

# 4 EATING OUT

**1** *In pairs, ask and answer the questions.*

- 1 What kinds of food do you know? Give as many nouns denoting food as you can.
- 2 What meals do you know?
- 3 What dishes do you know? Give as many names of dishes as you can.
- 4 What is understood by a 'course'? What attributes may qualify this word?
- 5 What can be boiled?
- 6 Do we fry meat or do we roast it?
- 7 What is an omelette made of?
- 8 What are cornflakes generally eaten with?
- 9 What is the difference between fried potatoes and chips?
- 10 What kind of meal is five o'clock tea in England? Do you know other names for this meal?
- 11 What fruit do you know?
- 12 Do we roast fish? What is the way to cook it?
- 13 What food is Ukraine famous for?
- 14 Do you enjoy Ukrainian dishes?



**2** *Read some passages from the guidebook for foreigners in Ukraine and match the paragraphs (1-6) with the headings (A-F). There is an extra heading.*

**A** Restaurants in the City Centre

**B** A Wide Choice of Drinks

**C** Fast Food System Is at Your Service

**D** Ukrainian Mineral Waters and Juices

**E** Enjoy the Ukrainian Cuisine

**F** How Much to Pay?

- 1 Restaurant business has been developing rapidly in Kyiv. As a rule, restaurants open at 11:00 and work until midnight; actually, nowadays most of

them close even later — “when the last customer is gone”. In Kyiv restaurants experienced masters of cuisine will offer you a wide choice of dishes to suit any taste. If you want to have supper at a certain restaurant, instead of eating elsewhere, it is best for you to order a table in advance. The cheapest supper will cost you about \$10. During lunchtime (from noon to 3 p.m.) many restaurants and cafes offer a so-called business lunch: a set menu at a fixed price. Business lunch prices vary between UAH 40 (\$5) and UAH 176 (\$22).

- 2 Also at your service there is a network of Ukrainian *Shvydko* restaurants of fast food which offer a choice of dishes of traditional Ukrainian cuisine: varenyky (dumplings filled with cabbage, potatoes, mushrooms, etc.), salads, beer and juices. You can also have a cheap and tasty dinner at a *Domashnia Kuhnna* ('domestic cuisine') quality food complex. If you want something more customary, you can go to a *McDonald's*, a *Mister Snack* sandwich bar or a pizzeria.
- 3 The city centre is particularly abundant in restaurants, cafes and bars. Each restaurant is noted for an original interior and a distinctive cuisine. We do hope that in our list of restaurants you will find the right one for you: American, Italian, German, French, Japanese, etc.
- 4 Ukrainian food restaurants are presented in a separate section at the top of the list. Ukrainian cuisine is rich in traditions. At restaurants specialising in Ukrainian food you will have a chance to taste the famous *Ukrainian Borshch* — a savory red-coloured soup whose ingredients are minced beet, carrots, potatoes and other vegetables. Borshch is always garnished with sour cream. As a rule, borshch is eaten with pampushky, small rolls rubbed with garlic. *Kulich* is a dish of millet<sup>1</sup> cooked in meat soup; lard, onion and garlic are added to the dish before it can be served. *Pechenia* is stewed pork and potatoes (to which mushrooms or vegetables can be added). This dish is served in a clay pot. *Carp in Sour Cream* is fried riverine<sup>2</sup> fish (carp)

<sup>1</sup>millet [milit] — просо

<sup>2</sup>riverine ['rɪvərɪn] — річковий





## WORD FILE

**a fixed price** [ˌfɪkst 'praɪs]  
**a quality** ['kwɒləti]  
**abundant** [ə'bʌndənt]  
**customary** ['kʌstəməri]  
**distinctive** [dɪ'stɪŋktɪv]  
**garnished** ['gɑ:nɪʃt]  
**inferior** [ɪn'fɪəriə]  
**interior** [ɪn'tɪəriə]  
**minced** ['mɪnst]  
**relatively** ['relətɪvli]  
**rapidly** ['ræpɪdli]

with sour cream sauce. Also very tasty is *Chicken Kyiv*, chicken rissoles fried in dough rolled in breadcrumbs. Of the many *hors d'oeuvres*<sup>1</sup> a good choice is cold pork, usually served with side dishes of vegetables. Coming to the sweets we would recommend *Cherry varenyky*, an old Ukrainian dish. They are delicious, especially when served with cream.

- 5 In addition to dishes, you can order Ukrainian-made drink. Excellent wines (red as well as white; dry as well as stronger) are manufactured by such companies as *Zolota Amphora* (Dnipropetrovsk), *Koktebel* and *Maharach*. Ukrainian beer — *Obolon*, *Slavutych*, *Chernihivske*, *Lvivske* is also just as good as the European brands. We also recommend you to taste Ukrainian-made juices such as *Halychyna*, *Sandora* or *Smak*. Not inferior to *Fanta* or *Sprite* are Ukrainian nonalcoholic drinks *Rosynka-Ginseng*, *Zhyvchyk-Apple* or *Zhyvchyk-Lemon*. Good at refreshing and quenching thirst are mineral waters

*Obolon*, *Sofia Kyivska* and *Bon Aqua*. There is a wide choice of medicinal mineral waters as well: *Myrhorodska*, *Morshynska*, *Truskavetska*, *Poliana Kvasova*, etc.

<sup>1</sup>hors d'oeuvres [ɔ.'dɑ:v] — (фр.) закуська

3 Read the text again and say if the statements below are true or false.

- 1 Most of the restaurants work 24 hours a day in Kyiv.
- 2 Business lunch is a set menu at a fixed price.
- 3 *Domashnia Kuhnia* is a very expensive restaurant.
- 4 Ukrainian food restaurants are located in the city centre.
- 5 *Pechenia* is served in a clay pot.
- 6 Ukrainian beer is not worse than other European brands.
- 7 *Fanta* and *Sprite* are Ukrainian-made juices.



4 Read the advice and use the questions below to discuss it in groups.

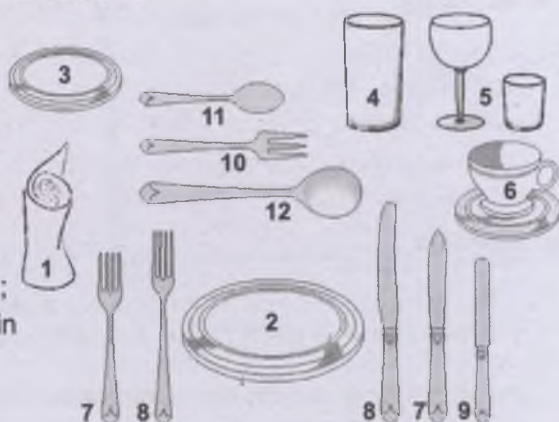
HAVING MEALS AT A RESTAURANT

Choosing a meal can be a problem sometimes because dishes are called unknown foreign names. Do not guess — ask the waiter to help you.

Don't let the number of knives, forks and spoons confuse you. It is simple enough — use them in the order in which they are laid; the 'place settings' picture (diagram) on the right will help you.

Place settings:

- 1 napkin;
- 2 plate;
- 3 bread and butter plate;
- 4 water glass;
- 5 wine glasses;
- 6 cup and saucer;
- 7 fork and knife for the fish;
- 8 fork and knife for the main (meat) course;
- 9 butter knife;
- 10 fork for dessert;
- 11 spoon for dessert;
- 12 spoon for soup.



- Why may choosing a meal be a problem?
- What is the best way to find out the name of unknown dish?
- What would you like to take for breakfast (lunch, dinner)?
- Describe the place settings diagram.

5 a) *Work in pairs. Look at the menus below and guess where they come from (1-4).*

1 a pizzeria

2 a business-class flight

3 a British pub

4 a fast-food restaurant

Menu 1

HUNGARIAN GOULASH WITH RICE

SPAGHETTI CARBONARA

COD, CHIPS AND PEAS

ROAST LAMB WITH ROAST POTATOES,  
PEAS AND CARROTS

CHICKEN CURRY AND RICE

CHEESEBURGER, CHIPS AND SALAD

VEGETARIAN TERRINE MADE WITH  
GOAT'S CHEESE AND AUBERGINES

RANGE OF SANDWICHES AND SALADS



PLEASE PAY FOR YOUR FOOD  
WHEN YOU ORDER AT THE BAR.

Menu 2

Appetisers

Main course

Chicken stuffed with ricotta  
cheese served with ratatouille

Salmon and tuna bake served  
with béchamel sauce

Dessert

White chocolate mousse  
with orange segments

A range of wines, minerals and  
spirits are available from the bar.

b) *Work in pairs. Look at the menus again and say what you would order to eat in each place. Explain your choice.*

6 *Match the dishes with the appropriate ingredients.*

1 Hungarian goulash is made with

2 Ratatouille is made with

3 Ratafia is made from

4 Pasta is made from

5 A seafood cocktail is served with

6 Hamburgers are often served  
with

a a mayonnaise dressing

b beef and vegetables

c almonds

d tomatoes and lettuce

e flour, eggs and water

f red peppers, aubergines  
and courgettes


**VOCABULARY POINT**
**food, dish or meal?**

**food** — something that people and animals eat or plants absorb to keep them alive: *baby food. There was lots of food and drink at the party.*

**dish** — food prepared in a particular way as part of a meal:  
*a chicken / vegetarian dish*

**meal** — an occasion when food is eaten, or the food which is eaten on such an occasion: *I have my main meal at midday.*

*You must come round for a meal sometime.*

**1 Choose 'food', 'dish' or 'meal' and complete the sentences.**

- a good part of the (1) food grown here is used in the school's daily (2) ...  
 b The (3) ... cooked here includes a range of (4) ... from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables.  
 c Today's midday (5) ... consists of home-made pesto and tomato sandwiches.

**2 Match the verbs with the phrases. Use a dictionary to help you.**

- |               |  |
|---------------|--|
| 1 made with   | a cook in an oven without using oil or fat     |
| 2 range of    | b list of ingredients in a dish                |
| 3 stuff with  | c accompanies a main dish                      |
| 4 roast       | d fill with something                          |
| 5 bake        | e cook in oil or fat in an oven or over a fire |
| 6 served with | f number of similar things                     |

**3 Complete the text with the words from the box.**

choice, vegetarian, food, Japanese, restaurants, request

French food is one of the reasons a great many people come to Paris but there are other types of (1) ... as well. Two Chinatowns, one near Belleville and the other south of the Place d'Italie, have excellent (2) ... In the Belleville area you are spoilt for (3) ... as there are also many Algerian, Tunisian and Moroccan restaurants. But if you are looking for (4) ... food there is very little choice, although there are some good places in the Opera quarter.

There are a few (5) ... restaurants in Paris although North African establishments will serve you couscous ['ku:sku:s] without any meat. However, you can get a good salad from many restaurants and many, if not most, cafes will make you a vegetarian dish on (6) ... if you are prepared to wait some more time before you eat.

GRAMMAR  
POINT

## REPORTED SPEECH (Revision)

When we report what someone has said, we can:

- 1 repeat their exact words:

*Doctor described Mr G's condition as a 'non-life closer to death'.*

- 2 report what they said:

*Alison Clarke said that **the Government should intervene immediately.***

- 3 report the idea of what they said using a reporting verb:

*Brutus decides to **explain** why Julius Caesar had to be killed.*

*Don Quixote was still **recommended** ...*

*He was **threatened** with death and torture.*

- If you want to report a **statement**, you use a 'THAT-clause':

*Alison Clarke said **that** the Government should intervene immediately.*

**Note:** 'that' can be omitted.

- If you want to report a **question**, you use an 'IF-clause' or a 'WH-clause':

*We asked three people **what** they thought.*

*We asked them **if** they thought they had made the right decision.*

**Note:** there is no inversion.

- If you want to report an **order**, a **request** or a **piece of advice**, you use a 'TO-clause':

*She told him **to go** away.*

*He asked her **to come** in.*

## 1 Choose the correct verb form.

- Jane told me that she (**had been / was**) there the day before.
- He asked me if I (**would / will go**) to the concert with him.
- My family wanted to know when (**had I seen / I had seen**) him.
- He says that he always (**drinks / drank**) two cups of coffee in the morning.
- My sister said that she (**ate / eats**) her lunch at noon.

## 2 Rewrite the sentences in reported speech.

- "Take these bags, please!" she asked me.  
She asked me to take those bags.
- "When did you paint this room, yesterday or last week?" my parents inquired.

- 3 "Were you sitting in a pub when the accident happened?" she asked.  
.....
- 4 "We have never tried any drugs," they claim.  
.....
- 5 "They are going to assess our written exams tomorrow," said a student.  
.....

3 **Turn the sentences into direct speech.**

- 1 My class mistress wanted to know what I had done during the last lesson.  
"What have you done during the lesson?" my class mistress asked.
- 2 Tom says that they didn't call him so he hasn't done it.  
.....
- 3 She told me that her grandpa took a spoon of honey every single morning.  
.....
- 4 She reported that they were planning a trip to Paris the following week.  
.....
- 5 She wondered if those were his best paintings.  
.....



4 a) **Look at the following sentence patterns of reporting verbs.**

**Verb + Gerund**

*He enjoys travelling.*  
(admit, deny, suggest)

**Verb + Preposition + Gerund**

*They insisted on going.*  
(apologise for)

**Verb + Object +**

**Preposition + Gerund**

*She accused him of stealing.*  
(accuse, blame, congratulate)

**Verb + Infinitive**

*They wanted to stay.*  
(refuse, threaten, offer, promise)

**Verb + Object + Infinitive**

*He told her to go.*  
(advise, invite)

**Verb + (that)**

*She said that...*  
(admit, deny, promise, suggest, threaten)

b) **Now use the above patterns to report the following statements. The necessary verb is in brackets at the end of the prompt.**

- 1 Daniel (to Gerry): You've passed the test. Well done. (*congratulate somebody on something*)
- 2 Emma (to Jim): It's your fault this happened. (*blame somebody for something*)



- 3 *Stewart*: Shall I help? (*offer*)
- 4 *Dorothy*: I'll give it back. (*promise*)
- 5 *Max*: I didn't do it! (*deny*)
- 6 *Patrick* (to *Linda*): Come over for dinner. (*invite*)
- 7 *Peter*: Why don't we all go to the cinema? (*suggest*)

5 a) Read the text and make up a dialogue by transforming the sentences into direct speech. Dramatise the dialogue in pairs.

After having entered a cafe a customer asked a waiter if he might sit in a certain place. The waiter offered him to sit in any place he preferred including the one he asked about. The customer asked if he could see the menu. The waiter gave him the menu and asked if the customer would make an order immediately. The customer agreed and explained that he was short of time. He pointed out at some of the dishes on the menu saying he would like them to have. For not to make a mistake the waiter repeated the dishes again and asked the customer to confirm his order.

b) Report the dialogues.

A

*Paula*: Here we are. Dinner's ready. Come to the table, everybody.

*Donna*: Thank you, Paula. Everything looks wonderful, and it smells delicious, too.

*Paula*: I'll put the salad in the middle of the table. Shall I serve you?

*Donna*: No, that's all right. We can help ourselves. Sit down and relax.

*Paula*: Peter, would you pour some juice, please? Ken, help yourself to vegetables, too.

B

*Waiter*: Welcome to the restaurant, folks. What'll it be?

*Harry*: What do you recommend?

*Waiter*: Well, the crab salad's always a big hit.

*Harry*: Susan, would you like the crab salad?

*Susan*: I'd love the crab salad.

*Harry*: Michelle, would you like to try the crab salad, too?

*Michelle*: OK.

*Harry*: We'll have three crab salads and a bottle of lemonade.

*Waiter*: Help yourself to celery and carrots and other vegetables.



1 **Speak on the following questions in pairs.**

- Which kind of restaurants do you like to go to?
  - expensive restaurants
  - small, local restaurants
  - family restaurants
  - fast food restaurants
  - self-service restaurants
- What do you usually have to eat when you go out for a meal?

**WORD FILE**

- a **bistro** ['bi:stɹəʊ]
- a **dressing** ['dresɪŋ]
- a **reservation** [ˌrezə'veɪʃn]
- staff** [stɑ:f]
- veggie** ['vedʒi]
- sophisticated** [sə'fɪstɪkətɪd]
- undercooked** [ˌʌndə'kɔkt]

2 a) **Listen to a man's story about his visit to a restaurant and tick (✓) the information that he provides.**

- a when he went
- b what the weather was like
- c how he was dressed
- d what he did before going to the restaurant
- e how often he goes there
- f what his friend ate
- g how much he paid for the meal
- h what his friend thought of the meal

b) **Listen again and describe your own experience.**

- You should say:
- where you ate
  - who you went with
  - what you ate
  - explain how you felt about the experience



3 a) Listen and choose the right word for each item of the review.



**The Big Bistro**  
 Atmosphere Good / Average / Poor  
 Service Good / Average / Poor  
 Food quality Good / Average / Poor  
 Value for money \_\_\_ / 10

**Sala Thai**  
 Atmosphere Good / Average / Poor  
 Service Good / Average / Poor  
 Food quality Good / Average / Poor  
 Value for money \_\_\_ / 10

b) Copy the form below. Listen again and complete the food critic's notes.



**The Big Bistro**

Atmosphere: quite sophisticated  
 Staff: ...  
 Service: very ...  
 Food: ... (tuna salad ..., steak rather ..., potatoes ...)  
 Total cost: ...

**Sala Thai**

Atmosphere: ... and ...  
 Staff: very ...  
 Service: ...  
 Food: absolutely ... (soup very ..., fish very ...)  
 Total cost: ...



4 a) Read the questions and think when a waiter might ask each question (a-h): before or during the meal?

- a Can I take your coat?
- b Is everything OK with your meal?
- c Are you ready to order?
- d Would you like anything to drink first?
- e Here's your main course ... the steak?
- f Have you made a reservation?
- g Would you like some more wine?
- h Can I get you any dessert?

b) Write each question in a proper column.

Before the meal	During the meal

c) Match each question above with a reply below.

- 1  f *Have you made a reservation?*  
Yes, I've booked a table for eight o'clock.
- 2  ...  
No, thank you. I'll keep it with me.
- 3  ...  
Oh, yes, please. It's very nice.
- 4  ...  
Yes, it's wonderful, thank you.
- 5  ...  
Not yet. Can we have a little more time?
- 6  ...  
Not for me, thank you. I'm full.
- 7  ...  
Oh, it looks lovely. Thank you.
- 8  ...  
Yes, please. I'll have an orange juice.

1 *In pairs, speak on the following items.*

- 1 Do you always have dinner at home or do you sometimes eat out?
- 2 What do you usually order for the main course (dessert)? What do you usually drink?
- 3 Are national dishes served in restaurants?
- 4 What is the difference between a regular and a self-service restaurant? Which is generally less expensive?
- 5 Why are many self-service cafes opened throughout the country nowadays?

2 *Read and dramatise the conversation in a group of three.*

*Waiter:* We have a few specials on the menu this evening. First there's a lovely pepper steak: served with beans and potatoes. And we have a delicious shrimp dish in garlic sauce served over rice.

*Eva:* Which one would you recommend?

*Waiter:* I think the steak is the best thing on the menu.

*Eva:* OK, I'll have that then.

*Waiter:* How would you like your steak?

*Eva:* Medium rare.

*Waiter:* Anything to drink?

*Eva:* What kind of beer do you have on tap?

*Waiter:* Miller, Bud and Coors.

*Eva:* A Bud, please.

*Waiter:* Sure.

*Eva:* Actually, I'd rather have carrots and beans with my steak.

*Waiter:* I'll check with the chef, but I'm sure that won't be a problem.

*Eva:* Great.



**WORD FILE**

**a customer** ['kʌstəmə]

**nutritions** [nju'triʃnz]

**a passion** ['pæʃn]

**canned** [kænd]

**enthusiastic** [ɪn,θju:zi'æstɪk]

**beforehand** [bɪ'fɔ:hænd]

*(A little later.)*

*Waiter:* Would you like some coffee or dessert?

*Martin:* I could go for some coffee. And you?

*Eva:* Nothing for me, thanks.

*Waiter:* American coffee, sir?

*Martin:* I'd rather have cappuccino. And the check, please.

*Waiter:* Right away.



3 In pairs, study the menu below and answer the questions.

- 1 Do they serve canned soups, or do they make them here?
- 2 Can you describe a shrimp scampi<sup>1</sup> in your own words? A chef's salad?
- 4 When do you eat hors d'oeuvres?
- 5 What comes with the dinners?
- 6 Which dinner comes with something instead of potatoes?
- 7 How many desserts do they serve here?
- 8 How can you find out about the desserts?
- 9 How can you find out about the wines they serve here?

## MENU



### APPETIZERS

Shrimp Cocktail	\$ 4.75
French Onion Soup	\$ 3.50
Pate	\$ 3.50
Melon (in season)	\$ 2.50
Smoked Salmon	\$ 4.50
Tomato Juice	\$ 2.00
Avocado with Shrimp	\$ 5.25

### ENTREES

Veal (in cream sauce with brandy)	\$ 11.95
Chicken (fried in breadcrumbs)	\$ 8.95
Steak (in red wine sauce with mushrooms)	\$ 10.95
Shrimp Scampi (with tomato and garlic sauce)	\$ 11.95
Roast Beef (with gravy)	\$ 10.95

### SALADS

Mixed	\$ 3.50
Spinach and Bacon	\$ 2.50

### VEGETABLES

Cauliflower	\$ 2.00
Brussels Sprouts	\$ 2.00
Green Beans	\$ 1.00
Peas	\$ 1.00
Carrots	\$ 1.00
Spinach	\$ 1.50
Potatoes — boiled, baked or French fried	\$ 1.50

### DESSERTS

Raspberries with cream	\$ 4.95
Chocolate Mousse	\$ 3.95
Ice Cream Parfait	\$ 2.95
Hazelnut Cake	\$ 3.95

### WINES

#### Red

Cabernet Sauvignon (California)	\$ 18.00
Bardolino (Italy)	\$ 10.00
Beaujolais (France)	\$ 12.00
Rioja (Spain)	\$ 9.00

#### White

Pinot Chardonnay (California)	\$ 18.00
Soave (Italy)	\$ 9.00
Graves (France)	\$ 13.00
Mosel (Germany)	\$ 10.00

<sup>1</sup>shrimp scampi [ʃrɪmp 'skæmpi] — креветки з часниковим соусом

4 *Role-play the situation in a group of four. Use the phrases from the box.*

**Students A and B**, you are customers. Ask about the dishes on the menu and decide what to have. Unfortunately, the meal and the service are not very good, so you will need to complain.

**Student C**, you are a waiter. Welcome your customers. Explain the dishes on the menu, take their order and serve the food.

**Student D**, you are a manager. Deal with any problems and try to keep the customers happy!



### USEFUL PHRASES

#### Eating Out

##### Things you can say

- I've booked a table for eight o'clock.
- Can we have a little more time?
- For starter I'd like ...
- Oh, it looks lovely! Thank you.
- I'll have an orange juice.
- Can I have the bill, please?
- No, I'll pay. Really, I insist.
- Sorry, but I've been waiting for my main course for twenty minutes.
- Excuse me. I'm afraid I don't like this wine. I think it might be corked.
- I think this bill is wrong. I've been charged too much.

##### Things you might hear

- Follow me, please.
- Are you ready to order?
- And for main course?
- Would you like anything to drink?
- Would you like dessert?
- This is our house special.
- No, you paid last time. Let me get it.
- I'll get you another one right away.
- I'll find out what's happened to it. I forgot to mention it.



5 *Do the individual project. Prepare a traditional menu with English translations for a restaurant in your town or area.*

- 1 a) Complete the tour guide information with the words from the box.

baked, fried, garnished, grilled, served, steamed, sliced, poached

### WHAT TO EAT IN PARIS

The French national passion for good cuisine makes eating out one of the greatest pleasures of a visit to Paris. Everywhere in the city you see people eating — in restaurants, bistros, tea salons, cafes and wine bars.

Most restaurants serve French food but there is a range of Chinese, Vietnamese and North African eateries in many areas as well as Italian, Greek, Lebanese and Indian places.



#### Croissants

These flaky pastry crescents are eaten freshly-(1) baked for breakfast.



#### Moules Marinieres

Mussels are (2) ... in a garlic-flavoured wine stock.



#### Coquille Saint-Jacques

Scallops are classically cooked with butter with (3) ... mushrooms in white wine, lemon juice and butter.



#### Andouillettes à la Lyonnaise

These sausages made from pork intestines are (4) ... or fried and served with onions.



#### Noisettes d'agneau

Small tender lamb cutlets are (5) ... in butter and (6) ... with a variety of garnishes.



#### Oeufs en cocotte à l'Estragon

A tarragon-flavoured sauce is poured over (7) ... eggs.



#### Escargot

à la Bourguignone  
Cooked snails are replaced in their shells and (8) ... with lemon.



b) *Work in pairs. Find out which of the above dishes your partner would or wouldn't like to try and why.*

2 *Use the reporting verbs in brackets to report the following statements.*

- 1 *Robert: I'll tell the teacher! (threaten)*
- 2 *James (to Cheryl): You should see a doctor. (advise)*
- 3 *Charles (to Ben): No, I won't lend you my Walkman. (refuse)*
- 4 *Michael: I'm sorry I broke the window. (apologise)*
- 5 *Colin: Yes, I did go out with Jennifer on Saturday. (admit)*
- 6 *Mark (to Eliza): You've taken my pen! (accuse)*

3 *Work in pairs. Complete the dialogue with the sentences below (a-f) and dramatise it.*

*Ron: Do you want an appetiser?*

*Linda: Hmm. I think I'll have a shrimp cocktail. I'm crazy about shrimp. What about you?*

*Ron: I'm not sure. I can't decide.*

*Linda: Oh, if I were you, I'd have smoked salmon. You always say you like smoked salmon, and you haven't had any for a long time.*

*Waiter: ...*

*Ron: Yes, one shrimp cocktail and one smoked salmon, please.*

*Waiter: ...*

*Ron: Well, we can't decide between veal and chicken.*

*What do you recommend?*

*Waiter: ...*

*Linda: Yes. Some zucchini, some carrots, and some boiled potatoes.*

*Waiter: ...*

*Linda: Bring me a mixed salad with the entree, please.*

*Waiter: ...*

*Linda: Can we order that later?*

*Waiter: ...*

- a Both are good, but if I were you I'd have the veal. It's the speciality of the house. What would you like with the veal? Maybe some vegetables?
- b Of course.
- c Are you ready to order now?
- d Fine. And the entree?
- e All right. Do you want a dessert?
- f And a salad?

- 4 Think of three popular Ukrainian dishes and prepare a description of them for foreign guests. Follow the Useful Tips.

The following phrases are useful when explaining dishes.

USEFUL TIPS 

- name the dish  
*Pollo al ajillo ...*
- name the main ingredient and how it is prepared  
*is fried chicken ...*  
*is made with ...*

- say how it is served  
*served with white wine or garlic*  
*comes with a salad*
- always sound enthusiastic when recommending dishes  
*It's served with a delicious white wine sauce.*  
*The chicken is our house speciality.*

5 Work in groups.

a) Read the information and discuss the problem.

"One man's meat is another man's poison," one English proverb says. There is a wide range of nutritious foods in the world. However, eating habits differ from country to country. In some societies certain foods are taboo. An eccentric millionaire once invited guests from several countries to a banquet and offered them the menu below. All the foods are popular in some parts of the world, but are not eaten in others.



b) Look at this menu and answer the questions on page 120.

STARTERS

- Snail
- Frogs' legs
- Pigs' feet
- Shellfish
- Caviar
- 100-year-old eggs
- Tripe (cow's stomach)
- Black pudding (made from blood)

SOUPS

- Bird's nest soup
- Shark fin soup
- Sea-weed soup

FISH

- Jellied eels
- Octopus

DESSERT

- Chocolate-covered ants
- Salad of flower petals

MAIN COURSES

- Brains
- Whole stuffed camel
- Grilled songbirds
- Roast snake
- Bat stew
- Horsemeat
- Kangaroo
- Whale
- Roast dog
- Pork
- Beef
- Lamb
- Veal



## USE YOUR ENGLISH

- 1 If you had been there, which items could you have eaten?
- 2 Which items would you have eaten?  
Which items couldn't you have eaten? Why not?
- 3 Do you know which countries they are popular in?  
Would you eat them if you were starving?
- 4 What unusual things are eaten in Ukraine?  
How do you make it one of our national dishes?



6 **Role-play the situation in groups.**

One of you is a restaurant waiter. The waiter greets the customers, presents the menu and takes their orders. The other students are the restaurant customers.



- 7 a) **Read the magazine article. Seven sentences have been taken out of it. Complete the text with the appropriate sentences (A-H) after the article. An example (0) has been done for you at the beginning. There is an extra sentence that you do not need.**

MEAT IS MURDER?

A vegetarian is a person who doesn't eat meat. This also includes fish. A vegan, on the other hand, does not eat any kind of animal produce, such as butter, eggs, milk or even honey. (0) In addition, they also avoid using other animal products like leather.

About five percent of the British population is believed to be vegetarian, while only one in four hundred is vegan.

People become vegetarians for many reasons. Some people simply dislike the taste of meat.

(1) ... They point to the overcrowded conditions that chickens, for example, are kept in. It is also argued that vegetarianism is healthier. (2) ... One of the main reasons for this is that they consume less animal fat.

Another health reason for being a



vegetarian is the number of recent diseases connected with animals killed for food. (3) ... Vegetarians point to modern-day food scares such as 'mad cow's disease' or 'bird flu' to support this view.

(4) ... For instance, vegetarianism is one of the central beliefs of Hinduism. In fact, most of the planet's vegetarians are Hindus and live in India.

Of course, there are also strong arguments against vegetarianism.

(5) ... In addition, many animals are killed in the production of food other than meat. For example, small animals like mice are frequently killed during the harvesting of crops such as corn.

Does this mean that we shouldn't eat bread?

However, if you are going to become a vegetarian, there are some issues that you need to consider beforehand. In particular, it is potentially unhealthy to stop eating meat.

(6) ... Therefore it is important that you eat other types of food which can replace meat in this respect, such as nuts, beans and lentils<sup>1</sup>.

### The Traditional Healthy Vegetarian Diet Pyramid



- A A few also say that meat just tastes great.
- B First of all, humans have evolved to eat meat, so it can be seen as a natural part of our behaviour.
- C** In addition, they also avoid using other animal products like leather.
- D Not eating meat, so the argument goes, reduces such risks.
- E Others believe that keeping and killing animals for food is cruel.
- F People who follow a vegetarian diet are often fitter, have lower cholesterol levels and are less likely to have weight problems.
- G Some people, though, are vegetarians for religious reasons.
- H This is because it is rich in protein, which is a vital part of a balanced diet.

<sup>1</sup>lentil ['lentil] — сочевица

b) *Think and answer, then write arguments for and against a vegetarian diet.*



**FOR**

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

*What do you think of vegetarian diets?  
 Is it possible for everyone to follow such a diet? Is it necessary to do so?  
 Should a person check with his or her doctor first if it is advisable to do so or not?*



**AGAINST**

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



**8** *Read about the problem. Divide into two groups and hold a debate.*

Fast Food Restaurants have become very popular. But not everyone thinks they are a good idea. Here are some arguments in favour and against fast food restaurants. Which views do you support? Can you think of any more 'for' and 'against'?

**FOR**

- The service is very quick.
- The restaurants are usually very clean.
- The atmosphere is informal.
- Fast food restaurants are the same everywhere, so you know exactly what you want.



**AGAINST**

- The food contains a lot of fat and is unhealthy.
- The food is not cheap, especially for young people.
- The restaurants create much litter.
- The material which is often used for fast food cartons takes centuries to decay and contains dangerous elements.



**9** *Do the group project. Prepare information about restaurants in your town or area and organise it in a table.*

WRITING POINT



Reports

Reports are formal pieces of writing about a specific person, place, event, plan, etc. They are always directed to others usually in written form in response to their request to provide information.

- Reports can take the form of:
- 1 an **assessment report**
  - 2 a **proposal report**
  - 3 a **survey report**

Include the following information before you start the report:

- To** (*whom the report is addressed*)
- From** (*whom the report comes*)
- Subject** (*of the report*)
- Date** (*when it was written or sent*)

1 **Guess and match the parts of a report (1-3) with their contents (a-c).**

- |                   |  |
|-------------------|--|
| 1 An Introduction | a summarises the presented information and may offer an opinion or some suggestions                    |
| 2 A Body          | b points out the content and the objective of the report   |
| 3 A Conclusion    | c presents the detailed information relevant to the topic (+ headings for different parts of a report) |



USEFUL PHRASES

● **beginning reports**

- The purpose / intention / aim of this report is to ...*
- This report contains / examines / assesses / evaluates / discusses / presents ...*
- This is a report concerning / regarding the topic / subject of ...*
- As requested, this report ...*

● **ending reports**

- To conclude / To sum up ...*
- In conclusion ...*
- I / We conclude / recommend / suggest / ...*
- On the whole ...*

## 2 a) Get some useful information and discuss it in small groups.

An **assessment report** presents and assesses the positive and/or negative aspects of the topic which is under discussion. In the final paragraph you may include your opinion or suggestions.

An assessment report consists of:

- **an introduction** in which you state the content as well as the aim of the report;
- **a body** in which you present the positive and/or negative aspects of the topic (in more extensive reports you might want to group them under different subheadings);
- **a conclusion** which is basically a summary of the presented information where you may also want to express your opinion or give some suggestions.

Very often when you write an assessment report you are also asked to write a proposal report. It contains plans, suggestions and recommendations about which course of action is to be taken in the future. Of course, a proposal report must be approved by the people who have requested the report.

Besides expressions how to begin / end a report, you may find the following phrases for expressing recommendation(s) also useful.

● **recommendation**

*I / We recommend / suggest (that) ...*

*My / Our recommendation is ...*

*It would be advisable to ...*

b) In pairs, analyse the plans for writing both types of the reports and speak on the difference between them.

To:  
From:  
Subject:  
Date:

**INTRODUCTORY PARAGRAPH**

**Paragraph 1**

*presenting the content and the aim of the report*

**BODY PARAGRAPHS**

**Paragraph 2-3<sup>1</sup>**

*detailed presentation of assessment of the positive/negative aspects of the topic in separate paragraphs*

**CONCLUDING PARAGRAPH**

**Paragraph 4**

*summarising the presented assessment and expressing your opinion or giving suggestions*

To:  
From:  
Subject:  
Date:

**INTRODUCTORY PARAGRAPH**

**Paragraph 1**

*presenting the content and the aim of the report*

**BODY PARAGRAPHS**

**Paragraph 2-3**

*detailed presentation of suggestions or recommendations in separate paragraphs (+ reasons & justifications)*

**CONCLUDING PARAGRAPH**

**Paragraph 4**

*summarising the presented proposals and, if needed, stating your opinion and choosing the best proposal*

3 In groups, read the situation and analyse the information on page 126.

You are a teacher of English in a secondary school. You have decided to take a group of your students to England not only to improve their knowledge of English, but also to introduce them to the customs and the way of life in England.

Before taking your students for a three-weeks' course you decide to visit and check the college your students have chosen to stay at.

This is the report that will be presented to the students' parents at the meeting prior to the final decision being made.



<sup>1</sup>The number of paragraphs depends on the number of aspects you want to present.



## St James's Languages International

SUBHEADINGS	GOOD POINTS	BAD POINTS
<b>PRICE</b>	<ul style="list-style-type: none"> <li>● everything included (transportation, accommodation)</li> </ul>	<ul style="list-style-type: none"> <li>● relatively expensive (£ 1,700)</li> </ul>
<b>LOCATION</b>	<ul style="list-style-type: none"> <li>● Greenfield (a small town near London — only two hours by train)</li> <li>● typical English town — cinemas, local theatre, shopping centre, town library, museum, pubs</li> </ul>	<ul style="list-style-type: none"> <li>● short distance from London (students can go on their own)</li> <li>● drinking in local pubs (owners are not too strict)</li> </ul>
<b>COURSE(S)</b>	<ul style="list-style-type: none"> <li>● safe for young people</li> <li>● courses in general English, specialised courses as well</li> <li>● small groups (up to 10 students)</li> <li>● 5 classes a day (25 per week)</li> </ul>	<ul style="list-style-type: none"> <li>● students have the option of taking only morning classes</li> <li>● afternoon classes could be easily changed into sports activities</li> <li>● students do their assignments unsupervised</li> </ul>
<b>COLLEGE FACILITIES</b>	<ul style="list-style-type: none"> <li>● excellent academic facilities (college library, computer rooms, study rooms)</li> <li>● superb sports facilities (swimming pools, play-grounds, tennis courts...)</li> </ul>	<ul style="list-style-type: none"> <li>● renting sport equipment must be paid extra</li> </ul>
<b>ACCOMMODATION</b>	<ul style="list-style-type: none"> <li>● a choice between a residential course or staying with a family</li> <li>● food provided in a college canteen (3 meals)</li> </ul>	<ul style="list-style-type: none"> <li>● some families allow too much freedom to students</li> <li>● students might not be accustomed to canteen food</li> </ul>
<b>EXCURSION(S)</b>	<ul style="list-style-type: none"> <li>● a whole day trip to London</li> <li>● a whole day trip to Oxford and Stratford-on-Avon</li> </ul>	

**I** As requested, the purpose of this report is to assess the suitability of St James's Languages International as a summer language school.

**J** St James's Languages International

**K Excursion(s)**

The course also includes two one-day visits to London and Oxford. On these two trips students will be accompanied by their teachers. Excellent local guides are provided as well.



**5 Read the situation and write a report following the instructions.**

You have noticed that the number of students eating junk food during the breaks in your school is increasing. You have spoken to some members of the Students' Council. They have decided to launch a campaign called 'Teenagers for Healthy Food'. You have been asked to contribute by writing a report with suggestions for a more balanced diet.

**1 Write a report and make you include the following information:**

- the harmful effects of junk food on students' health
- alternative healthier diets
- how to start changing their eating habits
- how this change will have beneficial effects on their health

**2 Write 200-250 words.**

- use clear headings to help the reader to follow your report easily (introduction, recommendations, conclusion)
- divide your report into short sections (paragraphs)
- state your ideas clearly and directly (see 'Useful Phrases' on page 123)
- use traditional words / phrases (stating aims; giving reasons, making recommendations, conclusions)

**3 Check.**

- a check if the task is completed
- b check if the layout / organisation is appropriate for the task
- c reread your report and check for mistakes (grammar, vocabulary, spelling, punctuation)
- d check the number of words



## VOCABULARY

- 1 Complete each sentence choosing a correct word 'food', 'dish' or 'meal' in a correct form.
- I'm quite surprised but I'm really enjoying English ...
  - Moussaka is one of the most delicious ... you can eat in this country.
  - The cost of your holidays includes two ... a day: breakfast and dinner.
  - When I visit you I could cook a ... that is from Ukraine.
  - The ... in my country is delicious.
  - Too many people eat ready ... which they buy from supermarkets.
  - It's difficult not to cook good ... when the ingredients are so fresh.
  - I've got such a little food in the house that I think we'd better go out for a ...

## GRAMMAR

- 2 Choose the correct verb form to complete each sentence.
- The boss ordered them (to not go / not to go) home until the job (was / is) done.
  - My friend says that he (has been working / had been working) for that company since 1996.
  - Joanna told me that she (didn't want / doesn't want) anything from me.
  - She reported that they (were having / had) dinner then.
  - They told me that they (had read / have read) that novel the year before.
  - The class repeated that they (had made / have made) up their mind and they (were going to travel / would travel) to Spain.
  - She asked me if (had I seen / I had seen) him.
  - He wanted to know what (was I doing / I was doing) that night.

## LISTENING

- 3 Listen to two people ordering food and answer these questions.

- What do they order to drink?  
.....
- Have they been to this restaurant before?  
.....
- What starters do they order?  
.....
- For what reason does Peter choose his starter?  
.....
- What main courses do they order?  
.....



## CHECK YOUR SKILLS

6 What special request does Mary make?

.....

7 What is a *choron* sauce?

.....

8 What are they going to have to drink with their meal?

.....

## READING

- 4 Read about a restaurant and choose the correct item (a-d) on page 131 to each question below.



**BENIHANA**

Average cost	£30 per head
Set lunch from	£8.50
Set dinner from	£14
House wine (bottle)	£12



Freshly cooked Japanese food and the theatrical performances by the chefs make this establishment very entertaining.

Watch the way your meat, fish and vegetables are chopped, thrown around and chargrilled by the chefs. Take your kids to see this spectacle. Adults will have fun, too.

The menu is made up of mainly teppaniaki-style complete meals.

Dinners sit around a hotplate (hibachi) table for eight. Each table's chef brings in the ingredients and theatrically prepares the food. He then serves it, freshly cooked and steaming hot.

Prices aren't cheap, but such as the tuna fillet steak, the Benihana Regal, which includes king prawns and hibachi steak with mushrooms, offer good value for money.

The clientele consists mainly of families and noisy parties. On Sunday lunchtimes under-tens get their own menu which includes a selection from chicken, steak and pasta meals.

- 1 What type of restaurant is the Benihana?
  - a) Chinese
  - b) Indian
  - c) English
  - d) Japanese
- 2 How much does an evening meal chosen from the menu usually cost?
  - a) £8.50
  - b) £12
  - c) £14
  - d) £30
- 3 Which of these groups cannot reserve the private dining room?
  - a) a family group of eight
  - b) ten people having a business lunch
  - c) an office party of twenty people
  - d) six people celebrating a friend's birthday
- 4 How many people can sit together at the hibachi table?
  - a) eight
  - b) ten
  - c) twelve
  - d) sixteen
- 5 The food is prepared and cooked in the ...
  - a) dining room and served by the waiters.
  - b) dining room and served by the chefs.
  - c) kitchen and served by the waiters.
  - d) kitchen and served by the chefs.
- 6 When is the children's special available?
  - a) every lunchtime
  - b) all day Sunday
  - c) Sunday lunchtime
  - d) all weekend


**BENIHANA**

**CAN YOU ... IN ENGLISH?**
 — Yes, I can.

- read and understand about food and dishes
- listen and understand about different types of restaurants
- talk about eating out
- make an order in the restaurant
- discuss about healthy food
- understand and use reported speech
- write a report

**CAN YOU ...  
IN ENGLISH?**