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ФИО: Шебзухова Татьяна Александровна
Должность: Директор Пятигорского института (филиал) Северо-Кавказского
федерального университета
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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное
образовательное учреждение высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ

Методические указания
по выполнению практических работ
по дисциплине «Иностранный язык в сфере профессиональной коммуникации»
для студентов направления подготовки
19.03.04 Технология продукции и организация общественного питания
Направленность (профиль) Технология и организация ресторанного дела

**ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ**
Сертификат: 12000002A633E3D113AD425FB50002000002A6
Владелец: Шебзухова Татьяна Александровна
Действителен: с 20.08.2021 по 20.08.2022

Пятигорск, 2022

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**ДОКУМЕНТ ПОДПИСАН
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ВВЕДЕНИЕ

Методические указания предназначены для студентов 1 курса очной формы обучения, которыми они могут пользоваться при подготовке к практическим занятиям. Практические занятия это - планируемая учебная, учебно-исследовательская, а также научно-исследовательская работа студентов, которая выполняется в аудиторное время под руководством преподавателя. В составе методических указаний к практическим занятиям предусмотрены рекомендации по подготовке к практическому занятию. При выполнении работы студенты могут использовать не только методические указания по решению задач, но и другие материалы учебно-методического комплекса.

Основной целью методических указаний по выполнению практических работ является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения задач межличностного и межкультурного взаимодействия.

Цель заключается в формировании у студентов навыков понимания, извлечения, обработки и воспроизведения информации.

Структура включает тексты различной направленности, упражнения и практические задания комплексного характера для закрепления основных знаний по тематике соответствующего занятия, что предполагает реализацию следующих целей:

- повышение уровня учебной автономии и способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие навыков чтения, понимания и перевода с английского языка на русский;
- развитие навыков устной речи на английском языке;
- закрепление лексического и грамматического материала при помощи различных упражнений.

Процесс изучения дисциплины «Иностранный язык в сфере профессиональной коммуникации» направлен на формирование компетенций УК-4 (способность к осуществлению деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)).

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Владелец: Шебзухова Татьяна Александровна

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СОДЕРЖАНИЕ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

РАЗДЕЛ 1. MY PROFESSION / МОЯ ПРОФЕССИЯ.

Практическое занятие № 1. Tendencies in Public Food Service Industry/ Тенденции в сфере общественного питания

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5.

Теоретическая часть:

Tendencies in Public Food Service Industry

Public catering establishments in Russia are becoming more and more popular. In years 2006-2010, the number of such establishments increased by 54 per cent compared to the previous years. As well as the number of employees hired in this sphere did by 12 per cent.

You can observe the positive dynamics in the development of public catering establishments. The number of them in 2006-2010 increased by 1434 establishments, including 254 fast catering establishments. 51,110 working positions were created in the sphere of public food service. 536 new restaurants, cafes, bars and other food service establishments (including 180 fast food establishments) were opened in 2010 after reconstruction and construction works to seat 17, 6 thousand people in them.

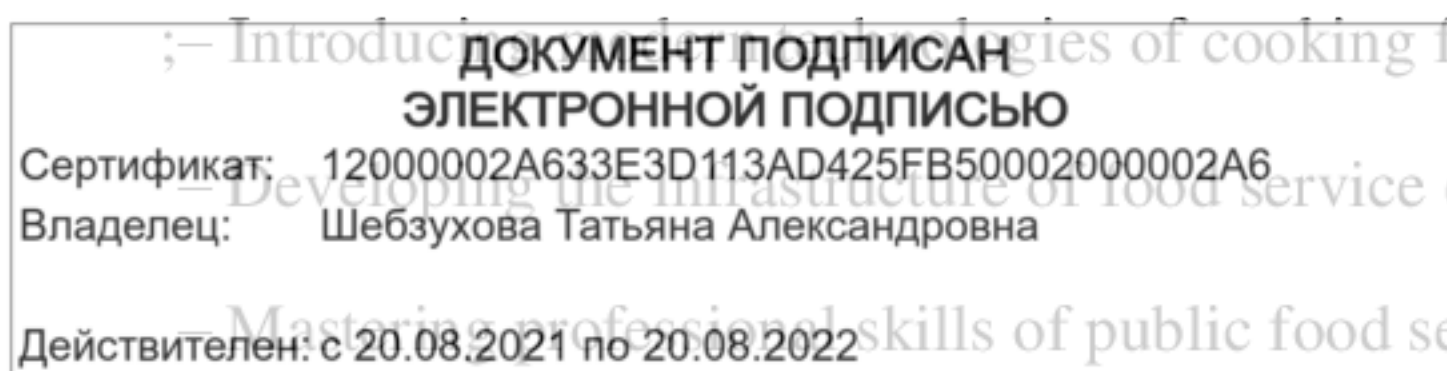
The net of cafés and snack-bars in trading centres, hyper- and supermarkets is developing fast. More than 600 culinary and confectionery shops function in many stores. To improve road catering service and to provide people on the road with food service 240 catering establishments were opened in the country, 47 of which started functioning in 2010. The main objective of public food sphere is providing all strata of population with food service and improving its quality along with providing price affordability. The major tendencies in achieving this objective in years 2010-2015 are:

– Creating a real competent environment at the market of public food service due to development of the net of public food service establishments and improving its structure, further liberalization of terms for restaurant business

– Introducing new technologies of cooking food using hi-tech and energy-saving equipment;

– Developing the infrastructure of food service establishments on the road;

– Mastering professional skills of public food service employees.



In the sphere of restaurant business, “democratic” restaurants will prevail, which means they will be affordable for people with an average salary.

A lot of establishments of mixed type are appearing, e.g. restaurant-cafés, restaurant-clubs, restaurant-pizzerias. The restaurant business net is developing intensively.

The perspective tendency in restaurant service is off-premises catering. This concept can work on its own as well as in a combination with any format of an establishment. Off-premise catering often involves producing food at a central kitchen, with delivery it to and service provided at the client’s location. Part or all of the production of food may be executed or finished at the location of the event. Off-premises catering takes place in a remote location, such as a client’s home, a park, an art gallery, or even a parking lot, and the staff, food, and decor must be transported to that location.

Fast food industry is developing as well. Along with popular Mc Donald’s restaurants that provide people with fast service and not very expensive food and drinks, the chain of KFC1 restaurants are opening in the nearest future.

Вопросы и задания:

1. Answer the questions on the text.

1. Is the number of public food service establishments increasing? Why do you think it is happening? 2. How many establishments in this sphere were opened in 2010? 3. What establishments are famous for being based on national Belarusian cuisine traditions? 4. What specialized public food service establishments were mentioned in the text? 5. What was done to improve the food service on the road? 6. What is the main objective of the public food service sphere? 7. What are the main tendencies in achieving the main objective in the industry of public food service? 8. What is “off-premises catering”? 9. Why do you think Mc Donald’s restaurants are so popular with the Belarusians?

2. Answer the questions and explain your answer.

1. Are there many establishments in our country where people can enjoy food and get entertainment? 2. How many restaurants/ cafes/ bars etc do you think there are in Belarus? 3. How often do you go to restaurants? Is service good in them? 4. Is the level of waiters’ proficiency enough in our country? 5. What are the tendencies in public service industry in Belarus? Is it developing? Are new public service establishments appearing?

3. Complete the sentences with the missing information from the text.

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1. Public food service establishments in our country are becoming more and more _____.
2. There is a significant dynamics in development of public food service establishments.
3. Much attention is paid to opening public food service establishments that are based on Belarusian cuisine traditions.

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_____ traditions. 4. You can taste _____ beer brewed in Belarus in specialized places. 5. More than 600 _____ and confectionery shops _____ in many stores. 6. The main aim of public food sphere is _____ all population with public food service.

4. Express the following sentences in English.

1. Объекты общественного питания в Беларуси становятся всё популярнее. 2. Наблюдается положительная динамика в развитии индустрии общественного питания в нашей стране. 3. После реконструкционных и строительных работ в стране открылись новые рестораны, кафе, бары и другие заведения. 4. Большое внимание уделяется открытию объектов общественного питания, которые опираются на традиции белорусской национальной кухни. 5. В специализированных объектах общественного питания вы можете попробовать пиво, сваренное в России. 6. Более 600 кулинарных и кондитерских цехов работают во многих магазинах. 7. Главной целью индустрии общественного питания является обеспечение всех слоев населения услугами общественного питания и улучшение её качества наряду с ценовой доступностью. 8. В сфере ресторанного бизнеса будут превалировать рестораны «демократичные», доступные населению со средним достатком. 9. Кэйтеринг является перспективной тенденцией в индустрии общественного питания. 10. В стране также развивается индустрия быстрого питания.

5. A businessman from Great Britain, Jack Lionel, came to Pyatigorsk and is willing to start his restaurant business here. What can you tell him about the tendencies in the industry of public food service in our country? Why is it (not) profitable to open a restaurant in Pyatigorsk ?

Практическое занятие № 2. Professional identification/ Профессиональная идентификация

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Useful Tips

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at the door.

"I will be right back with your change."

- Never ask a customer if they need change. Always get the change and leave it on the table. If they want to leave you a tip, they will leave it on the table.
- Be honest about the food/kitchen practices when asked by a customer. Serious consequences can result from misinformation. Allergies and intolerance to foodstuff or practices could result in death. A diabetic given an item containing sugar, a person with peanut or shellfish allergies, or someone with heart disease being told the baked potato is coated with vegetable oil when lard is actually used, etc. – all these slip-ups can result in wide-ranging negative results.
- Refrain from wearing strong perfumes/colognes as some guests may have allergies to these scents.
- Dress just slightly "better" (more formally) than the other waiting staff, no matter what the "minimal dress code" is. It sets you apart and sets the standard for others to strive for.
- If you wear a uniform, keep it in excellent condition – ironed, stain-free and neat.
- Don't talk or gossip about customers even when you think they can't hear you, because they probably can.
- Always remember to smile! No matter how irritating customers or co-workers can be, just "kill them with kindness".
- Always use respective words like sir, ma'am, and miss as much as possible. It's very polite and usually people love having a server with impeccable manners.

Вопросы и задания:

1. Answer the questions and explain your answer.

1. What qualities should be of the greatest importance for a waiter/waitress? Why do you think so? 2. Can a modest person become a waiter/waitress? Why (not)? 3. Why is it physically hard to be a waiter/waitress? 4. Should a waiter/ waitress possess a little knowledge of psychology? Why (not)? Explain your point of view. 5. Are memorizing skills of any value for a waiter/ waitress? Support your answer with examples.

2. Answer the questions.

1. What effects customers' enjoyment of the restaurant? 2. What do waiters face when working? 3. What happens if a waiter fails to keep something in the head? 4. What are waiters required to know? 5. How is professionalism revealed in the profession of a waiter? 6. How is a waiter supposed to behave with his/ her colleagues/ co-workers? What qualities are of great importance? 7. Why is stamina required in the job of a waiter?

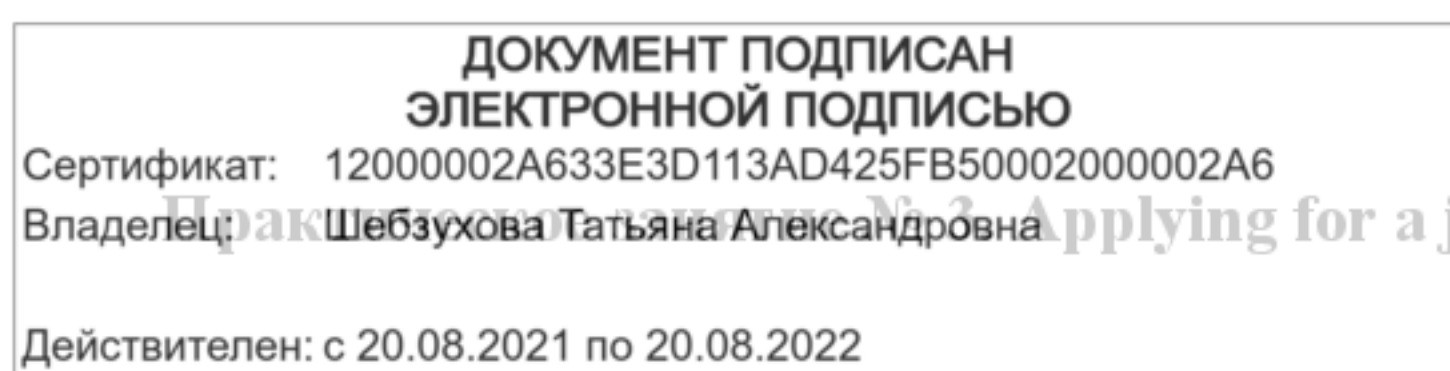
1. I woke up late so I was in a hurry/ a team player. 2. She can always count on his support. He is very generous/ helpful towards people. 3. Waiters are on their feet all the time so they have to have a lot of demeanor/ stamina. 4. Jack would love to become a waiter, so he is willing/ reliable to do a lot of work. 5. By the end of the shift I was very tired. I was totally generous/ worn out.

4. Read one more passage on work of a waiter/ waitress and say if you think you are suitable for this job. Look up the new words in a dictionary.

Waiters are food service professionals who take orders and cater to the food and drink needs of customers in a casual or fine dining restaurant. Stress Management Waiters are service employees and restaurants are often very fast-paced work environments where your job is to serve customers. Constant movement, loud conversations and noises and the perpetual process of taking orders, delivering food and drinks, and taking payments can wear on you. Waiters need to have a good ability to deal with the hustle and bustle with a positive attitude to deliver good customer service. People-Oriented If you don't like people, waiting isn't for you. Waiters need a service orientation and strong communication skills to succeed. As a waiter, you have to immediately present a friendly and upbeat attitude, communicate specials, make menu recommendations and listen carefully to customers' orders. You also have to deal with customers' complaints and needs. In some restaurants, you work multiple tables at a time and are constantly being asked for more drinks, food, the check or other items. Maintaining a customer-first approach helps you keep your focus on service goals. Quick Thinker Waiters need the ability to think through problems or unexpected situations and do so quickly in a fast-paced restaurant. If an order is messed up or delayed, for instance, he needs to figure out how to appease a customer. If a customer orders something that the kitchen runs out of, he needs to make a recommendation of something similar or ask some questions to suggest an appropriate alternative. Recognizing when customers need plates cleared or drinks refilled without being asked is important as well. Knowledgeable Waiters are the face of a restaurant to their customers. You not only provide service, you represent the menu – the food and other products your business makes money on. Knowing the menu and the specialties that make your restaurant distinct are essential. If your restaurant makes bread from scratch, highlight that for customers right away. Know ingredients to help customers avoid allergies and be able to explain how food is prepared if asked. Good waiters try the foods on the menu to make honest recommendations to customers. Over time, knowing your menu and getting used to what regular customers want is how you build retention and develop good tip income streams.

5. Work on the project with your partner(s) "The Best Waiter is ...".

You can make a poster or a paper, or a presentation. The main objective is to make a list of qualities a good waiter must possess to be successful at work. Use the texts from the unit as well as extra information. Represent your project in class. Compare your list of qualities with the others'.



Практическое задание №3 Applying for a job/Устройство на работу

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

How to make a resume and say what parts a resume consists of.

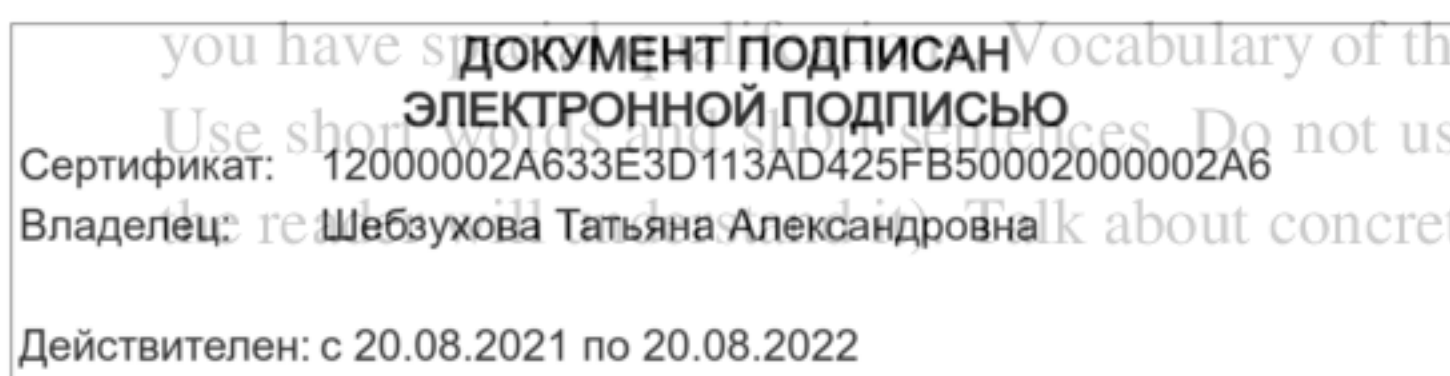
1. A professional waiter/ waitress can embellish his/ her resume to highlight their relevant skills and experience just like any other professional. If you take your career as a waiter/ waitress seriously, then you can make a good living working for classy restaurants and bringing home hundreds of dollars each week in tips. However, the first thing you need to do is learn to describe the duties you've had as a waitress effectively on your professional resume (also known as Curriculum Vitae or CV). When you apply for a job, employers ask for two important documents: 1. A CV or Resume

2. A covering letter

Your CV is a summary of your professional and academic life. It usually concentrates on your personal details, education and work experience. CV's job is very simple: to get you a job interview. To do this, your CV must be:

- clear
- well-organised
- easy to read
- relevant to the job offered You should include everything that is relevant to your employment or career and nothing that is irrelevant. There are usually 5 general headings of information to include:
 - a. Personal details: name, address, email and telephone number (and sometimes nationality, age/date of birth and marital status)
 - b. Objective: a headline that summarises the job you want.
 - c. Work experience: your employment in reverse chronological order
 - d. Education: details of secondary and university education.
 - e. Personal interests: showing that you are a well-balanced person with an interesting life outside work Sometimes, you may need to give additional information for a particular job or because

Vocabulary of the CV Your language should be simple and clear. Use technical vocabulary (unless you are sure that you will be understood). Talk about concrete facts not abstract ideas. Use verbs in the active



voice, not passive voice. Which of these two sentences do you think is the more powerful? Definitely, the first one.

- active: “I organised this exhibition.”

- passive: “This exhibition was organised by me.” This is the way a Curriculum Vitae (or a Resume) can look like.

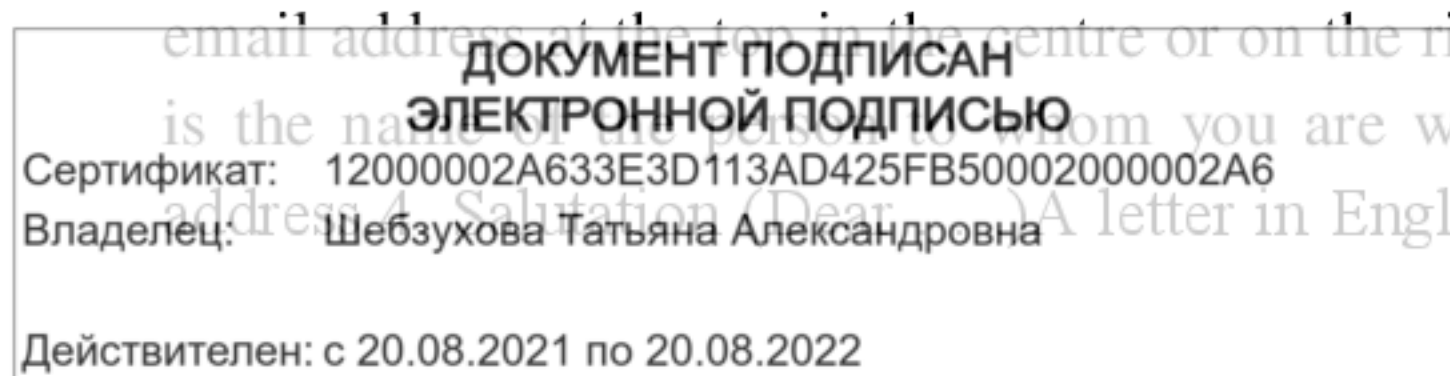
Curriculum	Vitae	Name
Address		
Tel.		no
Email		
Date	of	Birth
Education		
Qualifications		
Work	(Professional)	Experience
Company		Position
Company		
Position		
Personal		Qualities
References		

Here are some hints on how to write a successful resume. After mentioning all personal data, your education and qualifications, include all the waiter jobs you’ve had in the “Work Experience” or “Professional Experience” section of your resume. Add details about each job, such as the dates you were employed, the establishment you worked for and the location of the establishment.

While filling out the “Personal Qualities” section, focus on your strong features. Qualities suitable for waiters are sociability, being friendly and helpful as well as being well organized, disciplined and hard-working. Be honest and sincere as sooner or later your employer will see what you really are at work. References from previous employers will be an advantage. When you are done with your CV it is time to write a covering letter to highlight your best qualities. Your letter should be short, concise and relevant. It should:

1. confirm that you are applying for the job
 2. say where you learned about the job
 3. say why you want the job
 4. say why you would be a benefit to the company
 5. request an interview
- Here is the typical format for your covering letter:

1. Your address – telephone – fax – email Put your address and telephone number, fax and/or email address at the top in the centre or on the right.
2. Date
3. Destination name and address This is the name of the person whom you are writing, his/her job title, the company name and address.
4. Salutation (Dear...) A letter in English usually begins with ‘Dear...’, even if you do



not know the person.5. Subject The subject of your letter, which for a job application is normally the Job Title.

6. Body The letter itself, in 3 to 6 paragraphs. Make a list of all the job duties you've had in your career on a separate sheet of paper. For a waiter/ waitress, this can include things like greeting guests, taking orders, memorizing specials, preparing select dishes at the table, assisting with customer celebrations, clearing tables and using a computer system. Reword the top three to five job duties for each waiter/ waitress position to fit better with a resume format. Start each one with an action verb and add the outcome of the job duty when possible. For example, "memorizing specials," could be rewritten as "Memorized and tested all specials to effectively communicate and suggest complementary drinks and appetizers to customers."

7. Ending (Yours ...)Yours sincerely, Yours faithfully, Yours truly

8. Your signature

9. Your name Your first name and surname, for example Mary Smith, James Kennedy

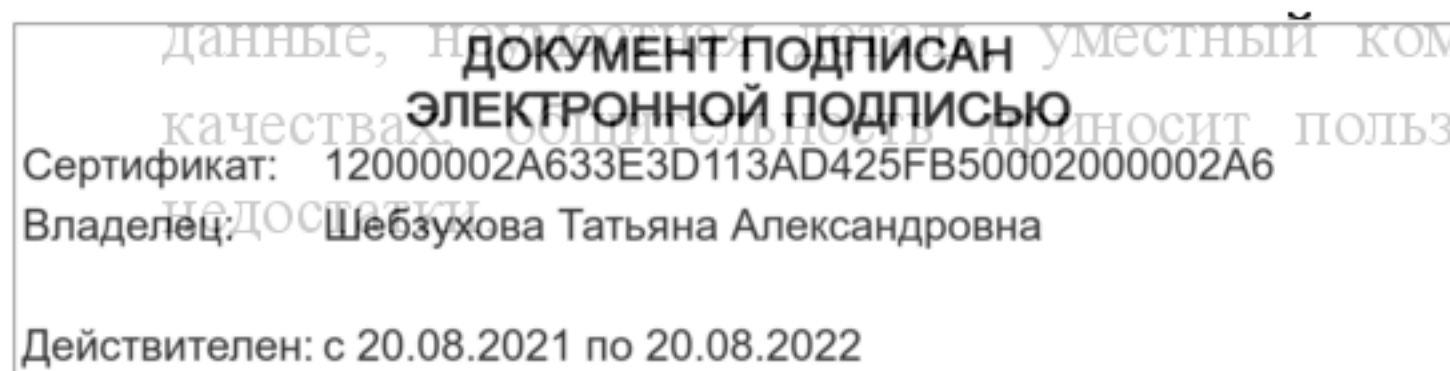
Вопросы и задания:

1. Answer the following questions.

1. Do you know what a resume is? Have you seen any resumes before (e.g. on the internet, etc)?
2. What does a resume consist of? How many parts does it have?
3. Why do you think some people lie in a resume? Do you think it is acceptable to "misinform" a little in a resume? Why (not)?
4. Should you mention only your positive features in a resume or can you say a few words about your weaknesses? Why (not)?
5. Do you believe a good resume can help you get the job you want?
6. Why do you think some people lie in a resume?
7. Do you think it is acceptable to "misinform" a little in a resume? Why (not)?
8. Should you mention only your positive features in a resume or can you say a few words about your weaknesses? Why (not)?
9. Do you believe a good resume can help you get the job you want?

2. Express the word combinations in English. Use them in the sentences of your own.

Приукрасить информацию о себе, быть успешным на работе, включить дополнительные данные, нормальный комментарий, сконцентрироваться на сильных качествах, электронная подпись, подтвердит информацию, не выделять



Упражнения:

3. Make up your own CV and a covering letter for a job of a waiter/ waitress in a new restaurant. Make sure you follow all the steps and hints mentioned above.

4. Role-play a job interview using the questions from the dialogue.

5. What advice would you give to a person going for a job interview?

Раздел 2: Main types of public catering. Establishments. Equipment./

Основные виды общественного питания. Учреждения. Оборудование.

Практическое занятие № 4. Restaurants in London/ Рестораны в Лондоне

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Restaurants in London

The Ritz Food: traditional British or fusion cuisine Price per person: £80 This spectacular palace-style dining room is famous as one of London's most luxurious, romantic restaurants. It's hard to resist splashing out on the exquisite 5-course menu. The staff are discreet and extremely polite. It's hardly surprising that the clients are a mixture of celebrities, business executives and wealthy tourists. Come here for a memorable dining experience, which will certainly do damage to your bank account! Yo sushi! Food: Japanese Price per person: £10-15 The best-known sushi place in town. This restaurant is great both for its raw fish and its kitsch Japanese décor. Service is efficient and speedy. You can eat delicious sushi for a few pounds, serve yourself unlimited beer, select food from a conveyor belt and even have a relaxing head massage! Sometimes there are karaoke nights here. This restaurant is bright and unromantic but great fun. Amaretto Food: Italian Price per person: £15-20 A family-owned restaurant that has faithful clients coming back again and again. Whatever time you come here, this restaurant is always busy and lively. The pizzas and pasta

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dishes are well recommended as being tasty and excellent value for money. Great for families or big groups of friends.

Levant Food:

Lebanese/Middle Eastern Price per person: £20-30 An exotic Middle Eastern restaurant which is perfect for a romantic evening. The atmosphere is moody and intimate, with lots of candles, soft cushions and colored glass lanterns. When you find the entrance, hidden away down a small street, you are greeted by luscious plants and the smell of incense and exotic perfumes. The menu offers a feast of authentic Lebanese food for people who like to try something new and unusual. If you stay late, you will even be able to watch a belly-dancing show!

The George Inn.

Food: traditional British pub food Price per person: £5-10 A dark and smoky pub, which was built in 1780. Come here if you want to taste traditional English fish and chips or steak and kidney pie in a lively atmosphere. The food isn't great, the service is slow, but this pub serves a good range of beers and ales.

Food for Thought

Food: vegetarian Price per person: £5-10 This tiny colorful vegetarian restaurant and takeaway offers food free of chemicals, pesticides and preservatives. The food is good and the menu changes every day, but this place is also great if you just want a coffee. Don't come here at busy times if you want a slow, leisurely meal.

Café Sol

Food: Mexican Price: £20-30 Café Sol is a great place to go at any time. Enjoy authentic Mexican cuisine at lunch time (watch out for the chili!) or go for a drink and a dance when it gets dark. The atmosphere is always buzzing and vibrant, and the food is reasonably priced. On a Saturday night, the young crowds in Café Sol are usually very loud and merry after sampling the extensive list of tequilas!

The Hard Rock Café

Food: Tex-Mex and burgers Price per person: £10-20 A genuine celebration of rock 'n' roll! This is the original Hard Rock Café, here since the 1970s, and it's the first ever theme restaurant. The queue to get in is legendary. You can't make reservations and you will find a queue almost all day long, every day of the year. But this actually adds to the memorable experience. Once in, there's good food and a great atmosphere, created by rock music, dim lighting and walls covered in rock memorabilia.

Вопросы и задания:

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1. Answer the questions in pairs:	
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1. Which of these restaurants would you most like to go to? Why?	
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2. Which one would you least like to go to? Why?
3. Choose one of these restaurants for:— a birthday night out with friends,— a family meal,— a first date,— a quick lunch, Explain your choices.
4. Do you prefer to eat at a restaurant or at home?
5. What is the best restaurant you have ever been to? Why did you like it?
6. Have you ever had a bad experience at a restaurant?
7. Are there many types of public food service establishments?
8. What is the difference between a bar and a restaurant? Between a pub and a café?
9. What types of establishments are the most popular in Belarus? Why?
10. What types are the most popular in England?

Упражнения:

2. Express the words combinations in English. Роскошный ресторан, сдержанно-вежливый персонал, «вредит» вашему счету в банке, эффективное и быстрое обслуживание, запоминающийся вечер, памятные вещи на стенах ресторана, приторный аромат, аутентичная кухня Востока, не содержащий вредных веществ, остерегаться острых блюд, длинный список блюд, очередь в ресторан, шумная атмосфера.

3. Express the following sentences in English.

1. Этот ресторан известен как одно из самых роскошных и романтических мест. 2. Персонал ресторана сдержанный и вежливый. 3. Клиенты этого ресторана – знаменитости и состоятельные туристы. 4. В нашем ресторане вы проведете незабываемый вечер. 5. Сервис в ресторане эффективный и быстрый. 6. Ресторан не романтичный, но зато в нем весело. 7. Иногда в ресторане проводятся ночи караоке. 8. Вы можете наливать себе пиво в неограниченном количестве.

Практическое занятие № 5. Public food service/ Общественное питание

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Different types of public food service establishments

A bar is a specialized public food service establishment with a bar counter, which provide customers with various drinks, snacks, pastry confectionery produce and other goods. A buffet is a public food service establishment that provides customers with a definite assortment of culinary and confectionery produce as well as other goods. A snack-bar is a public food service establishment which provides a limited assortment of dishes not sophisticated in cooking made form a certain range of products for fast service of customers. A café is a public food service establishment providing food service and entertainment offering culinary produce assortment not so various compared to restaurants. A cafeteria is a public food service establishment providing customers with food not complicated in cooking and other goods that can be consumed right away at the establishment. A summer café is a public food service establishment providing customers with a limited range of produce assortment. It functions at a definite period of time of the year. A restaurant is a public food service establishment with a wide range of dishes complicated in cooking, including alcoholic and tobacco produce, in a combination with a high level of service and entertainment. A mini-bar is a specially equipped bar in a hotel room or on board the plane providing customers with alcoholic and non-alcoholic drinks, juices, confectioneries and other goods. A fast food restaurant is a public food service establishment offering fast food produce that can be consumed at the establishment. Takeaway service is also provided here. Dishes are not complicated and the menu is constant.

Вопросы и задания:

1. Answer the following questions in pairs:

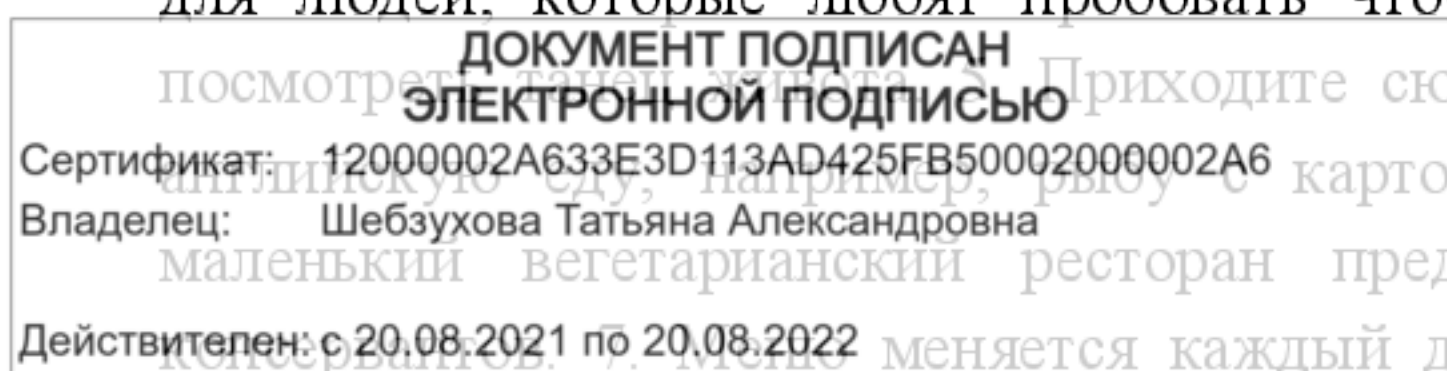
1. Which of these restaurants would you most like to go to? Why? 2. Which one would you least like to go to? Why? 3. Choose one of these restaurants for:— a birthday night out with friends,— a family meal,— a first date,— a quick lunch, Explain your choices. 4. Do you prefer to eat at a restaurant or at home? 5. What is the best restaurant you have ever been to? Why did you like it? 6. Have you ever had a bad experience at a restaurant?

2. Give an example of an establishment in your city/ town for every type mentioned above.

Упражнения:

3. Express the following sentences in English.

1. Это семейный ресторан с теплой и дружелюбной атмосферой. 2. Здесь вы можете попробовать пиццу и блюда из пасты. 3. Меню предлагает аутентичную ливанскую еду для людей, которые любят пробовать что-то новенькое и необычное. 4. Вы можете посмотреть фильм. Приходите сюда, если хотите попробовать традиционную ливанскую еду, например, рйюу с картошкой фри или пирог с почками. 6. Этот маленький вегетарианский ресторан предлагает блюда без вредных добавок и консервантов. 7. Меню меняется каждый день. 8. Атмосфера в этом ресторане всегда



шумная и вибрирующая. 9. Заранее заказать столик в этом кафе нельзя. 10. Это первый тематический ресторан. Он открыт в 1970. 11. Очередь в ресторан просто потрясающая!

4. Design your own restaurant. Imagine you are going to open your own restaurant. In groups prepare a brief presentation describing your restaurant, using the following headings:

1. Size
2. Type of food
3. Drinks f Atmosphere
4. Music
5. Clientele
6. Theme
7. Entertainment

Практическое занятие № 6. Product groups/ Продуктовые группы

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

What about Some Cheese?

There are three main types of cheese in Europe. The first of these is the hard type. For example, in the north of Europe there's Cheddar from Britain, and Gouda from the Netherlands. Further south you can find Gruyere and Emmenthal in Switzerland, and Manchego in Spain. And in Italy there's a cheese which is harder than all the others, Parmesan. The next group is soft cheese. Camembert and Brie are two famous French soft cheeses while Mozzarella and Mascarpone are the best known Italian soft cheeses. Many countries also have blue cheese. In Britain there's Stilton, and in Denmark there's Danish Blue, while in France there's Roquefort, a soft creamy blue cheese, and in Italy there's Dolcelatte, which is also soft and creamy.

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Alcoholic drinks (Drinks and beverages) can be divided into two major categories: alcoholic and non-alcoholic ones. Alcoholic drinks commonly served in restaurants are grouped under the following categories: 1. Spirits . Wines 2. Fortified wines 3. Beer 4. Cocktails 5. Liqueurs .

Spirits are strong distilled alcoholic drinks made from grain (e.g. barley, rye) or other plants. These drinks are often served with mixers such as tonic, soda, bitter lemon, etc. Some of the most famous and popular spirits are Bourbon, Brandy, Whiskey, Gin, Rum, Vodka, Tequila, Campari. What is the process of distillation? It goes like this: the fermented mash of fruit or grain is heated. Alcohol, which evaporates at a lower temperature than water and the flavouring agents, can be trapped and condensed to a liquid by cooling. Pure alcohol has no colour, taste or smell and is used in com-pounding other beverage such as liqueurs (sweetened after dinner drinks). Alternatively, the alcohol, water and congeners can be drawn off and blended again to obtain the required flavour of the original ingredient. All distilled drinks are colourless and may be coloured by the addition of synthetic col-ours or by keeping them in contact with wood when maturing). Wines are alcoholic drinks made from the fermented juice of black or white grapes. (Wines can also be made from other fruits, but these wines are not drunk with meals). Fermentation is a process when sugar in fruit or grain (developed by germination and malting) is converted into alcohol by the action of bacteria. The degree of fermentation can be controlled. Carbon dioxide (CO₂) is a by-product and can be retained as in the case of beers and champagnes). There are four types of wines made from grapes. Red wine – made from black grapes. The colour is obtained from pigment in the grapes during the fermentation period. White wine – made from white and black grapes. The skins are removed before the fermentation. Rosé [rəʊ'seɪ] wine – a pale pink wine made from white and black grapes. The skins are removed before the fermentation is completed. Sparkling wine – luxurious wines that are filled with bubbles of gas by special production methods. The gas is kept in the bottle by wiring down the cork. The most famous sparkling wine comes from the Champagne region in France. Fortified wine – wine that is strengthened by the addition of alcohol, usually brandy. The most well-known fortified wines are: Madeira, Port, Marsala, Sherry, Vermouth.

Beer is an alcoholic drink brewed from malted barley, sugar, and hops, then fermented with yeast. The main types of beer are: Ale – this has a strong hop flavour and is bitterer than lager beers. Dark beer – made from malt toasted to a darker colour than normal. Lager – this beer is light-bodied and light-coloured. Stout – similar to ale, but heavier, darker and a little sweeter. Very dark malt is used in brewing. Cocktails Cocktails – drinks that are made by mixing, shaking or stirring liquor and/ or wine with other ingredients. Cocktails are drunk before a meal as an aperitif or after a meal. Here are some popular cocktails: Black Russian, Black Velvet, Bloody Mary, Daiquiri, Gin Fizz, Manhattan, Margarita, Whisky, etc. Can you name some more cocktails famous all over the world? Famous in your country?

Вопросы и задания:

1. Answer the questions to the text.

1. How many types of cheese are there in Europe? 2. What cheeses come from Switzerland? 3. Is Manchego from Spain? 4. Camembert and Brie are two famous British cheeses, aren't they? 5. What blue cheese comes from Denmark?

2. Answer the following questions using the information above.

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2. What is the process of fermentation?
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3. What types of wine can you name? How are they made?

4. What is the most famous sparkling wine in the world? 5. How do fortified wines differ from wines? 6. What are spirits made from? 7. What is beer brewed from? 8. What is a liqueur? Name the most well-known liqueurs. 9. How are cocktails made? What cocktails are the most popular? 10. What hot drinks can you name? 11. What major kinds of coffee do you know? What is your favourite way of coffee making? 12. Is herbal tea served with milk? 13. What fruits are juices made from? What juice is your favourite? 14. How do you call soft drinks in another way? What is a flat drink? What is a carbonated drink?

3. Express the following sentences in English.

1. Из чего сделано это блюдо? – Оно приготовлено из говяжьего фарша, томатного пюре, лука, пасты, белого соуса и чеснока. 2. Как его едят? – Его едят горячим. 3. С чем его подают? – Его подают с чесночным хлебом и красным вином. 4. Из чего состоит это блюдо? – Это блюдо состоит из риса, чеснока, лука, курицы, креветок, моллюсков, гороха, паприки и оливкового масла. Его едят горячим. Его подают с хлебом и белым вином. 5. Пицца Наполитана готовится из сыра Моцарелла, томатного соуса, маслин, анчоусов и каперсов. Её едят горячей. Её подают с зеленым салатом, чесночным хлебом, красным или белым вином. 6. Рыбная уха (chowder) приготовлена из морской рыбы, моллюсков, креветок, картофеля, чеснока, паприки. Её едят горячей. Её подают с хлебом и белым вином.

Упражнения:

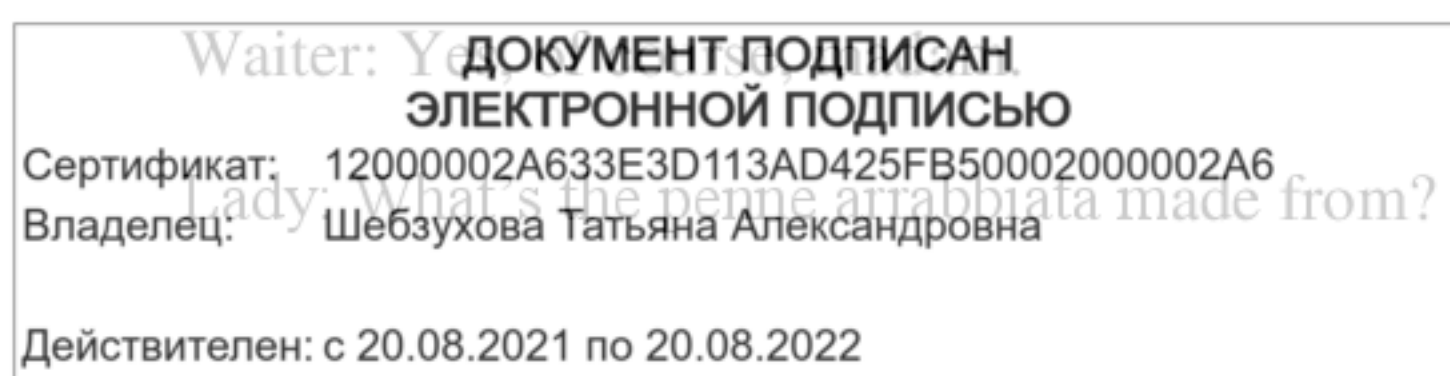
4. What categories/ groups of products can you name? Think of one name for the following products:

1. Apples, bananas, kiwis, oranges; 2. Beef, pork, veal, mutton, lamb; 3. Milk, yoghurt, cheese, cream, sour cream; 4. Tuna, salmon, carp, herring; 5. Carrots, cabbages, onions, lettuce; 6. Chicken, duck, goose, turkey; Choose from the categories: a. vegetables, b. meat, c. poultry, d. fish, f. fruit, g. dairy products. f Play an ABC game with your partner. Write down the alphabet on a piece of paper and put down names of food opposite each letter. Compare your list with other students.

5. Read the conversation between a lady and a waiter.

The restaurant is the one mentioned in exercise above. Say if the lady has decided what dish to order.

Lady: Excuse me, could you explain the menu to us, please?



Waiter: Well, this is a pasta dish. It consists of penne, a type of pasta, in a chilli and tomato sauce. It's made from chilli, tomato, garlic, and pine nuts.

Lady: Hmm ... sounds good. And what's the salmon coulbiac?

Waiter: This dish is made from layers of rice mixed with onions and mushrooms, fresh salmon, and hard boiled eggs. It's wrapped in puff pastry and baked in the oven.

Lady: And what's the seafood dish?

Waiter: This is a dish for two people. It contains half a lobster, king prawns, scallops, and mussels. And it's served warm with a crisp, green salad.

Раздел 3. Food and beverage /Еда и напитки.

Практическое занятие № 7. Wines list/ Список вин

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Menu.

A menu represents the range of food and beverage items offered in a restaurant. When the menu is represented on a card, it is referred to as the menu card. A lot of effort is made to compile the menu card, which should not only be attractive but both informative and gastronomically sound as this reflects the quality of the restaurant. In a restaurant there are two different types of menus, which are the following: a la Carte Menu. This is a menu in which each food item is separately priced in order to give the guest a choice to suit his taste and budget. The choices offered in various courses are many. Table d'hôte a menu in which the entire meal is priced and charged, irrespective of whether the guest has the complete meal or not. Sometimes there are choices of individual courses within a completely priced meal. A restaurant may offer two table d'hôte menus for a guest to have a choice of a meal. The classical French menu consists of eleven courses. The number of courses are restricted in modern times to an appetizer, soup, main dish and sweet dish. Coffee may be served after it. A course is a food item eaten at a particular time and sequence during a complete meal.

1. What is a menu? 2. What types of menu do you know? 3. What parts does a menu consist of? 4. Do you know the order of courses in a menu? What dishes go first on a menu? 5. What is a menu? 6. Is it easy to compile a good menu? Why/ why not? 7. What is an "à la carte" menu? 8. What is a "table d'hôte" menu? 9. What types of menu are more popular in our country?

2. Read the following text and say what courses a menu consists of.

When you go to a restaurant you normally have three courses: a starter (e.g. soup), a main course (e.g. steak or chicken), and a dessert (e.g. strawberries or cake). You may also have an aperitif (a drink before the meal to stimulate the appetite, e.g. a gin and tonic), and coffee after the meal. When the meal is over you ask for the bill/ the check (the money for the meal) and you also sometimes leave a tip (money) for the waiter if service is not included in the price (a normal tip is 10 per cent of the price). If the restaurant you are going to is popular you may also need to book (reserve) a table in advance.

Упражнения:

3. Replace the underlined words with the words with the same meaning.

1. Do you always leave money for the waiter? 2. It's a very popular restaurant, so you may need to reserve a table one or two weeks before you go there. 3. Do you want a drink before the meal? 4. Have you already paid the money for the meal?

4. Read the following list of rules for menu presentation and say if you can add some more of your own.

Menu presentation • Brush up menu knowledge on a daily basis. You must learn at least two dishes daily. • You must be thorough with menu items before presentation. • Always present a neat and clean menu. • Present the menu to ladies first, elderly guests and then others. • Present the menu from the right side of a guest. • Stand straight. • Do not bend while presenting the menu, a gentle bow is permissible. Do not touch the guest while presenting the menu. • Keep at least one foot away from the guest. • While presenting the menu card say, "This is the food menu card. I will be with you as soon as you are ready to order" • Do not disappear from the scene. Keep an eye on the table. • Do not let the guest call for you nor do you hurry him to order food and drinks. Be patient and attentive. • Never show any displeasure to the guest for taking a long time for placing the order. • While taking the order: always speak in clear and pleasant manner, using proper language; maintain elegant posture and refrain using facial expressions and body movements; always stand in such a position that you can see the restaurant's main door; always repeat the order for every guest; always inform the guest about the time line; confirm children's order with their parents.

5. Make up sentences from the given words.

1. I'm / you / had / it / enjoyed. 2. the / pudding / summer / 'll / I / have. 3. you / what / recommend / delicious / the / is / blackcurrant. 5. have / can / please / apple / some / tart / it / you / would / with / cream / ice cream / or / like?

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Практическое занятие № 8. Wines around the world/ Мировые сорта вин

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Some wines in the world

The most famous wine from the old world is Champagne. It comes from a district east of Paris. Also from France, there are the Muscadet and Sancerre wines of the Loire Valley. Further south-west, we have the Medoc, St. Emilion, and Graves wines of the Bordeaux region. In the Rhone Valley, we find the Burgundy wines such as Beaujolais and Macon. Italy produces around 25 per cent of the world's wine. Two famous wines are Chianti from the Florence region, and crisp, white Frascati produced near Rome. Portugal is most famous for port, which comes from Oporto in the north. Spain is well known for sherry, a fortified wine, from the south. Rioja comes from an area north of Madrid and is very popular, too. New world wines are improving all the time. South Africa produces wines in the Stellenbosch and Paarl vineyards in the south of the country. Australia is now famous for its Chardonnay and Shiraz. New Zealand's Sauvignon Blanc is becoming very popular. California now produces some of the world's finest Cabernet, Merlot and Zinfandel. The Merlot and Shiraz wines from Chile and Argentina are also very good.

Вопросы и задания:

1. Answer the questions.

1. Do you know who was the first to introduce a la carte menu?
2. What countries are famous for their wines?
3. What's the most popular wine in the world?
4. Have you heard of Australian and South African wines?
5. What district does Champagne come from?
6. What do you find in the Rhone Valley?
7. How much of the world's wine does Italy produce?
8. What wine is Portugal famous for?
9. Where does Rioja come from?
10. Is sherry from Spain?
11. Where does South Africa produce wines?
12. What wines is Australia famous for now?
13. What wine from New Zealand is becoming very popular?
14. What wines does California produce?
15. What good wines come from Chile and Argentina?

Упражнения:

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1. Какое вино более сладкое, Шардоне или Совиньон Бланк? 2. Чилийское вино дешевле, Рислинг не такое сухое, как Пино Грджо. 4. Это вино более

терпкое, чем то, что мы пили вчера. 5. Какое вино более мягкое? 6. Шардоне более легкое, чем Мерло. 7. Шардоне более сладкое, чем Совиньон Бланк.

3. Complete the sentences with the correct form of the adjective.

1. This wine is (old) than that one. 2. The Chilean wine is (cheap) than the French wine. 3. The New Zealand wine is (dry) than the Italian wine. 4. The green bottle is (heavy) than the yellow one. 5. The Chilean wine was (tasteless) then the French wine. 6. The New Zealand wine is (expensive) than the Portuguese wine in this restaurant. 7. The French wine we had was (good) than the Chilean. 8. The red wine was (bad) than the white wine. 9. The Portuguese wine is not (sweet) as the New Zealand wine. 10. This wine isn't (full-bodied) as the wine we had last week. 11. The white wine is (light) than the red wine in this menu.

Практическое занятие № 9. Food traditions/ Кулинарные традиции

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

The most popular Russian dishes.

Wondering what to expect on your plate in Russia? “Meat and potatoes” is a bit of a stereotype in this part of the world, but it’s certainly not far from the truth. Similar to the cuisines of neighboring countries as Ukraine, Russia, Poland and Lithuania, Belarus puts a lot of emphasis on pork, dumplings, soups, as well as the mighty potato. Like all countries belonging to the former Eastern Bloc, Russian’s colorful culinary history developed through centuries of international trade, was almost completely lost when the country was a part of the USSR. What has remained is both a dependence on the simple staples promoted throughout Soviet past, as well as a renewed interest in national culinary heritage. But the best way to understand it all is to simply get eating! Here are a few popular Russian dishes to start with. Soups a traditional Russian dinner must always start with a soup. Hearty soups made from beetroots or cabbage are popular, as well as simple meat-based bouillons. Summertime visitors should definitely try khaladnik, a chilled version of the beetroot borsch. Make your soup a meal by nibbling on a few pieces of rye bread. Draniki this is a much-loved Belarusian national dish. To make draniki, grated potatoes mixed with flour and eggs, are formed into small pancakes and shallow fried in vegetable oil until they become crispy. They can be stuffed or served with a variety of toppings including cream, poppy seeds, or even fruit. Dumplings (Klyotsky) authentic national dumplings are kalduny. However, Russian pelmeni and Ukrainian vareniki, which differ only slightly in shape and texture, are also

popular. Similar to draniki, dump-lings can be filled with a wide variety of ingredients either sweet or savoury. Popular fillings include: minced meat, mushrooms, cabbage, or fruit (berries in particular). Babkas and Stews (Ceramic Pot Cooking) A lot of traditional Russian dishes are baked in the oven in a ceramic crock-pot. One of the dishes is a potato babka (typically made from grated potatoes, eggs, onions, and bacon). Ceramic pots are also often used for making stews, with such ingredients as pork, potatoes, mushrooms, and other seasonal vegetables. Tips for Vegetarians despite literally hundreds of potato-based dishes in Belarusian cuisine, vegetarians might have a hard time finding a dish completely free of any meat products – even if it is just those few pieces of bacon in a potato babka. The best choices for veggies are usually draniki and dumplings, which are often filled or topped with meat-free ingredients. Beware of seemingly veggie-only soups – even these are nearly always based on a chicken, pork, or beef stock. If in doubt, the best thing to do is ask!

Вопросы и задания:

1. Answer the questions.

1. When you hear the words “Russian food” what dishes come into your mind at once? 2. What dishes from Russian cuisine are your favorite? 3. What Russian dish would you highly recommend to a foreigner? 4. What Russian dishes do you often cook in your family? 5. Can you consider Russian dishes healthy? Why/ why not? 6. What are the most popular ingredients for Russian dishes? 7. Is Russian cuisine similar to others? 8. Why is it possible to say that culinary history of Russia was lost? 9. What soups are popular in Russia? What is a famous summertime soup in the country? 10. How do you make draniki? Do you often cook draniki in your family? 11. How can draniki be served? 12. What can dumplings be filled with? 13. What dishes are cooked in ceramic pots? 14. What Russian dishes would you recommend to a vegetarian? 15. What are Russian soups based on?

2. Express the word combinations in English.

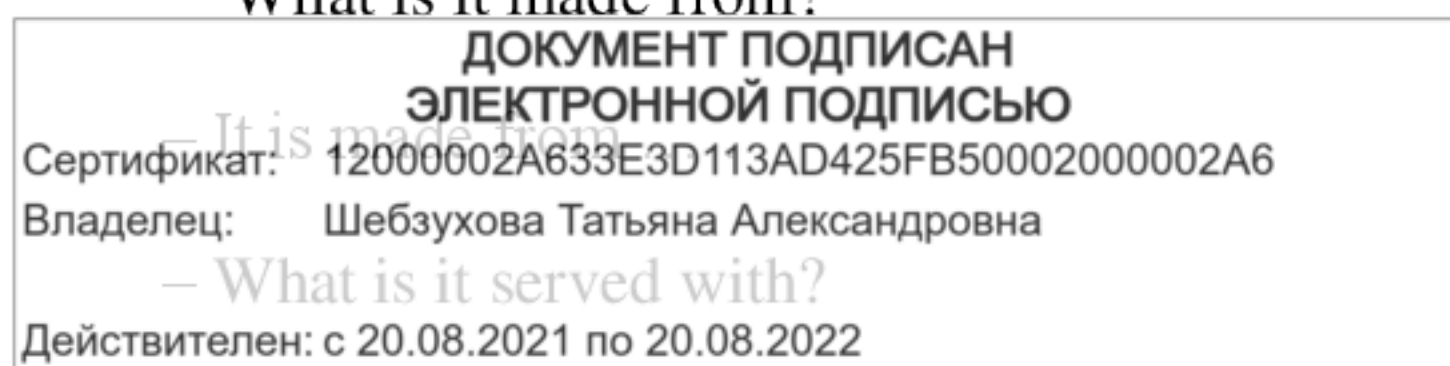
1. Ожидать чего-л., делать акцент на чем-л., обновленная кухня, откусить кусочек, иметь богатое наследие.

Упражнения:

3. Work with your partner. Imagine you have a customer from England in your restaurant. He wants to taste a Russian dish. Recommend the dish and explain what it is made from. Use the prompts below

. – Excuse me, can I try a typical Russian dish please?

– What is it made from?



– What is it served with?

- It is served with ...
- Is it eaten cold or warm?
- It is eaten warm/ cold, etc.

4. Imagine you work in a national restaurant. Make up a menu of Russian dishes. Write their names as well as their ingredients.

5. Recommend a dish from your own menu to your partner.

Практическое занятие № 10. Traditional meals in Great Britain/ Традиционные блюда в Великобритании

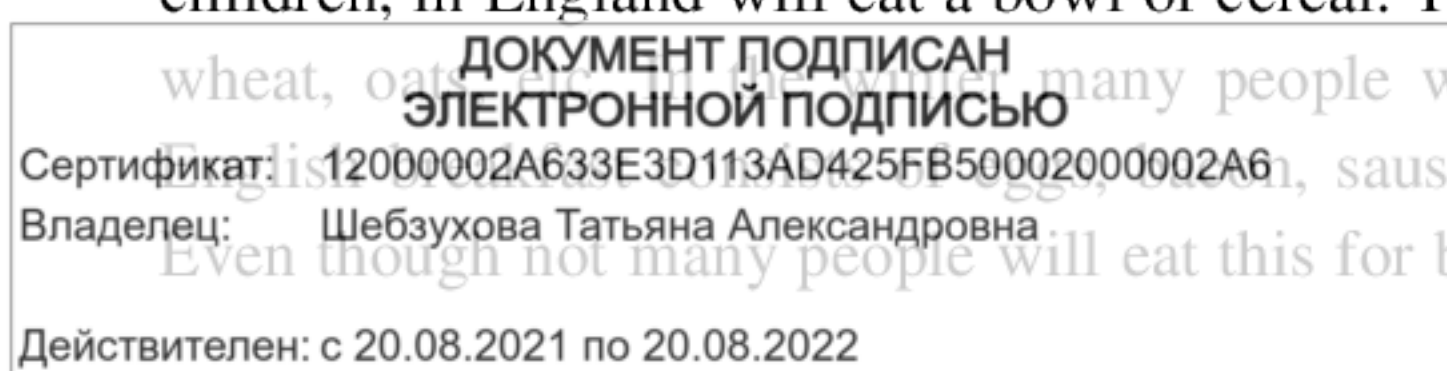
Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Traditional and typical meals in Great Britain

Meals in Great Britain Some English people have their biggest meal in the middle of the day and some have it in the evening, but most people today have a small mid-day meal – usually sandwiches, and perhaps some crisps and some fruit. The English have three main meals a day: • Breakfast – between 7:00 and 9:00, • Lunch – between 12:00 and 1:30 p.m. • Dinner (sometimes called Supper) – The main meal. Eaten anytime between 6:30 and 8:00 p.m. (Evening meal) Traditionally, and for some people still, the meals are called: • Breakfast – between 7:00 and 9:00 a.m., • Dinner (The main meal) – between 12:00 and 1:30 p.m. • Tea – anywhere from 5:30 at night to 6:30 p.m. On Sundays the main meal of the day is often eaten at midday instead of in the evening. BREAKFAST: Most people around the world seem to think a typical English breakfast consists of eggs, bacon, sausages, fried bread, mushrooms and baked beans all washed down with a cup of coffee. Nowadays, however, a typical English breakfast is more likely to be a bowl of cereals, a slice of toast, orange juice and a cup of coffee. Many people, especially children, in England will eat a bowl of cereal. They are made from different grains such as corn, wheat, oats, rice, barley, and many people will eat porridge or boiled oats. The traditional English breakfast consists of eggs, bacon, sausages, fried bread, baked beans and mushrooms. Even though not many people will eat this for breakfast today, it is always served in hotels and



guest houses around Britain. The traditional English breakfast is called the 'Full English' and sometimes referred to as "The Full English Fry-up".

LUNCH: Many children at school and adults at work will have a 'packed lunch'. This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. The 'packed lunch' is kept in a plastic container. Sandwiches are also known as a 'butty' or 'sarnie' in some parts of the UK. DINNER: The evening meal is usually called 'tea', 'dinner' or 'supper'. A typical British meal for dinner is "meat and two veg". They put hot brown gravy (traditionally made from the juices of the roast meat, but more often today from a packet!) on the meat and usually the vegetables. One of the vegetables is almost always potatoes. The traditional meal is rarely eaten nowadays, apart from on Sundays. A recent survey found that most people in Britain eat curry! Rice or pasta dishes are now favored as the 'British Dinner'. Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions, are still very popular. The Sunday Roast dinner: Sunday lunch time is a typical time to eat the traditional Sunday Roast. Traditionally it consists of roast meat (cooked in the oven for about two hours), two different kinds of vegetables and potatoes with a Yorkshire pudding. The most common joints are beef, lamb or pork; chicken is also popular. Beef is eaten with hot white horseradish sauce, pork with sweet apple sauce and lamb with green mint sauce. Gravy is poured over the meat. Yorkshire pudding: This dish is not usually eaten as a dessert like other puddings but instead as part of the main course or at a starter. Yorkshire pudding, made from flour, eggs and milk, is a sort of batter baked in the oven and usually moistened with gravy. The traditional way to eat a Yorkshire pudding is to have a large, flat one filled with gravy and vegetables as a starter of the meal. Then when the meal is over, any unused puddings should be served with jam or ice-cream as a dessert.

Вопросы и задания:

1. Answer the following questions.

1. Have you heard of British foods? 2. Have you tried any traditional British dish? 3. What is the reputation of British food? 4. What influences dishes in Britain according to its geographical position and being an island country? 5. What dishes do you think might prevail in the British cuisine?

6. How many meals a day do English people have? 7. What is a typical English breakfast? 8. What is a traditional English breakfast? 9. Where can you taste a traditional Fry-up? 10. What is another name for a sandwich in Britain? 11. What is a "packed lunch"? 12. What is a typical meal for dinner in England? 13. What vegetables are popular in Britain? 14. Why is curry known now as British? 15. What is a traditional Sunday Roast dinner? 16. What sauces are eaten with beef, pork and lamb? 17. What is Yorkshire pudding made from? How can it be eaten?

Упражнения:

ДОКУМЕНТ ПОДПИСАН ЭЛЕКТРОННОЙ ПОДПИСЬЮ	
Сертификат:	12000002A633E3D113AD425FB50002000002A6
Владелец:	Шебзухова Татьяна Александровна
Действителен: с 20.08.2021 по 20.08.2022	

2. Express your opinion in English using the information from the text.

1. Основной приём пищи – ужин, между 18.30 и 20.00. 2. Типичный английский завтрак состоит из яичницы, запеченных бобов, сосисок, бекона, жареного хлеба и грибов. 3. Мисочка зерновых хлопьев – типичный завтрак для детей в Англии. Зимой многие люди едят овсяную кашу. 4. Ланч состоит из сэндвича, пакета чипсов, какого-либо фрукта и напитка. Обычно ланч хранится в пластиковом контейнере. 5. Британцы поливают мясо коричневой подливкой. Они обычно едят мясо с овощами. Один из овощей – картофель. 6. Овощи, которые выращивают в Англии, – картофель, капуста, морковь, лук и горох. 7. Традиционный воскресный ужин состоит из жаркого, овощей и йоркширского пудинга. 8. Говядину едят с соусом из хрена, свинину – со сладким яблочным соусом, а баранину – с мятным соусом. 9. Йоркширский пудинг делают из муки, яиц и молока. Это своего рода жидкое тесто, запеченное в духовке. 10. Неиспользованные пудинги подаются с джемом или мороженым в качестве десерта.

3. Work with your partner and talk about British meals. Imagine that one of you has just arrived from the UK and the other one meets him/her in the streets. Make a conversation using the following as a model. Or use your own version of the meeting.

– Hello, How are you doing?

– Hello, I am fine, thanks, and you?

– I'm great! I just got back from England.

– Wow! Awesome! How was the trip?

– It was awesome! I've learnt so much about the people, traditions and food there! – Lucky you are! Can you please tell me about the food there? You know, I have to prepare for my English class – and we're studying the English food right now

– Sure. No problem. What do you want to know?

– Tell me, please, how many meals a day do they have?

– They usually have Breakfast, ... and ...

– OK, what is a typical English breakfast? – Well, a typical breakfast consists of ..., And the traditional breakfast ...

– Oh yes, I know! The traditional breakfast consists of

– Yes, you are right. But today not many people will eat it. They prefer light breakfast.

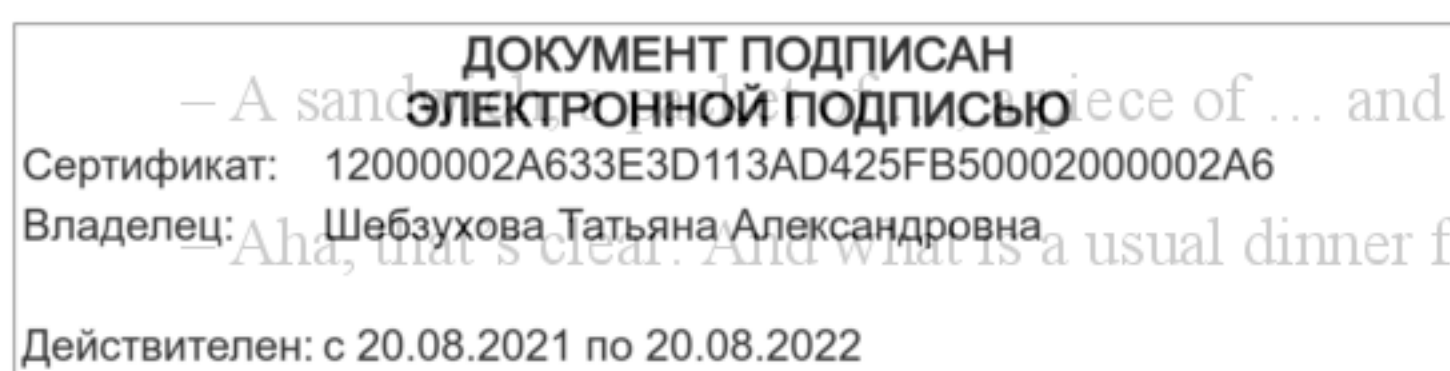
– I see. And what do they have for lunch?

– Normally, they'll have a 'packed lunch'

– What is it?

– A sandwich, a piece of ... and a ...

– Aha, that's clear. And what is a usual dinner for English people?



- It is called ‘meat and’. They put hot gr... on the meat and the vegetables. – What vegetables do they eat?
- One of the vegetables is But they also eat carrots, peas, cabbages...
- Oh, just like in our country!
- Oh, yes, you are right.
- Well, thanks, It was really a pleasure to talk to you. I have to go now, but promise to tell me more about your trip next time!
- Of course, I will. Was nice to see you, goodbye! Have fun!
- Thanks, you too!

Раздел 4. Crockery. Cutlery. Glassware. Napkins./ Посуда. Столовые приборы. Изделия из стекла. Салфетки.

Практическое занятие № 11. Crockery and Cutlery in Contrast/Посуда и Столовые приборы.

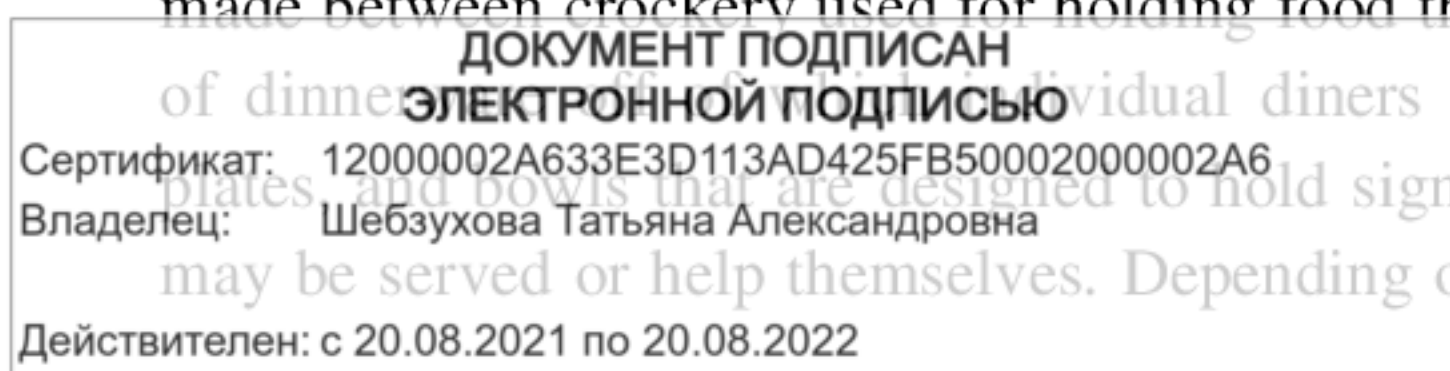
Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Crockery and cutlery

Crockery and Cutlery in Contrast Crockery and cutlery are both used in the serving and consumption of food, but while crockery is typically a vessel into or onto which food is placed, cutlery refers to a variety of hand tools used by both cooks and diners to prepare and eat meals. Types of crockery include plates, bowls, and cups, and cutlery consists of knives, forks, and spoons. In addition, specialized types of crockery and cutlery exist to accommodate foodstuffs that require special handling. The term “crockery” is commonly used in the United Kingdom to describe what Americans often call dishes, dishware, or dinnerware. Distinctions are sometimes made between crockery used for holding food that has not yet been served and individual pieces of dinnerware that individual diners eat. Many crockery sets include large platters, plates, and bowls that are designed to hold significant amounts of food from which individuals may be served or help themselves. Depending on cultural practices, individual diners may have



their own plates and bowls into which they or their hosts place the food they intend to eat. These diners then eat directly off their own plate or bowl. In some areas, formal meals are distinguished by the use of several different types of crockery at a single meal, which may include separate plates or bowls for meal courses as well as side dishes such as a salad or bread and butter. As with crockery, distinctions are made between types of cutlery that are used for preparing, serving, and eating food. Kitchen knives, for example, are typically very sharp and used to cut and chop food in preparation of being cooked or added as an ingredient to a dish. Serving forks and spoons are typically large pieces that can be used to serve food to individual diners from communal serving plates and bowls. In many countries, each diner has his own set of cutlery, which typically consists of a knife, fork, and spoon, all of which are designed to assist him in eating his food. Both crockery and cutlery are considered household necessities in many countries, particularly in the United States and in other countries in which it is commonplace to eat food from individual plates and bowls and to use utensils when doing so. Many households will have separate sets of crockery and dining cutlery for formal and informal meals, using inexpensive and simple designs for everyday dining, while reserving the more expensive and elaborate items for special occasions. In some families, sets of crockery and cutlery become family heirlooms, passed down through the generations.

Вопросы и задания:

1. Answer the following questions.

1. Do you know what crockery is? 2. What is one word for knives, spoons and forks? 3. When did people start using forks and spoons? 4. What are crockery and cutlery used for? 5. What do types of crockery include? 6. How do Americans call crockery? 7. What are formal meals distinguished by? 8. What does a set of cutlery consist of? 9. Are sets of crockery and cutlery the same for formal and informal occasions?

2. Express in English.

Употребление пищи; «судно», на котором располагают продукты; пирожковая тарелка; столовые приборы; столовая посуда; скатерть и салфетки; вилки, ложки и ножи; предмет посуды; требовать.

3. Mark the following sentences as true or false.

1. Crockery is a vessel into or onto which food is placed. 2. Types of cutlery include plates, bowls, and cups. 3. Crockery and dishware are two terms for the same notion. 4. Informal meals are distinguished by the use of several different types of crockery at a single meal. 5. Kitchen knives are typically very sharp.

1. Cutlery is used for consumption/ vessel of food. 2. A plate/ platter is a big flat piece of crockery used for serving food. 3. A napkin/ knife is used for wiping the mouth after a meal is finished. 4. Seafood, like lobsters and oysters require/ accommodate special handling. 5. Soups are eaten with forks/ spoons. 6. A typical morning meal is a saucer/ bowl of porridge. 7. A table is covered with a tablecloth/ side dish before setting. 8. Plates, bowls, saucers are pieces of flatware/ silverware.

5. Read the following article and say what crockery includes.

Crockery is a broad term that is used to refer to various types of table-ware. This would include any type of dishware that is used at the table during mealtime. Crockery can include all forms of dishes such as plates, as well as serving platters, bowls, and dishes that are used to hold condiments, such as a gravy bowl. Traditionally, crockery is applied to any type of dinnerware that is made from natural materials. This could include plates, cups, and serving dishes that are composed of clay that has been fired and prepared for use on a recurring basis. While technically this would also include fine china and porcelain dinnerware, crockery was usually a term applied to dishes that were intended for use for more casual situations, such as a simple family meal. In general, crockery tends to have a simple and somewhat utilitarian design. While there are exceptions, crockery usually features little or no decoration. The emphasis is on holding up well to repeated use. Crockery can be safely loaded into a dishwasher, or washed by hand. This type of dishware usually does not require any special type of handling, as the construction is durable enough to hold up to repeated usage. Older versions of crockery, such as the cups, saucers, and plates that were once in common use in many diners, tend to be a little heavier than more formal types of hollowware, such as fine china. While heavier and simple in design, it is possible to set an attractive table using this type of old time crockery, since the simplicity of the designs make it possible to use the various dishes to great effect with all sorts of accessories.

6. Answer the following questions.

1. What is crockery applied to? 2. What design does crockery tend to have? 3. Does crockery feature any decoration? 4. What helps create a great effect on the table even if crockery's design is simple?

Практическое занятие № 12. Crockery and Cutlery in Contrast/Посуда и Столовые приборы. . General rules to be observed while serving/

Общие правила, которые необходимо соблюдать во время обслуживания

Цель: Формирование основных умений использования английского языка в качестве средства профессионального общения, развитие умений чтения, аудирования и говорения на английском языке на основе текстов, типичных для их профессиональной деятельности.

**ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ**

Сертификат: 12000002A633E3D113AD425FB50002000002A6

Владелец: Шебзухова Татьяна Александровна

Действителен: с 20.08.2021 по 20.08.2022

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

GENERAL RULES TO BE OBSERVED WHILE SERVING

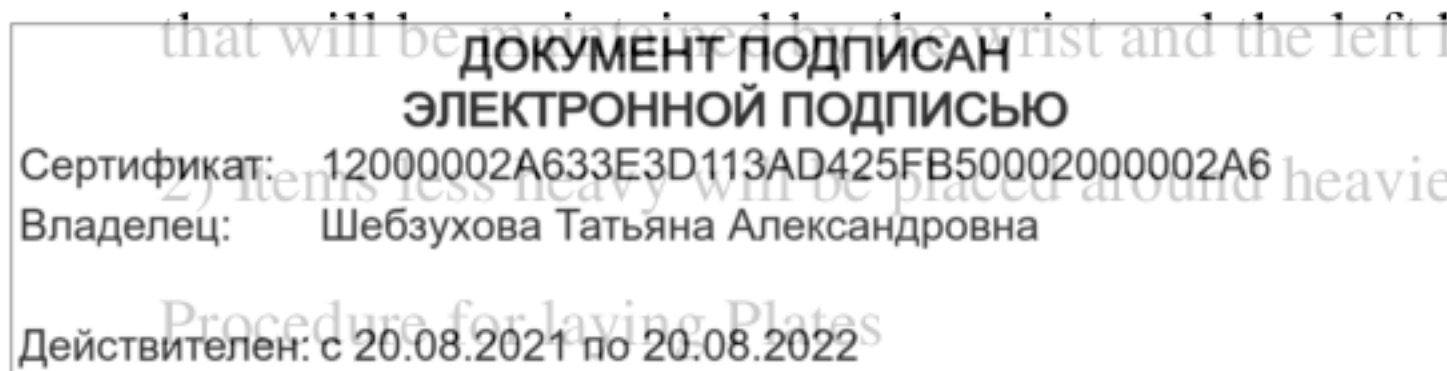
1. Women are usually served first. The host is always served after his or her guests. When children are present at the table, serve them as quickly as possible to maintain peace.
2. Place and remove all food from the left of the guest.
3. Place and remove all beverages, including water, from the right of the guest.
4. Use the left hand to place and remove dishes when working at the left side of the guest and the right hand when working at the right side of the guest.
5. Place each dish on the table with the four fingers of the hand under the lower edge and the thumb on the upper edge.
6. Never reach in front of a guest, nor across one person in order to serve another.
7. Present Serving dishes from the left side, in a position so that the guest can serve himself.
8. Do not place soiled, chipped, or cracked glassware and china or bent or tarnished silverware before a guest.
9. Handle tumblers by their bases and goblets by their stems.
10. Do not lift water glasses from the table to fill or refill. When they cannot be reached conveniently, draw them to a more convenient position.
11. Set fruit juice and cocktail glasses, cereal dishes, soup bowls, and dessert dishes on small plates before placing them in the center of the cover between the knife and the fork.

CLEARING OF PLATES

The basic technique is the same as carrying two plates from above. After picking up the first plate, arrange the flatware on it. The handle of the first fork is under your thumb. This will secure the remaining flatware. Then slide the knife in at a right angle under the fork. Now pick up the second plate with the flatware, and place the flatware on the first plate, fork beneath the thumb and knife below. The remaining plates are stacked on the second plate, while the flatware is arranged on the first plate. Clear only two plates at a time and sort-out in the waiter's pantry.

Procedure for Carrying a Tray

- 1) It is important to organize the tray in a way that the weight is concentrated on a precise point that will be maintained by the wrist and the left hand (a pile of under cups)



- 2) Items less heavy will be placed around heavier items (cups and spoons).

Procedure for laying Plates

Consider a "service" which is composed of a meat dish, a vegetable placed on an under dish, 4 hot plates and a sauce dispenser. The following procedure is adopted:

- Cover plates with a cloth and hold them with the left hand.
- Position the meat dish on the pile of plates . Place the sauce dispenser between the forefinger and little finger (on the top) and middle finger and ring finger(under).
- The vegetables dish should be carried in the right hand.

Вопросы и задания:

1. Answer the following questions.

1. Do you know what crockery is? 2. What is one word for knives, spoons and forks? 3. When did people start using forks and spoons? 4. What are crockery and cutlery used for? 5. What do types of crockery include? 6. How do Americans call crockery? 7. What are formal meals distinguished by? 8. What does a set of cutlery consist of? 9. Are sets of crockery and cutlery the same for formal and informal occasions?

3. Mark the following sentences as true or false.

1. Crockery is a vessel into or onto which food is placed. 2. Types of cutlery include plates, bowls, and cups. 3. Crockery and dishware are two terms for the same notion. 4. Informal meals are distinguished by the use of several different types of crockery at a single meal. 5. Kitchen knives are typically very sharp.

Упражнения:

4. Complete the sentence with the correct word.

1. Cutlery is used for consumption/ vessel of food. 2. A plate/ platter is a big flat piece of crockery used for serving food. 3. A napkin/ knife is used for wiping the mouth after a meal is finished. 4. Seafood, like lobsters and oysters require/ accommodate special handling. 5. Soups are eaten with forks/ spoons. 6. A typical morning meal is a saucer/ bowl of porridge. 7. A table is covered with a tablecloth/ side dish before setting. 8. Plates, bowls, saucers are pieces of flatware/ silverware.

5. Read the following article and say why is food safety a scientific discipline

Food safety is a scientific discipline describing handling, preparation, and storage of food in ways that prevent food borne illness. This includes a number of routines that should be followed

to avoid potential food-borne hazards.

ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ

Сертификат: 12000002A633E3D113AD425FB50002000002A6

Владелец: Шебзухова Татьяна Александровна

Действителен: с 20.08.2021 по 20.08.2022

Food can transmit disease from person to person as well as serve as a growth medium for bacteria that can cause food poisoning. Debates on genetic food safety include such issues as impact of genetically modified food on health of further generations and genetic pollution of

environment, which can destroy natural biological diversity. In developed countries there are intricate standards for food preparation, whereas in lesser developed countries the main issue is simply the availability of adequate safe water, which is usually a critical item. In theory food poisoning is 100% preventable. The five key principles of food hygiene, according to WHO, are:

1. Prevent contaminating food with pathogens spreading from people, pets, and pests.
2. Separate raw and cooked foods to prevent contaminating the cooked foods.
3. Cook foods for the appropriate length of time and at the appropriate temperature to kill pathogens.
4. Store food at the proper temperature.
5. Do use safe water and cooked materials

Практическое занятие № 13. Types of cutlery, crockery and glassware and their usage / Виды столовых приборов, посуды и стеклянной посуды, и ее использование

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

What cutlery can be made from.

Mainly two types of cutlery are used in the service area i.e. stainless steel and silver plated. Various types of cutlery used in our restaurants are: KNIVES: large knife, small knife, fish knife, fruit knife, steak knife, butter knife, hors d'oeuvre knife, cheese knife, etc. FORKS: large fork, small fork, fish fork, fruit fork, pastry fork, cocktail fork, hors d'oeuvre fork, snail fork, salad fork, etc. SPOONS: soup spoon, service spoon, dessert spoon, tea spoon, ice cream spoon, parfait spoon, coffee spoon, mustard spoon, salt spoon, jam spoon, platter spoon. Marrow spoon, salad spoons, etc. TABLE SILVERWARE: asparagus tongs, snail tongs, corn on the cob holder, nut cracker, grape scissors, pastry tongs, sugar tongs, oil & vinegar stand, menu holder, straw holder, tooth pick holder, sauce boat, sauce ladle, soup ladle, finger bowl, butter pots, bread boats, ice-cream cups, champagne coolers, coffee pots, tea pots, milk jugs, sugar pots, ice pails, mustard pots, sugar dredger, tea strainers, salver, water jugs, cocktail cup, crumb set, pepper mill, ash trays, etc. CROCKERY: large or meat plate, dessert plate, quarter or side plate, soup plate, butter pads, consommé cups, egg cups, tea cups, tea saucers, coffee cups, coffee saucers, etc. GLASSWARE: juice glass, high ball glass, tom collins glass, old fashioned glass, cocktail glass, beer mug, goblet glass, red wine glass, white wine glass, whisky sour glass, champagne saucer, champagne tulip, brandy balloon, brandy snifter, liqueur glass, etc. Some rules to follow when dealing with tableware: – Basic rule is to avoid touching or handling any part of crockery, cutlery or glassware which is going to come in direct contact with the food or guest's mouth. –

Spoons, forks and knives should always be handled by their handles and never by bowls or blades. Do not lean your arm on a saucer while laying or removing cutlery. – Never reuse the cutlery/crockery, which has been laid down. – Always replace them from the fresh stock. – Plates should be handled by the edge so that your hand touches mini-mum part of the plate. – All

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glasses should be picked up by the base to avoid finger marks on the clean surface. – Never lift glass by putting your fingers inside. – Stem glasses can be carried on a tray or held between your finger upside down by their stem. – Cups should be handled by the handles and never by the rim.

Вопросы и задания:

1. Answer the following questions.

1. What types of cutlery can you name? 2. Are there many types of glassware? 3. What glassware are you familiar with? 4. What types of plates do you know?

5. What do you need to eat a first course? 6. What crockery/ cutlery is used when consuming fish? 7. What glasses are used for champagne? 8. What are the basic rules to follow when dealing with tableware?

Упражнения:

2. Read the following article and say when the first napkins appeared.

The History of the Napkin According to table setting expert Baroness Suzanne von Drachenfels, author of The Art of the Table, the original napkin was a lump of dough dating back to ancient Greece, with folks in the Middle Ages using their hands, clothing and even the table cloth to wipe their mouths and clean their fingers. The napkin we know and love today did not become an accepted component of the dining table until the 16th century. Along the way, before the advent of washing machines and when cloth napkins were washed by hand, napkin rings in different colours and shapes were used to hold napkins that were reused several times before washing. In modern times, some people avoid using napkin rings because it reminds them of their history of holding used napkins; others collect and use various kinds of napkin rings, from the elegant to the whimsical, to decorate their tables. I'm in the latter camp. While napkin rings may be used in a formal dinner setting, they usually are not. Respect the Napkin .The napkin is important not only because it protects your clothing from food spills, but because it is one of the most noticeable components of the table setting and the first item that you touch upon being seated. The classic formal table cloth and napkins are made of white linen or cotton or a blend of these two natural fabrics, or of damask, which is made of natural or synthetic fabrics and contain pictures or patterns that are woven into the cloth. The cloth is usually luxurious, pristine and starched. Less formal table linens can be made of almost any natural or blended cloth and come in nearly any colour that the hostess likes or that fits in with a theme. Napkins can be folded in many configurations. For a formal table the napkin is folded in a rectangle and placed at the left of the forks or in the center of the place setting (the triangle fold is for breakfasts and luncheons or less formal dinners). If the napkin is in the popular Bishop's Mitre fold, it is almost always placed in the center position. Today, for both formal and informal table settings, an array of napkin folds may be used.

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Владелец:	Шебзухова Татьяна Александровна
3. Answer the following questions on the text about napkins.	
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1. When was the napkin accepted as a component of a table setting? 2. Why is the napkin important? 3. What materials are napkins and tablecloths made of? 4. Can napkins be folded in one way only? 5. What are the 10 guidelines for the napkin etiquette? 6. Do you follow those guidelines yourself?

4. Transform the sentences from Active into Passive Voice.

Example: We make mousse from cream, sugar and egg whites. Mousse is made from cream, sugar and egg whites.

- Waiters lay the table before the meal.
- The waitress places the flower arrangement on the table.
- We serve the dish hot with garlic bread.
- The waiter takes the order at the table.
- The waitress lays the table in the evening.
- The waiter places the tablecloth on the table.
- The waiters fold napkins and put them on the side plate.
- The waiter places a knife and a fork on each side of the plate.
- The waitress puts a wine glass above the soup spoon.
- The waiter puts the salt and pepper in the middle of the table.
- The waitress takes away the main course plate.
- The waiter brings the dessert spoon and fork with the dessert menu.
- The waiter cleans the table after the course is finished.
- The waiter places the flower arrangement in the middle of the table.

Практическое занятие № 14. Types of cutlery, crockery and glassware and their usage / Виды столовых приборов, посуды и стеклянной посуды, и ее использование

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

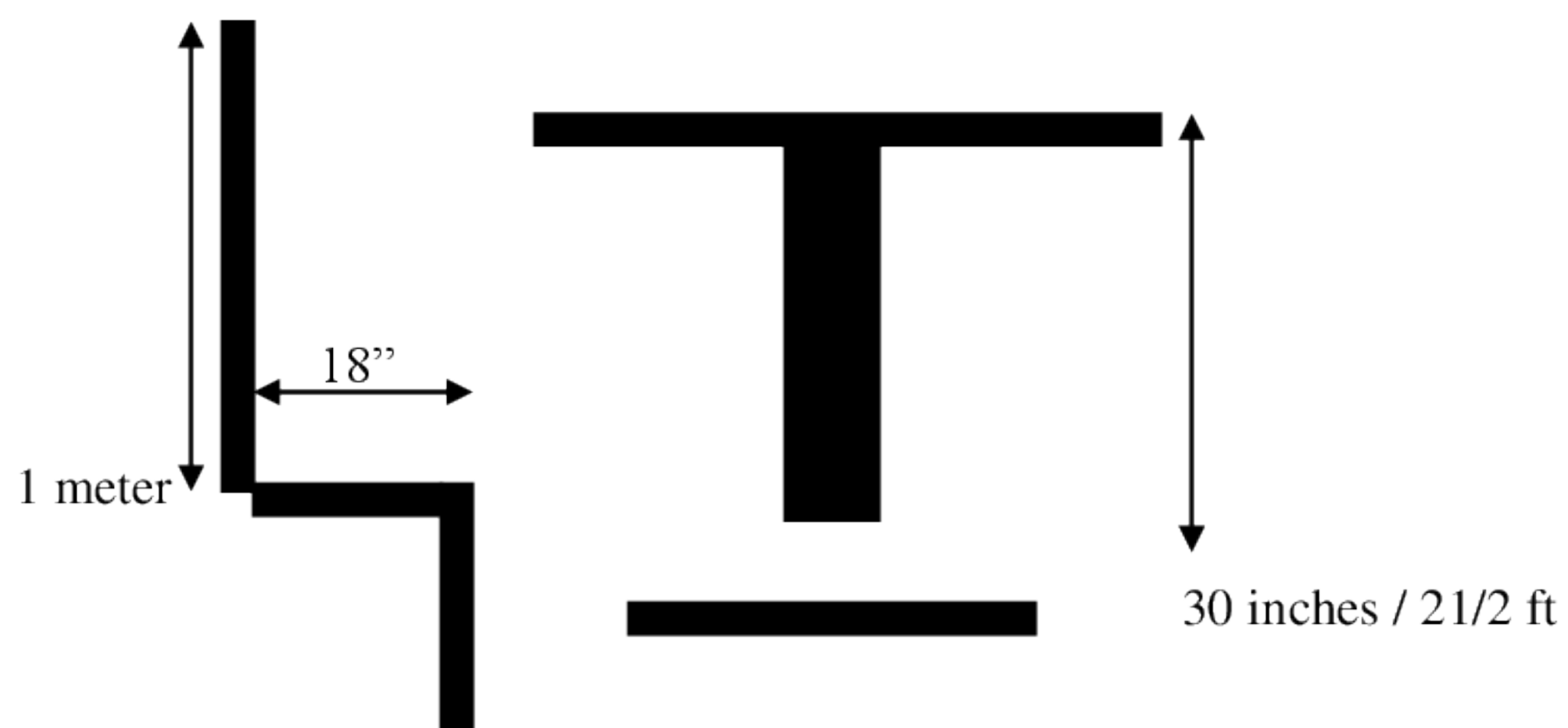
Different types of crockery and their sizes

- | | |
|--|--------------------|
| 1. Soup plate | 20 cms in diameter |
| 2. B & B plate (Side plate) | 15 cms in diameter |
| 3. Fish plate | 20 cms in diameter |
| 4. Dessert plate (Sweet plate) | 18 cms in diameter |
| 5. Meat plate | |
|
(Joint plate / dinner plate/ main course plate) | |
| | 25 cms in diameter |
| 6. Cereal Bowl | 13 cms in diameter |
| 7. Cheese plate | 16 cms in diameter |
| 8. Consommé cup | |

- Butter knife
- Nut cracker
- Carving knife
- Oyster fork
- Cheese knife
- Pastry fork
- Fruit knife & fruit fork
- Snail fork
- Grape scissors
- Snail tong
- Grape fruit spoon
- Steak knife
- Lobster cracker
- Sundae spoon
- Lobster pick
- Asparagus tong

Furniture

Chairs



Tables

Sizes of tables

Square :- For 2 pax – 76 cm sq

For 4 pax – 1 mtr (3 ft)

Round For 4 pax – 1 meter in diameter

For 8 pax – 1.52 meters / 5 ft diameter

Types of linen

Table cloths

1. Slip cloth
2. Napkins or Serviettes
3. Cocktail napkins
4. Wiping Cloths
5. Wine cloths

Meals & Menus

- ◆ **Continental Breakfast**
- ◆ **Breakfast**
- ◆ **Brunch.**
- ◆ **Lunch**
- ◆ **Afternoon Tea**
- ◆ **High Tea**
- ◆ **Dinner**

Вопросы и задания:

1. Answer the following questions.

1. What types of cutlery can you name? 2. Are there many types of glassware? 3. What glassware are you familiar with? 4. What types of plates do you know?

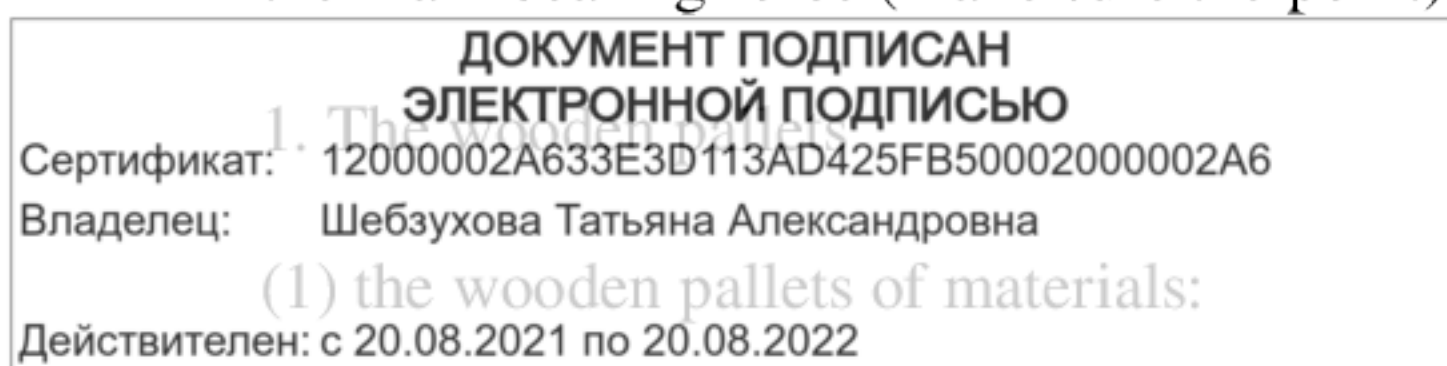
5. What do you need to eat a first course? 6. What crockery/ cutlery is used when consuming fish? 7. What glasses are used for champagne? 8. What are the basic rules to follow when dealing with tableware?

Упражнения:

2. Read the following article and say what is better plastic wood tray or wooden.

Wooden tray and plastic wood tray service life and the advantages and disadvantages

Tray using life depends on the correct use and storage tray conditions. In actual use improper operation, forklift is the cause of most major factors tray damage, accounting for approximately 80 % above. In addition, tray don't overload use and properly positioned in the main bearing force (make sure the point) is very important.



The properties and the characteristics of wooden pallets, are from lumber itself, material is decided to wooden pallets the decisive factor of application and the price.

(1) of broadleaf cypress, material loose and soft, durable sex difference, is used in the manufacture of bearing demand is not high tray.

(2) the pine: conifer species of more, suitability is wide. Larch/yellow pine/white/Korean pine texture, color, woodiness hard thick white, appearance beautiful, more for the production of fine packaging, but the price is higher.

(2) the wooden pallets of defects

The problems mainly exists in health/cleanliness and production stability, etc.

(1) wood yi damp, mildewy, bug eat by moth, and can't clean. In addition, the surface of wood screw off and corrosion problem cannot overcome.

(2) because of lumber is natural material, its quality aspects by regional climate impact, even the same raw materials, in the dry humidity, wind crack also difficult to achieve aspects of uniform standards.

(3) use wooden tray, short life cycle times under routine use about the 200-300 times.

(4) also for hygiene reasons (mainly longicorn bug violations), since 1998 10-year us and Chinese exports to Europe have issued an injunction with wooden tray, wooden pallets methods need to the fumigation processing rear can export. Fumigation needed time and cost were bigger (normally takes 48 hours, expenses for cost 20 % control

(5) the demand of lumber wooden tray caused in forest resource consuming even damage. From the development trend, its raw material resources will increasingly exhausted.

2. Plastic wood tray product features and advantages:

(1), plastic wood tray neat in appearance, easy to clean, easy to disinfect.

(2), plastic wood tray. No nails, without a thorn in packaging process because accident damaged goods will not.

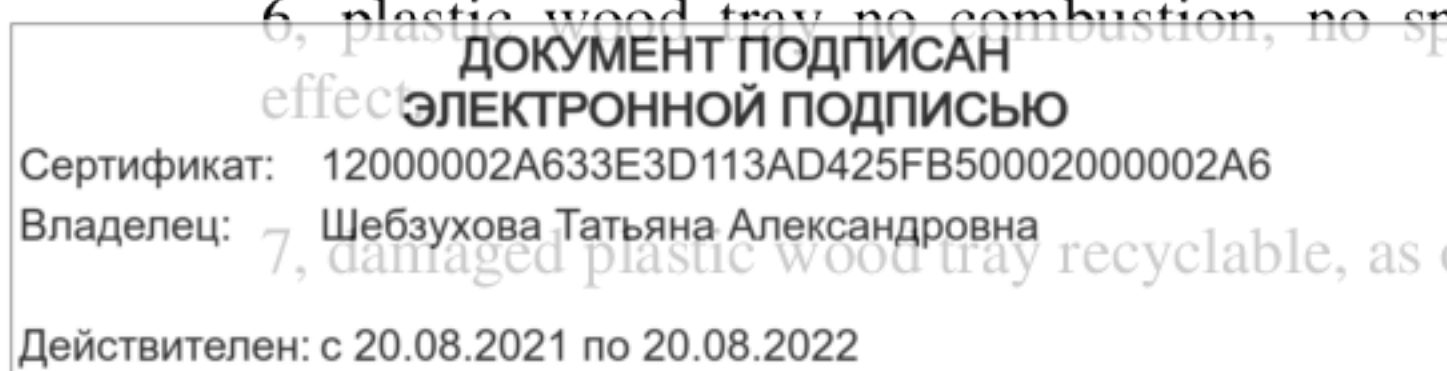
(3), plastic wood tray acid and alkali resistance, corrosion resistance, can be used in a variety of special occasions.

(4), plastic wood tray avirulent insipidity, beneficial to the warehouse environment improvement of goods, especially in food, not any pollution.

(5), plastic wood tray fumigation-free, reduce export procedures, accelerate the capital turnover.

6, plastic wood tray no combustion, no spark, to warehouse fire prevention have certain effect

7, damaged plastic wood tray recyclable, as other items by the processing of raw materials.



8, plastic wood tray long service life, is generally turnover wooden pallets 2 ~ 3 times, reasonable use can reach to 4 ~ 5 times.

9), plastic wood tray printing convenient, but on a tray printed on the company Logo facilitate the goods identification, play advertising effectiveness.

⑩, plastic wood tray in raw material according to different needs adding other chemical materials, improve the tray performance.

3. Transform the sentences from Active into Passive Voice.

Example: We make mousse from cream, sugar and egg whites. Mousse is made from cream, sugar and egg whites. 1. Waiters lay the table before the meal. 2. The waitress places the flower arrangement on the table. 3. We serve the dish hot with garlic bread. 4. The waiter takes the order at the table. 5. The waitress lays the table in the evening. 6. The waiter places the tablecloth on the table. 7. The waiters fold napkins and put them on the side plate. 8. The waiter places a knife and a fork on each side of the plate. 9. The waitress puts a wine glass above the soup spoon. 10. The waiter puts the salt and pepper in the middle of the table. 11. The waitress takes away the main course plate. 12. The waiter brings the dessert spoon and fork with the dessert menu. 13. The waiter cleans the table after the course is finished. 14. The waiter places the flower arrangement in the middle of the table.

Практическое занятие №15. How to lay the table/ Сервировка стола.

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

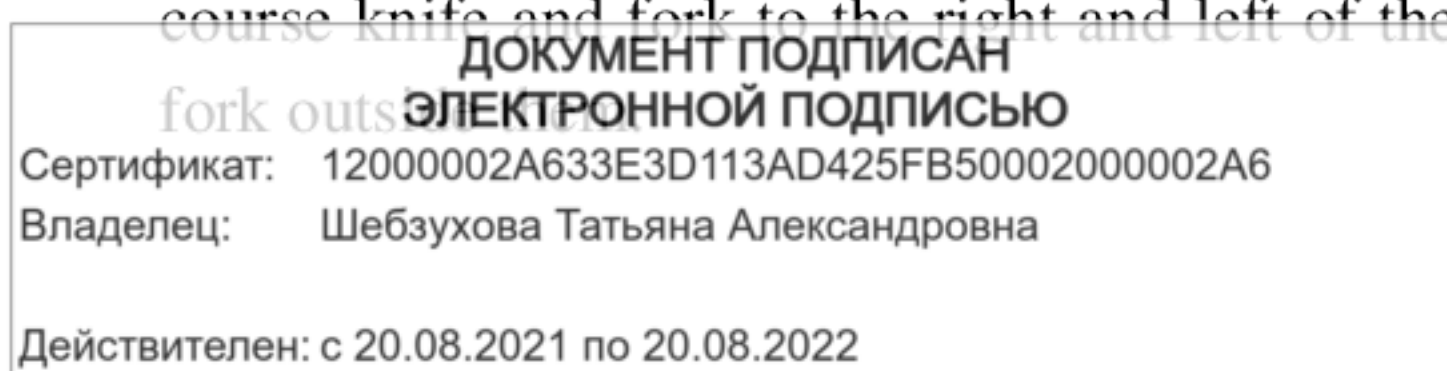
Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

The conversation between a trainer and a trainee on how to lay the table.

Instructor: This morning I want to check that you all know the standard restaurant place setting. So, Tina, can you start, please?

Trainee: Well, first, place a clean tablecloth and napkin on the table and make sure that the napkin is correctly folded and placed on the side plate to the left of the plate position. Then put the butter knife on top of the napkin. For each cover, work from the inside out. Place a main course knife and fork to the right and left of the plate position, and then a first course knife and



Instructor: Good, what else? Trainee: Finally, a soup spoon is placed to the right of the first course knife. Oh, and put a wine glass above the soup spoon. Instructor: Good, is there anything else, Tina?

Trainee: Yes, that's right. Don't forget the salt and pepper, a flower arrangement, and if it's the evening, a candle.

Instructor: Yes, that's right. Put them in the middle of the table. And what if the customer orders fish, Tina?

Trainee: If the customer orders fish, the main course knife and fork are replaced with a fish knife and fork before you bring the main order.

Instructor: Good, Tina. Carry on. What about the dessert cutlery?

Trainee: When the customer finishes the first course, clear the table. Take away the cutlery, dishes, and salt and pepper. Just leave the wine glasses. Then bring the dessert, a clean napkin, and a dessert spoon and fork. These are placed on top of the clean napkin, to the right of the plate position.

Вопросы и задания:

1. Answer the questions.

1. Do you know how to lay the table? 2. Does the way to lay the table depend on the meal/ course/ type of service / restaurant? 3. Do you know many ways of folding napkins?

2. Practise the conversation from above with your partner.

3. Express the following in English.

1. Не находитесь непосредственно возле посетителей во время еды. 2. Наблюдайте за залом, чтобы видеть, нуждается ли какой-нибудь из ваших гостей в вашем внимании. 3. Не торопите посетителей с выбором блюда, если они не готовы. Не имеет значения, сколько понадобится гостям времени, чтобы сделать заказ. 4. Если у посетителя есть жалоба, всегда попросите прощения. Извинитесь и скажите, что вы найдёте способ решения проблемы. 5. Считается очень невежливым убирать тарелки со стола сразу после того, как посетитель поел. Если он хочет, чтобы её убрали, он отставит её в сторону или попросит вас об этом. 6. Особенно невежливо убирать тарелки, если не все гости закончили приём пищи. 7. Не зевайте. Не ведите себя так, будто вам скучно. Не выпрашивайте чаевые и не считайте их перед гостями. 8. Всегда одевайтесь с иголочки.

Убедитесь, что документ правильно подписан. Улыбайтесь и благодарите посетителей за то, что выбрали ваш ресторан для приятного и отдыха.

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Владелец: Шебзухова Татьяна Александровна

Действителен: с 20.08.2021 по 20.08.2022

Упражнения:

4. Make up the sentences using the passive construction as in the example.

Practise with the partner. Example. The table is laid in the evening. Present Simple Passive is/are + Ved (V3) The waiter opens the wine at the table. – The wine is opened at the table. (singular verb) The chef adds the tomatoes. – The tomatoes are added. (plural verb)

table	lay	in the evening
tablecloth	place	on the table
napkin	fold and place	on the side plate
knife and fork	place	each side of the plate
wine glass	put	above the soup spoon
salt and pepper	put	in the middle of the table
main course plate	take away	when the main course is finished
dessert spoon and fork	bring	with the dessert menu
flower arrangement	place	next to the salt and pepper

5. Express the following dialogue in English.

Официант: Добрый вечер, сэр. Столик на двоих?

Мистер Ф: Да, пожалуйста. На имя Фаланд.

Официант: Я Вас проведу к Вашему столику. Сюда, пожалуйста. Могу я взять Ваши пальто?

Мистер/Миссис Фаланд: Спасибо.

Официант: Могу ли я Вам предложить аперитив?

Миссис Ф: Да, пожалуйста. Мартини со льдом.

Официант: Желаете ли лимона в мартини?

Миссис Ф: Нет, спасибо.

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Владелец: Шебзухова Татьяна Александровна
Официант: Вот, пожалуйста. Два мартини со льдом. Вы готовы сделать заказ сейчас?
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Миссис Ф: Думаю, да. Какой сегодня суп дня?

Официант: С грибами и томатом.

Миссис Ф: Хммм... Я думаю, я буду греческий салат в качестве закуски, а затем – бараньи отбивные со сливочным соусом.

Мистер Ф: А для меня тарталетки с крабом и чесноком, а затем – стейк на кости.

Официант: Какой степени прожарки Вы желаете стейк?

Мистер Ф: С кровью, пожалуйста.

Официант: Желаете ли заказать вино?

Мистер Ф: Да. Как насчет Шардонне, Лиза?

Миссис Ф: Я думаю, я бы предпочла красное. Почему бы тебе не взять полбутылки Шардонне, а я возьму бокал Бордо? И можно нам бутылочку воды, пожалуйста?

Официант: С газом или без?

Миссис Ф: С газом, пожалуйста.

Практическое занятие №16. Basic etiquette in the professional communication with foreign customers/ Базовый этикет в профессиональном общении с иностранными клиентами.

Цель: Формирование основных умений использования английского языка в качестве средства информационной деятельности и профессионального общения, развитие у обучающихся навыков и умений чтения, аудирования и говорения на английском языке на материале лексики и грамматических структур, типичных для их профессиональной деятельности.

Актуальность темы: обусловлена необходимостью овладения ОК-5

Теоретическая часть:

Some basic etiquette rules for waiters

Perfectly good dining experiences at restaurants can be ruined by a few ill thought out actions by waiters. Some things should always be done by servers and some should never be done. To most diners, these things seem obvious. But to a lot of waiters they go by the wayside. Here are a few basics that every waiter should know. For starters, don't hang around the guests while they are eating. Shortly after their food has been served, you should pop over and make sure they are satisfied with everything. Then leave them alone to enjoy their meals. Scan the room frequently to see if any of your customers are trying to get your attention. Also, don't pressure them into making a decision if they are not ready. If they say that they need a few minutes, actually give them a few minutes before you come back. Don't come back in one minute with a pen in hand. If they are not sure what they want, don't roll your eyes or otherwise express

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annoyance. It really shouldn't matter to you how long it takes them to order anyway. If the restaurant customer has a complaint, ALWAYS say you are sorry. Even if you are not. Do not blame them or make excuses. Apologize and tell them that you will find a way to solve the problem. If there is nothing you can do for them about their particular concern, find somebody who can. One of the most overlooked pieces of waiter etiquette is the removal of dishes after the meal. Many waiters make it seem as though there is a plate shortage in the kitchen. Before a patron has the chance to swallow their last bit of food, the waiter is appearing asking if he may take away her dishes. This is rude and very off-putting. If customers want their plates removed, they will set them to the side or ask you to come get them. One more note on clearing away the dishes. Under no circumstances should you remove one person's plate if another person at the table is still eating. It is stunning how many waiters do this. For one thing, it can make the person still eating feel uncomfortable and that he or she should stop. It is like you are setting the pace for their meal. That is not your job. Some other basics in don'ts are: don't shout. Don't point at a customer. Never touch a customer or any of their personal belongings. No gum chewing, fidgeting with your hair, arguing with other waiters within earshot of people eating and no cigarette smoking in sight of them. Do not yawn or act bored or tell the customers that you can't wait until 9pm when you can go home. They don't need to feel as though waiting on them is unpleasant for you. And seriously, don't solicit tips or count them in front of the guests. As for the dos: do be well groomed at all times. Dress nicely and make sure your shirt is tucked in and tie is straight. Always be polite and give the guests a smile. Thank them for dining at your establishment and say it so that it seems like you mean it. Even if you don't.

Вопросы и задания:

1. Answer the following questions.

1. Do you agree with the phrase "A customer is always right"? 2. What do you think the major rules for a waiter while serving customers? 3. Do you think you can be a good waiter? Are you sure you know basic etiquette rules for your work-to-be? 4. Have you ever had a bad experience in a restaurant when a waiter misbehaved and treated you in a bad way? 5. What can ruin perfectly good dining experiences? 6. What should you do shortly after the food has been served? 7. Why do you need to scan the room frequently while at work? 8. Does it really matter how long it takes for your customers to order the food? 9. What should be done if the restaurant customers have complaints? 10. What should you as a waiter do if you cannot do anything about the complaint? 11. When is the right time to remove the plates from the table?

Упражнения:

2. Say if the sentences are true to the text or false.

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1. All good waiters follow the same rules. 2. It's impolite to walk around the guests while they are eating. 3. Leave the guests alone to enjoy their food. 4. If the customers ask you for a few minutes to make an order, come back as soon as possible with a pen in your hand. 5. Don't

blame customers or make excuses when there is a complaint. 6. Remove plates from the table as soon as possible. Even if not all customers have finished their meal. 7. Avoid touching guests or their belongings. 8. Don't ask for tips. 9. Always dress in a great way. 10. If you don't mean to thank guests, don't do that.

3. Read some more information on etiquette for restaurant staff. Add to your list of etiquette basics.

Basic Etiquette for Restaurant Staff. The hotel and restaurant business is an admixture of showmanship, diplomacy and sociability. All front line personnel are required to have an ability to communicate effectively coupled with certain manners and the etiquette associated with gentleness. The etiquette that a waiter exhibits in a restaurant should comprise the following:

1. Attend to guests as soon as they enter the restaurant. 2. Assist guests to remove warm, heavy coats in winter and help put them on when they leave. 3. Wish guests the time of the day and welcome them to the restaurant. 4. Preferably address them by their name, which requires remembering them. 5. Be polite to guests. 6. Help to seat ladies. 7. Provide extra cushions or special chairs for children. 8. Stand erect at all times. A gentle bow at the time of service is permissible. 9. Remember a guest's special dish and remind him that you know it. Ascertain whether he would like to order it again. 10. Be attentive to guest calls. 11. Talk softly. 12. Strike a match to enable a guest to light his cigarette. 13. Avoid arguing with service staff and guest in the restaurant. 14. Carry pencils in the pockets and not behind ears or clipped in front of the jacket. 15. Desist from chewing gum or beetle nut. 16. Present the bill/check to the host discreetly in order to avoid embarrassing him. 17. Remove tips after the guest has left. 18. Enter and leave the restaurant through the service door only.

Список литературы, рекомендуемый к использованию по данной теме:

Перечень основной литературы:

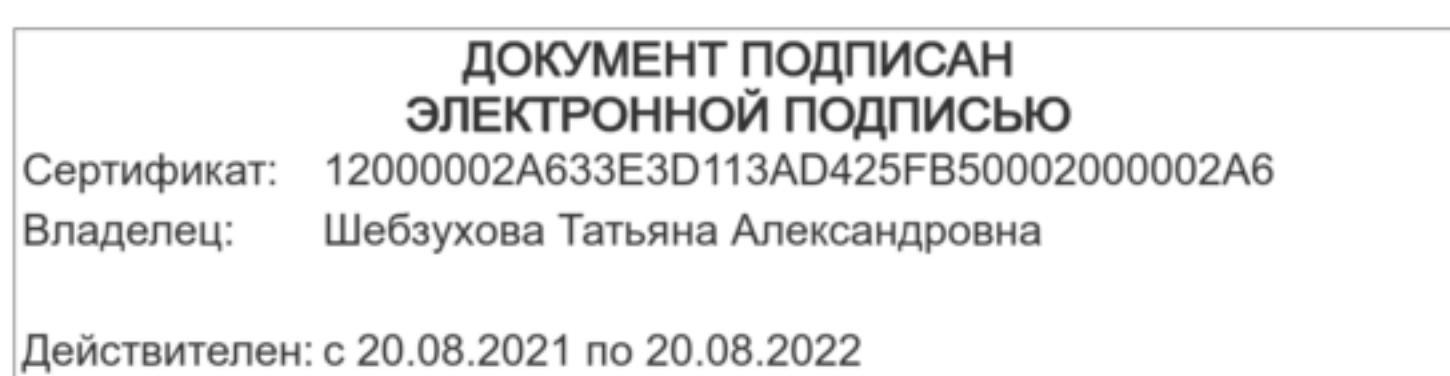
1. Жулидов С.Б. The Restaurant Business: учебное пособие. – М.: Юнити-Дана, 2015. – Режим доступа: <http://www.biblioclub.ru> – ЭБС «Университетская библиотека онлайн»

2. Коровкина Д.В. Английский язык в профессии. Общественное питание. Практикум = English in the profession. Food catering. Course pack: учебное пособие. – Минск: РИПО, 2017. – Режим доступа: <http://www.biblioclub.ru> – ЭБС «Университетская библиотека онлайн»

Перечень дополнительной литературы:

1. Михайлов, Н.Н. Английский язык. Гостиничный, ресторанный и туристический бизнес: учеб. пособие / Н.Н. Михайлов. – 2-е изд., стер. – М.: Академия, 2005. – 160 с.

2. Нестерова Н.Б. Английский язык. Food technology. – М.: Университет ИТМО, 2015. – Режим доступа: <http://www.iprbookshop.ru> – ЭБС «IPRbooks»



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное
образовательное учреждение высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ

Методические указания

для обучающихся по организации и проведению самостоятельной работы
по дисциплине «Иностранный язык в сфере профессиональной коммуникации»
Направление подготовки 19.03.04 Технология продукции и организация общественного
питания
Направленность (профиль) Технология и организация ресторанного дела

**ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ**

Сертификат: 12000002A633E3D113AD425FB50002000002A6

Владелец: Шебзухова Татьяна Александровна

Действителен: с 20.08.2021 по 20.08.2022

Пятигорск, 2022

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2. План-график выполнения самостоятельной работы
3. Контрольные точки и виды отчетности по ним
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ВВЕДЕНИЕ

Основной целью самостоятельной работы студентов является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимыми достаточным уровнем коммуникативной компетенции для решения задач межличностного и межкультурного взаимодействия. Изучение иностранного языка призвано также обеспечить:

- повышение уровня учебной автономии и способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие информационной культуры;
- расширение кругозора и повышение общей культуры студентов.

Самостоятельная работа студентов занимает важное место в учебной научно-исследовательской деятельности студентов. Без самостоятельной работы невозможно не только овладение любой вузовской дисциплиной, но и формирование специалиста как профессионала. В широком смысле под самостоятельной работой следует понимать совокупность всей самостоятельной деятельности студентов, как в учебной аудитории, так и в нее, в контакте с преподавателем и в его отсутствие.

Усиление роли самостоятельной работы студентов означает принципиальный пересмотр организации учебно-воспитательного процесса в вузе, который должен строиться так, чтобы развивать умение учиться, формировать у студента способности к саморазвитию, творческому применению полученных знаний, способам адаптации к профессиональной деятельности в современном мире.

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Действителен: с 20.08.2021 по 20.08.2022

1. ОБЩАЯ ХАРАКТЕРИСТИКА САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩЕГОСЯ ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК»

Под самостоятельной работой студентов (СРС) понимается совокупность всей самостоятельной деятельности студентов, как в учебной аудитории, так и за ее пределами, в контакте с преподавателем и в его отсутствие.

Цель самостоятельной работы студента – научиться осмысленно и самостоятельно работать с учебным материалом и научной информацией, овладеть фундаментальными знаниями, умениями и навыками в сферах академической, профессиональной и социально-гуманитарной деятельности, сформировать основы самоорганизации и самовоспитания с тем, чтобы привить умение в дальнейшем непрерывно повышать свою профессиональную квалификацию.

Задачами СРС являются:

- систематизация и закрепление полученных теоретических знаний и практических умений;
- углубление и расширение теоретических знаний;
- формирование умений использовать учебно-справочную литературу;
- развитие познавательных способностей и активности студентов: творческой инициативы, самостоятельности, ответственности и организованности;
- формирование самостоятельности мышления, способностей к саморазвитию, самосовершенствованию и самореализации;
- развитие исследовательских умений;
- использование материала, собранного и полученного в ходе самостоятельных занятий на практических занятиях, для эффективной подготовки к зачетам и экзаменам.

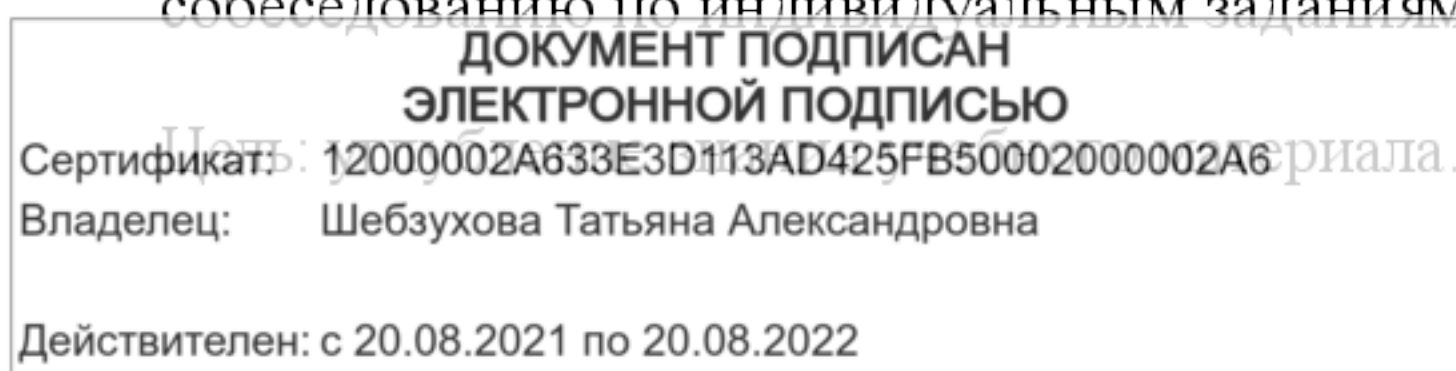
Основными видами самостоятельной работы студентов являются:

- *самостоятельное изучение литературы;*

Цель: самостоятельно детально изучить темы, представленные в рабочей программе.

Задачи: приобретение навыка работы с источниками и литературой; умения грамотно составлять конспекты и пользоваться ими; выявлять различные точки зрения на проблему и степень ее разработанности в литературе.

- *подготовка к практическим занятиям* (выполнение домашних заданий) и к *собеседованию по индивидуальным заданиям;*



Задачи: освоить отдельные вопросы в рамках изучаемой дисциплины; грамотность, последовательность и рациональность изложения подготовленного материала во время практического занятия.

-составление глоссария по тексту.

Цель: составить базу новых лексических единиц.

Задачи:

- самостоятельная поэтапная отработка учебных элементов;
- развитие практических умений;
- формирование умений использовать информационные источники: справочную и специальную литературу.

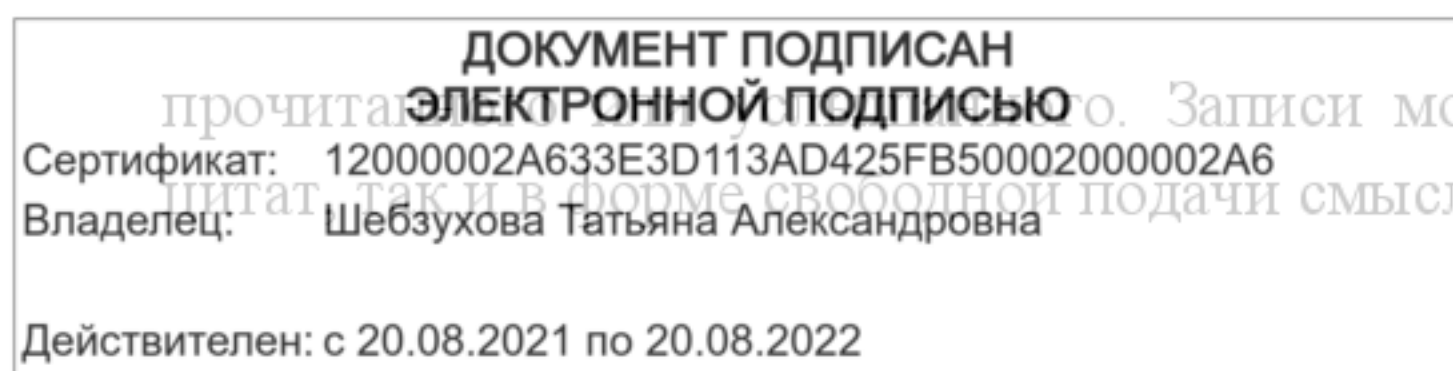
Приступая к **самостоятельному изучению литературы** по учебной дисциплине «Иностранный язык в сфере профессиональной коммуникации», необходимо: ознакомиться с рабочей программой; взять в библиотеке рекомендованные учебники и учебные пособия; получить у ведущего преподавателя в электронном виде методические рекомендации к практическим и самостоятельным работам; завести новую тетрадь для конспектирования теоретического материала и выполнения практических заданий.

Для изучения дисциплины предлагается список основной и дополнительной литературы. Основная литература предназначена для обязательного изучения, дополнительная – поможет более глубоко освоить отдельные вопросы в рамках изучаемой дисциплины.

В ходе **подготовки к практическим занятиям** студент обязан осуществлять конспектирование учебного материала, особое внимание, обращая на теорию, формулировки, раскрывающие содержание тех или иных грамматических и языковых понятий. В рабочих конспектах желательно оставлять поля, на которых следует делать пометки, дополнять материал, формулировать выводы и практические рекомендации.

Самостоятельная работа студентов над материалом учебной дисциплины является неотъемлемой частью учебного процесса и должна предполагать углубление знания учебного материала, излагаемого на аудиторных занятиях, и приобретение дополнительных знаний по отдельным вопросам самостоятельно.

Конспект темы – письменный текст, в котором кратко и последовательно изложено содержание основного источника информации. Конспектировать — значит приводить к некоему порядку сведения, почерпнутые из оригинала. В основе процесса лежит систематизация



прочитайте текст и запишите его. Записи могут делаться как в виде точных выдержек, так и в форме свободной подачи смысла.

Индивидуальные задания призваны расширить кругозор студентов, углубить их знания и развить умения исследовательской деятельности, проявить элементы творчества.

Собеседование – средство контроля, организованное как специальная беседа преподавателя со студентом на темы, связанные с изучаемой дисциплиной, и рассчитанное на выяснение объема знаний обучающегося по определенному разделу, теме, проблеме и т.п.

Глоссарий - словарь, который помогает осваивать новые лексические единицы по теме. В глоссарий необходимо добавлять специальную терминологию, аббревиатуры и сокращения, фразеологические единицы и пр.

Каждый вид самостоятельной работы имеет определенные формы отчетности.

В ходе выполнения самостоятельной работы студент должен продемонстрировать сформированность компетенции:

Код	Формулировка:
УК-4	способность к осуществлению деловой коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

2. ПЛАН-ГРАФИК ВЫПОЛНЕНИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Коды реализуемых компетенций, индикатора (ов)	Вид деятельности студентов	Средства и технологии оценки	Объем часов, в том числе		
			СРС	Контактная работа с преподавателем	Всего
1 семестр					
УК-4 ИД-1 ИД-2 ИД-3	Самостоятельное изучение литературы по темам 1-18	Собеседование	12,51	1,39	13,9
УК-4 ИД-1 ИД-2 ИД-3	Подготовка к практическим занятиям по темам 2-18	Индивидуальные творческие задания	4,59	0,51	5,1
УК-4 ИД-1 ИД-2 ИД-3	Составление глоссария по тексту	Собеседование	9,9	1,1	11
Итого за 1 семестр			27	3	30
ДОКУМЕНТ ПОДПИСАН ЭЛЕКТРОННОЙ ПОДПИСЬЮ		Итого	27	3	30

ДОКУМЕНТ ПОДПИСАН
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3. КОНТРОЛЬНЫЕ ТОЧКИ И ВИДЫ ОТЧЕТНОСТИ ПО НИМ

В рамках рейтинговой системы успеваемость обучающихся по каждой дисциплине оценивается в ходе текущего контроля и промежуточной аттестации.

Текущий контроль

Рейтинговая оценка знаний студента

№ п/п	Вид деятельности студентов	Сроки выполнения	Количество баллов
2 семестр			
1	Собеседование по темам 1-6	5 неделя	15
2	Собеседование по темам 7- 12	10 неделя	15
3	Индивидуальное задание по темам 1-18	14 неделя	25
	Итого за 2 семестр		55

4. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ ТЕОРЕТИЧЕСКОГО МАТЕРИАЛА

Изучение любого раздела следует начинать с ознакомления с вопросами плана изучения темы. При изучении теоретического материала необходимо использовать рекомендуемую основную и дополнительную литературу для лучшего усвоения материала.

Осваивать теорию следует в соответствии с той последовательностью, которая представлена в плане самостоятельных и практических занятий.

Для успешного освоения дисциплины, необходимо самостоятельно детально изучить представленные темы по рекомендуемым источникам информации:

№ п/п	Виды самостоятельной работы	Рекомендуемые источники информации (№ источника)			
		Основная	Дополнительная	Методическая	Интернет-ресурсы
1	Самостоятельное изучение литературы по темам: 1-18	1	1-2	1, 2	1-6
2	Самостоятельное изучение литературы по темам: 2-18	1	1-2	1, 2	1-6

ДОКУМЕНТ ПОДПИСАН ЭЛЕКТРОННОЙ ПОДПИСЬЮ

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	18				
3	Составление глоссария по тексту	1	1-2	1, 2	1-6

Методика работы с литературой предусматривает ведение записи прочитанного в виде плана-конспекта, опорного конспекта и т.д. Это позволит сделать знания системными, зафиксировать и закрепить их в памяти.

Конспект – сложный способ изложения содержания книги или статьи в логической последовательности. Конспект аккумулирует в себе предыдущие виды записи, позволяет всесторонне охватить содержание книги, статьи, текста, грамматического материала. Поэтому умение составлять план, тезисы, делать выписки и другие записи определяет и технологию составления конспекта.

Методические указания по составлению конспекта

1. Внимательно прочитайте текст. Уточните в справочной литературе или словаре непонятные слова. При записи не забудьте вынести справочные данные на поля конспекта;
2. Выделите главное, составьте план;
3. Кратко сформулируйте основные положения текста;
4. Законспектируйте материал, четко следуя пунктам плана. При конспектировании старайтесь выразить мысль своими словами. Записи следует вести четко, ясно.
5. Грамотно записывайте цитаты. Цитируя, учитывайте лаконичность, значимость мысли.

В тексте конспекта желательно приводить не только тезисные положения, но и их доказательства. При оформлении конспекта необходимо стремиться к емкости каждого предложения. Мысли автора книги следует излагать кратко, заботясь о стиле и выразительности написанного. Для уточнения и дополнения необходимо оставлять поля.

Процедура проверки конспекта включает в себя перечень вопросов базового и повышенного уровней для собеседования.

Методические рекомендации по представлению и оформлению результатов собеседования

Собеседование представляет собой индивидуальную беседу с каждым студентом по предложенным вопросам с последующей оценкой их подготовки. Целью данной формы занятия является осуществление текущего контроля знаний по теме. В задачи собеседования входит приобретение навыка работы с источниками и литературой; умения грамотно составлять конспекты и пользоваться ими; выявлять различные точки зрения на проблему, степень ее актуальности в литературе.

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Собеседование предполагает обязательное конспектирование текста или грамматического материала, а также проработку всей предложенной литературы по теме.

Вопросы для собеседования и критерии оценивания приведены в ФОС данной дисциплины.

5. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВИДАМ РАБОТ, ПРЕДУСМОТРЕННЫХ РАБОЧЕЙ ПРОГРАММОЙ ДИСЦИПЛИНЫ

5.1. Подготовка к практическим занятиям

Методические указания по подготовке к практическим занятиям.

К самостоятельной работе относится подготовка к практическому занятию и выполнение домашнего задания.

Домашнее задание состоит из индивидуальных заданий, процедура проверки которых включает в себя перечень практических упражнений и вопросов для собеседования.

Итоговый продукт самостоятельной работы: индивидуальное задание.

Средства и технологии оценки: собеседование.

5.2. Методические указания по составлению глоссария по тексту

Подобно любому словарю глоссарий состоит из автономных лексических единиц, расположенных:

- по алфавиту;
- по мере появления терминов в тексте или задании;
- в соответствии с темой изучаемого раздела дисциплины.

Для составления глоссария по заданной теме нужно найти информацию с разных источников (сеть Internet, энциклопедии, практические пособия, учебная литература), изучить ее и составить в рукописном варианте или пользуясь текстовым процессором.

Работа должна быть представлена на бумаге формата А4 в печатном (компьютерном) или рукописном варианте.

Каждая лексическая единица записывается на отдельной строчке. В состав ее характеристики должны входить не только краткое толкование, но и комментарии, примеры, поясняющие цитаты, ссылки на литературу. Главным отличием глоссария от

обычных словарей является формирование его в качестве единого комплекса информации в соответствии с исследовательской или практической задачей.

ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ
Сертификат: 12000002A633E3D113AD425FB50002000002A6
Владелец: Шебзухова Татьяна Александровна
Рекомендации по составлению глоссария:
Действителен: с 20.08.2021 по 20.08.2022

- **Главное правило глоссария – достоверность.** Пояснение должно наиболее точно отражать суть лексической единицы.
- **Пояснение должно быть корректным и понятным.** Нельзя использовать откровенные жаргонизмы, но и слишком сложный научный текст может только запутать пользователя.
- **Учитывать все варианты.** Если один и тот же термин может иметь несколько равнозначных значений, нужно учитывать все варианты, и на конкретных примерах приводить значение термина в том или ином контексте.

Итоговый продукт самостоятельной работы: словарная статья.

Средства и технологии оценки: собеседование.

**ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ**

Сертификат: 12000002A633E3D113AD425FB50002000002A6

Владелец: Шебзухова Татьяна Александровна

Действителен: с 20.08.2021 по 20.08.2022

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Основная литература:

1. Жулидов С.Б. The Restaurant Business: учебное пособие. – М.: Юнити-Дана, 2015. – Режим доступа: <http://www.biblioclub.ru> – ЭБС «Университетская библиотека онлайн»

Дополнительная литература:

1. Михайлов, Н.Н. Английский язык. Гостиничный, ресторанный и туристический бизнес: учеб. пособие / Н.Н. Михайлов. – 2-е изд., стер. – М.: Академия, 2005. – 160 с.
2. Нестерова Н.Б. Английский язык. Food technology. – М.: Университет ИТМО, 2015. – Режим доступа: <http://www.iprbookshop.ru> – ЭБС «IPRbooks»

8 Учебно-методическое обеспечение самостоятельной работы обучающихся по дисциплине (модулю)

1. Методические указания по выполнению практических работ по дисциплине «Иностранный язык в сфере профессиональной коммуникации» для студентов направления подготовки 19.03.04 Технология продукции и организация общественного питания - разработано кафедрой лингвистики и межкультурной коммуникации.

8.3. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины (модуля)

1. <http://www.bbc.co.uk> - ресурсы и материалы BBC
2. <http://www.s-english.ru> – ресурсы для изучения английского языка
3. <http://www.engvid.com> - ресурсы для изучения английского языка
4. <http://www.english-globe.ru> - ресурсы для изучения английского языка
5. <https://www.english.ru> - платформа для интерактивного изучения английского языка
6. <http://www.biblioclub.ru> - Университетская Библиотека онлайн

**ДОКУМЕНТ ПОДПИСАН
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Действителен: с 20.08.2021 по 20.08.2022