**Обогащение словарного запаса студентов профессиональной лексикой через иностранный текст (Специальность 19.01.17 Повар, кондитер)**

Процессом изучения иностранного языка студентами техникума является знакомство с профессионально-направленной лексикой и пополнение словарного запаса частями речи и фразами, отражающими их будущую деятельность.

Осуществляя самостоятельный поиск и исследования необходимой профессиональной лексики через иностранный текст, диалог, монолог или аудирование, студент, как будущий специалист, проявляет активный интерес к обогащению своего словарного запаса, что способствует повышению его мотивационного уровня в изучении иностранного языка.

Задачи:

1. Мотивировать студентов на использование англоязычной лексики в будущей профессиональной деятельности;

2.Осуществлять самостоятельные исследования и поиск профессиональной лексики;

3.Постоянно пополнять профессиональный словарь;

4.Применять англоязычную профессиональную лексику в устной и письменной речи.

Так, для будущих работников общественного питания важно усвоение лексики, связанной с приготовлением пищи: от названия продуктов и изделий до технологии приготовления блюд и персонала кафе или ресторана. В связи с такими задачами им предлагается следующие задания:

 - составить рецепт блюда с указанием его названия, ингредиентов и технологии приготовления

- представив, что собираются на практику в Великобританию или США, составить диалог о питании англичан и американцев

 - представив себя технологом общественного питания или официантом ресторана «Русская кухня», провести диалог с англоговорящим посетителем, предлагая традиционные русские блюда и отвечая на вопросы гостей об этих блюдах

 - представив, что сегодня день открытия индивидуального кафе, придумать ему название и встретить первых посетителей, придумав приветствие

 - представить, что находятся на дегустации холодных и горячих закусок, супов, гарниров, десертов, напитков. Озвучить в монологе свой комментарий по качеству и вкусовым особенностям блюд

 - и другие задания.

Для будущих кондитеров необходимо усвоение английской лексики, связанной с разными видами теста и процессом его приготовления для выпечки кондитерских изделий. Помимо этого, студенты исследуют ценность каждого продукта на содержание белков, жиров, углеводов, витаминов и калорийность изделия, запоминая англоязычную терминологию.

Им предлагаются такие задания, как представить, что они находятся на экскурсии на кондитерской фабрике и задают вопросы мастеру-кондитеру; выполнить англо-русский перевод текста о разных видах хлеба: пшеничном, ржаном, бородинском, молодецком и др. и написать о калорийном содержании продукта и другие задания.

 Согласно требованиям федерального государственного образовательного стандарта студенты должны овладеть коммуникативной компетенцией, а именно понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес, осуществлять поиск и использовать информацию, необходимую для эффективного выполнения профессиональных задач, профессионального и личностного развития.

 Работа с текстом по специальности «Повар, кондитер» имеет целью помочь студентам усвоить лексический минимум, ознакомить студентов с современным материалом по предлагаемым темам, развить навыки беспереводного чтения, устной и письменной речи по заданным темам.

 Тексты, используемые мною на занятиях, составлены на базе современных источников с определенной адаптацией к уровню языковой подготовки студентов. Тексты снабжены тематическим словарем и элементарными упражнениями преимущественно лексического характера, способствующие развитию навыков устного высказывания. Чтение является одним из важных коммуникативных навыков в овладении иностранным языком. Чтение рассматривается как средство обучения для развития устной речи и обогащения словарного запаса.

 Активизация лексических единиц в процессе чтения и дальнейшее обсуждение прочитанного на уроке предполагает четкую целенаправленность всех упражнений и заданий, систематическую повторяемость в них лексических единиц, сочетание устных форм работы с письменными, взаимосвязь работы над лексикой со смысловым анализом прочитанного текста, сознательное стремление студентов закреплять активизируемые лексические единицы, осознания ими значения каждого вида работы для расширения активного словаря. Успех во многом зависит от организации самостоятельной работы студентов с текстом до урока. Целевые задания по тексту должны быть сформулированы таким образом, чтобы они помогли студентам правильно понять содержание текста и правильно направляли их внимание на те элементы содержания текста, которые представляют наибольший интерес на данном этапе обучения. Планируя задания по тексту, необходимо продумать не только то, что будет обсуждаться, что должны сказать студенты, но и то, как они скажут это.

 Работая над лексическим материалом, преподаватель ставит перед собой цель: студент должен владеть определенным количеством слов. Существует три этапа:1) дотекстовый, 2) текстовый, 3) послетекстовый.

 На первом, дотекстовом, этапе студенты не знают, какой текст они будут читать. Преподаватели отбирают слова и планируют работу с ними. Цель занятия – обогащение речи учащихся новым лексическим материалом. Если к концу урока учащиеся усвоят значение всех новых слов, будут понимать вопросы, в которых использовали и их употребляли в своих ответах – значит, задача этого этапа выполнена: речь учащихся обогатилась новыми словами. Теперь нужно закрепить лексические навыки. Это уже текстовый этап. Усвоенные лексические единицы воспринимаются зрительно в новых контекстах, в новых сочетаниях. Чем чаще встречаются новые слова, тем лучше. Наконец наступает время самостоятельности слов, они не должны употребляться только в привычных ситуациях, например: при пересказе усвоенного текста. Лучше, если они используются в продуктивной речи: при составлении своего высказывания, диалогов, вопросов. Положительные изменения может обеспечить психологическое обоснование учебного процесса по иностранному языку, учет особенностей функционирования психических процессов. Реализация психических свойств, использование психических состояний. При освоении иноязычной лексики все еще остаются невостребованными определенные резервы, такие, как контекстуальное мышление и сопутствующие ему психические процессы памяти, внимания, восприятия.

 Возможности освоения иноязычной лексики могут быть активизированы через реализацию их психологических резервов на основе применения дидактических принципов. Накопление лексического запаса требует упорной самостоятельной работы, большинству студентов другим путем эту проблему не решить, следовательно, в ходе воспитывающего обучения необходимо формировать соответствующие личностные качества: дисциплинированность, трудолюбие, прилежание, чувство ответственности. При обучении иностранному языку, в частности, иноязычной лексике, часто нарушается принцип доступности обучения. Необходимо учитывать ограниченные возможности восприятия и запоминания, особенно на фоне умственного утомления при больших учебных нагрузках. Психологически неправильно осуществляется и мотивирование: не учитываются возрастные особенности студентов, ведущий вид их деятельности, в результате чего не формируется мотивационно-потребностный план деятельности, не удовлетворяется коммуникативная и познавательная потребность в освоении иностранного языка и лексики как его составляющей. Вся вышеизложенная информация может способствовать повышению качества управления учебным процессом по обучению иностранному языку и соответственно освоению иноязычной лексики по специальности. Специалист в любой отрасли, легко ориентирующийся в национальных особенностях, нормах профессионального этикета, терминологии, будет готов к продуктивному общению, что является целью при обучении иностранному языку.

  **Text A**

 **Russian cuisine**

***Exercise 1. Read the words, mind the pronunciation***

Cuisine-кухня

Variety-разнообразие

Cream-сливки, крем

 Cheese-сыр

Choice-выбор

Appetizer-закуска перед обедом

Caviar –икра

Salmon-лососина

Sturgeon-осётр

 Pike-perch-судак

Jellied tongue-заливной язык

Shchee-щи

Borshch-борщ

Rassolnik-рассольник

Okroshka-окрошка

 Sour cream sauce-сметана

Beef Stroganoff-бефстроганов

Mashed potatoes-картофельное

Cream sour –сметана пюре

***Exercise 2. Read and translate the following word-combinations.***

1. Russian cuisine
2. a large variety of milk products
3. several types of sour milk products
4. a big choice of appetizer
5. you can recommended your guests
6. as for cold meat dishes
7. cold boiled pork with spices
8. delicious Russian pancakes with caviar and mushrooms and thick sour cream
9. for the main course

 10. to be eaten with meat

 11. in a good old time

 12. a pie with meat or cabbage filling

 13. a pie with fish filling

 14. open curd tarts

 15. twist of bread

***Exercise 3. Read and translate the text.***

 **Russian Cuisine**

 Russian cuisine is a rich and varied. In Russia there is a large variety of milk products: a sort of dry cream cheese called “tvorog”, thick sour cream and several types of sour milk products. There is a big choice of appetizers, soups, hot and dessert dishes. You can recommended your guests caviar, salmon, hot and cold smoked sturgeon, pike-perch in aspic or stuffed, herring, sprats, smoked, fried, marinated fish and the like.

 As for cold meat dishes one can taste ham, cold boiled pork with spices, jellied tongue and various salads. For a change you can taste delicious Russian pancake /blini/ with caviar and mushrooms and thick sour cream.

 How about soups? There are plenty of them. Fresh cabbage shchee, borshch, kidney and cucumber soup /rassolnik/, soup in season-okroshka.

 For the main course you can order fish and meat dishes to your taste: fried pike-perch or carp in thick sour cream sause, beef-Stroganoff and mashed potatoes, stuffed cabbage-rolls/golubtsy/, Siberian pelmeni, etс.

 A few words about buckwheat “kasha”, which may be eaten with meat like potatoes as well as a cereal with butter or milk. It is very popular in Russia.

 Russian cuisine is famous for its Russian pies which were baked in Russia good old times and remain popular nowadays. They are: kulebiaka /a pie with meat or cabbage filling/, rastegay /a pie with fish filling/, open curd tarts /vatrushki/, honey-cakes, twists of bread /krendeli/, boubliki, baranki, sooshki, Russian Easter cakes and various fancy-cakes.

***Exercise 4. Find the English equivalents of the following words. Write down them.***

Творог, икра (рыбная), лососина, осетрина, судак, блины, грибы, капустные щи, капустные щи, рассольник, окрошка, голубцы, сибирские пельмени, каша, кулебяка, расстегаи, ватрушки, крендели, бублики, баранки, сушки.

***Exercise 5. Translate the following word-combinations in Russian.***

Russian cuisine, variety of milk products, several types of sour milk products, hot and cold smoked sturgeon, marinated fish, cold boiled pork with spices, jellied tongue, kidney and cucumber soup, soup in season, fried pike-perch, mashed potatoes, stuffed cabbage-rolls, a pie with fish filling, open curd tarts, honey-cakes, twists of bread, various fancy-cakes.

***Exercise 6. Answer the questions.***

1. What is rassolnik?
2. What is kulebiaka?
3. What is rastegay?
4. What is vatrushki?
5. What is golubtsy?
6. What is tvorog?
7. What are the most popular soups in Russia?
8. What can you recommended your guests?

***Exercise 7. Choose the right answer:***

1. Golubtsy is…

a/ a pie with fish filling; b/ shiffed cabbage-rolls;

c/ a pie with a meat or cabbage filling.

1. Fresh cabbage shchee is a kind of …

a/ dessert; b/ salad; c/ soup.

1. Twists of bread is…

a/ baranki; b/ krendeli; c/ boubliki.

1. The Russian countepart of Italian ravioli is…

a/ rasstegai; b/ pelmeni; c/ pirozhki.

1. The name of Russian Easten cake is…

a/ kulebiaka; b/ rasstegai; c/ koolich.

***Exercise 8. Read and translate the text.***

 As for drinks, Russian cuisine offers you its original beverages:kvas and zbiten, and a lot of different fruit and berry beverages. Kvas is a beverage made from rye bread and water fermented by yeast. There is a lot of sorts of kvas: mushroom kvas, kvas with mint, beetroot kvas, kvas with horseradish and a lot of others. Zbiten is an old Russian beverage made from kvas, cognac or vodka, honey, tea and spices.

 Russian people are very hospitable and generous at the table. They invite everyone who enters their house to eat with them. Bread and salt are the symbolic offering at welcome and also a sigh of respect from host to guest. The guest is welcome to share the food even if the house has no more to offer than bread and salt. Hospitality is a typical trait of character of a Russian.

 **Text B**

 **British Meals**

***Exercise 1. Listen and read.***

Мilk -молоко

Cream-сливки

Butter-масло

Yoghurt-йогурт

Cheese-сыр

Eggs-яйца

Cottage cheese- творог

Sour cream-сметана

Pot cheese-брынза

Clear soup-бульон

Cream soup-протёртый сыр

Chicken broth-куриный бульон

Thick soup-густой суп

Set soup-жирный суп

Consommé-бульон

Lean soup-нежирный суп

Mushroom soup-грибной суп

Meal soup-молочный суп

***Exercise 2. Read and translate the text***

 **British Meals**

 Traditionally English people have three meals a day: breakfast, lunch and dinner.

Breakfast is served in the morning. It used to be a large meal with cereal, eggs and bacon, sausages, tomatoes. But such a large breakfast takes a long time to prepare and is not very healthy. Nowadays, Britain`s most popular breakfast consists of toast with marmalade, juice and yogurt with a cup of tea or coffee.

 Lunch is a light meal. Most people have no time to go back home for lunch so they eat at school, cafes, pubs or restaurants.

 The main meal is dinner, which is usually between 6 and 7 p.m. A typical evening meal is a meat dish with vegetables and dessert. The most important meal of the week is usually eaten at 1 p.m. The traditional Sunday dish used to be roast beef, but nowadays pork, chicken or lamb are more common.

 On Sunday evening people have supper or high tea. The famous British afternoon tea is becoming rare, except at weekends.

meal-еда

cereal-овсянка

to prepare-готовить

consist(s)-состоять

light-легкий

lamb-баранина

***Exercise 3. Translate from Russian into English:***

-обильный прием пищи

-такой большой завтрак отнимает много времени

-наиболее распространенный английский завтрак

-ленч - легкая еда

-главный прием пищи

-обычная еда вечером

-традиционное воскресное блюдо

-знаменитый английский дневной чай

***Exercise 4. Read and translate from English into Russian:***

-three meals a day

-a large meal with cereal, eggs and bacon, sausages, tomatoes

- consists of toast with marmalade, juice and yogurt

- with a cup of tea or coffee

-to eat at school, cafes, pubs or restaurants

- a dish with vegetables and dessert

- used to be roast beef

- chicken or lamb

-to have high tea

-to become rare

***Exercise 5. Answer the questions.***

1. How many meals a day do English people have?
2. What did they use to eat for breakfast?
3. What do they usually eat nowadays?
4. Is lunch a large meal?
5. What dishes are served for dinner?
6. Where do English people eat lunch?
7. What is the most important meal of the week?
8. Is British afternoon tea still popular?

 **British Meals**

***Exercise 1. Read and translate the dialogue.***

 “**English Breakfast”**

*Sergey*: Tania, have you had breakfast yet?

*Tania:* Oh, yes. Mary cooks an English breakfast every morning.

*Sergey*: What has she done for breakfast today?

*Tania*: We have had boiled eggs, toasts, bread and butter, marmalade

and tea. Everything was delicious. I think there is nothing like

an English breakfast.

*Sergey*: My breakfast at the hotel is always rolls and coffee.

*Tania*: Do you like English coffee?

*Sergey*: Oh no! English people can`t make good coffee.

*Tania*: Yes, I enjoy English breakfast but their coffee is bad.

*Sergey*: Did you get used to English tea with milk?

*Tania:* Yes, and I prefer it to coffee.

***Exercise 2. Ask the questions to each other.***

1. What do Russian people usually have for breakfast? What do you usually have for breakfast? Do you drink black or white coffee? Do you like tea with milk? Can you afford to have freshly squeezed out oranges in the morning? What do you think is the healthiest breakfast?
2. The English usually have for lunch (the midday meal) some light food. And what about you? When do you usually have your midday meal? How do we call it? What do you usually have for dinner?
3. The main meal of the English is in the evening and it is called dinner. When do you have dinner? When do you usually have supper? What do you usually have for supper?

***Exercise 3.Translate the following proverbs and saying:***

1. All sugar and honey.

2. Hunger breaks stone walls.

 **Text C**

 **British Cuisine**

***Exercise 1. Listen and read the words:***

Aubergine-баклажан

Egg plant-баклажан

Marrow-кабачок

 Maize-кукуруза

Pepper-перец

Beetroot-свекла

Cauliflower-цветная капуста

 Leek-лук-порей

Brussels spouts-брюссельская капуста

 Cabbage-капуста

Potato-картофель

Cucumber-огурец

Radish-редис

Mushroom-грибы

Beans-бобы

Greens-зелень

Spinach-шпинат

 Dill-укроп

Tomato-помидор

Carrot-морковь

Turpin-репа

Peas-горох

Onion-лук

Pumpkin-тыква

Black radish-редька

 Olives-оливки

Garlic-чеснок

Parsley-петрушка

Lettuce-салат

Sorrel-щавель

Asparagus-спаржа

Celery-сельдерей

***Exercise 2. Read and translate the text using the new words:***

 Salad is generally made with lettuce, tomato, cucumber with a dressing of “smetana” (thick sour cream), mayonnaise, oil, lemon or vinegar.

 The common vegetables are: cauliflower, cabbage, tomatoes, cucumbers, potatoes, carrots, peas, French beans, turnips, onions, beets, celery, dill, parsley, parsnip, spinach, asparagus, melon, water-melon, egg-plant, vegetable marrow.

 Vegetables are usually eaten raw or cooked or pickled.

***Exercise 3. Read and translate the text.***

Criticize-критиковать

Tasteless-безвкусный

Overcooked-переваренный

 Ingredient-ингредиент

To invent-изобретать

 Sauces-соус

To disguise-скрывать

 Spice-специя, пряность

Herb-трава

 Delicious-очень вкусная

Disappointing-обидно

 Lend-одалживать

Cuisine-кухня

 **British Cuisine**

 Some people criticize English food. They say it`s unimaginable, boring, tasteless, it`s chips with everything and totally overcooked vegetables.

 The basic ingredients, when fresh, are so full of flavour that British haven`t had to invent sauces to disguise their fresh pees or new potatoes just boiled and served with butter? Why drown spring lamb in wine or cream and spices, when with just one or two herbs it is absolutely delicious?

 If you ask foreigners to name some typically English dishes, they will probably say: ”Fish and chips” then stop. It is disappointing, but true, that there is no tradition in England of eating in restaurants, because the food doens`t lend itself to such preparation. England cooking is found at home. So it difficult to find English restaurant with a reasonable prices.

 In most cities in Britain you`ll find Indian, Chinese, French and Italian restaurants. In London you`ll also find Indonesian, Greek… Cynics will say that this is because English have no “cuisine” themselves, but this is not quite true.

***Exercise 4. Read and translate the following word-combinations:***

English food, overcooked vegetables, basic ingredients, full of flavour, to invent, sauces, spring lamb, typically English dishes, eating in restaurants, found at home, reasonable prices, quite true.

***Exercise 5. Translate the following word-combinations:***

Чипсы ко всем блюдам, основные ингредиенты, испортить натуральный вкус, только что сваренным, вымачивать молодую баранину, очень вкусная рыба к чипсам, английская кухня, разумные цены, найдёте индийские, китайские рестораны.

***Exercise 6. Answer the questions:***

1. What do foreigners say when they criticize English food?
2. Do English people use a lot of sauces?
3. What are typically English dishes from a foreigner’s point of view?
4. Do all English eat in restaurants?
5. What kind of restaurants can you find in Britain?
6. Is it the true that English have no cuisine?

***Exercise 7. Read and learn the dialogue.***

A: What shall we have for breakfast?

B: Let`s have bread and butter, two eggs and a cup of tea.

A: And what about you?

B: I think I`d like a cup of milk.

 **Text D**

 **Food from around the world**

1. **Read the article about international food:**

It`s amazing how differently people eat around the world. Take breakfast for example. In France, you might have coffee and croissants. In Egypt, people eat beans in olive oil, lemon juice and garlic. In Britain, people eat cereal and toast and sometimes fried eggs and bacon. Of course, the food people enjoy usually depends on what`s available, but it is also depends on culture and traditions. Let`s take a look at some of the traditional dishes that you might like to try in different places around the world.

**Russia**: People in Russia usually start heir meal with a plate of zakuski. This is a cold selection of dishes that may include salads, meat, fish and pickled vegetables. Another traditional dish to try is borsch which is a delicious beetroot-based soup that`s become popular in many parts of the world. For a tasty snack, you could have blini. This is a flat pancake which you can fill with caviar, jam, cheese, onions, or even chocolate. But one of the most popular things to eat in Russia is morozhenoye or ice cream which people enjoy all year round.

**Thailand**: In Thailand people eat all their courses together. A Thai meal can include soup, fish, a spicy salad or a curry dish and different sauces. Rice is very important and comes in different forms including sticky rice that people roll up and eat with their hands. In general, people eat with a fork and a spoon. The meat is always in small pieces so it isn`t necessary to have a knife. Noodles are popular. Try Pad Thai which is noodles with meat, seafood, egg and peanuts. Red and green curries are delicious too. Green curry is the hottest, so watch out as it can be very spicy!

**Spain**: One of the best ways to try Spanish food is to have tapas. These are small plates of food such as olives, seafood, cheese or ham which you can find at any time of the day in local bars. For a bigger meal, try paella which is a rice dish containing meat or seafood. Gaspacho is a delicious chilled vegetable soup which, perhaps not surprisingly, comes from Andalucia, one of the hottest parts of Southern Spain. And don`t leave Spain without trying jamon serrano. Its name means “mountain ham”, and it takes months to prepare and it is absolutely delicious.

1. **Decide if the statements are true (T) or false (F):**
2. British people have a fried breakfast every day.
3. Russian people only ear blinis with sweet fillings.
4. Ice cream is popular in Russia in winter and in summer.
5. Thai people eat just one course at each meal.
6. Thai people generally eat with a knife, a fork and a spoon.
7. Thai food is always very mild.
8. Spanish tapas is a big evening meal.
9. Paella never contains meat.
10. **Find words in the text which mean:**
11. when you have stored something in vinegar
12. a purple coloured vegetable
13. (black or red) fish eggs that we eat
14. the opposite of “mild”
15. fish, prawns, squid, etc.
16. the opposite of “heated”

 **Text E**

 **Mood food**

1. **Are the foods in the list carbohydrates or proteins? With a partner, think of four more kinds of food for each category.**

*Cake chicken pasta salmon*

1. **Answer the questions below with either carbohydrates or proteins.**

**What kind of food do you think it is better to eat…?**

* for lunch if you have an important exam or meeting
* for breakfast
* for your evening meal
* if you are feeling stressed
1. **Look at the title of the article. What do you think it means?**
2. **Read the article again. Then with a partner, say in your own words why the following people are mentioned. Give as much information as you can.**
3. Dr Paul Clayton
4. People on diets
5. Schoolchildren
6. Paul and Terry
7. Nightclub owners in Bournemouth
8. **Find adjectives in the article for the verbs and nouns in the list. What`s the difference between the two adjectives made from stress?**

stress (noun) (\*2) relax (verb) wake (verb) sleep (verb) power (noun)

 violence (noun) oil (noun)

1. **Ask and answer the questions with a partner.**
2. What time of the day do you normally eat protein and carbohydrates? How do they make you feel?
3. How often do you eat chocolate? Does it make you feel happier?
4. After reading the article, is there anything you would change about your eating habits?

 **Mood food**

 We live in a stressful world, and daily life can sometimes make us feel tired, stressed, or depressed. Some people go to the doctor`s for help, others try alternative therapies, but the place to find a cure could be somewhere completely different: in the kitchen.

 Dr Paul Clayton, a food expert from Middlesex University, says “The brain is affected by what you eat and drink, just like every other part of your body. Certain types of food contain substances which affect how you think and feel”.

 For example, food which is high in carbohydrates can make us feel more relaxed. It also makes us feel happy. Research has shown that people on diets often begin to feel a little depressed after two weeks because they are eating fewer carbohydrates.

 On the other hand, food which is rich in protein makes us feel awake and focused. Research has shown that schoolchildren who eat a high-protein breakfast often do better at school than children whose breakfast is lower in protein. Also, eating the right kind of meal at lunchtime can make a difference if you have an exam in the afternoon or a business meeting where you need to make some quick decisions. In an experiment for a BBC TV programme two chess players, both former British champions, had different meals before playing each other. Paul had a plate of prosciutto and salad (full of protein from the red meat), and his opponent Terry had pasta with a creamy sauce (full of carbohydrate). In the chess match Terry felt sleepy, and took much longer than Paul to make decisions about what moves to make. The experiment was repeated several times with the same result.

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

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

**Mood food – what the experts say**

* Blueberries and cocoa can raise concentration levels for up to five hours.
* Food that is high in protein helps your brain to work more efficiently.
* For relaxation and to sleep better, eat carbohydrates.
* Dark green vegetables (e.g. cabbage and spinach) and oily fish (e.g. salmon) eaten regularly can help to fight depression.

 **TEXT F**

 **Greasy spoons**

1. **Read the article. What is it about?**

The article is about

1. A very typical British institution.
2. The consequences of an unhealthy diet.
3. The way a full English breakfast is prepared.
4. **Read the following extracts from the text. What do you think the underlined words and phrases mean? Work out their meaning from the context (without using a dictionary).**
5. These small restaurants are so common that they often go unnoticed, but if they were removed, the country would be on its knees.

To be on one`s knees means

* To be very happy.
* To be nearly destroyed.
* To be very difficult to notice.
1. … there are hundreds of them, fuelling the population with bacon, egg and sausage.

To fuel in this context means

* To feed.
* To drive.
* To poison.
1. In a typical greasy spoon, you will find people from all walks of life. Poets, builders, hurrying businessmen, students lazing around with huge mugs of tea.

People from all walks of life

* Are not very well-off.
* Come from different social groups.
* Have a lot of free time.
1. **Decide which of phrases 1-8 below (taken from the article) have a positive and which have a negative meaning.**
2. An essential part of life
3. A sticky, greasy layer
4. A huge menu
5. Clean and functional
6. Cracked linoleum
7. Dangerously unhealthy
8. Absolutely delicious
9. Nothing can beat going to the real thing
10. **Read the article about “greasy spoons”. Then complete statements 1-5 with the best ending: a, b, c, or d.**

 **Greasy spoons**

 “Greasy spoons” very rarely appear in guidebooks, but they are an essential part of life in the UK, especially for people living in the bigger cities. These small restaurants are so common that they often go unnoticed, but if they were removed, the country would be on its knees. In London, the capital city of the greasy spoon, there are hundreds of them, fuelling the population with bacon, egg and sausage.

 Greasy spoon cafes are so called because any cutlery that comes into contact with the food they offer is immediately coated with a sticky, greasy layer of lard. More calories can be found than in a whole meal at a normal restaurant.

 Greasy spoons are generally found slightly away from the main streets of most towns, they usually have large glass windows, a plastic sign with the name of the café – usually containing the name of the owner, e.g. Mario`s, Bob`s Place, Rita`s Café – and a huge menu offering a wide variety of delights. Inside they are generally clean and functional. You`ll see old wooden seats, tables covered with cracked linoleum and plain walls. Each table has on it a bottle of brown sauce, tomato ketchup and vinegar, and pots of salt and pepper.

 In a typical greasy spoon, you will find people from all walks of life. Poets, builders, hurrying businessmen, students lazing around with huge mugs of tea. Some read novels, some stare into space, and others catch up on the day`s news. At weekends there will always be large groups of friends, recovering from a night on the town.

 The meals here are dangerously unhealthy, and absolutely delicious. All kinds of fried food can be bought for incredibly low prices. The centerpiece is usually the traditional English breakfast. Although it`s called a breakfast, you have to be really brave to eat it first thing in the morning, because it is huge. At least two pieces of bacon, two sizzling sausages, two fried eggs, fried mushrooms, baked beans and bread soaked in hot oil and fried. The English breakfast is full of meat and fat. If you want something less filling, there`s still a lot to choose from; particular specialities are bacon or fried egg sandwiches (or, of course, bacon and egg sandwiches). There is also often a range of vegetarian sausages and burgers.

 Greasy spoons have some devoted followers. Typing “greasy spoon” into an internet search engine will bring up hundreds of entries. With pictures, reviews, menus and stories, it`s the next best thing to going to a greasy spoon café yourself. But of course, nothing can beat going to the real thing – especially on an empty stomach.

1. According to the article, greasy spoons are

a) only found in big cities.

b) advertised as a tourist attraction.

c) important to many British people.

d) going to be removed from city centres.

2. The characteristic feature of greasy spoons is that they

a) use a special type of cutlery.

b) offer a lot of dishes to choose from.

c) are furnished in a sophisticated way.

d) are not very clean.

3. People who come to greasy spoons

a) are often in a hurry.

b) come from various backgrounds.

c) usually meet friends there.

4. The traditional English breakfast is

a) not very cheap.

b) not very tasty.

c) served in huge portions.

d) recommended for vegetarians.

5. The author of the article

a) is a great fan of greasy spoons.

b) believes greasy spoons represent British tastes in food.

c) learned about greasy spoons on the Internet.

d) thinks they should be moved away from the main streets.

 Для сохранения и дальнейшего расширения активного словаря студентов на основе чтения представляется необходимое выполнение целого комплекса постепенно усложняющихся взаимосвязанных упражнений различного типа, которые бы обеспечивали управляемую активизацию лексических единиц. Управляемая активизация лексических единиц возможна при включении их в основное русло познавательно-мыслительной деятельности студентов на всех этапах работы с текстом, а также при условии сочетания активизации нужного языкового материала и языковой практики.