

HOLDING AN EVENT: Session 1. The menu





Caso práctico


This is a busy week for Alan Bennet. His hotel is hosting a medical conference and then he has to attend a meeting in Edinburgh to decide the location of a new hotel of his hotel chain in Scotland. Here he is, discussing the details of the Conference Gala Dinner with Charles Foster, his assistant manager. Only with his help will he be able to succeed.




Script

Alan Bennet: There will be 300 guests including doctors, their partners, laboratories representatives... Have you planned the seating yet?

Charles Foster: We are almost finished, apart from the inevitable last minute cancellations. Because the hotel is full and we haven't staff for everybody there are two  sittings, one from seven o'clock till half past eight for our regular guests and then from half past eight we have the room for the conference dinner. I have arranged two buffets, one at the  poolside bar and another at the Grotto Bar in case we have guests wanting their dinner later than half past eight.

Alan Bennet: Great idea. As for the menu, make sure that the  appetizers are light and small. We could include a cold pasta dish as appetizer.

Charles Foster: Yes we are working on several combinations. I will give you the four possible options at the end of the day and then  you have the last word.

Alan Bennet: There is another thing, too. Some members of the group will need special diets.

Charles Foster: What exactly?

Alan Bennet: Well, we have 12 vegetarians.

Charles Foster: That's no problem at all. I've already included several vegetarian alternatives.

Alan Bennet: Good. And there is one diabetic in the group, Mrs Romano.

Charles Foster: In her case, could you ask Dina, the group leader, to come and see me? I'll 👉 find out her exact requirements and make sure that the chef prepares a special menu for her. And we will have the stage adorned with corporate logos. They also requested sound and lighting systems, which will be arriving tomorrow.

Alan Bennet: Thank you, Charles. I think that is 👉 nearly everything I wanted to see you about.

Charles Foster: What about the day trip the next day? We were supposed to prepare picnic lunches for that.

Alan Bennet: Oh yes. I almost forgot. We'll require a picnic lunch on Thursday. Is it possible to provide choices?

Charles Foster: Yes. There is a wide variety of sandwiches and snacks. Then there's a selection of 👉 soft drinks and fruit. I'll email Dina the picnic lunch menu cards today so she can 👉 get back to me by Tuesday.

Alan Bennet: Thank you. I really think that is everything now.

1. What to say: Ordering food in a restaurant



Quotes to make you think

Eat breakfast like a king, lunch like a prince, and dinner like a pauper. *Adelle Davis.*



Think about it

What is the difference between **appetizer**, **starter** and **main course**? Think of an example of each of them that you can find in a typical menu in your country.

Mostrar retroalimentación



Case study

Look at the following conversation between a waiter and a customer, Mr Watson, ordering a meal in a restaurant. :

Waiter: Good afternoon, Sir. Do you have a reservation?

Mr Watson:: Yes, I do, in the name of Mr Watson. I booked a table by the window.

Waiter: Certainly, Mr Watson. Your table is ready. This way, Sir.

(They walk to the table)

Waiter: Here's the menu, Sir. Will you have any appetizers?

Mr Watson:: No, thank you. I don't have so much time. I'd rather order in five minutes.

Waiter: That's fine, Sir.

(...)

Waiter: Are you ready to order?

Mr Watson:: Yes, please although it's hard to make a choice. What would you recommend?

Waiter: The vegetable soup is excellent here and today's special is lamb with roast potatoes.

Mr. Watson: It all looks nice.

Waiter: What would you like for a starter?

Mr Watson:: I'll have vegetable soup.

Waiter: How about the main course?

Mr Watson:: I'd like lamb with roast potatoes.

Waiter: ...And, what would you like to drink?

Mr Watson:: A glass of Denbies Redlands.

Waiter: Good choice.

(After desserts)

Mr Watson:: The apple pie with cream was delicious.

Waiter: Thank you, Sir.

Mr Watson:: Could I have the bill, please?

Waiter: Certainly, sir.

1.1.Now you put it into practice (I)

Self-evaluation

Write a number next to each of the following sentences to form a dialogue between a waiter and a customer who is ordering a meal.

Waiter: Good evening, are you ready to order or do you need a little more time? 0

Customer: I think I'll have the steak with almond sauce and wild mushrooms. 0

Waiter: Did you notice on our menu that we have two special starters tonight? Smoked salmon with cream cheese and mussels in paprika sauce. 0

Customer: I'd like it well-done. I don't like when the inside is still red. 0

Waiter: I'll make sure the chef prepares it the way you like it. 0

Customer: Yes, I'm ready to order. 0

Waiter: That's fine, Sir. And what would you like for your main course?. 0

Customer: That's sounds really good, but I'm going to start with the shrimp cocktail. 0

Waiter: And how would you like that steak? 0



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Self-evaluation

What do you say in the following situations? Choose words from the dialogues above and complete the sentences.

- ✓ Ask the customer if he/she booked a table: Do you have a [redacted] ?
- ✓ Ask the customer if he/she wants to order: Are you [redacted] to order or do you need a little more [redacted] ?
- ✓ Ask the waiter which dish is his recommendation: What [redacted] you recommend?
- ✓ Tell the waiter that you don't like a very pink meat: I'd like the steak [redacted] .
- ✓ Tell the waiter that you want to pay: Could I have the [redacted] ,please?

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You should know

On the following link you will be able to listen to a conversation in a restaurant where two people are looking at the menu and discussing what they want to order:

Vídeo de Jorge Luis Herrera Moncada alojado en [Youtube](#)



A step ahead

Click on the link below to for more practice ordering in a restaurant:

[Ordering in a restaurant – vocabulary and dialogue practice.](#)

2. How to say it: Countable and uncountable nouns

First of all it is very important to understand the difference **0 1 2 3 4 5 6 7 8 9** between countable and uncountable nouns.

- ✓ **Countable nouns** refer to things we can count and therefore, they can take the plural form and can go with a number before them.
 - ◆ *2 spoons, 3 tomatoes, 6 tables, etc.*
There are a few **plural quantifiers** which are only used with countable, plural nouns.
 - ◆ *many forks, few knives, a few guests, several plates.*
- ✓ **Uncountable nouns** refer to things we cannot count, so they cannot take the plural form or the indefinite article **a/an**.
 - ◆ Food and drink: *milk, bread, sugar, toast, spaghetti, wine, water, etc. ~~a bread~~*
 - ◆ Materials: *wood, wool, gold, leather, oil, etc.*
 - ◆ Abstract nouns: *courage, poverty, anger, luck, advice, knowledge, research, etc.*
 - ◆ Natural phenomena: *rain, snow, etc.*
 - ◆ Others: *music, information, accommodation, luggage, baggage, etc.*
Only a few **singular quantifiers** can go with the uncountable nouns.
 - ◆ *little money, a little time, much water.*
To use uncountable nouns in plural, we need **an appropriate partitive** in front of them:
 - ◆ *A piece of / Two pieces of wood/chocolate/toast, etc.*
 - ◆ *A bar of / Two bars of chocolate.*
 - ◆ *A lump of / Two lumps of sugar.*
 - ◆ *A slice of / Two slices of bread.*
 - ◆ *A spoonful / Two spoonfuls of sugar.*
 - ◆ *A bottle of / Two bottles of wine.*
- ✓ Note that while these nouns are countable in other languages, they are usually **uncountable in English**.
 - ◆ *furniture, news, accommodation, advice, luggage, work, toast, soap, toothpaste, paper, bread, money, travel, weather, hair, cereal, information, fruit, etc.*
Therefore, these nouns cannot be used in the plural form in English, but they need a determiner before them to be used in plural.
 - ◆ *They gave me two pieces of advice. ~~an advice~~*
 - ◆ *I have bought three new pieces of furniture for my living room.*
- ✓ We also have to notice that some nouns can be **either countable or uncountable**, depending on their context. When used as countable nouns we are thinking of specific things; however, when they are uncountable we refer to the material or substance:

Countable and uncountable nouns

Noun	Material / Substance (uncountable)	Things / Types (countable)
Cloth	<i>The skirt was made of cotton cloth.</i>	<i>Wipe the surface with a damp cloth.</i>
Fish	<i>At a restaurant I prefer fish to meat.</i>	<i>They caught different types of fishes.</i>
Glass	<i>She has a collection of Italian glass.</i>	<i>Could I have a glass of water?</i>
Iron	<i>The balcony is made of iron.</i>	<i>They bought a professional iron for the hotel.</i>
Wine	<i>I like wine.</i>	<i>Spanish wines are famous.</i>
Work	<i>He has too much work.</i>	<i>Shakespeare's works are known around the world.</i>



Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

2.1. Quantifiers

In the tables below you will see the most common English quantifiers. It is very important to know if they are used with countable or uncountable nouns. If they are used with countable, they are followed by a plural noun; on the other hand, if they are used with uncountable nouns, remember that these uncountable nouns are always singular.



Quantifiers used with countable nouns

Quantifiers used with countable nouns	Usage	Example
Some	Used in affirmative sentences or interrogative requests and offers.	<i>Some members of the group will need special diets. Would you like some wine? Can I have some more milk, please?</i>
Any	Used in interrogative and (with not) negative sentences .*	<i>There aren't any rooms available this weekend. Are there any rooms available this weekend?</i>
Few	It means hardly any, almost none.	<i>There are few people working for the conference dinner.</i>
A few	It means not many but enough.	<i>A few vegetarians will come to the medical conference.</i>
Many	Normally used in negative and interrogative sentences.	<i>There aren't many diabetics in the group.</i>
A lot of	The same meaning as many but used in Of a lot	<i>The hotel staff will work a lot.</i>
Lots of		<i>There will be lots of doctors at the hotel this weekend.</i>

Quantifiers used with uncountable nouns

Quantifiers used with uncountable nouns	Usage	Example
Some	Used in affirmative sentences or interrogative when we expect a positive answer.	<i>For lunch some wine will be served</i>
Any	Used in negative and interrogative sentences.*	<i>They couldn't provide any accommodation for the last guests.</i>
Little	It means hardly any, almost none.	<i>After the conference they had little work to do.</i>
A little	It means not many but enough.	<i>We had a little free time in the afternoon.</i>
Much	Normally used in negative and interrogative sentences.	<i>We didn't have much information about the Gala Dinner.</i>
A lot of	The same meaning as many but used in affirmative sentences. Of is omitted when a lot	<i>Vegetarians ate a lot of meat.</i>
Lots of		<i>They carried lots of luggage.</i>

* IMPORTANT: *any* is only negative with NOT. In an affirmative sentence it can mean "it doesn't matter what" or "some":

If you have any questions, you can ask me.

Any time you want, we can practise our English.

To see the difference, look at these sentences:

You can't talk to anyone here (= it is prohibited to talk to all the people)

You can talk to anyone here (= it is possible to talk to one or all of the people)



A piece of advice

Don't forget that **some**, **any**, **a lot of** and **lots of** can be used with both plural countable nouns and uncountable nouns.



Ejercicio Resuelto

Click to read the Spanish translation.

[Mostrar retroalimentación](#)

2.2.- Now you put it into practice (II).

Self-evaluation

Write C (Countable), U (Uncountable) or B (Both) next to the following nouns:



Countable or uncountable nouns?

Noun	Type	Noun	Type
Ingredient	<input type="radio"/>	Advice	<input type="radio"/>
Salad	<input type="radio"/>	Fish	<input type="radio"/>
Rice	<input type="radio"/>	Work	<input type="radio"/>
Sugar	<input type="radio"/>	Toast	<input type="radio"/>
Water	<input type="radio"/>	Paper	<input type="radio"/>
Fruit	<input type="radio"/>	Glass	<input type="radio"/>
Luggage	<input type="radio"/>	Chicken	<input type="radio"/>
Glass	<input type="radio"/>	Chocolate	<input type="radio"/>
light	<input type="radio"/>	time	<input type="radio"/>

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Self-evaluation

Complete the following sentences with the appropriate quantifier. Write just one word in each gap.

- ✓ Would you like more wine, Sir?
- ✓ I didn't have time to spare.
- ✓ There hasn't been rain lately.
- ✓ When I travel, I don't take books with me.
- ✓ There are a places where I'd like to go again.
- ✓ Alan Bennet has bought of new furniture for the hotel.
- ✓ Only a people went to the conference and there were of last minute cancellations.

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Self-evaluation

Rephrase the following sentences using *little, a little, few, a few*.

1. I knew I didn't have much room in my bag.
I knew I had room in my bag.
2. There weren't a lot of people in the queue in front of me.
There were people in the queue in front of me.
3. There are several good Indian restaurants in East London.
There are good Indian restaurants in East London.
4. There was some rain yesterday.
There was a rain yesterday.
5. Here's some money for you.
Here's money for you.
6. I don't have much talent for music.
I have talent for music.
7. There aren't many people in the indoor pool.
There are people in the indoor pool.

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You should know

If the difference between countable and uncountable nouns is not clear yet, click on the following link and read a bit more on count and non-count nouns:

[Count and non-count nouns.](#)

Once the difference is clear do the following quantifiers quiz:

[Quantifiers – A basic quiz.](#)



A step ahead

Click on the following links for more exercises on countable and uncountable nouns:

[Quiz – count or non-count?](#)

2.3. Inversion

As you know, the normal order for declarative sentences in English is:

Subject + Verb + Complements.

However, there are some cases where the subject comes after the verb, apart from interrogative sentences. This is what in English is called **inversion of the subject**. An example appears in the introduction of the situation at the beginning of the unit:



✓ *Only with his help **will he be able to succeed**.*

Inversion of the subject happens in **sentences introduced by the following words and expressions**:

1. Never (before)
2. Only + adverbial*
3. By no means
4. Rarely
5. Not only...but also
6. On no account
7. 🚫 Seldom
8. Not until
9. Nowhere
10. 🚫 hardly
11. Not even
12. Under no circumstances.
13. No sooner
14. In no way
15. Little

- ✓ ***Only with his help will he be able to succeed.** (* note: Only rich people can do this- Only isn't followed by an adverbial so it follows the normal order)*
 - Auxiliary verb Subject Main verb.
- ✓ ***Hardly had Alan Bennet left when his assistant arrived.***
 - Auxiliary verb Subject Main verb.
- ✓ ***On no account must reception be left unattended.***
 - Auxiliary verb Subject Main verb.
 - *Little did we know that we were being watched.*

As you can see from the examples the new order is:

Initial element (negative adverb) + Auxiliary verb + Subject + Main verb.

The same order as in any interrogative sentence.

IMPORTANT: This structure is very formal- we might expect it to appear in formal letters and literary descriptions (Rarely do you have the chance to see the splendour of the).



A piece of advice

When there is no auxiliary verb in the sentence, we must use *do / does / did* after the expression which requires inversion:

- ✓ *We rarely prepare picnic lunches.* (Subject + **rarely** + main verb)
- ✓ *Rarely do we prepare picnic lunches.* (**Rarely** + **auxiliary verb do** + subject + main verb).



Ejercicio Resuelto

Click to read the Spanish translation:

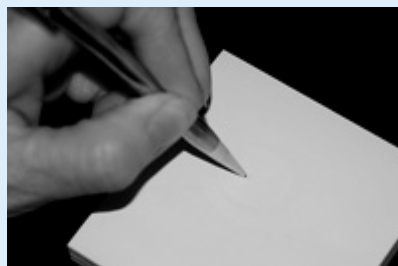
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2.4.- Now you put it into practice (III).

Self-evaluation

Order the following words to get correct inverted sentences. The first word has been written for you:

1. left / some / started / doctors / conference / hardly / had / the / when.
Hardly



- _____ some doctors
left .
2. two / has/ offered/ the /seldom / hotel / sittings.
Seldom _____ two sittings .
3. medical / mobiles/ the /should / used/ on no account / be / in /conference.
On no account _____ in the medical
conference .
4. never before/ picnic / offered / we / had / lunch.
Never before _____ picnic lunch .
5. consume /audience / alcohol / under no circumstances /the / may.
Under no circumstances _____
alcohol .
6. use / he / rarely / credit / does / his / card.
Rarely _____ his credit card .

Enviar



A step ahead

If you want to consolidate what we have studied on inversion, click on the following link:



[More about inversion.](#)

2.5. Minimal pairs

If you look at the pronunciation of the following words, you will realize that in each pair there is only one phonological element which is different between them. This is what we call in English minimal pairs.



Minimal pairs



First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
 <u>ban</u>	/bæn/	pan	/pæn/
Dry	/draɪ/	Try	/traɪ/
Game	/geɪm/	Came	/keɪm/
Thin	/θɪn/	Tin	/tɪn/
 <u>shell</u>	/ʃel/	Sell	/sel/

In this unit we are going to have a look at some consonant minimal pairs. We will concentrate on those consonants whose pronunciation is difficult for Spanish speakers:

✓ **Minimal pair**

/p/ - /b/




Minimal pairs /p/ - /b/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
Big	/bɪg/	Pig	/pɪg/
 bee	/biː/	 pea	/piː/
Bath	/bɑːθ/	Path	/pɑːθ/
Bye	/baɪ/	Pie	/paɪ/

With /p/, we don't use our vocal cords whereas with /b/ we do. Also, when the sound /p/ is at the beginning of the word it is aspirated, that is the air goes through your mouth when you pronounce it. It doesn't happen with the sound /b/.

✓ **Minimal pair** /t / - /d/

Minimal pairs /d/ - /t/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
 dip	/dɪp/	Tip	/tɪp/
Dart	/dɑːt/	Tart	/tɑːt/
 dale	/deɪl/	Tale	/teɪl/
 drain	/dreɪn/	Train	/treɪn/

With /t/, we don't use our vocal cords whereas with /d/ we do. Also, when the sound /t/ is at the beginning of the word it is aspirated, that is the air goes through your mouth when you pronounce it. It doesn't happen with the sound /d/.

✓ **Minimal pair**

/k/ - /g/

Minimal pairs /g/ - /k/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
goat	/gəʊt/	Coat	/kəʊt/
Gum	/gʌm/	Come	/kʌm/
Glass	/glɑ:s/	Class	/kla:s/
God	gɒd/	Cod	/kɒd/

With /g/, we don't use our vocal cords whereas with /k/ we do. Also, when the sound /k/ is at the beginning of the word it is aspirated, that is the air goes through your mouth when you pronounce it. It doesn't happen with the sound /g/.

✓ **Minimal pair /θ/ - /t/.**

Minimal pairs /θ/ - /t/.

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
Three	/θri:z/	Tree	/tri:z/
Thanks	/θæŋks/	Tanks	/tæŋks/
Thought	/θɔ:t/	Taught	/tɔ:t/

To pronounce the sound /θ/ correctly, place the tip of your tongue on your upper teeth; however, place the tip of your tongue on the alveolar ridge to pronounce the sound /t/ and remember to aspirate it when it is in initial position.

✓ Minimal pair

/ʃ/ - /s/

Minimal pairs /ʃ/ - /s/

First word in the minimal pair.	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
She	/ʃiː/	See	/siː/
Sheet	/ʃiːt/	Seat	/siːt/
Short	/ʃɔːt/	Sort	/sɔːt/

The main difference is that to pronounce the sound /ʃ/ the front of your tongue is on the roof of your mouth, between the alveolar ridge and the hard palate.



Ejercicio Resuelto

Click to read the Spanish translation:

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2.6. Now you put it into practice (IV)

Self-evaluation

Change the consonant sounds to get new minimal pairs:



Complete
these
minimal
pairs /b/ -
/p/

/b/	/p/
Bet	<input type="text"/>
Bray	<input type="text"/>
Cab	<input type="text"/>

Complete
these minimal
pairs /d/ -
/t/

/d/	/t/
Medal	<input type="text"/>
Rude	<input type="text"/>
Wide	<input type="text"/>

Complete
these
minimal
pairs /θ/ -
t/·

/g/	/k/
Glue.	<input type="text"/> .
Gum	<input type="text"/>
Log.	<input type="text"/>

Complete
these minimal
pairs /θ/ - /t/·

/θ/	/t/
Theme.	<input type="text"/> .
Threw.	<input type="text"/> .
Three.	<input type="text"/> .

Complete
these minimal
pairs /ʃ/ -
/s/·

/ʃ/	/s/
Shave.	<input type="text"/>
Shine.	<input type="text"/>
Shell.	<input type="text"/>

Enviar



Self-evaluation

Listen to the sentences and decide which word is being said.

1. This _____ smells funny.

- a. train
- b. drain

2. This _____ is dirty. Can you clean it?

- a. seat
- b. sheet

3. Who left the _____ outside?

- a. coat
- b. goat

4. We'll have to _____ it out.

- a. try
- b. dry

5. You've really _____ a lot.

- a. taught
- b. thought



A step ahead

Listen to the following mp3 audio clips to listen and repeat the pronunciation of some minimal pairs:

[Minimal pairs – mp3 audio clips.](#)

A good activity to practise minimal pairs is through tongue twisters. Click on the following link and say them aloud:

[Tongue Twister Pronunciation Practice.](#)

3. Words you need: Fruit and Vegetables

If you remember, at the beginning of the session Alan Bennet and Charles Foster, his assistant manager, were discussing the details of the Conference Gala Dinner. They were talking about appetizers, menus, and guests with special diets.



Think about it

Imagine you were Charles Foster, what would you never include in a menu for vegetarians? And for a diabetic guest? What would you prepare for a picnic lunch?

Now, it is time to learn food and drinks to include in menus. To learn long lists of words, it is helpful to divide them up into groups, and this is what we are going to do in this section. Let's start with vegetables and fruit.





Vocabulary

Match the word with its translation

VEGETABLES:

artichoke	/ˈɑːtɪtʃəʊk/	<input type="text"/>
asparagus	/əˈspærəɡəs/	<input type="text"/>
aubergine		
eggplant (US)	/əʊbɜːziːn/	<input type="text"/>
avocado	/ˌævəˈkɑːdəʊ/	<input type="text"/>
beetroot	/biːtruːt/	<input type="text"/>
brocoli	/ˈbrɒkəli/	<input type="text"/>
cabbage	/ˈkæbɪdʒ/	<input type="text"/>
carrot	/ˈkærət/	<input type="text"/>
cauliflower	/ˈkɒlɪflaʊə/	<input type="text"/>
celery	/ˈsɛləri/	<input type="text"/>
corn	/kɔːn/	<input type="text"/>
courgette	/kʊəˈʒet/	<input type="text"/>
zucchini (US)	/zʊˈkiːni/	<input type="text"/>
cucumber	/ˈkjuːkʌmbə/	<input type="text"/>
garlic	ˈgɑːlɪk/	<input type="text"/>
leek	/liːk/	<input type="text"/>
lettuce	/ˈletɪs/	<input type="text"/>
mushroom	/ˈmʌʃrʊm/	<input type="text"/>
wild mushroom	/wɪld ˈmʌʃrʊm/	<input type="text"/>
onion	/ˈɒnjən/	<input type="text"/>
pea	/piː/	<input type="text"/>
potato	/pəˈteɪtəʊ/	<input type="text"/>
pumpkin	/ˈpʌm(p)kɪn/	<input type="text"/>
spinach	/spɪnɪtʃ/	<input type="text"/>
sweet potato	/swiːt pəˈteɪtəʊ/	<input type="text"/>
turnip	/ˈtɜːnɪp/	<input type="text"/>

Comprobar

Mostrar retroalimentación



Vocabulary

FRUIT Match the fruit and its translation

Fruit	Translation	Fruit	Translation
watermelon	<input type="text"/>	tangerine	<input type="text"/>
strawberry	<input type="text"/>	raspberry	<input type="text"/>
prune	<input type="text"/>	plum	<input type="text"/>
piña	<input type="text"/>	nectarine	<input type="text"/>
pera	<input type="text"/>	mango	<input type="text"/>
melocotón	<input type="text"/>	lime	<input type="text"/>
grape	<input type="text"/>	fig	<input type="text"/>
grapefruit	<input type="text"/>	apricot	<input type="text"/>
blackcurrant	<input type="text"/>	blackberry	<input type="text"/>
coconut	<input type="text"/>	date	<input type="text"/>

Comprobar

Mostrar retroalimentación

3.1. Meat and fish

Let's concentrate now on words related to meat and fish:



Vocabulary

Match the meat with its translation.

bacon	<input type="text"/>
game	<input type="text"/>
kidney	<input type="text"/>
venison	<input type="text"/>
liver	<input type="text"/>
lamb	<input type="text"/>
pork	<input type="text"/>
beef	<input type="text"/>



Comprobar

Mostrar retroalimentación



Vocabulary

Match the types of fish with their meaning in Spanish.

anchovy	<input type="text"/>
bass	<input type="text"/>
cod	<input type="text"/>
haddock	<input type="text"/>
hake	<input type="text"/>
herring	<input type="text"/>
mackerel	<input type="text"/>
mullet	<input type="text"/>
salmon	<input type="text"/>
trout	<input type="text"/>
tuna	<input type="text"/>
perch	<input type="text"/>
sole	<input type="text"/>
	
Lemon Sole	Bass

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3.2. Desserts and drinks

Look at the list of desserts and think which one you would like to order:

DESSERTS (/dɪ'zɜːts/):

Apple pie

Chocolate cake

Cream

Custard

Fudge

Ice-
cream

Jelly

Trifle



Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

DRINKS:

1. Beer
2. Black coffee
3. Camomile
4. Champagne
5. Decaffeinated coffee
6. Draught beer
7. Fruit juice
8. Hot chocolate
9. Milkshake
10. Mineral water
11. Red wine
12. Rosé wine
13. Rum
14. Soft drink (US: soda)
15. Sparkling water
16. White coffee
17. Alcohol-free beer
18. Latte



Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

3.3. Cutlery

Now that you are familiar with food and drinks, it is time to learn utensils used when setting the table or utensils used in the kitchen while cooking:



KITCHEN UTENSILS AND CUTLERY:

1. Salt cellar
2. Pepperpot
3. Coffee pot
4. Tea pot
5. Kettle
6. Saucepan
7. Frying pan
8. Jug



Ejercicio Resuelto

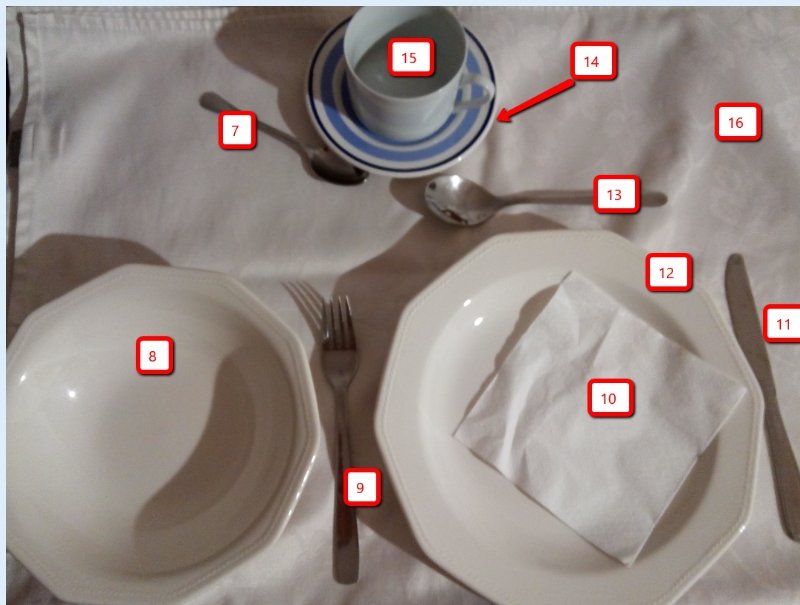
Click to read the Spanish translation:

[Mostrar retroalimentación](#)



Vocabulary

Match the pictures with the words below.



- | | | | | | | | |
|-------------------|--------------------------|---------------|--------------------------|------------|--------------------------|-----------------|--------------------------|
| corkscrew | <input type="checkbox"/> | chopsticks | <input type="checkbox"/> | saucer | <input type="checkbox"/> | fork | <input type="checkbox"/> |
| ladle | <input type="checkbox"/> | teaspoon | <input type="checkbox"/> | tablecloth | <input type="checkbox"/> | cup | <input type="checkbox"/> |
| napkin /serviette | <input type="checkbox"/> | bottle opener | <input type="checkbox"/> | knife | <input type="checkbox"/> | (dessert) spoon | <input type="checkbox"/> |
| bowl | <input type="checkbox"/> | plate | <input type="checkbox"/> | peeler | <input type="checkbox"/> | spatula | <input type="checkbox"/> |

Enviar

For pictures and practice exercises, have a look at the following links:

[Cutlery and crockery \(vajilla\)](#)

[Cutlery and crockery II](#)

If you click on the Play option, you can practise with a game.

3.4. Now you put it into practice (V)

Vocabulary

Match the following words on the left to one of the eight lexical groups on the right:



Matching exercise

Word	Number	Lexical group
------	--------	---------------

Napkin	<input type="radio"/>	
Apple pie	<input type="radio"/>	
Custard	<input type="radio"/>	
Mussel	<input type="radio"/>	
Lamb	<input type="radio"/>	
Cod	<input type="radio"/>	
Milkshake	<input type="radio"/>	
Peach	<input type="radio"/>	
Sausage	<input type="radio"/>	
Lobster	<input type="radio"/>	
Onion	<input type="radio"/>	
Tuna	<input type="radio"/>	
Plum	<input type="radio"/>	
Camomile	<input type="radio"/>	
Kettle	<input type="radio"/>	
Spinach	<input type="radio"/>	
Trifle	<input type="radio"/>	
Trout	<input type="radio"/>	
Carrot	<input type="radio"/>	
Sparkling water	<input type="radio"/>	
Tangerine	<input type="radio"/>	
Crab	<input type="radio"/>	
Jug	<input type="radio"/>	
Turkey	<input type="radio"/>	

Enviar

Autoevaluación

Click on the link below to read an example of a Gala Dinner Menu.

 [Gala Dinner Menu.](#) (0.16 MB)

Read the menu carefully and match the following definitions to words you will find in the menu:

- ✓ The first course of a meal: .
- ✓ A large shrimp: .
- ✓ An edible soft fruit of a reddish-pink colour: .
- ✓ An edible vegetable composed of several concentric layers: .
- ✓ Meat from a cow, a bull or an ox: .
- ✓ A young sheep: .
- ✓ A food made from cacao seeds: .
- ✓ A thick white or pale yellow fatty liquid, usually from milk: .

Enviar



You should know

Choose the correct word for each picture:

[Kitchen utensils 1.](#)

[Kitchen utensils 2.](#)



A step ahead

If you need to use a food glossary, click on the link below:






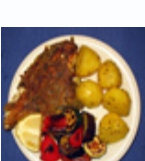
[Food glossary.](#)

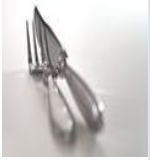
To listen to the pronunciation of a list of words related to food and drinks, click on the link below:

[Listen and repeat words related to food and drinks.](#)

Appendix: Licences of Resources

Licences of Resources

Resource (1)	Resource information (1)
	<p>By: karenblakeman. Licence: CC by-nc. From: http://www.flickr.com/photos/rbainfo/3578417856/</p>
	<p>By: zoetnet. Licence: CC by. From: http://www.flickr.com/photos/zoetnet/5337695316/sizes/t/in/photostream/</p>
	<p>By: nataliej. Licence: CC by-nc. From: http://www.flickr.com/photos/nataliejohnson/2675690396/</p>
	<p>By: stevegarfield. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/stevegarfield/616793140/</p>
	<p>By: mag3737. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/mag3737/2372334262/</p>
	<p>By: doc(q)man. Licence: CC by-nc. From: http://www.flickr.com/photos/docman/70042792/sizes/m/in/photostream/</p>



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From: https://it.wikipedia.org/wiki/Micropterus_salmoides#/media/File:Micropterus



By : Hans Hillaewert
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From: https://es.wikipedia.org/wiki/Necora_puber#/media/File:Necora_puber.jpg



Imagen de elaboración propia

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Historial de actualizaciones

Versión: 01.02.01		Fecha de actualización: 15/01/19
Actualización de materiales y correcciones menores.		
Versión: 01.02.00	Fecha de actualización: 09/02/18	Autoría: Alistair James Alan Watson .
Ubicación: Tema 1 y 2 Mejora (tipo 1): 1:pequeñas erratas y enlaces rotos Ubicación: Comunicación Mejora (tipo 2): Añadir otro ejercicio de comprensión lectora		
Versión: 01.01.00	Fecha de actualización: 27/01/17	Autoría: Alistair James Alan Watson .
Ubicación: Sesión 1 y 3 Mejora (tipo 1): Añadido imagenes para el vocabulario en sesión 1 y convertido un texto de comprensión lectora a comprensión oral. Actualizado glosario en toda la unidad Ubicación: Communication Mejora (tipo 2): En las sesiones de la unidad no hay comprensión auditiva y solamente un ejercicio de audio en el apartado de comunicación. Propongo incluir un mínimo de 2 audios más (relevantes para el tema) para que el alumnado pueda mejorar su comprensión auditiva.		
Versión: 01.00.00		Fecha de actualización: 04/02/14
Versión inicial de los materiales.		