

**CAREER
PATHS**

Cooking

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**CAREER
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Book

1

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Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	The Kitchen	Kitchen checklist	appliance, cook, countertop, dishwasher, freezer, kitchen, oven, refrigerator, sink, stove	Apologizing for an error
2	People in the Kitchen	Restaurant webpage	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 confirmation
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, milliliter, kilogram	Expressing confusion
12	Measurements 2	Cookbook chapter	cup, dash, drop, equal, pinch, pint, smidgen, spoonful, tablespoon, teaspoon, recipe	Asking for help
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	Asking for more information
15	Nutrition	Menu	calorie, carbohydrate, diet, fat, food pyramid, nutrition, portion, protein, sodium, vitamin	Asking for a recommendation

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Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Meats	Website	beef, breast, burger, butcher, ham, lamb, meat, pork, poultry, sirloin, steak, veal	Expressing a preference
2	Seafood	Cookbook introduction	clam, dressed, fillet, fish, lobster, oyster, roe, seafood, shellfish, shrimp, shuck, whole	Expressing confusion
3	Dairy	Memo	butter, cheese, cream, cream cheese, 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	Asking for a recommendation
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	Asking for more information
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	Enquiring about wants/desires
15	Desserts 2	Website	brownie, cake, cobbler, cupcake, decorate, frosting, frozen yogurt, milkshake, parfait, pie, pudding, sorbet	Expressing intentions

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Scope and Sequence

Unit	Topic	Reading	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, crouton, dressing, garnish, greens, house, lettuce, mayonnaise, olive oil, salad, spinach, substitute, tossed, vegetarian, vinaigrette	Asking for more information
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	Asking for confirmation
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, culinary, 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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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

3 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 _ _ i 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).

- ___ The beef consommé was not prepared correctly.
- ___ The woman would prefer a soup made with shellfish.
- ___ The man recommends a 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 ...

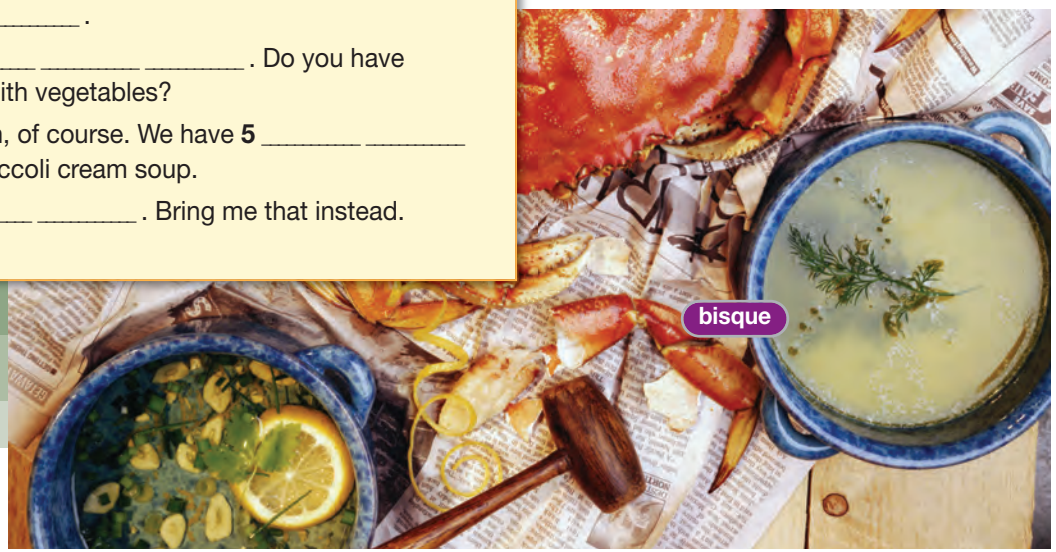
Student A: You are a restaurant server. Talk to Student B about:

- 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.



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	C grating
B dicing	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 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 _

4 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
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Listen and read the training manual chapter on preparing ingredients again. How are chopping and 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 for: _____

Ingredients: _____

How to cut: _____

How to combine: _____



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 in **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.

Cooking

Career Paths English: Cooking is a new educational resource for culinary professionals who want to improve their English communication in a work environment. Incorporating career-specific vocabulary and contexts, each unit offers step-by-step instruction that immerses students in the four key language components: reading, listening, speaking, and writing. **Career Paths English: Cooking** addresses topics including the parts of a kitchen, spices, cooking methods, nutrition, and career options.

The series is organized into three levels of difficulty and offers a minimum of 400 vocabulary terms and phrases. Every unit includes a test of reading comprehension, vocabulary, and listening skills, and leads students through written and oral production.

Included Features:

- A variety of realistic reading passages
- Career-specific dialogues
- 45 reading and listening comprehension checks
- Over 400 vocabulary terms and phrases
- Guided speaking and writing exercises
- Complete glossary of terms and phrases

The **Teacher's Guide** contains detailed lesson plans, a full answer key and audio scripts.

The **audio CDs** contain all recorded material.



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ISBN 978-1-4715-1360-2

