



**МІНІСТЕРСТВО ОСВІТИ І НАУКИ,
МОЛОДІ ТА СПОРТУ УКРАЇНИ**

**ХАРКІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ХАРЧУВАННЯ ТА ТОРГІВЛІ**

**ENGLISH FOR STUDENTS OF PROCESS ENGINEERING
AND MERCHANDISE EXPERTISING**

Методичні вказівки та контрольні завдання для самостійної роботи
для студентів заочного відділення навчально-наукового інституту харчових
технологій та бізнесу та товарознавчого факультету

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Передмова

Основною метою навчання студентів англійської мови в немовному вузі є досягнення ними практичного оволодіння цією мовою, що передбачає при заочному навчанні формування вміння самостійно читати літературу за фахом з метою здобуття інформації з іншомовних джерел.

Переклад (усний та письмовий) упродовж всього курсу навчання застосовується:

- а) як засіб навчання;
- б) з метою контролю розуміння прочитаного;
- в) як можливий засіб передачі одержаної при читанні інформації.

Пристаючи до вивчення англійської мови на заочному відділенні, слід мати на увазі, що вивчення її буде успішним лише в тому разі, якщо студенти будуть працювати систематично, регулярно з перших днів навчання у вузі. Діючим засобом для збагачення словникового запасу та засвоєння граматичного матеріалу є читання та переклад навчальних текстів; виконання письмових та усних вправ, додаткове читання газетних статей загальнонаукової тематики, адаптованих науково-популярних текстів, а також аутентичних текстів з фаху; виконання письмових контрольних робіт.

Вирішальним фактором для розвитку навичок читання англійською мовою аутентичної літератури з фаху є накопичення достатнього лексичного запасу та оволодіння граматичними формами та зворотами, необхідними для перекладу та розуміння тексту. Фонетичний, граматичний та лексичний матеріал відпрацьовується у вправах. Вправи даються у визначеній послідовності, яка забезпечує поступовий перехід від формування первинних навичок при застосуванні граматичних зразків та лексики до створення мовних навичок та вмінь.

Щоб практично оволодіти англійською мовою, необхідно засвоїти її граматичний мінімум, обсяг якого чітко визначений за семестрами. При вивченні кожного граматичного правила слід розуміти, коли, в яких випадках і чому вживається дана граматична форма чи зворот.

Щоб вірно виконати контрольні завдання, необхідно засвоїти наступні розділи з курсу англійської граматики:

1. Іменник.

Множина іменника. Артиклі та прийменники як показники іменника. Присвійний відмінок іменника. Іменник в функції означення та його переклад українською мовою.

2. Прикметник.

Ступені порівняння прикметників.
Конструкції типу: 'the more ... the less'.

3. Числівник.

4. Займенник.

Особові, присвійні, питальні, вказівні, неозначені та заперечні займенники.

5. Дієслово.

Форма теперішнього (Present), минулого (Past), майбутнього (Future) часу групи Indefinite активного стану.

Відмінювання дієслів 'to be', 'to have' в Present, Past, Future Indefinite. Наказовий спосіб та його заперечна форма.

6. Просте поширене речення.

Прямий порядок слів розповідного та спонукального речення у стверджувальній та заперечній формах. Зворотний порядок слів питального речення. Зворот 'There is / There are'.

7. Основні випадки словотворення.

8. Видо-часові форми дієслова:

а) активний стан (Active Voice) часової форми групи Indefinite (Present, Past, Future);

активний стан часової форми групи Continuous (Present, Past, Future);

активний стан часової форми групи Perfect (Present, Past, Future);

б) пасивний стан (Passive Voice) часової форми групи Indefinite (Present, Past, Future);

в) особливості перекладу англійських пасивних конструкцій.

9. Модальні дієслова:

(Modal Verbs) must, can, may та їх еквіваленти.

10. Неособові форми дієслова:

Дієприкметник. Participle I (Present Participle) та Participle II (Past Participle).

Функції дієприкметника у реченні.

11. Герундій.

12. Інфінітив. Об'єктні та суб'єктні інфінітивні звороти.

13. Означальні та додаткові підрядні речення:

обставинні підрядні речення часу та умови.

14. Умовні речення.

15. Інтернаціональні слова.

Результати самостійної роботи студента-заочника упродовж семестру повинні знайти своє відбиття в його словнику та робочих зошитах, які подаються на практичних заняттях та заліках.

NOUNS

Іменник. Однина і множина іменників. Присвійний відмінок іменників.

Exercise 1. Complete the sentences using the plurals of the nouns in brackets.

1. Every (*person*) knows that (*money*) is frequently used as (*a unit of account*).
2. They've got five (*child*), three (*girl*) and two (*boy*).
3. London has many different (*restaurant*), (*theatre*), (*cinema*) and (*disco*).
4. I have to make some (*purchase*).
5. On their tour of Europe, they visited seven (*country*) in six (*day*).
6. We've got some (*egg*) and (*tomato*), but we haven't got any (*potato*).
7. His (*brother-in-law*) created the set of (*incentive*) that could affect many (*market*), and so as he wanted to protect this (*phenomenon*) he applied for the (*patent*).
8. Autumn is coming. The (*leaf*) are starting to fall from the (*tree*).
9. Send the (*fax*) to him.
10. We've got enough (*plate*), but we need some more (*knife*) and (*fork*).
11. (*Cat*) hunt (*mouse*).
12. When he fell over, he broke two of his (*tooth*).
13. The firm did not pay (*duty*) in time.
14. It is the total production of (*good*) and (*service*) in the (*economy*).
15. Approximately 69 per cent of national (*debt*) is external.

Exercise 2. Choose the correct form.

1. Economics *is/are* an interesting subject.
2. My trousers *have/has* got a hole in it/them.
3. My family *lives/live* in the North of England.
4. The news *was/were* quite surprising.
5. *Is this/Are these* your scissors? Yes, they are/it is.
6. My hair *is/are* quite greasy. *It needs/they need* washing.
7. Two years *isn't/ aren't* a very long time for studying microeconomics, *is it/are they?*

8. A number of my friends *is /are* planning a summer job together. *It hopes/ They hope* to go to Greece and Turkey.
9. Ten thousand pounds *is/are* a lot of money.
10. Money *isn't/ aren't* the most important thing in life.
11. There *was/were* a lot of people at the party.
12. The people of Ukraine *wants/ want* to live at peace with other peoples.

Exercise 3. Complete the sentences. Use the words in brackets with the possessive 's or ...of..., as it is done in the examples.

Examples: 1. Have you seen (*the new film/Steven Spielberg*)? – Have you seen *Steven Spielberg's new film*?

2. Have you repaired (*the wheel/ the bicycle*)? – Have you repaired *the wheel of the bicycle*?

1. Sarah found (*Mr. Mark/credit cards*) in the street.
2. The Eiffel Tower is (*Paris/ most famous landmark*).
3. The (*secretary/ office*) has just been painted.
4. I read about (*the world/ best foreign-exchange market*) in this morning newspaper.
5. We had to leave the cinema early so we didn't see (*the end/the film*).
6. Can you borrow your (*parents/ car*) at the weekend?
7. I need to get some medicine. Could you look through (*today/ letters*)?
8. We met Sue and Frank at (*the party/Sarah*).
9. (*Corporation/ headquarter*) is on (*the top floor/the house*).
10. The bus crashed into (*my car/ the back*).
11. The journalist from (*the women/ the magazine*) wanted to interview (*the chief accountant/ the Black Cat Club*).
12. How do (*exchange rates/ fluctuations*) influence (*the nation/ exports and imports*)?
13. Adam Smith describes (*the principal elements/ the economic system*) in his book.
14. Many (*businesses/Ukraine*) work very hard to meet (*consumers / needs*).

PRONOUNS

Займенник. Особові та присвійні займенники.

Неозначені та заперечні займенники.

Exercise 1. *Fill in the blanks with the appropriate pronouns from the box.*

I	you	he	she	it	we	they
me	you	him	her	it	us	them
my	your	his	her	its	our	their
mine	yours	his	hers	-	ours	theirs
myself	yourself	himself	herself	itself	ourselves	themselves

1. Historically, humans have always tried to organize ____.
2. ____ phoned Sarah last night and gave ____ the message.
3. “I made all necessary calculations ____!” – “Who wants to sum ____ up?” – “____!”
4. ____’s strange that the head of the purchasing department came to the exhibition ____.
5. I am a manager, you are a director. ____ office is large, and ____ is larger.
6. They said that we know ____ telephone number, but they don’t know ____.
7. How far is ____ from Madrid to Paris?
8. We saw it ____.
9. Delegation is the process managers use to transfer authority and responsibility to positions below ____ in the hierarchy.
10. Different age categories of employees have certain characteristics, for example ____ behavior and ____ expectations of the organization.
11. In the hotel ____ should be a restaurant or at least a bar.

12. Where are ___ keys? I put ___ on the table a moment ago, but now ___ have disappeared.
13. Mrs. Woods ___ offered me the job.
14. Thank ___ for attention. ___ sincerely, Den.
15. I was really annoyed with ___ for leaving all ___ revision to the last moment, so ___ decided to stay up and work.

Exercise 2. Complete the sentences using simple or compound pronouns.

Examples: 1. I've got something to ask you.

2. Everything is so expensive these days.

3. They haven't got any mistakes in this sentence.

1. He took ___ money and started his own business in industry in which he had ___ experience.
2. "Where are you going?" – "___".
3. If ___ phones for me while I'm out, tell them I'll phone them back later on.
4. There's ___ waiting outside to see you. She didn't tell me her name.
5. Lynne is the only one in the office at the moment. ___ else has gone home.
6. ___ is commonly considered organized when it looks like ___ has a correct order of placement.
7. Management without leadership avoids ___ step backwards, but doesn't move forward.
8. However, he has ___ specific characteristics which determine a specific approach to business and marketing activities.
9. Writing ideas in a book, not to talk to___, but to specifically catalog is also an attempt to organize information.

10. ___ else you'll find so clear difference between nominal income and real income.
11. Control consists of seeing that ___ is being carried out in accordance with the plan which has been adopted.
12. ___ organizations have taken this approach in hopes of increasing creativity and reducing costs.
13. The developers of modern computer systems for the hotels can sell your product for ___ hotel.
14. You never do ___ homework.
15. In ___'s book the markets in which sellers had more freedom were described.
16. ___ would make her borrow money if she expected prices to rise.

ADJECTIVES

Прикметники. Ступені порівняння прикметників.

Exercise 1. *Make up adjectives from the following verbs and nouns, adjoining suffixes and prefixes.*

Translate into Ukrainian (consult with a dictionary). Complete the sentences, using 10 adjectives.

Suffixes

-less	-ive	-able	-ible	-ous	-y	-ly	-ish	-en	-ant	-ful	-(t)ic
									-ent		

Prefixes

il-	im-	in-	ir-	un-	over-	inter-	dis-
-----	-----	-----	-----	-----	-------	--------	------

Act, suit, count, work, resist, differ, use, child, create, fame, hope, construct, comfort, horror, luck, interact, love, gold, legalize, possibility, correction, regulation, crowd, enthusiasm, friend, ability, relevance, response, availability, rock, wealth, worth, execute, youth, profit, value, create, attract, care, competition, harm, reason, innovation, measure, object, realism.

Exercise 2. *Join each adjective or adverb (some of them can be taken twice!) in B with the sentence from A, using the correct degree of the comparison. Add than, the or as where necessary. Translate your sentences.*

- | A | B |
|---|-----------------|
| 1. My secretary is ___ yours. | a) competitive; |
| 2. Athens is ___ from London ___
Rome is. | b) happy; |
| 3. This was ___ watch ___ they had
in the shop. | c) complicated; |
| 4. ___ lending agency is the World
Bank. | d) much; |
| 5. Most ___ countries are
characterized by both low GNP
per capita and slow income
growth. | e) cheap; |
| 6. I bought ___ washing machine
___ I could find. | f) prominent; |
| 7. I think that the day when we
faced a problem was one of ___
days of my life. | g) good; |
| 8. The staff will be much ___ in their
new office. | h) bad; |
| 9. ___ the task is ___ it is to find a
solution. | i) hard; |
| 10. Sometimes I feel that my English | j) cold; |

is getting ____, not ____.

11. ____ the weather, ____ my heating bills are. k) reliable;
12. If he has ____ money, he will produce this commodity within a domestic economy and pay ____ attention to the foreign investors. l) far; m) high; n) little.

VERBS

Дієслово. Інфінітив. Часи активного стану.

Exercise 1. *What present tense is used here – simple, perfect or continuous? Explain your choice. Translate the sentences.*

1. Alex has got an exam soon, so he (*work*) very hard at the moment.
2. Vegetarians (*not, eat*) meat or fish.
3. He (*work*) in London for six months.
4. ____ you ever (*eat*) Chinese food?
5. I (*have*) this job for three years.
6. Joan Robinson (*be*) a sales agent. She (*work*) overtime now to save up for a car. She even (*start*) taking driving lessons recently.
7. I'm afraid he (*not, understand*) your question.
8. Credit (*allow*) you to purchase the things you (*want*) now.
9. Everyone who (*look for*) a work now can find a job.
10. "How long ____ you (*be*) ill?" – "Since yesterday".
11. These firms now (*buy*) raw materials and (*drive down*) the prices.
12. Our partner (*live*) in Sacramento. He (*be*) there for the last three weeks.

13. I (*see*¹) the supplier this afternoon.

14. She always² (*come*) to work late.

15. ___ you (*want*) to create a network of agents in our company to promote our products?

16. Hush! I (*listen*) to the radio.

17. My boss (*read*) letters in the morning. He just (*come*).

Exercise 2. 1. Match each idea in 1 with an idea from 2, using all possible forms of the Past Tense. 2. Could you make each sentence negative? 3. Translate.

❖ 1

❖ 2

- | | |
|---|---|
| 1. I (<i>change</i>) my job last year, but | a) I (<i>arrive</i>) in London it (<i>clear up</i>); |
| 2. When I (<i>leave</i>) Kiev it (<i>rain</i>), but when | b) he (<i>do</i>) it on the right before; |
| 3. The delay in delivery (<i>cause</i>) great inconvenience as | c) some people (<i>consume</i>) a valuable good or service without having to pay; |
| 4. After she (<i>finish</i>) typing the letter | d) they (<i>sell</i>) the table he (<i>want</i>); |
| 5. Charles (<i>list</i>) his name at the employment agency | e) he finally (<i>retire</i>) in 1965; |
| 6. Mario (<i>feel</i>) very nervous when he first (<i>drive</i>) to Britain because | f) we (<i>have</i>) dinner; |
| 7. The board of directors (<i>inform</i>) the stockholders of the risk of | g) she (<i>send</i>) it by fax; |

¹ - here: visit

² - in the meaning "too often"

investing in South Africa and

- | | |
|--|---|
| 8. We (<i>leave</i>) a restaurant when | h) the boss (<i>offer</i>) me more money, so I (<i>decide</i>) to stay; |
| 9. Mr. Woods (<i>work</i>) for 50 years when | i) he (<i>look</i>) for a new appointment; |
| 10. When he (<i>come</i>) to the furniture shop | j) the chief (<i>come</i>) back; |
| 11. They (<i>repair</i>) the road all this week, but | k) they (<i>accept</i>) another proposal; |
| 12. They (<i>discuss</i>) market prices for half an hour before | l) they (<i>deal</i>) with the foreign firm; |
| 13. The company (<i>buy</i>) currency from the foreign exchange department, when | m) we (<i>find</i>) that it (<i>be</i>) faulty; |
| 14. They (<i>break</i>) the terms of the contract, and when we (<i>install</i>) the equipment, | n) they (<i>finish</i>) it; |
| 15. The problem of free riding ³ (<i>occur</i>) when | o) our company (<i>suffer</i>) unnecessary losses. |

Exercise 3. *Make the review of the future. Choose the correct form.*

Part 1. Den is 18 years old now. What will he be like in 10 years from now? How will his life be different then? Complete what Den says using *will/ won't*.

Example: I hope I / have a job in 10 years' time. – I hope I'll have a job in 10 years' time.

1. Perhaps I / have a good job.

³ - безоплатне користування

2. I probably / not / be very rich.
3. I / not / look the same as I do now.
4. I guess I / be busy all day long.
5. I probably / not / go abroad.
6. I think I / be married.
7. I / probably / have children.

P.S.: Are these things true for you? What will you be like?

Part 2. Lynne Carter is a sales agent. She is going from London to Manchester on business tomorrow. Look at Lynne's plans. What will Lynne be doing at these times tomorrow?

Example: 8.30: At 8.30 tomorrow she'll be flying to Manchester

- | | |
|----------|----------|
| 1. 11.00 | 5. 17.20 |
| 2. 13.30 | 6. 18.00 |
| 3. 15.30 | 7. 18.40 |
| 4. 16.30 | 8. 19.55 |

8.00 – 8.55 Fly to Manchester
10.00 – 12.00 Visit the ABC travel company
13.00 – 14.30 Have lunch with Mary and Ron
15.00 – 16.00 Try to sell the bonds
16.15 – 16.45 Visit an exhibition
17.00 – 17.30 Look through the advertising material
17.45 – 18.15 Buy a new toaster at the store
18.30 – 19.00 Take a taxi to the airport
19.10 – 20.00 Fly back to London.

Part 3. What will life be like in the year 2100? Complete the sentences using the future perfect tense (will have + V₃ (past participle form)).

Example: By 2100, the world's population *will have increased* (*increase*) to around 30,000 million.

1. Life ___ (*become*) more automated by then.
2. Computers ___ (*take over*) many of the jobs that people do today.
3. The earth's supplies of oil, coal and gas ___ (*run out*).
4. ___ scientists (*find*) other sources of energy?

5. How ___ education (*change*)?
6. ___ we (*find*) a way to feed all the people in the world?

MODAL VERBS AND THEIR EQUIVALENTS

Модальні дієслова та їх еквіваленти.

Exercise 1. *Fill in the missing modal verbs (**can (could), may, must**). Translate the sentences below.*

1. When ... you come to see us? – I ... come only tomorrow.
2. Denis ... return the book to the library. We all want to read it.
3. The lack of jobs ... also correspond to a problem with skills and training.
4. In general the contract ... be made in any form.
5. People employed in promotion ... inform prospective customers that the company has the right product or service available in the right place and at the right price.
6. ... you pronounce the sounds [ð], [θ] and [ŋ]? I don't know how to pronounce them.
7. Mary asks Helen if she ... use her dictionary.
8. I ... run now. I lunch at my sister's and she hates it so much when I'm late.
9. Do you want to become an effective businessman? You ... master the principle of listening – and you will be one step ahead of the competition.
10. As it is your first day, I'll just tell you what to do. You ... know about the rules that have to be followed.
11. You ... to know the names of the people in charge of different departments.
12. I ... be ready by nine o'clock as my friends are to call for me at 9 sharp.
13. If you ... be a little more enthusiastic about your new job, there would be great opportunities for you.
14. The product ... be something that consumers want or there is no need to be satisfied.

15. Until the 19th century, people ... travel freely between most countries without a passport. But now you ... have a visa to travel.
16. With the customer as the focus of its activities, it ... be concluded that marketing management is one of the major components of business management.
17. If some buyers and sellers use different money systems – some use dollars and others use yen – they ... agree on the rate at which the money will be exchanged. The trade won't exist without it.
18. An important difference between the two definitions ... be less obvious.

Exercise 2. *Translate into English using modal verbs.*

1. Дозвольте мені подивитися ваше водійське посвідчення?
2. Скоріше за все, він економіст.
3. Вам не треба поспішати з науковою доповіддю.
4. Я не можу обговорити з тобою, що таке ембарго.
5. Асистент мусить порадитися з професором.
6. Менеджер повинен визначати політику закладу та шляхи її здійснення.
7. Ти міг би приділяти більше уваги своїм заняттям.
8. Ці журнали потрібно повернути через годину.
9. Ви робите багато шуму. Ви можете бути трішечки тихішими?
10. Я не можу зустріти тебе цього вечора. Мій товариш збирається відвідати мене.

Exercise 3. *Study the equivalents of the modal verbs:*

can = to be able to

may = to be allowed to

must = to have to

Change the verbs in *italic* in the sentences below into their equivalents. Put these predicates into past and future indefinite tenses.

Example: He *can* do this work. – He *is able* to do this work.

He *was able* to do this work.

He *will be able* to do this work.

1. We *must* deliver the equipment to other port.
2. *Can* you identify any other goods and services that *may* be successfully franchised in your area?
3. He *cannot* cancel the order because it has been already sent.
4. What important scientific discoveries do you think we *may* face in the future?
5. We *can* speak of traditional economy, centrally planned economy, market economy and mixed economies.
6. A good employer *must* give each team member additional responsibilities so that they *can* learn and grow as professionals.
7. Computerized information systems *may* destroy personal privacy.
8. Using the World Wide Web, firms *can* quickly dispatch information from one country to another, without much restriction.
9. A marketing firm *must* ascertain the nature of the customers buying behaviour.
10. A given firm *may* hold numerous products in the marketplace, spanning numerous and sometimes wholly unrelated industries.
11. A plan *can* play a vital role in helping to avoid mistakes or recognize hidden opportunities.

GERUND

Герундій.

Exercise 1. Use the appropriate gerunds instead of the infinitives in brackets.

Translate the sentences.

1. An extrovert is afraid of (*to be alone*).
2. He is busy (*to look*) through documents.
3. The tourists couldn't help (*to smile*).
4. We are sorry for (*to be late*).
5. I'm a vegetarian. I stopped (*to eat*) meat 5 years ago.

6. I enjoy (*to get up*) early in the summer.
7. Have you finished (*to calculate*) the balance sheet?
8. They suggested (*to meet*) at two o'clock.
9. Would you mind (*not to make*) so much noise? I'm trying to study.
10. I normally try to avoid (*to borrow*) money.
11. I remember (*to go*) to EURO 2012.
12. She regrets (*to say*) that he failed to comprehend the seriousness of the problem.
13. It's very difficult to live in England without (*to know*) English.
14. (*To do*) some work on a holiday is hard.

Exercise 2. Complete the following sentences using a gerund.

1. Go on
2. He stopped
3. He couldn't help
4. We all enjoyed
5. Have you finished ... ?
6. I don't mind
7. Her cousin is fond of
8. The child is rather good at
9. She goes in for
10. The project is worth
11. This student doesn't read a sentence without
12. You won't go there without

Exercise 3. We often use one verb after another verb:

Examples: I hope to run in the marathon next month.

I enjoy running.

After some verbs we use gerunds (running), after other – infinitives (to run).

Verbs followed by an infinitive				Verbs followed by the Gerund			
afford	decide	arrange	demand	admit	anticipate	avoid	involve

choose	expect	claim	fail	deny	delay	enjoy	justify
hope	manage	offer	plan	mind	suggest	go on	miss
promise	refuse	undertake		risk	recommend	save	

Some verbs can take both the Gerund and the infinitive but with a change of meaning.

Complete the following sentences without changing their meaning:

Examples: a) I avoid (*to make*) a decision without knowing the facts. – I avoid making a decision without knowing the facts. b) She didn't hope (*to speak*) to Mr. Brown. – She didn't hope to speak to Mr. Brown.

1. Her job involved (*to meet*) new people.
2. The clerk can't afford (*to travel*) first class.
3. I suggest (*to write*) to our consumers.
4. Barbara recommends (*to go*) to a Japanese restaurant.
5. The marketing concept seemed so logical that many firms promised (*to adopt*) it.
6. He managed (*to gain*) a diplomatic success.
7. They would promise (*to repay*) the debt promptly.
8. We anticipate (*to spend*) two weeks here.
9. They arranged (*to leave*) early.
10. When life is so kind, men cannot choose but (*to be*) happy.
11. We delayed (*to send*) the telegram.
12. If the firm doesn't think about its markets, every organization will refuse (*to deal*) with it.
13. Happy customers offered (*to help*) me.
14. She undertook (*to complete*) the project in six months.
15. We shall not fail (*to send*) our reply.
16. Tomorrow, the marathoner will go on (*to break*) the world record.

Exercise 4. *Translate into English using Gerunds.*

1. Припиніть розмовляти, будь ласка.

2. Цей закон про прибуток варто обговорити.
3. Починайте читати.
4. Я наполягаю на повторенні граматичного матеріалу.
5. Пробачте, що ми турбуємо вас знову.
6. Директор зайнятий: обговорює шляхи економічного розвитку підприємства.
7. Вони не могли не погодитися з його пропозицією.
8. Мені подобається твоя ідея вивчати англійську мову.
9. Варто подивитися цей фільм.
10. Рекламний агент вийшов з кімнати, не говорячи ні слова.
11. Ендрю був блискучим вченим, і йому дуже подобалось, коли керівництво транспортної компанії запрошувало його до себе.
12. Джон пам'ятає, що його навчали принципам продажу без посередників.
13. Я горджуся тим, що посів перше місце.

CONDITIONAL SENTENCES

Умовні речення.

Exercise 1. Complete the following sentences using Conditional I.

Example: If I (*lose*) my job, I (*go*) abroad. – If I lose my job, I'll go abroad. —

Якщо я втрачу роботу, то поїду за кордон.

1. If you (*need*) any more money, I (*lend*) you some.
2. If we (*try*) to control pollution of the environment, it (*be*) very expensive.
3. If she (*fail*) the exam, she (*take*) it again.
4. We (*sign*) contracts if they (*give*) us a good discount.
5. If part of the money (*be*) paid off, and a farther sum (*be*) borrowed, no redemption (*be*) granted unless both sums are paid.
6. If the information search (*be*) insufficient, the consumer (*search*) for alternative means to satisfy the need/want.

7. If you (*leave*) the hiring manager wondering whether you have all the experience, you (*(not) do*) a good job at lowering the risk level.
8. If it (*happen*) that you (*have*) a problem, you (*have to*) think about the opportunity it brings.
9. If everyone (*be*) responsible, then no one (*be*) responsible.
10. If the world price of the product (*be*) below the domestic price, there (*be*) an incentive to import the product.

Exercise 2. Put the predicates into appropriate tense form using Conditional II.

Example: If I (*lose*) my job, I (*go*) abroad. – If I lost my job, I would go abroad. —

Якщо б я втратив роботу, то поїхав би за кордон.

1. If I (*have*) more time, I (*check*) my papers again.
2. If I (*be*) you, I (*invite*) the businessmen to a restaurant.
3. If he (*get up*) earlier, he (*(not) be*) late for the lesson.
4. If it (*be*) a brainstorming meeting, you (*ask*) each participant to bring at least three suggestions with them.
5. The purchasing power of your dollars (*fall*) if prices (*rise*).
6. If the company (*have*) foreign currency loans or other foreign currency debts, the benefit received from the devaluation (*be*) smaller than the losses caused by the increase in the foreign debts.
7. If no one (*work*) in your business, production and revenue obviously ... both (*be*) zero.
8. If you (*know*) total output for each level of labor hired, output per worker (*be*) calculated by dividing total output by labor.
9. If a capable entrepreneur (*have*) problems attracting finance, then surely there (*be*) something wrong with the existing banking structure.
10. If the licensed product (*lack*) quality, the exporter's reputation (*suffer*).
11. If you (*(not) know*) the answers to these questions, she (*write*) that down in her notebook.
12. Nobody (*deny*) if I (*say*) that in our modern world it is very important to control the relationship between different countries.

Exercise 3. *Open the brackets using Conditional III.*

Example: If I (*lose*) my job, I (*go*) abroad. – If I had lost my job, I would have gone abroad. — Якщо б я втратив роботу, то поїхав би за кордон.

1. If you (*be*) 2% better than the next candidate, you (*be*) already ahead.
2. If you (*have*) money, ... you (*buy*) this house?
3. If you (*be able*) to spend your life in your own way, it (*be*) a real success.
4. A family ((*not*) *be*) in poverty if its income (*be*) more than one-half the median income.
5. If someone (*tell*) me 40 years ago that people would be able to do their banking without paper, I ((*not*) *believe*) it.
6. The firms (*produce*) existing goods more efficiently or (*innovate*) new goods only if entrepreneurs (*recognize*) opportunities in the marketplace.
7. Even if a firm (*be*) too small to enjoy economies of scale in any individual product market, it (*achieve*) economies by producing components that (*be*) used in several products.
8. If the buyer and seller (*know*) each other well, they (*decide*) to trade on open account.
9. If you (*have*) an opportunity to study abroad, you (*try*) not to lose it.
10. If the country risk (*be*) great and the importers' credit standing (*be*) uncertain, the exporter (*wish*) to settle on cash in advance.
11. Distributors (*be*) called exclusive if they (*be*) under contract to sell only the exporter's products.

Exercise 4. *Make up your own sentences using different types of conditionals. Translate into Ukrainian.*

1. If I had the chance to go abroad, I ...
2. If I had to write my own job description, I ...
3. I would not ignore the opinions of my colleagues unless ...
4. If she were invited to that conference, she ...
5. If I have a serious disagreement with my boss, I ...
6. A project would have been promoted faster if ...

7. If I thought of a good way of saving my own money, I ...
8. If I were a very rich person, I ...
9. If your mother had been the mayor of your town, you ...
10. If the lift doors refuse to open, please ...
11. If the economy isn't in such a bad state, it ...
12. If total sales of that product had risen ...
13. If the enterprise had increased the production of agricultural machinery ...
14. The firm will have expanded its production possibilities if ...

Пасивний стан дієслова. The Passive Voice.

	Present	Past	Future	Future-in-the-Past
Indefinite	It is written	It was written	It will be written	It would be written
Continuous	It is being written	It was being written	_____	_____
Perfect	It has been written	It had been written	It will have been written	It would have been written

Exercise 1.

Change the following unto the Passive Voice.

1. The girls water flowers every day.
2. They publish this magazine in Kyiv.
3. We do not discuss such questions at our meetings.
4. Somebody built this castle in the 16th century.
5. They didn't show this film last week.
6. They will not finish this work tomorrow.
7. We shall invite him to take part in the concert.
8. The workers are repairing the road.
9. They were showing the film from 7 till 8.
10. She has locked the door.

11. Someone has broken my pencil.
12. I have posted the letter.
13. They had written the composition before the bell rang.
14. The travellers made camp not far from the village.

Exercise 2.

Put questions to the italicized words.

1. The letter will be answered *tomorrow*.
2. They were shown *many places of interest*.
3. Wheat is grown in *each of these regions*.
4. This town was founded *in the 15th century*.
5. Water-power stations are being built *on the mountain rivers*.
6. She was told the news *when she came*.
7. *The film* is much spoken about.

Exercise 3.

Translate the following into English.

1. Ця фабрика була збудована десять років тому.
2. Коли було видано цей підручник?
3. Їй дали українсько-англійський розмовник.
4. Йому запропонували квиток на концерт.
5. Вам заплатять за цю роботу завтра.
6. Їм наказали залишити зал.
7. Мене запитали, чи ми підемо в театр.
8. Якщо мене запитають, я їм все розповім.
9. Це питання зараз обговорюється на зборах.
10. Його слухали дуже уважно.
11. Міст було зруйновано, перш ніж ми прибули туди.
12. Про цю подію багато говорять.

Інфінітив. Об'єктні та суб'єктні інфінітивні комплекси.

The Infinitive. The Objective and Subjective Infinitive Complex.

	Active	Passive
Indefinite	to write to come	to be written
Continuous	to be writing to be coming	_____
Perfect	to have written to have come	to have been written
Perfect Continuous	To have been writing To have been coming	_____

Exercise 1.

State the function of the infinitive in the sentences.

1. Everyone had a wish to say something.
2. He decided to go alone.
3. We must work hard to live.
4. The question must be answered.
5. It was difficult to believe.
6. She was going to my rooms to see my aunt.
7. The great thing is to make a good breakfast.
8. I am already to go with Annie.
9. Nothing could be done before morning.
10. It wasn't safe to cross the bridge at night.
11. To earn a living he became a salesman.
12. The man was the first to speak.
13. This is my bench, and you have no right to take it away from me.

Exercise 2.

Change the following complex sentences into simple ones using the Objective Infinitive Complex.

1. We watched the dockers as they unloaded the ship.
2. They watched me as I made my bed.

3. Mother saw him as he climbed over the fence.
4. I watched them as they played ice-hockey.
5. Nobody noticed her as she went away.
6. We expect that he will come back at 7.
7. He expects that his friends will help him.
8. I believe that they are at home now.
9. I know that she is very modest.
10. My wish is that you should tell me about it.

Exercise 3.

Change the following complex sentences into simple ones using the Subjective Infinitive Complex.

1. It is said that they work in the field.
2. It is believed that she knows several foreign languages.
3. It is said that Kate is preparing for her entrance examinations.
4. It is believed that he is writing a historical novel.
5. It is reported that the delegation arrived in Paris on the 10th of September.
6. It is believed that the house was built in the 18th century.
7. It is expected that he will arrive on Monday.
8. It is supposed that the book will be published next year.
9. It seems that they live in the same house.
10. It proved that you were right.

Exercise 4.

Translate the following into English.

1. Ми бачили, як вона переходила вулицю.
2. Я чула, як вони співали цю пісню.
3. Ми помітили, що він встав і вийшов з кімнати.
4. Я хочу, щоб ви зробили це сьогодні.
5. Мені не подобається, коли він говорить так повільно.
6. Я не думав, що ти запізнишся.
7. Вчені вважають. Що це місто було засновано в XII столітті.

8. Кажуть, що він зараз живе в Києві.
9. Кожного ранку її бачили в крамниці.
10. Цей фільм, напевно, сподобається вам.

**ТЕСТОВІ (КОНТРОЛЬНІ) ЗАВДАННЯ ТА ТЕКСТИ ДЛЯ
ПИСЬМОВОГО ПЕРЕКЛАДУ**

Контрольна робота №1

Варіант 1

1. Поставте дієслово в дужках в необхідну видо-часову форму.

A LETTER FROM LONDON

Dear Alice,

Hi! I'm on holiday in London. I (stay)_____ with my friend, Jane.

She (live)_____ in the centre of London, near Hyde Park.

I (be)_____ here since Saturday and I (already, do)_____ lots of things.

I visit)_____ the Tower of London, the British Museum and Madam Tussaud's.

I (go)_____ to Madam Tussaud's on Monday. It (be)_____ terrible.

When I (enter)_____ the Chamber of Horrors, I (scream)_____ .

Yesterday Jane and I (go)_____ shopping. I (want)_____ to buy some souvenirs. But while I (pay)_____ for a T-shirt, someone (steal)_____ my bag. Luckily, I (spend, already)

nearly all my money.

There (be)_____ a lot of things I (not, do)_____ yet. I (not, be)_____ on a boat trip down the Thames yet, I (not, see)_____ the Millennium Dome.

If the weather (be)_____ fine tomorrow, I (go)_____ on a boat trip. I hope Jane (can)_____ keep me company.

I (like)_____ London very much. I (never, see)_____ such a beautiful city. You (must)_____ visit it some day.

I (be)_____ back in a week, so I (call)_____ you than.

Love, Ann.

2. Виберіть правильний варіант.

1. There's no doubt that computers have_____ our lives easier.

- (A) done (B) got
(C) become (D) made

2. You'll be here tomorrow,_____ ?

- (A) isn't it (B) won't you
(C) will you (D) will you be

3. There was_____ to eat and drink after the party.

- (A) many (B) lot of
(C) a lot (D) lots of

4. _____that strange man sitting over there?

- (A) Whose (B) Which
(C) Who's (D) Who

5. Is there_____ in the room?

- (A) somebody (B) something
(C) anybody (D) anywhere

6. The telephone was_____ by Alexander Graham Bell.

- (A) discovered (B) invented
(C) explored (D) studied

7. This programme_____ me a lot of money.

- (A) cost (B) costed
(C) had costed (D) was cost

8. It happened_____ our way home.

- (A) in (B) on
(C) for (D) about

9. Mount Everest is_____ mountain in the world.

- (A) high (B) highest
(C) the higher (D) the highest

19. There is oxygen on this planet! We_____ to breathe!

(A) can

(B) will can

(C) be able

(D) will be able

Варіант 2

1. Поставте дієслово в дужках в необхідну видо-часову форму.

A FRIGHTFUL NIGHT

One dark night a young man (go)_____ home from the railway station. It (be)_____ very late and there (be)_____ very few people in the streets.

The young man (be)_____ very nervous because he (return, never)_____ home so late. Suddenly he (feel)_____ that somebody (follow)_____ him. The young man (think)_____ that it (be)_____ a robber and (decide)_____ to walk as quickly as he (can)_____ .

When he (look)_____ back he (see)_____ that the man (follow, still)_____ him. The young man (turn)_____ into another street. The man (turn)_____ into that street too. Now the young man (be)_____ quite sure that the man (be) a robber.

The young man (turn)_____ round and (ask)_____ :
"What (want, you)_____ ? Why (follow, you)_____ me?" "I (go)_____ to see Mr Brown," (say)_____ the man, "and the porter at the station (tell)_____ me: 'If you (follow)_____ this young man, you (find)_____ his house easily, he (live)_____ next door to Mr Brown.'"

2. Виберіть правильний варіант.

1. I_____ Michael for ages.

(A) didn't see

(C) haven't seen

(B) don't see

(D) saw not

2. I_____ get up very early now.

(A) must to

(C) should to

- (B) have to (D) ought
3. How much_____ to fly to New York?
(A) costs it (C) does cost
(B) it costs (D) does it cost
4. When did you discover that your car_____ ?
(A) was disappeared (C) had disappeared
(B) had been disappeared (D) disappearing
5. If he_____ hard, he'll fail his final exams.
(A) doesn't work (C) hadn't worked
(B) won't work (D) wouldn't work
6. I'm very busy at the moment. I_____ for my English exam.
(A) am preparing (C) have been preparing
(B) prepare (D) am going prepare
7. Ann said that she_____ a new dress.
(A) had bought (C) will buy
(B) bought (D) buy
8. Christmas is_____ popular and colourful holiday in Great Britain.
(A) most (C) most of all
(B) the most (D) very
9. There is_____ noise in Moscow.
(A) so many (C) such much
(B) so much (D) a lot
10. This book_____ into 14 languages.
(A) translated (C) being translated
(B) has translated (D) has been translated

Контрольна робота №2

Варіант 1

1. Поставте дієслово в дужках в необхідну видо-часову форму.

A TRAVELLER'S TALE

It (happen)_____ many years ago. I (be)_____ in India. I (hunt)_____ there. Once I (spend)_____ the whole day in the jungle. It (get)_____ completely dark when I (decide)_____ to return to my camp. I (walk)_____ along a narrow path. Strange sounds (hear)_____ everywhere. On my right there (be)_____ a river and on my left there (be)_____ a thick tropical forest.

Suddenly I (see)_____ something terrible in the jungle on my left. Two green eyes (look)_____ at me. It (be)_____ a man-eating tiger, ready to spring at me.

I (know)_____ that if I (start)_____ to run the tiger (catch)_____ me easily. As I could swim well I (make up)_____ my mind to escape that way. I (look)_____ at the river on my right. There in the river, (be)_____ a huge crocodile. It (wait)_____ for me with open jaws.

I (faint)_____ . A moment later I (jump)_____ to my feet again. What do you think I (see)_____ ? The tiger (be)_____ in the jaws of the crocodile.

Five years (pass)_____ since that time but I (remember, still)_____ every moment of that terrible night.

2. Виберіть правильний варіант.

1. I want to become a teacher _____ .

- (A) when I will leave school (C) when I am leaving school
(B) when I leave school (D) when I had left school

2. The Sahara is _____ desert in the world.

- (A) the hottest (C) the most hot
(B) hottest (D) the hotter

3. I'm sure we _____ before.

- (A) have never met (C) didn't met
(B) haven't never met (D) had met

4. When I came home late in the evening, my parents _____ ?

- (A) had already had dinner (B) have already had dinner

- (C) have been having dinner (D) had dinner
5. New Year's Day is _____ popular in Britain than Christmas.
(A) more less (B) more little
(C) less (D) little
6. Alex was sure that he _____ the exams successfully.
(A) will pass (C) passes
(B) would pass (D) has passed
7. The teacher asked me _____ for the lesson.
(A) was I ready (C) if was I ready
(B) if I was ready (D) that I was ready
8. Jane has been trying to write an essay for three hours, but she hasn't written _____ .
(A) anything (C) anyone
(B) nothing (D) something
9. Mrs Johnson told us _____ .
(A) to not wash up (C) not to wash up
(B) to do not wash up (D) that we don't wash up
10. It's not very difficult _____ .
(A) to learn how to drive (C) learn how to drive
(B) to learn how drive (D) to learn how driving

Варіант 2

1. Поставте дієслово в дужках в необхідну видо-часову форму.

AN INTERVIEW WITH A POP STAR

P: Our special guest in the studio today is Bob Bubble. Welcome to the show, Bob.

B: Thanks. It's great (be) _____ here.

P: You are only 21, but you (already, sell) _____ 10 million records. How old (you, be) _____ when you (write) your first song?

B: I (be) _____ 15.

P: (You, take) _____ vocal lessons when you (be) _____ a kid?

B: No, I didn't. My parents (hope)_____ that I (become)_____ a lawyer. So I (sing)_____ and (write)_____ my songs in secret — late at night in my room, when everyone (sleep)_____ .

When my first album (appear)_____ , my parents (be shocked)_____.

My father said that I (disappoint)_____ him.

P: (He, be disappointed, still)_____ in you?

B: No. I (think)_____ he (be proud)_____ of me.

P: How many songs (you, write)_____ ?

B: About 150.

P: Bob, I know you (not, have)_____ much free time, but what (you, do, usually)_____ when you're not busy singing?

B: Well, I (be fond)_____ of windsurfing.

P: One last question, Bob. Are you married?

B: Not yet. I (get married)_____ only when I (meet)_____ the girl of my dream.

2. Виберіть правильний варіант.

1. Everyone _____ of Bill Gates, the icon of American business and the richest man in the world.

(A) have heard

(C) is hearing

(B) has heard

(D) has been heard

2. The Internet _____ as harmless as it may seem.

(A) is

(B) has been

(C) isn't

(D) isn't being

3. Do you mind _____ the door?

(A) I close

(B) close

(C) if to close

(D) my closing

4. He does _____ but play computer games all day.

(A) everything

(B) nothing

(C) anything

(D) something

5. In spite of Shakespeare's fame we know very _____ about his life.

- (A) little (C) few
(B) a little (D) less
6. Ann couldn't go to the theatre with us because_____ .
(A) she had prepare for the exam (C) she had to prepare for the exam
(B) she must prepare for the exam (D) she will have to prepare for the exam
7. I don't know who_____ your bike.
(A) stealed (B) has stoled
(C) did stole (D) has stolen
8. Everybody_____ to go to the dentist at least once a year.
(A) should (B) must
(C) ought (D) have
9. Michelangelo Buonarotti was_____ artists in history.
(A) a very famous (C) the most famous
(B) one of the most famous (D) one of famousest
10. Please wait for me if you_____ earlier.
(A) will come (C) comes
(B) come (D) came

Контрольна робота №3

Варіант 1

1. Виберіть правильний варіант.

1. By the time we got to the theatre the first act _____ .
(A) has already begun (C) had already begun
(B) had already began (D) was already begun
2. I'll pick you up at seven sharp if _____ .
(A) you will be ready (C) you is ready
(B) you are ready (D) you has been ready
3. Do you know _____ bag it is?
(A) whose (C) who
(B) which (D) who's

4. Latin words began to be used in English place-names very long _____ .
(A) later on (C) previously
(B) before (D) ago
5. _____ striking features of English life is the self-discipline of people of all classes.
(A) One of most (C) The most one
(B) One of the most (D) The one of most
6. James made everybody believe that _____ .
(A) he has travelled all over the world (C) he was travelled all over the world
(B) he had travelled all over the world (D) he travels all over the world
7. Nobody helped me, so I had to do it _____ .
(A) self (C) meself
(B) oneself (D) myself
8. _____ Memorial Day Americans honour the servicemen who gave their lives in past wars.
(A) At (C) On
(B) In (D) Over
9. How many meals a day _____ ?
(A) have you (C) you have
(B) do you have (D) are you having
10. What _____ you're wearing today!
(A) the wonderful dress (C) a wonderful dress
(B) wonderful dress (D) is a wonderful dress
11. In the fifteenth century people knew nothing about _____ big continent as America.
(A) so as (C) a such
(B) so a (D) such a
12. As soon as I _____ it I called the police.
(A) looked (C) watched
(B) saw (D) stared

13. The job was _____ worse than she had expected.
(A) many (C) much
(B) very (D) a few
14. Tell me what _____ .
(A) do you want me to buy for you (C) do you want me buy for you
(B) you want me to buy for you (D) you want me buy for you
15. His mother _____ the cassette player.
(A) made him switch off (C) made him to switch off
(B) made him switching off (D) made that he switched off
16. The first view of the city of New York from the seals the sight that _____ .
(A) can never forget (C) cannot never be forgotten
(B) cannot ever forgotten (D) can never be forgotten
17. You'd better _____ to the country in such rainy weather.
(A) to not go (C) don't go
(B) not go (D) not to go
18. It's _____ here to take pictures.
(A) too dark (C) not enough dark
(B) dark enough (D) so dark
19. Yesterday we _____ at school till 6 p.m.
(A) had to stay (C) might to stay
(B) must stay (D) had stay
20. What _____ European countries have you been to?
(A) else (C) another
(B) other (D) others
21. I don't have much time, I can't _____ you now.
(A) say (C) tell to
(B) speak (D) talk to
22. Washington, DC is the capital of the US but New York is _____ city.
(A) biggest (C) bigger
(B) the biggest (D) the most biggest

23. Did you see John yesterday? — Yes, I saw _____ the street.
(A) his being crossed (C) his crossing
(B) him to cross (D) him crossing
24. Why don't you make a cup of coffee _____ I'm finishing this?
(A) till (C) during
(B) until (D) while
25. The water of the Dead Sea is so salty that _____ live in it.
(A) nothing can (C) nothing can't
(B) nothing (D) anything can't

2. Перекладіть англійською мовою.

1. Як правило, лекції відвідуються багатьма студентами.
2. Вона не хотіла, щоб її запросили на спектакль.
3. О котрій годині ви снідаєте? О сьомій
4. Він мабуть зараз готується до іспиту з хімії.
5. Дуже шкода, але я не зможу дістати квитки заздалегідь.

Варіант 2

1. Виберіть правильний варіант.

1. Charlie Chaplin was fond _____ his friends.
(A) to imitate (C) imitating
(B) imitate (D) of imitating
2. Kyiv has _____ beautiful buildings and monuments.
(A) a lot (C) a great deal
(B) much (D) many
3. We'll start our tour from Trafalgar Square _____ is the geographical centre of London.
(A) which (C) where
(B) whose (D) there
4. I've decided _____ to university when I finish school.

- (A) go (C) to go
(B) going (D) that I go
5. Jimmy couldn't come to the lesson, _____ ?
(A) could he (C) did he
(B) couldn't he (D) didn't he
6. Everybody _____ that smoking is dangerous.
(A) know (C) is knowing
(B) knows (D) is known
7. If you help me, we _____ finish the job much sooner.
(A) can to (C) will be able
(B) could (D) will be able to
8. A hundred years _____ life was very different.
(A) before (C) ago
(B) previously (D) later
9. How long are you going to _____ at the hotel?
(A) leave (C) put up
(B) stay (D) occupy
10. When _____ from Moscow University?
(A) did you graduate (C) have you graduated
(B) did you graduated (D) were you graduating
11. It's very cold today. Don't forget to put _____ your coat.
(A) off (C) on
(B) of (D) out
12. When I arrived my boss _____ .
(A) has already left (C) already left
(B) had already left (D) was leaving yet
13. I'm hungry. I haven't had _____ breakfast this morning.
(A) some (C) no
(B) a (D) any
14. Pete is _____ man I've ever met.

- (A) the most handsome (C) a most handsome
(B) most handsome (D) most the handsome

15. He _____ a lot of time reading poetry.

- (A) used to spending (C) used spending
(B) used to spend (D) used on spending

16. Nick hasn't found a job _____.

- (A) too (C) neither
(B) also (D) either

17. I'm afraid I have _____ bad news for you.

- (A) a (C) some
(B) the (D) any

18. Do you know _____?

- (A) when St Valentine's Day is (C) St Valentine's Day is when
(B) when is St Valentine's Day (D) St Valentine's Day, when is it

19. The book _____ next year.

- (A) publishes (C) will publish
(B) is published (D) will be published

20. I have never seen _____ an interesting film.

- (A) so (C) very
(B) such (D) too

21. When are you planning to leave _____ Australia?

- (A) for (B) to
(C) in (D) through

22. What _____ when I rang you up yesterday?

- (A) you were doing (B) were you doing
(C) did you do (D) did you

23. Ann and Alice are twins. They are very much _____.

- (A) look like (C) alike
(B) like (D) liking

24. Susan is a very old friend of _____.

- (A) my (C) me
(B) mine (D) her

25. Will you help me to _____ the table?

- (A) lay (C) lain
(B) lie (D) laid

2. Перекладіть англійською мовою.

1. Мені сказали, що він вже поїхав до Відня.
2. Він побував у багатьох країнах і тепер пише книгу про свої подорожі.
3. Вони не змогли купити квитків на концерт.
4. Мені здається, що Олена - найрозумніша учениця у вашому класі.
5. Вчора до десятої години листа вже було перекладено, надруковано і відправлено.

Контрольна робота №4

Варіант 1

1. Виберіть правильний варіант.

1. He's got money.
A. much B. many C. a lot of D. lots of
2. Although he felt very he smiled
A. angrily, friendly B. angry, friendly
C. angry, in a friendly way
3. My mother my birthday.
A. always forgets B. always is forgetting
C. forgets always
4. How many brothers and sisters?
A. have you got B. do you have C. are you having
5. I smoke.
A. (= nothing) B. use to C. used to
6. Alice have a baby.
A. will B. shall C. is going to

7. Gloria last week?
A. Have you seen B. Did you see C. Were you seeing
8. We met when we in France.
A. studies B. were studying C. had studied
9. This picture by a friend of my mother's.
A. is painting B. is painted C. was painting D. was painted
10. Try be late.
A. not to B. to not
11. You can't live very long without
A. to eat B. eat C. eating D. you eat
12. Her parents don't want married.
A. her to get B. her get C. that she get D. that she gets
13. The policeman me not to park there.
A. asked B. said C. told D. advised
14. It would be nice if we a bit more room.
A. would have B. had C. have
15. There's the man took your coat.
A. which B. who C. that D. (= nothing)
16. he gets,
- A. The richer, the more friends he has
B. Richer, more he has friends
C. Richer, more friends he has
D. The richer, the more he has friends
17. He very annoying.
A. is B. is being
18. At last, after three days, they get to the top of the mountain.
A. could B. managed to C. succeeded to D. were able to
19. I wonder if Johnthis evening.
A. will phone B. phones

20. He ... quite different since he ... married.
A. is, has got B. has been, has got C. is, got
D. has been, got
21. On her birthday
A. she was given a new car B. a new car was given to her
22. I look forward ... you soon.
A. seeing B. to seeing C. to see
23. This is my friend Joe. I... met, have you?
A. don't think you've B. think you haven't
24. Which of these sentences are correct in spoken English?
A. Car's running badly. B. Seen Peter?
C. Can't come in here, sorry. D. Careful what you say.
E. Lost my glasses. F. Have heard of her.
25. If you were ever in trouble, I would give you all the help you
A. will need B. would need C. need D. needed

2. Перекладіть англійською мовою.

1. Ми бачили її вчора. Вона працювала в саду.
2. Лист було відправлено перед тим, як він подзвонив.
3. Вона не знала, що мене не запросили на збори.
4. Скільки часу знадобилось вам, щоб закінчити цю роботу? Близько місяця.
5. Ми думали, що ви збираєтесь відвідати своїх родичів.
6. Якщо мене запитують, я їм все розкажу.
7. Театр опери та балету - найкрасивіший будинок у нашому місті.
8. Я залишив свій зошит вдома.
9. Про цей фільм дуже багато говорять.
10. Якщо ми не візьмемо таксі, ми запізнимося на поїзд.

Варіант 2

1. Виберіть правильний варіант.

1. I went out without ... money.
A. some B. any
2. "Who's there?" ""
A. It's me B. It is I C. Me D. I
3. I ... to America.
A. have often been B. often have been C. have been often
4. You look ... a teacher.
A. like B. as C. the same like
5. Good! I ... work tomorrow.
A. mustn't B. don't have to C. haven't got to
6. Andrew ... to see us this evening.
A. will come B. comes C. is coming
7. I knew that he ... waiting for somebody.
A. is B. was C. would
8. She's an old friend – I ... her ... years.
A. I've known, for B. know, for C. I've known, since D. know, since
9. As soon as she came in I knew I ... her before.
A. have seen B. saw C. had seen
10. Can you ...?
A. make me some tea B. make some tea for me
C. make for me some tea
11. I went to London ... clothes.
A. for buy B. for to buy C. for buying D. to buy
12. I enjoy ..., but wouldn't like ... it all my life.
A. to teach, to do B. teaching, doing C. to teach, doing
D. teaching, to do
13. I'm not sure what
A. do they want? B. do they want. C. they want.
14. I ... you if you ... that again.

- A. hit, say B. ill hit, ill say C. hit, ill say D. ill hit, say
15. If you ... me, I ... in real trouble last year.
 A. didn't help, would have been B. hadn't helped, would have been
 C. hadn't helped, would be D. didn't help, would be
16. My family ... thinking of moving to Birmingham.
 A. is B. are
17. He was wearing ... riding boots.
 A. red old Spanish leather B. old leather red Spanish
 C. old red Spanish leather D. Spanish red old leather
18. It's ... if you take the train.
 A. quicker B. the quicker C. quickest D. the quickest
19. That ... be Roger at the door – it's too early.
 A. can't B. mustn't C. couldn't
20. It was crazy to drive like that. You ... killed somebody.
 A. may have B. might have C. could have D. can have
21. Who ... you that ring?
 A. is given B. gave
22. This is the first time ... a sports car.
 A. I've driven B. I'm driving C. drive
23. We can't use the sports hall yet because it
 A. is still B. is still building C. is still being built
24. It's time you ... home, but I'd rather you ... here.
 A. go, stay B. went, stayed C. go, stayed D. went, stay
24. John Hastings ... has just come to live in our street.
 A. that I was at school with B. I was at school with
 C. with who I was at school D. with whom I was at school
25. Can you finish the job ... Friday?
 A. till B. until C. by D. for

2. Перекладіть англійською мовою.

1. Він запитав, чи поїде вона влітку на узбережжя.
2. Скільки треба тобі витратити часу, щоб приготувати домашнє завдання?
Дві з половиною години.
3. Вони не одержали від нього жодного листа з тих пір, як він поїхав до Києва.
4. Я вважаю, що він найрозумніший хлопець у нашому класі.
5. Всі знають, що вивчення іноземної мови - непроста справа.
6. Він говорить, що йому подобається грати у баскетбол.
7. Я не міг відповісти на друге запитання бо погано підготувався до заліку.
8. Не може бути, щоб вони зараз чекали на нас.
9. Я мусив вимкнути телевізор, тому що було досить пізно.
10. У вас немає часу піти туди.

ТЕХНОЛОГІЯ ХАРЧУВАННЯ

Контрольна робота № 1

Варіант 1

Nutritional science investigates the metabolic and physiological responses of the body to diet. With advances in the fields of molecular biology, biochemistry, and genetics, the study of nutrition is increasingly concerned with metabolism and metabolic pathways: the sequences of biochemical steps through which substances in living things change from one form to another.

The human body contains chemical compounds, such as water, carbohydrates (sugar, starch, and fiber), amino acids (in proteins), fatty acids (in lipids), and nucleic acids (DNA and RNA). These compounds in turn consist of elements such as carbon, hydrogen, oxygen, nitrogen, phosphorus, calcium, iron, zinc, magnesium, manganese, and so on. All of these chemical compounds and elements occur in various forms and combinations (e.g. hormones, vitamins, phospholipids, hydroxyapatite), both in the human body and in the plant and animal organisms that humans eat.

The human body consists of elements and compounds ingested, digested, absorbed, and circulated through the bloodstream to feed the cells of the body.

Except in the unborn fetus, the digestive system is the first system involved. In a typical adult, about seven liters of digestive juices enter the lumen of the digestive tract. These break chemical bonds in ingested molecules, and modulate their conformations and energy states. Though some molecules are absorbed into the bloodstream unchanged, digestive processes release them from the matrix of foods. Unabsorbed matter, along with some waste products of metabolism, is eliminated from the body in the feces.

Studies of nutritional status must take into account the state of the body before and after experiments, as well as the chemical composition of the whole diet and of all material excreted and eliminated from the body (in urine and feces). Comparing the food to the waste can help determine the specific compounds and elements absorbed and metabolized in the body. The effects of nutrients may only be discernible over an extended period, during which all food and waste must be analyzed. The number of variables involved in such experiments is high, making nutritional studies time-consuming and expensive, which explains why the science of human nutrition is still slowly evolving.

In general, eating a wide variety of fresh, whole (unprocessed), foods have proven favorable compared to monotonous diets based on processed foods.

Вариант 2

Food is any substance, usually composed of carbohydrates, fats, proteins and water, that can be eaten or drunk by an animal or human for nutrition or pleasure. Items considered food may be sourced from plants, animals or other categories such as fungus or fermented products like alcohol. Although many human cultures sought food items through hunting and gathering, today most cultures use farming, ranching, and fishing, with hunting, foraging and other methods of a local nature included but playing a minor role.

Almost all foods are of plant or animal origin.

Seeds of plants are a good source of food for animals, including humans because they contain nutrients necessary for the plant's initial growth. In fact, the majority of

food consumed by human beings are seed-based foods. Edible seeds include cereals (such as maize, wheat, and rice), legumes (such as beans, peas, and lentils), and nuts. Oilseeds are often pressed to produce rich oils, such as sunflower, rapeseed (including canola oil), and sesame.

Fruits are the ripened ovaries of plants, including the seeds within. Many plants have evolved fruits that are attractive as a food source to animals, so that animals will eat the fruits and excrete the seeds some distance away. Fruits, therefore, make up a significant part of the diets of most cultures. Some botanical fruits, such as tomatoes, pumpkins and eggplants, are eaten as vegetables.

Vegetables are a second type of plant matter that is commonly eaten as food. These include root vegetables (such as potatoes and carrots), leaf vegetables (such as spinach and lettuce), stem vegetables (such as bamboo shoots and asparagus), and inflorescence vegetables (such as globe artichokes and broccoli). Many herbs and spices are highly-flavourful vegetables.

Animals can be used as food either directly or indirectly by the products they produce. Meat is an example of a direct product taken from an animal, which comes from either muscle systems or from organs. Food products produced by animals include milk produced by mammals, which in many cultures is drunk or processed into dairy products such as cheese or butter. In addition birds and other animals lay eggs, which are often eaten, and bees produce honey, a popular sweetener in many cultures.

Контрольна робота № 2

Варіант 1

A food coloring (colouring) is any substance that is added to food or drink to change its color. Food coloring is used both in commercial food production and in domestic cooking. Due to its safety and general availability, food coloring is also used in a variety of non-food applications, for example in home craft projects and educational settings.

People associate certain colors with certain flavors, and the color of food can influence the perceived flavor, in anything from candy to wine. For this reason, food manufacturers add dyes to their products. Sometimes the aim is to simulate a color that is perceived by the consumer as natural, such as adding red coloring to glacé cherries (which would otherwise be beige), but sometimes it is for effect, like the green ketchup that Heinz launched in 2000.

While most consumers are aware that food with bright or unnatural colors (such as the green ketchup mentioned above or children's cereals such as Froot Loops) likely contain food coloring, far fewer people know that seemingly "natural" foods such as oranges and salmon are sometimes also dyed to mask natural variations in color. Color variation in foods throughout the seasons and the effects of processing and storage often make color addition commercially advantageous to maintain the color expected or preferred by the consumer.

A growing number of natural food dyes are being commercially produced, partly due to consumer concerns surrounding synthetic dyes. Some examples include:

- Caramel coloring, made from caramelized sugar, used in cola products and also in cosmetics.
- Annatto, a reddish-orange dye made from the seed of the Achiote.
- A green dye made from chlorella algae.
- Cochineal, a red dye derived from the cochineal insect, *Dactylopius coccus*.
- Betanin extracted from beets.
- paprika
- Elderberry juice

To ensure reproducibility, the colored components of these substances are often provided in highly purified form, and for increased stability and convenience, they can be formulated in suitable carrier materials (solid and liquid).

Варіант 2

Cooking is the process of preparing food by applying heat, selecting, measuring and combining of ingredients in an ordered procedure for producing safe and edible

food. The process encompasses a vast range of methods, tools and combinations of ingredients to alter the flavor, appearance, texture, or digestibility of food. Factors affecting the final outcome include the variability of ingredients, ambient conditions, tools, and the skill of the individual doing the actual cooking.

The diversity of cooking worldwide is a reflection of the aesthetic, agricultural, economic, cultural, social and religious diversity throughout the nations, races, creeds and tribes across the globe.

Applying heat to a food usually, though not always, chemically transforms it, thus changing its flavor, texture, consistency, appearance, and nutritional properties. Methods of cooking that involve the boiling of liquid in a receptacle have been practiced at least since the 10th millennium BC, with the introduction of pottery.

When heat is used in the preparation of food, it can kill or inactivate potentially harmful organisms including bacteria and viruses.

The effect will depend on temperature, cooking time, and technique used. The temperature range from 41°F to 135°F (5°C to 57°C) is the "food danger zone". Between these temperatures bacteria can grow rapidly. Under optimal conditions, *E. coli*, for example, can double in number every twenty minutes. The food may not appear any different or spoiled but can be harmful to anyone who eats it. Meat, poultry, dairy products, and other prepared food must be kept outside of the "food danger zone" to remain safe to eat. Refrigeration and freezing do not kill bacteria, but only slow their growth. When cooling hot food, it should not be left standing or in a blast chiller for more than 90 minutes

Cutting boards are a potential breeding ground for bacteria, and can be quite hazardous unless safety precautions are taken. Plastic cutting boards are less porous than wood and have conventionally been assumed to be far less likely to harbor bacteria. This has been debated, and some research has shown wooden boards are far better. Washing and sanitizing cutting boards is highly recommended, especially after use with raw meat, poultry, or seafood.

Контрольна робота № 3

Варіант 1

Boiling is the method of cooking food in boiling water, or other water-based liquid such as stock or milk. Simmering is gentle boiling, while in poaching the cooking liquid moves but scarcely bubbles.

Boiling is a very harsh technique of cooking. Delicate foods such as fish cannot be cooked in this fashion because the bubbles can damage the food. Foods such as red meat, chicken, and root vegetables can be cooked with this technique because of their tough texture.

Adding a water soluble substance, such as salt or sugar increases the boiling point. This is called boiling-point elevation. However, the effect is very small, and the boiling point will be increased by an insignificant amount. Due to variations in composition and pressure, the boiling point of water is almost never exactly 100 °C, but rather close enough for cooking.

Boiling water for a few minutes kills most bacteria, amoeba, and other microbial pathogens. It thus can help prevent cholera, dysentery, and other diseases caused by microorganisms.

Foods suitable for boiling include vegetables, starchy foods such as rice, noodles and potatoes, eggs, meats, sauces, stocks and soups.

Boiling has several advantages. It is safe and simple, and it is appropriate for large-scale cookery. Older, tougher, cheaper cuts of meat and poultry can be made digestible. Nutritious, well flavored stock is produced. Also, maximum color and nutritive value is retained when cooking green vegetables, provided boiling time is kept to the minimum.

On the other hand, there are several disadvantages. There is a loss of soluble vitamins from foods to the water (if the water is discarded), and some boiled foods can look unattractive. Boiling can also be a slow method of cooking food.

Boiling can be done in two ways: The food can be placed into already rapidly boiling water and left to cook, the heat can be turned down and the food can be

simmered; or the food can also be placed into the pot, and cold water may be added to the pot. This may then be boiled until the food is satisfactory.

Вариант 2

Baking is the technique of prolonged cooking of food by dry heat acting by convection, and not by radiation, normally in an oven, but also in hot ashes, or on hot stones. It is primarily used for the preparation of bread, cakes, pastries and pies, tarts, quiches, and cookies. Such items are sometimes referred to as "baked goods," and are sold at a bakery. A person who prepares baked goods as a profession is called a baker. It is also used for the preparation of baked potatoes, baked apples, baked beans, some pasta dishes such as lasagna, and various other foods, such as the pretzel.

Many commercial ovens are provided with two heating elements: one for baking, using convection and conduction to heat the food, and one for broiling or grilling, heating mainly by radiation. Meat may be baked, but is more often roasted, a similar process, using higher temperatures and shorter cooking times.

The baking process does not add any fat to the product, and producers of snack products such as potato chips are also beginning to replace the process of deep-frying with baking in order to reduce the fat content of their products.

The dry heat of baking changes the form of starches in the food and causes its outer surfaces to brown, giving it an attractive appearance and taste, while partially sealing in the food's moisture. The browning is caused by caramelization of sugars and the Maillard reaction. Moisture is never really entirely "sealed in", however; over time, an item being baked will become dry. This is often an advantage, especially in situations where drying is the desired outcome, for example in drying herbs or in roasting certain types of vegetables. The most common baked item is bread. Variations in the ovens, ingredients and recipes used in the baking of bread result in the wide variety of breads produced around the world.

Some foods are surrounded with moisture during baking by placing a small amount of liquid (such as water or broth) in the bottom of a closed pan, and letting it steam up around the food, a method commonly known as braising or slow baking.

When baking, consideration must be given to the amount of fat that is contained in the food item. Higher levels of fat such as margarine, butter or vegetable shortening will cause an item to spread out during the baking process.

Контрольна робота № 4

Варіант 1

Making bread involves many ingredients and advance preparation steps. Two hours before production begins, a liquid sponge or broth is prepared and allowed to ferment to ensure that the finished loaf will rise properly. The broth is a blend of flour, water, sugar, salt, yeast and yeast foods.

To combine the ingredients necessary for bread making, a scaler measures out the smaller increments of the mix, some as little as one ounce. A dough mixer operated by a control panel takes the ingredients from the scaler and adds the larger increments to the mix to create the proper dough consistency.

This mixture can weigh anywhere from 400 to 2,000 pounds. The dough is then 'kicked' out of the mixer into a trough and allowed to 'relax' and ferment. This is called floortime. Then it goes to a hopper and is divided into loaf-sized pieces, then to the rounder for shaping.

Once again the dough is set aside in an overhead proofer to relax and continue fermenting for approximately 10 minutes. The dough is then sent to the head rollers for flattening and removal of excess air. This is a key step in bread making. Removing excess fermenting gas helps ensure good inner structure and grain in the finished loaf.

The next stop is the moulder, where the bread is shaped for the final baking process. The moulder is also helpful in removing air from the dough. Once molded, the bread is dropped into a large pan divided into five separate loaf pans. These

pans travel along a conveyor to another proof box. Here they will stay for 55 minutes. The temperature in the proof box is monitored closely to maintain 90% humidity level and 105° temperature level at all times.

Now the bread is sent to the ovens for baking. The oven temperatures and baking times will vary as to size and density of the loaf. The loaves bake for 22 minutes at approximately 400°. The baked bread is conveyed to a depanner. This is just what it sounds like; suction cups and vacuum pressure remove the baked loaf from the pan. The pan is sent back to storage to be used again, and the loaf is sent to cool.

The bread cools for about an hour and is then sent to be sliced. Once sliced, the bread is wrapped by an automatic bagging machine. Now that the loaf is in the bag, it is sent to be tied and fastened. The finished product is conveyed to where it is sorted and stacked for store distribution. Total production time for a loaf of bread is about three hours.

Варіант 2

Milk fresh from the cow is virtually a sterile product. All post-milking handling must maintain the milk's nutritional value and prevent deterioration caused by numerous physical and biological factors. In addition, equipment on the farm must be maintained to government and industry standards. Most cows are milked twice a day, although some farms milk three or four times per day. The milk is immediately cooled from body temperature to below 40°F (5°C), then stored at the farm under refrigeration until picked up by insulated tanker trucks at least every other day. The milk tanker driver records the amount of milk and notes the temperature and the presence of any off-odors. If the milk is too warm or has an off-odor, it will not be picked up, and the farmer will have to feed it to his animals or dump it. When the milk is pumped into the tanker, a sample is collected for later lab analysis.

When the milk arrives at the milk plant, it is checked to make sure it meets the standards for temperature, total acidity, flavor, odor, tanker cleanliness, and the absence of antibiotics. The butterfat and solids-not-fat content of this raw milk is

also analyzed. The amounts of butterfat (BF) and solids-not-fat (SNF) in the milk will vary according to time of year, breed of cow, and feed supply. Butterfat content, solids-not-fat content, and volume are used to determine the amount of money paid to the farmer.

Once the load passes these receiving tests, it is then pumped into large refrigerated storage silos (nearly half-million pounds capacity) at the processing plant.

All raw milk must be processed within 72 hours of receipt at the plant. Milk is such a nutritious food that numerous naturally occurring bacteria are always present. The milk is pasteurized, which is a process of heating the raw milk to kill all "pathogenic" bacteria that may be present. A pathogen is a bacterium that could, if allowed to grow and multiply, make humans sick. It should be noted that pasteurization is not sterilization (sterilization eliminates all viable life forms, while pasteurization does not). After pasteurization, some harmless bacteria may survive the heating process. It is these bacteria that will cause milk to "go sour." Keeping milk refrigerated is the best way to slow the growth of these bacteria. Some bacteria do not cause spoilage, but are actually added to milk or cream after pasteurization to make "cultured" products such as cheese, cottage cheese, yogurt, buttermilk, acidophilus milk and sour cream.

ТОВАРОЗНАВСТВО

Контрольна робота №1

Варіант 1

Product codes can be produced by various methods, and can be used for a variety of quality functions. The first step in evaluating coding vendors is determining the most appropriate code and coding method for your application or need.

Typical coding techniques are categorized as either contact coding, such as hot – stamping or debasing, or non – contact coding, such as ink – jet or laser method. Today, ink or laser either produces most codes.

As for the function of a code, the possibilities are numerous. Codes provide important manufacturing information for identification of specific products, product batches, raw materials, chemicals or ingredients used in the development a product. For food and beverage applications, they provide crucial consumer data, such as freshness or expiration dates.

In some instances, such as cosmetics, they even add aesthetic value to a package, or make environmental statements.

For manufactures of consumables or pharmaceuticals, lot/batch codes are essential for tracking products in the event of a tempering or recall emergency. Also, to comply with ISO certification, a company must have an effective product identification system in place. An accurate, clear product code will sufficiently meet this need, but only if the code is permanent. If the code can smear, or be erased or smudged by external elements such as liquid, abrasion, or sunlight, the marking does not provide long-term insurance.

For example, in a beverage operation where a product is subjected to extremely harsh, wet environments and passes through a number of channels during distribution, a permanent, clear and easily understandable code is crucial.

Вариант 2

This freshness trend is most obvious in the soft drink market, where Pepsi-Cola recently launched a major marketing campaign, with the code serving as the bearer of the freshness message. To further freshness into a point of differentiation, leading beverage manufacturers are also placing freshness codes on product cartons, using large character marking methods such as ink-jet or flexible dot-matrix laser coders.

Ready-to-eat cereal is another example where codes tout the freshness message. With this type of food product, a laser code, with its permanence and aesthetic appeal, best communicates the assurance of product freshness. Since children constantly handle cereals, there is always the possibility that an ink code can be smeared or rubbed off, or worse, it can run and mix with the food.

The permanence of a laser mark eliminates both possibilities.

In cosmetics, where image often dictates product success, even a packaging detail as minute as a product code can impact a product's appearance.

A leading producer of upscale fragrances converted to laser because it felt the red ink it was marking on its fragrance bottles could potentially be perceived as a product imperfection. A clear, unobtrusive laser code, which can be etched into a cosmetic bottle, is ideal for this type of application.

Finally, a code can communicate an environmental message as well. With local governments becoming increasingly concerned about VOC emissions, packagers are looking closely at alternatives to ink-based product coding systems, which can contribute to these emissions. For this reason, ink-less methods such as laser coding are rapidly growing in popularity. Plus, the use of inks and solvents bring worker safety concerns, and solid waste disposal issues.

Considering all the ways codes are used, what makes a coding method more appropriate for one application may make it less appealing for another.

Контрольна робота №2

Варіант 1

When selecting a method, in addition to considering how you plan to use a code and the material to be marked, you need to evaluate the compatibility of potential coding systems to your manufacturing operation, and of course, your initial cost requirements and long-term investment goals.

Whatever your reasons may be for choosing a coding system, you should require certain quality characteristics of both your code and vendor.

Your code should offer permanence, accuracy and clarity. And your vendor should do business in a way that doesn't compromise your own quality. The ultimate goal of most quality programs is total customer Satisfaction. In the total quality (approach, this is often achieved through a combination of Continuous research and technological advancement, and Constant measurement and evaluation of all

organizational processes. Since a vendor essentially becomes a branch or extension of your organization, it should have the same quality Objectives as your company.

What should you look for in a vendor? An effective supplier should offer the ability to foresee future industry and customer needs, and provide products and services to meet these impending needs. Customers want vendors who don't just keep up with technology, but stay ahead of it on a global basis. For instance, to continually improve code quality and material markability, a laser coding company needs to work directly with manufacturers and additive suppliers, constantly monitoring new products coming on the market.

Since a product code has a direct impact on your quality image, you'll also need to closely scrutinize how that vendor ensures code reliability and accuracy. You should confirm the code you're getting is absolutely permanent and precise. Also, you should ask for a history, including customer references, of coding machinery reliability and accuracy.

Вариант 2

All quality begins with research. Don't underestimate the importance of service. Most packaging engineers don't claim or aspire to be coding experts; they prefer to rely on their vendors' expertise. So while you should look for a system that offers ease-in-use and requires minimal maintenance, you also need to look for a vendor that is responsive to your service needs. It is also important that you align your company with a vendor who possesses a progressive approach toward problem solving. You should carefully evaluate a prospect's history of both solving customer problems and effectively translating solutions to operators. Talk to references about levels of after sale support, service, and vendor flexibility and dependability.

When evaluating long-term investment, you will need to consider the cost of consumables, if any, depreciation of equipment, and operating and maintenance costs.

Let's consider two of the most popular methods of coding: ink-jet and laser. While a typical laser coder requires a larger initial capital investment than an ink-jet coder, laser coders yield a higher return on investment.

Laser markers require no inks or hazardous solvents and require less cleaning and servicing than ink-coders, thus minimizing expenses for consumable goods, costly routine maintenance and other related costs.

For example, the typical annual operating costs for an ink-jet system can range from \$ 4,000-12,000, while the typical annual operating cost for a dot-matrix laser is around \$ 1,000. Based on these figures, a laser coder purchased at \$ 30,000 becomes more profitable after as little as 16 months of service in comparison to an ink-jet system purchased at \$ 15,000.

In addition, the expected useful lifetime of laser coding equipment is more than twice that of ink-jet coders, further enhancing the cost-effectiveness of the equipment.

Контрольна робота №3

Варіант 1

The agency most directly involved in consumer protection in all areas is the Food and Drug Administration (FDA), a part of the U.s. Department of health, Education and Welfare.

FDA administers the nation's basic foods and drug law, the Federal Food, Drug, and Cosmetic Act, as well as the Federal Hazardous Substances Act and several others. FDA's official mission is to ensure that foods are safe and effective; cosmetics are harmless; and that all these products are honestly and informatively labeled and packed.

To accomplish this, FDA employs some 4700 men and women, scientists, physicians, inspectors and many others. In the food area, FDA inspectors periodically check processing and storage plants to ensure that they are sanitary. They also check the wholesomeness of ingredients and finished food products and the legality of the packagers and labels.

FDA is active in prevention of food-borne disease. Because so much of the nation's food originates in the comparatively few "kitchens" of the major manufacturers, disease carried by a single contaminated product can affect many people. Whenever contamination by bacteria, such as salmonella, is discovered, FDA works to locate and eliminate the source, in addition to removing the contaminated food from store shelves.

The agency carries on cooperative programs with state and local health authorities to ensure safe milk supplies and to see that shellfish are harvested from unpolluted waters. It also sees that chemical additives in food-preservatives, artificial flavors, and colors-are safe, and it sets standards for some, making sure that, for example, your catsup has a certain minimum amount of tomato in it.

Вариант 2

Standards of identity have been set up for more than 200 basic foods items and they prevent watering down of products by defining what a food should contain-what you are entitled to receive when you purchase the food by its common or usual name. For example, fruit jams must contain 45 parts of fruit and 55 parts of sugar or other sweetener, and raisin bread must have raisins equaling 50 percent of the weight of the flour.

Manufactories who wish to enrich certain foods must follow the requirements in FDA's standards for enriched fortified or restored foods. Flour, bread, degerminated corn meal, corn grits, whole grain corn meal, and white rice may be enriched with thiamin, riboflavin, niacin, and iron. These same B vitamins and iron may be retained or stored in food cereals. FDA controls the levels of enrichment, just as it controls the amount of other vitamins or minerals, which may be added to foods. If milk is to be fortified with vitamin D and advertised as such, FDA stipulates that the fortification must be sufficient to have a meaningful nutritional impact. The same stipulation applies to vitamin A, which is added to milk and margarine, and to vitamin C, which is added to juices and drinks in prescribed amounts.

For canned fruits and vegetables, the FDA standards of quality set minimum specification for such factors as tenderness, color, and freedom from defects. Quality standards for canned foods, for example, limit the “string” in green beans, excessive peel in tomatoes, hardness in peas, “soupiness” in cream-style corn, and pits in pitted canned cherries.

In its specialized research laboratories in Washington and around the country, FDA tests products picked up by inspectors from factories, warehouses, and stores in a continuous watch over the food supply.

It pays particular attention to foods for special dietary uses, such as foods for low-salt and diabetic diets, low calorie foods, and infant food.

Контрольна робота №4

Варіант 1

The other Federal agency that is deeply involved in protecting food is the U.S. Department of Agriculture (USDA), primarily through its Consumer and Marketing Service. USDA’s major programs revolve around the inspection and grading of meat and poultry products. But since, on the average, you spend a third of your family food budget for these foods, an understanding of how these standards are administered can also be useful.

The USDA Inspection Program.

The inspection program is required by law and is responsible for wholesomeness and proper labeling. To pass inspection, meat and poultry products must be from healthy animals and birds which were handled or processed under strict sanitary conditions, must not be adulterated, and must be truthfully packaged and labeled. The circular mark of federal meat inspection appears as a purple stamp on retail meat cuts. Because only the major cuts of the carcass are marked, this stamp may not appear on every roast or steak you buy. In addition, all fresh or processed meat products that are shipped from one state to another must have the mark of federal inspection.

The chilled or frozen ready-to-cook poultry offered in the supermarket as well as the canned, frozen, dehydrated and other forms of poultry products also must carry the USDA inspection mark.

The inspection process is comprehensive and thorough and covers all plants selling across state lines or to other countries. To be sure that food is pure throughout the process, inspection occurs at various stages. USDA must approve the layout of each federally inspected plant, as well as the equipment and facilities, to assure that they lend themselves to proper cleaning and sanitary operation.

The checking and labeling process, and finally spot-checking may be done in the warehouse or store.

Вариант 2

The other program administered by USDA's Consumer and Marketing Service is grading for quality. Although grading is a voluntary service to meat packers, poultry and egg processors, and others who request it and pay for the service, more than half the beef and three-fourth of the poultry on the market is graded. Federal inspection is required if the food is to be graded.

The federally graded meats carry a purple grade, a shield enclosing the letters USDA and the grade name. Grade stamps appear on most retail cuts of beef, veal, calf, lamb, and mutton, but pork is not usually graded. USDA Prime, the top grade, is used largely by hotels and restaurants. USDA Choice and USDA Good are the grades most commonly found in retail markets. Some meat packers, wholesalers, and retailers, however, use their own brand names to designate the quality levels of their products.

Poultry must be USDA-inspected before it can be federally graded. The grades for poultry are based on meatiness, freedom from defects, and general appearance. The top of poultry is marked USDA Grade A. This is the only grade you are likely to find in your supermarket. Poultry of Grades B and C is more generally used in processed foods. The poultry grade label also suggests cooking methods and indicates the age of the poultry. For example, the grade shield for chicken might be: Broiler or fryer, young hen, young hen, young tom, or mature turkey.

Eggs are nearly always found with grade indication, because many states have laws requiring that eggs are identified with the shield-shaped grade mark that indicates the quality and high quality eggs may be of any size. Therefore, in buying eggs the consumer must consider both grade and weight in relation to the price of eggs and must evaluate this also in relation to the purpose/

Fruits and vegetables also have grade standards established by the USDA. Processors, buyers, and others use the standards in wholesale trading as a help in ascertaining value.

ТЕКСТИ ДЛЯ ЧИТАННЯ ЗА ФАХОМ ТА УСНІ РОЗМОВНІ ТЕМИ

ТЕКСТ 1

KHARKIV STATE UNIVERSITY OF FOOD TECHNOLOGY AND TRADE

Vocabulary

1. catering	громадське харчування
2. trade	торгівля
3. hospitality	готельна справа
4. customs	митниця
5. institution of higher education	вищий навчальний заклад
6. entrance examinations	вступні іспити
7. day-time department	денне відділення
8. correspondence department	заочне відділення
9. curriculum	навчальна програма
10. to conduct research	проводити наукові дослідження
11. experienced laboratory assistant	досвідчений лаборант

KHARKIV STATE UNIVERSITY OF FOOD TECHNOLOGY AND TRADE

The Kharkiv State University of Food Technology and Trade is a multi-profile institution of higher education of the 4th level of accreditation. It is aimed at training specialists in food production, catering, trade, customs, hospitality and tourism.

The University has continued the glorious traditions of Sloboda's commercial training for more than one hundred years. The recent history of the University

starts in 1967 with Kharkiv Institute of Public Catering. In October 2002 our institution of higher education was granted the University status.

Our University has well-equipped laboratories, lecture halls, a library and a computer centre. The library provides a lot of necessary books, text-books dictionaries, reference books, journals etc. Students not originally from Kharkiv can stay at our hostel.

The course of study lasts 5-6 years. The academic year consists of two semesters. And at the end of each semester there is an examination session. According to the curriculum during the first two years students have to attend lectures on some humanitarian and general educational subjects. Specialization begins in the third year.

At present time there are six faculties at our University where the students of day-time and correspondence departments are trained. They are the Process Engineering faculty, Economics faculty, Accounting and Finance faculty, Merchandise Expertising faculty, Management faculty, the faculty of Equipment and Technical Service.

The students are engaged in Bachelor, Specialist and Master Degree programs. The Center for Professional and Pre-Higher Learning Training, the Ukrainian-German Lyceum, the preparation departments for the Ukrainian and foreign citizens prepare young people to enter the University.

The teaching staff of the University includes many professors, assistant professors, candidates of sciences, lecturers, and experienced laboratory assistants. 27 University departments conduct research in the priority fields of engineering, technology and economics of food production and services. Every year the University holds scientific conferences with the participation of the leading scientists and managers in trade and catering. The students also take an active part in the scientific work and make reports during the conferences.

The students get practical experience at the major quality restaurants, hotels and firms in Ukraine and abroad.

This year I have entered the Kharkiv State University of Food Technology and Trade. The entrance examinations were rather difficult but I passed them with good and excellent marks. Now I am a first year student of the Economics faculty of the day-time department.

Comprehension check

Are these sentences true or false? Correct the false sentences.

1. Our University has continued the glorious traditions of Sloboda's commercial training for two hundred years.
2. Students who come from different cities, towns and countries can stay at our hostel.
3. According to the curriculum specialization begins in the first year.
4. The recent history of the University begins in 2002 when it was granted the university status.
5. The major quality Ukrainian and foreign restaurants, hotels and firms are the places where our students get practical experience.

Answer the following questions:

1. What specialists does our University train?
2. What faculties are there at our University?
3. What degree programs are our students engaged in?
4. What are the priority fields of research?
5. Where our students get practical experience?

TEXT 2 UKRAINIAN CUISINE

Vocabulary

cuisine- кухня (страви)
millet- просо
buckwheat- гречка
dough- тесто
stuffed- фарширований
stuffing- начинка
diversity- різноманіття

barley- ячмінь
rye- жито
sour-кислий
noodles- локшина
poached-варений
fritter- оладок
flavour- присмак, аромат

dumplings- галушки
to fill by smtn.- наповнювати чимось

chowder- густа юшка зі свинини

UKRAINIAN CUISINE

Ukrainian cuisine is closely linked to the customs, culture, and way of life of the Ukrainian people. It is famous for its diversity and flavours..

Since ancient times Ukrainians had a settled form of life based on farming. Wheat, barley and millet were grown in Ukraine 3000 years ago. Rye was introduced about 2000 years ago, and then buckwheat was imported from Asia in the 11th century AD.

Since ancient times bread has been very important in the cuisine of the Ukrainian people. In general sour rye bread is common type bread produced in Ukraine, except in the southern and southeastern regions, where white-wheat bread is more common. Besides ordinary bread Ukrainians bake various ritual bread from special dough. Ukrainian bread with its many variations has become quite famous.

Cooked cereal is an ancient Ukrainian food. The most commonly eaten cereal are buckwheat (kasha), millet, and, in the Hutsul and Trans- Carpathian regions, cornmeal (Mamalyga or kulesh).

The favourite dishes made of flour are dumplings (halushky) and filled dumplings (varenyky) with various types of filling: cheese, cabbage, meat, fish, buckwheat, berries such as blueberries or cherries. “Varenyky” are often mentioned in folk songs. Noodles are also often used, served either with soup or separately with cheese. The potato is the most widely used vegetable in Ukrainian cooking. It is a necessary ingredient in all soups. Boiled or baked potatoes are served alone or with meat, fish, cabbage, mushrooms. Potato pancakes are served with cheese or sour cream. Another important element in Ukrainian cooking is cabbage with meat or potatoes. Cabbage leaves are used in making cabbage rolls “Holubtsi”.

The most popular Ukrainian dish is borsch. This thick and delicious soup is prepared with a variety of ingredients including meat, beets, cabbage, mushrooms, beans, and even prunes.

Mushroom soups, bean and pea soups, soups with dumplings and thick millet chowders are also popular.

The most popular meat is pork and its products, such as ham, sausage, smoked bacon, salt pork. A lot of poultry is prepared, particularly chicken, baked in sour cream, stuffed, roasted, or cooked for soup. Fish is fried, poached, or baked with stuffing.

Ukrainians like dairy products. Some samples cheese pancakes and “riazhanka” (fermented baked milk). Soured milk is a favourite drink throughout Ukraine. A salty cheese from sheep’s milk (brynza) is made in the Hutsul region and Bukovyna. There are no holidays without pies, “pampushky” (type of fritters), “baba (a tall cylindrical cake) and honey cakes.

Ukrainian sausage is delicious. It is preserved in a special way – in porcelain vessels filled by melted fat.

Fruits and berries, when is season, are eaten fresh or made from either fresh or dried fruits are uzvar, a compote and kisil. Bread kvas, fruit or cucumber broth, and bitch sap are popular folk drinks in Ukraine.

Of course, every region of Ukraine has its own recipes and traditions.

Comprehension check

Are these sentences true or false? Correct the false sentences.

1. Ukrainians do not like dairy products.
2. It is preserved in special way- in earthen vessels filled by melted fat.
3. A lot of poultry prepared, particularly chicken, baked in sweet sauce, stuffed, roasted, or cooked for soup.
4. The most popular meat is beef and its products.
5. Potato pancakes are served with cheese or sour cream.
6. Bread kvas, fruit or cucumber broth are popular drinks in Ukraine.
7. A salty cheese from cow’s milk (brynza) is made only in Bukovyna.
8. Cooked cereal is an ancient Ukrainian food.
9. Soured milk is a favourite drink throughout Ukraine.

10. Borsch is a clear soup without a variety of ingredients.

Discuss the following points:

1. Would you like to have your own restaurant? Why?
2. Do you have your old family recipe and do you use it?
3. What is your favourite dish?

TEXT 3

ECONOMY OF UKRAINE

Vocabulary

valuable - цінний	steel – сталь
deposits - запаси	anthracite – антрацит
contain - містити (в собі)	coal – вугілля
proximity - близькість	heavy – важкий
ore - руда	complementary – додатковий
potassium salts – солі калію	account for – відповідати за

ECONOMY OF UKRAINE

Two interrelated processes are characteristic of Ukraine's economy today, namely its assertion as an independent state, and its transformation from planned-centralized to market-controlled. These processes are rather complicated, but there are all prerequisites for their effective accomplishment.

The economy of Ukraine is formed by both agriculture and industry.

Industry contributes more than 40 per cent of GDP and accounts for more than one-fourth of total employment. Ukraine is a major center of heavy machinery and equipment production, machine tools, large electrical transformers, ships, locomotives, rail cars, passenger and cargo aircraft, agricultural machinery. It also has a well-developed chemical industry that produces various plastics, tires and fertilizers. Ukraine has a major ferrous-metals industry, and it rivals China as the fourth largest steel producer in the world. Another important branch of the economy is mining. Its main produce is coal, natural gas and iron ore. The most prominent manufactured goods include metallurgical equipment, diesel locomotives, tractors

and TV sets. Ukraine also has well-developed chemical and food industries. There are more than 50 plants which produce a wide range of agricultural equipment. Machine-tool and instrument-manufacturing industries are also being developed. The growing importance of consumer goods is reflected in the increasing output of cameras, refrigerators, washing machines, etc. Some of the principal products of light industry are textiles, ready-made clothes and shoes.

Agriculture accounts for about 25 per cent of Ukraine's total GDP and approximately the same percentage of total employment. Mainly due to extremely fertile soil, Ukraine is a major producer and exporter of a wide variety of agricultural products, including sugar, sunflower oil, flax, different crops and dairy products. This sector offers diverse opportunities for foreign investments, especially in the field of food-processing and storage.

The chernozem (black) soils of the forest-steppe zone are among the world's more productive farmlands. They are exceptionally good for wheat and sugar beet. Besides wheat, Ukraine produces such grains as barley, buckwheat and rice. Other crops include potatoes, vegetables, melons, berries, fruit, nuts and grapes. Ukraine's most important industrial crop, sugar beet, is concentrated in the forest-steppe zone. Truck farming or market gardening is particularly developed on the outskirts of large cities like Kyiv, Kharkiv, and others.

Cattle and pigs are raised throughout Ukraine, while chicken, geese and turkey are kept for meat and egg production. There are many large-scale broiler and egg-laying farms close to big cities. Bees are kept in all parts of Ukraine for honey and wax.

Through the collective and state farms still remain in the country, the declared intent of the Ukrainian government is to provide a gradual privatization of farming, but it is a difficult and costly process.

Ukraine has extremely rich and complementary mineral resources in high concentrations and close to each other. Rich iron ore reserves located near Kryvyi Rih, Kremenchuk, Bilozerka, Mariupol and Kerch form the basis of Ukraine's large iron and steel industry. One of the richest areas of manganese bearing ores in the

world is located near Nikopol. Bituminous and anthracite coal used for coke are mined in the Donets Coal Basin (commonly called Donbas). Energy for thermal power stations is obtained using the large reserves of brown coal in the Dnipro basin (north of Kryvy Rih) and the bituminous coal deposits of the Lviv-Volynian Basin north of Lviv.

Ukraine can be divided into three economic areas: Southwestern, Donets-Dnieper and Southern.

The Southwestern Economic Area has a dense network of roads and railways. The largest reserves of minerals and valuable wood of the Carpathian forests are used in the chemical, gas, mining, timber, paper and porcelain industries. Local agriculture forms the basis of the food industry. The area is widely known for its grain-milling industry; it produces vast amounts of butter, cheese, meat, sugar, fruit and vegetables. The engineering industry produces test instruments, machine tools and electrical engineering equipment.

The Donets-Dnieper Economic Area has rich mineral deposits. A large industrial output is yielded by the mining, ferrous metallurgy, chemical and machine-building industries. The Donets Basin contains a cluster of plants producing zinc, mercury, fertilizers, plastics, soda, acid and dyes. The area has the greatest concentration of thermal and hydroelectric power station in Ukraine. The Donbas produces vegetable oil, meat and milk products, sugar and butter.

The proximity of the Southern Economic Area to the sea is reflected in its industry: shipbuilding, chemical, fishing and canning. The food industry is allied with the cultivation of grapes, fruit and vegetables.

Ukraine has a considerable potential to develop its economy quickly – it is explained not only by the favorable natural conditions, but also by the convenient geographical position in terms of international trade exchanges.

Comprehension check

Answer the questions:

1. What processes are characteristic of Ukraine's economy today?
2. What does Ukraine produce?

3. How would you characterize the three economic areas of Ukraine?
4. Where are the richest areas of mineral resources located?
5. Has Ukraine a considerable potential to develop its economy quickly? Why?

Are these sentences true or false? Correct the false sentences.

1. The Donbas produces grapes, fruit and vegetables.
2. The proximity of the Southern Economic Area to the sea is reflected in its industry: shipbuilding, chemical, fishing and canning.
3. Ukraine has a considerable potential to slowly develop its economy.
4. The area has not the greatest concentration of thermal and hydroelectric power station in Ukraine.
5. The economy of Ukraine is formed only by the industry.
6. Agriculture accounts for 15 per cent of Ukraine's total GDP and approximately the same percentage of total employment.
7. Ukraine can be divided into four economic areas.
8. Local agriculture forms the basis of the food industry.
9. The engineering industry produces metal instruments and chemical equipment.
10. This sector offers diverse opportunities for foreign investments, especially in the field of food-processing and storage.

TEXT 4

BRITISH CUISINE

Vocabulary

cuisine – кухня
to invent – винаходити
spice – приправа
meal – їжа

tasteless - несмачний
sauces - соус
delicious - смачний
to prepare - готувати

BRITISH CUISINE

Some people criticize English food. They say it's unimaginable, boring, tasteless, it's chips with everything and totally overcooked vegetables.

The basic ingredients, when fresh, are so full of flavor that British haven't had to invent sauces to disguise their natural taste. What can compare with fresh peas or new potatoes just boiled and served with butter? Why drown spring lamb in wine or cream and spices, when with just one or two herbs it is absolutely delicious?

If you ask foreigners to name some typically English dishes, they will probably say "Fish and chips" then stop. It is disappointing, but true, that - there is no tradition in England of eating in restaurants, because the food doesn't lend itself to such preparation. English cooking is found at home. So it is difficult to find a good English restaurant with reasonable prices.

In most cities in Britain you'll find Indian, Chinese, French and Italian restaurants. In London you'll also find Indonesian, Mexican, Greek... Cynics will say that this is because English have no "cuisine" themselves, but this is not quite true.

BRITISH MEALS

Traditionally English people have three meals a day; breakfast, lunch and dinner. Breakfast is served in the morning. It used to be a large meal with cereal, eggs and bacon, sausages, tomatoes. But such a large breakfast takes a long time to prepare and is not very healthy. Nowadays Britain's most popular breakfast consists of cereal, toast with marmalade, juice and yogurt with a cup of tea or coffee. Lunch is a light meal. Most people have no time to go back home for lunch so they eat at school, cafes, pubs or restaurants.

The main meal is dinner, which is usually between 6 and 7 p.m. A typical evening meal is a meat dish with vegetables and dessert.

The most important meal of the week is the Sunday dinner, which is usually eaten at 1 p.m. The traditional Sunday dish used to be roast beef but nowadays pork, chicken or lamb are more common.

On Sunday evening's people have supper or high tea. The famous British afternoon tea is becoming rare, except at weekends.

Comprehension check

Answer the questions:

1. What do foreigners say when they criticize English food?
2. Do English people use a lot of sauces?
3. From a foreigner's point of view, what are typically English dishes?
4. Do all English eat at restaurants?
5. What kind of restaurants can you find in Britain?
6. Is it the true that English have no cuisine?
7. How many meals a day do English people have?
8. Where do English people eat lunch?
9. What dishes are served for dinner?
10. Is British afternoon tea still popular?

Do you agree or disagree:

- Foreigners never criticize English food.
- English people use a lot of sauces.
- English favourite dish is fish and chips.
- We can find many kinds of restaurants in Britain.
- It's difficult to find a good English restaurant with reasonable prices.
- Drown spring lamb isn't delicious without sauces.

TEXT 5

THE ECONOMY OF GREAT BRITAIN

Vocabulary

private –and public enterprise economy	- економіка, що базується на приватній та державній власності
in growth rates	- за темпами росту
per capita	- на душу населення
owing to	- завдяки
standard of living	- рівень життя
adjustment	- регулювання
interest rate	- відсоткова ставка
direct personal taxation	- пряме оподаткування фізичних осіб
share holding	- акція
utilities	- комунальні послуги
to account for	- складати частку
virtually	- фактично
self-sufficient	-самостійний, економічно незалежний
excise	- акциз
public borrowing	- державна позика
graduated income tax	- прогресивний прибутковий податок

THE ECONOMY OF GREAT BRITAIN

The United Kingdom has a developed mixed private-and public enterprise economy and ranks among the top industrial countries in growth rates, productivity, and competitiveness. The gross national product (GNP) is growing faster than the population.

The state sector was reduced during the 1980s and 1990s owing to policies of privatization, or denationalization, of publicly owned corporations. There was also an improvement in the standard of living. Unemployment and inflation rates were gradually reduced but remained high.

Nowadays, government policies include the close monitoring and frequent adjustment of interest rates; a gradual reduction in the level of direct personal taxation; a reduction in the levels of power and influence of national trade unions in national labour negotiations; the encouragement of wider home ownership and of individuals' share holdings in companies. Considerable emphasis is placed on increased exposure of the economy to market forces. The

government controls the production of coal, steel, and ships; it also runs certain utilities, the railways, and most civil aviation.

Manufacturing industries account for one-fifth of the GNP. Small companies predominate, though companies with 500 or more employees employ a larger percentage of the work force. Major manufactures include motor vehicles, aerospace equipment, electronic data-processing and telecommunication equipment, metal goods, precision instruments, petrochemicals, and other chemicals. High-technology industries are being developed.

Agriculture accounts for less than 2 percent of the GNP and employs 2 percent of the work force. Farming is highly mechanized, though farms are not extremely large, and is dominated by the raising of sheep and cattle. The United Kingdom is not agriculturally self-sufficient. Chief crops include barley, wheat, sugar beets, and potatoes.

The mineral industry accounts for approximately 6 percent of the GNP but employs less than 1 percent of the work force. Production from oil fields in the North Sea has allowed the United Kingdom to become virtually self-sufficient in petroleum. The United Kingdom's coal industry, despite its steady decline since the early 1950s, remains one of the largest and most technologically advanced in Europe.

Public revenues ordinarily fall short of expenditures and are chiefly derived from income taxes, which are highly progressive, and excises. A single graduated income tax was introduced in 1973. Deficits are offset by public borrowing. The country (as well as its capital) is a major world financial and banking centre.

Chief imports of Great Britain are: metallic ores, except iron ore, food. Chief exports are: china, automobiles and other vehicles, wooden goods, steel, electrical and mechanical machinery, tractors, scientific instruments, chemicals, petroleum.

Just under half of the total population is in the labor force. The highest proportion of employees (more than two-thirds) is in the service sectors, financial services and distribution. Manufacturing, although it has declined, employs more than one-fifth of all workers. Smaller numbers are in construction, energy, agriculture, forestry, and fishing.

Comprehension check

Answer the questions:

1. What kind of economy has the UK?
2. Production of what does the government control?
3. Why the UK is self-sufficient in petroleum?
4. What industry is the most technologically advanced in Europe?
5. When was a single graduated income tax introduced?

Are the sentences true or false? Correct the false sentences.

1. The economy of Great Britain is among the less developed countries in growth rates and competitiveness.
2. The UK has a developed mixed private-and public enterprise economy.
3. The state sector increased considerably during the 1980s and 1990s.
4. A gradual reduction in the level of direct personal taxation is one of the actual policies of the British Government.
5. Small companies predominate in the economy of the UK.
6. Agriculture accounts for more than 50 percent of the GNP.
7. The UK's coal industry remains one of the largest and most technologically advanced in Europe.

TEXT 6

AMERICAN CUISINE

Vocabulary

healthy корисний

ethnic етнічний

juice сік

cereal кукурудзяні пластівці

junk food	некорисна їжа	fancy	сучасний, вишуканий
serving	порція	emphasize	підкреслювати
correspond	відповідати	profit	прибуток

AMERICAN CUISINE

Americans eat a lot and they love junk food. Their diet is not healthy; they fry a lot and eat fat, sweet food. The average American eats three meals a day: breakfast, lunch and dinner. They don't like to eat at home and very often go to restaurants. They can choose from many kind of restaurants - from fancy and expensive to very cheap ones. There is a great number of ethnic restaurants – Italian food, Mexican food and Chinese food are as popular as the traditional American burger.

An American institution is the fast food restaurant, which is very convenient but not very healthy.

However there are some principles of American cuisine (if we may call it so). Americans drink a lot of juices and soda; eat a lot of meat, fruits and vegetables, not much bread. In the morning Americans have cereal or scrambled eggs, milk or orange juice. Chicken or fish, fried potatoes, vegetable salads, and dessert: this is the most common menu for lunch. Dinner is probably the most important meal of the day; some people have family dinner, when all members of family have to be there. For dinner Americans usually have meat, fried or baked potatoes with ketchup or sour cream, corn, peas, sometimes macaroni and cheese or spaghetti; ice-cream, fruit or cake may be for desserts.

Turkey, ham and apple pie are traditional for Christmas and Thanksgiving Day dinners.

Recently Americans put under attack the four basic food groups, long considered the healthiest organizing principle for American meals – two servings of meat a day, two of dairy products, six of grains and five of fruits and vegetables.

The U.S. Department of agriculture, along with many nutrition experts, wants to reconfigure the groups to emphasize the importance of grains, fruits and vegetables, with a corresponding de-emphasis on meat and dairy products.

Meanwhile, the Physicians' Committee for Responsible Medicine, a Washington nonprofit group, wants to throw out the traditional four groups entirely. PCRM favours what it calls the new fours: fruits, vegetables, grains and legumes (which include peas and beans). Both these plans reflect a growing body of scientific evidence that American eating habits are killing them. Heart disease and some cancers, particularly of the breast and colon, are among the highest in the world.

What is needed, even more than a whole new diet, is a whole new way of thinking about food.

Comprehension check

Answer the following questions:

1. How many times a day do Americans eat?
2. Do Americans like to eat at home?
3. What kind of restaurants is popular in the US?
4. What do Americans eat for breakfast?
5. What is the most important meal of the day?
6. What is a family dinner?
7. What dishes are traditional for Christmas and Thanksgiving Day dinners?
8. What used to be the four basic food groups in America?
9. Which foods does the Department of Agriculture want to limit?
10. What kind of illnesses can be caused by a bad diet?

Are these sentences true or false? Correct the false sentences:

1. Americans like to eat at home.
2. An American institution is the fast food restaurant.

3. There is a great number of ethnic restaurants – Italian food, Mexican food and Chinese food are as popular as the traditional American burger.
4. Americans have four meals a day: breakfast, lunch, dinner and supper.
5. In the morning Americans have chicken or fish, fried potatoes, salad and dessert.
6. Lunch is the most important meal of the day.
7. Americans drink a lot of juices and soda, eat a lot of meat, fruits and vegetables, not much bread.
8. American eating habits are killing them.

TEXT 7

MY SPECIALITY

(MERCHANDISE EXPERTISING)

Vocabulary

1. namely	а саме
2. accept	приймати
3. reject	відхиляти, бракувати
4. availability	наявність, доступність
5. complicated	складний
6. commodity expert (or expert on merchandise)	товарознавець
7. delivery	доставка
8. storage	зберігання
9. supply	постачання
10. fulfillment of obligations	виконання зобов'язань
11. allied	пов'язаний з, суміжний
12. quality assurance	гарантія якості
13. sensory evaluation	органолептична оцінка

MY SPECIALITY (MERCHANDISE EXPERTISING)

Trade plays an important role in satisfying potential desires of consumers in a market economy.

There are always two parties in the process of trade, namely, the owner of material values (the seller) and the owner of money (the buyer). The level of trade development is conditioned by the level and rate of goods production.

Consumers determine the needs for products. They accept or reject products based on price, quality and their availability. The experts of commodities help to solve all complicated problems in trade and catering.

I am happy to take an active part in the activity of trading in my future work.

I study at the Kharkiv State University of Food Technology and Trade at the Merchandise Expertising faculty and my speciality is commodity expert (or expert on merchandise).

Experts on merchandise are trained to solve problems related to practical organization of trade, delivery, storage and realization of foods; to make contracts on foods supply; to supervise the fulfillment of obligations by suppliers; to control the quality of merchandise at all levels of their delivery; to find additional sources of goods supply, etc.

So, it is quite clear that the faculty graduates have to be proficient in a number of subjects.

Students study the following subjects:

- humanitarian: philosophy, history, economics, politology, foreign languages, sociology;
- general: mathematics, physics, chemistry, informatics, statistics, standardization;
- special: organization of trading technology, management, food products study and classification, technology of foodstuffs, economics, commercial activities, marketing, book-keeping, price formation, refrigerating equipment.

Taking into consideration the high level of professional training and reputation of our University the specialists with faculty's diplomas have many employment opportunities in food industry. Graduates of Merchandise Expertising faculty can work for food processing companies or allied industries

such as food ingredient, food equipment and packaging companies or government agencies. Commodity experts perform as quality assurance supervisors, production managers, marketing representatives and food/flavor chemists. They also conduct new product research and development including sensory evaluation. There are also positions in food safety and quality inspection.

Comprehension check

Are these sentences true or false? Correct the false sentences.

1. Experts on merchandise are trained to control the quality of commodities at all levels of their delivery.
2. The level of goods production is conditioned by the level and rate of trade development.
1. Specialists with faculty's diplomas have very few employment opportunities in food industry.
2. Commodity experts conduct sensory evaluation of new product.
3. In a market economy trade plays an important role in dissatisfying potential desires of consumers.

Discuss the following points:

- What conditioned your choice of speciality?
- What excites you most about being a commodity expert?
- What personal and professional qualities should you acquire as a future specialist?

TEXT 8

MY SPECIALITY

(PROCESS ENGINEERING)

Vocabulary

- | | |
|--|--|
| 1. process engineer | інженер-технолог |
| 2. public catering products technologies | технологія виробництва продуктів громадського харчування |
| 3. technology and engineering | технологія та проектування |

4. to ensure the availability	забезпечувати доступність
5. acceptable	сприйнятливий
6. selection	вибір
7. consumer	споживач
8. to apply	застосовувати
9. processing	обробка
10. preservation	консервування
11. evaluation	оцінка
12. distribution	розповсюдження
13. to major in	спеціалізуватися з якогось предмету
14. sanitary regulations	санітарні норми
15. production assistant manager	завідувач виробництвом
16. pledge	запорука
17. gradual transition	поступовий перехід
18. improvement	покращення

MY SPECIALITY (PROCESS ENGINEERING)

Process Engineering faculty of our University trains students specializing in public catering products technologies. Students gain a qualification in Technology and Engineering. Process engineers ensure the availability of a safe, acceptable, and nutritious selection of foods for consumers. They also apply chemistry, microbiology, engineering, and other sciences to the production, processing, preservation, evaluation, and distribution of food products. That is why according to the curriculum students majoring in food science and technology study the following subjects:

- humanitarian: history, philosophy, economic theories, politology, sociology and labour psychology, law, foreign languages;
- general: higher mathematics, physics, chemistry, mechanics, automation, informatics, drawing, economics, management;
- special: public catering products technologies, food products study and classification, microbiology, standardization, physiology, processes and commercial equipment, projecting, branch organization and management, etc.

Most attention is devoted to basic diets for various population groups, nutritional value of food products, culinary, cooking technologies, changes in

products composition while cooking, quality control methods, and sanitary regulations for mass catering plants.

Education is completed by defence of graduation work. Graduates of the Process Engineering faculty of our University have career options in a variety of food industries, such as dairy products, meat and meat products, fruit and vegetable products, and cereal products. They can work as managers of catering establishments, as process engineers, production assistant managers, designers, research workers at research institutes or at quality control laboratories.

Rational and dietetic nutrition of a man is the pledge of good health. Right organization of mass catering helps to solve this problem. Mass catering plays an important role in our society by saving material and manpower resources and changing the people's way of life. It helps to raise the productivity of labor in industry and agriculture by providing the working people with food at their places of work. As a future specialist in this system I shall try to find new ways and methods in organization of work to solve various problems facing the mass catering: the gradual transition to industrial methods in processing of products and food preparation, the improvement of quality of food and others.

Comprehension check

Are these sentences true or false? Correct the false sentences.

1. Graduates of the faculty can work in different fields of food industries.
2. Process engineers ensure the availability of a safe, acceptable, and nutritious selection of foods for suppliers.
3. Mass catering plays an important role in our society by exhausting material and manpower resources and changing the people's way of life.
4. Right organization of mass catering helps to solve the problem of rational and dietetic nutrition of a man.
5. Students gain a qualification in Technology and Engineering.

Discuss the following points:

- What conditioned your choice of speciality?

- What excites you most about being a process engineer?
- What personal and professional qualities should you acquire as a future specialist?
- How does industrial processing influence the quality of foodstuffs?

RECIPIES

1. Bacon Cheddar Popovers

Ingredients:

1 cup all-purpose flour

1/8; teaspoon salt

2 eggs

1 cup milk

3/4 cup shredded sharp cheddar cheese

4 slices bacon , cooked & crumbled

2 scallions , trimmed & chopped (I subbed with minced sweet onions)

Directions:

1. Coat 8 cups of a popover/muffin pan with non-stick spray. Be sure to fill empty cups with water to avoid burning pan. Pre-heat oven to 450°F.

2. Whisk flour and salt together in a mixing bowl. In a separate bowl, whisk the eggs and milk together. Add to the flour mixture and stir until blended. Fold in cheese, bacon and scallion.

3. Fill popover/muffin cups 3/4 full (approx. 1/3 cup batter in each). Bake at 450° for 15 minutes. Reduce oven temperature to 350° and bake an additional 10 to 15 minutes, or until browned and puffed. (Keep oven closed until the end of baking time or else the popovers will deflate.)

4. Remove popovers from the oven. Immediately remove popovers from pan to cool. Pierce sides once with a knife to release steam.

5. Serve warm. (Re-heat at 350° for 5 minutes to crisp the outside edges, if needed.)

Nutritional Facts for Bacon Cheddar Popovers

Serving Size: 1 (77 g)

Servings Per Recipe: 8

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 156.4	
Calories from Fat 70	44%
Total Fat 7.7 g	11%
Saturated Fat 3.9 g	19%
Cholesterol 64.6 mg	21%
Sodium 169.0 mg	7%
Total Carbohydrate 13.8 g	4%
Dietary Fiber 0.5 g	2%
Sugars 0.2 g	0%
Protein 7.3 g	14%

2. Best Turkey in the World

Ingredients:

5 ½ kg turkey

2 -4 clementines

rosemary, bay or fresh thyme sprig

150 g butter

2 -3 carrots

3 onions , peeled

2 celery ribs

Directions:

For the **Butter**:

1. You need to finely chop the carrots, onion and celery. Chop rosemary and thyme.

2. Mix into the butter thoroughly.

The **Turkey**:

3. Using a tablespoon, gently separate the skin from the meat through the cavity up towards the breastbone of the bird.

4. Once the skin is separated, take half of the flavoured butter and push in between the skin and the meat. Massage so that the butter is evenly distributed.
5. The other half of the butter is to be smoothed over the outside of the turkey.
6. Using a skewer or rosemary sprigs, secure the cavity, so that the skin doesn't slide.
7. Cover in cling film and keep in the refrigerator until ready to be cooked.
8. Before cooking, chop 2-4 clementines and place in the cavity.
9. Stuff the neck of the bird with as much stuffing as possible.
10. Cook the bird on 350 / Gas Mark 4. Time scale is approx 30 minutes per kilo, plus 20 minutes at the end.
11. For best results, baste the turkey every 45 minutes.
12. Enjoy.

Nutritional Facts for Best Turkey in the World

Serving Size: 1 (791 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 2534.6	
Calories from Fat 1266	49%
Total Fat 140.7 g	216%
Saturated Fat 50.2 g	251%
Cholesterol 1015.1 mg	338%
Sodium 1148.3 mg	47%
Total Carbohydrate 16.3 g	5%
Dietary Fiber 2.9 g	11%
Sugars 8.7 g	34%
Protein 282.5 g	565%

3. Cheese and Onion Pastries

Ingredients:

puff pastry (use frozen, but homemade is fine if you are a purist)

½ ounce unsalted butter

2 medium onions , finely chopped

½ lb double Gloucester cheese or ½ lb cheddar cheese, grated

4 tablespoons fresh parsley, chopped

Directions:

1. Thaw the pastry.
2. If using homemade, put your dough in the refrigerator to chill.
3. Preheat oven to 400°F.
4. Melt the butter in a frying pan on a low heat.
5. Mix in the onions and cook them until they are just beginning to soften.
6. Mix them with the cheese and parsley.
7. Roll out the pastry and cut out 4 rounds, each about 6 inches in diameter.
8. Put a quarter of the cheese mixture on one half of each one.
9. Fold over the other side and crimp the edges together.
10. Lay the pasties on a floured baking sheet and brush them with milk or beaten egg.
11. Bake them for 30 minutes and serve hot.

Nutritional Facts for Cheese and Onion Pasties

Serving Size: 1 (62 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 49.8	
Calories from Fat 26	53%
Total Fat 2.9 g	4%
Saturated Fat 1.8 g	9%
Cholesterol 7.6 mg	2%
Sodium 4.1 mg	0%
Total Carbohydrate 5.8 g	1%
Dietary Fiber 0.9 g	3%
Sugars 2.3 g	9%
Protein 0.6 g	1%

4. Ginger Me up Chicken! Low Fat Honey & Ginger Chicken Breasts

Ingredients:

4 large boneless skinless chicken breasts
2 tablespoons honey
1 -2 tablespoon Dijon mustard
4 tablespoons water
2 -3 teaspoons ground ginger or 1 tablespoon freshly ground gingerroot
2 -4 garlic cloves , peeled & crushed
salt , to taste
fresh ground black pepper , to taste
½-1 teaspoon cayenne pepper (optional)

Directions:

1. Preheat the oven to 180C or 350°F.
2. Select a sturdy oven dish - preferably non-stick.
3. Place the chicken breasts into the baking dish.
4. Mix the honey, mustard, water, ginger & crushed garlic (and cayenne pepper if using) together in a measuring jug.
5. Pour over the chicken breasts, easing them up slightly so the mixture runs underneath them.
6. Season with salt and freshly ground black pepper to taste and bake in the oven for 45 to 60 minutes.
7. Serve one chicken breast per person with some of the cooking sauce drizzled over the top of the chicken.
8. Garnish with chopped parsley & serve with a medley of steamed vegetables & pasta.
9. To pan fry, heat up a frying pan and add the chicken breasts - dry fry them briefly to give them a bit of colour and add the cooking sauce, mix well and cook for about 20- 30 minutes over a medium heat.

Nutritional Facts for Ginger Me up Chicken! Low Fat Honey & Ginger Chicken Breasts

Serving Size: 1 (149 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 174.2	16%
Calories from Fat 29	
Total Fat 3.2 g	5%
Saturated Fat 0.7 g	3%
Cholesterol 75.5 mg	25%
Sodium 180.8 mg	7%
Total Carbohydrate 9.9 g	3%
Dietary Fiber 0.3 g	1%
Sugars 8.7 g	34%
Protein 25.4 g	50%

5. Onion Gravy for British Bangers and Mash

Ingredients:

6 tablespoons butter
3 medium onions, thinly sliced
1 tablespoon all-purpose flour
1/2 cup red wine
1 (14.5 ounce) can chicken stock
2 teaspoons Dijon mustard
1 teaspoon Worcestershire sauce
salt and ground black

Directions:

1. Melt butter in a heavy-bottomed pan over medium heat. Cook and stir onion in the melted butter until softened, about 10 minutes.
2. Reduce heat to low. Cover the pan and cook until onions are caramelized, stirring occasionally, about 20 minutes.
3. Stir flour into the caramelized onions and cook for 1 minute.

4. Pour red wine, chicken stock, Dijon mustard, and Worcestershire sauce into the onion mixture; simmer until sauce is thickened, stirring frequently, about 15 minutes.

5. Season with salt and black pepper.

Nutritional Facts for Onion Gravy for British Bangers and Mash

Amount Per Serving:

Calories: 226

Total Fat: 17.7g

Cholesterol: 46mg

6. Shooter Sandwich

Ingredients:

1 loaf hearty country bread, unsliced

3 tablespoons vegetable oil, divided

1 (3 pound) boneless beef round steak, 2 inches thick

1 onion, thinly sliced

2 cups sliced fresh mushrooms

1 clove garlic, minced, or to taste

salt to taste

ground black pepper to taste

garlic salt to taste

Directions:

1. Cut a thick slice from the top of the loaf for a lid; use your fingers to pull the bread center out of the crust, leaving a thick shell. (Save the removed bread for another use.)

2. Heat 1 tablespoon of vegetable oil in a large, heavy skillet over high heat until the oil is slightly smoking; lay the beef round steak into the hot skillet, and cook until the outside of the meat is browned and crusty and the inside is your desired degree of doneness, 5 to 8 minutes per side for medium-rare. Remove the steak, and set aside.

3. Heat the remaining 2 tablespoons of vegetable oil in the skillet, and cook and stir the onion, mushrooms, and garlic until the onions are translucent and the mushrooms have given up their juice, 5 to 8 minutes. Remove from heat, and set aside.

4. Lay the cooked steak into the hollowed-out bread loaf, and pile the onions, mushrooms, and garlic over the steak. Replace the bread "lid," and wrap the whole loaf in aluminum foil. Place the loaf onto a baking sheet; place a heavy flat weight on top of the loaf, such as a board or a heavy skillet, and weight the top with several bricks or jars of water.

5. Place the loaf with its weights into the refrigerator, and chill and press the sandwich for at least 6 hours. To serve, bring to room temperature, and cut off slices of the loaf.

Nutritional Facts for Shooter Sandwich

Amount Per Serving:

Calories: 516

Total Fat: 22.3g

Cholesterol: 78mg

7. Sweet English Peas

Ingredients:

1 lb tiny peas

2 ounces butter

1 tablespoon chopped fresh mint or 1 teaspoon dried mint

1 teaspoon sugar

salt and pepper , to taste

Directions:

1. Cook peas in a small amount of boiling, salted water, until tender (if using frozen peas, follow package instructions).

2. Drain, and set aside.

3. In another saucepan, heat the butter, and add the peas, mint and sugar.

4. Cook over low heat for 2 minutes, tossing to mix.
5. Add salt and pepper to taste, and serve.

Nutritional Facts for Sweet English Peas

Serving Size: 1 (130 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 198.2	
Calories from Fat 107	54%
Total Fat 11.9 g	18%
Saturated Fat 7.3 g	36%
Cholesterol 30.4 mg	10%
Sodium 107.3 mg	4%
Total Carbohydrate 17.5 g	5%
Dietary Fiber 5.8 g	23%
Sugars 7.4 g	29%
Protein 6.3 g	12%

8. Traditional Gravy for Roast Beef, Lamb, Pork or Duck

Ingredients:

juices from cooked meat , left in the pan after roasting

1 tablespoon plain flour

1 pint hot stock , depending on how thick you like your gravy (potato or other vegetable water, for example)

salt

fresh black pepper

Directions:

1. First of all remove the meat or poultry from the roasting tin and have a bowl ready, then tilt the tin and you will see quite clearly the fat separating from the darker juices. So now you need to spoon off the fat into the bowl using a tablespoon, but remember, you need to leave 1-1½ tablespoons of fat in the tin. Then, using a wooden spoon, scrape the sides and base of the tin to release any

crusty bits, which are very important for flavour. Next, place the tin over direct heat turned fairly low and, when the fat and juices begin to sizzle, add the flour, and then quickly dive in with the wooden spoon using brisk circular movements. Speed is of the essence – gentle, faint-hearted stirring is not what's needed here: you should be mixing in the manner of a speeded-up film!

2. Soon you will have a smooth paste, so now begin to add the hot stock, a little at a time, whisking briskly and blending after each addition. Now turn the heat up to medium and you will find that, as the stock is added and it reaches simmering point, the gravy will have thickened.

3. Now your own preference comes into play. If the gravy is too thin, let it bubble and reduce a little; if it's too thick, add a little more liquid. Finally, taste and season with salt and freshly milled black pepper, then pour the gravy into a warmed jug ready for the table.

4. For pork, which has pale juices, add onion to the roasting tin. This will caramelize during cooking and give colour to the juices. The onion may also be used with other joints and poultry to give colour.

5. For lamb, add a teaspoon of mustard powder with the flour, a tablespoon of redcurrant jelly to melt into the gravy, and some red wine to add body.

6. For duck, add the grated zest and juice of a small orange, along with a glass of port.

7. For beef, add a wineglass of red wine or Madeira – this enriches the beef flavour magically.

Nutritional Facts for Traditional Gravy for Roast Beef, Lamb, Pork or Duck

Serving Size: 1 (1 g)

Servings Per Recipe: 6

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 4.5	
Calories from Fat 0	97%
Total Fat 0.0 g	0%
Saturated Fat 0.0 g	0%

Cholesterol 0.0 mg	0%
Sodium 0.0 mg	0%
Total Carbohydrate 0.9 g	

9. Baked Salmon with Caper Sauce

Ingredients:

4 salmon steaks , about 1 1/2 inches thick

1/3; cup fresh lemon juice

1/2 cup butter , melted

salt and pepper

1/4 cup of chopped parsley

1/4 cup chopped capers

Directions:

1. Rub the salmon steaks with lemon juice and brush them with melted butter.
2. Season with salt and pepper to taste.
3. Arrange in a baking dish and bake in preheated hot oven (425°F) for about 20 minutes, basting with a combination of melted butter and lemon juice every 5 minutes.
4. Do not turn.
5. Arrange the cooked salmon steaks on a hot platter.
6. Mix the pan juices with the chopped parsley and capers, and pour over the steaks.
7. If additional liquid is needed, add a little dry vermouth or white wine.
8. Good with new potatoes, dressed with butter and parsley, and a cucumber salad.
9. Makes 4 servings.

Nutritional Facts for Baked Salmon with Caper Sauce

Serving Size: 1 (161 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 419.2	
Calories from Fat 329	78%
Total Fat 36.5 g	56%
Saturated Fat 17.6 g	88%
Cholesterol 116.0 mg	38%
Sodium 518.8 mg	21%
Total Carbohydrate 2.0 g	0%
Dietary Fiber 0.4 g	1%
Sugars 0.6 g	2%
Protein 21.0 g	42%

10. Brownie Trifle

Ingredients:

- 1 (19 ⁷/₈; ounce) package fudge brownie mix
- ¹/₄ cup water
- ¹/₂ cup vegetable oil
- 2 eggs
- 1 tablespoon dry instant coffee (dry)
- 1 package chocolate flavor instant pudding and pie filling mix
- 2 cups milk
- 1 (6 ounce) package English toffee bits (reserving 2 tablespoons for garnish)
- 3 ¹/₄ cups whipped cream

Directions:

1. Heat oven to 350F degrees.
2. Prepare brownie mix as directed on package for 13 × 9-inch rectangular pan, using water, oil and eggs and stirring coffee into batter.
3. Bake and cool as directed.
4. Cut brownies into 1-inch squares.
5. Place half of the brownie squares in the bottom of a 3-quart glass bowl.
6. Prepare pudding mix as directed on package for pudding. Pour half of the pudding over brownies in bowl.

7. Top with half each of the toffee bits and whipped cream.
8. Repeat with remaining brownies, pudding, toffee bits and whipped cream.
9. Sprinkle with reserved toffee bits.
10. Cover and refrigerate at least 4 hours before serving.
11. Cover and refrigerate any remaining trifle (if you have any left, doubtful).

Nutritional Facts for Brownie Trifle

Serving Size: 1 (89 g)

Servings Per Recipe: 20

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 284.3	
Calories from Fat 135	47%
Total Fat 15.0 g	23%
Saturated Fat 4.8 g	24%
Cholesterol 31.0 mg	10%
Sodium 205.4 mg	8%
Total Carbohydrate 34.2 g	11%
Dietary Fiber 0.3 g	1%
Sugars 23.1 g	92%
Protein 3.5 g	7%

11. Egg and Cress Sandwiches

Ingredients:

4 eggs, hardboiled, finely chopped and mashed

4 tablespoons mayonnaise

salt , to taste

fresh ground black pepper , to taste

2 cups baby mustard cress or 2 cups garden cress

16 slices firm white bread or 16 slices firm whole wheat bread, thin slices, crusts removed

Directions:

1. Mix the finely chopped and mashed eggs and mayonnaise together and season to taste.
2. Spread half of the slices of bread with the egg mixture, sprinkle some mustard and cress on top of each one, reserving some for garnishing, place the remaining slices of bread on top, and cut each sandwich into 4 triangles.
3. To serve: Arrange the sandwiches on a platter, garnish with the remaining mustard and cress and serve with Cucumber Sandwiches.

Nutritional Facts for Egg and Cress Sandwiches

Serving Size: 1 (659 g)

Servings Per Recipe: 1

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 49.6	
Calories from Fat 14	29%
Total Fat 1.6 g	2%
Saturated Fat 0.3 g	1%
Cholesterol 26.9 mg	8%
Sodium 106.9 mg	4%
Total Carbohydrate 6.8 g	2%
Dietary Fiber 0.3 g	1%
Sugars 0.7 g	2%
Protein 1.7 g	3%

12. Grandma's Fabulous Carrot Cake (No Pineapple!)

Ingredients:

4 ounces soft brown sugar

¼ pint sunflower oil (use any cooking oil except olive)

1 ounce treacle

3 ounces golden syrup

2 medium eggs , beaten

8 ounces plain flour

1 teaspoon bicarbonate of soda
 2 teaspoons ground cinnamon
 6 ounces grated carrots
 2 ounces desiccated coconut
 2 ounces chopped walnuts

to decorate

1 cup icing sugar
 ¼ teaspoon cinnamon
 2 teaspoons margarine (or butter)
 1 teaspoon lemon juice
 12 walnut pieces
 water

Directions:

1. Preheat oven to 175°C.
2. Grease and line an 8" square or round tin.
3. Beat sugar, oil, treacle, golden syrup and eggs till smooth.
4. Sieve flour, bicarb and cinnamon and fold into mixture. Mix well.
5. Stir in grated carrots, coconut and walnuts and pour into prepared tin.
6. Bake for 1 hour or until firm to the touch.
7. Leave to cool a little in tin, then turn out onto rack and leave till cold.
8. Beat the margarine with the icing sugar, cinnamon and lemon juice. Add enough water to make a thick but spreadable frosting.
9. Decorate with walnut pieces.

Nutritional Facts for Grandma's Fabulous Carrot Cake (No Pineapple!)

Serving Size: 1 (2770 g)

Servings Per Recipe: 1

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 18868.3	
Calories from Fat 16789	88%
Total Fat 1865.5 g	2870%

Saturated Fat 256.9 g	1284%
Cholesterol 372.2 mg	124%
Sodium 1858.6 mg	77%
Total Carbohydrate 563.0 g	187%
Dietary Fiber 20.4 g	81%
Sugars 302.9 g	1211%
Protein 48.3 g	96%

13. Perfect Roasties - Roast Potatoes for English Sunday Lunch

Ingredients:

20 medium size potatoes, peeled and cut into even sized pieces

vegetable oil, to coat roasting pan or goose fat or duck fat , melted to coat roasting pan

1 tablespoon plain flour

sea salt

Directions:

1. Par-boil the potatoes first.
2. Once they are peeled and cut into similar sizes (small potatoes in two, large ones in four), put the potatoes into cold, salted water and bring to the boil. As soon as they start boiling, boil for about 5 to 6 minutes, then drain all the water off (keeping some for the gravy later), let some of the steam evaporate off, then put the lid on securely and shake the potatoes in the pan until the edges are roughened and fluffed up.
3. Add the flour and shake again, to coat all the potatoes in a thin coating of flour. This is what will absorb the hot oil to make a crisp surface as the potatoes roast. Leave the lid off now so they dry a little until the oil is ready.
4. Heat the oil first.
5. In a roasting pan, that is large enough to take the potatoes in a single layer, put enough vegetable oil, duck fat or goose fat to cover the bottom with ease. The potatoes mustn't be bathed in the oil, so keep it less than ½ cm or ¼ inch deep.

6. Put the tray into the hot oven (200°C/400°F) for 10 minutes before the potatoes need to go in. Once the oil is smoking hot, put the potatoes in so they sizzle and turn them around so they are all coated in the hot fat/oil, then return the tray to the oven to roast. The potatoes can be turned two or three times during cooking.

7. Timing.

8. The potatoes need to stay in the hot oven until the very last minute when you are ready to serve lunch. If they hang around keeping warm they lose their crisp edge and gradually dwindle into leathery bullets. They need 1 ¼ to 1 ½ hours at 200°C/400°F to reach optimum crispiness. Time the meat to be ready 10 minutes before them, so it can rest, you can make the gravy and summon the troops to table, and only then produce the potatoes still sizzling from the oven, and sprinkled with freshly milled sea salt.

9. (If people are late in arriving for lunch, the potatoes can take another 10-15 minutes getting even crispier in the oven, but after that I'd just get on and eat them without the latecomers!)

10. Roasting tin.

11. I get the crispiest results from my enamel roasting tins. Pyrex or glass trays result in softer, less crispy potatoes. Metal trays are also excellent for roasting potatoes.

12. Temperature.

13. Keep the hottest part of the oven for the potatoes. Juggling the roast meat, roast potatoes and everything in a small oven is tricky but the potatoes will only get crisp if they can roast in blazing heat for a while. If all else fails, when the meat comes out, turn the oven up to the highest heat and put the potatoes on the top shelf for a blasting. Last on the list of emergency remedies; put them under a hot grill (broiler) for the last five minutes while you are getting the table ready.

Nutritional Facts for Perfect Roasties - Roast Potatoes for English Sunday Lunch

Serving Size: 1 (711 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 826.8	
Calories from Fat 8	66%
Total Fat 0.9 g	1%
Saturated Fat 0.2 g	1%
Cholesterol 0.0 mg	0%
Sodium 63.9 mg	2%
Total Carbohydrate 187.4 g	62%
Dietary Fiber 23.4 g	93%
Sugars 8.3 g	33%
Protein 21.7 g	43%

14. Spinach Veggie Lasagna

Ingredients:

7 cups marinara sauce (1 large jar)

12 uncooked lasagna noodles

10 ounces frozen chopped spinach, thawed

20 leaves fresh basil

2 teaspoons dried rosemary

2 cups part-skim ricotta cheese

1 cup parmesan cheese

3 cups grated mozzarella cheese

Directions:

1. Preheat the oven to 350 degrees.
2. Assemble layers in the following order, spreading evenly: 2 cups sauce, 4 noodles, half the spinach, basil, rosemary, ricotta, and mozzarella, 1/4 cup Parmesan.
3. Repeat for the second layer.
4. Press down gently on the noodles to level the layers.
5. Add the last four noodles and level again.

6. Add the rest of the sauce, and sprinkle 1/2 cup Parmesan evenly over the top.

7. Bake covered for 45-60 minutes.

Nutritional Facts for Spinach Veggie Lasagna

Serving Size: 1 (549 g)

Servings Per Recipe: 6

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 798.3	
Calories from Fat 295	37%
Total Fat 32.8 g	50%
Saturated Fat 16.5 g	82%
Cholesterol 90.3 mg	30%
Sodium 1975.7 mg	82%
Total Carbohydrate 83.7 g	27%
Dietary Fiber 10.8 g	43%
Sugars 29.0 g	116%
Protein 41.2 g	82%

15. Traditional British Victorian Sandwich Sponge Cake

Ingredients:

150 g self-raising flour

3 eggs

150 g margarine

150 g caster sugar

Directions:

1. Preheat the oven to gas mark 4, 180°C, 350°F then mix the sugar and margarine together until creamy.

2. Beat the eggs then add one at a time, stirring until it is runny.

3. At this point you could add flavour if you wanted.

4. Sieve the flour into the bowl, then mix altogether until all the flour is gone.

5. Grease the tins with margarine and then divide equally between two tins, and bake for 25 minutes.
6. Take them out and put on a cooling tray for 10 minutes.
7. Cut out both sides, and put them together like a sandwich.
8. Oh, and be sure to add jam or something delicious between the two cake halves.

Nutritional Facts for Traditional British Victorian Sandwich Sponge Cake

Serving Size: 1 (100 g)

Servings Per Recipe: 6

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 401.7	
Calories from Fat 205	51%
Total Fat 22.8 g	35%
Saturated Fat 4.3 g	21%
Cholesterol 105.7 mg	35%
Sodium 588.2 mg	24%
Total Carbohydrate 43.9 g	14%
Dietary Fiber 0.6 g	2%
Sugars 25.2 g	100%
Protein 5.8 g	11%

16. Treacle Tart II

Ingredients:

- 1/2 cup all-purpose flour
- 1 pinch salt
- 1/2 cup unsalted butter, cubed
- 2 tablespoons cold water, or as needed
- 9 tablespoons golden syrup
- 9 tablespoons dry bread crumbs
- zest from 1 lemon
- 1 tablespoon lemon juice

1 teaspoon ground ginger

1 cup heavy cream

Directions:

1. Put the flour and salt in a large bowl and add the cubes of butter. Use a fork to cut the butter into the flour until you have a mixture that resembles coarse breadcrumbs with no large lumps of butter remaining. Try to work quickly so that it does not become greasy. Using a table knife, stir in just enough of the cold water to bind the dough together. Turn the dough out onto plastic wrap, cover completely, and flatten slightly. Chill in the freezer while you finish the next steps.

2. Warm the golden syrup in a saucepan over low heat. Stir the bread crumbs, lemon zest, lemon juice, and ground ginger into the warmed syrup; keep warm on lowest heat setting.

3. Preheat an oven to 375 degrees F (190 degrees C).

4. Remove the dough from the freezer and turn it out into an ungreased tart or pie pan. Use the plastic wrap to gently press the dough from the center outward, spreading the dough to the edges of the pan, working as quickly as possible to keep from warming the butter.

5. Stir the golden syrup mixture, and scrape from saucepan onto the dough using a rubber spatula to spread evenly to the edges of the dough.

6. Bake in the preheated oven until the tart is crisp and golden, 20 to 25 minutes. Allow to cool completely.

7. Pour the whipping cream into a bowl, and whisk vigorously until it begins to thicken. Continue whisking the cream until thick and smooth; spread over the cooled tart.

Nutritional Facts for Treacle Tart II

Amount Per Serving:

Calories: 328

Total Fat: 23g

Cholesterol: 71mg

17. Barbecue Recipes Basting Sauce for Grilled Fish

Ingredients:

1 cup salad oil
¼ cup lemon juice
1 garlic clove , minced
½ teaspoon paprika
1 teaspoon dry mustard
salt and pepper , to taste

Directions:

Combine all ingredients and simmer for a few minutes. It is especially good for basting grilled fish.

Nutritional Facts for Barbecue Recipes Basting Sauce for Grilled Fish

Serving Size: 1 (283 g)

Servings Per Recipe: 1

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 1552.5	
Calories from Fat 1562	10%
Total Fat 173.6 g	267%
Saturated Fat 23.9 g	119%
Cholesterol 0.0 mg	0%
Sodium 5.1 mg	0%
Total Carbohydrate 5.1 g	1%
Dietary Fiber 0.7 g	2%
Sugars 1.4 g	5%
Protein 0.8 g	1%

18. A Quick and Different Fried Fish Recipe

Ingredients:

3 lbs freshperch fillets or 3 lbs pickerel fillets (walleye) or 3 lbs northern pike fillets, boned and skinned or 3 lbs rainbow trout, fillets boned and skinned or 3 lbs lake trout fillets, boned and skinned (also works with cod, sole and haddock)

premium brand salt and vinegar potato chips

lard (1/3 lb to fry)

2 -3 eggs

½ cup milk

Directions:

1. Fillet, bone and skin fish.
2. Pinhole the bag of chips, and sit, dance rolls or otherwise crush the chips to a very fine meal texture.
3. Bread the fish in the chip meal.
4. Mix eggs and milk well.
5. Dip the breaded fish in egg mixture.
6. Re-dip in chip meal.
7. Melt lard in cast iron pan over medium high heat.
8. Toss in coated fillets, cooking about 6-7 minutes until "well done".
9. Works well as a plated meal at the cottage or home, fits well into a "fish sandwich" with sliced white onion and sourdough buns on the shoreline, and accompaniment might included baked beans and/or ham/garlic sausage, serving depend on locale, you'll scarf this down in quantity on some nameless rock in the north, a little less eaten at home or in the cottage.

Nutritional Facts for a Quick and Different Fried Fish Recipe

Serving Size: 1 (446 g)

Servings Per Recipe: 2

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 731.3	
Calories from Fat 121	16%
Total Fat 13.4 g	20%
Saturated Fat 4.2 g	21%
Cholesterol 832.0 mg	277%
Sodium 521.4 mg	21%
Total Carbohydrate 3.2 g	1%
Dietary Fiber 0.0 g	0%

Sugars 0.3 g	1%
Protein 140.1 g	280%

19. Quick Baked Fish Fillets

Ingredients:

- 8 fresh fish fillets
- 1 (6 ounce) package seasoned stuffing mix
- 1/3; cup parmesan cheese
- 1/4 teaspoon red pepper flakes
- 1/2 cup milk
- 1 egg
- 1/2 cup butter, melted

Directions:

1. Mix bread crumbs and spices from stuffing mix in one bowl.
2. Mix egg and milk together in separate bowl.
3. Add to bread crumb mixture red pepper flakes and cheese.
4. Dip fish fillets in milk and egg mixture, then in stuffing mix.
5. Place in lightly greased 9x13.
6. Sprinkle the leftover stuffing mix on top of fish, and drizzle with 1/2 c butter.
7. Bake 15 minutes at 400°F.

Nutritional Facts for Quick Baked Fish Fillets

Serving Size: 1 (241 g)

Servings Per Recipe: 8

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 409.8	
Calories from Fat 145	35%
Total Fat 16.1 g	24%
Saturated Fat 9.0 g	45%
Cholesterol 161.9 mg	53%
Sodium 640.0 mg	26%

Total Carbohydrate 17.1 g	5%
Dietary Fiber 0.7 g	2%
Sugars 1.8 g	7%
Protein 46.4 g	92%

20. Spanish-Style Fish

Ingredients:

- 1 ½ lbs cod fish fillets
- 1 -2 tablespoon olive oil
- 1 onion , finely chopped
- 2 shallots , finely chopped
- 1 garlic clove , minced
- 1 cup chopped peeled deseeded tomato (you may use well-drained chopped canned tomatoes if desired)
- 1 dash cayenne pepper
- 1 pinch saffron thread
- salt
- fresh ground pepper
- chopped fresh tarragon

Directions:

1. Cut the fish into semi-small pieces; sauté the fish in heated olive oil until golden-brown; stir in onions, shallots, garlic, tomatoes, cayenne, saffron, and salt.
2. Simmer, uncovered, for about 40 minutes; season with fresh-ground pepper and a small handful of tarragon just before serving.

Nutritional Facts for Spanish-Style Fish

Serving Size: 1 (257 g)

Servings Per Recipe: 4

<i>Amount Per Serving</i>	<i>% Daily Value</i>
Calories 197.2	

Calories from Fat 41	21%
Total Fat 4.6 g	7%
Saturated Fat 0.7 g	3%
Cholesterol 73.3 mg	24%
Sodium 96.8 mg	4%
Total Carbohydrate 6.2 g	2%
Dietary Fiber 1.0 g	4%
Sugars 2.3 g	9%
Protein 31.3 g	62%

Навчальне видання

Укладачі:

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ENGLISH FOR STUDENTS OF PROCESS ENGINEERING AND MERCHANDISE EXPERTISING

Методичні вказівки та контрольні завдання для самостійної роботи
для студентів заочного відділення навчально-наукового інституту харчових
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