

English for **CULINARY ARTS**

Enjoy your meal!



Paula Nieto Cotard

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	Vocabulary	Reading	Grammar
<p>1</p> <p>In the Kitchen</p>	Appliances. Kitchen jobs.	Five chefs, five kitchens.	Present simple. Object Pronouns & Possessive adjectives.
Project 1: How do we use it?			
<p>2</p> <p>Meats, Fish & Seafood. Cuts</p>	Meats, fish & seafood. Cuts.	A masterclass on knife cuts.	Present continuous. Adverbs of frequency.
Project 2: Hangman			
<p>3</p> <p>Vegetables & Fruits. Herbs</p>	Vegetables & fruits. Herbs.	The personality of cooking.	Imperative. Demonstratives & Possessive pronouns.
Project 3: Kitchen Safety & Hygiene Campaign			
<p>4</p> <p>Grains & Legumes. Spices</p>	Grains & Legumes. Spices.	International cooking.	Past simple. Regular VS Irregular.
Project 4: Flavours around the world			
<p>5</p> <p>Sweets & Intolerances</p>	Sweets & intolerances.	Vegetarians and vegans.	Past continuous. Countable & uncountable nouns.
Project 5: Vegan or vegetarian?			
<p>6</p> <p>Nutrition & Flavours. Food</p>	Nutrition & Flavours. Food.	Food choices.	Present Perfect.
Project 6: Recipe cost sheet			
<p>7</p> <p>Cooking utensils</p>	Cooking utensils.	Set the table.	Modal verbs.
Project 7: English expressions in the Kitchen			
<p>8</p> <p>Cooking equipment</p>	Cooking equipment.	Keep updated.	Will & Going to.
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<p>9</p> <p>Measurements</p>	Measurements.	Decisions that shape a kitchen.	Conditionals 1 & 2.
Project 9: Cook & explain			

<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>	<i>Review</i>
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1

IN THE KITCHEN

CONTENTS

Vocabulary	Appliances. Jobs in a kitchen.
Grammar	<ul style="list-style-type: none">• Present simple.• Object pronouns & possessive adjectives.
Speaking	Making an introduction.
Reading	Five chefs, five kitchens.
Writing	Daily work.
Listening	Routines.



Appliances



1. Esther has started her internship of her intermediate vocational training in Culinary Arts and Gastronomy and needs to get familiar with the appliances she is going to use. Help her by matching the words with the correct definition:

- | | |
|--------------------|---|
| 1. Microwave | a. A machine that heats food very quickly using electromagnetic waves. |
| 2. Freezer | b. A cold appliance used to keep food fresh at temperatures above freezing. |
| 3. Fridge | c. A very cold appliance used to store food for long periods at temperatures below 0°C. |
| 4. Pressure cooker | d. An appliance that fries food by circulating hot air instead of using a lot of oil. |
| 5. Heat lamp | e. A piece of equipment that uses radiant heat to keep cooked food warm. |
| 6. Air fryer | f. A sealed pot that cooks food quickly using steam pressure. |
| 7. Toaster | g. A machine that washes dishes, glasses, and cutlery automatically. |
| 8. Food processor | h. A device for calculating the weight of ingredients. |
| 9. Blender | i. A machine for heating water until it boils. |
| 10. Mixer | j. A small appliance that browns slices of bread. |
| 11. Scale | k. A machine with sharp blades used to chop, slice, grate, or purée food. |
| 12. Deep fryer | l. A machine that mixes, whips, or beats ingredients together. |
| 13. Kettle | m. An appliance used to fry food by immersing it completely in hot oil. |
| 14. Dishwasher | n. A machine used to blend liquids and soft foods into smooth mixtures. |
| 15. Oven | o. An enclosed appliance that bakes, roasts, or heats food using dry heat. |

2. What appliances do you think Esther is going to use in her first day? Put them in order being 1 the most the most useful in her first day and 15 the least useful.

1.
2.
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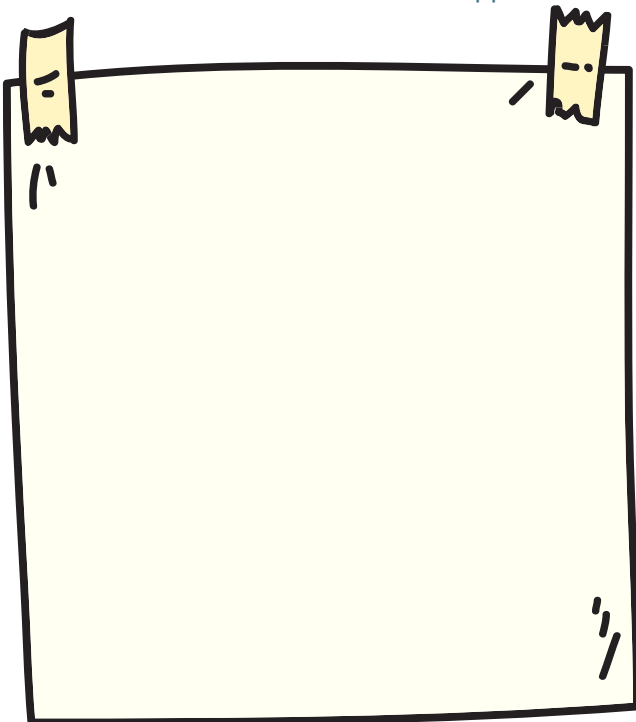
3. There are some appliances her colleague, Laura, explains her but she can't quite understand what they are. Can you guess in your language?

What is it?

- a. A **sous-vide cooker** is a kitchen appliance used to cook food **slowly and evenly in a precisely controlled water bath**.
- b. An **ice maker** is a machine that produces ice automatically. It freezes water into small **cubes or crushed pieces of ice** and stores them until they are needed.
- c. A **vacuum sealer** is a machine that removes air from a plastic bag and then **seals it tightly**. By **taking out the air**, it helps **preserve food for a longer time** because bacteria grow more slowly without oxygen.
- d. A **meat thermometer** used to measure the **internal temperature of meat** to ensure it is cooked safely and to the desired doneness.



4. To help Esther remember all these words, let's make an "appliance hunt". If there is a kitchen in your school, go there and by cutting small pieces of paper, put the correct word in every appliance. If you cannot use it, then draw a kitchen and switch it with your classmate, he or she needs to write the correct word for each appliance.



5. Discuss the following questions with your classmate:

- 1. Do you think you think you will use English when working in a kitchen? Why?
- 2. What qualities do you think you need to work in a kitchen?
- 3. What's the best and the worst part of working in a kitchen?

6. What do you think is Esther's job at the moment?
There is more than one possible answer:

- a) Pastry Chef
- b) Chef
- c) Busser
- d) Waitstaff or server
- e) Wine steward
- f) Dishwasher
- g) Sous-Chef
- h) Line cook
- i) Receptionist
- j) Bartender
- k) Caterer
- l) Kitchen porter





Reading comprehension

FIVE CHEFS, FIVE KITCHENS



Chef 1: Elena García – The Pastry Corner

My favourite part of the kitchen is the **pastry station**. It's in the back of the kitchen, next to the **cold room**. We prepare all our desserts there because the temperature is stable. I always keep my mixers and trays on the top **shelf**, and I store the chocolate in the small fridge under the **countertop**. I like this area because it is quiet and organised.

Chef 2: Marcus O'Neill – The Hot Line

I spend most of my day on the **hot line**, in front of the **stoves** and the **ovens**. This part of the kitchen is very busy. The **grill station** is on my right, and the **sauce station** is on my left. We use this area to prepare meat and fish. I clean the surfaces every hour because we cook a lot of dishes here.



Chef 3: Amina El-Sayed – The Prep Area

The **prep area** is the heart of my kitchen. It's a large space with long **worktables** in the centre. We chop vegetables, marinate meat, and portion ingredients here. The **sinks** are behind us, so we can wash the utensils quickly and use them again. I always organise my knives on the magnetic **rack**, and I keep the cutting boards in colour-coded **drawers**.

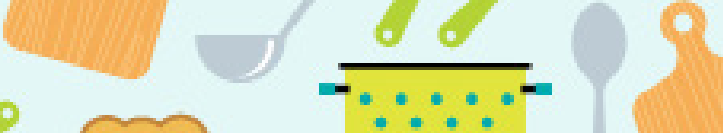
Chef 4: Kenji Tanaka – The Sushi Counter

My kitchen has a special **sushi counter** in front of the customers. The **cold station (or garde manger)** is in the centre, and I keep all the fresh fish inside my fridge. Behind me, there is a small **storage room** with rice cookers and containers. The counter must always be clean because people watch me prepare their food. I wipe it after every order.



Chef 5: Bianca Moretti – The Bakery Room

We have a separate **bakery room** with two large **ovens**, a long wooden **bench**, and high windows for natural light. I mix the dough and place it on the trays on the **cooling racks** by the door. The room is warm, so we keep the flour in the **dry storage area** next to it. This part of the kitchen is perfect for bread.



1. Read the text and match the chef to the kitchen feature:

a) Works in front of customers



b) Uses colour-coded drawers



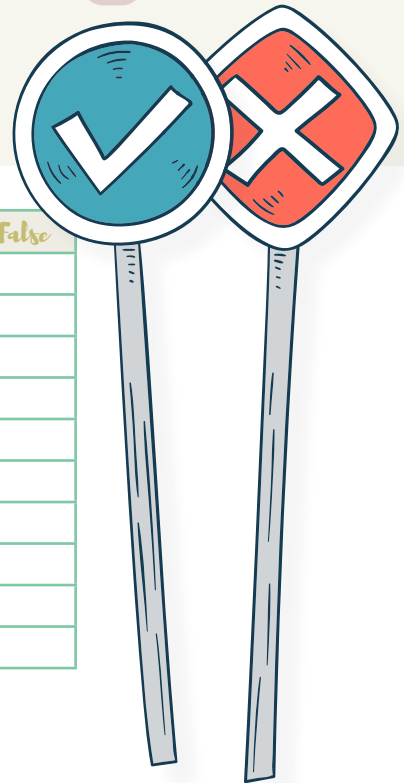
c) Keeps chocolate in a fridge



d) Works between the grill and the sauce station



e) Needs natural light in her kitchen



2. Write if the sentences are true or false. If they are false, correct them:

True	False

- a) Elena prepares her desserts in the cold room.
- b) Elena has many shelves for her appliances.
- c) Marcus is most of time on the hot line.
- d) Marcus has a separate area to prepare fish and another to prepare meat.
- e) For Amina, the main part of her kitchen is the prep area.
- f) Amina cuts the food always in her favourite cutting board.
- g) Kenji's kitchen is like a dark kitchen.
- h) Kenji cleans the countertop every hour.
- i) Bianca needs to keep the flour in the storage room.
- j) The cooling rack in Bianca's kitchen are next to the door.

3. Write the word from the text next to each definition below:

- a) The dedicated area where you prepare all sweet items, including plated desserts, cakes, pastries, breads, and other baked goods.
- b) This is a designated space for tasks done *before* cooking or serving, like washing, chopping, mixing ingredients, or getting things ready.
- c) This is a dedicated space for keeping items not needed for immediate use.
- d) This is a dedicated space equipped for making bread, cakes, pastries, and other baked goods, serving both as a production area.
- e) This is a box-shaped storage compartment without a lid, made to slide horizontally in and out of a desk, or other piece of furniture.
- f) This is an area where foods requiring no direct heat are prepared.

4. Speak with your classmate about the following questions and check what each other think. Do you both think the same way?

- a) In your opinion, which is the most important area in a kitchen? And the least important?
- b) Which parts are essential in your dreamed professional kitchen?
- c) Would you like customers watching you cooking? Why or why not?





Present simple

1. Read and complete the table with the words in the box:

End	Add	Affirmative	Build	Facts	Generally	Routines
Do	Vowel	Questions	Don't	Negative	Does	Auxiliary

We use the present simple to:

- Talk about _____ and habits.
Ex.: *Sara sleeps eight hours every night during the week.*
- Things that are _____ true.
Ex.: *It rains a lot in winter.*
- Giving _____.
Ex.: *We come from Spain.*



We _____ the present simple the following way:

- In the _____ form we _____ an -s or -es (-O, -CH, -SH, -SS, -X, or -Z) in the third person singular.
Ex.: *He speaks loudly. She brushes her hair. She kisses her mom.*
- For verbs that _____ in consonant -y, we remove the -y and add -ies.
Ex.: *He carries his own luggage.*
- NOTE: For verbs that end in a _____ + y, we just add -s.
Ex.: *plays -> plays / enjoy -> enjoys*
- In the _____ form we use **don't or doesn't** (3rd person singular) with all the verbs **EXCEPT** to be and modal verbs (can, must, may, might,...).
Subject + don't/doesn't + main verb (without "to") + complements
Ex.: *Liliana doesn't speak Portuguese, she prefers Italian.*
- For _____, we normally use do or does at the beginning of the sentence.
Do/Does + subject + main verb (without -s) + complement
Ex.: *Do you want to go to the cinema? / Does your father work here?*
- NOTE: You can also use the verb "to be" as an _____ to make questions (when asking about identity, characteristics, feelings, location, or age)

Examples:

_____ you like chocolate? Yes, I do / No, I _____.

_____ she like chocolate? Yes, she does / No, she doesn't.



2. Complete the following sentences with the right form of present simple.

- a) _____ your brother 12 years old?
- b) She _____ (negative) go to the cinema very often.
- c) Water _____ (boil) at 100°.
- d) They _____ (need) a colander for the pasta.



3. Fill in the gaps from text with the correct form of the present simple:

A Day in the Training Kitchen



Every morning, our culinary group _____ (arrive) at the training kitchen at 8:30. The chef _____ (be) usually already there, checking the ingredients for the day.

The kitchen _____ (have) 12 workstations, and each student _____ (be) responsible for keeping their station clean.

At 9:00, we _____ (start) the first session. On Mondays, the instructor _____ (teach) basic knife skills. He always _____ (explain) the techniques clearly, and we _____ (practice) until we feel confident.

The kitchen environment _____ (be) strict but motivating. Phones _____ (not be) allowed during class, so everyone _____ (focus) on their tasks.

If someone _____ (make) a mistake, the team _____ (help) them fix it.

Around 11:30, we _____ (prepare) a simple dish for tasting. The instructor often _____ (taste) our plates and _____ (give) feedback. Sometimes the dishes _____ (be) excellent; sometimes they _____ (need) improvement!

At the end of the day, each student _____ (clean) their area thoroughly and _____ (check) that all tools _____ (be) in the correct place. A clean kitchen _____ (be) essential in professional gastronomy.

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Object pronouns & possessive adjectives

1. Fill the gaps with the words from the box:

Possessive adjectives (also possessive determiners) go 1. _____ a noun and describe who owns something. These are the following uses:

- To show 2. _____ (ownership)
Ex.: This is my book.
- To describe parts of the 3. _____
Ex.: His arm hurts.
- To talk about things _____ to people.
Ex.: Our class starts at 09:00.

Subject	Poss. Adj.	Obj.P
I	My	Me
You	Your	You
He/She/it	His/her/ its	Him/her/it
We	Our	Us
You	4. _____	You
They	Their	Them

Object pronouns are used to _____ the object of a verb or a preposition. In other words, we use them to _____ repeating nouns and to show who _____ the action.

2. Go back to the reading from page 10 and write identify each possessive adjective and object pronoun you find within the text.





Routines

1. Listen to Esther talking about her life and choose the best title for this listening. Explain your choice.

A Esther's school routines

B Esther's favourite day

C Esther's week routines

2. Listen to the extract and write if the following sentences are true or false. Correct the false ones.

- Esther wakes up at half past seven during the week.
- She studies culinary techniques at school.
- She thinks English is useless for her future.
- The school restaurant is open every day.
- Esther enjoys restaurant service practice.
- At the weekend, she wakes up early on Saturdays.

True	False

3. Listen again and answer the following questions:

- What time do Esther's classes start?
- How does she go to school?
- What happens at ten past eleven?
- How many days a week do they serve menus in the school restaurant?
- What does Esther do after school twice a week?

4. Complete the sentences with the correct form of the Present Simple while listening.

- Esther usually _____ up at half past six.
- She _____ her phone in the morning.
- She _____ the bus to school.
- The restaurant _____ them to get real practice.
- They _____ different menus every day.
- Esther _____ restaurant service practice.
- She _____ how important is to keep customers satisfied.
- At the weekend, she _____ up late.

5. Complete the following table with the correct information from Esther's listening.

DURING THE WEEK	AT THE WEEKEND
Wakes up early	
Goes to school	
	Go out with friends
	Watches a film

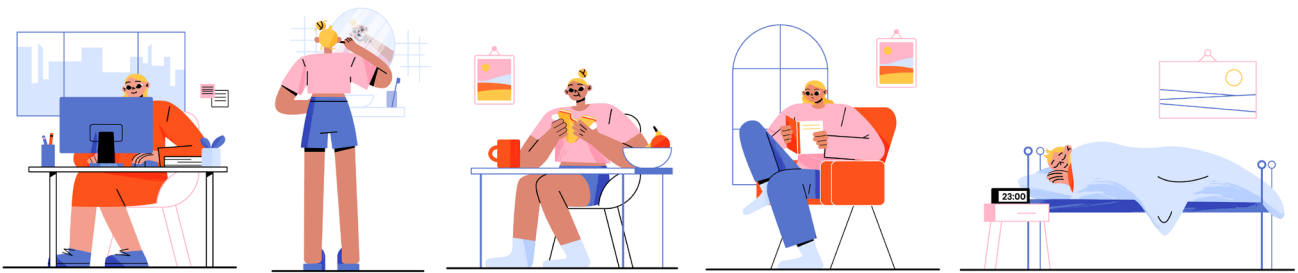


6. Listen to Esther and then answer about yourself.

1. Do you have a similar routine during the week?
2. What is your favourite subject?
3. Do you prefer back-of-house or front-of-house work? Why?
4. What do you usually do at the weekend?
5. At what time do you usually get up during the week?
6. What time do you usually go to bed at the weekend?

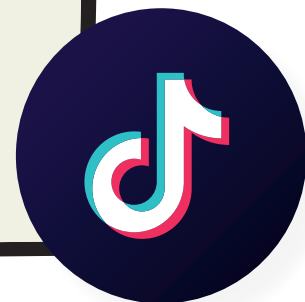


7. Pick a different classmate to the one you usually sit with and find out about his/her routines. Help yourself with the questions from exercise 6. How many things do you have in common? Write them down to create a list.



8. Create a small TikTok video asking a different person from the class questions of exercise 6 and add three more (at least). If you don't want to use your own account, create a new one. Then, share them with the class. Try to:

- Don't do grammatical mistakes
- Edit the video if needed and add some music if needed
- Keep it professional
- If you don't know how to use it, ask a classmate or your teacher for help
- Remember to add at least three more questions to it



9. After watching all the different TikToks from your classmates, which one is your favourite and why? Explain yourself and give solid arguments.



Making an introduction

1. Complete the dialogue with the correct word. Be careful! Two words are extra and DO NOT FIT.

Time	Where	Old	Introduce	Am	Afternoon	Look	Tiny
Do	Still	Meet	Has	From	Show	Check	Talk



THE FIRST DAY

Leo: Hi! Is this seat free?

Paul: Yes, it is. Go ahead.

Leo: Thanks. I'm Leo.

Paul: Hi, I'm Paul, nice to _____ you.

Leo: Nice to meet you too. _____ you know at what time is the recess? I am already starving.

Paul: I think it is at 11:10. There is a machine on the corridor from the second floor and it _____ some sandwiches, snacks and drinks.

Leo: Oh, cool! Thanks a lot. It's my first _____ in this school and I feel kind of lost, everything is so big. I _____ a little overwhelmed with all the people. I _____ can't find the kitchen for our practices, I can barely remember where the restrooms are!

Paul: Haha, don't worry, it happens to everyone the first time. Oh look, here comes Claudia. Hi Claudia!

Claudia: Hi Paul!! How are you?

Paul: I'm fine and you? Look, let me _____ you to Leo, today is his first day.

Claudia: Hello! Nice to meet you Leo, I'm Claudia. _____ are you from?

Leo: Nice to meet you too Claudia! I am from Zaragoza. Do you both come _____ Valladolid?

Paul & Claudia: Yes!!

Leo: How nice! Maybe you can _____ me around a little bit. For me, it's the first time out of my city, I'm just 18 years old and I'm excited and nervous at the same time. By the way, how _____ are you guys?

Claudia: Don't worry. You can come with us this afternoon to _____ all the landmarks from the city. I am also 18 years old!

Paul: That's right Claudia, let's hang out this _____. I'm 17 years old. I hope I don't _____ younger!!

Leo: Haha, no, you don't. Don't worry. Great guys, thank you so much. Okay, there comes the teacher, let's speak later about it.

2. Work in pairs. Student A goes to page X and Student B goes to page Y. You will each one have a role and you need to meet each of you will have a role, and you need to act according to it. There are three cards, so you can switch partner each time.





Daily work

1. Read the following e-mail from a manager restaurant to her staff and explain the words in bold.

● ● ●
New message
↗

To m.gallagher@mails.com, sarah_m@mails.com, rich_ard@mails.com, juana_g@mails.com, svenska@mails.com

Subject Our Kitchen and Daily Work

Dear team,

I hope you are all doing well.

I am writing to **remind** you of how our kitchen works and what we **expect** every day. Our kitchen is a professional and well-organised space. It has separate areas for preparation, cooking, and **plating**, and each station has its own tools and equipment.

We work with fresh ingredients, and we prepare most dishes from **scratch**. **Cleanliness** is very important in our kitchen. Everyone keeps their station clean and follows hygiene rules at all times. We **store** food correctly, **label** all containers, and check temperatures regularly.

Communication is essential. We work as a team, we respect each other, and we help when someone needs support. The kitchen is **busy** during service, but we stay calm and focused. We follow the menu, respect the **recipes**, and maintain consistent quality.

Before service, we **check** our stations and prepare all ingredients. During service, we work efficiently and **keep** the kitchen organised. After **service**, we clean all surfaces, wash the equipment, and leave the kitchen ready for the next **shift**.

Thank you for your daily effort and professionalism. If you have any questions or suggestions, please let me know.

Kind regards,
 Laura Martínez
Restaurant Manager

SEND
📎 📷 ⬇️ 😊 🗑️ ⋮

2. Read the text and answer the questions:

- a) Do you think this information is useful for the team? Why or why not.
- b) Do you think this e-mail is formal, semi-formal or informal? Why?
- c) Why do you think Laura is sending this e-mail to her team?
- d) Do you think it is important to follow a structure when writing e-mails? Why or why not.





HOW DO WE USE IT?



1. Work in pairs. Do some research about a culinary podcast (two per person) and present your results to the class. Make a presentation mentioning the following:

- Name and authors of the podcast
- What is it about
- Why do you like it
- Do you think this podcast can help people in their career?
- Show the place you can find them



2. Pick an appliance from the ones you have learned through the unit or a new one. Write down just a sentence in which you explain its usage. For example: *The blender mixes different types of food.*

3. Let's create a podcast ourselves! Each student picks one appliance (try to make them all different) and repeats the same sentence in exercise 2, adding in the end the name of the appliance into your own language. You also need to designate a person to record everyone and one or two people as presenters. To organize yourself, follow the plan below:

Presenters – Introduction to podcast
Presenters – Introduction to section

Student 1 – Appliance + Translation
Student 2 – Appliance + Translation
Student 3 – Appliance+ Translation
Student 4 – Appliance + Translation
Presenters – Dismissal previous section and introduction to section.
Student 5 – Appliance + Translation
Student 6 – Appliance + Translation
Student 7 – Appliance + Translation
Student 8 – Appliance + Translation



Presenters – farewell

Presenters must introduce the podcast; they can separate sections following the scheme of a kitchen and end the podcast with a nice dismissal.