

ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ ІМЕНІ ІВАНА ФРАНКА  
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА АНГЛІЙСЬКОЇ МОВИ ТА ПРИКЛАДНОЇ ЛІНГВІСТИКИ

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО  
ОРГАНІЗАЦІЇ САМОСТІЙНОЇ /  
ІНДИВІДУАЛЬНОЇ РОБОТИ**

Обов'язкової освітньої компоненти  
«Практичний курс англійської мови»  
("MEALS")

для підготовки здобувачів  
першого (бакалаврського) рівня вищої освіти

<b>Галузь знань</b>	<b>03 Гуманітарні науки</b>
<b>Спеціальність</b>	<b>035 Філологія</b>
<b>Предметна спеціальність –</b>	
<b>Спеціалізація</b>	<b>035.10 прикладна лінгвістика</b>
<b>Освітня програма</b>	<b>Прикладна лінгвістика (англійська мова)</b>
<b>ННІ</b>	<b>іноземної філології</b>

Укладачі: кандидат філологічних наук, доцент,  
Людмила ЧУМАК; Ольга ХОРОШУН

Розглянуто та схвалено на засіданні кафедри  
англійської мови та прикладної лінгвістики

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Методичні рекомендації до організації самостійної / індивідуальної роботи обов'язкової освітньої компоненти «Практичний курс англійської мови» (“MEALS”) / Уклад.: Л. М. Чумак, О. О. Хорошун. – Житомир : Вид-во ЖДУ ім. І. Франка, 2022. – 75 с.

Методичні рекомендації до організації самостійної / індивідуальної роботи студентів 1 курсу обов'язкової освітньої компоненти «Практичний курс англійської мови» (“MEALS”) укладено для здобувачів першого (бакалаврського) рівня вищої освіти галузі знань 03 Гуманітарні науки, спеціальності 035 Філологія, спеціалізації 035.10 прикладна лінгвістика денної форми навчання.

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## ЗМІСТ

1. Пояснювальна записка
2. Перелік питань з теми "MEALS" для самостійного опрацювання та індивідуального виконання
3. Понятійний апарат теми "MEALS"
4. Перелік видів роботи з рекомендаціями щодо їхнього проведення
5. Перелік рекомендованої літератури для самостійного опрацювання з теми "MEALS"
6. Завдання для самостійного / індивідуального опрацювання з теми "MEALS"
  - 6.1. Use of English
  - 6.2. Listening
  - 6.3. Reading
  - 6.4. Writing
7. Приклади завдань з теми "MEALS" у процесі підготовки до оцінювання навчальних досягнень здобувачів вищої освіти
8. Список використаних джерел та літератури

## 1. ПОЯСНЮВАЛЬНА ЗАПИСКА

Програма вивчення обов'язкової освітньої компоненти «Практичний курс англійської мови» для підготовки здобувачів першого (бакалаврського) рівня вищої освіти відповідає освітньо-професійній програмі Прикладна лінгвістика (англійська мова).

Предмет освітньої компоненти: лексичні одиниці за темами, комунікативні моделі вживання мовних одиниць і тематичні тексти різних стилістичних жанрів.

Міждисциплінарні зв'язки: «Практичний курс англійської мови» тісно пов'язаний з циклом практичних та теоретичних дисциплін, які вивчаються майбутніми філологами, фахівцями з прикладної лінгвістики, перекладачами з англійської мови. У першу чергу зазначена освітня компонента пов'язана з «Практичною граматикою англійської мови» і «Навчальною практикою з формування фонологічної компетентності з англійської мови», які забезпечують студентів знаннями необхідними для правильного вживання і використання граматичних форм і конструкцій, побудови логічно структурованих і завершених висловлювань; набуття навичок правильної вимови слів, інтонації різних комунікативних типів речень тощо. «Практичний курс англійської мови» тісно пов'язаний з дисципліною «Вступ до перекладознавства. Теорія і практика перекладу з англійської мови», яка розкриває особливості англійської мови, враховуючи національні й культурні характеристики англійськомовних країн та їх реалії, що значно полегшує засвоєння студентами мовного матеріалу.

Мета вивчення освітньої компоненти полягає у формуванні у здобувачів вищої освіти навичок усного і писемного мовлення за темами, що вивчаються; розвитку вміння проводити аналіз текстів різних стилістичних жанрів, реферувати автентичні газетні та журнальні статті, проводити розгорнуту дискусію; розвитку навичок написання переказів, творів та есе.

Основними завданнями вивчення освітньої компоненти є:

- 1) опанування студентами нового лексичного запасу на достатньому для комунікації рівні;
- 2) оволодіння ідіоматикою і найбільш вживаними розмовними формулами емоційної реакції на висловлювання або поведінку співрозмовника;
- 3) розвиток у студентів умінь читати, переказувати та реферувати англomовні газетні та журнальні матеріали, тематичні тексти різних стилістичних жанрів в межах тем, що вивчаються;
- 4) розуміння на слух навчальний аудіо текст літературно-розмовного та публіцистичного стилів;
- 5) подальший розвиток навичок читання класичної та сучасної англomовної літератури різних стилів та жанрів;
- 6) розширення загальних знань студентів з тем, що вивчаються.

### **Компетентності та програмні результати навчання:**

#### *Компетентності*

Змістовно освітня компонента спрямована на формування здобувачами вищої освіти першого (бакалаврського) рівня таких компетентностей:

ЗК 1. Здатність реалізувати свої права і обов'язки як члена суспільства, усвідомлювати цінності громадянського (вільного демократичного) суспільства та необхідність його сталого розвитку, верховенства права, прав і свобод людини і громадянина в Україні.

ЗК 2. Здатність зберігати та примножувати моральні, культурні, наукові цінності і досягнення суспільства на основі розуміння історії та закономірностей розвитку предметної області, її місця у загальній системі знань про природу і суспільство та у розвитку суспільства, техніки і технологій, використовувати різні види та форми рухової активності для активного відпочинку та ведення здорового способу життя.

ЗК 3. Здатність спілкуватися державною мовою як усно, так і письмово.

ЗК 4. Здатність бути критичним і самокритичним.

- ЗК 5. Здатність учитися й оволодівати сучасними знаннями.
- ЗК 6. Здатність до пошуку, опрацювання та аналізу інформації з різних джерел.
- ЗК 7. Уміння виявляти, ставити та вирішувати проблеми.
- ЗК 8. Здатність працювати в команді та автономно.
- ЗК 9. Здатність спілкуватися іноземною мовою.
- ЗК 10. Здатність до абстрактного мислення, аналізу та синтезу.
- ЗК 11. Здатність застосовувати знання у практичних ситуаціях.
- ЗК 12. Навички використання інформаційних і комунікаційних технологій.
- ЗК 13. Здатність проведення досліджень на належному рівні.

- СК 1. Усвідомлення структури філологічної науки та її теоретичних основ.
- СК 2. Здатність використовувати в професійній діяльності знання про мову як особливу знакову систему, її природу, функції, рівні.
- СК 4. Здатність аналізувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію.
- СК 5. Здатність використовувати в професійній діяльності системні знання про основні періоди розвитку літератури, що вивчається, від давнини до ХХІ століття, еволюцію напрямів, жанрів і стилів, чільних представників та художні явища, а також знання про тенденції розвитку світового літературного процесу та української літератури.
- СК 6. Здатність вільно, гнучко й ефективно використовувати мови, що вивчаються, в усній та письмовій формі, у різних жанрово-стильових різновидах і регістрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у різних сферах життя.
- СК 7. Здатність до збирання й аналізу, систематизації та інтерпретації мовних, літературних, фольклорних фактів, інтерпретації та перекладу тексту (за спеціалізацією прикладна лінгвістика).

СК 8. Здатність вільно оперувати спеціальною термінологією для розв'язання професійних завдань.

СК 9. Усвідомлення засад і технологій створення текстів різних жанрів і стилів державною та іноземними мовами.

СК 10. Здатність здійснювати лінгвістичний, літературознавчий та спеціальний філологічний (за спеціалізацією прикладна лінгвістика) аналіз текстів різних стилів і жанрів.

СК 11. Здатність до надання консультацій з дотримання норм літературної мови та культури мовлення.

СК 12. Здатність до організації ділової комунікації.

СК 13. Здатність застосовувати методи та прийоми наукового спілкування іноземними мовами для розв'язання професійних завдань у руслі сучасних тенденцій прикладної лінгвістики.

СК 14. Здатність розуміти значення всіх підсистем мови для вироблення вмінь аналізувати мовні одиниці, визначати їх взаємодію та характеризувати мовні явища і процеси, що їх зумовлюють.

СК 15. Здатність розуміти сутність і соціальне значення майбутньої професії, основних проблем лінгвістичних, математичних та дисциплін інформаційних технологій, що визначають прикладну лінгвістику як окрему філологічну спеціалізацію у взаємозв'язку цілісної системи міждисциплінарних зв'язків.

СК 20. Уміти створювати й редагувати тексти різних стилів, жанрів, типів мовлення, з урахуванням інформаційних технологій.

### *Програмні результати навчання*

ПР 1. Вільно спілкуватися з професійних питань із фахівцями та нефахівцями державною та іноземними мовами усно й письмово, використовувати їх для організації ефективної міжкультурної комунікації.

ПР 2. Ефективно працювати з інформацією: добирати необхідну інформацію з різних джерел, зокрема з фахової літератури та електронних баз, критично

аналізувати й інтерпретувати її, впорядковувати, класифікувати й систематизувати.

ПР 3. Організувати процес свого навчання й самоосвіти.

ПР 5. Співпрацювати з колегами, представниками інших культур та релігій, прибічниками різних політичних поглядів тощо.

ПР 6. Використовувати інформаційні й комунікаційні технології для вирішення складних спеціалізованих задач і проблем професійної діяльності.

ПР 7. Розуміти основні проблеми філології та підходи до їх розв'язання із застосуванням доцільних методів та інноваційних підходів.

ПР 8. Знати й розуміти систему мови, загальні властивості літератури як мистецтва слова, історію мови і літератури, що вивчаються, і вміти застосовувати ці знання у професійній діяльності.

ПР 9. Характеризувати діалектні та соціальні різновиди мов, що вивчаються, описувати соціолінгвальну ситуацію.

ПР 10. Знати норми літературної мови та вміти їх застосовувати у практичній діяльності.

ПР 11. Знати принципи, технології і прийоми створення усних і письмових текстів різних жанрів і стилів державною та іноземними мовами.

ПР 13. Аналізувати й інтерпретувати твори української та зарубіжної художньої літератури й усної народної творчості, визначати їхню специфіку й місце в літературному процесі.

ПР 14. Використовувати мови, що вивчаються, в усній та письмовій формі, у різних жанрово-стильових різновидах і регістрах спілкування (офіційному, неофіційному, нейтральному), для розв'язання комунікативних завдань у побутовій, суспільній, навчальній, професійній, науковій сферах життя.

ПР 15. Здійснювати лінгвістичний, літературознавчий та спеціальний філологічний аналіз текстів різних стилів і жанрів.

ПР 17. Збирати, аналізувати, систематизувати й інтерпретувати факти мови й мовлення й використовувати їх для розв'язання складних задач і проблем у спеціалізованих сферах професійної діяльності та/або навчання.



## 2. ПЕРЕЛІК ПИТАНЬ З ТЕМИ “MEALS” ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ ТА ІНДИВІДУАЛЬНОГО ВИКОНАННЯ

Тема 1.	Їжа та її компоненти. Щоденне харчування.
Тема 2.	Види продуктів харчування.
Тема 3.	Способи приготування їжі. Кухонне начиння.
Тема 4.	Опис їжі: смак і якість. Сніданок, обід, вечеря.
Тема 5.	Ресторани та кафе. Здорове харчування.
Тема 6.	Типи ресторанів: ціни, обслуговування, страви.
Тема 7.	Посуд та столові прибори. Ресторанне меню.
Тема 7.	М'ясні страви. Страви з риби і морепродуктів. Десерти.
Тема 9.	Кухні народів світу.

### **3. ПОНЯТІЙНИЙ АПАРАТ ТЕМИ “MEALS”**

Topic 2. Meals. Food and cooking.

Types of food. Methods of cooking.

Kitchen utensils. Dishware, glassware, china, crockery and cutlery.

Meat dishes. Fish and seafood dishes. Desserts.

Description of food: taste and quality.

Breakfast. Lunch. Dinner.

Types of restaurants: prices, service, the menu.

National cuisines: comparative aspect.

#### **4. ПЕРЕЛІК ВИДІВ РОБОТИ З РЕКОМЕНДАЦІЯМИ ЩОДО ЇХНЬОГО ПРОВЕДЕННЯ**

Самостійна та індивідуальна робота студентів 1 курсу Навчально-наукового інституту іноземної філології є невід'ємною складовою вивчення обов'язкової освітньої компоненти «Практичний курс англійської мови».

Робота здійснюється за наступними напрямками:

- формування лексичної компетентності;
- опрацювання матеріалу з автентичних підручників;
- формування письмової комунікативної компетенції (написання есе, повідомлення, листа-скарги);
- підготовка, створення та проведення PowerPoint презентацій як форма перевірки вивченого матеріалу;
- підготовка до оцінювання навчальних досягнень здобувачів вищої освіти за всіма видами навчальних робіт за поточним, модульним та підсумковим контролюми.

##### ***Алгоритм роботи з формування лексичної компетентності:***

- визначте матеріал для підготовки до практичного заняття;
- опрацюйте джерела, зазначені в списку літератури (основні, допоміжні), та підберіть самостійно джерела, які можуть бути використані під час підготовки до запропонованого блоку навчальної тематики;
- визначте основні для засвоєння поняття з теми;
- занотуйте прочитану інформацію, для кращого засвоєння матеріалу;
- перевірте правильність вимови, наголосу, написання та комбінаторні властивості вивчених нових лексичних одиниць з теми;
- підберіть відповідний ілюстративний матеріал до теми;

- визначте проблеми в опрацьованому матеріалі, які ви недостатньо зрозуміли: з цими питаннями ви зможете звернутися на консультації до викладача;
- залучіть додатковий матеріал для відповіді (презентації PowerPoint, автентичні відео тощо);
- перевірте засвоєний лексичний, мовний і мовленнєвий матеріал, відповідаючи на тестові запитання та виконуючи практичні завдання.

***Алгоритм опрацювання матеріалу з автентичних підручників:***

- проаналізуйте запропонований матеріал з автентичного підручника;
- випишіть поняття, що вживаються, користуючись словниками: випишіть їхнє визначення та переклад;
- занотуйте прочитане: випишіть ключові слова, створіть список послідовності подій, дат, елементів тощо, дайте обґрунтування їх використання;
- підберіть до прочитаного відповідний ілюстративний матеріал;
- перекажіть автентичний текст, використовуючи власні нотатки.

***Алгоритм роботи з формування письмової комунікативної компетенції  
(написання есе, повідомлення, листа-скарги):***

- деталізуйте тему письмової роботи;
- запишіть основні поняття теми;
- складіть план написання роботи;
- викладіть свою власну думку щодо заявленої теми;
- обґрунтуйте свою точку зору;
- наведіть якомога більше прикладів та доказів своєї точки зору;
- підведіть підсумок всіх аргументів;
- поцікавтесь точкою зору читача з цього питання.

***Алгоритм підготовки, створення та проведення PowerPoint презентацій  
як форма перевірки вивченого матеріалу:***

- деталізуйте тему презентації;
- визначте ключові поняття теми;
- складіть план створення мультимедійної презентації;
- визначте кількість слайдів та ключові аспекти до кожного з них;
- знайдіть інформацію для кожного з слайдів та доберіть відповідний ілюстративний матеріал;
- підготуйте виступ на 5-7 хвилин.

***Алгоритм підготовки до оцінювання навчальних досягнень здобувачів  
вищої освіти за всіма видами навчальних робіт (поточним, модульним  
та підсумковим контролюми):***

- ознайомтесь з переліком питань та завдань, які винесені на поточну, модульну контрольну роботу, залік, екзамен;
- оберіть підручники, інструктивно-методичні матеріали, які допоможуть при підготовці до контрольних заходів (поточних, модульних, підсумкових);
- перегляньте зміст кожного питання, використовуючи власні нотатки;
- визначіть перелік питань, які потребують поглибленого вивчення (опрацювання допоміжної літератури);
- перевірте засвоєний матеріал, відповідаючи на тестові запитання та виконуючи практичні завдання.

## **5. ПЕРЕЛІК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ З ТЕМИ “MEALS”**

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2. [https://www.interlangues.ch/wp-content/uploads/2020/10/englishfile\\_4e\\_preintermediate\\_teachers\\_guide.pdf](https://www.interlangues.ch/wp-content/uploads/2020/10/englishfile_4e_preintermediate_teachers_guide.pdf)
3. <https://www.thetimes.co.uk/>
4. <https://www.hsph.harvard.edu/nutritionsource/healthy-drinks-full-story>

## 6. ЗАВДАННЯ ДЛЯ САМОСТІЙНОГО / ІНДИВІДУАЛЬНОГО ОПРАЦЮВАННЯ З ТЕМИ "MEALS"

### 6.1. USE OF ENGLISH

**EXERCISE 1. A. Consult your E-dictionary and find out the meaning of the following words.**

food                      meal                      dish

**B. Fill in the gaps with the correct word from A**

1. Most of the food grown here is used in the school's daily \_\_\_\_\_.
2. The recipe for this \_\_\_\_\_ is just too complicated.
3. You must come to my house for a \_\_\_\_\_ very soon.
4. The \_\_\_\_\_ of the day on the menu is roast chicken.
5. Lasagna is one of the tastiest \_\_\_\_\_ you can eat in Italy.
6. This beef \_\_\_\_\_ is really full of flavor, isn't it?
7. The \_\_\_\_\_ in my country is delicious.
8. Too many people eat \_\_\_\_\_ direct from the fridge, which is not always very healthy.
9. When I visit you, I could cook a \_\_\_\_\_ that is from my country.
10. The cost of your holiday includes two \_\_\_\_\_ a day: breakfast and dinner.
11. I don't really like going out to restaurant for expensive \_\_\_\_\_.

**C. Complete the collocations below by writing one of the words from A in the correct gap.**

1. fast-/convenience/organic food
2. a shortage/source/supply \_\_\_\_\_
3. a(n) elaborate/simple \_\_\_\_\_ or \_\_\_\_\_
4. a balanced/filling/light/heavy \_\_\_\_\_

**D. Make your own sentences using the collocations from C**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**EXERCISE 2. A. Cross out the odd word in each line. Consult your E-dictionary if necessary.**

1. calf / veal / ~~chicken~~ / beef / mutton
2. turkey / duckling / quail / rabbit / pheasant
3. dolphin / trout / salmon / herring / mackerel
4. avocado / strawberry / fig / sloes / date
5. bay / dill / sage / pepper / parsley

**B. Look at the words again and say what they have in common**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**EXERCISE 3. A. Group the words from the box under following headings.**

Aubergine, salmon, barley, dill, herring, parsley, mustard, pear, rice, sausage, bacon, basil, flour, lamb, peas, rye, sole, wheat, fig, blackberry, chicken, calf, gooseberry, maize, plaice, mackerel, sage, thyme, veal.

<b>Cereals</b>	
<b>Diary products</b>	



<b>Fish</b>	
<b>Fruit</b>	
<b>Herbs</b>	
<b>Meat</b>	
<b>Vegetables</b>	<i>aubergine</i>

*B. Can you add anything to this list? Consult your E-dictionary for more words in each category.*

**EXERCISE 4. Match the cooking verbs 1-5 with the sets of nouns a-e.**

- |          |   |
|----------|---|
| 1. soak  | a the garlic / almonds / biscuits         |
| 2. slice | <b>b the potatoes / apples / onions</b>   |
| 3. crush | c the bread / tomatoes / courgettes       |
| 4. steam | d the beans / chickpeas / dried mushrooms |
| 5. peel  | e the fish / vegetables / spinach         |

**EXERCISE 5. Cross out the foods that do not go with the ways of cooking.**

- grill: fish / ~~cake~~ / chicken / steak
- slice: tomatoes / cheese / cake / sauce
- mash: bread / potatoes / bananas / baby food
- steam: couscous / vegetables / fish / soup
- deep-fry: chips / trifle / fish / squid
- roast: eggs / beef / chicken / duck
- boil: pasta / potatoes / salad / rice
- grate: carrots / oysters / cheese / apples

9. marinate: prawns / meat / chicken / rice

10 stir-fry: vegetables / meat / fruit / seafood

**EXERCISE 6. Complete the dialogues with the pairs of verbs in the box.**

roast / grill	deep-fry / stir-fry	mash / grate
slice / marinate	<i>steam</i> / boil	

1 - If you \_\_\_*steam*\_\_\_ vegetables, rather than \_\_\_\_\_ them, you keep in more of the vitamins.

- Oh, I didn't know that.

2. - Please don't \_\_\_\_\_ the fish in all that oil. Why don't you \_\_\_\_\_ it, the Chinese way?

- I've never tried cooking that way.

3. - Can I give you a hand?

- Yes, please. If you could \_\_\_\_\_ the potatoes and \_\_\_\_\_ the cheese, that would be a help.

4. - That knife's very sharp - be careful when you \_\_\_\_\_ the meat.

- OK. How long does it need to \_\_\_\_\_ in the wine for?

5. - How are you going to cook the chicken pieces?

It's a waste of electricity to \_\_\_\_\_ them in the oven, so I think I'll \_\_\_\_\_ them.

**EXERCISE 7. A. Match the words from the column A with their synonyms from the column B**

A	B
pie	bell pepper
aubergine	<i>green onion</i>
courgette	French beans
maize	tart
<i>spring onion</i>	eggplant

beetroot	rutabaga
pepper	corn
swede	beet
green beans	zucchini

**EXERCISE 8.** *What kind of food or drink would you associate with the following situation? Why?*

Birthday party \_\_\_\_\_

Wedding \_\_\_\_\_

BBQ party \_\_\_\_\_

Picnic \_\_\_\_\_

Christmas Eve \_\_\_\_\_

New Year party \_\_\_\_\_

**EXERCISE 9. A.** *Which country do you associate with the following food and drink? Why?*

Borshch \_\_\_\_\_

guacamole \_\_\_\_\_

mulled wine \_\_\_\_\_

paella \_\_\_\_\_

pizza \_\_\_\_\_

sushi \_\_\_\_\_

taco \_\_\_\_\_

hamburger \_\_\_\_\_

sake \_\_\_\_\_

Shepard pie \_\_\_\_\_

shish kebab \_\_\_\_\_

Sangria \_\_\_\_\_

**B.** *Have you ever tasted any of the above? Did you like it or not? Why?*

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**C. Work with your partner. Tell him/her about the most unusual meal or drink you have ever had.**

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**EXERCISE 10. Find out 16 verbs which describe food and drink preparation in the Word Search Square. Words can be horizontal (→), vertical (←) or diagonal (↖). They may be written forward and backward.**

<i>b</i>	<i>l</i>	<i>e</i>	<i>n</i>	<i>d</i>	<i>p</i>	<i>h</i>	<i>d</i>	<i>c</i>	<i>n</i>	<i>a</i>	<i>f</i>	<i>b</i>	<i>c</i>	<i>e</i>
<i>m</i>	<i>r</i>	<i>s</i>	<i>d</i>	<i>m</i>	<i>o</i>	<i>l</i>	<i>e</i>	<i>u</i>	<i>c</i>	<i>e</i>	<i>b</i>	<i>r</i>	<i>a</i>	<i>b</i>
<i>s</i>	<i>u</i>	<i>h</i>	<i>d</i>	<i>a</i>	<i>s</i>	<i>g</i>	<i>q</i>	<i>b</i>	<i>t</i>	<i>l</i>	<i>p</i>	<i>y</i>	<i>a</i>	<i>z</i>
<i>c</i>	<i>x</i>	<i>a</i>	<i>d</i>	<i>r</i>	<i>h</i>	<i>e</i>	<i>y</i>	<i>s</i>	<i>a</i>	<i>q</i>	<i>f</i>	<i>k</i>	<i>l</i>	<i>m</i>
<i>r</i>	<i>w</i>	<i>k</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>v</i>	<i>a</i>	<i>r</i>	<i>a</i>	<i>o</i>	<i>e</i>	<i>n</i>	<i>b</i>	<i>f</i>
<i>a</i>	<i>c</i>	<i>e</i>	<i>m</i>	<i>n</i>	<i>o</i>	<i>o</i>	<i>e</i>	<i>s</i>	<i>c</i>	<i>k</i>	<i>l</i>	<i>u</i>	<i>o</i>	<i>d</i>
<i>m</i>	<i>z</i>	<i>s</i>	<i>f</i>	<i>a</i>	<i>r</i>	<i>h</i>	<i>c</i>	<i>h</i>	<i>o</i>	<i>p</i>	<i>u</i>	<i>e</i>	<i>e</i>	<i>n</i>
<i>b</i>	<i>o</i>	<i>o</i>	<i>f</i>	<i>t</i>	<i>g</i>	<i>j</i>	<i>k</i>	<i>y</i>	<i>u</i>	<i>n</i>	<i>s</i>	<i>b</i>	<i>m</i>	<i>p</i>
<i>l</i>	<i>q</i>	<i>g</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>r</i>	<i>o</i>	<i>s</i>	<i>t</i>	<i>f</i>	<i>f</i>	<i>u</i>	<i>t</i>	<i>s</i>
<i>e</i>	<i>a</i>	<i>v</i>	<i>f</i>	<i>y</i>	<i>o</i>	<i>l</i>	<i>e</i>	<i>g</i>	<i>b</i>	<i>x</i>	<i>s</i>	<i>e</i>	<i>r</i>	<i>g</i>
<i>r</i>	<i>q</i>	<i>c</i>	<i>v</i>	<i>g</i>	<i>h</i>	<i>u</i>	<i>t</i>	<i>o</i>	<i>l</i>	<i>k</i>	<i>m</i>	<i>s</i>	<i>a</i>	<i>w</i>
<i>d</i>	<i>f</i>	<i>r</i>	<i>t</i>	<i>y</i>	<i>e</i>	<i>y</i>	<i>u</i>	<i>a</i>	<i>b</i>	<i>p</i>	<i>v</i>	<i>r</i>	<i>g</i>	<i>j</i>
<i>o</i>	<i>p</i>	<i>e</i>	<i>y</i>	<i>r</i>	<i>f</i>	<i>n</i>	<i>a</i>	<i>w</i>	<i>i</i>	<i>e</i>	<i>n</i>	<i>d</i>	<i>o</i>	<i>w</i>
<i>m</i>	<i>o</i>	<i>r</i>	<i>n</i>	<i>i</i>	<i>n</i>	<i>g</i>	<i>s</i>	<i>l</i>	<i>u</i>	<i>e</i>	<i>n</i>	<i>c</i>	<i>h</i>	<i>d</i>
<i>b</i>	<i>r</i>	<i>a</i>	<i>i</i>	<i>s</i>	<i>e</i>	<i>i</i>	<i>n</i>	<i>n</i>	<i>s</i>	<i>l</i>	<i>i</i>	<i>c</i>	<i>e</i>	<i>r</i>

***B. Using the verbs from A form as many phrases as you can by adding appropriate nouns. Consult your E-dictionary if necessary.***

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***C. Imagine that your friend asks you about the recipe of your favorite dish. Write down the list of ingredients needed and give clear instructions/directions how to prepare it. Use verbs and phrases from A and B.***

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**EXERCISE 11. Complete the sentences with the correct form of the words in brackets.**

- 1 Don't harvest mushrooms unless you are sure they aren't \_\_\_\_\_ (poison).
- 2 Fresh bread always smells so \_\_\_\_\_ (appetite).
- 3 Spices are the most \_\_\_\_\_ (value) ingredients in anyone's kitchen.
- 4 It had a lovely hint of \_\_\_\_\_ (spicy) without being too hot.
- 5 The \_\_\_\_\_ (scarce) of water made the harvest very poor.
- 6 Growing asparagus is quite a \_\_\_\_\_ (special) process.

**EXERCISE 12. Complete the adjectives for describing food, first letter of each adjective is given.**

1. Since Lindsay came back from Mexico, everything comes with chillies. It's much too spicy for me.
2. She makes wonderful desserts but everything comes with cream and chocolate. It's just so f \_\_\_\_\_.
3. That sauce was really t \_\_\_\_\_ - what herbs did you add to it?
4. I admit I'm a bit fussy. I'm not keen on fish and I never eat fried food. It's just too g \_\_\_\_\_.
5. My pasta is a bit b \_\_\_\_\_. Could you pass the salt?
6. The steak and chips were really f \_\_\_\_\_. I don't think I can eat any more.

**EXERCISE 13. Replace the underlined words in the sentences with the words and phrases in the box.**

from scratch	proper	a lack of	counts bite to eat
appetite	missed out on	<i>go all day without food</i>	

1. It can't be good for you to not eat until the evening

*It can't be good for you to go all day without food*

2. It's such a shame. He lost the opportunity of opening his own restaurant.

3. I never buy ready meals. I think it's fun to prepare food from the beginning.

4. Shall we have a snack before we start the decorating ?

5. I'm starving when I get up in the morning. I never leave the house without a good breakfast.

6. For me, it's health that is important - that's why I buy organic food.

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7. No wonder she's so slim, she has a very small desire for food.

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8. Not having variety in your diet can create health problems.

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**EXERCISE 14. A. Choose the correct verb in brackets and report the sentences.**

1. "Why don't you send it back if it's overcooked?" (advise / complain)

Mum advised to send it back as it was overcooked

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2. "It's your fault that the burgers were burnt." (deny / blame)

Jane \_\_\_\_\_

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3. "Let's order the set menu to be delivered." (urge / suggest)

Ellie \_\_\_\_\_

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4. "Don't worry. I won't forget to take it out of the oven." (promise / persuade)

Dad \_\_\_\_\_

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5. "We don't use any products that have been genetically altered in any of our products." (deny / refuse)

The managing director \_\_\_\_\_

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6. "Don't forget to ask Meena about her secret ingredient." (admit / remind)

Mark \_\_\_\_\_

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7. "I'm sorry we didn't make it on Saturday" (apologise for / invite)

Lili \_\_\_\_\_

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8. "All the affected premises have been closed." (threaten / declare)

The health minister \_\_\_\_\_

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**B. Match the sentences in exercise A (1-8) to the situations (a-h).**

a. cases of food poisoning

b. a problem in a restaurant

c. having a takeaway meal

- d. asking for help with a recipe
- e. cooking on a barbecue
- f. a scandal about GM foods
- g. missing a party
- h. baking a cake

**EXERCISE 15. A. Read the texts below. For questions (1-5) choose the correct answer (A, B, C or D).**

### **Impossible Pork**

Good news for animal lovers and vegans! There is no need to continue shaming others over eating meat - Impossible Pork is (1)\_\_\_\_\_ **B** \_\_\_\_\_ solution. The replacement for human-made pork has been launched by the same company that is responsible for the craze about Impossible Burger 2.0. Impossible Foods has just introduced plant-based pork that has kosher and halal certification and can (2) \_\_\_\_\_ in any dish, which includes pork. Another company, Beyond Meat, also makes plant-based beef and sausages. The two companies mentioned above are currently shaking the food industry, competing with one (3)\_\_\_\_\_.

Impossible Foods and Beyond Meat raise awareness about climate change and call people to action to save our planet. As more and more people are refusing to eat meat due to (4) \_\_\_\_\_ reasons, plant-based pork or beef can be a better choice (5) \_\_\_\_\_ essential nutrients.

- |              |               |                  |               |
|--------------|---------------|------------------|---------------|
| 1. A you     | <b>B your</b> | C yours          | D yourself    |
| 2. A use     | B be used     | C have been used | D be using    |
| 3. A another | B other       | C the other      | D others      |
| 4. A differ  | B difference  | C different      | D differently |
| 5. A obtain  | B obtaining   | C obtains        | D to obtain   |

**B. Work with your partner. Discuss the idea of making plant-based meat.**



**EXERCISE 16. A. Match the restaurants in A with the meal they serve in B.**

*Consult your E-dictionary if necessary.*

<b>A</b>	<b>B</b>
Steak house	Roast meat
<b>Pizzeria</b>	Steak
Takeaway	Food-to-go
Trattoria	<b>Pizza</b>
Carvery	Italian food
Grill	Grilled food

**B. Fill in the gaps with the words and word combinations from A and B**

1. Mark works part-time in the nearby \_\_\_\_\_ pizzeria \_\_\_\_\_, he says that \_\_\_\_\_ Margarita is the most ordered one.
2. My husband and I visit \_\_\_\_\_ ' Venice' on Saturdays because we adore \_\_\_\_\_.
3. Every day on her way to work Melody takes one big latte and some \_\_\_\_\_ in the local \_\_\_\_\_.
4. Last time at the BBQ party Luck made extremely delicious \_\_\_\_\_ ribs.
5. New \_\_\_\_\_ serves great variety of \_\_\_\_\_: roast pork with orange stuffing, roast beef with herbs, roast breast with creamy sauce, etc.
6. I prefer medium well beef \_\_\_\_\_ either I cook them or order in the \_\_\_\_\_.

**EXERCISE 17. Rewrite the descriptions of the places to eat. Use the words in brackets.**

1 At St. Germain all the food has lots of butter, cream and eggs. (rich)

At St Germain **all the food is very rich**

2 The Gallery restaurant has a view over some beautiful gardens. (looks)

The Gallery \_\_\_\_\_

3 Casa Paco always has a lot of people. (packed)

Casa Paco \_\_\_\_\_

4 The Olive Tree is decorated in a fashionable way. (decor)

The Olive Tree \_\_\_\_\_

5 You can only get seafood at Sea and Surf. (does)

Sea and Surf \_\_\_\_\_

**EXERCISE 18. Complete the conversation with the words in the box.**

greasy   tough   limited <i>home-style</i> huge   inviting   organic
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- Where do you fancy meeting for lunch?

- Rob was telling me about a new place in town. It does traditional (a) home-style cooking and the portions are really (b) \_\_\_\_\_.

- Oh, you mean The Cookhouse? They fry everything there, I think, so the food's quite (c) \_\_\_\_\_. Someone from work went last weekend and she said her steak was really (d) \_\_\_\_\_.

- OK, let's give that place a miss, then.

- How about the new cafe at the art gallery? They only do salads and snacks, so the menu's kind of (e) \_\_\_\_\_, but the food's all (f) \_\_\_\_\_. No chemicals or anything like that.

- That sounds a bit more (g) \_\_\_\_\_.

- Mmm, a bit healthier, too - I'm watching my weight.

## 6.2. LISTENING

### EXERCISE 19. Pre-Listening Activities

*A. Using your E-dictionary, find out the meaning of the following words and phrases.*

be in charge of (v)      eat like a horse (v)      put away (v)      fridge (n)  
veggie (adj)      work out (v)      eat someone for breakfast (v)      BBQ (n)

*B. Make your own examples using the words and phrases above.*

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*C. Look at the words and phrases above again and predict what you are going to listen about.*

### EXERCISE 20. While-Listening Activities

*A. Follow the link below and listen to the dialogue "Barbeque Party". Write out all the names of food and drinks you can hear.*

<https://www.esl-lab.com/intermediate/barbecue-party/>

Food	Drinks

*B. Listen to the dialogue again and say if your predictions were true.*

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**EXERCISE 21. Post-Listening Activities**

*Read the statements below and say if they are True or False. Correct them if they are False.*

1. Eleven people are coming to the BBQ party tomorrow.
2. Mike and Megan are from Ashley's work.
3. At the previous BBQ party Jim ate five hamburgers and six cheeseburgers.
4. On of the family members is a vegetarian.
5. Daniel and Ashley's neighbors have their own garden.
6. There are fizzy drinks at the party.

**EXERCISE 22. Pre-Listening Activities**

*A. Using your E-dictionary, find out the meaning of the following words and phrases.*

an acquired taste	bread and butter	powdered milk
as hard as a rock	go wrong	mix (up) weird

*B. Make your own examples using the words and phrases above.*

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*C. Look at the words and phrases above again and predict what you are going to listen about.*

**EXERCISE 23. While-Listening Activities**

*A. Follow the link below and listen to the dialogue "Breakfast Recipes" and say if your predictions were true.*

<https://www.esl-lab.com/intermediate/breakfast-recipes/>

**B. Listen to the dialogue again and answer the following questions:**

1. Why doesn't the girl want to eat the banana?
2. Why can't the girl have cereal?
3. What did father cook earlier for his daughter?
4. Why is father making breakfast for his daughter?
5. What happened at the end of the conversation?

**EXERCISE 24. Post-Listening Activities**

**Work with your partner and discuss following questions.**

1. What is your main meal of the day?
2. When and where do you eat it?
3. Are your eating habits different at the weekend?
4. What do you usually have for breakfast?
5. Do you ever have a cooked breakfast?
6. Are your habits typical?

**EXERCISE 25. Pre-Listening Activities**

**A. Using your E-dictionary, find out the meaning of the following words and phrases.**

chow down      pig out      endure      switch      entire  
ingredients      pinch      preheat      batch

**B. Make your own examples using the words and phrases above.**

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**C. Look at the words and phrases above again and predict what you are going to listen about.**

**EXERCISE 26. While-Listening Activities**

*A. Follow the link below and listen to the dialogue "Baking Cookies" and say if your predictions were true.*

<https://www.esl-lab.com/intermediate/baking-cookies/>

*B. Listen to the dialogue again and write out all the ingredients, you need for making cookies, and all the verbs which describe the process of cooking.*

<b>Ingredients</b>	<b>Verbs which describe the process of cooking</b>

**EXERCISE 27. Post-Listening Activities**

*A. Work with your partner and discuss following questions.*

1. When did the man start cooking and baking?
2. Who was his teacher?
3. Had he ever attended cooking classes?
4. According to the speaker, what made his receipt great?
5. According to the speaker, at what temperature should you bake the cookies?
6. Have you ever tried to bake anything by yourself? What was that?

**EXERCISE 28.** *Follow the link below and listen to a conversation on a TV cookery programme. Listen and complete the recipe.*

<https://drive.google.com/file/d/1rGoCPoKYCItwAMBjBq-qsBpdrX3J0hmq/view?usp=drivesdk>

### Cheesy pasta with Spinach

*Serves: 4*

#### **Ingredients**

1 medium onion, peeled and chopped

(a) \_\_\_\_\_ spinach, washed and finely chopped

(b) \_\_\_\_\_ pasta

2 tbsp extra virgin olive oil

a little (c) \_\_\_\_\_

a handful of basil leaves

100 g (d) \_\_\_\_\_ cheese

#### **Method**

- Cook the pasta in a large pan of (e) \_\_\_\_\_ salted water for about (f) \_\_\_\_\_ minutes. Don't let it overcook.
- Heat the oil and butter in a frying pan over a (g) \_\_\_\_\_ heat and add the onions. Fry gently for about five minutes until soft and golden.
- Turn the heat down, and add the (h) \_\_\_\_\_ to the frying pan. Mix it gently with the onions until it cooks down (1-2 minutes). There's no need to boil or (i) \_\_\_\_\_ it first.
- Drain the pasta really well. Add it to the onion and spinach, and mix well.
- Add in the cheese and the basil leaves and give one final stir.

#### **Alternatives**

- Add a few (j) \_\_\_\_\_ and some garlic to the basic recipe.
- If you eat meat or fish, add some chicken or (k) \_\_\_\_\_ to the onions and fry gently until cooked.

**EXERCISE 29. A. Follow the link below and listen to people talking about food.**

<https://drive.google.com/file/d/1s3x60z9zS2830tMvIJvAo1sIRoikKmGI/view?usp=drivesdk>

**Do they call these things food heaven (✓) or food hell (X)?**

salads	<input type="checkbox"/>
tofu	<input type="checkbox"/>
fish	<input type="checkbox"/>
burger and fries	<input type="checkbox"/>
tea	<input type="checkbox"/>
garlic	<input type="checkbox"/>
curry and rice	<input type="checkbox"/>
meatballs and spaghetti	<input type="checkbox"/>

**B. Listen again. Tick the opinions / statements that are given in the interviews.**

- 1 Not all meat-free food is nice.
- 2 Seeing fish with a head on puts me off.
- 3 Drinking a lot of tea isn't good for you.
- 4 You shouldn't eat summer fruits all year round.
- 5 I like garlic but only in small amounts.
- 6 My wife and I have very different tastes.
- 7 I like most foods.
- 8 I never eat vegetables of any type.



### 6. 3. READING

**EXERCISE 30.** *Look at the headings in the article. Where might this type of text appear? Explain your choice.*

- a. on a website on how to cook
- b. in a magazine on food and nutrition
- c. in a dieter's blog

**EXERCISE 31.** **Read the article, which describes four different eating patterns. Match the questions (1-10) to the correct text (A-D).**

**Which person:**

- 1. tends not to eat breakfast?
- 2. doesn't really enjoy eating?
- 3. eats regular meals?
- 4. doesn't concentrate just on eating?
- 5. avoids bland food?
- 6. doesn't get what their body needs from their diet?
- 7. eats small amounts throughout the day?
- 8. often eats alone?
- 9. tend to eat too much?
- 10. eats quickly?


### WHAT KIND OF EATER ARE YOU?

**A. The fruit-free zone.** This is someone who eats a fairly unadventurous diet of mainly protein and carbohydrates. A typical meal might consist of just meat and potatoes, or steak and chips. Any vegetables they eat tend to be frozen and easy to prepare, such as peas or sweetcorn. They hardly ever eat fresh fruit - occasionally an orange or an apple, or some fruit juice. Although they eat three meals a day, they take little pleasure in eating and have little variety in their diet. The lack of fruit and vegetables means they are probably missing out on vitamins, minerals and other nutrients.

**B. The general grazer.** This person doesn't often sit down to a proper meal, preferring to just grab smaller bites to eat throughout the day. Not a fan of breakfast, by mid-morning they will start a series of 'mini-meals' - a sandwich, then 15 minutes later some fruit, then half an hour later some biscuits, followed by various snacks throughout the day. Often eating quickly and while doing other activities - working, watching TV, even driving – they get little satisfaction from food. They have no control over their appetite and will often overeat on foods of little nutritional value.

**C. The fast-food fan.** For this person, it's convenience that counts. Often with a busy lifestyle, they tell themselves they don't have time to shop for fresh ingredients and cook them from scratch. Their food of choice is often tasty and filling, but can be greasy and fattening. A typical lunch might be hamburger and fries, followed in the evening by a ready meal of takeaway curry and rice. They tend to like strong flavours, and find fresh fruit and vegetables rather bland. High levels of fats, sugars and salts in their diet create potential health problems.

**D. The evening eater.** This is someone who often goes all day without eating anything at all. They will almost certainly skip breakfast and if you invite them for lunch, they will usually make an excuse about being too busy. By dinner time, they are starving hungry, and so consume a huge number of calories in one go. The evening meal itself may be followed by a range of sweet or salty snacks to fill the need for food that was missed during the day. Preferring to eat by themselves, they tend to be fast eaters who don't take part in shared meals with family or friends.

**EXERCISE 32. A. *Work out the meaning of the words and word combinations in bold in the following sentences. Consult your E-dictionary if necessary:***

1. Are you a **picky eater** or a **heartly eater**? Why?

2. Do you always **eat** everything **up** or do you sometimes **leave food on your plate**?
3. Do you **bolt** your food **down** quickly or do you **chew** it carefully? Why?
4. Do you usually **sip** your drink or do you **gulp** it **down** quickly?
5. Do you prefer **still** or **fizzy drinks**?
6. Do you often **drink straight from a bottle or a can**, or do you usually **drink from a glass**?

*B. Work in pairs. Discuss the questions in A with your partner. Give as much information as you can.*

**EXERCISE 33.** *Read the article again. Match the statements (1-8) to the correct food description (A-E) in the article.*

1. It may help your love life.
2. People sometimes supply fake versions of it.
3. Its flavour relies on the intervention of a mammal.
4. It needs to be prepared by an expert.
5. You can't grow it on a farm.
6. It has been tested against other similar foods.
7. It can't be collected by machine
8. It might have anti-crime uses.


### **FOOD SUPERLATIVES**

**We all have memories of the best and worst food we've ever eaten, but here are some other food superlatives that you may or may not want to try.**

**A. The hottest.** If you like your curries hot, then a sauce made from the Bhut Jolokia chilli presents the ultimate challenge. It has officially been accepted as the hottest chilli by the Guinness Book of Records. The name translates as 'ghost chilli' and it measures more than one million SHU, Scoville Heat Units, the scale used to

determine spiciness. This is 200 times hotter than the average jalapeño. And it isn't just a weapon in the kitchen. Indian security have trialled the use of the Bhut Jolokia in hand grenades.

**B. The most dangerous.** Fugu is one of the most expensive Japanese fish dishes, served at feasts and celebrations by specially licensed chefs. But it isn't just the price that might put you off. The meat used in the dishes is from the pufferfish (sometimes called blowfish), parts of which are deadly poisonous. A toxin called tetrodotoxin, which currently has no known antidote, is stored in the fish's organs. If wrongly prepared, the unfortunate diner could end up with nausea and vomiting, and in some cases muscle paralysis and asphyxiation.

**C. The least accessible.** For gourmets around the world, the ultimate prize is the elusive white truffle. Found underground on the roots of certain tree species in areas of Italy, Croatia and Slovenia, the white truffle has stubbornly resisted attempts to be cultivated commercially. With the aid of pigs or dogs, truffle-hunters seek out the precious fungi in an annual autumn harvest. Their searches can often prove fruitless as the truffles require a special set of conditions to develop. Changes in climate and overdevelopment have added to their scarcity. This elusiveness and the truffle's reputation as an aphrodisiac have made it one of the most coveted foods in the world.

**D. The most valuable.** There have been times when saffron has been literally worth its weight in gold. It is still considered the world's most valuable spice. Extracted from the saffron crocus, it commands a high price because of the need for specialised growing conditions and labour-intensive harvesting by hand. To produce a kilo of saffron, it's estimated that 150,000 flowers are needed. This highly-prized ingredient has almost inevitably been subject to fraud and adulteration during its 3,000-year history. Unwary buyers may end up with dried marigolds or the cheaper turmeric passed off as the king of spices.

**E. The least appetizing.** Kopi Luwak, one of the most expensive coffees in the world, is prized for its unique taste. Produced in small quantities mainly in Indonesia, it is set apart from other coffees in the way it is processed before it is even harvested. Put bluntly, the coffee berries are eaten in the wild by small cat-like animals called Asian palm civets. The animals don't digest the actual coffee beans and these are then excreted in the animals' droppings. Apparently, their stomach acids create a process that gives the beans a unique and complex flavour.

**EXERCISE 34.** *Read the quotes of the experts about mood food and give your own thoughts to this idea:*

*"Some people when they see cheese, chocolate or cake they don't think of calories." (Amit Kalantri)*

*"Never underestimate the power of good food. Eating delicious food can be a life-changing experience." (Shon Mehta)*

*"Good food warms the heart and feeds the soul." (A.D. Posey)*

*"All happiness depends on a leisurely breakfast." (John Gunther)*

*"A balanced diet is a cookie in each hand." (Barbara Johnson)*

Mood food for me is ...

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**EXERCISE 35.** *Read about five people describing their mood food and complete gaps 1 – 5 with sentences A – F below. There is one sentence you don't need.*

- A. Who am I joking, it's still great.
- B. The kitchen is where the love comes from.
- C. It's when this connection between a dish and a certain context comes together that food makes most sense and is coming to me.
- D. Nobody has ever made it like my mother used to.
- E. I miss that now that I live in London.
- F. It was light, but incredibly comforting.

## MOOD FOOD

### Goldie, musician



Growing up in a children's home, I got used to the kind of meals that work for feeding 25 to 30 kids – things like sausage and mash, bacon and eggs – but I first associated comfort with food when I'd go home at the weekends and visit the Jamaican side of the family.

The smell of Jamaican cooking, be it in a home kitchen, a patty shop in Ladbroke Grove or Junior's Caribbean takeaway in Dalston is, to me, home. And home means comfort. (1) ***The kitchen is where the love comes from.*** The smells, the pots and pans, all the dried and fresh ingredients, the heat from the Scotch bonnet chillies catching your throat, it's all so beautiful.



### Gareth Pugh, designer



I miss a lot of the foods I can't get hold of now for geographical reasons, like my grandmother's ginger and chocolate cake, which she used to make every Saturday for the family tea. (2) \_\_\_\_\_ . Also, 'stottie bread' (a large, round, fat bread) is nowhere to be found and I often bring a few back on the train if I've been to visit the family. Fish and chips always taste better there, too, by the sea – although I recently found a great place that serves amazing fish, chips, and mushy peas in Paris, where I spend a lot of time – and I miss my dad's lasagne [lə'zænjə]. Nothing comes close.



## Cornelia Parker, artist



Something like fish soup rates high on the comfort-food list for me. A bouillabaisse[ 'bujə ,beɪs], or a fish stew. – anything wet with fish in it, really. If I see something soupy and fishy like that on a menu, I have to have it. I went to Portugal at the beginning of the summer and we



went to the same restaurant every night of the week, as you do, and I had monkfish stew four nights out of six. (3) \_\_\_\_\_

## Yotam Ottolenghi, chef



Comfort food is about eating the right food in the right place at the right time. (4)

\_\_\_\_\_. In this way, any food can be comforting

depending on the time and place, whether that's a can of smoked oysters for breakfast or a glass of red wine and pasta at the end of the day. But my true comfort dish, I think, would be brown rice with miso vegetables.





**Azealia Banks, singer**



If we're talking guilty, comforting pleasures, mine has to be candy. Particularly Haribo gummy bears. As well as candy, I love steak.

It's a guilty pleasure because red meat is so bad for you! When I was a kid, I used to really love



McDonald's. (5) \_\_\_\_\_

**EXERCISE 36.** *Read the descriptions of mood food again and write the food words for photos 1 – 5.*

- 1 Scotch bonnet chillies
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**EXERCISE 37.** *Find out all the other types of food mentioned in the article about mood food. With a partner, say what you think they mean. Consult your E-dictionary, if necessary.*

Types of food	Meaning
<i>patty</i>	<i>= meat, fish, etc. cut into very small pieces and formed into a small round flat shape</i>

**EXERCISE 38. Answer the following questions:**

1. Is there any food that people mentioned that contain substances that affect how you think and feel? Why?
2. What are your mood foods?
3. What do they remind you of?
4. How do they make you feel?
5. How often do you eat them?
6. Where do you eat them, and who with?

**EXERCISE 39. Read the information of a food expert how to become a better-informed consumer.**



Dr Paul Clayton, is a former Chair of the Forum on Food & Health (UK), and Senior Scientific Advisor to the UK government's Committee on the Safety of Medicines, he is currently a Fellow of the Institute of Food, Brain & Behaviour (Oxford).

Dr Paul Clayton says that the brain is affected by what we eat and drink, just like every other part of our body because certain types of food contain substances which affect our mind and feelings.

For example, food which is high in carbohydrate (sugar, starch and fiber), can make us feel more relaxed. It also makes us feel happy. Research has shown that people on diets often begin to feel a little depressed after two weeks because they are eating fewer of these macronutrients.

On the other hand, food which is rich in fat and protein makes us feel awake and focused. Research has shown that schoolchildren who eat a high-protein breakfast often do better at school than children whose breakfast is lower in protein. Also, eating the right kind of meal at lunchtime can make a difference if a person has an exam in the afternoon or a business meeting where he (she) needs to

make some quick decisions. In an experiment for a BBC TV programme two chess players, both former British champions, had different meals before playing each other. Paul had a plate of prosciutto ([prə'ʃu:tʊ]) and salad (full of protein from the red meat), and his opponent Terry had pasta (US: ['pɑ:stə], UK: ['pæstə]) with a creamy sauce (full of carbohydrate). In the chess match Terry felt sleepy, and took much longer than Paul to make decisions about what moves to make. The experiment was repeated several times with the same result.

Another powerful mood food could become a secret weapon in the fight against crime. In Bournemouth, a coastal resort town on the south coast of England, where late-night violence can be a problem, some nightclub owners have come up with a solution. They give their clients free chocolate at the end of the night. The results have been dramatic, with a 60% reduction in violent incidents.

Why does chocolate make people less aggressive? First, it causes the brain to release feel-good chemicals called endorphins. It also contains a lot of sugar, which gives you energy, and can help stop late-night tiredness turning into aggression. These two things, together with a delicious taste, make chocolate a powerful mood changer.

*(Adapted from a British newspaper)*

**EXERCISE 40.** *What does Dr Paul Clayton say about the connection between eating and our feelings? In your own words explain what emotional eating is.*

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**EXERCISE 41.** *Are the foods in the box below carbohydrates or proteins? Complete the list of food for each category.*

cake	chicken	pasta	salmon
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<b>Food high in carbohydrate</b>	<b>Food high in proteins</b>
<i>cake</i>	

**EXERCISE 42.** *Read the article again. Then with a partner, say in your own words why the schoolchildren who eat a high-protein breakfast often do better at school than children whose breakfast is lower in protein.*

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**EXERCISE 43.** *After reading the article, say if there is anything you would change about your eating habits?*

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## RESTAURANT PROBLEMS

**EXERCISE 44.** *Do the “Restaurant Quiz” with a partner.*



### RESTAURANT QUIZ

#### What do you call...?

- 1 the book or list which tells you what food there is
- 2 the three parts of a meal
- 3 the person who serves you
- 4 the piece of paper with the price of the meal
- 5 extra money you leave if you are happy with your meal or with the service

#### What do you say...?

- 6 if you want a table for four people
- 7 when the waiter asks you what you want
- 8 when you are ready to pay

Answers:

***1 the menu***

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EXERCISE 45. Look at the Photo 1, and answer the following questions:**

1) Where are the people in the photo?

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2) Who are the three people?

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3) What words and word combinations can the people from the mentioned above “Restaurant Quiz” use?

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*Photo 1*



**EXERCISE 46.** *Predict the answers to the following questions between the people from the Photos 1 and 2:*

1 What do the people from the photo order?

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2 What problems do they have?

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*Photo 2*



**EXERCISE 47.** *Describe Photo 3 saying why the waitress takes the dish from the table away.*

*Photo 3*



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**EXERCISE 48.** *Read the dialogue and find the answers to the questions from Exercise 45.*

**W = waitress, S = Sheila, D = Donald, H = Holly**

**W** Are you ready to order?

**S** Yes, please.

**W** Can I get you something to start with?

**S** No, thank you. I'd like the tuna with a green salad.

**W** And for you, sir?

**D** I'll have the steak, please.

**W** Would you like that with fries or a baked potato?

**D** Fries, please.

**W** How would you like your steak? Rare, medium, or well done?



D Well done.

H Nothing for me.

W OK. And to drink?

S Water, please.

W Still or sparkling?

S Sparkling.

\*\*\*

W The tuna for you, ma'ams, and the steak for you, sir.

H I'm sorry, but I didn't ask anything.

W No problem. I'll take it away.

D Excuse me.

W Yes, sir?

D Sorry, I asked for my steak well done, and this one is rare.

W I'm really sorry. I'll take it back to the kitchen.

[https://www.interlangues.ch/wp-content/uploads/2020/10/englishfile\\_4e\\_preintermediate\\_teachers\\_guide.pdf](https://www.interlangues.ch/wp-content/uploads/2020/10/englishfile_4e_preintermediate_teachers_guide.pdf)

**EXERCISE 49.** Search the online dictionary finding the information about the following ideas:

I. the different ways a steak can be cooked

rare

medium

well done

1½ mins per side \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. the two kinds of mineral water

still

sparkling

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Say what steak / kind of mineral water do you prefer most when you order it in a restaurant and why:

**I prefer to order ..... steak because** \_\_\_\_\_

**I prefer to order ..... water because** \_\_\_\_\_



**EXERCISE 50.** *Study the structure of a typical menu and complete the chart with the dishes from the box that can belong to the following courses:*

- |                                 |                            |
|---------------------------------|----------------------------|
| 1) strawberry ice cream         | 13) pork chop              |
| 2) rabbit in mustard sauce      | 14) lamb casserole         |
| 3) mushroom soup                | 15) chicken Kiev           |
| 4) lamb kebab with rice         | 16) dover sole             |
| 5) prawn cocktail               | 17) grilled trout          |
| 6) lemon cheesecake             | 18) cod in cheese sauce    |
| 7) poached salmon in dill sauce | 19) burger 'n' beans       |
| 8) chocolate gateau             | 20) fish fingers 'n' chips |
| 9) pate and toast               | 21) chocolate fudge cake   |
| 10) chilled melon               | 22) cream (various)        |
| 11) garlic mushrooms            | 23) apple pie with cream   |
| 12) rumpsteak                   | 24) tea, coffee            |

## Courses and dishes – a typical menu

		<i>Dinner</i>	
courses	<b>Starters</b>	£ p	<b>Fish</b> £ p
		<u>prawn cocktail</u>	<u>dover sole</u>
		_____	_____
		_____	_____
	<b>Main Courses</b>		<b>Children's Portions</b>
dishes	<b>Meat</b>		<u>burger 'n' beans</u>
		<u>rumpsteak</u>	<u>fish fingers 'n' chips</u>
		_____	
		_____	
			<b>Desserts</b>
			<u>chocolate fudge cake</u>
			_____
			_____
			_____
			<i>snacks always available</i>
			small items, e.g., <b>sandwiches, pies, etc.</b>

**EXERCISE 51.** *Make up your own conversations, using the prompts from the chart.*

	
_____ : Are you ready to (1) _____?	_____ : Yes, please.
Can I get you something to (2) _____ with?	No, thank you. I'd like the (3) _____ .
Would you like that with (4) _____ or (5) _____?	(6) _____, please.
How would you like your _____?	(8) _____.
Rare, (7) _____, or well done?	
OK. And to (9) _____ .	Water, please.

(10) _____ or sparkling?	_____ , please.
Is that _____ (11)?	(12) _____.

**EXERCISE 52.** *Role-play the conversation, following the instructions from the box:*

- A** You are the waiter / waitress. You begin with *Are you ready to order?*
- B** You are in the restaurant. Order some meat or fish dish.
- A** Offer **B** some garnish like fries, baked potato, salad, etc. with the meat or fish dish.
- B** There is a problem with your order. Explain it to the waiter / waitress.
- A** Apologize, and try to solve the problem.

**A** *Are you ready to order?*

**B** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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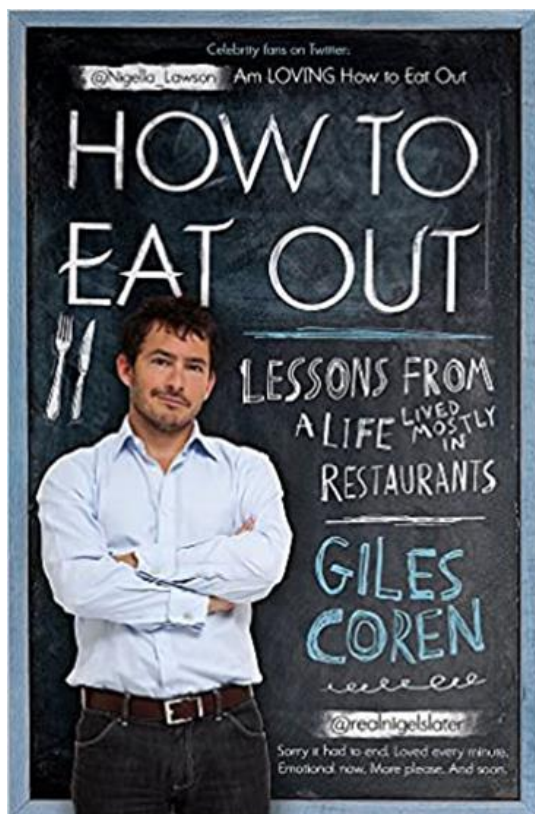
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now swap the roles.

**EXERCISE 53.** *You are going to read some extracts from the book under the title “How to eat out” written by a British columnist, food writer, and television and radio presenter Giles Coren. He has been a restaurant critic for The Times newspaper since 1993, and was named Food and Drink Writer of the Year at the British Press Awards in 2005. In his book Giles Coren gives advice about how to get the best out of the restaurant meals. Judging by the title give your ideas about the subject of the book:*



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**EXERCISE 54.** *Before reading, decide what you think the missing words might be in the tips.*

1. Always order the \_\_\_\_\_.
2. Never eat the \_\_\_\_\_.
3. Have the vegetarian option – but not in a \_\_\_\_\_ restaurant.
4. Never sit at a table \_\_\_\_\_.
5. Insist on \_\_\_\_\_ water.
6. How to \_\_\_\_\_ – and get a result.
7. Be nice to the \_\_\_\_\_.

## **EXERCISE 55.**

*Read the extracts from the book “How to eat out” and compare the tips the author gives in his book with yours. Did you guess any of them right?*

### **HOW TO EAT OUT**

*(by restaurant critic Giles Coren)*

**Tip 1** Always order the fish.

Really good fresh fish is very hard to find, very hard to store and keep fresh – you've got to really cook it as soon as you buy it or there's no point. It's often fiddly to prepare and very smelly to cook. It's what restaurants are FOR! It just amazes me that people will go into a restaurant and order the steak. A thing you can buy almost anywhere, keep for weeks, and cook however you like without doing anything to it and it'll always basically be OK.

**Tip 2** Never eat the bread.

An ex-girlfriend of mine eats nothing all day. She claims she doesn't get hungry. So, whenever we meet for dinner, she is utterly starving and gobbles up the entire bread basket and three pats of butter without pausing for breath. Then halfway through her main course she starts poking about and saying, 'I don't know why they give you such large portions, I'll never eat all this!' I just don't know why people eat the bread. You shouldn't be that hungry. Ever. Bread is not a first course. It's a breakfast food, an accompaniment to certain terrines. But in an expensive place with a TV chef and a whole range of exciting things to chew on for the next couple of hours, why would anyone want to fill up with bread? I always tell them, as soon as I arrive, to bring no bread. But sometimes they do and you must tell them to take it away.

**Tip 3** Have the vegetarian option – but not in a vegetarian restaurant.

As a rule, the best vegetarian food is cooked by meat-eating chefs who know how to cook, rather than by bearded hippies. For this reason, if you want good vegetarian food, go to a normal, that is, omnivorous, restaurant. There may not be

much choice, but personally I would much rather restaurants focused on doing one or two things brilliantly than offered a whole load of stuff that was just about OK.

**Tip 4** Never sit at a table outside.

Why on earth would you want to eat outside? I suppose in a hot country where there's no air conditioning, it might be nice to sit outside in the shade overlooking the sea. But on a busy London street? Crazy. Go indoors. Also, in most restaurants the outside tables are ruined by smokers. If you want to eat outside in London, take sandwiches and eat them in one of the wonderful parks.

**Tip 5** Insist on tap water.

We have invested years and years and vast amounts of money into an ingenious system which cleans water and delivers it very cheaply to our homes and workplaces through a tap. And yet last year we bought three billion liters of bottled water. That's just free money for the restaurant, so don't order mineral water! Ask for a jug of tap.

**Tip 6** How to complain – and get a result.

Complain nicely, politely, apologetically. But firmly, and at the very moment of disappointment. 'I'm awfully sorry to make a fuss,' you might say, 'but this fish really isn't as fresh as I'd hoped. I really can't eat this. What else might I have as a replacement that can come quickly?' There's simply no way you can lose with that. The end result is likely to be free main courses, a jolly time, and an amicable departure.

**Tip 7** Be nice to the staff.

Just be nice to them, that's all. You should always be nice to everybody, obviously, but if you're not, make being nice to staff in restaurants your only exception. Don't flirt with waitresses, and don't ask foreign staff where they're from. Just smile, and say please and thank you. And look at them when you're ordering. And then shut up and eat.

[\(https://www.thetimes.co.uk/\)](https://www.thetimes.co.uk/)

**EXERCISE 56. Match the words to their definitions.**

*Example: 1 – f*

- |                        |  |
|------------------------|--|
| 1) <i>fiddly</i> (adj) | a) to eat sth. very fast, in a way that people consider rude or greedy   |
| 2) a TV chef           | b) used to refer to a substance or things when you don't know the name, the name is not important or when it's obvious what you are talking about (here it refers to food) |
| 3) to chew             | c) unnecessary excitement, worry, or activity  |
| 4) amicable            | d) one that eats a variety of food of both plant and animal origin   |
| 5) staff               | e) to express dissatisfaction or annoyance about something   |
| 6) stuff               | <i>f) difficult to do (here because of the bones, etc.)</i>  |
| 7) to gobble           | g) a loaf of forcemeat or aspic, similar to a pâté   |
| 8) fuss                | h) showing a polite and friendly desire to avoid disagreement and argument   |
| 9) to complain         | i) all the people employed by a particular organization  |
| 10) omnivorous         | j) to bite food into small pieces in your mouth with your teeth to make it easier to swallow   |
| 11) terrine            | k) a kitchen chef who has become a celebrity   |

**EXERCISE 57. Read some extracts from the cookery book and complete the missing words from the previous exercise.**

1 This recipe is definitely the most *fiddly* dish in the book, but it really shows how with a bit of effort, to cook nicely.

2 So, whenever we meet for dinner, she is utterly starving and \_\_\_\_\_ up the entire bread basket and three pats of butter without pausing for breath.



3 But in an expensive place with a TV chef and a whole range of exciting things to \_\_\_\_\_ on for the next couple of hours...

4 ... personally I would much rather restaurants focused on doing one or two things brilliantly than offered a whole load of \_\_\_\_\_ that was just about OK.

5 'I'm awfully sorry to make a \_\_\_\_\_,' you might say, 'but this fish really isn't as fresh as I'd hoped.'

**EXERCISE 58. Read Giles Coren's tips again and explain why he mentions the following ideas.**

**1**  
ordering  
steak in a  
restaurant

**2**  
meat-eating  
chefs

**3**  
bottled water

**4**  
free main  
courses

<b>1: <u>you can buy</u></b>	<b>2:</b>	<b>3:</b>	<b>4:</b>
<b><u>almost anywhere</u></b>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**EXERCISE 59. Discuss the questions below:**

1) Do you agree with Giles Coren's tips? Are there any other tips that you could give visitors that would help them to get the most out of local food and restaurants?

2) Where would you recommend eating out...?

- for a weekday lunch
- to celebrate a friend's birthday
- with a wealthy relative

3) Think of a good meal out you've had. Where was it? Who were you with?

Can you remember what you had to eat and drink?

4) Have you ever had a disastrous meal out? Why was it so awful?

5) In general, do you think that eating out is good value? Why (not)?

**EXERCISE 60.** *Answer the questions from the box. Say if all the beverages supply the person's body with water.*

### What do you drink?

**1 What did you have to drink yesterday?**

**Say at what time, and how much.**

**2 What do you usually drink...?**

- for breakfast
- mid-morning
- mid-afternoon
- with lunch and dinner
- before you go to bed
- when you go out for a drink with friends
- when you are celebrating something

**3 Is there anything you never drink?**

**Why?**

**4 Do you ever drink out of a can or a bottle?**

**What?**

**EXERCISE 61.** *Read some information of a nutritionist talking about the kind of liquids we should drink.*

"At least half of our daily liquids should come from water. About one third – or three to four cups – can come from coffee or tea – but with no sugar. Low-fat milk can make up another twenty per cent. If we drink less milk, it possible to get

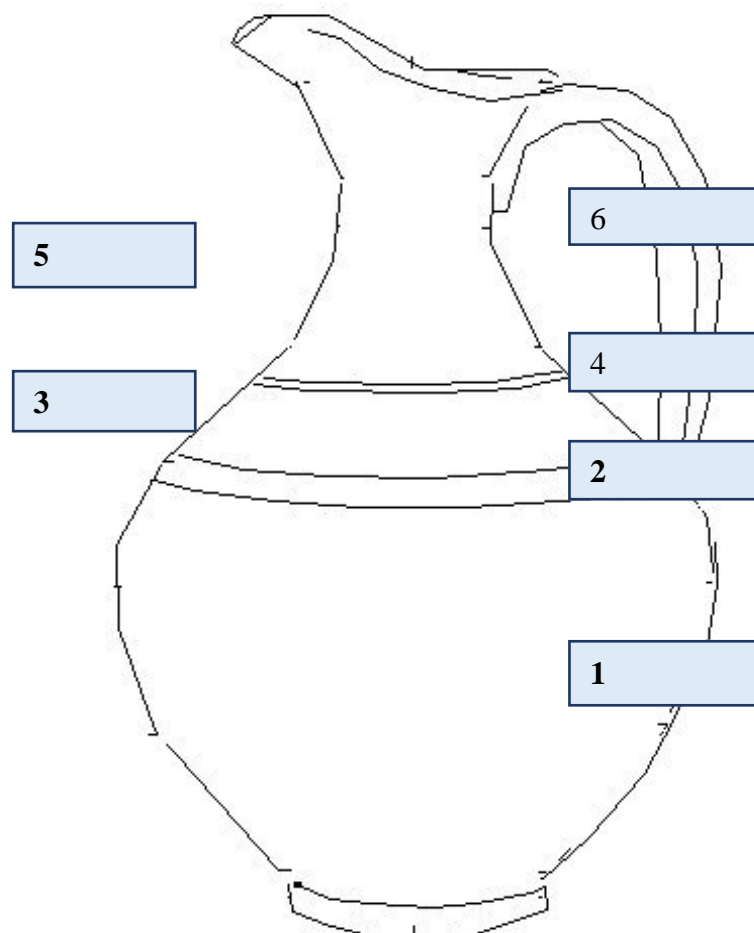
calcium from another type of food or drink, for example green vegetables. We can have one small glass of fruit juice a day, and no more than one to two alcoholic drinks for men, or one for women. However, some doctors now think that it's a good idea to have several alcohol-free days a week. Diet drinks which use artificial sweeteners are not good for people, but up to one to two glasses a day is OK. But it is better not to have any drinks with a lot of sugar, for example, sweet fizzy drinks".

(<https://www.hsph.harvard.edu/nutritionsource/healthy-drinks-full-story>)

**EXERCISE 62.** Write the drinks from the list in the correct place on the jug.

*What kind of drinks should we never drink?*

low-fat milk	tea and coffee	fruit juice
water	diet coke	alcohol



**EXERCISE 63.** *Read the extract of a nutritionist again and fill in the chart for the recommended quantities of each drink:*

- a) water → half of our daily liquids
- b) tea and coffee → \_\_\_\_\_
- c) low-fat milk → \_\_\_\_\_
- d) alcohol → \_\_\_\_\_
- e) diet coke → \_\_\_\_\_
- f) fruit juice → \_\_\_\_\_

**EXERCISE 64.** *Write if you agree with what the nutritionist says? How similar is her / his advice to what you drink every day?*

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*Is there anything you drink that some people say is good for you and other people say is bad?*

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**EXERCISE 65.** *Read the article “Are they really good and bad?” and say if you agree with the information in the article? Have you read or heard anything recently which contradicts anything in the article?*

### **ARE THEY REALLY GOOD AND BAD?**

How do we know what to believe when doctors give us advice about what to drink and what not to drink? Every week, it seems, a scientific study contradicts last week's research. Jeremy Laurance reviews the latest medical research into drinks.

## ALCOHOL

**GOOD:** For the heart in small amounts, according to some studies. Two small glasses of red wine a day can cut the risk of heart attack by 30%, especially for middle-aged men.



**BAD:** For the liver. Liver disease is increasing. Some studies also say that one drink a day increases a woman's risk of all types of cancer by 6%. Other recent studies suggest that no alcohol at all is the ideal for both men and women.

## COFFEE

**GOOD:** Coffee contains caffeine, which is a stimulant drug, and millions of people drink coffee every day. It improves short-term memory, makes your muscles stronger, keeps you awake, and tastes delicious.



**BAD:** It's sometimes connected with heart disease, arthritis ([ɑ:r'θraɪtɪs]), and high blood pressure.

## JUICE

**GOOD:** For people who don't like fruit and prefer to have it as juice.

**BAD:** For teeth, especially orange juice which contains a lot of acid. Juice also has a lot of natural sugar, so drinking a lot can add to weight problems.



## MILK

**GOOD:** For very young children, who need the calcium for their bones.

**BAD:** For adults and older children. They don't need the extra calcium, and high fat foods like full-fat milk, butter, and cheese can cause heart disease.



### TEA

**GOOD:** Black tea cuts the risk of heart disease. It also reduces stress, makes you more alert, and may help the immune system and prevent diabetes.

**BAD:** If you add milk, the good effects of tea disappear. Sugar makes it worse.



### WATER

**GOOD:** We can't live without it, but how much is enough? Typical advice is that you need 2.5 liters a day, but that includes liquid you get from other drinks and from food.

**BAD:** Too much water can cause problems, e.g., low salt levels. A few people have actually died from drinking too much water.



*(Adapted from the British press)*

**EXERCISE 66.** *Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two extra choices.*

### NOT A HAMBURGER

Today, billionaires such as Bill Gates and Richard Branson openly declare support for the development of biotechnology for livestock. Together with one of

the world's largest meat companies, Cargill, they are investing in an American startup, Memphis Meats. The company began producing chicken, duck and beef by multiplying animal cells in appropriate conditions, without feeding, breeding and slaughter. Sir Richard Branson, (1) \_\_\_\_\_, suggested that in 30 years' time we would no longer need to kill animals and all meat would be either "clean or plant-based". He wrote that one day, we will look back and think how archaic our grandparents were (2) \_\_\_\_\_.

Animal rights activists have fought for the artificial production of foie gras for many years because lavish food requires forced feeding of ducks through the pipe (3) \_\_\_\_\_. A startup called JUST started such an experiment in growing foie gras in a laboratory.

Mosa Meat plans to start with burgers in high-end restaurants, (4) \_\_\_\_\_. In Vitro already has a laboratory restaurant in the Netherlands, where artificial meat is served as an appetizer, main course and dessert. Another company worth paying attention to is Future Meat Technologies. It is based in Jerusalem to transform global meat production through the distribution of fat and muscle cells, improving food safety and reducing environmental impacts around the world. Future Meat Technologies uses state-of-the-art cell farming technology developed by biologists and bioengineers and brought to life by the world-renowned innovative chefs from Jerusalem.

More and more scientists and researchers believe (5) \_\_\_\_\_. For producing one kilo of beef, more than 38 kilos of feed and almost 7 cubic meters of water are required. Cattle around the world can emit 15 % of greenhouse gases into the atmosphere. With the abundant population growth, we will not be able to continue the traditional production of meat. There simply will not be enough resources, while a cultivated product requires 100 times less land and 5.5 times less water.

Maastricht Mosa Meat, which in the past received more than \$1 million from Google co-founder Serge' Brin, hopes (6) \_\_\_\_\_. The goal is to achieve

industrial production and prices around \$1 a piece. The only problem is that the meat won't look, smell and taste like a traditional one.

- A. purchasing ham and other kinds of meat in future
- B. if to hunt for eating and survival in general
- C. that traditional meat production is inefficient
- D. to sell beef for hamburgers in the next three years
- E. who refused to eat beef
- F. while maintaining a competitive price
- G. so that they are fed enough for liver growth
- H. when they killed animals for food



**PART 4. WRITING**  
**A LETTER OF COMPLAINT**

**EXERCISE 67.** *Look at the questions and answer them.*

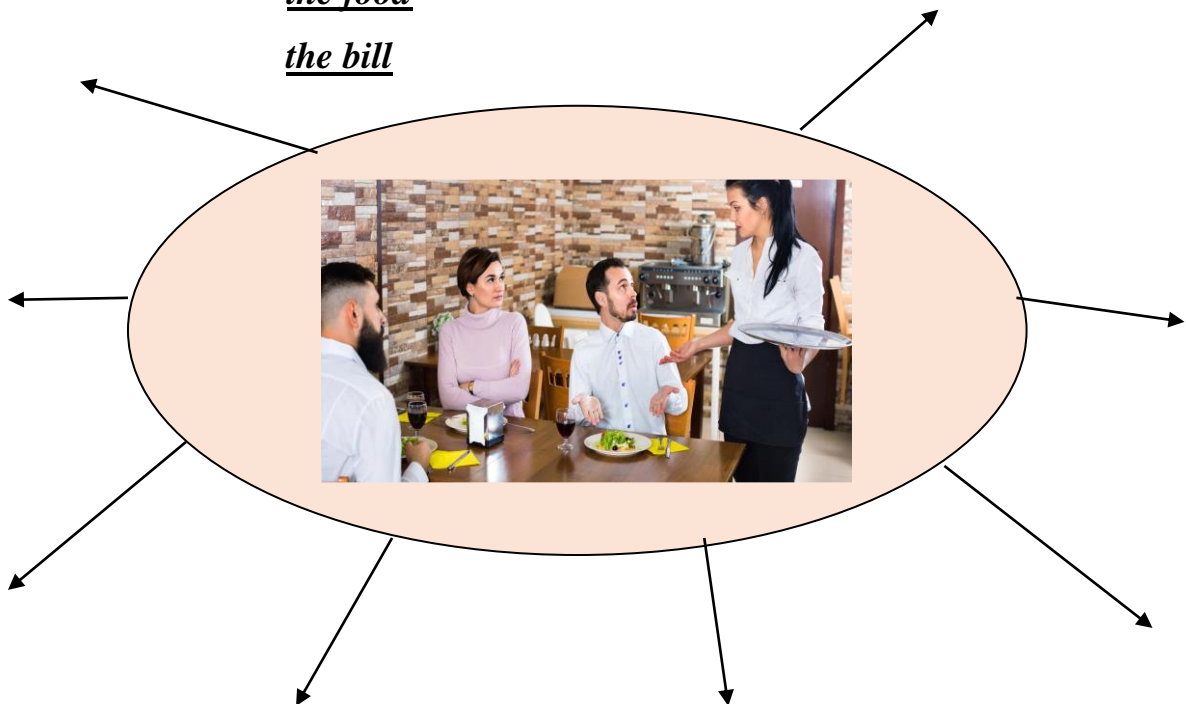
1. Have you ever had any \_\_\_\_\_  
bad experience at a restaurant \_\_\_\_\_  
or café? \_\_\_\_\_
2. What happened? \_\_\_\_\_
3. Did you make a \_\_\_\_\_  
complaint either in person or in \_\_\_\_\_  
writing? \_\_\_\_\_
4. What a verbal or written \_\_\_\_\_  
answer did you get? \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 68.** *In groups make a semantic map of what in your opinion a customer can complain about.*

*waiting too long for a table*

*the food*

*the bill*



**EXERCISE 69.** Read “*The model formal e-mail*”. What exactly is the complaint about?

**The model formal e-mail**

**To:** [manager@fiorellis.co.uk](mailto:manager@fiorellis.co.uk)

**From:** [a.burns25700@gmail.com](mailto:a.burns25700@gmail.com)

**Subject:** Complaint

Dear Sir or Madam,

✓ 1 I am writing to complain about the meal that my family had at your restaurant on Saturday March 16th. (1) ***b I’m afraid to say*** that the dinner (2) \_\_\_\_\_.

✓ 2 Firstly, as stated in our online reservation, we booked a table for 7.00 and we (3) \_\_\_\_\_ to leave the table by 9.00, which we (4) \_\_\_\_\_. However, the service was awfully slow and at the time we were just to leave, we had “luckily” been given our dessert. But as soon as the waiter had brought us the bill, he immediately asked us to hurry as the table had already been reserved for some other visitors after us. This event made us feel extremely (5) \_\_\_\_\_.

✓ 3 Also, when we were ordering our meal, the waiter advised some dishes which were not on the menu and we both wanted *veal medallions*. We thought that the price of this dish would be in line with those on the menu, (6) \_\_\_\_\_, between £15 and £20. But in the bill, we found out that (7) \_\_\_\_\_ a total of £50, so it was more than twice as expensive. When we complained to the waiter, he said that we should have asked the price when we ordered; even so, the way I see it, it was the waiter’s duty to mention that the dish itself was far more expensive than the other choices.

✓ 4 I feel strongly disappointed that if customers are given a table which has a time limit, the service should be well-organized to ensure that (8) \_\_\_\_\_ within that time. I also consider that, though some of the daily ‘specials’ may be pricier because of the ingredients used, this should always be

made clear before all else.

✓ 5 In this specific situation, we think that (9) \_\_\_\_\_ and that we should receive (10) \_\_\_\_\_. I look forward to hearing your views on this matter.

Yours faithfully,

Mrs. Agatha Burns

**EXERCISE 70.** *Look at the phrases and choose a better one (either a or b) for each omitting part from “The model formal e-mail” in exercise 2. Explain your choice.*

- |  |   |
|--|---|
| 1. a I'm sorry to say that               | 6. a that is to say                         |
| <b>b I'm afraid to say</b>               | <b>b I mean</b>                             |
| 2. a did not live up to our expectations | 7. a we had been charged                    |
| <b>b was a complete disaster</b>         | <b>b you had charged us</b>                 |
| 3. a were requested to                   | 8. a they can eat their food                |
| <b>b were told we had to</b>             | <b>b their meal can easily be completed</b> |
| 4. a thought was OK                      | 9. a we must apologise                      |
| <b>b considered reasonable</b>           | <b>b you ought to say sorry</b>             |
| 5. a fed up                              | 10. a some form of compensation             |
| <b>b dissatisfied</b>                    | <b>b a lot of money back</b>                |

**EXERCISE 71.** *Paraphrase the following sentences using the studied e-mail into the more formal way.*

1. In this letter I want to complain ...

**I am writing to complain ...**

2. It said on our online booking ...
- 

3. The waiter gave us the bill and asked us to hurry.
- 

4. I really think that if customers are given a table ...

---

5. I'd like to know what you think about this.

---

### PLANNING WHAT TO WRITE

**EXERCISE 72.** *Read part of a website post by Mary Brown. What problem did she have with the food?*



**Mary Brown**

2 hours ago

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Just got back from Brighton. That's the last time we stay at your place! We came here a couple of years ago and had a good time, so I booked again in July. The website described it just as I remembered it and said you could have bar food in the evening – you know what a pain it is to have to go out with the kids, much easier to get room service – so I just went ahead and booked. Anyway, when we turned up, we were utterly astonished! The kitchen and bar area were being done up and they said that in fact they were now a B & B and didn't do any food except for breakfast. It was too late to find anywhere else, so we decided to stay, but it was a nightmare. The builders started making a noise at 7.30 in the morning, the breakfast was rubbish – just cold food because the kitchen wasn't up and running – and we had to buy drinks and sandwiches and take them back to our room in the evening for dinner. I tried to complain, but somehow the manager was never there, only reception staff who weren't really responsible and obviously felt sorry for us. So, I'm going to email the manager and if I don't hear anything, I'm definitely going to put something on Twitter...

[Like](#) • [Comment](#) • [Share](#)

**EXERCISE 73.** *Write Mary's email to the owner of the place she stayed.*

*Mention the following ideas:*

- underline the relevant information in the website post;
- summarize exactly what you are dissatisfied with;
- discuss what it would be reasonable for the place to do to compensate you for the inconvenience;
- invent any details you think might be important to include in the email, for example, your product / dishes preferences, etc.

**To:**

**From:**

**Subject:** Complaint

Dear Sir or Madam,

Yours faithfully,

Mary Brown.

## **7. ПРИКЛАДИ ЗАВДАНЬ З ТЕМИ “MEALS” У ПРОЦЕСІ ПІДГОТОВКИ ДО ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ**

Оцінювання здобувачів вищої освіти здійснюється відповідно до «Положення про критерії та порядок оцінювання навчальних досягнень здобувачів вищої освіти Житомирського державного університету імені Івана Франка згідно з Європейською кредитною трансферно-накопичувальною системою» [https://zu.edu.ua/offic/ocinjuvannya\\_zvo.pdf](https://zu.edu.ua/offic/ocinjuvannya_zvo.pdf), що передбачено законами України «Про освіту», «Про вищу освіту», Статуту університету та інших документів, які регламентують організацію освітнього процесу в Житомирському державному університеті імені Івана Франка.

Підсумкова модульна контрольна робота (включаючи матеріал з освітньої компоненти «Практичний курс англійської мови» для самостійної роботи) може складатися із завдань чотирьох рівнів: з вибором однієї правильної відповіді, на встановлення відповідності, на встановлення послідовності, відкрите запитання (завдання відкритої форми з короткою відповіддю).

### **Приклади типових завдань підсумкової модульної контрольної роботи з теми “Meals”:**

**Task 1** (з вибором однієї правильної відповіді)

1. Choose the correct variant to complete the sentence: May I trouble you \_\_\_\_ a slice of bread?
  - a) about
  - b) of
  - c) to
  - d) for
  - e) on

2. Choose the correct variant to complete the sentence: Soon after being seated in a restaurant, guests are offered \_\_\_\_\_

- a) a menu
- b) a pudding
- c) a bill
- d) a napkin
- e) a snack

3. Choose the best answer to the question: What does an **à la carte** menu offer?

- a) separate dishes
- b) set menus
- c) drinks only
- d) sandwiches
- e) a typical menu

4. Choose the odd one:

- a) spinach
- b) mint
- c) basil
- d) parsley
- e) rosemary

5. Choose apposite to "fatty":

- a) lean
- b) hot
- c) stodgy
- d) sugary
- e) mild

6. Choose the correct variant of the translation: His mother only sometimes cooks a wonderful meal.

- a) Його мати лише іноді готує чудову їжу.
- b) Його мати лише іноді готує чудові смаколики.
- c) Його мати завжди готує чудову їжу.
- d) Не тільки його мати вміє готувати смачно.
- e) Яку смачну їжу інколи може готувати його мати!

7. Choose the correct variant of the translation: Чи є в меню щось на твій смак?

- a) Is there anything on the menu to your taste?
- b) Is there something to your taste on the menu?
- c) Is there something on the menu to your taste?
- d) Do you want to eat here?
- e) What would you like to eat?

8. Choose the phrase closest in meaning to the highlighted part of the sentence: Usually I have no time to cook my breakfast, so I just have a cup of tea and maybe *a bowl of cereal*.

- a) a dish of porridge
- b) a cup of milk
- c) a box of popcorn
- d) some soup
- e) some mashed potato

**Task 2** (на встановлення відповідності)

1. Match the beginning of the sentence with its end. There is one choice among the ends of the sentences you do not need to use.

Many British people don't eat	sandwich bars.
Many offices in Britain have	is coffee.



Schoolchildren in Britain have	a full English breakfast.
The typical drink with breakfast in Britain	eat meat on Sundays.
	a hot lunch at home.

2. Match the definitions with the vocabulary. There is one choice among the ends you do not need to use:

a meal	is any substance consumed by an organism for nutritional support
food	is a business that prepares and serves food and drinks to customers
a customer	is a meal eaten around the middle of the day
a restaurant	is the recipient of a good, service, product or an idea
	is an eating occasion that takes place at a certain time and includes consumption of food

3. Make logical pairs for word-combination. There is one choice among the ends you do not need to use:

the main	dinner
to serve	meal
breakfast	beverages
cold	and chips
	foods

4. Make logical pairs for words that are synonyms. There is one choice among the ends you do not need to use:

a snack	candies
sweets	the first meal of the day
breakfast	a knife, a fork, a spoon
cutlery	a small portion of food
	a cup, a plate

**Task 3** (на встановлення послідовності)

1. Make an affirmative sentence combining the following words and phrases:

is

a quick

for many people

lunch

meal

**Task 4** (завдання відкритої форми з короткою відповіддю)

1. Paraphrase the following sentence filling in the necessary words: My granny likes fish better than meat. – My granny \_\_\_\_\_ fish \_\_\_\_ meat.

2. Fill in the gap: \_\_\_\_\_ is the first meal of a day, most often eaten in the early morning before undertaking the day's work.

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