

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION
OF UZBEKISTAN**

NOROVA R.F.

FOOD SAFETY



Bukhara 2020

Ushbu “**Food safety**” (oziq ovqat yo’nalishi talabalari uchun) institut uslubiy kengashining “ , № __4_ raqamli majlisida muhokama qilinib, chop etishga tavsiya etildi.

Majlis bayoni : _____

Tuzuvchi: Buxoro muhandislik-texnologiya instituti “Xorijiy tillar kafedrası ingliz tili o’qituvchisi Rahima Norova

Taqrizchi: BuxDU “ Ingliz adabiyotshunosligi” kafedrası mudiri, filologiy fanlari doktori, O.M.Fayzulloev

Taqrizchi: BuxMTI “Xorijiy tillar” kafedrası ingliz tili fani katta o’qituvchisi SH.H. Qurbonova

Ushbu darslik 5321000–“Oziq-ovqat texnologiyasi” (mahsulot turlari bo’yicha) ta’lim yo’nalishi talabalari uchun mo’ljallangan. Mazkur darslik talabalarga oziq-ovqat texnologiyasiga oid inglizcha terminlarni nutqida boyitadi va korxonalarda xizmat ko’rsatish malakasini oshiradi. Fan dasturiga asosan talabalarning nutq kompetensiyasini, shuningdek, grammatik mavzularni o’z ichiga olgan.

Ushbu darslik talabalarning ingliz tilida mutaxassislikka oid terminlardan foydalanib muloqot, hamda mutaxassislikka oid sohalarda erkin so’zlasha olishlari va o’z fikrlarini bayon eta olishlari uchun tayanch qo’llanma bo’lib xizmat qiladi.

Soz boshi

O'zbekisto respublikasi vazirlar mahkamasining 2017yil 11 avgustdagi 610-sonli "Ta'lim muassasalarida chet tillarnini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori chet tillarni o'qitish tizimidagi tub islohotlarni boshlab berdi hamda zukko yigt-qizlar safini yanada kengaytirish , ularning xalqaro ko'lamda ilm olishga bo'lgan qiziqishini kuchaytirish, xorijiy tillarni bilish darajasini yuksaltirishda dasturul amal bo'lmoqda.

Mamlakatimizda yoshlarning ta'lim olishi, axborot-kommunikativ texnologiyalarini faol o'zlashtirishi, zamonaviy kasb-hunar, xorijiy tillarni o'rganishi uchun barcha imkoniyatlar yaratilgan. Bugun yoshalarimiz ana shunday ulkan imkoniyatlardan samarali foydalanmoqdalar. Xususan, ta'lim tizimining barcha bosqichlarida amalga oshirilayotgan keng ko'lamli islohotlar natijasida yuz minglab o'g'il-qizlarimizmuayyan mutaxassislik bo'yicha ta'lim olish bilan birga chet tillarini ham puxta o'rganmoqdalar. Ushbu qaror mamlakatimizda zamonaviy, pedagogic va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan o'sib kelayotgan yosh avlodni chet tillarga o'qitish, xorijiy tillarni puxta biladigan mutaxasislarni tayyoylash tizimini tubdan takomillashtirish, sohada xalqaro hamkorlik va muloqotni rivojlantirish uchun qulay shart-sharoit va imkoniyatlar yaratmoqda. Zero, bugun dunyoga yuz tutayotgan O'zbekistonning har bir farzandi yetuk salohiyat, yuksak bilim egasi bo'lib tarbiyalanmog'i davr talabidir.

Ushbu darslik 5321000—"Oziq-ovqat texnologiyasi" (mahsulot turlari bo'yicha) ta'lim yo'nalishi talabalari uchun mo'ljallangan. Qo'llanmani yaratishdan maqsad undan o'quv mashg'ulotlari jarayonida talabalarni ingliz tili bo'yicha ta'limning avvalgi bosqichlarida egallangan tayanch bilim, va ko'nikmalarini mustahkamlash va kasbga yo'naltirilgan holda rivojlantirish yo'lida amalda foydalanishdir. U talabalarni ingliz tili fonetikasi, orfografiyasi, grammatika va leksikasini asoslari bilan tanishtirish, inglizcha nutq tovushlari va so'zlarni to'g'ri qo'llash konikmalarini turli

interfaol uslublar yordamida shakllantirish, soz boyligini doimo oshirib borish, ingliz tili darslarida olgan bilimlarini esda saqlash, erkin fikrlashni rivojlantirish va diqqatni jamlash, yozma manbalarni ovoz chiqarib, o'qib tushunish, og'zaki erkin muloqot ko'nikmalarini shakllantirish va rivojlantirishga yordam beradi.

Muallif mazkur darslikni tayyorlashda zamonaviy pedagogik texnologiyalardan va faol metodlardan ta'lim jarayonida qo'llash orqali o'rgatish bo'yicha yo'llanmalar va ko'rsatmalar bilan yaqindan yordam bergan Buxoro davlat universiteti "Ingliz adabiyotshunosligi" kafedrasi mudiri, PHD, O. M. Fayzulloevga o'z minnatdorchiligini bildiradi.

CONTENTS

LESSON	1.INTRODUCTION
LESSON	2. FOODBORNE ILLNESSES
LESSON	3. MICROORGANISMS
LESSON	4.TIME AND TEMPERATURE
LESSON	5. RECEIVING AND STORAGE
LESSON	6. MICROBIOLOGICAL CONTAMINATIONS
LESSON	7.PERSONAL HYGIENE
LESSON	8. CLEANING AND SANITIZING
LESSON	9. REVIEW
LESSON	10. PEST CONTROL
LESSON	11. FOOD SAFETY MANAGEMENT
LESSON	12. HEALTH PROTECTION
LESSON	13. TYPES OF POISONING
LESSON	14. ALLERGEN CONTAMINATIONS
LESSON	1 5. THE SPREADING OF VIRUS COVID-2019
LESSON	1 6. POTENTIALLY HAZARDOUS FOODS
LESSON	1 7. FOOD PREPARATIONS
LESSON	18.PREPARATION OF DESSERTS, AND SWEETS.
LESSON	19. EFFECT OF VITAMINS TO HUMAN HEALTH
LESSON	20. FRUIT AND VEGETABLES.
LESSON	21. VEGETARIAN FOOD
LESSON	22. KITCHEN EQUIPMENTS
LESSON	23. TYPES OF COOKING OIL
LESSON	24. SERVING FOOD AT THE RESTAURANTS
LESSON	25. UZBEK CUISINE
LESSON	26. JAPANESE CUISINE
LESSON	27. EUROPEAN CUISINE

LESSON 28. RUSSIAN CUISINE

LESSON 29. KOREAN CUISINE

LESSON 30. GRAIN AND FLOUR MARKET IN UZBEKISTAN.

LESSON 31 .MCDONALDS

LESSON 32. HISTORY OF PRODUCTION OF TEA.

LESSON 33. REVIEW

CONCLUSION

GLOSSARY

APPENDICES

LIST OF REFERENCES.....

СОДЕРЖАНИЕ

УРОК 1. ВВЕДЕНИЕ

УРОК 2. ПИЩЕВЫЕ ЗАБОЛЕВАНИЯ

УРОК 3. МИКРООРГАНИЗМЫ

УРОК 4. ВРЕМЯ И ТЕМПЕРАТУРА

УРОК 5. ПОЛУЧЕНИЕ ТОВАРА И ХРАНЕНИЕ

УРОК 6. МИКРОБИОЛОГИЧЕСКИЕ ЗАГРЯЗНЕНИЯ

УРОК 7. ЛИЧНАЯ ГИГИЕНА

УРОК 8. ЧИСТКА И ДЕЗИНФИКАЦИЯ.

УРОК 9. ОБЗОРНЫЙ УРОК

УРОК 10. БОРЬБА С ВРЕДИТЕЛЯМИ

УРОК 11. УПРАВЛЕНИЕ БЕЗОПАСНОСТЬЮ ПИЩЕВЫХ ПРОДУКТОВ

УРОК 12. ЗАЩИТА ЗДОРОВЬЯ

УРОК 13. ВИДЫ ОТРАВЛЕНИЯ

УРОК 14. АЛЛЕРГЕННЫЕ ЗАГРЯЗНЕНИЯ.

УРОК 15. РАСПРОСТРАНЕНИЕ ВИРУСА COVID-2019

УРОК 16. ПОТЕНЦИАЛЬНО ОПАСНЫЕ ПРОДУКТЫ

УРОК 17. ПИЩЕВЫЕ ПРИГОТОВЛЕНИЯ

УРОК 18. ПРИГОТОВЛЕНИЕ ДЕСЕРТОВ И СЛАДОСТЕЙ.

УРОК 19. ВЛИЯНИЕ ВИТАМИНОВ НА ЗДОРОВЬЕ ЧЕЛОВЕКА

УРОК 20. ФРУКТЫ И ОВОЩИ.

УРОК 21. ВЕГЕТАРИАНСКАЯ ЕДА.

УРОК 22. КУХОННОЕ ОБОРУДОВАНИЕ.

УРОК 23. ВИДЫ КУХОННОГО МАСЛА

УРОК 24. ПОДАЧА ЕДЫ В РЕСТОРАНАХ

УРОК 25. УЗБЕКСКАЯ КУХНЯ.

УРОК 26. ЯПОНСКАЯ КУХНЯ.

УРОК 27. ЕВРОПЕЙСКАЯ КУХНЯ

УРОК 28. РУССКАЯ КУХНЯ.

УРОК 29. КОРЕЙСКАЯ КУХНЯ.

УРОК 30. РЫНОК ЗЕРНА И МУКИ В УЗБЕКИСТАНЕ.

УРОК 31. МАКДОНАЛЬДС

УРОК 32. ИСТОРИЯ ПРОИЗВОДСТВА ЧАЯ.

УРОК 33. ОБЗОРНЫЙ УРОК.

ЗАКЛЮЧЕНИЕ.....

ГЛОССАРИЙ.....

ПРИЛОЖЕНИЯ.....

СПИСОК ЛИТЕРАТУРЫ.....

LESSON 1. INTRODUCTION

Grammar: Present simple, adverbs of frequency

GET READY!

Before you read the text, talk about these questions.

1. What is food safety?
2. What are the main principals of food safety?



Introduction to Food Safety

The food service industry is a big part of the Canadian economy. It includes people working in the many different parts of food service, like restaurants and grocery stores, and factories that process, package and ship food to those restaurants and stores.

It's well known that there's a need for special standards in the food industry because:

- There is a potential for the spread of disease and illness through food
- Customers want to know that the food is safe in the places they buy their food

The first goal of any food premise should be to produce the safest and highest quality food possible. Unfortunately, many of the people working in food premises don't fully understand the risks involved in food service or the need to meet food safety requirements, like personal hygiene, avoiding food contamination and keeping foods at safe temperatures.

Benefits for Food Premises

A well designed food safety program is good for both the food premises and their customers. Repeat business from customers and higher job satisfaction for employees

can lead to higher profits and better service.

Some ways that food premises can benefit are:

- More repeat business from customers who will want to keep going to a place where the food is safe
- Employees being happier with their jobs knowing that the food they are working with is safe
- Lower insurance costs because no claims have been made against their insurance from unsafe food
- Not having to spend money on lawsuits, medical claims or fines for having unsafe food
- Happier customers because handling food safely helps to keep it fresher and better tasting
- Cleaning and sanitizing costs can be kept down if food premises are kept safe
 - Not wasting money by throwing away food that was not kept safe
 - Not losing money by having to close because of unsafe conditions
- Not having the bad publicity and loss of customers that can happen if food premises are closed by the public health unit

Food Safety Legislation

The food service industry is regulated by legislation at all three levels of government (federal, provincial and municipal). Legislation set out the requirements that food premises need to follow to make sure their food is kept safe. Some of it is specific to the food, like food handling and storage. Other requirements cover things like the condition of the building and the types of equipment that need to be used. All of these things together are very important, and have an impact on how safe your food is. It is the responsibility of everyone working in food premises to make sure they know the rules that apply to them and to follow those rules.

Federal

The Canadian Food Inspection Agency (CFIA) is responsible for the inspection of

food at the federal level.

The CFIA enforces policies and standards, set by Health Canada, governing the safety and nutritional quality of all food sold in Canada. The CFIA verifies industry compliance with federal acts and regulations, including the *Food and Drugs Act*, through activities that include the registration and inspection of abattoirs and food processing plants, and the testing of products.

Provincial - Health Protection and Promotion Act (HPPA)

Each province has its own provincial health acts and regulations. In Ontario, the Health Protection and Promotion Act (HPPA), sets out the mandate to make regulations, programs and protocols which govern food premises. All local public health units are responsible for the conditions and safety under which food is held, prepared and served to the public. This is also the responsibility of the food premises owner/operator and employees.

The HPPA lays out the powers of the medical officer of health and the public health inspector. Some of these are:

Power of Entry - HPPA (S. 41)

The medical officer of health or a public health inspector may enter any place of business, during normal work hours, without a warrant, to carry out the duties under the Act. This would include routine inspections or the investigation of complaints of potential health hazards.

Power of Seizure - HPPA (S. 19)

The medical officer of health or a public health inspector may seize anything suspected of being a health hazard for laboratory testing.

Power of Destruction - HPPA (S. 19)

If a public health inspector determines that food is a health hazard, he/she has the power to destroy or dispose of the food immediately.

Power to Make an Order - HPPA (S. 13)

Orders are issued by public health inspectors or medical officers of health to eliminate

a health hazard, or to lessen the effects of a health hazard. They are in writing. They may also give instructions orally. Orders may also require a person or persons to stop doing something specific. In the case of food premises, this includes the power to order the premises to be closed until a health hazard is removed or fixed.

Provincial - PHI

Certified public health inspectors, or PHIs, enforce both the HPPA and the Food Premises Regulation (O. Reg. 493/17) (“regulation”) under the HPPA by routine compliance inspections of all food premises. The regulation covers food premises, including cleaning and sanitizing, equipment, food holding temperatures, food handling, employee hygiene in food premises and a requirement for a trained food handler or supervisor on site during all hours of operation. We'll cover all of these later in this course.

During inspections, public health inspectors look for:

- Unsafe food handling practices
- Issues of non-compliance with regulations
- Investigation of foodborne illnesses and foodborne outbreaks
- Investigation of consumer complaints
- Action needed on food recalls, fires, floods and emergencies

If any immediate health hazards are seen during an inspection, the PHI could close the food premises and/or issue offence notices (tickets) under the Provincial Offences Act for not meeting the requirements of the Food Premises Regulation.

Another job of public health inspectors is to conduct a risk assessment during the first inspection of each year, and assign each food premises a risk level of high, moderate or low. This will determine if the establishment is inspected a minimum of three times, twice, or once a year, respectively. Low risk food premises that only offer for sale pre-packaged, non-hazardous food may be inspected a minimum of once every two (2) years.

The risk assessment takes into consideration various factors that may increase the risk of foodborne illness, such as the history of compliance, population being served, number of food preparation steps, presence of certified food handlers, and if a food safety management plan is in place.

During the inspection, the public health inspector may also do a Hazard Analysis Critical Control Point (HACCP) audit. We'll talk more about HACCP in our Food Safety Management section.

Municipal

Each municipality will have their own by-laws governing their municipality. Municipalities create by-laws to deal with issues that are important to them that are not dealt with at the provincial or federal level. By-laws can be different in each municipality as each area has issues that are unique to their own situation.

Municipal by-laws for food premises cover things like:

- Licensing
- Garbage control
- Sewage disposal
- Building standards
- Zoning

Municipal by-laws are enforced by municipal by-law enforcement officers.

Inspections

When PHIs inspect food premises, they're checking to make sure the HPPA and its regulation is being followed, to keep food safe. Here are some of the things they would be looking for, along with a notation of the section of O. Reg. 493/17 that governs each one.

Potentially hazardous foods are maintained at the required temperatures.

Example: Cooked poultry is stored or held for service outside the danger zone, at 4°C or below, or 60°C or higher (O. Reg. 493/17 Subsection 27(1)).

Food is protected from contamination and adulteration.

Example: Food displayed for sale or service is protected from contamination by enclosed containers. (O. Reg. 493/17 Section 26).

Food contact surfaces can be readily cleaned and sanitized.

Example: Any article or equipment that comes in direct contact with food is of sound and tight construction, kept in good repair, suitable for their intended purpose, and made of material that can be readily cleaned and sanitized. (O. Reg. 493/17 Section 8).

Ensuring good personal hygiene is being practised by all employees.

Example: The food handler is clean and wearing clean outer garments while working with food. Food handlers wash their hands after hands are contaminated, before commencing or resuming work, including after using the washroom. (O. Reg. 493/17 Section 33 (1)).

Cleaning and sanitizing of multi-service utensils to prevent harmful bacteria from spreading.

Example: Multi-service utensils must be cleaned and sanitized after each use. (O. Reg. 493/17 Section 21).

Ensuring that owner/operators are maintaining the food premises. Example: All floors, walls and ceilings are readily cleanable, kept clean and in good repair. (O. Reg. 493/17 Section 7).

Ensuring presence of a trained food handler

Example: During all operating hours, operators must ensure there is at least one food handler or supervisor on site who has completed food handler training (O. Reg. 493/17 Section 32).

Posting results of inspections by the public health unit

Example: Operators ensure the results of any inspection conducted by a public health inspector are posted in accordance with the inspector's request (O. Reg. 493/17 Section 6).

Responsibilities

There are many things to know to keep food safe. The responsibility for safe food belongs to everyone in your food premises, from the owner to the chef to the server to the dishwasher. Every person in your premises has a job to do, and part of that job is keeping your customers and the food you prepare or sell to them safe. As a food handler, it's your responsibility to know what the regulations and standards are and to follow them. You have a responsibility to provide safe food.

In Review

This section introduced food safety, and the legislation in place to keep food safe.

The following topics have been covered:

1. Why food safety is so important
2. Situations where food safety legislation is applicable
3. Federal, provincial and municipal legislation governing food safety and the different areas each of these cover
4. The key responsibilities of food premise owners/operators and of food handlers
5. The benefits of following safe food handling practices

ESSENTIAL WORDS

food service	oziq ovqat xizmati	общественное питание
grocery store	Oziq ovqatlar Do'koni	продуктовый магазин
package	upakovka, qadoq	упаковка
customer	mijoz	клиент
first goal	birinchi maqsad	первый цель
high quality	yuqori sifat	высокого качества
food premise	oziq ovqat mahsuloti	помещение для еды
job satisfaction	ishdan qoniqish	удовлетворение от работы
higher profit	yuqori foyda	более высокая прибыль
insurance	sug'urta	страхование
claim	talab	требовать

lawsuit	sud jarayoni	судебный процесс
medical claim	tibbiy da'vo	медицинское заявление
regulate	tartibga solish	регулировать
requirement	talab	требование
responsible	ma'sulyatli	ответственный
medical officer	tibbiy xodim	санитарный инспектор
public health inspector	sog'liqni saqlash inspektori	инспектор общественного здравоохранения

GRAMMAR VIEW

ВРЕМЕНА ГРУППЫ INDEFINITE

The Present Indefinite Tense (Настоящее неопределенное время)

Образование Present Indefinite Tense 1. Present Indefinite совпадает с формой инфинитива (без частицы to) во всех лицах, кроме 3-го лица единственного числа, принимающего окончание -s: to work — I (we, you, they) work, he works.

Окончание -s 3-го лица единственного числа произносится после звонких согласных и гласных — [z], а после глухих согласных — [s]: He reads [ri:dz]. He sees [si:z]. He works [wa:ks].

Глаголы, оканчивающиеся на ss, ch, sh, x (т.е. на шипящие или свистящие согласные звуки), принимают в 3-м лице единственного числа окончание -es, которое произносится [iz]: I pass — he passes ['pa:siz]; I dress — he dresses ['dresiz]; I teach — he teaches [4i:tjiz]; I wash — he washes I'wojiz]; I fix — he fixes [Tiksiz].

Примечание. Как [iz] произносится также окончание 3-го лица единственного числа глаголов, оканчивающихся на немое e с предшествующей буквой s, c или g: I rise — he rises ['raizizj; I place — he places ['pleisizj; I change — he changes ['tjeind3iz].

Глаголы, оканчивающиеся на -у с предшествующей согласной, меня-ют в 3-м лице единственного числа у на і и принимают окончание -es: I study — he studies ['sUdiz]; I copy — he copies t'kopiz].

Глаголы, оканчивающиеся на -у с предшествующей гласной, образуют 3-е лицо единственного числа по общему правилу, т.е. путем прибавления -s: I play — he plays [pleiz]; I buy — he buys [baiz].

Глаголы to go, to **do** принимают в 3-м лице единственного числа окончание -es: He goes [gouz], he does [dAz]. 2. Вопросительная форма образуется при помощи вспомогательного глагола to **do** в настоящем времени (**do** со всеми лицами, кроме 3-го лица ед.ч., с которым употребляется **does**) и формы инфинитива (без to) смыслового глагола, причем вспомогательный глагол ставится перед подлежащим: **Do I work?, Does he (she) work?** 3. Отрицательная форма образуется при помощи вспомогательного глагола to **do** в настоящем времени (**do** и **does**), частицы **not** и формы инфинитива смыслового глагола (без to): **I do not work, he does not work.** 4. В вопросительно-отрицательной форме частица **not** ставится непосредственно после подлежащего: **Do I not work? Does he not work?**

Утвердительная форма

I work He (she, it) works We work You work They work

Вопросительная форма

Do I work?

Does he (she, it) work?

Do we work?

Do you work?

Do they work?

Отрицательная форма

I do not work He (she, it) does not work We do not work You do not work They do not work

Вопросительно-отрицательная форма

Do I not work?

Does he (she, it) not work?

Do we not work?

Do you not work?

Do they not work?

EXERCISE 1. FILL IN THE GAPS WITH PREPOSITIONS AND ADVEBS

The walls ____ the rooms ____ my flat are yellow and blue. 2. Go ____ the blackboard, Pete. Pete is ____ the blackboard now. 3. Take a piece ____ chalk ____ the table. 4. Write these words ____ the blackboard. 5. Come ____ the room, please. 6. Go ____ the class-room. 7. Come ____ here! 8. Don't go ____ there! 9. The blackboard is ____ the wall ____ our class-room. 10. Put these matches ____ your bag. 11. Open that book ____ page eight. 12. Look ____ the blackboard!

EXERCICE 2 MAKE UP QUESTIONS TO THE UNDERLINED WORDS

1. I often meet this engineer here. 2. You seldom go to the blackboard. 3. They read their text-books every day. 4. His sisters always give me books to read. 5. They go there every day. 6. You usually read these notes at home. 7. They often come here. 8. We often write questions at home.

LESSON 2.

FOODBORNE ILLNESSES

Grammar: Present simple

GET READY!

Before you read the text, talk about these questions.

1. What are the main four causes of foodborne illnesses?
2. What are the physical hazards of illnesses?



Introduction

When something you eat or drink makes you sick, it's called 'foodborne illness.' Foodborne illness used to be called 'food poisoning,' but because more foodborne illnesses are caused by infection than poison, this has been changed.

When food is contaminated by bacteria, viruses, parasites or chemicals, it can make you sick. Any of these things in food can be called a 'contaminant.' Every year, a total of about 4 million (1 in 8) Canadians are affected by a foodborne illness (Public Health Agency of Canada, 2016). For most people, a foodborne illness won't be a serious problem. Most will recover in a short time without getting seriously ill. Groups at a higher risk for foodborne illness include: young children, the elderly, pregnant women and people with weakened immune systems. For these groups, foodborne illness can be very dangerous and even fatal.

Symptoms

For each reported case of foodborne illness, it's estimated that hundreds of additional cases occurred in the community. When people say they have a '24hour flu,' it's often really a case of foodborne illness. Symptoms could include some or all of the following:

- Stomach cramps
- Diarrhea
- Vomiting
- Nausea
- Fever

Symptoms can start soon after eating contaminated food, or they can occur up to a month or more later. How long it takes for the symptoms to begin will depend on:

- What caused the illness

- How healthy the person was before this illness
- The amount of contaminant the person ate

Causes of Foodborne Illness

There are four causes of foodborne illness:

- Chemical Contamination
- Physical Contamination
- Allergens
- Microbiological Contamination

A foodborne illness from food contaminated by bacteria, viruses or parasites is microbiological. Bacterial illnesses are the most common type of foodborne illness in Ontario (Public Health Ontario, 2015).

This section will cover chemical and physical contamination and allergens.

Chemical Hazards

Some chemicals are added to food on purpose. These include things like salt, spices and colouring. Other chemicals can get into food by accident through cross-contamination. If cleanser is spilled on a counter and not cleaned off and food is then prepared on that counter, the food would be contaminated with cleanser.

Foodborne illness caused by chemicals
is called food poisoning.

Symptoms usually happen fast, from 20 minutes to a few hours after eating the contaminated food. They usually start suddenly with the most common symptoms being nausea, vomiting, abdominal or stomach pain, and sometimes, diarrhea.

Food poisoning can be caused by:

- Chemicals added to food on purpose, like preservatives or colouring
- Chemicals that aren't supposed to be added to food, like insecticides, rodenticides or cleaning chemicals

Metal Food Poisoning

Dissolved metal in food can cause chemical food poisoning. If an acidic food, like fruit juice, maple syrup or tomatoes, is stored or cooked in metal containers, the acid can cause the metal to dissolve. Lead, copper, tin, zinc, iron and cadmium are all possible sources of metal food poisoning.

Some ways that food can be contaminated with metal are:

- Copper beverage lines. Water can be safely run through copper lines because it won't dissolve the copper. Acidic fruit juice or carbonated beverages will cause the copper to dissolve and it will then be in the beverage.
- Cadmium in shelving. If unwrapped meats are stored directly on shelves containing cadmium, the metal can dissolve and be absorbed into the meat.
- Lead in paint. Painted dishes or glassware may contain lead which can be absorbed into acidic food.
- Metal containers. Acidic foods should never be stored in containers made of metal. Use food grade containers.

You will learn more about proper storage containers in the Receiving and Storage section.

Intentional Additives

According to Health Canada, “a food additive is any chemical substance that is added to food during preparation or storage and either becomes a part of the food or affects its characteristics for the purpose of achieving a particular technical effect.” In other words, food additives are things added to colour, thicken, firm or preserve food.

If additives are used correctly, they aren't harmful to most people. They make food look better, taste better and last longer. These are called intentional chemical additives as they're added to food on purpose. But if not used properly or too much is used, a chemical additive can cause food poisoning.

Any food additive can make a person sick if he/she is allergic to it. Three additives well-known for allergic reactions are:

- Sulphites (used to maintain colour and give longer shelf life)

- Monosodium Glutamate (MSG) (used to boost flavour)
- Tartrazine, also known as FD&C Yellow #5 (a yellow food colouring) Food allergies and how to help customers with allergies are covered in the Allergens section.

Many food additives are regulated in Canada under the food and drug regulations under the *Food and Drugs Act*. You can find a list of all allowed food additives on the Health Canada website: www.hc-sc.gc.ca. Search "food additive dictionary."

Incidental Additives

Poisonous chemicals like insecticides, rodenticides and cleaning chemicals are sometimes used in food premises. If these chemicals get into food, they can cause food poisoning. This would be called an incidental chemical additive.

For safety, chemicals should be stored in their original containers. If chemicals are put into different, smaller containers or spray bottles, each should go in a clean, dry container labeled with the product name and contents. Proper storage and use instructions should be followed very carefully when dealing with poisonous chemicals to make sure that food is kept safe. As an example, some cleansers have to be rinsed off a counter before the counter can be used to prepare food. If the counter is not rinsed off, there will be cleanser on the counter which can get into the food and cause foodborne illness.

Chemicals should not be stored with food or leave chemical products or cleaning cloths used with chemicals on food preparation surfaces.

Illness	Chlorinated hydrocarbon poisoning (insecticide, such as		Monosodium glutamate (MSG)
Usual Source	Insecticides	MSG flavouring agent	
Start of Symptoms	30 minutes to 6 hours	Few minutes to 1 hour	
Symptoms	Nausea, vomiting, numbness, dizziness, muscular weakness, loss of appetite, weight loss,	Burning sensation in back of neck, forearms, chest, feeling of tightness, tingling	
Food Implicated	Any accidentally contaminated food	Asian foods	
Factor that contributes to an	Storing insecticides in the same area as food.	Using excessive amounts of MSG	

*The time from when a person eats the contaminated food to the time when he/she starts to feel sick.

Physical Hazards

Physical hazards are things like dirt, hair, broken glass, nails, staples, bits of metal or any other object that accidentally gets into food. These objects could cause anything from a small cut to possible choking.

To keep this from happening you should:

- Put and maintain protective shields or covers on lights over food storage and preparation areas.
- Remove staples, nails and other objects from boxes and crates when food is received so they don't fall into the food.
- Avoid using glasses to scoop ice, because the glass may break in the ice. Use only commercial, food-grade plastic or metal scoops with handles.
- Avoid chilling glasses or any food items in ice that will be used in drinks.

- Avoid storing toothpicks or non-edible garnishes on shelves above food storage or preparation areas.

Allergens

Food allergies, or sensitivities to certain food(s), are a problem for many people. Some foods, like peanuts, shellfish or eggs, are very common allergens. Any food can be a risk for a person who is allergic or sensitive to it. Signs and symptoms of an allergic reaction can occur within minutes of exposure to an allergen. In some cases, the time frame can vary up to several hours after exposure.

It's estimated that over 2.6 million Canadians (7.5 per cent of the population) are affected by food allergy. This means that for every 13 people who come in to your food premises, it's likely that one of them has a food allergy.

Symptoms of an allergic reaction could include:

Skin reaction: hives, swelling (face, lips, tongue), itching, warmth, redness

Respiratory (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing

Gastrointestinal (stomach): nausea, pain or cramps, vomiting, diarrhea

Cardiovascular (heart): paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or light-headedness, shock

Other: anxiety, headache, uterine cramps, metallic taste

Communication

Knowing the ingredients included in all food options is critical when a person with an allergy dines out. Restaurants, fast food outlets and bakeries are not required by law to list ingredients like you see on pre-packaged foods.

Some things the retail food service industry can do to help people with allergies are:

- Ask diners before they order if they have a food allergy.
- Ensure staff know how and where to access ingredient information if requested by a customer.

- Make sure the ingredients used in your menu options are documented and are complete, accurate and up to date.
- Make sure your food doesn't get cross-contaminated by other foods.
- Have an accurate and up-to-date recipe binder or electronic file.
- Avoid introducing new common allergens to recipes, when possible.
- Educate serving and kitchen staff on how to manage food allergy requests or questions (e.g. refer to manager or chef on duty).
- If you're not sure what's in a product, say so. Do not give incomplete or inaccurate information. The following guidelines can help you communicate ingredient information to your customers:

Identify Potential Problems

Now that you know the list of foods that are considered priority allergens, you can review the recipes used in your food premises to identify the ones that use these ingredients. Where possible, use a product that does not contain a priority allergen. For example, you could use vegetable oil instead of sesame or peanut oil.

If you change the ingredients in any of your recipes, be sure to update your allergy charts, binders or menus immediately.

If you can't find out the full list of ingredients in one of your packaged or prepared items, either don't serve it or let customers know that you don't know all the ingredients. You can suggest another item that you are sure about.

Item	Menu Item #1	Menu Item #2	Menu Item #3	Menu Item #4	Menu Item #5	Menu Item #6
Eggs	✓		✓			
Milk/Milk products		✓			✓	
Mustard						
Peanuts	✓		✓			✓
Fish	✓			✓	✓	
Crustaceans and molluscs						
Sesame seeds		✓	✓			
Soy				✓		✓
Sulphites	✓					✓
Tree nuts		✓	✓		✓	
Wheat & triticale	✓		✓			

Impacts of Foodborne Illness

Foodborne illness doesn't just affect the person who gets sick. The average cost of foodborne illness outbreaks to Canadian taxpayers is estimated to be between \$12 and 14 billion every year. Some of these costs are:

- Medical costs, such as doctor's visits, hospitalization and medications
- Investigation costs, like the health unit doing tests to confirm the type of foodborne illness

Loss of productivity, including sick people missing work, and food premises having to close during an investigation

Legal and higher insurance costs, if a food premise is sued by those who got sick

Complaints

If your food premises receives a complaint of a foodborne illness, you should **call your public health unit to report any foodborne illness outbreak.**

Record the details:

- Who got sick
- What food they ate and when
- What symptoms they had and when
- Write down everything you can about what happened

You should also:

- Talk to your staff
- Ask if any of them have or had the same symptoms
- Ask if any of them were ill when handling food
- Review how the food was prepared
- Save food samples from the meal that was eaten
- Don't give medical advice. Instead, refer to a physician or nurse practitioner.

In Review

This section introduced the different types of foodborne illness and the impact that foodborne illness has.

The following topics have been covered:

1. Common symptoms of foodborne illness
2. When foodborne illness is food poisoning
3. The three types of chemical food poisoning: metal, intentional additives and incidental additives
4. The dangers of physical hazards in food
5. The impact of foodborne illness on people and businesses



food_safety (1).mp3

LISTENING TASK. Fill in the gaps. (listen aminute.com food safety)

Food safety seems _____ issue nowadays. I can't remember it
 _____ big problem years ago. With today's technology, it
 _____ problem. But it is. In fact, there are many problems. In my

country, GM food is a big issue. People do _____ eat food that is genetically modified. They say it is unsafe. I know in America GM food is everywhere. Another _____ safety _____. A lot of imported food has made people ill. Our government _____ of food from certain countries. This is a good idea. A concern in my country _____ and cows. We have _____ mad cow disease. It _____ to be vegetarian.

ESSENTIAL WORDS

food poisoning	ovqatdan zaharlanish	пищевое отравление
infection	infektsiya	инфекционное заболевание
contaminat	iflos, nopok	загрязнитель
recover	qayta tiklash	восстанавливаться
high risk	yuqori xavf	высокий риск
fatal	halokatli	фатальный
estimate	taxminiy	оценивать
physical contamination	jismoniy ifloslanish	физическое загрязнение
chemical hazard	kimyoviy xavf	химическая опасность
dissolved metal	eritilgan metall	растворенный металл
copper line	mis liniyasi	медная линия
acidic fruit juice	kislota mevali sharbat	кислый фруктовый сок
carbonated additive	gazlangan qo'shimchalar	газированная добавка
original container	asl idish	оригинальный контейнер
surface	yuza, ust	поверхность
protective shield	himoya qalqoni	защитный экран
hoarse voice	xirillagan ovoz	хриплый голос

GRAMMAR VIEW

Употребление Present Indefinite Tense § Present Indefinite употребляется: 1.

Для выражения действия о б ы ч н о г о , п о с т о я н н о г о , с в о й с т в е н - н о г о лицу (или предмету), выраженному подлежащим, т.е. действия, про-

исходящего в о о б щ е , а не в момент речи: Почтальон приносит нам газету утром.

Он живет в Москве.

Он хорошо говорит по-французски.

The postman **brings** us the newspaper in the morning (обычное действие).

He lives in Moscow (постоянное действие).

He **speaks** French well (действие, свойственное подлежащему). 2. Для выражения действия, совершающегося в м о м е н т речи (вместо Present Continuous), с глаголами, не употребляющимися во временах группы Continuous (to see, to hear, to recognize, to want, to understand и др. — т. 1, стр. 107): I **see** a ship in the distance. Я вижу судно вдали.

Don't talk so loudly, I **hear** you well. Не говорите так громко, я слышу вас хорошо.

I **don't understand** this sentence. Я не понимаю этого предложения. 3. Для выражения действия в б у д у щ е м (вместо Future Indefinite) в обстоятельственных придаточных предложениях у с л о в и я и в р е м е н и , которые вводятся союзами **if** если, **unless** если только ... не, разве только, **provided that** при условии если, **when*** когда, **until, till** до тех пор пока ... не, **as soon as** как только, **as long as** пока, **before** прежде чем и т.д. В русском языке в соответствующих придаточных предложениях употребляется будущее время: If he comes, I shall ask him about it.

I shall go to bed **when** I **finish** my work.

I shall stay here **until** he **returns**.

We shall send you the documents as soon as we receive them from Tashkent.

You will improve your pronunciation if you **read** aloud every day.

Если он **придет**, я спрошу его об этом.

Я лягу спать, когда кончу свою ра-боту.

Я останусь здесь, пока он не **вернет-ся**.

Мы пошлем вам документы, как только мы **получим** их из Ташкента.

Вы улучшите свое произношение, если будете читать вслух каждый день.

EXERCICE 1. MAKE UP QUESTIONS TO THE UNDERLINED WORDS

1. Ann is **in her room** now (1). 2. This is **a room** (1). 3. The walls of this room are **blue** (1). 4. We read **good books** (2). 5. You often go **there** (1). 6. I sometimes give Pete **my copy-books** (2). 7. They **read books and newspapers** in this room (2). 8. My sons **read** these **text-books** every day (2).

EXERCICE 2. FILL IN THE GAPS WITH PROPER ARTICLES.

My sister is ___ student. Her friends are also ___ students. They live in ___ Moscow. They study ___ English. They usually study in ___ morning. Their class-room is large. ___ walls of ___ class-room are yellow. ___ students come into ___ class-room and sit down at ___ tables. They usually do ___ many exercises, write ___ dictations and study English grammar at ___ lessons. They also often write on ___ blackboard. They do ___ exercises at ___ home too

LESSON 3.

MICROORGANISMS

Grammar: Prepositions of place

GET READY!

Before you read the text, talk about these questions.

1. How carriers can transfer microorganisms to food?
2. What bacteria needs in order to grow: time and temperature, oxygen, pH, moisture and protein?



Introduction

As discussed the last section, foodborne illness can be caused by microbiological hazards, chemical hazards, physical hazards, and allergens. Of these, the most common cause of foodborne illness is microbiological contamination.

To understand how to handle food safely, you need to know a little about microorganisms. Microorganisms are germs that can't be seen without a microscope, but they're found everywhere. These microorganisms can come from food, water, animals, objects and in or on the human body.

Because microorganisms are so small, food that's contaminated with them may look, smell and taste normal, even when it's not safe. So it's very important to know about these microorganisms and how to control them.

Types of Microorganisms

There are six main types of microorganisms: viruses, protozoa, parasites, yeasts, mould and bacteria. Some microorganisms are good for us and can be helpful. Some examples are:

- Yeast used to make bread and produce alcohol
- Acidophilus and lacto-bacilli bacteria that help us digest food
- Mould that ripens and flavours cheese (e.g., blue cheese)

Other microorganisms can make us sick. Bread mould, viruses like influenza and hepatitis, Salmonella bacteria and E. coli bacteria are all examples of microorganisms that can be a nuisance, make us sick or even be deadly.

Viruses

Viruses are found in nearly all life forms, including humans, animals, plants and fungi. They are very small, between 20 and 100 times smaller than a bacterium, and often too small to be seen by a standard microscope. Viruses don't grow in food because they can only grow inside a cell that's alive. They use living cells in our body or in living animals or plants to increase in number.

Viruses that cause foodborne illness are also called enteric viruses, which means they enter the body through the intestinal tract. Symptoms usually start suddenly and last one to two days, but a person may keep feeling weak for several more days. They're very contagious and most times can't be treated, which means a person must wait for the virus to go away on its own. Dehydration is a common problem, especially for people in a high risk group. It's also possible for a person who's infected with a virus to have no symptoms, but to pass that virus on to another person who will have symptoms.

Human hands are the most common way that viruses get into food. This is why handwashing is so important. Another source is contaminated water that can contaminate food washed in it or seafood and shellfish exposed to it. Viruses can also spread through cross-contamination. Three examples of viruses that can be carried in food are hepatitis A, avian (bird) flu and rotavirus.

Parasites

Parasites live on or in humans or animals and use them to grow. People can get parasites from:

Contaminated water or any food washed with contaminated water
Eating undercooked meat from a contaminated animal
Cross-contamination

Like viruses, parasites don't grow in food.

Symptoms of a parasitic infection depend on the type of parasite. Abdominal or stomach pain, diarrhea, muscle pain, coughing, skin lesions, weight loss and many other symptoms are all possible.

Examples include:

- Trichinosis (pork tapeworm), spread through raw or undercooked pork or wild game
- Anisakiasis (parasitic roundworm), spread through uncooked marine fish and raw fish items such as sushi, sashimi, ceviche or salmon

Protozoa

There are many kinds of protozoa. The ones that cause foodborne illness are a type of

parasite that live in the digestive tract of people and animals.

Protozoa can get into food from contaminated water. They can survive longer in water than bacteria can and they're harder to remove from water than bacteria. Protozoa are more likely than most other microorganisms to infect someone who eats or drinks contaminated food or water.

Cross-contamination can spread protozoa to other food. Examples of foodborne illness caused by protozoa:

Giardiasis (also known as beaver fever or backpacker's diarrhea) that can spread through contaminated water or food

Cryptosporidiosis that can spread through contaminated water

Yeasts

Yeast is used to make breads and alcohol, but yeast can also spoil food. Yeast spoils food by slowly eating it. Contamination shows up as bubbles, an alcoholic smell or taste, pink spots or slime.

Yeast can grow at most food storage temperatures. Yeast usually only spoils food without making people sick. It needs sugar and moisture to survive which it finds in foods like jellies and honey.

Mould

Moulds are needed for some things, like making wines and antibiotics. The blue in blue cheese, the flavour and sweetness of some rare white wines, and the power of penicillin to fight disease all come from different kinds of mould. But the moulds we find in our kitchens are the slimy, rotten, fuzzy or unpleasant coloured kind that spoils food.

Single mould cells are usually very tiny, but mould colonies (groups of cells that are growing together) may be seen as fuzzy growths on food.

Some moulds make toxins called mycotoxins that can cause serious illness or infections. You can't tell by looking whether the mould you see is one of the poison-producing types.

Examples of toxins produced by moulds include:

- Aflatoxin often found in nuts, peanuts and peanut butter
- Ochratoxin A often found in grain, coffee and wine

When in Doubt

Mould can grow on almost any food at any storage temperature and under any conditions. Freezing prevents the growth of mould but won't kill any mould cells already in the food. The mould that you see on food isn't the only mould that's there. If it creates poisons, they're generally under the surface of the food.

Mould can be thought of like a plant. The part you can see is like the flower. Underneath that are roots inside the food that can make it unsafe. The softer the food, the further into the food the mould is likely to spread.

Does all mouldy food have to be thrown out?

Some hard cheeses and hard salami can be saved, if you can cut out the mould at least one inch around and under it. However, it is encouraged that all mouldy foods are thrown away.

Bacteria

Bacteria are everywhere in our environment. They can be very helpful to us, but they can also be harmful. Some examples of good bacteria are:

- Lactobacillus and bifidobacterium which help us to digest food
 - Biofilms being used by NASA to clean water aboard the space shuttle
- Most foodborne illnesses are caused by non-beneficial, or pathogenic, bacteria. Some examples of harmful bacteria are:

Campylobacter

Commonly found in poultry and meat. It can be carried by rodents, wild birds, household pets such as cats and dogs and can also be found in untreated water.

Listeria

Found in soil. People can get infected by eating dairy products, vegetables, and fish and meat products that are contaminated with the bacteria.

E. coli

Lives in the intestines of animals and can be spread to the outer surfaces of meat when it is being butchered. E. coli can also be spread through contaminated water.

Clostridium perfringens

Can be found in high protein or starch-like foods such as cooked beans or gravies and is likely to be a problem in improperly handled leftovers.

Salmonella

Most commonly found in raw poultry, but also found in other meats, unpasteurized milk and raw eggs.

Infection

When food contaminated with living pathogenic bacteria is eaten, it can cause an infection type of foodborne illness. It may take only a small amount of bacteria to cause an infection, depending on the bacteria type.

Bacteria will pass through the stomach and down to the intestines where it'll begin to multiply. Symptoms often take one or more days after eating the contaminated food to appear. With most bacteria, symptoms will appear within three days, but some pathogenic bacteria won't cause symptoms for 10 or more days. Others can take more than two months. Symptoms usually come on slowly and can last for several days. Since this is an infection, one of the symptoms is usually a fever.

The most common examples of this type of food poisoning are Salmonella, Campylobacter, and Shigella. There are many other types as well.

Toxins

Sometimes it's not the bacteria itself that makes a person sick, but what the bacteria produces. All bacteria produce a waste product, some of which are poisonous or toxic to humans. These waste products are called toxins. A foodborne illness caused by a toxin is also called foodborne intoxication.

These toxins have no smell or taste. Some toxins can't be destroyed by normal cooking temperatures. This means cooking a food contaminated with a toxin may not

make it safe.

Bacterial toxins can come from bacteria that's growing in food, or from bacteria that's on a person handling the food. Infections, cuts, burns, boils and pimples all have bacteria and, if those bacteria or their waste products get into food, they can cause foodborne illness.

Toxin Symptoms

Foodborne intoxication symptoms can start the same day or within a day or two of eating contaminated food. They can last up to two weeks. These illnesses can be very dangerous. Remember, a toxin is a poison. One common type is *Clostridium botulinum* (*C. botulinum*) that causes botulism.

It's important to remember that with foodborne intoxication, it's not the bacteria that's making the person sick; it's the toxin made by the bacteria.

Examples of Microbiological Illness

I This is the time from when a person eats the contaminated food to the time when he/she starts to feel sick.

In Review

Not all microorganisms are bad for us

3. The types of pathogenic microorganisms that cause foodborne illness: viruses, parasites, yeasts, mould and bacteria
 4. What is similar and what is different about these pathogens
 5. The sources of these microorganisms
6. The foodborne illnesses these pathogenic microorganisms cause and the symptoms of illness
7. Why some kinds of food contamination are more likely than others to make people sick
8. Why some people are more likely to get sick than others when they eat contaminated food
7. What makes a food potentially hazardous

ESSENTIAL WORDS

common cause	umumiy sabab	общая причина
handle food safely	oziq ovqat mahsulotlarini xavfsizligi	безопасно обращаться с едой
germ	mikrob	зародыш
lively cell	tirik hujayra	живая клетка
dehydration	suvsizlanish	обезвоживание
contaminated water	ifloslangan suv	загрязненная вода
seafood	dengiz mahsulotlari	морепродукты
undercooked meat	yaxshi pishirilmagan go'sht	недоваренное мясо
raw fish	xom baliq	сырая рыба
alcoholic smell	alkogolli hid	алкогольный запах
under the surface	yuza ostida	под поверхностью
to digest food	ovqat hazm qilish uchun	переваривать пищу
raw poultry	xom parranda	сырая птица
waste product	chiqindi mahsulot	отходы
cooking temperature	pishirish harorati	температура приготовления
vomit	qusmoq, qayt qilmoq	рвота

GRAMMAR VIEW

§ 1. Предлогами называются служебные слова, которые показывают отношение существительного (или местоимения) другим словам в предложении. Они не выполняют самостоятельной функции в предложении и поэтому не являются членами предложения.

В современном английском языке падежные окончания почти полностью отсутствуют. Поэтому предлоги играют в английском языке исключительно важную роль, являясь одним из главных средств выражения отношений существительного (или местоимения) к другим словам в предложении.

Предлоги выражают разнообразные отношения — пространственные, временные, причинные и др. В русском языке эти отношения выражаются не одними предлогами, а предлогами и падежными окончаниями; в английском же

языке эти отношения выражаются только предлогами, поскольку существительные в общем падеже, с которыми они сочетаются, не имеют специальных окончаний: He lives **in** Tashkent. Он живет в Ташкенте.

He is sitting **under** a tree. Он сидит под деревом.

After dinner he went **to** the library. После обеда он пошел в библиотеку.

He came **with** his brother. Он пришел с братом.

§ 2. Некоторые английские предлоги иногда выполняют чисто грамматическую функцию, передавая в сочетании с существительными (или местоимениями) те же отношения, которые в русском языке передаются косвенными падежами без предлогов. В этих случаях они теряют свое лексическое значение и на русский язык отдельными словами не переводятся. К таким предлогам относятся: 1. Предлог **of**, когда он выражает отношения между двумя существительными. В этом случае предлог **of** в сочетании с существительным (или местоимением) соответствует в русском языке существительному (или местоимению) в родительном падеже: The roof **of the house** is painted Крыша дома выкрашена в зеленый green. цвет, The theatre is at the end **of the** Театр находится в конце улицы. street. 2. Предлог **to**, когда он выражает отношение глагола к дополнению, обозначающему лицо, к которому обращено действие. В этом случае предлог **to** в сочетании с существительным (или местоимением) соответствует в русском языке существительному (или местоимению) в дательном падеже:

I showed the letter **to the director**. Я показал письмо директору.

He explained the rule **to the student**. Он объяснил правило студенту.

3. Предлог **by**, когда он выражает отношение глагола в страдательном залоге к дополнению, обозначающему действующее лицо. В этом случае предлог **by** в сочетании с существительным (или местоимением) соответствует в русском языке существительному (или местоимению) в творительном падеже: The letter was signed **by the director**. Письмо было подписано директором. 4. Предлог

with, когда он выражает отношение глагола к дополнению, обозначающему орудие действия. В этом случае предлог **with** в сочетании с существительным (или местоимением) также соответствует в русском языке существительному (или местоимению) в творительном падеже: He cut the paper **with a knife**. Он разрезал бумагу ножом.

§ 3. Каждый предлог употребляется с определенным лексическим значением (включая предлоги of, to, by, with, когда они не употреблены в чисто грамматической функции).

Многие предлоги имеют не одно, а несколько значений. Так, например, предлог **in** употребляется: 1. Для обозначения м е с т а со значением *в* (на вопрос *где?*): He lives in Tashkent. Он живет в Ташкента. 2. Для обозначения в р е м е н и : а) со значением *в* (перед обозначением месяца или года): They will arrive in May. Они приедут в мае. б) со значением *через*: He will return in an hour. Он вернется через час. в) со значением *в, за, в течение*: The house was built in three months. Дом был построен в три месяца (за три месяца).

§ 4- Во многих случаях употребление того или другого предлога зависит исключительно от предшествующего слова — глагола, прилагательного или существительного.

Так, например, глагол **to depend** *зависеть* требует после себя предлога **on**: It doesn't depend on me. Это не зависит от меня.

Глагол **to laugh** *смеяться* требует после себя предлога **at**: He laughed at her. Он смеялся над ней.

Прилагательное **sure** *уверенный* требует после себя предлога of: He was sure of it. Он был уверен в этом.

Существительное **objection** *возражение* (как и глагол **to object** *возражать*) требует после себя предлога **to***: I have no objections to that. У меня нет возражений (Я не возражаю) против этого. § 5. Некоторые глаголы могут

употребляться с различными предлогами, меняя свое значение в зависимости от предлога: He is looking at the child. Он смотрит на ребенка.

He is looking for the child. Он ищет ребенка.

He is looking after the child. Он заботится о ребенке.

EXERCISE 1. FILL IN THE GAPS WITH PROPER PREPOSITIONS

We live ____ Tashkent. 2. They work ____ the Ministry ____ Foreign Trade. 3. I usually go ____ the office ____ the morning. 4. My friends seldom speak English ____ me. 5. Do you speak English or Russian ____ your wife? 6. Where is your pencil? Is it ____ the table? — No, it isn't. It is ____ the floor ____ the table. 7. Take your pen ____ ____ your bag and write this sentence. 8. I usually go ____ the office ____ the lessons. 9. ____ our lessons we usually write many exercises ____ the blackboard. ____ home we usually write ____ our copy-books. 10. ____ the morning the teacher and the students come ____ the class-room and sit down ____ their tables. 11. What do you usually do ____ your English lessons? — We read, write and speak English ____ our lessons. 12. Do you go ____ the office ____ or ____ your lessons? 13. Don't go ____ that room. 14. Look ____ the blackboard.

EXERCISE 2. MAKE UP INTERROGATIVE AND NEGATIVE SENTENCES

1. His name is Pavlov. 2. Her sister lives in Moscow. 3. My friend studies English. 4. Our teacher speaks French. 5. This engineer works at our office. 6. His wife goes to the office in the morning. 7. Her friend writes English sentences at home. 8. They do many exercises at home.

. LESSON 4. TIME AND TEMPERATURE

Grammar: Interrogative pronouns

GET READY!

Before you read the text, talk about these questions.

1. Do you get confused over all the specific time and temperature requirements?
2. Why is time and temperature important for cooking meals?



Introduction

It is important that food be in the danger zone range of temperatures (between 4°C/40°F and 60°C/140°F) for as short a time as possible. This is true during all of the different stages of preparing, serving and selling food

Food goes through many stages before it's made available to your customers. Steps need to be taken at each of these stages to make sure bacterial growth is kept to a minimum. This is done by controlling the temperatures food is kept at, and the amount of time food is kept at those temperatures.

Food Safety Sequence

The basic sequence of food preparation is:

- Receiving and storage
- Freezing
- Thawing
- Refrigeration
- Food preparation
- Cooking
- Hot and cold holding
- Cooling
- Reheating

Not all foods will go through all of these stages and they may not go through them in this order. Fresh vegetables may not get frozen or thawed. Salad ingredients

may not get cooked or reheated. All food will go through some or all of these stages. It's very important to monitor and control the temperature of food during all of these stages to make sure bacteria has little chance to grow. You should use your probe thermometer to check temperatures through all of these stages

The Probe Thermometer

To make sure the proper food temperatures are reached and maintained, use a probe thermometer. Insert the probe so the sensing area is in the thickest part of the food, or in the centre of the food if there is no part that is thickest.

- Wait at least 15 seconds for the reading to steady and then record the reading.

Probe thermometers must be cleaned and sanitized by using alcohol swabs or a sanitizing solution after each use. This is to make sure you don't crosscontaminate food.

Don't let the probe touch the bottom or sides of the food containers because you won't get an accurate temperature if you do. Never leave the thermometer in food that is being cooked by oven, microwave or stove.

- Insert the probe so the sensing area is in the thickest part of the food, or in the centre of the food if there is no part that is thickest.

- Wait at least 15 seconds for the reading to steady and then record the reading.

Probe thermometers must be cleaned and sanitized by using alcohol swabs or a sanitizing solution after each use. This is to make sure you don't crosscontaminate food.

Don't let the probe touch the bottom or sides of the food containers because you won't get an accurate temperature if you do. Never leave the thermometer in food that is being cooked by oven, microwave or stove.

Thermometer Recalibration

Recalibrating your thermometer regularly will help to ensure your temperature readings are accurate. Recalibrating means adjusting the thermometer to make sure it's reading the right temperature. A thermometer should be recalibrated:

How to Recalibrate



1.
 - After an extreme temperature change
 - it has been dropped

Even if these haven't happened, your thermometer should be recalibrated on a regular basis. The recommended way to calibrate your probe thermometer is by using the ice point method.

2. To use the ice point method, mix a 50/50 slush of crushed ice and water. The temperature of the mix will always be 0°C (32°F), so you can use this to make sure your thermometer is giving an accurate reading.

3. Set the probe of the thermometer in the mixture, making certain it's not touching the sides or the bottom. Wait until the needle stops moving to see what temperature it's reading. If it's not 0°C (32°F), it needs to be adjusted.

If your thermometer has a calibration nut, use a small wrench to turn it until the temperature reads 0°C (32°F). Keep the probe in the ice water to make

sure the temperature is accurate.

When You Can't Recalibrate

Digital thermometers don't usually have a way to be recalibrated, but still need to be checked for accuracy. Use the same method as described above for a dial type thermometer. The exception is that the digital thermometer may have a reset button that has to be pushed to recalibrate the setting. If the thermometer doesn't read 0°C (32°F), try a new battery or have a repair service check the unit.

Follow any instructions for maintenance and care of your thermometer that come with it at purchase, including those for recalibration.

If you test your thermometer and it's off by a few degrees but you're not able to immediately recalibrate it, be sure to adjust any temperature readings manually. For example, if your thermometer reads -3°C (27°F) using the ice point method, you'll need to add 3°C (5°F) to any reading you take because you know that it should be reading 0°C (32°F). This would mean that a refrigerator temperature reading of 4°C (40°F) on your thermometer is really 7°C (45°F).

If your thermometer is off by more than a few degrees, you can't trust it. Recalibrate it, or use a different one.



time.mp3

LISTENING TASK. Fill in the gaps.(listen amminute.com time)

There never _____ time to do things. I always _____ time. I really wish there were more hours in the day. Then I could slow down and relax, and _____. Time is a fun thing. Sometimes it flies – usually when you're having fun. Other times _____ painfully slowly. Sometimes I look at the clock and I think it's going backwards. I think it's very important to _____. It's too important to waste. For me, time is _____ weekends. I can _____ time with my family and friends. I always have a good time at the weekend. I like _____ is money. It kind of shows how valuable time is. Oh well. That's that. Time for me to go now.

ESSENTIAL WORDS

danger zone	xavfli hudud	зона опасности
different stages	turli bosqichlar	разные этапы
make available	mavjud qilmoq	сделать доступным
controll the temperature	haroratni boshqarmoq	контролировать температуру
monitor the temperature	haroratni kuzatib bormoq	следить за температурой
alcohol swab	spirtli tampon	следить за температурой
sanitizing solution	sanitiarik yechim	дезинфицирующий раствор

to adjust	sozlamog	отрегулировать
recalibrate	qayta sozlash	перекалибровать
digital thermometer	raqamli termometr	цифровой термометр

QUANTITIES

We buy things in different units. Match each item on the left with the most suitable item on its right.

1. a bar a) of matches
2. a pair b) of soap
3. a box c) of potatoes
4. a pound d) of cloth
5. a roll e) of shoes
6. an ounce f) of milk
7. a yard g) of tobacco
8. a pint h) of film
9. an acre i) of flowers
10. a bottle j) of toothpaste
11. a gallon k) of land
12. a bunch l) of wine
13. a tin m) of sardines
14. a tube n) of petrol
15. a packet o) of jam
16. a jar p) of cigarettes

GRAMMAR VIEW

К вопросительным местоимениям относятся местоимения **who (whom)**, **whose**, **what** и **which**. § 24. **Who** употребляется в двух падежах: именительном — **who** *кто* и объектном — **whom** *кого*. **Who** и **whom** употребляются по отношению к лицам.

Who употребляется в качестве местоимения-существительного и выполняет в предложении функцию подлежащего (когда вопрос относится к подлежащему) или именной части сказуемого (когда вопрос относится к именной части сказуемого): **Who** came here yesterday? Кто приходил сюда вчера? (подлежащее).

Who is that man? (именная часть Кто этот человек? сказуемого).

Когда **who** является подлежащим, глагол после **who** употребляется в единственном числе (как и глагол после *кто* в русском языке): **Who is** there? Кто там?

Who has taken my pencil? Кто взял мой карандаш?

Когда **who** является именной частью сказуемого, глагол-связка согласуется в лице и числе с существительным или местоимением, которым выражено подлежащее: **Who is** that boy (he)? Кто этот мальчик (он)?

Who are those boys (they)? Кто эти мальчики (они)?

Whom в функции прямого дополнения чаще всего соответствует в русском языке местоимению *кто* в винительном падеже — *кого*. В разговорной речи **whom** обычно заменяется формой **who**: **Who (whom)** did you meet there? **Кого** вы встретили там?

Who (whom) did you ask about it? **Кого** вы спрашивали об этом?

Whom в сочетании с предлогами выполняет функцию предложного косвенного дополнения. **To whom** соответствует в русском языке дательному падежу местоимения *кто* — *кому*, а **by whom** соответствует творительному падежу — *кем*: **To whom** did you show the letter? **Кому** вы показали письмо?

By whom is the letter signed? **Кем** подписано письмо?

Whom может употребляться с любыми предлогами, чаще всего соответствуя в русском языке местоимению *кто* в косвенных падежах с предлогами: **From whom** did you receive the tele- **От кого** вы получили эту телеграмму?

Of whom are you speaking? О **ком** вы говорите?

With whom did you come yesterday? С **кем** вы приходили вчера?

Предлог, относящийся к **whom**, обычно ставится после глагола, а при наличии дополнения — после д о п о л н е н и я . В этом случае вместо **whom** обычно употребляется форма **who**: **Who (whom)** did you show the letter to?

Who (whom) is the letter signed **by**?

Who (whom) did you receive the telegram **from**?

Who (whom) are you speaking **of**?

Who (whom) did you come **with** yesterday?

EXERCICE 1. ANSWER THE FOOLOWING QUESTIONS

1. Does your wife work?
2. Where does she work?
3. Does she study a foreign language?
4. What language does she study?
5. Does your son go to his English lessons every day?
6. Does he study French too?
7. What does he do during his English lessons?
8. Does your sister work or study?
9. When does she go to the office?
10. Are you a worker?
11. Do you study German?
12. Does your sister study German too?
13. Is she a good student?
14. Where do you work?

15. Where does your sister work?
16. What kind of books do you read?
17. What kind of books does your son read?
18. When do you study English?
19. When does your son study English?

EXERCICE 2. MAKE UP QUESTIONS TO THE UNDERLINED WORDS

1. My wife is an economist (1).
2. His sister lives in Moscow (1).
3. My sister often sends me letters. (1).
4. They speak German well (1).
5. This student goes to his lessons in the morning (1).
6. He usually gets good marks (1).
7. My friend prepares her home task in the evening (3).
8. My son learns many new words at his lessons

LESSON 5.

RECEIVING AND STORAGE

Grammar: countable and uncountable nouns

GET READY!

Before you read the text, talk about these questions.

1. Why is storage important in food service establishment?
2. What is the most important rule of food storage?



Introduction

Food safety is important during all of the different stages of preparation and production. To make sure the food you're serving to customers is safe, you need to make sure it comes from a safe source and is stored properly.

Shipping and Receiving

Whenever food is received at your premises, it should be inspected. You want all of the food you're receiving to come from an approved source and be in good condition. Check delivery trucks. They should be clean and shouldn't have signs of contamination.

All food products should be checked before they're accepted to make sure they're not spoiled or damaged. Look for:

- Proper shipping temperatures

- Dents or rust on cans

- Bulging, leaking or stains on packaging

- Signs that products may be spoiled or infested by pests (e.g., gnawed holes or insect wings)

Proper labeling and labeling should be intact - not changed, broken or removed from the food to which it's supposed to be attached.

Check the manufacturer's 'best before' date. If the date has passed, don't accept the food.

Meat, Poultry and Seafood

Only government inspected meat, poultry and fish/shellfish are allowed in food premises. Wrappers and/or boxes of these foods usually show government approval and where the food was packaged.

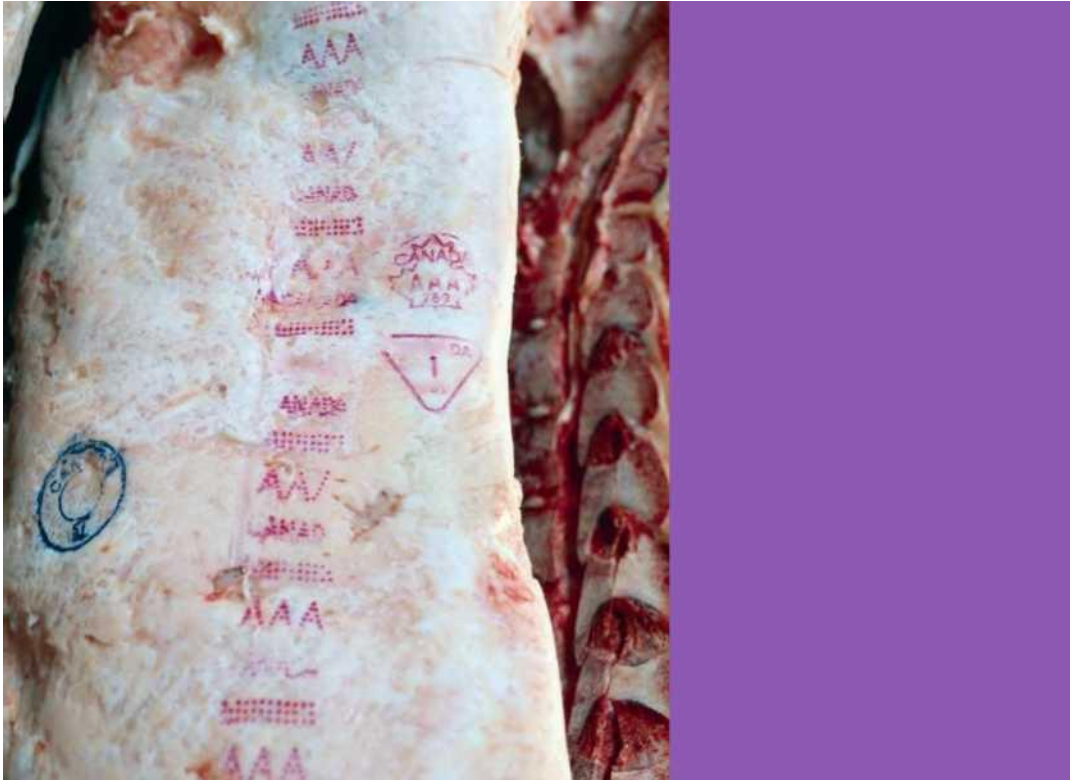
You should reject meat and poultry products if they're discoloured, have a strange smell, or if the food is slimy, sticky or dry. These products must be delivered frozen or refrigerated.

Fish and shellfish should be delivered either frozen solid or live at 4°C (40°F). Inspect the fish itself. Reject fish products if:

- There is a strong 'fishy' or ammonia smell.
- The eyes are sunken or cloudy.
- The flesh is soft and gives (i.e., if you poke the flesh with your finger and the fingerprint stays).

- The shipping temperature is above 4°C (40°F).

If clam, mussel or oyster shells are partly open and don't close when tapped, it means they're dead. Reject them. If lobster and shrimp are soft and have a strong smell, reject them.



Dairy Products

Buy only pasteurized milk. All dairy products like ice cream, cheese, sour cream and yogurt must be made using only pasteurized milk. This doesn't apply to cheese made from unpasteurized milk in a licensed plant, and cheese made from animals other than cows or goats, provided the cheese has been prepared in a way that destroys and prevents bacterial growth and any other contamination that would make it unsafe to eat. It is recommended to freeze ice cream and to store most other dairy products between 2°-4°C (36°-40°F). Dairy products shouldn't have a sour or mouldy taste or a strange colour or texture. Make sure you check the 'best before' date. These products should be delivered at 4°C (40°F) or lower. Reject them if the temperature is higher.

Modified Atmosphere Packaging (MAP) reduces or replaces oxygen with other gases

to help keep bacteria from growing. Food packaged in MAP can be kept longer without using preservatives. Some of the foods available in MAP are:

- Refrigerated meals
- Fresh pasta
- Prepared salads
- Soups
- Sauces
- Cooked meats and poultry

Check packages for any holes or tears, bubbles, slime or discoloured contents. If you see any of these, reject them. MAP makes food much less likely to spoil as long as the packaging is done right and isn't mishandled.

Check for the expiration or 'best before' date on the package, and make sure the foods are received at the temperature marked on the package by the manufacturer or supplier.

Canned Foods

Food premises can't use or accept any home-canned foods. The risk for botulism is too high. Commercially prepared foods are made safe by heating to very high temperatures to meet quality control standards which are tested and verified on a regular basis.



meat.mp3

LISTENING TASK. Fill in the gaps. (listen aminute.com meat)

I'm _____. I love meat of all kinds. I have eaten _____. Even though I love meat, I could easily stop eating it, and I don't _____. A long time ago I heard the vegetarian slogan "Meat is Murder". If you think about it, that's true. I don't think animals are _____ us to eat, especially when we don't need to eat meat. And then there's _____ global warming today.

Raising animals needs land. Many forests are _____ raise cows for meat. This really has to stop. Instead of meat, there are other things we could have. Dairy products would give _____ we need. I know a lot of people who could never give up meat. They always say it would be _____ without a big, juicy steak.

ESSENTIAL WORDS

food safety	oziq ovqat xavfsizligi	безопасности пищевых продуктов
safe source	xavfsiz manba	безопасный источник
to store properly	to'g'ri saqlamoq	правильно хранить
approved source	tasdiqlangan manba	утвержденный источник
be in good condition	yaxshi holatda bo'lmoq	быть в хорошем состоянии
delivery truck	yetkazib berish mashinasi	грузовик доставки
manufacturer	ishlab chiqaruvchi	производитель
government approval	hukumat tomonidan tasdiqlangan	одобрение правительства
a strange smell	g'alati hid	странный запах
sunken eyes	mayus ko'zlar	запавшие глаза
pone the flesh	tana go'shtini yupatish	проткнуть плоть
fingerprint	barmoq izi	отпечаток пальца
pasteurized milk	pasterizatsiya qilingan sut	пастеризованное молоко
to prevent bacterial growth	bakteriyalarni ko'payishini oldini olish	для предотвращения роста бактерий
reduce	kamaytirmoq	уменьшать
modified atmosphere packaging	o'zgargan atmosfera qatlami	упаковка в модифицированной атмосфере
supplier	ta'minlovchi	снабженец
home canned food	uyda tayyorlangan konservalar	домашние консервы

EXERCISE 1.MATCH THE WORDS ON THE LEFT WITH THEIR OPPOSITES ON THE RIGHT.

1. cold a. fast 1. _____
2. early b. foolish 2. _____

3. hard c. high 3. _____
4. low d. hot 4. _____
5. old e. late 5. _____
6. slow f. sick 6. _____
7. thing. soft 7. _____
8. weak h. strong 8. _____
9. well i. thick 9. _____
10. wise j. young 10. _____

GRAMMAR VIEW

§ 3. Имена существительные нарицательные можно разделить на две группы: 1) и с ч и с л я е м ы е существительные и 2) н е и с ч и с л я е м ы е существительные. 1. К и с ч и с л я е м ы м существительным относятся названия предметов, которые м о ж н о пересчитать. Они употребляются как в е д и н с т в е н н о м , так и во м н о ж е с т в е н н о м числе: Я купил книгу.

Я купил две книги.

На этой улице имеется библиотека.

I have bought **a book**.

I have bought two **books**.

There is **a library** in this street.

There are very many **libraries** in Tashkent. 2. К н е и с ч и с л я е м ы м существительным относятся названия предметов, которые н е л ь з я пересчитать. К ним принадлежат существительные вещественные и отвлеченные. Существительные неисчисляемые употреб-ляются только в е д и н с т в е н н о м числе: **Coal** is produced in many districts of our country.

Knowledge is power.

Уголь добывается во многих районах нашей страны.

Знание — сила.

§ 4. В английском языке, как и в русском, некоторые существительные вещественные могут употребляться для обозначения предмета или предметов, состоящих из данного вещества или материала; в этом случае они переходят в исчисляемые существительные: He carried **a brick** in each hand. (two **bricks**)

Ср.: Our house is built of **brick**.

The boy threw **a stone** (two **stones**) into the water.

Ср.: The ground was as hard as **stone**.

Наш дом построен из кирпича.

Мальчик бросил камень (два кам-ня) в воду.

Земля была тверда, как камень.

Существительные вещественные могут употребляться, как и в русском языке, для обозначения разных сортов и видов вещества. И в этом случае они также переходят в исчисляемые существительные: It is **a good wine**. Это хорошее вино.

He prefers Caucasian **wines** to Crimean **wines**. - Он предпочитает кавказские вина крымским.

We export lubricating **oils**. Мы экспортируем смазочные масла.

§ 5. Существительные отвлеченные переходят в исчисляемые существительные, когда их значение конкретизируется: He made **a speech** yesterday. Он произнес вчера речь.

His **speeches** are always interesting. Его речи всегда интересны.

Ср.: Animals do not possess the power of **speech**. Животные не обладают даром речи.

There are very many **amusements** in the Park of Culture and Rest.

Ср.: He does that for **amusement**.

В Парке Культуры и Отдыха очень много развлечений. Он делает это ради развлечения.

LESSON 6.

MICROBIOLOGICAL CONTAMINATIONS

Grammar: past simple

GET READY!

Before you read the text, talk about these questions.

1. What are the sources and types of microbial contaminants?
2. How do microbes contaminate food?



Microbiological contamination is the spread of harmful microorganisms to food that doesn't naturally contain those microorganisms. The consumption of healthy food is a consumer's right and the duty of the manufacturing industry. Health authorities are duty bound to prepare and enforce laws to protect the population's health. The supply of food free from health risks to the population is actually a challenge. In fact, contaminated food may cause serious infections and jeopardize the health of the population.

Owing to their frequency, food-caused infections are a very grave issue to public health. They may cause hazards ranging from a simple intestine discomfort to cases that are more serious, such as neurological disorders and death, because of the high number of microorganisms involved in a simple epidemic event.

Fresh or processed animal-derived food may harbor several pathogenic microorganisms that cause physiological disorders in people who consume them. When food eventually contaminated by disease-causing microorganisms is consumed, pathogens or their metabolites invade the host's fluids or tissues and trigger serious types of diseases, such as tuberculosis. They are conveyed by non pasteurized milk or by cheese contaminated by bacterial populations of *Mycobacterium*

bovis and *M. tuberculosis* or by *Brucella abortus*, gram negative bacteria, intracellular pathogen that cause undulant fever and arthritis in human beings.

Bacteria, fungi, protozoa and viruses are the main microorganism groups that cause food disorders. Due to their diversity and pathogenesis, bacteria are by far the most important microbial group commonly associated with food-transmitted diseases. High rated agents in food infections are *Salmonella* sp., *Campylobacter* sp and *Listeria monocytogenes* due to their importance in eventual sequelae. The microbiological health risks in fowl consumption and its raw products include contamination by the above food pathogens.

Besides being one of the principal causes of food-derived diseases since its attack generally involves a great number of people, the genus *Salmonella* is associated with economic liabilities, commercial damage and decrease in production due to its frequency and extension. These facts occur because of the great number of food products that may be contaminated by this bacterium, namely, food with high humidity, protein and carbohydrate rates, such as beef, pork, chicken, eggs, milk and their derived products, highly liable to deteriorate. The contamination process by pathogenic bacteria in humans may be caused by poor hygiene conditions during processing involving sick people and animals or involving feces from infected agents. Bacteria-contaminated food may also be hazardous to public health due to the excessive growth in bacteria populations at food surface or within the food. These bacteria may come from the environment and cause toxins that develop into serious health problems on intake.

Hand-manipulated meat, sausages, salamis and cheese are among the most consumed products worldwide. They are also liable to high microbiological contamination due to their manufacturing process.

As discussed in the Microorganisms section, some foods naturally have

microorganisms in them, like *Salmonella* in raw poultry. If *Salmonella* is transferred from raw poultry to another food, this is called cross-contamination. There are also other sources of microbiological contamination. Viruses, like Hepatitis A, can be transferred to food from an infected person who is handling the food.

Other sources of microbiological contamination include poor cleaning, poor personal hygiene or dishes that haven't been cleaned and sanitized properly. There are simple things you can do as a food handler to make sure food doesn't get contaminated.

Cross-Contamination

Cross-contamination happens in three ways:

1. Food to Food

Raw food or juices come in contact with ready-to-eat food.

2. Equipment to Food

The same equipment is used with raw and ready-to-eat food without cleaning and sanitizing in between.

3. People to Food

Hands that have touched raw food then touch ready-to-eat food without being washed in between.

ESSENTIAL WORDS

harmful microorganisms	zararli mikroorganizmlar	вредные микроорганизмы
transfer microorganisms	mikroorganizmlarni uzatish	переносить микроорганизмы
infected person	infektsiya yuqtirgan odam	зараженный человек
other source	boshqa manba	другой источник
include	o'z ichiga olmoq	включать
personal hygiene	shaxsiy gigiena	личная гигиена
carry a pathogen	patogenni olib bormoq	нести патоген
show symptom	septomni ko'rsatmoq	показать симптом
to keep dirt	iflos saqlamoq	держат грязь
food premise regulation	oziq ovqat mahsulotlarini joylashtirishni tartibga solish	положение о пищевых помещениях

headgear	bosh kiyim	головной убор
public health inspector	sog'liqni saqlash inspektori	инспектор общественного здравоохранения

GRAMMAR VIEW

Past Indefinite служит для выражения действия, совершившегося или совершавшегося в прошлом. Это время употребляется в п о в е с т в о в а н и и , т.е. при изложении событий, имевших место в прошлом, а также в р а з г о в о р е о п р о ш е д ш и х с о б ы т и я х . Past In-definite переводится на русский язык прошедшим временем глагола как с о в е р ш е н н о г о , так и н е с о в е р ш е н н о г о вида, в зависимости от смыс-ла предложения.

Past Indefinite употребляется: 1. Для выражения прошедшего действия с такими обозначениями вре-мени, как **yesterday** *вчера*, **last week** *на прошлой неделе*, **an hour ago** *час тому назад*, **at six o'clock** *в шесть часов*, **the other day** *на днях*, **on Monday** *в понедельник*, **in 1917** *в 1917 году*, **during the war** *во время войны* и т.п.:

Я говорил с ним вчера.

Я получил от него письмо на прошлой неделе.

Он пришел в пять часов.

Товары прибыли на днях.

Переговоры закончились в субботу. быть выражено также п р и д а т о ч -Я видел его, когда был в Ленинграде.

Я поговорил с ним об этом, когда мы встретились в столовой.

Он заходил, когда я был в институте.

Время совершения действия может, однако, и не быть указано в пред-ложении, а подразумеваться: I **bought** this book in Tashkent.

I spoke to him yesterday.

I received a letter from him last week.

He came at five o'clock.

The goods **arrived** the other day.

The negotiations **ended** on Saturday
Время совершения действия может быть предложено: I saw him when I was in Tashkent.

I spoke to him about it when we met in the dining room.

He **called** when I was at the Institute.

I recognized him with difficulty. 2. Для выражения ряда прошедших следовательности; He came home, had dinner, read the newspaper and began to do his lessons.

He left the hotel, took a taxi and drove to the theatre.

The manager entered the office, sat down at his desk, and began to look through the morning mail.

When I arrived at the railway station, I went to the booking-office and bought a ticket.

3. Для выражения обычного, действия: Last year I went to the theatre every week.

Last winter I often worked in the library.

While she was in Moscow, she called on us every evening.

Я узнал его с трудом {подразумевается: когда мы встретились}. действий, передаваемых в той по-ни про и с х о д и л и : Он пришел домой, пообедал, прочел газету и начал делать уроки.

Он вышел из гостиницы, взял такси и поехал в театр.

Заведующий вошел в контору, сел за письменный стол и начал просматривать утреннюю почту.

Когда я приехал на вокзал, я пошел в кассу и купил билет.

повторявшегося прошедшего дей-

В прошлом году я ходил в театр каждую неделю.

Прошлой зимой я часто работал в библиотеке.

Когда она была в Москве, она навещала нас каждый вечер.

EXERCISE 1. CHOOSE THE PROPER FORM OF THE VERB IN BRACKETS

He often (to meet) Peter at his office. 2. You (to speak) English? — Yes, I (to do). 3. I usually (to come) home in the evening. 4. Ann (to be) an economist. She (to live) far from* her office? — No, she (not to do). She (not to live) far from her office. 5. He sometimes (to translate) letters and telegrams from Russian into English. 6. His sister (not to study) French. She (to study) German. 7. We often (to send) telegrams to Kiev. 8. Your son (to be) a pioneer? 9. He always (to prepare) his lessons well? What marks he usually (to get)? — He always (to get) good marks. 10. They (to take) English lessons every day? 11. You often (to repeat) the words of these texts? 12. The words of the second lesson (not to be) new. We already (to know) these words very well.

EXERCISE 2. MAKE UP NEGATIVE AND INTERROGATIVES

1. He opened the window in our class-room before the lesson yesterday. 2. Ann translated many foreign letters at the office last week. 3. I finished work at six o'clock the day before yesterday. 4. You studied German five years ago. 5. They returned home in the evening. 6. They discussed many articles from these French magazines last week-end.

LESSON 7.

PERSONAL HYGIENE

Grammar: Adjectives

GET READY!

Before you read the text, talk about these questions.

1. What is the meaning of personal hygiene?

2. What is good hygiene practices in food industry?



People are one of the major sources of microorganisms that cause foodborne illness. There are microorganisms on and in the body (e.g., on hands, face, hair) and on clothes. These microorganisms are there all of the time, not just when a person is feeling ill.

They could make another person very sick if they're transferred through food. This could happen even if the microorganisms don't make the person carrying them feel sick. A person may carry a pathogen and not show any symptoms. That is why it is important that people who handle and prepare food follow good personal hygiene practices. This will make it less likely for you to transfer microorganisms from yourself to the food you're handling. It is something over which you have control. You must take it seriously. Even a small amount of a microorganism could be deadly to some people.

The Centers for Disease Control and Prevention (CDC) recommend washing the hands at certain times:

- before, during, and after preparing food
- before eating food
- before and after looking after anyone who is vomiting or has diarrhea
- before and after treating a cut or wound
- after going to the bathroom
- after changing diapers or cleaning up a child who has used the toilet
- after blowing the nose, coughing, or sneezing
- after touching garbage or dirty surfaces or objects
- after handling pets or pet-related items, such as food

Factors that can negatively impact Hygiene are: poverty and lack of access to clean water can both have a detrimental effect on a person's personal hygiene. A person's mental health can also affect how they take care of themselves. People who are living with certain conditions, such as a psychotic disorder, severe depression, or drug or alcohol use disorder, may find it very difficult to keep up a personal hygiene routine. Keeping the body clean has positive effects on a person's social life and their physical and mental health. Personal hygiene is simply looking after the body and keeping it clean and healthy. Developing and maintaining a personal hygiene routine is key to having a healthy body and mind.



nails.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com nails)

Nails are funny things. Why _____? I actually find them _____. We have to keep cutting them, they get dirty, and sometimes they break _____. I'd rather we didn't have nails. I'm sure it wouldn't change our lives. _____ would say no to that idea. My female friends spend a lot of money _____. I don't know why. Nail polish stinks, and so does nail polish remover. I really don't know why they _____ going for manicures. It must be really boring sitting there, watching someone paint your nails. Nail _____ business. People have become millionaires opening nail art salons. The best thing for me would be to have really short nails _____.

ESSENTIAL WORDS

hair restraint	sochni cheklash	сдерживание волос
pick up germ	mikrobni olmoq	собрать микроб
finger nail	tirnoq	Ноготь
communicable disease	yuqumli kasallik	заразная болезнь
clean utensil	toza idish	чистая посуда

tissue paper	to'qimachilik qog'ozi	бумажные салфетки
barrier	to'siq	барьер
scoop	cho'mich	совок
disposable plastic gloves	bir martali ishlatiladigan plastik qo'lqoplar	одноразовые пластиковые перчатки
reduce	kamaytirmoq	уменьшать
remove the dirt	kirni olib tashlamoq	удалить грязь
friction	ishqalanish	разногласия
rinse	chayqash	смывать
tap water	jo'mrakdan keluvchi suv	водопроводная вода

GRAMMAR VIEW

1. В английском языке, как и в русском, имена прилагательные образуют две степени сравнения: с р а в н и т е л ь н у ю (the Comparative De-gree) и п р е в о с х о д н у ю (the Superlative Degree). Имена прилагательные в п о л о ж и т е л ь н о й степени (the Positive Degree) обозначают качество предмета без сравнения с этим качеством в других предметах: The Dnieper is a long river (long — Днепр — длинная река. положительная степень).

The Volga is longer than the Dnieper Волга длиннее Днепра. (longer — сравнительная степень).

The Volga is the longest river in Europe Волга — самая длинная река в Европе (longest — превосходная Европе. степень).

С р а в н и т е л ь н а я степень о д н о с л о ж н ы х прилагательных образуется путем прибавления к форме прилагательного в положительной степени

суффикса -er, а п р е в о с х о д н а я степень — путем прибавления суффикса -
est (простые формы степеней сравнения):

Положительная степень sharp острый cold холодный deep глубокий strong
сильный

Сравнительная

sharper colder deeper strong-er

степень более острый, острее более холодный, холоднее более глубокий,
глубже более сильный, сильнее

Превосходная

sharpest coldest deepest strong-est

степень самый острый, острейший самый холодный, холоднейший самый
глубокий, глубочайший самый сильный, сильнейший

По этому же способу образуются степени сравнения двусложных
прилагательных, оканчивающихся на -у, а также и некоторых других
двусложных прилагательных:

Положительная

busy easy dirty clever polite severe simple

степень занятый легкий грязный умный вежливый строгий простой

Сравнительная

busier easier dirtier cleverer politer severer simpler

степень более занятый, более легкий, легче более грязный, грязнее более
умный, умнее более вежливый, вежливее более строгий, строже более простой,
проще

Превосходная

busiest easiest dirtiest cleverest politest severest simplest

степень самый занятый самый легкий, легчайший самый грязный, грязнейший
самый умный, умнейший самый вежливый самый строгий, строжайший самый
простой, простейший

При образовании степеней сравнения посредством суффиксов -er и **est**
соблюдаются следующие правила орфографии: 1. Если прилагательное

оканчивается на немое е, то при прибавлении немое е опускается: large большой larger brave храбрый braver ripe зрелый ripen прилагательное оканчивается на с о г л а с н у ю стоит одна г л а с н а я , то в сравнительной и превосходной степени конеч-ная согласная удваивается: big большой bigger hot горячий hotter thin тонкий thinner wet мокрый wetter -er и -est

Некоторые двухсложные прилагательные имеют как простые, так и сложные формы степеней сравнения, как, например: clever умный — cleverer или more clever — умнее, cleverest или most clever самый умный; lucky счастливый — luckier или more lucky счастливее, luckiest или most lucky самый счастливый.

EXERCISE 1. GIVE THE COMPARATIVE AND SUPERLATIVE FORM OF THESE ADJECTIVES

Cold, warm, difficult, hard, easy, clean, short, excellent, beautiful, big, heavy, strong, interesting, noisy, fat, dirty, ugly, fast, weak, poisonous, high, delicious, salty, sweet, good, bad, little, smart, far, many, quick.

EXERCISE 2. MAKE UP SENTENCES USING THE ADJECTIVES OF EXERCISE 1.

1. The house is _____
2. My flat is _____
3. Some people like _____
My brother is _____
4. _____
5. I like to eat _____
6. There is no _____ place than home

LESSON 8.

Grammar: Present continuous

GET READY!

Before you read the text, talk about these questions.

1. What is the difference between cleaning and sanitizing?
2. What comes first cleaning or sanitizing?



Hands and Nails

Hands can pick up germs very easily. Hands need to be cleaned well to keep dirt and germs from being transferred to food. Pay extra attention to your fingernails. Dirt can get stuck under fingernails and may need more than just regular handwashing to clean.

- Use a personal nylon nail brush to clean under nails.
- Keep nails well-trimmed to help them stay clean.
- Avoid nail polish as it could chip and fall into food.

- Protect and care for hangnails to prevent infection.

- **Uniforms, Clothing and Aprons**

- The Food Premises Regulation requires all employees in food premises to wear clean outer clothing when they'll be handling food. Light coloured clothing is recommended because it's very easy to see when the clothing gets dirty.
- Remember, dirty clothing may carry pathogens. When a food handler's clothing or apron looks dirty, get it changed for a clean one immediately.

- **Hair**



Human hair can be a problem both as physical contamination and microbial contamination. Headgear, such as hats or hairnets, will help to keep hair out of food and off of food contact surfaces. Headgear also helps to keep people from touching their hair and contaminating their hands. When it gets warm in the kitchen, people may brush their hair from their forehead and back of neck without even realizing they're doing it. Wearing headgear would make you more aware of touching your head and hair.



It's very important to wash your hands properly after using the toilet or urinal. Very high levels of microorganisms and pathogens can be spread through fecal matter or urine, even when you don't feel sick. Toilet paper doesn't keep germs from getting on your hands. Microorganisms are so small they can pass through the toilet paper.

Hepatitis A outbreaks have been caused this

way:

“Other people are the only source of the hepatitis virus. The virus is found in feces in high numbers a week or two before symptoms become obvious. Therefore, it is possible to unknowingly spread the virus to other people through lapses in proper personal hygiene (handwashing). Outbreaks have been associated with... food contaminated by infected food handlers, including sandwiches and salads which are not cooked or are handled after cooking” (Alberta Health and Wellness: Common Foodborne Illnesses, 2009).



Nose or Mouth Contact

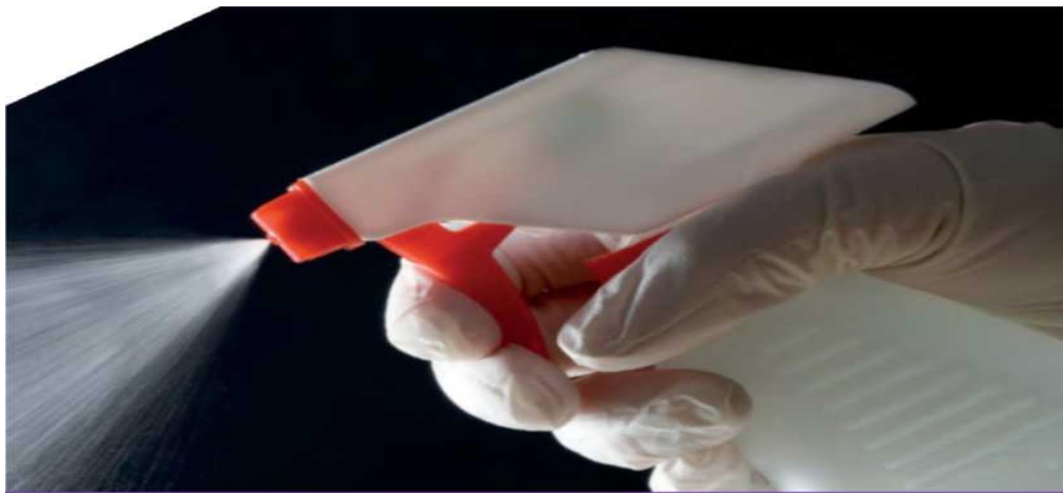
Touching your nose or mouth will contaminate your fingers and hands. If you touch your nose or mouth, wash your hands at the hand sink immediately.

To make sure you don't transfer microorganisms to your fingers and hands, you

should avoid:

- Biting your fingernails
- Smoking
- Licking your fingers to pick things up, like paper
- Smoothing your hair, beard or moustache
- Touching your nose

How to Sanitize



When you sanitize, you reduce the number of microorganisms to safe levels.

Examples of sanitizing is soaking cleaned utensils in diluted bleach or using the very high water temperatures in the sanitizing cycle on a dishwasher.

The steps to sanitizing:

- Always clean before sanitizing.
- Use very hot water, at least 77°C (170°F), or chemicals to remove microbiological contaminants.
- Make sure the items you're sanitizing are in contact with the chemical solution or hot water for at least 45 seconds.
- Use test reagents, test strips or a thermometer to make sure your sanitizer or sanitizing solution is working.

Follow the manufacturer's directions when using chemicals to sanitize.

Other Times

Some other common ways that your hands could get contaminated are:

- Handling raw foods
- Clearing tables
- Handling dirty dishes
- Handling garbage
- Cleaning and mopping
- Handling bottoms of boxes

Handling money

The Work at Hand

Some other tips to keep the food you're handling safe are:

- Never stack plates to carry several of them at one time, as your hands may touch the food.
- Never blow into bags to open them.
- Never hold place settings or food without washing your hands after clearing tables or bussing dirty dishes.
- Never touch the inside of glasses or the eating surfaces of tableware.

During a single shift, you should avoid combining jobs that are likely to cause contamination:

- Don't work with both raw and cooked foods.
- Don't wash dirty dishes and stack clean ones.
- Don't clear dirty dishes and reset tables with clean dishes.

Types of Chemical Sanitizers

When selecting a sanitizer, make sure you also get a test reagent or test strips to measure the solution's strength. Special test strips are available from your chemical or restaurant supplier. Where hot water is used to sanitize, an accurate thermometer must be used to check the water temperature.

Chlorine-Based Products

Strength - 100 parts per million (ppm)

There are many chlorine-based chemicals. The most common one is household bleach. Ensure the strength used is 100 mg per litre. To make 100ppm chlorine sanitizer, mix 2 ml of (5 per cent strength) bleach per litre of water.

Quaternary Ammonium-Based Products

Strength - 200ppm

Measure according to the manufacturer's label to make a 200 mg per litre concentration. You may need to rinse any food contact surface after sanitizing with ammonium. Follow the manufacturer's label instructions. These quaternary ammonium-based cleaning compounds are also referred to as “Quats” or “quat sanitizers”.

Iodine-Based Products

Strength - 25ppm

Mix according to the manufacturer's label instructions to make a 25 mg per litre concentration.

Other Sanitizers

Other sanitizers may be used, but under the conditions that:

they are approved by Health Canada, Canadian Food Inspection Agency, or the local medical officer of health for the intended purpose;

they are used in accordance with manufacturers' directions; and

they come with a test reagent to ensure the appropriate concentration when using. Make sure that these approvals and manufacturers' directions are available for public health inspectors to ensure correct use.



[pollution.mp3](#)

LISTENING TASK. Fill in the gaps. (listen [aminute.com](#) pollution)

I hate pollution. It _____ angry. I think pollution is greed. People _____ the environment so they _____ to make lots of money. Big companies are the worst. They _____ polluting. They

have the money to say they are “green”. Pollution affects us all. We are all less healthy because of companies _____ or our rivers. Everybody needs to think about how we can _____ of pollution we create. Not using the _____ walk is one way. Turning off lights we don’t need is another. Barack Obama says he’s going _____ help the Earth. I really hope he does because if pollution gets any worse, we’ll be in seriously big trouble.

ESSENTIAL WORDS

counter	- hisoblagich	прилавок
cutting board -	kesish taxtasi	разделочная доска
chemical solution -	kimyoviy yechim	химический раствор -
to kill microorganism -	mikroorganizmlarni o'ldirish	убить микроорганизм -
detergent -	yuvish vositasi	моющее средство -
soapy water -	suyuq sovun	мыльная вода -
dedication -	bag'ishlanish	преданность -
durable –	bardoshli, chidamli	прочный -
gouge -	teshmoq	долбить -
food residue -	oziq-ovqat qoldig'i	остатки пищи -
meat slicer -	go'shtni maydalagich	мясорезка
handwashing sink -	qo'l yuvish uchun rakovina	раковина для мытья рук -
dishwashing sink -	idish yuvish uchun rakovina	раковина для мытья посуды

GRAMMAR VIEW

Present Continuous образуется при помощи вспомогательного глагола **to be** в настоящем времени (**am, is, are**) и формы причастия на-стоящего времени (Present Participle) смыслового глагола: **I am working, he is working, we are working.** 2. В в о п р о с и т е л ь н о й форме вспомогательный глагол ставится перед подлежащим: **Am I working? Is he working? Are you working?** 3. О т р и ц а т е л ь н а я форма образуется при помощи частицы **not**, кото-рая ставится после вспомогательного глагола: **I am not working, he is not working, we are not working.** 4. В в о п р о с и т е л ь н о - о т р и ц а т е л ь н о й форме частица **not**

ставится непосредственно после подлежащего: **Am I not working? Is he not working? Are we not working?**

Для выражения длительного действия, совершающегося в момент речи:

He **is reading** a book.

She **is writing** a letter.

Don't make a noise, he **is working**.

Наличие слов, обозначающих момент речи, как *now сейчас, теперь*, *at this moment в настоящий момент*, не обязательно, поскольку сама форма времени указывает, что действие совершается в момент речи. В русском языке совпадение действия с моментом речи ясно из контекста, либо из употребления слов *сейчас, теперь, в настоящий момент* и т.п. 2. Для выражения длительного действия, совершающегося в настоящий период времени, хотя и не обязательно в момент речи:

He **is writing** a new play. Он пишет новую пьесу.

That firm **is carrying on** negotiations for the purchase of ore.

LESSON 9. REVISION.

Grammar: Present perfect, for and since



EXERCISE 1. TRANSLATE THE FOLLOWING TEXT INTO YOUR NATIVE LANGUAGE

Keeping your food premises clean isn't only about it looking good. It's about cleaning and sanitizing to control microorganisms and keep your food and your customers safe. Destroying all microorganisms is nearly impossible, but by cleaning and sanitizing it's possible to reduce them to safe levels. To do this, both steps are needed and both must

be done properly.

A well maintained food premises will depend on:

Using proper cleaning and sanitizing agents and using them the right way

Educating staff on how to clean and sanitize

Having dedicated management and employees

■ Being organized

When you clean, use the right chemicals and friction to remove dirt or soil. Examples of this could be washing a floor with floor cleaner or washing dishes with dish soap.

The steps to cleaning are:

■ Remove any obvious pieces of food, dirt or other debris.

■ Use cleaning chemicals and friction to remove the rest.

■ Rinse with hot tap water to remove cleaning chemicals.

When it comes to food contact surfaces like counters, dishes, cutting boards or utensils, cleaning alone isn't enough. A surface can look clean but still have unsafe levels of microorganisms. Once a food contact item is clean, the next step is to sanitize it.



EXERCISE. 2. ANSWER THE FOLLOWING QUESTIONS:

What Fruit...?

1. What fruit gave Sir Isaac Newton a headache and is famous in the stories of Adam and Eve?
2. What fruit was traditionally stepped on by foot to make wine?
3. What fruit is needed to make a 'Pina Colada' cocktail?
4. What fruit comes in 'bunches' and has an easy to peel yellow skin?
5. What fruit is 'Seville' famous and is used to make marmalade?
6. What red fruit is sour and used to make marmalade and juice?
7. What fruit are 'water', 'cantaloupe', and 'honeydew' all types of?

8. What fruit are people likened to if they have an excess of body fat around the hips and bottom?
9. What fruit when dried becomes a prune?
10. What fruit is used to make jam and is served with a shortcake base?

Exercise 2.

Match each person or on the left with the correct definition on the right. ____ 1. a chef
____ 2. an architect ____ 3. a librarian ____ 4. a fishmonger ____ 5. a miner ____ 6. a curator ____ 7. an interior decorator ____ 8. a typist ____ 9. a chauffeur ____ 10. a surgeon

- a) drives someone's car for them
- b) types letters in an office
- c) designs buildings
- d) operates on sick people e) cooks in a restaurant or hotel
- f) designs the insides of houses, hotels etc.
- g) runs a museum
- h) works in a library
- i) gets coal from under the ground
- j) sells fish from a shop

EXERCISE 3.

Meat

1. When the flesh of a cow or bull is used as meat it's called _____.
2. This meat is sliced and served fried with eggs, sausages and bread for breakfast.
3. What word is used for the meat of a pig when it's used as meat?
4. Young sheep's meat is called _____.
5. The flesh of a fully grown sheep is called _____.
6. The flesh of a deer used for eating is known as _____.
7. The collective word for the flesh of animals such as rabbits, pigeons and deer hunted for sport or food is _____.

8. Roe and Caviar are the eggs of _____.
9. Roosters, hens, ducks, and turkeys when bred for food or for their eggs are collectively known as _____.
10. The bits considered less valuable of an animal such as the heart, wings, and liver that are used for food are known as _____.

In Review

The following topics have been covered in this section:

1. Why it's so important to keep your hands clean
2. Some of the ways your hands can get contaminated
3. How to properly wash your hands before handling food
4. Ways to handle food without directly touching it

GRAMMAR REVIEW

Present Perfect образуется при помощи вспомогательного глагола **to have** в форме настоящего времени (have, has) и формы причастия прошедшего времени (Past Participle) смыслового глагола: I **have worked**, he **has worked**, we **have worked**. 2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: **Have I worked? Has he worked? Have we worked?** 3. Отрицательная форма образуется при помощи частицы **not**, которая ставится после вспомогательного глагола: I **have not worked**, he **has not worked**, we **have not worked**. 4. В вопросительно-отрицательной форме частица **not** ставится непосредственно после подлежащего

Present Perfect употребляется с предлогом **since** с (*с какого-то прошлого момента до настоящего времени*) I **haven't heard** from him **since** June. Я не имел от него известий с июня.

Science in the Uzbekistan **has made** enormous progress **since** 1917.

Present Perfect также употребляется с союзом **since** с *тех пор как*. В этом случае Present Perfect употребляется в г л а в н о м предложении, а в п р и д а т о ч н о м предложении, начинающемся с **since**, чаще всего употребляется Past

Indefinite: **I have only received** two letters from him **since** I **came** back from Tashkent.

I **haven't heard** from him since he **left** Tashkent.

Present Perfect также употребляется с наречием **since** с тех пор: He left Moscow in 1946', and I **haven't** seen him **since**.

LESSON 10. PEST CONTROL

Grammar: Modals for advice and suggestions

Should, would

GET READY!

Before you read the text, talk about these questions.

1. What does the word pest mean?
2. What are the types of pest control services?



Insects and rodents are more than just a nuisance in a food premises. Pests can contaminate your food supplies. They can damage your building by causing electrical or fire hazards and creating holes in the building structure.

Cockroaches

Once you have cockroaches, you'll find it very hard to get rid of them. Live roaches can survive on very little food and water. They can live for up to two years during which the female roach can lay over 500 eggs. Roach eggs are protected by an egg case.

Cockroaches can live and breed almost anywhere that is dark, warm, moist, and hard to clean. Some spots they like are:

- Behind refrigerators, freezers and stoves
- In sink drains and floor drains
- In spaces around hot water pipes

- In the motors of electrical equipment
- Under shelf liner and wallpaper
- In delivery boxes and bags

Cockroaches give off a strong oily odour and their feces looks like large grains of pepper. They will eat almost anything organic and they like to lay their eggs inside the corrugated sections of cardboard.

If you see cockroaches in a lit up area, it usually means you have a serious cockroach infestation. Cockroaches normally look for food and water in the dark.



Type	Description
German	<ul style="list-style-type: none"> • Pale brown or tan and 10-15 mm (about 1/2 inch) long <p>Found in indoor areas - in motors, cracks, crevices, soft drink machines and near water</p> <ul style="list-style-type: none"> • Like potatoes, onions and sweet beverages • Reproduce more rapidly than other roaches
Oriental	<ul style="list-style-type: none"> • Shiny, black and about 25-32 mm (about 1 to 1 -1/4 inches) long
American	<ul style="list-style-type: none"> • Reddish brown and about 34-53 mm (about 1-1/4 to 2 inches) long • Drawn to wallpaper, water, and starch in food <p>Found in drainage and sewer areas, rest rooms, heating pipes and damp oven areas</p>
Brown-banded	<ul style="list-style-type: none"> • Look like the German roaches <p>Found in kitchens, dry storage, and under dining area tables and chairs</p>

Asian	<ul style="list-style-type: none"> • Look like the German cockroach, but they can fly • Drawn to light and tend to hide in tropical plants
-------	--

Flies

Flies are so common in our day-to-day lives that sometimes they're not really seen as a problem. In food premises, they're a big problem.

Flies are attracted by smells. They breed in garbage and feces. A female housefly can lay between 375 to 750 eggs over its life span and eggs laid will hatch in as little as seven days. A small fly problem can turn into a big one very quickly.

Flies easily spread filth because their bodies are covered in hair and their feet have suction cups. Any contaminants they touch get stuck to them. Flies don't have teeth so they can't chew food. If they want to eat something that is solid, they vomit on it. The acid from their stomach dissolves the solid, and then they suck it back up. If the fly is scared away, the vomit stays behind and so do the germs. Flies usually defecate while feeding as well.

Flies:

Can enter a building through an opening the size of a pin head

Are drawn to smells of rot, garbage, and human feces and animal waste.

This is where they lay their eggs and find food.

Are drawn to places out of the wind and to the edges of objects, such as garbage can rims

Need moist, warm, rotting material out of sunlight for their eggs to hatch into maggots

Other Insects



Beetles, moths and ants can survive on very small amounts of food. Flour moths, beetles and insects like them are often found in dry storage areas. Look for:

- Insect bodies
- Wings or webs
- Food that's clumped together
- Holes in folds and packaging

Ants often nest in walls and floors, especially near stoves and hot water pipes. They're drawn to warmth and to greasy and sweet foods.

Rodents

Rodents, like rats and mice, eat and ruin food and damage property. Both rats and mice can damage buildings. They can make walls weak by chewing holes, and even cause fires by chewing through electrical wires.

These pests are a serious health hazard. They can spread disease through their waste and by touching food or food contact surfaces. Rodents have a simple digestive system and weak bladder control. They urinate and defecate as they move around your premises. Their waste can fall, be blown or carried into food. Like other pests, rats and mice will breed often and quickly.

Rats are smart enough to avoid poorly set traps and other control measures. Rat bites can be very dangerous to humans and dead rats must be carefully handled to avoid spreading disease.

Like cockroaches, rodents are active in the dark and at night. If you see them in daylight or well lit areas, it's a sign of heavy infestation.

DON'T

- Don't have a water source for pests. Drain sinks and repair leaky pipes.
- Don't leave doors open when you're not using them. Use a door sweep if there's a gap between the door and floor (mice can squeeze through a quarter inch opening and rats can squeeze through a half inch opening).

■ **Sanitation and Housekeeping**

- Pest control doesn't take the place of good sanitation. The cleaner your premise is, the easier it will be for you to control pests.

■ **DO**

- Store all food and supplies at least 15 cm (six inches) off the floor so you can watch for signs of pests.
- Keep grains and open bulk food products in sealed metal or heavy plastic containers.

- ■ Keep break rooms, washrooms and locker rooms clean and dry.

■ **DON'T**

- Don't accept any shipment that shows signs of pests, like gnawing or feces. Don't keep cardboard packaging around. It can carry cockroach eggs. Don't let spilled food attract pests. Clean up any spills right away.

Don't leave garbage where it will attract pests. Store it properly.



insects.mp3

LISTENING TASK. Fill in the gaps. (listen aminute.com insects)

Some people love insects _____ absolutely hate them. I can't count how many of my friends _____ of insects. I have one friend who jumps and screams at _____ the tiniest bug. He's over forty years old! My son loves insects. He has many _____ and knows everything about them. He _____ insect museums and watching nature documentaries on insects. I also love them. I think insects _____. I can watch them _____. I also love looking at them in zoos and museums. It's like looking at a tiny _____. I think if I was insect-sized, life would _____. Or even worse, what if one day there were giant insects roaming the streets. That's _____ horror movies.

ESSENTIAL WORDS

insect	hasharot	насекомое
rodent	kemiruvchi	разъедающий
cockroach	suvarak	таракан
breed	ko'paymoq	племя
electrical equipment	elektr jihozlari	электрическое оборудование
delivery box	yetkazib berish qutisi	коробка доставки
odour	hid	запах
corrugated section	burushtirilgan qism	гофрированный профиль
pest	zararkunanda	паразит
health hazard	sog'liq uchun xavfli	угроза здоровью
prevent the hazard	xavfning oldini olmoq	предотвратить опасность
arrange	tartibga solish	договариваться
treatment procedure	davolash tartibi	лечебная процедура
eliminate the infestation	infestatsiyani yo'q qilmoq	устранить заражение
retain receipt	kvitansiyanı saqlamoq	сохранить квитанцию
destroy nest	uyani yo'q qilmoq	уничтожить гнездо

GRAMMAR VIEW

Should (форма, прошедшего времени от shall), will-would употребляется в качестве вспомогательного глагола в сочетании с инфинитивом для образования будущего времени в прошедшем (Future in the Past) и форм сослагательного наклонения. В некоторых случаях should имеет модальное значение.

Should употребляется как глагол с самостоятельным м о д а л ь -ным значением для выражения м о р а л ь н о г о долга или с о в е т а со всеми лицами единственного и множественного числа. **Should** в сочетании с Indefinite Infinitive употребляется в том случае, когда речь идет о н а с т о я щ е м или будущем и переводится на русский язык посредством *должен, должен бы, следует, следовало бы*:

He **should help** them.

You **should call** on him to-morrow.

You **shouldn't go** there.

Would употребляется с модальным значением со всеми лицами единственного и множественного числа в отрицательных пред-ложениях для выражения упорного нежелания совершить действие в прошлом. **Would not** в этом случае переводится на русский язык посред-ством *не хотел (а)*:

He tried to persuade me, but I **wouldn't listen** to him.

I asked him several times to give up smoking, but he **wouldn't**.

Would употребляется для выражения просьбы:

Would you mind passing me the salt?

Would you tell me the time, please?

Wouldn't you help me to do it?

EXERCISE 1 TRANSLATE THE SENTENCES INTO YOUR NATIVE LANGUAGE.

1. You should stop eating fast food every day.
2. You should go for walks more often.

3. We should go to the park tomorrow
4. He should go to the pharmacy first of all in the morning immediately.
5. Should we turn left at this street now?
6. Should not you be getting ready for work?
7. John should be here by 2.00 pm.
8. He should be bringing Jennifer with him.

EXERCISE 2. FILL IN THE GAPS WITH PROPER FORM OF THE VERBS:should, would

1. How _you do that?
2. What _you do if I have forgotten your information about arrival?
3. When _ we have time to do that?
4. Who _want to wait in that line?
5. _you like any tea?
6. _ you like anything else?
7. If I had a lot of money, I_like to own a farm one day!
8. I_ love to buy an airplane one day!
9. _you like to join us tonight?
- 10._you like fries or salad?

LESSON 11. FOOD SAFETY MANAGEMENT

Grammar: Present continuous for future action

GET READY!

Before you read the text, talk about these questions.

1. What are the key elements of food safety management system?
2. What is the most important tool for food safety?



Introduction

HACCP stands for Hazard Analysis Critical Control Point. It's a self-inspection system designed to control physical, chemical, biological and allergen contamination at all points in food processing.

The HACCP system of monitoring food was originally developed for NASA. Food prepared for astronauts in space had to be as risk free as possible. The program was so successful it was introduced to food production companies and is now used around the world.

The goal of the HACCP system is to eliminate or reduce the incidence of foodborne illness and prevent food adulteration.

This section will review the principles of HACCP. For more information on implementing a HACCP system, visit the Canadian Food Inspection Agency (CFIA) website.

HACCP Principles

The seven principles of HACCP are:

- 1 Conduct a hazard analysis.
- 2 Determine the Critical Control Points (CCPs).
- 3 Establish critical limit(s).
- 4 Establish a system to monitor control of the CCPs.
- 5 Establish the corrective action to be taken when monitoring indicates that a particular CCP isn't under control.
- 6 Establish procedures for verification to confirm that the HACCP system is working effectively.
- 7 Establish documentation concerning all procedures and records appropriate to these principles and their application.

Adapted from Canadian Food Inspection Agency, QMP Reference Standard and Compliance Guidelines, Ch. 3, Subject 4, Section 5.

STEP 1 - Hazard Analysis

The first step in HACCP is a hazard analysis. This involves:

Identifying any potential hazards in your food processing or preparation

Determining how critical each hazard is

Determining how likely each hazard could happen

These hazards need to be identified at every stage of food processing and preparation.

ESSENTIAL WORDS

food processing	oziq ovqat mahsulotlarini qayta ishlash	переработка пищевых продуктов
food adulteration	oziq ovqat mahsulotlarining buzilishi	фальсификация пищи
reduce the incidence	xastalikni kamaytirmoq	снизить заболеваемость
survive	omon qolmoq	выживать
amount of time	vaqt miqdori	количество времени
internal temperature	ichki harorat	внутренняя температура
affected product	ta'sir qilgan mahsulot	затронутый продукт
prevent the problem	muammoning oldini oling	предотвратить проблему
principle	tamoyil	правило
scrape	qirib tashlash	царапать
remove grease	yog 'olib tashlamoq	удалить жир

GRAMMAR VIEW

Для выражения длительного действия в будущем (вместо Future Continuous) в обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами if, when, while и т.д. (т. 2, стр. 65, 72). В русском языке в соответствующих придаточных предложениях употребляется будущее время глагола несовершенного вида:

If I am sleeping when he comes, wake me up, please. Для обозначения действия в будущем (как и настоящее время в рус-ском языке), когда выражается намерение совершить действие или когда речь идет о заранее намеченном действии.

В этом случае в английском предложении, как и в русском, обычно имеется обстоятельство времени, указывающее на будущее время:

We are going to the theatre to-night.

He is taking his examination on Friday. Он держит экзамен в пятницу.

Наряду с Present Continuous для выражения действия в будущем очень часто употребляется глагол to go в форме Present Continuous + инфинитив: I am going to work, I am going to read. I am going в этом случае имеет значение собираюсь, намереваюсь:

I am going to learn French next year.

He is going to spend his summer vacation in the Crimea.

We are going to send them a telegram tomorrow.

EXERCISE 1. FILL IN THE GAPS WITH WILL OR GOING TO

1. - Employer: But there are a lot of mistakes in this. Miss Jones. - Miss Jones: Yes, I suppose there are. All right, I _____ type it again.

2. - Mrs Smith: Your cold's worse, Ann. Go back to bed and I _____ ring the school and tell them you can't come.

3. - Mrs Smith was just picking up the receiver when her husband came downstairs. "Ann's not well", she said. I _____ ring the school and say that she can't come.

4. Ann: Why are you taking fishing rods? You _____ climb the mountain after all? Tom: We _____ climb and fish. There's a lake on top and we _____ try to get some fish out of it. Ann: Well, if you catch any I _____ cook them; but I _____ think I buy some all the same.

5. Mary, meeting Jack carrying two buckets of water: Hello, Jack! Where's the fire? Jack: I _____ wash the car, if you want to know. Would you like to help me? Mary: I'm not dressed for it but I _____ come and watch.

6. Where are all those children off to with baskets? They _____ pick blackberries. They _____ probably come back at 6.00 with their baskets crammed and then their mothers _____ start making jam.

7. Ann: You _____ have to go now, Tom, or you _____ be late. Mary: But it's pouring. He _____ get soaked if he goes out in that. Tom: You're right. _____ you let me stay a little longer?

8. George and Paul find an injured man lying by the roadside. Paul: I _____ stay with him, George, if you go back and get help. George: All right. I _____ try to get a lift back.

9. - No, I'm not going away for the weekend. I'm staying at home. I _____ start building my garage. The bricks have come at last. - _____ you _____ do it all by yourself? No, my nephew _____ help me. I suggested it to him yesterday and he was quite enthusiastic.

10. He says he's tired of writing books about horrible people who get more and more horrible on every page, and now he _____ write about perfectly charming people who are happily married. - I wonder if anyone _____ buy it. - Oh yes, people _____ buy it. He's a famous writer.

LESSON 12. HEALTH PROTECTION

Grammar: Modals of possibility

GET READY!

Before you read the text, talk about these questions.

1. What is health promotion and health protection?
2. Why is health protection important?



General Cleaning

To be effective, cleaning should be organized. Expecting staff to clean “when they have a free moment” doesn't work and tasks get forgotten. A food service manager

should show dedication to keeping things clean. This shows the importance of cleaning to their staff. All staff members need to take pride in their job. No one person alone can keep the food premises clean. A cleaning schedule is very useful. It should include:

- Each job that needs to be done
- Who will do the job
- The chemicals and/or tools to be used to do the job
- How often the job must be done (hourly, daily, weekly)
- A follow-up check to make sure the job was done

The schedule should be discussed with staff before it's put in place and regularly afterwards to make sure it's working. you've learned, these stages are:

- Receiving and storage
- Freezing
- Thawing
- Refrigeration
- Food Preparation
- Cooking
- Hot and cold holding
- Cooling
- Reheating

STEP 2 - Critical Control Points

A Critical Control Point (CCP) is any point during food preparation or production where food safety could be at risk. Once hazards are identified and analyzed, CCPs must be established. For each critical hazard identified in step one, a way to lessen, prevent or eliminate the risk needs to be documented.

A standard Hazard Analysis/Critical Control Point worksheet should be used for record keeping. Refer to the appendix for a printable worksheet.

Critical Control Point Examples

You learned to control the CCPs related to temperature and time in the Time and Temperature section. As a reminder, some of these are:

- Making sure hazardous foods are cooked to the minimum temperature needed to kill

bacteria

Storing foods at temperatures that keep bacteria from growing Limiting the amount of time food spends in the danger zone

In the Foodborne Illness section you learned how to put allergen controls in place by:

- Making sure food ingredients are clearly communicated to the customer
- Using safe food handling methods to make sure allergens aren't added to foods they aren't supposed to be in
- Replacing known allergens with foods less likely to cause a reaction

STEP 3 - Critical Limits

■ For each Critical Control Point (CCP) identified, a critical limit should be set. You've learned about critical limits in other sections. Some examples are in the following table

STEP 4 - Monitoring

- At each Critical Control Point (CCP), the system needs to be monitored to make sure the critical limits are in effect.
- Some examples of monitoring include checking:
 - Temperatures during cooking
 - Refrigerator and freezer temperatures
 - Cooling times to make sure temperatures of foods drop quickly enough
 - For government inspection stamps or labels on received food
 - For signs of infestation or contamination
 - For correct shipping temperatures for received food

STEP 5 - Corrective Action

Corrective actions explain what to do if monitoring shows the critical limits aren't being met. The steps for a corrective action need to cover:

- Correcting the problem

- Identifying product(s) affected by the problem
- Dealing with the affected products
- Preventing the problem from happening again

When corrective action needs to be taken, records should be kept showing what was done, when and why.

STEP 6 - Verification

Verification is a double check to make sure the HACCP system is working.

Verification is done in addition to monitoring. Unless there's a problem, verification would be done less often than monitoring.

As with the other HACCP principles, procedures for verification should be written down. They should include:

- Who will do the verification
- How to do it
- When to do it
- What needs to be verified

STEP 7 - Documentation

There are two types of records needed for HACCP: documentation and records.

HACCP documentation refers to the policies, procedures and other documents that are written as the HACCP system is created.

Records are created when the HACCP procedures are followed. Records include recorded temperatures, logs of corrective actions and any other information kept.

Records should be simple and easy for employees to use:

- Keep blank forms and a clipboard near work areas to check several items at the same time.
- Have notebooks or extra pages available to write down what actions have been taken.

■ Post or store documentation near work areas so employees can refer to them quickly.

■ Attach logs to the equipment they're used for, like posting temperature logs on the front of a refrigerator.

For more information on implementing a HACCP system and the types of records kept, see the HACCP section of the Canadian Food Inspection Agency (CFIA) website.



healthcare.mp3

LISTENING TASK. Fill in the gaps. (listen aminute.com health)

Every country _____ free healthcare to its citizens. I can't understand why the richest countries in the world _____. It's shocking that a country can _____ and let its people die because they cannot pay the hospital. I saw _____ once on America's healthcare system. It's called "Sicko," directed by Michael Moore. He went to England and France _____ that people in those countries didn't have to pay when _____ hospital. He _____ Cuba. He went with lots of Americans who couldn't afford healthcare in America. Amazingly, the Cuban hospitals _____ for free _____ medicine. They were so happy. I'm sure there's enough money _____ to provide everyone with free healthcare.

Test your knowledge

Please go to the store and pick up a _____ of milk.

A) bag B) half gallon C) dozen D) pound

2. This recipe calls for a _____ of butter.

A) dozen B) tube C) stick D) can

3. My cat eats a _____ of tuna every day.

A) can B) loaf C) bottle D) bag

4. I like to drink a _____ of mineral water after I exercise.

A) pound B) stick C) teaspoon D) bottle

5. I want to make a peanut butter and jelly sandwich. But the _____ of peanut butter is empty.

A) six-pack B) jar C) head D) box

6. I need three _____ of yogurt from the dairy section.

A) tubes B) pounds C) containers D) dozens



ESSENTIAL WORDS

thaw	eritish	оттепель
hot holding	issiq ushlab turish	горячий холдинг
cold holding	sovuq ushlab turish	холода

reheat	qayta isitish	разогреть
be at risk	xavf ostida bo'lmoq	подвергаться риску
lessen the risk	xavfni kamaytirmoq	уменьшить риск
prevent the risk	xatarning oldini olmoq	предотвратить риск
eliminate the risk	xavfni yo'q qilmoq	устранить риск
infestation	zararkunandalar soni ortishi	заражение
implement	amalba oshirish	осуществлять
dairy	sut mahsulotlari	молочные продукты

GRAMMAR VIEW

May употребляется для выражения **п р е д п о л о ж е н и я**, в правдоподобии которого говорящий не уверен: 1. В сочетании с Indefinite Infinitive для выражения предположения, от-носящегося к **н а с т о я щ е м у** или к **б у д у щ е м у**. В этом случае may переводится на русский язык посредством *может быть, возможно*, а инфинитив — глаголом в настоящем или будущем времени. Сочетание may с инфинитивом может также переводиться на русский язык сочетанием *мо-жет (могут)* с инфинитивом:

He may know her address.

They may come to Tashkent in the summer.

The documents may be received tomorrow

He may not know her address.

You may not find him there.

EXERCISE 1. FILL IN THE GAPS WITH THE APPROPRIATE MODAL VERBS

1. Valya ___ read 60 words per minute when she was 7.
2. Vasya ___ speak French quite well when he lived in Paris.
3. Kirill ___ escape the fire. He is safe now.
4. I ___ meet him at the airport yesterday. Why didn't he tell me?
5. I'm sure Sveta ___ explain everything but nobody asked her.

6. My cat ___ eat a lot when he was younger.
7. One of the girls ___ get out of the shed. She ran to the town to ask for help.
8. Several prisoners ___ escape through the woods at night.
9. I needed to talk to Valera yesterday, but I ___ find him anywhere.
10. Nikita ___ do the test without any mistakes.

LESSON 13. TYPES OF POISONING

Grammar: The Imperatives

GET READY!

Before you read the text, talk about these questions.

1. What is the most common form of poisoning?
2. What are the four major types of toxic substances?



Food poisoning

1. Alcohol poisoning
2. Carbon monoxide poisoning
3. Swallowed poisons
4. Drug poisoning(anaesthetics)
5. Drug poisoning (narcotics)

Food is an integral part of existence for living organisms. It provides us with energy to carry out every day activities. It helps build our immunity system to be fit to fight against diseases. This is the reason why it becomes all the more necessary to eat the right food at the right time. Sometimes, microorganisms grow on the food which we consume. Food gets contaminated when these microorganisms multiply and release toxic substances, resulting in food poisoning.

Let us have a detailed look at the causes, symptoms and treatment of food poisoning.

CAUSES OF FOOD POISONING

Food poisoning can be caused by the following three factors:

Bacteria: Bacteria is the major cause of food poisoning. Salmonella is the major cause of food poisoning in the US. Campylobacter and Clostridium botulinum are the other two lethal causes of food poisoning.

Viruses: The viruses responsible for food poisoning include norovirus, sapovirus, rotavirus, and astrovirus. Food poisoning through viruses is less common, but proves to be fatal. Hepatitis A virus is a serious condition transmitted through food.

Parasites: Food poisoning through parasites is very rare. Toxoplasma, a common cause of food poisoning, can be found in cat litter boxes.

Food can also be contaminated during the growing, harvesting and storage steps. The harmful organisms transfer from one surface to the other and result in food contamination. The raw, ready-to-cook food products are more at risk. Since these food items are not cooked, therefore the pathogens are not destroyed resulting in food poisoning.

SYMPTOMS OF FOOD POISONING

Following are a few of the symptoms to help you check if you are diagnosed with food poisoning

- Weakness
- Headache
- Nausea
- Diarrhoea
- Vomiting

- Irritable abdominal cramps
- Mild fever
- Loss of appetite

TREATMENT OF FOOD POISONING

The following treatment should be given to a person suffering from food poisoning:

- Drink plenty of liquids to replace the lost electrolytes
- Allow ice cubes to melt in the mouth or sip small amounts of water even if vomiting persists.
- Gradually start eating blander food items such as cereals, toast, rice, banana, etc.

PREVENTION OF FOOD FROM CONTAMINATION

To prevent food from contamination, it is very important to adopt proper methods for food preservation. We can preserve food by inhibiting the growth of microorganisms on food and slowing oxidation of fats.

Storage and preservation of whole food grains and cooked food are different. Microbes act on cooked food since it needs moisture to breed and whole food is usually devoid of moisture. This is the reason why bread left unused under moist conditions sees the action of microbes on it.

One of the characteristics of contaminated food apart from visible changes is that it emits a foul smell and tastes different than usual.

Listed below are a few methods of food preservation using which food can be prevented from contamination.

CHEMICAL METHOD

Preservatives are used to check microbial activity in this method of preservation of food. Acid preservatives are also added to prevent food from spoilage in pickles, squashes, jams, canned food, etc. Some common preservatives:

- Salt
- Edible Oils
- Sodium benzoate
- Sodium metabisulphite

PRESERVATION BY COMMON SALT

Salt removes water from any food material as it is water absorbent. In the absence of water, microbes do not multiply. Hence salt is added to fish and meat to extract moisture content so that microbial activity is inhibited. It is also added to tamarind, raw mangoes etc. A salt solution, called brine is used in the process of pickling.

PRESERVATION BY SUGAR

Sugar, salt, absorbs moisture from food, making it too dry for microbes to exist. In food items like jams and jellies, sugar is added as a preservative. The process of desiccating food by dehydrating it first and then packing it with pure sugar is known as sugaring. Sugaring is used to preserve food, some fruits are preserved this way. In some cases, meat and fish are also preserved using the sugaring process.

PRESERVATION BY OIL AND VINEGAR

One of the most commonly used methods to preserve food is the use of edible oil. Oil and vinegar checks on spoilage in pickles. Fruits and vegetables are also oiled to preserve them from getting rotten. Vinegar has properties to stop and slow down the spoilage of food over a long period of time, it does so because acidity level or pH of vinegar does not allow any microbial activity to occur.

HEAT AND COLD TREATMENTS

Boiling milk and food before storing them is one of the methods of food preservation. Pasteurization is the process of heating packaged and unpackaged foods to about 70 degrees Celsius for 15-30 seconds and stored after suddenly chilling. This way, milk can be consumed without boiling as it is free from microbes. We preserve meat and other food items under cold temperatures in the freezer to prevent attack by microbes.



drugs.mp3

LISTENING TASK. Fill in the gaps. (listen aminute.com drugs)

Drugs are becoming _____ in many societies. When I was growing up, you _____ about drugs. Now, they're everywhere. Children in schools are smoking marijuana _____ harder drugs. There were many kids at my school who smoked. Nicotine was the most serious drug _____. Today's kids _____ access to all kinds of drugs. I don't know what the government should _____. Some countries have legalized drugs like marijuana, but others _____ a _____ even the smallest amount. You can even go to prison for _____, tiny bit. Governments need to do something before society _____ a real mess. I'm not sure what the solution is.

ESSENTIAL WORDS

food poisoning	oziq ovqatdan zaharlanish	пищевое отравление
alcohol poisoning	alkagoldan zaharlanish	алкогольное отравление
integral part	ajralmas qism	составная часть
living organism	tirik organizm	живой организм
provide	ta'minlamoq	предоставлять
immunity system	immunitet tizimi	иммунная система
fight against	qarshi kurashmoq	бороться с...
drink liquid	suyuqlik ichish	пить жидкость
replace electrolyte	elektronitni o'rnini to'ldirish	заменить электролит

prevent	oldini olmoq	предотвращать
preserve	muxofaza qilmoq	сохранять
slow oxidation	sekin oksidlanish	медленное окисление
visible change	ko'rinadigan o'zgarishlar	видимое изменение
vinegar	sirka	уксус

GRAMMAR VIEW

Глагол в повелительном наклонении выражает побуждение к действию, т.е. приказание, просьбу, совет и т.п. 1. Утвердительная форма повелительного наклонения совпадает с формой инфинитива (без частицы to):

to **read** читать **Read!** Читайте! (Читай!) to go идти **Go!** Идите! (Иди!)

2. Отрицательная форма образуется при помощи вспомогательного глагола **do** и отрицательной частицы **not**. Вместо **do not** обычно употребляется сокращение **don't**:

Don't (do not) wait. Не ждите.

Don't (do not) open the window. Не открывайте окна.

Don't (do not) go. Не уходите.

Отрицательная форма повелительного наклонения глаголов **to be** и **to have** также образуется при помощи глагола **do**: **Don't be late.** Не опаздывайте.

Don't have anything to do with him. Не имейте с ним ничего общего.

3. Вспомогательный глагол **do** ставится перед утвердительной формой повелительного наклонения для усиления просьбы:

Do come to see us to-night. Непременно приходите к нам сегодня вечером.

Do take care of yourself. Берегите себя, пожалуйста.

4. Для выражения побуждения к действию, обращенного к первому и третьему лицу, употребляется глагол **let**, соответствующее личное местоимение в объектном падеже (или существительное в общем падеже) и инфинитив без частицы **to**: **Let us (let's) go there.** Пойдем туда.

Let him do it. Пусть (пускай) он сделает это.

Let them go there. Пусть они пойдут туда.

Let Mary fetch the dictionary. Пусть Мария сходит за словарем.

Отрицательная форма образуется при помощи **do not (don't): v Don't (do not) let him do it** .Пусть он не делает этого.

Don't (do not) let them go there. Пусть они не идут туда.

Отрицательная форма также иногда образуется без глагола **do**:

Let's not do it. Не будем делать этого.

Let him not go there. Пусть он не идет туда.

Примечание. Глагол **to let** также употребляется как смысловой глагол со значением *разрешать, пускать*. Инфинитив, стоящий после глагола **to let**, и в этом случае употреб-ляется без частицы **to**: I hope you **will let** me use your library. Я надеюсь, что вы разрешите мне пользоваться вашей библиотекой. I **can't let** the children go for a walk today as it is too cold.

EXERCISE 1.MAKE THE NEGATIVE FORM OF THE IMPERATIVE.

- A) (*work*) _____ so hard.
- B) (*go*) _____ there.
- C) (*be*) _____ so rude.
- D) (*forget*)_____ to tidy up your room.
- E) (*smoke*)_____ inside the building.

LESSON 14. ALLERGEN CONTAMINATIONS

Grammar: Modals of obligation:must

GET READY!

Before you read the text, talk about these questions.

1.What are some examples of allergens?

2.What are the major food allergens?



Cooking for family is a daily task that is fun and can bring the family together. But when you are cooking for someone with food allergies, it becomes a little trickier. This is the same for eating out when you have an allergy. Knowing how to manage cross contamination risk and taking the necessary precautions is essential for your health.

Cross contamination is the name given when one food comes into contact with another food, resulting in their proteins (what your body reacts to in an allergic reaction) mixing. For example, using a barbeque to first fry eggs, before moving on to cook bacon and only wiping down the barbeque with a wet cloth in between. This type of cleaning is not good enough to completely remove all trace amounts of egg left on the barbeque, which means that trace amounts of egg may get onto the bacon. If a person who is allergic to eggs then eats this bacon, they will have the same allergic reaction as if they had eaten the egg.

AT HOME

For most people living in a home with an allergic person, it is often easiest to completely remove the allergen from the house to avoid any accidental eating (especially in children) or cross contamination. This may not always be possible, so it is important to make sure everyone in the house knows how to avoid cross contamination. This includes proper cleaning, storage and cooking.

PROPER CLEANING

Proper cleaning is an important part of avoiding cross contamination. Even a tiny amount of the food on a spoon or spatula that is invisible to us can cause an allergic

reaction for some people. Make sure everyone in the house washes their hands before and after eating with soap and warm running water. Washing hands with just water and/or hand sanitiser is not enough to remove all tiny amounts of allergens from your hands. Use utensils and pans that have been thoroughly washed with dishwashing soap and hot water when preparing allergen-free meals.

Make sure all counter-tops have been cleaned with common household cleaning products or watered-down bleach. Cleaning counter tops with just water or with dishwashing liquid may not be enough to remove all small amounts of the allergen.

DINING OUT

Eating out is fun and can be a big part of our lives. With careful planning, you can eat out with friends and family regularly. The following tips can help you to best manage your allergy and enjoy eating out. Advanced preparation and communication is necessary when eating out, at a friend's house or travelling etc. It is important to call the restaurant or café and speak to the manager before arriving to check that they can provide you with safe food, even if you have eaten there before. This is important because recipes, ways of cooking or staff can change.

Be assertive – don't be afraid to ask all the necessary questions about their menu items or their allergy management processes. Some questions include:

- o Do you have an allergy management process in place?
- o Do you use a separate area to prepare the allergen-free meals?
- o Do you use shared grills and fryers when making regular meals and allergen-free meals?
- o Who will be preparing and plating the meals? How will the meals be brought out (e.g. balanced with several other plates, or separately)?

As you arrive, tell the wait staff and manager again about your allergy. Some people may not understand the importance of 100% avoidance and may need your help to understand this. Check what the restaurant's guidelines are for cooking allergen-free meals (they should have guidelines that they follow).

Do not use restaurants or facilities which use shared serving areas with a high risk of accidental mixing and cross contamination. This includes buffets, salad bars and delis.

Some people may require an Epi-pen (a needle of adrenaline) to treat severe reactions to food allergies (e.g. throat swelling or 'anaphylaxis'). Your doctor will be able to tell you if you need this. If you do not have your prescribed Epi-pen with you, do not eat! It is far better to be safe than to risk accidentally eating your allergen and not have your Epi-pen available for the emergency. Choosing simple foods (e.g. meat with vegetables and no sauce) can often be easier to help with avoiding allergens

Do not share knives, forks or glasses with other people at your table.

Do not try other people's meals even if you think it is safe. Restaurants may be able to say they are allergen-safe, but are unlikely to be able to guarantee their meals are 100% allergen-free. Allergen-safe means that all precautions are taken to avoid cross contamination, however there is no fail-safe way to completely stop an allergen from accidentally coming into the kitchen, especially when the allergen food may be used for other meals. This is why it is essential for you to have your Epi-pen with you at all times.

ESSENTIAL WORDS

daily task	kundalik vazifa	ежедневное задание
necessary precaution	zaruriy ehtiyojlar	необходимые меры предосторожности
protein	oqsil	протеин
wipe down	o'chirib tashlamoq	протереть
wet cloth	nam mato	влажная ткань

accidental	tasodifiy	случайный
avoid	qochmoq	избегать
tiny amount	oz miqdor	малая сумма
assertive	qat'iyatli	напористый
separate area	aloxida maydon	отдельная зона
regular meal	muntazam ovqatlanish	регулярное питание
shave the tools	asboblarni birga qo'llash	брить инструменты
way of cooking	pishirish usuli	способ приготовления

GRAMMAR VIEW

Глагол **must** в сочетании с Indefinite Infinitive употребляется для выражения необходимости совершения действия в силу определенных обстоятельств, а также для выражения приказания или совета. На русский язык **must** переводится *должен, нужно, надо*, **Must**, как и *должен, нужно, надо* в русском языке, может относиться к настоящему и к будущему времени: Я должен (мне нужно, надо) сделать это теперь.

I must do it now (необходимость в силу обстоятельств).

He must go there tomorrow (необходимость в силу обстоятельств).

You must post the letter at once (приказание).

You must consult a doctor (совет).

На вопрос **Must I go there?** *Надо ли мне (должен ли я) идти туда?* возможны ответы: Yes, you **must**. *Да, надо* или: No, you **needn't**. *Нет, не надо*.

EXERCISE 1. TRANSLATE INTO YOUR NATIVE LANGUAGE PAYING ATTENTION TO THE VERBS

The ship **was to arrive** at the port at eleven o'clock in the morning. 2. I was very busy in the daytime yesterday, so I **had to do** my work in the evening. 3. We **had to go back home** as we had forgotten to close the window of our room. 4. Who **is to take** the examination at two o'clock? 5. He said that the letter **was to be sent** to Comrade Petrov. 6. We shall **have to join** some other group as our teacher was

suddenly taken ill. 7. Who **was to ring** you up yesterday? 8. As I could not attend the lesson yesterday I **had to ring up** the monitor (срапостра) of the group and tell her about it. 9. Where **were you to meet** your friend? — We **were to meet** at the corner of this street. 10. When **is the train to start**? 11. “You **are not to go out** until I return,” said the mother.

LESSON 15. THE SPREADING OF VIRUS COVID-2019

Grammar: Passive Voice



GET READY!

Before you read the text, talk about these questions.

1. Where did Covid-19 come from?
2. Is Covid-19 caused by a virus or by a bacteria?



The first human cases of COVID-19, the disease caused by the novel coronavirus causing COVID-19, subsequently named SARS-CoV-2 were first reported by officials in Wuhan City, China, in December 2019. Retrospective investigations by Chinese authorities have identified human cases with onset of symptoms in early December 2019. While some of the earliest known cases had a link to a wholesale food market in Wuhan, some did not. Many of the initial patients were either stall owners, market employees, or regular visitors to this market. Environmental samples taken from this market in December 2019 tested positive for SARS-CoV-2, further suggesting that the market in Wuhan City was the source of this outbreak or played a role in the initial amplification of the outbreak. The market was closed on 1 January 2020.

SARS-CoV-2 was identified in early January and its genetic sequence shared publicly on 11-12 January. The full genetic sequence of SARS-CoV-2 from the early human cases and the sequences of many other virus isolated from human cases from China and all over the world since then show that SARS-CoV-2 has an ecological origin in bat populations. All available evidence to date suggests that the virus has a natural animal origin and is not a manipulated or constructed virus. Many researchers have been able to look at the genomic features of SARS-CoV-2 and have found that evidence does not support that SARS-CoV-2 is a laboratory construct. If it were a constructed virus, its genomic sequence would show a mix of known elements. This is not the case.

Another coronavirus, SARS-CoV-1, the cause of the Severe Acute Respiratory Syndrome (SARS) outbreak in 2003, was also closely related to other coronaviruses isolated from bats. These close genetic relations of SARS-CoV-1, SARS-CoV-2 and other coronaviruses, suggest that they all have their ecological origin in bat populations. Many of these coronaviruses can also infect several animal species. For

example, SARS-CoV-1 infected civet cats and then humans, while the virus causing the Middle East Respiratory Syndrome (MERS-CoV) is found in dromedary camels, and has continued to infect humans since 2012.

All available evidence for COVID-19 suggests that SARS-CoV-2 has a zoonotic source. Since there is usually limited close contact between humans and bats, it is more likely that transmission of the virus to humans happened through another animal species, one that is more likely to be handled by humans. This intermediate animal host or zoonotic source could be a domestic animal, a wild animal, or a domesticated wild animal and, as of yet, has not been identified.

All the published genetic sequences of SARS-CoV-2 isolated from human cases are very similar. This suggests that the start of the outbreak resulted from a single point introduction in the human population around the time that the virus was first reported in humans in Wuhan, China in December 2019.

A number of investigations to better understand the source of the outbreak in China are currently underway or planned, including investigations of human cases with symptom onset in and around Wuhan in late 2019, environmental sampling from markets and farms in areas where the first human cases were identified, and detailed records on the source and type of wildlife species and farmed animals sold in these markets. Results from these studies are essential to preventing further zoonotic introductions of SARS-CoV-2 into the human population. WHO continues to collaborate with animal health and human health experts, Member States, and other partners to identify gaps and research priorities for the control of COVID-19, including the eventual identification of the source of the virus in China.

Table 1. Countries, territories or areas with reported laboratory-confirmed COVID-19 cases and deaths. Data as of 23 April 2020*

Netherlands	34842	708	4054	138	Community transmission	0
Switzerland	28186	205	1216	30	transmission	0
Portugal	21982	603	785	23	Pending	0
Ireland	16671	631	769	39	Pending	0
Sweden	16004	682	1937	172	Pending	0
Austria	14924	91	494	31	Pending	0
Israel	14498	556	189	5	Pending	0
Poland	10169	313	426	25	Pending	0
Belarus	7281	558	60	5	transmission	0
Norway	7250	84	169	6	Pending	0
Kazakhstan	2025	30	19	0	Pending	0
Croatia	1950	42	48	0	Pending	0
Uzbekistan	1716	59	7	1	Clusters of cases	0
Estonia	1559	7	44	1	Pending	0
Azerbaijan	1518	38	20	0	Clusters of cases	0
Bosnia and Herzegovina	1367	27	52	2	Community transmission	0
Slovenia	1353	13	79	2	transmission	0
China	84302	15	4642	0	Clusters of cases	0
Japan	11919	423	287	10	Clusters of cases	0
Republic of Korea	10702	8	240	2	Clusters of cases	0

ESSENTIAL WORDS

disease -	kasallik	болезнь
cause-	sabab	причина
authority-	hokimiyat	власть
case-	voqea, hodisa	дело
symptom-	belgi, alomat	симптом
wholesale food market-	ulgurchi oziq ovqat bozori	оптовый продуктовый рынок
initial patient-	dastlabki bemor	первоначальный пациент
market employee-	bozor xodimi	сотрудник рынка
genomic sequence-	genomik ketma ketlik	геномная последовательность
animal species	-hayvon turi	виды животных
outbreak	-avj olmoq	вспышка
wildlife species-	yovvoyi tabiat turi	виды дикой природы



diseases.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com diseases)

One day, _____ Earth will be gone. I wonder. In fact, if all diseases _____ doctors find vaccines and cures for them, _____ change our planet. Think about the amount of overpopulation if _____ from diseases. There'd be a population explosion. I don't think the Earth _____ to feed so many people. It's a really difficult question. Some diseases _____ are really horrible and _____ of suffering. It would be great if scientists found cures for those. Scientists have already found _____ many diseases. It's amazing how far science and medicine have come. I think more cures for diseases _____ if governments spent more money. They seem _____ little on controlling disease.

GRAMMAR VIEW

Если же подлежащее обозначает лицо или предмет, подвергающийся действию со стороны другого лица или предмета, то глагол-сказуемое употребляется в форме страдательного залога: The planets are attracted by the sun. Планеты притягиваются солнцем. "Poltava" was written by Pushkin in 1828. «Полтава» была написана Пушкиным в 1828 году.

В страдательном залоге имеются только два времени группы Continuous: Present Continuous и Past Continuous; форма Future Continuous отсутствует. В страдательном залоге отсутствуют также времена группы Perfect Continuous. При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим: **Am I invited?** Если вспомогательный глагол употребляется в сложной форме (shall be, have been и т.д.), то только первый вспомогательный глагол ставится перед подлежащим: **Shall I be invited? Have I been invited?**

При образовании отрицательной формы частица **not** ставится после вспомогательного глагола: **I am not invited.** Если вспомогательный глагол употреблен в сложной форме (shall be, have been и т.д.), то частица **not** ставится после первого вспомогательного глагола: **I shall not be invited, I have not been invited.**

EXERCISE 1. CHOOSE THE PROPER FORM OF THE VERB IN BRACKETS.

1. He must (to remind, to be reminded) that we'll have a meeting tomorrow.
2. Their lesson must (not to interrupt, not to be interrupted).
3. He (to tell, to be told) to take care of the wounded man.
4. It was difficult for them (to find out, to be found out) his address.
5. Many guests (to invite, to be invited) to my brother's birthday party yesterday.
6. My brother (to invite, to be invited) many guests to his birthday party yesterday.
7. My brother (to invite, to be invited) to his friend's birthday party yesterday.
8. These problems often (to speak of, to be spoken of).
9. I think that this patient must (to take good care of, to be taken good care of).

10. We (not to expect, not to be expected) them yesterday. 11. They (not to expect, not to be expected) yesterday. 12. They (not to expect, not to be expected) us yesterday. 13. We (to finish, to be finished) our work tomorrow.

EXERCISE 2. TRANSLATE THE SENTENCES INTO YOUR NATIVE LANGUAGE

1. Our conversation **was interrupted** by a knock at the door. 2. Such questions **are not** usually **discussed** at our meetings. 3. A new library **will be opened** in this village next month. 4. **Are** many or few new houses usually **built** in our city every year? 5. Do you know that this book **was translated** into English only two years ago? 6. Our town **is** often **visited** by foreign tourists. 7. When **was** Odessa **liberated** from the German fascists? 8. The doctor **was asked** to help the sick woman. 9. When the teacher begins explaining to us a new rule, he **is** never **interrupted**. 10. I **wasn't given** this book though I wanted to read it. 11. He **was shown** the way to the post-office at once. 12. I **shall be introduced** to his family this evening. 13. He **can be given** these magazines on Monday. 14. His address **must be found** as soon as possible. 15. This picture **is** often **looked at**. 16. This performance **is** much **spoken about**. 17. His yesterday's lecture **was listened to** with great interest. 18. Those children **must be taken** good **care of**. 19. Comrade Serov **must be sent for** at once. 20. This sick man **must be** immediately **operated on**.

LESSON 16. POTENTIALLY HAZARDOUS FOODS

Grammar: Conditional 1

GET READY!

Before you read the text, talk about these questions.

1. What does the expression Potentially hazardous food mean?
2. What are the characteristics of Potentially hazardous foods?



Potentially hazardous Foods (PHFs) are foods that require time and temperature control in order to prevent bacteria growth.

The following are considered PHFs:

- Cooked or Raw Animal Products:
- Meat, fish, and poultry
- Dairy products, including custard pies
- Eggs (except for air-dried, hard boiled eggs with an intact shell)
- Cooked fruits or vegetables (including cooked starches)
- Raw seed sprouts
- Cut melons
- Fresh herb-in-oil mixtures
- Garlic-in-oil mixtures
- Cut leafy greens (as of 5/1/13)
- Cut tomatoes (as of 5/1/13)

The following are not PHFs:

- Hard boiled, shell intact, air-dried eggs
- Food with a water activity value of .85 or less
- Food with a pH level of 4.6 or below when measures at (75°F)

According to the U.S. Food and Drug Administration, you should carefully control the temperature of potentially hazardous foods because they can support the growth of infectious or toxic microorganisms. Bacteria grows best between 41 degrees Fahrenheit and 140 degrees Fahrenheit, known as the temperature danger zone.

Potentially hazardous foods should be kept out of this danger zone, or they should be in it for as short a time as possible to prevent the growth of harmful bacteria.

Meat-Dangerous bacteria can grow in meats -- including bacon, poultry, beef, fish, pork and processed meats -- when the meat is not fully cooked. These bacteria can make you sick or even kill you. Often overlooked as a source of potential hazard are foods made with meats. These require extra caution when handling and cooking, and they include gravies, meat casseroles, soups, stews and dressings.

Eggs-Raw eggs may contain *Salmonella enteritidis*, and even when eggs are lightly cooked, you are at risk of infection. Avoid eating raw cookie or cake dough if they contain eggs. If you are infected with *Salmonella enteritidis*, symptoms can occur within 12 to 72 hours, and they include fever, abdominal cramps and diarrhea.

Dairy-Dairy products have the potential to grow bacteria when the temperature of the products reaches 41 degrees Fahrenheit to 140 degrees Fahrenheit. Keep butter, cheese, milk, cream, ice cream, whipped toppings, sour cream and any cream-based sauces cooler than 41 degrees Fahrenheit.

Oil mixtures-Oil mixtures, including garlic in oil, are often overlooked as potentially hazardous foods. These oil mixtures can contain the bacterium *Clostridium botulinum* if not treated to prevent the growth of bacteria. They should be stored in the refrigerator and used within two to three days. If the ingredients include salt or acids, then the product has been preserved, reducing your risk of infection.

ESSENTIAL WORDS

potentially hazardous foods	Potensial xavfli ovqatlar	потенциально опасные продукты
poultry-	parranda	домашняя птица
bacon-	dudlangan cho'chqa go'shti	бекон
beef-	mol go'shti	говядина

park-	istirohat bog'i	парк
risk of infection-	infeksiya xavfi	риск заражения
dairy product-	sut mahsuloti	молочный продукт
seafood-	dengiz taomlari	морской продукты
cooked rice-	pishirilgan guruch	приготовленный рис
weak immune system-	zaif immunitet tizimi	слабая иммунная система
suffer-	azoblanmoq	страдать
certain circumstance-	muayyan holat	определенное обстоятельство
internal temperature-	ichki harorat	внутренняя температура



health.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com health)

I never _____ about my health until recently. When I was a kid, I _____ exercise. Even in my twenties and thirties I was very _____ ill. I have been lucky all my life – always _____ health. I rarely get even a cold. I suppose _____ with you. Now I seem to be getting lots of little _____. I should go to the doctor for a health check, but I'm too busy. The older you get, the _____ about your health. One good thing is that I'm eating more healthily now _____. I no longer have fast food and midnight snacks. I also sleep _____. I've read that getting seven or eight hours sleep every night _____ best things you can do for your health.

GRAMMAR VIEW

К первой группе относятся: Present Subjunctive, Past Subjunctive и Past Perfect Subjunctive*. В этой группе существует лишь небольшое количество форм

сослагательного наклонения, отличных от форм изъявительного наклонения:

1) Present Subjunctive глагола **to be** имеет форму **be** для всех лиц единственного и множественного числа: **I be, he (she, it) be, we be, you be, they be.**** Present Subjunctive глагола **to have** имеет форму **have** для всех лиц единственного и множественного числа и, таким образом, отличается от Present Indefinite изъявительного наклонения только в 3-м лице единственного числа: **I have, he (she, it) have, we (you, they) have.**

Present Subjunctive всех других глаголов отличается от Present Indefinite изъявительного наклонения только отсутствием окончания **-s** в 3-м лице единственного числа: **I work, he (she it) work, we (you, they) work.** 2) Past Subjunctive глагола **to be** имеет форму **were** для всех лиц единственного и множественного лица и, таким образом, отличается от Past Indefinite изъявительного наклонения в 1-м и 3-м лице единственного числа: **I were, he (she, it) were***, we (you, they) were.** Past Subjunctive всех других глаголов полностью совпадает с формой Past Indefinite изъявительного наклонения: **I worked, he (she, it) worked, we (you, they) worked.** 3) Past Perfect Subjunctive всех глаголов (включая глагол **to be**) полностью совпадает с формой Past Perfect изъявительного наклонения: **I 'had worked, he (she, it) had worked, we (you, they) had worked. I had been, he (she, it) had been, we (you, they) had been.** В придаточных предложениях у с л о в и я : **If he break the regulation, he will be** Если он нарушит это постановление, **fined.** он будет оштрафован.

Present Subjunctive употребляется главным образом в Америке. В Англии эта форма сохранилась преимущественно в официальном языке (юридических актах, документах). В современном же литературном и разговорном языке вместо Present Subjunctive обычно употребляется форма сослагательного наклонения, представляющая собой сочетание **should** с инфинитивом. В придаточных предложениях ц е л и помимо сочетания **should** с инфинитивом, сослагательное наклонение выражается также сочетанием модального глагола

may (might) с инфинитивом: The teacher spoke slowly that his pupils might understand him.

EXERCISE 1. COMPLETE THE CONDITIONAL SENTENCES (TYPE I) BY PUTTING THE VERBS INTO THE CORRECT FORM.

- A) If you (send) _____ this letter now, she (receive) _____ it tomorrow.
- B) If I (do) _____ this test, I (improve) _____ my English.
- C) If I (find) _____ your ring, I (give) _____ it back to you.
- D) Peggy (go) _____ shopping if she (have) _____ time in the afternoon.
- E) Simon (go) _____ to London next week if he (get) _____ a cheap flight.
- F) If her boyfriend (phone / not) _____ today, she (leave) _____ him.
- G) If they (study / not) _____ harder, they (pass / not) _____ the exam.
- H) If it (rain) _____ tomorrow, I (have to / not) _____ water the plants.
- I) You (be able / not) _____ to sleep if you (watch) _____ this scary film.
- J) Susan (can / move / not) _____ into the new house if it (be / not) _____ ready on time.

LESSON 17. FOOD PREPARATIONS

Grammar: Modal verb ought to

GET READY!

Before you read the text, talk about these questions.

1. What are the rules for safe food practice?
2. What are food laws and regulations?



Food Preparation

When you're working with food at room temperature, getting it ready to be cooked or served, you need to take extra care.

Any food preparation that takes place at room temperature is risky because it takes place in the danger zone. Most bacteria grow fastest in the 20°- 50°C (68°- 122°F) range, especially at 37°C (98°F) or body temperature. The longer hazardous foods are in this range, the greater the chance that pathogenic bacteria will grow and/or produce toxins which will cause foodborne illness. Potentially hazardous foods can be prepared, processed and manufactured at room temperature, but for no more than two hours.

This is because that time is too short for bacteria to grow or produce toxins at a level that would likely cause harm.

Don't let foods be in the danger zone longer than necessary. If you need to leave your work station for any reason, put food back in the refrigerator until you can start with it again.

If you are preparing large amounts of food:

- Use small batches
- Use pre-chilled ingredients
- Pack food on ice



Cooking

Food mixtures that contain hazardous foods should be cooked to an internal temperature of at least 74°C (165°F). Verify the temperature with your probe

Cooking Food From Raw	Temperature Requirement
Pork	71°C (160°F)
Poultry (whole)	82°C (180°F) for at least 15 seconds
Poultry (pieces or ground)	74°C (165°F) for at least 15 seconds
Ground meat (other than those containing poultry)	71°C (160°F) for at least 15 seconds
Fish	70°C (158°F) for at least 15 seconds
Food mixtures containing poultry, eggs, meat, fish or other potentially hazardous foods	74°C (165°F) for at least 15 seconds

thermometer for at least 15 seconds.

Potentially hazardous food may include:

- Dairy products (such as milk and cheese)
- Meat
- Poultry
- Fish
- Eggs

Cooking Meats

Some types of meats have different minimum internal cooking temperatures. As mentioned in the section on thawing, most bacteria are on the surface of food. So when a solid piece of meat like a steak is cooked, the outside gets thoroughly heated and the surface bacteria are killed, even if the centre doesn't reach 74°C (165°F). When meat is ground up, any bacteria on the surface are mixed through the meat. To make sure all bacteria are killed, the meat must be cooked all the way through. The following temperatures ensure adequate cooking of the meats and reduce the chance

of bacterial survival.

Exercise 1. Translate the following words:sour 2- full 3- dry 4- rich 5- thirsty 6- moist
7- starve 8- succulent 9- bitter 10- sweet

Hot and Cold Holding

Holding food means keeping it at the right temperature once it's been prepared and until it's served. Food can be held hot, cold or at room temperature depending on the type of food and how long it's being held.

There are different requirements for each type of holding; we'll look at these next.

Hot Holding

When food is kept hot after being cooked, it's called “hot holding.” Some examples of this are:

- Food held in a buffet
- Hot dogs kept hot in a hot dog cart
- Fast food held in a warming tray until it is served

Food being held hot for service or display must be held at 60°C (140°F) or higher at all times. Use a probe thermometer to monitor temperatures regularly during the holding time and record them. This is after the food has been cooked to the right internal temperature.

Cold Holding

All foods being held cold for service or display must be held at 4°C (40°F) or lower at all times. This is the same temperature they would be at in a refrigerator. Use a probe thermometer to monitor temperatures regularly during the holding time and record them.

Don't overfill containers. Use metal containers for all hazardous food since metal conducts cold better than plastic.

Food can be held in the cold zone using a refrigerated unit or on ice. Containers of food should always be moved into a refrigerator if they'll be stored overnight.

Cooling

If cooked food needs to be cooled for storage or service, it must be done carefully because the food will pass through the temperature danger zone. The food should be placed on ice or refrigerated before it drops below 60°C/140°F. The faster the food is cooled, the less time it spends in the danger zone, and the less risk there is of bacterial growth.

Cooling foods too slowly is
one of the leading causes of foodborne illness.

The time it should take to cool food is:

- Within two hours, the temperature of the food should drop from 60°C (140°F) to 20°C (68°F).
- Within the next four hours, the temperature of the food should drop from 20°C (68°F) to 4°C (40°F) or less.

As with cooked foods, the temperature of the food must be monitored during cooling using your probe thermometer to make sure it's being cooled fast enough. Cooled food must be stored at 4°C (40°F) or less.

Shallow Pans

The best way to cool food is to transfer the hot, cooked food from large containers to shallow pans (2-3 inches/5-7 cm deep or less).

Partly cover pans to protect from contamination, but allow heat to escape. Place the pans in the refrigerator to bring the temperature down quickly. Store them on the top shelves to reduce the risk of cross-contamination while cooling. Stirring food will also reduce cooling time significantly.

Once the foods are thoroughly cooled, cover tightly to protect from contamination and to keep the food from drying out. Label and date the containers so that you'll know how long to keep the food.

Large Containers

Cooling cooked food in large containers is much harder and can mean that food will

be in the danger zone for a longer time, unless extra care is taken. You can make food cool faster by:

- Placing the large container in a sink of ice water (ice water bath)
- Stirring
- Using an ice wand
- Adding ice directly to the food
- Dividing food into small quantities

The temperature of the food must be monitored during cooling, using your probe thermometer, to make sure it's being cooled fast enough.

Cooling After Preparation

Food prepared at room

temperature should be cooled from 20°C (68°F) to 4°C (40°F) or less within four hours. This applies to food right after it has been cooked. It also applies to food that won't be cooked at all, such as a salad.

Use your probe thermometer to make sure food is being cooled fast enough.

Reheating

When hazardous foods are reheated, they need to be brought to their minimum cooking temperature for at least 15 seconds. The food needs to reach that temperature within two hours. As the food will pass through the danger zone, reheating should be done as quickly as possible so use the highest temperature you can.

- Foods like soups, stews or gravies should be brought to a boil. When possible, reheat in small amounts so you can reheat faster. Remember to always use your probe thermometer to check the reheating temperature.
- Food can't be reheated in a hot-holding unit, like a holding oven, steam table or soup



urn, because they're not designed to heat food quickly or to high enough temperatures. Be careful when using leftovers as they pass through the danger zone twice. Throw out any leftovers after reheating (i.e., don't use the leftovers of a leftover).

ESSENTIAL WORDS

food preparation-	ovqat tayyorlash	приготовление пищи
contain-	o'z ichiga olmoq	содержать
covered-	qoplangan	покрытый
blanch-	tozalamoq	чистить до блеска
evaporate-	bug'lamoq	испарение
fold-	qoplamog	складывать
metal container-	metal idish	металлический контейнер
plastic container-	plastic idish	пластиковый контейнер
monitor-	monitor	монитор
transfer the hot-	issiqlik o'tkazish	передача горячего
reduce the risk-	xavfni kamaytirish	снизить риск
reduce cooling time –	sovutish vaqtini kamaytirish	сократить время охлаждения
bacterial growth-	bakteriya o'sishi	бактериальный рост
small quantity-	oz miqdor	небольшое количество



food.mp3

LISTENING TASK. Fill in the gaps. (Listen a minute.com food)

Isn't food _____ greatest pleasures? Do you know anyone who doesn't like food? I don't. There _____ delicious food in the world. You _____ whole lifetime eating a different dish every day. What's the tastiest food in the world? This _____ difficult question to answer. My taste in food keeps changing. Sometimes my favourite is a dessert, but then I _____ and go for a spicy curry. It's great that countries have so many different dishes. Do _____ national dish is best? Nowadays we have to be careful _____ eat. Fast food is not good for us. We need _____ on healthy food. Maybe we have to

_____ in the future. _____ food you eat is good for you.

EXERCISE 1. Test your knowledge

1. If you want coffee with breakfast, you should buy a _____ of coffee tonight.
A) gallon B) pound C) cup D) quart
2. I would like a large, green _____ of lettuce for tonight's salad.
A) head B) jar C) can D) half a cup
3. Would you like a _____ of chocolate or vanilla ice cream?
A) half dozen B) pint C) bag D) can
4. Pick up _____ of whole wheat bread at the bakery.
A) half a pound B) a box C) a twelve-pack D) a loaf
5. I need _____ eggs for the Easter egg hunt.
A) a gallon B) a quart of C) half a dozen D) a teaspoon of
6. I need a _____ of ground beef to make hamburgers for the picnic.
A) pint B) box C) head D) pound and a half
7. We need a _____ of rice to make our special chicken and rice dish.
A) box B) gallon C) loaf D) teaspoon
8. The _____ of toothpaste are located in the health and beauty section of the supermarket.
A) quarts B) tubes C) pints D) sticks
9. Pick up a _____ of soda for the party tonight.
A) head B) jar C) bag D) six-pack

LESSON 18. Canned foods



EXERCISE 2. Match each person or on the left with the correct definition on the right. **OCCUPATIONS**

1. a traffic warden ____ 2. a dustman ____ 3. a window dresser ____ 4. an estate agent ____
5. a secretary ____ 6. an undertaker ____ 7. a bricklayer ____ 8. a civil servant ____
9. a vet ____ 10. a newsagent ____ 11. a midwife

- a) arranges shop-window displays
- b) makes brick buildings and walls
- c) works in a government ministry
- d) controls parking and parking meters
- e) collects rubbish from people's houses
- f) treats sick animals g) helps people buy and sell houses
- h) sells newspapers and magazines from a shop
- i) delivers babies
- j) makes arrangements for funerals k) deals with office correspondence and records

GRAMMAR VIEW

Глагол **ought** *должен, следует, следовало бы* в сочетании с In-definite Infinitive употребляется для выражения м о р а л ь н о г о д о л г а или с о в е т а , относящегося к н а с т о я щ е м у или б у д у щ е м у :

He ought to help his friend. You ought to be more careful.

EXERCISE3. READ AND TRANSLATE IN TO YOUR NATIVE LANGUAGE.

1. Alex had no suit at all except what he ought to wear
2. In her prayer Sally was not perfect as she didn't know what she ought to pray for
3. Jill is a doctor and she ought to be able to help you
4. Little Frankie feared everything, you ought to be careful with him
5. It's your birthday, you ought to have a cake
6. The parents don't want to lose Nick, she ought to have warned them she was coming
7. You are a thief, and you ought to be caught

8. The space man glanced back and saw a humanoid creature that was bigger than any man ought to be
9. This work is not for Freddy, he ought to be a professor

LESSON 18. PREPARATION OF DESSERTS, SWEETS.

Grammar: Present perfect

GET READY!

Before you read the text, talk about these questions.

1. What are the methods of preparing desserts?
2. What are the ingredients needed in preparing dessert and sweet sauce?

Dessert is a course that concludes a meal. The course usually consists of sweet foods, such as confections, and possibly a beverage such as dessert wine or liqueur; however, in the United States it may include coffee, cheeses, nuts, or other savory items regarded as a separate course elsewhere. The word "dessert" is most commonly used for this course in Australia, Canada, Ireland, New Zealand, and the United States, while "pudding", "sweet", or more colloquially, "afters" are also used in the United Kingdom and some other Commonwealth countries, including Hong Kong and India. The term dessert can apply to many confections, such as biscuits, cakes, cookies, custards, gelatins, ice creams, pastries, pies, puddings, sweet soups, and tarts. Fruit is also commonly found in dessert courses because of its naturally occurring sweetness. Some cultures sweeten foods that are more commonly savory to create desserts.

Firstly, in people who eat at irregular intervals, the desire for desserts may result from a large burst of insulin after a heavy meal. The sudden “jump” in insulin causes a rapid decrease in blood sugar levels, and thus increases the desire for sweets.

Another cause is the elimination of food products with plenty of complex carbohydrates – whole-wheat bread, grits, cereals, bran, brown rice, and wholemeal pasta. Their presence on the menu makes us feel satisfied after a meal, and compensates for low blood sugar. The desire to improve your mood by ingesting sugar can also be a factor. Sweet snacks increase our production of the so-called hormone of happiness. Your habits also play an important role. The more we reach for after-dinner desserts, the more used to the sugar our bodies get – that means more sweet snacks during the day.

Unfortunately, frequent ingestion of sweets is harmful for your body. Frequently reaching for sweets may contribute to gaining excess weight or obesity. Eating desserts which contain large amounts of sugar and fat adversely affects your health – cakes with cream, chocolate bars with caramel, iced buns, waffles with sweet toppings, pastry, etc. Therefore, you should replace traditional sweets with fruit-based desserts, milk, nuts, dark chocolate, milk shakes, homemade smoothies and fruit salads, homemade cakes with whole-wheat flour, and other similar healthy options.

EXERCISE 1. CONTINUE THE LOGIC LIST.

Bread, butter, sugar, cream, _____.

- K) shark B) scholar C) kids D) cheese E) steam

EXERCISE 2. FIND THE WORD DEFINITION

A bulb like vegetable with a strong smell and flavor and unpleasant taste is _____.

- A) onion B) potato C) tomato D) carrot E) cabbage



sugar.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com sugar)

Sugar is an interesting food. Is it food? _____ sugar is. It seems as though the _____ sugar. We cannot do without it. I wonder how much sugar we have every day. When I was a kid, I _____. I even used to eat sugar cubes. That's so bad for your teeth. I still have _____ but I have cut down

_____ sugar I have. I used to have three sugars in my tea. Now I have none – three sugars in tea is _____. There are two things about sugar I love. I love sprinkling a little sugar on strawberries and I love sugar cane juice. _____, I think I could easily live without sugar. I'm not sure if other people can. What _____ without sugar?

ESSENTIAL WORDS

conclude	xulosaga kelmoq	Закljučить
liqueur	likor	ликер
compensate	mukofotlamoq, zararni qoplamoq	компенсировать
improve	yaxshilamoq	улучшать
ingest sugar	shakarni yutmoq	глотать сахар
sweet snack	mazali desert	сладкая закуска
obesity	semirish	ожирение
feel satisfied	mamnuniyat his qilmoq	чувствовать себя довольным
compensate	tovon puli	компенсировать
homemade cake	uyda tayyorlangan tort	домашний торт

GRAMMAR VIEW

Времена группы Perfect выражают действие, совершенное к определенному моменту в настоящем, прошедшем или будущем. В русском языке, в зависимости от смысла предложения, этим временам соответствуют времена глагола совершенного или несовершенного вида.

I have written the letter.

1. Present Perfect образуется при помощи вспомогательного глагола **to have** в форме настоящего времени (have, has) и формы причастия прошедшего времени (Past Participle) смыслового глагола: **I have worked, he has worked, we have worked.**

2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: **Have I worked? Has he worked? Have we worked?**

3. Отрицательная форма образуется при помощи частицы **not**, кото-рая ставится после вспомогательного глагола: **I have not worked, he has not worked, we have not worked.** 4. В вопросительно-отрицательной форме частица **not** ставится непосредственно после подлежащего: **Have I not worked? Has he not worked? Have we not worked?**

**EXERCISE 3. PUT IN THE VERBS IN BRACKETS INTO THE GAPS.
USE PRESENT PERFECT. MIND THE SIGNAL WORDS (IF GIVEN).**

1. The students _____ a flight to Vienna. (to book)
2. The cat _____ a mouse. (just/to catch)
3. Jack and Brian _____ this picture. (just/to draw)
4. He _____ his friends. (already/to invite)
5. Julia _____ a table with three columns. (just/to make)
6. My friends _____ the geography test. (to pass)
7. I _____ the rabbits. (just/to feed)
8. The baby hedgehogs _____ the water. You need to get more. (already/to drink)
9. The teacher _____ the keys, so he can't open the door. (to lose)
10. We _____ the worksheets. (already/to download)

**LESSON 19. EFFECT OF VITAMINS TO HUMAN
HEALTH**

Grammar: Complex sentences

GET READY!

Before you read the text, talk about these questions.

1. Should we take vitamins everyday?
2. What are the side effects of too many vitamins to the body of the person?

The early twentieth century was a crucial period for the identification and biological-chemical-physical characterisation of vitamins. From then until now, many studies have attempted to clarify into detail the biological role of the vitamins in humans and their direct connection with certain diseases, either in a negative way (appearance of deficiency diseases due to vitamin deficiency) or a positive way (use of vitamins to treat diseases and/or to improve human health). Human nutrition, as a field of knowledge, had a great impact at the beginning of the twentieth century. From 1912, experiments such as those developed by English biochemist Frederick Hopkins (1861–1947) demonstrated the existence of certain organic substances in food that are essential for health. Hopkins called them ‘accessory food factors’. Shortly after that discoveries, the Polish biochemist Casimir Funk (1884–1967) proposed the term ‘vitamins’ to identify the substances previously termed ‘accessory food factors’. The etymology of the term vitamin derives from the Latin ‘vita’ (life) and ‘amina’; Funk concluded that these substances were necessary for life and most of them contained an amino group. Thus, in the early sixties, the identification of essential nutrients necessary to support human life and health (macronutrients, micronutrients and trace elements) was almost concluded. In the last half of last century, all vitamins were identified, their chemical structures were determined and natural sources from which vitamins can be obtained were described in detail. The biological role of each vitamin, their connections with several metabolic pathways and human pathologies and their importance in human nutritional processes were also quickly established. Besides, advances in chemical analysis/technologies during the last three decades have provided the tools to produce vitamins in vitro (even at large scale). Consequently, vitamins can be currently obtained by chemical synthesis, by isolation of natural sources (fat-soluble vitamins) or by microbial biotechnology (mainly water-soluble

vitamins). Thus, several human pathologies based on vitamins deficiency can be fully eradicated or their prevalence decreases substantially thanks to (i) promotion of good nutrition practices and (ii) use of dietary supplements containing mainly vitamins and trace elements. Even so, malnutrition is still a massive problem, particularly in some geographic regions characterised by poverty, poor nutrition understanding and practices and deficient sanitation and food security. During the last five decades, several scientific-technical reports have confirmed and/or suggested new biological roles and properties for vitamins in human beings. Despite a large amount of existing information, there are very few integrative studies carried out on the effect of the vitamins on human health. In this sense, the work here presented summarises the main recent evidences that provide an integrated and updated analysis about the effect of vitamins in human health. The main aim is to understand how the use of vitamins (from food or from dietary supplements containing vitamins) can improve human health or the evolution of some specific disease.

Two groups of vitamins are distinguished based on their solubility (fat-soluble and water-soluble vitamins). Each of these two groups exhibit significantly different physical-chemical-biological characteristics.



vitamins.mp3

LISTENING TASK. Fill in the gaps. (Listen a minute. com vitamins)

Our bodies need vitamins. _____. If we don't get enough vitamins, _____. But how do we know if we're _____ vitamins. I worry about that. Especially because a lot of the food I eat _____. I wonder how many vitamins there are in pizza and French fries. I know I should eat more fruit and vegetables – that's where _____. I thought about buying vitamin pills and vitamin supplements. But then I didn't _____ of this. I read these are not so good for you. I really need to read up on vitamins. I

_____ what they do. Where do I get vitamin A and what does it do? I know vitamin C comes from fruit. I guess I _____ more fruit.

ESSENTIAL WORDS

crucial period-hal qiluvchi davr

identification-shaxsni tasdiqlash

clarify	aniqlashtirmoq	уточнить
direct connection	to'g'ridan to'g'ri ulanish	прямая связь
deficiency	nuqson	дефицит, недостаток
essential nutrient	muhim ozuqa	незаменимое питательное вещество
support human life	inson hayotini qo'llab quvvatlash	поддерживать человеческую жизнь
prevalence	tarqalish	распространенность
derive	sazovor bo'lmoq	производный
eradicate	ildizi bilan yulib tashlamoq	искоренить
promotion	yordam, ko'mak	продвижение, помощь
evolution	rivojlanish	эволюция
fat soluble	yog'da eriydigan	жирорастворимый
water soluble	– suvda eriydigan	Растворимый на воде

Table 19: Retention (%) of Vitamins (Formulated) in Extruded Feed Stored 3 Months		
Vitamin	Vitamins Only	Vitamins, Minerals And Choline Chloride
A	70-90	50-80
D₃	75-100	75-90
E	90-100	50-80
K₃	20-50	10-30
Thiamin	60-80	50-80
Riboflavin	90-100	90-100
Pyridoxine (B6)	80-90	50-70
B₁₂	40-80	40-70
Pantothenic Acid	80-100	80-100
Niacin	90-100	90-100
Folic Acid	50-65	40-65
Biotin	70-90	70-90
C (STAY-C™)	90-100	70-98
	Temperature up to 130°C and (or) short treatment time	Temperature over 130°C and (or) intensive/long treatment time
Sources: Reddy and Love (1999)		

GRAMMAR

Complex sentences are fascinating components of the English language. When used properly, they can add depth to our writing. Complex sentences contain an independent clause and at least one dependent clause.

An independent clause has the ability to stand alone as a sentence. It always makes a complete thought. A dependent clause cannot stand alone, even though it has a subject and a verb.

Complex sentences are friends and neighbors to compound sentences. There's only one difference. Compound sentences contain two independent clauses — that's all there is to it. Let's break down a couple complex sentence examples into its parts.

EXERCISE 1. PROVIDE A PROPER SUBORDINATOR TO FILL THE GAPS IN THESE SENTENCES.

1. I'm going to the bank _____ I need some money.
2. I made lunch _____ I got home.
3. _____ it's raining, she's going for a walk in the park.
4. _____ she finishes her homework soon, she will fail the class.
5. He decided to trust Tim _____ he was an honest man.
6. _____ we went to school, she decided to investigate the situation.
7. Jennifer decided to leave Tom _____ he was too worried about his job.
8. Dennis bought a new jacket _____ he had received one as a gift last week.
9. Brandley claims that there will be trouble _____ he doesn't complete the job.
10. Janice will have finished the report _____ the time you receive the letter.

LESSON 20. FRUIT AND VEGETABLES.

Grammar: Past perfect

GET READY!

Before you read the text, talk about these questions.

1. What fruit and vegetables should you eat every day?
2. What vitamins are rich in fruit and vegetables?

Fruit and vegetables should be an important part of your daily diet. They are naturally good and contain vitamins and minerals that can help to keep you healthy. They can also help protect against some diseases. Most Australians will benefit from eating more fruit and vegetables as part of a well-balanced, regular diet and a healthy, active lifestyle. There are many varieties of fruit and vegetables available and many ways to

prepare, cook and serve them.

You should eat at least five serves of vegetables and two serves of fruit each day.

Choose different colours and varieties.

A serve of vegetables is about one cup of raw salad vegetables or 1/2 cup of cooked.

A serve of fruit is about one medium piece, 2 small pieces or 1 cup canned (no added sugar). Fruits and vegetables contain many vitamins and minerals that are good for your health. These include vitamins A (beta-carotene), C and E, magnesium, zinc, phosphorus and folic acid. Folic acid may reduce blood levels of homocysteine, a substance that may be a risk factor for coronary heart disease. Fruits and vegetables are low in fat, salt and sugar. They are a good source of dietary fibre. As part of a well-balanced, regular diet and a healthy, active lifestyle, a high intake of fruit and vegetables can help you to:

- Reduce obesity and maintain a healthy weight
- Lower your cholesterol
- Lower your blood pressure.

Fruit is the sweet, fleshy, edible part of a plant. It generally contains seeds. Fruits are usually eaten raw, although some varieties can be cooked. They come in a wide variety of colours, shapes and flavours. Common types of fruits that are readily available include:

- ✓ Apples and pears
- ✓ Citrus – oranges, grapefruits, mandarins and limes
- ✓ Stone fruit – nectarines, apricots, peaches and plums
- ✓ Tropical and exotic – bananas and mangoes
- ✓ Berries – strawberries, raspberries, blueberries, kiwifruit and passionfruit
- ✓ Melons – watermelons, rockmelons and honeydew melons
- ✓ Tomatoes and avocados.

Vegetables are available in many varieties and can be classified into biological groups or ‘families’, including:

- Leafy green – lettuce, spinach and silverbeet
- Cruciferous – cabbage, cauliflower, Brussels sprouts and broccoli
- Marrow – pumpkin, cucumber and zucchini
- Root – potato, sweet potato and yam
- Edible plant stem – celery and asparagus
- Allium – onion, garlic and shallot.

Vegetables and fruit are a handy snack food and are easily carried to work or school. Include them in everyone’s meals and snacks for a healthy, well-balanced diet. Some suggestions include:

- Keep snack-size fruit and vegetable portions easily accessible in your fridge.
- Keep fresh fruit on the bench or table.
- Add fruit and vegetables to your favourite family recipes or as additions to your usual menus.
- Use the colour and texture of a variety of fruit and vegetables to add interest to your meals.
- Think up new ways to serve fruits and vegetables.

Some simple ways to serve fruits and vegetables include:

- fruit and vegetable salads
- vegetable or meat-and-vegetable stir-fries

- raw fruit and vegetables



- vegetable soups
- snack pack, stewed or canned fruits or dried fruits.



salad.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com salad)

Salad is important. I _____ don't eat enough salad. We prefer other things. I'm a bit lazy when it comes to salad. I _____ to make one. If I'm at the salad bar of a restaurant, I will make the effort. I'll pile _____ my plate as I can. Eating salad is so healthy. I really must try to have some _____ or three times a day. I think if everyone did this, the whole world _____. There are so many delicious salad vegetables. And then you put _____ top to make it extra yummy. Salads just look so healthy, and _____ after eating them. I like all kinds of salad. There are so many, from pasta salads to potato salad to a simple green salad. They're _____.

ESSENTIAL WORDS

benefit	foyda	выгода
regular diet	muntazam parhez	регулярная диета
healthy lifestyle	sog'lom hayot tarzi	здоровый образ жизни
active lifestyle	faol hayot tarzi	активный образ жизни

available	mavjud	имеется в наличии
addition	qo'shimcha	добавление
raw fruit	xom meva	сырые фрукты
potassium	kaliy	калий
magnesium	magniy	магний
fiber	tola	волокно
nutrient	ozuqa modda	питательные вещества
delivery vehicle	yetkazib berish vositasi	автомобиль доставки
high quality	yuqori sifatli	высокого качества
incremental change	bosqichma bosqich o'zgarish	постепенное изменение



EXERCISE 1. Translate the words.

Tomatoes 2- Corn 3- Pumpkins 4- Spinach 5- Carrots 6- Beet roots 7- Potatoes 8- Beans 9- Garlic 10- Peppers

Exercise 2. What vegetables are hidden:

1. ___ are also known as a love apple, is red and juicy and is strictly speaking a fruit.
2. ___ is made into flakes for breakfast cereals, is yellow on the inside and covered with green leaves.
3. ___ are made into lanterns on Halloween and into pie on Thanksgiving?
4. ___ is famous for giving Popeye his strength?
5. ___ are loved by Bugs Bunny and are good for your eye.
6. ___ are used in Russia and Eastern Europe to make a famous red soup called Borsch?
7. ___ are made into chips in the U.K. and into French fries in the USA?
8. Broad, runner, navy, soy, and lima are all varieties of ___
9. ___ is said to keep vampires away (and most other people too!).
10. ___ come in many colors and different strengths of hotness?

EXERCISE 2. PUT THE VERBS INTO THE CORRECT FORM (PAST PERFECT SIMPLE).

1. The storm destroyed the sandcastle that we (build)_____ .

2. He (not / be)_____ to Cape Town before 1997.
3. When she went out to play, she (do / already) _____ her homework.
4. My brother ate all of the cake that our mum (make) _____.
5. The doctor took off the plaster that he (put on) _____ six weeks before.
6. The waiter brought a drink that I (not / order) _____.
7. I could not remember the poem we (learn) _____ the week before.
8. The children collected the chestnuts that (fall)_____ from the tree.
9. (he / phone) _____ Angie before he went to see her in London?
10. She (not / ride) _____ a horse before that day.

GRAMMAR VIEW

Past Perfect образуется при помощи вспомогательного глагола **to have** в форме прошедшего времени (**had**) и формы причастия прошедшего времени (Past Participle) смыслового глагола: **I had worked, he had worked.**

Past Perfect употребляется для выражения прошедшего действия, которое уже совершилось до определенного момента в прошлом. Past Perfect переводится на русский язык прошедшим временем глагола совершенного, а иногда и несовершенного вида, в зависимости от смысла предложения. Past Perfect представляет собой «предпрошедшее» время, поскольку оно выражает прошедшее действие по отношению к моменту, также являющемуся прошедшим. Этот момент может быть указан: обозначениями времени, такими как **by five o'clock** к пяти часам, **by Saturday** к субботе, **by the 15th of December** к 15 декабря, **by the end of the year** к концу года, **by that time** к тому времени и т.п.:

We **had translated** the article by five o'clock.

By the end of the year he **had learnt** to speak French.

They **hadn't finished** their work by six o'clock.

We **had shipped** the goods by that time

LESSON 21. VEGETARIAN FOOD

Grammar: Reflexive pronouns

GET READY!

Before you read the text, talk about these questions.

1. What are all vegetable names?
2. Can you live off just fruit and vegetables?

Vegetarian cuisine is based on food that meets vegetarian standards by not including meat and animal tissue products (such as gelatin or animal-derived rennet). For lacto-ovo vegetarianism (the most common type of vegetarianism in the Western world), eggs and dairy products (such as milk and cheese without rennet) are permitted. For lacto vegetarianism, dairy products are permitted but eggs are not, and for ovo vegetarianism eggs are permitted but dairy products are not. The strictest form of vegetarianism is veganism, which excludes all animal products, including dairy, honey, and some refined sugars if filtered and whitened with bone char. There are also partial vegetarians (flexitarians), such as pescetarians who may eat fish but avoid other types of meat. Vegetarian foods can be classified into several different types: Traditional foods that have always been vegetarian include cereals, grains, fruits, vegetables, legumes and nuts.

Soy products, including tofu and tempeh, which are common protein sources. Textured vegetable protein (TVP), made from defatted soy flour, often included in chili and burger recipes in place of ground meat. Meat analogues, which mimic the taste, texture, and appearance of meat and are often used in recipes that traditionally contained meat. Eggs and dairy product analogues in vegan cuisine (such as aquafaba, plant cream or plant milk)

Food regarded as suitable for all vegetarians (including vegans) typically includes:

- Cereals/grains: barley, buckwheat, corn, fonio, hempseed, maize, millet, oats, quinoa, rice, rye, sorghum, triticale, wheat; derived products such as flour (dough, bread, baked goods, cornflakes, dumplings, granola, Muesli, pasta etc.).
- Vegetables (fresh, canned, frozen, pureed, dried or pickled); derived products such as vegetable sauces like chili sauce and vegetable oils.
- Edible fungi (fresh, canned, dried or pickled).
- Fruit (fresh, canned, frozen, pureed, candied or dried); derived products such as jam and marmalade.
- Legumes: beans (including soybeans and soy products such as miso, soy milk, soy yogurt, tempeh, tofu and TVP), chickpeas, lentils, peas, peanuts; derived products such as peanut butter.
- Tree nuts and seeds; derived products such as nut butter.
- Herbs, spices and wild greens such as dandelion, sorrel or nettle.
- Other foods such as seaweed derived products such as agar, which has the same function as animal bone derived gelatin.
- Beverages such as beer, coffee, hot chocolate, lemonade, tea or wine.
- Foods not suitable for vegans, but acceptable for some other types of vegetarians:
 - Dairy products (butter, cheese (except for cheese containing rennet of animal origin), milk, yogurt (excluding yogurt made with gelatin) etc.) – not eaten by vegans and pure ovo-vegetarians
 - Eggs – not eaten by pure vegetarians, vegans and lacto-vegetarians (most Indian vegetarians)
 - Honey – not eaten by most vegans



vegetarianism.mp3

LISTENING TASK. Fill in the gaps. (Listen a minute.com vegetarianism)

If _____ was a vegetarian, I think the world would be a better place. There _____ land any more for cows and sheep to feed on. We are _____ forests because farmers want more _____ so we can eat beef. Vegetarianism is one way to help the Earth. It's also one way to help ourselves. So _____ because we eat too much meat. If we were all vegetarian, we would _____. We all need to eat more vegetables. That's the easiest way of _____ health. If we were all vegetarian, we would also save lots of money on healthcare. We wouldn't have all the _____ you get with eating meat. I wonder if we can all stop eating meat.

ESSENTIAL WORDS

animal tissue-	hayvon to'qimalari	ткани животных
permit-	ruksatnoma	разрешать
texture-	to'qima	текстура
contain	– o'z ichiga oladi	содержать
vegan cuisine-vegan	Вегетариянлар ошхонаси	веганская кухня
edible –	qutulish mumkin	съедобный
derived products-	olingan mahsulotlar	производные продукты
herb-	giyoh	трава
boiled beef-	qaynatilgan mol go'shti	отварная говядина
fried beef-	qovurilgan mol go'shti	жареная говядина
international cuisine-	xalqaro oshxona	международная кухня

GRAMMAR VIEW

Возвратные местоимения образуются путем прибавления к притяжательным местоимения my, our, your, личным местоимения him, her, it, them и неопределенному местоимению one окончания self (к местоимениям единственного числа) и **selves** (к местоимениям множественно-го числа):

Частице *-ся (-сь)*, которая присоединяется к глаголам для того, чтобы придать им возвратное значение, показывая, что действие переходит на са-мо действующее лицо:

He defended himself bravely.

She hurt herself.

Be careful, don't cut yourself!

Go and wash yourself, Mary!

EXERCISE 1. CHOOSE THE CORRECT ANSWER.

1. He burnt _____ with the matches.

a) himself

herself

2. Be careful! You might electrocute _____!

myself

yourself

3. Ow! I've cut _____.

myself

yourself

4. The cat has scratched _____.

itself

myself

5. They're taking photos of _____ . themselves (itself)

6. We're going to hurt _____ if we're not careful.

myself

ourselves

LESSON 22. KITCHEN EQUIPMENTS

Grammar: Relative pronouns

GET READY!

Before you read the text, talk about these questions.

1. What are examples of kitchen equipments?
2. What are cooking equipments?

Equipment

If a piece of equipment used in your kitchen comes in contact with raw food, it will pick up the microorganisms that are on the food. If it then touches ready-to-eat food, that food will be cross-contaminated.

To keep this from happening, all equipment must be washed, rinsed and sanitized often, especially between being used with different foods.

It's very important to keep raw food away from cooked or ready-to-eat food. Raw foods - including meat, other animal products like eggs, and raw fruits and vegetables - may contain harmful microorganisms. The best way of avoiding cross-contamination between raw food and ready-to-eat food is to have separate equipment, utensils, cutting boards and preparation areas for each.

Colour coded utensils and cutting boards can help. Use one colour for raw foods, and a different colour for ready-to-eat food. If you can't, then it's very important to immediately wash, rinse and sanitize any surface that food (especially raw food) touches each time it's used.

Equipment Care

To help prevent equipment cross-contamination you should:

Keep sanitizing solution on hand in a bucket or labeled spray bottle, mixed to the proper strengths.

Keep wiping cloths in sanitizing solution to keep bacteria from growing on the cloth.

Replace cutting surfaces if they have cracks, crevices or open seams. Damaged surfaces can't be cleaned well enough to get rid of harmful microorganisms.

Remember that meat slicers come into contact with food and must be taken apart and thoroughly cleaned and sanitized after use. If slicers are used several times every day,



clean the equipment throughout the day to remove bacteria from cutting surfaces. Take the slicer apart and thoroughly clean it at the end of the day.



Change utensils (i.e., knives, ladles, tongs, etc.) often throughout the day. If a utensil is dropped, don't wipe it on your apron or cloth and reuse it. It's dirty and must be sent to the dish washing area and replaced with a clean one.



Can opener blades enter the can and touch the food. They must be cleaned regularly.

How Could This Happen?

To show you how easy it can be for food to get cross-contaminated, consider this example.



A food handler slices raw chicken on a cutting board. The raw chicken is contaminated with *Salmonella* bacteria, which is commonly found on raw poultry, but is destroyed by cooking. The raw chicken contaminates the board, the knife and the food handler's hands.



The food handler wipes the contaminated knife and board with a cloth, and sets them aside. Now the board, knife, cloth and food handler's hands are all contaminated with microorganisms from the raw chicken.

Sitting out at room temperature, *Salmonella* bacteria multiply very quickly. The microorganisms can't be seen, so other food handlers in the kitchen won't know that all of these objects are contaminated.

Another food handler picks up the knife and cutting board, and uses them to chop lettuce for a salad. The lettuce is now contaminated with Salmonella bacteria. To prevent this, the knife, cutting board and cloth need to be cleaned and sanitized before they come into contact with any food or food contact surfaces. The food handler's hands need to be washed before handling any other food or food contact equipment.

Clearing Tables

Tables should be cleaned and sanitized between customers. Use sanitizer and a clean damp cloth or a disposable paper towel to make sure any contaminants on the table are removed. Cloths used for cleaning tables should be clean and shouldn't be used for any other purpose.

If there are any table linens (tablecloths, cloth napkins, placemats) they should be changed between settings. Any table linens used must be clean and in good repair. They must be laundered between uses.

Equipment

Your equipment needs to be cleaned often enough to keep it from getting a buildup of food residue or any other contaminants like dust or debris.

Equipment that's used without breaks at room temperature or used with hazardous foods needs to be cleaned and sanitized at least once every four hours and between being used with raw and ready-to-eat foods. Some examples would be a meat slicer or grinder, cheese slicer or food processor. It's a good idea to have more than one piece of equipment when possible, so that one can be used while the other is being cleaned.

ESSENTIAL WORDS

cutting board-	Кесиш тахтаси	кухонная доска
measuring cup-	so'lchov stakani	чашка для измерение
measuring spoon-	o'lchov qoshig'i	ложка для измерение
vegetable peeler-	sabzavotlarni tozalash vositasi	ножъ для чистить овощи

whisk –	qoqib tashlamoq	протереть
bread knife -	non pichog'i	ножь для хлеб
knife sharpener-	pichoq charxlovchi	делать ножь острым
kitchen pan-	oshxona idishi	кухенная скровородка
blender-	blendir	блэндер
kitchen sink-	oshxona rakovina	кухенная раковина
oven mitts –	qo'lqoplar	перчатки для печки
ladle-	cho'mich	
greater-	qirg'ich	тёрка
shearps-	chirpi	
sponger	- idish yuvadigan latta	губка для мытья посуд
towels	- sochiqlar	полотенцы

GRAMMAR VIEW

Относительные местоимения служат для связи придаточ-ных предложений с главным. Они являются союзными словами, которые отличаются от союзов тем, что они не только связывают придаточное пред-ложение с главным, но и являются членами придаточного предложения. Для связи придаточных предложений подлежащих, сказуе-мых и дополнительных с главным употребляются местоимения **who** *кто* (**whom** *кого*), **whose** *чей*, **what** *что, какой*, **which** *который, какой, кто, что*. Они являются, таким образом, теми же вопросительными место-имениями, но употребленными не для вопроса, а для связи предложений*:

The article that (which) I translated Статья, которую я перевел вчера, yesterday was very easy.

The man about whom we were talking yesterday (= whom we were talking **about** yesterday) will come at five o'clock.

The student who is standing at the window is my brother.

EXERCISE 1. PUT IN THE RELATIVE WHO, WHICH OR WHOSE WHERE NECESSARY.

1. This is the boy _____ had an accident.
2. Yesterday I saw a car _____ was really old.
3. Mandy is the girl _____ I met on Friday.
4. I haven't seen Frank, _____ brother is five, for a long time now.
5. The robber stole the car _____ the lady parked in front of the supermarket.
6. This is the man _____ house is on fire.
7. Can I talk to the girl _____ is sitting on the bench?
8. The book _____ you gave me is great.
9. She likes hamburgers _____ are hot.
10. Bill Clinton, _____ was President of the USA, has only one daughter.

LESSON 23. TYPES OF COOKING OIL

Grammar: Indefinite pronouns.

GET READY!

Before you read the text, talk about these questions.

1. How many types of oil are there in your country?
2. Which is the best cooking oil for health?

Cooking oil is plant, animal, or synthetic fat used in frying, baking, and other types of cooking. It is also used in food preparation and flavouring not involving heat, such as salad dressings and bread dippings like bread dips, and may be called edible oil. Cooking oil is typically a liquid at room temperature, although some oils that contain saturated fat, such as coconut oil, palm oil and palm kernel oil are solid. There is a wide variety of cooking oils from plant sources such as olive oil, palm oil, soybean oil, canola oil (rapeseed oil), corn oil, peanut oil and other vegetable oils, as well as animal-based oils like butter and lard. Oil can be flavored with aromatic foodstuffs

such as herbs, chillies or garlic. Heating oil changes its characteristics. Oils that are healthy at room temperature can become unhealthy when heated above certain temperatures, so when choosing a cooking oil, it is important to match the oil's heat tolerance with the temperature which will be used.[19] Deep-fat frying temperatures are commonly in the range of 170–190 °C (338–374 °F), less commonly, lower temperatures ≥ 130 °C (266 °F) are used.[20]

Palm oil contains more saturated fats than canola oil, corn oil, linseed oil, soybean oil, safflower oil, and sunflower oil. Therefore, palm oil can withstand deep frying at higher temperatures and is resistant to oxidation compared to high-polyunsaturated vegetable oils. Since about 1900, palm oil has been increasingly incorporated into food by the global commercial food industry because it remains stable in deep frying, or in baking at very high temperatures, and for its high levels of natural antioxidants, though the refined palm oil used in industrial food has lost most of its carotenoid content (and its orange-red color).

The following oils are suitable for high-temperature frying due to their high smoke point above 230 °C (446 °F):

- Avocado oil
- Mustard oil
- Palm oil
- Peanut oil (marketed as "groundnut oil" in the UK and India)
- Rice bran oil
- Safflower oil
- Semi-refined sesame oil
- Semi-refined sunflower oil

ESSENTIAL WORDS

vegetable oil	o'simlik yog'i	растительное масло
low saturated fat	kam to'yingan yog'	с низким содержанием насыщенных жиров
fat content	yog' tarkibi	жирность
corn oil	misr yog'i	кукурузное масло
medium temperature	o'rtacha harorat	средняя температура
sunflower oil	kungaboqar yog'i	подсолнечное масло
olive oil	zaytun yog'i	оливковое масло
heart disease	yurak kasalligi	сердечная болезнь
peanut oil	eman yog'i	арахисовое масло
pantry	ombor	кладовая
solid fat	qattiq yog'	твердый жир
carbohydrates	uglevodlar	углеводы
mineral	mineral	минеральная
melted butter	eritilgan sariyog'	растопленное масло



EXERCISE 1. Match the words on the left with their opposites on the right.

1. day a. bottom 1. _____
2. friend b. cause 2. _____
3. loss c. enemy 3. _____
4. result d. failure 4. _____
5. sea e. gain 5. _____
6. sorrow f. joy 6. _____
7. success g. land 7. _____
8. sunset h. night 8. _____
9. top i. peace 9. _____
10. war j. sunrise 10. _____

EXERCISE 2. FILL IN THE CORRECT PRONOUN

1. Does (anyone, everyone, no one, someone) want to play tennis this afternoon ?
2. What's that smell? - I think (something, nothing, anything, everything) is burning.

3. I asked if (everyone, no one, anyone, someone) wanted ice cream,
but (nobody, somebody, everybody, anybody) did, so I just bought one for
myself.
4. Did (anyone,someone,no one,everyone) call me while I was out ?
5. Your face looks familiar. Haven't I seen you (somewhere,
anywhere,nowhere,verywhere) before ?
6. She left the room without saying (nothing,something,everything,anything).
7. This doesn't look like a very nice restaurant. Can we
go (somewhere,anywhere,nowhere,everywhere) else ?
8. I have (everything ,something,nothing,anything) more to say to you. Good
Bye !
9. I have never been (anywhere,everywhere,nowhere,somewhere) more beautiful
than Rio de Janeiro.
10. It felt strange. I was sure that (someone,no one, anyone)was looking at me.

GRAMMAR VIEW

К неопределенным местоимениям относятся местоимения **some, any, no** (и их производные), **none, much, many, little, few, all, both, either, neither, each, every** (и его производные), **other, one**. **Some** употребляется в утвердительных предложениях, а **any** в отрицательных предложениях, общих вопросах * (прямых и косвенных) и условных предложениях. Они употребляются как в качестве местоимений-прилагательных, так и местоимений-существительных. 1. **Some** и **any** употребляются со значением *несколько, какие-то, ка-кие-нибудь*; а) В качестве местоимений-прилагательных перед существительными во множественном числе. В этом случае **some** и **any** на русский язык часто не переводятся отдельными словами

He asked me some questions

Have you got **any interesting books**?

LESSON 24. SERVING FOOD AT THE RESTAURANTS

Grammar: other

GET READY!

Before you read the text, talk about these questions.

1. What are the types of service in restaurants?
2. What is proper etiquette for serving food?

Serving Food

Microbiological contamination can also happen when food is being served to customers. To keep from contaminating food as it's being served, you should follow these tips:

Use single-use disposable plastic bags, wax paper or disposable gloves to give out food.

Cover cutlery (forks, knives and spoons) and keep glasses upside down if they're out but not in use.

- Use trays to serve.
- Don't touch the surfaces of dishes or utensils that come into contact with mouths or food - like insides of glasses, straws or eating ends of cutlery.

Don't put your thumb on top of a plate to hold it. Hold plates underneath with your thumb on the rim.

Garbage Control

Garbage containers inside your food premises should be easy for your staff and customers to use. There should be enough available to keep them from getting overfilled, and the containers should be emptied often to prevent overfilling and maintain your premises in a sanitary condition. Any time garbage containers are full, they need to be emptied.

Lids or other kinds of covering, like a garbage container inside a compartment with a swinging door, will help to prevent odours, pests and airborne contamination. Garbage containers should be cleaned and sanitized after each use, so they need to be made of durable materials.

When garbage is taken to containers outside your premises, those containers need to be made in a way to keep pests out and any odours or health hazards, like contaminated food, in. Any spills or leaks should be cleaned up right away.



french_fries.mp3

LISTENING TASK. Fill in the gaps.(listen a minute.com French fries)

Someone _____ that French fries are not French. There must be _____ between fries and France, _____ wouldn't be called French Fries. Wherever they are from, I love them. I guess they're the _____ food in the world. Everyone eats French fries. They are _____ – you can eat them with so many things. You can even have a French Fries sandwich. People _____ things on top of French fries. I love ketchup and mayonnaise on my fries – both together. You _____ salt. The only time I don't like fries is when they are cold. I get angry _____ fries that aren't hot in a fast food restaurant. I _____ immediately. All _____ of French fries has made me want to eat some.

EXERCISE 1. FILL IN THE GAPS

EATING OUT.

I'm a terrible cook. I've tried hard but it's no use. I've got lots of __1__, I choose a __2__. I want to cook, I read the __3__. I prepare all the necessary __4__ and follow the instructions. But the result is terrible, and I just have a sandwich or some other quick __5__. So I often __6__. I don't like grand restaurants. It's not the expense; it's just that I don't feel at ease in them. First the __7__ gives me a(an) __8__ which I

can't understand because it's complicated and has lots of foreign words. At the end of the meal when I pay the ___9___. I never know how much to leave as a ___10___. I prefer ___11___ places, like hamburger shops where you pay at once and sit down and eat straightaway. And I like ___12___ places, where you buy a meal in a special container and take it home.

1. A) cookery books B) menus C) recipe D) ingredients
2. A) menu B) take-away C) food D) dish
3. A) cookery books B) menu C) recipe D) ingredients
4. A) cookery books B) menu C) recipe D) ingredients
5. A) eat out B) take away C) snack D) fast food
6. A) eat out B) take away C) snack D) cook
7. A) servant B) waiter C) hostess D) receptionist
8. A) cookery book B) menu C) recipe D) ingredient
9. A) bill B) income C) tip D) receipt
10. A) gift B) money C) tip D) dish
11. A) eat out B) cookery C) snack D) fast food
12. A) eat out B) take-away C) fast food D) take-out

EXERCISE 2. CHOOSE ANOTHER, OTHER, OTHERS, THE OTHER, THE OTHERS TO COMPLETE THE SENTENCES BELOW.

1. I have been to New Zealand, Australia and many (others, another, other) countries.
2. I'd like (another, other, others) beer, please.
3. Where is the (other, other, another) shoe? There is only this one in the shoe rack.
4. I think you should see (others, another ,other) people.
5. I've talked to Josh and Sarah, but I haven't talked to the (other, another, the others) students yet.
6. He has two brothers. One is tall and handsome and (another, other, the other) is short and unattractive.
7. Ask me (others, other, another) question if you want. I know all the answers.

8. Forget about this now. We have (other, others, another) problems.

9. Only two computers work, all the (another, other, others) don't.

10. Some people voted 'yes', some people voted 'no', and (others, other, another) didn't vote.

GRAMMAR VIEW

Местоимение **other** *другой, другие* употребляются как в качестве местоимения-прилагательного, так и местоимения-существительного.

В качестве местоимения-прилагательного **other** употребляется перед существительными как в единственном, так и во множественном числе. Перед **other**, как перед всяким прилагательным, определяющим существительное, может стоять классифицирующий или индивидуализирующий артикль, или отсутствовать артикль, в соответствии с правилами употребления артиклей.

Классифицирующий артикль **an** пишется слитно с **other**, образуя местоимение **another**:

Give me **another example**.

The house is on **the other side** of the street.

Where are **the other books** that I gave you?

He has **other intentions**.

После **other** может употребляться неопределенное местоимение **one** во избежание повторения ранее упомянутого существительного

This is not a very good example; I want **another one**.

LESSON 25. UZBEK CUISINE (ORIENTAL DASTARKHAN)

Grammar: Gerund



GET READY!

Before you read the text, talk about these questions.

1. What kind of food are popular in Uzbekistan?
2. What is the national dish of Uzbekistan?

Influenced by diverse cultures that in the long history have been brought here by various nations conquering Central Asia, the national Uzbek cuisine has formed into a unique oriental cuisine. The basic ingredients of Uzbek dishes are flour, meat (usually mutton), fat of a sheep's tail, vegetables, herbs and spices, and, in almost all food, a considerable amount of oil of different sorts - that of cottonseed, sesame or sunflower, which make Uzbek food highly nourishing and rich in calories. Pork is never used in the Uzbek cuisine. Some of the Uzbek dishes are cooked only by men, while others exclusively by women. The cooking of some special dishes is connected with particular holidays and festivals, important events and beliefs.

Uzbekistan's signature dish is palov (also spelled pilaff, plov, pilau, pilav, polow, pulaw, pulao, osh), typically made with rice, meat, grated carrots, onions and special spices. Herbs and spices, such as coriander, zira (zra, kumin), barberries, sesame,

basil (raihon), and others, are special features of Uzbek food, some of them whetting your appetite, and others having curative effect. Katik (sour milk, classic yogurt, also spelled katyk, qatiq) is also a common ingredient in Uzbek food, together with the summer radish, which is not so pungent as the black radish, and even sweet if cooked with carrot in oil. The dishes of the Uzbek cuisine are often cooked with the use of special devices and kitchen utensils:

- - kaskan (steamer). Some of the Uzbek dishes, such as manty and khanuma (other notable uzbek national dishes), acquire their original taste only if steamed in a special pot - kaskan with removable grids;
- - tandir oven (also spelled tandyr, tandoor), a Central Asian clay oven. Tandır is handmade and has the form of a huge clay jug, placed vertically or horizontally. Horizontal tandirs are used for baking traditional Uzbek bread, while vertical ones are more suitable for samsa pasties (also spelled somsa, samosa, samoosa);
- - kazan, a cast-iron cauldron with thick walls. There are a number of Uzbek dishes that can be cooked only in a kazan over an open fire, for it retains heat well and distributes it evenly.

The national tableware, in which food is traditionally served, includes:

- - kosa eating bowl (also spelled kasa, kese, qosa, qasa). Usually used for shurpa - a delicious soup made of meat and vegetables; lagman and norin, noodle-based dishes;
- - lagan, a large dish decorated with traditional painting for serving pilaf, manty, dimlama (a meat and vegetable stew) and various kebabs;
- - piala, a small kosa for tea - green tea is the national hot beverage taken throughout the day.

In Uzbekistan traditionally teahouses (chaikhanas) are very popular and have a cultural importance. Green or black tea always accompanies a meal and is typically taken without milk or sugar. Tea and oriental sweets are automatically offered to every guest as a symbol of hospitality.

Traditionally Uzbeks have meals on the floor or, in summertime, on a topchan (a large wooden bed of a particular shape), on which they put a short-legged table and cover it with a dastarhan (tablecloth); very often they manage without the table, simply spreading the dastarhan on the floor or on a topchan. Around the dastarhan they put colourful kurpachas (kurpacha is a traditional Central Asian thick cotton-wool blanket / mattress) and small cushions, so that guests can have a little rest after a nourishing dinner.

However, it is not only the natural, fresh and salutary ingredients, special kitchen utensils or traditional ways of having a meal that makes the Uzbek cuisine so original and attractive, but the famous, infinite Central Asian hospitality.

ESSENTIAL WORDS

diverse culture	xilma xil madaniyat	разные культуры
various nation	turli millat	разные нации
conquer	yengmoq	завоевать
typically	odatda	типично
delicious	mazali	вкусно
decorated dish	bezatilgan taom	декоративная блюда
hospitality	mehmondo'stlik	гостеприимчивость
special feature	maxsus xususiyat	отдельное качество
uzbek style	o'zbek usuli	Узбекский стиль
eastern style	sharqiy uslub	Восточный стиль



energy.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com energy)

My energy levels _____ down. Sometimes I'm full of energy, and sometimes I'm _____ energy. Mornings are when my energy levels are high. I wake up _____. I don't need 30 minutes to wake up, like some people I know. For _____ food I eat doesn't affect how energetic I am. Some people _____ lunch, while others complain they need to eat something for an _____. I seem to have the same level of energy _____ nothing all day. The one thing that does affect my energy is the weather. A bright, sunny day gives me lots of energy. A dull, _____ me feel _____. I also have a lot of energy if I'm doing something exciting – _____ study or work.

GRAMMAR VIEW

Герундий представляет собой неличную форму глагола, выражающую название действия и обладающую как свойствами глагола, так и свойствами существительного. В русском языке нет формы соответствующей герундию. Функции герундия во многом сходны с функциями инфинитива, также сочетающего свойства глагола со свойствами существительного. Обладая свойствами существительного, герундий, как и инфинитив, выполняет в предложении синтаксические функции этой части речи. Так, например, герундий, как и всякое существительное, может служить в предложении:

Reading is her favourite occupation.

Swimming is a good exercise.

Her greatest pleasure is **reading**.

I remember **reading** it.

I am fond of **reading**.

I think of **going** to the south in the autumn.

К числу существительных, после которых часто употребляется герундий в функции определения, относятся:

astonishment (at) удивление

disappointment (at)

разочарование **surprise (at)**

удивление **apology (for)**

извинение **plan (for)** план

preparation (for) приготовление

reason (for) причина, основание

experience (in) опыт **interest (in)** интерес

skill (in) мастерство

art (of) искусство

chance (of), opportunity (of) удобный случай

fear (of) страх

habit (of) привычка

hope (of) надежда

idea (of) мысль, идея

importance (of) важность

intention (of) намерение

means (of) средство

method (of) метод **necessity (of)** необходимость

pleasure (of) удовольствие

possibility (of) возможность

problem (of) проблема

process (of) процесс

right (of) право

way (of) способ

objection (to) возражение

EXERCISE 1. COMPLETE THE SENTENCES WITH THE GERUND FORM OF THE VERBS IN PARENTHESES.

She is good at (dance) .

He is crazy about (sing) .

I don't like (play) cards.

They are afraid of (swim) in the sea.

You should give up (smoke) .

Sam dreams of (be) a popstar.

He is interested in (make) friends.

My uncle is afraid of (go) by plane.

We insist on (cook) the dinner ourselves.

LESSON 26. JAPANESE CUISINE

Grammar: infinitives



GET READY!

Before you read the text, talk about these questions.

1. What do Japanese people eat every day?
2. Why is Japanese cuisine popular?

Japanese cuisine encompasses the regional and traditional foods of Japan, which have developed through centuries of political, economic, and social changes.

The traditional cuisine of Japan, washoku (和食), lit. "Japanese eating" (or kappō (ja: 割烹)), is based on rice with miso soup and other dishes; there is an emphasis on seasonal ingredients. Side dishes often consist of fish, pickled vegetables, and vegetables cooked in broth. Seafood is common, often grilled, but also served raw as sashimi or in sushi. Seafood and vegetables are also deep-fried in a light batter, as tempura. Apart from rice, staples include noodles, such as soba and udon. Japan also has many simmered dishes such as fish products in broth called oden, or beef in sukiyaki and nikujaga.

Historically influenced by Chinese cuisine, Japanese cuisine has opened up to influence from Western cuisines in the modern era. Dishes inspired by foreign food—in particular Chinese food—like ramen and gyōza, as well as foods like spaghetti, curry, and hamburgers have become adopted with variants for Japanese tastes and ingredients. Traditionally, the Japanese shunned meat due to Buddhism, but with the modernization of Japan in the 1880s, meat-based dishes such as tonkatsu and yakiniku have become common. Japanese cuisine, particularly sushi, has become popular throughout the world.

In 2011, Japan overtook France to become the country with the most 3-starred Michelin restaurants; as of 2018, the capital Tokyo has maintained the title of the city with the most 3-starred restaurants in the world.

Japanese cuisine is based on combining the staple food, which is steamed white rice or gohan (御飯), with one or more okazu or main dishes and side dishes. This may be accompanied by a clear or miso soup and tsukemono (pickles). The phrase ichijū-sansai (一汁三菜, "one soup, three sides") refers to the makeup of a typical meal served, but has roots in classic kaiseki, honzen, and yūshoku cuisine. The term is also used to describe the first course served in standard kaiseki cuisine nowadays.

Rice is served in its own small bowl (chawan), and each main course item is placed on its own small plate (sara) or bowl (hachi) for each individual portion. This is done even in Japanese homes. It contrasts with the Western-style dinners at home, where each individual takes helpings from the large serving dishes of food presented at the middle of the dining table. Japanese style traditionally abhors different-flavored dishes touching each other on a single plate, so different dishes are given their own individual plates as mentioned, or are partitioned using, for example, leaves. Placing main dishes on top of rice and "soiling" is also frowned upon by old-fashioned etiquette

ESSENTIAL WORDS

encompass-	o'rab olmoq	
regional food-	mintaqaviy oziq ovqat	
traditional food –	an'anaviy taom	
seasonal ingredient-	mavsumiy ingredientlar	
individual portion	- individual qism	
Japanese style-	yaponiya uslubi	
western style-	g'arbiy uslub	
etiquette	- odob axloq qoidalari	



eating.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com eating)

Eating _____ thing ever. I love eating. Any time of the day or night I can eat.... _____ eat and eat. I have a very _____ . I always have. My mother used to complain about how _____ . She used to ask me if I had a hole in my stomach. Eating is very, very satisfying. There are many different _____ . It _____ and stops us feeling hungry. Food tastes so good and eating it makes us feel very happy. Sometimes I feel like _____

when I'm eating – especially chocolate fudge cheesecake. Yum. Eating is also a great _____ . I love eating with my family, with my friends or _____ . Eating can also be an international experience. Eating is great _____ anywhere you eat.

GRAMMAR

Forming the infinitive. The infinitive is the base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. There are, however, four other forms of the infinitive: [the perfect infinitive](#), [the perfect continuous infinitive](#), [the continuous infinitive](#), & [the passive infinitive](#).

EXERCISE 1. CHOOSE THE CORRECT FORM (INFINITIVE WITH OR WITHOUT TO).

1. I can (speak to speak) English.
2. We have (do to do) our homework.
3. You must (stay to stay) at home.
4. I will (help to help) you.
5. He cannot (see to see) us.
6. My little sister learns (speak to speak).
7. They want (go to go) to the cinema.
8. You should (ask to ask) your parents.
9. I'd like (have to have) a dog.
10. May we (come to come) in?

LESSON 27. EUROPEAN CUISINE.

Grammar: Participle I



GET READY!

Before you read the text, talk about these questions.

1. What are the traditional foods in Europe?
2. Which European country has the best cuisine?

European or western cuisine is the cuisines of Europe and other Western countries, including the cuisines brought to other countries by European settlers and colonists. Sometimes the term "European", or more specifically "continental" cuisine, is used to refer more strictly to the cuisine of the western parts of mainland Europe.

East Asians contrast Western cuisine with Asian styles of cooking, the way Westerners refer to the varied cuisines of East Asia as Asian cuisine.

The cuisines of Western countries are diverse, although there are common characteristics that distinguish them from those of other regions. Compared with traditional cooking of East Asia, meat is more prominent and substantial in serving size. Steak and cutlet in particular are common dishes across the West.[dubious – discuss] Western cuisines also emphasize grape wine and sauces as condiments, seasonings, or accompaniments (in part due to the difficulty of seasonings penetrating the often larger pieces of meat used in Western cooking). Many dairy products are utilised in cooking. There are hundreds of varieties of cheese and other fermented milk products. White wheat-flour bread has long been the prestige starch, but historically, most people ate bread, flatcakes, or porridge made from rye, spelt, barley, and oats. The better-off also made pasta, dumplings and pastries. The potato has become a major starch plant in the diet of Europeans and their diaspora since the European colonisation of the Americas. Maize is much less common in most European diets than it is in the Americas; however, corn meal (polenta or mămăligă) is a major part of the cuisine of Italy and the Balkans. Although flatbreads (especially with toppings such as pizza or tarte flambée) and rice are eaten in Europe, they are only staple foods in limited areas, particularly in Southern Europe. Salads (cold dishes with uncooked or cooked vegetables with sauce) are an integral part of European cuisine. Formal European dinners are served in distinct courses. European presentation evolved from service à la française, or bringing multiple dishes to the table at once, into service à la russe, where dishes are presented sequentially. Usually, cold, hot and savoury, and sweet dishes are served strictly separately in this order, as hors d'oeuvre (appetizer) or soup, as entrée and main course, and as dessert. Dishes that are both sweet and savoury were common earlier in ancient Roman cuisine, but are today uncommon, with sweet dishes being served only as dessert. A service where the guests are free to take food by themselves is termed a buffet, and is usually

restricted to parties or holidays. Nevertheless, guests are expected to follow the same pattern. Historically, European cuisine has been developed in the European royal and noble courts. European nobility was usually arms-bearing and lived in separate manors in the countryside. The knife was the primary eating implement (cutlery), and eating steaks and other foods that require cutting followed. In contrast, in the Sinosphere, the ruling classes were the court officials, who had their food cut ready to eat in the kitchen, to be eaten with chopsticks. The knife was supplanted by the spoon for soups, while the fork was introduced later in the early modern period, ca. 16th century. Today, most dishes are intended to be eaten with cutlery and only a few finger foods can be eaten with the hands in polite company.

ESSENTIAL WORDS

colonist	mustamlakachi	КОЛОНИСТ
settler	ko'chmanchi	ПОСЕЛЕНЕЦ
western part	g'arbiy qism	ЗАПАДНАЯ ЧАСТЬ
diverse	har xil	РАЗНООБРАЗНЫЙ
substantial	muhim	ЗНАЧИТЕЛЬНЫЙ
corn meal	jo'xori uni	КУКУРУЗНАЯ МУКА
dish	taom	БЛЮДО
knife	pichoq	НОЖЬ
introduce	tanishtirmoq	ПРЕДСТАВЛЯТЬ
in the kitchen	oshxonada	НА КУХНЕ



pasta.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com pasta)

I love pasta of all kinds. Anything _____ delicious, especially if it's from Italy. For many countries, pasta _____ the menu. In England just after the war, there was no pasta. Once, a newspaper _____ photo of a spaghetti tree. Today, everyone in England _____. It's one of the most _____ world. Spaghetti Bolognese and lasagna are now international dishes. What I don't know is how many different types of pasta there are. Hundreds, I think; _____ and colours. What I do know is that

they are all delicious. Pasta _____ because it has so many uses. You can also _____ or when it's cold.

GRAMMAR VIEW

Причастие 1 / Participle 1. Present Participle Active.

Present Participle Active можно легко узнать по окончанию -ing.

Participle может быть Present или Perfect, в действительном или страдательном залоге.

Present - это время одновременное со временем основного глагола, а Perfect - это предыдущее время. Как вы уже поняли, здесь идет речь не о грамматическом времени.

EXERCISE 1. GIVE THE PARTICIPLE I FORM(-ING) OF THE FOLLOWING VERBS.

Go, talk, spend, write, do, call, wait, turn, think, know, use, wash, serve, introduce.

EXERCISE 2. TRANSLATE THE PASSAGE IN TO YOUR NATIVE LANGUAGE.

Video game sales are sky-rocketing at the moment. There are thousands of opportunities to build careers in the Video game industry, but women don't often consider gaming as a career. Today most Video games are created by men. So, it's not surprise that almost all Video games are either sport games or shoot-em-ups. With more women like LYNN joining the Video game industry however, things could change.

LESSON 28. RUSSIAN CUISINE

Grammar: Participle I



GET READY!

Before you read the text, talk about these questions.

1. What are traditional foods in Russia?
2. Have you ever heard about Yakutsk Stroganina?

Russian cuisine is a collection of the different cooking traditions of the Russian people. The cuisine is diverse, with Northern and Eastern European, Caucasian, Central Asian, Siberian, and East Asian influences. Its

foundations were laid by the peasant food of the rural population in an often harsh climate, with a combination of plentiful fish, pork, poultry, caviar, mushrooms, berries, and honey. Crops of rye, wheat, barley and millet provided the ingredients for a plethora of breads, pancakes, pies, cereals, beer and vodka. Soups and stews are centered on seasonal or storable produce, fish and meats. Such food remained the staple for the vast majority of Russians well into the 20th century

Russia is a huge country and that is why Russian cuisine is a rich collection of diverse cooking traditions. Russian food has its own peculiarities due to the country's severe climate in winter and its forests rich in berries, mushrooms in summer. Traditional Russian dishes are often made of vegetables, different crops, dairy products, fresh-water fish, poultry and meat.

For breakfast Russian people usually have milk porridge, syrniki (cottage cheese pancakes) or an omelette. Lunch is more sufficient and it often consists of a salad, a plate of soup and a main course. For dinner the Russians love fish and meat dishes with garnish (rice, buckwheat, mashed potatoes and stewed cabbage). Traditional pelmeni (meat dumplings), holodetz (meat jelly with pieces of meat, carrot and garlic) or golubtsy (cabbage rolls with minced meat) are special masterpieces of the national culinary art. The Russians also have salads, meat pies, apple pies, vareniki (cottage cheese, cherries or potatoes dumplings) and pancakes for dinner.

The most traditional Russian salads are Olivier, "Herring under a furcoat" and vinegret. All of them are a nourishing mixture of various ingredients such as boiled eggs, boiled vegetables (potatoes, carrots, beetroot), sausage or meat, onions, green peas and cucumbers.

Russian cuisine is famous for the variety of soups: shchi (cabbage soup), borsch (red beetroot soup), ukha (fish soup), solyanka (thick soup made of pickled veggies, meat

and sausage) and rassolnik (pickle soup). A plate of hot and spicy soup helps to stay warm during long cold winters. And one of the favourite soups during hot summers is okroshka (cold vegetable and sausage soup based on kvas). All kinds of soups are normally dressed with sour-cream. It is notable that Russian people eat bread with all dishes.

Traditional Russian drinks are hot black tea with jam or honey, compote (stewed fruit drink) and kvas (drink made from rye bread). The Russians are good at preserving fruits, vegetables and mushrooms. Classic Russian appetizers: pickled cabbage, tomatoes, crispy cucumbers and even apples – are always on a festive table. Russian people have always been known for their hospitality. They are happy to welcome guests with lavish dinners with abundance of food on the table.

Tasting Food

Food handlers often need to taste food as they prepare it.

Do:

Use a disposable spoon and throw it out right after you have tasted the food.

Use a clean regular spoon and place it with the dirty dishes right after you have tasted the food.

Ladle food into a cup, tasting bowl or another spoon. Use a second spoon to taste the food - that way, the first utensil goes in the food, the second goes in your mouth, and the two never touch.

Don't:

Dip your fingers into the food then into your mouth.

Put a spoon that has been in your mouth back into the food.

ESSENTIAL WORDS

cheese -	pishloq	сыр
sufficient-	yetarli	достаточно

meat dumplings-	go'shtli chuchvara	пельмени
russian dish-	rus taomlari	русское блюдо
crop	- hosil	урожай
dairy product	-sut mahsulotlari	молочный продукт
culinary art-	oshpazlik san'ati	искусство кулинарии
mushroom-	qo'ziqorin	грибы
rye bread-	qora bug'doy unidan qilingan non	ржаной хлеб
storable products –	saqlanadigan mahsulotlar	хранимые продукты



juice.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com juice)

Everybody loves juice. It's _____ thing in the world. I can't think of anything _____ a cold glass _____ of juice. I have to have a glass of orange juice every morning. I like to spend _____ to make sure it's 100 per cent juice. I don't really like the stuff that says it's juice _____, but is really 70 per cent water and sugar. Of course _____ juice is the best - you can _____ the fruit. One thing I love about going to another country is trying different kinds of juice. Tropical countries have _____ really delicious juice. One time I remember trying sugar cane juice. I _____. It's a shame I can't buy it where I live. I also love coconut juice, _____ coconut milk?

GRAMMAR VIEW

Present Participle Active образуются путем прибавления окончания -ing к глаголу в форме инфинитива (без частицы to): to read читать reading читающий, читая to stand стоять standing стоящий, стоя to build строить building строящий, строя

При образовании Present Participle соблюдаются следующие правила орфографии:

а) Если глагол в инфинитиве оканчивается на немое е, то при прибавлении окончания -ing немое е опускается: to make делать making to give давать giving

б) Если односложный глагол в инфинитиве оканчивается на одну согласную, которой предшествует одна гласная, то при прибавлении-окончания -ing конечная согласная удваивается:

to sit сидеть -sitting

to get получать- getting

Если двусложный или многосложный глагол оканчивается на одну согласную, которой предшествует одна гласная, то конечная согласная удваивается только в том случае, если ударение падает на последний слог:

EXERCISE 1. TRANSLATE INTO ENGLISH

потерянный

остановленный

взятый

выдернутый

найденный

выздоровливающий

продающийся

ожидающий

строящийся

наблюдающий

прерванный

докладывающий

интересующийся (заинтересованный)

изучающий

EXERCISE 2. TRANSLATE INTO YOUR NATIVE LANGUAGE

1. The **children danced** around the New-Year tree **clapping their hands** (3).
2. **Drawing something in her note-book, the girl sang softly** to herself (4).
- 3.

Professor Strelkov willingly agreed **to operate on the sick** woman (4). 4. I got upset **because I had broken the cup received by me as a present** (1). 5. **Your words** made **him** angry (2).

LESSON 29. KOREAN CUISINE.

Grammar: Prepositions after verbs



GET READY!

Before you read the text, talk about these questions.

1. What is typical Korean food?
2. Do you know how to prepare KIMCHI?

Korean cuisine is the customary cooking traditions and practices of the culinary arts of Korea. Korean cuisine has evolved through centuries of social and political change. Originating from ancient agricultural and nomadic traditions in Korea and

southern Manchuria, Korean cuisine has evolved through a complex interaction of the natural environment and different cultural trends.

Korean cuisine is largely based on rice, vegetables, and meats. Traditional Korean meals are named for the number of side dishes (반찬; 飯饌; banchan) that accompany steam-cooked short-grain rice. Kimchi is served at nearly every meal. Commonly used ingredients include sesame oil, doenjang (fermented bean paste), soy sauce, salt, garlic, ginger, gochugaru (pepper flakes), gochujang (fermented red chili paste) and napa cabbage.

Ingredients and dishes vary by province. Many regional dishes have become national, and dishes that were once regional have proliferated in different variations across the country. Korean royal court cuisine once brought all of the unique regional specialties together for the royal family. Foods are regulated by Korean cultural etiquette.

Fish and shellfish have been a major part of Korean cuisine because of the oceans bordering the peninsula. Evidence from the 12th century illustrates commoners consumed a diet mostly of fish and shellfish, such as shrimp, clams, oysters, abalone, and loach, while sheep and hogs were reserved for the upper class.

Both fresh and saltwater fish are popular, and are served raw, grilled, broiled, dried or served in soups and stews. Common grilled fish include mackerel, hairtail, croaker and Pacific herring. Smaller fish, shrimp, squid, mollusks and countless other seafood can be salted and fermented as jeotgal. Fish can also be grilled either whole or in fillets as banchan. Fish is often dried naturally to prolong storing periods and enable shipping over long distances. Fish commonly dried include yellow corvina, anchovies (myeolchi) and croaker. Dried anchovies, along with kelp, form the basis of common soup stocks.

ESSENTIAL WORDS

evolve-	rivojlantirmoq	развиваться
social change-	ijtimoiy o'zgarish	социальные изменения
political change-	siyosiy o'zgarish	политическое изменение
agricultural tradition –	qishloq xo'jaligi an'anasi	сельскохозяйственные традиции
nomadic tradition-	ko'chmanchi urf odat	кочевые традиции

GRAMMAR VIEW

to change (to turn) into превращать,

to divide into (in) разделять на

to look into to inquire into рассматривать (исследовать)

to convert into превращать в

to translate into переводить на

to come into (in) force входить в силу

to get into the habit привыкать

to remind of somebody, something напоминать кого-н., что-н.

to be afraid of бояться кого-л., чего-л.

to be ashamed of стыдиться кого-л., чего-л.

to be fond of любить кого-л., что-л.

to be full of быть полным чего-л.

to be independent of БЫТЬ НЕЗАВИСИМЫМ ОТ



obesity (1).mp3

LISTENING TASK. Fill in the gaps. (Listen aminute.com obesity)

Obesity is a problem _____ bigger and bigger around the world. It _____ countries. When people have money, they buy a lot of _____. They become lazy and eat fast food. They also forget about exercise _____ of the TV instead. The worrying thing is that more and more children are suffering from obesity. This is a big problem. The number of overweight kids _____ amazing. I think the reason is quite simple – junk food, video games and the Internet. When I was growing up, I had _____. I also spent most of my free time outdoors. I spent hours every day on my bike or playing football. Kids _____ outside. They are _____ kind of screen or another – TV, computer or games console.

EXERCISE 1. Match the words on the left with their opposites on the right.

1. boring a. beautiful 1. _____
2. light b. big 2. _____
3. little c. black 3. _____
4. loud d. happy 4. _____
5. new e. heavy 5. _____
6. poor f. interesting 6. _____
7. sad g. old 7. _____
8. short h. quiet 8. _____
9. ugly i. rich 9. _____
10. white j. tall 10. _____

LESSON 30. GRAIN AND FLOUR MARKET IN UZBEKISTAN

Grammar: Prepositions after adjectives

GET READY!

Before you read the text, talk about these questions.

1. Why is grain harvest important in the country's economy?
2. What are the components of wheat?



Wheat is an essential food product for Uzbekistan since it provides the largest share of calories and nutrition to the Uzbek people. Wheat also occupies the largest harvested area in the country. Wheat, along with cotton, is considered one of the Uzbekistan's two "strategic crops." According to the data from the Statistics Committee, in the first six months of CY 2007 wheat flour

production equaled 742,200 tonnes, 8.7 percent more than in the same period in 2006. According to official sources, wheat flour production is forecast to increase further in the second half of 2007.

This year wheat flour prices increased continuously from the beginning of the year. In January the price of the highest grade of wheat flour was Uzbek Sums (UZS) 380/kg; by August it reached UZS 455/kg, a 17 percent increase. Imported Kazakh wheat flour now retails at UZS 800-1,200/kg, depending on grade, compared to 400-700/kg a few months ago. This has increased the demand for local wheat flour. (USD 1=UZS 1,279)

And Uzbekistan makes an interesting example for the project's purpose. First, there is still some room for improvement. Second, the country is also at the heart of Central Asia, characterized by agro-ecological diversity, high wheat consumption rates, and strong national research programmes and partnerships.

All this will give researchers involved in the project data to look at in order to study adoption rates, factors affecting adoption, impact, constraints and opportunities, and offer recommendations based on the study results.

ESSENTIAL WORDS

wheat	- bug'doy	пшеница
colony-	mustamlaka	колония
nutrition	-taom	питание
diversity-	har xillik	разнообразие
involve-	o'ramoq	вовлекать
cultivate -	kesmoq	выращивать
agricultural crops	– qishloq xo'jaligi ekinlari	сельскохозяйственные культуры
demand-	talab	предъявлять требование
supply-	yekazib berish	снабжать
staple food-	asosiy oziq ovqat	основные продукты питания
water resource-	suv resursi	водный ресурс



rice.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com rice)

Rice is a very important food around the world, and I love it. Rice is _____ to be able to eat lots of. It doesn't matter if there's _____ rice on my plate, I can eat it all. Billions of people eat rice every day. Billions of people _____ three times a day. I could eat rice three times a day, but I don't. _____ I could eat rice for breakfast. That's because I'm English. Lunch and dinner are different, I can eat _____. The _____ rice is that if you go to an Indian, Chinese, Japanese, Thai or Mexican restaurant, there's rice on the menu. _____ different. Indian Basmati rice with curry is awesome; Japanese rice in sushi is heaven; and Thai _____.

A) head B) dozen C) bunch D) pint

4. We need a _____ of orange juice for tomorrow morning.

A) pound B) quart C) bag D) stick

5. Buy a _____ of chocolate chip cookies for dessert.

A) bag B) half a gallon C) teaspoon D) loaf

GRAMMAR VIEW

to be proud of гордиться кем-л., чём-л.

to be sure (certain) of -быть уверенным в

to be worthy of быть достойным чего-л.

to be in need of нуждаться в

to be of importance иметь значение

to be of interest представлять интерес

to be of value иметь ценность

to come in sight of увидеть что-л.

to get rid of избавляться от

to make use of использовать что-л.

to take advantage of воспользоваться чём-л.

to take care of заботиться о чем-л.

plenty of, a great (good) deal of,

a lot of много a number of ряд

unheard of неслыханный

EXERCISE 1: CHOOSE THE BEST PREPOSITION TO USE IN EACH OF THE SENTENCES:

1. I'm not capable _____ that type of behavior.

of/ in/ at

2. Smoking is bad _____ you.

at/for/ on

3. I'm so angry _____ this!
about/ with/ to
4. I'm so angry _____ you!
about/ to/ with
5. She was dressed _____ pink.
with/ in/ on
6. This restaurant is famous _____ its mussels.
in/ with/ for
7. George is married _____ a German woman.
To/ with/ by
8. Are you afraid _____ him?
of/ to/ on
9. I'm so proud _____ you!
with/ of/ to
10. We're not associated _____ that company.
along
in / with

LESSON 31 .MCDONALDS

Grammar: preposition for

GET READY!

Before you read the text, talk about these questions.

1. Why is MCDonalds famous?
2. Is MCDonalds healthy?



McDonald's Corporation is an American fast food company, founded in 1940 as a restaurant operated by Richard and Maurice McDonald, in San Bernardino, California, United States. They rechristened their business as a hamburger stand, and later turned the company into a franchise, with the Golden Arches logo being introduced in 1953 at a location in Phoenix, Arizona. In 1955, Ray

Kroc, a businessman, joined the company as a franchise agent and proceeded to purchase the chain from the McDonald brothers. McDonald's had its original headquarters in Oak Brook, Illinois, but moved its global headquarters to Chicago in June 2018.

McDonald's is the world's largest restaurant chain by revenue, serving over 69 million customers daily in over 100 countries across 37,855 outlets as of 2018. Although McDonald's is best known for its hamburgers, cheeseburgers and french fries, they feature chicken products, breakfast items, soft drinks, milkshakes, wraps, and desserts. In response to changing consumer tastes and a negative backlash because of the unhealthiness of their food, the company has added to its menu salads, fish, smoothies, and fruit. The McDonald's Corporation revenues come from the rent, royalties, and fees paid by the franchisees, as well as sales in company-operated restaurants. According to two reports published in 2018, McDonald's is the world's second-largest private employer with 1.7 million employees (behind Walmart with 2.3 million employees).

For the fiscal year 2018, McDonalds reported earnings of US\$5.9 billion, with an annual revenue of US\$21.0 billion, a decrease of 7.9% over the previous fiscal cycle.

McDonald's shares traded at over \$145 per share, and its market capitalization was valued at over US\$134.5 billion in September 2018.

McDonald's predominantly sells hamburgers, various types of chicken, chicken sandwiches, French fries, soft drinks, breakfast items, and desserts. In most markets, McDonald's offers salads and vegetarian items, wraps and other localized fare. On a seasonal basis, McDonald's offers the McRib sandwich. Some speculate the seasonality of the McRib adds to its appeal.

Products are offered as either "dine-in" (where the customer opts to eat in the restaurant) or "take-out" (where the customer opts to take the food off the premises). "Dine-in" meals are provided on a plastic tray with a paper insert on the floor of the tray. "Take-out" meals are usually delivered with the contents enclosed in a distinctive McDonald's-branded brown paper bag. In both cases, the individual items are wrapped or boxed as appropriate.

Since Steve Easterbrook became CEO of the company, McDonald's has streamlined the menu which in the United States contained nearly 200 items. The company has looked to introduce healthier options, and removed high-fructose corn syrup from hamburger buns. The company has removed artificial preservatives from Chicken McNuggets, replacing chicken skin, safflower oil and citric acid found in Chicken McNuggets with pea starch, rice starch and powdered lemon juice.

ESSENTIAL WORDS

fast food-	tez tayyorlanadigan ovqat	фастфуд
company-	kompaniya	общество, фирма
found- (find) t	topmoq	найти
purchase-	sotib olmoq	закупка
chain-	zanjir	сеть

restaurant chain –	restorant tarmog'i	сеть ресторанов
customer-	xaridor	заказчик, клиент
by revenue-	daromad bo'yicha	по выручке
outlet-	mahsulot	торговая точка-
healthy option-	sog'lom fikr	здоровый вариант-
artificial-	sun'iy	искусственный

MP3

fast_food.mp3

LISTENING TASK. Fill in the gaps. (listen a minute.com fast food)

Do you like fast food? Lots of people _____ but I think a lot of it's quite tasty – _____ go to one of the international chains like McDonalds or Kentucky. I think in today's world, it's _____ eating in fast food restaurants. They are so convenient _____ everywhere. Of course they're not the same as real restaurants. I wonder if they are restaurants. _____ waiters. Anyway, the most important thing to remember about fast food is that it isn't so healthy. People who eat _____ develop health problems. I don't understand why schools serve _____ during lunch time. Schools _____ students to eat healthily. If you have time, look at a website _____.



EXERCISE 1. FILL IN THE GAP.

Drinking habits vary. Some people don't drink alcohol at all, just __1__ drinks like fruit juice. They are called __2__. Others like to __3__ a glass of wine slowly, just to be __4__. Others like to drink glass after glass of beer, or possibly __5__ such as whisky, brandy or vodka. Soon they become __6__ and if they continue, they'll get

__7__ and wake up the next morning with a bad __8__. Some people are dependent on alcohol. They can't do without it. They are __9__.

One thing is certain. If you drive, you shouldn't drink. Stay __10__. 1. A) heavy B) bitter C) sweet D) soft 2. A) alcoholics B) teetotalers C) sober D) soft drinkers 3. A) dip B) tip C) sip D) rip 4. A) antisocial B) sociable C) socialist D) spirits 5. A) springs B) foods C) juices D) spirits 6. A) sober B) sociable C) tipsy D) hangover 7. A) sober B) sociable C) drunk D) tipsy 8. A) sober B) backache C) tipsy D) hangover 9. A) alcoholics B) teetotalers C) hangovers D) tipsy 10. A) sober B) sociable C) tipsy D) hangover

EXERCISE 2. FIND THE SYNONYMS

to fulfil, to thank smb., to think (полагать), to have a good time, to cry, to understand, much, funny, to decide, to fall ill.

EXERCISE 3 . DECIDE WHETHER TO USE »SINCE« OR »FOR«.

1. I have been waiting (since for) 4 o'clock.
2. Sue has only been waiting (since for) 20 minutes.
3. Tim and Tina have been learning English (since for) six years.
4. Fred and Frida have been learning French (since for) 1998.
5. Joe and Josephine have been going out together (since for) Valentine's Day.
6. I haven't been on holiday (since for) last July.
7. Mary has been saving her money (since for) many years.
8. I haven't eaten anything (since for) breakfast.
9. You have been watching TV (since for) hours.

We have been living here (since for) 2 months

GRAMMAR VIEW

Сочетания с предлогом *for*:

for ever

for good

for instance

for example

for this purpose

for a time

for the time being

в настоящее время

for years в течение многих лет

for the first (last) time в первый (последний) раз

to go for a walk идти гулять

in exchange for

in return for.

LESSON 32. HISTORY OF PRODUCTION OF TEA.

Grammar: preposition of time

GET READY!

Before you read the text, talk about these questions.

1. When was tea production invented?
2. Where was first tea discovered and how was it used?



The history of tea is long and complex, spreading across multiple cultures over the span of thousands of years. Tea was first introduced to Portuguese priests and merchants in Lebanon during the 16th century. Drinking tea became popular in Britain during the 17th century. The British introduced tea production, as well as tea consumption, to India, in order to compete with the Chinese monopoly on tea

In one popular Chinese legend, Shennong, former Emperor of China was drinking a bowl of just boiled water due to a decree that his subjects must boil water before drinking it. Some time around 2737 BC, a few leaves were blown, from a nearby tree, into his water, changing the color and taste. The emperor took a sip of the brew and was pleasantly surprised by its flavor and restorative properties. A variant of the legend tells that the emperor tested the medical properties of various herbs on himself, some of them poisonous, and found tea to work as an antidote. Shennong is also mentioned in Lu Yu's famous early work on the subject, *The Classic of Tea*. A similar Chinese legend goes that the god of agriculture would chew the leaves, stems, and roots of various plants to discover medicinal herbs. If he consumed a poisonous plant, he would chew tea leaves to counteract the poison.

A rather gruesome legend dates back to the Tang dynasty. In the legend, Bodhidharma, the founder of Chan Buddhism, accidentally fell asleep after meditating in front of a wall for nine years. He woke up in such disgust at his weakness that he cut off his own eyelids. They fell to the ground and took root, growing into tea bushes. Sometimes, another version of the story is told with Gautama Buddha in place of Bodhidharma. Scholars however believe that tea drinking likely originated in the southwest of China, and that the Chinese words for tea themselves may have been originally derived from the Austro-Asiatic languages of the people who originally inhabited that area.

Whether or not these legends have any basis in fact, tea has played a significant role in Asian culture for centuries as a staple beverage, a curative, and a status symbol. It is not surprising, therefore, that theories of its origin are often religious or royal in nature. China, Korea, Japan use tea a lot.

Vietnamese green teas have been largely unknown outside of mainland Asia until the present day. Tea was first introduced to Europe by Italian traveler Giovanni Battista Ramusio, who in 1555 published *Voyages and Travels*, containing the first European reference to tea, which he calls "Chai Catai"; his accounts were based on second-hand reports in the polities of the Gulf of Aden; Yemen and Somalia. Commercial production of tea was first introduced into India by the British, in an attempt to break the Chinese monopoly on tea. Gilan in North of Iran is main production center of Iranian Tea. Taiwan is famous for the making of Olong tea and green tea, as well as many western-styled teas. Thai tea- "cha-yen" is a drink made from strongly brewed black tea. Turkey is traditionally one of the largest tea markets in the world. Turkish black tea is the most popular drink in Turkey, even more popular than Turkish coffee. Canadians were big tea drinkers from the days of British colonisation until the Second World War, when they began drinking more coffee like their American neighbors to the south. During the 1990s, Canadians began to purchase more specialty teas instead

of coffee Sri Lanka is renowned for its high quality tea and as the fourth biggest tea producing country globally, after China, India and Kenya, and has a production share of 9% in the international sphere. The total extent of land under tea cultivation has been assessed at approximately 187,309 hectares

ESSENTIAL WORDS

complex	-murakkab	сложный
multiple culture-	ko'p madaniyat	множественная культура
merchant	-savdogar	торговец
mention-	aytib o'tmoq	упомянуть-
restorative property-	tiklovchi xususiyat	восстановительное имущество
discover-	kashf etmoq	обнаружить
medicinal herb	-dorivor giyoh	лекарственная трава
poisonous plant-	zaharli o'simlik	ядовитое растение
curative	-shifobaxsh	лечебный
staple beverage-	asosiy ichimlik	основной напиток
brewed tea-	pishirilgan choy	заваренный чай
brewed coffee-	pishirilgan cofe	заваренный кофе
renowned-	nomi chiqqan	известный-
high quality –	yuqori sifatli	высокого качества



EXERCISE 1. ANSWER THE FOLLOWING QUESTIONS:

1. What bitter black drink was invented by the Aztecs, but is now usually served made with milk and sugar?
2. What soft drink is made of water, flavoring and sometimes ice cream and which was traditionally sold at a bar known as a fountain?
3. What drink is usually made from grapes and is classified as red, white or rose?
4. When the wine is distilled and matured it becomes ____
5. What alcoholic drink was originally made in Scotland or Ireland from grain?
6. What drink is served with milk or lemon and is made by pouring boiling water over the leaves?

7. A brown colored, carbonated alcoholic drink.
8. What word is the collective term for any or all alcoholic drinks?
9. What drink is made from the ground beans of a shrub?
10. What drink is made of yoghurt and water?

EXERCISE 2. GIVE THE ANTONYMS OF THE FOLLOWING VERBS

to keep one's promise, to leave, war, dependence, to lose, to fall ill, joyful, loud, to be empty, to be single, expected, polite, to go away, to be in danger, to be calm, grateful, willingly.

GRAMMAR VIEW

Для обозначения в р е м е н и со значением *в* при указании м о м е н т а времени:

He will return at 7 o'clock. Он вернулся в 7 часов.

He left the house at noon. Он вышел из дому в полдень.

She left the room at the end of the lesson. Она вышла из комнаты в конце урока.

Примечание. Следует иметь в виду, что в английском предложении предлог *at* стоит при указании момента времени и в тех случаях, когда в соответствующем русском предложении предлог *в* отсутствует: He came back at a quarter past seven.

at (the) latest самое позднее **at a low (high) price** по низкой (высокой) цене **-at least** по крайней мере **at a loss** в затруднении **at war** в состоянии войны **at work** за работой

LESSON 33. REVISION



Exercise 1. Translate the following text into your native language.

Live Animals

Live animals are not permitted in food premises. There are exceptions to this rule:

- Service animals described in subsection 80.45 (4) of Ontario Regulation 191/11 (Integrated Accessibility Standards) made under the Accessibility for Ontarians with Disabilities Act, 2005 where food is served, sold or offered for sale.
- Live aquatic species that are in sanitary tanks such as fish or lobsters
- Live birds or animals if they are offered for sale on food premises other than food service premises with permission from the local medical officer of health.

Also note the unique rule about live birds or animals that are sold as food. Having live chickens in a food service premise (i.e., a restaurant) is not allowed, but selling live chickens at a market may be allowed.



EXERCISE 2. OCCUPATIONS

Match each person or on the left with the correct definition on the right. ____ 1. an optician ____ 2. a clown ____ 3. a jockey ____ 4. an auctioneer ____ 5. an editor ____ 6. a docker ____ 7. a chiropodist ____ 8. a butcher ____ 9. a reporter ____ 10. a diplomat ____ 11. a florist a) rides racehorses b) loads and unloads ships in a port c) sells valuable objects at an auction d) makes people laugh at a circus e) tests people's eyes and sells glasses f) writes for a newspaper g) sells flowers from a shop h) represents his or her country at an embassy i) sells meat j) prepares books, newspapers etc. for publication k) treats people's feet



EXERCISE 3. FOOD AND NUTRITION QUIZ

1. One of the following does not belong to this food group: A) banana B) beef C) peach D) nectarine E) prune

2. The food group in question 1 is: A) Meat, Poultry, Fish, Beans, Eggs, and Nuts Group B) Fats, Oils and Sweets Group C) Fruit Group D) Bread, Cereal, Rice and Pasta Group E) Milk, Yogurt, and Cheese Group
3. What food doesn't belong to this food group?
A) chicken B) steak C) lamb D) crab E) kiwi
4. The food group in question #3 is: A) Bread, Cereal, Rice and Pasta Group B) Meat, Poultry, Fish, Beans, Eggs, and Nuts Group C) Vegetable Group D) Milk, Yogurt, and Cheese Group E) Fats, Oils and Sweets Group
5. What food doesn't belong to this food group?
A) apricot B) squash C) zucchini D) potato E) broccoli
6. The food group in question 5 is: A) Meat, Poultry, Fish, Beans, Eggs, and Nuts Group B) Fruit Group C) Vegetable Group D) Fats, Oils and Sweets Group E) Bread, Cereal, Rice and Pasta Group
7. What food doesn't belong to this food group?
A) chocolate milk B) cream cheese C) ice cream D) salad dressing E) yogurt
8. The food group in question 7 is: A) Fruit Group B) Dairy Group C) Vegetable Group D) Meat, Poultry, Fish, Beans, Eggs, and Nuts Group E) Fats, Oils and Sweets Group
9. What food doesn't belong to this food group?
A) cookies B) candy C) salad dressing D) cherries E) butter
10. The food group in question 9 is: A) Dairy Group B) Vegetable Group C) Meat, Poultry, Fish, Beans, Eggs, and Nuts Group D) Bread, Cereal, Rice and Pasta Group E) Fats, Oils and Sweets Group
11. What food doesn't belong to this food group?
A) noodles B) crackers C) scallion D) macaroni E) cous cous

12. The food group in question 11 is: A) Bread, Cereal, Rice and Pasta Group B) Meat, Poultry, Fish, Beans, Eggs, and Nuts Group C) Vegetable Group D) Fats, Oils and Sweets Group E) Fruit Group

13. Which of the following beverages has no fat, sugar, or oils?

A) milk B) root beer C) coffee with cream D) iced tea unsweetened E) lemonade

EXERCISE 4. WRITE THE FOUR FORMS OF THE FOLLOWING VERBS

to warn, to find, to enjoy, to wake, to clap, to carry, to cover, to stop, to gather, to owe, to draw, to die, to fulfil, to blow, to lose, to mean.

SECTION A – Multiple-choice questions

Instructions for Section A

Answer all questions in pencil on the answer sheet provided for multiple-choice questions.

Choose the response that is correct or that best answers the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Question 1

One of the main causes of food poisoning is the consumption of food containing

- A. yeasts and moulds.
- B. pathogenic bacteria.
- C. food spoilage bacteria.
- D. enzymes and microorganisms.

Question 2

What is the role of the national authorities in a food recall?

- A. to develop food recall protocols
- B. to issue and follow-up on closure orders
- C. to develop criteria for the approval of food safety auditors
- D. to issue a certificate of re-registration for the food business responsible for manufacturing the recalled product

Question 3

It is important to monitor the critical limits in a HACCP system to check that

- A. any corrective actions that are put in place will resolve the problem.
- B. the company is able to go beyond the critical limits.
- C. the results of the system can be verified.
- D. the critical limits are not exceeded.

Question 4

Fish differs from red meat as

- A. it has only small amounts of connective tissue.
- B. it contains significant amounts of iron and omega-3 fats.
- C. iron is dispersed throughout the flesh, giving oily fish its dark colour.
- D. it cooks quickly and its flesh becomes opaque because of its high carbohydrate content

Question 5

How are criteria for evaluation derived?

- A. from the likes and dislikes of the person preparing and cooking the food product
- B. from the constraints and considerations found in the design brief
- C. from the specifications and product ideas in the design brief
- D. from options developed during production work

Question 6

Which one of the following is an example of food product development using genetic modification?

- A. using membrane technology to produce whey protein powder from milk
- B. using high-pressure processing to kill unwanted genes in orange juice
- C. changing the DNA in tomatoes so that they ripen more slowly
- D. adding omega-3 fats to bread by microencapsulation

Question 7

What is denaturation?

- A. a permanent structural change to the protein in a food
- B. a form of gelatinisation that results in a permanent change in protein
- C. a change in protein molecules that causes the molecules to coil tightly
- D. an irreversible change to protein in food that occurs only through the application of heat

Question 8

Cross-contamination of food involves

- A. eating foods that contain natural substances that are poisonous to humans.
- B. eating foods that contain a source of physical contamination, such as a fingernail.
- C. the transfer of beneficial bacteria from food to the gut to enhance nutrient absorption.
- D. the transfer of harmful bacteria from raw food to food that has already been cooked or prepared.

Question 9

The tenderness of a cut of meat depends on

- A. cooking the meat at a very high temperature.
- B. the part of the animal the cut comes from.
- C. serving the meat with a sauce.
- D. the price of the cut of meat.

Question 10

How are convection currents created?

- A. by heat rays falling onto food during grilling
- B. by the conduction of heat through the use of electromagnetic waves
- C. by the molecules in a liquid or gas moving from a warmer area to a cooler area
- D. by heating air, causing the molecules to swirl around and collide with one another, creating heat

Question 11

Soil erosion is an example of land degradation.

It can have a significant impact on food production by

- A. creating large gullies that allow the subsoil to be washed downstream.
- B. removing the top soil and depleting the nutrients available for crops.
- C. causing the soil to be too alkaline for crops to grow.
- D. causing the soil to be too acidic for crops to grow.

Question 12

What is the colour of fruit caused by?

- A. the presence of enzymes in the skin of the fruit
- B. the amount of fibre in the skin of the fruit
- C. the presence of pigments in the fruit
- D. the pectin the fruit contains

Question 13

Modified atmosphere packaging (MAP) involves modifying the package to

- A. replace nitrogen with oxygen to prevent meat from discolouring.
- B. include reactive sachets to prevent food from crushing during transportation.
- C. replace carbon dioxide with oxygen to prevent tacos and burritos from becoming stale.
- D. include scavengers to remove ethylene and moisture produced by fruit and vegetables.

Question 14

Adding vinegar when poaching an egg is an example of using an

- A. alkali to denature the protein.
- B. enzyme to slow the setting of the egg white.
- C. acid to speed up the coagulation of the protein.
- D. enzyme to speed up the coagulation of the protein in the egg white.

Question 15

Why is an overall timeline an essential component of a design plan?

- A. to ensure that all the tools and equipment necessary for production are available when needed
- B. to ensure that a detailed weekly plan is completed before production commences
- C. to ensure that all of the required ingredients will be available when needed
- D. to ensure that the product can be made in the time available

Multiple Choice

Choose the best answer for each statement.

1. What must foodhandler's do after touching their hair, face, or body?
 - a. wash their hands
 - b. rinse their gloves
 - c. change their aprons
 - d. use a hand antiseptic

2. What should foodhandlers do after preparing food and before using the restroom?
 - a. Wash their hands
 - b. Take of their hats
 - c. Change their gloves
 - d. Take off their aprons

3. Which piece of jewelry can be worn by a foodhandler?
 - a. Diamond ring
 - b. Medical bracelet
 - c. Plain metal band
 - d. Watch

4. Foodhandlers should keep their fingernails:
 - a. short and unpolished
 - b. long and unpolished
 - c. long and painted with nail polish
 - d. short and painted with nail polish

5. Hands should be washed after:
 - a. using the restroom
 - b. touching the hair, face, or body
 - c. taking out garbage
 - d. all of the above

6. The five main kitchen hazards are:
 - a. food, juice, meat, poultry, and fish
 - b. falls, cuts, electrical shocks, burns, and poison
 - c. showers, sinks, baths, counters, and floors
 - d. cabinets, drawers, counters, appliances, and microwaves

7. The people who are most at risk for food poisoning are:
 - a. teenagers, infants, and women
 - b. senior citizens, adolescents, and boys
 - c. girls, old people, and young people
 - d. older adults, very young children, and people with chronic illnesses

8. Refrigerate perishable foods after:
 - a. one hour
 - b. two hours
 - c. three hours
 - d. four hours

Safe or Unsafe

Answer each statement as a safe practice with an S or an unsafe practice with a U.

9. _____ Use a knife to tighten a screw on a pan handle.
10. _____ Wipe up any spills immediately.
11. _____ Use a cutting board when using a knife.

12. _____ Pour baking soda over the flames of a grease fire.
13. _____ Wash knives together with the flatware when doing dishes.
14. _____ Wait until a wet floor dries before walking on it.
15. _____ Pour water on a grease fire.
16. _____ Invite the family dog to sit in the kitchen while you are prepping food.
17. _____ Keep flammable materials away from the range.
18. _____ Leave cabinet doors and drawers open in case you need more items.
19. _____ Wear loose long-sleeved garments to protect your arms while cooking.
20. _____ Remove lids and plastic wrap carefully from microwave dishes to avoid steam burns.
21. _____ Use a stool or step ladder to reach something on a high shelf.
22. _____ Keep pan handles toward the edge of the stove top so they are easy to reach.
23. _____ Use electric appliances with wet hands.
24. _____ Store household cleaners in the same cabinets with food.
25. _____ Use a towel to remove a pan from the stove top.
26. _____ Sweep up broken glass with a broom or brush immediately and use a damp paper towel to pick up tiny pieces.
27. _____ Use a chair or box to reach an item on a high shelf.
28. _____ Touch the surface unit on a stovetop after use to be sure it is turned off.
29. _____ Use your hand to push your hair away from your face while you are cooking.
30. _____ Use a knife to open cans.
31. _____ Store knives loose in a drawer with other utensils.
32. _____ Clearly label poisons.
33. _____ Let food spoil in the refrigerator.
34. _____ Promptly refrigerate leftovers in clean, covered containers.
35. _____ Keep large appliances clean inside and out.

36. _____ Keep the food preparation area clean. 37. _____ Taste food that might be spoiled
38. _____ Thaw meats in the refrigerator.
39. _____ Store extra pots and pans in the oven.
40. _____ Floppy slippers can be worn in the food prep area.
41. _____ Store meats on the bottom shelf of refrigerator.

Fire Extinguisher Use

Fill in the fire extinguisher use in order.

42. _____ 43. _____ 44. _____
45. _____

Hand washing Steps

Number the steps in the correct order.

46. _____ Dry hands and arms with a single-use paper towel or a warm-air hand dryer.
47. _____ Apply soap.
48. _____ Vigorously scrub hands and arms for at least 10 to 15 seconds 49. _____ Wet your hands with running water as hot as you can comfortably stand (at least 100°F [38°C]).
50. _____ Rinse your hands thoroughly under running water.

Glossary

Additive (Food)

A substance added in small amounts to something else to improve, strengthen or otherwise alter it.

Adulteration

To make something impure or inferior by adding something else to it. An example is adding less expensive apple juice to other fruit juices to reduce costs. Adulteration can also happen when an ingredient is accidentally or unknowingly added to food.

Aerobic Bacteria

Bacteria that need oxygen to live and grow.

Allergen

A substance, such as a pollen or a food, that causes an allergy.

Allergy

An abnormally high sensitivity to certain substances, such as pollens, foods or microorganisms. Common symptoms of allergy may include sneezing, itching and skin rashes.

Anaerobic Bacteria

Bacteria that can only live and grow where there is no oxygen.

Anaphylaxis

A sudden, severe allergic reaction that includes a sharp drop in blood pressure, rash or hives and breathing difficulties. The reaction may be fatal if emergency treatment, including epinephrine injections, is not given immediately.

Anisakiasis

Also called parasitic roundworm, a parasite spread through uncooked marine fish and raw fish items such as sushi, sashimi, ceviche or salmon.

Bacteria

Plural for bacterium. Any of a group of single-celled microorganisms that live in soil, water, the bodies of plants and animals, or matter obtained from living things. They

are important because of their chemical effects and disease-causing abilities.

Botulism

Poisoning caused by eating food containing a toxin made by a spore-forming anaerobic bacterium. Its symptoms are nausea, vomiting, trouble seeing, muscle weakness and tiredness. It can be fatal.

By-Laws

Laws created by municipal or regional governments to deal with important issues that fall under their control and aren't dealt with at the provincial or federal level.

Campylobacter

A foodborne pathogenic bacterium, commonly found in poultry and meat. It can be carried by rodents, wild birds and household pets like cats and dogs. It can also be found in untreated water.

Canadian Food Inspection Agency (CFIA)

CFIA is made up of food inspectors from Health Canada, Agriculture and AgriFood, and the Department of Fisheries and Oceans. It is responsible for the inspection of food at the federal level.

Carrier

Carriers are people or things that carry microorganisms. When food is not handled safely, microorganisms can get into food through carriers.

Chlorine

A nonmetallic element, found alone as a greenish yellow, irritating gas. It is used as a bleach, disinfectant or sanitizer. It is often used in liquid form to sanitize food contact surfaces. It is also used in the sanitizing sink in two and three sink dishwashing systems.

Clean

To remove oil, grease, dirt and debris using soap, water and friction.

Clostridium Perfringens

Foodborne pathogenic bacteria that can be found in high protein or starch-like foods

such as cooked beans or gravies. It is especially likely to be a problem in improperly handled leftovers.

Communicable

Capable of being transferred or carried from one person or thing to another. Also called contagious.

Compliance Inspection

A thorough and complete inspection of a food premises to determine the overall level of food safety compliance with Food Premises Regulation (O. Reg. 493/17) at the time of the inspection. Compliance inspections are conducted by a public health inspector.

Contaminant

Something in food -- like bacteria, viruses, parasites, chemicals or allergens -- that can cause a foodborne illness.

Contamination (of Food)

Adding microorganisms or other things to food that can cause foodborne illness. See also cross-contamination.

Critical Control Points (CCP)

In a Hazard Analysis Critical Control Point System, the point in a recipe where a hazard exists and a control measure is used to eliminate, prevent or minimize that hazard.

Cross-Contamination

Transferring microorganisms or disease agents from raw food to safe or ready-to-eat food, making the ready-to-eat food unsafe. Cross-contamination can happen when raw food or its juices come in contact with cooked or ready-to-eat food. Cross-contamination can also happen when contaminated hands touch food. Another way food can be cross-contaminated is through using the same equipment or utensils to handle raw and cooked food. Please see the Microbiological Contamination section (page 70) for more information.

Critical Infraction

An infraction that poses a high and immediate food safety risk.

Cryptosporidiosis

A foodborne illness caused by the protozoan parasite *Cryptosporidium*.

Cryptosporidium can spread through contaminated water.

Danger Zone

The temperature range from 4°C to 60°C in which bacteria grow and multiply extremely well.

Dehydration

An abnormal loss of water from the body, especially from illness or physical exertion.

Diarrhea

Abnormally frequent and watery bowel movements.

Disinfection Solution

A mixture of a disinfection chemical and water that will be used to disinfect or sanitize food contact surfaces, equipment and multi- service articles. Also called a sanitizing solution.

E. coli

Foodborne pathogenic bacteria that live in the intestines of animals. *E. coli* can be spread to the outer surfaces of meat when meat is being butchered. *E. coli* can also be spread through contaminated water.

Eczema

A skin condition marked by redness, itching and scaly or crusty lesions.

Enterotoxin

A toxin that is produced by micro- organisms and causes gastrointestinal symptoms (as in some forms of foodborne illness or cholera).

Epinephrine

A hormone of the adrenal gland. It causes narrowing of blood vessels and raising of blood pressure. Also called adrenaline. Used to treat anaphylaxis.

Food and Drugs Act

The main regulating legislation at the federal level. It looks at things such as the alteration, colouring, bacterial standards, manufacturing conditions and distribution of food to ensure the safety of human health.

Food Grade

Made of corrosion-resistant, non-toxic materials that will not break down during normal use. A food grade product can be readily cleaned, sanitized and kept in good repair. If a product is not manufactured or designated to have repeated contact with food, it is not to be used. Some examples of non-food grade materials are plastic garbage containers and plastic storage bins that are not designed for storing food.

Food Premises

Premises where food or milk is manufactured, processed, prepared, stored, handled, displayed, distributed, transported, sold or offered for sale but doesn't include a room actually used as a dwelling in a private residence (HPPA).

Friction

The rubbing of one object or surface against another.

Giardiasis

A foodborne illness caused by the protozoan parasite *Giardia lamblia*. It's also known as beaver fever or backpacker's diarrhea. It can spread through contaminated water or food.

Handwashing

The physical action of removing dirt and microorganisms from the hands using soap and water by scrubbing for at least 15 seconds then rinsing and drying with paper towels. The six-step method is to be used in food premises. (See page 84.)

Hazard Analysis Critical Control Point (HACCP)

A system used throughout the food industry to enhance food safety. The system looks at hazardous food, identifies the greatest risk factors and makes the necessary changes to reduce or eliminate the risk. HACCP also monitors overall food handling.

Hazardous Food

Food in which pathogenic microorganisms can grow or produce toxins.

Health Hazard

Any condition of food premises, or substance, thing, plant or animal other than man, or a solid, liquid, gas or combination of any of them that has or is likely to have an adverse effect on the health of any person.

Hives

A skin condition of intensely itching welts. Hives can be caused by an allergic reaction to internal or external agents, an infection or a nervous condition.

Host

A living animal or plant on or in which a microorganism lives.

Ice Wand

A plastic stirring instrument that is filled with a freezable liquid. Stirring hot food with the frozen wand causes food to cool more quickly. It is also called a cooling wand.

Immune System

The bodily system that protects the body from foreign substances, cells and tissues by producing the immune response. A person's immune system includes the thymus, spleen, lymph nodes, lymphocytes and antibodies.

Immuno-Compromised

Unable to develop a normal immune response, usually because of disease, malnutrition or immunosuppressive therapy.

Infection

A condition caused by the presence, growth and increase in numbers of germs in the body.

Intoxication

An adverse reaction by the body to a foreign (toxic) substance, whether the substance was produced within or outside the body.

Iodine

A chemical used as a disinfectant or sanitizer. Very expensive and can stain multi-service articles.

Legislation

A law or a body of laws enacted. Food safety legislation means all of the laws and by-laws that are in place to govern safe handling of food.

Listeria

Foodborne pathogenic bacteria found in soil. People can get infected by eating dairy products, vegetables, fish and meat products that are contaminated with the bacteria.

Microorganisms

Living single cell organisms too small to be seen with the naked eye.

Monosodium Glutamate

A chemical used to flavor food, especially in China and Japan. It occurs naturally in tomatoes, parmesan cheese and seaweed.

Mould

An often fuzzy surface growth of fungus especially on damp or decaying matter.

Multi-Service Articles

Utensils (forks, knives, spoons) and dishes (plates, bowls, cups) meant to be used more than once. Multi-service articles must be cleaned and sanitized after each use.

Mycotoxin

A toxic substance produced by a fungus, especially a mould.

Outbreak

As related to foodborne illness: The occurrence of two or more cases of a similar illness resulting from the same food.

Parasites

Organisms that cause illness by living and feeding off a host organism. Parasites don't necessarily cause disease.

Pasteurized

To expose (a food such as milk, cheese, yogurt, beer or wine) to a high temperature for a period of time long enough to destroy certain microorganisms without radically altering the taste or quality of the food. Pasteurization is done to destroy microorganisms that can produce disease or cause spoilage or undesirable fermentation of food.

Pathogen

Harmful microorganisms that can cause disease in humans. Pathogenic Bacteria
Colourless and odourless bacteria that cause disease in humans.

pH

A number used to express acidity or alkalinity on a scale whose values run from 0 to 14. Seven represents a neutral pH. Numbers less than seven show increasing acidity, and numbers greater than seven show increasing alkalinity. High or low pH won't kill pathogenic bacteria but won't allow them to grow.

Potable

Fit or suitable for drinking.

Preparation (of Food)

The final stage(s) of readying a food to be eaten, whether commercially or in the home. Preparation is usually done in a kitchen.

Processing (of Food)

The treatment of food, usually on a commercial scale, to increase its usefulness, stability or acceptability.

Production (of Food)

The growing, usually under human supervision, of the basic animal or vegetable material of a food.

Protein

Any of numerous substances that consist of chains of amino acids and contain the elements carbon, hydrogen, nitrogen, oxygen and often sulfur. Proteins include many compounds like enzymes and hormones that are essential for life. Proteins are

supplied by various foods like meat, milk, eggs, nuts and beans. Proteins are used as a food source by living organisms.

Protozoa

Any of a large group of single-celled and usually microscopic organisms, such as amoebas, ciliates, flagellates and sporozoans. Some protozoa are parasites and may be pathogenic.

Provincial Legislation

Acts and regulations passed by the provincial government. The legislation must be followed throughout the province.

Quaternary Ammonium

A chemical used as a disinfectant or sanitizer. Commonly used in the sanitizing rinse cycle of mechanical dishwashers.

Reagents

Substances used in a chemical reaction to detect, measure, examine or produce other substances. When a sanitizer is mixed with a reagent, the colour the solution turns is used to tell whether the solution is the right strength.

Retail (of Food)

The selling of food to the end-user or consumer.

Rework Materials

Leftover ingredients or food products kept for subsequent use or reprocessing.

Examples include re-forming meat patties from others that were broken or too small, or reusing cooked sausage as pizza topping.

Salmonella

Foodborne pathogenic bacteria most commonly found in raw poultry. Salmonella can also be found in other meats, unpasteurized milk and raw eggs.

Sanitize

To kill 999 out of 1,000 pathogenic microorganisms.

Service (of Food)

The final preparation and sale or giving of food to be eaten on the premises (in a restaurant or cafeteria) or elsewhere (take-out). Service can also include outdoor group feeding at picnics.

Shigella

Foodborne rod-shaped bacteria that cause dysenteries in animals and especially humans.

Source (of a Contaminant)

Where a microorganism originates or comes from (often human or animal intestines).

Solute

A substance dissolved in another substance. The solute is usually the component there is less of. If salt is dissolved in water, salt would be a solute.

Spores

A resistant body formed by certain bacteria when exposed to environments where the bacteria can't grow.

Sterilize

To kill all microorganisms.

Sulphites

Regulated food additives that are used as preservatives to maintain food colour and prolong shelf life, prevent the growth of microorganisms, and maintain the potency of certain medications. Sulphites are used to bleach food starches (e.g., potato) and are also used in the production of some food packaging materials (e.g., cellophane).

Tartrazine

A water soluble synthetic yellow dye used as food colouring. Also called FD&C Yellow 5.

Trichinosis

Also known as pork tapeworm. A parasite spread through raw or undercooked pork or wild game.

Viruses

Microorganisms that multiply inside living cells and cause illness.

Wash in Place

A system to clean, rinse and sanitize large equipment that can't be cleaned in a dishwasher or sink. The equipment must be washed with soap and water and rinsed with clean water. The sanitizing rinse can consist of hot water or steam sprayed on the treated surface to a minimum temperature of 82°C (178°F) or a chemical solution sprayed on the treated surface at double the strength used for manual dishwashing.

Yeast

Single celled fungi that may occur on the surface of sweet foods, especially liquids. Also a commercial leavening agent containing yeast cells; used to raise the dough in making bread and to ferment beer or whiskey.

REFERENCES.

1. Food Safety Links

2. For more information about food safety, visit these websites:
3. Canadian Food Additive Dictionary <http://www.hc-sc.gc.ca/fn-an/securit/addit/diction/index-eng.php>
4. Canada Food and Drug Regulations http://laws-lois.justice.gc.ca/eng/regulations/C.R.C.%2C_c._870/
5. Canadian Food Inspection Agency <http://www.inspection.gc.ca>
6. Canadian Partnership for Consumer Food Safety Education
www.canfightbac.org/en
7. Food Science Network <http://www.uoguelph.ca/foodsafetynetwork/>
8. Health Canada www.hc-sc.gc.ca
9. Ministry of Agriculture, Food and Rural Affairs www.omafra.gov.on.ca
10. Ministry of Health and Long-Term Care www.health.gov.on.ca
11. Public Health Agency of Canada <http://www.phac-aspc.gc.ca>
12. World Health Organization www.who.int/en