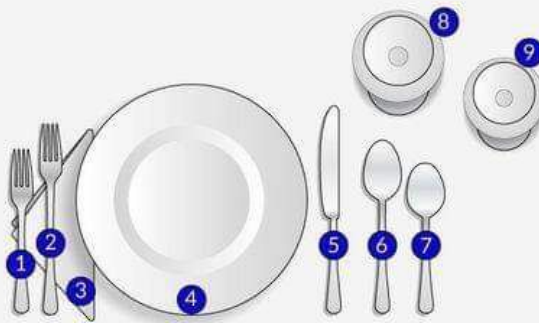


Table Setting Guide

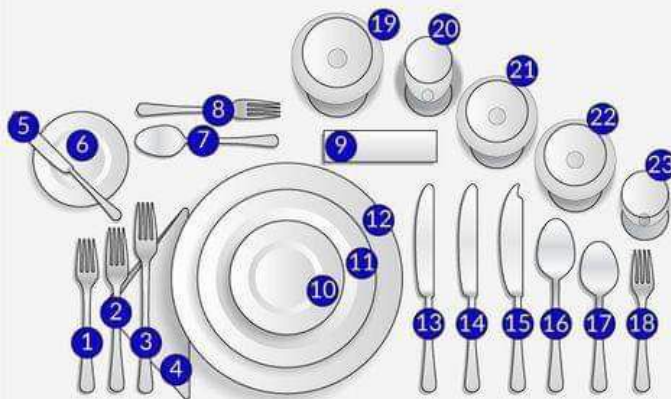
Presented by: Real Men Real Style

Informal Place Setting



- | | |
|-----------------|-----------------|
| 1. Salad Fork | 6. Dinner Spoon |
| 2. Dinner Fork | 7. Soup Spoon |
| 3. Napkin | 8. Water Glass |
| 4. Plate | 9. Wine Glass |
| 5. Dinner Knife | |

Formal Place Setting



- | | |
|-------------------|----------------------|
| 1. Salad Fork | 13. Salad Knife |
| 2. Fish Fork | 14. Meat Knife |
| 3. Dinner Fork | 15. Fish Knife |
| 4. Napkin | 16. Soup Spoon |
| 5. Butter Knife | 17. Dinner Spoon |
| 6. Bread Plate | 18. Seafood Fork |
| 7. Dessert Spoon | 19. Water Goblet |
| 8. Dessert Fork | 20. Champagne Flute |
| 9. Place Card | 21. Red Wine Glass |
| 10. Salad Plate | 22. White Wine Glass |
| 11. Soup Bowl | 23. Sherry Glass |
| 12. Service Plate | |







YOUR TURN!

À TON TOUR!

1. Guess the meaning! *Devine le sens!*

table number	oilcloth	dinner service	silver tray	bread & butter plate
rim of the plate	candle	place mat	on a tray	table mat

Check your translations in your Activity Book. Vérifie tes traductions dans ton Cahier d'Activités.

2. Show me ... (Pairwork)



- Montre moi ...*
- a. a knife
 - b. a soup spoon
 - c. a dinner plate
 - d. a wine-glass
 - e. a water-glass
 - f. a napkin

Saucer (plate) / Sauce / The ...



3. Where do they go? *Où vont-ils / elles?*

Ex: The napkins? → They go on the plates. (Use it / they, page 115)

- a. The forks? *sur le plat*
- b. The knives? *à côté du plat*
- c. The water-glasses? *à côté de la table*
- d. The ashtray? *au milieu de la table*
- e. The bottle mat? *under the bottle*
- f. The table number? *au milieu de la table*

HELP !

they go	<i>ils / elles vont</i>
above	<i>au-dessus de</i>
under	<i>en dessous de</i>
next to	<i>à côté de</i>
on the left of	<i>à gauche de</i>
on the right of	<i>à droite de</i>

EXPRESSIONS

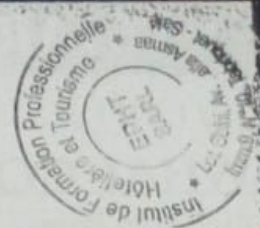
Use the words from page 14 and the following expressions to write a little dialogue.

Utilise les mots de la page 14 et les expressions suivantes pour rédiger ce dialogue.
 Hard to be a waiter/waitress! *Difficile le métier de serveur / serveuse.*

*Non, c'est faux (pas bon) ! / Oui, c'est ça (bon) !
 Peux-tu m'aider s'il te plaît ?
 Attends ! / Une minute !
 C'est maintenant !
 C'est trop grand / C'est trop petit*

*No, that's wrong! / Yes, that's right!
 Can you help me please?
 Just a minute!
 Not now!
 It's too big / It's too small*

Setting the table



LESSON 1



ACTIVITY

What are they doing?
Describe the photograph.

13



MAIN COURSE

SETTING THE TABLE: RÉSUMÉ

Listen to the recording.

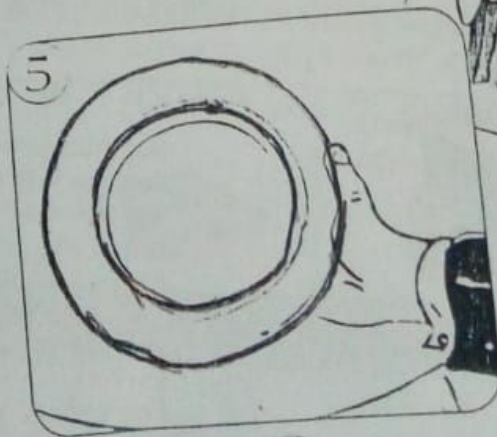
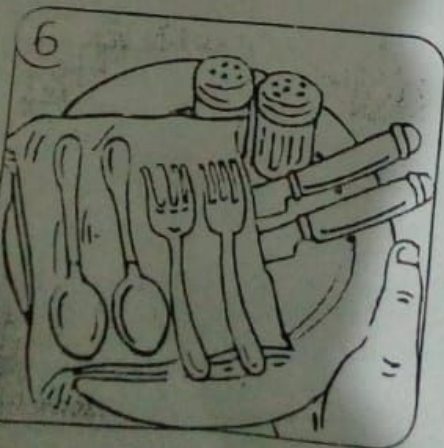
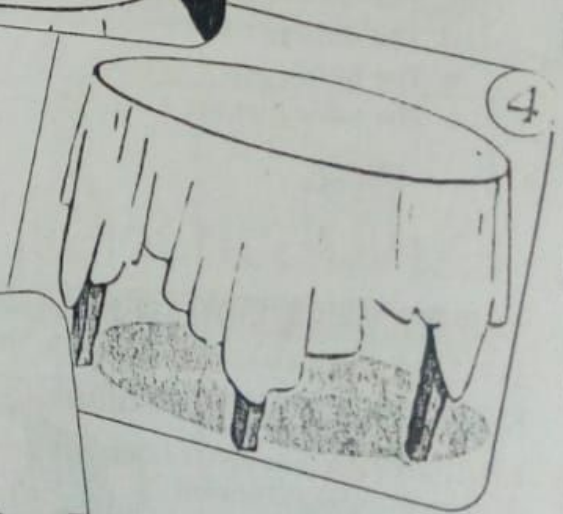
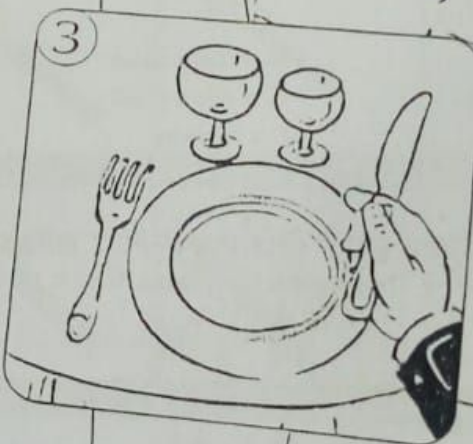
Écoute l'enregistrement.

Then read the résumé in pairs.

Puis lisez le résumé à deux.

Traduction du résumé dans ton Activity Book.

- 1 First, I go to the sideboard to find the **felting**, the **tablecloth** and the **slip-cloth**. I come back to my table to lay it.
- 2 I go to the plateroom to fetch two dinner plates and two **bread and butter plates**. I come back to put them on my table.
- 3 I then get the **cutlery**, the **salt and pepper** and the **napkins**. I fold the napkins on the dinner plates and I often wipe the cutlery.
- 4 The **knives** go on the right and the **forks** on the left of the **plates**. The **butter-knives** go on the **bread and butter plates**.
- 5 After that, I go to the bar to get the **water-glasses** and the **wine-glasses**, the **ashtray** and the **coaster**. I set them on my table.
- 6 To finish with, I put the **table number** and a lovely **vase of flowers**. Then my table is ready. That's all!



Learn and "act" this résumé in your restaurant.

Point out each item corresponding to a word in bold print.