

БЛОЦЕРКІВСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ УНІВЕРСИТЕТ

ФАКУЛЬТЕТ ПРАВА ТА ЛІНГВІСТИКИ

Кафедра іноземних мов

**ІНОЗЕМНА МОВА
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

для здобувачів першого (бакалаврського) рівня вищої освіти
напряму підготовки Харчові технології та інженерія;
галузі знань 18 Виробництво та технології;
спеціальності 181 Харчові технології

Біла Церква
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Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів I курсу біолого-технологічного факультету / уклад. **Рейда О.А., Івлєва К.С.** Біла Церква, 2021. 320 с.

Навчально-методичний посібник спрямовано на опанування англійської мови професійного спрямування студентами технологічних спеціальностей та сфер обслуговування харчової промисловості.

Навчально-методичний посібник містить опис навчальної дисципліни, мету, наповнення змістових модулів, критерії оцінювання навчальних досягнень студентів, структуру навчальної дисципліни. Посібник складається з двох частин. Перша вміщує 3 модулі у вигляді тематичних розділів, кожен з яких містить текстовий матеріал, лексичні вправи, матеріали для виконання аудіозавдань, зразки модульних контрольних робіт та тести для поточного контролю. Друга частина містить основи нормативної граматики та граматичні вправи. Додатковий текстовий матеріал вміщує, окрім традиційних тем, тексти, що відображають новітні тенденції розвитку харчової промисловості. Посібник також містить термінологічний словник галузі харчових технологій.

Навчально-методичний посібник призначено для студентів, які опанували англійську мову в межах нормативної граматики і соціально-побутової лексики на рівні середньої школи.

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ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Харчова промисловість України залишилася єдиною галуззю народного господарства, яка в умовах економічної кризи не лише не знизилася обсяги виробництва, й продовжує їх активно нарощувати. Модернізація вітчизняних підприємств переробної і харчової промисловості, впровадження новітніх технологій і входження України у світове співтовариство потребують кваліфікованих фахівців з вищою освітою. На сучасному етапі знаєння дисципліни «Іноземна мова за професійним спрямуванням» значно зростає у зв'язку з тим, що іншомовне спілкування стає істотним компонентом майбутньої професійної діяльності фахівця. Професійно-орієнтоване навчання іноземної мови нині визнається пріоритетним напрямом реформування освіти. Знання іноземної мови є необхідною передумовою для входження освіти України до єдиного європейського та світового освітнього і наукового простору; мобільність громадян (студентів, фахівців тощо) на міжнародному інтелектуальному ринку та побудова Європейського простору вищої освіти можливі лише за умови вільного володіння міжнародною мовою спілкування, якою стала англійська мова.

Одним з найважливіших завдань курсу іноземної мови є підготовка майбутніх спеціалістів аграрного сектору, зокрема у галузі харчової промисловості, засвоєння ними конкретних знань і навичок. Критерієм якості підготовки студентів є професійна компетентність. Вільне володіння термінологією для майбутніх фахівців є запорукою успішної професійної діяльності.

Мета вивчення дисципліни „Іноземна мова за професійним спрямуванням” (англійська) полягає у формуванні в майбутніх фахівців професійно-комунікативної компетенції. Здобувачі освіти мають опанувати мовлення на рівні програмних вимог (на рівні професійної комунікативної достатності), тобто бути здатними і готовими реалізувати одержану підготовку в своїй майбутній практичній діяльності. Перед здобувачами стоять **основні завдання:**

- опанувати лексико-граматичними одиницями;
- розвинути комунікативні уміння та навички монологічного та діалогічного мовлення.

У результаті вивчення навчальної дисципліни здобувачі мають **знати**:

- практичний курс граматики;
- професійну термінологію.

У результаті вивчення навчальної дисципліни здобувачі мають **уміти**:

- читати, перекладати та аналізувати автентичну літературу, науково-публіцистичну літературу за фахом;
- робити письмовий переклад статей, доповідей, повідомлень, перекладати, аналізувати, синтезувати;
- володіти правильним монологічним та діалогічним мовленням, перекладати англомовні професійні тексти на державну мову, користуючись двомовними термінологічними словниками, електронними словниками;
- готувати публічні виступи з великої кількості галузевих питань, застосовуючи відповідні засоби вербальної комунікації;
- знаходити нову текстову, графічну, аудіо та відеоінформацію, що міститься в англомовних галузевих матеріалах (як у друкованому, так і в електронному вигляді), користуючись відповідними пошуковими методами і термінологією.

Підсумковий контроль знань студентів проводиться у вигляді тестування (письмової контрольної роботи), заліку або екзамену.

ПЕРЕДУМОВИ ДЛЯ ВИВЧЕННЯ ДИСЦИПЛІНИ

Вивчення дисципліни ґрунтується на знаннях, набутих студентами в рамках програми загальноосвітніх шкіл усіх типів; при вивченні дисципліни забезпечується взаємозв'язок з дисциплінами гуманітарного та професійного циклів, передбачених навчальним планом.

ЗАГАЛЬНІ КОМПЕТЕНТНОСТІ ТА ОЧІКУВАНІ РЕЗУЛЬТАТИ НАВЧАННЯ

Загальні та фахові компетентності, які забезпечує дисципліна

Здатність спілкуватися іноземною мовою

Стандарту вищої освіти спеціальності «Харчові технології»	Результати навчання з дисципліни
<p>ПР 22. Здійснювати ділові комунікації у професійній сфері українською та іноземною мовами.</p>	<p>-готовність до комунікації у письмовій та усній формах англійською мовою з метою вирішення завдань у майбутній професійній діяльності; – здатність комунікувати з колегами щодо наукових досягнень, як на загальному рівні, так і на рівні спеціалістів, обговорювати наукові теми, використовуючи у професійному спілкуванні</p>

Самостійна робота

Успішне вивчення іноземної мови є можливим тільки за умови систематичної самостійної роботи. При цьому важливу роль відіграють: робота над збільшенням словникового запасу, знання граматичних і синтаксичних конструкцій, фонетичної бази мови, яка вивчається, що досягається також за допомогою додаткового читання, огляду матеріалів з професійної тематики. Отже, для того, щоб навчитися правильно читати, грамотно говорити, сприймати іноземну мову на слух, слід регулярно використовувати технічні засоби, що поєднують зорове та слухове сприйняття. Для формування вмінь та навичок роботи над текстом без словника необхідна регулярна і систематична робота над накопиченням словникового запасу, що тісно пов'язано з розвитком навичок роботи зі словником. Окрім того, для більш повного і точного розуміння змісту тексту рекомендується проведення граматичного і лексичного аналізу тексту.

Види самостійної роботи:

- самостійна робота в аудиторії під керівництвом викладача у вигляді запланованих консультацій;
- самостійна позааудиторна робота студентів над виконанням домашніх завдань навчального і творчого характеру (у тому числі з використанням електронних ресурсів);
- самостійний пошук і аналіз додаткової інформації за темами, які передбачені програмою;
- підготовка до практичних занять і поточного контролю;
- підготовка доповіді на одну з вивчених тем та ін.

МЕТОДИ НАВЧАННЯ

Під час вивчення дисципліни «Іноземна мова за професійним спрямуванням» використовуються такі методи навчання:

- *методи організації та здійснення освітньо-пізнавальної діяльності*: в аспекті передачі і сприйняття навчальної інформації: словесні (розповідь, бесіда); наочні (ілюстрація, демонстрація); в аспекті логічності мислення: пояснювально-ілюстративні; репродуктивні; проблемного викладу; індуктивні та дедуктивні; частково-пошукові; дослідницькі; в аспекті керування навчанням: навчальна робота під керівництвом викладача; самостійна робота;

- *методи активізації та мотивації освітньо-пізнавальної діяльності*: в аспекті діяльності в колективі: методи стимулювання і мотивації обов'язку і відповідальності в навчанні (роз'яснення мети навчального предмета; вимога до вивчення предмета); методи активізації: розігрування ролей (чи рольова гра) навчальна дискусія (обмін думками); аналіз конкретних ситуацій; мозкова атака; дискусія та диспут; в аспекті самостійної діяльності: навчальний модуль, тести.

- *методи контролю та самоконтролю*: методи усного контролю; методи письмового контролю та самоконтролю; методи практичного контролю. Викладання навчальної дисципліни передбачає активізацію пізнавальної діяльності студентів за рахунок використання таких навчальних технологій як: робота в малих групах, мозкові атаки, кейс-методи, презентації тощо.

Для організації освітнього процесу з дисципліни «Іноземна мова за професійним спрямуванням» застосовується інноваційні методи: робота в парах та групах з елементами гри, «мозковий штурм», «мереживна пила», інтерактивні комп'ютерні технології (мультимедійна візуалізація навчального матеріалу, комп'ютерне тестування), виконання міні-проектів тощо.

ФОРМИ ПОТОЧНОГО ТА ПІДСУМКОВОГО КОНТРОЛЮ

Поточний контроль з дисципліни «Іноземна мова за професійним спрямуванням» включає тематичне оцінювання та модульний контроль.

Тематичне оцінювання аудиторної та самостійної роботи студентів здійснюється на основі отриманих ними поточних оцінок за усні та письмові відповіді з предмету, самостійні, практичні та контрольні роботи.

Модульний контроль проводиться в усній, письмовій та у формі комп'ютерного тестування.

Форми контролю самостійної роботи: обговорення результатів виконаної роботи на занятті; тестування, письмове або усне опитування під час модульного контролю; представлення та обговорення в групі мультимедійних презентацій або рефератів.

Результати оцінювання знань студентів з кожного виду навчальних робіт за різними формами поточного контролю виставляються у журнал академічної групи після кожного контрольного заходу.

Підсумковий контроль у формі екзамену проводиться шляхом комп'ютерного тестування та за результатами усної відповіді здобувача на питання екзаменаційних білетів.

ЗАСОБИ ОЦІНЮВАННЯ РЕЗУЛЬТАТІВ НАВЧАННЯ

Оцінка за практичне заняття залежить від активності студента в дискусії та якості конспекта.

Оцінку на практичному занятті студент отримує за доповіді, презентації, есе, активність під час дискусій.

Під час модульного та підсумкового контролю засобами оцінювання результатів навчання з дисципліни є стандартизовані комп'ютерні тести.

Поточний контроль успішності здобувачів вищої освіти здійснюється за чотирирівневою шкалою – «2», «3», «4», «5».

КРИТЕРІЇ ОЦІНЮВАННЯ РЕЗУЛЬТАТІВ НАВЧАННЯ

Порядок контролю і оцінювання успішності здобувачів вищої освіти, що унормовує організацію оцінювання знань, умінь та навичок під час проведення усіх форм контролю знань, умінь та навичок здобувачів освіти, регламентуються «Положенням про оцінювання результатів навчання в Білоцерківському національному аграрному університеті».

Підсумкова оцінка з дисципліни виставляється за 100-бальною шкалою. Вона обчислюється як середнє арифметичне значення

(САЗ) всіх отриманих студентом оцінок з наступним переведенням їх у бали за такою формулою:

$$БПК = \frac{САЗ \times \max ПК}{5}$$

де БПК – бали з поточного контролю;

САЗ – середнє арифметичне значення усіх отриманих студентом оцінок (з точністю до 0,01);

max ПК – максимально можлива кількість балів з поточного контролю.

Відсутність студента на занятті у формулі приймається як «0».

Розподіл балів проводиться за наступною схемою:

Види робіт	Практичні заняття	Самостійна робота	Модульний контроль	ІНДЗ	Підсумковий контроль	Загальний бал
Максимально можлива кількість балів	30	10	20	10	30	100

Шкала переведення зі 100-бальної шкали оцінювання в оцінки за національною шкалою з поясненням

Оцінка в балах	Оцінка за національною шкалою	Оцінка за шкалою ECTS	
		Оцінка	Пояснення
90-100	Відмінно	A	Відмінно (відмінне виконання лише з незначною кількістю помилок)
82-89		B	Дуже добре (вище середнього рівня з кількома помилками)
75-81	Добре	C	Добре (в цілому правильне виконання з певною кількістю суттєвих помилок)
67-74		D	Задовільно (непогано, але зі значною кількістю недоліків)
60-66	Задовільно	E	Достатньо (виконання задовольняє мінімальним критеріям)
35-59		FX	Незадовільно (з можливістю повторного складання)
1-34	Незадовільно	F	Незадовільно (з обов'язковим повторним курсом)

Критерії оцінювання результатів навчання

Бали	Критерії оцінювання
Відмінно A 90-100	Студент демонструє високий рівень сформованості компетентності, володіє глибокими знаннями з дисципліни та аргументовано використовує їх у нестандартних ситуаціях, вільно володіє науковими термінами, вміє знаходити джерела інформації, аналізувати їх і застосовувати у практичній діяльності або у науково-дослідній роботі, здатний за допомогою викладача підготувати виступ для студентської наукової конференції, вміє самостійно здобувати знання та опрацювати необхідну інформацію, аналізувати і оцінювати явища, факти і події, робити самостійні висновки, переконливо аргументувати свої твердження.
Добре B 82-89	Студент демонструє достатній рівень сформованості компетентності, володіє глибокими та міцними знаннями, здатний використовувати їх у нестандартних умовах, може робити аргументовані висновки, практично оцінювати нові факти, явища, процеси; вирішує творчі завдання, вільно розв'язує вправи та задачі у стандартних ситуаціях, самостійно виправляє едopusнені помилки, кількість яких незначна; у навчанні користується додатковими джерелами інформації. Відповідь студента повна, логічна й обґрунтована, але з певною кількістю помилок.
Добре C 75-81	Студент демонструє достатній рівень сформованості компетентності, володіє достатньо повними знаннями, вільно застосовує знання у стандартних умовах, розуміє основоположні теорії та факти, логічно висвітлює причинно-наслідкові зв'язки між ними; вміє аналізувати, робити висновки, підготувати есе, усну доповідь, бере участь у підготовці проєкту, і може захищати свою думку, контролювати власну діяльність, виправляти помилки. Проте студент не досить впевнено вміє зіставляти, узагальнювати, систематизувати інформацію, добирати аргументи для підтвердження думок, допускає певну частину незначних помилок.
Задовільно D 67-74	Студент демонструє середній рівень сформованості компетентності, розуміє суть основних ключових теоретичних понять, основні положення навчального матеріалу, може поверхово проаналізувати події, ситуації, робити

	певні висновки, виправляти помилки. При цьому здобувач вищої освіти не виявляє вміння аналізувати і оцінювати явища, факти та недостатньо обґрунтовує твердження та висновки, недостатньо певно орієнтується у навчальному матеріалі.
Задовільно 60-66 E	Студент демонструє задовільний рівень сформованості компетентності, володіє мінімальним обсягом навчального матеріалу, значну частину якого відтворює на репродуктивному рівні. Виконані ним завдання відповідають мінімальним вимогам до рівня володіння матеріалом.
Незадовільно 35-59 FX	Студент демонструє низький рівень сформованості компетентності, володіє матеріалом на рівні окремих фрагментів, що становлять незначну частину навчального матеріалу. При цьому здобувач вищої освіти демонструє невміння аналізувати явища, факти, події, робити самостійні висновки та їх обґрунтувати, що свідчить про те, що студент не досяг програмних результатів навчання. Рекомендовано доопрацювання матеріалу з можливістю повторного перескладання.
Незадовільно 1-34 F	Студент володіє матеріалом на рівні елементарного розпізнавання та відтворення окремих фактів, елементів, об'єктів, не виявляє знань основних положень навчального матеріалу. Обов'язковим є повторний курс.

ПЕРЕЛІК НАОЧНИХ ТА ТЕХНІЧНИХ ЗАСОБІВ НАВЧАННЯ

Наочні засоби:

1. Слайдові презентації у програмі Microsoft Office Power Point;
2. Інформаційні стенди та плакати у навчальних аудиторіях;

Технічні засоби:

1. Мультимедійний проектор.
2. Телевізор та відеомагнітофон.
3. Комп'ютерний клас ФПЛ.

ЗМІСТ

ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ	3
PART I. MODULE I.	13
FOOD AND ITS SOURCES.....	13
YOU ARE WHAT YOU EAT. YOUR NUTRITION.....	13
HEALTHY DIET	17
JUNK FOOD	19
THE MAIN SOURCES OF FOOD.....	26
OTHER FOOD	29
COMPOSITION OF FOOD	33
PROTEINS, FATS AND CARBOHYDRATES	35
VITAMINS, MINERALS AND WATER.....	37
DESCRIBING FOOD.....	39
MEAT	40
EGGS	41
FLESH FOODS AND EGGS.....	42
FISH AND SEA-FOOD.....	44
VEGETABLES	47
FRUITS AND VEGETABLES.....	52
DAIRY PRODUCTS	56
CEREAL AND CEREAL PRODUCTS.....	60
BEVERAGES AND APPETIZERS.....	64
МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ	69
ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ	75
PART I. MODULE II. FOOD TECHNOLOGY.....	78
OPTIMIZATION OF INDUSTRIAL FOOD PROCESSING.....	78
COOKING FOODS	79
FOOD PREPARATION AND MANUFACTURE.....	87
FOOD PRESERVATION.....	89
PRESERVATION OF MILK AND DAIRY PRODUCTS.....	92
PRESERVATION OF MEAT	95
FISH PRESERVATION	96
PRESERVATION OF VEGETABLES AND FRUIT.....	98

BREADMAKING AND PRESERVATION	100
OF BAKERY PRODUCTS	100
МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ.....	102
ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ	107
PART I. MODULE III. EATING OUT.	110
A PLACE TO EAT	110
EATING OUT.....	112
MEALS AND MEALTIMES IN BRITAIN.....	116
NATIONAL CUISINES	126
TABLE MANNERS	132
FOOD IDIOMS	136
МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ.....	141
ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ	148
PART II. GRAMMAR	176
2. PRONOUNS	180
3. ARTICLES	183
4. PLURAL NOUNS.....	186
5. PRESENT SIMPLE	193
6. PRESENT CONTINUOUS	198
7. PAST SIMPLE	203
8. PAST CONTINUOUS.....	209
9. FUTURE SIMPLE	210
10. BE GOING TO	214
МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ.....	216
ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ	239
Граматичний довідник.....	245
English-ukrainian dictionary. Англо-український словник	259
Українсько-англійський словник. Ukrainian-english-dictionary..	290
РЕКОМЕНДОВАНІ ДЖЕРЕЛА ІНФОРМАЦІЇ	317

PART I. MODULE I.
FOOD AND ITS SOURCES
YOU ARE WHAT YOU EAT. YOUR NUTRITION



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.

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 одночасно містяться карбоксильні та амініні групи. 2) У добовому раціоні людини і тварин переважають вуглеводи. 3) Хлібні зернові культури вирощують на всіх континентах нашої планети. 4) Соя один з найбагатших білком рослинних продуктів харчування. 5) Голодування стан організму, зумовлений недостатнім надходженням речовин, необхідних для підтримання гомеостазу. 6) Концентрація вітамінів у тканин і добова потреба в них невеликі, однак за 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 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.

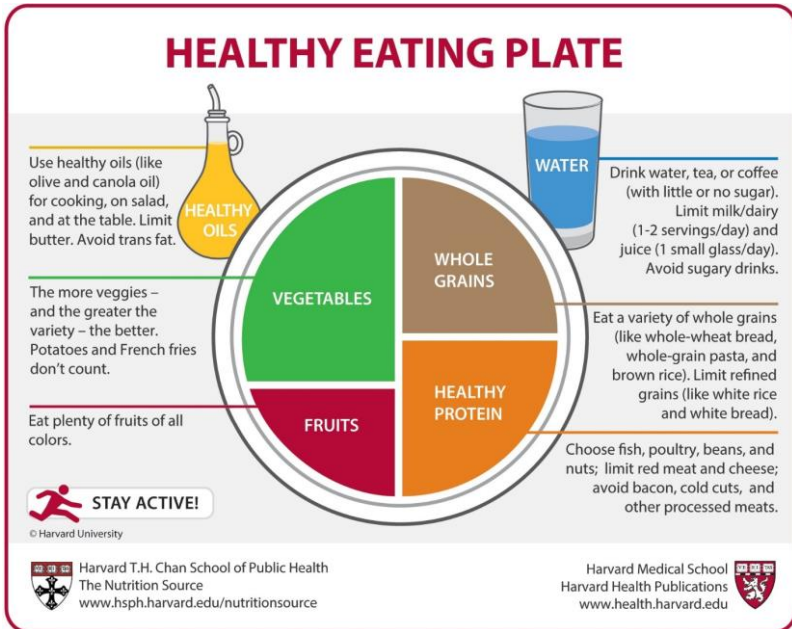
4. Are the following statements true or false? Correct the false ones.

- 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.

HEALTHY DIET



1. Read the text, translate it and retell.

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.

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 _____ .
 - 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

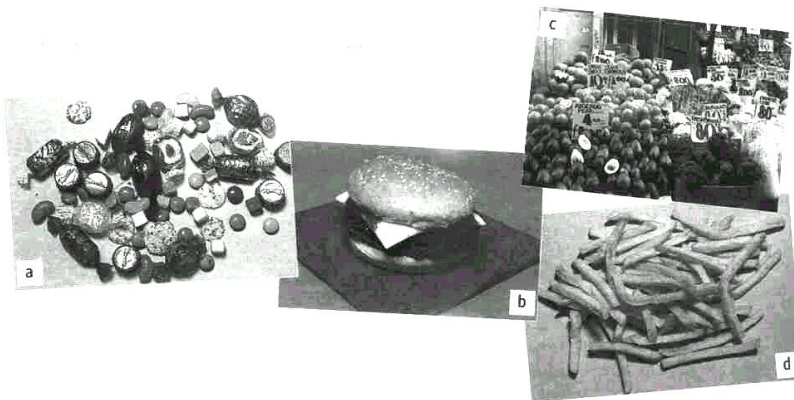
- 1 How often do you eat a mixed salad (more than four vegetables), raw vegetables, or green leafy vegetables?
 - a most days
 - b 4-5 times a week
 - c once or twice a week
 - d seldom or never
- 2 How often do you eat a piece of fresh fruit?
 - a once or more a day
 - b three or four times a week
 - 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?

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?



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 gets 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?

0	B
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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	
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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	
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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.

3	
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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	
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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	
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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.

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 good. Also, the style of life represented on TV, especially in music

videos, is fast. Young people pick up the idea that speed 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.

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

Several 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

Semi-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

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

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

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

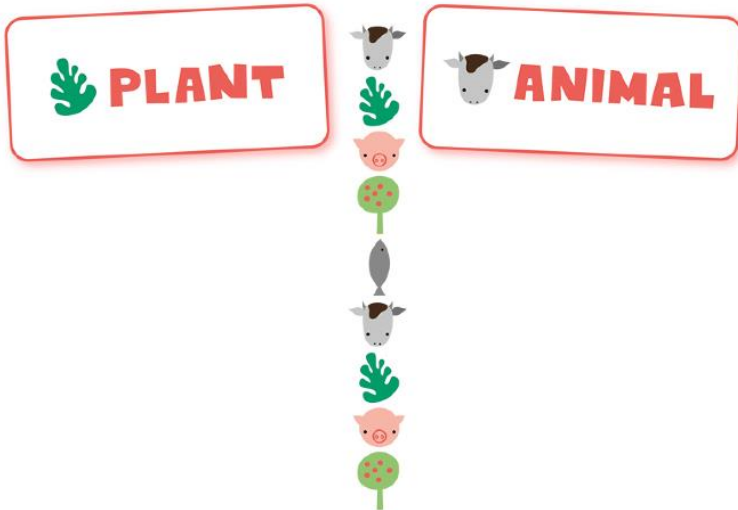
Six or more	5
Three to five	3
Once or twice	2
Occasionally/never	0

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?



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.

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.

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, савці, становити більшість, їстівний.

4. Translate into Ukrainian.

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.

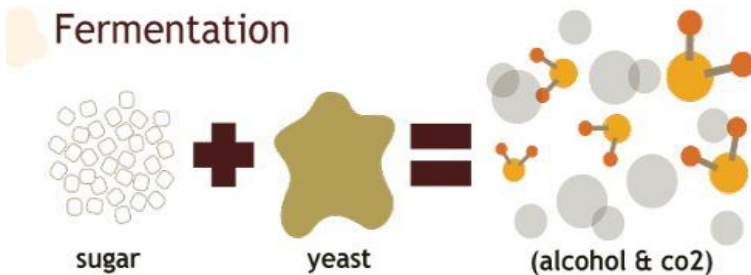
5. Explain the meaning of the following words:

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.



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 **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. 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.
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?

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'.

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?)

2. 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.

3. 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.

4. 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.

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 processes 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

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, неправильне харчування, нестача вітамінів, забезпечувати достатній раціон харчування, ожиріння.

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) 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.

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:

Verb: Noun: Adjective:

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 sufficient quantities to satisfy human requirements under normal conditions of food intake.

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 oxydized 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.

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.

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

How do you find it?

it smells good

it tastes good

delicious food

tasty: has lots of taste: a positive word;

tasteless: a negative word

bland: neutral in flavour, e.g. boiled rice

sweet: lots of sugar; **bitter**

куштувати

Ну як вам?

пахне смачно

смачно

дуже смачна їжа

смачний

несмачний

прісний

солодкий / гіркий

salty: lots of salt
hot/spicy: lots of spice
fresh
sour
greasy: too much oil/fat
fattening:

солоний
гострий
свіжий
скислий, кислий
маслянистий, жирний
жирне, те, що сприяє
ожирінню

food which makes you put on weight

over-cooked/overdone
/ under-cooked/underdone

пересмажене / недосмажене
переварене / недоварене

MEAT

tender meat
tough meat
fatty meat

ніжне м'ясо
жорстке м'ясо
жирне м'ясо (meat with a lot
of fat)

lean meat
boiled/fried/roasted/grilled/

пісне м'ясо
варене / смажене / запечене /
смажене на грилі

beef
pork
veal
mutton
lamb
beefsteak
roast beef
chop
cutlet

яловичина
свинина
телятина
баранина
ягнятина
біфштекс
ростбіф
відбивна
рубана котлета

minced meat
barbeque (on a skewer)
to skewer
fat
lard

фарш
шашлик (на рожні, шампурі)
насаджувати на шампур
сало
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	гуска
turkey	індичка
rabbit	кролик
hazel grouse	рябчик
partridge	курушка
pheasant	фазан

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.

Kidneys. Kidneys are nutritious and, if properly prepared, delicious. Veal kidneys and lamb kidneys are prized for their delicate flavour and tenderness.

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?

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
	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
	bream		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.

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, тріска; 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 _____
5. Salmon/ prawns /mussels /squid _____
6. Duck /cow/ lamb /chicken _____

6. Answer the questions.

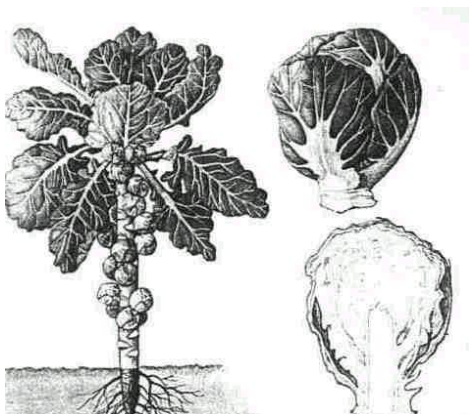
1. What is the protein content of fish?
2. What can you say about animal protein in fish?
3. What do you know about the shellfish?

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



Broccoli



капуста броколі



cauliflower



цвітна капуста

onions

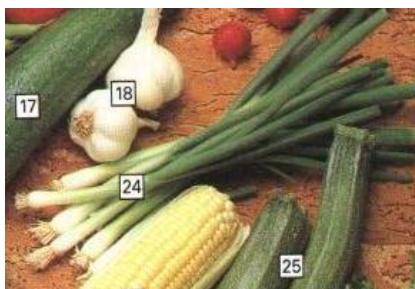
цибуля ріпчаста



5. leeks



цибуля-порей



24. spring onions

Зелена цибуля

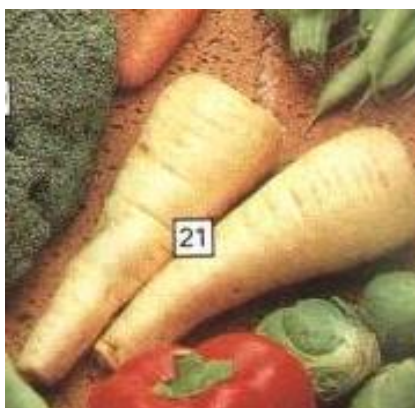
garlic
a clove of garlic

часник
зубок часнику



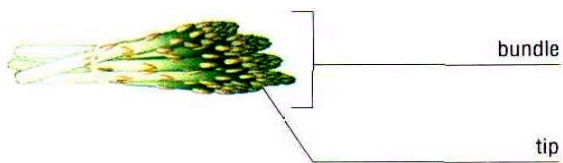
12. swede [swi:d] 13. turnip

12. бруква 13. ріпа



21. parsnips

пастернак

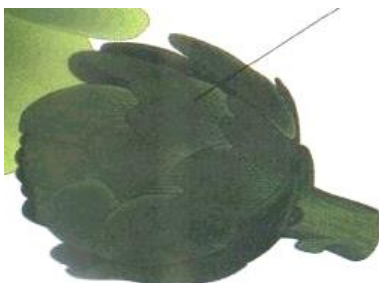


asparagus

спаржа



9. globe artichokes



артишок

beans

боби, квасоля



26. runner beans

квасоля в стручках

23. sweetcorn/corn on the cob

кукурудза / кукурудза
в качанах

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

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
a pomegranate
a grapefruit
a lemon
a lime
an orange
an orange peel
a pine-apple
a tangerine
a banana

соковитий, стиглий
консервовані
кісточка
виноград
родзинки
родзинки без кісточок
яблуко
груша
слива
чорнослив
вишня
черешня
абрикос
персик
гранат
грейпфрут
лимон
круглий м'який лимон
апельсин
апельсинова кірка
ананас
мандарин
банан

a melon
a water melon
a persimmon
a quince
kiwi fruit

диня
кавун
хурма
айва
ківі



13. параяа



папайя

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 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;
- 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.

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; листяний; 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, rouctaget, motaot, ragcil

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
carrot	turnip
potato	asparagus
cauliflower	pepper
celery pepper	courgate
lettuce	sweetcorn
onion	beetroot
rice	

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 glutelin 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?

bowl push
knead springy
pull

bread
tap hollow
20 minutes

yeast milk
sugar bubbly
liquid

loaves
shape rise bread
oven

leave
dough double
size

flour water mix
sticky yeast
milk

1 2 3

4 5 6

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 teetotaler | 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,
e. g. at parties |
| (e) An alcoholic | doesn't want other people to
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

МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ

1. Which word is different? Underline it.

1. sandwich hamburger omelette hot dog
2. steak fish sausage mutton chop
3. chips mashed potatoes spaghetti fried potatoes
4. salad soup cornflakes with milk porridge
5. biscuit cake chicken apple pie

2. Read the text and fill in the gaps.

Disease, leaving, welcome, heat, found, amount, different, weight, author, expert, better, although, likely, sales, outside, choose.

Scientists discover healthier pizza

Food scientists and dieticians have _____ new ways to make pizza that is good for you. This is very _____ news for overweight pizza lovers and those who worry about their _____. Researchers in the USA looked at different ways of baking the pizza base. The team from Maryland University discovered that _____ pizza dough in the oven for a longer time made it healthier to eat. They said that doubling the _____ of baking time increased the levels of antioxidants in the mix by up to 100 percent. Antioxidants help fight cancer and heart _____ and are found in most healthy food. Furthermore, the team experimented with _____ cooking temperatures. Their results showed a higher _____ also made the dough healthier to eat. This new research may help pizza _____ around the world. However, some diet experts warned that even though this research looks good, it is still _____ to eat fruit and vegetables. In addition, pizza that is baked longer may not be so healthy if people _____ unhealthy toppings. Jacqui Lowdon, a British diet _____, warned that although the pizza base might be good for you, people might be "more _____ to choose extra cheese". She added: "This isn't teaching people about healthy eating." Nevertheless, the study's _____, Jeffrey Moore, said his findings were good for people who like deep pan pizzas. Meanwhile, _____ London's Pizza Hut today, pizza fan Jo Lambert said: "This new pizza sounds healthy, _____ not if we have too much or have cola and fries with it."

3. Find synonyms and arrange them in pairs: Dietician, fat, welcome, enthusiast, overweight, pastry, dough, food, furthermore, writer, diet, nutritionist, choose, conclusions, author, also, findings, good, fan, select.

4. Match the following phrases from the article (sometimes more than one combination is possible):

1. dieticians have found new ways	a). amount of baking time
2. welcome	b). the pizza base
3. different ways of baking	c). people who like deep-pan pizzas
4. doubling the	d). may not be so healthy
5. Antioxidants help fight	e). to make pizza that is good for you
6. This new research may help pizza	f). with it e). sales around the world
7. pizza that is baked longer	g). news for overweight pizza lovers
8. people might be more	h). cancer and heart disease
9. his findings were good for	j). likely to choose extra cheese
10. have cola and fries	

5. Fill in the gaps using the words in the box.

kernel; white; oats; rice; hull; barley; corn; grains; wheat

1. Cereals include the small _____, rice, wheat, corn or maize, and the various grain sorghums.

2. _____ supplies flour for bread, macaroni, crackers, and other foods.

3. _____ is classed as yellow, white and mixed.

4. _____ resembles wheat in appearance but has a longer and more slender head.

5. _____ are classified by colour of the _____ as white, red, black and mixed oats.

6. _____ oats are preferred for milling, but yellow and red oats also are used.

7. Quality in rice is evaluated according to _____ shape and uniformity, milling, less broken kernels and cooking characteristics.

8. _____ fresh from the combine harvester usually is high in moisture and requires prompt and careful drying.

6. Fill in the gaps using the words in the box.

Pumpkins, asparagus, kale, broccoli, species, folic, acid, leafy, phosphorus, potatoes, turnips

1. Potatoes, sweet potatoes and mature onions contain appreciable quantities of _____. 2. The _____, green and yellow vegetables contribute about 33 per cent of the vitamin A supplied by the major food groups. 3. They supply also about 25 per cent of the ascorbic acid, appreciable quantities of thiamine, niacin, and _____. 4. _____ and sweet potatoes supply about 16 per cent of ascorbic acid, while citrus fruits and tomatoes furnish about 34 per cent. 5. The vegetables ranking highest in vitamin A are carrots, turnip, greens, spinach, sweet potatoes, beet greens, mustard greens, winter squash, chard, and _____. 6. The only stored vegetables of much importance that do not have to compete with the fresh product are sweet potatoes, winter _____, and winter squashes. 7. Most of the root crops such as beets, carrots, parsnips, rutabages and _____ keep best in a relative cold, humid atmosphere, while sweet potatoes, pumpkins, and squashes keep best in a relative warm, dry atmosphere. 8. _____, a genus of the lily family, has at least 150 _____ native of Europe, Asia and Africa. 9. Many types of _____ are known but they all probably belong to the same species.

7. Match the word with its definition.

- | | |
|-----------------------|-------------------------------------|
| 1. bulky food | 1. harvest |
| 2. cellulose | 2. vegetables of cabbage family |
| 3. raw | 3. nutrition |
| 4. greens | 4. fresh |
| 5. crop | 5. herbal vegetables |
| 6. diet | 6. tough (hardy) food |
| 7. raw vegetables | 7. fibre |
| 8. cole crops | 8. vegetables eaten without cooking |
| 9. solonaceous fruits | 9. vegetables of tomato family |

8. A. What do we call the meat of these animals?

Calf, deer, sheep (two names), pig (three names)

B. Which of these fruit grow in your country/region? Are there others not listed here?

*peach plum grapefruit grape nectarine star-fruit
blackcurrant raspberry melon lime kiwi-fruit mango*

9. Fill in the blanks, using the words from the box.

Milk, fungi and bacteria, plant species, poultry, preparation, beef, food, Sources, animals, salt, baking soda and water, eggs, seeds fruits and vegetables, honey, pork

Things that people or animals eat are called (1) The main food (2) are plants and animals. People cultivate more than two thousand (3) for food. They all can be divided into three groups: (4) We get meat from (5) Meat from cows and bulls is called (6) We get (7) from pigs. Meat from birds is known as (8) Mammals also give (9) which is drunk or processed into dairy products. Birds and other animals lay (10) Bees produce (11) Among the foods that come neither from animals nor from plants are (12) They are used in food (13) as well as some inorganic substances: (14)

10. Answer the following questions.

1. What is food?
2. What are the main sources of food?
3. How many species of plants are cultivated by people for food?
4. Why are seeds good sources of food?
5. What groups can vegetables be classified into?
6. What is meat? 7.What meats do people eat?
8. What other products do animals give?
9. Does all food come from plants and animals?
- 10.What inorganic substances are used for food preparation?

B. Some meat is given a different name from the animal it comes from.

11. What animals do the following meats come from?

- (a) pork
- (b) beef
- (c) bacon
- (d) venison
- (e) veal
- (f) mutton
- (g) ham

12. Поживні речовини, клітковина, виконувати роботу, у формі крохмалю, травна система, поглинатися, занадто великий, перетворювати на глюкозу, молекули цукрози, ріст та відновлення, впродовж життя, безпосередньо в кров, сполуки і послідовності, містити інформацію, надлишок амінокислот, смачний і ситний, у невеликих кількостях, складові кісток і зубів, склад рідин та солей в організмі, стінки клітин, травні соки.

13. Complete the sentences with the given words and word combinations.

1. Eggs have high ...	a) hold an air.
2. They make a useful contribution to the daily intake of ...	b) the emulsification.
3. Egg proteins have some ...	c) nutritional quality.
4. One of them is ...	d) food industry.
5. The property of coagulation makes eggs suitable for ...	e) the property of coagulation.
6. Another property is its ability ...	f) vitamins D, A, B6, B12, iron and protein.
7. When eggs are beaten they ...	g) to form a stable foam.
8. They are used as ... in bakery.	h) interesting biological properties.
9. Eggs are used to promote ... in mayonnaise.	i) binding dry ingredients together.
10. Because of all these properties eggs are widely used in ...	j) raising agents.

14. Match the nutrients with their functions.

1) Carbohydrates	a) are the constituents of the bones and teeth, help to control the composition of body fluids and salts .
2) Fats	b) is required to help your intestines function correctly, it is not digested.
3) Proteins	c) are essential for health and for normal growth, regulate the body processes.
4) Minerals	d) give energy which we need to act, move, perform work, and live.
5) Vitamins	e) provide amino acids for growth and repair.
6) Fibre	f) make food palatable and satisfying; provide essential fatty acids.

15. Arrange the words into three groups.

Pineapple, cucumber, soya, mango, cabbage, potato, apricot, apple, beans, cauliflower, pear, pumpkin, peas, garlic, cherry, onion.

Fruit	Vegetables	Legumes

16. Arrange the words into the groups.

Carbohydrates, calcium, liver, potato, Carbon, proteins, rice, blood, phosphorus, Oxygen, bread, skin, fats, colon, Nitrogen, magnesium, spaghetti, eyes, iron, vitamins, coffee, teeth, minerals, Sulphur, cereals, kidney, potassium, rice, bones, tea, sodium, intestines.

17. Read the following sentences choosing the correct word.

1. People get carbohydrates in the form of *glucose/starch*.
2. Sugar which we put into tea or coffee is called *glucose/sucrose*.
3. Sucrose molecules are too *big/small* to get into the blood.
4. Proteins must be turned into *amino-acids/fatty acids*.
5. Fats are stored beneath *the skin/in the intestines*.
6. Vitamins are required in *big/small* amounts.
7. *Vitamin C/Vitamin A* is good for eyes.
8. People *can/can't* digest cellulose.

18. Put each of the given words into the correct column.

chickens oysters sheep camels ostriches
crabs turkeys rabbits cows quails horses fish
bulls pigs ducks clams goats lobsters geese squid

Domestic animals	Aquatic animals	Domestic birds

19. Fill in the required term.

1. ... - flesh of a pig (usually fresh, not salted or cured) used as food.
2. ... - flesh of an ox, bull or cow, used as meat.
3. ... - flesh of a calf eaten as food.
4. ... - flesh of fully grown sheep, eaten as food.
5. ... - flesh of animals and birds hunted for sport and food, considered as meat.
6. ... - hens, ducks, etc.

ТЕСТИ ДЯ ПОТОЧНОГО КОНТРОЛЮ

Part-A Fill in the blanks:

- 1). Nuts are a rich source of _____ and _____ 2
- 2). Groundnuts contain _____ gram of protein.
- 3). The iron content of cashewnut is _____ gram
- 4). The protein content of almond is _____ gram.
- 5). Groundnuts are exceptionally rich in vitamin _____

Part B Write short answers

- 1). Compare the nutritive value of groundnut and coconut.
- 2). Write a brief note on sesame seeds and groundnut.

Part-A Fill in the blanks

- 1). Fats contribute _____ kilocalories per 100 gm.
- 2). In hydrogenation _____ fatty acids are converted to _____ fatty acids by the addition of hydrogen.
- 3) Hydrogenated oil in India is known as _____.
- 4). _____ is a good substitute for butter.
- 5). The development of disagreeable flavours and odours in fat is known as _____.
- 6). Fats with _____ smoking point are suitable for frying.

Part-B. Write short answers

- 1). What are visible and invisible fats? Discuss the role of fats in cookery
- 2). Explain the following terms (a) hydrogenation, (b) rancidity
- 3). How do fats and oils become rancid? How can it be prevented?
- 4). Discuss the role of fats in cooking
- 7). The calorific value of polyol is _____.
- 8). _____ is a synthetic derivative of acetoacetic acid and is used as a sweetener.

Part-B. Write short answers

- 1). Compare the nutritive value of sugar, honey and jaggery.
- 2). What is the difference between crystalline and noncrystalline confectionary?
- 3). How are fondants prepared?
- 4). Give the characteristics of artificial sweeteners

Part-A. Fill in the blanks:

- 1). Sugar provides _____ k cal / g.
- 2). The iron content of jaggery is _____.
- 3). _____ confectionary cracks into pieces.
- 4). Fudge is a _____ confectionary.
- 5). Caramel is obtained when sugar is boiled to _____ ° C.
- 6). A hard ball is obtained at _____ temperature.

Part-A. Fill in the blanks

- 1). To prepare good tea, _____ teaspoonful of tea leaves for 1 cup is ideal.
- 2). Coffee is classified as a _____ beverage.
- 3). The protein content of cocoa is _____.
- 4). Fruit squashes are prepared by combining _____ and _____.
- 5). The mineral present in significant amounts in milk beverages is _____.
- 6). Carbonated non-alcoholic beverage contain _____ percent of sugar.
- 7). The expansion of ARF is _____.
- 8). Nera is prepared from _____.
- 9). Tender coconut water is a significant source of the mineral, _____.
- 10). The pH of sugarcane juice is _____.
- 11). Jaggery, ginger and cardamom are used in preparing a traditional beverage called _____.

12). In the preparation of alcoholic beverages _____ is converted to _____ by the fermentation of _____.

13). Beer is made by fermenting _____.

14). The alcoholic distillate from a fermented mash of grain is _____.

Part- B. Write Short answers

1). Highlight the use of beverages in the day's menu.

2). Write a short note on the preparation of tea.

3). Describe the filtration and percolation method of preparing coffee.

4). Compare the nutritive value of cocoa and chocolate.

5). Discuss the nutritional significance of fruit beverages and soups.

6). How are malted beverages prepared? Highlights its nutritional significance in the diet.

7). Write a short note on traditional beverages.

Part- A. Fill in the blanks:

1. Keeping out of microorganism is known as _____.

2. Low temperatures _____ the growth of microorganisms.

3. High temperatures _____ the growth of microorganisms.

4. Artificial drying is known as _____.

5. Jam is prepared using fruit _____ while jelly is prepared using fruit _____.

6. The preservation of fruits and vegetables using salt, vinegar, oil and spices is known as _____.

7. Fruit squashes contain _____% sugar and _____% fruit juice.

8. During the canning process, fruits and vegetables are blanched in order to _____ and _____.

Part – B. Write short answers

1. Define preservation. What are the principles of food preservation?

2. What are the causes of food spoilage?

3. How does salt and sugar lend themselves as preservatives?

4. Differentiate jams and jellies.

5. What are the functions of the ingredients used in pickling?

PART I. MODULE II. FOOD TECHNOLOGY

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

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)

to rind [raind] (bananas)

чистити (шкребти)

знімати шкірку; очищати
шкірку

шкірка

a rind

to pare (cheese)

to shell (an egg)

an egg shell

зрізати скоринку, шкірку

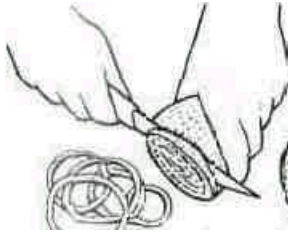
чистити яйце

яєчна шкаралупа

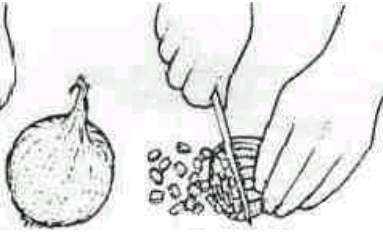
CUTTING

to cut into halves, quarters
to carve meat
to mince meat
to beat up meat

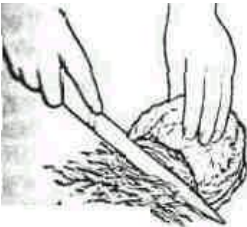
розрізати навпіл, на чверті
обробляти, рубати м'ясо
пропустити через м'ясорубку
відбити м'ясо



slice (onions)



chop (onions)



shred (lettuce)



dice (the carrot)

SLICE - Нарізати тонкими кільцями, пластинами; **CHOP** - кришити дрібними частинами; **DICE** - різати кубиками; **SHRED** - кришити капусту



grate

натерти на гірці
to whip an egg
to sieve flour



knead (dough)

місити тісто

просіяти борошно



beat (eggs)

збити яйця вінчиком
збити яйце міксером



coat (with breadcrumbs)
 Обваляти (в сухарях)
 to sprinkle with salt
 to dress with (vinegar)
 to spread (with)
 to stuff (with)
 to scale fish
 a filling



grease (the tin)
 змастити форму
 посолити
 приправити (оцтом)
 намазати
 нафаршировати
 чистити рибу
 начинка

Ways of cooking food by heating



boil



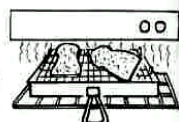
fry



bake



roast



grill

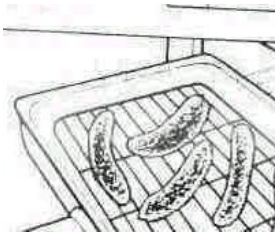
ВАРИТИ
 КИП'ЯТИТИ

СМАЖИТИ

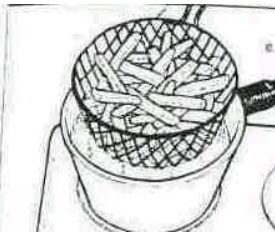
ВИПКАТИ

СМАЖИТИ
 У ДУХОВЦІ

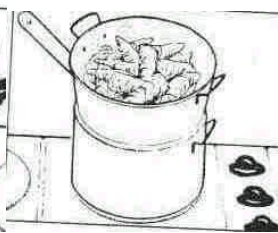
СМАЖИТИ НА
 РЕШІТЦІ



AE to broil
 (the sausages)



deep-fry
 (french fries)



to steam
 the vegetables



boil
fry

grill

roast
bake

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

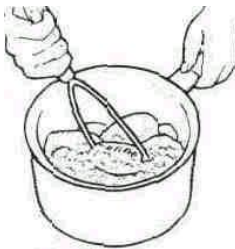
If you have steak you can eat it **rare** (= cooked very quickly and still red); **medium** (cooked a bit more and just pink), or **well-done** (cooked even longer and not pink at all). (напівсира, середня, добре просмажене)

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.

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.

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*, 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, дріжджі; 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.

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?
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.

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| 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.

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

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	
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4. Fill in the blanks with the correct word.

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
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 in

different 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. Such products 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.

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 vacuumation.

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 C to –18 C by freeze-drying method and stored at –23 to –24 C for several weeks without deterioration.

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 sweated condensed milk is being prepared or cut cheese is being packaged. Ultrasonic vibrations combined with a temperature of 40 C to 50 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, соловка 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 and niacin being the most important ones. Most of the essential minerals are found in meat, particularly phosphorus, iron, copper and trace elements.

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,

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.

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.

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 сублимації, 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

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°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.

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, заковувати (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.

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 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

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.

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.

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

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°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, non-fat 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.

МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ

1. A. Match each verb on the left below with the food item on the right.

- | | |
|--------------|-----------------|
| (a) to carve | cheese |
| (b) to crack | an orange |
| (c) to grate | a loaf |
| (d) to knead | a nut |
| (e) to peel | rabbit |
| (f) to skin | a joint of meat |
| (g) to slice | dough |

B. Instructions as above

- | | |
|--------------|-----------------|
| (a) to mince | cream |
| (b) to shell | meat |
| (c) to toss | hard-boiled egg |
| (d) to whip | eggs |

(e) to stuff	a cake
(f) to mash	a chicken
(g) to beat	a pancake
(h) to ice	potatoes

2. Fill in the gaps using the words in the box.

pastry, tenderness, exposure, curdle, milk, coagulation, protein, cooked, starches

1. In the preparation of _____, fat is worked into flour and water added in amounts sufficient to hold all together.

2. _____ results from separation of most of the flour particles by fat.

3. When ordinary egg white is heated, _____ of the protein takes place because the egg white has the ions necessary to precipitate the denatured protein.

4. The thickening power of eggs is due to the case with which the _____ coagulates.

5. It has been definitely proved that raw and _____ are equally well digested.

6. When _____ is heated to a very high temperature, the milk sugar is caramelized and acids formed in the decomposition start the coagulation of the protein.

7. Milk which is not perfectly fresh may _____ when it is scalded.

8. Raw apples and other light - coloured fruits often darken from _____ to air when they are cut.

3. In the list below cross out things an Englishman doesn't have for breakfast.

Pancakes, vegetable salad, beefsteak, porridge, plum pudding, toasts, prawn salad, cornflakes with milk, chicken, marmalade, baked potato, fried bacon, fried fish, eggs, garlic bread, pasta, - mushrooms, coffee, tea, lemon, cream, scrambled eggs, cheese, tomatoes, fried eggs, butter, fruits, salad, orange juice, ice-cream, nuts, honey, jellied fish, cold cereals, chops.

4. Read the list of foodstuffs and the list of verbs. Note down what you can do to each of the foodstuffs by listing the appropriate verbs. Then take each verb and say which of the foodstuffs it can be used with.

Grate, mash, peel, grate, carve, chop, steam, stuff, stew, whip, crack, dice, scramble.

- 1 eggs
- 2 potatoes
- 3 meat
- 4 pastry or dough
- 5 fish
- 6 cream
- 7 vegetables

5. Fill in the gaps using the words in the box.

harmful, microorganisms, heat, hygienic, favorable, storage facilities, preserving, freezing, dried, appearance

1. Food preservation has both _____ and economic aspects.
2. From the point of view of hygiene food is preserved in order to prevent the formation of products which are _____ to the body.
3. Bacteria grow very rapidly where conditions are _____.
4. Bacteria are more difficult to destroy than the other _____.
5. Considerable success is now being experienced in the _____ of fish and meat and of many fruits and vegetables by _____.
6. New method of freezing and better _____ for frozen products have improved the flavour and texture of the food.

6. Cross the odd word out.

1. a **bottle** of 7 Up, beer, jam
2. a **bar** of sweets, chocolate, soap
3. a **carton** of milk, beef, apple juice
4. a **box** of chocolates, vinegar, chips
5. a **slice** of cheese, bread, ham
6. a **cup** of coffee, salt, tea
7. a **glass** of wine, meat, mineral water
8. a **jar** of honey, carrots, mustard
9. a **bag** of flour, rice, ketchup
10. a **bowl** of salad, soup, cake

7. Use the taste and flavour words to describe the following.

- | | |
|-------------------|---|
| 1 Indian curry | 5 a cup of tea with five spoonfuls of sugar |
| 2 pizzas | 6 strong black coffee with no sugar |
| 3 sea water | 7 factory-made white bread |
| 4 an unripe apple | |

8. Give the English equivalents to the following words and word combinations.

1. boil	a) to cook food in oil, butter above the (eggs, meat, bacon, fish, pancakes, potatoes)
2. grate	b) to cook food under the grill over a hot fire (toast, meat, fish etc.)
3. bake	c) to divide something into pieces with a knife or an axe (meat, bread, cake, vegetables, fruits etc.)
4. fry	d) to cook food in water, milk etc. (eggs, meat, fish, vegetables, potato)
5. grill	e) to rub something using a grater (cheese, vegetables, fruits)
6. roast	f) to cook food in the oven using oil or over an open fire (meat, chicken, potatoes etc.)
7. chop	g) to cut something into small pieces using an axe or knife (potatoes, meat, tomatoes).
8. cut	h) to cook food in the oven without oil (bread, cake)

9. Match the words with the definitions.

LACTOSE	stimulates affects provides increases produces	half of the total solids in milk. the growth of intestinal microorganisms. organic acids. the absorption of calcium, phosphorus and magnesium. the intestinal flora.
----------------	--	---

10. What are the aims of different processes? Make up true sentences.

Filtration Clarification Pasteurization Testing control	is done	to remove leukocytes, large cells and dirt. to destroy any possible pathogenic organisms. to ensure that milk quality conforms with the standards. to remove all visible sediment.
--	---------	---

11. Arrange the words in the lines into the correct order to get sentences.

- Way, cream, milk, is, of, preserving, the simplest.
- By, today, cream, machines, made, is.
- Separation, follows, cream, buttermaking.
- One, of, proteins, ways, is, economic, getting, of, the most, cheese.

12. Make up word combinations, matching the adjectives with the appropriate nouns.

Acidic	Fish
Wine	juice
Fatty	disease
Reliable	ingredient
Coagulated	tissue
Lemon	protein
Heart	vinegar
Connective	test

13. Fill in the blanks with the appropriate words from the box.

more vitamin C per day changes heating temperature

- Doctors recommend to eat at least 80 g of fruit and vegetables
- The processing of fruit and vegetables their structure.

3. Heating destroys
4. Immediately frozen raw vegetables contain vitamin C than those that have been stored in chilled temperatures.
5. Some nutrients are resistant to changes in
6. Blanching means for a short time in hot water or steam.

14. Match the words with their definitions.

1.cereal	a) the part of a plant that can develop into a new one
2.flour	b) a plant that completes its life cycle in less than one year
3.germ	c) a protein present in cereal grains, esp. wheat.
4.bran	d) grain produced by cereal crops
5.gluten	e) a fine white or brown powder made from grain and used in cooking for making bread, cakes, etc.
6.seed	f) the outer covering of grain which is left when the grain is made into flour
7.annual	g) a mature fertilized plant ovule

15 . How do you like the following foods prepared? What do you like to put on the foods from the list?

- | | | |
|------------------|-----------------|----------|
| a leg of chicken | cheese | prawns |
| eggs | sausages | mushroom |
| potatoes | a fillet of cod | |

ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ

Part- A. Fill in the blanks:

1. Foods rich in carbohydrate and fats are called _____ foods.
2. Foods rich in _____ are called body building foods.
3. Foods rich in protein vitamins and minerals are called _____ foods.
4. The food guide pyramid is based on the principles of _____ , _____ and _____.

Part- B. Write short answers:

1. How are foods classified?. Mention the physiological functions of food.
2. Give the ICMR classification of food groups.

- List the major nutrients present in fruits and vegetables.
- Give the portion size of foods for adolescents.

Part- A. Fill in the blanks:

- _____ is a method of cooking foods by just immersing them in water at 100° C
- Simmering of food in a pan with a tight fitting lid using small quantities of liquid to cover only half the food is known as _____
- When steam under pressure is used the method is known as _____
- _____ is a method use to prepare cakes.
- When food is totally immersed in hot oil, it is called _____.
- _____ is a combined method of roasting and stewing in a pan with a tight fitting lid

Part- B. Write short answers

- What are the objectives of cooking food?
- Bring out the differences between stewing, steaming and sauteing.
- What is the best method of preparing rice and dhal? Justify your choice of cooking method.
- Write a note on solar cooking and its merits and demerits

Part-A. Fill in the blanks:

- _____ is the outer layer of the kernel.
- Cereals are deficient in amino acid _____.
- Parboiling reduces the loss of vitamins _____.
- The process of removing bran and germ is called _____.
- _____ is a controlled germination process which activates the enzymes of the resting grain.

Part-B. Write short answers

- Define parboiling. Highlight its advantages.
- What are the advantages of fermentation?
- Discuss the advantages of including a combination of cereals in the menu.
- Explain the roles of cereals in cookery?

Part-A. Fill in the blanks:

- Roots and tubers are rich in _____
- _____ is the green pigment of leafy vegetables.
- _____ is the pigment present in carrot.
- The pigment present in tomato is _____.

5)._____ are a group of reddish water soluble pigments occurring in many fruits and vegetables.

6). Anthoxanthins are present in _____ vegetables.

7).The pigment present in beetroot _____.

Part-B. Write short answers

1). How are vegetables and fruits classified?

2). List the major nutrients present in fruits

3). Highlight the importance of fibre rich fruits and vegetables in the diet.

4). Why does an apple become brown when it is cut?

5). What is browning? How can it be prevented?

6) Write a note on the flavour compound present in vegetable.

Part-A. Fill in the blanks:

1). The main protein present in milk is known as _____

2). _____ is the sugar present in milk.

3). The fat content of toned milk is _____ percent.

4). The process of breaking fat globules is known as _____.

5). The pH of milk is _____.

6). The boiling point of milk is _____ and its freezing point is _____.

7). When fat is removed from whole milk, the resultant product is known as _____.

8) _____ is prepared by evaporating whole milk in an open cast iron pan.

9). _____ is obtained by melting butter.

10). In the preparation of cheese, milk is curdled using _____.

Part-B. Write short answers:

1). What are the nutrients present in milk?

2). Differentiate toned milk and homogenised milk.

3). Write a brief note on the physical properties of milk.

4). Write a short note on homogenisation. Highlight its advantages.

Part-A. Fill in the blanks:

1). The protein content of meat varies from _____ to _____ percent.

2). Liver is a rich source of vitamin _____.

3). _____ present in fishes helps to prevent degenerative diseases of the heart.

- 4). The colour of good quality mutton is _____.
- 5). Fresh eggs should _____ when immersed in water.
- 6). Yolk should be in the _____ when observed against light.

Part-B Write short answers:

- 1). What are the changes that occur in meat after slaughtering?
- 2). Compare the nutritive value of egg white and egg yolk.
- 1). Discuss the nutrient content of meat, poultry, and fish.
- 2). What are the factors to be considered while selecting:
 - a) Fish b) Poultry c) Meat d) Egg

PART I. MODULE III. EATING OUT.

A PLACE TO EAT

In Britain you often have **three courses**: a **starter** (e.g. soup), a **main course** (e.g. steak or chicken), and a **dessert** (e.g. strawberries or ice cream). You may also have an **aperitif** (= a drink before the meal, e.g. gin and tonic), and coffee after the meal. When you **pay the bill** (= the money for the meal; AmEng = check), you sometimes also **leave a tip** (= money) for the waiter if service is not included in the price. (10% is a normal tip.) If it is a popular restaurant, you may also need to book (= reserve) a table in advance (= before you go).

a menu (card)

МЕНЮ

A typical menu

<i>Dinner</i>		£ p	Fish	£ p
courses	Starters		Dover sole	
	Prawn cocktail		Grilled trout	
	Chilled melon		Cod in cheese sauce	
dishes	Garlic mushrooms		Children's Portions	
	Main Courses		Burger 'n' beans	
	Meat		Fish fingers 'n' chips	
	Rumpsteak		Desserts	
	Pork chop		Chocolate fudge cake	
	Lamb casserole		Ice cream (various)	
	Chicken Kiev		Apple pie with cream	
	prices include vegetables, chips or baked potatoes		Tea, coffee	
			snacks always available	

sometimes called
sweets
pudding
afters
(especially at home)

small items,
e.g. sandwiches,
pies, etc.

a wine list
table d'hote

карта вин
табльдот, загальний стіл

a la carte	порційні страви
a waiter (waitress)	офіціант (-ка)
an order	замовлення
a vacant seat	вне місце
to take a table	зайняти столик
a table for two	столик на двох
appetizer (starter)	закуска
a three-course dinner	обід з трьох страв
for a first course	на перше
for a main course	на друге
for dessert	на десерт
a bar	бар, буфет, закусошна
a coffee-shop	кав'ярня
buffet ['bʊfeɪ]	буфет (на вокзалі, театрі)
a snack bar	буфет, закусошна
a cafe	кафе
a self-service cafe	кафе самообслуговування
a canteen	їдальня (в установі)
a restaurant	ресторан

Taking an order

Are you ready to order? - Not yet, thanks.

Can I take your order?

What would you like to start with?

What would you like to follow? What shall we have to follow?

What would you like/will you have as a main dish (for the main course, for dessert)?

What would you like to go with it?

How about/What about...?

How do you like your steak?- Well done, please.

Would you like anything to drink?

Can I get you tea or coffee?

How do you take your coffee?- Plain, thanks. Black, please. With milk and sugar.

Ordering

I'd like to start with.....

I think I'll have....

I'll just take...

What do you recommend? Can you recommend...?

What's the (seafood chowder) like? What has it got in it?

Could you pass me...?

Help yourself to (sandwiches).

Would you care for...

What do you say to (a nice cup of tea)?

Would you like some more?

Would you like a second helping?

Oh, come on, just a little bit more.

Accepting

Yes, that sounds nice.

Yes, I'd like (a steak).

Yes, it looks delicious.

Yes, I'm quite hungry.

Yes, I love cauliflower.

Refusing

No, thanks. I'd prefer.....

No, thank you. I don't take sugar.

No, thank you. I am not very hungry.

No, thank you. it was lovely, but I can't manage any more.

I have had enough.

Could I have the bill, please?

to pay the bill

оплатити рахунок

to leave a tip

чайові

EATING OUT

Eating out in Britain is very easy. There are many establishments which are worth visiting. Most nationalities with a reputation for cuisine are represented here. You can choose any restaurant to your liking – classical French, Italian, Japanese, Greek, Mexican ... a) So, would you like to take a bite? No problem. But first remember the following useful phrases.

I'm starving. - Я помираю з голоду.

I could eat a horse! - Я страшенно зголоднів (готовий з'їсти слона).

I'm just a bit peckish. - Я дещо зголоднів.

Greasy spoon - закусточна

Nosh - розм. їжа нашвидкуруч, закуска

Pub grub - їжа, яку можна замовити у пабі

The food was fusion. - Меню було змішаним.

I would prefer an Indian / rudy. - Я б віддав перевагу гострій індійській їжі.

A good fry up / full English breakfast – класичний англійський сніданок (обсмажені на пательні або грилі бекон, яйця, сосиски, помідори, гриби, квасоля та ін.)

Starter - закуска

Main course - основні страви

Dessert - десерт

Service not included - така фраза в рахунку передбачає, що до зазначеної суми слід додати чайові

That hit the spot! - тут. Я вгамував голод.

I'm absolutely stuffed! - Я наївся вдосталь.

I'm full! - Я ситий!

I couldn't eat another thing if I tried! - Я об'ївся (більше не лізе).

I have eaten too much. - Я об'ївся.

Giving advice

I suggest

It's a local dish

It's made of

It's very spicy.

Ordering

To start .../ As a starter ... As a main course

For dessert

Complaining

Excuse me

Think this bill is wrong. That's not what I ordered Can you change it?

Paying

Do you take (Visa cards)? Shall we split the bill? I'm paying.

Is service included?

Can I have a receipt, please?

1. Read and translate the text.

There is a wide variety of places to go when you want to eat out in Britain. In the most expensive restaurants and hotels, the style of cooking is often French and the menu is usually written in French, often with an English translation. Almost all hotels have a restaurant where non-residents can have lunch or dinner, and a lounge where they can have tea coffee or a drink before their meal.

There are so many restaurants serving continental and *non-European dishes* that it can be difficult to find one serving only typical British food. The immigrant populations have brought their own cooking to Britain—Asian, Caribbean, Greek, for example—so there are restaurants specializing in various foreign cooking in addition to the many Italian and French ones.

For the really cheap places it is very interesting to explore the little *French or Italian restaurants of Soho*. The visitors who are feeling homesick can imagine they have gone back to their countries. Most towns have a variety of restaurants offering the cuisine of several different countries, with Indian, Chinese and Italian restaurants the most popular in London especially it is possible to eat the food of most countries in the world. Most of these ethnic restaurants are owned and run as small family businesses.

If you want *real old English food* you must go to the Strand. Here a joint of roast beef-cooked at open roasting fires is wheeled to your table and carved before your eyes. Most visitors like to go to the "Old Cheshire Cheese", or Fleet Street, an old chophouse where famous writers used to go. It is an old-fashioned room. Doctor Johnson sat at the head of the table in the eighteenth century, with Goldsmith by his side. Dickens and Thackeray went there in the nineteenth century, and many modern writers, journalists and lawyers. The speciality was the huge rump steak, kidney and oyster puddings. A plate of this with a pint of beer in a long glass, followed by a pancake or the toasted cheese and special "punch" in a China bowl is a meal you don't easily forget.

In Britain you can get *table d'hote* and *a la carte dinners* in every restaurant. Table d'hote dinners are cheaper than a la carte ones. When you dine a la carte you order course by course, as you desire. But a table d'hote dinner consists of several courses, a choice is limited, and it is served in a canteen or a restaurant at a fixed price.

Almost all *pubs* now offer food, which may be snacks bought at the bar or meals in a separate dining area. Certain pubs have gained a reputation for their excellent food and service.

Fast food restaurants serving American style pizzas and hamburgers are very popular, especially with children and young people.

There are fewer *cafes* than there once were, but they can still be found in most towns. They provide a cheap place to have a cup of tea or a meal and are usually open all day.

Another feature of British life that is found less frequently nowadays is the '*fish and chip*' bar or shop, where you can buy fried fish and chips to eat at home.

Other kinds of '*take away*' meals are provided by Chinese, Indian or pizza restaurants.

Many towns, especially those in popular tourist areas, have *teashops*. Although they mainly provide afternoon tea, with scones, buns and cakes, many also serve morning coffee and lunch. Teashops are often in old buildings and the atmosphere is old fashioned. There are also *coffee shops* open throughout the day, which serve food as well, mainly cake and biscuits rather than full meals.

One of the cheapest places to eat is a *snack bar*, a type of cafe. It may not serve meals at all but only tea and coffee, with food such as rolls soup and sandwiches. The buffets at railway stations are often similar, although many serve alcoholic drinks as well. There are eating places for the motorist on main roads and motorways. They are usually large fast food restaurants.

The range of restaurants available in the USA is in many ways similar to that in Britain. Many fast food chains found in Britain such as McDonald's, Burger King, Kentucky Fried Chicken and Pizza Hut, are American companies. The variety of ethnic restaurants is even greater in the USA than in Britain.

2. Translate into Ukrainian: to explore, cuisine, ethnic restaurants, chophouse, rump steak, a separate dining area, excellent food and service, buns and cakes.

3 . Give an English explanation:

- Non-European dishes _____
- Real old English food _____
- Table d'hote and a la carte dinners _____

- Pubs _____
- Fast food restaurants _____
- Cafes _____
- 'Take away' meals _____

1. Read and remember the following words and word combinations to the text “Meals and Mealtimes in Britain”:

meal – прийняття їжі, їжа;
 to wash down – запивати;
 a bowl – чаша, чашка;
 a slice – скибка, шматочок;
 to serve – подавати (на стіл);
 butty – бутерброд з маслом;
 sarnie – розм. бутерброд; veg (=vegetables) – овочі;
 curry – карі (гостра приправа);
 mint – м'ята;
 scone – ячмінний (пшеничний) коржик;
 tempting – звабливий, спокусливий;
 savory – гостра закуска; crumpet – здобна булочка;
 pickles – соління, маринад, солоні (мариновані) огірки;
 poached egg – яйце-пашот (зварене у воді без шкаралупи).

MEALS AND MEALTIMES IN BRITAIN

Some people have their biggest meal in the middle of the day and some have it in the evening, but most people today have a small mid-day meal - usually sandwiches, and perhaps some crisps and some fruit.

People in England have three main meals a day:

Breakfast - between 7:00 and 9:00,

Lunch - between 12:00 and 1:30 p.m.

Dinner (sometimes called Supper) - The main meal. Eaten anytime between 6:30 and 8:00 p.m. (Evening meal)

Traditionally, and for some people still, the meals are called:

Breakfast - between 7:00 and 9:00,

Dinner (The main meal) - between 12:00 and 1:30 p.m.

Tea - anywhere from 5:30 at night to 6:30 p.m.

On Sundays the main meal of the day is often eaten at midday instead of in the evening. This meal usually is a Roast Dinner

consisting of a roast meat, Yorkshire pudding and two kinds of vegetables.

BREAKFAST What is a typical English Breakfast? Most people around the world seem to think a typical English breakfast consists of eggs, bacon, sausages, fried bread, mushrooms and baked beans all washed down with a cup of coffee. Nowadays, however, a typical English breakfast is more likely to be a bowl of cereals, a slice of toast, orange juice and a cup of coffee.

The traditional English breakfast consists of eggs, bacon, sausages, fried bread, baked beans and mushrooms. Even though not many people will eat this for breakfast today, it is always served in hotels and guest houses around Britain. Many people, especially children, in England will eat a bowl of cereal. They are made with different grains such as corn, wheat, oats etc. In winter many people will eat "porridge" or boiled oats.

LUNCH What is a typical English lunch? Many children at school and adults at work will have a "packed lunch". This typically consists of a sandwich, a packet of crisps, a piece of fruit and a drink. The packed lunch 'is kept in a plastic container. Sandwiches are also known as a butty or sarnie in some parts of the UK.

DINNER

The evening meal is usually called 'tea', 'dinner' or 'supper'. What is a traditional English Dinner? A typical British meal for dinner is meat and "two veg". They put hot brown gravy, traditionally made from the juices of the roast meat (but more often today from a packet!) on the meat and usually the vegetables. One of the vegetables is almost always potatoes.

This traditional meal is rarely eaten nowadays; a recent survey found that most people in Britain eat curry! Rice or pasta are now favoured as the British Dinner '. Vegetables grown in England, like potatoes, carrots, peas, cabbages and onions, are still very popular. They also buy vegetables from many countries all through the year.

The Sunday Roast Dinner

Sunday lunch time is a typical time to eat the traditional Sunday Roast. Traditionally it consists of roast meat, (cooked in the oven for about two hours), two different kinds of vegetables and potatoes with a Yorkshire pudding. The most common joints are beef, lamb or pork; chicken is also popular. Beef is eaten with hot white horseradish sauce,

pork with sweet apple sauce and lamb with green mint sauce. Gravy is poured over the meat.

AFTERNOON TEA (The traditional 4 o'clock tea) This is a small meal, not a drink. Traditionally it consists of tea (or coffee) served with either of the following:

1. Freshly baked scones served with cream and jam.
2. Afternoon tea sandwiches (often thinly sliced cucumber sandwiches with the crusts cut off).
3. Assorted pastries.

Today British families do not have time for afternoon tea at home, but in the past it was a tradition. It became popular about one hundred and fifty years ago, when rich ladies invited their friends to their houses for an afternoon cup of tea. They started offering their visitors sandwiches and cakes too. Soon everyone was enjoying Afternoon tea.

HIGH TEA (The traditional 6 o'clock tea) The British working population did not have Afternoon Tea. They had a meal about midday, and a meal after work, between five and seven o'clock. This meal was called "high tea" or just "tea".

(Today, most people refer to the evening meal as dinner or supper.)

Traditionally eaten early evening, High tea was a substantial meal that combined delicious sweet foods, such as scones, cakes, buns or tea breads, with tempting savouries, such as cheese on toast, toasted crumpets, cold meats and pickles or poached eggs on toast. This meal is now often replaced with a supper due to people eating their main meal in the evenings rather than at midday.

2. Answer the questions.

1. What meals do people in England have during the day?
2. What is a Roast Dinner?
3. What is a typical English breakfast nowadays?
4. What does a traditional English breakfast consist of?
5. What do they call a "packed lunch"?
6. What is a traditional English dinner?
7. When do they have the traditional Sunday roast?
8. What is Afternoon tea? 9. When did Afternoon tea become popular?
10. What did the British people call "high tea"?

3. Fill in the blanks with the appropriate word from the box.

*bacon lunch chocolate meals afternoon breakfast English rolls
second menu juice continental morning supper*

Most people eat three (1). . . . a day – breakfast, (2). . . . and dinner. Some eat a fourth meal, (3) late at night. (4). . . . tradition provides an extra light meal served in the late (5). Its basic (6). . . . usually includes tea and special tea cakes or cucumber sandwiches. Meals vary in different countries. (7) in the US may include fruit or fruit (8). . . . , coffee, toast, and choice of cereal or (9). . . . and eggs. Many people like pancakes with maple syrup for breakfast. (10) Europeans sometimes have an early breakfast of (11). . . . and coffee or hot (12). . . . , and eat a (13). . . . breakfast later on in the (14). . . .

4. Read the conversation between mother and her son.

**It's Friday afternoon and John's friend Mark
is coming for tea tomorrow.**

Mrs S: John, is Mark coming for tea tomorrow?

John: Yes mum, I told you yesterday!

Mrs S: Oh did you? Sorry, I must have forgotten.

John: What are we having?

Mrs S: I don't know yet, I was just writing out the shopping list.
What sort of things does he like?

John: Anything, just about. I know he hates pasta though. Mrs S:
OK, what about pizza?

John: Yeah, pizza would be great, not too much salad though
please mum. Mrs S: How about a fruit salad for pudding instead? John:
With ice cream? Mrs S: Yes, OK. John: Great, I can't wait!

5. Work in groups. You're going to have a party. Discuss the menu.

1. Read and translate. Fast food and takeaways

1. Look at these logos of some well-known 'fast food' restaurants in the United States. Discuss in pairs:

-Which of these fast food restaurants have you got in your country⁷

-Which one is the most popular?

-What is the aim of fast food restaurant?

Fast food restaurants like McDonald's are an American export but other countries also have fast food. For example, in the Far East, open-air food stalls serve hot food quickly and cheaply.



A Chinese takeaway A food stall in Hong Kong A traditional fish and chip shop

2. Fish and chips

In Britain however, these open-air food stalls of the orient became the Chinese takeaways, which you can find in many of the cities, towns and villages of Britain Takeaways sell hot food you carry out to eat in another place. Takeaway food is a treat for many families. However, the most famous British takeaway is still the fish and chip shop

3. Discuss in groups of three or four:

-What are the advantages of takeaways and fast food restaurants?

-Do you like them?

-Are there any takeaway or fast food restaurants that are typical of your country?

-What are they like?

-What do they serve?

4. A Place to Eat

What about restaurants in your country, and your own taste in food? Answer these questions about yourself and your country.

1) Do you normally need to book a restaurant in advance?

2) Is it common to give the waiter a tip? If so, how much?

3) Do you normally eat three courses in a restaurant? If not, how many courses do you normally have?

4) *How many of these do you normally find on the table in a restaurant in your country?*

salt pepper oil vinegar napkins

5) Generally, do you add more salt to your food when you eat in restaurants?

6) Do you like steak? If so, how do you like it cooked?

7) Would you say that food in your country is very spicy?

8) Would you say that food in your country is generally quite fattening?

5. Study these ads.

The image contains three distinct advertisements for restaurants. On the left is a vertical ad for Golden Dragon, featuring Chinese characters at the top and a phone number in a circle. In the center is a horizontal ad for Shakey's Pizza Parlor, listing menu items and contact information. On the right is a vertical ad for Pancake Pantry, highlighting breakfast and lunch specials, and including a wheelchair accessibility symbol.

You'll find restaurants for every situation in the U.S. If you're in a hurry, you may just want to grab some "junk food" at a grocery store or a candy counter, or you can get a bite to eat at one of the many fast food chains, like McDonald's, Burger King, Kentucky Fried Chicken, or Taco Time. Or you can get a hero or submarine sandwich "to stay" or "to go" from a sandwich shop or deli. Some of these places have tables, but many don't. People eat in their cars or take their food home, to their offices or to parks.

If you prefer sitting down but still don't want to spend much, you can try a cafeteria. At all of these places, you pay at a cash register before you sit down, and you don't have to tip anybody - but you usually have to clear the table when you finish!

Coffee shops are usually less expensive and less dressy than fine restaurants. So are pizza places, pancake houses, sandwich shops and family restaurants. But the name of a restaurant won't necessarily tell you much about the kind of place it is or the food it serves.

Like most fast food restaurants and cafeterias, many restaurants don't serve alcoholic beverages. This is often because they want people to feel comfortable bringing their children. Minors can eat at restaurants that serve beer and wine, but they are not allowed to enter pubs, taverns, cocktail lounges or bars. You may be asked to show some ID that proves your age before you go into a bar.

Here are some more helpful things to know. In the U.S., people prefer waiting for a table to sitting with people they don't know. This means a hostess may not seat a small group until a small table is available, even if a large one is. If you are sitting at a table with people you don't know, it is impolite to light up a cigarette without first asking if it will disturb them.

At American restaurants, cafes and coffee shops you are usually served tap water before you order. You may find the bread and butter is free, and if you order coffee, you may get a free refill.

Soft drinks are sweet, carbonated drinks like Coke. Hard drinks are alcoholic, like whiskey, vodka, etc. They are served straight or on the rocks. In some restaurants you can bring your own wine. In some states, you can buy liquor at a restaurant to take home.

Every state makes its own laws about the sale of alcohol. In some states, you have to buy it at a special state-owned store licensed to sell liquor. Most dries and towns have no rules about opening and closing times for stores or restaurants, though they usually do make rules for bars. Especially in large cities, stores may be open 24 hours a day.

Servings in restaurants are often large too large for many people. If you can't finish your meal but would like to enjoy the food later, ask your waitress or waiter for a "doggie bag." It may have a picture of a dog on it, but everybody knows you're taking the food for yourself.

Supper and dinner are both words for the evening meal. Some people have "Sunday dinner." This is an especially big noon meal.

Tips are not usually added to the check. They are not included in the price of the meal, either. A tip of about 15% is expected, and you should leave it on the table when you leave. In less expensive restaurants, you pay your check at the cash register on your way out. In some, a check is brought on a plate and you put your money there. Then the waiter or waitress brings you your change. In some restaurants you can pay with a credit card, including the tip.

6. Answer the questions.

1. What are the names of the restaurants in the ads?
2. What kind of food do they serve?
3. What hours are they open?
4. What meals do they serve?
5. Which ones serve alcohol? What makes you think so?

Abernethy's

1246 W. Davenport

Dinners 5:30 – 10:30 Tuesday – Saturday

347-2981 for reservations

At the Restaurant

Waiter: Good evening, sir. Are you ready to order? Customer: Yes, thank you.

Waiter: What would you like for starter?

Customer: Mmm, let me see... Yes, I'll have some crab soup as a starter.

Waiter: The crab soup is an excellent choice, sir. And what about the main course? Customer: I think I'll have steak with chips... No, make that the steak with steamed vegetables. Waiter: Very well. Would you like anything to drink?

Customer: What soft drinks have you got?

Waiter: Coke, orange juice, soda water...

Customer: A glass of orange juice, please.

Waiter: Would you care for dessert afterwards, sir?

Customer: No, thank you.

Work in pairs. Act out a similar dialogue using the menu below. *At the restaurant you will have a starter, a main course and a dessert. The starter includes a vegetable, tomato or chicken soup, prawn cocktail, melon and ham or fruit juice. Main courses give a choice of casseroled chicken, roast beef, fish pie served with new potatoes and fresh vegetables. Dessert may include a chocolate cake, an apple pie with cream or icecream.*

1. Answer the questions.

1. What are Abernethy's hours?
2. Do they serve canned soups, or do they make them here?
3. Can you describe a shrimp louie in your own words? A chef's salad?

4. When do you eat hors d'oeuvres?
5. What comes with the dinners?
6. Which dinner comes with something instead of potatoes?
7. How many desserts do they serve here?
8. How can you find out about the desserts?
9. How can you find out about the wines they serve here?

2. Read and translate the dialogue. A (waiter), C (customer)

W: Are you ready to order?

C: Yes. I'll have the fillet steak.

W: How would you like your steak?

C: Rare, please. And I'd like a glass of red wine and some mineral water.

W: Still or sparkling?

C: Sparkling.

W: Fine.

Later in the meal....

C: Could I have another glass of wine?

W: Yes, of course.

C: Oh, and some more water, please.

W: Certainly.

.....

W: Would you like to see the dessert menu?

C: No, thanks, but I'll have a coffee. And could I have the bill, please?

W: Yes, sure.

Circle the correct word.

3. I like/I'd like a coffee.

- a. Could I have *some more/another* potatoes?
- b. Are you *ready order/to order*?
- c. Do you want *another/se more bottle*?
- d. We had a delicious *meal/food* last night.
- e. Could I have *a/the* bill, please?
- f. *I/I'll* have the prawns, please.
- g. Yes, *certainly/certain*.

4. Complete the conversation.

Conversation 1

W: Are you..... to order?

C: Yes. I'll.....the steak.

W: And.....you like your it?

C: Rare, please. And a bottle of mineral water.

W: Yes, of.....Still or.....?

C: Still, please.

Conversation 1

C: Could I have.....more water, please?

W: Certainly. And would you like a.....?

C: Yes, I.....have the ice cream. Then could I have the.....?

W: Ye,.....

5. Translate into English.

У ресторані

1. – Що будете замовляти?

- Я буду стейк, салат з лососем та часником.

- Яку прожарку стейку Ви б хотіли?

- Середня прожарка. Ще я б хотів бокал Червоного вина та води

- Газовану чи негазовану?

- Газовану та рахунок

- Звичайно

2. Я б хотів ще одну бутилку вина

3. Ця запечена курка дуже жирна та гостра

4. Десерт дуже смачний та солодкий, а кава дуже гірка.

5. Я б хотів креветки на грилі з вершковим соусом, картоплю з грибами і часником та мідії у білому вині.

A: Чи є столики на дев'ять людей?

B: Боюсь у нас немає таких великих столів.

A: Ось хороший столик. Давай займемо його. Які закуски ви можете запропонувати?

B: Я можу запропонувати овочевий салат, ікру, сардини. Рекомендую справжній російський салат.

A: Що він собою являє?

B: Він виготовлений з помідорів, огірків, перцю і цибулі.

A: Добре, мені салат з помідорів і трохи маслин. І ще я хочу спробувати вашу знаменитий холодник.

B: Він дуже освіжає в спекотний день. Він складається з квасу, огірків, картоплі, м'яса і цибулі.

A: Цибуля! Тоді мені не треба холоднику.

6. You and your partner are in the fish restaurant. What is going to be on the menu today?

<p><u>Menu</u></p> <p><u><i>Fish pie Tuna salad Soup of the day</i></u> (salmon soup)</p> <p><i>Ice cream Cod liver pate</i></p> <p><i>Sea bass</i></p> <p><i>Served with spicy mango-salsa</i></p> <p><i>Rock – fish fillet steak</i></p> <p><u><i>with choice of pepper or red wine sauce Fried trout with vegetables</i></u></p> <p><u><i>Prawn salad</i></u></p>
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Look at the menu and discuss what you want to eat, using the prompts below:

Asking for information. What would you like? What do you recommend? What exactly is that?

NATIONAL CUISINES

1. Read the following text about British Cuisine.

An image problem

British food has an image problem. Every other country seems to have an established national cuisine, and to be proud of it. India has curries, Italy has pizza and pasta, Turkey has kebabs, Germany has tasty sausages, China has all sorts of stir-fried delicacies. So what is Britain famous for? It used to be renowned for roast beef but even that has gone out of fashion.

The sad truth is that most of the British gave up cooking a long time ago and started buying ready-made meals from the shops. They love tins, tubes, packets and frozen foods of all kinds.

One children's favourite is baked beans on toast. There is some logic in tinned beans, as cooking beans at home takes a long time. Rather stranger is tinned spaghetti, another kids' classic. Spaghetti really is better freshly cooked, but young people seem to be addicted to something in processed food. If you take away the stabiliser, colour, emulsifying agent, antioxidant, E101, tartaric acid, sodium diacetate and monosodium glutamate, it just does not taste right!

Of course, convenience food is an international phenomenon, but it started earlier and has gone further in Britain than in most countries.

What they used to eat

British food did not always suffer from an inferiority complex. If you go back to the time of Queen Elizabeth I (1558 - 1603), people really knew how to eat and drink. Country houses had special herb gardens full of rosemary, thyme, parsley, garlic, fennel and basil. (These herbs were very important as they were used in medicine as well as in cooking). Chefs used to travel around Europe to get new ideas and ingredients.

The reign of Elizabeth I was also the time when British explorers sailed all over the world. They brought back all sorts of exotic foods: rice and tea from China, spices such as cumin and cardamom from India, coffee and dates from Arabia.

In the Americas they found tomatoes, maize, peanuts, pineapples, sugar cane, hot chillies and vanilla. Perhaps the most important American vegetable is the potato, but there is a mystery about when it came to Europe, and who brought it there. The British claim it was the Elizabethian explorer, Sir Walter Raleigh, around 1585. In the town of Offenburg in Baden, Germany there is a monument to another English sea captain, Sir Francis Drake, with the inscription: "...introducer of the potato into Europe in the year of our Lord 1580". In fact, it originates in Peru, and it was probably introduced by the Spanish. Whoever it was deserves a big thank-you. What would the British do without mashed, boiled and roast potato, chips and crisps?

High tea is purely a British institution. Though foods for high tea and supper are mostly interchangeable, it was more the custom to have something cold for high tea and something hot for supper.

The turkey compared with the hen is a new resident in Britain contrary to common belief it is not the oldest British Christmas bird; the goose is much more traditional. America can claim the turkey for her own where it is a 'must' for Thanksgiving Day in November. The best turkeys come from Norfolk and due to modern rearing methods are available all the year round.

Hare and venison are the best known of game meats in Britain. Venison is the culinary name for all breeds of the deer and the free ranging forest deer from Scotland are considered the choicest.

Veal is not typically traditional British meat; it was never popular among working people in the country. In fact it was rather suspect, what was wrong with the calf that it had to be killed?

What we call roast meat today is really baked meat; roasting was done in front of the open fire with roasting jack and screen. Roasted meat should be cooked in an oven tin in a hot oven, so that it comes into contact with dry heat on all sides to get the characteristic brown ‘crust’. To a housewife meat is the thing and a vegetable course is a hit-or-miss affair.

So what happened?

In the past, without cookbooks and TV programmes, women learnt from their mothers and grandmothers; and spent hours every day in the kitchen. But then, around the end of the 18th century, life in Britain changed dramatically. The industrial revolution took families from farms in the country, and put them into small houses in crowded, new cities like Manchester and Birmingham. Men and women (and often children, too) worked long hours in factories. So they no longer had time or the energy to cook properly at home.

There was already an interest in fast food. In 1762, the Earl of Sandwich had invented a snack consisting of two pieces of bread and something in the middle. He was a keen card player and did not like wasting time on meals. Sandwiches became popular with busy working people. Sandwiches were great favourites in Victorian England. It was a custom to take the afternoon tea at about four o’clock, and many rich families ate sandwiches at that time. Cucumber sandwiches were very popular. The servants always cut the crust off the bread, so the sandwiches were very small and delicate.

At that time fried fish and bread became popular as well, in 1870 a French invention caught on in Britain – pommes de terre a la mode. Under the new term chips, they were very popular indeed, and fish ‘n’ chips became Britain’s first great fast-food classic.

It is still a big favourite, but now has a lot of competition from those thoroughly international fast foods – pizzas and hamburgers. As in the rest of the world, American giant McDonald’s and Pizza Hut have spread to every corner of the British Isles. If you are in this country, why not take a break from burgers at least once and try fish ‘n’ chips? It is very simple food, but quite healthy (the fish comes straight from the Atlantic Ocean), and very filling.

Things are looking up

Another result of British adventures overseas was that in the 20th century lots of people came to the UK from the colonies and ex-colonies: India, Pakistan, Bangladesh and Sri Lanka, from West Africa and Caribbean, from Hong Kong and the Greek-Turkish island of Cyprus. There were always many other immigrants living in Britain, especially Irish, Jews and Italians. All these people brought with them their own ways of eating, and they did not simply give them up on arrival in their new home. Far from it. Immigrants are usually keen to preserve their own traditions, and food is one of the most powerful parts of a culture. You may stop wearing the traditional clothes, you may forget your music, your language, even your religion; but when you see and smell a dish that your grandmother used to make, you are suddenly a member of the community again.

Some of these newcomers realized that there was a niche in the market for new and exciting food, so they opened restaurants. The British diet was transformed from a dull menu of boiled vegetables and roast meat to fantastic mix of international delicacies!

A nice cup of tea

Tea is more than just a drink to the British – it is a style of life. Many people drink it first with breakfast, then mid-morning, with lunch, at tea-time (around 5 o'clock), with dinner, and finally just before bed. As a nation, they get through 185 million cups per day! No less than 77 per cent of British people are regular tea drinkers; they drink more than twice as much tea as coffee.

Most people use a tea bags these days, but serious tea lovers still go through an almost Japanese-style ceremony: warm the pot, add tealeaves and boiling water, cover the pot with a cosy to keep it hot, leave to brew for five minutes and then pour into delicate china cups with saucers. The selection of tea is very personal: Darjeeling, Breakfast Tea, Assam, Earl Grey, Lapsang Souchong and many others. Tea has worked its way into the language, too. At work people have tea breaks, even if they drink coffee or cola. Many British people call the main evening meal tea, even if they drink beer with it (it is also known as dinner or supper). When there is a lot of trouble about something very important, it is called a storm in a tea cup. When someone is upset or depressed, people say they need tea and sympathy.

In fact, tea is the universal treatment for all sorts of problems and emergencies. As a novelist Anthony Burgess (*A Clock Orange*) wrote: ‘The best thing to do, when you’ve got a dead body, and it’s your husband’s, on the kitchen floor and you don’t know what to do about it, is to make yourself a good strong cup of tea.

The pub

The Red Lion, The King’s Head, The Lamb and Flag ... there are pubs (or public houses) everywhere in Britain. They come in a wide range of style – noisy ones with sport on giant TV screens or rock music, where young people go to meet each other; and quiet ones with little tables in dark corners. These days many have a restaurant area and quite good food, but others still have nothing more than crisps and nuts. Some are just inhabited by regulars – drinkers who come in every day and who all know each other, making the place a kind of private club; others have only tourists and passers-by. Some pubs are pretty and charming; others are ugly and stink.

It is customary in Britain to ‘go for a drink’ with friends. People often meet at a pub before going on to another place. On Friday and Saturday evenings pubs in some city centers can be very crowded. Some people do a tour of all the pubs in one area and have a drink in each one; this is called a ‘pub crawl’. It is usual for each person in a group to take it in turns to buy drinks for everyone, and this is called a ‘round’. Pubs often also provide entertainment: live music, singing, juke boxes and, more recently, computer games, video and karaoke machines.

It used to be difficult for you get a cup of coffee in a pub, and children were not allowed inside. Although it is still against the law to serve alcohol to anyone under 18, pubs are now trying to encourage families. Pub meals have become very popular over the past ten years and are generally cheap and often good. Pubs with gardens or chairs and tables outside are often crowded in the summer. Pubs are still a central part of British culture. It is no surprise that two of Britain’s favourite TV soap operas have a pub as their local point, *Coronation Street* and *East Enders*. In both of these TV programmes you will see a popular game called darts, which is often played as a team game in pubs throughout Britain.

There are a number of peculiarities about the British pub which a visitor needs to know.

The opening hours are 11 am to 11 pm. Do not try to persuade the landlord to serve you after the final bell, as the police might shut down the pub!

In some pubs you can get a cup of coffee, but it is not common; you are usually better off looking for a cafe.

There are no waiters. You have to go up to the bar, get your drinks and pay for them straightaway.

There are strict age limits, although they are more difficult to enforce; to drink alcohol, you have to be 18, but you can go in and have soft drinks such as cola or orange juice at 14.

In big cities the traditional pub has a new rival – the wine bar. This is a very different sort of place, much quieter and much more sophisticated, with far less beer, no sport on TV and no smell. Maybe this is the future for British drinkers, but the old-fashioned pub will take a very long time to die.

2. Translate the following words from English into Russian

Tin hare tube venison packet veal stabiliser snack antioxidant china acid pub ingredient

3. Translate the following words from Ukrainian into English.

Смачний печені боби картопляне пюре чіпси індичка курка гусак вертел куховарська книга ресторан дієта негайно

4. Dwell upon the meaning of the following word combinations and phrases

national cuisine	fast food
game meat	processed food
ready-made meals	fish 'n' chips
culinary name	exotic food
frozen foods	to be filling
hit-or-miss affair	high tea
to be addicted	opening hours
to be a new resident in	final bell
christmas bird	

5. Sort the following words under the suggested headings: national dishes, herbs, spices, food stuff, kinds of meat, drinks

Curry, orange, pineapple, basil, cardamom, fennel, sausage, roast, beef, garlic, kebab, peanuts, cucumber, spaghetti, potatoes, dates, turkey, hare, pasta, maize, beer, bread, hamburger, pizza, rosemary,

thyme, parsley, tomatoes, cola, coffee, cumin, venison, juice, tea, fish, vanilla, chilly, rice, hen.

6. Fill in the gaps with suitable words from the text.

- a) China has all sorts of ...;
- b) Most of the British a long time ago;
- c) The servants always ... the crust ... the bread, so the sandwiches were very small and delicate;
- d) ... serious tea lovers still go through an almost ... ceremony;
- e) It was a custom to take the afternoon tea at about
- f) Do not try to persuade the landlord to serve you after ..., as police might shut down the pub;
- g) There are strict ... , although they are more difficult to enforce.

7. Dwell upon the meanings of the following set-expressions and phraseological units

a storm in/ a tea cup; to need tea and sympathy; to go for a drink; pub crawl.*

TABLE MANNERS

to be hungry	бути голодним
to be thirsty	відчувати спрагу
to have a meal	поїсти
to have a snack (a bite)	перекусити
to have smth. for breakfast (lunch, etc.)	на сніданок
three (two, etc.) course dinner	обід з трьох страв
for the first course	на перше
to begin with smth.	почати з чого-небудь
What would you like to begin with?	З чого ви почнете ?
What about...?	Як щодо ...?
to taste	1.бути на смак;
It tastes sweet (delicious)	2. пробувати солодко (смачно).
Will you taste my porridge?	спробуйте мою кашу
to one's taste	комусь до смаку
to pass	передавати
Here you are	Ось, будь ласка
Not at all	нема за що

Help yourself to...	Пригощайтесь ...
Have some more	Візьміть ще ...
No more, thank you	Більше не треба
I'm full	Я ситий
table manners	правила поведінки за столом
to follow a diet, to be on a (slimming)	бути на дієті
to put on weight	набирати вагу
to lose weight (to be slimming)	худнути

1. Read the text below

TABLE MANNERS

Do not attract undue attention to yourself in public. Try to make as little noise as possible when eating. Sit up straight and face the table, keep your feet under you, don't stretch them all the way under the table. Elbows are never put on the table while one is eating. Don't encircle a plate with the left arm while eating with the right hand.

At a small party do not start eating until all are served. At a large party it is not necessary to wait for all after a few guests have been served, it is perfectly all right to start eating.

When eating take as much as you want, but eat as much as you take. Do not eat too fast or too slowly. Take a little of every dish that is offered to you. Don't shovel food into your mouth, take small maneuverable pieces. Don't talk with your mouth full, first chew and then swallow.

When helping yourself remember: the first rule is to pay attention to what you are doing and handle a serving fork or spoon in such a way as not to scatter food particles over either floor, table or yourself. When you are being served, don't pick. One piece is as good as the next. Do not reach across the table, simply say, 'Would you pass me the salt, please'.

When refusing a dish or a helping you simply say: 'No, thank you', when accepting – 'Yes, please'. When passing plate for second helping always leave knife and fork on the plate and be sure the handles are far enough or not to topple off. In between courses don't

make bread-balls to while the time away and do not play with the silver.

Never spoil your neighbors' appetite by criticizing what they just happen to be eating or by telling stories which are not conducive to good digestion. When a dish is placed before you do not eye it suspiciously as though it were the first time you had seen it, and do not give the impression that you are about to sniff it. No matter how surprised you are take it all in your stride. Never read whilst eating (at least in company). When you help yourself to condiments, gravies, pickles, jellies remember: gravy should be put on the meat, and the condiment, pickles and jelly at the side of whatever they accompany. Olives, radishes, or celery are put on the edge of the plate from which one is eating.

If there's a napkin on the table unfold it and spread it on your lap. Do not tie it around your neck. Use your napkin often and skillfully. Several pats on the lips will take the grease off. Don't use your napkin as though it were blotting paper.

All juicy or soft fruit or cake is best eaten with a fork; in most cases it is a matter of dexterity rather than rule.

If you are able to eat a peach or ripe pear in your fingers and not smear your face let juice run down, or make sucking noise, you are the one in a thousand and may continue to do so. But if you can not eat something – no matter what it is – without getting it all over your fingers, you must use a fork, a knife or a spoon.

Don't use a spoon for what can be eaten with a fork. The forks are placed at the side of the dish in the order in which they are to be used (salad fork, fish fork, meat fork, etc.). If there is no spoon in the salt-cellar, use the tip of a clean knife.

Don't eat off the knife. Vegetables, potatoes, macaroni are placed on your fork with the help of your knife.

Drink any thing soup that is served in a cup or sip it from a spoon as you prefer.

Don't sip your soup as though you wanted the whole house to hear.

Do not empty your glass too quickly – it will be promptly refilled.

Don't put liquid into your mouth if it is already full. There is no better pusher than a piece of dry crust. Lacking this, the knife is also correct if properly used.

If your food is hot don't blow on it as though you were trying to start a campfire on a damp night. Cut your meat into small pieces that

can be chewed with ease. Cut off one piece at a time. Fish bones or other incidental bones are taken between fingers and thumb, and removed between compressed lips. Pits and seeds must be eaten quite bare and clean in the mouth and dropped into the cupped fist and then into the plate. Removing bones from fish lift the end of the bone with a fork, and then lift it all the way out pinched between the knife and fork together, or with fingers. Do not let the fingers touch the fish.

Bread should always be broken into moderate-sized pieces with the fingers before being eaten. If it is to be buttered, a piece is held on the edge of the bread and butter plate, and enough butter spread on it for a mouthful to two at a time, with a butter-knife. Take a slice of bread from the bread-plate by hand, don't harpoon your bread with a fork.

Don't bite into the whole slice, break it off piece by piece. All ordinary sandwiches not only at picnics but everywhere are eaten from the fingers. Cheese is one thing that may be spread with either a knife or a fork.

Don't push back your plate when finished. It remains exactly where it is until whoever is waiting on you moves it.

Don't lean back and announce, 'I'm through!' The fact that you've put your fork or spoon down shows that you have finished. To indicate that you have had enough place knife and fork together, not criss-cross.

Do not leave spoon in your cup when drinking tea or coffee.

Don't pick your teeth in company after the meal even if tooth-picks are provided for the purpose. And, finally, don't forget to say 'Thank you' for every favour or kindness.

2. Read the questions and think about your answers

- 1) What do you say at the start of a meal?
- 2) What time do you have lunch and dinner?
- 3) How long does a typical lunch or dinner last?
- 4) Do you usually use a knife and fork? If so, which hands do you hold them in?
- 5) Do you use a napkin? If so, where do you put it?
- 6) At which meals do you eat the following food? Melon, pasta, fish, steak.
- 7) Where do you put your knife and fork when you have finished your meal?
- 8) Where do you put your hands when you're at the table but not eating?

- 9) Do you eat cake with a fork or a spoon?
 10) What food do you often eat with your fingers at the dining table?
 11) When do you usually drink coffee and tea?
 12) When can you smoke during a meal?
 13) What do you say and do when someone raises their glass?
 14) Do you have soup in the summer?
 15) Do you eat salad in the winter?

FOOD IDIOMS

not my cup of tea	не моя справа
food for thought	їжа для роздумів
breadwinner	годувальник
to chew the fat	1. бурчати; 2. про щось довго розмовляти непродуманий, необачний
half-baked (idea)	лестити к-н
to butter smb. up	бути ласуном
to have a sweet tooth	бути незворушним, холоднокровним
as cool as a cucumber	горювати про непоправне
cry over spilt milk	«міцний горішок» - сильна духом людина
a hard / tough nut to crack	докладати занадто багато зусиль до нескладної справи
to have two bites of a cherry	простіше
as easy as pie	«знати, з якого боку хліб намазаний маслом» - думати про власні інтереси
to know which side one's bread is buttered on	
a storm in a teacup	«буря у склянці води
as sure as eggs is eggs	«ясно як день»

Read the text below.

FOOD - BRING IT!

I'm as hungry as a horse. My mouth is watering. I'm going to use my noodle...I'm having a half-baked idea... This idea is as easy as apple pie, as sweet as honey, and as cool as a cucumber. Let's have a food party and chew the fat. Bring something, anything! Get your finger in the pie! I suggest you bring a food you really like, something

you think is the greatest thing since sliced bread. Remember, Jane has a sweet tooth and has a taste for Korean food! Don't go bananas! You don't have to cook up a storm, but please bring something or I'll cook your goose! Don't cry over spilled milk if you forget, just eat dirt then quickly run to the store to buy a little grub. I don't think we should hit the sauce so I'll bring some soft drinks. In a nutshell... bring some food for next class!

1. Match the idioms with their definitions

- 1. Hungry as a horse a. use your brain
- 2. Mouth is watering b. to not think about or study carefully
- 3. Use my noodle c. to make someone want to eat or drink
- 4. Half-baked idea d. briefly, in a few words
- 5. As easy as apple pie e. to chat
- 6. As sweet as honey f. to like a particular food or drink
- 7. As cool as a cucumber g. to have a desire to eat sweet foods
- 8. Chew the fat h. to become too excited and behave crazily
- 9. Your finger in the pie i. to act humble
- 10. The greatest thing since sliced bread j. to hurt or ruin someone
- 11. Sweet tooth k. to be calm and relaxing, to be not stressed
- 12. Has a taste for l. food
- 13. Go bananas m. very sweet or good
- 14. Cook up a storm n. to prepare a large quantity of food
- 15. Cook your goose o. to drink alcohol
- 16. Cry over spilled milk p. able to eat a lot
- 17. Eat dirt q. very easy
- 18. Grub r. the greatest thing that there has ever been
- 19. Hit the sauce s. to complain about something that has happened
- 20. In a nutshell t. to be involved in something

2. Match these idioms to their correct meanings. Use a dictionary if you need to.

a) the apple of your eye	1) briefly
b) as cool as a cucumber	2) something easy
c) cream of the crop	3) energetic
d) cry over spilt milk	4) the best
e) eat humble pie	5) your main source of income
f) full of beans	6) a difficult problem
g) in a nut shell	7) apologize

h) nutty as a fruitcake	8) something to think about i
i) a hard nut to crack	9) regret something that has already happened
j) your bread and butter	10) crazy
k) not my cup of tea	11) not the kind of thing I like
l) food for thought	12) your favourite person, usually a child
m) a piece of cake	13) calm

3. Complete these sentences with idioms from the previous exercise. You will need to change the form of some of the idioms

- a) Well, I'm an actor really, waiting on tables is just the way I earn _____
- b) I don't know how you can be so _____ at this time in the morning! I'm still half asleep!
- c) Look, there's absolutely no point in _____ . What's done is done, you just have to get on with life.
- d) Sally is her grandmother's _____. She's always spoiling her, giving her presents and taking her on outings.
- e) I've never seen anyone like him, he's always _____. Nothing bothers him and he never, ever loses his temper.

4. Read and translate the sentences below. Study the meanings of the food metaphors given in bold

- Inviting Joe and his ex-wife to the same party was **a recipe for** disaster.
- The film has **all the ingredients of** a box office hit.
- Let's invite lots of friends to our wedding to **dilute** the relatives a bit.
- I'm not going to call him. I'm going to let him **stew** for another few days at least.
- The police **grilled** the suspect for hours, but eventually let him go.
- I'm sure this is going to be another of his **half-baked** schemes that never comes to anything.
- Let's hire a karaoke machine – that'll **spice up** the office party.
- They started their business with high hopes but things soon **turned sour**.

9. Rick has started hanging around with some **unsavoury** characters.

10. Let's go for a coffee and you can tell me all the **juicy** gossip.

5. Paraphrase these sentences using the metaphors from the previous exercise

1. My mother asked me a lot of very searching questions about where I had been last night.

2. Let's make the evening more interesting by organizing some party games.

3. What's been happening while I was on holiday? You must fill me in on all the interesting gossip.

4. Don't tell her that her briefcase has been found. Let her suffer for a bit longer – perhaps she'll be more careful with it in future.

5. It might be a good idea to make these investments a bit less dominant in your portfolio by exchanging some of them for others in a different line of business.

6. They lived together happily for many years, but things changed for the worse when his mother came to live with them.

7. Patience combined with interest in your pupils is bound to lead to success for a teacher.

8. Lance's ideas are never thought properly.

5. Study the following idioms and do the test below

- a good egg = a good trustworthy person. You can trust Mary, she's a good egg.

- hard-boiled = tough, not showing any emotions. My boss is really hard-boiled. He's impossible to fool.

- fishy = suspicious. I think that man's behaviour is a bit fishy. Call the police, please. = money for jam = money earned from a task that is very easy. Mark has a very easy job. In fact, it's money for jam.

salt-and-pepper = hair that is becoming grey. Some women like men with salt-and-pepper hair. They think it looks distinguished.

- easy as pie = very easy. Learning English is easy as pie.

- in a stew = confused or worried about a difficult situation. When David's girlfriend was late, he got into a stew.

-to be in the soup = to be in trouble. When Harry lost his job, he was really in the soup.

- to be in a pickle = be in a difficult situation and not know what to do. When Mark lost his passport, he was in a pickle.

- to be packed like sardines = be crowded tightly together in a small space. People on the evening train are packed like sardines.

-to get a roasting = to be told off for something wrong. The player got a roasting from angry fans.

- to make a hash of something = make a mess of something, do something very badly. Fred made a real hash of his exams.

Test

Choose the right answer.

1. I don't understand what is going on here. This is a bit _____.
a. fishy b. hard-boiled c. easy as pie
2. You are only 28 and you already have _____ hair!
a. salt-and-pepper b. fishy c. hard-boiled
3. The new school director is _____.
He never even smiles.
a. in a stew b. packed like sardines c. hard-boiled
4. Using the Internet is _____.
a. easy as pie b. fishy c. a good egg
5. The passengers on the underground trains are always _____ during the rush hour.
a. in a pickle b. money for jam c. packed like sardines
6. All you have to do in your job is push some buttons. That's quite easy, in fact it's _____.
a. in a stew b. money for jam c. salt-and-pepper
7. When the teacher caught him cheating, he _____.
a. was in a pickle b. was easy as pie c. was packed like sardines
8. All the team _____ from the coach.
a. got a roasting b. was hard-boiled c. was in the soup
9. The new employee didn't understand what he had to do and he _____ of the sales figures.
a. made a hash b. was in the soup c. got a roasting
10. When Sheila noticed that she had lost her documents, she got _____.
a. fishy b. in a stew c. money for jam

МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ

1. Read the text and fill in the gaps with words in plural form. *restaurant salad bar pub fast food restaurant bistro*

The most of Americans don't eat home but prefer to go to restaurants, that's why eating out is very popular in the USA. There are three main types of restaurants in the USA — fast food restaurants, full service restaurants and salad bars. In _____ (1) we can taste different tasteful and dainty dishes. Some of restaurants are very expensive. It is often necessary to make a reservation. Italian, Chinese and Mexican food is very popular in the USA.

In _____ (2) you can have fast and tasty food, but not very healthy. Items such as hamburgers, hot chicken sandwiches, hot dogs, pizza, and salads are typical food in a fast food restaurant. Eating in this type of restaurants takes less time and is less expensive than in a full service restaurant. If you do not eat all your food, the waiter will put your uneaten food in a paper or plastic bag (“doggie bag”) and you can take it home.

In _____ (3) you can take as much food as can be placed on your plate. You pay only for the plate not for the amount of food. In addition, you can take your uneaten food home. There is no tradition in England of eating in restaurants, because the prices are rather high. French, Italian, Indian, Chinese, American and even African food is represented in the restaurants of London. A lot of _____ (4) propose us different kinds of snack, sandwiches as well as dishes of the European food. We can taste different kinds of beer and other drinks in the _____ (5). People, who are busy and do not have a lot of time for cooking themselves, buy the food at the restaurant and bring it home already prepared to eat. The take-away meals are very popular among the population. An English proverb says “Tastes differ” and everybody decides to eat out or to cook at home.

2. Put the words in correct order.

1. I | to | salad | some | order | would | meat | like.

2. very | fresh | like | fruits | I | much | .

3. She | like | restaurant | to | would | to | a | tonight | go.

4. Would | of | like | cup | a | coffee | you?

5. likes | cook | My | to | mother .
 6. restaurant | to | likes | a | to | go | Peter .
 7. you | to | like | order | Would | drinks | some ?

3. Sort these dishes out under the headings starters, main courses or desserts. Ttanslate.

Chicken casserole coffee gateau fresh fruit salad Irish stew pate and toast prawn cocktail	rump steak grilled trout grilled squid mixed salad roast duck ice cream apple tart boiled potaoes	tomato soup grilled prawns fillet steak pan fried tuna fried eggs boiled rice butter pudding Peach Melba	Prawn cocktail Mussels with garlic
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4. What might you say to the person/people with you in a restaurant if...

- 1 your chips had too much oil/fat on them?
- 2 your dish had obviously been cooked too much/too long?
- 3 your piece of meat was absolutely perfectly cooked?
- 4 your dish seemed to have no flavour at all?

5. Choose the correct adjective in bold.

1.The menu was **boring/varied** and had a great choice of starters, vegetarian and fish dishes.

2.This restaurant was **expensive/cheap**. We had to pay a lot of money for breakfast.

3.The staff were **polite/rude** enough to explain us some details of the menu.

4.Fruit salad was **delicious/awful**. Avocado tasted hard and pineapples were overripped.

5.The service was very **professional/unqualified**. We had to wait for an hour or so before a waiter came.

6.This pub is **popular/unpopular** with young people. All tables here are always reserved.

7. The restaurant was quite **quiet/noisy**. The music was too loud to hear my girlfriend

6. Read the stories and answer the questions.

1. The last time I went to a restaurant was about 2 months ago. My wife and I wanted to celebrate our wedding anniversary with a good meal so we went to an expensive Italian restaurant in downtown Lisbon. We both had pasta to start and for the main course my wife ordered a steak and I chose fish. For dessert we both ate chocolate cake topped with fresh cream. Delicious!

2. I went to a restaurant yesterday evening with my sister's children. It wasn't very expensive and the menu was very limited. We all had a burger and French fries, and drank cola. It wasn't very good.

3. My boyfriend loves spicy food so this restaurant was perfect. The waiters were all really friendly and polite, and they played traditional sitar music which was very relaxing. The menu offered vegetarian dishes as well as meat dishes served with rice and a sauce - it depended on how hot you wanted it! I chose a mild beef curry but my boyfriend had a lamb 'vindaloo' - he also drank 2 liters of water!!

4. My class at the university went there last weekend. It's a very popular type of restaurant in my country. It generally offers one type of food (a kind of bread with cheese and tomato sauce) which you then choose what ingredients to add on top of it. I asked for olives and mushrooms on mine and my classmates each had something different so we could taste a piece of each person's meal.

In which text did the person go there for a special occasion?

In which text did the person visit an Indian restaurant

In which text did the person eat pizza?

In which text did the person eat fast food?

In which text did someone eat seafood

In which text did the person talk about the atmosphere of the restaurant?

Which restaurant was cheap?

In which text didn't the person enjoy their meal?

In which text did someone eat a very hot dish?

In which text did the person have a vegetarian meal?

7 Answer the questions.

1. What kinds of food do you know? Give as many nouns denoting food as you can.
2. What meals do you know?
3. What dishes do you know? Give as many names of dishes as you can.
4. What is understood by a 'course'? What attributes may qualify this word?
5. What can be boiled?
6. Do we fry meat or do we roast it?
7. What is the difference between fried potatoes and chips?
8. Do we roast fish? What is the way to cook it?
9. What food is Ukraine famous for?
10. Do you enjoy Ukrainian dishes?

8. Fill in the gap with the words from the box fixed price quality abundant customary distinctive garnished inferior interior minced relatively rapidly

- 1) White bread is generally ... in nutritional value.
- 2) You should add garlic and onion to the ... meat.
- 3) The food was ... and delicious.
- 4) This wine possesses a unique
- 5) The salad... with radishes, tomatoes and lettuce looked very colorful.
- 6) We were presented with the ... bottle of champagne.
- 7) The ... was cozy but unheated.
- 8) The dish was making more ... than expected.
- 9) This French wine has a ... aroma and colour.
- 10) It's a relatively ... restaurant

6. Read some passages from the guidebook for foreigners in Ukraine and match the paragraphs (1-6) with the headings (A-F). There is an extra heading.

- A Restaurants in the City Centre
- B A Wide Choice of Drinks
- C Fast Food System Is at Your Service
- D Ukrainian Mineral Waters and Juices

E Enjoy the Ukrainian Cuisine

F How Much to Pay?

___ 1 Restaurant business has been developing rapidly in Kyiv. As a rule, restaurants open at 11:00 and work until midnight; actually, nowadays most of them close even later — “when the last customer is one”. In Kyiv restaurants experienced masters of cuisine will offer you a wide choice of dishes to suit any taste. If you want to have supper at a certain restaurant, instead of eating elsewhere, it is best for you to order a table in advance. The cheapest supper will cost you about \$10. During lunchtime (from noon to 3 p.m.) many restaurants and cafes offer a so-called business lunch: a set menu at a fixed price. Business lunch prices vary between UAH 40 (\$5) and UAH 176 (\$22).

___ 2 Also at your service there is a network of Ukrainian *Shvydko* restaurants of fast food which offer a choice of dishes of traditional Ukrainian cuisine: varenyky (dumplings filled with cabbage, potatoes, mushrooms, etc.), salads, beer and juices. You can also have a cheap and tasty dinner at a *Domashnia Kuhnia* (‘domestic cuisine’) quality food complex. If you want something more customary, you can go to a *McDonald's*, a *Mister Snack* sandwich bar or a pizzeria.

___ 3 The city centre is particularly abundant in restaurants, cafes and bars. Each restaurant is noted for an original interior and a distinctive cuisine. We do hope that in our list of restaurants you will find the right one for you: American, Italian, German, French, Japanese, etc.

___ 4 Ukrainian food restaurants are presented in a separate section at the top of the list. Ukrainian cuisine is rich in traditions. At restaurants specialising in Ukrainian food you will have a chance to taste the famous *Ukrainian Borshch* — a savory red-coloured soup whose ingredients are minced beet, carrots, potatoes and other vegetables. Borshch is always garnished with sour cream. As a rule, borshch is eaten with pampushky, small rolls rubbed with garlic. *Kulich* is a dish of millet¹ cooked in meat soup; lard, onion and garlic are added to the dish before it can be served. *Pechenia* is stewed pork and potatoes (to which mushrooms or vegetables can be added).

This dish is served in a clay pot. *Carp in Sour Cream* is fried riverine fish (carp) with sour cream sauce. Also very tasty is *Chicken Kyiv*, chicken rissoles fried in dough rolled in breadcrumbs. Of the many hors d'oeuvres a good choice is cold pork, usually served with side dishes of vegetables. Coming to the sweets we would recommend *Cherry varenyky*, an old Ukrainian dish. They are delicious, especially when served with cream.

___ 5 In addition to dishes, you can order Ukrainian-made drink. Excellent wines (red as well as white; dry as well as stronger) are manufactured by such companies as *Zolota Amphora* (Dnipropetrovsk), *Koktebel* and *Maharach*. Ukrainian beer — *Obolon*, *Slavutych*, *Chernihivske*, *Lvivske* is also just as good as the European brands. We also recommend you to taste Ukrainian-made juices such as *Halychyna*, *Sandora* or *Smak*. Not inferior to *Fanta* or *Sprite* are Ukrainian nonalcoholic drinks *Rosynka-Ginseng*, *Zhyvchyk-Apple* or *Zhyvchyk-Lemon*. Good at refreshing and quenching thirst are mineral waters *Obolon*, *Sofia Kyivska* and *BonAqua*, etc.

7. Read the text again and say if the statements below are true or false.

- 1 Most of the restaurants work 24 hours a day in Kyiv. _____
- 2 Business lunch is a set menu at a fixed price. _____
- 3 *Domashnia Kuhnja* is a very expensive restaurant. _____
- 4 Ukrainian food restaurants are located in the city centre. _____
- 5 *Pechenia* is served in a clay pot. _____
- 6 Ukrainian beer is not worse than other European brands. _____
- 7 *Fanta* and *Sprite* are Ukrainian-made juices. _____

8. Match the dishes with the appropriate ingredients.

- 1 Hungarian goulash is made with **a** a mayonnaise dressing
- 2 Ratatouille is made with **b** beef and vegetables
- 3 Ratafia is made from **c** almonds
- 4 Pasta is made from **d** tomatoes and lettuce
- 5 A seafood cocktail is served with **e** flour, eggs and water
- 6 Hamburgers are often served with **f** red peppers, aubergines and

9. Put the water's words in the correct order to complete the dialogue.

Waiter: madam afternoon good 1 Good afternoon madam.

Mrs Dalty: Good afternoon. A table for five, please.

W: Reservation do a you have 2 _____

Mrs.: Yes, I do.

W.: Tell your Could please me name you 3 _____

Mrs.: Mrs Dalty

W.: Mrs Dalty yes at A five half for two past table 4 _____

Mrs.: That's right

W.: Coat I shall take madam your 5 _____

Mrs.: Yes, please

W. Follow could me please you. I your you to'll table show 6 _____

Mrs.: Thanks.

W.: Down you to would madam sit like 7 _____

Mrs.: Thank you

W.: Is here menu the 8 _____

Mrs.: Thank you

10. Rearrange the letters to make names of tableware, then match them to the words.

elpat slags lwob hctol

- a. dinner side
- b. champagne wine
- c. cerear soup
- d. slip table

11. Put the words in the correct order to make instructions.

1 ice / and / well / add / shake

2 a I into/ mixture/ strain / the / glass

3 with / Tabasco / season

4 serving / fill / glass / don't I the lcompletely / when

5 salt-rimmed I a I serve / glass / in

6 the / ingredients / all / mix / well 7 zest I with lgarnish / lemon 8 don't / until / stir / cbol

ТЕСТИ ДЛЯ ПОТОЧНОГО КОНТРОЛЮ

As there are so many dishes on the menu, would you like me to something to eat?

- decide
- suggest
- offer
- consider

They simply couldn't decide which restaurant to choose and so in the end they took a vote and the decided on a Chinese one.

- most
- more
- majority
-

We waited one hour for the main dish to and then it was the wrong order.

- arrive
- reach
- deliver
- send

If you really want to enjoy the full flavour of that particular meal, you must remember to the right balance of sauces together.

- join
- stick
- attach
- mix

It is always more relaxing to eat in a restaurant where the faces of the staff are and you know everyone by name.

- familiarized
- familiar
- familiarly
- familiarity

There was a great discussion about which particular type of cuisine the guests would choose and finally they reached a and settled on the set menu.

- compromising
- compromised
- compromise
- compromisingly

It doesn't matter how late you arrive at this restaurant you can always on a warm welcome from the owner.

- trust
- confide
- rely
- believe

The place was so full of people and tables that the waiter had to us through the crowds to our table.

- show
- guide
- conduct
- enable

The problem about writing on food is that however hard you try, you will say what you like and end up being

- subjective
- objective
- reflective
- directive

The success of a really good meal is that not only must it taste good but it should also look good and thus to your eye.

- attract
- appeal
- attend
- appear

The man who serves you in a restaurant is the

- servant**
- waiter**

The woman that serves you in a restaurant is the

- Waitress**
- Barmaid**

If you eat soup at the beginning of a meal, it is a

- main course**
- starter**

The principal part of the meal is the

- main course**
- dessert**

The extra money that you give the waiter or waitress is called a

.....

- service**
- tip**

A cook in a good restaurant is called a

- cooker**
- chef**

If you like meat cooked for a short time, you like it

- raw**
- rare**

If you like meat cooked for a long time, you like it

- well-done**
- rare**

Hamburgers, pizzas, etc., are known as food

- good**
- fast**

Take-..... food is food that you take home to eat

- away**
- off**

The tells you what food is available in a restaurant

- list**
- menu**

TEXTS FOR HOME READING

1. English Food

Food in Britain has had a bad reputation abroad for a very long time. Visitors from foreign countries complain about the meals they order in restaurants and cafes. The British themselves do not like to complain in public so the standard of meals is not always good or reliable. But in a city like London there is great variety.

Traditional British food, with its emphasis on puddings, pies, cakes, meat dishes and fried food, no longer forms a main part of most people's diet because of the trend towards lighter, more easily prepared food. Traditional methods of preserving meat and fish, such as salting and smoking, are no longer necessary and food such as kippers (smoked herrings), salt pork and beef, and bacon are eaten less frequently than before. Nevertheless, many traditional dishes survive, especially those associated with special occasions.

There are many regional dishes, usually named after a county, such as Lancashire hotpot, roast beef and Yorkshire pudding, which are popular all over the country. There are many different kinds of regional cheese, including the best-known, Cheddar, as well as Cheshire, Leicestershire and Stilton, each with its own distinctive colour, flavour and consistency. Welsh rarebit is a popular dish of toasted cheese.

The British have always liked meat dishes, from the traditional roast beef to popular favourites such as 'bangers and mash' (sausages and potatoes), shepherd's pie (also called cottage pie), toad in the hole (sausages baked in batter), steak and kidney pudding, steak, and bacon and eggs. Scotland has its traditional haggis (ливер в телячьем рубце).

Beef, lamb, mutton, pork and chicken are the most common kinds of meat. Sauces that traditionally accompany meat are mint sauce for lamb, horseradish sauce for beef, apple sauce for pork and cranberry sauce for turkey.

A 'typical' good British meal is a roast joint of meat, potatoes and one other vegetable. It is still the custom in many families to eat the roast meat hot on Sundays and cold for as many days of the week as possible. The meat—beef, lamb or pork—may be served with two lots of potatoes. They are cooked in two different ways—some are roast with the meat, and others are served boiled or mashed.

Fish and chips is a favourite fish dish, although fish fingers and fish cakes are also popular, especially with children. Cooking fish and chips the pieces of fish are dipped in butter (a mixture flour and water) and then dropped into deep boiling oil for a few minutes. They come out crisp and hot and are then wrapped in grease-proof paper and handed to the customer to take away. Attached to some shops is a small cafe where you can eat your fish and chips without taking them home. Everybody seems to have fish and chips at home at least once a week. Every English town has in its side streets and shops.

Kippers are split, salted and smoked herrings; they can be grilled or fried, and nothing should be added to them but a little butter and they need no longer than five minutes on each side. Kippers are eaten either for breakfast or supper. Plaice, cod, herrings and mackerel are the most common kinds of fish. Trout and salmon are usually considered a luxury, especially, when they have been smoked.

Eggs are eaten boiled, fried, poached or scrambled, with boiled eggs usually preferred soft, and traditionally cooked for three minutes.

English cheeses deserve to be better known. The "king" of cheeses is Stilton, a blue-veined cheese both smooth and strong. It is best when port is drunk with it. Cheddar, Cheshire and Lankashire cheeses are all pleasing to the palate, and cream cheeses are to be had in various parts of the country. In Devon, excellent whipped cream is made, which goes well with English strawberries and raspberries.

A vegetable is usually boiled in water and served plain—it may be cauliflower, cabbage or Brussel sprouts — a favourite green vegetable. A visitor to Britain will see some of the following dishes in "restaurants and in private houses:

Potatoes ('spuds') are one of the most common vegetables, served either as chips, roast or mashed potatoes, or baked in their skins (jacket potatoes).

Puddings of all kinds are typically British, and the word itself can describe both delicious and sweet dishes, or mean simply "dessert" in general. Other familiar desserts are fruit-based ones such as apple pie or gooseberry fool.

Among the best-known sweet dishes are rice pudding, bread-and-butter pudding, steamed pudding, suet pudding and Christmas pudding. Plum pudding (which does not contain plums) is another name for Christmas pudding. Plum pudding is sure of its place of honour on the

Christmas dinner table. The Christmas pudding is a direct descendent of the old plum porridge, beloved by English people in the Middle Ages. In those days it was made of beef or mutton broth thickened with brown bread, with prunes, raisins, currants, ginger and maize being added to the boiling mixture. This was served as a thick soup in a large tureen and eaten at the beginning of the meal. In the 18-th century, plum pudding began to change its character with the addition of flour. The porridge was thus turned into plum pudding and it became the custom to eat it at the end of the meal. Nowadays, in addition to then basic mixture of flour, bread-crumbs, suet and eggs, the ingredients of the Christmas pudding includes raisins, currants chopped almonds and walnuts, grated carrot and (on place of the discarded mutton broth) a good measure of brandy, whiskey or ale. After being boiled for several hours, the pudding is stored until time comes for heating it on Christmas day when it is brought to the table on a large dish, big, round, dark-brown, with a flag or a piece of holly stuck in at the top of it. The Christmas pudding is covered with white sauce. Receiving each slice, the guests are warned to eat carefully Scones-small soft teacakes of barley of wheat flour, usually of quadrant or triangular shape.

Yorkshire pudding is a traditional English batter pudding baked with roasted meat. The batter is made from flour, eggs, spice and salt out into strips and put together with meat which is roasting. When it is ready, it gets nicely brown and crispy and has a pleasant taste.

There are many varieties of bread and cake. Bread is white or brown. There are different kinds of loaf, including the specially shaped cottage loaf and cob loaf. For a 'continental' breakfast, many people now prefer French-type rolls such as croissants. For tea, jam tarts, toasted teacakes and cup-cakes, buns are often eaten, especially in winter. Otherwise bread and butter with jam, honey, meat or fish paste or some other spread is usual for the meal. Sponge cake and trifle are also favourites.

Baker's dozen. It has been the custom in both England and the United States for the owner of the bakery to add a free bun, cake or the like, if the customer buys a dozen. A baker who forgets to give his customer the thirteenth, free of charge, soon loses his customers. It is also a trick to invite a customer to buy more in order to get something "free of charge"

A cake can be large, needing to be cut or sliced, or small, for one person. Gingerbread is not bread but a ginger-flavoured cake. The

many different kinds of biscuit include chocolate, digestive biscuits, ginger nuts and custard cream's. Custard- a sweet mixture of eggs and milk, sweetened and flavoured baked or boiled. Water biscuits or crackers are usually eaten with cheese.

Some foods are traditionally prepared for a particular festival or celebration. Christmas pudding is eaten at Christmas, pancakes are often served (as a sweet course, with lemon and sugar) on Shrove Tuesday, and hot cross buns are eaten on Good Friday. Special big cakes are prepared for weddings and birthdays. Wedding cakes are usually elaborately iced and decorated with two or more tiers; birthday cakes are also normally iced, with the person's age shown by the number of small candles stuck in the icing.

The British enjoy eating sweets, especially chocolate, and the many popular types of confectionery include toffee (ириска), marshmallows mints and boiled sweets. Sticks of rock are traditionally popular in holiday resorts, as are ice cream, candy floss and other 'fun foods'.

In recent years there has been an increase in the consumption of convenience and unhealthy 'junk' foods. Convenience foods are ready to cook or eat. They are manufactured or processed. They are sold tinned (canned), or dried, or sealed in plastic bags or aluminium foil. Convenience food sales in Britain make up 25% of all expenditure on food.

Fresh fruit is a natural convenience food, which Britons can buy all the year round. Some kinds of fruit, such as apples and pears, are grown in Britain, but a lot is imported. Popular imports are oranges, grapefruit, lemons, and bananas. Children's favourite convenience food is fishfingers.

There is a growing interest in healthy, natural or 'organic' foods.
Natural foods

There has been a change of diet during the last few years. Some people prefer not to eat factory-made, processed foods. They have turned to a diet of nuts, honey, dried fruits, like dates, and organically-grown cereals and vegetables. They want to eat goods without chemical fertilizers or additives. Special 'Health Food Stores' opened in High Streets and shopping centres to supply these natural foods. The demand has increased greatly so that the big supermarkets now sell health foods, too. The goods bought are usually more expensive than the other food in supermarkets.

Slimming. Women, and particularly young girls, like to have slim figures. This often means dieting. They have to change their eating habits and not eat fattening foods like potatoes and bread. Men, too, are increasingly worried about being fat. They are encouraged by their doctors to reduce their weight for health reasons.

Someone on a slimming diet will have to give up eating sweets and chocolates, too. The British are one of the biggest consumers of sugar and confectionery in the world.

At the same time, the British diet now includes many dishes that would formerly have been regarded as exotic or unusual. Among the most popular are Chinese, Indian and Italian, which have largely been popularized by ethnic restaurants.

In the USA too the food of many different nationalities has become part of the national diet. Particularly American dishes, though, are southern fried chicken, pumpkin pie, hot dogs, burgers, apple pie and hash browns (potato pancakes, often served at breakfast).

More and more, people buy hot food from a 'take-away' and eat it at home. This is quicker than cooking a meal and cheaper than eating in a restaurant. The most common take-away foods in Britain are fish and chips, hamburgers, and Chinese foods. The fish is fried in oil. The chips are cooked in oil, too. The fish frier supplies his customers with a ready-cooked meal at midday and in the evening; they can either take it home wrapped in paper, or eat it in the shop. He may also serve fried sausages with chips and hot meat pies with peas—a pie is made of meat enclosed in pastry.

2. English meals

The traditional English meal is based on plain, simply cooked food.

The usual meals in England are breakfast, lunch, tea and dinner; or breakfast, dinner, tea and supper.

Breakfast is generally a substantial meal, not just rolls and coffee. Many people like to begin with porridge or some other "breakfast food", or fruit juice, followed by cereal to which milk and sugar are added. Some people, especially in Scotland, still prefer porridge to cereal. English people eat porridge with milk or cream and sugar, but not a good Scotsman would ever put sugar on

his porridge, and you will be offered fried eggs, marmalade (made of oranges or lemons), with buttered toast, tea or coffee. If you prefer it you can have eggs, boiled or scrambled and occasionally fish, e.g. herring, or kipper (копчёная рыба (особ. селёдка)) served. Few people eat so much for breakfast nowadays, preferring a lighter 'continental' breakfast. Toast and marmalade, and tea or coffee, complete the meal.

Lunch is served between half-past twelve and half-past one. The main meal may be at midday or in the evening. Some people call the midday meal dinner and the evening meal supper or high tea; others call the midday meal lunch and the evening meal dinner or supper.

The businessman in London finds it impossible to get home for lunch and so has it in a cafe or a restaurant, but those who are at home generally take cold meat, e.g. beef, mutton, veal, ham, with boiled or fried potatoes, another vegetable or salad, and pickles. Instead of this you may have a chop, or a steak and chips, followed by biscuits and cheese. With lunch you will probably drink water or light beer.

Afternoon tea takes place between three-thirty and four-thirty and consists of tea, bread, butter and jam, followed by cakes and biscuits. This is not generally a formal meal. Instead of sitting round the table you have tea brought to you, and you balance a cup on your knee or in your hand as you take thin buttered bread, pastries, cake and biscuits.

"High tea", however, is a substantial meal and is eaten between 5.30 and 6.30 by families which do not usually have a late dinner. In a well-to-do family it consists of ham and tongue and tomatoes and salad, or a kipper, or tinned pears, apricots or pineapple with cream or custard and cake.

Meals are often less formal nowadays. **Snacks** are popular; they can be eaten anywhere at any time. Some snacks to choose from:

baked beans on toast (the beans come out of a tin and the toast can be made from a sliced loaf of bread); spaghetti in tomato sauce (tinned); fish fingers (frozen); sausage rolls (can be bought from the baker); meat pies (can be bought from the grocer, the butcher or the baker); sandwiches (can be bought at pubs and at shops in towns and cities at midday). Not much cooking involved!

3. The Hot Dog



In its home country of Germany, the hot dog was called the *frankfurter*. It was named after Frankfurt, a German city.

Frankfurters were first sold in the United States in the 1860s. Americans called frankfurters "dachshund sausages." A dachshund is a dog from Germany with a very long body and short legs. "Dachshund sausage" seemed like a good name for the frankfurter.

Dachshund sausages first became popular in New York, especially at baseball games. At games they were sold by men who kept them warm in hot-water tanks. As the men walked up and down the rows of people, they yelled, "Get your dachshund sausages! Get your hot dachshund sausages!" People got the sausages on rolls, a special bread.

One day in 1906 a newspaper cartoonist named Tad Dorgan went to a baseball game. When he saw the men with the dachshund

sausages, he got an idea for a cartoon. The next day at the newspaper office he drew a bun with a dachshund inside—not a dachshund sausage, but a dachshund. Dorgan didn't know how to spell *dachshund*. Under the cartoon, he wrote "Get your hot dogs!"

The cartoon was a sensation, and so was the new name. If you go to a baseball game today, you can still see sellers walking around with hot-water tanks. As they walk up and down the rows they yell, "Get your hot dogs here! Get your hot dogs!"

4. The story of McDonald's

1937 The McDonald brothers, Dick and Mack, open a little drive-in restaurant in Pasadena, California. They serve hot dogs and milk shakes.

1945 They have 20 waiters. All the teenagers in town eat hamburgers there.

1948 They get paper boxes and bags for the hamburgers. They put the price down from 30 cents to 15 cents. They cut the menu down from 25 things to only 9. There are no more waiters - it is self-service. So it is cheaper and faster. And they have windows all around the kitchen - so everyone can see it is clean. Parents start bringing their children to the restaurant. Poor families eat at a restaurant for the first time.

1960s The McDonald's company opens hundreds of McDonald's restaurants all over the States.

1971 They open restaurants in Japan, Germany and Australia.

Now ... the McDonald's company opens a new restaurant every 8 hours! There are more than 14,000 restaurants in over 70 countries.

The story of Coca-Cola (or 'Coke')

The Coca-Cola story begins in Atlanta, Georgia, in 1886. John S. Pemberton invents a new drink. Two of the ingredients are the South American coca leaf and the African cola nut. Pemberton can't think of a good name for the drink. Finally, Dr Pemberton's partner Frank M. Robinson suggests the name Coca-Cola and writes the new name in a special way - and that becomes the famous trademark.

Thirty years later the famous Coca-Cola bottle design first appears. The style of the bottle and the trademark are very important for the success of the drink.

For many years, they make only Coca-Cola. They only introduce new drinks - Fanta, Sprite and TAB - in the 1960s, and diet Coke in 1982.

The recipe of Coca-Cola is a secret. In 1985 the company does something almost incredible. They change the recipe! But the public is very unhappy. And, soon after, they bring back the original recipe: 'Coca-Cola Classic'.

Today they sell Coca-Cola in 195 countries. Hundreds of millions of people, from Boston to Beijing, drink it every day. It has the most famous trademark in the world.

5. UKRAINIAN CUISINE Part I

Overview of Ukrainian Cuisine History Ukrainian cuisine is varied and rich in taste and nutritional value. Its development was influenced by the same factors as the development of material culture: geography and climatic conditions, plant cultivation and animal domestication, technological change, cultural influences, and economic relations with other countries.

Since ancient times Ukrainians have practiced a settled form of life based on farming. Archaeological evidence shows that wheat, barley, and millet were grown in Ukraine 3,000 years ago. Rye was introduced about 2,000 years ago, and then buckwheat was imported from Asia in the 11th century AD. Already at that time cattle, sheep, hogs and poultry were raised. Beekeeping, hunting and fishing were practiced. The exceptional fertility of Ukraine 's soil and its climate were favourable for the development of agriculture, which had a marked influence on the type of food eaten by Ukrainians. It is evident from the chronicles and other sources that even in Kyiv Rus 'food was choice, varied and plentiful. There were professional cooks at princely courts and monasteries, and in the homes of wealthy families. Until the 17th and 18th centuries, the Ukrainian cuisine was mostly characterized by peasant and rural made dishes. Simple and economical soups, without much ornament and very easy to cook meals were the main parts of the Ukrainian diet. Things changed when the tsars began calling French and Italian chefs to cook for their banquets and celebrations. The luxury and festive style of the dishes

prepared by foreign chefs soon began to influence the existing Ukrainian cuisine.

Although most dishes were kept in their traditional form, modern variations of those dishes are present in most Ukrainian homes today. New spices and herbs were used to improve the flavour of the existing traditional Ukrainian dishes and today you shouldn't be surprised to find plants that are not characteristic to Ukraine used in traditional, home made dishes.

There are no distinguishable cuisine types in Ukraine, but a variety of different influences can be noticed by a careful eye. The neighbouring countries have influenced the Ukrainian cuisine, much as the Ukrainian cuisine influences the regional and national cuisines of the neighbours. The Lviv or Lutsk regions of Ukraine, for example, display a cuisine that resembles the Polish cuisine, with pork meat being the main ingredient for most dishes. The north-eastern provinces, such as Sumy, Kharkiv or Luhansk show influences from the Russian cuisine, while the southern part of Ukraine has several recipes that are specific to Moldova and Romania.

6. Ukrainian Traditional Food

Since ancient times bread has held a special primary position in the cuisine of the Ukrainian people. Long ago the grain for flour was ground manually between two rounded grindstones. Then, beginning in the 13th century, water mills and windmills appeared.

Today flour milling is highly developed. As milling technology was improved, white flour was produced by repeated grinding and sifting. This type of flour is used in baking white-wheat bread or light-rye bread. Besides ordinary bread Ukrainians bake various ritual breads from special dough: the braided bread (kalach), Easter bread (paska), wedding bread (korovai), sweet bread (babka) and egg bread (bulka). Ukrainian bread with its many variations has become quite famous. Cooked or baked cereal – whether wheat, barley, buckwheat, millet, oats, or corn grits – is an ancient Ukrainian food. The most commonly eaten cereals are buckwheat (kasha), millet, and in the Hutsul and Transcarpathian regions, cornmeal (mamalyha).

The same grits boiled in water or milk to produce a thin gruel is called yushka; a thicker gruel of millet is called kulish. In recent times

rice has been added to the list of cooked cereals. There are also dishes prepared by boiling dough. The favourite dish made of flour is filled dumplings (varenyky) with various types of filling: cheese, potato, cabbage, meat, fish, buckwheat.

Potato is the most widely used vegetable in Ukrainian cooking. It is a necessary ingredient in all soups, particularly borsch and cabbage soup. Boiled or baked potatoes are served alone or with meat, fish, cheese, cabbage, mushrooms, and so on. Another important element in Ukrainian cooking is cabbage, particularly sauerkraut, which is used to make cabbage soup (kapusniak) or is served with meat or potatoes. Other vegetables such as onions, garlic, carrots, radishes and cucumber are frequently eaten raw.

Sunflower and pumpkin seeds are usually dry-fried. In the Ukrainian tradition a soup or borsch must be served with dinner. Various soups – made with meat, fish, vegetables, fruit, or milk – are popular, but borsch remains the favourite. It is made of vegetables, among which beets and cabbage are predominant, and meat or fish stock.

Meat is usually eaten on feast days, Sundays, or at family celebrations. The most popular meat is pork and its products, such as ham, sausage (kovbasa), blood sausage (kyshka), smoked bacon and salt pork. Foods prepared with milk, dairy products, and eggs have long been a part of Ukrainian cooking. Soured milk is a favourite drink throughout Ukraine; a variant of this is riazhanka, made by souring boiled milk with sour cream.

Cottage cheese is eaten mixed with sour cream or as a filling in varenyky or pyrohy. Fruit and berries, when in season, are eaten fresh or made into custards (kysil) and compotes.

There are significant regional variations in Ukrainian cuisine that resulted the availability of different agricultural products, foreign influences, or even the conservatism of the common people in regard to change.

Some Traditional Dishes of the Ukrainian Cuisine Borsch A choice for First Dish is Borsch. Although the word —borsch is not translatable, it is famous all over the world. It is difficult to imagine that there is a person on the planet who has never eaten borsch! It is famous, popular and delicious. So, what is this famous dish? How is it cooked and what should it be eaten with? At first glance, everything

seems simple. Sugar beets are the signature ingredient and borsch is a kind of beet soup. But not everything is as simple as it looks. There are more than thirty varieties of this dish in Ukraine alone, and other versions are prepared in Russia, Poland and even in the United States! So, there are different types of borsch - meat and meatless, hot and cold, with mushrooms, with kidney bean, with prunes, with marrows, turnips, and even with apples! Meat borsch is also varied - it may include beef or chicken. Some recipes recommend the addition of mutton and sometimes ham or sausages. The cooking process for borsch is unique in that all ingredients, including the beets, are prepared separately! Beets should be sprinkled with lemon juice or vinegar in order to preserve their colour and then they should be cut and roasted. Afterwards they are peeled, diced and added to the borsch. In the beginning, onions, carrots, parsley are fried together for 15 minutes and tomatoes (or tomato paste) is added at the end. Other vegetables should be cooked separately. All ingredients should be put in bit by bit, at the proper time and in the right order. Cooking time for borsch is approximately 2-3 hours. Let the flavours mingle for 20 minutes before the borsch is served. Prepare to feel giddy when you lift the lid from the saucepan- the aroma is truly delicious! A good accompaniment to borsch is small buns flavoured with garlic.

Galushky Even though galushky appear to be very simple, this dish is a very tasty meal. Recipes for it have not changed for hundreds of years and have been passed down from one generation to another. Galushky should be eaten hot only! This is a rule! Galushky can be made from different types of flour – wheat flour, buckwheat flour, from manna-croup. It is also possible to add cottage cheese, potato or apples to the pastry. They are boiled in either water, milk, or broth. Galushky are served either with fried onions and cracklings or sour cream. Second dishes are meat, poultry, fish.

Although Ukrainians respect poultry, pork is a big winner. Huge numbers of dishes are made from pork in Ukraine. It is fried, baked, stewed, goes into sausages, various delicacies are prepared with chopped and minced meat. But the most favourite dish for any party is Pechenya (stewed meat). To say pechenya is just stewed meat is to say nothing. Pechenya is tender, flavourful and fantastic. Besides, the traditional way of preparing pechenya leaves a tremendous space for every cook 's creativity.

Although the cooking time for pechenya is long, the outcome is worth it! Uzvar There are plenty of fruits and berries in Ukraine! You can gather a luxurious harvest in every garden. This remarkable harvest provides the basis of many desserts - varenyky, pyroghy, jellied berries, fruit babkas, and jams. And also drinks - Uzvars. We may say that uzvar is a kind of fruit compote, but it is really much richer and more concentrated than fruit compote. It is delicious mixture of raisins, prunes and spices - cinnamon, cloves, and dried citrus peel.

Kutia Kutia is a sweet grain pudding, traditionally served in Polish, Lithuanian and Ukrainian cultures. Kutia is often the first dish in the traditional 12-dishes Christmas Eve Supper. It is rarely served at other times of the year. Traditionally it was made of wheat, poppy seeds, honey (or sugar), various nuts and sometimes raisins. In many recipes milk or cream was also used. Nowadays other ingredients (which were unavailable or just too expensive in earlier centuries) like almonds and pieces of oranges are added. On the other hand, the wheat grain, that is now relatively rarely available in the food stores in an unprocessed form, is sometimes replaced with barley or other similar grains.

7. Mineral salts

Mineral salt is name for the complete family of salts that are obtained by mining. Natural mineral salts are mined from below the ground surface, at a depth of almost thousands of feet, in areas where there is a layer of mineral salts. Mineral salts can also be harvested by pumping water deep underground in areas where layer of salt is discovered. Mineral salts are added as nutritional additives though they may have other properties like antioxidant or a preservative etc. Many of them are essentials that need to be included in our daily diets, as they are the source of important nutrients required for the body. The important natural mineral salts that should be consumed are sodium, phosphorus, potassium, chlorine, sulphur and calcium. While the above mentioned happen to be the macro elements of the natural mineral salts, the micro elements are the ones that are essential nutrients for the human body. The micro elements in the minerals salts consist of iodine, iron, fluoride and zinc.

Need for Natural Mineral Salts In Human Body

Natural mineral salts are important for the human body because the deficiency of these salts leads to a number of health problems ranging

for mild to serious ones. The noticeable health problems related to the deficiency of important minerals salts are insomnia, weakness, fatigue, anemia, osteoporosis, anxiety, depression goiter and a lot of minor problems on a daily basis. Important mineral salts are found in fruits and vegetables and therefore it is important to include these fruits in out staple diets. Sea food is also rich in a few of these natural mineral salts. To maintain a decent level of mineral salts in the body, a balanced diet is advised.

Applications of Natural Mineral Salts in Food

Table salt or the iodized salt is also important to fill up for the iodine deficiency in certain humans. This prevents goiter and other problems related to the thyroid gland. A minimum quantity of salt should be consumed by men and women on a daily basis. Any more than that, however, can also have adverse effects on human health. Table salt otherwise is used for daily cooking around the world and also as a table condiment. Some mineral salts are also used as anti-caking agents in food products. They help improve the texture of certain foods as well, especially the meats. They are used in food products like beer, soft drinks, fizzy drinks, confectionery items, ice cream, baked goods, jelly, cheese, breads and canned foods. Mineral salts are also used as preservatives for canned foods and beverages and frozen fish and meat products. Mineral salts might also be used for purifying water.

8. The Carbon Planet

Heat signature

Planets such as Earth have more oxygen than carbon, but what if the composition was reversed? This is a question opened up by a recent discovery of a 'diamond planet' by US and UK scientists, led by Nikku Madhusudhan of the Massachusetts Institute of Technology, and including researchers from Belfast's Queens University and the University of Warwick. The planet is 1200 light years away from earth and was observed using Nasa's Spitzer Space Telescope. Dr Marek Kukula of the Royal Greenwich Observatory in London, whose role is to interpret and comment on astronomical discoveries made by British scientists, explained that researchers initially used the SuperWASP (Wide Angle Search for Planets) robotic observatories operating

continuously, all year around. They detected the planet, then it was observed with the Spitzer Space telescope, which according to Dr Kukula 'detected the heat coming from the planet, and from that heat signature they can tell what this planet is made from.

Giant planet

The planet is very different to Earth. 'It's a giant planet,' explains Dr Kukula, a gas planet, a bit like Jupiter in our solar system. But the interesting thing that they've discovered is that it has a very different composition to the planets in our solar system. So where our planets have a half fraction of oxygen then carbon, this planet has it the other way around, it has more carbon than oxygen.' This suggests that there is more than one way to make a solar system and the range of planets in the Universe could be much wider than previously thought.

Diamonds and graphite

Dr Kukula says that if there are smaller planets in the same solar system with a similar composition, rich in carbon, their rocks could be rich in minerals such as carbon and diamonds, unlike earth which has silica, the sand that rocks on earth are made from. 'This is where this diamond planet idea comes from, they haven't actually detected a diamond planet yet,' explains Dr Kukula, it's hypothetical, 'but you can imagine bizarre landscapes with black graphite rocks lying around and the surface could be covered with tarry liquids rather than water.'

Transgenic or Genetically Modified (GM) Plants.

Genetic improvement of plants by traditional methods is a long history but recombinant DNA technology has led to revolutionary changes. An effective approach to achieve transgene expression and stability is to transfer the gene directly, into plant genome. It is possible to use genetic engineering to modify plant DNA and then transform plant cells with the DNA by either electroporation or particle gun methods.

Alternatively, we can use vectors from the bacterium *Agrobacterium Tumefaciens*, which can transfer DNA directly into certain plants. It is possible to use plant tissue culture techniques to select clones of plant cells that have been genetically altered using in vitro techniques; then, with proper treatments, induce these cell cultures to make whole plants that can be propagated vegetatively or by seeds. In contrast to plants whose properties have been improved by traditional plant genetics, genetically engineered plants are transgenic or genetically modified (GM) plants.

Although the techniques to generate transgenic plants or transgenic animals are virtually identical to those used to generate microorganisms expressing foreign genes, the use of the term transgenic is confined to multicellular organisms. With the use of *Agrobacterium tumefaciens*, a number of transgenic plants have been produced. Most successes have come with broadleaf crop plants (dicots) such as tomato, potato, tobacco, soybean, alfalfa, and cotton. *A. tumefaciens* has also been used to produce transgenic trees, such as walnut and apple. Transgenic crop plants from the grass family (monocots) have been more difficult to generate using *A. tumefaciens*, but other methods of introducing DNA are used. Herbicide resistance is genetically engineered into a crop plant so that it will not be killed by the toxic chemical. A gene encoding a resistant enzyme from *Agrobacterium* has been cloned, modified for expression in plants, and transferred into important crop plants, such as soybeans. Genetic engineering has also been used to protect plants from virus infection; expressing the coat protein gene of a virus, interfering with the uncoating of viral particles, and thus interrupting the virus replication cycle. Insect resistance has also been genetically introduced in plants.

9. Nanotechnology – a miracle of 21-st century?

The term 'nanotechnology' encompasses a huge range of activities. 'Nano' is used in the world of science to mean one billionth. E.g. a nanometer is a billionth of a metre. A nanometer is only ten atoms across! So generally nanotechnology is used to mean technology at the nanometer level.

Nanotechnology attempts to achieve something useful through the manipulation of matter at this level. To put it more formally, you can use the following definition: "Nanotechnologies are the design, characterization, production and application of structures, devices and systems by controlling shape and size at nanometer scale." At such scales, the ordinary rules of physics and chemistry no longer apply. For instance, materials' characteristics, such as their colour, strength, conductivity and reactivity, can differ substantially between the nanoscale and the macro. Carbon 'nanotubes' are 100 times stronger than steel but six times lighter. History.

Physicist Richard Feynman gave a lecture to the American Physical Society in 1959 which foresaw advantages from

manufacturing on a very small scale - e.g. in integrated circuits for computers, for sequencing genes by reading DNA molecules and using machines to make other machines with increasing precision. However, the term 'nanotechnology' was first used by Norio Taniguchi in 1974, in a talk about how the accuracy of manufacturing had improved over time. He referred to 'nanotechnology' as that which achieved greater dimensional accuracy than 100nm. Feynman also envisaged machines that could pick up and place individual atoms. This development of this idea was later assisted by the invention of the scanning probe electron microscope (SPM) which allowed scientists to see and manipulate the individual atoms in a surface. In 1989 one of the defining moments in nanotechnology occurred when Don Eigler used a SPM to spell out the letters IBM in xenon atoms. For the first time scientists could put atoms exactly where they wanted them.

Molecular building blocks - Another great leap forward occurred in the shape of a new form of carbon. Harry Kroto from the University of Sussex, together with Richard Smalley and Robert Curl, discovered the carbon 60 molecule, which is shaped like a soccer ball. They named the molecular structure after the similarly shaped geodesic dome structure pioneered by the architect Buckminster Fuller. Unfortunately, 'Buckminsterfullerene' is too long a name for most people and so they are often called 'Buckyballs'!

There are two fundamentally different approaches to nanotechnology, termed 'top down' and 'bottom up'. 'Top-down' nanotechnology features the use of micro and nano-lithography and etching. Here, small features are made by starting with larger materials (e.g. semi-conductors) and patterning and "carving down" to make nanoscale structures in precise patterns. Complex structures including microprocessors containing hundreds of millions of precisely positioned nanostructures can be fabricated. Of all forms of nanotechnology, this is the most well established. 'Bottom-up', or molecular nanotechnology (MNT), applies to building organic and inorganic structures atom-by-atom, or molecule-by-molecule. Here we are using the forces of nature to assemble nanostructures - the term "self assembly" is often used. The self assembling properties of biological systems, such as DNA molecules, can be used to control the organization of species such as carbon nanotubes, which may ultimately lead to the ability to 'grow' parts of an integrated circuit,

rather than having to rely upon expensive 'top-down' techniques. Nanotechnologies are widely seen as having huge potential in areas as diverse as healthcare, IT and energy storage. Governments and businesses across the world have started to invest substantially in their development.

However, there are also concerns regarding the safety of nanotechnology. These range from the more fanciful (such as Eric Drexler's imagined scenario of a world reduced to "grey goo", caused by self-replicating nano-robots) to the more realistic (such as the possible dangers of foreign nano-particles entering human organs and the bloodstream). S

OME SHORT-TERM NANO USES: Medical diagnostic tools and sensors. Solar energy collection (photovoltaics). Direct hydrogen production. Flexible display technologies and e-paper. Composites containing nanotubes. Glues, paints and lubricants. New forms of computer memory. Printable electronic circuits. Various optical components.

SOME LONGER-TERM NANO USES: Miniaturised data storage systems with capacities comparable to whole libraries' stocks. PCs with the power of today's computer centres. Chips that contain movies with more than 1,000 hours of playing time. Replacements for human tissues and organs. Cheap hydrogen storage possibilities for a regenerative energy economy. Lightweight plastic windows with hard transparent protective layers. Ever since John Dalton convinced the world of the existence of atoms in 1803, scientists have wanted to do things with them. Nanotechnology takes that ability on to a new plane and opens up all kinds of futuristic imaginings.

Essentially, nanotech is manipulation at the molecular scale - distances that may cover just a few millionths of a millimetre. But its potential is not just about being able to miniaturise things. Indeed, scientists and engineers recognise that there are fundamental limits to pure miniaturisation. Working at a scale a million times smaller than a pinhead allows researchers to "tune" material properties, making them behave in different ways to normal, large- scale solids. This behaviour can be exploited in quite ground-breaking ways.

Nature has been doing nanotechnology for a long time, and it has become expert in it. Consider the super-fine hairs on a gecko's feet which allow it to stick to walls and even hang upside down on a glass

sheet. Learning from nature, nanotechnology promises humans ways of making systems that are smaller, lighter, stronger, more efficient, but cheaper to produce. "Nanotechnology is not a technology in its own right," explained Professor Mark Welland, head of the University of Cambridge Nanoscale Science Laboratory. "It is an enabling technology, so it will appear in many different products. It is already appearing in flash memory, computer chips, and it will increasingly be an enabling technology in other products like coatings, new types of sensors, especially in the medical area."

It is expected to transform the performance of materials, like polymers, electronics, paints, batteries, sensors, fuel cells, solar cells, coatings, computers and display systems. In five years' time, batteries that only last three days will be laughable, said Professor Welland. Similarly, in 10 years' time, the way medical testing is done now will be considered crude. To say that in five years, an iPod will have 10 times its current storage capacity will be conservative, he said. In the not-so-distant future, a terabit of data - equivalent to 10 hours of fine quality uncompressed video - will be stored on an area the size of a postage stamp. Clearly, the devices themselves will not be nano-sized. But nanotechnology will play its part in shrinking components! and making them work together a lot more efficiently. Although nano-devices can be built atom by atom, it is not realistic as a manufacturing option because it is slow and expensive, thinks Professor John Ryan, head of the Bionanotechnology Centre at Oxford University. "One of the major scientific challenges in the years ahead is to understand the fundamental biological principles and apply them to produce new types of nanotechnology," he said. "Armed with these design rules it may then be possible to make new types of nano- device using materials that are more robust than bio-materials." The Royal Society and the Royal Academy of Engineering has looked at current and future developments in nanotechnology and has reported on whether it will require new controls.

It is hoped that the report grounds some unrealistic scenarios, while recognising that real concerns need to be addressed with regulation. "The one fantastical idea that has dogged nartotechnology is the self-replicating machine, the 'grey goo', scenario," said Professor Welland. "That is simply too far off. The complexity of designing a molecular machine is bad enough, but if you try to imbue that with

self-replication, you could not even put a toe in the water to design it." The scenario sees swarms of self-replicating robots, smaller than viruses, multiplying uncontrollably and devouring Earth. Eric Drexler, who many consider to be a "father of nanotechnology", has distanced himself from the idea, saying such self-replicating nanomachines are unlikely to be widespread. Similarly, fears over "green goo", the concern that self-replicating, nano-sized biological particles will move into human bodies and do unpredictable things, is scaremongering, thinks Professor Welland. Professor Ryan agrees: "These science fiction scenarios have not only diverted attention away from the real advantages of nanotechnology, but also from issues that do raise concern". Inhaled nanoparticles found in the bloodstream which have dispersed throughout the brain is a concern, he says. Whether this poses a health risk is not known. "If you look around at the moment in a big city, a significant proportion of material that you breathe in is already particulates - and a proportion of that is nano-sized, like diesel emissions," said Professor Welland. Nano-materials exploit unusual electrical, optical and other properties because of the very precise way in which their atoms are arranged. This means fabrics could change colour electronically.

Exposing an army uniform to ultra-violet light could activate changes without undressing. But it is in medicine that nanotechnology offers the most remarkable advances, according to Professor Ryan. "Nanomedicine will provide earlier and better diagnostics and treatment will combine earlier and more precisely targeted drug delivery," he said. The possibility of individualised therapy is also on the horizon. Nanotechnology in the form of flexible films containing miniaturised electrodes is expected to improve the performance of retinal, cochlear and neural implants. And it could lead to the miniaturisation of medical diagnostic and sensing tools which could drive down costs of such kits for developing countries. In this respect, nanotechnology could enable developing nations to leapfrog older technologies, in the way that copper wire and optical fibre telephony were superseded by mobile phones. Industrial giants like GE are heavily involved in developing nanotechnology, "We think that the biggest breakthroughs in nanotechnology are going to be in the new materials that are developed," said Troy Kirkpatrick at GE Global Research. These include corrosion-resistant coatings to make hydro-

electric turbines more efficient in heavily-silted waters, and nano-membrane water filters to make for faster filtration.

GE is also studying the properties of nano-ceramics, which can offer extreme strength, while still being lightweight. Because of the molecular structure of such materials, nano-ceramic coatings on aircraft could make them 10% more efficient, so less energy is used, producing fewer emissions. GE Global Research is also looking to the electronics industry. "If you look at the chip makers of the world, the challenge they have is not to figure out how to make them faster. The problem is they run so fast* the chips generate too much heat and melt. They need better materials for heat management," said Mr Kirkpatrick. Using materials which exploit properties of nanoparticles, GE has developed chip adhesives that can transfer heat out of the processor system more efficiently. "It is a start, and it is to show nanotechnology is finding its way into production and is changing the way we are doing science," said Mr Kirkpatrick.

Whatever nanotechnology does for the future; it will be an evolutionary process. One certainty is that there remains a plethora of uncertainties in the emerging field of nanotechnology. "Medical sensing is very attractive to everybody, but there could be a downside," explained Professor Welland. "If medical sensors become ubiquitous, our physical state could be monitored 24 hours a day, and if someone hacked into that data, there could be concerns". "Which is indeed why regulation has to be addressed, but must not stifle nanotechnology's potential. One of the important things for me is that it ultimately means the most efficient use of materials and processes, which means it does not have to benefit just the G8 nations" argued Professor Welland. "These sorts of materials, if they are able to do their job using less energy, should be available to everybody."

10. Food additives

Food additives can be divided into several groups, although there is some overlap between them. Acids Food acids are added to make flavors "sharper", and also act as preservatives and antioxidants. Common food acids include vinegar, citric acid, tartaric acid, malic acid, fumaric acid, and lactic acid. Acidity

regulators Acidity regulators are used to change or otherwise control the acidity and alkalinity of foods.

Anticaking agents Anticaking agents keep powders such as milk powder from caking or sticking. Antifoaming agents Antifoaming agents reduce or prevent foaming in foods.

Antioxidants Antioxidants such as vitamin C act as preservatives by inhibiting the effects of oxygen on food, and can be beneficial to health. Bulking agents Bulking agents such as starch are additives that increase the bulk of a food without affecting its nutritional value. Food coloring Colorings are added to food to replace colors lost during preparation, or to make food look more attractive. Color retention agents In contrast to colorings, color retention agents are used to preserve a food's existing color.

Emulsifiers Emulsifiers allow water and oils to remain mixed together in an emulsion, as in mayonnaise, ice cream, and homogenized milk. Flavors Flavors are additives that give food a particular taste or smell, and may be derived from natural ingredients or created artificially. Flavor enhancers Flavor enhancers enhance a food's existing flavors. They may be extracted from natural sources (through distillation, solvent extraction, maceration, among other methods) or created artificially. Flour treatment agents Flour treatment agents are added to flour to improve its color or its use in baking.

Glazing agents Glazing agents provide a shiny appearance or protective coating to foods. Humectants Humectants prevent foods from drying out. Tracer gas Tracer gas allows for package integrity testing to prevent foods from being exposed to atmosphere, thus guaranteeing shelf life. Preservatives Preservatives prevent or inhibit spoilage of food due to fungi, bacteria and other microorganisms. Stabilizers Stabilizers, thickeners and gelling agents, like agar or pectin (used in jam for example) give foods a firmer texture. While they are not true emulsifiers, they help to stabilize emulsions.

Sweeteners are added to foods for flavoring. Sweeteners other than sugar are added to keep the food energy (calories) low, or because they have beneficial effects for diabetes mellitus and tooth decay and diarrhea. Thickeners Thickeners are substances which,

when added to the mixture, increase its viscosity without substantially modifying its other properties.

Safety

With the increasing use of processed foods since the 19th century, there has been a great increase in the use of food additives of varying levels of safety. This has led to legislation in many countries regulating their use. For example, boric acid was widely used as a food preservative from the 1870s to the 1920s, but was banned after World War I due to its toxicity, as demonstrated in animal and human studies.

During World War II the urgent need for cheap, available food preservatives led to it being used again, but it was finally banned in the 1950s. Such cases led to a general mistrust of food additives, and an application of the precautionary principle led to the conclusion that only additives that are known to be safe should be used in foods. In the USA, this led to the adoption of the Delaney clause, an amendment to the Federal Food, Drug, and Cosmetic Act of 1938, stating that no carcinogenic substances may be used as food additives. However, after the banning of cyclamates in the USA and Britain in 1969, saccharin, the only remaining legal artificial sweetener at the time, was found to cause cancer in rats. Widespread public outcry in the USA, partly communicated to Congress by postage-paid postcards supplied in the packaging of sweetened soft drinks, led to the retention of saccharin despite its violation of the Delaney clause.

In September 2007, research financed by Britain's Food Standards Agency and published online by the British medical journal *The Lancet*, presented evidence that a mix of additives commonly found in children's foods increases the mean level of hyperactivity. The team of researchers concluded that "the finding lends strong support for the case that food additives exacerbate hyperactive behaviors (inattention, impulsivity and overactivity) at least into middle childhood." That study examined the effect of artificial colors and a sodium benzoate preservative, and found both to be problematic for some children.

Further studies are needed to find out whether there are other additives that could have a similar effect, and it is unclear whether some disturbances can also occur in mood and concentration in

some adults. In the February 2008 issue of its publication, AAP Grand Rounds, the American Academy of Pediatrics concluded that a low-additive diet is a valid intervention for children with ADHD: "Although quite complicated, this was a carefully conducted study in which the investigators went to great lengths to eliminate bias and to rigorously measure outcomes. The results are hard to follow and somewhat inconsistent.

For many of the assessments there were small but statistically significant differences of measured behaviors in children who consumed the food additives compared with those who did not. In each case increased hyperactive behaviors were associated with consuming the additives. For those comparisons in which no statistically significant differences were found, there was a trend for more hyperactive behaviors associated with the food additive drink in virtually every assessment. Thus, the overall findings of the study are clear and require that even we skeptics, who have long doubted parental claims of the effects of various foods on the behavior of their children, admit we might have been wrong." In 2007, Food Standards Australia New Zealand published an official shoppers' guidance with which the concerns of food additives and their labeling are mediated. There has been significant controversy associated with the risks and benefits of food additives. Some artificial food additives have been linked with cancer, digestive problems, neurological conditions, ADHD, heart disease or obesity.

Natural additives may be similarly harmful or be the cause of allergic reactions in certain individuals. For example, safrole was used to flavor root beer until it was shown to be carcinogenic. Due to the application of the Delaney clause, it may not be added to fo Red 3, and Yellow 6 are among the food colorings that have been linked to various health risks. Blue 1 is used to color candy, soft drinks, and pastries and there has been some evidence that it may cause cancer. Blue 2 can be found in pet food, soft drinks, and pastries, and has shown to cause brain tumors in mice. Red 3, mainly used in cherries for cocktails has been correlated with thyroid tumors in rats and humans as well. Yellow 6, used in sausages, gelatin, and candy can lead to the attribution of gland and kidney tumors and contains carcinogens, but in minimal amounts.

PART II. GRAMMAR

1. microorganisms **THE VERB TO BE** (affirmative)

I	Am	I'm
You	Are	You're
He	Is	He's
She	Is	She's
It	Is	It's
We	Are	We're
They	Are	They're

1. Complete the gaps with am, is, are.

1. Maggie and Carol good friends.

a) am b) are c) is d) isn't

2. Sue a science teacher.

a) are not b) is c) are d) am

3. Mark Steven a student at Kennedy High School. It an old school.

a) am / is b) are / is c) is / am d) is / is

4. Margarita from Spain. I from Turkey.

a) is / am b) are / is c) am / is d) is / are

5. You and I at the same age.

a) am isn't c) are d) is

2. Use the prompts to write sentences. Use short forms.

1. He/clever _____

2. They/ technicians _____

3. It/hot now _____

4. You/intelligent _____

5. We/busy today _____

6. I/in a lab _____

7. She/from Madrid _____

8. My colleagues/Japanese _____

The verb to be (negative)

I	Am not	I'm not
You	Are not	You're not
He	Is not	He's not
She	Is not	She's not
It	Is not	It's not
We	Are not	We're not
They	Are not	They're not

The verb to be (question)

Am	late?
Are	late?
Is	He late?
Is	She late?
Is	It late?
Are	We late?
Are	They late?

3. Complete the sentences with am, 'm not, is, isn't, are, aren't.

1. I _____ Spanish. I'm Greek. 2. Peter _____ a good student. He's a bad one! 3. My brother _____ a kennel attendant. He's a receptionist. 4. _____ his sister at University now? 5. The bus _____ late. It's here now. 6. _____ you OK? 7. The book _____ very good. It's boring. 8. They _____ tired. They are full of energy.

4. Write short answers to the questions.

1. Are you a student of Voronezh State Agricultural University?
2. Are your friend's teachers?
3. Is it Monday today?
4. Are you hungry?
5. Are your friends with you now?
6. Is this classroom large?
7. Is it cold outside?
8. Is English easy?
9. Are these exercises difficult?
10. Is your English teacher from Britain?

5. Complete the dialogue with the correct form of the verb to be. Use short forms where possible.

Daniela: Hello! ____ you from here? Jack: No, we _____. And _____ you from here? Daniela: No. I _____ from Italy. My name ____ Daniela. Jack: Nice to meet you. I _____ Jack. And this _____ Mat. Daniela: This _____ Maria and this _____ Liz. Where _____ you from? Jack: We _____ from Germany. Daniela: _____ you from Berlin? Jack: No, we _____. We _____ from Munich. Daniela: _____ you here on holiday? Jack: No, we _____. It _____ an educational exchange program. This _____ a beautiful place. _____ you here on holiday? Daniela: Yes. I _____ here with friends.

6. Underline the correct word(s).

1. Where are you/you are from?
2. It is/Is it a good book?
3. What/What's your name?
4. A: Are you from China? B: No, we not/aren't.
5. A: Is she Russian? B: Yes, she is/she's.

7. Correct the mistakes.

1. I are fond of reading veterinary medicine magazines. 2. Is you a student? 3. You are a surgeon or an assistant? 4. Kate and Margaret am hard-working students. 5. Your project isn't really good; you should take part in a competition. 6. This are a difficult exam, you should study harder. 7. These books is on my desk. 8. They am not in the medical center. 9. They are at university? 10. How is you? 11. There is 30,000 books in our library. 12. The office isn't closed on Sunday, it is a day off. 13. She is from Spain? 14. Is he from Italy? No, he is. 15. Are they busy today? Yes, they aren't. 16. Are I right? 17. Scotland are a country.

8. Use *to be* in Present Simple.

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? - Yes, she 4. ... they at home? - No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? - Yes, I... 7. ... your sister a typist? No, she ... not a *typist*, *she* ... a student. 8. ... your brother at school? - Yes, he 9. ... your sister at school? - No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? Yes, it 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at

work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in Kharkov, it ... in Kiev.

9. Give long answers:

Example: Are you a scientist?Yes, I am a scientist.....

1. Are you a student? Yes,
2. Is Tom in the park? No,
3. Is it a poetry book? Yes,
4. Are Mary and John friends?Yes,
5. Am I an executive? No,
6. Is Thomas fifteen years old?Yes,
7. Are your earrings expensive?No,
8. Is ice cream hot? No,
9. Are lemons yellow and sour? Yes,.....
10. Are Andy and Jack girls?No,

Build up questions and give answers:

Example: engineer / William Is William an engineer? Yes, he is an engineer. (+)

1. good rider / Steve ?
.....(+)
2. lazy students / Mark and Lucy?
.....(-)
3. soup / hot?(+)
4. the baby / asleep?
5. basketball team / L.A. Lakers?

1. Are trees green or gray?
2. Are clouds brown or white?
- 3.Is it an English or French dictionary? (French)
4. Is it a sports car or a classic car? (classic)
5. Is Egypt in Europe or in Africa?
6. Is it a butterfly or a bee? (butterfly)
7. Are they skirts or pullovers? (pullovers)
8. Is he an outlaw or a guardian? (outlaw)
9. Is your father young or old? (old)
10. Are we army officers or police officers? (army)

Read the passage and answer the questions:

Sophia: I am Sophia Berger. Are you Jordan Turner? Jordan: Yes, I am. Are you English? Sophia: Hector is. I am French. Are you from the United States? Jordan: Yes, I am. Hector, are you from London? Hector: Yes, I am. Are you from California? Jordan: No, I am from New York City. Is London a big city? Hector: Yes, it is a big city. Sophia, are you from Lyon? Sophia: Yes, I am from Lyon. Hector: Is Lyon near Florence? Sophia: No, it isn't. Florence is in Italy. Hector: Oh, isn't it in France? I am a real fool. Jordan: No, Hector. Of course you are not a fool! Are you and Sophia students? Hector: I am a student. She is an actress in France. We are tourists in the United States. Sophia: Are you a student, Jordan? Jordan: No, I am not a student. I'm a lawyer. I am on a holiday.

Give long answers. If the answer is negative, then give the right answer:

Example: Is Sophia from Paris? ...No, she isn't... She is from Lyon.....

1. Is Jordan from California?.....
2. Is Florence in Italy?
3. Are Sophia and Hector students?
4. Is Hector from Manchester?
5. Is Sophia a dancer?.....

2. PRONOUNS

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun	Reflexive pronouns	Demonstrative pronouns
I	me	my	mine	myself	this
you	you	your	yours	yourself/ yourselves	that
we	us	our	ours	ourselves	these
they	them	their	theirs	themselves	those
he	him	his	his	himself	
she	her	her	hers	herself	
it	it	its		itself	
		my			
		your			
		our			
		their			
		his			
		her			
		its			

1. Complete the sentences with subject pronouns for the words in brackets.

1. _____ is fond of Biology. (David)
2. _____ is studying for her exams. (Sarah)
3. _____ is working all day. (The computer)
4. _____ are closed on Sundays. (Universities)
5. _____ are doing a scientific project. (I and my colleague)
6. _____ are writing an article about classification of food (Kate and Bob)
7. _____ aren't listening to me! (You and Jane)
8. _____ works in a bank. (Mr. Stockman)

2. Complete the sentences with object pronouns for the words in brackets.

1. Have you talked to _____? (Tom)
2. Did you see _____? (the projects)
3. I will meet _____ on Monday. (Jane)
4. Could you give _____ further information about the meeting? (me and my colleagues)
5. Turn _____ on, please. (the computer)
6. The lecturer gave _____ some details about the exam. (the students)

3. Write possessive adjectives (my, your, etc.) and possessive pronouns (mine, yours, etc.) in the gaps.

1. This textbook belongs to me. This is _____ textbook. It's _____.
2. This project belongs to you. This is _____ project. It's _____.
3. These instruments belong to Kate. These are _____ instruments. They're _____.
4. This clinic belongs to them. This is _____ clinic. It's _____.
5. This key belongs to Peter. This is _____ key. It's _____.
6. These computers belong to us. These are _____ computers. They're _____.
7. This car belongs to me and my sister. This is _____ car. It's _____.
8. These magazines belong to him. These are _____ magazines. They're _____.

4. Complete the sentences with reflexive pronouns.

1. I hurt _____ playing with the dog.
2. She took a photo of _____.
3. We did a research _____.
4. Pete cut _____ during the surgery.
5. Students wrote the course work _____.
6. You should clean the surgical table _____.
7. Mary wrote the article _____.
8. They translated the text _____.

5. Complete the sentences with my, your, his, her, its, our, or them.

I'm Fiona and _____ sister's name is Claire.

We're brothers. _____ names are Ben and Roger.

A: What's your brother's name? B: My brother? _____ name is William.

They're my children. _____ names are Josie and Holly.

Our hotel is fantastic. _____ name is The Ambassador.

He's English but _____ wife is from Poland.

A: What are _____ names? B: His name's Dan and her name's Mary.

6. Complete the gaps with the words

my your myself its me these it she your this yourself

Dear Kate,

Thank you for 1) _____ letter. It was interesting to hear about your life. Now I want to tell you something about 2) _____. I have a brother. He is younger than 3) _____ and goes to school. We get on well. My dad is a teacher and my mum doesn't work, 4) _____ is a housewife. We have a cat, 5) _____ name is Lulu. My family and I live in a flat in Sochi. It is really pretty and we live close to the sea and to the mountains. That means we can go to the beach in summer and skiing in winter. At University I study animal anatomy, physiology of animals and surgery. I think 6) _____ subjects are very important in 7) _____ future job. I want to become a vet doctor. What about 8) _____ plans? Anyway, 9) _____ is the first time I've written a letter in English, so I hope you can understand 10) _____. Take care of 11) _____ and write soon.

Best wishes, David

3. ARTICLES

English language has two articles: **the** and **a/an**. a/an = indefinite article
the = definite article

We use a/an to modify non-specific or non-particular singular nouns

the article **A** is used before singular, countable nouns which begin with consonant sounds the article

AN is used before singular, countable nouns which begin with vowel sounds;

We use the to refer to specific or particular singular or plural nouns;

before nouns which are unique: the earth, the sun, the sky before the names of rivers, oceans, seas, mountain ranges (the Alps), des, groups of islands (the Hawaii), countries when they include words such as “state”, “kingdom”(the USA, theUK),etc.;

before the names of musical instruments;

before the names of hotels, theatres, cinemas, ships, organizations (the EU), museums, newspapers;

before the nationality words and families;

before the words morning, afternoon and evening;

before the titles when the person’s name is not mentioned (the Queen) with superlative forms (the best)

We don’t use the

before names (Mary);

before the names of countries, cities, streets, parks, mountains (Everest), islands (Santorini), lakes and continents;

before the names of meals (breakfast, lunch), games, sports;

with the words this, that, these, those;

with possessive adjectives;

before the titles when the person’s name is mentioned (Queen Victoria)

1. Put a or an in the gaps

1. Microbiology is ____ useful subject.
2. It’s ____ old coat.
3. She’s reading ____ interesting book.
4. They have ____ house in Spain.
5. It’s ____ surgical department.

6. He's _____ Italian businessman.
7. The journey took _____ hour.
8. I don't want to work in _____ office.
9. They hired _____ qualified surgeon.

2. Put the where necessary

1. Have _____ Simpsons gone on holidays?
2. I think this bag is _____ hers.
3. The hotel is called _____ New Park Hotel.
4. I have _____ breakfast at 9.30 every morning.
5. He finishes work late in _____ evening.
6. My favourite sport is _____ football.
7. A new museum was opened by _____ Minister.
8. _____ Queen Elizabeth was born in 1926.
9. Students have a break in _____ afternoon.
10. Last summer they travelled to _____ Singapore.
11. _____ Everest is the highest mountain in the world.
12. I'm learning to play _____ guitar.
13. Which is _____ longest river in the world?
14. _____ Sahara is the driest region in the world.

3. Complete the gaps with a/an, the or zero article (no word).

1. We have ___ new car, we live in ___ flat, in ___ big city
2. ___ Victor, ___ Mr. Brooks, ___ Doctor Singh
3. it's ___ capital city, it's in ___ centre, it's on ___ right
4. in ___ Bangkok, in ___ Dubai, in ___ Spain
5. in ___ UAE, in ___ UK, in ___ USA
6. in ___ morning, in ___ afternoon, at ___ weekend
7. on ___ Saturday, from ___ Monday to ___ Friday
8. at ___ university, go ___ home, go to ___ work
9. by ___ bus, by ___ car, on ___ foot
10. he's ___ farmer, I'm ___ manager, she's ___ vet dentist

4. Complete the gaps with a/an, the or zero article (no word).

1. I have two ... sisters. My ... sisters are ... students.
2. We are at ... home.
3. My ... brother is not at ... home, he is at ... school.
4. My ... mother is at ... work. She is ... doctor.
5. I am not ... doctor.
6. I have no'... sister.
7. He is not ... pilot.
8. I have thirty-two ... teeth.
9. He has

... child. 10. She has two ... children. Her children are at ... school.
11. Is your father at ... home? — No, he is at ... work. 12. Where is
your ... brother? — He is at ... home.

5. Complete the gaps with a/an, the or zero article (no word).

1. We have ... large ... family. 2. My granny often tells us ... long ...
interesting .. stories. 3. My ... father is ... engineer. He works at ...
factory. ... factory is large. 4. My ... mother is ... doctor. She works at
... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher.
She works at ... school. ... school is good. My ... aunt is not at ... school
now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam
is sweet. I am at ... home, too. I am drinking ... tea and eating ...
sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ...
pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has
two ... kittens. ... milk, too. cat likes ... milk.

6. Complete the gaps with a/an, the or zero article (no word).

1. We have ... large ... family. 2. My granny often tells us ... long ...
interesting .. stories. 3. My ... father is ... engineer. He works at ...
factory. ... factory is large. 4. My ... mother is ... doctor. She works at
... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher.
She works at ... school. ... school is good. My ... aunt is not at ... school
now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam
is sweet. I am at ... home, too. I am drinking ... tea and eating ...
sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ...
pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has
two ... kittens. ... milk, too. cat likes ... milk. ... kittens like.

7. Complete the gaps with a/an, the or zero article (no word).

1. I am ... engineer. 2. My ... son is ... pupil. 3. He is ... good ...
pupil. 4. This is ... house. 5. This is my ... pencil. 6. You have some ...
pencils, but I have no ... pencil. Give me ... pencil, please. 7. I like your
... beautiful ... flower. Give me ... flower, please. 8. My ... mother is at
... home. She is reading ... interesting ... book. 9. My ... father is not at
... home. He is at ... work. He is ... doctor. He is ... good ... doctor. He
works at ... hospital. ... hospital is large.

4. PLURAL NOUNS

We normally form plural nouns by adding –s

Singular	Plural
a cup	+ - s
one student	some cups
the article	ten students
a key	the articles
	two keys

But we form some plural nouns differently

man – men woman – women child – children person – people foot – feet tooth – teeth mouse – mice fish – fish sheep – sheep man – men woman – women child – children person – people foot – feet tooth – teeth mouse – mice fish – fish sheep – sheep	+ - es bus – buses kiss – kisses wish – wishes watch – watches box – boxes potato – potatoes
-y → - ies city – cities country – countries city – cities country – countries	- f/- fe → - ves wife – wives leaf – leaves

1. Write the plurals

1. a fox – some _____
2. a person – four _____
3. a horse – two _____

4. a woman – five _____
5. a vet nurse – some _____
6. a research – some _____
7. a wolf – many _____
8. a child – many _____
9. a foot – two _____
10. a study – some _____
11. a play – some _____
12. a fish – many _____
13. a city – a lot of _____
14. a potato – some _____
15. a sheep – some _____
16. a laboratory – some _____

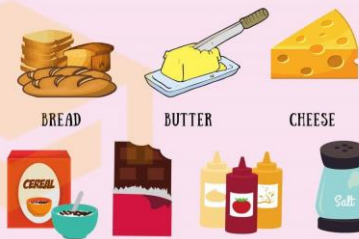

2. Write the correct plural noun.

1. These (person) _____ are going to take part in the conference.
2. The (woman) _____ want to meet the manager.
3. Their (child) _____ hate eating pasta.
4. My (foot) _____ hurt.
5. I brush my dog's (tooth) _____ twice a day.
6. The (student) _____ are doing the exercise right now.
7. They sent some (man) _____ to fix the problem.
8. Some (vet) _____ work on a farm.

3. Choose the correct answer.

1. There is a _____ on the floor.
a. mouse b. mice c. mouses
2. There are two _____ in the office.
a. woman b. women c. womens
3. I need a new pair of _____.
a. glass b. glasses c. glassies
4. There was a woman in the car with two _____.
a. mans b. man c. men
5. Most of my friends are _____.
a. student b. students c. studenteses
6. He is married and has two _____.
a. childrens b. children c. child

**PAY ATTENTION! Countable/uncountable nouns, structures:
There is-are, a/some/any**

<p>COUNTABLES</p>  <p>BUNS BURGERS SANDWICHES</p> <p>SAUSAGES FRIES COOKIES</p>	<p>UNCOUNTABLES</p>  <p>BREAD BUTTER CHEESE</p> <p>CEREAL CHOCOLATE MUSTARD SALT</p> <p>TESL.COM</p>
<p>COUNTABLES</p>  <p>SALADS PANCAKES VEGETABLES</p> <p>EGGS CARROTS TOMATOES POTATOES</p>	<p>UNCOUNTABLES</p>  <p>FLOUR RICE SUGAR</p> <p>SOUP MEAT FRUIT SEAFOOD</p> <p>TESL.COM</p>
<p>COUNTABLES</p>  <p>APPLES CHERRIES GRAPES OLIVES</p> <p>ORANGES WATERMELONS PEAS</p>	<p>UNCOUNTABLES</p>  <p>JAM MILK HONEY WATER</p> <p>COFFEE TEA JUICE</p> <p>TESL.COM</p>

CONTAINERS & QUANTITIES



1. Sarah and Vicky are two students who share a flat. It is Saturday morning, and Sarah has written a shopping list. Read and listen to their conversation.

V: It says here milk. How much milk do we need?

S: Two pints.

V: And eggs? How many eggs?

S: A dozen.

V: And what about potatoes? How many potatoes?

S: A kilo's enough.

V: And butter? How much?

S: Just one packet.

V: Do we need anything else?

S: Let's have a look. We've got some apples, but there aren't any grapes. And there isn't any coffee, but we've got some tea.

V: Is there any orange juice left, or did somebody finish it?

S: There's a little, but there isn't much, so we need some more.

V: And vegetables? Have we got many vegetables?

S: Well, I can see a few carrots, but there aren't many onions.

V: Oh, and don't forget we need a lot of crisps. My nephews are coming tomorrow! S: Right, then. I think that's everything. Let's go! By the way, how much money have you got?

a. Find seven count nouns (CNs) and four uncountable nouns (UNs) in the conversation. Tick the correct columns.

We use...	With CNs	With UNs	In positive sentences	In questions	In negative sentences
Some	+	+	+	+(sometimes)	-
Any					
Much					
Many					
A lot/lots of	+	+	+	+	+
A few					
A little					

3. Fill in “some” or “any”.

1. Are there....children in the park?
2. There are....flowers in the garden.
3. There isn'tbread in the cupboard.
4. There is.....lemonade in the bottle.
5. Are there.....eggs on the table?
6. There isn'twater in the glass.
7. There is....tea in the teapot.
8. Are there....children in the room?

9. There aren't.....cars in the street.
10. There are..... potatoes on the table.
11. Is therechocolate in the fridge?
12. There is.....cheese on the plate.
13. Are there.....cakes in the cupboard?



4. Look at the picture and write sentences as in the example.

Cucumbers? Are there any cucumbers? Yes, there are some cucumbers.

- Eggs?.....
- Meat?.....
- Pepper?.....
- Tomatoes?.....
- Juice?.....
- Milk?.....
- Cheese?.....
- Corn?.....
- Cauliflower?.....
- Spinach?.....
- Butter?.....

5. Complete the sentences.

some or any

1. Have you got..... brothers or sisters?
2. We don't need....olive oil.
3. Here areletters for you.
4. I need..... money.
5. Is there..... petrol in the car?

much or many

1. Have you got..... homework?
2. We don't need.... eggs. Just half a dozen.
3. Is theretraffic in your town?
4. I don't know..... students in this class.
5. How.... people live in your house?

a little, a few, or a lot of.

1. I haveclose friends. Two or three.
2. He hasmoney. He's a millionaire.
3. 'Do you take..... sugar in coffee?' 'Just. Half a spoonful.'
4. I'll be ready inminutes
5. She speaks good Spanish, but only..... Russian.

7. Complete the phrases with a suitable word.

Can I buy a _____of rice at the shop, please?

I bought my sister a lovely _____of chocolates?

Can I have a _____of strawberry jam, please?

We need a _____of olive oil.

There's a _____of orange juice in the fridge.

For four people, we'll need a _____of chicken.

Can I open this _____of chocolate biscuits?

I'd like 200 _____of ham, please?

I think there's a _____of noodles in the cupboard/

He drinks half a _____of milk for breakfast.

I went out and bought a _____of wine.

8. Translate into English.

1. У шафі є чай, кава та цукор.
2. У класі багато учнів.
3. У нас мало води.

4. Скільки у яблук?
5. В супі немає солі.
6. На столі є хліб та масло.
7. У мене є 5 огірків, 1 морква та картопля! Давай приготує-мо овочевий суп.
8. Ми не маємо цибулі та часнику.
9. - Скільки цукру нам потрібно?
- Дуже мало.
10. У коробці є капуста, салат, баклажани.
11. У магазині немає м'яса, тунця, свинини та яловичини.
12. В коробці є персики, виноград та вишні

9. Complete the sentences.

Tin of

Cartoon of.....

Bottle of.....

Jar of.....

Box of.....

Tin of.....

Can of

Packet of....

5. PRESENT SIMPLE

Affirmative

I/We/You/They	work	watch	fly	do.
He/She/It	works	watches	flies	does.

Spelling rules for He/She/It Most verbs: add -s live – lives

Verbs ending in **-s, -sh, -ch, -o**: add **-es**

miss –misses, search –searches, go –goes.

Verbs ending in a consonant followed by **-y**: change the **-y** to **-ie**

cry –cries, study –studies

Verbs such as be and have are irregular **have –has, be –am/is/are**

Time expressions and adverbs of frequency: *every day, always, once a day, usually, twice a month, often, three times a year, sometimes, hardly, ever/seldom/rarely, never*

1. Complete the sentences with the affirmative form of the verb in brackets.

1. I (read) _____ the newspaper every day.
2. She (vaccinate) _____ cows and sheep.
3. They (go) _____ to University by bus.
4. We (want) _____ a break now!
5. You (study) _____ at VSAU.
6. Peter (perform) _____ numerous medical procedures.
7. Emily (want) _____ to participate in a medical conference.
8. She (finish) _____ her homework quickly!
9. It (work) _____ very slowly. 10. He (do) _____ a scientific research.

2. Put the words in order to make sentences.

1. go they early home always _____
2. never sweets to her dog gives she _____
3. we library usually Fridays on go the to _____
4. sometimes warm winter is in it _____
5. football often with friends his plays he _____
6. always October rains it in is _____
7. vaccinate pigs usually the morning in they _____
8. often uses ultrasound equipment he _____

3. Fill in the gaps.

get watch play do go rain help wear drink

1. We often _____ animals in animal shelters.
2. Kate always _____ her homework.
3. They often _____ tennis at the weekend.
4. I usually _____ on holiday in August.
5. Peter always _____ coffee for breakfast.
6. I never _____ up early on Sundays.
7. She sometimes _____ scientific programmes on TV.
8. Vet students _____ lab coats at University.
9. It sometimes _____ in summer.

4. Fill in the blanks SIMPLE PRESENT:

1. The children (play) outside every day.
2. She usually (read) the newspaper in the morning.
3. I (do) my homework every evening.
4. I always (eat) my dinner.
5. (you / want) a pizza?
6. They (watch) TV in the evening.
7. I (not / like) spaghetti.
8. The baby often..... (sleep).
9. My mother usually (cook) dinner in the evening.
10. He (write) a letter to his pen-friend every month.
11. She (not / like) football.
12. Mary always..... (listen) to music.
13. Tom usually(drink) coffee.
14. We (go) to the disco tonight.
15. (he / go) to work by bus everyday.

Present Simple (2) negative

I/We/You/They	don't work watch study do
He/She/It	doesn't work watch study do

Questions

Do	I/we/you/they	work watch study do?
Does	he/she/it	work watch study do?

Short answers

Yes, I/we/you/they do	No, I/we/you/they don't
Yes, he/she/it does	No, he/she/it doesn't

1. Complete the sentences with the negative form of the verbs in brackets.

1. Mark _____ to University at the weekend. (go)
2. He _____ Animal Anatomy on Monday and Thursday. (have)
3. The lessons _____ at 8.00 on Wednesday. (start)
4. On Fridays Mick _____ University at 14.00. (finish)
5. Students _____ English on Tuesday. (study)
6. She _____ her Physiology homework late in the evening. (do)

2. Complete the questions with Do or Does.

1. _____ Peter have a Neurology lesson on Monday?
2. _____ the meeting start at 8.00?
3. _____ animal nutritionists work on a farm?
4. _____ students study ecological subjects at University?
5. _____ Mr. Simpson and Mr. Lewis have degrees in Veterinary Medicine?
6. _____ she have a Bachelor's degree?
7. _____ you have a similar timetable?
8. _____ your colleagues have time for scientific research?
9. _____ a vet dentist work in an office?
10. _____ Catherine perform surgery?

3. Complete the dialogues with do, does, don't, or doesn't.

1. A: _____ you live in London?
B: No, I _____.
2. A: What _____ you want to buy?
3. B: Oh, a new tablet computer. The old one _____ work.
4. A: What _____ Anna prepare for the conference?
B: She has a report about brain tumours in cats, but she _____ know how to entitle it.
5. A: _____ students in your group study well?
6. B: Yes, they _____.

4. Complete the email. Use the verbs in brackets in the present simple.

Hi Sophie,

Thanks for your email. 1) _____ you _____ (want) to know about my family? Well, we 2) _____ (live) in a big house in the centre of London. My mother 3) _____ (work) in an office. She 4) _____ (have) a well-paid job, but she 5) _____ (not like) it. My two sisters 6) _____ (have) jobs in the city. Me? I 7) _____ (not work). I 8) _____ (study) at university. I'm going to be a vet! I 9) _____ (study) well. My friends and I 10) _____ (spend) a lot of time caring for animals, we 11) _____ (work) in an organization which 12) _____ (take) care of stray pets. What 12) _____ you _____ (do)? 13) _____ you _____ (enjoy) it?

Bye for now, James

6. Correct the mistakes.

1. Mary don't speak French.
2. They doesn't clean cages every month.
3. She work for an international company.
4. My friends studies at university.
5. Peter have a prestigious job.
6. Caroline studys abroad.
7. Do he take part in scientific conferences every year?
8. Does your colleagues work part-time?

7. Complete the sentences. Use the Present Simple of the verbs in brackets.

1. Jet engines (make) a lot of noise. 2. I (not/live) in London. I (live) in Brighton. 3. The sea (cover) two thirds of the world. 4. Loud music (give) me a headache. 5. We (not/come) from Canada. We (come) from the USA. 6. She (work) from Mondays to Fridays. She (not/work) at weekends. 7. Andrew and Les (not/go) to school by bus every day. Most mornings Andrew (go) by bicycle and Les (walk). 8. You (not/write) to your penfriend very often, but he (write) to you every day.

8. Use Present Simple

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes, At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

9. Complete the questions in Present Simple.

1. '___ to the radio every morning?' 'I listen to it most morning.'
2. '___ in Manchester?' 'No, he lives in Newcastle.'
3. 'What time ___ work every day?' 'She usually finishes at 5.30.'
4. 'How often ___ swimming?' 'I go about once a week.'
5. '___ TV every evening?' 'They watch it most evenings.'
6. '___ the guitar?' 'Yes, she plays the guitar and the piano.'
7. 'How much money ___ a month?' 'We earn about £800.'
8. '___ much in your country?' 'Yes, it snows a lot during the winter.'

6. PRESENT CONTINUOUS

Affirmative

I	am ('m)	working.
You/We/They	are ('re)	
He/She/It	is ('s)	

Spelling rules

Most verbs: add -ingwork – working, buy – buying Verbs ending in -e: remove the -e and add -ing make – making, write – writing
Verbs ending in one vowel followed by one consonant: double the consonant and add -ing get – getting, run – running

1. Write the - ing form of the verbs.

1. enjoy 2. study 3. survey 4. write 5. organize 6. use 7. stop
8. drop 9. put 10. speak

2. Use the prompts to make full sentences.

1. I/eat dinner.
2. You/ do your homework.
3. She/ study Histology.
4. John and Steve/ do a scientific research.
5. My parents/ work in a laboratory.
6. We/listen to the Microbiology lecture.
7. He/write an article about infectious diseases.
8. It/rain today.
9. I/examine the dog's paw.
10. Now they/use the computer to make a research.

3. Underline the correct form.

1. I am busy today. I prepare/am preparing for a test.
2. I can't hear you. I listen/ am listening to the radio.
3. She speaks/ is speaking English fluently, because she lives in London.
4. At the moment they study/are studying the effects of treatment.
5. He is doing/does his homework regularly.
6. Wake up! The teacher is asking/ asks you a question!
7. At the moment I am reading/ read the book about the smallest.
8. We often are working/ work in an anatomy lab.

Present Continuous (2)

Negative

I	am not ('m not)	working.
You/We/They	are not (aren't)	
He/She/It	is not (isn't)	

Questions

Am	I	Working?
Are	you/we/they	
Is	he/she/it	

Short answers

Yes,	I am.	
	we/you/they	are.
	he/she/it	is.
No,	I'm not	
	we/you/they	aren't.
	he/she/it	isn't.

1. What is Matthew doing now? Look at the information and use the prompts to write present continuous sentences.

1. 7.03 / Matthew / get up. It's 7.03 and Matthew is getting up.
2. 7.10 / he / have a shower.
3. 7.35 / he / have breakfast.
4. 8.00 / he / go to University.
5. 9.15 / Matthew and his groupmates / sit in the classroom.
6. 12.45 / they / have lunch.
7. 16.10 / he / play football.
8. 22.45 / he / sleep.

2. Now write negative sentences.

1. 7.05 / he / sleep.
2. 8.45 / he / go to University.
3. 10.00 / Matthew and his groupmates / do their homework.
4. 12.35 / he / have breakfast.
5. 15.00 / he / play football.
6. 18.45 / he / have lunch.
7. 20.00 / he / watch TV.
8. 23.00 / he / do homework.

3. Use the prompts to make questions and short answers.

1. Matthew / have breakfast at 7.00?
2. he / go to University at 8.00?
3. he / sit in class at 9.30?
4. he and his friends / play football at 12.00?
5. he / have lunch at 12.45?
6. he / relax at 21.15?
7. he / watch TV at 22.45?

4. Complete the text with present continuous form of the verbs below.

cut get increase cause change melt rise have

Global warming

Power stations, factories and cars produce carbon dioxide. Trees and plants change it back to oxygen but we 1) _____

down trees in the Amazon rainforests, so the amount of carbon dioxide in the air 2) _____. The carbon dioxide allows radiation from the Sun to enter the atmosphere but not leave it. This 3) _____ the atmosphere to heat up. Scientists think that polar ice caps and glaciers around the world 4) _____. This is creating more water and the level of the sea 5) _____. In many parts of the world there is a possibility of floods. In general, the world's climate 6) _____. This means warm areas 7) _____ colder winters and previously cold areas 8) _____ warmer.

5. Complete the sentences. Use the verbs in brackets in Present Continuous. 1. '____ (Sally/have) a shower?' _No, she (wash) her hair. 2. You ____ (not/watch) the TV at the moment. Why don't you switch it off? 3. '____ (you/enjoy) yourself?' _Yes, I ____ (have) a great time. 4. 'What ____ (Maria/do) these days?' _She ____ (study) English at school in London. 5. Ben and Patty are in London on holiday. They __ (stay) at a small hotel near Hyde Park. 6. Prices ____ (rise) all the time. Everything ____ (get) more and more expensive.

6. Choose the correct form.

1. It's snowing/It snows quite often in Britain during the winter. 2. I'm going/I go to bed now. Good night. 3. Normally, I'm going/I go to bed at around 11.30 every night. 4. 'Where's Simon?' _He's cooking/He cooks the dinner. 5. There is something wrong with Lynne's car at the moment so she's going/she goes to work by bus this evening. 6. The River Thames is flowing/flows through London.

STATIVE VERBS

Verbs describing a permanent state (stative verbs) do not normally have continuous forms. These are:

1) verbs of the senses: see, hear, smell, feel, taste etc (We often use can or could with these verbs). The verbs feel and hurt can be used in either continuous or simple forms.

2) verbs of opinion: agree, believe, consider etc

3) verbs of emotions: feel, forgive, hate, like, love etc

4) other verbs: appear(=seem), be, belong, fit (=be the right shape and size of sth), have (=possess), know, look (=appear), need, prefer,

require, want, weigh, wish etc Some stative verbs (see, smell, taste, feel, think, have etc) have continuous forms but there is a difference in meaning.

STATE	ACTION
<p>I think she's rich. (=I believe)</p> <p>The milk tastes awful. (=it has a bad flavour) He has a pet dog. (=he owns) This cloth feels like velvet. (=has the texture) I see you're in trouble. (=I understand) The kitchen smells of burnt meat. (=has the smell) He comes from Spain. (=he was born in) I love holidays. (in general)</p> <p>Your hair looks great. (=it appears)</p> <p>The baby weighs 5 kilos. (=it has) Ann is very tall.</p> <p>I</p>	<p>I'm thinking about your plan= I'm considering)</p> <p>He's tasting the sauce; it might need some salt. (=he's trying its flavour) He's having dinner now. (=he's eating) She's her way in the dark. (=she's finding her way) I'm seeing my lawyer tonight. (=I'm visiting) Why are you smelling your food? (=trying the smell off) He's coming from Spain. (=he's travelling from) I'm loving this holiday. (=I'm enjoying; specific) She's looking at some old photographs. (=she's examining) I'm 'myself on my new scales. (=I'm finding out my weight) Ann is being very kind to me these days. (=she's behaving)</p>

7. Choose the correct item.

1. I (see/am seeing) that the situation is out of control.
2. The sausages (are tasting/taste) delicious.
3. (Do you enjoy/Are you enjoying) this party?
4. You haven 't said a word all morning. What (are you thinking/do you think) about?
5. He (has/is having) a Siamese cat.
6. These flowers (are smelling/smell) nice.
7. I (don't know/am not knowing) where she keeps the keys.
8. Why (are you feeling/do you feel) your pockets? Have you lost anything?

9. Why (do you smell/are you smelling) the milk? Do you think it has gone off?
10. Anna is Italian. She (is coming/comes) from Italy.
11. That dress (looks/is looking) nice on you.
12. Paul (listens/is listening) to a new record in his room.
13. If you (don't look/aren't looking) at that comic book, I'd like to see it.
14. Joan (weighs/is weighing) 50 kilos.
15. Mary (is/is being) very naughty these days.

7. PAST SIMPLE

Affirmative

I/We/You/They/He/She/It worked.	I/We/You/They/He/She/It went. go – went have – had see – saw
---------------------------------	--

Spelling rules of regular verbs.

Most verbs: add -ed (wish – wished, fill – filled)

Verbs ending in -e: add d (date – dated, close – closed)

Verbs ending in a consonant followed by -y: change the -y in -ied (cry – cried, study – studied)

Verbs ending in a single vowel followed by a single consonant: double the consonant and add -ed (fit – fitted, drop – dropped)

1. Write the past simple of these regular verbs.

1. perform 2. wait 3. stop 4. want 5. open 6. close 7. walk 8. drop
9. pick 10. treat 11. study 12. measure 13. use 14. rest 15. examine 16. discover

2. Write the past simple of these irregular verbs.

1. come 2. do 3. have 4. make 5. take 6. take 7. get 8. learn 9. put
10. see 11. think 12. write 13. bring 14. buy 15. give 16. go 17. leave
18. read

3. Complete these sentences in the PAST TENSE, using the correct verb:

- * play * enjoy * watch * listen * talk * phone
* stop * walk * travel * like * stay

I watched the late film on TV last night.

1. We really the concert last night. It was great!
2. She with friends in Brighton last summer. 3. Italy very well in the last World Cup. 4. Her parents by train from Shanghai to Moscow. 5. I you four times last night but you were out. 6. We along the beach yesterday. It was lovely. 7. She the film but she didn't like the music. 8. The men work at exactly one o'clock. 9. I to the new Sting album yesterday. It's great. 10. They to us about their trip to Madagascar. It was very interesting.

4. Complete the story. Use the verbs in the brackets:

Last year I..... (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and (swim) all day. At six o'clock we (walk) to our car, but the car(be) there. We (buy) some clothes and (go) to the Police Station. The police (be) nice and we (sleep) in the police station.

5. Put the verbs in brackets in the correct form of past simple.

James Herriot is the pen name of James Alfred Wight, who 1) _____ (be) a British veterinary surgeon and writer. James Herriot was born in October, 1916 in Sunderland, England, but when he was three weeks old his parents 2) _____ (move) to Glasgow, Scotland. In 1933, James Herriot 3) _____ (enter) Glasgow Veterinary College. In 1939, James 4) _____ (qualify) as a

veterinary surgeon. In 1940, he 5) _____ (take) a brief job in a veterinary practice. A year later, he moved to work in a rural practice in Yorkshire, where he worked for the rest of his life. In 1941, he 6) _____ (marry) Joan Catherine Anderson Danbury. The couple had two children, James Alexander who also became a vet and Rosemary who 7) _____ (become) a physician in general practice. In 1966, he 8) _____ (begin) writing books. In 1969 James Herriot 9) _____ (write) "If Only They Could Talk", the book based on his life working as a vet. Many of his books were adapted for films and television. James Herriot 10) _____ (die) in 1995, aged 78, at his home in Thirlyby.

6. Use *Present Continuous* or *Present Simple*.

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? - - She (to wash) her face and hands. 11. When you usually (to come) home from school? — I (to come) at three o'clock. 12. Where your cousin (to work)? -- He (to work) at a hospital. 13. Your *sister (to study) at an institute?* -No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

7. Use *Present Continuous* or *Present Simple*.

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to help) his mother every day? 10. He (not to help) his mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13. I (not to read) now. 14. He (to sleep) now? 15. We (not to go) to the country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

Past Simple (2)

Negative

I/We/You/They/He/She/It	did not (didn't)	work go.
Questions, short answers	Yes, I/we/you/they/he/she/	did.
Did I/we/you/they/he/she/it work Go?	No, I/we/you/they/he/she/	didn't.

1. Make the sentences negative.

1. They took blood tests yesterday. 2. Mr. Jackson performed a series of successful operations. 3. They studied on Tuesday. 4. He received a lot of letters last week. 5. Students prepared the presentation yesterday. 6. Scientists found new information about dairy products in our region. 7. He wrote a food prescription. 8. Kate brought her cat to the clinic last Friday.

2. Complete the article in the past simple form of these verbs: say, seem, prove, be, make, find, go, begin, can, work. Then translate the article.

ALEXANDER FLEMING (1881-1955)

Alexander Fleming 1) _____ born in 1881 in Scotland. He was the third child, with seven other brothers and sisters. In 1901, he 2) _____ to St. Mary Hospital to study medicine. One day in 1928 he 3) _____ an accidental discovery of a blue mold growing on the culture of some harmful kind of bacteria. The mold 4) _____ to be able to kill off the bacteria. A series of experiments later 5) _____ his findings and led to the discovery of penicillin. It was a strain of penicillia which 6) _____ kill off bacteria while not causing any damage to wounds. It 7) _____ against many kinds of bacteria and was mostly safe for the human body. Finally, in the late 1930s, other scientists 8) _____ a way to mass-produce penicillin. British and American drug companies 9) _____ to manufacture the drug in large quantities. In 1945, Fleming was presented the Nobel Prize for Medicine. He 10) _____, "Nature makes penicillin; I just found it."

4. Complete the article with the past simple affirmative, negative or question forms of the verbs in brackets. Then translate the article.

LOUIS PASTEUR (1822-1895)

As a young man, Pasteur 1) _____ (study) at the Ecole Normale in Paris. Then at the age of just 32, he 2) _____ (become) a professor at the University of Lille. In 1856, Pasteur 3) _____ (receive) a visit from a man called Bigo who 4) _____ (own) a factory that 5) _____ (make) alcohol from sugar beet. He 6) _____ (have) a question for Pasteur: why 7) _____ the alcohol (turn) to acid? When this 8) _____ (happen), they 9) _____ (not/can) use it and 10) _____ (throw) it away. Bigo 11) _____ (ask) Pasteur to find out the reason for this. At first, Pasteur 12) _____ (not/know), but when he 13) _____ (examine) the alcohol under a microscope, he 14) _____ (find) thousands of tiny micro-organisms. He 15) _____ (believe) that they 16) _____ (cause) the problem. 17) _____ milk, wine and vinegar (behave) in the same way?

5. Choose the correct alternative. Then translate the article.

ROBERT KOCH (1843-1910)

Robert Koch 1) was/were born in 1843. Koch 2) worked/studied on anthrax and tuberculosis (TB) and he further 3) produced/developed the work of Louis Pasteur. In 1872, Koch 4) investigated/started to experiment with microbes in a small laboratory. The first disease that Koch investigated was anthrax. This was a disease that could seriously affect herds of farm animals. Koch 5) found out/chose that the anthrax microbe produced spores that lived for a long time after an animal had died. He also 6) proved/started that these spores could then develop into the anthrax germ and could infect other animals. In 1878, he 7) insisted/identified the germ that caused blood poisoning and septicaemia. In 1881, Koch 8) began/believed to work on one of the worst diseases of the nineteenth century – tuberculosis (TB).

Past Continuous (1)

Affirmative

I/He/She/It	was	working.
You/We/They	were	

1. Underline the correct form.

1. Dave arrived/was arriving at Sue's house at 19.30, but she wasn't there. She did/was doing some shopping at the supermarket. 2. Derek told/was telling me something about the exam results, but I worked/was working at the computer and didn't hear him. 3. - I phoned/was phoning you after University yesterday. Where were you? - My mobile was off because I had/was having a meeting. 4. When I walked/was walking into the classroom the teacher talked/was talking about the new course. 5. - What did you do/were you doing when the alarm went off? - I did/was conducting an experiment in the laboratory. 6. I watched/was watching a documentary on TV when the electricity went off. Can you tell me what happened/was happening?

2. Put the verbs in brackets in the past simple or past continuous.

COOPER'S SUCCESS STORY

When a man 1) _____ (bring) a cat hit by a car to the Cornell University Hospital for Animals. It 2) _____ (bleed) from a powerful blow. The cat 3) _____ (have) a severe head trauma and air 4) _____ (leak) out of its ruptured lung into the chest cavity, making it difficult to breathe. The doctors 5) _____ (stabilize) the cat and tapped its chest periodically to remove the air leaking around the lungs. The next morning, they 6) _____ (discover) the cat was Cooper, the Large Animal Hospital's resident barn cat. When the doctors found out that the cat was found on Route 366 near the hospital, they 7) _____ (ask) Large Animal staff if they were missing any barn cats. They came over and quickly 8) _____ (identify) him. The cat's name was Cooper. Cooper's condition 9) _____ (get) worse and worse; air 10) _____ still (leak) into his chest and he was growing less responsive, indicating a significant ongoing brain injury. The doctors eased his breathing with a chest tube and took a CT scan of his head. They 11) _____ (find) an upper jaw fracture, blood in his

nasal passages, evidence of a skull fracture, and several areas where he 12) _____ continuously (bleed) into his brain. The only way to relieve increasing intracranial pressure and stop ongoing damage was intensive surgery to the skull. Brain surgery wasn't an easy task, but neurosurgeon Dr. Curtis Dewey from Clinical Sciences was up to the challenge. On Friday evening, he 13) _____ (perform) a successful craniotomy and removed part of Cooper's skull. "It's amazing how cats can recover," said Sarah, the nurse, with Cooper purring happily in her lap. "He responds to bright lights and sounds, and purrs or chirps when he's handled. He can even walk around a little. It will take time to know if he'll return to normal kitty life, but his chances are strong. With months of therapy, many head trauma survivors make full recoveries." Survival is unusual for animals with trauma as bad as Cooper's. Many owners decide not to operate on such severe cases with head injuries. It's invasive and requires a big commitment to helping an animal through recovery. However, the doctors of the Cornell University Hospital for Animals 14) _____ (decide) to go forward and succeeded.

8. PAST CONTINUOUS

Negative

I/He/She/It	was not (wasn't)	working.
You/We/They	were not (weren't)	
Questions		
Was	I/he/she/it	working?
Were	you/we/they	

Short answers		
I/he/she/it was.	Yes,	we/you/they were.
I/he/she/it wasn't.	No,	we/you/they weren't.

1. Use the prompts and a verb from the box to write negative sentences.

rain clean spread drive study work examine drink go listen

1. They/for the Parasitology test.
2. She/home for the weekend.
3. The cattle/pure water. It was contaminated.

4. It/yesterday. It was sunny.
5. You/to me!
6. The disease/rapidly.
7. We/the infected organ.
8. The technician/the dogs' kennels.
9. Pierre/fast to the clinic.
10. They couldn't identify the disease, because the ultrasound scan/appropriately.

2. Complete the dialogue with the present simple, past simple or past continuous form of the verbs in brackets

A: Excuse me, we are doing a survey about time use. Have you got time to answer some questions? B: Yes, but not too long. A: No, don't worry, just a couple of minutes. I want to ask you about your activities yesterday. For example, at 8 in the morning were you 1) _____ (sleep) or were you awake? B: I was up. At eight o'clock I 2) _____ (have) breakfast. A: Do you 3) _____ (have) breakfast at the same time every morning? B: Yes, because I usually 4) _____ (get up) at the same time. A: Were you 5) _____ (work) at twelve o'clock yesterday? B: No, I 6) _____ (study). I'm still 7) _____ (do) an experiment in the laboratory. A: Did you 8) _____ (have) lunch yesterday? B: Yes, I 9) _____ (do). A: Were you at university at five? B: No, I 10) _____ (walk) home. A: And at eight o'clock? B: I 11) _____ (do) my homework. After that I watched TV and 12) _____ (go) to bed. A: Thank you very much! B: You're welcome!

9. FUTURE SIMPLE

Will

I/We/You/They/He/She/It	will	work. won't (will not)
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Will I/we/you/they/he/she/it work?	Yes, I (he, they, it...) will. No, I (he, they, it...) won't.
------------------------------------	--

1. Put the best phrase below in each gap. Start your sentences with I'll: phone for a taxi, give you the name of a language school, ask him to call back, carry some of them, open a window, go with you, give you some money, make you a sandwich.

1. A: I want to take these Animal Physiology textbooks home, but they are very heavy

B: _____.

2. A: I feel sick, it's hot in this room.

B: _____.

3. A: I want to buy a new software program, but I don't have any money.

B: _____.

4. A: I'm hungry. I haven't eaten since breakfast time.

B: _____.

5. A: I want to improve my level of English.

B: _____.

6. A: It's 9 o'clock. I'll be late for a surgery.

B: _____.

7. A: I want to speak to my scientific guide. It's very urgent.

B: _____.

8. A: I need to go to the University library, but I don't know the way.

B: _____.

2. Use the following verbs with will or won't to complete these dialogues: have, take, phone, finish, be, be, pass, make.

1. - Are you coming to the Veterinary Surgery conference on Sunday? - I'm not sure. I _____ you on Saturday.

2. - Hurry up. We _____ late. - No, we won't. We _____ a taxi.

3. - George is going to have a party on Friday.

- Why? - It's his birthday. He _____ 21 on Friday.

4. - She _____ an English test tomorrow. - Why not? - She _____ many mistakes. She always makes many mistakes in tests.

5. - _____ Steve _____ the Animal Anatomy project next week? - No, he won't finish. He _____ time.

3. Use the correct tense *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. We (to go) on a tramp last Sunday. 2. Your brother (to go) to the country with us next Sunday? 3. Granny (not to cook) dinner now. 4. We (to cook) our meals on a fire last summer. 5. My sister (to wash) the dishes every morning. 6. When you (to go) to school? 7. What you (to prepare) for breakfast tomorrow? 8. You (to invite) your cousin to stay with you next summer? 9. How you (to help) your sister last summer? 10. I (to send) a letter to my friend tomorrow. 11. Every morning on the way to school I (to meet) my friends. 12. My friend (to go) to the library every Wednesday. 13. He (not to go) to the country yesterday. 14. Why you (to go) to the shop yesterday? 15. We (to grow) tomatoes next summer. 16. What you (to do) now? 17. He (to sleep) now. 18. Where your father (to work) last year? 19. You (to go) to the south next summer! 20. He (not to watch) TV yesterday. 21. Yesterday we (to write) a test-paper. 22. I (to buy) a very good book last Tuesday. 23. My granny (not to buy) bread yesterday. 24. What you (to buy) at the shop tomorrow? 25. Don't make noise! Father (to work).

4. Use the correct tense *Present Continuous, Present Simple, Past Simple* или *Future Simple*.

1. Various kinds of sports (to be) popular in Russia. 2. Both children and grown-ups (to be) fond of sports. 3. What (to be) the matter with her? She (to be) so excited. -- I (not to know). 4. Where you (to go)? - - I (to go) to the Dynamo stadium to see the match which (to take) place there today. 5. You (to know) that very interesting match (to take) place last Sunday? 6. He (to go) to the south a week ago. 7. When I (to be) about fifteen years old, I (to enjoy) playing football. 8. Our football team (to win) many games last year. 9. Where (to be) Boris? - He (to play) chess with his friend. 10. I (to be) sorry I (to miss) the match yesterday. But I (to know) the score. It (to be) 4 to 2 in favour of the Spartak team. 11. Nellie (to leave) for Moscow tomorrow, 12. I (to be) in a hurry. My friends (to wait) for me. 13. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 14. You (to go) to London next summer?

5. Use *Present Continuous* or *Past Continuous*

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now. 15. Now she (to go) to school. 16. What you (to do) now? - I (to drink) tea. 17. You (to drink) tea at this time yesterday? - No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

6. Use *Past Simple* or *Past Continuous*.

1. I (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. What Nick (to do) when [you came to his place? 6. What you (to do) when I rang you up? 7. I (not to sleep) at nine o'clock yesterday. 8. What he (to do) yesterday? - He (to read) a book. 9. What he (to do) the whole evening yesterday? - He (to read) a book. 10. She (to sleep) when you came home? 11. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 12. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 13. When I came into the kitchen, mother (to cook). 14. She (to cook) the whole day yesterday. 15. We (to wash) the floor in our flat yesterday. 16. We (to wash) the floor in our flat from three till four yesterday. 17. You (to do) your homework yesterday? 18. You (to do) your homework from eight till ten yesterday? 19. Why she (to sleep) at seven o'clock yesterday? 20. He (to sit) at the table the whole evening yesterday.

10. BE GOING TO

Future

Affirmative		
I	am ('m)	work
You/We/They	are ('re)going to	
He/She/It is	is ('s)	
Negative		
I	am not ('m not)	work
You/We/They	are not (aren't) going to	
He/She/It	is not (isn't)	
Questions		
Am	I	work?
Are	you/we/they going to	
Is	he/she/it	

Short answers

	I	am.
Yes,	we/you/they	are.
	he/she/it	is.
	I'm	not
No,	we/you/they	aren't.
	he/she/it	isn't.

1. Mark has decided what to do in his life. Complete the sentences, using short forms of be going to and the verbs in brackets.

1. I _____ (study) Ophthalmology at university.
2. I _____ (travel) all over the world as a member of voluntary organization to help homeless animals.
3. I _____ (not work) in an office.
4. I _____ (achieve) board certification.
5. I _____ (work) in private practice or be involved in academia.

6. My friend and I _____ (not miss) lectures and seminars.

7. My friend _____ (not provide) optical care for exotic animals.

8. We _____ (pass) the final exams successfully.

2. Write positive sentences with short forms of be going to and the words in brackets.

1. (I/see/Professor Simpson/tomorrow)

2. The hospital/buy/new ophthalmologic equipment/next week)

3. (They/work hard/this term).

4. (He/send me a letter/tonight).

5. (Students/take/an Eye Anatomy test/next Monday).

6. (The company/hire a new support team / in 2020).

3. Write negative sentences with short forms of be going to and the words in brackets.

1. (We/not/be involved in research facilities/next September)

2. (Mr. Perkinson/not/provide optical care for a wide variety of animal species /next year).

3. (Billy/not/perform diagnostic tests/tomorrow).

4. (She/not/provide any specialty consultations/today).

5. (My colleague and I/not/prepare a case report for the procedure).

6. (Miss Collins/not/remove the painful eye with a cosmetic prosthesis).

4. Write questions and short answers with be going to and the words in brackets.

1. (laser treatment/reduce the fluid production and improve outflow)? Yes, ...

2. (she/measure the intraocular pressure)? No,

3. (the treatment/reduce the inflammation of the uvea)? No.....

4. (he/work as a veterinary assistant/this summer)? Yes.....

5. (Jack/set up his own veterinary practice/this year)? Yes.....

6. (you/take a blood testing to search for the cause of the disease)?
No,.....

МОДУЛЬНІ КОНТРОЛЬНІ РОБОТИ

1. Build up sentences:

1. Mike / drummer (-)Mike isn't a drummer.....
2. Charlie and Chris / policemen(+)
3. Danny and Rick / singers (-)
4. Salem and Lucky / puppies (+)
5. Rome / London / cities (+)

2. Choose the best answer:

1. Maggie and Carol good friends.
a) am b) are c) is d) isn't
2. Sue a science teacher.
a) are not b) is c) are d) am
3. Mark Steven a student at Kennedy High School. It
..... an old school.
a) am / is b) are / is c) is / am d) is / is
4. Margarita from Spain. I from Turkey.
a) is / am b) are / is c) am / is d) is / are
5. You and I at the same age.
a) am isn't c) are d) is

4. Change the sentences into questions:

Example: I am an engineer.Am I an engineer?.....

1. You are ill.
2. Linda is a pretty girl.
3. Belinda is a singer.
4. Nick is an actor.
5. We are good friends.
6. He is an officer.
7. It is an eraser.
8. You and Eddie are partners.
9. Rosie is angry.
10. Jack and I aren't good swimmers.

5. Give long answers:

Example: Are you a scientist?Yes, I am a scientist.....

1. Are you a student? Yes,
2. Is Tom in the park? No,
3. Is it a poetry book? Yes,
4. Are Mary and John friends?Yes,

5. Am I an executive ? No,
6. Is Thomas fifteen years old? Yes,
7. Are your earrings expensive? No,
8. Is ice cream hot ? No,
9. Are lemons yellow and sour? Yes,
10. Are Andy and Jack girls? No,

6. Complete the sentences with SIMPLE PRESENT or PRESENT CONTINUOUS:

1. Susan usually (go) to school by bus, but now she (go) to school by train.
2. Mary often (read) in bed, but today she is very tired and she (not / read).
3. The boys usually (ride) their bikes to school. They (like / ride) their bikes. They (be) very naughty boys. They always..... (go) to school late. Today their teacher (be) very angry, because they (be) late again.
4. Mary (like / eat) sweets. Every morning she (have) coffee with a lot of sweets and chocolate. For lunch she and her friends often (eat) sweets or ice-cream. She (not / like / eat) fruit or vegetables. She (eat / never) eggs or cheese. Today she (be) sick. She (sleep) in

8. Use a preposition (ON, IN, AT, BY) in each blank:

- a. Jane goes to work bus.
- b. My birthday is March.
- c. We are going to meet 4:00 p.m.
- d. Students must go to school weekdays.
- e. Do you do play tennis the weekend?
- f. His birthday is November 5th .
- g. We have art lesson Mondays.

9. Use the CORRECT TENSE:

1. Look! Jane (sing) again. She often (sing) this song.
2. My father (have) a lot of work to do every weekend.
3. The girls (not / talk) now. All of them (watch) a film.

4. you (like) watching TV?
5. He (usually / go) at 9:00 o'clock, but this morning he (leave) home late.
6. I (visit) my grandparents every Friday. My sister (often / visit) them.
7. The boys (swim) in the pool now but they (usually / swim) in the sea.
8. She(write) a letter to her penfriend at the moment.
9. They (sometimes / have) lunch at work, but today they (have) at a restaurant.
10. She can't talk to you. She (have) a shower.
11. "Where Alex (live)?" "In France."
12. Tom (like / ride) a horse in his free times.
13. The children (play) the piano and (sing) a song at the moment.
14. My mother (always / cook) in the morning.
15. What (you / usually / do) at weekends?
16. Jane (give) a party today because it (be) her birthday.
17. The lesson (start) at 9 o'clock every morning.
18. Adam is in his room now. He (write) a letter to his penfriend. He (always / write) him a letter.

10. Ask questions for the underlined words:

1. ?
George often has a bath.
2. ?
Mike eats corn-flakes for breakfast every morning.

3. ?
The teacher is writing some examples on the board.
4. ?
Tom is watching a film now.
5. ?
My parents never smoke cigarettes.
6. ?
Peter and Rob go to school by service bus.
7. ?
Sam is doing his homework in his room.
8. ?
I read two books every month.
9. ?
I can't understand Hans because I don't know German.
10. ?
No, Sally isn't writing a letter now.

11. Write a question word in each blank (For example: When, How, Why, How many ..) and then match the questions with the answers:

1. is your music lesson? a) Because, I'm hungry.
2. is it? b) Fine.
3. books are there in your bag? c) Germany.
4. likes James? d) Mary.
5. is your watch? e) In the garden.
6. are you? f) In June.
7. are the children? g) It is half past two.

12. Build up sentences:

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom //
3. mother / can (-) / help me / now / because / she / cook / kitchen //
4. Where / your cousin / live / ? // She / live / Sydney / Australia //
5. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //
6. Tim / usually / go / work / bicycle //
7. children / play / games / everyday //
8. My brother / can (-) / play / tennis / because / he / not / have / racket //

9. How often / mother / cook / pizza / ? //

10. My parents / not /like /roller-skates /because /they /be / dangerous //

13. Read the paragraphs and answer the questions:

Hello! My name is Douglas Hunter. I'm a pilot for British Airlines. I fly planes. I am not working today. I am playing golf. It is my favorite sport.

1. What is his name? 2. What does he do? 3. What is he doing now? 4. What is his favorite sport?

He is Gordon Lester. He is a champion jockey. He rides racehorses, but he isn't riding a racehorse now. He is dancing with his wife.

1. What is his name? 2. What does he do? 3. Is he a good jockey? 4. Where is he now? 5. What is he doing? 6. Who is he with?

They are Bob and Michael. They teach English in a school. They aren't teaching now. They are in the pub. They're talking and laughing.

1. Who are they? 2. Do they teach? 3. What do they teach? 4. Where are they now? 5. What are they doing now?

She is Rosalind Graham. She is a ballet dancer. She dances for Royal Ballet. She isn't dancing now. She is having a bath.

1. What is her name? 2. What does she do? 3. Is she dancing now? 4. What is she doing?

14. Write DON'T, DOESN'T, ISN'T, AREN'T or AM NOT in the blank space in each sentence:

- a. He isn't listening to the radio right now.
- b. He doesn't listen to the radio every evening.
- c. We watching a television program now.
- d. We watch television every day.
- e. They study their lessons after class.
- f. They studying their lessons right now.
- g. It raining very hard right at the moment.
- h. Itrain very much during the summer.
- i. Mr. Johnson eating his lunch now.
- j. Mr. Johnson always eat at that place.
- k. I see any students in that room.
- l. I hear anyone in the hall now.

15. Complete the sentences:

1. Every Monday my father because

2. Linda usually..... but she today.
3. I want to buy a because
4. My teacher often but today
5. At the moment the children they often

16. Read the following text and answer the questions:

My name is Kate O'Hara. I live on a farm with my mother and father. I like it but I work very hard. Every morning I wake up at five o'clock and feed the horses. Then I can go back to the house. Mum makes breakfast at 5:30 and I'm not late for breakfast because I don't like cold eggs. After breakfast I help dad for an hour. Then I have a shower and get ready for school. The school bus leaves at 8:15. I leave home at 8:00. After school I can watch TV for an hour. Then we have our dinner. We have chicken for dinner but I hate it. I eat it because mum gets angry. After dinner I do my homework. Then I go out and feed the horses. I go to bed early because I'm always very tired at the end of the day.

1. Where does Kate live?
2. What time does she get up every morning?
3. Who makes breakfast every morning?
4. Why isn't she late for breakfast?
5. When does she have a shower?
6. What time does she catch the school bus?
7. How long can she watch TV?
8. What do they have for dinner?
9. When does she do her homework?
10. Why does she go to bed early?

True or False:

1. She doesn't like the farm.
2. Kate doesn't work very hard.
3. Kate has a shower before 8:15.
4. Kate's mother doesn't like chicken.
5. After dinner Kate feeds the horses.

17. Complete the sentences using DO / DOES / AM / IS / ARE / HAVE GOT / HAS GOT:

1. the children want toy for their birthday?
2. Dazzle a new dress for the party.
3. When your brother's birthday?

4. How much these glasses? “ 80. “
5. Mr. and Mrs. Jackson two children.
6. your uncle like chocolate?
7. I your friend?
8. How much your new tennis racket?

18. Circle the correct answer:

1. Look! Thomas is bringing / brings his little sister to class.
2. My older sister is often listening / often listens to pop music.
3. We are writing / write an exercise now.
4. Mmmm! Mum is making / makes a cake.
5. Our teacher is giving / gives us a test every month.
6. Listen! Dad is reading / reads a story to Ricky.
7. Mr. Michael usually is growing / grows roses in his garden.
8. They are building / build a new house on the hill now.
9. Maria is drinking / drinks milk every morning.
10. Look! Nick is running / runs down the hill.

19. Choose WAS or WERE and circle it:

1. He was / were a policeman.
2. We was / were very happy.
3. Was / Were you happy?
4. They wasn't / weren't interested in.
5. I was / were at school.
6. It wasn't / weren't expensive.
7. Was / Were she your teacher?

20. Complete the text with WAS or WERE:

Interviewer: What it like during the First World War, Bill? Bill : It a terrible time. I a young man, so I in the army. We in Italy. Interviewer: Where your wife and children? Bill: They in London. That dangerous too. There bombs and there not a lot of food. The children very young and they very frightened.

21. Read the following story:

Bob is a young sailor. He lives in England, but he is often away with his ship. One summer he comes back from a long voyage and finds new neighbors near his mother's house. They have a pretty daughter, and Bob soon loves her and he wants to marry her when he

comes back. Bob promises the girl to send a present from every port. Bob's first port is Capetown in Africa, and he sends the girl a parrot from there. The parrot speaks three languages. When Bob's ship reaches Australia, a letter comes from the girl. The letter says, "Thank you for the parrot, Bob. It tasted much better than a chicken."

Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she (skate).
2. I met my neighbor while I
(walk) home from work.
3. Sally saw a friend while she (ride)
her bicycle along Park St.
4. Peter fell asleep while he (study).
5. Bob stepped on Jane's feet while they
..... (dance) together.
6. I cut myself while I (shave).
7. Mr. and Mrs. Brown burned themselves while they
..... (bake) cookies.
8. Tommy had a nightmare while he
(sleep) at a friend's house.

22. How did it happen?

1. How did Alice hurt herself? (play soccer) She
hurt herself while she was playing soccer.
2. How did Martin burn himself? (iron his clothes)
3. How did Helen cut herself? (slice onions)
4. How did Jennifer meet her husband? (fix a flat tire)
5. How did Marvin break his arm? (skate)
6. How did you lose your wallet?(ride my bicycle)
7. How did Jeff meet his wife? (swim at the beach)
8. How did Bob get a black eye? (fight with his brother)
9. How did your children burn themselves? (make breakfast)
.....
10. How did Martha fall? (dance)

23. Write the story again. Use THE SIMPLE PAST:

Bob was a young sailor. He lived in England, but he was often away with his ship.....

b) Answer the questions about the story:

1. What was Bob? He was a young sailor.

2. What change did he find when he was back home?

3. How was their daughter?

4. How did Bob feel about the girl?

5. What did Bob tell the girl?

6. What did Bob send the girl from Capetown?

7. Where is Capetown?

8. How many languages did the parrot speak?

9. What did the girl do with the parrot?

24. Fill in the blanks with a correct form, the PAST SIMPLE or the PAST CONTINUOUS:

1. He (talk) with Mary, when Mrs. Smith came in.

2. They (study) two hours last night.

3. Jane (sleep) when the telephone rang.

4. As I (walk) to the lab, I met my friend.

5. We (watch) TV last night.

6. The customer (pay) his cheque when he dropped his credit card.

7. The barber (cut) my hair yesterday.

8. She (dance) when she hurt her ankle.

9. It (rain) hard when I got up.

10. It (rain) hard last night.

25. Complete the sentences with the words in parentheses using the SIMPLE PAST or the PAST PROGRESSIVE:

1. Sally (eat) dinner last night when someone (knock) on the door.

2. I began to study at seven last night. Fred (come) at seven-thirty. I (study) when Fred (come).

3. While I (study) last night, Fred (drop by) to visit me.

4. My roommate's parents (call) him last night while we (watch) TV.

5. My mother called me around five. My husband came home a little after five. When he (come) home, I (talk) to my mother on the phone.

6. Yesterday Tom and Janice (go) to the zoo around one. They (see) many kinds of animals. They stayed at the zoo for two hours. While they (walk) home, it (begin) to rain, so they (stop) at a small café and (have) a cup of coffee.

7. Yesterday afternoon I (go) to visit the Parker family. When I (get) there around two o'clock, Mrs. Parker (be) in the yard. She (plant) flowers in her garden. Mr. Parker (be) in the garage. He (work) on their car. He (change) the oil.

26. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. It was very cold. The sun was not shining. (not / shine)

2. It wasn't a stormy night. The wind (not / blow)

3. He wasn't sleeping. He (look) at the ceiling.

4. They were having a rest. They (not / work).

5. They were very happy. They (enjoy) the party.

6. He was at home. He (watch) a movie on TV.

7. He was getting worse. He (not / recover). 8. We (travel) in the north of Turkey when we were on holiday.

9. She (drive) so fast when the accident happened.

10. I (not / sleep) when you came in.

27. Complete the sentences with the words in parentheses using the SIMPLE PAST or the PAST PROGRESSIVE:

1. While they (travel) to China, Marco (keep) a diary.
2. Mrs. White (drive) past a house in Main Street when she (see) the ground floor on fire.
3. While he (fly) off the Miami Coast, the pilot (see) sharks approaching the swimmers.
4. The fireman (fight) the fire on a balcony below when he (hear) someone's shouts.
5. She (die) while she (run) after a bus.
6. We (have) dinner when the electricity (go) off.
7. She (think) of something else while you (talk) to her.
8. I (see) her while I (look) out of the window.
9. While the teacher (talk), the students (look) at an insect on the ceiling.

28. Complete each sentence. Use GOING TO and the verb in brackets:

1. Are you going to buy (you / buy) a new bike?
2. Tom (not / be) a doctor.
3. I (buy) some new shoes.
4. (Helen / catch) the train?
5. Who (carry) the shopping for me?
6. Jim and Dinah (not / get) married.
7. Sam (take) a holiday.
8. What time (you / phone) me?
9. Where (we / eat) tonight?
10. I (not / give) a birthday present!

29. Rewrite each sentence or question with GOING TO:

1. Joe plans to buy a new computer next year. ... Joe is going to buy a new computer next year.
2. We don't plan to play tennis this weekend.

3. Does Nick plan to join the sports club?
4. What are your plans for next summer?
5. Look! That tree is about to fall over!
6. Do you plan to work hard this year?
7. I don't intend to get a new car.
8. The forecast for tomorrow is rain.
9. Do Mike and Pat plan to make sandwiches for the party?
10. I think it's about to snow.

30. Make sentences, as in the example:

* miss the train* make some tea * change it * crash * shout at us* take some photos * play in the snow * fall off * sell his house * make a cake

1. She can't stop the car! She is going to crash
2. They are late. They
3. The headmaster looks angry! He
4. Jim has got his camera. He
5. Mick's putting up a "For Sale" sign. He
6. The car has got a flat tyre. He
7. Mum's looking at a recipe. She
8. Look! The ladder is broken. Oh no, he
9. They're putting their hats and gloves on. They
10. Kevin's putting the kettle on. He

31. Fill in the blanks with the correct FUTURE forms: (Will / Going to / Present Continuous / Simple Present)

1. A: What you (do) when you grow up?
B: I (be) an acrobat in a circus.
2. I haven't seen him for a long time but I think I(recognize) him.

3. A: I need some tokens to telephone my friend.
 B: I (give) you some.
4. I got the plane tickets. I (fly) on Sunday.
5. A: Have you got any plans for the summer?
 B: Yes, we (go) to Italy in June.
6. Don't play with those matches; you
 burn yourself.
7. A: Whose is that night dress?
 B : It's mine. I (wear) it at John's graduation party.
8. A: Why did you call your grandma?
 9. B: I (visit) her at the weekend.
10. If your passport isn't valid any more, you
 (not / be able to) go abroad this month.
11. A: What are you doing with that brush?
 B: I (paint) my room.
12. A: Why are you wearing your anorak?
 B: I (go) out.
13. I don't know the meaning of this word so I
 (look) it up in the dictionary.
14. Look out! You
 (hurt) yourself with that knife.
15. A: I've got a terrible headache. B: Have you? Wait there and I
 (get) an aspirin for you.
16. Mother: Your face is dirty. Child: All right. I
 (wash) it.
17. A: What time the next bus
 (arrive)?
 B: 13 minutes later.
- 18..... you(open) the door for me, please?
19. We're early. The film (start) at 2:30. Why don't we go and have something to drink?
20. He (call) the police as soon as he gets home.
21. A: What you
 (do) with that dress?
 B: I (shorten) the skirt.

32. Fill in WILL or BE GOING TO:

1. A: Why do you need so much sugar? B: I make a cake.
2. A: Oh no! I've left my purse at home and I haven't got any money on me! B: Don'y worry. I lend you some.
3. A: I don't know how to use this mixer. B: That's OK. I show you.
4. A: Why are all these people gathered here? B: The Prime Minister open the new hospital ward.
5. A: Did you remember to buy the magazine I asked for? B: Sorry, I didn't. I buy it when I go out again.
6. A: What's that on your curtains? B: It's a stain. I take them to the dry cleaner's tomorrow.
7. A: These bags are very heavy. I can't lift them. B: I carry them for you.
8. A: I hear you're going to Leeds University in September.
B: Yes, I study French and German.
9. A: Why don't you tidy your room? B: I play football in ten minutes, so I haven't got time.
10. A: How can we get all this home? B: I ask James to come and help.
11. She has bought some wool. She knit a sweater.
12. A: This problem is very difficult. B: I help you to solve it.
13. A: Why are you taking down all the pictures?
B: I paint the room.
14. I climb that mountain one day.
15. Look at that young man. He looks very pale. He faint.
16. A: Why are buying that spade? B: I plant some trees in my garden at the back of the house.
17. She get better. There are positive signs.

18. I'm hungry. I have something to eat.

19. I be 38 years old next week.

33. Fill in the blanks with the adjectives in brackets:

1. Tom is his brother. (old)

2. This problem is that problem. (easy)

3. John is boy in our class. (tall)

4. My friend is my sister. (fat)

5. My room is room in our house. (small)

6. Konya is city in Turkey. (large)

7. The Kızılırmak is river in Turkey. (long)

8. Madonna is Sandra. (popular)

9. My English is your English. (good)

10. The weather today is the weather yesterday. (bad)

11. This garden is that garden. (large)

12. Elizabeth is girl in our group. (beautiful)

13. I am girl in the class. (short)

14. What is film on TV today? (funny)

15. Who is girl in your class? (pretty)

34. Fill in the blanks as in the example:

I went on holiday last year but it was a disaster! My hotel room was smaller than ... (small) the one in the photograph in the brochure. I think it was (small) room in the hotel.

The weather was terrible too. It was (cold) in England. The beach near the hotel was very dirty – it was (dirty) all the beaches on the island.

The food was (expensive) I

expected and I didn't have enough money. One day I went shopping in a big department store and I broke a vase. It was (expensive) vase in the whole shop. But (bad) thing all was that I lost my passport and I couldn't go back home. It was (horrible) holiday all my life.

35. Fill in prepositions of time "AT / IN / ON" as in the example:

1. . on ... Saturday 8. 9 o'clock 15. autumn
2. July 9. Christmas 16. half past two
3. 1984 10. September 28th 17. Monday morning
4. March 25th 11. 1991 18. Easter
5. Friday 12. August 29th 19. 10 o'clock
6. summer 13. winter 20. Thursday afternoon
7. the morning 14. the evening 21. noon

36. Fill in the blanks with "AT / IN / ON" as in the example:

1. We always go on holiday in summer.
2. My mother usually goes shopping Friday morning.
3. I always do my homework the evening.
4. The circus usually comes to our town spring.
5. Sophia's birthday is May 16th .
6. I usually get up seven o'clock.
7. My favorite television programme begins 6:30 the evening.
8. Sometimes it snows winter.
9. My friend's birthday is June.
10. Some birds and animals come out night.

37. Choose the correct answer:

1. My lesson starts ___at___ five o'clock. a) on b) at c) in
2. My father usually buys a newspaper _____ the morning. a) on b) at c) in
3. We wear warm clothes _____ winter. a) on b) at c) in
4. We get presents _____ Christmas. a) on b) at c) in

5. I usually visit my grandparents _____ Sunday afternoon.
a) on b) at c) in

6. John's birthday is _____ August 16th . a) on b) at c) in

7. The film finishes _____ 9:30. a) on b) at c) in
8. The supermarket is closed _____ Sunday. a) on b) at c) in

38. Fill in "AT", "IN" or "ON":

My birthday is on the 30th of July. Last year I had a great day. I got up 8 o'clock the morning and tidied the house. Then the afternoon I went into town with my friend to buy food for the party. The party started 7 o'clock the evening and didn't stop until very late night! the 31st of July I was very tired, so I went to bed early the evening.

39. Fill in SOME or ANY as in the example:

1. Are there any rabbits in the garden?
2. Are there children in the class?
3. There aren't chairs in the room.
4. Are there birds in the tree?
5. There isn't money in the bag.
6. There is coffee in the cup.
7. There are policemen in the police station.
8. Are there fish in the water.
9. Are there oranges in the basket?
10. There isn't milk in the fridge.
11. I have tea, but I don't have sugar.
12. Is there meat at home?
13. There were apples here a minute ago.
14. There aren't glasses on the table.
15. Please buy me stamps at the post office.

40. Fill in HOW MUCH, HOW MANY, A FEW, A LITTLE, SOME or ANY:

1. A: bananas would you like, sir? B: Just , please.

2. A: Can I have milk? B: Sorry, we haven't got milk.

3. A: bread would you like? B: Just , please.

4. A: carrots do we have? B: We have only
.....
5. A: oranges do we need? B: We don't
need oranges.
6. A:sugar would you like in your coffee? B:
Just, please.
7. A: Could I have tea, please? B: Of course.
Would you like biscuits, too?
8. A: Is there wine in the fridge? B: No, we
need to buy
9. A: flour does she need? B: Just
.....
10. A: Have you got potatoes? B: Yes.
..... would you like?

Fill in SOME, ANY, MUCH or MANY:

1. A: I'd like eggs, please. B: Of course. How
..... would you like? A: Six, please. Are there
..... tomatoes? B: Certainly. How
..... do you need? A: A kilo, please.
2. A: I'd like olive oil. B: How
..... do you need? A: Half a bottle. Is there
..... flour? B: Certainly. How
do you need? A: A kilo, please.

Fill in HOW MUCH or HOW MANY:

1. potatoes do we need?
2. sugar would you like?
3. milk is there in the fridge?
4. eggs do you want?
5. ham do you need?

41. Put A QUESTION TAG at the end of each sentence:

1. Tom won't be late, will he ?
2. They were very angry, ?
3. Ann's on holiday, ?
4. You weren't listening, ?
5. Sue doesn't like onions, ?
6. Jack's applied for the job, ?
7. You've got a camera, ?

8. You can type,?
9. He won't mind if I go early,?
10. Tom could help you,?
11. There are a lot of people here,?
12. Let's have dinner,?
13. This isn't very interesting,?
14. I'm too fat,?
15. You wouldn't tell anyone,?
16. Listen,?
17. I shouldn't have got angry,?
18. Don't drop it,?
19. They had to go home,?
20. He'd never seen you before,?

42. Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. There was waiter standing at entrance of restaurant. I ordered him glass of vodka with some juice in it.

2. There was question I wanted to ask biology teacher about kangaroo. She had said kangaroo carried her baby in kind of bag in front part of her body. I wanted to know how many baby kangaroos it could carry at time.

3. "Is that your wife?" "No, my wife's woman in red dress."

4. I work with man and two women. man is quite nice, but women are not very friendly.

5. What's in newspaper?

6. Can you show me that book, please?

7. What's name of woman in blue dress?

8. water turns into ice at 0 degree C.

9. I like steak, but I don't like eggs.

10. She lives in nice flat on fifth floor of old house.

11. It's terrible - eggs are \$ 2 dozen.

12. There was boy and girl in the room. boy was Japanese but girl looked foreign. She was wearing fur coat.

13. This morning I bought newspaper and magazine. newspaper is in my bag but I don't know where magazine is.

14. "Have you got car?" "No, I've never had car in my life."

15. We don't go to cinema very much these days. In fact, in town where we live there isn't cinema.

16. Don't stay in that hotel. beds are very uncomfortable.

17. After I leave school, I want to go to university.

43. Put in A / AN or THE. Sometimes you don't need either word – you leave it blank.

1. John Colloway is bank manager. He works in bank in center of London. Every morning he gets up at seven o'clock, has breakfast and cup of coffee, and reads "Times". Then he goes to work by bus. In morning, he usually makes telephone calls, sees customers and dictates letters. He has lunch at restaurant near bank. In afternoon he works until five or fivethirty, and then goes home. He doesn't work on Saturdays or Sundays; he goes to cinema or reads. He likes novels and history. He is not married. He has sister in Oxford and brother in London.

2. Have you got camera?

3. You need visa to visit foreign countries, but not all of them.

4. When we reached the city center, shops were still open but most of them were already closed.

5. Jack has got very long legs, so he's fast runner.

6. I'm looking for job. And did Ann get job she applied for?

7. Did police find person who stole your bicycle?

8. We went out for meal last night. restaurant we went to was excellent.

9. This morning I had boiled egg and toast for breakfast.

10. Tom always gives Ann flowers on her birthday.

11. I went into the shop and asked to speak to manager.

12. There's no need to buy any milk. milkman brings it every morning.

13. It was warm and sunny, so we decided to sit in garden.

14. Jane is teacher. Her parents were teachers too.

15. Bill's got big feet.

16. Would you like to be actor?

44. Put a suitable article into the blanks:

1. My neighbour is photographer; let's ask him for advice about colour films.

2. I had very bad night; I didn't sleep wink.

3. He is vegetarian; you won't get meat at his house.

4. youngest boy has just started going to school; eldest boy is at college.

5. I went to school to talk to headmistress. I persuaded her to let Ann give up gymnastics and take ballet lessons instead.

6. There was knock on door. I opened it and found small dark man in check overcoat and soft hat.

7. - Are John and Mary cousins? - No, they aren't cousins; they are brother and sister.

8. postman's little boy says that he'd rather be dentist than doctor, because dentists don't get called out at night.

9. - Would you like to hear story about Englishman, Irishman and Scotsman? - No. I've heard stories about Englishmen, Irishmen and Scotsmen before and they are all same.

10. "..... modern burglars don't hide under beds." said her daughter.

11. most of stories that people tell about Irish aren't true.

12. Like many women, she loves tea parties and gossip.

13. On Sundays my father stays in bed till ten o'clock, reading Sunday papers.

14. I have little money left; let's have dinner in restaurant.

15. - I hope you have lovely time and good weather. - But I'm not going for holiday; I'm going on business.

16. During meal he gives her instructions about garden and she tells him village gossip.

17. My mother goes tochurch in morning, and in afternoon goes to visit friends.

45. Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed.

1. Tobacco is one of most important products of South.

2. fresh air is needed by all people.

3. cotton which comes from Alabama is better than cotton which comes from Oklahoma.

4. air in this room is fresh.

5. important products which we get from India are tea, cotton, and rice.

6. telephone seldom rings in our home.

7. silver is conductor of electricity.

8. I get on train at same place every day.

9. rain and sun are needed for raising of..... vegetables.

10. Mary is waving to us from across street.

11. sun is shining but part of sky is still covered with clouds.

12. women use much make-up.

13. Sometimes everyone must take medicine.

14. coffee will keep you awake all night.

15. medicine which doctor prescribed helped me.

16. tea seems to keep some people awake.

17. He likes to study French.

18. coffee is very strong.

19. In that course, we study history of all important countries of Asia.

20. coffee which comes from Brazil is best.

46. Fill in the blanks with MY, YOUR, HIS, HER, ITS, OUR, THEIR, ME, YOU, HIM, HER, IT, US, THEM, MINE, YOURS, HERS, HIS, OURS, THEIRS where necessary:

1. Is that Jim's tie? Show this tie.
2. There is a pen on the table. Give to me.
3. Pass these books to your friends. They are
4. A: Is this my umbrella? B: No, it isn't umbrella. is on the table.
5. Gökçe and I are in the classroom. bags are under the desk over there. Could you bring to ?
6. Mr. and Mrs. Brown are at the door. This is key. Please give to
7. A: Have you got a green pullover? B: No, isn't green. It's blue.
8. Look at that man. name is John Brown. This passport is Give to

47. Choose the correct answers:

1. We / Us met Sally yesterday afternoon. She / Her came to the cinema with we / us.
2. I phoned Sarah last night and gave she / her the message.
3. My brother is older than I / me, but he / him isn't as tall as I / me am.
4. "Who wants a cup of coffee?" "I / Me."
5. A: Have you seen Simon today?" B: Yes. I / Me saw he / him this morning. He / Him was going to the swimming pool.
6. A: What did those people want? B: They / Them asked I / me to help they / them.

48. Choose the correct answers:

1. We know their / theirs telephone number, but they don't know our / ours.
2. My / Mine car wasn't as expensive as her / hers.
3. A: How are your / yours children? B: Fine, thanks. How are your / yours?
4. Maria has got her / hers suitcase, but her / hers friends haven't got their / theirs.
5. Our / Ours flat isn't as big as their / theirs, but our / ours is much more comfortable.
6. Have you seen my / mine coat?

13. _____ talking to Tom is my friend.
 a) The husbands' woman
 b) The husband's woman
 c) The husband of a woman
 d) Womans' husband
14. _____ your question.
 a) Let me answer
 b) Let I answer
 c) Let answer me
 d) Let's me answer
15. He'll ring you up _____ an hour.
 a) to
 b) by
 c) till
 d) in
16. If I ___ to a bookshop I _____ this book for you.
 a) go, will buy
 b) will go, will buy
 c) would go, bought
 d) go, buy

Test 2

1. As she _____ listening to the radio she couldn't understand my question.
 a) are
 b) be
 c) was
 d) were
2. They left Paris _____ New York in 1975.
 a) for
 b) at
 c) to
 d) in
3. My brother never _____ for us.
 a) waiting
 b) waits
 c) doesn't wait
 d) isn't waiting
4. Tomorrow afternoon at 4 o'clock I _____ tennis.
 a) will play
 b) shall play
 c) will be playing
 d) have to play
5. Well, I _____ from a safari in Africa.
 a) have just returned
 b) have just return
 c) has just returned
 d) has just return
6. How many students _____ sitting on the bench?
 a) are
 b) have
 c) do
 d) did
7. There _____ no waiters in the cafe, so we had to wait on ourselves.
 a) are
 c) were

- b) was d) is
8. I was only 12 years old when my mother ____ and I started work.
- a) died c) have died
b) was died d) will die
9. The judge asked the witness to tell ____ truth.
- a) a c) the
b) an d) –
10. How well ____ you know him?
- a) have c) will
b) was d) do
11. I think you _____ mistaken.
- a) is c) are
b) have d) has
12. I visited _____ wedding.
- a) Jack and Jill's c) Jack's and Jill
b) Jack's and Jill's d) of Jack and Jill's
13. They are opening _____ notebooks.
- a) them b) there
c) their d) theirs
14. Mary will be busy _____ evening.
- a) till c) for
b) by d) to
15. We have our classes several times ____ week.
- a) the c) a
b) an d) in
16. They lived in Australia _____ one year.
- a) in c) during
b) since d) for

Test 3

1. We ____ walking to the station when it began to rain.
- a) was c) had
b) have d) were
2. I'll see you ____ Friday morning.
- a) by c) at
b) on d) in

3. How _____ she get to the institute?
 a) has c) does
 b) do d) is
4. _____ forget to shut the windows.
 a) Do c) Will
 b) Don't d) Won't
5. _____ 'Hamlet' ?
 a) Have you ever read c) Did you ever read
 b) Has you ever read d) Have ever you read
6. The cat is hiding from the dog, _____ it?
 a) don't c) isn't
 b) doesn't d) didn't
7. _____ there athletic and football clubs in every English college?
 a) Has c) Is
 b) Have d) Are
8. I started work at 5.30 in the morning and I _____ at 9.00 in the evening.
 a) finished c) finishing
 b) to finish d) was finishing
9. Please give me _____ cup of coffee with cream and sugar.
 a) a c) the
 b) an d) –
10. _____ you see him yesterday?
 a) Will c) Do
 b) Were d) Did
11. If I take his bicycle he _____ angry.
 a) is c) are
 b) is not d) will be
12. _____ novels are very famous.
 a) Dicken's c) Dickens's
 b) Dickens' d) Dickens'es
13. _____ a concert on Sunday?
 a) Will there be c) Will be
 b) Will it be d) Is it
14. My address is 4678 Jackson Avenue.
 a) forty – six, seventy eight
 b) forty – sixth, seventy eight
 c) four thousand, six hundred and seventy eight
 d) four thousands six hundred and seventy eight

Test 4

1. When I saw her she was _____ her exercise.
a) writing c) written
b) wrote d) will write
2. She died _____ the age of 85.
a) on c) at
b) in d) upon
3. She _____ usually have lunch at home.
a) don't c) isn't
b) wasn't d) doesn't
- 4.-Did you phone Helen? - Oh, no, I forgot. _____ her now.
a) I'll phone c) I am phoning
b) I phone d) I'll be phoning
5. I _____ my homework.
a) have just finished c) has just finished
b) have just finish d) have just finishing
6. It _____ raining now.
a) won't c) doesn't
b) didn't d) isn't
7. There _____ many traditional sporting competitions at the same time every year.
a) is c) have
b) are d) has
8. Now I live in a village, but in 1920 I _____ in London.
a) lived c) was lived
b) to live d) has lived
9. _____ big books on the table are for my history class.
a) A c) The
b) An d) -
10. _____ you seen him this morning?
a) Is c) Did
b) Have d) Had
11. I told that his sister _____ a student of Kyiv university.
a) was c) are
b) is been d) were
12. My car is here. Where is _____?
a) your c) your's
b) yours d) yours'

13. _____ to the University together.

- a) Let's we go c) Let's go
- b) Lets go d) Let's going

14. The man, _____ a newspaper, is our neighbour.

- a) reading c) reads
- b) read d) to read

15. These are their _____.

- a) sons toy's c) son toys
- b) sons' toys d) sons' toy's

Граматичний довідник

Numbers 1-20

1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten
11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty

Numbers 20-1,000,000,000

30 thirty
31 thirty-one
40 forty
47 forty-seven
50 fifty
59 fifty-nine
60 sixty
63 sixty-three
70 seventy
72 seventy-two
80 eighty
86 eighty-six
90 ninety
94 ninety-four
100 one hundred
250 two hundred and fifty
1,000 one thousand
1,00,000 one hundred thousand
1,000,000,000 one billion

Ordinal numbers

1st the first
2nd the second
3rd the third
4th the fourth
5th the fifth
6th the sixth
7th the seventh
8th the eighth
9th the ninth
10th the tenth
11th the eleventh
12th the twelfth
13th the thirteenth
14th the fourteenth
15th the fifteenth
16th the sixteenth

17th the seventeenth
18th the eighteenth
19th the nineteenth
20th the twentieth
21st the twenty-first
22nd the twenty-second
23rd the twenty-third
24th the twenty-fourth
25th the twenty-fifth
26th the twenty-sixth
27th the twenty-seventh
28th the twenty-eighth
29th the twenty-ninth
30th the thirtieth
31st the thirty-first

Years

2008 two thousand and eight

1900 nineteen hundred

1959 nineteen fifty-nine

2000 the year two thousand

2017 twenty seventeen

1950s the nineteen fifties

1960s the nineteen sixties

80s the eighties

100 years century

Seasons

Winter

Spring

Summer

Autumn

IN

Months

Months (January , February , March , August....) **IN**

Days of the week (**Monday Tuesday Wednesday Thursday,**

Friday, Saturday,

Sunday)

ON

IN the morning

IN the afternoon

IN the evening

AT night

AT noon

Dates

1.09.2017 (on) the first of September, twenty seventeen

Fractions and decimals

1/4 a quarter

1/2 a half

3/4 three quarters

1/3 a third

2/3 two thirds

0.25 point two five or nought point two five, or zero point two five

1.5 one point five

8.56 eight point five six

A lot of food is made up of uncountable nouns, to make them countable you need to put them in another form. For example: "A of" = "A piece of fruit." Here is a list of some of the uncountable nouns and some ways to make them countable.

Asparagus A bunch of asparagus.

Beef A slice of beef.

Bread A slice of bread.

Broccoli A piece of broccoli.

Butter A pat of butter.

Corn An ear of corn.

Fruit A piece of fruit.

Garlic A bulb of garlic.

Honey A pot of honey.

Jam A jar of jam.

Lamb A leg of lamb.

Pepper A pot of pepper.

Pork A joint of pork.

Rice A grain of rice.

Salt A pinch of salt.

Spaghetti A strand of spaghetti.

Sugar A cube of sugar.

IRREGULAR VERBS

Таблиця неправильних дієслів

A			
Infinitive	Past Simple	Past Participle	Переклад
to abide	abode/abided	abode/abided	дотримуватися
to arise	arose	arisen	виникати
to awake	awoke/awakened	awoken/awakened	прокидатися
B			
to backslide	backslid	backslid / backslidden	відступати
to be	was / were	been	бути
to bear	bore	born / borne	нести
to beat	beat	beaten	бити
to become	became	become	ставати
to begin	began	begun	починати
to bend	bent	bent	згинатися
to bet	bet	bet / betted	ставити
to bid	bid / bade	bid / bidden	робити ставку
to bind	bound	bound	пов'язувати
to bite	bit	bitten	вкусити
to bleed	bled	bled	кровоточити
to blow	blew	blown	дути
to break	broke	broken	ламати
to breed	bred	bred	виросити
to bring	brought	brought	приносити
to broadcast	broadcast / broadcasted	broadcast / broadcasted	передавати
to browbeat	browbeat	browbeaten / browbeat	залякувати
to build	built	built	будувати
to burn	burnt / burned	burnt / burned	горіти
to burst	burst	burst	вибухати
to bust	bust / busted	bust / busted	розорювати
to buy	bought	bought	купляти

C			
to cast	cast	cast	кидати
to catch	caught	caught	хапати
to choose	chose	chosen	вибирати
to cling	clung	clung	чіплятися
to clothe	clad / clothed	clad / clothed	одягати
to come	came	come	приходити
to cost	cost	cost	коштувати
to creep	crept	crept	повзти
to crossbreed	crossbreed	crossbreed	схрещувати
to cut	cut	cut	різати
D			
to daydream	daydreamt / daydreamed	daydreamt / daydreamed	мріяти
to dare	durst	dared	відважуватися
to deal	dealt	dealt	вирішувати
to dig	dug	dug	копати
to disprove	disproved	disproved / disproven	спростовувати
to dive	dove / dived	dived	ниряти
to do	did	done	робити
to draw	drew	drawn	малювати
to dream	dreamed / dreamt	dreamed / dreamt	мріяти
to drink	drank	drunk	пити
to drive	drove	driven	керувати
to dwell	dwelt / dwelled	dwelt / dwelled	жити
E			
to eat	ate	eaten	їсти
F			
to fall	fell	fallen	падати
to feed	fed	fed	годувати
to feel	felt	felt	відчувати
to fight	fought	fought	боротися
to find	found	found	знаходити

to fit	fit / fitted	fit / fitted	підходити
to flee	fled	fled	уникати
to fling	flung	flung	кидати
to fly	flew	flown	літати
to forbid	forbade	forbidden	забороняти
to forecast	forecast	forecast	передбачати
to forego / forgo	forewent	foregone	відмовлятися
to foresee	foresaw	foreseen	передбачати
to foretell	foretold	foretold	пророкувати
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	пробачати
to forsake	forsook	forsaken	залишати
to freeze	froze	frozen	заморожувати
to frostbite	frostbit	frostbitten	відморозувати
G			
to get	got	got / gotten	отримувати
to give	gave	given	давати
to go	went	gone	йти
to grind	ground	ground	молоти
to grow	grew	grown	рости
H			
to hand-feed	hand-fed	hand-fed	годувати з рук
to handwrite	handwrote	handwritten	писати від руки
to hang	hung	hung	висіти
to have	had	had	мати (щось)
to hear	heard	heard	чути
to hew	hewed	hewn / hewed	рубати
to hide	hid	hidden	ховатися
to hit	hit	hit	вдаряти
to hold	held	held	тримати
to hurt	hurt	hurt	завдавати болю

I			
to inbreed	inbred	inbred	розводити (рослини)
to inlay	inlaid	inlaid	інкрустовувати
to input	input / inputted	input / inputted	вводити дані
to interbreed	interbred	interbred	схрещувати
to interweave	interwove / interweaved	interwoven / interweaved	вплітати
to interwind	interwound	interwound	заплітати
J			
to jerry-build	jerry-built	jerry-built	будувати халтурно
K			
to keep	kept	kept	тримати
to kneel	knelt / kneeled	knelt / kneeled	ставати на коліна
to knit	knitted / knit	knitted / knit	в'язати
to know	knew	known	знати
L			
to lay	laid	laid	класти (щось)
to lead	led	led	вести
to lean	leaned / leant	leaned / leant	спиратися
to leap	leaped / leapt	leaped / leapt	стрибати
to learn	learned / learnt	learned / learnt	вчити
to leave	left	left	полишати
to lend	lent	lent	давати у борг
to let	let	let	дозволяти
to lie	lay	lain	лежати
to light	lit / lighted	lit / lighted	освічувати
to lip-read	lip-read	lip-read	читати з губ
to lose	lost	lost	втрачати
M			
to make	made	made	робити, створювати
to mean	meant	meant	означати
to meet	met	met	зустрічати
to miscast	miscast	miscast	неправильно вирахувати

to misdeal	misdealt	misdealt	діяти невірно
to misdo	misdid	misdone	помилятися
to misgive	misgave	misgiven	передчувати зле
to mishear	misheard	misheard	недочути
to mislead	misled	misled	вводити в оману
to mishit	mishit	mishit	промахнутися
to mislearn	mislearned / mislearnt	mislearned / mislearnt	вивчати невірно
to misread	misread	misread	неправильно тлумачити
to misset	misset	misset	невірно налаштувати
to misspeak	misspoke	misspoken	обмовлятися
to misspell	misspelled / misspelt	misspelled / misspelt	писати з помилками
to misspend	misspent	misspent	розтринькувати гроші
to mistake	mistook	mistaken	помилятися
to misteach	mistaught	mistaught	вчити невірно
to misunderstand	misunderstood	misunderstood	не порозумітися
to miswrite	miswrote	miswritten	писати невірно
to mow	mowed	mowed / mown	жати
O			
to offset	offset	offset	компенсовувати
to outbid	outbid	outbid	перекуповувати
to outbreed	outbred	outbred	виховувати поза сім'єю
to outdo	outdid	outdone	перевершувати
to outdraw	outdrew	outdrawn	привертати увагу
to outdrink	outdrank	outdrunk	перепити
to outdrive	outdrove	outdriven	обганяти
to outfight	outfought	outfought	перемагати в бою
to outfly	outflew	outflown	перелітати
to outgrow	outgrew	outgrown	переростати
to outleap	outleaped / outleapt	outleaped / outleapt	вистрибувати

to outride	outrode	outridden	випереджати
to outrun	outran	outrun	випереджати
to outsell	outsold	outsold	продавати більше
to outshine	outshined / outshone	outshined / outshone	затмарювати
to outshoot	outshot	outshot	стріляти далі
to outsing	outsang	outsung	співати краще
to outsit	outsat	outsat	засиджуватися
to outsleep	outslept	outslept	прогавати
to outsmell	outsmelled / outsmelt	outsmelled / outsmelt	винюхати
to outspeak	outspoke	outsspoken	висловлюватися
to outspeed	outspeed	outspeed	переганяти
to outspend	outspent	outspent	витрачати більше
to outswear	outswore	outsworn	клястися більше
to outswim	outswam	outswum	перепливити когось
to outthink	outthought	outthought	перехитрити
to outthrow	outthrew	outthrown	викидати
to outwrite	outwrote	outwritten	писати краще
to overbid	overbid	overbid	перебивати ціну
to overbuild	overbuilt	overbuilt	будувати занадто багато
to overbuy	overbought	overbought	купувати у великій кількості
to overcome	overcame	overcome	подолати
to overeat	overate	overeaten	переїдати
to overfeed	overfed	overfed	перегодувати
to overhang	overhung	overhung	випинатися
to overhear	overheard	overheard	підслухувати
to overlay	overlaid	overlaid	перекривати
to overpay	overpaid	overpaid	переплачувати
to override	overrode	overridden	відкидати
to overrun	overrun	overrun	виминати
to oversee	oversaw	overseen	спостерігати

to oversell	oversold	oversold	робити розпродаж
to oversee	oversewed	oversewn / oversewed	зшивати
to overshoot	overshot	overshot	промахуватися
to oversleep	overslept	overslept	проспати
to overspeak	overspoke	overspoken	багато говорити
to overspend	overspent	overspent	смітити грошима
to overtake	overtook	overtaken	доганяти
to overthink	overthought	overthought	мудрувати
to overthrow	overthrew	overthrown	скидати
to overwind	overwound	overwound	перекручувати
to overwrite	overwrote	overwritten	переписувати
P			
to partake	partook	partaken	брати участь
to pay	paid	paid	платити
to plead	pleaded / pled	pleaded / pled	благати
to preset	preset	preset	заздалегідь встановлений
to proofread	proofread	proofread	коректувати
to prove	proved	proven / proved	доводити
to put	put	put	класти
Q			
to quick-freeze	quick-froze	quick-frozen	швидко заморожувати
to quit	quit	quit	виходити
R			
to read	read	read	читати
to relay	relaid	relaid	змінювати
to remake	remade	remade	перероблювати
to repay	repaid	repaid	віддячувати
to resell	resold	resold	перепродавати
to reset	reset	reset	перезавантажувати
to retell	retold	retold	переказувати
to rewind	rewound	rewound	перемотувати
to rid	rid	rid	позбавлятися

to ride	rode	ridden	їхати
to ring	rang	rung	дзвонити
to rise	rose	risen	підніматись
to roughcast	roughcast	roughcast	намічати
to run	ran	run	бігти
S			
to saw	sawed	sawed / sawn	пилити
to say	said	said	казати
to see	saw	seen	бачити
to seek	sought	sought	шукати
to sell	sold	sold	продавати
to send	sent	sent	надсилати
to set	set	set	встановлювати
to sew	sewed	sewn / sewed	шити
to shake	shook	shaken	трясти
to shave	shaved	shaved / shaven	голитися
to shear	sheared	sheared / shorn	стригти
to shed	shed	shed	проливати
to shine	shined / shone	shined / shone	світитися
to shit	shit / shat / shitted	shit / shat / shitted	гадити
to shoot	shot	shot	стріляти
to show	showed	shown / showed	показувати
to shrink	shrank	shrunk	стискати
to shut	shut	shut	закривати
to sight-read	sight-read	sight-read	читати з аркуша
to sing	sang	sung	співати
to sink	sank	sunk	опускатися
to sit	sat	sat	сидіти
to slay	slew	slain	вбивати
to sleep	slept	slept	спати
to slide	slid	slid	ковзати
to sling	slung	slung	кидати
to slink	slunk	slunk	крастися

to slit	slit	slit	розрізати
to smell	smelt	smelt	пахнути
to sneak	sneaked / snuck	sneaked / snuck	крастися
to sow	sowed	sown	засівати
to speak	spoke	spoken	розмовляти
to speed	ped	ped	прискорювати
to spell	spelt	spelt	зачаровувати
to spend	spent	spent	витрачати
to spill	spilt	spilt	проливати
to spin	spun	spun	крутити
to spit	spit / spat	spit / spat	плювати
to split	split	split	розділяти
to spoil	spoil/spoiled	spoil/spoiled	псувати
to spoon-feed	spoon-fed	spoon-fed	годувати з ложечки
to spread	spread	spread	поширюватися
to spring	sprang	sprung	виникати
to stand	stood	stood	стояти
to steal	stole	stole	красти
to stick	stuck	stuck	прикріплювати
to sting	stung	stung	жалити
to stink	stank	stunk	смердіти
to strew	strewed	strewn	посипати
to stride	strode	stridden	крокувати
to strike	struck	stricken	вдаряти
to string	strung	strung	зав'язувати
to strive	strove	striven	досягати
to sublet	sublet	sublet	передавати в суборенду
to sunburn	sunburnt	sunburnt	загоряти
to swear	swore	sworn	клястися
to sweat	sweat	sweat	пітніти
to sweep	swept	swept	підмітати
to swell	swelled	swollen	надуватися

to swim	swam	swum	плисти
to swing	swung	swung	гойдати
T			
to take	took	taken	брати
to teach	taught	taught	вчити
to tear	tore	torn	рвати
to telecast	telecast	telecast	передавати по телебаченню
to tell	told	told	розповідати
to test-drive	test-drove	test-driven	випробовувати
to test-fly	test-flew	test-flown	проводити випробування
to think	thought	thought	думати
to throw	threw	thrown	кидати
to thrust	thrust	thrust	штовхати
to tread	trod	trodden	вступати
to typeset	typeset	typeset	набирати (текст)
to typewrite	typewrote	typewritten	набирати на машинці
U			
to unbend	unbent	unbent	розгинати
to unbind	unbound	unbound	звільняти
to unclothe	unclothed / unclad	unclothed / unclad	роздягатися
to underbid	underbid	underbid	збивати ціну
to undercut	undercut	undercut	підсікати
to underfeed	underfed	underfed	недоїдати
to undergo	underwent	undergone	знавати
to underlie	underlay	underlain	Полягати в чомусь
to undersell	undersold	undersold	продешевити
to understand	understood	understood	розуміти
to undertake	undertook	undertaken	вживати (заходів)
to underwrite	underwrote	underwritten	гарантувати
to undo	undid	undone	відмінити
to unfreeze	unfroze	unfrozen	розморожувати
to unhang	unhung	unhung	знімати

to unhide	unhid	unhidden	вивести
to unknit	unknit	unknit	розпускати
to unlearn	unlearnt	unlearnt	відучитися
to unsew	unsewed	unsewn	розпорювати
to unstick	unstuck	unstuck	відклеювати
to unstring	unstrung	unstrung	розхитувати
to unweave	unwove	unwoven	розплутувати
to unwind	unwound	unwound	відпочивати
to uphold	upheld	upheld	підтримувати
to upset	upset	upset	засмучувати
W			
to wake	woke	woken	прокидатися
to waylay	waylaid	waylaid	підстерегти
to wear	wore	worn	одягати
to weave	wove	woven	ткати
to wed	wed	wed	одружуватися
to weep	wept	wept	плакати
to wet	wet	wet	вимочувати
to win	won	won	вигравати
to wind	wound	wound	вертіти
to withdraw	withdrew	withdrawn	виводити
to withhold	withheld	withheld	утримувати
to withstand	withstood	withstood	протистояти
to wring	wrung	wrung	вичавлювати
to write	wrote	written	писати

ENGLISH-UKRAINIAN DICTIONARY

АНГЛО-УКРАЇНСЬКИЙ СЛОВНИК

Умовні скорочення

- adj – adjective прикметник
adv – adverb прислівник
n – noun іменник
pl – plural множина
prep – preposition прийменник
pron – pronoun займенник
v – verb дієслово

Аа

- ability [ə'bɪlɪti] n, (pl –ties) здатність; уміння
absorb [əb'sɔ:b] v, вбирати; абсорбувати; поглинати
access ['æksəs] v, доступ
achieve [ə'tʃi:v] v, досягати (мети і т.п.)
acid ['æsɪd] adj, кислий, кислотний; n, кислота
act [ækt] v, діяти; поводитися
acute [ə'kju:t] adj, гострий
add [æd] v, додавати
additionally [ə'dɪʃənəli] adv, додатково
adequate ['ædɪkwət] adj, достатній
adjunct ['ædʒʌŋkt] n, додатковий засіб, доповнення
adolescence [ˌædə'lesns] n, юність, юнацтво
adult ['ædʌlt] adj, дорослий, повнолітній; n, доросла (повноліт-
ня) людина
advanced [əd'vɑ:nst] adj, сучасний; досконалий
advantage [əd'vɑ:ntɪdʒ] n, перевага (над - of, over); v, віддавати
перевагу; давати користь (вигоду)
advertising [ˌædvətɑɪzɪŋ] n, реклама
airtight ['eətaɪt] adj, непроникний для повітря, герметичний
albacore ['ælbə,kɔ:] n, тунець
albumen ['ælbjumin] n, альбумін; білок (яєчний)
alcoholic [ˌælkə'hɒlɪk] adj, алкогольний, спиртовий
ale [eɪl] n, пиво, ель
alga ['ælgə] n, (pl. algae ['ældʒi:]) морська водорісь

alkaline ['ælkəlaɪn] adj, лужний
allium ['æliəm] n, будь-яка цибулинна рослина (цибуля, часник тощо)
almond ['ɑ:mənd] n, мигдаль
alter ['ɔ:ltə] v, змінювати(ся), переробляти
ambient ['æmbiənt] adj, навколишній
amino acid ['æmɪnəʊ 'æsɪd] n, амінокислота
amount [ə'maʊnt] n, кількість
amphibian [æm'fɪbiən] adj, земноводний; n, амфібія
anchovy ['ænfjəvi] n, анчоус, камса, кілька
animal ['æniml] n, тварина; adj, тваринний
annual ['ænjʊəl] adj, щорічний, річний; n, однолітня рослина
anthocyanin [ˌænthəʊ'saɪənɪn] n, антоціан, рослинний пігмент
antioxidant [ˌæntɪ'ɒksɪdənt] n, антиоксидант, протиокислювач
appeal [ə'pi:l] n, заклик; привабливість
apple ['æpl] n, яблуко
application [ˌplɪ'keɪʃn] n, застосування, використання
apply [ə'plai] v, застосовувати, вживати
appropriate [ə'prɒpriət] adj, підхожий, відповідний, придатний
apricot ['eɪprɪkɒt] n, абрикоса
aquatic [ə'kwætɪk] adj, водяний, водний
aroma [ə'rəʊmə] n, аромат, приємний запах. пахощі
artery ['ɑ:təri] n, артерія
artichoke ['ɑ:tɪʃəʊk] n, артишок
artificial [ˌɑ:tɪ'fɪʃl] adj, неприродний; штучний, синтетичний
asparagus [ə'spærəgəs] n, спаржа
atom ['ætəm] n, атом
attempt [ə'tempt] n, спроба, намагання; v, пробувати, намагатися
avoid [ə'vɔɪd] v, уникати, ухилятися
axis ['æksɪs] n, (pl axes) вісь

Bb

backbone ['bækbəʊn] n, спинний хребет
bacon [beɪkən] n, копчена свиняча грудинка, бекон
bacterium [bæk'tɪəriəm] n, (pl bacteria) бактерія
bake [beɪk] v, пекти(ся); випікати(ся)
baker [ˈbeɪkə] n, пекар, булочник

baking soda ['beɪkɪŋ 'səʊdə] n, харчова сода, гідрокарбонат натрію

balance ['bæləns] n, рівновага

balanced ['bælənst] adj, збалансований; пропорційний

bamboo [,bæm'buː] n, (pl bamboos) бамбук

banana [bə'nɑːnə] n, банан

barbecue ['bɑːbɪkjʊː] n, туша, смажена цілою; барбекю (рама з решіткою для смажіння м'яса кусками); v, смажити шматки м'яса на решітці

barley ['bɑːli] n, ячмінь

barrel ['bærəl] n, бочка, барило; циліндр, барабан

basket ['bɑːskɪt] n, кошик, корзина

bass [bæs] n, морський окунь

bean [biːn] n, біб

beat [biːt] v, (beat; beat, beaten) бити(ся), вдаряти; n, удар, биття

bee [biː] n, бджола

beef [biːf] n, яловичина

beer [bɪə] n, пиво

belly ['beli] n, живіт; шлунок

beneath [bi'niːθ] prep, нижче, під; adv, внизу

beneficial [,benɪ'fɪʃl] adj, вигідний, корисний

benefit ['benɪfɪt] n, користь, вигода, прибуток

beta-carotene ['bitə'kærətiːn] n, бета-каротин

beverage ['bevərɪdʒ] n, напій

bind [baɪnd] v, (bound; bound) в'язати, зв'язувати

bite [baɪt] v, (bit; bit, bitten) кусати(ся); n, укусу, шматок

bitter ['bɪtə] adj, гіркий (на смак)

blackberry ['blæk'bɛəri] n, ожина

blackcurrant ['blæk'kʌr(ə)nt] n, чорна смородина

blade [bleɪd] n, лезо

blanch [blɑːntʃ] v, бланшувати

blend [blend] v, змішувати(ся); виготовляти суміш; n, суміш

blood [blʌd] n, кров

body ['bɒdi] n, тіло

boil [bɔɪl] v, кип'ятити(ся); кипіти

bone [bəʊn] n, кістка

bowels ['bəʊəlz] n, кишечник, нутрощі

bowl [bəʊl] n, келих; чашка

brain [breɪn] n, мозок
bran [bræn] n, висівки
brandy ['brændi] n, бренді (міцний напій), коньяк
bread [bred] n, хліб
breakfast ['brekfəst] n, перший (ранковий) сніданок
breast [brest] n, груди
breed [bri:d] v, виводити; розводити (худобу, птицю тощо); n, порода
brew [bru:] v, варити (пиво)
brewery ['bru:əri] n, пивоварний завод, browарня
brisket ['brɪskɪt] n, грудинка
broccoli ['brɒkəli] n, броколі
broth [brɒθ] n, м'ясний відвар, юшка, бульйон
buckwheat ['bʌkwɪ:t] n, гречка
bud [bʌd] n, брунька
buffalo ['bʌfələʊ] n, (pl buffaloes) буйвіл; американський бізон
bull [bʊl] n, бугай, бик
bulk [bʌlk] n, об'єм; великі розміри; велика кількість
butcher ['bʊtʃə] n, м'ясник
butter ['bʌtə] n, масло
butterfat ['bʌtə, fæt] n, молочний жир
butty ['bʌti] n, бутерброд з маслом
by-product ['baɪ, prɒdʌkt] n, побічний продукт

Сс

cabbage ['kæbɪdʒ] n, капуста
cake [keɪk] n, кекс, торт, тістечко
calcium ['kælsɪəm] n, кальцій
calf [kɑ:f] n, (pl calves) теля
calorie ['kæləri] n, калорія
camel ['kæml] n, верблюд
can [kæn] v, консервувати (м'ясо, городину, фрукти); n, бідон;
бляшана банка
cancer ['kænsə] n, мед. рак;
cane ['keɪn] n, цукрова тростина
canning ['kænɪŋ] n, консервування
canola oil [kə'neʊlə 'ɔɪl] n, олія каноли (особливого сорту рапсу, виведеного в Канаді)

carable ['keɪrəbl] adj, здібний; здатний; умілий
 capacity [kə'pæsɪtɪ] n, ємкість, потужність, продуктивність
 caraway ['kærəwei] n, кмин, тмин
 carbohydrate [,kɑ:bəʊ'haidreɪt] n, вуглевод
 carbon ['kɑ:bən] n, вуглець
 carcass ['kɑ:kəs] n, туша
 caribou ['kærəbu:] n, карибу (олень)
 carotenoid [kə'rɒtɪ,nɔɪd] n, каротиноїд
 carp ['kɑ:p] n, короп
 carrot ['kærət] n, морква
 carton ['kɑ:tn] n, картон; картонна коробка
 casein ['keɪsɪ:ɪn] n, казеїн
 cashew ['kæʃu:] n, кеш'ю (горіх)
 casserole ['kæsərəʊl] n, каstrуля (із жароміцного матеріалу);
 страва, приготована у такому посуді; запіканка
 catering ['keɪtərɪŋ] n, громадське харчування
 cattle ['kætl] n, велика рогата худоба
 cauliflower ['kɒlɪflaʊə] n, цвітна капуста
 cause ['kɔ:z] ; n, причина; v, спричиняти
 cell ['sel] n, клітина
 cellulose ['seljʊləʊs] n, целюлоза; клітковина
 cereal ['sɪəriəl] n, хлібний злак; крупа; страва з круп, злаків у
 вигляді пластівців
 chain ['tʃeɪn] n, ланцюг
 chalaza [kə'leɪzə] n, (pl. chalazae [-zi:]) халаза
 chamber ['tʃeɪmbə] n, приміщення (закритий простір для чо-
 гось), камера
 cheese ['tʃi:z] n, сир
 chef ['ʃef] n, шеф-кухар
 chemistry ['kemɪstri] n, хімія
 cherry ['tʃeri] n, вишня
 chew ['tʃu:] v, жувати; n, жуйка
 chicken ['tʃɪkɪn] n, курча; курятина
 chips ['tʃɪps] n, хрумка картопля, чіпси
 chitterlings ['tʃɪt(ə)lɪŋz] n, тельбухи
 chlorine ['klɔ:ri:n] n, хлор
 chocolate ['tʃɒklət] n, шоколад
 cholesterol [kə'lestərɒl] n, холестерин

choline ['kəʊli:n] n, холин, вітамін D 4
chop ['tʃɒp] n, рубати, нарізувати; n, невеликий шматок м'яса, відбивна
chopsticks ['tʃɒpstɪks] n, палички для їжі (у китайців, японців)
churn ['tʃɜ:n] n, маслоробка; v, збивати (масло)
cider ['saɪdə] n, сидр
cinnamon ['sɪnəmən] n, кориця
citrus ['sɪtrəs] n, цитрус
clam ['klæm] n, їстівний молюск
clarification [,klærəfɪ'keɪʃn] n, очищення
clarify ['klærəfaɪ] n, очищати
clot ['klɒt] n, грудка, згусток; v, зсідатися (про молоко); скипатися, запікатися (про кров)
clove ['kləʊv] n, зубок, часточка (часнику і т.д.); гвоздика (прянощі)
coagulate [,kəʊ'ægjʊleɪt] v, коагулювати, зсідатися
coca ['kəʊkə] n, кока (південноамериканський чагарник і його листя)
cod ['kɒd] n, тріска
coffee ['kɒfi] n, кава
cognac ['kɒnjæk] n, коньяк
cola ['kəʊlə] n, кола (тропічне дерево, насіння якого є тонізуючим засобом)
colander ['kɒlændə] n, друшляк
colon ['kəʊlən] n, товста кишка
colostrum [kə'lɒstrəm] n, молозиво
combination [,kɒmbɪ'neɪʃn] n, комбінація, сполучення, поєднання
competitive [kəm'petətɪv] adj, конкурентний, конкурентоспроможний
complain [kəm'pleɪn] v, скаржитись
complete [kəm'pli:t] adj, повний, завершений; v, завершувати
composition [,kɒmpə'zɪʃn] n, побудова; структура, склад
compote ['kɒmpəʊt] n, компот
comprise [kəm'praɪz] v, містити в собі, вміщати
concentrate ['kɒnsntreɪt] v, зосереджувати(ся); згущати, випаровувати; n, концентрат
concentration [kənsn'treɪʃn] n, концентрація

condense [kən'dens] v, згущати(ся); конденсувати
 confectionary [kən'fekʃənəri] n, кондитерська; кондитерський
 виріб
 connective [kə'nektɪv] adj, сполучний
 consist [kən'sɪst] v, складатися
 constituent [kən'stɪtjuənt] adj, склад; n, складник
 consume [kən'sju:m] v, споживати; з'їдати
 consumer [kən'sju:mə] n, споживач
 contain [kən'teɪn] v, містити (мати) в собі; вмщати
 container [kən'teɪnə] n, вмістище; посудина; резервуар
 content [k'ɒntənt] n, обсяг, об'єм, місткість, вміст
 continually [kən'tɪnjuəli] adv, безперервно, постійно
 contract [kən'trækt] v, стискати(ся), скорочувати(ся)
 convenience food [kən'vi:niəns 'fu:d] n, харчові напівфабрикати
 для швидкого приготування
 cook [kʊk] v, куховарити, готувати (страву); варити; n, кухар,
 куховарка
 cookie ['kʊki] n, домашнє печиво
 cooking ['kʊkɪŋ] n, кулінарія, куховарство
 cool [ku:l] adj, холоднуватий, прохолодний; v, охолоджува-
 ти(ся); остигати (часто cool down)
 cooling ['ku:lɪŋ] n, охолодження
 copper ['kɒpə] n, мідь
 coriander [ˌkɒrɪ'ændə] n, коріандр
 corkscrew ['kɔ:kskru:] n, штопор
 cocktail ['kɒkteɪl] n, коктейль
 corn [kɔ:n] n, зерно; (амер) кукурудза
 cornflakes ['kɔ:nfleɪks] n, кукурудзяні пластівці
 cost [kɒst] v, (cost; cost) коштувати; n, вартість, ціна
 cotton ['kɒtn] n, бавовна; adj, бавовняний
 couch potato [ˌkaʊtʃ'reɪtəʊ] n, лежень, домосід
 course [kɔ:s] n, страва (за обідом)
 cow [kaʊ] n, корова
 crab [kræb] n, краб
 crackling ['kræklɪŋ] n, шкварка, вишкварка
 craft [kra:ft] n, майстерність, ремесло
 cranberry ['krænbəri] n, журавлина
 craving ['kreɪvɪŋ] n, палке бажання, жадоба

cream [kri:m] n, вершки, крем
creamy ['kri:mi] adj, вершковий; кремовий; жирний
creature ['kri:tʃə] n, жива істота
crepe [kreɪp] n, налисник, тонкий млинець, обгорнутий навколо

начинки

crisps [krisps] n, хрумка картопля в пакетиках
crumb [krʌm] n, крихта; м'якушка (хлібна)
crumpet ['krʌmpɪt] n, здобна булочка
crunchy ['krʌnʃi] adj, хрумкий
crust [krʌst] n, кірка; скоринка (хліба)
cucumber ['kju:kʌmbə] n, огірок
cuisine [kwɪ'zi:n] n, кухня (кулінарне мистецтво)
cultivar ['kʌltɪvɑ:] n, культивар, сорт культурної рослини
cultivate ['kʌltɪveɪt] v, обробляти, культивувати
culture ['kʌltʃə] n, культура (бактерій, мікроорганізмів); v, ви-
рощувати (мікроорганізми)
curd [kɜ:d] n, молоко, яке скипілося; (pl) сир
curdle ['kɜ:dl] v, скипатися (про молоко)
cure [kjʊə] v, заготовляти
curing ['kjʊərɪŋ] n, консервування, соління
curry ['kʌri] n, карі (гостра приправа)
custard ['kʌstəd] n, солодкий заварний крем (з яєць і молока)
cut [kʌt] v, різати; n, відрізаний шматок
cutlery ['kʌtləri] n, ножові вироби (ножі, ножиці)

Dd

dairy ['deəri] n, молочарня; молочний магазин; adj, молочний
date [deɪt] n, фінік
decompose [,di:kəm'pəʊz] v, руйнувати, псуватися
decrease [di'kri:s] v, зменшувати(ся)
deficiency [di'fɪjnsi] n, нестача; брак, відсутність (чогось); де-
фіцит
delicacy ['delɪkəsi] n, делікатність; ніжність; делікатес, ласощі
delicate ['delɪkət] adj, ніжний; чутливий; витончений; м'який,
делікатний
delicious [di'liʃəs] adj, чудовий (смак, запах); смачний
deliver [dɪ'lɪvə] v, розносити, доставляти

denature [ˌdiːˈneɪʃə] v, змінювати природні властивості
depend [dɪˈpend] v, залежати
depressant [dɪˈpres(ə)nt] n, заспокійливий засіб, депресант
destroy [dɪˈstrɔɪ] v, знищувати, руйнувати
determine [dɪˈtɜːmɪn] v, визначати
development [dɪˈveləpmənt] n, розвиток
diabetes [ˌdaɪəˈbiːtiːz] n, діабет, цукрова хвороба
dice [daɪs] v, нарізати кубиками (в кулінарії)
diet [ˈdaɪət] n, дієта; їжа, харч
digest [d(a)ɪˈdʒest] v, перетравлювати, засвоювати (про їжу)
digestion [d(a)ɪˈdʒestʃən] n, травлення; засвоєння
digestive [d(a)ɪˈdʒestɪv] adj, травний
dill [dɪl] n, кріп
dinner [ˈdɪnə] n, обід (основний прийом їжі протягом дня)
directly [dɪˈrektli]; [dɪ-]; [daɪ-] adv, безпосередньо
discoloration [ˌdɪsˌklɒləˈreɪʃn] n, зміна кольору; знебарвлення
disease [dɪˈziːz] n, хвороба, захворювання
dish [dɪʃ] n, блюдо, тарілка, миска, (pl) посуд; страва
distillation [ˌdɪstɪˈleɪʃn] n, дистиляція, перегонка
distinct [dɪˈstɪŋt] adj, виразний; відмінний; особливий
distribution [ˌdɪstrɪˈbjʊːʃn] n, розподіл, поширення
diversity [daɪˈvɜːsəti] n, відмінність, несхожість; різноманітність
DNA (deoxyribonucleic acid) [diːˌɒksɪˌraɪbəʊnjuːˈkleɪk ˈæsɪd] n, ДНК, дезоксирибонуклеїнова кислота
domesticated [dəˈmestɪkeɪtɪd] adj, приручений
dough [dəʊ] n, тісто
drab [dræb] adj, нудний, одноманітний
dressing [ˈdresɪŋ] n, приправа (до салату) , гарнір
drink [drɪŋk] v, (drank, drunk) пити; n, напій
drip [drɪp] v, к(р)apati, падати краплями
drown [draʊn] v, тонути; топити; заливати
drug [drʌg] n, ліки, медикамент; наркотик
drumstick [ˈdrʌmstɪk] n, ніжка вареної (смаженої) курки (качки, гуски тощо)
dry [draɪ] adj, сухий; v, сушити
drying [ˈdraɪɪŋ] n, висушування
duck [dʌk] n, качка
dumpling [ˈdʌmplɪŋ] n, галушка

Ее

- eat [i:t] v, (ate; eaten) їсти
edible ['edəbl] adj, їстівний; придатний для їжі
eel [i:l] n, вугор; в'юн
egg [eg] n, яйце
eggplant ['egplɑ:nt] n, баклажан
elaborate ['læbəreɪt] adj, детально розроблений; v, детально розробляти
eliminate [ɪ'lɪmɪneɪt] v, очищати; виділяти; видаляти
embryo ['embriəʊ] n, ембріон, зародок
employ [ɪm'plɔɪ] v, наймати; вживати, використовувати
enable [ɪ'neɪbl] v, давати змогу; робити можливим, полегшувати
encompass [ɪn'kʌmpəs] v, оточувати; містити в собі
enhance [ɪn'hɑ:ns] v, збільшувати, посилювати
enterprise ['entəpraɪz] n, підприємство
environment [ɪn'vaɪrənmənt] n, оточення; навколишнє середовище, довкілля
enzyme ['enzaim] n, фермент, ензим
equipment [ɪ'kwɪpmənt] n, устаткування, обладнання
essential [ɪ'senʃl] n, істотний, головний, необхідний
estimate ['estɪmeɪt] v, оцінювати; n, оцінка
ethanol ['eθənɒl] n, етиловий спирт, етанол
evaporate [ɪ'væpəreɪt] v, випаровувати(ся), згущати(ся)
evergreen ['evəgrɪ:n] adj, вічнозелений; n, вічнозелена рослина
evisceration [ɪ,vɪsə'reɪʃ(ə)n] n, потрошіння
exceedingly [ɪk'si:diŋli] adv, дуже, конче, надзвичайно
exceptional [ɪk'sepʃənl] adj, винятковий
excess [ɪk'ses] n, надлишок, надмір
excrete [ɪk'skri:t] v, виділяти, вивергати
exotic [ɪg'zɒtɪk] adj, екзотичний, чужоземний
expand [ɪk'spænd] v, поширювати(ся); розширяти(ся)
exposure [ɪk'spəʊzə] n, виставляння; викриття
extend [ɪk'stend] v, тягтися, простягати(ся); продовжувати (термін)
external [ɪk'stɜ:n(ə)l]; [ek-] adj, зовнішній

extra ['ekstrə] adj, особливий, додатковий; adv, особливо, додатково

extraction [ɪk'strækʃn] n, витягання, добування; екстракт, есенція

eye [aɪ] n, око

eyesight ['aɪsaɪt] n, зір

Ff

facilitate [fə'sɪlɪteɪt] v, полегшувати; допомагати; сприяти

facilities [fə'sɪlɪtɪz] n, обладнання, пристосування

fat [fæt] adv, жирний, товстий, масний; n, жир, сало

fatten ['fætn] v, відгодовувати

fatty acid ['fæti 'æsɪd] n, жирна кислота

feast [fi:st] n, свято, бенкет

feel [fi:l] v, (felt; felt) почувати, відчувати; сприймати

ferment ['fɜ:mənt] n, закваска; фермент; бродіння;

v, ([fə'ment]) бродити, грати

fermentation [, fɜ:men'teɪʃn] n, бродіння, ферментація

fibre ['faɪbə] n, фібра, волокно

fill [fɪl] v, наповнювати

fillet ['fɪlɪt] AmE ['fileɪ] n, філе(й)

filling ['fɪlɪŋ] n, начинка; adj, ситний

filter ['fɪltə] n, фільтр, цідилко

filth [fɪlθ] n, бруд

filtration [fɪl'treɪʃn] n, фільтрування, фільтрація

fish [fɪʃ] n, риба; v, ловити (вудити) рибу

fizzy ['fɪzi] adj, шипучий, ігристий

flammable ['flæməbl] adj, вогнебезпечний, легкозаймистий

flank [flæŋk] n, бік (м'ясиста частина між ребрами та стегном)

flannel ['flænl] n, фланель

flat [flæt] adj, горизонтальний, плоский

flavour ['fleɪvə] n, аромат; запах; приємний смак; присмак

flavourful ['fleɪvəfʊl] adj, ароматний, смачний

flesh [fleʃ] n, м'ясо; м'якуш

fleshy ['fleʃi] adj, м'ясистий

float [fləʊt] v, плавати; триматися на поверхні

flour ['flaʊə] n, борошно

fluid ['flu:ɪd] adj, рідкий, текучий; n, рідина
fluoride ['flɔ:raɪd] n, фторид
foam [fəʊm] n, піна
folic acid ['fəʊlɪk 'æsaɪd] n, фолієва кислота
food [fu:d] n, їжа, харч; провіант; корм; харчування
foodstuff ['fu:dstʌf] n, продовольство, харчові продукти
fork [fɔ:k] n, виделка
fortification [ˌfɔ:tɪfɪ'keɪʃn] n, додавання в їжу вітамінів, поживних речовин; кріплення (вина)
fortify ['fɔ:tɪfaɪ] v, посилювати; підвищувати поживну цінність
fowl ['faʊl] n, птиця; дичина; свійська птиця (переважно кури)
frankfurter ['fræŋkfɜ:tə] n, сосиска
fresh [freʃ] adj, свіжий
fridge [frɪdʒ] n, (скор. від refrigerator) холодильник
fritter ['fɪtət] n, оладка (часто з яблуками і т.ін.)
fruit [fru:t] n, плід, фрукт
fry [fraɪ] v, смажити(ся), жарити(ся)
frying pan ['fraɪŋræp] n, пательня, сковорода
fungus ['fʌŋgəs] n, (pl fungi ['fʌŋgi:]) гриб; пліснява, цвіль

Gg

gallon ['gælən] n, галон (міра рідких і сипких тіл; = 4,54 л; = 3,78 л)
game [geɪm] n, дичина
garlic ['gɑ:lɪk] n, часник
garnish ['gɑ:nɪʃ] n, гарнір
gastronomy [gæ'strɒnəmi] n, гастрономія, кулінарія
gene [dʒi:n] n, ген
genetically modified [dʒə'netɪkli'mɒdɪfaɪd] adj, генетично модифікований
germ [dʒɜ:m] n, зародок; зав'язь; мікроб, бактерія
gin [dʒɪn] n, джин (вид горілки)
ginger ['dʒɪndʒə] n, імбир
gland [glænd] n, залоза
globule ['glɒbjʊ:l] n, кулька, краплина
glucose ['glu:kəʊs] n, глюкоза
glucosamine [glu:'kəʊz'æmi:n] n, глюкозамін

gluten ['glu:tn] n, клейковина
 gluttony ['glʌtəni] n, обжерливість
 goat [gəʊt] n, цап, козел; коза
 goose [gu:s] n, гуска, гусак
 gourd ['gʊəd]; [gɔ:d] n, гарбуз
 gourmet ['gʊəmeɪ] n, гурман
 gout [gaʊt] n, подагра
 grade [greɪd] n, сорт, гатунок
 grain [greɪn] n, зерно; хлібні злаки; крупи
 grape [greɪp] n, виноград
 gravy ['greɪvi] n, підливка, соус
 greasy ['gri:si]; [gri:zi] adj, сальний, жирний
 grill [grɪl] n, рашпер, гриль; смажене на рашпері (грилі) м'ясо, смажена риба; v, смажити(ся) на рашпері (грилі)
 grind [graɪnd] v, (ground; ground) розмелювати, молотити
 grindstone ['graɪnstəʊn] n, жорно
 grits [grɪts] n, вівсяні крупи
 grow [grəʊ] v, (grew; grown) рости; вирощувати
 growth [grəʊθ] n, ріст, зростання; розвиток
 gruel ['gru:əl] n, рідка (вівсяна) каша
 guinea pig ['ɡɪni'pɪɡ] n, морська свинка; (перен.) — дослідний кролик (людина або річ, що використовуються задля експерименту)

Нн

habit ['hæbɪt] n, звичка; звичай; характерна риса
 haddock ['hædək] n, пікша (риба)
 haemoglobin [hi:məʊ'gləʊbɪn] n, гемоглобін
 halibut ['hælibət] n, палтус
 ham [hæm] n, шинка, окіст
 hamburger ['hæmbɜ:ɡə] n, шніцель, гамбургер
 harden ['hɑ:dn] v, ставати твердим; черствіти; зміцнювати
 harm [hɑ:m] n, шкода, збиток; v, шкодити
 hazelnut ['heɪz(ə)lnʌt] n, фундук
 heart [hɑ:t] n, серце; серцевина
 heat [hi:t] n, теплота; v, нагрівати
 herb [hɜ:b] n, трава, рослина (особл. лікарська)
 herring ['herɪŋ] n, оселедець

hide [haɪd] n, шкіра
hog [hɒg] n, свиня, кабан
homogenize [hə'mɒdʒɪ, naɪz] v, гомогенізувати
honey ['hʌni] n, мед
hop [hɒp] n, хміль
hormone ['hɔ:məʊn] n, гормон
horse [hɔ:s] n, кінь, коняка
horseradish ['hɔ:s, rædɪʃ] n, хрін
hot [hɒt] n, гарячий, жаркий
human ['hju:mən] adj, людський, властивий людині; n, людина
humidity [hju(:)'mɪdɪtɪ] n, вологість
hunger ['hʌŋgə] n, голод
hungry ['hʌŋrɪ] adj, голодний, зголоднілий
hydrogen ['haɪdrədʒən] n, водень

Ii

ice cream [aɪs'kri:m] n, морозиво
impact ['ɪmpækt] n, вплив, дія
important [ɪm'pɔ:tnt] adj, важливий, значний
improve [ɪm'pru:v] v, удосконалювати, поліпшувати
inch [ɪnʃ] n, дюйм (= 2,5 см)
include [ɪn'klu:d] v, містити в собі
increase [ɪn'kri:s] v, зростати; збільшувати(ся); посилювати
induce [ɪn'dju:s] v, спонукати; спричиняти
infancy ['ɪnfənsɪ] n, раннє дитинство
inflorescence [ɪnflə:'res(ə)n(t)s] n, суцвіття; цвітіння
influence ['ɪnfluəns] n, вплив; v впливати
ingest [ɪn'dʒest] v, ковтати, проковтувати
ingredient [ɪn'gri:diənt] n, складова, інгредієнт
inhibit [ɪn'hɪbɪt] v, стримувати; перешкоджати
initial [ɪ'nɪʃl] adj, початковий
inorganic [ɪnɔ:'gænɪk] adj, неорганічний
insect [ɪnsekt] n, комаха
insert [ɪn'sɜ:t] v, вставляти; вміщати
instant ['ɪnstənt] adj, розчинний, швидкого приготування
insulate ['ɪnsjuleɪt] v, відокремлювати, ізолювати
insurance [ɪn'ʃʊərəns] n, страхування

intake ['ɪnteɪk] n, поглинання, споживання
interact [,ɪntər'ækt] v, взаємодіяти
internal [ɪn'tɜːnl] adj, внутрішній
intestine [ɪn'testɪn] n, кишки, кишечник
intolerant [ɪn'tɒlərənt] adj, нетерпимий
involve [ɪn'vɒlv] v, втягати; залучати
iodine ['aɪdiːn]; AmE [-daɪn] n, йод
iron ['aɪən] n, залізо
item ['aɪtəm] n, кожний окремий предмет (у списку)

Јј

jam [dʒæm] n, варення, джем
jasmine ['dʒæsmɪn] n, жасмин
jelly ['dʒeli] n, желе, холодець
joint ['dʒɔɪnt] adj, об'єднаний, спільний; n, м'ясний відруб
jowl ['dʒəʊl] n, щелепа
juice [dʒuːs] n, сік
juicer ['dʒuːsə] n, сокодавильниця, сокоробка
juicy ['dʒuːsi] adj, соковитий
juniper berry ['dʒuːnɪpə 'beri] n, ялівець
junk food ['dʒʌŋk 'fuːd] n, багата на калорії, нездорова їжа

Кк

kebab [kɪ'bæb] n, кебаб (печеня у народів Середньої Азії та Кавказу)

keep [kiːp] v, (керт; керп) тримати; зберігати
keg [keg] n, барильце (ємністю до 10 галонів)
ketchup ['keʃəp] n, кетчуп
kettle ['kɛtl] n, казанок, чайник
kidney ['kɪdni] n, нирка
kill [kɪl] v, убивати; забивати, різати (худобу)
kilogram ['kɪləgrəm] also kilogramme, kilo
kitchen ['kɪʃɪn] n, кухня
kiwifruit ['kiːwiːfruːt] n, ківі
knife [naɪf] n, (pl knives) ніж
knuckle ['nʌkl] n, ніжка (теляча, свиняча)
kumiss ['kuːmɪs] n, кумис
kvass [kvaːs] n, квас

L

label ['leɪbl] n, ярлик; етикетка
labile ['leɪbaɪl] adj, нестійкий
lactose ['læktəʊs] n, лактоза, молочний цукор
lager ['lɑ:gə] n, лагер, світле пиво
lamb [læm] n, ягня, баранчик, овечка; м'ясо молодого баранчика
lard [lɑ:d] n, смалець; сало
lay [leɪ] v, (laid; laid) класти; накривати
layer ['leɪə] n, шар, пласт
leaf [li:f] n, (pl leaves) листок, лист
lean [li:n] adj, худий; пісний (про м'ясо)
leaven ['levn] n, закваска; дріжджі
leek [li:k] n, цибуля-порей
legume ['legju:m] n, плід бобових, біб; рослина з родини бобо-

вих

lemon ['lemən] n, лимон
lentil ['lentl] n, сочевиця
lettuce ['letɪs] n, салат-латук
leukocyte ['lju:kəʊsaɪt] n, лейкоцит
lime [laɪm] n, липа; лайм справжній (різновид лимона)
limit ['lɪmɪt] n, межа, рубіж; v, обмежувати
linoleic acid [lɪnəʊ'li:k] n, лінолева кислота
liqueur [lɪ'kjʊə] n, лікер
liquid ['lɪkwɪd] adj, рідкий; n, рідина
liquor ['lɪkə] n, спиртний напій
liver ['lɪvə] n, печінка
loaf [ləʊf] n, (pl loaves) паляниця, буханка
lobster ['lɒbstə] n, омар, рак
loin [lɔɪn] n, філейна частина
lose [lu:z] v, (lost; lost) втрачати
loss [lɒs] n, втрата; збиток
low [ləʊ] adj, низький; недостатній; adv, низько
lunch [lʌntʃ] n, другий сніданок, ленч; легка закуска

Mm

macaroni [ˌmækə'gəʊni] n, макарони
mace [meɪs] n, вид прянощів, приготованих із лушпиння мускатного горіха

mackerel ['mækrəl] n, макрель, скумбрія
macronutrient [ˌmækrəʊ'nju:triənt] n, поживний макроелемент
maintain [meɪn'teɪn] n, підтримувати, зберігати
maintenance ['meɪntənəns] n, підтримання
magnesium [mæg'ni:ziəm] n, магній
main [meɪn] adj, головний
maize [meɪz] n, маїс, кукурудза
malt [mɔ:lt] n, солод
mammal ['mæml] n, ссавець
manganese [ˌmæŋgə'ni:z] n, марганець
mango ['mæŋgəʊ] n, манго
manually ['mænjuəli] adv, вручну, ручним способом
manufacture [ˌmænjə'fæktʃə] n, виробництво; v, виробляти; переробляти
maple ['meɪpl] n, клен
margarine [ˌmɑ:dʒə'ri:n] n, маргарин
marinade [ˌmæri'neɪd] n, маринад
marinate ['mærineɪt] v, маринувати
marmalade ['mɑ:məleɪd] n, варення; мармелад; повидло
marrow ['mærəʊ] n, кабачок
matter ['mætə] n, речовина, матеріал
mature [mə'tʃʊə] adj, стиглий, дозрілий; v, досягти
mayonnaise [ˌmeiə'neɪz] n, майонез
meal [mi:l] n, прийняття їжі, їжа; борошно грубого помелу
measure ['meɪzə] n, міра; ступінь v, міряти; оцінювати
meat [mi:t] n, м'ясо
medium ['mi:diəm] n, (pl mediums, media) середина; засіб; adj, середній
melon ['melən] n, диня
membrane ['membreɪn] n, мембрана; оболонка; плівка
metabolism [mə'tæbəlaɪzəm] n, метаболізм, обмін речовин
microorganism [ˌmaɪkrəʊ'ɔ:g(ə)nɪz(ə)m] n, мікроорганізм
micronutrient [ˌmaɪkrəʊ'nju:triənt] n, поживний мікроелемент
milk [mɪlk] n, молоко; v, доїти; давати молоко (про худобу)
mill [mɪl] n, млин; v, молоти
millet ['mɪlɪt] n, просо, пшоно
mince [mɪns] v, кришити; дрібно сікти (м'ясо); пропускати крізь м'ясорубку; n, фарш

mineral ['mɪnərəl] n, мінерал
mint [mɪnt] n, м'ята
mix [mɪks] v, змішувати
mixture ['mɪksʃə] n, суміш
moisture ['mɔɪstʃə] n, вологість, волога
molecule ['mɒlɪkjʊ:l] n, молекула
mould [məʊld] n, цвіль, пліснява
moulder ['məʊldə] v, руйнуватися; розкладатися, загнивати; розпадатися
move [mu:v] v, рухатися
muesli ['mju:zli] n, мюслі (суміш із круп, горіхів, сухофруктів)
muffin ['mʌfɪn] n, гаряча здоба
mug [mʌg] n, куваль; прохолодний напій
muscle ['mʌsl] n, мускул, м'яз
mushroom ['mʌʃrʊm] n, гриб
mushy ['mʌʃɪ] adj, м'який, пористий
mustard ['mʌstəd] n, гірчиця
mutton ['mʌtən] n, баранина
myoglobin [ˌmaɪə'gləʊbɪn] n, міоглобін
myosin ['maɪəzɪn] n, міозин

Nn

napkin ['næpkɪn] n, серветка
nectarine ['nektərɪn] n, нектарин, гладенький персик
nerve [nɜ:v] n, нерв
niacin ['naɪəsɪn] n, ніацин, ніотинова кислота
nitrogen ['naɪtrədʒən] n, азот
nitrogenous [naɪ'trɒdʒɪnəs] adj, азотний
noodle ['nu:dl] n, (звич. pl) локшина
nourishment ['naʊrɪʃmənt] n, годування, живлення; їжа, харч
nut [nʌt] n, горіх
nutmeg ['nʌtmeg] n, мускатний горіх
nutrient ['nju:trɪənt] n, поживна речовина
nutrition [nju:'trɪʃn] n, харчування, живлення; їжа
nutritional [nju:'trɪʃnəl] adj, поживний
nutritious [nju:'trɪʃəs] adj, поживний
nutritive ['nju:trətɪv] adj, поживний, харчовий; n, поживна речовина

Оо

oatmeal ['əʊtmil:] n, вівсяне борошно, толокно; вівсянка, вівсяна каша

oats [əʊts] n, овес, вівсяні крупи

obesity [əʊ'bi:səti] n, огрядність, гладкість; ожиріння

obtain [əb'tein] v, одержувати, здобувати

odour ['əʊdə] n, запах, пахощі, аромат

oil [ɔil] n, олія

oilseed ['ɔilsɪ:d] n, олійне насіння

olive ['ɒlɪv] n, маслина, оливка

omelette ['ɒmlət] n, яєчня, омлет

onion ['ʌnjən] n, цибуля, цибулина

oolong ['u:lɒŋ] n, улунг (сорт чорного китайського чаю)

opaque [əʊ'peɪk] adj, непрозорий

orange ['ɒrɪndʒ] n, апельсин; adj, оранжевий, жовтогарячий

order ['ɔ:də] n, наказ; порядок, послідовність; замовлення; v, наказувати; замовляти

organic [ɔ:'gænɪk] adj, органічний

ostrich ['ɒstrɪtʃ] n, страус

outside [aʊt'saɪd] adj, зовнішній; adv, ззовні, назовні

ovary ['əʊvəri] n, зав'язь

oven ['ʌvən] n, піч, духовка

overcook [ˌəʊvə'kʊk] v, переварити (надмірно)

overweight [ˌəʊvə'weɪt] v, перевантажувати; adj, що важить понад норму

ovule ['ɒvjʊ:l] n, насінний зачаток

oxygen ['ɒksɪdʒən] n, кисень

oyster ['ɔɪstə] n, устриця

Рр

pack [pæk] n, пакет, пачка; v, пакувати(ся)

package ['pækɪdʒ] n, тюк; пакет, згорток; пакувальна тара

palatability ['pælətə'bɪlɪti] n, смак

palatable ['pælətəbl] adj, смачний, апетитний, приємний

pan [pæn] n, сковорода, каструля

pancake ['pæŋkeɪk] n, оладка, млинець

pancreas ['pæŋkriəs] n, підшлункова залоза
 papa [pə'pɑ:ə] n, папая
 parsley ['pɑ:slɪ] n, петрушка
 pasta ['pæstə] n, паста, страва із макаронів
 paste ['peɪst] n, тісто (здобне); пастила, халва; паштет; паста
 pasteurization [ˌpɑ:stəraɪ'zeɪʃn] n, пастеризація
 pasteurize ['pɑ:stəraɪz]; ['pæ-] v, пастеризувати (молоко)
 pastry ['peɪstri] n, кондитерські вироби (печиво, тістечка тощо)
 pathogenic [ˌpæθə'dʒenɪk] adj, хвороботворний, патогенний
 patty ['pæti] n, пиріжечок; перепічка
 pawpaw ['pɔ:pɔ:] n, (a variant of papa) папая
 pea [pi:] n, горох, горошина
 peach [pi: tʃ] n, персик
 peanut [pi:nʌt] n, земляний горіх, арахіс
 pear [peə] n, груша
 peel [pi:l] n, кірка, шкірка, лушпайка; n, очищати (овочі, фрукти), лушити
 penetrate ['penɪtreɪt] v, проникати
 pepper ['pepə] n, перець
 perform [pə'fɔ:m] v, виконувати, здійснювати
 perishable ['perɪʃəbl] adj, швидкопсувний
 peristalsis [ˌperɪ'stælsɪs] n, перистальтика
 phosphorus ['fɒsfərəs] n, фосфор
 phytochemical [ˌfaɪtəʊ'kemɪkl] adj, фітохімічний
 pickle ['pɪkl] n, розсіл; (звич. pl) соління; маринад; пікулі;
 солоні (мариновані) огірки; v, маринувати, солити
 pickled ['pɪkld] adj, солоний, маринований
 pie [paɪ] n, пиріг, пиріжок
 piece [pi:s] n, шматок; штука, окремих предмет
 pig [pɪg] n, свиня, порося
 pigment ['pɪgmənt] n, пігмент
 pike [paɪk] n, шука
 pineapple ['paɪnæpl] n, ананас
 pistachio [ˌpɪ'stæʃiəʊ]; [-'stɑ: ʃiəʊ] n, фісташки
 pizza ['pi:tʂə] n, піца
 plant [plɑ:nt] n, рослина; v, саджати (рослину)
 plate [pleɪt] n, тарілка, миска
 pluck [plʌk] v, збирати, зривати (квіти); n, лівер; потрух

plucked ['plʌkt] adj, зірваний, обірваний
 plum [plʌm] n, слива
 poacher ['pəʊʃə] n, посудина для варіння яєць без шкаралупи
 (риби, фруктів тощо)
 pollutant [pə'lu:tənt] n, забруднювальна речовина
 pollute [pə'lu:t] v, забруднювати
 pomegranate ['rɒmɪgrænɪt] n, гранат (плід)
 poppy ['pɒpi] n, мак
 pore [pɔ:] n, пора; свердловина
 pork [pɔ:k] n, свинина
 porous ['pɔ:rəs] adj, пористий, ніздрюватий; губчастий
 porridge ['pɒrɪdʒ] n, вівсяна каша, вівсянка
 pot [pɒt] n, горщик, казанок
 potassium [pə'tæsiəm] n, калій
 potato [pə'teɪtəʊ] n, картопля, картоплина
 pottery ['pɒtəri] n, гончарні вироби
 poultry ['pəʊltrɪ] n, свійська птиця; м'ясо свійської птиці
 pour [pɔ:] v, лити(ся); вливати(ся); наливати (into)
 powder ['paʊdə] n, порошок, пудра
 prepare [prɪ'preə] v, готувати(ся)
 preservative [prɪ'zɜ:vətɪv] n, консервант
 preserve [prɪ'zɜ:v] v, зберігати (овочі, продукти); заготовляти
 про запас; консервувати; n, (звич. pl)
 консерви, варення
 press [pres] v, тиснути; пресувати
 pressure ['preʃə] n, тиск; пресування
 prevent [prɪ'vent] v, попереджати; запобігати
 prevention [prɪ'venʃn] n, запобігання
 procedure [prə'si:dʒə] n, технологічний процес; процедура
 process ['prəʊsəs] v, піддавати технічному процесу; обробляти;
 n, технологічний процес, спосіб
 processing ['prəʊsesɪŋ] n, оброблення
 produce [prə'dju:s] v, виробляти, виготовляти; n, (['prɒdju:s])
 продукція, вироби
 product ['prɒdʌkt] n, продукція, продукт, виріб
 production [prə'dʌkʃn] n, продуктивність, виробництво; проду-
 кція
 profitability [ˌprɒfɪtə'bɪlɪti] n, рентабельність

promote [prə'məʊt] v, сприяти; заохочувати; рекламувати
promotion [prə'məʊʃn] n, стимулювання збуту; просування то-
варів на ринок; реклама; знижка на новий товар (тимчасова)
proof [pru:f] n, доказ; випробування, проба
property ['prɒpəti] n, власність, майно
protect [prə'tekt] v, захищати
protective [prə'tektɪv] adj, захисний, запобіжний
protein ['prəʊti:n] n, протеїн, білок
provide [prə'vaɪd] v, постачати, забезпечувати; заготовляти
prune [pru:n] n, чорнослив
pudding ['pʊdɪŋ] n, пудинг
pulse [pʌls] n, бобові
pump [rʌmp] n, насос; v, працювати насосом; качати
pumpkin ['rʌmpkɪn] n, гарбуз
pure [pjʊə] adj, чистий, бездомішковий
purée ['pjʊəreɪ] n, пюре, суп-пюре
purify ['pjʊəɪfaɪ] v, очищати
purity ['pjʊərəti] n, чистота, бездомішковість

Qq

quail [kweɪl] n, перепел
quality ['kwɒləti] n, якість; властивість, характерна риса
quantity ['kwɒntəti] n, кількість
quince [kwɪns] n, айва

Rr

rabbit ['ræbɪt] n, кролик
radish ['rædɪʃ] n, редиска
rancidity [ræn'sɪdɪti] n, зірклість
rare [reɪə] n, рапс
ratio ['reɪʃiəʊ] n, співвідношення
rationing ['ræʃənɪŋ] n, нормування (продуктів); продаж за карт-
ками
raw [rɔ:] adj, сирий, недоварений
receipt [ri'si:t] n, квитанція; (заст.) рецепт
recipe ['resəpi] n, рецепт; засіб, спосіб

recognisable ['rekəgnaɪzəbl]; [rəkəg'naɪzəbl] adj, пізнаваний
rectum ['rektəm] n, (pl recta) пряма кишка
reduce [rɪ'dju:s] v, зменшувати, скорочувати
refrigerate [rɪ'frɪdʒəreɪt] v, охолоджувати; заморозувати; збері-
гати в холодному місці
refrigeration [rɪ'frɪdʒə'θeɪʃn] n, охолодження, заморозування
regulate ['regjuleɪt] v, регулювати, упорядковувати
regulation [ˌ'regju'leɪʃn] n, регулювання, правило
reheat [ˌri:'hi:t] v, підігрівати, вдруге нагрівати
reindeer ['reɪndɪə] n, північний олень
release [rɪ'li:s] v, звільняти
reliable [rɪ'laɪəbl] adj, надійний, міцний
rely [rɪ'laɪ] v, покладатися, довіряти
remove [rɪ'mu:v] v, пересувати, переміщати
rennet ['renɪt] n, сичуг (четвертий відділ шлунка теляти); сичу-
жний фермент
repair [rɪ'peə] v, лагодити, ремонтувати; відновлювати (сили
тощо)
reptile ['reptail] n, плазун
require [rɪ'kwaɪə] v, вимагати; мати потребу
requirement [rɪ'kwaɪəmənt] n, вимога, необхідна умова; потреба
research [rɪ'sɜ:ʃ] n, (часто pl) наукове дослідження; вивчення;
дослідницька робота
resistance [rɪ'zɪstəns] n, опір, протидія; опірність (організму)
respond [rɪ'spɒnd] v, відповідати; реагувати
restaurant ['restrɒnt] n, ресторан
restore [rɪ'stɔ:] v, відновлювати
restrict [rɪ'strɪkt] v, обмежувати
retail ['ri:teɪl] n, роздрібний продаж; adv, вроздріб
retard [rɪ'tɑ:d] v, сповільнювати, затримувати
rib [rɪb] n, ребро
riboflavin [ˌraɪbəʊ'flævɪn] n, рибофлавін, вітамін B 2
rice [raɪs] v, сповільнювати, затримувати, гальмувати
ripe [raɪp] adj, стиглий, спілий; витриманий (про вино)
ripen ['raɪpən] v, зріти, дозрівати; витримувати
ritual ['rɪʃuəl] adj, обрядовий
roast [rəʊst] v, жарити(ся), смажити(ся); пекти(ся); adj, смаже-
ний; n, печеня, великий шматок смаженого м'яса

roll [rəʊl] n, кругла булочка
root [ru:t] n, корінь; коренеплоди
rosemary ['rəʊzməri] n, розмарин
rotate [rəʊ'teɪt] v, обертати(ся)
rotation [rəʊ'teɪʃn] n, обертання
roughage ['rʌfɪdʒ] n, грубий корм, груба їжа
roughy ['rʌfi] n, австралійський йорж
ruminant ['ru:mɪnənt] n, жуйна тварина; adj, жуйний
rump [rʌmp] n, огузок
rye [raɪ] n, жито

Ss

safe [seɪf] adj, непошкоджений; безпечний
safety ['seɪfti] n, безпека, надійність
saffron ['sæfrən] n, шафран
sake [seɪk] n, sake (рисова горілка)
salad ['sæləd] n, салат, вінегрет
salmon ['sæmən] n, лосось, сьомга
salt [sɔ:lt] n, сіль, кухонна сіль; v, солити; adj, солоний
saltpetre [ˌsɔ:lt'pi:tə] n, селітра
sandwich ['sænwɪtʃ] n, бутерброд
sardine [ˌsɑ:'di:n] n, сардина
satisfy ['sætɪsfaɪ] v, задовольняти; вгамовувати (голод тощо)
saturate ['sætʃəreɪt] v, насичувати
saturated ['sætʃəreɪtɪd] adj, насичений
sauerkraut ['saʊəkraʊt] n, кисла капуста
sausage ['sɔ:sɪdʒ] n, ковбаса, сосиска
sauce [sɔ:s] n, соус, приправа
saucepan ['sɔ:spən] n, каstrуля
savoury ['seɪvəri] adj, смачний, гострий, пікантний; n, гостра закуска
scales ['skeɪlz] n, терези
scarce [skeəs] adj, недостатній; рідкісний
scent [sent] v, рознюхувати, учувати; n, запах
scented ['sentɪd] adj, ароматний, духмяний, запашний
scone [skɒn] n, ячмінний (пшеничний) коржик
scoop [sku:p] n, черпак

scope [skəʊp] n, межі, рамки; масштаб
 scraper ['skreɪpə] n, шкребок
 scurvy ['skɜːvi] n, цинга
 seal [si:l] v, герметично закривати
 seasoning ['siːzənɪŋ] n, витримування (вина тощо); приправа
 seaweed ['si:wɪ:d] n, морська водоріть
 sediment ['sedɪmənt] n, осад, гуща (на дні)
 seed [si:d] n, сім'я, насіння, зерно
 sensitive ['sensətɪv] adj, чутливий
 separate ['sepəreɪt] adj, окремий, відокремлений; n, відокремлювати, розділяти
 separation [ˌsepə'reɪʃn] n, відокремлення, сепарація
 sequence ['si:kwəns] n, послідовність, порядок; результат, наслідок
 serum ['sɪərəm] n, сироватка
 serve [sɜːv] v, служити; обслуговувати; подавати (на стіл)
 serving ['sɜːvɪŋ] n, порція
 sesame ['sesəmi] n, сезам, кунжут
 several ['sevrəl] pron, кілька
 shake [ʃeɪk] v, трясти, струшувати
 shallot [ʃə'lɒt] n, цибуля-шалот
 shape [ʃeɪp] n, форма
 sheatfish ['ʃi:tfɪʃ] n, сом
 sheep [ʃi:p] n, (pl без змін) баран, вівця
 shelf life ['ʃelflaɪf] n, термін зберігання
 shell [ʃel] n, шкаралупа, черепашка
 shellfish ['ʃelfɪʃ] n, істота з черепашкою (панцирем) (устриця, краб тощо)
 shin [ʃɪn] n, голень
 shoulder ['ʃəʊldə] n, плече; лопатка (частина м'ясної туші)
 shrimp [ʃrɪmp] n, креветка
 shrink [ʃrɪŋk] v, (shrank, shrunk; shrunk, shrunken) зменшуватись, скорочуватись, усихати
 shrinkage ['ʃrɪŋkɪdʒ] n, втрата маси, усихання, уварювання
 significant [sɪg'nɪfɪkənt] adj, важливий, суттєвий
 skimmer ['skɪmə] n, шумівка; сепаратор
 skim milk [ˌskɪm'mɪlk] n, збиране молоко
 skin [skɪn] n, шкіра, шкура

slaughter ['slɔ:tə] n, забивати, різати (худобу)
slice [slais] n, скибка, тонкий шар; широкий ніж; v, різати тонкими скибочками
slow down ['sləudaʊn] v, сповільнювати
sludge [slʌdʒ] n, густа грязь
smoke [sməʊk] v, коптити
smooth [smu:ð] adj, гладенький, рівний; нетерпкий (про вино)
snack [snæk] n, легка закуска
snail [sneɪl] n, слимак
snapper ['snæpə] n, люціан (риба)
soak [səʊk] v, змочувати, промочувати; занурювати в рідину
sodium ['səʊdiəm] n, натрій
solid ['sɒlɪd] adj, твердий
solution [sə'lu:ʃn] n, розчин
solvent ['sɒlvənt] n, розчинник
soup [su:p] n, суп
sour ['saʊə] adj, кислий, прокислий; v, закисати, заквашувати
sour cream ['saʊəkri:m] n, сметана
source ['sɔ:s] n, джерело
soya ['sɔiə] n, соя, соєвий біб
spaghetti [spə'gæti] n, спагеті
sparkling ['spɑ:klɪŋ] adj, шипучий, іскристий
spatula ['spæʃlə] n, шпатель, лопатка
species ['spi:ʃi:z] n, (pl без змін) вид, різновид
spice [spaɪs] n, спеція; прянощі
spinach ['spɪnɪʃ] n, шпинат
spirit ['spɪrɪt] n, дух; (звич. pl) алкоголь, спирт, спиртний напій
spoil [spɔɪl] v, псуватися (про продукти)
sponge cake ['sprʌndʒ'keɪk] n, бісквіт
spot [spɒt] n, пляма
sprinkle ['sprɪŋkl] v, бризкати, кропити
sprout [sprəʊt] n, паросток, пагін; (pl) брюсельська капуста
squash [skwɒʃ] n, гарбуз, кабачок
squeeze [skwi:z] v, давити; вичавлювати
squid [skwi:d] n, кальмар
stable ['steɪbəl] adj, стійкий, сталий, твердий
stale [steɪl] adj, черствий, несвіжий
staple ['steɪp(ə)l] n, основний продукт, що виробляється в цьому районі; adj, основний, головний

starch [sta:tʃ] n, крохмаль
starter ['sta:tə] n, перша страва під час трапези; бактеріальна культура для отримання кисломолочних продуктів, закваска
steak [steik] n, шматок м'яса/риби (для смаження)
steam [sti:m] n, пара; adj, паровий; v, варити на парі; випарювати

stem [stem] n, стовбур; стебло
sterilize ['sterəlaɪz] v, стерилізувати
stew [stju:] v, тушкувати(ся), варити(ся); n, тушковане м'ясо
stiffen ['stɪfn] v, ставати жорстким (твердим)
stimulate ['stɪmjuleɪt] v, стимулювати, спонукати
stir [stɜ:] v, ворушити
stock [stɒk] n, міцний бульйон
stomach ['stʌmək] n, шлунок, живіт
storage ['stɔ:ɹɪdʒ] n, зберігання
store [stɔ:] v, запасати; зберігати на складі
strain [streɪn] n, штам
strainer ['streɪnə] n, фільтр, сито
strawberry ['strɔ:bəri] n, суниця, полуниця
streaky ['stri:ki] adj, смугастий, з прошарками
stuff [stʌf] v, начиняти, фарширувати
stuffing ['stʌfɪŋ] n, начинка
stun [stʌn] v, оглушати
submerge [səb'mɜ:dʒ] v, опускати в воду
subsistence [səb'sɪstəns] n, існування, засоби для існування, прожиток

substance ['sʌbstəns] n, речовина
substantial [səb'stænʃl] adj, важливий, значний; поживний (про їжу)

substitute ['sʌbstɪtju:t] v, замінити, заміщати
sucrose ['su:kɹəʊz] n, цукроза, сахароза
suffer ['sʌfə] v, страждати; зазнавати
sugar ['ʃʊgə] n, цукор
sulphur ['sʌlfə] n, сірка
sulphide ['sʌlfad] n, сульфід, сірчиста сполука
sunflower ['sʌnflaʊə] n, соняшник
supply [sə'plaɪ] v, постачати
surface ['sɜ:fɪs] n, поверхня

survive [sə'vaɪv] v, витримати, пережити
suspend [səs'pend] v, вішати, підвішувати
swallow ['swɒləʊ] v, ковтати, проковтнути
sweet [swi:t] adj, солодкий; n, цукерка; (звич. pl) солодощі
sweetbread ['swi:tbred] n, підшлункова залоза тварини, що використовується як їжа
swordfish ['sɔ:dfɪʃ] n, риба-меч
syrup ['sɪrəp] n, сироп, очищена патока

Tt

tail [teɪl] n, хвіст
takeaway ['teɪkəweɪ] n, магазин, у якому продають готові страви
tangerine [ˌtændʒə'ri:n] n, мандарин
tarragon ['tærəgən] n, полин острогін, тархун
taste [teɪst] n, смак; v, (с)пробувати на смак, покуштувати
tea [ti:] n, чай
technique [tek'ni:k] n, техніка; технічні прийоми; метод; спосіб
tempting ['temptɪŋ] adj, принадний, звабливий, спокусливий
tender ['tendə] adj, ніжний; делікатний, тонкий; м'який (про м'ясо)
tenderize ['tendəraɪz] v, надавати м'яку консистенцію (м'ясу); відбивати (біфштекс); витримувати в оцті (шашлик)
tenderness ['tendənəs] n, ніжність, м'якість
texture ['tekstʃə] n, структура, будова; (біол.) тканина
thaw [θɔ:] v, танути, розтавати, розтоплювати
thermometer [θə'mɒmɪtə] n, термометр, градусник
thiamine ['θaɪəmɪn] n, тіамін, вітамін В 1
thigh [θaɪ] n, стегно
thoroughly ['θʌrəli] adv, цілком, старанно, ретельно
threaten ['θretn] v, загрожувати
thyme [taɪm] n, чебрець
tin [tɪn] n, бляшанка, консервна банка; v, консервувати
tiny ['taɪni] adj, крихітний
tissue ['tɪʃu:]; ['tɪʃu:] n, тканина
tomato [tə'mɑ:təʊ] n, (pl tomatoes) томат, помідор
tongs [tɒŋz] n, щипці

tongue [tʌŋ] n, язик
 tool [tu:l] n, робочий (ручний) інструмент; знаряддя праці
 topping ['tɒpɪŋ] n, верхівка, (кул.) оздоблення десерту; начинка відкритого пирога
 trace [treɪs] n, слід
 trademark ['treɪdmɑ:k] n, фабрична (торгова) марка
 translucent [træns'lu:sənt] adj, що просвічує; напівпрозорий
 treating ['tri:tɪŋ] n, (технологічна) оброблення
 trifle ['traɪfl] n, бісквіт, просочений вином та залитий збитими вершками
 trim [trɪm] v, упорядковувати, доводити до ладу; обрізати; прикрашати (страву гарніром тощо)
 tripe [traɪp] n, рубець, кендюх
 trivia ['trɪviə] n, дрібниці
 trough [trɒf] n, діжа
 trout [traʊt] n, (pl без змін) форель
 tuna ['tju:nə] n, тунець
 turkey ['tɜ:ki] n, індик, індичка
 turn [tɜ:n] v, вертити(ся), крутити(ся); повертати(ся), обертати(ся); перевертати
 turnip ['tɜ:nɪp] n, ріпа
 turnover ['tɜ:nəʊvə] n, обсяг продажу, товарообіг
 tweezers ['twi:zəz] n, щипчики, пінцет
 twig [twɪg] n, гілочка, лозинка
 twist [twɪst] v, крутити, скручувати; повертати

Uu

undergo [ˌʌndə'gəʊ] v, (underwent, undergone) зазнавати, зносити, переносити
 uniform ['ju:nɪfɔ:m] adj, однорідний; сталий
 unleavened [ˌʌn'levnd] adj, прісний (про тісто)
 unrefined [ˌʌnrɪ'faɪnd] adj, неочищений, нерафінований
 urea [ju'ri:ə] n, сечовина
 uric ['juərəɪk] adj, сечовий
 urine ['juərɪn] n, сеча
 use [ju:z] v, вживати, користуватись, застосовувати; n, [ju:s] вживання, користь, вигода

utensil [ju:'tensl] n, (звич. pl) посуд, начиння; приладдя
utilize ['ju:təlaɪz] v, утилізувати, використовувати

Vv

vacuum tank ['vækjuəmtæŋk] n, вакуумний бак (резервуар)
value ['vælju:] n, цінність, важливість
vanilla [və'nɪlə] n, ваніль
variability [ˌveəriə'bɪləti] n, мінливість, непостійність, неста-
лість
vary ['veəri] v, міняти(ся), змінювати(ся), різнитися
veal [vi:l] n, телятина
vegetables ['vedʒətəbl] n, овочі, городина
vegetarian [ˌvedʒə'teəriən] n, вегетаріанець
vein [veɪn] n, вена, кровоносна судина
vermicelli [ˌvɜ:mɪ'feli] n, вермішель
versatile ['vɜ:sətəɪl] adj, багатосторонній, гнучкий
vigorous ['vɪgərəs] adj, сильний, енергійний
vinegar ['vɪnɪgə] n, оцет
virus ['vaɪrəs] n, вірус
viscera ['vɪsərə] n, внутрішні органи
visible ['vɪzəbl] adj, видимий; очевидний
vital ['vaɪtl] adj, життєвий, життєво важливий
vitamin ['vɪtəmɪn]; AmE ['vaɪ-] n, вітамін
volume ['vɒljʊ:m] n, об'єм; кількість, маса (якоїсь речовини)

Ww

waffle ['wɒfl] n, вафля
walnut ['wɔ:lnʌt] n, волоський горіх
warehouse ['weəhaʊz] n, товарний склад, великий магазин; v,
здавати на склад
wash [wɒʃ] v, мити
water ['wɔ:tə] n, вода; v, мочити, зволожувати, поливати
watermelon ['wɔ:təmelən] n, кавун
weight [weɪt] n, вага, маса
whale [weɪl] n, кит
wheat [wi:t] n, пшениця

whey [wei] n, сироватка
whip [wɪp] v, збивати (вершки, яйця)
whisky ['wɪski] n, віскі
white [waɪt] adj, білий; n, білок (яйця)
whiting ['waɪtɪŋ] n, мерлан
wholemeal ['həʊlmɪ:l] n, непросіяне борошно
whole milk ['həʊlmɪlk] n, незбиране (цільне) молоко
wilt [wɪlt] v, в'янути (про рослини)
windmill ['wɪndmɪl] n, вітряк
wine [waɪn] n, вино
wing [wɪŋ] n, крило
wither ['wɪðə] v, в'янути, сохнути, висушувати

Yy

yam [jæm] n, ямс
yeast [ji:st] n, дріжджі, закваска
yield [ji:ld] n, виробіток, вихід продукції
yoghurt ['jɒgət] n, йогурт
yolk [jɒk] n, жовток

Zz

zinc [zɪŋk] n, цинк
zucchini [zu'ki:ni:] n, цукіні

УКРАЇНСЬКО-АНГЛІЙСЬКИЙ СЛОВНИК

UKRAINIAN-ENGLISH-DICTIONARY

А а

абрикоса	apricot
азот	nitrogen
азотний	nitrogenous
айва	quince
алкогольний	alcoholic
альбумін	albumen
амінокислота	amino acid
ананас	pineapple
антиоксидант	antioxidant
антоціан	anthocyanin
анчоус	anchovy
апельсин	orange
арахіс	peanut
аромат	aroma, flavour, odour
ароматний	flavourful
артерія	artery
артишок	artichoke
атом	atom

Б б

бавовна; бавовняний	cotton
багатосторонній	versatile
баклажан	eggplant
бактерія	bacterium
банан	banana
бамбук	bamboo
баран	sheep (pl без змін)
баранина	mutton
барбекю	barbecue
барильце (ємністю до 10 галонів)	keg
бджола	bee
бездомішковість	purity
безпека	safety
	continually

безперервно	safe
безпечний	directly
безпосередньо	bacon
бекон	beta-carotene
бета-каротин	bull
бик	beat
бити(ся)	bean, legume
біб	flank
бік (м'ясиста частина між ребрами тастегном)	protein
білок	white
білок (яйця)	sponge cake
бісквіт	trifle
бісквіт, просочений вином та залитий збитими вершками	blanch
бланшувати	pulse
бобові	flour
борошно	barrel
бочка	sprinkle
бризкати	fermentation
бродіння	broccoli
броколі	filth
бруд	bud
брунька	sprout
брюсельська капуста	buffalo
буйвіл; бізон	broth
бульйон	sandwich
бутерброд	butty
бутерброд з маслом	loaf (pl loaves)
буханка	

В в

вага	weight
важливий	important, significant
вакуумний бак	vacuum tank
ваніль	vanilla
варення	jam
варити (пиво)	brew

вафля	waffle
вбирати	absorb
вегетаріанець	vegetarian
велика рогата худоба	cattle
вена	vein
верблюд	camel
вермішель	vermicelli
вертити(ся)	turn
верхівка	topping
вершки	cream
вершковий	creamy
вживати, вживання	use
взаємодіяти	interact
вид	species (pl без змін)
видаляти	eliminate
виделка	fork
видимий	visible
виділяти	excrete
визначати	determine
виконувати	perform
використовувати	utilize
вимагати	require
вимога	requirement
вино	wine
виноград	grape
винятковий	exceptional
випаровувати(ся)	evaporate
виріб	product
виробляти	produce
виробництво	manufacture
вироснути	grow (grew; grown)
висівки	bran
виставляння; викриття	exposure
висушувати	wither
вихід продукції	yield
висушування	drying
витримати	survive
вишня	cherry

вівсяна каша	porridge
вівсяні крупи	grits
вівсянка	oatmeal
відбивати	tenderize
відбивна	chop
відгодовувати	fatten
відновлювати	restore
відповідати	respond
відокремлювати	insulate
відсутність	deficiency
відчувати	feel (felt; felt)
вірус	virus
віскі	whisky
вісь	axis
вітамін	vitamin
вітряк	windmill
вічнозелена рослина	evergreen
вішати	suspend
залучати	involve
власність	property
вмістище	container
вміщати	contain, comprise, insert
внутрішній	internal
внутрішні органи	viscera
вогнебезпечний	flammable
вода	water
водень	hydrogen
водяний, водний	aquatic
вологість	humidity, <u>moisture</u>
волокно	fibre
волоський горіх	walnut
ворушити	stir
вплив; впливати	influence, impact
вручну	manually
втрата	loss
втрачати	lose (lost; lost)
вуглевод	carbohydrate
вуглець	carbon

вугор; в'юн
в'язати
в'янути (про рослини)

eel
bind
wilt

Г г

галон (міра рідких і сипких
тіл; = 4,54 л; =3,78 л)

gallon

галушка
гамбургер
гарбуз
гарнір
гаряча здоба
гарячий
гемоглобін

dumpling
hamburger
gourd, pumpkin
garnish
muffin
hot
haemoglobin

ген
генетично модифікований
герметичний
герметично закривати

gene
genetically modified
airtight
seal

гілочка
гіркий
гірчиця
гладенький

twig
bitter
mustard
smooth

глюкоза
глюкозамін
голень

glucose
glucosamine
shin

головний

main

голод
голодний

hunger
hungry

гомогенізувати

homogenize

гончарні вироби

pottery

горіх

nut

гормон

hormone

горох

pea

гостра закуска

savoury

гострий

acute

готувати (страву)

cook, prepare

гранат

pomegranate

гречка

buckwheat

гриб	fungus (pl fungi), mushroom
гриль	grill
громадське харчування	catering
груба їжа	roughage
груди	breast
грудинка	brisket
груша	pear
гурман	gourmet
гуска	goose
густа грязь	sludge

Г г

гатунок	grade
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Д д

давати змогу	enable
давити	squeeze
делікатес	delicacy
детально розробляти	elaborate
джерело	source
джин	gin
диня	melon
дистиляція	distillation
дичина	game
діабет	diabetes
дієта	diet
діжа	trough
діяти	act
ДНК	DNA
додавати	add
додатковий	extra
додатковий засіб, доповнення	adjunct
додатково	additionally
доросла(повнолітня) людина	adult
доставляти	deliver
достатній	adequate
доступ	access
досягати (мети і т. п.)	achieve

дрібниці	trivia
дріжджі	leaven, yeast
другий сніданок	lunch
друшляк	colander
духмянний	scented
<u>духовка</u>	oven
дюйм (= 2,5 см)	inch

Е е	
екзотичний	exotic
екстракт, есенція	extraction
ембріон	embryo
етикетка	label
етиловий спирт, етанол	ethanol

Ж ж	
жадоба	craving
жарити	roast
жасмин	jasmine
желе	jelly
жива істота	creature
живіт	belly
живлення	nourishment
жирна кислота	fatty acid
жирний	fat
жито	rye
життєвий, життєво важливий	vital
жовток	yolk
жувати; жуйка	chew
жуйна тварина	ruminant
журавлина	cranberry

З з	
забивати	kill, slaughter
забруднювати	pollute
забруднююча речовина	pollutant
заварний крем	custard
зав'язь	ovary

заготовляти	cure
загрожувати	threaten
задовольняти	satisfy
заснавати	undergo (underwent, undergone)
закваска	ferment
завершувати	complete
заклик	appeal
залежати	depend
заливати	drown
залізо	iron
залоза	gland
заміняти	substitute
замовлення; замовляти	order
заморожувати	refrigerate
запасати	store
запах	scent
запобігання	prevention
запобігати	prevent
запобіжний	protective
засіб	medium
заспокійливий засіб	depressant
застосовувати	apply
застосування	application
захворювання	disease
захищати	protect
збалансований	balanced
зберігання	storage
зберігати	keep (kept; kept)
зберігати (овочі, продукти)	preserve
збивати (вершки, яйця)	whip
збиране молоко	skim milk
збільшувати(ся)	increase
звичка	habit
звільняти	release
згірклість	rancidity
згорток	package
згусток	clot
згущати	concentrate

здатність	ability
здібний; здатний	capable
здобна булочка	crumpet
земноводний	amphibian
зерно	grain
зір	eyesight
зірваний	plucked
злак	cereal
зменшувати(ся)	decrease, reduce, shrink (shrank, shrunk; shrunk, shrunken)
зміна кольору	discoloration
змінювати природні властивості	denature
змінювати(ся)	vary
змішувати змішувати(ся)	blend, mix
змочувати	soak
знищувати	destroy
зовнішній	external, outside
з прошарками	streaky
зріти	ripen
зростання	growth
зубок (часнику і т.д.)	clove

I i

імбир	ginger
інгредієнт	ingredient
індик, індичка	turkey
інструмент	tool
існування	subsistence
істота з черепашкою (панцирем) (устриця, краб тощо)	shellfish
істотний	essential

İ i

їжа	food
їсти	eat (ate; eaten)
їстівний	edible
їстівний молюск	clam

Й й

йод
йогурт

iodine
yoghurt

К к

кабан
кабачок
кава
кавун
казанок
казеїн
калій
калорія
кальмар
кальцій
капуста
карибу (олень)
карі (гостра приправа)
каротиноїд
картон; картонна коробка
картопля
каструля
качка
квас
кебаб
кекс
келих
кетчуп
кеш'ю
кисень
кисла капуста
кислий
кислий, кислотний; кислота
кип'ятити(ся); кипіти
кит
кишечник
ківі
кілька

hog
marrow, squash
coffee
watermelon
pot
casein
potassium
calorie
squid
calcium
cabbage
caribou
curry
carotenoid
carton
potato
casserole, saucepan
duck
kvass
kebab
cake
bowl
ketchup
cashew
oxygen
sauerkraut
sour
acid
boil
whale
bowels, intestine
kiwifruit
several

кількість	quantity, amount
кінь	horse
кірка	crust
кістка	bone
клейковина	gluten
клен	maple
клітина	cell
кмин	caraway
коагулювати	coagulate
ковбаса	sausage
ковтати	ingest, swallow
кожний окремий предмет (у списку)	item
коза	goat
кока (південноамериканський чагарник його листя)	coca
коктейль	cocktail
кола (тропічне дерево, насіння якого є тонізуючим засобом)	cola
комаха	insect
комбінація	combination
конденсувати	condense
кондитерська; кондитерський виріб	confectionary, pastry
конкурентний, конкурентно-здатний	competitive
консервант	preservative
консервна банка	tin
консервування	curing, canning
консервувати	can
концентрація	concentration
коньяк	cognac, brandy
компот	compote
коптати	smoke
коржик	scone
корисний	beneficial
користь	benefit
кориця	cinnamon

коріандр	coriander
корінь	root
корова	cow
короп	carp
кошик	basket
коштувати	cost
краб	crab
крапати	drip
краплина	globule
креветка	shrimp
крило	wing
крихітний	tiny
крихта	crumb
кришити	mince
кріп	dill
кріплення (вина)	fortification
кров	blood
кролик	rabbit
крохмаль	starch
кругла булочка	roll
крутити	twist
кукурудза	corn
кукурудзяні пластівці	cornflakes
кулінарія	gastronomy
кулінарія, куховарство	cooking
культивари	cultivar
культивувати	cultivate
культура (бактерій, мікроорганізмів)	culture
кумис	kumiss
кунжут	sesame
курча; курятина	chicken
кусати(ся); кусок	bite
кухня (місце)	kitchen
кухня (кулінарне мистецтво)	cuisine
кухоль	mug

Л л

лайм	lime
лактоза	lactose
ланцюг	chain
легка закуска	snack
лезо	blade
лейкоцит	leukocyte
лимон	lemon
лист	leaf (pl leaves)
лити(ся)	pour
лівер	pluck
лікер	liqueur
ліки	drug
лінолева кислота	linoleic acid
локшина	noodle
лопатка	spatula
лосось	salmon
лужний	alkaline
людина	human
люціан (риба)	snapper

М м

магазин, у якому продають готові страви	takeaway
магній	magnesium
маїс	maize
майонез	mayonnaise
мак	poppy
макарони	macaroni
макрель	mackerel
манго	mango
мандарин	tangerine
марганець	manganese
маргарин	margarine
маринад	marinade
маринувати	marinate
мармелад	marmalade
маслина	olive

масло	butter
маслоробка	churn
масштаб	scope
матеріал	matter
мед	honey
мерлан	whiting
меч-риба	swordfish
мигдаль	almond
мити	wash
мінливість	variability
мідь	copper
мікроб	germ
мікроорганізм	microorganism
мінерал	mineral
міоглобін	myoglobin
міозин	myosin
міряти	measure, encompass
містити в собі	include
міцний бульйон	stock
млинець	pancake
мозок	brain
молекула	molecule
молозиво	colostrum
молоко	milk
молоти	mill
молочний	dairy
молочний жир	butterfat
морква	carrot
морозиво	ice cream
морська водорість	alga (pl. Algae), seaweed
морська свинка	guinea pig
морський окунь	bass
мускатний горіх	nutmeg
мюслі	muesli
м'яз	muscle
м'який (про м'ясо)	tender
м'якість	tenderness
м'ясистий	fleshy

м'ясний відруб
м'ясник
м'ясо
м'ята

joint
butcher
meat, flesh
mint

Н н

навколишнє середовище
навколишній
нагрівати
надзвичайно
надлишок
надійний
наймати
накривати
налисник
напівпрозорий
напівфабрикати для швидко-
го приготування
напій
наповнювати
нарізати кубиками (в куліна-
рії)
насичений
насичувати
насінний зачаток
насос
натрій
наукове дослідження
начинка
начиняти
недостатній
незбиране (цільне) молоко
нездорова їжа
нектарин
неорганічний
неочищений
неприродний
непрозорий

environment
ambient
heat
exceedingly
excess
reliable
employ
lay (laid; laid)
crepe
translucent
convenience food

beverage
fill
dice

saturated
saturate
ovule
pump
sodium
research
filling, stuffing
stuff
scarce
whole milk
junk food
nectarine
inorganic
unrefined
artificial
opaque

не просіяне борошно	wholemeal
нерв	nerve
нестійкий	labile
нетерпимий	intolerant
низький	low
нирка	kidney
ніж	knife (pl knives)
ніжка (теляча, свиняча)	knuckle
ніжка вареної (смаженої) ку- рки (качки, гуски тощо)	drumstick
ніжний	delicate
нікотинова кислота	niacin
ножові вироби (ножі, ножи- ці)	cutlery
нормування	rationing

О о

обертання	rotation
обертати(ся)	rotate
об'єм	volume
обжерливість	gluttony
обід	dinner
обладнання	facilities, equipment
обмежувати	limit, restrict
<u>обмін речовин</u>	<u>metabolism</u>
оболонка	membrane
обробка	treating
обробляти	process
обробка	processing
обрядовий	ritual
обслуговувати	serve
обсяг, об'єм	content, bulk
обсяг продажу	turnover
овес	oats
овочі	vegetables
огірок	cucumber
оглушати	stun
огузок	rump

одержувати	obtain
одноманітний	drab
однолітня рослина	annual
однорідний	uniform
ожина	blackberry
ожиріння	obesity
око	eye
окремий	separate
оладка	fritter
олійне насіння	oilseed
олія	oil
олія каноли (особливого сор- ту рапсу)	canola oil
омар	lobster
омлет	omelette
опір	resistance
опускати в воду	submerge
органічний	organic
осад	sediment
оселедець	herring
основний	staple
особливий	distinct
охолодження	cooling, refrigeration
охолоджувати(ся)	cool
оцет	vinegar
оцінювати, оцінка	estimate
очищати	clarify, purify, peel
очищення	clarification

П п

пакет, пакувати	pack
палички для їжі	chopsticks
палтус	halibut
папая	papaya, pawpaw
пара	steam
паста	pasta
пастеризація	pasteurization
пастеризувати (молоко)	pasteurize

пательня	frying pan
пекар	baker
пекти(ся)	bake
перевага	advantage
перевантажувати	overweight
переварити	overcook
переміщати	remove
перепел	quail
перепічка	patty
переробляти	alter
перетравлювати	digest
перець	pepper
перистальтика	peristalsis
персик	peach
перша страва	starter
петрушка	parsley
печиво	cookie
печінка	liver
пиво	beer, ale
пивоварний завод	brewery
пиріг	pie
пити; напій	drink
північний олень	reindeer
пігмент	pigment
підвищувати поживну цін- ність	fortify
підігрівати	reheat
підливка	gravy
підприємство	enterprise
підтримання	maintenance
підтримувати	maintain
підшлункова залоза	pancreas
підшлункова залоза тварини	sweetbread
пізнаваний	recognisable
пикша (риба)	haddock
піна	foam
пінцет	tweezers
пісний	lean

піца	pizza
плавати	float
плазун	reptile
плече	shoulder
пліснява	mould
плоский	flat
пляма	spot
побічний продукт	by-product
поверхня	surface
поживна речовина	nutritive, nutrient
поживний	nutritional, nutritious,
	substantial
поживний макроелемент	macronutrient
поживний мікроелемент	micronutrient
подагра	gout
покладатися	rely
полуниці	strawberry
помідор	tomato (pl tomatoes)
пора	pore
пористий	mushy, porous
порода	breed
порошок	powder
порція	serving
посилювати	enhance
послідовність	sequence
постачати	propoacher vide
посудина для варіння яєць без шкаралупи (риби, фруктів тощо)	supply
потрошіння	evisceration
потужність, продуктивність	capacity
початковий	initial
пресувати	press
придатний	appropriate
приємний	palatable
прийняття їжі	meal
приладдя	utensils
приправа	seasoning
приправа (до салата)	dressing

приручений	domesticated
причина	cause
прісний (про тісто)	unleavened
проба	proof
продукція	production
проникати	penetrate
просо	millet
простягати(ся)	extend
пряма кишка	rectum (pl recta)
псуватися	decompose, spoil
птиця	fowl
пудинг	pudding
пшениця	wheat
пюре	purée

Р р

рак (мед.)	cancer
раннє дитинство	infancy
рапс	rape
ребро	rib
регулювання	regulation
регулювати	regulate
редиска	radish
реклама	advertising
ремесло	craft
ремонтувати	repair
рентабельність	profitability
ресторан	restaurant
рецепт	recipe, receipt
речовина	substance
риба	fish
рибофлавін, вітамін В 2	riboflavin
рис	rice
рівновага	balance
рідина	fluid, liquid
рідка (вівсяна) каша	gruel
різати	cut
різноманітність	diversity

ріпа	turnip
розвиток	development
роздрібний продаж	retail
розмарин	rosemary
розмелювати	grind (ground; ground)
розподіл	distribution
розтоплювати	thaw
розчин	solution
розчинний	instant
розчинник	solvent
розширяти(ся)	expand
рослина	plant
рослина (особл. Лікарська)	herb
рубець	tripe
руйнуватися	moulder
рухатися	move

С с

савець	mammal
саке (рисова горілка)	sake
салат	salad
салат-латук	lettuce
сало	lard
сальний	greasy
сардина	sardine
свинина	pork
свиня	pig
свіжий	fresh
свійська птиця	poultry
світле пиво	lager
свято	feast
селітра	saltpetre
сепарація	separation
серветка	<u>napkin</u>
серце	heart
сеча	urine
сечовий	uric
сечовина	urea

сидр	cider
сильний	vigorous
сир	cheese, curd
сирий	raw
сироватка	serum, whey
сироп	syrup
сито	strainer
сичужний фермент	rennet
сік	juice
сіль	salt
сім'я	seed
сірка	sulphur
скаржитись	complain
скибка	slice
скипатися (про молоко)	curdle
склад	composition
складатися	consist
складник	constituent
сковорода	pan
слива	plum
слимак	snail
слід	trace
смажити(ся)	fry
смак	taste, palatability
смачний	delicious
сметана	sour cream
сніданок	breakfast
соковитий	juicy
сокодавильниця, сокоробка	juicer
солод	malt
соління	pickle
солодкий	sweet
солоний	pickled
сом	sheatfish
соняшник	sunflower
сосиска	frankfurter
соус	sauce
сочевиця	lentil

соя	soya
спагеті	spaghetti
спаржа	asparagus
спеція	spice
спинний хребет	backbone
спиртний напій	liquor, spirits
співвідношення	ratio
сповільнювати	retard, slow down
споживання	intake
споживати	consume
споживач	consumer
сполучний	connective
спокусливий	tempting
спосіб	technique
сприяти	promote
стебло	stem
стегно	thigh
стерилізувати	sterilize
стимулювати	stimulate
страждати	suffer
страус	ostrich
спричиняти	induce
сприяти	facilitate
спроба	attempt
ставати жорстким	stiffen
стиглий	mature, ripe
стискати(ся)	contract
страва	course, dish
страхування	insurance
стримувати	inhibit
сульфід	sulphide
суміш	mixture
суп	soup
сухий; сушити	dry
суцвіття	inflorescence
сучасний	advanced

Т т

тарілка	plate
тархун	tarragon
тварина; тваринний	animal
твердий	stable, solid
тельбухи	chitterlings
теля	calf (pl calves)
телятина	veal
терези	scales
термін зберігання	shelf life
термометр	thermometer
технологічний процес	procedure
тиск	pressure
тіамін, вітамін В 1	thiamine
тіло	body
тісто	dough
тісто (здобне)	paste
тканина	texture, tissue
товарний склад	warehouse
товста кишка	colon
торгова марка	trademark
травлення	digestion
травний	digestive
тріска	cod
трясти	shake
тунець	tuna, albacore
туша	carcass
тушкувати(ся)	stew

У у

удосконаливати	improve
улунг (сорт чаю)	oolong
уникати, ухилятися	avoid
упорядковувати	trim
усихання	shrinkage
устриця	oyster

Ф ф

філе	fillet
філейна частина	loin
фільтр	filter
фільтрація	filtration
фінік	date
фісташки	pistachio
фітохімічний	phytochemical
фланель	flannel
фолієва кислота	folic acid
форель	trout (pl без змін)
форма	shape
фосфор	phosphorus
фермент	enzyme
фрукт	fruit
фторид	fluoride
фундук	hazelnut

Х х

халаза	chalaza (pl. chalazae)
харчова сода	baking soda
харчові продукти	foodstuff
харчування	nutrition
хвіст	tail
хвороботворний	pathogenic
хімія	chemistry
хліб	bread
хлор	chlorine
хміль	hop
холестерин	cholesterol
холин	choline
холодильник	fridge
хрін	horseradish
хрумка картопля в пакетиках	crisps ,chips
хрумкий	crunchy

Ц ц

цвітна капуста	cauliflower
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целюлоза	cellulose
цибулинна рослина (цибуля, часник тощо)	allium
цибуля, цибулина	onion
цибуля-порей	leek
цибуля-шалот	shallot
цинга	scurvy
цинк	zinc
цитрус	citrus
цілком	thoroughly
цінність	value
цукіні	zucchini
цукор	sugar
цукрова тростина	cane
цукроза	sucrose

Ч ч

чай	tea
чайник	kettle
часник	garlic
чебрець	thyme
черпак	scoop
черствий	stale
черствіти	harden
чистий	pure
чорна смородина	blackcurrant
чорнослив	prune
чутливий	sensitive

Ш ш

шар	layer
шафран	saffron
швидкопсувний	perishable
шеф-кухар	chef
шинка	ham
шипучий	fizzy, sparkling
шкаралупа	shell
шкварка	crackling

шкіра		hide
шкіра, шкура		skin
шкребок		scraper
шкода, шкодити		harm
шлунок		stomach
шматок		piece
шматок	м'яса/риби (для смаження)	steak
шоколад		chocolate
шпинат		spinach
штам		strain
штопор		corkscrew
шумівка		skimmer

Щ щ

щелепа		jowl
щипці		tongs
щука		pike

Ю ю

юність, юнацтво		adolescence
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Я я

яблуко		apple
ягня		lamb
язик		tongue
яйце		egg
якість		quality
ялівець		juniper berry
яловичина		beef
ямс		yam
ячмінь		barley

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