



English Tenses for Food Processing and Nutrition Technicians

Jerneja Planinšek Žlof



Srednje strokovno izobraževanje: Živilsko prehranski tehnik
Modul: ANGLEŠČINA
Naslov: English Tenses for Food Processing and Nutrition Technicians
Gradivo za 1. in 2. letnik
Avtorica: Jerneja Planinšek Žlof
Strokovna recenzentka: Polona Kramer

Šentjur, 2011

© Avtorske pravice ima Ministrstvo za šolstvo in šport Republike Slovenije.
Gradivo je sofinancirano iz sredstev projekta Biotehniška področja, šole za življenje in razvoj (2008-2012).

Operacijo delno financira Evropska unija iz Evropskega socialnega sklada ter Ministrstvo za šolstvo in šport. Operacija se izvaja v okviru operativnega programa razvoja človeških virov za obdobje 2007 – 2013, razvojne prioritete: Razvoj človeških virov in vseživljenjskega učenja, prednostna usmeritev: Izboljšanje kakovosti in učinkovitosti sistemov izobraževanja in usposabljanja.

Vsebina tega dokumenta v nobenem primeru ne odraža mnenja Evropske unije.
Odgovornost za vsebino dokumenta nosi avtor.

List of contents

1	Introduction to these learning materials	3
2	The present tenses	4
2.1	The present continuous	4
2.2	The present simple	5
3	The past tenses.....	6
3.1	The simple past tense.....	6
3.2	The past continuous.....	6
3.3	The present perfect tense	7
3.4	The present perfect continuous	8
3.5	The past perfect	8
4	The future forms	8
4.1	The will future form	8
4.2	The ‘going to’ form	9
4.3	The future perfect tense	9
5	Practice	10
6	Literature and references.....	20

1. Introduction to these learning materials

Dear user of these learning materials!

I have prepared this short revision of English tenses with exercises in order to facilitate your grasping of this often feared and hated part of English grammar. The revision of tenses focuses on most general characteristics of each tense. So in order to gain more detailed knowledge other materials will need to be studied. The exercises contain professional terminology adapted for the educational programmes in the field of food processing although they can be useful to other learners as well.

Prior to revision of tenses it is crucial to start with the basic characteristics of an English verb:
Like classes of verbs:

- Auxiliary and modal auxiliary verbs: *to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would...*

- These are used to help form tenses: *He is watching TV. Does he live here? He has come. (Is, does, has are auxiliary verbs but can be used as ordinary verbs as well: She is beautiful. I did my HW. We have a dog.)*

- We use them instead of repeating the original verb in short answers. *Do you drink coffee? Yes, I do. (NOT Yes, I drink.)*

- They are used in question tags either asking for confirmation or agreement. *Ann isn't here, is she? Gina didn't tell you, did she?*

- Ordinary verbs: *to walk, to work, to play...*

Let us not forget the regular and irregular verbs:

In regular verbs Past Simple and Past participle are formed by adding -d, -ed to the infinitive. The irregular verbs have to be learnt by heart.

English tenses are fascinatingly enjoyable and easy to comprehend as long the learners are well motivated. How to get motivated and confident? By learning the theory and practising. So, roll up your sleeves!

2 The present tenses

2. 1. The present continuous

Form: present tense of the auxiliary verb BE + present participle (-ing).

Affirmative	Negative	Question
<i>I am walking.</i>	<i>I am not walking</i>	<i>Am I walking?</i>
<i>You are walking.</i>	<i>You aren't walking</i>	<i>Are you walking?</i>
<i>He is walking.</i>	<i>He isn't walking</i>	<i>Is he walking?</i>
<i>She is walking.</i>	<i>She isn't walking</i>	<i>Is she walking?</i>
<i>It is walking.</i>	<i>It isn't walking</i>	<i>Is it walking?</i>
<i>We are walking.</i>	<i>We aren't walking</i>	<i>Are we walking?</i>
<i>They are walking.</i>	<i>They aren't walking</i>	<i>Are they walking?</i>

Is not = isn't, are not = aren't

Spelling of the present participle:

- If a verb ends in a single-e, it is dropped: *argue - arguing, come - coming.*
- Exceptions: age, dye, singe, see...! *ageing, dyeing, singeing, seeing.*
- One syllable verbs ending vowel +consonant, double the consonant: *hitting, running, stopping* (also *admitting, beginning, preferring, happening* – stress on 2nd syllable).
- Final -l is always doubled: *travelling, signalling.*

Uses:

- For actions happening now: *It's raining now/ at the moment/ look...*
- For action happening in the present but not necessarily at the moment of speaking: *I am reading an interesting book this week.*
- For a definite arrangement in the future: *She's seeing Bill tonight.*

State verbs: are not normally used in continuous forms!

They are - verbs of senses: feel, hear, see, smell, notice, observe...

- of feelings, emotions: love, like, hate, adore, fear, want, wish...

- of mental activity: agree, mean, forget, know, remember, recognize, think,

expect, understand, realize...

- of possession: belong, owe, own, possess.

Passive voice:

- Form: the verb **to be** is put into the tense of an active verb and the past participle of an active verb is added. The subject of an active verb becomes an agent of the passive verb and is often not mentioned at all (but if it is it is preceded by '**by**' and placed at the end of the clause).

Tense/ verb form	Active voice	Passive voice
Present continuous	<i>is making</i>	<i>Is/are being made</i>

Uses:

- When it is not necessary to mention the doer or we don't know who it is: *Too much money is being spent on alcohol and cigarettes.*
- When we are more interested in the action than in the person who does it: *New buildings are being built in this area every year.*
- The prepositions change: I (me), she (her), he (him), we (us), they (them): *It is being done by me/ him/ her/ Pete.*

2.2 The present simple

Form: the same form as infinitive but adds an – s for 3rd person singular (he, she, it).

Affirmative	Negative	Question
<i>I work.</i>	<i>I don't work.</i>	<i>Do I work?</i>
<i>You work.</i>	<i>You don't work.</i>	<i>Do you work?</i>
<i>He/she/it works.</i>	<i>He/she/it doesn't work.</i>	<i>Does he/she/it work?</i>
<i>We work.</i>	<i>We don't work.</i>	<i>Do we work?</i>
<i>They work.</i>	<i>They don't work.</i>	<i>Do they work?</i>

Does not = doesn't *Do not = don't*

Spelling rules:

- Verbs ending –ss, -sh, -ch, -x, -o add –es: *kisses, goes, watches...*
- When –y follows a consonant verbs change the –y into-i and add-es: *carry – carries, copies, tries* (-y does not change if there is a vowel in front of it: *says, plays...*)

Uses:

- It expresses habitual actions: *He always/never/ sometimes/ rarely/ often/ occasionally drinks tea.*
- Repeated activities: *We go to school every day/ every morning...*
- General truth: *The sun rises in the East.*
- When we ask for quotations: *What does it say?*
- Newspaper headlines: *The robber escapes.*
- Planned future event, timetables: *Trains leave on time.*
- In 1st type conditional clauses: *If it rains, we will stay at home.*

Passive voice :

Tense/ verb form	Active voice	Passive voice
Present simple	<i>makes</i>	<i>is/ are made</i>

3 The past tenses

3.1 The simple past tense

Form: By adding –ed to the infinitive/ simple past form with irregular verbs.

Affirmative	Negative	Question
<i>I worked.</i>	<i>I didn't work.</i>	<i>Did I work?</i>
<i>You worked.</i>	<i>You didn't work.</i>	<i>Did you work?</i>
<i>He/she/it worked.</i>	<i>He/she/it didn't work.</i>	<i>Did he/she/it work?</i>
<i>We worked.</i>	<i>We didn't work.</i>	<i>Did we work?</i>
<i>They worked.</i>	<i>They didn't work.</i>	<i>Did they work?</i>

Did not = didn't

Affirmative	Negative	Question
<i>I ate.</i>	<i>I didn't eat.</i>	<i>Did I eat?</i>
<i>You ate.</i>	<i>You didn't eat.</i>	<i>Did you eat?</i>
<i>He/she/it ate.</i>	<i>He/she/it didn't eat.</i>	<i>Did he/she/it eat?</i>
<i>We ate.</i>	<i>We didn't eat.</i>	<i>Did we eat?</i>
<i>They ate.</i>	<i>They didn't eat.</i>	<i>Did they eat?</i>

Spelling rules:

- Verbs ending in -e only add –d: *loved* .
- When –y follows a consonant verbs change the –y into -i and add -ed: *carry – carried, copied, tried* (-y does not change if there is a vowel in front of it: *played...*)
- One syllable verbs ending vowel + consonant, double the consonant: *stopped* (also *admitted, preferred* – stress on 2nd syllable).

Use:

- It is used for actions completed in the past in the definite time: *I met him yesterday/ last week/ two days ago...*
- Also for a past habit: *He never drank wine.*
- In 2nd type conditionals: *If I won money on Lottery, I'd travel around the world.*

Passive voice:

Tense/ verb form	Active voice	Passive voice
Past simple	<i>made</i>	<i>was/ were made</i>

3.2 The past continuous

Form: past tense of the auxiliary verb BE + present participle (-ing).

Affirmative	Negative	Question
<i>I was walking.</i>	<i>I wasn't walking</i>	<i>Was I walking?</i>

<i>You were walking.</i>	<i>You weren't walking</i>	<i>Were you walking?</i>
<i>He was walking.</i>	<i>He wasn't walking</i>	<i>Was he walking?</i>
<i>She was walking.</i>	<i>She wasn't walking</i>	<i>Was she walking?</i>
<i>It was walking.</i>	<i>It wasn't walking</i>	<i>Was it walking?</i>
<i>We were walking.</i>	<i>We weren't walking</i>	<i>Were we walking?</i>
<i>They were walking.</i>	<i>They weren't walking</i>	<i>Were they walking?</i>

Was not = wasn't, were not = weren't

Main uses:

- It is chiefly used for past actions which continued for some time. It is not given or important exactly when. Often when an event interrupts an activity in progress *When I arrived she was talking on the phone.*

Passive voice:

Tense/ verb form	Active voice	Passive voice
Past simple	<i>made</i>	<i>was/ were made</i>

3.3 The present perfect tense

Form: Have/ has + the past participle.

Regular verbs:

Affirmative	Negative	Question
<i>I have worked.</i>	<i>I haven't worked.</i>	<i>Have I worked?</i>
<i>You have worked.</i>	<i>You haven't worked.</i>	<i>Have you worked?</i>
<i>He/she/it has worked.</i>	<i>He/she/it hasn't worked.</i>	<i>Has he/she/it worked?</i>
<i>We have worked.</i>	<i>We haven't worked.</i>	<i>Have we worked?</i>
<i>They have worked.</i>	<i>They haven't worked.</i>	<i>Have they worked?</i>

Have not = haven't, has not = hasn't

Irregular verbs:

Affirmative	Negative	Question
<i>I have eaten.</i>	<i>I haven't eaten.</i>	<i>Have I eaten?</i>
<i>You have eaten.</i>	<i>You haven't eaten.</i>	<i>Have you eaten?</i>
<i>He/she/it has eaten.</i>	<i>He/she/it hasn't eaten.</i>	<i>Has he/she/it eaten?</i>
<i>We have eaten.</i>	<i>We haven't eaten.</i>	<i>Have we eaten?</i>
<i>They have eaten.</i>	<i>They haven't eaten.</i>	<i>Have they eaten?</i>

Use: This tense is a mixture of present and past:

- It is used for recently completed actions: *We have just returned.*
- For recent actions whose time is not given: *Have you had breakfast?*
- For recent actions with present results: *I've washed the car.(It's shiny).*
- For incomplete actions: *We have waited all day. (We are still waiting) .*
- With since/for: *I have worked here since October/ for 11 months...*

Passive voice:

Tense/ verb form	Active voice	Passive voice
Present perfect	<i>has/have made</i>	<i>has/have been made</i>

3.4 The present perfect continuous

Form: present perfect of the verb to be + present participle.

Affirmative	Negative	Question
<i>I have been working.</i>	<i>I haven't been working.</i>	<i>Have I been working?</i>
<i>You have been working.</i>	<i>You haven't been working.</i>	<i>Have you been working?</i>
<i>He/she/it has been working.</i>	<i>He/she/it hasn't been working.</i>	<i>Has he/she/it been working?</i>
<i>We have been working.</i>	<i>We haven't been working.</i>	<i>Have we been working?</i>
<i>They have been working.</i>	<i>They haven't been working.</i>	<i>Have they been working?</i>

Use: This tense is used for an action which began in the past and is still continuing: *How long have you been learning English?*

3.5 The past perfect

Form: Had + past participle.

Affirmative	Negative	Question
<i>I had eaten.</i>	<i>I hadn't eaten.</i>	<i>Had I eaten?</i>
<i>You had eaten.</i>	<i>You hadn't eaten.</i>	<i>Had you eaten?</i>
<i>He/she/it had eaten.</i>	<i>He/she/it hadn't eaten.</i>	<i>Had he/she/it eaten?</i>
<i>We had eaten.</i>	<i>We hadn't eaten.</i>	<i>Had we eaten?</i>
<i>They had eaten.</i>	<i>They hadn't eaten.</i>	<i>Had they eaten?</i>

Use:

This tense is used to express an action which began before the time of speaking in the past: *He had served in the army for ten years, then he retired.*

Passive voice:

Tense/ verb form	Active voice	Passive voice
Past perfect	<i>had made</i>	<i>had been made</i>

4 The future forms

4.1 The will future form

Form: will + infinitive.

Affirmative	Negative	Question
<i>I will work.</i>	<i>I won't work.</i>	<i>Will I work?</i>

<i>You will work.</i>	<i>You won't work.</i>	<i>Will you work?</i>
<i>He/she/it will work.</i>	<i>He/she/it won't work.</i>	<i>Will he/she/it work?</i>
<i>We will work.</i>	<i>We won't work.</i>	<i>Will we work?</i>
<i>They will work.</i>	<i>They won't work.</i>	<i>Will they work?</i>

Will not = won't

Use:

The will future expresses an intention at the moment of decision – unpremeditated action:
The phone is ringing, I'll get it.

Passive voice:

Will future	<i>will make</i>	<i>will be made</i>
-------------	------------------	---------------------

4.2 The ‘going to’ form

Form: the present continuous of the verb to go + the full infinitive..

Affirmative	Negative	Question
<i>I am going to work.</i>	<i>I am not going to work.</i>	<i>Am I going to work?</i>
<i>You are going to work.</i>	<i>You aren't going to work.</i>	<i>Are you going to work?</i>
<i>He/she/it is going to work.</i>	<i>He/she/it isn't going to work.</i>	<i>Is he he/she/it going to work?</i>
<i>We are going to work.</i>	<i>We aren't going to work.</i>	<i>Are we going to work?</i>
<i>They are going to work.</i>	<i>They aren't going to work.</i>	<i>Are they going to work?</i>

Use:

- The be going to form is used for premeditated actions (although not as the present continuous definite future intention), intentions and preparations for the actions are typical: *He is going to be a dentist when he grows up.*
- For predictions: *Look at these clouds. It's going to rain for sure.*

Passive voice:

Tense/ verb form	Active voice	Passive voice
Going to future	<i>am/ is/ are going to make</i>	<i>Is/ are going to be made</i>

6.3 The future perfect tense

Form: will + perfect infinitive

Affirmative: *I/ you/ he/ she/ it/ we/ they will have been working.*

Negative: *I/ you/ he/ she/ it/ we/ they will not have been working.*

Question: *Will I/ you/ he/ she/ it/ we/ they have been working?*

Use:

This form is used for an action which at a given future time will be in the past: *By the end of next year I will have been her for five years.*

Passive voice:

Tense/ verb form	Active voice	Passive voice
Going to future	<i>Will have made</i>	<i>Will have been made</i>

5 Practice

a. Form sentences using present continuous tense!

Jane/ wash/ eggplants and zucchinis/ at the moment. _____

They/ scrub/ carrots and potatoes/ in the kitchen. _____

I/ not/ do / anything right now. _____

What/ you/ cook/ tonight? _____

b. Put the verbs in brackets into Present continuous tense and translate the text into Slovenian language!

"I _____(learn) how to cook Thai this summer. It is very interesting indeed. My family _____(taste) spicy dishes for the first time in their lives and they love it. I _____(use) a lot of coconut milk, sweet chilly sauce and fresh turmeric and I am fascinated by the taste explosion I _____(experience). We _____(also force) ourselves to eating noodle soup with chopsticks. Tonight _____(prepare) something very special for them, I _____(cook) kuai-tiao rat na (fried rice-noodles) and khao kha mu (stewed pork with rice)."

- c. Describe what is happening in the following photograph by using present continuous tense and the following expressions: stir, dice, remove, enjoy, be, cook, prepare, learn!



- d. Put the verbs in brackets into present simple tense and translate the text into Slovenian language!

Food processing _____ (be) the set of methods and techniques used to transform raw ingredients into food or to transform food into other forms for consumption by humans or animals either in the home or by the food processing industry. Food processing typically _____ (take) clean, harvested crops or butchered animal products and _____ (use) these to produce attractive, marketable and often long shelf-life food products. Similar processes _____ (be) used to produce animal feed. Extreme examples of food processing _____ (include) the delicate preparation of deadly fugu fish or preparing space food for consumption under zero gravity.

e. Write down a short paragraph (80 words) about your typical breakfast preparation procedure using present simple tense!

f. Form sentences using present simple tense!

Jim/ never/ wash/ his hands before touching food. _____

We/ love/ smoked salmon. _____

Danielle/ sometimes/ prepare/ pancakes/ for supper. _____

g. Put the verbs in brackets into past continuous tense and translate the text into Slovenian language!

I always get excited when I think of my first visit to Moroccan market called souk in Marrakech. I was only twenty-four years old but already an experienced traveller. I _____ (pass) by the endless display of valuable goods like textiles, jewellery and what was the most important to me - spices. I _____ (smell) anise, cinnamon, coriander, cumin, cardamom and my favourite allspice and felt like in heaven. The merchant by the spice stand _____ (try) to sell all of them to me and as I got used to they _____ (all, bargain) all the way. I _____ (feel) very comfortable and safe there with all these hospitable people.

h. Form sentences using past continuous tense!

My sister/slice/cheese/and her children/dice/ ham. _____

I/ peel/ apples and pears/ for the pie. _____

My husband/ carve/ turkey/ complain/ for the entire time. _____

This is how/ we/ enjoy/ our last thanksgiving. _____

i. Form sentences in past continuous tense by describing what the supervisor was doing at 6.15, 7.10, 8.17, 13.00 and 22.00 by using these clues:

Our kitchen was very busy yesterday. Here is the supervisor check-list.

6.00-6.30: cleanliness check

7.00-8.00: freshness and garnishes check

8.15-8.30: plates for proper presentation

9.00-21.00: guest special requests check

21.00-23.00: food labelling and storage check

j. Form sentences using the past simple tense about the cook who was extremely clumsy. What did he break, lose, burn, chip, shatter, rip, bend or otherwise destroy?

List of damaged equipment that had to be replaced. What happened to them?

13 plates

21 mugs

29 wiping cloths

2 glass baking trays

3 metal baking trays

1 egg whisk

5 saucepans

1 wooden spoon

2 mixing bowls

10 piece of cutlery (2 knives, 2 spoons, 4 forks and 2 dessert spoons)

3 peelers

1 lemon squeeze

The clumsy cook... _____

k. Put the verbs in brackets into past simple tense and translate into Slovenian language!

Jamie Oliver _____ (bring up) in Clavering, Essex, England. His parents _____ (run) a pub, "The Cricketers", where he _____ (practice) cooking in the kitchen. He _____ (educate) at Newport Free Grammar School. He _____ (leave) school at age sixteen without qualifications and _____ (go) on to attend Westminster Kingsway College, formerly Westminster College. His first job _____ (be) as a pastry chef at Carlucci's Neal's Yard restaurant, where he first _____ (gain) experience of Italian cuisine. Oliver then _____ (move) to The River Café, Fulham, as a sous chef, where he _____ (notice) by the BBC in 1997 after making an unscripted appearance in a documentary about the restaurant, "Christmas at the River Cafe". That year, his show *The Naked Chef* _____ (debut) and his cookbook _____ (become) a number one best-seller in the UK. That same year, Oliver _____ (invite) to prepare lunch for then Prime Minister Tony Blair at No. 10 Downing Street.

l. Rewrite these examples of present simple into past simple tense by using appropriate adverbs of time!

When I go to supermarket I usually buy bread, milk, butter, yoghurt, apples or pears, eggs, flour and red wine.

Tetsuya Wakuda is the most famous Japanese-born Australian chef.

We don't like foreign wines except for the French wine.

Helen always prepares a lovely nut roll and Prekmurian layer cake for Easter.

m. Form sentences using present perfect simple tense!

Hank/ work/ at the fish cannery/ since November. _____
We/ visit/ the meat packing plant/ two weeks ago. _____
You /visit/ the dairy/ yet? _____
I/not/ go/to the bakery/for days. _____

n. Put the verbs in brackets into present perfect simple tense!

Canton _____ *(long, be) a trading port and many imported foods and ingredients* _____ *(use) in Cantonese cuisine since ancient times. Besides pork, beef, and chicken, Cantonese cuisine* _____ *(incorporate) almost all edible meats, including organ meats, chicken feet, duck tongue, snakes, and snails in the past. However, lamb and goat is rarely eaten, unlike in cuisines of Northern or Western China. Many cooking methods* _____ *(use) throughout history, steaming and stir-frying being the most favoured due to their convenience and rapidity. Other techniques* _____ *(adopt) including shallow frying, double boiling, braising, and deep frying. There* _____ *(be) no widespread use of fresh herbs in Cantonese cooking in the past and nowadays as it is the case in most other regional Chinese cuisines, contrasting with the liberal usage seen in European and other Asian cuisines such as Thai or Vietnamese.*

o. Read the text about the Cantonese cuisine and answer the comprehension check questions below in form of short answers!

Have only local foods been used in Cantonese kitchen? _____
Name 2 types of meat that have been used in Cantonese kitchen! _____
Name 1 type of meat that is less often eaten! _____
Why do they prefer steaming and stir-frying? _____
Are herbs used in great quantities in Cantonese _____

p. Use the following prompts and form sentences in present perfect continuous tense!

Jane/ eat/ breakfast/ for 39 minutes. _____
My children/enjoy/unhealthy snacks/ for years. _____
Jim/ cook/ lunch/ ever since his wife got injured in an accident. _____
We/ skip/dinner/ all summer. _____

q. Use either present perfect simple or present perfect continuous!

I _____ *(learn) how to prepare Braciolo and I prepare them every week.*
How long _____ *(you, stir-fry) these prawns? They look completely dry.*
Frank _____ *(buy) 3 new cookery books and he* _____ *(cook) like crazy ever since.*
He _____ *(add) ingredients in the wok so rapidly that I* _____ *(not manage) to remember what was he used.*
How long _____ *(you cut) these vegetables? It must have taken you hours.*
The stew _____ *(simmer) for 2 hours and I think it is ready.*

- r. Put the verbs in brackets into past perfect tense and translate the text into Slovenian language!

The refrigerator is a modern invention among kitchen appliances. It replaced the icebox, which _____ (be) a common household appliance for almost a century and a half prior. For this reason, a refrigerator is sometimes still referred to as an icebox.

The first commercial microwave oven _____ (produced) by Raytheon before the 1950's from radar technology developed during the war.

Asian civilizations _____ (discover) the principle of the closed stove much earlier than the Western world.

By the 1930s, the technology _____ (mature) and the electrical stove slowly began to replace the gas stove, especially in household kitchens in the US.

- s. Form sentences by using past perfect, past continuous or past simple tense and translate them into Slovenian language.

Jane/leave/ the pie/ to cool/after she/bake/ it. _____




When Hank/heat up/ leftovers/ he/ burn his hand on the stove. _____

When/ we/ return/ home last night/ our mom/ cook/ the dinner/ and/we/ relax/on the sofa. _____

Jim/ cut/ his finger/ while/he /chop/onions. _____

My friends/scorch/ eyebrows/ while/ roast/ beef steaks over the grill. _____

t. Match these sentences to the 3 pictures that demonstrate the flow of events!

<p>1. When Gerry arrived to the party, his friends had eaten his birthday cake.</p>	
<p>2. When Gerry arrived to the party his friends were eating his cake.</p>	
<p>3. When Gerry arrived to the party his friends ate his cake.</p>	

u. Form sentences using will future tense!

(2 children talking...)

I think that in the future/ we/ eat pills that taste like food.

No, we/ only/ drink/ food. Like burger, pizza and hot-dog juice.

Maybe/ our food/ be/ injected/ into our body like medicine.

No, I think our food/ stay just the same.

v. Form sentences using ‘going to’ future form!

Oh, the waiter/ slip/. The floor is all wet.

I have decided that/I/ compliment/ the chef/ on this exquisite Caesar’s salad.

The butcher/ close down/ his business. I have heard that he has gone bankrupt.

Oh no, you/ spoil/ this wonderful jam/by putting it in cold jars.

They/ charge the supplier for supplying us with herbs that contain toxins? I am sure they are going to.

w. Form sentences using the Future perfect tense!

By this time next week all these cartons, boxes and crates / remove/ from our yard.

We/ finish/filling millions of bottles, cans and tins of our products at our factory by the end of this week.

He/ eat/a whole bag of sweets and a packet of crisps by the end of the movie.

x. Put the verbs in brackets in an appropriate future form (present simple and continuous included)!

y. Put the verbs in brackets into appropriate forms – mixed tenses!

Food additives _____(be) substances to food to preserve flavor or enhance its taste and appearance. Some additives _____(use) for centuries; for example, preserving food by pickling (with vinegar), salting, as with bacon, preserving sweets or using sulfur dioxide as in some wines. With the advent of processed foods in the second half of the 20th century, many more additives _____ (introduce), of both natural and artificial origin.

To regulate these additives, and inform consumers, each additive _____(assign) a unique number, termed as "E numbers", which is used in Europe for all approved additives. E numbers are all prefixed by "E", but countries outside Europe _____(use) only the number, whether the additive is approved in Europe or not. For example, acetic acid is written as E260 on products sold in Europe, but is simply known as additive 260 in some countries. Additive 103, alkanet, _____(not, approve) for use in Europe so _____ (not, have) an E number, although it is approved for use in Australia and New Zealand. Since 1987, Australia _____(have) an approved system of labeling for additives in packaged foods. Each food additive has to be named or numbered. Each number _____(be) the same as in Europe, but without the prefix 'E'.

The United States Food and Drug Administration _____ (list) these items as "Generally recognized as safe" or GRAS; now they _____(list) under both their

Chemical Abstract Services number and Fukda regulation under the US Code of Federal Regulations.

http://en.wikipedia.org/wiki/Food_additives

- What _____(you do)? I am a secretary.
- What _____(you do)? The kitchen is a mess.*
- We _____(not meet) outside the restaurant tonight.
- What were you doing last night at 2.00 p.m.? I _____(watch) the game on TV.
- What time _____(the train, leave)?
- Give me a call next week, we _____(go) out for coffee.
- When I grow up I _____(be) a doctor.
- _____(have) a baby. She has a huge belly, she
- Don't take that book, Liz _____(read) it. You can't speak to Kate now, she _____(have) a bath.

Hazard analysis critical control point, or HACCP (English, pronounced /'hæsəp/), _____(be) a systematic preventive approach to food safety and pharmaceutical safety that _____(address) physical, chemical, and biological hazards as a means of prevention rather than finished product inspection. HACCP _____(use) in the food industry to identify potential food safety hazards, so that key actions _____(take) to reduce or eliminate the risk of the hazards being realized. Employees at all stages of food production and preparation processes including packaging, distribution and others _____(have) to follow its principles. The Food and Drug Administration (FDA) and the United States Department of Agriculture (USDA) _____(say)that their mandatory HACCP programs for juice and meat are an effective approach to food safety and protecting public health. Meat HACCP systems _____(regulate) by the USDA, while seafood and juice are regulated by the FDA. The use of HACCP is currently voluntary in other food industries.

A forerunner to HACCP _____(develop) in the form of production process monitoring during World War II because traditional "end of the pipe" testing was not an efficient way to ferret out artillery shells that would not explode. HACCP itself was conceived in the 1960s when the US National Aeronautics and Space Administration (NASA) _____(ask) Pillsbury to design and manufacture the first foods for space flights. Since then, food processing plants _____(recognize) HACCP internationally as a logical tool for adapting traditional inspection methods to a modern, science-based, food safety system. In 1994, the organization of International HACCP Alliance _____(establish) initially for the US meat and poultry industries to assist them with implementing HACCP and now its membership has been spread over other professional/industrial areas. Hence, HACCP _____(introduce) to industries other than food, such as cosmetics and pharmaceuticals. This method, which in effect _____(seek) to plan out unsafe practices, differs from traditional "produce and test" quality control methods which are less successful and inappropriate for highly perishable foods. In the US, HACCP compliance is regulated by 21 CFR part 120 and 123. Similarly, FAO/WHO _____(publish) a guideline for all governments to handle the issue in small and less developed food businesses.

6 References and literature

Vince, M.: Intermediate Language Practice, Macmillan Publishers Limited, 1998

Thomson, A.J., Martinet, A.V.: A Practical English Grammar, Oxford University Press, 1986

Blaganje, D., Konte, I.: Modern English Grammar, DZS, Ljubljana 1987

http://www.google.si/imgres?q=family+cooking+together&hl=sl&rlz=1W1ADFA_sl&biw=840&bih=375&tbnid=UK4DHQWuavE97M:&imgrefurl=http://www.learntocookat home.co.uk/courses/family-cookery-fun/&docid=u1A-YwPR36dYRM&w=400&h=263&ei=QSxbTvLjCszHsgBJ_OyTCw&zoom=1&iact=rc&dur=218&page=1&tbnh=105&tbnw=140&start=0&ndsp=8&ved=1t:429,r:0,s:0&tx=96&ty=90

http://en.wikipedia.org/wiki/Food_processing

http://en.wikipedia.org/wiki/Jamie_Oliver

http://en.wikipedia.org/wiki/Cantonese_cuisine

<http://en.wikipedia.org/wiki/Refrigerator>

http://www.google.si/search?hl=sl&rlz=1W1ADSA_sl&biw=1366&bih=566&tbnid=isch&sa=1&q=no+cake+left&oq=no+cake+left&aq=f&aqi=&aql=&gs_sm=e&gs_upl=74881868910190791515101414101125112510.11110

http://www.google.si/search?hl=sl&rlz=1W1ADSA_sl&biw=1366&bih=566&tbnid=isch&sa=1&q=cake+candles+blowing&oq=cake+candles+blowing&aq=f&aqi=&aql=&gs_sm=e&gs_upl=1219911971810120108120120101141141012341117010.3.31610

<http://www.google.com/search?q=eaten+birthday+cake&hl=sl&gbv=2&tbnid=isch&ei=GphgTpvIPMKj-gaA0uEk&start=100&sa=N>

http://en.wikipedia.org/wiki/Food_additives

http://en.wikipedia.org/wiki/HACCP#HACCP_Implementation