

T.C.
MILLÎ EĞİTİM BAKANLIĞI



MEGEP

(MESLEKÎ EĞİTİM VE ÖĞRETİM SİSTEMİNİN
GÜÇLENDİRİLMESİ PROJESİ)

YİYECEK İÇECEK HİZMETLERİ

MESLEKİ İNGİLİZCE-1

ANKARA 2005

Milli Eğitim Bakanlığı tarafından geliştirilen modüller;

- Talim ve Terbiye Kurulu Başkanlığının 02.06.2006 tarih ve 269 sayılı Kararı ile onaylanan, Mesleki ve Teknik Eğitim Okul ve Kurumlarında kademeli olarak yaygınlaştırılan 42 alan ve 192 dala ait çerçeve öğretim programlarında amaçlanan mesleki yeterlikleri kazandırmaya yönelik geliştirilmiş öğretim materyalleridir (Ders Notlarıdır).
- Modüller, bireylere mesleki yeterlik kazandırmak ve bireysel öğrenmeye rehberlik etmek amacıyla öğrenme materyali olarak hazırlanmış, denenmek ve geliştirilmek üzere Mesleki ve Teknik Eğitim Okul ve Kurumlarında uygulanmaya başlanmıştır.
- Modüller teknolojik gelişmelere paralel olarak, amaçlanan yeterliği kazandırmak koşulu ile eğitim öğretim sırasında geliştirilebilir ve yapılması önerilen değişiklikler Bakanlıkta ilgili birime bildirilir.
- Örgün ve yaygın eğitim kurumları, işletmeler ve kendi kendine mesleki yeterlik kazanmak isteyen bireyler modüllere internet üzerinden ulaşılabilirler.
- Basılmış modüller, eğitim kurumlarında öğrencilere ücretsiz olarak dağıtılır.
- Modüller hiçbir şekilde ticari amaçla kullanılamaz ve ücret karşılığında satılamaz.

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AÇIKLAMALAR

KOD	222YDK021
ALAN	Yiyecek İçecek Alanı Mesleki İngilizce
DAL/MESLEK	Mutfak, pastacılık, servis ve bar elemanlığı
MODÜLÜN ADI	Mesleki Yabancı Dil 1
MODÜLÜN TANIMI	Mutfak, pastacılık, servis ve bar elemanlarının iş yaşantılarında karşılaşılabilecekleri İngilizce terimler, ifadeler ve bu alanda yazılmış kaynakları anlamalarını, yorumlamalarını kolaylaştıracak bilgileri kapsamaktadır.
SÜRE	40/32
ÖN KOŞUL	Temel İngilizce Gramer bilgilerini almış olmak.
YETERLİK	Mesleği ile ilgili yabancı dildeki (İngilizce) yayınları okumak ve anlamak.
MODÜLÜN AMACI	<p>Genel Amaç: Gerekli ortam sağlandığında İngilizce yazılmış mesleki yayınları okuyup, anlayabilecek, bu bilgileri gerek günlük yaşamda gerekse meslek yaşamında kullanabileceksiniz.</p> <p>Amaçlar:</p> <ul style="list-style-type: none">➤ Mutfak malzemeleri, mutfakta çalışan personelin isimlerinin İngilizce karşılıkları, görevleri ve sanitasyon ve gıda güvenliği hakkında bilgi edinebileceksiniz.➤ Yiyeceklerin pişirilme metodları, ve bu metodlara uygun yiyecek çeşitlerinin İngilizce karşılıklarını okuyabileceksiniz.➤ Yiyeceklerin sınıflandırılması, besin değerleri, saklanma koşulları, vitaminler, başlıca kaynakları ve fonksiyonlarının İngilizce karşılıklarını okuyabileceksiniz.➤ Barda çalışan elemanlar, görevleri, başlıca bar malzemelerini
EĞİTİM ÖĞRETİM ORTAMLARI VE DONANIMLARI	Bilgisayar, İngilizce sözlükler, mesleki yabancı dille ilgili yayınlar.

**ÖLÇME VE
DEĞERLENDİRME**

Modülün içerisinde yer alan her faaliyetten sonra verilen ölçme araçları ile kazandığınız bilgileri ölçerek kendi kendinizi değerlendireceksiniz. Öğretmen modül sonunda size ölçme aracı (Test, çoktan seçmeli, doğru yanlış, klasik, uygulama, boşluk doldurma ve örnek olay inceleme) uygulayarak, modül uygulamaları ile kazandığınız bilgileri değerlendirecektir.

PREFACE

Dear Student;

Welcome to this module!

This module is intended for employees who will work at all levels in food production, patisserie, service, bar and beverage and who need to improve their Professional English.

The basic objective is to help kitchen, service, bar and beverage staff improve their foreign language skills in order to communicate with employees and guests who speak English or do not speak Turkish as well as to enable the staff to read all the documents (cookbooks, magazines about their jobs, etc.) which are written in English.

This module is composed of typical explanations, pictures of equipments and operations and, of course, some grammatical rules which must be learned to be able to read, understand, write and speak English in your daily lives.

At the end of every chapter you will find some enjoyable puzzles. With the help of these puzzles you will be able to learn and remember all the words and information given in the module.

Warm regards.



LEARNING ACTIVITY-1

AIM

You will be able to learn the terms and words which are used in kitchen.

SEARCH

- Go to a well-known hotel or restaurant. Try to see the kitchen and examine all the equipments which are used in the kitchen. Ask the cook about the operations and terms which must be known. Prepare a chart to show these different operations and equipments.
- Find or draw the pictures of the equipments and kitchen operations which must be in a hotel or restaurant kitchen.
- Collect newspaper cuttings that relate to food poisoning outbreaks and food handling practises. Produce a scrapbook that contains these and also charts illustrating good practice for food handlers.

Compile a chart to show the methods used to prevent food contamination.

Example:

Contamination area	Means of prevention
Refrigerator	Use separate fridges for meat, fish and cooked products. Use separate trays for each of these types of food.

NOTE : Choose a subject above and present the information in the classroom..

1. THE KITCHEN

The kitchen itself is almost a separate kingdom within the hotel. The head cook, almost designated by the French word chef, is the boss of this hot, steamy, and at times chaotic area. The chef is responsible for planning the menus—that is, the food that is being served on a particular day—and for supervising the work of the other chefs and cooks. In very large or elaborate setups, the head cook is called the executive chef, and his responsibilities are largely those of a manager. He plans, purchases, and frequently coordinates the operation of several restaurants.



Depending on the size of the establishment, several assistant chefs report to the chef. These include a sauce chef, a salad chef, a vegetable chef, and so on. Under the chefs are the cooks who actually cook the food and then place it on the plate for the waiters to pick up. Under the cooks' supervision are the kitchen helpers who, for example, peel potatoes, cut up vegetables, and bring food from the storeroom to the kitchen. The kitchen staff also includes dishwashers, even in a kitchen equipped with electrical appliances, since pots and pans usually need special attention, and someone must load and unloaded the machines.

In the restaurant, as well as in the kitchen, there are also different kinds of jobs. The person who seats the guests is called a captain or maitre d' (short for maitre d'hotel, another French expression that keeps appearing in the hotel and restaurant business), or a hostess, if a woman. In restaurants with a very formal style of service, the captain also takes the guests' orders. The meals are served by waiters or waitresses. In less formal restaurants, the waiters and waitresses take orders and serve the meals.

1.1. Titles Used In The Kitchen

1- Executive Chef or Head Chef

2- Assistant Chef or Second Chef

3- Sous Chefs

- a. Larder Chef
- b. Pastry Chef
- c. Vegetable Chef
- d. Butcher

4- Section Heads

- a. Sauce Cook
- b. Soup Cook
- c. Vegetable Cook
- d. Grill Cook
- e. Roast Cook
- f. Fish Cook
- g. Breakfast Cook
- h. Night Cook
- i. Staff Cook



5- Other positions:

- j. Relief Cook
- k. Aboyeur or Caller
- l. Commis (Apprentice) Cook
- m. Kitchen Clerk
- n. Pantryman
- o. Potman
- p. Kitchen Porter
- q. Steward

1.2.Kitchen Equipment

1.2.1.Large Equipment

Large equipment can be divided into three distinct sections:

Un-powered	Powered mechanical	Powered static
tables benches sinks racks	table mixers floor-standing mixers liquidizers potato/vegetable peeler chip cutter oven spit	cooker refrigerator steamer salamander grill bain-marie freezer deep fryer bratt pan jacket boiler griddle microwave

CLEANING OF LARGE EQUIPMENT

a) GRILL OR SALAMANDER

- 1-Turn off heat supply. Allow to cool.
- 2-Scrape and scrub bars, racks and trays to remove all food particles and gease.
- 3-Empty grease trap.
- 4-De-grease outside areas and wipe clean.



Frequency: Dependent upon use. Do not allow grease or food particles to build up. Ideally clean after each session.

b) DEEP FRYER

- 1-Turn off heat supply. Allow to cool.
- 2-Filter oil out to remove food particles.
- 3-Wash inside with hot, soapy water to remove all grease.
- 4-De-grease outside areas and wipe clean.
- 5-Re-fill with clean oil.



Frequency: Dependent upon use. When oil looks dirty, has sour odour, tend to froth, looks dark. Ideally clean after each session if possible.

c) REFRIGERATOR

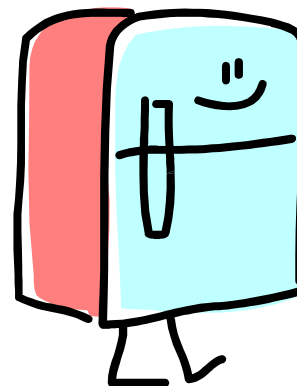
- 1-Turn off power supply and remove all contents to another cold place.
- 2-If not self-defrosting, prop open the door and place drip trays on shelves.
- 3-Hot wash all shelves and crisper. Dry well.
- 4-Wipe all inside walls and flor of cabinet using odourless cleaning agent/sanitizer or washing soda in water. Remove all traces of food.
- 5-Replace all shelves and turn on power.
- 6-Wash all areas of exterior especially the handle area. Wipe with sanitizer.
- 7-When cooled to correct temperature, replace the food.

Frequency: Check content rotation every day. Clean frequently. Defrost once a month.

d) REFRIGERATOR(WALK-IN)

- 1-Leave power on. Work as quickly as possible. Remove all contents to a cold place.
- 2-Prop door open.
- 3-Hot wash all shelves. Wipe with sanitizer.
- 4-Wash flor. Rinse and wipe dry.
- 5-Close door and wait for temperature to return to normal.
- 6-Replace food.

Frequency: As for smaller refrigerator.





e) ELECTRIC MIXER(FLOOR STANDING)

- 1- Disconnect power.
- 2- Take off bowl and attachment to hot wash. Rinse and dry.
- 3- Wipe down machine with hot soapy cloth to remove all food particles.
- 4- Rinse and wipe dry.
- 5- Replace bowl. Keep attachments close by in closed container.
- 6- Cover machine if not in use for long periods.

Frequency: After each use or daily.

f) BAIN-MARIE

- 1-Turn off heat supply. Allow to cool.
- 2-Remove all foods. Hot wash containers ready for use.
- 3-Let water out carefully. Discard.
- 4-Wash inside and out, wipe dry.
- 5-Leave doors open for ventilation.



Frequency: After each session.

1.2.2.Small Equipment

Food Cutters :	Food Cutter is a machine which can cut, dice, and shred meats, vegetables, and fruits. Food is placed in a bowl that rotates and exposes the food to high-speed rotating blades. Food cutters and choppers should be rinsed after each use.
Slicer :	The essential elements of a food slicer are a circular knife blade and a carriage that passes under the blade. These allow for strict control of the thickness of slices of food.
Mixer :	A mixer is a machine used for mixing things together. A mixer can do much more than mix food. Adapters are available to allow chopping, dicing, shredding, and juice extraction. Mixers should be cleaned after use.
Vegetable Peelers :	You can peel a great amount of vegetable by using this machine.

Rules in caring for small equipment

- Always check equipment is clean before use.
- Scrape food particles away with plastic scraper.
- Rinse with jet of water if available.
- Wash or soak in hot soapy water.
- Scrub to remove stubborn stains and persistent food deposits.
- Rinse in very hot water or use a sterilizing product.
- Ideally, dry in hot atmosphere. Or dry with clean tea towel.

- Lightly oil rust-prone trays.
- Lightly bleach polyethylene to remove stains and bacteria.
- Use lemon juice or vinegar with salt to remove discoloration from copper.
- Do not plunge hot pans or trays into cold water as this will cause warp.
- Report faulty equipment promptly.
- Store utensils in a warm dry place, on neat racks or in cupboards.

Dry-Heat equipment

- **Rangers** : Rangers, either gas or electric, are the most basic piece of cooking equipment for most food service operations. It is important that grease traps be easily removable for both cleaning and maintenance.
- **Conventional Ovens:** Because conventional ovens are used a great deal, durability is important.
- **Convection Ovens** : Convection ovens require less labor, space, and energy, cook at lower temperatures.
- **Infrared Ovens** : They cook at high temperatures for relatively short periods.
- **Mechanical and Pizza Ovens:** The major differences between conventional and mechanical ovens are that the latter are larger and have mechanical parts inside that help move the food while inside the oven. Pizza ovens are deeper than the other types and allow for the horizontal placement of pizzas.
- **Microvave Ovens** : Microvave ovens use radiation to cook food.
- **Deck Ovens** : Deck ovens are decked or stacked to save on floor space. They may be either roasting or baking ovens.
- **Broilers (griller)** : You can cook the meat on a grid, which allows the fat to drip down. Broiler grates other movable parts should be cleaned daily.
- **Deep –Fryers** : You fry the food in a large amount of fat or oil in deep-fryers. Fryers should be cleaned daily or at least twice weekly, depending on use. Fat should be strained daily.



Dishwasher

A dishwasher is an electrically operated machine that washes and dries plates, saucepans, cutlery, etc. Dishwashers must be cleaned periodically using a detergent solution, rinsed and dried.



Refrigerator

A refrigerator is a large container which is kept cool inside, usually by electricity, so that food and drink which you keep in it stays fresh. The inside of reach-in refrigerators should be cleaned once a week.

1.3. Sanitation and Food Safety

1.3.1. Major Sanitation Problems

Foodborne Illnesses

Foodborne illnesses occur because of:

- Inadequate cooling and cold holding. Storing food in large containers means that the food in the center of the container will not cool fast enough to prevent bacterial growth.
- Preparing food ahead of planned service. Food should not be prepared more than a day ahead of time.
- Inadequate hot holding. Contaminated food will come from holding food temperatures between 120 and 70 °F for more than 4 hours.
- Poor personnel hygiene/ infected persons. Inadequate handwashing and food contact with employees who have infectious diseases are major problems in this area.
- Inadequate reheating. It is important that temperatures be brought to 165°F and kept there for a time sufficient to kill any microorganisms.
- Cross-contamination. Cross contamination can come from such things as touching raw foods, then handling cooked foods before washing hands, inadequate cleaning of raw food items.
- Inadequate cleaning of equipment. It is especially important to sanitize sinks and cutting boards,



ensure that water temperature is above the safe level, and that sanitizing agents are strong enough to reduce bacteria.

- Inadequate cooking or heat processing. Undercooking of poultry, pork, and eggs can cause that kind of problems.

Foodborne illnesses occur from one of three sources: biological, chemical, and physical.

Biological Sources

Bacteria. Biological contamination can come from bacteria, viruses, and parasites. Bacteria are transmitted by wind, moisture, dust, and direct contact with other living things. Bacteria prefer high-protein food products such as poultry, meat, gravy, eggs, salads, fish, and so on.



Bacteria can be destroyed by heat over 80°C, which is why it is so important to reheat cooked food or cook chilled meals thoroughly. It can be dry heat (baking, grilling, roasting, frying) or moist heat (boiling, poaching, stewing, braising, microwaving). Bacteria on surfaces, utensils or skin, can be destroyed with sanitizer or anti-bacterial soap.

Viruses. Viruses are spread to food by employees infected with the virus. This can occur through such means as failing to wash hands after going to the bathroom, coughing, sneezing, or wiping a runny nose with a hand. Hepatitis A is one common illness transmitted by a virus. The most likely foods to cause illness through vital transfer are those which are not heated after handling: salads, cold sandwiches, raw or uncooked oysters, and so on.

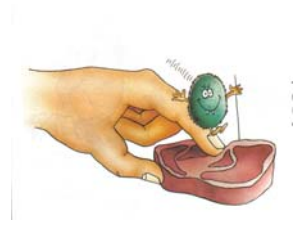
Parasites. Parasites live within or feed off another organism. Parasites with their eggs can be contained in such foods as pork and fish. Parasites can be destroyed by cooking the food to a high enough level.

Chemical Contamination

Chemical contamination occurs when substances such as cleaning compounds or pesticides get into food. Those used in the manufacture of some cleaning agents can be harmful. It is necessary to select safe cleaning agents for use in food areas and to follow the manufacturer's instructions at all times.

Physical Contamination

Physical contamination occurs when hair, dirt, and similar items come into contact with food.



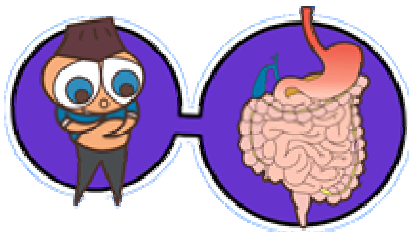
Metals

Copper, zinc, tin and lead can all cause food contamination if they are allowed to come into contact with the food. Poor quality equipment and utensils should not be used.

Human Carriers

Some people unknowingly carry harmful bacteria within their bodies. They display no symptoms themselves, but can pass the bacteria on to others through the food chain. It is for this reason that these carriers must not be allowed to work in the food industry.

Food Poisoning



Food poisoning is caused by eating food that looks normal but is in fact contaminated with harmful bacteria. The symptoms are sickness, diarrhoea and abdominal pains, and can develop from as soon as one hour after eating the food and up to thirty-six hours later. The illness must be treated by a doctor and can last for up to ten days. Some patients have to be

hospitalized and in rare cases the poisoning can be fatal. The elderly and the young are more likely to be dangerously affected than healthy adults.

1.3.2. High Risk Foods

Some foods are more liable to bacterial growth and/or contamination than others. This is because they provide the ideal growing conditions for the bacteria. These high-risk foods are often high in protein and are not going to be re-heated prior to consumption.

For example:

- Cooked meats /sliced meats, pork pies, pasties, scotch eggs, sausage rolls, pate)
- Cooked poultry (cooked chicken portions, sliced chicken, pate)
- Cooked fish (smoked fish, fish paste and fish mousse)
- Eggs (fresh mayonnaise, egg custards, savory flans)
- Cooked cereals (rice, rice salads and pasta salads)
- Soft cheeses (those ripened with micro-organisms and moulds)
- Milk products (sauces, sweet desserts, trifles)
- Salads (pre-washed leaves, fruit and cereal-based)

- Sandwiches (protein-filled, salad-filled)
- Cream products (synthetic and fresh cream items)

1.3.3. Preparing And Serving Sanitation Tips

There are three important concerns about contamination: employee hygiene, time and temperature control, and the cleaning and sanitizing of utensils, equipment, and surfaces with which food comes into contact.

The following minimum temperatures are recommended in cooking:

45°F or below	steak tartare
130°F	beef
145°F	potentially hazardous foods
150°F	pork and pork products
155°F	ground beef
165°F	poultry and meat containing stuffing
165°F	all foods previously served and cooled that are reheated
170°F	pork and pork products cooked in a microwave

Holding equipment should never be used to heat food.

Milk, egg, and egg products should be stored at temperatures below 45°F. After cooking, eggs should be held at a minimum of 140°F.

Ice should be treated and handled with the same care as for food. Using hands, cups, or glasses to handle ice is to be avoided; hands carry germs, and glasses can break in the ice bin.

BAR SANITATION TIPS

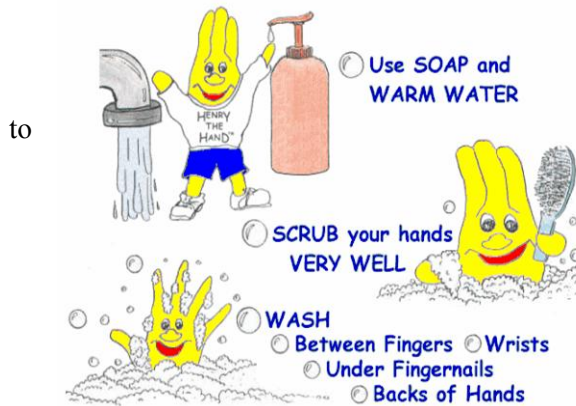
- Wash glasses in a high-temperature dishwasher with a chemical sanitizer.
- Air-dry all glasses.
- Store glasses upside down.
- Store bar utensils such that they will be picked up by their handles.
- Use different cloths for wiping down bottles and wiping down the bar.



PERSONNEL HYGIENE

- Bathing daily with soap and water.
- Covering one's mouth when coughing or sneezing, then washing hands immediately afterward.
- Avoiding such things as scratching the head or touching the mouth or nose.

- Not eating, drinking, chewing gum, or smoking when food is being prepared or cleaned.
- Avoiding the dropping of sweat onto food or equipment.
- Using disposable towels to wipe away sweat and washing the hands before working with food.
- Keeping nails short and clean.



- Hand washing. Bacterial contamination occurs primarily when microorganisms are spread from the hands of employees. For this reason, the best way to prevent contamination is effective hand washing. Hand sinks should be readily accessible and be used exclusively for this purpose. Warm water, soap, and disposable towels or an air-drying machine are required for effective hand washing.

Hands must be washed after any act that might cause contamination—using the toilet, eating or drinking, handling raw food, and so on.

- Clothing. Employee changing rooms should be kept separate from food preparation areas. Uniforms should also be clean and changed when necessary to prevent contamination.

Main Points
<ul style="list-style-type: none"> • Learning titles used in the kitchen • Learning kitchen equipment and how to clean them • Learning major sanitation tips • Paying attention to personnel hygiene • Knowing high risk foods

ACTIVITY 1:



Find the following words in the puzzle.

HEAD CHEF	/	GRILL	/	DEEP FRYER	/	MIXER	/
CONTAMINATION/							
BACTERIA	/	DEEP FRYER	/	SLICER	/	FOODCUTTER	/
BUTCHER	/	PEELER					

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

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning activity and review the subject that you believe you couldn't learn.

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
LEARNING PROCESS			
Can you remember the titles used in the kitchen?			
Can you remember large kitchen equipment?			
Can you remember small kitchen equipments?			
Can you remember how to clean grill or salamander?			
Can you remember how to clean refrigerator?			
Can you remember how to clean deep-fryer and bain-marie?			
Can you remember major sanitation problems?			
Can you remember high risk foods?			
Can you remember important points for personel hygiene?			
Can you remember what kind of things cause foodborne illnesses?			

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which one isn't a title used in the kitchen?

- A) Head Chef
- B) Commis**
- C) Assistant Chef
- D) Bartender

2. What is the first thing to do while cleaning grill or salamander?

- A) De-grease outside areas and wipe clean.
- B) Empty grease trap.**
- C) Turn off heat supply. Allow to cool.
- D) Scrape and scrub bars, racks and trays to remove all food particles and gease.

3. Which one isn't a biological source which can causes foodborne illnesses?

- A) Metals
- B) Parasites**
- C) Bacterias
- D) Viruses

4. Which isn't a high-risk food?

- A) Cooked fish
- B) Cooked vegetable**
- C) Cooked poultry
- D) Cooked meat

5. A food cutter is:

- A) is a machine used for mixing things together
- B) is a machine which can peel a great amount of vegetable.**
- C) is a machine which can slice the food.
- D) is a machine which can cut, dice, and shred meats, vegetables, and fruits.

LEARNING ACTIVITY-2

AIM

You will be able to learn the cooking methods and important points about cooking.

SEARCH

- Draw up a matrix grid to show the different methods of cookery and suitable foods for each of the methods.
- Find or draw some pictures that show different cooking methods. Give examples of your traditional foods which are cooked in these different cooking methods.

NOTE: Choose a subject above and perform your presentation in the classroom.

2.THE COOKING OF FOOD

2.1. Why Do We Cook Food?

Many foods can be eaten raw but our diet would be different if we didn't cook at all. The cooking process

- adds variety
- makes some foods more digestible
- makes some foods more appetising
- makes some foods easier to eat (e.g. meat)
- destroys any bacteria that may be present
- destroys natural toxins (e.g. in kidney beans)
- reduces bulk (e.g. spinach)
- thickens and sets (e.g. egg dishes)

2.2. The Effects Of Heat Upon Foods

Secondly, we must look at the effects of heat upon foods to appreciate the different process involved and how it affects the food we eat.

- **PROTEIN** : Coagulates and gradually changes to become firmer and more easily digested, although over-cooking toughens it.



- **FATS** : Melt, which can be useful in cooking process. Too much fat in the diet causes obesity and difficulty with digestion.
- **CARBONHYDRATES** : Generally we can look at the carbonhydrates under two headings:
 - a) in dry heat the sugars and starches change colour from white to golden brown, then (with prolonged heat) to dark Brown(caramelize), after which they burn.
 - b) in moist heat starchess will gelatinize as the granules swell and burst, so creating a thickening agent; sugar will dissolve, become syrupy as further heat is applied and will eventually caramelize.
- **VITAMINS** : Fat-soluble A and D are lost in moist methods of cookery, nor are they destroyed by heat. Vitamins B and C are water-soluble and so can be lost in moist cookery unless the liquors are utilized for sauces. Both of these vitamins are also destroyed by high temperatures, as in pressure cooking.
- **MINERALS** : The breaking down of food in cooking makes it more easily digested; any minerals thus become more available to us.

Generally we can look at the methods of cookery under two headings:

Dry : grill, shallow fry, deep fry, bake, roast

Wet: boil, braise, steam, poach

2.3. Dry Cookery Process

2.3.1. Grilling

This is a fast method of cooking and so tender foods may be cooked in this way. Grilling is by radiating heat under or over a gas flame ar electric grill. The food needs to be moistened with fat or oil to prevent it becoming dry whilst cooking. Pieces must also be cut evenly and turned often during grilling to ensure even heat distribution. The heat affects the surface of the food quickly so sealing in the juices, but it is very easy to overcook and dry or burn the food. Because of the radiated heat, it is possible to simply Brown foods under the grill (called gratination) to assist in good presentation. For example, Cod mornay is sprinkled with grated cheese and breadcrumbs and grilled to give it that browned effect, which is pleasing to the eye and gives the surface a crunchy texture.



Grilling is suitable for snack meals, à la carte service and for cooking foods for those on fat reduced diets.

Suitable foods for grilling

- chops and cutlets
- sausages and burgers
- young, whole chickens and chicken breast
- liver and kidney
- fish fillets and small whole fish
- tomatoes and mushrooms
- steaks (rump, sirloin, filet)

2.3.2. Shallow Frying

There is the method of shallow frying, using a frying pan, which is perhaps what comes to mind when the term is used. There are also variants on this, using a wok or a sauté pan.

a) Cooking in the frying pan:



This is a fast method of cookery, again suitable for tender foods. A thin layer of fat or oil is put into a shallow frying pan and food is placed in the pre-heated pan, presentation side first. Conducted heat from the base of the pan cooks the food that is in contact with it. It is advisable to turn food over once only as it may be damaged by frequent turning. This style of frying can be slow if required, in which case foods need not be coated first (e.g. onions). However, as with deep frying, fast cooking requires a coating (as for example, with fish cakes). For those on a fat reduced diet it is possible to cook in a non-stick pan without fat, or use a very light layer of oil, applied by oil spray.

Suitable foods for shallow frying

- fish fillets or whole, small fish
- tender cuts of meat, chops and cutlet
- liver and kidney
- fish cakes and meat rissoles
- beefburgers and sausages
- onions
- shredded vegetables
- eggs

b) Cooking in a wok



The wok is a frying pan made from very thin metal in a hemispherical shape, which allows oils to run back to the bottom. The wok provides a very fast method of cookery, typical of the east. Foods are cut up into shreds or strips and tossed over a high flame until lightly cooked and still slightly crunchy. Foods tend to keep their colour well, their flavors are enhanced and low-fat cookery can be achieved.

c) Cooking in a sauté pan

Sauté is a term often used as an alternative to shallow fry. A sauté pan is heavier-bottomed than a frying pan and allows slower cooking. Meat and poultry cuts are usually sautéed, which can also involve being tossed in the pan or turned over frequently, a method which is unsuitable for delicate flesh, such as fish. Sauces can be made around the food in the sauté pan to capture the nutrients and flavour that may otherwise be lost.

d) Deep frying

This is a fast method of cookery, and so suitable for tender foods. It requires the total immersion of the foods into hot fat or oil. The heat from the oil penetrates the food and so cooks it. It is important to remember that raw foods such as sliced potatoes must be very well dried first or the moisture on them will cause the hot fat to 'spit'.



Suitable foods for deep frying


- Pieces of fish
- Pieces of meat and poultry
- Fruit
- Potatoes
- Other vegetables
- Dough
- Made-up foods

NEVER

- leave a deep fryer unattended
- heat the fat higher than recommended
- move a friture while it is hot
- allow fat to smoke-this means it is near 'flashpoint'.

Except for dough and potatoes, these foods would be spoilt during frying by the oil being absorbed into the food and by loss of nutrients, unless they are sealed by coating them with milk/egg and flour, or flour and batter, or flour, egg and breadcrumbs. The reason we use protein foods, such as milk or egg is that protein coagulates as soon as it is immersed in the hot oil, forming a very effective protective coating.

Temperatures for deep frying

Temperature (C)	Foods	Time 
165-170° C	potatoe chips(blanching) white meats choux paste	5 minutes
175-180 °C	whole fish doughnuts fruit fritters	8-10 minutes 4-5 minutes 3 minutes
185 °C	potato chips(finishing) cuts of fish	2-3 minutes 4-5 minutes
195 °C	whitebait	2-3 minutes

NEVER

pour water on a fire involving oil/fat—use a fire blanket instead

2.3.3. Baking



This term usually refers to the dry oven cooking of flour products, but can also refer to such items as potatoes and apples. Vegetables and fruit are easy to bake and require less attention than flour-based products, such as cake, for which is important to understand the principles involved with each recipe—its balance, timing, correct temperature and effects of heat upon the product. A fan-assisted oven has a constant heat throughout

its interior, and makes the art of baking much simpler.

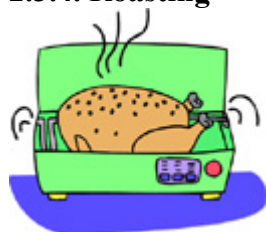
Temperatures for baking:

Temperature °(C)	Regulo	Foods
110-20	s	meringues warming plates
140	1	rich fruit cakes
150	2	milk puddings
160	3	casseroles
180	4	shortpaste, fish
190	5	cakes
200	6	chouxpaste, roast
220	7	bread, puffpaste
230	8	Yorkshire, scones
250	9	browning

Note: Before placing food in the oven, always pre-heat the oven to the correct temperature.

Apart from making food digestible, baking creates appeal by giving foods colour and texture. Occasionally foods (e.g. bread) require a steamy condition when baking; if there isn't enough moisture in the product, a water bath can be placed at the bottom of the oven for best results. To avoid the hazard of becoming too hot and spoiling the food within them (as would occur with cream caramels) it is customary to use a water bath (bain-marie) around the vessel to lessen its temperature.

2.3.4. Roasting



This used to be carried out on a 'spit' over an open fire but refers generally to the cooking of meat or vegetables in the oven in the presence of fat for basting. Radiated heat in the oven cooks the surface of the food and conducted heat from the tray cooks the item from underneath. It is very important to ensure that an even balance of heat is applied, according to the type of food, so that in cases where contact with the tray would cause food to cook too quickly, a trivet is used to hold it up. This would be necessary, for example, when roasting a best end joint of lamb, but not when roasting potatoes, for which a crispy (well-cooked) finish is desired.


The fat or oil present when oven roasting can be used for basting the food to prevent it from drying out. It is also responsible for developing a specific taste, according to the type of fat used, although many foods have their own proportion of fat and so shouldn't require much added. Seasoning prior to roasting is also an important point to remember in most foods, but this may delay the colouring of meat, which may be avoided by seasoning after the initial sealing of the meat.

Care must be taken when slow roasting that flavours typical of roasting are not lost through developing a steamy atmosphere within the oven. Occasionally it may be necessary to cover foods (e.g. tougher quality meats) with tin foil when lengthening the cooking time, so that moisture is not lost. However, it is important to open the foil near the end of cooking time to develop characteristic flavours. Any cooking liquors lost from the joint may be used in accompanying sauces.

Cooking times and oven temperatures will vary according to the foods being cooked. Remember that once removed from the oven a joint of meat will continue to cook as it cools down, so a resting time is necessary before carving. Using a meat probe or thermometer stuck into the thickest part of a joint will give an internal temperature for the meat and show when it has reached cooking point.

Vegetables (potatoes, onions, parsnips and turnips can all be roasted) may be par-boiled before roasting.

Temperatures for roasting:

Meat	Suitable joint	Timing 	Suggested temperature
Beef	fore rib, rump, sirloin	20min./500g+20min.	200-225°
Lamp	best end, loin, leg, shoulder	25min./500g+20min.	200-225°
Pork	all joint cuts	35min./500g+35min.	200-225°
Poultry	Whole or joints	20min./500g+20min.	200°

2.4. Wet Cookery Process

2.4.1. Boiling

The boiling point of water is 100°C. Foods cooked by this method are fully immersed in water and brought to a rapid boil. Sometimes, as in the cooking of leafy vegetables, the temperature is reduced a little but the water is still 'moving' at a rapid simmer. As a rule, the foods cooked by boiling are those that will not be spoiled by the movement of the water and where a moist result is desired.

Suitable foods for boiling

potatoes
leafy vegetables
tough cuts of meat
eggs
shellfish

root vegetables
pulses
ham and gammon
pasta and rice
stocks



The length of time that foods will require to be boiled will vary considerably with the type and the preparation, but it must be remembered to ensure that all pieces of food are the same size so that they are cooked at the same time. It is also an important point that foods that require different cooking times must not be mixed, e.g. potatoes and swede, as the potato will become soft and even disintegrate before the swede is cooked.

It may be necessary to use a lid during boiling to ensure that foods do not boil dry. When using a lid, check occasionally that the moisture level is retained.

Boiling from cold

Some foods are placed in cold water, then the temperature brought up to boiling point. Stocks are an example of this: at the initial boil impurities rise and it is important to refresh in cold water and reboil to ensure a clear liquid. Starting the cooking process with cold water

is also safer when cooking large quantities. Unfortunately, nutrients can be lost in the lengthened cooking time unless the cooking liquor can be used in accompanying sauces.

Boiling from 100°C

Many foods are plunged into already boiling water, the advantage and disadvantage of this method are given below.

Advantages	Disadvantages
Retains nutrients Retains colour, texture Reduced cooking time Cooking times more accurate Coagulates proteins quickly	more dangerous must judge size of pan temporary reduction of temperature more care required at start

When plunging food into already boiling water it must be remembered to use a sufficiently large vessel to accommodate it all and to place it in carefully to avoid scalding splashes.

The fast boiling of some pulses for a minimum of 10 minutes is very important to remove toxins present in their skin. This can only be done by boiling as the method of heat distribution is constant and the temperature is high enough.

2.4.2. Braising

This is the cooking in the oven or on the stove but with a lower temperature and the addition of moisture to approximately cover the food. It is a prolonged method of cookery; tougher foods are cooked in this way. Often a bed of vegetables is placed in the vessel first to prevent the protein food from coming into contact with the container, as this contact may cause the food to become dry and tough. A well-fitting lid must be employed to maintain the moisture level and create a steamy atmosphere whilst the liquid simmers so the food is both stewed and steamed. Flavours and nutrients leach into the cooking liquor so this must be used for an accompanying sauce.

The cooking liquor may consist of any or a combination of: water; stock; wine; beer.

Foods may be cut into portions or left as whole joints or pieces which will have an effect on the length of the cooking time. However, it can be said that braising can take a few hours for larger pieces.

Suitable foods for braising

Tougher cuts of meat such as brisket of beef, venison
Rabbit

Breast of lamb
Whole poultry
Game birds
Offal such as hearts and liver
Vegetables such as potatoes, celery, onions and cabbage

2.4.3. Poaching

This method of cookery is often confused with boiling, but the difference is that the temperature of the cooking liquor is held at a slow simmer and the food is not always immersed in the liquid. Although foods cooked by poaching retain their shape, they do not take on any interesting colour and so could be looked on as unappetising. Thus the importance of a sauce made from the liquor, which not only retains the nutrients but also adds colour and interest to the finished dish.

As delicate foods are more easily digested and poaching does not require the addition of fat, menus for invalids often incorporate poached dishes.

Generally poaching is used for delicate foods which may be damaged by a faster method.

Foods suitable for poaching

fish fillets
fish steaks
fruit
eggs
chicken breasts
asparagus

There are two types of poaching: shallow or slow poaching and deep poaching.

a) Shallow or slow poaching

In this method, used for example in poaching plaice fillets, the liquid level is held to a minimum and a cartouche or lid is used to trap steam, by which the food is also cooked. The liquid can be water, wine, milk or stock, or combination of these, and may be flavoured, for example with finely cut onions and herbs. Cooking time is very short, either on the stove top or in a moderate oven; the food is then drained and sauce made, using the cooking liquor.

b) Deep poaching

In this method the food (for example, whole salmon or a joint of ham) is completely immersed in the cooking liquor. To avoid loss of taste it is important to poach in a well-flavoured liquor, using herbs, vegetables and seasoning. The cooking liquor is not often used for sauce as there are large amounts of it and in the case of ham it will be very salty.

When deep poaching eggs the addition of an acid (e.g.vinegar) to the water helps to speed up the coagulation of the protein so as to avoid the dispersal of the egg in the water. However, it is equally important that the eggs used should be as fresh as possible.

Poached eggs can be prepared in advance of service, trimmed to shape and held in iced water until they are required. A moment's re-dipping in hot water will soon bring them to the required temperature.

2.4.4. Steaming



In this method of cookery, food is held on shelves and surrounded by steam rising from boiling water in the bottom of the chamber. The steam offers a moist cooking environment that has various advantages:

- food is unlikely to be overdone
- apart from watching water levels occasionally foods can be left unattended
- nutrients are not lost as the food does not come into contact with moisture directly.

One disadvantage however, is the fact that in the cooking process no colour is added to the food and it may look unappetising. For this reason, sauces are often served with steamed foods.

Foods suitable for steaming

potatoes and vegetables
fish portions
sponge puddings, including Christmas pudding
dumplings

Foods that are likely to be spoilt by the steam must be protected during the cooking process. For example, sponge pudding basins are covered with greaseproof paper and foil to keep the steam out.

A steamer is normally referred to as an 'atmospheric steamer' to distinguish it from the 'pressure steamer' in which steam builds up a pressure and so increase the temperature of the chamber and the speed of cooking.

An important point to remember when using a steamer is to use the door as a guard against a sudden rush of steam when the chamber is opened. Wait a few moments with the door ajar to allow excess steam to escape upwards before fully opening the door. In using pressure steamers, ensure that the temperature and so the pressure is lowered.

2.4.5. Microwaving

Really a combination of different methods of cookery according to its use, microwaving is becoming increasingly important in catering establishments for its convenience and speed although it still does have limitations due to the size of the chamber.

The oven works by creating waves similar to radio waves but of a different frequency. These waves cause moisture molecules in foods to be agitated, creating friction and resulting in heat (very much like you rub your hands together to make them warm). Such high temperatures are reached that the food continues to cook even after the cooking period and so a resting time is often advised before service. Some microwaves are now available combined with a convection oven facility as well as the microwave. This does have some advantages but generally speed is the reason for choosing to use a microwave, and the combined method may well slow the process down again.

Suitable foods for microwaving

poached fish
quick jacket potatoes
boiling of root and pulse vegetables
casseroles (limited number of portions)
sauces
reheating portions and complete meals
'steamed' sponge puddings



One of the biggest advantages of using a microwave oven is that very little energy is used in its operation—it is thus very economic. It is a boon for fast food establishments and for cooking to order and reheating foods. A variety of foods may be cooked by microwave but it is important to recognize some of the possible disadvantages:

- drying can occur due to overcooking
- certain items explode in the oven, e.g. eggs in their shells.
- fruits and dried fruit products can become dangerously hot and even flame
- protein foods do not colour, e.g. chicken, will be cooked but without being golden brown and crispy.

Main Points

- Learning why we cook
- Learning about different cooking methods
- Learning suitable foods for every method
- Paying attention to effects of heat upon foods



ACTIVITY -2

**PROTEIN / SHALLOW FRYING / BAKING / ROASTING / BOILING
BRAISING / POACHING / STEAMING / WOK / COOKERY**

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

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn. s

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
LEARNING PROCESS			
Can you remember why we cook the food?			
Can you remember the effects of heat upon the foods?			
Can you remember dry cookery process?			
Can you remember wet cookery process?			
Can you remember grilling and suitable foods for grilling?			
Can you remember shallow frying and suitable foods for shallow frying?			
Can you remember baking and what foods can be baked?			
Can you remember roasting and what foods can be roasted?			
Can you remember boiling and its advantages and disadvantages?			
Can you remember braising and suitable foods for braising ?			
Can you remember steaming and foods suitable for steaming?			
Can you remember poaching and suitable foods for poaching?			
Can you remember microwaving and suitable foods for microwaving			

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which one isn't a reason for cooking?

- A) The cooking process makes some foods more digestible.
- B) The cooking process destroys any bacteria that may be present.
- C) The cooking process makes some foods more contaminated.
- D) destroys naturel toxins

2. Which is a dry cookery process?

- A) grilling
- B) boiling
- C) steaming
- D) poaching

3. Which foods aren't suitable for grilling?

- A) Tomatoes and mushrooms
- B) Sausages and burgers
- C) Fish fillets and small whole fish
- D) Vegetables and pasta

4. This is the cooking in the oven or on the stove but with a lower temperature and the addition of moisture to approximately cover the food.

- A) braising
- B) microwaving
- C) shallow frying
- D) grilling

5. Which isn't an advantage of boiling method?

- A) It retains nutrients.
- B) It is more dangerous.
- C) It coagulates proteins quickly.
- D) It reduces cooking time.

LEARNING ACTIVITY-3

AIM

You will be able to learn the food commodities and what vitamins and minerals do and where they come from.

SEARCH

Draw up a matrix grid to show the different methods of cookery and suitable foods for each of the methods.

- Try to learn what vitamins and minerals do, what their major functions are and prepare a chart to show these information.
- Learn where vitamins and minerals come from, what their major sources are and prepare a chart to show these information.

NOTE: Choose a subject above and present the information in the classroom..

3. FOOD COMMODITIES

3.1.Milk



Milk is an almost complete food for humans, but also a very suitable base for bacterial growth so needs careful handling and storage.

Fresh milk must be stored in the refrigerator, for the minimum amount of time, away from strong-smelling foods and other contamination, preferably in its own sealed container.

3.1.1.Cream

Cream is the fat content of milk, skimmed or separated off from whole milk by centrifugal force. It can be sold in untreated form or after undergoing one of a variety of treatments. The resulting type of cream—pasteurized, homogenized, sterilized, ultra-heat treated—must be specified on the label of the



container. Cream is used to enhance food and to add enrichment to soups and sauces. When whipped, it adds volume to desserts such as mousses and ice creams.

Fresh cream must be stored like fresh milk: in the refrigerator, for the minimum amount of time, away from strong-smelling foods and other contamination, preferably in its own sealed container.

3.1.2. Cheese

Cheeses originated as a method of preservation for the nutritive value of milk. Cheeses must be stored in sealed containers, in the refrigerator, for the minimum amount of time.

Uses of cheese

- cheeseboard at the end of a meal, offering a variety of flavours, textures and colours for those who wish to end with a savoury taste.
- gratinating: sprinkling grated hard cheese over a savoury dish and finishing under a hot grill, e.g. cod mornay.
- to flavour baked products: cheese is added to pastries with seasoning
- to flavour sauces and soups: cheese is grated or diced and melted into the product, strong-flavoured cheeses are best, e.g. farmhouse cheddar, stilton
- to add colour, flavour and protein to salads, pasta dishes, fritters, baked potatoes, and burgers
- to garnish dishes, e.g. on croutes with French onion soup

3.1.3. Fats And Oils

At room temperature fats are solid or creamy and oils are liquid. The main differences between them lie in:

- flavour
- colour
- melting point
- shortening ability
- oils cannot hold air when beaten



Different types of fat are selected according to the requirement. All fats have the ability to hold air when beaten, improve keeping qualities of products, enrich and soften gluten in flour to give a softer texture. The proportion and type of fat used and the method of production will alter the appearance of a finished product.

Fats and oils must be kept cool. Oils will sour if kept in a warm atmosphere, as will butter. Store in a dry place away from strong smells. Do not keep oil near the deep fryer. Oils will thicken when kept in the refrigerator but will soon become liquid when warmed.

3.1.4. Meat

The amount of time, effort and cost in the rearing of animals creates a relatively expensive food. Meat is divided into these categories:

- beef
- veal (calf)
- lamb
- pork and Bacon

Lean meat is the muscle of the animal. Muscles that have been much used (as in older animals) form a tougher meat and so slaughter is at a specified age. Muscle fibres are held together by a connective tissue made of two proteins called collagen and elastin. On heating, collagen turns to gelatine which tenderizes the meat. Elastin is tougher but there is less of it. Fat is found under the skin, around vital organs such as kidneys, and in between muscle fibres. The fat content helps to provide flavour and moisture during cooking.

With a dry method of cookery, such as roasting, the meat juices come to the surface and set in the heat. This gives roast meat its particular flavour. In most cookery, such as boiling, these juices come into the cooking liquor and so flavour is in the sauce that accompanies the meat.

Nutritional Value Of Meat

Meat is considered to be important in the diet as a source of high biological protein and also contains the minerals iron, phosphorus, and a little calcium and fat-soluble vitamins A and B. Vitamin C is present in lean meat.

1-BEEF

Purchasing points for beef are:
bright red flesh
marbled appearance
firm, creamy white fat
no unpleasant odour



These may be cooked by fast and dry methods of cooking.

Not only the muscles of cattle are considered to be edible, but many organs also: tongue, heart, liver, kidney, tripe(stomach lining), tail(oxtail), sweetbread(glands) and suet(kidney fat).

2-VEAL



As with all meats, the tougher parts of the animal are suited best to a moist method of cookery but because veal is young either moist or dry methods are suitable for most cuts. For example:
shoulder-braise or roast
breast-stew or roast

best end-stew or roast

Loin chops, neck cutlets and escalopes from the leg may be roasted, grilled or fried, not moist cooked.

3-LAMB

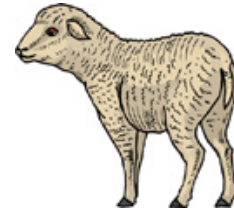
Lamb is generally tender. Moist method of cookery is suitable for this type of meat. Dry, fast methods of cookery may be used such as frying and roasting.

Purchasing points for lamb are:

Lean dark red flesh

Smooth skin

White brittle fat



4-PORK

Purchasing points for pork are:

lean pink flesh

white smooth fat

smooth skin

no unpleasant odour



D-BACON

Purchasing points for bacon are:

No sign of stickiness

No unpleasant smell

Thin, smooth rind

White fat

Deep pink flesh

Suitable methods of cookery for bacon cuts:

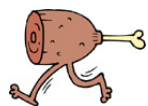
Collar and hock-boil or grill

Back and streaky-grill or fry

Gammon-boil, grill or fry



E-HAM



Ham is a kind of meat which is taken from the upper part of the leg, especially of a pig.

3.1.5. Poultry

Poultry is a term used for edible domestic fowl reared for food, such as chicken, turkey, goose, pigeon and duck. Fresh poultry must be kept in the refrigerator and used as soon as possible; frozen must be allowed to thaw thoroughly in a cool place before cooking.

It is very important for all poultry to be very well cooked right through to avoid the possibility of salmonella food poisoning.



Parts of the inside of poultry may be eaten:
livers(used for paté and savouries)
neck and heart(for stock, gravies and soups)

3.1.6. Eggs

It is important that the following hygiene rules are followed when handling raw, unpasteurized egg to avoid salmonella food poisoning:

Avoid using raw egg in products where there is only partial or no cooking such as mayonnaise, meringue, mousses, soft omelettes or icecream.

Consume as soon as possible after preparation
Do not use cracked eggs
Store in a cool, dry place-preferably the refrigerator
Rotate stocks to ensure storage for minimum time
Store away from other foods that may contaminate, e.g.raw meat



As an egg ages, several changes take place

- yolk membrane weakens
- white becomes thinner
- size of the air space increases, causing the egg to float if tested in brine.
- bacteria enter the shell
- sulphur in the white reacts with phosphoric acid in the yolk, causing unpleasant odour

3.1.7. Fish

As fish is successfully frozen or chilled, all types and sizes are available at all times of the year. Fish is highly nutritional.

- White fish contains HBV protein with vitamins A and D present in the liver(cod-liver oil is used for medicinal purposes)
- Oily fish also contain HBV protein with vitamins A and D present in the flesh

Purchasing points for fresh fish are:

- no unpleasant smell
- firm, moist flesh
- bright eyes



-no whitened flesh due to ‘freezer burn’

Some types of fish, the forms in which they are available and suitable cooking methods

	Forms in which available										Suitable cooking methods							
	Smoked	Canned	Whole	Darne	Fillet	Fingers	Cakes	Fillet in crumb	Fillet in batter	Supreme	Tronçon	Poach	Deep fry	Shallow frying	Steam	Boil	Grill	Bake in pocket
Salmon	✓	✓	✓	✓			✓			✓		✓			✓	✓	✓	✓
Cod				✓	✓	✓	✓	✓	✓				✓			✓		✓
Herring	✓		✓											✓			✓	
Turbot									✓	✓						✓		
Plaice			✓		✓			✓	✓			✓	✓	✓	✓		✓	✓
Trout	✓		✓										✓				✓	✓
Sardine		✓	✓										✓	✓				
Pilchard		✓	✓															
Tuna		✓			✓							✓			✓			
Haddock	✓				✓			✓	✓				✓	✓				✓

Cuts of fish:

A- délicate : folded fillet, presentation side outwards, e.g. plaice

B- paupiette : rolled fillet, presentation side outwards, e.g. sole

C- tronçon : a slice a round white fish, e.g. turbot

D- fillet with edges trimmed neatly e.g. cod

E- darne : a cross-section slice of round fish, e.g. salmon

Fresh fish should be stored for minimum length of time in the refrigerator. Frozen fish should be sealed in bags. It should be used in rotation and never re-frozen after thawing.

3.1.8. Vegetables

Vegetables can be classified into different types according to the part of the plant from which they come:

TYPE	EXAMPLES
Leaves	cabbage, brussels, sprouts, spinach, kale, chicory
Aqueous	tomatoes, cucumber, marrow, pepper, aubergine
Pulses	peas, haricot beans, lentils, broad beans

Pods	French and runner beans
Stems	celery, asparagus
Flowers	cauliflower, broccoli, globe artichoke
Roots	carrot, beetroot, swede, parsnip, turnip, radish
Bulbs	onion, garlic, leek, shallot, spring onion
Tubers	potato, Jerusalem artichoke

Some vegetables may be served cooked or raw but generally cooking does help to break down the structure of the plant to aid digestion. It is important to choose the correct method of preparation and cookery of each variety, not only for presentation and retention of colour but also to ensure that as many nutrients are retained as possible. Cook for the minimum time remembering that some vitamins (B and C) are water soluble and very often minerals are lost during preparation. Peel as thinly as possible because in removing skins valuable fibre is lost. It is common practice to retain cooking liquor for sauces when using moist methods of cookery. Some vegetables are rich in vitamin A (carrots and dark green vegetables), whereas none contain vitamin E. Iron and calcium is present in dark leaves, such as spinach, but the structure of the plant can render it less available to the body than other foods.

In choosing vegetables for the menu consider:

- -texture : crunchy, soft, fibrous, smooth
- -flavour : sharp, piquant, mild, delicate, strong
- -colour : red, orange, yellow, green, brown, white
- -nutritional value : a mix of vitamins and minerals
- -suitable methods of cookery : dry and moist

Store in dry and cool conditions away from strong light. Keep vegetables away from other foods that may be contaminated by dirt before preparation. Use them in rotation and store for as short a time as possible. To obtain vegetables at their best it is advisable to purchase daily.

Purchasing points for vegetables are:

- -leaves undamaged
- -good, bright colour
- -no sign of wilting or yellowing at edges
- -smooth appearance, not wrinkly
- --no unpleasant smell
- -no sign of mould or decay
- -no insects
- -no sign of damage from spade or machinery

3.1.9. Cereals



Cereals are the seeds of cultivated grasses and form a staple food in nearly every country in the world. They are relatively easy to grow and cheap to cultivate in comparison to meat. The most common cereals are wheat, rice, maize, barley, oats, rye.

Cereals must be kept in cool, dry store to prevent dampness and mould growth. Wholegrains keep for less time as due to their fat content they are prone to rancidity. Keep all grains in sealed containers and use in quick rotation as insects and vermin are attracted easily.

3.1.10. Flours

Generally we think of flour from wheat, but it must be remembered that it is also available from rice and corn for use in cooking. As there are many different types of flour we must make the right choice for the purpose, so we must learn the different characteristics and uses. Familiar uses of flour are in bread, pasta, cakes and pastries.

Whole or wheatflour

- 100 per cent of the grain including the bran and germ
- adds colour and texture to the product
- is high in fibre
- more absorbent
- has limited rise in dough, producing a firm texture in the finished product
- all nutrients are retained.



Wheatmeal or Brown flour

- 85-90 per cent of the grain
- adds colour to product
- moderately high in fibre
- produces close texture in finished product

White flour

- 70-75 per cent of the wheatgerm
- does not add colour to product
- low in fibre
- not as absorbent as Brown
- has easy lifting properties to give soft texture

Known to be rich in starch and therefore a high energy food, flour also contains the protein glutenin which turns to gluten when water is added. Gluten is important in the

production of bread, cakes and pastries as it has the ability to strengthen and hold. Flours vary in gluten content and so are chosen for different purposes. Brown flour is also high in vitamin B and fat, which causes it to deteriorate more quickly than white and take on a sour smell.

3.1.11. Rice

Very similar in nutritional content to wheat, there are several types available and the choice is influenced by the dish required.

High in starch, rice is a good source of thiamin, especially wild rice.

Long-grain : The grains are long and thin and are traditionally used for savoury dishes—boiled or braised in water/stock. They tend to stay separated, giving a loose, fluffy product.

Short-grain : Short, round grains burst easily in cooking and give a lot of starch to create thickening and sticky texture. This rice is traditionally used for milk puddings :

- **flaked** : manufactured into flakes for easy cooking, traditionally used for quick milk puddings

- **ground** : crushed grains—used in milk puddings and as added texture in cakes and biscuits. Often confused with semolina.

- **riceflour** : crushed grain sifted to obtain fine powder—added to cake flours.

3.1.12. Maize (Corn)

Maize (corn) is available to us 'on the cob' or as kernels. Usually boiled and served as a vegetable in Britain, in other countries corn is ground into a coarse type of meal flour. We produce a finer cornflour for use in baking.

Similar to that of other cereals except for the presence of carotene which is converted to vitamin A in the body.

3.1.13. Barley

It is used primarily in the manufacture of beers and whisky by malting. Quite a hardy plant, very little is eaten as part of our diet except as pearl barley which is used as garnish and thickening for soups and stews.

3.1.14.Oats

Available rolled rather than crushed, oats are used for the preparation of porridge, muesli, cakes and biscuits. They are high in fibre and relatively high in fat and protein compared to other cereals.

3.1.15.Rye

Often manufactured into nutritious crispbreads or as rye bread, which is dark in colour. This cereal is resistant to the cold and so it is typical of the more northern countries of Europe.

3.1.16. Pulses

Pulses are the dried seeds of legumes, e.g.peas, beans and lentils. Nutritionally they are valuable source of fibre, protein (LBV), vitamin B and in some cases, of fat. Produced cheaply as compared with meat, they are a valuable part of any diet, but especially for vegetarians,

All the pulses except lentils must be soaked for eight hours or more before cooking when they will soften and swell. Sodium bicarbonate will speed this process and not alter the nutritional content but will alter the colour. Boil gently in minimum salted water until tender. Red kidney beans must be rapidly boiled for at least 15 minutes to destroy toxins that are present in the skin.

Do not use pulses that are over one year old as they toughen with age and are difficult to cook successfully.

3.1.17.Nuts

Although not eaten in large quantities, they are valuable addition to the diet, especially for vegetarians, as they are high in starch, LBV protein, fats, vitamin B and minerals. Manufacturers include nuts in cereals and confectionery to add nutritional and energy value.

Popular nuts available to us:

• almond	• brazil	• hazelnut	• peanut	• walnut
• coconut	• pecan	• cashew	• chestnut	• pistachio

For eating on their own they may be	For use in cookery they may be purchased as:
<ul style="list-style-type: none"> ➤ dry roasted ➤ tossed in various seasonings ➤ salted ➤ covered in chocolate or yoghurt 	<ul style="list-style-type: none"> ➤ whole or halves ➤ flaked ➤ split ➤ nibbed ➤ ground

➤ mixed with raisins	
➤ left in their shells	

Nuts have limited shelf life and must be stored in cool, dry conditions and used in strict rotation as they are liable to rancidity because of their fat content.

It is important to display a notice to customers ensuring their awareness of nuts included in any dishes as some people have an allergic reaction to them.

3.1.18..Fruit

Mainly eaten for their flavour, fruits can also add nutritional value, texture, refreshment and moisture to the diet. Some are an aid to digestion in eating greasy foods and to help break down proteins e.g.apple sauce is eaten with pork. Fruits are also an invaluable source of nutrition:

- citrus fruits and blackcurrants are rich in vitamin C
- vitamin A is found in yellow fruits such as apricots
- low in fat(except avocado)
- good source of carbonhydrates
- source of dietary fibre(especially bananas, figs and prunes



Classification of fruits

Type	Some examples	Purchasing points
Hard	apple, pear	not under-ripe or over-ripe
stone	cherry, apricot, avocado, peach	good colour, no bruises
citrus	orange, lemon, lime, grapefruit	intact, no brown or soft patches
soft	strawberry, raspberry, black or reccurrants	no sign of mould growth
tropical	melon, banana, pineapple	
stem	rhubarb	

Fruits need to be kept in a cool, well ventilated place and used as soon as possible. Soft fruits may be stored in the refrigerator.

3.1.19.Sugars

Classed as carbohydrate and energy-giving, sugars are found in many plants, fruits, stems and as honey. We can obtain sugar in our diet by eating these. Apart from acting as a sweetener, sugars have important functions in cooking as:

- preservative—bacteria do not grow in high sugar solutions, e.g.jam
- colouring—dark Brown sugars add colour to rich cakes
- decoration—in icings
- glaze—dusted on products and heated in the oven or painted on as syrup
- in baking—promotes aeration and colour, affects gluten, yeast and egg white
- stabilizer—in sauces prevents ‘split’, also promotes shine
- lowers freezing point—used in ice creams to keep them softer

3.1.20.Herbs

Generally herbs are used to flavour foods but some are known to have medicinal properties. Herbs are available in several different forms:

- dried—stronger flavour due to moisture removal but this is soon lost in storage, some discolouration, convenient, used for inclusion in foods rarely for decoration, inexpensive.
- frozen—prepared for use then frozen, can be used straight from the freezer, little discolouration, convenient, used for inclusion in foods, moderately expensive.
- windowsill—grown in small containers to be kept near window and watered regularly providing fresh herbs, for decoration and inclusion into foods, inexpensive, sometimes inconvenient.
- fresh—from suppliers in crush-proof packs to be kept refrigerated, convenient, short keeping time.

3.1.21.Spices

Mostly grown in hot countries, spices are the dried roots, seeds and bark of plants. Used whole or crushed, they have strong aromatic flavours and before the advent of refrigerators were used to mask the flavour of poor quality and stale food.

COMMODITIES SUMMARY

COMMODITY	NUTRITIONAL VALUE	PURCHASING POINTS	TYPE OR SIZE	USES
milk	Protein(HBV)4% Vitamins A B C D Fat 3.5% Carbohydrate 4%	Clean containers Sealed containers Pleasant smell Fat not globular	1 pt bottle 1/2ltr carton 4/6ltr containers	Sauces Drinks Cereals puddings

cream	Single: 18% fat Whipping 35%fat Double 45% fat Devon 55% fat	Same as for milk	250ml carton 500ml carton 1ltr container 5ltr container	Pouring Decoration Filling enriching
cheese	Protein(HBV) Vitamins A B C D Fat 33% Calcium	No mould No cracks Not greasy Not runny (soft cheeses) correct smell	Hard Soft Cream Blue vein	Flavouring Filling Gratination cheeseboard
Fats and oils	Animal fat or vegetable fat/oils: Vitamins A D	Fats:firm Good colour Pleasant smell Closed pack oils:clear fresh smell Sealed container	250g/500g packs or tubs 15g blocks bottles or drum	Greasing Frying Cakes/pastries Sauces Salad dressing
Meat(beef, veal, lamb, pork)	Protein(HBV) Vitamins A B C Iron phosphorus	Bright red flesh Firm white fat Pleasant smell	Joints or cuts Half or whole Side carcass	Main course Starter Hot or cold
Offal(liver, heart, kidney, sweetbreads)	Same as for meat High in iron	Not sticky Pleasant smell Bright colour Moist	Portions Whole organ	Main course Mixed grill Patés Pie filling
Poultry (domestic fowl)	Protein(HBV)	White skin Plump meat Pleasant smell Not sticky	Whole bird Quarters Portions winglets	Main course Hot or cold Pastes Pie filling
Eggs(hens)	Vitamins A B D E K iron Protein(HBV) Fat in yolk	Unbroken shell Pleasant smell Class A label Best by date	Cartons of 6/12/18/24 Trays of 30 crates	Trap air, coat, bind, enrich, garnish, on menu, thicken, clarify

fish	Protein(HBV) Vitamins A D Oil in round fish	Fresh smell Firm flesh Moist Bright eyes	White: flat or round Oily: round	Main course Pastes Fillings Hot or cold
vegetables	Protein(LBV) Vitamins A B C D Carbonhydrates Calcium Iron fibre	Undamaged leaf Good colour No wilting No mould No insects Pleasant smell	Root, tuber, leaf, bulb, flower, stem, fruit, pod, legume	Accompaniment Salads Flavouring Terine Hot or cold
cereals	Protein(LBV) Carbonhydrates Vitamin B fibre	No mould No insects Pleasant smell Dry Sealed containers	Flour, rice, oats, barley, rye, maize, arrowroot	Breakfast cereal Cakes Pastries Bread Garnish puddings
pulses	Protein(LBV) Carbonhydrates Vitamin B Fibre	Dry No sign of mould No insects	Peas, beans, lentils, (dried, canned, ground)	Stews, salads, flans, soups
nuts	Protein(LBV) Vegetable fats Vitamin B fibre	No rancid smell Dry No sign of mould No insects	Walnut, brazil, cashew, pecan, coconut, almond, pistachio	salads, vegetarian, decoration, flavouring, pastes
fruit	Carbonhydrates Vitamin A C Fibre Low in fat	Unbruised Good colour Intact No mould	Hard, soft, stem, stone, tropical, citrus, fresh/dried	Puddings Hot or cold Decoration filling
sugar	Carbonhydrates	Dry Sealed containers	Granulated Caster Icing Demerara Soft Brown Golden syrup	Sweetener Colouring Flavouring Glaze in baking
herbs	Some medicinal	Good colour No wilting No mould	Dried Frozen Windowsill fresh	Flavouring Garnishing marinades
spices	Some medicinal	Aromatic	Ground	Flavouring

		Good colour Dry	Whole Mixed Essece/oil	Pickles Cakes, biscuits wines
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3.2. Vitamins And Minerals

Vitamins help the body to process nutrients and combat infection and disease. The body makes some vitamins and gets others from food. Most minerals perform similar functions, while others form part of the body's structure.

Some vitamins are soluble in water, while some are soluble in fat. Water-soluble vitamins, such as B and C, can not be stored in the body and need to be replaced daily. Fat-soluble vitamins, A, D, E and K, can be stored in the liver for approximately one week. Some minerals, such as calcium, are present in the body in quite large quantities-there is almost 1.4 kg of calcium in the average healthy adult. Other minerals, which can be just as important, are only needed in complex combinations by the body-many of them depending on the presence of other vitamins and minerals to carry out their functions. But a well-balanced diet should contain all the nutrients needed for a healthy life. The best sources are fresh or unprocessed fruit, vegetables, dairy products, cereal foods, meat and fish. Some of these nutrients can be destroyed in the processing of refined foods, and careless storage or cooking can destroy water-soluble vitamins unnecessarily. It is important to pay attention to the way food is cooked and include plenty of raw fruit and vegetables in your diet.

VITAMINS	MAJOR SOURCES	MAJOR FUNCTIONS
FAT-SOLUBLE VITAMINS		
A (retinol and carotene)	Liver, fatty fish, fish liver oil, egg yolk, carrot, whole milk, margarine, butter, greens, full-fat cheese.	Bone growth; skin repair; maintenance of mucous membranes; colour and night vision; immune system.
D (calciferol)	Produced by action of sunlight on human skin; found in fish liver oil, oily fish, yeast, egg yolk, margarine.	Regulation of calcium and phosphorus for growth and maintenance of bones and teeth.
E (tocopherol)	Vegetable oil, egg yolk, nuts, seeds, peanuts, polyunsaturated margarine, wholegrains, greens.	Protection of cell membranes from damage, may retard effects of ageing; needed for tissue handling of fatty substances; protection of vitamins A and C; skin repair.

K (phylloquinone)	Synthesised by bacteria in the large intestine; found in liver and greens.	Prevents haemorrhaging; stimulates production of substances involved in the normal blood-clotting process; processing of energy in the liver.
WATER-SOLUBLE VITAMINS		
B1 (thiamin)	Wheatgerm and wholegrain cereal, fortified white flour, soya flour, bread, brewer's yeast/ yeast extract, meat, nuts.	Breaks down carbohydrates to provide energy, maintains healthy nervous system.
B2 (riboflavin)	Brewer's yeast / yeast extract, cheese, milk, yoghurt, meat, egg, fortified cereal, greens.	Processing of energy; forming enzymes (proteins that break down food and carry out other bodily functions); production and repair of body tissue; maintains healthy mucous membranes.
B3 Nicotinic acid (niacin)	Liver, lean meat, oily fish and tuna, brewer's yeast/ yeast extract, potato, bread, fortified cereal, wheatgerm, peanuts.	Works with thiamin and riboflavin in energy producing reactions in cells; efficient blood circulation; control of blood cholesterol; healthy skin and nervous system.
B5 (pantothenic acid)	Liver, kidney, bean, egg yolk, wholegrain cereals, wheatgerm, peanuts.	Needed by cells for energy; breaks down carbohydrates, proteins and fats; healthy skin and hair; healthy nervous and immune system.
B6(pyridoxine)	Liver, brewer's yeast / yeast extract, wholegrain, fatty fish, egg yolk, nuts, banana, potato, lean meat, avocado, spinach, green bean.	Processing of proteins, maintenance of nervous system; production of haemoglobin (a protein for the transportation of oxygen in red blood cells); control of body water; healthy skin.
B12(cobalamin)	Lean meat, liver, kidney, milk, fish, shellfish, egg.	Red blood cell formation; breaks down fats. Proteins and carbohydrates; protein production; maintenance of nervous; formation of DNA (main constituent of chromosomes) and RNA (essential for the function of

		proteins).
Folic acid	Liver, kidney, raw or lightly cooked greens, brewer's yeast / yeast extract, nuts, citrus fruit, banana.	Production of red blood cells; maintenance of nervous system; formation of DNA and RNA.
Biotin	Liver, kidney, egg yolk, yeast.	Processing of fats and proteins.
C(ascorbic acid)	Citrus fruit and juice, blackcurrant, tomato, sweet pepper, berries, potato, greens.	Maintenance of connective tissues, including tendons, ligaments and cartilage, production of hormones in adrenal glands; general chemical and physical process; protects vitamin E.
MINERALS		
Calcium	Milk, cheese, yoghurt, bread, greens, almond, sesame seed, shellfish.	Growth and maintenance of healthy bones and teeth; essential for blood clotting; hormone release; muscle and nerve functions; cell regulation.
Chloride	Salt in foods	Works with sodium to maintain body water; protein digestion in stomach; muscle tone; cell regulation.
Magnesium	Milk, bread, leafy green vegetables, pulses, nuts, shellfish.	Muscle tone; function of enzymes.
Phosphorus	Foods rich in protein.	Energy storage; maintenance and strength of bones; function of membranes (thin layers of separating or connecting tissues); growth.
Potassium	Wholegrain, vegetables, meat, milk, fruit and fruit juice, nuts, pulses, coffee.	Part of the structure of bones and teeth; major mineral found in cell fluids; membrane function and control of muscle functions; regulating blood pressure; energy production.

Sodium	Table salt, bread, meat, milk, tinned and salted meat and fish.	Major mineral in fluids surrounding cells; nerve and muscle functions; membrane movement; blood pressure control.
Sulphur	Foods rich in protein, egg, fish and shellfish, pulses, meat, poultry, milk, nuts.	Water balance in body; present in blood; maintains bones; part of some amino acids (essential components of proteins); nerve and muscle functions.
TRACE ELEMENT MINERALS		
Chromium	Wholegrain, fresh fruit, nuts, liver, kidney, beef, molasses, cheese.	Constituent of proteins; enables cells to use glucose efficiently.
Cobalt	Greens, scallops, liver, kidney.	Important part of vitamin B12; glucose control.
Copper	Liver, crustacea, shellfish, brazil nut.	Enzyme function; blood formation; bone growth and function; immune system; nerve function and breakdown of energy.
Fluorine	Fish, sea salt, cereal, meat.	Resistance to dental decay; strong bones.
Iodine	Seafood, shellfish, fish.	Production in the thyroid gland of hormones which determine the rate of body metabolism, and therefore healthy growth and development.
Iron	Meat, bread, greens, dried fruit, pulses, nuts.	Production of haemoglobin in red blood cells, activation of enzymes.
Manganese	Wholegrain, avocado, nuts.	Activation of enzymes; cell structure.
Molybdenum	Buckwheat, barley, oats, liver, pulses.	Enzyme functions.
Selenium	Wholegrain flour, cereal and products, liver, kidney, meat, fish and shellfish.	Protecting cell membranes and fats from damage.
Zinc	Meat, milk, cheese, bread, nuts, oily fish, shellfish, egg yolk, wholegrain cereals.	Growth and sexual development; bone metabolism; activation of enzymes; release of vitamin A

		from the liver; healthy maintenance of the immune system; sense of taste; insulin storage(a hormone to control blood glucose levels).
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Main Points

- Learning about milk, cream and cheese
- Learning about fats and oils
- Learning about meat, poultry and eggs
- Learning about fish
- Learning about vegetables and fruits
- Learning about cereals and flours
- Learning about rice, maize, barley, oats, rye
- Learning about pulses
- Learning about herbs and spices
- Learning about vitamins and minerals



ACTIVITY -3

CONTAINER / FLAVOUR / GRATINATING / FAT / OIL / BEEF / VEAL / LAMB / BACON / PURCHASE / YOLK / SALMON / TURBOT / TROUT / HERRING / CELERY / LEEK / CEREAL / MAIZE / PULSE / SPICE

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

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
LEARNING PROCESS			
Can you remember milk, cream and cheese?			
Can you remember fats and oils?			
Can you remember meat, fish, poultry and eggs?			
Can you remember vegetables and fruits?			
Can you remember cereals?			
Can you remember flours?			
Can you remember rice?			
Can you remember maize, barley, oats, rye?			
Can you remember pulses and nuts?			
Can you remember spices and herbs?			
Can you remember vitamins, their major sources and major functions?			
Can you remember minerals, their major sources and major functions?			
Can you remember trace element minerals, their major sources and major functions?			

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Cream is used to enhance food and to add enrichment to soups and sauces.

- A) to enhance food
- B) to add enrichment to milk
- C) to add enrichment to soups
- D) to add enrichment to sauces

2. As an egg ages, several changes take place. What doesn't happen if an egg ages?

- A) yolk membrane weakens
- B) bacteria enter the shell
- C) firm, moist flesh
- D) white becomes thinner

3. Which isn't a type of meat?

- A) beef
- B) pork
- C) veal
- D) corn

4. What vitamin's major function is colour and night vision?

- A) A
- B) B
- C) C
- D) D

5. Which is a fat-soluble vitamin?

- A) B1
- B) K
- C) C
- D) B12

LEARNING ACTIVITY -4

AIM

You will be able to learn the terms and words which are used in the bar and beverage.

SEARCH

- Go to a well-known hotel or restaurant. Try to see the bar and examine all the equipments which are used in the bar. Ask the headwaiter or bartender about the operations and terms which must be known.
- Find or draw the pictures of the equipments and bar operations which must be in a hotel or restaurant bar.

NOT: Choose a subject above and present the information in the classroom..

4.THE BAR AND BEVERAGE

4.1. Different Types Of Beverage Service

4.1.1. The Beverage-Only Bar

The simplest kind of beverage enterprise is the bar that serves beverages alone, with no food service beyond snacks such as peanuts, crackers, pretzels, and maybe some cheese in the late afternoon. It serves beer or wine or mixed drinks or any combination of the three, plus nonalcoholic beverages.



4.1.2. Bar/Entertainment Combinations

These are the bars that offer entertainment with drinks. They range from the neighborhood bar with pool, pinball, shuffleboard, or a giant TV screen to nightclubs with binline entertainers and ballrooms with big bands.

4.1.3. Food And Beverage Combinations

The most common form of beverage operation is one that is linked with some kind of food service. Drinks and wine are served at the dining table by the waiters and waitresses who serve the meal.

4.1.4. Hotel Beverage Operations

In hotels the beverage operation differs in many ways from that of the bar or the bar-restaurant combination. There may be three or four bars under one roof, each with a different purpose and ambiance – say a lobby bar, a cocktail lounge, a restaurant bar, a nightclub with dancing. In addition there is a room service, including mixed drinks, wine, and champagne.

4.1.5. Airline Beverage Service

Another type of beverage service that must adapt to special conditions is the serving of drinks on airline flights. Of necessity the drink menu is limited. The liquors, beers, wines, a few premixed cocktails are handed out in small individual bottles.

4.2. The Bar

A bar is made up of three parts: the front bar, the backbar, and the underbar. Each has special functions.

➤ The Front Bar

The front bar is the customers' area, where they order their drinks and where the drinks are served.

➤ The Backbar

The backbar has a double function: the decorative function of display and the work function of storage. Traditionally it is the area where bottles of liquor and rows of sparkling glassware are displayed. Their splendor doubled by a mirror behind them.

➤ The Underbar

The underbar is the heart of the entire beverage operation. Each bartender must have an individual supply of pouring liquor, ice, mixes, glasses, blender, and garnishes, all within arm's reach in the pouring station.

4.2.1. Bar Tools And Small Equipment

4.2.1.1. Small Wares for Mixing and Pouring



- **Jiggers** : A jigger is a measure of ounces or fractions of ounces. Jiggers are used to measure out liquors for cocktail, highballs, and other mixed drinks.
- **Pourers** : A pourer is a device fitting into the neck of a beverage bottle, so constructed that it reduces the rate of flow to a predictable, controllable amount. A pourer is used on every opened liquor bottle at the bar. There are three categories—slow, semifast, and fast.

➤ **Mixing glass** : A mixing glass is a heavy glass container in which drink ingredients are stirred together with ice. It is used to make Martinis and Manhattans and other drinks whose ingredients blend together readily.

➤ **Hand shaker** : A hand shaker is a combination of a mixing glass and a stainless steel container that fits on top of it, in which drink ingredients are shaken together with ice. A shaker is used for cocktails made with fruit juices, egg, sugar, cream, or any other ingredient that does not mix readily with spirits.



➤ **Bar strainer** : A bar strainer is basically a round wire spring on a handle, which fits the top of a shaker or mixing glass; it has ears that fit over the rim to keep it in position. The strainer keeps ice and fruit pulp from going into the glass when the drink is poured. It is used with mixing glasses and shaker and blender cups.

➤ **Bar spoon** : A bar spoon is a shallow spoon with a long handle, often with a bead on the end. The bowl equals 1 teaspoon. Bar spoons are used for stirring drinks, either in a drink glass or in a mixing glass or cup.

➤ **Ice scoop** : An ice scoop is, as its name implies, an implement for scooping up ice from the ice bin.

➤ **Ice tongs** : Ice tongs are designed to handle one cube of ice at a time. They serve an important function, since ice goes into a drink should not be touched by the hands.

➤ **Muddler** : A muddler is a wooden tool that looks like a little baseball bat.

➤ **Fruit squeezer**: A bar-type fruit squeezer is a hand-size gadget that squeezes half a lemon or lime for a single drink, straining out pits and pulp.

- **Funnel** : Funnels are needed in several sizes for pouring from large containers into small ones, such as transferring special mixes from bulk containers into plastic bottles for bar use.
- **Glass rimmer** : A glass rimmer is a handy gadget used to rim a glass with salt or sugar. It is made of three trays. One contains a sponge that is saturated with lemon or lime juice, the second contains a layer of salt, and the third a layer of sugar. The glass rim is pressed on the sponge, then dipped in salt (for a Margarita or a Salty Dog) or sugar.

4.2.1.2. Tools and Equipment For Garnishing

- **Cutting board** : A cutting board for the bar can be any board having a surface that will not dull the knife.
- **Bar knife** : A bar knife can be any small to medium-size stainless-steel knife such as a paring or utility knife.
- **Relish fork** : A relish fork is a long, thin, two-tined stainless-steel fork designed for reaching into narrow-necked bottles for onions and olives.
- **Zester, router, or stripper** : The zester, router, and stripper are special cutting tools for making that twist of lemon some drinks call for; they peel away the yellow part of the lemon skin, which contains the zesty oil, without including the white underskin, which is bitter.

4.2.1.3. Tools and Equipment Used in Serving

- Bottle or can openers
- Corkscrews
- Round serving trays
- Folios for guest checks



4.3. Glassware

GLASS TERMS AND TYPES

There are three characteristic features of glasses: **bowl**, **base** or **foot**, and **stem**. The three major types of glassware – tumblers, footed ware, and stemware- are classified according to which of these features they have.

- A **tumbler** is a flat-bottomed glass that is basically a bowl without stem or foot.



- **Footed ware** refers to a style of glass in which the bowl sits directly on a base or foot. Any type of drink can be served in a footed glass of the right size.
- **Stemware** includes any glass having all three features –bowl, foot, and stem. Wine is always served in a stemmed glass.

A fourth type of glass is the **mug**. You can think of it as a tumbler with a handle or as a tall glass cup. It is usually used for serving beer.

4.4. The Staff

4.4.1. Bartender:

The primary function of the bartender is to mix and serve drinks for patrons at the bar and / or to pour drinks for table customers served by waiters or waitresses. The bartender is usually responsible for recording each drink sale, for washing glassware and utensils, for maintaining a clean and orderly bar, for stocking the bar before opening, and for closing the bar.

Bartending requires certain skills and aptitudes. The bartender must know the recipes and the techniques for mixing them, and be able to work quickly and accurately. In a high-volume bar (a speed bar), the ability to work with great speed under pressure is essential. Honesty is the most important quality of all.



In small operations one bartender may perform all the tasks just listed. In larger operations there may be several bartenders and one or more helpers, known as **bar backs**. This situation calls for a **head bartender** who has overall responsibility for the bar function and acts as a supervisor for the other bar personnel. The head bartender may also participate in hiring and training new bar employees and in teaching cocktail servers how to describe drinks to customers, how to transmit orders, how to garnish drinks, and how to use special vocabulary of the bar.

4.4.2. Bar Back:

Among the bar back's duties are setting up the bar; preparing the garnishes and special mixes and syrups; filling ice bins; washing glassware and utensils; maintaining supplies of towels, napkins, picks straws, stir sticks, matches; keeping bar surfaces and ashtrays clean; washing fixtures; and mopping floors. Often a bar back is an apprentice bartender and may serve beer or mix simple drinks under the bartender's supervision.

4.4.3. Waiter / Waitress / Server :

Beverage service at tables, whether in a cocktail lounge or in a dining room, is handled by waiters or waitresses (here grouped together as servers). Servers record the customers'

drink orders, transmit them to the bartender, pick up the drinks, serve the customers, present the tab, and collect payment. They also keep the serving areas clean and return the empty glasses to the bar. In heavy-volume bar lounges servers may also help prepare drinks by putting ice in the glasses and adding the garnishes. Sometimes they ring up their own tabs; in other places the bartender does this. Like the bartender, the server is also a host and a promoter.

Table service requires a person with a pleasant personality, a neat and attractive appearance, poise, and a head for detail. Serving personnel must be able to deal with both customers and bartenders pleasantly and efficiently. They must know a broad variety of drinks and their variations so that they can pin down the customers' exact preferences: Does he want his Martini with an olive or a lemon twist? Will her sour be straight up or on the rocks?

In many restaurants waiters and waitresses serve both food and drinks, including wine by bottle with the meal. Servers must be able to open a wine bottle, carry out the rituals of service, and answer questions about wines, specialty drinks, and recipes.

4.4.4. Wine Steward, Sommelier

Luxury restaurants may have a special person to handle the ordering and serving of wine. This is the **wine steward** (also called **winemaker** or **wine waiter**, all terms applying to both sexes), who presents the wine list with appropriate recommendations and also serves all wines. This person must know everything about the wines on the list and must be able to answer customer questions.

4.4.5. Beverage Steward

High-volume establishments, large hotels, private clubs, and restaurants with expensive wine cellars may have a beverage steward who is responsible for all wine and liquor purchasing, storage, receiving, requisitioning, and inventory control. This person must know a great deal about wines and spirits, the wine and spirit market, and the entire beverage operation.

4.4.6. Beverage Director, Beverage Manager

A beverage director or beverage manager is usually part of management team in a corporate operation such as a hotel, club, high-volume restaurant, chain of restaurants, or hotel or motel chain. The beverage director / manager is the team member who is responsible for the beverage operation- hiring, training and supervising all beverage-related personnel; purchasing all beverage equipment; establishing and maintaining inventory and control systems; setting standards and making policy on matters relating to beverage operation.

4.4.7. Manager

An individual bar or restaurant usually has a manager who is in charge of all aspects of its operation. Sometimes the owner is the manager. A manager's overall responsibilities may include hiring and firing; training, scheduling, and supervising personnel; forecasting and budgeting; purchasing beverages and related supplies; maintaining the records; carrying out the control systems (the manager typically has the only key to the storeroom); handling cash and payroll; maintaining.

4.5. Some Tips And Techniques For A Bartender

4.5.1. How To Chill A Glass

Always chill before you fill. There are three ways to make a cocktail glass cold:

- Put the glasses in the refrigerator or freezer a couple of hours before using them.
- Fill the glasses with crushed ice before using.
- Fill the glasses with cracked ice and stir it around before pouring in the drink.

If the refrigerator space is not available for pre-chilling, fill each glass with ice before mixing. When the drink is ready, empty the glass, shake out all of the melted ice, and then pour in the drink.

4.5.2. How To Frost A Glass

There are two types of 'froasted' glass. For 'froasted' drinks, glasses should be stored in a refrigerator or buried in shaved ice long enough to give each glass a white, frosted, ice-cold look and feel.

For a 'sugar-frosted' glass, moisten the rim of a pre-chilled glass with a slice of lime or lemon and then dip the rim into powdered sugar.

For Margaritas, rub the rim of the glass with the lime, invert glass, and dip into coarse salt.

4.5.3. How To Muddle

Muddling is a simple mashing technique for grinding herbs such as mint smooth in the bottom of a glass. It crushes the herbs, much as the back of a soup spoon might, without scarring your glassware.

4.5.4. To Stir Or Not To Stir

Pitchers of cocktails need at least ten seconds of stirring to mix properly. Carbonated mixers in drinks do much of their own stirring just by naturally bubbling. Two stirs from you will complete the job.

4.5.5. When To Shake

Shake any drink made with juices, sugar, eggs, or cream, or use an electric blender. Strain cocktails from shaker or blender to a glass through a coil rimmer strainer.

4.5.6. Pouring

Pour drinks as soon as you make them or they will wilt. Leftovers should be discarded or they will be too diluted by the time you get to 'seconds'.

When making a batch of drinks at once, set up the glasses in a row. Pour until each glass is half full, then backtruck until the shaker is empty. That way everyone gets the same amount, thoroughly mixed.

4.5.7. Floating Liquers

To create a rainbow effect in a glass with different coloured cordials requires a special pouring technique. Simply pour each liqueur slowly over an inverted teaspoon (rounded side up) into a glass. Start with the heaviest liqueur first.(Recipes will give proper order.) Pour slowly.

The rounded surface of the spoon will spread each liqueur over the one beneath without mixing them. You can accomplish the same trick using a glass rod. Pour slowly down the rod.

4.5.8. The Secret Of Flaming

The secret to setting brandy (or other high alcohol spirits) aflame is to first warm it and its glass until almost hot. You can warm a glass by holding it by its stem above the flame or electric coil on your stove until the glass feels warm.(Avoid touching the glass to the flame or coil which could char or crack the glass.)

Next, heat some brandy in a saucepan above the flame (or in a cooking pan). When the brandy is hot, ignite it with a match. If it is hot enough it will flame instantly. Pour the flaming liquid carefully into the other brandy you want flamed. If all the liquid is warm enough it will ignite.

Warning: Flames can shoot high suddenly. Look up and be sure there is nothing 'en route' that can ignite. That includes your hair. Have an open box of soda handy in case of accidents. Pour it over flames to extinguish them. Use pot holders to protect your hands from the hot glass, spoon or pan.

4.5.9. When Using Eggs

Eggs go into the shaker before the liquor (so that you can make sure the egg is fresh). To separate yolk from white, crack the egg in half on the edge of a glass. Pour the egg yolk

from one half-shell to the other,back and fourth, until the white runs down into the glass below and only the yolk is left in the shell.

Use cracked ice to blend egg with other ingredients you need to chilled.

4.5.10. Using Fruit And Fruit Juices

Whenever possible use only fresh fruit. Wash the outside peel before using. Fruit can be cut in wedges or in slices. If slices are used, they should be cut above one-quarter-inch thick and slit toward the center to fix slice on rim of glass. Make sure garnishes are fresh and cold.

When mixing drinks containing fruit juices, always pour the liquor fast. Squeeze and strain juices just before using to insure freshness and good taste. Avoid artificial, concentrated substitutes.

When recipes call for a twist of lemon peel, rub a narrow strip of peel around the rim of the glass to deposit the oil on it. Then twist the peel so that the oil (usually one small drop)will drop into the drink. Then drop in the peel. The lemon oil gives added character to the coctail which many prefer.

Main Points
<ul style="list-style-type: none">• Learning titles used in the bar• Learning bar equipments, tools and how to clean them• Learning different types of beverage service• Learning glass terms and types• Some tips and techniques for a bartender



ACTIVITY -4

JIGGER / POURER / BAR SPOON / MUDDLER / RELISH FORK / FUNNEL / BARTENDER / WAITER / CHILL / STIR / LIQUER

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

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
LEARNING PROCESS			
Can you remember different types of beverage service?			
Can you remember bar tools and equipment?			
Can you remember small wares for mixing and pouring?			
Can you remember tools and equipment for garnishing?			
Can you remember tools and equipment used in service?			
Can you remember glass terms and types?			
Can you remember the staff and their responsibilities?			
Can you remember how to chill a glass?			
Can you remember how to frost a glass?			
Can you remember how to muddle ?			
Can you remember the secret of flaming?			
Can you remember how to use fruit and fruit juice?			
Can you remember how to use eggs in the bar?			

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which one isn't a type of beverage service?

- A) Airline Beverage Service
- B) Hotel Beverage Service
- C) Restaurant Beverage Service
- D) Food and Beverage Combination

2. are used to measure out liquors for cocktail, highballs, and other mixed drinks.

- A) Pourers
- B) Bar strainers
- C) Hand shakers
- D) Jiggers

3. is usually responsible for recording each drink sale, for washing glassware and utensils, for maintaining a clean and orderly bar, for stocking the bar before opening, and for closing the bar.

- A) The bartender
- B) The waiter or waitresses
- C) The manager
- D) The sommelier

4. Which isn't a way to make a cocktail glass cold?

- A) Fill the glasses with crushed ice before using.
- B) Put the glasses in the refrigerator or freezer a couple of hours before using them.
- C) Fill the glasses with cracked ice and stir it around before pouring in the drink.
- D) Fill the glasses with cold water and use cold drink to make a cocktail.

5. Which is an equipment used for serving?

- A) jigger
- B) shaker
- C) corkscrew
- D) relish fork

LEARNING ACTIVITY -5

AIM

You will be able to learn the spirits,wines, beers and how to service these drinks.

SEARCH

- Go to a well-known store or bar. Try to see the drinks and draw a chart to show the different types of drinks.
- Find or draw the pictures of the bottles and drinks which must be in a bar or beverage service.

NOT: Choose a subject above and present the information in the classroom..

5. BEVERAGES

5.1. Spirits

All spirits are alike in several ways.They are all distilled from a fermented liquid.They all have a high percentage of alcohol in comparison to other alcoholic beverages- most of them are nearly half alcohol and half water-.They are usually served before or after diner rather than with the meal.

5.1.1. Whiskies

a-Scotch : The whiskies we know as scotch are made in Scotland blends of malt whiskies and high-proof grain whiskies.Today's popular brands include J&B, Johnny Walker, Chivas Regal, Cutty Sark, Dewards.

b-Irish Whiskey : It is made from several grains in addition to malted barley. Jameson and Old Bushmill are the familiar brand names.

c-Bourbon : Bourbon is the best-known straight American whisky. Familiar examples of bourbons are Jim Beam, Old Grand Dad, Early Times, Old Forester, Old Crow, Wild Turkey, Maker's Mark.

d-Rye : Straight rye is a fullbodied spirit with the strong flavor of its parent grain, whereas most blended whiskies are lighter and less defined. Old Overholt is probably the best-known straight rye whisky.

Uses and Service

Whiskies are served straight, on the rocks, with water or club soda or another mixer such as 7-Up, or in cocktails. They are ordered by type (scotch, bourbon, and so on). Whisky drinks are served before, after, or between meals but usually not offered with the meal.

A whisky ordered “up” (straight, neat) is served in a shot glass or other small glass with a glass of ice water beside it.

A whisky on the rocks is served in a 5- to 7- ounce rocks glass filled with ice cubes. The ice is put in the glass first and the whisky is poured over it.

A whisky and water, soda, or other mixer is served in a highball glass. The glass is first filled with ice; then the whisky is poured and the glass is filled with water, soda, or mixer and swirled with a barspoon.

5.1.2. The White Spirits

- **Vodka** :Vodka is one of the most popular of all spirits. Light in body and light in taste, it mixes with fruit juices and liquers to make “light” drinks.The most popular of vodka is Smirnoff. We must add two imports, too: Absolut from Sweden and Stolichnaya from Russia.
- **Gin** : There are two types of gin.-Dutch and English style-Dutch gin is drunk straight and icy cold.English-style gin is made in both England and the United States. It is usually called London Dry. The term dry means lacking in sweetness. English and American gins are used in mixed drinks and are almost never drunk straight-except in the very Dry Martini. The best-known gin drinks are the Martini, Gin and Tonic, and Tom Collins.



- **Rum** : Rums are used mostly in mixed drinks: Daiquiri, Pina Colada, Rum and Coke, Planters Punch, for example.
- **Tequila** : Best-known brands are Jose Cuervo, Sauza, and Montezuma.
- **Aquavit** : It is served ice cold, straight, usually with a beer chaser and with food.

5.1.3. Brandies

- **American Brandies** :The typical American brandy is smooth and fruity with a touch of sweetness.Christian Brothers and E&J Gallo are probably the best-known brands

and the biggest sellers. American brandies from other fruits- apple, apricot, blackberry, pineapple- include the name of the fruit on the label.

- Cognac and other French Brandies : Of all the brandies in the world, Cognac is the most famous and prestigious.
- Imported Fruit Brandies : The best-known nongrape brandy is kirsch or kirschwasser, made from the wild black cherry.

Uses and Service

Brandy served straight is a traditional after-dinner drink, presented according to custom in a large rounded brandy glass, or snifter. The glass is cupped in the palm of the hand, to warm the brandy slightly, and rolled about to release the brandy's rich aroma –an important part of the sensual pleasure of the drink. It can also be served straight up in a pony or liqueur glass. Brandy is also served with soda or water as a highball, in coffee, in mixed drinks.

White brandies ordered straight should be served icy cold in a pony or liqueur glass. Their most common use, however, is in mixed drinks.

5.1.4. Liqueurs And Cordials

Liqueur and cordial are two words for the same thing. Liqueurs are natural after-dinner drinks, sweet and flavorful.

Liqueurs are served straight up in a liqueur glass, on the rocks, and especially in mixed drinks. Some examples: Alexander (with creme de cacao), Black Russian (with Kahlua), Stinger (with creme de menthe), Rusty Nail (with Drambuie).

5.1.5. Bitters

Bitters are spirits flavored with herbs, roots, bark, fruits, and so on, like the liqueurs, but they are unsweetened, and bitter is the right for them.

The best-known of the beverage bitters is Campari. It is usually drunk with soda or tonic or in a cocktail such as the Negroni. Campari is a fashionable drink all over Europe. Another of the beverage bitters is Amer Picon. It is served with ice and water or used in cocktails.

5.2. Wines

5.2.1. Types Of Wines

5.2.1.1. TABLE WINES

There are three types of table wine -red wine, white wine, and rosé. Table wines are sold by bottle, carafe, and glass.



Red wines are distinguished first by their colour. Different wines are different shades of red, ranging from orange-red to ruby red to deep purple, depending on the type of grapes they came from and their age. Second, red wines are nearly always dry.

In wine the word **dry** means lacking in sweetness. Dryness is one of the qualities that makes a red wine a suitable accompaniment to a meat course, such a steak or lasagne.

Red wines are served at a cool room temperature of 65 to 70 °F-the temperature of water from the cold tap.

White wines range in colour from pale straw to bright yellow to gold. White wines range from very dry to very sweet. It is the drier whites that complement fish dishes; they also go well with other entrees and with appetizers and, in fact, with any foods. The sweet white wines are generally served only with desserts, or as dessert. Usually a medium-dry white wine is a good choice for a house wine to be served by the glass or by the bottle.

The rosés are various shades of pink, from pale to nearly red. In appearance you might think of them as pale red wines, but in character and taste they are more like whites. Rosés are light and fresh, with fruity flavor, and many have a touch of sweetness.

5.2.1.2. Sparkling Wines

Another category of wine commonly offered in restaurants and bars is sparkling wine. This is likely to be champagne, though there are other similar wines. The outstanding characteristic of a sparkling wine is that bubbles. (A wine that does not bubble is called a still wine.)

Sparkling wines may be white, red, or rosé. The best-known red is sparkling Burgundy.

Champagne is the classical wine of celebration. It and the other sparkling wines should always be served well chilled. Champagne blends well with almost any food and is equally good by itself. Usually it is sold by the bottle, but it is served by the glass with Sunday brunch as a promotional feature. It is also an ingredient of certain cocktails and other mixed drinks.



5.2.1.3. Fortified Wines

Adding the extra alcohol is known as fortifying the wine. Sherry and vermouths are the examples of fortified wines.

Fortified wines are divided into two classes: aperitif wines and dessert wines. According to this classification, aperitif wines are fortified with spirits and in addition are flavored with aromatic herbs and spices, or aromatized. The best-known of these aromatized wines are the vermouths. Vermouths and other aromatized wines such as Dubonnet and Lillet from France are served as wines by the glass-straight up (well chilled), or on the rocks, or mixed with soda and a lemon twist, or half-and-half (half dry vermouth, half sweet).

Most dessert wines, the other group of fortified wines, are sweet, rich, and heavy, appropriate to the end of a meal. They include port, sherry (all kinds), madeira, marsala, angelica, muscatel. Sweet dessert wines are usually served at the end of the meal in the manner of a liqueur. Such wines may be served either chilled or at a cool room temperature.

WHICH WINE WITH WHICH FOOD

MENU ITEM	WINE SUGGESTION
Appetizer	Champagne, dry white wine, dry sherry
Salad	No wine
Fish or seafood	Dry or medium- dry white wine
Beef	Hearty red
Lamb	Hearty red
Veal	Light red or full-bodied white wine
Ham or pork	Dry or medium-dry white or rosè
Turkey, duck, chicken	Full-bodied white or light red
Game(venison, pheasant, wild duck)	Hearty red
Lasagna, spaghetti, pizza	Hearty red
Cheeses, full flavored	Hearty red, sweet white
Cheeses, mild	Sherry, port, madeira, mild table wines
Desserts, pastries, fruits, mousses	Semi-sweet sparkling wine, sweet white table wine

5.2.2. Serving Wines

5.2.2.1. Wine At The Bar

Both red and white wines are served at the bar by the glass. The glass should be sparkling. It should be held by the stem and set down before the customer. Most important, the wine should be the right temperature-45° to 55° for white wines and roses, 65° to 70° for reds.

If wine is ordered on the rocks, it is still best served in a wine glass. You can fill the glass one third full with ice and pour wine over the ice to within about half an inch on the top.



5.2.2.2. Preparation For Table Service

Proper table setting for wine service is important. The wine glass belongs to the right of water glass. If more than one wine is to be served, the wine glasses are arranged in order of service with the first wine at the right, and each glass is removed at the end of the course the wine accompanied.

A wine glass should always be handled by its stem. In formal service the glasses are brought to the table on a tray held at waist level. A more informal way of carrying them is hold them upside down by the base, with the stems between the fingers-you can carry as many as four this way. But the bowl is not touched at all.

Dessert wines are served in small after-dinner glasses, larger than a liqueur glass but much smaller than an ordinary wine glass.

Wines by the glass for table service are served the same way as wine at the bar. Wines by the glass or carafe should be prechilled to the proper temperatures. White wines by the bottle should be kept in a cool place and chilled as ordered. This takes 10 to 20 minutes in a wine chiller. The most efficient procedure is to put some crushed ice in the bottom of the chiller, put the bottle in, surround it with crushed ice, and add a little water. If you don't have crushed ice, use a layer of cubes in the bottom of the chiller, put the bottle in, fill the chiller two-thirds full with cubes, and add cold water. Bring the wine to the table in the chiller.

Red wines should never be served over 70°F. A fine expensive red wine should be served at 65° to 68°F; younger wines-Beaujolais, for example- can be served a few degrees colder. Sparkling wines should be served well chilled, Sweet white wines should also be very cold, except for certain German wines, which should not go below 55°F.

A bottle of red wine should be opened at the table and allowed to "breathe" a few minutes before pouring. Red wines change slightly when exposed to air, and these delicate chemical changes rid the wine of any aroma of storage or mustiness it may have developed.

5.2.2.3. Serving Wine At The Table

The ceremony of wine service is one part efficiency and one part showmanship. With the glasses in a place on the table, the server, standing at the right of the host, removes the bottle from the chiller and wipes it with a clean napkin. Then, holding the body of the bottle from underneath, with the label toward the host, the server presents it for the host's approval. The server then opens the bottle.

The most practical bottle opener is the flat jackknife type known as a waiter's corkscrew, which fits easily into the pocket. With the knife, the server cuts through the capsule along the ridge at the top of the neck and removes the top of the capsule. If there is mold, the server wipes it off the cork and the lip of the bottle with the napkin.

The next step is to close the knife, extend the lever at the other end, and pull down the corkscrew to form a T. The server then inserts the corkscrew with the point slightly off center, so that the worm as a whole is directly over the middle of the cork. Keeping the worm completely vertical, the server turns it clockwise until all of it has disappeared into the cork up to the shaft and the tip has appeared at the bottom. The server then moves the prongs of the lever into position on the rim of the bottle and holds them firmly in place with the thumb. Then holding the bottle and lever together with a firm, steady pressure, the server slowly raises the opposite end of the opener. This will bring the cork out of the bottle. The steady pressure on the lever is most important: without it a stubborn cork could cause the lip of the bottle to break.

After removing the cork, the server wipes the lip of the bottle inside and out with a clean corner of the napkin, removes the worm from the cork, and presents the cork to the host. The server then pours an ounce or so of wine into the host's glass for tasting and approval. If a bit of cork has fallen into the glass, it will appear at this point and can be easily discarded. A slight twist of the wrist as the pour is ended and the neck is raised will spread the last few drops on the lip of the bottle so that they don't drop.

When the host has approved the wine, the server pours wine for the other guests, going counterclockwise around the table and serving from the right (if possible), completing the host's serving last. Each glass should be poured not more than half full. The best way to hold the bottle is by the middle of the body, not by the neck. When everyone is served, the wine should be returned to the chiller or, if no chiller is used, placed on the table near the host.

As the meal progresses the server should replenish the glasses as they are emptied. When the wine is gone, it is the custom to put the bottle upside down on the chiller- a "dead soldier"-to signal the host that it is empty.

5.2.2.4. Serving Champagne

Champagne and other sparkling wines, because they have a special mushroom-shaped cork and the wine is under great pressure, are opened and served in a special manner.

Champagne is always served well chilled. The warmer the wine, the more it will fizz and the more effervescence will be lost. It is important to handle sparkling wine bottles gently so as not to agitate the wine, which will make it fizz.

Over the champagne cork is a wire hood with a twist fastener, covered by foil. The first step is to remove the foil. Then, with a thumb over the cork, the server untwists the fastener and removes the wire hood.

Now the server holds the bottle with one hand at a 45° angle, pointing it away from the guests; the other hand holds the cork. The choice here is to hold the bottle firmly and twist the cork or to hold the cork firmly and twist the bottle in one direction only. It is not necessary to pull on the cork, but it is necessary to keep a hand on it, lest it fly out and hurt someone. The pressure inside the bottle, plus the twisting, will ease the cork out gently.

The server should keep the bottle at an angle for at least five seconds before pouring. This equalizes the pressure, letting gas escape without taking the champagne along with it. No gush, no fizz, just delicate chilly little wisps. But just in any case...have an empty champagne glass in front of you. If you happen to have a wild bottle, pour some immediately and it will stop gushing.



The wine is poured into the guest's glass in two motions. The first one brings froth, sometimes reaching the rim of the glass. When this subsides, the second pour should slowly fill the glass about two-thirds full. When everyone is served, the bottle goes back into the chiller to conserve the effervescence.

5.2.2.5. Decanting Wines

Red wines that are five years old or more and rare old white wines may develop sediment in the bottle and need to be decanted—poured into another container in such a way that the sediment remains in the bottle and the wine served is clear.

The bottle to be decanted must be handled very gently, keeping it on its side just as it was stored, so as not to disturb the sediment and mingle it with the wine. Sometimes the bottle is carried to the table in a special wine basket. If a basket is used, the wine is presented, opened, and decanted while still in its basket, keeping the bottle in an almost horizontal position.

To decant a wine, a wide-mouthed decanter or carafe is placed on the table, with a lighted candle positioned a little behind the shoulder of the bottle. In this way, when the wine is poured from bottle to decanter, it can be seen clearly as it passes through the neck. The server then pours the wine slowly and steadily in a single motion without stopping, until the candlelight shows sediment approaching the neck of the bottle. The remainder of the wine—a small amount—is not served, and the clear wine is served from the decanter.

A GLOSSARY OF BASIC WINE TERMS

Acidity—A term used to indicate tartness or sharpness to the taste due to the presence of fruit acids.

Aroma—That portion of the wine's odour derived from the grape variety and fermentation.

Balance—A tasting term denoting complete harmony among the main components of a wine.

Body—The weight of fullness of wine on the palate.

Bouquet—That portion of a wine's odor which develops after it is bottled.

Cooperage—Containers used for holding or ageing wine before being bottled.

Dry—A tasting term to denote the absence of sweetness in wine.

Enology—The study of wine-making.

Fermentation—The process of converting natural grape sugar into alcohol and carbon dioxide by the addition of yeast.

Generic wine—Wine blended with several grape varieties in which the character of any one variety does not dominate. These wines are labeled with a generalized term such as chablis, burgundy, or rhine.

Nose—The total odor of wine composed of aroma, bouquet and other factors.

Residual sugar—The natural grape sugar that is left in a wine which determines the sweetness level.

Tannin—The components in a wine that have an astringent, puckery and sometimes bitter quality, and a mouth-drying aftertaste.

Varietal Wine—Wine made from grapes that are harvested in one given year.

5.3. Beers

5.3.1.Types Of Beers

5.3.1.1. Lager Beers

There are several kinds and styles of lager beer as well as innumerable brands, each with its own flavor. The major kinds are the pilsner-style beer, light beer, malt liqueur, bock beer, steam beer, and-for a time at least-dry beer.

Pilsner is a descriptive term that is often applied the kind of beer we call beer—a lively, mild, dry, light-bodied, amber-colored, thirst-quenching liquid that may or may not say “pilsner” on the label. They include the best-selling Budweiser, Miller's High Life, Busch, Coors, and the superpremium Michelob.



Light beers are variants of the pilsner style. Catering to today's health-and-fitness vogue, these beers typically have one-third to one-half less alcohol and less calories than the regular lager beers.

Malt liquors are lager beers with a higher alcohol content than pilsners.

Bock beers are traditionally strong, heavy, dark lagers with a high alcohol content and a rich malty flavor. They are mainly German beers, originally brewed seasonally to celebrate the coming of spring and other special times of year, but they can be made at any time. They are not always dark; they may be pale, or amber, or bronze.

Steam beer is a truly American invention.

Dry beer is typically clean, lively, and refreshing, with little or no aftertaste besides being less sweet.

5.3.1.2. Ales

Ales have a characteristic fruity flavor. Most styles of ale have more body and more hops flavor than lagers, and some have more alcohol.

5.3.2. Serving Beer

Serving a perfect glass of beer depends on three things: the condition of the glass, the way the beer is poured, and the temperature of the beer.

The glass, first key to perfection, must be “beer-clean”—that is, grease-free, film-free, and lint-free. Any grease, oil, fat, or foreign substance, visible, or invisible, will spoil the head on the beer; a dense, a firm head or foam will deflate and break up, leaving large bubbles. The body of the beer will also lose carbonation.

You should open the can or bottle in the customer’s presence, to show you are serving what the customer ordered, and proceed thus:

- Pour the beer straight into the center of the wet glass with the can or bottle at a steep angle so that the beer gurgles out.
- When it creates a fine-textured head of some substance, lower the angle and fill the glass slowly until the foam rises to just above the lip.
- Wipe the container and set it beside the glass on a coaster or napkin.

Main Points
<ul style="list-style-type: none">➤ Learning about the spirits➤ Learning about the wines➤ Learning about the beers➤ Paying attention to how to serve wines➤ Paying attention to how to serve champagne➤ Paying attention to how to serve beer



ACTIVITY -5

SCOTCH / BOURBON / VODKA / GIN / TEQUILA / BRANDY / BITTER / SPARKLING / FORTIFIED / ROSE / CHAMPAGNE / DECANT / AROMA / CARAFE / SERVER / FIZZ

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

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
LEARNING PROCESS			
Can you remember whiskies?			
Can you remember white spirits?			
Can you remember brandies?			
Can you remember table wines?			
Can you remember sparkling wines?			
Can you remember fortified wines?			
Can you remember which wine is used which food?			
Can you remember how to serve wine at the bar?			
Can you remember how to serve wine at the table?			
Can you remember how to serve champagne?			
Can you remember how to decant wine?			
Can you remember the types of beers?			
Can you remember how to serve beer?			

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which one isn't a white spirit?

- A) whisky
- B) brandy
- C) gin
- D) rum

2. A wine glass should always be handled by its

- A) foot
- B) bowl
- C) stem
- D) jigger

3. Which isn't a type of beer?

- A) Pilsner
- B) Vermouth
- C) Malt liquors
- D) Light beers

4. What type of wine is used with fish and seafood?

- A) Dry or medium- dry white wine
- B) Light red or full-bodied white wine
- C) Dry or medium-dry white or rosé
- D) Hearty red

5. Which isn't a table wine?

- A) white wine
- B) champagne
- C) rosé
- D) red wine

ANSWER KEY

ACTIVITY 1- ANSWER KEY

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

ACTIVITY 2- ANSWER KEY

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

ACTIVITY 3- ANSWER KEY

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

ACTIVITY 4- ANSWER KEY

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

ACTIVITY 5- ANSWER KEY

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

ANSWER KEYS

Learning Activity-1

1	D
2	C
3	A
4	B
5	D

Learning Activity -2

1	C
2	A
3	D
4	A
5	B

Learning Activity -3

1	B
2	C
3	D
4	A
5	B

Learning activity -4

1	C
2	D
3	A
4	D
5	C

Learning activity -5

1	A
2	C
3	B
4	A
5	B

DEĞERLENDİRME

Cevaplarınızı cevap anahtarı ile karşılaştırınız. Doğru cevaplarınızı belirleyerek kendinizi değerlendirebilirsiniz.

Verdiğiniz cevaplar arasında yanlışlar varsa; eksikliklerinizi modüldeki konuyu tekrar gözden geçirebilir, başka kaynaklardan araştırabilir, sınıf ortamında arkadaşlarınız veya öğretmeninizle ilgili konuyu tartışabilirsiniz.

Eğer tüm sorulara doğru cevaplar vererek, kendinizi bu faaliyet alanındaki konularda yeterli görüyorsanız modül değerlendirme aşamasına geçebilirsiniz.

MODÜL DEĞERLENDİRME

DEĞERLENDİRME

Modül faaliyetleri ve araştırma çalışmaları sonucunda kazandığınız bilgi ve becerilerin ölçülebilmesi için öğretmeniniz size ölçme araçları uygulayacaktır.

Ölçme sonuçlarına göre sizin modül ile ilgili durumunuz öğretmeniniz tarafından değerlendirilecektir. Kazanmış olduğunuz bilgi ve becerileri çalışacağımız işletmelerde uygulayabilecek, yiyecek içecek alanında yazılmış kaynakları okuyup anlayabilecek, böylece gerek günlük yaşamda, gerekse iş hayatında yabancı dili daha rahat kullanabileceksiniz.

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T.C.
MİLLÎ EĞİTİM BAKANLIĞI



MEGEP

(MESLEKÎ EĞİTİM VE ÖĞRETİM SİSTEMİNİN
GÜÇLENDİRİLMESİ PROJESİ)

YİYECEK İÇECEK HİZMETLERİ

MESLEKİ İNGİLİZCE 2

ANKARA -2006

Milli Eğitim Bakanlığı tarafından geliştirilen modüller;

- Talim ve Terbiye Kurulu Başkanlığının 02.06.2006 tarih ve 269 sayılı Kararı ile onaylanan, Mesleki ve Teknik Eğitim Okul ve Kurumlarında kademeli olarak yaygınlaştırılan 42 alan ve 192 dala ait çerçeve öğretim programlarında amaçlanan mesleki yeterlikleri kazandırmaya yönelik geliştirilmiş öğretim materyalleridir (Ders Notlarıdır).
- Modüller, bireylere mesleki yeterlik kazandırmak ve bireysel öğrenmeye rehberlik etmek amacıyla öğrenme materyali olarak hazırlanmış, denenmek ve geliştirilmek üzere Mesleki ve Teknik Eğitim Okul ve Kurumlarında uygulanmaya başlanmıştır.
- Modüller teknolojik gelişmelere paralel olarak, amaçlanan yeterliği kazandırmak koşulu ile eğitim öğretim sırasında geliştirilebilir ve yapılması önerilen değişiklikler Bakanlıkta ilgili birime bildirilir.
- Örgün ve yaygın eğitim kurumları, işletmeler ve kendi kendine mesleki yeterlik kazanmak isteyen bireyler modüllere internet üzerinden ulaşılabilirler.
- Basılmış modüller, eğitim kurumlarında öğrencilere ücretsiz olarak dağıtılır.
- Modüller hiçbir şekilde ticari amaçla kullanılamaz ve ücret karşılığında satılamaz.

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AÇIKLAMALAR

KOD	222YDK022
ALAN	Yiyecek İçecek Alanı Mesleki İngilizce
DAL/MESLEK	Mutfak,pastacılık,servis ve bar elemanları
MODÜLÜN ADI	Mesleki Yabancı Dil 2
MODÜLÜN TANIMI	Mutfak,pastacılık,servis ve bar elemanlarının iş yaşantılarında karşılaştıkları İngilizce terimlerin, ifadelerin diyalog halinde kullanımını kapsamaktadır.
SÜRE	40/32
ÖN KOŞUL	Temel İngilizce Gramer bilgilerini ve Mesleki İngilizce 1 Modülünü almış olmak.
YETERLİK	Mesleği ile ilgili terimleri ve konuları yabancı dilde(İngilizce) konuşmak
MODÜLÜN AMACI	<p>Genel Amaç: Gerekli ortam sağlandığında İngilizce dilini günlük yaşamda ve mesleki yaşamda kullanabilecek, diyalog kurabileceksiniz.</p> <p>Amaçlar: 1. Müşteriye kibarca ne istediğini sormayı, istekleri ile ilgili detayları sormayı, onların nasıl cevaplar verdiğini anlayabileceksiniz.</p> <p>2. Yiyecek içecek tariflerini okuyup anlayabilecek, İngilizce nasıl tarif yapılacağını görebileceksiniz.</p> <p>3. Müşteri işletmeye geldiğinde nasıl yardımcı olacağınızı, siparişlerini nasıl alacağınızı, sayılabilen ve sayılamayan isimleri uygulayabileceksiniz.</p> <p>4. Tatlı arabasındaki tatlılar hakkında bilgi verebilecek, müşteriye öneride bulunabileceksiniz.</p> <p>5. İçkiler hakkında bilgi verebilecek, tat ve sertlikleri hakkında onları kıyaslayabileceksiniz. Yanı sıra müşterinin şikayetlerine çözüm üretmeyi, bunu ifade edebilmeyi görebileceksiniz.</p> <p>6.Çalışma alanlarını anlatıp, çalışanların görev tanımlarını yapabileceksiniz. Yemekleri tarif edebilecek, içinde neler olduğunu müşteriye anlatabileceksiniz.</p>
EĞİTİM ÖĞRETİM ORTAMLARI VE DONANIMLARI	Bilgisayar, İngilizce sözlükler,mesleki yabancı dille ilgili yayınlar.

**ÖLÇME VE
DEĞERLENDİRME**

Modülün içerisinde yer alan her faaliyetten sonra verilen ölçme araçları ile kazandığınız bilgileri ölçerek kendi kendinizi değerlendireceksiniz. Öğretmen modül sonunda size ölçme aracı (Test, çoktan seçmeli, doğru yanlış, klasik, uygulama, boşluk doldurma ve örnek olay inceleme) uygulayarak, modül uygulamaları ile kazandığınız bilgileri değerlendirecektir.

PREFACE

Dear Student;

Welcome to this module!

This module is intended for employees who will work at all levels in food production, patisserie, service, bar and beverage and who need to improve their Professional English.

The basic objective is to help kitchen, service, bar and beverage staff improve their foreign language skills in order to communicate with employees and guests who speak English.

This module is composed of typical dialogues, pictures of workplaces and some drinks and, of course, some grammatical rules which must be learned to be able to read, understand, write and speak English in your daily lives.

In every learning activity, you will have some exercises about the main topic. These exercises will help you improve your English.

At the end of every chapter you will find some enjoyable puzzles. With the help of these puzzles you will be able to learn and remember all the words and information given in the module.

Warm regards.



LEARNING ACTIVITY-1

AIM

You will be able to ask people what they want and take orders for drinks. You will be able to check with guests if they need a service and make polite requests.

SEARCH

- Go to a well-known bar and ask to a bartender what drinks the guests usually order, what mixers they use.
- Ask to bartenders if the guest is a foreign tourist, how they ask them what they want and take orders for drinks. What type of question words are used to take orders.

NOTE: Choose a subject above and present the information in the classroom.

1. MAKING POLITE REQUESTS AND RESPONSES

DIALOGUE 1

Barman : Good evening, sir. What can I get you?
Tom : A pint of beer, please. What would you like, Susan?
Susan : A lager, please.
Barman : Would you like a pint or a half, madam?
Susan : Make it a pint.
Barman : Thank you, sir. Shall I charge this to your room?
Tom : Yes, please.
Barman : May I have your key card please, sir?
Tom : Oh yes, here you are.

DIALOGUE 2

Barman : Good evening, madam. What can I get you?
Customer: Could I have a half of cider and a small rum, please?
Barman : Certainly, madam.

DIALOGUE 3

Barman : Good evening, sir. What can I get you?
Customer: A large gin and tonic for me, please, and a large whisky for my wife.
Barman : Would you like ice and lemon in gin and tonic?
Customer: Yes, please.
Barman : Certainly, sir.



DIALOGUE 4

Barman : Can I help you, madam.
Customer: Yes, I'd like a small vodka and tonic, and a double rum and lemonade.
Barman : Would you like ice in both, madam.
Customer: Oh, yes please.

DIALOGUE 5

Customer: Barman, two pints of lager, please, and two single dry Martinis.
Barman : Yes, sir.

DIALOGUE 6

Barman : Good evening, sir. What can I get you?
Customer: Two lemonades, two halves of bitter, a cider, and a double gin and tonic, please.
Barman : Yes, madam.

What do the customers order in each dialogue?

- Dialogue 1-
- Dialogue 2-.....
- Dialogue 3-.....

Dialogue 4-.....
 Dialogue 5-.....
 Dialogue 6-.....

SPIRITS(hard liquor) : whisky, gin, brandy, cognac, pastis, rum, vodka, tequila, liqueurs, bitters.

WINES (fortified) : vermouth, sherry, port, Dubonnet, madeira, muscatel, marsala, angelica.

WINES (table) : Bordeaux, Beaujolais, Chianty, Rioja, Mosel, Riesling, Muscadet, Macon, Barsac, Chablis, Lambrusco, Sancerre.

MIXERS : soda, tonic, ginger ale, coke, juice, 7-Up, sprite, water.

GARNISHES : lime, olive, onion, twist.

USEFUL PHRASES

- What can I get you?
- What would you like?
- Would you like ice and lemon(in gin and tonic) ?
- Shall I charge this to your room?
- May I have your key card please?

POLITE REQUESTS	Could I have a beer? May I have your key card?
INFORMAL REQUESTS	Can I have my key?
POLITE OFFERS	Would you like ice?
INFORMAL OFFERS	Do you want a beer?
OFFER OR REQUEST FOR PERMISSION	Shall I charge this to your room?

EXERCISE ONE

Example:

Sherry----- Guest : Can I have a sherry, please?

Sweet/dry---Barman : Would you like sweet or dry?

- 1- beer
 pint/ half
- 2- port
 small/ large

- 3- whisky
- water/ soda
- 4- lager
- draught/ bottled
- 5- vodka and tonic
- ice
- 6- gin and tonic
- ice and lemon

EXERCISE TWO:

Complete the dialogue. Put the words in brackets in the right order.

Waiter :? (I/ can/ What/ you/ get)

Guest : A gin and tonic, please.

Waiter :? (and/you/ice/Would/like/lemon)

Guest : Just ice, please.

Waiter : There you are.?(to/charge/your/Shall/it/room/I)

Guest : Yes, please. It's 101.

Waiter :?(
card/I/key/please/Could/your/have)

Guest : Of course. Here you are.



EXERCISE THREE:

Ask the customers what they want using the words in brackets.

Example:

Could I have a glass of wine, please?

(red/white) Would you like red or white?

- 1- Could I have a pint of dry cider?
(bottled/draught)
- 2- Can I have a lager?
(a pint/a half)
- 3- May I have a white wine, please?
(dry/sweet)
- 4- Could we have two cognacs, please?
(a Courvoiser /a Remy Martin).....

EXERCISE FOUR:

Make requests using the words in brackets.

Example:

You want a gin tonic. (Could)

Could I have a gin and tonic, please?

1-You want some more coke. (Can)

.....?

2-You want ice but no lemon.(Could)

.....?

3-You want another vodka and tonic.(May)

.....?

4-You want the customer's key card. (could)

.....?

5-You want the customer's number. (Could)

.....?

6-You want a pint of beer. (Can)

.....?

EXERCISE FIVE:

Fill in the blanks using **Could I, Would you, Shall I.**

1-..... have your name, please?

2-..... get you an ashtray?

3-.....see the menu, please?

4-.....like to put it on the bill?

5-.....like another gin and tonic?

6-.....have a pint of beer, please?

7-.....put ice and lemon in the gin for you?



EXERCISE SIX:

Find the thirteen drinks in the puzzle below:

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

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
LEARNING PROCESS			
Can you remember the wines?			
Can you remember the spirits?			
Can you remember how to ask polite requests ?			
Can you remember how to make polite offers?			
Can you remember how to ask the customers what they want?			
Can you remember garnishes?			
Can you remember how to take orders for drinks?			

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Choose the most appropriate question.

Waiter

.....?

Guest : A gin and tonic, please.

- A) What can I get you?
- B) Would you like red or white?
- C) Could I have a gin and tonic, please?
- D) Shall I charge this to your room?



2. Use the most suitable verb in the blank.

Shall Ithis to your room?

- A) serve
- B) charge
- C) get
- D) have

3. Barman : Can I help you, madam.

Customer: Yes, I'd like a small vodka and tonic, and a double rum and lemonade.

Barman :

Customer: Oh, yes please.

Choose the most appropriate question.

- A) Would you like a pint or a half?
- B) What can I get you?
- C) Would you like sweet or dry?
- D) Would you like ice in both, madam.

4. **Guest** : Can I have a sherry, please?

Barman :

Use the most suitable question.

- A) Shall I charge this to your room?
- B) Would you like another gin and tonic?
- C) Would you like sweet or dry?
- D) May I have your key card please, sir?

5. Which one is a fortified wine?

- A) Vermouth
- B) Bordeaux
- C) Cognac
- D) Brandy

LEARNING ACTIVITY-2

AIM

You will be able to learn giving instructions in sequence using first, then, finally, etc. And you will also be able to understand the instructions on the packets of the products used in our daily life.

SEARCH

- Go to a well-known bar and ask the bartender what type of cocktails they make. Try to learn some popular drink recipes.
- Try to find some cocktail recipes and pay attention what fractions are used. Compare these fractions with Turkish ones.

NOTE: Choose a subject above and present the information in the classroom..

2.UNDERSTANDING AND GIVING INSTRUCTIONS

2.1.How To Make A Dry Martini

- 1- Take a special dry Martini glass, polish it, and fill it with ice.
- 2- Take a large glass and quarter fill it with ice.
- 3- Add two measures of London dry gin.
- 4- Then pour in a small measure of dry vermouth, just a dash.
- 5- Finally, give it a good stir with a bar spoon to mix and chill the liquids.
- 6- Throw out the ice from the glass, and then strain the dry Martini into the glass.
- 7- Decorate it with an olive on a cocktail stick.



2.2.How To Make Daiquiri

- 1- First, take the cocktail shaker and half fill it with broken ice.
- 2- Then add five centilitres of lime juice.

- 3- After that put in four centilitres of rum and one or two dashes of grenadine.
- 4- Then shake it well and pass it through a strainer into a cocktail glass.

2.3. How To Make Manhattan

- 1- Take a large glass.
- 2- Half fill this glass with ice and add four centilitres of Canadian Club whisky.
- 3- Then add four centilitres of Italian vermouth.
- 4- And then add one or two dashes of Angostura bitters.
- 5- Stir it well.
- 6- Then pass it through a strainer into a cocktail glass.
- 7- Serve it with cherry.



2.4. How To Make Hors-D'oeuvre

Ingredients:

- 15 aubergines (eggplants)
- 10 onions (cut into fourths)
- 10 cloves of garlic
- 2,5 cups of lemon juice
- 10 tablespoons of olive oil
- 5 tablespoons of salt (3 teaspoons=1 tablespoon)

Commis : What shall I do?

Chef : Make aubergine dip.

Commis : What shall I do first?

Chef : Bring fifteen aubergines.

Commis : I have already brought the aubergines.

Chef : Prick the aubergines with a fork.

(After three minutes)

Commis : I have finished.

Chef : Put the aubergines in the oven.

Commis : At what temperature?

Chef : At four hundred degrees.

Commis : For how long?

Chef : Forty minutes.

Commis : And in the meantime?

Chef : Cut the onions into fourths.

Commis : I have finished.

Chef : Good. Peel ten cloves of garlic.

Commis : I have already peeled the garlic.

Chef : We need two and a half cups of lemon juice.

Commis : OK.

Chef : Put the aubergines, onion, garlic, lemon juice and olive oil in the liquidizer (blender).

Commis : How many tablespoons of olive oil shall I put?

Chef : Ten.
Commis : And add salt?
Chef : Yes. Add salt.
Commis : I will cover the liquidizer.
Chef : Blend at high speed.

2.5.How To Make Turkish Coffee

It only takes two minutes to prepare Turkish Coffee.

- Using the coffee cup as a measuring cup, pour one cup of drinking water in the cezve per cup of Turkish Coffee (the quality of the water affects the quality of the coffee).
- Add two teaspoons of coffee (5 g) and two teaspoons of sugar (as desired) per cup.
- Blend the coffee and sugar with a spoon over a low flame.
- When the coffee boils over a second time, pour the remaining coffee into the coffee cups.
- Allow the remaining coffee to brew a while longer before adding it to the cups.
- It is customary to serve Turkish Coffee with a glass of water. The water prepares the mouth for the coffee's flavour.

When serving a large group, it is best to prepare semi-sweet Turkish Coffee.



2.6.How To Make Tea

Although electric samovars are available these days, most Turkish households use the practical modern equivalent of a kettle, on which the small teapot rests. Fill the kettle with cold water and put the tea into the teapot (1 teaspoonful for each cup and 1 for the pot). Put the kettle,with the teapot on top, on the heat to boil.

When the water boils, fill the teapot and replace it on top of the kettle, which should still contain plenty of boiling water, and lower the heat to a minimum while the tea brews for about 10 minutes. A popular addition to tea is the grated rind of the bergamot, a variety of

lime grown in Antalya on the Mediterranean coast of Turkey. A small pinch of this added to the dry tea will give a delicious distinctive flavour, like that of Earl Grey.

The tea is served in thin glasses in order to show the colour of the tea distinctly. Well - made Turkish tea should be crystal clear and of a deep mahogany - red hue. Indian tea, being stronger in flavour, does not produce such a rich colour without becoming undrinkable.

USEFUL INFORMATION:

COCKTAILS : Americano, Bloody Mary, Bronx, Harvey Wallbanger, Pina Colada, Tequila Sunrise, Tom Collins, Whisky Sour

LIQUEURS : Bailey's Irish Cream, Benedictine, Cointreau, Drambuie, Grand Mariner, Sambuca, Tia Maria.

FRACTIONS : a quarter, a half, three quarters, a fifth.

NON-ALCOHOLIC HOT DRINKS : Tea, coffee, herbal tea, filter coffee, American coffee, Turkish coffee, espresso, cappuccino.

NON-ALCOHOLIC COLD DRINKS : Ice tea, coke, different kinds of fruit juice, mineral water, ayran.

EXERCISE ONE:

Here are the instructions for making a cocktail called a 'Broadway'. Put them in the right order.

- 1- Shake well.
- 2- First put in a dash of orange bitters.
- 3- After the vermouth, add six centilitres of dry gin.
- 4- Pass through a strainer.
- 5- Half fill a shaker with broken ice.
- 6- Serve in a small wine glass.
- 7- Next add three centilitres of Italian vermouth.

1-	2-	3-	4-	5-	6-	7-
----	----	----	----	----	----	----

EXERCISE TWO:

What do you need to make a Daiquiri and a Manhattan? Write D or M next to the words.

Cocktail shaker	ice	
Large glass	broken ice	Angostura bitters
Strainer	cherry	Italian vermouth
Cocktail glass	rum	Canadian Club whisky

lime juice grenadine
rum Canadian Club whisky

SOME VERBS WITH THE VEGETABLES AND FRUITS

Dice the potatoes.	Reheat the asparagus.
Slice the aubergines.	Chop up the pineapple.
Squeeze the limes.	Put cream on the tangerines.
Peel the apples.	Slice open the watermelon.
Boil the cabbage.	Wash the dates.
Butter the green beans.	Soak the cherries.
Cook the cauliflower.	Stuff the green pepper.

IMPORTANT VERBS ABOUT THE KITCHEN

Sift the flour with a sieve.
Put the roast in a pan.
Clean the vegetables.
Use skewers for the shish kebabs.
Hand the chef a roasting fork.
Transfer the peas from the colander to the pot.
Drain the carrots in a colander.
Butter the mushrooms.
Salt the cauliflower.
Mix the aubergines with the tomatoes.
Beat the meat with a cutlet bat.
Test the roast with a roasting fork.
Stick a roasting fork into the meat.
Pull the roasting fork out of the meat.
Hand me a cucumber.
Grill the meat.
Take the pan off the fire.
Make brochettes.
Lift the roast from the pan.

EXERCISE THREE:

Complete the instructions for making Tequila Sunrise. Use the words below.
add / before / glass / ice / orange / put / slowly / to / half

Crack of the ice and it in a cocktail shaker. the
Tequila and the juice and shake mix. Put the remaining
into a tall And strain the Tequila mixtyre over it.
in a grenadine and allow to settle. Just serving, stir once.

EXERCISE FOUR:

Put the instructions into two lists. Explain how to serve a bottle of wine in a restaurant and how to make a Brandy Sour.

- Add two measures of brandy to the lemon.
- Then open the bottle of wine at the table.
- First, show the customer at the bottle and the label.
- Add a dash of Angostura bitters to the ice.
- Finally, fill the glass with soda water and add a slice of lemon.
- If it is, serve the other customers at the table first.
- Ask the customer if the wine is all right.
- First, put some ice cubes into a glass.
- Pour a little wine into a glass.
- Then pour in two measures of lemon juice.



HOW TO SERVE A BOTTLE OF WINE

- 1-
- 2-
- 3-
- 4-
- 5-

HOW TO MAKE A BRANDY SOUR

- 1-
- 2-
- 3-
- 4-
- 5-

EXERCISE FIVE:

Make questions from the words given in brackets.



Example: What do you drink at breakfast?
(you breakfast at do What drink)

- 1-.....?
(breakfast you at coffee Do have)
- 2-.....?
(wine Do lunch have you with)
- 3-.....?
(you the in Do tea afternoon have)
- 4-.....?
(What drink dinner you with do)
- 5-.....?
(night at How you often do drink chocolate hot)

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's	The examination's
Name-Surname:	Starting Time :
Class :	Finishing Time :
Number :	Used Time :

CRITERIA	YES 	NO 
LEARNING PROCESS		
Can you remember the fractions?		
Can you remember how to make a Dry Martini?		
Can you remember how to make a Broadway?		
Can you remember the names of some important cocktails?		
Can you remember how to make tea?		
Can you remember how to give the instructions?		
Can you remember how to make a Daiquiri?		
Can you remember how to make a Manhattan?		
Can you remember some verbs with the fruits and vegetables?		

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which one isn't a fraction?

- A) a quarter
- B) a fifth
- C) a half
- D) a few

2. Use the most suitable verb in the blank.

Take a special dry Martini glass, it, and fill it with ice.

- A) serve
- B) polish
- C) stir
- D) throw out

3. Chef : Put the aubergines in the oven.

Commis :

Chef : At four hundred degrees.

Choose the most appropriate question.

- A) For how long?
- B) What shall I do first?
- C) How many tablespoons of olive oil shall I put?
- D) At what temperature?

4. Use the most suitable verb in the blank.

Then shake it well andit through a strainer into a cocktail glass.

- A) stir
- B) pass
- C) peel
- D) pour

5. Which one isn't a cocktail?

- A) Bloody Mary
- B) Pina Colado
- C) Americano
- D) Ginger Ale



LEARNING ACTIVITY-3

AIM

You will be able to help guests when they arrive. You will also be able to help guests order. And you will also be able to use countable and uncountable words correctly.

SEARCH

- Go to a well-known hotel or restaurant. Ask the waiters or waitresses how to help guests when they arrive. What type of questions they ask the guests to take their orders.
- Try to prepare a sample dialogue for a foreign tourist who has come to the restaurant where you work. Ask some questions and answer them to serve your guest.

NOTE: Choose a subject above and present the information in the classroom..

3. ASKING FOR INFORMATION

DIALOGUE 1:

Waiter : Good evening, madam, evening, sir. Can I take your coats?
Guests : Thank you.
Waiter : Here are the menus and the wine list. Would you like to order an aperatif?
Guests : Yes, I will have a Campari and soda. What about you, dear?
Waiter : A medium dry sherry, please.
Guests : Thank you.
(a few minutes later)
Waiter : Here we are. One medium dry sherry and a Campari and soda. Are you ready to order now?
Man : Yes, I think so.
Waiter : What would you like to start with?
Woman : What is the soup of the day?
Waiter : Cream of mushroom.
Man : I will have the mixed hors d'ovres, please.
Woman : The melon and Parma ham for me, please.



Guests : One mixed hors d'oeuvres and one melon and Parma ham, thank you.
Man : Oh, and can we have some bread, please.

Answer the questions about the dialogue.

- 1- What does the waiter bring the guests?
.....
- 2- What drink does the man order?
.....
- 3- What drink does the woman order?
.....
- 4- What is the soup of the day?
.....
- 5- Does the woman order it?
.....
- 6- What does the man order as a starter?
.....
- 7- What extra order does he ask for?
.....

USEFUL PHRASES:

- Can I take your coats?
- Are you ready to order?
- Here are the menu and the wine list.
- Would you like to order a drink?
- What would you like as a starter?
- Could we have some bread, please.

DIALOGUE 2:

Man : Grilled sardines for me. What about you, Lisa?
Woman : I'll have the avocado pear.
Waiter : Right, so that's one grilled sardines and one avocado pear with prawns.
Man : Yes, that's right.

DIALOGUE 3:

Waiter : Would you like to order now?
Woman : Yes, we'd like two melon with Parma ham, please.
Waiter : Yes, madam.
Woman : Oh, and a bottle of still mineral water.
Waiter : Certainly.

STARTERS : tomato salad, cucumber salad, mixed salad, egg mayonnaise, smoked salmon, mussels in white wine, salami.

APERATIFS : champagne, kir, Dubonnet, Martini, St Raphael, pastis, Cinzato bitter.

GRAMMAR TIP:

1-Countable / uncountable nouns

There are two kinds of noun in English, countable and uncountable.

Countable : things you can count. Countable nouns can be singular or plural.
one apple, two bananas, three potatoes, hotels, rooms, guests, dollars.

Uncountable : things you can't count. Uncountable nouns can't be plural.
butter, meat, tourism, weather, water **not two butters, three meats**

	Countable	Uncountable
(+) We need	an apple. some apples.	some butter. some milk.
(-) We don't need	a tomato. any tomatoes.	any rice. any sugar.
(?) Do we need	a tomato? any tomatoes?	any rice? any sugar?

- Use **a / an** with singular countable nouns.
- Use **some** with plural countable nouns and uncountable nouns in positive sentences.
I will have some fish.
I'd like some potatoes.
- Use **any** with plural countable nouns and uncountable nouns in negative sentences and questions.
We haven't any sole.
Do you have any vegetarian dishes?

We can also use **some** in questions to ask for and offer things.

- ! Can I have some coffee?
 Would you like some biscuits?
 Would you like some wine?
 Can I have some bread?

Look at the examples and complete the information below with **some** or **any**.

- She made some sandwiches.
 - Can I have some juice?
 - He never eats any vegetables.
 - There isn't any bread.
 - Did you buy any milk?
- We use in positive sentences and with offers and requests.
 - We usein negative sentences and questions.
 - We use both and with plural countable nouns and uncountable nouns.

2-how much / how many

- Use How much.....? with uncountable nouns and How many.....? with plural countable nouns.
- Use: **a lot of for** with countable and uncountable nouns **a big quantity**.
quite a lot of for quite a big quantity.
not.....much with uncountable nouns for a small quantity.
not..... many with plural countable nouns for a small quantity .
not.....any (none in short answers) for zero quantity.

Uncountable(singular)	Full answers	Short answers
How much water do you drink ?	I drink a lot of water. I drink quite a lot of water. I don't drink much water. I don't drink any water.	A lot. Quite a lot. Not much. None.
Countable(plural)		
How many sweets did you eat?	I ate a lot of sweets. I ate quite a lot of sweets. I didn't eat many sweets. I didn't eat any sweets.	A lot. Quite a lot. Not much. None.

EXERCISE ONE:

Choose the correct words in bold to complete the dialogues.

- Waiter : Good evening, sir. **Would / Do** you like a table for two?
Man : Yes, please.
Waiter : Do you **make / have** a reservation?
Man : Yes, **the / in** name's Johnson.
Waiter : Ah, yes. A table for **two at eight / eight at two**. **Would / may** I take your **coats / vests**?
Man : Thank you.
Waiter : Please come this way.
Waiter : Here **is / are** the menu for this evening.
Man : Thank you. Do you have a wine **menu / list**?
Waiter : Yes, sir, here you are. Would you **like / want** to order a drink?
Man : Yes, please-**we'd like / we like** a gin and a tonic and a Martini.
Waiter : Here are the aperitifs. Are you ready to **order / command** now?
Man : Yes, I think so.
Waiter : What would you like **as / with** a starter?
Man : One avocado with prawns for my wife, an one melon with parma ham for **me / I**.
Woman : And could we **have / eat** some bread, please.
Waiter : Yes, madam.

EXERCISE TWO:

Complete the dialogue. Put the words in brackets in the correct order, as in the example.

- Man : We are ready to order now.
(to We order ready now are)
Waiter :?
(you would like a as What starter?)
Man :?
(I'll hors d'oeuvres please have mixed the)
Woman:?
(day the What is soup of the ?)
Waiter :
(tomato It's of soup cream)
Woman:
(then wine I'll in mussels have white the)
Waiter :
(that's mixed mussels in white hors So d'ovres and one one wine)
Man :?
(we some please bread can And have ?)
Waiter :?
(away I'll Yes bring right some you for)

EXERCISE THREE:

A- Put the words below under the correct heading, as in the examples.

starter	double whisky	coffee
bottle of water	butter	bread
milk glass of wine	biscuit	pint of beer
rice	tomato	sugar
water	piece of bread	wine

FOOD (countable)	FOOD (uncountable)
a piece of bread	some bread
a	some
a	some
a	some
DRINKS (countable)	DRINKS (uncountable)
a glass of wine	some wine
a	some
a	some
a	some

EXERCISE FOUR:

A- Complete the dialogue with **a / an/ some / any**.

A: I invited my sister for diner. Is that OK?
 B: No, it isn't. We don't have food.
 A: There are eggs andcheese. I can makeomelette.
 B: There aren'teggs. I had the last two.
 A: We can makepasta. Are theretomatoes?
 B: Yes, there isonion. What about drink? Is therewine?
 A: Yes, there isbottle of red wine. And there isCoke too.

B- Complete with **how many / how much** .

- 1-.....people were there at the party?
- 2-.....milk does she drink?
- 3-.....coffee did you drink yesterday?
- 4-.....eggs are there in the fridge?
- 5-.....cents are there in a euro?
- 6-.....money do you have with you?
- 7-.....hours does your baby usually sleep?
- 8-.....free time do you have during the week?
- 9-.....fruit do you eat?

C-Cross out the wrong words.

- 1- I don't eat **much / many** apples.
- 2- I eat **a lot of / much** fruit.

- 3- Do you drink **much** / **many** water?
 4- We don't buy **much** / **many** vegetables.
 5- A: How much meat do you eat?
 B: **None.** / **Any.** I'm a vegetarian.
 6- I eat quite **a lot of** / **quite** fish.
 7- A: How much exercise do you do?
 B: **No much.** / **Not much.**

2- ASKING AND EXPLAINING

DIALOGUE

- Waiter : What would you like to follow?
 Man : What is this?
 Waiter : It's a Greek dish. A kind of pie with layers of aubergine and lamb and tomatoes, topped with a creamy cheese sauce.
 Woman : I think I will have some fish, please.
 Waiter : I'm afraid we haven't any sole left, madam, but the turbot is excellent.
 Woman : Then I will have the turbot.
 Man : I think I will settle for a steak.
 Waiter : Rump or fillet, sir?
 Man : Rump, please.
 Waiter : And how would you like it cooked?
 Man : Medium rare.
 Waiter : What vegetables would you like with your fish, madam?
 Woman : The duchesse potatoes, please, and some spinach.
 Waiter : And you, sir?
 Man : Oh, jacket potato, mushrooms, and a side salad, please.
 Waiter : Thank you.

USEFUL PHRASES

- What would you like to follow?
- It's a kind of...
- We haven't any ...
- I'm afraid... but...
- How would you like it cooked?
- I will have some...

METHODS OF COOKING : grill(US: broil), boil, roast, fry, poach, stew, bake, steam.

VEGETABLES : peas, onion, leek, carrot, celery, asparagus, artichoke, Brussels, sprouts, potato, turnip, chicory, lentils, radishes, fennel, avocado, garlic, cabbage, cauliflower, lettuce, aubergine, tomato, beans, parsnip, peppers, cucumber, mushrooms, watercress.

GRILLED MEAT : blue, rare, medium rare, medium, well done.

TYPES OF MEAT : beef, pork, veal, lamb.

EXERCISE ONE:

Ask guests how they want food served using the polite form ‘How would you like...?’

Example:

Steak (rare, medium)

Waiter :How would you like your steak?

Guest : I would like it rare, please.

1- egg (hard-boiled, soft-boiled)

Waiter :.....

Guest :

2- jacket potato (with butter or sour cream)

Waiter :.....

Guest :

3- salad (with French dressing or mayonnaise)

Waiter :.....

Guest :

4-coffee (white or black)

Waiter :.....

Guest :

5-egg (sunny side up or turned over)

Waiter :.....

Guest :

EXERCISE TWO:

A-Put **some** or **any** in the blanks.

- 1- Are there staff missing tonight?
- 2- I’m afraid we haven’t melon left.
- 3- Would you like mineral water.
- 4- Do you havecream of mushroom soup?
- 5- They haven’t tables free.
- 6- I’d like Brussels, please.

B-Fill in the blanks with **some,any**.

1-A: I’d like plaice, please.

B: I’m afraid we haven’t plaice, but we do have excellent turbot

2-A: Would you like wine with your meal?

B: No, thank you. I don’t want wine. Have you got mineral water?

3-A: Do you have special dishes for children?

B: No, I’m sorry, we don’t have But we have French fries.

4-A: Do you havepate?

B: Yes, we have Mushroom pate. Would you like?

5-A: Would you like cheese?

B: No, thank you, I don't wantdessert, but I would likecoffee.

C-Look at the example and do the same.

No sole / the turbot is excellent.

I'm afraid we haven't any sole but the turbot is excellent.

1- no plaice / the cod is very good.

2- no moussaka / escalope of veal is excellent.

3- no rump steak / the filet is very good.

4- no dushesse potatoes / jacket potato is good.

5- no peas / the gren beans are excellent.

EXERCISE THREE:

Match the questions with the replies:

- 1- How would you like your egg?
- 2- What is coq-au-vin?
- 3- Can you recommend the moussaka?
- 4- Would you like some wine?
- 5- Do you have any vegetarian dishes?
- 6- What vegetables would you like?
- 7- How would you like your coffee?
- 8- What dressing would you like?

- a- Yes. We have mushroom stroganoff today.
- b- Mayonnaise, please.
- c- I'd like peas and carrots, please.
- d- Poached, please.
- e- White, no sugar.
- f- Yes, it's very good.
- g- No, just water, please.
- h- It's chicken cooked in red wine.

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

EXERCISE FOUR:

Complete the conversation. Use the words in brackets.

- Waiter :
(evening sir Good)
- Guest : Good evening.
- Waiter :?
(you order Are to ready now)
- Guest : Yes, I am.
- Waiter :?
(you a like as would What starter)
- Guest : I'll start with Paté Maison.
- Waiter :?
(you follow like What to would)
- Guest : I'll have Sole Meuniere, I think.
- Waiter :
(haven't I'm sole any afraid we)
- Guest : Oh dear. What do you recommend?
- Waiter :
(is steak The excellent fillet)
- Guest : Is it? All right, I'll have the steak, then.
- Waiter :?
(you like How cooked it would)
- Guest : Medium. No, maket hat medium rare.

EXERCISE FIVE:

Use the words below to complete the sentences.

- fried / grilled / boiled / stewed / poached / steamed / roasted / baked
- 1- Eggs can be scrambled, boiled, fried, or
 - 2- The fish over boiling water.
 - 3- We make our own bread here. It is freshlyevery day.
 - 4- The beef isslowly in red wine for an hour.
 - 5- The duckling isin the oven and served with orange juice.
 - 6- The escalope of vealin a pan with vegetable oil.
 - 7- The steak isover a charcoal fire.
 - 8- The green beans are simplyin salted water.

EXERCISE SIX:

Explain what the things in column A are, using the words from column B.

A	B
Moussaka	pâté
Turbot	aperatif
Rump	fish

Celery	pie
Mouse de canard	steak
Pastis	vegetable

Example:

Moussaka is a kind of pie.

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....

EXERCISE SEVEN:

Put these words in the correct groups. Use a dictionary to help you.

chocolate	broccoli	potato	rice	coffee	juice	aubergine	omelette
salmon	milk	sugar	salt	prawn	fruit	chicken	sandwich
lettuce	pizza	spaghetti	salad	meal	food	tomato	curry
vegetable							

Countable	both	uncountable
meal	chocolate	broccoli

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's		The examination's	
Name-Surname:		Starting Time :	
Class :		Finishing Time :	
Number :		Used Time :	
CRITERIA		YES	NO
İŞLEM BASAMAKLARI		☺	☹
Can you remember some and any?			
Can you remember how to help guests when they arrive?			
Can you remember how to help guests order?			
Can you remember starters and aperitifs?			
Can you remember countable and uncountable words?			
Can you remember how much?			
Can you remember how many ?			

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Waiter :
- Woman : Yes, we'd like two melon with Parma ham, please.
- Waiter : Yes, madam.
- Use the most appropriate question.**
- A) Would you like a table for two?
 B) Would you like to order a drink?
 C) Could we have some bread, please.
 D) Would you like to order now?



2. Use the most suitable verb in the blank.

Waiter : Can I your coats?

- A) have
- B) take
- C) dress
- D) throw out

Fill in the blanks with the correct answer in questions 3-4-and 5.

3. I don't wantcoffee, thanks.

- A) many
- B) much
- C) any
- D) some

4. we needbutter.

- A) any
- B) some
- C) many
- D) too

5.water do you drink a day?

- A) How much
- B) How many
- C) Do you
- D) Have you

LEARNING ACTIVITY-4

AIM

You will be able to learn to present a dessert trolley to guests. And you will also be able to learn how to make offers and suggestions.

SEARCH

- Ask a waiter or waitresses how s/he make offers and suggestions. What type of questions are asked to the guests while taking their dessert or cheese order.
- Try to learn the names of cheese and desserts which are favourite for the foreign tourists. Learn as much a sinformation about these desserts and cheese. Make a dialogue for the guests to give information, to make offer and suggestion.

NOTE: Choose a subject above and present the information in the classroom.

4.MAKING OFFERS AND SUGGESTIONS

Polite / formal	Informal
May I suggest the? Would you like....? Shall I?	What about.....? How about? Can I get you....? Do you want.....?

Note: Use the polite forms to guests whenever possible.

DIALOGUE

Woman : That was lovely.

Waiter : Good. I'm glad you enjoyed it. Would you like a sweet?

Man : What have you got?

Waiter : One moment, sir. I will bring the dessert trolley..... Here we are.

Woman : Can you tell us what they are?

Waiter : On the top there is apple pie, chocolate gâteau, Charlotte Russe or fresh fruit underneath there is profiterols, blackcurrant cheese-cake and, of course, the fresh fruit basket.

Man : What about cheese?

Waiter : On the cheese board we have English Cheddar, Stilton, Camembert, and Dolce Latte.
 Man : Are you having cheese, honey?
 Woman : No, just a dessert form me, the chocolate gâteau, I think.
 Waiter : Would you like cream, madam?
 Woman : Yes, please salad, and.
 Man : And I will have a piece of Stilton with biscuits, and then some fruit salad.
 Waiter : Cream, sir?
 Man : No, thanks. And we'd like coffee to follow.
 Waiter : Certainly, sir. Would you like a liqueur with your coffee?
 Man : No, thanks.



USEFUL PHRASES

- I'm glad you enjoyed it.
- Would you like a dessert?
- On the top there is
- Underneath there is
- What have you got?
- Can you tell us what they are?
- What about cheese?

ABOUT THE CHEESE:

There are three main types of cheese in Europe. The first of these is the hard type. There are very many hard cheeses. In the North of Europe there is Cheddar from Britain, for example, and in the Netherlands, Edam. Further South you can find Gruyère in Switzerland, Manchego in Spain and in Italy there is a cheese which is harder than all the others, Parmesan.

The next group is soft cheeses. The two most famous in this group are both French, Camembert and Brie.

- 3- Well, John, if you don't want red or white, **what about / would you like** a bottle of rose?
- 4- With the coffee gateau, madam, **may I suggest / what about** a half-bottle of Chateau d'Yquem?
- 5- Here is the menu, sir. **Do you want / would you like** to see the wine list?
- 6- I'm sorry you have a headache, John. **Can I get you / May I suggest** an aspirin from the car?
- 7- **Do you want / may I suggest** a coffee here, or shall we have one at home?
- 8- We have an excellent selection of cheeses. **May I suggest / What about** some Brie?

EXERCISE FIVE:

Fill in the blanks in the following sentences with **in, on, with**.

- 1- I'd like some milk my coffee.
- 2- Would you like some wine your meal?
- 3- Please leave the bottle of wine the table.
- 4- The veal comes a selection of vegetables.
- 5- There is some Cheddar the cheese board.
- 6- Susan and George are having diner the restaurant.
- 7- The commis works the kitchen.
- 8- There isn't any beer your glass.
- 9- Mr Jackson is having diner in the restaurant his wife.

EXERCISE SIX:



Complete the sentences. Use one word from column A and one word from column B.

A	B
fresh	wine
sparkling	board
dessert	gâteau
cheese	coffee
fruit	pineapple
chocolate	salad
ice	bucket
black	trolley

- 1- I don't want any more to eat. Could you just bring me a ?
- 2- I want a light dessert. I'll have
- 3- Champagne is a very famous
- 4- To keep the wine cold, put it in the
- 5- Here is the As you can see we have gâteau, lemon pie, and various sorbets.
- 6- I'd like a slice of I love cakes.
- 7- On the we have Camembert, Brie, Gorgonzola, and Stilton.
- 8- You should try the It is made with ten different fruits.

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's	The examination's	
Name-Surname:	Starting Time :	
Class :	Finishing Time :	
Number :	Used Time :	
CRITERIA	YES	NO
İŞLEM BASAMAKLARI		
Can you remember how to make offers?		
Can you remember how to make suggestions?		
Can you remember how to present trolley to guests?		
Can you remember the names of fruits?		
Can you remember what type of cheeses are preferred by the foreign tourists?		
Can you remember the grammatical forms to make offer?		
Can you remember the grammatical forms to make suggestions?		

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1- Use the most suitable question in the blank.

Waiter :..... a table by the window,
madam?

- A) Do you want
- B) Would you like
- C) What about
- D) What is

2. Use the most suitable verb in the blank.

Guest : Which dessert do you

Waiter : May I suggest the chocolate gâteau?

- A) serve
- B) recommend
- C) want
- D) look

3. Waiter : Would you like some wine your meal?

Choose the most appropriate preposition.

- A) in
- B) on
- C) with
- D) under

4. Guest : I'd like a slice of I love cakes.

- A) sparkling wine
- B) fresh fruit salad
- C) profiterols
- D) chocolate gâteau

5. Guest : I don't want any more to eat. Could you just bring me a

- A) ice bucket
- B) dessert trolley
- C) black coffee
- D) fruit salad



LEARNING ACTIVITY-5

AIM

You will be able to learn how to ask about drinks and how to compare them. You will also be able to learn how to respond to guests' requests..

SEARCH

- Work in pairs as waiter /waitresses and guest. Ask for, and offer to bring the things, which you have chosen before, on a table. Waiter must be use some certain structure while answering.
- Go to a well-known bar and try to learn from the bartender about which drinks are more full- bodied, drier, more expensive, etc. And prepare a chart to show the information that you have learnt.

NOT: Choose a subject above and present the information in the classroom.

5.ASKING AND COMPARING

DIALOGUE ONE:

Wine waiter : Good evening, sir, madam. Would you like something to drink with your meal?

Man : Yes, please. We'd like half a bottle of dry white wine. Which is drier, the Chablis or the Liebfraumilch?

Wine waiter : The French wine is drier than the German one, but the Chablis is not as dry as the Muscadet.

Woman : Let's have the Chablis then, please.

Man : OK, and a bottle of red please. Is the Beaujolais as full-bodied as the Beaune?

Wine waiter : Not quite, sir. The Beaujolais is lighter than the Beaune. The Bergerac is full-bodied.

Man : OK, a bottle of the Bergerac then, please.

Wine waiter : Thank you, sir. Would you like some mineral water?

Woman : Some stil mineral water, please.

Wine waiter : Certainly, madam.

DIALOGUE TWO:

Wine Waiter : Would you like something to drink with your meal, sir?
Man : Yes. Now those having fish will probably prefer white wine. What about this white Lambrusco?
Wine waiter : That is a sparkling wine, sir.
Man : Ah, no, then. What do you suggest? Something not too dry.
Wine waiter : I can recommend the white Bordeaux, sir... That's the Graves. It's quite dry but very popular. Or Piesporter Michelsberg is fruity and medium dry.
Man : OK, a bottle of the Graves. And now what about red? Something to please us all.
Wine waiter : Have you tried the house wine, sir? It's very good. Or may I suggest a Burgundy? This Fleurie is excellent.
Man : Fine, we'll have the Fleurie. We can always have a carafe of the house red later.
Wine waiter : Thank you , sir. Will that be all?
Man : Oh, bring some mineral water, too, please.
Wine waiter : Certainly, sir.
Man : Well, everyone, I've chosen the wine...



DIALOGUE THREE:

Man : What are the best aperitifs do you think?
Woman : It varies from country to country, but I'd say dry sparkling wine, dry white wine or Kir, and a dry or medium-dry fortified wine. Oh, yes, and vermouth of course.
Man : With meat they say red with red and white with white. Do you think so, too?
Woman : Yes, a full-bodied red is best with beef and a full-bodied or light red with lamb. But I think with pork and veal a light red or a dry white is best. And rose wine can be very good with pork.
Man : I like a dry white with fish best, or perhaps a semi-dry with poached fish. You too?
Woman : Yes, I do.

Man : And then a light red with the cheese or a full-bodied one if the cheese is strong.
 Woman : That's right, and then a sweet white or fortified wine with the dessert or ice-cream.
 Man : Yes.

USEFUL PHRASES

- Which is drier, the Chablis or the Liebfraumilch?
- Would you like something to drink with your meal?
- The French wine is drier than the German one.
- The Chablis is not as dry as the Muscadet.
- I can recommend the white Bordeaux.
- It's quite dry.
- Have you tried the house wine?
- May I suggest a Burgundy?
- Will that be all?

WINE TERMS : cork, corkscrew, corked, label, sediment, vintage, a good year for.., chateau bottled, room temperature.

ABOUT WINES: In Portugal, Oporto is near the centre of the wine area. Dão is the name of the district south of Oporto and port wine comes from the area North of the town. In Spain, the most famous fortified wine, sherry, comes from the extreme South. But the Spanish produce table wines, too. The best known of these come from Rioja, North of Madrid. In France, the Champagne district produces the most famous sparkling wine. That's east of Paris, and running west to Nantes, is the Loire Valley which produces wines like Muscadet and Sancerre. The Bordeaux region is in the South-west of France. This area produces Médoc, St Emilion, and Graves, for example. North of Lyon is the Burgundy wine district, the home of the Côte d'Or, Beaujolais, Mâcon, and many others. In Italy, the most famous wine, Chianti, comes from the area South of Florence. The district to the east of Rome produces a famous white wine, Frascati.

COMPARATIVE :

.....er than	This wine is drier than that wine.
more..... than	This wine is more expensive than that wine.
not as.....as	This wine is not as full-bodied as that wine.

EXERCISE ONE:

- This French wine / dry / that German wine
This French wine is drier than that German wine.
- This Burgundy / expensive / that Bordeaux
This Burgundy is more expensive than that Bordeaux.
- A Riesling bottle / not narrow / a Burgundy Bottle
A Riesling bottle is not as narrow as a Burgundy Bottle.

- 1-Riesling / sweet /Graves
- 2-A Burgundy bottle / fat / a Bordeaux bottle
- 3-Rose / not full-bodied / claret
- 4-Champagne / expensive / table wine
- 5-That German wine / nat dry /this French wine
- 6-Mineral water / cheap /table wine
- 7-Beaujolais / not expensive/Champage

EXERCISE TWO:

Match the words describing wine with their ‘opposites’.

- 1-good a- full-bodied
- 2-cheap b- sweet
- 3-light c- still
- 4-red d- expensive
- 5-dry e- bad
- 6-sparkling f- white

1-	2-	3-	4-	5-	6-
----	----	----	----	----	----

Now complete the sentences using the adjectives.

Example:

1977 was a bad year for Bordeaux, but 1985 was a very good year.

- 1- Rioja is a wine, but Frascati is light.
- 2- Chablis is a dry white wine, but Chateau d’Yquem is very
- 3- The Chateau Margaux is expensive, but the house wine is
- 4- Champagne is usually white, but the grapes it is made with are mainly
- 5- Soave is not a sparkling wine. It is

EXERCISE THREE:

Complete the table with the comparative forms of the adjectives given.

1	cheap		
2	expensive		
3	full-bodied		
4	light		
5	sweet		
6	dry		
7	famous		
8	old		

EXERCISE FOUR:

Complete these short dialogues using the words in brackets.

Example:

A: We have Moët et Chandon and Bollinger.

(Moët et Chandon / Bollinger)

B: Which is drier, the Moët or the Bollinger? (dry)

A: The Bollinger is drier than the Moët. Which would you prefer? (Bollinger)

1- A:(rosé/ claret)

B: (full-bodied)

A: (claret)

2- A:(Beaojolais / Beaune)

B:(light)

A:(Beaojolais)

EXERCISE FIVE:

Find the words in the puzzle. You can read some from right to left, some from top to bottom, and some diagonally.

R	T	U	A	T	N	F	H	S	L
T	N	L	D	R	C	H	J	P	S
D	E	L	T	T	O	B	V	A	T
A	M	R	D	K	R	L	I	R	K
A	I	A	A	O	K	E	N	K	H

I	D	M	O	L	S	M	T	L	D
L	E	M	D	O	C	M	A	I	O
S	S	P	R	O	R	B	G	N	O
N	D	U	T	H	E	L	E	G	G
T	H	G	I	L	W	U	E	T	W

- 1- This wine is not full-bodied. It is very
- 2- 'Mis en bouteille au château' means that the wine is at the château
- 3- I want to open this bottle of wine. Have you got a ?
- 4- In Champagne, they only call very good years '.....' years.
- 5- Asti Spumante, Perrier, and Champagne are all drinks.
- 6- Remember to serve good red wine at temperature.
- 7- The on a bottle has a lot of information.
- 8- I don't want white or red. I'd like some
- 9- The red wine from Bordeaux is called
- 10- is a famous Portuguese red wine.
- 11- 1985 was a very year in Bordeaux.
- 12- In old red wines, there is often some at the bottom of the bottle.

EXERCISE SIX:

Complete the dialogue. Put the words in brackets in the correct order.

- Waiter :?
(with you wine meal your Would some like)
- Man : Yes, what goes well with the fish?
- Waiter :?
(suggest May Chablis I '89 the)
- Man : Yes, that sounds fine. What can we have with the beef?
- Waiter :?
(house you the Have red tried)
- Man : What's it like?
- Waiter :?
(a light It's wine fairly)
- Man : I'd prefer a good, dry, full-bodied claret.
- Waiter :?
(recommend Cadet I '88 can Mouton the)
- Man : That's fine.
- Waiter :?
(all that be Will)
- Man : I think so. Thank you.

2- RESPONDING TO GUESTS' REQUESTS

DIALOGUES:

1-

Man : Waiter, could I have a knife, please?

Waiter : I'm sorry, sir. I'll get one.

Man : And we are short of glass.

Waiter : I'll bring one, sir.

2-

Woman : Could you bring some water, please?

Waiter : Certainly, madam.

3-

Woman : We need another side plate, waiter.

Waiter : Yes, madam.

4-

Woman : Can I have some French dressing?

Waitress : Yes, madam. I will bring some.

5-

Man : Waiter, could you bring me some cigarettes, please?

Waiter : certainly, sir. What kind would you like?

Man : Oh, Winston, please.

6-

Woman : The bill, please.

Waitress : Yes, madam. I will be right back.

7-

Man : Waiter, have you got a light, please?

Waiter : Yes, sir. Here you are.

8-

Woman : An ashtray, please, waiter.

Waiter : Yes, madam.

9-

Man : Do you have any tomato sauce?

Waitress: Yes, sir. I will get some right away.



USEFUL PHRASES:

- I'll get one.
- I'll bring some.
- I'll be right with you.
- I'll get some right away.
- I'll be right back.

GRAMMAR TIP:

Use **some** / **one** / **another** / **some more** instead of repeating the requested item.

Offer your services using **I'll**.....

Examples:

- 1-Man : I'd like a beer. Waiter : I'll get one.
- 2-Woman: I'd like some bread. Waitress : I'll get some.
- 3-Man : This spoon is dirty. Waiter : I'll get another.
- 4-Woman: This water jug is empty. Waitress : I'll get some more.

EXERCISE ONE:

Respond to the following using **I'll get one, I'll get some, I'll get another, I'll get some more.**

- 1- Guest:There is no pepper on the table. Waiter :
- 2- Guest:I'd like a glass of water. Waiter :
- 3- Guest:My fork is on the floor. Waiter :
- 4- Guest:Can I have an ashtray? Waiter :
- 5- Guest:This wine glass is dirty. Waiter :
- 6- Guest:We've no bread left. Waiter :
- 7- Guest:Another carafe of house red wine, please.
Waiter:.....
- 8- Guest:This bottle of Perrier is warm. Waiter :
- 9- Guest:I haven't got a soup spoon. Waiter :
- 10-Guest:Can I see the menu? Waiter :
- 11-Guest:We have only got one piece of bread left.
Waiter:
- 12-Guest:There is no salt on the table. Waiter :
- 13-Guest:I think some cheese would be nice.
Waiter:
- 14-Guest:There is no butter left in the dish.
Waiter:
- 15-Guest:Could you bring menus for everyone, please?
Waiter :

DIALOGUES:

- 1-
Man : Waiter, we ordered our drinks 20 minutes ago.
Waiter : I'm terribly sorry, sir. I'll see the wine waiter for you.
- 2-
Woman: My steak is overdone. I asked for it rare.
Waiter : I'm sorry, madam. I'll change it for you.
- 3-
Man : Waitress, this is the worst soup I've ever tasted. It's terribly salty.
Waiter : I'll take it back to the kitchen, sir. Would you like to order something else?
- 4-
Woman: Waiter, you must have the slowest service in the city.

Waiter : I'm sorry, madam. We're short-staffed tonight. I'll be with you in a moment.

5-

Woman: I'm sorry, but I asked for my dessert without cream.

Waiter : So sorry, madam. One moment and I'll change it for you.

6-

Man : Waitress, I don't like to complain but this dish is completely uneatable.

Waitress: I'm sorry, sir. What exactly wrong?

Man : The meat is completely uneatable.

Waitress: I'll speak to the chef immediately, sir. Can I bring you something else?

7-

Man : Look at this glass, waiter. There is lipstick on it.

Waiter : My apologies, sir. I'll get you a new one.

8-

Woman: Waiter, this is the draughtiest spot in the restaurant. Can you find us another table?

Waiter : One moment, madam, I'll see what I can do.

9-

Man : Waitress.

Waitress: Yes, sir.

Man : This knife is dirty.

Waitress: I'm very sorry, sir. I'll get you another one.

10-

Waitress: Yes, How can I help?

Man : We have been waiting for our wine for over twenty minutes.

Waitress: I'm very sorry about that, sir. I'll speak to the wine waiter immediately.

11-

Woman: Waiter, can we have some butter? There is none left.

Waiter : I will get some, madam.

12-

Waiter : Is there anything wrong, sir?

Man : There certainly is. This fish is uneatable.

Waiter : What is the problem, sir?

Man : Well, to start with, it's undercooked, and then it's cold, too.

Waiter : I'm very sorry, sir. I'll have it replaced.

Questions:

1- Why are the guests complaining about their drinks order?

.....

2- What is wrong with the steak?

.....

3- What is wrong with the soup?

.....

4- Why is service slow?

.....

5- What is wrong with the dessert?

.....

6- What was the problem with the meat?

.....

7- Why did the guest complain about the glass?

8- Why weren't the guests happy with their table?

USEFUL PHRASES:

- We ordered 20 minutes ago.
- I asked for it rare.
- It's terribly salty.
- I don't like to complain but...
- It is quite uneatable.
- My apologies, sir.
- I'll change it for you.
- Can I bring you something else?
- I'll see what I can do.

SMOKERS' EQUIPMENT : Cigarettes, matches, lighter, tipped, non-filter, cigars, pipe.

POULTRY : Chicken, duck, duckling, goose, turkey.

CUTLERY : Teaspoon, tablespoon.

CUSTOMERS' COMPLAINTS: Tasteless, stringy, corked, vinegary, over-cooked, watery, filthy, off.

COMPLAINING ABOUT FOOD :It's too hot.

It's too cold.

The service is too slow.

It's too expensive.

They are overdone.

EXERCISE TWO:

Complete these short dialogues.

Example:

Woman : Could I have some water, please?

Waiter : Certainly. What kind would you like-mineral or stil?

Woman : Mineral water, please.

Waiter : I will get some.

1- Man : Could I have some wine, please?

Waiter : Certainly.?

Man : Red, please.

Waiter :

2- Woman : Could I have some Marlboro cigarettes, please?

- Waiter : Certainly.? ?
 Woman : Non-filter, please.
 Waiter :
 3- Man : Could you bring me a spoon, please?
 Waiter : Certainly.? ?
 Man : A teaspoon, please.
 Waiter :

GRAMMAR TIP:

Turn adjectives into superlatives by using-est or the most.... . Some adjectives are irregular.

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	the slowest
expensive	more expensive	the most expensive
draughty	draughtier	the draughtiest
bad	worse	the worst
good	better	the best
hot	hotter	the hottest

EXERCISE THREE:

Put in the correct form of the comparative or superlative.

Example:

- The service here is (quick) than in Dino’s.
 The service here is quicker than in Dino’s.
 1- The Almira is (expensive) than the Kırıcı Hotel.
 2- The service here is (slow) in town.
 3- The food is (good) I’ve ever tasted.
 4- The fish is (salty) than the soup.
 5- Curry is our (spicy) dish.
 6- Rump steak is(tough) than filet.
 7- The house wine is(popular) wine we serve.
 8- We are (busy) at the weekend than during the week.
 9- This is (bad) coffee I’ve ever tasted.

EXERCISE FOUR:

Match the complaints with the replies.

-1- This steak is terrible. It’s overcooked and it’s tough.
2- We haven’t got any bread left.
3- It’s very noisy here. Can we go somewhere quieter?
4- I ordered a bottle of wine 10 minutes ago.
5- I don’t like to complain, but I think this bill is wrong.
6- This coffee is stone cold.

-7- I haven't got an ashtray.
8- This wine tastes like vinegar.

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

- a- I'm sorry, sir. I'll ask the wine waiter to bring it straight away.
 b- My apologies, madam. I'll ask the manager to check it.
 c- I'm sorry, madam. I'll get you another one.
 d- My apologies, sir. I'll get you one right away.
 e- One moment, sir. I'll see if I can find another table.
 f- I'm very sorry, madam. I'll get you a hot one.
 g- My apologies, sir. I'll get you some more.
 h- I'm sorry, madam. I'll bring you another bottle.



EXERCISE FIVE:

Complete the table below.

	POSITIVE	COMPARATIVE	SUPERLATIVE
1		slower	
2	popular		
3	cold		
4		better	
5			the worst
6		more expensive	
7	salty		
8	full-bodied		

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's	The examination's	
Name-Surname:	Starting Time :	
Class :	Finishing Time :	
Number :	Used Time :	
CRITERIA	YES	NO
İŞLEM BASAMAKLARI		
Can you remember comparative structure?		

Can you remember superlative structure?		
Can you remember certain customers' complaints?		
Can you remember how to deal with some certain customers' complaints?		
Can you remember how to respond to guests' requests?		
Can you remember some important wines?		
Can you remember wine terms ?		

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which is the Chablis or the Liebfraumilch?

- A) as dry as
- B) driest
- C) dryer
- D) drier

2. Man : Waitress, I don't like tobut this dish is completely uneatable.

Use the most suitable verb in the blank.

- A) complain
- B) say
- C) have
- D) contain

3. Man : Waitress.

Waitress: Yes, sir.

Man : This knife is dirty.

Waitress: I'm very sorry, sir.

Choose the most appropriate answer.

- A) I'll get you some.
- B) I'll get you some more.
- C) I'll get you something.
- D) I'll get you another one.

4. Which isn't a customer complaint?

- A) It is quite uneatable.
- B) I asked for it rare.
- C) I'll see what I can do.
- D) It's terribly salty.

5. I want to open this bottle of wine. Have you got a ?

- A) barspoon
- B) corkscrew
- C) shaker
- D) jigger



LEARNING ACTIVITY-6

AIM

You will be able to learn how to describe jobs and workplaces..

SEARCH

- Go to a well-known hotel or restaurant. Try to see the kitchen and examine all the equipments which are used in the kitchen. Ask the staff about their responsibilities and prepare a diagram which shows the titles used in the kitchen.
- Find or draw the pictures of the equipments and kitchen operations which must be in a hotel or restaurant.

NOTE : Choose a subject above and present the information in the classroom..

6.DESCRIBING JOBS AND WORKPLACES



DIALOGUE 1:

- Head chef : All the food for the restaurant is prepared and cooked in this kitchen.
Now, let me introduce you to George, the pastry cook. George, this is Jason, the new commis.
- Pastry Cook : Hallo, Jason.
- Jason : Hallo.
- Head chef : George bakes fresh bread and rolls daily, and also prepares all the hot desserts.
- Jason : Yes. I understand.
- Head chef : All the ovens and hobs are here, behind the preparation area. That's

Richard, the assistant chef, over there. He's very busy right now. He's responsible for all the side orders, hot soups, and hot starters. This is where I work. I do the main courses-meat, fish, and pasta. This is your station-you will work with me. You'll help with the sauces for the pasta, and you'll also help the assistant chef with the salads. And these are the knives-you'll need to sharpen them daily. If you are on the early shift, you start at seven and finish at three with a one-hour break...

DIALOGUE 2:

Visitor : We use pans like these in France, too, but I don't know what they are called.

Chef : Well, I'll tell you the English names if you like.

Visitor : Fine.

Chef : The most normal type of pan is the saucepan. We use them for many things, not just sauces.

Visitor : That big one there with the two small handles. Is that a saucepan, too?

Chef : No, we call that a stockpot. We use it for boiling meat bones and vegetables to make stock.

Visitor : I see. The low one with a handle is a frying pan, isn't it?

Chef : That's right. And that's a baking-tin next to it-the one with no handles. We use that for roasts.

Visitor : What is the one with the wire basket?

Chef : That's the deep-frier. That leaves just two: the soufflé dish with the high sides, and the flan or tart dish with the low sides. We use a lot of French in kitchen English, as you can hear.

Visitor : Good, that'll be a help.

USEFUL PHRASES:

- This is George.
- He's responsible for
- This is your station.
- These are the knives.
- On the early shift.

CROCKERY : dish, bowl, casserole, diner plate, side plate, cup and saucer, mug, egg cup, teapot, coffee jug, hoy water jug.

KITCHEN EQUIPMENT : Dishwasher, cold store, heat lamp, refrigerator, bain marie, blender.

GRAMMAR TIP:

This / these / here	
This spoon!	This is a spoon.
These plates!	These are plates.
Here is the menu.	

That / those / there	
That spoon!	That's a spoon.
Those plates!	Those are plates.
There is the menu.	

EXERCISE ONE:

Fill in the blanks with: **on, with, in, behind, for, from, into, at, to.**

- 1- All the food is cooked this kitchen.
- 2- The pastry chef is responsiblethe hot desserts.
- 3- You'll helpthe pasta sauces.
- 4- You'll work hereme.
- 5- The ovens arethe preparation areas.
- 6- We prepare saucesthe pasta.
- 7- The new commis camethe kitchen.
- 8- The new commis isthe early shift.
- 9- You start7 a.m.
- 10- You have a break11 12.

EXERCISE TWO:

Complete the sentences with **this, that, these, those.**

- 1- Here we have a whisk and a bowl; we need.....to make a soufflé.
- 2- Could you bring me the blender? It's onthe table in the far corner.
- 3- David, take.....side-orders here and give them to the waiter.
- 4- Could you get mebottle of wine-the one over there by the window?
- 5- Here are some clean knives. I putother knives into the dishwasher.
- 6- I'll take these plates if you take
- 7- Here you are, sir.is the menu for this evening.
- 8- Who arepeople over there?

EXERCISE THREE:

Match the equipment with the appropriate dish.

- | | | | |
|----|--------------|---------|-------------------|
| 1- | baking-tin |a- | Hollandaise suace |
| 2- | saucepan |b- | cheese soufflé |
| 3- | stockpot |c- | roast beef |
| 4- | soufflé dish |d- | chips |
| 5- | flan dish |e- | stock |
| 6- | frying-pan |f- | sauté potatoes |
| 7- | deep frier |g- | quiche lorraine |

1-	2-	3-	4-	5-	6-	7-
----	----	----	----	----	----	----

EXERCISE FOUR:

Match the people and teir responsibilities, and write sentences about them.

- | | | | |
|----|----------------|---------|-----------------------------------|
| 1- | head chef |a- | takes bookings |
| 2- | assistant chef |b- | organizes the waiters |
| 3- | commis |c- | cooks the main courses |
| 4- | receptionist |d- | serves the customers |
| 5- | waiter |e- | cooks the bread |
| 6- | maitre d' |f- | peels and prepares the vegetables |
| 7- | pastry chef |g- | prepares salads and side orders |

Example:

The head chef is responsible for cooking the main courses.

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....
- 6-.....

EXERCISE FIVE:



Choose the best answer.

- 1- Please put these dirty plates into the
 a- refrigerator b- blender c- dishwasher d- deep frier
- 2- When you make pastry, you need to put the flour through a
 a- ladle b- sieve c- colander d- whisk
- 3- You usually cook bread in a
 a- baking-tin b- frying-pan c- saucepan d- stockpot

- 4- When you make a flan, you put the flan dish into the.....
 a- hob b- grill c- mincer d- oven
- 5- David is on the early..... He starts work at 7 a.m.
 a- supply b- station c- shift d- kitchen
- 6- Look over there, next to the window:is the door to the cold store.
 a- this b- that c- these d- those
- 7- We make the soup by putting the stock and cooked vegetables into a
 a- mincer b- stockpot c- rack d- blender
- 8- We usually have a break for about half an hour11 a.m.
 a- of b- on c- at d- with
- 9- The assistant chef is responsiblethe hot soups, starters, and side orders.
 a- of b- from c- to d- for
- 10- We keep the food warm under the heat
 a- lamps b- racks c-lines d- stations

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's	The examination's	
Name-Surname:	Starting Time :	
Class :	Finishing Time :	
Number :	Used Time :	
CRITERIA	YES	NO
İŞLEM BASAMAKLARI		
Can you remember the titles used in the kitchen?		
Can you remember the responsibilities of the kitchen staff?		
Can you remember the crockery?		
Can you remember some kitchen equipment?		
Can you remember the prepositions which can be used to describe workplaces in the kitchen?		

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Choose the most appropriate responsibility.

- A pastry chef.....
- A) peels and prepares the vegetables.
 - B) cooks the main courses.
 - C) prepares salads and side orders
 - D) cooks the bread



2- An assistant chef.....

- A) serves the customers.
- B) organizes the waiters.
- C) cooks the main courses.
- D) serves the customers.

3. Chef : You'll helpthe pasta sauces.

Commis : OK, then.

Choose the most appropriate preposition.

- A) with
- B) behind
- C) for
- D) from

4. Chef : Could you get mebottle of wine-the one over there by the window?

- A) this
- B) that
- C) these
- D) those

5. Chef : We make the soup by putting the stock and cooked vegetables into a

- A) stockpot
- B) mincer
- C) blender
- D) oven

LEARNING ACTIVITY-7

AIM

:
You will be able to learn how to give and understand instructions.

SEARCH

- Go to a well-known hotel or restaurant. Try to see the bar and examine all the equipments which are used in the bar. Ask the headwaiter or bartender about the operations and terms which must be known.
- Find or draw the pictures of the equipments and bar operations which must be in a hotel or restaurant bar.

NOTE : Choose a subject above and present the information in the classroom..

7. GIVING AND UNDERSTANDING INSTRUCTIONS

DIALOGUE:

Commis : So where do you want me to start?

Chef : First we have to organize the roasts. Light the ovens and get them to the right temperature. There is pork and lamb today so get the baking tins and fat ready. I'll get the meat.

Commis : What is this for?

Chef : That's the list of vegetables for the day. Can you go to the cold store and get them, and I'll see to the meat. Then I'll explain what to do

Commis : OK, I think that's the lot.

Chef : Right, first peel the potatoes and carrots. Then julienne the carrots and celery and prepare the broccoli, sprouts, and French beans. We blanch all the vegetables now and then sauté them to order in clarified butter.

Commis : What's that?

Chef : Melted butter with all the water removed. I'll see to that today. You start on the vegetables. Then there's apple sauce for the pork. Peel and chop those apples and when you

've cooked them put them through the sieve to make purée. The lamb is with garlic and rosemary. I'll do that.

Commis : Is that it?

Chef : No, there is a veal ragout, and roast and duchesse potatoes to do, and the fish to be poached. Can you chop the veal and then go on to the Chef's salad?

Commis : What is in that?

Chef : Use the crisp lettuce, watercress, radishes, and fennel. Oh, and you'll have to whisk up some fresh mayonnaise. Mix in a little lemon juice with the olive oil and egg yolks. You mustn't do it too quickly or it curdles.

USEFUL PHRASES:

- Get the baking tins ready.
- Julienne the carrots and celery.
- Peel and chop those apples.
- Put them through a sieve.
- Whisk up some mayonnaise.
- I'll see to the meat.
- Light the ovens.

KITCHEN EQUIPMENT : scales, tin opener (US: can opener), pepper mill, chopping board, measuring jug, peeler.

KITCHEN OPERATIONS : mix, knead, grill, chop, julienne, mince, whisk, strain, peel, fry, baste, beat, glaze, flame, grease, blend, score, parboil, skim, toss, stir-fry.

GRAMMAR TIP:

Must / have to / don't have to / mustn't

Obligation : You must always use fresh ingredients. (everybody must)
We have to organize the roasts. (It's our job)

No obligation : We don't have to make more apple sauce. (It's not necessary)

Prohibition : You mustn't smoke in the kitchen. (don't)

EXERCISE ONE :

Use these forms to fill in the blanks:

- 1- Youhave clean hands in the kitchen.
- 2- Ibe at work at 8 a.m.
- 3- Weuse fresh ingredients.
- 4- Youtouch the switch with wet hands.
- 5- Hework on Saturdays. He has Mondays off.
- 6- Youwork overtime this weekend, but you can if you want to.
- 7- Youleave the food on the floor. Youclean it up.
- 8- The head Chefdo the main courses.

9- Ichop thevegetables. The commis does that.

EXERCISE TWO:

Fill in the blanks with have to, has to, don't have to, daesn't have to, mustn't.

I work in a very famous restaurant, and I really like what I do. On my station Ihelp the assistant chef, and he.....prepare the vegetables for the restaurant. Wecook the pastry or meat; there are other people who are responsible for that. The assistant likes to have a commis because it means that heprepare the vegetables himself. When I get to work, Ipeel the carrots and potatoes, and sometimes I Julienne vegetables like carrots and celery. There's a lot of good equipment in the kitchen, so for example, I.....slice potatoea for Pommes Lyonnaises by hand, I just use the food processor. Another good thing is that Ido the washing up; all the dirty plates and knives go into the dishwasher. The assistant chef is very good to me, and tells me I Worry if I make mistakes.

EXERCISE THREE:

Here are the instructions for two recipes, but they are mixed up. Sort them out and write them in the correct order below.

- First, put the anchovies in a saucepan and cook for two minutes.
- Drain the vegetables and return the stock to the saucepan.
- First, chop up the vegetables and fry in a little butter.
- Add the cream to the anchovy paste and heat.
- Finally, garnish the prawns with chopped chives.
- Pour the salmon and cream sauce on to a bed of salad.
- Add the prawns to the stock and warm through.
- Finally, garnish with the remaining ribbons of smoked salmon.
- Add the Chardonnay to the fried vegetables and simmer for 20 minutes.
- Stir the ribbons of smoked salmon into the warm cream.

WARM SMOKED SALMON AND SALAD

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5.....

PRAWNS CHARDONNAY

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....

EXERCISE FOUR:

Use the clues to find the missing words in the wordsquare.

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

- 1- We are making saute potatoes, so peel these potatoes andthem into small cubes.(4 letters)
- 2- After simmering the stock for 20 minutes, it through a sieve.(6)
- 3- Prepare the meat for the lasagne-take the steak,it and then fry it.(5)
- 4- When you make bread, you have toit with your hands so that it is well mixed.(5)
- 5- Pleasethese steaks over the charcoal fire for six minutes.(5)
- 6- Before you freeze the beans,them in boiling water for ten seconds.(6)
- 7- To make mashed potatoes, you have toboiled potatoes and add butter and milk.(5)
- 8- Take this cream andit until it is thick.(5)
- 9- Pleasethe carrots into pieces like matchsticks.(8)
- 10- The meat is prepared, and I'm going toit in the oven for an hour.(5)

EXERCISE FIVE:

The chef is explaining to the commis how to make ctoutons. Put the words in the correct order.

Example:

Set the oven at 180°C.

(at 180°C oven Set the)

- 1-.....
(baking-tin Pour oil into a some olive)
- 2-.....
(some to garlic up the add and it oil Chop)

- 3-.....
 (the cubes bread Cut small into)
- 4-.....
 (the baking-tin the Put of pieces bread on to)
- 5-.....
 (oil both Cover of with sides the bread)
- 6-.....
 (minutes Put twenty oven bread into a the for hot)

2-DESCRIBING FOOD DISHES

DIALOGUE:

Chef : I'm taking off the prawn cocktail from yesterday's menu.
 Trainee : OK, that's the starters.
 Chef : Then for fish, the new item is Sole Meunière-that's just grilled sole with melted butter. For the meat, the roast of the day is pork, with all the trimmings. Beef Stroganoff is on again-it's a kind of stew. It's made from beef steak with mushrooms and sour cream. And the Chicken Kiev is new. It consists of chicken breasts stuffed with herbs and garlic butter and the Tournedos are beef fillet served with sautéed bread and lemon.
 Trainee : Fine, and the vegetables?
 Chef : Peas, French beans, and ratatouille.
 Trainee : What is in that?
 Chef : It basically contains tomatoes, courgettes, green peppers, aubergines, and onions. Then for potatoes there is roast, French fried, new boiled, and Lyonnaise.
 Trainee : What are they?
 Chef : Potatoes Lyonnaise? They are thin slices of potato cooked with onion in a casserole. Right, that's everything, then. Let's just run through the desserts and.....

Which dishes do these sentences describe?

- 1- It's made from beef steak with mushrooms and sour cream.

- 2- They are thin slices of potato cooked with onion.

- 3- That's grilled sole with melted butter.

- 4- It consists of chicken breasts stuffed with herbs and garlic butter.

- 5- It contains tomatoes, courgettes, green peppers, aubergines, and onions.

- 6- They are beef fillet served with sautéed bread and lemon.

USEFUL PHRASES:

- It consists of.....
- It contains....
- It is made from....

SHELLFISH :lobster, crayfish, crab, prawn, shrimp, mussel, oyster, scallop, squid, octopus.

OFFAL : Kidney, liver, tripe, heart.

GRAMMAR TIP:

The passive is often used to describe how things are made or done.

Example:

The chef makes batter from flour, eggs, and milk.

Batter **is made** from flour, eggs and milk.

EXERCISE ONE:

Change these sentences in the same way.

- 1- We make French dressing from oil and vinegar.
- 2- The restaurant serves lunch from 12 to 3.
- 3- The barman makes dry martinis from gin and vermouth.
- 4- The wine waiter opens the wine at the table.
- 5- The chef makes mornay sauce from flour, milk, butter, cheese and seasoning.
- 6- The waiters bring the dishes from the kitchen on trays.
- 7- You make crêpes from batter.
- 8- They bring fresh fish to the restaurant every day.
- 9- They bring prawns and shrimps every Monday.
- 10- You don't make Bolognese sauce with eggs.
- 11- You make bread from flour.
- 12- You serve prawn cocktail on a bed of lettuce.
- 13- You serve white wine chilled.
- 14- You grill the steak for three minutes on each side.
- 15- For this dessert, you poach the pears for half an hour.
- 16- You don't serve this dessert with cream.
- 17- You cook lasagne al forno in the oven.

EXERCISE TWO:

Match the foods with the ingredients.

- 1- Bolognese sauce
- 2- Ratatouille
- 3- Beef Stroganoff
- 4- Cod Mornay
- 5- Chicken Kiev
- 6- Potatoes Lyonnaises
- 7- Aioli
- 8- French dressing

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

- a- oil, vinegar
- b- garlic, mayonnaise
- c- thin slices of potato, onions
- d- steak, mushrooms, sour cream
- e- minced beef, onions, celery, carrots, tomatoes, herbs
- f- cod, cheese sauce
- g- chicken breasts, herbs, garlic butter
- h- tomatoes, peppers, courgettes, aubergines, onions

Write sentences about the dishes using **consists of, contains, is made from**.

Example:

Bolognese Sauce

Bolognese Sauce contains minced beef, onions, celery, carrots, tomatoes and herbs.

- 1- Ratatouille.....
- 2- Beef Stroganoff.....
- 3- Cod Mornay.....
- 4- Chicken Kiev.....
- 5- Potatoes Lyonnaises.....
- 6- Aioli.....
- 7- French dressing.....

EXERCISE THREE:

This is how mayonnaise is made. Change the sentences from the passive into the active.

Example:

Mayonnaise is made from oil and eggs.
 You make mayonnaise from oil and eggs.

Ingredients:



- 2 large egg yolks
- 1 clove garlic, crushed

- 1 heaped teaspoon dry mustard
- 1 level teaspoon salt
- freshly milled black pepper
- 275 ml groundnut oil
- white wine vinegar

- 1- First of all, the egg yolks are beaten in a bowl.
First of all, you
- 2- Then the garlic, mustard, salt, and pepper are added.
Then.....
- 3- These ingredients are mixed together well.
You.....
- 4- Then one drop of oil is added to the mixture.
Then.....
- 5- The mixture is beaten again for a short time.
You.....
- 6- The process is repeated for a few minutes.
You.....
- 7- When the mixture is thick, larger drops are added.
When the mixture is thick, you
- 8- At this point, a teaspoon of vinegar is put in.
At this point, you
- 9-The rest of the oil is added slowly, while the mixture is beaten.
You.....
- 10- Finally, it is seasoned with a little more salt and pepper.
Finally,you.....

EVALUATION CRITERIA

Evaluate yourself with a friend of yours. If you need, go to the learning objective and repeat the subject that you believe you couldn't learn.

The Student's	The examination's	
Name-Surname:	Starting Time :	
Class :	Finishing Time :	
Number :	Used Time :	
CRITERIA	YES	NO
İŞLEM BASAMAKLARI		
Can you remember how to say where the equipments are?		
Can you remember how to identify kitchen equipment (That's a ladle.)?		
Can you remember have to, has to, must, mustn't, don't have to, doesn't have to?		
Can you remember crockery?		
Can you remember to talk about the kitchen operations?		
Can you remember how to use passive to describe food dishes?		
Can you remember how to give and understand instructions?		
Can you remember how to describe food dishes?		
Can you remember how to say what dishes are made from?		

EVALUATION

EXAMINATION QUESTIONS

Circle the correct answers in the following questions.

1. Which one isn't a kitchen operation ?

- A) mince
- B) fry
- C) peeler
- D) whisk

2. Which one is an offal?

- A) tripe
- B) oyster
- C) prawn
- D) shrimp

3. Choose the most appropriate verb.

Batter from flour, eggs and milk.

- A) is make
- B) contains
- C) consists of
- D) is made

4. Choose the correct answer.

Chef : Weuse fresh ingredients in the kitchen.

- A) must
- B) mustn't
- C) has to
- D) don't have to

5. Choose the most appropriate verb.

Bolognese Sauce minced beef, onions, celery, carrots, tomatoes and herbs.

- A) consist
- B) contains
- C) is made
- D) contain from



ANSWER KEY FOR THE EXERCISES

LEARNING OBJECTIVE 1

MAKING POLITE REQUESTS AND RESPONSES

EXERCISE ONE:

1-beer	<u>Can I have a beer, please?</u>
pint/ half	<u>Would you like a pint or a half, sir?</u>
2-port	<u>Could I have a glass of port?</u>
small/ large	<u>Would you like a small or a large one, sir?</u>
3-whisky	<u>A whisky, please.</u>
water/ soda	<u>Certainly, sir. Would you like water or soda?</u>
4-lager	<u>Could I have a lager?</u>
draught/ bottled	<u>Yes, madam. Would you like draught or bottled?</u>
5-vodka and tonic	<u>Could I have a vodka and tonic, please?</u>
ice	<u>Would you like ice in that?</u>
6-gin and tonic	<u>Can I have a gin and tonic?</u>
ice and lemon	<u>Would you like ice and lemon?</u>

EXERCISE TWO:

- 1- What can I get you?
- 2- Would you like ice and lemon?
- 3- Shall I charge it to your room?
- 4- Could I have your key card, please?

EXERCISE THREE:

- 1- Would you like bottled or draught?
- 2- Would you like a pint or a half?
- 3- Would you like dry or sweet?
- 4- Would you like a Courvoiser or a Remy Martin?

EXERCISE FIVE:

- 1- Could I
- 2- Shall I
- 3- Could I
- 4- Would you
- 5- Would you
- 6- Could I
- 7- Shall I

EXERCISE FOUR:

- 1- Can I have some more coke, please?
- 2- Could I have ice but no lemon, please?
- 3- May I have another vodka and tonic?
- 4- Could I have your key card, please?
- 5- Could I have your room number, please?
- 6- Can I have a pint of beer, please?

EXERCISE SIX:

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

LEARNING OBJECTIVE 2

UNDERSTANDING AND GIVING INSTRUCTIONS

EXERCISE ONE:

The order is 5, 2, 7, 3, 1, 4, 6.

EXERCISE TWO:

D--Coctail shaker

M--Large glass

Small glass

D/M--Strainer

M--Coctail glass

Salt

M-- ice

D--broken ice

M--cherry

vodka

D--lime juice

D--rum

orange juice

M--Angostura bitters

M--Italian vermouth

cognac

D--grenadine

M--Canadian Club whisky

EXERCISE THREE:

Complete the instructions for making Tequila Sunrise. Use the words below.

add / before / glass / ice / orange / put / slowly / to / half

Crack **half** of the ice and **put** it in a coctail shaker **add** the Tequila and **orange** juice and shake **to** mix. Put the remaining **ice** into a tall **glass**. And strain the Tequila mixture over it **Slowly** in a grenadine and allow to settle. Just **before** serving, stir once.

EXERCISE FOUR:

HOW TO SERVE A BOTTLE OF WINE

- 1- First, show the customer at the bottle and the label.
- 2- Then open the bottle of wine at the table.
- 3- Pour a little wine into a glass.
- 4- Ask the customer if the wine is all right.
- 5- If it is, serve the other customers at the table first.

HOW TO MAKE A BRANDY SOUR

- 1- First, put some ice cubes into a glass.
- 2- Add a dash of Angostura bitters to the ice.
- 3- Then pour in two measures of lemon juice.
- 4- Add two measures of brandy to the lemon.
- 5- Finally, fill the glass with soda water and add a slice of lemon.

EXERCISE FIVE:

- 1- Do you have coffee at breakfast?
- 2- Do you have wine with lunch?
- 3- Do you have tea in the afternoon?
- 4- What do you drink with dinner?
- 5- How often do you drink hot chocolate at night?

LEARNING OBJECTIVE 3

1-ASKING FOR INFORMATION

EXERCISE ONE:

- 1- Would
- 2- Have
- 3- The
- 4- Two at eight
- 5- May
- 6- Coats
- 7- Order
- 8- List
- 9- Like
- 10- We'd like
- 11- Order
- 12- As
- 13- Me
- 14- Have

EXERCISE TWO:

- 1- What would you like as a starter?
- 2- I'll have the mixed hors d'oeuvres, please?
- 3- What is the soup of the day?
- 4- It's cream of tomato soup.
- 5- I'll have the mussels in white wine, then.
- 6- So that's one mussels in white wine and one mixed hors d'oeuvres.
- 7- And can we have some bread, please?
- 8- Yes, I'll bring some for you right away.

EXERCISE THREE:

FOOD (countable)

a piece of bread

a starter

a biscuit

a tomato

DRINKS (countable)

bottle of water

double whisky

pint of beer

glass of wine

FOOD (uncountable)

some bread

some butter

some rice

some sugar

DRINKS (uncountable)

milk

coffee

water

wine

EXERCISE FOUR:

A) 1- any

2- some / some / an

3- any /

4- a / any

5-an / a

6- a / a

B) 1- How many

2- How much

3- How much

4- How many

5- How many

6- How much

7- How many

8- How much

9- How much

C) 1- many

2- a lot of

3- much

4- many

5- None

- 6- a lot of
- 7- Not much.

2-ASKING AND EXPLAINING

EXERCISE ONE:

- 1- How would you like your egg, madam- hard-boiled or soft-boiled?
I would like it soft-boiled, please.
- 2- How would you like your jacket potato- with butter or sour cream?
With butter, please.
- 3- How would you like salad, madam- with French dressing or mayonnaise?
With mayonnaise, please.
- 4- How would you like your coffee-white or black?
I would like it black, please.
- 5- How would you like your egg, sir- sunny side up or turned over?
I would like it sunny side up, please.

EXERCISE TWO:

- | | | |
|-----------|------------|------------|
| A) 1- any | B) 1- some | 4- any |
| 2- any | any; some | some; some |
| 3- some | 2- some | 5- some |
| 4- any | any; any | any; some |
| 5- any | 3- any | |
| 6- some | any; some | |
- C) 1- I'm afraid we haven't any plaice but the cod is very good.
 2- I'm afraid we haven't any moussaka but escalope of veal is excellent.
 3- I'm afraid we haven't any rump steak but the filet is very good.
 4- I'm afraid we haven't any dushesse potatoes but jacket potato is good.
 5- I'm afraid we haven't any peas but the green beans are excellent.

EXERCISE THREE:

Match the questions with the replies:

- | | |
|---------------------------------------|--|
| 1-How would you like your egg? | d- Poached, please. |
| 2- What is coq-au-vin? | h- It's chicken cooked in red wine. |
| 3- Can you recommend the moussaka? | f- Yes, it's very good. |
| 4- Would you like some wine? | g- No, just water, please. |
| 5- Do you have any vegetarian dishes? | a- Yes. We have mushroom stroganoff today. |
| 6- What vegetables would you like? | c- I'd like peas and carrots, please. |
| 7- How would you like your coffee? | e- White, no sugar. |
| 8- What dressing would you like? | b- Mayonnaise, please. |

EXERCISE FOUR:

- 1- Good evening, sir.
- 2- Are you ready to order now?
- 3- What would you like as a starter?
- 4- What would you like to follow?
- 5- I'm afraid we haven't any sole.
- 6- The fillet steak is excellent.
- 7- How would you like it cooked?

EXERCISE FIVE:

- 1- poached
- 2- steamed
- 3- baked
- 4- stewed
- 5- roasted
- 6- fried
- 7- grilled
- 8- boiled

EXERCISE SIX:

- 1- Turbot is a kind of fish.
- 2- Rump is a kind of steak.
- 3- Celery is a kind of vegetable.
- 4- Mouse de canard is a kind of pâté.
- 5- Pastis is a kind of aperatif.

EXERCISE SEVEN:

Countable	both	uncountable
meal	chocolate	broccoli
prawn	omelette	food
sandwich	aubergine	milk
vegetable	chicken	rice
	coffee	salt
	curry	spaghetti
	juice	
	lettuce	
	potato	
	pizza	
	salad	
	salmon	
	sugar	
	tomato	
	fruit	

LEARNING OBJECTIVE-4

MAKING OFFERS AND SUGGESTIONS

EXERCISE ONE:

- 1- melon
- 2- grape
- 3- cherry
- 4- redcurrant

EXERCISE TWO:

- A)** 1- Which wine do you recommend?
 May I suggest the Beaujolais?
- 2- Which main course do you recommend?
 May I suggest Turbot in white wine?
- 3- Which cheese do you recommend?
 May I suggest Dolce Latte?
- 4- Which dessert do you recommend?
 May I suggest Profiterols?
- 5- Which wine do you recommend?
 May I suggest the Bordeaux?
- B)** 1- What about wine? Shall we have some?
- 2- Shall I bring the wine list?
- 3- May I suggest the Graves, sir?
- 4- Would you like cream in your coffee?

EXERCISE THREE:

Dialogue 1

Waiter : Would you like a dessert?

Guest : Yes, please. Could you tell us what you have on the top?

Waiter : Certainly. On the top we have fruit salad, chocolate gateau, and lemon pie.

Guest : The gateau looks nice but what is there underneath?

Waiter : Underneath there is fresh fruit, cheesecake, and profiterols.

Guest : I think I will have them, please, with chocolate sauce.

Dialogue 2

Waiter : Would you like to see the cheeseboard?

Guest : Yes, please. I don't know some of these cheeses. What are they all?

Waiter : Well, we have some soft cheeses-Brie and Camembert. Would you like to try them?

Guest : No, thank you. I'd prefer a blue cheese.

Waiter : Then I recommend the Gorgonzola.

Guest : OK, I will try some Gorgonzola. Thank you.

EXERCISE FOUR:

- 1- Would you like
- 2- Could I have
- 3- what about
- 4- may I suggest
- 5- would you like
- 6- Can I get you
- 7- Do you want
- 8- May I suggest

EXERCISE FIVE:

- 1- I'd like some milk ... **in** ... my coffee.
- 2- Would you like some wine ... **with** ... your meal?
- 3- Please leave the bottle of wine ... **on** the table.
- 4- The veal comes **with** a selection of vegetables.
- 5- There is some Cheddar **on** the cheese board.
- 6- Susan and George are having diner **in** ... the restaurant.
- 7- The commis works **in** the kitchen.
- 8- There isn't any beer ... **in** your glass.
- 9- Mr Jackson is having diner in the restaurant ... **with** his wife.

EXERCISE SIX:

- 1- black coffee
- 2- fresh pineapple
- 3- sparkling wine
- 4- ice bucket
- 5- dessert trolley
- 6- chocolate gâteau
- 7- cheese board
- 7- fruit salad

LEARNING OBJECTIVE 5

1-ASKING AND COMPARING

EXERCISE ONE:

- 1- Riesling is sweeter than Graves.
- 2- A Burgundy bottle is fatter than a Bordeaux bottle.
- 3- Rosé is not as full-bodied as claret.
- 4- Champagne is more expensive than table wine.
- 5- That German wine is not as dry as this French wine.
- 6- Mineral water is cheaper than table wine.
- 7- Beaujolais isn't as expensive as Champagne.

EXERCISE TWO:

A)

- 1- good x bad
- 2- cheap x expensive
- 3- light x full-bodied
- 4- red x white
- 5- dry x sweet
- 6- sparkling x stil

B)

- 1- full-bodied
- 2- sweet
- 3- cheap
- 4- red
- 5- still

EXERCISE THREE:

1	cheap	cheaper	
2	expensive	more expensive	
3	full-bodied	more full-bodied	
4	light	lighter	
5	sweet	sweeter	
6	dry	drier	
7	famous	more famous	
8	old	older	

EXERCISE FOUR:

1- We have rosé and claret.

Which is more full-bodied, the rosé or the claret?

The claret is more full-bodied than the rosé. Which would you prefer?

2- We have Beaojolais and Beaune.

Which is lighter, the Beaojolais or the Beaune?

The Beaojolais is lighter than the Beaune. Which would you prefer?

EXERCISE FIVE:

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

1-light

2-bottled

3-corkscrew

7- label

8- rosé

9- claret

- | | |
|-------------|--------------|
| 4-vintage | 10- dao |
| 5-sparkling | 11-good |
| 6-room | 12- sediment |

EXERCISE SIX:

- 1- Would you like some wine with your meal ?
- 2- May I suggest the Chablis'89?
- 3- Have you tried the house red?
- 4- It's a fairly light wine.
- 5- I can recommend the Mouton Cadet'88.
- 6- Will that be all?

2-RESPONDING TO GUESTS' REQUESTS

EXERCISE ONE:

- 1- I'll get some.
- 2- I'll get one.
- 3- I'll get another.
- 4- I'll get one.
- 5- I'll get another.
- 6- I'll get some more.
- 7- I'll get one.
- 8- I'll get another.
- 9- I'll get one.
- 10- I'll get one.
- 11- I'll get some more.
- 12- I'll get some.
- 13- I'll get some.
- 14- I'll get some more.
- 15- I'll get some more.

ANSWERS:

- 1- They ordered 20 minutes ago.
- 2- It's overdone.
- 3- It's too salty.
- 4- The restaurant is short-staffed.
- 5- She didn't want cream.
- 6- It wasn't cooked.
- 7- There was lipstick on it.
- 8- It was in a very draughty position.

EXERCISE TWO:

- 1- What kind would you like- red or white?
I will get some.
- 2- What kind would you like- filter or non-filter?
I will get some.
- 3- What kind would you like- a teaspoon or a soup spoon?
I will get one.

EXERCISE THREE:

- 1-more expensive
- 2-the slowest
- 3-the best
- 4-saltier
- 5-spiciest
- 6-tougher
- 7-the most popular
- 8-busier
- 9-the worst

EXERCISE FOUR:

- 1-c 2-g 3-e 4-a 5-b 6-f 7-d 8-h

EXERCISE FIVE:

	POSITIVE	COMPARATIVE	SUPERLATIVE
1	Slow	slower	the slowest
2	popular	more popular	the most popular
3	cold	colder	the coldest
4	good	better	the best
5	bad	worse	the worst
6	expensive	more expensive	the most expensive
7	salty	saltier	the saltiest
8	full-bodied	more full-bodied	the most full-bodied

LEARNING OBJECTIVE 6

DESCRIBING JOBS AND WORKPLACES

EXERCISE ONE:

- | | |
|-----------|-----------------|
| 1- on | 6- for |
| 2- for | 7- into |
| 3- with | 8- on |
| 4- behind | 9- at |
| 5- with | 10- from.....to |

EXERCISE TWO:

- | | |
|----------|----------|
| 1- these | 5- those |
| 2- that | 6- those |
| 3- these | 7- this |
| 4- that | 8- those |

EXERCISE THREE:

Match the equipment with the appropriate dish.

- | | |
|----------------|-----------------------------|
| 1-baking-tin | ...2...a- Hollandaise suace |
| 2-saucepan | ...4...b- cheese soufflé |
| 3-stockpot | ...1...c- roast beef |
| 4-soufflé dish | ...7...d- chips |
| 5-flan dish | ...3...e- stock |
| 6-frying-pan | ...6...f- sauté potatoes |
| 7-deep frier | ...5...g- quiche lorraine |

EXERCISE FOUR:

Match the people and teir responsibilities, and write sentences about them.

- | | |
|------------------|---|
| 1-head chef | ...4....a- takes bookings |
| 2-assistant chef | ...6....b- organizes the waiters |
| 3-commis | ...1....c- cooks the main courses |
| 4-receptionist | ...5....d- serves the customers |
| 5-waiter | ...7...e- cooks the bread |
| 6-maître d' | ...3...f- peels and prepares the vegetables |
| 7-pastry chef | ...2...g- prepares salads and side orders |

- 1- The assistant chef is responsible for preparing salads and side orders.
- 2- The commis is responsible for peeling and preparing the vegetables.
- 3- The receptionist is responsible for taking bookings.
- 4- The waiter is responsible for serving the customers.
- 5- The maître d' is responsible for organizing the waiters.
- 6- The pastry chef is responsible for cooking the bread .

EXERCISE FIVE:

1-c 2-b 3-a 4-d 5-c 6-b 7-d 8-c 9-d 10-a

LEARNING OBJECTIVE 7

1-GIVING AND UNDERSTANDING INSTRUCTIONS

EXERCISE ONE :

- | | |
|-----------|------------------------|
| 1-must | 6- don't have to |
| 2-have to | 7- mustn't.....have to |
| 3-must | 8- has to |
| 4-mustn't | 9- don't have to |
| 5-has to | |

EXERCISE TWO:

- 1- have to
- 2- has to
- 3- don't have to
- 4- doesn't have to
- 5- have to
- 6- have to
- 7- don't have to
- 8- don't have to
- 9- mustn't

EXERCISE THREE:

WARM SMOKED SALMON AND SALAD

- 1- First, put the anchovies in a saucepan and cook for two minutes.
- 2- Add the cream to the anchovy paste and heat.
- 3- Stir the ribbons of smoked salmon into the warm cream.
- 4- Pour the salmon and cream sauce on to a bed of salad.
- 5- Finally, garnish with the remaining ribbons of smoked salmon.

PRAWNS CHARDONNAY

- 1- First, chop up the vegetables and fry in a little butter.
- 2- Add the Chardonnay to the fried vegetables and simmer for 20 minutes.
- 3- Drain the vegetables and return the stock to the saucepan.
- 4- Add the prawns to the stock and warm through
- 5- Finally, garnish the prawns with chopped chives.

EXERCISE FOUR:

Use the clues to find the missing words in the wordsquare.

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

- 1-dice
- 2-strain
- 3-mince
- 4-knead
- 5-grill
- 6-blanch
- 7-puree
- 8-whisk
- 9-julienne
- 10-roast

EXERCISE FIVE:

- 1- Pour some olive oil into a baking-tin.
- 2- Chop up some garlic and add it to the oil.
- 3- Cut the bread into small cubes.
- 4- Put the of pieces of bread on to the baking-tin.
- 5- Cover both sides of the bread with oil.
- 6- Put the bread into a hot oven for twenty minutes.

2-DESCRIBING FOOD DISHES

EXERCISE ONE:

- 1- French dressing is made from oil and vinegar.
- 2- Lunch is served from 12 to 3.
- 3- Dry martinis are made from gin and vermouth.
- 4- The wine is opened at the table.
- 5- Mornay sauce is made from flour, milk, butter, cheese and seasoning.
- 6- The dishes are brought from the kitchen on trays.
- 7- Crêpes are made from batter.
- 8- Fresh fish are brought to the restaurant every day.
- 9- Prawns and shrimps are brought every Monday.
- 10- Bolognese sauce isn't made with eggs.
- 11- Bread is made from flour.
- 12- Prawn cocktail is served on a bed of lettuce.
- 13- White wine is served chilled.
- 14- The steak is grilled for three minutes on each side.
- 15- For this dessert, the pears are poached for half an hour.
- 16- This dessert isn't served with cream.
- 17- Lasagne al forno is cooked in the oven.

EXERCISE TWO:

1-e 2-h 3-d 4-f 5-g 6-c 7-b 8-a

- 1- Ratatouille consists of tomatoes, peppers, courgettes, aubergines, and onions.
- 2- Beef Stroganoff contains steak, mushrooms, and sour cream.
- 3- Cod Mornay consists of cod, and cheese sauce.
- 4- Chicken Kiev is made from chicken breasts, herbs, and garlic butter.
- 5- Potatoes Lyonnaises is made from thin slices of potatoes, and onions.
- 6- Aioli consists of garlic, and mayonnaise.
- 7- French dressing contains oil and vinegar.

EXERCISE THREE:

- 1- First of all, you beat the egg yolks in a bowl.
- 2- Then you add the garlic, mustard, salt, and pepper.
- 3- You mix these ingredients together well.
- 4- Then you add one drop of oil to the mixture.
- 5- You beat the mixture again for a short time.
- 6- You repeat the process for a few minutes.
- 7- When the mixture is thick, you add larger drops.
- 8- At this point, you put in a teaspoon of vinegar.
- 9- You add the rest of the oil slowly, while you beat the mixture.
- 10- Finally, you season it with a little more salt and pepper.

ANSWER KEYS

Learning Object-1

1	A
2	B
3	D
4	C
5	A

Learning Object-2

1	D
2	B
3	D
4	B
5	D

Learning Object-3

1	D
2	B
3	C
4	B
5	A

Learning Object-4

1	B
2	B
3	C
4	D
5	C

Learning Object-5

1	D
2	A
3	D
4	C
5	B

Learning Object-6

1	D
2	C
3	A
4	B
5	C

Learning Object-7

1	C
2	A
3	D
4	A
5	B

DEĞERLENDİRME

Cevaplarınızı cevap anahtarı ile karşılaştırınız. Doğru cevaplarınızı belirleyerek kendinizi değerlendirebilirsiniz.

Verdiğiniz cevaplar arasında yanlışlar varsa; eksikliklerinizi modüldeki konuya tekrar dönerek ya da konuyu araştırarak ve sınıf ortamında arkadaşlarınız veya öğretmeninizle tartışarak tamamlayabilirsiniz.

Eğer tüm sorulara doğru cevaplar vererek, kendinizi bu faaliyet alanındaki konularda yeterli görüyorsanız modül değerlendirme aşamasına geçebilirsiniz.

MODÜL DEĞERLENDİRME

Modül faaliyetleri ve araştırma çalışmaları sonucunda kazandığınız bilgi ve becerilerin ölçülebilmesi için öğretmeniniz size ölçme araçları uygulayacaktır.

Ölçme sonuçlarına göre sizin modül ile ilgili durumunuz öğretmeniniz tarafından değerlendirilecektir. Kazanmış olduğunuz bilgi ve becerileri çalışacağınız konaklama tesislerinde işletme prosedürlerini daha rahat bir şekilde uygulamak için kullanabileceksiniz.

Bu değerlendirmeler sonucunda başarılı olduysanız bir sonraki modüle geçebilirsiniz.

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