

Jihočeská univerzita v Českých Budějovicích
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Závěrečná práce

Vymezení lexikálních jednotek odborné slovní zásoby k praktické závěrečné zkoušce z angličtiny v oboru Kuchař - číšník na SŠ a VOŠ cestovního ruchu v Českých Budějovicích

The definition of lexical units of specialized vocabulary for the purposes of the practical final examination in English language of the Cook-waiter branch of study at the School of tourism in České Budějovice

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PODĚKOVÁNÍ

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ANOTACE

Práce se zabývá problematikou zařazení anglického jazyka do praktické závěrečné zkoušky v oboru Kuchař - číšník, konkrétně na SŠ a VOŠ cestovního ruchu v Českých Budějovicích. Cílem práce je vymezit a předložit souhrn lexikálních jednotek odborné slovní zásoby pro potřeby úspěšného vykonání praktické závěrečné zkoušky z anglického jazyka u výše zmíněného oboru. Teoretická část obsahuje informace o oboru Kuchař – číšník, o profilu absolventa, o požadavcích, jež by měl žák z anglického jazyka dle RVP a z něj vyplývajícího ŠVP splnit. Zahrnuje též schéma a kritéria hodnocení praktické závěrečné zkoušky s důrazem na zkoušku z anglického jazyka. V praktické části je pak předložen konkrétní výčet požadovaných lexikálních jednotek odborné slovní zásoby rozdělených do jednotlivých oblastí pro lepší přehlednost.

ABSTRACT

This thesis is concerned with the English language as a part of the practical final examination in Cook/waiter field of study at the School of tourism in České Budějovice. The aim of this thesis is to give a list of lexical units of specialized vocabulary necessary for successfully passing the practical final examination in English language in the field mentioned above. The theoretical part consists of information about the field Cook-waiter, graduate's profile and the requirements which are supposed to be fulfilled in the English language according to the Framework and School educational programme. The chart and evaluation criteria of the practical part of a final examination with an emphasis on English language have been included. The practical part gives a concrete list of required lexical units of specialized vocabulary divided into semantic groups.

TABLE OF CONTENTS

INTRODUCTION	6
I THEORETICAL PART.....	7
1 Secondary vocational schools as a part of upper secondary education.....	7
1.1 Field Cook–waiter.....	8
1.1.1 Division of the field Cook-waiter	8
1.1.2 Profile of skills and competences of a Cook-waiter graduate.....	8
1.1.3 Representation of the English language in education of the Cook-waiter branch of study.....	11
2 Final examination as a type of finishing of upper secondary education.....	13
2.1 The practical part of a final examination and its assessment criteria.....	14
2.1.1 The practical part of a final examination realized in a foreign language.....	16
1 Introduction to the practical part.....	18
1.1 Definition and classification of the specialized vocabulary according to the semantic groups.....	18
1.1.1 General terminology	21
1.1.2 Fruit.....	23
1.1.3 Vegetables.....	24
1.1.4 Nuts and seeds.....	25
1.1.5 Herbs and spices.....	25
1.1.6 Meat and poultry	26
1.1.7 Fish and seafood.....	27
1.1.8 Food and meals	28
1.1.9 Beverages	30
1.1.10 Taste.....	31
1.1.11 Preparation of a meal	31
1.1.12 Cooking methods	33
1.1.13 Menu and meals of the day	33
1.1.14 Tableware.....	34
1.1.15 Kitchen utensils.....	35
CONCLUSION	38
SOURCES.....	39

INTRODUCTION

Nowadays in a multicultural society foreign languages are an important part of people's lives. Ignorance of foreign languages is unimaginable in today's world. Especially when working in dining services, the ability to be a communicative person and what is more, to be able to speak in a foreign language if necessary remains an inseparable part of work and education in this kind of field. The significance of vocabulary, in particular specialized vocabulary during the study of a foreign language is indisputable.

The students of a vocational school called the School of tourism in České Budějovice are supposed to pass a final examination on their way to finishing their upper secondary education. Before obtaining the apprenticeship certificate they need to pass an examination in a foreign language as well. Most students of the school mentioned above study English language as their first foreign language. Unfortunately except for standard textbooks and workbooks they do not have the use of specialized student's books that is why it is so difficult for them to prepare for this kind of examination.

The following thesis should serve as a teaching tool for English teachers at vocational schools with the specialization Cook-waiter as well as a learning tool for Cook/waiter students who need compact material to get an idea of the specialized vocabulary necessary for passing the final examination in English language.

This thesis is divided into two main sections - theoretical and practical. In the theoretical part vocational schools and the Cook-waiter field of study in general is introduced. The graduate profile and all the requirements necessary to fulfil during the study as well as the accessible occupations are described, too. This part also carries out the representation of the English language and its significance in this area of study. The final examination and its practical part with emphasis on English language and the importance of specialized vocabulary are also discussed.

The practical part brings a list of specialized vocabulary divided into semantic groups for better orientation. The vocabulary is classified according to its meaning and presented in tables. The summarizing table and figure with the representation of all semantic groups is provided to illustrate the results.

I THEORETICAL PART

1 Secondary vocational schools as a part of upper secondary education

According to the document called “The education system of the Czech Republic”, the upper secondary education may be divided into general and vocational education. The participants are mainly 15 – 19 years old.

Three levels of qualification can be acquired:

- 1) a four-year general or a technical educational programme with a school-leaving examination certificate,
- 2) a multi-year general secondary programme also organized with a school-leaving examination certificate,
- 3) a two or three-year vocational programme with an apprenticeship certificate.

A one or two-year secondary programmes (which are supposed to be less demanding) or conservatoires (which provide art education) also exist but they are less common.

Acceptance to a certain type of secondary school depends on the completion of so called compulsory education and on the fulfilment of the admission requirements.

As can be seen above, vocational schools are part of the upper secondary education. Many different types of vocational schools according to the branch of study can be found in the vocational education system of our country. Education of every vocational school aims to develop general key and vocational competences of students in continuation of previous elementary education and according to their field of study, personal abilities and study preconditions. These competences are based on the Framework educational programme which is a legally binding document laid down by the Ministry of Education, Youth and Sports. This document serves as a basis for creation of school educational programmes for the specific use of particular schools. (The education system of the Czech Republic, 2014)

Regarding key competences required by Framework educational programme at this stage and type of education, the following competences should be mentioned: learning competence, problem-solving competence, communication competence, social and personal competence, civic competence and cultural awareness, professional competence, entrepreneurial competence, mathematical competence and competence of

using means of information and communication technology and the ability to work with information. Vocational competences differ according to the type of chosen vocational school. (RVP, 2007)

1.1 Field Cook-waiter

The field of study Cook-waiter is a branch of secondary vocational study which belongs to the Gastronomy, hospitality and tourism field group. This kind of field is organized as a three-year full-time study with both theoretical education and practical training. (NÚOV)

1.1.1 Division of the field Cook-waiter

The branch of studies Cook-waiter and its Framework educational programme are superior to several types of educational programmes such as Cook-waiter for hospitality, Cook-waiter for preparation of meals, separate Cook or separate Waiter/waitress etc. For the purposes of this thesis the field Cook-waiter for hospitality in general will be introduced because all the educational programmes mentioned above directly come out of this branch of study and its Framework educational programme. (NÚOV)

1.1.2 Profile of skills and competences of a Cook-waiter graduate

A graduate of the field Cook-waiter ought to achieve certain skills and general and vocational competences. These competences correspond with the Framework educational programme. However, they may slightly differ especially with regard to the School educational programme. At the School of tourism in České Budějovice, a Cook-waiter graduate should obtain the following competences:

1) General competences:

- behave professionally according to societal norms
- set objectives with respect to own abilities and living conditions
- recognise problems and interpersonal difficulties, try to find solutions
- be able to cooperate and work within a team
- respect the diversity of evaluation and opinions of other people and react accordingly
- esteem freedom and human rights, prefer human and democratic values
- recognise the value of life
- act responsibly and creatively in relation to civil society
- act in compliance with economic and environmental principles
- exhibit a responsible relation to their own health, be capable of relaxing and helping in crisis situations
- think creatively and set up moral and democratic values
- be aware of the labour market mechanisms, adapt to the requirements of the labour market
- demonstrate willingness to participate in lifelong learning and follow trends in the field
- develop personal professional potential for implementing a business plan
- seek and correctly interpret gained information
- communicate adequately and appropriately when using native language in both oral expressions and writing

2) Vocational competences: (joint for both professions)

- master the preparation of standard Czech and international cuisine and technological processes of their preparation;
- check quality of prepared meals, store meals properly and aesthetically present and ship products;
- master both simple and complex technique of service
- apply hygiene requirements in the dining industry;
- have a basic understanding of nutrition of various groups of people, understand the principles of rational nutrition, types of diets and alternative eating habits;

- distinguish the attributes and technological utilization of basic types of foods and beverages;
- compose a menu of foods and beverages according to culinary convention, specific diets, or other requests;
- use and maintain technical and technological devices utilized in dining services;
- master types of sale and sales techniques, use suitable manners of service and inventory
- carry out the purchase of ingredients, foods and other stuff
- carry out the sale of products and services, perform billing;
- calculate the price of products and services;
- be aware of the economic and legal requirements for providing dining services;
- compose offers of products and services based on various criteria;
- use marketing tools to present a company, its services and products, use various means of sales support;
- adhere to established standards and regulations connected with the quality control system implemented in the workplace;
- handle materials, energy, waste, water, and other items economically with respect to the environment;
- adhere to basic legal regulations concerning workplace health and safety, fire prevention and safety and hygienic regulations
- be able to communicate in one foreign language in personal, social and working intercourse
- acquire the principles of social communication
- master administrative correspondence
- use information and communication means for communication
- use a PC, the internet and other adequate sources of information
- have basic legal knowledge
- use knowledge from economic field and be aware of the labour market mechanisms and of the employee-employer relationships,
- be capable of using basic mathematics

- identify common problems in daily situations and exert variable solutions
 - understand the significance of own health and healthy style of living
- (ŠVP, 2009)

After successfully passing the final examination and receiving the apprenticeship certificate, graduates can apply for a job and obtain a suitable occupation in dining services in large, medium-sized or small businesses as a cook, waiter/waitress or it could be preparation for self-employment after acquiring the necessary experience in the field. Graduates may also apply for admission to follow-up study. (ŠVP, 2009)

1.1.3 Representation of the English language in education of the Cook-waiter branch of study

In compliance with the Framework educational programme, the Cook-waiter branch of study prepares students for accessible job positions as a cook or waiter in dining services. Serving foreign customers is expected to be a common part of their work that is why communication skills in a foreign language belong to necessary competences when dealing with guests. They may also apply for a job in the countries of the EU. Vocabulary and communication with customers is a crucial aspect of language education during the studies.

The education in foreign languages builds on knowledge and communication skills which students acquired at elementary school. The education aims to provide the pupils with key competences and knowledge at the level which is required by the Framework educational programme as well as to prepare the pupils for living and working in multicultural society. Foreign language is a fundamental tool to understanding and communicating in their professional, civic as well as personal lives. The most frequent foreign languages to choose from at vocational schools are English and German. English prevails in most cases and it is one of the reasons why this thesis is concerned with the English language.

The educational content of the English subject comes out of a section of the Framework educational programme called Language education and communication. It says, that during the studies students are supposed to acquire the level of language

knowledge and communication skills corresponding to the Level A2+ according to the Common European Framework of Reference for Languages.¹

The education guides students towards:

- participating actively in simple conversations on common topics and using a foreign language to gain information about the world, especially about the country of origin of the language they study,
- the ability to exchange information concerning various topics from general and special fields,
- the skill of expressing thoughts and opinions and mastering the language both orally and in written form,
- the appropriate choice of communication strategies,
- the ability of orientation in foreign language texts including simple specialized texts, using dictionaries and others sources of information based on a foreign language and finally using the information for improving language skills as well as deepening of the general abilities and skills,
- effective study of a foreign language based on knowledge of a mother tongue,
- learning respect and tolerance for the different social and cultural values, traditions and customs of different language communities.

The required vocabulary range reaches approximately 320 lexical items per year. Students should be able to use actively 960 or more lexical units when leaving the school of which at least 20% accounts for special vocabulary and terminology. (RVP, 2007)

At the School of tourism in České Budějovice the number of lessons per week is 2,5 lessons for all grades during the study which is 82,5 lessons per year (the length of a standard lesson is 45 minutes). Theoretical education is organized every second week which means that students have 5 English lessons every second week in the first, second and third grades. (ŠVP, 2009)

¹ A2 basic user “can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He/she can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.” (CEFR)

According to the School educational programme of the School of tourism in České Budějovice, the educational aims are the following:

- listening – understand the general gist both of common and specialized topics if standard language is used,
- reading – understand the texts which consist of vocabulary of everyday life and vocabulary related to his/her work,
- speaking interaction – able to handle situations connected with travelling to a foreign country and to participate in a dialogue concerning the topics from everyday life,
- individual speech – can express his/her experiences, wishes, plans etc.,
- individual written texts – able to write simple sentences concerning topics he/she is familiar with. (ŠVP, 2009)

2. Final examination as a type of finishing of upper secondary education

All upper secondary schools organize examinations at the end of the study. After successfully passing all of the requirements the students are awarded with the final examination certificate and the apprenticeship certificate. The organization and assessment comply with regulations of MŠMT ČR č.47/2005 Sb. and NÚOV Praha. (ŠVP, 2009)

In accordance with the School educational programme of the School of tourism the final examination is comprised of three parts – written, practical and oral examination. The commission which evaluates the students during the examinations is composed of a teacher of practical training, a teacher of vocational subjects, a teacher of a foreign language and a social partner if need be. The following table shows a scheme of the final examination to get an idea how the whole examination looks like and what parts the exam is consisted of.

A scheme of the final examination:

Written exam	Practical exam	Oral exam
Realizing competences from the following subjects: <ul style="list-style-type: none"> • Cooking technology • The art of serving meals and laying table • Foods and nutrition • Economics • Civics 	<ul style="list-style-type: none"> • Individual vocational thesis (incl. one section written in foreign language) • Defence of the thesis (and communication in a foreign language) • Preparing a meal and laying a table • Preparation of a main course with a side dish • Serving customers and other special skills 	<ul style="list-style-type: none"> • Speaking about a randomly selected topic from the subjects cooking technology, the art of serving meals and laying tables and world of work • Speaking about a topic from the subject foods and nutrition

(ŠVP, 2009)

2.1 Practical part of final examination and its assessment criteria

As can be seen in the table above, the practical exam at is a type of complex examination which consists of various parts. The exam itself is very demanding for students not only because of its duration which is three days.

The examination comprises four main tasks:

- preparation of a main course with a side dish
- serving customers
- special skill
- tasks connected with the individual vocational thesis.

Main tasks are then composed of subtasks which are summarized in the following table.

A scheme of the practical examination:

Task	Subtask	Evaluation criteria	Max. points
Preparation of a main course with a side dish	Setting norms of a meal	Independence, correctness	5
	Preparation of a meal	Adherence to the regulations, procedure of preparation, work organization, workplace health and safety etc.	20
	Presentation of a meal	Taste, visual aspect, expedition	5
Serving customers	Serving technique, workplace preparation, inventory usage, communication with customers, adherence to workplace health and safety		15
Special skill	Inventory usage, workplace preparation, adherence to procedures, workplace health and safety, quality of interpretation		10
Carrying out the tasks connected with the individual vocational thesis	Meal preparation and presentation	Adherence to the preparation procedures, taste, quality of interpretation	15
	Laying a table	Menu composition, board decoration and presentation	15
	Defence of the thesis	Unsupported speech, task presentation, explaining of a	7

		procedure	
	Communication in a foreign language	The level and quality of communication in a foreign language	8

The assessment table:

Mark	Achieved points
1	88-100
2	75-87
3	63-74
4	50-62
5	<50

(ŠVP, 2009)

2.1.1 The practical part of final examination realized in a foreign language

The oral exam in a foreign language is a part of the practical exam. This exam is connected with the defence of the individual vocational thesis where one section is devoted to a foreign language and takes approximately 10 to 15 minutes. Students are supposed to prove their achieved level of communication skills. The most frequent foreign languages to choose from are English and German.

When speaking in English language during the final practical examination, the students of the School of tourism in České Budějovice in compliance with the School educational programme should be able to:

- briefly introduce themselves,
- introduce the field and location of their study,

- present the topic and suggested menu from the individual vocational thesis,
- give basic facts about the prepared meal and a description of its preparation and name the main ingredients,
- describe the festive board and basic articles of inventory,
- prove the desired level of communicative abilities in a dialogue with a guest (the teacher is a substitute of a customer),
- respond to the questions of commission members.

The main criteria when evaluating remains both vocational terminology and the level of communicative skills. This is the reason why it is so important to acquire the required amount of vocational vocabulary and terminology in a foreign language during the study. (ŠVP, 2009)

II PRACTICAL PART

1 Introduction to the practical part

This thesis aims to give a list of specialized vocabulary necessary for successfully passing the part of final examination which is realized in English language at the School of tourism in České Budějovice according to the School educational programme.

The vocabulary will be divided into several semantic groups for easy orientation. A summary table and an abstract with statistics and a chart of proportional representation and percentage of the semantic groups will be included.

1.1 Definition and classification of the specialized vocabulary according to the semantic groups

In compliance with Framework educational programme and School educational programme 400 items of specialized vocabulary have been chosen for the purposes of the practical final examination in English language of the Cook/waiter branch of study. It corresponds with the minimal amount of required specialized vocabulary which is at least 20% of the total amount of approximately 960 lexical units during the whole study.

Because of the high number of lexical units in the corpus, a semantic division into 15 semantic groups has been made. The most numerous group with 55 words, which is 14 % of the total amount, is Food and meals semantic group. The second largest group is General terminology which consists of 50 lexical units and represents 12 % of the total corpus. Comparable to the previous group in regard to the number of items (which is 49) is the Kitchen utensils semantic group which is 12 % of the total number. The groups Preparation of a meal and Vegetables both consist of 33 items which represents 8 %. There are 29 lexical units in the group referred to as Fruit (7 %). 26 lexical units belong to the group related to Herbs and spices which is approximately 6 %. 22 items can be found in the group Menu and meals of the day as well as in the Fish and seafood semantic group, the percentage of the corpus is also 6 %. The group Tableware contains 18 items and represents 5 %. The groups Beverages (16 lexical

units) and Meat and poultry (16 lexical units) both take up 4 % of the corpus. Both Nuts and Seeds and Cooking methods groups contain 12 items which is 3 %. 2 % remains for the group Taste which is the least numerous semantic group with its 7 lexical units.

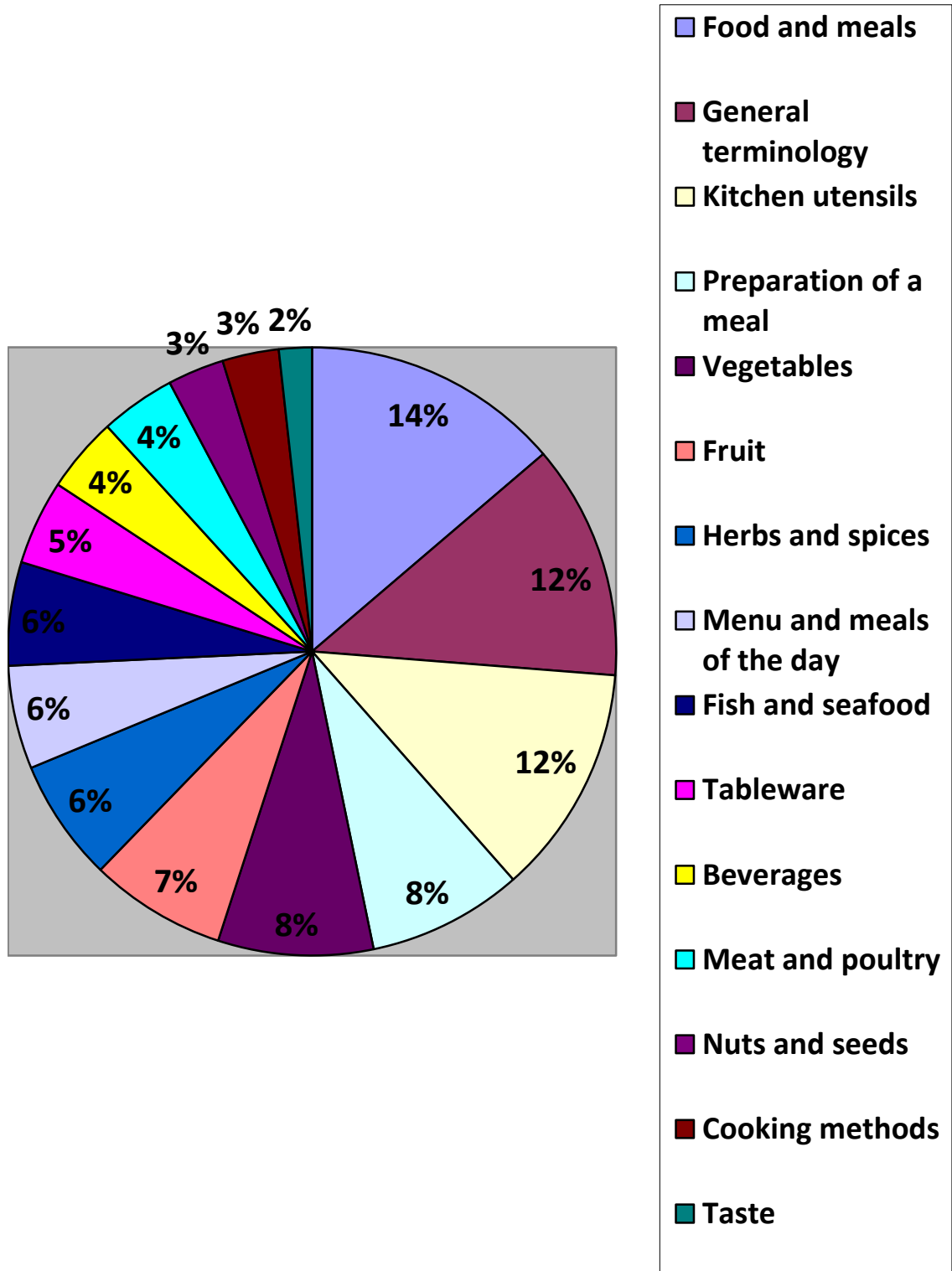
The following table shows the number of lexical units of each of the 15 semantic groups, the chart provides proportional representation and percentage of the semantic groups.

The semantic groups will then be presented in order with respect to the thematic continuity. Each semantic group will be presented in a table of proper vocabulary with a semantic relation to the certain field which will be expressed by the name of the semantic group.

The number of lexical units of each of the semantic groups

Semantic groups	Number of lexical units
Food and meals	55
General terminology	50
Kitchen utensils	49
Preparation of a meal	33
Vegetables	33
Fruit	29
Herbs and spices	26
Menu and meals of the day	22
Fish and seafood	22
Tableware	18
Beverages	16
Meat and poultry	16
Nuts and seeds	12
Cooking methods	12
Taste	7
TOTAL	400

The proportional representation and percentage of the semantic groups



1.1.1 General terminology

1. bartender	barman
2. barmaid	barmanka
3. waiter	číšník
4. waitress	číšnice
5. headwaiter	vrchní
6. cook	kuchař
7. chef	šéfkuchař
8. guest	host
9. customer	zákazník
10. cuisine	kuchyně
11. dish/meal	pokrm
12. icing	poleva
13. filling	náplň
14. dough	těsto
15. delicious	vynikající
16. raw	syrový
17. flavour	příchuť
18. prepare	připravit
19. rare	krvavý, nepropečený
20. medium	středně propečený
21. well-done	dobře propečený
22. temperature	teplota
23. eating habit	stravovací návyk
24. reservation	rezervace

25. book a table	zarezervovat stůl
26. lay/set (the table)	prostřít
27. clean/clear	uklidit
28. serve	podávat (jídlo)
29. recommend	doporučit
30. offer	nabídnout
31. order	objednat
32. eat	jíst
33. drink	pít
34. wish	přát si
35. choose	vybrat
36. prefer	preferovat
37. hungry	hladový
38. thirsty	žíznivý
39. pay	platit
40. bill	účet
41. by card	kartou
42. in cash	hotově
43. give the change	vrátit nazpět
44. tip	spropitné
45. cash desk	pokladna
46. complain	stěžovat si
47. apologize/excuse	omluvit se
48. not at all	není zač
49. a moment, please	malé strpení, prosím
50. never mind	nevadí

1.1.2 Fruit

1. apple	jablko
2. pear	hruška
3. lemon	citron
4. orange	pomeranč
5. grapefruit	grapefruit
6. lime	limetka
7. mandarin/tangerine	mandarinka
8. apricot	meruňka
9. peach	broskev
10. nectarine	nektarinka
11. banana	banán
12. pineapple	ananas
13. kiwi	kiwi
14. plum	švestka
15. cherry	třešeň, višeň
16. strawberry	jahoda
17. raspberry	malina
18. blueberry	borůvka
19. blackberry	ostružina
20. black/red currant	černý/červený rybíz
21. cranberry	brusinka
22. gooseberry	angrešt
23. grapes	hroznové víno
24. olives	olivy
25. mango	mango
26. avocado	avokádo
27. lychee	ličí
28. pomegranate	granátové jablko
29. melon	meloun

1.1.3 Vegetables

1. tomato	rajče
2. potato	brambora
3. cucumber	okurka salátová
4. pepper	paprika
5. onion	cibule
6. garlic	česnek
7. carrot	mrkev
8. celery	celer
9. parsley	petržel
10. radish	ředkvička
11. peas	hrášek
12. beans	fazole
13. lentils	čočka
14. spinach	špenát
15. leek	pórek
16. cauliflower	květák
17. kohlrabi	kedluben
18. broccoli	brokolice
19. lettuce	salát
20. cabbage	zelí
21. beetroot	červená řepa
22. dill	kopr
23. horseradish	křen
24. Brussels sprouts	růžičková kapusta
25. savoy	kapusta
26. zucchini	cuketa
27. eggplant	lilek
28. corn	kukuřice
29. asparagus	chřest
30. ginger	zázvor

31. parsnip	pastiňák
32. pumpkin	dýňě
33. mushrooms	houby

1.1.4 Nuts and seeds

1. walnut	vlašský ořech
2. hazelnut	lískový ořech
3. peanut	burský ořech
4. pistachio	pistácie
5. coconut	kokosový ořech
6. almond	mandle
7. cashew	kešu ořech
8. pecan nut	pekanový ořech
9. sunflower seed	slunečnicové semínko
10. pumpkin seed	dýňové semínko
11. sesame seed	sezamové semínko
12. chestnut	jedlý kaštan

1.1.5 Herbs and spices

1. parsley	petržel
2. chives	pažitka
3. basil	bazalka
4. wild rocket	rukola
5. marjoram	majoránka
6. oregano	oregano
7. thyme	tymián
8. rosemary	rozmarýn
9. mint	máta

10. allspice	nové koření
11. bay leaf	bobkové koření
12. pepper	pepř
13. cinnamon	skořice
14. saffron	šafrán
15. curry	kari
16. pepper (red, sweet)	paprika (pálivá, sladká)
17. caraway	kmín
18. ginger	zázvor
19. chilli pepper	chilli paprička
20. pepperoni	feferonka
21. cloves	hřebíček
22. nutmeg	muškátový oříšek
23. fennel	fenykl
24. curcuma	kurkuma
25. coriander	koriandr
26. vanilla	vanilka

1.1.6 Meat and poultry

1. beef	hovězí
2. pork	vepřové
3. veal	telecí
4. lamb	jehněčí
5. mutton	skopové
6. venison	srnčí, zvěřina

7. meat of wild boar	kančí
8. chicken	kuřecí
9. turkey	krůtí, krocan
10. hen	slepice
11. rooster	kohout
12. duck	kachna
13. goose	husa
14. pheasant	bažant
15. rabbit	králík
16. hare	zajíc

1.1.7 Fish and seafood

1. carp	kapr
2. pike-perch	candát
3. trout	pstruh
4. sheatfish	sumec
5. pike	štika
6. salmon	losos
7. eel	úhoř
8. cod	treska
9. swordfish	mečoun
10. herring	sleď
11. tuna	tuňák
12. shark	žralok
13. sardines	sardinky

14. shrimp	garnát
15. prawn, scampi	kreveta
16. mussels	slávky
17. oyster	ústřice
18. octopus	chobotnice
19. lobster	humr
20. anchovy	ančovička
21. mackerel	makrela
22. crab	krab

1.1.8 Food and meals

1. flour	mouka
2. sugar	cukr
3. salt	sůl
4. vinegar	ocet
5. mustard	hořčice
6. ketchup	kečup
7. mayonnaise	majonéza
8. tartar sauce	tatarská omáčka
9. oil (olive, vegetable, sunflower)	olej (olivový, rostlinný, slunečnicový)
10. fat	tuk
11. dairy products	mléčné výrobky
12. butter	máslo
13. cheese	sýr
14. cream (whipped cream)	smetana (šlehačka)

15. yoghurt	jogurt
16. cream/cottage cheese	tvaroh
17. honey	med
18. egg	vejce
19. pasta	těstoviny
20. noodles	nudle
21. spaghetti	špagety
22. rice	rýže
23. baking powder	prášek do pečiva
24. yeast	droždí
25. pastry	pečivo
26. bread	chléb
27. roll	rohlík
28. bun	houska
29. baguette	bageta
30. sausage	párek, klobása
31. ham	šunka
32. salami	salám
33. bacon	slanina
34. pate	paštika
35. breadcrumbs	strouhanka
36. bouillon	bujón
37. chips/pommes frites/French fries	hranolky
38. broth	vývar
39. biscuits	sušenky
40. ice-cream	zmrzlina

41. dumpling	knedlík
42. sandwich	sendvič
43. hamburger	hamburger
44. porridge	ovesná kaše
45. jam	džem
46. pie	koláč
47. cake	dort
48. paste	pomazánka
49. sauce	omáčka
50. cereals	obilná směs
51. omelette	omeleta
52. pancake	palačinka
53. potato cake	bramborová placka
54. sauerkraut	kysané zelé
55. pickles	nakládaná zelenina

1.1.9 Beverages

1. water (sparkling/fizzy; still)	voda (perlivá; neperlivá)
2. juice	džus
3. coffee	káva
4. tea	čaj
5. milk	mléko
6. hot chocolate	horká čokoláda
7. cocoa	kakao
8. soft drink	limonáda

9. wine	víno
10. beer	pivo
11. cocktail	koktejl
12. liquor, spirits	tvrdý alkohol
13. champagne	šampaňské
14. liqueur	likér
15. aperitif	aperitiv
16. digestive	digestiv

1.1.10 Taste

1. salty	slaný
2. sweet	sladký
3. bitter	hořký
4. sour	kyselý
5. mild	jemný
6. hot	pálivý
7. tasteless	bez chuti

1.1.11 Preparation of a meal

1. cut	krájet
2. slice	krájet na plátky
3. dice	krájet na kostičky
4. chop	nasekat
5. carve	naporcovat

6. grate	strouhat
7. knead	hnětat
8. strain	přecedit
9. grease	vymazat
10. leaven	nakynout
11. mash	šňouchat
12. squeeze	vymačkat
13. mix	promíchat
14. stir	míchat
15. add	přidat
16. mince/grind	mlít maso/mlít kávu
17. peel	oloupat, okrájet
18. whisk	šlehat
19. spice	kořenit
20. season	ochutit
21. roll out	rozválet
22. rise	kynout
23. melt	rozpustit
24. stuff/fill	nadívat, naplnit
25. sprinkle	posypat
26. spread	namazat, rozprostřít
27. decorate	nazdobit
28. freeze	mrazit
29. cool	chladit
30. reheat	ohřát
31. pour	nalít

32. coat	obalit
33. remove	vyndat

1.1.12 Cooking methods

1. boil, cook	vařit
2. simmer	pozvolna vařit
3. fry	smažit
4. deep fry	fritovat
5. grill/broil	grilovat
6. stew	dušit
7. bake, roast	péct
8. sauté	zprudka orestovat
9. oven-bake	zapékat
10. steam	vařit v páře
11. flambé	flambovat
12. scramble	míchat a smažit vejce

1.1.13 Menu and meals of the day

1. cold starter (appetizer)	studený předkrm
2. soup	polévka
3. warm starter (appetizer)	teplý předkrm
4. main dish	hlavní jídlo
5. ready meals	hotová jídla
6. fast dishes	minutky

7. vegetarian dishes	vegetariánská jídla
8. vegan dishes	veganská jídla
9. dietary dishes	dietní jídla
10. specialities	speciality
11. salads	saláty
12. dressing	zálivka
13. garnish	obloha
14. side dish	příloha
15. dessert	dezert
16. sweet dish	moučník
17. beverage	nápoj
18. breakfast	snídaně
19. snack	svačina
20. lunch	oběd
21. dinner	večeře
22. supper	pozdní večeře

1.1.14 Tableware

1. wine (juice) glass	sklenička na víno/džus
2. plate (soup/dessert plate)	talíř (polévkový/dezertní, moučníkový)
3. cutlery	příbor
4. fork (dessert/fish fork)	vidlička (dezertní/z rybího příboru)
5. knife (dessert/fish knife)	nůž (dezertní/z rybího příboru)
6. spoon (dessert spoon)	lžice (na dezert)
7. tablespoon	polévková lžice

8. teaspoon	čajová lžička
9. cup	šálek
10. saucer	podšálek
11. mat	prostírání
12. napkin	ubrousek
13. tablecloth	ubrus
14. salt castor	slánka
15. pepper pot	pepřenka
16. sugar basin	cukřenka
17. toothpick	párátka
18. decoration	výzdoba

1.1.15 Kitchen utensils

1. frying pan	pánev na smažení
2. pot	hrnec
3. lid	poklička
4. casserole/saucepan	kastrol, rendlík
5. dish/bowl	mísa
6. bottle	láhev
7. jar	sklenice (na zavařování atd.)
8. mug	hrnek
9. sauce ladle	naběračka
10. twirling stick	kvedlačka
11. wooden spoon	měchačka
12. chopping board	kuchyňské prkénko

13. chopping knife	sekáček na maso
14. mincer	mlýnek na maso
15. scissors	nůžky
16. grater	struhadlo
17. peeler	škrabka
18. garlic press	lis na česnek
19. lemon squeezer	lis na citrón
20. brush	peroutka
21. sieve	sítko
22. scales	váha
23. rolling pin	váleček na těsto
24. whisk	metla
25. mixer	šlehač
26. blender	mixér
27. kettle	konvice na vaření vody
28. slicer	kráječ
29. strainer	cedník
30. skewer	jehla
31. tea cloth	utěrka
32. food processor	kuchyňský robot
33. toaster	opékač topinek
34. oven (microwave oven)	trouba (mikrovlná trouba)
35. cooker (gas cooker)	vaříč (plynový vaříč)
36. stove	kamna, sporák
37. heated cabinet	konvektomat
38. refrigerator	lednice

39. freezer	mraznička
40. dishwasher	myčka
41. sink	dřez
42. teapot	konvice na čaj
43. jug	džbán
44. mallet	palička na maso
45. opener	otvírák
46. corkscrew	vývrtka
47. coffeemaker	kávovar
48. tin/can	plechovka
49. waste bin	odpadkový koš

CONCLUSION

Dining and hospitality is one of the fields where the knowledge of at least one foreign language is a significant precondition of a good employee. Meeting and communicating in a foreign language is an important part of everyday life of people working in this field.

The main purpose of this thesis was to define and classify the specialized vocabulary necessary for successfully passing the practical final examination in English language of Cook-waiter field of study at the School of tourism in České Budějovice.

400 items of the intended vocabulary chosen according to the requirements of the Framework and School educational programmes were divided into 15 semantic groups for easier orientation. Each of the semantic groups with its related vocabulary was presented in a table. The classification includes these semantic groups (arranged according to the number of lexical units): Food and meals, General terminology, Kitchen utensils, Preparation of a meal, Vegetables, Fruit, Herbs and spices, Menu and meals of the day, Fish and seafood, Tableware, Beverages, Meat and poultry, Nuts and seeds, Cooking methods and Taste.

The material could serve as a basic didactic tool for English teachers and creation of various worksheets for practising required specialized vocabulary. It also could help students as a learning tool to summarize all vocabulary which is necessary to acquire during the study because there is no special textbook available for the students of the School of tourism in České Budějovice which would clearly summarize the required vocabulary.

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