

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет  
економіки і торгівлі  
імені Михайла Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

**Г. М. Удовіченко**  
**С. А. Остапенко**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ ДИСЦИПЛІНИ**  
**ІНОЗЕМНА МОВА (ПОГЛИБЛЕНИЙ КУРС)**

Ступінь: магістр

Кривий Ріг  
2023

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Затверджено на засіданні  
кафедри іноземної філології,  
українознавства та соціально-  
правових дисциплін  
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**У 31**

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**Остапенко, С. А.**

**У 31** Методичні рекомендації з вивчення дисципліни «Іноземна мова (поглиблений курс)», ступінь магістр. Кривий Ріг: ДонНУЕТ, 2023. 194 с.

Методичні рекомендації призначено для здобувачів ВО спеціальності 181 «Харчові технології» другого рівня вищої освіти.

Запропонована методична розробка містить вправи за темами, передбаченими програмою дисципліни, та має за мету сприяти розвитку лексичних навичок, навичок аналізу текстів та комунікативній діяльності студентів.

Автори ставлять за мету комплексний розвиток вмінь та навичок студентів, пов'язаних з практичним використанням мови у фаховій діяльності.

Методичні рекомендації відповідають сучасним методичним вимогам до навчальної літератури.

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університет економіки і торгівлі  
Імені Михайла Туган-Барановського,  
2023

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## ВСТУП / INTRODUCTION

«Іноземна мова (поглиблений курс)» є навчальною дисципліною, що забезпечує підготовку студентів ступеня «магістр».

**Мета курсу** - формування необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; ведення бесіди з професійної тематики, ділового листування та роботи з документацією.

**Завданнями дисципліни** «Іноземна мова (поглиблений курс)» є:

- набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами;
- одержування новітньої фахової інформації через іноземні джерела;
- формування необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах;
- користування усним монологічним та діалогічним мовленням у межах професійної тематики на рівні B2 (незалежний користувач);
- навчання підготовці до участі у наукових конференціях, семінарах, дебатах тощо;
- ознайомлення з особливостями оформлення найбільш вживаних паперів.

У результаті вивчення навчальної дисципліни студент повинен

**знати:**

- основну фахову термінологію;
- основну загальну лексику (мовні штампи, кліше);
- основні граматичні явища;
- різноманітні стратегії, щоб досягти розуміння, у тому числі слухання з розумінням основного змісту;
- особливості підготовки та проведення презентації ділової та фахової інформації;
- найважливіші відмінності між звичаями, звичками, правилами етикету, цінностями та ідеалами, характерними для спільноти, мова якої вивчається, і власного народу;

**вміти:**

- сприймати монологічну та діалогічну мову на слух;
- брати участь у бесіді, перемовинах;
- виступати з повідомленнями з питань, пов'язаних зі спеціальністю та суспільно-політичною тематикою;
- висловлювати свої думки;

- виражати різні ступені емоційного стану і підкреслювати особистісне значення подій та вражень;
- приймати участь у взаємообміні інформацією у професійному оточенні;
- читати з повним та точним розумінням змісту в межах професійної тематики, яку передбачає програма;
- узагальнити широкий спектр фактичних і фахових текстів, коментуючи їх та обговорюючи протилежні точки зору і головні теми;
- передавати в усній та письмовій формах здобуту при читанні інформацію рідною та іноземною мовами.

Дані методичні рекомендації мають за мету набуття студентами навичок читати та перекладати тексти з професійної тематики, спілкуватися іноземною мовою на побутові та професійні теми в межах вивченої лексики та граматики, писати офіційні листи, складати резюме іноземною мовою дотримуючись правил орфографії та граматики.

Методичні рекомендації складаються з чотирьох розділів, кожен з яких містить вправи на розвиток усіх видів мовленнєвої діяльності: аудіювання, читання, говоріння та писемного мовлення, виконання яких сприяє розвитку комунікативної компетенції студентів третього рівня вивчення іноземної мови.

**ЧАСТИНА 1.  
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.  
GENERAL STUDY GUIDE**

## 1. Опис дисципліни

| Найменування показників  | Характеристика дисципліни  |
|--|--|
| Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна | <b>Обов'язкова для ЗВО спеціальності 181 Харчові технології»</b> |
| Семестр (осінній / весняний)   | <b>весняний</b>  |
| Кількість кредитів   | <b>5</b>   |
| Загальна кількість годин   | <b>150</b>   |
| Кількість змістових модулів  | <b>2</b>   |
| Лекції, годин  | -  |
| Практичні / семінарські, годин   | <b>72</b>  |
| Лабораторні, годин   | -  |
| Самостійна робота, годин   | <b>78</b>  |
| Тижневих годин для денної форми навчання:  |  |
| аудиторних   | <b>4,5</b>   |
| самостійної роботи студента  | <b>5</b>   |
| Вид контролю   | <b>залік</b>   |

## 2. Програма дисципліни

**Мета** – формування необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; ведення бесіди з професійної тематики, ділового листування та роботи з комерційною документацією.

**Завдання:** набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами;

одержування новітньої фахової інформації через іноземні джерела;

формування необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах;

користування усним монологічним та діалогічним мовленням у межах професійної тематики на рівні B2 (незалежний користувач);

навчання підготовці до участі у наукових конференціях, семінарах, дебатах тощо;

ознайомлення з особливостями оформлення найбільш вживаних паперів.

**Предмет:** іноземна (англійська) мова.

**Зміст дисципліни розкривається в темах:**

Тема 1. Харчування та його джерела

Тема 2. Харчові технології

Тема 3. Харчова індустрія



## Тема 4. Вступ до сфери ресторанного господарства

### 3. Структура дисципліни

| Назви змістових модулів і тем                    | Кількість годин |              |           |     |           |
|--|-----------------|--------------|-----------|-----|-----------|
|  | усього          | У тому числі |           |     |           |
|  |                 | л            | п/с       | лаб | срс       |
| 1  | 2               | 3            | 4         | 5   | 6         |
| <b>Змістовий модуль 1: Харчові технології</b>    |                 |              |           |     |           |
| Тема 1. Харчування та його джерела               | 44              |              | 34        |     | 10        |
| Тема 2. Харчові технології                       | 31              |              | 20        |     | 11        |
| <b>Разом за змістовим модулем 1</b>              | <b>75</b>       |              | <b>54</b> |     | <b>21</b> |
| <b>Змістовий модуль 2: Харчова індустрія</b>     |                 |              |           |     |           |
| Тема 3. Харчова індустрія                        | 39              |              | 14        |     | 25        |
| Тема 4. Вступ до сфери ресторанного господарства | 36              |              | 4         |     | 32        |
| <b>Разом за змістовим модулем 2</b>              | <b>75</b>       |              | <b>18</b> |     | <b>57</b> |
| <b>Усього годин</b>                              | <b>150</b>      |              | <b>72</b> |     | <b>78</b> |

### 4. Теми семінарських/практичних/лабораторних занять

| № з/п | Вид та тема заняття  | Кількість годин |
|-------|--|-----------------|
| 1     | Практичне заняття<br>Харчування та його джерела. Active Voice. Present Tenses.     | 4               |
| 2     | Практичне заняття<br>Здорове дієтичне харчування. Active Voice. Present Tenses     | 2               |
| 3     | Практичне заняття<br>Збалансований раціон харчування. Active Voice. Past Tenses.   | 4               |
| 4     | Практичне заняття<br>Основні джерела харчування. Active Voice. Present Tenses.     | 2               |
| 5     | Практичне заняття<br>Склад харчових продуктів. Active Voice. Future Tenses.        | 2               |
| 6     | Практичне заняття<br>Вітаміни, мінерали та вода. Passive Tenses.                   | 2               |
| 7     | Практичне заняття<br>М'ясні продукти та яйця. Риба та морепродукти Passive Tenses. | 2               |
| 8     | Практичне заняття<br>Фрукти та овочі. Passive Tenses.                              | 2               |
| 9     | Практичне заняття<br>Діловодство. Passive Tenses.                                  | 4               |
| 10    | Практичне заняття<br>Резюме. Modal Verbs. Can.                                     | 4               |
| 11    | Практичне заняття<br>Молочні продукти. Modal Verbs. May.                           | 2               |
| 12    | Практичне заняття<br>Крупи та зернові продукти. Modal Verbs. Must.                 | 2               |

|               |  |           |
|---------------|--|-----------|
| 13            | Практичне заняття<br>Напої та легкі закуски. Modal Verbs. Should.  | 2         |
| 14            | Практичне заняття<br>Оптимізація промислової переробки харчових продуктів. Modal Verbs.                  | 4         |
| 15            | Практичне заняття<br>Приготування та виробництво продуктів харчування. Participle I.                     | 2         |
| 16            | Практичне заняття<br>Консервація продуктів харчування. Participle II.                                    | 2         |
| 17            | Практичне заняття<br>Консервування молока та молочних продуктів. Objective Participle Construction..     | 2         |
| 18            | Практичне заняття<br>Консервування м'яса та риби.  | 4         |
| 19            | Практичне заняття<br>Консервація овочів та фруктів. Subjective Participle Construction.                  | 2         |
| 20            | Практичне заняття<br>Хлібопечення та зберігання хлібобулочних виробів. Absolute Participle Construction. | 4         |
| 21            | Практичне заняття<br>Харчова індустрія Subjective Infinitive Construction.                               | 2         |
| 22            | Практичне заняття<br>Короткий огляд розвитку харчового інжинірингу. Gerund.                              | 4         |
| 23            | Практичне заняття<br>Поточні умови та аспекти харчової промисловості. Gerundial Constructions.           | 4         |
| 24            | Практичне заняття<br>Майбутнє харчової промисловості. Gerundial Constructions                            | 4         |
| 25            | Практичне заняття<br>Вступ до ресторанного бізнесу. Infinitive   | 2         |
| 26            | Практичне заняття<br>Різновиди закладів ресторанного господарства. Objective Infinitive Construction     | 2         |
| <b>Всього</b> |  | <b>72</b> |

## 5. Розподіл балів, які отримують студенти

### Вид контролю: залік

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються впродовж семестру (100 балів).

### Оцінювання студентів протягом семестру (очна форма навчання)

| № теми<br>практич-<br>ного<br>заняття | Аудиторна робота         |                                   |   |                                |     | Позааудитор-<br>на робота                 | Сума балів |
|---------------------------------------|--------------------------|-----------------------------------|---|--------------------------------|-----|---|------------|
|                                       | Тестові<br>завдан-<br>ня | Ситуаційні<br>завдання,<br>задачі | Виконання<br>практичних<br>завдань теми | Індиві-<br>дуальне<br>завдання | ПМК | Завдання для<br>самостійного<br>виконання |            |
| Змістовий модуль 1                    |                          |                                   |   |                                |     |   |            |

|                                |   |   |     |    |    |     |            |
|--------------------------------|---|---|-----|----|----|-----|------------|
| Тема 1.1                       |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 1.2                       |   |   | 0,5 |    |    |     | 0,5        |
| Тема 2                         |   |   | 0,5 |    |    |     | 0,5        |
| Тема 3.1                       |   | 1 | 1   |    |    | 0,5 | 2,5        |
| Тема 3.2                       |   |   | 1   |    |    |     | 1          |
| Тема 4                         |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 5.                        |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 6.                        |   | 1 | 1   |    |    | 0,5 | 2,5        |
| Тема 7.1                       |   |   | 2   |    |    | 0,5 | 2,5        |
| Тема 8                         |   |   |     | 4  |    | 0,5 | 4,5        |
| Тема 9.1                       | 2 |   | 1   |    |    | 0,5 | 3,5        |
| Тема 9.2                       |   |   | 1   |    |    |     | 1          |
| Тема 10.1                      |   | 1 | 1   |    |    | 0,5 | 2,5        |
| Тема 10.2                      |   |   | 1   |    |    |     | 1          |
| Тема 11                        |   |   | 2   |    |    | 0,5 | 2,5        |
| Тема 12                        |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 13                        |   |   |     | 4  |    | 0,5 | 4,5        |
| Тема 14.1                      | 2 | 1 | 1   |    |    |     | 4          |
| Тема 14.2                      |   |   | 1   |    |    |     | 1          |
| Тема 15.                       |   |   | 1   |    |    |     | 1          |
| Тема 16.                       |   | 1 | 2   |    |    | 0,5 | 3,5        |
| Тема 17.                       |   |   | 2   |    |    | 0,5 | 2,5        |
| Тема 18.1                      |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 18.2                      |   |   | 0,5 | 5  |    |     | 5,5        |
| Тема 19                        |   | 1 | 0,5 |    |    | 0,5 | 2          |
| Тема 20.1                      | 2 |   | 0,5 |    |    |     | 2,5        |
| Тема 20.2                      |   |   | 0,5 |    |    |     | 0,5        |
| Разом<br>змістовий<br>модуль 1 | 6 | 6 | 26  | 13 | 10 | 8   | 69         |
| Змістовий модуль 2             |   |   |     |    |    |     |            |
| Тема 21                        |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 22.1                      |   |   | 1   |    |    | 0,5 | 1,5        |
| Тема 22.2                      | 2 | 1 |     |    |    |     | 3          |
| Тема 23.1                      | 1 |   | 0,5 |    |    |     | 1,5        |
| Тема 23.1                      |   |   | 0,5 |    |    |     | 0,5        |
| Тема 24.1                      | 1 |   | 1   |    |    | 0,5 | 2,5        |
| Тема 24.2                      |   | 1 | 1   |    |    |     | 2          |
| Тема 25                        |   |   | 1   | 5  |    |     | 6          |
| Тема 26                        |   |   | 2   |    |    | 0,5 | 2,5        |
| Разом<br>змістовий<br>модуль 2 | 4 | 2 | 8   | 5  | 10 | 2   | 31         |
| <b>Разом</b>                   |   |   |     |    |    |     | <b>100</b> |

**Оцінювання студентів протягом семестру  
(заочна форма навчання)**

|   |                          |                    |                          |              |
|---|--------------------------|--------------------|--------------------------|--------------|
| Поточне тестування та самостійна робота |                          |                    |                          | Сума в балах |
| Змістовий модуль 1                      | Індивідуальне завдання 1 | Змістовий модуль 2 | Індивідуальне завдання 2 | 100          |
| 35                                      | 15                       | 35                 | 15                       |              |

**Загальне оцінювання результатів вивчення навчальної дисципліни**

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами виконання завдань практичного спрямування, а також за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

| <b>Оцінка</b>           |                   |                          |
|-------------------------|-------------------|--------------------------|
| <b>100-бальна шкала</b> | <b>Шкала ЄКТС</b> | <b>Національна шкала</b> |
| 90-100                  | A                 | 5, «відмінно»            |
| 80-89                   | B                 | 4, «добре»               |
| 75-79                   | C                 |                          |
| 70-74                   | D                 | 3, «задовільно»          |
| 60-69                   | E                 |                          |
| 35-59                   | FX                | 2, «незадовільно»        |
| 0-34                    | F                 |                          |

**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## CONTENT MODULE 1. FOOD TECHNOLOGIES

### UNIT 1. FOOD AND ITS SOURCES



#### 1. Read the text translate it.

«All living things need food to sustain life. Plants can make their own food from soil, water, and sunshine. Animals eat either other animals or plants. Human beings eat all kinds of different foods from animal and plant sources, depending on what is available where they live and sometimes, too, on the restrictions of religious customs. Food supplies nutrients, the substances needed by the body for life and growth. They are proteins, fats, carbohydrates, vitamins, minerals, and water. A healthy balanced diet must consist of all six. In prehistoric times people ate what they could find by hunting and gathering wild plants. Later they learned to keep animals and grow cereals and vegetables. Settled communities then became established. The plants that were cultivated were the plants that grew naturally in any particular climate.

Nutrition is the process by which plants and animals take in and use food. Food is needed to keep the body running smoothly. It provides energy for work and play, for breathing, and for the heart's beating. The building material for muscles, bones, and blood comes from food. You cannot have a healthy body without healthy eating and drinking. Not enough of some foods, or too much of others, can lead to illness. Experts on nutrition are called nutritionists. The food and drink you take in are called your diet. (This word is sometimes used in another way, to mean eating less food than normal in order to lose weight, as in "going on a diet".) A person's diet is so important because growth and health depend on it. Dieticians are people with knowledge of special diets (dietetics), such as those used for sick people in hospital. We should never forget that across the world 40 million people die each year from starvation and the diseases it brings. Fifteen million of them are babies and young children. For the millions more who suffer from malnutrition (not enough of the right foods), healthy eating is out of the question. It is hard enough just to stay alive».<sup>1</sup>

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<sup>1</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.

The body needs many different nutrients. «These are various substances necessary to provide energy and the materials for growth, body-building, and body maintenance. Every day millions of cells in the body die and must be replaced by new ones. Not all foods contain all nutrients. So it is not just the quantity of food eaten that is important, but also the variety. People who have enough food available may still become ill because they are eating too much of one kind of food and not enough of another. To stay healthy, we need to eat a balanced diet. This means a diet containing the right proportions of the main nutrients: carbohydrates, proteins, fats, fiber, minerals, vitamins, and fluids. Many foods are a mixture of these basic nutrients. A balanced diet also contains enough energy (in the form of food) to power the chemical reactions of living.

Some people worry that a vegetarian diet will be short of protein, but this is not the case. Plenty of protein can be obtained from the great variety of nuts, seeds, pulses, cereals, and soy products (such as tofu) which are now widely available, and from eggs and milk products. It was once thought that plant proteins were inferior to animal proteins, being deficient in some amino acids. It is now known that a mixture of plant proteins complement one another. For example, a shortage of an amino acid in one plant food, such as pulses, is counterbalanced by an excess of that amino acid in a different plant food, such as a cereal. Protein combinations such as beans on toast, rice and lentils, bean stew with pot barley, oats and nuts (as in muesli), provide very high quality protein. All other nutrients are present in adequate quantities in the lactovegetarian diet. If dairy products are not eaten, a supplement of vitamin B12 becomes essential. Many vegetarian foods are fortified with this vitamin (yeast extracts, some soy milks, some breakfast cereals, and so on). Vegetarians obtain iron from dried fruit, leafy green vegetables, wholemeal flour, pulses, oats, nuts, and brown rice. They obtain calcium from cheese, nuts, sesame seeds, leafy green vegetables, and soy. Vegetarians have been responsible for the invention of foods such as peanut butter; cornflakes, muesli, and high-protein vegetable foods made to taste like meat.

## **2. Give Ukrainian equivalents for the following words.**

to sustain life, restriction, supply, nutrients, proteins, fats, carbohydrates, vitamins, minerals, consist of, cereals, nutrition, take in, to keep the body running smoothly, muscles, bones, blood, illness, starvation, substance, to provide, body maintenance, replace, fiber, minerals, vitamins, fluids, chemical reaction, inferior, deficient, mixture, complement, counterbalance, excess, supplement, essential.

## **3. Translate the sentences into English using the words you learned.**

1) Амінокислоти - органічні сполуки, в молекулі яких одно-часно містяться карбоксильні та амінні групи. 2) У добовому раціоні людини і тварин переважають вуглеводи. 3) Хлібні зер-нові культури вирощують на всіх континентах нашої планети. 4) Соя один з найбагатших білком рослинних продуктів харчу-вання. 5) Голодування стан організму, зумовлений недостатнім надходженням речовин, необхідних для підтримання гомеостазу»<sup>2</sup> 6) Концентрація вітамінів у тканин і добова потреба в них невеликі, однак за

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<sup>2</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.

недостатнього надходження вітамінів в організм наступають характерні і небезпечні наслідки. 7) Уразі недоїдання спостерігається дефіцит енергетичної цінності їжі (кількості калорій), також людині може не вистачати білків, вітамінів, мікроелементів. 8) Дієти різних культур можуть мати істотні відмінності і містити або не містити конкретні продукти харчування. 9) Молочні продукти харчування, виготовлені з молока (зазвичай коров'ячого, козячого). 10) Деякі поживні речовини здійснюють безліч функцій в організмі. Наприклад, вода і мінеральні речовини регулюють різноманітні функції, однак не є джерелами енергії.

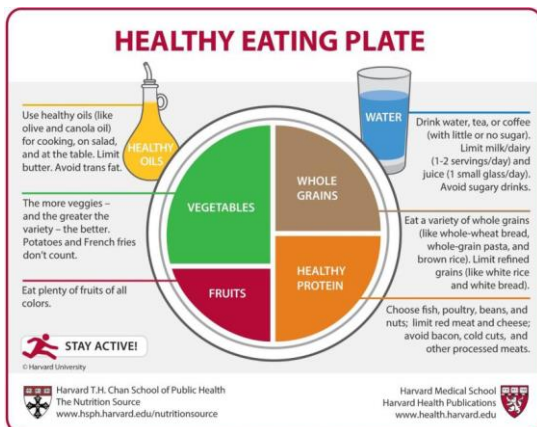
#### 4. Are the following statements true or false? Correct the false ones.

- 1). Human beings eat all kinds of different foods from animal and plant sources.
- 2). In prehistoric times people ate what they could find in the shop.
- 3). Nutrition is the process 'by which plants and animals take in and use food.
- 4). The building material for muscles, bones, and blood comes from fluid.
- 5). Experts on nutrition are called dieticians.
- 6). Every day millions of cells in the body die and must be replaced by new ones.
- 7). People who have enough food available may still become ill because they are eating too much different kind of food.
- 8). Plenty of protein can be obtained from the meat.
- 9). If dairy products are not eaten, a supplement of vitamin B12 becomes essential.
- 10). Vegetarians have been responsible for the invention of foods such as milk, sugar, butter

#### 5. Make a special diet for 3 types of people. Work out from the checklist the things you can and you can't eat. Take care about all necessary vitamins and elements.

- a) Vegan. You strongly disagree with people eating meat, fish, eggs, cheese or milk.
- b) Vegetarian. You do not eat fish or meat but see nothing wrong in eating dairy products.
- c) Gourmet. You love good food, including meat, fish and dairy products.<sup>3</sup>

### HEALTHY DIET



#### 1. Read the text, translate it and retell.

<sup>3</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.



«There are different food groups. It is important to eat some food from each group daily. The first group includes bread, cereal, rice and pasta. You should eat more foods from this group than from any other group. The second group includes vegetables. The third group includes fruit. The fourth group includes milk, yogurt and cheese. The fifth group includes meat, poultry, fish, beans, eggs and nuts. It is also important to drink a lot of water. New nutritionists recommend 8 glasses of water a day. You should avoid foods that contain a lot of fat, oil and sugar. Also avoid foods that are high in cholesterol. Cholesterol is a substance found in animal foods. A little cholesterol is good for the body, but high levels of cholesterol can be bad for the heart. Red meat, eggs, cheese and whole milk contain a lot of cholesterol and large quantities of the best food are not good for you. Foods from plants don't contain any cholesterol. As people age, they need to make changes in their diet. People over 50 need to eat less to keep the same body weight. They also need to eat more fiber. Foods, which contain fiber, are fruits, vegetables, beans and rice. Women over 50 need more calcium. Foods, which contain calcium, are milk, yogurt and cheese. Good nutrition and exercise help prevent disease and give us longer, healthier life.

**2. Choose the correct answer».<sup>4</sup>**

«1. It's important to eat some food from each food group \_\_\_\_\_.

- a. often
- b. daily
- c. lately

2. You should eat the most food from the \_\_\_\_\_ group.

- a. meat, poultry, fish, and beans
- b. milk, yogurt, and cheese
- c. bread, cereal, and rice

3. There are \_\_\_\_\_ groups of food in a healthy diet.

- a. four
- b. five
- c. six

4. You should avoid foods \_\_\_\_\_ .

- a. with fat and sugar
- b. found in animals
- c. from plants

5. Some examples of foods high in cholesterol are \_\_\_\_\_ .

- a. oil and sugar
- b. foods from plants
- c. cheese and whole milk

6. People over fifty need to eat \_\_\_\_\_ .

- a. lettuce to make changes in their diet
- b. less food to keep their weight
- c. less fiber and changes in their diet

7. Women over fifty need to get more calcium from \_\_\_\_\_.

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<sup>4</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.

- a. milk and yogurt
- b. fruits and vegetables
- c. beans and rice

**3. LISTENING A.** Listen to a health expert giving the results of the quiz.

**TEST YOUR DIET TO SEE HOW HEALTHY IT IS**

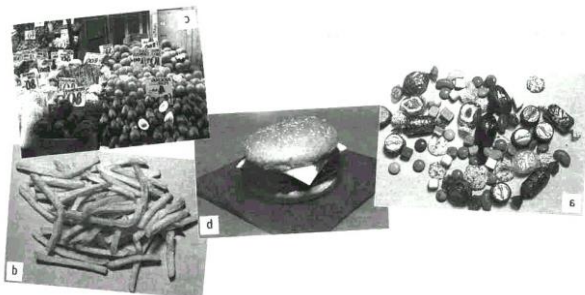
- 1 How often do you eat a mixed salad (more than four vegetables), raw vegetables, or green leafy vegetables?
  - a most days
  - b 4-5 times a week
  - c once or twice a week
  - d seldom or never
- 2 How often do you eat a piece of fresh fruit?
  - a once or more a day
  - b three or four times a week
  - c three or four times a month
  - d seldom or never
- 3 Do you eat red meat or meat products:
  - a at least once a day?
  - b four or five times a week?
  - c once or twice a week?
  - d seldom or never?
- 4 How often do you eat three or four slices of wholemeal bread a day, or a main meal based on pulses: beans, lentils, etc?
  - a four or more times a week
  - b two or three times a week
  - c two or three times a month
  - d seldom or never
- 5 How often do you eat fish?
  - a oily fish (salmon, trout, mackerel, herring, tuna) twice or more a week
  - b oily and/or white fish and canned fish twice or more a week
  - c fish and chips once a week, or more
  - d seldom or never eat fish
- 6 What kind of breakfast do you eat?
  - a none, or just tea or coffee
  - b cereal with milk and sugar, or white toast and jam or marmalade
  - c wholemeal toast with polyunsaturated or low-fat spread
  - d whole grain cereal without added sugar and with low-fat milk
- 7 How many cake, biscuit or ice-cream snacks are there in your diet?
  - a more than two a day
  - b one a day
  - c one or two a week
  - d hardly any
- 8 How often do you eat fried food, or food roasted with added fat?
  - a once or more a day
  - b most days, or every other day
  - c three or four times a week
  - d once a week or less

- Make a note of what you get for each question.
- Add up your score.
- Were you correct about which food you should eat a lot of and the reasons why?
- What should you personally eat more and less of according to the quiz?»<sup>5</sup>

**JUNK FOOD**

**4. LISTENING B.**

- «a). Before you listen, describe a typical lunch at your school, college or office canteen.
  - b). Now listen to this radio report about children's eating habits and look at the pictures.
- Which things are mentioned?



<sup>5</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.

c). Read through the list of arguments below. Now listen again and tick the arguments you hear.  Write X for any arguments that you do not hear.

a Too many children eat hamburgers and chips.

b Overweight children may get heart problems later.

c Sugar is bad for the teeth.

d In self-service canteens, school children copy what their friends eat.

e Sugary food doesn't contain as much fiber as fruit and vegetables.

f TV advertisements have a bad influence on children's diets.

g Some additives make children too active.

h Some parents are teaching their children bad eating habits.

1. You are going to read a newspaper article about unhealthy food. Six paragraphs have been removed from the article. Choose from paragraph A-G the one which fits each gap (1-5). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

In today's fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there's no doubt that it's here to stay. In fact, it seems that you simply can't get away from it. One British hotel group recently announced that its guests are able to order fast food through room service, a move which is seen by many as signifying a new era in the couch potato lifestyle. So what exactly is junk food?»<sup>6</sup>

|   |   |
|---|---|
| 0 | B |
|---|---|

«Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in saturated fat. In 1993, the Journal of the National Cancer Institute reported this type of fat to be associated with a greater risk of cancer.

|   |  |
|---|--|
| 1 |  |
|---|--|

The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? —It's lack of time and loss of tradition, says one expert.

|   |  |
|---|--|
| 2 |  |
|---|--|

Another alarming thing about people's lifestyles today is that while the amount of junk food we eat has increased, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to control our weight and, if taken regularly, can also decrease our chances of having a heart attack in later life.

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<sup>6</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

|   |  |
|---|--|
| 3 |  |
|---|--|

Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is illustrated by statistics gathered by researchers over the past two decades.

|   |  |
|---|--|
| 4 |  |
|---|--|

Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasized enough is the fact that a balanced diet and regular exercise bring significant health benefits.

|   |  |
|---|--|
| 5 |  |
|---|--|

Ironically, if they were to make time to exercise and improve their eating habits, they would probably find that they were far better equipped to deal with their stressful lifestyles than they are now».<sup>7</sup>

**A.** Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained in adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures as the French have traditionally been.

**B.** «Basically, it is anything that is high in calories but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetable and cheese toppings, are also included as they contain a lot of fat.

**C.** Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of finding out what goes into the food before you decide to eat it.

**D.** Apart from the risk of cancer, another side effect of consuming highly fattening junk food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less satisfying and lower in vital nutrients than healthier food.

**E.** You can gain anything from glowing skin to an all-round feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.

**F.** What is more, you don't have to exercise much to gain visible benefits. Doctors say that twenty minutes 'exercise three times a week is all that is necessary.

**G.** He explains that people are too busy to cook and eat proper meals, so they grab whatever is available – and that is usually junk food. Also, the style of life represented on TV, especially in music videos, is fast. Young people pick up the idea that speed

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<sup>7</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead.

**2. Read the following summary of the text and choose the correct items.**

In today 's world, people have less time for eating, let alone 1) shopping/cooking. That's why junk food is so popular. In fact, one 2) hotel/restaurant group has announced that its 3) guests/staff can order 4) junk/fast food through room service. Junk food is 5) high/low in saturated fat, which is linked with a higher risk of 6) diabetes/cancer. Our eating habits have changed due to lack of 7) money/time. Also, the amount of exercises we do has 8) decreased/increased. Researchers suggest that the new generation will be more likely to suffer from heart and 9) kidney/liver disease. But if we improve our eating habits we will be better equipped to deal with our 10) stressful/boring lifestyle.

**3. Read the whole text again and make notes under the following headings. Then, give a short talk about junk food.**

- a). Reasons for the popularity of junk food.
- b). Dangers of eating junk food.
- c). Positive effects of eating healthy food.

**Food habits**

- 1). What dishes is your country famous for? What kind of food is eaten a lot?
- 2). What is a balanced diet? How does diet affect your health? Have you changed your diet recently?
- 3). Answer the questions and add up your scores to see if you have a balanced diet». <sup>8</sup>

**THE BALANCED DIET**

**FAT**

**«Which do you usually eat?**

Butter 3

Margarine 2

Nothing 0

**Which do you usually use for cooking?**

Meat fat, butter, margarine 3

Vegetable oil 2

Corn, sunflower, olive oil 1

**How many times a week do you eat chips?**

Five or more 3

Two to four 2

One 1

Occasionally/never 0

**How often do you eat cream or ice-cream?**

Every day 3

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<sup>8</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

Severe) times a week 2

About once a week 1

Less than once a week/never 0

**Which type of milk do you drink?**

Full fat 3

Skimmed 1

Skimmed/none 0

**What type of cheese do you eat most of?**

High-fat (Cheddar, Stilton) 4

Medium-fat (Camembert, Edam) 3

Low-fat (cottage) 2

Variety 3

**How many times a week do you eat high or medium-fat cheese?**

Five or more 3

Three to five 2

Once or twice a week 1

Occasionally/never 0»<sup>9</sup>

**How many times a week do you eat chocolate?**

Six or more 3

Three to five 2

Once or twice 1

«Occasionally/never 0

**How often do you eat meat?**

«Twice a day 4

Once a day 2

Most days 1

Never 0

**How many times a week do you eat sausages/meat pies/burgers?**

Six or more 3

Three to five 2

Once or twice 1

Occasionally/never 0

**If you have a choice of how to cook meat, how do you cook it?**

Fry 3

Grill with added oil 2

Grill without adding oil 1

**How many times a week do you eat coke, biscuits, or desserts?**

Six or more 3

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<sup>9</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.

Three to five 2  
Once or twice 1  
Occasionally/never 0

#### FIBRE

#### **What kind of bread do you eat?**

Wholemeal 3  
White 1  
Mixture 2

#### **How many slices of bread do you eat a day?**

Six or more 4  
Three to five 3  
One or two 1  
None 0

#### **How many times a week do you eat cereal?**

Six or more 4  
Three to five 3  
Once or twice 2  
Occasionally/never 0

#### **How many times a week do you eat rice or pasta?**

Six or more 4  
Three to five 3  
Once or twice 2  
Occasionally/never 0»<sup>10</sup>

«How many times a week do you eat  
boiled, mashed or jacket potatoes?

Six or more 5  
Three to five 3  
Once or twice 2  
Occasionally/never 0

#### TOTAL:

- *If your fat total was less than your fibre total, well done.*

- *If your fat total was about the same as your fibre total (within one or two points), try to cut down on fat.*

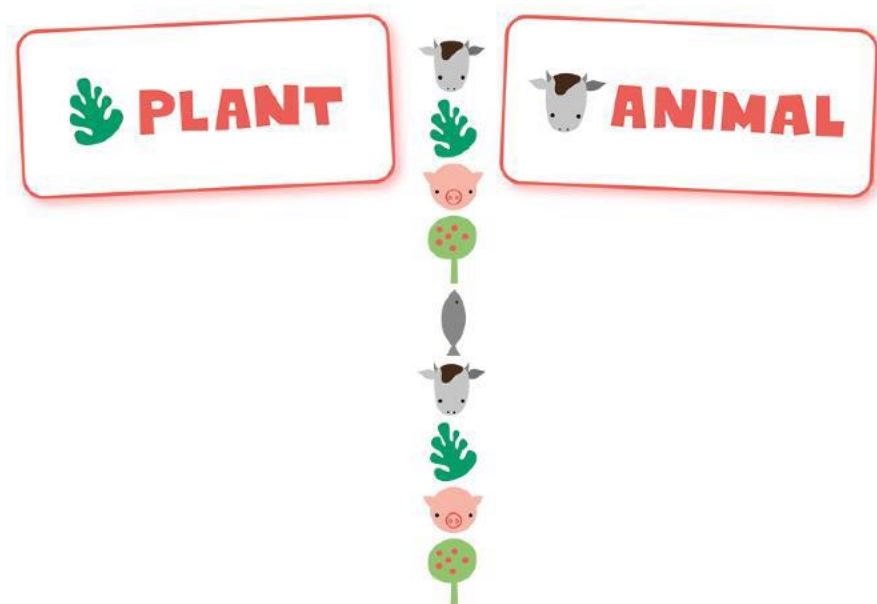
- *If your fat total was greater than your fibre total, you need to make changes in your diet.*

#### **THE MAIN SOURCES OF FOOD**

##### **1. Fill in the table and discuss. What can we get from plants and animals?**

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<sup>10</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.



## 2. Read and translate the text.

Food is any substance, usually comprised primarily of carbohydrates, fats, vitamins, water and/or proteins, that can be eaten or drunk by animals (including humans) for nutrition and/or pleasure. Most cultures have a recognizable cuisine: a specific set of cooking traditions, preferences and practices, the study of which is known as gastronomy. The study of food is called food science. In English, the term food is often used metaphorically or figuratively as in food for thought. The main food sources are plants and animals»<sup>11</sup>.

**Food from plant sources.** Many plants or plant parts are eaten as food. There are around two thousand plant species that are cultivated for food, and many have several distinct cultivars. Plant-based foods can be classified as follows: Seeds, the ripened ovules of some plants, carry a plant embryo inside them along with the nutrients necessary for the plant's initial growth. Because of this, seeds are often packed with energy, and are good sources of food for animals, including humans. In fact, the majority of all foods consumed by human beings are seeds. These include cereals (such as maize, wheat, and rice), legumes (such as beans, peas, and lentils), and nuts. Oilseeds are often pressed to produce rich oils, including sunflower, rape (including canola oil), and sesame.

«Fruits are the ripened ovaries of plants, including the seeds within. Fruits are made attractive to animals so that animals will eat the fruits and excrete the seeds over long distances. Fruits, therefore, make up a significant part of the diets of most cultures. Some fruits, such as pumpkin and eggplant, are eaten as vegetables. Vegetables are other plant matter which is eaten as food. These include root vegetables (such as potatoes and carrots), leaf vegetables (such as spinach and lettuce), stem vegetables (such as bamboo shoots and asparagus), and inflorescence vegetables (such as globe artichokes and broccoli). Many herbs and spices are highly-flavorful vegetables.

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<sup>11</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.



**Foods from animals.** When animal tissue is eaten as food, this is known as meat. Many different kinds of animals are eaten, but mammals make up the majority of meat. The most common mammal-based meat include beef, lamb, pork, and mutton. Poultry is meat from a bird; the most common poultries are chicken and turkey. Seafood is meat from a fish or other sea creature, such as shellfish or lobster. Some cultures eat other forms of meat, including insects, snails, reptiles, or amphibians.

Often animal products are eaten as well. Mammals produce milk, which in many cultures is drunk or processed into dairy products such as cheese or butter. Birds and other animals lay eggs, which are often eaten. Many cultures eat honey, produced by bees, and some cultures eat animal blood.

### **3. Agree or disagree.**

1. It is impossible to build an adequate diet for growth without high-protein food.
2. Many people in the world have to depend on plants to get protein because plants are tastier.
3. Plant food provides vitamins and minerals for our diet.
4. Bread is made from pastas.
5. Vitamin A is associated with yellow and orange colour of fruit and vegetables.
6. Vitamin C is not destroyed by heat.
7. Fats make us feel satisfied. 8. Milk is rich in calcium.

3. Give the English equivalents to the following words and word combinations:

Насамперед, джерела їжі, види рослин, вирощувати для їжі, початковий ріст, виробляти олію, на довгі відстані, важлива частина харчування, коренеплоди, стебло, спеції, морські істоти, ссавці, становити більшість, їстівний.

### **4. Translate into Ukrainian.<sup>12</sup>**

substance; nutrition; cuisine; source; ovule; nutrient; cereal; legumes; lentil; rape; canola oil; sesame; ovary – зав ‘язь; inflorescence – суцвіття; herb – трава, трав ‘яниста рослина; tissue – тканина (анат.); shellfish – молюск (з панцирем); lobster; fungi (мн. від fungus); ambient bacteria (мн. від bacterium); pickled; leavened bread; seaweed».

### **5. Explain the meaning of the following words:**

*food cuisine gastronomy seeds fruits meat poultry seafood*

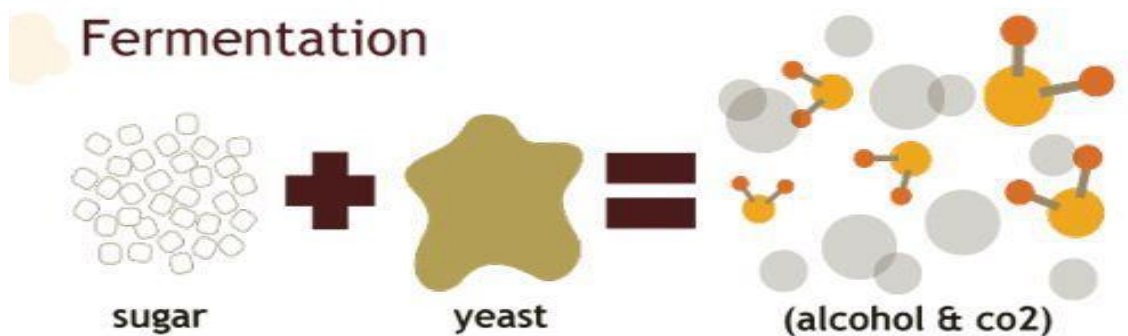
## **OTHER FOOD**

### **1. Listen, read and translate the text.**

«Some foods do not come from animal or plant sources. These include various edible fungi, including mushrooms. Fungi and ambient bacteria are used in the preparation of fermented and pickled foods such as leavened bread, wine, beer, cheese, pickles, and yoghurt. Many cultures eat seaweed or blue-green algae (cyanobacteria) such as spirulina. Additionally, salt is often eaten as a flavouring or preservative, and baking soda is used in food preparation. Both of these are inorganic substances, as is water, an important part of human diet.

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<sup>12</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.



We all know that eating a balanced diet is one of the keys to vitality and longevity. For most of us this means consuming things like fruits and vegetables, meat and fish, and dairy and grains. But let's not forget an important element to any healthy diet: fermented foods. Fermentation is the process of converting carbohydrates (or sugars) into alcohols and organic acids using micro-organisms like yeasts or bacteria. Humans have been controlling the fermentation process in foods for thousands of years. And one of the main purposes of fermenting a food was to preserve it, so that it could be eaten weeks or months later without it ever going bad. This was particularly useful to prepare for times of food scarcity. But it's not just preservation that makes fermented foods useful, they also have amazing health benefits. You see, fermentation not only preserves the nutrients in foods, but it also breaks down the food into a more digestible form. Not only that, but when you eat fermented foods, you are introducing all kinds of enzymes and probiotics, which are healthy bacteria, into your digestive system. And that can improve your digestion, your bowel health, and strengthen your immune system. Sounds pretty good, huh? Well, even better is that many of these fermented foods taste great, too! Some of the most common ones are yogurt, kimchee, miso, sauerkraut, pickles, cheese, salami, and so on. Many fermented foods can be made at home, too, which makes them cheap and fresh. And of course, even bread, beer, and wine are made with fermentation. So I think you can see, adding fermented foods to your diet is something well worth doing if you are not already.<sup>13</sup> I wonder what kind of fermented foods are common where you live? Do you make your own fermented foods at home? What is your favorite fermented food? Let's talk about it.

Vitality - a person's inner strength, power, and life energy

organic acids - these are by products of the fermentation process, such as lactic acid and acetic acid (vinegar)

scarcity - shortage or lack

enzymes - proteins that take action in your system. In this case, they aid in digestion

probiotics - healthy bacteria that keep your stomach and intestines working smoothly

## 2. True or false.

1. Fermentation is the process of converting alcohols and organic acids into carbohydrates.
2. Enzymes are substances that are very dangerous for our body.
3. We can use fermented foods only during 2 days.
4. Yeasts and bacteria are useful micro-organisms.

<sup>13</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

5. We can prepare fermented food at home.

### 3. Give an English equivalent.

1. A person's inner strength, power and life energy.

2. Shortage or lack.

3. Proteins that take action in your system, in this case, they aid in digestion.

4. Healthy bacteria that keep your stomach and intestines working smoothly.

### 4. Answer the questions.

1. Why fermented foods are useful for our health?

2. Which other fermented foods do you know?

3. What are enzymes?

4. What is your favourite fermented food?<sup>14</sup>

### 5. Retell the text.

## Is Sugar a Drug?



### 1. Listen, read and translate the text.

«What would you say if someone told you most of your friends were addicted to drugs? It might sound ridiculous, but according to many scientists, most people in the world are addicted to drugs, maybe even you. When they talk about drugs, they aren't talking about the illegal ones you can go to jail for. Instead, they are talking about sugar, which many believe to be a drug.

According to Dr. Mark Hyman, “Some animal studies show that sugar is eight times more addictive than cocaine.” Eating sugar causes a dopamine response in our brains. This causes us to continue craving sugar, so we can get another hit of dopamine. Most people don't even realize they are enjoying the dopamine response more than the sweet taste of sugar.

Many people think that the main problem with sugar is it will make you fat, but there are more serious dangers than that. Sugar is one of the main foods that causes **inflammation**. **Chronic** inflammation can cause permanent damage. It leads to cancer, heart disease and even **Alzheimer's**. While many things can cause inflammation in the body, sugar is one of the worst. Some even call it ‘the white poison’<sup>15</sup>»

<sup>14</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

<sup>15</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

The tough part is that sugar is hidden in so many foods where you would never expect to find it. Many foods that don't taste sweet are still turned into sugar after we eat them. Flour is the biggest example. Once flour gets into your system, it is processed the same way that sugar is. This means eating foods like bread and pasta is similar to eating sugar. Almost all processed foods are converted to sugar in the end. For this reason, Dr. Hyman recommends avoiding them. That means throwing out any foods that come in a box, bottle, or can, unless it is something very simple and natural like canned beans. Trying to quit these foods can be difficult for some people. They've become so used to the sugar in these foods, they must **detox** from them. They usually feel much better after a few weeks without sugar in their diet. Still, they tend to feel under the weather while detoxing from sugar products.

«Is your diet high in hidden sugar? If so, **cutting out** sweets and processed foods could make you much healthier. It might be hard to give up some of your favorite foods, but you might feel a whole lot better without them. What do you think, could you live a life without sugar?

### **Vocabulary and Phrases**

**inflammation:** a physical condition in which a part of the body becomes swollen.

**chronic:** persistent or recurring.

**Alzheimer's:** a condition of mental deterioration that can happen in middle or old age.

**detox:** a process of abstaining from toxic or unhealthy substances.

cutting out: stopping; removing.

### **Vocabulary and Phrases (Is Sugar a Drug?)**

#### **1. Give an English equivalent.**

1. A physical condition in which a part of the body becomes swollen.
2. Persistent or recurring.
3. A condition of mental deterioration that can happen in middle or old age.
4. A process of abstaining from toxic or unhealthy substances.
5. Stopping, removing.
6. A dangerous substance you can be addicted to.
7. The joy hormone.
8. Feel ill not well.

#### **2. True or false.**

1. Most people in the world are addicted to drugs.
2. Sugar is three times more addictive than cocaine.
3. Sugar is one of the main foods that causes such diseases as mumps, measles, flu.
4. Bread and pasta contain sugar.
5. Some people become used to the sugar.
6. It is easy for people to quit foods that contains sugar.

#### **3. Retell the text.**

### **COMPOSITION OF FOOD**

#### **1. Read and translate the text.**

Food is known to be necessary for any human being or any form of life. Food has three chief functions. First, it serves as fuel for the body, providing energy to support body activity; second, it furnishes the building material for formation, growth, maintenance and repair of body tissues; and third, it provides for the regulation of the body processes»<sup>16</sup>.

The word «food» is used to designate anything edible whether it is a natural product such as meat, eggs, milk, apples; a partially processed product such as flour, or cooked foods such as bread or cakes. But scientifically speaking, foods are not so much substances that we eat as substances that supply certain nutrients when eaten. That is why the nutritionists use the word «foodstuffs» for those portions of foods the body can use, mainly the proteins, fats and carbohydrates.

«To be a highly qualified food engineer or food technologist one should be well acquainted with the composition of food, its properties and the utilization of food by the human body. As it was mentioned above, nearly all foods are mixtures of substances known as nutrients. Each nutrient has particular type of chemical composition and performs at least one specific function when it is digested and absorbed in the body.

The essential constituents of food can be classified into six groups: proteins, fats, carbohydrates, vitamins, minerals and water. Proteins, fats and carbohydrates are used for providing energy to support body activity. They are also required for formation, growth and replacement of tissues. Vitamins and mineral elements are necessary to regulate body processes, some of them being used for growth and replacement of tissues.

Water serves as a vehicle for transporting food and waste products. It assists in regulating body temperature and takes part in many chemical reactions.

A well balanced diet is necessary for the maintenance of good health. This means that the food a person consumes should be planned to provide adequate amounts of the essential nutrients together with an adequate, but not excessive, energy intake. If a diet is not balanced, malnutrition takes place. Malnutrition may be caused by a lack of one or more of the essential nutrients in the diet. About four dozen compounds and elements must be supplied daily by the diet. Certain of these are more widely distributed in nature and to a greater extent than others. The problem of selecting those foods which will insure a proper intake of all essentials is basically the responsibility of the nutritionist. The food technologist is responsible for the development of the process which will provide maximum retention of all the nutrients necessary to insure optimum healthfulness of the product.

## **2. Translate into Ukrainian.**

Carbohydrate, constituent, consume, diet, edible, excessive, fat, flour, furnish, intake, lack, malnutrition, mixture, nutrient, nutritionist, oxidise, property, protein, substance, tissue, vehicle, waste products.

## **3. Choose the necessary word and use it in the sentences:**

*nutrient, diet, activity*

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<sup>16</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

1. Food is necessary to support body \_\_\_\_\_
2. Vitamins and minerals in the \_\_\_\_\_ accomplish body process regulation functions.
3. The essential constituents being contained in foods are called \_\_\_\_\_
4. **Translate into English:** функція зростання, постачати поживні речовини, харчовий продукт, перетравлювати їжу, білки, жири, вуглеводи, заміна тканин, регулювання температури тіла, не-правильне харчування, нестача вітамінів, забезпечувати достатній раціон харчування, ожиріння»<sup>17</sup>.

## PROTEINS, FATS AND CARBOHYDRATES



### 1. Read and translate the text.

«Proteins, fats and carbohydrates are known to be the most essential nutrients in the diet. Proteins in human diet can be obtained from both animal and vegetable sources, the most important being meat, eggs, fish, cereals, legumes, seeds and nuts. In general, foods obtained from animals contain more protein than foods obtained from plants, although some vegetable materials such as soya beans have a high protein content. Vegetable proteins have the advantage of being cheaper than animal proteins.

Proteins are complex organic substances, containing the elements: carbon, hydrogen and oxygen. All proteins also contain nitrogen and some contain sulphur and phosphorus. When foods are eaten the proteins are digested by hydrolytic enzymes and are absorbed into the bloodstream as amino acids. These amino acids are used in the synthesis of new proteins needed for energy, growth, maintenance and replacement of body cells, the latter occurring in all people at all stages of their life. Besides, protein is necessary for the formation of enzymes, antibodies and some hormones.

Fats are also the necessary component of living tissues and essential in human nutrition. They supply a major portion of man's energy, giving more than twice as much energy as proteins and carbohydrates. The natural foods which contribute the largest amounts of fats to our diet are the animal products – meat, dairy products, eggs, fish and seafood. Fruits and vegetables contain little quantity of fat (between 0.1 and 1 per cent). But some of them are rich sources of fats. Thus, a ripe olive contains about 20 % of fat. Nuts are very rich in fat. Walnuts, for example, have about 64 % of fat. Fats in the diet accomplish numerous functions. They are primary energy sources. Excess fat is stored in the adipose tissue where it has three functions: a) it constitutes an energy reserve; b)

<sup>17</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

it forms an insulating layer under skin and maintain a constant body temperature; c) fat stored in the adipose tissue around delicate organs such as the kidneys protects them from physical damage. Fats are also solvents for the fatsoluble vitamins (A, D, E and K) that are introduced in the diet in the fatty portion of the food»<sup>18</sup>.

Carbohydrates are also of great importance for human nutrition. They supply a major portion of man's energy and are primary derived from plant materials, e.g. cereals, vegetables and fruits. These substances accomplish a number of functions in the body. They are oxydized in the cells, are broken down in a series of reactions and energy is released when this takes place. Any excess of carbohydrates is converted into fat that is stored mainly in the liver and all over the body.

**«2. Make up the missing forms of the words given below:**

| <b>Verb:</b> | <b>Noun:</b> | <b>Adjective:</b> |
|--------------|--------------|-------------------|
| protect      | ?            | ?                 |
| react        | ?            | ?                 |
| prevent      | ?            | ?                 |

**3. What parts of speech are the words with the suffix – AGE:** store – storage; spoil – spoilage; use – usage.

**4. Why are these words placed here together?** circumstance, importance, assurance, substance, abundance. **Translate them into Ukrainian.**

**5. Find the synonyms among the following words:** supply, accomplish, maintain, select, transform, realize, help, alterate, support, take place, employ, keep, embrace, contribute, choose, assist, convert, understand, use, perform, include, occur, contain, change.

**6. Choose the necessary word and insert it into the sentence: obtain, maintain, contain.**

1. Excess fat stored in the adipose tissue assists to \_\_\_ a constant body temperature. 2. Carbohydrates are primarily \_\_\_\_\_ from plant materials. 3. Some vegetables and cereals \_\_\_\_\_ large amounts of protein.

**7. Translate into Ukrainian.**

Animal and plant protein sources, high protein content, to contain carbon, hydrogen and oxygen, excess fat, to contribute a certain amount of nutrients to one's diet; adipose tissue, insulating fat layer, to oxidize.

## **VITAMINS, MINERALS AND WATER**

**1. Read and translate the text.**

The vitamins are a group of organic compounds, differing greatly in chemical composition, which play essential catalytic role in the normal metabolism of other nutrients. They cannot be synthesized by the body and have to be obtained from diet. Because their role is primarily catalytic in contrast to the protein, fat and carbohydrate, vitamins are required in relatively small quantities. They are found in varying quantities in a wide variety of foods, but no single food is likely to contain them all in

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<sup>18</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

sufficient quantities to satisfy human requirements under normal conditions of food intake»<sup>19</sup>

Traditionally the vitamins have been divided into two groups on the basis of their solubility characteristics: fat-soluble vitamins and water-soluble vitamins. Fat-soluble vitamins (A, D, B and K) are absorbed along with dietary fat. They dissolve in fats and tend to be stored in the body (in the liver), a person having these reserves being not absolutely dependent on their day-to-day supply in diet. In contrast, water-soluble vitamins (B and C) are not normally stored in appreciable amount in the body and any excess is taken out.

«All forms of living matter are known to require many minerals for their life processes. Virtually all the elements of the Periodic Table have been found in living cells. The mineral elements are present in food mostly in the form of inorganic salts, e.g. sodium chloride, some are present in organic compounds, e.g. sulphur and phosphorus are constituents of many proteins. Milk and milk products, fish, eggs, vegetables and fruit prove to be the most important sources of minerals in the human diet. Minerals account for approximately 4 % of body weight. From nutritional point of view calcium, sodium, phosphorus, potassium, magnesium, chlorine and sulphur are the most important mineral elements being required in relatively large amounts. Some elements such as iron, copper, manganese, zinc, iodine, fluorine are necessary in trace amounts.

Minerals in human nutrition are involved in the control of body fluids, in chemical reactions and in the building of rigid structures to support the body. For example, calcium and phosphorus are used in the formation of bones and teeth. Sodium, potassium, magnesium serve purposes of controlling body fluids. Many elements act alone or in conjunction with others as catalysts for essential enzymic processes in the body. Water accounts for half of total body weight and without it the body cannot function and survive.

Water is essential for it provides a medium in which nutrients, enzymes and other chemical substances can be dispersed and in which the chemical reactions necessary for maintaining life can take place.

It is also necessary as a means of transport within the body. Nutrients are carried to cells and waste products are transported from cells by blood plasma which is 90 % water. It is possible for the human body to exist for several weeks without food, but it can only survive a few days without water. Water is taken into the body not only in foods and drinks, but it is formed also within the body by chemical reactions.

When nutrients are oxidized in the cell in order to release energy, carbon dioxide and water are formed.

**1. Remember the words of the same root. Translate them into Ukrainian:** structure – destruction – construct – construction – constructor – constructively; soluble – dissolve – solution – solve – solvent – solubility; relate – relation – relative – relatively – correlate – correlation; oxidise – oxidation – oxide – dioxide.

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<sup>19</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.



**2. What helps you to define the part of speech of the following words?** satisfy, controlling, freshness, primarily, absorbed, digestion, desirable, similarity, empirical, greater, enzymic, requirement, chemical, largest, moisture.

**3. Translate into Ukrainian:** to play essential catalytic role, metabolism, wide variety of foods, to satisfy human vitamins requirements, fat-soluble and water-soluble vitamins, day-to-day supply, appreciable amount, living matter, total body weight, daily water requirement»<sup>20</sup>.

**«4. Translate into English:** хімічний склад, порівняно невелика кількість, розчинятися, органічні сполуки, складова, запасати, думка, мікроелементи, задовольняти потреби людини, вуглекислий газ, формування кісток і зубів

## DESCRIBING FOOD

|  |  |
|--|--|
| to taste, to try   | куштувати  |
| How do you find it?  | Ну як вам?   |
| it smells good   | пахне смачно   |
| it tastes good   | смачно   |
| delicious food   | дуже смачна їжа  |
| <b>tasty:</b> has lots of taste: a positive word;              | смачний  |
| <b>tasteless:</b> a negative word                              | несмачний  |
| <b>bland:</b> neutral in flavour, e.g. boiled rice             | прісний  |
| <b>sweet:</b> lots of sugar; <b>bitter</b> гіркий / гіркий     | <b>sweet:</b> lots of sugar; <b>bitter</b> солодкий / гіркий |
| <b>salty:</b> lots of salt                                     | солоний  |
| <b>hot/spicy:</b> lots of spice                                | гострий  |
| <b>fresh</b>   | свіжий   |
| <b>sour</b>  | <b>скислий, кислий</b>                                       |
| <b>greasy:</b> too much oil/fat                                | маслянистий, жирний  |
| <b>fattening:</b> food which makes you put on weight           | маслянистий, жирний  |
| <b>over-cooked/overdone</b><br><b>/ under-cooked/underdone</b> | пересмажене / недосмажене<br>переварене / недоварене         |

## MEAT

|                               |  |
|-------------------------------|--|
| tender meat                   | ніжне м'ясо                                    |
| tough meat                    | жорстке м'ясо                                  |
| fatty meat                    | жирне м'ясо (meat with a lot of fat)           |
| lean meat                     | пісне м'ясо                                    |
| boiled/fried/roasted/grilled/ | варене / смажене / запечене / смажене на грилі |

<sup>20</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

|                          |                            |
|--------------------------|----------------------------|
| beef                     | яловичина                  |
| pork                     | свинина                    |
| veal                     | телятина                   |
| mutton                   | баранина                   |
| lamb                     | ягнятина                   |
| beefsteak                | біфштекс                   |
| roast beef               | ростбіф                    |
| chop                     | відбивна                   |
| cutlet                   | рубана котлета             |
| minced meat              | фарш                       |
| barbeque (on a skewer)   | шашлик (на рожні, шампурі) |
| to skewer                | насаджувати на шампур      |
| fat                      | Сало                       |
| lard                     | топлений жир               |
| a joint                  | частина туші               |
| a cut from the joint     | вирізка, філей             |
| liver                    | Печінка                    |
| kidney                   | нирка                      |
| lung                     | легеня                     |
| heart                    | серце                      |
| tongue                   | язик                       |
| stomach                  | шлунок                     |
| bones                    | кістки                     |
| sausage                  | ковбаса                    |
| a sausage, a frankfurter | сосиска                    |
| ham, bacon               | шинка, окіст               |
| cold pork                | Буженина                   |

## EGGS

|                                   |                         |
|-----------------------------------|-------------------------|
| white of an egg                   | яєчний білок            |
| yolk of an egg                    | яєчний жовток           |
| to crack an egg into a frying pan | розбити яйце в пательню |
| fried eggs                        | яєшя глазунья           |
| scrambled eggs                    | яєшня бовтанка          |
| hard-boiled eggs                  | яйце на твердо          |
| soft-boiled eggs                  | яйце на м'яко           |
| omelette                          | омлет                   |

## POULTRY AND GAME (ПТАХИ І ДИЧИНА)

|         |              |
|---------|--------------|
| chicken | курча, курка |
| duck    | качка        |

goose  
turkey  
rabbit  
hazel grouse  
partridge  
pheasant

гуска  
індичка  
кролик  
рябчик  
куріпка  
фазан<sup>21</sup>

## FLESH FOODS AND EGGS



## TYPES OF MEAT

### 1. Read and translate the text.

«Animal tissue suitable for use as food is called meat. While meat can be obtained from nearly every species of animal, most of the meat consumed by humans comes from domesticated and aquatic animals. Meat from domesticated animals is generally subdivided into two categories: red meat and poultry. Red meat, the largest category, consists of beef, pork, veal, lamb and mutton. Poultry meat is the flesh of domesticated birds. It includes chickens, turkeys, geese, ducks and fowl. Seafood includes fish, lobsters, oysters, clams and crabs. Another type, game meat, consists of the flesh of all nondomesticated animals. In many countries humans eat the meat of horses, water buffalo, camels, goats and rabbits.

The names for the various types of meat apply to the specific animals from which they are obtained. The term beef, for instance, refers to meat from cattle over 9 months old. Meat from cattle that are 3 to 9 months of age is classified as calf. Veal comes from calves ranging in age from 1 to 3 months.

Pork is derived from hogs that are generally 5 months of age or older.

Lamb comes from sheep less than 14 months of age and usually weighing from 90 to 140 pounds (40 to 65 kilograms). Mutton refers to meat from sheep over 14 months of age. Variety meats include liver, heart, tongue, brain, kidney, sweetbread (thymus gland), tripe (stomach of ruminant) and chitterlings (large intestine of pig). Each of these meats has a distinctive flavour and consistency when it is cooked.

**Heart.** Long ago, primitive tribes believed that eating heart gave them strength and courage. Today, few of us bother to test that theory. It's our loss, because heart is tender and has a very delicate flavour.

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<sup>21</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

**Kidneys.** Kidneys are nutritious and, if properly prepared, delicious. Veal kidneys and lamb kidneys are prized for their delicate flavour and tenderness<sup>22</sup>.

«**Liver.** Liver is rich in iron and Vitamin A and has an unabashed flavour that nicely complements that of its usual companion, onion. Calf's liver is considered to be the best, but lamb liver and beef liver are almost as good.

**Poultry:** The term poultry refers to domestic fowls reared for their flesh and egg. It includes chicken, duck, geese, turkey, pigeon etc. Poultry meat has a high protein content varying from 18 to 25 percent. It contains all the essential amino acids required for body building. Fat content of poultry is influenced by age and species of the bird. Young birds have little fat content. Chicken fat is unsaturated and is therefore better than the fat of red meat. Poultry flesh is a good source of B-vitamin and minerals.

**Egg:** The term egg mainly refers to the egg of hen and duck. An average egg weighs 50 gms. approximately and is composed of the shell, egg white and yolk. The weight is distributed in the different parts as follows. Bird eggs are a common food source. The most commonly used bird eggs are those from the chicken, duck, and goose, but smaller eggs such as quail eggs are occasionally used as a gourmet ingredient, as are the largest bird eggs, from ostriches. Eggs are frequently used in both sweet and savoury dishes as a source of protein as well as to bind the other ingredients in a recipe together. Sometimes the egg yolk is used separately from the egg white (or albumen). The egg yolk is suspended in the egg white by one or two spiral bands of tissue called the chalazae.

## 2. Give Ukrainian equivalents.

aquatic; fowl; lobster; oyster; clam; crab; game meat; liver tongue; brain; kidney; sweetbread; tripe; chitterlings; tenderness.

## 3. Answer the questions.

1.What is called meat? 2.What does it come from? 3.What does red meat consists of? 4.What does seafood include? 5.What animals do the terms beef, veal, pork lamb, mutton apply to? 6.What do the variety meats include? 7. Eggs of what birds are commonly used? 8.What are eggs used for?»<sup>23</sup>

## FISH AND SEA-FOOD

|              |                 |
|--------------|-----------------|
| Fish: smoked | Риба: копчена   |
| jellied      | заливна         |
| fried        | смажена         |
| stuffed      | фарширована     |
| canned       | консервована    |
| dried,       | Сушена, в'ялена |
| fish soup    | уха             |
| cod          | тріска          |
| cod liver    | печінка тріски  |

<sup>22</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

<sup>23</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

|                    |                   |
|--------------------|-------------------|
| salmon             | лосось            |
| herring            | оселедець         |
| mackerel           | скумбрія, макрель |
| perch              | окунь             |
| sardine            | сардина           |
| sprat              | кілька, салака    |
| sturgeon           | осетер            |
| trout              | форель            |
| turbot (halibut)   | палтус            |
| pike               | щука              |
| carp               | короп             |
| breem              | лящ               |
| crucian            | карась            |
| caviar             | ікра              |
| crab               | Краб              |
| lobster            | омар              |
| crawfish, crayfish | рак               |
| oyster             | устриця           |
| mussel             | мідія             |
| shrimp (prawn)     | креветка (велика) |

## **FISH: A NUTRITIOUS FAMILY FOOD**



### **1. Read and translate the text.**

The best change for any meal of the day is fish. It is a vital source of food for many people. It is man 's most important single source of high-quality protein, providing 16% of the animal protein consumed by the world 's population. It is a particularly important protein source in regions where livestock is relatively scarce - fish supplies less than 10% of animal protein consumed in North America and Europe, but 17% in

Africa, 26% in Asia and 22% in China. Fish and shellfish are an important part of a healthy diet.<sup>24</sup>

«Fish and shellfish contain high-quality protein and other essential nutrients, are low in saturated fat, and contain omega-3 fatty acids. A well-balanced diet that includes a variety of fish and shellfish can contribute to heart health and children's proper growth and development. So, women and young children in particular should include fish or shellfish in their diets due to the many nutritional benefits.

The amount of fat in different kinds of fish varies greatly. The flesh of white fish, such as cod, haddock, whiting contains only 1-2 per cent fat. But its amount in fatty fish (herring, mackerel, trout, salmon) varies from 10 per cent to more than 20 per cent. The vitamin content of white fish is similar to that of lean meat. The fat-soluble vitamins A and D are present in the flesh of fatty fish and in the livers of fish, such as cod. Fish flesh also contains a certain amount of minerals including iodine. If the bones are eaten, as for example in sardines and canned salmon, these are good sources of calcium, phosphorus and fluoride.

The changes that occur when fish is cooked are similar to those in meat but the shrinkage is not so great. Losses of mineral salts are proportional to the loss of water. The vitamins A and D in fatty fish are both heat stable. When fish is canned or cured by smoking there is some loss of thiamin, but generally these processes have little effect on the nutrients in fish. Modern methods of freezing do not affect the nutritive value. Substituting fish for meat is one of the best dietary changes you can make for your family. Fish is a top-of-the-line nutrientdense food. It's low in fat and high in many good things.

## **2. Answer the following questions.**

1. Why can we call fish the best change for any meal of the day? 2. In what parts of the world is fish particularly important for people? 3. What are the nutritional benefits of fish? 4. Does the amount of fat vary in different kinds of fish? 5. What vitamins and minerals are present in fish? 6. What effect does the process of cooking have on the nutrients in fish?

## **3. Translate into English**

Недостатній; постачати, поставляти; покладатися, бути впевненим; істота з черепашкою (панциром), устриця, краб тощо, тріс-ка; пікша (риба); мерлан; оселедець; скумбрія; форель; лосось, сьомга; пісний; втрата ваги, уварювання.

## **4. Give the English equivalents to the following compound adjectives. What nouns are they used in the text with?**

Життєво важливий, високоякісний, першочерговий, добре збалансований, жиророзчинний, теплостійкий, першосортний.

## **5. Which one is different?**

1. Cow/ sheep/ salmon/ pig \_\_\_\_\_
2. Cow/ pig /pork /sheep \_\_\_\_\_
3. Ham/ lamb /sausages/ bacon
4. Lamb/ pork /beef /tune \_\_\_\_\_

<sup>24</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

5. Salmon/ prawns /mussels /squid \_\_\_\_\_  
6. Duck /cow/ lamb /chicken \_\_\_\_\_»<sup>25</sup>

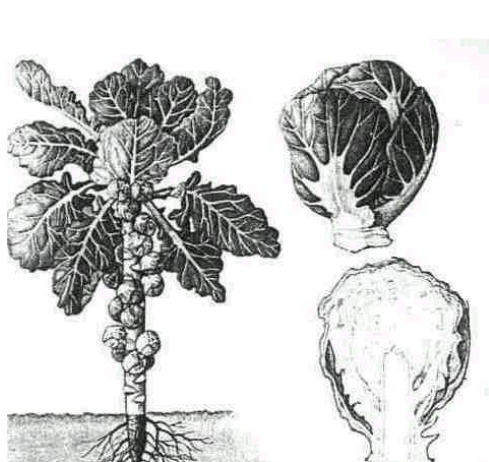
### «6. Answer the questions.

1. What is the protein content of fish? 2. What can you say about animal protein in fish? 3. What do you know about the shellfish? 4. What is the good source of calcium and phosphorus? 5. How many species of fish do you know? 6. What groups of fish do you know? 7. How can you tell good fish? 8. What can you say about vitamin and mineral content of fish?

## VEGETABLES

a tomato  
a cucumber  
a salted cucumber  
a pickled cucumber  
carrots  
beets  
potatoes  
an egg plant, aubergine  
a marrow, squash  
a courgette  
a turnip  
a cabbage  
sauerkraut

Помідор  
Огірок  
солоний огірок  
маринований огірок  
морква  
буряк  
картопля  
баклажан  
кабачок  
кабачок молодий, цукіні  
ріпа  
капуста  
квашена капуста



Brussels sprouts  
a red cabbage



брюсельська капуста  
червона капуста»<sup>26</sup>

<sup>25</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

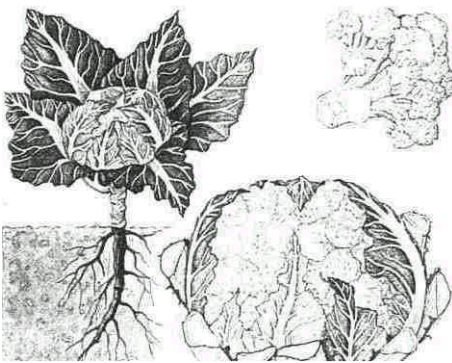
<sup>26</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.



Broccoli



капуста броколі



cauliflower  
onions



5. leeks

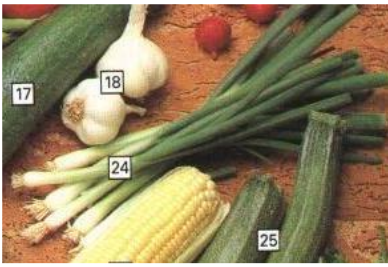
цвітня капуста  
цибуля ріпчаста



цибуля-порей <sup>27</sup>

<sup>27</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.





24. spring onions      зелена цибуля  
 23. sweetcorn/corn on the cob      кукурудза / кукурудза в качанах  
 18. garlic      часник

a clove of garlic      зубок часнику

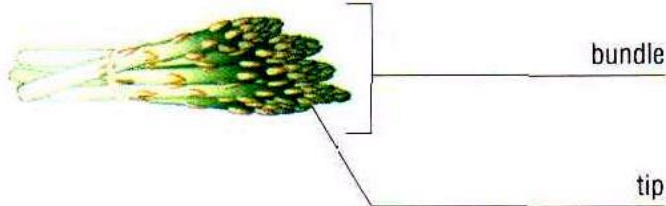


12 swede [swi:d] 13. turnip 12. бруква 13. Ріпа



21. parsnips

пастернак

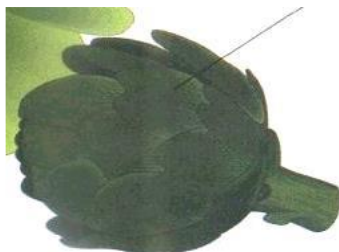


asparagus

спаржа



9. globe artichokes  
 beans



артишок

боби, квасоля



26. runner beans

квасоля в стручках

lettuce ['letis]  
green peas  
fennel, dills  
parsley  
celery  
spinach  
radish  
a pumpkin  
chicory  
pepper  
sweet pepper  
mushrooms  
olives

салат  
зелений горох  
кріп  
петрушка  
селера  
шпинат  
редис  
гарбуз  
цикорій  
перець  
перець солодкий  
гриби  
маслини

### Fruits, Berries and Nuts<sup>28</sup>

juicy, ripe  
preserved  
stone  
grapes  
raisin(s)  
seedless raisin  
«an apple  
a pear  
a plum  
a prune [pru:n]  
cherry  
sweet cherry  
an apricot  
a peach

соковитий, стиглий  
консервовані  
кісточка  
виноград  
родзинки  
родзинки без кісточок  
яблуко  
груша  
слива  
чорнослив  
вишня  
черешня  
абрикос  
персик

<sup>28</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

a pomegranate  
a grapefruit  
a lemon  
a lime  
an orange  
an orange peel  
a pine-apple  
a tangerine  
a banana  
a melon  
a watermelon  
a persimmon  
a quince  
kiwi fruit

гранат  
грейпфрут  
лимон  
круглий м'який лимон  
апельсин  
апельсинова кірка  
ананас  
мандарин  
банан  
диня  
кавун  
хурма  
айва  
ківі



13. папая



папайя»<sup>29</sup>

## FRUITS AND VEGETABLES



### 1. Read and translate the text.

«Fruit and vegetables are an important part of your daily diet. They contain vitamins and minerals that can help to keep you healthy. They may also help protect you from

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<sup>29</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

some diseases. There are many varieties of fruit and vegetables available and, if you buy them in season, they are not expensive.

Fruit and vegetables are available dried, canned, frozen or fresh. They can be prepared, cooked and served in a variety of ways and should be included in every meal.

Fruit is the sweet fleshy edible portion of a plant. It usually contains seeds. Fruit is usually eaten raw, although some varieties can be cooked. Fruits are a great source of protective 'vitamins and minerals. As a group, fruits contain: many vitamins and minerals and are low in fat, dietary fiber, vitamin A (beta-carotene) - found in fruits like mango, pawpaw and apricot, vitamin C - found in citrus fruits, berries, mango, pawpaw and pineapple, natural sugars called fructose.

Many hundreds of fruits, including fleshy fruits like apple, peach, pear, kiwifruit, watermelon and mango are commercially valuable as human food, eaten both fresh and as jams, marmalade and other preserves. Fruits are also found commonly in such manufactured foods as cookies, muffins, yoghurt, ice cream, cakes, and many more. Many fruits are used to make beverages, such as fruit juices (orange juice, apple juice, grape juice, etc) or alcoholic beverages, such as wine or brandy.

To gain the maximum benefit from fruit, ensure that whenever possible it is fresh, and if the skins are edible, eat them too. Dried fruits and fruit juices can form part of your daily diet. However, they should be used in moderation, as fruit juices lose most of their natural fibre in the juicing process and dried fruits are high in carbohydrate (sugar).

Types of vegetables. Vegetables are often cooked, although some kinds (salad vegetables) are eaten raw. Vegetables are available in many varieties. Vegetables can be classified into biological groups or «families»:

- Leafy green - lettuce, spinach;
- Crucifer family - cabbage, cauliflower, Brussel sprouts and broccoli;
- Gourd family - pumpkin and cucumber;
- Root - potato, sweet potato and yam;
- Edible plant stem - celery and asparagus;<sup>30</sup>
- Allium family - onion, garlic and shallot. Vegetables contain many beneficial vitamins and minerals including: vitamin A, like beta-carotene and riboflavin, vitamins B, C and E, minerals like folate, magnesium, zinc and phosphorous, folic acid - found in green leafy vegetables, peas and avocado.

«Balance your vegetable intake between the orange/red and green varieties. The more colourful your choice the healthier it usually is and, as an easy rule, the darker and brighter the colour of the vegetable the more vitamins, minerals and fibre they usually contain. Legumes or pulses contain nutrients that are especially valuable.

Legumes need to be cooked before they are eaten; this improves their nutritional quality, aids digestion and eliminates any harmful toxins. Legumes come in many forms including: soy products, legume flours, dried beans and peas, fresh beans and peas.

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<sup>30</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

Fruit and vegetables in the diet have many positive effects upon health. Their high dietary fibre content helps control blood glucose levels, reduces blood cholesterol and probably reduces the risk of colon cancer and other cancers.

They contain not only antioxidants but also phytochemicals which may reduce the risk of coronary heart disease. More than any other foods, they contain essential vitamins such as A, B, C, E and folic acid and minerals like potassium, calcium, zinc and manganese, which are all vital for good health and disease prevention.

## **2. Answer the following questions.**

1. What place do fruit and vegetables take in daily diet of people?
2. What forms are they available in?
3. What is fruit? What nutrients does it contain?
4. Where are fruits used?
5. How can we get the maximum benefit from fruit?
6. What groups are vegetables classified into?
7. What is the nutritional value of vegetables?
8. Can we determine the nutrient content of vegetables by colour?
9. Is it necessary to cook legumes before eating? Why?
10. What effect do fruit and vegetables have upon health?

## **3. Give English equivalents.**

М'ясистий; насіння; папайя; ананас; помірно, стримано; лис-тяний; салат-латук; шпинат; родина хрестоцвітих; цвітна капуста; родина гарбузових; спаржа; родина цибулинних; цибуля-шалот; рослина з родини бобових; горох; біб; бобові; усувати, знищувати; рак товстої кишки.

## **4. Make the names of vegetables from the letters.**

*Sape, ractor, nonio, preper, gacabeb, naseb, roucteget, motaot, ragcil»<sup>31</sup>*

## **5. True or false?**

2. Carrot is small and round.
3. People often eat raw potatoes.
4. Chilies make your mouth hot.
5. Mangoes taste bitter
6. Pineapple is red.
7. Cauliflower is white.
8. Pees are often frozen.
9. You often have tomatoes in a salad.

**«7. To learn long lists of words, it is sometimes helpful to divide them up into groups. Try dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.).**

## **8.**

|           |             |
|-----------|-------------|
| aubergine | pea cabbage |
| leek      | garlic      |
| cucumber  | radish      |
| spinach   | bean        |

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<sup>31</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с.

carrot  
potato  
cauliflower  
celery pepper  
lettuce  
onion  
rice

turnip  
asparagus  
pepper  
courgate  
sweetcorn  
Beetroot»<sup>32</sup>

## **BUSINESS CORRESPONDENCE RESUME**

**What is a Resume?** A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and **perfecting** your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it.

**How long do employers typically look at a resume?**

- A. Less than 30 seconds
- B. 3 Minutes
- C. 1 Minute

If you answered "A", you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details. **What should be included in a resume?** Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are:

**Heading** - Your heading should include the essential personal information. Your formal name (not nickname) should appear at the top and it should stand out above all else on the paper. You want them to remember who you are in less than 30 seconds. Also include your address (both permanent and temporary) and phone number. If you use email, include your email address.

**Objective** - (Also called "Career Objective") Employers often say this is the most important part of a resume. It is generally a one sentence explanation of the type of job you are seeking. Your objective should be fairly specific. If you are applying for different types of jobs, change your objective to match each type of job. If you are uncertain about the specific positions available, note your areas of interest.

**Education** - As students, this should be your next section of information. If you are in college, you only need to include college because it is assumed that you have graduated from high school. For the same reason, high school students should not include

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<sup>32</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с.

information from junior high/middle school. You should specify the dates of attendance or graduation (or expected graduation). As a college student, include your major and the degree you expect to receive. Some people include education-related honors in this section. If your education is particularly relevant to a job, you may want to include a section titled “Relevant Courses.” In this category, you can list classes that might contribute to your employability.

**Experience** - (Also called “Work Experience” or “Employment Experience”) In this section, you should include previous employers, their locations, your dates of employment, and your job title. You may have to create a job title if you did not have one. You should include at least two one-line descriptions of what your job duties and responsibilities were. You can not assume that the job title explains what you did to all readers. Use action verbs to start each of these descriptions. Do not use “I” in descriptions.

**Activities** - Employers like to see people who have been involved in school or community activities. In this section, list special activities you participated in (prom committee) and organizations you joined (drama club, baseball team, etc.). Include the years in which you participated. Be aware, however, that some employers may eventually view this information as irrelevant. As high school students, this should not be a concern.

**Summary of Skills** - Some people use this section to include special skills or talents that are not included elsewhere on the resume, but would be relevant to the employer. Some possibilities are:

- Type 60 words per minute
- Fluent in French

**References** – Although it is common practice to put “References Available Upon Request” at the bottom of a resume, most career advisors say it is unnecessary. However, there is nothing wrong with taking a nicely printed list of personal references with you to an interview. You should have 2 - 3 people who have observed your work habits (employers, teachers, coaches, etc.) and 2 - 3 people who can speak about your character. Make sure you have asked their permission to include them as references. Only ask people who will speak well of you. Create a separate list of references including their names, addresses, employers, job titles, and phone numbers. It is best to list work numbers since some people don’t appreciate calls at home. You know an employer is interested when they request a list of references.

**How do I set up a resume?** Your resume should be divided into distinct sections. The italicized words above are typical section headings. Do not label the heading section. Headings should stand out as boldfaced, larger text. Employers tend to have certain headings that interest them most. Make it easy for them to find them. Here are some suggested headers:

*Major Headers* (to be used in almost all resumes): Objective, Education, Employment History/Work Experience, School Activities.

*Minor Headers* (to be used if appropriate): Computer Experience, Associations, Certifications, Community Activities, Highlights of Qualifications,

Honors/Awards, Interests and Hobbies, Projects, Relevant Courses, Summary of Qualifications, Volunteer Experience.

**Should items be arranged in any particular order?** Yes! You want your resume to be coherently organized. There are two distinct types of resumes. Most young people utilize a **Chronological Format**. The chronological style is exactly what it sounds like: It follows your work history backward from your current job, listing employers, dates, and job responsibilities. This is the format that you would most likely use if you are new to the workforce and have limited experience. Frequent job changes and work instability show up dramatically with this format. For someone who has held many jobs, the **Functional Format** is more useful. A functional resume is created without employment dates or company names. This format concentrates on skills and responsibilities and is more likely to be used after you have developed your career skills and have accomplishments to your credit.

**Should I place Education above Experience or vice versa?** Most high school and college students include the Education section directly after the objective. However, if you have experience that relates directly to the job you are applying for, you should place the Experience section above Education.

**How important is the format?** The importance of the format lies in its consistency. There is no one best resume format. Remember to stick to one format. It shows off your organizational abilities.

**Should I use complete sentences when describing jobs?** Not usually. Use action phrases instead. Leave out unnecessary words. Try to match your skills and experience with the employer's needs

**Do the looks of a resume matter?** Absolutely! When sending a resume to an employer or college, don't skimp. Use white or off-white professional weight paper and black ink. Avoid using colored paper or fancy graphics in your resume unless the job you are applying for is in a career area that might stress this type of formatting (art, graphic design, advertising, etc.) Always print resumes using a quality laser printer.

## **RESUME TIPS AND SUGGESTIONS**

1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments.
2. Make sure your resume is **PERFECT!** It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb.
3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.
4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining.
5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should



be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying.

6. Present your job objective in a manner that relates both to the company and the job description.

7. **Sell yourself!** Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself!

8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you.

9 Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities: accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others).

### **Tips for Drafting Student Resumes**

- Write your name and contact details on top of the page. Contact details must only include address, contact number and email id.
- Career objective makes the first impression on the recruiter since it comes just below the contact details. Hence, it should denote your plans for future and how you plan to learn from this experience.
- Give importance to writing educational qualifications and key skills on the resume, prior to writing work experience details (if any). Qualifications and skills section must appear below the career objective.
- While mentioning educational qualifications, highlight the name of the course, university and grade to put up a better impression of the profile.
- Since students have no work experience, they are supposed to give details of internship and project work under experience section. Provide vital details and highlight the key responsibilities handled during this course of time in the best possible manner.
- Include details of hobbies pursued and volunteering work undertaken during your studies.
- Make a new section of personal details and give details such as name, gender, date of birth, hobbies and nationality.
- Give academic references at the end of the resume. Give name of the referrer, designation and his contact details.

A student may work in finance, marketing, science, or engineering field as per his/her interests. Although the format will be same, the peculiarities of the resume in terms of content will be different.

The first job in a student's life determines the course of his/her career. Students can avail the best job only when they use a professionally drafted resume for the job search.

**Ex.1. Answer the questions.**

1. What is a resume?
2. How long do employers typically look at a resume?
3. What should be included in a resume?
4. What distinct sections should your resume be divided into?
5. What resume types do you know?
6. How should your resume look?
7. How can you make your resume perfect?
8. What should you highlight to create a good first impression?
9. Why should you choose your words carefully?
10. Will the resume differ if a student works in finance, marketing, science, or engineering?

**Ex.2. Fill in the Blank Resume Form**

\_\_\_\_\_   
 your name, capitalized, boldfaced and 16 pt. font

\_\_\_\_\_   
 street address

\_\_\_\_\_   
 town, ME zip code

\_\_\_\_\_   
 home phone number

\_\_\_\_\_   
 email address

**EDUCATION** (each heading should be in capital letters and boldfaced)

Class of \_\_\_\_\_, \_\_\_\_\_ High School, \_\_\_\_\_, ME

Major area of study (or coursework): \_\_\_\_\_

**WORK EXPERIENCE** (list any job you have held)

\_\_\_\_\_ - \_\_\_\_\_   
 job title business name, location, dates

\_\_\_\_\_   
 describe your position duties and skills learned using key verbs

**SCHOOL ACTIVITIES** (list all sports, clubs, etc. you have been involved with)

\_\_\_\_\_ (\_\_\_\_\_)   
 activity number of years

\_\_\_\_\_ (\_\_\_\_\_)   
 **COMMUNITY ACTIVITIES** (volunteer work, etc.)

\_\_\_\_\_ (\_\_\_\_\_)   
 \_\_\_\_\_ (\_\_\_\_\_)

activity number of years

\_\_\_\_\_ (\_\_\_\_\_)

**AWARDS** (list any awards or special recognition you have received)

\_\_\_\_\_ - \_\_\_\_\_  
title of award month, year

\_\_\_\_\_ - \_\_\_\_\_  
**INTERESTS** (list a few of your hobbies if pertinent)

**Ex.3. Discuss the resume you have written in pairs and try to find faults in your partner's resume.**

**Ex.4. Study the sample resumes. Pay attention to the peculiarities.**

#### **Sample Student Resume**

High school students who are looking to secure admission into a good college or college students who have just completed their graduation often look out for relevant jobs that will act as a stepping stone for their careers or will help them in covering the expenses required for their education. Fresh from the academic world, part time or entry-level jobs give these students a taste of real world applications of their studies. It also grooms them for their professional careers in the future. A student's resume should list all achievements and brief description about additional skills. As these are the first jobs in the life of most of these students, prior work experience is not expected by the hiring organizations and thus is not a mandatory field in this resume.

**Dorothy C. Thomas**

1473 Goldleaf Lane

Newark, NJ 07102

Phone: 201-564-2411

Email ID: [dorothy.c.thomas@mail.com](mailto:dorothy.c.thomas@mail.com)

#### **OBJECTIVE:**

To obtain an entry-level position in an organization where my work-related skills are utilized to their maximum potential.

#### **EXPERIENCE:**

**Castle Island Engineering Works, South Boston, MA**

**May - Sept 2001**

#### **Summer Placement**

- Performed time studies on each process in a large manufacturing area.
- Planned the floor layout for a new automated production line.
- Completed Auto-CAD drawings for the Senior Engineer on line layout and ergonomic space-saving concepts.
- Identified potential bottlenecks to production, and developed methods to reduce and prevent these impediments to efficiency.
- Completed change requests on production procedures and drawings.

**Douglas Engineering Co. Ltd., Cambridge, MA**  
**June - Sept 2000**

**Summer Placement**

- Completed Auto-CAD drawings of proposed layouts for a large production facility in Boston.
- Reviewed production procedures and engineering specs including machine drawings prior to submittal for review in the change process.
- Developed and maintained a database for tracking tech files, equipment specs, equipment installation checklists etc.

**EDUCATION:**

**Boston University, Boston, MA**  
**2000 - Present**

BS in Mechanical Engineering, Graduated with Honors.

**Boston College, Boston, MA**  
**1999 - 2001**

BS in Computer Science

**RELEVANT INFORMATION:**

- Proficient in Microsoft Word, Excel, Access, PowerPoint, Auto-CAD and Java.
- Participated in a two-week course in Machine Design, Christmas 2000.
- Other interests include Aircraft Model making and design, carpentry and tool making.
- Hobbies include Football, Hockey, Swimming and Reading.

**Sample Student Resume 2**

Students seek short-term summer jobs during their holidays in order to earn money as well as gain some valuable on-field experience which is something that cannot be taught in a classroom. These jobs could be related to their courses or could be something different altogether. It is important to possess a wide variety of skills for jobs, which don't require specialization in any field. Any past work experience which will enhance your chances of securing the job should be mentioned on your resume along with educational details described in brief. Many students mention their extracurricular activities and hobbies on the resume as well. Given below is a sample student resume which will help you in writing your own resume.

**Shannon D. Blank**

4830 Richland Avenue

Sugar Land, TX 77487

Phone: 281-313-4733

Email ID: shannon.d.blank@example.com

**Objective:**

To secure an entry level position as a documentation assistant in an organization where my skills are utilized to their maximum potential and benefit me as well as the company.

**EXPERIENCE:**

**Quincy Diagnostics, Quincy, MA**

**May - Sept 2001**

**Summer Placement**

- Assisted with the processing of document change requests for Manufacturing Procedures and Protocols.
- Reviewed change requests for completeness and absence of error prior to submittal for change.
- Assisted with the filing, printing, issuing and copying of documents for the department and the manufacturing areas.
- Assisted in the completion of urgent change requests, retrieving data or signatures necessary for the swift processing of these documents.
- Released new documents to the production areas.

**South Boston Medical Inc., South Boston, MA**

**June - Sept 2000**

**Summer Placement**

- Assisted with the correction and typing of documents required for use within the production, quality and engineering departments.
- Processed incoming change requests in order of priority.
- Reviewed each document for completeness or errors.
- Filed and maintained technical files, change orders, validations and protocols within the department.

**EDUCATION:**

**Boston College, Boston, MA**

**2001 - Present**

BS in Computer Science

**Boston University, Boston**

**1998 - 2001**

BS in Business and Communications, Graduated with Honors.

**ADDITIONAL INFORMATION:**

- Proficient in Microsoft Word, Excel and Access.
- Fluent in French and Italian.
- Hobbies include Swimming, Tennis, Reading, Travel.

**Sample Student Resume 3**

Student jobs could be of different types. One can work as a part timer or as an intern in order to gain valuable on field experience. Some students also work at shopping

malls and fast food joints as they act as a valuable source of income and do not require extensive skill sets. A student's resume should contain information about the current educational qualifications along with grades and GPA scores mentioned. This helps the recruiting manager in evaluating your capabilities for the job. Also mention any prior job experience on the resume along with a list of specific skills that you possess. The following sample student resume will give you a better idea on how to write your own resume, which will help you in securing the job.

**Casey A. Hadley**  
3990 Farnum Road  
New York, NY 10016  
Phone: 212-345-8654  
Email ID: casey.a.hadley@mail.com

**Objective:**

To secure an entry level position in an organization where my skills and expertise are utilized in a way that helps both me and the company

**EDUCATION**

**J.D. Degree** (Or Juris Doctor Degree/never Juris Doctorate) expected May, 2006, West Virginia University **College of Law, Morgantown, WV**. GPA 2.9/4.3 Class Rank: 45/160. Top one-third.

**B.S. in Civil Engineering, summa cum laude**, May 2003, West Virginia University College of Engineering, Morgantown, WV  
GPA 3.98/4.0. Class Rank: Second in class of 500.

**EXPERIENCE**

**Summer Associate, Dewey Cheatham And Howe**, Pittsburgh, PA. May- August 2005

Rotated between Real Estate and Corporate Departments. Research and drafted memoranda in areas of antitrust and trade regulation, electronic commerce, and land use planning.

**Volunteer Legal Clerk, Hometown Legal Firm**, Anywhere USA May-August 2004  
Researched property records at courthouse and prepared memoranda for attorneys; delivered and picked up various legal documents as assigned. Helped with document sorting.

**Student Intern, WVU College of Engineering**, Morgantown, WV. June 2002-May 2003

Performed legal research and analysis to assess the statutory, regulatory and case law ramifications of innovative underground storage tank remedial technology.

**Summer Worker**, 1999-2003.

Various jobs to provide part of educational experiences including: Laborer Convex Eagle Glass, Clarksburg, WV. Counter person, Wendy's International, Morgantown.

## **HONORS AND ACTIVITIES**

### **WVU College of Law**

Student Member, American Bar Association; Member, Patent Law Student Association; Member, Volunteer Law Clerks, student organization which researches legal questions assigned by WV Circuit Judges; Member, International Law Society; Phi Alpha Delta, International Legal Fraternity.

### **West Virginia University**

Member, Mountain Honorary, highest honor society for WVU undergraduate students; Mortar Board National Honor Society; Captain, (two years) Varsity Tennis Team.

## **SKILLS AND INTERESTS**

Fluent in spoken and written German, reading knowledge of Spanish and French. Certified in LEXIS and West Law. Excellent ability in WordPerfect, Microsoft Word, GroupWise and Quicken. Captain, tennis team, 4 years undergraduate.

### **Ex.5. Put parts A-F of the resume in the correct order 1-6.**

#### **Sample Resume - High School - No Work Experience**

**(A)**

#### **Achievements**

- National Honor Society: 2004, 2005, 2006
- Academic Honor Roll: 2002 - 2006

**(B)**

#### **Computer Skills**

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

**(C)**

#### **Interests / Activities**

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

**(D)**

FirstName LastName  
6 Pine Street, Arlington, VA 12333  
home: 555.555.5555  
cell: 566.486.2222  
email: phjones@vacapp.com

**(E)**

#### **Education**

**Arlington High School, Arlington, Virginia  
2002 - 2006**

**6(F)**

#### **Experience**

##### **Pet Sitter**

**2004 - Present**

- Provide pet sitting services including dog walking, feeding and yard care.

### **Child Care**

#### **2002 - Present**

- Provide child care for several families after school, weekends and during school vacations.

### **Volunteer Experience**

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

### **Entry Level Student Resume**

Most students look for entry level jobs at the end of their semesters as it provides a quick source of income and valuable job experience. Some students work at fast food restaurants and shopping malls, while others seek jobs in their respective specialization courses. Since this is the first job for most of the students, past work experience does not play a huge part in the resume when compared to other types of resumes. More emphasis should be laid on your special skills and academic achievements as this helps the hiring manager in judging whether you are a perfect match for the position or not. Given below is a sample entry level student resume, which will help you in drafting your own resume.

#### **Sample Entry Level Student Resume**

**Charles M. Powell**

954 Godfrey Road

New York, NY 10019

Phone: 212-492-9029

Email ID: charles.m.powell@mail.com

### **Education**

#### **University St. Andrews, Carson City, MI**

B.A., Business Management (January 2005)

#### **Related Coursework**

- Management Information Systems
- Managerial Strategy and Policy
- Calculus with Business Applications
- Management and the External Environment
- Systems Analysis
- Organizational Decision Making

### **Work Experience**

#### **Red Cross Store for Space**

2002 - Present

- Planning of space including home and home office organization. Sketch diagrams for customers using computer system. Space requirement planning and allocation.
- Also worked as part-time floor manager, responsible for helping other employees with planning and troubleshooting problems.



## **Pizza Hut**

Manager

2000 - 2002

- Responsible for communications, team development, profit, sales, and cost control management.
- Managed and administered store operations including reports, scheduling, customer service and inventory.

Cashier

1996 - 2000

- Offered customer service including cash register operation and order-taking.

## **Computer Skills**

C, Microsoft Excel, Word, Access, Power Point, Minitab, Internet

## **Other Activities**

- Peer tutor in Macro Economics and Micro Economics
- Member of the Youth Development Association
- Member of Association of Management Training

## **Marketing Student Resume**

For students who are pursuing courses in marketing management or any other field related to marketing, it is essential to gain firsthand experience in an entry level marketing job during the end of the course or after the completion of it. Sales representation, assisting senior marketing managers in field work as well as record keeping are some of the job types that a marketing student can undertake. They need to possess excellent communication and interpersonal skills. Previous experience in the field of marketing can help in giving you an edge over other applicants and should be mentioned in the marketing student resume along with other details such as educational qualifications and achievements.

This sample marketing student resume will give you a quick start on building an effective and optimized resume for your job application. Visitors can feel free to customize and edit our sample marketing student resume as per their requirement for job application. We hope that our sample marketing student resume will go a long way in portraying your abilities and skill set efficiently.

### **Sample Marketing Student Resume 1**

**Fredrick J. Triplett**

2446 Arbor Court

Casper, WY 82601

Phone: 307-368-8277

Email ID: fredrick.triplett@mail.com

## **Objective**

Seeking for position of a marketing assistant where work history, education, and a positive attitude will contribute creatively.

## **Summary Of Qualifications**

- Broad office management, secretarial, and customer service experience.

- Ability to size up a situation with creative thinking and bring up new ideas to the table.
- Strong communication, interpersonal, problem solution, and organizational skills.
- Fully financed education, maintain excellent grades, and work and attend school full time.

## **Education**

### **Ithaca College, Ithaca, NY**

Bachelor of Business Administration, Marketing, Month, Year

Dean's List; GPA 3.9

### **Marketing Research Projects**

- Formulated and compiled data for inclusion in a statistical analysis report.
- Performed relative analyses based on advertising models including radio, television, Internet, print, brochures, direct mail campaigns, catalogs, sales force efforts, annual reports.
- With the cooperation of sales representatives conducted independent research on two major retailers to find out the effectiveness of several marketing strategies.
- Integrated findings into comprehensive marketing research reports.

### **Roosevelt Hotel New York, Albany, NY**

#### Waitress/Hostess

- Offered excellent customer services with combined responsibilities for Managing catering services and wait staff, resulting in customer loyalty, repeat business, and profitable sales.

### **Rose Tech Ventures, Brighton, NY**

#### Receptionist

- Reviewed MLS listings, prepared sales/rental contracts, and verified the accuracy of weekly advertisements.
- Coordinated appointments between sales agents and clients, and screened a high influx of calls.

### **Peanut Butter & Co, Buffalo, NY**

#### Secretary / Office Manager

- Processes invoices, correspondence, inventory reports, billing, and weekly payroll.
- Handled preparation of sales proposals and estimates, and all aspects of customer/vendor databases.

## **Computer Skills**

Microsoft Word, Excel, Power Point, and Access

## **Sample Marketing Student Resume 2**

**Andrew Jonathan,**  
12, South 65 Street,  
Abingdon, Virginia, 32056,  
(655)-623 1006.

## **OBJECTIVE:**

Seeking for a challenging role in Marketing where my skills and knowledge can be contribute and utilize.

**SKILLS:**

- Proficient ability of management, customer service, public relationship management
- Very creative, innovative and self-motivated
- Strong analysis power, problem resolving ability and full of energy
- Expertise in designing attractive presentation and demonstrations
- Good knowledge of computer skills such as MS word, MS excel, MS access, power point, spreadsheet
- Exceptionally good communication skills both verbally and written

**EDUCATION:**

University of Florida, Florida

*Bachelor of Arts in Marketing and international Business*

University of Florida, Florida

*MBA in Marketing*

**EXPERIENCE:**

**Denver Inc., Abingdon, Virginia**

**Public Relation Intern**

- Responsible for the research on the Spain and American metal trade
- Prepared status report and presented in press release for the company
- Responsible for meeting clients

**Advine Co., Bluefield, Virginia**

**Account Leader**

- Responsible for the creation and preparation of the copy of brochure for youth guidance camp
- Prepared attractive slide show and video for marketing campaigns
- Responsible for the compilation of the status report for the team and clients
- Also attended the schedule meeting with client and team

**Salnica Inc., Hampton, Virginia**

**Salesperson**

- Responsible for the arrangement of the meetings with buyer from reputable companies
- Done arrangements and attended seminars on salesmanship and self presentation
- Responsible for the management of the transaction between the client and the company

**REFERENCE:**

Mr. Joseph Macman

College Dean

University of Florida, Florida

**Human Resource Recruiters Resume**

A human resource recruiter is a human resource person specifically meant for the recruitment process. This professional has to show his mettle in the trade by selecting

the right kind of people for the job. He has to carry out the responsibilities right from the advertisement to the final induction of the candidates. There are many intermediate steps involved which need a close scrutiny by the HR recruiter. The main attribute required of this person is that he needs a thorough understanding of people and their mindset, which enable him to judge the candidates and choose the best amongst them.

### **Sample Human Resource Recruiter's Resume**

**Treyton Nash**

562, Keighley ST,

Essex, VT, 78212

(462) 683-5922

cody.bailey@email.com

### **Career Goal**

To become a human resource recruiter in an organization where I can get a chance to nurture my innate skills for its betterment.

### **Educational Background**

- Accomplish Bachelor of Arts Degree from the Dallas University, Dallas at the Recruitment Management as the major in the year of 1990
- Accomplish associate Degree in Recruitment Management from the Institute of Human Resource Management of San Francisco, San Francisco in the year of 1992

### **Computer Programming Skills**

- Operating Systems: Windows 9X, Windows 2000, Windows ME, Windows XP, Windows Vista, Linux, Unix, MS DOS
- Office Package: Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Outlook Express

### **Professional Affiliation**

Accomplish indispensable professional affiliation from the Recruiter Managers Association of New Jersey, New Jersey in the year of 1993 after the succeeding Mock Test approved by the association.

### **Professional Skills**

- Have outstanding practice about developmental Human Resource Management. Took on, educated and counseled range of recruiters as well as support staffs and equipped needed evaluation reports
- Have capacitated with magnificent public association features
- Initiated and executed various complete outreach curriculums

### **Professional Background**

2001- Present date: Work as the Recruitment Manager for the ABC Corporation, Las Vegas with the following responsibilities as the post holder

- Provide necessary recruitment strategies for marketing and sales support control
- Formulate and execute several college recruitment curriculums
- Provide essential establishment and maintenance with selective employment organizations

- Formulate and implement various outreach recruitment tours to major cities and career centers with numbers of universities
  - Provide vital assistance in the staffs communication enhancement curriculums
- 1995- 2000: Acted as the Personnel Manager for the Santana Boot Company, Syracuse with the following responsibilities
- Provided development towards newly appointed employee directing curriculums such as visual supports and assessment preparation
  - Provided in house child care service development
  - Formulated various personnel curriculums such as development towards records, programs and sources etc.
  - Provided human relationships troubleshoots measures

This sample resume will help you to write a successful and a confident resume in the best possible way. The post in itself is managerial and human resource is a branch of management, which deals with the organization of the workforce. Your duty hence is to specify your objective and skills in an exquisite way to make an impression on the recruiter. Your attitude and communication skills must be sound to exhibit your affirmative approach. Though, the human resource manager has many roles here we are concerned of human resource as a recruiter.

### **Sample Human Resource Recruiter Resume 2**

**Richard S. Barrett**

3414 Hillside Street

Mesa, AZ 85201

#### **OBJECTIVE**

Summary: I am a home office owner (Independent Contractor) currently looking for jobs (in all fields) that pertain to my skills. I am looking to excel to high levels working with a company(s) that is in need of a reliable, trustworthy, organized, punctual, outgoing, goal oriented, multi-tasked and talented person. I have worked in many fields and enjoy doing so. When there is no one I am the person for the job.

#### **RELOCATE**

CA

#### **Education:**

Mc Alister Southwest High School Los Angeles, CA 2000 Graduate

- Leadership
- Excelled in Biology, Trigonometry and Chemistry Community Build Los Angeles, CA
- Certified Copper Base Cable Technician Community Build Los Angeles, CA
- Certified C-Tech Fiber Optic Cable Technician

#### **Experience:**

Independent Contract Personal Manager for an Artist 9 months/current

- Handle all business calls, e-mails and letters.
- Put together and execute marketing and promotion plans for artist projects including any needed paperwork and research ( market research, copyright, trade mark filling, incorporated papers, and logos )

- I handle and put together all media and press releases (including Electronic Press Kit and any needed research).
- I do Booking for this artist and other artists that happen to want to do a show at the same time.
- I take care of conference planning and scheduling, rehearsals, and travel arrangements.
- With another publicist I take care of the publicity. I make sure the artist gets to their destination on time, meets with the correct media and establish contacts

Collard Green Records A& R, Marketing and Promotions 9 months/current  
Events Management and Coordination

- Collard Green Records has a venue night every second Friday of the month at the Little Temple Bar in Silverlake called "Nappy At The Roots." I look for talent for this venue and assist in coordination.
- I take care of marketing ( making sure the venue night is promoted in the right areas and places) and head a promotions team (directing them and making sure the team is taking care of their responsibilities.
- I also do desktop publishing, including flyers, logos, business cards, letterheads, presentations, cards and invitations.

Tutor Saliba Administrative Assistant 2004-2005

- Answered multi-line telephones and message taking
- Managed correspondence between different entities
- Organized and maintained filing system and construction documents
- Helped put together Daily Reports and room status changes
- Logged and kept track of all Impact Notices

J & B Paging Receptionist 1999-2001

- Entering in new accounts, keeping up with all accounts and record keeping
  - Cashier, stocked merchandise and managed the phone
- Marvin Avenue CCC Teacher Aide/Receptionist Temp. 1999-2000
- Supervised children in study and play and managed the phone on occasions
- African Marketplace and Cultural Affairs (City of Los Angeles) Seasonal / 1999

- Assisted the Stage Manager in various duties
  - Assisted entertainers in setting up their respective stages
- William Grant Still Arts Center Receptionist Seasonal / 1990-1998
- Answered multi-line telephones and taking messages
  - General office including filing, copying and faxing

**Additional Qualifications:**

35 WPM, Microsoft Word, Excel, Power Point, Publisher, Access, Business, Info Path and Outlook, Microsoft Works Word Processor, Database and Spreadsheet, Microsoft Plus! Photo Story LE, Adobe Reader, Photoshop CS and Image Ready CS

**Additional Services:**

Data Entry, Document Preparation, Database Management, Contact Management, Business Plan Preparation, Proofreading, Editing, Creative Writing, Business Writing,

Brochures, Manual and Newsletter editing and proofreading, Customer E-mail Processing, Follow Up Calls, Research

**Activities:**

Volunteer speaker on Anti-Gang Violence.

This sample human resource recruiter resume will give you a quick start on building an effective and optimized resume for your job application.

**Sample Human Resource Recruiter Resume 3**

**Richard Anderson,**  
1234, West 67 Street,  
Carlisle, MA 01741,  
(123)-456 7890.

**Objective:**

Seeking for the position as a human resource recruiter to participate in the development of ongoing cost effective sourcing and creative strategies with a aim of hiring excellent candidates.

**Qualification Summary:**

Adaptive, result-oriented, self-motivates, and committed to achieve human resource departmental goals with a positive attitude.

**Education:**

**University of Texas at Dallas, TX**

Bachelor of Science degree in Human Resources

May 1999

GPA 3.75/4.0

**Work Experience:**

**Pall Corporation, Del Rio, TX**

Senior Recruiter August 2004 - present

- Leverage in-house recruitment efforts and online recruiting resources to examine and hire ideal candidate
- Taking interview of all the candidates which are qualified for the job
- Categorize the jobs so that the candidates can search by keyword or category on the corporate website
- Interacted with department managers and hiring managers to coordinate planning activities of trends, needs, hiring, and recruiting strategies
- Manage the selection, presentation, closing, negotiation, offer, administrative components or hiring
- Maintain well-ordered and accurate documentation on all candidates

**Global Management, Garland, TX**

Recruiter February 2002 - August 2004

- Provided accurate, detail, and motivating information to candidates regarding the position being filled and company.
- Performed detailed reference analysis and/or reference checks on selected candidates.
- Planned and carried out on-campus recruitment efforts.

- According to the hiring manager's directions extended the offers of employment to selected candidates.

**Professional Affiliations:**

Society of Human Resource Management

**Hobbies:** Photography and Soccer.

**DAIRY PRODUCTS**

|                       |                  |
|-----------------------|------------------|
| new milk              | парне МОЛОКО     |
| sour milk             | КИСЛЕ МОЛОКО     |
| cream                 | ВЕРШКИ           |
| sour cream            | СМЕТАНА          |
| butter                | МАСЛО (ВЕРШКОВЕ) |
| boiled butter         | ТОПЛЕНЕ МАСЛО    |
| margarine             | МАРГАРИН         |
| mayonnaise            | МАЙОНЕЗ          |
| cheese                | СИР              |
| cream cheese          | СИРКОВА МАСА     |
| processed cheese      | ПЛАВЛЕНИЙ СИР    |
| cottage cheese, curds | СИР              |

**MILK AND ITS COMPOSITION**



**1. Read and translate the text**

Man used milk and milk products long ago. It is known from the history that people who subsisted on diets with a large proportion of milk and its products were usually healthy, vigorous and well-developed. Scientists proved that milk and its products have exceptional nutritional value. No other single food in the world can compare with milk in this respect. Milk is such a complete food because it contains, in varying amounts, all the ingredients needed to keep us fit and healthy. First of all, there are the different fats which give us energy. The complex composition of milk fat includes at least 64 different fatty acids, containing from 4 to 26 carbon atoms with a relatively high proportion of short-chain, saturated fatty acids, many of which are not found in other fats. In general, the fatty acids in milk fat are about 66% saturated, 30% monosaturated and 4% polyunsaturated.



The second ingredient is protein, which has many forms. One of them, called casein, is found only in milk. The proteins in milk are composed of 20 amino acids, eight of which are essential for adults because they can't be made by the body and must be obtained from food. The other 12 can be made by the body so are non-essential amino acids. Casein makes up 82 percent of the protein in milk. The various proteins are vital to all living things, helping them to grow, gain strength and overcome illness or injury. One litre of milk a day will provide the average adult with more than a third of his required proteins.

Milk is the only food source of the carbohydrate lactose, although it is the only significant carbohydrate in milk; traces of others such as glucose and glucosamines are also present. Lactose, a sugar, provides half of the total solids in milk and contributes 30 percent of the food energy in whole milk. Lactose has many beneficial characteristics. It stimulates the growth of intestinal micro-organisms that synthesize the B vitamins. It produces organic acids which provide an ideal protective medium by checking the growth of undesirable bacteria in the intestine. In addition, lactose increases the absorption of calcium, phosphorus and magnesium, and favourably affects the intestinal flora.

Everyone also needs a regular supply of important vitamins to keep healthy, and milk contains more of these than any other food. Vitamins A and D, found in the butterfat, help our eyesight and protect us against disease. Vitamin B2, also known as riboflavin, is an essential part of a child's diet, promoting growth and keeping the skin clear. This, together with Vitamin C, which keeps colds and flu at bay, is found in the watery part of the milk. Milk contains many minerals too. It is particularly rich in calcium, which strengthens our bones and teeth. Among the others are phosphorus (good for the brain cells), potassium (tones up the nervous system), sodium (helps us absorb calcium) and iron (keeps the blood healthy). At present milk and its products are daily requirements for the population in most parts of the world. From the Equator, where the Arabs still use camel's milk, to the far North, where the Eskimos use reindeer caribou milk, this product is the number one food item in human diet. For babies, milk from the mother's breast is the easiest, cleanest and best way to obtain the nourishment needed for the first, difficult months of life. For young children, dairy milk provides the calcium needed to strengthen growing bones and teeth. For adults, it gives energy without too much fat. And for old people it is an easily-prepared and easily-digested form of natural food.

## **MILK PRODUCTS**

**Khoa:** Khoa is prepared by evaporating whole milk in an open cast iron pan with continuous stirring until it is semi-solid. It is used extensively in the preparation of Indian sweets.

**Cream:** Cream is the fat of milk and is used in the preparation of sweets. It is made by simmering large quantities of milk until a thick layer of milk fat and coagulated protein form on the surface. It can be consumed with or without the addition of sugar.

**Butter:** Butter is obtained from cream by churning. When cream is churned, the fat globules are destabilized and coalesce until the milk separates into two phases – viz.,

the butter and the aqueous phase. Butter is removed and washed. Butter is used as a cooking medium in many Indian recipes. It is one of the main ingredients in cakes, biscuits, icing and bread.

**Ghee:** Ghee is butter oil. It is prepared by melting butter and separating the moisture from butter by heating. It is used in preparing Indian sweets, savouries, curries and variety rice like pulav and biriyani.

**Paneer:** Paneer is a soft cheese prepared by addition of lemon juice or citric acid to hot milk and precipitating the casein. The liquid released in this process is known as whey and the resultant curd is tied in a muslin cloth and hung for a day to squeeze any liquid present in it. The soft cheese (paneer) that is obtained is used in Indian gravies and pulavs. It is a very good source of protein.

**Cheese:** It involves the curdling of milk with enzyme rennet under microbially controlled condition. Milk is held at about 27° C in vats and a lactic acid culture is added. When the milk gets acidic, rennet is added to it and the milk is allowed to coagulate. The curd formed is cut and heated to about 37° C with constant stirring to remove the whey. The whey is drained. Salt is mixed with the curd and it is pressed to remove further amount of whey. The cheese formed is coated with paraffin to prevent loss of moisture.

**Curd:** Curd is prepared by heating milk to about 50° C. A teaspoon of curd (starter) from an earlier batch of curd is added and is mixed thoroughly. The lactic acid bacteria present in the starter curdles the milk. The bacteria break down lactose to lactic acid thereby increasing the acidity of milk.

**Yoghurt:** This is a coagulated milk product with curd like consistency. It is made from partially skimmed or whole milk and it has a slightly acidic flavour.

## **2. Answer the following questions.**

1. Why do people consider milk to be the most complete food in the world?
2. What is the composition of milk fat?
3. Which protein is found only in milk?
4. What is lactose? What are its functions?
5. What vitamins does milk contain?
6. What mineral is milk particularly rich in?
7. Why is milk the number one food item' in human diet?

## **3. What is lactose? Read the following information filling in the correct. sweet taste lactose sugars milk glucose**

The carbohydrate \_\_\_\_\_ gives milk its \_\_\_\_\_ and contributes about 30% of whole cow milk's calories. Lactose is a composite of two simple \_\_\_\_\_: \_\_\_\_\_ and galactose. In nature, lactose is found only in \_\_\_\_\_.

## **4. Why is milk a preferable food for different age groups? Make up true sentences.**

For babies **M** provides energy without too much fat

For young children **I** is easily-prepared and easily digested form of food

For adults **L** is the easiest and best way to obtain nourishment

For old people **K** is an important source of calcium for growing bones and teeth

## **5. What vitamins and minerals have the following functions? Complete the sentences.**

1. ... helps our eyesight. 2. ... promotes growth and keeps skin clear. 3. ... keeps cold and flu at bay. 4. ... strengthens our bones and teeth. 5. ... is good for the brain cells. 6. ... tones up the nervous system. 7. ... helps us absorb calcium. 8. ... keeps the blood healthy.

## CEREAL AND CEREAL PRODUCTS



### 1. Read and translate the text.

Grains have been the staple foods of many civilisations for thousands of years. Wheat, barley, oats and rye in Europe, maize in America, quinoa\* in South America, rice in the East, and millet in Africa.

Cereals are seeds of plants, usually members of the grass family but there are a few exceptions. They are annuals, that is they have to be planted every year and at the end of the summer, when they have produced ripe seeds, they die down. Like all seeds, cereals are very nutritious because they contain all the nutrients the embryo plant needs to start growing. Unrefined cereals are valuable sources of proteins, carbohydrates, B vitamins and also contain some fat, iron, vitamin E and trace minerals and are a very good source of fibre in the diet. Some cereals (wheat, barley, rye and oats) contain the protein gluten, which is essential for leavened breadmaking. Without sufficient gluten, bread will not rise.

Whole grains can be sprouted, which greatly enhances their nutritional value, e.g. wheat grains, raw buckwheat and barley. Cereals can be used in other ways, besides being ground into flour for bread, cakes etc. Whole grains can be added to stews and casseroles, or cooked until soft.

The distribution of nutrients within the wheat grain is not uniform. The concentration of protein, minerals and vitamins is higher in the germ and outer layers of grain. Thus, when wheat is milled to produce white flour, a proportion of the nutrients and dietary fibre is discarded with the bran and germ. Similar losses of minerals and vitamins occur in the milling of rice.

As a rule we use wholemeal, brown and white flours. The composition of each of these flours varies. In general wholemeal flour contains somewhat greater amounts of most

minerals and vitamins as well as more dietary fibre than brown or white flour. To make a large loaf of good quality, flours should contain sufficient gluten.

**NUTRITIVE VALUE OF CEREALS** Cereals are an important and economic source of energy. Hundred grams of cereals supply 340 kilo calories of energy. Cereals are also a significant source of proteins (8 – 11 percent) in the diets of people whose staple food is cereals. However, cereal protein is incomplete as it lacks an essential amino acid, lysine. This lack is made up when cereals are eaten along with other protein foods such as dhals, pulses and milk.

Wheat flour contains glutenin and gliadin as proteins which are commonly known as gluten. The strength of the wheat flour is based on the quality of gluten used. Whole grains chiefly furnish starch, proteins, minerals, B -Vitamins and fibre.

Refined cereals lose part of the protein, minerals, and B Complex vitamins in milling. They contain a little more starch than whole cereals.

Whole grains contain more vitamins, minerals and fibre than refined grain and are valuable dietary sources of iron, phosphorus, thiamine and fibre.

**Bread:** Flour, water, milk, salt, sugar, butter and yeast are the ingredients used in the preparation of bread. All the ingredients are mixed and allowed to rise. Fermentation is effected by the action of yeast enzyme zymase on the glucose in the dough producing alcohol and carbon dioxide. The fermented dough is kneaded by hand (knock- back) to remove gas, redistribute yeast cells, subdivide gas cells and increase the uniformity in size. The fermented dough is then sized, shaped and placed in pans for proofing at 38° C - 48° C for 45 – 60 minutes and baked for 30 minutes at 204° C – 232° C

## **2. Answer the questions.**

1.Are cereals an important component of people ‘s diet all over the world? 2.What are cereals? 3.Are cereals annuals? 4.What nutrients do cereals provide people with? 5.In what ways can cereals be used? 6.In what parts of the wheat grain is the highest concentration of protein, minerals and vitamins? 7.What are the main types of flour? Do they have the same composition? 8.Why is the wholemeal flour more useful for man’s nutrition?

## **3. Give the English equivalents to the following words and word combinations:**

Зерно, пшениця, ячмінь, овес, жито, кукурудза, рис, просо, гречка, насіння, борошно, крупа, хліб, хлібопекарство, висівки, зародок, буханка, хліба.

## **4. Give the Ukrainian equivalents to the following words and word combinations:**

Staple; millet; annual; embryo; unrefined cereals; gluten; leaven – закваска; to leaven; to sprout; to grind (ground, ground); casserole; uniform; bran; germ; whole meal flour.

**5. LISTENING.** You will hear a chef describing how to make doughnuts. Complete the recipe for doughnuts.

## **INGREDIENTS**

300 grams of strong bread flour

200 grams of plain flour

200 millilitres of 1)\_\_\_\_\_

100 grams of 2)\_\_\_\_\_

and

100 grams of 3) \_\_\_\_\_

4) \_\_\_\_\_ eggs

10-gram sachet of yeast

## METHOD

Mix all the ingredients to make a smooth ball and leave to 5) \_\_\_\_\_

Recipe should make about 6) \_\_\_\_\_

Heat the oil to 7) \_\_\_\_\_ centigrade.

Drop in the doughnuts and cook for 8) \_\_\_\_\_

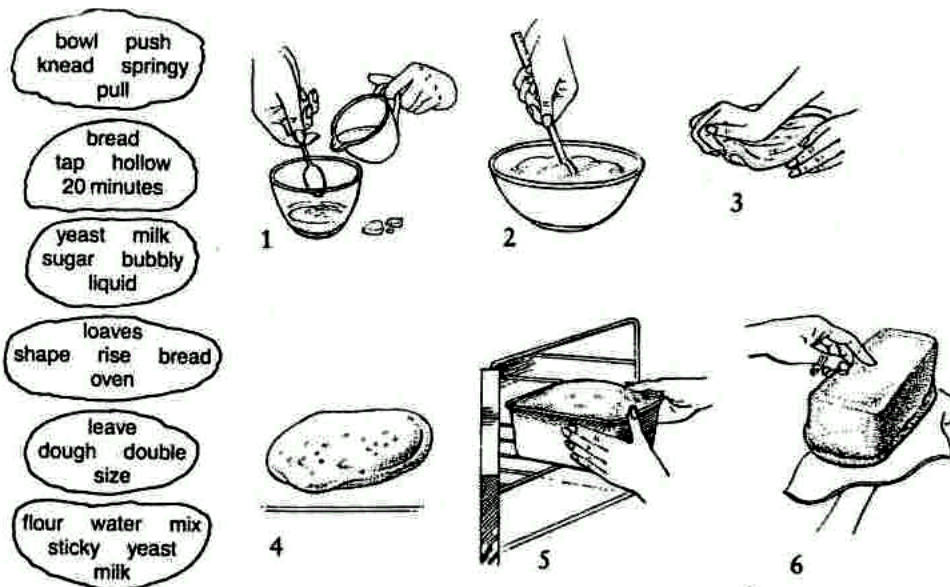
Turnover and cook for one 9) \_\_\_\_\_

Drain the doughnuts and pour some more 10) \_\_\_\_\_

## Baking bread

1) The pictures show six stages in making bread. What does each picture show?

Which sets of words do you think go with each picture?



2) You will hear a man describing each stage. Listen and match the sets of words with the pictures.

3) Try to describe the stages yourself, using the words to make sentences.

## BEVERAGES AND APPETIZERS

### 1. Read and translate the text.



Beverages are drinks used for the purpose of relieving thirst and including fluid in the days' diet. They contain nutrients and are also stimulants. Appetizers are those liquids that improve the appetite of an individual. Eg. Soups. Intake of appetizers before a meal tends to increase the quantity of food consumed and also stimulates a desire for food consumption.

#### USE IN A DAYS MENU

1. Refreshment: Beverages such as plain or carbonated water, lime juice, ginger ale and other bottled beverages, fruit juices and iced tea or coffee are refreshing drinks and are used to relieve thirst.
2. Nourishment: Pasteurized milk, butter milk, chocolate and cocoa drinks, eggnog made with rum, fruit juices, glucose water, lemonade provide nutrients and help in nourishing the body.
3. Stimulant: Tea, coffee, cocoa and chocolate beverages help in stimulating the system.
4. Soothing Agent: Warm milk and hot tea have a soothing effect and are used for this purpose.
5. Appetizers: Soups, fruit juice and alcoholic drinks in limited quantities increase an individual's appetite and thereby food consumption.

#### NON-ALCOHOLIC BEVERAGES:

Tea: Tea is obtained from the leaves and flowers of tea bush. The kind of tea obtained is determined by the manufacturing process and treatment. Tea is a stimulating and refreshing drink. The principle flavour components of tea are caffeine, tannin yielding compounds and small amounts of essential oils. Caffeine provides the stimulating effect, tannin the colour, body and taste to the extract and the essential oils contribute the characteristic aroma. Tea can be prepared by introducing tea leaves into boiling water in a kettle or by pouring boiling water over tea leaves in a preheated tea pot and letting it steep. The time of steeping depends on the strength of the beverage desired

and quantity of tea leaves used. To prepare good tea one teaspoonful of tea leaves for 1 cup is ideal. The tea should be brewed only for five minutes and strained. If it is kept for more than five minutes it will give a bitter taste.

Coffee: Coffee is prepared from the beans of the coffee plant. Caffeine and flavouring substances such as tannins determine the quality of the end products. Coffee can be prepared by filtration and percolation.

Instant coffee: Instant coffee is prepared by pouring boiling water over instant coffee powder in a dry cup.

Cocoa and Chocolate: Cocoa and chocolate are made from grinding the seeds of cocoa bean pods. Chocolate and cocoa unlike coffee and tea have a higher nutritive value.

## ALCOHOLIC BEVERAGES



An alcoholic beverage is a drink containing ethanol. Ethanol is a drug, and depressant, and most societies regulate or restrict the sale and use of alcohol.

Chemistry. Ethanol ( $\text{CH}_3\text{CH}_2\text{OH}$ ), the active ingredient in alcoholic beverages, is almost always produced by fermentation - the metabolism of carbohydrates by certain species of yeast in the absence of oxygen. The process of culturing yeast under alcohol-producing conditions is referred to as brewing. Alcoholic beverages with a concentration of more than 50% ethanol by volume (100 proof) or greater are flammable liquids and easily ignited. It should be noted that in chemistry, alcohol is a general term for any organic compound in which a hydroxyl group (-OH) is bound to a carbon atom, which in turn is bound to other carbon atoms and further hydrogens.

Other alcohols such as propylene glycol and the sugar alcohols may appear in food or beverages regularly, but these alcohols do not make them "alcoholic". Most yeasts cannot grow when the concentration of alcohol is higher than about 18% by volume, so that is a practical limit for the strength of fermented beverages such as wine, beer, and sake. Strains of yeast have been developed that can survive in solutions of up to 25% alcohol by volume, but these were bred for ethanol fuel production, not beverage

production. Spirits are produced by distillation of a fermented product, concentrating the alcohol and eliminating some of the by-products.

Many wines are fortified wines with additional grain alcohol to achieve higher ABV (alcohol by volume) than is easily reached using fermentation alone. Flavouring. Ethanol is a moderately good solvent for many "fatty" substances and essential "oils", and thus facilitates the inclusion of several colouring, flavouring, and aromatic compounds to alcoholic beverages, especially to distilled ones. These flavouring ingredients may be naturally present in the starting material, or may be added before fermentation, before distillation, or before bottling the distilled product. Sometimes the flavour is obtained by allowing the beverage to stand for months or years in barrels made of special wood, or in bottles where scented twigs or fruits — or even insects — have been inserted.

**2. Answer the following questions.** 1.What do we call an alcoholic beverage? 2.Why do many societies regulate the use of alcohol? 3.What is brewing? 4.What is term alcohol 'referred to? 5.In what way is the concentration of alcohol in alcoholic beverages specified? 6.What is the limit for the strength of fermented beverages? 7.In what way are spirits produced? 8.How can flavour be obtained in the alcoholic beverages?

### **Drinking**

**A.** Make sentences by connecting each person on the left below with the correct phrase on the right

- |                           |  |
|---------------------------|--|
| (a) A teetotaller         | serves people in a pub                             |
| (b) A secret drinker      | runs a pub   |
| (c) A social drinker      | has a drink from time to time                      |
| (d) An occasional drinker | only drinks with other people,<br>e. g. at parties |
| (e) An alcoholic          | doesn't want other people to<br>know he drinks     |
| (f) A drunkard            | drinks a lot                                       |
| (g) A barmaid             | is often drunk                                     |
| (h) A heavy drinker       | never drinks alcohol                               |
| (i) A publican            | is addicted to alcohol                             |

**B.** Which drinks would be a good drink for

- (a) a children s party
- (b) an adults party
- (c) a formal reception
- (d) someone who s going to drive
- (e) a last drink of the evening
- (f) a hot day
- (g) someone who is nervous before an important occasion
- (h) someone who is trying to give up alcohol

**C.** Put each of the following words into its correct place in the sentences below

Sip, pub, crawl, toast, breathalyzer, drop, stagger, booze, corkscrew, intoxicated, vineyard, cheers, hangover



- (a) Let's open another bottle of wine. Where's the \_\_\_?
- (b) We went on a \_\_\_\_\_ last night. This morning I've got a terrible \_\_\_\_\_.
- (c) Wine is made from grapes which are grown in a \_\_\_\_\_.
- (d) Here's a \_\_\_\_\_ to John and Elizabeth.
- (e) Don't drink it all at once. Just \_\_\_\_\_ it.
- (f) When British people drink they often say, \_\_\_\_\_.
- (g) The police stopped the driver and gave him a \_\_\_\_\_ test.
- (h) I don't want much, please, just a \_\_\_\_\_.
- (i) A slang word for alcoholic drink is \_\_\_\_\_.
- (j) A formal word for drunk is \_\_\_\_\_.
- (k) He couldn't walk properly. He could only \_\_\_\_\_.

**D.** Briefly describe as a warning of the possible dangers of alcohol, an evening in which some people start drinking and end up in a police cell. Use at least six of the words at the top of the exercise above.

**3. LISTENING.** You will hear five people talking about drinks. Choose from the list A - F the drink each speaker prefers. Use the letters only once. There is one extra letter which you do not need to use.

- A milk
- B wine
- C mineral water
- D beer
- E fruit juice
- F soft drinks

|           |  |
|-----------|--|
| Speaker 1 |  |
| Speaker 2 |  |
| Speaker 3 |  |
| Speaker 4 |  |
| Speaker 5 |  |

### Making a drink

Look at the pictures showing the six steps for making the drink. Number the steps according to the tape.



A

B

C

D

## UNIT 2. OPTIMIZATION OF INDUSTRIAL FOOD PROCESSING

### 1. Read and translate the text.

«Everyday food in an industrialized society relies not only on agriculture, horticulture and fishing but also on efficient food processing. Since the origin of civilization man has always processed food, and the basic purposes of food processing have remained unchanged. The first purpose is the conversion of agricultural produce into palatable attractive, digestible and safe foods. The second purpose is the preservation of foods for availability out of season, and for transportation to areas distant from agricultural producers. Now quality, safety and stability are in the foreground, the improvement of taste, appearance and nutritive value being also of great importance. A wider range of attractive food products has become affordable through advances in food science, food technology and food process engineering together with the development of a wide range of highly efficient processing equipment and new synthetic packing materials. Many traditional processes have now been replaced by automated production methods and a lot of modern process control systems have been introduced. Food process engineering is concerned, on the one hand, with the mechanical and physical operations involved in food processing and on the other hand – with machines and equipment in which physical, chemical and biological conversions in food materials are performed during processing. Food science involves the study of all aspects of science related to food, food chemistry, biochemistry and microbiology being the most important ones. An understanding of the chemical nature and properties of food is essential if one is to achieve an understanding of the composition of food and the reactions which take place during its storage and processing. The biological changes occurring in the industrial processing of food are also of great importance. They must be carefully considered and analysed in addition to the chemical and physical changes. Microbiology is the study of microorganisms. Some species of microorganisms are beneficial and are used extensively in food production. Other types are responsible for many undesirable effects in food, such as spoilage and poisoning. A knowledge of the nature of microorganisms, their growth requirements and how the growth can be prevented is necessary if one wants to understand the principles involved in the various methods of food preservation. Consequently, a food technologist must have a broad knowledge of scientific and engineering principles. He must be acquainted with the composition of food, its chemical nature, physical, chemical and biological changes, occurring in food, and also with basic equipment, operations and processes involved in the manufacture of any particular processed food.

### 2. Why are these words placed here together:

- a) careful, beneficial, physical, spiritual, industrial, essential, agricultural;
- b) technology, technique, technological, technologist, technical, technician;
- c) undesirable, unknown, uncommon, unusual. <sup>33</sup>

What parts of speech may they be? Use them in the examples of your own.

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<sup>33</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

3. «**Translate into Ukrainian:** food process engineering, horticulture, food science, composition of food, food preservation, undesirable effects, fishing, spoilage, processing equipment, safe foods, agriculture, synthetic packing materials.

4. **Translate into English:** виробництво харчових продуктів, харчова промисловість, сучасне високопродуктивне обладнання, синтетичні пакувальні матеріали, поживна цінність, хімічні зміни, види мікроорганізмів.

## COOKING FOODS

### *Ways of cooking food before heating*

|                                      |                                |
|--------------------------------------|--------------------------------|
| to peel (potatoes, onions, beetroot) | чистити (шкірку)               |
| to scrape (carrots, new potatoes)    | чистити (шкребти)              |
| to rind [raind] (bananas)            | знімати шкірку; очищати шкірку |
| a rind                               | шкірка                         |
| to pare (cheese)                     | зрізати скоринку, шкірку       |
| to shell (an egg)                    | чистити яйце                   |
| an egg shell                         | яєчна шкаралупа                |

## CUTTING

|                              |                                       |
|------------------------------|---------------------------------------|
| to cut into halves, quarters | розрізати навпіл, на чверті           |
| to carve meat                | обробляти, рубати м'ясо               |
| to mince meat                | пропустити через м'ясорубку           |
| to beat up meat              | відбити м'ясо                         |
| slice (onions)               | Нарізати тонкими кільцями, пластинами |
| chop (onions)                | кришити дрібними частинами            |
| dice (the carrot)            | різати кубиками                       |
| shred (lettuce)              | кришити капусту                       |
| grate                        | натерти на тїртці                     |
| knead (dough)                | місити тісто                          |
| beat (eggs)                  | збити яйця вінчиком                   |
| to whip an egg               | збити яйце міксером                   |
| to sieve flour               | просіяти борошно                      |
| coat (with breadcrumbs)      | обваляти (в сухарях)                  |
| grease (the tin)             | змастити форму                        |
| to sprinkle with salt        | посолити                              |
| to dress with (vinegar)      | приправити (оцтом)                    |
| to spread (with)             | намазати                              |
| to stuff (with)              | нафарширувати                         |
| to scale fish                | чистити рибу                          |
| a filling                    | начинка» <sup>34</sup>                |

<sup>34</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

### *Ways of cooking food by heating*

|       |                    |
|-------|--------------------|
| «boil | варити (кип'ятити) |
| fry   | смажити            |
| bake  | випікати           |
| roast | смажити у духовці  |
| grill | смажити на решітці |

boil: in water, e.g. carrots

fry: in oil or butter above the heat, e.g. sausages

grill : under the heat, e.g. toast or meat

roast: in the oven using oil, e.g. meat

bake: in the oven without oil, e.g. cakes

Note: Food which is not cooked is raw.

to stew: тушити

### ***Cooking steak***

If you have steak you can eat it rare (= cooked very quickly and still red);

medium (cooked a bit more and just pink),

or well-done (cooked even longer and not pink at all). (напівсира, середня, добре просмажене)

to cover with a lid

накрити кришкою

to simmer

смажити, кип'ятити на маленькому вогні

to mash (potatoes)

товкти картоплю

to boil potatoes in jackets

варити картоплю в мундирі

to drain (pasta)

відкинути на друшляк, дати стекти, процідити

to stir

перемішати

### **1. Read and translate the text.**

You can prepare better food if you know what goes on in the food you are preparing and why things happen as they do. Foods change physically and chemically during cooking. If you know their composition and structure you can control these changes and have superior products from your efforts. Protein, fats, and carbohydrates are your major allies (and may be problems) in cooking. Protein in egg white, for example, serves as a stabilizer for foams and makes possible such products as meringues, angelfood cakes, souffles, and so on. Proteins help emulsify, thicken, and bind together other food materials.

Fats give flavour and richness to foods, in which they occur naturally, as in milk, eggs, and meat, and the foods to which they are added, as in vegetables, baked products, and salad dressings. They are used to fry or to cook foods and to add tenderness to "breads, cakes and pastry»<sup>35</sup>

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<sup>35</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

Carbohydrates have a part in thickening, tenderizing, or sweetening cakes, breads, candies, ice cream, and other foods.

«Each group of foods has its own chemical and physical properties that determine the best method of preparing or cooking it. Eggs are highly useful in cooking. They give colour and flavour and hold other ingredients together.

The proteins in the white and yolk coagulate on heating and thicken the liquids they are mixed with, as in custards. The proteins can encase air, and so provide leavening power, or lightness, as in cakes. Eggs bind ingredients together, as liquids in mayonnaise and solids in croquettes, as in cream puffs, and popovers.

Milk and milk products are available in many forms. Fresh fluid milk is almost always pasteurized. It may be homogenized — treated under pressure to reduce the size and increase the number of tiny fat globules so they will not rise to the top as cream. Evaporated, dry, frozen, condensed and fermented milk (buttermilk and yoghurt) are used in the preparation of food.

Low cooking temperatures are recommended when milk is a main ingredient of recipe. Long cooking at high temperatures coagulates some protein, causes an off-flavour in the milk, and caramelizes the lactose that is, it decomposes or breaks it down into simpler compounds. The milk gets a brown colour.

Milk soups and sauces therefore are cooked usually in a double boiler, and custards are cooked in a baking dish set in a pan of hot water. You can use most forms of milk in place of fresh, whole milk in a recipe. Exceptions are buttermilk and yoghurt, which might give an unwanted flavour, and sweetened condensed milk, which contains such a high percentage of added sugar that it is used almost entirely in making candy, cookies, and desserts.

Homogenized milk may be used interchangeably with nonhomogenized milk in a number of dishes. Cornstarch puddings made with homogenized milk are more granular. Homogenized milk tends to curdle more readily than nonhomogenized milk in soups, gravies, scalloped potatoes, cooked cereals, and custards.

Evaporated skim milk, one of the newer forms of milk, may be diluted with an equal amount of water and used like fresh skim milk. Cereal products are cooked to absorb water, soften the texture, modify the starch and protein, and develop full flavour.

Proper preparation depends on an understanding of type and form of the product to be cooked. Some are relatively unprocessed whole kernels. Others are processed so that they require little or no cooking. Modern packaged whole-kernel cereals, such as rice, need no washing before use. Indeed washing the riched rice removes some of nutrients. When you boil rice, you should use the smallest possible amount of water so that none is left over when the rice is tender. Proportions of 1 cup of rice and 2 cups of boiling water are used for regular white rice»<sup>36</sup>.

Fruits and vegetables are made up chiefly of cellulose, hemicellulose, and peptic substances that give them texture and form. Starch, sugar, acids, minerals, and vitamins are present in varying amounts. Many changes take place when a fruit or vegetable is cooked. The flesh is softened by alteration of the cell structure. In starchy vegetables,

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<sup>36</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

like potatoes, the starch gelatinizes during cooking; pectins, proteins and hemicellulose also change. In frying potatoes and other vegetables, some of the sugar is caramelized. Colouring pigments also undergo chemical change when heat is applied.

«Fruits tend to keep their shape better in a sugar syrup because the syrup attracts water from cells through osmotic pressure and leaves a more dehydrated cell structure. Sugar is absorbed into the fruit only after the tissues are softened by cooking. Many fruits, like apples, plums, peaches, and apricots, can be cooked directly in a sugar syrup. For making purees, the fruit is cooked in water to soften it, and then the sugar is added to the fruit puree.

Vegetables are more vulnerable to mistreatment in cooking than many other foods. For the best in colour, texture, and flavour, one should cook all vegetables the shortest time possible because they are less palatable when they are overcooked.

The most common method of cooking fresh or frozen vegetables is in a small amount of water in a tightly covered saucepan. For many leafy vegetables, like spinach and shredded cabbage, the cooking time is less than 5 minutes.

Other methods of cooking vegetables include baking, braising, steaming, and frying. Baking whole in the skin is commonly used for potatoes, sweet potatoes, and squash. Carrots, onions, turnips, young beets, parsnips, and cucumbers can also be baked successfully in covered casserole.

The colour of fresh and frozen broccoli is similar when cooked by microwave and by the conventional method of boiling on top of the range.

Frozen vegetables usually require a shorter cooking time than do fresh ones, because they have been blanched before freezing.

Canned vegetables are quick and easy to prepare for serving because they are already cooked. To serve canned vegetables with the most flavour and food value, the liquid in which they are packed should not be discarded.

**2. Translate into Ukrainian:** робити емульсію, приправа до салату, жовток, ніжність, кондитерські вироби, дріжжі; закваска, здатність підніматися, згущати(ся), солодкий крем, маслянка, слойка, підлива, гомогенізоване молоко, сухе знежирене молоко, кукурудзяний крохмаль, овочі, що містять крохмаль, бланшувати, консервовані овочі, викидати.

**3. Translate into Ukrainian:** protein, carbohydrates, palatable, tenderness, leavening power, gravy, homogenized milk, evaporated skim milk, braising, nutrient»<sup>37</sup>.

**4. Answer the questions:**

1. When can you control physical and chemical changes in foods during cooking?
2. What are major allies in cooking?
3. What do proteins help to do during cooking?
4. What do fats give to foods?
5. What are carbohydrates functions in foods?
6. What occurs in the milk during long cooking?
7. What kinds of milk may be used in place of fresh whole milk in recipe?
8. What changes take place when a fruit or vegetable is cooked?

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<sup>37</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

9. Why do frozen vegetables require a shorter cooking time?

10. Why are canned vegetables quick and easy to prepare for serving?

**5. Match the methods of cooking with their definitions.**

«Match the foods with the items you would need to cook them, then write sentences as in the example.

|       |                             |
|-------|-----------------------------|
| bake  | cook in very hot oil        |
| boil  | cook over hot water         |
| fry   | cook under/over a flame     |
| grill | cook meat, etc. in an oven  |
| roast | cook in hot water           |
| steam | cook bread, etc. in an oven |

**6. Match the word or words with the definition.**

- |                      |  |
|----------------------|--|
| 1. salad dressing    | a. tinned greens   |
| 2. leaven            | b. meal or powder from ground wheat                                |
| 3. canned vegetables | c. spices for salad  |
| 4. cream             | d. sweet food served after the main part of the meal               |
| 5. egg               | e. sweet sticky yellowish fluid made by bees from nectar           |
| 6. flour             | f. substance causing dough to ferment and rise                     |
| 7. dessert           | g. a body produced by females of birds                             |
| 8. honey             | h. a thick yellow – white liquid that rises to the top of the milk |

**FOOD PREPARATION AND MANUFACTURE**

**1. Read and translate the text.**

Food preparation. While some food can be eaten without preparation, many foods undergo some form of preparation for reasons of safety, palatability, or flavour. At the simplest level this may involve washing, cutting, trimming or adding other foods or ingredients, such as spices. It may also involve mixing, heating or cooling, pressure cooking, fermentation, or combination with other food.

In a home, most food preparation takes place in a kitchen. Some preparation is done to enhance the taste or aesthetic appeal; other preparation may help to preserve the food; and others may be involved in cultural identity. A meal is made up of food which is prepared to be eaten at a specific time and place.

The preparation of animal-based food will usually involve slaughter, evisceration, hanging, portioning and other operations.

Cooking. The term "cooking" encompasses a vast range of methods, tools and combinations of ingredients to improve the flavour or digestibility of food. It generally requires the selection, measurement and combining of ingredients in an ordered procedure in an effort to achieve the desired result. Success greatly depends on the variability of ingredients, ambient conditions, tools and the skill of the individual cooking»<sup>38</sup>.

The diversity of cooking worldwide is a reflection of the myriad nutritional, aesthetic, agricultural, economic, cultural and religious considerations that impact upon it.

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<sup>38</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

«Cooking requires applying heat to a food which usually, though not always, chemically transforms it, thus changing its flavour, texture, appearance, and nutritional properties. Cooking was practiced at least since the 10th millennium BC with the introduction of pottery. There is archaeological evidence of roasted foodstuffs at Homo erectus campsites dating from 420,000 years ago.

Food manufacture. Packaged foods are manufactured outside the home for purchase. This can be as simple as a butcher preparing meat, or as complex as a modern international food industry.

Early food processing techniques were limited by available food preservation, packaging and transportation. This mainly involved salting, curing, curdling, drying, pickling and smoking. During the industrialisation era in the 19th century, food manufacturing arose. This development took advantage of new mass markets and emerging new technology, such as milling, preservation, packaging and labelling and transportation. It brought the advantages of pre-prepared time saving food to the bulk of ordinary people who did not employ domestic servants.

Nowadays advanced technologies have come to change food manufacture. Computer-based control systems, sophisticated processing and packaging methods, and logistics and distribution advances, can enhance product quality, improve food safety, and reduce costs.

## **2. Answer the questions.**

1. What processes can food preparation include?
2. What are the reasons of food preparation?
3. What does the term cooking 'mean'?
4. What determines the diversity of cooking in the world?
5. Does cooking require heat?
6. What did early food processing techniques include?
7. What technologies did the industrialisation era bring?
8. What technologies are used in food processing nowadays?

## **3. Fill in the table using the following words which describe taste.**

*hot bitter creamy sweet greasy salty sour*

crisps, nuts, bacon pastries, cakes,  
chocolate, honey curry, chilli peppers  
dark chocolate, black coffee chips,  
fried bacon, fried chicken bad milk,  
lemons, pickled onions whipped  
cream, yoghurt, milk

## **4. Fill in the blanks with the correct word»<sup>39</sup>.**

*spicy overcooked crunchy stale sugary*

1. Indian food is often very hot and .....
2. I 'm sorry for being so noisy, but this apple is really .....
3. Haven 't we got any fresh bread? This loaf is .....

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<sup>39</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с



4. The meat was ..... because she forgot to take it out of the oven on time. 5. Fizzy drinks are very ..... and can be bad for your teeth.

## **FOOD PRESERVATION**

### **1. Read and translate the text.**

«All food is known to be of organic origin and is susceptible to deterioration or spoilage which can be caused by changes of biochemical (enzymic) or biological nature. In the first case the cellular breakdown is caused by enzymes contained within the food itself which can be characterized as powerful catalysts taking part indifferent chemical processes occurring in living organisms. The browning of plant tissue, production of unnatural flavours, the fat oxidation in butter and oils are examples of unwanted enzymic changes. In the second case deterioration is caused by microorganisms such as bacteria, yeasts and molds. These organisms break down the complex organic components of the food into simpler compounds and so cause alterations in flavour, texture, colour and smell of the food.

To prevent various undesired changes food must be preserved. Food preservation consists in the use of several methods or combining of methods also known as hurdle technology. For example, it can be pasteurization or canning for milk and fruit juices, drying for cereals and flours, cold storage or freezing for fruits, and either drying, freezing or canning for meat and fish.

Prevention of food spoilage caused by microorganisms can be achieved by removing one or more of the conditions necessary for their growth. The following food preservation methods are currently used for these purposes: removal of moisture, lowering or raising the temperature, exclusion of oxygen, altering acidity (pH), chemicals and nonthermal methods such as irradiation, oscillating magnetic fields, high-intensity pulsed electric fields, high hydrostatic pressure and hurdle technology.

In the commercial production removal of water (dehydration) can be achieved by applying heat and causing the water present in the food to evaporate. The addition of salt or sugar to the food has the same affect. Microbial growth may be prevented by either decreasing or increasing the temperature. There are two types of low temperature preservation: refrigeration or chilling and deep freezing. In the first case the food is stored at a temperature in the range of 0–5 °C. The growth of most species of microorganisms is retarded, some of them being killed. However, many species are still able to grow slowly at these temperatures and bacterial spores survive. Then the food is frozen. If it is to be kept for a long period of time (e.g. longer than 3 months) it is stored at –18 °C or below. The freezing process has a killing effect and bacteria continue to die during storage. It is possible to destroy microorganisms by holding the food at a high temperature for a definite period of time. The higher the temperature, the shorter the time necessary to reduce the number of microorganisms. The complete destruction of microorganisms by heat is known as sterilization. But some foods cannot be sterilized without altering their flavour. A good example is milk»<sup>40</sup>. Such products

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<sup>40</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

may be heated just enough to destroy the pathogenic bacteria that may be present. This is called pasteurization».

«The exclusion of oxygen prevents the growth of molds and aerobic bacteria, but yeasts and many anaerobic pathogenic bacteria can survive in such conditions. Therefore, this method may only be used in combination with other methods, e.g. destruction by heat in canning.

The acidity (pH) may be lowered so that the food becomes too acidic to allow microorganisms to grow. The most common method is the use of vinegar in pickling. Chemical preservatives are also helpful in food preservation, sugar, salt and acids being widely used for this purpose. They do not kill microorganisms but they retard growth and delay food spoilage.

**2. What is the pronunciation of the letter – Y in the following words and what parts of speech are these words?** *dry, mainly, safety, antiquity, occupy, widely, acidity, satisfy, apply, digestibility, supply, readily, destroy, delay.*

**3. What is the meaning of the prefix UN-?** *undesirable, unwanted, unnatural, unavailable.*

**4. Form nouns with the suffix -ITY from the following words:** (e.g. stable – stability) *pure, acceptable, similar, antique, vary, continue.* I

**5. Give antonyms to the following words:**

living – ?

to lower – ?

to continue – ?

organic – ?

to evaporate – ?

to heat – ?

complex – ?

to decrease – ?

common – ?

advantage – ?

to lose – ?

**6. Translate into Ukrainian:** *organic nature, unwanted enzymic changes, food preservation, pasteurization, canning, removal of moisture, exclusion of oxygen, irradiation, bacterial spores, killing effect, vinegar, chemical preservatives, oscillating magnetic field, high-intensity pulsed electric field.*

**7. Translate into English:** *продукт, схильний до псування, розпад клітин, дріжджі, цвіль, зумовлювати зміни смаку і запаху, запобігати псуванню продуктів, сушіння, заморожування, зміна кислотності, затримувати ріст мікроорганізмів, повне знищення хвороботворних бактерій, бар'єрна технологія, високий гідростатичний тиск.»<sup>41</sup>*

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<sup>41</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

## **PRESERVATION OF MILK AND DAIRY PRODUCTS**

### **1. Read and translate the text**

Milk is known to be the most complete food of all. It contains protein in large quantity and of the highest quality, carbohydrates and fat being also present in sufficient quantities. It is also rich in vitamins, minerals and amino acids. Milk can be prepared in many forms for consumption. Some is sold as fluid milk, some is made into cream, ice cream, soft cheese, hard cheese, butter, evaporated, sweetened condensed or dried milk.

«Being an excellent media for the growth of many types of microorganisms, milk and most dairy products must be carefully preserved. There are different ways of their preservation such as heat treatment, refrigeration, freezing, using of chemical preservatives, irradiation, sound waves, magnetic fields, high pressure or electric current.

The mild heat treatment called pasteurization is usually used for milk and cream preservation. The objectives of pasteurization are to kill all the pathogens that may enter the milk and be transmitted to people and to improve the keeping quality of milk. When milk is pasteurized for the manufacture of cheese or cream is pasteurized for making butter, a third objective is to destroy microorganisms that would interfere with the activities of desirable organisms, such as the starter culture, or cause inferiority or spoilage of the product. The pasteurization process for milk involves heating the milk in large tanks to 63 C for 30 minutes to eliminate pathogens and enzymes.

Milk may also be sterilized either by an in-bottle sterilization process or by UHT (ultra high temperature) process. The UHT range begins at around 88–100 C and may extend to 150 C or above, exposure times may be from 1 second to some seconds. The main disadvantages of UHT process is that the severe heating needed can affect or alter the nutritive value, the colour and the flavor of the resultant product, the vitamin content being reduced.

Cream for buttermaking is given a greater heat treatment during pasteurization than market cream, because cream itself is sure to contain a higher population of microorganisms than milk. Rapid heating of cream is accomplished by injecting steam or by a combination of steam injection and evacuation in a process known as vacreation.

Most dairy products require the use of low temperatures as one factor in their preservation, and often it is the most important factor. Milk is kept at refrigeration temperatures during storage on the farm, in the truck or tank during transportation to the plant and during storage there. Fermented milks and unripen cheeses are chilled until they reach the consumer. Most kinds of ripened cheese also are stored at chilling temperatures after their ripening is complete.

Ice cream and other dairy desserts are frozen as part of the manufacturing process and are stored in the frozen state, where microbial multiplication is impossible. Butter in storage is held at –17 C to –18 C or lower. Frozen cream is kept in considerable amounts at a similar temperature. Milk concentrated to one third its volume, can be

frozen at  $-17\text{ C}$  to  $-18\text{ C}$  by freeze-drying method and stored at  $-23$  to  $-24\text{ C}$  for several weeks without deterioration»<sup>42</sup>

Different chemical preservatives are known to be widely used in dairy products preservation. Added sugar acts as a preservative of sweetened condensed milk. Sodium chloride is added in the manufacture of butter and various kinds of cheese. Various gases including nitrogen and carbon dioxide have been used as a package atmosphere for some kinds of cheese to increase their shelf life. Cheese is also smoked primarily for the addition of flavor, although the drying and the chemical preservatives from the smoke may improve the keeping quality. Irradiation, sound waves, magnetic fields, high pressure and electric currents may be used in some cases. For example, ultraviolet light in the dairy industry is used for irradiation of rooms to reduce the number of microorganisms in the air in processing rooms where sweetened condensed milk is being prepared or cut cheese is being packaged. Ultrasonic vibrations combined with a temperature of  $40\text{ C}$  to  $50\text{ C}$  kill most of the bacteria in milk or in cheese during ripening. Alternating electric currents have been applied to milk as a method for rapid heating in HTST pasteurization.

«**2. Remember the terms used in the text:** HTST pasteurization process, UHT process, in-bottle sterilization process, buttermaking, evacuation, vacreation, ultraviolet light, ultrasonic vibrations, starter culture.

**3. Form antonyms from the following adjectives, using different prefixes:** desirable, complete, sufficient, advantageous, pleasant, responsible, definite, usual, possible, proper, satisfactory, comfortable, continuous. III. What helps you define the part of speech of the following words? radically, stability, highest, fundamental, importance, desired, larger, poisoning, safety, classify, stable, synonymously, improvement, successful, nutritive, particular, moisture, reduction, citric, indicator.

**4. What do prefixes UNDER- and OVER- mean? Form antonyms from the following verbs using these prefixes:** cook, ripe, estimate, load, salt, sterilize, heat.

**5. Translate into English:** амінокислоти, вершки, морозиво, сир (м'який і твердий), молоко (згущене з цукром, згущене стерилізоване без цукру, сухе), електричний струм, стійкість молока, зовнішній вигляд, смак, закваска, отриманий продукт, тривалість зберігання продукту, недозрілий сир, розмноження мікробів, солодка молочна страва.

## **PRESERVATION OF MEAT**

### **1. Read and translate the text.**

Meat is known to play the most significant role in the diet. Being an excellent source of protein to the human body, meat provides about a half of the total protein content of the average diet. All meats contain fat, the percentage of this nutrient varying from animal to animal and from one part of it to another. Meat is also considered rich in minerals and some vitamins. It is a good source of the B-complex vitamins, thiamin

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<sup>42</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

and niacin being the most important ones. Most of the essential minerals are found in meat, particularly phosphorus, iron, copper and trace elements»<sup>43</sup>.

Being highly perishable fresh meats cannot be stored under normal conditions and therefore must be cooled soon after slaughter and kept just above the freezing point until used or preserved by some other methods. To be preserved meat may be canned, chilled, frozen, dried, cured, smoked, pickled or sometimes irradiated.

«The canning of meat is a very specialized technique in that the procedure varies considerably with the meat product to be preserved. Commercially canned meats can be divided into two groups on the basis of the heat processing used: (1) meats that are heat-processed to make them sterile; and (2) meats that are heated enough to kill part of the spoilage organisms but must be kept refrigerated to prevent spoilage. Canned hams and luncheon meats are so handled. Meats of the former group are processed at the temperature of 98 C, the size of can being usually less than 500 grammes. Meats of the latter group can be packed in containers up to 9 kilogrammes and are processed at temperatures of about 65 C. More meat is preserved by the use of low temperatures than by any other method, and much more by chilling than by freezing. Modern methods involve chilling meat promptly and rapidly to temperatures near freezing and chilling storage at only slightly above the freezing point, storage temperatures varying from – 1.4 to 2.2 C. The time limit for chilling storage of beef is found to be about 30 days, for pork, lamb and mutton 1–2 weeks, depending upon the numbers of microorganisms present, the temperature and the relative humidity. Storage time can be lengthened by keeping of meats in an atmosphere containing carbon dioxide or ozone.

Freezing is used to preserve meat during transportation over long distances or for holding until times of shortage and, of course, 96 considerable quantities of meat now are frozen in home freezers, the preservation of frozen meat is increasingly effective as the storage temperature drops from –12.2 toward –28.9 C. Preservation by heavy salting is an old method, ordinarily salting being combined with curing and smoking in order to be effective. The curing agents permitted are sodium chloride, sugar, sodium nitrate, sodium nitrite and vinegar, only the first four being commonly used.

Drying meats has been practiced for centuries. It is usually combined with salting and smoking. Drying may be accomplished in vacuum, in trays or by other methods. The final product keeps without refrigeration. Freeze drying is mostly used for preservation of processed products such as patties and meat balls rather than fresh meat.

**1. Define the meaning of the prefix DIS - :** disadvantage, discolouration, dispersion, discomfort, dissolve, disproportion.

**2. Find the synonyms among the following words:** to call, to permit, desiccation, to divide, to involve, proliferation, quickly, drying, to separate, to allow, to handle, preservation, to accomplish, to include, multiplication, to name, rapidly, to process, conservation.

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<sup>43</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлєва К.С. Біла Церква, 2021. 320 с

**3. Form nouns from the given words using proper suffixes and translate them into Ukrainian:** except, store, consume, multiply, grow, effect, vibrate, improve, expose, treat, press, maintain»<sup>44</sup>.

**4. Translate into Ukrainian:** muscle tissue, lean meat, kidney, deficient, slaughter, curing, smoking, pickling, canned ham, ingredients, patty, meat balls.

**5. Translate into English:** загальний вміст білка, мікроелементи, точка замерзання, баранина, свинина, відносна вологість, соління, сушіння сублімації, організми, що спричиняють псування харчових продуктів, швидко псується свіже м'ясо, транспортування на великі відстані.

## FISH PRESERVATION

### 1. Read and translate the text.

«Fish is still a principal food of millions of people as it has been for centuries. Along with meat, fish and seafood are an excellent source of protein, fat content varying from one per cent or less to 15 per cent depending upon the kind of fish. Added nutritional values of fishery 97 products include a desirable balance of essential minerals, calcium and iodine being the most important. Fish also contains vitamins: A, D, K, and B-complex. Fish liver oil has been considered to be the best source of vitamin A.

Of all the flesh foods fish is the most susceptible to microbial spoilage, small fish being more perishable than large ones, and fatty fish deteriorating more rapidly than lean ones. Its preservation therefore involves prompt treatment by preservative method, often these methods being rigorous compared with those used on meat. Fish preservation can be accomplished by chilling, freezing, salting, drying, smoking, canning or combinations of these methods.

When outside temperatures are high and distances of transportation are great, it becomes necessary to chill the fish and seafood on the trawlers by packing in crushed ice or by mechanical refrigeration in order to slow the microbial growth and oxidation until the products are marketed or are proceeded for longer preservation. The time allowable for holding in ice or in chilling storage will vary considerably with the kind of fish, but will not be long in most cases.

If necessary fish previously packaged may be frozen. Freezing kills some but not all the microorganisms present, and growth will take place after thawing if time permits. For deterioration to be protected frozen fish can also be dipped in cold water to form a water glaze at its surface. Then the glazed fish are kept in cold storage rooms at temperature of  $-28\text{ C}$  or lower, use of lower storage temperatures being effective in retarding adverse chemical changes such as oxidation and protein denaturation, which otherwise cause excessive deterioration upon prolonged storage.

Some fish and seafoods are packed into cans and then sterilised or pasteurized. The canning operations are relatively standard. The fish is inspected, washed, cut into can length portions. Then cans are filled automatically, the salt is added, the cans are sealed under vacuum and sterilized»<sup>45</sup>.

<sup>44</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

<sup>45</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

Curing methods include salting, smoking, drying and pickling. Most cured fish have greatly lowered moisture content, this decreasing bacterial decomposition. Curing also adds chemicals to fish which further retard spoilage. Benzoic acid, sodium and potassium, nitrite and nitrates have been found to lengthen the keeping time. Formerly, fish was smoked primarily for its preservation, but now smoking is used primarily for flavour. The smoking may be done at comparatively low temperatures (26.7 to 37.8 C) or at high temperatures like 63 to 92 C, which result in partial cooking of the fish. Pickling of fish may mean salting or acidification with vinegar wine or sour cream. Herring is treated in various ways: salted, spiced and acidified. Various combinations of these treatments coupled with an airtight container preserve the fish, although refrigeration also must be employed for some products.

**«2. Translate the following adverbs:** primarily, comparatively, greatly, further, automatically, lightly, suitably, generally, relatively, previously, promptly, considerably, favourably, still.

**3. Form the names of processes from the given verbs. Translate then into Ukrainian:** deteriorate, chill, can, dry, smoke, freeze, heat, glaze, pack, cut, fill, thaw, pickle, salt.

**4. Choose the necessary word and insert it into the sentence**

*chemical, organic, trace, inorganic:*

1. Vitamins and minerals are necessary to regulate body processes, the vitamins being the \_\_\_\_ compounds and mineral elements being present in food mostly in the form of \_\_\_\_ salts. 2. Manganese, zink, iodine, fluorine are necessary in \_\_\_\_ amounts. 3. Water is also formed within the body by \_\_\_\_ reactions. 5. Translate into English: морепродукти, вміст жиру, занурювати, поживна цінність, траулер, подрібнений лід, окиснення, розпад, заочувати (консервну банку), розсіл, занурення, крижана глазур, потік повітря, оселедець, герметичний, морепродукти, вміст жиру, занурювати, поживна цінність, траулер, подрібнений лід.

## **PRESERVATION OF VEGETABLES AND FRUIT**

### **1. Read and translate the text**

Vegetables and fruit are very important food products. They are characterized by a high moisture content, ranging from 75 to 95 %, are relatively low in protein but rich in carbohydrates, organic acids and their salts, vitamins, minerals and other valuable substances. However fresh vegetables and especially fruit are readily subjected to spoilage, the consumption of each of them being limited by restricted areas of growing and a definite harvesting time. In addition to, if their surfaces are moist or have been damaged, growth of some microorganisms is sure to be accelerated»<sup>46</sup>.

To preserve these staple foods or to delay their spoilage chilling, freezing, drying, fermentation, canning or chemical preservatives may be used. Most vegetables and fruits to be preserved without special processing are cooled promptly and kept at chilling temperatures. The chilling is accomplished by use of cold water, ice, mechanical refrigeration or by vacuum cooling (moistening plus evacuation) as used

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<sup>46</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

for lettuce. For adequate chilling storage of each kind of the product optimal temperature, relative humidity, air composition and air circulation should be provided. The temperature varies between 6 C and 10 C. The optimal relative humidity must not be too low, otherwise the wilting and softening of vegetables or the shrinkage of fruit can occur. It must not also be too high because in this case precipitation of moisture on the surface of the product will favour microbial spoilage. To control the composition of an atmosphere in the storage rooms means to regulate oxygen and carbon dioxide concentration. Ozone in concentrations of 2 to 3 ppm in the atmosphere has been found to double the storage time of loosely packed small fresh fruits, such as grapes, strawberries, raspberries.

«The freezing process reduces the number of organisms, but on the average about half of them are killed. This method is not widely used for vegetables and fruit preservation as it causes some damage to their tissues, resulting in wilting and release of some juice. Drying by heat destroys yeasts and most bacteria, but spores of bacteria and molds usually survive. Microbial counts on the dried vegetables appear to be considerably higher than on the dried fruit, because there are higher numbers on them before drying and most vegetables are less acid than fruit and consequently the killing effect of heat is less.

Vegetables and fruit can also be treated with various chemicals before or during storage to aid in their preservation. Chlorinated water and borax solution may be used in washing some kinds of vegetables. Sodium chloride is the only added chemical preservative in common use. Fruit can be treated by chemicals by dipping, spraying or wrapping in materials containing some preservatives. Among substances applied to the outer surface of fruit are waxes, hypochlorites, alkaline sodium and others. As a gas or fog about the fruit, carbon dioxide, ozone and ethylen plus chlorinated hydrocarbons have been tried. Sulphur dioxide and sodium benzoate are preservatives that have been added directly to fruit, most of the chemicals mentioned having been primarily antifungal in purpose.

**2. Define the meaning of the prefix ANTI- in the words:**

antifungal, antiseptic, antibiotic, antimicrobial. Give the same examples in Ukrainian

**3. Innumerate all the names of vegetables and fruits you know.**

**4. Find a synonym for the underlined word:**

to restrict microbial growth

to delay deterioration ma

to undergo spoilage

to be cooled promptly

optimal relative humidity

to control oxygen concentration

loosely packed berries

microbial counts

consequently

to dip in brine

**5. Translate into Ukrainian:** harvesting time, vacuum cooling, moisture content, lettuce, strawberries, raspberries, porosity, to impart, consumption, evacuation,



softening, wilting, chlorinated water, shrinkage, borax, to dip, precipitation, solution, to spray, wax, to wrap, outer surface, fog, antifungal»<sup>47</sup>.

**6. Translate into English:** «1. Осадження вологи на поверхні фруктів сприяє їх псуванню. 2. Заморожування може спричинити пошкодження тканин. 3. Спори бактерій зазвичай не гинуть під час сушіння овочів і фруктів. 4. Іноді з метою збереження яблука покривають тонким шаром воску.

## **BREADMAKING AND PRESERVATION OF BAKERY PRODUCTS**

1. Read and translate the text.

Bread is certain to be the basis of man's food and a valuable source of vegetable protein, vitamins of B complex and some minerals such as calcium and iron. Nowadays, breadmaking is a large-scale industry with highly complex technology, the daily capacity of mechanical bakeries exceeding 250,000 tons. The assortment of bread and bakery products is much wider than in any other country and includes about 600 names

Bread is produced by making dough from cereal flour, water, yeast, salt and sugar, non-fat dry milk solids, lard and emulsifiers being added if it is necessary. The ingredients are thoroughly mixed to assure a uniform distribution and to form a homogeneous mass, the time period of this operation being exactly determined and the temperature being carefully controlled. The dough is next passed into a developer where it is kneaded to bring about the desired structure. The developed dough is taken to the fermentation chamber where it undergoes the second main phase of bread production called fermentation. During this process the yeasts act upon the sugars transforming them into carbon dioxide and alcohol, the dough increasing in size and acquiring a light, spongy character. The fermented dough flows into a dividing machine where it is cut into pieces of proper weight corresponding to single units of the finished product.

When the dough pieces leave the divider and are conveyed to the rounder, they are irregular in shape with sticky cut surfaces from which the gas can readily diffuse. The function of the rounder is to make a smooth and relatively thick skin around the dough pieces and to form them into balls. The rounded dough balls are next subjected to a brief period of fermentation called the intermediate proof, and moulded into loaves ready to be placed in the baking pans. Then the moulded dough pieces are subjected to the final proofing in large chambers and are sent to the oven.

The actual baking process is really the last and most important step in the production of bakery products. Through the heat action the dough mass is transformed into a light, porous, easily digestible product, the changes involved being numerous and complex. All of the reactions involved in changing the dough into bread must occur in certain sequence and require controlled conditions. Bread and bakery products are known to be perishable because of their becoming stale or because of mold growth»<sup>48</sup>.

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<sup>47</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

<sup>48</sup> Іноземна мова за професійним спрямуванням: навчальнометодичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

Staling appears to be associated with changes in the starch, and the bakery products become hard and dry. Mold growth develops in wrapped goods when humidity is high and temperature is also fairly high. Staling can be prevented by proper packaging, freezing or the addition of emulsifying agents, milk or small amounts of fat. Bread 102 and baked products can be wrapped in waxed paper or in plastic film or may be packed in carton which is completely impervious to moisture. Bread frozen and maintained at  $-28\text{ }^{\circ}\text{C}$  retains its freshness for many months. Mold growth can be prevented by cold storage, adequate packaging,

«**1. Do you know adjectives having the same root as the given words?** *chemistry, sponge, digest, preserve, biology, porosity, bake, distinct, effect, value, homogeneity, desire, number, stick, moisture.*

**Try to form adjectives using the necessary suffixes:** (Key: -al, -y, -ible, -ous, -able, -ive, -proof).

**2. Form the names of machines from given verbs. Translate them into Ukrainian:** mix, develop, knead, divide, round.

**3. Translate into Ukrainian:** starch, flour, yeast, fermentation chamber, wrap, dough, breadmaking, exceed, intermediate proof, nonfat dry milk solids, staling, sticky, mould, emulsifiers.

**4. Translate into English:** 1. Після перемішування всі складові мають бути собою однорідною масою. 2. У тістомісильній машині тісто набуває необхідної структури. 3. Під час процесу бродіння дріжджі перетворюють цукор у вуглекислий газ і спирт»<sup>49</sup>

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<sup>49</sup> Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біологотехнологічного факультету / уклад. Рейда О.А., Івлева К.С. Біла Церква, 2021. 320 с

## **CONTENT MODULE 2. FOOD INDUSTRY**

### **UNIT 3. FOOD INDUSTRY**

#### **A BRIEF REVIEW OF DEVELOPMENTS IN FOOD ENGINEERING**

«Since World war II Food engineering was initially influenced by agricultural engineering and centered on issues related to the operation of food manufacturing and food processing equipment.

In the 1950s and 1960s, however, food engineering came under the influence of chemical engineering, which was first taught at MIT in 1988, but the concept of unit operation became its dominant feature from the 1940s, through the 1960s; Charm's 1963 Fundamentals of Food Engineering and Loncin's 1969 Grundlagen der verfahrenstechnik in der Lebensmitteltechnik are classics.

Both developed themes of key importance to the food industry and went far beyond applying chemical engineering to food problems; they pioneered the analysis of operations such as sterilization, biological reaction kinetics, and disinfection. In research and development food engineering also carved out its own areas related to but distinct from agricultural and chemical engineering. Food engineering have made particularly important advances in the following fields in which they were also pioneers:

- Thermal sterilization
- Irradiation processing
- Concentration methods including evaporation, freeze concentration and membrane processes
- Extrusion
- Dehydration (especially spray and freeze drying)
- The engineering basis for protective packaging and storage

Not surprisingly, economic and social problems have strongly influenced research and development themes. Some of the most prominent were the recurring energy crises in the 1970s and 1980s. Another theme that became important in the 1970s (the significance of which is likely to remain with us for the rest of human existence on earth) was the need to reduce environmental damage. Food engineering in universities and governmental institutions such as the United States Department of Agriculture (USDA) regional research centers pioneered processing methodology to minimize use of nonrenewable resources and maximize utilization of waste streams. Wars and voyages of exploration have always had a profound impact on the development of food technology. For example, the Napoleonic wars led to thermal sterilization, and the War in the United States promoted dehydration and concentration of food. World War II initiated the technical development of protective packaging, and the Vietnam war led to utilization of freeze-drying and flexible thermosterilized containers. Engineering of foods and packages based on freeze-drying, intermediate moisture food, and "clean room" packaging technology. Some obvious examples involve supercritical extraction of cholesterol, fabrication of foods from plant sources, and concentration and

preservation of substances presumed to promote health(vitamins, natural antioxidants)»<sup>50</sup>.

### **1. True or false**

1. Food engineering was initially influenced by chemical engineering (...)
2. Charn's 1963 fundamental of food engineering was classic (...)
3. The Napoleonic wars ruled to irradiation processing (...)
4. Loncin's 1969 Grundlagen der verfahrenstechnik in der Lebensmitteltechnik was pioneered the analysis of operation (...)

### **2. Multiple choices**

- 1.) which one of the food engineering issues were centered initially?
  - A. Manufacturing
  - B. Packaging
  - C. Processing equipment
  - D. A & C
- 2.) What was the food engineers pioneered in universities and governmental institution?
  - A. processing methodology to minimize use so non-renewable resource
  - B. processing methodology to maximize use so non-renewable resource
  - C. minimize utilization of waste streams
  - D. reduce environmental damage
- 3.) which technic was developed initiated in World War II?
  - A. Packaging
  - B. irradiation processing
  - C. evaporation
  - D. disinfection

### ***Vocabulary 1***

*Cultivate – meal – Vegetables – standardization – concentration automation simplification – nutrition*

Since prehistory, when life on earth began, human beings have fought and struggled for food. With the passing of the centuries, humans started to cultivate the land, to farm and to raise animals in order to make eating easier and less laborious. Eventually people started to barter, and later to sell their products, to exchange food for other goods or to earn profits from them. The sources of food have increased dramatically and continued to change over time.

Although it might seem contradictory, in the distant past it was very simple for people to make decisions about what they would or could eat: they just hunted whichever animal was easily available to provide the most nutritious meal. Human beings, without knowing it, had an optimal diet: rich in lean proteins, fruits and vegetables. With civilization, industrialization, technological innovations, mechanization, the economic growth and increasing welfare of people, especially in the 20th century, the situation

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<sup>50</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

has changed drastically. People are spoiled; they no longer look for food with healthy nutrients, instead they are attracted by those foods that seem more attractive and tasty. Often these products are high in carbohydrates, sugars and trans fats and are low in vitamins and proteins. Indeed, during the twentieth century, the food industry underwent the biggest transformation in its history. Food distributors started to look for faster and more convenient ways to produce their products: standardization, concentration, automation and simplification seemed to be the key to success.

**3. Sample sentences: on the basis of the above paragraph, try to use your new words in the following sentences**

- «1..... Was an effective way to improve and develop product.
2. People were hunting animals that were available for .....
3. Humans .....the land to rich food easier
4. The last solution was increasing the quality and convenience of..... production.
5. Another ..... was on the quality and convenience of producing food products.
6. .... was one of the ways that used to produce better and more convenient products
7. People in the past have a diet rich in ..... and fruits

**Definition:**

*Now that you have seen and used the new words in sentences, try to pair the words with their meanings*

- |                    |   |
|--------------------|---|
| 1. cultivate       | a. a plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean            |
| 2. meal            | b. any of the regular occasions in a day when a reasonably large amount of food is eaten          |
| 3.vegetables       | c. prepare and use (land) for crops or gardening  |
| 4. standardization | d. the amount of a substance contained in a liquid  |
| 5. concentration   | e. the process of making something conform to a standard  |
| 6. automation      | f. the process of making something simpler or easier to do or understand                          |
| 7. simplification  | g. the use or introduction of automatic equipment in a manufacturing or other process or facility |
| 8.nutrition        | h. the nutrients in the food that help you to remain healthy» <sup>51</sup>                       |

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<sup>51</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

## **Vocabulary 2**

*Survival – handling – nutritional – preservation – drying/fermentation – smoking process – refrigeration aseptic*

«The scientific study of food is one of man's most important endeavors, mainly because food is his most important need. It is necessary for his survival, his growth, his physical ability, and his good health. Food processing and handling is the largest of all of man's industries. Many factors require that those scientists who choose to study foods be prepared to absorb as much of the physical and life sciences and as much engineering as possible. Among these are the chemical complexity of foods, their vulnerability to spoilage, their role as a disease vector, and the varied sources of foods. The availability, nutritional adequacy, and wholesomeness of foods are also quite varied.

It is generally believed that until the later part of the 18th century the preservation of foods had evolved as an art handed down from generation to generation.

Its development was slow, depending on accidental discovery, observation, trial and error, and attempts to reproduce and put into practice the newly found techniques. Drying, freezing, smoking, baking, cooking, and fermentation had been practiced for centuries-even. Foods frozen accidentally in cold climates and foods dried accidentally in dry climates were observed to have a longer shelf life than foods which were neither frozen nor dried.

Foods that might have been put over a fire to hasten drying could easily have led to the smoking process. Thus, chance occurrences led to preservation methods that permitted man to conserve foods during times of glut so that he survives the leaner spells. It can be said, then, that those who made the observations and realized their impact and put their interpretations to the test, until the new practice was proven, were the first food scientist. Spallanzani and Appert were among the first to apply the quasi-scientific methods for preserving foods. Government for developing a thermal processing technique for foods to be used by the military.

It was not until the discoveries of Pasteur in 1850 and the work of other microbiologists such as Prescott and Underwood in 1895 that man learned that bacteria spoiled food and why thermal processing prevented food spoilage. Modern technology has made possible the controlled, automated processes and modified. Controlled, automated versions of thermal and refrigeration processes have also been developed processing (by electron-, X-, and gamma rays), microwave processing, and aseptic canning have also been introduced.

**4. Sample sentences: on the basis of the above paragraph, try to use your new words in the following sentences**

1. The .... Of the butter may be more than a few years.
2. Putting foods over a fire to hasten drying will lead to.....
3. When .... Foods, hand should not touch mouth, nose, or other parts»<sup>52</sup>.
4. Food .... is the largest of all man's industries.
5. .... Of foods as an art evolved from the later part of the 18th century.

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<sup>52</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL:  
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6. ... Spoilage may be the results of change in odor and flavor of foods.
7. Food ... is one of the oldest known uses of biotechnology.
8. The optimum physical and mental functioning of the body is dependent on the ... quality of the foods it receives.
9. The ... of foods at the temperature above freezing is of comparatively recent origin.
10. .... Packaging consist of filling and sealing a sterilized packaging material with a sterilized product.

**Definition:**

*Now that you have seen and used the new words in sentences, try to pair the words with their meanings*

- |                    |  |
|--------------------|--|
| 1. Aseptic         | a. the state or fact of continuing to live or exist  |
| 2. Refrigeration   | b. the deterioration of food and other perishable goods  |
| 3. Drying          | c. the period of time during which a material may be stored  |
| 4. Shelf life      | d. the process and packaged in a sterile container   |
| 5. spoilage        | e. storage of any food in 4 °F or below throughout the unit  |
| 6. fermentation    | f. the act of production, preparation, transport, storage, service or delivery of food                 |
| 7. smoking process | g. relating to the process of providing or obtaining the food necessary for health and growth          |
| 8. survival        | h. a method which food is dried (dehydrated)   |
| 9. nutritional     | i. the process of the flavoring, browning, cooking and preserving food by burning wood                 |
| 10. handling       | j. the chemical change in the food row by the action of enzymes or living microorganisms <sup>53</sup> |

**5. Match the words with their definitions (some words might have more than one correct answer)**

- |             |           |
|-------------|-----------|
| 1) Cultivat | a. living |
| 2) Spoilage | b. farm   |
| 3) Survival | c. food   |

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- |                  |                                   |
|------------------|-----------------------------------|
| 4) Preservation  | d. corruption                     |
| 5) Nutrition     | e. protection                     |
| 6) Meal          | f. compact                        |
| 7) Concentration | g. for example: vitamin & protein |
| 8) Shelf life    | h. expiration date                |

## 6. True or false

- «1. Food processing and handling is the largest of all of man's industries.
2. Foods that might have been put over a fire to hasten drying could easily have led to the smoking process.
3. Spallanzani and Appert were among the first to apply the quasi-scientific methods for Freeze drying food.
4. Before world war I human beings have fought and struggled for food.
5. in the distant past it was very complicated for people to make decisions about what they would or could eat.
6. With civilization, industrialization, technological innovations, mechanization, the economic growth and increasing welfare of people, especially in the 18th century, the situation has changed drastically.

## TRADITIONAL FOOD

Traditional foods played a major role in traditions of different cultures and regions for thousands of years including foods that have been consumed locally and regionally for an extended time period. Preparation methods of traditional foods are part of the folklore of a country or a region.

Traditional food is a food with a specific feature or features which distinguish it clearly from other similar products of the same category in terms of the use of “traditional ingredients” (raw material of primary products) or “traditional composition” or “traditional type of production and /or processing method”.

Over time, traditional foods have been influenced by many factors. One of these factors is the availability of raw materials; traditional food is thus influenced by agricultural habits and location. Regions at a lower altitude, for example, have different vegetation compared to regions at high altitudes; countries without access to the sea usually have a lower availability of fish and seafood compared to those with a large coastal area.

Traditional foods developed a long time ago, and many of them still have their place in healthy diet today, whereas others may not meet nowadays nutritional needs because they are too high in energy or fat. So, it makes sense to modify the nutrient composition of some traditional foods to make them more appropriate for the 21st century. In past period Mediterranean diet which has been shown to be beneficial to health, could function as a model when modifying less favorable compositions of some traditional cuisines, encouraging the use of local ingredients. It is therefore difficult to draw general conclusions about the health benefits of a certain cuisine or the associated traditional foods»<sup>54</sup>.

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«In the simplest explanation, traditional foods focused on four basic principles: 1) avoidance of modern, refined foods; 2) celebration of unrefined, whole and natural foods; 3) respecting the importance of nutrient-density in our food and 4) preparing and eating foods in the same manner that nourished our ancestors and kept them well. In essence, if your great-great-great-great-great-great grandmother wouldn't recognize it, don't put it in your mouth Nourished kitchen»<sup>55</sup>.

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<sup>55</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

## **CURRENT CONDITIONS AND ASPECTS OF THE FOOD INDUSTRY**

**Think about the question below and discuss them with your partner.**

«What is the exact definition of food industry?

What are the various aspects of the food industry?

What are the effect of modern technology in the food industry?

## **CURRENT CONDITIONS AND ASPECTS OF THE FOOD INDUSTRY**

The food industry is a complex, global collective of different businesses that supplies most of the food consumed by the world's population. Only farmers, those who survive on what they grow, and hunter-gatherers can be considered outside the scope of the modern food industry.

The food Industry includes: Agriculture) raising crops, livestock, and seafood), Manufacturing, Food processing, Marketing, Wholesale and food distribution (logistics, transportation, warehousing), Foodservice (which includes catering), Regulation (including food quality, food security, food safety, marketing/advertising, and industry lobbying activities), Education, Research and development and Financial services.

It is challenging to find an inclusive way to cover all aspects of food production and sale. The term food industries covers a series of industrial activities directed at the processing, conversion, preparation, preservation and packaging of foodstuffs. The food industry today has become highly diversified, with manufacturing ranging from small, traditional, family-run activities that are highly labor intensive, to large, capital-intensive and highly mechanized industrial processes. Many food industries depend almost entirely on local agriculture or fishing. Agriculture is the process of producing food, feeding products, fiber and other desired products by the cultivation of certain plants and the raising of domesticated animals. The practice of agriculture is also known as "farming". 1 in 3 people worldwide are employed in agriculture. Food processing includes the methods and techniques used to transform raw ingredients into food for human consumption.

Food processing takes clean, harvested or slaughtered and butchered components and uses them to produce marketable food products. Modern food production is defined by sophisticated technologies and these include many areas. Agricultural machinery, originally led by the tractor, has practically eliminated human labor in many areas of production. Biotechnology is driving much change, in areas as diverse as agrochemicals, plant breeding and food processing. Many other types of technology are also involved, to the point where it is hard to find an area that does not have a direct impact on the food industry. As in other fields, computer technology is also a central force, with computer networks and specialized software providing the support infrastructure to allow global movement of the myriad components involved»<sup>56</sup>.

Until the last 100 years, farming was a common occupation and millions of people were involved in food production. Farmers, largely trained from generation to

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<sup>56</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL:  
[https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

generation, carried on the family business. That situation has changed dramatically today. As of 2008, less than 2 percent of the population is directly employed in agriculture, and about 80% of the population lives in cities. The food industry as a complex whole requires an incredibly wide range of skills and several hundred occupation types exist within the food industry.

### 1. True or false

- «1. Modern food industry does not include traditional agriculture. (...)
2. Processing and preserving food is a comprehensive definition of food industry. (...)
3. Slaughtering means killing (animals) for food. (...)
4. Computers and new technologies do not play a role in the modern food industry. (...)

### 2. Multiple choices

- 1.) The food industry includes all choices, except .....?
  - A. Veterinary
  - B. food quality
  - C. Manufacturing
  - D. Education
- 2.) Which is the equivalent of the word farming.?
  - A. Gardening
  - B. animal husbandry
  - C. Agriculture
  - D. beekeeping
- 3.) Which of these technologies used in modern food industry?
  - A. Agricultural machinery
  - B. Biotechnology
  - C. computer technology
  - D. All Items

### ***Vocabulary 1***

This text discusses the importance of science and food industry in today's world.

*Tasty storage – raw – distribution – deficiencie – maintaine – bioavailability – sweetener – alternative»<sup>57</sup>*

«Today, our production-to-consumption food system is complex, and our food is largely safe, tasty, nutritious, abundant, diverse, convenient, and less costly and more readily accessible than ever before. This vast food system includes agricultural production and harvesting, holding and storing of raw materials, food manufacturing (formulation, food processing, and packaging), transportation and distribution, retailing, foodservice, and food preparation in the home. Contemporary food science and technology contributed greatly to the success of this modern food system by integrating biology, chemistry, physics, engineering, materials science, microbiology, toxicology, biotechnology, genomics, computer science, and many other disciplines to

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<sup>57</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL:  
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solve difficult problems, such as resolving nutritional deficiencies and enhancing food safety. The impact of modern food manufacturing methods is evident in today's food supply. Food quality can be maintained or even improved, and food safety can be enhanced. Sensitive nutrients can be preserved, important vitamins and minerals can be added, toxins and antinutrients (substances such as phytate that limit bioavailability of nutrients) can be removed, and foods can be designed to optimize health and reduce the risk of disease. Waste and product loss can be reduced, and distribution around the world can be facilitated to allow seasonal availability of many foods. Modern food manufacturing also often improves the quality of life for individuals with specific health conditions, offering modified foods to meet their needs (for example, sugar-free foods sweetened with an alternative sweetener for people with diabetes)

**3. Sample sentences: on the basis of the above paragraph, try to use your new words in the following sentences**

1. According to the text, today foods are ....., nutritious, , convenient, and less costly and more readily accessible than ever before.
2. Today food system includes holding and storing of ..... materials, food manufacturing (formulation, food processing, and packaging), transportation and....., foodservice,..... , , and food preparation in the home
3. Contemporary food science and technology contributed greatly to solve difficult problems, such as resolving nutritional ..... and enhancing food safety
4. The impact of modern food manufacturing methods is evident in today's food supply for example Food quality can be ..... or even improved, and food safety can be enhanced.
5. Phytates limit ..... of nutrients.
6. Modern food manufacturing also often improves the quality of life for individuals with specific health conditions for example sugar-free foods ..... with an .....sweetener for people with diabetes)»<sup>58</sup>.

**4. Now that you have seen and used the new words in sentences, try to pair the words with their meanings**

- |                    |  |
|--------------------|--|
| 1. Tasty           | a. kept in good condition  |
| 2. storage         | b. a lack or shortage  |
| 3. raw             | c. having a pleasant, distinct flavour                               |
| 4. distribution    | d. the action or method of storing something for future use          |
| 5. deficiencies    | e. Uncook  |
| 6. maintain        | f. the action of sharing something out among a number of recipients  |
| 7. bioavailability | g. something that sweetens for example Saccharin                     |
| 8. sweetener       | h. other   |
| 9. alternative     | i. extent and rate which a drug (or other substance) is absorbed and |

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<sup>58</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

becomes available in a physiologically active form

## ***Vocabulary 2***

«What is the FSMA? and importance food safety

*Food safety – Supply chain – CDC – food borne – illness – Prevent – import – FSMA – evaluation – risk – supplier*

High-profile food safety incidents from 2000 to 2010 prompted Congress to implement a series of regulations in 2011—the Food Safety Modernization Act (FSMA)—to protect the food supply chain in the country. Details of the seven rules of FSMA were published widely. According to U.S. Centers for Disease Control and Prevention statistics, foodborne illness strikes 48 million Americans each year, The intent of the seven rules of FSMA is to comprehensively and proactively prevent food safety incidents in the U.S. supply chain. FSMA represents a sea change for food safety, not only in the U.S. but also globally. The focus is on prevention. It will have a dramatic and progressive effect on the safety of the food supply in the U.S. The most important regulation for food importers is the Foreign Supplier Verification Program (FSVP), published on November 27, 2015, with an initial compliance date of May 30, 2017. It contains a new set of requirements for importers. It is a requirement that importers import foods only from approved foreign suppliers based on an evaluation of the risk posed by the imported food and the supplier's performance.

**5. Sample sentences: on the basis of the above paragraph, try to use your new words in the following sentences**

1. .... is a scientific discipline chain food that prevent .....
2. Separate some raw and cooked food to ..... spoilage.
3. .... is he process of identifying and measuring .....
4. .... is a system of organizations, people, activities, information, and resources involved in moving a product or service from ..... to customer.
5. The nation health protection agency ..... Saves lives and protects people from health security threats.
6. An..... In the receiving country is an export from the sending country.
7. .... Gives the FDA broad new powers to prevent food safety problems»<sup>59</sup>.

**6. Now that you have seen and used the new words in sentences, try to pair the words with their meanings**

- |           |   |
|-----------|---|
| 1. CDC    | a. bring goods into a country from a broad for sale |
| 2. Import | b. FDA food safety modernization act                |
| 3. Risk   | c. center for disease control and prevention        |

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<sup>59</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

- |                 |   |
|-----------------|---|
| 4. Supply chain | d. a situation involving exposure to danger.  |
| 5. Evaluation   | e. the making of a judgement about the amount number  |
| 6. Supplier     | f. stop something from happening.   |
| 7. Prevent      | g. illnesses resulting from the food spoilage of contaminated food                            |
| 8. Food borne   | h. reduce the food borne illness.   |
| 9. Food safety  | i. a network between a company and its suppliers to produce and distribute a specific product |
| 10. FSMA        | j. a company, person, etc. that provides things that people want or need                      |

**7. «Match the words with their definitions (some words might have more than one correct answer)**

- |                 |                 |
|-----------------|-----------------|
| 1. Distribution | a. stop         |
| 2. Deficiencies | b. hazard       |
| 3. Maintain     | c. leakage      |
| 4. Prevent      | d. provisioner  |
| 5. Evaluation   | e. preserve     |
| 6. Risk         | f. assessment   |
| 7. Supplier     | g. dispensation |

**8. True or false**

1. Modern food manufacturing also often improves the quality of life for individuals with specific health conditions(.....).
2. Today, our production-to-consumption food system is easy, and our food is largely safe, tasty, nutritious, abundant, diverse, convenient, and less costly and more readily accessible than ever before(.....).
3. FSMA act is to protect the food supply chain in the country(.....).
4. The intent of the seven rules of FSMA is to comprehensively and proactively prevent food safety incidents in the U.S(.....).

Nicolas appert

Appert was a confectioner and chef in Paris from 1784 to 1795. In 1795, he began experimenting with ways to preserve foodstuffs, succeeding with soups, vegetables, juices, dairy products, jellies, jams, and syrups. He placed the food in glass jars, sealed them with cork and sealing wax and placed them in boiling water»<sup>60</sup>.

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In 1800 Napoleon offered a prize of 12,000 francs for a new method to preserve food. In 1806 Appert presented a selection of bottled fruits and vegetables from his manufacture at the Exposition des produits de l'industrie française, but did not win any reward. In 1810 the Bureau of Arts and Manufactures of the Ministry of the Interior gave Appert an ex gratia payment of 12,000 francs on condition that he make his process public. Appert accepted and published a book describing his process that year. Appert's treatise was entitled *L'Art de conserver les substances animales et végétales* (The Art of Preserving Animal and Vegetable Substances). 200 copies were printed in 1810. This was the first cookbook of its kind on modern food preservation methods.

La Maison Appert (English: The House of Appert), in the town of Massy, near Paris, became the first food bottling factory in the world, years before Louis Pasteur proved that heat killed bacteria. Appert patented his invention and established a business to preserve a variety of food in sealed bottles. Appert's method was to fill thick, largemouthed glass bottles with produce of every description, ranging from beef, fowl, eggs, milk, and prepared dishes (according to sources). Appert deliberately avoided using tins in his early manufacture because the quality of French tins was poor. His greatest success for publicity was an entire sheep. He left air space at the top of the bottle, and the cork would then be sealed firmly in the jar by using a vise. The bottle was then wrapped in canvas to protect it, while it was dunked into boiling water and then boiled for as much time as Appert deemed appropriate for cooking the contents thoroughly.

In honor of Appert, canning is sometimes called "appertisation", but should be distinguished from pasteurization. Appert's early attempts at food preservation by boiling involved cooking the food to a temperature far in excess of what is used in pasteurization (70 °C (158 °F)), and can destroy some of the flavour of the preserved food.

Appert's method was so simple and workable that it quickly became widespread. In 1810, British inventor and merchant Peter Durand patented his own method, but this time in a tin can, so creating the modern-day process of canning foods. In 1812 Englishmen Bryan Donkin and John Hall purchased both patents and began producing preserves. Just a decade later, the Appert method of canning had made its way to America. Tin can mass production was, however, not common until the beginning of the 20th century, partly because a hammer and chisel were needed to open cans until the invention of a can opener by an Englishman named Robert Yeates in 1855»<sup>61</sup>.

## HOW TO FEED THE WORLD IN 2050

**Think about the question below and discuss them with your partner.**

Will resources and supporting services be available to poor people?

What needs to be undertaken to meet the challenges of climate change?

What can be done to ensure food security?

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<sup>61</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

## HOW TO FEED THE WORLD IN 2050

«By 2050 the world's population will reach 9.1 billion, 34 percent higher than today. Urbanization will continue at an accelerated pace, and about 70 percent of the world's population will be urban. In order to feed this larger and more urban population, food production must increase by 70 percent. Annual cereal production will need to rise to about 3 billion tonnes from 2.1 billion today. About 75 percent of the poor in developing countries live in rural areas and their incomes are directly or indirectly linked to agriculture.

The sharp increases in food prices that occurred in global and national markets in recent years, and the resulting increases in the number of hungry and malnourished people, have sharpened the awareness of policy-makers and of the general public to the fragility of the global food system. The fight against hunger also requires targeted and deliberate action in the form of comprehensive social services, including food assistance, health and sanitation, as well as education and training; with a special focus on the most vulnerable. Climate change and increased biofuel production represent major risks for long-term food security. Although countries in the Southern hemisphere are not the main originators of climate change, they may suffer the greatest share of damage in the form of declining yields and greater frequency of extreme weather events. In the first half of this century, global demand for food, feed and fibre is expected to grow by 70 percent while, increasingly, crops may also be used for bio-energy and other industrial purposes. Increased use of food crops for biofuel production could have serious implications for food security. A recent study estimates that continued rapid expansion of biofuel production up to 2050 would lead to the number of undernourished pre-school children in Africa and South Asia.

Our food future may look stark, but scientists and entrepreneurs are teaming up to invent new ways to deliver calories and reduce waste. There's an exciting burst of innovation and disruption happening in the field of food sciences and sustainability. Food scientists are collaborating to create alternative foods that taste just like natural foods. It was even more apparent that interdisciplinary partnerships that incorporate smart tech and sustainable thinking will be changing the way we eat. Also, there are some exciting food science developments, for example a team of researchers has developed colour changing smart tags that can tell you how fresh your food is. The labels are small gel-based tabs that stick to containers of food and are programmed to change colour based on the expiration cycle of a product. The tabs will start out red, and absorb other compounds to change toward green, when food goes bad. Or NASA has been looking into 3-D printing to determine if the technology can produce a nutrient-stable food source for crew members in space»<sup>62</sup>.

### **1. True or false**

1. Policies should not simply focus on supply growth, but also on access of the world's poor and hungry to the food they need to live active and healthy lives. (...)

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<sup>62</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)



2. Food scientists are trying to invent new ways to reduced food prices. (...)
3. Hunger and malnutrition have been eradicated in recent years. (...)
4. Color-changing smart tags are gel-based tabs that will be used to control food quality.(...).

## **2. Multiple choices**

«1.) What percentage should be the increase in Annual cereal production by 2050?

- A. About 50%
- B. 10%
- C. 90%
- D. About 30%

2.) What may harm countries in the Southern hemisphere?

- A. declining yields
- B. frequency of extreme weather events
- C. biofuel production
- D. Choses A and B

3.) What is needed to feed the grown population?

- A. food production must increase
- B. reduction of food cost
- C. reduce consumption
- D. All Items

## **Vocabulary 1**

*Combination – Material – Innovation – Packaging – Food additive – Microorganism – Ingredient – Nonenzymatic –organoleptic*

Food science is the discipline of applied science dedicated to the study of food. It is not just limited to chemistry alone but is a combination of various disciplines like biology, biochemistry, engineering, molecular biology and genetics, nutritional and health science and microbiology which is aimed at providing a better understanding of food components and materials, their conversion to healthy and safe products and delivery to the consumers. The several ongoing technical advancements in order to enhance the supply of food and to increase the well-being of the growing population are discussed innovation in the food and agriculture sector may include, for example, new types for raw material processing technology, packaging of products, and new food additives. Applying new solutions may reduce or prevent adverse changes caused by microorganisms, oxidation of food ingredients, and enzymatic and nonenzymatic reactions. Moreover, healthier and more nutritious food may be delivered as well as the food may taste better due to improvements in food composition, including organoleptic changes, and changes in the perception and pleasures from eating food. Also, crops may be improved in terms of reduced exposure to diseases and resistance to changing weather conditions. New food technologies can also offer solutions to malnutrition. According to the WHO (World Health Organization) approximately 30%

of the global population is malnourished. It is suggested that by 2020 the whole European Union will consume less food than China and India together»<sup>63</sup>.

**3. Sample sentences: on the basis of the above paragraph, try to use your new words in the following sentences**

1. Sugar is one of the most important ... of a cake.
2. ... browning is another cause of deterioration in dried foods.
3. Polymers are by far the fastest-growing group of material in food ... .
4. Carotenoids are also known for their antioxidant potential as ....
5. Bacterial spores are more resistant and need a ... of higher pressures and temperatures.
6. Raw ... should be separated from area producing the finished product by a solid nonleaking wall or by using separated buildings.
7. Yoghurt is the most popular milk product owing to its particular physical, nutritional and ... properties.
8. The use of new or non- conventional technologies widens the food processing ... possibilities.
9. ... may be, in some cases, full of hazards to our health.

**4. Now that you have seen and used the new words in sentences, try to pair the words with their meanings**

- |                  |   |
|------------------|---|
| 1. Packaging     | a. substances added to food to preserve flavour or enhance its taste, appearance  |
| 2. Organoleptic  | b. substance that forms part of a mixture   |
| 3. Innovation    | c. the act or process of combining  |
| 4. Food additive | d. the action or process of innovating, or as new technique   |
| 5. Nonenzymatic  | e. a covering wrapper or container  |
| 6. Ingredient    | f. relating to qualities (such as taste, colour, odour, and feel) of a substance (such as a food) that stimulate the sense organs |
| 7. Combination   | g. not involving the action of enzymes  |

**Vocabulary 2**

**The Challenge of climate change and food waste:**

*Losses – waste – food insecure – transporters – processors – retailer – FAO – quantity – quality – economic*

Future efforts to address climate change will need to find ways to reduce food losses and waste. reducing food losses and waste contributes to climate change mitigation. At

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<sup>63</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

the same time, because climate change threatens food production in many food insecure areas, reducing food losses and waste can be an important part of climate change. Measuring food losses and waste is difficult, in part because food supply chains are long and involve many actors, including small farmers, transporters, processors, retailers and households. FAO defines food losses and waste as a 'decrease in quantity or quality of food' availability of food, a decline in its nutritional and/or economic value, and/or a deterioration in food safety. The strong focus on reducing food loss and waste in the SDGs has increased the attention being paid to research, measurement, monitoring and actions in areas.

**5. «Sample sentences: on the basis of the above paragraph, try to use your new words in the following sentences**

1. Global food ..... and ..... amount to between onethird and one-half of all food produced.
2. They need trucks to ..... their goods
3. there are some manual devices also referred to as ".....".
4. .... sells goods to the public in relatively small..... for use or consumption.
5. .... is a specialized agency of the United Nations that leads international efforts to defeat hunger.
6. ....characteristics of food that is acceptable to consumers. This includes external factors as appearance (size, shape, colour, gloss,...).
7. .... is the social science that studies the production, distribution, and consumption of goods. and services.
8. .... refers to a lack of available financial resources for food at the level of the household»<sup>64</sup>.

**6. Now that you have seen and used the new words in sentences, try to pair the words with their meanings**

- |   |                |
|---|----------------|
| 1. become unable to find (something or someone)                                 | A. Losses      |
| 2. not firm or fixed  | B. waste       |
| 3. a machine that processes something   | C. insecure    |
| 4. a person, shop, or business that sells goods to the public.                  | D. transporter |
| 5. The Food and Agriculture Organization of the United Nations                  | E. processor   |
| 6. the amount or number of something, especially that can be measured           | F. FAO         |
| 7. the standard of something as measured against other things of a similar kind | G. quantity    |
| 8. Anythings anable to use  | H. quality     |
| 9. something that is used to move or transport people or things                 | I. economic    |

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<sup>64</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL: [https://www.researchgate.net/publication/377084634\\_English\\_for\\_Food\\_Industry\\_Students](https://www.researchgate.net/publication/377084634_English_for_Food_Industry_Students)

10. relating to trade, industry, and money

L. retailer

**7. Match the words with their definitions (some words might have more than one correct answer)**

1. Combination

a. novel

2. Innovation

b. particle

3. Food additive

c. mixture

4. Retailer

d. for example sodium nitrate in sausage

**8. True or false**

1. Future efforts to address climate change will need to find ways to reduce food losses and waste(.....)

2. Food science is the discipline of applied science dedicated to the study of food which is aimed at providing a better understanding of food components and materials, their conversion to healthy and safe products and delivery to the consumers(.....).

3. According to the WHO (World Health Organization) approximately 15% of the global population is malnourished(.....).

4. FAO defines food losses and waste as a ‘increase in quantity or quality of food’ availability of food, a decline in its nutritional and/or economic value, and/or a deterioration in food safety(.....).

How Long You Can Store (Almost) Anything in the Fridge, Freezer and Pantry

Is that chicken breast at the bottom of your freezer still safe to eat? How about the mustard that’s been in your cupboard for who knows how long? It’s sometimes hard to know when food needs to be tossed, or when it’s perfectly safe to salvage. We’ve demystified the process with this handy chart, which incorporates advice from the USDA, food scientists, and food manufacturers. (Scroll down for downloadable versions that are perfect for hanging on the fridge)»<sup>65</sup>

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<sup>65</sup> Ramin Ghasemi Shayan, Dr. Maryam Sabonian, Dr. Sona Sarli Arezou Akbari, Amir Hossin Moradi, Arezou Khezerlou. (2024) English for Food Industry Students URL:  
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KEY



# MEAT, POULTRY, & SEAFOOD

|  |                           |      |      |      |
|--|---------------------------|------|------|------|
|  | BACON                     | 2 WK | 1 WK | 1 MO |
|  | CHICKEN (whole or pieces) | 2D   |      | 6 MO |
|  | COLD CUTS                 | 2 WK | 5D   | 2 MO |
|  | FISH FILLETS              | 2D   |      | 6 MO |
|  | GROUND MEAT               | 2D   |      | 4 MO |
|  | HOT DOGS                  | 2 WK | 1 WK | 2 MO |
|  | PORK CHOPS, & ROASTS      | 3D   |      | 6 MO |
|  | RAW SHRIMP                | 2D   |      | 6 MO |
|  | SHELLFISH (in shells)     | 2D   |      |      |
|  | SHELLFISH (shucked)       | 1D   |      | 3 MO |
|  | STEAKS                    | 3D   |      | 6 MO |

# PRODUCE














Follow expiration dates on packages for bagged lettuce

|  |                                     |      |    |      |
|--|-------------------------------------|------|----|------|
|  | APPLES                              | 3 WK |    |      |
|  | BLUEBERRIES                         | 1 WK |    |      |
|  | BROCCOLI & CAULIFLOWER              | 1 WK |    |      |
|  | CHARD, KALE, & BUNCHES OF SPINACH   | 3D   |    |      |
|  | LEAFY HERBS (ex. cilantro & chives) | 3D   |    |      |
|  | LEMONS AND LIMES                    | 3 WK |    |      |
|  | LETTUCE (heads or bunches)          | 5D   |    |      |
|  | MELON                               | 5D   | 3D |      |
|  | MUSHROOMS                           | 1 WK |    |      |
|  | ONION & GARLIC                      |      |    | 2 MO |
|  | POTATOES (red, russet & Yukon gold) |      |    | 3 WK |
|  | RASPBERRIES & STRAWBERRIES          | 3D   |    |      |
|  | TOMATOES                            |      |    | 3D   |
|  | WINTER SQUASH                       |      |    | 3 MO |
|  | WOODY HERBS (ex. rosemary & thyme)  | 2 WK |    | 1 WK |

# DAIRY & EGGS

Ultra pasteurized organic brands will last longer in the fridge

Cover in water to keep from drying out

|   |  |      |           |
|---|--|------|-----------|
|  | <b>BLOCK HARD CHEESE</b><br>(ex. Parmesan)     | 4 MO | 6 MO      |
|  | <b>BLOCK SEMI-HARD CHEESE</b><br>(ex. Cheddar) | 6 MO | 1 MO 6 MO |
|  | <b>BUTTER</b>                                  | 3 MO | 6 MO      |
|  | <b>CREAM CHEESE</b>                            | 2 MO | 2 WK      |
|  | <b>EGGS</b>                                    | 5 WK |           |
|  | <b>HEAVY CREAM</b>                             | 1 MO |           |
|  | <b>MILK</b>                                    | 1 WK | 3 MO      |
|  | <b>MILK ALTERNATIVES</b><br>(ex. soy, almond)  | 1 WK |           |
|  | <b>RICOTTA &amp; COTTAGE CHEESE</b>            | 1 WK |           |
|  | <b>SOUR CREAM</b>                              | 3 WK |           |
|  | <b>SOFT CHEESE</b>                             | 2 WK | 1 WK      |
|  | <b>TOFU</b>                                    | 3 WK | 1 WK 5 MO |
|  | <b>YOGURT</b>                                  | 2 WK | 2 MO      |

# PANTRY

Unopened vacuum sealed coffee beans will last four months

|   |                            |      |      |
|---|----------------------------|------|------|
|  | <b>BROWN RICE</b>          | 1 YR | 6 MO |
|  | <b>COFFEE BEANS</b>        | 1 YR | 2 WK |
|  | <b>DRIED PASTA</b>         | 2 YR |      |
|  | <b>HONEY</b>               | 1 YR |      |
|  | <b>KETCHUP</b>             | 1 YR | 6 MO |
|  | <b>MAPLE SYRUP</b>         | 1 YR | 1 YR |
|  | <b>MAYONNAISE</b>          | 3 MO | 2 MO |
|  | <b>MUSTARD</b>             | 1 YR | 1 MO |
|  | <b>NUT BUTTERS</b>         | 9 MO | 3 MO |
|  | <b>OLIVE OIL</b>           | 1 YR | 6 MO |
|  | <b>SALSA</b>               | 1 YR | 1 MO |
|  | <b>SOY SAUCE</b>           | 3 YR | 1 YR |
|  | <b>VINEGAR</b>             | 2 YR | 1 YR |
|  | <b>WHITE AND WILD RICE</b> | 2 YR | 1 YR |

## UNIT 4. AN INTRODUCTION TO THE CATERING INDUSTRY

### READING

#### Text 1

#### 1. Decide if these sentences about catering are true (T) or false (F).

- 1 Catering is providing people with food and drink.
- 2 The term 'catering' is only used for social situations like parties.
- 3 You find catering services only in hotels, restaurants or cafes.

#### 2. Read the text about catering and check your answers.

Catering is the provision of food and drink and it is divided into two basic sectors: **commercial businesses**, where the main aim is to make a profit, and **non-commercial businesses** (welfare), where the main aim is to provide a nonprofit-making social service.

Commercial catering is usually found in hotels, restaurants, pubs, bars, cafes or fast food outlets, where you can eat in or take away the food and beverages you buy. But commercial catering can also be found in the transport industry in places such as railway stations, airports or motorway service stations and on ships and trains, where the place you eat is called a buffet car and offers self-service, or on aeroplanes, where on the other hand there is waiter service provided by the cabin crew. In other words, whenever people travel any distance for work or pleasure, they are able to eat and drink thanks to the catering service provided.

Catering at private events, such as social events or gatherings and wedding receptions, or public events including rock concerts or football matches is also considered commercial.

Welfare catering ranges from providing food for workers at a subsidised price in factory or office block canteens, to catering in hospitals, schools or prisons, where people pay nothing or very little for the service.

#### 3. Read the text again and match these words with the pictures.

Canteen                      fast food outlet      buffet car    service  
station      self-service                      waiter service



## Text 2

### 4. Read the text and answer the questions.

Businesses focusing on providing catering services are varied and multiple. Restaurants offer customers a range of food, drink and service options. At the high end of the market there are **a la carte restaurants**, so-called because of the type of menu which lists and prices all items individually and prepares dishes to order. Service is generally of a very high standard with waiters/waitresses as well as specialist bar staff and wine waiters and the atmosphere is formal. Within this category, **gourmet restaurants** are the most expensive, reflecting the high quality of food and beverages and the fact they often have recommendations from important food critics and organisations, which are highly prized.

**Table d'hôte menu restaurants** with fixed-priced menus, a set number of courses with choices within each course, are a cheaper alternative. Items on the menu are ready at the same time, rather than made to order. This kind of restaurant is often family-run with a more informal atmosphere.

Examples of **specialist restaurants** are steakhouses, seafood or vegetarian restaurants. There are also **ethnic restaurants** providing food and drink from a particular country. The most widespread of these are Italian, Indian and Chinese restaurants. Both ethnic and speciality restaurants can have either an a la carte, table d'hôte or a combination of both kinds of menus.

Nowadays, many restaurants are part of a **regional, national or international chain**, so menus, service, ambiance and cost are unified and you know exactly what to expect. This is particularly true of fast food outlets, many of which specialise in a



particular type or region of cuisine and prepare food which is served and eaten quickly. These can either be eat-in restaurants, which are mostly self-service or takeaway restaurants where you buy cooked food to eat somewhere else, or sometimes both. Examples include pizzerias, kebab or fish and chip shops.

In addition to restaurants, **cafes, coffee bars, bars** and **pubs** also provide catering although the focus may be more on drinking than eating. Cafes and coffee bars serve reasonably priced hot and cold drinks and light meals or snacks and are usually only open during the day. Bars and pubs are always open at night but increasingly they are serving food and drinks during the day too. In pubs the food is usually home-made and traditional, whereas bars tend to offer a European-style menu of salads and sandwiches.

- 1 What do restaurants offer customers?
- 2 What is highly prized by gourmet restaurants?
- 3 What are the main differences between table d'hôte and a la carte menus?
- 4 What kind of food can you eat at a specialist restaurant?
- 5 Which are the most popular ethnic restaurants?
- 6 Why do you know what to expect in chain restaurants?
- 7 What is the main characteristic of fast food restaurants?
- 8 When are cafes and coffee shops usually open?
- 9 How does pub and bar food differ?

### *Text 3*

#### **5. Read and translate the text.**

Food and beverage service is a major factor in hotel operation. In some large hotels, the income derived from this source actually exceeds income from room rentals.

The food and beverage income in many hotels is increased by providing service for banquets and conventions.

Virtually every modern hotel offers some form of food and beverage service. In some, facilities are available only for a continental breakfast that is a light meal of bread or rolls and coffee, while others have a small coffee shop or restaurant on the premises.

Because of the large proportion of income contributed by a hotel's bars and restaurants, the food and beverage manager is a key member of the management staff. He has the overall responsibility for planning the food and drink operation and purchasing the hundreds of items that are necessary for the restaurants and bars.

Because food can spoil quickly, ordering supplies is a daily routine. In a very large establishment, two people may be assigned this task: one to order food and the other to order wines and spirits. The purchase and care of some items, such as table linens, or **napery**, or aprons for the kitchen help, must be closely coordinated with the housekeeping department.

The food and beverage manager's staff may also include a **storekeeper**, who stores and issues food, beverages, and restaurant and kitchen supplies.

The kitchen itself is a separate kingdom within the hotel. **The head cook**, who is almost always called by the French word **chef**, is the boss of this area. The chef is

responsible for planning the menus (the food that is being served on a particular day), and for supervising the work of the other chefs and cooks.

In very large or elaborate setups, the head cook is called **the executive chef**, and his responsibilities are largely those of a manager. He plans, purchases and frequently coordinates the operation of several restaurants.

Depending on the size of the establishment, several assistant chefs report to the chef. These include a sauce chef, a salad chef, a vegetable chef, and so on. Under the chefs are the cooks who actually cook the food and then place it on the plate for the waiters to pick up.

Under the cooks' supervision are **the kitchen helpers** who peel potatoes, cut up vegetables, and bring food from the storeroom to the kitchen. The kitchen staff also includes **dishwashers**, even in a kitchen equipped with electrical appliances, since pots and pans usually need special attention, and someone must load and unload the machines.

In the restaurant, as well as in the kitchen, there are also different kinds of jobs. The person who seats the guests is called **a captain** or maître d' (short for maître d'hôtel), or **a hostess**, if a woman. In restaurants with a very formal style of service, the captain also takes the guests' orders. The meals are served by **waiters** or **waitresses**. In less formal restaurants, the waiters and waitresses take orders and serve the meals. Most restaurants also employ **busboys** who pour water, clear and set tables, and perform other similar chores.

In an elaborate restaurant, there is often an employee called **the wine steward**, or **sommelier**, who takes orders for wine and sometimes for other alcoholic drinks.

Finally, there are cashiers who receive payment or signed bills from the guests. When the guest puts his restaurant bill on his hotel account, this information must be passed along to the accounting office as quickly as possible.

In addition to a restaurant, most hotels also have a bar or cocktail lounge where drinks are served. **Bartenders** work behind the bar which is a long counter. Note that the word "**bar**" is used both to denote the room in which the drinks are served and the counter itself.

They mix drinks and serve them to the customers at the bar. Additional waiters or waitress are needed to serve customers who are seated at tables. In a very busy bar, one bartender may fill orders only for the waiters and waitresses while others take care of the guests at the bar.

The bar or cocktail lounge may also offer food service, although it usually simpler than the food served in the hotel dining room. Fast food, such as sandwiches or hamburgers, is customary.

## **6. Answer the following questions.**

- 1 Why is food and beverage service considered to be a major factor in hotel operation?
- 2 How can the income from the food and beverage services be increased?
- 3 What kinds of food service are offered by department hotels?
- 4 What are the responsibilities of the food and beverage manager?
- 5 What other jobs are vital in this area? Why?
- 6 What is a chef responsible for?

- 7 When is he called the executive chef?
- 8 What are the duties of the kitchen helpers? Dishwashers?
- 9 What people work in the front of the house?
- 10 What are the duties of a captain? The wine steward?
- 11 How else are they called? Why are many job titles in French?
- 12 How is payment made?
- 13 What are the functions of a bar? What does the word mean?
- 14 What else can a cocktail lounge offer?

**7. Sum up what you've learned from the text about:**

the importance of food and beverage service for the hotel industry;  
the job responsibilities of the management staff;  
the jobs in the kitchen;  
the people who work in the restaurant itself, helping the customers;  
bars and cocktail lounges.

***Text 4***

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

Providing meals and drinks in the guests' rooms is another service extended by most hotels. Room service is ordered by telephone from a menu that is placed in each room. The menu itself in some cases is the same as the one for the dining room, but more often it is simplified to make for easier preparation and service.

Special employees take the orders and special waiters carry them to rooms. To cut down on orders for ice and soft drinks, many hotels nowadays have machines on each floor to dispense these items.

Room service in most hotels closes down at the same time the kitchen does, normally ten o'clock and midnight. Some hotels, however, are prepared to provide sandwiches even during the late-night hours. Some luxury hotels have small kitchens or pantries on each floor that are used either for warming food or for preparing breakfasts. More room service orders are for breakfast than for any other meal. In some hotels, the guest can order breakfast before he goes to bed by filling in a slip which he leaves outside his door. The meal is then served at the time the guest has specified.

Even in hotels with more than one restaurant, there is usually just one central kitchen. The special types of food served in the various restaurants are normally prepared by different chefs and cooks rather than in separate kitchens.

Like the housekeeping department, the food and beverage department needs additional space for storage of the many items that must be kept on hand for the restaurants and bars. These items include not only the food and beverage themselves, but items such as table linens, dishes, knives, forks, spoons, plate warmers, trays, ashtrays, aprons and dish towels.

One food and beverage facility that is often not connected with the main hotel kitchen is the snack bar.

The snack bar is a small unit that provides fast-order food and drink service to guests who are using the hotel's swimming pool or some other recreational facility.

Snack bars are a prominent feature of resort hotels. Where the recreational facilities are in great demand, the snack bar often has its own staff of cooks, usually of the short-order variety, and waiters and waitresses.

Hotels generally employ a large number of workers in proportion to the number of guests. The restaurant business as a whole is one of the most labor-intensive of all industries, and this is true whether the restaurant is in a hotel or not.

Much of the activity in connection with food and beverage service is invisible to the guests, but many of the employees the department have frequent contact with them.

These especially include the dining-room and room service personnel. They must adhere to the same standards of hospitality and courtesy as all other employees who meet and talk with the guests in the hotel.

### **9. Answer the questions.**

- 1 How is room service different from providing food in a restaurant?
- 2 How is it usually arranged?
- 3 What do luxury hotels provide for their guests?
- 4 How many kitchens are needed to meet all the requirements of the guests?
- 5 Why does the food and beverage department need additional space?
- 6 What is a snack bar?
- 7 Why are they a prominent feature of resort hotels?
- 8 Why is the restaurant business labor-intensive?
- 9 Why do employees in the restaurant business have to be friendly and polite?

### **10. Sum up the information about room service and snack bars from the previous text. Think and answer:**

- 1 Do Ukrainian hotels offer high-quality food and beverage service? What do you know about it?
- 2 What happens if guests do not like the food offered by the hotel?
- 3 What kind of food is offered to people staying at hotels?
- 4 What personnel is employed in the restaurant business?
- 5 Is the business profitable? Why?

## ***LANGUAGE AND SPEECH EXERCISES***

### **11. Complete the sentences with the correct form of these words.**

bar      beverages      café      provision      reception  
profit      subsidized      eat in      takeaway

- 1 It's really expensive to \_\_\_\_\_ at our local restaurant because you have to pay a service charge.
- 2 The wedding \_\_\_\_\_ was held in a beautiful setting by the sea.
- 3 We're meeting in the \_\_\_\_\_ tonight for cocktails at 7 p.m.
- 4 I love meeting my friends in a \_\_\_\_\_ and chatting over a cup of coffee.
- 5 'We would like to inform passengers that we will shortly be passing through the first class cabins of this train serving hot and cold snacks and \_\_\_\_\_'.
- 6 'Let's get a \_\_\_\_\_ tonight, I don't feel like cooking'.

7 Companies that run to help others and not to make money are non-\_\_\_\_\_ -making.

8 Nowadays a lot of children in the UK have free or \_\_\_\_\_ school meals because their families can't pay for them.

9 When there are wars or natural disasters, organisations like the Red Cross are responsible for the \_\_\_\_\_ of emergency aid.

## 12. Complete this catering survey about the area you live in.

**CATERING SURVEY**  
(Please tick your answers)

- What kind of restaurants are available in your area?  à la carte  gourmet  table d'hôte  
 specialist (please specify) \_\_\_\_\_  ethnic (please specify) \_\_\_\_\_  
 fast food outlets (please specify) \_\_\_\_\_  other (please specify) \_\_\_\_\_
- Is the service good?  Yes, usually.  Not always.  Sometimes.  Not usually.
- How much does an average meal cost? \_\_\_\_\_
- Are they easy to reach using public transport?  Yes, they are.  Yes, some are.  No, they aren't.
- Are there many cafés, bars and pubs available in your area?  Yes, there are.  No, there aren't.
- What is good about them?  
 cost  atmosphere  service  food and drink  other (please specify) \_\_\_\_\_
- What could be improved in them?  
 cost  atmosphere  service  food and drink  other (please specify) \_\_\_\_\_
- Where would you recommend having an eat-in meal in your area and why? \_\_\_\_\_
- Where would you recommend purchasing a takeaway meal in your area and why? \_\_\_\_\_
- What catering services do you think are missing in your area? \_\_\_\_\_

## 13. Find in the text 3 words or phrases which correspond to the following definitions.

1. A breakfast customarily consisting of bread or rolls and coffee is called \_\_\_\_\_.

2. \_\_\_\_\_ is the word for table linens such as tablecloths and napkins.

3. \_\_\_\_\_ is the person in charge of storing and issuing food, beverages and kitchen and dining-room supplies in a hotel food and beverage service department.

4. \_\_\_\_\_ is a French word, designating a head cook in American usage. Many large kitchen organizations distinguish between the head or executive \_\_\_\_\_, who plans and supervises the cooking, and the cooking, who actually does the cooking itself. There are also many specialized \_\_\_\_\_ who prepare sauces, salads, desserts and so on.

5. \_\_\_\_\_ is an employee who does such chores as cutting up vegetables in a kitchen.

6. In a restaurant, \_\_\_\_\_ or \_\_\_\_\_ are the employees who go to the customers' tables, take their orders, and then bring the prepared food to the tables.

7. \_\_\_\_\_ is an employee who seats a guest in a restaurant. In some restaurants, he may also take the guest's order. This employee is also known sometimes as the French maître d'hôtel. In larger restaurants, there may be a maître d' and several

\_\_\_\_\_ under his supervision. A woman who greets and seats the guests in a restaurant is known as a \_\_\_\_\_. The duties of the \_\_\_\_\_ and the \_\_\_\_\_ may vary according to management policies.

8. A restaurant employee who pours water, empties ashtrays, cleans the tables, and so on is called \_\_\_\_\_.

9. A restaurant employee who serves wines and sometimes other drinks is called \_\_\_\_\_. This person is called the sommelier in French, an expression also used in English.

10. \_\_\_\_\_ is the employee who mixes and serves drinks at a bar or in a cocktail lounge.

### ***SPEAKING***

**14. Listed below are the duties of a reception waiter, station waiter, and wine waiter in a restaurant.**

**15. Read out the dialogues of some people ordering food from the menus. Say what they order for a starter, the main course and dessert. Practice the dialogues and perform similar conversations.**

#### **Dialogue 1**

M – a man

W – a woman

Waiter

M. I've already decided what I want.

W. What's that?

M. I'm going to have the fondue. It's delicious here.

Waiter I'm sorry, sir, the fondue's off.

M. Really? In that case, let me think – I'll have the pork medallions.

W. I think I'll have the same.

M. And we'll have a bottle of Chablis.

Waiter Very well, sir. Thank you very much

Waiter Would you like any desserts?

M. Yes, I'd like some chocolate ice-cream, please.

W. Just a coffee for me, please.

M. Make that two coffees.

Waiter Thank you.

#### **Dialogue 2**

W. Could we possibly order, please?

Waiter Certainly.

W. I'd like the mixed salad, please, followed by the fondue.

Waiter Sorry, the fondue off tonight.

W. Oh. What do you recommend, then?

Waiter The veal is very good

W. Well, I'll have that then.  
 Waiter Very well, madam. And for you, sir?  
 M. I'll have the salmon mousse, I think.  
 W. And to start, sir?  
 M. Nothing, thanks. Do you think you could bring us the wine list, though?  
 Waiter Yes, of course.

....

Waiter Are you ready to order dessert?  
 W. Yes. Could I have the parfait, please .  
 M. And I'll have the soufflé glacé.  
 Waiter Certainly

### Dialogue 3

Waitress Are you ready to order?  
 M. Yes, I think so. I'd like the Beef Madras  
 W. Yes. Could have the fish, please?  
 Waitress What vegetables would you like?  
 W. Baked potatoes... and peas, please.  
 Waitress And would you like a starter?  
 W. Chicken liver pate for me, please.  
 M. And melon and prawn cocktail for me, please.  
 Waitress Fine.  
 W. And can you bring us a bottle of water, please?  
 Waitress Certainly.

### 16. Four people, Jeff, Pierre, Susan and Helen, have ordered breakfast, but their orders are jumbled.

#### a. Work out who ordered what. Each person ordered three food items and at least one drink.

- a) Jeff has ordered orange juice and coffee.
- b) Helen wants croissants.
- c) Everyone wants orange juice except one person, who wants grapefruit juice and tea.
- d) Everybody wants either eggs or croissants, but nobody wants both.
- e) One man and one woman have ordered eggs.
- f) The woman who wants fried eggs wants orange juice and no hot drink.
- g) The man who is having coffee does not want croissants.
- h) The man who wants croissants also wants orange juice and hot chocolate.
- i) Both croissant-eaters want butter, but only the woman wants jam.
- j) The person with no hot drink has ordered sausages and mushrooms.
- k) The person who wants fruit yoghurt does not drink coffee.
- l) The person who wants scrambled eggs has also ordered toast and butter.

#### b. Act out dialogues using your ideas of who ordered what

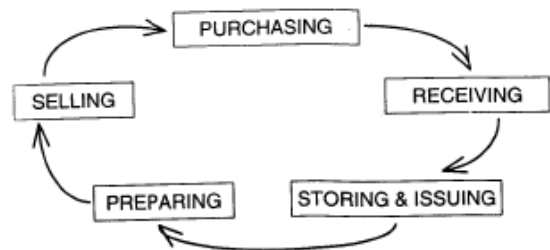
### WRITING

**17. Use the information in exercise 10 to write a short entry for an online guide about the catering services available in your area. Include a general introduction and some specific recommendations. You could give marks for cost, atmosphere, service and food and drink and suggest the best dishes to try.**

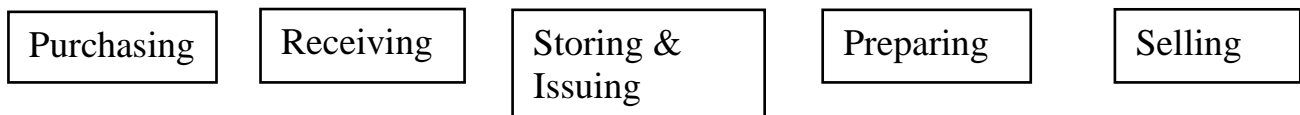
Catering in my area is very varied...

**18. One of the most important services for hotel guests is the food and drink service. In a large hotel this is organized in what is called 'the food and beverage cycle', and involves a considerable number of staff.**

There are five sections in the cycle:



**19. Put the jobs into the relevant sections of the chart:**



**20. Match the job titles with the job descriptions:**

- |                       |  |
|-----------------------|--|
| 1. head chef          | a) sets and clears the tables                                    |
| 2. storeman           | b) buys food and drinks, deals with suppliers:                   |
| 3. wine waiter        | c) welcomes the clients to the restaurant, deals with complaints |
| 4. receiving officer  | d) looks after one section of the kitchen                        |
| 5. commis chef        | e) checks deliveries, arranges transfer to                       |
| 6. head waiter        | f) cooks food and is training to be a chef                       |
| 7. maître d'          | g) arranges staff's work in the dining                           |
| 8. purchasing officer | h) plans menus, trains and supervises kitchen staff              |
| 9. chef de partie     | i) serves customers, takes orders, brings food                   |
| 10. busboy            | j) helps supervise kitchen staff                                 |
| 11. sous chef /       | k) looks after stock, gives it to various under chef departments |
| 12. waiter / waitress | l) takes drinks orders, advises on wines                         |

**21. Give Ukrainian translation for the jobs on the list.**

**22. Listed below are the duties of a reception waiter, station waiter, and wine waiter in a restaurant.**

**23. Decide in which order these activities should take place for the correct service of guests.**

The station waiter brings the guests' first course.

The reception waiter checks on the time of the booking and the number of guests.

The wine waiter offers the guests the wine list and takes orders for aperitifs.

The wine waiter takes the order for wine.

The station waiter takes the order for food.

The reception waiter receives and welcomes the guests.

The wine waiter brings the wine.



The station waiter seats the guests.

The reception waiter takes the guests to their table.

The station waiter offers the guests the menus.

The wine waiter brings the aperitifs to the guests.

**24. Read out the dialogues of some people or-dering food from the menus. Say what they order for a starter, the main course and dessert.**

**Dialogue 1**

M — a man; W — a woman; Waiter

M. I've already decided what I want.

W. What's that?

M. I'm going to have the fondue. It's delicious here.

Waiter I'm sorry, sir, the fondue's off.

M. Really? In that case, let me think — I'll have the pork medallions.

W. I think I'll have the same.

M. And we'll have a bottle of Chablis.

Waiter Very well, sir. Thank you very much.

Waiter Would you like any desserts?

M. Yes, I'd like some chocolate ice-cream, please.

W. Just a coffee for me, please.

M. Make that two coffees.

Waiter Thank you

**Dialogue 2**

W. Could we possibly order, please?

Waiter Certainly

W. I'd like the mixed salad, please, followed by the fondue.

Waiter Sorry, the fondue's off tonight.

W. Oh. What do you recommend, then?

Waiter The veal is very good.

W. Well, I'll have that then.

Waiter Very well, madam. And for you, sir?

M. I'll have the salmon **mousse**, I think.

W. And to start, sir?

M. Nothing, thanks. Do you think you c wine list, though?

Waiter Yes, of course.

...

Waiter Are you ready to order dessert?

W. Yes. Could I have the **parfait**, please

M. And I'll have **the soufflé glacé**.

Waiter Certainly.

**Dialogue 3**

Waitress Are you ready to order?

M. Yes, I think so. I'd like the Beef Madras

W. Yes. Could I have the fish, please?

Waitress What vegetables would you like?

W. Baked potatoes... and peas, please.

Waitress And would you like a starter?  
 W. Chicken liver pate for me, please.  
 M. And melon and prawn cocktail for me, please.  
 Waitress Fine.  
 W. And can you bring us a bottle of water, please?  
 Waitress Certainly.

**25. Practise the dialogues and perform similar conversations.**

**26. Complete the waiter's part, using the prompts. Then act out the dialogue.**

Waiter — You Customer — C

You: (Evening)  
 C: Good evening.  
 You: (Two?)  
 C: Yes, please.  
 You: (Aperitif?)  
 C: No, thanks.  
 You: (Menu)  
 C: Thanks.  
 You: (Order?)  
 C: Well, I'm not quite sure what to have.  
 You: (The veal?)  
 C: All right. I'll have that.  
 You: (Wine?)  
 C: Yes. A bottle of house white, please.  
 You: (All right?)  
 C: Yes, thanks. Delicious.  
 You: (Dessert?)  
 C: Chocolate soufflé for me, please.  
 You: (Coffee?)  
 C: Yes, thanks. That would be nice.

**27. Imagine that you are a waiter / a waitress in a restaurant. Your customers want explanations of different items on the menu. Answer their questions using a phrase from each of the three columns.**

*Example:* What is Chicken Kiev?

**You: It's a chicken breast filled with garlic butter and coated with breadcrumbs.**

| A                      | B                       | C                       |
|------------------------|-------------------------|-------------------------|
| a chicken breast       | with a white stem       | with garlic and cream   |
| a variety of shellfish | made with egg whites    | and a green top         |
| a kind of sweet        | made with chocolate     | eggs and liqueur        |
| a kind of meat         | made with milk          | and has pink flesh      |
| thinly sliced potatoes | that is quite large     | but are much smaller    |
| a kind of sauce        | filled with garlic      | young calves            |
| a very light dish      | butter                  | vanilla, eggs and sugar |
| a kind of fish         | that look like lobsters | and coated with         |
|                        |                         | breadcrumbs             |

a kind of vegetable                      that comes from                      and baked in the oven  
that are baked

What are prawns?

What are chocolate truffles?

What is veal?

What are pommes de terre lyonnaises?

What is custard?

What is a soufflé?

What is salmon?

What is a leek?

**28. Now think of tree dishes that are popular in Ukraine but that foreign customers might not know. Write short explanations of what they are.**

**29. Read out the dialogue and answer the questions below.**

Mr. and Mrs. Stanley are staying in the Metropol Hotel in Moscow and are ordering lunch in the restaurant at the hotel.

Waiter                      Good morning, madam. Good morning, sir.

Mrs. S.                      Good morning. Have you got a table for two, please?

Waiter                      Certainly. Where would you like to sit? By the window of further back?

Mrs. S.                      I think we'd prefer by the window so that we can watch people in the street.

Waiter                      Right. Won't you sit down?

Mr. S.                      Thank you very much. This is pleasant.

Waiter                      Yes, it's a beautiful day today. What would you like to order?

Mrs. S.                      Do you think you could explain the menu to us? You see, our French isn't good enough and we don't speak any Russian at all.

Waiter                      Of course. I'll give you an English-language menu and explain everything that might seem confusing. Here you are.

Mr. S. &                      Thank you. What's for starters?

Mrs. S.

Waiter                      There are three types of salads or vegetable soup.  
Which would you prefer?

Mrs. S.                      I'd rather have a fish salad with grilled tomatoes, it sounds very good.

Mr. S.                      Vegetable soup for me, please?

Waiter                      Certainly. And for the main course there's grilled bacon, chicken or steak.

Mr. S.                      Well, bacon is a bit **spicy**\* for me. I think I'll have the steak.

Mrs. S.                      Steak for me, too, please.

Waiter                      How would you like them cooked?

Mrs. S.                      I don't like my steaks too underdone. Make mine well done.

Mr. S.                      Rare for me, please.

Waiter                      Fine. What would you like to go with your steaks?

Mrs. S.                      Chips and a green salad, please.

Mr. S.                      I'll have chips. And peas, if you have them.

Waiter                      Yes, that's fine. And what would you like to drink?  
Bottled beer? Wine?

Mrs. S.                      We like wine better.

Waiter            We have a very pleasant house wine served **by the carafe**.\*  
 Mr. S.            Yes, I think a carafe of red would do nicely.  
 Mrs. S.            It isn't too dry, is it?  
 Waiter            No, no. It's a medium wine.  
 Mrs. S.            Good. We'll have that then. And also a bottle of mineral water.

**30. Answer the questions:**

Why does Mrs. Stanley prefer to sit by the window?  
 Why does she ask the waiter to explain the menu?  
 What does Mr. Stanley order for his first two courses?  
 How do the Stanleys want their steaks cooked?  
 What kind of red wine doesn't Mrs. Stanley like?

**31. You have noticed already that many terms related to restaurant business and meals are of French origin. Why do you think it is so?**

**32. Translate some more words and expressions of French origin:**

1. **a la carte menu** 2. **gueridon service** 3. **carafe**, *фр* 4. **table d'hote**, *фр* 5. **hors-d'oeuvre**, *фр*. 6. **aperitif**, *фр*.

**33. Read out the text and find terms of French origin.**

Try and think of English equivalents. Is it always possible?

The range of food service found in hotels and restaurants today is extensive. In the first category, there are restaurants offering the highest grade of service with a full a la carte menu.

This includes dishes served by the waiter from a trolley in the dining room, and is known as gueridon service. The gueridon waiter must always be skilled, for he has to carry out procedures such as filleting, carving and cooling speciality dishes at the table.

A second, less complicated, type of service is silver service where the menu can be either a la carte or table d'hote. In this system, the food is prepared in the kitchen and then put on to silver flats and presented to the guests in the dining-room.

A third form of table service, used mainly with a table d'hote menu, is plate service. Here, the waiter receives the meal already plated from the service hotplate and only has to place it in front of the guest and make sure that the correct cover is laid and the necessary accompaniments are on the table. Plate service is often offered where there is a rapid turnover and service of the meal and is, therefore, labour-saving in such tasks as washing-up.

In a fourth type of service, called self-service, a customer collects a tray from the service counter, chooses his dishes and selects the appropriate cutlery for the meal.

Today, with ever-increasing needs for economy, many establishments usually prefer a variety of types of service.

Tourist hotels, for example, frequently offer a combination of self-service and plate-service for breakfast and another combination of self-service and silver service for luncheon.

**34. Check your comprehension:**

What kinds of skills does a waiter require for gueridon service?

Why is plate service labour-saving?

What kinds of service are used with a table d' hote menu?

What is the difference between silver service and plate service?

Why is self-service often used by hotels?

**35. Read, translate and discuss the text below. Make a note of the use of the word “commis” = an apprentice or trainee waiter.**

### **Waiter for a week.**

I was to be a commis waiter for a week at the restaurant. There are 50 waiters. Commis waiters and waiters work as a team. The waiter is the front man, taking orders, chatting to the customers. The commis, rather less glamorously, runs to the kitchen to bring up the orders and assist in serving them at the table. Although the commis will actually do more physical work, they share the pits equally.

All in all this is fair, as it must be pointed out that the senior waiter is actually responsible for keeping a running account of the bills and if he makes a mistake, or undercharges, the fault is rectified through **his** wage packet. It's an important working relationship.

I reported for work at 11am. That may sound like a relaxed time to start the day, but the hours, I was soon to learn, are hell. The last client at lunchtime may not leave until half past three, or later, and the evening shift starts at 6pm. The hours, it was generally agreed, are the worst thing about waitering.

The commis takes the orders from the table down to the kitchen. He places the order for hot food under the nose of the souse-chef who is shouting out orders to the cooks, while orders for cold dishes and salad go to a separate counter, and desserts are from yet another area. The kitchen is two flights of stairs away from the restaurant. The commis then comes up to see if any more orders have been taken while the previous one is being prepared. At the same time, dishes have to be cleared or put| on the table, glasses refilled, ashtrays emptied, and somehow there always seems to be a new table with six or eight new orders to be filled — two flights away in the kitchen.

Hell, I rather imagine, is like the kitchen of that restaurant. Yelling chefs, endless banging of pots and crockery, steaming casseroles, hissing frying pans, men with red shining faces, trays with loads heavy enough to break your wrists.

And running. Always running. Up and down, down and. up. And since everyone is running, and always with loaded trays, you need the co-ordination of a gymnast to; stay out of trouble. I spent as much time as possible in the dining room itself.

I noticed that wearing a uniform somehow transformed me into a role. It wasn't play-acting. Customers become sir or madam. Deference, a quality I usually lack, became the order of the day. I became very sensitive about the way I was treated. I hated being summoned by the click of the finger or the bend of the index finger.

It was hurtful if conversation deliberately stopped as I served the meal, and yet unkind if it continued as if I didn't exist, I began to notice if people said please and thank you, and then whether they looked at me when they said it.

*(adapted from the Sunday Express).*

**36. Say whether the following statements are true or false.**

1. A commis waiter has to be careful to add up bills correctly.
2. The senior waiter earns more in tips than the, commis waiter.
3. The commis waiter has to wait in the kitchen while the food is prepared.
4. The kitchen was extremely noisy.
5. There was a danger that waiters would crash into each other.
6. The writer normally finds it easy to be respectful to people.
7. He felt that some customers behaved rudely to him.

**37. Choose the most likely meaning for the following words or expressions:**

1. **glamorously.** A **glamorous** job is:  
a) an active, energetic one;  
b) an exciting, attractive one;  
c) a difficult one
2. **rectified...** "the fault **is rectified** through his wage packet means:  
a) the money is taken from his earnings;  
b) he has to pay a fine for his mistake;  
c) he must pay back the money to the customers
3. **yelling:**  
a) working;  
b) singing;  
c) shouting.
4. **co-ordination:**  
a) skill;  
b) courage;  
c) strength.
5. **deference:**  
a) being tidy;  
b) showing respect to people;  
c) fighting back.
6. **the order of the day:**  
a) the most popular dish of the day;  
b) the programme of work for the day;  
c) the normal way of behaving.
7. **summoned:**  
a) answered;  
b) touched;  
c) called.

**38. Think and answer.**

1. The writer didn't like customers to click their fingers to call for service. How do you normally call a waiter? Do you know any different methods of attracting a waiter's attention?
2. Why did the writer feel hurt when conversations stopped as he served a meal? Do you stop speaking while a waiter is serving you; or do you carry on? Why?
3. Do you like a waiter to be extremely polite to you or do you prefer more casual service?
4. Do you approve of tipping, or do you think it should be stopped? Why?
5. When is it normal to give tips in Ukraine? Which people do you always tip?

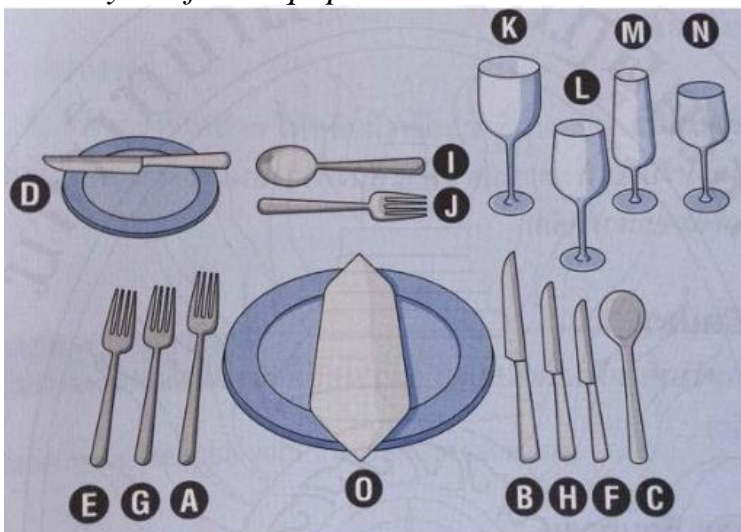
**39. Read the text**

**Restaurant**

Restaurant is another major product of the hotel business. When hotel guests stay at any hotels, they expect that food and beverage will be available at the places. Staff positions in the restaurant may vary depending upon the type of hotel. Generally, the restaurant staff can be placed into two main groups: food preparation and service staff, and beverage preparation and service staff. This unit, however, is intended to focus on service staff whose job is directly dealing with hotel guests. In order to widen the learner's comprehension of the functions of hotel restaurant, this chapter, therefore, aims to familiarize the learners with the following topics: food equipment, breakfast, dinner at the hotel, attending to guests, at the bar and room service.

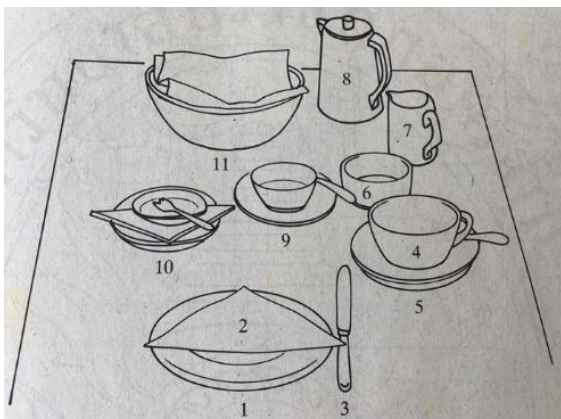
## 1. Food Equipment

### 1. Study the food equipment



- |                            |                     |
|----------------------------|---------------------|
| A. dinner fork/meat fork   | I. dessert spoon    |
| B. dinner knife/meat knife | J. dessert fork     |
| C. soup spoon              | K. water goblet     |
| D. butter knife            | L. red wine glass   |
| E. salad fork              | M. champagne flute  |
| F. salad knife             | N. white wine glass |
| G. fish fork               | O. napkin           |
| H. fish knife              |                     |

2. Below is the table setting for Continental Breakfast. Fill in the blanks with name of each item.



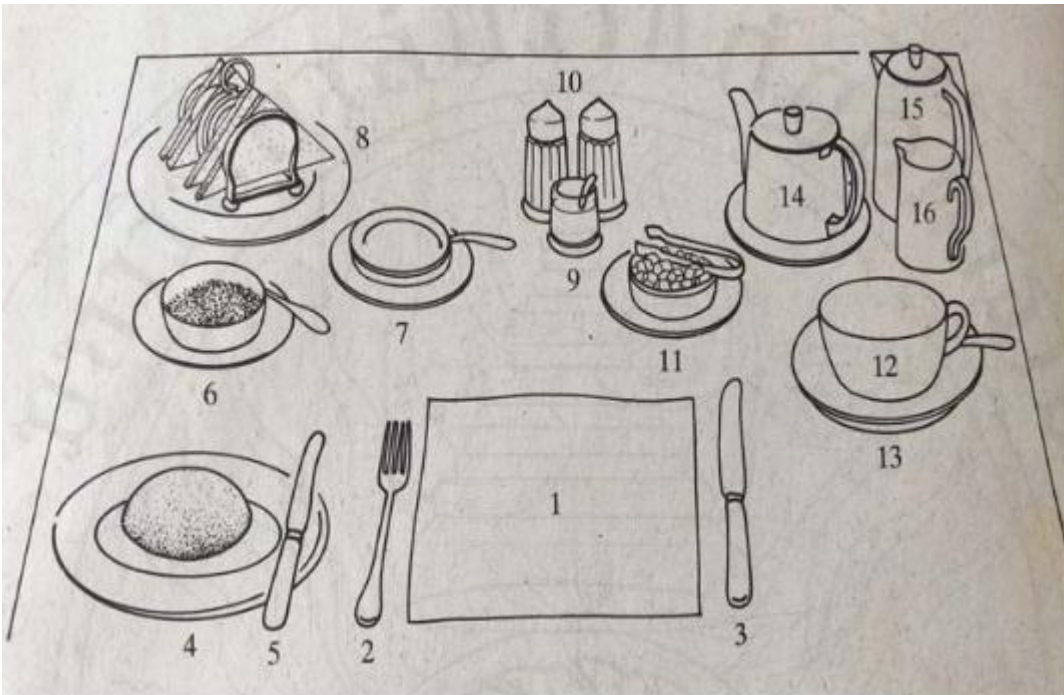
butter dish  
bread basket  
dessert plate  
sugar bowl

milk jug  
sweet knife  
jam dish  
coffee cup

coffee pot  
saucer  
napkin

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

**3. Below is the table setting for American Breakfast. Fill in the blanks with name of each item**



|            |                 |            |                         |
|------------|-----------------|------------|-------------------------|
| honey      | butter spreader | meat fork  | butter dish             |
| sugar bowl | meat knife      | toast rack | coffee cup              |
| tea pot    | milk jug        | jam dish   | hot water pitcher       |
| saucer     | bread plate     | place mat  | salt and pepper shakers |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**4. Listen to the conversation. A hotel restaurant staff is serving breakfast to two guests. Then complete the following order.**

**Staff:** Good morning. Could I have your room number, please?

**Guest 1:** Morning. We're in Room 509.

**Staff:** Thank you. The continental breakfast is on the buffet over there. Feel free to help yourselves. Here are your menus if you'd like something from the kitchen. I'll come and take your order in a moment. Can I bring you some tea or coffee?

**Guest 1:** Coffee for me, please, with hot milk.

**Guest 2:** And tea for me.

**Staff:** What kind of tea would you like?

**Guest 2:** English breakfast, please. With milk. And could we have some toast?

**Staff:** Of course. Would you like white, brown, or whole-wheat?

**Guest 2:** Whole-wheat, please.

**Staff:** Here's your tea and coffee, and your toast. Would you like anything from the menu?

**Guest 1:** I'll have the sausages, scrambled eggs, and hash browns.

**Staff:** Madam?

**Guest 2:** I'd like the blueberry pancakes, please.

**Staff:** Thank you. I'll get those for you right now.

.....  
**Staff:** Here you are. Enjoy your breakfasts. Is there anything else I can get you?

**Guest 2:** No, thanks

|   |
|---|
| <p>_____ x coffee with milk</p> <p>1 x _____ with milk</p> <p>1 x whole-wheat _____</p> <p>1 x sausages, _____ eggs,</p> <p>And hash _____</p> <p>1 x blueberry _____</p> |
|---|

5. Put the words in the sentences into the correct order.

1. yourself/free/Feel/help/to

---

2. have/please/I/your/Could/ number / room

---

3. some/I/coffee/you/bring/Can

---

4. like/from/you/the/anything/Would/menu

---

5. breakfast/your/Enjoy

---

**6. Complete the sentences in this conversation. Then listen to the conversation to check your answers.**

**Staff:** Good morning, sir. Could I have your room (1) \_\_\_\_\_, please?

**Guest:** It's 715.

**Staff:** Thank you. The continental breakfast is on the (2) \_\_\_\_\_. Feel free to help (3) \_\_\_\_\_. Here's the (4) \_\_\_\_\_ if you'd like to order something from the kitchen.

**Guest:** Thanks. Could I have some coffee?

**Staff:** Of (5) \_\_\_\_\_. I'll (6) \_\_\_\_\_ some right (7) \_\_\_\_\_. Here's your (8) \_\_\_\_\_. (9) \_\_\_\_\_ you like anything from the menu?

**Guest:** No, thanks.

**Staff:** Enjoy your (10) \_\_\_\_\_.

## 2. Dinner at the Hotel

**1. Complete the conversation with the words in the box. Then listen to the conversation again to check your answers**

get someone    that's fine    all right    book    reservation    passport

**Guest:** Good afternoon. I have a (1) \_\_\_\_\_. Just a minute. Here are the details.

**Receptionist:** Thank you. Can I see your (2) \_\_\_\_\_, please?

**Guest:** Er, yes. Here you are.

**Receptionist:** Thank you.

**Guest:** Can I (3) \_\_\_\_\_ a table for dinner tonight?

**Receptionist:** Certainly. What time?

**Guest:** Eight o'clock. For two people, please.

**Receptionist:** We're very busy this evening. We have a table at 8.15. Is that (4) \_\_\_\_\_?

**Guest:** Yes, (5) \_\_\_\_\_.

**Receptionist:** This is your key card. I'll (6) \_\_\_\_\_ to help you with your bags.

**Guest:** Thank you

**2. Guests call the hotel restaurant to reserve a table. Fill in the missing parts with the words in the box. Then listen to the conversation to check your answers.**

Conversation 1

near help for that have reserve what

**Host:** Good afternoon. Sakura Restaurant. May I (1)\_\_\_\_\_ you?

**Guest:** Yes, I'd like to (2)\_\_\_\_\_ a table for three (3)\_\_\_\_\_ this evening?

**Host:** Certainly, madam. For (4)\_\_\_\_\_ time?

**Guest:** Eight o'clock.

**Host:** Yes, that's fine. May I (5)\_\_\_\_\_ your name, please?

**Guest:** Twigg. T-W-I-G-G. And I'd like a table(6)\_\_\_\_\_ the window, please.

**Host:** Yes, that's fine, Ms. Twigg. So (7)\_\_\_\_\_ 's a table for three for eight o'clock this evening. Thank you very much.

**Guest:** Thank you. Goodbye.

Conversation 2

corner stand book reservation serving  
consideration intimate requests cancellation dinner

**Host:** Good afternoon. Andaman Restaurant. How may I help you?

**Guest:** I'm staying in Room 1307. I'd like to make a (1)\_\_\_\_\_ for tomorrow.

**Host:** Of course. What time did you have in mind, Mr. White?

**Guest:** What time do you serve (2)\_\_\_\_\_?

**Host:** Dinner is served from 6.00-10.00 p.m.

**Guest:** Hmm...Then I'd like to (3)\_\_\_\_\_ a table for two at seven o'clock.

**Host:** Certainly, Mr. White. You have a table for two booked for seven o'clock tomorrow. Are there any special (4)\_\_\_\_\_?

**Guest:** Yes, my wife can't (5)\_\_\_\_\_ the smell of cigarette smoke. And we'd prefer to have a quiet (6)\_\_\_\_\_ table in the (7)\_\_\_\_\_.

**Host:** Certainly, Mr. White. We'll take those things into (8)\_\_\_\_\_ in arranging your seats. Thank you for calling. We look forward to (9)\_\_\_\_\_ you.

**Guest:** Goodbye.

(Mr. and Mrs. White arrive at the Andaman Restaurant.)

**Host:** Good evening. Do you have a reservation?

**Guest:** Yes, for seven o'clock. The reservation is made under the name White.

**Host:** Yes, Mr. White.....Didn't you make a (10)\_\_\_\_\_? Oh no, that was Mr. Whitney. I'm so sorry.

**Guest:** That's alright. I hope my table's ready.

**Host:** Don't worry. Everything is in order, Mr. White

**3. A guest is calling a restaurant. Listen and complete the conversation**

**Host:** Four Seasons restaurant. How may I help you?

**Guest:** Hello. My name is Ogawa. I have a reservation (1)\_\_\_\_\_ this evening.

Host: Just one moment, Mr. Ogawa. May I have your first name, please?

Guest: Nobuo.

Host: Ah yes, that's a (2) \_\_\_\_\_ for three for eight o'clock.

Guest: That's right. I'd like to (3) \_\_\_\_\_ it to 8.30, if possible.

Host: Let me see. Yes, that's fine. (4) \_\_\_\_\_ that's a table for three for 8.30.

Guest: That's it. Thank you. Goodbye.

Host: Goodbye.

**4. Listen to the conversation. A guest calls the hotel restaurant to change his reservation. Fill in the blanks with appropriate words or expressions.**

Host: Good afternoon. Sunshine Restaurant.

Guest: Good afternoon. I called this morning to reserve a table for tomorrow at lunchtime, but my wife and I'd like to come for dinner instead.

Host: I'm sorry I didn't hear what you said. Could you speak a little louder, please?

Guest: Yes, we reserved a table for tomorrow at 12.00, but now I'd rather come for dinner.

Host: Could I have your name, please?

Guest: It's Simpson. S-I-M-P-S-O-N.

Host: Just a moment while I check, Mr. Simpson..... So, you want to change your reservation from lunch to dinner?

Guest: Yes, at 7.00.

Host: All right, Mr. Simpson. Thank you for calling. Goodbye.

Guest: Goodbye.

1. This morning, Mr. Simpson reserved a table for \_\_\_\_\_.

2. Now, he calls the restaurant to \_\_\_\_\_.

3. He and his wife want to come for \_\_\_\_\_ instead.

4. The host asked Mr. Simpson to \_\_\_\_\_.

5. The Simpsons are supposed to come to the restaurant at \_\_\_\_\_.

**3. Attending to Guests**

**1. Read the passage and fill in the missing words in the list of the waiter's procedure in attending to the guest.**

At the Restaurant

At the restaurant, there are many who work in order to run a smooth operation. Everyone plays an important role, starting from the head waiter who supervises schedules and checks the attendance of all the service staff. When the dining room is ready for service, he will hold staff briefings and tell them about the special items each day and any changes on the menu.

When the restaurant opens, the hostess will receive and greet guests at the entrance of the restaurant then direct them to their tables.

After the guests are seated, the waiter will come to greet them and ask them for their drink orders then give them the menu and tell them the special of the day. He will let the guests go through the menu while he goes to get their drinks from the bartender at the bar. When he comes back with drinks, the guests should be ready to order. The waiter must repeat the guests' orders to make sure of no misunderstandings. Then he

will give the food order to the cashier and the duplicate order to the chef in the kitchen. He will be responsible for taking the food to the guests when it is ready.

The waiters and waitresses will have the bus person to assist them in setting up the table and the service station, to make sure that there is a sufficient supply of chinaware, glassware and silverware ready for the next customer. At the beginning of the meal, the bus person should fill and refill the water glasses and bring bread and butter to the guest. During the meal it is his duty to remove the finished dishes and silverware and also empty the ashtray.

When the guest has asked for the bill, the waiter will get it from the cashier and present it to the guest in a folder and after receiving the money or a credit card, takes it back to the cashier and gets the change or fills out the credit form and returns it to the guest for a signature.

1. \_\_\_\_\_ the guest.
2. Take \_\_\_\_\_ orders.
3. Give the \_\_\_\_\_ and \_\_\_\_\_ the food.
4. \_\_\_\_\_ drinks.
5. Take food \_\_\_\_\_.
6. \_\_\_\_\_ the order.
7. Give the \_\_\_\_\_ to the cashier and the \_\_\_\_\_.
8. \_\_\_\_\_ the food.
9. Present the \_\_\_\_\_.
10. Get the \_\_\_\_\_ and \_\_\_\_\_ the guest.

## **2. Listen to the conversation in welcoming diners to the restaurant, and then answer the question.**

**Host:** Good evening, sir, madam. Welcome to the Metro restaurant. May I take your coats?

**Diner 1:** Good evening. Thanks.

**Host:** Would you like an aperitif before you order?

**Diner 2:** Yes, please. Could we have two glasses of prosecco?

**Host:** Certainly. Let me give you some menus. I'll come back to take your order in a few moments.

**Diner 1:** That's wonderful, thank you.

**Host:** Of course. We also have some specials on the board.

**Diner 2:** What are the specials?

**Host:** The specials today are rack of lamb, lemon sole and a vegetarian pasta dish  
(Later)

**Host:** Here you are. Two glasses of prosecco. Are you having wine this evening?

**Diner 1:** Thank you. Yes, we are.

**Host:** Here's the wine list. We have four excellent red and white house wines and on the last pages you'll find the full wine list.

**Diner 1:** Thank you.

**Host:** Let me know when you're ready to order.

1. What two things does the host offer to do when the diners arrive?

2. What do the diners order as an aperitif?

\_\_\_\_\_ 3.

Does the host take their order immediately?

\_\_\_\_\_ 4.

Name two dishes that are on the specials board.

\_\_\_\_\_ 5.

How many house wines are on the wine list?

\_\_\_\_\_

**3. Complete the conversation with the given words in the box.**

come    aperitif    reserved    menu    welcome

**Hostess:** Good evening. (1)\_\_\_\_\_ to Sunflower Restaurant. Do you have a reservation?

**Guest:** Yes, I've (2)\_\_\_\_\_ a table for two at 7.00 p.m. under the name of Carson.

**Hostess:** Yes, Mr. Carson. Would you (3)\_\_\_\_\_ this way, please? (They follow the hostess to the reserved table in the corner.)

**Hostess:** Here is your table. Would you like an (4)\_\_\_\_\_ before you order?

**Guest:** Yes, we would like a bottle of vermouth, please.

**Hostess:** Yes, Mr. Carson. I'll bring you the (5)\_\_\_\_\_

**4. Listen to the conversation and pay attention to the things the guests order.**

**Write down their order**

Mr. Carson

Mrs. Carson

Soup: \_\_\_\_\_

\_\_\_\_\_

Main course: \_\_\_\_\_

\_\_\_\_\_

Salad: \_\_\_\_\_

\_\_\_\_\_

Dessert: \_\_\_\_\_

\_\_\_\_\_

**Waiter:** Are you ready to order, ma'am

**Mrs. Carson:** I think I'll have the French onion soup.

**Mr. Carson:** I'd like a beef consommé.

**Waiter:** And what would you like for the main course?

**Mrs. Carson:** Is there anything you recommend?

**Waiter:** Of course, madam. Why don't you try our veggie steak? It's very good.

**Mrs. Carson:** What is veggie steak?

**Waiter:** It's a vegetarian steak. Tofu is prepared as a steak and seasoned with salt, pepper, and garlic. We cook until it's crispy on the outside and hot in the middle. It's one of the chef's specials.

**Mrs. Carson:** That sounds so nice. I'll have that.

**Waiter:** And you, sir

**Mr. Carson:** I'll have fillet mignon.

**Waiter:** How would like it, sir?

**Mr. Carson:** Medium, please.

**Waiter:** Would you like a salad, ma'am?

**Mrs. Carson:** I'll have a mixed salad.

**Waiter:** And for you, sir?

**Mr. Carson:** A Caesar salad, please.

**Waiter:** Would you like anything to drink with your meal?

**Mr. Carson:** We'll have two glasses of white wine, please.

**Waiter:** All right, so that's the French onion soup, beef consommé, veggie steak, fillet mignon—medium, mixed salad, Caesar salad, and two glasses of white wine. Your order will be served shortly.

.....

(The diners have finished their main courses.)

**Waiter:** Sorry to interrupt. May I clear away your plates?

**Mr. Carson:** Yes, please do. We've finished.

**Waiter:** How were your main courses? Was everything satisfactory?

**Mr. Carson:** Yes, thank you. It was all excellent.

**Waiter:** Would you like to see the dessert menu?

**Mrs. Carson:** Yes, please. (Looks at the menu.) I don't know what to have. What would you recommend for the dessert?

**Waiter:** I can recommend caramel custard, or you might like blueberry pie.

**Mrs. Carson:** I'd like caramel custard. How about you, Chris?

**Mr. Carson:** No, thank you. I think I'll skip dessert.

**Waiter:** Can I bring you anything else? A coffee or a digestif, perhaps?

**Mr. Carson:** Could I just have an espresso?

**Waiter:** Of course.

**Mr. Carson:** And then could I have the bill, please?

**Waiter:** Of course, sir. I'll be back right away with your caramel custard and coffee.

**Mr. Carson:** Can I pay by credit card?

**Waiter:** Yes, sir.....Oh, I'm afraid we don't accept that kind of credit card, sir. Only VISA and MasterCard.

**Mr. Carson:** OK. Then I'll use my VISA card.

**Waiter:** Here's your bill, sir. Please put your card in the terminal, enter your PIN, and then press the green OK button.

**Mr. Carson:** All right.

**Waiter:** Thank you, sir. I hope you enjoyed your dinner.

**5. A guest arrives for dinner at a restaurant. Fill in the missing parts with the words in the box. Then listen to the conversation to check your answers**

|          |        |            |             |
|----------|--------|------------|-------------|
| dressing | cooked | entrée     | expecting   |
| repeat   | check  | comes with | momentarily |

**Host:** Your table is ready, Mr. Douglas. It's right over here.

**Guest:** Sounds good. I'm really hungry.

**Host:** (Waits for Mr. Douglas to sit down) Here's a menu. Your server will be with you (1)\_\_\_\_\_.

**Guest:** Thanks. Oh, could you give me two menus? I'm (2)\_\_\_\_\_ a friend.

**Host:** I'll just put the other one here.

(The server comes over.)

**Server:** Are you ready to order, Mr. Douglas?

**Guest:** Well, I guess my friend won't be joining me after all. So, I'd like the garden salad to start.

**Server:** What kind of salad (3)\_\_\_\_\_ would you like? We have Italian or Thousand Island.

**Guest:** Italian. And I'm going to go with the sirloin steak for an (4)\_\_\_\_\_.

**Server:** And how would you like your steak (5)\_\_\_\_\_?

**Guest:** Rare.

**Server:** The steak (6)\_\_\_\_\_ your choice of a baked potato or mashed potatoes.

**Guest:** I'll take mashed potatoes, please.

**Server:** Certainly. Let me (7)\_\_\_\_\_ your order, Mr. Douglas. You would like a garden salad with Italian and a rare steak with mashed potatoes.

**Guest:** Yeah, that's right.

(The server checks up on her guest.)

**Server:** Is there anything else I can get for you, Mr. Douglas? Some dessert, perhaps?

**Guest:** No, thanks—just the (8)\_\_\_\_\_, please.

**6. A lot of French words are used in restaurants. Can you match these French restaurant terms to their explanation?**

- 1. aperitif      An alcoholic drink that people drink after a meal
- 2. table      B. An alcoholic drink that people drink before a meal
- 3. a la carte      C. The person in charge of a restaurant who welcomes diners and gives orders to the waiters
- 4. maître d      D. A style of menu in a restaurant when each dish has a separate price
- 5. digestif      E. A meal served in a restaurant at a fixed price, with a limited number of dishes to choose from

**7. Write the dish names in the proper category.**

|                |            |              |               |
|----------------|------------|--------------|---------------|
| Caesar salad   | ice cream  | baked salmon | lemonade      |
| fish and chips | cheesecake | BBQ ribs     | Buffalo wings |
| latte          | spaghetti  | French onion | clam chowder  |
| Appetizers     | Soups      | Salads       |               |
| Entrees        | Dessert    | Drinks       |               |

**8. Match the question with the appropriate response**



1. What do you recommend for dessert? A. Today, we've got some clam chowder. How does that sound?
2. How large are the portions? B. OK. Bring us some iced tea, please.
3. Could you tell me what the soup of the day is? C. You might like the mousse. It's delicious.
4. What kind of salad do you have? D. I don't think they're big enough to share.
5. Would you like something to drink before your meal? E. We've got Caesar, garden, and spinach.

**9. Listen to the conversation between a guest and a waiter taking order and complete the following order list.**

| Order List          |  |
|---------------------|--|
| Entrees             | <input type="checkbox"/> chicken<br><input type="checkbox"/> fish<br><input type="checkbox"/> steak<br>_____ medium-rare<br>_____ medium<br>_____ medium-well<br>_____ well-done |
| Side Dishes         | <input type="checkbox"/> baked potato<br><input type="checkbox"/> green salad  |
| Dressing            | <input type="checkbox"/> Thousand salad<br><input type="checkbox"/> Italian<br><input type="checkbox"/> French   |
| Special Request (s) |  |

**4. At the Bar**

**1. Listen to the conversation and complete the missing parts.**

**Host:** How are you (1) \_\_\_\_\_, sir? Do you have a reservation?

**Guest:** No. Do you have a table for one available?

**Host:** Not right now. If you'd like a seat (2) \_\_\_\_\_ while you wait, I'll let you know when your table is ready.

**Guest:** How long do I have to wait?

**Host:** There should be a table available in (3) \_\_\_\_\_, sir.

**Guest:** That would be fine. The name is Diep.

**Host:** Alright, Mr. Diep. (4) \_\_\_\_\_, please.

(Mr. Diep sits down at the bar.)

**Bartender:** Long day at the office, sir?

**Guest:** Yes. I'd like a scotch (5) \_\_\_\_\_.

**Bartender:** Coming right up.

**Guest:** Do you have popcorn or peanuts—something I could (6) \_\_\_\_\_ on?

**Bartender:** (Handing Mr. Diep some peanuts.) You can order (7)\_\_\_\_\_the menu as well, sir.

**Guest:** Alright, do you have (8)\_\_\_\_\_ on the menu?

**Bartender:** Yes, we do.

**Guest:** Then I'll have a (9)\_\_\_\_\_ of six.

**Bartender:** Of course.

(After a few minutes)

**Bartender:** Are you in the mood for another drink, sir?

**Guest:** What do you have on tap?

**Bartender:** Guinness and Carisberg.

**Guest:** Then I'll take a (10)\_\_\_\_\_ Carisberg, please

## 2. Listen to the conversations at the hotel bar. Then decide if the following is True (T) or False (F).

### Conversation 1

**Bartender:** Good evening, sir. How are you this evening?

**Guest:** Fine, thanks.

**Bartender:** What can I get you?

**Guest:** I'll have a beer, please.

**Bartender:** Of course, sir. Would you like draught or bottled beer?

**Guest:** I'd like to try a draught beer. What would you recommend?

**Bartender:** Well, the German and Czech pilsner on draught are very popular.

**Guest:** Right. I'll have a Czech pilsner, please.

**Bartender:** There you are, sir. That'll be £3.90, please.

**Guest:** Thank you.

### Conversation 2

**Bartender:** Good evening, ladies. What would you like this evening?

**Guest:** Two gin and tonics, please. And could we have long drinks with lots of ice please?

**Bartender:** Of course. Would you like a slice of lemon?

**Guest:** Yes, please.

**Bartender:** Here you are. Would you like to pay for them now or shall I start a tab for you?

**Guest:** I think we'll start a tab. We might have another drink later on.

**Bartender:** Of course. Could you give me your room number, please?

**Guest:** I'm in 469.

**Bartender:** Could you sign here, please?

**Guest:** Thank you.

\_\_\_\_\_ 1. The man chooses a bottled beer.

\_\_\_\_\_ 2. The bartender recommends beers from Germany and the Czech Republic.

\_\_\_\_\_ 3. The ladies don't want ice and lemon in their drinks.

\_\_\_\_\_ 4. The ladies are not staying in the hotel.

\_\_\_\_\_ 5. The ladies want to pay for their drinks later in the evening.

## 3. Put the dialogue between a bartender and a guest into the correct order.

\_\_\_\_\_ Bartender: Would you like ice?  
\_\_\_\_\_ Bartender: Good evening, sir. How are you this evening?  
\_\_\_\_\_ Guest: I'm fine, thank you.  
\_\_\_\_\_ Guest: Can you charge it to my room?  
\_\_\_\_\_ Guest: Scotch and soda, please.  
\_\_\_\_\_ Guest: No, thank you.  
\_\_\_\_\_ Guest: It's 1204.  
\_\_\_\_\_ Bartender: That'll be £6.00, please.  
\_\_\_\_\_ Bartender: What can I get you?  
\_\_\_\_\_ Bartender: Of course, sir. Can you give me your room number?

#### 4. Room Service

##### 1. Listen to the conversation in taking room service order, and then answer the question.

Room service: Room service, can I help you?  
Guest: Good morning. Can I order some room service?  
Room service: Of course, madam. What would you like?  
Guest: I'd like a continental breakfast.  
Room service: Very good, madam. Would you like tea or coffee?  
Guest: Coffee. Could I have a cappuccino?  
Room service: Certainly, madam.  
Guest: How long will that be? I'm in a hurry this morning.  
Room service: It'll be with you in ten minutes.  
Guest: Good.  
Room service: Could I have your room number, please?  
Guest: It's 1002. Mrs. Hepworth.  
Room service: Thank you, Mrs. Hepworth. Goodbye.  
Guest: Thank you. Goodbye.  
(About ten minutes later.)  
Room service: (Knocks the door.)  
Guest: One moment. Just coming!  
Room service: Good morning, madam. Room service.  
Guest: That was quick.  
Room service: One continental breakfast with a cappuccino. Could you sign here please, madam? Thank you.  
Enjoy your breakfast.  
Guest: Thanks.

1. What kind of breakfast does the guest order?

---

2. What kind of coffee does the guest order?

---

3. How quickly will the guest get her breakfast?

---

4. Why does the guest want her breakfast quickly?

---

**2. Put the conversation between room service and a guest into the correct order.**

- \_\_\_\_\_ Room service: Very good, madam. Would you like tea or coffee?  
\_\_\_\_\_ Room service: Room Service, can I help you?  
\_\_\_\_\_ Room service: Of course, madam. What would you like?  
\_\_\_\_\_ Room service: Thank you.  
\_\_\_\_\_ Guest: Good morning. Can I order breakfast?  
\_\_\_\_\_ Guest: I'd like a boiled egg with whole-wheat toast and fresh fruit.  
\_\_\_\_\_ Guest: How long will that be? I have a meeting in an hour.  
\_\_\_\_\_ Guest: Tea, please. English breakfast with milk.  
\_\_\_\_\_ Room service: Certainly, madam.  
\_\_\_\_\_ Guest: Good.  
\_\_\_\_\_ Room service: Could I have your room number?  
\_\_\_\_\_ Guest: It's 1025.  
\_\_\_\_\_ Room service: It'll be with you in 15 minutes.

**Focus on Language**

**1. Breakfast**

Breakfast is normally placed into two types:

1.1 Continental Breakfast is the most common style hotels offer their guests. It is quick and easy to prepare and offer light options for guests. It simply consists of juice, tea, coffee, toast, rolls, croissant, jam, marmalade, and honey, etc.

1.2 American Breakfast includes more selections. It is typically provided with choices of eggs, cereals, or pancakes with side dishes such as bacon or breakfast sausages, hash browns, or home fried and toast. At breakfast there are several ways to cook eggs: soft/hard boiled, scrambled, fried, poached and omelette. Note: In the US, there are many different ways to ask for fried eggs to be cooked, for example, over easy, which means cooked on both sides, and sunny side up, which means cooked on one side.

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ  
РОБОТИ СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

### 3.1. GRAMMAR THE ACTIVE VOICE

#### Present Tense Forms

##### 1. Use the right tense form of the verb.

1. What time \_\_\_\_\_ (the meeting/end)?
2. Tomorrow I \_\_\_\_\_ (fly) to Moscow to visit my aunt Sally.
1. Right now he \_\_\_\_\_ (talk) on the phone.
2. The Earth \_\_\_\_\_ (go) round the Sun.
3. I \_\_\_\_\_ (look) for my camera for an hour.
4. Could you close the window? I \_\_\_\_\_ (freeze)
5. The man \_\_\_\_\_ (paint) the walls all day long.
6. The coffee \_\_\_\_\_ (smell) good.
7. At the moment we \_\_\_\_\_ (take) a walk around a beautiful village.
8. We \_\_\_\_\_ (not/finish) our history project yet.
9. Kim \_\_\_\_\_ (never/be) abroad.
10. School always \_\_\_\_\_ (close) for Easter holidays.
11. I'm exhausted. I \_\_\_\_\_ (train) my stomach muscles all morning.
12. What \_\_\_\_\_ (usually/you/do) in your free time?
13. Look! Your mum \_\_\_\_\_ (water) tomatoes in the vegetable garden.

##### 2. Choose the right variant.

- 1 The boy \_\_\_\_\_ his homework and now he \_\_\_\_\_ -TV.
  - a) already has done, watches
  - b) already does, has watched
  - c) has already done, is watching
2. They \_\_\_\_\_ about Russian traditions since the beginning of the lesson.
  - a) have been talking
  - b) are talking
  - c) talk
3. This is the best conference I \_\_\_\_\_.
  - a) am
  - b) have ever been to
  - c) ever have been to it
4. The postman usually \_\_\_\_\_ at 9 in the morning. It is half past 9 now but he \_\_\_\_\_
  - a) comes, has not come yet
  - b) comes, has not been coming
  - c) is coming, has not come yet
5. They \_\_\_\_\_ the walls and they \_\_\_\_\_ nice.
  - a) have painting, are looking
  - b) have painted, look
  - c) have been painting, look

6. The economic situation in the world is already bad and it \_\_\_\_\_ worse.  
a) is getting  
b) gets  
c) have gotten

**3. Use *Present Simple, Present Continuous or Present Perfect.***

Hello Nancy

It (1) \_\_\_\_\_ (be) time since my last letter to you. I (2) \_\_\_\_\_ (still/work) at ABS and the company (3) \_\_\_\_\_ (do well). This is very fortunate as many of my friends (4) \_\_\_\_\_ (lose) their jobs. Our savings (5) \_\_\_\_\_ (take) a disastrous dive because of the economy. I (6) \_\_\_\_\_ (know) the situation everywhere is difficult and I (7) \_\_\_\_\_ (be) happy I still have a job. My friend Michael and his wife Georgia (8) \_\_\_\_\_ (now, live) in Virginia. Michael (9) \_\_\_\_\_ (finish) studying massage therapy. He (10) \_\_\_\_\_ (run) a small clinic in partnership with another woman. He and Georgia (11) \_\_\_\_\_ (look) for a full-time job, though, as they (12) \_\_\_\_\_ (lose) money also. As I say, many people (13) \_\_\_\_\_ (have) a hard time now.

**4. Translate into English.**

1. Він дивиться телевізор із самого ранку.
2. Завтра у мене урок англійської о 8:00.
3. Повітря у місті стає дедалі бруднішим і бруднішим.
4. Я загубив гаманець.
5. Її волосся брудне. Вона фарбувала будинок цілий день.
6. Ти постійно щось губить!
7. Ти пишеш твір вже дві години.
8. Я ходжу до басейну три рази на тиждень.
9. Тато ремонтує машину із самого ранку.
10. Він зламав ногу.

**5. Use the right tense form of the verb.**

1. I can't speak about the book. I (not read) it yet.
2. Every day I (wind up) my watch at 7 o'clock in the morning.
3. It's Friday. ... you (see) him this week?
4. It's a pity, but I (not buy) this dictionary yet.
5. As a rule, we (do) many exercises in class.
6. He (tell) this joke many times.
7. I already (translate) these sentences into French.
8. They (have) their English many hours a week.
9. She (work) much and usually (get) many good marks.
10. We (buy) a new TV set this year.

**6. Use *Present Simple, Present Continuous or Present Perfect.***

1. I must know what you (talk) about.
2. I (be) in this country for some time.
3. He (admire) you greatly. He (see) the play three times.
4. I (not know) what Harry (tell) you.
5. I want to see how much he (change) since I (see) him last.
6. We (be) to the cinema about twice a week since then.
7. Hello, what you (do) here at this late hour?
8. I (think) you never (do) any harm to people.
9. I always (stay) at home in the evenings.
10. I (hear) you (look) for a new house.

**7. Use Present Simple, Present Continuous, Present Perfect Continuous or Present Perfect.**

1. Is Andy here? – I don't know, I ... (not see) him today.
2. Where ... you ... (go)? – To the library.
3. Would you like ... (borrow) this magazine? – No, thanks. I ... (read) it before.
4. Betty's bus ... (arrive) at 5 o'clock. I must go and meet her at the bus station.
5. Have you seen my record book? I ... (look) for it all the morning.
6. Mike ... (talk) to his friend for an hour already.
7. More and more forests ... (disappear) because of fires nowadays
8. How long ... you ... (work) on this problem?
9. The first lesson ... (not finish) at 9.45.
10. They ... (play) football tonight.
11. Linda is disappointed. She ... (fail) her test.
12. School ... (prepare) children for life.
13. We ... (have) a party next Saturday night. Will you come?
14. ... you ... (try) to take photos? It's not allowed, you know.
15. ... you ... (remember) where he ... (work)?

**8. Chose the right variant.**

1. Jeremy ..... basketball this season; he wants to concentrate on his studies.  
 doesn't play                      hasn't been playing                      isn't playing                      hasn't played
2. What ..... with yourself? There is mud all over you!  
 has you been doing                      are doing                      did you do                      have been doing
3. As far as I know Mike ..... Italian for quite some time, but he still doesn't understand very much.  
 is learning                      has been learning                      has learnt                      learns
4. I am sorry Ann can't come to the phone right now because she ..... a shower.  
 is taking                      has taken                      takes                      has been taking
5. How long ..... Jerry? - But I don't know him at all. I have never met him.  
 do you know                      have you known                      has you known                      did you know
6. - Hello! May I speak to John, please? - Sorry, he is out. He has gone to the library. He ..... for his History exam there.  
 has been reading                      is reading                      reads                      has read
7. Excuse me I ..... a public telephone. Is there one near here?  
 have been looking for                      have looked for                      look for                      am looking for
8. Her family ..... from town to town ever since she can remember.  
 is moving                      has moved                      moves                      has been moving



9. About 85 percent of American students ..... public schools, which are supported by state and local taxes.  
 attend                      are attending                      have attended                      have been attending
10. You may take this magazine. I ..... through it already.  
 look                      have looked                      am looking                      have been looking
11. I don't like Alice. She ..... about difficulties of life all the time.  
 complains                      is complaining                      has complained                      has been complaining
12. Nora, you look awfully tired. What ..... all day?  
 do you do                      are you doing                      have you been doing                      have you done
13. Sara, my next door neighbour, has a car, but she ..... it very often.  
 doesn't use                      isn't using                      hasn't used                      hasn't been using
14. I think you ..... very silly. Don't get out of bed. You'll only make your temperature go up again.  
 are                      are being                      were                      have been
15. Peter and Mary ..... on the platform. They have been waiting for their train for half an hour.  
 have been standing                      are standing                      stand                      have stood

### 9. Use the right tense form of the verb.

1. How much money.....(you/spend) on food every week?
2. I.....(never/eat) octopus, but I .....(eat) squid.
3. Where is Ann? She .....(sunbathe) in the garden.
4. ....(you/watch) the TV? - No. You can switch it off if you like.
5. I'm afraid I.....(not/speak) Spanish very well.
6. We .....(look) everywhere for a purple silk shirt, but we.....(not/find) one yet.
7. ....(you/hear) the latest news? A bomb .....(explode) in the station at 10 o'clock this morning.
8. John .....(look for) a bigger flat.
9. She .....(usually/finish) work before 6 o'clock.
10. ....(you/know) how to use this computer programme? Not yet. But I.....(learn).
11. Where .....(Joe/go) with that gun in his hand? Oh, he.....(always /carry) it with him when he goes walking in the woods.
12. Oh, hello Debby! I'm sorry, I.....(not recognize) you at first. You.....(lose) weight!
13. Be quiet! I.....(think) Dad .....(sleep) upstairs.
14. I ....(not/like) cooking, but I .....(love) eating.
15. Why .....(you/cry)? Have you hurt yourself?
16. Something .....(smell) good. What .....( you/cook)?
17. In autumn the leaves .....(fall) from the trees.
18. Gary.....(not/be) to work since Monday.
19. How many times .....(you/be) to the cinema this year? I went twice in January, but I.....(not/be) since then.

20. Look at that! Someone.....(leave) the fridge door open again! It wasn't me. I.....(not/be) in the kitchen for hours.
21. I .....(just/read) your composition. It's very good. How much time did you spend writing it?
22. You.....(work) very hard recently. I'm surprised the boss did not give you a pay rise when you asked him.
23. Oh no! I think I.....(break) Mum's stereo.
24. Sally is very clever. She .....(speak) five languages.
25. I don't understand those people. What language .....(they/speak)?

### 10. Translate into English.

1. Лінда вже приготувала вечерю? - Ще ні. Вона готує щось вже годину. Страва пахне дуже смачно. 2. Де Бен? - Він у гаражі. - Що він робить? - Ремонтує машину. Він працює з восьмої години ранку. 3. Твої батьки вже повернулися з Карпат? - Ще ні. - Як довго вони подорожують? - Вони подорожують вже десять днів. Вони повертаються наступного вівторока. 4. Що ти робиш? - Я шукаю інформацію для свого проекту в Інтернеті. - Ти знайшов що-небудь? - Так, я знайшов кілька цікавих статей. 5. Ви вже викликали лікаря? - Так, але він ще не прийшов. - Як давно ви його чекаєте? - Ми чекаємо вже дві години. 6. Джейн в своїй кімнаті? - Ні, вона збирає сливи в саду. Бабуся хоче приготувати сливове варення. 7. Ти вже поговорив з батьком? - Ні, він ще не повернувся додому. Він завжди повертається додому о сьомій вечора. 8. Том грає в футбол з друзями? - Так, вони грають вже більше години. 9. З ким Сандра розмовляє по телефону? Вона розмовляє вже майже годину! - Так, вона розмовляє з Ганною. Вони обговорюють плани на вихідні. 10. Ти вже купив квитки на поїзд? - Так. Поїзд відправляється завтра о дев'ятій годині вечора. Не спізнюйся! 11. Ми з братом граємо в шахи вже півтори години. 12. Ми не дивимося телевізор уже два дні. 13. Де хлопчики? Я не бачив їх з ранку. - Вони з ранку ловлять рибу на озері. Вони ходять рибалити щосуботи. 14. Ваша сестра вчиться в університеті? - Так. Вона вже три роки вивчає економіку. 15. Як давно Джулія працює стоматологом? - Вона працює стоматологом вже десять років. Але в нашій лікарні вона працює всього чотири роки. 16. Том фарбує вікна в нашому офісі з ранку. Він уже пофарбував шість вікон. Зараз він фарбує вікна на другому поверсі. 17. Що Лінда робить на кухні? - Вона готує молочний коктейль. Ви любите молочний коктейль? - Так. - Але ви ще не пробували коктейлі, які готує Лінда! Вона готує найсмачніші в світі коктейлі. 18. Навіщо ти розповів Томові про наш подарунок? - Я нічого не казав йому. - Правда? Чому він цілий ранок розпитує мене? - Я не знаю. 19. Чому Бен сміється? - Він дивиться нову комедію по телевізору. Він дивиться її вже годину. 20. Скільки іспитів ви склали на цьому тижні? - Ми склали два екзамени. - Який іспит ваші друзі здають зараз? - Вони здають іспит з історії.

## Past Tense Forms

### 1. Put the verbs in brackets into the *Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.*

1) The boys ... (to *play*) volleyball on the beach yesterday. 2) They ... (to *play*) volleyball from 9 to 11 yesterday morning. 3) By 5 o'clock yesterday their team ... (to *play*) two games of volleyball. 4) Den ... (to *play*) volleyball for ten minutes yesterday when he suddenly ... (to *twist*) his ankle. 5) At that time Ron ... (to *listen*) to music in his room and ... (to *not hear*) the doorbell. 6) The secretary ... (to *talk*) on the phone for twenty minutes when the door ... (to *open*) and her boss ... (to *come*) into the room. 7) Peter ... (to *drive*) towards the airport last Sunday when he suddenly ... (to *remember*) that he ... (to *leave*) his passport at home. 8) We ... (to *go*) to a cafe after we ... (to *meet*) Sally. 9) When David ... (to *return*) home yesterday his wife ... (to *cook*) the chicken which she ... (to *buy*) in the supermarket the day before. 10) It ... (to *be*) midnight and Linda ... (to *sleep*) but John ... (to *lie*) sleepless because he ... (to *think*) about the words his chief ... (to *tell*) him at the end of the working day.

### 2. Put the verbs in brackets into the *Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.*

It ... (to *happen*) last July. A month before my friends and I ... (to *decide*) to go to the seaside for a holiday. We ... (to *plan*) that trip for three weeks before we ... (to *choose*) the place to go to. On the day of our departure we ... (to *go*) to the railway station when Den ... (to *realize*) that he ... (to *leave*) the tickets for the train at home. He ... (to *take*) his mobile phone and ... (to *ring*) his father. At that time his father ... (to *take*) a bath but fortunately his mother ... (to *hear*) the phone. She ... (to *find*) the tickets, ... (to *catch*) a taxi and ... (to *go*) to the railway station. We ... (to *wait*) just for fifteen minutes when we ... (to *see*) Den's mother hurrying to our carriage. She ... (to *give*) Den the tickets and we ... (to *show*) them to the conductor. Just a minute before the train ... (to *depart*), we ... (to *take*) our places in the compartment.

### 3. Put the verbs in brackets into the *Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.*

1) Rachel ... (to *meet*) Den in front of the library five minutes ago. He ... (to *speak*) to Alex about some project. 2) Sam and Monica ... (to *skate*) together for four years before they ... (to *enter*) the competition. 3) When Victor ... (to *get*) off the bus, he ... (to *decide*) to phone his mother but suddenly ... (to *realize*) that he ... (to *forget*) his mobile phone in the hotel room. 4) The driver ... (to *speed*) down the road when suddenly an old woman ... (to *step*) in front of the car. 5) Two men ... (to *walk*) through the forest for five hours before they ... (to *see*) the house of the forest guard. The two men ... (to *be*) hungry because they ... (to *not eat*) anything since last evening. 6) Maggie ... (to *look*) for her gloves when the door ... (to *open*) and her mother ... (to *come*) in. 7) Phil ... (to *wait*) for twenty-five minutes before Pamela ... (to *send*) a telegram and ... (to *return*) to the car. 8) By the time Steve ... (to *reach*) the airport, Andrew and Nora ... (to *already receive*) their luggage and ... (to *have*) coffee in a cafeteria outside. 9) Linda

... (to *phone*) her dentist yesterday because one of her teeth ... (to *ache*) for weeks. 10) When Tony ... (to *arrive*) at Tina's place yesterday, she ... (to *read*) a detective story which she ... (to *buy*) some days before.

#### 4. Use the right tense form of the verb.

I remember the first time 1) \_\_\_\_\_ (go) abroad on holiday. 2) \_\_\_\_\_ (just/leave) school. I 3) \_\_\_\_\_ (study) very hard for my final exams and I 4) \_\_\_\_\_ (feel) that I needed to get away. A friend of mine 5) \_\_\_\_\_ (want) to go away as well, so we 6) \_\_\_\_\_ (decide) to look at some brochures at a travel agent's. We 7) \_\_\_\_\_ (search) for about an hour when my friend 8) \_\_\_\_\_ (find) the perfect holiday - two weeks in Cuba. We 9) \_\_\_\_\_ (be) very excited about it. Finally, the day of our holiday 10) \_\_\_\_\_ (arrive). We 11) \_\_\_\_\_ (just/leave) the house when the phone 12) \_\_\_\_\_ (ring). 113) \_\_\_\_\_ (run) back into the house but the phone 14) \_\_\_\_\_ (stop) by the time I 15) \_\_\_\_\_ (reach) it. When we 16) \_\_\_\_\_ (get) to the airport, we 17) \_\_\_\_\_ (check) in and 18) \_\_\_\_\_ (go) to the cafeteria. While we were having our coffee, the airline 19) \_\_\_\_\_ (make) an announcement. Our flight was delayed for eight hours. It was then that I 20) \_\_\_\_\_ (realise) what the phone call was about.

#### 5. Chose the right variant.

1. By 2008, Katie ..... six countries in Europe.

A had already been visiting                      C already visited

B was already visiting                              D had already visited

2. The children were cold. They ..... in the snow all afternoon.

A had played    B had been playing    C were playing    D played

3. This time last week, I ..... an exam.

A sat    B had sat    C had been sitting    D was sitting

4. Lucy was gardening ..... Adam was painting the kitchen.

A when    B as soon as    C after    D while

5. Paul ..... an expensive mountain bike last year.

A was buying    B had bought    C bought    D had been buying

6. He ..... tennis every day during the summer holidays.

A is playing    B had played    C had been playing    D played

7. While Matthew was fixing the window, he ..... off the ladder.

A fell    B was falling    C had fallen    D had been falling

8. It was a chilly evening. A strong wind ..... and clouds were covering the sky.

A was blowing    B blew    C had blown    D had been blowing

9. They ..... for three hours before they found the house.

A have walked    B had been walking    C walked    D are walking

10. By the time they arrived at the beach, it ..... to rain.

A was starting    B started    C had started    D had been starting

#### 6. Chose the right variant.

1. "Have you ever lived in a big city before?"  
 "No, but I'm sure I will ..... to it."  
 A be used    B used    C get used
2. "Do you know that girl?"  
 "Yes, we ..... to go to the same school."  
 A are used    B were used    C used
3. "Do you remember when we were children?"  
 "Yes, Grandma . . . . always make us strawberry muffins."  
 A would    B got used to    C was used to
4. "Mr Miller looks different now, doesn't he?"  
 "Yes. He ..... to wear glasses and have a moustache."  
 A used    B would    C is used
5. "Tom had trouble with the group project."  
 "Yes. He ..... to working with others."  
 A is used    B isn't used    C used
6. "Amir has never done computer work before."  
 "Don't worry, he will soon ..... it! "  
 A be used    B used to    C get used to
7. "Do they find it difficult living in Switzerland?"  
 "Yes, they haven't ..... the cold yet."  
 A been used to    B got used to    C used
- 8 "Why do you look so tired?"  
 "Well, I ..... to waking up so early."  
 A am not used    B used    C am used
9. "Do you have fond memories of your camping trips?"  
 "Yes, my cousins and I .. ... go fishing by the lake."  
 A would    B were used    C used

**7. Use the right tense form of the verb.**

Sy the time Mark and Steve reached the old cabin in the forest, it 1) ..... (get) dark and a cold wind 2) ..... (blow) in their faces. They 3) ..... (walk) for more than two hours and they felt exhausted. It had all begun when they 4) ..... (go) into the forest to take photos of trees their environmental group 5) ..... (plant) a previous year. Everything 6) ..... (go) well until it 7) ..... (start) to rain heavily. Unfortunately, they had ost their map as they 8) ..... (cross) a river but after a couple of hours they had found the cabin. They 9) ..... (open) the door and 10) ..... (go) in. To their surprise, they found three tourists inside. At least they weren't alone!

**8. Chose the right variant.**

Don't feel bad if your first job isn't anything exciting. Before they were famous, some of today's stars 1) ..... ordinary jobs, too! Tom Cruise 2) ..... from a wealthy family. When he was a teenager, he 3) ..... newspapers in his neighbourhood. 4) .....

Beyonce Knowles was a Singer and well-known actress, she helped out at her mother's beauty salon. She 5) ..... money cleaning the floors.

Brad Pitt wasn't always a famous actor. 6) ..... he was trying to get acting roles, he 7) ..... many odd jobs to pay his bills. Once he worked at an *the Polio Loco* restaurant dressed as a giant chicken!

Pop star Gwen Stephanie 8) ..... start off on stage. Before she 9) ..... a famous singer, she 10) ..... at a local ice cream shop.

- |                   |                  |                   |                  |
|-------------------|------------------|-------------------|------------------|
| 1 A had           | B were having    | C had been having | D have had       |
| 2 A hasn't come   | B not came       | C didn't come     | D was not coming |
| 3 A delivered     | B was delivering | C has delivered   | D had delivered  |
| 4 A When          | B Before         | C While           | D Since          |
| 5 A did make      | B had made       | C has made        | D made           |
| 6 A While         | B After          | C By              | D By the time    |
| 7 A does          | B did            | C was doing       | D had done       |
| 8 A didn't use to | B wouldn't       | C didn't          | D had not        |
| 9 A become        | B has become     | C became          | D was becoming   |
| 10 A had used to  | B used to work   | C was used to     | D would work     |
| work              |                  | working           |                  |

**9. Fill in each blank by putting the verb in (brackets) into the correct past tense.**

1. I ..... (see) my first baseball game when I ..... (live) in New York.
2. How many pints of beer ..... (he/drink) before he ..... (leave) the pub?
3. It ..... (rain) so we ..... (decide) to stay at home all afternoon.
4. By the time I ..... (leave) university I ..... (be) to France fifteen times.
5. What ..... (you/do) at the time the murder was committed?
6. When we ..... (get) home we saw that someone ..... (break) in to steal the DVD recorder.
7. He ..... (send) to prison four times before he ..... (decide) that it would be better to go straight.
8. I didn't realise I ..... (lose) my credit cards until I ..... (try) to pay for dinner at the restaurant.
9. I ..... (write) an email to my sister when she ..... (ring) me.
10. She was so upset by the news that she ..... (drop) her tea and ..... (start) crying.

**10. Fill in each blank by putting the verb in (brackets) into the correct past tense.**

1. Why are you out of breath? (EXERCISE) Because I ..... for the last hour.
2. Your light was on when I walked past last night. (CHAT) Yes, I ..... online to my cousin in Australia.
3. You've really improved on the flute. (PRACTISE) Well, I hope so because I ..... a lot lately.

4. You're not jealous of my other friends, are you? (SEE) No, but you ..... quite a lot of them recently.
5. I didn't wake you up, did I? (SLEEP) No, I .....
6. Did you quit your job in the end? (THINK) I ..... of doing so for a long time, but then I decided not to.
7. Why is your street such a mess? (DIG) Oh, the council ..... up the roads, but they should finish this weekend.

**11. Complete the second sentence, using the word in brackets, so that it has similar meaning to the first sentence.**

1. I started working at 8 and I was still working at 6 in the evening, when you called. (BEEN) When you called ..... ten hours.
2. We often went to the seaside with our grandparents as children. (USED) Our grandparents ..... to the seaside as children.
3. It's about 7 years since Laura started to learn Russian. (LEARNING) Laura ..... 7 years.
4. Being with the older children soon stopped being frightening when I went to secondary school. (USED) I ..... the older children when I went to secondary school.
5. Every night for the past week I have had the same dream. (HAVING) I ..... for a week now.
6. I always disliked karate lessons but now I'm starting to enjoy them. (USED) I ..... Karate lessons, but now I'm starting to.

**12. For each sentence, choose the correct tense of the verb.**

1. I ..... (take) a shower when you called.  
a) was taking                                      b) took    c) was taken
2. My brother ..... (have) never been to Europe until he went there last year.  
a) has    b) had    c) hadn't
3. Diane ..... (feel) very sick but she decided to go out anyway.  
a) was feeling                                      b) has been feeling                                      c) has felt
4. He ..... (call) her all night.  
a) has called                                      b) call    c) was calling
5. I ..... (want) to go swimming but the water was too cold.  
a) have wanted                                      b) wanted    c) am want
6. I ..... (be) able to sleep well for a week now.  
a) didn't was                                      b) was not    c) haven't been
7. When I first saw her, she ..... (stand) on the balcony.  
a) was standing                                      b) has stood    c) has been standing
8. Really? You moved to a new apartment? How long ..... (live) there?  
a) have you been living                                      b) did you live    c) did you living
9. Every time I see that movie, it ..... (make) me cry.  
a) has made                                      b) made    c) makes
10. I ..... (stop) smoking three years ago.

- a) have stopped                      b) have been stopping                      c) stopped

**13. For each sentence, choose the correct tense of the verb.**

1. I ..... (take) a shower when you called.  
a) was taking                      b) took                      c) was taken
2. My brother ..... (have) never been to Europe until he went there last year.  
a) has                      b) had                      c) hadn't
3. Diane ..... (feel) very sick but she decided to go out anyway.  
a) was feeling                      b) has been feeling                      c) has felt
4. He ..... (call) her all night.  
a) has called                      b) call                      c) was calling
5. I ..... (want) to go swimming but the water was too cold.  
a) have wanted                      b) wanted                      c) am want
6. I ..... (be) able to sleep well for a week now.  
a) didn't was                      b) was not                      c) haven't been
7. When I first saw her, she ..... (stand) on the balcony.  
a) was standing                      b) has stood                      c) has been standing
8. Really? You moved to a new apartment? How long ..... (live) there?  
a) have you been living                      b) did you live                      c) did you living
9. Every time I see that movie, it ..... (make) me cry.  
a) has made                      b) made                      c) makes
10. I ..... (stop) smoking three years ago.  
a) have stopped                      b) have been stopping                      c) stopped

**14. For each sentence, choose the correct tense of the verb.**

1. He \_\_\_\_\_ a new car last month, but he doesn't really like it.  
A bought                      C had bought  
B was buying                      D had been buying
2. I burned my finger while I \_\_\_\_\_ breakfast.  
A was cooking                      B had cooked                      C had been cooking
3. By the time I came back, Mike and Jane \_\_\_\_\_, so I couldn't tell them about it.  
A were already leaving                      C had already been leaving  
B had already left
4. He \_\_\_\_\_ for twenty years when he finally quit smoking.  
A smoked                      B was smoking                      C had been smoking
5. I \_\_\_\_\_ you yesterday because my telephone was out of order.  
A didn't call                      B hadn't called                      C hadn't been calling
6. He was waiting for his bus at the bus stop when the robbers \_\_\_\_\_ him.  
A attacked                      C had attacked  
B were attacking                      D had been attacking
7. I wanted to ask my son for help, but I saw that he \_\_\_\_\_, and I decided not to wake him up.  
A slept                      C had slept  
B was sleeping                      D had been sleeping
8. Yesterday I went to an interesting museum that I \_\_\_\_\_ before.



- A didn't visit                      B wasn't visiting                      C hadn't visited  
 9. By the time we arrived, she \_\_\_\_\_ for us at the train station for three hours.  
 A waited                      B was waiting                      C had been waiting  
 10. Christopher Columbus \_\_\_\_\_ America in 1492.  
 A discovered                      C had discovered  
 B was discovering                      D had been discovering

**15. Use the right tense form of the verb.**

1. I was exhausted at the end of the exam. I \_\_\_\_\_ (write) for over two hours. 2. When thieves stole my favourite leather jacket, I was really upset. I \_\_\_\_\_ (have) it for over ten years. 3. Please step out of the car, Mr. Jones. Do you realise you \_\_\_\_\_ (drive) at over 90mph? 4. We didn't really want to go and see the musical again. We \_\_\_\_\_ (already see) it twice - so we said "no" and we went to a restaurant instead! 5. I arrived over an hour late to the office and everyone was working. Actually, they \_\_\_\_\_ (work) for over two hours on the new project and I felt really guilty. 6. The kitchen was full of steam when we arrived. Joan was in the kitchen and she \_\_\_\_\_ (cook) a huge meal for everyone at the party. 7. It was a bit embarrassing to arrive at their house and find Mary looking so sad. I think she \_\_\_\_\_ (cry) before we got there. 8. No-one even noticed when I got home. They \_\_\_\_\_ (all watch) the big game on TV.

**16. Choose the most likely tense to complete the following statements correctly. In most cases only one answer is possible; in some, two answers *may* be possible, but one of these is much more likely than the other.**

- 1) The plane \_\_\_\_\_ at New York three hours late.  
 a) has arrived                      c) did arrive  
 b) was arriving.                      d) arrived  
 2) I can't go home until I \_\_\_\_\_ this job.  
 a) have finished                      c) had finished  
 b) was finishing                      d) finished  
 3) I \_\_\_\_\_ in London since I was a little child.  
 a) lived                      c) have lived  
 b) was living                      d) did live  
 4) As soon as I saw the man, I realised that we \_\_\_\_\_ before, in Caracas.  
 a) met                      c) have met  
 b) were meeting                      d) had met  
 5) After leaving London, we \_\_\_\_\_ on to Birmingham without stopping.  
 a) drove                      c) have driven  
 b) were driving                      d) had driven  
 6) She ran away with her lover, while her husband \_\_\_\_\_ in Australia.  
 a) worked                      c) has worked  
 b) was working                      d) had worked  
 7) Where can he be? I can only imagine that he \_\_\_\_\_ an accident somewhere.  
 a) had                      b) was having



## Future Tense Forms

### 1. Fill in the gaps with *will* or *be going to*.

A: I've lost my keys!

B: I ..... help you look for them.

2 A: Watch out! You ..... knock over the vase.

B: Oh ! I didn't see it.

3 A: Would you like a drink?

B: I ..... have a glass of water, thanks.

4 A: What's the matter?

B: Be careful, you ..... hit  
the wall!

5 A: I don't know how to send an email!

B: I ..... show you.

6 A: Have you seen John today?

B: No, but I ..... visit him this afternoon.

### 2. Put the verbs in brackets into the *Present Simple*, the *Present Continuous* or the *Future Simple*.

Hi! My name is Nuno and I am Portuguese. Like every teen, I enjoy spending time with my friends. Unfortunately, my parents 1) ..... (not / think) I am old enough to stay out late at night. They say that I 2) ..... (be able to) when I am older. In Portugal, children of my age 3) ..... (watch) a lot of sports, especially football. My favourite football player is Cristiano Ronaldo. At present, he 4) ..... (play) for Real and is also the captain of the Portuguese national team. Apart from watching sports, I listen to rap music. My favourite singer is Kanye West. He 5) ..... (come) to Portugal this summer. I'm so excited! At the moment, in school I 6) ..... (try) to get good grades. After I finish high school, I hope I 7) ..... (go) to university. But like most teenagers, I just want to have fun for now!

### 3. Put the verbs in brackets into the *Present Simple*, the *Present Continuous* or the *Future Simple*.

Jack: 1) ..... (you/come) to the concert on Saturday?

Peter: No, I 2) ..... (be) in London then.

Jack: Really? Why 3) ..... (you/go) there?

Peter: I 4) ..... (visit) my sister. It's her birthday at the weekend and we 5) ..... (go shopping) for a present.

Jack: 6) ..... (you/give) me a ring before you 7) ..... (leave)? There are a few things I'd like you to buy me while you 8) ..... (be) there.

Peter: Sure. No problem. I 9) ..... (call) you on Friday.

### 4. Put the verbs in brackets into the *Future Perfect* or the *Future Perfect Continuous*.

1. By 7:00 pm they ..... (play) cricket for eight hours.
2. I ..... (finish) painting your room by the time you get home.
3. By the end of next month, I ..... (live) in London for exactly three years.
4. Tom ..... (write) his third novel by the end of this year.
5. By the time he arrives in London, John ..... (drive) for five hours.
6. This film ..... (probably/not/finish) until eleven.

**5. Complete the sentences (1-6) about what Megan will be doing next week / will have done before her parents get back from their holiday. Use the verbs below in the *Future Continuous* or the *Future Perfect*.**

watch      clean      water      cook      do

1. Megan ..... home early on Monday morning.  
She ..... home by 9 o'clock in the morning.
2. Megan ..... the plants this evening.  
She ..... the plants by the end of the day.
3. Megan ..... the house after she finishes school on Wednesday.  
She ..... the house by Wednesday evening.
4. Megan ..... the shopping on Saturday morning.  
By Saturday afternoon, she ..... the shopping.
5. Megan ..... a DVD with some friends on Sunday evening.  
By the end of the weekend, she ..... a DVD with some friends.
6. Megan ..... a special meal for her parents on Monday afternoon.  
She ..... a special meal for her parents by the time they get home.

**6. Put the verbs in brackets into the *Future Continuous*, the *Future Perfect*, the *Present Continuous* or the *Present Simple*.**

1. A: I'm going on holiday with Emma in June. I'm so happy!  
B: ..... (you/finish) your exams by then?
2. A: ..... (go) to the school dance?  
B: No, because my family ..... (move) to Newport by the end of the school year.
3. A: My sister ..... (fly) to Paris tomorrow.  
B: What time ..... (she/leave)?
4. A: ..... (you/use) the phone much longer? I need to make a call.  
B: I'm sorry but this is really important. Give me another ten minutes.
5. A: I ..... (leave) the library by 6 o'clock at the latest.  
B: Great! The film ..... (start) at 7:00 pm. You will have plenty of time to get there.

**7. Fill in the correct *present* or *future* forms.**

Dear Veena,

I 1) ..... to tell you about the exciting plans I have for when you 2) ..... me in New York City! As soon as I 3) ..... you up from the airport, I'll take you to my flat. 4) ..... you settle in, we are going to dinner at

the famous Rainbow Room in Rockefeller Center. It has a great view of the city. The next day we 5) ..... famous sites all day like the Empire State Building and the Statue of Liberty. There 6) ..... plenty of time to take a walk through Central Park and visit Times Square as well. In the evening we 7) ..... *Mamma Mia* at the Broadway Theatre. Don't worry, 8) ..... you leave, you will have the chance to go shopping on Fifth Avenue at some of the best shops in the world. I promise you, by the time you leave, you 9) ..... the best of New York. Let me know if you 10) ..... anything. I can't wait to see you!

Love,  
Monica

- |                       |                     |                    |                    |
|-----------------------|---------------------|--------------------|--------------------|
| 1 A write             | B am writing        | C will write       | D will be writing  |
| 2 A will have visited | B are visiting      | C visit            | D will be visiting |
| 3 A will pick         | B will be picking   | C am picking       | D pick             |
| 4 A Until             | B After             | C By the time      | D While            |
| 5 A will be visiting  | B will have visited | C are visiting     | D visit            |
| 6 A is                | B will be           | C is going to be   | D have been        |
| 7 A see               | B will have seen    | C will see         | D are going to see |
| 8 A after             | B as soon as        | C before           | D while            |
| 9 A will have seen    | B will see          | C will be seeing   | D see              |
| 10 A will need        | B will be needing   | C will have needed | D need             |

### 8. Choose the correct item A, B, C or D.

- I expect we ..... there in half an hour.  
A are being    B will be    C are    D will have been
- I ..... see the Picasso exhibition at the National Gallery tomorrow.  
A am going to    B will have gone to    C will be going to    D will go to
- Andrew ..... thirteen years old on September 3rd.  
A is being    B is going to be    C will be    D will have been
- He ..... to Frankfurt by the time I arrive in London.  
A will have flown    B will be flying    C is going to fly    D will have been flying
- This time next week, I ..... to Jamaica.  
A fly    B will be flying    C will fly    D am going to fly
- It's really cold today. I think it .....  
A will be snowing    B is going to snow    C will snow    D will have been snowing
- John ..... in London for three years by the end of the month.  
A will be working    B will have been working    C will work    D is going to work
- I'm sure we ..... the match tomorrow.  
A will be winning    B are going to win    C are winning    D will win

### 9. Complete the dialogue using the correct future form.

- A: What 1) ..... (do) tonight Bob?  
B: I 2) ..... (try) to finish my homework because I 3) ..... (go) to my cousin's wedding on Saturday and I 4) ..... (not/be able) to do it then.



- |  |                      |
|--|----------------------|
| C worked   | D has been working   |
| 12. Sarah ..... a bike to work but now she drives a car.                           |                      |
| A used to ride   | C had ridden         |
| B would ride   | D used to riding     |
| 13. He's a famous musician. He ..... lots of concerts so far.                      |                      |
| A is giving  | C gives              |
| B has given  | D had been giving    |
| 14. I'm afraid I ..... to come to the party.                                       |                      |
| A don't go   | C won't              |
| B won't be able  | D can't              |
| 15. While Jo ..... the carpets, the bell rang.                                     |                      |
| A hoovers  | C has been hoovering |
| B was hoovering  | D had hoovered       |
| 16. Stephen won't phone us until he ..... some news.                               |                      |
| A had  | C will have          |
| B is having  | D has                |
| 17. .... to the bank later? If you are, can you please deposit this cheque for me? |                      |
| A Will you be going  | C Do you go          |
| B Have you gone  | D Did you go         |
| 18. They will have finished their work ..... 6 o'clock.                            |                      |
| A until  | C by the time        |
| B since  | D by                 |
| 19. They ..... Paris twice this year.  |                      |
| A have gone in   | C have been to       |
| B had gone to  | D had been in        |
| 20. Mary is a good girl. She ..... her mother with the housework.                  |                      |
| A always helped  | C had always helped  |
| B always helps   | D was always helping |

**11. Complete the letter with the appropriate tense form.**

Dear Maggie,

I'm sorry 1) ..... (not/be) in touch lately but 2) ..... (study) hard for my exams. I can't wait to finish!

Anyway, I've got some great news! After the exams, 3) ..... (go) on holiday for a week. Guess where? Madrid! My pen friend Gabriela 4) ..... (live) there and she 5) ..... (invite) me to visit.

I 6) ..... (already/book) my flight. It 7) ..... (leave) on June 10th. Her dad 8) ..... (wait) for me at the airport. After I arrive, Gabriela and I 9) ..... (visit) famous Sights such as the Prado Museum and the Opera House. Of course, there 10) ..... (be) time for me to do my shopping as well.

Oh, I nearly 11) ..... (forget). On June 20th, 112) ..... (have) a garden party to celebrate my birthday. Please try to come. You're welcome to spend the night here.





on the beach in Malta. 3) By next Monday Linda ... (to *work*) as a secretary for three years. 4) ... you ... (to *use*) your computer tonight? Can I play my favourite computer game? 5) By the end of the year Roger and Monica ... (to *live*) in our district for five years. 6) The boss ... (to *read*) all the documents by the end of his working day. 7) Don't phone me tonight. I ... (to *write*) an article for a scientific journal. 8) By the end of the day we ... (to *reach*) that settlement. 9) What ... you ... (to *do*) at 4 o'clock tomorrow? — I ... (to *help*) my parents in the garden. 10) By the 13<sup>th</sup> of January he ... (to *work*) on his novel for ten months.

#### 14. Circle the correct item.

1. By the end of this month Andrew and Carol ... together for three years.
  - a) will be living;
  - b) will have lived;
  - c) will have been living.
2. At 10 o'clock tomorrow Mr Anders ... a lecture for his students.
  - a) will be giving;
  - b) will have given;
  - c) will have been given.
3. Sandra ... the hospital by next Wednesday.
  - a) will be leaving;
  - b) will have left;
  - c) will have been leaving.
4. .... out a bit later? Can you bring me a hamburger, please?
  - a) Will you be going;
  - b) Will you have gone;
  - c) Will you have been going.
5. By 4 o'clock the girls ... for three hours.
  - a) will be cooking;
  - b) will have cooked;
  - c) will have been cooking.
6. Shall I send Mike a message? — No, I ... him at the meeting anyway.
  - a) will be seeing;
  - b) will have seen;
  - c) will have been seeing.
7. At this time next Sunday we ... in the Red Sea.
  - a) will be swimming;
  - b) will have swum;
  - c) will have been swimming.
8. Who ... the pictures for the exhibition by next Monday?
  - a) will be sending;
  - b) will have sent;
  - c) will have been sending.

#### 15. Put the verbs in brackets into the *Future Continuous*, the *Future Perfect* or the *Future Perfect Continuous Tense*.

- 1) They ... (to *publish*) our advertisement by next Monday.
- 2) At this time tomorrow we ... (to *drive*) to the mountains.
- 3) Jack ... (to *become*) a chief manager by the beginning of October.
- 4) By next month Ron ... (to *play*) football in our football club for 3 years.
- 5) I didn't remind Den about the picnic! — Don't worry. I ... (to *meet*) him at the university tomorrow morning.
- 6) What ... your sister ... (to *do*) at 10 o'clock tomorrow morning? — She ... (to *help*) mother with the house chores.
- 7) By 2 p.m. the boys ... (to *fish*) for five hours.
- 8) ... you ... (to *use*) your car tonight? Can I borrow it?

9) Don't phone me before 11 o'clock tomorrow. I ... (*to sleep*).

### **16. Translate into English.**

1) Завтра в цей час ми будемо обідати з друзями моїх батьків у ресторані. 2) Автобус прибуде завтра на місце до дев'ятої вечора. 3) До початку наступного місяця виповниться рік, як мій брат працює в цьому банку. 4) Джек пофарбує твій велосипед до кінця робочого дня. 5) Ви будете працювати за комп'ютером сьогодні ввечері? Можна мені відправити електронного листа своєму другові? 6) В цей час наступного тижня ми будемо подорожувати Європою. 7) Ви будете чекати на мене завтра о восьмій? — Так. 8) Таксі приїде завтра до п'ятої години? — Так. 11) Завтра до сьомої вечора Джек привезе вам фотографії. 12) В цей час наступного понеділка ми будемо летіти над океаном до Бразилії. 13) До кінця наступного місяця виповниться тридцять років, як вона працює медсестрою. 14) Наступного четверга з двох до шести Том буде проводити переговори з італійцями. 15) Завтра о сьомій годині ви будете тренуватися в спортзалі? - Ні, завтра о сьомій я буду дивитися футбольний матч на стадіоні. 16) Хто надрукує текст цього документа до початку семінару? - Мій секретар. 17) До третьої години буде вже п'ять годин, як вони катаються на лижах. 18) О котрій завтра Стів буде фарбувати дах будинку? - Він буде фарбувати дах завтра о десятій ранку. 19) О п'ятій буде вже дві з половиною години, як Анна грає в теніс. 20) Ви будете йти на ланч пізніше? Принесіть мені морозива, будь ласка.

## THE PASSIVE VOICE

### 1. Decide whether the sentences are written in Active or Passive.

1. They often listen to music.
2. She is reading the newspaper now.
3. These cars are produced in Japan.
4. Alan teaches Geography.
5. German is spoken in Austria.
6. Lots of houses were destroyed by the earthquake in 1906.
7. Henry Ford invented the assembly line.
8. The bus driver was hurt yesterday.
9. You should open your workbooks.
10. This house has been built by my father.

### 2. Use *by* or *with* to complete the sentences.

1. The room was tidied up ... my brother.
2. A lot of goods have been bought ... customers.
3. The tree will be cut down ... a saw.
4. This dictionary is often used ... our students.
5. He was hit in the eye ... a snowball.
6. The mixture must be stirred ... a fork.
7. In the future big cities will be blocked ... cars.
8. The car will not be repaired ... William.
9. Was this circle drawn ... a pencil?
10. Could the dog be fed ... you?

### 3. Introduce correct passive forms of the verb in Simple Tenses:

1. Jam ... (make) from fruit, from strawberries, for example.
2. The results of geography test ... (announce) next Friday.
3. Two people ... (injure) in the accident that I saw last night.
4. ... speaking loudly ... (forbid) in the libraries?
5. I ... (wake) up by some loud screams yesterday morning.
6. That conversation ... (not/finish) until we reach a deal.
7. We ... (warn) against thieves in the place we stayed last summer.
8. All prizes ... (hand) in tomorrow at 4 o'clock.
9. The letter ... (not/post) a week ago, it was earlier.
10. ... your shop ... (close) for a long time? I hope it won't.
11. My flowers ... (not/water) every day. I do it every three days.
12. ... that car ... (produce) in Sweden or Italy? How old was it?
13. My car ... (drive) by a friend of mine tomorrow.
14. Mike and I ... (catch) reading my sister's diary yesterday.
15. I ... (tell) to be quiet at least twice during each lesson. I'm used to it.

### 4. Introduce correct passive forms of the verb in Present and Past Tenses:

1. He ... (offer) a new job last week.
2. The bridge ... (blow up) yesterday.
3. This novel ... (write) by Hemingway.
4. Flies ... (catch) by spiders.
5. All the trees ... (cut) down yesterday.
6. We ... (tell) to go home now.
7. Their purse ... (steal) yesterday night in the disco.
8. Rain ... (hold) up by fog.
9. He ... (admit) to the University a week ago.
10. Pigs ... (use) to find truffles.
11. The old theatre ... (reopen) last Friday.
12. She ... (ask) about the accident by the police yesterday.
13. Rotten eggs ... (throw) at him last month in Bristol.
14. Mice ... (catch) by cats.
15. I ... (often / ask) for her address.

### **5. Introduce correct passive forms of the verb in Continuous Tenses.**

1. A lot of new supermarkets ... (build) in Warsaw now.
2. The door ... (lock) when I arrived.
3. I'm sure my house ... (watch) at the moment.
4. My trousers ... (mend) at the moment.
5. The cause of the accident ... (investigate) for five months last year.
6. The ship ... (unload) from 3am till 7pm yesterday.
7. Her books ... (not/sell) in many bookshops now.
8. My letter ... (copy) when I entered the office.
9. Spanish ... (learn) by more and more people now.
10. Her novel ... (read) by George now.
11. Our beds ... (make) when we came back to our room.
12. Mary's hair ... (do) by my sister when I entered the room.
13. The car ... (repair) so we have to wait for a while.
14. The quiz contestants ... (inform) about the rules when I switched on TV.
15. The amount of fat ... (reduce) in our diets now.

### **6. Introduce correct passive forms of the verb in Perfect Tenses.**

1. ... you ever ... (rob) in the street? Yes, once.
2. The house ... completely ... (burn) before the fire brigade arrived.
3. Our conversation ... interrupt by phone calls three times so far.
4. Your wages ... (not/pay) by next Tuesday.
5. After all exams ... (pass), we went on holiday.
6. How ... your ideas ... (receive) since you came back to work.
7. Jack's flat ... nicely ... (furnish) before he invite us to visit him.
8. ... your town ... (invade) with so many tourists before? No, it is the first time.
9. The letter ... (open) before Jim came back from work.
10. Not much ... (say) since I joined my friends.

11. All the cash ... (spend) by the end of next week.
12. My street ... (not/sweep) even once since I moved in.
13. Such bad weather ... (not/expect) so we were all angry.
14. Everything we learned ... (forget) by the end of our holiday.
15. That song ... already ... (play) five times! I can't listen to it any more.

### **7. Provide correct forms of modal verbs in the passive.**

1. I'm afraid this task can't ... (do) right now.
2. That book should ... (give) to Kate on her birthday next week.
3. Helen shouldn't ... (criticize) for her work yesterday.
4. Umbrellas must ... (leave) in the cloakroom.
5. John can't ... (see) yesterday as he was home all day.
6. The meeting on Wednesday might still ... (cancel).
7. Sue must ... (tell) the good news because she looks so happy.
8. That milk ought to ... (use) two days ago. Throw it away.
9. It could ... (do) in a different way. Let's try.
10. Your bicycle can ... easily ... (repair). It's not a problem.
11. The dinner should ... (prepare) before I came.
12. I may not ... (forgive) for lying to him at the time.
13. The problem that we had couldn't ... (solve) in any easier way.
14. Your room ought to ... (clean) at last. It's so messy!
15. Ann may ... (recognize) by George at the party yesterday.

### **8. Put into passive.**

1. We ... (observe) when we were going home last night.
2. My parents ... (expect) to come back next Monday.
3. My article ... (comment) on in tomorrow's paper.
4. George felt ill and he ... (examine) by a doctor yesterday.
5. I ... (not/ask) out since last summer.
6. Her work can't ... (continue) right now.
7. I'm afraid the bank ... (close) at the moment.
8. I could ... kill in that accident if I hadn't fastened a seat-belt.
9. The date of the meeting ... (not decide) yet.
10. The delay of our plane ... (announce) when we reached the airport.
11. You ought to ... (instruct) in the use of a computer a long time ago.
12. That sculpture ... (create) by a friend of mine last year.
13. Washing up ... (do) by my sister as I prefer hoovering the flat.
14. Jane shouldn't ... (promise) that car last year.
15. Our journey must ... (plan) carefully before we go.

### **9. Change the sentences below into the correct passive tense.**

1. Someone burgled my house while I was away. My house ... while I was away.
2. He started to leave before they had given him the directions. He started to leave before he ... directions.

3. I went to the showroom but was informed that they had sold all the houses. I went to the showroom but was informed that all the houses ... .
4. They were still building the hotel when we stayed there. The hotel ... when we stayed there.
5. They sent my son home from school for being cheeky to the teachers. My son ... home from school for being cheeky to the teachers.
6. My doctor prescribed me some medicine for my cough. I ... some medicine for my cough.
7. They haven't finished fixing my car yet. They're so slow! My car ... yet. They're so slow!
8. I visited my home town last year, only to find that they'd demolished the house I'd grown up in. I visited my home town last year, only to find that the house I'd grown up in ...
9. Someone stole my bike while I was in the shop. My bike ... while I was in the shop.
10. They've just repaired the bridge in the park. The bridge in the park ... .
11. They were always changing the bus timetable. It was really annoying. The bus timetable ... .
12. They discharged my brother from hospital yesterday. My brother ... from hospital yesterday.
13. My lawyer informed me of the changes to the contract. I ... by my lawyer of the changes to the contract.
14. When I arrived at the cinema I found that they had cancelled the film. When I arrived at the cinema I found that the film ... .
15. After six weeks the shop still hadn't sent my books. After six weeks my books still ... .

**10. Change these active sentences to passive. Choose if you need the agent or not.**

1. People speak Portuguese in Brazil.
2. The Government is planning a new road near my house.
3. My grandfather built this house in 1943.
4. Picasso was painting Guernica at that time .
5. The cleaner has cleaned the office .
6. He had written three books before 1867.
7. John will tell you later.
8. By this time tomorrow we will have signed the deal.
9. Somebody should do the work.
10. The traffic might have delayed Jimmy.
11. They are building a new stadium near the station.
12. At six o'clock someone was telling a story.
13. Somebody has drunk all the milk!
14. I had cleaned all the windows before the storm.
15. By next year the students will have studied the passive.

**11. Correct the mistakes in these passive voice sentences.**

1. All bottles was frozen before transportation.
2. Everything are forbidden.
3. Everything is going be forgotten.
4. Everything that had is overheard remained a secret.
5. I have not be given the money.
6. It had not been knew for years.
7. It are said that learning English is easy.
8. South Florida and Hawaii has been hit by a hurricane.
9. The battles for liberation had been fought before the liberation of the Iron Curtain.
10. The best way will been found.
11. The money have not been given to me.
12. The picture is beeing lent to a famous museum.
13. The treasure must has been hidden.
14. Peter and Tom was hurt in an accident yesterday.
15. The thing could not been kept secret.

**12. Change from passive into active.**

1. Your test should be checked before handing in.
2. He was offered a new bank loan by my cousin.
3. Mobile phones are used by many young people.
4. My wallet has been taken by Amanda.
5. The packtes are being packed into the plastic boxes.
6. Who was the prize won by?
7. Harry is being questioned by the police.
8. Will a new decision be made soon?
9. My jewellery has been stolen!
10. The portrait was painted by an unknown artist.
11. I was told by my mum to get ready to the flight.
12. Has it been decided by the school authorities that Mr. Anderson will come back?
13. The form will have to be filled in.
14. She was found two weeks ago.
15. Where was he seen?

**13. Active or passive. Choose the correct tense.**

1. They often ... (listen to) music.
2. She ... (read) an e-mail at the moment.
3. Houses ... (build) few months ago.
4. Boys ... (play) soccer every weekend.
5. This room ... (paint) blue now.
6. Cricket ... (play) in Australia every summer.
7. I ... (give) a prize by president right now.
8. We ... (do) our homework last Sunday.
9. The report ... (complete) last Friday at 5 o'clock.

10. They ... (sing) a song yesterday at 5.00.
11. A letter ... (write) to her a month ago.
12. The bike ... (repair) at the moment.
13. You ... (see) dolphins here in two weeks.
14. The telephone ... (invent) by Alexander Graham Bell.
15. The electricians ... (test) the fire alarm yesterday.

#### **14. Translate into English.**

1. Ці питання зазвичай обговорюються після роботи.
2. Багато будинків будується в вашому місті?
3. Чи знаєте ви, що ця книга була перекладена на англійську мову тільки два роки тому?
4. Мене попросили допомогти йому закінчити цю роботу сьогодні, тому я повинен був залишитися в установі після роботи.
5. Йому можуть дати журнал у понеділок вранці.
6. Вам показали все, що ви хотіли подивитися?
7. Його треба зараз же знайти,
8. Про цей фільм багато говорять.
9. Лекції Петрова слухають з інтересом.
10. Треба зараз же послати за товаришем Івановим.

#### **15. Translate into English.**

1. Скільки разів на день годують риб? - Їх годують один раз в день.
2. Коли побудували вашу школу? - Її побудували п'ятнадцять років тому.
3. Піцу вже принесли? - Ні, її зараз готують.
4. Коли відремонтують цю дорогу? - Її отремонтує до кінця місяця.
5. Мені вчора не сказали про ваш візит.
6. Де Джек? Його чекають.
7. Вас коли-небудь вчили, як поводитися?
8. Дітей відправили спати перед тим, як почався фільм.
9. Де Лінда? - Її зараз показують її нову кімнату.
10. Щось потрібно зробити для цих людей.

#### **16. Translate into English.**

1. На цьому заводі виробляють сільськогосподарські машини.
2. Читальний зал провітрюється чотири рази на день.
3. Ця фабрика була збудована десять років тому.
4. Підручники продаватимуться завтра.
5. Коли було видано цю книгу.
6. Їй дали українсько-англійський словник.
7. Йому запропонували квиток на концерт.
8. Вам заплатять за цю роботу завтра.
9. Їм наказали залишити зал.
10. Солдатам було наказано переправитися через річку.
11. Її попросили заспівати цю пісню ще раз.
12. Мене запитали, чи ми підемо в театр.
13. Якщо мене запитають, я їм все розкажу.
14. Це питання зараз обговорюється на зборах.
15. Коли я зайшов до залу, це питання обговорювалось.
16. Міст було зруйновано, перш ніж ми прибули туди.
17. Учитель сказав, що наші диктанти вже перевірені.



## INDIRECT SPEECH

### 1. Change from direct into indirect speech.

1. Roger remarked, "The waiter is in no hurry to serve us".
2. Mary said, "My mother plays the piano very well".
3. Mum said, "I have already calculated all the expense".
4. Bob said, "You should read the instruction first".
5. Liz said, "I don't like to sweep the floor".
6. Alan said, "I'm going to take a shower".
7. My colleague said, "The boss wants to see you immediately".
8. The actress said, "I won't speak to the reporters".
9. She said, "I can't ride a horse".
10. Bess said, "I haven't sent the fax yet".
11. Granny said, "You must take several sandwiches with you".
12. Mr. Jones said, "My son never begs for money".
13. The teacher said, "You needn't do this exercise in writing".
14. Jerry said, "I'm finishing my composition now".
15. Joan said, "I looked through some fashion magazines yesterday".
16. The traveler said, "You should visit South America".
17. Our relatives said, "We enjoyed the play immensely".
18. Mary said, "I used to take dancing lessons at the club".
19. He said, "I have always been fond of fishing".
20. My aunt said, "Polly was quite ill yesterday".
21. I told the nurse, "The doctor examined me a few minutes ago".
22. Pete said, "I seldom dine out".
23. John said, "I will be very busy tomorrow".
24. Sheila said, "I took the children to the Zoo yesterday".
25. The speaker said, "The economic situation is gradually improving".

### 2. Translate into English.

1. Ненсі помітила, що Тед ніколи не розуміє жартів.
2. Бетті сказала, що вона приглядає за всім, що діється у домі.
3. Хлопчик вигукнув, що автобус наближається.
4. Професор сказав студенту, що той повинен працювати ще більше.
5. Тато сказав, що він не розуміє, до чого я хилю.
6. Дідусь сказав, що в нього закінчилися ліки.
7. Вона сказала, що не вміє готувати суп.
8. Він незадоволено пробуркотів, що чекає мене вже півгодини.
9. Хелен сказала, що почне переклад тільки завтра.
10. Донька сказала мамі, що на сніданок вона їла варене яйце.
11. Сем сказав, що буде чекати мене завтра з 3-ої до 4-ої години.
12. Мама сказала, що завтра я зможу поспати довше.
13. Студент сказав викладачеві, що він закінчить курсову роботу до понеділка.
14. Сусід сказав, що він бачив, що ми закінчуємо будівництво.

15. Ларрі сказав, що купив це авто минулого року.
16. Він сказав, що, на щастя, зараз йому не потрібно прокидатися рано.
17. Вона з гордістю сказала, що її син закінчив школу з відзнакою.
18. Я зізнався, що ніколи не був у музеї.
19. Мій дядько сказав, що завжди віддавав перевагу сигарам, а не сигаретам.
20. Лінда сказала, що вони товаришують з дитинства.
21. Енн сказала, що вона завжди мріяла про таку сукню.
22. Вона прошепотіла мені на вухо, що мені потрібно зачесатися.
23. Онук сказав дідусеві, що йому подобається працювати на фермі.
24. Вона сказала, що вчора з другої до шостої години працювала у читальному залі.
25. Вона пояснила, що нюхає м'ясо, бо воно має дивний запах.

### **3. Change from direct into indirect speech.**

1. She begged, "Let me go to the party".
  2. The teacher said, "Open your books at page 10".
  3. Mother said, "Hurry up, otherwise we'll miss the train".
  4. The doctor said, "Take this medicine three times a day".
  5. Granny asked, "Turn on the lights, please, it's dark already".
  6. The husband asked, "Give me something to eat, I'm starving".
  7. The manager warned, "Be careful when speaking to him".
- 
8. Mother said, "Don't go out today, you're coughing".
  9. She advised, "Go to bed early if you want to feel better tomorrow".
  10. Mary commanded, "Wipe your feet and then come in".
  11. Mr. Brown said, "Don't wait for the postman, he has fallen ill".
  12. The officer ordered, "Do your bed again".
  13. The secretary said, "Leave your application form here".
  14. The detective said, "Don't lose sight of him even for a minute".
  15. The lab assistant said, "Add some more acid into the pipette".
  16. Mother said, "Stop crying, let me see your scratched knee".
  17. The child begged, "Mummy, buy an ice-cream, please".
  18. The teacher said, "Read louder if you want to get a good mark".
  19. The girl asked, "Don't ask any questions now".
  20. Father said, "Take the dog out for at least five minutes".
  21. The receptionist said, "Fill in the form, please".
- 
22. The doctor said, "Give up smoking before it's too late".
  23. I asked the librarian, "Give me something about travelling, please".
  24. She said, "It looks like rain, take your umbrella".
  25. We suggest, "Let's arrange a picnic on Saturday".

### **4. Translate into English.**

1. Мій сусід праворуч попросив мене передати йому хліба.
2. Сестра попросила мене не відкривати вікно, тому що вона змерзла.
3. Вона благала мене не гніватися на неї та про все забути.

4. Генерал наказав офіцерам провести навчання.
5. Брат запропонував мені помінятися кімнатами.
6. Кондуктор попросив показати квитки.
7. Продавець попросив сплатити за куплене в касу.
8. Лікар звелів мені прийти на прийом наступного дня.
9. Учитель порадив мені більше читати вголос.
10. Мама сказала мені купити хліба і молока по дорозі зі школи.
11. Декан звелів мені негайно зайти до нього в кабінет.
12. Саллі попросила мене, щоб я допомогла їй вибрати подарунок для мами.
13. Таксист попросив, щоб ми трішки зачекали.
14. Бабуся попросила мене, щоб я заварила чай.
15. Тренер сказав спортсмену, щоб той раніше лягав спати.
16. Вона попросила мене не хвилюватися і вислухати її дуже уважно.
17. Провідник попросив проводжаючих вийти з вагону.
18. Начальник наказав мені здати звіт.
19. Чоловік попросив, щоб я випрасувала його сорочку.
20. Вчитель запропонував нам організувати екскурсію.
21. Я попросила їх не обговорювати рецензію без мене.
22. Поліціант попросив свідків детально описати зовнішність злочинця.
23. Я сказала братові, щоб він не затримувався допізна.
24. Філіп попросив мене не запізнюватися.
25. Тато порадив мені навчитися грати в баскетбол.

### **5. Change from direct into indirect speech.**

1. Linda asked, "Are you looking forward to your trip?"
  2. Jerry asked, "Do you feel better now?"
  3. The dean asked, "Can you remind me about it tomorrow?"
  4. My friend asked, "Shall I go to the post-office at once?"
  5. The hostess asked, "Would you like some tea?"
  6. The passerby asked, "Is it far from here to the market place?"
  7. Mother asked, "Did you see Jean yesterday?"
  8. Fred asked, "Have you been working at it long?"
  9. Lily asked, "Were you translating the whole day yesterday?"
  10. Sandy asked, "Do you really like semolina?"
  11. She asked, "Was it difficult to catch up with the others?"
  12. He asked, "May I use your phone?"
  13. My fiancé asked, "Are you thinking of your work again?"
  14. Mother asked, "Did the vegetables taste good?"
  15. The salesman asked, "Have you made your choice?"
  16. He asked, "Were you discussing it all meeting long?"
  17. Frieda asked, "Do I want too much?"
  18. The judge asked, "Have you finished the cross-examination?"
  19. Mother asked, "Are you sure you aren't hungry?"
  20. Father asked. "Will you have come back by Saturday?"
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21. The speaker asked, "Can everybody hear me well?"
22. The waitress asked, "Did you visit our café long ago?"
23. He asked, "Must they do all these corrections themselves?"
24. Granny asked, "Had they all come by your arrival?"
25. She inquired, "Have you brought the magazine?"

## 6. Translate into English.

1. Лікар запитав, чи часто в мене болить горло.

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2. Перехожий запитав, чи є десь поблизу телефон-автомат.
3. Учитель запитав, чи прийдуть його батьки на батьківські збори.
4. Мама запитала, чи почистила я овочі.
5. Джон запитав Саллі, чи згодна вона з ним одружитися.
6. Директор крамниці запитав продавця, чи добре розпродаються книги цього автора.
7. Тато запитав, чи зустрівся я вчора з приятелем.
8. Екзаменатор запитав, чи готовий я відповідати.
9. Бабуся поцікавилася, чи купив я усе, що вона просила.
10. Я запитала у сестри, чи можна мені увімкнути телевізор.
11. Коли я прийшов додому, мама запитала, чи на вулиці потеплішало.
12. Джина поцікавилася, чи встиг я здати твір до дзвінка.
13. Дивлячись на його розпатлане волосся, я запитав, чи розчісується він хоча б інколи.
14. Секретарка запитала, чи повинна вона підготувати папери на підпис.
15. Медсестра увійшла до палати і запитала, чи добре всі себе почувають.
16. Банкір поцікавився, чи зросли ціни на землю за останній тиждень.
17. Журналістка поцікавилася в археологів, чи давно вони ведуть розкопки цього кургану.
18. Я запитала у хімчистці, чи буде моє замовлення виконано до завтра.
19. Ми запитали адвоката, чи має це якесь відношення до нашої справи.
20. Я дивився на неї і думав, чи справді вона така наївна, якою здається.
21. Редактор запитав, чи можна йому викреслити зі статті непотрібне.
22. Фанні запитала нас, чи не хотіли б ми зайнятися своїми справами і дати їй спокій.
23. Я запитала містера Сміта, чи закінчаться збори до шостої години.
24. Саймон поцікавився, чи не про нього я мрію.
25. Кітті запитала, чи не зможу я допомогти їй перевезти речі на нову квартиру.

## 7. Change from direct into indirect speech.

1. The chairman asked, "How long do you intend to speak?"
2. The girl asked, "Where did you buy this wonderful doll?"
3. The friend asked, "How did you manage to make so much money in such a short time?"
4. He asked, "Why are you so anxious about his departure?"
5. My brother asked, "What else can you see through the window?"

6. Margaret asked, "Who knows what it means?"
7. The student asked the scientist, "How long have you been watching these birds?"
8. The policeman asked, "When did your driving licence expire?"
9. Mary asked Nancy, "Why are you wearing this funny dress today?"
10. The hostess asked, "Why won't you taste this meat pie?"
11. Jerry asked, "How much did Harry pay for his new car?"
12. Ann asked, "Where can I get any information on this subject?"
13. The customer asked, "Why is this computer twice as expensive as that one?"
14. Mrs. Fox asked, "How did you like his latest novel?"
15. One of the guests asked, "Where were these photos taken?"
16. She asked, "Why did he change so much? Has he been working too much lately?"
17. Mother asked her daughter, "Where did you learn it all from?"
18. Father asked angrily, "How could you fail your finals?"
19. Susan scolded her little sister, "Why didn't you take the dog out?"
20. He asked, "When are you going to see your family in the country?"
21. Lucy asked, "Where is he again? Has he gone on business again?"
22. My roommate asked, "Why have you been sitting over your textbook for so long?"
23. She asked, "Where were you yesterday? I kept calling you the whole day, but nobody answered".
24. He asked, "Why is Sam still working day and night? Hasn't he passed his exams yet?"
25. My aunt asked, "How did you spend your last weekend?"

## **8. Translate into English.**

1. Мати запитала сина, чому він досі вдома, якщо уроки почалися вже 15 хвилин тому.
2. Я запитала її, чим вона зараз займається.
3. Я запитала Кейт, хто той юнак, що стоїть біля вікна.
4. Оглядач запитав у гостя програми, чому в країні зростає безробіття.
5. Кожного разу, коли я приходив до них додому, стара місіс Сімпсон запитувала у мене, звідки я родом.
6. Вона запитала, як я дивлюсь на яєчню з шинкою на вечерю.
7. Вона запитала мене, якою електричкою я їжджу додому.
8. Я не хотіла, щоб мене розпитували, чому я пішла з вечірки.
9. Він поцікавився, чому ми так довго робимо ремонт.
10. Щойно увійшовши до хати, вона запитала, коли приходив сантехнік.
11. Мене запитали, відколи я стала такою нервовою.
12. В анкетах завжди запитувалось, який навчальний заклад ви закінчили.
13. Уранці всі сусіди запитували один одного, чий собака всю ніч гавкав під вікнами.
14. Вона поцікавилася, скільки часу я витрачаю на дорогу.
15. Її годинник зупинився і тому вона постійно питала, котра година.
16. Вона не могла зрозуміти, чому ставлення до неї так змінилося.
17. Він запитав, навіщо я цілий день сиджу над кросвордом.

18. Я запитала у нього, де він так добре навчився говорити англійською мовою.
19. Коли б я її не зустріла, вона завжди в першу чергу питала, як я себе почуваю.
20. Мене запитали, чому я кинула займатися спортом.
21. Хлопчаки запитали у письменника, звідки він знає так багато про індіанців.
22. Вона здивувалася, що я не слухаю останні новини.
23. Вона запитала у швейцара, де їй зупинити машину.
24. Я запитав у дружини, як їй вдалося дістати квитки на цей спектакль.
25. Мене запитали, коли ми почнемо експеримент.

### **9. Change from direct into indirect speech.**

1. "Wait for him a little. He will be ready soon", John's mother said to us.
2. "Whom are you waiting for?", he asked them.
3. "I want to talk to you about this", said the boy's mother. "What's this?"
4. She said: "My grandmother hates leaving doors open".
5. "Do you think you always right?" she asked me.
6. "Is there something wrong with you?" my friend said to me. — "What can I do for you?"
7. "You told me to objective and that's what I do", said Mary to her mother.
8. Frank said to Jane: "I suppose nothing will change your decision".
9. "Please, don't help him!" said woman. - "He can do it himself".
10. "Which of you is free now?" asked the teacher.
11. "Don't criticise your friend", said Nike.
12. Rita said to me: "What has mother told you to do today?"
13. "I can look after myself", said the old man.
14. "Why did you use the phone without asking?" said John.
15. "Don't fold back the pages of my book!" Frank said to Mary.
16. Mark said to me: "You have never been so insulted!"
17. "Do you think it's strange that he wants sleep on the floor?" Julie asked Tom.
18. "If I feel better, I will come to see you tomorrow", said Helen to me.
20. She asked me: "What are you planning for summer"»
21. "Don't smoke in the compartment", asked the passenger.
22. "Why did you return home so late last night?" my mother said to me.
23. He asked Jane: "How long have you been waiting for your cousin?"
24. "I'm not paying for your lunch, Tom", said his friend. "I haven't got any money".
25. She said to Mabel: "I've never heard anyone worse. He is a bad singer".
26. "When did they leave the country?" he asked Helen.
27. Bob said: "I don't think it will happen".
28. "I won't eat until you give me some money", said the boy.
29. "What is that book in your hands?" he asked me.
30. "Please, let me go", she said.
31. "What do you think we will do on Sunday?" my son asked me.
32. Paul said to me: "If he phones, tell him that I am not at home".
33. "Do you think that the doctors are good?" asked Lucy.
34. "Listen, Ann!" said her friend. — "I've met Boris with another girl".

35. "What's the weather like? Is it still raining?" asked my aunt.
36. "Don't be late. We will be waiting for you", they said to me.
37. "Do you believe him?" said the old lady.
38. "What is this play about?" said Tom to Mary.
39. Jenny's father said to her: "Stop talking!"
40. "Have you left a message on an answer phone?" I asked him. '
41. My granny said to me: "Turn off the radio immediately".
42. "Why hasn't Bruno finished the conversation?" said Ron.
43. She said to the policeman: "Can you show the right direction?"
44. "Get out of the car and don't move!" they told him.
45. "Do you think hole ozone layer will get bigger?" asked the scientist.
46. I asked my friend: "What did they tell you to do?"

### **10. Cross out the unnecessary word.**

1. Our friends told us that we had better to avoid the city center.
2. Annabelle asked Tony where he was being going for his holidays.
3. They asked me if I would like to buy her a gift and I said I would so.
4. Paul suggested that they should to inform the police as soon as possible.
5. Rebecca told to her husband that the postman had delivered a parcel for him.
6. The man wanted to know if where the nearest post office was.
7. Melissa promised that to call us as soon as she reached Madrid.
8. The teacher told us do not to make any noise.
9. Rhonda asked me that what I would like for my birthday.
10. He insisted on that we should tell the truth about the incident.

### **11. Find the mistake and correct it.**

1. They suggested to see the film.
2. She asked me where was I going.
3. Can you tell me what time is it?
4. He told me to not touch the parcel.
5. I wonder why did he lie to me.
6. The suspect denied to murder the young woman.
7. They accused him to have committed the crime.
8. She asked me where is the bank.
9. They asked me where was I going.
10. He told me to not touch the parcel.

### **12. Translate into English.**

1. Я запитала, чи справді вся їхня родина щонеділі ходить до церкви.
2. Вона роздратовано запитала, невже я не чую, що в двері дзвонять.
3. Я знаю, чому він не хоче розповідати мені всієї правди.
4. Він поцікавився, де ми зазвичай граємо у волейбол.
5. Вона наказала нам зайнятися обідом, а сама кудись пішла.
6. Вона запитала, як довго я вже шукаю роботу.

7. Я боялася запитати, як пройшла операція.
8. Вона запитала, як я дістаюся до роботи, коли запізнююсь.
9. Офіцер наказав солдатам підготуватися до зустрічі командира полку.
10. Студенти сказали, що останнім часом у них змінилося три викладача англійської мови.
11. Він сказав, що дуже втомився, тому що останнім часом працював у нічну зміну.
12. Я дуже розлютилася на нього і сказала, щоб він йшов і більше ніколи не повертався.
13. Мама запитала мене, чому я повернулася так пізно, якщо уроки закінчилися раніше, ніж зазвичай.
14. Вона сказала, що стала забувати імена людей, яких колись знала.
15. Вона запитала мене, чи не приготую я сьогодні вечерю, тому що вона смертельно втомилася.
16. Він поцікавився, яким видом транспорту я зазвичай користуюся.
17. Чарлі запитав, де я зараз працюю.
18. Вона довго розповідала нам в усіх деталях, яку аварію вона бачила на перехресті.
19. Вона зробила вигляд, що вперше його бачить, і не стала з ним розмовляти.
20. У приймальні мені сказали почекати, тому що лікар саме оглядає пацієнта.
21. Мені завжди хотілося знати, скільки часу вона зазвичай витрачає на свою зачіску.
22. Вона запитала, хто може позичити їй трохи грошей до завтра.
23. Вона запитала, чому я завжди позіхаю.
24. Коли містер Хадсон запитав, де покоївка, йому пояснили, що вона розкладає чисту білизну.
25. Вона завжди розпитувала про все, що трапилося зі мною за день.



## CONDITIONALS

### 1. Put the verb into the correct form.

1. If it (to rain) we'll have to stay at home.
2. If he (to work) hard he would have achieved great progress.
3. If it is not too cold I (not to put) on my coat.
4. I (to write) the composition long ago if you hadn't disturbed me.
5. If he (not to read) so much he wouldn't be so clever.
6. If my friend (to be) at home he will tell us what to do.
7. If he weren't such an outstanding actor he (not to have) so many admirers.
8. If you (to give) me your address I'll write you a letter.
9. If she (not to be) so absent-minded she would be a much better student.
10. If my sister does not go to the south we (to spend) the summer in Kyiv together.
11. If they (not to go) to Lviv last year they would not have heard that famous musician.
12. If you (not to get) tickets for the Philharmonic we'll stay at home.
13. If you were not so careless about your health you (to consult) the doctor.
14. If she (to ask) me yesterday I'd certainly have told her all about it.
15. If you (to do) your morning exercises every day your health would be much better.
16. If he (to be) here now, he could give you a good advice.
17. He wouldn't have been so upset if Susan (to write) to him earlier.
18. If I (to work) at this firm, I'd earn more.
19. If she (to fail) in her present job, she could think about another one.
20. If he (to know) that Chinese was going to be so difficult, he would never have started to learn it.
21. If father (to manage) to repair his car, he could have driven us to Kyiv.
22. If they (can have) some more lessons, they could improve their pronunciation.
23. If Emma (to know) the clue, our team could solve it.
24. If I offered them money, they (to stay) here?
25. If she (to borrow) your book, she might return it.
26. Tell us if there (to be) anything wrong.
27. If I (not to be) in the bathroom, I would answer the call.
28. We wouldn't have gone to this party if we (to know) the truth.
29. He might have heard the news if he (not to turn off) the radio.
30. If Sally (to have) spare time, she could pay you more attention.
31. If I lived in France, I (to speak) French well.
32. If they (to lock) the doors, the burglars wouldn't have got in.
33. We (to have) a party, if Alan passes his driving test.
34. I (to give) John your message if I should see him today.
35. They (not to have) any money if their cousin hadn't lent them some.
36. Those plants (not to grow) if you don't water them. \_=
37. I would buy that bag if it (to be) cheaper.
38. If she (to open) the letter, she would have been surprised.
39. If I (to know) the result now I would phone her immediately.
40. If you had let me know yesterday I (to bring) you my book.

**2. Analyze sentences 1 – 10 and find the ending for each one from the list a – o.**

1. Had Tom studied the English language well enough when he was at school \_\_\_\_
2. The English proverb says that you can take the horse to the water \_\_\_\_
3. If I told him that you would come tomorrow \_\_\_\_
4. Discovering that he had a talent for music \_\_\_\_
5. The teacher gave the pupil his book \_\_\_\_
6. However hard he might try, he will \_\_\_\_
7. The first part of the work having been completed \_\_\_\_
8. It was raining all day yesterday \_\_\_\_
9. The morning being very cold \_\_\_\_
10. If I went to the cinema with you today \_\_\_\_

- a) but you cannot make him drink.
- b) Nick put on his hat and overcoat.
- c) never be at the head of the class in the competition.
- d) and you can make him drink.
- e) the shop assistant gave up his job to become a professional singer.
- f) he will be very glad.
- g) he would be glad.
- h) they publish the results in the form of an article.
- i) the results were published in the form of an article.
- j) and children are at home.
- k) the children had to stay indoors.
- l) I should not be able to finish my composition.
- m) he would have been able to read any book without a dictionary.
- n) so that he may learn the poem.
- o) so that he might learn the poem.

**3. Put the verbs in brackets into the correct tense.**

1. A: I wish I \_\_\_\_\_ (play) a musical instrument.  
B: You should take lessons.
2. A: If only the wind \_\_\_\_\_ (stop) blowing so hard.  
B: Yes, it's very windy today, isn't it?
3. A: I wish John \_\_\_\_\_ (come) with us.  
B: So do I. He would have really enjoyed it.
4. A: Paul, I wish you \_\_\_\_\_ (stop) making so much noise.  
B: Sorry, I'll try.
5. A: I wish I \_\_\_\_\_ (study) more when I was at school.  
B: It doesn't matter now. You've got a good job.
6. A: I wish I \_\_\_\_\_ (be) young again.  
B: So do I. We had some good times back then.
7. A: I wish I \_\_\_\_\_ (not/speak) to Jane like that.  
B: Don't worry. I'm sure she'll forgive you.
8. A: If only Bob \_\_\_\_\_ (call) me.  
B: Well, he promised to call today.

9. A: I'm exhausted. I wish I \_\_\_\_\_ (do) some of the housework yesterday.  
 B: Sorry I wasn't here to help you.
10. A: I wish you \_\_\_\_\_ (make) less noise when you come in.  
 B: It's not my fault. The door squeaks when you open it.
11. A: Are you going to your school reunion party next week?  
 B: No. I wish I \_\_\_\_\_ (go) because I would like to see everyone again.

### 3. Rephrase the following sentences using the beginnings given.

1. You'd better see a doctor.  
**If** \_\_\_\_\_.
2. He won't help you if you don't ask him.  
**Unless** \_\_\_\_\_.
3. Take your medicine, otherwise you won't get better.  
**If** \_\_\_\_\_.
4. You won't make any spelling mistakes provided you use a dictionary.  
**If** \_\_\_\_\_.
5. If you park here, you'll be fined \$20.  
**Don't** \_\_\_\_\_.
6. You'd better confess your crime.  
**If** \_\_\_\_\_.
7. She went home early because she was exhausted.  
**If** \_\_\_\_\_.
8. You won't understand the story unless you finish the book.  
**If** \_\_\_\_\_.
9. She can't go out if she doesn't promise to be back early.  
**Unless** \_\_\_\_\_.
10. The bee won't sting you as long as you stay still.  
**Provided** \_\_\_\_\_.

### 4. Translate into English.

1. Я подзвоню тобі, якщо матиму час.
2. Якщо ця сукня коштуватиме надто дорого, я куплю іншу.
3. Лікарі допомогли б тобі, якби ти слухав їхні рекомендації.
4. Якби її чоловік був тут, вона була б щасливою.
5. Ми пішли б на ту вечірку, якби знайшли няньку для малюка.
6. Якби він склав останній іспит, він вступив би до університету. Але цього не сталося.
7. Якщо я буду вільний завтра ввечері, я піду з вами до нічного клубу.
8. Якби він хотів, він міг би багато чого домогтися.
9. Якби ти вчилась торік старанно, ти б успішно склала іспити.
10. Якщо ви не поллете квіти, вони засохнуть.
11. Якби вона не хотіла тебе бачити, вона не телефонувала б.
12. Він, звичайно, відповів на телефонний дзвінок, якби був вдома вчора.
13. Я буду радий якщо ви приймете мою пропозицію.
14. Якби я мала більше часу, я б із задоволенням ходила до театру.

15. Якщо вас цікавлять гуманітарні науки, вам слід вступити до нашого університету.
16. Якщо бар буде надто людним, ми підемо в інший.
17. Що ти робитимеш, якщо таксі не прийде?
18. Якби вона працювала наполегливіше, вона б заробляла більше.
19. Якби ми мали час, я б міг розказати тобі більше.
20. Що б вони робили, якби я не позичив їм вчора грошей?
21. Якби я зустрів її раніше, я б одружився з нею, я не з Марією.
22. Якщо ви відмовитеся від роботи зараз, вам ніколи більше не трапиться така блискуча нагода.
23. Якби він працював, йому б не довелося постійно просити гроші у матері.
24. Якби в мене був час вчора, я б прийшла раніше.
25. Я не піду туди, якщо дощ не припиниться.
26. Якби я не була ледачою, я б вчилася на «відмінно».
27. Якби ти прийшла на вокзал дві години тому, то зустріла б його.
28. Я поговорю з ним про це, якщо зустріну його.
29. Якщо ви будете працювати наполегливо, то до кінця дня закінчите роботу.
30. Якби я зустрів тебе десять років тому, моє життя склалося б інакше.

## MODAL VERBS

### 1. Modals of Ability. Put in 'can', 'can't', 'could' or 'couldn't'. If none of these is possible use 'be able to' in the correct tense.

1. ... you swim when you were 10?
2. We ... get to the meeting on time yesterday, because the train was delayed by one hour.
3. He ... arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing, he ... speak five languages, including Chinese.
5. I ... drive a car until I was 34. Then I moved to the countryside, so I had to learn.
6. I looked everywhere for my glasses but I ... find them anywhere.
7. I searched for your house for ages. luckily I ... find it in the end.
8. She's seven years old, but she ... read yet. Her parents are getting her extra lessons.
9. I read the book three times, but I ... understand it.
10. James ... speak Japanese when he lived in Japan, but he's forgotten most of it now.
11. I ... understand the chapter we had to read for homework. It was so difficult.
12. I ... lift this box - it's too heavy! Would you help me?
13. Lucy ... make it to our meeting after all. She's stuck in traffic.
14. John ... play tennis really well. He's champion of his club.
15. Julian ... play excellent golf when he was only ten.

### 2. Modals of Obligation. Put in 'mustn't' or 'don't / doesn't have to'.

1. We have a lot of work tomorrow. You ... be late.
2. You ... tell anyone what I just told you. It's a secret.
3. The museum is free. You ... pay to get in.
4. John's a millionaire. He ... go to work.
5. We ... rush. We've got plenty of time.
6. You can borrow my new dress, but you ... get it dirty.
7. We ... miss the train, because it's the last one tonight.
8. She ... do this work today, because she can do it tomorrow.
9. I ... clean the floor today because I cleaned it yesterday.
10. We ... forget to lock all the doors before we leave.
11. We ... stay in a hotel in London; we can stay with my brother.
12. I ... spend too much money today, as I've only got a little left.
13. They ... get up early today, because it's Sunday.
14. We ... be late for the exam.
15. He ... cook tonight because he's going to a restaurant.

### 3. Modals of Probability. Choose 'must' or 'can't'.

1. Why is that man looking around like that? He ... lost.
2. That woman ... be a doctor! She looks far too young.
3. The food is really good at that restaurant. They ... have a great chef.
4. This ... be John's house. This house has a red door and it's number 24, just like he said.
5. What a lot of lovely flowers you have! You ... really like gardening.
6. This ... be Jamie's coat. He's tall and this is tiny.
7. He ... be at work now, can he? It's nearly midnight.

8. Where's Lucy? She ... be at the library, as she often goes there at this time.
9. This bill ... be right! £50 for two cups of coffee!
10. Emma's amazingly good at the piano. She ... practise a lot.
11. The car in front is driving so slowly that I think they ... be looking for something.
12. You've already eaten enough for three people! You ... still be hungry!
13. This book ... belong to the library. It's certainly not mine.
14. It only takes three hours to fly from London to Sydney? That ... be correct!
15. There ... be something wrong with the fridge! It's making a very unusual noise.

**4. Rewrite the sentences and use the verbs *can*, *may* or *must*.**

1. Maybe she will return tonight. - She ... return tonight.
2. Don't stand up! - You ... stand up!
3. I'm sure they will finish it in a minute. - They ... finish it in a minute.
4. There is no need to answer the letter. - You ... answer the letter.
5. Please, do it for me. - ... you do it for me?
6. I'd like to see your children. - ... I see your children?
7. I am not good at football. - I ... play football.
8. Do your homework! - You ... do your homework.
9. Let's take a taxi. - We ... take taxi.
10. Read this book! - You ... read this book.

**5. Choose the right modal verb in the brackets to fill the gap.**

1. You ... (must/may) obey the law!
2. You ... (must/should) write her a letter.
3. ... (Must/May) I smoke ?
4. You ... (must/mustn't) drive on the right in Great Britain.
5. It ... (must/may) rain this afternoon.
6. How ... (must/can) I contact you ?
7. You ... (mustn't/shouldn't) have drunk so much.
8. She looks beautiful, she ... (must/could) be a model.
9. She ... (must/can't) be more than thirty, she looks so young.
10. Who's that man over there ? He ... (must/should) be the one you were waiting for.

**6. Use the verbs *can*, *may*, *must*, *need* in positive or negative forms.**

- Excuse me! ... you speak French?
- Alan isn't coming tonight. He ... come tomorrow, I hope.
- There's a lot of work to do in the house. You ... help me!
- You ... call him anymore. I have already called him.
- She is over there. ... you see her?
- ... I borrow your pen, please?
- Teachers ... beat children. It's forbidden.
- I can hear some voices. Someone ... be in the house.
- We ... eat sweets! We are on a diet.
- You ... buy it on Sunday if you want. The shops are open.
- You ... drive me to the station. I can walk.

We want to be the best. We ... practise!

**7. Choose the most appropriate answer to express the idea specified in parentheses.**

1. You ... go there with me. I can handle it, it's not difficult. (Absence of necessity)  
 may not  must not  don't have to  had better not
2. ... bring me a glass of cold water? (Request)  
 Could you  Can't you  Would you mind  Why don't you
3. I ... give you a lift to the station. My car broke down yesterday. (Ability)  
 must not  should not  may not  can't
4. I don't know what to do. – You ... your father for advice. (Suggestion)  
 are able to ask  could ask  must ask  have to ask
5. He didn't go to the park with us yesterday because he ... write a report. (Necessity)  
 should  must  had to  could
6. I left my bag here just five minutes ago. You ... it! (Strong probability)  
 may have seen  must have seen  were able to see  could see
7. You ... the bills two weeks ago. (Advice)  
 had better pay  should pay  ought to pay  should have paid
8. I don't know how to help you. Try asking Anton for help. He ... be able to find a solution. (Possibility)  
 must  has to  might  will
9. I ... play tennis every day when I was younger. (Repeated action in the past)  
 had to  was able to  used to  could
10. You want to call them now? It's already after midnight! They ... (Strong probability)  
 must sleep  should sleep  may sleep  must be sleeping

**8. Make statements or questions.**

1. I - ask - may - her?
2. he - not - cook - dinner – need.
3. round - she - the corner - be - must
4. feel - it - they – can?
5. we - not - drink - must – this milk.
6. can - the - she - violin - play?
7. invite - he - may – to the party - us.
8. wait - must - I – outside?
9. Jack - can - stay - not – there.
10. must - swim - not – here - I.

**9. Fill in each gap using one of the above modal verbs: *must, can't, could, may, might*.**

*Example:* Someone is knocking on the door. I'm sure it's my brother – he promised to come today. - Someone is knocking on the door. It *must* be my brother – he promised to come today.

1. I'm sure he is here - I can see his car in front of the building. - He ... be here. I can see his car in front of the building.

2. They're coming this week but I don't know which day. They ... be coming tomorrow.
3. I'm not sure I'm going to pass the exam. I don't feel very confident. - I ... pass the exam. I don't feel very confident.
4. I've bought a lottery ticket. There's a chance I'll become a millionaire! – I ... become a millionaire!
5. I'm sure she doesn't speak French very well - she's only lived in Paris for a few weeks. – She ... speak French very well. She's only lived in Paris for a few weeks.
6. My key's not in my pocket or on my desk so I'm sure it's in the drawer. - My key's not in my pocket or on my desk so it ... be in the drawer.
7. Someone told me that Mark was in Mexico but I saw him yesterday so I'm sure he's not abroad. - Mark ... be abroad.
8. You got the job? That's great. I'm sure you're delighted. - You got the job? That's great. You ... be delighted.
9. They told me to prepare the project by tomorrow but it's almost impossible to have it done so fast. – I ... finish it by tomorrow if I stay at work all night, but I'm not sure.
10. I asked them to send the goods as soon as possible; we ... receive them by the end of the week if the post is fast.

### **10. Translate into English.**

1. Вона мала б це знати.
2. Він не зможе прийти завтра.
3. Їм не слід туди ходити.
4. Він повинен це зробити сам?
5. Де можна придбати підручник?
6. Їм довелося довго чекати.
7. Хто може їх зустріти?
8. Вона не має виходити з кімнати.
9. Ми можемо поговорити зараз?
10. Він повинен залишитися тут.



## INFINITIVE. GERUND

### 1. Use the infinitives in brackets with or without to.

1. You ought \_\_\_\_\_ (to know) foreign languages if you want \_\_\_\_\_ (to work) for a foreign company. 2. Mary needs \_\_\_\_\_ (to find) another job because her company is going out of business. 3. Can you \_\_\_\_\_ (to help) me \_\_\_\_\_ (to translate) this article? 4. I would like \_\_\_\_\_ (to speak) to your manager, please. 5. The policeman made the kids \_\_\_\_\_ (to tell) the truth. 5. Let me \_\_\_\_\_ (to call) you next week. 6. You should \_\_\_\_\_ (to devote) more attention to your parents. 7. You have better \_\_\_\_\_ (to do) it yourself and not \_\_\_\_\_ (to ask) for a help. 8. I was made \_\_\_\_\_ (to leave) without any explanation. 9. Why not \_\_\_\_\_ (to go) to Bulgaria this summer? They say it isn't very expensive.

### 2. Complete the sentences, choosing the correct variants.

1. When I told Jane the news, she seemed \_\_\_\_\_ .  
A to surprise                      B to be surprised      C to have been surprised      D have surprised
2. We agreed \_\_\_\_\_ the food equally.  
A to divide                      B to be dividing      C to be divided      D to have been divided
3. Are you sure you told me? I don't recall \_\_\_\_\_ about it  
A to tell                      B to have been told      C to be telling      D be told
4. We'd better not call Ann now: it's very late and she may \_\_\_\_\_ .  
A to sleep                      B be sleeping      C to be sleeping      D to have been slept
5. Mary decided \_\_\_\_\_ her friend's critical remarks.  
A to ignore      B to have ignored      C to be to be ignored      D to have been ignored
6. I expect \_\_\_\_\_ at the airport by my cousin.  
A to meet                      B to be met      C to have been met      D to be meeting
7. After I failed at the exam, I was allowed to try again in a month. I am so lucky \_\_\_\_\_ a second chance.  
A to give                      B to have been given      C to be giving      D to have been giving
8. It's nice \_\_\_\_\_ in the shadow of the tree on such a hot day.  
A to sit                      B to have been sitting      C sit                      D to be sitting

### 3. Paraphrase the following sentences according to the model.

Model: To get used to the left side traffic in Great Britain is very difficult.

→ It is very difficult to get used to the left side traffic in Great Britain.

1. To meet her there was totally unexpected for me. 2. To understand a foreign language when people are talking fast is very difficult. 3. To swim in such windy weather is very dangerous. 4. To get away from everybody and everything for a couple of weeks was really great. 5. To ask him to tell the truth was out of the question. 6. To expect immediate results will be naive. 7. To persuade all the rest to follow our example will be very easy. 8. To tease animals is cruel.

### 4. Combine the sentences using the Complex Object.

Example: I did not see him. He entered the house.

I did not see him enter the house.

1. They did not notice us. We passed by. 2. He saw her. She burst into tears. 3. I haven't heard you. You called my name. 4. She heard the footsteps. They were dying away. 5. He hasn't seen the accident. It occurred round the corner. 6. We many times heard him. He told this story. 7. You will become my friend one day. 8. I expect it the car disappeared round the corner. The girls saw it. 9. You must tell me the truth. I want it. 10. Nick is the best friend in the world. Mary believes it. 11. Your kids often watch horror films before going to bed. You shouldn't let that. 12. We shall go to the party together. I would like that. 13. The poet read some more of his poetry. The public made him do it. 14. The burglar got into the house. The neighbors noticed it. 15. Don't worry! You will go to the party. We'll let it.

### 5. Translate into English.

1. Мені залишити вікно відкритим чи ти хочеш, щоб я його закрив? 2. Ти чув, що я сказав, чи мені повторити? 3. Вона сказала йому, щоб він закрив шухляду стола на ключ. 4. Мій батько дозволив мені взяти його машину. 5. Я хочу, щоб ви знали правду. 6. Ми не чекали, що про це нам об'являть по радіо. 7. Коли він почув, що його дочка плаче, він встав і пішов до дитячої кімнати. 8. Я б хотів, щоб ніхто не брав моїх речей. 9. Він не помітив, як ми підійшли до нього. 10. Ми б хотіли, щоб ви доставили товари до кінця липня. 11. Вони не чекали, що його запитають про це. 12. Батько хоче, щоб його син часто бував на свіжому повітрі. 13. Ми відчули, що кава починає кипіти і поспішили на кухню. 14. Терпіти не можу, коли ти втручаєшся в моє життя. 15. Я відчував, що щось рухалось, по кімнаті і побачив великого метелика, що літав під люстрою. 16. Батьки Чарльза не дозволяють йому дивитися телевізор пізніше дев'ятої години. 17. Вона помітила, що він передав записку на сцену. 18. Повернувшись додому, він побачив, що діти лікували собачку. 19. Я відчула, що в мене з душі звалився камінь. 20. Вони почули, як спрацювала нічна сигналізація, і побачили двох охоронців, що бігли до входу в банк. 21. Ми відчували, що у нього є почуття гумору. 22. Через деякий час він помітив, що його переслідує поліцейська машина. 23. Дайте мені знати про ваші плани. 24. Батьки зазвичай припускають, що їх діти будуть слухняними. 25. Хто-небудь хоче, щоб я зробила бутерброди?

### 6. Open the brackets and use the Complex Subject.

Model: He is said \_\_\_\_\_ (to study) now.

He is said to be studying now.

1. He is believed \_\_\_\_\_ (to work) at an urgent problem now. 2. They are known \_\_\_\_\_ (to make) a new discovery a month ago. 3. She is supposed \_\_\_\_\_ (to work) in the phonetic study from 2 to 6 p.m. tomorrow. 4. The delegation is reported \_\_\_\_\_ (to leave) London tonight at 10 a.m. 5. They are known \_\_\_\_\_ (to live) in France for a long time. 6. She is considered \_\_\_\_\_ (to be) a good actress. 7. Mary is expected \_\_\_\_\_ (to make) a report next Monday. 8. The film is considered \_\_\_\_\_ (to be) the worst of the year. 9. They are thought \_\_\_\_\_ (to go away) some days again. 10. Ann is known \_\_\_\_\_ (to help) them to solve a problem when they were in trouble. 11. The expedition is said \_\_\_\_\_ (to reach) the North Sea. 12. He is known \_\_\_\_\_ (to have) a large art collection. 13. The US President is reported

\_\_\_\_\_ (to arrive) in Paris. 14. The plan proved \_\_\_\_\_ (to be) a great success. 15. They seem \_\_\_\_\_ (to wait) for the professor upstairs. 16. The treaty is expected \_\_\_\_\_ (to sign) soon. 17. They are likely \_\_\_\_\_ (to join us). 18. There is certain \_\_\_\_\_ (to be) some good news from my brother. 19. There happened \_\_\_\_\_ (to be) an actor among them. 20. The new art gallery is said \_\_\_\_\_ (to be) the most beautiful

### 7. Choose the right variant.

- The rain seems \_\_\_\_\_. Call the children in. I don't want them \_\_\_\_\_.  
A to be, to be got wet through  
B to be starting, to get wet through  
C to have started, to have got wet through  
D to have been started, to be getting wet through
- The English colony, Plymouth, in Massachusetts, is known \_\_\_\_\_ by the Pilgrims who arrived on the Mayflower in 1620.  
A to be established  
B to have been established  
C to have been establishing  
D to have established
- Look, they are likely \_\_\_\_\_ to the news. They seem \_\_\_\_\_.  
A to listen, to be excited  
B to be listening, to be excited  
C to have listened, to be being excited  
D to have been listening, to have excited
- He is sure \_\_\_\_\_ a liar. Everybody heard him \_\_\_\_\_ that in go many words.  
A to be, to say  
B be, say  
C to be, say  
D be, to say
- When I came in, the discussion seemed \_\_\_\_\_ to an end. They appeared \_\_\_\_\_ patience because they turned out \_\_\_\_\_ for it.  
A to have been coming, to have been losing, be ready  
B to be coming, to be losing, not to be ready  
C to have come, to have lost, not to be being ready  
D to come, to lose, to be ready
- Jane, you seem \_\_\_\_\_ too fast. The speed is already 100 miles. I am afraid. I want you \_\_\_\_\_ the speed to 40 miles.  
A to have driven, slow down  
B to be driving, to slow down  
C to be driving, to be slowing down  
D to drive, to slow down

### 8. Translate into English.

1. Відомо, що він великий любитель книжок. 2. Повідомляють, що багато будівель було пошкоджено під час пожежі. 3. Вважають, що цей студент кращий в

нашій групі. 4. Ми знали, що він дуже хоробрий. 5. Кажуть, що у нього велика колекція картин. 6. Здається, ця книга дуже популярна серед читачів. 7. Очікують, що договір підпишуть у п'ятницю. 8. Очевидно, вони до нас приєднаються. 9. Навряд чи я піду на вечірку до Сема. Він так і не надіслав запрошення. 10. Напевно, вони поїдуть цього літа в Одесу. 11. Малоімовірно, що він виконає це завдання вчасно. Його немає в місті. 12. Він обов'язково прийде до нас на вечерю. 13. Навряд, щоб їй чоловік дав гроші на нові черевики. Вони занадто дорогі. 14. Нора виявилась талановитою піаністкою. Її весь час запрошують гастролювати. 15. Мабуть, ймовірно, що партнери згодяться на наші умови. 16. Схоже, що буде дощ. Стало темно і хмари такі чорні. 17. Мама випадково знайшла мої листи, написані Роном. 18. Він виявився найкращим танцівником у школі. 19. Очікують, що делегація прибуде завтра. 20. Кажуть, що він пише цей роман вже три роки. 21. Я випадково зустріла свою подругу по дорозі додому. 22. Здається, ви не можете вирішити цю проблему. 23. Трапилось так, що з нами в літаку летів відомий художник. 24. Здається, Патрик витратив усі гроші на нові касети. 25. Виявилось, що Майк знає декілька іноземних мов.

### 9. Form the gerund, using the verbs in the gaps.

1. When a boy, he was very fond of \_\_\_\_\_ (to skate). 2. I remember \_\_\_\_\_ (to hear) something about it. 3. Are you looking forward to \_\_\_\_\_ (to see the New Year in)? 4. They spoke about \_\_\_\_\_ (to buy) a house on the Dnipro. 5. Her father strongly objected to \_\_\_\_\_ (to smoke). 6. I really don't know what is the use of \_\_\_\_\_ (to send) you to school. 7. The child is still very sick. He needs \_\_\_\_\_ (to look after) more than his elder sister. 8. The fence looks so dull. It requires \_\_\_\_\_ (to paint). 9. He appeared almost to dislike \_\_\_\_\_ (to hear) music. 10. I suggest \_\_\_\_\_ (to telephone) the hospital before \_\_\_\_\_ (to ask) the police to look for him. 11. Would you mind \_\_\_\_\_ (to lend) me \$10? 12. Would you mind \_\_\_\_\_ (to shut) the window? I hate \_\_\_\_\_ (to sit) in a draught. 13. He wore dark glasses to avoid \_\_\_\_\_ (to be) recognized. 14. Nick was fined for \_\_\_\_\_ (to exceed) the speed limit. 15. If a thing is worth \_\_\_\_\_ (to do) at all it is worth \_\_\_\_\_ (to do well). 16. I don't enjoy \_\_\_\_\_ (to go) to the dentist. 17. Stop \_\_\_\_\_ (to argue) and start \_\_\_\_\_ (to work). 18. They stopped \_\_\_\_\_ (to laugh) when they saw me. 19. After \_\_\_\_\_ (to finish) the experiment they discussed the results.

### 10. Choose the correct answer.

- I wonder if there is any use \_\_\_\_\_ \_\_\_\_\_ him.
  - trying, to improve
  - trying, improving
  - to try, to improve
  - to try, improving
- He had some difficulty \_\_\_\_\_ his temper. This scene was worth \_\_\_\_\_. After that he avoided \_\_\_\_\_ by his friends.
  - being controlled, being watched, to be seen
  - to control, to watch, to see

- C. controlling, watching, being seen  
D. controlling, watching, seeing
3. I don't object \_\_\_\_\_ there, but I don't want \_\_\_\_\_ alone.  
A. to your living, you living  
B. to your living, you to live  
C. your living, you to live  
D. you to live, your living
4. I remember \_\_\_\_\_ that hill in twilight. An age seemed \_\_\_\_\_ since the day that brought me first to Liverpool.  
A. to descend, to elapse  
B. being descended, to be elapsed  
C. to descend, to elapse  
D. descending, to have elapsed
5. He felt \_\_\_\_\_ something from him and demanded \_\_\_\_\_ truth. He wasn't worth \_\_\_\_\_ lie.  
A. they were hiding, being told the, telling a  
B. them to hide, to tell the, telling the  
C. them hiding, they will tell a, to tell a  
D. they hide, telling a, telling the
6. On his way home Ann couldn't help \_\_\_\_\_ what \_\_\_\_\_ charming fellow John had turned out \_\_\_\_\_.  
A. reflecting, the, be  
B. to reflect, a, to be  
C. reflecting, a, to be  
D. being reflected, the, have been
7. Susan was looking forward to \_\_\_\_\_ the leading part \_\_\_\_\_, and she was greatly \_\_\_\_\_ at not even \_\_\_\_\_ it.  
A. being given, to play, disappointed, being offered  
B. give, playing, disappointed, offering  
C. to be given, to play, disappointed, to be offered  
D. giving, playing, disappointing, being offered
8. Did you remember \_\_\_\_\_ the parcel I gave you? Yes, I remember \_\_\_\_\_ it a week ago.  
A. to post, to post  
B. to post, posting  
C. posting, to post  
D. posting, posting
9. I suggest \_\_\_\_\_ as soon as possible. I \_\_\_\_\_ before sunset.  
A. our starting, would rather come  
B. us to start, would rather to come  
C. us starting, would prefer to come  
D. our starting, had rather come
10. The accused men \_\_\_\_\_ near the bank during the robbery. It's no use \_\_\_\_\_ the case without direct \_\_\_\_\_.  
A. denies to be anywhere, to investigate, evidences  
B. deny being somewhere, investigating, evidence

- C. deny being anywhere, investigating, evidence  
 D. denies to be somewhere, to investigate, evidences

### 11. Translate into English.

1. Колекціонування марок – це хоббі, яким захоплюються не тільки діти. 2. Описати те, що сталося, буде нелегко. 3. Уміння залагоджувати свої справи успішно приходить з практикою. 4. Утримання від жирної їжі дуже корисне. 5. Було б дуже цікаво вислухати іншу сторону. 6. Ти не проти того, щоб поїхати нам за кордон на відпочинок? 7. Він розповів нам смішний анекдот. Ми не могли не розсміятись. 8. Я продовжую сподіватися на те, що він прийде. 9. Давайте відкладемо наш від'їзд до суботи. 10. Вона порадила нам почекати до завтра. 11. Вони заперечували, що вкрали гроші. 12. Замість того, щоб займатися, Мойра пішла на концерт. 13. Дякую вам за те, що допомогли мені донести ці важкі валізи. 14. Я вибачилась перед сусідкою за те, що не купила їй сьогоднішньої газети. 15. Куди ми підемо сьогодні обідати? Ти не заперечуєш, якщо ми підемо в китайський ресторан? 16. Незважаючи на те, що Мері погано себе почувала, вона пішла на роботу. 17. Вони одружились, нікому нічого не сказавши. 18. Ці ножі призначені тільки для нарізання овочів та фруктів. 19. Дощ завадив нам закінчити роботу в саду. 20. У Стіва немає ніякого шансу скласти іспит з математики. 21. Я радий, що зустрівся з вами. 22. Я мала намір закінчити свою доповідь учора, але мені це не вдалося. 23. Він з нетерпінням чекав зустрічі з нею. 24. Було так смішно. Я не міг не розсміятись. 25. Вона запропонувала відвідати картинну галерею. 26. Цей фільм варто подивитись. Вам не може не сподобатись гра акторів. 27. Він терпіти не може, коли його хвалять. 28. Чому ви настоюєте, щоб він був тут присутнім? 29. Сподіваюсь, що ви не заперечуєте, якщо я говоритиму з вами відверто. 30. Її мамі не сподобалось, що вона прийняла цю пропозицію. 31. Ми нічого не маємо проти того, щоб вони поїхали відразу. 32. Він боявся, що я зміню рішення. 33. Мені дійсно соромно за те, що я не писав вам так довго. 34. Після того, як він детально вивчив прогноз погоди, він сказав, що повернеться до Лондона. 35. Вам не потрібно заперечувати, що вони сказали правду.

### 12. Put the following verbs into the correct columns.

apologize, arrange, avoid, approve, decide, demand, discourage, dream, enjoy, expect, finish, help, hope, imagine, enquire, insist, intend, invite, learn, would like, look forward, manage, mind, miss, object, offer, plan, pretend, refuse, seem, succeed, want, wish

| Verb (+ person) + infinitive | Verb + preposition + gerund | Verb + gerund |
|------------------------------|-----------------------------|---------------|
| arrange (for smb.)           | apologize for               | avoid         |

### 13. Put the verbs in brackets into the infinitive or the gerund.

- The monopolist will keep on \_\_\_\_\_ (produce) the good as long as the current profit associated with it exceeds the fixed cost.
- You are strongly recommended \_\_\_\_\_ (seek) professional advice.
- She will regret \_\_\_\_\_ (lose) a close political ally.

4. I take all the blame for not \_\_\_\_\_ (see) further than my nose.
5. A passer-by told the driver \_\_\_\_\_ (move) his car so that it was not causing an obstruction.
6. Did you invite him? - Yes, I did and he promised \_\_\_\_\_ (come).
7. He has been invited \_\_\_\_\_ (attend) the meeting as an observer.
8. I don't mind \_\_\_\_\_ (give) it if it's for a good cause.
9. If you decide \_\_\_\_\_ (return) the merchandise, you have 14 days.
10. People usually complain about \_\_\_\_\_ (have) to deal with too much bureaucracy.
11. A man claiming \_\_\_\_\_ (be) a journalist threatened to reveal details about her private life.
12. You certainly believe in \_\_\_\_\_ (give) tit for tat! You have to pay your debts, you know.
13. Do you approve of \_\_\_\_\_ (hunt) after foxes?
14. I know you don't approve of \_\_\_\_\_ (smoke) so I won't smoke in here.

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