

MANUAL DO ALUNO

DISCIPLINA COMUNICAR EM INGLÊS

Módulo 3

República Democrática de Timor-Leste
Ministério da Educação



FICHA TÉCNICA

TÍTULO

MANUAL DO ALUNO - DISCIPLINA DE COMUNICAR EM INGLÊS

Módulo 3

AUTOR

COLABORAÇÃO DAS EQUIPAS TÉCNICAS TIMORENSES DA DISCIPLINA

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Kitchen and Pastry

Unit 3



Presentation

The objective of this module is to increase the general knowledge of students regarding the topics of tourism and hospitality. In this context, students will become aware of the importance of tourism in Timor, particularly in the region where the course is taking place. This module is also intended to motivate students to achieve a better performance of their duties and responsibilities, as professionals, in the areas of hospitality and tourism, fields of great importance for the country.

There will be a focus on the vocabulary of cooking and baking, as well as some typical dishes of the country, in a foreign language, namely English.

Introduction

This module is intended to consolidate the knowledge/expertise of a foreign language in the area related to the variant of kitchen/pastry.

Learning objectives/goals

We suggest that a summary analysis is performed at the end of the module, evaluating learning records and the acquired knowledge of the subject in a foreign language, namely in the following activities:

- identifying the various types of delicacies and ingredients;
- using technical language in an appropriate and effective manner;
- properly using the foreign language related to your work area;
- using specific vocabulary of the field of kitchen/pastry autonomously.

Contents

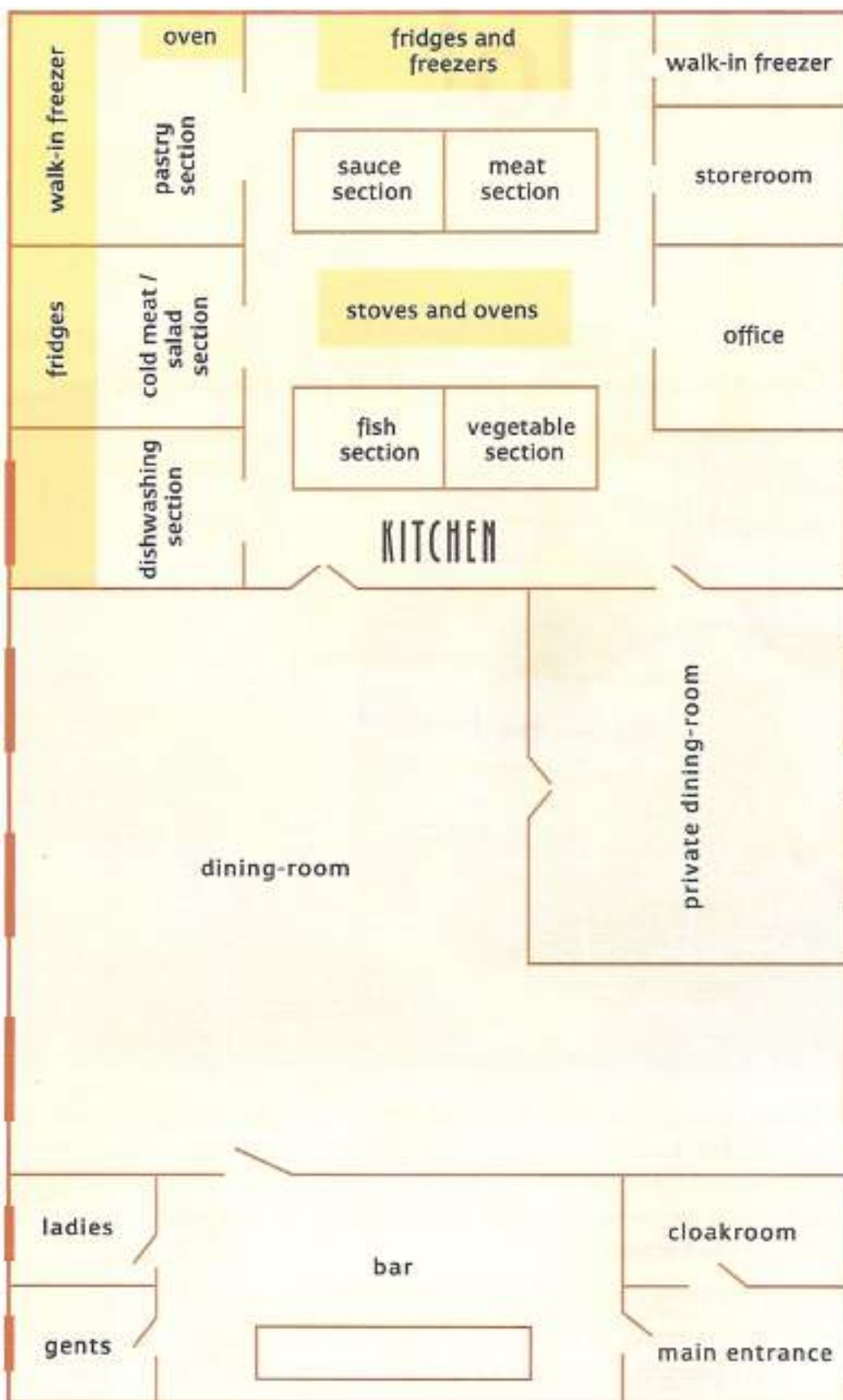
This module is intended to provide information on the region's gastronomy in the foreign language:

- catering at an international, national and regional level (with particular emphasis on regional cuisine);
- vocabulary related to kitchen/pastry.



	Unit	Function	Language	Vocabulary	Page
1	Hello!	Introducing yourself and colleagues	Asking for and giving personal information	Greetings and introductions Numbers Countries and nationalities	
2	A new job	Describing a restaurant and a kitchen	Present Simple There to be Prepositions of place	The restaurant The workplace Jobs	
3	Reservations	Taking reservations Giving information about a restaurant	Making bookings Prepositions of time	Clock times Days, months and seasons Breakfast	
4	Welcome	Receiving guests Making arrangements	Modal verbs Be going to	Parts of the dining-room Tableware for lunch and dinner Tableware for breakfast	
5	A drink	Describing drinks Ordering drinks	Countable and uncountable nouns Making requests	Describing drinks The bar Tableware for drinks	
6	Cocktails	Cocktail recipes Making cocktails	Imperatives Linking words	Cocktail recipes Cocktail preparation	
7	Recipes	Planning menus Describing dishes	Comparatives and superlatives	Ingredients Describing restaurants	
8	The chef recommends	Recommending dishes Describing desserts	Recommending dishes	Desserts Utensils	





ACQUERELLO



Unit 1 – Hello!

Speaking – Meet the boss

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



2. Susan Rivers, the Head Waiter at the *Acquerello Restaurant*, welcomes a new waiter.

Read the dialogue and answer the questions.

- Susan** Good morning. My name's Susan Rivers. I'm the Head Waiter. Welcome to the *Acquerello*.
- Jan** Pleased to meet you. My name's Jan Nowak.
- Susan** Before going to the restaurant I'd like to introduce you to Mr. Thorpe, the Manager.
- Jan** The Manager of the restaurant?
- Susan** Yes, of course. Here we are. This is the Manager's office. Hi Jane, is Mr. Thorpe in his office?
- Jane** Yes, he is.
- Susan** Jan, this is Jane Grant, the Manager's Assistant.
- Jan** Nice to meet you. I'm Jan Nowak.
- Jane** Hello, Jan. Nice to meet you.
- Susan** Jan's the new waiter. Good morning Mr. Thorpe. Let me introduce you to Jan Nowak, the new waiter.

Culture tip

Hello is a neutral form of greeting. Young people often use the informal *Hi*. *Goodbye* or *Bye* is the usual way of leaving someone.



1. Who is Susan?
2. Who is the Manager's Assistant?
3. Where is Mr. Thorpe?

Vocabulary – Greetings and introductions

Culture tip

In the UK and US people only shake hands when they meet for the first time and do not kiss when greeting.

3. Look at the dialogue and complete the table below.

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

4. What does Jan say in the following situations?

1. When Susan Rivers introduces herself? Pleased _____
2. When Susan Rivers introduces Jane Grant? _____

Speaking – Asking for and giving personal information

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

What can't you ask?

In my country you can ask about... But you can't ask about...



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

Personal details

1 Surname : Nowak
 2 _____ : Jan
 3 _____ : 37 St Dunstan's Road
 South Norwood
 London SE25 6EU
 4 _____ : 020 8248 6488
 5 _____ : 19
 6 _____ : Polish
 7 _____ : waiter



surname
 telephone number
 age
 nationality
 present job
 address
 first name

Culture tip - titles

What are these titles in your language?

Mr. _____

Mrs. _____

Miss _____

Ms _____

7. What information do these questions ask for?

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



Vocabulary – Numbers

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

notice **1** restaurant booking form room key restaurant bill credit card



What numbers are in the pictures?

9. Practise saying these numbers.

0	zero	7	seven	14	fourteen	21	Twenty-one
1	one	8	eight	15	fifteen	30	Thirty
2	two	9	nine	16	sixteen	40	Forty
3	three	10	ten	17	seventeen	50	Fifty
4	four	11	eleven	18	eighteen	60	Sixty
5	five	12	twelve	19	nineteen	100	A hundred
6	six	13	thirteen	20	twenty		

10. Practise saying the phone numbers.

1. 0034 93 766 544	4. 0048 22 773155
2. 0044 208 846771	5. 0033 1 33 540338
3. 001 262 566381	6. 0030 1 337 3170



Speaking - Introducing colleagues

1. **Sam O'Reilly, Head Chef of the Acquarello, introduces a new cook to his colleagues in the kitchen. Read the text and complete the table below.**

Times of the day

Good evening is the usual greeting after six o'clock.

Good night is used when people go to bed.

- Rosa Good evening everybody. Hi, Sam!
- Sam** Hi, Rosa! Hey guys, this is Rosa, the new cook. She starts work tomorrow.
- Peter** Hello Rosa. I'm Peter. Rosa's a charming name for a beautiful Italian lady...
- Rosa** I'm not Italian, I'm Spanish!
- Sam** Peter's the bartender. And this is Jan, the new waiter.
- Rosa** Where are you from, Jan?
- Jan** I'm from Poland, from Warsaw.
- Rosa So many foreigners!
- Peter I'm British!
- Jan Are you British, Sam?
- Sam No, I'm not. I'm from the US. And I make the best hamburger in London!
- Peter All right, Sam, we know that but fish and chips is still the best!

Name	Job	Nationality
	Head Chef	
Rosa		
Peter		
		Polish



Vocabulary – Countries and nationalities

1. Match the food and drink to the correct country.

Paella is a Spanish dish.

Caviare* is a Russian specialty.



* also caviar



Let's practise!

Asking for personal details

1. Match the questions to the answers.

- | | | | |
|---|-----------------------------|----|---------------------|
| 1 | Are you British? | a. | Yes, I am. |
| 2 | Where are you from? | b. | No, I'm Spanish. |
| 3 | What's your first name? | c. | It's lobster. |
| 4 | Are you married? | d. | It's Maria. |
| 5 | How old are you? | e. | Berlin, in Germany. |
| 6 | What's your surname? | f. | I'm nineteen. |
| 7 | What's your job? | g. | It's Smith. |
| 8 | What's your favourite dish? | h. | I'm a bartender. |

Greetings and introductions

2. Read the following dialogues and choose the correct option.

- A Good morning / ~~Good night~~. My name is Harry Spencer.

B Good night / Nice to meet you. My name's George Humphrey.
- A Is your name / you Mrs. Bloomfield?

B No. I am / is Mrs. Field.
- A Good afternoon / Hi Mr. President. How do you do?

B Goodbye / Good afternoon Peter.
- A Are / Is you Mr. Scott? Good morning, I'm Edward Field.

B Hi / Pleased to meet you.
- A I'd like / I'd want to introduce you to Marge Lawrence, the Sales Manager.

B Good afternoon / What do you do? I'm Jennifer Watts.



Asking for and giving personal information

2. Write questions to match the following answers.

- | | | |
|---|---------------------|-------------------|
| 1 | Where are you from? | I'm from the USA. |
| 2 | _____ | I'm thirty-two. |
| 3 | _____ | I live in London. |
| 4 | _____ | I'm a head chef. |
| 5 | _____ | 020 812 3489. |
| 6 | _____ | Sam |
| 7 | _____ | O'Reilly. |

Titles

3. Complete the table.

	GENDER		MARITAL STATUS			VERY
	MAN	WOMAN	MARRIED	SINGLE	?	POLITE
Mr						
Mrs						
Miss						
Ms						
Sir						
Madam						

Numbers

4. Match the numbers to the words.

12	4	sixteen	21	eighteen	30	7
eleven		thirty	18	twelve	25	four
16	twenty-one		seven	twenty-five		11



5. Match the sums to the missing numbers.

- | | | | |
|---|---|---|--------------|
| 1 | Nineteen + seventy = eighty-nine | A | Ninety-nine |
| 2 | A hundred – _____ = one | B | Three |
| 3 | _____ x five = twenty-five | C | Seventy-four |
| 4 | Sixty ÷ twenty = _____ | D | Five |
| 5 | Eight + _____ = eighty-two | E | Four |
| 6 | _____ – eleven = thirteen | F | Ten |
| 7 | Ten x _____ = a hundred | G | Twenty-four |
| 8 | Sixteen ÷ four = _____ | H | Eighty-nine |

Curriculum Vitae

6. Complete the curriculum vitae.

1	Surname	O'Reilly
2		Sam
3		109 St Julian's Road Camden London WC1R
4		030 617 3489
5		32
6		American
7		Head Chef

Countries and nationalities

7. Complete the crossword. Which nationality is in the grey box?

- | | | |
|---|-----------------------------|---------|
| 1 | I'm from Spain. I'm _____ | Spanish |
| 2 | I'm Russian. I'm from _____ | |
| 3 | I'm from Ireland. I'm _____ | |
| 4 | I'm Italian. I'm from _____ | |
| 5 | I'm Greek. I'm from _____ | |



6 I'm British. I'm from Great

7 I'm from Poland. I'm

8 I'm Belgian. I'm from

9 I'm French. I'm from

10 I'm from Germany. I'm

			1 ^S	P	11 ^A	N	I	S	H
				2					
	3								
				4					
				5					
6									
			7						
8									
			9						
10									

8. Put the nationalities from the previous exercise in the correct groups.

-ish	-ese	-ian	others
Spanish	Chinese	Russian	German

9. Now add the nationalities from the following countries.

Mexico	Peru	Japan	Portugal	Brazil	Australia	Korea
	Thailand	East Timor	Singapore			



Unit 2 – A new job

Speaking – First day at work

1. What do these words mean? What are they in your language?

speak arrive show prepare attend serve drink

2. Rosa arrives for the first day at work. Read the dialogue and answer the questions.

- Rosa** Good morning!
- Peter** *Buenos dias, Rosa.*
- Rosa** Do you speak Spanish?
- Peter** Not really. But I can speak French.
- Rosa** Oh right. Is Sam here?
- Peter** No, he always arrives late. Can I show you the restaurant?
- Rosa** Oh yes, please.
- Peter** Well, this is the reception area, with the cloakroom next to it, and here's the bar, where I work.
- Rosa** Do you work alone in the bar?
- Peter** Yes. I prepare all the drinks, attend the customers at the bar and serve drinks to the tables. Would you like a coffee?
- Rosa** No, thanks. I don't drink coffee. Can you show me the dining room?
- Peter** Sure. No, not that way: they're the toilets. The dining room's on the right.
- Rosa** Oh, it's really nice!
- Peter** And there's a small private dining room over there.

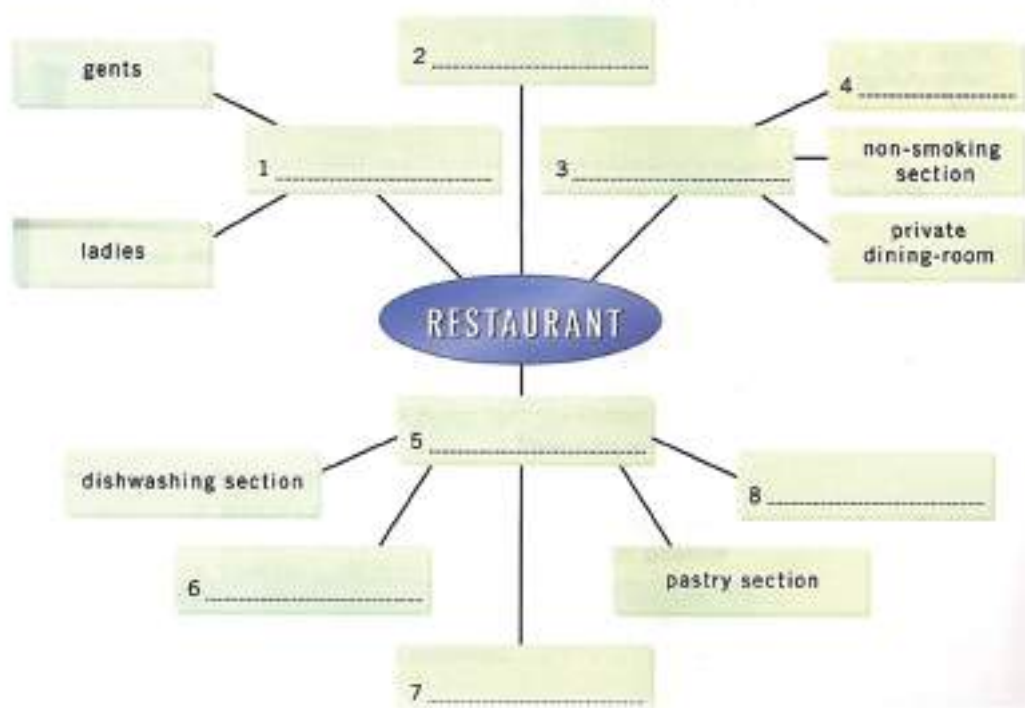
1. Does Peter speak Spanish?
2. Is Sam in the Kitchen?
3. Does Peter have a lot of work?
4. Does Rosa have a coffee?
5. Is there only one dining room?



Vocabulary – Parts of the restaurant

3. Complete the diagram with the words in the box. If necessary, use a dictionary to help you.

smoking section kitchen fish section dining room
Cloakroom sauce section toilets meat section



Language – Present Simple

Present Simple

Look at these sentences and answer the questions:

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

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

Grammar reference – Present Simple

Affirmative	Negative	Interrogative
I drink	I don't drink	Do I drink?
You drink	You don't drink	Do you drink?
He/she/it drinks	He/she/it doesn't drink	Does he/she/it drink?
We drink	We don't drink	Do we drink?
You drink	You don't drink	Do you drink?
They drink	They don't drink	Do they drink?

Short forms

I/you/we/they	⇒	don't
He/she/it	⇒	doesn't

We use the **Present Simple** to talk about:

- repeated actions: *He always arrives late.*
- permanent actions: *They live in New York.*

Note: we add -s to the verb after he/she/it



4. Read the text and choose the right form of the verb.



Jan *work/works*¹ with Rosa and Sam at the Acquarello Restaurant. *Do/Does*² he work with them in the kitchen? No, he *doesn't/don't*³ work in the same section of the restaurant. He *serve/serves*⁴ the guests in the dining room. Jan *like/likes*⁵ his job very much because he *deal/deals*⁶ with different people every day. When Sam and Jan *finish/finishes*⁷ work in the afternoon, they *don't/doesn't* go⁸ home. They *play/plays*⁹ football with their friends in the park. What *do/does*¹⁰ you do after work or school?

Speaking – Present Simple

5. Work in pairs. Student A look at card A. Student B look at card B. Make questions with the information in the cards.

Card A

like wine work in a restaurant have a mobile phone read magazines
live in a city listen to music a lot work weekends

Card B

like a cola work in a bar have a computer speak a foreign language
live in a small village watch TV a lot sleep a lot



Vocabulary – The workplace

1. Put the words in the box in the correct group.

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

Jobs	Sections in the kitchen	Appliances	Food and drinks
Head chef	Fish section	freezer	rolls

Reading

2. Sam shows Rosa the kitchen. Read the dialogue and say whether the sentences below are true or false. Correct the false ones.

- Sam** So, what do you think of the restaurant, Rosa?
- Rosa** Well, it's very nice, but I'd like to see the kitchen.
- Sam** Come with me, then. Louis, Karl, let me introduce you to Rosa. Rosa's the new cook. She's in charge of the fish section.
- Louis** I'm Louis, the pastry cook and Karl works with me in the pastry section.
- Sam** Karl's the commis. In the mornings he helps me to bake rolls and croissants for breakfast and then he prepares desserts. But he can help you at lunch-time.
- Rosa** Oh, great! And where's the fish section?
- Sam** It's over here, next to the vegetable section.



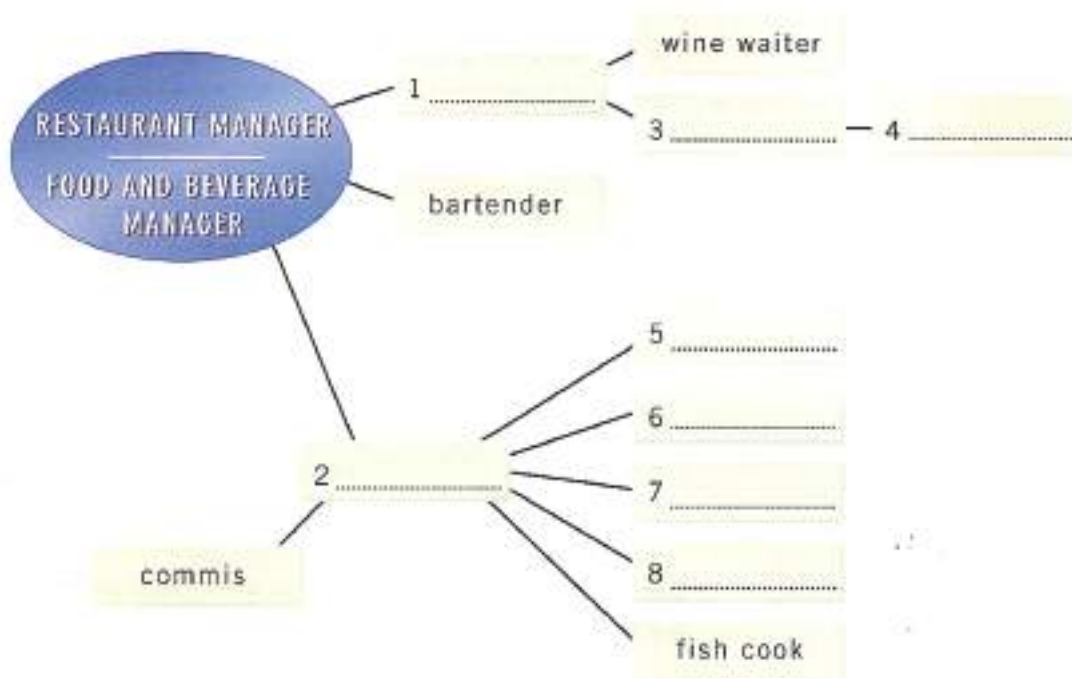
Rosa Is there an oven and stove just for the fish section?
Sam There's an oven here just for you but there isn't a stove. There are four stoves in the middle and you share them with the other cooks.
Rosa Ok, that's fine. It all looks great.

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

Vocabulary – Jobs

3. Complete the diagram with the words in the box.

Head waiter dining room assistant head chef salad cook meat cook
 sauce cook pastry cook waiter



Language – There is / There are

There is / There are

Look at these sentences and complete the information below

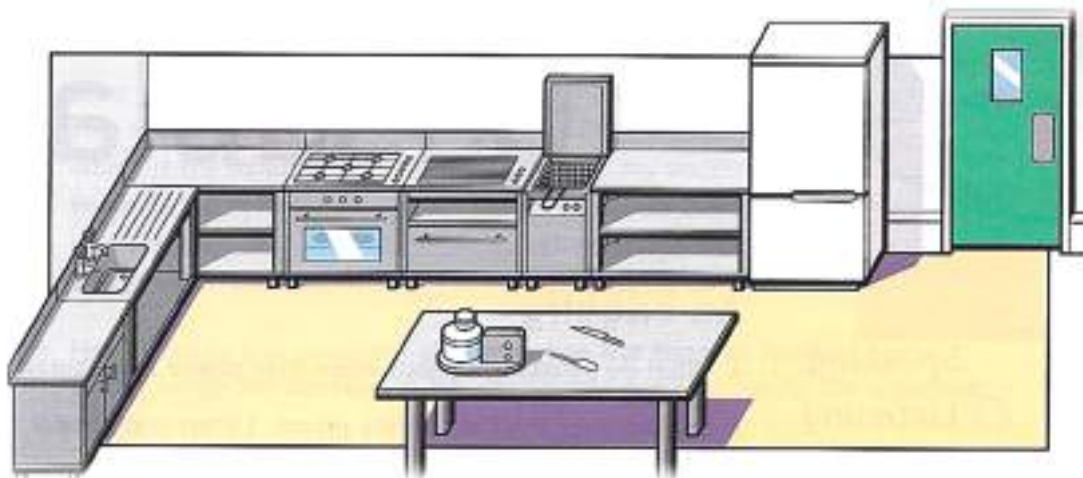
There's an oven here just for you. **There are** four stoves in the middle.

- We use there is with **singular** or **uncountable** nouns.
- We use there are with _____ nouns.

Now look at these sentences and complete the information below.

There isn't a stove. **Is there** an oven for the fish cook?

- We make questions with is there or are _____
- We make negative sentences with there **isn't** or there _____



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




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



5. Match the words in the box to the pictures.

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

1  next to 2  3  4 

5  6  7 



Let's practise!

Present Simple

1. Complete the table with the correct form of the present simple.

	affirmative	negative	interrogative
I	I work in an Italian restaurant.	I don't work in an Italian restaurant.	
You		You don't work as a waiter.	
He / she / it			Is the bar in Paris?
We	We like Mediterranean food.		
You			Do you want a piece of cake?
They		They don't work in the same section.	

2. Choose the right option.

1. Lech and Rosa *work / works* at the Acquarello.
2. *Do / Does* Peter work with them?
3. She doesn't *live / lives* in the city centre.
4. We *doesn't / don't* arrive late.
5. *Does / Do* she like tea?
6. Miss Lawrence *speak / speaks* Polish.
7. This restaurant *don't / doesn't* have a private dining room.
8. *Do / Does* Henry and Maggie like Cajun food?
9. Karl *doesn't / don't* go out much.
10. Do you *drink / drinks* alcohol?



Prepositions of place

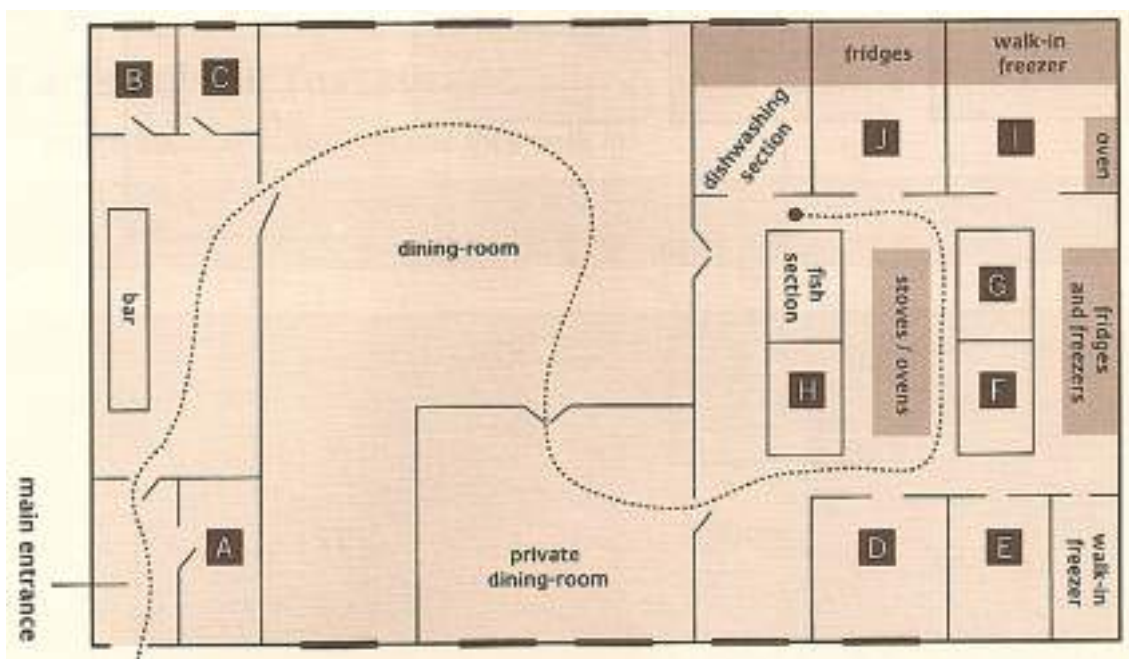
3. Match the prepositions of place to the pictures.

on in next to under on the left on the right between



There is / there are

4. Complete the text with *there is / there are*.



When you enter the Acquarello restaurant, you can see the cloakroom on the right and then the bar. The counter is on the left and the access to the dining room is on your right. You pass the toilets on your way to the dining room. The gents is on the left and the ladies is on the right.

We are now in the dining room. _____¹ two doors: one to the kitchen and another to the private dining room. In the private dining room _____² a door to the kitchen too.

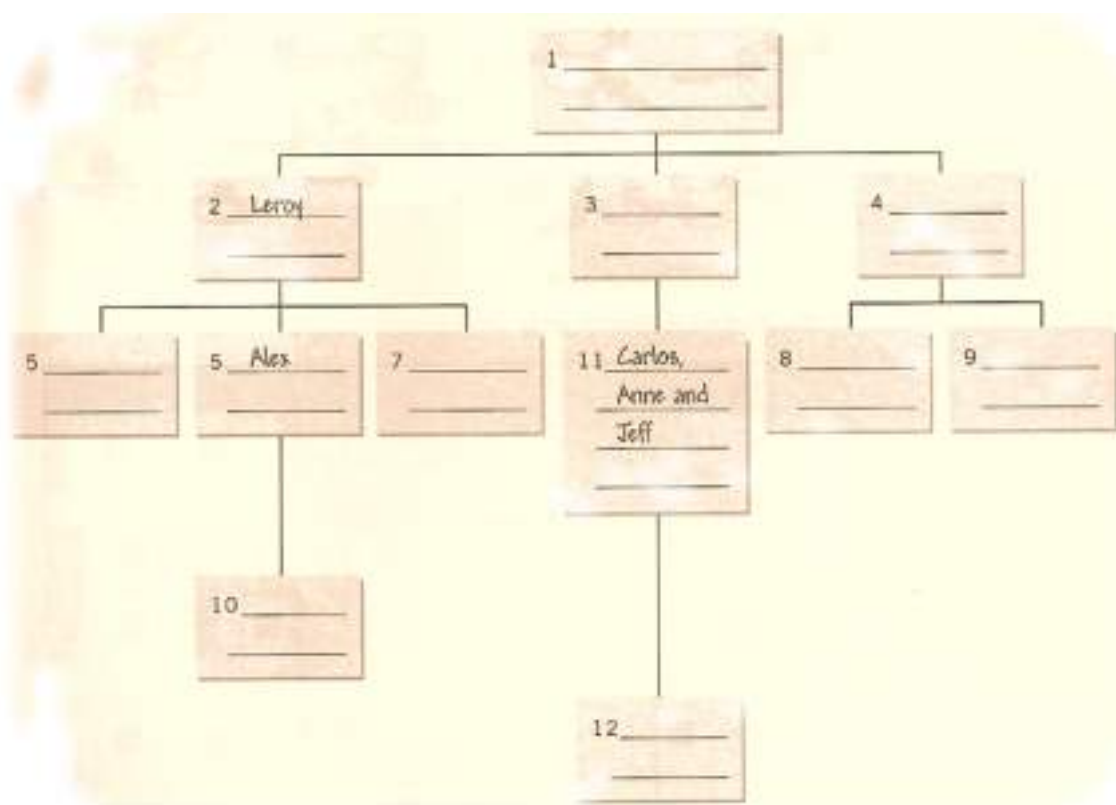


We're now in the kitchen. The first thing you see on your right is the office. The storeroom is between the office and the walk-in freezer. As we go along the first section, on your right is the meat section and next to it _____³ the sauce section. The vegetable section, the fish section, the stoves and the ovens are on the left. Further on, _____⁴ the pastry section and _____⁵ an oven on the right. The walk-in freezer is in the corner and the fridges are next to it. _____⁶ more fridges and freezers on the left and _____⁷ the cold meat section.

Now label the sections and appliances on the plan.

Jobs

5. Complete the organization chart with the names and job titles of the following restaurant staff.



- I'm in charge of Leroy, the Head Waiter, Jamie, the Head Chef and the Bar Manager, Sean.
- I supervise the work of Alex, François and Albert in the dining room. I report to William, the Restaurant Manager.



- c. Jamie supervises the three cooks.
- d. François, the wine waiter, Albert, the cashier and Alex, the waiter, work in the dining-room.
- e. Henry, the dining room assistant, helps me serve the dishes.
- f. Leroy supervises both Henry and Alex.
- g. The waiter receives orders from the Head Waiter.
- h. Boris, the kitchen assistant, assists all the cooks in the kitchen.
- i. Sean is responsible for the bartender and the bar waiter.
- j. The bar waiter, Eve, works with Sean and Richard in the bar.

6. Match the job titles to the duties.

pastry cook wine waiter head waiter cashier chef waiter commis
 bartender fish cook dining room assistant

- 1. The **head waiter** takes orders from the guests.
- 2. The _____ serves the drinks to the tables.
- 3. The _____ prepares drinks and attends guests at the bar.
- 4. The _____ pours the wine for guests.
- 5. The _____ prepares the bills
- 6. The _____ serves the dishes to the tables.
- 7. The _____ prepares the vegetables.
- 8. The _____ cooks the fish.
- 9. The _____ prepares all the starters.
- 10. The _____ prepares the desserts.



*Parts of the restaurant***7. Match the staff to the sections they work in.**

meat cook	bartender	wine waiter	commis	head waiter
pastry cook	fish cook	cocktail waiter	waiter	

kitchen	dining room	bar
meat cook		



Unit 3 – Reservations

Speaking – Taking reservations

1. What information do you ask for when taking a reservation?

2. Jan answers the phone at the restaurant. Read the dialogue and check the booking form below. Correct any mistakes.

Jan Good afternoon, Acquerello Restaurant. How can I help you?

Mr. Davies Good afternoon. I'd like to reserve a table, please.

Jan Certainly, sir. For what day, please?

Mr. Davies For tonight.

Jan Ok, so that's the 7th. And what time?

Mr. Davies Half past seven, please.

Jan And for how many people?

Mr. Davies Just two.

Jan Is that smoking or non-smoking?

Mr. Davies Non-smoking.

Jan Ok sir, that's no problem. What name is it, please?

Mr. Davies Davies.

Jan Could you spell that, please sir?

Mr. Davies Yes, it D-A-V-I-E-S.

Jan Thank you. So, that's a table for two at seven-thirty this evening. Thank you very much Mr. Davies. See you this evening.

Mr. Davies That's great. Thanks. Bye.



Name: Mr. Davids
 Date: 6 July
 Time: 7.00
 Number of people: 2
 Non / Smoking

Language – Making bookings

3. Look at the dialogue again. What does Jan say to get the following information?

Culture tip

We can say:

- Book a table
- Reserve a table
- Make a booking
- Make a reservation

1.	name	What name is it, please?	4.	n u m b e r of people	
2.	day		4.	smoking	
3.	time		6.	spelling	

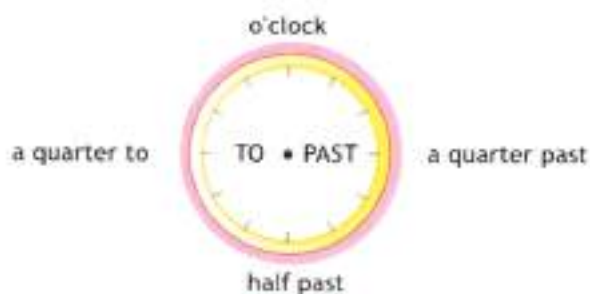
Now find the phrases Jan uses to:

7.	answer the phone	
8.	say 'OK' in a formal way	
9.	check the information	



Language – Telling the time

4. Look at the information below. Your teacher is going to tell you the time. Listen and tick (✓) the correct times.



Telling the time

In the UK, just before a full hour we say:

It's about 5 o'clock.

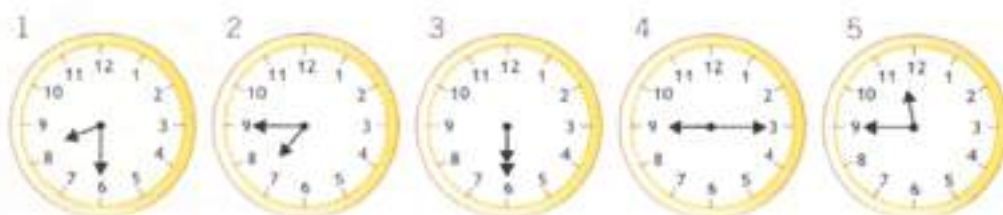
It's almost 5 o'clock.

- | | | | | | | |
|---|----|-------|----|-------|----|-------|
| 1 | a. | 0.00 | b. | 12.00 | c. | 2.00 |
| 2 | a. | 15.30 | b. | 15.45 | c. | 14.30 |
| 3 | a. | 7.40 | b. | 22.45 | c. | 20.35 |
| 4 | a. | 8.50 | b. | 9.10 | c. | 10.30 |
| 5 | a. | 12.00 | b. | 20.00 | c. | 14.00 |
| 6 | a. | 23.30 | b. | 10.30 | c. | 11.30 |
| 7 | a. | 3.15 | b. | 3.45 | c. | 4.15 |
| 8 | a. | 5.45 | b. | 17.15 | c. | 5.15 |

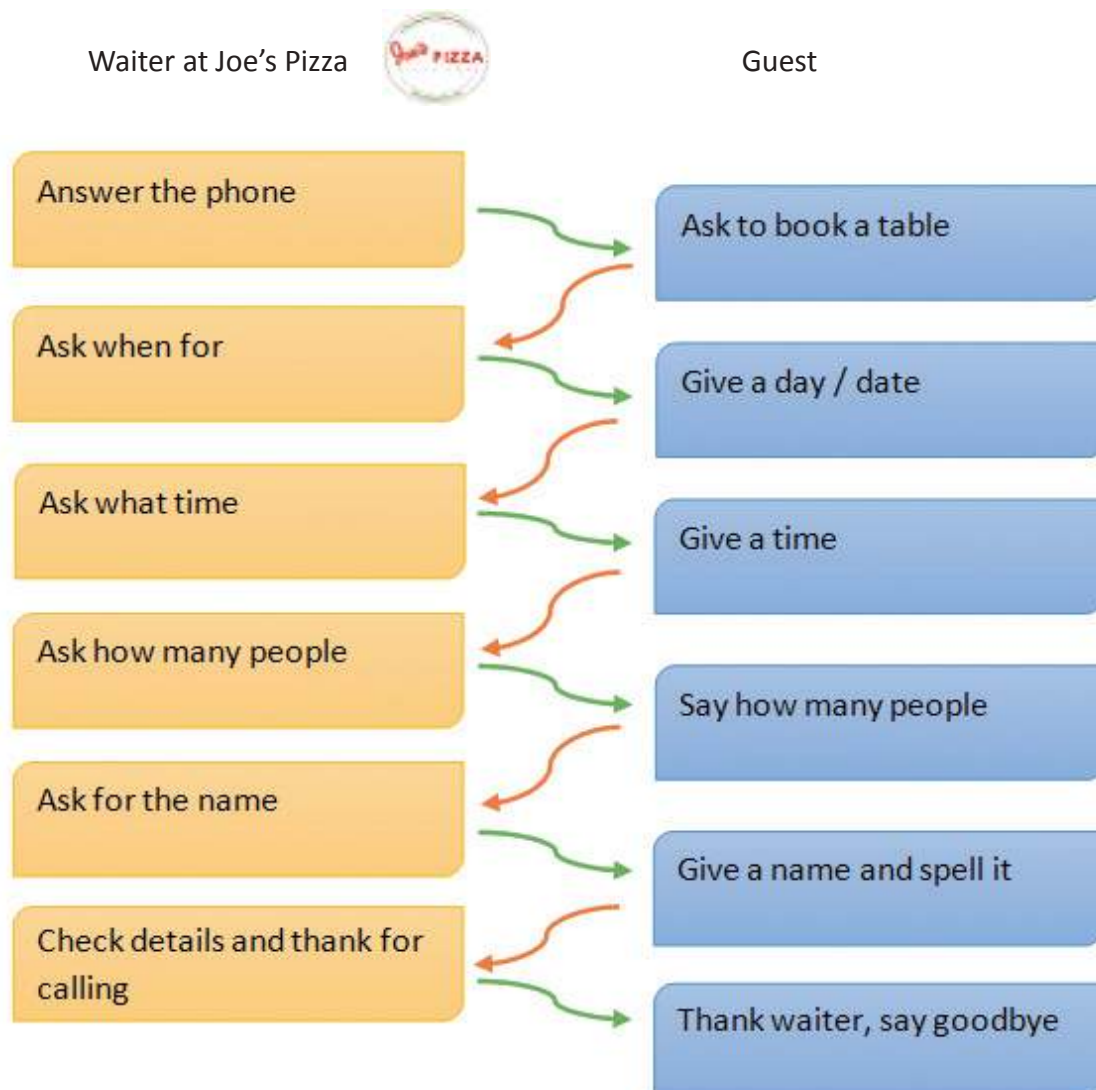
5. Work in pairs. Look at the clocks below and practise telling the time.

Culture tip

In the US and UK an invitation to dinner at 7.30 means you arrive at 7.40 to 7.45. What time would you arrive in your country?



6. Work in pairs. Use the information to write a dialogue. Practise your dialogue and then present it to the class.



Speaking & Reading – The Acquerello Restaurant

1. Where can you find out information about the best places to eat?



2. Read the advertisement for the Acquerello restaurant and answer the guest's questions.

1722 Sacramento St., San Francisco, CA 94109
415-567-5432 PHONE
415-567-6432 FAX INFO@ACQUERELLO.COM

For over 20 years, Acquerello has offered an unparalleled Italian fine-dining experience in San Francisco's N. Francisco neighbourhood.

Keeping ahead of the ever-changing dining scene in San Francisco, Acquerello showcases its brightest young talent. At Acquerello, we believe that refined luxury is always in style. Our desire is to provide our guests an experience of dining atmosphere."

ACQUERELLO

Acquerello has received countless awards, including a Michelin star since the first-ever 2007 Bay Area guide.

International cuisine

A varied choice of fresh food on our dinner à la carte menu

Table d'hôte menu

Available at lunch time

Seasonal tasting menu

Combining the freshest ingredients and innovative approach to classic Italian flavors and modern techniques, this menu is the ultimate expression of our contemporary Italian cuisine.

Special events in the Summer

Outstanding and internationally awarded staff

Closed on Sundays and Mondays (from October to February)



1. Is your restaurant in Hanover Street?
2. Are there only Italian specialties on your menu?
3. Can we have a table d'hôte meal for dinner?
4. Do you serve breakfast?
5. I'd like to have a special meal for Christmas. Is it possible at your restaurant?
6. Is the restaurant open every day all year round?



Vocabulary – Days, months and seasons

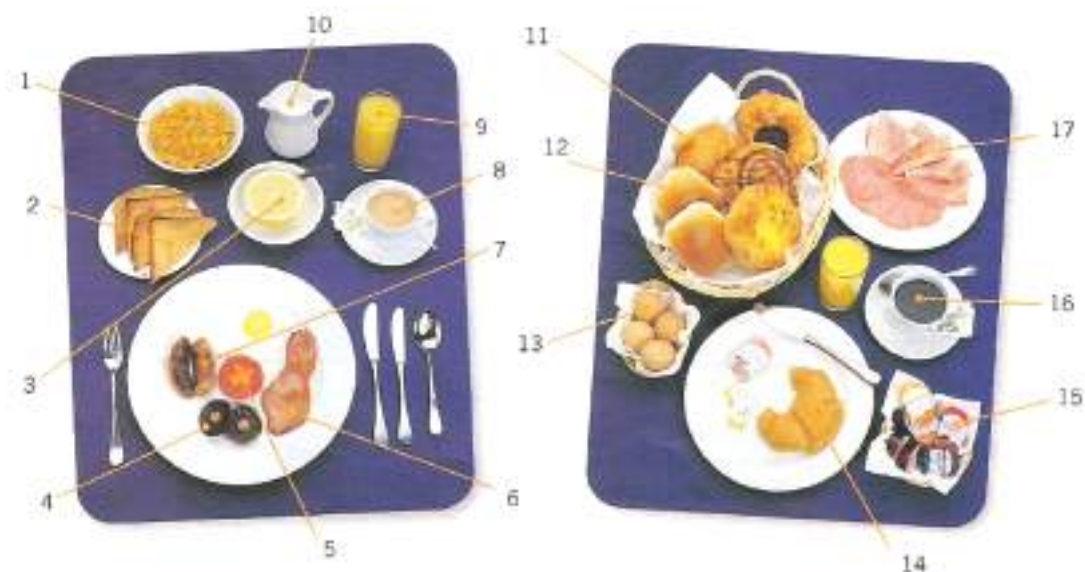
3. Complete the table with words from the advertisement.

Menus	1	à la carte	Days of the week	6
	2		Parts of the day	7
	3		Months	8
Daily Meals	4		Seasons	9
	5			

Vocabulary – Breakfast

4. Look at the traditional UK and continental breakfast below. Match the names to the pictures.

Milk 10 croissant coffee jam eggs pastries mushrooms
 fruit juice Bacon cold meat grapefruit toast cereals
 tea sausages tomato rolls



5. Work in pairs. Find out what your partner has for breakfast.

A: What do you usually have for breakfast?

B: I usually have...

Language – Prepositions of time

Prepositions of time

Look at the prepositions in these sentences:

- a. Traditional English breakfast available from 7 to 10 a.m.
- b. Special prices for Christmas banquets in December.
- c. Closed in winter.
- d. A table for two at seven o'clock.
- e. I'm sorry, but the restaurant closes in the evening.
- f. All right, so that's a table for two on Saturday.

Now match the sentences with the rules:

1. We use in with seasons. C)
2. We use at with times. _____
3. We use on with days. _____
4. We use in with parts of the day. _____
5. We use in with months. _____
6. We use from and to to show the beginning and end of something. A

Grammar reference – Prepositions of time

- ⇒ We use **in** with parts of the day, months and seasons:
- *I'm sorry sir, but the restaurant is not open in the evening.*
 - *Special prices for Christmas banquets in December.*
 - *Closed in winter*



We use **at** with times: - *A table for two at eight o'clock.*

⇒ We use **on** with days: - *That's a table for six people on Saturday.*

⇒ We use **from... to...** to show the beginning and end of something: -
Lunch is available from 12.00 to 3.00 p.m.

6. Complete the text with the correct prepositions.

ACQUERELLO

in at on from to

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

Speaking— Prepositions of time

7. Work in pairs. Find out when your partner does the things below and read your answers to the class.

wake up have breakfast get dressed go to work / school have
lunch go out have dinner watch TV go to be

A: When do you wake up?

B: I wake up at seven-thirty. How about you?



Let's practise!

Reservations

1. Complete the conversation with the correct options.

- Waiter** Good afternoon. Le Flaubert. *Can I help you / How are you?*
- Mr. Butters** Yes, I'd like to book a table.
- Waiter** Certainly, Sir. *When for / What for?*
- Mr. Butters** On Tuesday.
- Waiter** *What time is it? / What time, please?*
- Mr. Butters** At 9 p.m.
- Waiter** *For how many people / Who will come?*
- Mr. Butters** A table for four, please.
- Waiter** *What is his name / What name, please?*
- Mr. Butters** Mr. Butters.
- Waiter** *Can you tell me the letters / Could you spell that for me, please?*
- Mr. Butters** Of course. B-U-T-T-E-R-S.
- Waiter** Excellent. *So that's / I will say everything again:* a table for four at nine o'clock on Tuesday. Thank you, Mr. Butters.
- Mr. Butters** Thank you. See you on Tuesday. Goodbye.

Prepositions of time

2. Complete the sentences with words from the box.

In at on from to for

- 1 I'm afraid the restaurant is closed **on** Mondays.
- 2 The terrace is only open ____ summer.
- 3 We're open ____ seven o'clock ____ one o'clock.
- 4 We have a reservation ____ eight-thirty.



- 5 I'm not working ____ Saturday.
- 6 She starts work ____ about three o'clock.
- 7 We have a special menu ____ December.
- 8 We open ____ seven-thirty ____ the evening.
- 9 What time is the reservation ____ Sir?
- 10 We do have a table d'hôte menu ____ lunch-time.

Telling the time

3. What time is it? Write full the sentences.

- 1 8.30 *It's half past eight.*
- 2 24.00
- 3 11.20
- 4 1.00
- 5 12.00
- 6 4.55
- 7 10.15

4. Write the following times as numbers. Use the 24-hour clock.

	TIMES	NUMBERS
1	It's ten p.m.	22.00
2	It's twenty to three in the morning.	
3	It's half past eleven in the evening.	
4	It's five to four in the morning.	
5	It's a quarter past six in the morning.	
6	It's twenty-two minutes past eight in the evening.	
7	It's ten past nine in the morning.	
8	It's a quarter to one in the afternoon.	
9	It's twenty-five to seven in the evening.	
10	It's two minutes to two in the morning.	



Days, months and seasons.

5. Put the parts of the text in the correct order.

a.	the beginning to mid-September. That's the best time of the year for me!
b.	Mondays. Some people come for lunch at noon and we also serve dinner in
c.	Saturday evenings, for example, we have live music. We open the terrace in
d.	Hello, my name's Pedro. I'm a bartender at El Mariachi, a pub in Mexico City. The pub opens at
e.	Summer. There are a lot of tourists in Mexico City, so we can't go on holiday then. But we close from
f.	Ten o'clock every day. Well, not every day. We're closed on
g.	The evenings, but most people only come for a drink or two. Sometimes we organize special events. On

6. Complete the diagram.



Breakfast

7. Rearrange the letters and then match the words to the pictures.

- | | | | |
|----|-------------|-------|-------|
| 1 | ARUGS | sugar | G |
| 2 | GESG | ..... | ..... |
| 3 | RESREVSEP | ..... | ..... |
| 4 | FCEFOE | ..... | ..... |
| 5 | OTSAT | ..... | ..... |
| 6 | SECALER | ..... | ..... |
| 7 | TRUFI CUEJI | ..... | ..... |
| 8 | ASIRNSOTCS | ..... | ..... |
| 9 | SAPERITS | ..... | ..... |
| 10 | SOLRL | ..... | ..... |
| 11 | KILM | ..... | ..... |
| 12 | EAT | ..... | ..... |



Unit 4 – Welcome guests

Speaking – Receiving guests

1. What do you do when you receive guests?

2. Jan receives two guests at the restaurant. Read the dialogue, then look at the list of actions below and tick the things he does. Write the phrases Jan uses.



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

Mr. Edwards Yes, we do.

Jan Could I have the name, please?

Mr. Edwards Mr. and Mrs. Edwards

Jan One moment, yes, Mr. and Mrs. Edwards – table for two. Shall I take your coats?

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

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

Mrs. Edwards I think we'd prefer indoors. What about the small table near the piano?

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

Mr. Edwards Perfect. That's fine.

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

Mr. Edwards Thank you.

Jan Here's the menu.



1	Greet the guests	✓	Good evening madam.
2	Ask if there is a booking		
3	Ask for the name		
4	Check the booking details		
5	Offer the guests a coffee		
6	Offer cloakroom service		
7	Offer a choice of seats		
8	Apologise and explain problem		
9	Suggest seats		
10	Show the kitchen to the guests		
11	Show the guests to their table		
12	Present the menu		

Language – Modal verbs

Modal verbs

Modal verbs such as can, could, will, would, may and shall are special because:

- They never change their form
I'll show you to your table. (I'll = I will)
He'll show you to your table. (He'll = He will)
- The negative and question forms do not use do /does
I'm afraid you can't sit here, the table is reserved.
Shall I take your coat?
- They are not followed by to
We can't to sit here.



Grammar reference – Modal verbs

Affirmative			Negative			Interrogative		
subject	modal	verb	subject	modal	verb	modal	subject	verb
I	can		I	cannot		Can	I	
You	could		You	could not		Could	you	
He/she/it	will	cook	He/she/it	will not	cook.	Will	he/she/it	cook?
We	would		We	would not		Would	we	
You	may		You	may not		May	you	
They	shall		They	shall not		Shall	they	

Short forms		
cannot	⇒	Can't
Could not	⇒	Couldn't
Will not	⇒	Won't
Would not	⇒	Wouldn't
Shall not	⇒	Shan't

3. Choose the correct option to complete these useful restaurant phrases.

1. *Could / should* I have your name?
2. *Would / shall* I take your coats?
3. *Would / May* you prefer to sit indoors or outdoors?
4. *May / Will* I suggest the terrace?
5. *Shall / Can* we order, please?
6. *Would / Shall* you like to take a seat?
7. I *will / may* show you to your table.
8. *Would / Will* you like to see the wine list?
9. I'm afraid you *won't / can't* smoke here.
10. *Can / May* you follow me, please?

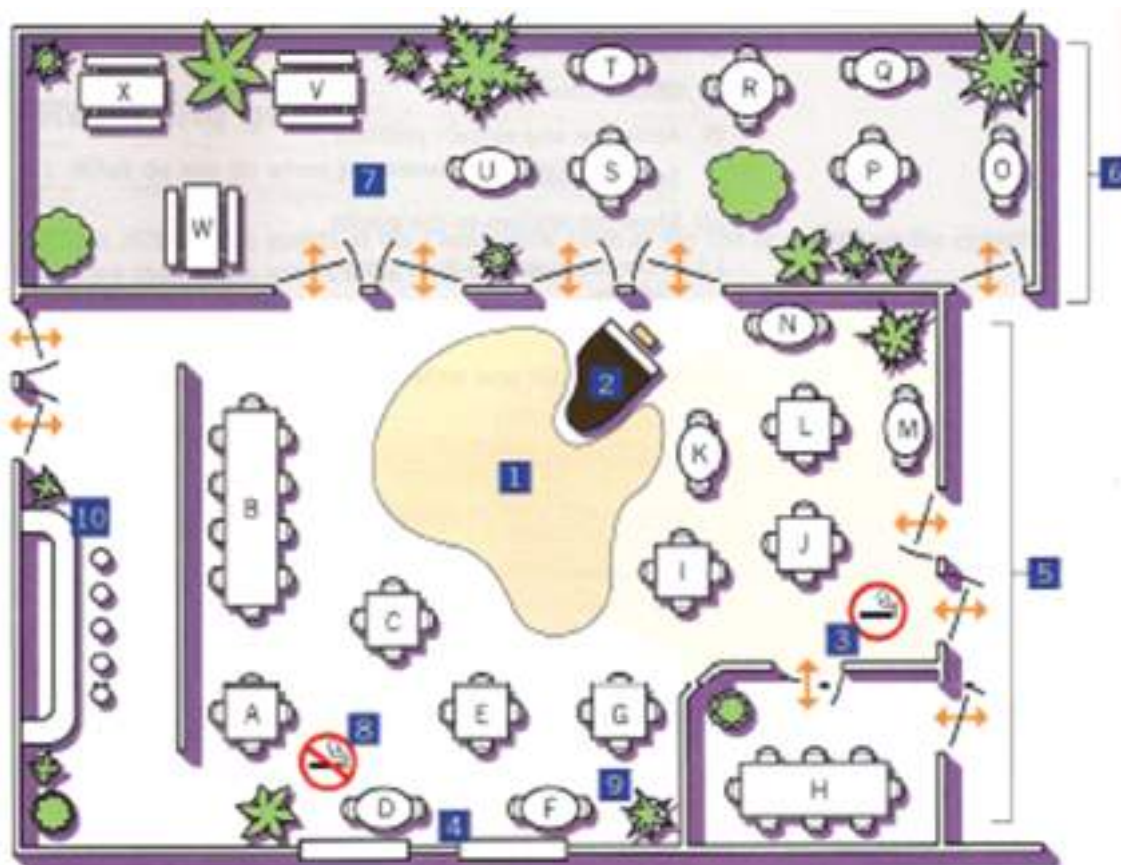
Learner tip
Remember to keep a record of all useful phrases you learn.



Vocabulary – Parts of the dining room

4. Match the words in the box to the picture. Then practise saying the words

terrace	7	smoking section	piano	window	indoors	outdoors
bar	corner	dance floor	non-smoking section			



5. Work in pairs. Student A chooses a table from the seating plan above. Student B ask Yes/No questions to find out which table it is.

Student A: Is it near the piano?

Student A: Is it a round table?

Student B: Yes, it is.

Student B: No, it isn't.



Speaking & Reading – A wedding banquet

1. Jan is preparing a wedding banquet at the Acquerello restaurant. Susan tells him to check the preparations. Read the dialogue and say whether the sentences are true or false.

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

Here's a note left by Susan.



Jan Hi Susan, how are you?

Susan Hi, how's it going? Is everything ready for the banquet?

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

Susan Great. What tablecloths are you going to use?



- Jan** I got the pink ones from the laundry, and the napkins.
- Susan** Good. Do we have enough plates?
Yes, I'm going to use the Limoges plates: twenty-five of each. We've got
- Jan** dinner plates, side plates, soup plates and desserts plates.
- Susan** Fine. What glasses are you going to use? The Venetian?
- Jan** No, I'm not going to use them – we've only got twenty of them.
- Susan** Which ones are you going to use then? The Bohemian?
- Jan** That's right. They go with the Limoges plates perfectly.
- Susan** Excellent Jan! You seem to have everything under control. Well done. See you later.

Language – be going to + verb

Be going to + verb

Look at these sentences and answer the questions:

I'm going to use the Limoges plates.

I'm not going to use the Venetian glasses.

Which glasses are you going to use?

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

Look for examples of negative sentences and questions in the dialogue. How do we form negative sentences and questions with going to + verb?

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

I'm going to visit my family next week.

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



Grammar reference – going to + verb

Affirmative

Negative

subject	be	going to	verb	subject	be	not	going to	verb
I	am	going to	cook.	I	am	not	going to	cook.
You	are			You	are			
He/she/it	is			He/she/it	is			
We	are			We	are			
You	are			You	are			
They	are			They	are			

Interrogative

be	subject	going to	verb
Am	I	going to	cook?
Are	You		
Is	He/she/it		
Are	We		
Are	You		
Are	They		

2. Look at the pictures and write sentences saying what these people are going to do.



1 Jane / go shopping

Jane is going to go shopping.

2 Martin and Sally / have a romantic dinner

3 Jennifer / see a movie

4 James and Oliver / play football



3. Work in groups. Find out the other students' plans for the weekend. When you finish, report to the class.

A: What are you going to do at the weekend, António?

B: I'm going to play football.

A: António is going to play football at the weekend.

Vocabulary – Tableware for lunch and dinner

4. Match the words in the box to the pictures.

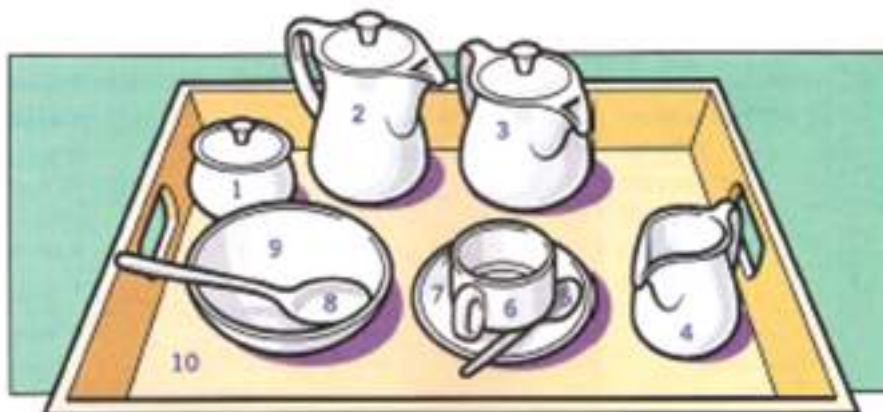
salt/pepper pot 4 dinner plate ashtray fork napkin knife slipcloth
side plate soup spoon glass tablecloth dessert spoon soup bowl



Vocabulary – Tableware for breakfast

5. Match the words in the box to the pictures.

teapot 3 saucer sugar pot coffee pot tray milk jug
cup cereal bowl teaspoon dessert spoon



Let's practise!

Going to + verb

1. Complete the table with the correct form of the *going to* + verb.

	affirmative	negative	interrogative
I	I'm going to work this afternoon.	I'm not going to work this afternoon.	
You		You are not going to prepare a special dish.	
He / she / it			Is Jim going to use the Venetian glasses?
We	We are going to have a lot of guests tonight.		
You			Are you going to finish the work tonight?
They	Chris and Jane are going to prepare the restaurant.		

Receiving guests

2. Put the waiter's words in the correct order to complete the dialogue.

- Waiter** *madam afternoon good* 1. **Good afternoon madam.**
- Mrs. Fawltly** Good afternoon. A table for five, please.
- Waiter** *reservation do you a have* 2. _____
- Mrs. Fawltly** Yes, I do.
- Waiter** *tell your could please me name you* 3. _____
- Mrs. Fawltly** Mrs. Fawltly.

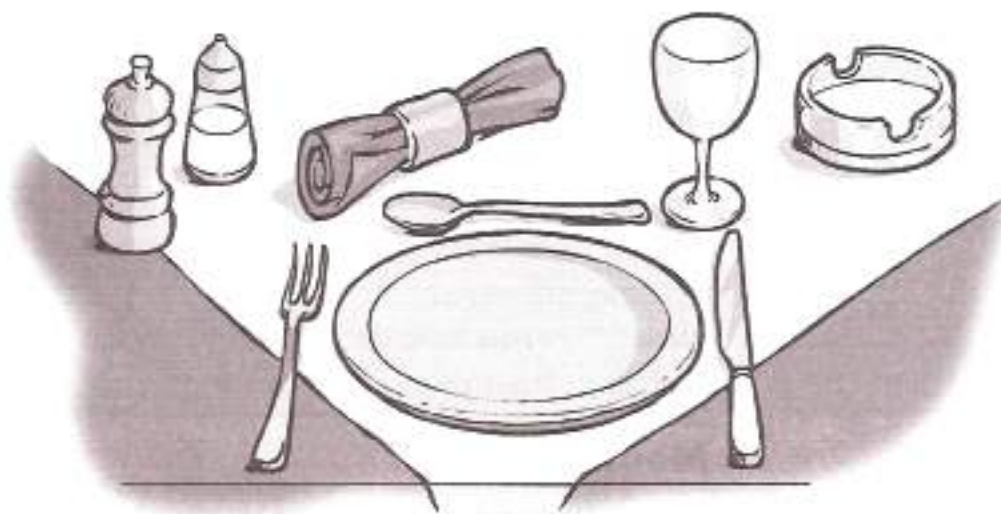


- Waiter** *mrs yes Fawlty at a five half* 4. _____
for two past table
- Mrs. Fawlty** That's right.
- Waiter** *coat shall I take madam your* 5. _____
- Mrs. Fawlty** Yes, please.
- Waiter** *follow could you me please I* 6. _____
your you to 'll table show
- Mrs. Fawlty** Thanks.
- Waiter** *down you to would madam sit* 7. _____
like
- Mrs. Fawlty** Thank you
- Waiter** *is here menu the* 8. _____
- Mrs. Fawlty** Thank you

Tableware for breakfast, lunch and dinner

3. Complete the text with words from the box

Plate ashtray fork napkin knife slipcloth
 spoon glass tablecloth saltcellar pepper pot / grinder



There's a **tablecloth**¹ on the table. The tablecloth is under the white paper _____². There's only one place set and there is one _____³ on the table. The _____⁴ is on the left of the plate. The knife⁵ is on the right and the _____⁶ is behind the plate. There's a wine _____⁷ to the right of the spoon. To the left of the plate setting there is a _____⁸ and next to it a _____⁹. An _____¹⁰ is next to the wine glass on the right. The _____¹¹ is on the table behind the spoon.

4. Match the words in the table to form the names of tableware.

	spoon	fork	knife	pot	jug
a dessert	✓	✓			
a fish					
a tea					
a butter					
a coffee					
a soup					
a water					

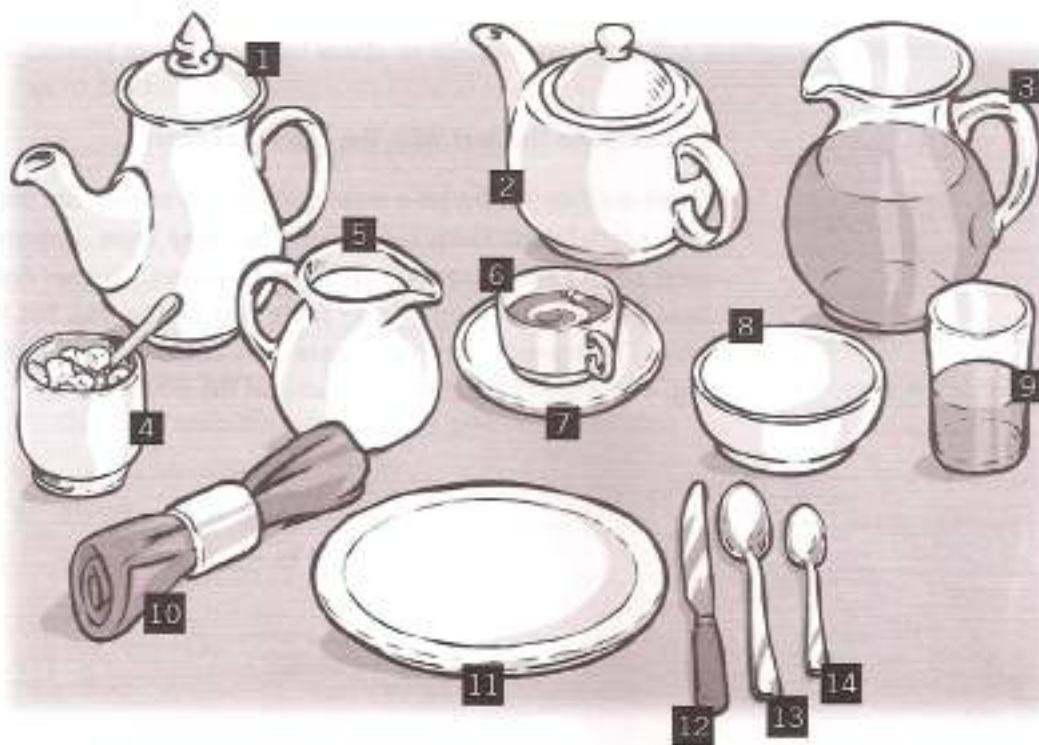
5. Underline the odd one out.

- | | | | | |
|---|------------|-------------|----------|----------------|
| 1 | corner | bowl | window | entrance |
| 2 | knife | fork | cellar | spoon |
| 3 | indoors | outdoors | garden | terrace |
| 4 | coffee pot | teapot | milk jug | breakfast tray |
| 5 | saucer | ashtray | plate | dish |
| 6 | slipcloth | tablecloth | fork | napkin |



6. Match the words in the box to the items in the picture.

dessert plate coffee pot butter knife milk jug cereal bowl
 saucer cup teaspoon sugar bowl tablespoon
 teapot napkin glass jug of orange juice



Unit 5 – A drink?

Speaking – The drinks menu

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

2. Complete the Acquerello drinks menu with the words in the box.

hot drinks spirits teas soft drinks beers coffees long drinks wines

DRINKS MENU

ACQUERELLO

<p>1.</p> <p>Cola</p> <p>Lemonade</p> <p>Mineral water</p> <p>Fruit Juices</p> <p>2.</p> <p>3.</p> <p>Espresso</p> <p>Cappuccino</p> <p>Irish coffee</p> <p>4.</p> <p>Tea with lemon</p> <p>Camomile tea</p> <p>5.</p> <p>Lager</p> <p>Bitter</p>	<p>6.</p> <p>House red</p> <p>House white</p> <p>Rosé</p> <p>Champagne</p> <p>7.</p> <p>Brandy</p> <p>Cognac</p> <p>Whisky</p> <p>8.</p> <p>Gin and tonic</p> <p>Cuba libre</p> <p>Vodka and lemon</p>
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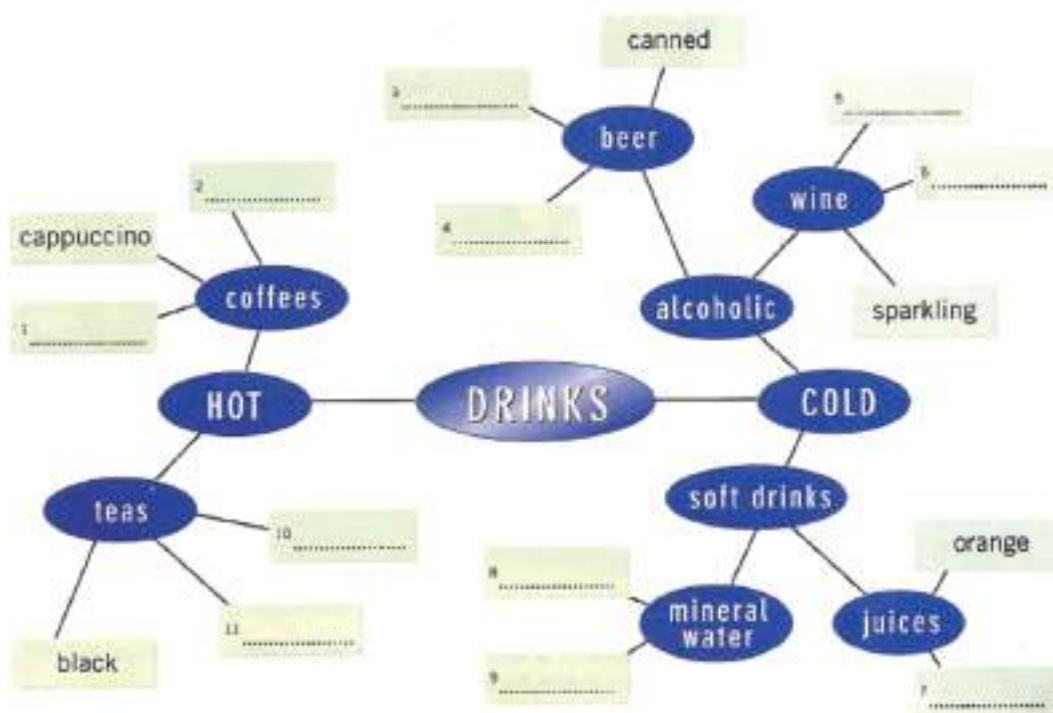


3. Work in groups. How many drinks can you add to the menu?

Vocabulary – Describing drinks

4. Complete the diagram with the words below. Then practise saying the words.

sweet sparkling draught still herbal Irish coffee
 dry bottled expresso apple fruit



Vocabulary – Behind the bar

5. Match the words in the box to the pictures.

Eggs 8 sugar salt glasses tomato juice bottles
 cocktail shakers ice



Language – Countable and uncountable nouns

Countable and uncountable nouns

- Countable nouns can be singular or plural and take a/an or a number.
There is a spoon behind the bar.
There are five spoons behind the bar.
- Uncountable nouns are never plural and can't have a/an or a number.
There is sugar behind the bar.
- Both countable and uncountable nouns use some and any.
There are some eggs in the fridge. Are there any glasses on the tray?
There is some sugar in the pot. There isn't any ketchup

Look at the sentences above and underline the correct options below.

We use some with positive verbs / negative verbs / questions.

We use any with positive verbs / negative verbs / questions.

6. Complete the description of the picture from exercise 5 with *some* or *any*.

There are **some**¹ glasses and _____² bottles on the table, but there aren't _____³ plates. There's _____⁴ salt, sugar and ice but there isn't _____⁵ pepper. There are _____⁶ eggs and there's _____⁷ tomato juice. There isn't _____⁸ milk and there aren't _____⁹ napkins. There are _____¹⁰ cocktail shakers, too.

Reading – Ordering a drink

1. Jan serves two guests. Read the dialogue and answer the questions.

- Jan** Would you like to order a drink?
- Mr. Edwards** Yes, could we see the wine list, please?
- Jan** Certainly sir, here it is.



- Mr. Edwards** Thank you. I'll have a glass of dry white wine. And you, dear?
- Mrs. Edwards** Could I see the list too?
- Mr. Edwards** Oh, yes, of course. Sorry.
- Mrs. Edwards** Thank you. There are some nice aperitifs. A sherry would be nice.
No, I think a martini. And could I have some ice in it, please?
- Jan** Certainly madam. So, that's a dry white wine and a martini with ice.
- Mrs. Edwards** Excuse me, could you close the window, please? It's a bit cold.
- Jan** Certainly madam.
- Mr. Edwards** If you're cold, why do you want ice in your drink?



Culture tip

In the UK an aperitif is always a drink – often a sherry. What is an aperitif in your country?

1. How many people are there in the conversation?
2. What does Mr. Edwards ask to see?
3. What does Mr. Edwards order?
4. What kind of drink does Mrs. Edwards order?
5. What drink does she order?
6. What does Mrs. Edwards ask Jan to do?

Culture tip

Politeness is always very important in English. Always remember to say please and thank you. When guests say 'Thank you', you should say 'You're welcome.'



2. Put the words in the following sentences in the correct order.

1 you / could / please / menu / bring / the / me

Could you bring me the menu, please?

2 my / please / have / can / coat / I

3 name / me / could / your / tell / you / please

4 In / please / corner / we / a / could / table / the / have

5 Peter / some / have / can / I / bread

6 Show / table / us / could / please / you / our / to

Vocabulary – Tableware for drinks

3. Match the words in the box to the pictures. What are the drinks in: cups, mugs or glasses?

Hot chocolate 3 cocktail beer wine coffee champagne tea



Vocabulary – Tableware for wine

4. Match the words in the box to the pictures.

Ice bucket 1	decanter	wine label	wine basket	corkscrew
	whitecloth	coaster	cork	



5. Work in groups. One student can be the waiter, the others be guests. Practise ordering drinks from the menu of Acquerello restaurant.



Let's practise!

Countable and uncountable nouns

1. Put the words in the correct groups.

Pepper tomato juice egg sugar salt cellar coaster decanter
Ice cocktail shaker lemonade glass corkscrew wine ice bucket

Things you can count

Things you cannot count

pepper

2. Complete the text with the correct options.

There are five spoon on a tray. *Some / any*¹ spoons are small. They are teaspoons. There aren't *any / some*² forks, but there is *a / some*³ knife. How many glasses are there on the tray? I don't know exactly, maybe ten or eleven. *Some / any*⁴ are for wine, others are for beer. There *isn't / aren't*⁵ *any / some*⁶ beer on the tray, but there is *a / some*⁷ bottle of wine. There aren't *any / some*⁸ cola cans but there is *some / one*⁹ water. The water is on a jug. There aren't *some / any*¹⁰ plates on the tray.



Describing drinks

3. Match the adjectives to the drinks.

	wine	water	cocoa
alcoholic	✓		
sweet			
cold			
sparkling			
still			
hot			
bottled			
dry			
Non-alcoholic /soft			

4. Match the drinks to the descriptions.

- | | |
|-----------------|--|
| 1 Cuba libre | a) juice from oranges |
| 2 Bitter | b) Italian drink made with espresso coffee and cream |
| 3 Whisky | c) hot drink made with a herb and boiling water |
| 4 Champagne | d) drink made of whisky, hot black coffee, sugar and cream |
| 5 Cappuccino | e) British dry beer |
| 6 Orange juice | f) cocktail made of cola, rum and juice |
| 7 Irish coffee | g) French sparkling wine |
| 8 Chamomile tea | h) alcoholic drink from Scotland or Ireland |



Describing drinks

5. Correct the underlined words in the sentences. If the sentence is correct, write OK next to it.

- 1 Waiter, can you open the window, please? OK
- 2 Bartender, could you put an ice in my martini,
please? some
- 3 Waitress, do I have the wine list, please?
- 4 Can I take your coats to the cloakroom, thank you?
- 5 Can you bring us the menu, please?
- 6 Do you like a glass of champagne madam?
- 7 Could we have the wine list two, please?
- 8 Could I serve the aperitif sir?
- 9 Would you like any bread?
- 10 I could like a cup of black tea, please.

6. Find the names of twelve drinks in the word puzzle.

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



Unit 6 – Cocktails

Speaking & Reading – After a long day

1. What are you favourite cocktails? What ingredients are in them?

2. Rosa asks Peter to make her a cocktail. Read the dialogue and say if the sentences below are true or false. Correct the false ones.



- Rosa** Oh, what a day! I'm so tired!
- Peter** How about a Spanish cocktail for a beautiful Spanish lady: a Mojito!
- Rosa** Is that with rum?
- Peter** It sure is. Rum, soda water, lime juice, sugar and a mint sprig.
- Rosa** I'm sure it's delicious but it's not Spanish, it's Cuban. Anyway I don't like rum.
- Peter** Ok, what about a Margarita then?
- Rosa** I don't know. I think I'd prefer something non-alcoholic.
- Peter** No problem. One non-alcoholic cocktail coming up! Right, try this.
- Rosa** Hmmm. This is great. What is it?
- Peter** A San Francisco. You mix pineapple, orange and grapefruit juice. Then add grenadine and a splash of soda and serve it.
- Rosa** It sounds easy but how much of each ingredient do you need?
- Peter** Don't worry, I can give you the recipe.
- Rosa** That's great. I can make it for my friends. Thanks Peter.



1. Rosa is very tired.
2. The Mojito is a spanish cocktail.
3. There is lime juice in the Mojito.
4. Rosa would like a soft drink.
5. The San Francisco has orange juice in it.
6. Rosa asks for the San Francisco recipe.

Vocabulary – Making cocktails

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

salt 2	mint leaves	grenadine	sugar	pineapple juice
	ice	lime zest	grapefruit juice	



4. Read the dialogue again and complete the recipes.



Mojito

3 tbsp of _____, a splash of soda, a dash of lime _____, 1 tbsp of sugar, _____ sprig.



San Francisco

$\frac{1}{2}$ of pineapple _____, $\frac{1}{2}$ of orange juice $\frac{1}{4}$ of _____ juice, 2 dashes of grenadine, a splash of _____.

[COCKTAILS]

Culture tip

In the US ingredients are measured in spoons and cups. Check the table.



5. Match the abbreviations to their full form.

- | | | | | |
|---|--------|---|----|------------|
| 1 | tblsp | → | a) | teaspoon |
| 2 | g / gr | | b) | tablespoon |
| 3 | l | | c) | pound |
| 4 | cl | | d) | ounce |
| 5 | kg | | e) | gram |
| 6 | tsp | | f) | litre |
| 7 | oz | | g) | kilogram |
| 8 | lb | | h) | centilitre |

Measurement Conversion Chart

Cup	Fluid Ounces	Tablespoons	Teaspoons	Milliliters
1 cup	8 oz	16 tbsp	48 tsp	237 ml
$\frac{3}{4}$ cup	6 oz	12 tbsp	36 tsp	177 ml
$\frac{2}{3}$ cup	5 oz	11 tbsp	32 tsp	158 ml
$\frac{1}{2}$ cup	4 oz	8 tbsp	24 tsp	118 ml
$\frac{1}{3}$ c	3 oz	5 tbsp	16 tsp	79 ml
$\frac{1}{4}$ c	2 oz	4 tbsp	12 tsp	59 ml
$\frac{1}{8}$ c	1 oz	2 tbsp	6 tsp	30 ml
$\frac{1}{16}$ c	$\frac{1}{2}$ oz	1 tbsp	3 tsp	15 ml

Measurements Conversions

1 c	=	$\frac{1}{2}$ pint
2 cups	=	1 pint
4 cups	=	1 quart
2 pints	=	1 quart
4 quarts	=	1 gallon
8 quarts	=	1 peck
4 pecks	=	1 bushel
3 tsp	=	1 tablespoon
4 tbsp	=	$\frac{1}{4}$ cup
5 $\frac{1}{2}$ tbsp	=	$\frac{1}{2}$ cup
8 tbsp	=	$\frac{1}{2}$ cup

Oven Temperature Conversion Chart

Very low	250 - 275°F =	121 - 135°C
Slow Cook	300 - 325°F =	149 - 163°C
Moderate Heat	350 - 375°F =	177 - 191°C
High Heat	400 - 425°F =	204 - 218°C
Very Hot	450 - 475°F =	232 - 246°C
Extremely Hot	500 - 525°F =	260 - 274°C

<http://ygraph.com/chart/2627>



Language – Imperatives

Imperatives

Look at the sentences and answer the questions

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

- Which sentences are positive and which are negative?
- Which sentences give instructions?
- Which sentences describe a process?

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

6. Use the following information to give instructions.

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



Reading – Making cocktails

1. Two guests are at the restaurant bar. Read the conversation and cross out the one incorrect answer from the options below.

- Mr. Petrov** And this is my favourite bar in San Francisco. Hello Peter, how are you?
- Peter** Fine, thanks. What would you like to drink?
- Mr. Petrov** Alina, this is Peter. You must try one of his cocktails.
- Mrs. Petrov** Ok, what do you recommend, Peter?
- Peter** How about a Tom Collins? It's one of my favourites... it's made with gin, fruit, club soda, sugar...
- Mrs. Petrov** Sorry, I don't like gin very much. We don't drink it in Russia.
- Peter** Ah, then perhaps something with vodka for the beautiful Russian lady? How about a Bloody Mary? British, but with vodka.
- Mrs. Petrov** What's in it?
- Peter** Vodka, tomato juice, lemon juice, tabasco and Worcestershire sauce.
- Mrs. Petrov** Ok, I'll have one of those.
- Peter** Great! One Bloody Mary coming up. And for you Mr. Petrov? The usual?
- Mr. Petrov** Yes please, Peter. A Gin Fizz is fine for me.

- 1 Mr. Petrov knows...
 - a) San Francisco
 - b) The Acquarello
 - c) ~~Moscow~~
- 2 Peter recommends a...
 - a) Gin and tonic
 - b) Tom Collins
 - c) Bloody Mary
- 3 Alina Petrov...
 - a) Doesn't drink alcohol
 - b) Doesn't like gin
 - c) Doesn't know the city
- 4 A Bloody Mary is made with...
 - a) Tomato juice
 - b) sugar
 - c) Worcestershire sauce
- 5 Tom Collins is a favourite cocktail for...
 - a) Peter
 - b) Mr. Petrov
 - c) Alina Petrov



Vocabulary – Cocktail preparation

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

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

4. Put the sentences in the correct order to complete the instructions.



Juice and the sugar. Then add the ice, the rum and a splash / with a fresh mint sprig. / First, mix the mint / of soda. Finally, garnish / leaves with a dash of lime

Garnish with lime zest. / with ice. Next, strain to serve in / First, mix the tequila, the Cointreau and the / a salt-rimmed glass. Finally, / lime juice. Shake



Shaker and shake with ice. Then strain into / juices and the grenadine into a cocktail / a sugar-rimmed glass. Don't add / first, pour all the / the soda until the end.

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



Speaking – Cocktail preparation



Let's practise!

Imperatives

1. Put the words in the correct order to make instructions

- 1 ice / and / well / add / shake Add ice and shake well.

- 2 a / into / mixture / strain / the / glass

- 3 with / Tabasco / season

- 4 serving / fill / glass / don't / the /
completely / when

- 5 salt-rimmed / a / serve / glass / in

- 6 the / ingredients / all / mix / well

- 7 zest / with / garnish / lemon

- 8 don't / until / stir / cool

2. Now match the instructions to the pictures.



3. Put the words in the correct groups

25 g 4 cups 1 tsp 450g 1kg 1lb 5ml 2oz 1 cup
1l 1tbsp 15ml 250ml 500g 1oz 2lb4oz

IMPERIAL	METRIC
4 cups	25g

Cocktail recipes

4. Rearrange the letters to make verbs for making cocktails

- | | | | | | |
|---|--------|-------|----|---------|-------|
| 1 | LIFL | fill | 6 | RIST | _____ |
| 2 | ORUP | _____ | 7 | DAD | _____ |
| 3 | NASTRI | _____ | 8 | NASOSE | _____ |
| 4 | XIM | _____ | 9 | KHASE | _____ |
| 5 | VERSE | _____ | 10 | HGASIRN | _____ |

5. Complete the cocktail recipes using some of the verbs above.

Tom and Jerry



1 egg (separated), ½ ounce Jamaican rum, ½ ounce brandy, 1 tbs sugar, boiling water, nutmeg

First beat the egg white and yolk separately, *mix*¹ them together and² into glass. Then³ spirits and sugar. Finally⁴ with boiling water and⁵ with a sprinkling of nutmeg.





Champagne cocktail

½ teaspoon sugar, 1 dash angostura bitters, 4 ounces champagne, lemon peel

First 6 sugar and bitters in the bottom of a chilled champagne flute. Then 7 in champagne. Finally 8 with a lemon peel twist

6. Write the recipe of a popular cocktail in your country following the models above. Use a dictionary to help you.

INGREDIENTS:

.....
.....

PREPARATION:

First.....

Then

Next

Finally

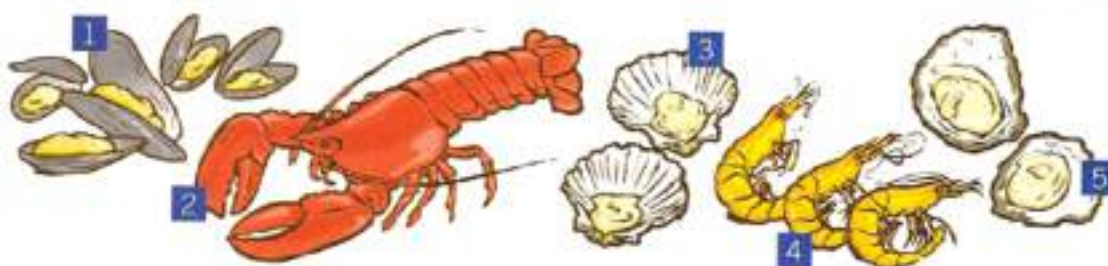


Unit 7 – Recipes

Vocabulary – Changing the menu

1. Match the words in the box to the pictures. Use a dictionary to help you.

oysters 5 mussels prawns scallops lobster



Reading – The menu

2. Rosa and Sam talk about the menu. Read the dialogue and put the sentences below into the correct order

- Sam** Rosa, I'd like to put a new seafood dish on the menu. Any suggestions?
- Rosa** What about a prawn dish or mussels?
- Sam** Well, mussels are the cheapest seafood and I think our guests have a more expensive taste than that.
- Rosa** Yes, but their cheap price doesn't mean they taste worse than any other seafood. I think they're tastier than oysters, for example.
- Sam** I agree, but I still don't think our customers will like mussels.
- Rosa** Scallops. What about scallops?
- Sam** Scallops, hmmm. How do you prepare them?



- Rosa** Well, first of all, you put them near a hot stove to open them up. Then you remove their shells and wash them under cold water and simmer them in a little milk with sliced onion, herbs and seasoning or in white wine stock. They're delicious in mornay sauce and...
- Sam** Sounds great! But before we put them on the menu, why don't you prepare some for me to try. We could have dinner together at my place...
- Rosa** It's OK Sam, I can do them for you here this afternoon.

- a) Sam and Rosa talk about prices and quality.
- 1 b) Sam asks for suggestions about changes to the menu.
- c) Rosa suggests another dish.
- d) Sam invites Rosa for dinner.
- e) Rosa suggests two dishes.
- f) Rosa explains how to cook scallops.

3. Answer the questions.

1. What kind of dish does Sam want to put on the menu?
2. Why are the mussels not popular with the guests?
3. Which seafood do Sam and Rosa prefer to oysters?
4. Who knows how to prepare scallops?
5. When does Sam suggest they should try the scallops?
6. How does Rosa answer Sam?



Language – Comparatives and superlatives

Comparatives and superlatives

Look at the sentences and complete the information below.

- d) *They are cheaper than oysters.*
- e) *I think they're tastier than oysters.*
- f) *Our guests have more expensive tastes.*
- g) *Mussels are the cheapest seafood.*
- h) *Lobster is the most expensive seafood on the menu*

Comparative form:

- Short adjectives: **-er** + than
- Adjectives ending in **-y**: +
- Long adjectives: more + adjective

Superlative form:

- Short adjectives: **the** +
- Adjectives ending in **-y**: the + **-iest**
- Long adjectives: the ++

Be careful of these irregular comparative and superlative forms:

Good	⇒	better	⇒	the best
Bad	⇒	worse	⇒	the worst

Grammar reference – Comparatives and superlatives

Regular forms	comparative	superlative
Short adjectives	colder than	the coldest
Adjectives ending in -y	friendlier than	the friendliest
Long adjectives	more expensive than	the most expensive



Irregular forms	comparative	superlative
good	better than	the best
bad	worse than	the worst

Transforming a verb into an adjective

To say how an ingredient is prepared, add –ed to the verb of preparation:

- slice ⇨ sliced
- gratinate ⇨ gratinated

Because they are adjectives, they will appear before the ingredient:

- sliced beef
- gratinated macaroni

4. Use the information to write comparative and superlative sentences.

1. Prawns / tasty / oysters.

2. French wine / popular / in the UK.

3. Milk / good / for you / lemonade

4. Lobster / expensive / seafood / on the menu

5. Champagne / good drink/ in the world

6. Spaghetti carbonara / creamy / spaghetti Bolognese

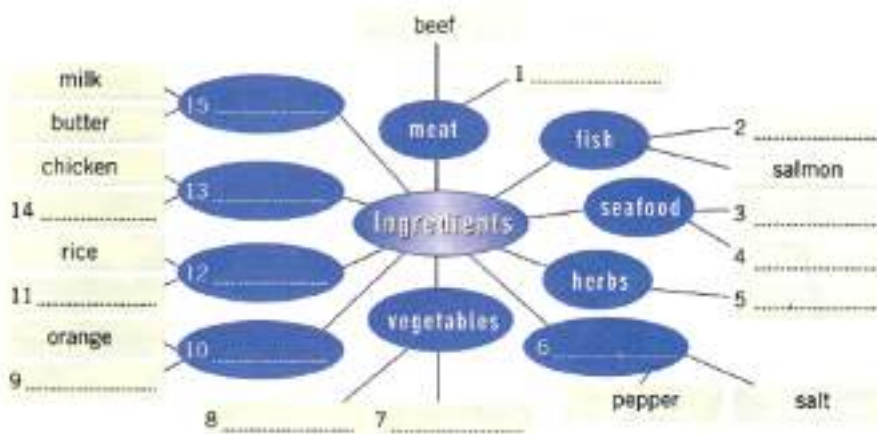
7. Pasta / traditional / in Italy / in Spain



Vocabulary – Ingredients

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

Seasoning onion fruit dairy products trout parsley
 flour mussels duck lemon prawns potato poultry
 pork cereal products



Speaking – Describing restaurants

6. Use the words in the box to compare these restaurants. Which one would you like to go to?

Small large beautiful old traditional
 comfortable new packed cosy modern



Reading – A seafood recipe

1. Complete the recipe from Rosa's cookery book with the words in the box.

Parmesan cooked pepper potato scallop
 salamander parsley sauce

Scallops in mornay sauce

Ingredients

1 kg mashed potatoes
 75 g butter
 600 ml mornay sauce
 20 cooked scallops
 50 g grated Parmesan cheese
 fresh parsley

Instructions

Prepare the mornay ¹.....: take 500 ml hot béchamel, add 50 g butter, 100 ml cream and salt and². Butter the³ shells and decorate the edges with mashed⁴. Sprinkle with melted butter. Slice the⁵ scallops. Pour a little of the mornay sauce into the bottom of the shells. Place the sliced scallops on top of the sauce. Cover with more mornay sauce. Sprinkle with grated⁶ cheese and melted butter. Gratinate under a⁷ grill. Serve with fresh⁸.





Vocabulary – verbs of preparation

2. Match the verbs in the box to the pictures.

butter 8 grate mash marinate pour slice sprinkle pick



3. Match the verbs of preparation to the following.

- | | | | |
|---|----------|----|------------------------|
| 1 | Butter | a) | milk, water, wine |
| 2 | Sprinkle | b) | cheese, carrots |
| 3 | Slice | c) | potatoes |
| 4 | pour | d) | butter, ice, chocolate |
| 5 | melt | e) | grated cheese, herbs |
| 6 | Mash | f) | a cake tine, shells |
| 7 | Pick | g) | ham, cheese, a cake |
| 8 | Grate | h) | parsley, chive |

4. Complete the sentences with the adjective form of the preparation verbs.

- Slice the _____ (cook) scallops and put them in the shells.
- We serve _____ (gratinate) macaroni for lunch.
- Our _____ (grill) salmon comes with _____ (mash) potatoes and _____ (melt) butter.
- Beef carpaccio is _____ (slice) beef with _____ (grate) Parmesan cheese and freshly _____ (pick) herbs.



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

Remember to:

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



Let's practise!

Comparatives and superlatives

1. Complete the table with the correct comparative and superlative forms.

adjective	comparative	superlative
easy	easier than	the easiest
	worse than	
		the most delicious
nice		
	softer than	
		the best
draughty		
	larger than	
		the coldest
small		

2. Complete the sentences with the correct option.

- The Acquerello is the restaurant in San Francisco.
a) trendier b) more trendy c) trendiest
- It is to Van Nesse Avenue than to Pacific Avenue
a) closer b) closest c) more close
- It is not a Restaurant.
a) largest b) larger c) large
- It's than the Golden Horse restaurant.
a) smallest b) most small c) smaller
- The service at the Golden Horse is than at the Acquerello.
a) worse b) worst c) more worse



Ingredients

3. Write the group name for the following

- | | | | | |
|----|---------|----------|--------|---------|
| 1 | duck | chicken | turkey | poultry |
| 2 | lemon | orange | lime | _____ |
| 3 | pork | beef | lamb | _____ |
| 4 | onion | broccoli | potato | _____ |
| 5 | butter | yoghurt | milk | _____ |
| 6 | eel | salmon | trout | _____ |
| 7 | flour | pasta | rice | _____ |
| 8 | salt | paprika | pepper | _____ |
| 9 | mussel | scallop | prawn | _____ |
| 10 | parsley | laurel | sage | _____ |

4. Correct the underlined word in each sentence.

- | | | |
|----|---|-------|
| 1 | First <u>melt</u> the potato. Then cut it in half. | peel |
| 2 | Sprinkle the macaroni with <u>marinated</u> cheese. | _____ |
| 3 | Slice the tomatoes and <u>season</u> them with the pork meat. | _____ |
| 4 | Garnish the dish with freshly picked <u>ham</u> . | _____ |
| 5 | Why don't you <u>chop</u> the lemon over the fish? | _____ |
| 6 | I'd like mashed <u>trout</u> with the veal. | _____ |
| 7 | <u>Peel</u> the mussels with the sauce. | _____ |
| 8 | Pour the <u>grilled</u> chocolate over the ice-cream. | _____ |
| 9 | <u>Boil</u> the lemon. | _____ |
| 10 | <u>Grate</u> the lasagne under the grill. | _____ |

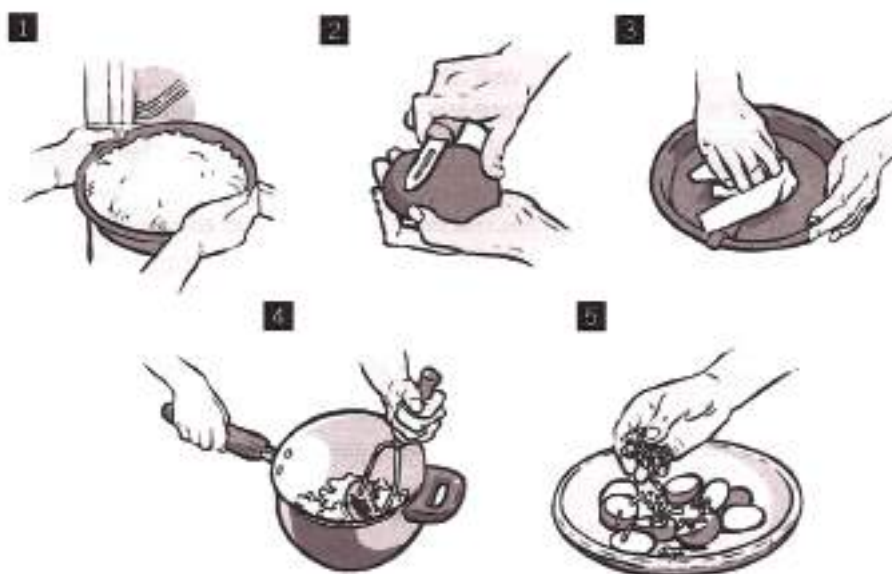


5. Complete the recipe with the correct form of the verbs.

First (peel) _____ ¹ the potatoes and then (boil) _____ ² them. (mash) _____ ³ the (boil) _____ ⁴ potatoes. (put) _____ ⁵ the (mash) _____ ⁶ potatoes in a (butter) _____ ⁷ dish. (sprinkle) _____ ⁸ them with (grate) _____ ⁹ Emmental cheese. (gratinate) _____ ¹⁰ them in the oven.

6. Match the verbs in the recipe to the pictures.

butter **3** mash sprinkle bake peel



Unit 8 – The chef recommends

Speaking – Desserts

1. What type of dessert is traditional in your country?

Reading

2. Read the dialogue about two guests that order dessert and complete the table.



- Mathew** And now, my favourite part: dessert. Excuse me, what's the sachertorte?
- Jan** Sachertorte? It's an Austrian chocolate cake served with hot chocolate sir.
- Mathew** If you like chocolate, you should try it.
- Mary** Sounds great. I'll have that.
- Jan** And I'd like something lighter. What do you recommend?
- Mary** I would suggest our raspberry sorbet or the lemon mousse. Both are refreshing and light.
- Jan** Maybe the raspberry sorbet if it's not too sweet.
- Mary** I can also recommend the tiramisu.
- Jan** What's that?
- Mary** It's an Italian specialty made with coffee, amaretto and mascarpone cheese.
- Jan** That sounds good. I think I'll change my mind. I'll have that.
- Mary** Very well, sir.
- Jan** Nothing for me. I can have a bit of your tiramisu, can't I?



		Mary	Mathew	Jan
1	Who knows what sachertorte is?			✓
2	Who chooses a chocolate dessert?			
3	Who asks for a light dessert?			
4	Who doesn't want a very sweet dish?			
5	Who recommends something Italian?			
6	Who changes the order?			

Language – Recommending dishes

Recommending dishes

Look at the sentences.

If you like chocolate, you should try the chocolate mousse.

If you like soup, I would / can recommend the onion soup.

If you feel like something different, you should try the tiramisu.

3. Complete the recommendations with the words in the box.

Feel like would recommend try should would suggest should try

- If you _____ a filling dish, you _____ try the Polish potato pancakes.
- I can _____ the sautéed mushrooms and bamboo with soy sauce.
- If you like exotic dishes, I _____ suggest the avocado pear with prawns.
- If you like seafood, you _____ the fresh seafood paella.
- I _____ you _____ our Waldorf salad.

4. Work in pairs. Writes some sentences to recommend restaurants.

If you like Italian food, you should try Gino's.



Reading – A dessert recipe**1. Jan asks Louis, the pastry cook, for a dessert recipe. Read and answer the questions.**

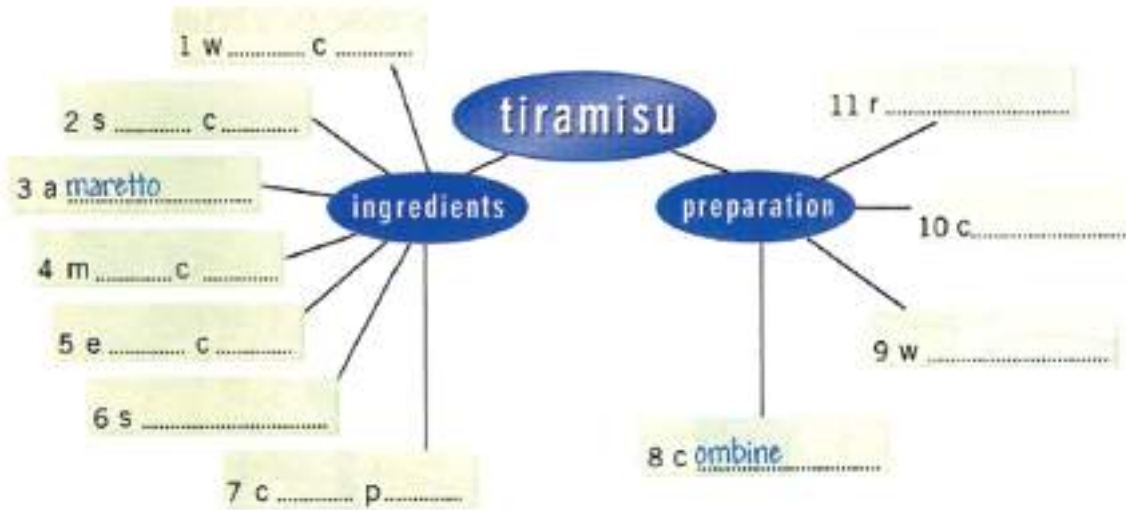
- Jan** Louis, could you give me the recipe for a simple dessert? Something that's easy to prepare. It's for dinner.
- Louis** What about a tiramisu?
- Jan** Tiramisu? Some customers had that last night.
- Louis** And what did they think? Did they like it?
- Jan** They said it was delicious and they didn't leave any. Is it easy to prepare?
- Louis** Yeah. I can give you a simple recipe using American measuring cups. How many is the dinner for?
- Jan** Just for two.
- Louis** Oh, I see. Well, you'll need mascarpone cheese, whipping cream, sugar, amaretto, espresso, sponge-cake and cocoa powder. Combine the mascarpone cheese, the cream, the sugar, the amaretto and the espresso in a large bowl and the whip it all until it thickens.
- Jan** What about the sponge-cake?
- Louis** Put it at the bottom of the mould and then cover it with the cream mixture. Finally, you put another layer of sponge-cake on top. Then refrigerate for one hour and serve with cocoa powder on top. Does Rosa like tiramisu?
- Jan** I hope so. How did you know it was Rosa?

1. Who is planning a romantic dinner?
2. Who suggests a dessert recipe?
3. What's the dessert?
4. How many ingredients do you need to prepare the dessert?
5. How many guests are invited?



Vocabulary – tiramisu

2. Look at the dialogue again and complete the recipe for tiramisu.



3. Work in pairs. Close your books and tell your partner how to make tiramisu.

Vocabulary – Utensils

4. Match the words in the box to the pictures.

- | | | | | |
|------------|-----------|--------------|---------------|----------|
| bowl 7 | mould | wire whisk | wooden spoon | grater |
| frying pan | sauce pan | Skimmer | ladle | colander |
| baking tin | scissors | chef's knife | potato peeler | |



Vocabulary – verbs of preparation

5. Match the words in the box to the pictures.

stir 9 peel cut strain bake whip grate
serve skim mix



Let's practise!

Recommending dishes

1. Match the correct halves.

1	I can recommend	a)	if you like chocolate.
2	If you feel	b)	the ravioli al pesto.
3	I would suggest that you	c)	the beef carpaccio is outstanding.
4	You should try the chocolate mousse	d)	trying a new dish, the avocado soup.
5	You will find	e)	try our house wine.
6	If you feel like	f)	like an exotic dish, I recommend the duck chop suey.

Desserts

2. Match the desserts to the descriptions.

	frozen	fruit	dairy product
nuts		✓	
yoghurt			
ice cream			
whipped cream			
sorbet			
milkshake			
fruit salad			
cheese			



3. Match the desserts in the box to the definitions.

Mousse cake custard jelly pancake / crêpe trifle

A sweet dessert made by baking a mixture of flour, eggs, sugar, fat, etc. in an oven. It may be large and cut into slices, or it may be individual

A cold pudding made of layers of sponge-cake, fruit, jelly, custard and often decorated with cream, nuts or chocolate.

A sweet yellow sauce made from milk and eggs which you eat with fruit and puddings.

A thin, flat cooked mixture of milk, flour and eggs. It has a circular shape and is usually rolled up or folded. You can eat it hot with a sweet or savoury filling.

A dessert made from gelatin, usually sweetened and flavoured with fruit juices.

A sweet dessert made from eggs and cream, with fruit or chocolate added to give flavor. You usually eat it cold.

Utensils

4. Cross out any words that don't match.

SHARP

Chef's knife potato peeler
Wire whisk mould
scissors

RECEPTACLE

casserole bowl saucepan
Potato peeler wire whisk

WITH HANDLE

baking tin skimmer ladle
Saucepan wooden spoon

WITH HOLES

colander grater skimmer
Frying pan baking tin



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