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**Англійська мова
для спеціалістів
у сфері харчових технологій**

**English for Food
Technology Specialists**

Навчальний посібник



В. І. Воскобойник, О. В. Сільчук

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**English for Food Technology
Specialists**

**Навчальний посібник для студентів
закладів вищої освіти**

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Мета навчального посібника – формування комунікативної компетентності майбутніх фахівців у галузі харчових технологій та переробки сільськогосподарської продукції для забезпечення усного та письмового англомовного спілкування у професійній сфері.

Навчальний посібник складається з 12 розділів, які сприяють розвитку мовленнєвих навичок студентів у чотирьох видах діяльності (говорінні, читанні, аудіюванні та письмі), граматичного довідника та глосарію термінів. Оригінальні тексти мають професійно орієнтований характер, що забезпечує збагачення словникового запасу майбутніх технологів фаховою англомовною лексикою та формування культури їх професійного мовлення. Запропонована система вправ до розділів допоможе студентам ефективно засвоїти необхідні знання та виробити стійкі навички професійної англомовної комунікації. До навчального посібника додається аудіодиск з записами текстів для аудіювання.

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ПЕРЕДМОВА

Сучасні процеси глобалізації та інтеграція України у світовий освітній та економічний простори зумовлюють необхідність підготовки висококваліфікованих, конкурентоспроможних фахівців-технологів. Тому одним із найактуальніших питань у сфері професійної підготовки майбутніх фахівців підприємств харчової промисловості є формування уміння ефективно спілкуватися іноземною мовою у професійному середовищі.

Основною метою підготовки та видання навчального посібника є формування комунікативної компетентності майбутніх фахівців у галузі харчових технологій для забезпечення усного та письмового спілкування у професійній сфері.

Навчальний посібник складається з таких структурних елементів: : передмова; перша частина (12 розділів), друга частина (граматичний довідник), третя частина (глюсарій англійських термінів); четверта частина (тексти для аудіювання), список рекомендованої літератури, список використаної літератури.

У навчальному посібнику представлено 12 розділів, а саме: «Я і моє оточення», «Харчові технології», «Їжа та харчування в Україні», «Методи приготування їжі», «Переробка продуктів харчування», «Їжа та здоров'я», «Фрукти», «Овочі», «Хлібобулочні вироби», «Молоко та молочні продукти», «М'ясо, птиця та риба», «Методи зберігання продуктів харчування». Кожен розділ містить такі структурні компоненти:

- активний словник слів і термінів за темою кожного розділу;
- лексичні вправи, спрямовані на засвоєння студентами активної лексики;
- текст та вправи, що мають на меті перевірку розуміння прочитаного та формування навичок у різних видах читання;
- вправи та ситуативні завдання, метою яких є розвиток навичок професійного монологічного та діалогічного спілкування;
- граматичні вправи для закріплення граматичного матеріалу відповідно до теми розділу;
- завдання, спрямовані на розвиток навичок аудіювання на базі професійно орієнтованих текстів;
- словник розмовної лексики та комунікативні завдання, що сприятимуть формуванню навичок повсякденного та професійного спілкування в ресторані, готелі, магазині, незнайомому місті, у лікаря, під час відпочинку, на зборах тощо;

– завдання для закріплення навичок ділового письмового спілкування, після виконання яких студенти зможуть написати резюме, лист-подяку, особистий та діловий лист, есе, електронне повідомлення, лист-запит, оголошення, анотацію, звіт, заповнити реєстраційну карту в готелі та створити рекламну листівку.

Виклад матеріалу в розділах дає змогу вивчати теми в довільному порядку, починаючи з трьох базових розділів.

Наприкінці другого, четвертого, шостого, восьмого, десятого, дванадцятого розділів розміщені контрольні тестові завдання, спрямовані на перевірку рівня сформованості мовленнєвих навичок студентів та рівня володіння граматичним і лексичним матеріалом.

Автори бажають майбутнім технологам натхнення, наполегливості та успіхів в оволодінні англійською мовою для професійного спілкування!

Для студентів, аспірантів технологічних спеціальностей, а також усіх, хто працює у сфері харчових технологій.

Автори висловлюють щирі подяку доктору філософії, доктору наук з бізнес адміністрування Гордонського університету США професору Джефрі Д. Хайду та Максу Теслі, маркетологу компанії BrandBizVideo в Сомерсет (округ, Нью-Джерси) США, які допомогли у підготовці текстів для аудіювання.

Unit 1

Personal profile



“Renew yourself completely each day; do it again, and again, and forever again.”
(Chinese inscription cited by Thoreau in Walden)

Active vocabulary

Profile

attain the aim (meet the target, achieve the goal) – досягати мети
challenging – стимулюючий, що потребує напруження (сил)
expectations – *pl.* надії, плани на майбутнє
experience – досвід
get married – одружитися
graduate from – закінчити (вищий навчальний заклад)
higher educational establishment (higher school) – вищий навчальний заклад
kindergarten – дитячий садок
leave – залишати, від’їжджати, закінчувати (школу)
married – одружений, -а
profile – короткий біографічний нарис
résumé – резюме, коротка автобіографія (яку подає кандидат на роботу)
single – неодружений, -а
strength – сильна якість
success – успіх
weakness – слабка якість

Traits of character

ambitious – амбітний, честолюбний
angry – сердитий, розгніваний
bossy – (що поводиться) як бос або командир, владний
brave – хоробрий, сміливий
broad-minded – з широким кругозором
calm – спокійний, тихий, мирний
careful – турботливий, уважний, обережний
cheerful – бадьорий, веселий
clever – розумний
confident – впевнений

creative – творчий
diligent – старанний, ретельний
dissatisfied – незадоволений, невдоволений
generous – щедрий
gentle – м'який, лагідний
gloomy – сумовитий, сумутний
greedy – жадібний
hard-working (industrious) – роботящий, працелюбний
honest – чесний
intelligent – розумний, кмітливий
lazy – лінивий, ледачий
modest – соромливий, ніяковий
nosy – занадто цікавий, пронирливий, що вмішується не в свої справи
outgoing – комунікабельний, товариський, компанійський
persistent – упертий, наполегливий
polite – ввічливий, чемний, вихований
proud – гордий
reliable – надійний
reserved – витриманий, скритний, замкнутий, нетовариський
responsible – відповідальний
rude – грубий, брутальний
sad – сумний, понурий
self-confident – самовпевнений
selfish – егоїстичний
shy – сором'язливий
smart – дотепний, винахідливий, чепурний, нарядний
sociable – товариський, дружній
strong – сильний, дужий, здоровий
stubborn – упертий, негіддатливий, наполегливий, настирливий
supportive – готовий допомогти, готовий підтримати
team-player – людина, яка може працювати в команді
tender – ніжний, чуйний, дбайливий
tidy – охайний, акуратний

University study

degree – вчена ступінь
department – факультет, кафедра
extracurricular activity – позааудиторна діяльність
extramural (correspondence) department – заочне відділення
facilities – устаткування, обладнання, засоби
fail – зазнати невдачі, провалюватися (на іспитах)

Food Technology Department – технологічний факультет
full-time department – стаціонарне відділення
graduate – випускник
groupmate – одногрупник
hostel – гуртожиток
knowledge – знання
major (in) – спеціалізуватися (у предметі, області); профілююча дисципліна (в коледжі, університеті), дисципліна, що обирається як спеціалізація
minor – *Ат.* неосновна (непрофільююча) академічна дисципліна
perform – виконувати, здійснювати
speciality – спеціальність
subject – предмет, дисципліна
Technology of Meat Preserving and Processing – технологія зберігання, консервування та переробки м'яса
training – навчання, підготовка
tuition – навчання

Skills and abilities

ability – здібність, здатність, уміння; *pl.* обдарованість, здібності
communicate – спілкуватися
handle – поводитися (з об'єктом), управляти (чимось)
negotiate – вести переговори, домовлятися
operate – діяти, працювати, приводити в рух
persuade – умовляти, переконувати
report – звіт, доповідь, повідомлення
set up – установлювати, ставити
skill – майстерність, уміння, вправність
solve – вирішувати, розв'язувати

Hobbies and interests

hiking – туризм, подорож пішки
be fond of (music...) – любити (музику...)
biking – їзда на велосипеді
go for a walk – ходити на прогулянку
lose one's balance – втрачати рівновагу, виходити з себе
spare time – дозвілля, вільний час
waste – даремно витрачати (гроші, енергію), марнувати (час); шкода, збиток, втрата

Vocabulary practice

1. a) Match the adjectives on the left with their antonyms on the right. Define suffixes and prefixes that help form the opposites.

| | |
|-------------------|------------------|
| 1. hard-working | a) pessimistic |
| 2. sociable | b) tactless |
| 3. experienced | c) rude |
| 4. responsible | d) unreliable |
| 5. honest | e) unsociable |
| 6. careful | f) unorganized |
| 7. polite | g) stupid |
| 8. well-organized | h) lazy |
| 9. optimistic | i) careless |
| 10. humorous | j) inexperienced |
| 11. generous | k) irresponsible |
| 12. intelligent | l) untidy |
| 13. supportive | m) dishonest |
| 14. tidy | n) gloomy |
| 15. diplomatic | o) greedy |
| 16. reliable | p) unhelpful |

b) Which of the adjectives can you use to describe yourself? Reason your choice. Can you add more adjectives to describe your character? Use the example:

I am optimistic because I value life.

2.a) Match the skills on the left with their definitions on the right.

| | |
|---------------------------|--|
| 1) computer skills | a) the ability to work with a computer |
| 2) language skills | b) the ability to make right decisions |
| 3) technical skills | c) the ability to work on a specific task |
| 4) interpersonal skills | d) the ability to understand others |
| 5) decision making skills | e) the ability to communicate effectively in a written and oral forms |
| 6) time-management skills | f) the ability to organize the day effectively and do everything what is planned |
| 7) communication skills | g) the ability to speak foreign languages |

b) Define the skills you have using examples from your life.

3. a) Make a list of all articles of clothing that you can wear. Divide your list into 4 groups of words. You can decide how to

divide them, but each group must have a title.

b) What is the difference between *to wear* and *to dress*? Put the correct form of either *to wear*, *dress* or *to dress* in each of the spaces.

1. He usually ... a costume. 2. She likes to ... a light dress. 3. He is always ... very well on these occasions. 4. This coat is very I need a new one. 5. That ... is too short for her. 6. He got up, ... and went for a work. 7. She always ... her son in blue. 8. I don't like that You shouldn't ... clothing of grey colour. 9. She went to the party ... as a clown. 10. He has to ... a jacket and a tie in the office.

c) Make up sentences using *to wear* and *to dress* and the words from your list of articles of clothing.

4. Read the text about Personal Profile Analysis. Fill in the gaps with the correct word from the box below.

| |
|---|
| Behave, employers, weaknesses, strengths, communication, provide, behavioural, awareness, means, personality |
|---|

Thomas International has been providing businesses with work ... profiling for nearly 30 years. Its Personal Profile Analysis (PPA) provides an insight into how people ... at work answering questions, like: What are their ... and weaknesses? Are they self-starters? How do they communicate? What motivates them?

PPA is a ... to describe an individual in a self-referential way that provides information of importance and value to ... making personnel decisions. It enables people to become more aware of their work style. Only by improving their self ..., they will have the means to consolidate their working strengths and compensate for their behavioural limitations.

The advantages of personality profiles are the following:

- they ... an accurate overview of people's work behavioural preferences;
- they give people the self awareness to consolidate their working strengths and compensate for their ...;
- they can be used to modify people's ... style for greater effect;
- they are used to understand the impact people's ... preferences have on their work colleagues.

Reading

5. Match verbs and nouns to form all possible word-combinations. Use prepositions where necessary.

Verbs: to start, to prepare, to come, to go, to get, to leave, to like, to organize, to walk, to have, to play, to deepen.

Nouns: kindergarten, school, lunch, report, volleyball, breakfast, home, training, classes, parties, music, skills, rest, knowledge, basketball.

6. a) Read the text.

Ann Kovalenko's personal profile

My name is Ann Kovalenko. I am seventeen years old and come from Myrhorod, Poltava region. I live together with my parents and my younger sister there. I was born in the family of a teacher and an engineer. I went to a kindergarten at the age of three, as my parents were working. When I was six, I went to school. There I got a proper training in many subjects. I did my best at school and I liked everything I was doing. I found my best friends there. We organized extracurricular activities such as parties, concerts, contests and other social events.

After leaving school, I entered Poltava State Agrarian University. I am a first year student of the Department of Production and Processing of Cattle Products now. I major in Catering Technologies. I have chosen this major because I like cooking very much. Especially I enjoy making meat dishes such as ham, stewed meat, chops and steaks. I am greatly interested in Chemistry. This subject has been a favourite of mine since I had started to learn it. I enjoy my studies very much, but also find them challenging. At the university, I extend my knowledge and gain language, computer, communication and technical skills necessary for my future work. I am living in the comfortable students' hostel. The students' life is interesting and versatile. Besides studies, it involves cheerful discos, various students' clubs, concerts, parties and performances. The sports club has become the centre of the University's sports life. I like to play volleyball and basketball. I am a member of the university volleyball-team. There are also facilities for tennis and athletic gymnastics.

Most of my classes are in the morning, so I get up early. I do my physical exercises, wash, brush my teeth, do my hair and have breakfast. At half past seven, I leave for the university. It takes me ten minutes to get there by bus. At the university, I usually have three or four classes a day. The classes are over at two o'clock. I come home, have lunch and take a short rest. Then I do my home task. Sometimes, after classes, I go to prepare a report or a presentation to the reading-room or a computer classroom. If I have time in the evening, I go for a walk with my friends. At weekends, my friends and I often go to the cinema.

I have got a lot of friends among my groupmates. I like my friends. I am fond of laughing and joking with them. As for me, I value human honesty, kindness, and intelligence in people. I think that I am rather

reserved, calm and modest. However, sometimes I can lose my balance and become either angry or sad. Sometimes I can be stubborn. To my mind, being persistent is not always a bad thing. It means my aim – I have never left things half done. Sometimes I am dissatisfied with myself, especially when I fail to do something or cannot do things the way they should be done. At the same time, I think I am industrious and diligent.

There are some things in my life I like and hate. I like when everything is OK. I like to study because knowledge is beneficial. I am fond of reading as it gives not only knowledge, but also wonderful moments of joy and pleasure. The time spent with a good book is never wasted. I enjoy cooking a lot as it reflects my major. Of course, I like music too. Other hobbies of mine include sports, biking, hiking, solving puzzles and crosswords. I hate bad weather and indifferent people. My ambition is to travel all over the world and to speak English fluently.

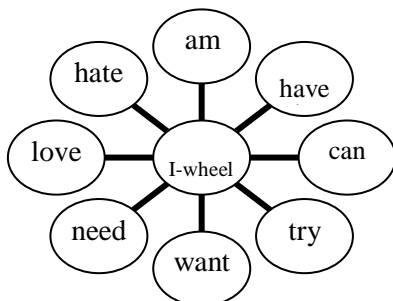
The last thing I would like to tell you about is my expectations. I'd like to succeed in my future career, have the home of my dreams and find someone in my life to share all that with.

b) Agree or disagree with the following statements on the text. If they are false, give the correct statements. Use the following conversational formulas:

| Agreement | Disagreement |
|-------------------------------------|------------------------|
| I agree with this statement. | I don't agree with it. |
| I fully/completely agree with it. | I disagree with it. |
| Certainly./Surely./Of course. | I can't agree with it. |
| That is true/right. | I don't think so. |
| I should say it's only partly true. | That's false/wrong. |
| I am of the same opinion/point. | On the contrary. |
| | Not quite so. |

1. Ann's native town is Myrhorod. 2. Ann is the only child in the family. 3. She didn't attend kindergarten. 4. She went to school at the age of seven. 5. Ann is a first year student at university now. 6. She wants to be a food technologist because she likes cooking. 7. She is particularly interested in Mathematics. 8. Ann enjoys student's life because it is interesting and versatile. 9. Her working day is very busy. 10. At the university, Ann has five or six classes every day. 11. She goes to the reading-room or the computer classroom after classes every day. 12. She is very sociable, so she has got a lot of friends among her groupmates. 13. She is a very lazy and disorganized girl. 14. Ann thinks that knowledge is beneficial. 15. Ann is very persistent. She has never left things half done. 16. In future, she would like to live abroad and marry a foreigner.

7. a) This is Ann's I-wheel. Present Ann using the information from the text.



b) Use Ann's I-wheel to present yourself.

8. Look through the text and find the opposites.

To gain, to finish, to save, to fail, to like; satisfied, boring, cheerful, long, kind, lazy, limited, unsure, unreserved, uncomfortable; dishonesty, evil, trouble, enemy, sadness, illiteracy.

Speaking

9. Do you think that the speaker likes, respects or dislikes the people in these sentences.

1. Di's very rude. 2. Ann is very experienced. She has excellent PC skills. 3. Molly's usually honest. 4. Sam can be unreliable. 5. Liz is quite broad-minded. 6. Dick's quite bossy. 7. I find Dave very self-important. 8. Don't you think Jim's nosy? 9. Jill is very original. 10. Tom is very intelligent. He reads a lot.

10. a) Tell when you usually do these activities.

Get up, go shopping, go to bed, leave the university, have classes, come home, go to the library, go to the reading-room, have a shower/bath, wake up, wash up, visit a sport club, play chess/football/volleyball, have dinner/supper/breakfast, have a rest, do the home assignment, cook, help the parents, go for a walk, socialize with your friends.

b) Ask your groupmate when she/he usually does these activities. Listen to his/her answer.

c) Ask your groupmate when his/her father/mother usually does these activities. Listen to his/her answer.

11. Answer the questions that you can use as a guide in your job selection.

1. What are your hobbies?
2. What are your special skills?
3. What special gifts do you have?
4. What are your favourite subjects at university?
5. What extracurricular courses and activities are you engaged in to get a specific training for your future job?
6. Did you work? What were your responsibilities in your job?
7. What are your strengths and weaknesses?
8. What traits and skills are very critical for your future job?
9. What are your long-term goals?
10. What factors are essential for you in the future job? Are promotion opportunities important for you?

12. Read the statements about life. Give your point on these statements using the following conversational formulas:

To my mind/In my opinion/From my point of view ...

I think/I believe ...

As I see it ...

That depends ...

To tell the truth ...

Strictly speaking/Generally speaking ...

As a matter of fact ...

The thing is that ...

1. Your dreams will come true, if you have the desire to pursue them.
2. Everything is possible, if you believe it is possible.
3. It's your mind that sets your limits.
4. Start thinking of yourself as a success and success will follow.
5. Life is not about the I-could-have-been. Life is only about the I-tried-to-do.
6. Many people will walk in and out of your life, but only true friends will leave footprints in your heart.
7. To handle yourself, use your head, to handle others, use your heart.
8. If someone betrays you once, it's his fault. If he betrays you twice, it's your fault.
9. Great minds discuss ideas; average minds discuss events; small minds discuss people.
10. He who loses money loses much; he who loses a friend loses more; he who loses faith loses all.

Grammar: The possessive case of the noun. The verb *to be*. Have and have got. Indefinite tenses. Types of questions.

13. Join two nouns using the possessive case of the noun or the proposition *of*.

1. The camera/Jane. 2. The name/my mother. 3. The top/the page. 4. The son/Charles. 5. The manager/the company. 6. The results/the exam. 7. The children/Don and Marry. 8. The car/his parents. 9. The name/the street. 11. The flat/Ann. 12. The title/the book. 13. The end/the story. 14. The room/sisters. 15. The name/the man I saw you with yesterday.

14. Insert the verb *to be* in the correct form.

My name ... Thomas. I ... nineteen. I ... in my first year at the university. I ... a future food technologist. My family ... not big. I have a mother, a father, my younger sister and me. My father's name ... George. He ... forty-five years old. He ... a production manager. My mother's name ... Maria. She ... forty years old. She ... a dietician. My parents ... very kind, hard-working and intelligent people. They ... the best example for me. My sister's name ... Julia. She ... fifteen years old. She ... a pupil of the ninth form. She ... very diligent, friendly and cheerful. I have two grandmothers and a grandfather. I love them very much and often go to see them. My grandmothers ... retired now. One of them ... an engineer, another ... an economist. They ... very good specialists when they worked. My grandfather ... not a pensioner yet. He ... a businessman. His business ... very successful. During World War II he ... a fighting pilot and contributed much to our victory over the Nazi invaders. My grandparents ... very careful, tender and energetic.

15. a) Put in *have got* ('ve got), *has got* ('s got), *haven't got* or *hasn't got*.

1. – Where is my newspaper? – I don't know. I ... it. 2. We ... three children, a boy and two girls. 3. She ... enough money to take the course in Microbiology. She will start it next month. 3. This plant ... modern equipment. 4. The production manager ... any time to speak with you. 5. She is not going to work today. She ... a bad cold. 6. Ben reads a lot. He ... a lot of books. 7. They are very friendly. They ... a lot of friends. 8. I can't repair this equipment now. I ... any tools. 9. John wants to start his own business but he ... enough money. 10. I ... skills necessary for my future job.

b) Write the general questions and answer them. Use the example:

(you/ money) – Have you got any money? – Yes, I have.

(you/ a bath every day) –Do you have a bath every day? – Yes, I do.

1. (you/a camera)? 2. (he/a car)? 3. (you/a rest at weekends)? 4. (he/a good time in summer)? 5. (you/enough time to help me)? 6. (he/English on Friday)? 7. (they/dinner at the restaurant)? 8. (you/computer skills)? 9. (he/a good job)? 10. (the plant/new equipment)?

16. a) Write down the third person singular (the present indefinite) of the following verbs.

Come, join, enter, study, work, get up, wash, watch, go, do, hurry, leave, meet, say, finish, teach, learn, try, want, walk, take, include, have, play, speak, translate, wake up, answer, help.

b) Read the article about the businessperson George Wong. Put the verbs in brackets into the correct form of the present indefinite.

George Wong (to come from) India but he (to live) in the USA. He (to be) forty-six years of age, very successful, and he (to love) his job. He (to be) the Chairman of Merry Food, a food manufacturing business. People in the USA (to know) this trademark very well. They (to prefer) buying Merry Food products because they (to be) of high quality and very healthy.

In his free time George (to listen to) music. He (to like) bands like Led Zeppelin and T Rex. He (to have) five cars including a Ferrari 512TR, an Astron Martin Lagoda, a Lamborghini Diablo, a Mercedes, and a Mini. It (to be) an unusual Mini because it (have) a television, fridge, and washing machine inside. George (enjoy) being with his friends. They often (to go) to play golf or tennis together. At weekends they (to go) fishing.

But George (not/to like) going to the restaurants. He says he (not/to be) good at things like balance sheet and profit and loss accounts, and he (to hate) costumes. He seldom (to wear) ones.

c) Ask your partner questions about George Wong. Listen to his/her answer.

17. a) Write down the past indefinite forms of the following verbs.

Come, write, be, enter, study, work, get up, wash, watch, go, do, hurry, leave, see, know, say, finish, teach, learn, need, try, want, make, read, become, help, walk, take, have, play, speak, translate,

wake up, drink, eat, draw, live, understand, cook, wear, choose, find, miss, like, tell, drive, smile.

b) Rewrite the article about the businessperson George Wong (exercise 16 b) in the past indefinite. Put the verbs in brackets into the correct form of Past Indefinite.

c) Ask your partner questions about the businessperson George Wong in the past indefinite.

18. Make predictions about the use of English in future. Use the following conversational formulas:

| |
|--|
| <p>I think I'll ... or I think I won't I consider I'll ... or I consider I won't I guess I'll ... or I guess I won't</p> |
|--|

Speak English fluently; read English newspapers and magazines; understand radio broadcasts and TV programmes; write reports in English; speak with a perfect English accent; socialize with friends in English; understand English songs; know a lot of vocabulary; use English for my work; write private and business letters in English; read scientific works and textbooks on Food Technology in English, make presentations in English; negotiate with partners in English.

19. a) Form all types of questions for the following sentences.

1. Every summer we visit our relatives. 2. Ann is a technician. 3. My brother entered the university last year. 4. My parents are very persistent and determined. 5. My friend will be at home in the evening. 6. She speaks three foreign languages. 7. Kate has four classes on Monday. 8. It takes me 20 minutes to get to the university by bus. 9. Tom was born in Dublin in 1961. 9. They played football yesterday. 10. Julia will go shopping to the supermarket in the afternoon. 10. He is fond of collecting recipes of different countries. 11. They live in the village. 12. Her grandfather is retired now.

b) What questions could you ask to get the following answers?

1. Because I wanted to be a food technologist, no other reason. 2. He is twenty years old. 3. She is fond of reading. 4. I live in a flat near the centre of the town. 5. He speaks three foreign languages. 6. I went to the cinema yesterday. 6. He will work as an engineer. 7. I left school two years ago. 8. He will graduate from the

university in two years. 8. Yes, they do. They often go to the reading room after classes. 9. No, she isn't. She is at the university. 10. She is a teacher of English. 11. She usually has dinner at home. 12. We started having French seminars at school when I was 12.

Listening

20. a) Listen to the text and choose the right answer to the questions.

1. What is Ann Gados' position?
a) Marketing manager. b) Engineer. c) Production manager.
2. Why did not Gados go to the business school?
a) Because she got married in the early age.
b) Because she didn't have money.
c) Because she had to work.
3. Why did Gados decide to think about career of her own?
a) Because she got a good education.
b) Because her husband recommended her.
c) Because her husband became ill.
4. When did she receive the post of the production manager?
a) In 1986. b) In 1996. c) In 1968.
5. What characteristics should young people have to be successful?
a) Be persistent and flexible.
b) Be persistent and absent-minded.
c) Be funny and thoughtful.

b) Listen to the text again and put the events in the chronological order.

| | |
|---|--|
| 1. Gados' husband became ill and she decided to go back to school for a degree. | |
| 2. Ann Gados got married when she was only 18. | |
| 3. She got a Master's Degree in Food Technology. | |
| 4. She received the post of the production manager. | |
| 5. Gados helped her husband and didn't think about career of her own. | |
| 6. She worked as an assistant to the production manager for a Spanish bread-making company. | |

21. a) George, Lars and Akemi have each written a short description of themselves as part of a pen-friend scheme organized by their teachers. Listen to the passages and decide:

1. Who drives to work?
2. Who has a long summer holiday?
3. Who learns English at work?

4. Who would make the most interesting pen-friend?

b) Listen to the text again and complete this table for each of them.

| | George | Lars | Akemi |
|-------------|--------|------|-------|
| Age | | | |
| Nationality | | | |
| Occupation | | | |
| Interests | | | |

**Study skills: Greetings
Helpful language**

Greetings

Good morning./Good afternoon./Good evening!/ Hi/Hello!/ How do you do?

I am glad to see you./Happy to see you again./Nice to see you again.
I haven't seen you for ages./I haven't seen you for a long time.

Introduction

Let me introduce myself. My name is John Dike./I am John Dike.
Glad to meet you./Pleased to meet you.

Let me introduce John Dike to you./Meet my friend John Dike.
Excuse me. Are you Mr. Johnson?

Asking and answering about business

How are you?/ How are you getting on?/How are you doing?/How is it going?/How is your business?/ How is everybody at home? What about you?/And you?

Thank you. O.K./Very well./All right./Pretty good./I am fine./Not so good./ I am quite well./Not bad./Fifty-fifty./So-so./Really homesick./Could be better./Bad./Not so good.

Titles of address

Mr.(mister) – for all men: Mr. Brennan

Ms. (miss) – for all women who wish it: Ms. Johnson

Mrs. (mistress) – for married women: Mrs. Dickson

Miss – for unmarried women: Miss Wheeler

Dr. (doctor) – for physicians, dentists and people holding doctorate degrees: Dr. Stanhope

Saying good-bye

Good-bye./Bye./See you later./See you soon.

I am afraid I must be off./Unfortunately, I must go.

It's been nice meeting you.

When shall I see you again? / I'll be glad to see you again.

Remember me to your parents./My best regards to your parents.

22. Read the conversations between Lion Corn, his colleagues and friends. Fill in the gaps with the necessary words or word-expressions.

- | | |
|--|---|
| 1. – Hi, Lion! – ... , Sam, how's it going? – O.K. ...? – Not bad. By the way, how's your girlfriend? – ... – Gee, that's too bad. | 3. – ... , Linda! – Hi, Lion. ...? – I have a bad cold. – Yes, you sound terrible. Do take care of it. – I'm going to bed right after this class. |
| 2. – ... , Dr. Martin. – Hello, Mr. Corn. ...? – Fine, thanks. And you? – Very well, How is your wife? – Oh, ... , just a little homesick now and then. – That's too bad but she'll get over it | 4. – Good morning, Mr. Corn. – Oh, ... , Ms. Freeman. How are you? – ... , thank you. I'm enjoying this lovely weather. – Yes, so am I. |

23. Role-play a dialogue or conversation appropriate to each of the following situations. Use helpful language.

1. It is 9:00am. Greet Mrs. Thomas who is going to give you a test today.
2. Greet your friend Eden and ask her about the party you both went to last night.
3. Greet Jean who has been sick for several days.
4. Greet Dr. Bartley, a professor of your department. He invited you to his home last week.
5. Greet your neighbour Mr. Johnson at the bus stop. You do not see him very often.
7. Greet Jane, a good friend. You have not seen her for several weeks.
8. Greet your advisor in the hall after a concert.

Writing: Résumé

All job applicants need to circulate information that reflects positively on their strengths. In most instances, they do it through the résumé. A résumé is a one-page outline of one's career listing relevant achievements, education and position needed. It is the advertisement designed to make the reader act. If the résumé is well-written, the reader should interview an applicant. A good applicant should show how he/she could benefit an employer, not how the employer can benefit him/her.

There are the basic categories of the standard résumé: personal details, the objective, education, experience, special skills, references.

24. Look through Leon Corn's résumé and answer the questions below it.

Leon Corn
1690 West Road, Knoxville, TN 56789
Tel.: 0978564327
E-mail: leon_c@yahoo.com

CAREER OBJECTIVE: Seeking employment in a multinational food-manufacturing company that provides a challenging opportunity to combine excellent technical, commercial and finance management skills.

EDUCATION:

Reading University (including a year's industrial placement)

B.S., Food Technology (May 2002)

Knoxville Community College

Introductory Course to Food Technology (April 1990)

EXPERIENCE:

01/2009 to present Taste Connection Ltd, Director

Primary duties: Responsible for general administration of the business, quality control and finance, sales/marketing and market research, people management and new product development.

03/2006 to 12/2008 Vitafoods, Marketing Manager

Primary duties: Responsible for sales of market-leading branded products, developing branded advertising, PR and people management.

04/2004 to 02/2006 Dalgety Food Ingredients, Product Manager

Primary duties: Responsible for commercial marketing and sales, production process and new product development.

10/2002 to 03/2004 Weetabix, Territory Sales Manager

Primary duties: Responsible for commercial marketing and sales.

09/2001 to 05/2002 McVities, Sales representative

Primary duties: Responsible for sales.

05/2001 to 08/2001 McVities, Technician

Primary duties: Responsible for operating equipment.

SPECIAL SKILLS: problem solving, commercial and finance management abilities, communication, negotiation, people management, technical and computer skills (experienced in Microsoft Excel and Word, Netscape, D-Base, PowerPoint presentation software), fluent French (spoken and written)

REFERENCES: Available on request.

1. What information does a résumé give for an employer?
2. What company does Leon Corn want to work for?
3. What degree does he have?

4. What was his first position and where?
5. What were his primary duties at Weetabix?
6. What company did Leon Corn work as a marketing manager for?
7. What is his present position? What are his present primary duties?
8. What special skills does he have?
9. Does he have any references?

25. a) Look at the job advertisements and tell what skills and qualities are required from applicants.

BACARDI BREEZER

We are experts in fruit and fruit juice products and our fruit ingredients meet the requirements of many customers in Europe. To introduce a new product line and modern technologies, we are looking for

AGENT or DISTRIBUTOR for Ukraine

If you are interested in a long lasting honest relationship, have knowledge of food processing technologies and a good command of English, please send us your résumé.

Bacardi Breezer GmbH
30 West Street, Staffordshire
ST13 6DB UK
brown@bbreezer.com.

POLTAVA MEAT PROCESSING PLANT
offers excellent opportunities for
PRODUCTION ENGINEER

Requirements:
Some years of experience
Excellent understanding of production process
High energy level
Commitment to end results
100% availability over the project
Strong project management and leadership skills
Excellent knowledge of English and Ukrainian
High flexibility and motivation

Please send your résumé to:
Personnel Department, 30
Kharchovykiv Street,
Poltava, 36014
E-mail: humank @ poltmeat. com

b) Look at the job advertisements, choose the position you would like to apply for and write a résumé.

Unit 2

Food technology



“We are already producing enough food to feed the world. We already have technology in place that allows us to produce more than we can find a market for.”
(Jeremy Rifkin, an economist)



Active vocabulary

Occupations

analytical chemist – хімік-аналітик

compliance coordinator – координатор з питань дотримання та виконання правових норм

dietitian – дієтолог

environmental health practitioner – спеціаліст-практик з питань санітарного стану навколишнього середовища

food scientist – спеціаліст з харчових технологій, науковий співробітник з харчових технологій

microbiologist – мікробіолог

process technologist – інженер технологічного процесу

product development manager – керівник з розробки та удосконалення продукції (процесу покращення характеристик існуючих видів продукції та розробки нових її видів)

production manager – керівник виробництва, головний технолог

quality assurance manager – керівник із забезпечення якості продукції

quality manager – начальник служби технічного контролю

research and development manager (R & D manager) – керівник проектно-конструкторського відділу

research scientist – науковий співробітник

technical director – головний інженер, технічний директор

Skills and abilities

critical thinking – критичне мислення

human relation skill – уміння будувати людські взаємовідносини

inductive reasoning – індуктивний висновок, індуктивний умовивід

information ordering – систематизація інформації, класифікація інформації

monitoring – моніторинг, контроль, спостереження

time management skill – уміння керувати часом

Food technology areas

activity – діяльність

apply – застосовувати, звертатися (за довідкою, дозволом)

brief – інструкція, завдання

carry out – виконувати, проводити (бесіду, заняття)

check – контролювати, перевіряти

customer – замовник, покупець, клієнт

decaffeination – декофеювання, видалення кофеїну

design – складати план, проектувати; проект, план, дизайн

food inspection – санітарна експертиза харчових продуктів

food process engineering – технологія виробництва харчових продуктів

food safety – безпечність продуктів харчування

food science – наука (теоретичні знання) про продукти харчування

food spoilage – псування продуктів харчування

food technology – харчова технологія

hygiene – гігієна

improve – удосконалювати(ся), покращувати

keeping property – характеристика зберігання, здатність зберігання (матеріалу, товару, особливо стосовно харчових продуктів)

label – ярлик, етикетка; наліплювати ярлик, відносити до якоїсь категорії

manufacture – виробництво; виробляти

modify – видозмінювати

nutrition – харчування, їжа

package – пакувати, оформляти; пакет, згорток, пакування, пакувальна тара

preservation – зберігання (продуктів), консервування

procedure – процедура, спосіб дії, технологічний процес

process – процес, технологічний процес; піддавати технологічному процесу, обробляти

process optimization – оптимізація виробничого процесу

processing – переробка продуктів

procurement – придбання, закупівля (товарів)

product costing – калькуляція собівартості продукції

quality – якість

sensory testing – сенсорна проба, сенсорний аналіз

specifications – специфікації, технічні умови, інструкція з використання, технічна характеристика

support – підтримувати, допомагати; підтримка

Vocabulary practice

1. Study the words given bellow and divide them into three categories: occupations in food technology, food technology areas, technological processes.

Analytical chemist, microbiologist, compliance coordinator, decaffeination, dietitian, preservation, process engineer, design engineer, technician, environmental health practitioner, quality manager, food inspection, food safety, food science, food scientist, hygiene, nutritional analysis, technologist, labelling, monitoring, nutrition, packaging, pasteurization, processing, analysing the design brief, testing food products, food preparation, cooking, product development manager, writing a specification, production manager, quality assurance manager, research and development manager, research scientist, sensory testing, technical director.

2. Match skills and abilities of food technologists in the box with their definitions below.

| | |
|--------------------------------|-------------------------|
| Quality control analysis skill | Active learning skill |
| Monitoring | PC skill |
| Active listening skill | Writing skill |
| Human relation skill | Critical thinking skill |
| Information ordering ability | Time- management skill |

1. Assessing performance of yourself, other individuals or organizations to make improvements or take corrective actions.
2. Communicating effectively in a written form as appropriate for the needs of the audience.
3. The ability to understand other people.
4. Conducting tests and inspections of products, services or processes to evaluate quality or performance.
5. The ability to arrange things or actions in a certain order or pattern them according to a specific rule or set of rules.
6. Giving full attention to what other people are saying, taking time to understand their points, asking questions as appropriate.
7. The ability to work with a computer.
8. Understanding the implications of new information for both current and future problem-solving and decision-making.

9. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
10. Managing one's own time and the time of others.

3. Match the words with similar meanings.

- | | |
|-----------------------------|---------------|
| 1. Dehydration, <i>n</i> | a) occupation |
| 2. Preservation, <i>n</i> | b) to include |
| 3. Brief, <i>n</i> | c) skill |
| 4. Inspection, <i>n</i> | d) discipline |
| 5. Characteristic, <i>n</i> | e) drying |
| 6. Profession, <i>n</i> | f) property |
| 7. To involve, <i>v</i> | g) monitoring |
| 8. Ability, <i>n</i> | h) storage |
| 9. Subject, <i>n</i> | i) direction |
| 10. To make, <i>v</i> | j) up-to-date |
| 11. Modern, <i>adj</i> | k) to create |

4. Read the text about the difference between food science and food technology. Fill in the gaps with the correct word from the box.

Preventing, properties, substances, conditions, nature, science, treatment, processing, requirements, composition, knowledge

What precisely do we mean by “food science” and “food technology”? A definition of any technology must involve two essential elements, namely: the ... or sciences applied, and the practical objectives that they are applied to. Food science is a coherent and systematic body of ... and understanding of the nature and composition of food materials, and their ... under the various conditions to which they may be subject. Food technology is the application of food science to the ... of food materials so as to convert them into food products, and so packaged and distributed, as to meet the ... of the consumer and safe practice.

Food technology implies the causing of food materials to undergo desirable changes of ... or form, while inhibiting and if possible ... undesirable changes of nature or form. The application of food science involves knowledge and understanding of the chemical ... of food materials; their physical, biological and biochemical ... and behaviour; human nutritional requirements; any pharmacological and toxicological considerations; the reactions of food materials with atmospheric oxygen and ... which they may come in contact with during handling, ... and packaging.

Reading

5. a) Discuss the following questions in a group.

1. What are the tasks of food technology nowadays?
2. What areas does food technology involve?
3. What knowledge should food technologists have?
4. What skills and abilities are necessary for food technologists?
5. What technological professions do you know?

b) Read the text and check your answers.

Food technology

Food technology or **food tech** for short is the application of food science to the selection, preservation, processing, packaging, distribution and use of safe, nutritious and wholesome food. Axiomatically, food technology is science-based. Research in the field now known as food technology has been conducted for decades. Nicolas Appert's development of the canning process in 1810 was a decisive event. Louis Pasteur's research on the spoilage of wine and his description of how to avoid spoilage in 1864 was an early attempt to put food technology on a scientific basis. Besides, he developed pasteurization – the process of heating milk and milk products to destroy food spoilage and disease-producing organisms. By 1940's, the original departments that had taught the subject under different names had been retitled "food science", "food science and technology" or a similar variant. Several companies in the food industry have played a role in the development of food technology. Some of these developments are the following: freeze-drying, high-temperature short time processing, decaffeination of coffee and tea, process optimization. Nowadays keeping up-to-date in our technological age is more important than ever. In the highly industrialized countries, the affluent society has resulted in an emphasis on new products, on products with improved quality and improved keeping properties, and on greater consumer convenience.

Like medicine and other science disciplines, food science and technology is a profession. Food technologists develop the manufacturing processes and recipes of food and drink products. They are involved in conducting experiments and producing sample products, as well as designing the processes and machinery for making products with a consistent flavour, colour and texture in large quantities. **The occupations in food technology** include food scientists, quality assurance managers (QA managers), product development managers, research and development managers (R & D managers), research scientists, product development scientists,

technical directors, compliance coordinators, analytical chemists, dietitians, environmental health practitioners, microbiologists, process engineers, project managers, research technicians, production managers, quality managers.

Technical occupations require a wide range of complex skills based on a recognised body of learning. The aim of studying food technology is to develop these skills and gain knowledge to design and make high quality products. Future food technologists should understand the physical, nutritional, biological and sensory properties of foods to design and make food products.

Thus, food technologists should have good **knowledge** of Production and Processing, Hygiene, Food Science, the English Language, Mathematics, Chemistry, Microbiology, Engineering, Customer and Personal Service. As for **skills and abilities**, food technologists are required to have communication skills (active listening, reading comprehension, writing), time management, PC, and human relation skills, inductive reasoning, problem sensitivity, category flexibility, information ordering, active learning, monitoring and critical thinking abilities.

Studying Food Technology involves the following **areas**:

- learning about food ingredients and their use in food products;
- nutrition and nutritional analysis;
- analyzing and following the design brief;
- food science;
- understanding the process of food product development;
- hygiene and safety;
- quality and how it can be measured;
- sensory testing;
- writing a specification and testing against it;
- learning about industrial food production on a large scale;
- developing skills in food preparation and cooking;
- evaluating and testing food products;
- learning about food packaging and labelling;
- using information technology (IT) to support product design.

Typical **work activities** of food technologists include:

- modifying existing products and processes and developing new ones;
- checking and improving quality control procedures at the factories;
- researching current consumer markets and latest technologies to develop new product concepts;

- selecting raw materials and other ingredients from suppliers;
- addressing issues of safety and quality;
- preparing product costing based on raw materials and manufacturing costs to ensure profitable products;
- carrying out process support and development;
- cooperating with technical and commercial colleagues in procurement, sales and technical services;
- communicating with official food inspection and hygiene agencies.

Of course, finding a job in the field of food technology today is difficult and time-consuming. Most companies want graduates to have not only a good academic background and enthusiasm, but also a portfolio of skills and abilities that can be applied to any situation. Thus, it is necessary to start preparation for a job in the field of food technology by gaining new knowledge, mastering skills and getting experience while studying at university.

6. Agree or disagree with the following statements on the text.

1. Food technology is a science-based field.
2. Nicolas Appert contributed to the development of food technology by introducing the canning process.
3. Louis Pasteur contributed to the development of food technology by introducing chemical processing.
4. Today food technology emphasises development of new products, products with improved quality and improved keeping properties, and greater consumer convenience.
5. Food technology is not a profession.
6. Food technologists should understand the physical, nutritional, biological and sensory properties of foods.
7. Food technology does not deal with hygiene and safety.
8. Food-manufacturing companies require their applicants to have only good education and enthusiasm.
9. Finding a job in food technology is easy nowadays.

7. Tick the activities that food technologists are engaged in.

Cook, modify existing products, develop new products, sell foodstuffs, teach students, give credits, test food products, grow fruit and vegetables, provide transport services, draw pictures, package and label foods, improve quality control procedures, research current consumer markets, make the nutritional analysis, select raw materials from suppliers, deal with issues of safety and quality, write a

specification and test against it, carry out process support and development, construct and build houses, make financial reports, do office work, deliver food produce to customers.

Speaking

8. Discuss the following questions in a group.

1. Did you work in the field of food technology before entering the university? What area did you work? What were your responsibilities?
2. What do you think about food technology in Ukraine?
3. What area of food technology would you like to work after graduation from the university?
4. What job would you like to have?
5. What knowledge, skills and abilities necessary for food technologists do you have?
6. How can you develop knowledge, skills and abilities necessary for performing your future work activities?

9. Study the list of characteristics and choose the five ones that are the most important for the occupations in the box. Use the example:

Technical directors should be logical, creative, intelligent, determine and precise.

| |
|---|
| Technical directors, analytical chemists, dietitians, microbiologists, project managers, quality assurance managers, product development managers, research scientists, environmental health practitioners, production managers |
|---|

Hard-working, sociable, experienced, responsible, honest, careful, polite, well-organized, optimistic, intelligent, supportive, logical, creative, determined, precise, active, energetic, confident, persistent, self-starting, practical, productive, rational, enthusiastic, independent, self-controlled, sensitive, tolerant, trustworthy, intuitive, coordinated, tidy, critical, optimistic, helpful, methodical, systematic, organized, computer-literate.

10. Read the information about three types of skills. Choose the skills that are the most important for working in the field of food technology. Reason your choice.

According to the Bible of career counseling, skills break down into three categories. They are the following:

Skills with people that include taking instructions, serving, communicating, persuading, performing, managing, supervising, negotiating, deciding, leading, advising, consulting, training.

Skills with information or data that involve observing, comparing, copying, storing, computing, researching, analyzing, evaluating, planning, developing, advising, consulting, achieving.

Skills with things (physical objects, instruments, tools, machinery, equipment, vehicles, materials and desk-top items such as pencils, paper clips, telephones, stamps) that include handling an object, being athletic, working with the Earth or nature, using tools, operating equipment, operating vehicles, setting up, repairing.

11. Read the characteristics of food technologists. Complete this list with 5-7 ideas of your own.

- Food technologists enjoy food and food preparation.
- They are interested in health and wellbeing.
- They have good communication skills.
- They are proficient in their field.

Grammar: The article. The plural form of the noun. Continuous tenses. Present continuous and present indefinite

12. a) Insert articles where necessary.

1. – What does she do? – She is ... engineer. 2. I must go to ... plant to see ... production manager. 3. ... first month I worked at the plant was very difficult for me. 4. I usually have only ... cup of ... coffee in ... morning. 5. I like ... fellows I study with. 6. After graduating from ... university she will work as ... food technologist. 7. She often has ... dinner in ... restaurant. 8. This man is ... engineer I told you about. 9. Open your books on ... page 87 and read ... text about ... food. 10. Do you like ... bananas? 11. Have you got ... computer. 12. What ... department do you study at? 13. Let's go ... home. We have nothing to do here. 14. I like ... tea but I do not like ... coffee. 15. In ... food manufacturing, ... work may involve carrying out ... process support and ... development, ... new product development, and ... quality control. 16. He watches ... television and plays tennis ... at ... weekends.

b) Insert articles where necessary. Pay attention to the use of articles with proper names.

1. Last year he had a business trip to ... United States, ... Philippines and ... India. 2. ... Mediterranean Sea is very warm. 3. They usually spend their holidays in ... Carpathian Mountains or at

... Black Sea. 4. ... Poltava University of Economics and Trade is in ... Koval Street. 5. He likes to stay at ... Hilton Hotel when he is on a business trip. 6. ... Swiss are famous for their cheese. 7. I read ... Daily Telegraph but my brother reads ... Times. 7. We flew from... London to ... Orly Airport in ... Paris. 8. We visited ... Tower of London last year. 9. ... Asia is the largest continent. 10. ... Danube flows through ... Vienna, ... Budapest and ... Belgrade.

13. Make the plural forms of the following nouns if possible.

Child, window, technology, country, door, brother, man, foot, mouse, news, milk, food, information, woman, meal, box, goose, duck, money, body, wife, knife, spoon, ingredient, engineer, newspaper, mother-in-law, family, job, equipment, development, potato, tomato, lemon, shop, tooth, shelf, type, rose, watch.

14. a) Complete the sentences changing the infinitives in brackets into the present, past or future continuous.

1. The number of people without jobs ... (to increase) at the moment. 2. These days food ... (to become) more and more expensive. 3. John went to work in Spain last year. When he arrived in Spain his language wasn't very good but now it ... (to improve). 4. Health technologists ... (to make) body fluid analysis in the laboratory when the director came in. 5. Next year they will be engineering and technology graduates. They ... (to search) for career opportunities. 6. This month the company ... (to arrange) trainings in advertising and food safety for new entrants. 7. He ... (to take) short courses in food hygiene and meat safety. 8. – Where is the production manager? – She ... (to discuss) raw materials and other ingredients with suppliers. 9. They ... (to check) the quality of cucumbers purchased for canning when the students arrived. 10. This accountant ... (to prepare) product costing based on raw materials and manufacturing costs all day long tomorrow.

b) Make the completed sentences negative and interrogative (general question).

15. Read about regular activities of the people. Write what they are doing now. Use the example:

Research scientists study the chemical changes that take place in stored or processed foods. They (to examine quality of canned cucumbers) now.

They are examining quality of canned cucumbers now.

1. The food scientists of the Institute of Food Technology try to find ways to process food so that fewer nutrients are lost. At present, they (to investigate the effects of food additives on processed foods). 2. His farm grows potatoes, tomatoes and grains. This year, it (to grow beet, corn and potatoes). 3. Food scientists look for new sources of nutrients in food. At present, they (to try to find new sources of protein). 4. The food scientists of our meat-processing plant pay attention to the flavour, appearance, and texture of processed foods. Now, they (to develop new flavours of processed meat). 5. Many food scientists of the Food Technology Research Institute work in quality control at food processing plants. At present, some of them (to work at the meat-processing plant). 6. He works in the area of food quality control. Now, he (to inspect apples to make sure they are fresh). 7. She is responsible for carrying out technological operations in accordance with government regulations. 8. At the moment, she (to prepare some documents for the government bodies). 8. My friend works as a production engineer. Now, he (to make up the production schedule). 9. This technologist supervises processing fruit at our plant. Now, he (to have a meeting with workers). 10. Some technologists teach in colleges or work for the government as food graders and inspectors. My father is an instructor in the college. He (to teach Microbiology) now.

16. Put the verbs in brackets into the correct form of the present continuous or present indefinite.

1. Food technologists (to modify) existing products and processes and (to develop) new ones. 2. This group of technologists (to try) to improve quality control procedures at their factory, from the raw material stage through to the finished product. 3. The work of food technologists (to include) researching current consumer markets and latest technologies to develop new product concepts. 4. Environmental health practitioners (to address) the issues of safety and health. 5. We usually (to produce) canned tomatoes but this year we (not to produce) any. 6. He is a dietician but he is (not to work) at the moment. 7. Our technical director is on a business trip in London now. He (to buy) new equipment for our plant. 8. How many languages (Tom to speak)? 9. This machine (not to work). Something went wrong with it last week. 10. – What (he to do)? – He (to examine) the new equipment.

Listening

17. a) Match the words in the box with the definitions below.

| |
|--|
| Training, employee, course, postgraduate, graduate, degree, entrant |
|--|

1. A person who is hired to work for another person or for a business, firm in return for payment.
2. A person who has been awarded a first degree from the university or college.
3. A student who has obtained a degree from a university, and is pursuing studies for a more advanced qualification.
4. A new member of a group or an organization.
5. A prescribed number of lessons and lectures in an educational curriculum.
6. The process of bringing a person to an agreed standard of proficiency by practice and instruction.
7. An academic award conferred by a university or college on successful completion of a course or as an honorary distinction.

b) Listen to the interview with Melissa Goodman and fill in the table.

| | |
|----------------------------|-----------------|
| Name | Melissa Goodman |
| University degree (area) | |
| Position | |
| Company | King's Lynn |
| Responsibilities | |
| Skills | |
| Reasons for career success | |
| Future plans | |

18. a) Study the words and divide them into two categories:

- **responsibilities in food technology;**
- **skills in food technology.**

Supervising the production process, quality analysis, openness to new ideas, production of high-quality products, testing new products, food safety, listening abilities, communication skills, checking quality of raw ingredients, delegating skills, time-management skills, monitoring and improving processing techniques, attention to detail, analytical thinking, technical support, computer competence, critical thinking, product technology, foreign languages, sales, advertizing.

b) Listen to the text about training programmes for employees in the UK. Study the list of courses and tick the ones companies offer for their graduates and postgraduates in Food Technology.

Food Hygiene, Biology, Food Safety, Chemistry, Advanced Baking, Microbiology, Physics, Science and Technology, Sales and Marketing, Mathematics, Advanced Food Manufacture, Food Production Management, Foreign Languages, Nutrition and Food Management, Human Resource Management, Food Quality Management, Food Safety Management, Agriculture, Food Biotechnology, Business Writing, Food Science, Food Technology, Healthy Food, Economics.

Study skills: Job interviewing

A job interview is your chance to show an employer what kind of employee you will be if he or she hires you. That is why it is essential to be well prepared for the job interview – to know about the industry, the employer and yourself. It means paying attention to such details as personal appearance, punctuality and demeanor. These are the most important things you should do to prepare for an interview:

1. Research the employer before a job interview Gather as much information about the employer as you can. Not only will you appear informed and intelligent, it will also help you make a decision if the employer eventually makes a job offer.

2. Learn about yourself before a job interview. To prepare for answering questions about yourself, list your attributes and try to find some faults. By studying your faults, you will be able to choose one that is somewhat innocuous or could be turned around into a positive.

3. Prepare interview questions of your own to ask. As the interview comes to a close, one of the final questions you may be asked is "What questions do you have?"

4. Practice, practice, and then practice some more. Before you go out on interviews, rehearse, not exactly what you will say, but how you will say it. The more you repeat a scenario, the more comfortable you will begin to feel with it.

5. Post-interview follow-up. Within 24 hours after a job interview, send a thank-you-note to an employer. It is a nice gesture and a simple matter of politeness.

19. Role-play the interview between the personnel manager from Nestle Company Tom Nickson and Elsa (Caroline or Imogene) who is applying for the position of a technical director. Use helpful language.

Helpful language

Job interview questions about you

What is your greatest weakness?/What is your greatest strength?

How do you handle stress and pressure?

What decisions do you find the most difficult to make?

Tell me about yourself.

Would you be willing to relocate/to travel?

If you know your boss is 100% wrong, how would you handle it?

What is a very good part of you?

Do you prefer to work independently or on a team?

Could you give an example of the good decision you have made?

Job interview questions about the past

Why did you choose ... as your lifework?

How well your performance in the classroom prepared you for this job?

What is your background?

What have you done that shows your leadership potential?

What were your responsibilities in the previous job/at university?

What did you like or dislike about your previous job/your study?

What was your biggest accomplishment/failure in this position/at university?

How have your education and work experience prepared you for this work?

Job interview questions about the new job and the company

What can you do for this company?/What can you contribute to this company?

Why do you want to work here?/Why do you want this job?

What challenges are you looking for in the position?

What do you know about this company?

Interview questions about the future

What are your goals for the next five or ten years? How do you plan to achieve those goals?

What are you looking for in your next job?

What is important to you?

Candidate's interview questions to ask

How would you describe the responsibilities of the position?

How would you describe a typical week/day in this position?

How much travel is expected? Is relocation a possibility?

What are the prospects for growth and advancement?
Would you like a list of references?
How soon would you like me to start?

20. Imagine you have just graduated from the university. You are applying for a job of an agent or distributor (see the advertisement). Now you are having a job interview with the employer. Role-play the interview.

BACARDI BREEZER

We are experts in fruit and fruit juice products and our fruit-ingredients meet the requirements of many customers in Europe.
To introduce a new product line and modern technologies,
we are looking for

AGENT or DISTRIBUTOR for Ukraine

If you are interested in a long lasting honest relationship, have knowledge of food processing technologies and a good command of English,
please send us your résumé.

Bacardi Breezer GmbH
30 West Street, Staffordshire ST13 6DB UK
brown@bbreezer.com.

Writing: Thank you letter

Writing a thank you letter or thank you email after an employment interview is a must. It is a courteous thing to do, whether or not you are interested in the job. The letter singles you out from the competition and shows your interest in the job.

Thank you letters can be handwritten, typed or sent via email. Such letters are usually short. Each thank you letter should include a thank you for the interview, your interest in the jobs, your qualifications and skills, and a final thank you – perhaps a hopeful look for the next step in the negotiations.

21. Read the thank you letter and answer the questions.

1. Who is applying for a job?
2. What job is the author applying for?
3. What does the applicant say that shows this position fits his experience?
4. How does the applicant show that the position/company is attractive to him?

5. How does the applicant express a hopeful look for the next step in the negotiations?
6. What words does the author use to tell *thank you*?

Nick Teller
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Toronto, Ontario, M5R 3Y3
Tel; (7832) 67-87-87
Email: nick.t@yahoo.com
22 June, 2009

Ms. Creamy
Personnel Manager
Food Mix Company
673 Green Street
Toronto, Ontario, K8T 8J8

Dear Ms. Creamy,

I appreciate the time you took out of your busy schedule to talk to me about the production manager position with Food Mix Company.

After speaking with you, I have found Food Mix Company to be a dynamic and exhilarating place to work, and because of my related experience, this environment and position are a great fit. In addition to my enthusiasm for performing well, I would bring the necessary technical and analytical skills to get the job done.

I am very interested in working for you and look forward to hearing from you once the final decisions are made regarding this position. Please feel free to contact me at anytime if further information is needed. My cell phone number is 8 067 176-78-11.

Thank you again for your time and consideration.

Yours sincerely
Nick Teller
Nick Teller

22. Write a thank you letter after a job interview.

Progress check 1

1. Name five characteristics and skills that are the most important for specialists working in food industry.

2. Match the adjectives on the left with their antonyms on the right.

- | | |
|----------------|---------------|
| 1. Pessimistic | a) unsure |
| 2. Patient | b) lazy |
| 3. Industrious | c) optimistic |
| 4. Kind | d) angry |
| 5. Determined | e) impatient |

3. Match occupations in food technology with the areas of work.

- | | |
|---------------------------------|--|
| 1. Dietitian | a) quality and how it can be measured |
| 2. Quality assurance manager | b) food preparation and cooking |
| 3. Cook | c) food science |
| 4. Research scientist | d) nutrition and nutritional analysis |
| 5. Product development managers | e) the process of food product development |

4. Choose the right form of the verb *to be* or *to have* in the indefinite tenses.

1. He ... 20 years old.
a) has; b) had; c) is; d) are
2. Where ... you from?
a) are; b) is; c) was; d) have
3. He ... be a food technology specialist in 5 years.
a) am; b) was; c) is; d) will be
4. He ... good technical skills.
a) has; b) will be; c) have; d) are
5. ... you at home yesterday?
a) was; b) were; c) had; d) is

5. Put the verb in brackets into the correct form of the present, past or future indefinite.

1. He (to buy) a car last month.
1. Ann (to speak) English fluently.
2. We (to enter) the university next year.
3. Did he (to go) to the cinema yesterday?
4. Where does she (to work)?

6. Put the words into the correct order to make different types of questions.

1. Live, in, sister, does, your, Poltava?
2. Do, where, study, you?
3. He, brother, or, is, your, friend?
4. Work, she, a, big, did, for, company?
5. Interested, who, was, in, job, this?

7. Give the plural forms of the following nouns.

A child, a box, a company, a woman, a wife, a knife, a foot, a goose, a table, an orange, a cherry, a man, a university, a case, a piano.

8. Put the verb into the correct form of the present continuous or the present indefinite.

1. – Can you cook?
– No, but I (to learn). My mother (to teach) me.
2. I (not to like) to be late.
3. I (to work) with a computer two hours a day.
4. Ron is in London at the Hilton Hotel. He usually (to stay) at the Hilton Hotel when he is in London.
5. Hurry! The bus (to come). I (not to want) to miss it.

9. a) Read the text.

Yourself and the “MARKET”

To introduce a product, you study it to find its superior qualities and uses. Next, you study your market to find who your prospective buyers are, where they live, what their buying habits are, what appeals will be the strongest.

You follow the same process in finding a job. You study yourself to discover your personal qualities. You get ready to put into persuasive words a description of your training, your skills, your knowledge and your abilities. You study the services you can offer in order to be able to present them effectively.

Next, you search out prospective employers who might have a need for the kind of abilities you can offer. You find out where these employers work, when they do their interviewing, what opportunities are open, what qualifications are needed for handling these jobs. Then, you put yourself on the examining stand and decide whether the qualifications you have are those the employer wants. Next, you proceed to the third final step – the application itself. You

reach this step only if you completed the study of yourself and the job shows that your qualifications fit.

Thus, you complete the preparatory study that gives your application the advantage over aggressive competition. For competition you will have! To win it, you must make every preparatory step count.

b) Agree or disagree with the statements on the text.

1. You should study the market and yourself to find a good job.
2. You should study yourself to discover your personal qualities.
3. To study yourself means to study your appearance.
4. To study prospective employers, you should get all available information about them.
5. You can write the application only if you completed the study of yourself and the job.

10. Fill in the personal information sheet.

Personal information sheet

Name _____

Permanent address _____

Tel. №: _____

Nationality _____

Date of birth _____

Place of birth _____

Sex: Male _____ Female _____

Marital status: Married _____ Single _____

Education _____

Place of study _____

Speciality _____

Skills _____

Hobbies _____

Occupation _____

Place of employment _____

Unit 3 Food and meals in Ukraine



“Eat breakfast like
a king, lunch like
a prince, and
dinner like a
pauper.”
(Adelle Davis)



Active vocabulary

Meals

appetizer (starter) – закуска (їжа, що подається перед гарячими стравами)
at the place of employment – на робочому місці
chef – шеф-кухар, головний кухар
cuisine – кухня, стіл (харчування, кулінарне мистецтво)
delicious (tasty) – смачний, приємний
dessert – десерт
dish – блюдо, тарілка, миска, страва
have a bite – перехопити, під'їдати
hospitable – гостинний
intake – прийом (їжі)
lay the table – накривати на стіл
menu – меню
nutrition – харчування, їжа
recipe – рецепт
refreshment room – буфет
serve – обслуговувати; подавати (на стіл)
specialty – фірмова страва
the first course – перша страва
the second (main) course – друга (гаряча) страва

Appetizers

aspic – заливне, заливна страва
bacon – копчена свиняча грудинка, бекон
cheese – сир
cold collation — холодна закуска
ham – окіст, шинка
mushroom – гриб
pickles – пікулі, солоні (мариновані) огірки
salad – салат
sausage – ковбаса, сосиска
vegetable – овоч

The first course

borshch – український борщ
broth – м'ясний відвар, юшка, бульйон
cabbage soup – капусняк
chicken soup – курячий суп
clear soup – бульйон
fish soup – уха, рибний суп
soup – суп

The main course

buckwheat – гречка
chicken – курча
cutlet – відбивна котлета
egg – яйце
fricasee – фрикасе (тушковане м'ясо (курча або телятина) та овочі, що подаються з густим соусом); готувати фрикасе
fried potatoes – смажена картопля
game – дичина
mashed potatoes – товчена картопля, картопляне пюре
meat – м'ясо
meat dumplings – пельмені
noodles – локшина
oil – олія
omelette – яєчня, омлет
pancake – оладок, млинець
pasta – паста, блюдо з макаронів
porridge – вівсяна каша, вівсянка
pot roast – тушковане м'ясо (яловичина)
rice – рис
roast beef – ростбіф (підсмажений шматок яловичини, вирізаний із хребтової частини туші)
salt – сіль
sauce – соус, приправа
scrambled eggs – яєчня-бовтанка, омлет
seasoning – приправа

Desserts

biscuit – сухе печиво
butter – масло
cake – кекс, торт, тістечко
chocolate – шоколад
confectionary – солодощі, кондитерські вироби
custard – солодкий заварний крем (із яєць та молока)
fruit – фрукт
pastry – кондитерські вироби (печиво, тістечка тощо)
pie – пиріг, пиріжок
sugar – цукор

tart – пиріг (з фруктами, ягодами), домашній торт, фруктове тістечко

Drinks

beer – пиво

beverage – напій

champagne – шампанське

fizzy drink — газований напій

juice – сік

milk – молоко

soft drink — безалкогольний напій

stewed fruit – компот

still drink — негазований напій

strong drink – алкогольний напій

wine – вино

Tableware

bowl – келих, чаша

frying pan – пательня, сковорода

napkin – серветка, салфетка

pan – сковорода, каструля

saucepan – каструля

saucer – блюдце

serviette – серветка

table-cloth – скатертина

table-mat – серветка

tumbler – бокал (без ніжки), висока склянка

Vocabulary practice

1. a) Memorise the words and divide them into four categories: dishes, drinks, ways of processing food, kitchen utensils.

Fork, macaroni, mashed potatoes, tea, lemonade, cut, roast, noodles, coffee, omelet, pastry, slice, bake, pickles, pie, spoon, knife, ham, stewed fruit, pancake, tumbler, tart, porridge, saucepan, roast beef, scrambled eggs, glass, water, bowl, saucer, biscuit, broth, fish soup, boil, fry, kholodets, okroshka, juice, yogurt, deruny, fried potatoes, cocoa, salad, borsch, mash, steam, plate, varenyky, halushky, sugar-bowl, pan, kvass, frying-pan, cake, chop, baked fish, meat dumplings, mix.

b) Do you always eat the following food in your country? If so, do you eat it in the same way? Use the example:

In Ukraine, we often eat fish, but not usually raw fish.

Raw fish, fried eggs, baked potatoes, raw spinach, fried bread, grilled cheese, fried rice, grilled sausages, roast beef, roast

peppers, boiled eggs, boiled fruits, baked bananas, roast herring, fresh salo.

2. a) Read and translate the dialogue. Find all names of foodstuffs and measures or containers for them.

A few errands

Felix: – I'm just going down to the shop to buy some cigarettes, Gertie. Do you want anything while I am there?

Gertie: – Yes, what a good idea! There are a lot of things I need, as a matter of fact. Let me see... We haven't got many eggs left, sobring a dozen large ones. And there isn't much cooking-fat in the jar, so bring a pound of lard. And...

Felix: – Hold on! If you want me to get a lot of things, write them down on a piece of paper, or I'll forget something.

Gertie: – All right. But wait a minute, while I look in the other cupboard to see what we need.

Felix: – Hurry up, then! I want to call in for a chat with Gerry on the way back.

Gertie: – We've got plenty of cocoa, but we've nearly run out of coffee and there isn't a great deal of tea left; bring a large tin of instant coffee and a quarter pound of tea. Oh! In addition, I want some ham.

Felix: – How much?

Gertie: – Half a pound will do. We are short of vegetables and fruit, too; bring some beans, and a tin of peas and peaches...

Felix: – I only wanted to go out for a stroll and a chat. I'll need a lorry to bring all that home.

b) Match left and right to form word-combinations. Give their Ukrainian equivalents.

| | |
|--------------|-----------|
| A jar of | meat |
| A tin of | butter |
| A pound of | apricots |
| A bottle of | jam |
| A joint of | lemonade |
| A bar of | biscuits |
| A packet of | tea |
| A quarter of | chocolate |

3. Look at the following groups of words. Which of the words in each group cannot go with the noun at the beginning of the group.

Food: disgusting, tasteless, fresh, tasty, old, thirsty, wild, vegetarian, home-grown, healthy, delicious, fast, hungry, steamed,

sliced, boiled, interested.

Fish salad: fresh, delicious, tasteless, eatable, hot, cold, young, creamy, expensive, energetic, healthy, noisy, traditional, favourite, well-known, busy, sliced, fantastic.

Potatoes: sweet, new, tasty, dirty, chopped, canned, practical, mashed, boiled, cheap, helpful, packed, stored, fried, cold, big, cooked, sunny, lazy, organic.

Juice: apple, tasty, small, sweet, delicious, frozen, plastic, favourite, well-known, fantastic, home-made, multi-fruit, expensive, light, baked, chopped, fresh.

4. Match the names of Ukrainian national dishes with their description.

| |
|--|
| Borshch, kutia, pechenya, ukha, kotlety, uzvar, varenyky, pampushky, kholodets, paska, holubtsi, korovai |
|--|

1. Beet soup often made with meat. 2. Fish soup typically with carp. 3. Easter bread. 4. Braided bread used in wedding celebrations. 5. Boiled dumplings stuffed with fruit, potatoes, cheese and cabbage. 6. Cabbage rolls stuffed with millet or minced meat with rice. 7. Fish or meat fritters. 8. Christmas dessert with honey, nuts, poppy seeds and wheat. 9. Fried dough, similar to doughnuts. 10. Roast pork, lamb, beef or veal. 11. Dried fruit drink. 12. A savoury jelly based on meat or fish stock.

Reading

5. a) Discuss the following questions in a group.

1. What is the difference between food and meal?
2. How many meals do Ukrainians have a day? What are they?
3. What national Ukrainian dishes do you know?
4. How do we lay the table for meals?
5. What table manners do you observe while eating?

b) Read the text and check your answers.

Food and meals in Ukraine

Food is any substance that can be taken into the body by a living organism and changed into energy and body tissue. Although sometimes the purpose of food intake is only to satisfy hunger, the role of food goes much further than meeting physical needs. Food structures our schedules, provides social activity, defines relationships, and represents ethnic identities.

The food served and eaten in one sitting is a meal. The usual meals of Ukrainian people are breakfast, lunch and supper. Breakfast is the first meal of the day, and we generally have it at about 8

o'clock in the morning. Lunch is the chief and the most substantial meal of the day. It is not served at a definite time in our country. As a rule, a businessperson finds it impossible to come home for lunch and so he goes to a canteen or a refreshment room or has a bite at his/her place of employment. Supper is usually a simpler meal served at 7 o'clock in the evening.

The Ukrainian breakfast usually consists of a cup of tea, coffee or milk, some sandwiches, boiled or fried eggs. For a change, Ukrainians can have cold ham or porridge with milk or cream and sugar. Lunch is the principal meal of the day in Ukraine. As a rule, a cold dish or an appetizer opens the lunch. It may include vegetable salad, pickles, herring, sliced smoked salmon. For the first course, Ukrainians can have chicken broth, noodle, vegetable soup, cabbage soup, pea soup or Ukrainian borsch. For the second course, they may enjoy eating mashed or fried potatoes with roast chicken or meat; for a change, you may have buckwheat porridge or macaroni with chops or cutlets followed by dessert. The dessert is a course of pastry, cakes, pies, biscuits and various homemade tarts, for example, apple-tarts, plum-tarts, jam-tarts, "kyssil" (made from cranberries and other berries with potato starch) or stewed fruit. In the evening, Ukrainians often have an omelette or sausage, sometimes bacon and eggs and sometimes just bread and cheese, a cup of cocoa or tea with a slice of lemon, jam or homemade pastry and fruit.

The Ukrainian national food got a merited renown almost in all places of the world. Popular ingredients in the Ukrainian cuisine are meat, mushrooms, vegetables, berries, fruit and herbs. Different floury dishes (pampushky, halushky, varenyky, korzhi and others), meat dishes (Ukrainian sausages, cold collations, game, birds, holubtsi), milk dishes (ryazhenka and syrnyky), various drinks of fruit and honey are very popular. However, the most favourite dish all over the world is famous Ukrainian borshch. Each region of Ukraine has its own borshch recipe. The most popular are Kyiv, Lviv and Poltava borshch. Such soups as kulish, meat soup yushka, fish soup ukha, kholodets (aspic), okroshka are also very delicious. The Ukrainian second course includes meatballs, roast meat, diverse recipes of cutlets, holubtsi, kruchenyky, smazhenyina, pechenya, mazuryky, and many fish dishes. For dessert, Ukrainians prepare a great quantity of pies and slozhenyks.

To serve meals in a proper way it is necessary to lay the table. First we spread the table-cloth and put out table-mats to protect the table from hot dishes. Then we put two plates for each person – a deep plate and a small one for a dish. After that, we have to put a knife with the sharp edge toward the plate, a spoon, a tumbler with the top up, and a butter-plate on the right of each plate; we put a fork with tines up and a napkin on the left. As Ukrainians are extremely hospitable, their meals are served in very generous quantities.

It is very important to observe table manners while eating. Table manners are more than proper eating; they mean being kind and considerate of others. The most common table manners are the following: no elbows on the table, no hands beneath the table (your wrists should always be lightly resting on the table in front of you), no belching, no yelling, no sneezing (if possible), no coughing (if possible), no phone calls, no slouching, no excessive shifting and leg movement, no opened mouth chewing, no reaching over others to grab food (ask for it to be passed), no arguing with others, no speaking with food in your mouth. If someone asks you a question whilst you're eating finish eating, then answer. Also, always keep your knife and fork at the plate's surface when cutting and using your knife to push food onto the fork.

6. Copy out the names of different dishes from the text and divide them into the following categories: starters, the first course, the second course, dessert. Add more dishes to each category.

7. Agree or disagree with the following statements on the text.

1. The only purpose of food is to satisfy hunger.
2. The most substantial meal of the day in Ukraine is breakfast.
3. Businesspeople usually have dinner at home.
4. As a rule, an appetizer opens dinner.
5. For the main course, Ukrainians can have chicken broth, noodle, vegetable soup, cabbage soup, pea soup or Ukrainian borsch.
6. Dinner in Ukraine consists of an appetizer, the first course, the second course and the dessert.
7. Ukrainians try to eat much for supper.
8. Popular ingredients in the Ukrainian cuisine are rice, beef and herbs.
9. The most favourite dish in Ukraine is borsch.
10. Tablemats are put out to decorate the table during a meal.
11. We put a knife and a spoon on the left and a fork on the right of each plate.
12. Table manners are proper eating, being kind and considerate of others.
13. It is a bad manner to speak with food in the mouth.
14. It is better to reach over others to grab food than to ask somebody to pass it.

8. Put the statements concerning the organization of the text in the logical order.

1. Ukrainian national dishes
2. Table manners
3. What is food?
4. Meals in Ukraine
5. Laying the table

Speaking

9. Look at the names of foods and put them in lists under these headings: i) things I eat; ii) things I drink; iii) things I use in cooking.

Apple, ham, butter, beer, bread, banana, cake, pie, cabbage, cheese, chicken, coffee, fat, egg, fruit, juice, meat, milk, oil, orange, vegetable, pasta, potato, rice, salad, tea, tomato, water, wine, borshch, porridge, tart, sugar, salt, soda, fish, lemon, tea, chocolate..

10. a) Read two recipes for vegetable stew and fruitcake. Fill in the gaps with *a few/a little*.

Vegetable stew

1. Put ... butter into a saucepan. 2. Chop up ... onions. 3. Cut up ... potatoes. 4. Pour in ... wine. 5. Slice ... carrots. 6. Add ... salt. 7. Chop up ... mushrooms. 8. Slice ... tomatoes. 9. Add ... pepper. 10. Cook for 3 hours.

Fruitcake

1. Put 3 cups of flour into a mixing bowl. 2. Add ... sugar. 3. Slice ... apples. 4. Cut up ... oranges. 5. Pour in ... honey. 6. Add ... baking soda. 7. Chop up ... nuts. 8. Add ... salt. 9. Mix in ... raisins. 10. Bake for 45 minutes.

b) Share the recipe of the Ukrainian national dish with other students in your group.

11. a) Study the following food idioms and choose the correct answer. Use a dictionary.

- The "cream of the crop" means ...
a) the worst; b) the best;
- If it's "just your cup of tea", it is ...
a) perfect; b) all wrong;
- If you are "as cool as a cucumber", you are ...
a) panicked; b) calm;
- "Use your noodle" means ...
a) act; b) think;
- "In a nutshell" means ...
a) concisely; b) it is finished;
- "In the soup" means ...
a) in serious trouble; b) having a good time;
- "A couch potato" means ...
a) a very lazy person; b) a very active person;
- "Bread and butter" means ...
a) something very pleasant;
b) basic needs of life (food, shelter, clothing);
- If you have "a piece of cake" you have ...
a) a challenging task; b) a task that is easily accomplished;

10. He is "a big cheese" means that he is
 a) an important person, a leader; b) very tall.

b) Make up your own sentences using these idioms.

c) Tell the story from your life using one of the idioms.

12. a) Study the menu card of the restaurant *Khutorok*. Imagine you are at the restaurant *Khutorok*. Make an order for you and your two friends. Use helpful language of the unit.

| Khutorok Restaurant | |
|--|--|
| <p>Appetizers Herring with onion Assorted fish Assorted meat Salted salmon</p> <p>Salads Meat salad Cabbage salad Crab sticks salad Russian salad Salad "Olivier"</p> <p>Main course Pork chops with fried potatoes Duck stuffed with apples and mashed potato Stewed vegetables and beef Roast beef Stroganoff with noodle Carp baked with mushrooms</p> <p>Dessert Ice-cream Fruits Mousse Chocolate Cake "Flowery" Plum-pie</p> | <p>Specialties Ukrainian halushky Halushky with meat Halushky with buckwheat Halushky with potatoes Halushky with plums</p> <p>First course Borsch Cabbage soup Chicken broth Pea soup Onion soup</p> <p>Beverages Mineral water Coca-cola Kvas Tea Coffee Lemonade Juice</p> <p>Strong drinks Wine Vodka Beer Martini Whisky Liqueur</p> |

b) Make up the menu of the restaurant you like going or would like to visit.

Grammar: Structure *There is /There are*. The pronoun.

13. a) Kate is going to celebrate her birthday. Yesterday she went to the supermarket and bought a lot of foodstuffs. Use the structure *There is/There are, There isn't/There aren't* to tell about foodstuffs in her refrigerator using the information from the table. For example:

There is a tin of apples in Kate's refrigerator.

| | | |
|---------------------|--------------------|----------------|
| A tin of peas – yes | Marmalade – no | Oranges – yes |
| Ten eggs – yes | Frozen fish – yes | Bananas – no |
| Cheese – yes | Canned apples – no | Tomatoes – yes |
| Cookies – no | Ham – yes | Cucumbers – no |
| Sausage – yes | Biscuits – no | Milk – no |

b) Ask Kate if there are foodstuffs from the table in exercise 13 a) in her refrigerator. Use the structure *Is there .../Are there ...*. Give short answers. For example:

– *Is there a tin of peas in Kate's refrigerator?* – *Yes, there is.*

c) After Kate's birthday celebration, her refrigerator is empty. Use the structure *There was/There were* to tell about the foodstuffs that Kate had before, using the information from exercise 13 a). For example:

There was a tin of peas in Kate's refrigerator.

14. a) Fill in the gaps with *me, her, him, it, us, you, them*.

1. Who is that waitress? Why are you looking at ... ? 2. – Do you know these waiters? – Yes, we worked with ... two years ago. 3. I am talking to you. Please, listen to 4. I like this cake. I will order 5. Those apples are bad. Do not eat 6. Where is she? I want to talk to 7. We are going to the restaurant. You can come with 8. I congratulate you on your birthday. This cake is for 9. They are in the kitchen. Ask ... about the recipe of this dish. 10. I would like a glass of water. Please, pass ... to

b) Fill in the gaps with *my, our, your, his, her, its, their*.

1. I like ... job. Do you like ... job? 2. ... hobby is cooking. Especially she likes cooking cakes. 3. We are at the restaurant now. ... table is at the window facing the sea. 4. He invited all ... friends to the party. 5. The topic is Ukrainian cuisine and ... history. 6. She likes ... kitchen very much. She spends there most of ... time. 7. I saw them with ... parents. 8. We baked a big cake for ... guests. 9. He is in the restaurant with ... wife. 10. Thank you for ... help. It took us only a

few hours to cook all dishes. 11. We work for a big company. ... company has offices in many cities but ... head office is in London. 12. I am a cook but ...best friend is a doctor.

c) Write questions beginning with *Whose ...?* Answer them using possessive pronouns. For example:

It is our kitchen. – Whose kitchen is it? It is ours.

1. It's her spoon. 2. These are our friends. 3. It is his room. 4. These are their books. 5. It is her glass. 6. It is my fork. 7. This is your tea. 8. These are our kitchen utensils. 9. It is my plate. 10. These are our cakes.

15. a) Look at the names of foods. Are they countable or uncountable? Which names of the foods do you use with the article *a/an* and which do you use with the pronoun *some*?

Apple, ham, butter, beer, bread, banana, cake, pie, cabbage, cheese, chicken, coffee, egg, fruit, juice, meat, milk, oil, orange, vegetable, pasta, potato, rice, salad, tea, tomato, water, wine, borshch, porridge, tart, sugar, salt, soda, fish, lemon, tea, chocolate.

b) Fill in the gaps with pronouns *some* or *any*.

1. We need ... water. 2. We haven't got ... fruit. 3. Have we got ... tea? 4. Would you like ... coffee? 5. There are not ... tomatoes in the fridge. 6. Could you give me ... recipes of Ukrainian dishes? 7. There are ... people at the table. 8. Do you know ... facts about the history of Ukrainian cuisine? 9. There is not ... salt on the table. Will you bring ... ? 10. Could you bring me ... oranges, please? 11. Have you got ... books on Ukrainian cuisine? 12. You shouldn't add ... salt to the porridge. It is delicious. 13. There are ... students in the kitchen.

16. a) Fill in the gaps with *somebody/someone*, *something*, *somewhere* or *anybody/anyone*, *anything*, *anywhere*.

1. Does ... like borshch in Ukraine? 2. Would you like ... to eat? 3. We haven't got ... for dinner. Could you buy me some food? 4. Will you bring me ... to drink? 5. Can you tell me ... about Ukrainian cuisine? 6. Let's go ... to have a bite. 7. There is not ... in the kitchen. 8. Does ... want to try this salad? 9. There isn't any food in the house. We haven't got 10. This restaurant is ... in Bookish lane. 11. Would you like ... to drink? 12. The café was crowded. There was not ... to sit and have a cup of coffee.

b) Write the following sentences with *nobody/no-one, nothing and nowhere.*

1. There is not anybody in the dining room. 2. There is not anything on the table. 3. I haven't got anything to cook for supper. 4. I did not eat anything for dinner. 5. I didn't have anywhere to sit at the restaurant, because it was full. 6. I don't know anything about Chinese cuisine. 7. The waiter did not say anything. 8. There was not anything in the fridge, so I went to the shop. 9. She does not need anything for baking a cake, because she bought all foods yesterday.

c) Answer the questions using *everybody/everyone, everything and everywhere.*

1. Where have you been in our city?
2. Who is hungry?
3. What do you know about Ukrainian cuisine?
4. Who would like some tea?
5. Where would you like to travel?
6. What did you like in this programme?
7. Which of you can cook halushky?

17. a) Fill in the gaps with *a lot, a lot of, many, and much.*

1. Do you drink ... coffee? 2. I like cooking. I have ... recipes. 3. There is not ... milk in the fridge. 4. How ... butter would you like? 5. How ... dishes do you cook for the Holly Eve in Ukraine? 6. There were ... delicious dishes at the party but I did not eat 7. Jane knows ... about ways of cooking. 8. Do you cook ... during weekends? 9. He ate 10. The child drank ... water. 11. There are not ... restaurants in our town. 12. We have got ... potatoes this year. 13. How ... does cheese cost? 14. How ... bottles of wine did you buy? 15. There are ... cafes in our town. 16. I found ... information about table manners.

b) Fill in the gaps with *a few, a little, few, and little.*

1. I drink I do not like it. 2. It's a small restaurant. There are ... tables here. 3. There was ... food in the fridge. It was nearly empty. 4. Last night I went to the restaurant with ... friends. 5. This restaurant is not very good. They serve only ... dishes worth trying. 6. I need ... sugar for this pie. 7. John can cook 8. I would like ... apples. 9. She would like ... fruit salad. 10. Can I have ... sugar in my coffee, please? 11. She drank ... water because she was not thirsty. 12. She is very thin because she eats very

Listening

18. a) Look at the menu for Simon's Restaurant. Check that you understand all the vocabulary.

SIMON'S RESTAURANT

| | |
|---|---|
| <p style="text-align: center;">Starters</p> <p>Soup of the day £ 1.90 Egg & prawn mayonnaise £ 1.80 Garlic bread £ 1.80 Fried mushrooms with garlic sauce £ 3.10 Chef's prawn cocktail £ 2.90 Avocado vinaigrette £ 2.95</p> <p style="text-align: center;">Main courses</p> <p>Steaks served with French fries & fresh vegetables £ 9.70 Peppered fillet steak £ 8.70 Grilled T-bone steak £ 8.20 Plain omelette £ 4.95 Mushroom or ham £ 4.20 Chicken served with French fries or jacket potatoes £ 7.60 ½ Roast chicken £ 6.60 Chicken Kyiv £ 6.85 Chicken Risotto £ 4.75 Chicken kebab £ 5.65 Fish served with French fries or rice £ 4.60 Fried cod £ 3.95 Sole with garlic & cream sauce £ 5.75</p> | <p style="text-align: center;">Salads</p> <p>Mixed salad £ 1.95 Special Californian salad £ 5.10 Chef's unlimited salad £ 5.90</p> <p>(Eat as much as you want)</p> <p style="text-align: center;">Desserts</p> <p>Apple pie with ice cream £ 2.10 Fresh pineapple £ 2.50 Chocolate pudding with hot chocolate sauce £ 2.70 Fried banana with cream & chocolate sauce £ 2.10 Black forest gâteau £ 2.35</p> <p style="text-align: center;">Drinks</p> <p>Malvern sparkling mineral water (Bottle) £ 1.35 Highland still mineral water (Bottle) £ 1.35 Orange juice £ 1.10 Sparkling apple juice £ 1.10</p> <p style="text-align: center;">Wines</p> <p>House wine (red or white) Glass £ 1.70 ½ Carafe £ 4.20 Carafe £ 8.10</p> |
|---|---|

b) Listen to the conversation and circle on the menu the items, which the man and woman have chosen.

c) Listen again and fill in the gaps with the phrases the waiter uses when he comes to take the order.

1. Fine. Now, ... while you're looking at the menu?
2. Thank you, here's ...

3. There we are, your drinks. ... now?
4. Would you like a small mixed salad, or ... an Unlimited Salad from our Salad Bar?
5. Right, Sole and French fries. ... to drink?

19. Listen to the descriptions of some Ukrainian national dishes and match them with their names.

1. Halushky. 2. Uzvar. 3. Borsch. 4. Salo. 5. Cabbage rolls.

Study skills: At the restaurant
Helpful language

Taking an order

Can I take your coats? I'll show you to your table.

Can I help you?

Are you ready to order now?

Here is the menu and wine list.

Can I get you some wine?

How would you like your steak?

Would you like to order some salad?

What would you like for dessert?

I recommend Ukrainian borsch. It is delicious.

Making an order

Do you have any ice-cream?

I think I'll have cabbage salad to start with.

Can we have some bread, please?

And the same for me.

I'd like chocolate mousse, please.

What do you recommend?

What is your cheese-cake like?

I would prefer some ice-cream with jam and a piece of cake, please.

Could we have the menu, please?

20. a) Read and dramatise the following conversations between Chr Hansen manager Christian Rolf Jacobsen, his friend Mary and a waiter at the restaurant.

Christian: – What shall we have for dinner?

Mary: – Choose yourself, please.

Christian: – O.K. We'll have some salad, clear soup, pork chops and coffee.

Mary: – I'd like to add a piece of cake if you don't mind.

* * *

Waiter: – Good evening. Can I help you?

Christian: – Good evening. A table for two, please.

Waiter: – Is this one by the window O.K.?

Christian: – Yes, could we have the menu, please.

Waiter: (*in a few minutes*) – Have you decided yet?

Christian: – Not quite. What are the stuffed mushrooms like?

Waiter: – They're mushrooms filled with bread and cheese mixed with herbs and spices, then baked. They're served warm. Would you like to try some?

Christian: – No, thank you. We'll just have beefsteak with fried potatoes, please.

Waiter: – Would you like some salad?

Mary: – Yes, sir. Fruit salad with sour-cream, please.

Waiter: – What would you like to drink?

Mary: – Apple juice, please.

Waiter: – Is that all?

Mary: – No. I'll have some dessert. What is your cheese-cake like?

Waiter: – It's very rich and creamy and comes with whirled cream on the top. Can I bring you a piece?

Mary: – Oh, yes, that sounds delicious.

* * *

Christian: – May I offer you a cup of coffee, Mary?

Mary: – Oh, yes, thank you.

Christian: – What would you like for dessert?

Mary: – I would prefer some ice-cream with jam and a piece of cake, please.

Christian: – Would you like something to drink? What about a glass of red wine?

Mary: – No wine, thanks.

b) Role-play the conversation between Chr Hansen manager Christian Rolf Jacobsen, the managing director of the Ukrainian hypermarket Metro Volodymyr Korzhenko and a waiter at the restaurant. Mr. Jacobsen and Mr. Korzhenko are discussing the menu, making a choice and talking to a waiter to make an order. Use helpful language.

21. Role-play the following situations. Use helpful language.

1. Your friend and you are at the restaurant. Discuss what you are going to order.
2. You have come to a restaurant for dinner. Talk to a waiter and make your choice.
3. You invite your friend to have some dessert at a cafe.

4. You are at the restaurant. Ask a waiter what he/she can recommend you to try.
5. Your sister is going to the supermarket. Ask her to buy some foodstuffs you've run out at the moment.

Writing: Informal letter

| Letter-writing expressions for informal letters | |
|--|--|
| Opening | Dear Maria |
| Saying thank you | Thanks for ... |
| Reason for writing | I am writing to tell you... I am writing to ask you about... I am writing to say sorry for... |
| Asking for help | Could you.../Can you... |
| Offering help | I'll (send you)... |
| Enclosed documents | I'm sending you... |
| Closing remark | (I'm) looking forward to hearing from you. (I'm) looking forward to seeing you again. Write me soon. |
| Finishing | Best wishes/Best regards/Yours/Love |

We use different expressions for formal letters (e.g. to companies or to people we haven't met) and informal letters (e.g. to friends or to people we know well).

22. Study the letter-writing expressions. Read the letter and fill in the gaps with suitable letter-writing expressions.

*The Kozatsky Hotel
1/3, Mykhailivska Sreet.
Kyiv 01453*

3rd October

... Mary.

How are you? I am ... to tell you about my first impressions of Ukraine. I am in Kyiv. It's one of the oldest cities of Europe and therefore there are a lot of historical places in it. Kyiv-Pecherska Lavra, which stands on the green hill above the Dniepro river, impressed me; its sparkling gold cupolas can be seen from outside the capital. Kyiv is famous for its churches. As I am staying nearby, I have already been to St. Sophia's and Mykhailivsky Cathedrals. Unfortunately, I don't have much time to visit many places of interest as I am very busy with our Ukrainian project.

I am happy to stay at the heart of the city at the Kozatsky Hotel. It faces Maidan Nezalezhnosti, a very picturesque and interesting place. Sometimes, I have a walk along Khreschatyk Street which is the main street of Kyiv with beautiful fountains, amazing architecture and various shows.

The people are very friendly and generous, but it is not easy to understand them.

The underground is OK. It is an easy and convenient way of getting anywhere, but it's very crowded.

Ukrainian food is fantastic! The national dishes such as varenyky, halushky, Ukrainian borshch, kholodets, kruchenyky, and smazhenyna are worth of trying.

I am ... you a few photos of some places in Kyiv I have been to.

... to me soon. My address is at the top of the letter.

..., Christian

P.S. I miss you so much.

23. Imagine that you are staying in Ukraine on a business trip for the first time. Write a letter to your friend to share your impressions about Ukrainian cuisine. Use the letter-writing expressions.

Unit 4 Methods of cooking



“Cooking is like love. It should be entered into with abandon or not at all” (Harriet van Horne)

Active vocabulary

Cooking methods and processes

bake – пекти(ся), випікати(ся)

barbecue – смажити (тушу) цілою, смажити шматочки м'яса над решіткою на вертелі; туша, зажарена цілою; *амер.* барбекю (пікнік з традиційним блюдом із м'яса, зажареного на решітці над вугіллям)

blanch – бланшувати

boil – кипіння, точка кипіння; кип'ятити(ся), варити(ся)

braise – тушкувати обсмажене м'ясо; тушковане м'ясо

broil – *Ам.* смажити(ся), жарити(ся) (на вогні)

browning – жарка, піджарювання (до золотисто-коричневого кольору)

chop – рубати, нарізувати, кришити

cube – розрізати на кубики; кубик

cut – різати, відрізувати, розрізувати; невеликий шматочок

dice – нарізати кубиками (в кулінарії)

dry heat cooking – тепла обробка у сухому середовищі

dust – посипати, запарошити

fat heat cooking – тепла обробка у жирі

grill – смажити(ся) на рашпері (грилі); рашпер, гриль, смажене на рашпері (грилі) м'ясо або риба

heat – нагрівати(ся), розжарювати(ся); тепло

mince – кришити, дрібно сікти (м'ясо), пропускати через м'ясорубку

moist heat cooking – тепла обробка у вологому середовищі

pan-broil – смажити(ся), жарити(ся) на сковороді без додавання жиру

pan-fry – смажити в невеликій кількості олії на помірному вогні

panning – жаріння у сковороді

plunge – змочувати, занурювати в рідину, вбирати; промочування, вбирання, всмоктування

roast – варити в невеликій кількості води, варити яйце-пашот, варити без шкарлупи в киплячій воді

roast – жарити(ся), смажити(ся), пекти(ся); смажена, печеня, великий шматок смаженого м'яса

sauté – смажити в невеликій кількості олії на помірному вогні; соте
seal – герметично закривати; гермитизація
simmer – кип'ятити на повільному вогні, варити, не доводячи до кипіння
slice – різати тонкими скибочками, відрізати; скибочка, шматочок
soak – змочувати, занурювати в рідину, вбирати; промочування
steam – варити на парі; пара
stew – тушкувати(ся) тривалий час, варити(ся) довго; тушковане м'ясо або риба (звичайно з овочами, рисом)
stick – липнути, приклеюватися
stir-fry – смажити в розпеченій олії, постійно помішуючи
sweating – тушкування
deep-fry – смажити у фритюрі, смажити у великій кількості жиру
thaw – розтоплювати, розставати
toughen – ставати жорстким
treatment, treating – обробка

Cooking utensils

aluminum foil – алюмінієва фольга, альфоль
cooking utensils – посуд, приладдя для кухні
griddle – сковорода з ручкою; готувати на сковороді
oven – піч, духовка
pan – сковорода, каструля
pot – горщик, казанок
pressure steamer – автоклав
range – кухонна плита
salamander – жаровня, розпечена металева форма (для підрум'янення, випічки пудингів, омлетів)
skillet – невелика каструля з довгою ручкою, *Am.* сковорода
spatula – лопатка
steam cooker – пароварильний апарат

Characteristics of food

bitter – гіркий (на смак)
bland – негострий, без смаку, нейтральний
crispness – крихкість, розсипчастість, хрусткість (про їжу)
delicate – ніжний, м'який
digestible – що легко засвоюється
flavour – аромат, запах, приємний смак; надавати запаху (смаку) (чомусь), приправляти їжу
mild – негострий, неміцний (про їжу та напої)
savoury – смачний, гострий, пікантний
sour – кислий, прокислий
spicy – пряний, пікантний, гострий

sweet – солодкий, запашний, духмяний

tender – ніжний

texture – структура, будова

Foods

batter – збите рідке тісто

breadding – паніровка, панірувальні хлібні крихти

hydrogenated oil – гідрогенізована олія

shortening – жир, що додається в тісто, щоб воно було розсипчасте

variety meats – м'ясні субпродукти (лівер, язик і т. п.)

Vocabulary practice

1. Divide the following words into four categories: methods of cooking, cutting techniques, cooking utensils, kitchen devices.

Baking, range, dicing, roasting, cooker, cubing, cutting, grilling, pan-broiling, slicing, frying, steaming, fridge, dishwasher, freezer, mincing, poaching, toaster, chopping, skillet, stewing, blanching, microwave oven, saucepan, pot, gas-heated element, boiling, griddle, sautéing, deep-frying, oven, braising.

2. Read the text about different types of frying. Choose the correct word.

Sautéing is (browning/boiling) food first on one side and then on the other in a small quantity of (water/fat). When sautéing, the fat is placed in a (shallow/deep) pan, and when it is sufficiently hot, the food is put into it. When cooking, the fat should not come up the sides of the (cheese/food) being cooked. Foods that are to be sautéed are usually (browned/sliced) thin or cut into small pieces, and they are (turned/touched) frequently during the process of cooking. Sauté is French for "jumping", used to describe the action of the food in the (pan/plate) as it is tossed around to prevent (thickening/burning).

Foods prepared in this way can be difficult to (digest/taste), because they become more or less hard and can become (soaked/sealed) with fat if too much is used.

The term pan-frying is the English equivalent of sautéing. Some people consider it a different (technique/tool), which uses more (fat/steam) and takes longer time. Stir-frying (cuts/uses) higher temperatures and continual stirring.

3. a) The basic skill a cook must have is the ability to handle a knife quickly and efficiently to produce the exact size and

shape of the product needed. Match the words denoting cutting techniques on the left with their explanations on the right.

| | |
|-------------|---|
| 1. To cut | a) to chop very fine |
| 2. To chop | b) to divide into pieces or to shape using a knife |
| 3. To dice | c) to cut into uniform slices, usually across the grain |
| 4. To slice | d) to cut into pieces of no specified shape |
| 5. To mince | e) to cut into small, uniform cubes |

b) Match the words denoting kitchen equipment on the left with their definitions on the right.

| | |
|------------------|---|
| 1. French knife | a) a tool for removing vegetable skins |
| 2. Bread knife | b) a tool for cutting around bone and gristle |
| 3. Peeler | c) a fairly thick, wide-bladed knife with a distinctive triangular shape designed for heavy-duty cutting and chopping |
| 4. Measuring cup | d) a utensil with a broad flat, often flexible blade, used for lifting, spreading or stirring foods |
| 5. Boning knife | e) a serrated slicing tool for cutting breads |
| 6. Spatula | f) a cup used in cooking to measure ingredients |

4. Find out which word is different.

1. Baking, roasting, cooking, steaming.
2. Cut, simmer, poach, boil.
3. Salamander, spoon, steamer, oven.
4. Vegetable, meat, egg, knife.
5. Flavour, texture, heat, appearance.
6. Stir-frying, deep-frying, sautéing, baking.
7. Chops, omelette, sugar, soup.
8. Oven, pan, griddle, wok.
9. Frozen, fried, stewed, blanched.
10. Tender, delicate, tough, protein.

Reading

5. Give the Ukrainian equivalents to the following words and word-combinations.

1. To cook – cooking, cooking temperature, dry heat cooking methods, cooking utensils, cooking medium, cookery, cooked food, overcooked meat, undercooked fish, the cook of the restaurant.

2. To apply – applied, applied cooking utensils, application, applying, reasons for applying different methods, applying a combination of spices.
3. To digest – digestion, digestion process, digestive, digestive system, digestible, digestible meat, digestibility.
4. To heat – dry heat of baking, high heat, high heat methods, low-heat cooking process, heating, heating process, moist heat cooking methods, heated, gas-heated element.
5. To steam – steamed vegetables, a steam cooker, a steamer, a pressure steamer, steaming, pressure steaming, steamed foods.
6. Flavour – undesirable flavour, flavoured, flavour additives, flavouring, flavourless, flavourful, flavourful sauce, flavourfully.
7. To boil — bring to the boil, boiled beef, boiled eggs, a boiler, boiling, boiling water, boiling heat, boiling temperature.
8. To fry – a frier, frying, a frying basket, pan-frying, deep-frying, stir-frying, a frying pan, fried potatoes, French fried potatoes, fries.
9. To microwave – microwaving, a microwave oven, microwave drying, microwave electronics, microwave safe.
10. To roast – roasted food, roasting, pot roast, roast chicken.

6. a) Read the text.

Methods of cooking

Cooking is the process of preparing food by applying heat, selecting, measuring and combining ingredients in an ordered procedure for producing safe and edible food. The process involves a vast range of methods, tools and combinations of ingredients to alter the flavour, appearance, texture, or digestibility of food. The first step in gaining a mastery of cookery is to become familiar with the different methods and processes, the ways in which they are applied, and the reasons for applying them. The various methods of cookery are divided into three groups: those involving dry heat, those requiring moist heat, and those in which hot fat is the cooking medium.

Dry heat cooking methods

In dry heat cooking methods, water is not used to cook the food. The food is left dry and heat is applied to it. When heat is applied to the food, the food cooks in its own juice or the water added to the food during its preparation evaporates during the heating process and this cooks the food. Dry heat cooking methods are the following: roasting, baking, grilling, barbecuing and pan-broiling.

To bake is to cook food in an oven with dry heat applied evenly throughout the oven. Baking is applied to breads, pastries, vegetables and fish. The dry heat of baking causes the outside of the food to brown, giving it an attractive appearance and taste, as well as sealing in the food moisture.

To roast means to treat food by high heat usually with added fat with very little moisture. Roasting is mainly used when cooking fleshy food like fish, meat or chicken. Roasted food gets drier and browned on the outside by initially exposing it to the high temperature. This keeps most of the moisture from being cooked out of the food.

Grilling (broiling) is cooking by direct heat from below, as under a grill, over a hot fire, or on an open grid over charcoal. To achieve desired marking, the cooking temperature is regulated by moving the food to hotter or cooler places on the grill. As it is a quick method, it is particularly suitable for tender portions of meat and for young fowl.

Pan broiling is an adaptation of the broiling method. It is done in a pan or skillet on the top of the stove without the use of fat. Fat must be poured off as it accumulates, or the process becomes pan-frying. To prevent steaming, no liquid is added, and the pan is not covered.

Barbecuing is cooking food in or above a fire. It is usually done outdoors on barbecue grills over wood, charcoal or propane fires. Meats, fish or vegetables may be prepared by marinating or by applying a combination of spices.

Moist heat cooking methods

In moist heat cookery methods, liquid is used as a medium to cook the food. These liquids are added to the food before heat is applied to it or sometimes heat is applied to the liquid before the food is added into the cooking utensils to be cooked. Moist heat cooking methods include boiling, steaming, simmering, poaching, blanching, stewing and braising.

To boil means to cook in a liquid that is bubbling rapidly and is greatly agitated. Boiling is generally reserved for certain vegetables and starches. High temperatures tend to toughen the proteins in meats, fish and eggs, and rapid bubbling usually breaks up delicate foods.

To simmer means to cook in a liquid that is bubbling very gently. Most foods cooked in liquid are simmered. The word *boiled* is sometimes used as a menu term, as when simmered fresh beef is called "boiled beef."

To stew means to cook food using a lot of liquid by long slow simmering. With this cooking method, different foods (vegetables, meat, fish or chicken) are chopped, diced or cubed, and then, are cooked together at the same time in one pot.

To poach means to cook in a small amount of liquid that is hot but not actually bubbling. Poaching is used to cook delicate foods such as fish and eggs out of the shell. The term is occasionally used to describe foods that have been boiled or simmered.

To blanch means to cook food (usually vegetables and fruits) in water for a very short time. Blanching is often followed by plunging the food into ice water to stop the cooking process. Blanching is commonly used to remove skins from tomatoes and almonds. Vegetables are often blanched prior to freezing or canning. This helps preserve the food by slowing down or halting enzyme action.

To steam means to cook food by exposing it directly to steam. For large quantities of food, this is usually done in steam or pressure cookers. Pressure steaming is an extremely rapid method of cooking. Steaming also refers to cooking an item tightly wrapped or covered so that it is cooked in the steam formed by its own moisture. Widely used for vegetables, steaming cooks them rapidly, without agitation, and minimizes the loss of nutrients.

To braise means to cook covered in a small amount of liquid at the low temperature, usually after browning. Browning gives a desirable appearance and flavour to the meat and the sauce. Some vegetables, such as lettuce or cabbage, are very flavourful when braised. Pot roast, for example, is cooked in liquid covering only one-third to two-thirds of the meat. Braising may be done on the range or in the oven.

Hot fat cooking methods

Of the three mediums of conveying heat to food hot fat renders food the least digestible. Much of this difficulty, however, can be overcome if an effort is made to ensure as little absorption of fat as possible. Hot fat cooking involves different forms of frying: pan-frying, stir-frying, sautéing and deep-frying.

Frying is cooking food in fat. Any kind of fat that will not impart flavour to the food may be used for frying, but the vegetable oils are preferable to lards and other animal fats, because they do not burn so easily. Frying takes several forms.

To sauté means to cook quickly in a small amount of fat. There are two important principles of sautéing: preheat the pan before adding the food to be sautéed and do not overcrowd the pan. Meats to be sautéed are often dusted with flour; this prevents sticking and helps achieve uniform browning.

To panfry means to cook in a moderate amount of fat in a pan over moderate heat. Although more fat is used, pan-frying is similar to sautéing. Pan-frying is used for cooking larger pieces of meat, chops, seafood or vegetables in a hot pan, turning with a spatula or a fork only once or twice.

To stir-fry is to fry food quickly over very high heat in an oiled pan. While stir-frying, you generally stir continually. A special slope-sided pan called a wok is designed for stir-frying.

To deep-fry means to cook submerged in hot fat. Many foods are dipped in a breading or batter before frying. This forms a

protective coating between the food and the fat (to help prevent absorption) and adds crispness, colour and flavour.

Microwave cooking

Microwaving is cooking food in a microwave oven. Microwave cooking refers to the use of a specific tool rather than to a cooking method. Both dry and moist heat may be applied with the microwave oven. It is used mostly for heating prepared foods and for thawing. However, it can be used for primary cooking as well. Aluminum foil and other metal items should never be put in a microwave oven. You should always use a container labelled "microwave safe" to avoid toxins in food.

b) Answer the following questions on the text.

1. What is cooking? What does the process of cooking include?
2. How can you gain a mastery of cooking?
3. What are three main groups of cooking methods?
4. Which group of cooking methods does not use any liquid for cooking food? Name the main methods of this group.
5. What medium is used to cook food by moist heat cooking methods? Name these methods.
6. Is there any problem with hot fat cooking methods? What methods of this group do you know?
7. How do baking and roasting differ?
8. What dry heat cooking methods use heat from below?
9. Is barbecuing different from grilling? How do you prepare food for barbecuing?
10. What moist heat cooking method requires high temperatures to make a liquid bubbling rapidly?
11. How do simmering and poaching differ?
12. What is the purpose of blanching?
13. What is the advantage of steaming?
14. What method do you use for cooking pot roast? What are the advantages of this method?
15. How do sautéing, pan-frying and deep-frying differ?
16. Why is microwaving popular today?
17. What are the main requirements to containers used for microwaving?

7. Find in the text the right term for the following.

1. Cooking in a liquid that is bubbling very gently.
2. Cooking in a moderate amount of fat in a pan over moderate heat.
3. Plunging food in boiling water or brining to the boil in water in order to whiten, preserve the natural colour, reduce or remove bitter or salty taste.
4. Frying food quickly in a little fat.
5. Cooking in a liquid that is bubbling rapidly and is greatly agitated.
6. Cooking food in an oven with dry heat applied evenly throughout the oven.

7. Cooking by direct heat, as under a grill, over a hot fire, or on an open grid over charcoal.
8. Cooking food submerged in hot fat.
9. Cooking food by exposing it directly to steam.
10. Cooking food in a pan or skillet on the top of the stove without the use of fat.
11. Cooking food by lightly browning in fat and then cooking slowly in a closed pan with a small amount of liquid.
12. Cooking food using a lot of liquid by long slow simmering.
13. Cooking food by high dry heat, usually with added fat with very little moisture.
14. Simmering (eggs, fish,) very gently in water, milk or stock.

8. Fill in the table using the information from the text.

| Type of cooking | Methods | Main characteristics | Advantages | Foods cooked by the method |
|--------------------|----------|----------------------|------------|----------------------------|
| Dry heat cooking | Baking | | | |
| | | | | |
| Moist heat cooking | Boiling | | | |
| | | | | |
| Hot fat cooking | Sautéing | | | |
| | | | | |

Speaking

9. a) How do like the following foods prepared?

A leg of chicken, eggs, potatoes, a fillet of cod, prawns, corn, beet, mushrooms, beef, pork, cabbage, liver, sausages, duck, cabbage, bread.

b) What do you like to put on these foods? Choose from the box.

Salt, pepper, vinegar, mustard, brown sauce, ketchup, cheese, salad dressing, oil, mayonnaise, lemon juice

10. a) Every good chef knows that "mise en place" (putting in place) is the first step to successful food preparation. What does it mean? Do you always follow this rule?

b) Read cooking tips. Do you always follow them? Why are these tips important? Give your reasons. Use the following conversational formulas:

I think ...

I believe ...

It seems to me that ...

I consider...

I am quite sure ...

There is no doubt.

- When possible, taste your dishes frequently while you cook (not including raw or partially cooked fish, meat or eggs though, because of food safety issues).
- Look for a cooking class you could take, a person that could teach you, a cooking show, or a book you could read.
- Start slowly. Start with something small, like cookies or scrambled eggs, for example.
- Enjoy a variety of foods.
- Enjoy cooking.
- Don't worry if you mess up on a recipe.
- Hot temperatures cook the outside more, while lower temperatures cook more thoroughly.
- Stay in the kitchen while the food is being cooked.

11. What might you say to the person/people with you in a restaurant if....

- your chips had too much oil/fat on them?
- your dish had obviously been cooked too much / too long?
- your piece of meat was absolutely perfectly cooked?
- your dish seemed to have no flavours at all?
- your coffee tastes fantastic?
- your borshch is very salty?
- your fish smells bad?

Grammar: Structure *It is*. The numeral.

The adjective. Degrees of comparison.

Structure *as ...as*. Adjectives and adverbs.

12. a) Fill in the gaps with *It is (It's)* or *Is it*?

1. ... very late to go to the restaurant. 2. ... safe to eat this meat? 3. ... necessary to put this fish in the freezer. 4. ... my birthday. We should cook a lot of dishes. 5. ... far to the nearest supermarket? 6. ... important to provide products of the highest quality for food processing. 7. ... necessary to process these tomatoes as soon as possible. 8. ... possible to market this food on TV? 9. ... difficult to bake this pie? 10. ... the tastiest fish I have ever tried.

b) Fill in the sentences with *it* or *there*.

1. ... is dark in the kitchen. Can you switch on the light? 2. ... are a lot of dishes on the table. 3. ... is important to note that no type

of food processing can transform poor quality raw materials into good ones. 4. ... are some types of food processing. 5. ... are over 18,000 different processed food items in today's supermarkets. 6. ... is very convenient to preserve meat by freezing. 7. ... is no food to cook supper. We should go to the supermarket today. 8. ... are different ways of extending the storage life of commercially processed foods. 9. ... is necessary to add a lot of sugar to fresh raspberry jam. 10. ... is easy to dry fruit at home.

13. a) Say the following numbers in English.

135; 20,987; 76; in 1987; in 1700; in 2007; in 2010; 7.07; 65.25; 6.56; 67.33; 1/3; 2½; 49; 18° C; 34° F; -12° C; 45%; 67%; May, 13; April, 3; June, 21; September, 22; 10.25 p.m.; 8.15 a.m.; 5.20 p.m.; 7.50 a.m.; 9.30 p.m.; 7.45 a.m.

b) Read and translate the sentences containing numerals.

1. The length of the fatty acid carbon chains ranges from 4 to 26. 2. In high-temperature short-time pasteurization, milk is heated to 72°C and held there at least 15 seconds before it is cooled to 10°C. 3. She is leaving at 2.30 p.m. tomorrow. 4. This technique was developed in 2006. 5. Creams vary in fat content from 10.5 percent (half-and-half) to 36 percent (heavy whipping cream). 6. Reduced-fat cheeses first appeared on the market in 1986 in response to consumer interest in reducing fat and cholesterol in the diet. 7. Plain ice-cream contains at least 1/10 milk fat and 1/5 total milk solids and no more than 0.5 percent edible stabilizer; flavouring particles must not show. 8. Ice creams are frozen by agitating them in a container surrounded by a mixture of ice and salt in the ratio of about 8:1. 9. The acidity level – at least 0.35 percent – is specified in sherbets, but not in ice milk or ice-cream. 10. Composite ice-cream should contain at least 8 percent milk fat and 18 percent total milk solids and no more than 0.5 percent edible stabilizer. 11. The new dairy will be opened on August 10.

14. Write degrees of comparison for the following adjectives.

Hot, heavy, careful, difficult, little, bad, spicy, tasteless, delicious, cold, important, good, expensive, fatty, bitter, sweet, sugary, fantastic, far, small, big, interesting, fresh, digestible, small.

15. a) Put the adjectives in brackets in the correct form.

1. These tomatoes taste (good) than the other ones. 2. The knife is not very sharp. Have you got a (sharp) one. 3. Ann is (good)

cook in our family. 4. Are oranges (expensive) than apples? 5. The soup was surprisingly bland. I expected it to be (taste). 6. We complained about the food in our hotel. Instead of improving, it got (bad). 7. Baking is (interesting) than roasting for me. 8. It is (delicious) ice-cream I have ever eaten. 9. Boiling is (easy) method of cooking. 10. (Much) I practice cooking, (good) I cook. 11. What is the (sweet) dish for today?

b) Complete the sentences using as ... as. Use the example:

Let's drop into this supermarket. You will not find a cheaper supermarket in our town. – All supermarkets in our town are as expensive as this one.

1. Baking is more interesting than roasting. Baking is not
2. I cook well, but I used to cook worse. I cooked not
3. For making this cake you need 100 gr. of butter and 100 gr. of sour-cream. You need
4. I am having scrambled eggs, a sandwich and tea for breakfast. Yesterday I had the same. Today I am eating
5. It is not easy to cook a birthday cake and a fruit pie. A birthday cake is
6. Microwave ovens are cheaper than I expected. Microwave ovens are not
7. Both boiling and simmering need high temperatures. Boiling needs

16. Study the adjectives and adverbs. Fill in the gaps with a correct adjective or adverb.

| |
|---|
| Good/well, fast/hard/late, hardly, lately |
|---|

1. Your diet should be ... -balanced. 2. She cooks very
3. He is a very ... cook. 4. I was so tired. I could ... cook supper. 5. She got up ... yesterday, so she did not have any time to cook breakfast. 6. Barbecuing is very popular now. It's a ... way of spending week-ends. 7. He has bought a microwave oven 8. He worked very ... to become a chef of the restaurant. 9. Don't slice cucumbers so You can cut your fingers. 10. Microwaving is an extremely ... method of cooking meat. 11. It is ... for everybody to have some knowledge of the role each ingredient plays in creating the final dish. 12. He was ... for dinner, so he had to buy something to eat. 13. The secret of ... cooking is loving it. 14. Microwaving has become very popular

17. a) Use the taste and flavour words from the box to describe the following:

Indian curry, pizza, sea water, a cup of tea with five teaspoons of sugar, strong black coffee with no sugar, factory-made white bread, a lemon, an apple, honey, ice-cream, bacon, French fries, roast beef, fresh fruit salad, shrimps in garlic, a plate of soup with no salt, steak, raspberry jam, vegetable salad.

| Taste and flavour words | | | | |
|-------------------------|-----------|--------|---------|-------|
| sweet | bitter | sour | spicy | mild |
| bland | salty | sugary | savoury | tasty |
| tasteless | delicious | tender | fatty | |

b) Compare the foods mentioned above using taste and flavour words from the box. Make up 10 sentences. For example:

Indian curry is spicier than bacon. Pizza is not as spicy as Indian curry.

Listening

18. a) Match the words with their definitions.

| | |
|-----------------------|---|
| 1. Yolk <i>n</i> | a) like rubber in appearance, elasticity, toughness. |
| 2. Edible <i>adj</i> | b) to cut away or strip off the skin, covering, surface. |
| 3. Crack <i>v</i> | c) very large; larger than usual of its kind. |
| 4. Rubbery <i>adj</i> | d) fit to be eaten. |
| 5. Peel <i>v</i> | e) to move as liquid does; move in a stream, like water. |
| 6. Store <i>v</i> | f) the yellow, principal substance of an egg. |
| 7. Flow <i>v</i> | g) to break or split, usually without complete separation of parts. |
| 8. Jumbo <i>adj</i> | h) to put aside or accumulate for later use. |

b) Listen to the text and agree or disagree with the following statements.

1. An egg has 80 calories.
2. An egg contains a lot of protein.
3. Eggs raise the good cholesterol that bodies need.
4. Earlier, people were afraid of eating eggs.
5. When boiling eggs, you should add salt to water.
6. It's better to boil eggs that are at least from one to three days.

c) Listen to the text again and put the steps of boiling eggs into the logical order.

| | |
|---|--|
| 1. Warm the eggs under a flowing hot tap water. | |
|---|--|

| | |
|--|--|
| 2. Set a timer for 17 minutes for large eggs or 20 minutes for jumbo eggs. | |
| 3. Gently place the eggs in a pan. | |
| 4. Remove from heat and drain off water from the eggs. | |
| 5. Bring the eggs to room temperature before cooking. | |

19. a) Listen to two people planning dinner. Put a tick by the food they need for cooking dinner.

- | | | |
|-------------|---------------|-------------|
| • cabbage | • lemon juice | • eggs |
| • onion | • orange | • bread |
| • chicken | • cream | • rice |
| • sugar | • tomatoes | • wine |
| • olive oil | • peaches | • mushrooms |

b) Listen to the conversation again. Which of the foods do speakers need to buy? Write down their shopping list.

Study skills: Selling and buying goods Helpful language

Offering help

What can I do for you? / Can I help you?

I can offer you

Do you want red or black currants?

Expressing the purpose

I'd like a kilo of potatoes./ I want a box of beans.

Are these apples ecologically pure (organic)?

Do you have any tomatoes?

Asking for a price

How much does a kilo (a pound) of carrots cost? / Could you tell me, please, the price for ...? / What is the price of a head of cauliflower? /

How much is a bundle of scallions?

Offering the produce

What about this squash? / Do you like these tomatoes?

We have very delicious carrots.

Giving the change

Here is your change.

Expressing gratitude

Thank you. Come again.

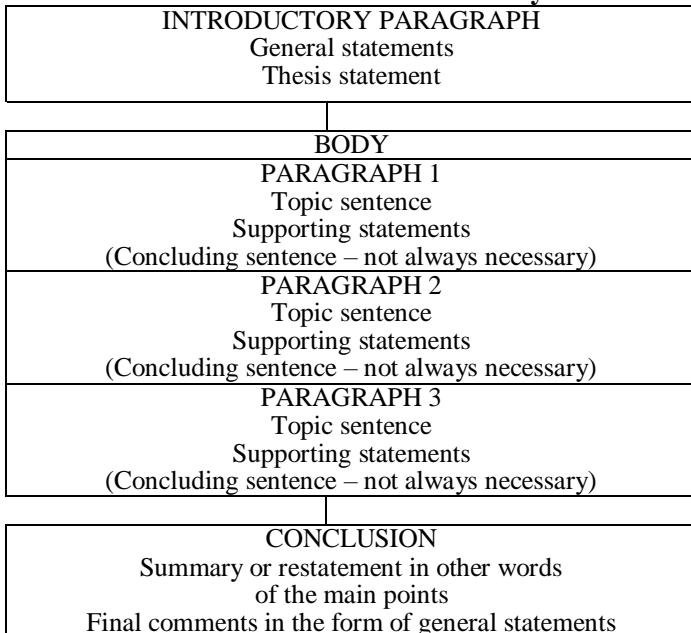
20. Imagine you are Mike Heath who is selling his vegetables in the market. Role-play the conversation between Mike Heath and customers. Use helpful language.

21. Dramatize the following dialogues between:

- a) a customer and a shop assistant in the dairy;
- b) a customer and a shop assistant in the bakery;
- c) a customer and a shop assistant in the greengrocery;
- d) a customer and a shop assistant in the confectionary;
- e) a customer and a shop assistant in the butcher's;
- f) a customer and a shop assistant in the grocery;
- g) a buyer and a seller in the food market.

Writing: Essay

The structure of an academic essay



22. Read the sample of the essay. Study its structure and point out the following:

- An introductory paragraph, a body, a concluding paragraph.
- The general statement and the thesis statement.
- Four paragraphs of the body.

- Topic sentences and supporting statements of each body paragraph.
- Summary of the main points and final comments.

Advantages of organic food

Organic refers to the production method used to grow crops without the use of synthetic or artificial chemicals, such as fertilizers, pesticides, herbicides and fungicides, to raise cattle and birds without artificial growth hormones or synthetic drugs, and to use harmless methods of processing food. Consuming organic food and fibre has a lot of advantages.

Organic food keeps chemicals off your plate. Many pesticides had been registered long before extensive research linked these chemicals with cancer and other diseases. It is now considered that 60% of all herbicides, 90% of all fungicides and 30% of all insecticides are carcinogenic. In addition to cancer, pesticides have been implicated in birth defects, nerve damage, and genetic mutations.

Organic food tastes better. Organic farming starts with the nourishment of the soil, leading to the nourishment of the plant, and finally on, to our plates and our taste buds.

Organic food protects future generations. The average child receives exposure to at least eight widely used cancer-causing pesticides in food. Food choices you make now will influence your child's future health.

Consuming organic food supports true economy. Although organic food might seem more expensive than conventional one, conventional food prices don't reflect the hidden cost of subsidies borne by society. These hidden costs include food and transport subsidies, pesticide regulation and testing, hazardous waste disposal and clean-up, environmental damage, social problems and sickness.

So healthy eating is based on healthy food. If we want to live better and longer, we should select organically grown food and process it without artificial additives or drugs.

23. Write an essay on one of the topics below. Pay attention to the organization of the essay.

1. We are what we eat.
2. Ukrainian cuisine and eating habits.
3. Food in my life.

Progress check 2

1. Answer the following questions.

1. What is your favourite dish? What are its ingredients?
2. How many meals a day do you usually have? What are they?
3. Are table manners important in Ukraine? Why do you think so?
4. How do you like cooking food?
5. What is the healthiest way of cooking? Reason your point.

2. Give a word that means ...

1. a dish you have after the main course, for example, ice-cream, *n.*
2. cooking with heat coming from above (for example, for a sausage or burger), *n.*
3. cooking in the oven, with a little fat or oil (for example, for a whole chicken), *n.*
4. that something is not cooked enough, *adj.*
5. that something has a good taste/flavour, *adj.*

3. Match left and right to make word-combinations.

1. A bar of a) lemonade
2. A bottle of b) jam
3. A tin of c) butter
4. A jar of d) coffee
5. A kilo of e) chocolate

4. Fill in the gaps with the objective pronouns *me, you, us, them, her, his, its* or possessive pronouns *my, our, your, his, her, its, their*.

1. Scott and Joss are waiters at the Sydney Tower Restaurant. That's ... job.
2. I made cabbage rolls for my sister's birthday party. It's ... favourite dish.
3. Can you tell ... anything about English cuisine? I am going to England next month.
4. We are going to the restaurant for dinner. Would you like to come with ...?
5. Please, don't disturb She is cooking dinner.

5. Fill in the blank with the indefinite or negative pronouns *some, any, somebody, anybody, something, anything, no, nobody, nothing*.

1. Have you got ... bread?

2. There is ... in the refrigerator. We should go shopping.
3. Is there ... you don't know about Ukrainian cuisine?
4. Does ... want to try this salad?
5. There are ... students at the canteen.

6. Fill in the gaps with *much, little, many, few, a little, a few, a lot of*.

1. He can cook
2. He has ... cookery books because he is fond of cooking.
3. There is ... milk in the glass. I need more.
4. How ... eggs do you need?
5. How ... money did you pay for meat?

7. Put the adjectives into the correct form.

1. This salad is (tasty) than that one.
2. Microwaving is (fast) method of cooking.
3. What is (healthy) method of cooking meat?
4. He became (experienced) as he studied cookery (long).
5. I need (many) tomatoes for this dish.

8. Fill in the gaps with *There is/There are/It is/They are*.

1. ... some milk in the fridge. ... very cold.
2. ... a good ethnic restaurant in our city. ... very popular among tourists.
3. ... some Ukrainian dishes in the menu. ... all delicious.
4. ... some methods of food processing that we use at home.
5. – Where is the fish? – ... in the fridge.

9. a) Read the text.

In search of good English food

It is so difficult to find English food in England. In Greece, you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones.

It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta and pizza are booming. Why has this happened?

In fact, the British have always imported food from abroad. From the time of the Roman invasion, foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world – chickens,

rabbits, apples and tea. British dishes successfully incorporated all of these and more.

Another important influence on British cooking was of course the weather. The good old British rain gives rich soil and green grass favourable for producing some of the finest varieties of meat, fruits and vegetables.

However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports and ration their use of home-grown food. The British people became tourists at their own dining tables and in the restaurants of their land.

We have only one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they increasingly try to serve tasty British food, such as steak, mushroom pie, Lancashire hotpot, and bread and butter pudding, which are three of the gastronomic wonders of the world!

b) Agree or disagree with the statements on the text.

1. It is easy to find English food in England.
2. Foreign trade had a major influence on British cooking.
3. British weather does not influence British food much.
4. World War II changed traditions of British cooking.
5. One can find tasty British food in British pubs.

10. Write a letter to your English pen-friend and tell him/her about Ukrainian national dishes.

Unit 5 Food processing

**“If we don’t act now
there won’t be major
fresh and processed food
industry in this country
in 20 years”**

(Azai Rabbi Ben)



Active vocabulary

Methods of food processing

accelerated freeze-drying (AFD) – прискорена сублимаційна сушка

butcher – забивати (худобу); м'ясник

canning – консервування

chemical processing – хімічна обробка

chilling – охолодження

cook chilling – охолодження готових продуктів

cook freezing – заморожування готових продуктів

drying – сушіння, сушка

extract – видавлювати (сік), одержувати екстракт; екстракт

extrude – формувати видавлюванням, екструдувати

freezer compartment – морозильна камера

freezer – морозильна камера, морозениця

freezing – замерзання, заморожування

grade – сортувати

harvest – жнива, врожай; збирати врожай

heat processing – термообробка

knead – замішувати, місити (тісто)

mechanical processing – механічна обробка

pasteurization – пастеризація

preserve – зберігати, заготовляти про запас, консервувати

shape – надавати вигляду (форми), формувати

sieve – просівати; решето, сито

slaughter – різати (скот)

spray drying – сушка розпилюванням

sterilization – стерилізація при помірній температурі тривалий час

treat – обробляти, піддавати дії, трактувати

ultra heat treatment (UHT) – стерилізація при високій температурі короткий час

vapour – випаровуватися; пара

weigh – зважувати(ся), важити

Food processing industry

commercial – промисловий

enhance – збільшувати, посилювати

food processing industry – харчово-переробна промисловість

primary – первинний, первісний

raw ingredient – сировинний компонент

secondary – вторинний

shelf life – строк збереження товарної якості продукції, строк придатності при зберіганні

Food additives

acid – кислота; кислий

acidity regulator – регулятор кислотності

additive – добавка (харчова)

anti-caking agent – речовина для запобігання злипанню

antioxidant – антиоксидант

artificial sweetener – штучний замінник цукру

bicarbonate of soda – бікарбонат натрію

colour – барвник (харчовий)

emulsifier – емульгатор

flavour enhancer – підсилювач смаку

flavouring enhancer – ароматизатор

gelling agent – желатин

preservative – консервант

raising agent – розрихлювач

stabilizer – стабілізатор

substitute – замінити, замінити; заміна, замінник

sweetener – замінник цукру

thickener – загусник

vinegar – оцет

yeast – дріжджі, закваска

Vocabulary practice

1. Divide the following words into four categories: types of processing, food additives, foods.

Pasteurization, thickener, grading, ice-cream, preservative, lasagna, salad, vinegar, cereals, kneading, extruding, extracting, meat, bread, sieving, flavour enhancer, artificial sweetener, lemon, shaping, sterilization, eggs, antioxidant, maize, milk, canning, sun-drying, cakes, pâté, chilling, freeze-drying, drying, freezing, pasta, sauce, yoghurt, emulsifier, stabilizer, pie, jam, peas, stuffed duck,

ham, spray drying, pulses, colour, meringue, flavouring enhancer, raising agent, yeast, gelling agent, skimmed milk.

2. a) Match left and right to form word-combinations.

| | |
|-------------|--------------|
| Fat-soluble | value |
| Palatable | additive |
| Rancid | food |
| Marketable | milk |
| Nutritional | preservative |
| Secondary | agent |
| Processed | cake |
| Skimmed | reason |
| Raising | substance |

b) Make up sentences with the formed word-combinations.

3. Match the terms on the left with their definitions on the right.

| | |
|-------------------------|--|
| 1. Food additive | a) the set of methods and techniques used to transform raw ingredients into food or to transform food into other forms for consumption by humans |
| 2. Primary food | b) any substance added to food to improve it and prevent its deterioration |
| 3. Secondary food | c) preserving food by removing the moisture from it |
| 4. Food processing | d) treating food in order to preserve using physical forces, a machine or machinery |
| 5. Chemical processing | e) preserving food by subjection it to extreme cold heat |
| 6. Heat processing | f) treating food by cold or hot temperatures in order to keep the food safe and extend its shelf life. |
| 7. Freezing | g) treating food in containers in order to preserve it |
| 8. Drying | h) the primary food converted into the final product |
| 9. Canning | i) the food that receives little or no processing |
| 10. Mechanic processing | j) using chemicals or additives in food manufacture |

4. Find out which word is different.

1. Processing, chilling, kneading, sterilization.
2. Attractive, marketable, palatable, typically.
3. Additive, fruit, emulsifier, sweetener.
4. Sieve, shape, agitation, weigh.
5. Colour, flavour, texture, loaf.

6. Slaughtered, harvested, milled, primary.
7. Pasteurized, skimmed, milked, butchered.
8. Tool, food, product, produce.
9. Vinegar, salt, sugar, maize.
10. Process, dry, freeze, heat.

Reading

5. Give Ukrainian equivalents to the following words and word-combinations.

1. To process – processing, primary processing, automated mechanical processing, processing techniques, processed food, processed cheese, the process of pasteurization.
2. To freeze – freezing, cook freezing, frozen food, a freezer, a domestic freezer, a freezer compartment, freeze-drying, refreezing.
3. Sterile – sterility, to sterilize, a sterilizer, sterilization, the form of sterilization, sterilized milk.
4. To heat – heated, heat processing, heat treatment, heating milk, to reheat, reheating, thoroughly reheated.
5. To produce – the produce, a product, a cook chill product, the shelf life of the product, product environment, a producer, production, productive, productivity, productively.
6. To preserve – preservation, food preservation, preserved vegetables, preserving food, preservative.
7. Fat – fatty, fatty acids, fat-soluble, fat spread, to fatten, fattening food.
9. Sweet – sweet pickle, sweet peas, to sweeten, sweetening, sweetener, artificial sweetener, sweetish.
10. Acid – acid food, acidly, acidic, to acidify, acidity, acidity regulator, acidity level.

6. a) Read the text.

Food processing

Food processing is the set of methods and techniques used to transform raw ingredients into food or to transform food into other forms for consumption by humans or animals either in the home or by the food processing industry. Modern food processing has three major aims: to make food safe (microbiologically, chemically), to provide products of the highest quality (flavour, colour, texture), to make food into forms that are convenient (ease of use).

Food processing typically takes clean, harvested crops or slaughtered and butchered animal products and uses them to produce attractive, marketable and often long-life food products. To

understand these processes food can be split into primary and secondary groups. **Primary foods** receive little or no processing, for example: fruit and vegetables, fish, vegetable oil/fats, eggs, maize, milk, wheat flour, meat. Primary processing is carried out on primary foods to make them suitable for consumption or for conversion into secondary products. **Secondary foods** are primary foods that have been processed to form secondary products. For example, pasta sauce, yoghurt, pies, jam, canned peas, pasta, breakfast cereals, cheese and bread. Secondary processing is the manipulation of primary foods into final products, for example, wheat, a raw ingredient, is processed to make wheat flour (a primary food) that can be processed to become bread (a secondary food).

In food industry, three main processing techniques are used to produce secondary foods: mechanical, heat and chemical. A fourth technique is irradiation.

Mechanical processing

Mechanical processing includes grading, kneading, mixing, cleaning, extruding, extracting, sieving, agitation, separating, weighing and shaping. To a certain extent, automated mechanical processing has removed the need for people carrying out repetitive and often very simple tasks. The production of breakfast cereals is a good example of mechanical processing.

Heat processing

Heat processing is concerned with the destruction or reduction of pathogenic (harmful) bacteria in order to keep the food safe and extend its shelf life. It is also used to make food taste better and change its texture. Types of heat processing include hot, cold and dry methods.

Hot methods include pasteurization, sterilization, ultra heat treatment (UHT) and canning. In the process of **pasteurization** the food is heated to at least 72°C for fifteen seconds to kill bacteria. After this it is rapidly cooled to less than 10°C. **Sterilization** involves heating the food to between 105°C and 112°C for 20-40 minutes. **UHT** is a form of sterilization where the food is heated to 132°C for one-three seconds by flowing it over a heated surface. This food can be stored unopened for several months. **Canning** preserves food by heating it to destroy harmful bacteria and preventing air coming into contact with the food. Examples of food that are canned include soups, beans, tomatoes, meat, sausages, sauce and some vegetables.

Cold methods preserve foods by reducing the temperature that either slows down or prevents the growth of bacteria. Cold methods include chilling, cook chilling, accelerated freeze-drying (AFD),

freezing and cook freezing. **Chilling** is keeping products at temperatures below 8°C. Salads, sandwiches, cream and pâté are examples of foods that are chilled. **Cook-chilling** involves preparing the raw ingredients, cooking them and then chilling the product rapidly to between 0°C-3°C within 90 minutes. The product must then be stored at just above 0°C to prevent bacteria multiplying. Cook-chill technology is extremely convenient for consumers, as all they have to do is to reheat the product. This process can be used to produce products like lasagna, sweet and sour dishes, pies, meat loaf and vegetable bakes. **AFD** is a method of drying frozen food in a vacuum. The ice is driven off as water vapours. AFD processed products are usually light in weight and easy to store, for example: coffee, instant tea and some fruits. **Freezing** is one of the most commonly used methods of preserving foods. Frozen foods are kept in a good condition because microorganisms are inactive at low temperatures. **Cook-freezing** is a process when the food is cooked, then frozen at the low temperature (-18°C or below). Like cook-chill foods, the product must be reheated by the consumer until is piping hot.

Drying methods involve the removal of moisture from food without which microorganisms are unable to multiply. Examples of dried foods are pasta, rice fruits, vegetables, flour, pulses and fish. Two drying methods are sun-drying and commercial spray drying.

Chemical processing

Chemical processing involves using chemicals or additives in food manufacture. **Additives** can be natural, artificial or nature identical (made to the same chemical formula as natural additives, for example, riboflavin). They are used in many food products to preserve them and to enhance their colour, flavour and texture. Additives are identified by E numbers. The E number indicates that an additive has been approved for use throughout the European Union. All additives, if present, must be listed on food labelling. **Colours** are additives used to improve the appearance of food or to replace colour lost during processing, for example, in canned vegetables, soft drinks, biscuits, dessert mixes, sausages and gravy browning. They can come from artificial or natural sources. **Preservatives** help extend the shelf life of a product, for example, in yoghurts, processed cheese slices, fruit-based pie fillings, jam and salad cream. Some preservatives (vinegar, salt, sugar, alcohol) have been around for a long time. Acting as preservatives, each of these additives gives a distinctive taste and texture to food. **Antioxidants** can be natural (for example, vitamins C and E) or artificial. They prevent the fat-soluble vitamins A and D, oils and fats joining with

oxygen in the air and making the product turn rancid. They also prevent some foods from turning brown (for example, fruit) when exposed to air. They are used in products, such as fruit drinks, vegetable oils, cereal based foods, soup mixes, stock cubes and cheese spread. **Emulsifiers and stabilizers** create an emulsion between oil and water, which prevents them separating when stored. They are used in low fat spreads, salad creams, meringue mixes, sweet pickle, brown sauce and mousse mixes. **Flavouring and flavour enhancers** improve the flavour of the product, for example, crisps and soup. They can be natural (herbs and spices) or artificial (monosodium glutamate). **Artificial sweeteners** are substitutes for sugar in low calorie drinks, sugar-free chewing gum and sugar-free confectionary. The examples include saccharine, aspartame and thaumatin. **Raising agents** increase the volume and enhance the texture of food, for example, in cakes or bread. Raising agents can be either natural (yeast) or chemical (bicarbonate of soda). **Thickeners and gelling agents** improve and thicken the texture of food by forming a gel, for example, pectin in jam. **Acidity regulators** control the acidity levels in food by altering or stabilizing the acid level, for example, in pickles. **Anti-caking agents** stop the formation of lumps of powder in liquid and are used in biscuits, coca products and skimmed milk powder. **Bacteria** can produce acids when placed in food, for example, adding bacillus lactus to milk makes yoghurt.

It's important to note that no type of food processing can transform poor quality raw materials into good ones. It can only increase the product shelf life. To ensure that products meet high standards, food industry should use the highest quality raw ingredients, establish and follow good processing techniques, and maintain an appropriate product environment after processing.

b) Answer the following questions on the text.

1. What is food processing? What are the aims of modern food processing?
2. How can you define primary and secondary foods? Give examples.
3. What processing techniques are used in food industry today?
4. What does mechanical processing include?
5. What are the types of heat processing?
6. How do we define canning?
7. Is there any difference between chilling and freezing? Explain it.
8. What does drying involve?
9. What types of additives are used in food manufacture?
10. What does the identification of additives by E numbers mean?

7. Fill in the table using the information from the text and your knowledge.

| Type of food processing | | Advantages | Disadvantages | Examples of foods |
|-------------------------|---------------------------|------------|---------------|-------------------|
| Mechanical processing | | | | |
| Heat processing | Pasteurization | | | |
| | Ultra heat treatment | | | |
| | Sterilization | | | |
| | Canning | | | |
| | Chilling | | | |
| | Cook-chilling | | | |
| | Accelerated freeze-drying | | | |
| | Freezing | | | |
| | Cook-freezing | | | |
| Drying | | | | |
| Chemical processing | | | | |

8. Match the definitions with the names of food additives in the box using the information from the text.

Colour, raising agent, sweetener, antioxidant, emulsifier, flavour enhancer, preservative, thickener, acidity regulator, bacteria

1. Any substance that retards deterioration by oxidation of foods.
2. An additive that improves and thickens the texture of food by forming a gel.
3. A chemical that is added to food to extend its shelf life.
4. An additive that increases the volume and enhances the texture of food.
5. A substance that is added to food to enhance its flavour.
6. An additive, which improves the appearance of food or replaces the colour lost during processing.
7. An additive that controls the acidity level in food by altering or stabilizing it.
8. A group of microorganisms that produce acids when placed in foods.
9. A food additive, such as lecithin, that prevents separation of sauces or other processed foods.
10. A substitute for sugar that does not contain sugar.

Speaking

9. Discuss these questions in a group.

1. Do you process food at home? What food processing techniques do you use?
2. What foods do you process at home?
3. Do you use any food additives in home processing? What are they?
4. Do you often buy processed food? What do you pay attention to while buying processed food?
5. Is the quality of processed food that we find in the supermarkets high? Why do you think so?
6. What are advantages and disadvantages of processed food?

10. Look at the list of foods and tell what processing techniques can be used for their processing.

Meat, milk, wheat, barley, eggs, lemons, cherries, beet, cucumbers, maize, flour, peas, fish, apples, kidney-beans, liver, potatoes, mangoes, cacao beans, olives, sunflowers, pies, tea leaves, jam, stock cubes, yoghurt.

11. Look at the characteristics of processed food. Classify each of them as advantage or disadvantage of the processed food. Give the example for each characteristic.

- Poor quality ingredients used for processed foods
- Convenience of consumption
- Toxin removal
- Long-term preservation
- Easy marketing and distribution
- Lower proportion of naturally-occurring vitamins, fibre and minerals than in fresh products
- Increasing food consistency
- Lowering the nutritional value of foods
- Seasonal availability of many foods
- Enabling transportation of delicate perishable food across long distances
- Causing severe health problems (food additives)
- Making food safe by deactivating spoilage and pathogenic microorganisms
- Adding extra nutrients such as vitamins
- Higher ratio of calories than other essential nutrients, a phenomenon referred to as "empty calories"(junk food)

- Improving the quality of life for allergists, diabetics, and other people who cannot consume common food elements

12. a) How do like the following foods processed?

Prawns, mushrooms, beef, pork, bread, milk, potatoes, coffee, pies, pears, plums, cherries, strawberry, black currant, onion, tomatoes, eggs, duck, parsley, dill, butter, fish, peas, cabbage, peaces, wheat, cucumbers.

b) What additives do you like to put to different foods? Choose from the box.

Salt, vinegar, citrus acid, sugar, alcohol, saccharine, yeasts, bicarbonate of soda, herbs, spices, pectin

**Grammar: Modal verbs *must*, *should* and the equivalent *have to*
Ways of expressing future activity.**

13. Match questions on the left with the proper answers on the right. Pay attention to the verbs of obligation.

| | |
|---|--|
| 1. Where do you have to keep food? | a) No, you do not have to eat cracked eggs. |
| 2. What do you have to check on food products? | b) You have to check the sell-by date. |
| 3. How long do you have to boil water and milk? | c) No, you should not. This procedure destroys nutrients. |
| 4. What fruits and vegetables should you choose? | d) You must keep cooked and raw foods apart to prevent germs from moving. |
| 5. Can you eat cracked eggs? | e) Yes, you must. |
| 6. Should you overcook food? | f) You must keep them clean and tidy. |
| 7. How must you keep food storage and preparation places? | g) You should store water and food in clean, covered containers in a cool, dark place. |
| 8. Where should you store water and food? | h) You have to keep food in clean plastic containers with lids. |
| 9. Must you wash hands before working with food? | i) You should choose fresh and healthy-looking fruits and vegetables |
| 10. How must you keep cooked and raw foods? | j) You have to boil water and milk for at least 5 minutes. |

14. Make up sentences matching their beginnings on the left with the correct endings on the right. Pay attention to the verbs of obligation.

| | |
|--|---|
| 1. You have to wash kitchen utensils immediately after use and store them in a clean place | a) the contents should be transferred into a storage container or covered bowl. |
| 2. You have to check the label on pre-packed food | b) to avoid cross-contamination. |
| 3. Perishable food such as meat and poultry should be wrapped securely | c) that has been left out at room temperature for more than a couple of hours. |
| 4. You should store raw foods away from other foods | d) unless it is in the freezer. |
| 5. Even if food is within "Use by dates" you don't have to eat it | e) where flies or dust can't get on them. |
| 6. You should throw away perishable food | f) to see if it is suitable for home freezing. |
| 7. You must not keep cooked food or raw meat for more than 24 hours | g) to maintain quality and to prevent meat juices from getting onto other food. |
| 8. It is not recommended to put open cans in the fridge, | h) if it looks, tastes or smells off. |

15. The signs that food is spoilt and is not safe to eat are odour, sliminess, discolouration, souring and gas. Read the sentences and give some recommendations using modal verbs *must/mustn't, should/shouldn't*. Use the example:

The cheese has blue mould. It must not be eaten. or It should be thrown away.

1. The milk went sour.
2. This meat has become spongy.
3. The cans of peaches are swollen.
4. The sour-cream smells bad.
5. This tin of peas has a fizzing sound on opening.
6. The bread is stale and has black pin moulds.
7. This wine is not good; it has changed its taste.
8. The fish is not fresh; it is slimy.

16. a) Look at the list of foods. Tell how you are going to extend their shelf life at home. Use the structure *to be going to*.

Chicken, dill, twenty kilos of apples, eggs, five herrings, frozen dumplings, ice-cream, fish, cheese, strawberries, orange juice, twenty kilos of cucumbers.

b) Put the verb into correct form, using will or to be going to.

1. A: Why are you filling this bucket with water?
B: I ... soak cucumbers for canning.
2. A: Where are you going? Are you going shopping?
B: Yes, I ... buy something for dinner.
3. A: What would you like to drink, tea or coffee?
B: I ... have tea, please.
4. A: We need some bread for lunch.
B: Oh, do we? I ... the shop and get some. I feel like a walk.
5. A: Why have you bought so many foods?
B: I ... celebrate my birthday.
6. A: I am going out. Do you want me anything to buy?
B: Yes, I need some potatoes and flour.
A: Okay, I ... get you some.
7. A: Why did you get up so early?
B: I ... cook breakfast.
8. A: Why did you buy so many tomatoes?
B: I ... can some jars.
9. A: They serve very delicious stuffed mushrooms here.
B: Really, I ... try some.
10. A: Do you know, an interesting programme about nutritional value of processed food is on today?
B: Really, I did not know. I ... watch it. What time is it on?

17. Carol is going to visit her grandmother in the village for a week. She wants to preserve some fruits and vegetables for winter so she has made some plan. Look at her diary and tell what she is doing every day.

| Carol's diary | | |
|--|--|--|
| <i>Monday</i> <i>Make raspberry jam</i> | <i>Wednesday</i> <i>Make fresh currant jam</i> | <i>Friday</i> <i>Make stewed fruits</i> |
| <i>Tuesday</i> <i>Can cucumbers</i> | <i>Thursday</i> <i>Slice apples for drying</i> <i>Pick black currants for freezing</i> | <i>Saturday</i> <i>Can tomatoes</i> |
| | | <i>Sunday</i> <i>Have a rest</i> |

Listening

18. a) Match the words with their definitions.

- | | |
|--------------------|--|
| 1. Spread <i>v</i> | a) to move something from where it is |
| 2. Sack <i>n</i> | b) to injure or harm a person or thing |
| 3. Pod <i>n</i> | c) to break or tear apart by force |
| 4. Remove <i>v</i> | d) to distribute over a surface or area |
| 5. Damage <i>v</i> | e) a dry fruit or seed vessel |
| 6. Split <i>v</i> | f) a bag, especially a large one, of coarse cloth, for holding grain, foodstuffs, etc. |

b) Listen to the text and put the steps of producing cocoa in the logical order.

| | |
|---|--|
| 1. The pods are split open with a knife and the beans are removed. | |
| 2. A pile of wet cocoa beans is put on banana leaves, which are spread out in a circle on the ground. | |
| 3. Cocoa pods are cut from cocoa trees with large knives. | |
| 4. The beans are put into sacks for transporting all over the world. | |
| 5. The women collect the pods in large baskets. | |
| 6. The wet mass of beans is dried in the sun. | |

19. a) What do you need to make a Daiquiri cocktail and a Manhattan one? Listen and write *D* or *M* in the boxes.

- | | | |
|--|---|---|
| <input type="checkbox"/> ice | <input type="checkbox"/> cocktail shaker | <input type="checkbox"/> cocktail glass |
| <input type="checkbox"/> crushed ice | <input type="checkbox"/> Angostoura bitters | <input type="checkbox"/> light rum |
| <input type="checkbox"/> cherry | <input type="checkbox"/> sweet vermouth | <input type="checkbox"/> cocktail glass |
| <input type="checkbox"/> Canadian whisky | <input type="checkbox"/> caster sugar | <input type="checkbox"/> slice of lemon |
| <input type="checkbox"/> lemon juice | <input type="checkbox"/> large glass | |

b) Listen again and fill in the gaps of cocktail recipes with words or word-combinations.

Daiquiri

First, take the ... and fill it with After that, add three measure of ..., one measure of ..., and a teaspoon of Then shake well and strain into a Finally, garnish with a ..., and that's it.

Manhattan

Half fill a large glass with ..., then add one and a half measures of ... and three quarters of a measure of Then add a dash of Stir it well and strain into a Finally, add a ... and garnish with a

Study skills: Telephone communication
Helpful language

Making a call

This is ...? /... speaking.
Could I have your name? / Who's calling, please?
Hold on, please.
Could you repeat that, please?
Can you speak up a little, please?
The line is bad / engaged.
Go ahead.
Can you spell your surname, please?
One moment, and I'll connect you.
Could you put me through to ...?

Messages

Can I take/have a message?/What's the message?
Could I leave a message?/ I'll give him the message.
I am sorry. I did not catch the date.
Could you ask him to call me back?

Appointments

I'd like to arrange an appointment with/Can I make an appointment with ...?
I'd like to cancel an appointment on Tuesday, 6.
One minute, please. I'll check his diary/schedule.
I'm calling to confirm my appointment with ...

20. a) Match left and right to find the words and phrases with similar meanings.

- | | |
|-------------------------------|-----------------------------|
| 1. The line is busy | a) I'll connect you |
| 2. This is... | b) Could I have your name? |
| 3. A code | c) One moment |
| 4. I'll put you through | d) I am ready. |
| 5. An extension number | e) ... speaking |
| 6. Who's calling, please? | f) The line is engaged. |
| 7. Hold on. | g) an office number |
| 8. Go ahead | h) a country or area number |
| 9. To lift a receiver | i) a long-distance call |
| 10. To cut off | j) to replace the receiver |
| 11. To hang up | k) to ring up |
| 12. Could you take a message? | l) an information office |
| 13. A telephone directory. | m) to disconnect |
| 14. An inquiry bureau | n) to pick up the receiver |
| 15. To make a call | o) a telephone book |

16. A public telephone

p) Could I leave a message?

17. A trunk call

q) a box phone

b) Match the telephone phrase on the left with the correct response on the right.

| | |
|--|---|
| 1. I'll give him the message. | a) This is Mary Dixon from Madrid. |
| 2. Could I speak to Pick Robertson, please? | b) Thank you for your help. Goodbye. |
| 3. Who's calling? | c) Of course, J-o-h-n B-r-o-w-n. |
| 4. Can I take a message? | d) Certainly. One moment, please. |
| 5. Could you spell your name, please? | e) It's 33 – that's the code for France – then 6-87 25 89 07. |
| 6. Could you tell me your number? | f) Yes, could you ask him to call me back? |
| 7. I'm calling to confirm your appointment with Mr. Greg at 11 a.m. next Monday. | g) Thank you. I am looking forward to seeing Mr. Greg next Monday. Will you give him my best regards, please? |
| 8. I would like to make an appointment with Mr. Brig. | h) Oh, yes, Mr. Frank. I'll get his schedule. |
| 9. What can I do for you? | i) Could you arrange a visit of our engineers to your factory? |

21. a) Read the dialogues between Nick Delwin, the marketing manager of the grocery store, and Maria Dorish, John Norman's secretary.

Leaving a message

- Good Food Limited. What can I do for you?
- Hello, Nick Delwin speaking? Could you put me through to John Norman?
- He isn't in. He is on holiday for the week, I am afraid. Can I help you?
- Could I leave him a message?
- Sure.
- Could you tell him that Nick Delwin phoned?
- Can you spell your last name, please?
- Of course. It's D-e-l-w-i-n
- Thank you. I think I've got it. What's the message?
- Just tell him I'll call him when I get back from Australia.
- OK, I'll do it. Bye.
- Thanks. Bye.

Making an appointment

- Mr. Norman's secretary speaking.

- Good morning. My name’s Nick Delwin. I’d like to arrange a lunch appointment with John Norman. He told me to arrange it with you. Is he doing anything on Thursday, 12th?
- Let me see now ... Thursday ... Oh, I am afraid he is going away for the whole day. How about Friday?
- No, I am flying to Scotland on Friday. I am not doing anything on Wednesday afternoon though. Perhaps we could have a late lunch?
- Well, Mr. Norman is going to a meeting at two o’ clock, so he can’t have a late lunch. He is free on Tuesday though.
- Tuesday ... hmmm ... Well, I am meeting a client in the morning but I am not doing anything at lunchtime, yes. Let’s make it Tuesday. I’ll come to the office at one o’clock.
- That’s fine, Mr. Delwin. One o’clock on Tuesday then. I’ll tell Mr. Norman to wait for you. Good-bye.
- Thank you. Good-bye.

b) Role-play the following situations. Use helpful language.

1. Mrs. Turner is calling Mr. Norman’s secretary to confirm Mr. Norman’ meeting with her boss Nick Day at 4 p.m. on Tuesday at the Star Restaurant.
2. John Norman is calling Mr. Roberts to ask him to send six computers for his office. However, Mr. Roberts is out. He leaves Mr. Roberts’ secretary a message.
3. Peter Dolchin is calling John Norman to cancel an appointment on Tuesday 6, September. He tries to rearrange for Wednesday morning, September 7.
4. Tom Roberts is calling John Norman to make an appointment with him. Use Mr. Norman’s and Mr. Roberts’s diaries:

| <i>Mr. Norman’s diary</i> |
|--|
| <i>Monday 5</i> <i>Interview applicants for secretary job</i> |
| <i>Tuesday 6</i> <i>4 p.m. Nick Day, Star Restaurant</i> |
| <i>Wednesday 7</i> <i>10 am. Roy Williams</i> |
| <i>Thursday 8</i> <i>2 p.m. Director’s meeting</i> |
| <i>Friday 9</i> <i>Business trip to Cardiff</i> |

| <i>Mr. Roberts’s diary</i> |
|---|
| <i>Monday 5</i> <i>All day conference</i> |
| <i>Tuesday 6</i> <i>12.00 Show managers around the company</i> |
| <i>Wednesday 7</i> <i>4 p.m. Board meeting</i> |
| <i>Thursday 8</i> <i>10 a.m. Advertising agency</i> |
| <i>Friday 9</i> <i>1 p.m. Meeting with main customers</i> |

Writing: Business letter

A business letter is a written, printed or typed business communication. It can be posted by the usual mail or sent electronically.

Letter-writing expressions for business letters

| | |
|--------------------|--|
| Opening | Dear Sir/Madam; Dear Mr. Jones; Dear Sirs (GB); Gentlemen (US) |
| Saying thank you | Thank you for... |
| Reason for writing | I am writing to inform you that... I am writing to enquire about... I am writing to apologize for... |
| Asking for help | Please, could you...? I would be grateful if you could...? |
| Offering help | We will be pleased/ happy to (send you)... |
| Enclosed documents | I enclose.../Please, find enclosed... |
| Closing remark | I look forward to hearing from you. I look forward to meeting you. I look forward to seeing you. |
| Finishing | <i>Br.:</i> Yours faithfully/Yours sincerely <i>Am.:</i> Sincerely yours/Yours truly |

22. Study the business letter-writing expressions. Read the letter of Dennis Kiley, the sales manager of Brownlee & Co Ltd, to John Norman, the vice-president of Good Food Limited. Fill in the gaps with suitable letter-writing expressions.

Brownlee & Co Ltd
5 High Street, Blackheath, Dublin SE3B 5HY
tel: 01-852 68728

John Norman,
Vice-President,
Good Food Limited,
40 Shaftesbury Avenue,
Cork W1A 4WW

October 26, 2010

Our ref: SM/DK

... Mr. Norman,
... your letter of 22nd October enquiring about our range of
equipment for food processing.

I ... an up-to-date price list and our latest catalogue, which I hope,
includes something of interest to you. You will notice that we ...
very favourable terms of payment.

I ... hearing from you again.

Yours ...,

DKK

Dennis Kiley
Sales Manager

Encs

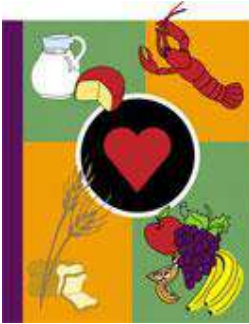
23. This is a letter dictated by John Norman to his secretary Maria Dorish. She must put in the capital letters and punctuation. Write out the letter using the proper business letter format. Don't forget the date and the addresses. Remember that not everything he says will be written in the letter.

“Take a letter please, Miss Dorish. It's to Dennis Kiley of Brownlee & Co. His address is on his letter to us – dear mr Kiley thank you for your letter of 26th October and for the enclosed catalogue and price list I am very interested in your conveyors and I notice that you only advertise flat-bed ones is it possible to order them if so I would like to order four flat-bed conveyors I look forward to hearing from you in the nearest future yours sincerely John Norman vice-president.

24. Write a business letter to Mr. Norman on the following:

- ask to send you an up-to-date price list of chilled foods;
- ask to send you 100 boxes of meat loaves;
- ask for discounts if you buy 100 tins of chicken pâté.

Unit 6 Food and health



“Nothing will benefit human health and increase the chances for survival of life on the Earth as much as the evolution to a vegetarian diet.”

(Albert Einstein)

Active vocabulary

Nutrients

carbohydrate – вуглевод

cholesterol – холестерин

ethanol – етиловий спирт, етанол

fat – жир

fibre – волокно, нитка

mineral – мінерал; мінеральний

nutrient – поживна речовина

polyol – поліол (органічний компонент, що має три або більше гідроксильних груп)

protein – протеїн, білок

vitamin – вітамін

Nutrition

amount – кількість

calorie – калорія, мала калорія

gain weight – набирати вагу

intake – прийом

joule – джоуль (одиниця виміру енергії)

label – ярлик, етикетка; наліплювати ярлик, відносити до якоїсь категорії

lose weight – втрачати вагу

measure – міра, одиниця виміру; вимірювати

nourish – жити, годувати

nutrition – харчування, їжа

serving – порція, компонент

value – величина, значення, цінність, важливість; оцінювати

vary – змінювати(ся), відрізнятися, розходитися

weight – вага, маса

Life stages

adolescent – юнак, дівчина, підліток

adult – доросла (повнолітня) людина
breast milk – материнське молоко
formula milk – штучний замінник материнського молока для вигодовування немовлят
gender – стать
pregnant – вагітна
puberty – статевая зрілість
sedentary – сидячий
stage – стадія, період, етап

Diseases

anemia (anaemia) – анемія, недокрів'я
blood pressure – кров'яний тиск
coeliac – людина з хворобою черевної порожнини
deficiency (lack) – нестача, відсутність (чогось), дефіцит
obesity – ожиріння, ожиріння
overweight – надлишкова вага; що важить понад норму
suffer – страждати, зазнавати, терпіти

Vocabulary practice

1. Study the words and word-combinations and divide them into three categories: health problems, foods, components of food.

Carbohydrate, fibre, fish, anemia, fat, high blood pressure, protein, milk, carrot, eggs, ethanol, water, obesity, depression, vitamin, mineral, bean, pea, juice, overweight, frustration, antioxidant, beef, pork, bread, caffeine, diabetes, heart attack, pear, plum, yogurt, organic acid, anxiety, flour, lemon, tension, natural flavour, rice, tomato, headache, vitamin deficiency, cheese, sugar.

2. Fill in the gaps with the correct words from the box:

| |
|--|
| Physician, weight, calories, diet, activity, nutritious, health, overeat, exercise, overweight |
|--|

Overweight problem

Overweight is a major ... problem. Why are so many people ...? Because we eat too much and exercise too little. We often eat ... much of the wrong kinds of good foods, which are often high in ... but low in fibre and nutrients. Today, not enough of our time is devoted to physical In general, we drive instead of walk; watch sports instead of play ourselves; take elevators instead of stairs. Some people ... to relieve tension, anxiety, frustration, insecurity, depression, loneliness or boredom. The only way to control

weight permanently is to follow a sensible program of ... and exercise.

You'll stay healthier, feel better and live longer if you keep your ... under control.

1. Watch your weight and eat moderate amounts of foods that are ... and low in calories.
2. ... regularly doing whatever you like best, as long as you start slowly and stick with it.
3. Consult your ... for general advice or if problems develop.

3. Match the words on the left with the definitions on the right.

| | |
|----------------------|---|
| 1. Vitamin | a) a large group of organic compounds, including sugars (sucrose and polysaccharides) that contain carbon, hydrogen and oxygen |
| 2. Fat | b) any substance that nourishes an organism |
| 3. Health | c) a unit of energy or work done |
| 4. Joule | d) a substance contained in foods such as meat, cheese, and butter which forms an energy store in the body |
| 5. Nutrient | e) a solid homogeneous inorganic substance having a definite chemical composition |
| 6. Intake | f) the state of being bodily and mentally vigorous and free from disease |
| 7. Carbo- hydrate | e) a large group of nitrogenous organic compounds consisting of polymers of amino acids that are essential constituents of living cells |
| 8. Serving | f) a group of substances that are essential in small quantities for the normal functioning of metabolism in the body |
| 9. Protein | g) a portion or helping of food or drink |
| 10. Mineral | h) the process of taking food into the body through the mouth |

4. Choose which word is different.

1. Protein, pectin, fat, carbohydrate.
2. Nutrient, nutrition, nutritious, diet.
3. Meat, fruit, beef, poultry.
4. Joule, kilojoule, centimetre, calorie.

5. People, adult, adolescent, baby.
6. Milk, cheese, butter, carrot.
7. Nutrition, diet, nourishment, energy.
8. Natural, healthy, strong, sound.
9. Obesity, anemia, overweight, fatness.
10. Interchangeable, unhealthy, inorganic, chemical.

Reading

5. Read the text and check your answers.

Four Basic Food Groups and nutrients

Your body needs food from the Four Basic Food Groups: Bread-Cereal, Meat-Poultry-Fish-Bean, Milk, and Fruit-Vegetable. Bread, cereal, rice, and tortillas are examples of foods in the Bread-Cereal group. In the second food group are all kinds of meat, fish, poultry and beans. Eggs are also in the Meat-Poultry-Fish-Bean food group. Milk products are in the third group. Examples of milk products are cheese, butter, yogurt, and milk, of course. The fourth food group has green and yellow vegetables and all kinds of fruit. Since no single food group can nourish the body with all the vital ingredients it requires, it is important to consume a variety of healthy foods to derive the nutrition our body needs. The food group serving size will depend upon various factors, like age, activity level, body size and gender. Most people should eat two or three servings of food from the first three food groups, and four to six servings from the fourth food group every day. It is also essential to eat a variety of foods from within the food groups as some foods provide more nutrients than others do. However, remember – you should eat the right foods and the right amount of foods!

Your body uses foods from these Four Basic Food Groups to make energy. Your body uses energy to grow and to work. Like other forms of energy, food energy is measured in calories or joules. Some countries use the kilogram calorie, which is equal to one kilocalorie (kcal) or 1,000 calories as normally defined. The kilojoule is the unit officially recommended by the World Health Organization and other international organizations. Only carbohydrates (including fibre), fats, proteins, organic acids, polyols and ethanol contain food energy. Everything else in food is non-caloric, including water, vitamins, minerals, antioxidants, caffeine, spices and natural flavours. Nutritionists usually talk about the number of calories in a gram of a nutrient. Fats and ethanol have the greatest amount of food energy per gram, 9 and 7 kcal/g (38 and 30 kJ/g), respectively.

You should eat the right number of calories – not too many and not too few. Recommended daily energy intake values for young adults are 2500 kcal/day (10 MJ/day) for men and 2000 kcal/day (8 MJ/day) for women. Children, sedentary and older people require less energy, physically active people more. In addition to physical activity, increased mental activity is linked with moderately increased brain energy consumption.

Your body needs nutrients for good health. Nutrients are substances found in different foods we eat. The six main nutrients are the following: vitamins, carbohydrates, fats, protein, minerals and water. The balance of energy and nutrients in our diet keeps us healthy. A deficiency of energy or a specific nutrient leads to the accumulation of toxins within the body, resulting in chronic diseases in the end. Healthy eating is eating in moderation and having regular mealtimes. A nutritionally balanced diet will contain the right amount of energy and nutrients to meet the needs of the body. It ensures overall well-being and reduces the risk of several diseases, like obesity, cancer, cardiovascular ailments, diabetes, osteoporosis and stroke. Current health eating guidelines recommend people to eat less sugar, salt and fat.

Throughout life, nutritional needs vary. They will also vary depending on what sex we are. Each life stage and gender can be identified as a specific dietary group. The groups can be broadly divided into the following:

Babies: In the first four months of life, breast or formula milk provides all the nutrients needed. After this, the baby is slowly weaned onto more solid, mashed foods, such as cereals, vegetables and fruit.

Young children: This group needs to take in more energy. They need food high in carbohydrates, such as bread and cereals, as well as a mixed, balanced healthy diet.

Adolescents: They also need a high-energy intake because they are usually very active. As puberty sets in, it is an accelerated growth and development stage.

Adults: The nutritional requirements of an adult vary greatly depending on age, gender, lifestyle and occupation. A less active person will require less energy than a very active one. However, all adults still require a balanced diet to avoid health-related problems.

Older people: Energy requirements decrease as people become generally less active. However, it is still essential for older people to eat a balanced diet that is interesting and varied.

Other factors may also influence an individual's diet, such as medical condition, religion, culture, values and beliefs. Special dietary groups include vegetarians, diabetics, coeliacs, pregnant women, people following a diet (such as low fat diet), and people suffering from high blood pressure or heart problems.

6. Complete the table using the information from the text.

| | Food group | Examples of foods |
|------------|-------------------------|--------------------------|
| 1st | Bread-Cereal | |
| 2nd | Meat-Poultry-Fish-Beans | |
| 3rd | Milk | |
| 4th | Fruit-Vegetable | |

7. Agree or disagree with the following statements on the text.

1. Your body needs food from the Four Basic Food Groups: Bread-Cereal, Meat-Poultry-Fish-Bean, Milk, and Fruit-Vegetable.
2. People should eat five or six servings of food from the first three food groups, and four to six servings from the fourth food group every day.
3. It is not important to eat a variety of foods from the Four Basic Food Groups.
4. The unit for measuring calories officially recommended by the World Health Organization is the kilojoule.
5. Water, vitamins, minerals, antioxidants, caffeine, spices and natural flavours contain food energy.
6. Proteins have the greatest amount of food energy per gram.
7. Children, sedentary and older people require more energy than physically active ones.
8. Your body needs the following six nutrients for good health: vitamins, carbohydrates, fats, protein, minerals and water.
9. Obesity and heart disease are caused by eating less sugar, salt and fat.
10. Nutritional needs do not vary throughout people's life.

Speaking

8. a) Discuss these questions in small groups.

1. Describe your usual diet. What do you eat that is good/not good for you?

2. What food did you eat being a pupil? Were school meals healthy?
3. How many meals a day do you have being a student? Does your nutrition differ from that at school?

b) Look at eight guidelines for a balanced healthy diet. Do you always follow them? Explain how you should follow each of these guidelines.

1. Enjoy your food.
2. Eat a variety of different foods.
3. Eat the right amount of food to be a healthy weight.
4. Eat plenty of foods rich in starch and fibre.
5. Do not eat too much fat.
6. Do not eat sugary foods too often.
7. Look after the vitamins and minerals in your food.

| Life stage | Activity level | Nutritional needs | Recommended foods |
|----------------|----------------|-------------------|-------------------|
| Babies | | | |
| Young children | | | |
| Adolescents | | | |
| Adults | | | |
| Older people | | | |

8. If you drink alcohol, keep within sensible limits.

9. Which of these people are the healthiest? Put them in order. Reason your choice.

Jim: Job: computer programmer (sits at a desk all day). Exercise: playing football for one hour every Saturday afternoon. Smoking/drinking: drinks seven cans of beer a week. Diet: eats a lot of fresh fruits and vegetables.

Diana: Job: manager in advertising (has a lot of stress). Exercise: plays squash every lunchtime. Smoking/drinking: drinks half a bottle of wine per day. Diet: fast food – sandwiches, beef burgers or pizza.

Nidel: Job: works in a shoe shop (standing all day, walking around the shop). Exercise: none. Smoking/drinking: drinks three cans of beer a week. Diet: has beefburgers or chips at lunch, salad in the evening.

Anne: Job: air stewardess (on her feet most of the day, but quite often can't sleep at night). Exercise: three hours jogging every week. Smoking/drinking: drinks half a bottle of wine per week. Diet:

not too bad, but eats quite a lot of rich, spicy foods when staying abroad; loves cakes and eats two bars of chocolate per week.

10. Read the situations and give some recommendations on weight control for each person. Use the example:

Jane is a swimmer. She has trainings every day. She wants to be a champion. She eats a lot of fruits and vegetables. But she does not eat much meat and fish.

Recommendations: Jane is going to lose her weight. She should eat more energy containing foods with carbohydrates, fats, proteins, organic acids, polyols, and ethanol. She should eat more foods from Meat-Poultry-Fish-Beans and Milk Food Groups.

1. Nick is a sportsman. He goes in for tennis. He likes sports very much. Nick burns about 4000 calories a day. He also studies at the institute and works in the evening. But he doesn't eat enough.

2. My friends Jane and Kate take in about 1800 calories a day. They watch television a lot and don't like sports. They burn about 1200 calories a day.

3. David goes to school during the day and cleans offices at night. He works very hard. He is also on the school hockey team. He burns about 3000 calories a day. He eats well, but he doesn't consume a lot. He takes in about 2000 calories a day.

4. John is a lazy student. He doesn't like studying, but he likes going to bars and cafés. He takes in about 2000 calories and burns about 1500 calories Every day.

11. Make up your day menu. It should follow the recommendations to eat a certain number of food servings from Four Basic Food Groups: two or three servings from the first three food groups, and four to six servings from the fourth food group.

12. All packaged foods have food labels nowadays. These labels give the following information:

- name of the food;
- name and address of the company who has made the food;
- country the food came from;
- all the ingredients in the food;
- percentage of some ingredients in the food;
- allergy warnings if there is something in the food that may cause an allergic reaction for some categories of people;
- nutrition information panel;

– the use-by date telling when it is safe to eat, or the date when the product was made.

- Look at the example of food labels and tell what information they give.
- What do the nutrition facts say about the food?

HOW TO READ A FOOD LABEL



| Nutrition Facts | |
|---|------------------------------|
| Serving Size | 1 cup (85g) (3 oz.) |
| Servings per container | 2.5 |
| Amount per serving | |
| Calories | 45 Calories from Fat 0 |
| % Daily Value* | |
| Total Fat | 0g 0% |
| Saturated Fat | 0g 0% |
| Cholesterol | 0mg 0% |
| Sodium | 55 mg 2% |
| Total Carbohydrate | 10g 3% |
| Dietary Fiber | 3g 12% |
| Sugars | 5g |
| Protein | 1g |
| Vitamin A 360% • Vitamin C 8% • Calcium 2% • Iron 0% | |
| *Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs. | |
| | Calories: 2,000 2,500 |
| Total Fat | Less than 65g 80g |
| Sat. Fat | Less than 20g 25g |
| Cholesterol | Less than 300mg 300mg |
| Sodium | Less than 2,400mg 2,400mg |
| Total Carbohydrate | Less than 300mg 375mg |
| Dietary Fiber | Less than 25g 30g |
| Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4 | |

Ingredients: Carrots.

Grammar: Modal verbs *can, may* and the equivalent *be able to*. Perfect tenses. Present perfect and past indefinite.

13. Fill in the gaps with modal verbs and their equivalents from the box. Sometimes, two variants are possible.

Can't, was able to, could, may, aren't able to,
can, will be able to, are able to

1. In some cases, bacteria ... double their numbers in as little as 20 minutes. 2. Pasteur discover that germs caused food poisoning and spoilage. 3. Bacteria ... grow anywhere they have access to nutrients and water. 4. Food that is left too long at unsafe temperatures ... be dangerous to eat, but smells and looks just fine. 5. Spoilage bacteria ... cause fruits and vegetables to get mushy or slimy, or meat to develop a bad odour. 6. You ... see, taste or smell most bacteria. 7. To resist harm, some bacteria ... form tough reproductive cells that ... survive under adverse conditions. 8. Microorganisms ... grow and multiply only within a certain pH range – low pH generally inhibits microbial growth. 9. Anaerobic organisms ... produce energy for life only in the absence of oxygen. 10. The first person who ... observe germs was a Dutchman Van Lowenhock whose hobby was making microscopes.

14. Rearrange the words to make up sentences.

1. Spores long can a for time survive.
2. about tell We bacteria at spoilage could yesterday exam the.
3. are to about swim in able watery Bacteria fluids.
4. Pasteur to microorganisms able that was show everywhere are.
5. vitamin Bacteria to able are B make.
6. cheese yoghurt Some can change bacteria milk or into.
7. grow quickly Under the bacteria spoilage be to favourable will able very conditions.
8. prevent could vegetables of canning by spoilage They.
9. cell One bacterial 2000million could produce cells.

15. What do you say in the following situations? Use *Can you ...?/Could you ...?/Can I ...?*

1. You are having dinner. You want somebody to pass you the salt. What do you say?
2. You are in the restaurant. The waiter has brought you cold soup. What do you say to the waiter?
3. You are very hungry. Your mother has just cooked dinner. It smells delicious. What do you say to your mother?
4. Your friend gave you a very tasty cake she had baked. You want to know the recipe of this cake. What do you say to your friend?
5. You have got nothing for dinner. Your friend is going out to buy some bread. What do you say to him/her?
6. The fish you are going to buy looks bad. You want another fish. What do you say to the shop assistant?

7. You are having a party, but you have not got enough time for preparation. You want your friend to help you cook some dishes. What do you say to your friend?
8. The girl wants her mother to buy her ice-cream. What does she say to her mother?
9. You have missed the lecture about bacteriology. You ask your friend to give you some notes. What do you say to your friend?

16. Form negative and interrogative (general and special questions) sentences. Use the example:

He has been on a diet for three months.

He has not been on a diet for three months. Has he been on a diet for three months? How long has he been on a diet?

1. Comprehensive surveys of consumers have indicated poor knowledge of nutrients supplying energy. 2. One of the greatest challenges for the canteen manager has been to encourage students to buy healthy food. 3. The nutritionists have developed healthy eating guidelines for people of different age stages. 4. Mars will have launched a new line of flavanol-rich beverage mixes by March. 5. The company had reduced salt by 40% across its cereals range. 6. The nutritional habits of Ukrainian people have changed during the last 15 years. 7. The food-processing company has taken steps to ensure environmentally responsible packaging. 8. The government agencies have recognized the importance of using indigenous plant food. 9. The school principal has asked the staff to model healthy behaviour. 10. Tom has lost his weight because of hard work.

17. Put the verbs in brackets into the correct form of the present, past or future perfect.

1. Healthy eating guidelines (to be) around for thousands of years – and in essence, (not to change) much: they all promote a balanced diet, high in fruits and vegetables, and a wide variety of foods. 2. Vitamin A deficiency (to become) a serious public health problem in Malawi. 3. The canteen managers (to work) closely with suppliers to encourage them to provide healthier foods at a lower rate. 4. For years, we (to know) that vegetables and fruit were a good source of Vitamin C and dietary fibre. 5. The government (to adopt) healthy eating guidelines by May, 2008. 6. The government efforts to reduce Vitamin A deficiency incidence (to make) little progress. 7. Focusing on good nutrition for sports performance (to encourage) students to eat well. 8. The cost of food (to drop) overall by last summer. 9. The new canteen contractor (to organise) the school's move towards healthier eating by the end of the next month. 10. We (to reduce) the salt level in food to meet government requirements by

the next year. 11. The National Health and Medical Research Council (to develop) the dietary guidelines for children and adolescents.

18. Reason why the following actions have happened. Use the present perfect. For example:

Nick's weight is a hundred kilos, but he is very short. – He has eaten a lot of unhealthy food.

1. Jane suffers from anemia. 2. My sister should follow a diet because of stomach problems. 3. John's weight is fifty kilos, but he is very tall. 4. Mr. Fetter suffers from high blood pressure. 5. Laura has a deficiency of calcium. 6. She is overweight. 7. They are healthy and strong. 8. We have to lower fat, sugar and salt consumption. 9. It is summer now. We can buy a lot of fresh fruits at low prices. 10. Tom can apply for a job of a nutritionist this year.

19. a) Point out what time expressions we use with the present perfect and the past indefinite.

- for
- ten years ago
- recently
- this month
- when you were a baby
- last year
- never
- since
- yesterday
- in the last few days
- today
- at six o'clock
- just
- on January 7th 2010
- when you were a schoolgirl (schoolboy)

b) Make up sentences with all time expressions using the present perfect or the past indefinite.

Listening

20. a) Match the words with their definitions.

| | |
|-------------------------|---|
| 1. Treat <i>v</i> | a) any microscopic organism, esp. one of the bacteria, that can cause disease |
| 2. Antibody <i>n</i> | b) to make happen, to effect |
| 3. Germ <i>n</i> | c) to set free, to let go or let loose |
| 4. Cause <i>v</i> | d) to act or behave toward a person or animal in a specified manner |
| 5. Bloodstream <i>n</i> | e) the blood flowing through the circulatory system of a body |
| 6. Release <i>v</i> | f) a specialized protein produced to neutralize specific antigens, thus creating immunity |

b) Listen to the text and fill in the gaps.

1. Normally, your immune system protects you from ... and

2. It does this by making ... that help you fight off bacteria, viruses, and other tiny organisms that can make you sick.

3. But if you have a food allergy, your immune system mistakenly ... something in a certain food as if it's really dangerous to you.

4. Antibodies to something in the food would ... mast cells to ... chemicals into the... .

5. These foods ... the most food allergies: peanuts and other nuts, ..., such as shrimp, ..., particularly cow's milk, ..., soy and wheat.

21. a) Listen to the presentation and tick *good* or *bad* in the second column of the table.

| Food | Good or bad for health | Grounding the author's point (Why?) |
|------------|------------------------|-------------------------------------|
| Chocolate | | |
| Salt | | |
| Vegetables | | |
| Bread | | |
| Fruit | | |
| Tea | | |
| Coffee | | |

b) Listen to the presentation again and fill in the third column of the table.

Study skill: Presentation

A presentation must appeal to your audience. Grab the audience's attention immediately in your introduction with an emotional appeal, a startling statistic or an evocative example that illustrates the issue clearly. Explain the most relevant and convincing data to the audience using graphs, tables, and diagrams. Break down a problem into parts for better understanding. Give definitions of unfamiliar terms and phrases to the audience. State the facts of the problem you are trying to discuss. Invite audience to ask questions, make comments or start a discussion.

N.B. If your presentation does not provoke questions from the audience, it is a sign that either you did not explain your ideas well or that the audience was too bored to listen to what you were saying.

The structure of the presentation:

- I Introduction
- II Main parts
- III Conclusion

Helpful language
Introduction

Greeting, name, position

Good morning. My name is I am the new technologist.

I'd like to talk (to you) today about...

I am going to inform you about ...

The subject of my talk is ...

Purpose/Objective

We are here today to learn about ...

The purpose of this talk is to give you the background of...

Length

I shall only take (...) minutes of your time.

I plan to be brief.

Outline/Main parts

I've divided my presentation into four parts/sections. They are... .

We can break down this area into the following fields

Main parts

Giving reasons/causes

Therefore/So/As a result/That's why.

Contradicting

In fact/Actually.

Contrasting

But/However.

Giving examples

For example/Such as ...

Sequencing/Ordering

Let's start with...

Firstly/Secondly/Thirdly/Then/Next/Finally/Lastly...

Let's move/go on to... /Now we come to...

Highlighting

In particular/Especially.

Comparing

In the same way.

Summarizing

To sum up/In brief.

Conclusion

Signalling the end

That brings me to the end of my presentation.

That covers all I wanted to say today.

Summarizing

I'll briefly summarize the main issues./ To sum up...

Concluding

In conclusion... / I would like to make a conclusion ...

Closing

Thank you for your attention./ Thank you for listening.

Inviting questions

I'd be glad to try and answer any questions.

Have you got any questions?

22. Listen to the presentation 6.2. and copy out the structures that the presenter uses to organise his speech.

23. Complete the introduction of Stephan Polonsky's presentation with the words from the box.

| |
|---|
| Let's start with, give a brief presentation, looks at, in the last part, take 10 minutes, talk, and the first part. |
|---|

Good morning, ladies and gentlemen, thank you for coming. My name is Stephan Polonsky and I'm here to ...(1) on the Department of Human Nutrition at Warsaw Agricultural University. My ...(2) is very short so please keep your questions for the end. I will ...(3) of your time.

...(4) of my presentation is about the department structure. The second part ...(5) the present activity and current projects of the Department of Human Nutrition, and ...(6) I want to talk about our future plans. ...(7) the structure.

24. Match the extracts with the similar meaning.

| | |
|--|---|
| 1. OK, let's start with the history. | a) So, we can go to a survey of our principal activity. |
| 2. So, before go on are there any questions? | b) To come back to the points I was. |
| 3. Anyway, I'll leave the history there. | c) Let's stop here and see if there are any questions. |

| | |
|---|---|
| 4. Let's move on to a survey of our principal activity. | d) To start with the history then. |
| 5. Anyway, let me get back to what I was saying before. | e) So, we come to the last part of my presentation. |
| 6. And that brings me to the final part of my presentation. | f) That covers the history. |
| 7. Let me look at this problem from three points of view. | g) I'll divide my presentation into three parts. |

25. Prepare a presentation (talk) on healthy eating.

Choose from the following topics:

- Food labels.
- Understanding E numbers on food labels.
- Nutrients in food.
- Bad nutrition as the cause of diseases.
- Overweight problem.
- Food and health.
- Vegetarianism: advantages and disadvantages.
- Is it good to be on a diet? Types of diets.
- Food Guide Pyramids.
- Four Basic Food Groups.

Writing: E-mail

Electronic mail is a means of sending and receiving messages – internally, nationally, or internationally. Email is relatively low in cost and does not require a trained operator. It is also fast, relatively reliable, and messages can be sent or picked up anywhere in the world, and stored in the mailbox until they are retrieved.

25. a) Read the e-mail written by Stephan Polonsky to Augustine Coprit, the principal of the school. Pay attention to the e-mail structure. Answer the questions below it.

| | |
|-----------------|--|
| To: | augustine@yahoo.com |
| From: | stephan-wau@yahoo.com |
| Subject: | questionnaire request |
| Message: | <p>Dear Mr. Coprit, The Department of Human Nutrition at Warsaw Agricultural University is conducting a series of four studies to examine various aspects of using food labels to disseminate nutrition information. We'd like to conduct one of the studies among randomly chosen secondary school students. As your school is one of the largest in your city, conducting the study in your school could have very valuable results. Will you be so kind to distribute questionnaires among the students of your school? If your answer is positive, I'll send you the questionnaire. I would be very grateful if you can help me with questionnaires. I am looking forward to hear from you soon. Thank you for your time and consideration.</p> <p>Best wishes, Stephan Polonsky Head of the Department of Human Nutrition Warsaw Agricultural University Box 67 Poland IL 89760</p> <p>Phone: 89 78 888 009</p> |

1. What is Stephan Polonsky's position?
2. What is he studying now?
3. Why is Stephan Polonsky writing to Mr. Coprit?
4. Why did Stephan Polonsky choose Mr. Coprit's school?
5. What will he send Mr. Coprit if his answer is positive?

b) Imagine that you are Mr. Coprit who agrees to help Stephan Polonsky with the questionnaire. Write an email to Stephan Polonsky to inform him that you are ready to help.

Progress check 3

1. Answer the following questions.

1. What food processing techniques do you use at home?
2. Do you use any food additives while processing food at home? What additives do you usually use?
3. What labelling information do you pay attention to while buying food?
4. What food should you eat to stay healthy?

2. Find out which word is different.

1. Carbohydrate, fat, overweight, vitamin.
2. Bread-cereal, fruit-vegetable, milk, mushroom.
3. Processing, freezing, drying, canning.
4. Frozen, freeze, refreezing, weight.
5. Additive, preservative, sweetener, yeast.

3. Fill in the gaps with the correct word.

1. Our body needs ... for a good health.
a) nutrients; b) fats; c) overweight; d) calories
2. Our body uses food to make
a) calories; b) water; c) oils; d) energy
3. Examples of Bread-Cereal Group are rice, cereal, rolls, bread and
a) fish; b) meat; c) buns; d) chocolate
4. You'll stay healthier, feel better and live longer if you keep your ... under control.
a) diet; b) weight; c) energy; d) health
5. Today not enough of our time is devoted to physical
a) weight; b) exercises; c) diet; d) calories

4. Choose the correct form of the verb to express future activity.

1. Julia's bought a lot of meat. She ... it.
a) am going to freeze; b) is going to freeze; c) will freeze;
d) shall freeze
2. The processing equipment ... in 2 hours.
a) is going to be installed; b) will be installed;
c) shall be installed; d) was going to be installed
3. I feel bad. I ... take some medicine.
a) am going to; b) is going to; c) will; d) shall
4. What ... cook for supper?
a) are you going to; b) will you; c) shall you; d) is you going to
5. He ... his diet because he has some health problems.

- a) was going to change; b) is going to change; c) will change;
d) shall change

5. Put the following sentences into negative and interrogative (general question) forms.

1. Consumers are able to recognize a spoiled food.
2. The increased concern for healthy food could change consumers' view of supermarkets.
3. Storage problems can develop in any supermarket.
4. You have to be careful about food you eat.
5. We should follow the scientific method based on objectivity, accuracy and thoroughness.

6. Fill in the gaps with a correct modal verbs *can*, *may* and the equivalent *be able to*.

1. He ... help you with your preparation only tomorrow.
a) can; b) is able to; c) may; d) are able to
2. Your heart is in a good condition so you ... stop keeping to a diet.
a) could; b) is able to; c) may; d) could
3. I ... marinate meat for shish kebab yesterday as I bought it in the supermarket.
a) can; b) am able to; c) will be able to; d) could
4. ... you give me the disinfectant, please?
a) could; b) may; c) might; d) are able to
5. Pathogens ... cause food poisoning that leads to arthritis, kidney failure, meningitis and Guillain-Barré syndrome.
a) can; b) could; c) were able to; d) am able to

7. Fill in the gaps with the correct modal verbs *must*, *should* or the equivalent *have to*.

1. Food products ... be safe to eat.
a) shall have to; b) had to; c) should; d) has to
2. Manufacturers ... prevent food contamination at any stage of the production process.
a) had to; b) shall have to; c) must; d) has to
3. He had food poisoning last week and ... take some medicine.
a) has to; b) had to; c) will have to; d) must

4. It is Saturday tomorrow. I ... clean my kitchen.

a) shall have to; b) will have to; c) has to; d) had to

5. Food manufacturers ... train all food handlers in health and safety requirements.

a) shall have to; b) had to; c) has to; d) have to

8. Choose the correct form of the verb in the past indefinite or the present perfect.

1. Fast food restaurants ... remarkably, not only in the United States, but also around the world.

a) has grown; b) have grown; c) grew

2. They ... on a diet for three months.

a) was; b) have been; c) was

3. The engineer ... us around the plant yesterday.

a) showed; b) have shown; c) has shown

4. Tom ... his weight because of hard work.

a) lost; b) have lost; c) has lost

5. They ... this meat-processing plant in 2001.

a) has built; b) have built; c) built

9. a) Read the text.

How much calcium do you need?

If you are an average adult, then you may have a calcium problem. Recent government surveys have shown that many people, especially adults, are not consuming the recommended amount of calcium. This makes many doctors worried. Why? Because not getting enough calcium may lead to several serious health problems:

- Osteoporosis – the disease of bones when they become so thin and brittle that can break very easily.
- Loss of the bone that supports the teeth which can speed up periodontal disease, leading to a loss of teeth and to dentures that never fit properly.
- Hypertension (high blood pressure) – the condition that can lead to strokes and heart attacks.

The Recommended Dietary Allowances for calcium also depend on the age and stage of life. Pregnant and nursing women and teenagers should eat more calcium-rich foods – up to 1600 milligrams a day.

Your body cannot make its own calcium. So you must supply it with the calcium it needs by eating calcium-rich foods from each of the Four Food Groups.

Each of the Four Food Groups contains some calcium. However, Milk Group is the primary source of calcium in the diet. It is almost impossible for adults to get all the calcium they need daily (800 milligrams) without eating foods from Milk Group. There are a few foods in each of the other three food groups (Meat, Fruit-Vegetable and Bread-Cereal) that also can provide some calcium. Therefore, there are both the primary and secondary sources of calcium. A standard serving of foods from Milk, Fruit-Vegetable and Meat Groups will provide at least 75 milligrams of calcium.

b) Agree or disagree with the statements on the text.

1. Not getting enough calcium may lead to several serious health problems.
2. The requirements for calcium don't depend on people's age and stage of life.
3. Your body can make its own calcium.
4. You should eat calcium-rich foods from the Four Basic Food Groups.
5. Meat group is the primary source of calcium in the diet.

10. Read the business letter. Fill in the gaps with a suitable word from the box.

Sincerely, about, price list, thank you, favourable,
equipment, hearing, interest

Dear Mr. Bradbury,

(1) ... for your letter of 22nd October enquiring (2) ... our range of (3) ... for food processing.

I enclose an up-to-date (4) ... and our latest catalogue, which I hope includes something of (5) ... to you. You will notice that we offer very (6) ... terms of payment.

I look forward to (7) ... from you again.

Yours (8) ...,

Dennis Kiley

Dennis Kiley

Sales manager

Unit 7. Fruit



“An apple a day keeps a doctor away”.
(The English proverb).

Active vocabulary

Fruits

apricot – абрикоса

avocado – авокадо

banana – банан

cherry – вишня

date – фінік, фінікова пальма

fig – фіга, інжир

grapefruit – грейпфрут

grapes – виноград

hazelnut – фундук, лісовий горіх

Ita palm – вид пальми, що росте біля Оріноко

jujube – китайський фінік, ююба (плід)

kiwifruit (Chinese gooseberry) – ківі

lemon – лимон

lime – лайм (різновид лимона)

mango – манго

melon – диня

nectarine – гладенький персик

olive – маслина, оливка

orange – апельсин

papaya – папая, диняче дерево

peach – персик

pear – груша

pine-apple – ананас

plum – слива

pomegranate – гранат

prune – чорнослив

quince – айва

tangerine – мандарин (плід), танжерин

ugli fruit – угліфрут (гібрид мандарина та грейпфрута, солодкий соковитий плід, вирощується на Ямайці)

voavanga – вангерія істівна

walnut – волоський горіх

Berries

blackberry – ожина

blueberry – чорниці

cantaloupe – канталупа, мускусна диня

cranberry – журавлина
currant – порічки, смородина
gooseberry – агрус
mulberry – шовковиця (дерево і ягода)
raspberry – малина
strawberry – суниці
watermelon – кавун
wild strawberry – полуниці
xigua – китайська назва різновиду кавунів невеликого розміру

Fruit plants

contribute – сприяти
disseminate – розсіювати, розносити (насіння)
drupe – кісточковий плід (слива, вишня і т.ін.)
drupelet – кісточка (малини, ожини)
nucleus – ядро
occur – зустрічатися
ovary – зав'язь
petiole – черешок (листка)
phytochemical – фіторечовина (хімічна речовина, яка міститься в рослинах)
protoplasm – протоплазма
ripen – зріти, дозрівати
seed – сім'я, насіння, зерно; піти в насіння, засівати
substance – речовина

Characteristics of fruits

digestible – що легко засвоюється
edible – їстівний, придатний для їжі
fleshy – м'ясистий, м'який
mature – зрілий, спілий
pulpy – м'який, м'ясистий, соковитий
tartness – кислотність

Vocabulary practice

1. Study the words given below and divide them into four categories: fruits, berries, fruit components, parts of a fruit plant. Use a dictionary if necessary.

Enzyme, nucleus, blackberry, mango, kiwifruit, pine-apple, raspberry, acid, watermelon, fibre, phytochemical, olive, grapes, carbohydrate, pear, ovary, seed, squash, pumpkin, cell, starch, pigment, aromatic compound, plum, apple, orange, vitamin, apricot,

lignin, petiole, lemon, hemicellulose, drupelet, banana, protoplasm, avocado, grapefruit, tangerine, polysaccharide, strawberry, pomegranate, currant, flower, blueberry, sugar, cranberry, fig, peach, cherry, cellulose, pigment, gooseberry, papaya, mulberry, walnut, pectin, stem, leaf.

2. Fill in the gaps with the words from the box.

| |
|---|
| Cherries, bananas, grapes, apples, kiwifruit, grapefruit, apricots, oranges, berries, lemons |
|---|

1. ... have a very short season, and they do not hold up well in storage. 2. Firm, orange-coloured ... are the best for marketing. 3. ... are picked green because of the distance they must be transported. 4. ... are one of the best sources of vitamin C. 5. Blackberries, raspberries, strawberries, blueberries are varieties of 6. Lighter red ... are suitable for cooking and baking in pies. 7. ... are grown for eating fresh and for producing wine, raisins, juice and jelly. 8. ... are often used to make vinegar. 9. ... has a long storage life if kept cool, and even longer when refrigerated. 10. Chinese gooseberry is the second name for

3. Look at the following groups of words. Which of the words in each group cannot go with the noun at the beginning of the group.

- Fruit:** bruised, decayed, fresh, dry, refrigerated, picked, old, mature, firm, wild, canned, green, juicy, fleshy, ripe, published.
- Fruit salad:** fresh, delicious, tasteless, juicy, raw, frozen, sweet, creamy, sliced, energetic, healthy, noisy, green, served, cold, iron.
- Fruit juice:** sweet, fresh, tasty, cool, dirty, canned, practical, home-made, disgusting, advertised, helpful, packed, stored, sugared, cold, little.
- Berry:** wild, black, small, sweet, delicious, frozen, young, favourite, well-known, fantastic, home-grown, eatable, expensive, busy, fast, fresh.

4. Match the questions with the correct answers below them.

- Is eating fresh fruit better than drinking fruit juice?
- How many fruits should you eat every day?
- Why are fruits good for health?
- Aren't many fibres lost when you squeeze fruit?
- What fruits do we often eat after drying?
- What fruits do we call *berries*?
- What is non-food use of fruits?

8. Are all the fruits good for health?

- a) Berries are small fruits that tend to cluster, such as grapes or raspberries.
- b) Many dry fruits are used as decorations or in dried flower arrangements. Fruits of opium poppy are the source of the drugs opium and morphine. Many fruits provide natural dyes, e.g. walnut cherry and mulberry.
- c) It depends on your age, the time and amount you consume and your health condition. In general, you can eat most fruits any time. Don't eat banana, mangoes, papaya, and avocado just before going to bed.
- d) Eating fresh fruit is always better, but again it depends on how you prepare the juice.
- e) Squeezed fruit is as healthy as eating a piece of raw fruit out of your hand. A glass of orange juice contains all the fibres you need.
- f) It is always recommended to eat at least 5 pieces of fruits every day.
- g) Fruits are a good source of fibre, vitamins minerals and antioxidants.
- h) Examples of these types of fruits are raisins, prunes and apricots.

Reading

5. Read and translate the following groups of words derived from a common root.

- 1. To digest – digestion, digestive, digestible, non-digestible.
- 2. To manufacture – manufacturing, manufacturer, manufactured.
- 3. To prevent – prevention, preventive, preventing, prevented, preventable, preventability, preventably.
- 4. To require – requirement, required, requirable.
- 5. Ripe – to ripen, ripening, ripened, ripeness, ripely.
- 6. Mature – maturity, immature, mature, maturation.
- 7. Sweet – sweetness, to sweeten, sweetened, sweetly.
- 8. Tart – tartness, tartly.
- 9. Structure – to structure, structured, structural, structuring, structuralism.
- 10. To vary – varied, variety, varying, varyingly.

6. a) Read the text.

Fruits

Many hundreds of fruits, including fleshy fruits like apples, peaches, pears, kiwifruits, watermelons and mangos are commercially

valuable as human food, eaten both fresh and as jams, marmalade and other preserves. Fruits are also in manufactured foods like cookies, muffins, yoghurt, ice-cream, cakes and others. Many fruits are used to make beverages, such as fruit juices, wine or brandy. Apples are often used to make vinegar.

Fruits are generally high in fibre, water and vitamin C. Fruits also contain various phytochemicals that are required for proper long-term cellular health and disease prevention. Regular consumption of fruits is associated with the reduced risk of cancer, cardiovascular disease, stroke, Alzheimer disease, cataracts, and some of the functional declines associated with aging. The benefits of eating fruits are the following:

- Water is the most necessary for human body and fruit is the only natural food that consists of 80% of water. No other food can meet the water requirement for the human body as fruit does.
- In this junk food dominated society, fruit is the only natural food that contains less cholesterol.
- Fruits are the ultimate stimulating factor for the brain. They are the fuel for the brain. If one wants to enhance memory power, he/she should consume fruit regularly.
- Nothing else satisfies the fibre requirement for your body easier than fruit. Thus, it helps people fight corpulence, high blood pressure and reduces the risk of heart disease.

The term *fruit* has many different meanings depending on context. In botany, a fruit is the ripened ovary (together with seeds) of a flowering plant. Fruits are the means by which flowering plants disseminate seeds. In cuisine, when food items are called *fruit*, the term is most used for those plant fruits that are edible and sweet and fleshy, examples of which include plums, apples and oranges. Many foods are botanically fruits, but are treated as vegetables in cooking. They include cucurbits (e.g., squash, pumpkin and cucumber), tomato, peas, beans, corn, eggplant, sweet pepper and spices (allspice and chillies). Occasionally, though rarely, a culinary fruit is not a true fruit in the botanical sense, for example, rhubarb is often referred to as a fruit because it is used to make sweet desserts such as pies, however, only the petiole of the rhubarb plant is edible.

Fruits are composed of several different kinds of cells. The cell walls contain varying amounts of cellulose, hemicelluloses, pectic substances, and lignin. Inside the cells is the protoplasm containing the cell nucleus, sugars, minerals, acids, enzymes, pigments, aromatic compounds, vitamins, starch, and fat. The cells are joined together with pectic substances.

Fresh fruits are 75 to 90 percent water, most of which is located inside the cells. With the exception of avocados, coconuts, and olives, fruits contain relatively little fat. The protein content is limited to the amount required for life processes in the fruit. Enzymes are necessary for synthesis of substances that promote growth and

maturity of the plant. Some of the enzymes in fruits change pectic substances so that the fruits soften as they ripen. Other enzymes change acids to reduce tartness or to promote hydrolysis of starch to sugar to increase the sweetness. Fruits have a high carbohydrate content, which includes sugar, starch and nondigestible polysaccharides. Immature fruits, such as pears, have a high starch content, which is hydrolyzed to sugar as the pear ripens. Lignin is also a structural component in the cell walls of plants, but it is not a carbohydrate. It contributes the woody characteristic to plant foods and it is unchanged by heating. It is also not digestible by humans. Fruits also have a high content of organic acids, which, along with sugars and aromatic compounds, contribute to the flavours of fruits. Some acids occur in larger amounts in some fruits than in others, for instance, cherries and cranberries contain benzoic acid, apples and peaches contain malic acid, citrus fruits are high in citrus acid, and grapes contain tartaric acid.

Most fruits can be stored well by canning, freezing and drying. Today's transportation and refrigeration systems allow us to enjoy a wide variety of fresh fruits year-round.

b) Answer the questions on the text.

1. What do we use fruit for?
2. Why is fruit an important part of our diet?
3. What are the benefits of eating fresh fruit?
4. How can you define a fruit?
5. What foods are treated as vegetables in cooking?
6. What food is not treated as fruit in botany?
7. What substances does a fruit cell contain?
8. What substance joins fruit cells together?
9. What function do enzymes perform in fruits?
10. Does fruit contain any carbohydrates? What are they?
11. What acids can fruits contain?

7. Complete the sentences with the correct endings. Use the information from the text.

1. Most fruits can be stored well by 2. Apples are often used to make 3. Regular consumption of fruit reduces the risk of 4. Fruits are used for manufacturing such products as ... 5. Fruits are the means 6. Fruits are composed of 7. The cell protoplasm contains 8. Fresh fruits contain from 75 to 90 percent of 9. Only avocados, coconuts, and olives contain 10. In some fruits starch is hydrolyzed to sugar when 11. Tartaric acid occurs in 12. Fruits help people fight corpulence, high blood pressure and reduce the risk of heart disease because they

Speaking

8. Discuss the following questions with a partner.

1. What is your favourite fruit?
2. What fruit dishes do you cook? What is your favourite fruit dish?
3. Do you use fruit for decorating dishes? What fruits do you use?
4. What fruits do you grow at home?
5. Where do you use fruits except cooking?
6. Do you preserve fruits for winter? What fruits do you preserve at home?

9. a) Fruits are an ideal product for the culinary decoration. Various compositions are made from different fruits. Match the pictures with descriptions of the lemon decoration process.

Picture 1



Picture 2



Picture 3



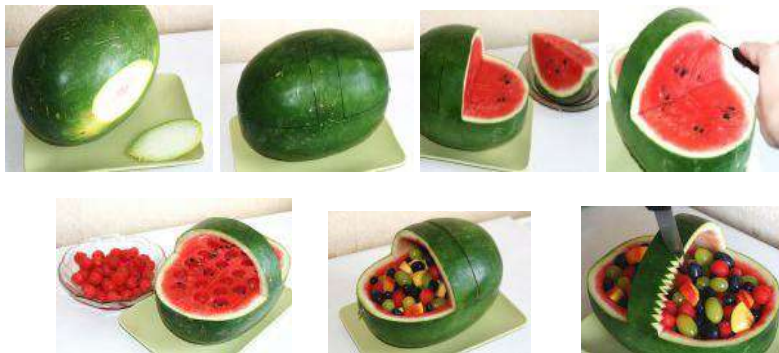
Picture 4



- 1. Canneluring:** With a cannellure knife, make vertical cuts along a whole fruit. Then slice finely if you need slices for dish decoration and thicker if you need for glass decoration.
- 2. Lemon cone:** Slice a lemon finely and make a cut on a slice until the middle. For a cone, lay the ends upon each other so that it looks like a tunnel.
- 3. Lemon spiral:** Slice a lemon finely and make a cut on a slice until the middle. For a spiral, pull the ends apart and set on a dish. Join several spirals to form a snake.
- 4. Slices with a loop:** Cut a slice and peel the skin not completely, almost to the end. Tie a peel strip in a loop.

b) Look at the pictures below and use the following steps to describe the process of making a watermelon basket:

- | | |
|------------------------|---------------------------------------|
| Step 1. Stabilisation | Step 5. Scooping out the melon |
| Step 2. Drawing lines | Step 6. Filling with fruit salad |
| Step 3. Removing parts | Step 7. Carving out decorative shapes |
| Step 4. Basket handle | |



10. Read and discuss the following proverbs with the word *fruit*. Give their Ukrainian equivalents.

Patience is a bitter plant, but it has a sweet fruit (*Chinese proverb*).

He that would eat the fruit must climb the tree (*German proverb*).

Forbidden fruit is the sweetest (*Italian proverb*).

It is soon known which trees will bear fruit (*Latin proverb*).

Learning has sour roots, but pleasant fruits (*Latin proverb*).

Good fruit never comes from a bad tree (*Portuguese proverb*).

Action is the proper fruit of knowledge (*English proverb*).

The tree is known by its fruit (*French proverb*).

Love is often the fruit of marriage (*French proverb*).

11. Look at the *Vitamins - minerals table* and describe the nutrients the fruits contain.

| Food | energy | Fi bre | fat | prot ein | vit. A | vit. C | vit. B1 | vit. B2 | vit. B6 | vit. E |
|----------------------------|-------------|-----------|-----|-------------|-----------|-----------|------------|------------|------------|-----------|
| Sub- stance = 100 g. | kJ/K cal | g | g | g | mg | mg | mg | mg | mg | mg |
| Apple | 207/49 | 2.3 | 0 | 0.4 | 2 | 15 | 0.02 | 0.01 | 0.05 | 0.5 |
| Apricot | 153/36 | 2.1 | 0 | 1.0 | 420 | 5 | 0.06 | 0.05 | 0.06 | 0.5 |
| Banana | 375/88 | 2.7 | 0 | 1.2 | 3 | 10 | 0.04 | 0.03 | 0.36 | 0.3 |
| Cranberry | 68/16 | 4.2 | 0 | 0.0 | 0 | 15 | 0.00 | 0.01 | 0.07 | 0 |
| Cherry | 221/52 | 1.2 | 0 | 0.0 | 40 | 10 | 0.02 | 0.02 | 0.04 | 0.1 |
| Grapefruit | 128/30 | 1.4 | 0 | 0.9 | 0 | 40 | 0.07 | 0.02 | 0.03 | 0.5 |
| Grapes | 274/64 | 2.2 | 0 | 0.6 | 0 | 3 | 0.03 | 0.01 | 0.08 | 0.6 |
| Gooseberry | 170/40 | 3.2 | 0 | 1.0 | 0 | 30 | 0.02 | 0.01 | 0.08 | 0.4 |
| Kiwi fruit | 168/40 | 2.1 | 0 | 1.1 | 5 | 70 | 0.01 | 0.02 | 0.12 | 1.9 |
| Lemon | 51/12 | 1.8 | 0 | 0.0 | 0 | 40 | 0.06 | 0.02 | 0.04 | 0.8 |
| Watermelon | 153/36 | 0.6 | 0 | 1.0 | 30 | 6 | 0.04 | 0.05 | 0.07 | - |

| | | | | | | | | | | |
|------------------|---------|-----|----|-----|-----|----|------|------|------|-----|
| Olive | 586/142 | 4.4 | 14 | 1.0 | 50 | 0 | 0.03 | 0.08 | 0.00 | 2.0 |
| Orange | 198/47 | 1.8 | 0 | 1.0 | 2 | 49 | 0.07 | 0.03 | 0.06 | 0.1 |
| Peach | 151/36 | 1.4 | 0 | 1.0 | 15 | 7 | 0.01 | 0.02 | 0.02 | 0.0 |
| Pear | 201/47 | 2.1 | 0 | 0.3 | 0.0 | 4 | 0.01 | 0.01 | 0.02 | 0.1 |
| Pome- granate | 343/81 | 3.4 | 0 | 1.0 | 10 | 7 | 0.05 | 0.02 | 0.31 | - |
| Plum | 177/42 | 2.2 | 0 | 0.8 | 18 | 5 | 0.02 | 0.03 | 0.10 | 0.7 |
| Peach | 151/36 | 1.4 | 0 | 1.0 | 15 | 7 | 0.01 | 0.02 | 0.02 | 0.0 |

Grammar practice: Passive voice

12. a) Read the information about storage of different fruits. Fill in the gaps with a correct form of the verb *to be* to form the passive constructions.

Apples: Raw apples can ... kept in commercial storage for many months if they ... properly stored. Apples keep longer if they ... refrigerated in plastic bags.

Apricots: Apricots ... often picked when immature, which results in very poor flavour. Firm, orange-coloured fruits should ... selected. Apricots ... refrigerated in plastic bags without washing.

Bananas: Bananas ... picked green because of the distance they must ... transported; they ripen enroute to market. Once ripened, bananas can ... refrigerated; the skin will turn black, but the interior is edible.

Cherries: For eating, raw dark red or almost black cherries must ... chosen. Lighter red cherries are tart and ... used for cooking and canning. Cherries ... refrigerated unwashed in plastic bags.

Grapes: Grapes ... grown for eating fresh at table and for producing wine, raisins, juice, or jelly; they can also ... canned. Grapes should ... vine-ripened; they do not improve in colour, flavour, or sweetness after they ... harvested. Grapes ... preserved best if they ... refrigerated at high humidity.

Kiwi: The kiwi, or Chinese gooseberry, ... refrigerated unpeeled in plastic bags that are partially open. These fruits will ... kept for six months if they ... stored properly.

b) Describe storage peculiarities of 3-4 fruits that are not mentioned in the text using the indefinite passive tenses.

13. Read the text and fill in the gaps with the correct verbs from the box. Use indefinite passive tenses.

| |
|--|
| To harvest, to pack, to process, to freeze, to store |
|--|

Processing makes available many fruits that would otherwise be available only during the season they . . .

Because frozen fruits ... without cooking, they retain most of their characteristics when fresh, except texture, which becomes softer. Frozen fruits ... sugared, unsugared, and with added syrup.

Avoid purchasing frozen fruits that ... not completely ... or that show evidence of having been thawed and refrozen. Frozen foods should ... at 0°F (-8°C) or lower.
















14. Change the following sentences from the active voice into the passive voice. Use the example:












People pick bananas before they fully ripen. – Bananas are picked before they fully ripen.

1. The Agricultural Marketing Service has established grade standards for many raw fruits.
2. Many fruits require gentle handling to prevent bruising.
3. She was cooking a fruit salad when the telephone rang.
4. My mother washed the fruits to remove soil and dirt.
5. We must drain fruits before adding them to salads.
6. She had cooked fruits in the microwave oven by 5 o'clock.
7. We cook fruit purees and juices by blending the fruit with a small amount of water or fruit juice.
8. My sister is cooking a fruitcake now.
9. People have used lemons as a popular garnish for other foods.

15. Study *The fruit alphabet* and make up one sentence for each letter in the passive voice. Use the examples:

Avocado is grown in the south. Bananas were used for decorating salads.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| A Avocado | B Banana | C Cherry | D Date | E Eggplant |
|  |  |  |  |  |
| F Fig | G Grapefruit | H Hazelnut | I Ita Palm | J Jujube |
|  |  |  |  |  |
| K Kiwi | L Lime | M Mango | NNectarine | O Olive |

| | | | |
|---|---|---|---|
|  |  |  |  |
| P Papaya | Q Quince | R Raspberry | S Strawberry |
|  |  |  |  |
| TTangerine | U Ugli | V Voavanga | W Watermelon |
|  |  |  | |
| X Xigua | Y Yellow watermelon | Z Zucchini | |

Listening

16. a) Listen to the text and fill in the gaps.

1. It is a very healthy fruit as it is ...-free, ...-free and ...-free.
2. Grape seeds have been found in remains of lake dwellings of the Bronze Age in ... and ... and in tombs of ancient
3. The European grape is now commercially cultivated in western ..., the Balkans, California, Australia, South Africa, and parts of South ...
4. Table grapes must be low in both ... and
5. Grapes used to make table wine must have relatively high ... and moderate ... content.

b) Listen to the text and choose the right answer to the questions.

1. How are grapes classified?
 - a) According to their usefulness.
 - b) According to their ultimate use.
 - c) According to the needs of users.
2. What characteristics must raisin grapes conform to?
 - a) Low acidity and sugar content.
 - b) Relatively high acidity and moderate sugar content.
 - c) High sugar content and low acidity.
3. Where should grapes be stored?
 - a) In a clear plastic bag in a refrigerator.
 - b) Preferably in a freezer.
 - c) In a warm and dry place.

4. How long can grapes be stored?
 - a) For up to one month.
 - b) For up to one week.
 - c) For up to two weeks.
5. Why is grape so healthy?
 - a) Because it is vitamins-free and minerals-free.
 - b) Because it is rich in fat, sodium and cholesterol.
 - c) Because it is fat-free, sodium-free and cholesterol-free.

17. a) Listen to the text and fill in the gaps.

1. Mango originated in Southeast
2. Mango trees are evergreens that will grow to ... feet tall.
3. The mango tree will fruit ... to ... years after planting.
4. Today there are over ... different varieties of mangos throughout the world.
5. An average sized mango can contain up to ... % of your daily fibre requirement.

b) Listen to the text and choose the right answer to the questions.

1. What climate do mango trees require to set and produce a good crop?
 - a) Hot dry climate. b) Cold climate. c) Rainy climate.
2. What element in mangos is responsive for the feeling of contentment we experience during and after eating a mango?
 - a) Antioxidants.
 - b) Vitamins.
 - c) An enzyme with stomach soothing properties.
3. Where does climate allow the mango to grow best?
 - a) In the tropical and subtropical world.
 - b) In the north.
 - c) In South Africa.
4. What mango element can prevent certain types of cancer?
 - a) Dietary fibre. b) Antioxidants. c) Potassium.
5. What is mango considered to be?
 - a) The most delicious fruit.
 - b) The king of fruit.
 - c) The most expensive fruit.

Study skill: Arranging a meeting on the phone
Helpful language

Asking for information

Could you give me a few details? / Could you tell me, please, ...

Asking for repetition

Sorry, I did not hear what you said. / I'm sorry, I didn't catch that.
What did you say about ...?

Checking information

Fine. Shall I just read that back to you?
Let me just check. What you want is ... Is that right?
Could you spell that, please.

Confirming understanding

Right, I've got that./ Fine./OK./Right.

Clarifying

What exactly do you mean by ...? / Are you saying that ...?
Sorry, I don't follow you.

Confirming action

I'll check it out right away.
I'll get on to it immediately.
I'll call you back as soon as I can.

18. Role play the situation in pairs.

Den Georgy phones Jeremy Hines to confirm the details of his visit to one of the remote orchards. Jeremy Hines wants to arrange a meeting with managers of *Bloomy trees* dealing with introduction of WebEx system. Use the following information.

Den Georgy

You are phoning to confirm details of Hine's visit to the orchard. You want to know the following:

- Date of his arrival
- Time of the meeting
- Agenda of the meeting

Jeremy Hines

You are receiving a call from Den Georgy who wishes to confirm details of his visit to the orchard. You should tell him the following information:

- **Date of the meeting:** March, 15
- **Time of the meeting:** 15.00 p. m.
- **Agenda of the meeting:**
 1. Description of WebEx
 2. Recruitment and staff training required
 3. Capital expenditure required
 4. A.O.B. (any other business)
 5. Date of the next meeting

19. Arrange a meeting on the phone with: i) your friend; ii) your partner; iii) your employer.

Writing: Letter of enquiry

Letters of enquiry describe what the writer wants and why. The more unusual the request, the more convincing the reason needs to be. The structure of a letter of enquiry is the following:

First paragraph – should tell the reader what you want. Possible language includes: Please send me... / I would be grateful if you could tell me... / I am writing to enquire whether... / I would especially like to know... / Could you also...

Second paragraph – tells the reader why you are contacting his or her organisation and gives further details of the enquiry.

Final paragraph – should contain a polite expression and/or an expression of thanks to the reader. Possible language includes: Thanks./ I look forward to hearing from you./Thank you for your assistance./ Thank you very much for your kind assistance.

20. Read Liz Norman's letter of enquiry about the catalogue and price-list for kitchen equipment. Fill in the gaps with a correct proposition.

Liz Norman
34, Warwick Street, Westley,
Stanislaus County, MA 457890, USA
12 May 2010

Sales Department, R.G. Technique
89, Green Street
Los Angeles TF 76540

Dear Sir,
I am writing ... enquire about the up-to-date catalogue and price-list ... your goods. I have heard a lot ... your latest items.

Could you please send me your up-to-date catalogue and price-list ... your kitchen utensils and equipment? I am particularly interested ... kitchen utensils. I have decided to rediscover my enthusiasm for cooking and to provide my kitchen with modern kitchen utensils.

I shall probably become your regular customer if the quality and prices ... your goods are suitable.

Thank you ... your assistance. I look forward ... hearing ... you soon.

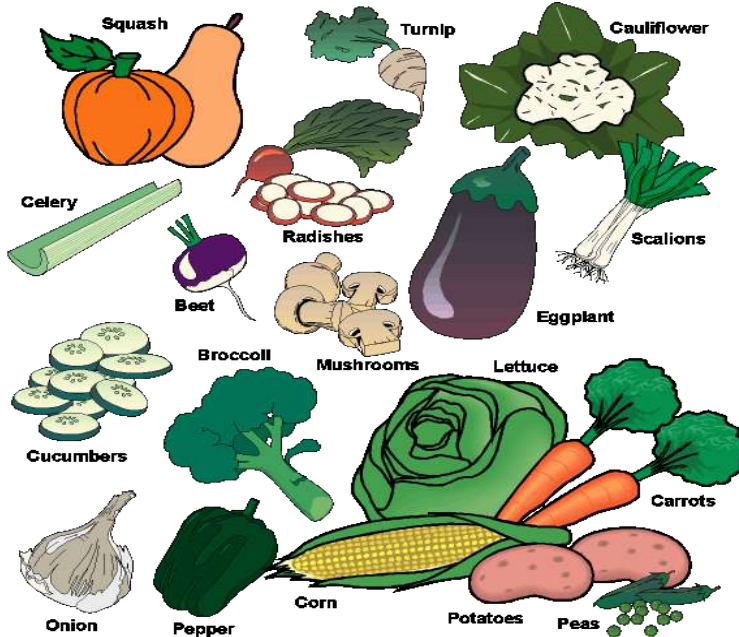
Yours sincerely,

Liz Norman
Liz Norman

21. Imagine you are the owner of a small food-processing firm and would like to have the up-to-date catalogue and price-list of equipment (computers, dehydrators, freezers, cookers, etc.) for your work. Write a letter of enquiry to one of the companies.

Unit 8 Vegetables

“The greatest delight the fields and woods minister is the suggestion of an occult relation between man and the vegetable. I am not alone and unacknowledged. They nod to me and I nod to them.” (*Ralph Waldo Emerson*)



Active vocabulary

Vegetables

artichoke – артишок

asparagus – спаржа

bean – бiб

beet – буряк

bell pepper (paprika) – паприка, перець червоний (стручковий)

broccoli – броколі, капуста спаржева

Brussels (sprouts) – брюссельська капуста

cabbage – капуста

carrot – морква

cauliflower – цвітна капуста

celery – селера

corn – зерно, зернина; амер. кукурудза, маїс

cucumber – огірок
dill – кріп
eggplant – баклажан
fennel – фенхель (солодкий кріп)
fly agaric – мухомор
garlic – часник
gourd – гарбуз
grain – зерно, хлібні злаки, крупи
herb – трава, рослина (особливо лікарська)
horseradish – хрін
leek – цибуля-порей
lettuce – салат-латук
mint – м'ята
mushroom – гриб
onion – цибуля
parsley – петрушка
parsnip – пастернак
pea – горох, горошина
pepper – перець
potato – картопля (рослина), картоплина
pumpkin – гарбуз
radish – редиска
rhubarb – ревінь
scallion – *Ат.* зелена цибуля, цибуля-порей
spinach – шпинат
squash – кабачок
sunflower – соняшник
sweet potato – солодка картопля, батат
taro – таро, колоказія (тропічна багаторічна рослина з крупними їстівними бульбами), бульба таро
tomato – томат, помідор
tuber – бульба
turnip – ріпа, турнепс
zucchini – цукіні

Characteristics of vegetables

anticarcinogenic – антиканцерогенний
antifungal – протигрибковий
antiviral – противірусний
property – властивість, якість
savoury – гострий, пікантний; гостра закуска
sprouting – проростання, пускання паростків

stringiness – волокнистість
 tender – м'який, ніжний
 vulnerability – уразливість
 woody – деревний, дерев'янистий

Vegetable parts

bulb – цибулина, головка
 constituent – складова частина
 core – серцевина, ядро
 root – коренеплоди, корінь
 stalk – стебло, черешок
 stem – стовбур, стебло

Vocabulary practice

1. a) Study the table of classification of vegetables according to the parts of plants they are obtained from.

| Bulbs | Flowers | Fruits | Fungi | Leaves | Roots | Seeds | Stems | Tubers |
|--------|--------------|-----------|-----------|----------------|--------------|-------|---------------|--------------|
| Garlic | Arti-chok | Avocado | Mush-room | Beet greens | Bean sprouts | Beans | Aspara-ragus | Taro |
| Leek | Broccoli | Cucum-ber | | Mustard greens | Celery roots | Corn | Bamboo shoots | White potato |
| Onion | Brussels | Egg-plan | | Cabbage | Beets | Peas | Celery | |
| | Sprouts | Olive | | Chicory | Carrots | | Fennel | |
| | Cauli-flower | Pepper | | Lettuce | Sweet potato | | Kohlrabi | |
| | | Pumpkin | | Mint | Turnip | | | |
| | | Squash | | Parsley | Horse-radish | | | |
| | | Tomato | | Spinach | Radish | | | |
| | | | | Turnip greens | | | | |
| | | | | Parsley | | | | |

b) Divide the words into four categories: vegetables, fruits, characteristics of vegetables, processes that vegetables can be subjected.

Sliced, cucumber, mature, immature, currant, peach, ripe, boiling, orange, cooking, steaming, dehydrating, parsnip, celery, potato, garlic, frozen, kiwifruit, banana, stored, fresh, freezing, canning, eggplant, onion, beet, corn, clean, radish, mushroom, plum, pear, dirty, processing, cutting, tomato, microwaving, squash, cabbage, dill, sweet, juicy, pea, woody, washing, growing, roasting, boiling, baking, firm,

lettuce, olive, broccoli, pepper, mango, tender, pumpkin, fennel, sprouts, heating, processed, tasty, tasteless, apple, carrot.

2. a) Form three word-combinations choosing the correct word from the following ones: fruit, vegetable, property, salad, temperature, content.

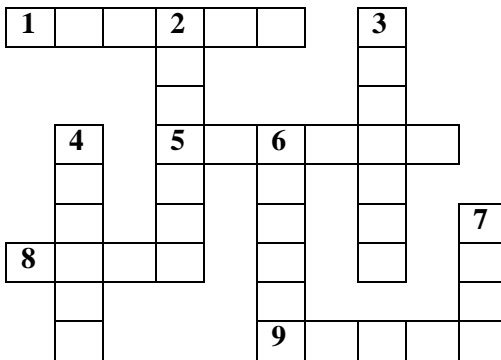
1. fresh 4. protein
 mature starch _____
 _____ water

 sweet
 2. woody 5. low
 green high
 _____ boiling _____

 boiled
 3. vegetable 6. antioxidant
 Russian antibacterial _____
 _____ antiviral
 delicious

b) Make up sentences using the formed word-combinations.

3. Find the names of vegetables in the crossword puzzle.



Across

- 1. Some are used to make hot sauce. Some aren't hot at all.
- 5. You can bake, mash or fry it.
- 8. Soy ... is widely cultivated for its nutritious seeds.
- 9. You often cry when you cut it.

Down

- 2. You make a Jack-o'-Lantern with this vegetable.
- 3. It's a green leaf used in salads and hamburgers.
- 4. It's a high-fibre, stringy stalk, used in soups or salads.
- 6. You cook it to prepare red sauce.
- 7. Many people eat ... flakes for breakfast.

4. Choose which word is different.

1. Onion, peas, sprouts, pineapple.
2. Boiled, baked, clean, cooked.
3. Starchy, sweet, salty, juicy.
4. Cut, chop up, mix, slice.
5. Dry, freeze, can, grow.
6. Lignin, sugar, protein, pectin.
7. Raw, fresh, green, large.
8. Flowers, roots, seeds, vegetables.
9. Onion, cabbage, lettuce, parsley.
10. Available, storage, dehydration, maturity.

Reading

5. Give the Ukrainian equivalents to the following words and word-combinations. Use a dictionary if necessary.

2. To consider – considerate, consideration, considering, considerable, considerably.
2. Science – scientist, scientific, scientifically.
3. Biology – biologist, biological, biologically.
4. To relate – relative, relatively, relation, related.
5. Sweet – sweetish, sweetness, sweeten, sweetened.
6. Salt – salted, unsalted, saltish, saltless, saltiness.
7. Nutrition – nutritional, nutritionally, nutrient, nutritious.
8. To refrigerate – refrigeration, refrigerated, refrigerating, refrigerator, refrigeratory.
9. Vulnerable – vulnerability, vulnerably.
10. Cell – cellular, cell-like.
11. Leaf – leafy, leafless, leaflessness, leaf-like.
12. To suit – suitable, suitably, suitability.
13. Diet – dietary, dietician.

6. a) Read the text.

Vegetables

Vegetables take the larger part of our everyday fare. They are important not only for their nutritional value but for the influence they have on the whole process of digestion. The nutritional content of vegetables varies considerably, though generally they contain a small proportion of protein and fat, and a relatively high proportion of vitamins, provitamins, dietary minerals, fibre and carbohydrates. Many vegetables also contain phytochemicals, which may have antioxidant, antibacterial, antifungal, antiviral and anticarcinogenic properties. According to the latest scientific studies, five servings a

day of the most nutritious vegetables cannot only help you stay young, healthy and strong, they can also give you protection against cancer and heart disease.

The word *vegetable* is strictly a culinary term, and is not a botanical or scientific term. Vegetables are a catch-all category that includes many of the edible parts of a plant, like stems, roots, flowers and leaves. We don't usually consider the fruits of a plant to be vegetables, except for fruits that aren't very sweet. Tomatoes, squash, peppers, eggplants and beans, for example, are all fruits, but we usually refer to them as vegetables. Mushrooms belong to the biological kingdom Fungi, not the plant kingdom, and yet they are generally considered to be vegetables, at least in the retail industry. Nuts, seeds, grains, herbs, spices and culinary fruits are usually not considered to be vegetables, even though all of them are edible parts of plants. In general, vegetables are those plant parts that are regarded as being suitable to be part of savoury or salted dishes, rather than sweet dishes. However, there are many exceptions, such as the pumpkin, which can be eaten as a vegetable in a savoury dish, but which can also be sweetened and served in a pie as a dessert.

The cellular structure of vegetables is similar to that of fruits. The water and fat content of fruits and vegetables are comparable. Vegetables have a higher protein and starch content than fruits but contain less sugar. Because of these differences, fruits are slightly higher in calories than vegetables. The ratio of starch and sugar can change in a given vegetable with time or changes in conditions. Corn and peas, for example, are sweet and juicy when young and immature. As they mature, however, the sugars turn to starch and they become less sweet and starchier. As a group, vegetables have more dietary fibre than fruits. In some vegetables, the lignin content increases as the vegetable matures, producing woody or hard texture in overly mature vegetables. Woody cores in carrots and excessive stringiness in sweet potatoes, snow peas, green beans, and asparagus are all caused by increase in lignin.

Vegetables are recognized practically by the cuisine of every country and are eaten not only as garnishes and as accompaniment to meat and fish but as separate dishes too. Some vegetables, such as carrots, bell peppers and celery, are eaten either raw or cooked; while others are eaten only when cooked. The best to cook are of course fresh vegetables but there are also pickled, dried, frozen and tinned ones. Remember that vegetables should not be cooked long before they are served because a great deal of vitamins is ruined especially

when heated. The fast and healthy methods of cooking vegetables are steaming, sweating, roasting, boiling, microwaving, stir-frying and panning.

Many root and non-root vegetables that grow underground can be stored through winter in a root cellar or other cool, dark and dry place to prevent mold, greening and sprouting. Care should be taken in understanding the properties and vulnerabilities of the particular roots to be stored. These vegetables can last through to early spring and be nearly as nutritious as when fresh. During storage, leafy vegetables lose moisture, and vitamin C in them degrades rapidly. They should be stored in a cool place, in a container or plastic bag for a short time.

b) Agree or disagree with the following statements on the text.

1. Vegetables play a very important part in the digestion process.
2. Vegetables contain a small proportion of vitamins, provitamins, dietary minerals, fibre and carbohydrates.
3. It is recommended to eat ten servings of vegetables a day to stay healthy and strong.
4. Vegetables include many of the edible parts of a plant: like stems, roots, flowers and leaves.
5. Botanically, tomatoes, squash, peppers, eggplants and beans are vegetables.
6. There are fresh, cooked, pickled, dried, frozen and tinned vegetables.
7. The healthy methods of cooking vegetables are steaming, sweating, roasting, boiling, microwaving, stir-frying and panning.
8. Vegetables and fruits have different cellular structure.
9. Vegetables are lower in calories than fruits because they contain less sugar.
10. Vegetables have little dietary fibre.
11. The lignin content usually increases as the vegetable matures.
12. Vegetables don't contain starch.
13. Many vegetables can be stored through winter in a root cellar or other cool, dark and dry place.

7. Use the information from the text and from the previous unit to fill in the table on differences between fruits and vegetables.

| Peculiarities | Vegetables | Fruits |
|----------------------|-------------------|---------------|
| Nutritional content | | |
| Use by the cuisine | | |
| Methods of cooking | | |

| | | |
|--------------------------|--|--|
| Cellular structure | | |
| Peculiarities of storage | | |

8. Put the statements concerning the organization of the text in the logical order.

1. The use of vegetables in cooking
2. The nutritional content of vegetables
3. The structure of vegetables
4. The vegetable category
5. Storage of different vegetables

Speaking

9. Look at the table on the nutritional value of vegetables and describe the nutrients the vegetables contain. The nutritional value is given for raw vegetables.

| Vegetable | Cal | Carb g | Fi- bre g | Pro- tein g | Pota- ssium mg | Vit. A | Vit. C | Cal- cium | Iron |
|---------------------------------|-----|-----------|--------------|-------------------|----------------------|-----------|-----------|--------------|------|
| Beets, 1 medium | 35 | 8 | 2 | 1 | 270 | <2 | 6 | <2 | 4 |
| Radish, 50 g | 10 | 2 | <1 | <1 | - | <2 | 20 | <2 | <2 |
| Brussels sprouts | 40 | 9 | 4 | 3 | 370 | 15 | 130 | 4 | 8 |
| Red cabbage, 200 g | 50 | 12 | 4 | 3 | 410 | <2 | 190 | 10 | 6 |
| Carrot, 1 medium | 35 | 8 | 2 | 1 | 280 | 270 | 10 | 2 | 0 |
| Cauliflower, 1/4 medium head | 35 | 7 | 3 | 3 | 400 | <2 | 150 | 2 | 2 |
| Corn, sweet, 1 large | 120 | 27 | 4 | 5 | 390 | 8 | 15 | <2 | 4 |
| Cucumber, 1 medium | 45 | 9 | 3 | 3 | 520 | 10 | 30 | 6 | 6 |
| Eggplant, 1 medium | 140 | 33 | 14 | 6 | 1190 | 10 | 15 | 4 | 8 |
| Garlic, 2 cloves | 10 | 2 | <1 | <1 | 2 | <2 | 4 | <2 | <2 |
| Green beans, 100 g | 30 | 6 | 4 | 1 | 240 | 4 | 10 | 4 | 2 |
| Mushrooms, 10 medium | 10 | 2 | <1 | <1 | 115 | <2 | 6 | <2 | <2 |
| Onion, 1 medium | 40 | 9 | 2 | 1 | 160 | <2 | 10 | 2 | <2 |
| Parsley, 1 cup | 20 | 4 | 2 | 2 | 330 | 60 | 130 | 8 | 20 |
| Potato, 1 medium | 100 | 26 | 3 | 4 | 720 | <2 | 45 | 2 | 6 |
| Pumpkin, 1 cup boiled | 50 | 12 | 3 | 2 | 560 | 50 | 20 | 4 | 8 |
| Tomato, medium | 35 | 7 | 1 | 1 | 360 | 20 | 40 | 2 | 2 |
| Turnip, 1 medium | 35 | 8 | 2 | 1 | 230 | <2 | 45 | 4 | 2 |

10. Discuss the following questions with a partner.

1. What is your favourite vegetable?

2. How do you cook vegetables?
3. What vegetable dishes do you cook? What is your favourite vegetable dish?
4. Do you use vegetables for decorating dishes? What vegetables do you use for decoration?
5. What vegetables do you grow in your kitchen-garden?
6. Where do you use vegetables except cooking?
7. How do you preserve vegetables for winter? What vegetables do you preserve at home?

11. Reason the following statements concerning processed vegetables.

1. Canned vegetables can be kept for a long time.
2. The liquid in canned vegetables is used in meals.
3. Dented cans harm the content and are dangerous for health.
4. Frozen vegetables preserve most of their vitamin content.
5. Frozen vegetables are easy to cook.
6. Packaging material for frozen vegetables is very important.
7. Dehydrated vegetables have become more popular nowadays.
8. Dried herbs are very popular in medicine.
9. Vegetables can be pickled at home.

12. Like fruits, vegetables are an ideal material for the culinary decoration. You can design various compositions from different vegetables. Match the pictures of vegetable compositions with the descriptions of the process.

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



- a) **Sliced onion:** Slice an onion finely and separate rings carefully. In order to paint the rings, roll them in ground red pepper or chopped greens.
- b) **Tomato and egg rounds:** Slice a tomato and a hard-boiled egg into 6 slices, put an egg slice on a tomato slice and decorate with pepper.
- c) **Radish flower:** Slice a small red radish finely and lay out a flower from rounds. The core can be made from a carrot slice. Make a stalk and leaves from cucumber peel or scallions.
- d) **Stars and flowers:** Slice boiled carrot or celery finely and cut out stars, flowers and hearts. Decorate to your imagination.
- e) **“Flyagaric”:** Crop the bottom of an unpeeled tomato to make it stable and cut a cover from the opposite side. Remove the flesh with a teaspoon and stuff the inside with vegetable salad. Put the cover aslant and make white spots with mayonnaise.
- f) **Paprika for stuffing:** Wash paprika and cut a thick piece. Remove the flesh with a knife. To make a paprika stable, crop the bottom. If there is a hole in the bottom, it is possible to cover it with a cucumber or celeriac slice. Stuff with any salad or vegetables.

Grammar: Suffixation

13. Fill in the table with different parts of speech. Find the missing words in the text *Vegetables* (exercise 6). Underline suffixes of the derived words.

| Verb | Noun | Adjective | Adverb |
|---------|------------|-------------|--------------|
| | diet | ... | |
| | juice | ... | |
| | ... | stringy | |
| | starch | ... | |
| protect | ... | protective | protectively |
| digest | ... | digestive | |
| use | ... | | |
| contain | ... | containable | |
| ... | sweetness | sweet | |
| | excess | ... | excessively |
| | | rapid | ... |
| | | usual | ... |
| | slightness | slight | ... |
| compare | comparison | ... | comparably |

14. Form suffixed derivatives from the following words. Give their Ukrainian equivalents. Use a dictionary if necessary.

1. Form nouns from: mature, ripe, sweet, stringy; to store, to prevent, to pack, to dehydrate, to cook, to preserve, to describe, to depend.

2. Form adjectives from: to compare, to predict, to agree, to produce, to select, to digest; salt, leaf, health, starch, wind, excess, water.

3. Form adverbs from: ready, easy, like, quick, recent, late, complete, possible.

15. Fill in the gaps with the suffixed derivatives of the words in brackets.

1. Visible yellow flowers or buds of broccoli indicate ... and poor ... quality. (to overmature, to eat) 2. Very large carrots may have ... centres. (wood) 3. If potatoes are stored in the ..., the starch is hydrolyzed to glucose. (to refrigerate) 4. Most ... available tomatoes are harvested when mature but before they are ... ripe. (commerce, full) 5. Tomatoes are ... used in salads. (wide) 6. New potatoes tend to have a ... texture. (wax) 7. Once cut, eggplant quickly shows ... browning. (enzyme) 8. The green colouration of potatoes is somewhat toxic and should be removed before (to cook) 9. Some frozen vegetables can be cooked by ... methods or in the microwave oven. (water) 10. For long-term ..., frozen vegetables should be stored at 0°F (-8°C). (to store) 11. The ... of dehydrated vegetables has increased. (popular) 12. Canning and ... of vegetables make them available at all seasons of the year in all parts of the country. (to refrigerate)

16. Complete the following sentences with the necessary suffixed words with the same roots as the underlined ones. Use the example:

My daughter always helps me cook. She is very – She is very helpful.

1. She has put a lot of salt in the vegetable soup. It is very
2. We preserve some vegetables in a refrigerator. This method is called
3. We get a great deal of our daily vitamin content from vegetables improving our health. Eating vegetables helps us stay
4. Salads and soups are often cooked with fresh peas. So fresh peas are widely used in
5. Quickly steamed Brussels sprouts preserve a lot of nutrients. They are very
6. We like to decorate dishes with fresh tomatoes. They are often used for ... in cookery.
7. Boiling vegetables requires covering them in a pan with water. It is the main ... for boiling vegetables.
8. Only 9% of the population gets the recommended five servings of vegetables every day. Most people do not follow this
9. The selection of vegetables for canning depends on the type of vegetables. Thus we treat vegetables

Listening

17. a) Listen to the text and fill in the gaps.

1. Cauliflower is extremely ..., and may be eaten ..., raw or pickled.
2. Cauliflower shares with broccoli and ... several phytochemicals, which are beneficial to human
3. Cauliflower is low in ..., high in dietary
4. When ..., the outer ... and thick stalks are removed, leaving only the florets.
5. After ... minutes of steaming, or ... minutes of boiling, the florets should be soft, but not mushy.

b) Listen to the text and choose the right answer to the questions.

1. What are the ways of cooking cauliflower?
 - a) It can be grilled, stewed or baked.
 - b) It can be boiled, fried, steamed or eaten raw.
 - c) It can be mashed, deep-fried or broiled.
2. What part of cauliflower is typically eaten?
 - a) The head. b) The stalk. c) The thick green leaves.
3. Why is cauliflower extremely nutritious?
 - a) Because it is rich in fat and vitamin B.
 - b) Because it is rich in minerals and proteins.
 - c) Because it is high in dietary fibre, folate, water and vitamin C.
4. How is cauliflower reproduced?
 - a) By florets. b) By seed. c) By stalks.
5. What is cauliflower served with?
 - a) Mashed potatoes and vegetable salad.
 - b) Fruit salad and ice-cream.
 - c) Cheese sauce or meat gravy.

18. a) Match the words with their definitions.

| | |
|-----------------------|--|
| 1. Dig <i>v</i> | a) to wash lightly, especially by dipping into water or by letting water run over, into or through |
| 2. Rinse <i>v</i> | b) an injured area (of fruits, plants) |
| 3. Damp <i>adj</i> | c) to carry away or move from one place to another |
| 4. Bruise <i>n</i> | d) to uncover and get from the ground or another surface in this way |
| 5. Remove <i>v</i> | e) moist or wet; humid |
| 6. Damage <i>n</i> | f) harm to a person or thing resulting in a loss in soundness or value |

| | |
|-----------------------|--|
| 7. Cellar <i>n</i> | g) a space or room within the roof of a house |
| 8. Attic <i>n</i> | h) an underground room or storey of a building, usually used for storage |

b) Listen to the text and choose the right answer to the questions.

1. When should you dig carrots?
a) In early fall. b) In late fall. c) In late summer.
2. Where should you store carrots?
a) In a refrigerator. b) In a cold damp place. c) In a freezer.
3. Where should you store onions?
a) In a dry well-ventilated place. b) In the cellar. c) In a refrigerator.
4. Which potatoes are better for long-term storage?
a) Late crop potatoes. b) Early crop potatoes. c) All types of potatoes.
5. Where should you store potatoes?
a) In sacks. b) In the cellar. c) In an attic.
6. Why should you store potatoes in the dark?
a) To prevent them from sun and wind damage.
b) To let them mature.
c) To prevent them from turning green.

Study skills: At the doctor
Helpful language

Feelings

I am sick./I feel bad/ill/well./I fall ill.

I have a splitting headache./I have a toothache/stomachache./I have a bad cough./I have a cold./I have a running nose./I have a sore throat./I feel (have) pain in my back (chest, side).

I am running a temperature.

I am feeling sore all over.

Asking for feelings

What do you complain of?/What's the matter with you?

Examining a patient

Strip to the waist.

Let me feel your pulse. Give me your hand.

Let me examine your throat. Open your mouth.

Let me listen to your heart and lungs.

Take a deep breath./Breathe.

Your tongue is coated.

Diagnosing the case

You have the flu/quinsy/bronchitis/ pneumonia.

You are completely recovered.

Making prescriptions

You must drink hot tea with honey and raspberry jam.
You must put mustard plasters on your chest and back.
You should follow my/the doctor's instructions.
I'll prescribe you some medicine/pills/tablets.
You must stay in bed for three days.
You should take a table/tea spoonful of this medicine three times a day before/after meals.

19. Look at the dialogue between a patient and a doctor. Arrange it in the correct order. Practise reading the dialogue.

- 1 – Good morning, doctor.
__ – Two table spoonfuls three times a day after meals. If you don't feel better in two days, call me in. Good-bye.
__ – You have bronchitis. You should stay in bed for several days, until your temperature is normal and you stop coughing. Drink a lot of hot tea with honey and raspberry jam. In addition, you should put mustard plasters on your side and back. I'll prescribe you some medicine.
__ – Thank you, doctor. Good-bye
__ – Well, here is the thermometer to take your temperature. I see you do not look well.
__ – I feel bad. I have a headache. I am afraid, I am running a temperature.
5 – Besides, my throat is sore. I feel pain in my side and back.
__ – What is your temperature?
__ – Open your mouth and show me your throat. (*In a moment*) Oh, your throat is red. Strip to the waist. Let me listen to your heart and lungs. Take a deep breath.
__ – What's the matter with me, doctor?
__ – Thirty-eight and five.
__ – Good morning, Ms. Norman. What do you complain of?
__ – How should I take the medicine?

20. Role-play the following conversations between a patient and a doctor at the polyclinic. Use helpful language.

1. The patient sneezed and coughed the whole day yesterday. He had a running nose and a headache. This morning the patient has come to see the doctor.
2. The patient ate spoiled fish yesterday. As a result, he/she is vomiting, has a bad stomachache and diarrhea. He/she has come to see the doctor.

3. The patient has broken his/her hand. The patient is at the doctor who is examining his/her hand.

4. Some days ago, the patient had a bad cold. He went to see the doctor and had some treatment. Now the patient is feeling well. He/she has come to see the doctor after treatment.

Writing: Sales leaflet

Food producers can advertise their foods through sales leaflets – advertising papers which are clear, simple and easy to understand. They can have attractive pictures. They also provide contact information.

21. Imagine you are Mike Heath. Create the sales leaflet for advertising his organic vegetables. The example below will help you.

Fruit blossom gardens
Buy our organic fruit produce!
No synthetic fertilizers or pesticides are used in its production.
It is healthier and safer than food produced conventionally.
Save on free delivery before the end of June.



For ordering and full information about our range of fruits
call **80534678950** or **80678854320**.
Free brochure is available.

Progress check 4

1. What is your favourite fruit or vegetable salad? Name the ingredients and describe the procedure of cooking.

2. Choose which word is different.

1. Starchy, sweet, salty, juicy.
2. Onion, garlic, beet, pear.
3. Leaf, stem, root, plant.
4. Pine-apple, orange, strawberry, apple.
5. Juice, lemon, apple, grape.

3. Fill in the gaps with the correct words from the box.

| |
|---|
| Purees, market, peeling, fresh, storage, require, non-acid, fruit, sweet |
|---|

1. You should choose fruits and vegetables that are ... and healthy-looking.
2. Many fruits ... gentle handling to prevent bruising.
3. We cook fruit ... and juices by blending the fruit with a small amount of water or fruit juice.
4. Apricots have a very short season, and they do not hold up well in
5. Frozen peas can spend up to a year in the distribution chain before they reach the

4. Choose the correct form of the verb in the present, past or future indefinite passive.

1. Fresh fruits for making tarts, jams, jellies, ice-cream.
a) are used; b) is used; c) were used; d) shall be used
2. This equipment tomorrow.
a) will be installed; b) shall be installed; c) is installed;
d) was installed
3. Very delicious vegetable salads at this restaurant.
a) shall be served; b) was served; c) are served; d) is served
4. Tomatoes by my sister yesterday.
a) was picked; b) will be picked; c) are picked; d) were picked
5. Ice-cream to France in 1533 with the help of Catherine de Me'dicis of Italy.
a) was brought; b) were brought; c) will be brought; d) is brought

5. Choose the correct form of the verb in active or passive voice.

1. Regular dried fruits about 40 percent water.
a) is contained; b) contain; c) contains; d) are contained
2. The fruits ... already to remove soil and dirt.
a) has been washed; b) have been washed; c) have washed; d) wash
3. The fruit cake ... by my mother at the moment.
a) are baking; b) is baking; c) was being baked; d) is being baked
4. She ... vegetable stew by the time the guests came.
a) was cooked; b) has cooked; c) had been cooked; d) had cooked
5. Tomatoes ... to the shop tomorrow.
a) shall be delivered; b) will be delivered; c) will deliver; d) deliver

6. Change the following sentences from the active voice into the passive voice.

1. This department has established the new grade standards for raw fruits.
2. Fruits and berries require gentle handling to prevent bruising.
3. They will pick strawberries tomorrow.
4. In the past, people used lemons as a popular garnish for other foods.
5. He was washing tomatoes at 5 o'clock yesterday.

7. Fill in the sentences with the correct suffixed word derived from the word in brackets.

1. ... of potatoes causes the increase in sugar content (refrigerate).
2. The quality of ... fruits is best maintained if they are stored in a light room at high temperatures (dehydrate).
3. Dehydration of fruits removes a part of their ... water (nature).
4. We use glass or tin ... for canning fruits and vegetables (contain).
5. With most vegetables, heating tends to increase ... (acid).

8. a) Read the text.

Raisin

Raisin is a dried fruit of certain varieties of grapevines bearing grapes with a high content of sugar and solid flesh. Although the fruit is sometimes artificially dehydrated, it is usually sun-dried. The culture of grapes for the production of raisins is limited to regions with a long hot growing season, because the grape must remain on the vine until fully mature in order to attain a high percentage of sugar and enough time must elapse between harvesting and fall rains to permit sun-drying. Raisins are produced from grapes of the European type (*Vitis vinifera*). Most seedless raisins, especially in California, are produced from the Sultanina or

Thompson, variety of seedless grape, known in international trade as Sultana.

Grapes have been dried for out-of-season consumption from ancient times and were very important in Mediterranean trade. Spain, Asia Minor, and Greece were long the centres of cultivation, but in the 20th century, Australia and California also became important producers. Raisin production was introduced in California by Spanish missionaries in the late 18th century and began to assume importance after 1875.

Although grapes are cultivated over a large area, the region around Fresno is outstanding in the production of grapes for raisins. Clusters of fully ripened grapes are usually picked by hand, placed in trays between the rows of vines to dry in the sun for several days, then shipped to packing houses, where they are cleaned and stemmed by machine. Today most of seed grapes are seeded, and many grapes are bleached and dipped in oil to improve their appearance. About 3 ½ lb (1.6 kg) of grapes yield 1 lb (0.45 kg) of raisins. Raisins are valuable nutritionally because of their sugar, mineral (especially iron) and vitamin (B and A) content.

b) Agree or disagree with the statements on the text.

1. Raisin is made from grapes with a low content of sugar and solid flesh.
2. The grape for making raisin must remain on the vine until fully mature in order to attain a high percentage of sugar.
3. Grapes have been dried for out-of-season consumption from the 20th century.
4. Grapes for making raisins are usually picked by hand and dried in the sun for several days.
5. Raisin is a nutritional food because of its sugar, mineral and vitamin content.

c) Complete the sentences choosing the appropriate ending.

1. Raisins are very rich in ...
a) sugar and proteins. b) sugar, iron and carbohydrates.
c) sugar and calcium. d) sugar, iron and vitamins.
2. The raisin production in ancient times was first introduced in ...
a) California. b) Spain. c) Australia. d) India.
3. To obtain raisins, the grapes are most often ...
a) sun-dried. b) fried. c) spray dried. d) boiled.
4. The famous region in the production of grapes for raisins is ...
a) Texas. b) California. c) Scotland. d) Fresno.
5. The Sultana is a variety of ...
a) seedless grapes. b) wine. c) seed grapes. d) liqueur.

Unit 9 Bakery goods



**“All grieves with
bread are less”
(The English
proverb)**

Active vocabulary

Ingredients of baked goods

baking powder – розпушувач (що заміняє дріжджі)

baking soda – харчова сода, гідрокарбонат натрію

batter – збите тісто

cinnamon – кориця

dough – тісто

flour – мука

gluten – клейковина

hydrogenated fat – гідрогенізований жир

lard – смалець

leavening agent – розпушувач (тіста)

shortening – жир, що додається в тісто для розсипчастості

yeast – дріжджі

Types of flour

all-purpose wheat flour – універсальна пшенична мука

barley – ячмінь; ячмінний

kernel – зерно, зернинка, зернятко

maize (corn) – кукурудза, маїс; кукурудзяний

oat – овес; вівсяний

rye – жито; житній

self-rising flour – мука для тіста, що швидко піднімається (з розпушувачем, в яку не потрібно додавати дріжджі)

whole-wheat flour – непросіяна пшенична мука

Baked goods

angel cake – "ангельський бісквіт" (з муки, цукру та збитих білків), називається за світлим кольором

bagel – рогалик, бублик

bakery (baked) goods – випічка, хлібобулочні вироби

bar cookie – печиво, що випікається великим шматком, а потім розрізається
biscuit – *Am.* невеликий рулет, подібний до кексу, *Br.* сухе печиво
bun – здобна булочка
chiffon cake – дуже легкий бісквіт (з цукру, жовтків та збитих білків)
convenience bread – хліб-напівфабрикат для швидкого приготування
cream puff – тістечко зі збитими вершками
croissant – круасан, французький рогалик
crumb – крихта (хліба), м'якушка (хлібна)
crumpet – здобна булочка
crust – скоринка (хліба)
doughnut – пончик, смажений пиріжок
foam cake – кекс або тістечко-бісквіт (в рецептуру якого входить збите яйце)
layer cake – тістечко або торт, що складається із шарів
loaf – паляниця, буханка, хлібина, булка
loaf bread – паляниця, хлібина
marzipan – марципан
muffin – гаряча здоба, *Am.* кекс
pastry – випічка, мучні кондитерські вироби, здобне тісто
pie crust – пиріжкове тісто
plain pastry – звичайне тісто, випічка
popover – *Am.* легкий товстий кекс, виготовлений зі збитого тіста
round cake – торт або тістечко, в рецептуру якого входить однакова кількість інгредієнтів (муки і масла)
puff – листковий пиріжок
puff pastry – листкове тісто
quick bread – хліб з тіста, приготовленого за допомогою розпушувача
roll – булочка, рулет
rolled cookie – закручене печиво, рогалики
scone – ячмінний (пшеничний) коржик
shortened cake – кекс, тістечко або торт з пісочного тіста (в рецептуру якого входить багато жиру)
sponge cake – бісквіт, бісквітний торт, бісквітне тістечко
waffle – вафля
yeast bread – хліб з тіста, заквашеного на дріжджах

Production of baked goods

baking sheet – лист, жарівка

cream – змішувати декілька продуктів, розмелюючи або протираючи їх, доводити до консистенції крему
drop – кидати, крапати; крапля
fermentation – бродіння, ферментація
flatten – робити(ся) плоским, вирівнювати
gelatinize – перетворювати в желе, робити желеподібним
knead (punch) – замшувати (тісто), місити (тісто)
leaven – ставити на дріжджах, заквашувати; закваска, дріжджі
mill – молоти
shorten – додавати до тіста жир для розсипчастості та крихкості
stiffen – ставати твердим
tenderize – надавати м'яку консистенцію, розм'якшувати
treat – пригощати, частувати; частування, пригощання

Characteristics of baked goods

coarse texture – крупнозерниста текстура
flaky – схожий на пластівці, шаруватий
foam – піна; пінитися
sponginess – губчастість, пористість
stale – черствий, несвіжий

Vocabulary practice

1. Study the words and divide them into four categories: types of baked goods, ingredients of baked goods, processes involved in baking, characteristics of bakery products.

Flour, cake, kneading, bakery powder, baking soda, cookie, biscuit, bun, cinnamon, puff, doughnut, fermentation, leavening, flaky, delicious, soft, sweet, tasty, gelatinizing, fat, salt, baking, panning, sugar, lard, leavening agent, bread, muffin, pastry, pie, popover, cooling, ready-to-serve, roll, scone, shortening, spongy, stale, fresh, sweetening, tenderizing, waffle, yeast, egg.

2. Which of the words cannot go with the word at the beginning of the group?

Baking: soda, flour, bread, eggs, salt, sugar, sheet, time, quality, wood, powder, oven, pastry, fermentation, pan, milk, industry, yeast.

Yeast: dough, flour, fat, bread, shortening, rolls, wheat, doughnuts, freshness, cake, plant, growing, oven, formation, product, salt.

Flaky: bread, cake, pastry, acid, agent, texture, pie, powder, freshness, napoleon, yeast, soda, tenderization, product, structure, cup.

Pastry: flour, bread, dough, sheet, fat, cream, oat, cook, product, shop, shortening, department, kneading, biscuits, gluten, layer, production.

3. Match types of flour on the left with their definitions on the right.

| | |
|---------------------|--|
| 1.All-purpose flour | a) specialty wheat flour made by adding vital wheat gluten to increase the protein level to about 41 percent. |
| 2.Pastry flour | b) weak flour made from soft wheat, which has considerably less protein. The flour is useful in making soft tender products such as high-quality cakes and doughnuts. |
| 3.Self-rising flour | c) soft wheat, short- and medium-patent flour with a protein level of about 9.7 percent. It is used in pie dough, quick breads, muffins, biscuits, pastries, and some cookies. |
| 4.Whole wheat flour | d) flour (usually soft wheat) to which baking powder and salt have been added during production |
| 5.Bread flour | e) flour milled from the entire kernel. |
| 6.Cake flour | f) flour made from hard wheat. |
| 7.Gluten flour | g) multi-use flour made from hard wheat or a mixture of hard and soft wheat; contains about 10.5 percent protein. |

4. a) Read the text and fill in the gaps with the correct word from the box:

Yeast, shape, fermenting, expansion, moisture, leavening, gluten (2), dough (2), ingredients

Making yeast bread

Several steps are required to make perfect ... breads. First, you must use the right proportion of ... and combine them in the order listed in the recipe. Punching is the next step that means pulling up the sides of the ... mass and pushing them down in the centre to develop ... and permit it to ferment properly so that enough carbon dioxide is produced. Rounding is a preliminary makeup technique. Its aim is to form each portion of ... into a round ball with a smooth skin that will contain the gases effectively. Bench proofing means ... at the bench. The balls of dough are covered and allowed to rest at the bench for 10 to 20 minutes as fermentation continues. This relaxes the ... and makes makeup easier. Makeup and panning mean forming the dough into its final Proofing is the bakeshop term for another fermentation or ... period distinct from the first fermentation. Proofing is complete when the dough has doubled in volume and remains indented when pressed. Baking comes next. This allows for even ... in the oven. Cooling allows excess ... to escape.

b) Put the following words, which explain the process of baking yeast bread, into the logical order. Use the information from the text.

Cooling, panning, punching, mixing, storage, proofing, bench proofing, baking, rounding.

Reading

5. Give the Ukrainian equivalents to the following words and word-combinations. Use a dictionary if necessary.

- To leaven – leavening, a leavening agent, the leavening period, chemical leaveners, chemically leavened breads, unleavened breads, leavened dough.
- Dough – yeast dough, doughnuts, the raised doughnut, thin layers of dough, balls of dough, dough kneading, a dough mixer.
- Bread – yeast bread, quick bread, convenience quick bread, ready-to-serve bread, frozen bread, fresh bread, stale bread, a bread substitute, loaf bread, a breadbox, bread making, a bread-making plant, a bread-winner, a breadbasket, breading.
- To bake – baking, baking soda, baking industry, baking characteristics, baking powder, a baking pan, baking quality, baked goods, a bakery, a bakery plant, bakery foods, a bake house, a baker.
- To shorten – a shortened cake, shortening, a shortening agent.

6. a) Read the text.

Baked goods

Baked goods can be divided into breads (quick and yeast), pastry (plain and puff), cakes (foam and shortened), and cookies (drop, rolled and bar). In baked products, the basic ingredients are flour, yeast, liquid, eggs, salt, sugar and shortening. Flour is used to provide the basic structure. The flours most often used in bakeshops are made from wheat because wheat contains the highest proportion of the proteins gliadin and glutenin, which combine to form gluten in the dough that gives the dough sponginess and elasticity. Among the types of flour available from the milling of wheat are whole-wheat, all-purpose, bread, pastry, self-rising, gluten and cake flours. The flour of other wheat species, rye, barley, maize (or corn) and oats are usually, but not always, used in combination with wheat flour.

Bread is our basic food. It is not only food. It is the symbol of hope, general wealth and well-being. **Bread** is a staple food prepared by cooking dough of flour and water and possibly more

ingredients. Dough for bread may be leavened or unleavened. The inner soft part of bread is known as the crumb. The outer hard portion of bread is called the crust. Fresh bread is prized for its taste, aroma, quality and texture. Bread that has stiffened or dried past its prime is said to be stale. Modern bread is sometimes wrapped in paper or plastic film, or stored in a container such as a breadbox, to keep it fresh longer. A wide variety of convenience breads is available: ready-to-serve, frozen and refrigerated ones.

Breads are divided into quick and yeast ones. Quick breads usually refer to breads chemically leavened, usually with both baking powder and baking soda, and a balance of acidic and alkaline ingredients (sour milk or buttermilk). These include muffins, biscuits, popovers, cream puffs, waffles, pancakes and cake doughnuts. All-purpose flour, milk (sour milk or buttermilk), salt, fats (butter or margarine), leavening agent (baking powder, air, steam, and a combination of soda and acid), sugar and eggs are used in quick breads. Most recipes for quick breads are made by one of three basic methods: biscuit method, muffin method or conventional method. The method used is dictated by the manner in which the fat is distributed. In the biscuit method, a solid fat is cut into small pieces. In the muffin method, the liquid fat is dispersed with the other liquid ingredients. In the conventional method, a plastic hard fat is creamed with the sugar.

Yeast products exist in a wide variety. They can be classified according to the kinds of flour they are made from, such as whole wheat and rye, or according to their forms or shapes, such as loaf breads, rolls and doughnuts. Loaf breads include the plain breads that are known, according to their flour content, as white, whole wheat and rye. Some variations of basic white bread are raisin, cinnamon and nut breads. Rolls are made from both plain and sweetened dough; they take a variety of shapes. The term *doughnut* refers to dough that has been fried in deep fat. Doughnuts are most often used as desserts or in place of sweet rolls rather than as a bread substitute. The basic ingredients of yeast dough are flour, yeast, liquid and salt; sugar and shortening are often used.

Cakes include foam and shortened ones. Foam cakes feature a large quantity of foam (usually egg white), which results in a light, airy batter and a baked cake with a somewhat coarse texture with moderately large cells. They include angel, sponge and chiffon cakes. Angel cakes are made with egg white foam. Sponge cakes contain both yolk foam and white foam. Chiffon cakes use liquid yolks and white foam; they also include baking powder as a leavening agent and oil for tenderizing the cake. Shortened cakes, categorized as layer or pound cakes, contain a

comparatively high amount of fat. Layer cakes are leavened with baking powder as the source of carbon dioxide. Pound cakes traditionally are rather compact, because only the air creamed into them leavens them.

Pastry can be in the form of piecrust or puff pastry. It contains few ingredients (fat, flour, salt and water), but requires some skill for successful results. Puff pastry is a very flaky pastry with slightly tough layers. The layering is created by spreading a large portion of butter on the dough and folding, chilling and rerolling the dough, the process that is repeated several times. This creates many thin layers of dough, which then are separated readily by steam during baking. Puff pastry is the multilayered pastry in such products as napoleons. Pastry for pies is usually made with shortening, but sometimes oil, lard or butter is selected.

In the United States and Canada, a cookie is a small, flat-baked treat, containing milk, flour, eggs and sugar. In most English-speaking countries outside North America, the most common word for this is biscuit; in many regions both terms are used, while in others the two words have different meanings — a cookie is a plain bun in Scotland, while in the United States a biscuit is a kind of quick bread similar to a scone. Cookies include drop cookies (made from a relatively soft dough that is dropped by spoonfuls onto the baking sheet), rolled cookies (made from a stiffer dough that is rolled out and cut into shapes with a cookie cutter), bar cookies (made from batter or other ingredients that are poured or pressed into a pan (sometimes in multiple layers), and cut into cookie-sized pieces after baking).

b) Answer the questions on the text.

1. How are baked goods divided?
2. What are the basic ingredients of baked goods?
3. Why are wheat flours the most used ones in bakeshops?
4. Why does bread play a very important part in our life?
5. What are the names for hard and soft parts of bread?
6. How do quick and yeast breads differ?
7. That kinds of quick and yeast bread do you know?
5. How many kinds of foam cakes can be produced? What are they?
6. What is the difference between piecrust and puff pastry?
7. Does a cookie mean the same in the United States and in other English-speaking countries?
8. What kinds of cookies do you know?

7. Fill in the table using the information from the text.

| Types of bakery goods | Examples of each type | Ingredients |
|-----------------------|-----------------------|-------------|
| Breads | | |
| Quick bread | | |
| Yeast bread | | |
| Pastry | | |

8. Match the names of bakery goods on the left with their definitions on the right.

| | |
|----------------------------------|--|
| 1. Yeast bread | a) the food made from a dough of flour or meal mixed with water or milk, usually raised with yeast or baking powder and then baked |
| 2. Pastry | b) bread leavened with yeast |
| 3. Sponge cake | c) a small cake of sweetened dough, often ring-shaped or spherical, with a jam or cream filling, cooked in hot fat |
| 4. Bread | d) a very light sponge cake made without egg yolks |
| 5. Doughnut | e) the multilayered pastry made with dough of flour, water, shortening, and sometimes other ingredients |
| 6. Quick bread | f) a light porous cake, made of eggs, sugar, flour and flavourings traditionally without any fat |
| 7. Angel cake | g) a small flat dry sweet or plain cake of many varieties |
| 8. Biscuit (Br.) Cookie (Am.) | h) a small cup-shaped sweet bread roll, usually eaten hot with butter |
| 9. Bun | i) chemically leavened bread usually with both baking powder and baking soda, and a balance of acidic and alkaline ingredients |
| 10. Muffin | j) a small roll, similar to bread, but usually containing sweetening, currants, spices, etc |

Speaking

9. Discuss the following questions with a partner.

1. Do you like baked goods? What is your favourite baked item?
2. Do you bake at home? What do you bake most often?
3. Are there any advantages of home-baked goods? What are they?
4. What bakery goods for special occasions do you know?
5. How do you preserve baked goods?
6. What bakery goods do you usually buy every day?/often?/seldom?
7. What are advantages and disadvantages of eating baked goods?

10. Briefly explain the role of the following ingredients in baked products: flour, liquid, eggs, fats, sugar, salt, leavening agents.

11. Comment on the following proverbs about bread. Give the Ukrainian equivalents of the proverbs.

- All grieves with bread are less (*The English proverb*).
- Better eat grey bread in your youth than in your age (*The English proverb*).
- Dry bread at home is better than roast meat abroad (*The English proverb*).
- Eaten bread is forgotten (*The English proverb*).
- Good bread and good wine help to shorten the road (*The French proverb*).
- All bread is good, but no bread is not good (*The German proverb*).
- Bread does not fall from Heaven (*The Italian proverb*).
- Those who eat the same bread ought to have the same interests (*The German proverb*).
- A house may be fine, but without bread it is miserable (*The Russian proverb*).
- Bread is a father; water is a mother (*The Russian proverb*).
- Bread and salt never quarrel (*The Russian proverb*).

12. a) Read the recipes of bakery goods. Match the recipes with the names of bakery goods in the box.

| |
|--|
| Amaretto bread, homemade noodles, almond poppy seed muffins, bagels |
|--|

1. Ingredients: 2 1/4 cups all-purpose flour, 1 teaspoon baking powder, 1/2 teaspoon baking soda, 1 dash salt, 1/2 cup shortening, 1 cup sugar, 1 teaspoon vanilla, 4 egg whites, 3/4 cup sour milk/buttermilk, 1/2 cup amaretto, 1 cup slivered almonds.

Directions: Preheat oven to 350 °C. Grease and lightly flour two medium size loaf pans. Combine flour, baking powder, baking soda and salt. In a large mixing bowl, beat the shortening with an electric mixer for a minute. Add sugar and vanilla, beat until creamy. Add egg whites, one at a time, beating 2 minutes after each. Mix amaretto and milk together in a separate bowl. Alternately, add dry and wet ingredients to the egg-sugar-shortening mixture, beating on a low speed until combined after each addition. Stir in almonds; pour mixture into the loaf pans. Bake at 350 °C for 40-45 minutes, until tops are golden brown and inserted wooden toothpick comes out clean.

2. Ingredients: 1 1/2 cup all-purpose flour, 1 cup sugar, 1 teaspoon baking powder, 1/2 teaspoon salt, 1/2 cup vegetable oil, 3/4 cup milk, 2 eggs, beaten, 1/2 teaspoon almond extract, 2 tablespoons poppy seeds, 1/2 cup sliced almonds.

Directions: Heat oven to 175°C. Grease and flour a 12-cup muffin tin or line with paper liners. Combine flour, sugar, baking powder and salt in a small bowl; set aside. In another bowl, whisk oil, milk, eggs and extract until smooth. Add dry ingredients mixing just until moistened. Gently stir in poppy seeds. Fill prepared muffin tins three-fourths full. Bake for 18 to 20 minutes. Cool in a pan on wire rack.

3. Ingredients: two packages active dry yeast, 4 1/4 cups all-purpose flour, 1 1/2 cup lukewarm water, 3 tablespoons sugar, 1-tablespoon salt.

Directions: In large mixer bowl, combine yeast and 1 3/4 cups of flour. Combine water, sugar and salt. Add to yeast mixture. Beat at low speed of electric mixer for 1/2 minute, scraping sides of bowl constantly. Beat 3 minutes at high speed. By hand, stir in enough of the remaining flour to make moderately stiff dough. Turn out on lightly floured surface and knead until smooth, 5 to 8 minutes. Cover, let rest 15 minutes. Cut into 12 portions and shape into smooth balls. Punch a hole in the centre of each with a floured finger. Pull gently to enlarge hole. Cover, let rise 20 minutes. In a large kettle combine 1-gallon water and 1-tablespoon sugar; bring to a boil. Reduce temperature to a simmer. Cook 4 or 5 bagels at a time, for 7 minutes, turning once. Drain and place on ungreased baking sheet. Bake at 375 °C for 30 to 35 minutes.

4. Ingredients: 4 eggs – well beaten, 1 1/2 teaspoon salt, 2 cups all-purpose flour.

Directions: Mix eggs, salt and flour to make a soft dough (More flour will be needed to make dough firm enough to roll). Divide the dough into two parts and roll out very thin. Let dry about one hour, turning once. Cut into strips about 4-inches wide; stack strips, then cut crosswise as thin as desired. Cook with beef or chicken broth.

b) Do you cook bakery goods? What is your favourite recipe? Share it with other students in your group.

Grammar: Prefixation. Composition.

13. Read and translate the words. What prefixes are used to form nouns, adjectives and verbs?

Verbs: To leaven – to unleaven; to mature – to overmature; to eat – to overeat; to freeze – to unfreeze; to cook – to undercook; to solve – to dissolve; to produce – to overproduce; to freeze – to defreeze, to refreeze; to pack – to repack, to unpack, to prepack; to heat – to reheat, to preheat; to understand – to misunderstand; rich – to enrich; to divide – to subdivide; to relate – to interrelate; to activate – to inactivate; to form – to transform; to grade – to upgrade.

Adjectives: Layered – multilayered; flavoured – unflavoured; perishable – semiperishable, unperishable; functional – multifunctional; safe – unsafe; known – unknown; fungal – antifungal; viral – antiviral; acid – non-acid; processed – unprocessed; possible – impossible; healthy – unhealthy; adequate – inadequate, effective – ineffective; national – international; mature – immature; able – unable, to enable, to disable; ordinary – extraordinary; definite – indefinite.

Nouns: Weight – overweight; production – overproduction; oxidant – antioxidant; treatment – pretreatment, overtreatment, undertreatment; product – by-product; education – co-education; advantage – disadvantage; directory – ex-directory; contract – subcontract; carbonate – bicarbonate; management – mismanagement; study – understudy; president – vice-president; taste – aftertaste.

14. Fill in the gaps with the correct form of the derivative formed from the word in brackets by means of the following prefixes: en-, in-, un-, dis-, re-, over-.

1. When you ... and handle a quick bread mixture too much, the bread becomes tough. (to mix) 2. Added fat may weaken the structure of batter, especially if mixing is ... (adequate) 3. ... bread kept in a typical household refrigerator will turn stale quickly due to the low humidity of the air. (Wrapped) 4. Eggs should be stored ... in a refrigerator. (washed) 5. Some yeast doughs are further ... by the inclusion of eggs. (rich) 6. The liquid ... dry ingredients, salt, sugar and chemical leaveners. (to solve) 7. You must ... evaporated milk before use by adding an equal amount of water. (to constitute) 8. Quick breads require very little mixing and careful handling to avoid ... of gluten. (production) 9. The dough should be soft and slightly elastic but not sticky. ... toughens biscuits. (kneading) 10. Frozen quick breads tend to be more expensive than dry mixes; homemade ones are ... (expensive) 11. Punching equalizes the temperature, allows the gluten to relax and ... the yeast so the dough will rise again. (to distribute) 12. ... of sugar for making yeast breads will slow down yeast action. Sugar helps the crust to brown and contributes to flavour. (Use).

15. Read and translate the following word-combinations with the compound words.

Moistureproof wrap, a big breadbox, fresh buttermilk, a local bakeshop, two tablespoons, home-grown eggplants, long-term methods, short-term methods, a home-made cake, a yellow sunflower, tasty pancakes, a brown cupboard, the product shelf life, fat-soluble ingredients, a sugar-free chewing gum, food cross-contamination, a terrible headache, sea shellfish, different seafood, a delicious ice-cream, low-fat milk, freeze-drying method, home-grown fruits, a three-storey building, our well-being, fat-free foods.

16. a) Match left and right to make compound words. Give their Ukrainian equivalents.

| | |
|--------|---------|
| water | free |
| fat | box |
| dough | soluble |
| air | pot |
| coffee | cream |
| tea | proof |
| sour | basket |
| ice | maker |
| bread | nut |

b) Make up sentences with the formed compound words.

Listening

17. a) Match left and right to form word combinations.

- | | |
|----------------|----------------|
| 1. Yeast | a) value |
| 2. Chief | b) breads |
| 3. Nutritious | c) needs |
| 4. Low-key | d) dough |
| 5. Whole | e) food |
| 6. Nutritional | f) wheat flour |
| 7. Energy | g) flavour |
| 8. Enriched | h) life |

b) Listen to the text and choose the correct answer to the questions.

1. What is the chief ingredient of bread?
a) Yeast. b) Flour. c) Dough.

2. What elements does whole wheat flour provide with?
a) Thiamine, riboflavin. b) Niacin, iron. c) Calcium, complete protein.
3. What elements does milk contain?
a) Calcium, riboflavin. b) Niacin, iron. c) Complete protein.
4. What element does whole milk contain?
a) Niacin. b) Thiamine. c) Vitamin A.
5. What food does bread match with?
a) Fish. b) All food. c) Meat.

18. a) Match the words on the left with their synonyms on the right.

- | | |
|------------------------|--|
| 1. Layer <i>n</i> | a) to contain, to involve |
| 2. Icing <i>n</i> | b) to baptize, to name |
| 3. Consist of <i>v</i> | c) to give food to, to satisfy the hunger of, to nourish |
| 4. Custom <i>n</i> | d) a coat, a tier |
| 5. Christen <i>v</i> | e) glaze, sugar coating, topping |
| 6. Feed <i>v</i> | f) habit, practice, usage, fashion |

b) Listen to the text and agree or disagree with the following statements.

1. The wedding cake is very tasty dessert.
2. It is not decorated.
3. The top of the cake is topped with a statue representing the couple.
4. A portion of the cake may be stored and eaten by the couple at their first wedding anniversary or at the christening of their first child.
5. They usually store the bottom layer of the cake.
6. The portion of the cake may be frozen to be eaten later.

**Study skills: Asking the way
Helpful language**

Asking for directions

Excuse me, Sir /Madam /Miss. How can I get to...? / Could you tell me the way to ..., please?

Is it far from here?

Can I take a bus?

Which is the shortest way to the Sheldonian Theatre?

Location

The Blackwell's Bookshop is behind the Sheldonian Theatre.

Christ Church College is next to the Oxford Town Hall.

The Bus Station is in Gloucester Green.

The Bodleian Library is between the Sheldonian Theatre and Radcliffe Square.

The Oxford Town Hall is at the corner of Aldate's Street and High Street.

New College is opposite the Sheldonian Theatre.

The King Hotel is in front of the Oxford Town.

Gloucester Green is around the Bus Station.

Giving directions

It's quite near here.

Turn right/left outside the hotel and you will be right there.

It's on the other side of the square.

Walk towards the square.

Keep straight on down the street.

Go down/along

Cross the street.

It's on the left/right.

Turn left/right to / Take the first/second turning to the left/right.

Go to the end of

Take bus № 5. Get out of the bus at Queen Street / the third stop.

Go straight ahead/on.

It's at the crossroad.

Pass the street.

19. Dory Green, the production engineer of Delicious Bread (the USA), came to London to make an agreement on cooperation with the Baked Bread Division of Premier Foods. Now he is in the street. Read and dramatize his dialogues with passersby.

1. – Excuse me, Sir!

– Yes?

– How do I get to the nearest underground station?

– Cross the street and walk straight as far as the bridge. Cross the bridge and turn to the right.

– Is it far from here?

– No, not so far.

– Thank you.

– You are welcome.

2. – Excuse me, Miss!

– Yes?

– Can you tell me the way to the nearest post-office?

– Well, let me see ... Take trolley-bus number two and get off at the second stop. Turn to the left and walk straight on. At the end of the block, you will see the post-office on your right.

- Oh, then, I think, it is near the cinema, isn't it?
- That's right. The cinema is just across the street from the post-office.
- Thank you very much.
- It was a pleasure.

20. Role-play the dialogues between Bob King, who is going to open a subsidiary in your city/town, and passersby. Now he is going sightseeing around your city/town. Help him find the way:

- a) from the center of the city/town to the nearest market;
- b) from the railway station to the Local Lore museum;
- c) from the central library to the zoo/circus/central park;
- d) from the bus station to the nearest drama theatre.

Writing: Notice

Notice is the information about a future event, warning, announcement. It needs a clear heading. Information of the notice must be clear. The tone is normally formal. Sometimes special topics or expectations are included. The name and position of the person who wrote the notice must be included.

21. Look at Joanna Grey's notice. Define the main parts of the notice.

Premier Foods
Baked Bread Division

Staff notice
On Thursday 15 March, there will be a staff and management meeting to discuss opening a Leeds branch of the company.

We look forward to hearing your suggestions on volunteers for relocation.

Joanna Grey
Office Manager
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22. Write a notice about the meeting of monitors at your university. The problem under discussion will be the organisation of the contest *The best cook of the year*.

Unit 10

Milk and dairy products



**"Butter is gold in the morning,
silver at noon, and lead at night."
(The English proverb)**

Active vocabulary

Types of milk

- acidophilus milk – молоко з додаванням бактерій виду *Lactobacillus acidophilus*, яке використовується при лікуванні розладів шлунково-кишкового тракту
- condensed milk – згущене молоко (з цукром)
- evaporated milk – згущене молоко без цукру (густе несолодке консервоване молоко, з якого випаровується трохи води)
- low-fat milk – молоко з низьким вмістом жиру
- milk solids – сухі речовини (сухий залишок) молока, сухе молоко
- non-fat milk – обезжирене молоко
- raw milk – непастеризоване молоко
- scalded milk – закип'ячене молоко
- skimmed (skim) milk — збиране молоко (молоко, з якого збрали вершки)
- skimmed milk powder – сухе знежирене молоко
- whole milk – цільне молоко

Milk production and processing

- breed – виводити, розводити (худобу, птицю); порода, плем'я
- creaming – відстоювання вершків, утворення вершків
- dairy (creamery) – молочарня, маслобробня
- dairy processor – молокопереробний завод
- evaporation – випарювання, випаровування
- fermentation – бродіння, ферментація
- homogenization – гомогенізація (розбивання жирових кульок в молоці або вершках з метою їх рівномірного розповсюдження)
- ripening (aging) period – період дозрівання
- separate – відокремлювати(ся), відділяти(ся); окремий, відокремлений
- subject – підпорядковувати, піддавати (впливові); що підлягає, залежний

Milk products

- butter – масло
- buttermilk – склотини, маслянка

by-product – побічний продукт
casserole – запіканка
cream – вершки, крем
cream cheese – вершковий сир
curds – молоко, яке скипілося, сир
custard – солодкий заварний крем (з яєць та молока)
dairy products – молочні продукти
fermented baked milk – ряжанка (топлене незбиране молоко, заквашене сметаною)
hard cheese – твердий сир
ice milk – молочне морозиво
imitation ice cream – штучне морозиво, морозиво-сурогат
kefir – кефір
process cheese – плавлений сир
sherbet – шербет (солодкі ласощі або основа для шипучого напою)
soft cheese – м'який сир
sour-cream – сметана
watering-oil emulsion – олійна емульсія, розбавлена водою
whey – сироватка
whey protein concentrate – концентрат білка сироватки
whipping cream – (густі) вершки для збивання
yoghurt – йогурт

Components of milk and milk products

casein – казеїн
lactose – лактоза, молочний цукор
niacin – ніотинова кислота (ніацин), вітамін PP
polypeptide – поліпептид (група природних або синтетичних полімерів, що складається з амінокислот, що пов'язані хімічним зв'язком; цей клас включає білки)
rennin – реназа, ренин (фермент для коагуляції молока)
tangu coagululum – коагулят, що має специфічний присмак
thiamin – тіамін, вітамін B1

Characteristics of milk products

aqueous – водний, водяний
clot – грудка, згусток
firmness – щільність, твердість
fluid – рідкий; рідина
proteolytic – протеолітичний, що розщеплює білки
smoothness – однорідність
viscosity – в'язкість, клейкість, тягучість

Vocabulary practice

1. Study the words given below and divide them into three categories: structural components of milk, milk products, processes that milk can be subjected, characteristics of milk products.

Butter, casein, cream, water, creaming, drying, curd, custard, disaccharide, evaporation, fermentation, firmness, homogenization, ice milk, riboflavin, calcium, thickness, phosphorus, ice-cream, lactose, cheese, niacin, sherbet, smoothness, thiamin, viscosity, whey, pasteurization, yoghurt, heating, carbohydrate, protein, fat, boiling, colour, flavour.

2. Match types of milk on the left with their definitions on the right.

| | |
|----------------------|--|
| 1. Dried milk | a) milk, from which the cream has been skimmed |
| 2. Condensed milk | b) milk, from which some of the cream has been removed |
| 3. Evaporated milk | c) milk that has been exposed briefly to high temperatures to destroy microorganisms |
| 4. Whole milk | d) dehydrated milk |
| 5. Skimmed milk | e) milk concentrated by evaporation |
| 6. Low-fat milk | f) sweetened evaporated milk |
| 7. Pasteurized milk | g) milk, from which no constituent (such as fat) has been removed |
| 8. Raw milk | h) milk with the fat particles broken up and dispersed uniformly so that the cream will not rise |
| 9. Scalded milk | i) milk heated almost to boiling |
| 10. Homogenized milk | j) milk from dairies regulated by an authorized medical milk commission |
| 11. Certified milk | k) unpasteurized milk |

3. Which of the words cannot go with the nouns at the beginning of the groups?

Milk: pasteurized, decayed, raw, dry, refrigerated, grown, old, homogenized, certified, fermented, low-fat, canned, white, skimmed, fleshy, shy, harmonized.

Cheese: fresh, delicious, fried, tasteless, blue, natural, frozen, hard, mashed, sliced, process, cream, noisy, soft, sold, cold, iron, great, available.

Ice-cream: sweet, fresh, tasty, frozen, dirty, thawed, cubed, home-made, baked, advertised, plain, composite, fruit, wooden, packed, stored, spoil, cold, fatty.

Butter: home-made, fresh, tasty, thawed, boiled, salty, delicious, frozen, yellow, favourite, well-known, fantastic, home-grown, eatable, expensive, busy, fast.

4. Read the text about different types of cheese and fill in the gaps with the correct word from the box.

| |
|--|
| Served, cream, considered, ripen, dairy, sandwiches, processed, shapes, whey, taste, holes, cheese, wheel. |
|--|

The French know over 400 different kinds of Every kind of cheese has its own specific nuances of ... and aroma. Cream cheese is the “youngest”. This kind doesn’t have to sit in quiet cellars for a long time, but is delivered to the ... shops right after it has been processed. By ... cheeses, we traditionally refer to cheeses with garlic, onion, herbal flavours, and fresh goat’s milk cheese. Only these are good for All the rest should be ... with either wine or fruit before dessert. Soft cheeses are ... to be typically French. They are marked by the variety of ...: from round and elliptic to cubic. Pressed, non-boiled cheeses are ... according to a specific technology. The cheese mass is sent to..., but it has to be pressed first in order to eliminate the remainder of whey in it, and it is not heated. Pressed boiled cheeses are made from ... heated up to the temperature of 60 degrees Celsius. They are traditionally shaped as a Only boiled cheeses have ... in them.

Reading

5. a) Discuss these questions in a group.

1. What nutrients does milk contain?
2. Does milk nutrient content vary? What influences it?
3. What types of milk do you know?
4. Why do natural cheeses have different taste and flavour?
5. What milk products do people prefer? Reason your point.
6. Why do children have to drink milk in their childhood?
7. Do you like dairy desserts? What is your favourite one?

b) Read the text and check your answers.

Milk and dairy products

Dairy products are generally defined as foodstuffs produced from milk. They are usually high-energy-yielding food products. A production plant for such processing is called a dairy or a dairy

factory. Raw milk for processing generally comes from cows, but occasionally from other mammals such as goats, sheep, water buffalo, yaks or horses.

Milk is an ideal food not only for the young people but also for the aged ones and convalescents alike. It is a very complex fluid containing a wide range of chemical compounds. Its nutrient content varies from species to species, from breed to breed, seasonally, and even from the beginning of the milking to the end of the process. Whole cow's milk is approximately 88 percent water, 5 percent carbohydrate, 3-5 percent protein and 3-5 percent fat. Milk fat is a notable type of fat because of the array of fatty acids found in its triglyceride molecules. Almost all of carbohydrates are in the form of lactose. This disaccharide is quite uncommon and is not found in significant amounts in foods other than milk and milk-containing products. The two basic milk proteins are casein and the proteins in whey. Milk contains many enzymes and valuable nutrients such as riboflavin, calcium, phosphorus, sodium, potassium, magnesium, thiamin, niacin, folic acid, vitamin B₁₂ and vitamin A. Vitamin D is added to almost all milk that is sold today (it is indicated in the label).

Milk is also a medium in which many microorganisms can thrive. Milk as it comes from the animal is designated as raw milk, meaning that no heat treatment has been used on the milk. However, the majority of the milk on the market today has been heat-processed and is marketed as pasteurized milk. Pasteurized milk (named after Louis Pasteur, the inventor of this important sanitizing process) is milk that has been treated with heat to kill potentially harmful microorganisms. When allowed to stand, the fat globules in milk tend to aggregate into clusters and rise to the top of the milk. The process of separation of cream from the aqueous portion of the milk is called creaming. Homogenization is the mechanical process, in which milk is forced through tiny apertures under a pressure of 2,000 to 2,500 psi, which breaks up the fat globules into smaller units that do not separate from the milk. Evaporation and drying are techniques used to preserve milk for later use. Evaporated milk is sterilized, canned milk that has been concentrated to about half its original volume by evaporation under a partial vacuum. Dried milk is produced to be stored for an extended period and/or to reduce the problems of transporting fluid milks, which are subject both to spoilage and to high shipping costs because of the large amount of water in them. Fermentation is used to alter the physical and chemical properties of some milk products, such as buttermilk.

Numerous products are available in the dairy department, ranging from homogenized, pasteurized fluid milks (whole, low-fat, and nonfat (skimmed)) and chocolate milk, through fermented milks (buttermilk, acidophilus milk, yogurt), creams of varying fat content, butter, canned milks (evaporated milks of varying fat levels and sweetened condensed milk), and dried milks. Fermented milks are the choice of many people because of the pleasing qualities and the uniqueness of each type. Butter technically is a dairy product, actually being a watering-oil emulsion containing about 15 percent water and at least 80 percent fat. Creams vary in fat content from 10.5 percent (half-and-half) to 36 percent (heavy whipping cream).

Cheese is made from milk by forming a curd (with the use of acid, rennin, or both), draining much of the whey, and then heating and pressing gently to achieve the desired moisture level, usually around 40 percent. Numerous cheese products are available. The natural cheeses are categorized according to their firmness or moisture content. Some of the natural cheeses undergo a ripening or aging period in a controlled environment at the cool temperature. Process cheeses are made by heating selected natural cheeses with an emulsifier. Whey protein concentrate is a by-product of cheese manufacturing, which is available in very large quantities because of the large amount of cheese manufacturing.

Ice-cream (either plain or composite), frozen custard, ice milk and sherbet are frozen dairy desserts. Most people prefer ice-cream, which is a frozen mixture of cream (which contributes considerable milk fat), milk solids and flavourings, into which some air has been stirred. In some markets, imitation ice cream products are available.

6. Agree or disagree with the following statements on the text.

1. Milk is a very complex fluid containing a lot of chemical compounds.
2. Whole cow's milk contains 70 percent water, 55 percent carbohydrate, 3-5 percent protein and 3-5 percent fat.
3. Milk fat is very valuable because it contains fatty acids.
4. Almost all milk carbohydrates are in the form of sucrose.
5. Milk contains few valuable nutrients, such as riboflavin, calcium and vitamin D.
6. Evaporation, pasteurization, drying are techniques used to extend milk shelf life.
7. Whole, low-fat, skimmed and chocolate are attributes denoting types of butter.

8. Fermented milks include buttermilk, acidophilus milk and yogurt.
9. All creams have the same fat content.
10. Soft, hard, process and natural are attributes denoting types of yogurts.
11. Whey is a by-product of butter manufacturing.
12. Ice-cream is a frozen mixture of cream, milk solids and flavourings into which some air has been stirred.

7. Find in the text what these numbers refer to?

10.5; 11; 36; 40; 80; 2,500; 88; 5; 2; 2,000

8. Put the statements concerning the organization of the text in the logical order.

1. Dairy products
2. Types of milk
3. The structure and nutritional value of milk
4. Frozen dairy desserts
5. Cheese manufacturing

Speaking

9. Compare advantages and disadvantages of different types of milk. What type of milk do you prefer? Reason your choice.

| Types of milk | Advantages | Disadvantages |
|--------------------------|------------|---------------|
| Low-fat milk | | |
| Pasteurized milk | | |
| Evaporated milk | | |
| Sweetened condensed milk | | |
| Nonfat dried milk | | |
| Raw milk | | |
| Nonfat milk | | |

10. a) Look at the names of milk products and tell which of them you eat or drink:

- | | | |
|----------------------|-----------------|-------------------|
| • every day | • sometimes | • often |
| • seldom | • every morning | • two times a day |
| • three times a week | • never | • once a week |

Butter, pasteurized milk, raw milk, dried milk, condensed milk, evaporated milk, goat's milk, low-fat milk, hard cheese, process cheese, curd, kefir, yoghurt, cream, sour-cream, whey, fermented baked milk, ice-cream, custard, imitation ice-cream.

b) What milk products from a) do you use while cooking the following dishes?

Cakes, pan-cakes, varenyky, mashed potatoes, cocktail, pizza, vermicelli, galushky, kyssil, bread, buns, sandwiches, pies, biscuits, syrnyky, omelette.

11. Study the table *Distinguishing characteristics and the use of milk and milk products* and explain it.

| Name of product | Fat % | Characteristics | Use |
|--------------------|------------|---|--------------------------------------|
| Whole milk | 3.25+ | Rich flavour | Beverage, cooking |
| Low-fat milk | 2.0 | Some richness | Beverage, cooking |
| Nonfat (skim) milk | 0.1 | Not rich flavour, somewhat thin | Beverage, cooking |
| Yogurt | 0.1-3.25 | Tangy coagulum | Dressing, dessert, frozen dessert |
| Sour-cream | 18 | Tangy | Dips, toppings, baking |
| Heavy cream | 36 | Whips easily to stable foam | Whipped topping |
| Butter | 80 | Yellow water-in-oil emulsion | Spread, baking, flavouring agent |
| Natural cheese | Varies | Firmness and flavour vary with ripening | Sliced, grated; eaten alone, cooking |
| Process cheese | Varies | An emulsifier is added to natural cheeses; 41% moisture | Casseroles, sandwiches |
| Ice-cream | 10 or more | 20% milk solids, gums, sweeteners, stabilizers | Dessert |

12. Share some recipe containing dairy products with your groupmates.

Grammar: The proposition. Phrasal verbs.

13. a) Fill in the gaps with the following propositions: *for, before, after, while* or *during*.

1. Production at the dairy factory was seriously affected ... the strike. 2. I waited for him ... an hour and then went to the dairy. 3. He felt ill last week. He couldn't eat anything ... three days. 4. ... the era of milk homogenization, people often would pour the cream from the top of the milk for use on their cereal and in their

coffee. 5. I usually have a cup of milk and a sandwich for breakfast. ... breakfast I go to work. 6. You shouldn't speak ... a meal. 7. We didn't speak ... we were eating. 8. ... eating too much ice-cream, she felt sick. 9. I do not drink milk ... the day, but I always drink it in the evening. 10. She cooked ... two hours, and then she went for a walk. 11. The appearance of some cheeses is unique because of the changes that occur ... ripening.

b) Fill in the gaps with the following propositions: *in, at, on, with, to, of, by or from.*

1. Among the familiar sugars found ... food, lactose stands out as being particularly difficult ... dissolve. Instead, it precipitates easily, especially ... cool temperatures. 2. Vitamins A and D, being fat soluble, are not found ... the whey that is separated ... the casein curd in cheese making. 3. Milk as it comes ... the animal is designated as raw milk, meaning that no heat treatment has been used ... the milk. 4. Various microorganisms are used commercially ... ferment lactose ... milk and milk products. 5. ... 1985 Rank found that a reduction ... 33 percent fat in this type ... cheese was acceptable. 6. Cheese is made ... milk ... forming a curd. 7. Stringiness, toughness and fat separation can be problems when cooking ... natural cheeses. 8. She is going ... the dairy ... buy some butter. 9. Tom went ... the kitchen ... drink some milk. 10. Many standard dairy products are particularly susceptible ... changes ... the commodity markets. 11. Whipped cream gets its stability primarily ... its high fat content. 12. Milk is distinguishable ... its fat content.

14. Fill in the gaps with a necessary proposition. Pay attention to the use of propositions after verbs.

1. This compositional difference results ... a reduced level of calories, a distinction of interest to dieters. 2. Natural cheeses blend with other foods, depending ... moisture content, aging and pH. 3. Ingredients suppliers in particular have to respond ... the consumer demand for healthy products. 4. Barry is looking for a job. He has just graduated ... the Technological University. 5. Thank you very much ... your help. 6. Does this dairy belong ... Mr. Gordon? 7. We asked the waiter ... coffee but he brought us tea. 8. What's happened ... John? He is very sad. 9. Whole cow's milk consists ... 88 percent water, 5 percent carbohydrate, 3-5 percent protein and 3-4 percent fat. 10. You should take care... your diet. 11. This job would suit you. Why don't you apply ... it? 12. He didn't have enough money to pay ... a meal. 13. Thank you ... your letter. It was nice to hear ... you.

15. Fill in the gaps with a necessary proposition. Pay attention to the use of propositions after adjectives.

1. He was bored ... having milk every day. 2. Everybody was shocked ... this news. 3. Today, everybody is aware ... harmful food additives. 4. I am sorry ... buying bad yogurt. 5. She is interested ... food technology. 6. Who is responsible ... buying dairy products? 7. She is fond ... cooking very much. 8. How is ice-cream different ... frozen custard? 9. What dairy products is Ukraine famous ...? 10. I was not very impressed ... the service in the restaurant. We had to wait ages before getting our food. 11. We need not go shopping. Our fridge is full ... food. 12. I am tired ... having the same thing day after day. 13. We are short ... butter. We need it to make a cake. 14. She is good ... baking cakes.

16. Fill in the gaps using a suitable phrasal verb from the box. Use the correct form of the verb each time.

- Speak up •take off •look out •give up •turn off
- fill in •wash up •look after •look up •close down
- turn on •put on •look for •cross out •

1. I can't hear you very well. Can you ... a bit? 2. They gave me a form and told me to ... it. 3. It was a fantastic meal. Now we must 4. When you are ill, you need someone to ... you. 5. She ... TV to watch her favourite programme. 6. If you don't understand the word, ... the word in a dictionary. 7. ... that hat. You look stupid. 8. She ... a rain-coat and went shopping, as it was raining cats and dogs. 9. She felt bad so she ... the radio. 10. ...! The milk is boiling over. 11. There used to be a very good dairy shop on the corner but it ... a year ago. 12. If you find a mistake, just ... it. 13. Consumers ... a far healthier lifestyle and as a result dairy food formulations have to change. 14. I tried to find a well-paid job but I It was impossible.

Listening

17. a) Match left and right to form word combinations.

| | |
|--------------|-------------|
| Soluble | intolerance |
| Oat | intake |
| Creamy | vitamins |
| Calcium | flavour |
| Lactose | content |
| Almond | milk |
| Semi-skimmed | |

b) Listen to the text and tick *true* or *false*.

1. The most popular milk is cow's milk.
2. Sheep and goat's milk are never sold in the supermarkets.
3. Soya, rice, oat and almond milk is consumed by people with lactose intolerance.
4. Milk in the UK is distinguished by its calcium content.
5. Skimmed milk is the fattest variety of milk.
6. Lowering the fat content affects the calcium content.
7. Low fat milk isn't suitable for children under two years.
8. Supermarkets sell semi-skimmed milk with creamy flavour.

18. a) Answer the following questions.

1. Why is calcium necessary for our body?
15. What food contains calcium?
16. Do you think you consume the recommended daily intake of calcium?

b) Tick the words and word-combinations denoting physical processes in the body.

Muscle contraction, source, heartbeat, teeth developing, proteins, carbohydrates, clotting, micronutrients, bone formation, blood pressure.

c) Listen to the text and tick *true* or *false*.

1. Milk and dairy products are the best sources of calcium.
2. Calcium is a protein.
3. Calcium is responsible for building bones and teeth.
4. Calcium doesn't help regulate muscle contraction.
5. All children and teenagers receive their recommended daily intake.
6. Milk contains proteins, carbohydrates and micronutrients.

Study skills: Making a summary

A **summary** is an accurate restatement of material in fewer words. To be able to summarize properly, you will need to express main ideas and significant details in your own words.

Follow the following steps when you summarize a text:

- Start with a sentence naming the writer and article title and stating the essay's main idea. Underline the main idea twice. Only underline the important parts of a sentence, not the entire sentence.

- Underline one or two major details in each paragraph once to differentiate them from main ideas. Be concise, using coordination and subordination to compress ideas.
- Conclude with a final statement reflecting the significance of the article – not from your own point of view but from the writer's.
- Throughout the summary, do not insert your own opinions or thoughts; instead summarize what the writer has said about the subject.

Helpful language

Naming the writer and the article title

The text deals with ... / The article is about ... / The article touches upon (on) ...

The author of the article is ... / The article is written by ...

The title of the article is

Stating the main idea

The author emphasises the idea of ... / The main idea of the text is ...

The text discusses an important problem of ...

Underlining major details in each paragraph

The author

points out/ underlines/emphasizes
believes
states/reports
enumerates
analyses
examines/characterizes
focuses readers' attention on
explains (the difference between)
compares
demonstrates

It should be mentioned that...

The text provides much information on

Much (Special) attention is given to

It is stressed that

Concluding

In conclusion, I'd like to say that

The author comes to the conclusion that ...

On reading the article, we realize the fact that ...

In reviewing, ...

We can summarize ... / I'd like to sum this up ...

19. Discuss the following questions in a group.

1. Do you often summarise the information at university?
2. What kind of information do you usually summarise?

3. What problems do you come across while summarizing?

20. Read the text. Make a summary of the text. Use helpful language.

Strengths and weaknesses

To be sure the company is headed in the right direction, a competent, thoughtful review and updating of its strengths and weaknesses is a fundamental element of good strategic planning. Why do we perform this analysis? What do we expect to learn from it?

First, we must recognize that we can't possibly be good at everything, for example, look at WalMart and Tiffany. WalMart appeals to mostly middle and lower economic clientele. A lot of people who might shop regularly at a fine store like Tiffany would not regularly venture into a WalMart, and vice versa. Each company should focus its efforts to maximize results in its own core business, and must not get distracted into areas where it may have limited appeal and expertise.

Second, think about the relationship between strengths and weaknesses. By correcting the weakness, we may lessen the strength or eliminate it altogether. For example, Shaquille O'Neal has one of the most powerful bodies ever to play basketball. He is a mountain of a man, very tall, weighing about 340 pounds, with tremendous muscle mass. His game is pure power. His weakness, however, is his relative lack of speed. If Shaq wanted to increase his quickness and speed – his apparent weaknesses – he would have to slim down, probably to less than 250 pounds. Then other heavier and stronger centres would easily push him around – O'Neal would lose his strengths. The conclusion from this is that your team must be very careful to differentiate between weaknesses that must be corrected.

Third, your team must be very careful to be objective in its analyses. It is easy to get into a self-critical mode, in which everything is a weakness, or, conversely, the team may lead itself into a rosy scenario, in which its strengths are overstated and weaknesses understated. In every session, it is a positive idea to have an experienced process leader with no vested interest in the process beyond assuring that the right things are addressed and conclusions are reached objectively.

What company areas should be addressed? Generally, the team should look at the overall company strengths and weaknesses as well as the strengths and weaknesses of key areas such as people (skills, knowledge, capabilities), products or services (distinguishing features or lack thereof, competitive advantages/disadvantage, quality of products, speed of delivery, service capabilities), company (reputation, capacity,

responsiveness, customer attitudes), customer perceptions (attitudes towards customers).

So determining strengths and weaknesses is very important for any company that tries to survive and succeed in a cruelly-competitive economic world. It is essential to look at each company area, as well as to analyze the entity as a whole.

Writing: Summary

21. a) Read the draft of the summary to the case *Traditional dairy cooperative uses technology to open up local and global markets*. Check it for accuracy.

The text is about a dairy producer Isle of Man Creamery Ltd. The main idea of the text is that any company like Isle of Man Creamery should persistently improve its way of working to achieve rapid growth and penetrate new global markets. The author tells how the change of IT system allowed the company to transform its business model from a local dairy producer into an international manufacturer. The old spreadsheet-based and very fragmented system caused the company a lot of administrative inefficiencies. The author underlines that the new Solarsoft's TROPOS ERP system gives tight control over Isle of Man Creamery's rounds-based sales due to its flexibility and traceability. It can tell exactly how, when, where and what milk has been moved and by who. It produces rapid reports. It decreases any financial and customer loss. We can summarize that to enter international markets any company should search for new ways of working and innovative IT systems that will give it the competitive advantage, flexibility and traceability.

b) Answer the following questions.

1. Does the draft of the summary make the same point as the case?
2. What phrases are used in the draft to state the subject and the main idea, to underline major details in each paragraph and to make a conclusion?
3. Is anything important omitted?
4. Does the summary read smoothly with all parts clearly related?

22. a) Write the summary on the text. Keep in mind that a summary should be generally no more than one-fourth the length of the original. If your summary is too long, cut out words rather than ideas.

Storing and handling milk and dairy products

Dairy products are perishable foods and must be stored in the refrigerator. Proper storage and handling of dairy foodstuffs will prolong shelf life and ensure food safety.

When purchasing milk, make sure to check the "sell-by" date to ensure your milk is fresh. If you cannot finish the milk by the "sell-by" date, either look for a different carton or buy a smaller container. Keeping track of your typical milk consumption can decrease waste and spoilage; it helps you plan how much and how often to purchase milk and other dairy products.

When you get home, quickly transfer your dairy products to the refrigerator. Many consumers ask, "Can I drink milk after the date on the carton?" The answer is "Yes." With proper handling, milk should last 5 to 7 days after its "sell-by" date. Factors that reduce the shelf life of milk include having your refrigerator set too low. Ideally, your refrigerator should be at 38° to 40°F. The low temperature will slow bacterial growth, while the sealed container will prevent contamination and absorption of flavours from other foods in the fridge. However, if the milk develops an off-odour or taste, it should be discarded. Storing dairy products in their original packaging with a securely closing lid will help decrease spoilage.

When drinking or cooking with milk, do not let it sit out for extended periods. The longer milk sits on the counter, the higher the chance of contamination and bacterial growth. Unused milk should never be returned to its original container. Re-combining can greatly increase the likelihood of contamination from outside organisms that cause spoilage and illness. Store milk in the back of the refrigerator and away from the refrigerator door, if possible. Frequent opening and closing of the refrigerator door welcomes warm air in, which interacts primarily with foods immediately inside the doors.

Thus, food safety of milk and dairy products depends on their proper storage and handling.

b) Ask your groupmate to read your summary critically. Can he/she understand the sense of the article by reading your summary? Ask for criticism, consider it and make valid changes.

Progress check 5

1. Answer the following questions.

1. What are the main ingredients of baked foods?
2. Is eating baked goods healthy? Reason your point.
3. What is your favourite baked product?
4. What types of milk do you know?
5. What milk products do you like?

2. Study the words and divide them into three categories: baked goods, ingredients of food, milk products.

Cake, baking soda, whey, butter, cookie, biscuit, bun, flour, casein, lactose, cinnamon, doughnut, salt, sugar, lard, leavening agent, bread, muffin, yogurt, cheese, curds, cream, ice-cream, pastry, pie, popover, roll, scone, shortening, waffle, yeast, egg.

3. Give a word that means ...

1. multi-use flour made from hard wheat or a mixture of hard and soft wheat.
2. the food made from a dough of flour or meal mixed with water or milk, usually raised with yeast or baking powder and then baked.
3. unpasteurized milk.
4. milk from which no constituent (such as fat) has been removed.
5. a small cup-shaped sweet bread roll, usually eaten hot with butter.

4. Fill in the gaps with the correct word.

1. The term refers to dough that has been fried in deep fat.
a) bread; b) doughnut; c) pastry; d) cake
2. To make perfect yeast breads, you must use the right proportion of and combine them in the order listed in the recipe.
a) bakery goods; b) meat; c) ingredients; d) muffins
3. doesn't have to sit in cellars for a long time.
a) milk; b) butter; c) whey; d) cheese
4. By ... cheeses, we traditionally refer to cheeses with garlic, onion or herbal flavours, and fresh goat's milk cheese.
a) cottage; b) cream; c) process; d) young
5. Dairy products are perishable foods and must be stored in the
a) refrigerator; b) cellar; c) cupboard; d) oven

5. Fill in the gaps with the following propositions: *for, before, after, while or during.*

1. She felt really ill last week. He couldn't eat anything ... two days.
2. I usually have a cup of milk and a sandwich for breakfast.
... breakfast I go to work.
3. She cooked ... two hours and then she went shopping.
4. ... eating too much ice-cream, she felt sick.
5. She was slicing cheese ... her mother was laying the table.

6. Fill in the gaps with appropriate propositions used with phrasal verbs.

1. He is looking ... unknown words in the dictionary.
2. I can't hear you. Could you speak ..., please?
3. It was a fantastic meal. Now we must wash
4. Mary is looking ... a job. She has just graduated from the Technological Faculty.
5. Put ... a raincoat. It is going to rain.

7. Fill in the gaps with the correct forms of the derivatives formed from the words in brackets by means of the following prefixes: *un-, dis-, re-, non-, over-*.

1. ... of foods must not be practised. (Freezing)
2. Flour is a ... food. (perishable).
3. ... of sugar for making yeast breads will slow down yeast action (use).
4. The liquid ... dry ingredients, salt, sugar and chemical leaveners. (to solve).
5. Eggs should be stored ... in a refrigerator. (washed).

8. Match left and right to make compounds.

| | |
|----------|-------|
| sugar | proof |
| moisture | made |
| shell | free |
| home | fish |
| fat | food |
| water | way |
| sea | |

9. a) Read the text.

Uses of quick breads

Quick breads are versatile foods that lend themselves to a variety of uses. For example, griddle cakes (pancakes) and waffles

are often featured as an entrée at breakfast, lunch, or even dinner. You may serve them with the traditional syrup and butter, or you may top them with some type of meat or poultry.

The quick loaf breads come in many flavours (raisin, nut, banana and others) and may be used for many different preparations, including sandwiches for hors d'oeuvres. They may serve as the breadstuff to complement the main course of any meal.

Muffins and biscuits are popular hot breads that add a special touch to any meal or entree. They are often used to garnish or accompany the main dish. Drop biscuits may appear as dumplings in a stew, and rolled biscuits may form the pastry for a meat pie.

Quick breads are also found on the dessert table. Baked sweetened biscuits are a good base for shortcake desserts. The sweetened dough may be used as the pastry for cobblers, fruit turnovers, and deep-dish pies. Waffles or pancakes topped with sweetened fruits are also served as desserts.

b) Agree or disagree with the statements on the text.

1. Griddle cakes and waffles may be served as an entrée at different meals.
2. The examples of quick breads are muffins and biscuits.
3. Griddles and pancakes may appear as dumplings in a stew.
4. Quick breads can be eaten as a dessert.
5. Waffles and pancakes are served as the main course.

10. Read the text and write the summary.

Evaporation

The large percentage of water in milk (just under 90 percent) contributes greatly to the bulk of milk that is to be stored. One of the method of processing milk for storage is evaporation.

Various canned milks are produced by evaporation of water to about double the concentration of protein and fat. The milk is evaporated under a partial vacuum so that water can be removed at the temperature below one that is required at normal atmospheric pressure. This helps in minimizing the flavour and colour changes that would occur if the temperature of evaporation were higher.

Homogenization is a key step in the preparation of evaporated milk products. Without this vital step, fat in milk would separate and

cause significant textural difficulties. Fortunately, homogenization results in an emulsified fat that is quite stable during evaporation.

Although milk can be evaporated at moderate temperatures, the canned evaporated milk has to be sterilized at 116°C for 15 minutes to ensure destruction of any microorganisms that might be present. A related product, sweetened condensed milk, is particularly susceptible to nonenzymatic browning as a consequence of the large amount of sugar added to evaporated milk (1.8 pounds of sucrose per 10 pounds of milk before evaporation. This level of sugar (42 percent sucrose or glucose, plus about 12 percent lactose) promotes browning during storage and/or heating and also is an effective antimicrobial agent.

Therefore, evaporation is the popular method of industrial milk processing. We can find evaporated milk, canned evaporated milk and sweetened condensed milk on the shelves of the supermarkets.

Unit 11 Meat, poultry and fish



“Poor men seek meat for their stomach; rich men stomach for their meat”.
(*The English saying*)



Active vocabulary

Fish and fish dishes

aquatic – водяний

broiled fish – риба, обсмажена на вогні

calamari – кальмари (як блюдо)

carp – короп, сазан

cod – тріска

crab – краб

crayfish (crawfish) – річковий рак, лангуста, десятиногий морський рак

crockpot fish – риба, приготовлена в череп'яному горщику

crustaceans – ракоподібні

en papillote – риба, приготовлена в змазаній олією фользі або жиронепроникному папері

fin – плавець (риби)

gills – зябра (орган для поглинання кисню у риб)

haddock – пікша

hake – хек

herring – оселедець

horny covering – рогова оболонка, рогівка

mollusk – молюск

perch – окунь

pike – щука

pollack (pollock) – сайда

prawn (*Am. shrimp*) – креветка

salmon – лосось, сьомга

sashimi – *япон.* сашімі (блюдо із сирої риби, порізаної тонкими шматочками; подається з соусом)

sauteed fish – риба, спочатку підрум'янена, а потім обсмажена в невеликій кількості олії

sheatfish – сом

shell – панцир, щит (черепахи)

shellfish – істота з черепашкою (панцирем) (устриця, краб тощо)

squid – кальмар
steamed fish – риба, приготовлена на паровій бані
sterlet – стерлядь, чечуга
sturgeon – осетер
tuna – тунець

Animals, meat and meat dishes

beef – яловичина
beef fondue – м'ясне фондю (шматочки сирого м'яса, які вмочують в
маслинову олію, що кипить на столі)
calf – теля
cattle – велика рогата худоба
corned beef – відварна солонина
cow – корова
croquette – крокет, фрикаделька (кулька з м'ясного або рибного
фаршу, рису чи картоплі)
flesh – м'ясо
game – дичина
grain-fed – вигодований зерновими крупами
lamb – ягня, баранчик, овечка, м'ясо молодого баранчика
mammal – ссавець
mutton – баранина
pastrami – *итал.* пастромі, копчена яловичина
pig – свиня, порося
pork – свинина
range-fed (grass-fed) – вигодований на пасовиську
sheep – баран, вівця
sloppy joe – *амер.* "лінивий" сандвіч (булочка з піджареним
яловичим фаршем та гострим соусом)
veal – телятина, теля, відгодоване для забою

Poultry

goose – гуска, гусятина
pheasant – фазан
poultry – свійська птиця
quail – перепел
chicken – курча, курятина (м'ясо)
turkey – індик, індичка
duck – качка, качатина
fowl – птиця, дичина

Meat parts

backbone – спинний хребет, хребетний стовп
bone marrow – кістковий мозок
carcass – туша
connective tissue – сполучна тканина
joint – частина туші
kidney – почка
lean – пісний (про м'ясо); пісна частина м'ясної туші
liver – печінка
lung – легеня
muscle – мускул; м'яз
skull – череп

Meat components

lipid – ліпід (органічна структура, яка є складним ефіром жирних кислот, звичайно не розчинна у воді, але розчинна у спирті та інших органічних розчинниках)
myoglobin – міоглобін (білок, що є основним носієм кисню м'язів)
niacin – ніацин (нікотинова кислота)
phosphorus – фосфор
riboflavin – рибофлавін, вітамін B2
selenium – селен

Meat processing and cooking

barbecue – смажити (тушу) цілою, смажити шматочки м'яса над решіткою на вертелі; туша, зажарена цілою; *амер.* барбекю (пікнік з традиційним блюдом із м'яса, зажареного на решітці над вугіллям)
brine – розсіл
butchery – бойня, різниця, рубка м'яса (підготовка м'яса до продажу)
cure – заготовляти, запасати
cut – шматок; різати
discard – відкидати, викидати
grind – молоти
marinate – маринувати, замочувати в маринаді
pickling – маринування, соління
season – приправляти (блюдо)
slaughter – різати (скот)
smoking – копчення
spice – спеція, *мн.* спеції, прянощі; приправляти (прянощами)
stew – тушковане м'ясо; тушкувати(ся), варити(ся)
trim – обрізувати, обрізати краї

Vocabulary practice

1. Study the words and divide them into four categories: meat, poultry, fish, processes that meat, poultry and fish can be subjected.

Barbecuing, trimming, beef, pork, cod, drying, grinding, turkey, duck, starlet, salmon, chicken, stewing, haddock, perch, lamb, goose, fowl, pickling, pike, frying, canning, sturgeon, poaching, mutton, boiling, roasting, carp, marinating, sheatfish, pheasant, salmon, seasoning, smoking, veal, crab, crawfish, herring, curing, salting.

2. Match left and right to form all possible word-combinations.

| | |
|------------|-----------|
| Grass-fed | fish |
| Structural | lamb |
| Lean | cut |
| Overcooked | component |
| Spiced | tissue |
| Tender | beef |
| Delicious | animal |
| Aquatic | meat |

3. Match the words on the left with their definitions on the right.

| | |
|----------------|---|
| 1. Crustaceans | a) aquatic animals having jaws, gills, a backbone, a skull, fins and a skin covered with scales |
| 2. Poultry | b) domestic fowls collectively |
| 3. Mollusks | c) the flesh of mammals used as food |
| 4. Meat | d) shrimp, lobsters, crabs and other shellfish with a horny covering |
| 5. Shellfish | e) shellfish with a protective shell |
| 6. Fish | f) any aquatic animal having a shell or shell-like carapace, often used as human food |

4. Find out which word is different.

1. Meat, lamb, beef, pork.
2. Tender, juicy, tough, delicious.
3. Carp, salmon, pike, fish.
4. Cod, goose, starlet, haddock.
5. Turkey, calf, veal, beef.
6. Cut, fry, broil, roast.

7. Pig, sheep, cow, pork.
8. Shrimp, lobster, crab, perch.
9. Chop, beefsteak, cake, sausage.
10. Liver, heart, kidney, pan.
11. Goose, fowl, turkey, chicken.

Reading

5. Read and translate the following word-combinations. Pay attention to the translation of nouns in the function of an attribute.

Fish salad, meat salad, animal source, cow meat, muscle fibre, adult mammal, turkey breast meat, beef animal, fat content, fat tissue, sandwich meat, saltwater fish, heart disease, calf meat, flesh food, bone marrow, animal age, fibre type, meat animal, food product, muscle tissue, butchery term, iron content.

6. a) Read the text.

Meat, poultry and fish

Flesh foods are categorized as meat, poultry or fish. According to this classification, meat includes all red meats from animal sources, although the only ones commonly available are beef, veal, pork, mutton and lamb. Poultry includes turkey, chicken and duck, as well as pheasants and other less available fowl. Fish, in the broad sense, is the term used to designate aquatic animals, but frequently fish is the narrower classification that includes only those with fins, gills, a backbone and a skull. Shellfish, the other classification of aquatic animals, is subdivided into mollusks and crustaceans, the former having a shell and the latter having a horny covering.

As a generic culinary and butchery term, **meat** refers to the muscular flesh and associated fat of a mammal, but it may also describe other edible tissues such as organs, livers, skin, brains, bone marrow, kidneys or lungs. The English have different words for the animal and the meat it comes from. This tradition comes back to the 11th century when the Normans who spoke French conquered England. Meat of pig or swine is called pork, cow and ox meat is called beef, calf is veal, and sheep is mutton. Meat of wild animals is called game.

Meat can be broadly classified as red or white one depending on the concentration of myoglobin in muscle fibre. The redness of meat depends on species, animal age and fibre type. The meat of adult mammals such as cows, sheep, goats and horses is

generally considered red, while domestic chicken and turkey breast meat is generally considered white.

Beef is the widely eaten meat. Calf and veal are young beef animals. Veal from animal less than three months of age is prized for its delicate flavour. It is low in fat but has a high proportion of connective tissue. Animals three to eight months old are sold as calf meat. Grass-fed cattle are less costly. Consumption of this leaner beef is healthier because it contains less saturated fat and cholesterol. Lamb is sheep that is butchered by one year of age; mutton is from older animal. Lamb is tender and delicious. Pigs have a higher proportion of fat in the carcass at slaughter than other meat animals, but the lean part of all animals shows similar fat content.

Meat is composed of water, protein, and lipid in proportions that vary considerably from one carcass to another and among various cuts from the same carcass. The structural components of the lean tissue include muscle fibre, connective tissue, fat tissue, bone and pigment. The nature and proportions of muscle tissue, connective tissue and fatty tissue directly affect the eating quality of meat.

Poultry is the category of domesticated birds that people keep for the purpose of collecting eggs or killing for their meat and/or feathers. They are typically are fowl (chickens (meat of hen or cock), quails, turkeys) and waterfowl (domestic ducks and geese). Poultry also includes other birds, which are killed for their meat, such as pigeons or doves, or birds considered to be game, like pheasants.

Meat (including poultry) plays an important part in our daily diet. All muscle tissue is very high in protein, containing all of the essential amino acids, and is a good source of zinc, vitamin B12, selenium, phosphorus, niacin, vitamin B6, iron and riboflavin. The fat content of meat can vary widely depending on the animal and the way, in which the animal was raised.

Meat is prepared in many ways, as steaks, in stews, beef fondue or as dried meat. It may be ground then formed into patties (as hamburgers or croquettes), loaves, sausages or used in loose form (as in sloppy joe). Some meat is cured by smoking, pickling, preserving in salt or brine. Other kinds of meat are marinated and barbecued, or simply boiled, roasted or fried. Meat is generally eaten cooked. It is often spiced or seasoned, as in most sausages. Meat is a typical base for making sandwiches. Popular varieties of sandwich meat include ham, pork, salami and other sausages, and

beef, such as steak, roast beef, corned beef and pastrami. Meat can also be canned.

Fish is of tremendous importance as food for people around the world, either collected from the wild (fishing) or farmed in much the same way as cattle or chickens. Fish, especially saltwater fish, is high in Omega 3 fatty acids, which are heart-friendly, and a regular diet of fish is highly recommended by nutritionists to prevent heart disease, Alzheimer's disease and strokes. Nutritionists recommend eating fish at least 2-3 times a week.

Fish can be prepared in a variety of ways. It can be uncooked (raw) (sashimi). It can be cured by marinating, pickling (pickled herring) or smoking (smoked salmon). It can be cooked by baking, frying, grilling, poaching or steaming. Fish is served with vegetables and herbs. Fresh fish is a highly perishable food product, so it must be eaten promptly or discarded; it can be kept for only a short time. Fish is preserved by drying, salting, pickling, smoking, freezing and canning.

b) Answer the questions on the text.

1. How are flesh foods categorized?
2. What is the difference between fish, mollusks and crustaceans?
3. What does meat include?
4. How do English names for animals and the meat that comes from them differ?
5. How do the Englishmen call meat of wild animals?
6. What is the difference between beef, calf and veal?
7. Why is grass-fed beef considered to be healthier than grain-fed one?
8. What is the difference between lamb and mutton?
9. What substances is meat composed of?
10. How is poultry defined?
11. What affects the eating quality of meat?
12. Why does meat play an important part in our diet?
13. Why is fish necessary for our diet?
14. How are meat, poultry and fish cooked and preserved?

7. Find in the text the words with the following meanings:

a) meat of pig; b) meat of wild animals and fowl; c) meat of cow; d) meat of sheep; e) the edible tissue of animals as opposed to that of fish or poultry (2); f) the killing of animals for food; g) preserving (meat and fish) by removing the moisture; h) a Japanese dish of thin fillets of raw fish; i) the part of meat that contains little or no fat; j) strong solution of salt and water, used for salting and

pickling meats; k) soaking food in marinade; l) curing (meat, fish, etc.) by treating with smoke.

8. Put the statements concerning the organization of the text in the logical order.

1. The nutritional value of meat.
2. Types of flesh foods.
3. Fish preparation and preservation.
4. Meat and its types.
5. Poultry and its types.
6. Nutritional value of fish.
7. Meat preparation and preservation.
8. Meat composition.

Speaking

9. Discuss the following questions with a partner.

1. Do you eat meat, poultry and fish every day? Give your point concerning the nutritional value of flesh food?
2. Who do we call a vegetarian? Why is a vegetarian diet popular today? Are you a vegetarian?
3. How do you cook meat, fish and poultry?
4. What is your favourite meat (fish, poultry) dish?
5. How do you preserve meat (fish, poultry) at home?
6. Where do you usually buy meat (fish, poultry)? How often do you buy it?
7. How can you define high-quality flesh foods?

10. a) Study the tips dealing with buying and cooking fish.

- Look at fish! Whole fish should look as it were just pulled from the water; bright eyes and firm flesh are signs of freshness. Fish fillets or steaks should be firm and bright looking, with no brown spots or discolouration.
- Freeze fish! Fresh fish should be stored in a refrigerator for only a day or two; it's very perishable. Any longer than that, wrap the fish well in freezer paper and freeze it. Keep it frozen until you're ready to cook it.
- Cook it as soon as it's thawed. Fish can be thawed in a refrigerator, under cold running water or in a microwave oven. Frozen fish can be also thawed in milk! Place the frozen fish in a bowl with fresh milk, and then leave it in a refrigerator overnight. The fish will have a wonderful fresh-caught taste.

- Smell fish! Fresh fish should smell sweet: you should feel that you're standing at the ocean's edge. Any fishy or strong flavour means the fish is not fresh; do not buy it.

b) Give some tips dealing with buying and cooking meat and poultry from your experience.

11. a) Match the methods of meat preservation on the left with their definitions on the right.

| | |
|------------------|--|
| 1. Salting | a) removal of moisture from meat from its original water content (70%) to about 15% |
| 2. Smoking | b) the application of salt, sugar, nitrite (potassium or sodium nitrite) and other preservatives to meat |
| 3. Irradiation | c) a simple method of dehydration, in which the salt causes the withdrawal of water from the tissue of both meat and spoilage organisms |
| 4. Drying | d) the hermetic or air tight sealing of food in cans or jars and heating under pressure to reach temperature above 100°C |
| 5. Canning | e) exposure of meat to the extreme cold that results in crystallization of the water in the tissues, thus, inactivating the enzymes and the bacteria present |
| 6. Refrigeration | f) the process of subjecting meat to the action of smoke and heat generated by burning hard wood and/or saw dust |
| 7. Curing | g) transfer of extremely large amount of energy to effect very rapid and selective biological and chemical changes in meat |

b) Give the guidelines for preserving meat, fish or poultry at home by one of the methods from a).

12. Fish can be grilled, microwaved, broiled, roasted, poached, baked, fried, sautéed, crockpot and en papillote. Study the guidelines for cooking fish and match them with the following names of fish dishes: en papillote, poached fish, steamed fish.

1. Place water or stock in a large saucepan and add seasoning ingredients. Bring the liquid to a simmer, place the fish in the steamer and place over the simmering water. Do not let the liquid boil – it could overcook too fast.

2. Place the fish into a flavoured liquid called a court bouillon. Just about any aromatic herb or vegetable can be used in the poaching liquid. Simmer the liquid. Do not let the water boil!

3. Season the fish and wrap it in parchment paper or foil. The paper or foil holds in the moisture, concentrates the flavour and protects the delicate flesh. Cook the packets in the oven or on the grill.

b) How can you cook meat and poultry? Give your guidelines for some methods of cooking meat or poultry.

Grammar: Conditionals

13. a) Answer the questions using the first conditional.

| | |
|------------------------|--|
| What will you do | if you buy spoiled meat? |
| | if somebody invites you to the barbecue? |
| | if spoilage of fish occurs? |
| | if you are late for an important meeting in the restaurant? |
| | if you want to cook meat salad but you don't have meat at home? |
| | if you want to preserve pork for several months? |
| | when there is no meat in your refrigerator? |
| | if you have caught a lot of fish? |
| | if you do not know the recipe of roast beef but you want to cook it for your birthday party? |

b) Answer the questions using the second conditional.

| | |
|-------------------------|--|
| What would you do | if you had enough money to set up your own business? |
| | if somebody offered you to buy a cattle-farm? |
| | if your refrigerator stopped working? |
| | if somebody brought you a lot of fish? |
| | if you lived near the ocean? |
| | if you were a vegetarian? |
| | if you were a Moslem? |
| | if you had a fishing boat? |
| | if meat cost little money? |

14. Put the verb in brackets into the correct tense-form. Pay attention to three types of conditionals.

1. If I (to treat) meat with salt, nitrite or other chemical preservatives, the meat will be kept longer, as microorganisms will be killed or microbial action will be delayed. 2. If I (to organize) a picnic, I would buy meat for making shish kebab. 3. If I (to live) near the ocean, I would eat fish every day. 4. If we (to catch) fish yesterday, we would have

cooked fish soup. 5. If I (to be) a vegetarian, I would not eat meat and fish. 6. If I (to put) the roast chicken into a refrigerator, it would not have spoilt. 7. If he (to buy) beer, he will buy prawns too. 8. If she (to go) to she supermarket, she will buy some meat. 9. If he (to be) a meat and potatoes person (someone who prefers plain things to fancy ones), he would not do it. 10. If the weather (to be) fine yesterday, we would have gone fishing.

15. Decide whether each of the situations below is likely or unlikely to happen to you. Then tell your partner what you will or would do. Use the example:

You produce canned fish. – If I produced canned fish, I would work at the fish-processing plant.

You get ready for a picnic – If I get ready for a picnic, I will buy meat for making shish kebab.

1. You win a million in the lottery.
2. You are a successful technologist.
3. You have a good job and earn a lot of money.
4. You own a cattle-farm.
5. You are a fisherman.
6. You cook home-made pork sausage.
7. You cook meat salad.
8. You work at the meat processing plant.
9. You are the owner of the restaurant.
10. You are the rector of the university.

16. For each situation, make a sentence with *I wish ...*. Use the example:
You have eaten too much meat and now you feel sick. – I wish I had not eaten so much meat.

Meat is very expensive nowadays. You want it to be cheaper. – I wish meat were cheaper nowadays.

1. This fish tastes bad. You want the fish to be more delicious. I wish it
2. You want to cook salad with ham, but you do not have any ham in a refrigerator. I wish I
3. The liver is tough. You have overcooked it. I wish
4. You have bought a lot of meat but something had happened with your refrigerator. I wish my refrigerator
5. You have found a good job of a technologist, but you have no experience. I wish I
6. A lot of chemicals are added to sausages nowadays. I wish chemicals
7. Overfishing causes the collapse of the fish population. We need to

find a balance between conserving fish stocks and maintaining an economic level of commercial fishing. I wish the government

8. Fish provides us with protein. We must be able to buy more high-quality fish in the market. I wish we

9. I have not found the recipe of croquettes but I need it. I wish I

Listening

17. a) Match the words with their definitions.

| | |
|-------------------------|--|
| 1. Consumption <i>n</i> | a) fat that consists only of saturated fatty acids |
| 2. Process <i>v</i> | b) the act of eating or drinking something, or the amount that is eaten or drunk |
| 3. Saturated fat | c) to make smaller |
| 4. Transmit <i>v</i> | d) to convert food into marketable form by some special treatment |
| 5. Breast <i>n</i> | e) chest, upper front part of the human body |
| 6. Reduce <i>v</i> | f) to pass or hand on |

b) Listen to the text and fill in the gaps.

1. In a large-scale study, ... of red meat was found to raise the risk of cancer by ... to ... percent.

2. Animal fat tends to have a higher percentage of ... fat consumption.

3. Meat is believed to increase risk of heart disease and

4. The ... fat found in meat has been associated with significantly raised risks of colon cancer and breast

5. Meat, like any food, can also ... certain diseases, but complete cooking and avoiding recontamination ... this risk.

18. a) Match the words with their synonyms.

| | |
|------------------------|---|
| 1. Trace <i>v</i> | a) to put together |
| 2. Arise from <i>v</i> | b) acidity |
| 3. Assemble <i>v</i> | c) to give up, to leave smb. or smth. |
| 4. Accentuate <i>v</i> | d) to originate from, to result from |
| 5. Sourness <i>n</i> | e) to follow the tracks of |
| 6. Span <i>n</i> | f) duration, extent |
| 7. Abandon <i>v</i> | g) to look like, to be like, to seem like |
| 8. Resemble <i>v</i> | h) to emphasize |

b) Listen to the text and choose the right answer to the questions.

1. What does word "sushi" literally mean?

a) "It's sour". b) "It's sad". c) "It's sweet".

2. What does the variety of sushi arise from?
 - a) The different kinds of vinegar. b) The different kinds of rice.
 - c) The different fillings and toppings.
3. What accentuated the rice sourness?
 - a) Vinegar. b) Salt. c) Fish.
4. What substances does the vinegar break the fish down into?
 - a) Proteins. b) Amino acids. c) Carbon.
5. Who invented the contemporary version of sushi?
 - a) Hanaya Yohei. b) Yakushi Kabano. c) Luis Pasteur

Study skills: At the hotel
Helpful language

Inquiries about accommodation

What about the facilities within the rooms? / What facilities do your rooms offer?

Do you have double rooms with a bath?

I'd like to put up at your hotel.

How much is a single room facing the sea?

Dealing with inquiries about accommodation

Would you like a single or double room?

The room is on the third floor overlooking the park.

Yes, we have a double room available.

How many nights is it for?

Room reservation

I'd like to book a room, please. / Could I have a reservation?

Do you have a single room for the next Friday?

Checking in

I'd like to check in, please.

Could you, please, fill in this registration card?

Your room number is 56. It's on the fifth floor.

Here is your key.

Would you like some help with your luggage?

The porter will help you with your luggage.

19. Role-play the conversation between Janet Lee, a receptionist at the King James Hotel in Edinburgh, and John Grey, the consultant from London. He is visiting the meat processing plant *The Standard Meat* and wants to make a reservation at the King James Hotel. Use the information below and helpful language.

John Grey, a guest

Room: single
Time: three nights, from
May,17 to May,20
Address: Flat 86, Lawn
House, London G8 9PU
Passport No: 678345560

Janet Lee, a receptionist

Room No: 56, with a bath
Price: 120 ponds
Facilities available: bar, bar,
telephone, e-mail, lifts, hair
salon, restaurant, sauna, lounge,
fitness center, newsagent

20. Role-play the conversation at the King James Hotel between the receptionist Janet Lee and the guest John Grey who is checking in at the hotel. Use the information from exercise 22 and helpful language.

Writing: Registration card

21. Imagine you are John Grey who is checking in at the King James Hotel in Edinburgh. Complete the registration card. Use the information from exercise 19.

| King James Hotel | |
|--------------------------|-------|
| Registration card | |
| Name | _____ |
| Address | _____ |
| Passport number | _____ |
| Arrival date | _____ |
| Departure date | _____ |
| Room number | _____ |
| Signature | _____ |

Unit 12 Methods of food preservation



"The Lord has said, 'Gather and save the produce I put within your reach, and prepare against a day of want.'
(The Bible)

Active vocabulary

Food preservation methods

- bottling – розлив у пляшки
- canning – консервування, виробництво баночних консервів
- chilling (cooling) – охолодження
- cool storage – зберігання в холоді
- curing – засолення, заготовка
- dehydration (drying) – обезводнення, сушіння
- dehydrocanning – консервування сушінням
- dehydrofreezing – обезводнення заморожуванням, виморожування вологи
- freeze-drying – сублимація, сублимаційне сушіння
- gas storage – зберігання в газовому середовищі
- handling – догляд, зберігання
- irradiation – радіація, збереження з використанням радіації
- long-term method – довгостроковий спосіб
- modified-atmosphere storage – зберігання в регульованій атмосфері
- osmotic pressure – осмотичний тиск
- pickling – маринування, соління
- preserves – консерви, варення
- refrigeration (freezing) – заморожування
- salting – засіл, засолювання
- shelf life – термін зберігання
- short-term method – короткостроковий спосіб
- smoking – копчення
- surface chemical treatment – хімічна обробка поверхні
- tin – жерстяний; біла жерсть, бляшанка, консервна банка; консервувати
- treat – обробляти, піддавати дії
- underground cellar – підземний погріб
- vacuum packing – пакування у вакуумі
- X-rays – рентгенівське проміння

Characteristics of food

acidity – кислотність

air-tight – непроникний для повітря, герметичний

convenience food – продукт-напівфабрикат (заморожений, висушений або консервований продукт для швидкого приготування); *Br*: “зручне блюдо” (харчовий продукт, готовий до споживання, звичайно заморожений, що не потребує розігріву)

enzymatic – ферментний

humid – вологий, сирий

moisture resistant – вологостійкий, вологонепроникний

pH – одиниця виміру кислотності або лужності розчину, яка дорівнює логарифму оберненої величини концентрації іонів водню у грам-молекулі на кубічний дециметр розчину

rancidity – згірклість

Vocabulary practice

1. Match the following English words and word-combinations on the left with their Ukrainian equivalents on the right.

- | | |
|-------------------------------|---------------------------------------|
| 1. Food preservation | a) зараження мікробами |
| 2. Long-term method | b) довгостроковий спосіб |
| 3. Underground cellar | c) пакувальний матеріал |
| 4. Cool storage | d) пакування у вакуумі |
| 5. Surface chemical treatment | e) збереження шляхом теплової обробки |
| 6. Heat preservation | f) консервовані продукти |
| 7. Microbial contamination | g) хімічна обробка поверхні |
| 8. Acid treatment | h) термін зберігання |
| 9. Shelf life | i) короткостроковий метод |
| 10. Short-term method | j) зберігання в холоді |
| 11. Sun-drying | k) зберігання продуктів |
| 12. Convenience food | l) підземний погріб |
| 13. Packaging material | m) продукт, готовий до споживання |
| 14. Pickling | n) маринування |
| 15. Canning | o) обробка кислотою |
| 16. Vacuum packing | p) сушіння на сонці |
| 17. Preserved foods | q) консервування |

2. Underline the verbs. Match the verbs you have underlined with the nouns to form word-combinations (some can go with more than one noun). For example: *to preserve texture, to sterilize cans.*

Food, preserve, sterilize, prolong, treatment, spoilage, extend, moisture, kill, contaminate, quality, reduce, freeze, dehydrate, texture, require, technique, include, storage, enzyme, combine, cans, minimize, deteriorate, shelf life, maintain, improve, create, prevent, spoil, flavour.

3. Match the terms on the left with their definitions on the right.

| | |
|------------------------|---|
| 1. Canning | a) any method of treating food that prolongs its shelf life |
| 2. Sun-drying | b) heat-treating food in containers to destroy all harmful organisms |
| 3. Pasteurization | c) heat treatment of milk in order to destroy harmful organisms |
| 4. Salting | d) the way of preserving food in cold conditions |
| 5. Food preservation | e) extending food shelf life with the use of heavy concentration of salt |
| 6. Freezing | f) drying food in the sun |
| 7. Pickling | g) the way of preserving food in the liquid (brine, vinegar) |
| 8. Convenience food | h) the method that extends the life of a product for several years |
| 9. Short-term method | i) the method of preservation with adding some chemical additives to foods |
| 10. Long-term method | j) food that needs little preparation, especially food that has been pre-prepared and preserved for a long-term storage |
| 11. Chemical treatment | k) the method that extends the life of a product for some days |

4. Choose which word is different.

1. Canning, cleaning, freezing, drying.
2. Increase, decrease, reduce, minimize.
3. Frozen, packed, cooled, heated.
4. Pickling, salting, cooking, drying.
5. Dry, pasteurize, dehydrate, grow.
6. Store, include, preserve, keep.
7. Freeze-drying, irradiation, dehydrofreezing, dehydrocanning.
8. Considerable, entirely, particularly, recently.
9. Available, commercial, enzymatic, maturity.

Reading

5. a) Form all possible derivatives from the following words. Translate them into Ukrainian. Use a dictionary if necessary.

To improve, to preserve, to treat, to deteriorate, to heat, to contaminate, to pack, to dehydrate, to concentrate, to store, to prepare, to explore, to develop; effect, flavour, climate, institute; safe, sterile.

b) Read and translate the text. Find in the text some derivatives that you have formed in a).

Food preservation

Food preservation is the process of treating and handling food in such a way as to stop or greatly slow down spoilage while maintaining its nutritional value, texture and flavour. Preservation usually involves preventing the growth of bacteria, fungi and other microorganisms, as well as retarding the oxidation of fats that causes rancidity.

The history of food preservation goes back to primitive man and the need to survive. At different times in history, various reasons for food preservation have become dominant: the necessity of feeding troops during war campaigns, the need for expeditions to survive for long periods in inhospitable terrain and, more recently, the use of manned craft in space exploration. The earliest known methods of preservation involved sun-drying of food and, under appropriate climatic conditions, freezing; cooling in underground cellars has been practised for centuries. The demand for preserved food has increased greatly as the urban centres of population have grown. This has not been due to the shortage of fresh produce, but rather to a complete change of life style. Ready-prepared convenience foods have increased in flavour tremendously during the past fifty years, particularly in highly industrialised countries where women go out to work and do not have time for extensive food preparation. Convenience foods decrease preparation time considerably as well as the amount of waste. Another factor that has affected the development of food preservation techniques is the demand to have products available out of season. Nowadays, many countries can manufacture both home-grown and imported produce for export so increasing their wealth. There have been considerable improvements in systems of transporting fresh produce throughout the world recently.

Food preservation includes, on one hand, short-term domestic methods of cooking and cool storage and, on the other hand, canning, freezing, adding preservatives, dehydration and other methods, which can extend the life of a product to several years.

Some methods (pickling, curing, salting and smoking) do not only help preserve food, but also add flavour to foods preserving them in syrup, alcohol or sugar crystallisation. Modern techniques involve surface chemical treatment, vacuum-packing, modified-atmosphere storage and irradiation. Many of the existing methods, and probably most of those to be developed in the future, involve a combination of techniques. Examples of existing combinations are freeze-drying, dehydrofreezing, dehydrocanning, pasteurisation /pickling and irradiation/heat preservation.

Let's consider the main methods of food preservation. **Canning** sterilizes food by heating it to a high enough temperature to kill all microorganisms and to seal that environment against subsequent invasion by microorganisms during storage. **Pasteurization** is more moderate heat treatment that kills harmful microorganisms, but does not permit long-term storage because viable microorganisms remain and cause spoilage. **Freezing** kills some microorganisms and slows the growth of others, yet frozen foods have finite storage periods because of enzymatic and microorganism actions. **Drying** dehydrates microorganisms, as well as the food containing them. At moisture levels below 13 percent, food can be stored at room temperature for extended periods. **Salting** is a method of preserving fish and meat by the heavy concentration of salt that draws moisture from the food through the process of osmosis. Nitrates and nitrites are often used to cure meat. **The use of sugar** to fruits (jams and jellies) creates unfavourable osmotic pressure to kill the microorganisms. **Pickling** is a method of preserving food by placing it in either a brine (high in salt), or a solution of vinegar, which is too acidic to permit bacterial growth. This preservation technique is usually combined with heat treatment (canning) to ensure absolute safety. **Vacuum-packing** stores food in a vacuum environment, usually in an air-tight bag or bottle. The vacuum environment strips bacteria of oxygen needed for survival, preventing the food from spoiling. Vacuum-packing is commonly used for storing nuts. **Modified atmosphere storage** is a way to preserve food by operating on the atmosphere around it. Salad crops, which are very difficult to preserve, are packaged in sealed bags with an atmosphere modified to reduce the oxygen concentration and increase the carbon dioxide concentration. **Irradiation** of food is the exposure of food to ionizing radiation. It kills bacteria, molds and insect pests, reduces the ripening and spoiling of fruits and, at higher doses, induces sterility.

All techniques of food preservation involve some form of packaging to protect the product from deterioration or microbial contamination. The marketing of preserved food is intimately linked with the cost and effectiveness of packaging materials.

6. Answer the questions on the text.

1. What is food preservation?
2. Where does the history of food preservation go back to?
3. What were the earliest methods of food preservation?
4. What factors have led to the increasing demand for convenience foods?
5. How do long-term and short-term methods of food preservation differ?
6. What are the main methods of food preservation?
7. Are there any methods of preservation that both help preserve food and add flavour to it? What are they?
8. What modern techniques does food preservation include?
9. What methods involve a combination of techniques?
10. Why is packaging important for food preservation?

7. Agree or disagree with the following statements on the text.

1. Canning is heat treating food in containers to seal the environment against subsequent invasion by microorganisms during storage.
2. Pasteurization is heat treatment that permits a long-term storage.
3. Frozen foods have infinite shelf life.
4. Drying can preserve food at room temperature for extended periods.
5. Salting is used to preserve eggs.
6. Sugar is used to preserve fruits in the form of jams and jellies.
7. Pickling is a method of preserving food by placing it in sugar or a solution of sugar.
8. Vacuum-packing stores food in a vacuum environment, usually in an air-tight bag or bottle.
9. Modified-atmosphere storage is used to preserve food by exposing it to ionizing radiation.
10. Irradiation of food does not kill all bacteria, molds and insect pests.

8. Put the statements concerning the organization of the text in the logical order.

1. Main methods of food preservation.
2. What is food preservation?
3. Food preservation and packaging.
4. Classification of food preservation methods and techniques.

5. History of food preservation.

Speaking

9. Discuss the following questions with a partner.

1. Do you preserve food at home? What methods of food preservation do you use?
2. What foods do you preserve by these methods?
3. What convenience foods do you usually buy?
4. How do commercial food preservation and home one differ?

10. What methods and techniques can we use to preserve the following foods at home and commercially?

Raspberries, apples, meat, milk, canned fish, potatoes, peas, nuts, salad crops, onion, fish, butter, plums, tomatoes, sour-cream, margarine, parsley, eggs, carrots, cherries, dill, parsley.

11. a) Read the tips concerning different methods of food preservation. Do you always follow them?

Salting: Salt substitutes should not be used to make fermented pickles or sauerkraut.

Drying: When drying food at home, remember that it is better to overdry than to underdry.

- Vegetables are sufficiently dried when they are leathery or brittle.
- Dry corn and peas shatter when hit with a hammer.
- Fruits are adequately dried when they are tough and pliable when cut.

Canning: You should heat fruits in syrup, in water or over steam before packing.

- Fruits with high juice content can be preheated without adding liquid and then packed in the juice that cooks out.
- It is important to seal jars well.
- Mold can occur in jars if they are improperly sealed.

b) Can you recommend more tips for food preservation from your experience?

12. Prepare a short report on the ways of preserving the following foods at home.

Fruits, vegetables, meat, fish, milk, eggs, sugar, chocolate, herbs, bread, sour-cream.

**Grammar: Non-finite forms of the verb: the infinitive,
the gerund, the participle,**

**13. a) Complete the sentences using infinitives from the box.
Translate the sentences into Ukrainian.**

- to be given to the product.
- to slow down the activity of disease-causing bacteria and to kill the bacteria altogether.
- to be taken into account.
- to destroy harmful organisms in milk.
- to reduce the processing time and temperature.
- to carry it out.
- to extend their shelf life.
- to make mashed potato by simply adding hot water.
- to have products available out of season.
- to consider some of the biochemical processes that are involved.

1. One of the factors that affected the development of the canned-food industry was the demand 2. To understand the basic principles of extension of the shelf life of fruits and vegetables, it is necessary 3. It was a Frenchman Nicolas Apart who first developed the process of canning with clear instructions about how 4. The term *process* has a very specific meaning in canning technology implying the conditions of heating (that is, the time and temperature) 5. For profitable processing, the method of harvesting proposed and the agronomic factors have 6. The basic idea behind all forms of food preservation is 7. Pasteurization is used mainly 8. In the food industry, some foods that would be ruined by long processing are artificially acidified 9. Only a limited range of products now receive radiation treatment... . 10. Powdered potato products are used

b) Complete the following sentences with infinitives in the function of an adverbial modifier. Use the example:

To produce high-quality products, we need special techniques for creating delicate flavours.

1. To prevent off-colour during drying and subsequent storage, it is necessary to ...
2. To use irradiation techniques, you should ...
3. To preserve vegetables by pickling, it is necessary to ...
4. To preserve food for long periods, the best method is to...
5. To cook jellies and jams, you need ...
6. To keep frozen food in a good condition, you should ...

7. To have products available out of season, it is essential to ...
8. To decrease preparation time considerably, you can ...
9. To preserve meat by drawing moisture from it, you should ...
10. To store food at room temperature for extended periods, you should ...
11. To add flavour while preserving foods, it is necessary to ...
12. To kill all harmful microorganisms in food, it is necessary to...

14. a) Form the Participle I and Participle II from the following verbs. Make up sentences with the formed Participle I and Participle II.

Can, tin, treat, process, cool, cook, preserve, select, remove, seal, wash, acidify, swell, pack, use, store, develop, cut, trim, fry, boil, heat, specify, sterilize, clean, prepare.

b) Read and translate the text. Fill in the sentences with the correct participle-form from the box.

Cooking, boiling (2), used (2), recommended (2),
fitting, required

A water bath canner is a large processing pot with a tight ... lid and a wire or wooden rack that keeps jars from touching each other. The rack allows the ... water to flow around and underneath jars for even processing of the contents. If a rack is not available, clean cotton dishtowels or similar can be ... to pack around jars. If a standard canner is not available, any large metal container may be ... as long as it is deep enough for 1 to 2 inches of briskly ... water to cover the jars. The ... diameter of the canner is no more than 4 inches wider than the diameter of your stove burner to ensure proper heating of all jars. Using a wash kettle that fits over two burners is not ... because the middle jars do not get enough heat. When ... jars on an electric range, the canner must have a flat bottom. Outdoor fire pits with a solid grate will also work. However, close attention is ... to insure proper boiling temperature.

15. a) Read and translate the text. Fill in the sentences with the correct gerund from the box.

Pouring, soaking (2), simmering, drying, taking,
making, cooking

Dried fruits make tasty snacks and are very handy for ... on camping or hiking trips. Dried fruits can also be chopped up and used dry with breakfast cereal, granola or cookies.

Dried fruits can be reconstituted for use in recipes by ... just enough boiling water over them to cover and ... them for 15 minutes. We can pour cool water over them to cover and then soak for a few hours. Soak only until fruits are plump because ... too long makes

them mushy and less flavourful. To retain nutrients, it is better to cook fruits in the same water used for

Most dried fruits need no extra sugar because some of the starch in them turns to sugar during If you wish to sweeten fruits, do so after ... ; otherwise, the fruits will become mushy. Reconstituted fruits are especially good in ... cakes, pies and other desserts.

b) Complete the guidelines for drying fruits with the suitable gerund. Add more tips based on your experience.

Recommendations for drying fruit:

1. **Selecting** fresh and fully-ripened fruits.
2. ... fruit pieces by dipping in an ascorbic acid, citric acid, lemon juice to keep them from turning brown.
3. ... dried fruits in tightly sealed containers.
4. ... dried fruits in a cool, dry place.
5. ... fruits as soon as possible after harvesting.
6. ... cleanliness and sanitation.
7. ... pretreated fruits in a single layer on the drying trays.
8. ... some fruits (apples, pears) into uniform pieces or slices so that they will dry more evenly.
9. ... some fruits (blueberries, cherries, grapes, plums) into boiling water for 30 to 60 seconds, then dipping them in very cold water and draining them to crack the skin.
10. ... the dryer in direct sunlight on a roof or high surface away from animals, traffic exhaust and dust.
11. ... fruits thoroughly to remove dust and dirt.

16. Change the verbs in brackets into the correct non-finite form of the verb (the gerund, the participle, the infinitive).

Fruit drying

Most fruits, such as raisins, dates, apricots, peaches and pears, are (to dry) in the sun although there is now a general move towards mechanical methods of (to dry). In particular, apples, figs and some types of raisin are hot air-dried (to use) tunnel dehydrators.

The process (to use) for apples is fairly complex and involves (to wash, to size, to peel, to core, to trim) and (to inspect), (to follow) by (to sulphite, to slice, to resulphite), primary (to dry) to a moisture content of 23 per cent, (to cut) or (to dice), secondary (to dry) to a moisture content of 2 per cent, (to package, to press) and container closure.

With sun-(to dry), it is necessary (to expose) the fruits to sulphur dioxide, usually by (to place) them in special rooms, in which sulphur is being

(to burn). This prevents the products (to darken) as a result of non-enzymic reactions.

(To dry) fruits are (to store) carefully prior to distribution. They are usually (to store) under (to chill) conditions, at 3-15°C, for several months prior to (to package) and (to retail).

Listening

17. a) Match the nouns with their definitions.

| | |
|-----------------------|---|
| 1. Pest | a) a disadvantage or hindrance |
| 2. Off-flavour | b) producing new leaves or shoots |
| 3. Drawback | c) the produce of cultivated plants (cereals, vegetables) |
| 4. Sprouting | d) electromagnetic or corpuscular radiation that is able to cause ionization |
| 5. Ionizing radiation | e) any organism that damages crops, injures livestock or man, reduces the fertility of land |
| 6. Crop | f) absence of taste perceived in food or liquid |

b) Listen to the text and fill in the gaps.

1. Only a few products now receive ... treatment to extend their
2. One of the main ... is that many products develop ..., which is generally unacceptable.
3. At present, the major applications of irradiation involve the low-level treatment of some stored vegetable crops to prevent ... as well as to destroy storage
4. Irradiation also has application in the ... of spices.
5. The technology may be compared to ...; it is sometimes called "cold ...".

18. a) Match the words with their definitions.

| | |
|--------------------------|--|
| 1. Luxury <i>n</i> | a) to cause to form crystals or take on a crystalline structure |
| 2. Syrup <i>n</i> | b) a coat or layer over a surface |
| 3. Crystal-lize <i>v</i> | c) the solution of sugar and water boiled together, to which flavouring is often added |
| 4. Extract <i>v</i> | d) crystallized or candied |
| 5. Glacé <i>adj</i> | e) supplying enjoyment of rich, comfortable and sumptuous living |
| 6. Coating <i>n</i> | f) to mix up mentally |
| 7. Confuse <i>v</i> | g) to obtain by pressing or distilling using a solvent |

b) Listen to the text and complete the table with the examples of fruits preserved in sugar.

| | | |
|---------------------------------|--|---|
| Fruits preserved in sugar syrup | Fruits preserved in sugar in crystallized form | Food preserved in sugar combined with alcohol |
| | | |

Study skills: Problem-solving at the meeting
Helpful language

Identifying the real problem

The purpose of the meeting is ...
The point is that ... / The problem is that...
We've got the same problem.

Making suggestions

I think we could ... / In my opinion, it is better to ...
To my mind, we should ... / I believe it is necessary to ...
If you want my opinion,
I suppose that ... / That might be one way ...
We should definitely do this.

Discussing

In discussing .../ While (by) discussing
I would start out by discussing
This is the question to be open to discussion.
The problem under discussion
At the close of the discussion

Interrupting

Could I say something? / Could I just comment on that?
Hold on a minute./ Sorry to interrupt but ...

Agreeing

Yes, that's a good idea./ Excellent! Absolutely! / That's great!
I agree with it. / I am in full agreement with it.
I fully support this idea.
You are right./ Surely. / Certainly./ Of course.

Disagreeing

I cannot agree that ... / I disagree with it.
I am against this proposal.
That's not a good idea.
I doubt if we can ... / I am not quite sure that ...
That's wrong./ You are mistaken ...

Adding

I would like to add a few words to .../ Just a word about
I would like to make a few remarks.

Emphasizing

I would like to emphasize .../ I would like to stress

I would point out / As you have pointed out

Summarizing

We can summarize .../ In summary, I would like to

In reviewing,

To put (this) in a nutshell,

I would like to sum this up.

19. Imagine you are having a meeting with your top-managers. Discuss the advantages and disadvantages of a new preservation technique for mangoes. Design the plan for the coming mango season. Use helpful language.

20. You are going to set up your own food-processing business. Now you are having a meeting with the partners you want to work. You are trying to find out the best methods for preserving apples.

Writing: Report

Written reports are documents presenting focused salient content to a specific audience. Reports are often used to display the result of an experiment, investigation or inquiry. They are used in government, business, education, science and other fields.

Some examples of reports are scientific reports, recommendation reports, white papers, annual reports, auditor's reports, workplace reports, census reports, trip reports, progress reports, investigative reports, budget reports, policy reports, demographic reports, credit reports, appraisal reports, inspection reports, military reports, bound reports and others.

21. Complete the report about the new method of preserving mangoes in honey with the recommendations for the coming year. Use the information from the case.

Rajiv Devkar Ltd.**Mango preservation report****Executive summary**

We have obtained scientific backing for mangoes preserved in honey through mango lab testing. It has allowed us to get a process patent in Surat and tie up with some investors to conduct another research on a larger scale. Having gained two positive lab reports, we can standardise the process and try to come up with a brand name. This report will look at:

- advantages of using honey as a natural preservative for mangoes
- problems caused by high price of honey and mango appearance after preservation
- new characteristics of mangoes preserved in honey
- recommendations for the coming mango season

Findings

1. Honey has been used as a preservative since ancient times. According to the lab results, the preservation mechanism works in the following way: mangoes are drawing sugar from honey while the honey... .
2. The advantages of using honey as a natural preservative for mangoes are the following: ...
3. Some problems are connected with the quality of mangoes and the cost of honey as
4. As mangoes preserved in honey imbibe its flavour, the fruit can acquire

Conclusion

It is important in the coming season to increase the sample size in the experiment many times over to convincingly prove the new technique advantages.

Recommendations

- 1 The ways of maintaining moisture levels in mangoes should be
2. The process of preserving mangoes in honey should
3. We should get in touch with
4. We have to figure out

Della Brinx
Managing Director
December 14, 2010

22. Write a report on methods of preserving apples.

Progress check 6

1. Answer the following questions?

1. What is your favourite meat dish?
2. How do you cook meat, poultry and fish?
3. How do you preserve meat, poultry and fish?
4. What types of processed meat do you know? Is processed meat healthy? Reason your point.
5. What is the most convenient method of food preservation? Why do you think so?

2. Match the names of the animal or bird with those of meat.

- | | |
|----------------|------------|
| 1. Pig | a) mutton |
| 2. Sheep | b) game |
| 3. Cow | c) chicken |
| 4. Wild animal | d) pork |
| 5. Cock | e) beef |

3. Match the definitions on the left with the terms on the right.

| | |
|---|-----------------------|
| 1. Removing water from some food by exposing it to the sun | a) sun-drying |
| 2. Heat-treating food in containers to remove harmful organisms, after which the food is sealed | b) chemical treatment |
| 3. The way of preserving food in cold conditions | c) pickling |
| 4. The way of preserving food in a liquid (brine, vinegar) | d) canning |
| 5. The method of preservation with adding some chemical additives to food | e) freezing |

4. Fill in the gaps with the correct form of the gerund.

1. Food preservation may be defined as any method of ... food that prolongs its shelf life.
a) treating; b) freezing; c) slicing; d) getting
2. My sister is good at ... meat.
a) cooking; b) eating; c) drinking; d) washing
3. ... makes meat tough, rubbery, stringy and dry.
a) cooking; b) overcooking; c) smoking; d) roasting
4. Drying is the oldest method of ... food.
a) preserving; b) freezing; c) cutting; d) destroying

5. The first person to observe germs was Van Lowenhock who was not a professional scientist but whose hobby was ... microscopes.

a) making; b) stealing; c) drying; d) treating

5. Fill in the gaps with the correct form of the gerund or the infinitive.

1. Modern food technology is concerned with ... food from factory to shop as fast as possible.

a) to get; b) getting

2. When we finished ... meat dishes, the waiter brought the dessert.

a) eating; b) to eat

3. She is going ... a lot of fruits this summer.

a) to dry; b) drying

4. The skin is removed from tongue after

a) to boil; b) boiling

5. He recommended ... mushroom salad and roast fish.

a) to order; b) ordering

6. Choose the correct form of the present participle I or past participle II.

1. Food preservation prolongs the length of time, for which such attributes of quality as colour, texture and flavour are

a) retained; b) retaining

2. When ... for advice and information on preserving food, try to avoid old pamphlets, outdated cookbooks, untrained celebrities and undocumented food shows on TV.

a) looking; b) looked.

3. Coffee beans, ... green, can be kept for four years.

a) picked; b) picking

4. There is considerable fluctuation in the quantities of specific foods ... from year to year.

a) preserved; b) preserving

5. Acidification of some ... products is done to reduce the processing time, as with onions and cauliflower.

a) canned; b) canning

7. Put the verb in brackets into the correct tense-form. Pay attention to three types of conditionals.

1. If I (to live) near the ocean, I would eat fish every day.
2. If the weather (to be) fine yesterday, we would have had a barbecue.
3. If she (to go) to she supermarket, she will buy chicken.
4. If we (to catch) fish yesterday, we would have prepared stuffed fish.
5. If I (have) a microwave oven, I would unfreeze meat very quickly.

8. For each situation, make a sentence with *I wish*

1. This meat is spoiled. I did not put it in the refrigerator yesterday. I wish I
2. The liver is tough. You have overcooked it. I wish
3. I have not found the recipe of beef steak but I need it. I wish I
4. Chemicals are often added to sausages nowadays. I wish sausages
5. You want to cook salad with shrimps, but you do not have any in a refrigerator. I wish I

9. a) Read the text.

Sausage

Sausage is food consisting of finely chopped meat mixed with seasoning and, often, other ingredients, all encased in a thin membrane. Although sausages were made by the ancient Greeks and Romans, they were usually plain and unspiced; in the Middle Ages people began to use the various spices and meats that led to the modern sausage. Many of the sausages that became famous were named for the localities where they were first made: the frankfurter in Frankfurt, Germany; the bologna in Bologna, Italy; the genoa salami in Genoa, Italy. Black pudding, an ancient dish in England and Scotland, was made of oatmeal, suet, and hog's blood. White pudding was suet with toasted oatmeal.

Sausages are of two types, dry and wet, according to whether the casing is filled with fresh (wet) or cooked (dry) meat. Pork sausage is an example of the wet. Dry sausage are made from fresh meats and curing substances, and then smoked (e.g., pepperoni). Salami, most common in Italy and Germany, contains beef and pork and is highly seasoned. The large bologna sausage is of veal and pork and is smoked. Frankfurters and wienerwursts are small, smoked varieties contain lean pork and beef.

Sausage is usually packed in casings made either of the cleaned and salted intestines of the slaughtered animals or of synthetic cellulose.

b) Agree or disagree with the statements on the text.

1. Sausage is food consisting of finely chopped fish mixed with seasonings, all enclosed in a thin membrane.
2. People began to add various spices to sausage in the Middle Ages.
3. There are two types of sausages: dry and wet.
4. Dry sausages are made from highly seasoned cooked meat.
5. Sausages can be packed in casings made of synthetic cellulose.

c) Find in the text synonyms for the following words.

Modern, damp, dehydrated, well-known, simple, ordinary, non-fat, artificial, different.

10. Complete the registration card for putting up at the hotel.

| Star Hotel | |
|--------------------------|-------|
| Registration card | |
| Name | _____ |
| Nationality | _____ |
| Sex | _____ |
| Address | _____ |
| Passport number | _____ |
| Arrival date | _____ |
| Departure date | _____ |
| Room number | _____ |
| Signature | _____ |

Grammar references

Unit 1

The verb *to be* in the indefinite tenses

| | Affirmative | Negative | Interrogative |
|----------------|---|--|---|
| Present | I am / I'm He/she/it is ('s) We/you/they are ('re) <i>I'm a food technologist.</i> | I am not / I'm not He/she/it is not (isn't) We/you/they are not (aren't) <i>I'm not a food technologist.</i> | Am I Is he/she/it Are we/ you/they <i>Are you a food technologist?</i> |
| Past | I/he/she/it was We/you/they were <i>My father was a food technologist.</i> | I/he/she/it was not (wasn't) We/you/they were not (weren't) <i>My father wasn't a food technologist.</i> | Was I/he/ she/ it Were we/ you/ they <i>Was your father a food technologist?</i> |
| Future | I/we shall be ('ll be) He/she/it/you/ they will be ('ll be) <i>He'll be a food technologist.</i> | I/we shall not be (shan't be) He/she/it/you/they will not be (won't be) <i>He won't be a food technologist.</i> | Shall I/we be Will he/she/it/ you/they be <i>Will he be a food technologist?</i> |

The verbs *to have/to have got* in the indefinite tenses

| У значенні «мати, володіти» have = have got | | | |
|--|---|--|--|
| | Affirmative | Negative | Interrogative |
| Present | have | | |
| | I/you/we/they have ('ve) He/he/it has ('s) <i>I have some fresh eggs.</i> | I/you/we/they don't have He/he/it doesn't have <i>I don't have any fresh eggs.</i> | Do /you/we/they have Does he/he/it have <i>Do you have any fresh eggs?</i> |
| | have got | | |
| | I/you/we/they have ('ve) got He/she/it has ('s) got <i>I have got some fresh eggs.</i> | I/you/we/they haven't got He/she/it hasn't got <i>I haven't got any fresh eggs.</i> | Have I/you/we/ they got Has he/she/it got <i>Have you got any fresh eggs?</i> |

| | | | |
|---------------|---|---|---|
| Past | I/you/he/she/it/we/ they had <i>I had some fresh eggs.</i> | I/you/he/she/it/we/ they didn't have <i>I didn't have any fresh eggs.</i> | Did I/you/he/ she/it/we/they have <i>Did you have any fresh eggs?</i> |
| Future | I/you/he/she/it/we/ they will ('ll) have <i>I'll have some fresh eggs.</i> | I/you/he/she/it/we/ they will not (won't) have <i>I won't have any fresh eggs.</i> | Will I/you/he/ she/it/we/they have <i>Will you have any fresh eggs?</i> |

Indefinite tenses Present indefinite

| Affirmative | Negative | Interrogative |
|--------------------------------------|---|--|
| <i>I work with a computer.</i> | <i>I don't work with a computer.</i> | <i>Do you work with a computer?</i> |
| 3 особа однини | | |
| <i>He works with a computer.</i> | <i>He doesn't work with a computer.</i> | <i>Does he work with a computer?</i> |

Present indefinite вживається для:

- позначення звичної, повторюваної дії: *I have a cup of coffee every day.*
- констатації фактів та загальноновизнаних істин: *Water boils at 100 ° C.*
- позначення дії, що відбувається в момент мовлення з дієсловами, що не вживаються в часах групи Continuous: *I understand what you mean.*
- вираження майбутньої дії:
 - а) у підрядних реченнях умови та часу (зі сполучниками if, unless, when, until, till, as soon as, as long as, before): *When I come home, I'll have my dinner.*
 - б) з дієсловами руху: to come, to leave, to go: *He leaves for Kyiv soon.*
 - в) запланованої дії згідно з розкладом: *The meeting begins at 5 p.m.*

Past indefinite

| Affirmative | Negative | Interrogative |
|--|---|---|
| правильне дієслово | | |
| <i>I worked with a computer.</i> | <i>I didn't work with a computer.</i> | <i>Did you work with a computer?</i> |
| неправильне дієслово | | |
| <i>The lecture began at 9 a.m.</i> | <i>The lecture didn't begin at 9 a.m.</i> | <i>Did the lecture begin at 9 a.m.?</i> |

Past indefinite вживається для позначення:

- звичної дії, що повторювалася в минулому: *They went to the restaurant every weekend.*
- дії, що завершилася або не завершилася в минулому, непов'язаної з теперішнім: *I didn't know what to do.*

- ряду послідовних дій в минулому: *He left the hotel, took a taxi and went to the station.*

Future indefinite

| Affirmative | Negative | Interrogative |
|---|--|---|
| <i>I/we shall ('ll) work with a computer. He/she/it/you/they will ('ll) work with a computer.</i> | <i>I/we shall not (shan't) work with a computer. He/she/it/you/they will not (won't) work with a computer.</i> | <i>Shall I/we work with a computer? Will he/she/it/you/they work with a computer?</i> |

Future indefinite вживається для позначення звичної одноразової або повторюваної дії чи ряду послідовних дій в майбутньому: *We'll find him in the hotel.*

Possessive case of the noun

| Значення належності або опису | | |
|---|--|---|
| 1. Закінчення -'s (-') | | |
| Вживається переважно з іменниками, що означають назви істот | | |
| Однина | Множина | |
| -'s | -' | -'s |
| <i>my mother's profession, Ann's flat</i> | <i>my parents' cottage, workers' tools</i> | <i>men's names, my mother and father's work</i> |
| -'s або -' після -s, -ss, -x, -sh -ch, -tch | | |
| <i>Chriss's book або Chriss' books</i> | | |
| 2. За допомогою прийменника of | | |
| Вживається з іменниками, що означають назви неістот: <i>I live in the centre of the town.</i> | | |

Types of questions

| | | | | | |
|---|---|--|---------------------------------|------------------------|------------------------|
| 1. Загальне запитання (The general question) – це запитання до всього речення, яке передбачає відповідь «так» або «ні» | | | | | |
| Дієслово-зв'язка (to be), допоміжне або модальне дієслово | підмет | смилова частина присудка | додаток | обставина | |
| <i>Is</i> <i>Do</i> <i>Can</i> | <i>he</i> <i>you</i> <i>this device</i> | <i>a student?</i> <i>attend</i> <i>dry</i> | <i>classes</i> <i>fruit?</i> | <i>every day?</i> | |
| 2. Спеціальне запитання (The special question) задається з метою отримати більш детальну чи точну інформацію про події, явища тощо. Починається із запитального слова. | | | | | |
| а) запитання до різних членів речення, крім підмета і його означення | | | | | |
| Питальне слово | дієслово-зв'язка (to be) допоміжне дієслово модальне дієслово | підмет | смилова частина присудка | додаток | |
| <i>What</i> <i>When</i> <i>What</i> | <i>is</i> <i>do</i> <i>can</i> | <i>he?</i> <i>you</i> <i>this device</i> | <i>attend</i> <i>dry?</i> | <i>classes?</i> | |
| б) запитання до підмета і його означення | | | | | |
| Підмет | присудок | додаток | | обставина | |
| <i>Who</i> | <i>is a student?</i> | | | | |
| <i>Who</i> | <i>attends</i> | <i>classes</i> | | <i>every day?</i> | |
| <i>What</i> | <i>can dry</i> | <i>fruit?</i> | | | |
| 3. Альтернативне запитання (The alternative question) передбачає вибір, вживається зі сполучником <i>or</i> | | | | | |
| Дієслово-зв'язка (to be), допоміжне або модальне дієслово | підмет | смилова частина присудка | перша частина вибору | сполучник <i>or</i> | другий вибір |
| <i>Are</i> | <i>you</i> | | <i>a student</i> | <i>or</i> | <i>a technologist?</i> |

| | | | | | | |
|--|---|--|---|--|--|---|
| <i>Do</i> | <i>you</i> | <i>attend</i> | <i>classes</i> | <i>or</i> | <i>computer courses?</i> | |
| <i>Can</i> | <i>this device</i> | <i>dry</i> | <i>fruits</i> | <i>or</i> | <i>vegetables?</i> | |
| 4. Розділове запитання (The disjunctive question) задається тоді, коли той, хто говорить, хоче отримати підтвердження висловленому в розповідній частині. | | | | | | |
| а) стверджувальна розповідна частина | | | заперечна питальна частина | | | |
| Підмет | присудок | додаток / обставина | дієслово-зв'язка (to be), допоміжне або модальне дієслово | not | підмет, виражений особовим займенником | |
| <i>My friend</i> <i>You</i> <i>This device</i> | <i>is a student,</i> <i>attend</i> <i>can dry</i> | <i>classes every day,</i> <i>fruit,</i> | <i>is</i> <i>do</i> <i>can</i> | <i>not</i> <i>not</i> <i>not</i> | <i>he?</i> <i>you?</i> <i>it?</i> | |
| б) заперечна розповідна частина | | | стверджувальна питальна частина | | | |
| Підмет | дієслово-зв'язка (to be) допоміжне або модальне дієслово | not | присудок | додаток / обставина | дієслово-зв'язка (to be) допоміжне дієслово модальне дієслово | підмет, виражений особовим займенником |
| <i>My friend</i> <i>You</i> <i>This device</i> | <i>is</i> <i>do</i> <i>can</i> | <i>not</i> <i>not</i> <i>not</i> | <i>a student,</i> <i>attend</i> <i>dry</i> | <i>classes,</i> <i>fruit,</i> | <i>is</i> <i>do</i> <i>can</i> | <i>he?</i> <i>you?</i> <i>it?</i> |

Unit 2 The article

Артикль – визначник іменника, що вказує на його визначеність або невизначеність, при цьому власного окремого значення не має. В англійській мові є два артикли: неозначений (the indefinite article) **a/an** і означений (the definite article) **the**.

The indefinite article *a/an*

Неозначений артикль *a/an* вживається лише перед злічуваними іменниками в однині у таких випадках:

- при першій згадці в ситуації в абстрактному значенні: *This is a plum.*
- у значенні один з класу однорідних предметів (= будь-який, кожен): *A child needs calcium.*
- у значенні «один»: *I'd like an apple.*
- при згадці про професію, національність, релігійну чи політичну належність: *She'll be a food technologist.*
- у конструкціях *there is..., I have got..., this is...* і т.д.: *There is a meat processing plant in our town. I've got a new meat chopper.*
- в окличних реченнях після слів *what, such*: *What a surprise! Such a tasty pie!*
- при наявності описового означення: *We had breakfast. – We had a very big early breakfast.*
- у деяких сталих словосполученнях: *a few, a little, a lot of, as a rule, to have a good time, It is a pity (pleasure).*

The definite article *the*

Означений артикль *the* вживається із загальними іменниками в однині та множині у таких випадках:

- якщо з ситуації, попереднього досвіду або контексту зрозуміло, яка саме особа чи предмет мається на увазі: *There is a melon in the fridge. The melon is very sweet.*
- перед іменником з означенням, яке вказує, про який саме предмет йде мова: *She asked the name of her boss.*
- перед іменником з означенням, вираженим прикметником у найвищому ступені порівняння: *The chief of our department is the most experienced employee.*
- перед іменником з обмежувальним означенням, вираженим порядковим числівником: *The first month I worked at the plant was very difficult for me.*
- із іменником, після якого стоїть безсполучникове підрядне означальне речення: *This man is the engineer I told you about.*
- перед іменниками, що означають предмети єдині у своєму роді: *The Internet is widely used in e-commerce.*
- Перед іменником, що означає не окремий предмет, а клас у цілому: *The tea is very useful.*
- у деяких сталих словосполученнях: *in the morning (afternoon, evening), the other day, in the past (present), on the whole, on the one hand,*

on the other hand.

Як правило **власні іменники** вживаються без артикля. Деякі іменники-власні назви вживаються з означеним артиклем **the**:

- перед прізвищем, що стоїть у множині і позначає сім'ю в цілому: *the Pavlenkos, the Shevchenkos*;
- перед назвами сторін світу, океанів, морів, річок, заток, проток, каналів, гір: *the Middle East, the North Pole, the Indian Ocean, the Black Sea, the Dnipro, the English Channel, the Carpathians*;
- перед назвами деяких держав: *the USA, the United Kingdom, the Netherlands, the Vatican*;
- із назвами газет, журналів: *the Times, the Economist*;
- із назвами театрів, кінотеатрів, концертних залів, клубів, галерей, музеїв, готелів, ресторанів, магазинів: *the Bolshoj Theatre, the Local Art Museum, the Kotliarevsky Cinema, the Lystopad Concert Hall, the Palazzo Hotel, the Kashtanova Aleya Restaurant, the Agroservice*;
- із назвами організацій і політичних партій: *the Labour Party, the United Nations Organization*.

У сучасній англійській мові артикль **відсутній** у таких випадках:

- перед злічуваними іменниками у множині, якщо той самий іменник в однині вживався з неозначеним артиклем: *technologists, companies, skills, employee*;
- перед незлічуваними іменниками (назвами речовин, абстрактних понять): *milk, water, sugar, iron, silver, beauty, peace, happiness*;
- перед власними назвами (як правило): *Ukraine, Africa, Europe, Kharkiv, Elbrus, Shevchenkivka, Olga, Vadym*;
- перед іменниками, що вживаються в реченні як звертання: *Good morning, dear students!*
- перед назвами пір року: *in spring, in summer, autumn, winter*;
- перед іменниками, що позначають вживання їжі: *at breakfast, for dinner, during lunch, after supper*;
- у деяких сталих словосполученнях: *at first, at home, at table, in time, to go by bus (train)*.

Countable and uncountable nouns

В англійській мові іменники поділяються на злічувані (countable nouns) і незлічувані (uncountable nouns). Злічувані іменники означають предмети, які можна полічити: **an ingredient** *компонент, інгредієнт*. Незлічувані іменники – це назви речовин та абстрактних понять, які не піддаються лічбі: **water** *вода*, **professionalism** *професіоналізм*.

Злічувані іменники вживаються в однині (the singular) і множині (the plural), незлічувані – множини не мають.

The plural form of the noun

| Спосіб творення | Приклад |
|--|---|
| За допомогою закінчення | |
| 1. + -s | <i>an engineer – engineers; a job – jobs</i> |
| а) -s, -ss, -sh, -ch, -tch, -x + -es | <i>a bus – buses a glass – glasses a brush – brushes a church – churches a box – boxes</i> |
| б) -o + -es | <i>a potato – potatoes a tomato – tomatoes але: a kilo – kilos a photo – photos</i> |
| в) -у + -s → ies (після приголосної) | <i>a city – cities a country – countries</i> |
| г) -f (-fe) + -s → ves | <i>a half – halves; a wife – wives але: a roof – roofs</i> |
| 2. + -en | <i>an ox – oxen; a child – children</i> |
| Інші способи | |
| 3. Зміна кореневого голосного | <i>a man – men a woman – women a foot – feet a tooth – teeth a goose – geese a mouse – mice</i> |
| 4. Співпадання форм однини та множини | <i>a sheep – two sheep a fish – three fish a deer – two deer але: fishes (у значенні «різні види риб»)</i> |
| 5. Деякі іменники латинського та грецького походження зберегли власні форми множини | <i>a bacterium – bacteria a fungus – fungi, -es a datum – data a crisis – crises an analysis – analyses a formula – formulae</i> |
| 6. Деякі іменники мають лише форму однини | <i>advice, cream, hair, information, knowledge, money, news, progress, watch</i> |
| 7. Деякі іменники мають лише форму множини | <i>spectacles, trousers, shorts, scissors, clothes, politics, mathematics</i> |

Continuous tenses

Present continuous

| am/is/are + Present Participle | | |
|---|--|---|
| Affirmative | Negative | Interrogative |
| I am ('m) working He/she/it is ('s) working We/you/they are ('re) working <i>The production line is working now.</i> | I am not ('m not) working He/she/it is not (isn't) working We/you/they are not (aren't) working <i>The production line isn't working now.</i> | Am I working Is he/she/it working Are we/you/they working <i>Is the production line working now?</i> |

Present continuous вживається для позначення:

- дії, що відбувається в момент мовлення: *You are not listening to me.*
- дії, що відбувається в певний період теперішнього часу: *We are growing tomatoes and potatoes this year.*
- дії, що описує тенденцію: *Restaurant services are getting better every year.*
- майбутньої тривалої дії в підрядних реченнях умови та часу: *I'll see you when I'm visiting my parents next time.*
- наміру до дії або впевненості в тому, що вона відбудеться (з обставиною часу **tonight, soon, tomorrow, next week, in a day or two**):
The plane is arriving at 7 tonight.

Past continuous

| was/were + Present Participle | | |
|--|--|---|
| Affirmative | Negative | Interrogative |
| I/he/she/it was working We/you/they were working <i>The production line was working the whole day yesterday.</i> | I/he/she/it was not (wasn't) working We/you/they were (weren't) not working <i>The production line wasn't working the whole day yesterday.</i> | Was I/he/she/it working Were we/you/they working <i>Was the production line working the whole day yesterday?</i> |

Past continuous вживається для позначення:

- дії, що відбувалася в певний момент у минулому, який визначається обставиною часу чи іншою дією: *She was working at 5.30. She was working when I came in.*
- дії, що тривала протягом якогось періоду часу в минулому: *This time yesterday she was cooking dinner.*
- двох одночасних дій в минулому: *When I was washing up he was clearing away.*
- наміру, що стосується минулого, в основному з дієсловами, що означають рух (arrive, leave, come, go і т.д.): *She said she was coming to see you after supper.*

Future continuous

| shall be/will be + Present Participle | | |
|--|--|--|
| Affirmative | Negative | Interrogative |
| I/we shall be working You/he/she/it/they will ('ll) be working <i>The production line will be working next week.</i> | I /we shall not (shan't) You/he/she/it/they will not (won't) be working <i>The production line won't be working next week.</i> | Shall I/we be working will you/he/she/it/they be working <i>Will the production line be working next week?</i> |

Future continuous вживається для позначення:

- тривалої дії, що буде відбуватися в певний момент у майбутньому: *You will be still working when I return.*
- тривалої дії, що відбуватиметься протягом якогось періоду часу в майбутньому: *We'll be spending the summer in the country.*
- запланованої або передбачуваної дії в майбутньому: *Will she be joining us for dinner?*

Unit 3

The structure *There is / There are*

В англійській мові часто вживаються речення, що починаються з конструкції ***There is / are*** зі значенням «є, знаходиться, існує»: ***There is a confectionary plant in Poltava. There are many ways of food preservation.*** При перекладі відповідні українські речення починаються з обставини місця.

| Affirmative | | | | |
|---------------------|-------------------------------|------------------|-------------------------|-------------------------------|
| There | is/are was/were will be | | підмет | обставина місця чи часу |
| <i>There</i> | <i>is</i> | | <i>a supermarket</i> | <i>nearby.</i> |
| <i>There</i> | <i>are</i> | | <i>two supermarkets</i> | <i>nearby.</i> |
| Negative | | | | |
| There | is/are was/were will be | no/ not + any | підмет | обставина місця чи часу |
| <i>There</i> | <i>was</i> | <i>no</i> | <i>supermarket</i> | <i>nearby.</i> |
| <i>There</i> | <i>was</i> | <i>not any</i> | <i>supermarket</i> | <i>nearby.</i> |
| <i>There</i> | <i>were</i> | <i>no</i> | <i>supermarkets</i> | <i>nearby.</i> |
| <i>There</i> | <i>were</i> | <i>not any</i> | <i>supermarkets</i> | <i>nearby.</i> |
| Interrogative | | | | |
| Is/are Was /were | | there | підмет | обставина місця чи часу |
| Will | | be | | |
| <i>Is</i> | | <i>there</i> | <i>a supermarket</i> | <i>nearby?</i> |
| <i>Will</i> | | <i>there be</i> | <i>a supermarket</i> | <i>nearby?</i> |

The pronoun

У англійській мові займенники поділяються на групи, кожна з яких має свої характеристики.

Personal pronouns (Особові займенники) мають два відмінки.

| | Називний відмінок | Об'єктний відмінок |
|---------|-------------------|--------------------|
| Однина | I, he, she, it | me, him, her, it |
| Множина | we, you, they | us, you, them |

Demonstrative pronouns (Вказівні займенники)

До вказівних займенників належать: this, that, such, the same. Займенники that і this мають форми однини та множини.

| Однина | Множина |
|--------|---------|
| this | these |
| that | those |

Possessive pronouns (Присвійні займенники)

Присвійні займенники мають дві форми: залежну та абсолютну (незалежну). У залежній формі присвійні займенники вживаються з іменниками в ролі означення: *This is our table*. Абсолютна форма присвійних займенників вживається без іменника: *This table is ours*.

| Форма | Особові | Залежна форма | Абсолютна форма |
|---------|----------------------|-------------------------|----------------------------|
| Однина | I he she it | my his her its | mine his hers its |
| Множина | we you they | our your their | ours yours theirs |

Reflexive pronouns (Зворотні займенники)

Займенники, які закінчуються на "-self (-selves)", називаються зворотними: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Indefinite pronouns (Неозначені займенники)

| Неозначені займенники | Вживання | Приклад |
|--|--|---|
| Some, something, somebody, someone, somewhere | а) у стверджувальних реченнях; б) у спеціальних запитаннях та питальних реченнях, що виражають прохання або пропозицію. | <i>I have some recipes of Ukrainian borshch.</i> <i>Would you like some tea?</i> <i>Where have you left some of the plates?</i> |
| Any, anything, anybody, anyone, anywhere | а) у загальних запитаннях та заперечних реченнях; б) у стверджувальних реченнях, де ану має значення "будь-який", anybody, anyone – "будь-хто", anywhere – "будь-де", anything – "будь-що". | <i>Is there anybody in the kitchen?</i> <i>I don't see anything.</i> <i>Anybody can do it.</i> |

Negative pronouns (Заперечні займенники)

До заперечних займенників належать: no, none, nothing, nobody, no one, nowhere, neither. Якщо підмет або додаток у реченні виражено заперечним займенником, то дієслово-присудок вживається у стверджувальній формі: *She knows nothing about the history of canning.*

Definite pronouns (Означальні займенники)

До означальних займенників належать: all, both, each, every, everybody, everyone, everywhere, everything, either, another, other.

Definite pronouns (Кількісні займенники)

До кількісних займенників належать: much, many, little, few, a little, a few.

| перед злічуваними іменниками | перед незлічуваними іменниками | примітки |
|--|---|--|
| many | much | |
| У значенні «багато» у заперечних та запитальних реченнях | | У стверджувальних реченнях much/ many вживається з словами too, very, so, as і т.д. Чи замінюються словами a lot/lots of, plenty of . <i>You spent too much time on cooking.</i> |
| <i>There weren't many dishes on the menu.</i> | <i>How much does cheese cost?</i> | |
| У значенні «багато, значна частина» | | |
| <i>Many of the ingredients for this cocktail are very traditional.</i> | <i>Much of what you eat is harmful for your health.</i> | |
| a few | a little | |
| «небагато, декілька» | | |
| <i>There are a few onions left but not many.</i> | <i>Can you add a little salt into this salad?</i> | |
| few | little | |
| «мало» | | |
| <i>I had few opportunities to master my cooking skills.</i> | <i>Usually he has little breakfast.</i> | Few і little часто замінюють словами not many і not much . I have little time. = I haven't got much time. |

Unit 4 The numeral

В англійській мові числівники поділяються на **кількісні** (cardinal numerals) і **порядкові** (ordinal numerals).

Кількісні числівники поділяються на:

а) прості (від 1 до 12 і 100, 1,000, 1,000,000): *1 – one, 11 – eleven, 12 – twelve, 100 – a (one) hundred.*

б) похідні (від 13 до 19 і назви десятків): *13 – thirteen, 15 – fifteen, 18 – eighteen, 30 – thirty, 50 – fifty.*

в) складені: *21 – twenty-one, 235 – two hundred and thirty-five, 581,462 – five hundred and eighty-one thousand four hundred and sixty-two.*

Порядкові числівники, крім перших трьох (*one – first, two – second, three – third*), утворюються від відповідних кількісних числівників додаванням суфікса *-th*: *four – fourth, five – fifth, twelve – twelfth, eight – eighth*. У складених порядкових числівниках форму порядкового числівника має лише останнє слово: *twenty-one – twenty-first*.

Номери сторінок, параграфів, розділів, частин книг позначаються кількісними числівниками, які ставляться після означуваного слова: *Page twenty-five. Part three. Chapter six.*

Дати позначаються кількісними числівниками: *1997 – nineteen ninety seven, 2006 – two thousand and six.*

Число місяця позначається порядковим числівником з означеним артиклем. Він ставиться або перед назвою місяця з прийменником *of*, або після неї без прийменника: *1 травня 2010 року – the first of May twenty ten* або *May the first twenty ten*.

Читання дробових числівників:

| Написання | Вимова |
|----------------|---|
| $\frac{1}{2}$ | <i>a half</i> |
| $\frac{1}{3}$ | <i>a third</i> |
| $\frac{1}{4}$ | <i>a quarter</i> |
| $\frac{3}{4}$ | <i>three quarters</i> |
| $3\frac{1}{4}$ | <i>three and one fourth</i> |
| 0.357 | <i>nought point three five seven</i> or <i>point three five seven</i> |
| 1.5 | <i>one and a half</i> or <i>one point five</i> |
| 8.04 | <i>eight point nought four</i> |
| 10.95 | <i>ten point nine five</i> |

The structure *It is*

У безособових реченнях вживається формальний підмет (який не вказує на предмет і не є значущим), виражений займенником *it*, який ставиться на початку речення: *It is very late to go to the restaurant. It is necessary to add a lot of sugar to fresh raspberry jam.* Формальний підмет *it* в безособових реченнях на українську мову не перекладається.

The adjective: Degrees of comparison

Якісні прикметники в англійській мові мають **основну форму** (the positive degree), **вищий** (the comparative degree) і **найвищий** (the superlative degree) ступені порівняння.

| Ступінь | Форма | Утворення | Приклад |
|----------|----------|-------------------------|---|
| вищий | проста | adj + -er | <i>colder</i> |
| | складена | more/less + adj | <i>more interesting</i> <i>less interesting</i> |
| найвищий | проста | adj + -est | <i>(the) coldest</i> |
| | складена | most/least + adj | <i>(the) most interesting</i> <i>(the) least interesting</i> |

Прості форми ступенів порівняння мають:

а) усі односкладові прикметники:

sharp – sharper – (the) sharpest

б) двоскладові прикметники, що закінчуються на **-y, -er, -le, -ow**:

heavy – heavier – (the) heaviest

clever – cleverer – (the) cleverest

simple – simpler – (the) simplest

narrow – narrower – (the) narrowest

в) двоскладові прикметники з наголосом на другому складі:

polite – politer – (the) politest

Складені форми ступенів порівняння мають прикметники які мають два і більше складів, крім тих, що закінчуються на **-y, -er, -le, -ow** та мають наголос на другому складі:

expensive – more/less expensive – (the) most/least expensive

famous – more/less famous – (the) most/least famous

Прикметники **good, bad, much, many, little** утворюють ступені порівняння від різних коренів:

good – better – (the) best

bad – worse – (the) worst

much, many – more – (the) most

little – less – (the) least

Прикметники **old** та **far** мають дві форми вищого та найвищого ступенів:

| | | |
|-----|------------------|--|
| old | older - | <i>(the) oldest</i> (про вік) |
| | elder - | <i>(the) eldest</i> (старшинство між членами сім'ї, у порівняльних конструкціях не вживається) |
| far | farther - | <i>(the) farthest</i> (про відстань) |
| | further - | <i>(the) furthest</i> (про час і простір) |

Structures *as ... as, not as ... as*

Якщо при порівнянні предметів (явищ) один предмет уподібнюється до іншого, то в такому реченні використовується сполучник **as ... as такий ... як**, а прикметник вживається в основній формі: *A lemon is as sour as a lime.*

Якщо предмети (явища), що порівнюються, в різній мірі володіють тією ж самою якістю, у реченні вживається сполучник **than** *ніж* і прикметник у вищому ступені, або сполучник **not as ... as** *не такий...*, як і прикметник в основній формі: *A lemon is sourer than an orange. An orange is not as sour as a lemon.*

The adverb

| Спосіб утворення | Прикметник | Прислівник |
|--|---|--|
| 1. За допомогою суфікса | | |
| прикметник + -ly | <i>sweet</i> <i>quick</i> | <i>sweetly</i> <i>quickly</i> |
| а) -y + -ly → -ily (після приголосної) | <i>busy</i> <i>easy</i> | <i>busily</i> <i>easily</i> |
| б) -le + -y → -ly (після голосної) | <i>noble</i> <i>simple</i> | <i>nobly</i> <i>simply</i> |
| в) -с + -ally | <i>fantastic</i> | <i>fantastically</i> |
| 2. Конверсія | <i>a good cooker</i> <i>a hard work</i> <i>the right answer</i> <i>fast food</i> | <i>to cook well</i> <i>to work hard</i> <i>to turn right</i> <i>to eat fast</i> |

Деякі прислівники мають дві форми:

а) з однаковим значенням: *loud / loudly голосно; cheap / cheaply дешево*

б) з різними значеннями:

hard наполегливо, рішуче / hardly ледве, насилу

late пізно / lately недавно, останнім часом

just якраз, саме / justly справедливо, заслужено

Як правило, прикметник відноситься до іменника, а прислівник до дієслова. Але після дієслів **be, get, become, feel, smell, taste, sound, seem, look** вживаються прикметники: *Be careful! I'm getting hungry. The dinner smells good. This tea tastes a bit strange.*

Unit 5

Modal verbs: *must, should* and the equivalents *have to*

| Модальне дієслово | Значення та вживання |
|-------------------|--|
| must | а) обов'язок чи необхідність, зумовлені об'єктивними причинами чи суб'єктивним ставленням того, хто говорить: <i>You must wash hands before working with food.</i> б) припущення, що може з упевненістю (лише в стверджувальних реченнях): <i>The milk must have gone sour.</i> |
| have to | обов'язок чи необхідність здійснення дії внаслідок обставин, що склалися: <i>You have to wash kitchen utensils immediately after use.</i> |
| should | моральний обов'язок (з точки зору того, хто говорить), порада, рекомендація: <i>You should follow a healthy diet and do</i> |

| | | |
|----------------|---------------------------|---------------|
| | <i>regular exercises.</i> | |
| Present | Past | Future |
| must | - | - |
| have/has to | had to | will have to |
| should | | |

Ways of expressing future activity

| Спосіб | Вживання | Приклад |
|--|--|--|
| 1. Future tenses | Звична одноразова або повторювана дія чи ряд послідовних дій в майбутньому | <i>I'll help you with cooking dinner.</i> |
| 2. Оборот to be going to + infinitive | 1. Намір здійснити дію у найближчому майбутньому | - <i>Why did you buy kiwi?</i> - <i>I'm going to add it to salad.</i> |
| | 2. Імовірна дія у майбутньому | <i>It's going to take a long time to pick plums.</i> <i>Look at the clouds! It's going to rain!</i> |
| 3. Present indefinite | 1. У підрядних реченнях умови та часу (зі сполучниками if, unless, when, until, till, as soon as, as long as, before) | <i>If I find the recipe of this cake, I'll give it to you.</i> |
| | 2. Запланована дія згідно з розкладом (графіки маршрутів) | <i>The culinary programme begins at 4 p.m. on Saturdays.</i> |
| 4. Present continuous | Намір, що стосується найближчого майбутнього, як правило, з обставиною часу tonight, tomorrow, next week, in day or two, soon | - <i>What are you doing tonight?</i> - <i>I'm having supper with my friends.</i> |

Unit 6

Modal verbs: *can, may* and the equivalent *be able to*

| Модальне дієслово | Значення та вживання |
|-------------------|---|
| can | а) фізична або розумова здатність, уміння або можливість виконати дію: <i>The first person who could observe germs was a Dutchman Van Lowenhock.</i> б) дозвіл або заборона (в заперечній формі): <i>You can use my recipe. You can't use my recipe.</i> в) сумнів, здивування, невіра (в питальних і заперечних реченнях): <i>Can he know about this restaurant?</i> |

| | | |
|-------------------|--|-----------------------|
| be able to | спроможність: <i>Our new technologist will be able to improve the process of meat processing.</i> | |
| may | а) дозвіл: <i>May I make a close study of this heat processing method?</i> б) можливість виконати дію, що залежить від певних обставин (у стверджувальних реченнях): <i>You may use my recipe if you want.</i> в) припущення з відтінком сумніву, невпевненості (у стверджувальних і заперечних реченнях): <i>They may have already washed the vegetables.</i> | |
| Present | Past | Future |
| can | could | - |
| am/is/are able to | was/were able to | shall/will be able to |
| may | might | - |

Perfect tenses

Present perfect

| | | |
|----------------------------------|---|----------------------------------|
| have/has + Past Participle | | |
| Affirmative | Negative | Interrogative |
| <i>I have ('ve) bought milk.</i> | <i>I have not (haven't) bought milk.</i> | <i>Have you bought milk?</i> |
| 3 особа однини | | |
| <i>The milk has turned sour.</i> | <i>The milk has not (hasn't) turned sour.</i> | <i>Has the milk turned sour?</i> |

Present perfect вживається для позначення:

- дії, яка відбулася до моменту мовлення, йдеться про її результат, важливість на момент мовлення (часто з **just, already, yet, never, ever**): *I have stopped keeping to a diet. Don't go to the bakery. I've already bought bread.*
- дії, яка завершилася, але той період, в який вона відбувалася, ще триває і може позначатися обставинами часу **today, this week (morning, month, year, century, tonight)** і т. д.: *The government has adopted healthy eating guidelines this year.*
- дії або стану, що триває з якогось моменту в минулому аж до моменту мовлення (з обставинами часу **up to now (the present), lately, recently, so far, for, since not yet**): *I haven't eaten a watermelon since last summer.*

Past perfect

| | | |
|--|--|--|
| had + Past Participle | | |
| Affirmative | Negative | Interrogative |
| <i>I had ('d) bought milk before you asked me.</i> | <i>I had not (hadn't) bought milk before you asked me.</i> | <i>Had you bought milk before I asked you?</i> |

Past perfect вживається для позначення:

- дії, що відбулася раніше іншої минулої дії, позначеної дієсловом у past indefinite: *I told you I had followed a diet because of stomach*

problems.

- минулої дії, що вже закінчилася до певного моменту в минулому (зі словосполученнями **by two o'clock, by that time** і т.д.): *She had cooked dinner by three o'clock.*

Future perfect

| shall/will have + Past Participle | | |
|--|---|---|
| Affirmative | Negative | Interrogative |
| <i>I shall (‘ll) have bought milk by dinner.</i> | <i>I shall not (shan’t) have bought milk by dinner.</i> | <i>Will you have bought milk by dinner?</i> |

Future perfect вживається для позначення майбутньої дії, що закінчиться до певного моменту або до початку іншої дії в майбутньому: *I’ll have cooked dinner by the time you come back.*

Unit 7

The passive voice

| to be + past participle | | | |
|-------------------------|---------|---|---|
| Tense | | Active voice | Passive voice |
| Indefinite | Present | <i>They prepare peach jam every August.</i> | <i>Peach jam is prepared by them every August.</i> |
| | Past | <i>They prepared peach jam last August.</i> | <i>Peach jam was prepared by them last August.</i> |
| | Future | <i>They will prepare peach jam next August.</i> | <i>Peach jam will be prepared by them next August.</i> |
| Continuous | Present | <i>They are preparing peach jam now.</i> | <i>Peach jam is being prepared by them now.</i> |
| | Past | <i>They were preparing peach jam when I came to see them.</i> | <i>Peach jam was being prepared by them when I came to see them.</i> |
| | Future | <i>They will be preparing peach jam on holiday.</i> | - |
| Perfect | Present | <i>They have just prepared peach jam.</i> | <i>Peach jam has just been prepared by them.</i> |
| | Past | <i>They had prepared peach jam by then.</i> | <i>Peach jam had been prepared by them by then.</i> |
| | Future | <i>They will have prepared peach jam by the end of the August.</i> | <i>Peach jam will have been prepared by them by the end of the August.</i> |

Unit 8
Suffixation

| Суфікс | Вживання та значення | Приклад |
|---------------------------------------|--|--|
| Суфікси, що утворюють іменники | | |
| -ade | дія, процес, продукт (напій) | <i>lemonade, orangeade</i> |
| -age | акт або факт дії, результат дії; стан, речовина; узагальнююче значення | <i>shortage, village, tonnage</i> |
| -al | дія (кінцевий результат) | <i>survival, arrival</i> |
| -an (-ian) | назви осіб за професіями | <i>librarian, technician</i> |
| -ance (-ence) | назва дії, якість, стан | <i>convenience, assistance</i> |
| -ant (-ent) | діяч – особа; предмет | <i>assistant, absorbent,</i> |
| -ery, (-ary) | рід заняття, професія; розміщення; збірне значення | <i>dictionary, greenery, poetry</i> |
| -ate | посада, суспільний стан; узагальнююче значення; (хім.) визначення солей кислот на -ic; характерна ознака, певна якість | <i>directorate, doctorate, sulfate, collegiate, cabohydrate</i> |
| -cy (-acy) | стан, якість | <i>accuracy</i> |
| -dom | стан, володіння | <i>freedom, kingdom</i> |
| -ee | особа, рід занять чи діяльність якої позначені вихідним дієсловом | <i>employee, addressee</i> |
| -eer | діяч | <i>auctioneer, engineer</i> |
| -er/-or | особа чи предмет, що виконує дію, позначену дієсловом або займається діяльністю, що названа іменником | <i>worker, producer, seller, marketer, refrigerator, elevator, indicator</i> |
| -ery | місце, де відбувається дія; рід занять, діяльність; стан, риси характеру | <i>bakery, dairy cookery, snobbery, energy</i> |
| -ese | належність до нації, країни; стосуватися стилю, манери | <i>Chinese, Japanese journalese</i> |
| -ful | кількість, об'єм чого-небудь | <i>spoonful, bagful, handful</i> |
| -hood | стан, ступінь відносин | <i>brotherhood, falsehood</i> |
| -ics | галузь науки, знань; рід занять | <i>ethics, politics, economics, physics</i> |
| -ism | вчення теорія, доктрина; напрям у мистецтві, літературі; суспільно-економічна формація, політичний рух; стиль | <i>Buddhism, impressionism, heroism, vulgarism, Americanism</i> |

| | | |
|--|---|---|
| -ist | особа, що займається якоюсь діяльністю, спеціаліст у якійсь галузі, послідовник вчень | <i>technologist, artist, biologist, Pushkinist</i> |
| -ment | результат чи засіб здійснення дії; стан, якість, умова; щось конкретне, матеріальне | <i>measurement, arrangement, , treatment, pavement</i> |
| -ness | стан, притаманність якості, властивість, ознака | <i>hardness, happiness, tartness, lateness</i> |
| -ship | стан, якість; посада, професія; майстерність, вмільсть; збірне поняття | <i>partnership, friendship, chairmanship</i> |
| -tion, (-sion, -ation, -ition) | поняття, визначене основою вихідного дієслова; стан, якість; процес чи результат дії | <i>competition, digestion, production, consumption, nationalization</i> |
| -y (-ie) | абстрактне значення; зменшувальні та лагідні імена | <i>dusty, discovery daddy, mummy, sweetie</i> |
| Суфікси, що утворюють прикметники | | |
| -able (-ible, -ble) | пасивна можливість; активна можливість | <i>eatable, digestible, responsible, suitable, changeable</i> |
| -al | що має схожість, стосунок | <i>logical, accidental</i> |
| -an (-ian) | стосунок чи належність | <i>Ukrainian, European, Russian</i> |
| -ant (-ent) | що володіє певними якостями чи властивостями | <i>significant, important</i> |
| -ery, (-ary) | що має тенденцію до того, на що вказує основа | <i>elementary, reactionary</i> |
| -ed (-d) | що має те, володіє тим, на що вказує основа | <i>big-headed, leaved</i> |
| -ese | належність до нації, країни | <i>Chinese, Japanese</i> |
| -ful | характерна ознака | <i>useful, harmful</i> |
| -ic | складатися з; стосуватися; мати схожість | <i>carbonic, Arabic, historic</i> |
| -ive | мати характерні ознаки, щось нагадувати | <i>active, impressive, massive</i> |
| -less | не мати того, на що вказує основа | <i>useless, harmless, careless, helpless</i> |
| -ly | подібний; той, що періодично повторюється | <i>scholarly, yearly, daily</i> |
| -ous | подібний, що має властивості | <i>poisonous, famous, continuous</i> |
| -ward | напрямок, що позначається вихідним словом | <i>backward, wayward</i> |

| | | |
|--|---|--|
| -y | що має ознаку або властивість, позначену основою | <i>windy, sunny, salty</i> |
| Суфікси, що утворюють дієслова | | |
| -ate | піддавати впливу те, на що вказує основа; перетворюватися на те, на що вказує основа | <i>roseate, granulate, elevate, coordinate</i> |
| -ize | виконувати те, на що вказує основа; перетворюватися, піддаватися впливу, на який вказує основа; набувати якостей, стану, на які вказує основа | <i>computerize, atomize, theorize, internationalize, privatize</i> |
| -fy (-ify) | набувати якостей, стану, на які вказує основа | <i>simplify, certify, classify</i> |
| Суфікси, що утворюють прислівники | | |
| -ly | так, таким чином, як вказує основа | <i>kindly, yearly, usually, quickly, deeply, firstly</i> |

Unit 9 Prefixation

| Префікс | Вживання та значення | Приклад |
|--------------------------------|--|--|
| ab- | заперечне значення | <i>abnormal</i> |
| anti- | протилежне значення: проти-, анти- | <i>antiseptic, antibacterial, antibiotic</i> |
| aut(o)- | само-, авто- | <i>Automatic, automobile</i> |
| bi- | подвійний, два, двічі | <i>bi-monthly</i> |
| bio- | стосуватися життя, живих істот | <i>biology, biochemistry</i> |
| by- | місцезнаходження, розташування поряд; що має другорядне, побічне значення | <i>byroad, bystander, byproduct</i> |
| co- | спільність, співпраця, одночасність | <i>co-education, cooperate, co-exist</i> |
| contra- | протилежна дія | <i>contradict</i> |
| de- | заперечне чи протилежне значення; зійти з виду транспорту, позначеного основою | <i>deform, defrost, denationalize, debus, deplane</i> |
| dis- | протилежне значення; підсилення значення; розподіл, відокремлення | <i>disorder, disfigure, disadvantage, dismiss, disjoin, dislike</i> |
| en- (em- перед b, p, m) | розташувати в середині чого-небудь, охопити тим, що визначається основою; сідати у вид транспорту, позначений основою; надання якогось стану | <i>encase, embed, encash, enrich, entrain, embus, encourage, enlighten</i> |

| | | |
|----------------------------|--|---|
| ex- | вказувати на вилучення; колишній, попередній | <i>extract, exclude ex-champion, ex-member</i> |
| extra- | понад-, надзвичайно, екстра- | <i>extraordinary, extramural</i> |
| fore- | перед-, передувати | <i>foresee, forego, forehead</i> |
| in- (il-, im-, ir-) | в-, всередину; заперечне значення | <i>intake, import, illegal illiterate, inattention, irregular</i> |
| inter- | взаємодія, взаємний вплив; між- | <i>interconnect, interstate, international</i> |
| mis- | неправильність, помилковість | <i>mismanagement, misunderstand, misspell</i> |
| multi- | багато-, мульті- | <i>multifunctional, multinational</i> |
| non- | заперечення чи відсутність | <i>non-acid, nondigestible</i> |
| out- | дієслова зі значенням перевершення, завершеності дії; іменники та прикметники зі значенням виходу, віддаленості | <i>outcry, outrun, outbreak, outspoken, outdoor</i> |
| over- | понад-, над, пере-, занадто | <i>overeat, overproduce, overweight</i> |
| poly- | багато-, полі- | <i>polysemy, polytechnic, polyglot</i> |
| pre- | до-, перед-, спочатку | <i>pretreatment, preheat, preplan, prepaid</i> |
| re- | знову, ще раз, повторно | <i>repack, renew, return</i> |
| semi- | напів- | <i>semiautomatic, semiperishable</i> |
| sub- | становище нижче чого-небудь або під чимось; підпорядкування (по службі); неповна кількість чого-небудь | <i>subdivide, subsoil, subsidiary, subcommittee subnormal, subaudible</i> |
| super- | перевищення норми, стандарту, якості, над-, супер- | <i>supercharge, superman, supermarket</i> |
| tele- | вказівка на зв'язок на відстані | <i>television, teleworking</i> |
| trans- | розташування по іншій бік того, що вказано основою; вказівка на зміну форми, стану | <i>transatlantic, trans-Baltic, transfigure, transform, transfer</i> |
| ultra- | ультра-, занадто | <i>ultramodern</i> |
| un- | заперечне значення; протилежне значення | <i>unprocessed, unhealthy, unpack, unfreeze</i> |
| under- | під-, недостатність, неповнота | <i>underground, underline, underproduce, underpowered</i> |
| up- | вгору, догори, нагору | <i>upside, upstairs, uplift</i> |

Composition

Словоскладання – це утворення нових слів шляхом поєднання двох чи більше основ в складне слово: **fat** + **soluble** = fat-soluble. Складні слова пишуться разом або через дефіс: *buttermilk, bakeshop, tablespoon, home-grown, long-term, ice-cream.*

Unit 10

The proposition

Прийменник – це службове слово, що вказує на відношення між словами в реченні чи словосполученні, тому коректний переклад цих слів можливий лише з врахуванням ролі прийменника. В англійській мові до найбільш вживаних прийменників відносяться: *in, to, on, at, by, of, off, after, with, during, before, until, without, about, around* та інші.

В англійській мові прийменники, як правило, багатозначні, тому в різних контекстах можуть перекладатися різними українськими прийменниками:

The plate is on the table. – Тарілка на столі.

He was here on Monday. – Він був тут у понеділок.

A lecture on physics. – Лекція з фізики.

A lecture on Shakespeare. – Лекція про Шекспіра.

It depends on you. – Це залежить від тебе.

В англійській мові існують усталені прийменникові конструкції "слово + прийменник" та "прийменник + слово". Серед них:

- прикметник + прийменник: *excited about, worried about, angry about; good at, bad at, clever at; surprised at/by, shocked at/by; famous for, well known for; different from/to, interested in; afraid of, proud of, full of, tired of; similar to, married to;*
- іменник + прийменник: *example of; a reply to, an answer to; a difficulty in something, a difficulty with someone; attitude to;*
- дієслово + прийменник: *apply for; belong to; listen to; shout at; depend on; die of; speak to; talk to; smile/laugh at; wait for; write to;*
- прийменник + іменник: *for example; in my opinion; on TV (the radio).*

Дієслова з різними прийменниками можуть мати різні значення: *look for* – шукати, *look into* – заглядати, *look on* – спостерігати, *look after* – доглядати, *look over* – не помітити. Такі дієслова називаються фразовими.

Phrasal verbs

Фразові дієслова – це сталі дієслівно-прийменникові словосполучення. Такі словосполучення є ідіоматичними: їх значення не можна вивести зі значення дієслова та відповідної частки, наприклад: *pull* – тягнути, *up* – вгору, *pull up* – зупинитися.

Інокли фразові дієслова є еквівалентом українських дієслів з префіксами: *dry* – сохнути, *dry up* – висихати; *cut* – різати; *cut off* –

відрізати. Часто дієслово з прийменником має нове значення: *look – дивитися, look for – шукати; give – давати, give up – припиняти робити що-небудь*.

| Найбільш уживані фразові дієслова | |
|-----------------------------------|---|
| break down | розбити, погіршитися (про стан здоров'я) |
| clear up | прибирати |
| close down | закривати, припиняти діяльність |
| cross out | викреслювати, стирати, знищувати |
| fill in | заповнювати (анкету) |
| get on | робити успіхи, ладити |
| get up | вставати, будити |
| give up | залишити, відмовитися, кинути |
| look after | піклуватися, доглядати |
| look forward to | чекати |
| look for | шукати |
| look out | підшукувати, виходити (на якийсь бік) |
| look up | шукати (у довіднику) |
| put on | одягати |
| show off | виставляти на показ, хвалитися |
| speak up | говорити голосно і чітко |
| take off | знімати; втрачати вагу; зменшувати |
| throw away | втрачати шанс, можливість |
| turn off | вимикати (радіо, газ, світло); закривати (кран, воду) |
| turn on | вмикати (радіо, газ, світло); відкривати (кран, воду) |
| turn up | раптово з'являтися |
| wash up | мити посуд |

Unit 11 Conditionals

| Вид умови | Підрядне речення | Головне речення |
|--|---|---|
| Реальна умова: стосується майбутнього часу | present simple <i>If I organize a picnic, If it stops raining,</i> | future simple/continuous <i>I'll invite you. we'll organize a picnic.</i> |
| Малореальна умова: стосується теперішнього і майбутнього | past simple <i>If I organized a picnic, If it stopped raining now,</i> | would could + інф. без to might <i>I would invite you. we could organize a picnic.</i> |
| Нереальна умова: | past perfect | would could + перфект. інф. |

| | | |
|------------------------|--|---|
| стосується минулого | <i>If I had organized a picnic that day,</i> <i>If it had stopped raining that day,</i> | might <i>I would have invited you.</i> <i>we could have organized a picnic.</i> |
|------------------------|--|---|

Unit 12

Non-finite forms of the verb

Форми дієслова, які вживаються в ролі присудка речення, називаються *особовими* (finite forms of the verb). Існують також *неособові* форми дієслова (non-finite forms of the verb), що не вживаються в ролі присудка, але можуть входити до його складу. Це **інфінітив** (the infinitive), **герундій** (the gerund) і **дієприкметник** (the participle). Неособові форми не мають граматичних ознак особи, числа і способу, не виражають часу дії, а лише вказують на співвіднесеність у часі, тобто чи є виражена ними дія одночасною дією присудка чи передує їй.

The infinitive

Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?* або *що зробити?*: **to pickle** – *маринувати, солити*; **to treat** – *обробляти*.

| Infinitive forms | Active | Passive |
|------------------|------------------------|-----------------------------|
| Indefinite | <i>to treat</i> | <i>to be treated</i> |
| Continuous | <i>to be treating</i> | - |
| Perfect | <i>to have treated</i> | <i>to have been treated</i> |

Функції інфінітива в реченні

1. Підмет:

To grow vegetables here seems impossible.

2. Частина складного підмета (complex subject):

а) після дієслів say, believe, know, expect, think, state, announce: *Food preservation is known to be the process of treating and handling food.*

б) після дієслів seem, appear, happen, prove, chance: *He proved to be a good technologist.*

в) після прикметників (un)likely, certain, sure: *He is likely to know the main methods of food preservation.*

3. Частина іменного складеного присудка:

The aim of packaging is to protect the product from microbial contamination.

4. Частина дієслівного складеного присудка:

а) з модальними дієсловами: *You should preserve food properly.*

б) з дієсловами, що характеризують протікання дії begin, start, continue, cease, would, used to: *The ancient people used to sun-dry, freeze and cool food.*

5. Додаток:

а) після дієслів want, wish, decide, aim, fail, hurry, manage, offer, prepare, refuse, try, hate, love, like prefer, hope, promise, remember, forget і т. п.: *I can't afford to buy a new fridge.*

б) після прикметників та прислівників glad, pleased, happy, sorry, able, afraid, ready, fortunately і т. п.: *I'm pleased to help you.*

6. Частина складного додатка (complex object):

а) після дієслів want, wish, like, would like, need, prefer, consider, believe, know, think, expect, suppose і т. п. (з **to**): *I want you to present new methods of food preservation.*

б) після дієслів чуттєвого сприйняття hear, feel, see, watch, notice і т.д. (без **to**): *I saw you blanch peaches before canning.*

7. Означення

They had an attempt to freeze melons.

8. Обставина:

а) мети: *He went to Paris to master his cooking skills.*

б) ступеню та результату після слів enough, too: *The cucumbers were too big to use.*

в) наслідку: *We ordered 10 kilos of blueberries to make jam.*

The gerund

Герундій – неособова форма дієслова із закінченням **-ing**, що має властивості дієслова й іменника. Герундій називає процес дії: **canning** – консервування.

| Gerund forms | Active | Passive |
|---------------------|---------------|--------------------|
| Present | canning | being canned |
| Perfect | having canned | having been canned |

Функції герундія в реченні

1. Підмет:

Salting is a method of preserving fish and meat by the heavy concentration of salt.

2. Частина іменного складеного присудка:

His hobby is reading cookery journals.

3. Частина дієслівного складеного присудка:

Are you going to start adding preservatives?

4. Додаток:

My mother is good at pickling cucumbers.

5. Означення (після іменників з прийменником of):

There are many ways of decorating dishes.

6. Обставина часу, способу дії, умови:

He left home without eating anything.

The participle

Дієприкметник (the participle) – це неособова форма дієслова, що має властивості дієслова, прикметника та прислівника. В англійській мові є два дієприкметники – дієприкметник теперішнього

часу (present participle або participle I) і дієприкметник минулого часу (past participle або participle II).

Present participle

Present participle утворюється за допомогою закінчення **-ing**, яке додається до інфінітива дієслова без частки to.

| Forms | Active | Passive |
|------------|------------------------|-----------------------------|
| Indefinite | <i>preparing</i> | <i>being prepared</i> |
| Perfect | <i>having prepared</i> | <i>having been prepared</i> |

Функції present participle в реченні

1. Означення:

а) перед іменником: *The **canning** process dates back to the 18th century.*

б) після іменника: *Pasteur explained canning effectiveness **demonstrating** that the growth of microorganisms causes food spoilage.*

2. Обставина часу, причини, способу дії, супутніх обставин:

***Developing** a method of sealing food inside glass jars, Nicolas Appert published a treatise "The Book for all Households".*

3. Частина складного додатка (complex object):

а) після дієслів, які виражають сприймання за допомогою органів чуттів see, hear, watch, notice, observe, smell, feel: *She smelt meat **burning** and saw smoke **rising**.*

б) після дієслів catch, find, find, leave: *I found her **canning** pears.*

Past participle

Past participle має лише одну форму, він є пасивним дієприкметником.

Утворення:

- правильні дієслова: **інфінітив + -ed**: used, required.
- неправильні дієслова: **третя форма дієслова**: made, taken.

Функції past participle в реченні

1. Означення:

а) перед іменником: *Pasteur is a **well-known** scientist.*

б) після іменника: *The recipe **referred to** can be found in cookery books.*

2. Частина іменного складного присудка:

*This method of treating is widely **used**.*

3. Обставина часу, причини, мети, способу дії і порівняння:

***Having washed** apples, she started peeling them.*

4. Частина складного додатка (complex object):

а) частина складного додатка wish, want, prefer, would like і т.д.: *I want these fruits to be **processed**.*

б) після дієслів have, get, made для позначення дії, що виконується не особою, позначеною підметом, а іншою особою для неї (*They have all apples **canned**.*) або дії, якої зазнає особа, позначена підметом (*I must have my kitchen **cleaned**.*)

Glossary

Acidity regulator – an additive that controls the acidity levels in food by altering or stabilizing the acid level.

Aerobe – an organism that requires oxygen for respiration.

All-purpose flour – multi-use flour made from hard wheat or a mixture of hard and soft wheat; contains about 10.5 percent protein.

Anaerobe – an organism that does not require oxygen for respiration.

Antioxidant – any substance that retards deterioration by oxidation of foods.

Appetizer (starter) – a small portion of a tasty food or a drink to stimulate the appetite at the beginning of a meal.

Bacteriology – the branch of science concerned with the study of bacteria.

Bacterium (pl. bacteria) – a minute single-celled plant of extremely small size and variable shape that produces acids when placed in foods.

Baking – cooking food in an oven with dry heat applied evenly throughout the oven.

Barbecuing – cooking food in or above a fire.

Beef – meat of cow or oxen.

Beverage – any liquid for drinking, esp. one other than water.

Blanching – plunging food (meat, green vegetables, etc.) in boiling water or bringing to the boil in water in order to whiten, preserve the natural colour, reduce or remove a bitter or salty taste.

Boiling – cooking in a liquid that is bubbling rapidly and is greatly agitated.

Bottling – heat treating food in a glass container, usually under pressure.

Braising – cooking covered in a small amount of liquid, usually after browning.

Bread – a food baked from a leavened kneaded dough made with flour or meal, water, yeast, etc.

Bread flour – flour made from hard wheat.

Brine – a strong solution of salt and water used for salting and pickling food.

Bulb – an underground bud that sends down roots and consists of a very short stem covered with leafy scales or layers.

Cake flour – weak flour made from soft wheat, which has considerably less protein. The flour is useful in making soft tender products such as high-quality cakes and doughnuts.

Can – a container, usually of thin sheet metal, used for heat processing.

Canning – heat-treating food in containers to destroy all harmful organisms.

Carbohydrate – any of a large group of organic compounds, including sugars, such as sucrose and polysaccharides that contain carbon, hydrogen and oxygen.

Chemical processing (treatment) – using chemicals or additives in food manufacture.

Cholesterol – a sterol found in all animal tissues, blood, and animal fats.

Chop – to cut into pieces of no specified shape.

Cold pack technique – the method of canning when foods are cold packed into jars.

Colour – an additive used to improve the appearance of food or to replace colour lost during processing.

Condensed milk – sweetened evaporated milk.

Convenience food – food that needs little preparation, especially food that has been pre-prepared and preserved for long-term storage.

Cookie – a small, sweet, variously shaped, filled cake, usually flat and either crisp or chewy.

Cooking – the process of preparing food by applying heat, selecting, measuring and combining of ingredients in an ordered procedure for producing safe and edible food.

Core – the hard, central part of an apple, pear, etc., that contains the seeds.

Course – a part of a meal served at one time.

Cows' milk – milk obtained from dairy cows.

Crustaceans – shrimp, lobsters, crabs, and other shellfish with a horny covering.

Cuisine – style of cooking; manner of preparing food.

Cut – to divide into pieces or to shape using a knife.

Deep-frying – cooking submerged in hot fat.

Dessert – usually a sweet course, as of pie, cake or ice cream, served at the end of a meal.

Dice – to cut into small uniform cubes.

Dietitian – an expert in dietetics; a specialist in planning meals or diets.

Digestion – the act or process in living organisms of breaking down ingested food material into easily absorbed and assimilated substances by the action of enzymes and other agents.

Disease – any impairment of normal physiological function affecting all or part of an organism; illness or sickness in general.

Disinfecting – riding of microorganisms potentially harmful to man, esp by chemical means.

Dish – 1) a container used for holding or serving food, esp. an open shallow container of pottery, glass; 2) the food that is served or contained in a dish; 3) a particular article or preparation of food.

Disseminate – to scatter seeds.

Dough – a mixture of flour, liquid, leavening and other ingredients, worked into a soft thick mass for baking into bread, pastry, etc.

Doughnut – a small, usually ring-shaped cake of sweetened, leavened dough, fried in deep fat.

Dried milk – dehydrated milk.

Drupe – any fruit with a soft, fleshy part covered by a skinlike outer layer and surrounding an inner stone that contains the seed, as an apricot, cherry, plum, etc.

Drupelet – a small drupe: a single blackberry consists of many drupelets.

Dry heat cooking method – the cooking method when water is not used to cook the food that is left dry and heat is applied to it.

Drying – preserving food by removing the moisture from it.

Emulsifier – a food additive, such as lecithin, that prevents separation of sauces or other processed foods.

Evaporated milk – milk concentrated by evaporation.

Fat – any of a large group of nitrogenous organic compounds consisting of polymers of amino acids that are essential constituents of living cells.

First course – usually a soup course, served before the main course.

Fish – aquatic animals having jaws, gills, a backbone, a skull, fins and a skin covered with scales.

Flavour enhancer – a substance added to food to enhance its flavour.

Food additive – any substance added to food to improve its characteristics and prevent its deterioration.

Food handler – a person who has contacts with foodstuffs, tableware and kitchen utensils.

Food poisoning – an acute illness typically characterized by gastrointestinal inflammation, vomiting and diarrhoea, caused by food that is either naturally poisonous or contaminated by pathogenic bacteria.

Food preservation – the process of treating and handling food in such a way as to stop or greatly slow down spoilage while maintaining nutritional value, texture and flavour.

Food processing – the set of methods and techniques used to transform raw ingredients into food or to transform food into other forms for consumption by humans or animals.

Food safety – characteristic of food to be healthy.

Food spoilage – the act, process or state when food becomes unfit for consumption or use.

Food technologist – a specialist having knowledge of the physical, nutritional, biological and sensory properties of foods.

Foodborne illness – a disease that comes from the food you ate.

Freezer – an insulated cold-storage cabinet for long-term storage of perishable foodstuffs.

Freezing – preserving food by subjection it to extreme cold.

Fruit – the ripened edible ovary of a flowering plant containing one or more seeds.

Frying – cooking food in fat.

Fungus (*pl. fungi*) - an organism that lacks chlorophyll, leaves, true stems and roots, reproduced by spores; it lives as saprotrophs or parasites.

Game – meat of wild animals and fowl.

Gluten flour – specialty wheat flour made by adding vital wheat gluten to increase the protein level to about 41 percent.

Goat's milk – the milk of a goat.

Grilling (broiling) – cooking by direct heat, as under a grill, over a hot fire, or on an open grid over charcoal.

Health – the state of being bodily and mentally vigorous and free from disease.

Heat processing – treating food by cold or hot temperatures in order to keep the food safe and extend its shelf life.

Homogenized milk – milk with the fat particles broken up and dispersed uniformly so the cream will not rise.

Hot fat cooking method – cooking method, in which fat is the medium of conveying heat to food.

Hot pack technique – the method of canning when foods are cooked briefly and then placed in the canning jars while hot.

Hygiene – a scientific discipline describing handling, preparation and storage of food in order to prevent foodborne illness.

Intake – the process of taking food into the body through the mouth.

Irradiation – the method of preserving food by exposing it to ionizing radiation.

Joule – a unit of energy or work done.

Lay the table – to arrange a table for eating a meal.

Lean meat – the part of meat that contains little or no fat.

Loaf bread – a portion of bread baked in one piece, commonly of oblong shape and in a size convenient for table use.

Long-term method – the method that extends the life of a product for several years.

Low-fat milk – milk, from which some of the cream has been removed.

Main (second) course – the principal dish of a meal.

Meat – muscular flesh and associated fat of a mammal used as food.

Mechanical processing – treating food in order to preserve it using physical forces, a machine or machinery.

Microbiologist – a specialist dealing with microorganisms.

Microorganism – any organism, such as a bacterium or virus, of microscopic size.

Microwaving – cooking food in a microwave oven.

Milk – a white or yellowish emulsion drunk as a drink or used to make butter, cheese, casein products.

Mince – to chop very fine.

Mineral – a solid homogeneous inorganic substance having a definite chemical composition that your body needs to stay healthy.

Modified atmosphere storage – the way to preserve food by operating on the atmosphere around it.

Moist heat cooking method – the cooking method when liquid is used as a medium to cook food.

Mollusk – a shellfish with a protective shell.

Mould – single cell filaments that can branch together making a strongly knit structure like a mat, which can often be seen with the naked eye.

Mutton – meat of sheep.

Non-perishable food – the foodstuff which does not spoil microbiologically.

Nucleus – the central, usually spherical or oval mass of protoplasm, present in most plant and animal cells.

Nutrient – any substance that nourishes an organism.

Nutrition – the series of processes, by which an organism takes in and assimilates food for promoting growth and replacing worn or injured tissues.

Nutritionist – a person who specializes in nutrition and the nutritive value of various foods.

Obesity – a condition, in which excess body fat has accumulated to such an extent that health may be negatively affected.

Osmotic pressure – the pressure necessary to prevent osmosis into a given solution when the solution is separated from the pure solvent by a semipermeable membrane.

Pan broiling – cooking in a pan or skillet on the top of the stove without the use of fat.

Pan-frying – cooking in a moderate amount of fat in a pan over moderate heat.

Pasteurization – heat treating milk in order to destroy harmful organisms.

Pasteurized milk – milk that has been exposed briefly to high temperatures to destroy microorganisms and prevent fermentation.

Pastry – all fancy baked goods, including cakes, sweet rolls, etc.

Pastry flour – soft wheat, short- and medium-patent flour with a protein level of about 9.7 percent. It is used in pie doughs, quick breads, muffins, biscuits, pastries and some cookies.

Perishable food – the food that spoils very quickly.

Pickling – the way of preserving food in a liquid (brine, vinegar).

Poaching – cooking in a small amount of liquid that is hot but not actually bubbling.

Pork – meat of pig.

Poultry – domestic fowls collectively.

Preservative – a chemical added to foods to extend its shelf life.

Pressure canning – heat-treating foods under pressure in containers to remove harmful organisms, after which food is sealed.

Pressure cooker – a strong hermetically sealed pot, in which food may be cooked quickly under pressure at the temperature above the normal boiling point of water.

Primary food – the food that receives little or no processing.

Processing – treating or preparing food by a special method in order to preserve it.

Property – any trait or attribute proper to a thing or, formerly, to a person; characteristic quality; peculiarity.

Protein – a substance contained in foods such as meat, cheese and butter, which forms the energy store in the body.

Provide – to supply (someone) with something.

Raising agent – an additive that increases the volume and enhances the texture of food.

Raw milk – unpasteurized milk.

Recipe – a list of materials and directions for preparing a dish or drink.

Refreezing – freezing the products that once have been frozen.

Refrigerator – a chamber, in which food and drinks are kept cool.

Ripen – to become or make ripe; to mature.

Roasting – treating food by high heat, usually with added fat with very little moisture.

Roll – a thin cake covered with fruit, nuts, etc. and rolled.

Root – the part of a plant, usually below the ground, that lacks nodes, shoots and leaves, holds the plant in position, draws water and nourishment from the soil, and stores food.

Salad – a dish, usually cold, of raw or sometimes cooked vegetables or fruits in various combinations, served with a dressing; sometimes seafood, poultry, eggs are added.

Salting – extending food shelf life with the use of heavy concentration of salt.

Sanitizing – making sanitary or hygienic.

Sautéing – cooking quickly in a small amount of fat.

Scalded milk – milk heated almost to boiling.

Sealing – closing tightly so as to render airtight or watertight.

Secondary food – the primary food converted into the final product.

Seed – the part of a flowering plant that typically contains the embryo with its protective coat and stored food and that can develop into a new plant under the proper conditions.

Self-rising flour – flour (usually soft wheat), to which baking powder and salt have been added during production.

Serve – to give someone a portion or portions of food at the table.

Serving – a portion or helping of food or drink.

Shelf life – the length of time the food can be stored without deterioration.

Shellfish – any aquatic animal having a shell or shell-like carapace, often used as human food.

Short-term method – the method that extends the life of a product for some days.

Simmering – cooking in a liquid that is bubbling very gently.

Skimmed milk – milk, from which the cream has been skimmed.

Slice – to cut into uniform slices, usually across the grain.

Smoking – curing (meat, fish, etc.) by treating with smoke.

Soft drink – drink containing no alcohol.

Spirit – strong alcoholic liquor produced by distillation.

Spore – a body produced by bacteria when conditions are unfavourable.

Sprout – to begin to grow or germinate; to give off shoots or buds.

Stalk – the main stem or axis of a plant.

Steaming – cooking foods by exposing them directly to steam.

Stem – the main upward-growing axis of a plant having nodes and bearing leaves, usually extending in a direction opposite to that of the root and above the ground, and serving to support the plant and to transport and store food materials.

Stewing – cooking food using a lot of liquid by long slow simmering.

Stir-frying – frying food quickly over very high heat in an oiled pan.

Strong drink – drink containing much alcohol.

Substance – the physical matter, of which a thing consists; material.

Sun-drying – drying food in the sun.

Sweetener – a substitute for sugar that does not contain sugar.

Thickener – an additive that improves and thickens the texture of food by forming a gel.

Tin – a container made of metallic tin.

Tool – anything used as a means of performing an operation or achieving an end.

Vacuum-packing – the method of storing food in the vacuum environment, usually in an air-tight bag or bottle.

Veal – meat of calf.

Vegetable – any of various herbaceous plants having parts that are used as food.

Vitamin – any of a group of substances that are essential, in small quantities, for the normal functioning of metabolism in the body.

Water bath canning – immersing the jars and their holding rack in water that is heated to and maintained at boiling throughout the processing period.

Whole milk – milk, from which no constituent (such as fat) has been removed.

Whole wheat flour – flour milled from the entire kernel.

Wholesomeness – clean or healthy practices.

Yeast – any yeastlike fungus, esp. of the genus *Candida*, which can cause thrush in areas infected with it.

Listening scripts

Unit 1

Listening 1.1.

Ann Gados is a production manager for a Spanish drink market. She may well be the perfect model for students, not because of her position, but because of how she got it. Her present position is the result of hard work, creativity, intelligence and determination.

Gados didn't go to any business school because she got married when she was only 18. Her husband worked in the hotel business and earned enough money for the family. Gados helped her husband and didn't think about a career of her own. But in 1987, her husband became ill and Gados decided to go back to school for a degree. In 1991, she got a Master's degree in Food Technology. After this, she worked as an engineer for different food-manufacturing companies. Her first management position was an assistant to the production manager for a Spanish bread-making company.

In 1996, she received the post of the production manager. She has been working as a production manager for 5 years. She enjoys her job a lot. Gados says, "When we work hard toward our goal, we never lose. But young people should be persistent and flexible in their job hunting".

Listening 1.2.

My name's George. I'm 19 years old and come from Bologna in Italy. I'm a student at the university, where I study Food Technology. Most of my lectures are in the afternoons, so I usually get up late and study in the evenings. At weekends, I often go to the cinema with my friends in the winter or to the seaside in the summer. My family has a house on the Adriatic coast, and we all go there every summer for two months. I'm very interested in food safety issues, and would like to meet students from other countries who share my views.

My name's Lars. I'm 26 years old and I come from Malmo in Sweden. I'm a trainee manager in a company which sells foods. I spend one week of each month in a different department so that I learn various aspects of the work. I generally spend at least one day per week out of the office as my job involves sales and marketing. My job's very interesting but rather tiring. I get up early each morning and drive ten miles to my office but I still find the time to study English, because a teacher comes to the company twice a week. In my spare time, I like to go skiing and I enjoy all water sports.

My name's Akemi. I'm 25 years old and I come from Tokyo in Japan. At the moment, I'm living in Cambridge where I'm a student of English at a language school. My interests are theatre, cinema and classical music, especially opera. In Japan, I work in a large department store selling cosmetics. When I go home, I hope to get a job using my English, maybe in a travel agency. My ambition is to travel all over Europe and learn another European language.

Unit 2

Listening 2.1.

Interviewer: Could you introduce yourself and your job, please?

Melissa Goodman: My name is Melissa Goodman. I'm the technical manager of our King's Lynn manufacturing site, which produces Campbell's soup, Homepride sauces and Fray Bentos pies and puddings. I am responsible for ensuring we produce high-quality products for our consumers that comply with all current food safety and legal standards.

Interviewer: What do you actually do?

Melissa Goodman: I am responsible for all quality aspects of the production process. This includes ensuring the quality of raw ingredients that go into our products, monitoring and improvement of current processing techniques, testing and introducing new products in the plant and working with all departments to enhance knowledge and skills in quality and food safety. I'm also a member of the site management team and am responsible for a department of 10 people who have roles in quality analysis, product technology and technical support.

Interviewer: How did you get into it?

Melissa Goodman: I've always loved working with food and been interested in its production. Following my degree in biology, I worked briefly for the Environment Agency, and then moved to Campbell where I've progressed through a number of positions and now head of the technical department.

Interviewer: Can you give any career-building tips?

Melissa Goodman: Go for what you really want – and keep at it. I am so involved with food and every aspect of its production. I feel so proud when I see Campbell's products on supermarket shelves and know I've played such a key role in their manufacture. I also enjoy the drive to constantly improve the quality of everything we do. I like setting challenging targets and seeing things through to a positive end result.

Interviewer: What skills are the most essential for your job?

Melissa Goodman: Communication skills are critical and being a good listener is vital. You need to be open to new ideas and new ways of doing things and value everyone's contribution. Also in my job, ensuring we adhere to high standards of quality and safety is important, so attention to detail is another key skill.

Interviewer: What are your plans for the future?

Melissa Goodman: I've only recently taken on this role so I'm really looking forward to taking on my new responsibilities and identifying opportunities to drive further quality improvements.

Listening 2.2.

In the United Kingdom, food producers and food service organizations often organize training for their employees either on the job or through graduate training schemes. Companies employing graduates with degrees in related disciplines usually arrange training for new entrants. Most food technologists continue to update their skills throughout their career, usually by doing short courses in areas such as Food Hygiene or Meat Safety, or in a specific subject such as Advanced Baking. Other relevant courses may include subjects in Science and Technology or Sales and Marketing. Courses are often company-sponsored.

Relevant postgraduate taught courses approved by the Institute of Food Science and Technology can be studied part-time or full-time and last between one and three years. They are offered at a number of universities around the country. Typical subjects offered are Advanced Food Manufacture, Food Production Management, Nutrition and Food Management, Food Safety Management, Food Quality Management, Food Biotechnology, Food Science, Food Technology.

For those interested in food inspection (e.g. working in a local authority environmental health department), there are a number of courses that are accredited through the Chartered Institute of Environmental Health.

Unit 3

Listening 3.1.

Waiter: Good evening, sir, madam. A table for two, was it?

Man: Yes, that's right.

Waiter: Would you like a table in the garden, or inside?

Man: What do you think, it's not so warm this evening, is it?

Woman: Oh, let's sit outside. It's a lovely evening. The table in the corner will do.

Waiter: Fine. Now, would you like a drink while you're looking at the menu?

Woman: Yes, I'll have an orange juice, please.

Man: Nothing for me. No, can I have some mineral water?

Waiter: Certainly, sir. We have Malvern water, which is sparkling, or Highland water, which is still.

Man: Still, yes.

Waiter: OK, a Highland mineral water and an orange juice. Thank you, here's the menu.

Man: Thanks, ... that sparkling water always gives me terrible indigestion. So, what shall we have?

Woman: Mmm, do you want a starter?

Man: Well, what is there? Let's see. Oh, Fried mushrooms sound nice. No, they come with garlic sauce. Garlic sauce gives me ...

Woman: ... terrible indigestion. I know.

Man: The other things aren't very interesting, really, are they? Let's go on the

main course, shall we?

Woman: OK.

Waiter: There we are, your drinks. Are you ready to order now?

Man: Well, erm ... Yes, I think so. What would you recommend?

Waiter: Well, the Chicken Kyiv is today's speciality. That's breast of chicken, fried, stuffed with garlic and butter and served with French fries.

Man: No, I can't ... erm. No, I think I'll just have a salad.

Waiter: Would you like a small mixed salad, or would you rather have an unlimited salad from our salad bar? Then you can eat as much as you want.

Man: Oh, that sounds interesting. Yes, I'll have the unlimited salad. Maybe I'll have a dessert later.

Waiter: And for you, madam?

Woman: I'll have the Sole, please.

Waiter: Would you like rice or French fries?

Woman: Um, I'll have chips, please.

Waiter: Right, Sole and French fries. Would you like anything else to drink?

Woman: Shall we have some wine?

Man: Yes, red or white?

Woman: I'd like red, please.

Listening 3.2.

1. This is a favourite Ukrainian delicacy. We use it in many forms – uncooked and fried, smoked and salted, baked and boiled. Also, we fry it, cook crackling and even eat it with honey.

2. The cooking process for this dish 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. Onions, carrots, parsley are fried together for 15 minutes and tomatoes are added at the end. Other vegetables should be cooked separately. All ingredients should be put in bit by bit. Cooking time for this dish is approximately 2- 3 hours. Let the flavours mingle for 20 minutes before the dish is served.

3. Recipes for it have not changed for hundreds of years and have been passed down from one generation to another. This dish should be eaten hot only! It can be made from different types of flour and it is also possible to add cottage cheese, potato or apples to the pastry. They are boiled in either water, milk or broth. This dish is served either with fried onions and cracklings or sour cream.

4. It 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.

5. A food item made with a variety of fillings wrapped in cabbage. The filling usually includes meat, often beef or pork, seasoned with onion, tomato paste, salt, black pepper and spices. The filling is stuffed in cabbage leaves, which

are tucked around it like an egg roll. It is simmered, steamed in a covered pot until cooked, and is usually eaten hot.

Unit 4

Listening 4.1.

The simple and classic boiled egg is one of the finest and easiest edible delights known on the Earth with just 70 calories, and full of nature's most perfect form of protein. It used to be that people were scared of eating eggs because of the cholesterol in the egg yolks. Now research has found that eggs also raise the good cholesterol that bodies need.

For perfect cooking of boiled eggs, start with eggs that don't have any visible cracks. Do not add salt to water. The salt will raise the boiling point of the water making the egg whites rubbery.

To get perfectly peeled boiled eggs, use eggs that are at least 3 to 5 days. Eggs that are too fresh are difficult to peel. The fresher the eggs, the harder it will be to peel them.

Bring your eggs to room temperature before cooking. If the egg has been stored in the refrigerator it can be warmed gently under a flowing hot tap water. By bringing the eggs to room temperature, they're much less likely to crack in the hot water. Also, the temperature of the egg at the start of the cooking process will affect the cooking time.

Place the eggs in a pan with enough cold water to cover eggs completely. As soon as the water reaches a rapid boil, set a timer for 17 minutes for large eggs or 20 minutes for jumbo eggs. After 17 or 20 minutes (depending on the size of your eggs), remove from heat and drain off water from the eggs.

Listening 4.2.

Woman: How about chicken supreme, then? That looks quite nice.

Man: OK. What do we need then, apart from chicken?

Woman: Er ... an onion. Can you start a shopping list?

Man: An onion, some chicken. ..

Woman: Yes, two pieces of chicken, some lemon juice – oh, put a lemon on the list, can you? Some mushrooms... oh no, we've got some mushrooms. An egg yolk... no, we've got eggs already. ..

Man: What are we going to have with it? Potatoes?

Woman: No, let's have rice. But we haven't got any, so can you put a packet of rice on the list? And bread – a loaf of brown bread – put that on the list too. Oh, and we need some cream. Have we got any?

Man: Yes, I bought some yesterday. I'll get a bottle of wine too. White?

Woman: Yes, that's nice with chicken. What about dessert? I know, I'll do peaches in red wine. We've got some red wine. Can you get two peaches – nice, ripe peaches, and a packet of sugar. We haven't got very much.

Man: Sugar... OK. Is that everything?

Woman: Yes, I think so.

Unit 5

Listening 5.1.

To begin with, cocoa pods are cut from cocoa trees with large knives, taking care not to damage nearby flowers. The women of the family collect the pods in large baskets, which they carry on their heads. Next, the pods are split open with a knife and the beans are removed. Following this a pile of wet cocoa beans is put on banana leaves, which are spread out in a circle on the ground. More leaves are put on top to cover the pile. After five to six days, the wet mass of beans is dried in the sun. Lastly, the beans are put into sacks for transport all over the world.

Listening 5.2.

OK. This morning I'm going to show you how to make two cocktails: a Daiquiri and a Manhattan. Let's start with the Daiquiri. First, take the cocktail shaker and fill it with crushed ice. After that, add three measures of light rum, one measure of lemon juice, and a teaspoon of caster sugar. Then shake well and strain into a cocktail glass. Finally, garnish with a slice of lemon, and that's it.

Let's move on to our next cocktail, the Manhattan. Half fill a large glass with ice, then add one and a half measures of Canadian whisky and three quarters of a measure of sweet vermouth. Then add a dash of Angostura bitters. Stir it well and strain into a cocktail glass. Finally, add a slice of lemon and garnish with a cherry.

Unit 6

Listening 6.1.

Food allergies occur when your immune system makes a mistake. Normally, your immune system protects you from germs and disease. It does this by making antibodies that help you fight off bacteria, viruses and other tiny organisms that can make you sick. But if you have a food allergy, your immune system mistakenly treats something in a certain food as if it's really dangerous to you.

If a kid with peanut allergy would have eaten that peanut-topped brownie, here's what would happen. Antibodies to something in the food would cause mast cells (a type of immune system cell in the body) to release chemicals into the bloodstream. One of these chemicals is histamine.

These foods cause the most food allergies: peanuts and other nuts, seafood such as shrimp, milk, particularly cow's milk, eggs, soy, and wheat.

Listening 6.2

Good morning, ladies and gentlemen, thank you for your coming. My name is Sarah James, and I'm here to give a brief presentation on healthy and unhealthy aspects of some food. My talk is very short, so, please, keep your questions for the end. I've divided my presentation into four parts according to the foods I am talking about: chocolate, salt, fruit and vegetables, coffee and tea.

Firstly, I will talk about chocolate. I have good news today for you, all chocolate lovers. Recent studies say chocolate is good for you. But how much chocolate should you eat? Well, a maximum of three chocolate bars a month, so not much. Eating twenty chocolate cookies a day is definitely not a good idea. But remember: chocolate eaters live longer than non-chocolate eaters.

The second part of my presentation is about salt. The same as about chocolate is true for salt. The study from the USA says salt eaters live longer. Now there's a change! Do you have any salt in the house these days?

Now I move on to fruit and vegetables. The myth from the past says that bread and potatoes make you fat. A new study says, "Eat a lot of bread and potatoes. You'll lose kilos and get thinner". Ha! ha! They don't know how many potatoes I can eat. Do you remember when dentists said, "Finish meals with fruit"? Well, they now say there is a lot of acid in fruit. It's bad for your teeth so don't eat much fruit.

Finally, they used to say that you shouldn't have any coffee or tea, but now it's OK. Coffee is an antidepressant: it can make you happy. And... tea can help you think.

So I'd like to make the conclusion, it is important to eat the right food and the right amount of food. There's always food for thought! Happy eating!

Unit 7

Listening 7.1.

Grape is eaten and enjoyed all over the world. It is a very healthy fruit as it is fat-free, sodium-free and cholesterol-free. The European grape has been used as food since prehistoric times. Grape seeds have been found in remains of lake dwellings of the Bronze Age in Switzerland and Italy and in tombs of ancient Egypt. The European grape is now commercially cultivated in warmer regions all over the world, particularly, in western Europe, the Balkans, California, Australia, South Africa, and parts of South America.

Grape varieties are classified according to their ultimate use. Table grapes must be low in both acidity and sugar content and must conform to definite standards of size, colour and shape. Raisin grapes are preferably seedless, with high sugar content and low acidity. Grapes used to make table wine must have relatively high acidity and moderate sugar content; dessert wines and other sweet wines must have high sugar content and moderate acidity.

Grape should be eaten right away or stored unwashed in a clear plastic bag separate from other fruit and vegetables in the refrigerator. It can be stored for up to one week.

Listening 7.2.

Mango is considered to be the king of fruit. It originated in Southeast Asia where it has been grown for over 4,000 years. Over the years, mango groves have spread to many parts of the tropical and sub-tropical world. Mango trees require hot, dry periods to set and produce a good crop. Today, there are over 1,000 different varieties of mangoes throughout the world.

Mangoes really can make you feel better! Beyond being delicious and rich in vitamins, minerals and antioxidants, mangoes contain an enzyme with stomach soothing properties. These comforting enzymes act as a digestive aid and can be held partially responsible for that feeling of contentment we experience during and after our mango ritual.

We all know the importance of fibre in our diets. If you are eating your mango-a-day, irregularity is not a problem for you. Research has shown that dietary fibre has a protective effect against degenerative diseases, especially with regards to the heart; it may help prevent certain types of cancer, as well as lowering blood cholesterol levels. An average sized mango can contain up to 40% of your daily fibre requirement. For those of you who are physically active, whether working out or constantly on the go, mangoes are also a great way to replenish that lost potassium. Deliciously rich in antioxidants, potassium and fibre – mango is the perfect fruit! Truly “the king of fruit”.

Unit 8

Listening 8.1.

Cauliflower is an annual plant that reproduces by seed. Typically, only the head (the white curd) is eaten while the stalk and surrounding thick green leaves are discarded. Cauliflower is extremely nutritious, and may be eaten cooked, raw or pickled.

Cauliflower is low in fat, high in dietary fibre, folate, water and vitamin C, possessing a very high nutritional density. Cauliflower shares with broccoli and cabbage several phytochemicals, which are beneficial to human health, including an anti-cancer compound released when cauliflower is chopped or chewed. Cauliflower can be boiled, fried, steamed or eaten raw.

When cooking, the outer leaves and thick stalks are removed, leaving only the florets. The leaves are also edible, but are most often discarded. These should be broken into similar-sized pieces so they are cooked evenly. After eight minutes of steaming or five minutes of boiling, the florets should be soft, but not mushy.

Cauliflower is often served with a cheese sauce or with a meat gravy.

Listening 8.2.

To store carrots, dig them in late fall when the soil is dry and immediately prepare them for storage. Cut off the tops, then rinse in water and let dry. Pack them into polyethylene bags and store in a cold, damp place between 32 and 40°F. An extra refrigerator in the house is an excellent place for carrot storage. Beets, kohlrabi and winter radishes can be stored in the same way.

Onions must be mature and thoroughly dry to keep well in storage. Store them in a dry, well-ventilated place such as an attic or unheated room. Do not store onions in the cellar.

Potatoes to be stored require special handling at harvest. Dig potatoes carefully and remove them promptly from the garden to prevent sun and wind damage. Store only potatoes free of serious cuts and bruises. Late crop potatoes are better than early crop potatoes for a long-term storage. Late potatoes keep well

for several months in basement storage rooms and cellars. They keep best in moderately moist air. Store potatoes in the dark to prevent them from turning green.

Unit 9

Listening 9.1.

Yeast breads are a rich source of energy and can make important contributions to meet daily nutritional needs. The nutritional value of bread is influenced by the ingredients used to make it. Flour, the chief ingredient of bread, contributes significantly to its energy value. If you use enriched and whole-wheat flour in yeast breads, they will also provide thiamine or vitamin B-1, riboflavin or vitamin B-2, niacin, and iron. When milk is used instead of water, it also adds nutrients. Milk will make bread an even better food because it is a rich source of calcium, riboflavin and complete protein. Whole milk will also supply vitamin A. Some yeast doughs are further enriched by the inclusion of eggs.

Bread is a nutritious food with a low-key flavour that blends well with many foods. For this reason, bread continues to be the staff of life and should be included in meals in a variety of ways.

Listening 9.2.

One of the best parts of any wedding is definitely the cake. The wedding cake is an important part of the reception. It symbolizes so much more than just a tasty dessert. It is the traditional cake served to the guests at a wedding reception after a wedding. In modern Western culture, it is usually a large cake, multi-layered or tiered, and heavily decorated with icing, occasionally over a layer of marzipan or fondant, topped with a small statue representing the couple.

A portion may be stored and eaten by the couple at their first wedding anniversary, or at the christening of their first child. Sometimes this portion is the top tier, and sometimes a portion of the piece from which the bride and groom fed each other, depending on the local customs. The portion of the cake may be frozen for this purpose; the top tier of the cake may sometimes consist of a fruitcake, which could be stored for a great length of time.

Unit 10

Listening 10.1.

Supermarkets now stock many different varieties of milk. The most common in the UK is still cow's milk, but others include sheep and goat's milk, as well as a number of plant-based substitutes – including soya, rice, oat and almond milk – for people with lactose intolerance.

Milk in the UK (generally cow's milk) is distinguished by its fat content.

- Whole or full-fat milk contains about 3.5 per cent fat.
- Semi-skimmed contains about 1.7 per cent fat.
- Skimmed milk contains 0.1 to 0.3 per cent fat.

Even whole milk is relatively low in fat and certainly semi-skimmed milk can be labelled as a low-fat food. Contrary to popular belief, lowering the fat content in milk does not affect the calcium content, so an adequate calcium intake

can still be obtained from lower-fat dairy products. However, low fat milk contains less energy and lower amounts of fat soluble vitamins and isn't suitable for children under two years.

Some supermarkets have now started selling milk with a one per cent fat content, which has almost half the fat of semi-skimmed milk but retains a more creamy flavour. This is a good option for those people who want to lower the amount of fat they're consuming but don't like the taste of skimmed milk.

Listening 10.2.

Milk and dairy products are an important source of calcium. Calcium is a mineral that helps build strong bones and teeth, regulates muscle contraction (including the heartbeat) and makes sure the blood is clotting normally.

Calcium is an essential nutrient for all children to help grow strong bones. But many children and teenagers don't receive their recommended daily intake. Encouraging children and adolescents to drink more milk, rather than other drinks, can provide not only calcium, but also important proteins, carbohydrates and micronutrients.

Unit 11

Listening 11.1.

In recent years, concerns have been raised over the use of meat as a regular part of the human diet. In a large-scale study, the consumption of red meat was found to raise the risk of cancer by 20 to 60 percent. In particular, red meat and processed meat are associated with higher risk of cancers of the lung and liver. Animal fat tends to have a higher percentage of saturated fat, consumption of which has been correlated with various health problems. The saturated fat found in meat has been associated with significantly raised risks of colon cancer and breast cancer.

Meat is believed to increase risk of heart disease and diabetes, with the risks of heart disease being three times greater for 45-64 year old men who eat meat daily, versus those who are vegetarians, according to the survey. A large-scale study has also found that eating two or more servings of meat a day increases the risk of suffering from excessive fat around the waist, high blood sugar, high cholesterol, and high blood pressure.

Meat, like any food, can also transmit certain diseases, but complete cooking and avoiding recontamination reduce this risk.

Listening 11.2.

The traditional form of sushi is fermented fish and rice, preserved with salt in the process that has been traced to Southeast Asia, where it remains popular today. The term *sushi* comes from an ancient grammatical form; literally, "sushi" means "it's sour".

The common ingredient across all the different kinds of sushi is *sushi rice*. The variety in sushi arises from the different fillings and toppings, condiments, and the way these ingredients are put together. The same ingredients

may be assembled in a traditional or a contemporary way, creating a very different final result.

When cooking sushi in a traditional way, vinegar was added to the mixture for better taste and preservation. The vinegar accentuated the rice's sourness, and was known to increase its life span, allowing the fermentation process to be shortened and eventually abandoned. The science behind the fermentation of fish packed in rice is that the vinegar produced from fermenting rice breaks the fish down into amino acids. The oldest form of sushi in Japan, *Narezushi* still very closely resembles this process.

The contemporary version of sushi was invented by Hanaya Yohei. The sushi invented by Hanaya was an early form of fast food that was not fermented and could be eaten with one's hands roadside or in a theatre. For cooking such sushi, they use freshly caught fish.

Unit 12

Listening 12.1.

Research into the use of ionizing radiations started after World War II when it was thought that it might lead to ideal preservation techniques. Unfortunately, it was not true and only a few products now receive radiation treatment to extend their shelf life. One of the main drawbacks is that many products develop off-flavours, which is generally unacceptable.

At present the major applications involve the low-level treatment of some stored vegetable crops (such as potatoes and onions) to prevent sprouting as well as to destroy storage pests. Irradiation also has application in the sterilization of spices, for which there is no alternative chemical method available. The technology may be compared to pasteurization; it is sometimes called "cold pasteurization", as the product is not heated.

Although difficult, it is essential to study the safety problems both from the aspects of the processing operation itself and also from the viewpoint of the risk of radioactivity presented by the use of irradiation techniques.

Listening 12.2.

Sugar is used to preserve fruits, either in syrup with fruits such as apples, pears, peaches, apricots, plums or in crystallized form where the preserved material is cooked in sugar to the point of crystallisation and the final product is then stored dry. This method is used for the skins of citrus fruit, angelica and ginger.

A modification of this process produces glacé fruit such as glacé cherries where the fruit is preserved in sugar but is then extracted from the syrup and sold, the preservation being maintained by the sugar content of the fruit and the superficial coating of syrup.

The use of sugar is often combined with alcohol for preservation of luxury products such as fruit in brandy or other spirits. These should not be confused with fruit flavoured spirits such as cherry brandy.

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Unit 2. Food technology



Unit 3. Food and meals in Ukraine



Unit 4. Methods of cooking



Unit 5. Food processing



Unit 6. Food and health



Unit 7. Fruit



Unit 8. Vegetables



Unit 9. Bakery goods



Unit 10. Milk and dairy products



Unit 11. Meat, poultry and fish



Unit 12. Methods of food preservation

