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Державний біотехнологічний університет

Факультет менеджменту, адміністрування та права

Кафедра європейських мов

**ENGLISH FOR AGRIFOOD TECH PROFESSIONALS
(АНГЛІЙСЬКА МОВА ДЛЯ ПРОФЕСІОНАЛІВ
У СФЕРІ АГРОХАРЧОВИХ ТЕХНОЛОГІЙ)**

**Методичні рекомендації
для студентів 4 курсу першого (бакалаврського)
рівня вищої освіти спеціальності
015 – Професійна освіта (Аграрне виробництво,
переробка сільськогосподарської продукції
та харчові технології)**

Харків
ДБТУ
2024

Міністерство освіти і науки України
ДЕРЖАВНИЙ БІОТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ
Факультет менеджменту, адміністрування і права
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Л. А. Подворна, І. В. Удовенко

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на засіданні кафедри європейських мов.

Протокол № 3 від 1 листопада 2024 р.

English for agrifood tech professionals (Англійська мова для професіоналів у сфері агрохарчових технологій): Методичні рекомендації для студентів 4 курсу першого (бакалаврського) рівня вищої освіти спеціальності 015 «Професійна освіта» (Аграрне виробництво, переробка сільськогосподарської продукції та харчові технології) / укладачі: А. О. Колесник, Л. В. Герман, О. М. Муравйова, М. І. Крупей, О. В. Логінова, О. О. Мануєнкова, Л. А. Подворна, І. В. Удовенко. – Х.: ДБТУ, 2024. – 110 с.

Мета видання – набуття здобувачами теоретичних знань про закономірності аграрного виробництва в Україні та світі, вмінь і навичок професійної комунікативної компетенції у головних напрямках майбутньої фахової іншомовної діяльності. Також методичні рекомендації містять матеріал для підготовки до успішного виконання завдань Єдиного вступного іспиту з англійської мови до магістратури.

Видання призначене здобувачам першого (бакалаврського) рівня вищої освіти денної (заочної) форми навчання за спеціальністю 015 «Професійна освіта» (Аграрне виробництво, переробка сільськогосподарської продукції та харчові технології).

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INTRODUCTION

Dear Students,

welcome to the world of agrifood English! We are happy to see you here and look forward to hearing about all the ways that this course impacts your online classrooms and educational contexts. We look forward to virtually connecting and working with you all and helping you prepare for your educational course and Unified Entrance Exam. The format of your study is not asynchronous. This means there are required meeting dates when you must be online following your timetable. But you have more flexibility to complete work at a time that fits your schedule.

In this course, you will complete several modules – the quants of your success as a student, participant of a state examination process and English-speaking professional in your field of study. Agrifood tech includes all components as food travels from the farm to the fork, including agriculture, manufacturing, food processing, non-food processing, wholesale and logistics, foodservices, food discovery, food regulation, R&D, and financial services. Agrifood therefore essentially combines two (often regarded separate) industries: agriculture-tech (agtech) and food technology. Also, the textbook will give you basic information about automation. This information is intended to provide context and help you better understand the features of the program and the professional development opportunities. All modules will give you information about what is expected of you during the course of English, and what you can expect of your exam.

Like language, knowledge is always individual. Knowledge is the answers given by the surrounding world. But there are no answers without questions and the ability to ask them correctly. To paraphrase an ancient wisdom, a teacher can only give you what you already have. What you do not have, the teacher cannot give you. Your reality is where your attention is directed. Study for yourself and your development, and you will understand that learning is not a horror movie, but an exciting blockbuster, full of unexpected storylines and interesting discoveries.

Engagement and motivation are the key driving forces for the whole Universe. For both, student and teacher, they make the educational process successful, rich, and full of life. It makes us humans, parts of everything.

ENGLISH LANGUAGE LEVEL TEST – GRAMMAR AND VOCABULARY

This placement test includes a total of one hundred multiple-choice items: 50 grammar and 50 vocabulary questions, which are arranged to become progressively more difficult. You should complete the test independently without the help of any kind in 60 minutes or less. The scores after doing these series of quick tests will give you a rough idea of your level of English on a scale from 0 to 100.

Choose the best word or phrase to complete each sentence or question:

GRAMMAR

1. Kate ... from Germany.

a. is	b. are	c. am	d. be
-------	--------	-------	-------

2. What's ... name?

a. you	b. your	c. you're	d. the
--------	---------	-----------	--------

3. Mark ... in London.

a. is work	b. work	c. working	d. works
------------	---------	------------	----------

4. Where ...?

a. live you	b. do you live	c. you live	d. does you live
-------------	----------------	-------------	------------------

5. I ... rain.

a. not like	b. like not	c. no like	d. don't like
-------------	-------------	------------	---------------

6. Katrina doesn't like ... in the morning.

a. to getting up	b. get up	c. getting up	d. gets up
------------------	-----------	---------------	------------

7. Tim can't ... very well.

a. to drive	b. drive	c. driving	d. drives
-------------	----------	------------	-----------

8. What ... at the moment?

a. you do	b. are you doing	c. do you do	d. you are doing
-----------	------------------	--------------	------------------

9. You are ... than me.

a. tallest	b. more tall	c. taller	d. tall
------------	--------------	-----------	---------

10. I ... you yesterday.

a. calling	b. call	c. have called	d. called
------------	---------	----------------	-----------

11. Oliver is interested ... art.

a. in	b. on	c. at	d. to
-------	-------	-------	-------

12. She ... anyone at the park last night.

a. didn't see	b. didn't saw	c. saw not	d. wasn't seeing
---------------	---------------	------------	------------------

13. A dog is an animal ... walks on four legs.

a. who	b. which	c. what	d. whose
--------	----------	---------	----------

14. This is ... cake in the shop.

a. the expensiver	b. the expensivest	c. the most expensive	d. the more expensive
-------------------	--------------------	-----------------------	-----------------------

15. ... meet Paolo for lunch tomorrow.

a. I'm to	b. I go to	c. I going to	d. I'm going to
-----------	------------	---------------	-----------------

16. ... to close the door when you left the house?

a. Have you remembered	b. Did you remember	c. Remembered you	d. Remember you
------------------------	---------------------	-------------------	-----------------

17. My mother ... all our old toys and books after we moved away.

a. kept	b. keeped	c. keeps	d. keep
---------	-----------	----------	---------

18. I'm afraid I can't meet you tomorrow. ... lunch with an old friend.

a. I have	b. I will have	c. I'm having	d. I've had
-----------	----------------	---------------	-------------

19. "... sushi before?" "Yes, many times."

a. Have you ever eaten	b. Did you ever ate	c. Are you ever eating	d. Do you ever eat
------------------------	---------------------	------------------------	--------------------

20. When ... here, I'll tell you everything.

a. you'll get	b. you get	c. you got	d. you're getting
---------------	------------	------------	-------------------

21. I ... a really funny Youtube video when you called me.

a. am watching	b. watched	c. have watched	d. was watching
----------------	------------	-----------------	-----------------

22. Would you mind ... me a little later?

a. to call	b. to calling	c. you call	d. calling
------------	---------------	-------------	------------

23. What ... if you won the lottery?

a. do you do	b. will you do	c. would you do	d. did you do
--------------	----------------	-----------------	---------------

24. I need to ... for the party on Saturday. Do you know a good hairdresser?

a. cut my hair	b. have my hair cut	c. have cut my hair	d. cut it my hair
----------------	---------------------	---------------------	-------------------

25. I really need ... onions for this recipe. Put them on the shopping list.

a. many	b. much	c. lots of	d. any
---------	---------	------------	--------

26. Michael works for BP and ...

a. me too	b. also I do	c. me neither	d. I do too
-----------	--------------	---------------	-------------

27. Bottles ... made out of glass.

a. be	b. are	c. is	d. have
-------	--------	-------	---------

28. Please can you say that again? I'm afraid that I ... you.

a. am not understanding	b. was not understanding	c. don't understand	d. won't understand
-------------------------	--------------------------	---------------------	---------------------

29. I put a sandwich in your bag ... you won't have to buy lunch.

a. because	b. so	c. although	d. therefore
------------	-------	-------------	--------------

30. We can't afford ... on holiday so we're staying home this year.

a. to go	b. going	c. we go	d. that we go
----------	----------	----------	---------------

31. That's the guy ... uncle lives next door to me.

a. who	b. which	c. that	d. whose
--------	----------	---------	----------

32. Isn't this the club ... you met your girlfriend?

a. that	b. what	c. where	d. which
---------	---------	----------	----------

33. I regret ... the purple dress.

a. not to buy	b. not buying	c. to not buy	d. not have bought
---------------	---------------	---------------	--------------------

34. I wish I ... so many problems right now.

a. had	b. don't have	c. wouldn't have	d. didn't have
--------	---------------	------------------	----------------

35. Joe told me that ... for over an hour.

a. he is waited	b. he'd been waiting	c. he's waiting	d. he waits
-----------------	----------------------	-----------------	-------------

36. If I ... about your problem, I would have tried to help you.

a. had known	b. knew	c. would know	d. would have known
--------------	---------	---------------	---------------------

37. I left the window open and now it's raining. I ... closed it.

a. shouldn't have	b. should have	c. should	d. should be
-------------------	----------------	-----------	--------------

38. The first telephone ... in 1867 by Alexander Graham Bell.

a. is invented	b. was invent	c. were invented	d. was invented
----------------	---------------	------------------	-----------------

39. I bought a new camera ... pictures on my holiday.

a. for to take	b. to take	c. to taking	d. so to take
----------------	------------	--------------	---------------

40. Read the sign - you ... run next to the pool!

a. mustn't	b. don't have to	c. couldn't	d. won't
------------	------------------	-------------	----------

41. We need to hurry up. We have ... time left.

a. little	b. a little	c. few	d. a few
-----------	-------------	--------	----------

42. I'd rather you ... me every five minutes.

a. don't call	b. didn't call	c. won't call	d. not called
---------------	----------------	---------------	---------------

43. By this time next year, ... my new job.

a. I would start	b. I'll be start	c. I'll have been starting	d. I'll have started
------------------	------------------	----------------------------	----------------------

44. No sooner ... cooking dinner than the guests called to cancel.

a. did I start	b. I started	c. started I	d. I did start
----------------	--------------	--------------	----------------

45. ... managed to stay awake in class, he would have learned more.

a. He had	b. Has he	c. Had he	d. Did he
-----------	-----------	-----------	-----------

46. It's clear that you ... broken the window last night, so who did?

a. couldn't have	b. mustn't have	c. shouldn't have	d. wouldn't have
------------------	-----------------	-------------------	------------------

47. The situation is understood ... very unstable.

a. that is	b. being	c. having been	d. to be
------------	----------	----------------	----------

48. One good thing about English is that the grammar is relatively easy. ... the spelling and pronunciation are difficult.

a. Furthermore,	b. On the other hand,	c. But	d. In spite of
-----------------	-----------------------	--------	----------------

49. The zebra is ... animal that we sometimes see in a zoo.

a. the	b. a	c. an	d. -
--------	------	-------	------

50. There ... a music festival in the park, but residents' complaints forced the council to reconsider.

a. wasn't even	b. would be	c. was to be	d. was to have been
----------------	-------------	--------------	---------------------

VOCABULARY

1. ... a coffee and a muffin, please.

a. I like	b. I'm liking	c. I'd like	d. I get
-----------	---------------	-------------	----------

2. Alison ... fifteen years old.

a. has	b. have	c. is	d. has got
--------	---------	-------	------------

3. "How are you doing?"

a. You're fine, thanks.	b. I'm fine, thanks.	c. I do, thanks.	d. I'm doing, thanks.
-------------------------	----------------------	------------------	-----------------------

4. I've lost my ... so I can't see the screen.

a. sunglass	b. glass	c. glasses	d. sunglasses
-------------	----------	------------	---------------

5. In the summer, the weather is usually ...

a. sunning.	b. sun.	c. sunny.	d. sunned.
-------------	---------	-----------	------------

6. On Sunday mornings, I like to ... late.

a. go up	b. stand up	c. start up	d. get up
----------	-------------	-------------	-----------

7. There's an armchair and a coffee table in my ...

a. kitchen.	b. living room.	c. bathroom.	d. bedroom.
-------------	-----------------	--------------	-------------

8. These jeans are the wrong size.

a. They doesn't fit.	b. They don't fit.	c. It don't fit.	d. It doesn't fit.
----------------------	--------------------	------------------	--------------------

9. "What's the time?"

a. It's three o'clock.	b. There's three hours.	c. That's three o'clock.	d. It's three hours.
------------------------	-------------------------	--------------------------	----------------------

10. When I'm on holiday, I ... swimming every day.

a. do	b. play	c. go	d. am
-------	---------	-------	-------

11. "Hello. Can I speak to Tom? "

a. I am Ben.	b. Here is Ben.	c. This is Ben.	d. There is Ben.
--------------	-----------------	-----------------	------------------

12. I enjoy ... cakes.

a. doing	b. making	c. cooking	d. having
----------	-----------	------------	-----------

13. I just need to return these books to the college ... so I don't have to pay a fine.

a. bookcase	b. bookshop	c. library	d. library
-------------	-------------	------------	------------

14. I think we eat ... once a week with friends.

a. up	b. it	c. out	d. by
-------	-------	--------	-------

15. I'm afraid ... big snakes.

a. of	b. for	c. by	d. about
-------	--------	-------	----------

16. Ladies and gentlemen. The plane will be leaving shortly. Please put on your...

a. safe belt.	b. sitting belt.	c. seat belt.	d. chair belt.
---------------	------------------	---------------	----------------

17. There's a cinema ... the street from the bookshop.

a. across	b. by	c. near	d. around
-----------	-------	---------	-----------

18. Where ... you ...?

a. were, born	b. was, born	c. are, born	d. did, born
---------------	--------------	--------------	--------------

19. You can see the moon ... the top of this picture.

a. in	b. at	c. on	d. from
-------	-------	-------	---------

20. "You ... nice today." "Thank you very much."

a. seem	b. look	c. are	d. have been
---------	---------	--------	--------------

21. I'm almost ready for my flight - I'm going to pack my ... tonight.

a. baggabe	b. briefcase	c. handbag	d. suitcase
------------	--------------	------------	-------------

22. The plane ... at 8 o'clock.

a. takes it off	b. takes up	c. takes off	d. take off
-----------------	-------------	--------------	-------------

23. If our flight from London to Edinburgh is cancelled, we will have to get the...

a. bus.	b. car.	c. coach.	d. motorway.
---------	---------	-----------	--------------

24. He's a very ... baby - he loves meeting new people.

a. sociable	b. sensible	c. shy	d. ambitious
-------------	-------------	--------	--------------

25. It looked like a very interesting job, so I decided to ... for it.

a. register	b. apply	c. submit	d. ask
-------------	----------	-----------	--------

26. Jack has made a lot of money this year. He can ... a luxury holiday.

a. allow	b. earn	c. pay	d. afford
----------	---------	--------	-----------

27. My father did a ... in economics and now he is the head of a major international bank.

a. class	b. course	c. degree	d. career
----------	-----------	-----------	-----------

28. My team ... your team 3-0.

a. won	b. lost	c. beat	d. defeats
--------	---------	---------	------------

29. Nowadays, computers can provide amazing ... for movies.

a. specials effects	b. special effects	c. effects special	d. specialist effects
---------------------	--------------------	--------------------	-----------------------

30. Please can you ... me your dictionary for a minute?

a. take	b. lend	c. give	d. borrow
---------	---------	---------	-----------

31. A lot of trees came down in the recent ...

a. drought.	b. flood.	c. landslide.	d. tornado.
-------------	-----------	---------------	-------------

32. Dinner's nearly ready - we just need to ... some cheese for the pasta.

a. cut	b. grate	c. slice	d. sprinkle
--------	----------	----------	-------------

33. He said he didn't do it - in other words, he completely ... it.

a. admitted	b. denied	c. promised	d. refused
-------------	-----------	-------------	------------

34. I'm definitely going to ask my boss to ...

a. give me a raise.	b. put my promotion.	c. rise my salary.	d. make me redundant.
---------------------	----------------------	--------------------	-----------------------

35. If your eyes are red, ask the pharmacist for ...

a. painkillers.	b. drops.	c. a plaster.	d. a prescription.
-----------------	-----------	---------------	--------------------

36. It's clear that the ... for this product is young professionals.

a. market target	b. marketing	c. target market	d. target markets
------------------	--------------	------------------	-------------------

37. Last night a ... broke into our house and stole our computer.

a. burglar	b. mugger	c. robber	d. thief
------------	-----------	-----------	----------

38. One thing you should always have on a boat is some ...

a. rope.	b. string.	c. thread.	d. wool.
----------	------------	------------	----------

39. She's living in a really ... area downtown with lots of vegan cafes and small shops.

a. historic	b. rough	c. rundown	d. trendy
-------------	----------	------------	-----------

40. We're all ... seeing you next summer.

a. looking for to	b. looking forward	c. looking forward to	d. looking for
-------------------	--------------------	-----------------------	----------------

41. He says he's always had a bit of a ... on me.

a. crash	b. crush	c. soft spot	d. fling
----------	----------	--------------	----------

42. I was only going to read the first chapter, but it was so ... that I stayed up reading until midnight!

a. harrowing	b. gory	c. uplifting	d. gripping
--------------	---------	--------------	-------------

43. If we don't increase solar energy production, we're going to lag ... the rest of the world.

a. under	b. behind	c. below	d. back
----------	-----------	----------	---------

44. Most politicians are pretty ... - skinned.

a. double	b. hard	c. strong	d. thick
-----------	---------	-----------	----------

45. She's the most ... worker we have - she always makes sure that her work is top-quality.

a. conscientious	b. conscious	c. contentious	d. considerate
------------------	--------------	----------------	----------------

46. That's a pretty serious ... that you're proposing - have you thought about how much time it's going to take?

a. undergoing	b. underlying	c. undermining	d. undertaking
---------------	---------------	----------------	----------------

47. What a tricky question! I'm afraid I don't know the answer ...

a. hands down.	b. hand on my heart.	c. offhand.	d. on the other hand.
----------------	----------------------	-------------	-----------------------

48. The first thing we ought to do is take ... of the situation to see where we are currently.

a. advantage	b. charge	c. issue	d. stock
--------------	-----------	----------	----------

49. The headlines today say, "Politicians' ... over Expenses."

a. Clash	b. Crackdown	c. Raid	d. Toll
----------	--------------	---------	---------

50. We could hardly see anything when we walked home last night - it was ... black outside¹.

a. midnight	b. patch	c. pitch	d. stark
-------------	----------	----------	----------

¹ Quick level placement test. URL: <https://www.linguahouse.com/>

LESSON 1. OUR UNIVERSITY

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela (1918 – 2013).

VOCABULARY

Words and collocations

origin (n)	походження
acquisition (n)	надбання
relevant (adj)	відповідний, актуальний
extend (v)	розширити
competitive (adj)	конкурентоспроможний
degree (n)	ступінь
research (n)	дослідження
experience (n)	досвід
a number of	деяка кількість
joint (adj)	спільний
hold (a conference) (v)	проводити (конференцію)
participation (n)	участь
processing (g)	обробка, переробка
agricultural (adj)	сільськогосподарський
establishment (n)	заклад
abroad (adv)	за кордоном
possess (v)	володіти
hangar (n)	ангар
machinery (n)	техніка
well-equipped (adj)	добре обладнаний
dendrological (adj)	дендрологічний
strike (v)	вдарити
airstrike (n)	авіаудар
shelling (g)	обстріл

damage (n)
student residence (n)
completely (adv)
environmental (adj)
cause (v)
reach (v)
currently (adv)
impossible (adj)
security (n)
opportunity (n)
apply (v)
communicate (v)
preserve (v)
facility (n)
significant (adj)
contribute (v)
institution of higher
education
the Cyberport Institute
the Faculty of
Mechatronics and
Engineering
the Faculty of Agronomy
and Plant Protection
the Faculty of Energy,
Robotics and Computer
Technologies
the Faculty of Economic
Relations and Finance
the Faculty of
Management,
Administration and Law

пошкодження
гуртожиток
повністю
екологічний
викликати, спричинити
досягти, охоплювати
наразі
неможливо
безпека
можливість
застосувати
спілкуватися
зберегти
об'єкт
значний
сприяти, робити внесок
заклад вищої освіти

інститут «Кіберпорт»
факультет мехатроніки та
інжинірингу

факультет агрономії та
захисту рослин
факультет енергетики,
робототехніки та
комп'ютерних технологій
факультет економічних
відносин та фінансів
факультет менеджменту,
адміністрування та права

the Faculty of Veterinary
Medicine

the Faculty of
Biotechnology

the Faculty of
Processing and Food
Production

the Faculty of Trade,
Business and Customs
Management

the Faculty of Forestry,
Woodworking
Technologies and Land
Management

the Institute of Training
of Foreign Citizens and
Stateless Persons

full-scale invasion

come under fire

high-speed Internet
connection

to expand the boundaries

факультет ветеринарної
медицини

факультет біотехнологій

факультет переробних і
харчових виробництв

факультет управління
торгівельно-
підприємницькою та митною
діяльністю

факультет лісового
господарства,
деревооброблювальних
технологій та

землевпорядкування

інститут підготовки
іноземних громадян та осіб
без громадянства

повномасштабне вторгнення

потрапити під обстріл

високошвидкісне

підключення до Інтернету

розширити межі

Exercise 1. Read and translate the text. How do you understand the words of a former South African president given as a quote above?

The State Biotechnological University as the institution of higher education has historical origins rich in events, names and places. Its creation is based on the long-term acquisitions of four Kharkiv higher educational establishments – Kharkiv State University of Food Technology and Trade, Kharkiv National Agrarian University named after V.V. Dokuchaev, Kharkiv Petro Vasylenko National Technical University of Agriculture, and Kharkiv State Zooveterinary Academy. One of the unique educational, scientific and productive complexes was founded in 2021 by the order of the Ministry of Education and Science of Ukraine. It became a second home and family for more than 10 thousand students and 850 lecturers.

The main goal of our university is to provide high-quality educational services, meet the needs of the labour market for relevant specialists, preserve and increase scientific potential, as well as extend competitive opportunities and innovations in the field of agrarian, agrotechnical and food profiles.

At present time there are 11 faculties at our university where the students of full-time and correspondence forms of education are trained. They are the Cyberport Institute, the Faculty of Mechatronics and Engineering, the Faculty of Agronomy and Plant Protection, the Faculty of Energy, Robotics and Computer Technologies, the Faculty of Economic Relations and Finance, the Faculty of Management, Administration and Law, the Faculty of Veterinary Medicine, the Faculty of Biotechnology, the Faculty of Processing and Food Production, the Faculty of Trade, Business and Customs Management, the Faculty of Forestry, Woodworking Technologies and Land Management. Also, there is another educational structural unit – the Institute of Training of Foreign Citizens and Stateless Persons where young people from other countries can study for bachelor's and master's degrees.

The university takes an active part in international relations to support and develop professional, scientific and research programs. The best lecturers of SBTU often go abroad to study and get educational experience. They cooperate with foreign colleagues and take part in a number of joint projects with European, American and Asian learning centres.

Every year the university holds scientific conferences with the participation of the leading scientists and managers in economics, food processing and catering, trade, computer sciences, management, agricultural and veterinary science and practice, and so on. The students also take an active part in scientific work: they use their knowledge to write and present reports during conferences.

Every year our students get practical experience at the leading hotel and restaurant establishments, farms and firms in Ukraine and abroad.

The university possesses a number of educational and training farms, hangars with agricultural machinery, well-equipped laboratories, classrooms, sports and concert halls, libraries and computer centres. It also has experimental fields and a dendrological park. The latter has about 765 plant species, 152 varieties and hybrids. It is an educational and scientific base of the university and a beautiful place to rest in.

During the hard times of the war, with the beginning of the full-scale invasion, the Russian army struck various buildings of the university, its infrastructure, material and technical base. Shelling and airstrikes damaged the most important objects: student residences, the educational complex in Dokuchaievske, the Institutes of Energy, Mechatronics and Engineering, the academic buildings on Myronosytska, Rizdviana, and Klochkivska Streets and in Mala Danylivka. The

hangar of the Mechanization Department came under fire and was completely destroyed. Environmental damage caused by Russian attacks on the State Biotechnological University reaches more than \$100 million.

Since full-time studying became currently impossible for security reasons, our university provided an opportunity to apply a combination of synchronous and asynchronous distance education formats: either conduct synchronous classes in the format of online conferences (which requires high-speed Internet connection) or communicate asynchronously (most use the Moodle platform, Zoom meetings or Google classes and group chats in messengers like Telegram).

The university is trying to preserve its buildings, laboratory base, archive, library funds, and other material resources and infrastructure facilities located in the city of Kharkiv and the region, Zaporizhzhia and Mykolaiv regions. The university management made a decision to expand the boundaries of the university to Transcarpathia, where by order of the Minister of Education and Science of Ukraine, two premises in the cities of Uzhhorod and Mukachevo were transferred to SBTU. Now the Faculty of Mechatronics and Engineering is situated there.

I'm proud of being a student of the State Biotechnological University because, for me, it is one of the most significant higher educational establishments which contributes to the future of Ukraine at the highest international level².

Exercise 2. Give English equivalents to the following words and word-combinations.

Заочна форма навчання, провідний науковець, структурний підрозділ, історичні витоки, брати участь, міжнародні відносини, дендрологічний парк, ринок праці, місце відпочинку, іноземні студенти, багаторічні надбання, повномасштабне вторгнення, виробничий комплекс, МОН України, об'єкти інфраструктури, примноження наукового потенціалу, дослідницькі програми, практичний досвід; види, сорти та гібриди рослин.

Exercise 3. Match the words in the box with the definitions below:

² Англійська мова: навчальний посібник для здобувачів першого (бакалаврського) рівня вищої освіти природничих спеціальностей (091, 101, 103, 201, 202, 205, 206), 4-е вид., виправл. та доп. / Л.В. Герман, А.О. Колесник, О.М. Муравйова, О.В. Логінова, В.Л. Чорна, І.В. Шульга. – Харків : ДБТУ, 2023. – 153 с.

premise	the official department that administers and collects the duties levied by a government on imported goods
level	the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products
customs	a building or part of a building usually with its grounds
hybrid	a person's home, especially a large and impressive one
agriculture	the part of the earth's surface that is not covered by water
garden	the exploitation of biological processes for industrial and other purposes
land	a position in a scale or rank (as of achievement, significance, or value)
residence	the science or practice of planting, managing, and caring for forests
forestry	a piece of ground adjoining a house, in which grass, flowers, and shrubs may be grown
biotechnology	the offspring of two plants or animals

Exercise 4. Define the part of speech of the following words and translate them. Make your own sentences with these words.

universe – universal – university;
to found – foundation – founder;
to educate – educated – education – educational –educator;
science – scientific – scientist – scientifically;
to produce – producer – production – productive – productivity;
special – specialist – speciality – specialization – specialize;
book – booked – booking – booklet;
use – user – useful – useless – usefully.

Exercise 5. Cross out the words that don't belong to these groups.

- 1) farmland, garden, endurance, grassland, green, ground, meadow, pasture, range, terrain, territory;
- 2) library, reading-room, fabric, book, journal, dictionary, hand, magazine, newspaper, reader, librarian, catalogue, text-book, booket, article;

3) beautiful, wonderful, fine, big, marvellous, nice, fascinating, charming, wide, splendid, pleasant, exciting;

4) park, forest, mountain, horse, wood, birch, oak, pine, chestnut, maple, fir-tree, lake.

Exercise 6. Describe the photo and answer the questions given below.

It's a photo of... There is ... There are... In the foreground ...
In the background ... On the left... On the right... I think ... I can see...



1. Why do people go to university?
2. What does this university specialise in?
3. What is your favorite subject at university? Why do you like it?
4. Should universities focus more on teaching or on research?
5. How much is your future life or job related to what you study in university?
6. What is the biggest challenge in university?
7. What's your biggest motivation for your university life?
8. What's most interesting or unique about your speciality?

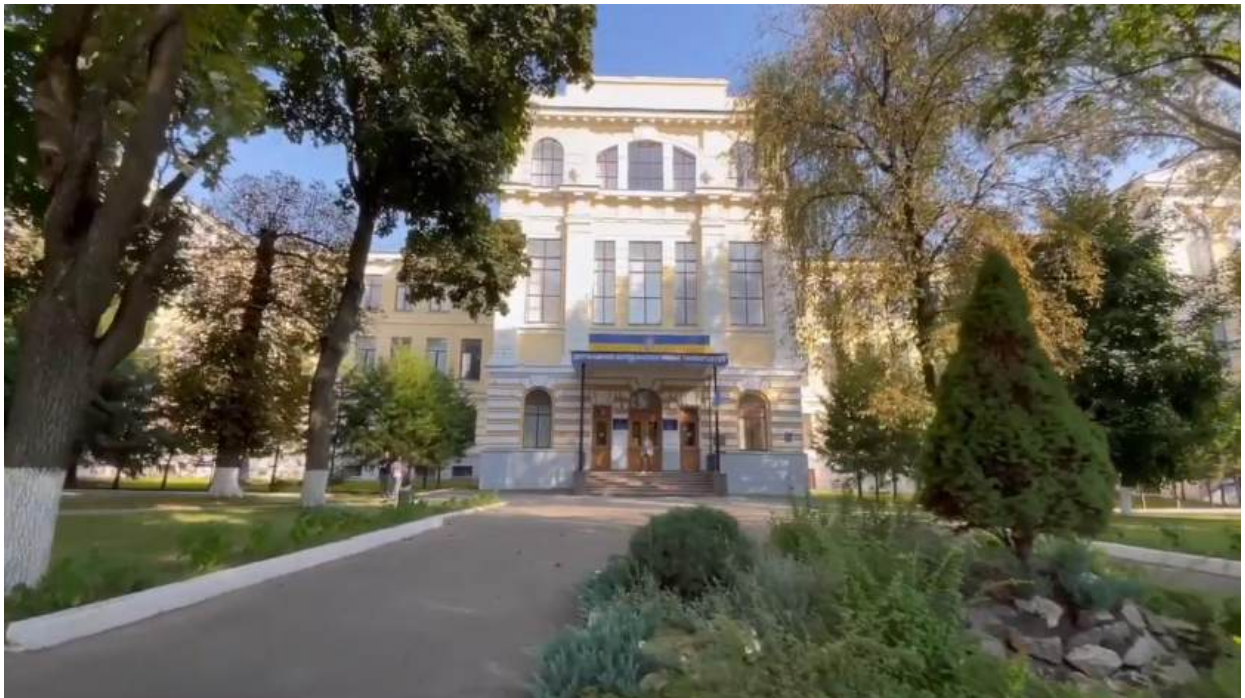
Exercise 7. University issues writing task.



Watch the video. What is so special about our university?

Some people believe the aim of university education is to help graduates get better jobs. Others believe there are much wider benefits of university education for both individuals and society.

Discuss both views and give your opinion.



LESSON 2. AGRICULTURE IN UKRAINE

“Ukraine is still a top exporter on many agricultural markets, and that is why keeping Ukrainian agriculture moving is extremely important for the world in terms of food security.”

Antonina Broyaka, Ukraine native and Extension professor in the Kansas State University’s Department of Agricultural Economics

VOCABULARY

Words and collocations

crop production
animal husbandry
grain and industrial crops
cereals
dairy and beef cattle
breeding
pig raising
sheep farming
bee-keeping
poultry industry
state farms
collective farms

рослинництво
тваринництво
зернові та технічні культури
хлібні злаки
розведення молочної та
м'ясної худоби
свинарство
вівчарство
бджільництво
птахівництво
державні підприємства /
ферми
колективні підприємства /
ферми

Exercise 1. Read and translate the text.

Ukraine has very favourable conditions for the development of agricultural production: fertile soils, temperately warm climate, a well-developed industry processing agricultural raw materials. Ukraine is one of the world's most productive farming regions and is known as the breadbasket of Europe.

There are two main branches of agricultural production in Ukraine: crop production and animal husbandry. Crop production is the practice of growing and harvesting crops. It includes: grain and industrial crops, meadow culture, fruit and vegetable raising. Almost half of the cropping area is occupied by cereals such as winter wheat, maize and legumes, rye, oats and barley. Among the industrial crops such as sugar beet, sunflower, flax the leading position is occupied by sugar beet. Close to 40 types of vegetable crops are grown in Ukraine: potatoes, cabbage, tomatoes, cucumbers, red beets, carrots, onions, garlic, etc. Melon-growing is practiced mainly in the south.

Animal husbandry is the practice of breeding of farm animals and their use. The most widespread branches of animal husbandry are: dairy and beef cattle breeding, pig raising, sheep farming and bee-keeping. The poultry industry is spread through all the provinces. Birds farmed include chicken, duck, goose, turkey. There are large mechanized poultry farms to produce eggs and meat.

Most farms in Ukraine are owned and controlled by the government. They include state farms and collective farms. State farms are managed entirely by the government, which pays wages to farmworkers. Collective farms are owned and managed in part by the workers, who receive wages as well as a share in the farm's profits. State farms are larger and have more mechanical farm equipment than collective farms. In order to increase crop yields and animal products collective and state farms apply widely intensive technologies³.

Exercise 2. Answer the following questions.

1. Does Ukraine have favourable conditions for the development of agricultural production?
2. What are the main branches of agricultural production in Ukraine?
3. What is crop production?
4. What does crop production include?
5. What cereals occupy half of the cropping area?
6. What vegetable crops are grown in Ukraine?
7. What is animal husbandry?
8. What are the most wide-spread branches of animal husbandry?
9. Where is the poultry industry spread?
10. What birds are farmed in Ukraine?
11. What forms of farm enterprises do you know?
12. What is the difference between state and collective farms?

³ Пилипенко І.О., Чернищук Ю. І. “Agrarian English” навчальний посібник з англійської мови для здобувачів вищої освіти – спеціальності 035 «Філологія» ОП Германські мови та літератури (переклад включно), перша – англійська/Пилипенко І.О., Чернищук Ю. І. Біла Церква, 2022. – 94 с.

Exercise 3. Answer if the sentences are true or false. Correct the false ones.

1. Ukraine does not have favorable conditions for the development of agricultural production.
2. Ukraine is known as the breadbasket of Europe.
3. Crop production is the practice of breeding of farm animals and their use.
4. About 40 types of vegetable crops are grown in Ukraine.
5. Animal husbandry is the practice of growing and harvesting crops.
6. The state fully manages state farms and pays wages to agricultural workers.
7. Ukraine has small mechanized poultry farms producing eggs and meat.
8. Intensive technologies are widely used in collective and state farms to increase the yield of crops and livestock products.
9. State farms are not large, but have more mechanical equipment for farms than collective farms.
10. Melon-growing is practiced mainly in the south.

Exercise 4. Give the Ukrainian equivalents for the following words and word combinations . Use them in the sentences of your own.

Favourable conditions; agricultural production; fertile soils; agricultural raw material; crop production; animal husbandry; grain crops; industrial crops; temperately warm climate; dairy and beef cattle breeding; poultry industry; state and collective farms.

Exercise 5. Complete the following sentences.

1. Ukraine has very favourable conditions
2. There are two main branches of agricultural production in Ukraine
3. Crop production is
4. It includes
5. Almost half of the cropping area is occupied by cereals such as
6. Close to 40 types of vegetable crops are grown in Ukraine:
7. Animal husbandry is
8. Birds farmed include
9. In order to increase crop yields and animal products collective and state farms apply

Exercise 6. Watch the video “Restoring agriculture in Ukraine: FAO and WFP’s mine action initiative”: <https://youtu.be/717sDBddjqw>



In Ukraine, mines and explosive remnants of war have turned vast productive land into dangerous minefields. The Food and Agriculture Organization of the United Nations and the World Food Programme are working together to address this urgent issue, helping farmers return to their fields and resume food production.

This effort is carried out in three key phases:

- 1) mapping and prioritizing potentially contaminated areas for clearance;
- 2) identification and removal of explosive ordnance, followed by mine clearance operations
- 3) financial and technical support for land recultivation.

Mine action is essential for agricultural recovery and food security, ensuring that communities can produce safe and nutritious food once again.

What other steps, in your opinion, can be done to restore Ukrainian agriculture?



LESSON 3. AGRICULTURE IN GREAT BRITAIN

“Agriculture is not crop production as popular belief holds - it's the production of food and fiber from the world's land and waters. Without agriculture it is not possible to have a city, stock market, banks, university, church or army. Agriculture is the foundation of civilization and any stable economy.”

Clifford Allan Redin Savory, a Zimbabwean livestock farmer and former Rhodesian politician, a lifelong ecologist and the creator and co-founder of Savory Institute

VOCABULARY

Words and collocations

environment (n)
conducive (adj)
majority (n)
nevertheless (adv)
county (n)
livestock (n)
malting (ger)
rye (n)
oats (n)
rapeseed (n)
legume (n)
alfalfa (n)
competition (n)
greenhouse (n)
supplier (n)
promote (v)

навколишнє середовище
сприятливий
більшість
тим не менш, проте
графство
тваринництво, худоба
виробництво солоду
жито
овес
насіння ріпаку
бобова культура
люцерна
конкуренція, змагання
теплиця
постачальник
сприяти, допомагати

cattle (n)
livestock (n)
storage (n)
horticulture (n)
timber (n)
beef (n)
wildlife (n)
dairy products
poultry industry
to apply fertilizers
transportation facilities
afforestation program
processing industry
cane sugar

велика рогата худоба
тваринництво, худоба
зберігання
садівництво
деревина, будівельний ліс
яловичина
дика природа
молочні продукти
птахівництво
вносити добрива
транспортні умови
програма лісорозведення
переробна промисловість
тростинний цукор

Exercise 1. Read and translate the text.

Great Britain is known to be a highly developed agricultural country though only a small proportion of its population employed in this field of economy. The physical environment and natural resources of England are favourable to agricultural development. The region of lowlands with good soils and mild climate is conducive to grass or crop growing. The majority of English farms are small, most holdings being less than 250 acres (100 hectares). Nevertheless, they are highly mechanized.

Wheat, the chief grain crop, is grown in the drier, sunnier counties of eastern and southern England. Barley is grown mainly for livestock feed and for malting and other industrial markets. Corn, rye, oats, and rapeseed are also grown. Potato-growing areas are spread practically all over the country. As for sugar beet production, it depends heavily on government subsidy because of competition from imported cane sugar. Legumes and grasses such as alfalfa and clover are grown for feeding livestock.

The production of vegetables, fruits, and flowers, known in England as market gardening, is often done in greenhouses. Kent is a major supplier of fruits and vegetables (apples, pears, plums, black currants, cauliflowers, and cabbages).

The Britains are known to be great garden lovers so flower growing and horticulture is rapidly developing.

More than half of the full-time farms are devoted to livestock farming – raising cattle for dairy products and beef, raising sheep for wool and meat. Pig farming and poultry industry are also highly developed.

Mechanization, insect and pest control, applying fertilizers, measures to protect and conserve soils, good storage and transportation facilities as well as highly productive processing industry make agriculture of Great Britain one of the most effective one in Europe.

There are several million acres of woodland in Great Britain. Many forests in England are managed by the Forest Commission, which, besides promoting timber production, also emphasizes wildlife preservation. Presently demand for timber continues in construction and furniture industry, but, with the government's afforestation program in effect, new coniferous forests are beginning to dot the landscape⁴.

Exercise 2. Give Ukrainian equivalents to the following words and word-combinations.

Highly developed agricultural country, small proportion of the population, physical environment, natural resources, favourable conditions, mild climate, conducive, crop growing, grain crop, timber production, wildlife preservation, demand, coniferous forest, to conserve soils, furniture industry, good storage, afforestation program, to promote timber production.

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

Птахівництво, відсоток населення, листяний ліс, сприятливі умови, великий попит, меблева промисловість, збереження ресурсів, високо розвинута промисловість, м'який клімат, умови перевезення, будівельний ліс, зберігати ґрунт, захист дикої природи, свинарство, боротьба зі шкідниками, садівництво, велика рогата худоба, рослинництво.

⁴ Англійська мова: навчальний посібник для здобувачів першого (бакалаврського) рівня вищої освіти природничих спеціальностей (091, 101, 103, 201, 202, 205, 206), 4-е вид., виправл. та доп. / Л.В. Герман, А.О. Колесник, О.М. Муравйова, О.В. Логінова, В.Л. Чорна, І.В. Шульга. – Харків : ДБТУ, 2023. – 153 с.

Exercise 4. Match the antonyms.

rapidly	severe
favourable	secondary
mild	western
main	highlands
eastern	slowly
often	dry
less	rich
low	negative
wet	seldom
poor	at least
mainly	high
lowlands	minority
majority	more

Exercise 5. Complete the sentences with an appropriate word from the box.

fertilizers, gardening, control, poultry, climate,
population, wheat, horticulture, government

1. Mechanization, insect and pest ... and applying ... make Britain one of the most highly developed agricultural country.
2. The ... in Britain is mild and wet.
3. Pig farming and ... industry are also highly developed.
4. The production of vegetables, fruits, and flowers is known in England as market
5. A small proportion of the ... in Britain is employed in agriculture.
6. Flower growing and ... is rapidly developing in Britain.
7. Sugar beet production depends heavily on ... subsidy.
8. ..., the chief grain crop, is grown in the drier, sunnier counties of the eastern and southern England.

Exercise 6. What can you say about the agriculture of Great Britain looking at this photo? Does it include all sectors?



Exercise 6. Watch the video “Plant-Powered Body Care. Whole Foods Market”: <https://youtu.be/4pouts7gwDA>



Since 1921 Weleda has been promoting a harmonious connection between plants and people. In this piece, visit one of Weleda’s six biodynamic gardens to see how they grow the plants that power their body care products, and learn how their sourcing philosophy aligns with Whole Foods Market’s.

Video quiz questions:

1. Fill the gap.
people founded Villeda _____ around the world
2. Fill the gap.
Villeda and Whole foods _____

3. Fill the gap.
It is absolutely _____ to be in the Villeda garden

4. Fill the gap.
It brings a renewed joy and a new sense of _____

5. Fill the gap.
I'm filled with gratitude _____ the week

6. Fill the gap.
it puts the purpose at the _____ of my mind

7. Fill the gap.
we will _____ to help our customer understand that connection

8. Fill the gap.
we're comitted to our larger purpose of _____ people and the planet



Why supporting organic farmers is so important?

LESSON 4. AGRICULTURE IN THE USA

“The United States as we know it today is largely the result of mechanical inventions, and in particular of agricultural machinery and the railroad.”

John Moody, an American financial analyst, businessman and investor

VOCABULARY

Words and collocations

sugarcane (n)
wheat (n)
slope (n)
establish (v)
cotton (n)
enormous (adj)
occur (v)
ripe (v)
drought (n)
irrigation (n)
ample (adj)
southeastern (adj)
rye (n)
corn (n)
maize (n)
fodder (n)
maintain (v)
clover (n)
hardy (adj)
pasture (n)
thrive (v)
sow (v)
breed (v)
poultry (n)

цукровий тростник
пшениця
схил
встановлювати
бавовна
величезний
мати місце, траплятися
достигати, дозрівати
посуха
зрошення
цілком достатній
південно-східний
жито
кукурудза (Брит.)
кукурудза (Амер.)
корм
підтримувати
конюшина
витривалий
пасовисько
буйно рости
сіяти
розводити тварин
(рослини)
свійська птиця

world-economic leader
coastal plains
intermediate zone
the Gulf of Mexico
cash crop

лідер світової економіки
долини узбережжя
проміжна, середня зона
Мексиканська затока
с.-г. культура

Exercise 1. Read and translate the text.

The various peoples who developed the United States of America have made it a world economic leader and, in general, a well-used and productive country where agriculture is still important.

In the southern areas the farmers grew sugarcane and wheat, raised cattle and sheep on the lowland and slopes. Later, orange groves and coffee, cocoa, and banana plantations were established on the coastal plains and wet slopes of the tropical areas. Cotton and hemp were grown in the warmer and drier basins of the intermediate zone.

An enormous extension of fruit, winter vegetables, cotton, and tobacco farming has occurred in the subtropical and warm temperate areas of the United States. Citrus fruits do well in Florida and the Rio Grande valley of Texas, where the Gulf of Mexico brings warm tropical air with early rain but much late-summer sun.

The Central Valley is guarded from the frosts by the Sierras, with winter rain for growth and prolonged summer for ripening. It is a prime area to grow fruit and vegetables. Drought is a challenge, however, it has been met only by extensive irrigation. Winter vegetables are widely grown on the sandy soils of the Gulf Coastal Plain and the southeastern parts of the Atlantic coast, which have a long frost-free season and ample rain.

Cotton has proved a success in areas with less than 60 inches (1,525 mm) of rain and more than 200 days free of frost. Tobacco is concentrated on the sandy soils of old shores and deltas from Virginia to Kentucky. Now many tobacco and cotton fields are alternately planted with rye, corn (maize), and winter wheat grown as fodder for cattle or as additional cash crops. These help to maintain the fertility of the soil, which long has been threatened by the practice of monoculture.

The zone known as the Corn Belt derived its name from the preponderance of corn grown in the warm-summer region that extends westward from the Ohio River to the lower Missouri River, although soybeans have come to rival corn as the leading field crop.

The Dairy Belt is another recognized division which makes use of a shorter growing season and cooler summers in New England and the Great Lakes region,

where clover, timothy hay, and hardy small grains thrive. Dairying also exploits the lush pastures of the Pacific Coast.

There are vast wheat areas in the western Corn Belt of the subhumid regions. The Winter Wheat Belt lies south of killing frosts mainly in Kansas and Oklahoma. As the polar front retreats in early spring, rainstorms favor the germination of grain sown in the previous fall. The Spring Wheat Belt occupies the territory of Dakota, Montana, Minnesota and the Columbia basin where a severe winter forces postponement of sowing to spring. Then the warmth and wetness of the sudden northward surge of tropical gulf air quickly induce the growth of new-sown wheat, which usually ripens in a dry, sunny fall.

The raising of livestock is prominent in the American economy. In terms of value, beef cattle are the most important, and their breeding and fattening are major, often dominant activities in the Great Plains. The dairy industry has grown in importance in the West, especially in California. Some three-fifths of North America`s commercial output in pig production is concentrated in five Midwestern states. A relatively small number of sheep are raised primarily for wool in the Great Plains, and the Pacific region, most notably in Texas and California. Large-scale poultry production has expanded sharply in Southern states from Arkansas to Maryland, where land and labour for a factory-like industry are cheap and abundant⁵.

Exercise 2. Give the Ukrainian equivalents to the following words and word-combinations.

A well-used and productive continent, lowland, wet slopes, drier basins, winter vegetables, temperate, a prolonged summer, an extensive irrigation, the Atlantic coast, fertility, the practice of monoculture, the Corn Belt, preponderance, a warm-summer region, a leading field crop, another recognized division, a shorter growing season, subhumid, rainstorms, a polar front, a previous fall, a tropical gulf air, a new-sown wheat, prominent, commercial output, pig production, wool, a factory-like industry.

⁵ Англійська мова: навчальний посібник для здобувачів першого (бакалаврського) рівня вищої освіти природничих спеціальностей (091, 101, 103, 201, 202, 205, 206), 4-е вид., виправл. та доп. / Л.В. Герман, А.О. Колесник, О.М. Муравйова, О.В. Логінова, В.Л. Чорна, І.В. Шульга. – Харків : ДБТУ, 2023. – 153 с.

Exercise 3. Find a synonym from the box to the underlined word in the sentences.

cows, significant, cultivated, damp, protected, huge, grow

1. Citrus fruits do well in Florida and the Rio Grande valley of Texas.
2. Cotton and hemp were grown in the warmer and drier basins of the intermediate zone.
3. The farmers raised cattle on the lowland and slopes.
4. Agriculture is important in North America.
5. The Central Valley is guarded from the frosts by the Sierras.
6. An enormous extension of fruit, winter vegetables, cotton, and tobacco farming has occurred in the subtropical and warm temperate areas.
7. Later, orange groves and coffee, cocoa, and banana plantations were established on the coastal plains and wet windward slopes of the tropical areas.

Exercise 4. Define what parts of speech the following words belong to.

Various, developed, economic, general, productive, important, tropical, later, plantation, areas, warmer, enormous, extension, growth, irrigation, sandy, concentrate, additional, fertility, preponderance, division, germination, quickly.

Exercise 5. Match each word on the left with a word on the right and use these word – combinations in your own sentences.

economic	summer
tropical	leader
coffee	rain
coastal	slopes
windward	areas
warmer	basins
winter	fruits
zones temperate	plains
citrus	plantations
early	vegetables
prolonged	part

Exercise 6. Complete the sentences with an appropriate word from the box. Make sure you use the correct form.

the Sierras, there, provide, wheat, meet, preponderance, pastures, fall

1. The lush ... of the Pacific Coast are exploited by dairy farming.
2. Corn growing ... gave the name “Corn Belt” to this zone.
3. ... were coffee and banana plantations on the coastal plains.
4. A dry sunny ... is a ripening season of new-sown wheat.
5. ... block the frosts in the Central Valley.
6. The sandy soils of old shores and deltas from Virginia to Kentucky ... tobacco cultivation.
7. The subhumid regions of the western Corn Belt include vast ... areas.
8. Extensive irrigation is applied to ... drought.

Exercise 7. Answer the following questions to the text “Agriculture of the USA”.

1. Is agriculture important in the USA?
2. What crops did the farmers grow in tropical areas?
3. What plantations and groves were established on the coastal plains and wet windward slopes of the tropical areas?
4. What farming has occurred in the subtropical and warm temperate areas of the United States?
5. What is the Central Valley guarded from the frost?
6. Where are winter vegetables widely grown?
7. Where has cotton proved a success?
8. What crops are many tobacco and cotton fields alternately planted with?
9. Where did the Corn Belt derive its name from?
10. What kind of climate is there in the Dairy Belt?

Exercise 8. What do you envision when you think of a farmer? Do you picture someone who drives a tractor? Or do you see a multi-skilled business manager? Farming is a career that requires adaptability and a diverse skillset. This is how Kansas Department of Agriculture understands the essence of farmer's job. Do you agree with it?



Exercise 9. Watch the video “Staying Small: The Fight for the Future of Farming | Whole Foods Market”: <https://youtu.be/FmvhekFvxpM>



Small family farms are the foundation of a more sustainable, resilient food system, and Whole Foods Market and Stonyfield Organics (USA) have been dedicated to supporting them since the start. When you purchase a product from a small family farm, you're not just supporting that farm, you're helping to keep entire communities vibrant and alive. Rural farming communities have been in decline for generations, and the time has come to put the focus back on the farmer.

What choice did they make?

Exercise 7. Video quiz questions.

1. Fill the gap.
smaller family farms being the _____ of our institutional knowledge

2. Fill the gap.
It's important for us to _____ those that know how it's done and _____ the community that feeds us.

3. Choose the correct options.

90 cows were...

- a lot
- too much
- so much

4. Fill the gap.

_____ consumers nowadays understand what I just said to you.

5. Fill the gap.

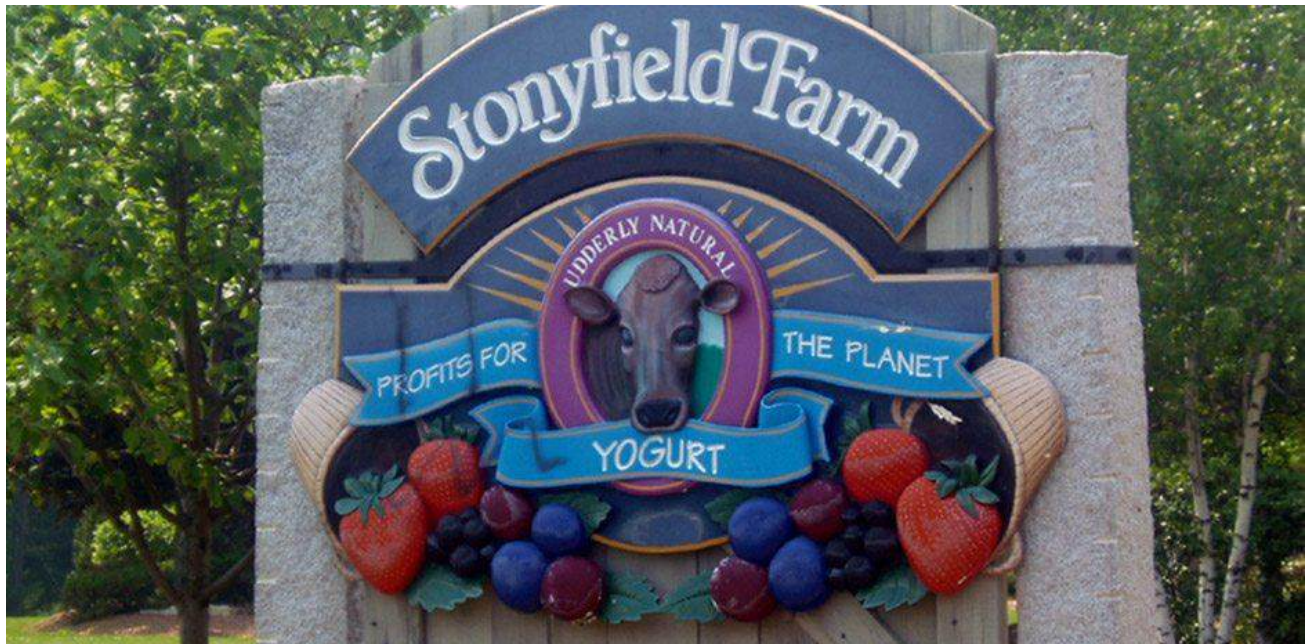
organic food is only 6% of total food nationally. so we still _____

6. Fill the gap.
this farm does _____ for our family

7. Fill the gap.
we're able to _____ the importance of what they're doing

8. Fill the gap.
if one of our cows isn't _____

9. Fill the gap.
not having close contact with animals doesn't _____ to us



LESSON 5. COOKING AS A FORM OF PROCESSING

“Almost all food is processed in some way before it is eaten. Commercially, the main reasons to process food are to eliminate micro-organisms (which may cause disease) and to extend shelf life. Simply cooking or combining a food with other foodstuffs to create a recipe is also considered a form of food processing. Whatever the case, the nutrient value of any food is often altered by the processing.”

Australian Department of Health

VOCABULARY

Words

peel	<i>v</i>	очищати (фрукти, овочі); луцтити
orange	<i>n</i>	апельсин; оранжевий колір
destroy	<i>v</i>	руйнувати;
destruction	<i>n</i>	руйнування, знищення
apply	<i>v</i>	застосовувати, вживати
roast	<i>v</i>	пекти; запікати; смажити
grill	<i>v</i>	смажити на рашпері
boil	<i>v</i>	варити; кип'ятити
stew	<i>v</i>	тушкувати;
	<i>n</i>	тушковане м'ясо, тушонка
braise	<i>v</i>	тушкувати м'ясо
gravy	<i>n</i>	соус, підлива

Exercise 1. Find and translate the sentences in the Passive Voice. Find the English equivalents of these word combinations:

відділяти неїстівну частину; незначні втрати; змішана дієта, зменшити втрати до мінімуму; хімічні і фізичні зміни; традиційні методи приготування їжі

Before foods can be eaten they have to be prepared. For some foods the process may be simple, as in the peeling of an orange. For others it may be complicated: for example, wheat grain must be separated from inedible parts and milled into flour. Only then it can be baked into bread. At each stage some of the nutrients will be destroyed, whether the process takes place in a factory or in the home. If the food is stored for long periods, the nutrients may also be reduced particularly if conditions are not ideal. Although these losses are not of great importance if a good mixed diet is eaten, it is nevertheless desirable that the losses are kept to a minimum.

For cooking heat is usually applied. It occurs in one of three ways:

a) Directly, with or without fat — in roasting, grilling and baking (120-250 °C), and microwave cooking.

b) With water – in boiling, stewing and braising (100 °C).

c) With fat – frying (155-225 °C).

Heat causes chemical and physical changes in food. It makes the flavour, palatability and digestibility of the raw product more acceptable and may improve its keeping quality. But cooking more usually results in the loss of nutrients, this being the greatest at high temperatures, with long cooking times, or if an excessive amount of liquid is used.

The losses of soluble vitamins and minerals are reduced if meat juices and water are used in gravies, for example. The effects of microwaves and infra-red cooking on nutrients are similar to the effects of the more traditional methods they replace. When used for re-heating, they cause additional destruction of nutrients.

Food is spoiled because of the growth of microorganisms in it. That is why food preservation is a very important problem. The most popular method of food preservation is freezing. But it may result in some loss of thiamin and vitamin C when vegetables are blanched in water before freezing. This loss is not so great as during storage. If the temperature of the freezer is kept below – 18 °C, there is practically no further loss of nutrients. When food is thawed, its nutritional value is also lost. Though in general, differences between the nutrient content in cooked fresh foods and cooked frozen foods as served on the plate are small. The freezing process itself has little effect on nutritional value and since the delay of harvesting is minimal, the nutrients in the high quality fresh foods that are used are generally well retained⁶.

⁶ English: навчально-методичний посібник для денної та заочної форми навчання за напрямом підготовки «Харчові технології та інженерія». Ч. 1 / А.О.Борисова, І.І. Ков'ях, О.О. Мануєнкова. – Харків : ХДУХТ, 2014. – 160 с.

Exercise 2. Read and translate these words and word combinations.

peel	to peel an orange, to peel potatoes, peeling of vegetables, to peel an apple;
destroy	to destroy one's hopes, to destroy a building, to destroy one's plans;
destruction	destruction of hopes, destruction of nutrients;
boil	to boil water, to boil soup, boiling of milk

Exercise 3. State which of the sentences are true and which are false.

1. Before foods can be eaten they have to be heated.
2. For some foods the process may be simple, as in the peeling of an orange.
3. At each stage some of the nutrients will be stored.
4. If the food is stored for short periods, the nutrients may also be reduced particularly if conditions are not ideal.
5. Heat causes chemical and physical changes in food.
6. But cooking more usually results in the loss of nutrients, this being the greatest at low temperatures, with short cooking times, or if an excessive amount of liquid is used.
7. The losses of soluble vitamins and minerals are increased if meat juices and water are used in gravies.
8. When used for re-heating, they cause additional destruction of nutrients.
9. Food is spoiled because of the growth of microorganisms in it.
10. If the temperature of the freezer is kept about 0 °C, there is practically no further loss of nutrients.

Exercise 4. Choose the correct statement.

1. Before foods can be **eaten/digested** they have to be prepared.
2. For some foods the process may be simple, as in the **boiling/peeling** of an orange.
3. At each stage some of the **cells/nutrients** will be destroyed, whether the process takes place in a factory or in the home.
4. If the food is **stored/prepared** for long periods, the nutrients may also be reduced particularly if conditions are not ideal.
5. **Heat/cool** causes chemical and physical changes in food.
6. But **freezing/cooking** more usually results in the loss of nutrients.
7. The losses of soluble vitamins and minerals are reduced if **vegetable**

oils/meat juices and water are used in gravies.

8. Food is **spoiled/preserved** because of the growth of microorganisms in it.
9. The most **contemporary/popular** method of food preservation is freezing.
10. The **freezing/heating** process itself has little effect on nutritional value.

Exercise 5. Fill in the blanks with the appropriate words.

nutrients	prepared	microorganisms	
soluble	complicated	destroyed	
simple	freezing	re-heating	thawed

1. Before foods can be eaten they have to be _____.
2. For some foods the process may be _____, as in the peeling of an orange.
3. For others it may be _____: for example, wheat grain must be separated from inedible parts and milled into flour.
4. At each stage some of the nutrients will be _____, whether the process takes place in a factory or in the home.
5. If the food is stored for long periods, the _____ may also be reduced particularly if conditions are not ideal.
6. The losses of _____ vitamins and minerals are reduced if meat juices and water are used in gravies.
7. When used for _____, they cause additional destruction of nutrients.
8. Food is spoiled because of the growth of _____ in it.
9. The most popular method of food preservation is _____.
10. When food is _____, its nutritional value is also lost.

Exercise 6. Match the words and their definitions.

1	peel	A	fry (food) lightly and then stew it slowly in a closed container
2	orange	B	the fat and juices exuding from meat during cooking; a sauce made from the juices that come from meat when it cooks
3	destroy	C	(with reference to meat, fruit, or other food) cook or be cooked slowly in liquid in a closed dish or pan
4	gravy	D	remove the outer covering or skin from (a fruit, vegetable, or prawn)
5	apply	E	a large round juicy citrus fruit with a tough

			bright reddish-yellow rind
6	roast	F	to cause so much damage to it that it is completely ruined or does not exist any more
7	grill	G	(with reference to food) cook or be cooked by immersing in boiling water or stock
8	boil	H	bring or put into operation or use
9	stew	I	to cook (food) using a flat frame of metal bars (a gridiron) on which food can be cooked over a fire or a device on a cooker that radiates heat downwards for cooking food
10	braise	J	cook (food, especially meat) by prolonged exposure to heat in an oven or over a fire

Exercise 7. Match the words in the right column with the words in the left column to make word combinations.

1	at each	a	changes
2	it is	b	juices
3	chemical and physical	c	desirable
4	meat	d	process
5	infra-red	e	the plate
6	traditional	f	the temperature
7	served on	g	effect
8	freezing	h	stage
9	to have little	i	methods
10	to keep	j	cooking

**Exercise 8. Watch the video “Cooking Fish with Gordon Ramsey”:
https://youtu.be/NMTA6JoU_D8**



With 26 restaurants, 7 coveted Michelin Stars, and award-winning television programs, Gordon Ramsay has proven himself to be one of the world's greatest chefs.

Specialized Tuna Nicoise Salad:

Serves 4 2 pounds Ahi Tuna loin ¼- ½ cup Sesame seeds ½ pound Fingerling potatoes cut in half lengthwise ¼ pound Green beans trimmed sliced in half 1/3 cup Pitted nicoise or other black brined olives, sliced ½ cup Shallot, sliced into thin rings ½ pound Cherry tomatoes cut in half 12 Anchovy filets (optional) ¼ cup Balsamic

vinegar 3 tbsp Extra virgin olive oil 8 each Eggs 4 each Romaine hearts or baby gem lettuce Chopped parsley

Lemon Dijon Vinaigrette:

½ teaspoon kosher salt 1/8 teaspoon black pepper freshly ground 2 teaspoons fresh lemon juice ½ teaspoon Dijon mustard ½ cup olive oil

Method:

1. Bring 3 medium pots of salted water to a boil. Add the potatoes to 1 pot and blanch until tender, about 6 to 10 minutes. Drain in a colander, pat dry, and set aside. Add the green beans to the other pot and blanch until tender, 4 to 5 minutes. Drain in a colander, pat dry, and set aside.

2. In the third pot add eggs and boil for 6 minutes. Remove and quickly plunge under cold running water or an ice bath to stop the cooking. The eggs should still have a runny yolk.

3. For the dressing, add all ingredients in the bowl except the oil. Using a whisk stir in the oil to emulsify. Season as needed to taste and set aside.

4. Portion the tuna loin into 4 equal portions. Season the tuna steaks with salt, ground pepper, sesame seeds and olive oil on all sides. Heat a large skillet (or 2 medium skillets), over high heat. When the oil is hot but not smoking, add tuna portions and sear all sides about 30 seconds per side for medium-rare. The tuna should still be bright red in the center.

5. In a large mixing bowl, add potatoes, green beans, olives, shallots, cherry tomatoes, anchovies and parsley. Coat this with balsamic vinegar, extra virgin olive oil, salt and pepper to taste.

6. Tear or chop the lettuce into bite-size pieces and combine with other ingredients in bowl. Toss with enough of the vinaigrette, just to coat. Adjust seasonings with salt and pepper as needed.

7. Arrange the lettuce in the center of 4 large plates (or 1 serving platter). Spoon the remaining vegetables around the lettuce to frame.

8. Slice the tuna into three long slices per serving and arrange on top of lettuce. Slice each egg in half lengthwise and place on the vegetables.

9. Drizzle the plate with additional dressing to finish and serve immediately.

Video quiz questions:

1. Fill the gap.

It's just as crucial _____ keeping face because Latin,

2. Fill the gap.

... but there's one meal _____ that day that needs to be absolutely you on a plate

3. Fill the gap.

Brush that first _____ a little bit of mustard.

4. Fill the gap.

I had that extraordinary moment _____ the start of Kona two years ago where I was paddling out sort of half past five in the morning ...

5. Fill the gap.

To get rid _____ the nerves, I just started thinking about recipes and dishes and how do I get through this 2.

6. Fill the gap.

Cut it _____ half, and put that side down.

7. Fill the gap.

A little touch _____ vinaigrette.

8. Fill the gap.

And then we'll just mix that up nicely _____ some fresh parsley.

9. Fill the gap.

You get _____ that journey and nothing else matters except what you put on the plate.

10. Fill the gap.

_____ you start off with these raw ingredients and you go through that journey

11. Fill the gap.

Just open them up gently _____ sort of ripping them.

12. Fill the gap.

Get down _____ the heart, and cut the hearts into fourths.

13. Fill the gap.

Food was my calling, I think, _____ that was the way I could sort of disappear.

14. Fill the gap.

_____ 18 months, I was fluent in the language.

15. Fill the gap.

That gives a nice lightness, vibrancy _____ the dish as well.

16. Fill the gap.

My mom had a tear _____ her eye because she was upset she couldn't afford it.

17. Fill the gap.

Tuna _____ the pan.

18. Fill the gap.

Fingers _____ top and just slice through nice and carefully.

19. Fill the gap.

Foods your journey, and there's something amazing _____ the way you cook.

20. Fill the gap.

My dream, when I started out _____ a chef, was to discover every ingredient and never be intimidated and not know what to do with it.



LESSON 6. EARLY HISTORY OF COOKING

“The kitchen is where we deal with the elements of the universe. It is where we come to understand our past and ourselves.”

Laura Esquivel, a Mexican novelist, screenwriter and politician

VOCABULARY

Words and sentences

spoil	<i>v</i>	псувати (ся);
spoilage	<i>n</i>	псування

It is necessary to prevent **spoilage** by microorganisms.

preservation	<i>n</i>	зберігання; консервування
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Not every kind of fruit is suitable for **preservation**.

storage	<i>n</i>	зберігання;
cold storage		зберігання у холодильнику

Refrigeration or **cold storage** is the most common method of temporarily preserving food.

freezing	<i>n</i>	заморожування
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Great success is now being experienced in the preserving of fish and meat by **freezing**.

Exercise 1. Read and translate the text.

There is no clear archaeological evidence when food was first cooked. Most anthropologists believe that cooking fires began only about 250,000 years ago, when hearths started appearing. Phylogenetic analysis by Chris Organ, Charles Nunn, Zarin Machanda, and Richard Wranghams suggests that cooking may have been invented as far back as 1.8 million to 2.3 million years ago. Other researchers believe that cooking was invented as late as 40,000 or 10,000 years ago. Evidence of fire is inconclusive, as wildfires started by lightning-strikes are still common in East Africa and other wild areas, and it is difficult to determine when fire was first used for cooking, as opposed to just being used for warmth or for keeping predators away.

Wrangham proposed cooking was instrumental in human evolution, as it reduced the time required for foraging and led to an increase in brain size. Since meat has a higher energy density than vegetables, and cooking it allows more

nutrients to be liberated to the body, the introduction of cooked meat in the human diet reduced the energy requirements of the digestive system. He estimates the percentage decrease in gut size of early humans directly correlates to the increase in brain size. Most other anthropologists, however, oppose Wrangham, stating that archeological evidence suggests that cooking fires began in earnest only c.250,000 years ago, when ancient hearths, earth ovens, burnt animal bones, and flint appear across Europe and the Middle East. Two million years ago, the only sign of fire is burnt earth with human remains, which most other anthropologists consider to be mere coincidence rather than evidence of intentional fire. The mainstream view among anthropologists is that the increases in human brain-size occurred well before the advent of cooking, due to a shift away from the consumption of nuts and berries to the consumption of meat.⁷

Exercise 2. State which of the sentences are true and which are false.

1. There is clear archaeological evidence when food was first cooked.
2. Richard Wranghams suggests that cooking may have been invented as far back as 1.8 million to 2.3 million years ago.
3. Other researchers don't believe that cooking was invented as late as 40,000 or 10,000 years ago.
4. Wrangham proposed cooking was instrumental in human evolution, as it reduced the time required for purchasing.
5. Since meat has a higher energy density than vegetables, and cooking it allows more nutrients to be liberated to the body, the introduction of cooked meat in the human diet reduced the energy requirements of the digestive system.

Exercise 3. Choose the correct statement.

1. Most anthropologists believe that cooking fires began only about 250,000 years ago, when started appearing.
a) sunlight b) oven c) microwave d) hearths
2. Evidence of is inconclusive, as wildfires started by lightning-strikes are still common in East Africa and other wild areas, and it is difficult to determine when fire was first used for cooking, as opposed to just being used for warmth or for keeping predators away.
a) light b) fire c) match d) heat

⁷ English: навчально-методичний посібник для денної та заочної форми навчання за напрямом підготовки «Харчові технології та інженерія». Ч. 1 / А.О.Борисова, І.І. Ков'ях, О.О. Мануєнкова. – Харків : ХДУХТ, 2014. – 160 с.

3. Wrangham proposed cooking was instrumental in human evolution, as it reduced the time required for foraging and led to an increase in size.
 a) digestive tract b) brain c) liver d) kidney
4. Since meat has a higher energy density than vegetables, and it allows more nutrients to be liberated to the body.
 a) heating b) freezing c) cooking d) drying
5. He estimates the percentage decrease in size of early humans directly correlates to the increase in brain size.
 a) gut b) weight c) pancreas d) gall bladder

Exercise 4. Translate the following word combinations.

1. nutritive value;
2. inedible parts;
3. ideal conditions;
4. raw product;
5. to result in the loss of nutrients;
6. an excessive amount of liquid;
7. microwave and infra-red cooking;
8. destruction of nutrients

Exercise 5. Use the construction "it is (was) ... that" to emphasize the parts of the sentence in bold type.

1. **Fat** makes our food palatable and satisfying.
2. Scientists discovered **in 1922** that the vitamin A in cod-liver oil could be destroyed.
3. **Vitamin C** is partly destroyed during the cooking process.
4. **Food preservation** has both hygienic and economic aspects.
5. Food is spoiled because of the **growth of microorganisms** in it.

Exercise 6. Make the following sentences negative and interrogative.

1. The new methods of research had been included into the scientist's work.
2. The nutritive value of some of the unsaturated fatty acids has been established.
3. The flavour and texture of the food have been improved by new methods of freezing.

4. Heat causes chemical and physical changes in food.
5. For cooking heat is usually applied.

Exercise 7. Make necessary changes and say the following sentences in the Past and Future Perfect Passive.

1. Intensive efforts have been made to produce dried products.
2. Various machines have been developed to help the canning process.
3. The work has been completed.
4. Some experimental work has been done on the dangers of poisoning from foods.

**Exercise 8. Watch the video “Why Do We Cook? The history of cooking”:
https://youtu.be/Wpfwu__PF7Y**



Ever wonder why we cook our food? We do it because it tastes good, of course, and because our customs and traditions are built around it. But we also cook our food for some basic biological reasons, because of evolution. Some scientists think that figuring out how to cook actually MADE us human! What do you think about it?

Video quiz questions:

1. Unmix the sentence.

many	different	for	celebrate	around	different
reasons.	People	world	holidays	the	

2. Choose the correct options.

We celebrate sitting down to a big holiday _____ together.

food	lunch	meal	dinner	snack
------	-------	------	--------	-------

3. Unmix the sentence.

the people.	between	animals	establishes	and	Cooking
difference					

4. Unmix the sentence.

to	allowed	become	human.	us	Cooking
literally					

5. Unmix the sentence.

primitive	from	Cooking	transition	ape	to
human.	allowed	complex	us	to	

6. Unmix the sentence.

evolution	brain.	The	of	success	human
our	remarkably	of	advanced	because	is

7. Unmix the sentence.

we	calories	eat.	It	1/5th	that
of	the	uses			

8. Unmix the sentence.

their	brains	the	number	only	neurons.
have	of	one-third	But		

9. Unmix the sentence.

with	chimps	Gorillas	Australopithecus.	and	human
ancestors	share	common	like	more	in

10. Unmix the sentence.

to	lot	food.	more	a	get
to	of	way	out	energy	had
a	out	figure	It	its	

11. Unmix the sentence.

tough	it	breaks	are	cell	plants
their	cooked,	walls.	When	down	

12. Unmix the sentence.

allows	to	easier.	It	our	them
bodies	digest				

13. Unmix the sentence.

more	lot	can	food	your	just	a
than	fire.	over	putting	Cooking	mean	

14. Unmix the sentence.

the	sun.	cutting	it	up	in
Maybe	pieces	means	into	it	it
drying	and				

15. Unmix the sentence.

free	and	art.	gave	It	language
invent	time	develop	them	to	

16. Unmix the sentence.

a	human.	of	us	part	together
makes	big	what	is	Cooking	



LESSON 7. INDUSTRIAL AGRIFOOD PROCESSING

“Without food, we cannot survive, and that is why issues that affect the food industry are so important.”

Marcus Samuelsson, an Ethiopian-born Swedish-American celebrity chef, restaurateur and television personality

VOCABULARY

Words and collocations

processing		<i>n</i>	обробка; технологія;
	food processing		обробка харчових продуктів;
	heat processing		теплова обробка;
	industrial processing		промислова обробка
reduce		<i>v</i>	зменшувати; скорочувати
blanching		<i>n</i>	бланшування;
	dip blanching		бланшування зануренням;
	oil blanching		бланшування в олії;
	steam blanching		бланшування парою;
	water blanching		бланшування водою
dry		<i>v</i>	сушити;
		<i>a</i>	сухий, сушений;
drying		<i>n</i>	висушування;
	air drying		сушіння на відкритому повітрі;
	sun drying		повітряно-сонячне сушіння
dehydration		<i>n</i>	обезводнювання; дегідратація
scalding		<i>n</i>	пастеризація
preserve		<i>v</i>	зберігати; консервувати;
	preserves	<i>n</i>	<i>pl</i> консерви;
	preserved		консервований;
preservation		<i>n</i>	зберігання, консервування
canning		<i>n</i>	консервування;
	home canning		домашнє консервування;
	canning industry		консервна промисловість;
can		<i>n</i>	консервна банка
freezing		<i>n</i>	заморожування,

frozen	air freezing		заморожування на повітрі;
	fast freezing		швидке заморожування;
	deep freezing		глибоке заморожування;
			заморожений;
harmful	frozen storage		зберігання у замороженому стані
		<i>a</i>	шкідливий;
harm		<i>n</i>	шкода;
		<i>v</i>	завдавати шкоди
jar		<i>n</i>	банка

Exercise 1. Read and translate the text.

The aim of processing in a factory is to preserve food so that the choice is greater and independent of geographical area or the season of the year, and to reduce time spent on preparing food in the home. The main commercial processes which cause some loss of nutrients are blanching, heat processing, and drying or dehydration.

Blanching (or scalding) in water or steam is mainly to minimize enzyme activity, and is the first step in the preservation of most vegetables for canning, freezing or dehydration. The process is carefully controlled, but small amounts of some minerals and water soluble vitamins dissolve in the water or steam and are lost.

Heat processing in metal cans or bottling in glass jars reduces the amounts of heat-sensitive vitamins, especially thiamin, folic acid and vitamin C. The losses depend on the length of time needed to destroy any harmful organisms and to cook the food. The losses will be greater for larger cans, because of the slow transfer of heat from the outside to the centre. But still it is difficult to give exact values for expected losses.

Dehydration (air drying) in carefully controlled conditions has little effect on most nutrients, but about half the vitamin C is lost. Prolonged sun drying allows great changes to occur. Suitable packaging of dried foods is essential to prevent nutrient losses during their prolonged storage life.

The freezing process itself has little effect on nutritional value. And since the delay after harvesting is minimal, the nutrients in the high quality fresh foods are generally well retained.

Protein is denatured by heat, and when cooking conditions are severe it becomes less available for utilization in the body. It happens because the changes in structure make the protein less readily digested.

Vitamin A is stable to most cooking procedures. But at high temperatures and in the presence of air there can be some losses. Some loss also occurs in prolonged storage if light and air are not excluded.

The B-vitamins are all water-soluble and most are also sensitive to heat. Thiamin is one of the least stable of vitamins. Riboflavin is especially sensitive to light. Niacin is a very stable vitamin and can be lost through its solubility in water.

Vitamin C is perhaps the least stable of all the vitamins. In addition to being water-soluble, it is very readily destroyed by air, heat, by the presence of certain metals (copper or iron). Vitamins D and E are rather stable to normal cooking procedures.⁸

Exercise 2. State which of the sentences are true and which are false.

1. The aim of processing in a factory is to can food so that the choice is greater.
2. The main commercial processes which reduce some loss of nutrients are blanching, heat processing, and drying or dehydration.
3. Heat processing in metal cans or bottling in glass jars reduces the amounts of heat-sensitive vitamins.
4. The losses depend on the length of time needed to destroy any useful organisms and to cook the food.
5. The losses will be greater for smaller cans, because of the slow transfer of heat from the outside to the centre.
6. Dehydration (air drying) in carefully controlled conditions has little effect on most nutrients, but about half the vitamin C is lost.
7. Suitable packaging of dried foods is essential to prevent nutrient losses during their short storage life.
8. The freezing process itself has little effect on nutritional value.
9. Vitamin A is stable to most cooking procedures.
10. The B-vitamins are all fat-soluble and most are also sensitive to heat.

Exercise 3. Choose the correct statement.

1. The aim of processing in a **factory/market** is to preserve food so that the choice is greater and independent of geographical area or the season of the year.
2. The main commercial processes which cause some **increase/loss** of nutrients are blanching, heat processing, and drying or dehydration.

⁸ English: навчально-методичний посібник для денної та заочної форми навчання за напрямом підготовки «Харчові технології та інженерія». Ч. 1 / А.О.Борисова, І.І. Ков'ях, О.О. Мануєнкова. – Харків : ХДУХТ, 2014. – 160 с.

3. The process is carefully controlled, but **great/small** amounts of some minerals and water soluble vitamins dissolve in the water or steam and are lost.
4. Heat processing in metal cans or bottling in glass jars **reduces/releases** the amounts of heat-sensitive vitamins, especially thiamin, folic acid and vitamin C.
5. The losses depend on the length of time needed to destroy any **essential/harmful** organisms and to cook the food.
6. It is **difficult/easy** to give exact values for expeted losses.
7. Prolonged **sun/air** drying allows great changes to occur.
8. The freezing process itself has little effect on **constituents/nutritional value**.
9. The B-vitamins are all water-soluble and most are also **sensitive/stable** to heat.
10. Riboflavin is especially sensitive to **heat/light**.

Exercise 4. Fill in the blanks with the appropriate words.

sensitive	denaturated	stable	cooking
preserve	enzyme	solubility	
prevent	nutrients	prolonged	

1. The aim of processing in a factory is to _____ food.
2. The main commercial processes which cause some loss of _____ are blanching, heat processing, and drying or dehydration.
3. Blanching (or scalding) in water or steam is mainly to minimize _____ activity.
4. _____ sun drying allows great changes to occur.
5. Suitable packaging of dried foods is essential to _____ nutrient losses during their prolonged storage life.
6. Protein is _____ by heat, and when cooking conditions are severe it becomes less available for utilization in the body.
7. Vitamin A is _____ to most cooking procedures.
8. The B-vitamins are all water-soluble and most are also _____ to heat.
9. Niacin is a very stable vitamin and can be lost through its _____ in water.
10. Vitamins D and E are rather stable to normal _____ procedures.

Exercise 5. Read and translate these words and word combinations.

to reduce	to reduce temperature, to reduce pressure; exercises reduce obese people;
drying	air drying; atmospheric drying; chemical drying, hot air drying; steam drying;
to preserve	preserve peace; to preserve vegetables; heat preservation;
preservation	freezing preservation; preserved meat;
freezing	air freezing; complete freezing; deep freezing; fast freezing

Exercise 6. Translate these words and word combinations.

- технологія виробництва харчової продукції; тепла обробка; промислова обробка;
- бланшування (2 слова); бланшування занурюванням, бланшування в олії, бланшування водою; бланшування парою;
- консервувати; консерви; консервований; консервування (2 слова); консервна банка; домашнє консервування

Exercise 7. Match the words and their definitions.

1	processing	A	immersion in near-boiling water for a few minutes
2	reduce	B	a wide-mouthed cylindrical container made of glass or pottery, especially one used for storing food
3	blanching	C	a series of mechanical or chemical operations on (something) in order to change or preserve it
4	drying	D	make smaller or less in amount, degree, or size
5	canning	E	freeing from moisture or liquid
6	can	F	physical injury, especially that which is deliberately inflicted
7	freezing	G	the vapour into which water is converted when heated, forming a white mist of minute water droplets in the air
8	jar	H	a metal container in which something such as food, drink, or paint is put
9	harm	I	turning or being turned into ice or another solid as a result of extreme cold
10	steam	J	putting food into a metal container and sealing it so that it will remain fresh

Exercise 8. Match the words in the right column with the words in the left column to make word combinations.

1	food	<i>a</i>	packaging
2	oil	<i>b</i>	storage
3	deep	<i>c</i>	processing
4	to preserve	<i>d</i>	controlled
5	blanching	<i>e</i>	drying
6	suitable	<i>f</i>	blanching
7	prolonged	<i>g</i>	peace
8	carefully	<i>h</i>	processing
9	heat	<i>i</i>	freezing
10	air	<i>j</i>	in water or steam

Exercise 9. Watch the video “How Yoghurt Is Made - From Beginning to End”:
<https://youtu.be/LpSNW96kQZ8>



Yogurt makers start with raw milk from animals like cows and goats and produce yogurt by standardizing milk, reducing fat content and increasing total solids before pasteurizing to remove harmful bacteria. After pasteurization, the milk undergoes homogenization to make it smoother and more consistent. The milk then receives yogurt cultures, and the product undergoes a fermentation process. Finally, you can cool and refrigerate the yogurt and prepare it for packing.

Video quiz questions:

1. Choose the correct options.

Which is the main ingredient in yoghurt?

Milk	Cheese	Yoghurt
------	--------	---------

2. Unmix the sentence.

yoghurt	milk	from	make	They	cow's
---------	------	------	------	------	-------

3. Fill the gap.

They _____ the cows on the _____

4. Correct the wrong word.

The milk then goes to a milk factory.

5. Choose the correct options.

They add... to make different flavours

fruit	ingredients	flavours
-------	-------------	----------

6. Unmix the sentence.

the	yoghurts	they	in	boxes	pack
Then,					

7. Correct the wrong word.

You can buy yoghurt in a market.

8. Guess the end.

What is your favourite flavour? What tastes and fillings do you like?



LESSON 8. HISTORY OF FOOD PROCESSING

“As for butter versus margarine, I trust cows more than chemists.”

Joan Dye Gussow, an American professor, author, food policy expert, environmentalist and gardener

VOCABULARY

Words and collocations

crude
processing
slaughtering
ready-meals
Cornish pasty

Haggis

переробка сировини

забій

готові страви

Корнуольський пиріжок (корніш-пасті) – англійська національна страва

Гатгіс – національна шотландська страва з баранячого ліверу (серця, печінки та легень), порубаних з цибулею, камою, салом, приправами та сіллю і зварених у баранячому шлунку

Exercise 1. Read and translate the text.

Food processing dates back to the prehistoric ages when incorporated slaughtering, fermenting, sun drying, preserving with salt, and various types of cooking (such as roasting, smoking, steaming, and oven baking). Salt-preservation was especially common for foods that constituted warrior and sailors' diets until the introduction of canning methods. Evidence for the existence of these methods can be found in the writings of the ancient Greek, Chaldean, Egyptian and Roman civilizations as well as archaeological evidence from Europe, North and South America and Asia. These tried and tested processing techniques remained essentially the same until the advent of the industrial revolution. Examples of ready-meals also date back to before the preindustrial revolution, and include dishes such as Cornish

pasty and Haggis. Both during ancient times and today in modern society these are considered processed foods. Food processing can provide quick, nutritious meal options for busy families.

Modern food processing technology developed in the 19th and 20th centuries was developed in a large part to serve military needs. In 1809 Nicolas Appert invented a vacuum bottling technique that would supply food for French troops which ultimately contributed to the development of tinning, and subsequently canning by Peter Durand in 1810. Although initially expensive and somewhat hazardous due to the lead used in cans, canned goods would later become a staple around the world. Pasteurization, discovered by Louis Pasteur in 1862, was a significant advance in ensuring the micro-biological safety of food.⁹

Exercise 2. State which of the sentences are true and which are false.

1. Food processing dates back to the historic ages when crude processing incorporated slaughtering, fermenting, sun drying, preserving with salt, and various types of cooking.

2. Salt-preservation was especially common for foods that constituted warrior and sailors' diets until the introduction of drying methods.

3. Examples of ready-meals also date back to before the preindustrial revolution, and include dishes such as Cornish pasty and Haggis.

4. Food processing can provide quick, nutritious meal options for busy families.

5. Modern food processing technology developed in the 19th and 20th centuries was developed in a small part to serve military needs.

Exercise 3. Choose the correct statement.

1. Food processing dates back to the prehistoric ages when crude processing slaughtering, fermenting, sun drying, preserving with salt, and various types of cooking (such as roasting, smoking, steaming, and oven baking).

a) controlled b) incorporated c) prolonged d) included

2.-preservation was especially common for foods that constituted warrior and sailors' diets until the introduction of canning methods.

a) salt b) air drying c) heat d) deep freezing

⁹ English: навчально-методичний посібник для денної та заочної форми навчання за напрямом підготовки «Харчові технології та інженерія». Ч. 1 / А.О.Борисова, І.І. Ков'ях, О.О. Мануєнкова. – Харків : ХДУХТ, 2014. – 160 с.

3. Examples of ready-meals also date back to before the, and include dishes such as Cornish pasty and Haggis.

a) prehistoric ages b) ancient times c) modern society d) preindustrial revolution

4. Modern food processing technology developed in the 19th and 20th centuries was developed in a large part to serve needs.

a) infant b) adult c) military d) old people

5....., discovered by Louis Pasteur in 1862, was a significant advance in ensuring the micro-biological safety of food.

a) dehydration b) pasteurization c) destruction d) preservation

Exercise 4. Translate the following sentences paying attention to the infinitive used after modal verbs.

1. Great losses can occur during prolonged storage of food even at room temperature.

2. He can't have refused to help her to lay the table for dinner.

3. All cheeses may be considered rich sources of protein.

4. It must however be emphasized that the mineral and vitamin recommendations are high enough to cover the needs of practically all healthy people.

Exercise 5. Use the construction "it is (was) ... that" to emphasize the parts of the sentence in bold type.

1. **Vitamin D** is necessary for maintaining the level of calcium in the blood.

2. **Calcium** is the most wide-spread mineral in the body.

3. **In 1922** a new vitamin, called vitamin E, was discovered.

4. **The composition of cheese** determines its usage in cooking.

Exercise 6. Translate the following.

1. Понад 170 років люди всього світу використовують для харчування консерви.

2. Консервування – це спеціальна обробка харчових продуктів з метою зберігання їх протягом тривалого часу.

3. Наша консервна промисловість випускає понад 250 видів різних овочевих консервів.

4. Швидке заморожування є одним з нових методів консервування.

Exercise 7. Watch the video “7 Ancient Food Preservation Methods That Still Work”: <https://youtu.be/yQv99sDVs4g>



Have you ever wondered how our Ancestors kept their food fresh without modern fridges or freezers? In this video, we'll explore seven amazing food preservation methods that were used by ancient civilizations – and guess what? Many of these methods are still used today. Well, this video includes early methods of food preservation, from dipping food in honey to sun drying, salting, smoking, pickling, fermentation, and freezing. At the end of this video, you will have a better idea about historical food preserving methods used to enhance the shelf life of food by preventing food spoilage.

Video quiz questions:

1. Fill the gap.

Today we learn about methods of food _____

2. Unmix the sentence.

of	method	Drying	preservation.	is	a
food					

3. Choose the correct options.

Drying removes _____ from food.

salt	sugar	water
------	-------	-------

4. Choose the correct options.

Name 3 food types that could be preserved by drying vegetables

Juice	Herbs	rice	chicken
-------	-------	------	---------

5. Choose the correct options.

_____ drying food should be preserved in jars.

After	Before
-------	--------

6. Fill the gap.

_____ is the second way to preserve food.

7. Choose the correct options.

Salting _____ bacteria to grow.

prevents	protects	buys
----------	----------	------

8. Unmix the sentence.

in	Salting	used	preserving	pickles.	is
----	---------	------	------------	----------	----

9. Fill the gap.

_____ is the third way of preserving food.

10. Choose the correct options.

Sweetening is used to preserve _____

pickles	meat	jellies	jams
---------	------	---------	------

11. Fill the gap.

_____ is the fourth method of preserving foods.

12. Choose the correct options.

Lemon could be preserved by _____

Sweetening	Pickling
------------	----------

13. Choose the correct options.

Germs _____ food.

preserve	spoil	attract			

14. Unmix the sentence.

it.	Boiling	germs	in	milk	kills
-----	---------	-------	----	------	-------

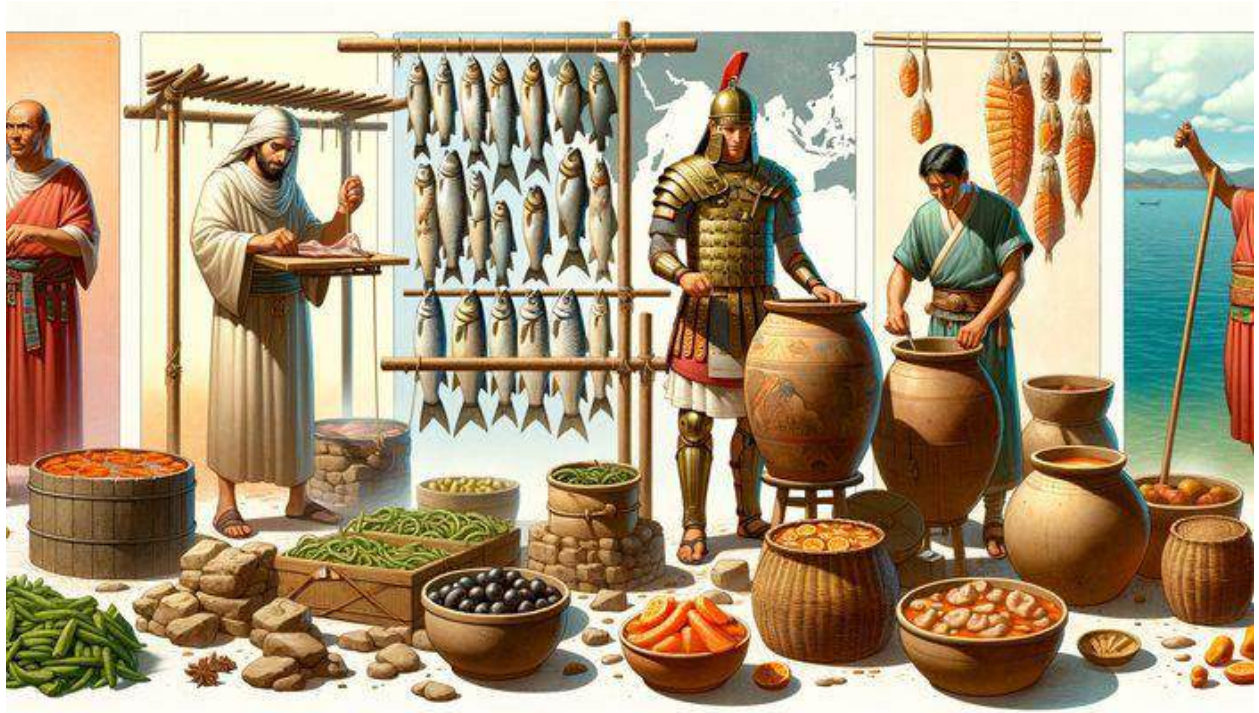
15. Choose the correct options.

Salt, sugar, oil and vinegar are _____

germs	natural preservatives	bacteria	harmful preservatives		

16. Choose the correct options.
Preservations are used to _____ germs.

patriciate	prevent	buy
------------	---------	-----



ПІДГОТОВКА ДО СКЛАДАННЯ ЄВІ – ЄДИНОГО ВСТУПНОГО ІСПИТУ З АНГЛІЙСЬКОЇ МОВИ

ЗАГАЛЬНА ІНФОРМАЦІЯ

У 2024 році для вступу на магістерські програми потрібні результати єдиного вступного іспиту (ЄВІ). Це випробування містить тест загальної навчальної компетентності (ТЗНК) і тест з іноземної мови (англійської, німецької, французької або іспанської на вибір вступника).

Український центр оцінювання якості освіти затвердив загальні характеристики тестів ЄВІ, якими визначено кількість завдань з кожного тесту, форми тестових завдань, час, відведений на їх виконання, схеми нарахування балів.

Завдання з іноземних мов укладено відповідно до Програми єдиного вступного іспиту з іноземних мов.

Блок з іноземної мови (англійської, німецької, французької або іспанської на вибір вступника) складається з двох частин: читання і використання мови.

Тест містить 30 запитань трьох форм:

Завдання на встановлення відповідності (запитання 1–6).

У завданні треба дібрати твердження / ситуації до оголошень / текстів; запитання до відповідей або відповіді до запитань. Його вважають виконаним, якщо учасник / учасниця позначив / позначила відповідь і підтвердив / підтвердила свій вибір.

Завдання з вибором однієї правильної відповіді (запитання 7–11).

Завдання має основу та чотири варіанти відповіді, з яких лише один правильний. Його вважають виконаним, якщо учасник / учасниця позначив / позначила відповідь і підтвердив / підтвердила свій вибір.

Завдання на заповнення пропусків у тексті (запитання 12–30).

У завданні потрібно доповнити речення в тексті словосполученнями / словами з наведених варіантів. Його вважають виконаним, якщо учасник / учасниця позначив / позначила відповідь і підтвердив / підтвердила свій вибір.

На виконання завдань тесту відведено 45 хвилин.

За завдання з іноземної мови згідно зі схемою нарахування балів буде нараховано по 1 тестовому балу за кожну правильну відповідь на завдання з вибором однієї правильної відповіді, по 1 тестовому балу за кожну правильно визначену логічну пару в завданнях на встановлення відповідності та по 1 тестовому балу за кожний правильно заповнений пропуск у тексті.

Отже, за виконання завдань блоку з іноземної мови можна отримати від 0 до 30 балів.

Свої результати (тобто кількість набраних тестових балів за правильно виконані завдання) учасники тестування будуть знати після завершення роботи над тестами ЄВІ. За таблицею переведення тестових балів результат кожного блоку буде переведено в рейтингову оцінку за шкалою 100–200 балів.¹⁰

ПРОГРАМА ЄДИНОГО ВСТУПНОГО ІСПИТУ З ІНОЗЕМНИХ МОВ для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня бакалавра)

Вступ

Програма єдиного вступного іспиту створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень B1-B2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. У Програмі враховано особливості англійської, іспанської, німецької та французької мов.

Об'єктами оцінки є мовленнєва компетентність у **читанні**, а також мовні **лексичні та граматичні компетентності**. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення, прийнятого в країнах, мову яких вивчають, відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

Учасники єдиного вступного іспиту

У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста), (далі – кандидати).

¹⁰ <https://testportal.gov.ua/yedynyj-vstupnyj-ispit-2/>

Мета єдиного вступного іспиту

Визначити результати навчання кандидатів з іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань предметного тесту з іноземної мови.

Загальна характеристика складових тесту

Частина I. Читання.

Мета – виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу.

Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання).

Для створення тестових завдань використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури.

Тексти для ознайомлювального читання можуть містити до 5 % незнайомих слів, а для вивчального та вибіркового читання – до 3 %, про значення яких можна здогадатися з контексту за словотворчими елементами та за співзвучністю з рідною мовою (слова-інтернаціоналізми).

Загальний обсяг текстів становить до 2 500 слів.

У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

Кандидат уміє:

- читати текст і визначати мету, ідею висловлення;
- читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;
- читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;
- диференціювати основні факти та другорядну інформацію;
- розрізняти фактичну інформацію та враження;
- розуміти точки зору авторів текстів;
- працювати з різножанровими текстами;
- переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання;

- визначати структуру тексту й розпізнавати логічні зв'язки між його частинами;
- встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

Частина II. Використання мови

Мета – виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів.

Кандидат уміє:

- аналізувати й зіставляти інформацію;
- правильно вживати лексичні одиниці та граматичні структури;
- встановлювати логічні зв'язки між частинами тексту.

Лексичний мінімум вступника складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

Сфери спілкування і тематика текстів для читання та використання мови

I. Особистісна сфера

Повсякденне життя і його проблеми.
Сім'я.
Родинні стосунки.
Характер людини.
Помешкання.
Режим дня.
Здоровий спосіб життя.
Дружба, любов.
Стосунки з однолітками, у колективі.
Світ захоплень.
Дозвілля, відпочинок.
Особистісні пріоритети.
Плани на майбутнє, вибір професії.

II. Публічна сфера

Погода.
Природа.
Навколишнє середовище.
Життя в країні, мову якої вивчають.
Подорожі, екскурсії.

Культура й мистецтво в Україні та в країні, мову якої вивчають.
Спорт в Україні та в країні, мову якої вивчають.
Література в Україні та в країні, мову якої вивчають.
Засоби масової інформації.
Молодь і сучасний світ.
Людина і довкілля.
Одяг.
Покупки.
Харчування.
Науково-технічний прогрес, видатні діячі науки.
Україна у світовій спільноті.
Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають.
Традиції та звичаї в Україні та в країні, мову якої вивчають.
Видатні діячі історії та культури України та країни, мову якої вивчають.
Визначні об'єкти історичної та культурної спадщини України та країни,
мову якої вивчають.
Музеї, виставки.
Живопис, музика.
Кіно, телебачення, театр.
Обов'язки та права людини.
Міжнародні організації, міжнародний рух.

III. Освітня сфера

Освіта, навчання, виховання.
Студентське життя.
Система освіти в Україні та в країні, мову якої вивчають.
Робота і професія.
Іноземні мови в житті людини.

Граматичний інвентар. Англійська мова

Іменник

Граматичні категорії (однина та множина, присвійний відмінок).
Іменникові словосполучення.
Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні іменники, речовини, збірні поняття).

Артикль

Означений і неозначений.
Нульовий артикль.

Прикметник

Розряди прикметників.

Ступені порівняння прикметників.

Числівник

Кількісні, порядкові та дробові числівники.

Займенник

Розряди займенників.

Дієслово

Правильні та неправильні дієслова.

Спосіб дієслова.

Часо-видові форми.

Модальні дієслова.

Дієслівні форми (інфінітив, герундій, дієприкметник).

Конструкції з

дієслівними формами (складний додаток, складний підмет, складний присудок).

Прислівник

Розряди прислівників.

Ступені порівняння прислівників.

Прийменник

Типи прийменників.

Сполучники

Види сполучників.

Речення

Прості речення.

Складні речення.

Безособові речення.

Умовні речення (0, I, II, III типів).

Пряма й непряма мова

Словотвір¹¹



¹¹ <https://mon.gov.ua/storage/app/media/vishcha-osvita/vstup-2022/Prohramy-YEFVV/Zatverdzeni.prohramy.YEFVV/11.02/Pro.zatv.Prohr.predm.TZNK-nalaz-158-11.02.2022.pdf>

READING

TASK 1

Read the texts below. Match choices (A – H) to (1 – 6).
There are two choices you do not need to use. Confirm your choices.

Unusual Libraries

1 **Biblioburro**

It would be fun to check a mobile library in rural Colombia. Biblioburro is being operated by Luis Soriano, a primary school teacher, during his spare time. Witnessing kids, wearing a genuine smile each time he visits their villages in rural Colombia, would surely warm anybody's heart. Using two donkeys, Alfa and Beto, to carry loads of books, Soriano spends four hours on each trip just to reach those remote places.

2 **Epos**

In Norway, many small communities that live on islands in the fjords are virtually isolated from the world in winter. These communities are too small to each have their own library, so, when the inhabitants of the Hordaland County were offered a book boat in 1959, Epos was born. Nowadays, the boat travels to 250 small hamlets across Norway, bringing books, culture and entertainment to the people.

3 **Albena Beach Library**

Nothing says "summer vacation" like the sun, sea, sand, and a good storybook, which is exactly why Herman Kompernas decided to build a library right on the beach. The library is quite extensive: it offers holiday goers who visit the Bulgarian Black Sea resort of Albena over 2,500 books in ten different languages. Guests can borrow the books at no cost, as long as they also

4 **The Boston Athenaeum**

Built in 1807, the Boston Athenaeum is among the oldest and most distinguished independent libraries and cultural institutions in the United States. It has one of the unique library names. It added an art gallery in 1827, began running yearly exhibitions of American and European art, and by the mid-1800s found itself not only at the centre of Boston's culture scene but also one of the largest libraries in the US. It

leave their own (finished) holiday reads behind for others.

hosts exhibition programmes and even concerts.

5 Reading Club 2000

Reading Club 2000 started when Hernando “Nanie” Guanlao thought of a way to honour and preserve the memory of his parents who inculcated in him the love for reading. He gathered his old textbooks and set them outside his Manila residence to test if the community would be interested to borrow and read them. They were. 12 years later Nanie’s library grew to contain 2,500 books. As an additional service, he also runs a “book bike” service, where he delivers books to poor areas in Manila.

6 Sandro Penna Library

That is not an alien ship you are staring at. It is not a pink bubble gum candy designed by hello kitty, either! That is a house of books providing library services for the people of Perugia, Italy. The public library is named after the poet Sandro Penna. It features rose-coloured glass walls designed to let sunlight in during daytime, and at night, it creates a rare glow. The architect who designed it, Italo Rota, made the three-story disc to exude an appearance of an alien flying saucer.¹²

Which library_____?

A contains the founder’s book collection

B is named after its designer

C bears some similarity to a UFO

D is transported by a vessel

E encourages sharing books

F is delivered by animals

G holds annual exhibitions in winter

H offers live performances

¹² https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

READING

TASK 2

Read the text below. For questions (7 – 11) choose the correct answer (a, b, c or d). Confirm your choice.

A Brief History of Pearls

Many thousands of years ago, long before written history, human beings probably discovered the first pearl while searching the seashore for food. Throughout history, the pearl, with its warm inner glow and shimmering, has been one of the most highly prized and desired gems. Countless references to the pearl can be found in the religions and mythology of cultures from the earliest times. Legend has it that the ancient Egyptian Queen Cleopatra dissolved a single pearl in a glass of wine and drank it, simply to prove to Mark Antony, the Roman General visiting her palace, that she could swallow the wealth of an entire nation in just one meal.

In ancient Rome, pearls were considered a symbol of wealth and social standing. The Greeks valued the pearl for both its extraordinary beauty and association with love and marriage.

During the Dark Ages, while ladies from wealthy families adored delicate pearl necklaces, gallant knights often wore pearls into battle. They believed the magic of these glossy gems would keep them unharmed. The Renaissance saw the royal courts of

7. What is mentioned about pearls in **PARAGRAPH 1**?

- A Pearls were used as currency in the earliest times.
- B Seamen caught tons of shells to find prized gems.
- C The value of a pearl could equal a country's wealth.
- D Pearls were used as ingredients in cooking seafood.

8. Why did Cleopatra drink a glass of wine with a pearl dissolved in it?

- A to boost her immunity
- B to preserve her beauty
- C to become famous
- D to impress her guest

9. Why did medieval warriors bring pearls to battlefields?

- A to prevent their defeat
- B to raise their fighting spirit
- C to show their military rank
- D to protect themselves from wounds

10. How did Renaissance aristocrats ensure that pearls could be worn only by them?

- A They set legal limits on wearing pearls.
- B They offered commoners man-made pearls.
- C They stopped selling family pearls.
- D They charged very high prices for pearls.

Europe full of pearls. Because pearls were so highly regarded, a number of European countries actually passed laws forbidding anyone but the nobility to decorate themselves with pearls.

During the European expansion into the New World, the discovery of pearls in Central American waters added to the wealth of Europe. Unfortunately, wish for the sea-grown gems resulted in the reduction of virtually all the American pearl oyster populations by the 17th century. Until the early 1900s, natural pearls were accessible only to the rich and famous. In 1916, famed French jeweller Jacques Cartier bought his landmark store on New York's famous Fifth Avenue by trading two pearl necklaces for the valuable property. But today, with the development of pearl cultivating industry, pearls are available and affordable to all.¹³

11. Which statement is **TRUE**, according to **PARAGRAPH 3**?

- A** Jacques Cartier became famous due to his pearl necklaces.
- B** Pearls stopped being a status symbol in the 20th century.
- C** Pearl oyster hunting made American population richer.
- D** Europeans introduced pearl fashion into Central America.

¹³ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

USE OF ENGLISH

TASK 3

Read the text below. For questions (12 – 21) choose the correct answer (a, b, c or d). Confirm your choice.

Lady Tarzan

A girl from India knows how to speak to elephants, a skill that comes in (12) _____ more often than you would think. Here is a language you never got the (13) _____ to learn in school!

Several years ago, a herd of 11 elephants from nearby forests entered a residential area in the city of Rourkela. Before the wild animals could (14) _____ chaos on the town and its residents, authorities got hold of teenage girl Nirmala Toppo, because (15) _____, she seems to have the (16) _____ to communicate with elephants.

Nirmala rushed from her village to a football field in the city where the elephants were temporarily being held.

“First I pray and then talk to the herd,” the teen told the BBC. “They understand what I say. I (17) _____ them this is not your home. You should return where you belong.”

The elephants started walking with her. In fact, she walked with them for miles, speaking to them the whole way as she (18) _____ them back to the forest.

Elephants in the area’s nearby forests frequently invade villages and towns, destroying homes and hurting people. The more their (19) _____ is encroached by humans for activities like mining and cutting down trees, the more likely they are to wander out of the forest.

Nirmala, who is (20) _____ as “Lady Tarzan”, speaks to the animals in her local tribal dialect of Mundaari. She explains that because tribal people and the elephants (among other wild animals) have

- | | | |
|----|---|---------------|
| 12 | A | clean |
| | B | easy |
| | C | clever |
| | D | handy |
| 13 | A | variation |
| | B | option |
| | C | selection |
| | D | alteration |
| 14 | A | cause |
| | B | do |
| | C | result |
| | D | lead |
| 15 | A | intentionally |
| | B | deliberately |
| | C | unbelievably |
| | D | uncertainly |
| 16 | A | possibility |
| | B | chance |
| | C | ability |
| | D | case |
| 17 | A | speak |
| | B | tell |
| | C | say |
| | D | talk |
| 18 | A | guided |
| | B | moved |
| | C | fetched |
| | D | drew |
| 19 | A | position |
| | B | system |
| | C | place |
| | D | habitat |

cohabited in the same area for ages, the elephants understand their language.

Not only does this story show a brave young girl using her skills to help both humans and animals, it (21) _____ that it is possible for two very different species to share a bond and communicate with each other.¹⁴

- | | |
|--------------------|-------------------|
| 20 | A said |
| | B named |
| 21 | C called |
| | D known |
| | A supports |
| B proves | |
| C persuades | |
| D convinces | |

USE OF ENGLISH

TASK 4

Read the texts below. For questions (22 – 30) choose the correct answer (a, b, c or d). Confirm your choice.

Brainy Octopuses

In (22) _____, the US Air Force sponsored scientists to study the way octopuses (23) _____ their brains. Some octopuses in laboratories seem to play with objects as if they were toys – a sure sign of intelligence. Others could pick up (24) _____ skills like opening jars. Perhaps the most striking thing about octopuses (25) _____ their ability to change their colour and body pattern. They do this to camouflage (26) _____ and also to communicate with others. They can completely change their appearance in less than a second – a striped octopus can suddenly become spotted.¹⁵

- | | | | |
|-----------|-----------------------|-----------|--------------------|
| 22 | A the 1950th | 23 | A to use |
| | B 1950th | | B use |
| | C the 1950s | | C using |
| | D 1950s | | D have used |
| 24 | A complicate | 25 | A is |
| | B complication | | B are |
| | C complicating | | C were |
| | D complicated | | D has been |
| 26 | A them | 26 | C theirs |
| | B themselves | | D their |

¹⁴ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

¹⁵ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

USE OF ENGLISH

TASK 4

Read the texts below. For questions (22 – 30) choose the correct answer (a, b, c or d). Confirm your choice.

An Exciting Trip

Being from a small town, I had (27) _____ been exposed to a large city such as New York, so my trip there was like (28) _____ an entirely new way of life. In the morning of the flight I felt excited as we arrived at the airport and made our way to the gate. I watched through the window the airport with the runway (29) _____ smaller as the plane gained altitude. I felt thrilled as I realised that I would soon be in one of (30) _____ cities of the United States.¹⁶

- 27 A ever
B just
C yet
D never

- 28 A to discover
B discover
C discovering
D being discovered

- 29 A become
B to become
C had become
D were becoming

- 30 A most amazing
B the most amazing
C more amazing
D the more amazing

¹⁶ https://testportal.gov.ua/wp-content/uploads/2023/05/YEVI-2023_angl_mova_demo.pdf

TRAINING TESTS AND EXERCISES

B2 READING TESTS

MULTIPLE CHOICE B2

Multiple choice questions can be more difficult than they first appear as often two of the options are quite similar. These tips will help you to do well in multiple choice questions.

1. Read all the options carefully. If possible, use what you know already to work out any options that are not possible.
2. Eliminate options you are certain are wrong.
3. Find the part of the text with the information. Find key words in the text that tell you which option is correct.
4. Look out for words such as always, never, might, may or could. They can help you decide if an option is correct or not.¹⁷

Read an article about people who are addicted to trading cryptocurrency, and for questions 1 to 6, choose the correct answer.

Crypto addicts

Cryptocurrency trading has become very popular. By buying and selling different currencies, traders can make huge profits. However, trading addiction is becoming increasingly common. Here, addict Josh Johnson talks about his experience.

‘I heard about cryptocurrencies years ago when Bitcoin first came out, but I can’t say I was intrigued from the start. Even when cryptocurrencies were mentioned more and more in the news and on social media, I didn’t pay much attention. It wasn’t until my friends started trading that I got into it. Seeing them earning loads of money overnight by doing practically nothing made me want to get in on it too. I’d been trading for a while by the time the pandemic started, but that was when the trouble started.

¹⁷ <https://learnenglishteens.britishcouncil.org/exams/reading-exams/multiple-choice>

‘It was crazy to begin with. My first investment quadrupled within a couple of weeks. I couldn’t believe it. It gave me a feeling of power, and I felt as if I could achieve anything. I poured more money in, and the same thing kept happening. Of course, it was all chance. I happened to put my money in before the currencies hit an all-time high. Then they plummeted. I was convinced they’d recover, so I kept pumping more money in. But what had worked before no longer did. I lost everything.

‘Since getting help, I’ve thought about how I got addicted. There was a point when I had over three hundred thousand pounds. If I’d quit then, I could have bought the house that I had my heart set on. But rather than the money itself, it was the drama that hooked me. And winning didn’t give me as big a thrill as losing. You would think I’d feel devastated when money disappeared, but instead, I’d feel a new sense of purpose and drive to prove myself once again.

‘Lots of people enjoy these highs and lows of trading without becoming addicts, so it’s hard to know when you’ve gone too far. Like with many addictions, crypto addicts become isolated and withdrawn and neglect their work. But I was off work and living by myself, so if those signs were there, they weren’t noticeable. For me, I missed the high when money ran out and I couldn’t trade, so I found it through drugs, and my sister found out. I’d been addicted to them in the past, and it got to the point of me lying and stealing from others. She didn’t want that to happen again, and she stepped in.

‘There’s a worrying, rising trend in cryptocurrency trading addiction. It’s not surprising really, given the irresponsible advertising techniques which companies have used. I’m glad authorities are cracking down on those. But it concerns me that the apps send you notifications when you make money, inviting you to share your good news with others. But when you lose, you get nothing. It gives you a false sense that you are doing well. I think there should be rules that don’t allow that.

‘Compared to traditional gambling, cryptocurrency trading is seen as socially acceptable. It’s something that smart but adventurous people do. And whereas a lot of gamblers play alone or against other people, trading is social. But this leads to a herd mentality, where people stop thinking things through for themselves. The companies make lots of information available to educate people about the risks of trading. It’s far easier, though, to act on a friend’s tip-off or hunch. All this means that people don’t realise that they are on a slippery slope until it’s gone too far.¹⁸

¹⁸ <https://test-english.com/reading/b2/crypto-addicts-b2-reading-test/>

1. Josh started trading in cryptocurrencies...
 - a. when Bitcoin first came out.
 - b. after seeing it in the media.
 - c. influenced by his peers' success
 - d. while working from home during the pandemic.

2. What was Josh's experience while trading?
 - a. He immediately lost all the money he invested.
 - b. He made many small wins and slightly larger losses.
 - c. He made lots of money, lost it all and couldn't regain it.
 - d. He recovered from big losses at first but later could not.

3. Josh says that he kept gambling because...
 - a. he wanted enough money to buy a house.
 - b. he enjoyed the excitement of winning money.
 - c. he didn't want to confess that he'd lost money.
 - d. he enjoyed the feeling he got when he lost money.

4. For Josh, crypto currency trading became a problem when...
 - a. he stopped working and spending time with other people.
 - b. he started to sell drugs in order to fund his trading habit.
 - c. he returned to a different, former addiction.
 - d. he started telling lies and taking things from family remembers.

5. Josh would like to see a change in the way that...
 - a. cryptocurrencies are advertised.
 - b. trading apps communicate with traders.
 - c. trading apps encourage sharing among friends.
 - d. cryptocurrency companies are regulated.

6. Josh says that when people trade cryptocurrencies together in groups, ...
 - a. they tend not to consider their decisions thoroughly.
 - b. they learn and share more information and make better choices.
 - c. they are given special tips by the trading companies.
 - d. they become more socially accepted by their peers.

Have we taken security too far?

What's the difference between a medical student and a convict? The answer: A convict doesn't pay \$50,000 a year for the privilege of being fingerprinted and patted down. I am referring, of course, to the increasingly stringent security measures that have come to characterize modern educational testing. As student evaluation techniques have migrated from face-to-face assessment to computer-based exams administered in dedicated testing centers, evaluators have become less and less likely to know examinees, leading to heightened precautions around exam security.

I recently interviewed a group of fourth-year medical students who had just taken Step 2 of the United States Medical Licensing Clinical Knowledge Examination at test-administration centers. Each of the students had paid \$560 for the privilege, and had devoted nine hours to the single-day exam, which consists of eight sections of 40 to 45 questions each. Over the day, they received a total break time of 45 minutes. Students must pass the exam to obtain a medical license, and scoring well is an important factor in gaining admission to competitive medical specialties. So anxiety tends to run high.

This inevitable anxiety is compounded by Checkpoint Charlie-esque security measures. IDs are checked. Each student wears a unique number on his or her shoulder throughout the day. Students are fingerprinted each time they enter and exit the testing room (up to 16 times). They are patted down and asked to roll up their pants legs and pull their pockets inside-out. If they wear a jacket or sweater into the exam room, they cannot take it off. They are warned that they will be under constant camera surveillance.

One of the students, a former U.S. marine, said he had found the entire atmosphere of the exam eerily familiar. He had served in Iraq, helping to preside over the return of inhabitants to Fallujah after the city's recapture by U.S. forces. "It was weird," he said. "They were using many of the exact same procedures and equipment we used in Fallujah. It took so long for them to verify identities that you almost didn't dare leave the room, for fear you couldn't get back in time. I finally had to show one of the examiners how to do it properly." Of course, these techniques are not merely for medical students. Aspiring accountants and architects, students sitting for the GRE, and prospective employees of Silicon Valley companies are all subjected to these medieval measures.

Some might say that a high-security approach to testing students is not only necessary but laudable. In the case of medical testing, the health of the nation is a vital resource, and we cannot afford to place it in the hands of physicians who might have succeeded through academic dishonesty. Who would want a loved one to be cared for by a physician who had cheated on the medical-licensing exam? As public policy, exam hawks argue, we should demand the very highest security in all such testing.

But perhaps we have gone overboard. After all, the core of the patient-physician relationship is trust. The Hippocratic Oath, which has shaped the ethics of medicine for many centuries, enjoins the physician to respect patients' privacy and dignity and to always put each patient's interests first. We entrust to our physicians all sorts of matters we would not share with anyone else—private details of our health and personal relationships, access to intimate parts of our bodies, sometimes even our lives. We want to trust our physicians. No one is arguing that security is unnecessary, but perhaps we haven't quite yet found the sweet spot.¹⁹

From pruebas de certificación Principado de Asturias 2014
Adapted from The Chronicle of Higher Education. Richard Gunderman

1. Exam security has become stricter because ...
 - a. most exams are done on computers
 - b. evaluators don't often know the examinees' identities
 - c. evaluators prefer not to know who the examinees are

2. The examination ...
 - a. is a privilege to take
 - b. is unnecessarily long
 - c. puts students under great pressure

3. When they are taking the exam, students ...
 - a. are watched all the time
 - b. must remain in total silence
 - c. must ask for permission to take their sweaters off

4. According to the ex-marine, ...
 - a. the staff were not competent enough
 - b. identification processes are always time consuming
 - c. it was advisable not to leave the exam room till the end

¹⁹ <https://test-english.com/reading/b2/have-we-taken-security-too-far/>

5. According to the writer, the security measures described are ...

- a. peculiar
- b. outrageous
- c. far too strict

6. The writer concludes that ...

- a. security is not necessary
- b. a midpoint should be reached
- c. it's getting difficult to rely on our GPs

PARAGRAPH HEADINGS B2

In order to do this type of task well you must understand the gist, or main ideas, of each paragraph. These tips will help you do this task well.

1. First read all of the headings.
2. Then read the paragraphs carefully and match the ones you are sure about.
3. If you are not sure about one, leave it and move on to the next one. You may be able to match up ones you are not sure about by elimination at the end.
4. Be careful with extra options, e.g. six headings to match with four paragraphs. There will be two headings you don't need.²⁰

You are going to read an article about buying houses. Choose the most suitable heading from the list A-I for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

An Englishman's Castle

(0) ...E...

'An Englishman's home is his castle', goes the saying and the British seem more obsessed with property than some other nations. 68% of households in the UK are owner-occupied. Even though this is not the highest in Europe — in Ireland 78% of houses are occupied by their owner and in Spain the figure is 82% — the UK stands out because of the high level of mortgage debt, with a figure of 58.8%, compared to Ireland's 29.9% and Spain's 27.4%.

(1)

The cause of high levels of borrowing are high prices. House prices have been going up in every region of Britain — with last month's increase being a record. The average house price in Britain is now more than 100,000 and is going up by £28 a day. This means that it is rising at a rate of roughly 15% to 18% a year.

²⁰ <https://learnenglishteens.britishcouncil.org/exams/reading-exams/match-headings-paragraphs>

(2)

The race to buy your first house is made more difficult by the shortage of housing. The government says that in the next 20 years in England nearly 4 million new households will require homes. The shortfall between supply and demand drives up prices, and make people more desperate.

(3)

Now, in some cities, desperation to own a home has sparked the invention of the 'microflat'. These small microflats have 30 sq/m of living space. The flats are factory-built and assembled one on top of the other. Richard Connor and Stuart Piercy designed the microflat because although they earn £30,000-35,000 a year, this is not enough to buy a house in London. Stuart said, 'We're trying to keep the price below £100,000 per flat, compared with average London prices of about £180,000-£190,000.'

(4)

Earlier this month, there was speculation that mortgages in the UK would double in length to 50 years, so that ordinary homebuyers could afford to pay the monthly repayments. 30-year mortgages are already available from most lenders, but if house-price inflation remains ahead of salary inflation the only way mortgages will remain affordable is by increasing the term to 30, 40 or even 50 years.

(5)

If it sounds like the property situation in this country is getting out of control, spare a thought for the Japanese. Owning a property in Japan is even more expensive. Despite near-zero interest rates, some mortgages come with terms as long as 100 years. Borrowers never in fact pay off the loan, leaving the property in the hands of bank and the mortgage in the hands of the children.

(6)

And although microflats and permanent mortgages may not please every one, this is the price that some British people may have to pay if the property market doesn't change. For young people especially, the dream of having their own 'castle' seems more distant now than it used to be.

(7)

However, things may change. House prices in London have dropped slightly in the past few weeks. It is too early to say if this is just a temporary event or the beginning of a long-term decline. Some people believe that the latter may be the case. Prices may go on dropping for a number of years.²¹

A.	A compact solution
B.	Smaller houses or longer payments?
C.	Mortgaged for life
D.	Can prices get any higher?
E.	A nation of homeowners
F.	Keeping payments down
G.	Risking your money
H.	Need for more houses
I.	A good investment

Read this article and then, from the list A-G below, choose the most appropriate heading to summarise each of the five paragraphs. Two of the suggested paragraph headings will not apply.

Earth Calling Space: 'Is There Anyone Out There?'

1 ...

October 12, 1992 might turn out to be one of the great days in the history of mankind. If the search begun on that day is successful, it could herald a new era — or it could be the beginning of the end for the earth and its inhabitants.

2 ...

That was the day on which the US space agency NASA launched a major new search for alien civilisations in space by aiming two powerful radio telescopes towards a small star in the constellation of Ophiuchus. It is a search which is planned to last thirty years at a total cost of \$100 million.

3 ...

This is not the first time astronomers have searched the skies for signs of intelligent life, but it is certainly the most ambitious. Using two telescopes, NASA scientists are planning to scan the skies for any signs of life 'out there'. While one enormous

²¹ <https://testmaximizer.com/paragraph-headings-b2>

telescope at the Arecibo Observatory in Puerto Rico will be trained on 1,000 nearby stars, another will search the rest of the sky. Data gathered from both sources will then be collected and analysed, and scientists will monitor the whole experiment as it progresses.

4 ...

Scientists have high hopes of succeeding. The telescopes they are using will apparently only detect signals deliberately broadcast by alien intelligence. Our own galaxy alone, the Milky Way, contains 10 billion stars which might support habitable planets. And if life has evolved on only one in a thousand of these, there would be, according to scientists, 10 million civilisations within 130,000 light years.

5 ...

That seems an enormous number, so if that is the case, why is it that we haven't picked up any 'Is there anyone out there?' messages ourselves from one of those 10 million civilisations? Science-fiction writers through the ages have nearly always assumed that extra-terrestrial civilisations would be more intelligent than our own. But if they're out there, are they?²²

A.	Success guaranteed?
B.	Positive signals already
C.	Are We more intelligent than Them?
D.	Constellation Orion most likely
E.	A \$100 million gamble?
F.	Data constantly to be analysed
G.	A historic day

²² <https://testmaximizer.com/paragraph-headings-c1>

B2 VOCABULARY TESTS

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

Checking your mobile phone

How often do you check your phone? For many of us, our phone is an essential (1) _____ of everyday life, but apparently we are spending an increasing amount of time checking it for information without being (2) _____ of doing so.

Research in Helsinki shows that phone checking (3) _____ lasts less than 30 seconds on each occasion, and usually (4) _____ of opening a single application such as social media. The study also found many users check their mobiles throughout the (5) _____ day, and that what they check is often (6) _____ with particular contexts. For instance, when travelling to work or college, people tend to check their email; if they are bored, they get a quick (7) _____ on the latest news.

Checking this frequently can easily become a habit, which some say can (8) _____ us from more important things. Others, though, believe that being able to (9) _____ so much new information so quickly makes life far more interesting.²³

	A	B	C	D
1.	branch	item	piece	part
2.	sensitive	cautious	sensible	conscious
3.	virtually	typically	widely	suitably
4.	consists	composes	involves	includes
5.	complete	total	normal	entire
6.	attached	assumed	associated	accompanied
7.	update	revision	review	upgrade
8.	disturb	distract	disrupt	distribute
9.	capture	import	obtain	seize

²³ <https://englishpracticetest.net/b2-use-of-english-test-22-multiple-choice-gaps/>

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

Planes can make it rain

Living next to an airport has always meant having to (1) _____ the noise of planes landing and taking off. Now it seems that (2) _____ residents also have bad weather, according to a (3) _____ published study.

The scientists looked at satellite (4) _____ of clouds above airports, and also studied computer models of the way clouds behave. What they found was that as a plane flies through a very cold cloud, the air behind it expands and then cools (5) _____ rapidly. This sudden drop in temperature, (6) _____ with the hole formed in the cloud where the plane has passed through, can increase the (7) _____ of rain or snow on the ground.

In the case of major airports, with hundreds of flights every day, this can have a significant (8) _____ on weather patterns up to 100 kilometres away. The researchers point out, however, that aircraft passing through clouds are (9) _____ to affect the global climate.²⁴

	A	B	C	D
1.	keep out of	put up with	miss out on	stand up for
2.	neighbouring	close	local	surrounded
3.	lately	recently	lastly	freshly
4.	images	figures	aspects	portraits
5.	totally	extremely	entirely	perfectly
6.	joined	attached	composed	combined
7.	forecasts	certainties	chances	opportunities
8.	result	influence	consequence	impression
9.	doubtful	unsure	unlikely	improbable

²⁴ <https://englishpracticetest.net/b2-use-of-english-test-20-multiple-choice-gaps/>

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

Karakamia wildlife sanctuary

The Karakamia reserve is located not (1) _____ from Perth in Western Australia. Suburban is not usually a word that you (2) _____ with a wildlife paradise, but Karakamia is actually part of the township of Chidlow. The land was purchased by the Australian government in 1991 with the (3) _____ of protecting threatened species of indigenous wildlife. That's why there is a nine-kilometre fence around it, designed to (4) _____ out species introduced by European settlers, (5) _____ foxes, cats and rabbits.

The sanctuary (6) _____ its name from the Aboriginal word meaning 'home of the red-tailed black cockatoos', and at dusk the air is (7) _____ with the calls of these birds. This is when the sanctuary is at its most magical. A guided walk by spotlight is the perfect way to experience it. Many of the animals are quite tame, which means you can (8) _____ them at close quarters and get an idea of what Australia was like (9) _____ to European colonization.²⁵

	A	B	C	D
1.	far	long	distant	remote
2.	refer	accompany	regard	associate
3.	proposal	aim	target	plan
4.	catch	send	keep	hold
5.	including	intending	involving	indicating
6.	bears	finds	gains	takes
7.	crowded	filled	completed	packed
8.	observe	notice	realise	glance
9.	advance	former	ahead	prior

²⁵ <https://englishpracticetest.net/b2-use-of-english-test-18-multiple-choice-gaps/>

Read and complete the text below. For each of the empty spaces choose the correct answer (A, B, C or D).

What is a coincidence?

A coincidence is a surprising thing that happen to us. For example, two friends go shopping alone on the same day. When they (1) _____ up afterwards, they discover that they've each bought an identical T-shirt. Many people (2) _____ coincidences as significant or mysterious. But the simple (3) _____ could be that friends tend to have similar taste in clothes.

In reality, life is (4) _____ of coincidences, but normally we don't notice them. For example, in almost fifty percent of all football matches, two players share the same birthday. This seems surprising, (5) _____ that there are 365 possible birthdays in the year. But most of these matches will be played without anybody being (6) _____ that the coincidence exists. (7) _____ your birthday is today or tomorrow, you don't generally go around telling people when it is. What's more, without realising it, you probably (8) _____ into contact with lots of people born on the same day as you. But when a coincidence is (9) _____ to your attention, it still seems amazing.²⁶

	A	B	C	D
1.	meet	link	join	unite
2.	regard	think	consider	believe
3.	explanation	definition	motivation	resolution
4.	heavy	rich	full	crowded
5.	given	except	even	instead
6.	noticed	known	aware	intelligent
7.	Therefore	Whereas	Meanwhile	Unless
8.	make	come	have	go
9.	taken	carried	brought	shown

²⁶ <https://englishpracticetest.net/b2-use-of-english-test-15-multiple-choice-gaps/>

B2 GRAMMAR TESTS

1. Read and complete the text below. For each of the empty spaces (1–14) choose the correct answer (A, B, C or D).

Last June my brother __1__ a car. He had had an old scooter before, but it __2__ several times during the spring. “What you want is a second – hand Mini,” I suggested. “If you give me the money,” he said, “__3__ one tomorrow.” “I can’t give you the money,” I replied, “but what about Aunt Myra. She must have enough. We __4__ her since Christmas but she always hints that we __5__ go and see her more often.” We told our parents where we were going. They weren’t very happy about it and asked us not to go. So __6__ But later that same day something strange __7__. A doctor __8__ us that Aunt Myra __9__ into hospital for an operation. “__10__ go and see her at the same time,” said my mother. “You two go today, but don’t mention the money.” When we __11__ Aunt Myra __12__ “I’m not seriously ill,” she said, “but the doctor insists that __13__ to drive my car. You can have it if you promise __14__ me to the seaside now and again.” We agreed, and now we quite enjoy our monthly trips to the coast with Aunt Myra.²⁷

	A	B	C	D
1.	wanted to buy	wanted buying	liked to buy	liked buying
2.	was breaking down	was breaking up	had broken down	had broken up
3.	I get	I’m going	I’m going to get	I’ll get
4.	are not seeing	haven’t seen	didn’t see	don’t see
5.	should	shall	would	will
6.	that we haven’t	that we didn’t	we haven’t	we didn’t
7.	occurred	took the place	passed	was there
8.	rang for telling	rang to tell	rung for telling	rung to tell
9.	had gone	had been	has gone	has been
10.	We may not all	We can’t all	All we can’t	All we may not
11.	have come there	were arriving	got there	came to there
12.	was seeming quite happily	was seeming quite happy	seemed quite happily	seemed quite happy
13.	I’m getting so old	I’m getting too old	I get so old	I get too old
14.	taking	bringing	to take	to bring

²⁷ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

2. Read and complete the text below. For each of the empty spaces (1–25) choose the correct answer (A, B, C or D).

One crossing of the Atlantic is very much like __1__; and people who cross it frequently do not __2__ for the __3__ of its interest. Most of us are quite happy when we feel __4__ to go to bed and pleased when the journey __5__. On the first night this time I felt especially lazy and went to bed __6__ earlier than usual. When I __7__ my cabin, I was surprised __8__ that I __9__ a companion during my trip. I had expected __10__ but there was a suitcase __11__ mine in the opposite corner. I wondered who __12__. Soon afterward he came in. He was the sort of man you might meet __13__, except that he was wearing __14__ good clothes that I made up my mind that we would not __15__, __16__, and did not say __17__.

I suppose I slept for several hours because when I woke up it was the middle of the night. I felt cold but covered __18__ __19__ and tried to __20__. Then I realized that a draught was coming from somewhere. I got up __21__ the door but found it already locked from the inside. The cold air was coming from the window opposite. I crossed the room and __22__ the moon shone through it on to the other bed. __23__ there. It took me a minute or two to __24__ the door myself. I realized that my companion __25__ through the window into the sea.²⁸

	A	B	C	D
1.	other	the other	another	one other
2.	make the travel	make the voyage	do the travel	do the voyage
3.	reason	motive	cause	sake
4.	tired enough	enough tired	ourselves tired enough	our selves enough tired
5.	is achieved	finish	is over	is in the end
6.	quite	rather	fairly	somehow
7.	arrived in	reached to	arrived to	reached at
8.	for seeing	that I saw	at seeing	to see
9.	am to have	should have had	would have	ought to have
10.	being lonely	to be lonely	being alone	to be alone
11.	like	as	similar than	the same that
12.	could he be and how he would be	he could be and what he would be like	could he be and what would he be like	he could be and he would be
13.	in each place	for all parts	somewhere	anywhere
14.	a so	so	such a	such

²⁸ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

15.	treat together well	pass together well	get on well together	go by well together
16.	whoever he was	whoever was he	however he was	however was he
17.	him a single word	him not one word	a single word to him	not one word to
18.	up me	up myself	up to myself	myself up
19.	so well as I could	as well as I could	so well that I might	as well that I might
20.	go back to sleep	go back to sleeping	put myself to sleep again	put myself for sleeping again
21.	to shut	for shutting	in order that I shut	so as for shutting
22.	while doing like that	as I did like that	as I did so	at doing so
23.	It was no one	There was no one	It any one	There was any one
24.	remind to lock	remember to lock	remind locking	remember locking
25.	had to jump	was to have jumped	must have jumped	could be jumped

3. Read and complete the text below. For each of the empty spaces (1–25) choose the correct answer (A, B, C or D).

I had been sitting __1__ in my usual compartment __2__ at least ten minutes, waiting __3__. The trains from Littlebury never seemed to start __4__ and I often thought that I could have __5__ in bed a little longer or had __6__ cup of tea before __7__. Suddenly I heard someone shouting __8__ the platform outside. A young girl was running towards the train. The man __9__ put out his hand to stop her but she ran past him and opened the door of my compartment. Then the whistle blew and the train started. “I nearly missed it, __10__?” the girl said. “How long does it take to __11__ London?” “It depends on the __12__” I said. “Some days it’s __13__ others.” “I’ll have to __14__, __15__ late again tomorrow,” she said. “It’s my first day __16__ with a new firm today and they told me that the man __17__ is very strict. I __18__ him yet so I don’t know __19__ but he sounds a bit frightening. She talked about her new job __20__ the way to London and before long, I realized that she was going to work for my firm. My __21__ secretary had just left so I must be her new boss __22__ only fair to tell her. “Oh, dear,” she said.” __23__ mistake! I wish I __24__” “Never mind,” I said. “At least you’ll know when your train’s late that __25__”²⁹

	A	B	C	D
1.	for myself	only myself	by myself	in my own
2.	for	during	since	meanwhile
3.	the train to start	for the train start	the train’s start	for the train to start
4.	on their hour	on time	at their hour	at time
5.	lain	laid	lied	lay
6.	other	some other	another	one other
7.	I had left the home	leave from home	leaving home	to leave home
8.	at	by	in	on
9.	at place	on duty	for control	in post
10.	haven’t I	don’t I	wasn’t I	didn’t I
11.	get to	arrive to	reach to	make to
12.	driver to the engine	driver engine	engine’s driver	engine driver
13.	far slower than	much slower than	a lot more slow than	a great deal more slow than

²⁹ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

14.	mend me the watch	mend me my watch	have my watch mended	have mended my watch
15.	in order not are	so as not to be	for not being	so that it's not
16.	at job	in job	in work	at work
17.	I'm going to work for	what I'm going to work for	for which I'm going to work	which I'm going to work
18.	didn't meet	haven't met	didn't know	haven't known
19.	what he is like	what is he like	how he is	how is he
20.	through	by	on	in
21.	proper	own	same	self
22.	There was	That was	It was	Was
23.	What a terrible	What terrible	How terrible	So terrible a
24.	had known	have known	knew	would have known
25.	so will the mine be	the mine will be, too	So will mine	mine will be, too

4. Read and complete the text below. For each of the empty spaces (1–25) choose the correct answer (A, B, C or D).

I can clearly remember the first time I __1__ Mr. Andrews, my old headmaster, __2__ __3__. During the war, I had been __4__ school in the north of England but my family had just returned to London. __5__ for children to go to and my father had to go from __6__ asking them __7__ __8__ pupil. I used to go with him but he had __9__ hard time trying to persuade people __10__ him that I seldom had to do __11__. We had been to all the schools __12__ we lived, but __13__ my father argued, the more impossible it became. In the end, we went to a school __14__ from home. The headmaster __15__ for at least an hour. While we were waiting, I looked round that the __16__, __17__ was one of those old Victorian structures, completely __18__ but still standing. I could hear the boys playing in the playground outside. When the headmaster’s secretary finally let us __19__ his office, Mr. Andrews spoke to me first . “Why do you want to come here?” he said. I had been thinking __20__ something about studying but I couldn’t help __21__ the boys outside. “I don’t know __22__ in London,” I said.” I’d like __23__ with the other boys. I read a lot of books, too” I added. “All right,” Mr. Andrews said. “We have one place free, __24__”
My two years at that school were among the __25__ of my life.³⁰

	A	B	C	D
1.	met	knew	found	discovered
2.	even	nevertheless	although	in spite
3.	it’s now since over 20 years	it’s over 20 years ago now	it’s since more than 20 years now	it makes more than 20 years now
4.	in the	in	at	at the
5.	There were not enough schools left	There were not still enough schools	There didn’t stay enough schools	Not enough schools rested
6.	one to another	each to other	one to other	the ones to the others
7.	that they took me	for taking me	for to take me	to take me
8.	as	as a	like	like a
9.	such	such a	so	a so
10.	just for seeing	just for to see	even seeing	even to see
11.	no test	one test	any test	some test

³⁰ <https://www.bhamcityschools.org/cms/lib5/AL01001646/Centricity/Domain/131/Grammar%20Tests.pdf>

12.	near where	near	near to	near the place there
13.	the most	the more	how much	for how much
14.	at five miles	five miles long	about five miles away	about five miles far
15.	kept us to wait	kept us waiting	made us to waiting	made us waiting
16.	building of the school	building school	school's building	school building
17.	which	that	what	it
18.	of the old time	outside its time	past its date	out of date
19.	to enter	to pass in	to come into	into
20.	of saying	to say	of telling	to tell
21.	to remember	remembering	to remind	reminding
22.	no one	none	someone	anyone
23.	that I played	the play	to play	playing
24.	in truth	it's the truth	in fact	it's fact
25.	happier	happiest	more happy	most happy

THE KEYS

ENGLISH LANGUAGE LEVEL TEST – GRAMMAR AND VOCABULARY

Grammar

1. a. 2. b. 3. d. 4. b. 5. d. 6. c. 7. b. 8. b. 9. c. 10. d. 11. a. 12. a. 13. b. 14. c.
15. d. 16. b. 17. a. 18. c. 19. a. 20. b. 21. d. 22. d. 23. c. 24. b. 25. c. 26. d. 27. b.
28. c. 29. b. 30. a. 31. d. 32. c. 33. b. 34. d. 35. b. 36. a. 37. b. 38. d. 39. b. 40. a.
41. a. 42. b. 43. d. 44. a. 45. c. 46. a. 47. d. 48. b. 49. c. 50. d.

Vocabulary

1. c. 2. c. 3. b. 4. c. 5. c. 6. d. 7. b. 8. b. 9. a. 10. c. 11. c. 12. b. 13. d. 14. c.
15. a. 16. c. 17. a. 18. a. 19. b. 20. b. 21. d. 22. c. 23. c. 24. a. 25. b. 26. d. 27. c. 28. c.
29. b. 30. b. 31. d. 32. b. 33. b. 34. a. 35. b. 36. c. 37. a. 38. a. 39. d. 40. c. 41. b.
42. d. 43. b. 44. d. 45. a. 46. d. 47. c. 48. d. 49. a. 50. c.

The scores below are meant as a rough guide to determine student levels:

0-20: Elementary (A1)

21-40: Pre-intermediate (A2)

41-60: Intermediate (B1)

61-80: Upper intermediate (B2)

81-100: Advanced (C1/C2)

ЄВІ-2023: ДЕМОНСТРАЦІЙНИЙ ТЕСТ

1 F	2 D	3 E	4 H	5 A
6 C	7 C	8 D	9 D	10 A
11 B	12 D	13 B	14 A	15 C
16 C	17 B	18 A	19 D	20 D
21 B	22 C	23 B	24 D	25 A
26 B	27 D	28 C	29 A	30 B

TRAINING TESTS AND EXERCISES

B2 READING TESTS

Crypto addicts

1. c 2. c 3. d 4. c 5. b 6. a

Have we taken security too far?

1. b 2. c 3. a 4. a 5. c 6. b

PARAGRAPH HEADINGS B2

Earth Calling Space: 'Is There Anyone Out There?'

1. g 2. a 3. e 4. b 5. h

B2 VOCABULARY TESTS

Checking your mobile phone

1. d 2. d 3. b 4. a 5. d 6. c 7. a 8. b 9. c

Planes can make it rain

1. b 2. c 3. b 4. a 5. b 6. d 7. c 8. b 9. c

Karakamia wildlife sanctuary

1 a 2 d 3 b 4 c 5 a 6 d 6 b 8 a 9 d

What is a coincidence?

1 a 2 a 3 a 4 c 5 a 6 c 7 d 8 b 9 c

B2 GRAMMAR TESTS

1.

1-A 2-C 3-D 4-B 5-A 6-D 7-A 8-B
9-A 10-B 11-C 12-D 13-B 14-C

2.

1-C 2-B 3-D 4-A 5-C 6-B 7-A 8-D
9-C 10-D 11-A 12-B 13-D 14-D 15-C
16-A 17-C 18-D 19-B 20-A 21-A 22-C
23-B 24-D 25-C

3.

1-C 2-A 3-D 4-B 5-A 6-C 7-C 8-D
9-B 10-D 11-A 12-D 13-B 14-C 15-B
16-D 17-A 18-B 19-A 20-C 21-B 22-C
23-A 24-A 25-D

4.

1-A 2-C 3-B 4-C 5-A 6-A 7-D 8-B
9-B 10-D 11-C 12-A 13-B 14-C 15-B
16-D 17-A 18-D 19-D 20-A 21-B 22-D
23-C 24-C 25-B

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Навчальне видання

**ENGLISH FOR AGRIFOOD TECH PROFESSIONALS
(АНГЛІЙСЬКА МОВА ДЛЯ ПРОФЕСІОНАЛІВ
У СФЕРІ АГРОХАРЧОВИХ ТЕХНОЛОГІЙ)**

Методичні рекомендації
для студентів 4 курсу першого (бакалаврського)
рівня вищої освіти спеціальності
015 – Професійна освіта (Аграрне виробництво,
переробка сільськогосподарської продукції
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