he wants to be at the restaurant at 9:00 AM, when he wakes, he goes through his usual routine. If he has to wake up at 4:00 AM to catch a 6:00 AM flight, he still does the same things he would if he didn’t have to be anywhere until 9:00 AM. It is his morning ritual. As a dishwasher, he learned that there is a ritual before

starting work. Each and every job he worked in the kitchen has its own rituals. Recognize what these rituals are and practise them to set yourself up for daily success.

Repetition. One might think repetition and ritual are the same, but they are not. A dishwasher does the same thing throughout his/her shift. Over and over – to the point of perfection. That is what a chef does, too. A chef may sauté salmon twenty times a night, every night the restaurant is open... for years! Chefs don't mind the repetition, which is one of the reasons they get it right every night. They never cut corners because they recognize that anything less than their best effort could result in a guest having a bad experience, which could mean the guest never returns, or worse, leaves a negative review. Someone once said, "Practice makes perfect." Someone who disagreed with that changed it to "Perfect practice makes perfect." Maybe perfection isn't reality, but the only way to come close is through repetition.

Teamwork. Everyone is a part of the team – even the dishwasher. As a matter of fact, Keller realized just how important he was to the team. If the chef didn't have clean plates, he couldn't serve the food. If a dirty plate made it as far as the table and the guest noticed, that would affect the guest's entire experience. Keller knew that even though he never saw the smiles of the restaurant's happy guests, his actions had impact. It is important for everyone to know *their role* in the team and *how* what they do (or don't do) impacts the customer's experience.

2. Reading Comprehension.

Answer the following questions:

1. What is an entry-level job?
2. Give examples of entry-level positions.
3. What are the duties and responsibilities of a dishwasher?
4. What are dishwasher's qualities?
5. What are dishwasher's skills?
6. Describe six lessons learned by Thomas Keller?

3. Vocabulary on the topic. Read, translate and learn the dishwasher's vocabulary:

anti-burst hose	
a bin	
cleaner	
to collect kitchenware	
deliver/pick up	
damp	
dishwashing detergent/liquid	
drying	
a duster	
environmentally friendly	
filthy	
flooding	
fragile tableware	

to get free from dirt/germs	
gloves	
a half-load program	
to handle glassware	
handy	
hygiene	
an intensive program	
litter/garbage	
to load/unload dishwashing machine	
messy	
to mop up	
to polish	
to prevent breakage and loss	
to rinse	
remnants	
to sanitize	
to scrape	
to scrub	
a serving station	
slippery	
a soap dispenser	
soapy	
to soften hard water	
to sort	
to spray	
a stain remover	
to sterilize	
a towel	
to wash	
washcloth/sponge	
water hardness	
to wipe up	

4. Speaking. Read the dialogue. Make up a dialogue based on any entry-level job:

Interviewer: *Good afternoon. Miss Brown, nice to meet you.*

Candidate: *Good afternoon. I'm happy to be invited for the interview.*

I: *Let us start. From your CV I can see that you graduated from the university with a bachelor degree in hospitality.*

C: *That's right. Now I'm a fifth year student at the same university and gaining my Master's degree in restaurant business.*

I: *Well, I must say that working night shifts is tiring. The restaurant doesn't close until midnight. The kitchen is busy until 2AM.*

C: I understand that, Sir. Realizing the fact that a dishwasher is the beginning of my dream career makes me feel happy and inspired.

I: *You sound very positive about the daily routine of a dishwasher, Kate. You are right. This is an entry-level position which requires no prior experience. As your first job, it will provide you with on-site training.*

C: I'm excited as this is the ideal chance to enter the culinary industry.

I: *What do you see yourself in the perspective?*

C: Firstly, I'd like to become a chef. Secondly, it would be great to have my own restaurant in the future.

I: *Well, a lot of restaurant owners, cooks and head chefs start out as dishwashers and move up in the industry.*

C: I will try to climb this ladder as fast as I can. I am very good at dishwashing.

I: *Washing dishes at a professional level is different than in your own kitchen. Our dishwashers combine manual and automatic dishwashing. There are two commercial quality washers in our restaurant kitchen. I hope you understand your duties, Kate.*

C: Cleaning working surfaces, plates, bowls, silverware, glasses...

I: *Right. Don't forget about pots, pans and greasy frying pans. Hand-washing dishes and loading/unloading the dishwasher, placing dishes to dry are among your main responsibilities.*

C: How many dishwashers are there in the restaurant kitchen?

I: *Two per shift. You will have a partner who cleans refrigerators, cooking equipment, walls and floors. These duties are interchangeable, so you will share them.*

C: I see. Quite fair.

I: *Kate, why do you think we must hire you? Are you the right applicant?*

C: I hope I will prove that I am an effective worker with teamwork abilities. I like working with people because I'm friendly. Besides, I'm communicative and energetic.

I: *Are you ready to learn? Multitasking is really important here.*

C: That's what I'm here for. I do want to achieve my first experience in your restaurant. Thirst for knowledge makes me patient and smart. I am hardy because I can stand on my feet for a long time without getting too tired.

I: *You need to be punctual, disciplined and open to your colleagues, Kate. When are you ready to start?*

C: As soon as possible. Thank you, Sir.



5. Grammar. Gerund or Infinitive

Gerund is a part of verb which is used as a noun to show the performance of actions. Verb+ing =Gerund	<i>i.e.:</i> <ul style="list-style-type: none">• <i>I love swimming a lot.</i>• <i>Leo likes writing.</i>• <i>Bill Gates has reading habit.</i>• <i>Smoking is harmful to health.</i>
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	<ul style="list-style-type: none"> • <i>He goes for driving on Sundays.</i>
<p style="text-align: center;">Positions of Gerund</p> <p>There are two positions of a <i>gerund</i> in English. You need to know both of these positions.</p> <p style="text-align: center;">1. As a Subject.</p> <p>A <i>gerund</i> can be used as a <i>subject</i> (a noun or a pronoun) at the beginning and lead the rest of the words:</p> <p style="text-align: center;">2. As an Object.</p> <p>A <i>gerund</i> can be used as an <i>object</i> in the sentence used after the verb:</p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>Studying is opening the world.</i> • <i>Reading helps to fall asleep.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>She enjoys snowboarding in winter.</i> • <i>I avoid crying at children.</i>
<p style="text-align: center;">How we use Gerund:</p> <p>1. Direct Gerund is used after the main verbs without anything else. There are some verbs which always take a Gerund. They are: <i>avoid, mind, detest, can't help, can't bear, resist, enjoy, resent, stop, start, postpone, defer, prefer, consider, practice, finish, risk, pardon, excuse, forgive, it is no use/good, propose, miss, imagine, regret, anticipate, love, like, hate, dislike, enjoy, continue, etc.:</i></p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>They love talking with each other even at late night.</i> • <i>I can't help reading books.</i> • <i>My friend enjoys watching movies on holidays.</i> • <i>She promised me to continue talking with me, come what might.</i> • <i>He likes listening to music in the morning.</i> • <i>My teacher never minds asking him my doubts.</i> • <i>We avoid disturbing others unnecessarily.</i>
<p>2. Phrasal verbs + Gerund</p> <p>There are <i>phrasal verbs</i> in English, after which we use Gerund.</p> <p>A <i>phrasal verb</i> is a combination of two or more words (one is an action verb and the rest of them are either adverbs or prepositions): <i>give up, put off, set about, look forward to, go along with, feel up to, end up, go</i></p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>He gave up smoking and drinking after a heart attack.</i> • <i>She feels up to keeping pace with me at work.</i> • <i>Nora is adapted to working till late night.</i> • <i>We will never end up talking with each other.</i> • <i>She went around looking for me.</i>

around, adapt to, etc.

3. Possessive Case + Gerund

If you want to use gerund with a noun or a pronoun, always use their *Possessive Case*.

Possessive pronouns are: my, our, your, their, her, his, its etc.

Possessive Case of a noun is formed with the help of an apostrophe ('s): Ruth's, Einstein's, Modi's Max', teacher's, etc.

4. To + Gerund

After phrases: *owing to, taken to, disposed to, prone to, look forward to, in addition to, averse to, with a view to, devoted to, object to, be used to, accustomed to, etc.:*

5. Adjective + Preposition + Gerund

After: *afraid of, angry about, bad at/good at/skilled at, crazy about, disappointed about/at, excited about, famous for, fed up with, glad/happy about, interested in, keen on, proud of, sick of, sorry about/for, tired of, worried about:*

6. Noun+Preposition+ Gerund

i.e.:

- *She likes my talking to her.*
- *They postponed his going to Italy for a personal reason.*
- *I always hate her calling me.*

i.e.:

- *We appreciate our children's performing well in the class.*
- *Mr. Jackson prohibited John's entering the class late.*
- *Her father never minds her friend's coming to their home.*

i.e.:

- *We are used to fighting a lot.*
- *They are taken to making the same mistake over and over again.*
- *They look forward to discussing the company in the meeting.*
- *Indian soldiers are devoted to serving the nation.*

i.e.

- *She is worried about making mistakes.*
- *I'm tired of working overtime.*
- *Joe is keen on cooking.*
- *The children aren't happy about seeing a doctor.*
- *Sandy is famous for paining.*

<p>After: <i>advantage of, chance of, choice between, danger of, difficulty in, doubt about, hope of, idea of, interest in, method of, opportunity of, possibility of, problem of, reason for, risk of, sense in, trouble for, way of:</i></p> <p>7. Verb+Preposition+Gerund After: <i>accuse of, agree with, apologize for, believe in, blame for, complain about, concentrate on, congratulate on, cope with, decide against, depend on, dream about/of, feel like, insist on, prevent from, rely on, specialize in, stop somebody from, talk about/of, think about/of, warn against, worry about:</i></p>	<p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>This is a new method of teaching grammar.</i> • <i>I see no difficulty in building a house.</i> • <i>There's no interest in writing letters.</i> • <i>He is in doubt of buying a new car.</i> <p><i>i.e.:</i></p> <ul style="list-style-type: none"> • <i>The patient worries about having the check-up.</i> • <i>They often talk about travelling to Australia.</i> • <i>The company specializes in designing websites.</i> • <i>How can I prevent you from shopping online?</i> • <i>She insists on going out for dinner.</i>
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Note!

Common Verbs followed by Gerund:	Common Verbs followed by Infinitive:	Verbs followed by Gerund / Infinitive without change in meaning	Verbs followed by Gerund / Infinitive with a change in meaning
abhor acknowledge admit advise allow anticipate appreciate avoid be worth can't help celebrate confess consider defend delay detest discontinue discuss dislike dispute dread endure enjoy escape evade explain	agree appear arrange ask attempt beg can/can't afford can/can't wait care chance choose claim come consent dare decide demand deserve determine elect endeavor expect fail get grow (up) guarantee	begin can't bear can't stand continue hate like love prefer propose start	<p>forget</p> <ul style="list-style-type: none"> • <i>I forgot to meet him = I didn't meet him because I forgot to do it.</i> • <i>I forgot meeting him. = I don't have the memory of meeting him before.</i> <p>go on</p> <ul style="list-style-type: none"> • <i>He went on to learn English and French. = He ended one period of time before this.</i> • <i>He went on learning English and French. = He continued learning the languages.</i> <p>quit</p> <ul style="list-style-type: none"> • <i>She quit to work here. = She quit another job in order to work here.</i> • <i>She quit working here. = She quit her job here. She doesn't work here anymore.</i> <p>regret</p> <ul style="list-style-type: none"> • <i>I regret promising to help you.</i>

fancy fear feel like feign finish forgive give up (stop) keep (continue) keep on mention mind (object to) miss necessitate omit permit picture postpone practice prevent put off recall recollect recommend report resent resist resume risk shirk shun suggest support tolerate understand urge warrant	hesitate hope hurry incline learn manage mean need neglect offer pay plan prepare pretend profess promise prove refuse remain request resolve say seek seem shudder strive struggle swear tend threaten turn out venture volunteer wait want wish would like	= <i>I'm sorry that I made the promise.</i> • <i>I regret to tell you that we can't hire you. = I'm telling you now, and I'm sorry.</i> remember • <i>She remembered to visit her grandmother. = She didn't forget to visit her.</i> • <i>She remembered visiting her grandmother. = She had memories of this time.</i> stop • <i>I stopped to call you. = I interrupted another action in order to call you.</i> • <i>I stopped calling you. = I stopped this activity. Maybe we had a fight.</i> try • <i>I tried to open the window. = I attempted this action but didn't succeed.</i> • <i>I tried opening the window. = This was one option I sampled. Maybe the room was hot.</i>
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6. Test. Gerund or Infinitive

- Can you sleep _____ ?
 - without snoring
 - without snore
 - after snoring
 - to snore
- Her sister decided _____ her studies this coming semester.
 - postponing
 - on postpone
 - to postpone
 - postpone
- Do you think he can _____ ?
 - give up smoke
 - give up smoking
 - to give up smoke
 - to give up smoking
- I _____ from you soon.

- a. am look forward to hearing
 - b. look forward to hearing
 - c. look forward to hear
 - d. looking forward to hear
5. Are you _____ up late?
- a. used to staying
 - b. used to stay
 - c. use to stay
 - d. using to staying
6. My father got exhausted _____ all day.
- a. after drive
 - b. after driving
 - c. to driving
 - d. to be driven
7. In spite _____ the long route, we still arrived early to the wedding.
- a. of taking
 - b. of to take
 - c. of take
 - d. taking
8. I find no sense _____.
- a. in complain
 - b. in complaining
 - c. to complain
 - d. to complaining
9. I would like to _____ you this way.
- a. apologize for treating
 - b. apologize to treat
 - c. apologizing for treating
 - d. apologize to treating
10. You need to _____.
- a. concentrate to study
 - b. concentrate to study
 - c. concentrate on studying
 - d. concentrate on to study
11. I hate _____ in public places.
- a. smoke
 - b. smoking
 - c. smoked
 - d. be smoking
12. Sonia has difficulty _____ hard work.
- a. to do
 - b. in doing
 - c. to be doing
 - d. to be done
13. I prefer _____ by air.
- a. to be going
 - b. to gone

- c. going
d. to going
14. James offered _____ us move.
a. to help
b. helping
c. helper
d. helpiest
15. I have decided _____ a veterinarian.
a. to become
b. becoming
c. becomer
d. to becoming
16. He is fond of _____ biology.
a. to study
b. study
c. studying
d. studier
17. I don't recommend _____ the bus - it takes forever!
a. took
b. taking
c. take
d. taken
18. Choose the correct statement:
a. We must prevent him playing.
b. We must prevent he playing.
c. We must prevent him for playing.
d. We must prevent him from playing.
19. On Sundays I go _____.
a. fish
b. to fish
c. fishes
d. fishing
20. I remember _____ you last year.
a. meet
b. met
c. meeting
d. to meet
21. We started _____ dinner without you.
a. eat
b. eating
c. to eating
d. to starve
22. She suggested _____ to the museum.
a. going
b. go
c. went
d. gone

23. I don't want _____ yet.
- a. leave
 - b. to leave
 - c. live
 - d. living
24. They cannot stop _____.
- a. sing
 - b. sings
 - c. singing
 - d. be singing
25. I don't allow _____ in the kitchen.
- a. to smoke
 - b. smoking
 - c. to smoking
 - d. to having smoke
26. _____ events cast their shadow.
- a. Come
 - b. Coming
 - c. To come
 - d. Came
27. If the program doesn't work, try _____ the software.
- a. to reload
 - b. reloading
 - c. reload
 - d. to reloading
28. Don't forget _____ your mother!
- a. to call
 - b. calling
 - d. called out
 - d. call
29. My brother refused _____ smoking.
- a. quit
 - b. to quit
 - c. quitting
 - d. quiet
30. We are planning _____ to Switzerland next year.
- a. go
 - b. to go
 - c. going
 - d. went

7. Did you know that...

Silver Service is the all-encompassing word for mostly all types of food and beverage service, being it formal or informal. From pouring a cup of tea to

synchronized service on a yacht to cutting a cigar. It is a skill that requires education in the fundamental theory supported by hands-on practice.

You can find Silver Service practised by staff in private homes, hotels, restaurants, chalets and yachts. Silver Service has been around for hundreds of years. Starting with the origin of silver cutlery and tableware. But unless you've eaten at high-end restaurants/hotels or worked in wealthy homes, you may not have experienced Silver Service dining.

Historically, upper-class British people have admired and respected the service referred to as Silver Service. This has become the 'bar' set for dining across the globe. It originates from the 17th and 18th century. On Sundays, the normal wait staff in a private home would be given the day off. So, the butler would be asked to step in to serve the food to the family. The butler would walk around the table, serving the family or guests from his platter directly onto their plates.

Typically, Silver Service is performed from the left side. In France, this service is known as service à l'anglaise ("English service").

The Rules of Silver Service:

- Food, drinks and plated meals are served from the left.
- The guest to the host right is served first.
- Service continues clockwise, not to bump into other servers.
- Plates and glasses are cleared from the right.
- Glasses are stacked in a diagonal to the right (by course). Starting with wine and then water glasses in front.
- Servers stand behind the guest, to the guest's left side. Holding and supporting the silverware (with food on it) must be done with the left hand; serving the food with fork/spoon – with the right hand.
- Temperature of the plates is either cooled or heated due to the type of food being served and in guidelines with the chef's requirements.

A Great Silver Service Server will:

- never leave an empty space before a guest;
- blend into the background. Excellent service is quiet, effortless and unobtrusive;
- not touch the plates;
- do single direction service;
- never remove water and wine glasses from the table throughout the entire meal.

*See ***Appendix 10*** to learn about Formal and Informal Table Setting.



APPENDIXES

Appendix 1

Career Orientation Test

Directions: Circle the letter of each statement that best describes you. This will help you to identify careers matching your interests. Circle as many as you wish but try to limit your choices to the statements you feel most strongly about:

<ul style="list-style-type: none"> A. I like playing team sports B. I like working on crossword puzzles C. I like being useful, giving advice D. I like talking on the phone E. I doodle in my notebooks F. I am curious about everything 	<ul style="list-style-type: none"> A. I'd rather be outdoors than indoors B. Math is my favourite subject C. Making my own decisions is important to me D. I like to seek advice in solving problems E. I'd rather be in a play than watch one F. I enjoy observing the weather, plants and animals
<ul style="list-style-type: none"> A. I enjoy working with my hands: gardening, fixing bikes or cars, cooking, sewing, etc. B. I always make lists of things to do C. I'd rather try to earn money working by myself than for a large company D. Helping others makes me feel good E. I enjoy using my imagination to write stories F. Science is my favourite subject in school 	<ul style="list-style-type: none"> A. I like having pets B. My handwriting is neat and clear C. I'd enjoy taking responsibilities D. I like having a pen pal or keeping a diary E. I'd rather work by myself than in a group F. I like to take things apart to see how they work
<ul style="list-style-type: none"> A. I like working with tools B. I feel better when my room is neat C. I am not shy about expressing my opinion D. I'd rather work on a project with a group than by myself E. I would enjoy redecorating my room F. I like reading newspapers and magazines 	<ul style="list-style-type: none"> A. I'd rather ride a bike than watch TV B. I enjoy using a computer C. I'd make a good team captain D. I find it easy to meet people and make new friends E. My favourite subject is music (art, ceramics) F. I am concerned about the environment

Put down the number of times you circled each letter:

A _____ B _____ C _____ D _____ E _____ F _____

Look at the letters with the highest score. You may wish to explore careers similar to those listed below:

A. Outdoor-oriented:	civil engineer, coach, tour guide, pilot, farmer, veterinarian, carpenter, construction contractor, landscape architect, bricklayer, fire-fighter
B. Detail-oriented	accountant, banker, computer programmer, aerospace engineer, librarian, medical technician, financial analyst, host/hostess, hotel clerk
C. Influence-oriented	business owner, military officer, lawyer, salesperson, hotel manager, politician, school principal, human resources specialist, police officer, security guard, steward/stewardess
D. People-oriented	teacher, doctor, nurse, advertising executive, TV/radio/newspaper reporter, social worker, psychologist, telemarketer, retail salesperson, cashier, receptionist
E. Arts-oriented	actor/actress, artist, musician, cook, writer, fashion designer, architect, baker, photographer, choreographer, event coordinator
F. Research-oriented	scientist, police detective, medical researcher, psychiatrist, professor, mechanical/electrical engineer, market researcher, food and beverage manager (supplier), meteorologist, forester

Appendix 2

Communication Skills of a Restaurant Manager

Active Listening. Strong leaders build trust and relationships through honest, transparent and respectful two-way communication. They recognize that taking time to listen is just as important as giving clear directions. Professional restaurant managers actively listen to customers, staff, suppliers and restaurant owners to understand their needs and answer questions.

Organizational Communication. Effective restaurant managers realize that exceptional organizational communication skills are vital to running a streamlined restaurant operation and establishing a restaurant communication system. The restaurant manager is the linchpin in communication between kitchen and restaurant staff in other areas. Restaurant managers use verbal skills to get everyone on the same page to prevent mistakes or unnecessary delays in preparing and serving orders. They may also put instructions in writing. Organizational communication skills are needed to hire, train, supervise and discipline staff.

Interpersonal Skills. Restaurant managers are generally warm, gracious and charismatic. They extend a friendly greeting to diners and thank them for their patronage. As time permits, they circulate between tables chatting with diners and getting to know them. As a result, the business is more likely to grow by word of mouth.

When interacting with employees, effective restaurant managers provide constructive feedback without criticizing.

Problem-Solving and Conflict Resolution. Communication skills in hospitality industry are key to solving problems and resolving conflicts that invariably arise in fast-paced, stressful work settings. Restaurant managers must be effective communicators to settle disputes between employees, complaints about servers and misunderstandings with suppliers.

Failing to nip such problems in the bud can lead to escalation and ongoing conflicts that waste time and hurt morale.

Language and Culture Skills. Restaurants across the world serve people from diverse backgrounds and nationalities. Professional restaurant managers must know how to effectively communicate with people, no matter where they are from or what language they speak. They also possess cross-cultural awareness, which helps them understand other perspectives when interacting with staff and restaurant visitors who speak English as a second language.

Because many restaurants are chains, restaurant managers should be adaptable if an opportunity arises to work in another part of the country or across the world. Effectual restaurant managers take the lead in creating a welcoming dining experience that will resonate with tastes, customs and personal preference of the customers.

Appendix 3

Types of Menus

There are 5 fundamental types of menus that are used in restaurants, and they are most commonly used. These are: a la carte, static, du jour, cycle, and fixed menus.

- **A La Carte Menu**

In this type of menu, each item is listed and priced separately. Because of its nature, an a la carte menu tends to be more expensive. However, it gives the customer better flexibility with their options. The French word “a la carte” literally means “by the card”. It is translated as “according to the menu”. The individual dishes from the menu may include side dishes, or the side dishes may be offered separately (they are also considered a la carte).

- **Du Jour Menu**

This type of menu varies according to what is available for the day or what the chef has prepared. When it says “soup du jour” it means that soup is the specialty of the day. For instance, “Chicken du jour” signifies that chicken is available to be eaten today. “Du Jour” is a French word, literally means “of the day”.

- **Cycle Menu**

This menu type refers to a list of food items that are repeated as a cycle throughout a certain period. For instance, a café might serve a specific type of sandwich on Monday, another kind - on Tuesday, a particular variant - on Wednesday and so on, until the end of the week. This is continually repeated every week, or “cycled”, as the name suggests.

- **Static Menu**

The larger menu of an establishment that doesn't usually change in terms of its food and beverage items is called static. In the trend of menus today, it is the most popular. Most bars and restaurants today use a static menu. Customers are inclined to have a better dining experience with this type of food and drink selection because it provides them with more variety and options. If you are looking for a menu that delivers customer satisfaction, you would find it in the static type.

Depending on the technology utilized by a restaurant, a static menu presents everything it has to offer. By this, it can mean paper menus or digital display boards. A menu bar code for a restaurant may even be considered. Food and beverage items in the static type of menu are grouped into salads, entrées, appetizers and so on.

- **Fixed Menu**

In this type of menu, a few items are listed and indicated with a fixed price. There are two types of fixed menus, namely the table d' hote menu and the prix fixe menu.

In a table d'hote menu, you will find a set of selections of appetizers, entrées, and desserts. Commonly, you can choose one from two or three options of each category. When you have opted for a complete set, you pay for a fixed price.

A prix fixe menu, however, offers little variability. For a set of an appetizer, entrée, and dessert, you get to have only one option for each course. If you order for a different option, the price may vary, as offered in some types of this menu.

Appendix 4

Kitchen Appliances



Appendix 5

A Tale About a Baker's Dozen

A "Baker's Dozen", is a modern take on a traditional tale of why a baker's dozen is thirteen, not twelve.

Van Amsterdam, runs his little bakery in Albany, New York, a Dutch Colonial. Every day he prepares his goods, and makes sure that he weighs out his ingredients perfectly, as he likes to be a very honest man and give nothing less, no more than what his customers are paying for.

On the eve of Saint Nicholas Day, which is celebrated on 6th December, Van Amsterdam is very busy. His famous Saint Nicholas cookies are being sold very well. That is, until an old lady comes in and asks for a dozen of them. He counts them out, twelve cookies, but she insists that a dozen is thirteen. When Van Amsterdam won't let her have thirteen for the price of twelve, she leaves, but not before telling him, "*Fall again, mount again, learn to count again*".

Over the next year, his bread and cakes turn out badly and his customers start to go elsewhere. His cakes are often stolen, and the thieves will never be caught. Week after week, his bread either becomes too heavy and fall through the oven into the fire

or rise high above and float out of the chimney. None of his goods are baked right, and his customers believe his shop is cursed. No one comes to buy his goods.

For the first time in his life, the baker is scared. He remembers the old woman and realizes that he has been cursed.

How can he make his shop successful again?

At this point, the baker has no option but to pray. He prays to Saint Nicholas, saint of merchants, and asks for the witch's evil curse to be lifted. Then he decides to bake another batch of Saint Nicholas cookies. And when he does it...they come out of the oven perfectly! He is sitting them in the window of the shop, and as he looks up, there he sees Saint Nicholas. Saint Nicholas reminds the baker to give to those in need, just as God gives to us. Then comes another knock on the door later that night. He sees the same old woman, the witch. She asks the baker for a dozen cookies again. He happily gives her thirteen, and she claims the curse to be lifted. From then on, the baker has always included an extra cookie to the dozen.

This is the tale of the first Baker's Dozen.



Appendix 6

Why to Tip?

Working in hospitality industry requires plenty of patience along with dealing with difficult hotel and restaurant customers, weird requests. But every employer's work deserves gratuity. Here are some reasons why you should tip your server:

For many servers, it is their **primary source of income**. In some countries, people who work in food service industry don't even make an hourly minimum wage, so servers depend on their tips to make a living.

If you are a **difficult customer** and have your server going above and beyond, at least have the decency to acknowledge their hard work. Nothing is worse than sending back your food three times because it was "too salty" or "doesn't have enough sauce." Besides, it isn't the server's fault, so don't blame them for the cook's mistakes. Tell the manager, but tip the server.

Large parties are hell! This is especially true for restaurants that don't add gratuity. It's stressful having to fulfil everyone's needs in a party of 25 persons while tending to other tables as well. Even worse is finding out that the birthday dinner party of 10 that you worked so hard to accommodate tipped 10 percent on a \$500 bill. The only bonus is when your large party asks for split/separate checks.

Servers deal with a lot of stress. Don't come in 10 minutes before closing, take your time to eat, talk with your friend about last weekend, and have someone waiting for you to finish so that they can finally clock out to find you left no cash on the table and signed \$0.00 on the receipt.

Your child is yours, not the server's. Cleaning up your baby's toys and food bread-crumbs isn't in his/her job description, yet here they are wiping up your little baby's banana chunks.

Your server is good at his job, which is to take care of you the entire time you're in the restaurant.

If you order hotel room service, please tip correspondingly a housekeeper or a waiter bringing up a sandwich to your room. This alone makes you a priority in someone's life for a good hour, which you should appreciate.

If that doesn't deserve a tip, then what does?



Appendix 7

Types of Glassware



Cocktail glass



Brandy balloon



Sherry



Port



Champagne flute



Champagne tulip



White wine



Red wine



Copita



Goblet



Cordial



Margarita



Champagne saucer



Hurricane



Martini



Cooler



Irish coffee



Pony tumbler



Old-fashioned



shot glass



High ball



Pitcher



Beer mug



Lager/pilsner



Collins

Appendix 8

Five Characteristics of Wine

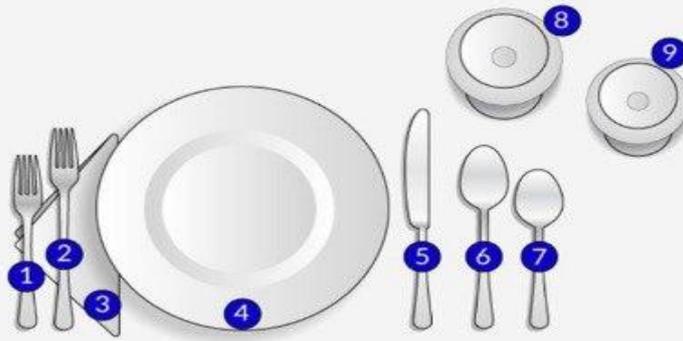


Appendix 9

Types of Coffee Drinks

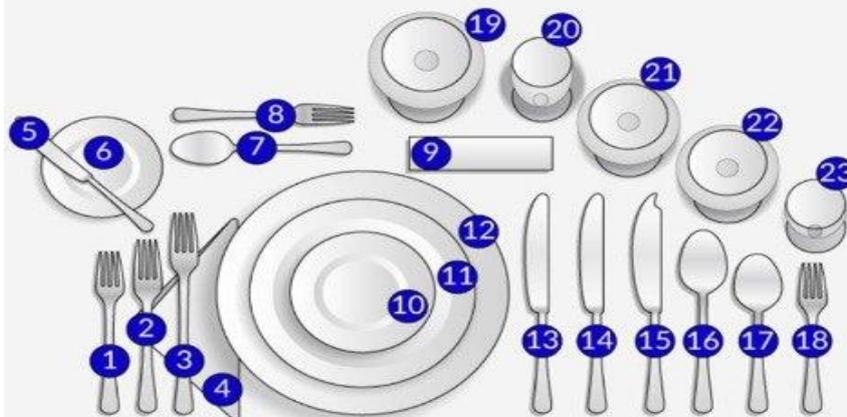


Informal Place Setting



- | | |
|-----------------|-----------------|
| 1. Salad Fork | 6. Dinner Spoon |
| 2. Dinner Fork | 7. Soup Spoon |
| 3. Napkin | 8. Water Glass |
| 4. Plate | 9. Wine Glass |
| 5. Dinner Knife | |

Formal Place Setting



- | | |
|-------------------|----------------------|
| 1. Salad Fork | 13. Salad Knife |
| 2. Fish Fork | 14. Meat Knife |
| 3. Dinner Fork | 15. Fish Knife |
| 4. Napkin | 16. Soup Spoon |
| 5. Butter Knife | 17. Dinner Spoon |
| 6. Bread Plate | 18. Seafood Fork |
| 7. Dessert Spoon | 19. Water Goblet |
| 8. Dessert Fork | 20. Champagne Flute |
| 9. Place Card | 21. Red Wine Glass |
| 10. Salad Plate | 22. White Wine Glass |
| 11. Soup Bowl | 23. Sherry Glass |
| 12. Service Plate | |

Thesaurus:

A la carte: French for “of the menu” and refers to dishes that are priced separately on a menu, rather than served together for a set price.

A la plancha: Spanish method of cooking food on a griddle.

Acidulate: Making something sour, usually by adding lemon juice.

Al dente: Italian for “to the tooth.” Describes cooking something until it is edible but still firm. Traditionally, this term is used to describe pasta.

Appetizer: Small dish served before the main course.

Au gratin: French for “by grating,” which means covering something with breadcrumbs and cheese and baking it until browned.

Au sec: Reducing the liquid in a dish so that it is “nearly dry”.

Back of house (BOH): The back of the restaurant, where the kitchen, offices and storage are located.

Bain-marie: Cooking method that involves warming delicate foods in a dish above boiling water to avoid direct contact with the heat to prevent curdling.

Bake: Cooking food using dry heat in an oven.

Barbecue/barbeque: Grilling food (usually outdoors) over a wood or charcoal flame.

Bard: Wrapping lean meat in fat or bacon while roasting to prevent it from drying out.

Baste: Dripping or covering food with liquid, usually stock, while cooking to enhance its flavour and prevent it from drying out.

Beat: Stirring ingredients in a circular motion with a utensil, mixer, or whisk until combined.

Beurre blanc: French butter sauce made with shallots and white wine, typically served with seafood.

Blanch: Boiling food for a short period of time and then placing in ice water to stop further cooking.

Braise: Frying food slightly and then letting it stew.

Brine: A salt water mixture that makes meat more tender when soaked in the solution.

Broil: Baking with maximum heat, usually only for a short period of time.

Brown: Cooking food until it turns brown.

Butterfly: Cutting meat (typically poultry) down the middle without slicing the center and opening both sides so that it looks like a butterfly. This slicing method makes meat easier to cook more evenly.

Caramelize: To cook sugar until it turns to syrup, or to cook food until it browns and develops a caramel flavour (like caramelized onions).

Chiffonade: Leafy greens or herbs that are thinly sliced, so they can be used for a garnish.

Chop: To roughly cut food into bite-sized portions.

Comp: To offer a complimentary dish or item to a customer, to correct an error and give the guest special treatment.

Concasse: Preparing tomatoes by removing the peel and seeds, and roughly chopping them.

Confit: Cook meat, usually duck, slowly in its own fat.

Consommé: Either the process of using egg whites to remove fat from a dish, or a type of clear, broth soup.

Coddle: Cooking eggs, either in or out of the shell, in water that is slightly cooler than the boiling point.

Core: To remove the stem and seeds from the center of a fruit, like a pear or an apple.

Cream: To beat sugar and fat (like softened butter), until they reach a creamy texture.

Crush: To mash an ingredient with a utensil.

Cube: To chop food into small, half-inch cubes.

Curdle: To change into curd, to turn sour.

Dash: $\frac{1}{8}$ of a teaspoon.

Deglaze: Removing food remnants in a pan with a hot liquid with the purpose of using the flavourful remains to create sauce.

Degrease: Getting rid of the fat that forms on top of a hot liquid, like soup.

Dice: Chopping food into fine pieces, usually no more than an eighth or a quarter of an inch in size.

Dollop: A semi-solid food, like sour cream, measured by a spoonful.

Dredge: Coating raw food, like meat, with breadcrumbs or flour before frying.

Dress: To cover a salad or other food in a sauce.

Drizzle: Pouring a liquid ingredient, like oil or dressing, over food using a back and forth motion.

Dust: To sprinkle with powdered food, like powdered sugar.

Emincer: French for “to mince,” meaning to slice thinly.

Emulsify: To combine liquids that usually wouldn’t stay mixed together due to their properties. Egg yolk, for example, helps emulsify oil and vinegar to turn it into mayonnaise.

Entrée: The main course.

Fillet: Removing bones from meat, or cutting meat into a thin slice.

Flambé: To cover a dish in alcohol and light it on fire during cooking or before serving for enhanced flavour and dramatic effect.

Fold: Combining light and heavy ingredients, like whipped cream and flour, by stirring the mixture from bottom to top.

Frenching: Removing meat from the bones of a rack of lamb, beef, or other meat, for presentation purposes.

Front of house (FOH): The front of the restaurant, where guests are served and the host and servers work.

Full Service Restaurant (FSR): A restaurant in which guests are seated and waited on, as opposed to a quick service restaurant.

Glaze: To cover food in a liquid, sometimes a sauce, egg whites, or jelly, to add a glossy coat.

Grate: To slice food into small slivers using a grater.

Grease: Coating a dish in oil or butter so that food can easily be removed from the pan after being cooked.

Grill: To cook food on a flame, typically outdoors, or the cooking technique in which a grill is used to cook food. Grills can run on charcoal, wood, gas, or electricity, with each fuel providing its own flavour.

Hors-d'oeuvre: French for “outside the meal,” which refers to bite-sized appetizers served before the main meal.

Hull: To remove the leaves and stem from a strawberry.

Infusion: Mixing an ingredient in liquid, typically alcohol or oil, to extract its flavour and infuse it with the liquid.

In the weeds: Restaurant industry jargon meaning being overwhelmed or busy.

Julienne: To slice vegetables into thin, long pieces.

Jus: French for “juice,” which refers to meat drippings created while cooking that are usually served as a gravy.

Knead: To mix dough, either manually or with a mixer.

Leaven: To help dough rise by adding a gas (also known as a leavening agent), like baking powder or yeast, and giving it time to grow.

Macerate: To soften fruit in liquid and sugar.

Marinate: To soak meat in flavoured liquid, like a sauce, so that it absorbs the flavour.

Mince: Cutting something, like garlic, into the smallest pieces possible.

Mise en place: French for “putting into place,” meaning the preparation of a chef’s station before cooking by organizing and chopping ingredients that are needed for service.

Mull: To steep a beverage, typically alcoholic, with spices and fruit ingredients like nutmeg or orange juice.

Pan fry: To cook ingredients in a lightly greased pan.

Parboil: Partially cooking food by boiling it, in preparation for another cooking technique.

Parcook: Partially cooking food in different methods (except boiling).

Pipe: To decorate food, typically a pastry, with icing by putting the icing into a piping bag and then using it to draw shapes.

Poach: A popular egg cooking method that involves boiling over low heat.

Point of sale (POS) system: Critical piece of restaurant equipment that lets you input orders, process payments, keep track of inventory, manage table arrangements, see sales reports, and more.

Pinch: 1/16 of a teaspoon.

Reconstitute: To add liquid back to food that has been dehydrated, usually by immersing it in water.

Render: Removing fat from meat by cooking it over low heat.

Purée: To liquefy or mash food until it reaches a homogenous, smooth texture.

Quick Service Restaurant (QSR): A restaurant in which customers have to serve themselves when they reach their table, like a fast food venue.

Roast: Baking meat in an oven.

Roux: Fat and flour mixture traditionally used to thicken sauces or soups.

Sachet: Herbs, like rosemary and thyme, placed in a cheesecloth and immersed in soup during cooking to add flavour.

Sauté: To cook food in a well-greased pan over medium-high heat.

Scald: Heating liquid until just before it boils.

Score: Making shallow incisions near the surface of food.

Sear: To quickly cook meat over high heat until the exterior browns so that the meat’s flavours and juices are sealed in.

Shred: Grating food into large, long pieces.

Simmer: To boil liquid in a pot and then lower the heat so that the bubbles disappear.

Skim: Getting rid of fat that has formed on a liquid's surface.

Slice: To cut food into thin pieces with a knife.

Smidgen: 1/32 of a teaspoon.

Steam: To cook food using steam.

Steep: To infuse the flavour of dry food by soaking it in a hot liquid (tea or water).

Stew: Cooking food in a liquid for a long time over low heat.

Table turn: When customers at a restaurant leave the table and new customers can be seated.

Truss: Tying poultry limbs together, commonly with string or pins, so that they stay still while cooking.

Velouté: Sauce created by mixing roux with stock.

Whip: Adding air into food by beating it.

Whisk: Manually beating ingredients with a whisk or a fork.

Zest: To grate the peel of a citrus.

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