

Cooking

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Cooking

Book
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Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	The Kitchen	Checklist	appliance, cook, countertop, dishwasher, freezer, kitchen, oven, refrigerator, sink, stove	Apologizing for an error
2	People in the Kitchen	Restaurant website	baker, broiler cook, chef de cuisine, chef, cook's helper, dishwasher, first cook, fry cook, pastry chef, sous-chef, vegetable cook	Correcting an error
3	People in a Restaurant	Job listings on a webpage	bartender, bus, busser, cashier, food runner, front-of-house, host, manager, seat, server, waitstaff	Asking about length of time
4	Tools 1	Memo	bench knife, boning knife, butcher knife, cleaver, fork, French knife, knife, paring knife, steel, utensil	Asking for advice
5	Tools 2	Webpage on kitchen tools	colander, cutting board, tongs, grater, ladle, measuring cup, measuring spoon, scoop, spatula, spoon, whisk	Asking for an item
6	Tools 3	Poster	bake pan, double boiler, frying pan, pan, pot, sauce pan, sheet pan, skillet, stock pot, strainer	Giving a warning
7	Appliances	Email	blender, deep fryer, food processor, heat lamp, ice maker, microwave, mixer, pressure cooker, scale, toaster	Asking for attention
8	Basic Actions 1	Employee handbook	blend, chop, dice, drain, grate, irregular, mince, pour, sift, toss	Describing order of events
9	Basic Actions 2	Recipe	aside, bake, beat, combine, cool, dissolve, drop, grease, heat, stir	Giving advice
10	Flavors	Training guide	aftertaste, bitter, flavor, minty, salty, savory, sour, spicy, sweet, taste bud, taste	Describing degree
11	Measurements 1	Chart	Celsius, Fahrenheit, fluid ounce, gallon, gram, imperial, liter, metric, ounce, pound	Expressing confusion
12	Measurements 2	Cookbook chapter	cup, dash, drop, equal, pinch, pint, smidgen, spoonful, tablespoon, teaspoon	Asking for a favor
13	Food Safety	Food safety report	bacteria, contaminate, expiration date, food poisoning, inspection, label, pest, room temperature, soiled, thermometer	Describing consequences
14	Kitchen Safety	Poster	burn, disposal, dull, fire hazard, sharp, slippery, spill, store, strain, trained	Describing personal condition
15	Nutrition	Menu	calorie, carbohydrate, diet, fat, food pyramid, nutrition, portion, protein, sodium, vitamin	Asking for a recommendation

1 The Kitchen



Checklist for Closing Shift

Make sure the **kitchen** is clean and tidy before you leave. The morning crew is very busy. They cannot **cook** anything with dirty **appliances**. Write your initials next to each item below.

- ① Put cold foods back in the **refrigerator**. Remember to close the **freezer** door.
- ② Empty the **dishwasher** and put away the clean dishes. Don't leave any food or dirty dishes in the **sink**.
- ③ Wipe down the top of the **stove** and the inside of the **oven**. Make sure both **appliances** are turned off.
- ④ Put away supplies or food containers that are still on the **countertops**.

Get ready!

① Before you read the passage, talk about these questions.

- 1 What is the purpose of different kitchen appliances?
- 2 Why does a restaurant kitchen need frequent cleaning and tidying?

Reading

② Read the kitchen checklist. Then, choose the correct answers.

- 1 What is the main idea of the checklist?
 - A the purpose of kitchen appliances
 - B duties to complete before closing
 - C different cleaning methods
 - D ways to store food and supplies
- 2 What can be left in the sink?
 - A clean dishes
 - B food
 - C dirty dishes
 - D nothing
- 3 Which of the following is NOT an instruction in the checklist?
 - A Wipe down the refrigerator.
 - B Close the freezer door.
 - C Remove dishes from the dishwasher.
 - D Make sure oven is off.

Vocabulary

③ Write a word that is similar in meaning to the underlined part.

- 1 We wash our pots and pans in the appliance for cleaning dishes. i _ _ w _ _ h e _
- 2 The appliance that heats food in an enclosed area needs repair. _ v _ _
- 3 It's difficult to apply heat to anything when the electricity is out. c _ o _
- 4 The kitchen supply company sells many different machines that perform particular functions. a _ _ l _ a n _ _ s



- 4 Fill in the blanks with the correct words from the word bank.

Word BANK

freezer stove kitchen
countertop refrigerator sink

- 1 I heated my breakfast in a pan on top of the _____.
 - 2 The milk goes in the _____ to keep it cold, but not frozen.
 - 3 Our _____ has the most updated appliances.
 - 4 The dirty dishes are piled up in the _____.
 - 5 The ice melted when it was left out of the _____.
 - 6 Clear old food off the _____ before you prepare the salad.
- 5 Listen and read the kitchen checklist again. What should the kitchen staff do with food at the end of the day?

Listening

- 6 Listen to a conversation between a restaurant manager and a chef. Mark the following statements as true (T) or false (F).

- 1 ☐ The woman was supposed to clean the kitchen.
- 2 ☐ The countertops were dirty.
- 3 ☐ The woman did not know about the cleaning checklist.

- 7 Listen again and complete the conversation.

Manager: Linda, were you 1 _____?

Chef: Yes, I worked the 2 _____. Why?

Manager: The kitchen 3 _____ this morning.

Chef: Really? What was wrong?

Manager: There was old food all over the 4 _____, and the milk was not in the refrigerator.

Chef: I guess I forgot to go over the 5 _____.

Manager: Linda, I'm sure you know how important a clean kitchen is.

Chef: Yes, I'm sorry. I definitely won't 6 _____ again.

freezer ok stove ok kitchen ok
refrigerator ok sink ok

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

The kitchen was ...
I guess I forgot to ...
I won't let it ...

Student A: You are a restaurant manager. Talk to Student B about:

- the state of the kitchen
- errors he or she made
- his or her responsibilities

Student B: You are a chef. Talk to Student A about errors you made in the kitchen.

Writing

- 9 Use the kitchen checklist and the conversation from Task 8 to fill out the opening shift's kitchen report.

Opening Shift Report

Was the kitchen clean? Y / N

Please describe any areas that were not clean:

Please list any food not properly stored:

2

People in the Kitchen

HOME

ABOUT US

SERVICES

CONTACT



Fourth Street Café

Meet Our Friendly Kitchen Staff!

Paolo Jensen is our chef de cuisine. He started five years ago as a dishwasher. Then he worked part-time as cook's helper while he attended culinary school. He became first cook last year. Now, he is the chef who runs our kitchen!

Our sous-chef **Anna Wilmot** is a big help to Paolo. She's also a temporary broiler cook until we find a full-time meat expert.

We're lucky to have an award-winning baker and pastry chef. **Celine Ryan** is known nationally for her breads and cakes.

Joe Franklin recently joined the breakfast crew as a fry cook. And we welcome our newest member, **Ronny Gomez**, as vegetable cook.



chef



pastry chef



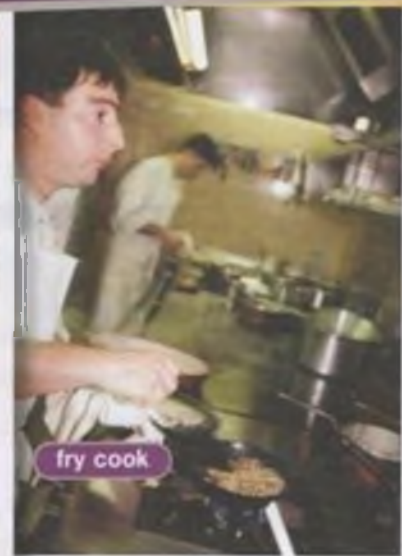
broiler cook



vegetable cook



baker



fry cook

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different jobs in a restaurant kitchen?
- 2 Why does a kitchen have different types of chefs?

Reading

2 Read the webpage for a restaurant. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Paolo Jensen was promoted from first cook to chef de cuisine.
- 2 ☐ The café is looking for a new broiler cook.
- 3 ☐ The fry cook is the newest member of the staff.

Vocabulary

3 Read the sentences and choose the correct words or phrases.

- 1 The new baker/fry cook keeps getting eggs stuck to the pan.
- 2 Ask the cook's helper/vegetable cook if the carrots should be steamed or boiled.
- 3 Tell the pastry chef/first cook that we need the dessert menu right away.
- 4 The dishwasher/broiler cook is upset because the oven is broken.
- 5 The new baker/chef is responsible for vegetables, salads, and cold meats.

- 4 Place the words or phrases from the word bank under the correct headings.

Word BANK

cook's helper first cook baker
chef de cuisine sous-chef dishwasher

Supervisor roles	Specialty roles	Assistive roles
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 5 Listen and read the webpage for a restaurant again. What responsibilities does the broiler cook have?

Listening

- 5 Listen to a conversation between two servers. Choose the correct answers.

- What is the main idea of the conversation?
 - how to prepare a pot roast
 - which cook made a customer's meal
 - what seasoning is best for a pot roast
 - whom to ask about a dish's ingredients
- What will the man likely do next?
 - review ingredients with the man
 - ask the broiler cook what's in the seasoning
 - talk to the fry cook about the pot roast
 - discuss a dish with the customer

- 7 Listen again and complete the conversation.

Server 1: My customer has questions about ingredients. What 1 _____ him?

Server 2: Well, 2 _____. Which dish did he ask about?

Server 1: He's curious 3 _____ for the pot roast.

Server 2: Oh, I don't know 4 _____. Ask the kitchen.

Server 1: Oh, okay. So I 5 _____ to Joe, right?

Server 2: No, Joe is the 6 _____.

Speaking

- 5 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

My customer is curious ...

No, ... is the ...

I'll talk to ...

Student A: You are a server. Talk to Student B about:

- a customer's question
- who can answer the question

Student B: You are a server. Talk to Student A about who can answer a customer's question.

Writing

- 5 Use the webpage for a restaurant and the conversation from Task 8 to fill out the poster in a restaurant kitchen.

Breakdown of Kitchen Responsibilities

First Cook: Handles soups and sauces.

Broiler Cook: _____

Fry Cook: _____

Baker: _____

3 People in a Restaurant

●●● seekemployment.com

HOME

ABOUT US

JOBS

FOOD SERVICE

RESTAURANT



server



host



cashier



manager

ID03778 Emery's Grill seeks friendly **servers** and a **busser**. Servers will handle multiple food orders in a fast-paced environment. Busser must clear tables quickly and efficiently.

ID#03779 New restaurant downtown needs to fill most **front-of-house** positions. We prefer a **manager** with at least two years of food service experience. We also need a **host** to **seat** customers and act as **cashier**. A **bartender** will provide drink service to customers at tables and at the bar.

ID#03780 Great summer job: Paulie's Surf Shack is hiring for the tourist season. No experience? No problem! **Food runners** will support the **waitstaff** and **bus** tables when needed.



bartender

busser

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are the responsibilities of a server in a restaurant?
- 2 What are some other jobs in the front end of a restaurant?

Reading

② Read the webpage on restaurant jobs. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Servers at Emery's Grill are responsible for clearing tables.
- 2 ☐ The new restaurant needs a host with two years of experience.
- 3 ☐ A food runner at Paulie's Surf Shack is also a busser.

Vocabulary

③ Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|--------------------------------------|---|
| 1 <input type="checkbox"/> host | 4 <input type="checkbox"/> bartender |
| 2 <input type="checkbox"/> manager | 5 <input type="checkbox"/> busser |
| 3 <input type="checkbox"/> waitstaff | 6 <input type="checkbox"/> front-of-house |

- A a person who clears tables
- B a person who supervises a restaurant
- C people who take orders and serve food
- D relating to a restaurant's public area
- E a person who prepares drinks
- F a person who greets and seats customers

- 4 Read the sentence pairs. Choose which word best fits each blank.

1 seat / bus

- A Ask the host to _____ the group that just walked in.
B After the customers leave, please _____ the tables right away.

2 cashier / server

- A We ordered another round of appetizers from the _____.
B The _____ will take your credit card when you finish your meal.

- 6 Listen and read the webpage on restaurant jobs again. What are some different restaurant jobs that might be performed by the same person?

Listening

- 6 Listen to a conversation between a restaurant owner and a job applicant. Check (✓) the jobs that the applicant has performed.

- | | |
|--------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> bartender | 4 <input type="checkbox"/> manager |
| 2 <input type="checkbox"/> host | 5 <input type="checkbox"/> server |
| 3 <input type="checkbox"/> cashier | |

- 7 Listen again and complete the conversation.

Owner: So, George, you 1 _____ of restaurant experience?

Applicant: That's right. I was a 2 _____ at Vineyards Inn for four years.

Owner: And you also have experience 3 _____?

Applicant: Yes. That was at the Palace Lounge.

Owner: How long 4 _____ there?

Applicant: Let's see. I started as a food runner two years ago, and then I 5 _____ last March.

Owner: Well, you clearly know the 6 _____. But I'd prefer someone with a little more server experience.

Speaking

- 6 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

How long did ...?

I started as ... then I joined ...

I'd prefer someone with ...

Student A: You are a restaurant owner. Talk to Student B about:

- his or her experience
- how long he or she has been in the restaurant business
- what you are looking for

Student B: You are a job applicant. Talk to Student A about your restaurant experience.

Writing

- 9 Use the webpage on restaurant jobs and the conversation from Task 8 to fill out the restaurant owner's interview notes.



CLICK HERE

Restaurant Food Services

Interview notes

Job applicant: **Bill Jensen**

Position applied for: _____

Applicant's experience: _____

Why or why not to hire applicant: _____

4 Tools 1

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of knives?
- 2 Why is using the correct knife important?



utensils



butcher knife

paring knife



fork

boning knife

Reading

2 Read the memo on using knives. Then, choose the correct answers.






- 1 What is the purpose of the memo?
 - A to request a new order of knives
 - B to describe how to avoid injury with knives
 - C to remind about correct use of knives
 - D to explain how to identify different knives
- 2 Which of the following is NOT an instruction in the memo?
 - A Throw away damaged utensils.
 - B Do not use paring knives for meat.
 - C Maintain knives with a steel.
 - D Use cleavers to cut bone.
- 3 What can you infer about a bench knife?
 - A It has many different uses.
 - B It is best for cutting meat.
 - C Its design is similar to a fork.
 - D Its blade is not very sharp.

memo

To: Kitchen Staff

From: Ed Mallard, Head Chef

Please use **utensils** only for their intended purposes. We threw away several damaged **knives** this week. Remember, **paring knives** are not strong enough for large cuts of meat. Use a **butcher knife** or **boning knife** instead. And do not try to cut bone with a **French knife**. One of the blades was broken and had to be replaced. That's what **cleavers** are for. Don't forget to maintain all knives with the **steel**. We also had to replace a **bench knife**. Someone tried to use it on vegetables and bent the blade. Several **forks** were also bent and needed repair. Please do not use these for cutting anything.

bread knife	
boning - butcher knife	
French knife	
kitchen knife	
paring knife	



cleaver

bench knife

Vocabulary

2 Match the words or phrases (1-5) with the definitions (A-E).

- 1 ___ knife
- 2 ___ utensil
- 3 ___ butcher knife
- 4 ___ paring knife
- 5 ___ bench knife

- A a wide, rectangular blade for dividing and scraping
- B a small, pointed blade for cutting vegetables
- C a device with a sharp edge
- D a heavy, curved blade for cutting meat
- E a simple object that performs a particular function

- 2 Fill in the blanks with the correct words or phrases from the word bank.

word BANK

fork French knife steel
cleaver boning knife

- Only a _____ will slice all the way through bone.
 - Hold the meat in place with a _____ while you cut it.
 - You need a _____ if you want to get the meat off that bone.
 - I prefer a _____ because it can be used for so many different purposes.
 - I need a new _____ to sharpen my knives.
- 5 Listen and read memo on using knives again. What is the difference between a boning knife and a cleaver?

Listening

- 6 Listen to a conversation between two chefs. Mark the following statements as true (T) or false (F).
- ___ The woman is removing the meat from the bone.
 - ___ The woman does not need a boning knife.
 - ___ The man recommends a butcher knife.
- 7 Listen again and complete the conversation.

Chef 1: I'm getting these chicken wings ready. Should I use a 1 _____?

Chef 2: No, that won't work. You're leaving the bone 2 _____, right?

Chef 1: That's true. But I still need several pieces, so I'll have to 3 _____ the bone.

Chef 2: In that case, 4 _____.

Chef 1: 5 _____ a butcher knife?

Chef 2: Don't try to use the 6 _____ on the bone. But it's fine for the meat.

Chef 1: Okay, thanks for your help.



Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm preparing ...
Should I use a ...?
In that case, use a ...

Student A: You are a chef. Talk to Student B about:

- what you are preparing
- what knife to use
- why to use a particular knife

Student B: You are a chef. Talk to Student A about what knife to use.

Writing

- 5 Use the memo on using knives and the conversation from Task 8 to fill out the chef's note to another chef.



To chef Pat *

Hi Pat,

I noticed you used the wrong knife the other day. Since you are preparing _____

I recommend that you use a _____

That's because _____

5 Tools 2

●●● Harley's Kitchen Supply.com

HOME

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ladle

whisk

spatula

spoon

Harley's Kitchen Supply Featured Tools and Utensils

Click [here](#) for our fantastic lineup of **spoons**, **whisks**, and other kitchen products. Our **spatulas** make sure nothing gets left in the bowl.

Serve your guests in style with our soup **ladles** and salad **tongs**! Click [here](#) for more.

Never let the wrong measurements ruin your recipe! We have accurate **measuring spoons** down to 1/8 teaspoon. **Measuring cups** and **scoops** go up to four cups. Click [here](#) to order.

Click [here](#) for our full catalog of kitchen supplies. Check out our extra-rough **graters**. **Colanders** are available in small, medium, and large. Don't forget a good **cutting board** to protect your countertops.

grater

cutting board

tongs

Featured Tools and Utensils

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different utensils for stirring, scraping, and spreading?
- 2 What tools are used for measuring ingredients?

Reading

2 Read the webpage on kitchen tools. Then, mark the following statements as true (T) or false (F).

- 1 ☐ The company recommends serving guests with salad tongs.
- 2 ☐ The company's scoops are larger than their measuring cups.
- 3 ☐ Colanders are available in multiple sizes.

Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- | | | |
|-----------|-------------------|-------------|
| 1 — tongs | 4 — measuring cup | 7 — cutting |
| 2 — spoon | 5 — grater | board |
| 3 — scoop | 6 — whisk | |

- A a utensil with a deep bowl for measuring dry ingredients
 B a utensil with a curved head
 C a U-shaped tool that clamps around something
 D a tool for cutting food into small pieces
 E a flat wooden piece that protects countertops
 F a utensil with wire loops for stirring
 G a round container for measuring various ingredients

4 Read the sentences and choose the correct words.

- The chef used a **whisk/ladle** to scoop the sauce into the bowl.
- Hand me that **grater/colander** so I can drain the water from this lettuce.
- You only need a few drops of vanilla, so use a **measuring spoon/scoop**.
- We need a new **spoon/spatula** for spreading frosting on cakes.

5 Listen and read the webpage on kitchen tools again. What can a kitchen worker do if a particular utensil is not available?

Listening

6 Listen to a conversation between two cooks. Check the utensils that the man will use with the cake batter.

- | | | |
|----------------------------------|----------------------------------|------------------------------------|
| 1 <input type="checkbox"/> whisk | 3 <input type="checkbox"/> scoop | 5 <input type="checkbox"/> spatula |
| 2 <input type="checkbox"/> ladle | 4 <input type="checkbox"/> spoon | |

7 Listen again and complete the conversation.

Cook 1: Hey, Evelyn. 1 _____ me that whisk?

Cook 2: Sure. Wait, I think it's dirty. It was just used to stir gravy.

Cook 1: Oh, I don't want it in my cake batter, then. 2 _____ is there?

Cook 2: Let's see. There's a 3 _____ here.

Cook 1: No, that won't work. 4 _____?

Cook 2: Here, 5 _____ a spoon?

Cook 1: It's not perfect, 6 _____. Thanks.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Would you hand me ...?

It was just used to ...

How about a ...?

Student A: You are a cook. Talk to Student B about:

- a tool you need
- the state of the tool
- other tools available

Student B: You are a cook. Talk to Student A about a tool he or she needs.

Writing

9 Use the webpage on kitchen tools and the conversation from Task 8 to fill out the cook's email to the manager.

Hi Mary,

We need to order some new _____.
 I needed one for _____ yesterday, but they were dirty. I tried to use a _____, but it didn't work.
 I had to use a _____ instead.
 Tom



6

Tools 3

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What cooking containers are best for boiling food?
- 2 Why are some different pots and pans used for different foods?

Reading

2 Read the poster on cooking containers. Then, complete the table.

Use a ...	for ...
Stock pot	1 _____
Sauce pan	2 _____
Frying pan	3 _____
Sheet pan	4 _____

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|--------------|-------------------|
| 1 — pot | 4 — stock pot |
| 2 — pan | 5 — sauce pan |
| 3 — strainer | 6 — double boiler |

- A a moderately shallow container with one handle
 B a high-walled container with two handles
 C a deep container within another container
 D any deep container that holds cooking food
 E a bowl with many small holes for draining liquid
 F any shallow container that holds cooking food

Good Habits:

Cooking with the Right Containers

Use a **pot** for boiling and steaming. Large batches of soup are best cooked in a **stock pot**. Smaller batches and sauces are fine in a **sauce pan**. For pastas, make sure your **strainer** is the right size to avoid a mess. Always use a **double boiler** with foods that must stay below boiling temperature.

Frying requires a **pan**. **Skillets** retain heat best for fast frying. However, lighter **frying pans** are better if you need to toss the ingredients.

Bake cakes and sweet breads in the proper **bake pans**. Only use **sheet pans** for small, individual baked goods like cookies.



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 bake pan / sheet pan

A I need a _____ to bake the cookies.

B Spread the cake batter into the _____.

2 skillet / frying pan

A The bacon needs to be fried, so use the _____.

B Lift up the _____ to toss the vegetables.

5 Listen and read the poster on cooking containers again. What might happen if a cook uses the wrong pot?

Listening

6 Listen to a conversation between a head chef and an assistant chef. Mark the following statements as true (T) or false (F).

- 1 ___ The sauce was supposed to be boiled.
- 2 ___ The man set the stove to the correct temperature.
- 3 ___ The man did not read the directions.

7 Listen again and complete the conversation.

Head chef: Hey, Ron. Do you know whose cream sauce is 1 _____?

Assistant chef: Yes, I'm working on it. Why?

Head chef: It's way too hot. You're 2 _____, boil it.

Assistant chef: I set the stove to the temperature 3 _____.

Head chef: Yes, but you're supposed to use a 4 _____ so the sauce is away from direct heat.

Assistant chef: Oh, no! I had no idea. I'll take it 5 _____ right away.

Head chef: Yes, you'd better. And 6 _____ happen again.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

It's too ...

You're supposed to ...

I'll ... right away.

Student A: You are a head chef. Talk to Student B about:

- a dish he or she is making
- why the dish is in the wrong container
- which container is needed

Student B: You are an assistant chef. Talk to Student A about a container you are using.

Writing

9 Use the poster on cooking containers and the conversation from Task 8 to fill out the cook's reminder sheet.

Reminders

Type of Pot:

When to Use:

1 _____

2 _____



7

Appliances



To: t.thomas@rivercafe.net
 From: l.halverson@rivercafe.net
 Re: Equipment Report

Hi Terry,
 Here's the equipment report you requested:

Repairs/Replacements: The **toaster** is only heating on one side. Also, the **mixer** is broken. We tried the **food processor** to mix ingredients, but it doesn't work for everything.

New Equipment: We could use a second **heat lamp**. Plates get cold when we are busy. Also, I think our kitchen needs a **deep fryer** and a **pressure cooker**. This will expand our hot dish menu.

No Changes Needed: Our old **microwave** and **ice maker** are still running smoothly. Also, the new **blender** mixes drinks much faster than the old one. The **scale** measurements are still perfectly accurate.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some small kitchen appliances for heating food?
- 2 What are some small kitchen appliances for mixing food together?

Reading

2 Read the email on kitchen equipment. Then, mark the following statements as true (T) or false (F).

- 1 — The food processor is broken.
- 2 — The kitchen already has a heat lamp.
- 3 — The restaurant recently replaced the blender.

Vocabulary

3 Write a word or phrase that is similar in meaning to the underlined part.

- 1 We can't make cold drinks because the appliance that freezes water into cubes is broken.
 _ c _ _ a k _ r
- 2 Put the plate under the device that keeps food warm until the server picks it up.
 h _ _ t _ _ m _
- 3 The restaurant uses the appliance that immerses food in hot oil to make French fries.
 _ e e _ _ _ y _ r
- 4 Leave the rice in the appliance that cooks with steam for three hours.
 p _ _ s s _ _ _ c _ _ _ r
- 5 You can stir the batter faster if you use a handheld appliance with rotating blades.
 m _ _ _ r

- 4 Place the words or phrases from the word bank under the correct headings.

word BANK

scale toaster blender
food processor microwave

Heating food	Mixing food	Measuring food

- 5 Listen and read the email on kitchen equipment again. What might happen if food is not stored under a heat lamp?

Listening

- 6 Listen to a conversation between a chef and a restaurant manager. Choose the correct answers.

- What is the purpose of the conversation?
 - A to discuss appliances that need replacement
 - B to suggest ways to speed up food production
 - C to review possible new equipment
 - D to describe problems with current cooking practices
- Which appliance is the woman uncertain about?
 - A pressure cooker C blender
 - B deep fryer D heat lamp

- 7 Listen again and complete the conversation.

Chef: Hey, Terry. Do you 1 _____?

Manager: Sure, Lou. 2 _____?

Chef: Did you look over 3 _____ for new appliances?

Manager: Yes, I did. I agree about the 4 _____. A few customers complained about cold food.

Chef: Can we also get the other items I suggested?

Manager: A pressure cooker's not a problem. But we need a new ventilation system for a 5 _____.

Chef: I really think we need one. It will let us add 6 _____ to the menu.

Manager: Well, I'll think about it.

Speaking

- 6 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Did you look over ...?
The ... is not a problem, but ...
I really think ...

Student A: You are a chef. Talk to Student B about:

- an equipment report
- your suggestions
- overcoming his or her objections

Student B: You are a restaurant manager. Talk to Student A about his or her equipment suggestions.

Writing

- 9 Use the email on kitchen equipment and the conversation from Task 8 to fill out the restaurant manager's official equipment report for the owner.

Equipment Report Form

New equipment requested by kitchen staff:

Recommendations from management:

8 Basic Actions 1

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 What are some different ways to cut up an ingredient?
 - 2 Why do cook's helpers prepare ingredients?

Section 4.2:

Preparing Ingredients

As a cook's helper, you will prepare ingredients. This allows the chef to focus on cooking. But different meals require different preparation methods.



Chop or **mince** an ingredient if you just need **irregular** pieces. You can **grate** some ingredients for small, irregular strips. If the chef tells you to **dice** it, cut uniform pieces instead.

Some ingredients need excess material separated. **Sift** flour, sugar, and other powders to filter out chunks. For boiled ingredients, **drain** or **pour** liquid out before using. The chef will sometimes ask you to combine ingredients. **Toss** them for a loose mixture. For a smooth mixture, **blend** them instead.



Reading

- 2 Read the training manual chapter. Then, choose the correct answers.
 - 1 What is the main idea of the chapter?
 - A understanding a chef's responsibilities
 - B determining proper cooking methods
 - C identifying ingredients
 - D preparing food before cooking
 - 2 Which of the following does NOT cut food into irregular pieces?
 - A mincing
 - B dicing
 - C grating
 - D chopping
 - 3 How are sifting and draining similar?
 - A They create smooth powders.
 - B They filter out unwanted chunks.
 - C They remove liquid.
 - D They separate excess material.

Vocabulary

- 3 Write a word that is similar in meaning to the underlined part.
 - 1 The pieces of meat cooked unevenly because they were not uniform. _ r _ _ u _ _ r
 - 2 Remove by flowing out the extra water from the pot before adding the other ingredients. p _ _ _
 - 3 The recipe says to finely shred the cheese first. _ _ a t _
 - 4 You must uniformly cut the vegetables, even though it takes a little longer. _ i c _

- 6 Place the words from the word bank under the correct headings.

Word BANK

chop blend mince drain sift toss

Combining ingredients	Separating ingredients	Cutting ingredients

- 8 Listen and read the training manual chapter on preparing ingredients again. How are chopping or mincing similar?

Listening

- 6 Listen to a conversation between a chef and a cook's helper. Mark the following statements as true (T) or false (F).

- ___ The woman plans to toss the ingredients.
- ___ The man cannot remember the correct order of actions.
- ___ The man selects the wrong cutting method.

- 7 Listen again and complete the conversation.

Chef: Okay, Leon. Do you remember how to 1 _____
_____ - _____?

Helper: I think so. First I cut up the ingredients, and then I
2 _____, right?

Chef: That's right. Tell me what methods you will use.

Helper: Let's see. First I'll 3 _____.

Chef: Not quite. In this case, you want 4 _____.

Helper: Oh, so 5 _____ instead.

Chef: Right. And then what will you do after that?

Helper: Then I'll 6 _____ different
vegetables together before I give them to you.

Chef: You got it.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

First I ... and then I ...
In this case, you want ...
So I'll ... instead.

Student A: You are a chef. Talk to Student B about:

- preparing ingredients
- how to cut the ingredients
- how to combine the ingredients

Student B: You are a cook's helper. Talk to Student A about preparing ingredients.

Writing

- 9 Use the training manual chapter and the conversation from Task 8 to fill out the helper's recipe notes.



Recipe

Ingredients: _____

How to cut: _____

How to combine: _____



**-Preparing
Ingredients** Manual

9

Basic Actions 2

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some different ways to describe mixing ingredients together?
- 2 What actions are used for a popular recipe in your country?

Desserts, Desserts, Desserts!

Cherry Chocolate Chip Cookies

Baking Directions

- 1 **Heat** the oven to 350 degrees.
- 2 **Stir** the dry ingredients together and set the mixture aside.
- 3 **Beat** the eggs and butter until smooth. Then let the baking soda **dissolve** in hot water and add it to the mixture. **Combine** the wet and dry mixtures.
- 5 Use butter or vegetable oil to **grease** the sheet pan. Then **drop** one-inch balls of dough onto the pan, two to three inches apart.
- 6 **Bake** the cookies for 12-15 minutes or until they turn golden-brown. Let them **cool** for at least five minutes before you serve.



Reading

② Read the recipe for cookies. Then, complete the table.

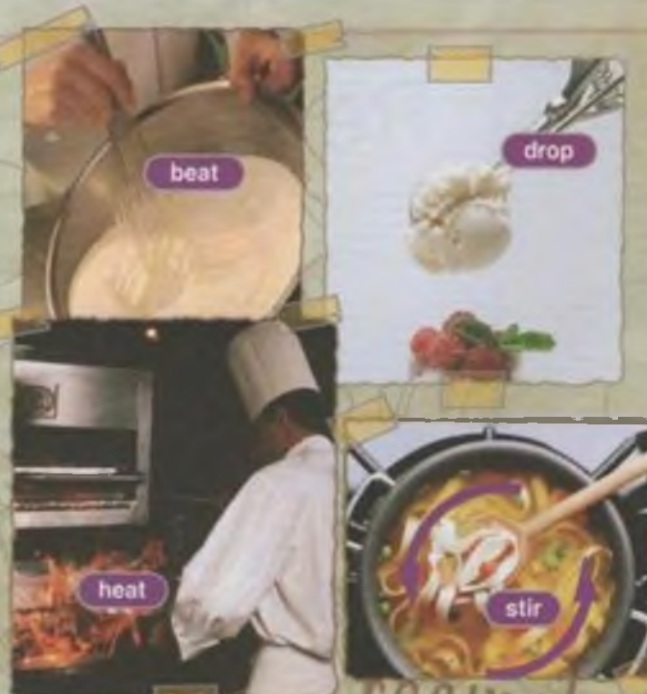
Stage	Actions
Before preparing ingredients	1 _____ _____
Combining ingredients	2 _____ _____
Preparing for baking	3 _____ _____

Vocabulary

② Match the words (1-6) with the definitions (A-F).

- | | |
|----------|-------------|
| 1 — heat | 4 — aside |
| 2 — bake | 5 — grease |
| 3 — drop | 6 — combine |

- A to spread a thin layer of oil on something
 B to mix two or more things together
 C to let something fall gently
 D kept for future use
 E to increase the temperature of something
 F to cook something slowly in an oven



4 Read the sentence pairs. Choose which word best fits each blank.

1 cool / dissolve

- A Let the cookies _____ before you eat them.
B Sugar will _____ easily in hot tea.

2 stir / beat

- A The batter is very thick, so _____ it with an electric mixer.
B You must _____ the soup occasionally so it doesn't stick to the pot.

5 Listen and read the recipe for cookies again. What is the process for dissolving something?

Listening

6 Listen to a conversation between two cooks. Choose the correct answers.

- What is the purpose of the conversation?
A to review directions for a recipe
B to correct a preparation problem
C to learn baking methods
D to reprimand someone for an error
- What will the man likely do next?
A Heat some water on the stove.
B Stir in more baking soda.
C Set aside the mixture for a few minutes.
D Combine the baking soda with the mixture.

7 Listen again and complete the conversation.

- Cook 1: I'm 1 _____ with this cookie recipe.
Cook 2: Really? What's 2 _____?
Cook 1: Well, the baking soda is 3 _____ before I combine it with the mixture.
Cook 2: Did you 4 _____ for a while?
Cook 1: Yes. I added the baking soda to the water, and then I 5 _____. That was fifteen minutes ago.
Cook 2: Hmm. Maybe the water wasn't 6 _____.



Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I'm having trouble ...
The...is supposed to ...
If I were you ... I would ...*

Student A: You are a cook. Talk to Student B about:

- a recipe
- a problem you are having
- possible solutions to the problem

Student B: You are a cook. Talk to Student A about a problem he or she is having with a recipe.

Writing

9 Use the recipe for cookies and the conversation from Task 8 to fill out the cook's recipe guide.

Recipe Guide

Recipe Notes

Recipe for: _____

Problems encountered: _____

Ways to avoid problems in future: _____

10 Flavors

A GUIDE TO Understanding FLAVORS

New chefs often have trouble describing how food **tastes**. This guide will help you discuss how **taste buds** respond to different foods.

Coffee and tea have a **bitter** flavor. Many people add sugar to make them **sweet**. Some fruits, like lemons and oranges, are both sweet and **sour**.

Some warm meals are **spicy**, but many people dislike the burning feeling. You can make any meal **salty** if you simply add salt to the finished product. Adding fresh herbs or poultry seasoning can make soups more **savory**.

Many candies and gums are **minty** and are used to control bad breath. These products likely leave an **aftertaste**.



Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 How do people describe flavors?
- 2 What are some flavors of popular foods in your country?

Reading

- 3 Read the guide to flavors. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Bitter foods and sweet foods often taste similar.
- 2 ☐ Many people dislike the hot sensation produced by spicy foods.
- 3 ☐ Minty flavors often leave an aftertaste.

Vocabulary

- 3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|----------------------------------|--------------------------------------|
| 1 <input type="checkbox"/> sour | 4 <input type="checkbox"/> sweet |
| 2 <input type="checkbox"/> spicy | 5 <input type="checkbox"/> minty |
| 3 <input type="checkbox"/> taste | 6 <input type="checkbox"/> taste bud |

- A an organ the senses a flavor
- B having a flavor that produces a cooling sensation
- C having a flavor produced by fruits such as lemons
- D having a flavor produced by sugar
- E to produce the flavor of something
- F having a flavor that produces a burning sensation

4 Read the sentences and choose the correct words.

- 1 The tea tasted fine at first, but then it had an unpleasant **flavor/aftertaste**.
- 2 The chicken gave the soup a minty/savory flavor.
- 3 The tea was too sweet/bitter, so I added more sugar.
- 4 I detected the **flavor/taste** bud of garlic in my soup.
- 5 Most people like salty/sour potatoes.

5 Listen and read the guide to flavors again. What are minty flavored products used for?

Listening

6 Listen to a conversation between two chefs. Choose the correct answers.

- 1 What is the main idea of the conversation?
 - A which foods produce certain flavors
 - B how to make a recipe less spicy
 - C what is causing an unpleasant flavor
 - D whether to make a soup more savory
- 2 What will the man likely add to the soup?

A cheese	C salt
B chili pepper	D garlic

7 Listen again and complete the conversation.

- Chef 1:** Paula, will you help me with my new herb and garlic soup recipe?
- Chef 2:** Sure. What 1 _____?
- Chef 1:** Something doesn't 2 _____. Here, try it and tell me what you think.
- Chef 2:** Well, the cheese gives it a nice 3 _____. But you're right, something's off.
- Chef 1:** Is it too spicy? I'm afraid I added 4 _____.
- Chef 2:** No, that's not it. I think it's 5 _____.
- Chef 1:** Really? Well, 6 _____ and try again.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Will you help me with ...?

Is it too ...?

It's not ... enough.

Student A: You are a chef. Talk to Student B about:

- a new recipe
- a problem with the flavor
- adjusting the ingredients

Student B: You are a chef. Talk to Student A about a problem with a new recipe.

Writing

9 Use the guide to flavors and the conversation from Task 8 to fill out the chef's memo to the kitchen staff about a new recipe.

Memo

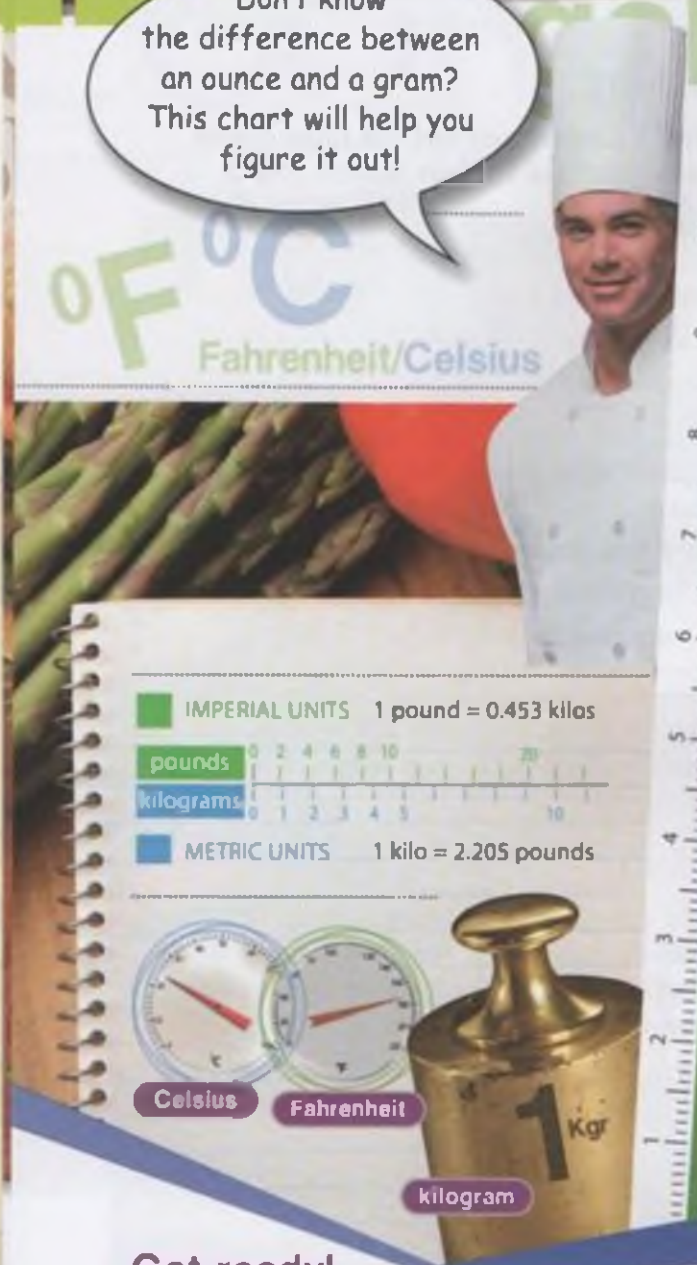
Hi everyone,

Please make an adjustment to the new recipe for _____. The original recipe is _____ so you need to _____.

* *chef Mario.*

11 Measurements 1

Don't know
the difference between
an ounce and a gram?
This chart will help you
figure it out!



pound/kilograms

Metric

VS.

Imperial
Units

Conversion Chart

Measurements of Volume

1 fluid ounce = 29.57 milliliters

1 gallon = 3.79 liters

Measurements of Weight

1 ounce = 28.35 grams

1 pound = 0.45 kilograms

Measurements of Temperature

Use the following formula to convert Fahrenheit (°F) to Celsius (°C): $^{\circ}\text{C} = (^{\circ}\text{F} - 32) \times 5/9$

To convert a measurement from imperial units to the metric system, just multiply.
5 fluid ounces to milliliters: $5 \times 29.57 = 147.85$ milliliters.

To convert a measurement from metric units to imperial units, just divide.
12 kilograms to pounds: $12 \div 0.45 = 26.67$ pounds

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common units of measurement in your country?
- 2 Why might someone prefer the metric system instead of the imperial system?

Reading

2 Read the conversion chart. Then, mark the following statements as true (T) or false (F).

- 1 ___ A fluid ounce is larger than a milliliter.
- 2 ___ Less than five liters are in a gallon.
- 3 ___ To change a measurement from metric to imperial, you have to multiply.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|---------------|------------------|
| 1 ___ gallon | 4 ___ milliliter |
| 2 ___ pound | 5 ___ kilogram |
| 3 ___ Celsius | 6 ___ Fahrenheit |

- A a metric unit of weight
- B an imperial unit of volume
- C based on boiling at 212 degrees
- D an imperial unit of weight
- E based on boiling at 100 degrees
- F a metric unit of volume

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 ounces / fluid ounces

A Use a measuring cup to measure _____.

B Use a scale to measure _____.

2 liter / gram

A A _____ is a smaller amount than a gallon.

B A _____ weighs less than a pound.

3 imperial / metric

A The _____ system uses the gallon.

B The _____ system uses the kilogram.

5 Listen and read the conversion chart again. How are fluid ounces converted into milliliters?

Listening

6 Listen to a conversation between two chefs. Choose the correct answers.

1 What is the main idea of the conversation?

- A whether to use metric or imperial measurements
- B the proper way to read a conversion chart
- C which measurement unit is most appropriate
- D how to determine the right number of milliliters

2 Which unit appears in the recipe?

- A liter
- B milliliter
- C ounce
- D fluid ounce

7 Listen again and complete the conversation.

Chef 1: Hey, Frank. Are you familiar with 1 _____?

Chef 2: A little. Why 2 _____?

Chef 1: This recipe calls for two 3 _____ of oil. My measuring cup only shows milliliters.

Chef 2: Hmm. I think I have a 4 _____ around here somewhere.

Chef 1: That would help. I 5 _____ how many milliliters are in a fluid ounce.

Chef 2: Here it is. Let's see, it says one fluid ounce is 29.57 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are you familiar with ...?

I always forget how many ...

I think I have ...

Student A: You are a chef. Talk to Student B about:

- the units in a recipe
- the units you can measure
- converting units

Student B: You are a chef. Talk to Student A about converting units.

Writing

9 Use the conversion chart and the conversation from Task 8 to fill out the conversion notes.



Conversion Notes

There are _____ in a _____.

There are _____ in a _____.

There are _____ in an _____.

12 Measurements 2

Jammie's Cookbook

Introduction to Imperial Measurements

The easiest way to ruin a recipe is to measure ingredients incorrectly.

You likely need **pints** for main ingredients. If you only have **cups**, two cups equal one pint. Secondary ingredients often require **tablespoons**. Concentrated ingredients like spices typically call for the even smaller **teaspoon**.

Some terms are tricky because they do not refer to precise amounts. Use roughly a tablespoon when a recipe calls for a **spoonful**. A **dash** refers to the amount you can pick up with your thumb and forefinger. A **pinch** is about half a dash, and a **smidgen** is about half a pinch. The smallest amount you can reasonably add is a **drop**.



Get ready!

2 Before you read the passage, talk about these questions.

- 1 What are some common cooking measurements in your country?
- 2 What are the conversions from one measurement to another in your country?

Reading

2 Read the cookbook chapter on measurements. Then, mark the following statements as true (T) or false (F).

- 1 ☐ A pint is exactly two cups.
- 2 ☐ A smidgen is larger than a dash.
- 3 ☐ A drop is difficult to measure precisely.

Vocabulary

2 Write a word that is similar in meaning to the underlined part.

- 1 A cup is the same as eight fluid ounces.
e _ _ _ l s
- 2 Add a very small unit that is about 1/100 teaspoon of vanilla to the mixture. _ _ o _
- 3 I can pick up a unit that is about half a dash with my thumb and forefinger. _ l n _
- 4 Always follow the instructions for making food very closely. _ _ c i _ e

- 4 Place the words from the word bank under the correct headings.

word BANK

cup smidgen pint dash
spoonful tablespoon teaspoon

Large exact units	Small exact units	Inexact units

- 5 Listen and read the cookbook chapter on measurements again. How does a pint compare to a cup? A dash to a pinch?

Listening

- 6 Listen to a conversation between two chefs. Check (✓) the measurements called for in the woman's recipe.

- 1 ☐ pint 4 ☐ pinch
2 ☐ cup 5 ☐ dash
3 ☐ spoonful

- 7 Listen again and complete the conversation.

Chef 1: Frank, could you 1 _____ ?

Chef 2: What do you need?

Chef 1: This recipe calls for a 2 _____, but I don't see that measurement here.

Chef 2: That's easy. Just use 3 _____ instead. Is there anything else?

Chef 1: Yes, in fact. It calls for a 4 _____.

Chef 2: Just pick up a 5 _____ with your thumb and forefinger.

Chef 1: I 6 _____ a dash.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

This recipe calls for ...

Just use ... instead.

I thought that was ...


Student A: You are a chef. Talk to Student B about:

- a recipe
- measurements called for
- which measurements to use instead

Student B: You are a chef. Talk to Student A about measurements called for in a recipe.

Writing

- 9 Use the cookbook chapter on measurements and the conversation from Task 8 to fill out the conversion chart.



Imperial Conversions

One _____ equals / is about _____.

One _____ equals / is about _____.

One _____ equals / is about _____.

13 Food Safety

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some ways to prevent food from being unsafe?
- 2 How is food safety ensured in your country?

Reading

② Read the food safety report. Then, choose the correct answers.

- 1 What is the main idea of the report?
 - A the consequences of improper food storage
 - B new requirements for food safety
 - C the restaurant's inspection results
 - D which products to store at different temperatures
- 2 What can you infer about the restaurant's refrigerator?
 - A It used to be set at the wrong temperature.
 - B It is currently set at room temperature.
 - C It passed the previous inspection.
 - D It contained food without proper labels.
- 3 Which of the following was NOT added to the kitchen after the last inspection?
 - A a bin for soiled aprons
 - B more mouse traps
 - C a refrigerator thermometer
 - D new labels with clearer expiration dates

Vocabulary

③ Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|------------|--------------------|
| 1 — pest | 4 — bacteria |
| 2 — label | 5 — contaminate |
| 3 — soiled | 6 — food poisoning |

- A to make something dirty or impure
- B having become dirty
- C a creature that is not wanted
- D a piece of printed information
- E tiny living things that can cause diseases
- F illness caused by consuming bad food

thermometer

inspection

expiration date

soiled

pest

Food Safety Report

Date: June 7

Restaurant: Abe's Diner

Improvements made:

Our last inspection was March 8 after a customer reported food poisoning. The owner now has a thermometer to monitor the refrigerator temperature. He also added a bin for soiled aprons. This way, they won't contaminate clean linens. The new mouse traps keep pests away from the garbage dumpster.

Violations and Recommendations:

The restaurant still stores some dairy products at room temperature. Refrigerate these items to prevent growth of bacteria. Also, throw away products when they reach the expiration date printed on the label.

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 thermometer / room temperature

- A It's okay to store bananas at _____.
- B Check the _____ to see how cold the freezer is.

2 expiration date / inspection

- A Don't eat the mayonnaise because the _____ was two weeks ago.
- B The restaurant closed temporarily after it failed the _____.

5 Listen and read the food safety report again. What happens if food is stored at room temperature?

Listening

6 Listen to a conversation between a restaurant owner and a food safety inspector. Mark the following statements as true (T) or false (F).

- 1 ___ The man made some changes in response to a previous inspection.
- 2 ___ The woman points out that the refrigerator is at the wrong temperature.
- 3 ___ The milk and yogurt are past their expiration dates.

7 Listen again and complete the conversation.

Owner: Well, Ms. Peters, how does our kitchen look?

Inspector: Well, I see you made 1 _____ since our last inspection.

Owner: Yes, we carefully monitor our 2 _____ with our new thermometer.

Inspector: That's great, but you still have 3 _____ improvement.

Owner: Really? What's the problem?

Inspector: I noticed some milk and yogurt sitting 4 _____ . Those items should be refrigerated.

Owner: Isn't it okay to leave them out for 5 _____ ?

Inspector: Unfortunately, no. Those products 6 _____ . Someone could easily get food poisoning.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I see you made some ...
Isn't it okay to ...?
Someone could ...

Student A: You are a restaurant owner. Talk to Student B about:

- the status of your kitchen
- improvements you made
- improvements you need to make

Student B: You are a food safety inspector. Talk to Student A about improvements he or she needs to make in the kitchen.

Writing

9 Use the food safety report and the conversation from Task 8 to fill out the food safety report.

Food Safety Report Form

Improvements needed:

14 Kitchen Safety

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 What are some kitchen tools that can pose a safety hazard?
 - 2 How can careless actions pose a safety hazard in a kitchen?

Avoiding Workplace Injuries

We want to provide a safe workplace for all employees. Please review the following guidelines:



Store knives properly. Exposed blades are dangerous in a busy kitchen. Remember to keep blades **sharp**. It's easy to apply too much pressure on a dull blade and hurt yourself.

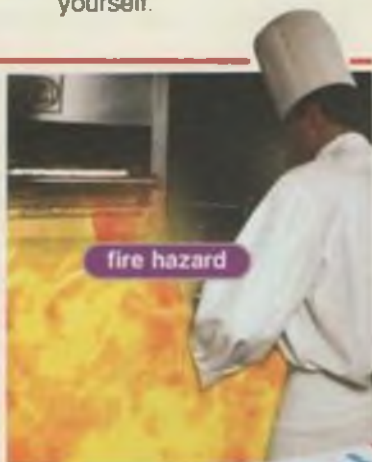
knives

Equipment and Inventory

Only use equipment that you are **trained** to use. Do not move any equipment or boxes that are too heavy. You might **strain** yourself.

Fires

Learn about safe grease **disposal** to avoid a **fire hazard**. Use extra care around ovens and open flames so you don't **burn** yourself.



Spills

Clean up **spills** immediately. **Slippery** floors cause serious accidents



slippery

Reading

- 2 Read the poster on kitchen safety. Then, complete the table.

Type of hazard	How to avoid injury
Knives	1 _____
Fires	2 _____
Spills	3 _____

Vocabulary

- 3 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.
 - A I cannot slice this bread with a dull knife.
 - B The chef burned himself on a slippery floor.
- 2 A Trained employees are more likely to make mistakes.
- B Leaving the oven on overnight presents a fire hazard.
- 3 A The kitchen staff should avoid the disposal of waste.
- B That knife is very sharp, so be careful not to cut yourself.
- 4 A Store your utensils properly so they don't get in anyone's way.
- B Use a spill to clean the floor after an accident.

- 4 Fill in the blanks with the correct words from the word bank.

word BANK

strain burn spill
disposal slippery trained

- We have a special garbage bin for the _____ of grease.
- Don't _____ your back when you lift the boxes.
- Someone might fall if the floor is _____.
- Only _____ employees are allowed to use the dough mixer.
- This pot of water is very full, and I'm afraid I might _____ it.
- You will _____ yourself if you handle the pan with your bare hands.

- 5 Listen and read the employee handbook section on kitchen safety again. Why are spills dangerous?

Listening

- 6 Listen to a conversation between two cooks. Mark the following statements as true (T) or false (F).

- ___ The injured employee forgot to clean up a spill.
- ___ The accident happened because the floor was slippery.
- ___ The employee will miss work because of the injury.

- 7 Listen again and complete the conversation.

Cook 1: I heard Tom left early yesterday. Do you know
1 _____?

Cook 2: Yeah, one of the kitchen helpers 2 _____
_____ of olive oil and didn't clean up the spill right away.

Cook 1: Oh, no! So Tom didn't see it and stepped on the
3 _____?

Cook 2: Yeah. He 4 _____ when he fell.

Cook 1: That's terrible! Is he 5 _____?

Cook 2: No, he's okay. But he has to stay in bed for a day or two.

Cook 1: Wow. 6 _____ have to be more careful about spills.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you know what happened ...?
So he/she didn't see ...
He has to ... for a day or two.

Student A: You are a cook. Talk to Student B about:

- a workplace accident
- what caused the accident
- the injured employee's condition

Student B: You are a cook. Talk to Student A about a workplace accident.

Writing

- 9 Use the poster on kitchen safety and the conversation from Task 8 to fill out the injury report.

Workplace Injury Report

Employee: _____

Type of Injury: _____

Cause of Injury: _____

15

Nutrition



The Goldstar Café's Health Promise

You don't have to sacrifice nutrition to get a tasty meal. Check out the **food pyramid** on the back of the menu for general recommendations.

Here are some great menu options for our health-conscious customers:

Chicken Lean Bean Soup

This winter favorite is low in **carbohydrates** and high in **protein**. Ask for no salt if you prefer low **sodium**.

Garden Plate Special

Fresh foods are important for any balanced diet. All of our salads are low in **fat**.

Sweet and Tangy Fruit Blends

These yummy smoothies contain all the recommended daily **vitamins**.

We also offer half **portions** on all meals if you're worried about **calories**. Just ask your server!



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What substances in food contribute to nutrition?
- 2 What is a popular healthy meal in your country?

Reading

2 Read the menu. Then, choose the correct answers.

- 1 What is the purpose of the passage?
 - A to rate menu items by their level of nutrition
 - B to explain the importance of good nutrition
 - C to describe benefits of eating healthy foods
 - D to recommend particular dishes for their nutrition value
- 2 What can you infer about the Chicken Lean Bean Soup?
 - A It is available with extra protein.
 - B It usually contains salt.
 - C It contains no fat.
 - D It has fewer calories than the Garden Plate Special.
- 3 What can a customer order for reduced calories?

A a low sodium meal	C fresh foods only
B a half portion	D extra vitamins

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|-------------|---------------|
| 1 — fat | 4 — calorie |
| 2 — diet | 5 — sodium |
| 3 — protein | 6 — nutrition |

- A a fibrous substance that provides energy
- B a unit that measures energy production
- C a set of foods that someone eats
- D an element found in salt
- E the process of consuming healthy substances
- F an oily substance that provides energy

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 portion / food pyramid

- A I try to eat the amount of food that's recommended in the _____.
- B You will lose weight if you simply make each _____ smaller.

2 vitamins / carbohydrates

- A Dan stopped eating bread to reduce his intake of _____.
- B Make sure you get daily servings of all the major _____.

5 Listen and read the Goldstar Café's menu again. What is important for any balanced diet?

Listening

6 Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).

- 1 ___ The woman orders a soup that is low in calories.
- 2 ___ The man recommends a half portion.
- 3 ___ The woman asks for a salad.

7 Listen again and complete the conversation.

Server: Are you 1 _____, ma'am?

Customer: Not quite. I have a 2 _____.

Server: Of course. What can I do for you?

Customer: I'm trying to 3 _____. What soup would you suggest?

Server: The Chicken Lean Bean Soup is pretty 4 _____. I can even make it a half portion, if you'd prefer.

Customer: Yes, please do. And I'm trying to reduce my 5 _____, too.

Server: No problem. I'll have the chef 6 _____ the salt.

Speaking

9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are you ready ...?

I'm trying to ...

I'll have the chef ...

Student A: You are a restaurant server. Talk to Student B about:

- his or her order
- special requests
- your recommendations

Student B: You are a customer. Talk to Student A about your order requests.

Writing

9 Use the menu introduction on nutrition and the conversation from Task 8 to fill out the server's order notes.



Order for: Table 5

Number of diners: 2

Dishes ordered: _____

Special requests: _____

Glossary

- aftertaste** [N-COUNT-U10] An **aftertaste** is a flavor that remains in the mouth after a substance has been swallowed.
- appliance** [N-COUNT-U1] An **appliance** is a machine in a kitchen, usually powered by electricity, that performs a particular function.
- aside** [ADV-U9] If something is put **aside**, it is not being used immediately but is being kept for future use.
- bacteria** [N-COUNT-U13] **Bacteria** are tiny living things that can cause diseases.
- bake** [V-T-U9] To **bake** something is to cook something slowly with indirect heat in an oven.
- bake pan** [N-COUNT-U6] A **bake pan** is a rectangular pan with shallow walls for cooking food in the oven.
- baker** [N-COUNT-U2] A **baker** is a kitchen worker who bakes breads, muffins, and other baked goods.
- bartender** [N-COUNT-U3] A **bartender** is a restaurant worker who makes and serves alcoholic drinks.
- beat** [V-T-U9] To **beat** something is to mix something quickly and vigorously until it is smooth.
- bench knife** [N-COUNT-U4] A **bench knife** is a knife with a wide, rectangular blade that is used for dividing dough and scraping cutting boards.
- bitter** [ADJ-U10] If something is **bitter**, it has a sharp flavor with no sweetness.
- blend** [V-T-U8] To **blend** something is to thoroughly mix two or more ingredients together so that they are no longer in individual pieces.
- blender** [N-COUNT-U7] A **blender** is an appliance that cuts food into very small pieces and mixes it into a liquid.
- boning knife** [N-COUNT-U4] A **boning knife** is a thin knife with a pointed blade that is used for separating raw meat from bone.
- broiler cook** [N-COUNT-U2] A **broiler cook** is a kitchen worker who prepares meat that is broiled, grilled, or roasted.
- burn** [V-T-U14] To **burn** something is to damage something with too much heat.
- bus** [V-T-U3] To **bus** a table is to clear it of used dishes and waste.
- busser** [N-COUNT-U3] A **busser** is a restaurant worker who clears tables.
- butcher knife** [N-COUNT-U4] A **butcher knife** is a knife with a heavy, curved blade that is used for cutting meat.
- calorie** [N-COUNT-U15] A **calorie** is a unit that measures the amount of energy that a particular food produces in the body.
- carbohydrate** [N-COUNT-U15] A **carbohydrate** is a substance in food that provides the body with heat and energy.
- cashier** [N-COUNT-U3] A **cashier** is a restaurant worker who takes payments from customers before or after a meal.
- Celsius** [ADJ-U11] If a measurement is **Celsius**, it uses the temperature scale in which water boils at 100 degrees and freezes at 0 degrees.
- chef** [N-COUNT-U2] A **chef** is a person who cooks professionally.
- chef de cuisine** [N-COUNT-U2] A **chef de cuisine** is a chef who has authority in a kitchen and oversees all kitchen operations.
- chop** [V-T-U8] To **chop** something is to cut something into medium to small irregular pieces.
- cleaver** [N-COUNT-U4] A **cleaver** is a knife with a wide, square-nosed blade that is used to chop through bone.
- colander** [N-COUNT-U5] A **colander** is a bowl with many small holes that is used for draining the liquid from something.

- combine** [V-T-U9] To **combine** something is to put two or more things together so that they become one.
- contaminate** [V-T-U13] To **contaminate** something is to make it dirty or impure by adding an outside material or agent.
- cook** [V-T-U1] To **cook** food is to apply heat to it in preparation for eating it.
- cook's helper** [N-COUNT-U2] A **cook's helper** is a kitchen worker who assists the chefs by cleaning, preparing, and sometimes serving food.
- cool** [V-I-U9] To **cool** is to decrease in temperature.
- countertop** [N-COUNT-U1] A **countertop** is a flat surface in a kitchen that is used to hold and prepare food.
- cup** [N-COUNT-U12] A **cup** is a unit for measuring ingredients that equals sixteen tablespoons or eight fluid ounces.
- cutting board** [N-COUNT-U5] A **cutting board** is a flat piece of wood that is used to protect a countertop from knives.
- dash** [N-COUNT-U12] A **dash** is an imprecise unit for measuring ingredients that is approximately 1/8 teaspoon.
- deep fryer** [N-COUNT-U7] A **deep fryer** is an appliance that fries food by immersing it in fat or oil.
- dice** [V-T-U8] To **dice** something is to cut something into regular cubes.
- diet** [N-COUNT-U15] A **diet** is the set of foods that a person eats regularly.
- dishwasher** [N-COUNT-U1] A **dishwasher** is a kitchen appliance that cleans dishes with powerful streams of hot water.
- dishwasher** [N-COUNT-U2] A **dishwasher** is a kitchen worker who is responsible for general cleaning and maintenance, especially washing dishes.
- disposal** [N-UNCOUNT-U14] **Disposal** is the act of removing or storing waste.
- dissolve** [V-I-U9] To **dissolve** is to turn from a solid into a liquid by sitting in a liquid for a period of time.
- double boiler** [N-COUNT-U6] A **double boiler** is a set of two pots with one pot set inside the other and suspended just above the bottom surface.
- drain** [V-T-U8] To **drain** something is to remove liquid from something by letting it flow away through a strainer or similar tool.
- drop** [N-COUNT-U12] A **drop** is a very small unit for measuring ingredients that is approximately 1/100 teaspoon.
- drop** [V-T-U9] To **drop** something is to let something fall gently.
- dull** [ADJ-U14] If something is **dull**, it has an edge that is not sharp.
- equal** [V-T-U12] To **equal** something is to be precisely the same number or amount as something.
- expiration date** [N-COUNT-U13] An **expiration date** is a date printed on a product that indicates when it will no longer be fresh or safe to consume.
- Fahrenheit** [ADJ-U11] If a measurement is **Fahrenheit**, it uses the temperature scale in which water boils at 212 degrees and freezes at 32 degrees.
- fat** [N-UNCOUNT-U15] **Fat** is an oily substance in food that provides calories for the body.
- fire hazard** [N-COUNT-U14] A **fire hazard** is a condition that increases the likelihood that something will cause a fire.
- first cook** [N-COUNT-U2] A **first cook** is a kitchen worker who prepares soups, sauces, and boiled dishes.
- flavor** [N-COUNT-U10] A **flavor** is a quality that someone can taste in the mouth.

Glossary

fluid ounce [N-COUNT-U11] A **fluid ounce** is an imperial unit of volume equal to 1/128 gallon or about 29.57 milliliters.

food poisoning [N-UNCOUNT-U13] **Food poisoning** is an illness that is caused by consuming certain bacteria in food.

food processor [N-COUNT-U7] A **food processor** is an appliance that chops and mixes food.

food pyramid [N-COUNT-U15] A **food pyramid** is a chart that recommends how much of different types of food to eat for balanced nutrition.

food runner [N-COUNT-U3] A **food runner** is a restaurant worker who supports the servers by carrying food from the kitchen to the customers' tables.

fork [N-COUNT-U4] A **fork** is a utensil with two or more prongs that is used to hold meat while slicing or for serving.

freezer [N-COUNT-U1] A **freezer** is a kitchen appliance that preserves food by storing it below 0 degrees Celsius or 32 degrees Fahrenheit.

French knife [N-COUNT-U4] A **French knife** is a versatile medium-sized knife with a curved, pointed blade that is used for general slicing, chopping, and mincing.

front-of-house [ADJ-U3] If something is **front-of-house**, it relates to people or situations that occur in the public part of a restaurant.

fry cook [N-COUNT-U2] A **fry cook** is a kitchen worker who handles frying, both on the stovetop and in the deep fryer.

frying pan [N-COUNT-U6] A **frying pan** is a pan similar in shape to a skillet, but is much lighter and can be lifted and moved easily.

gallon [N-COUNT-U11] A **gallon** is an imperial unit of volume equal to 128 fluid ounces or about 3.79 liters.

gram [N-COUNT-U11] A **gram** is a metric unit of weight equal to 1/1000 kilogram or about 0.035 ounces.

grate [V-T-U8] To **grate** something is to shred food finely by rubbing it against a rough surface.

grater [N-COUNT-U5] A **grater** is a tool with many small metal blades that is used for cutting food into small pieces.

grease [V-T-U9] To **grease** something is to spread a thin layer of oil or fat over something.

heat [V-T-U9] To **heat** something is to increase the temperature of something.

heat lamp [N-COUNT-U7] A **heat lamp** is a device that keeps food warm after it is cooked until it is ready to be served.

host [N-COUNT-U3] A **host** is a restaurant worker who greets customers and directs them to their tables, and often performs other miscellaneous tasks.

ice maker [N-COUNT-U7] An **ice maker** is an appliance that freezes water into ice cubes or pellets.

imperial [ADJ-U11] If a measurement is **imperial**, it uses the system that is based on the ounce and the gallon.

inspection [N-COUNT-U13] An **inspection** is the act of examining something carefully to see if it has certain qualities.

irregular [ADJ-U8] If something is **irregular**, it is not uniform or standardized.

kilogram [N-COUNT-U11] A **kilogram** is a metric unit of weight equal to 1000 grams or about 2.2 pounds.

kitchen [N-COUNT-U1] A **kitchen** is a room where chefs prepare and cook food.

knife [N-COUNT-U4] A **knife** is a utensil with a sharp edge for cutting things.

label [N-COUNT-U13] A **label** is a piece of printed information attached to something.

ladle [N-COUNT-U5] A **ladle** is a utensil with a deep bowl at the head for scooping liquids like soup.

- liter** [N-COUNT-U11] A **liter** is a metric unit of volume equal to 1000 milliliters or about 33.8 fluid ounces.
- manager** [N-COUNT-U3] A **manager** is a person who runs a business or supervises some part of a business.
- measuring cup** [N-COUNT-U5] A **measuring cup** is a round container in a standard size, larger than a measuring spoon, that is used to measure out ingredients.
- measuring spoon** [N-COUNT-U5] A **measuring spoon** is a round spoon in a standard size, smaller than a measuring cup, that is used to measure out ingredients.
- metric** [ADJ-U11] If a measurement is **metric**, it uses the system that is based on the gram and the liter.
- microwave** [N-COUNT-U7] A **microwave** is a small type of oven that heats food very quickly with short waves of energy.
- milliliter** [N-COUNT-U11] A **milliliter** is a metric unit of volume equal to 1/1000 liter or about 0.03 fluid ounces.
- mince** [V-T-U8] To **mince** something is to cut something into very small irregular pieces.
- minty** [ADJ-U10] If something is **minty**, it has a flavor that produces a cooling sensation in the mouth.
- mixer** [N-COUNT-U7] A **mixer** is a handheld appliance with rotating blades that combines ingredients together.
- nutrition** [N-UNCOUNT-U15] **Nutrition** is the process of consuming substances that promote the body's health and growth.
- ounce** [N-COUNT-U11] An **ounce** is an imperial unit of weight equal to 1/16 pound or about 28.35 grams.
- oven** [N-COUNT-U1] An **oven** is a kitchen appliance that heats food in an enclosed space.
- pan** [N-COUNT-U6] A **pan** is a shallow container that holds food during cooking.
- paring knife** [N-COUNT-U4] A **paring knife** is a small knife with a pointed blade that is used for cutting fruits and vegetables.
- pastry chef** [N-COUNT-U2] A **pastry chef** is a kitchen worker who is responsible for the dessert menu and supervises baking of cakes, cookies, and other pastries.
- pest** [N-COUNT-U13] A **pest** is a creature that is not wanted in a particular environment, such as a mouse in a kitchen.
- pinch** [N-COUNT-U12] A **pinch** is an imprecise unit for measuring ingredients that is approximately 1/2 dash or 1/16 teaspoon.
- pint** [N-COUNT-U12] A **pint** is a unit for measuring ingredients that equals two cups or 16 fluid ounces.
- portion** [N-COUNT-U15] A **portion** is the amount of a particular food that someone eats at one time or for one meal.
- pot** [N-COUNT-U6] A **pot** is a deep container that holds food during cooking.
- pound** [N-COUNT-U11] A **pound** is an imperial unit of weight equal to 16 ounces.
- pour** [V-T-U8] To **pour** something is to let something flow out of a container, usually into another container.
- pressure cooker** [N-COUNT-U7] A **pressure cooker** is an appliance that cooks food using steam pressure.
- protein** [N-UNCOUNT-U15] **Protein** is a fibrous substance in food that provides calories for the body.
- recipe** [N-COUNT-U12] A **recipe** is a set of instructions and list of ingredients for making a particular food.
- refrigerator** [N-COUNT-U1] A **refrigerator** is a kitchen appliance that preserves food by storing it at a low temperature that is above freezing.
- room temperature** [N-UNCOUNT-U13] **Room temperature** is the typical temperature indoors.
- salty** [ADJ-U10] If something is **salty**, it has a flavor produced by sodium, or salt.
- sauce pan** [N-COUNT-U6] A **sauce pan** is a small, moderately shallow pot with one handle, used on the stove top.

Glossary

savory [ADJ-U10] If something is **savory**, it has a flavor produced by meat or animal products.

scale [N-COUNT-U7] A **scale** is a device that measures the weight of something.

scoop [N-COUNT-U5] A **scoop** is a utensil with a deep bowl at the head for scooping and measuring out dry ingredients.

seat [V-T-U3] To **seat** someone is to direct a customer to a particular table in a restaurant.

server [N-COUNT-U3] A **server** is a restaurant worker who serves beverages, relays orders from customers to the kitchen, and brings food from the kitchen to customers' tables.

sharp [ADJ-U14] If something is **sharp**, it has a very thin edge that cuts easily.

sheet pan [N-COUNT-U6] A **sheet pan** is a wide, flat pan used for baking.

sift [V-T-U8] To **sift** something is to remove chunks from a powdery substance by running it through a piece of mesh.

sink [N-COUNT-U1] A **sink** is a bowl set into a countertop with a faucet for running water into it and a drain for removing water from it.

skillet [N-COUNT-U6] A **skillet** is a heavy iron pan with very shallow walls that is used for frying.

slippery [ADJ-U14] If something is **slippery**, it is very smooth or wet and might cause someone to fall down.

smidgen [N-COUNT-U12] A **smidgen** is an imprecise unit for measuring ingredients that is approximately 1/2 pinch.

sodium [N-UNCOUNT-U15] **Sodium** is an element that is found in salt and other substances in food or added to food.

soiled [ADJ-U13] If something is **soiled**, it has become dirty.

sour [ADJ-U10] If something is **sour**, it has a flavor often produced by acids in citrus fruits like lemons.

sous-chef [N-COUNT-U2] A **sous-chef** is a kitchen worker who is second in command to the chef de cuisine and supervises other kitchen staff.

spatula [N-COUNT-U5] A **spatula** is a utensil with a flat, flexible head for scraping and spreading.

spicy [ADJ-U10] If something is **spicy**, it has a flavor that produces a burning sensation the mouth.

spill [N-COUNT-U14] A **spill** is an accident in which liquid drops onto the floor or over another surface.

spoon [N-COUNT-U5] A **spoon** is a utensil with a curved head for scooping or stirring.

spoonful [N-COUNT-U12] A **spoonful** is an imprecise unit for measuring ingredients that is approximately a tablespoon.

steel [N-COUNT-U4] A **steel** is a utensil with a long, magnetic rod that is used to keep knives sharp.

stir [V-T-U9] To **stir** something is to mix something by moving a utensil through it.

stock pot [N-COUNT-U6] A **stock pot** is a large, high-walled pot with handles on either side for two-handed lifting, used on the stove top.

store [V-T-U14] To **store** something is to hold something in a particular place until it is used.

stove [N-COUNT-U1] A **stove** is a kitchen appliance that heats food on an open surface.

strain [V-T-U14] To **strain** something is to injure something by putting too much weight on it or by stretching it in an unsafe way.

strainer [N-COUNT-U6] A **strainer** is a metal bowl with small holes that sits in a pot opening and is used for draining liquid from cooked food.

sweet [ADJ-U10] If something is **sweet**, it has a flavor usually produced by sugars.

tablespoon [N-COUNT-U12] A **tablespoon** is a unit for measuring ingredients that equals three teaspoons or 1/2 fluid ounce.

taste [V-I-U10] To **taste** is to produce the flavor of something in the mouth (often followed by an adjective).

taste bud [N-COUNT-U10] A **taste bud** is an organ in the mouth that receives the flavor of something.

teaspoon [N-COUNT-U12] A **teaspoon** is a unit for measuring ingredients that equals 1/3 tablespoon.

thermometer [N-COUNT-U13] A **thermometer** is a device that measures how hot or cold something is.

toaster [N-COUNT-U7] A **toaster** is an appliance that toasts bread.

tongs [N-COUNT-U5] **Tongs** are a U-shaped utensil that clamps around something to pick it up.

toss [V-T-U8] To **toss** something is to lightly mix two or more ingredients together, still leaving them in individual pieces.

trained [ADJ-U14] If someone is **trained**, he or she has been taught how to do something.

utensil [N-COUNT-U4] A **utensil** is a simple object or device that is used to perform a particular function in the kitchen.

vegetable cook [N-COUNT-U2] A **vegetable cook** is a kitchen worker who handles vegetable preparation, cleaning, and cooking.

vitamin [N-COUNT-U15] A **vitamin** is a substance in food that promotes health in a particular part or function of the body.

waitstaff [N-UNCOUNT-U3] The **waitstaff** is the group of restaurant workers who take orders and bring food to customers, including servers and food runners.

whisk [N-COUNT-U5] A **whisk** is a utensil with several loops of metal wire at the head for stirring and beating ingredients.

Cooking

Book
2

Virginia Evans
Jenny Dooley
Ryan Hayley



Express Publishing

Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Meats	Website	beef, breast, burger, butcher, ham, lamb, meat, pork, poultry, sirloin, steak, veal	Changing mind
2	Seafood	Cookbook introduction	clam, dressed, fillet, fish, lobster, oyster, roe, seafood, shellfish, shrimp, shuck, whole	Expressing confusion
3	Dairy	Memo	butter, cheese, cream cheese, cream, cultured, dairy, evaporated milk, milk, pasteurized, skim, spoil, yogurt	Describing consequences
4	Fruits	Magazine article	berry, citrus, fiber, fruit, juice, melon, peel, raw, smoothie, squeeze, tree fruit, tropical, vitamin C	Expressing a preference
5	Vegetables	Cookbook guide	blanch, bulb vegetable, canned, fresh, frozen, inflorescent vegetable, leaf vegetable, overcook, root vegetable, stalk vegetable, thaw, tuber vegetable, vegetable	Correcting an error
6	Spices and Herbs	Newspaper article	aroma, complement, dried, garlic, ground, herb, hot, leaf, pepper, salt, season, spice	Giving a warning
7	Pastas	Menu	baked pasta, lasagna, long pasta, macaroni, minute pasta, noodle, pasta salad, pasta, shape, short pasta, spaghetti, stuffed pasta	Asking for advice
8	Grains and Legumes	Website	beans, bran, brown rice, corn, grain, green beans, legumes, rice, white rice, wheat, whole grain, wild rice	Estimating time
9	Pastry	Newspaper article	choux pastry, crisp, croissant, custard, Danish, delicate, dough, doughnut, flaky, pastry, phyllo pastry, puff pastry, shortcrust pastry	Describing degree
10	Bread	Website	bread, crust, flatbread, leavened, loaf, sourdough, stale, staple, toast, white bread, whole wheat bread	Suggesting a solution
11	Breakfast	Menu	bacon, breakfast, cereal, coffee, egg, fried, hash browns, menu, muffin, omelet, pancake, poached, sausage, scrambled	Offering options
12	Lunch	Email	box lunch, deli, informal, lunch break, lunch menu, lunch, noon, sandwich, snack, to go	Agreeing with an opinion
13	Dinner	Training guide	appetizer, comes with, course, dinner menu, dinner, dish, entrée, formal, side, special, wine	Apologizing for an error
14	Desserts 1	Advertisement	caramel, chocolate, cone, dessert, hot fudge, ice cream, ingredient, marshmallow, sprinkles, sugar-free, sugar, syrup, topping, vanilla	Asking for attention
15	Desserts 2	Website	brownie, cake, cobbler, cupcake, decorate, frosting, frozen yogurt, milkshake, parfait, pie, pudding, sorbet	Making an appointment

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1 Meats



HOME

ABOUT US

SERVICES

CONTACT

Benny's Butchers



Stop in at Benny's and see what everyone is talking about! Benny's has been a local, family-owned business for more than 60 years. Let the friendly staff at Benny's help you find the perfect **meat**.

Our delicious **beef** comes from local cattle farms, so you know it's fresh. We always have plenty of **sirloin** and **steak** on hand, and we recently started offering **veal**. Order a custom cut, or simply stop in for a package of **burgers**. And for those who like **pork**, our award-winning **ham** is the best in town.

Don't miss our great weekly specials. **Lamb** is \$12.95 per pound through Sunday only. We also have our lowest prices ever on **poultry**: pick up some premium chicken **breasts** for only \$4.95 per pound.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different meats?
- 2 What are some different types of meat that come from the same animal?

Reading

2 Read the website for a butcher shop. Then, choose the correct answers.

- 1 What is the purpose of the website?
 - A to recommend meat preparation methods
 - B to compare meat prices with other shops
 - C to discuss the best ways to store meat
 - D to review available meat products
- 2 Which of the following is NOT advertised by the shop?
 - A award-winning ham
 - B poultry from local farms
 - C specially priced lamb
 - D fresh beef
- 3 What is the shop's newest product?
 - A sirloin
 - B ham
 - C veal
 - D lamb

Vocabulary

3 Fill in the blanks with the correct words from the word bank.

word BANK

butcher sirloin lamb
meat pork beef

- 1 The farm kept many cows so that it could produce _____.
- 2 The shop sells _____ that comes from many different animals.
- 3 The _____ told his customer that he didn't have any poultry available.
- 4 _____ comes from a pig.
- 5 An expensive meat from a small sheep is _____.
- 6 _____ is high-quality meat from a cow's upper loin.

4 Read the sentence pairs. Choose which word best fits each blank.

1 breast / burger

- A The customer ordered a _____ that was made with local beef.
B The chef prepared chicken _____ for dinner.

2 poultry / steak

- A Birds that are used for meat are called _____.
B Some people like their _____ cooked so that it's still very red.

3 ham / veal

- A Meat from a calf is called _____.
B The customer didn't choose _____ because she didn't like meat from a pig.

5 Listen and read the website again. What type of poultry is being advertised?

Listening

6 Listen to a conversation between a chef and a butcher. Mark the following statements as true (T) or false (F).

- 1 ___ The man recommends sirloin.
2 ___ The woman thinks the sirloin is too expensive.
3 ___ The woman decides to buy veal.

7 Listen again and complete the conversation.

Butcher: We've got 1 _____ at the moment for eight dollars per pound. And the cows are raised locally.

Chef: Hmm. That's a good deal.

Butcher: I highly recommend it. We also just got an order of 2 _____, if that interests you.

Chef: Oh, that 3 _____. How much is it?

Butcher: Let's see, that one is sixteen dollars per pound.

Chef: Well, that's 4 _____. You know, now that I think about it, I'd rather go with something a little different. How about the lamb?

Butcher: That's also a good choice. It's 5 _____ per pound.

Chef: Sounds great. I'll 6 _____. Give me ten pounds.

Speaking

9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are you looking for ...?

I want to try ...

I recommend ...

Student A: You are a butcher.

Talk to Student B about:

- available meats
- meat prices
- his or her order

Student B: You are a chef. Talk to

Student A about available meats.

Writing

9 Use the website and the conversation from Task 8 to fill out the order form.



Order

Company placing order: _____

Order date: _____

Product quantities and prices: _____

Notes

Other products that might interest the customer:

2 Seafood

Chapter - Seafood -



The Art of Cooking

An Introduction to Seafood

Seafood is very delicate and requires careful well-timed cooking.

Fish are prepared in many different ways. If you prefer to cut up the fish yourself, you can buy **whole** fish. However, you can save time by buying **dressed** fish instead, or even **fillets**. Fish are most commonly boiled, grilled, or baked. You can use other methods too. Remember not to overcook them. Fish and their eggs or **roe**, become tough under too much heat.

Many people eat **shellfish** raw, but you can also cook them. **Lobsters** are often boiled or baked and served in the shell. Boiled or steamed **oysters** are also fine to serve in the shell, or you can **shuck** them first. You can prepare **clams** similarly to oysters, and they also make great chowders. As with regular fish, remember not to overcook shellfish. **Shrimps** are especially sensitive to excessive heat.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of seafood?
- 2 How are fish commonly prepared in your country?

Reading

2 Read the cookbook chapter on seafood. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Preparation is quicker with dressed fish than with whole fish.
- 2 ☐ Fish should be cooked with more heat than other foods.
- 3 ☐ Clams can be served in the shell.

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- | | | |
|---------------------------------|------------------------------------|--------------------------------------|
| 1 <input type="checkbox"/> roe | 4 <input type="checkbox"/> shuck | 7 <input type="checkbox"/> seafood |
| 2 <input type="checkbox"/> fish | 5 <input type="checkbox"/> lobster | 8 <input type="checkbox"/> shellfish |
| 3 <input type="checkbox"/> clam | 6 <input type="checkbox"/> shrimp | |

- A to remove the outer layer from something
 B a creature with a smooth, two-part shell
 C a creature with claws and hard shell
 D food made with creatures from the sea
 E a creature with scales and fins
 F a cluster of fish eggs
 G a creature with a hard exterior
 H a narrow-bodied creature whose tail is typically eaten

4 Read the sentence pairs. Choose which word best fits each blank.

1 whole / dressed

- A The chef bought _____ fish, so he had to remove the head and fins himself.
B If you get the fish already _____, preparation is much easier.

2 oysters / fillets

- A Some people eat raw _____ straight from the shell.
B The _____ were taken from a freshwater salmon.

5 Listen and read the cookbook chapter on seafood again. What are some different ways to prepare lobster?

Listening

6 Listen to a conversation between a restaurant server and a customer. Choose the correct answers.

- 1 What is the main idea of the conversation?
A the difference between lobster and shrimp
B which dish the man wants to order
C ingredients in a particular dish
D the man's special requests for lobster preparation
- 2 Why does the man object to the baked lobster?
A It contains stuffing. C It comes in a stew.
B It is already shucked. D It is served in the shell.

7 Listen again and complete the conversation.

- Server:** Did you want the 1 _____ or the lobster stew?
Customer: The baked one sounds good. What else 2 _____?
Server: It has a garlic stuffing and it's served 3 _____ with lemons and butter.
Customer: Oh, I was under the impression it would be shucked already. I'd rather not have to 4 _____ myself.
Server: Oh, I see. Well, we 5 _____ before we put it in the stew. Would you prefer that instead?
Customer: No, I don't really 6 _____. What else do you recommend?

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I'd like to get ...
I was under the impression ...
If you want ... I'd recommend ...*

Student A: You are a restaurant server. Talk to Student B about:

- his or her seafood order
- why he or she does not want a dish
- what he or she prefers instead

Student B: You are a customer. Talk to Student A about your seafood order.

Writing

9 Use the cookbook chapter on seafood and the conversation from Task 8 to fill out the seafood menu.



Fog Bay Restaurant

Seafood Menu

Item	Description
1 _____	_____
2 _____	_____

3 Dairy

Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 What are some examples of dairy products?
- 2 What are the best ways to store different dairy products?

Memo

Attention All Kitchen Staff:

I noticed that a number of **dairy** products **spoiled** this month. People are not storing these items properly. Here are some reminders about dealing with dairy products:

Please keep regular **milk** in the refrigerator, not the freezer. When milk freezes, the **cream** separates. It is nearly impossible to stir together again when the milk thaws. Only **skim** milk can freeze and thaw properly. Sealed cans of **evaporated** milk can be stored at room temperature. However, you must refrigerate opened cans.

Cultured products generally last longer than milk, but remember to check expiration dates. We served several meals last week with expired **yogurt**. I also found packets of expired **butter** and **cream** cheese on the tables in the dining room.

Even though we buy **pasteurized** products, bacteria can become a problem. Especially with **cheeses**, check the appearance and smell of any product before you use it.

Arnold,
Head Chef



Reading

- 2 Read the memo about dairy products. Then, choose the correct answers.

- 1 What is the purpose of the memo?
 - A to introduce a new storage system for dairy products
 - B to warn about consequences of letting products spoil
 - C to offer reminders about product freshness
 - D to describe ways harmful bacteria attack dairy products
- 2 Which is NOT an instruction in the memo?
 - A Keep regular milk in the freezer.
 - B Refrigerate evaporated milk.
 - C Check expiration dates.
 - D Examine cheeses before using them.
- 3 What is true about skim milk?
 - A It can be kept at room temperature.
 - B It is best stored in sealed cans.
 - C It should not be frozen.
 - D It thaws better than other types of milk.

Vocabulary

- 3 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

dairy butter spoil skim
cultured evaporated milk pasteurized

- 1 Yogurt is _____ to make it more digestible.
- 2 The farm sells a variety of _____ products to supermarkets.
- 3 _____ is solid in the refrigerator, but you can melt it into a liquid.
- 4 Adding water to _____ gives it the same consistency as regular milk.
- 5 If you want to consume less fat, you should drink _____ milk.
- 6 The cream cheese will _____ if you leave it out in the heat
- 7 The restaurant only buys safe, _____ milk.

4 Match the words and phrases (1-5) with the definitions (A-E).

- 1 ___ milk 4 ___ yogurt
2 ___ cream 5 ___ cream cheese
3 ___ cheese

- A a thick liquid dairy product that contains fat
B a soft dairy product made with cream and milk
C a soft dairy product made with bacteria
D white liquid produced by cows
E a solid or semi-solid dairy product

5 Listen and read the memo about dairy products again. What are some ways a chef can ensure the freshness of dairy products?

Listening

6 Listen to a conversation between a chef and a cook's helper. Mark the following statements as true (T) or false (F).

- 1 ___ The man did not store a dairy product properly.
2 ___ The milk was expired.
3 ___ The man used the wrong type of cheese for the dip.

7 Listen again and complete the conversation.

Chef: First of all, you 1 _____ sitting here on the counter.

Helper: Oh, I see. So 2 _____?

Chef: Definitely. If you don't put it back in the refrigerator, 3 _____.

Helper: Sorry. I'll keep that in mind. Was that all?

Chef: Actually, no. 4 _____ use this cheese.

Helper: Why not? I got it 5 _____.

Chef: This package expired three days ago. You have to remember to 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Were you preparing ...?

I got it out of the ...

You have to remember to ...

Student A: You are a chef. Talk to Student B about:

- using dairy products
- how to store products
- how to keep products fresh

Student B: You are a cook's helper. Talk to Student A about using dairy products.

Writing

9 Use the memo about dairy products and the conversation from Task 8 to fill out the chef's inspection report.



Monthly Kitchen Inspection Report

Were dairy products stored correctly? Y / N

Please describe conditions: _____

Were dairy products fresh? Y / N

Please describe conditions: _____

4 Fruits

Cooking Weekly

melon

berries

tree fruit

citrus

peel

Don't Forget About Fruit!



by Lisa Smith

Chefs sometimes overlook **fruits** in their dishes. But fruits are a great way to improve taste and nutrition. Fruits contain fiber for good digestion and **vitamin C** for overall health. If you're a chef, consider adding sides of fruit to your menu. Your customers will thank you!

Fruits require very little preparation. In fact, they are usually best when they are **raw**. Of course, you must **peel** some fruits first, like **citrus** fruits. **Melons** must be sliced **before** they reach the table. Small fruits, like **berries**, you can simply serve as they are.

You can make a tasty, fresh fruit salad by mixing several fruits together with yogurt or honey. Or your customers can drink their fruit. **Squeeze** your **tree fruits** into juices, or blend a few **tropical** fruits into a delicious **smoothie**. And of course, fruits make great desserts when baked into pies or tarts.

fruit

tropical

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of fruit?
- 2 What are some ways to prepare fruit?

Reading

2 Read the magazine article on fruit. Then, complete the table.

Type of Fruit	Recommended Preparation
Citrus Fruits	1 _____
Melons	2 _____
Berries	3 _____
Tree Fruits	4 _____
Tropical Fruits	5 _____

Vocabulary

3 Match the words and phrases (1-6) with the definitions (A-F).

- | | |
|------------|----------------|
| 1 — raw | 4 — melon |
| 2 — berry | 5 — tropical |
| 3 — citrus | 6 — tree fruit |

- A having thick skin and a sour flavor
 B growing in warm, wet climates
 C a juicy, hard-skinned fruit
 D not being cooked or processed
 E a small fruit with many seeds
 F fruit that grows from trees

8 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 vitamin C / fiber

- A I need to eat more _____ to improve my digestion.
B Consuming _____ reduces your chance of getting sick.

2 juice / fruit

- A I like to drink fresh _____ in the morning.
B The chef picks _____ from his garden daily.

3 squeeze / peel

- A Will you _____ that orange so I can add it to the fruit salad?
B _____ the lime and drip the juice over the vegetables.

9 Listen and read the magazine article on fruit again. What are some ways to combine multiple fruits?

Listening

10 Listen to a conversation between a restaurant server and a customer. Choose the correct answers.

- What is the main idea of the conversation?
 - the health benefits of fruit
 - fruit options on the dessert menu
 - the woman's favorite type of fruit
 - ways to prepare meals with fruit
- Which ingredient is included in the woman's favorite dessert?

A berries	C watermelon
B apples	D bananas

11 Listen again and complete the conversation.

Server: We have a 1 _____ with an assortment of berries, tree fruits, and watermelon. It comes with whipped cream on top.

Customer: That sounds tasty. 2 _____ that?

Server: It's pretty good, but 3 _____ is the tropical smoothie.

Customer: What comes in that?

Server: It's a blend of bananas, pineapples, and frozen yogurt. And we can add 4 _____ to it, if you want.

Customer: Well, if that's your favorite, I'll 5 _____ . And throw in some strawberries.

Server: Excellent choice. You won't 6 _____ .

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you have anything with ...?
My personal favorite is ...
And throw in some ...

Student A: You are a restaurant server. Talk to Student B about:

- a dessert order
- your recommendation
- his or her special requests

Student B: You are a customer. Talk to Student A about your dessert order.

Writing

9 the magazine article on fruit and the conversation from Task 8 to fill out the server's order notes.

Customer: Table 9

Dessert Order: _____

Standard Ingredients: _____

Special Requests: _____

5 Vegetables

Get ready!

1 Before you read the passage, talk about these questions.

- 1 How are different vegetables categorized?
- 2 What are some ways to preserve vegetables?

Reading

2 Read the cookbook chapter on vegetables. Then, complete the table.

Type of Vegetable	Cooking Tips
Inflorescent Vegetables	1 _____
Bulb Vegetables	2 _____
Stalk Vegetables	3 _____



The Art of Cooking

Chapter 3

VEGETABLES

Storage

Fresh vegetables are great, but keeping them on hand is not always practical. Once picked, vegetables are good for only a few days. Frozen vegetables last much longer, and canned vegetables last up to a year.

Preparation

Thoroughly clean vegetables before use. This is especially important with vegetables that grow underground. This includes root vegetables and tuber vegetables. You should cook most frozen vegetables immediately after removal from the freezer. However, leaf vegetables cook best if you thaw them first to separate the leaves.

Cooking

Remember not to overcook vegetables. Most vegetables are ready for use after you blanch them. Inflorescent vegetables, in particular, quickly lose their appearance and nutritional value when cooked for too long. Flavor-enhancing bulb vegetables like garlic taste best when added at the end of the cooking process. Stalk vegetables, however, tend to be tough. These sometimes require extra cooking time.



Vocabulary

- 5 Match the words and phrases (1-8) with the definitions (A-H).

- 1 ___ thaw 5 ___ frozen
2 ___ fresh 6 ___ overcook
3 ___ blanch 7 ___ vegetable
4 ___ canned 8 ___ tuber vegetable

- A stored at a very low temperature
B an edible plant
C to heat something so it is not frozen
D stored in metal or glass container
E to heat something for too long
F recently picked or gathered
G to boil something briefly
H an edible part of a plant that grows underground

- 6 Place the words or phrases from the word bank under the correct headings.

word BANK

stalk vegetable root vegetable
leaf vegetable bulb vegetable
inflorescent vegetable

Grows Underground	Grows in the Middle of the Plant	Grows at the Tip of the Plant
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 7 Listen and read the cookbook chapter on vegetables again. What might happen if a vegetable is overcooked?

Listening

- 8 Listen to a conversation between two chefs. Mark the following statements as true (T) or false (F).

- 1 ___ The woman was not supposed to use frozen carrots.
2 ___ The woman overcooked multiple ingredients.
3 ___ The man recommends adding the onions earlier.

- 7 Listen again and complete the conversation.

Chef 1: I don't know 1 _____.
This soup is a disaster!

Chef 2: That doesn't 2 _____.
What's the problem?

Chef 1: Well, for one thing, the carrots should be firm, but they're 3 _____.

Chef 2: How did you prepare them?

Chef 1: I 4 _____ and then boiled them before I put them in the soup.

Chef 2: It sounds like 5 _____ them. You need to start cooking them when they're still frozen.

Chef 1: Really? I 6 _____.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

This ... should be ..., but it's ...
It sounds like you ...
You need to ...

Student A: You are a chef. Talk to Student B about:

- a dish you are making
- problems with vegetables
- how to avoid problems in future

Student B: You are a chef. Talk to Student A about problems he or she is having with vegetables.

Writing

- 9 Use the cookbook chapter on vegetables and the conversation from Task 8 to fill out the chef's notes.

Vegetable	Cooking Reminders
1 _____	_____
2 _____	_____

6

Spices and Herbs

DELTON News

December 7

Lifestyle Section



Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 What is the difference between a spice and an herb?
- 2 What are some ways to store herbs?

Reading

- 2 Read the newspaper article. Then, choose the correct answers.

- 1 What is the main idea of the article?
 - A appropriate spices for particular foods
 - B recommended spice storage methods
 - C improving food with spices
 - D where to find the best spices
- 2 Which of the following is NOT a benefit of spices and herbs?
 - A they contain very little fat and few calories
 - B they can grow in your garden all year long
 - C they add interesting flavors to any food
 - D they have delicious aromas
- 3 Which of the following is one of the chef's favorite spices or herbs?

A pepper	C salt
B garlic	D basil leaves

'TIS THE SEASON

The holidays are here, and many people worry about maintaining healthy eating habits. But Chef Jack Polley has a solution.

"Spices and herbs are the key," Polley said. "They have very little fat and few calories. Some have none at all. This is a great way to create healthy yet flavorful food."

Spices and herbs **complement** nearly any food. Whether you like hot or mild, salty or sweet, there is something for you.

"Don't just use basics like **salt, pepper and garlic**," Polley said. "Try something new. **Basil leaves** are one of my favorites. It's true that fresh herbs aren't always easy to get in winter. But you can find almost anything **ground or dried**."

To **season** your food with something new, see our spice and herb list on p.92. Added bonus: Spices fill your home with delicious **aromas**.

Vocabulary

- 3 Read the sentence pairs. Choose which word best fits each blank.

1 pepper / salt

- A _____ is a crystalline substance that is popularly used to season food.
- B Too much _____ can make a dish very spicy.

2 dried / ground

- A All moisture is removed from _____ herbs.
- B Many herbs are available in a _____ powder form.

3 spices / leaves

- A The _____ of a basil plant have a strong aroma and flavor.
- B Thyme and tarragon are both examples of _____.

3 Write a word that is similar in meaning to the underlined part.

- One seasoning that can be used in almost any dish is a bulb plant with a strong taste and smell. _ _ r _ _ c
- The curry had a delicious strong smell. _ _ o _ _
- Timothy doesn't like Indian food; he thinks it's too spicy. _ _ _ _
- Basil and ginger work well with each other's flavors. c _ _ l _ _ _ t
- Now it's time to add flavor from spices and herbs to the food. _ _ a _ o _
- Parsley is one type of plant with flowers, stem, or leaves that can be used as seasoning. _ _ r _

4 Listen and read the newspaper article again. What can you use if the fresh herb you want is not available?

Listening

5 Listen to a conversation between a culinary instructor and a student. Mark the following statements as true (T) or false (F).

- ___ The woman wants to make a complicated dish.
- ___ The man will use mixed herbs.
- ___ The man will add the herbs early in the cooking process.

6 Listen again and complete the conversation.

Instructor: Okay, so Tim, today we're going to make a simple 1 _____.

Student: Really? Not something 2 _____?

Instructor: I want to focus on spices and herbs. Making a 3 _____ is the best way to do that.

Student: Got it. That way you can really 4 _____.

Instructor: Yes. But when you use spices, 5 _____ not to add too much at once.

Student: Right, I remember that. You can always add flavor, but you can't 6 _____.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's focus on ...

Be careful not to ...

You can always ...

Student A: You are a culinary instructor. Talk to Student B about:

- the dish he or she will be making
- which spices and herbs to use
- how to use spices and herbs in the recipe

Student B: You are a student. Talk to Student A about how to use spices and herbs properly.

Writing

9 Use the newspaper article and the conversation from Task 8 to fill out the culinary exam questions.

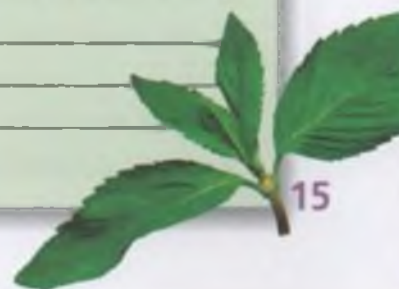
Esther's School of Culinary Arts

Exam: Spices & Herbs

What is an important rule when you cook with spices and herbs?

How should you chop herbs?

When should herbs be added to your recipe? What is the benefit?



7 Pastas



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different pasta shapes?
- 2 What kinds of pasta dishes are popular in your country?

Reading

2 Read the pasta menu. Then, mark the following statements as true (T) or false (F). I

- 1 ___ The café offers several stuffed pasta dishes for dinner.
- 2 ___ The pasta salad noodles are a different shape than those in the macaroni and cheese.
- 3 ___ The spaghetti with meatballs is similar in shape to the shells and ricotta.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|---------------|-------------------|
| 1 ___ shape | 4 ___ spaghetti |
| 2 ___ noodle | 5 ___ macaroni |
| 3 ___ lasagna | 6 ___ short pasta |

- A a type of layered baked pasta
- B one piece of pasta
- C the physical form of something
- D a type of round long pasta
- E small, thick pasta
- F a type of curved short pasta

La Prima Café

Pasta menu

DINNER PASTAS

Shells and Ricotta – Try La Prima's award-winning **stuffed pasta**. This dish features pasta in the **shape** of seashells. Each is filled with ricotta cheese and tomato sauce.

Garden Lasagna – If you love **baked pasta**, this dish is for you. Enjoy an assortment of fresh vegetables between layers of cheese, sauce, and gourmet pasta.

Old Fashioned Spaghetti with Meatballs – This classic is made with **long pasta** and homemade tomato sauce.

Macaroni and Cheese – Kids love this dish. It is made with **short pasta** and cheddar cheese.



LUNCH PASTAS

Midday Pasta Salad – In a hurry? We keep these spiral **noodles** and fresh veggies ready to go.

Soups – Ask about our daily special, made with seasonal vegetables and **minute pasta**.

4 Read the sentences and choose the correct words or phrases.

- 1 The chef prepared a cold **lasagna/pasta salad** for the buffet.
- 2 The most appropriate type for soups is **baked pasta/minute pasta**.
- 3 This recipe for **stuffed pasta/spaghetti** says I should put the meat inside the noodles.
- 4 You have to wrap the **shape/long pasta** around your fork before you eat it.
- 5 The chef uses different kinds of **pasta/macaroni** for baked and stuffed dishes.
- 6 Don't leave the **baked pasta/short pasta** in the oven for too long.

- 6 Listen and read the pasta menu again. How might different types of pasta be used with the similar ingredients?

Listening

- 7 Listen to a conversation between two chefs. Choose the correct answers.

- What is the main idea of the conversation?
 - how to get a pasta to hold sauce better
 - ways to improve pasta dishes on the menu
 - the appropriate type of pasta for a new dish
 - which pasta tastes best with mozzarella cheese
- Why does the woman object to using short pasta?
 - It does not hold sauce well.
 - It is already on the menu.
 - It tastes bad with mozzarella.
 - It is harder to cook than spaghetti.

- 7 Listen again and complete the conversation.

- Chef 1:** I think it'll include tomato sauce and mozzarella cheese. 1 _____ long pasta or short pasta?
- Chef 2:** Well, I'd go with short pasta. It tends to 2 _____ better.
- Chef 1:** That's true. But 3 _____ the rigatoni with mozzarella on the menu.
- Chef 2:** Oh, of course. Come to think of it, there's a long pasta dish, too. We have spaghetti with mozzarella 4 _____
- Chef 1:** Hmm. I have to come up with 5 _____, then.
- Chef 2:** You know, those ingredients would probably make great 6 _____.
- Chef 1:** Oh, you're right! I think I'll try it with the large shells.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Would you use ... or ...?

I'd go with ... because ...

We already have ...

Student A: You are a chef. Talk to Student B about:

- a new pasta dish
- types of pasta already on the menu
- which noodles you will use

Student B: You are a chef. Talk to Student A about which noodles to use for a new dish.

Writing

- 8 Use the pasta menu and the conversation from Task 8 to fill out the chef's memo to the owner.



The Green Room Restaurant Proposal For New Menu Item

Proposal Made By: _____

Ingredients: _____

Description: _____

8

Grains and Legumes

Down to
Earth Café



HOME

ABOUT US

SERVICES

CONTACT

OUR MISSION

Down To Earth Café strives to provide wholesome food without sacrificing taste. We also support local industries whenever we can. Our **legumes** and **grains** come from fields at small, nearby farms. This includes **rice**, **wheat**, and several other products.

COMMITMENT TO HEALTH

We know that bran is an important source of nutrition. That's why our meals include **whole grain** breads. We also serve **brown rice** instead of **white rice**.

AWARD-WINNING FOOD

Did you know that our Fresh Feast Burrito just won its third Culinary Choice Award? Come on in and try it! It includes **black beans** and **corn**. Also, choose **brown** or **wild rice**. Eat it by itself, or add a side of **buttered green beans**.

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some ways to consume legumes?
- 2 What are some different types of rice?

Reading

② Read the webpage for a restaurant. Then, choose the correct answers.

- 1 What is the purpose of the web page?
 - A to advertise a particular menu item
 - B to explain nutritional benefits of grains
 - C to describe a restaurant's culinary style
 - D to compare advantages of different ingredients
- 2 Which item is NOT served at the restaurant?
 - A black beans
 - B green beans
 - C whole grain breads
 - D white rice
- 3 How does the restaurant support local industries?
 - A by advertising for nearby farms
 - B by purchasing local grains
 - C by making regional dishes
 - D by offering low-cost food

Vocabulary

③ Write a word or phrase that is similar in meaning to the underlined part.

- 1 The restaurant serves bread that is made from wheat with the bran layer intact.
_ h o _ _ _ _ a _ n
- 2 The chef made chicken with a side of legumes that are picked early and eaten in the pod.
g _ _ e n _ e a _ s
- 3 The culinary instructor reviewed differences between legume seeds that come from climbing plants.
b _ _ _ s
- 4 A black grain that grows in shallow water is less common than other types. _ i l _ _ i _ e
- 5 The chef prefers to buy plant seeds used as food from local sources whenever possible.
_ r _ l _ s
- 6 I like to eat small grains that grow on grasses with steamed vegetables. r _ _ _

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 white rice / brown rice

A _____ still has the bran layer intact.

B The bran layer is removed to make _____.

2 legume / bran

A Many types of _____ can be eaten raw off the vine.

B Some people add _____ to their meals to improve nutritional value.

3 wheat / corn

A Most breads are made from _____.

B _____ grows on very tall stalks.

5 Listen and read the webpage for a restaurant again. Where does the restaurant source local ingredients?

Listening

5 Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).

- 1 ☐ Some of the restaurant's ingredients are locally grown.
- 2 ☐ The man recommends wild rice.
- 3 ☐ The woman asks for green beans in the burrito.

7 Listen again and complete the conversation.

Server: What 1 _____ to order, ma'am?

Customer: I'm looking at this Fresh Feast Burrito. Is that the same one that was reviewed 2 _____?

Server: Yes, it's one of our most popular items. The corn and black beans are grown locally, so 3 _____.

Customer: I think I'll get that. That also has 4 _____, right?

Server: That's right. It usually comes with brown rice. But I recommend substituting 5 _____ instead.

Customer: Yes, please do. And 6 _____ with anything else?



Speaking

9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Does it come with ...?

If you order the ... it comes with ...

We'll have that ready in about ...

Student A: You are a restaurant server. Talk to Student B about:

- his or her order
- included ingredients
- optional ingredients

Student B: You are a customer. Talk to Student A about the ingredients in your order.

Writing

9 Use the webpage for a restaurant and the conversation from Task 8 to fill out the server's order notes.

Server's ORDER NOTES

Customer: Table 12

Item ordered: _____

Standard ingredients: _____

Substitutions and additions: _____

9

Pastry

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of pastries?
- 2 What kinds of ingredients might be used as filling in pastries?

Taste of the Town

With Food Critic **Darren Smith**



This week, I discovered excellent **pastries** at two local bakeries. Dana-Michelle's Pastry Shop was my first stop. The shop has several specialty **custards** that they use in their tasty **croissants** and **choux pastries**. Everything I tasted at Dana-Michelle's was superb, but I especially recommend the raspberry **Danish**. This heavenly **puff pastry** has a **delicate**, light, **flaky** texture. It is topped with custard and fresh berries.

Sugarloaf Bakery has a window from the seating area into the kitchen. Get there early and watch the bakers pound and roll the **dough** before they bake it. I fell in love with the **shortcrust pastry**. It is the foundation of Sugarloaf's many delicious pies and tarts. I was not as impressed with the **doughnuts**. They seemed **crisp**, so I suspect they were overcooked. Instead, try one of their creative **phyllo pastries**. They might be filled with nuts, cream cheese, or even ham!

Reading

2 Read the newspaper article on pastries. Then, choose the correct answers.

- 1 What is the main idea of the article?
 - A pastry preparation methods
 - B which shop has more pastry options
 - C how to serve pastries
 - D recommended pastries
- 2 What was the food critic's favorite type of pastry at Dana-Michelle's Pastry Shop?
 - A choux pastry
 - B puff pastry
 - C shortcrust pastry
 - D phyllo pastry
- 3 Which item is NOT recommended by the food critic?
 - A croissant
 - B Danish
 - C doughnut
 - D phyllo pastry

Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- | | | |
|------------|--------------|---------------|
| 1 — crisp | 4 — dough | 7 — croissant |
| 2 — flaky | 5 — Danish | |
| 3 — pastry | 6 — delicate | |

- A a light pastry with a curved shape
- B falling apart easily
- C soft mixture of unbaked ingredients
- D dry and stiff
- E having thin, light layers
- F a pastry topped with fruit or icing
- G a baked product made with flour and butter



- 4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **custard / choux pastry**

- A The bakery makes an excellent _____ with chocolate filling.
B The chef filled the dough with a creamy _____.

2 **puff pastries / shortcrust pastries**

- A The chef needs several _____ to make his pies.
B _____ are supposed to expand into loose layers in the oven.

3 **phyllo pastries / doughnuts**

- A These _____ are made with thin dough that is stretched around a fruit filling.
B Fried rings of dough are called _____.

- 5 Listen and read the newspaper article on pastries again. What are the qualities of the puff pastry?

Listening

- 6 Listen to a conversation between two bakers. Mark the following statements as true (T) or false (F).

- 1 _ The woman thinks the pastry tastes too sweet.
2 _ The man recommends using less of the fruit filling.
3 _ The woman plans to use a custard on the next batch.

- 7 Listen again and complete the conversation.

Baker 1: Carl, would you taste this pastry for me? It's

1 _____.

Baker 2: Sure. Well, it's okay, but something's 2 _____.

Baker 1: That's what I thought. It's 3 _____ a phyllo pastry isn't it?

Baker 2: No, I think it was just crisp enough. It will fall apart if 4 _____.

Baker 1: What do you think is wrong with it, then?

Baker 2: It's a 5 _____ for my taste.

Baker 1: I didn't taste that, but you're usually right about these things. Do you think I should 6 _____ the fruit filling for the next batch?

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Would you taste ...?

It's not ... enough, is it?

I'd suggest ... instead.

Student A: You are a baker. Talk to Student B about:

- a new pastry recipe
- what might be wrong with the recipe
- how to improve the recipe

Student B: You are a baker. Talk to Student A about a new pastry recipe.

Writing

- 9 Use the newspaper article on pastries and the conversation from Task 8 to fill out the baker's recipe review form.

Sugarloaf Bakery

Feedback for New Recipes

Use this form to help other bakers improve their recipes.

New recipe for: _____

Good or bad qualities: _____

Suggestions for improving next batch: _____

10 Bread



Midtown Bakery: Wholesale





flatbread



white bread



loaf



toast

Midtown Bakery has provided high-quality **bread**s for more than 15 years. Come taste why many local restaurants come to Midtown for this important **staple**. We bake fresh **loaves** daily, and we'll never sell you something **stale**.

Midtown has plenty of basic **white bread** for your restaurant's everyday needs. It's great for breakfast **toast** and soup sides. But we know that your customers might want something special. That's why we also have a number of other flavorful breads to choose from.

Our healthy **whole wheat bread** has a soft, delicate **crust** for easy slicing. Add an extra twist to your classic sandwiches with our **sourdough**. We also have **flatbread**, for those who prefer bread that's not **leavened**. It doesn't look like much, but a thin slice is all you need.

Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 What are some different kinds of bread?
- 2 How are breads used in meals?

Reading

- 2 Read the webpage of a bakery. Then, mark the following statements as true (T) or false (F).

- 1 ☐ The bakery makes bread every day.
- 2 ☐ Several different flavors of white bread are available.
- 3 ☐ The webpage recommends using sourdough for sandwiches.

Vocabulary

- 3 Write a word or phrase that is similar in meaning to the underlined part.

- 1 The customer ordered bread made with fermented flour. _ o u _ _ o u _ _
- 2 The baker made another unit of baked bread.
l _ _ _
- 3 Bakeries usually have many different products made with flour and water to choose from.
_ r _ _ _ s
- 4 The restaurant serves light-colored bread without bran unless a customer requests something different. _ _ l t _ _ _ e a _
- 5 Some people prefer brown bread with bran because it is more nutritious.
w _ _ _ e _ _ e a _ b _ _ _ _

- 8 Fill in the blanks with the correct words from the word bank.

Word Bank

crust flatbread toast stale leavened staple

- _____ tastes best if it's eaten before it gets cold.
- The chef removed the _____ from the outside of the bread.
- The _____ is much thinner than regular bread.
- If the bread sits out for too long, it will get _____.
- _____ dough rises when it is in the oven.
- Bread is a _____ of diets in many countries.

- 9 Listen and read the webpage of a bakery again. What happens when bread gets too old?

Listening

- 10 Listen to a conversation between a baker and a restaurant manager. Choose the correct answers.

- What is the main idea of the conversation?
 - why a batch of bread was burnt
 - when to expect a new order of bread
 - what to do about a shortage of bread
 - how to prevent bread loss in the future
- How does the man plan to solve the bread problem?
 - by offering customers another kind of bread
 - by ordering more white flour
 - by using loaves from the previous week
 - by making a new batch of white bread

- 7 Listen again and complete the conversation.

Baker: Someone left the white bread in the oven
1 _____. It's totally burnt.

Manager: That's not good. We're expecting a 2 _____
_____ today.

Baker: I know. What do you think we should do?

Manager: Why 3 _____ make another batch?

Baker: Unfortunately, we don't have 4 _____ left.
We're not expecting a delivery until tomorrow morning.

Manager: Do we have any 5 _____ left over from last week?

Baker: Yes, but they're 6 _____. I don't think they'll
taste very good.

Speaking

- 9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We have a problem with ...
We don't have enough ...
Why don't you ...?

Student A: You are a baker.
Talk to Student B about:

- a problem with the bread supply
- a solution to the problem
- his or her suggestions

Student B: You are a restaurant
manager. Talk to Student A about
a problem with the bread supply.

Writing

- 9 Use the webpage of a bakery and the conversation from Task 8 to fill out the memo to the waitstaff.

Attention Servers:

Please alert your customers about this situation.

Problem in the kitchen: _____

Items that are not available: _____

Items that are available instead: _____

11 Breakfast

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different ways to prepare eggs?
- 2 What foods are popular for breakfast in your country?

Reading

2 Read the breakfast menu. Then, mark the following statements as true (T) or false (F).

- 1 ___ The Quick Starter breakfast comes with meat.
- 2 ___ The restaurant offers different types of muffins.
- 3 ___ Customers get free coffee when they order breakfast.

Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- | | |
|--------------|-----------------|
| 1 ___ fried | 5 ___ omelet |
| 2 ___ cereal | 6 ___ pancake |
| 3 ___ bacon | 7 ___ breakfast |
| 4 ___ coffee | 8 ___ scrambled |

- A pig meat that is fried in strips
 B cooked in oil or fat
 C a meal eaten early in the day
 D a flat, round food made from batter
 E a food made from grains, eaten with milk
 F mixed thoroughly before being cooked
 G a brown drink made by brewing beans
 H a dish made with eggs and other ingredients

Sylvia's Diner

Menu for Breakfast

Quick Starter \$4.95

Begin your day with **eggs** and toast. Enjoy two **fried** eggs, or get **poached** eggs if you want a healthier option. Or if you prefer, we can also whip up a fluffy order of **scrambled** eggs.

Country Breakfast \$8.95

You won't leave hungry after this morning feast! Start with a hearty **omelet** made with three large, fresh eggs and cheddar cheese. Then dig into a generous plate of seasoned **hash browns**. On top of that, choose between our crispy **bacon** or savory **sausage**. If you don't want meat, substitute a stack of warm, buttery **pancakes**.

Lighter Fare - Are you just looking for something small? Try something from our sides menu:

Cereal \$2.45

Our cereal is served with fresh, whole milk.

Muffins \$2.45

We have blueberry, oatmeal raisin, and banana nut muffins.

Coffee \$1.95

Your first cup of coffee is FREE with any breakfast order.



4 Read the sentences and choose the correct words or phrases.

- 1 The customer wanted less fat, so the server recommended **fried/poached** eggs.
- 2 The restaurant serves various baked goods, including **bacon/muffins**.
- 3 The **sausage/omelet** is a good option for people who like meat.
- 4 The customer did not see anything she liked on the **breakfast/menu**.
- 5 Potatoes are the main ingredient in **hash browns/cereal**.
- 6 The farmer raises chickens for their **pancakes/eggs**.

5 Listen and read the breakfast menu again. What are some different breakfast items that might be served along with eggs?

Listening

6 Listen to a conversation between a restaurant server and a customer. Choose the correct answers.

- 1 Which item does the woman order?
A sausage C pancakes
B bacon D cereal
- 2 What is true of the woman?
A She prefers eggs over pancakes.
B She wants a smaller meal.
C She doesn't like bacon or sausage.
D She has ordered the Country Breakfast before.

7 Listen again and complete the conversation.

Customer: Excuse me. I think I'm 1 _____.

Server: Certainly, ma'am. What can I 2 _____ you this morning?

Customer: I'd like to order the Country Breakfast. Is that a 3 _____?

Server: Yes, it comes with three eggs and lots of cheese. Now, would you like 4 _____ with that?

Customer: Hmm. I don't like 5 _____. Is there another option?

Server: Sure. We can substitute a stack of 6 _____ if you'd like.

Customer: Yeah, that sounds good. And get me a blueberry muffin, too.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'd like to order ...
It comes with ...
Is there another ...?

Student A: You are a restaurant customer. Talk to Student B about:

- your breakfast order
- available options
- additional sides

Student B: You are a server. Talk to Student A about his or her breakfast order.

Writing

9 Use the breakfast menu and the conversation from Task 8 to fill out the breakfast order.

Breakfast Order

Customer: Table 12

Main dish ordered: _____

Standard ingredients: _____

Special requests: _____

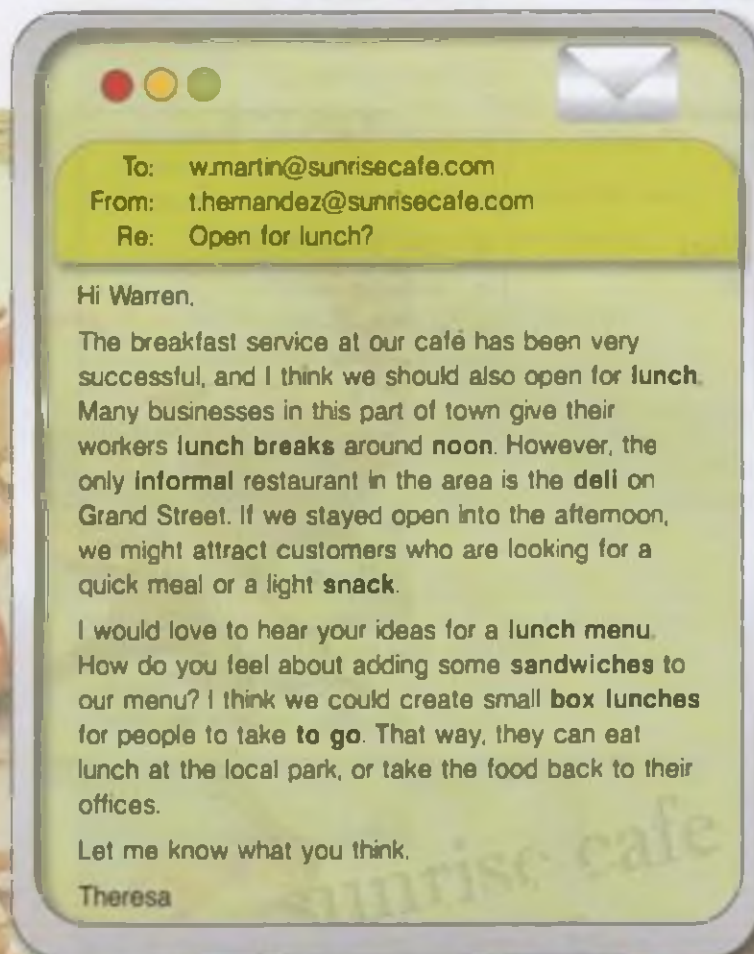
Additional items: _____

12 Lunch

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some ways a restaurant can attract workers during the day?
- 2 How is lunch served in your country?



To: w.martin@sunrisecafe.com
From: t.hernandez@sunrisecafe.com
Re: Open for lunch?

Hi Warren,

The breakfast service at our café has been very successful, and I think we should also open for lunch. Many businesses in this part of town give their workers **lunch breaks** around noon. However, the only **informal** restaurant in the area is the deli on Grand Street. If we stayed open into the afternoon, we might attract customers who are looking for a quick meal or a light **snack**.

I would love to hear your ideas for a lunch menu. How do you feel about adding some **sandwiches** to our menu? I think we could create small **box lunches** for people to take to go. That way, they can eat lunch at the local park, or take the food back to their offices.

Let me know what you think.

Theresa

Reading

② Read the email from a restaurant owner to a chef. Then, choose the correct answers.

- 1 What is the main idea of the email?
A to describe the lunch menu at a nearby deli
B to propose new lunch service at the café
C to recommend lunch delivery offices
D to suggest sandwich ingredients for the lunch menu
- 2 Which is NOT a suggestion in the email?
A staying open into the afternoon
B adding sandwiches to the menu
C offering box lunches to go
D serving lunch at a local park
- 3 What does the café serve currently?
A sandwiches C box lunches
B breakfast D snacks

Vocabulary

③ Match the words or phrases (1-7) with the definitions (A-G).

- | | |
|------------|---------------|
| 1 __ deli | 5 __ snack |
| 2 __ noon | 6 __ informal |
| 3 __ to go | 7 __ sandwich |
| 4 __ lunch | |

- | |
|--|
| A casual or relaxed |
| B a meal that is eaten midday |
| C a casual type of restaurant |
| D a food made with bread and other ingredients |
| E a small amount of food eaten between meals |
| F 12 o'clock |
| G packaged for transportation outside a restaurant |



4 Choose the sentence that uses the underlined parts correctly.

- 1 A The customer sat at the restaurant and ate her meal to go.
B Items from the lunch menu are available between 11:00 AM and 2:00 PM.
- 2 A The employee took an hour for her lunch break, and then she returned to work.
B Most customers wear their nicest clothes to informal restaurants.
- 3 A For a snack, the customer ordered a steak, a large soup, and a side order of bread.
B The cafeteria serves box lunches with enough food for one person.

5 Listen and read the email from a restaurant owner to a chef again. Why might an employee order a box lunch?

Listening

6 Listen to a conversation between a restaurant owner and a chef. Mark the following statements as true (T) or false (F).

- 1 ___ The man prefers not to open the café for lunch.
- 2 ___ The woman expects lunch customers to be in a hurry.
- 3 ___ The man plans to make sandwiches for the lunch menu.

7 Listen again and complete the conversation.

Chef: I'd love to experiment with some new recipes, if 1 _____.

Owner: Sure, go ahead. But keep in mind that the customers will be workers who are on their 2 _____.

Chef: Okay. What difference 3 _____?

Owner: They will probably be 4 _____, so don't make anything too fancy.

Chef: That's a good point. Maybe I'll just stick to 5 _____. I can still come up with lots of different ingredient combinations.

Owner: Sounds good. I'll work out the rest of the details so we can start 6 _____ on the first of the month.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you have any ideas for ...?

Keep in mind ...

That's a good point. Maybe I'll just ...

Student A: You are a restaurant owner. Talk to Student B about:

- creating a lunch menu
- his or her ideas
- reminders about lunch customers

Student B: You are a chef. Talk to Student A about creating a lunch menu.

Writing

9 Use the email from a restaurant owner to a chef and the conversation from Task 8 to fill out the chef's memo to the kitchen staff.

memo

Attention All Staff: The café is now serving lunch.

New hours of operation: _____

New menu items: _____

New serving practices: _____

13 Dinner



D'Angelo's Restaurant

Evening Service Procedures

At D'Angelo's, we expect our servers to maintain professional standards. Remember, this is a **formal** restaurant, and our customers expect excellence at all times. Follow these guidelines to ensure consistent service.

Seating Customers

Dinner is served from 5:00 PM to 10:00 PM. Make sure your customers receive the **dinner menu** during these hours, not the lunch menu.

Taking Orders

The daily **specials** are not on the menu, so remember to tell your customers about them. Also let customers know which **wines** are recommended with each **dish**. If you are not sure, check with the chef.

Serving Dinner

Serve each **course** at the correct time. Always bring **appetizers** first, and never bring an appetizer along with an **entrée**. If an **entrée** comes with a **side**, make sure they arrive at the same time.



Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some different courses served during dinner?
- 2 What are some features of a formal restaurant?

Reading

② Read the server's training guide. Then, complete the table.

Step	Actions
Seating Customers	1 _____
Taking Orders	2 _____
Serving Dinner	3 _____

Vocabulary

③ Match the words (1-5) with the definitions (A-E).

- 1 ___ side 3 ___ wine 5 ___ appetizer
2 ___ dish 4 ___ dinner

- A an alcoholic drink made from grapes
B a serving of prepared food
C a small portion served with an entrée
D a course served before an entrée
E a meal served later in the day

④ Fill in the blanks with the correct words or phrases from the word bank.

word BANK

formal special course
entrée dinner menu come with

- 1 The _____ is the main part of the meal.
- 2 The lobster was yesterday's _____, so it's no longer available today.
- 3 The first _____ of the meal was a salad.
- 4 Everything that is available in the evening is listed on the _____.
- 5 Does the spaghetti _____ bread, or do I have to order it separately?
- 6 Since this is a _____ restaurant, most of the customers dress nicely.

- 5 Listen and read the server's training guide again. What are the similarities and differences between appetizers and sides?

Listening

- 6 Listen to a conversation between a restaurant manager and a server. Mark the following statements as true (T) or false (F).

- 1 ___ The woman served the wrong dish to the customers.
- 2 ___ The woman brought the entrées out too early.
- 3 ___ The man wants the woman to remove the entrées from the table.

- 7 Listen again and complete the conversation.

Manager: Shelly, do you know 1 _____
_____ table four?

Server: Yes, I'm handling it. Why do you ask?

Manager: 2 _____ they have
salads on the table with their steaks.

Server: Yes, that's right. That's what 3 _____
_____. Is there a problem?

Manager: There certainly is. The salads are
appetizers. They should be 4 _____
_____, and then you should bring
out the entrées.

Server: Oh, I 5 _____ I
brought the mixed vegetables out
already, too. When do I serve those?

Manager: The vegetables are sides, so you
should bring those out 6 _____
_____.

Speaking

- 9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

It looks like ...

The ... should be served ...

When do I serve ...?

Student A: You are a restaurant manager. Talk to Student B about:

- a problem at a table
- how to serve dinner
- how to handle the current situation

Student B: You are a restaurant server. Talk to Student A about a problem at a table.

Writing

- 9 Use the server's training guide and the conversation from Task 8 to fill out the manager's report to the owner.

Employee Report

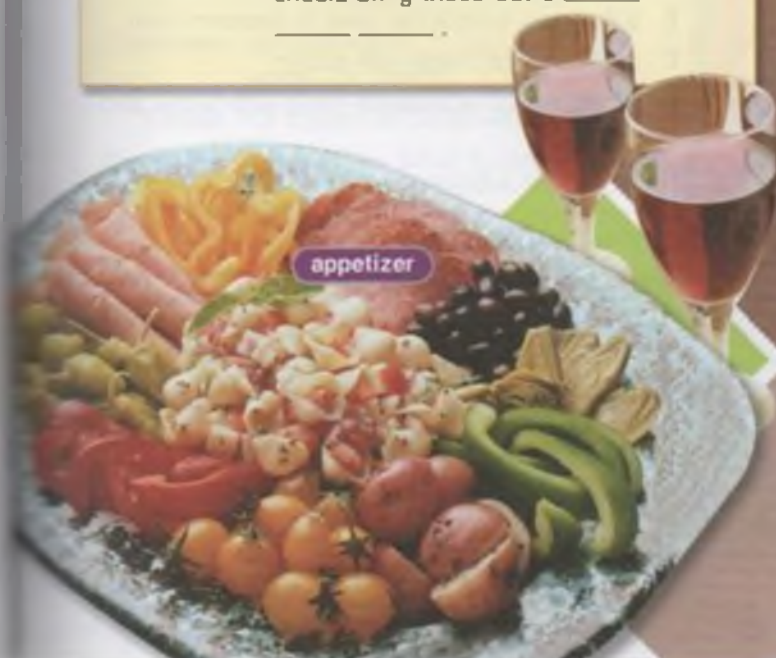
Failure to Follow Procedure

Staff member: _____

Position: _____

Describe problem: _____

Action taken: _____



14 Desserts 1



Come Visit Sally!

At Sally's Sweet Shop, we have **desserts** for everyone! Try our gourmet **ice cream**, made with real cream and the finest **ingredients**. We also have a great selection of **sugar-free** ice cream for those who want to avoid **sugar**.

Flavors: Choose classic **vanilla** or **chocolate** ice cream, or try one of our daily specials. Ask us what's available today! We'll serve it in your choice of a cup or a **cone**.

Standard Toppings: Let us drop some **sprinkles** on top to add some spice to your ice cream. Or we'll throw in a few **marshmallows** to give it some texture. Kids love it!

Specialty Toppings: If you're in the mood for something rich, try one of our **syrops**. We'll cover your ice cream generously with **hot fudge** or **caramel**.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common flavors of ice cream in your country?
- 2 What are some toppings that can be added to ice cream?

Reading

2 Read the advertisement for an ice cream shop. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Customers can order ice cream with or without sugar.
- 2 ☐ The shop does not have cones every day.
- 3 ☐ Hot fudge is one of the shop's specialty toppings.

Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> cone | 5 <input type="checkbox"/> caramel |
| 2 <input type="checkbox"/> sugar | 6 <input type="checkbox"/> ice cream |
| 3 <input type="checkbox"/> dessert | 7 <input type="checkbox"/> sugar-free |
| 4 <input type="checkbox"/> topping | 8 <input type="checkbox"/> ingredient |

- A a sweet food, usually eaten after a meal
 B not containing sugar
 C something added at the end of preparation
 D a cookie molded into a cup
 E a powdery substance used to sweeten food
 F a frozen food made with cream
 G a hard or soft substance made with butter and milk
 H an item or substance used to make a food



syrup



- 6 Place the words or phrases from the word bank under the correct headings.

word BANK

vanilla syrup marshmallow
hot fudge chocolate sprinkles

Flavors	Dry Toppings	Liquid
_____	_____	_____
_____	_____	_____

- 7 Listen and read the advertisement for an ice cream shop again. What are some different ways to serve ice cream?

Listening

- 6 Listen to a conversation between an ice cream shop customer and a server. Choose the correct answers.

- What is the main idea of the conversation?
 - options available for an ice cream order
 - nutrition details about ice cream
 - a problem with an ice cream dish
 - how to make ice cream
- What can you infer about the man?
 - He has been to the shop before.
 - He does not like marshmallows.
 - His favorite ice cream flavor is chocolate.
 - He usually orders ice cream in a cone.

- 7 Listen again and complete the conversation.

Customer: Excuse me. 1 _____ to get me some ice cream?

Server: Of course, sir. Do you know 2 _____ you want?

Customer: I'm not sure. What flavors do you have today?

Server: We always have 3 _____ ice cream. And let's see, today we also have strawberry and peanut butter.

Customer: Hmm. I think 4 _____. Can I add something else to it?

Server: Yes, we have 5 _____. Do you want dry toppings or syrup?

Customer: Both, I think. Do you still have 6 _____? I'll get that, and some of your tasty marshmallows, too.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Today we have ...
Do you want ... or ...?
Do you still have ...?

Student A: You are an ice cream shop customer. Talk to Student B about:

- your order
- flavors
- toppings

Student B: You are an ice cream shop server. Talk to Student A about his or her order.

Writing

- 9 Use the advertisement for an ice cream shop and the conversation from Task 8 to fill out the ice cream shop order form.



Ingredients

Sally's Sweet Shop Ice Cream Order Cup or cone? (Circle one)

Please describe your order: _____

15 Desserts 2



Immense Events CATERING

Products

About

Home

Desserts

Let Immense Events cater your special day.
We offer great desserts for every occasion.

Weddings

Did you know that more and more wedding couples are choosing **cupcakes** these days? Try it! Or for something more traditional, choose from our wide selection of specialty wedding **cakes**. Either way, our cake artists will **decorate** it with your favorite **frosting**.

Children's Birthdays

It's no secret: kids love ice cream! We'll blend up a batch of **milkshakes** for your little folks. For health-conscious parents, we also have tasty fruit **sorbet** and low-fat **frozen yogurt**.

Holidays

Complete your holiday meal with a warm, rich pumpkin **pie** or apple **cobbler**. Or let us whip up our famous double-chocolate **brownies**. Your guests will thank you!

Anytime

Our elaborate fruit **parfaits** are great for any occasion. We also offer sweet, creamy **pudding** in several enticing flavors. Come give it a taste!



frosting

milkshake

cobbler

cupcake

cake

Get ready!

② Before you read the passage, talk about these questions.

- 1 What are some different baked desserts?
- 2 What are some different cold desserts?

Reading

② Read the webpage for a catering company. Then, choose the correct answers.

- 1 What is the main idea of the webpage?
 - A how to prepare different desserts
 - B desserts for different occasions
 - C which dessert ingredients are best together
 - D dessert serving methods
- 2 Which is NOT offered by the company?
 - A cakes with frosting
 - B low-fat milkshakes
 - C pies for the holidays
 - D different flavors of pudding
- 3 Which product is recommended for health-conscious customers?

A milkshakes	C parfaits
B pudding	D frozen yogurt

Vocabulary

② Write a word that is similar in meaning to the underlined part.

- 1 The chef served a sweet, creamy food made with milk in the cafeteria. p _ _ d _ _ g
- 2 The baker likes to add features to improve the appearance of her cakes. _ e c _ _ _ t e
- 3 The restaurant makes an excellent cold dessert made with layers of ice cream and fruit with strawberries. _ r f _ _ t
- 4 The chef refuses to serve the cupcakes without the light, creamy substance that covers baked goods. _ r _ _ _ i n _



- 4 Place the words or phrases from the word bank under the correct headings.

Word BANK

cobbler sorbet cupcake milkshake
cake frozen yogurt pie brownie

Baked Desserts With Crusts	Baked Desserts Without Crusts	Cold Desserts
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 5 Listen and read the webpage for a catering company again. Why might someone choose sorbet instead of another dessert?

Listening

- 6 Listen to a conversation between a catering customer and a chef. Mark the following statements as true (T) or false (F).

- 1 The woman will serve cake and cupcakes at the wedding.
- 2 The woman chose sorbet because it is a healthier option.
- 3 The cupcakes will serve more people than the sorbet.

- 7 Listen again and complete the conversation.

Chef: That's an excellent choice. They're much
1 _____.

Customer: That's what I thought. And some of our guests might want something 2 _____. Is there another option for that?

Chef: Well, all of our cupcakes have a lot of 3 _____ sorbet?

Customer: That would be great. We don't need much: enough for maybe 4 _____ people?

Chef: Sure. When would you like to 5 _____?

Customer: How about two-o'clock on Friday?

Chef: That'll work. We'll 6 _____, Ms. Stevens.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We're going to get ...
We were wondering if ...
When would you like to ...?

Student A: You are a catering customer. Talk to Student B about:

- your dessert order
- your decisions
- other options

Student B: You are a catering chef. Talk to Student A about his or her dessert order.

Writing

- 9 Use the webpage and the conversation from Task 8 to fill out the caterer's order notes.

Dessert Order

Customer: _____

Event: _____

Order: _____

Glossary

- appetizer** [N-COUNT-U12] An **appetizer** is a small course that is served before an entrée.
- aroma** [N-COUNT-U6] An **aroma** is a strong, usually pleasant smell.
- bacon** [N-UNCOUNT-U11] **Bacon** is a type of meat that comes from a pig and is fried in strips.
- baked pasta** [N-UNCOUNT-U7] **Baked pasta** is a type of pasta dish that is cooked in the oven.
- bean** [N-COUNT-U8] A **bean** is a legume seed that comes from a climbing plant.
- beef** [N-UNCOUNT-U1] **Beef** is the meat of a cow, bull, or ox and is consumed as food.
- berry** [N-COUNT-U4] A **berry** is a type of small fruit with many small seeds. Blackberries, strawberries, and grapes are examples of berries.
- blanch** [V-T-U5] To **blanch** something is to boil something for a very short time.
- box lunch** [N-COUNT-U12] A **box lunch** is a meal for one person that is packaged in a bag or a box.
- bran** [N-UNCOUNT-U8] **Bran** is the outer layer of a grain that often contains much of the grain's nutritional value.
- bread** [N-COUNT-U10] A **bread** is a food that is made with flour, water, and other ingredients.
- breakfast** [N-UNCOUNT-U11] **Breakfast** is a meal that is eaten early in the day.
- breast** [N-COUNT-U1] A **breast**, such as a chicken breast, is meat from the front of the chest.
- brown rice** [N-UNCOUNT-U8] **Brown rice** is rice with the layer of bran intact.
- brownie** [N-COUNT-U15] A **brownie** is a dense type of chocolate cake.
- bulb vegetable** [N-COUNT-U5] A **bulb vegetable** is a plant that has an edible round part that grows underground. Onions and garlic are examples of bulb vegetables.
- burger** [N-COUNT-U1] A **burger** is a patty made from ground meat, usually beef, that is often served in a sandwich.
- butcher** [N-COUNT-U1] A **butcher** is a person who prepares and sells meat.
- butter** [N-UNCOUNT-U3] **Butter** is condensed fat extracted from cream that is solid when cold and liquid when very hot.
- cake** [N-COUNT-U15] A **cake** is a baked food made with flour, sugar, and other ingredients, that usually has a light, moist texture.
- canned** [ADJ-U5] If something is **canned**, it has been sealed in a metal or glass container to preserve it.
- caramel** [N-UNCOUNT-U14] **Caramel** is a substance made from sugar, butter, and milk, and may be in the form of a syrup or a hard candy.
- cereal** [N-COUNT-U11] A **cereal** is a food made from grains that is usually eaten with milk for breakfast.
- cheese** [N-COUNT-U3] A **cheese** is a solid or semi-solid substance that is made from milk.
- chocolate** [ADJ-U14] If something is **chocolate**, it is made with sugar and a certain type of bean to flavor a sweet, rich candy or dessert.
- choux pastry** [N-COUNT-U9] A **choux pastry** is light pastry with a filling, usually cream.
- citrus** [ADJ-U4] If a fruit is **citrus**, it is a thick-skinned, juicy fruit with a sour flavor that typically grows in warm climates. Oranges, lemons, and grapefruits are examples of citrus fruits.
- clam** [N-COUNT-U2] A **clam** is a shellfish that has a smooth, two-part shell that creates a protective pocket for its body.
- cobbler** [N-COUNT-U15] A **cobbler** is a sweet food that is made by baking fruit in a thick pastry crust.
- coffee** [N-UNCOUNT-U11] **Coffee** is a brown drink that is made by brewing a certain type of bean in water.
- come with** [V-T-U12] If something **comes with** a meal is to be served with the meal and already be included in the price.

complement [V-T-U6] If two flavors **complement** one another, they work well together to create a pleasing combined flavor.

cone [N-COUNT-U14] A **cone** is a cookie molded into the shape of a bowl or cup for holding ice cream.

corn [N-UNCOUNT-U8] **Corn** is a large grain that comes from tall plants.

course [N-COUNT-U12] A **course** is a part of a meal that is served by itself.

cream [N-UNCOUNT-U3] **Cream** is the thick part of milk that contains fat.

cream cheese [N-UNCOUNT-U3] **Cream cheese** is a very soft cheese that is made with cream and milk.

crisp [ADJ-U9] If something is **crisp**, it is dry and stiff.

croissant [N-COUNT-U9] A **croissant** is a flaky pastry with a curved shape that may or may not contain a filling.

crust [N-COUNT-U10] A **crust** is a hard outer layer on a loaf of bread.

cultured [ADJ-U3] If a food is **cultured**, it has been fermented with non-harmful bacteria, usually to improve its shelf life and make it more digestible.

cupcake [N-COUNT-U15] A **cupcake** is a baked food that is similar to a cake, but is baked in small, individual servings with a special baking pan.

custard [N-COUNT-U9] A **custard** is a sweet, creamy filling that is often found in pastries.

dairy [ADJ-U3] If something is **dairy**, it is related to products made from milk.

Danish [N-COUNT-U9] A **Danish** is a pastry topped with fruit or icing.

decorate [V-T-U15] To **decorate** something is to add features that improve the appearance of something.

deli [N-COUNT-U12] A **deli** is a casual restaurant where sandwiches are often sold.

delicate [ADJ-U9] If something is **delicate**, it breaks or falls apart easily.

dessert [N-COUNT-U14] A **dessert** is a sweet food that is typically eaten after a main meal.

dinner [N-UNCOUNT-U13] **Dinner** is a large meal eaten towards the end of the day.

dinner menu [N-COUNT-U12] A **dinner menu** is a list of items that are only available during particular hours in the evening.

dish [N-COUNT-U12] A **dish** is a serving of prepared food.

dough [N-UNCOUNT-U9] **Dough** is the soft mixture of pastry or bread ingredients before it is baked.

doughnut [N-COUNT-U9] A **doughnut** is a fried pastry that is usually ring-shaped.

dressed [ADJ-U2] If a fish is **dressed**, its head, fins, and internal organs have been removed.

dried [ADJ-U6] If a herb is **dried**, it has lost its moisture, usually for storage purposes.

egg [N-COUNT-U11] An **egg** is a round object with a hard shell that comes from a bird and is used as food.

entrée [N-COUNT-U12] An **entrée** is the main part of a meal, and is usually the largest course.

evaporated milk [N-UNCOUNT-U3] **Evaporated** milk is concentrated milk from which most of the water has been removed.

fiber [N-UNCOUNT-U4] **Fiber** is a plant material that is not digested by the human body but aids in the digestion of other substances.

fillet [N-COUNT-U2] A **fillet** is a piece of fish cut from along the side of its body.

fish [N-COUNT-U2] A **fish** is a creature with scales and fins that lives in water.

flaky [ADJ-U9] If something is **flaky**, it has thin, light layers.

flatbread [N-UNCOUNT-U10] **Flatbread** is bread that is not leavened, so it is flatter and denser than other types of bread.

Glossary

- formal** [ADJ-U12] If something is **formal**, it requires that people follow proper manners or procedures, or wear nice clothing.
- fresh** [ADJ-U5] If something is **fresh**, it has been recently picked or gathered and is still in its natural state.
- fried** [ADJ-U11] If something is **fried**, it is cooked in oil or fat.
- frosting** [N-UNCOUNT-U15] **Frosting** is a light, creamy substance that is used to cover baked foods like cakes.
- frozen** [ADJ-U5] If something is **frozen**, it has been stored at a very low temperature to preserve it.
- frozen yogurt** [N-UNCOUNT-U15] **Frozen yogurt** is a soft dessert made with yogurt and sugar.
- fruit** [N-COUNT-U4] A **fruit** is a sweet food that comes from the seed-producing part of a plant or tree.
- garlic** [N-UNCOUNT-U6] **Garlic** is a bulb plant with a strong smell and taste, used to season food.
- grain** [N-COUNT-U8] A **grain** is a plant seed that is used as a food.
- green bean** [N-COUNT-U8] A **green bean** is a legume which is picked early and eaten in the seed pod.
- ground** [ADJ-U6] If a herb is **ground**, it has been crushed into a powder.
- ham** [N-UNCOUNT-U1] **Ham** is meat from the upper portion of a pig's leg.
- hash browns** [N-COUNT-U11] **Hash browns** are potatoes that have been grated and fried with seasoning.
- herb** [N-COUNT-U6] A **herb** is any plant with leaves, seeds, or flowers which can be used in food flavoring.
- hot** [ADJ-U6] If a food is **hot**, it is spicy to the taste.
- hot fudge** [N-UNCOUNT-U14] **Hot fudge** is a thick syrup made with chocolate.
- ice cream** [N-UNCOUNT-U14] **Ice cream** is a frozen mixture of cream, sugar, and other ingredients, that is eaten as a dessert.
- inflorescent vegetable** [N-COUNT-U5] An **inflorescent vegetable** is a plant that has an edible flower. Broccoli and artichokes are examples of inflorescent vegetables.
- informal** [ADJ-U12] If something is **informal**, it is relaxed or casual.
- ingredient** [N-COUNT-U14] An **ingredient** is an item or substance that is used to make a particular food.
- juice** [N-COUNT-U4] A **juice** is a liquid that is extracted from a fruit.
- lamb** [N-UNCOUNT-U1] **Lamb** is meat that comes from a young sheep.
- lasagna** [N-COUNT-U7] A **lasagna** is a baked pasta dish that is made with wide, flat pasta between layers of sauce, cheese, and other ingredients.
- leaf** [N-COUNT-U6] A **leaf** is the part of a plant that is broad and flat, attached to the stem.
- leaf vegetable** [N-COUNT-U5] A **leaf vegetable** is a plant that has an edible leaf. Lettuce and spinach are examples of leaf vegetables.
- leavened** [ADJ-U10] If dough is **leavened**, it expands when it is baked.
- legume** [N-COUNT-U8] A **legume** is a plant with seeds that grows in long casings, or pods, which are used as a food.
- loaf** [N-COUNT-U10] A **loaf** is a unit of baked bread, usually in a round or rectangular shape.
- lobster** [N-COUNT-U2] A **lobster** is a shellfish with claws and a hard shell.
- long pasta** [N-UNCOUNT-U7] **Long pasta** is pasta that is long and thin in shape.
- lunch** [N-UNCOUNT-U12] **Lunch** is a meal that is eaten at midday.
- lunch break** [N-COUNT-U12] A **lunch break** is a period of time during which someone stops working or is allowed to stop working in order to eat lunch.
- lunch menu** [N-COUNT-U12] A **lunch menu** is a list of items that are only available during particular hours midday.

macaroni [N-UNCOUNT-U7] **Macaroni** is a type of short, curved and tubular pasta.

marshmallow [N-COUNT-U14] A **marshmallow** is a white, doughy food made with eggs and sugar.

meat [N-COUNT-U1] A **meat** is the flesh of an animal, consumed as food.

melon [N-COUNT-U4] A **melon** is a large, juicy fruit with very hard skin. Watermelons, cantaloupes, and honeydews are examples of melons.

menu [N-COUNT-U11] A **menu** is a list of dishes that are available in a particular restaurant.

milk [N-UNCOUNT-U3] **Milk** is a white liquid that is produced by cows or other animals that is consumed by people and processed into other products.

milkshake [N-COUNT-U15] A **milkshake** is a thick, cold dessert made with milk, ice cream, and sometimes other ingredients.

minute pasta [N-UNCOUNT-U7] **Minute pasta** is pasta in the shape of small pellets or grains.

muffin [N-COUNT-U11] A **muffin** is a small, round baked product that is often eaten at breakfast.

noodle [N-COUNT-U7] A **noodle** is one piece of pasta, often in the shape of a thin strip.

noon [N-UNCOUNT-U12] **Noon** is 12:00 PM, or a time in the middle of the day.

omelet [N-COUNT-U11] An **omelet** is a dish made by scrambling eggs and then folding them over other ingredients, such as cheese, meat, or vegetables.

overcook [V-T-U5] To **overcook** something is to heat it for too long so that it takes on undesirable qualities.

oyster [N-COUNT-U2] An **oyster** is a shellfish that has a rough, two-part shell that creates a protective pocket for its body.

pancake [N-COUNT-U11] A **pancake** is a flat, round food that is made by pouring a batter onto a hot surface.

parfait [N-COUNT-U15] A **parfait** is a cold dessert made with layers of ice cream or frozen yogurt, fruit, and syrup.

pasta [N-COUNT-U7] A **pasta** is a food made with flour and water that comes in different shapes for different types of dishes.

pasta salad [N-COUNT-U7] A **pasta salad** is a typically cold dish that is made with short pasta, vegetables, and other ingredients.

pasteurized [ADJ-U3] If a food is **pasteurized**, it is heated to a very high temperature to kill bacteria that might harm people who consume it.

pastry [N-COUNT-U9] A **pastry** is small baked product made with flour, butter, and other ingredients, that is usually sweet.

peel [V-T-U4] To **peel** something is to remove the outer layer from something.

pepper [N-UNCOUNT-U6] **Pepper** is a spicy powder made of dried and ground peppercorn, used to season food.

phyllo pastry [N-COUNT-U9] A **phyllo pastry** is a very thin pastry that is stretched around a filling such as cheese or thick syrup.

pie [N-COUNT-U15] A **pie** is a sweet food that is made by baking ingredients, such as custard, in a pastry crust.

poached [ADJ-U11] If something is **poached**, it is cooked in a small amount of hot water.

pork [N-UNCOUNT-U1] **Pork** is the meat of a pig consumed as food.

poultry [N-UNCOUNT-U1] **Poultry** is a category of domestic birds, like chickens or turkeys, that are raised for their meat.

pudding [N-UNCOUNT-U15] **Pudding** is a sweet, creamy food that is made with milk and other ingredients.

puff pastry [N-COUNT-U9] A **puff pastry** is a pastry that expands into light, flaky layers when baked.

raw [ADJ-U4] If something is **raw**, it is in its natural state and has not been cooked or processed.

rice [N-UNCOUNT-U8] **Rice** is a food that grows from a grass in very small grains.

roe [N-UNCOUNT-U2] **Roe** is a cluster of fish's eggs.

Glossary

root vegetable [N-COUNT-U5] A **root vegetable** is a plant that has an edible root, or part underground that absorbs water. Carrots and radishes are examples of root vegetables.

salt [N-UNCOUNT-U6] Salt is a crystalline substance composed of sodium chloride, used to season food.

sandwich [N-COUNT-U12] A **sandwich** is a meal made by placing ingredients between two pieces of bread.

sausage [N-COUNT-U11] A **sausage** is ground meat that has been pressed into a round, narrow form.

scrambled [ADJ-U11] If something is **scrambled**, it is mixed together thoroughly before it is cooked.

seafood [N-UNCOUNT-U2] **Seafood** is food made with fish or shellfish.

season [V-T-U6] To **season** food is to add flavor using spices or herbs.

shape [N-COUNT-U7] A **shape** is the physical form of something.

shellfish [N-COUNT-U2] A **shellfish** is a creature that has a hard exterior and typically lives along the floor of a body of water.

short pasta [N-UNCOUNT-U7] **Short pasta** is pasta that is small, thick and often round in shape.

shortcrust pastry [N-COUNT-U9] A shortcrust pastry is a dense pastry that serves as the base or crust for a dessert such as a pie.

shrimp [N-COUNT-U2] A **shrimp** is a shellfish with a narrow body, the tail of which is typically eaten.

shuck [V-T-U2] To **shuck** something is to strip the outer covering from something.

side [N-COUNT-U12] A **side** is a small dish that is served along with the entrée.

sirloin [N-UNCOUNT-U1] **Sirloin** is meat, usually beef, from the upper part of the loin.

skim [ADJ-U3] If milk is **skim**, the fat has been removed from it.

smoothie [N-COUNT-U4] A **smoothie** is a mixture of fruit and sometimes other ingredients blended into a thick liquid.

snack [N-COUNT-U12] A **snack** is an amount of food that is smaller than a meal and is often eaten in between meals.

sorbet [N-UNCOUNT-U15] **Sorbet** is a sweet, frozen dessert that is made from fruit juice.

sourdough [N-UNCOUNT-U10] **Sourdough** is bread made with flour that ferments before it is baked, producing a slightly sour flavor.

spaghetti [N-UNCOUNT-U7] **Spaghetti** is a type of long, round, medium-width pasta.

special [N-COUNT-U12] A **special** is a meal that is being offered by a restaurant on a particular day and is not on the regular menu.

spice [N-COUNT-U6] A **spice** is a vegetable-based substance with a strong aroma, used to season food.

spoil [V-I-U3] To **spoil** is to lose freshness or become decayed.

sprinkles [N-COUNT-U14] **Sprinkles** are a very small type of candy that are used as a topping for ice cream and other desserts.

squeeze [V-T-U4] To **squeeze** something is to firmly press its sides together.

stale [ADJ-U10] If something is **stale**, it is no longer fresh and usually tastes bad.

stalk vegetable [N-COUNT-U5] A **stalk vegetable** is a plant that has an edible stem, or long part above the ground. Asparagus and celery are examples of stalk vegetables.

staple [N-COUNT-U10] A **staple** is a food that is very commonly eaten and is a main source of nutrition.

steak [N-UNCOUNT-U1] **Steak** is a type of beef from the hindquarters of the cow or bull.

stuffed pasta [N-UNCOUNT-U7] **Stuffed pasta** is a type of pasta dish with ingredients inserted inside pockets of pasta.

sugar [N-UNCOUNT-U14] **Sugar** is a white, powdery substance that is used to make sweet foods.

sugar-free [ADJ-U14] If something is **sugar-free**, it is sweetened with a substance other than sugar.

syrup [N-COUNT-U14] A **syrup** is a thick liquid that usually has a sweet flavor.

thaw [V-T-U5] To **thaw** something is to heat it so that it is no longer frozen.

to go [ADV-U12] If a meal is prepared **to go**, it is packaged for easy transportation so that someone can take it out of a restaurant and eat it somewhere else.

toast [N-UNCOUNT-U10] **Toast** is bread that has been heated briefly to make it crisp and brown on the outside.

topping [N-COUNT-U14] A **topping** is an ingredient that is added on top of a dish at the end of the preparation process.

tree fruit [N-COUNT-U4] A **tree fruit** is a fruit that grows from a tree. Apples, pears, and peaches are examples of tree fruits.

tropical [ADJ-U4] If a fruit is **tropical**, it grows in very warm, wet climates. Bananas, pineapples, and mangoes are examples of tropical fruits.

tuber vegetable [N-COUNT-U5] A **tuber vegetable** is a plant that has an edible thick stem that grows underground. Potatoes and yams are examples of tuber vegetables.

vanilla [ADJ-U14] If something is **vanilla**, it has a flavor that comes from a certain type of tropical bean.

veal [N-UNCOUNT-U1] **Veal** is the meat of a calf consumed as food.

vegetable [N-COUNT-U5] A **vegetable** is a leaf, stem, root, or other part of a plant that is eaten.

vitamin C [N-UNCOUNT-U4] **Vitamin C** is a substance found in some foods that contributes to healthy skin, bones, and immune function.

wheat [N-UNCOUNT-U8] **Wheat** is a type of grain that is used commonly to make breads and other flour-based foods.

white bread [N-UNCOUNT-U10] **White bread** is bread that is made using flour without bran.

white rice [N-UNCOUNT-U8] **White rice** is rice with the layer of bran removed.

whole [ADJ-U2] If a fish is **whole**, it has not been altered or cut open since it was removed from the water.

whole grain [ADJ-U8] If something is **whole grain**, it is made with grain with the layer of bran still intact.

whole wheat bread [N-UNCOUNT-U10] **Whole wheat bread** is brown bread that is made with flour containing bran.

wild rice [N-UNCOUNT-U8] **Wild rice** is a grain that grows from a particular shallow-water grass, and is usually black.

wine [N-COUNT-U12] A **wine** is an alcoholic drink that is made from grapes and is often served in formal environments.

yogurt [N-COUNT-U3] A **yogurt** is a soft substance that is made by adding non-harmful bacteria to milk.

**CAREER
PATHS**

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Cooking

Book

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Virginia Evans

Jenny Dooley

Ryan Hayley



Express Publishing

Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Stock	Textbook chapter	base, bone, brown stock, chicken stock, extract, fish stock, home-made, leftovers, liquid, manufactured, stock, stockpot, vegetable stock	Giving advice
2	Soups	Newspaper article	bisque, bouillon, broth, chowder, clarification, clear soup, consommé, cream soup, puree, soup, stew, thick soup	Describing degree
3	Sauces	Website	consistency, cornstarch, cream sauce, espagnole, gravy, hollandaise, mother sauce, reduce, roux, sauce, small sauce, thickening agent, tomato sauce, velouté	Disagreeing with an opinion
4	Salads	Menu	body, dressing, garnish, greens, house, lettuce, mayonnaise, olive oil, salad, spinach, substitute, tossed, vegetarian, vinaigrette	Describing ingredients
5	Grilling and Broiling	Memo	broil, broiler pan, charbroiled, charcoal, flame broiler, flattop, grill pan, grill, salamander, stove top, two-sided grilling	Describing consequences
6	Roasting	Advertisement	baste, caramelization, dry heat, evenly, indirect, open roasting, roast, roasting pan, rotisserie, slow-roasting, spit, tender	Estimating time
7	Braising	Newspaper column	barbecue braising, braise, braising liquid, braising pot, juicy, marinate, pressure cooking, sear, slow cooker, stew, tough	Expressing a preference
8	Baking	Cookbook chapter	baked goods, baking soda, convection oven, flour, high altitude cooking, knead, leavening, parbake, preheat, rack, rise, yeast	Giving a reminder
9	Frying	Cookbook guide	batter, brown, deep fry, fry, lard, oil, pan fry, sauté, shallow, stir fry, submerge, wok	Giving instructions
10	Steaming	Magazine article	agitation, boil, circulate, compartment steaming, en Papillote, leaching, moist heat, simmer, soggy, steam, steamer	Suggesting a solution
11	Buffet	Brochure	all-you-can-eat, arrangement, buffet, chafing dish, condiment, congestion, decorative, dessert table, display, edible, platter, salad bar, self-serve, staffed buffet	Describing order of events
12	Sanitization and Hygiene	Poster	bleach, build-up, designated, disposable glove, hair net, hygiene, pathogenic, plastic, practice, sanitize, solution, three-compartment sink	Delivering bad news
13	Inventory Management	Magazine article	excess, inventory, overportioning, perishable, profitable, quantity discount, raw inventory, safety factor, shelf life, spoilage, storage, theft	Agreeing with an opinion
14	Training	Website	accredited, associate's degree, Bachelor's degree, certificate, cuisine, culinarian, demonstrate, externship, hands-on, licensed, specialization, technique	Discussing pros and cons
15	Career Options	Job listings	apprentice, banquet, catering, culinary arts, culinary management, executive chef, hospitality, nutritionist, patisserie, personal chef, restaurant management	Asking for details

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1 Stock

Chapter 4.2 - Culinary Basics:

Making Stock

The right **stock** gives flavor and richness to many standard restaurant foods. Before making any soup or sauce, a chef must prepare the proper stock.



You might want to have a dedicated **stockpot** on the stove at all times. As other meals are prepared, you can save the **bones** and other **leftovers**. Then you can add them to the next day's pot. As you heat the pot, the simmering **liquid** will **extract** the flavors of the different ingredients. If you use this method, check the stock frequently for flavor and consistency.

Don't let canned **bases** replace your **home-made** stock. However, you can save time and money by using these **manufactured** products along with your own ingredients. They are very useful if you want **fish stock**, for example, but your kitchen does not use fish. Just remember to add other ingredients for the fullest flavor.

If your restaurant serves beef dishes, you have the necessary ingredients for **brown stock**. If you serve poultry, you have what you need for **chicken stock**. These flavors are the most compatible with the widest variety of dishes. You can also make **vegetable stock**, but it does not provide the same savory flavor that meat stock does.

Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 How is stock prepared?
- 2 What are some different types of ingredients and flavors used in stock?

Reading

- 2 Read the textbook chapter on stock. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Leftovers from the previous day can be added to stock.
- 2 ☐ The chapter recommends avoiding canned bases.
- 3 ☐ According to the chapter, meat stock is more flavorful than vegetable stock.

Vocabulary

- 3 Fill in the blanks with the correct words or phrases from the word bank.

word BANK

bone stock extract
fish stock vegetable stock

- 1 The restaurant serves seafood, so it has plenty of ingredients for _____.
- 2 Most types of _____ must simmer for a while.
- 3 The liquid must sit for a few hours to properly _____ the flavor.
- 4 Make sure the _____ includes no meat.
- 5 The chef added a chicken _____ to make the soup more savory.

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 manufactured / home-made

- A The chef prepared _____ stock with all fresh ingredients.
B Many _____ products come in cans or jars.

2 brown stock / chicken stock

- A Different types of poultry might be added to _____.
B The chef made _____ with beef and veal bones.

3 liquid / leftovers

- A Strain the ingredients from the _____ before you make the sauce.
B Add the _____ to the simmering stock.

4 base / stockpot

- A Place all the ingredients together in a _____.
B The chef bought the _____ in a can and added it to the stock.

5 Listen and read the textbook chapter on stock again. Why might a chef use meat stock instead of vegetable stock?

Listening

6 Listen to a conversation between two chefs. Choose the correct answers.

- 1** What is the main idea of the conversation?
A ingredients to use in a vegetable stock
B the best stock for a new recipe
C stock manufacturing methods
D reasons not to use a meat stock
- 2** Which type of stock does the man decide to use?
A vegetable stock C brown stock
B chicken stock D fish stock



7 Listen again and complete the conversation.

Chef 1: I'm not sure what kind of stock

1 _____ for the soup today.

Chef 2: What 2 _____ are you going to make?

Chef 1: The 3 _____ is Vegetable Medley.

Chef 2: Have we made that before?

Chef 1: No, I'm supposed to come up with a 4 _____.

Chef 2: Well, you could just use 5 _____.

Chef 1: No, I'd rather not. It doesn't have that 6 _____ of meat stock.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm supposed to ...

If I were you, I'd ...

Are you going to ...?

Student A: You are a chef. Talk to Student B about:

- a new recipe
- which type of stock to use
- how to prepare the stock

Student B: You are a chef. Talk to Student A about which type of stock to use for a new recipe.

Writing

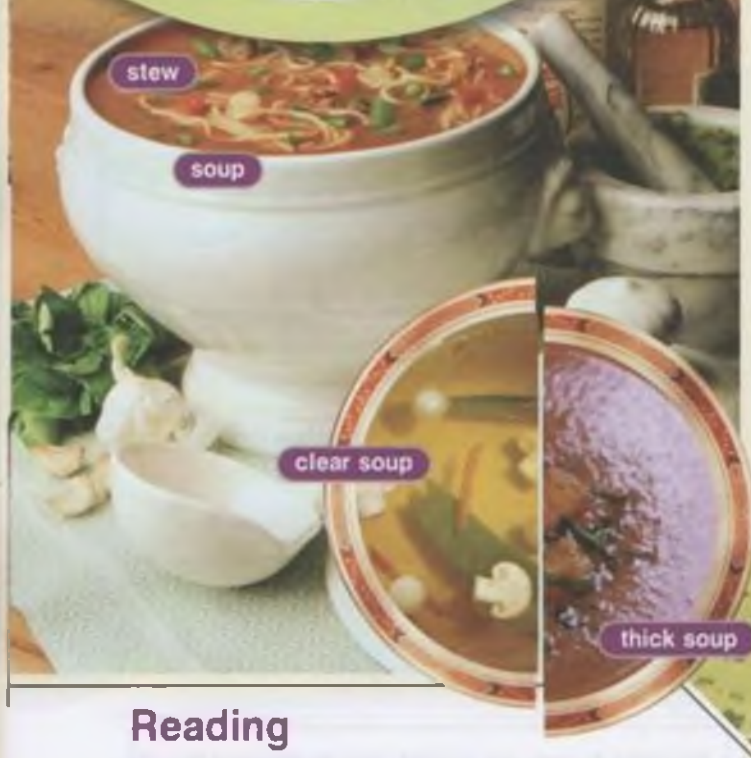
9 Use the textbook chapter on stock and the conversation from Task 8 to write a memo from the chef to the owner about stock for a new recipe. Include: which type of stock will be used, why it was chosen, and how it will be prepared.

2 Soups

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What kinds of soups are made with vegetables?
- 2 What kinds of soups are made with meat and seafood?



Reading

2 Read the newspaper article about a soup restaurant. Then, choose the correct answers.

- 1 What is the main idea of the article?
 - A best soups for different occasions
 - B ingredients in a particular kind of soup
 - C ways to maintain freshness of soups
 - D recommendations about various soups
- 2 Which soup did the reviewer dislike?

A tomato puree	C lobster bisque
B clam chowder	D beef consommé
- 3 Which is NOT offered by the restaurant?
 - A home-made broth
 - B fresh, local ingredients
 - C thick, rich clear soups
 - D chicken-potato stew

The Mailman" Newspaper



The Style Diner

with Food Critic **Allison Dale**

Westside Café on Bayside Drive advertises their chef as "The King of Soups." I visited the restaurant last weekend to find out what they mean. The soups weren't all perfect, but most of them were pretty close.

I was pleased to find that every soup at Westside Café includes home-made **broth** and fresh, local ingredients. The chef told me that he's always willing to pay extra for high-quality ingredients.

Their **thick soups** were excellent. The broccoli **cream soup** was so rich that it almost seemed like a dessert. The tomato **puree** was much simpler, but still delightful. I don't usually enjoy shellfish, but the clam **chowder** and lobster **bisque** were both nicely

seasoned. If you're visiting Westside Café for the first time, I recommend starting with the hearty chicken-potato **stew**. I only tried a few bites, but it was clearly the most filling meal on the menu.

The **clear soups** were not nearly as charming. I tried a beef **consommé** that seemed more like canned **bouillon**. The chef explained that this was due to the process of **clarification**, but I found it watery and uninteresting. It was the only soup I would not recommend.

Vocabulary

2 Write a word or phrase that is similar in meaning to the underlined part.

- 1 The thick soup with pieces of meat and vegetables is very filling. s _ _ _
- 2 The restaurant specializes in foods made by heating ingredients in liquid. _ o _ _ s
- 3 The last step in making a consommé is the process for removing solids and impurities. _ l a _ _ _ c _ _ _ _ n
- 4 The chef created a new recipe for a soup with the solids strained out. c _ _ _ r _ o _ _
- 5 The restaurant makes its liquid bases for soups in-house. _ _ _ _ t h s
- 6 The customer prefers soups made with a mixture of solids. _ h _ _ k s _ _ _ s

- 4 Place the words or phrases from the word bank under the correct headings.

word BANK

chowder bouillon puree
cream soup consommé bisque

Thick soups with vegetables	Thick soups with shellfish	Clear soups
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 5 Listen and read the newspaper article about a soup restaurant again. What did the reviewer like about both the chowder and the bisque?

Listening

- 6 Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).

- 1 The beef consommé was not prepared correctly.
- 2 The woman would prefer a soup made with shellfish.
- 3 The man recommends cream soup.

- 7 Listen again and complete the conversation.

Server: Would you prefer the chicken-potato stew instead? It's 1 _____ than this one.

Customer: No, that sounds too heavy. I'd rather have something a little lighter, but still 2 _____.

Server: If that's what you're looking for, I'd recommend the 3 _____.

Customer: No, I 4 _____. Do you have something with vegetables?

Server: Let's see. Oh, of course. We have 5 _____ broccoli cream soup.

Customer: That 6 _____. Bring me that instead.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

How do you like ...?
It's too ... for my taste.
I'd recommend ...

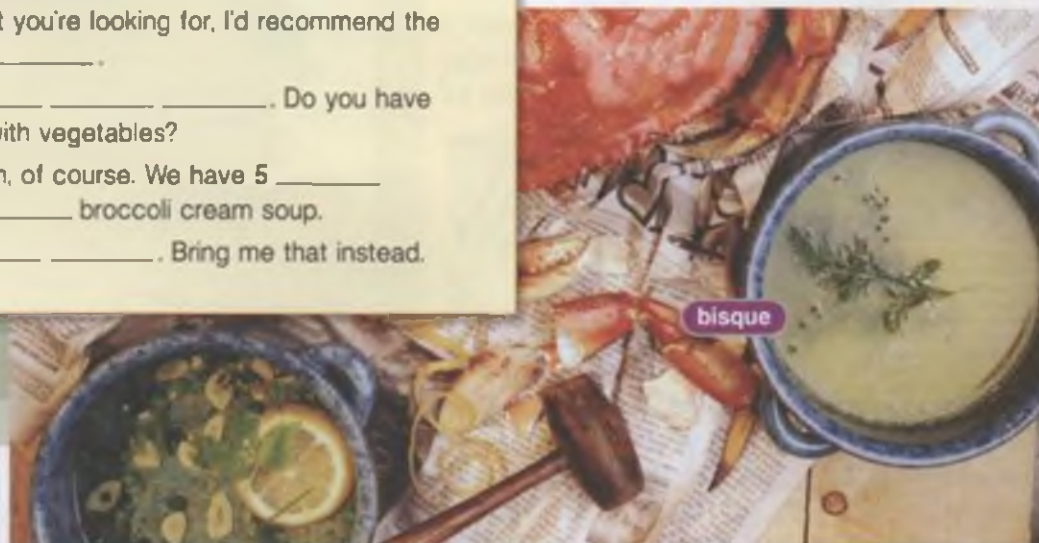
Student A: You are a restaurant server. Talk to Student B about:

- a problem with soup
- why he or she doesn't like the soup
- your recommendations

Student B: You are a customer. Talk to Student A about a problem with your soup.

Writing

- 9 Use the newspaper article about a soup restaurant and the conversation from Task 8 to write a customer satisfaction report. Include: a product that a customer ordered, why the customer was not satisfied, and actions taken to resolve the problem.



3 Sauces

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some different types of sauces?
- 2 What are some popular dishes that use sauces in your country?



For years, our customers have been asking us for Chef Gavin's famous recipes. Well, we have good news! Many of Chef Gavin's sauces are now available to take home! Stop by the restaurant to pick up a jar today.

Different sauces work best for different foods. Before you choose a sauce, take a moment and read the label. This will tell you which **mother sauce** it was made with. If you are cooking meat, we recommend a sauce that is also meat-based. We sell several **gravies** and other **small sauces** based on **espanole** and **velouté**. For other dishes, you can also get a jar of the same basil **cream sauce** that Chef Gavin uses on his scalloped potatoes. Or use the roasted garlic **tomato sauce** to make your spaghetti taste just like Chef Gavin's.

Some sauces don't stay fresh when they are kept in jars. For these sauces, Chef Gavin has generously provided a recipe guide. Read about his process for



making the perfect **hollandaise**. The guide gives a number of useful tips, such as whether **cornstarch** or **roux** is a more appropriate **thickening agent** for a particular type of sauce. Also learn how to **reduce** a sauce to achieve the best **consistency** and flavor.

Reading

② Read the webpage on sauces. Then, mark the following statements as true (T) or false (F).

- 1 ☐ Chef Gavin uses tomato sauce on his scalloped potatoes.
- 2 ☐ Hollandaise is not available in a jar.
- 3 ☐ The recipe guide includes instructions for reducing a sauce.

Vocabulary

③ Match the words or phrases (1-7) with the definitions (A-G).

- | | |
|---|---|
| 1 <input type="checkbox"/> sauce | 5 <input type="checkbox"/> consistency |
| 2 <input type="checkbox"/> reduce | 6 <input type="checkbox"/> tomato sauce |
| 3 <input type="checkbox"/> small sauce | 7 <input type="checkbox"/> mother sauce |
| 4 <input type="checkbox"/> thickening agent | |

- A a food coating made from a soft, red fruit
- B a substance added to make something flow less easily
- C a food coating derived from one of the major categories
- D a major category of food coatings
- E a thick, wet coating that enhances food
- F to make something smaller and thicker
- G the internal physical quality of something



- 4 Place the words or phrases from the word bank under the correct headings.

word BANK

roux gravy velouté cornstarch
 espagnole cream sauce hollandaise

Meat-based sauces	Dairy-based sauces	Thickening agents

- 5 Listen and read the webpage on sauces again.
 Which ingredients can be used as thickening agents?

Listening

- 6 Listen to a conversation between two chefs.
 Choose the correct answers.

- What is the main idea of the conversation?
 - how to prepare an espagnole
 - a disagreement about thickening agents
 - which sauce to use on potatoes
 - the types of flavors in a cream sauce
- Why does the man object to the sauce that the woman suggests?
 - It is difficult to make.
 - It has the flavor of meat.
 - It burns easily.
 - It contains dairy products.

- 7 Listen again and complete the conversation.

Chef 1: Hey, Lisa. I could use your advice about 1 _____.

Chef 2: Sure, Carl. What are you making?

Chef 1: It's going to be a 2 _____ dish.

Chef 2: Hmm. An espagnole would give it a 3 _____.

Chef 1: I'm not sure about that. I don't think I really want the 4 _____ in there.

Chef 2: Okay. What do you want to use, then?

Chef 1: Now that I think about it, maybe a 5 _____ - _____ would be best.

Chef 2: Are you thinking of a butter sauce, like a 6 _____?

Speaking

- 9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I could use your advice about ...

A(n) ... would give it a(n) ...

Are you thinking of ...?

Student A: You are a chef. Talk to Student B about:

- a sauce for a new recipe
- his or her suggestions
- how to prepare the sauce

Student B: You are a chef. Talk to Student A about a sauce for a new recipe.

Writing

- 9 Use the webpage on sauces and the conversation from Task 8 to write a recipe guide for a particular dish. Include: the type of dish, two possible sauces, and tips for preparing the sauces.



4 Salads



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of salad greens?
- 2 What other ingredients are used in salads?

Reading

2 Read the salad menu. Then, complete the table.

Dish	Ingredients
Green salad	1 _____
Raspberry delight	2 _____
Supper salad	3 _____

Gertrude's
Garden Cafe

Starters

All our **salads** are **vegetarian** and made with fresh, ripe ingredients. Depending on the season, we may **substitute** different fruits or vegetables for the ones listed here. Please advise your server if you would prefer alternative ingredients, or if you want low-fat **dressing**. All salads are available in a half order, full order, or table order (serves 4-6 people).

Green Salad

This small, **tossed** salad is a perfect appetizer for any dish. It's made with mixed **greens**, including several types of **lettuce**. It also includes chopped cucumbers and chives. Then it's topped with a light coating of our house dressing, made with real **mayonnaise**.

Raspberry Delight

If you're looking for something that's a little more filling, try this sweet, fruity salad. It comes with a **body** of raspberries and walnuts on a bed of **spinach**. A tangy raspberry **vinaigrette** completes this summer favorite.

Supper Salad

Order this hearty salad with your favorite entrée, or eat it by itself. Enjoy tomatoes, **croutons**, and crumbled cheese on a bed of romaine lettuce, completed with a **garnish** of parsley. Get our house dressing, or substitute a sprinkling of **olive oil** and vinegar if you want a healthier option.

Vocabulary

3 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **tossed / house**

- A The _____ dressing is the chef's special recipe.
- B The recipe calls for lightly _____ ingredients.

2 **salad / dressing**

- A This _____ is made with lettuce and tomatoes.
- B The chef made a _____ with oil and vinegar.

3 **lettuce / olive oil**

- A Chop the _____ before you put it in the salad.
- B Pour just a small amount of _____ on the salad for flavor.

- 4 Fill in the blanks with the correct words: *substitute, mayonnaise, spinach, body, vegetarian, garnish, greens, vinaigrette*.

- 1 The chef added carrot shavings as _____ to make the salad look better.
- 2 If customers don't want regular dressing, they can _____ low-fat dressing instead.
- 3 The _____ of this salad is made up of tomatoes, onions, and cheese.
- 4 The chef used _____ to make a thick, creamy dressing.
- 5 _____ is a very dark leafy vegetable.
- 6 Vinegar, oil, and garlic are the main ingredients in the _____.
- 7 The salad includes various types of _____ including lettuce.

- 5 Listen and read the salad menu again. What kinds of dressings are available at the restaurant?

Listening

- 6 Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).

- 1 ___ The woman recommends substituting a different type of greens.
- 2 ___ The man prefers sweet salad dressings.
- 3 ___ The man plans to order another dish in addition to the salad.

- 7 Listen again and complete the conversation.

Server: You can substitute a low-fat version of our 1 _____. Or you can choose one of our other dressings.

Customer: What other dressings 2 _____?

Server: Let's see. We have the 3 _____. That's a nice, fruity dressing.

Customer: I don't want 4 _____ on my salad. Are there any other options?

Server: Well, we could just sprinkle a little 5 _____ on the salad.

Customer: Yes, that sounds good.

Server: Would you like a half order or 6 _____?

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What comes on ...?

I'd rather have ...

Would you like ... or ...?

Student A: You are a restaurant server. Talk to Student B about:

- a salad
- available dressings
- his or her order

Student B: You are a customer. Talk to Student A about your salad order.

Writing

- 9 Use the salad menu and the conversation from Task 8 to write a description of two salads on a restaurant menu. Include: the type of greens for each salad, ingredients for the body, and the included dressing.



5

Grilling and Broiling

memo



Attention All Staff:

Some of you need a reminder about proper grilling and broiling methods. Please remember to use the right process so food doesn't get ruined.

Several meat dishes this week have been destroyed by open flames. It's best not to grill extremely fatty meats. The fat drips down onto the charcoal and causes excessive burning. This usually ruins the meat, and can even present a fire hazard. If you must use a grill, cook these meats in a grill pan on a solid surface like the stovetop or the flattop.

Ideally, you should broil fatty meats instead of grilling them. Since the heat comes from above, fat can safely drip down into the bottom part of the broiler pan. If you don't know how to use the salamander, ask one of the senior chefs for assistance. It's a very handy appliance for quick, even broiling. While some meats were burnt, others were undercooked. A number of customers complained that their burgers were only cooked on one side. Always use the flame broiler for burgers to ensure two-sided grilling. Look closely at the meat when it comes out of the broiler. If it's properly charbroiled, you can see the grill marks.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different methods for grilling and broiling?
- 2 What are some commonly grilled or broiled foods in your country?

Reading

2 Read the memo on grilling and broiling. Then, choose the correct answers.

- 1 What is the main idea of the memo?
 - A utensils used for grilling and broiling
 - B methods for cooking meat correctly
 - C new grilling equipment needed
 - D best ways to cook different vegetables
- 2 Which is NOT an instruction in the memo?
 - A Allow fat to drip onto the charcoal.
 - B Avoid the grill with fatty meats.
 - C Ask for assistance with the salamander.
 - D Cook burgers in the flame broiler.
- 3 According to the memo, which equipment is best for cooking fatty meats?

A stovetop	C flattop
B grill pan	D broiler pan

Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- | | |
|-----------------|------------------------|
| 1 — grill | 5 — grill pan |
| 2 — flattop | 6 — salamander |
| 3 — charbroiled | 7 — two-sided grilling |
| 4 — charcoal | |

- A cooked on a ridged surface to produce grill marks
- B heating from both above and below
- C a black substance that is burned for cooking
- D to cook something with heat from below
- E a stove with a solid heating surface
- F a pan with ridges along the bottom
- G a kitchen appliance used for broiling

4 Read the sentence and choose the correct word.

- 1 To grill/broil something is to apply dry heat from above.
- 2 The chef used a salamander/flame broiler to cook both sides at the same time.
- 3 The meat should not be exposed to open flame, so cook it on the grill/stovetop.
- 4 To allow the fat to drip out during cooking, use a broiler pan/grill pan.
- 5 Place the meat directly on the surface of the charcoal/grill.

5 Listen and read the memo on grilling and broiling again. Why might a chef broil something instead of grilling it?

Listening

6 Listen to a conversation between a head chef and an assistant chef. Mark the following statements as true (T) or false (F).

- 1 ☐ The man's error damaged a piece of kitchen equipment.
- 2 ☐ The woman recommends broiling the turkey.
- 3 ☐ The man plans to cook burgers in a grill pan.

7 Listen again and complete the conversation.

Head chef: You nearly started a fire. I had to pull the meat 1 _____ and turn it off.

Assistant chef: Oh, no! I'm so sorry! I don't know 2 _____.

Head chef: You have to be really careful with fatty meats. When 3 _____ drips down onto an open flame, then you're really in trouble.

Assistant chef: Oh, I see. Should I cook it in a 4 _____ instead?

Head chef: You could, but you might want to 5 _____. That way, the fat will drip down into the lower pan.

Assistant chef: I didn't think of that. Should I 6 _____ with these burgers?

Speaking

9 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm so sorry ...

You have to be careful ...

Use the ... for that.

Student A: You are a head chef. Talk to Student B about:

- grilling or broiling food
- an error that he or she made
- which equipment to use

Student B: You are an assistant chef. Talk to Student A about grilling or broiling food.

Writing

9 Use the memo on grilling and broiling and the conversation from Task 8 to write an incident report about an employee's grilling or broiling error. Include: the type of error, the consequences of the error, and how the problem was resolved.



6 Roasting



Enjoy your dinner at Albee's Restaurant, and watch us make it, too!

You've probably heard about the delicious **roasts** at Albee's. But did you know that you can see every step of the process? Our open kitchen is located right in the middle of the restaurant. Watch our chefs **roast** your dinner! We're proud of our culinary craft, and we want you to see it.

All of our high-quality meats are prepared by experienced chefs. They know how to apply just the right amount of **indirect, dry heat**. Albee's specializes in expertly seasoned poultry. Check with us ahead of time about daily specials. Or, we can always prepare one of the outstanding dishes from our regular menu.

Watch as we load a turkey roast into a **roasting pan**. Then we'll **baste** it with savory juices to ensure perfect **caramelization**. Our glass-door ovens let you watch the whole process. **Slow-roasting** might take a little longer than conventional methods, but the **tender** meat is worth the wait.

Or choose a table on our back patio to watch the **open roasting** of our **rotisserie** chickens. We keep the **spit** constantly rotating to ensure your chicken cooks **evenly**. When you order one of these tasty birds, you'll know that it's fresh from the fire.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different methods for roasting something?
- 2 What kinds of foods are roasted?

Reading

2 Read the advertisement for roasts at a restaurant. Then, complete the table.

Meat	Description of preparation
All meats	1 _____
Turkey	2 _____
Chicken	3 _____

Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- | | |
|----------------|---------------------|
| 1 ___ spit | 5 ___ roasting pan |
| 2 ___ roast | 6 ___ open roasting |
| 3 ___ evenly | 7 ___ slow-roasting |
| 4 ___ indirect | |

- A a piece of meat cooked with dry heat
 B having all parts cooked to the same degree
 C a container that holds food while cooking
 D a stick that holds food over a heat source
 E a process for cooking at a low temperature
 F a process for cooking over a fire
 G filling a space instead of being produced at a fixed point

- 4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 dry heat / caramelization

- A The chef prepared the roast by applying _____ at a low temperature.
B _____ produces a nice flavor in cooked meat.

2 roast / baste

- A To hold the heat in, keep the oven door closed while you _____ the turkey.
B The recipe says to take out the turkey and _____ it every fifteen minutes.

3 tender / rotisserie

- A The _____ chicken should be constantly rotating.
B _____ meat is easier to eat than tough meat.

- 5 Listen and read the advertisement for roasts at a restaurant again. What is a benefit of slow-roasting?

Listening

- 6 Listen to a conversation between a head chef and an assistant chef. Choose the correct answers.

- 1 What is the main idea of the conversation?
A the length of time needed to roast a chicken
B roasting methods for different meats
C an error made during the roasting process
D the ideal temperature for quickest roasting
- 2 What does the man suggest for cooking the meat evenly?
A decreasing the temperature
B allowing materials to break down
C increasing the cooking time
D turning the spit



- 7 Listen again and complete the conversation.

Head chef: How are you doing with that 1 _____?

Assistant chef: I'm not sure. It seems to be taking a 2 _____.

Head chef: Really? Have you 3 _____?

Assistant chef: The internal temperature of the meat is about 165 degrees Fahrenheit, just 4 _____ it should be.

Head chef: Well, that's correct. How long have you been roasting it?

Assistant chef: It's been more than hour now. Am I doing 5 _____?

Head chef: No, it sounds like you're right on track. Pull it out of the oven 6 _____. Then let it sit.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*It seems to be ... / How long have you ...?
That's how you get ...*

Student A: You are a head chef. Talk to Student B about:

- a meat he or she is roasting
- how long the meat should cook
- best ways to roast meat

Student B: You are an assistant chef. Talk to Student A about a meat you are cooking.

Writing

- 9 Use the advertisement for roasts at a restaurant and the conversation from Task 8 to write the assistant chef's recipe notes. Include: a type of meat; the time and temperature for cooking the meat; and techniques and tips for cooking the meat.

7 Braising



Taste COLUMN - By Chef Edna

Dear Chef Edna,

I tried to **braise** a lamb shank this weekend, but it was a disaster. The outside was dry and overcooked, and yet somehow the inside was still too **tough**. Do have any tips for achieving tender, juicy meat? - Paul F. in Wellsborough

Dear Paul,

I'm sorry to hear you had so much trouble with your lamb shank. I hope I can help.

Make sure you **marinate** your meat with lots of **braising liquid**, or it will dry out. Most meats already contain plenty of liquid. All you need to do is trap the liquid in with the meat and let it **stew**. You can do this with a **braising pot** on the stove or in the oven, or use a **slow cooker** if you have one.

Too much heat probably caused your meat to be overcooked on the outside. Braising is a slow process, so just keep the heat down and be patient. If you're in a hurry, you might want to try **pressure cooking** instead.

Nonetheless, it's still a good idea to **sear** meat before you braise it. This promotes browning and improves the flavor. If you use **barbecue braising**, you can do this on the grill. Just remember not to expose it to high heat for too long.

- Chef Edna



Get ready!

① Before you read the passage, talk about these questions.

- 1 What is the process for braising meat?
- 2 What are some similarities and differences between braising and other cooking methods?

Reading

② Read the newspaper column on braising. Then, complete the table.

To ...	You should ...
Prevent meat from drying out	1 _____
Avoid overcooking	2 _____
Promote browning	3 _____

Vocabulary

③ Write a word or phrase that is similar in meaning to the underlined part.

- 1 The chef quickly, intensely heated the meat on the grill. _ e _ _ e d
- 2 If the moisture that covers food during cooking escapes, the meat will dry out.
b _ _ _ s _ _ g _ l q _ _
- 3 Let the lamb sit in its own liquid for a few hours.
s _ _ _
- 4 The chef wants to slowly cook with moisture this tough meat. _ r a _ _
- 5 Remember to apply a liquid coating to the chicken before cooking it. _ a _ _ n a _ _



- 4 Place the words or phrases from the word bank under the correct headings.

word BANK

tough slow cooker pressure cooking
barbecue braising juicy braising pot

Cooking containers	Cooking methods	Meat Qualities
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 5 Listen and read the newspaper column on braising again. How might you choose to cook meat if you are in a hurry?

Listening

- 6 Listen to a conversation between a restaurant server and a customer. Mark the following statements as true (T) or false (F).

- ___ The woman has eaten lamb at the restaurant before.
- ___ The woman thought the leg of lamb was too juicy.
- ___ The lamb shanks are already cooked.

- 7 Listen again and complete the conversation.

Server: Well, you might want to try the 1 _____ instead. It's tonight's special.

Customer: Really? Isn't that usually 2 _____?

Server: Yes, shank typically starts out that way, but this meat is prepared by 3 _____.

Customer: I don't think I've tried that before. How do they make it?

Server: First, the chef 4 _____ on an open grill. Then, he marinates it with a garlic-rosemary sauce before braising.

Customer: Does it 5 _____ to cook?

Server: Yes, these shanks have been cooked under low, moist heat for 6 _____. That's what makes them so tender.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I got a(n) ... that was too ...

You might want to try ...

Isn't that usually ...?

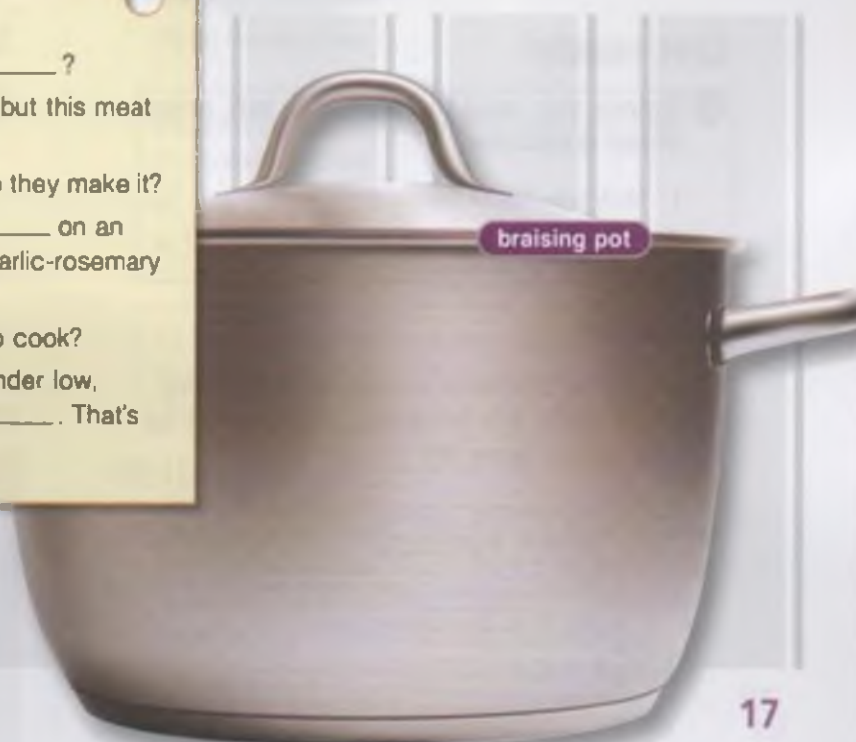
Student A: You are a restaurant server. Talk to Student B about:

- his or her meat preferences
- a recommended dish
- how the dish is prepared

Student B: You are a customer. Talk to Student A about how a meat dish is prepared.

Writing

- 9 Use the newspaper column on braising and the conversation from Task 8 to write the menu board for the daily special. Include today's meat special and a description of its preparation.



8

Baking

3.2 Baking Basics

Follow these tips for light, tasty baked goods.

Preparing the Dough

Always sift the **flour** and other dry ingredients thoroughly. This will prevent uneven, lumpy dough. If you do end up with any lumps, make sure you work them out when you **knead** the dough.

Baking

Remember to **preheat** the oven before you put in the dough. Most baked goods are meant to cook at a steady temperature, so they should only enter the oven after that temperature is reached. In most **convection ovens**, the center **rack** is the best place for the pan. This ensures that all sides are heated evenly. If you are baking bread that will not be eaten for several days, **parbake** it first and finish baking it just before it is used. That way, it won't become stale before you need it.

High Altitudes

If you are baking above 3500 feet, follow the directions for **high altitude cooking**. Don't use as much **baking soda** as called for in cake and cookie recipes. Otherwise, the dough will not **rise** properly. The chemical reaction of too much **leavening** occurs too early. The air is released from the dough instead of being trapped inside. The same thing can happen with **yeast** in breads.

baked goods

knead

high altitude cooking

rise

flour

Get ready!

- ① Before you read the passage, talk about these questions.

- 1 How are baked goods prepared?
- 2 How does a high altitude affect baking?

Reading

- ② Read the cookbook chapter on baking. Then, mark the following statements as true (T) or false (F).

- 1 ☐ The chapter recommends leaving a few lumps in the dough.
- 2 ☐ A typical oven cooks most evenly when the pan is on the center rack.
- 3 ☐ Baking is not recommended at high altitudes.

Vocabulary

- ③ Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|----------------------------------|--|
| 1 <input type="checkbox"/> rise | 4 <input type="checkbox"/> baking soda |
| 2 <input type="checkbox"/> rack | 5 <input type="checkbox"/> baked goods |
| 3 <input type="checkbox"/> knead | 6 <input type="checkbox"/> convection oven |

- A an appliance for heating food evenly
 B a mild leavening agent used in pastries
 C to prepare for baking by mixing and rubbing
 D a metal frame for holding food while baking
 E to expand with air bubbles during baking
 F foods that are made by heating dough

- 4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 flour / yeast

- A Bread consists mostly of _____.
B The _____ makes the bread expand during baking.

2 parbake / preheat

- A Remember to _____ the oven before putting in the pan.
B The chef will _____ the bread now and finish baking it later.

3 leavening / high altitude cooking

- A The chef added _____ so that the cake would be light and fluffy.
B In _____, certain chemical reactions happen more quickly.

- 5 Listen and read the cookbook chapter on baking again. What does a chef need to verify before putting something in the oven?

Listening

- 8 Listen to a conversation between a cooking instructor and a student. Choose the correct answers.

- 1 What is the purpose of the conversation?
A to compare different baking methods
B to review steps in the baking process
C to learn baking terminology
D to discuss a failed baking project
- 2 How will the man adjust the recipe for a high altitude?
A sift additional lumps from the flour
B mix the ingredients more thoroughly
C reduce the amount of yeast
D preheat the oven to a different temperature



- 7 Listen again and complete the conversation.

Instructor: Okay, Sam. Before you bake the bread, 1 _____ the process.

Student: Let's see. Well, first I have to 2 _____.

Instructor: Right. So then your ingredients are 3 _____. What's next?

Student: Then I mix all the ingredients into a smooth, firm dough.

Instructor: And what do you have to remember when 4 _____?

Student: Hmm. I'm not sure what you mean.

Instructor: Keep in mind, we live at a 5 _____.

Student: Oh, of course. I have to reduce the 6 _____ from the standard recipe so it rises properly.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

First, I have to ... Then, I ...
Keep in mind ...
What do you check ...?

Student A: You are a cooking instructor. Talk to Student B about:

- the baking process
- ingredients
- methods

Student B: You are a student. Talk to Student A about the baking process.

Writing

- 8 Use the cookbook chapter on baking and the conversation from Task 8 to write the student's baking exam answer. Include: a food being baked, baking preparation steps, and important tips to remember.

9

Frying

THINKING
AHEAD:A Few Words
About Frying

Before you **fry** something, make sure you know which method and equipment will work best. Frying is a fast cooking method. You don't have much time to correct errors once you begin. You can just slightly **brown** most foods before you remove it from the heat. However, keep in mind that some oils will produce darker colors than others. Hot oil or lard will quickly burn your food if you are not paying attention.

Choose the right equipment for the food you are frying. If you are planning to **pan fry** a large piece of meat, use something heavy, like a skillet. This retains heat better than light pans.

Lightweight sauté pans are better if you need to lift the pan and toss the ingredients. This is important when you **sauté** small pieces of meat or vegetables. However, if you plan to **stir fry** something, you will toss the ingredients more vigorously. In that case, use a pan that is not as **shallow**, like a **wok**.

To **deep fry** something, you will need a deeper pan, or a dedicated deep fryer. You should be able to completely **submerge** the food in the oil. Use this method especially for foods that are coated with **batter**.

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some different frying methods?
- 2 What kinds of kitchen equipment are used for frying?

Reading

② Read the cookbook guide on frying. Then, choose the correct answers.

- 1 What is the main idea of the guide?
 - A best equipment for different frying methods
 - B how to prepare ingredients for frying
 - C ways to avoid injury while frying
 - D comparison of frying with other cooking methods
- 2 Which is NOT a suggestion in the guide?
 - A Pan fry large pieces of meat in a skillet.
 - B Sauté vegetables in a sauté pan.
 - C Stir fry ingredients in a wok.
 - D Deep fry coated foods in a shallow pan.
- 3 Which frying method involves submerging food in oil?

A pan frying	C stir frying
B sautéing	D deep frying

Vocabulary

③ Write a word or phrase that is similar in meaning to the underlined part.

- 1 This frying pan is with a short distance from bottom to top. _ h a _ _ _ w
- 2 The chef prefers to cook with oil over other cooking methods. _ _ y
- 3 There is not enough oil to completely cover over the top of the food. s _ _ _ e r _ e
- 4 The restaurant uses soft animal fat for many cooking needs. l _ _ _
- 5 Use a wok if you want to cook while vigorously tossing something. _ t i _ _ r _



- 4 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

sauté oil wok pan fry
deep fry brown batter

- The chef will _____ the steak in a skillet.
- Use a light pan to _____ the vegetables so they're easier to toss.
- The onions were coated with _____ before being fried.
- First, spread a layer of _____ on the frying pan, and then add the other ingredients.
- In order to _____ something, you must completely submerge it.
- A _____ is the best pan if you want to stir fry something.
- Just lightly _____ the outside of the potatoes, but don't burn them.

- 5 Listen and read the cookbook guide on frying again. What should you be aware of if you want to fry a large piece of meat?

Listening

- 6 Listen to a conversation between a head chef and an assistant chef. Mark the following statements as true (T) or false (F).

- ___ The man had difficulty tossing the ingredients.
- ___ The woman recommends using a skillet.
- ___ The man plans to use different ingredients next time.

- 7 Listen again and complete the conversation.

Head chef: What's going on in here? This kitchen
1 _____!

Assistant chef: I'm really sorry. I was trying to stir fry some vegetables, but it didn't 2 _____.

Head chef: I can see that. There's food and grease everywhere. What happened?

Assistant chef: I could see that the ingredients were 3 _____, so I tried to toss them in the pan.

Head chef: Well, that's logical. What 4 _____?

Assistant chef: I picked up the pan, but then I 5 _____ and dropped it.

Head chef: Which pan did you use?

Assistant chef: I was 6 _____ this skillet.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I tried to ... but ... / You should use ...
Next time, I'll try ...*

Student A: You are a head chef. Talk to Student B about:

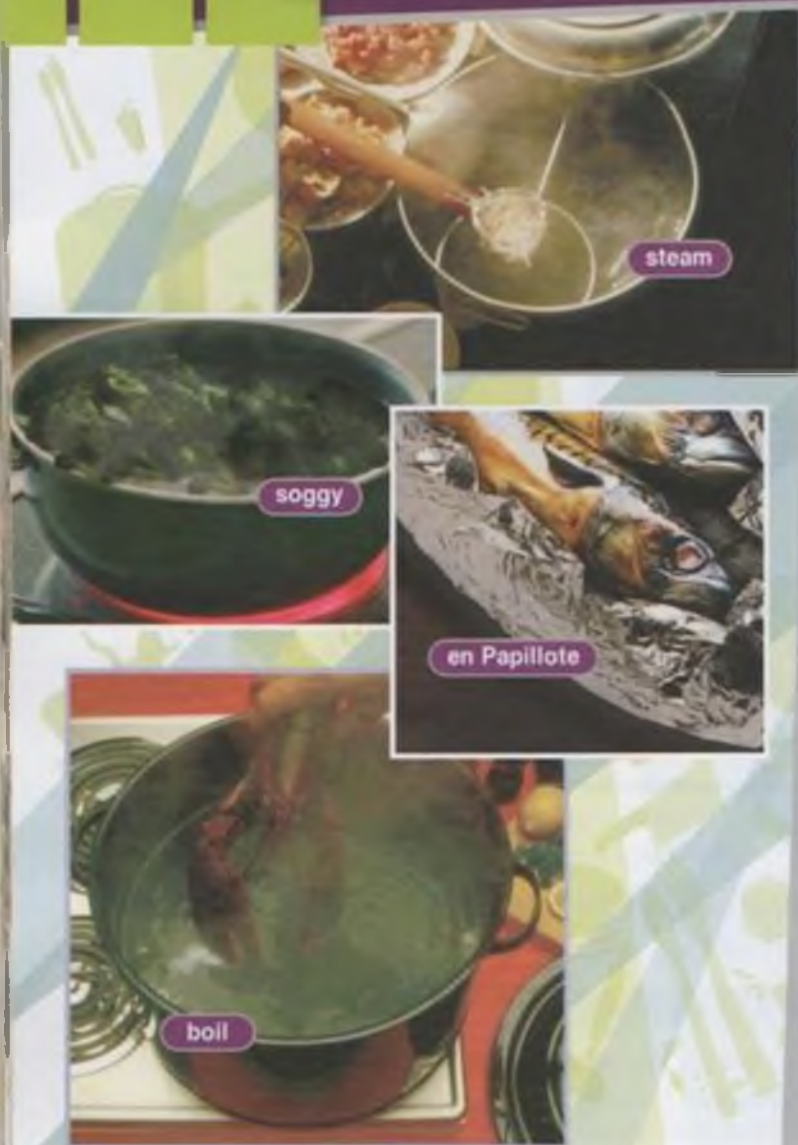
- a frying problem
- an error that caused the problem
- how to prevent the problem in the future

Student B: You are an assistant chef. Talk to Student A about a frying problem.

Writing

- 9 Use the cookbook guide on frying and the conversation from Task 8 to write the kitchen incident report. Include: a problem in the kitchen, a description of a frying error, and how the problem will be avoided next time.

10 Steaming



13 Modern Nutrition

Keeping It Simple

With Chef Louis Belvedere

These days, restaurant chefs are getting more and more pressure to serve healthy menu options. As a chef myself, I know it can be difficult to come up with dishes that are both tasty and nutritious. Luckily, there's an easy way to make your existing menu items a little healthier: leave out the cooking fat. Instead of frying something, **steam** it instead.

Some chefs place ingredients directly into hot water to **boil** or **simmer** them. However, I prefer steam. This **moist heat** will cook your ingredients without the **agitation** produced by boiling them directly. Additionally, you will reduce the loss of important nutrients through **leaching**.

Compartment steaming is simple: just boil some water in the bottom part of a **steamer**. Then, place your ingredients in the top part. The steam will **circulate** throughout the pot for even cooking. This method is usually applied to vegetables, but you can do it with meat and fish, too. For fish, you might want to steam them **en Papillote** instead. This lets it cook in its own steam. Be careful not to steam for too long, or else your food will become **soggy** and unappetizing.

Get ready!

- 1 Before you read the passage, talk about these questions.
 - 1 What are some steaming methods?
 - 2 Why might a chef choose steaming instead of other cooking methods?

Reading

- 2 Read the magazine article on steaming. Then, mark the following statements as true (T) or false (F).
 - 1 ___ Steaming does not use cooking fat.
 - 2 ___ Boiling causes more agitation than steaming.
 - 3 ___ The article recommends steaming vegetables en Papillote.

Vocabulary

- 3 Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|---------------|----------------------------|
| 1 ___ steam | 4 ___ moist heat |
| 2 ___ soggy | 5 ___ en Papillote |
| 3 ___ steamer | 6 ___ compartment steaming |

- A a process for cooking food in a container above boiling water
- B a container that holds food during cooking
- C soft and heavy with moisture
- D hot water that has become a vapor
- E heat conducted with water or steam
- F wrapped in paper or foil when cooked

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 boil / steam

- A The chef will _____ the vegetables in a basket above the water.
B To _____ the chicken, cover it completely with water.

2 leaching / agitation

- A The fish fell apart because of too much _____ in the pot.
B The chef worried about losing nutrients through _____.

3 simmer / circulate

- A _____ the vegetables in water for five minutes.
B The vapor needs to _____ around the ingredients.

5 Listen and read the magazine article on steaming again. How are the nutritional benefits of vegetables lost?

Listening

6 Listen to a conversation between two chefs. Choose the correct answers.

- 1** What is the main idea of the conversation?
A problems with steaming
B how to steam en Papillote
C preparing vegetables for steaming
D advantages of steaming instead of boiling
- 2** What is causing the vegetables to fall apart?
A leaching C compartment steaming
B agitation D steaming en Papillote

7 Listen again and complete the conversation.

- Chef 2:** You might consider 1 _____. Have you tried that?
Chef 1: No, I haven't. Do you think that 2 _____?
Chef 2: Maybe. Since the vegetables don't sit in the water, they don't 3 _____.
Chef 1: That's true. And they'll probably be 4 _____ too. Don't you think?
Chef 2: Yes, that's right. Steaming doesn't cause 5 _____ as boiling does.
Chef 1: Do you think the vegetables will still 6 _____, though?

Speaking

6 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Every time I ...
You might consider ...
What method ...?

Student A: You are a chef. Talk to Student B about:

- a problem with a dish
- his or her suggestions
- advantages of a cooking method

Student B: You are a chef. Talk to Student A about a problem with a dish.

Writing

9 Use the magazine article on steaming and the conversation from Task 8 to write a cookbook introduction to steaming. Include: a description of steaming, a comparison with other cooking methods, and benefits of steaming.



11 Buffet



Are you looking for a fresh and interesting buffet? Alberto's Caterers is here to help! Impress your guests with great food that looks good, too. Our chefs specialize in **decorative** foods that are both attractive and **edible**. Hot food is presented in high-quality steel **chafing** dishes. Also, we prepare lovely **arrangements** of cold food on porcelain **platters**. Choose the buffet style that works best for you:

SALAD BAR - Are you just serving a light lunch? Consider a **salad bar** instead of a full buffet. We provide the ingredients, and the guests make the salads.

SELF-SERVE - A **self-serve** buffet is a great option for informal events. We know that serving large groups can lead to **congestion** at the buffet table. We avoid that problem by separating the main buffet and the **dessert table**. We also put all **condiments** on the dining tables instead of at the buffet. That way, guests don't have to linger in the buffet line. Limit each guest to one plate, or provide an **all-you-can-eat** buffet instead.



chafing dish



platter

STAFFED - If you are holding a more formal event, we recommend a **staffed buffet**. Your guests can still choose dishes from our lovely **display** without the hassle of serving themselves. Our friendly servers will put together the food plates.



buffet

salad bar

dessert table

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the benefits of serving food at a buffet?
- 2 What are some different kinds of buffets?

Reading

2 Read the brochure on buffets. Then, choose the correct answers.

- 1 What is the main idea of the brochure?
 - A ways to cook food for a buffet
 - B which foods to serve at a buffet
 - C a caterer's available buffet styles
 - D how to decide whether to use a buffet
- 2 Which is NOT offered in the brochure?
 - A foods that are attractive and edible
 - B all-you-can-eat buffet
 - C hot foods in chafing dishes
 - D condiments at the main buffet
- 3 What does the brochure recommend for formal dinners?
 - A salad bar
 - B self-serve buffet
 - C all-you-can-eat buffet
 - D staffed buffet

Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|----------------|-----------------|
| 1 _ buffet | 5 _ salad bar |
| 2 _ edible | 6 _ self-serve |
| 3 _ platter | 7 _ decorative |
| 4 _ congestion | 8 _ arrangement |

- A a situation with too many people in one place
- B allowing diners to take their own food
- C designed to make something more attractive
- D a place where diners can choose individual ingredients
- E a large plate that is used to serve food
- F safe or possible to eat
- G a place where food is laid out in a public area
- H the way something is placed or organized

- 4 Fill in the blanks with the correct words or phrases from the word bank.

word BANK

display staffed buffet chafing dish
all-you-can-eat dessert table condiments

- The buffet was _____, so the guest went back several times for more.
- The chef cooked the food, and then the diners added _____ to improve the flavor.
- Customers do not fill their own plates at a _____.
- The guests liked the colorful _____ of different fruits.
- The _____ kept the food warm until it was served.
- The pie and cookies were laid out on the _____.

- 5 Listen and read the brochure on buffets again. How is a salad bar different from a full buffet?

Listening

- 6 Listen to a conversation between a catering manager and a server. Mark the following statements as true (T) or false (F).

- ___ The man will serve guests at the salad bar.
- ___ The guests will visit the main buffet after the salad bar.
- ___ The guests are allowed to eat as much as they want.

- 7 Listen again and complete the conversation.

Manager: First, the guests will go to the 1 _____.

Server: So I'll 2 _____?

Manager: No. The salad bar is actually 3 _____.

You'll just refill the ingredients when they get low.

Server: Got it. So we only serve 4 _____?

Manager: That's right. After they have their salads, then they'll come to you 5 _____.

Server: Okay. So I just 6 _____ with whatever dishes they ask for.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Have you ever ...?
After they ... then they ...
This buffet is ...

Student A: You are a catering manager. Talk to Student B about:

- a type of buffet
- features of the buffet
- his or her responsibilities

Student B: You are a server. Talk to Student A about your responsibilities at a buffet.

Writing

- 9 Use the brochure on buffets and the conversation from Task 8 to write the training guide for buffet servers. Include: a type of buffet, how guests are served, and a server's responsibilities at the buffet.



12 Sanitization and Hygiene



Please follow these guidelines to ensure the safety of your coworkers, your customers, and yourself.

disposable glove

Personal Habits - Practice good personal hygiene. Always keep yourself and your clothes clean. Wash your hands frequently. When you are in the kitchen, wear a **hair net**. This will prevent your hair from contaminating food. Also, remember to use a fresh pair of **disposable gloves** when you handle ingredients for each new dish.

Kitchen Cleanliness - Stop the **buildup** of dirt and old food around the kitchen. The floors and countertops must be cleaned throughout the day. All food storage areas, including the refrigerator, should be cleaned weekly. Cover food containers with **plastic** to prevent contamination from other foods. Store all potentially **pathogenic** materials in **designated** bins for disposal.

Dishes - Dirty dishes are covered with bacteria from old food and contact with customers. They must be cleaned thoroughly before reuse. Always run dishes through a dishwasher, or through all three compartments of a **three-compartment sink**. Wash dishes with soap in the first compartment, and then rinse them with clear water in the second compartment. The third compartment should have a **solution** of water and **bleach** to completely **sanitize** the dishes.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some ways for kitchen workers to practice good personal hygiene?
- 2 What are some ways to keep bacteria out of a kitchen?

Reading

2 Read the kitchen poster on sanitization and hygiene. Then, mark the following statements as true (T) or false (F).

- 1 ___ The poster recommends wearing a new hair net when preparing each dish.
- 2 ___ The refrigerator is supposed to be cleaned every day.
- 3 ___ Dishes should be cleaned with soap, water, and bleach.

Vocabulary

3 Read the sentence and choose the correct word.

- 1 The manager was worried that the food was exposed to **designated/pathogenic** materials.
- 2 The restaurant's policy requires workers to cover their hands with **hair nets/disposable** gloves.
- 3 The dishwasher mixed up a **solution/three-compartment sink** to sanitize the dishes.
- 4 Clean the kitchen often to avoid **hygiene/buildup**.
- 5 The kitchen workers **sanitize/practice** excellent hygiene.
- 6 The worker covered the food containers with **bleach/plastic**.

- 4 Fill in the blanks with the correct words or phrases from the word bank.

word BANK

sanitize hygiene bleach hair net
three-compartment sink designated

- Some of the kitchen workers practice poor _____.
- The manager told everyone in the kitchen to wear a _____.
- Place all garbage in the _____ containers.
- The inspector told the manager to _____ the whole kitchen.
- Mix _____ and water to make a cleaning solution.
- The dishwasher filled each section of the _____ with water.

- 5 Listen and read the kitchen poster on sanitization and hygiene again. What violations does the man find?

Listening

- 8 Listen to a conversation between a restaurant manager and a health inspector. Choose the correct answers.

- What is the main idea of the conversation?
 - how to perform a health inspection
 - a disagreement about health policies
 - consequences of violating health regulations
 - health violations that need to be corrected
- How did the restaurant staff improve since the last inspection?
 - They kept the kitchen cleaner.
 - They started wearing hair nets.
 - They sanitized dishes with bleach.
 - They installed a three-compartment sink.



- 7 Listen again and complete the conversation.

Inspector: Several employees are not 1 _____. You can't risk loose hair falling into the food.

Manager: I guess I need to remind everyone about that again. Was there 2 _____?

Inspector: Yes. You're not using your 3 _____ properly.

Manager: What do you mean?

Inspector: I saw a worker washing pots just by rinsing them 4 _____.

Manager: Oh, I see. 5 _____ he's using soap as well.

Inspector: He should also sanitize the dishes with a final solution of 6 _____.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I'm afraid you ... / You can't risk ...
I guess I need to remind ...*

Student A: You are a restaurant manager. Talk to Student B about:

- results of a health inspection
- your improvements
- your violations

Student B: You are a health inspector. Talk to Student A about results of a health inspection.

Writing

- 8 Use the kitchen poster on sanitization and hygiene and the conversation from Task 8 to write a health inspection report. Include the restaurant's health improvements and violations.

13 Inventory Management

Small Business Weekly 7

Get ready!

1 Before you read the passage, talk about these questions.

- 1 How can poor inventory control affect a restaurant's profits?
- 2 What are some ways to manage restaurant inventory?



Reading

2 Read the article on inventory management. Then, choose the correct answers.

- 1 What is the main idea of the article?
 - A how to store different products
 - B how to avoid losing profits
 - C how to recognize food spoilage
 - D how to get the best discounts
- 2 What problem is caused by ordering too much of something?

A overportioning	C storage
B theft	D spoilage
- 3 Which is NOT recommended in the article?
 - A Use quantity discounts to save money.
 - B Order what you need, plus a small extra amount.
 - C Store products properly to improve shelf life.
 - D Maintain records of the amount of food used.

INVENTORY AND YOUR PROFITS

Studies show that nearly half of new restaurants fail after one year. Don't let this happen to you! Poor management of **inventory** is one of the easiest ways to lose money. If you monitor your products wisely, your restaurant is more likely to be **profitable**.

Managing inventory in the restaurant business is more challenging than it is in other industries. This is because restaurants carry mostly **perishable** products. If you order an **excess** of something, it will likely become rotten or stale. If you order too little, you won't have enough to feed your customers.

To avoid **spoilage**, you must know how much of a product you need. Order the amount you expect to use, plus a small **safety factor** in case of unusual situations. **Quantity discounts** might tempt you to order more than you need. Just remember that you don't save money if your products go bad.

Once you have **raw inventory** in the kitchen, make sure your staff handles it properly. The correct **storage** of each product will maximize its **shelf life**. Keep careful records of how much food is used. That way, you will notice if you are losing inventory to employee **theft** or **overportioning**.



Vocabulary

2 Write a word or phrase that is similar in meaning to the underlined part.

- 1 The manager ordered an amount that is more than needed of milk. e _ _ e _ s
- 2 Proper holding of products in a particular place until needed is a good way to keep food fresh. _ _ o r _ _ e
- 3 The manager ordered six additional bread loaves as the extra amount ordered in case of unusual situations. s _ _ e t _ _ _ c t _ r
- 4 Raspberries have a short length of time that something remains fresh. _ h _ _ t _ _ f _
- 5 The employee was fired for the act of stealing something. t h _ _ _
- 6 The restaurant has a new system for managing the total supply of products in stock. _ _ v e _ _ _ r y

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 perishable / profitable

- A The tomatoes are _____, so use them soon.
B The new manager made the restaurant very _____.

2 raw inventory / quantity discount

- A The supplier offered a _____ for purchases of ten cases or more.
B The restaurant's _____ includes whole chickens and vegetables.

3 overportioning / spoilage

- A To avoid _____, the chef is making the dishes smaller.
B To avoid _____, the manager is placing smaller product orders.

5 Listen and read the article on inventory management again. What can happen if a restaurant orders an excess of something?

Listening

5 Listen to a conversation between a restaurant manager and a chef. Mark the following statements as true (T) or false (F).

- 1 ___ The restaurant ordered more of a product than it needed.
2 ___ The woman plans to use more tomatoes.
3 ___ The man thinks the woman is making the dishes too large.

? Listen again and complete the conversation.

Manager: I think we need to keep better records. We're losing 1 _____ to spoilage.

Chef: You're right about that. Just this morning, 2 _____ another case of tomatoes.

Manager: Exactly. If we don't 3 _____, that won't happen.

Chef: Sure, but the tomato supplier gives us a great 4 _____.

Manager: That's not 5 _____ if we throw away half of the order.

Chef: That's a good point. I'll 6 _____ how many tomatoes I use this week.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We're losing food to ...

I'll keep track of ...

I haven't been paying attention to ...

Student A: You are a restaurant manager. Talk to Student B about:

- a problem with inventory
- the cause of the problem
- how to avoid the problem

Student B: You are a chef. Talk to Student A about a problem with inventory.

Writing

9 Use the article on inventory management and the conversation from Task 8 to write a memo from a restaurant manager to the owner about an inventory problem. Include a description of the problem and your recommendations for solving the problem.

spoilage



14 Training

ABOUT US

PROGRAMS

CUIsARTS CULINARY SCHOOL

Join The CuisArts Family!

CuisArts is one of the highest-ranking culinary schools in the country. We are nationally licensed, and we are also accredited by the Board of Culinary Education. If you are passionate about cooking, this is the place for you.

Earn a CuisArts culinary certificate with our ten-week overview program. The course teaches basic cooking techniques and terminology. Our experienced culinarians will demonstrate various methods in a small, personalized environment. This is a great introduction to the art of cooking.

If you plan to run your own kitchen, we recommend the CuisArts two-year program. This course includes training in culinary methods as well as kitchen management.

Participate in a supervised externship to get hands-on experience in an actual restaurant. Completion of this program earns you an associate's degree.

For the most advanced culinary education, go for a Bachelor's degree from CuisArts. This four-year program teaches the skills necessary for an executive chef or restaurant manager. The first two years cover an associate's degree education. During the second half of the program, you will take more advanced courses in business and finance. At this point, you can also pursue a particular cuisine or other specialization.



culinarian

externship

certificate

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some qualities of a good culinary school?
- 2 What are some available programs for culinary students?

Reading

2 Read the webpage on culinary training programs. Then, mark the following statements as true (T) or false (F).

- 1 ___ The ten-week program includes experience in a restaurant.
- 2 ___ An associate's degree requires four years of education.
- 3 ___ Students in the four-year program can choose specializations.

Vocabulary

2 Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|-------------------|-------------------|
| 1 ___ cuisine | 5 ___ hands-on |
| 2 ___ culinary | 6 ___ technique |
| 3 ___ licensed | 7 ___ externship |
| 4 ___ certificate | 8 ___ demonstrate |

- A involving doing something directly
- B a time spent learning in an actual business
- C related to cooking
- D having official approval to do something
- E a particular type of cooking
- F a skillful method of doing something
- G to show how to do something
- H a document indicating completion of something

4 Read the sentence and choose the correct word.

- 1 The chef earned a **Bachelor's degree/certificate** after an advanced four-year program.
- 2 The instructors are all experienced **externships/culinarians**.
- 3 The best schools are **hands-on/accredited** by the National Culinary Council.
- 4 The restaurant needs a chef with a **technique/specialization** in catering and events management.
- 5 Students can earn their **associate's degrees/cuisines** after two years.

6 Listen and read the webpage on culinary training programs again. What is an advantage of an externship program?

Listening

6 Listen to a conversation between a culinary school admissions official and a student. Choose the correct answers.

- 1 What is the main idea of the conversation?
 - A the woman's culinary job experience
 - B the features of a particular culinary program
 - C how to choose the right culinary courses
 - D types of cuisine that are taught at a culinary school
- 2 What does the woman say she likes about the culinary program?
 - A length of the program
 - B expert instructors
 - C externship option
 - D available specializations

7 Listen again and complete the conversation.

Official: You can certainly start with an associate's. It takes two years. And then you're looking at 1 _____ for the Bachelor's.

Student: Wow. That's 2 _____ it would be.

Official: Yes, the program takes a while. But on the plus side, you will leave with an excellent education from some 3 _____.

Student: Will I get any 4 _____ while I'm here?

Official: Yes, we have a great 5 _____ with several local restaurants.

Student: That's good. I'm definitely looking for a place where I can get some 6 _____.

Official: Well, I think you'll be very happy here.

Speaking

6 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm interested in pursuing ...

On the plus side ...

I'm looking for ...

Student A: You are an admissions official. Talk to Student B about:

- a program he or she is interested in
- duration of the program
- benefits of the program

Student B: You are a culinary student. Talk to Student A about a program you are interested in.

Writing

9 Use the webpage on culinary training programs and the conversation from Task 8 to write the student's letter of interest to a culinary school. Include: the program applied for, which features the student is interested in, and the student's educational background.



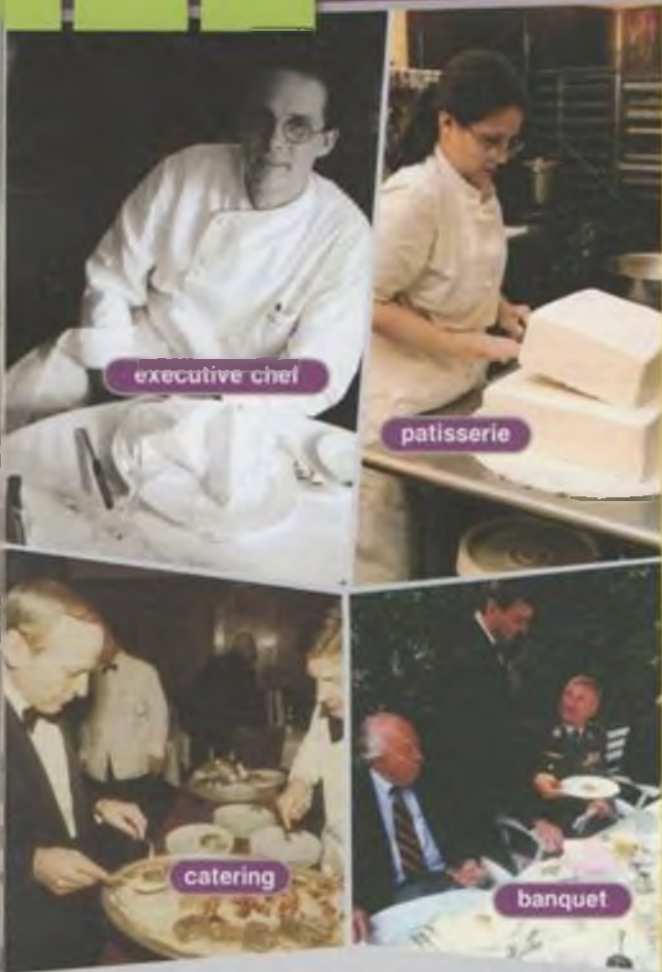
15

Career Options

Classifieds

Jobs:

Culinary



ID #02113 Stafford Inn is opening a new hotel in the downtown area. We need an experienced **executive chef** with education in both **culinary arts** and **culinary management**. The job includes preparing daily menus and managing two full-service kitchens. You will be responsible for hiring your own chef de cuisine and other staff members for each kitchen.

ID#02114 Sweetcakes Patisserie is looking for a new chef. We prefer someone with a background in pastries, but we will train the right person.

ID#02115 A **personal chef** is needed for a private party. The event is July 19 at my boat on Flamingo Bay. You must be prepared to cook for approximately 40 guests. If your work is satisfactory, I will have available jobs two or three times per month.

ID#02116 Jackson Catering is hiring chefs who specialize in meatless dishes. We are small catering company that offers primarily vegetarian **banquets**. We need someone who can also serve as **nutritionist** for our health-conscious clients.

ID#02117 Do you want to start a career in **hospitality**? Roxy's Airport Lounge is hiring **apprentices** for all positions. Learn everything you need to know about kitchen operations and **restaurant management**. No experience is necessary.

Get ready!

① Before you read the passage, talk about these questions.

- 1 What are the responsibilities of a chef in restaurant management?
- 2 What jobs are available for chefs outside a restaurant?

Reading

② Read the job listings for culinary careers. Then, mark the following statements as true (T) or false (F).

- 1 ___ The executive chef at Stafford Inn will hire other kitchen workers.
- 2 ___ Jackson Catering serves banquets without meat.
- 3 ___ Roxy's Airport Lounge is looking for experienced chefs.

Vocabulary

③ Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A The restaurant hired an apprentice to manage all major kitchen operations.
B The manager consulted a nutritionist to make sure the menu selections were healthy.
- 2 A The course on culinary management teaches chefs about baking and broiling.
B The chef took a course in culinary arts to learn about meat preparation methods.
- 3 A In restaurant management, the chef might supervise the kitchen and front-of-house staff.
B The patisserie needs chefs who specialize in soups and vegetable dishes.
- 4 A Chefs and restaurant managers both work in hospitality.
B In catering, a chef usually manages multiple restaurants.
- 5 A The executive chef is responsible for hiring other kitchen staff.
B The restaurant hired a personal chef to oversee general kitchen operations.

- 4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 culinary management / catering

- A In _____, chefs usually cook for large groups at once.
B The program in _____ offers several business classes.

2 apprentice / personal chef

- A The restaurant hired a(n) _____ to learn about kitchen operations.
B The _____ specializes in holiday meals and birthday parties.

3 patisserie / banquet

- A The chef served a _____ for 150 people.
B Customers love the new cakes at the _____.

- 5 Listen and read the job listings for culinary careers again. What are the typical duties of an executive chef?

Listening

- 6 Listen to a conversation between a catering company owner and a chef. Choose the correct answers.

- 1 What is the main idea of the conversation?
A the man's education at culinary school
B requirements for a job as a personal chef
C the types of meals that the company offers
D the man's history in restaurant management
- 2 Why did the man leave his previous job?
A He didn't like training other chefs.
B He wanted to do more cooking.
C He prefers to hire his own kitchen workers.
D He had a conflict with front-of-house staff.

apprentices
Catering
banquets
nutritionist
Patisserie

- 7 Listen again and complete the conversation.

Owner: So, Mr. Olson, you've 1 _____ before?

Chef: Yes. I've been a chef for 2 _____.

Owner: Great. And you have 3 _____?

Chef: No, actually I don't. 4 _____ is primarily in restaurant management.

Owner: Oh, I see. Where was your last job?

Chef: I was the 5 _____ of both kitchens at the Stafford Inn.

Owner: 6 _____ about your duties there.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You have experience in ...?

We need someone who ...

I left my last job because ...

Student A: You are a restaurant owner. Talk to Student B about:

- a job opening
- his or her job experience
- duties required for the position

Student B: You are a chef. Talk to Student A about your job experience.

Writing

- 9 Use the job listings for culinary careers and the conversation from Task 8 to write the restaurant owner's notes about a job applicant. Include: the job applied for, the applicant's experience, and why or why not to hire the applicant.

Glossary

accredited [ADJ-U14] If something is **accredited**, it follows certain standards that are defined by an official organization.

agitation [N-UNCOUNT-U10] **Agitation** is stirring or shaking movement.

all-you-can-eat [ADJ-U11] If something is **all-you-can-eat**, it allows customers to have as much food as they want for a fixed price.

apprentice [N-COUNT-U15] An **apprentice** is a person who learns a job by working with someone who is experienced in that job.

arrangement [N-COUNT-U11] An **arrangement** is the way that something is placed or organized.

associate degree [N-COUNT-U14] An **associate's degree** is a status indicating that someone has completed a training program, usually after two years of study, and is qualified to practice a particular profession. An associate's degree is less advanced than a Bachelor's degree.

Bachelor's degree [N-COUNT-U14] A **Bachelor's degree** is a status indicating that someone has completed a training program, usually after four years of study, and is qualified to practice a particular profession. A Bachelor's degree is more advanced than an associate's degree.

baked goods [N-COUNT-U8] **Baked goods** are foods that are made by cooking dough in an oven.

baking soda [N-UNCOUNT-U8] **Baking soda** is a mild leavening agent that is commonly used in pastries and other baked goods.

banquet [N-COUNT-U15] A **banquet** is a formal meal that is served to large group of people.

barbecue braising [N-UNCOUNT-U7] **Barbecue braising** is a cooking method that involves grilling a meat and then braising it in a pot on the grill.

base [N-COUNT-U1] A **base** is a substance that serves as the foundation or main ingredient for something.

baste [V-T-U6] To **baste** something is to pour fat or other liquids over something while it is cooking.

batter [N-UNCOUNT-U9] **Batter** is a thick mixture of uncooked ingredients.

bisque [N-COUNT-U2] A **bisque** is a type of smooth thick soup that is typically made with shellfish.

bleach [N-UNCOUNT-U12] **Bleach** is a cleaning chemical that is used to kill bacteria and remove discoloration.

body [N-COUNT-U4] A **body** of a salad is the primary vegetable or group of ingredients, aside from the greens.

boil [V-T-U10] To **boil** something is to heat water to 212°F so that it bubbles into steam, or to cook food in water at this temperature.

bone [N-COUNT-U1] A **bone** is a hard part that makes up the structure of a creature's body.

bouillon [N-COUNT-U2] A **bouillon** is a liquid in which something has been cooked, also called a broth. It may be eaten by itself as a clear soup, or used as a base for other soups.

braise [V-T-U7] To **braise** something is to cook it slowly with indirect moist heat.

braising liquid [N-UNCOUNT-U7] **Braising liquid** is moisture that partially covers food while it is being cooked.

braising pot [N-COUNT-U7] A **braising pot** is a large pot with a lid that seals in moisture during braising.

broil [V-T-U5] To **broil** something is to cook it rapidly with direct dry heat from above.

broiler pan [N-COUNT-U5] A **broiler pan** is a two-part pan with a slotted surface on top for draining grease and fat and a solid pan below for catching the grease and fat.

broth [N-COUNT-U2] A **broth** is a liquid in which something has been cooked, also called a bouillon. It may be eaten by itself as a clear soup, or used as a base for other soups.

brown [V-T-U9] To **brown** something is to heat the outside of something so that its color becomes darker.

brown stock [N-UNCOUNT-U1] **Brown stock** is stock that is made with beef bones.

buffet [N-COUNT-U11] A **buffet** is a place where food is placed in a public area so diners can approach the service area and take away the food they want.

buildup [N-UNCOUNT-U12] **Buildup** is the gradual increase of something over time.

caramelization [N-UNCOUNT-U6] **Caramelization** is a chemical reaction that occurs when sugars are cooked that produces a nutty flavor.

catering [N-UNCOUNT-U15] **Catering** is the business of providing meals for large groups or parties.

certificate [N-COUNT-U14] A **certificate** is a document indicating that someone has completed a course or training program.

chafing dish [N-COUNT-U11] A **chafing dish** is a large pan with a heating mechanism that keeps food warm.

charbroiled [ADJ-U5] If something is **charbroiled**, it is cooked on a surface with raised ridges so that the ridges leave visible lines in the food.

charcoal [N-UNCOUNT-U5] **Charcoal** is a hard, black byproduct of wood that is burned to create a heat source for grilling.

chicken stock [N-UNCOUNT-U1] **Chicken stock** is stock that is made from the bones and other parts of chickens and sometimes other poultry.

chowder [N-COUNT-U2] A **chowder** is a type of thick soup that is typically made with shellfish, potatoes, and milk or cream.

circulate [V-I-U10] To **circulate** is to move continuously throughout a space.

clarification [N-UNCOUNT-U2] **Clarification** is the process of removing impurities and solid particles from soup.

clear soup [N-COUNT-U2] A **clear soup** is a soup that has had solid material strained out so that it is a thin liquid.

compartment steaming [N-UNCOUNT-U10] **Compartment steaming** is the process of suspending food above boiling water so that it can be steamed without sitting in the water.

condiment [N-COUNT-U11] A **condiment** is an ingredient that is added to prepared food to improve its flavor.

congestion [N-UNCOUNT-U11] **Congestion** is the state of having too many people in a particular area at one time so that they are unable to move freely.

consistency [N-UNCOUNT-U3] **Consistency** is the internal physical quality of something, such as how thick or thin it is.

consommé [N-COUNT-U2] A **consommé** is a type of clear soup that is very light and transparent.

convection oven [N-COUNT-U8] A **convection oven** is an appliance with an enclosed heating area that distributes heat with a fan.

cornstarch [N-UNCOUNT-U3] **Cornstarch** is a thickening agent that is made from powdered corn and gives a sauce a glossy, semi-clear appearance.

cream sauce [N-COUNT-U3] A **cream sauce** is a white sauce that is made with cream or milk.

cream soup [N-COUNT-U2] A **cream soup** is a type of thick soup that is made with blended ingredients, usually vegetables, and milk or cream.

crouton [N-COUNT-U4] A **crouton** is a small piece of bread that has been heated until it becomes hard and crisp.

cuisine [N-COUNT-U14] A **cuisine** is a type of cooking that includes particular methods and ingredients.

culinarian [N-COUNT-U14] A **culinarian** is someone with special knowledge or skills in cooking.

culinary [ADJ-U14] If something is **culinary**, it is related to cooking.

culinary arts [N-UNCOUNT-U15] **Culinary arts** is the business of cooking and food presentation.

culinary management [N-UNCOUNT-U15] **Culinary management** is the business of managing a kitchen in a business such as a restaurant or catering company.

decorative [ADJ-U11] If something is **decorative**, it is designed to make something more attractive.

deep fry [V-T-U9] To **deep fry** something is to completely submerge it in oil or fat while frying it.

demonstrate [V-T-U14] To **demonstrate** something is to show how to do something.

Glossary

- designated** [ADJ-U12] If something is **designated** for a particular purpose, it is supposed to be used only for that purpose and not for any other purpose.
- dessert table** [N-COUNT-U11] A **dessert table** is a buffet table for holding desserts that is set apart from the rest of the buffet.
- display** [N-COUNT-U11] A **display** is the placement of objects in a particular way, usually designed to be pleasing or attract attention to something.
- disposable glove** [N-COUNT-U12] A **disposable glove** is a hand covering that is designed to be used for a short period and then thrown away.
- dressing** [N-COUNT-U4] A **dressing** is a liquid seasoning that is used on a salad.
- dry heat** [N-UNCOUNT-U6] **Dry heat** is heat used for cooking that contains minimal moisture.
- edible** [ADJ-U11] If something is **edible**, it is safe or possible to eat it.
- en Papillote** [ADV-U10] If something is cooked **en Papillote**, it is wrapped in paper or foil before it is cooked to prevent the release of its natural moisture.
- espagnole** [N-COUNT-U3] An **espagnole** is a brown sauce made from beef stock.
- evenly** [ADV-U6] If something is cooked **evenly**, all of its parts are cooked to the same degree.
- excess** [N-COUNT-U13] An **excess** is a quantity that is more than what is needed.
- executive chef** [N-COUNT-U15] An **executive chef** is a chef who prepares menus and manages kitchen operations, and is often responsible for multiple departments or more than one kitchen.
- externship** [N-COUNT-U14] A **externship** is a short period of time that a student spends learning a trade in a real business, outside the classroom.
- extract** [V-T-U1] To **extract** something is to pull or draw something out of something else.
- fish stock** [N-UNCOUNT-U1] **Fish stock** is stock that is made from fish or fish bones.
- flame broiler** [N-COUNT-U5] A **flame broiler** is a kitchen appliance that grills or broils something on both sides at the same time.
- flattop** [N-COUNT-U5] A **flattop** is a flat, solid surface that holds food while it is being grilled.
- flour** [N-UNCOUNT-U8] **Flour** is a fine powder that is made from grain, such as wheat, and is commonly used to make baked goods.
- fry** [V-T-U9] To **fry** something is to cook something in oil or fat.
- garnish** [N-COUNT-U4] A **garnish** is a small, decorative ingredient that is added to improve the appearance of food.
- gravy** [N-COUNT-U3] A **gravy** is a sauce that is made from leftover juices of cooked meat.
- greens** [N-COUNT-U4] **Greens** are leafy vegetables that are used to form the foundation of a salad.
- grill** [N-COUNT-U5] A **grill** is a surface that holds food while it is being grilled.
- grill** [V-T-U5] To **grill** something is to cook it rapidly with direct dry heat from below.
- grill pan** [N-COUNT-U5] A **grill pan** is a type of pan for stovetop grilling that has ridges along the bottom.
- hair net** [N-COUNT-U12] A **hair net** is a covering that is worn over the head to prevent loose hairs from falling off.
- hands-on** [ADJ-U14] If something is **hands-on**, it involves doing something directly instead of just reading or hearing about it.
- high altitude cooking** [N-UNCOUNT-U8] **High altitude cooking** is the process of cooking something in a geographic location that is more than 3500 feet above sea level. The decreased air pressure at high altitudes causes the chemical reactions of certain ingredients to occur differently.
- hollandaise** [N-UNCOUNT-U3] **Hollandaise** is a sauce that is made with butter and eggs.
- hospitality** [N-UNCOUNT-U15] **Hospitality** is the business of serving guests or customers.

house [ADJ-U4] If something is **house**, it is made by a particular restaurant and is used frequently in that restaurant's dishes.

home-made [ADJ-U1] If something is **home-made**, it is created in the restaurant where it is being served.

hygiene [N-UNCOUNT-U12] **Hygiene** is the practice of keeping one's body and surroundings clean.

indirect [ADJ-U6] If heat is **indirect**, it fills a space rather than heating from one particular point.

inventory [N-UNCOUNT-U13] **Inventory** is the total supply of products that a business has in stock.

juicy [ADJ-U7] If something is **juicy**, it contains a large amount of moisture.

knead [V-T-U8] To **knead** something is to prepare something by mixing or rubbing it together with the hands.

lard [N-UNCOUNT-U9] **Lard** is a soft solid substance that contains animal fat.

leaching [N-UNCOUNT-U10] **Leaching** is the process of extracting a substance from something by passing liquid through it.

leavening [N-UNCOUNT-U8] **Leavening** is a baking substance that forms air bubbles in dough when heated and causes it to expand.

leftovers [N-COUNT-U1] **Leftovers** are parts that were not used during a particular process.

lettuce [N-UNCOUNT-U4] **Lettuce** is a common type of leafy vegetable that comes in many varieties.

licensed [ADJ-U14] If a person or group is **licensed**, they have official approval from an organization or government body to do something.

liquid [N-COUNT-U1] A **liquid** is a wet substance that can be poured and flows freely.

manufactured [ADJ-U1] If something is **manufactured**, it is made in a factory and packaged in regular units.

marinate [V-T-U7] To **marinate** something is to soak a food in a sauce so that the food absorbs the flavor of the sauce.

mayonnaise [N-UNCOUNT-U4] **Mayonnaise** is a white sauce made from eggs that is often used to make salad dressings.

moist heat [N-UNCOUNT-U10] **Moist heat** is heat that is conducted with water or steam.

mother sauce [N-COUNT-U3] A **mother sauce** is a broad category of sauce that is used as a basis for more specific sauce recipes.

nutritionist [N-COUNT-U15] A **nutritionist** is a person who gives professional advice about how foods affect health.

oil [N-UNCOUNT-U9] **Oil** is a slippery, liquid substance that comes from a plant or animal and contains fat.

olive oil [N-UNCOUNT-U4] **Olive oil** is a yellow oil that is made from olives and is used to make salad dressings.

open roasting [N-UNCOUNT-U6] **Open roasting** is the process of roasting something over an open flame.

overportioning [N-UNCOUNT-U13] **Overportioning** is the act of using more raw inventory than necessary to produce something.

pan fry [V-T-U9] To **pan fry** something is to fry it in a shallow pan with a small amount of oil or fat coating the surface of the pan.

parbake [V-T-U8] To **parbake** something is to bake it partially and then store it so that baking can be finished at a later time.

pathogenic [ADJ-U12] If something is **pathogenic**, it can cause illness or disease.

patisserie [N-COUNT-U15] A **patisserie** is a business that makes and sells pastries.

perishable [ADJ-U13] If something is **perishable**, it stays fresh or edible for a short period of time.

personal chef [N-COUNT-U15] A **personal chef** is a chef who works for individuals instead of a restaurant, usually working out of clients' kitchens.

plastic [N-UNCOUNT-U12] **Plastic** is a strong substance that is used to make containers and coverings and acts as a barrier against air and moisture.

platter [N-COUNT-U11] A **platter** is a large plate that is used for serving food.

Glossary

- practice** [V-T-U12] To **practice** something is to do something frequently or by habit.
- preheat** [V-T-U8] To **preheat** an oven is to let the oven reach a particular temperature before placing food inside.
- pressure cooking** [N-UNCOUNT-U7] **Pressure cooking** is the process of cooking something in an enclosed space so that it cooks under steam pressure.
- profitable** [ADJ-U13] If something is **profitable**, it earns money.
- puree** [N-COUNT-U2] A **puree** is a type of thick soup that is made with blended vegetables, without milk or cream.
- quantity discount** [N-COUNT-U13] A **quantity discount** is a lower cost that is offered by a supplier when a large amount of product is ordered at one time.
- rack** [N-COUNT-U8] A **rack** is a metal frame inside an oven that holds food while it is baking.
- raw inventory** [N-UNCOUNT-U13] **Raw inventory** is the supply of products that a business buys and uses to make its own products.
- reduce** [V-T-U3] To **reduce** a sauce is to heat it so that its liquid evaporates to make it into a smaller, thicker amount.
- restaurant management** [N-UNCOUNT-U15] **Restaurant management** is the business of managing the overall operations of a restaurant.
- rise** [V-I-U8] To **rise** is to expand or become larger.
- roast** [N-COUNT-U6] A **roast** is a piece of meat that has been cooked with indirect dry heat.
- roast** [V-T-U6] To **roast** something is to cook it slowly with indirect dry heat.
- roasting pan** [N-COUNT-U6] A **roasting pan** is a cooking pan that holds food while it is being roasted.
- rotisserie** [ADJ-U6] If something is **rotisserie**, it is cooked on rotating stick over a heat source.
- roux** [N-UNCOUNT-U3] **Roux** is a thickening agent that is made from fat and flour.
- safety factor** [N-COUNT-U13] A **safety factor** is an extra amount of a product that is ordered in case more of the product is needed than was expected.
- salad** [N-COUNT-U4] A **salad** is a mixture of raw vegetables and other foods, usually including leafy greens.
- salad bar** [N-COUNT-U11] A **salad bar** is a type of buffet that allows diners to select individual ingredients for a salad.
- salamander** [N-COUNT-U5] A **salamander** is a kitchen appliance that produces heat from the top for broiling.
- sanitize** [V-T-U12] To **sanitize** something is to remove dirt, bacteria, or other contaminating materials from something.
- sauce** [N-COUNT-U3] A **sauce** is a wet, thick coating that is used to enhance the flavor and texture of food.
- sauté** [V-T-U9] To **sauté** something is to fry small pieces of something quickly in a shallow pan.
- sear** [V-T-U7] To **sear** something is to cook the surface of something quickly with intense heat.
- self-serve** [ADJ-U11] If something is **self-serve**, it involves letting people do or take something on their own, without the help of a server.
- shallow** [ADJ-U9] If something is **shallow**, it is a short distance from its bottom surface to its top.
- shelf life** [N-COUNT-U13] A **shelf life** is the length of time that something stays fresh or edible.
- simmer** [V-T-U10] To **simmer** something is to cook something in water that is almost boiling and has just started to bubble.
- slow cooker** [N-COUNT-U7] A **slow cooker** is a kitchen appliance that cooks food in an enclosed space by simmering it for long periods of time.
- slow roasting** [N-UNCOUNT-U6] **Slow roasting** is the process of roasting something for a long period at a low temperature to make it more tender.
- small sauce** [N-COUNT-U3] A **small sauce** is a sauce with a specific recipe that is based on one of the mother sauces.
- soggy** [ADJ-U10] If something is **soggy**, it is very soft and heavy because of high moisture content.
- solution** [N-COUNT-U12] A **solution** is a substance made by dissolving something in a liquid.

- soup** [N-COUNT-U2] A **soup** is a food that is made by heating meat, fish, or vegetables in liquid.
- specialization** [N-COUNT-U14] A **specialization** is a particular area of study or expertise.
- spinach** [N-UNCOUNT-U4] **Spinach** is a type of leafy vegetable with dark green leaves.
- spit** [N-COUNT-U6] A **spit** is a pole or stick that holds food over a heat source and is usually rotated during cooking.
- spoilage** [N-UNCOUNT-U13] **Spoilage** is the process of food becoming rotten or stale.
- staffed buffet** [N-COUNT-U11] A **staffed buffet** is a type of buffet in which servers add food to diners' plates at the buffet table.
- steam** [N-UNCOUNT-U10] **Steam** is water that has reached 212°F and has turned into a vapor, or gas.
- steam** [V-T-U10] To **steam** something is to cook it with hot water vapor.
- steamer** [N-COUNT-U10] A **steamer** is an enclosed cooking container that holds food while it is being steamed.
- stew** [N-COUNT-U2] A **stew** is a thick soup that contains pieces of meat, vegetables, or both.
- stew** [V-I-U7] To **stew** is to cook slowly while in liquid.
- stir fry** [V-T-U9] To **stir fry** something is to fry it quickly in a wok while tossing the ingredients.
- stock** [N-UNCOUNT-U1] **Stock** is a base for soups and sauces that is made by cooking meat, bones, or vegetables in water to extract the flavor.
- stockpot** [N-COUNT-U1] A **stockpot** is a large, high-walled pot that is used for cooking stock.
- storage** [N-UNCOUNT-U13] **Storage** is the state of keeping something in a particular place while it is not in use.
- stovetop** [N-COUNT-U5] A **stovetop** is a burner on a stove that is used for heating pots and pans.
- submerge** [V-T-U9] To **submerge** something is to completely cover something under the surface of a liquid or semi-liquid substance.
- substitute** [V-T-U4] To **substitute** something is to use it instead of something else that is normally used.
- technique** [N-COUNT-U14] A **technique** is a method for doing something that requires particular knowledge or skills.
- tender** [ADJ-U6] If something is **tender**, it is soft and easy to bite or chew.
- theft** [N-UNCOUNT-U13] **Theft** is the act of stealing something.
- thick soup** [N-COUNT-U2] A **thick soup** is a soup that contains mixed solids so that it is not transparent and often has a creamy texture.
- thickening agent** [N-COUNT-U3] A **thickening agent** is a substance that is used to make a liquid flow more slowly.
- three-compartment sink** [N-COUNT-U12] A **three-compartment sink** is a sink that is set up for dishwashing with a first section for soap and water, a second section for clear water, and a third section for bleach and water.
- tomato sauce** [N-COUNT-U3] A **tomato sauce** is a sauce that is made from a soft, red fruit.
- tossed** [ADJ-U4] If something is **tossed**, it is thrown together loosely.
- tough** [ADJ-U7] If food is **tough**, it contains strong materials that are difficult to bite or chew.
- two-sided grilling** [N-UNCOUNT-U5] **Two-sided grilling** is the process of cooking something with dry heat from above and below at the same time.
- vegetable stock** [N-UNCOUNT-U1] **Vegetable stock** is stock that is made from vegetables, without any meat ingredients.
- vegetarian** [ADJ-U4] If something is **vegetarian**, it does not contain meat.
- velouté** [N-COUNT-U3] A **velouté** is a sauce that is made from chicken or fish stock.
- vinaigrette** [N-COUNT-U4] A **vinaigrette** is a type of salad dressing that is made with vinegar, oil, and other seasonings.
- wok** [N-COUNT-U9] A **wok** is a wide, moderately deep pan used for stir frying.
- yeast** [N-UNCOUNT-U8] **Yeast** is a leavening agent made from a fungus that is commonly used in breads.