

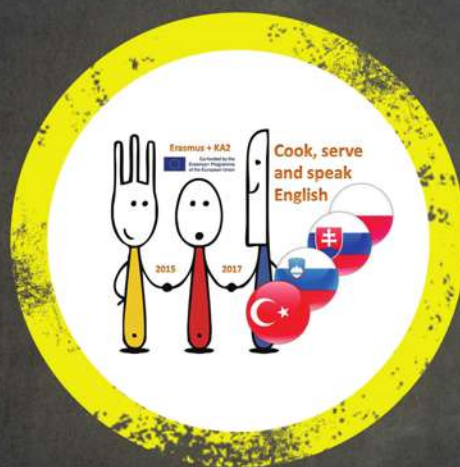


High School Manual

CLIL

**TEACHING
IN GASTRONOMY**

COOK, SERVE AND SPEAK ENGLISH



Erasmus+

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2. A job interview.

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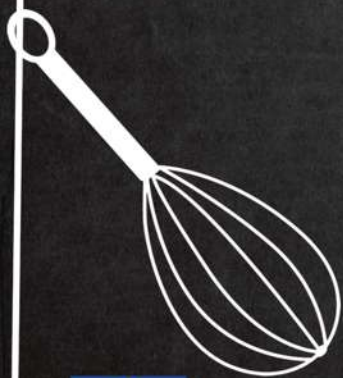
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LESSON PLANS



Erasmus+

COOK, SERVE AND SPEAK ENGLISH

LESSON TOPIC: Writing a CV

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12



AIMS:

LANGUAGE:

- to learn and practice the vocabulary related to writing a CV.
- to develop reading comprehension and writing skills in English

CONTENT:

- to present the vocabulary related to writing a CV.

MATERIALS:

worksheet 1, worksheet 2, worksheet 3, worksheet 4.

A. WARM-UP:

Task 1

The teacher gives out to each student a copy of the worksheet 1. The teacher gives students a few minutes to finish. When the students finish, the students check their answers with their neighbours. After finishing the teacher checks with the whole class.

B. PROCEDURE:

Task 2

The students make groups of four. The teacher gives out a copy of the worksheet 2 to each group and asks students in groups to read the text (it's a CV) and connect the paragraphs in the text with the titles provided. After finishing the teacher checks with the whole class.

Task 3

The teacher gives each student a copy of the worksheet 3 and asks them to fill it in (the blank CV) for a job of a waiter/waitress. After finishing the teacher collects the CVs from students. Students make three groups. The teacher gives each group the same number of CVs (the teacher makes sure their 'authors' are not in the group). Now each group has to choose the most suitable CV. Groups then report to the whole class.

C. FOLLOW UP - HOMEWORK

Task 4

Write a cover letter for a Chef position (see the worksheet 4).

LESSON TOPIC: An application letter and a job interview.

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12



AIMS:

LANGUAGE:

- to learn and practice the vocabulary related to a job interview and an application letter.
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present the vocabulary related to job interview and an application (cover) letter

MATERIALS:

worksheet 1, worksheet 2, worksheet 3, worksheet 4

A. WARM-UP:

Task1

The teacher gives out to each student a copy of the worksheet 1. The teacher gives students 3 minutes to finish. After finishing the teacher discusses the questions with the whole class. The teacher asks the students to support their ideas.

B. PROCEDURE:

Task 2

The teacher gives out the worksheet 2 to each student and asks them to connect the questions (from a waitress job interview) with the suitable answers. After finishing the students check in groups (of four) and then check with the whole class.

Task 3

The teacher asks students (they stay in groups) to invent 6 cook interview questions and write them down. The teacher reminds the students they have to be different from the waitress interview questions because it's a different job. The teacher goes around and helps with the vocabulary if necessary. When the students finish, each student finds someone from another group. In pairs the students ask each other the questions that they've prepared. One student is asking and the other is answering and then the students swap. The teacher invites some pairs to do it for the whole class. The other students then decide who will get the job.

Task 4

The teacher gives out a copy of the worksheet 3 to each student and asks them to read the text and fill in the empty spaces with the words provided. Before the students start, the teacher asks what kind of a text it is. The teacher elicits job application/cover letter. The teacher explains this is a letter that we send together with the CV when we apply for a new job. The teacher asks students about the parts of the cover letter, i. e. the first one being the address of the future employer, the date, etc. The teacher checks the answers with the class.

C. FOLLOW UP - HOMEWORK

Task 5

Write a cover letter for a Chef position (see the worksheet 4).



LESSON TOPIC: A waiter's outfit and the equipment of a waiter

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: apron / waiter uniform / restaurant uniform shirts / waiter vests / waitstaff / waiter tools/
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to waiter's outfit and equipment)

MATERIALS:

worksheet 1, worksheet 2, a pin board

A. WARM-UP:

Task 1

The teacher asks the students some warm up questions:

- Is being a waiter/waitress hard work?
- Is physical appearance important when being a waiter/waitress? Explain why.

B. PROCEDURE:

Task 2

The teacher divides the class into 3 groups of 4 students and distributes the pictures connected with clothes (worksheet 1). The students' task is to choose the clothes which are proper for a waiter and pin them up to the board, explaining why the other clothes are improper.

Comes from : www.clipartix.com.

Task 3

The teacher explains the students that they are going to watch the film about being a waiter. The teacher divides the class into 2 groups. The task of the first group is to write down what is wrong and what is right with the appearance of John and Jane (worksheet 2). The second group has to write down what things should and shouldn't be kept in a waiter's apron (worksheet 3). Play the film till 2:34 seconds.

<https://www.youtube.com/watch?v=Dc1QC6WlpPo>

C. FOLLOW UP - HOMEWORK

Task 4

Read the text about waiters' uniforms and answer the questions below (Worksheet 4).



LESSON TOPIC: Duties of the waiter

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: customers / serve / orders / duties / visitors / manner / cross-contamination / health and safety regulations
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss the activities performed by the waiter.

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task 1

The teacher shows the students the short film:

<https://www.youtube.com/watch?v=PPUqwYn-YVY>

After watching the film the teacher asks students the following questions:

- What did the waiter do in a correct way?
- What mistake did he do?

The teacher asks the students to give examples of the duties of a waiter.

B. PROCEDURE:

Task 2

The teacher asks the students to complete the text with the words provided. There is one extra word (worksheet 1)

Task 3

The teacher asks the students to tick the tasks and duties of the waiter's job (Worksheet 2).

C. FOLLOW UP - HOMEWORK, PROJECT

Task 4

Match the expression with a relevant duty of a waiter (worksheet)

Task 5

This is a role play. Divide the class into two groups: some of the students will be waiters, some of the students will be customers. The students (customers) will get worksheet 4 (restaurant menu), the customers will get the worksheet 5 (evaluation sheet). The waiters perform their duties and the customers order dishes and also complete the evaluation.



LESSON TOPIC: Laying the table- preparation phase

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: set the table, tablecloth, napkin, cutlery, guerdon, refill, tray.
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (preparation of table, serving guests).

MATERIALS:

worksheet 1

A. WARM-UP:

Task1

The teacher asks the students some warm-up questions :

- Where can people eat in our country?
- Which restaurant/restaurants would you recommend to the tourists visiting our region?
- What is your favourite restaurant?
- What is your favourite meal?

B. PROCEDURE:

Task 2

The teacher explains the students that they are going to watch the video about table setup and sequence of service and the students' task is to write the instructions how to set up the table and serve the customers (worksheet 1).

<https://www.youtube.com/watch?v=SpK1owmRemQ>

C. FOLLOW UP - PROJECT

Task 3

Prepare and lay the table for guests.



LESSON TOPIC: Metal cutlery.

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: tableware, fork, spoon, knife, cutlery, tongs, serve, cake server
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary related to metal tableware.

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task1

The teacher asks the following questions:

- What kind of tableware do we have? (metal, glass, ceramic)
- Can you name any tableware items?
- Can you tell the difference between tableware and cutlery?

B. PROCEDURE:

Task 2

The teacher asks the students to read the text about tableware and answer the questions related to the text (worksheet 1).

Task 3

The students write the correct vocabulary under each piece of cutlery (worksheet 2).

C. FOLLOW UP - PROJECT

Task 4

Set a table for a meal consisting of a starter, soup, main course and a dessert. Take a photo and compare it to other students' results.



LESSON TOPIC: Glass tableware.

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: glass tableware
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary related to glass tableware .

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task1

The teacher divides the students into pairs. The students' task is to discuss the statements and decide if the statements about tableware are true /T/ or false /F/

- There are 3 types of glasses. F
- Margarita glass is footed. T
- Red wine glasses are a bit taller and have a larger bowl than white wine glasses. T
- A champagne flute is supposed to prevent bubbles from escaping. T

B. PROCEDURE:

Task 2

The teacher asks the students to watch the video and check their answers from the warm up exercise.

https://www.youtube.com/watch?v=A_J59_W4fRY

Task 3

The teacher asks the students to watch the video again and write the names of alcohol we can serve in the following glasses (worksheet 1).

Task 4

The teacher explains the students that their task is to write the names of glasses under pictures (see worksheet 2).

Task 5

The teacher puts different types of glasses in different places in the classroom. The students have to find 5 types of glasses in the classroom and name them. The students have to ask their classmates what drinks can be served in them.

C. FOLLOW UP - PROJECT

Task 6

Prepare a list of glasses they should have if you learn to bartend.

Write a recipe for a drink that must be served in a highball glass.



LESSON TOPIC: Setting a table

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: set a table, the right/left side, tableware, clockwise, cutlery
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss rules connected with setting a table.

MATERIALS:

presentation 1 (listening), worksheet 1, worksheet 2, worksheet 3.

A. WARM-UP:

Task 1

The teacher asks the students to write the names of the tableware under each picture (worksheet 1).

B. PROCEDURE:

Task 2

The teacher presents the following video and the students make a list of tableware that the speaker mentions.

<https://www.youtube.com/watch?v=oRmpxPwJFw8>

Task 3

The teacher asks the students to listen again and state if the sentences are true or false (worksheet 2).

Task 4

The teacher writes the following vocabulary on the blackboard and asks students to describe how to set a table.

the goes on the left side

- appetizer fork
- entree fork
- the knife and spoon go on the right side
- the meal plate goes in the centre
- the bread plate goes to the left of forks
- the glasses go to the upper right hand side

Task 5

The students work in pairs. The teacher prepares all the tableware needed for each pair. The first student from each pair gives instructions and the second follows them and sets a table.

C. FOLLOW UP - (HOMEWORK/PROJECT)

Task 6

The teacher asks the students to read the text and answer the questions. The teacher checks their answers (worksheet 3).

Task 7

The teacher explains that the students are going to watch the video and write 3 does and 3 don'ts while serving a table. <https://www.youtube.com/watch?v=6XUfzRVfauk>. They check their answers with the teacher.



LESSON TOPIC: Stages of serving guests.

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn learn and practise phrases of greeting, taking orders, paying and saying goodbye to the guests,
- to develop reading and speaking in English.

CONTENT:

- to learn stages of serving guests.

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task1

The teacher asks the students some warm -up questions.

- Do you like eating out?
- How often do you go out for dinner?
- What kind of restaurants do you prefer?

B. PROCEDURE:

Task 2

The teacher shows a picture of a restaurant to the students. The students describe the picture by answering the following questions:

- What do you see in the picture?
- Who are the people?
- What are they doing?

Task 3

The teacher asks the students to read a dialogue between the guests and the waiter at a restaurant and find out the phrases that the waiter used to greet, sit the guests at the tables, give menu, take orders and give the check (worksheet 1).

Task 4

The teacher asks the students to match pictures with stages of serving guests (worksheet 2).

Task 5

The teacher asks the students to read the dialogue from worksheet 1 for the second time and answer the questions:

- How many people are there?
- What did they order to eat?
- What did they order to drink?
- Did they like the meal?
- How did they pay?

C. FOLLOW UP - PROJECT

Task 6

The students work in groups of three. They prepare a dialogue and act it in the classroom in the next lesson. The dialogues should be based on the one from worksheet 1.



LESSON TOPIC: Serving a customer

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: serving customer / prepare for service / welcome customers / take and process orders/ serve and clear food and drinks/ close down after service
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and and and learn vocabulary (related to serving customer)

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task1

The teacher asks the students some warm-up questions:

- What are the advantages and disadvantages of being a waiter/waitress?
- Is it a difficult job?
- What might be challenging in this career?

B. PROCEDURE:

Task 2

The teacher asks the students to watch the video about how to serve a customer. Their task is to write 7 rules related to the video that a waiter/waitress shouldn't forget about (Worksheet 1).

Task 3

The teacher asks the students to listen again and state if the sentences are true or false (worksheet 2).

<https://www.youtube.com/watch?v=ZWU-2O2xeiE>

Task 4

The teacher divides the students into pairs and asks them to read the following tips for the waiter/ waitress. The students' task is to discuss the tips in the pairs and say why it is important to follow them (Worksheet 2).

Remember you are there to serve the customer. As a server, in order to get big fat tips the first thing that you must remember is that you are there to serve.

- Be quick. ...
- Always smile. ...
- Write down your order. ...
- Never disagree with your customer. ...
- Do not touch the guests. ...
- Remember tipping is subjective.

C. FOLLOW UP - PROJECT

Task 5

Work in pairs. One of you is a customer, one of you is a waiter/waitress. Play your roles.



LESSON TOPIC: Basic serving

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: table setting equipment
- to develop reading, writing and speaking comprehensions skills in English

CONTENT:

- to present and learn vocabulary (table settings).

MATERIALS:

worksheet 1

A. WARM-UP:

Task 1

The teacher asks the students to study the picture and their task is to find the equipment in their classroom (worksheet 1).

B. PROCEDURE:

Task 2

The teacher asks the students to read the text related to the dining etiquette. The students' task is to discuss the tips and say which they consider to be the most important and why (worksheet 2).

C. FOLLOW UP - PROJECT

Task 3

Lay the table for serving at celebrations, take 6 photos of the table. In pairs switch the photos and describe the table setting.



LESSON TOPIC: Kinds of menu

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: table setting equipment
- to develop reading, writing and speaking comprehensions skills in English

CONTENT:

- to present and learn vocabulary (kinds of menu and guidelines).

MATERIALS:

worksheet 1, worksheet 2, worksheet 3.

A. WARM-UP:

Task 1

The teacher asks the students some warm-up questions:

- Where can people eat in our country?
- Which restaurant/restaurants would you recommend to the tourists visiting our region?
- What is your favourite restaurant?
- What is your favourite meal?

B. PROCEDURE:

Task 2

The teacher explains the students that they are going to read the text about different kinds of menus. The students' task is to read and answer the questions below (worksheet 1).

Task 3

The teacher asks the students to read the tips useful when planning the menu and discuss which of the mentioned tips they consider to be the most important and why? (worksheet 2).

Task 4

The teacher explains the students that they are going to read the text about the menus. The students' task is to read about the history of the menu sequence and compare 18th and 19th centuries menus with nowadays (worksheet 3).

C. FOLLOW UP - PROJECT

Task 3

Visit two restaurants of your choice, compare their menus and write in 50 words what are the differences between them.



LESSON TOPIC: Division of the menu

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn about the division of a menu and composition of a menu
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present division of the menu and composition of meals in the menu.

MATERIALS:

worksheet 1

A. WARM-UP:

Task 1

The teacher asks the students if they know what a menu is. Where menus are used and what for? Are they all the same or are they different? Why? Are menus important in gastronomy? Why?

B. PROCEDURE:

Task 2

The teacher gives out the worksheet 1 to each group (students work in groups of two) and asks the students to complete the à la carte menu with the expressions in the box (worksheet – activity 1). Before the students start the teacher asks them what kind of a menu à la carte menu is. (It is a menu having individual dishes listed with separate prices).

After finishing The teacher checks with the whole class. Then the teacher asks how this menu is different to the ones students can see in their country. (The students answers – it depends on the country).

The teacher asks the students to read the text A menu (worksheet 1, activity 3) and write the expressions in bold from the text, next to the expressions with a similar meaning. The teacher tells the students there are some words from the text explained below the text to help them. The teacher sets time of about 10 minutes, before checking the answers together with the whole class.

When the teacher finishes he/she asks the students to read the text again and tell if the sentences (activity 4) are true or false. The teacher sets the time of two minutes. The teacher and the students discuss after finishing.

C. FOLLOW UP – PROJECT, HOMEWORK:

Task 3

The teacher asks the students to ‘invent’ an à la carte menu for their imaginary restaurant. The students have to write it down in the shape of the real menu, with the prices, pictures, etc. The students also have to decide what kind of a restaurant they own. Students are supposed to bring their menus to the next lesson and present them to the whole class.



LESSON TOPIC: Wedding menu

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to and practise the following vocabulary: wedding menu/ caterer/ appetizer/dietary restrictions/ allergies/ passed appetizer/ finger foods/ food poisoning/ raw meat/ flambé/ unpasteurized diary/ salty/ sweet/ savory/ bitter/ spicy
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (wedding menu tips)

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task1

The teacher asks the students some warm-up questions:

- Have you ever been to the wedding?
- Is the wedding menu different from the daily menu in the restaurant? Why?
- Which meals are usually served at the wedding reception?

B. PROCEDURE:

Task 2

The teacher explains the students that they are going to read the text about planning the menu. The students' task is to read the text and answer the questions below (worksheet 1).

C. FOLLOW UP:

Task 3

Read and study both samples of the wedding menu. Compare them. Discuss which one would be more popular among your relatives and friends. Explain why (worksheet 2 PDF).



LESSON TOPIC: Anniversary party menu

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to and practise and practise the following vocabulary: anniversary party / stationary / passed/ antipasto / deviled eggs
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (wedding menu tips)

MATERIALS:

worksheet 1, worksheet 2, worksheet 3.

A. WARM-UP:

Task1

The teacher explains the students that they are going to listen to the dialogue and their task is to choose the correct answer (worksheet 1).

<http://www.esl-lab.com/anniversary/anniversaryrd1.htm>

B. PROCEDURE:

Task 2

The teacher asks the students to read the text and answer the questions below (worksheet 2).

C. FOLLOW UP:

Task 3

Read and study the menu for the wedding anniversary party (worksheet 3). Plan your own menu.



LESSON TOPIC: Hygienic and safety rules

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to and practise the following vocabulary: hygienic rules/ safety rules
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to serving customer)

MATERIALS:

worksheet 1, worksheet 2, worksheet 2A, 2B.

A. WARM-UP:

Task1

The teacher shows the students 2 photos of the tables. The students' task is to compare the tables and answer the question: What is the difference between the pictures? Describe and compare them (worksheet 1).

B. PROCEDURE:

Task 2

The teacher explains the students that they are going to watch the video about hygienic and safety rules. Students' task is to write 7 rules that they consider to be the most important (worksheet 2).

Adopted from: <https://www.youtube.com/watch?v=dcTddt9VcQw>

Task 3

The teacher asks the students to read the text and discuss each rule in pairs. Then the students are supposed to write 6 safety rules for serving food used in their customer service classroom (worksheet 2A, 2B).

C. FOLLOW UP - PROJECT

Task 4

Visit two restaurants of your choice and observe the service. Make notes about what you liked and disliked. Then discuss it in your class.



LESSON TOPIC: A cook's outfit

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: a chef's hat, a double-breasted jacket, white or black pants, an apron, non-slip shoes
- to develop reading and speaking in English

CONTENT:

- to present elements of a cook's outfit, to learn basic vocabulary connected with the job of a cook (adjectives describing a good cook)- focused, motivated, imaginative, talented, quick, calm under pressure, thick skinned, clean

MATERIALS:

worksheet 1, worksheet 2, pieces of paper and pencils

A. WARM-UP:

Task 1

The teacher shows the students different pieces of clothes and asks them to choose the ones which, in their opinion, belong to a cook.

One student who waits behind the door wearing a cook's outfit comes to the classroom and the students check their answers

B. PROCEDURE:

Task 2

The teacher divides the students into pairs. One student lies down on a big sheet of paper on the floor. The second student draws the first student's shape. The students have to draw the elements of a cook's outfit and label/name them. The students present their work by telling other groups what elements of an outfit a cook should have.

Students tick 8 qualities a good cook should have (worksheet 1).

The teacher writes the phrases "In my opinion/ It seems to me that..." on the blackboard. Students present their results by saying "In my opinion/ It seems to me that a good cook should be....."

C. FOLLOW UP - HOMEWORK, PROJECT

Task 3

Match the qualities of a with the following definitions/situations (worksheet 2)



LESSON TOPIC: The kitchen utensils

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2
Number of students:	12

AIMS:

LANGUAGE:

- to provide the students with necessary tools to learn the basic kitchen utensils
- to develop writing, reading and speaking skills in English.

CONTENT:

- to identify and name the kitchen utensils used in the kitchen,
- describe and demonstrate the proper use of the kitchen utensils,
- name the basic activities (verbs) done with the basic kitchen utensils

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher divides the class into 3 groups of 4 people. Each group gets 'the black box' with two kitchen utensils inside plus the flash cards with 6 verbs. The students' task is to write the name of the utensil and to write what it is used for in the kitchen; i.e. The board is used for protecting the kitchen counter while cutting

B. PROCEDURE:

Task 2

The teacher gives the name along with the recipe of the dish to each group. (there are 3 names of the dishes prepared such as; apple pie, cabbage salad, pork chops with potatoes).

Task 3

The teacher presents all the utensils needed to prepare the given dishes in front of the class. The students task is to choose the right utensil to prepare the given dish. The students are given the worksheets 1A, 1B, 1C which they have to complete while the teacher presents the new vocabulary.

Task 4

The teacher teaches new vocabulary, corrects pronunciation by using multimedia presentation while the students' task is to complete the diagrams with the appropriate word.

C. FOLLOW UP - HOMEWORK

Task 5

The teacher asks the students to name the utensils again to check the students pronunciation.

The teacher gives to the students the worksheets (worksheet 2) with the fill in the gaps task.

The students have to read the sentences and fill in the gaps with the new vocabulary. After finishing the task, the teacher asks the students to read their answers aloud.

The teacher provides the students with the worksheet 3 . The students' task is to find 9 words from the Word Search Task. After completing the task, the teacher asks the students to read aloud the proper answers.



LESSON TOPIC: The baking utensils

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: sieve, rolling pin, pastry board, cookie cutter, mixing bowl, icing syringe, pastry brush, baking sheet, cake pan, knife
- to develop reading and speaking in English

CONTENT:

- to present and discuss basic baking utensils.

MATERIALS:

worksheet 1, worksheet 2.

A. WARM-UP:

Task 1

The teacher encourages the students to create the definition of 'utensil' in English.

(A kitchen utensils is a hand-held, typically small tool that is used in the kitchen, for food - related functions)

The teacher asks the students to list the main utensils they need to make cookies.

The teacher asks the students to match the pictures of the utensils to the words in bold (worksheet 1).

B. PROCEDURE:

Task 2

The teacher asks the students to read the recipe and fill it with the proper word from the previous task (worksheet 2).

The teacher asks the students to read aloud their answers. The teacher also checks their pronunciation. The students practice writing and reading.

Task 3

The teacher asks the students to list the factors which make the shortcrust perfect (speaking and writing)

(the dough must be in the fridge minimum 3 hours, when bringing shortcrust together use the knife as long as you can to prevent the dough from heating by the hands)

Task 4

The teacher encourages students to speak about the criteria the students would use to evaluate if the cookies have been baked properly. The students have to think of size, shape, colour, smell etc. (speaking)

Task 5

The teacher encourages the students to speak. The teacher tell to the students that they will need to bake a birthday cake. What other utensils you need to use?

Which utensils you learnt you won't use.

C. FOLLOW UP - HOMEWORK, PROJECT

Task 6

Write the English translation to the words below:

sieve, rolling pin, pastry board, cookie cutter, mixing bowl, icing syringe, pastry brush, baking sheet, cake pan, knife



LESSON TOPIC: How to cook

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: cooking techniques
- to develop reading and speaking in English

CONTENT:

- to learn basic cooking techniques in gastronomy production

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task1

The teacher asks the students some warm -up questions:

- Do you cook?
- How do you like your egg?
- How does your mother cook fish at home?

B. PROCEDURE:

Task 2

The teacher asks the students to read a text about how to cook food. The teacher asks them to underline the cooking techniques they find in the text (worksheet 1).

Task 3

The teacher explains the students that their task is to match the given cooking techniques with the definitions (worksheet 2).

Task 4

The students read the text from worksheet 1 for the second time and underline names of food. Then they put the food under the group they belong to (worksheet 3)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

Search the Internet for a recipe to cook an egg, some pasta or a cake and try to make it at home and share their experiences in the class next week.



LESSON TOPIC: Basic techniques in gastronomy production- cutting

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: verbs used for some cutting techniques
- to develop reading and speaking in English

CONTENT:

- to present basic cutting techniques, to learn basic vocabulary connected with them

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task1

The teacher asks the students some warm -up questions:

- Do you make salad at home?
- What do you do to make a salad?
- How many ways can you cut a tomato in?

B. PROCEDURE:

Task 2

The teacher asks the students to read the text and underline cutting techniques (worksheet 1).

Task 3

The teacher explains the students that their task is to match the given cutting techniques with the given pictures (worksheet 2)

Task 4

The teacher asks the students read the text from worksheet 1 again and underline the names of vegetables. Then their task is to match the vegetables and the cutting methods (worksheet 3)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

Search the Internet for a salad recipe, make it at home and share their experiences in the class next week.



LESSON TOPIC: Vegetables in cooking

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the vegetables recipe related vocabulary (ingredients, preparation, etc ...) and techniques for vegetable preparation
- presenting a recipe for a dish
- to develop reading and speaking in English

CONTENT:

- to present and discuss the use of the vegetables in cooking

MATERIALS:

worksheet 1, worksheet 2, worksheet 3, a video projector (optional) 4 dictionaries

A. WARM-UP:

Task1

The teacher shows the student the short film on cooking vegetables:

<https://www.youtube.com/watch?v=PxJRhNzDwYY>

Task 2

The teacher gives out the worksheet 1 ('vegetable picture test') and asks the students to circle the correct word for each vegetable drawing. First the students do it individually and then the students compare their answers in 4 groups. After finishing the teacher goes through the answers with the whole class.

B. PROCEDURE:

Task 3

The teacher gives out the worksheet 2 (one to each group, i.e. A, B, C, D) and tells the students to read and 'study' the recipe they have been given. The teacher notes there are some words (used in the recipes) explained below in case the students need them

Task 4

The teacher tells the students that after reading and studying their recipe, they will 'invent' a new dish, replacing 3 ingredients with the new ones of their choice. The students will also give their dish a new name, and write how to prepare it (worksheet 2).

While students are performing their tasks, the teacher goes around and helps the students with the vocabulary. (This activity can also be done with the dictionary.) The teacher gives students enough time to work (i.e. 15 - 20 minutes).

After finishing each group has to present their new dish to the class. The other groups are asked to evaluate their presentation. (worksheet 3). After all the groups have finished their presentations, the teacher adds the points from all the groups together to get the winner

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

During the practise lesson the students cook the dishes they invented and taste them to see if their evaluation was correct. The students can also take photos of them and publish them on school's website or magazine



LESSON TOPIC: Fruit and smoothies

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12 (students work in groups of 3-4)

AIMS:

LANGUAGE:

- to learn and practise the vocabulary related to fruit and preparing fruit
- to develop listening, reading, and speaking comprehension skills in English
- to learn how to prepare a smoothie

CONTENT:

- the use of fruit in cooking (focusing on preparing a smoothie)

MATERIALS:

- worksheet 1 (4 fruit smoothie recipes – one for each group)
- worksheet 2 (smoothie evaluation sheet – to be photocopied one for each group)
- a video projector, a computer or a laptop, Internet access
- 4 (one for each group) fruit blenders or smoothie makers (if you can't provide so many, organize groups to share one or two)
- knives, bowls, chopping boards, glasses, etc.
- all the ingredients for the recipes – see the worksheet 1 (option: you can only provide the ingredients for one recipe and students in groups will be preparing the same smoothie)
- note: lesson is designed to take place (with the help of a gastronomy teacher) in the workshop (the kitchen), where students are taught their practical lessons
- note: If you want to play a Kahoot game with your students, you'll need your (free) Kahoot account. You can create one from the following link <https://create.kahoot.it/account/register/> (Option: you can skip playing the Kahoot game and start with the part two of the Warm-up). Students will need a mobile phone or a laptop (per group) with the Internet connection

A. WARM-UP:

Task 1

The teacher plays with the students (in groups of three) a Kahoot game titled Fruit quiz

Task 2

The teacher asks the students a few questions about fruit:

What kind of fruits do you know? (option: the teacher can put the names of different fruits on the board while students are listing them, or the teacher can have the students put them on the board and ask the class to help correct the spelling mistakes)

What are the so called exotic fruits? (Papayas, mango, bananas, figs, pomegranates, coconut, etc ...)

What do we use the fruits for in cooking? (Try to elicit smoothies.) (Compotes, fruit salads, desserts, starters, strudels, cakes, meat dishes, smoothies, etc ...)

B. PROCEDURE:

Task 3

The teacher asks the students to watch a short YouTube video on how to prepare a smoothie

https://www.youtube.com/watch?v=uzZX_vGsbPM

Task 4

The teacher explains that the students (in groups of three) draw lots to decide which recipe they'll use (A, B, C, or D) – see worksheet 1. Each group gets only one recipe from the worksheet

The teacher asks the students to read their recipes. After reading the students have to fetch the ingredients for their recipe from all the ingredients that are already placed on the separate table/place. The teacher supervises the students to check if the correct ingredients have been chosen for each group.

When all the ingredients are collected, students (in groups of three, i.e. A, B, C, D) start preparing their smoothie. The teacher sets the time to finish (5 – 10 minutes). When the smoothies are prepared the students have to pour them in the suitable glasses. (Each recipe serves 2, so each group will need two glasses).

After finishing each group has to present their smoothie (the name, the ingredients, how it has been prepared) to other groups.

The teacher gives out one evaluation sheet (worksheet 2) to each group. The teacher asks the students to fill them in. The teacher sets the time of 3 minutes to finish and collect them afterwards. The teacher helps the students with the vocabulary if necessary

C. FOLLOW UP – HOMEWORK, PROJECT

Task 5

Each student has to invent (option: find a recipe for it on the Internet) their own smoothie and make it at home. The students have to write a recipe for it and present it, together with a photo of the smoothie on their mobile phone during the next lesson



LESSON TOPIC: Freshwater or saltwater?

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: division of fish
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to learn division of fish

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher asks the students some warm up questions and the students talk about their preferences of fish.

- Do you like eating fish?
- Which fish do you like eating most?
- Do you like your fish grilled, fried or baked?
- How often do you eat fish?

B. PROCEDURE:

Task 2

The teacher asks the students to read a text about the division of fish. The student task is to find out the names of fish and underline them (worksheet 1)

Task 3

The teacher asks the students to write the names of fish under the division groups (worksheet 2).

Task 4

The teacher asks the students to match the two halves of the given sentences according to the text from first worksheet (worksheet 3)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

The teacher asks students to make groups of 4. They are asked to go to a fish market and take photographs of the fish types there, prepare a poster showing the division of fish and present it in the classroom in the next lesson



LESSON TOPIC: SPICES AND HERBS- TEST YOUR TASTE

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: sour/salty/bitter/savory/sweet/spicy/hot/mild/strong/flavor/taste
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related the taste and flavor of herbs and spices and their preparation)

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP: „Test your taste“

Task 1

The teacher explains that the students are going to watch the video about basic tastes (delicious, sweet, hot/spicy, bitter, sour, salty).

https://www.youtube.com/watch?v=nFD_yPHNaDM

After watching the video the teacher goes around the class and chooses 6 students. The teacher gives them a piece of paper with the adjectives of “taste” written down. Their job is to act out the taste using facial expressions. The students’ role is to guess the “taste” adjective.

B. PROCEDURE:

Task 2

The teacher distributes around the students worksheets 1. The task is to match the types of flavour with the definition. Two words are given additionally. The teacher asks students to look them up in the dictionary and explain what these two additional words mean. The students are asked to write down their definitions

Task 3

Pair work.

The teacher divides the class into pairs and prepares 12 fresh or dried spices/herbs and 1lemon and a little of sugar or honey. Number the items :1. lemon-sour, 2. salt - salty, 3.cumin,oregano,pepper- bitter, 4.allspice - savory, 5. cinnamon, ginger - spicy, 6. turmeric - mild, 7. chili, cloves -hot, 8. anise, black pepper, thyme, cardamon - strong, 9.sugar/ honey -sweet. Put them on students’ desks.

Task 4

The teacher asks one student from each pair to close his/her eyes and hold his nose while the other student feeds the first one spices. The student tries to guess what flavor the spice or a herb is without letting go of his nose. The student describes the flavors he experiences.

The teacher tells the students to match the recognized flavours from task to the given spice or herb (worksheet 2).

Students present their work.

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

Identify 9 herbs from the video. Make a list of herbs used to make a CHAI TEA (worksheet 3)

<https://www.youtube.com/watch?v=qhTkRfskKNw>



LESSON TOPIC: Difference between herbs and spices

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: mint/coriander/basil/parsley/chive/dill/thyme/oregano/rosemary/sage/ bay leaf/ lemon grass/tarragon/root/stem/bark/seed
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to herbs), using herbs in cooking.

MATERIALS:

worksheet 1, worksheet 1A, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher explains the students that they are going to watch the video. Their task is to identify 12 herbs from the video <https://www.youtube.com/watch?v=qtbnkihsc-4>

The teacher asks students to fill in the worksheet 1 (match the words with the pictures presenting herbs).

*Optional:

The teacher after watching the video presents (previously prepared) 12 fresh or dried herbs and spices. The teacher divides the students into groups of 3 and distributes them the names of herbs. Students task is to match the word with the herb (worksheet 1A)

B. PROCEDURE:

Task 2

The teacher divides a class into 4 groups of 3, asks students to read the text about the difference between herbs and spices. The students task is to create their own questions to the answers given below (worksheet 2).

*the words in bolds are explained below.

Students present the answers aloud.

C. FOLLOW UP - HOMEWORK, PROJECT

Task 3

Watch the video from the lesson again and make a list of food matching with the herbs (worksheet 3).

<https://www.youtube.com/watch?v=qtbnkihsc-4>

**LESSON TOPIC: Herbs and spices in cooking****INFORMATION ABOUT THE GROUP:**

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:**LANGUAGE:**

- to learn the vocabulary related to herbs and their preparation
- to use herbs and spices in cooking
- to learn how to prepare salads with herbs and spices
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to herbs), using herbs in cooking.

MATERIALS:

worksheet 1, worksheet 2, worksheet 3, worksheet 4, worksheet 5

A. WARM-UP:**Task 1**

The teacher asks the students to prepare their mobile phones with the access to the Internet and play the Kahoot game about herbs.

<https://create.kahoot.it/#quiz/71a7abfa-5fe8-4769-905e-53195845bf99>

B. PROCEDURE:**Task 2**

The teacher divides the students into 4 groups. The task for group 1 and 2 is to watch the video and identify 8 herbs used to make herbal tea (worksheet 1), the group 3 and 4 is asked to watch the video and write the procedure to make the tea (worksheet 2).

<https://www.youtube.com/watch?v=NEX8lwydBHw>

After watching the video the groups exchange their worksheets and create the herbal tea recipe (worksheet 3)

Task 3

The teacher divides students into 2 groups and tells the students that they should imagine that they are going to prepare 2 dishes. One group is going to prepare Mozzarella and tomatoes salad and the second Caesars cocktail (worksheet 4 and 5) The teacher distributes among the students envelopes with the cut up recipe (the ingredients and the procedure of cooking). The students' task is to put the recipe in order to create the dishes. The teacher elicits the proper recipe and then asks additional questions like:

- How much oil do you need?
- How many tomatoes are you going to use?

- What does the word „drain“ mean?
- Why do we use herbs in this recipe?
- What is it?

*Optional

The lesson could be designed to take place in the workshop with the help of a gastronomy teacher, where gastronomy lessons are taught. The procedure is the same but after the theoretical part of the lesson the students are going to prepare the dishes, present them in the classroom and describe the dish (what have they done and what ingredients have they used)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 4

Each student has to create his/her own dish which is made of herbs and spices (it can be tea, a salad or a dip) and make it at home. The students have to write a recipe for it and present it, together with a photo of the dish during the next lesson.



LESSON TOPIC: HOW TO BE A BAKER AND MAKE BREAD

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: bakery/ yeast/ dough/knead/proof/mould/rack/backing tray/loaf
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to learn and practice vocabulary related to bread making

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher explains to the students what a baker does, i.e. what he bakes, what he wears, who he may bake for (wedding or birthday cakes, for example).

The teacher asks the students the following questions:

- Do your parents make bread at home?
- What kinds of tools does a baker use? Does he use mixing bowls and wooden spoons?
- Have you ever visited a bakery?
- Which products are made at a bakery?
- What kind of bread do you prefer?
- Who works at a bakery?
- Which ingredients do bakers use?
- What is your favourite kind of cake?

B. PROCEDURE:

Task 2

The teacher tells the students to imagine that they have decided to become a baker. Then the teacher elicits ideas of what the students will need to know about baker's work before getting a job (worksheet 1).

Task 3

The teacher presents different kinds of bakery goods using authentic materials or photos. The students get the worksheet 2 and their task is to match the types of the bakery goods with the photos.

Task 4

The teacher asks the students to watch the video and fill in the missing words (worksheet 3) while watching the procedure of bread making

<https://www.bbcgoodfood.com/videos/techniques/how-make-bread>.

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

Visit a local bakery or bakery department of your local grocery store! Take photos of at least 6 bakery goods available in the shop and label them with English names.



LESSON TOPIC: Desserts and their division into hot, cold and frozen

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: types and names of some desserts
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to learn desserts and their division

MATERIALS:

worksheet 1, worksheet 2, worksheet 3, worksheet 4

A. WARM-UP:

Task 1

The teacher asks the students some warm- up questions:

- Do you like desserts?
- What is your favourite dessert?
- What kind of desserts does your mother make at home?

Task 2

The teacher asks the students to read some vocabulary and circle which of the things mentioned are desserts. The teacher discusses the names and checks their answers (worksheet 1).

B. PROCEDURE:

Task 3

The teacher asks the students to read a text about desserts and how they are grouped. Their task is to underline the names of the desserts mentioned in the text (worksheet 2)

Task 4

The teacher explains that the student' task is to match the names of desserts with the given pictures (worksheet 3).

Task 5

The teacher asks the students to read the text about desserts for the second time and find the names of groups desserts are divided into. Then they are asked to put the desserts from the text into the group they belong to (hot, cold, frozen) and add 1 more dessert to each group(worksheet 4).

C. FOLLOW UP - HOMEWORK, PROJECT

Task 6

Choose one of the desserts that were mentioned during the lesson, search the Internet for its recipe, try to make it at home and share their experiences in the class next week.



LESSON TOPIC: Let's make a cake

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary connected with preparing desserts
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to learn how to make a cake

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher asks the students some warm up questions:

- What kind of cakes do you like?
- Do you help your mother while she makes cakes at home?
- Have you ever made a cake?

Task 2

The teacher asks the students to do a matching exercise about the ingredients in a walnut cake (worksheet 1)

B. PROCEDURE:

Task 3

The teacher explains the students that they are going to read the recipe of the walnut cake. Their task is to find the ingredients given in the recipe and write the ingredients around a walnut cake picture. Then the students have to find and circle all imperative verbs connected with preparing the cake. The teacher checks the answers (worksheet 2)

Task 4

The teacher asks the students to complete some instructions with verbs given (worksheet 3).

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

Make a cake at home and bring it to the class. Be ready to describe the way you've prepared it.



LESSON TOPIC: Types of cakes

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: sponge cake, pound cake, shortcrust, yeast cake, choux pastry, puff pastry, ginger cake, meringue
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss types of cakes

MATERIALS:

worksheet 1 worksheet 2, photos of cakes and their names

A. WARM-UP:

Task 1

The teacher shows students photos of different types of cakes and asks them which of the cakes they like.

The teacher puts the photos of the cakes and their names on the blackboard but in a random order

B. PROCEDURE:

Task 2

The teacher explains the students that they are going to read the text and their task is to match the types of cakes with their names on the blackboard.

The teacher checks the answers by asking students to come to the blackboard and match the names and the pictures (worksheet 1)

Task 3

The teacher asks the students to write at least 2 ingredients that they need to bake the following cakes. The teacher checks their answers (worksheet 2)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 4

The students match the types of cakes with their names (worksheet 3).

Task 5

The students make a list of ingredients they need to make their favourite cake. They pick them from the kitchen and present to their classmates using the expressions "To bake..... you need..."



LESSON TOPIC: Sponge cake

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: a tin, a cooling rack, to beat, sponge cake, to dust, to spread, a yolk, a jelly, layer cake, angel food cake, nutritional value, batter, airtight container
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss basic information about sponge cake (what the sponge cake is, its main ingredients, nutritional value, its main use)

MATERIALS:

slides, worksheet 1, worksheet 2, worksheet 3, worksheet 4, worksheet 5, worksheet 6, worksheet 7, recipe of a Victorian sponge cake

A. WARM-UP:

Task 1

The teacher encourages students to tell all the pieces of information about the sponge cake.

The teacher asks the students such questions as:

- what are the main ingredients of sponge cake?
- what methods of preparation of the sponge cake do you know?
- what is the main use of the sponge cake?
- do you know the nutritional value of the sponge cake?
- what utensils do you need to make the sponge cake?

Task 2

The teacher presents the slides (worksheets 1, 2, 3, 4.) where the students can find the answers to the questions. The teacher emphasizes the necessary vocabulary, the teacher translates with the students vocabulary they do not know.

B. PROCEDURE:

Task 3

The teacher explains to the students the cake which is named Victorian Sponge Cake. the teacher explains what this name is derived from. (worksheet 5) Next the students do the task from worksheet 5 (filling the text with the proper word)

The teacher asks the students to read aloud their answers. The teacher also checks their pronunciation. The students practice writing and reading

Task 4

Students are supposed to match the two columns to make the fixed expressions. The teacher tells the students that those expressions are taken from the recipe of Victorian Sponge Cake (worksheet 6).

Task 5

In this task the students practice writing and they learn to use the words in the proper context. The students also practice new vocabulary and expressions (worksheet 7)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 6

Write the recipe of the sponge cake. The students have to contain not only the method of preparation and ingredients but also they have to write all the utensils they will use during the preparation of the cake.

Task 7

Write a recipe for the cake in which the sponge cake is used.



LESSON TOPIC: All about shortbread

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the vocabulary: yolk, white, crumbly, knead, combine, tough, melt, increase, shortbread, raw, lard.
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss main information about shortbread (its ingredients, useful guidelines to the way of preparation)

MATERIALS:

worksheet 1, worksheet 2, worksheet 3, worksheet 4, slides

A. WARM-UP:

Task 1

The teacher asks the students the questions that are at worksheet 2.

- What are the main ingredients of shortbread?
- Why is it better to use boiled yolk to the cake rather than the raw yolk?
- Why do have to use so much fat to the cake? What is its function?
- Why is it not required to use white to the shortbread?
- What flour is the best to use to the shortbread?

The teacher asks the students to read the text and tells the students to answer the questions (worksheet 1)

The teacher presents the slides (worksheets 1, 2, 3, 4.) where the students can find the answers to the questions. The teacher emphasizes the necessary vocabulary, the teacher translates with the students vocabulary they do not know.

B. PROCEDURE:

Task 2

The teacher asks the students to work with the highlighted vocabulary. The teacher prepares dictionaries for the students (worksheet 2)

Task 3

The teacher asks the students to read a short text from worksheet 3 and lets the students do exercise below (worksheet 3)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 4

Write as many examples as you can of the ready products in which shortbread is used. Take the division of salty shortbread and sweet shortbread into consideration.

Write a recipe for the cake in which the sponge cake is used.



LESSON TOPIC: Puff cake and yeast cake

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the following vocabulary: puff cake, yeast cake, blin, circular wedding cake, cobbler, scone, crumpet, doughnut, yeast
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss the process of making puff cake and yeast cake, to present the products that are made of yeast cake and puff cake

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher encourages students to write the names of the proper cake under each picture. Then the teacher asks the students if they have ever baked such cakes before. The teacher asks them to tell to the class students' experiences with that cakes.

Next the teacher asks the students to think of the ingredients that are used for making those cakes. The teacher asks them to write them in the table (worksheet1)

B. PROCEDURE:

Task 2

The students are asked to present the list of various products that are made either of the puff cake or the yeast cake. First the teacher tries to ask the students to tell him/she what kind of products they are. The teacher asks the students for the translation in their native language. Next the teacher lets the students do the exercise (worksheet 2).

Having discussed the products the teacher asks the students to write down their own English definitions to the products (worksheet 2)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 3

The teacher divides the class into 2 groups. The first group has to write step by step the process of production of the yeast cake and the second group should do the same with the puff cake.



LESSON TOPIC: Choux pastry and ginger cake

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: rub, wrap, choux pastry, ginger cake, pour, stem ginger, resemble, breadcrumb, thick, dissolve, below boiling point, saucepan
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss 2 types of cakes – choux pastry, ginger cake

MATERIALS:

worksheet 1, workseet 2, worsheet 3, recipe of choux pastry and ginger cake

A. WARM-UP:

Task 1

The teacher tells the students what the ginger cake is then asks them to do (worksheet 1)
The teacher asks the students to read aloud their answers to check their pronunciation.

B. PROCEDURE:

Task 2

Before the students start doing the worksheet 2 the teacher asks them the questions below. After reading short information about the choux pastry the teacher asks the students those questions again (worksheet 2).

- What are the main ingredients to make choux pastry?
- Have you ever tried to make choux pastry? If YES tell everyone about your experience
- List three characteristics of choux pastry.
- Give examples of the products in which this kind of pastry is used

Task 3

The teacher tells the students what the Polish Carpathian mountain cake is and why it has such name. Next the teacher asks them to translate the recipe. The teacher tells the students that if they do not manage to do it on the lesson the rest will be for their homework.

The teacher asks the students to translate the recipe of Polish Carpathian mountain cream cake from the Internet.
<http://cluttercafe.com/2017/03/28/karpatka-polish-carpathian-mountain-cream-cake/>



LESSON TOPIC: Cakes and desserts

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the following vocabulary: cakes/ cookies/ biscuits/ gelatins/ pastries/ ice cream/ pies/ puddings/ candies
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (cakes, desserts)

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task 1

The teacher asks the students to listen to the short description of what dessert is. The teacher divides the students into groups of 3. The students start talking about their favourite desserts (worksheet 1).

<http://www.voki.com/site/create>

Note: Voki is an educational tool that allows users to create their very own talking character. Voki characters can be customized to look like historical figures, cartoons, animals, and even yourself! Give your Voki a voice by recording with a microphone, using our dial-in number, or uploading an audio file. Voki characters can be emailed, shared on social media, and embedded on websites

B. PROCEDURE:

Task 2

The teacher explains that the students are going to read the text about different types of desserts. The students' task is to create 2 questions for each type of the dessert (worksheet 2)

C. FOLLOW UP - PROJECT

Task 3

Choose two different recipes to prepare a dessert of your own. Take some pictures of the desserts and explain in few words the process of preparation.



LESSON TOPIC: Dairy products

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the following vocabulary: dairy products
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss dairy products and their use

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher divides the class to work in pairs. The students task is to discuss the statements and decide if the statements about dairy products are true /T/ or false /F/ (worksheet 1 task 1).

B. PROCEDURE:

Task 2

The teacher asks the students to listen to the text and check if they were right about the statements from warm-up activity (worksheet 1 task 2).

Task 3

The teacher asks the students to read the text again. The students' task is to write the new words into students' exercise books and find their translation in the dictionary.

Task 4

The teacher asks the students to match the pictures of dairy products with the photos (worksheet 2) and their definitions (worksheet3).

C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

Answer the following questions:

- Name at least 3 dairy products.
- Do you consume dairy products every day? Why? Why not?
- Write (50 words) about the benefits of dairy products on the health of human beings.



LESSON TOPIC: Milk

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the following vocabulary: types of animal and vegetable milk/ milk components
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss about milk, its types and its production

MATERIALS:

presentation 1, worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher asks the students to watch the video about how the milk is made and students' task is to say if the statements are true or false (worksheet 1).

<https://www.youtube.com/watch?v=klbVwE5zb1Y>

B. PROCEDURE:

Task 2

The teacher asks the students to read the text about milk and answer the questions (worksheet 2)

C. FOLLOW UP - HOMEWORK, PROJECT

Task 3

The teacher asks the students to read and listen to the text about plant/vegetable milk and find the words in bold in dictionary

<https://www.voki.com/site/myVoki>

Note: Voki is an educational tool that allows users to create their very own talking character. Voki characters can be customized to look like historical figures, cartoons, animals, and even yourself! Give your Voki a voice by recording with a microphone, using our dial-in number, or uploading an audio file. Voki characters can be emailed, shared on social media, and embedded on websites.

**LESSON TOPIC: Types of animal and vegetable milk****INFORMATION ABOUT THE GROUP:**

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:**LANGUAGE:**

- to learn the following vocabulary: types of animal and vegetable milk/ intolerant to lactose
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and discuss about different types of animal and vegetable milk.

MATERIALS:

presentation 1, worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:**Task 1**

The teacher asks the students to write the words under the pictures (worksheet 1)

Task 2

The teacher asks the students to answer the questions below:

1. Have you tasted all types of milk shown in the pictures?
2. Which type of milk is your favourite one?
3. What do you think, do we need to drink milk every day to stay healthy and fit?
4. Have you ever heard the term lactose intolerance? Can you explain what it means?

B. PROCEDURE:**Task 3**

The teacher asks students to read the text about different types of milk and answer or complete the following questions: (worksheet 2)

Task 4

The teacher asks students to listen to some more interesting facts about different types of milk. The students' task is to write the type of milk for each part. If they have difficulties to decide, they should use the script to help them at the second listening (<https://www.voki.com/site/myVoki>) (worksheet 3).

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C. FOLLOW UP - HOMEWORK, PROJECT

Task 5

The teacher asks the students to:

1. Name types of milk (remembering)
2. Explain the term intolerant to lactose (understanding)
3. Describe the procedure of making your own almond milk at home (applying)
4. Compare cow's milk and soy milk in relation with benefits for human health. (analysing)
5. Recommend type of milk suitable for a person intolerant to lactose. (evaluating)
6. Write your own recipe using one of the types of milk (creating)

**LESSON TOPIC: Milk in cooking****INFORMATION ABOUT THE GROUP:**

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:**LANGUAGE:**

- to learn the following vocabulary: pea cream soup/ white sauce/ ingredients needed for preparation
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary connected with milk, storage of the milk and dishes which can be done from milk

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:**Task 1**

The teacher explains the students that they shouldn't let the milk in the fridge go to waste! We should discover the many ways we can use it in daily cooking, from chicken-fried steak to soup and hot chocolate. The teacher tries to brainstorm how can we use milk in cooking

B. PROCEDURE:**Task 2**

The teacher explains the students that they are going to watch the short video about how to prepare a creamy pea soup. The students' task is to make the list of ingredients needed (worksheet 1).

https://www.youtube.com/watch?v=qTliWpo_dvU

Task 3

The teacher asks the students to read the white sauce (Béchamel sauce) recipe and match the words to their definitions (worksheet 2)

C. FOLLOW UP - HOMEWORK, PROJECT**Task 4**

Prepare "creamy pea soup" and "white sauce" at home or during your cooking lessons (optional). Take photos of the way you prepare the white sauce or creamy pea soup. Show the photos during the next lesson and explain the way of preparing the dishes.



LESSON TOPIC: Recipe with milk- pancakes

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn the following vocabulary: butter/ yeast/ a whisk/ salt/ eggs/ flour/ a bowl /milk/ a frying pan/ take/ put/ break/ cook/ use/ add / mix
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and practice how to make pancakes.

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task 1

The teacher explains the students that they are going to watch a video with instructions how to make pancakes. The teacher gives them worksheet 1. Students' task is to fill in the gaps.

<https://www.youtube.com/watch?v=fBOijaG7Hyk>

B. PROCEDURE:

Task 2

The teacher asks the students to work in pairs and asks the question: What do you need to make pancakes? The students' task is to match the words with the pictures (worksheet 2).

C. FOLLOW UP - HOMEWORK, PROJECT

Task 3

Make pancakes according to the instructions learnt. Take some photos and explain briefly how did you make them.



LESSON TOPIC: Cold and hot beverages

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: back/ top off/ garnish/ sprinkle/ whisk/ shot/ kind of coffee/
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to cold and hot beverages and their preparation).

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task 1

The teacher asks the students to write the name of the beverage under each picture (worksheet 1).

B. PROCEDURE:

Task 2

The teacher asks the students to watch the video about coffee around the world (Portugal, Germany, Vietnam, France, Greece, Hong Kong, Italy, Austria, Ireland). The students are asked to pay attention to the ingredients that we need to prepare different kinds of coffee. Then the teacher asks students to choose one way of preparing coffee and describe it (worksheet 2).

<https://www.youtube.com/watch?v=aBLYSOODSVI&spfreload=10>

C. FOLLOW UP - PROJECT

Task 3

Make coffee and cappuccino, take a photo and describe the way of preparing them.



LESSON TOPIC: Mixed drinks

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: back / bar spoon / bitters / blend / build / call drink / cocktail / garnish/ mixer/ muddler/ shaker tin/ mixing glass
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to mixed drinks).

MATERIALS:

worksheet 1, worksheet 2, worksheet 3

A. WARM-UP:

Task 1

The teacher asks the students some warm- up questions:

1. How can we divide drinks?
2. Can you name any cold drinks?
3. Can you name any hot drinks?
4. What is your favourite drink?

B. PROCEDURE:

Task 2

The teacher asks the students to listen and read the text about mixed drinks. The students' task is to complete the sentences or answer the questions related to the text (Worksheet 1)

<http://www.voki.com/site/create?VklId=13233273&chsm=cd0d5d9a804fa1238ef35bbb92f3f959&share=sharing>

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Task 2

The teacher tries to elicit the answer to the question: How can we prepare mixed drinks? Students are asked to find these items in the classroom

- In a mix glass
- In a shaker
- In a mixer
- „direct way“

Task 4

The teacher asks the students to think about the ingredients that they could use to prepare mixed drinks. The students are asked to find them in the classroom. The teacher asks students which ingredients that are in the classroom are not suitable to be used? (worksheet 2).

Task 5

The teacher asks the students to find the parts of a bartender equipment in the classroom (worksheet 3).

C. FOLLOW UP - PROJECT

Task 3

Find the recipe to prepare a mixed drink. One of the ingredients **MUST** be mint or cinnamon.



LESSON TOPIC: Cocktails – recipes

INFORMATION ABOUT THE GROUP:

Age of the student:	16-18
Language Level:	A2/B1
Number of students:	12

AIMS:

LANGUAGE:

- to learn and practise the following vocabulary: back/ bar spoon/ bitters/ blend/ build/ call drink/ cocktail/ garnish/ mixer/ muddler/ shaker tin/mixing glass
- to develop reading, speaking and listening comprehensions skills in English

CONTENT:

- to present and learn vocabulary (related to mixed drinks).

MATERIALS:

worksheet 1, worksheet 2

A. WARM-UP:

Task1

The teacher asks the students some warm-up questions:

- Do you like cocktails?
- What are the most popular ingredients to be used to prepare them?
- What 's your favourite cocktail?

B. PROCEDURE:

Task 2

The teacher asks the students to watch the video about how to make a Mojito cocktail and answer the questions below (worksheet 1).

<https://www.youtube.com/watch?v=KWU9ZaWbeuQ>

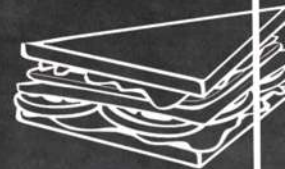
Task 3

The teacher asks the students to read the recipe to prepare long drink. The students' task is to find the ingredients and the equipment in the classroom (worksheet 2).

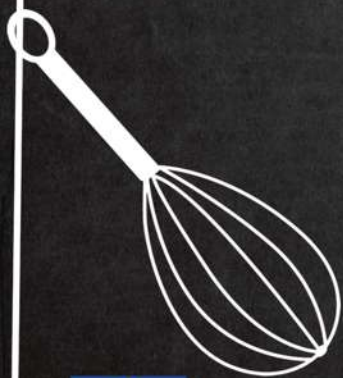
C. FOLLOW UP – PROJECT

Task 3

Make a cocktail according to the above recipe.



WORKSHEETS



Erasmus+

COOK, SERVE AND SPEAK ENGLISH

EMPLOYING WORKERS IN GASTRONOMY

1. Writing a CV and an application letter.

Worksheet 1



CONNECT THE PARAGRAPHS IN THE TEXT WITH THE FOLLOWING TITLES.

THERE ARE TWO EXTRA TITLES:

- A. PERSONAL SUMMARY
- B. FREE TIME ACTIVITIES
- C. ACADEMIC QUALIFICATIONS
 - a. OTHER JOBS
 - b. KEY SKILLS AND COMPETENCES
 - c. WORK EXPERIENCE

Gašper Praznik Chef



<p>AREAS OF EXPERTISE</p> <ul style="list-style-type: none">• Food preparation• Planning menus• Kitchen hygiene• Catering• Hospitality• Food for special events <p>PROFESSIONAL</p> <p>Food Hygiene Certificate</p> <p>BTEC HND in Professional Cookery</p> <p>PERSONAL SKILLS</p> <ul style="list-style-type: none">• Creative• Inventive• Communicative <p>PERSONAL DETAILS</p> <p>Gašper Praznik 25 Gozdarska cesta 2393 Mislinja Slovenija T:+38651322117 gasper.praznik@gmail.com 12/09/1990 Driving licence: yes Nationality: Slovene</p>	<p>1. _____</p> <p>A bright, talented and self-motivated chef. able to instruct cooks and other kitchen workers in the preparation, cooking, garnishing, and presentation of food to the highest standards. Experienced in the planning, directing, and supervising of food preparation and cooking activities in a busy environment. Looking for a suitable chef position with an exciting and innovative restaurant.</p> <p>2. _____</p> <p>Hotel Triglav Bled – Restaurant 1906 CHEF June 2012 – Present</p> <p>Duties:</p> <ul style="list-style-type: none">• In charge of the cooking, preparation and serving of meals and refreshments.• Keeping the kitchen organised, ensuring utensils are placed in the correct place.• Ensuring the kitchen is a safe environment to work in.• Advising new cooking techniques and equipment to kitchen staff.• Carry out the preparatory work for creating dishes.• Cooking, breakfast, lunch and evening meals.• Prepare and present dishes so they are ready for guests at the right time.• Ensure all the food produced is of the very highest standard and delicious.• Responsible for food stock control, ordering high quality vegetables and meat.• Meal preparation and menu planning.• Ensuring the kitchen is maintained and cleaned to the highest level. <p>3. _____</p> <p>Able to cook a variety of different dishes including foreign dishes. An awareness of all health and hygiene requirements. Experience of restaurant / pub / inn style food production.</p> <p>4. _____</p> <p>Level 2 Diploma in Professional Cookery Vocational College for Catering and Tourism Bled 2010 -2012 High school of Gastronomy Slovenj Gradec 2006 – 2010</p>
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Adopted from: http://www.dayjob.com/downloads/cv_examples/chef_cv_template.pdf

EMPLOYING WORKERS IN GASTRONOMY

2. Writing a CV and an application letter.

Worksheet 2



Put the words on the right under the suitable descriptions on the left.



1. Somebody who is 'creative' can also be called <u>INNOVATIVE</u>	1. ANALYTIC
2. The opposite to 'lazy', is _____	2. DYNAMIC
3. A person who is always on time and never late, is a. _____	3. GOAL-ORIENTATED
4. A person who makes changes to resolve potential future problems, is _____	4. HANDS-ON
5. A manager who is directly involved with the work of their staff, is _____	5. HARD-WORKING
6. When a person is focused on achieving an objective, they are _____	6. INNOVATIVE
7. If somebody is a 'realist', they are also _____	7. METHODICAL
8. People that work in an 'ordered' and 'systematic' way, are _____	8. NATURAL LEADER
9. Somebody that can be trusted to do things, is _____	9. PRAGMATIC
10. A person that leads or controls other people easily, is a _____	10. PROACTIVE
11. A person that is full of energy and likes change, is _____	11. PUNCTUAL
12. A different way to say that somebody is 'logical', is _____	12. RELIABLE
13. People that encourage others to do well, are _____	13. SUPPORTIVE

EMPLOYING WORKERS IN GASTRONOMY

3. Writing a CV and an application letter.

Worksheet 3



_____ - *Waiter/Waitress*

AREAS OF EXPERTISE

1. PERSONAL SUMMARY

.....
.....
.....
.....
.....

PROFESSIONAL

2. WORK EXPERIENCE

.....
.....
.....

PERSONAL SKILLS

3. Duties:

-
-
-
-
-
-
-

PERSONAL DETAILS

4. KEY SKILLS AND COMPETENCES

.....
.....
.....

5. ACADEMIC QUALIFICATIONS

.....
.....
.....
.....
.....

2. A job interview Worksheet 1



Number each item in order of importance for good interview technique.

Be ready to explain your choice to the whole class.



- speak clearly
- smile
- listen
- prepare questions
- be confident
- be relaxed



Number each item in order of importance for good interview technique.

Be ready to explain your choice to the whole class.



- speak clearly
- smile
- listen
- prepare questions
- be confident
- be relaxed

EMPLOYING WORKERS IN GASTRONOMY

2. A job interview

Worksheet 2



CONNECT THE QUESTIONS FROM THE JOB INTERVIEW IN THE LEFT COLUMN WITH THE ANSWERS IN THE RIGHT.

A. WHAT EXPERIENCE DO YOU HAVE?	1. "After listening to the customer, I would try and think of a solution. If I'm unable to deal with the problem myself, I'd find my manager or another senior member of staff."
B. WHAT IS YOUR FAVOURITE PART ABOUT BEING A WAITRESS?	2. "I have experience working in another restaurant, I worked busy shifts and I'm used to serving large parties. From my experience I feel comfortable talking to customers."
C. WHAT DO YOU LIKE LEAST ABOUT BEING A WAITRESS?	3. "I really like the kind of food the restaurant serves. I love Italian food and I wanted to apply for a job where I could show my passion for the food when customers ask me questions."
D. WHY DO YOU WANT TO WORK AT THIS RESTAURANT?	4. "I suppose my least favourite part of waitressing is when you get an unhappy customer. Sometimes you get that customer who was in a bad mood when they arrived and they're unhappy with everything you do. It's alright, I'm used to it and I know how to remain professional throughout the situation."
E. CAN YOU PREPARE TABLES?	5. "Waitressing gives me the opportunity to learn on my feet and I get to serve different customers. As there are new people in the restaurant every day, it means every day is different."
F. HOW WOULD YOU DEAL WITH AN ANGRY CUSTOMER?	6. "Yes, in my last job as a waitress I had to set out cutlery correctly. I know how to set out different types of wine glasses when preparing a table."

Adopted from: <http://jaboponiguk483.ga/d321db6231-job-interview-questions-and-answers-for-service-crew-3872491fc0>

[http://interviewquestionsanswers.org/ Why-do-you-want-to-work-at-this-restaurant-as-Waitress](http://interviewquestionsanswers.org/Why-do-you-want-to-work-at-this-restaurant-as-Waitress)

[http://interviewquestionsanswers.org/ Explain-what-do-you-like-least-about-being-a-waitress](http://interviewquestionsanswers.org/Explain-what-do-you-like-least-about-being-a-waitress)

<https://m.people.bayt.com/kedir-mohammed-tofik-38273925/>

<https://www.slideshare.net/tonychoper1006/top-10-waiter-and-waitress-interview-questions-and-answers>

EMPLOYING WORKERS IN GASTRONOMY

2. A job interview

Worksheet 3



READ THE TEXT BELOW AND FILL THE EMPTY SPACES WITH THE FOLLOWING WORDS:

guests

reliable

application

candidate

company

Christine Graham
Hiring Manager
Dayjob Ltd
120 Vyse Street
Birmingham
B18 6NF



20th October 2016

Dear Ms Graham,

With reference to your advertised job for a Waitress, please find attached my CV for your kind consideration. Combined, my experience, qualifications, skills and future potential make me an ideal _____(1) for your job.

I am a hard-working, loyal and professional Waitress who is committed to my job. I have a passion for customer satisfaction. I want to assure you that I am punctual, _____(2) and always do what I say I am going to do. I am very excited at the prospect of working for a company like yours that only employs the very best.

For the last one year I have been working as a Waitress for Southern Restaurants. My typical duties include: taking orders, clearing tables, taking food to tables, presenting bills, handling cash and making coffee. I do everything that I can to ensure _____(3) enjoy a relaxed dining experience, full of excitement.

Right now I want something new and exciting, so I would like to join a _____(4) like yours that has a great atmosphere and superb future career opportunities. With this letter I have attached my CV which I hope will further illustrate to you how I meet all of your requirements. Please feel free to contact me to arrange an interview at your convenience.

Thank you very much for accepting, reviewing and hopefully responding to my _____(5)



Yours sincerely,

Doris Day

16 Maple street
2380 Slovenj Gradec
Slovenia
Tel: +386 121 638 0026
Email: doris.day@gmail.com

A WAITER

1. A waiter's outfit and equipment of a waiter

Worksheet 1

CHOOSE THE CLOTHES WHICH ARE PROPER FOR A WAITER, PIN THEM UP TO THE BOARD AND EXPLAIN WHY THE OTHER CLOTHES ARE IMPROPER.



Adopted from : www.clipartix.com.

A WAITER



Adopted from : www.clipartix.com.

1. A waiter's outfit and equipment of a waiter Worksheet 2

WRITE DOWN WHAT IS WRONG AND WHAT IS RIGHT IN THE APPEARANCE OF JOHN AND JANE.

Wrong things

Right things



A WAITER

1. A waiter's outfit and equipment of a waiter Worksheet 3



WRITE DOWN THE PROPER EQUIPMENT OF A WAITER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. A waiter's outfit and equipment of a waiter Worksheet 4

READ THE TEXT ABOUT WAITERS' UNIFORMS AND ANSWER THE QUESTIONS BELOW.



Waiters' uniforms

Nowadays restaurants or hotels often choose the classical waiters' uniforms: a white shirt, a black tie or a dicky bow, a waistcoat, black trousers, a skirt for women and a long apron.

More casual places such as fast food restaurants, cafes, food dining areas often adopt simple uniforms such as a plain T-shirt with the company logo, jeans and an apron. However, it is important that the waiting staff do not look a lot smarter than their customers, who are dressing more casually to go out to eat at a restaurant. When we choose to work in a restaurant as a waiter you need to know that not only style matters but the waiter's uniform should be functional and comfortable, particularly the shoes. A uniform needs to stand up long working and washing, without making it look worn or old.

- What does the classical waiter's uniform look like?
- What uniforms are worn in more casual places and why?
- What should be taken into account choosing the waiter's uniform and why?

A WAITER

2. A waiter's duties

Worksheet 1



COMPLETE THE TEXT WITH THE WORDS PROVIDED (THERE IS ONE EXTRA ITEM).



customers serve orders menu duties visitors

1. Waiters and waitresses foods and drinks to guests or customers in a polite and friendly manner. They work at hotels, bars, and restaurants.
2. They are responsible for takingfrom customers or guests and presenting it to the kitchen staff exactly the way the customer wants it, and delivering the prepared food or drink to the customer as soon as possible.
3. Other tasks include suggesting to customers theto pick and collecting the pay for the dishes ordered.
4. They also perform such as informing customers of the day's specials and prices, and presenting menu information to them.
5. They should also have good knowledge of formal dining room service standards, health and safety regulations so as to provide superior and enjoyable service toor guests.

13. A waiter's duties

Worksheet 2

TICK THE TASKS AND DUTIES OF THE WAITER'S JOB.



1. Greet and welcome all guests
2. Clean the customer's home
3. Serve food and drinks to guests
4. Take the menu order politely
5. Take payment from the customers in cash or credit cards
6. Be responsible for serving and cleaning tables
7. Wash cups, glasses and mugs as instructed
8. Follow health and safety regulations to avoid cross contamination
9. Repair the customer's car
10. Keep work environment neat and organized
11. Teach some recipes to customers
12. Pay the bill for the customers

A WAITER

2. A waiter's duties Worksheet 3



PLEASE MATCH THE EXPRESSION WITH A RELEVANT DUTY OF THE WAITER.

1. Greet and welcome guests
2. Serve food and drinks to guests
3. Take the menu order politely
4. Take payment from the customers in cash or credit cards

A.

Waitress - May I take your order?
Customer 1 - Yes. I'd like the fish and chips
Waitress - And what would you like to drink?
Customer 1 - I'd like a cup of coffee, please.
Waitress - And what would you like to order?
Customer 2 - I'll take the spaghetti and a salad.
Waitress - What would you like to drink?
Customer 2 - Just water, please.



B.

Waitress: Here you are, Enjoy your meal!

C.

Customer 2 - Could we have the bill, please
Waitress: Certainly, I will bring it right away
(after a minute)
Waitress: Here is your bill
Customer 2: Ok, thank you. (Gives the payment) Keep the change, please.
Waitress: Thank you!

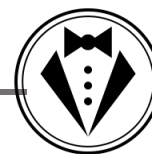
D.

Waitress: Good evening, welcome to our restaurant! Have you got a reservation?
Customer: No, we haven't got one, but we would like a table for two, if possible, please.
Waitress: Certainly, please follow me.



A WAITER

2. A waiter's duties Worksheet 4



EUROPEAN BAZAAR RESTAURANT

All your favourite food in one place

APPETIZERS

Beetroot soup		7.00 euro
French Fries		3.00 euro
Pork Ribs		5.00 euro
Onion soup		3.95 euro
<u>Entrees</u>		
Fish fingers		5.00 euro
Chicken salad		5.50 euro
Steak		12.00 euro
Pasta with cheese		8.00 euro
Pasta with ham		9.00 euro
Pasta with vegetables		8.75 euro
Pasta with ham and vegetables		9.25 euro
Chicken Cordon Bleu		13.00 euro

DRINKS

Soft Drinks	0.5l	1.50 euro
Juice	0.33l	2.00 euro
Mineral water	0.5l	3.00 euro

10% added for tip automatically to all bill

A WAITER

2. A waiter's duties Worksheet 4



HOW WAS THE SERVICE OF YOUR WAITER?

PLEASE TICK THE BOX IN THE EVALUATION SHEET TO MARK THE WAITER'S ACTIONS IN DIFFERENT CATEGORIES

	VERY GOOD	NOT SO GOOD	BAD
Greeting and welcoming guests properly			
Taking the menu order politely			
Serving food and drinks to guests			
Taking payment from the customers in cash or credit cards			
Following the restaurant's dress code			
Keeping good relationship with customers			



A WAITER

3. Laying the table - preparation phase.

Worksheet 1



WATCH THE VIDEO AND WRITE THE INSTRUCTIONS.



<https://www.youtube.com/watch?v=SpK1owmRemQ>

TABLE SETUP



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

SEQUENCE OF SERVICE



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

A WAITER

10.

11.

12.

13.

14.

15.

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32.

33.



4. Metal cutlery Worksheet 1



READ THE TEXT ABOUT TABLEWARE. ANSWER THE QUESTIONS RELATED TO THE TEXT.

Metal tableware is made of stainless steel, polished until it gets silver. It includes dishes, soup tureens, kettles (for instance to cook goulash soup), perforated frying pans to serve snails and epergnes to serve fruit.

Cutlery is an important part of tableware. It can be divided into 3 categories. Classical cutlery is used for basic dishes and it consists of:

- a dinner spoon, a dinner fork and a dinner knife for main dishes,
- a dessert spoon, a dessert/cake fork, a dessert knife for desserts,
- a coffee spoon, a teaspoon, a sugar spoon, a fruit fork and many others.

Special cutlery is used for special dishes. It includes:

- a fish knife and a fish fork,
- a lobster fork (pik) and lobster tongs,
- a fork and snail tongs,
- a crayfish fork and a crayfish knife,
- a caviar spoon,
- an oyster fork and spoon,
- a fondue fork,
- a butter knife.



Serving cutlery include:

- a cake knife and a cake server,
- a fillet knife,
- a salad fork and spoon,
- a sauce spoon,
- a ladle,
- pasta tongs,
- bread tongs and many others.



Questions:

- How many types of cutlery can you name?
- What cutlery do we use to eat fish?
- What do we use to eat caviar?
- Do we need a knife when we eat fondue?
- What do we use to serve pasta?



A WAITER

4. Metal cutlery Worksheet 2



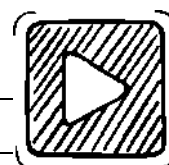
WRITE THE CORRECT VOCABULARY UNDER EACH PIECE OF CUTLERY.



5. Glass tableware Worksheet 1



WATCH THE VIDEO AGAIN AND WRITE THE NAMES OF ALCOHOL WE CAN SERVE IN THE FOLLOWING GLASSES.



beer mug-

rocks glass-

highball glass/ collins glass-

shot glass-

brandy snifter-

martini glass-

red wine glass-

white wine glass-

champagne flute

A WAITER

5. Glass tableware Worksheet 2



WRITE THE NAMES OF GLASSES UNDER THE PICTURES.



.....



.....



.....



.....



.....



.....



A WAITER

6. Setting a table Worksheet 1



WRITE THE NAMES OF THE TABLEWARE UNDER EACH PICTURE.

knife cup tray soup plate dinner plate coffee pot wine glass soup spoon dinner fork



.....



.....



.....



.....



.....



.....



.....



.....



.....



A WAITER

6. Setting a table Worksheet 2



Task 1

WATCH THE VIDEO AND MAKE A LIST OF TABLEWARE THAT THE SPEAKER MENTIONS.



<https://www.youtube.com/watch?v=oRmpxPwJFw8>

Task 2

LISTEN AGAIN AND STATE IF THE SENTENCES ARE TRUE OR FALSE.



- | | |
|--|--------------|
| 1. The fork goes on the left side. | TRUE / FALSE |
| 2. The appetizer fork goes to the right of your entree fork. | TRUE / FALSE |
| 3. When you eat you use your utensils from the outside in. | TRUE / FALSE |
| 4. The meat plate goes to the centre. | TRUE / FALSE |
| 5. The glasses go to the upper left hand side. | TRUE / FALSE |
| 6. The B-M-W rule says- from you left- bread plate, | TRUE / FALSE |
| 7. meat plate, water and wine glasses. | TRUE / FALSE |

A WAITER

6. Setting a table Worksheet 3



READ THE TEXT AND ANSWER THE QUESTIONS.

HOW TO SET A TABLE PROPERLY

When you set a table, you have to carry all the tableware on a tray. It is important to do all the tasks in a certain order.

First, you set the cutlery, then a bread plate and a butter knife. Next you prepare glasses. If it is necessary you add some decorations. Remember to move clockwise.

Utensils are placed in the order they are going to be used with the first ones placed outside. Forks are usually placed on the left side of the dinner plate. Knives are placed on the right side with the cutting blade facing the plate. Spoons are placed on the right side of the plate. All utensils should be placed about 1,5 cm from the edge of the table and lined up from the bottom ends.

The general rule is that you only set the utensils that will be used during a meal. The maximum amount of cutlery is 4 on the right side of the plate, 3 on the left side, 2 above the plate.

1. Does a waiter need a tray?
2. In what order are utensils placed?
3. Do you always put a bread plate on the table?
4. What is the maximum amount of cutlery on the right side of the plate?



A WAITER

7. Stages of serving guests

Worksheet 1



READ THE DIALOGUE AND TRY TO FIND OUT THE PHRASES THAT THE WAITER USED TO:



greet the guests -

sit the guests at the tables -

give menu -

take orders -

give the check -

WELCOME TO OUR RESTAURANT



WAITER: Welcome to our restaurant. Do you have a reservation?

GUEST: No, we don't. Do you have a table for two, please?

WAITER: Yes, we do. Right this way, please. (shows a table)

GUEST: That's great! Thank you very much for your help.

WAITER: Here are your menus.

WAITER:(a few minutes later) Are you ready to order?

GUEST: Not yet, give us a second, please.

WAITER: No problem. I'll be back in a couple of minutes....

(after a couple of minutes) What would you like to order?

GUEST: We can't decide... what do you recommend?

WAITER: Well, our specialty is grilled food. It includes beef, lamb, chicken and fish.

GUEST: OK. I'll have grilled chicken and for my wife... grilled trout.

WAITER: Excellent choice. Would you like fries or salad with that?

GUEST: Fries for me and salad for my wife.

WAITER: All right. Would you like something to drink?

GUEST: Yes, we would like to have a bottle of white wine and a bottle of mineral water.

A WAITER

WAITER: All right.Thank you.

(after the meal)

WAITER: Did you like the food?

GUEST: Yes, that was a really great meal. We both loved it.

WAITER: I'm glad you liked it. Is there anything else I can get you?

GUEST: Just the bill, please.

WAITER: Sure. I'll be right back with that. How do you want to pay? By credit card or in cash?

GUEST: In cash,please. Thank you.

WAITER:(brings the bill) Here you are. Thank you very much.

GUEST: Do we pay here or at the cash register?

WAITER: You can pay me.

GUEST: OK, is the tip included in the bill?

WAITER: No, sir, it isn't.

GUEST: (give money to the waiter) Here you are. You've been very helpful. Thank you.



A WAITER

7. Stages of serving guests Worksheet 2



MATCH THE PICTURES WITH THE STAGES OF SERVING THE GUESTS.

Greeting

Paying the bill

Giving menu

Taking order

Serving a meal



A



B



E



D



F

A WAITER

8. Serving a customer Worksheet 1



WATCH THE VIDEO ABOUT HOW TO SERVE A CUSTOMER. WRITE 7 RULES RELATED TO THE VIDEO THAT A WAITER/WAITRESS SHOULDN'T FORGET ABOUT.



<https://www.youtube.com/watch?v=ZWU-2O2xeiE>



1.

2.

3.

4.

5.

6.

7.

A WAITER

8. Serving a customer Worksheet 2



READ THE FOLLOWING TIPS FOR THE WAITER/WAITRESS. DISCUSS THEM IN THE GROUP AND SAY WHY IT IS IMPORTANT TO FOLLOW THEM.

Remember you are there to serve the customer. As a server, in order to get big fat tips the first thing that you must remember is that you are there to serve.

- Be quick. ...
- Always smile. ...
- Write down your order. ...
- Never disagree with your customer. ...
- Do not touch the guests. ...
- Remember tipping is subjective.

9. Basic serving Worksheet 1



READ THE TEXT ABOUT DIFFERENT TYPES OF TABLE SERVICE. WRITE ONE ADVANTAGE AND ONE DISADVANTAGE FOR EACH TYPE.

TYPES OF TABLE SERVICE

Depending on the event or meal being served, the type of table service will vary. Formal dining at restaurants will be different than at a buffet or catered wedding reception, but all service types aim to serve patrons quickly, efficiently, and with great care.

American- The most common style of restaurant service; Customers first choose options from a menu, and entrees are then cooked and plated in the kitchen before being served. Servers should use descriptive adjectives when explaining menu items to patrons, and have extensive knowledge of different flavors found on the menu. Successful servers are able to anticipate when to bring items to the table before they are requested. When serving a la carte, guests are given a menu and can choose pre-selected items, which works best in settings where there may be budget constraints, or when planning is required beforehand such as weddings.

Family-Style- Guests serve themselves from large platters presented on the dinner table. Dishes and trays are then passed from the left to the right. Servers will generally be present for the beginning and end of the meal to set up and then clean up the table.

French- This type of service requires adequate space since food is prepared tableside for guests on a cart called a gueridon. Cooked foods such as steak, beef wellington, or bananas foster are prepared on a hot plate, or rechaud on the tableside cart.

Russian- This style of service is the most personalized since food is carved or garnished on a cart beside a guest. Unlike the French style, all food is first prepared in the kitchen, and then carried into the dining room on decorative platters. Make sure to warn guests of hot plates or beverages.

Butler- Also known as “flying serving”; Food is presented on a tray by wait staff, and the guests help themselves. Butler service is often associated with appetizers and hors d’ouerves at cocktail parties or events where there is no sit-down dinner. Servers at these types of events should continue to refill trays in the kitchen as soon as they are empty.

English- Commonly found in private dining rooms, English style service features a waiter or waitress individually serving each guest from a large platter, starting with the host. This style stems from English manor houses where the head of the house would do the carving, and then servants would distribute the portions.

Adopted from: <https://www.webstaurantstore.com/article/90/fine-dining-etiquette-for-servers.html>

A WAITER

10. Serving at celebration Worksheet 1



STUDY THE PICTURE AND FIND THE EQUIPMENT IN YOUR CLASSROOM.





10. Serving at celebration Worksheet 2

READ THE TEXT RELATED TO THE DINING ETIQUETTE. DISCUSS THE TIPS AND SAY WHICH YOU CONSIDER TO BE THE MOST IMPORTANT AND WHY.

Setting the Table

Fine dining restaurants require a lot more attention to detail than just taking an order and delivering food. Common side work procedures will often include arranging table settings for the next set of patrons, polishing flatware, and folding cloth napkins into suitable designs. Formal dinner settings can include up to 20 pieces of dinnerware for just one guest, and with so many plates, utensils, and glasses, it can seem confusing as to what to place where. As a general rule of thumb, flatware is set from the outside of the dinner plate to the inside, since this follows the progression of a formal meal.

Table settings are always arranged for right handed people. In a clockwise direction you'll find the following: Wine and water glasses, spoons, knives, charger and dinner plates with the napkin placed on top, dinner forks, bread plate and butter knife, and ending with the dessert spoon and dessert fork. There may be additional pieces such as cups and saucers, or specialty utensils like seafood forks depending upon the menu. Don't be alarmed if you see up to 4 beverage glasses for one person's place setting. Glasses should be arranged in a diagonal or square pattern to the right of the dinner plate, and are comprised of glasses for water, white wine, red wine, and a champagne flute for occasions that require a toast

Serving the Table

Most upscale dinners will include 5 courses, encompassing an appetizer, soup, salad, entree, and dessert. Many formal restaurants practice the open hand service method, which means that a server's arms are never to be crossed in front of a guest, and food is always served from the guest's left side. Plates should be rotated when being served so the protein of a dish is facing the guest, as opposed to a vegetable.

Clearing the Table

There are some signs to gauge when customers are done with their meals in fine dining restaurants. Napkins will be put back on the table, and cutlery is often placed in a vertical position on top of a patron's dinner plate. If customers need to get up from the table to use the restroom, or make a phone call, napkins are placed on the chair to indicate the meal is not yet finished. Removal of plates should always be conducted from the right of the guest, as this is industry standard. For meals with multiple courses, empty glasses and plates should be cleared prior the arrival of the next course.

A WAITER

Important Tips to Remember:

- Ladies are always served first
- Never eat, drink, or chew gum in front of guests
- Always exhibit proper posture- Do not slouch, cross your arms, or leave your hands in your pockets while on service
- Press uniforms to eliminate wrinkles, creases, and make sure they are free of stains or excess food.
- Only use employee entrances and exits during formal functions
- Do not engage in informal conversations with guests

Adopted from:<https://www.webstaurantstore.com/article/90/fine-dining-etiquette-for-servers.html>





11. Kinds of menu and guidelines of sequencing menu.

Worksheet 1

READ THE TEXT AND ANSWER THE QUESTIONS BELOW.

Types of Menus

In a restaurant, there are two different types of menus which are differentiated by the manner in which they are served and priced. A menu may be a la carte or table d'hôte.

A La Carte Menu

An "A La Carte Menu", is a multiple choice menu, with each dish priced separately. If a guest wishes to place an order, an a la carte is offered, from which one can choose the items one wants to eat. Traditionally, the original menus that offered consumers choices were prepared on a small chalkboard, a la carte in French; so foods chosen from a bill of fare are described as à la carte,

"according to the board." In an a la carte menu all items are cooked to order including the sauces that are made with wine, cream or mustard. Depending

on the dish chosen by the guest, the cooking time will vary. It is necessary to inform the guests about the time the preparation might take. An extensive a la carte menu is impressive but involves a huge amount of mise-en-place.

Table d'hôte Menu

In restaurant terminology a table d'hôte (French pronunciation: [tablø.dot]; lit. "table of the host") menu is a menu where multi- course meals with only a few choices are charged at a fixed total price. Such a menu may be called prix fixe ("fixed price"). The terms set meal and set menu are also used. The cutlery on the table may also already be set for all of the courses.

Table d'hôte contrasts with "à la carte", where customers may order any of the separately priced menu items available.

Adopted from: <https://fnbclasses.blogspot.com/2010/07/types-of-menu.html>

The questions:

- Can you name two different types of menu.
- What is the main difference between the two mentioned menus?
- Is it necessary to inform the guests about the time the preparation might take?
- In which menu the cutlery may be already set for all of the courses?



11. Kinds of menu and guidelines of sequencing menu. Worksheet 2



READ THE TIP USEFUL WHEN PLANNING THE MENU AND DISCUSS WHICH OF THE MENTIONED TIPS YOU CONSIDER TO BE THE MOST IMPORTANT AND WHY?

WHEN YOU PLAN A MENU YOU MUST CONSIDER:

- Type of clients
- Competition in the area
- Number of items
- Price range
- Staff capability
- Space, facilities and equipment
- Season supplies and storage
- Production costs

WHEN YOU COMPILE A MENU YOU MUST CONSIDER

- Eating ratio
- Special dietary requirements (Muslims, Hindus...)
- Vegetarianism (Vegans...)
- Special nutritional needs (diabetes, celiacs...)
- Ethical influences (genetically modified food)

The number of courses depends on the size and type of the restaurant





13. Kinds of menu and guidelines of sequencing menu.

Worksheet 3

READ ABOUT THE HISTORY OF THE MENU SEQUENCE AND COMPARE 18TH AND 19TH CENTURIES WITH NOWADAYS.

THE MENU SEQUENCE

IN THE 18TH CENTURY the famous chef Marie- Antoine Carême established the full 17 course menu:

- | | |
|---------------------------|---------------------------|
| 1. Appetizer | 10. vegetables |
| 2. Soup | 11. salad |
| 3. Eggs | 12. cold buffet |
| 4. rice and pasta | 13. sweets |
| 5. fish | 14. savoury |
| 6. entry of 1st meal | 15. cheese |
| 7. flavoured frozen water | 16. fresh fruits and nuts |
| 8. sliced meat course | 17. beverages |
| 9. roast | |

IN THE 19TH CENTURY the great chef Auguste Escoffier rejected the quantity of the old menus and selected carefully one or two dishes per course.

The 5 course Menu sequence:

1. Starters
2. First course (soups, pasta, rice)
3. Main course (fish, meat)
4. Vegetables
5. Dessert



NOWADAYS

The number of courses depends on the type of event. Only wedding dinners have 6 or 7 courses. The general standard is 4 or 5 course menu.

Business lunch menu or Fixed price tourist menu have just 3 courses.

Beverages are not considered a course and sometimes there is a separate list for wines, spirits, coffee and other drinks.

Adopted from: <https://pl.scribd.com/doc/286832195/the-menu-sequenc>

A WAITER

12. Division of a menu Worksheet 1



COMPLETE THE À LA CARTE MENU WITH THE EXPRESSIONS IN THE BOX. HOW IS THE MENU DIFFERENT TO ONES IN YOUR COUNTRY?

- a. John Bishop's ultimate veggie lasagne
- b. Your choice of salads: Caesar, Greek, Waldorf
- c. Veal cutlets with grilled tomatoes
- d. Fish pie
- e. French onion soup
- f. Herbal tea

A WAITER



MENU

Starters

Avocado pear with Mediterranean prawns
Norwegian salmon carpaccio
Polish potato pancakes

1 _____

Main dishes

Meat dishes

Roast beef with assorted vegetables
Couscous with lamb
Sirloin steak with broccoli and apple sauce

2 _____

Fish dishes

Fresh seafood paella
Sole meunière with jacket potato
North Sea eel with lobster sauce

3 _____

Vegetarian dishes

Sautéed mushrooms and bamboo with soy sauce

4 _____

Side dishes

Your choice of potatoes: fried, grilled, jacket, boiled

5 _____

Beverages

Coffee

Hot chocolate

6 _____

A WAITER

WRITE THE EXPRESSIONS IN BOLD FROM THE TEXT, NEXT TO THE EXPRESSIONS WITH A SIMILAR MEANING.

to predict/to expect _____

wishes _____

makes sure _____

makes possible _____

satisfy _____

writing down _____

guests _____



A MENU

A menu is a list of specific foods offered by hotels, restaurants, bars, to its consumers. Planning the menu is the process of listing down these foods which can be served for breakfast, lunch, dinner, or snacks. Menu plans may be for one day, for a week, three weeks, or even a month. Planning the menu is important for the following reasons:

- ✓ it enables the planner to think ahead and assures what to prepare in advance.
- ✓ it maximizes the use of available resources like food supplies, tools, equipment, and food in season.
- ✓ it enables one to predict the expected cost for food.
- ✓ it helps anticipate possible problems that may come up based on the menu planned.
- ✓ it assures varied and interesting meal that would meet the needs and desires of customers.

Here are some words from the text explained:

- ✓ to offer - to suggest what to eat
- ✓ a consumer - a guest
- ✓ listing down - writing down
- ✓ to assure - to make sure
- ✓ to enable - to make possible
- ✓ to anticipate - to expect
- ✓ varied - different kinds of
- ✓ to meet the needs - to satisfy
- ✓ a desire - a wish



A WAITER

READ THE TEXT AGAIN AND DECIDE IF THE FOLLOWING STATEMENTS ARE TRUE (T) OR FALSE (F).

A menu helps you know how much money you will spend for the dishes for consumers. ___

You can't plan a menu only for one day. _____

A menu helps you prepare some dishes before the other dishes to be served together ___

Planning a menu helps you choose different kinds of dishes _____

You can only plan menus for dinners _____

13. Wedding menu Worksheet 1



READ THE TEXT AND ANSWER THE QUESTIONS BELOW.

HOW TO PLAN A RIDICULOUSLY DELICIOUS MENU

Your food and drinks not only fuel the party, they also add personality and style.

Plan your budget

From the serving style and the number of guests to the appetizers at cocktail hour, every decision you make will impact cost; establishing a budget early on will help you stay on track.

Start Early

Usually around 12 months before the big day. Some places will require you to use their caterer or will have a short list of wedding pros they work with exclusively. Even if you're allowed to bring in your own chef, you may be charged extra.

Find Your Number

Your guest list and budget will help determine your menu. If serving an impressive spread is your top priority, consider limiting the list. If you can't imagine your wedding without 100 of your closest friends (not to mention every family member -- and that's not even counting your partner's guests), you might want to cut costs in creative ways.

Consider Dietary Restrictions and Allergies

Whether you have gluten-free guests, people who don't eat meat or someone with a peanut allergy, talk with your caterer about these challenges well in advance.

Settle on a Style

Do you want a delish dinner to be the focus of the night? Then opt for a sit-down meal with multiple courses. Is music the main event? Pick a less formal dining style and menu, like passed appetizers and finger foods, so guests aren't weighed down by a big meal and can grab a bite before hitting the dance floor.

A WAITER

Go Local and Seasonal

Great cooks plan their menus around whatever's freshest that month or season. Your favorite summer tomato salad, for example, just won't be as juicy in January; pasta with a rich tomato sauce would be a better bet. Ask your caterer what ingredients will be the freshest when you're going to wed, and make your menu around those foods. Also, find the freshest options by going with regionally grown or raised choices.

Don't Make Anyone Sick

There's no worse way to make your menu memorable than getting guests sick. To avoid causing a rampant wave of food poisoning (or third-degree burns), pass on raw meats, flambé, unpasteurized dairy, exotic animal products (bite-size haggis is never a good idea) or anything that's really spicy. Make sure your caterer is familiar with the foods they're preparing as well—sushi, for instance, should be made by an experienced sushi chef.

Add Personal Touches

Share the story of your relationship through your menu by serving dishes inspired by special moments, memories or things you love to do together.

Diversify Dinner

Think about what the majority of your guests will enjoy, keeping in mind things like where they are from, age range, food sophistication, time of day and time of year. Try to hit all the bases with your spread: beef, seafood, poultry and vegetables. Tap into all the major tastes too—serve something slightly salty, something sweet, something bitter and something savory.

Keep Up Appearances

Choose a caterer who cares as much about presentation as they do about taste. Be creative—instead of serving soup in a bowl, have it ladled into a hollowed-out acorn squash. Or serve coconut shrimp inside a coconut and garnish it with a tropical flower. You can also add small touches on your own, like a special signature cocktail or cocktail napkins and coasters in your wedding colors.

Don't Skimp on Portions

If you're having a buffet, you may not need to give your caterer an exact head count, but you shouldn't try to scrimp more than he recommends. Not having enough food at the reception is a surefire way to leave an impression on your guests, but not a good one.

Adopted from: <https://www.theknot.com/content/ways-to-make-your-wedding-menu-memorable>

A WAITER



THE QUESTIONS:

1. How many months before the wedding should you plan your wedding menu?
2. Why is it important to plan the budget?
3. What dietary restrictions or allergies can guests have?
4. Write an example of less formal dining style!
5. Why is it good to go local and seasonal?
6. Give example of food poisoning that we should avoid!
7. How can you add personal touches to the wedding menu?
8. Which major tastes should you include?
9. Give an example of being creative in serving!

A WAITER

13. Wedding menu Worksheet 2



READ AND STUDY BOTH SAMPLES OF A WEDDING MENU. COMPARE THEM. DISCUSS WHICH ONE WOULD BE MORE POPULAR AMONG YOUR RELATIVES AND FRIENDS.

EXPLAIN WHY.



A WAITER

Tom & Emily

WEDDING MENU

STARTERS

Toasted Coconut Chicken Bites
Coriander Lime Shrimp

SALAD

A Salad of Mixed Greens with Cherry Tomato,
Cucumber, Kalamata Olives
And Preserved Lemon Vinaigrette

MAIN COURSE

Beef Wellington Filet Wrapped in Puffed Dough

DESSERT

Vanilla Cake with white Frosting

14. Anniversary menu Worksheet 1



LISTEN TO THE DIALOGUE AND CHOOSE THE CORRECT ANSWER .



<http://www.esl-lab.com/anniversary/anniversaryrd1.htm>

1. What is the problem at the beginning of the conversation?

- A. The man forgot to buy his wife's favorite flowers.
- B. The man didn't remember their anniversary.
- C. The man didn't take his wife out last week.

2. Which sentence describes the wife's ideal vacation at the beginning of the conversation?

- A. a cruise to faraway exotic places
- B. a week alone at a hot springs resort
- C. comfortable days at high-class accommodations

3. Why does the woman want a new kitchen range?

- A. Her current stove isn't working properly.
- B. The kitchen stove burns the woman's meals.
- C. The kitchen range is too small for the family.

4. Why does the woman want more clothing?

- A. She needs smaller sizes because she has lost weight.
- B. She wants more comfortable clothing for the winter.
- C. She is tired of wearing old, used clothing.

5. What does the woman suggest doing before they plan their trip?

- A. talk with friends about the trip
- B. have a light lunch
- C. buy some travel books

14. Anniversary menu Worksheet 2



READ THE TEXT AND ANSWER THE QUESTIONS BELOW.

FOOD TO SERVE FOR A 50TH ANNIVERSARY PARTY

Fifty years of marriage is certainly a milestone that should be celebrated. If you are planning a golden anniversary party, consider these menu ideas to help make the party memorable and enjoyable.

Appetizers and Finger Food

Traditional appetizers are always appropriate for every occasion. Classic options like antipasto platters will always please as well as deviled eggs and crab cakes. But if you want something different, more specifically themed for a fiftieth anniversary party, or friendly to guests' dietary needs, check out these suggestions.

Diabetic-friendly appetizer options - Serve yummy herbed garlic bread, dill and onion dip or fruit salad for those guests who might be in need of a diabetic diet.

Low-fat appetizers - Many people think of fruit platters and vegetable trays when they are looking for low-fat appetizers.

Main Dishes for a 50th Anniversary

Main dishes are the stars of the meal. There are a lot of different options depending on budget, size of party, and personal dietary preferences. Delicious options include:

Smoked Pork Crown Roast - Smoked pork crown roast may take a little longer to prepare, but the visual impact and delicious taste is worth the extra effort. This dish looks impressive on a dish and is special enough to be a part of a golden anniversary celebration.

Orange Chicken - Orange chicken is not only a tasty treat, but is a healthy choice. Perhaps the couple has traveled to China or had a first date at a Chinese restaurant. Incorporate dishes from their life together to create a great meal. Orange chicken is loved by a lot of people and is tasty.

Vegetable Lasagna - If you have a vegetarian on your guest list, consider these vegetable lasagna recipes. It is a hearty meal that will help fill tummies and is liked by a wide spectrum of people.

Side Dishes

Pair yummy side dishes with your main course to make the meal even more special. Choose the sides based on the main dish so they pair well together.

Baked Potatoes - A common side-dish that is usually a crowd pleaser is the baked potato. It goes with a variety of meals, but is particularly yummy with meat dishes.

A WAITER

Baked Stuffed Tomatoes - This is a great alternative to the traditional potato. It allows you to serve something familiar, but also special.

Oven Roasted Cauliflower - A healthy side-dish is the oven-roasted cauliflower. Choose from a variety of spices to create a side dish perfect for any meal.

Cold Chicken Pasta Salad - Add a cold chicken pasta salad to your favorite main dish. Chicken pasta salad is perfect to add to a variety of meals including the smoked pork crown roast above.

Desserts

Desserts are an important part of any meal, but are particularly important at celebration dinners. Add some festive desserts like:

Mini dessert bar options - A variety of small desserts can be the perfect way to end a large meal. Seniors may want only a small treat and a dessert bar full of tiny treats is the perfect answer.

No Bake Low Carb Cheesecake - In keeping with dietary restrictions, consider this low carb treat. It's also nice and cool for a warm summer anniversary party.

Fruit Recipes - Refreshing fruit is a good and healthy way to end a meal. It will also help those with restricted diets be able to enjoy a treat with the rest of the guests. Some fruits like raspberries or strawberries can be paired with chocolate or served alone. Also consider serving fruits such as peaches or apricots with whipped cream for a refreshing treat.

Chocolate Mousse - A small cup of chocolate mousse is a nice, smooth way to end a meal. The portions are small and are often enough for older guests.

Adopted from: <http://party.lovetoknow.com/Food to Serve for a 50th Anniversary Party>

THE QUESTIONS:

- ✓ Name appetizers and finger food that are suitable for the wedding anniversary party. Explain why.
- ✓ What is the choice of main dishes dependent on?
- ✓ What are popular side dishes?
- ✓ Why are desserts important to be served?
- ✓ Discuss the pros and cons of serving different kinds of desserts mentioned in the text.

A WAITER

14. Anniversary menu Worksheet 3

READ AND STUDY THE MENU FOR THE WEDDING ANNIVERSARY PARTY. PLAN YOUR OWN MENU.



A WAITER

15. Hygienic and safety rules Worksheet 1



COMPARE THE TABLES AND ANSWER THE QUESTION: WHAT IS THE DIFFERENCE BETWEEN THE PICTURES?



A WAITER

15. Hygienic and safety rules

Worksheet 2



WATCH THE VIDEO ABOUT HYGIENIC AND SAFETY RULES. WRITE 7 RULES THAT YOU CONSIDER TO BE THE MOST IMPORTANT.



<https://www.youtube.com/watch?v=dcTddt9VcQw>

1.

2.

3.

4.

5.

6.

7.



15. Hygienic and safety rules Worksheet 3



READ THE TEXT AND DISCUSS EACH RULE.

SERVICE OF FOOD

High standards of personal hygiene are essential when food is being served to ensure that it does not become contaminated and pose a hygiene risk to customers and staff.

Safe practices for serving food

- ✓ Hold plates by the base, cups by the handle, glasses by the base and cutlery by the handles.
- ✓ Do not use any plates, glasses or utensils that are chipped, broken or cracked.
- ✓ Disposable items such as straws and plastic cutlery should be stored and displayed so that they are protected from contamination before being used.
- ✓ Food that has been served to a person must not be resold or served to another person unless the food has remained completely wrapped. If the food has been served to a customer by mistake, it can be served again, provided the customer has not touched the food and the error is corrected immediately.
- ✓ Hands must not be used to serve food or garnish. Use utensils or wear single-use gloves.
- ✓ Do not use a glass to dispense ice due to the risk of physical contamination if the glass or cup breaks
- ✓ Wash hands thoroughly after handling money.
- ✓ Throwing out unsafe food.

A WAITER

15. Hygienic and safety rules

Worksheet 3B



WRITE 6 SAFETY RULES FOR SERVING FOOD USED IN YOUR CUSTOMER SERVICE CLASSROOM.

Safety rules for serving food:

1.

2.

3.

4.

5.

6.



A COOK

1. A cook's outfit and qualities of a good cook Worksheet 1



TICK 8 QUALITIES A GOOD COOK SHOULD HAVE.



focused

quick

brave

Strct

calm under pressure

nervous

motivated

thick skinned

pessimistic

selfish

clean

imaginative

talented

pateint

A COOK

1. A cook's outfit and qualities of a good cook

Worksheet 2



MATCH THE QUALITIES OF A COOK WITH THE FOLLOWING DEFINITIONS/SITUATIONS.

focused

motivated

talented

quick

calm under pressure

thick skinned

clean

imaginative

always willing to try something new →

able to think and make decisions in a limited period of time →

gifted →

concentrated →

having good reasons for doing the job →

neat and tidy →

not easily offended →

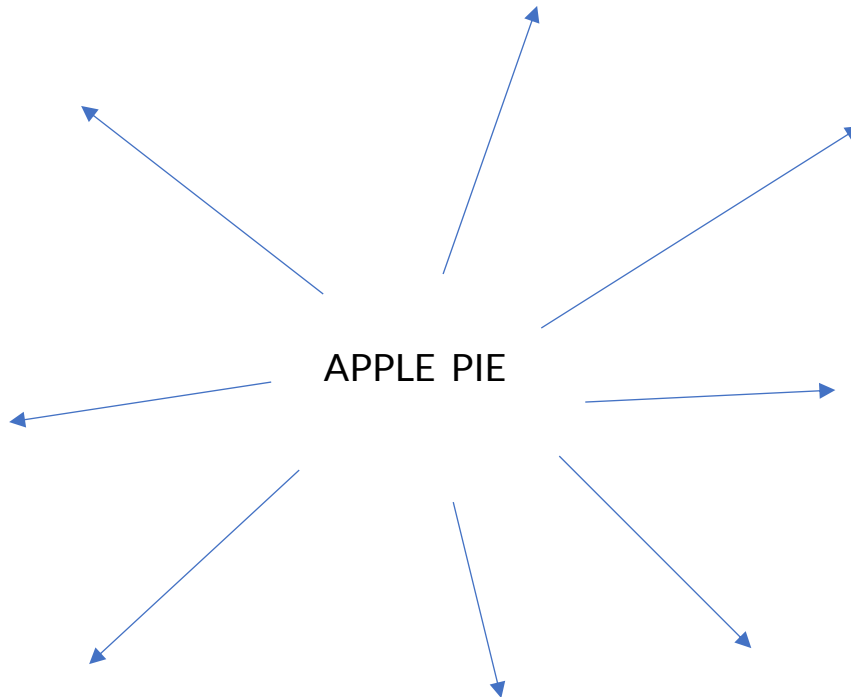
staying peaceful in stressful situations →

A COOK

2. Kitchen utensils Worksheet 1A



COMPLETE THE LIST WITH THE NAMES OF THE KITCHEN UTENSILS YOU NEED TO PREPARE THE GIVEN DISH.

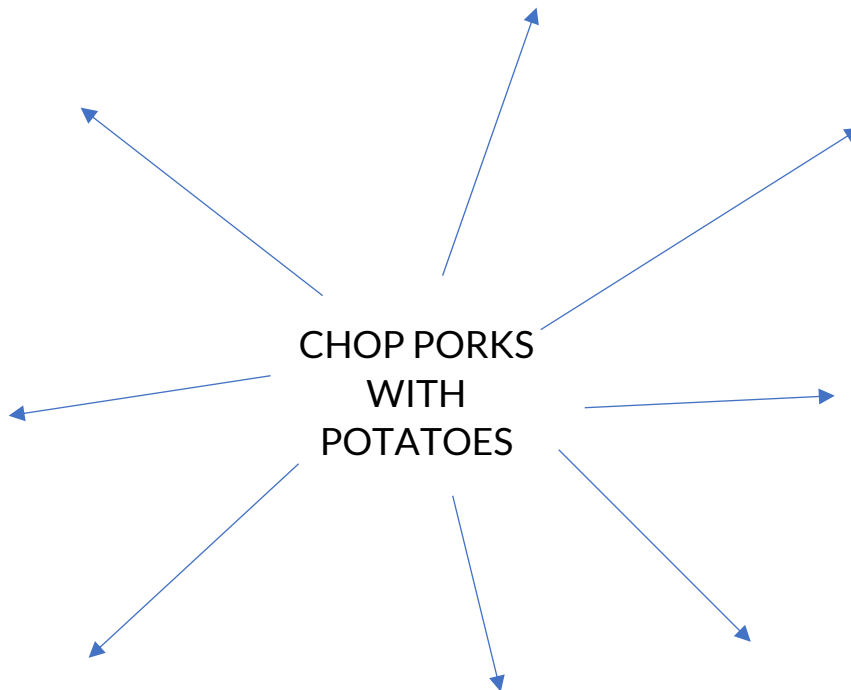


A COOK

2. Kitchen utensils Worksheet 1B



COMPLETE THE LIST WITH THE NAMES OF THE KITCHEN UTENSILS YOU NEED TO PREPARE THE GIVEN DISH.

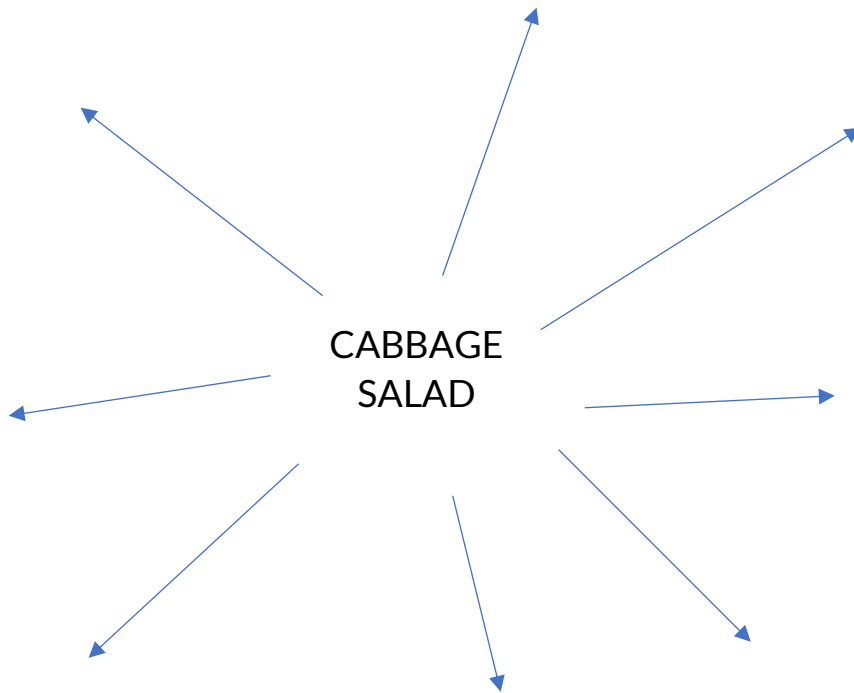


A COOK

2. Kitchen utensils Worksheet 1C



COMPLETE THE LIST WITH THE NAMES OF THE KITCHEN UTENSILS YOU NEED TO PREPARE THE GIVEN DISH.





A COOK

2. Kitchen utensils Worksheet 2




FILL IN THE GAPS

1. Beat the eggs in the.....  . Use  or a mixer.

2. Use the sieve to flour to make the cake fluffier.

3. Put the cake into the  and bake for 45 minutes.

4. Roll the dough with the  and put it into the bakery tray.

5. Peel the potatoes, put them into the  and boil them for 30 minutes.

6. Mash the potatoes with the  to make the puree.

7. Tenderize the meat with the  to make the pork chops and fry

it in the 

8. Grate the cabbage on the  and season it with salt and pepper.

9. Chop the onion with the  and add it into the cabbage.

Drawings adopted from: www.pixabay.com

A COOK

2. Kitchen utensils Worksheet 3



FIND 12 WORDS (KITCHEN UTENSILS) BELOW.

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

A COOK

3. Baking utensils

Worksheet 1



MATCH THE WORDS IN THE FRAME TO THE PICTURE. THERE ARE MORE WORDS THAN YOU NEED.

icing syringe

sieve

knife

rolling pin

cookie cutter

pastry board

pastry brush

mixing bowl

baking sheet



3. Baking utensils Worksheet 2




COMPLETE THE RECIPE WITH THE PROPER WORD (BAKING UTENSILS)

RECIPE FOR SHORTCRUST

INGREDIENTS:

- 390g flour
- 260g butter
- 130g Chelsea Icing Sugar
- a dash of lemon juice
- 1 egg yolk
- 10g vanilla sugar
- a pinch of salt

WAY OF PREPARATION:

1. Sieve the flour over the 
2. Use the to mix all the ingredients and next knead quickly to bring shortcrust dough together.
3. Leave dough for about 2-3 hours in the fridge to rest wrapped in plastic wrap.
4. Preheat oven 180 degrees Celsius.
5. To make cookies roll out the dough with the Dust it with extra flour to prevent it sticking. Take the to cut out shapes of the cookies.
6. If you want the cookies have nice gold colour use and brush them with glair.
7. Place the cookies on the and bake for approx. 10 min.
8. Decorate as you wish.

4. Basic techniques in gastronomy production: cooking Worksheet 1



READ THE TEXT AND TRY TO FIND OUT THE COOKING TECHNIQUES AND UNDERLINE THEM.

There are many ways to cook food. We cook food depending on how we like it.

We can have vegetables fried, boiled or baked or we can have the meat, chicken or fish grilled, roasted or sauté. For example, people generally like fried potatoes and have fried potatoes at the fast food restaurants. If you want to have a potato salad, you boil it first. You can also eat baked potatoes with some sauce or salad.

When we go to a picnic, we have barbeque where we grill the meat, chicken or fish. We can also roast or sauté the meat, chicken or fish.

There is not only one way to cook a certain type of food. It's all about our taste.

You can cook it in any way you like.

A COOK

4. Basic techniques in gastronomy production: cooking Worksheet 2



MATCH THE GIVEN COOKING TECHNIQUES WITH THE DEFINITIONS

GRILL	ROAST	FRY	SAUTÉ	BOIL	BAKE
-------	-------	-----	-------	------	------

Cook food, e.g. sausages using a grill.

Cook food, especially meat by prolonged exposure to heat in an oven or over a fire.

Cook food by dry heat without direct exposure to a flame, typically in an oven.

Cook or be cooked by immersing in boiling water or stock.

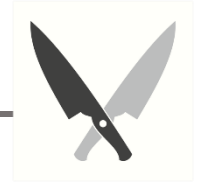
Fry quickly in a little hot fat.

Cook food in hot fat or oil, typically in a shallow pan.

Definitions adopted from <https://en.oxforddictionaries.co>



5. Basic techniques in gastronomy production: cutting Worksheet 1



READ THE TEXT AND UNDERLINE CUTTING TECHNIQUES

HOW TO MAKE A MIXED SALAD

Today we're going to make a mixed salad with cheese together. We need lettuce, tomatoes, onions, green peppers, cucumbers, parsley, cheese, lemon, olive oil and salt.

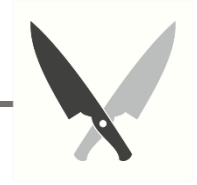
Before you start wash all the vegetables carefully. First peel the onion and slice it. Next cut the tomatoes and the cucumbers in cubes, chop the lettuce, julienne cut the green peppers, mince the parsley. Then put all of them in a bowl. Add some lemon juice, olive oil and salt. Mix all the ingredients and grate some cheese on the top before you serve it.

Bon appetite!



A COOK

14. Basic techniques in gastronomy production: cutting Worksheet 2



MATCH THE GIVEN CUTTING TECHNIQUES WITH THE PICTURES

slicing

peeling

chopping

mincing

julienne cut

grating



.....



.....



.....



.....



.....



.....



6. Vegetables in cooking. Worksheet 1



WHAT CAN YOU SEE IN THE PICTURES? CIRCLE THE CORRECT WORD.



ONION

GALIC

LEEK

PUMPKIN



POTATO

TOMATO

LEEK

PARSLEY



peas

beetroot

beans

carrot



ONION

CABBAGE

CUCAMBER

PARSLEY

A COOK



CUCAMBER

TOMATO

BROCCOLI

CELERY



POTATO

TOMATO

LEEK

PARSLEY



CARROT

MASHROOM

LEEK

PARSLEY



PEPPER

CABBAGE

PEAS

BEANS

7. Fruit and smoothies Worksheet 1



GROUP A: STRAWBERRY-YOGURT SMOOTHIE

INGREDIENTS

4 cups ripe strawberries

1 cup yoghurt

1/2 cup fresh orange juice

1 tablespoon sugar

HOW TO MAKE IT

Hull the strawberries. Put the hulled strawberries to a blender. Leave 4 whole strawberries to decorate the smoothies. Add the yoghurt, orange juice, and sugar. Mix on the highest speed until smooth, about 15 seconds. Taste the mixture and sweeten with more sugar, if you wish.

Pour into tall glasses. Split the 4 whole strawberries and the orange slices half way through to the centers. Attach 1 strawberry to the rim of each glass before serving.

The explanation of some words used in the recipe:

- ✓ hull-to remove the tough stem
- ✓ puree- a thick, soft dish that's made by mixing fruits in a blender
- ✓ rim -the circle on the top of the glass



GROUP B: MANGO SMOOTHIE

INGREDIENTS

1 mango

1/3 cup yoghurt

200 ml milk

1 tablespoon honey

seeds from 6 green cardamom pods

HOW TO MAKE IT

Peel the skin off the mango and cut the flesh away from the stone. Chop the flesh and place it in a blender or food processor.

Pour in the yoghurt and milk, and continue to mix until well mixed. Sweeten with honey. Pour into tall glasses and sprinkle the cardamom seeds over the top. Serve immediately.

The explanation of some words used in the recipe:

- ✓ pod – the place where the seeds grow
- ✓ peel – remove the skin with the knife
- ✓ stone – a large seed in the middle of the fruit
- ✓ flesh - the soft inside of the fruit part
- ✓ immediately – very soon



GROUP C: ORANGE AND BANANA BREAKFAST SMOOTHIE

INGREDIENTS

$\frac{3}{4}$ cup orange juice

$\frac{1}{2}$ cup sliced banana

2 teaspoons brown sugar

2 ice cubes

mint sprig

HOW TO MAKE IT

In blender, combine orange juice, banana, and sugar.

Add ice cubes and blend until smooth. Garnish with mint sprig.

The explanation of some words used in the recipe:

- ✓ mint - a sweet, fresh herb with green leaves
- ✓ mint sprig - three or more leaves
- ✓ combine - put together



A COOK

GROUP D: APPLE SMOOTHIE

INGREDIENTS

1/2 cup apple juice

3/4 cup diced apple; peeled

3/4 cup vanilla yogurt

1/2 banana; sliced

pinch of cinnamon

HOW TO MAKE IT

Pour the apple juice into your blender. Next you add there the rest of ingredients and blend it until smoothielicious.

The explanation of some words used in the recipe:

- ✓ peel - remove the skin with the knife
- ✓ dice - to cut food in small cubes
- ✓ pinch - just a little, what you can take between two fingers
- ✓ slice - cut into pieces
- ✓ smoothielicious - smoothie + delicious



A COOK

7. Fruit and smoothies Worksheet 2



FRUIT SMOOTHIE EVALUATION

😊 • ☹️

Did you like the <u>look</u> of your smoothie?		
Did you like the <u>taste</u> of your smoothie?		
Was it easy to make?		
Would you make it again?		
Would you make it again?		
Did you enjoy making it?		
Would you change the ingredients in your smoothie?		
Did you enjoy making it?		
Would you change the ingredients in your smoothie?	YES	NO
What would you change about your smoothie?		



A COOK

8. Meat Worksheet 1



CONNECT THE MEAT WITH THE ANIMALS

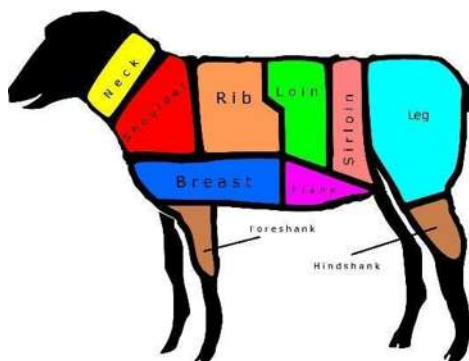
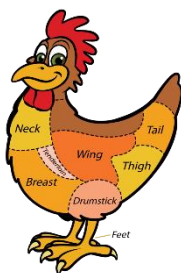
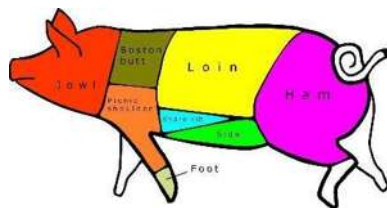
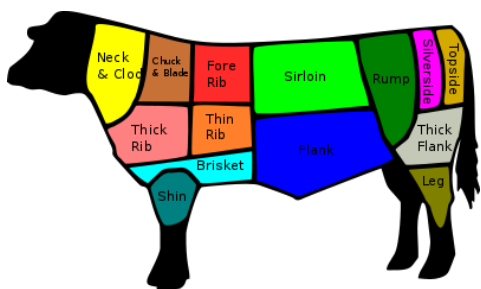
TASK 1

1. poultry	A. meat from a cow
2. beef	B. meat from a young sheep
3. game	C. meat from a pig
4. veal	D. meat from birds such as chickens
5. lamb	E. meat from a young cow
6. pork	F. meat from wild animals

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

TASK 2

USING THE PICTURES ABOVE NAME THE FOLLOWING ANIMALS' CUTS:



A COOK



- a) the portion of the loin of beef in front of the rump _____
- b) the meaty leg of a chicken _____
- c) the side of an animal or a person between the ribs and hip _____
- d) the part of the cow lying next to the ribs _____

Drawings adopted from:

https://www.google.pl/search?q=parts+of+the+animals%27+meat&source=lnms&tbm=isch&sa=X&ved=0ahUKewjlcfxkdzVAhXiPZoKHW RIC9UQ_AUICigB&biw=1304&bih=702#imgrc=PFpUrSFwLGfK5M

TASK 3

Here are some ways of preparing meat. Below is a list of meat cuts. Decide what would be the best way of preparing them and shortly explain your decision.

FRY

To cook in hot fat. To cook in a fat is called pan-frying or sauteing; to cook in a one-to-two inch layer of hot fat is called shallow-fat frying; to cook in a deep layer of hot fat is called deep-fat frying.

GRILL

To cook over grill or intense heat.

ROAST

To cook by dry heat in an oven.

SIMMER

To cook slowly in liquid over low heat at a temperature of about 180°. The surface of the liquid should be barely moving, broken from time to time by slowly rising bubbles.

tough cuts of beef with plenty of fat _____

a loin of pork _____

pork cutlets _____

chicken drumsticks _____



9. Fish Worksheet 1



READ THE TEXT, FIND OUT THE NAMES OF FISH AND UNDERLINE THEM

A fish is a cold-blooded, backboned, aquatic animal and there are many types of fish that live in every region of the world. Mainly, fish is divided into two categories freshwater and saltwater fish. There are numerous freshwater and saltwater fish species that are harvested throughout the world. Freshwater fish is a term used to describe the fish that live in the river or lake. Salmon, bream, carp, trout, perch are examples of freshwater fish. Saltwater fish is a term used to describe the fish that live in the sea. Bluefish, grouper, mullet, sea bass, sea bream are examples of saltwater fish.

Fish is a high-protein, low-fat food that provides a range of health benefits. Fish are high in omega-3 fatty acids, or the "good" fats, and low in omega-6 fatty acids, or the "bad" fats.

There is a countless number of fish and seafood recipes for appetizers, salads, entrées, and grilled entrées that you will enjoy preparing for friends and family. The fish cooking times will vary according to the size and type of fish.

Adopted from: <http://www.recipetips.com/kitchen-tips/t--1228/types-of-fish.asp>

A COOK

9. Fish Worksheet 2



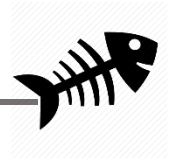
WRITE THE NAMES OF THE FISH UNDER THE CORRECT PART

FRESHWATER FISH

SALTWATER FISH

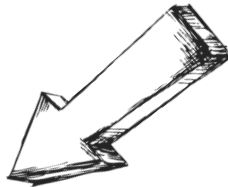


9. Fish Worksheet 3



READ THE TEXT AGAIN AND MATCH THE TWO HALVES OF THE SENTENCES ACCORDING TO THE TEXT.

1. Fish is divided into
2. Fish are high in
3. Freshwater fish
4. Saltwater fish
5. Trout is a
6. Mullet is a



- A. live in the sea.
- B. omega-3 fatty acids
- C. two categories freshwater and saltwater fish
- D. saltwater fish.
- E. live in the river or lake
- F. fresh water fish



A COOK

10. Taste - herbs and spices.

Worksheet 1



MATCH THE TASTES WITH THE DEFINITION. TWO WORDS ARE GIVEN ADDITIONALLY. WRITE THE DEFINITION OF THE TWO ADDITIONAL WORDS.



• Tasting of salt	Salty
• Having a taste similar to that of sugar; not bitter or salty	Bitter
• With an unpleasantly sharp taste	Delicious
• Having a sharp, unpleasant taste or smell,	Hot
• Containing strong flavours from spices	Sweet
• Used to describe food that causes a burning feeling in the mouth	Spicy
• Having a very pleasant taste or smell	Mild

Adopted from: <http://dictionary.cambridge.org/>

A COOK

10. Taste - herbs and spices.

Worksheet 2



MATCH RECOGNIZED FLAVOUR TO THE GIVEN SPICE OR HERB



1



2



3



4



5



6



7



8



9

A COOK

10. Taste - herbs and spices.

Worksheet 3



WRITE DOWN THE INGREDIENTS NEEDED TO PREPARE CHAI TEA. TWO WORDS ARE VERY DIFFICULT, TRY TO WRITE DOWN THEIR NAMES AND CHECK IN THE DICTIONARY OR ON THE INTERNET.

1.



2.

3.

4.

5.

6.

7.

8.

9.

10.

A COOK

11. Differences between herbs and spices Worksheet 1A



MATCH THE WORDS WITH THE PICTURE. THREE WORDS ARE GIVEN ADDITIONALLY.



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....

11. Differences between herbs and spices Worksheet 1B



MINT	CORIANDER	BASIL	PARSLEY
CHIVES	DILL	THYME	OREGANO
ROSEMARY	SAGE	TERRAGON	BAY LEAF

11. Differences between herbs and spices Worksheet 2



CREATE 8 QUESTIONS TO THE ANSWERS GIVEN BELOW.

1. Yes, they are. We use them in many dishes.
2. They add flavour, aroma, color, texture and even nutrients.
3. They are parts of plants and they come from the leafy and green part of the plant.
4. To enhance the flavor of foods.
5. To preserve foods, cure illness and enhance cosmetics.
6. They are parts of the plant other than the leafy bit such as the root, stem, bulb, bark or seeds.
7. In more temperate areas.
8. They are dried before being used to season foods.

A COOK

11. Differences between herbs and spices Worksheet 3



IDENTIFY 12 HERBS FROM THE VIDEO. MAKE A LIST OF FOOD MATCHING WITH THE HERBS.

HERB	FOOD MATCHING WITH THE HERB
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	



12. Herbs and spices in cooking Worksheet 1



NAME THE HERBS IN THE VIDEO. ONE HERB IS NEW. PLEASE CHECK IT IN THE DICTIONARY.

1.

2.

3.

4.

5.

6.

7.

8.



12. Herbs and spices in cooking Worksheet 2



WRITE THE PROCEDURE OF MAKING THE HERBAL TEA.

PROCEDURE:



12. Herbs and spices in cooking Worksheet 3



USE THE INFORMATION FROM THE WORKSHEET 1 AND 2 AND WRITE THE RECIPE TO MAKE HERBAL TEA.

HERBAL TEA DRINK

1.
2.
3.
4.
5.
6.
7.
8.



PROCEDURE:

1.the small pieces of the herbs into the teapot.
2.lemon.
3. Pour.....
4. Leave to steep for 3-5 minutes before pouring to drink.
5. Pour into the.....
6.2 teaspoons of honey

12. Herbs and spices in cooking Worksheet 4



MOZZARELLA AND TOMATOES SALAD

INGREDIENTS:

350g tomatoes

20ml oil

10g balsamic vinegar

salt, pepper

PREPARATION:

blanch, peel and slice tomatoes

drain and slice mozzarella cheese

wash and drain basil leaves

arrange tomatoes, basil leaves and mozzarella

pour sauce



12. Herbs and spices in cooking Worksheet 5



CAESARS COCKTAIL

INGREDIENTS:

1 salad mix
1 chicken filet
50 g parmesan cheese
1 baguette
50 ml oil
green sauce

SALSA VERDE – GREEN SAUCE:

INGREDIENTS:

1 bunch of parsley
1 bunch of mint
1 bunch of basil
1 garlic clove
15 g dijon mustard
200 ml oil
10 ml lemon juice
salt, pepper, sugar

PREPARATION:

Slice and fry chicken and put it on the salad, sprinkle parmesan cheese.

The sauce: mix herbs and garlic with oil, add mustard, vinegar and spices. Puree the sauce through the sieve, pour the cocktail and serve it in a glass cup.



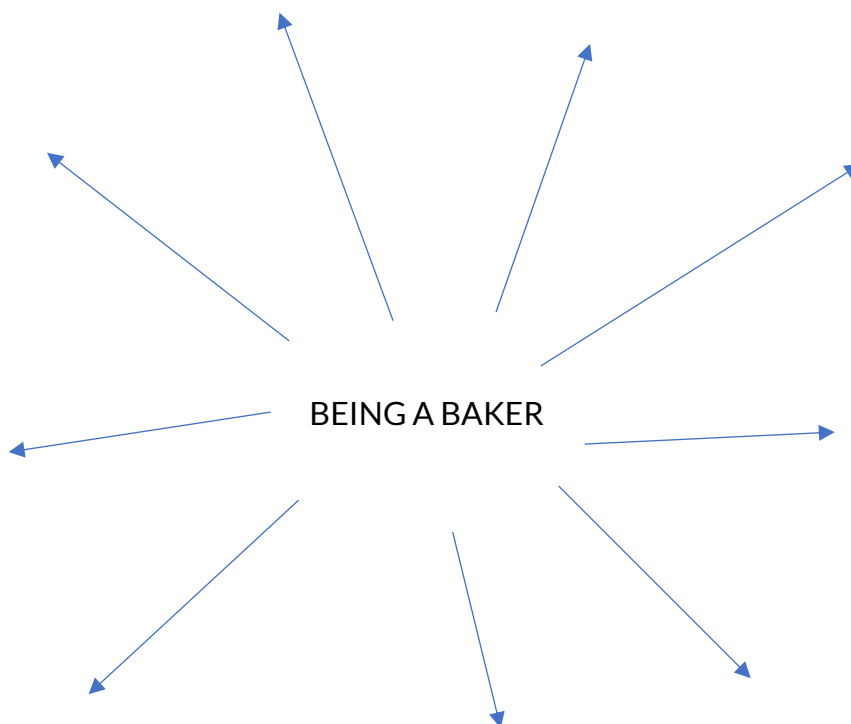
A COOK

13. Bread Worksheet 1



WHAT SHOULD YOU KNOW ABOUT BEING A BAKER BEFORE GETTING A JOB?

WHAT QUESTIONS SHOULD YOU ASK?



A COOK

13. Bread Worksheet 2



MATCH THE TYPES OF THE BAKERY FOODS WITH THE PHOTOS. THERE ARE 2 ADDITIONAL WORDS.

White bread	wheat bread	whole grain bread	rye bread	pita bread
French bread	doughnut	rolls with seeds	breadsticks	croissant
pretzel	hot dog bread	hamburger bread	challah	



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....



9.....



10.....



11.....



12.....

13. Bread Worksheet 3



WATCH THE VIDEO AND FILL IN THE MISSING WORDS WHILE WATCHING THE PROCEDURE OF BREAD MAKING



<https://www.bbcgoodfood.com/videos/techniques/how-make-bread>

HOW TO MAKE BREAD

1. Mix the, salt and in a large bowl. Make a well in the centre, the oil and water, and mix well. If the seems a little stiff, add 1-2 tbsp water.
2. Tip the dough onto a lightly floured work surface andit until the dough becomes
3. Place it in a lightly oiled bowl to..... Leave to prove for 1 hour until doubled in size or place in theovernight.
4. Knock back the dough, then gentlyit into a ball. Place it on a
5. Dust the..... with flour and cut a cross, about 6cm wide, into the top of the loaf.
6. Preheat the oven to 220°C/fan 200°C/gas 7 andfor 25-30 minutes.
7. Bake until golden brown and the loaf sounds hollow when tapped underneath.
8. Cool on a wire



Adopted from:<https://www.bbcgoodfood.com/videos/techniques/how-make-bread>



14. Desserts and their division Worksheet 1

READ THE NAMES AND CIRCLE WHICH OF THE THINGS MENTIONED BELOW ARE DESSERTS.



cookies	pickles	jam	pancakes	milkshake	soup
ice cream	chips	pudding	creme brulee	doughnuts tiramisu	pizza
pastry	tart	Pavlova	honey	croquette	mouse



14. Desserts and their division Worksheet 2

READ THE TEXT ABOUT DESSERTS AND HOW THEY ARE GROUPED. UNDERLINE THE NAMES OF THE DESSERTS MENTIONED IN THE TEXT.



The majority of desserts are served towards the end of a meal or we can have them at any time of the day with coffee, tea or a cold drink if we like.

Desserts are divided into different groups depending on their ingredients, the way they are made and the way they are served. Basically we can divide them into three groups: hot, cold and frozen. Pancakes, soufflé and crème brûlée are examples of hot desserts. Pudding, cheesecake and apple pie are examples of cold desserts. Ice-cream, granita and sorbet are examples of frozen desserts.

Depending on the season or the food we eat we can choose the dessert we would like to have at the end of the meal.

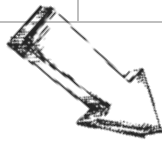
A COOK



14. Desserts and their division Worksheet 3

NAME THE DESSERTS:

apple pie	pudding	cheesecake
cookies	Ice-cream	crème brûlée
fruit ice/sorbet	whipped cream	carrot cake




A COOK

14. Desserts and their division Worksheet 4



PUT THE DESSERTS FROM THE TEXT INTO THE GROUP THEY BELONG TO. ADD 1 MORE DESSERT TO EACH GROUP.

HOT	FROZEN	COLD



A COOK

15. Preparing desserts Worksheet 1



MATCH THE GIVEN VOCABULARY WITH THE PICTURES BELOW.



A



B



C



D



E

Chocolate	
Egg	
Flour	
Walnut	
Sugar	





15. Preparing desserts Worksheet 2

TASK 1

READ ABOUT A RECIPE THAT WAS PRESENTED ON A TV PROGRAMME. FIRST READ THE TEXT BELOW QUICKLY. THEN WRITE THE OTHER OTHER SIX INGREDIENTS IN THE SPACES BELOW.



Today we're going to make a typical soft cake, a walnut cake. To make this recipe we need some eggs, walnuts, sugar, flour, dark chocolate, butter and a little bit of walnut liqueur. First separate the yolks of the eggs and whisk them with some sugar in a bowl. Then, melt the butter and pour it into the egg and sugar mixture. Now, it's time to add the flour and mix them. And then add the chopped walnuts. By the way, keep some of the chopped walnuts and chocolate for the final decorate. Now add a little walnut liqueur. Then beat the egg whites into a kind of snow, pour it into the mixture and whisk it gently until it seems liquid. Cover a cast with melted butter and some flour and place the mixture in the cast. Then put the cast into the oven at 180 C° for about 35 minutes. Take the cake out. Spread some melted chocolate on the cake. And then sprinkle a few chopped walnuts for a little decoration.

TASK 2

FIND AND UNDERLINE ALL IMPERATIVE VERBS IN THE TEXT. ONE EXAMPLE IS UNDERLINED.



15. Preparing desserts Worksheet 3

COMPLETE THE INSTRUCTIONS WITH THE VERBS GIVEN:

SPRINKLE	MELT	PUT	WHISK
ADD	POUR	SPREAD	BAKE



..... the yolks of the eggs

..... the egg with some sugar in a bowl.

..... the butter.

..... the mixture into mould.

..... the flour and mix them.

..... the cake for about 35 minutes.

..... a few chopped walnuts for a little decoration.

..... the mould into the oven.

..... the melted chocolate on the cake.



15. Preparing desserts Worksheet 4

READ THE TEXT AND MATCH THE TYPES OF CAKES AND THEIR NAMES ON THE BLACKBOARD.

Sponge cakes are made from whipped eggs, sugar, and flour sometimes with a bit of baking powder. Sponge cakes are the oldest cakes made without yeast.

Pound cake is a type of cake traditionally made with a pound of each of four ingredients: flour, butter, eggs, and sugar. Pound cakes are generally baked in a loaf pan and served dusted with powdered sugar.

Yeast cakes are the oldest and are very similar to yeast breads. Such cakes are often very traditional in form, and include such pastries as babka and stollen.

Shortcrust pastry is a type of pastry often used for the base of a tart, quiche or pie. Shortcrust pastry can be used to make both sweet and savory pies such as apple pie or chicken pie.

Choux pastry is a light pastry dough used to make e.g. éclairs. It contains only butter, water, flour and eggs.

Meringue is a type of dessert, often associated with French, Swiss, and Italian cuisine, made from whipped eggs whites and sugar.

Adapted from: en.wikipedia.com



SPONGE CAKE



YEAST CAKE



SHORT BREAD



CHOUX PASTRY



POUND CAKE



17. Preparing desserts Worksheet 5

WRITE AT LEAST 2 INGREDIENTS THAT YOU NEED TO BAKE THE FOLLOWING CAKES. YOU CAN USE THE FOLLOWING IDEAS:

EGGS	BUTTER	FLOUR
YEAST	BAKING POWDER	POWDERED SUGAR
WATER	EGGS WHITES	SUGAR

You can use the ideas more than once.



sponge cake →

pound cake →

shortcrust →

yeast cake →

ginger cake →

meringue →

16. Sponge cake Worksheet 1 i 2



Sponge cake – a kind of a light cake (angel food cake). It's main ingredients are eggs with a little bit of wheat flour and sugar. The advantage of this cake is that there is no fat in it :-)

In some recipes wheat flour can be replaced with potato flour. Adding potato flour reduces the amount of gluten in the cake.

SPONGE CAKE NUTRITIONAL VALUE

297 kcal per 100 g

Fat		4.3 g
Fatty acids	saturated	1.3 g
	polyunsaturated	0,6 g
	monounsaturated	1,6 g
Cholesterol		170 mg
Sodium		228 mg
Potassium		141 mg
Carbohydrates		58 g
Protein		7 g

16. Sponge cake Worksheet 3



SPONGE CAKE

2 WAYS OF PREPARATION

Warm method of preparation

Beat the eggs with sugar while heat it with steam. Warm beat eggs causes that the sugar dissolves easily in it.

Cold method of preparation

Before beating the eggs, separate yolks from white. Beat them separately.



16. Sponge cake Worksheet 4



SPONGE CAKE CAN BE USED AS:

- base cake for layer cakes,
- base for cakes with jelly, fruits or whipped cream,
- perfect snack for people on a diet or as the first snack for toddlers.



16. Sponge cake Worksheet 5



VICTORIA SPONGE CAKE

TASK 1

FILL IN THE GAPS IN METHOD WITH THE WORDS BELOW

AIRTIGHT	(V)TOP	BUTTER CREAM	(V)SANDWICH
TURN INTO	DIVIDE	Butter	(V)DUST
(V)COOL	SPATULA	NON-STICK	(V) SPRING
CREAMY	BAKE	HEAT	INGREDIENTS

INGREDIENTS:

For the cake:

- 200g caster sugar
- 200g softened, beaten
- 200g self-raising flour
- 1tsp baking powder



For the filling:

- 100g butter softened
- 140g icing, sifted
- drop vanilla extract
- half a 340g jar good-quality strawberry jam icing sugar to decorate

A COOK



METHOD



1. oven to 190°C/ fan 170°C/gas. Butter two 200 cm tins and line with baking paper.
2. Beat all the cake together until you have a smooth soft
3. the mixture between the tins, smooth the surface with a spatula or the back a spoon, then for about 20mins till golden and the cake back when pressed.
4. a cooling rack and leave to completely.
5. To make the filling , beat the butter until smooth and, then gradually beat in icing sugar. Beat in vanilla extract.
6. Spread the over the bottom of one of the sponges, it with jam and the second sponge on top.
7. with a little icing sugar before serving, keep in an container and eat within 2 days.

Adopted from: <https://www.bbcgoodfood.com/recipes/1997/classic-victoria-sandwich?amp=>

16. Sponge cake Worksheet 6



MATCH THE TWO COLUMNS TO MAKE FIXED EXPRESSIONS:

to smooth

to spread

to top with

to dust with

soft

to line with

non-smoking

to bake

divide

leave

butter

baking paper

surface

jam

icing sugar

batter

aluminium foil

to cool till golden

the creamy mixture

butter



16. Sponge cake Worksheet 7



TASK 3

WRITE THE SENTENCES WITH THE FIXED EXPRESSIONS FROM TASK NUMBER 2

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

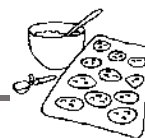


TASK 4 - HOMEWORK

WRITE A RECIPE FOR THE CAKE IN WHICH THE SPONGE CAKE IS USED.



17. Shortbread Worksheet 1



SHORTBREAD - ITS MAIN INGREDIENTS



There are 3 basic ingredients that are used for making shortbread; flour , fat and eggs.

FLOUR - to make the dough more plastic, flour should have gluten of not very good quality. Very experienced confectioners say that the best flour to make shortbread is coarse-grained flour.

FAT - (margarine, butter, or butter plus lard). Shortbread is crumbly mainly because it consists of a big amount of fat. There is usually 40-66% of fat in it.

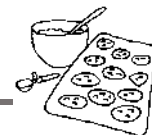
EGGS - mainly yolks (either raw or boiled) because the white makes the shortbread less crumbly. If you add raw yolk to the dough it will be more plastic, whereas if you add boiled yolk the shortbread will be more crumbly.

SUGAR - it is required to use caster sugar instead of granulated sugar.

YOU DO NOT HAVE TO USE BAKING POWDER TO THE CAKE!!!

A COOK

17. Shortbread Worksheet 2



LOOK AT THE **HIGHLIGHTED** WORDS AT WORKSHEET 1. LOOK UP IN THE DICTIONARY AND CHECK THEIR MEANING. NEXT WRITE THE ENGLISH DEFINITION TO THEM.

(n) dough

.....
(n) confectioner

.....
(n) coarse-grained flour

.....
(n) lard

.....
(adj) crumbly

.....
(n) white

.....
(n) baking powder

.....
(n) dough



READ AGAIN THE TEXT FROM WORKSHEET 1 AND ANSWER THE QUESTIONS:

What are the main ingredients of shortbread?

Why is it better to use boiled yolk to the cake rather than the raw yolk?

Why do have to use so much fat to the cake? What is its function?

Why is it not required to use white to the shortbread?

What flour is the best to use to the shortbread?

17. Shortbread Worksheet 3



USEFUL GUIDELINES TO MAKE A PERFECT SHORTBREAD:

- ✓ Always sieve the flour
- ✓ Avoid using hands to knead the dough. Use the knife instead. (when you use hands to knead the dough you increase the temperature of it. It causes that you have to use more flour, as it combines with the water from the fat. The dough, kneaded to much, makes the shortbread tough and not delicate.
- ✓ Remember to cool the dough 20-30 minutes.
- ✓ Bake always at the temperature of 200C for 15 to 30 minutes (when you bake it in the lower temperature the fat in the dough melt out and it worsens its quality).

COMPLETE THE SENTENCES WITH THE UNDERLINED WORDS FROM THE TEXT ABOVE.
THERE ARE MORE UNDERLINED WORDS THAN YOU NEED.

1. some chocolate and pour it over this cake.
2. When you have all the ingredients on the kitchen counter start tothe dough.
3. I kept the cake too long in the oven and now it is too You can't even bite it.
4. When you bake the shortbread you have to the temperature to 200°C
5. Before you start mixing all the ingredients you have to first all dry ingredients such as flour, baking powder and sugar.



A COOK

18. Puff and yeast cake Worksheet 1



NAME THESE TWO KINDS OF CAKES



.....



.....

WRITE IN EACH COLUMN THE INGREDIENTS WHICH ARE USED FOR MAKING THESE CAKES.

YEAST CAKE	PUFF PASTRY
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



18. Puff and yeast cake
Worksheet 3



HOMEWORK: WRITE STEP BY STEP HOW TO MAKE A TYPICAL PUFF CAKE OR YEAST CAKE.

A series of horizontal dotted lines for writing the homework answer.





19. Ginger and choux pastry Worksheet 1

READ THE RECIPE FOR GINGER CAKE AND PUT IT INTO THE RIGHT ORDER.

1. Put the flour, bicarbonate of soda and all the spices into a large mixing bowl. Add the butter and **rub** it into the flour with your fingertips until the mixture **resembles** fine **breadcrumbs**.
.....
2. Add the **stem** ginger to the flour mixture, then **pour** in the sweet mixture, stirring as you go with a wooden spoon. Break in the egg and beat until all the mixture is combined and it resembles a **thick** pancake batter. Pour this into prepared tin and bake for 50 minutes-1 hour.
.....
3. Preheat the oven to fan 160C.
.....
4. Leave to cool completely in tin before turning cake out. (To freeze: **wrap** in greaseproof paper. Freeze for up to 1 month.)
.....
5. Put the sugar and milk in a **saucepan** and heat, gently stirring until the sugar has **dissolved**. Turn up the heat and bring the mixture to just **below boiling point**.
.....

LOOK AT THE HIGHLIGHTED WORDS. THINK OF THEIR MEANING. TRY TO READ THEM OUT OF THE CONTEXT. WHEN YOU LEARN THEIR MEANING COMPLETE THE SENTENCES BELOW WITH THE RIGHT HIGHLIGHTED WORD.



1. If you want this chicken to be very tasty, rub it with the garlic and all those spices and herbs
2. this shortbread in an aluminium foil and cool it in the fridge for about an hour.
3. You can't make a typical delicious ginger cake without the most important ingredient which is
4. the medicine in a glass of hot water and drink it
5. She put the of the ready batter next to the stove. You can start making pancakes..
6. This sauce is too you should add some water or cream.

19. Ginger and choux pastry Worksheet 2



READ THE SHORT TEXT ABOUT THE CHOUX PASTRY AND ANSWER THE TEACHER'S QUESTIONS.

1. *What are the main ingredients to make choux pastry?*
2. *Have you ever tried to make choux pastry? If YES tell everyone about your experience*
3. *List three characteristics of choux pastry.*
4. *Give examples of the products in which this kind of pastry is used.*



CHOUX PASTRY – it's a kind of a pastry which you can get by pouring flour with the hot mixture of water and fat. Its main ingredients are flour, water, fat, eggs, salt. You should bake it 190C -220C

Ready products made of the choux pastry are:

- ✓ light,
- ✓ dry,
- ✓ empty inside,
- ✓ in the straw-coloured (straw-yellow)

You need the choux pastry to make:

- ✓ eclair,
- ✓ cream puff,
- ✓ Polish Carpathian mountain cream cake

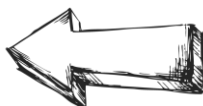


20. Cakes and desserts Worksheet 1



LISTEN TO THE SHORT DESCRIPTION OF WHAT DESSERT IS. THEN TALK ABOUT YOUR FAVOURITE DESSERT IN A GROUP.

<http://www.voki.com/site/create>



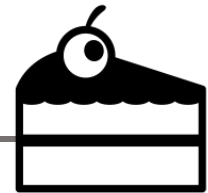
A dessert is typically the sweet course that concludes a meal in the culture of many countries, including the western world. The course usually consists of sweet foods, but may include other items. The word "dessert" originated from the French word *desservir* "to clear the table" and the negative of the Latin word *servire*.

There are a wide variety of desserts in western cultures, including cakes, cookies, biscuits, gelatins, pastries, ice creams, pies, puddings, and candies. Fruit is also commonly found in dessert courses because of its natural sweetness. Many different cultures have their own variations of similar desserts around the world.

Adopted from: https://en.wikipedia.org/wiki/List_of_desserts

20. Cakes and desserts

Worksheet 2



READ THE TEXT ABOUT DIFFERENT TYPES OF DESSERTS. MAKE 2 QUESTIONS FOR EACH TYPE OF DESSERT.

Cake is a form of bread or bread-like food. In its modern forms, it is typically a sweet baked dessert. In its oldest forms, cakes were normally fried breads or cheesecakes, and normally had a disk shape. Modern cake, especially layer cakes, normally contain a combination of flour, sugar, eggs, and butter or oil, with some varieties also requiring liquid (typically milk or water) and leavening agents (such as yeast or baking powder).

Example: Birthday cake

A cookie is a small, flat, sweet, baked good, usually containing flour, eggs, sugar, and either butter, cooking oil or another oil or fat. It may include other ingredients such as raisins, oats, chocolate chips or nuts.

In most English-speaking countries except for the US and Canada, crisp cookies are called biscuits.

Example: Cookies including sandwich cookies filled with jam

Pastry is a dough of flour, water and shortening that may be savoury or sweetened. Sweetened pastries are often described as bakers' confectionery. The word "Pastries" suggests many kinds of baked products made from ingredients such as flour, sugar, milk, butter, shortening, baking powder, and eggs.

Example: Strudel pastry

Ice cream is a sweetened frozen food typically eaten as a snack or dessert. It is usually made from dairy products, such as milk and cream, and often combined with fruits or other ingredients and flavours.

Example: ice cream

A pie is a baked dish which is usually made of a pastry dough casing that covers or completely contains a filling of various sweet or

savoury ingredients.

Example: Apple pie

A COOK

Pudding is a kind of food that can be either a dessert or a savory dish.

Example: Pudding with fresh fruit and whipped cream

Candy, also called sweets or lollies, is a confection that features sugar as a principal ingredient. The category, called sugar confectionery, encompasses any sweet confection, including chocolate, chewing gum, and sugar candy. Vegetables, fruit, or nuts which have been glazed and coated with sugar are said to be candied.

Example: candies

Adopted from: <https://en.wikipedia.org/wiki/Cake>

21. Dairy products Worksheet 1



TASK 1:

WORK IN PAIRS, DISCUSS THE STATEMENTS AND DECIDE IF THE STATEMENTS ABOUT DAIRY PRODUCTS ARE TRUE /T/ OR FALSE /F/



1. A dairy product isn't food produced from the milk.
2. Dairy products can cause health issues for individuals who have lactose intolerance or a milk allergy.
3. High consumption of some dairy products such as cheese, ice-cream, milk, butter, and yogurt can contribute to the the risk of heart disease and can cause other serious health problems.
4. A dairy product isn't food produced from the milk.

TASK 2:

LISTEN TO THE TEXT AND CHECK IF YOU WERE RIGHT ABOUT THE STATEMENTS FROM WARM-UP ACTIVITY.



<https://www.voki.com/site/myVoki>

SCRIPT:

A dairy product is food produced from the milk of mammals. A production plant for the processing of milk is called a dairy factory. Dairy farming is a class of agricultural, or enterprise, for long-term production of milk, usually from dairy cows but also from goats, sheep and camels. Eating dairy products is very popular. However, there are also people who avoid these products for different reasons. Some people refuse to consume dairy because they do not like the way animals are treated. Some people avoid eating dairy products because of milk allergy or lactose intolerance. High consumption of some dairy products can contribute to the risk of heart disease.

Adopted from: https://en.wikipedia.org/wiki/List_of_dairy_products

A COOK

21. Dairy products Worksheet 2



TASK 1:

MATCH THE PICTURES WITH THE WORDS.

Ayran	Condensed milk	Cottage cheese	Ice-cream
Kefir	Soured milk	Whipped cream	Yogurt



21. Dairy products Worksheet 3



TASK 1:

MATCH THE PICTURES WITH THE WORDS.

Ayran	Condensed milk	Cottage cheese	Ice- cream
Kefir	Soured milk	Whipped cream	Yogurt

1. A cheese curd product with a mild flavor. It is drained, but not pressed, so some whey remains and the individual curds remain loose.
2. Milk from which water has been removed. It is most often found in the form of sweetened condensed milk, with sugar added.
3. A fermented milk drink prepared by inoculating cow, goat, or sheep milk with kefir grains.
4. Produced from the acidification of milk. It is not the same as spoiled milk that has soured naturally and which may contain toxins. Acidification, which gives the milk a tart taste, is achieved either through the addition of an acid, such as lemon juice or vinegar, or through bacterial fermentation.
5. Turkish beverage of yogurt mixed with cold water and sometimes salt that may be considered a variant of a drink popular throughout Central Asia, the Middle East, and South-eastern Europe.
6. A fermented milk product (soy milk, nut milks such as almond milk, and coconut milk can also be used) produced by bacterial fermentation of milk. The bacteria used to make yogurt are known as "yogurt cultures".
7. Cream that has been beaten by a mixer, whisk, or fork until it is light and fluffy. Whipped cream is often sweetened and sometimes flavored with vanilla.
8. A frozen dessert usually made from dairy products, such as milk and cream and often combined with fruits or other ingredients and flavors.

Adopted from: <https://en.wikipedia.org/wiki/>



A COOK

22. Milk Worksheet 1



TASK 1:

WATCH THE VIDEO ABOUT HOW THE MILK IS MADE AND SAY IF THE STATEMENTS ARE TRUE OR FALSE.



<https://www.youtube.com/watch?v=kIbVwE5zb1Y>

1. Historians say that people started to produce milk for the first time in Babylon, Egypt and India, in 4 000 BC.

2. A key to a good milk output is a good diet.

3. Cows produce milk only during lactation period.

4. A happy cow produces better milk that´s why cows have a special treatment.

5. Separation from other cows causes stress.

6. Cows are milked 5 times a day.

7. Sophisticated machine analysis the milk.

8. If a cow has infection it has no negative impact on the milk.

A COOK

23. Vegetable and animal milk.

Worksheet 1



TASK 1:

WRITE THE WORDS UNDER THE PICTURES

Cow's milk	Soya milk	Almond milk
Goat's milk	Rice milk	Oat milk



.....



.....



.....



.....



.....



.....

A COOK

TASK 2:

ANSWER THE QUESTIONS:



1. Have you tasted all types of milk shown in the pictures?
2. Which type of milk is your favourite one?
3. What do you think, do we need to drink milk every day to stay healthy and fit?
4. Have you ever heard the term “intolerant to lactose”? Can you explain what it means?

23. Vegetable and animal milk. Worksheet 2



READ THE TEXT ABOUT DIFFERENT TYPES OF MILK AND ANSWER OR COMPLETE THE FOLLOWING QUESTIONS:

1. Why do some people avoid dairy products?
2. Which milk reduces the risk of osteoporosis, colon cancer and type 2 diabetes?
3. Goat's milk is high in
4. Which milk is lactose-free?
5. Which milk is high in fibre, folic acid, vitamin E and photochemical that could help prevent heart disease, stroke and some types of cancer?
6. What is rice milk made from?
7. How can you make your own almond milk at home?

Which is best milk for you?

We weigh up the nutritional benefits of six different types of milk. At least 75 per cent of the world's population is intolerant to lactose, the sugar naturally found in cow's milk. While vegans, some children and those who are unable to digest dairy avoid lactose like the plague, are there any other reasons the rest of us should shun it? And if we do, what are the alternatives? Here, we take a look at the health benefits of six sources of milk.

Cow's milk

Available in low-fat and full-fat varieties, cow's milk is higher in calcium than most types of milk (calcium-enriched milks are comparable) and is rich in protein.

Research shows ingredients in low-fat cow's milk may help to reduce the risk of osteoporosis, colon cancer and type 2 diabetes. A two-year study published in *The American Journal of Clinical Nutrition* revealed those who consumed a high amount of non-fat or "skimmed" milk products lowered their risk of high blood pressure by 50 per cent, compared to drinking small amounts or none at all.

Goat's milk

It's not the easiest to find but for some goat's milk can be worth the search. Goat's milk contains different proteins and fats to cow's milk, making it easier for some people to digest. Goat's milk is high in phosphorus, zinc, essential fatty acids and contains as much potassium, magnesium, iron and calcium as cow's milk.

It's considered a good choice for health-conscious adults too. A University of Granada study showed drinking goat's milk regularly may help to reduce cholesterol levels, and support those with iron deficiency anemia, since it helps to regenerate hemoglobin.

Soya milk

One of the most common non-dairy sources, soy milk is traditionally made from a mixture of soybeans and water. Soy milk is lactose-free, rich in calcium and protein and contains no saturated fat.

Oat milk

If you dislike nutty-tasting milk, oat milk's mild and oaty flavour might be for you. Oat milk is high in fibre, folic acid, vitamin E and phytochemicals that could help prevent heart disease, stroke and some types of cancer. Researchers from Tufts University in Boston found that antioxidants in wholegrain oat help to prevent coronary heart disease and also lower cholesterol levels. Oat milk is free of lactose and cholesterol, and low in saturated fat. In fact, "All plant-based milks have less saturated fat than animal milks," explains Griffiths.

Rice milk

Rice milk is traditionally made from unsweetened brown rice. Since it is free from cholesterol, saturated fat and lactose, rice milk is considered a healthy choice for those intolerant to dairy.

Almond milk

Made from finely ground raw almonds and water, almond milk does not contain cholesterol or lactose.

You can make your own almond milk at home.

Soak one cup of almonds in water for six hours

Drain and discard the water.

Blend the almonds with three cups of fresh water and two dates until almost smooth

Strain with a cheesecloth or a nut milk bag then refrigerate for up to four days.

Adopted from: <http://www.bodyandsoul.com.au/nutrition/nutrition-tips/which-milk-is-best-for-you/news-story/b0ac8a07a58f8092ae44c9a00679a61e>

23. Vegetable and animal milk. Worksheet 3



LISTEN TO SOME MORE INTERESTING FACTS ABOUT DIFFERENT TYPES OF MILK. WRITE THE TYPE OF MILK FOR EACH PART:



<https://www.voki.com/site/myVoki>



1.

2.

3.

4.

5.

6.

SCRIPT:

PART ONE

Full-fat cow's milk is high in saturated fat, so those at risk of heart disease or diabetes should drink it in small amounts or avoid it completely. Also, producing cow's milk comes at a cost to the environment: cow's need to drink at least three liters of water to produce one liter of milk. Therefore, most high-producing dairy cows are drinking at least 150 liters of fresh water every day.

PART TWO

Some people find goat's milk tastes unpleasant. It isn't suitable for vegans, and still contains lactose, although this is lower than cow's milk. This milk is becoming more common in health food stores and supermarkets. Always look for goat's milk that has been pasteurized, warns Dietitian Denise Griffiths from the Dietitians Association of Australia. "Unpasteurized milk is a health hazard because of the dangers of bacterial diseases."

PART THREE

Controversy still surrounds the effects soy has on women's hormone health. Body soul nutritionist Lisa Guy says soy milk is not suitable for infants and young children, particularly girls, since it could potentially disrupt hormone production if consumed in high amounts.

"Soy can act like estrogen in the body, attaching to estrogen receptors," she says. The isoflavones in soy however, could offer relief for menopausal women. "Soy [milk] is beneficial for menopausal women as it makes the body think it has more circulating estrogen," she says.

PART FOUR

Oat milk is not gluten free and contains less protein than cow milk. Many non-fortified versions contain as little as 7mg of calcium per 250ml, but calcium-fortified brands have just as much as cow's milk with 300 mg per 250ml.

PART FIVE

Rice milk is low in calcium and protein, so look for brands that have been fortified (some with chickpeas) to boost calcium levels. "Rice milk is also considered a high-GI food, and lacks the vitamin A that full-fat cow's milk contains," Guy says.

PART SIX

While this milk is high in antioxidant-rich vitamin E and low in fat, it contains much less protein than cow's milk. Some supermarket brands contain added sugar too, so read the label carefully, warns Guy. A healthier alternative is to make your own almond milk at home.

23. Vegetable and animal milk. Worksheet 4



WATCH THE SHORT VIDEO ABOUT HOW TO PREPARE A CREAMY PEA SOUP. MAKE THE LIST OF INGREDIENTS NEEDED.



https://www.youtube.com/watch?v=qTliWpo_dvU

INGREDIENTS:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



23. Vegetable and animal milk. Worksheet 5



READ THE WHITE SAUCE RECIPE AND MATCH THE WORDS TO THEIR DEFINITIONS:

Béchamel sauce:

Ingredients:

- 2 tablespoons butter or margarine
- 2 tablespoons all-purpose flour
- 1/4 teaspoon salt
- 1/8 teaspoon pepper
- 1 cup of milk



Procedure:

- In 1 1/2-quart saucepan, melt butter over low heat. Stir in flour, salt and pepper. Cook over medium heat, stirring constantly, until mixture is smooth and bubbly; remove from heat.
- Gradually stir in milk. Heat to boiling, stirring constantly; boil and stir 1 minute.

VERB	DEFINITION
Melt	To <u>mix</u> a <u>liquid</u> or other <u>substance</u> by <u>moving</u> an <u>object</u> such as a <u>spoon</u> in a <u>circular pattern</u>
Stir	To make hot or warm
Heat	To take something away from somewhere
Boil	To turn something solid into something soft or liquid by heating
Remove	To cook in the water until it starts bubbling

A COOK

24. Recipe with milk- pancakes Worksheet 1



TASK 1:

COMPLETE THE INSTRUCTIONS ABOUT HOW TO MAKE PANCAKES.



<https://www.youtube.com/watch?v=fBOijaG7Hyk>

INGREDIENTS:

500 ml

200 g

20 g

2

Pinch of



INSTRUCTION:

Start with sipping into a.....



Add a pinch of Make a well in the centre, pour in a bit of the



When all the milk is added, break



Finally add melted.....



A COOK

In the frying pan I've got a bit of half a teaspoon of oil. in some of the batter.

..... it round into a nice circle.

..... it off the heat and slide it onto a



Sprinkle some....., squeeze on some juice.



Roll into a tube and scoff.

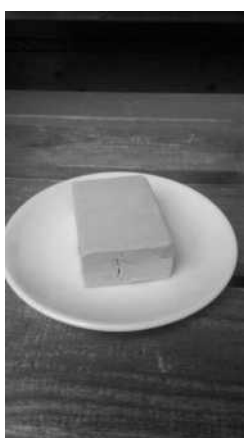
A COOK

24. Recipe with milk- pancakes Worksheet 2



WORK IN PAIRS. WHAT DO YOU NEED TO MAKE PANCAKES? WRITE THE VOCABULARY UNDER THE PICTURES. THERE IS ONE EXTRA WORD.

butter	salt	a bowl
yeast	eggs	a frying pan
a whisk	flour	milk



.....

.....

.....

.....

.....



.....

.....

.....

.....

BEVERAGES

2. Hot and cold beverages Worksheet 1



WRITE THE NAME OF THE BEVERAGE UNDER EACH PICTURE.

	water	sparkling wine	coffee with milk,	cappuccino	espresso
hot chocolate	herbal tea	orange juice	black tea	mulled wine	coke



BEVERAGES

1. Hot and cold beverages Worksheet 2



WATCH THE VIDEO AND PAY ATTENTION TO THE INGREDIENTS THAT WE NEED TO PREPARE DIFFERENT KINDS OF COFFEE. THEN CHOOSE ONE WAY OF PREPARING COFFEE AND DESCRIBE IT.



<https://www.youtube.com/watch?v=aBLYSO0DSVI&spfreload=10>

PORTUGAL	GERMANY	VIETNAM
FRANCE	GREECE	HONK KONG
ITALY	AUSTRIA	IRELAND

BEVERAGES

2. Mixed drinks Worksheet 1



<http://www.voki.com/site/create?VklId=13233273&chsm=cd0d5d9a804fa1238ef35bbb92f3f959&share=sharing>

MIXED DRINKS

Mixed drinks started to become popular in America in the 17th century. They consisted of the mixture of wine, sugar, fruit and spices. They were served in big bowls from which they were poured into the glasses.

In the 18th century, mixed drinks became the part of refreshment during cockfighting. Drink for the winner was prepared to match the colour of the tail of the winning cock. Drink was called „cocktail“ .

Mixed drinks can be divided into:

- Short drinks
- Long drinks
- Soft drinks
- Hot drinks
- Fancy drinks

The International Bartenders Association, founded on February 24, 1951, in the Saloon of the Grand Hotel in Torquay, England, is an international organization established in order to represent the best bartenders in the world.

Adopted from: https://en.wikipedia.org/wiki/International_Bartenders_Association

COMPLETE THE SENTENCES OR ANSWER THE QUESTIONS:

1. Mixed drinks started to become popular in

2. What did mixed drinks consist of?

3. What happened in the 18th century?

4. How was the drink for the winner prepared?

5. The International Bartenders Association was founded in

6. How can be mixed drinks divided?



BEVERAGES

2. Mixed drinks Worksheet 2



MIXED DRINKS- INGREDIENTS

Think about the ingredients that we could use to prepare mixed drinks.

Find them in the classroom. Which ingredients are not suitable to use?



Liqueur

Honey

Sugar

Pudding

Vinegar

Wine

Milk powder

Pasta

Soft drinks

Spices

Lentils

Oil

Milk and dairy products

Syrup

Fruit juice

Compote

Semolina

BEVERAGES

2. Mixed drinks Worksheet 3



FIND THE PARTS OF A BARTENDER'S EQUIPMENT IN THE CLASSROOM.



Shaker Tin - a container used for shaking . The shaker tin is usually metal It is used to mix cocktails, first ice and ingredients are added to the shaker tin, then the mixing glass placed on top and shaken.

Jigger - a measure used in mixing drinks that usually holds 1 to 2 ounces (30-60 millilitres)

Muddler - is used to smash and mix cocktail ingredients.

Strainer - a device (such as a sieve) to retain solid pieces while a liquid passes through

Bar spoon - a spoon equivalent to a teaspoon that is used in measuring ingredients for mixed drinks

Bottle pourer - a device, often of glass and typically cylindrical with a narrow neck that can be closed with a cap or cork, for containing liquids

Corkscrew - a device for drawing corks from bottles, typically consisting of a pointed metal spiral attached to a handle or screw mechanism

Garnish tongs - a device for picking and garnishing cocktails.

Ice scoop - a utensil used as a shovel or ladle, esp. a small shovel with deep sides and a short handle, used for taking up ice.

Adopted from: <https://www.merriam-webster.com/dictionary/muddler>, <http://dictionary.reverso.net/english-definition/ice%20scoop>



3. Coctails Worksheet 1



WATCH THE VIDEO ABOUT HOW TO MAKE A MOJITO COCKTAIL AND ANSWER THE QUESTIONS BELOW.



<https://www.youtube.com/watch?v=KWU9ZaWbeuQ>

Questions:

1. Who is the person making a cocktail?
2. Why do you think he is famous and popular?
3. Have you ever tasted mojito cocktail? Did you like it?
4. Which ingredients do we need to prepare a mojito cocktail?
5. What should we avoid to do when making a mojito cocktail?



3. Coctails Worksheet 1



COCKTAILS RECIPES - ORANGE - LONG DRINK - RECIPE

A non-alcoholic drink to refresh you and quench your thirst.

Author: Nancy Lopez-McHugh

Recipe Type: Drink



Ingredients:

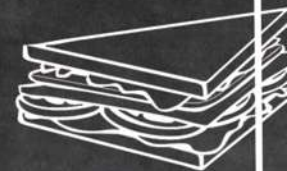
- ✓ 100 % Orange juice
- ✓ sparkling (carbonated) water
- ✓ 1 orange, for decoration -optional
- ✓ ice cubes, optional

Instruction:

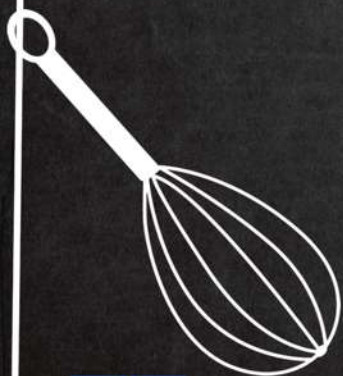
Take the orange and either slice it thinly or cut it into wedges, set aside. In a large pitcher mix equal parts orange juice and sparkling water, if you are using ice cubes you may want to add those first. OR You can also mix 2 parts orange juice to 1 parts carbonated drink. It's really about finding the right mix and taste for yourself.

Serve with a fresh slice or orange wedge. Serve right away, to keep the drink fizzy.

Adopted from <http://honestcooking.com/orange-spritzer-drink-up/>



GLOSSARY



Erasmus+

COOK, SERVE AND SPEAK ENGLISH

I. EMPLOYING WORKERS IN GASTRONOMY

1. WRITING CV AND AN APPLICATION LETTER

<i>dynamic</i>	a person that is full of energy and likes changes
<i>goal-orientated</i>	focused on achieving an objective
<i>hard-working</i>	using a lot of time and energy to do work; the opposite to 'lazy'
<i>innovative</i>	tending to introduce something new or different
<i>methodical</i>	working in an 'ordered' and 'systematic' way
<i>pragmatic</i>	practical, realistic
<i>proactive</i>	a person who makes changes to resolve potential future problems
<i>punctual</i>	a person who is always on time and never late

2. A JOB INTERVIEW

<i>guest</i>	a person who visits restaurants, a customer
<i>reliable</i>	worthy of reliance or trust
<i>application</i>	a form to be filled out when you ask for a job
<i>candidate</i>	a person who applies for a job
<i>company</i>	an organization that sells goods or services in order to make money:

II. WAITER

1. WAITER'S OUTFIT AND EQUIPMENT OF A WAITER

<i>waiter uniform</i>	an identifying outfit worn by waiters
<i>apron</i>	a protective garment worn over the front of one's clothes and tied at the back
<i>bar products</i>	a particular kind of food and drink served in a bar
<i>bar tool and cocktail making set</i>	tools used in a bar to prepare drinks and cocktails
<i>catering supplies</i>	an identifying outfit worn by a chef
<i>cocktail waiter supplies</i>	things used by a waiter to prepare cocktails
<i>double-fold menu cover</i>	the stiff outside part of a menu to protect it
<i>chef uniform</i>	an identifying outfit worn by a chef

<i>three pocket waist apron</i>	a piece of clothing worn over the front of the body, from the chest or the waist down and tied around the waist with three pockets
<i>waiter order books</i>	books where waiters note down orders
<i>waiter tools</i>	Things that a waiter needs to do his work

2. WAITER'S DUTIES

<i>customer</i>	a guest i.e. in a restaurant or a client in a shop
<i>serve</i>	to give food or drink to a guest in a res
<i>orders</i>	a request for food or goods in return for payment
<i>duties</i>	responsibilities
<i>visitors</i>	someone who visits a person or a place
<i>manner</i>	the way in which a person talks and behaves with other people
<i>cross-contamination</i>	the process by which a substance that is harmful or dirty spreads from one area to another
<i>health and safety regulations</i>	a list of rules which you have to obey to be safe and healthy at work
<i>deliver</i>	to take things such as letters, parcels, or goods to a person or a place
<i>task</i>	a piece of work
<i>collect</i>	to get things from different places and bring them together
<i>day's specials</i>	a dish in a restaurant that is not usually

3. PREPARATION PHASE

<i>bread plates</i>	plates in which bread is served
<i>crumble</i>	to break (something) into small pieces
<i>cutlery</i>	knives, forks and spoons used for eating and serving food
<i>decoration</i>	a thing that makes something look more attractive on special occasions
<i>linen</i>	a type of cloth used to make high-quality clothes, sheets, etc...
<i>menage</i>	household, all the people who live together in one house
<i>napkin</i>	a piece of cloth or paper used at meals for protecting your clothes and cleaning your lips and fingers
<i>overlap</i>	to cover something partly by going over its edge
<i>polish</i>	to make something smooth and shiny by rubbing it
<i>pour wine</i>	to serve wine by letting it flow from a container into a glass
<i>refill</i>	to fill something again

<i>smooth</i>	completely flat and even without any lumps, holes or rough areas
<i>table cloth</i>	a cloth that you use for covering a table, especially when you have a meal
<i>tray</i>	a flat piece of wood, metal or plastic with raised edges used for carrying or holding things especially food
<i>vertical and horizontal creases</i>	a neat line that you make in something when it is pressed or crushed

4. METAL TABLEWARE

<i>tableware</i>	crockery, cutlery, and glassware used for serving and eating meals at a table
<i>fork</i>	an implement with two or more prongs used for lifting food to the mouth or holding it when cutting
<i>spoon</i>	an implement consisting of a small, shallow oval or round bowl on a long handle, used for eating, stirring, and serving food
<i>knife</i>	an instrument composed of a blade fixed into a handle, used for cutting
<i>cutlery</i>	knives, forks, and spoons used for eating or serving food
<i>tongs</i>	an instrument with two movable arms that are joined at one end, used for picking up and holding things
<i>serve</i>	to provide food or drinks
<i>cake server</i>	a flat wedge-shaped instrument used for cutting and serving cakes

5. GLASS TABLEWARE

<i>beer mug</i>	a large cup, typically cylindrical used to drink beer
<i>rocks glass</i>	a short tumbler of a type typically used to serve (alcoholic) drinks over ice
<i>highball glass/ collins glass</i>	a tall, straight-sided glass tumbler in which a highball or other long mixed drink may be served, specifically one holding 240 to 350 ml
<i>shot glass-</i>	a small glass used for serving spirits
<i>brandy snifter</i>	a balloon glass for brandy
<i>martini glass</i>	a glass used to serve a cocktail made from gin (or vodka) and dry vermouth
<i>red wine glass</i>	a glass with a stem and foot, used for serving red wine, tends to be wider than white wine glasses
<i>white wine glass</i>	a glass with a stem and foot, used for serving white wine, tends to be narrower than red wine glasses
<i>champagne flute</i>	a tall, narrow wine glass used for serving white sparkling wine from Champagne

6. SETTING TABLE

<i>set a table</i>	to arrange a cloth, plates, glasses and silverware for a meal
<i>tableware</i>	crockery, cutlery, and glassware used for serving and eating meals at a table
<i>clockwise</i>	in a curve corresponding in direction to the typical forward movement of the hands of a clock
<i>tray</i>	a flat, shallow container with a raised rim, typically used for carrying food and drinks
<i>napkin</i>	a square piece of a cloth or paper used at a meal to wipe the fingers or lips and to protect garments

7. STAGES OF SERVING THE GUESTS

<i>bill</i>	a request for payment of money owed, or the piece of paper on which it is written.
<i>cash register</i>	a machine in a shop or other business that records sales and into which money received is put.
<i>check</i>	a bill for consumed food or beverages
<i>decide</i>	to choose something, especially after thinking carefully about several possibilities
<i>greet</i>	to welcome someone with particular words or a particular action, or to react to something in the stated way.
<i>order</i>	to ask for something to be made, supplied, or delivered, especially in a restaurant or shop.
<i>pay</i>	to give money to someone for something you want to buy or for services provided
<i>serve</i>	to provide food or drinks.
<i>tip</i>	a small amount of money given to someone who has provided you with a service, in addition to the official payment and for their personal use.

8. BASIC SERVING

<i>buffet</i>	a meal at which people serve themselves from a table and then stand or sit somewhere else to eat
<i>butler service</i>	room service from a dedicated member of staff
<i>carve</i>	to cut thin pieces from a large piece of cooked meat
<i>catered wedding reception</i>	wedding reception where all food and drinks are provided
<i>formal dining</i>	having meals in a formal way

<i>garnish</i>	to decorate a dish of food with a small amount of another food
<i>pre-selected</i>	to be chosen in advance
<i>table service</i>	a service at a table

9. SERVING A CUSTOMER

<i>close down after service</i>	to close a restaurant after all customers leave
<i>prepare for service</i>	to make preparation before customers come
<i>serve and clear food and drinks</i>	serve food and drinks and clear a table after customers finish
<i>serving a customer</i>	to bring a customer food and drink
<i>take and process orders</i>	to note down the orders from the customers and give them to the kitchen
<i>tipping</i>	to give some extra money for the service
<i>welcome customers</i>	to greet customers when they enter a restaurant and accompany them to their table

10. SERVING AT CELEBRATION

<i>bread plate</i>	a plate in which bread is served
<i>butter knife</i>	a knife used for spreading butter
<i>cake fork</i>	a fork used for eating cakes
<i>coffee cup</i>	a cup where coffee is served
<i>dessert spoon</i>	a spoon used for eating dessert
<i>dinner fork</i>	a part of cutlery used while having meals
<i>dinner knife</i>	a part of cutlery used for cutting while having meals
<i>dinner plate</i>	a thing in which meals are served
<i>flatware</i>	flat dishes such as plates and saucers
<i>formal table setting</i>	setting in formal dining style
<i>napkin</i>	a piece of cloth or paper used at meals for protecting your clothes and cleaning your lips and fingers
<i>place card</i>	a card to identify guests
<i>salad fork</i>	a part of cutlery used at eating salad
<i>salad plate</i>	a thing used for serving salad on it.
<i>saucer</i>	a small shallow round dish that a cup stands on
<i>soup spoon</i>	a part of cutlery used for eating soup
<i>teaspoon</i>	a part of cutlery used for drinking tea

<i>water glass</i>	a glass used for drinking water
<i>wine glass</i>	a glass used for drinking wine

11. KINDS OF A MENU AND GUIDELINES OF A SEQUENCING MENU

<i>bread plate</i>	a plate in which bread is served
<i>butter knife</i>	a knife used for spreading butter
<i>cake fork</i>	a fork used for eating cakes
<i>coffee cup</i>	a cup where coffee is served
<i>dessert spoon</i>	a spoon used for eating dessert
<i>dinner fork</i>	a part of cutlery used while having meals
<i>dinner knife</i>	a part of cutlery used for cutting while having meals
<i>dinner plate</i>	a thing in which meals are served
<i>flatware</i>	flat dishes such as plates and saucers
<i>formal table setting</i>	setting in formal dining style
<i>napkin</i>	a piece of cloth or paper used at meals for protecting your clothes and cleaning your lips and fingers
<i>place card</i>	a card to identify guests
<i>salad fork</i>	a part of cutlery used at eating salad
<i>salad plate</i>	a thing used for serving salad on it.
<i>saucer</i>	a small shallow round dish that a cup stands on
<i>soup spoon</i>	a part of cutlery used for eating soup
<i>teaspoon</i>	a part of cutlery used for drinking tea
<i>water glass</i>	a glass used for drinking water
<i>wine glass</i>	a glass used for drinking wine

12. WEDDING MENU

<i>allergy</i>	a damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive
<i>caterer</i>	a person or company providing food and drink at a social event or other gathering
<i>dietary restrictions</i>	a reduction of particular or total nutrient intake without causing malnutrition
<i>finger foods</i>	food meant to be eaten directly using the hands
<i>flambé</i>	to pour alcohol over food and set fire to it during cooking

<i>food poisoning</i>	illness caused by bacteria or other toxins in food, typically with vomiting and diarrhea
<i>raw meat</i>	uncooked meat
<i>salty</i>	tasting of, containing, or preserved with salt
<i>savory</i>	an aromatic plant of the mint family, used as a culinary herb
<i>spicy-</i>	flavored with or fragrant with spice
<i>sweet</i>	having the taste or flavor characteristic of sugar, honey, etc
<i>unpasteurized diary</i>	raw diary, without any processing

13. ANNIVERSARY MENU

<i>antipasto</i>	a course of hors d'oeuvres in an Italian meal
<i>crab cakes</i>	a patty of flaked or minced crab meat, typically served fried
<i>deviled eggs</i>	a halved hard-cooked egg with a yolk mashed with mayonnaise and seasonings and returned to a white
<i>diabetic friendly</i>	can be eaten by people suffering diabetes
<i>low-fat appetizers</i>	appetizers consisting low-fat
<i>passed</i>	to be moved from one to another
<i>stationary</i>	not moving or not intended to be moved

14. HYGIENIC AND SAFETY RULES

<i>Broken</i>	damaged, having a rough surface, no longer whole or working correctly
<i>contaminated</i>	to consist of substances that are dangerous or carries disease
<i>cracked</i>	damaged with lines in its surface but not completely broken
<i>hygienic rules</i>	rules to keep surroundings clean and free of bacteria and therefore unlikely to spread disease
<i>chipped</i>	cut into very small pieces
<i>safety rules</i>	rules to keep you safe and being protected from danger or harm
<i>single-use gloves</i>	use gloves- gloves that are made to be used once only
<i>unsafe food</i>	food that is not suitable to be eaten because it can be dangerous for health
<i>wrapped-</i>	to be covered completely in paper or other material

12. HYGIENIC AND SAFETY RULES

<i>antipasto</i>	a course of hors d'oeuvres in an Italian meal
<i>crab cakes</i>	a patty of flaked or minced crab meat, typically served fried
<i>deviled eggs</i>	a halved hard-cooked egg with a yolk mashed with mayonnaise and seasonings and returned to a white
<i>diabetic friendly</i>	can be eaten by people suffering diabetes
<i>low-fat appetizers</i>	appetizers consisting low-fat
<i>passed</i>	to be moved from one to another
<i>stationary</i>	not moving or not intended to be moved

III. COOK

1. A COOK'S OUTFIT

<i>chef's hat</i>	a kind of tall white hat worn by chefs
<i>double-breasted jacket</i>	a jacket having a substantial overlap of material at the front and showing two rows of buttons when fastened
<i>pants</i>	trousers
<i>apron</i>	a protective garment worn over the front of one's clothes and tied at the back
<i>non-slip shoes</i>	shoes designed to prevent slipping
<i>focused-</i>	directing a great deal of attention, interest, or activity towards a particular aim
<i>motivated</i>	having interest in or enthusiasm for something
<i>quick</i>	moving fast or doing something in a short time
<i>calm under pressure</i>	not showing nervousness in stressful situations
<i>clean</i>	free from dirt
<i>imaginative</i>	having or showing creativity or inventiveness

2. KITCHEN'S UTENSILS

<u>whisk</u>	a kitchen tool made of wire that is used to mix eggs, cream, etc, or to make such food thicker
<u>potatoes masher</u>	a kitchen tool for mashing potatoes and other vegetables
<u>pot</u>	a round container, usually used for storing things or cooking
<u>frying pan</u>	a flat, metal pan with a long handle that is used for frying food
<u>grater</u>	a kitchen tool with a surface full of holes with sharp edges, used to grate (= break into small pieces) foods such as cheese
<u>boil</u>	If a liquid boils, or if you boil it, it reaches the temperature where bubbles rise up in it and it produces steam.
<u>fry</u>	to cook something in hot oil or fat or to be cooked in hot oil or fat
<u>grate</u>	to break food such as cheese into small, thin pieces by rubbing it against a grater (= kitchen tool with holes)
<u>mash</u>	to crush food until it is soft and smooth
<u>beat</u>	to mix food using hard, quick movements
<u>chop</u>	to cut something into small pieces
<u>tenderiser</u>	a meat mallet
<u>tenderise</u>	to make meat easy to cut or chew (= crush with the teeth) by beating it or preparing it in a particular way.

3. BAKING UTENSILS

<u>sieve</u>	a tool for separating solids from liquids or larger solids from smaller solids, made of a wire or plastic net attached to a ring. The liquid or small pieces pass through the net but the larger pieces do not.
<u>rolling pin</u>	a wooden or glass kitchen tool in the shape of a tube, used for rolling pastry flat
<u>pastry board</u>	a piece of wooden utensil which is in rectangular shape that you put on the kitchen counter used for kneading the dough
<u>cookie cutter</u>	an object used for cutting biscuits in a particular shape
<u>mixing bowl</u>	a deep round dish with a wide open top, used especially for holding food or liquid
<u>icing syringe</u>	a plastic tube with a rubber part at the end, used for sucking up icing or other cream and then pushing it out on the cake. Used for decorating.
<u>pastry brush</u>	an object made of short stiff hairs or wires set in a block of wood or plastic, usually attached to a handle. It is used for spreading the raw egg over the cake.

<i>baking sheet</i>	a small sheet of metal used for baking food on
<i>cake pan</i>	a metal container used for baking cake in
<i>knife</i>	a sharp blade with a handle, used for cutting or as a weapon

4. BASIC TECHNIQUES IN GASTRONOMY PRODUCTION COOKING TECHNIQUES

<i>bake</i>	to cook inside an oven, without using added liquid or fat.
<i>boil</i>	to cook food by putting it in water that is boiling.
<i>fry</i>	to cook food in hot oil or fat.

5. BASIC TECHNIQUES IN GASTRONOMY PRODUCTION CUTTING TECHNIQUES

<i>chop</i>	to cut something into pieces.
<i>grate</i>	to rub food against a grater in order to cut it into a lot of small pieces.
<i>julienne cut</i>	to cut into long thin strips, similar to matchsticks
<i>mince</i>	to cut up into very small pieces, often using a special machine.
<i>peel</i>	to remove the skin of fruit and vegetables.
<i>slice</i>	to cut something into thin, flat pieces.

6. VEGETABLES IN COOKING

<i>clove</i>	one of the parts of garlic
<i>seed</i>	to remove seeds from fruit or vegetables
<i>dried</i>	removed water from fruit or vegetables
<i>toss</i>	to throw something with a quick gentle movement of your hand
<i>spread</i>	to place (something) over a flat surface
<i>stir</i>	to move a liquid or substance around with a spoon or stick in order to mix it together
<i>whisk</i>	to mix liquid very quickly so that air is mixed in, using a fork or a whisk
<i>season</i>	adding salt, spices, herbs, or other flavorings
<i>vinegar -</i>	a sour liquid
<i>grate</i>	to rub cheese, vegetables, etc. against a rough or sharp surface to break them into small pieces
<i>ginger</i>	a bright orange-brown colour root with a very strong hot taste

<i>red pepper</i>	a red vegetable which you can eat raw or use in cooking
<i>lengthwise</i>	in the direction of the length
<i>wrap</i>	to cover especially by winding or folding (verb) / a piece of thin, flat bread wrapped around a filling and eaten as a sandwich (noun)
<i>chill</i>	if you chill something, it becomes very cold but does not freeze
<i>ground</i>	broken up into powder
<i>caramelize</i>	be converted into caramel
<i>simmer</i>	cook something slowly by boiling it gently
<i>stir</i>	to move a liquid or substance around with a spoon or stick to mix it together
<i>season</i>	adding salt, spices, herbs, or other flavorings
<i>occasionally</i>	sometimes but not often; from time to time
<i>zucchini</i>	a long vegetable with a dark green skin
<i>quartered</i>	cut in four equal pieces
<i>chunk</i>	a large piece of something
<i>seed</i>	to remove seeds from fruit or vegetables
<i>clove</i>	one of the parts of garlic
<i>tender</i>	soft, easy to cut and eat

7. Fruit

<i>hull</i>	to remove the tough stem
<i>puree</i>	a thick, soft dish that's made by mixing fruits in a blender
<i>rim</i>	a circle on the top of the glass
<i>peel</i>	to remove skin with a knife
<i>stone</i>	a large seed in the middle of the fruit
<i>flesh</i>	the soft inside of the fruit part
<i>immediately</i>	very soon
<i>mint</i>	a sweet, fresh herb with green leaves
<i>mint sprig</i>	three or more leaves
<i>combine</i>	to put together
<i>peel</i>	to remove the skin with a knife
<i>dice</i>	to cut food in small cubes
<i>pinch</i>	just a little, what you can take between two fingers
<i>slice</i>	to cut into pieces
<i>smoothielicious</i>	smoothie + delicious

<i>hull</i>	to remove the tough stem
<i>puree</i>	a thick, soft dish that's made by mixing fruits in a blender

8. MEAT

<i>poultry</i>	meat from birds such as chickens
<i>beef</i>	meat from a cow
<i>game -</i>	meat from wild animals
<i>veal-</i>	meat from a young cow
<i>lamb</i>	meat from a young sheep
<i>pork</i>	meat from a pig
<i>sirloin</i>	the portion of the loin of beef in front of the rump
<i>drumstic</i>	the meaty leg of a chicken
<i>flank</i>	the side of an animal between the ribs and a hip
<i>brisket</i>	the part of a cow lying next to the ribs
<i>fry</i>	to cook in hot fat
<i>pan-frying</i>	or sautéing to cook in a fat
<i>shallow-fat frying</i>	to cook in a one-to-two inch layer of hot fat
<i>deep-fat frying</i>	to cook in a deep layer of hot fat
<i>grill</i>	to cook over a grill or intense heat
<i>roast</i>	to cook by dry heat in an oven
<i>simmer</i>	to cook slowly in liquid over low heat at a temperature of about 180° c

9. FISH

<i>aquatic</i>	living or growing in, happening in, or connected with water.
<i>backbone</i>	a line of bones down the centre of the back that provides support for a body.
<i>bluefish</i>	it is a marine pelagic fish found around the world in temperate and subtropical waters, except for the northern pacific ocean.
<i>bream</i>	a type of fish that can be eaten, found especially in lakes and rivers.
<i>carp</i>	a large fish that lives in lakes and rivers and can be eaten.
<i>cold-blooded</i>	cold-blooded animals can only control their body heat by taking in heat from the outside or by being very active.
<i>freshwater</i>	living in or containing water that is not salty.
<i>grouper</i>	a large fish with a big head and a wide mouth that lives in warm seas.

<i>mullet</i>	a small sea fish that can be cooked and eaten.
<i>perch</i>	a fish that lives in lakes and rivers and is eaten as food.
<i>salmon</i>	a medium-sized silver-coloured fish that lives in the sea or rivers and swims up rivers to produce its eggs. its pink flesh is eaten as a food.
<i>saltwater</i>	sea water
<i>seabass</i>	a sea fish that you can eat
<i>seabream</i>	a fish like a bream that lives in the sea
<i>trout</i>	a fish that lives in rivers and lakes, or lives in the sea but returns to rivers to produce its eggs, that is a popular food.

10. TASTE - HERBS AND SPICES

<i>taste</i>	the sensation of flavour perceived in the mouth and throat on contact with a substance
<i>sour</i>	having an acid taste like lemon or vinegar
<i>salty</i>	tasting of, containing, or preserved with salt.
<i>bitter</i>	having a sharp, pungent taste or smell; not sweet
<i>savory</i>	pleasant or agreeable in taste or smell
<i>sweet</i>	having the taste or flavor characteristic of sugar, honey
<i>spicy</i>	flavored with or fragrant with spice
<i>hot</i>	sharply peppery or pungent
<i>mild</i>	not sharp, pungent, or strong
<i>strong</i>	if a taste or smell is strong it is very noticeable and powerfu

11. DIFFERENCES BETWEEN HERBS AND SPICES

<i>mint</i>	an aromatic herb, having opposite leaves and small, whorled flowers, as the spearmint and peppermint
<i>coriander</i>	an herb of the parsley family, native to Europe, having strong-scented leaves used in cooking and aromatic seeds used as a seasoning and in medicine
<i>basil</i>	an aromatic herbs , having purplish-green ovate leaves used in cooking
<i>parsley</i>	an herb, having either curled leaf clusters or flat compound leaves widely cultivated for use in garnishing or seasoning food
<i>chive</i>	a small bulbous plant related to the leek and onion, having long, slender leaves that are used as a seasoning

<i>dill</i>	a small bulbous plant, related to the leek and onion, having long, slender leaves that are used as a seasoning
<i>thyme</i>	a plant having narrow, aromatic leaves used for seasoning
<i>oregano</i>	an aromatic herb having leaves used as seasoning in cooking.
<i>rosemary</i>	an evergreen shrub, having leathery, narrow leaves and pale-blue, bell-shaped flowers, used as a seasoning and in perfumery and medicine.
<i>sage</i>	an herb whose grayish-green leaves are used in medicine and for seasoning in cookery.
<i>tarragon</i>	plant having aromatic leaves used for seasoning
<i>bay leaf</i>	the leaf of the bayberry used in making bay oil and bay rum.
<i>pepper</i>	a hot, sharp condiment prepared from the dried berries of a tropical vine
<i>chilli</i>	the small red hot-tasting fruit used for flavoring sauces, pickles
<i>cinnamon</i>	the aromatic inner bark of any of several East Indian trees used as a spice or in medicine as a cordial and carminative.
<i>cloves</i>	a dried flower bud of a tropical tree used whole or ground as a spice.
<i>anise</i>	a Mediterranean plant of the parsley family, cultivated for its aromatic seeds which are used in cooking and herbal medicine.
<i>turmeric</i>	a bright yellow aromatic powder obtained from the rhizome of a plant of the ginger family, used for flavoring and colouring in Asian cooking and formerly as a fabric dye.
<i>ginger</i>	a hot, fragrant spice made from the rhizome of a plant, which may be chopped or powdered for cooking, preserved in syrup, or candied
<i>allspice</i>	the dried aromatic fruit of a Caribbean tree, used whole or ground as a culinary spice and in the production of certain liqueurs such as Benedictine
<i>cumin</i>	the aromatic seeds of a plant of the parsley family, used as a spice, especially ground and used in curry powder
<i>flavor</i>	the distinctive taste of a food or drink.

12. HERBS AND SPICES IN COOKING

<i>stem</i>	the stalk that supports a leaf, flower, or fruit
<i>leaf</i>	a flattened structure of a higher plant, typically green and blade-like, that is attached to a stem directly or via a stalk. Leaves are the main organs of photosynthesis and transpiration
<i>seed</i>	the unit of reproduction of a flowering plant, capable of developing into another such plant

<i>flower</i>	the seed-bearing part of a plant, consisting of reproductive organs (stamens and carpels) that are typically surrounded by a brightly coloured corolla (petals) and a green calyx (sepals).
<i>bark</i>	the external covering of the woody stems, branches, and roots of plants, as distinct and separable from the wood itself.
<i>root</i>	a part of the body of a plant that develops, typically, from the radicle and grows downward into the soil, anchoring the plant and absorbing nutriment and moisture.
<i>bulb</i>	a usually subterranean and often globular bud having fleshy leaves emergent at the top and a stem reduced to a flat disk, rooting from the underside, as in the onion and lily.

13. HERBS AND SPICES IN COOKING

a. KINDS OF BREAD

<i>white bread</i>	bread that is light in colour, made with flour that has been through a refining process.
<i>wheat bread</i>	is a type of bread made of a combination of white and whole wheat flours as distinguished from bread made entirely of white or whole wheat flour
<i>whole grain bread</i>	is a type of bread made using flour that is partly or entirely milled from whole or almost-whole wheat grains
<i>rye bread</i>	is a type of bread made with various proportions of flour from rye grain. It can be light or dark in color
<i>pretzel</i>	is a type of baked bread product made from dough most commonly shaped into a twisted knot
<i>pita bread</i>	is a soft, slightly leavened flatbread baked from wheat flour
<i>challah</i>	a plaited loaf of white leavened bread, traditionally baked to celebrate the Jewish Sabbath
<i>French bread</i>	white bread in a long, crisp loaf
<i>croissant</i>	a French shaped roll made of sweet flaky yeast dough, eaten for breakfast
<i>hamburger bun</i>	a round bun shaped to hold a hamburger patty
<i>hot dog bun</i>	a long bun shaped to hold a frankfurter
<i>donut</i>	a small fried cake of sweetened dough, typically in the shape of a ball or ring
<i>roll</i>	a small piece of bread dough made into a circular shape and baked

b. VERBS

<i>knead</i>	work (moistened flour or clay) into dough or paste with the hands. Make (bread or pottery) by kneading flour or clay.
<i>prove</i>	(of bread or dough) rise; become areated by the action of yeast
<i>add</i>	join (something) to something else so as to increase the size, number, or amount
<i>mix</i>	combine or put together to form one substance or mass
<i>pour</i>	to make a substance flown from a cointainer by raising just one side of the cointainer that the substance is in
<i>flatten</i>	make or become flat or flatter

14. DESSERTS AND THEIR DIVISION

<i>apple pie</i>	a type of food made with apple covered in pastry and baked
<i>cheese cake</i>	a cake made from a layer of biscuit, or a sweet pastry base, covered with soft cheese, eggs, sugar, and sometimes fruit.
<i>crème brûlée</i>	a sweet food made from custard (= a sweet, soft mixture of milk, eggs, and sugar) with hard, burnt sugar on top.
<i>granite</i>	an Italian sweet dish made from crushed ice and sugar mixed with fruit, coffee, or nuts.
<i>ice-cream</i>	a very cold, sweet food made from frozen milk or cream, sugar, and a flavour.
<i>pancake</i>	a thin, flat, round cake made from a mixture of flour, milk, and egg, fried on both sides.
<i>pudding</i>	a sweet, soft food made from milk, sugar, eggs, and flavouring, eaten cold.
<i>sorbet</i>	a sweet food made from fruit juice, water, and sugar mixed together and frozen.
<i>soufflé</i>	a light food that has a lot of air in it, is made mainly from eggs, and can be either sweet or savoury

15. PREPARING DESSERTS

<i>add</i>	to put something with something else to increase the number or amount or to improve the whole.
<i>bake</i>	to cook inside an oven, without using added liquid or fat.
<i>melt</i>	to turn from something solid into something soft or liquid.
<i>pour</i>	to make a substance flow from a container, especially into another container, by raising just one side of the container that the substance is in.

<i>put</i>	to move something or someone into the stated place, position, or direction.
<i>separate</i>	to (cause to) divide into parts.
<i>spread</i>	to (cause to) cover, reach, or have an effect on a wider or increasing area.
<i>sprinkle</i>	to drop a few pieces or drops of something over a surface.
<i>whisk</i>	to beat eggs, cream, etc. with a special tool in order to add air and make the food light.

16. TYPES OF CAKES

<i>sponge cake</i>	a light cake made by beating eggs with sugar, flour, and usually butter or other fat
<i>pound cake</i>	a rich cake containing a pound, or equal weights, of each chief ingredient, typically flour, butter, and sugar
<i>shortcrust</i>	crumbly pastry made with flour, fat, and a little water, typically used for pies, flans, and tarts
<i>yeast cake</i>	a cake of compacted yeast
<i>choux pastry</i>	very light pastry made with egg, typically used for eclairs and profiteroles
<i>puff pastry</i>	light flaky pastry, used for pie crusts, canapés, and sweet pastries
<i>ginger cake</i>	a cake flavoured with ginger
<i>meringue</i>	an item of sweet food made from a mixture of egg whites and sugar baked until crisp

17. SPONGE CAKE

<i>yolk</i>	the round , yellow part in the middle of an egg.
<i>tin</i>	a flat pan that you cook food in.
<i>cooling rack</i>	a type of oven shelf that you can put a tin with cake on.
<i>beat</i>	to mix food using hard, quick movements.
<i>dust</i>	to sprinkle with something over something i.e. To dust the cake with the caster sugar.
<i>spread</i>	to move a soft substance across a surface so that it covers it.
<i>jelly</i>	a soft but solid sweet food that shakes when you move it.
<i>layer cake</i>	two or more soft cakes put on top of each other with jam, cream, or icing between the cakes
<i>angel food cake</i>	a kind of soft delicate cake
<i>batter</i>	a mixture of flour, milk and eggs used to make cakes and pancakes.
<i>airtight container</i>	an airtight container does not allow air in or out.
<i>nutritional value</i>	proteins, carbohydrates, fat, etc that the food contains and that affects your health

18. SHORTBREAD

<i>yolk</i>	the round yellow part in the middle of an egg.
<i>white</i>	the transparent part of an egg that turns white when it is cooked.
<i>crumbly</i>	breaking easily into small pieces.
<i>knead</i>	to press and shape the mixture for making bread firmly and repeatedly with your hands.
<i>combine</i>	to become mixed or joined, or to mix or join things together
<i>tough</i>	not easily damaged, cut, etc.
<i>melt</i>	if something melts, it changes from a solid into a liquid because of heat and if you melt something, you heat it until it becomes liquid.
<i>increase</i>	to get bigger or to make something bigger in size or amount.
<i>raw</i>	uncooked, in their natural state before being processed.
<i>lard</i>	a white substance made from pig fat and used in cooking.

19. PUFF CAKE AND YEAST PASTRY

<i>circular wedding cake</i>	a type of yeast cake which is round. It is usually with poppy and cottage cheese.
<i>cobbler</i>	a type of fruit or meat pie with a thick cake or pastry layer on top
<i>scone</i>	a small round cake, sometimes with dried fruit in it and often eaten with butter, jam and cream spread on it
<i>crumpet</i>	a small flat round cake with small holes in the top, eaten hot with butter
<i>doughnut</i>	a small cake made of fried dough, usually in the shape of a ring, or round and filled with jam/jelly, fruit, cream, etc.
<i>yeast</i>	a fungus used in making beer and wine, or to make bread rise
<i>puff pastry</i>	a type of light pastry that forms many thin layers when baked, used for making pies, cakes, etc.
<i>yeast cake</i>	any bread made with yeast and a leavening agent, which rises when baked
<i>blin</i>	a kind of pancake but additionally with leaven
<i>dumpling</i>	a round mixture of fat and flour that has been cooked in boiling mixture

20. GINGER AND CHOUX PASTRY

<i>rub</i>	to move a substance backwards and forwards over a surface so that it covers it and goes into it
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<i>wrap</i>	to cover something or someone with paper, cloth etc.
<i>choux pastry</i>	a type of light pastry made with butter and eggs, often used in cakes and desserts with a cream filling.
<i>ginger cake</i>	a type of cake made with a pale brown root with strong taste.
<i>pour</i>	to make a liquid flow from or into a container.
<i>resemble</i>	to look like or be like someone or something
<i>breadcrumbs</i>	very small pieces of dried bread especially used in cooking.
<i>thick</i>	a thick substance or liquid has very little water in it and does not flow easily
<i>dissolve</i>	if a solid dissolves, it becomes part of a liquid, and if you dissolve it, you make it become part of a liquid.
<i>saucepan</i>	a deep, metal pan, usually with a long handle and a lid, that is used to cook food in it.
<i>below boiling point</i>	if you cook something below the boiling point it means that you cook it in the temperature that is lower than the one at which a liquid boils.

21. CAKES AND DESSERTS

<i>biscuit</i>	a small flat dry cake for one person, usually sweet and baked until crisp
<i>cake</i>	a sweet food made from a mixture of flour, eggs, butter, sugar, etc. That is baked in an oven
<i>candy</i>	sweet food made of sugar and/or chocolate, eaten between meals
<i>cookie</i>	a small flat sweet cake for one person, usually baked until crisp
<i>gelatin</i>	a clear substance without any taste that is made from boiling animal bones and is used to make jelly
<i>pastry</i>	a small cake made using pastry
<i>pie</i>	fruit baked in a dish with pastry on the bottom
<i>pudding</i>	a sweet dish eaten at the end of a meal

22. DAIRY PRODUCTS

<i>ayran</i>	is a super refreshing yogurt drink and it's so healthy
<i>butter</i>	is a dairy product containing up to 80% butterfat
<i>condensed milk</i>	is cow's milk from which water has been removed. It is most often found in the form of sweetened condensed milk, with sugar added
<i>cottage cheese</i>	is a fresh cheese curd product with a mild flavor
<i>dairy product</i>	milk products are a type of food produced from or containing the milk of mammals

<i>cheese</i>	is a food derived from milk that is produced in a wide range of flavors, textures, and forms by coagulation of the milk protein casein
<i>ice cream</i>	is a sweetened frozen food typically eaten as a snack or dessert
<i>kefir</i>	is a cultured, creamy product with amazing health attributes

23. MILK

<i>almond milk</i>	milk made from almonds
<i>coconut milk-</i>	milk made from coconut
<i>fat-free milk (nonfat, skim)</i>	milk without fat
<i>lactose intolerance</i>	not being able to digest lactose
<i>lactose-free milk</i>	milk without lactose
<i>low-fat milk</i>	milk consisting low-fat
<i>milk allergy</i>	allergy to milk
<i>milk fat</i>	fat in milk

24. TYPES OF ANIMAL AND VEGETABLE MILK

<i>almond milk</i>	milk made from almonds
<i>colon cancer</i>	development of malignant tumors in the inner wall of the colon
<i>cow's milk</i>	milk from a cow
<i>diabetes</i>	is a serious life-long health condition that occurs when the amount of glucose (sugar) in the blood is too high because the body can't use it properly. goat's milk
<i>oat milk</i>	milk made from oat
<i>osteoporosis</i>	is a disease where increased bone weakness increases the risk of a broken bone
<i>rice milk</i>	milk made from rice
<i>soya milk</i>	milk made from soya

25. MILK IN COOKING

<i>boil</i>	to cook in the water until it starts bubbling
<i>butter</i>	is a dairy product containing up to 80% butterfat
<i>heat</i>	to make hot or warm

<i>ingredients</i>	things from which something is made, especially one of the foods that are used together to make a particular dish
<i>margarine</i>	yellow substance like butter made from animal or vegetable fats, used in cooking or spread on bread
<i>melt</i>	to turn something solid into something soft or liquid by heating
<i>pea cream soup</i>	soup made from peas
<i>remove</i>	to take something away from somewhere
<i>smooth</i>	completely flat and even without any lumps, holes or rough areas
<i>stir</i>	to mix a liquid or other substance by moving an object such as a spoon in a circular pattern

26. RECIPE WITH MILK

<i>bowl</i>	a deep round dish with a wide open top, used especially for holding food or liquid
<i>whisk</i>	a kitchen utensil for stirring eggs, etc. very fast
<i>add</i>	to put something together with something else so as to increase the size, number, amount, etc
<i>break</i>	to damage and separate into two or more parts, as a result of force
<i>butter</i>	a dairy product containing up to 80% butterfat
<i>cook</i>	to prepare food by heating
<i>flour</i>	a fine white or brown powder made from grain, especially wheat and used in cooking for making bread, cakes
<i>frying pan</i>	a large shallow pan with a long handle used for frying food in
<i>mix</i>	to combine two or more substances, qualities, ideas or feelings
<i>put-</i>	to move something into a particular place or position
<i>salt</i>	a white substance that is added to food to give it a better flavour or to preserve it
<i>take</i>	to carry or move something from one place to another
<i>use</i>	to do something with a machine, a method, an object, etc. for a particular purpose
<i>yeast</i>	a fungus used in making beer and wine, or to make bread rise

III. BEVERAGES

1. HOT AND COLD BEVERAGES

<i>garnish</i>	to decorate a dish of food with a small amount of another food
<i>ground coffee</i>	s coffee that has been prepared for brewing by being crushed or ground
<i>mulled wine</i>	a beverage usually made with red wine along with various mulling spices and sometimes raisins
<i>shot</i>	a small amount of a drink, especially a strong alcoholic one
<i>sparkling wine</i>	is a wine with significant levels of carbon dioxide in it, making it fizzy
<i>sprinkle</i>	to shake small pieces of something or drops of a liquid on something
<i>steamed milk</i>	uses pressurized steam to both heat milk and develop texture simultaneously
<i>top off</i>	to complete something successfully by doing or adding one final thing
<i>whipped cream</i>	is cream that is whipped by a whisk or mixer until it is light and fluffy
<i>whisk</i>	to mix liquids, eggs, etc. into a stiff light mass, using a fork or special tool

2. MIXED DRINKS

<i>bar spoon</i>	a spoon used while preparing and serving cocktails
<i>bitter</i>	a type of beer with a dark colour and a strong bitter taste, that is very popular in Britain
<i>blend</i>	to mix two or more substances together
<i>call drink</i>	a mixed drink for which one specifies (i.e., calls) the exact brand or brands of liquor to be used
<i>cocktail</i>	an alcoholic drink consisting of a spirit or spirits mixed with other ingredients, such as fruit juice or cream
<i>fancy drink</i>	is one which contains the lethal mix of hard liquor and a substance
<i>garnish</i>	to decorate a dish of food with a small amount of another food
<i>hot drinks</i>	drinks that are served hot (coffee, tea, etc.)
<i>long drinks</i>	a large and refreshing cold drink in which alcohol, if present, is not heavily concentrated
<i>mixer</i>	a machine for mixing things, especially an electrical appliance for mixing foods or drinks
<i>mixing glass</i>	is a glass or metal container used to quickly chill cocktail drinks, primarily by stirring with ice using a spoon and straining with a strainer

3. COCKTAILS

<i>bar spoon</i>	is a long-handled spoon used in bartending for mixing and layering of both alcoholic and non-alcoholic mixed drinks
<i>bitter</i>	a type of beer with a dark colour and a strong bitter taste, that is very popular in Britain
<i>blend</i>	to mix two or more substances together
<i>call drink</i>	a mixed drink for which one specifies (i.e., calls) the exact brand or brands of liquor to be used
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<i>garnish</i>	to decorate a dish of food with a small amount of another food
<i>hot drinks</i>	drinks that are served hot (coffee, tea, etc.)
<i>long drinks</i>	a large and refreshing cold drink in which alcohol, if present, is not heavily concentrated
<i>mixer</i>	a machine for mixing things, especially an electrical appliance for mixing foods or drinks
<i>mixing glass</i>	is a glass or metal container used to quickly chill cocktail drinks, primarily by stirring with ice using a spoon and straining with a strainer
<i>muddler</i>	a swizzle stick with an enlarged tip for stirring drinks, crushing fruit or sugar, etc
<i>non-alcoholic drink</i>	drink without any alcohol in it
<i>shaker</i>	a cocktail shaker is a device used to mix beverages (usually alcoholic) by shaking
<i>short drinks</i>	made of spirits served with ice, water or soda in a small glass
<i>soft drinks</i>	non-alcoholic, carbonated beverages containing flavorings, sweeteners and other ingredients.



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COOK, SERVE AND SPEAK ENGLISH