

Home Economics

Food Processing

It is not necessary to carry out all the activities contained in this unit. Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	Food Processing	
All students: Activities that are suitable for Learning Support , Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-5
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	Completing Sentences	12
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Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	7
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Language support: Additional activities for Language Support:	Grammar points	14-15
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using Home Economics textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Home Economics Revision Notes for Junior Certificate</i> by Mary Anne Halton.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.

Encourage students to:

- Bring the relevant **subject textbooks** to learning/language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
- Take some **responsibility for their own learning** programmes by:



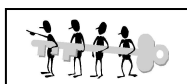
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows:

Nouns

additive
antioxidant
bottle
can
colour
colouring
cook
cooker
fat
flavour
flavour enhancer
flavouring
food
GM food (genetically modified)
headache
ingredients
instructions
meal
moisture
nutrients
preservative
product
rash
shelf-life
sweetener
texture
tin

warmth

Adjectives

bottled
canned
chilled
cooked
dried
frozen
improved
increased
nutritional
processed

Verbs

chill
cook
destroy
dry
improve
increase
inhibit
maintain
prevent
provide
remove
save
sterilize

Vocabulary file 1

Word	Meaning	Note or example*
processed		
additives		
preservatives		
colourings		
canned		
frozen		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



Get your teacher to check this and then file it in your folder so you can use it in the future.

Vocabulary file 2

Word	Meaning	Note or example
dried		
allergy		
sweeteners		
convenience		
nutritional		
improved		



Get your teacher to check this and then file it in your folder so you can use it in the future.

Language Level: all
Type of activity: whole class
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Fast Food

Junk Food

Convenience Food

- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



All students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: _____ DATE: _____
Home Economics: Food Processing

Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



Working with words

1. Tick the correct answer



- a) This is fresh food.
- b) This is frozen food.
- c) This is canned food.
- d) This is processed food.



- a) This is fresh food.
- b) This is frozen food.
- c) This is canned food.
- d) This is processed food.

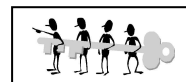
2. Look at the words in the box and put an F beside the food that is fresh, and a P beside the food that is processed.

eggs	bananas	hamburgers	
biscuits	carrots	corn flakes	oranges
tinned beans	carton of orange juice		potatoes
frozen oven chips		broccoli	



Check that these key words are in your personal dictionary.

Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



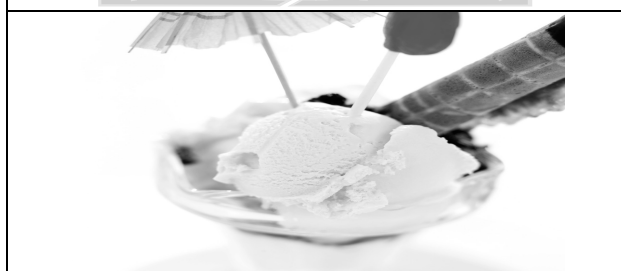
Picture Sentences

1. Tick the correct answer

- a) This is frozen food.
- b) This is canned food.
- c) This is dried food.



- a) This is frozen food.
- b) This is canned food.
- c) This is dried food.



- a) This is frozen food.
- b) This is canned food.
- c) This is dried food.



2. Put these words in the correct order to form sentences about food processing.

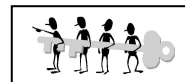
lasts/processed/ longer/ food

of / frozen food /excellent/the quality/ is

preserving /is a method/ of/ food/drying

NAME: _____ DATE: _____
Home Economics: Food Processing

Language Level: A1/A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: *apple* *orange* *banana* taxi

cook chill bicycle convenience

canned bottled cooked cat

dress milk pint chill

flavour CD meals nutritive

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to cook _____

to chill _____

to preserve _____

to prevent _____

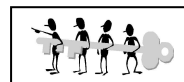
to destroy _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
Home Economics: Food Processing

Language Level: A2 / B1
Type of activity: individual
Suggested time: 20 minutes



Keywords

1. Fill in the missing letters of the keywords listed below.
On the line beside each word, write whether the word is a noun, an adjective or a verb.

inst__ctio__s _____

b__t__ed _____

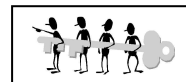
nut__ti__nal _____

ad__tive__ _____

2. Write as many words as possible related to **Food Processing**. You have 3 minutes!

NAME: _____ DATE: _____
Home Economics: Food Processing

Language Level: A1 / A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. Many people have three of these every day LMSEA

Answer _____

2. Every food has its own... AVOFLUR

Answer _____

3. When you do this, it makes food cold, quickly LHCIL

Answer _____

4. These substances make food last longer AEDITDIVS

Answer _____

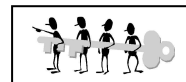
Solve the secret code

English	C	F	G	I	K	N	O	S	U
Code	B	X	Y	F	G	Q	R	O	L

example: BRRG = COOK

BRRGFQY FO XLQ _____

Language Level: A2 / B1
Type of activity: pairs or individual
Suggested time: 30 minutes



Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

What are convenience foods?

Foods that undergo commercial preparation, pre-cooking and cooking which save _____ time and energy in the home are called _____ foods.

Advantages:

- Save time and energy.
- Easy to prepare and use.
- _____ can be used out of season.
- Provides variety.

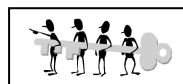
Disadvantages:

- Expensive to use regularly.
- It is easy to become dependent on them.
- Some convenience foods tend to be high in salt, sugar and saturated _____ and low in dietary fibre.
- Incorrectly stored and cooked cook-_____ products can cause food poisoning.

Word Box:

fat	chill	convenience	foods	cooking
-----	-------	-------------	-------	---------

Language Level: A2 / B1
Type of activity: individual
Suggested time: 40 minutes



Multiple choice

Read the text below and choose the best answers.

GENERAL GUIDELINES FOR USING CONVENIENCE FOODS

1. Follow the instructions on the tin, jar or package.
2. Use convenience foods in emergencies (do not use them to replace the use of fresh foods on a daily basis).
3. Combine convenience foods with fresh foods.
4. Include fresh fruit and vegetables with dishes based on convenience foods to improve the nutritive value.
5. Use no more than one or two convenience foods in a meal.
6. Heat cook-chill products thoroughly to destroy bacteria.
7. Use convenience foods in rotation.

1. When using convenience foods, what should they be combined with?

- | | |
|------------------|----------------|
| a) the newspaper | b) fresh foods |
| c) nothing | d) television |

2. What should you do when you use convenience foods?

- | | |
|----------------------------|---------------------|
| a) go to hospital | b) guess what to do |
| c) follow the instructions | d) smell them |

3. What should you do to improve the nutritive value of a meal that includes convenience foods?

- | | |
|---------------------------------------|---------------|
| a) include fresh fruit and vegetables | b) spit |
| c) rub your eyes | d) smell them |

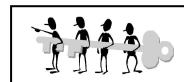
4. Should you heat cook-chill products thoroughly?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Should you use three convenience foods at every meal?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

Language Level: B1
Type of activity: individual
Suggested time: 30 minutes



Grammar point

Adjectives

(adjective: a word that describes a noun or pronoun, for example: big, black)

1. In the box below there are ten adjectives used to describe food.
Put a circle around each adjective.

processed	kitchen	cooker	nutritious	freeze	natural
canned	dried	wash	product	bottled	cooked
additive	raw	vitamin	frozen	healthy	

2. The sentences below are taken from your textbook. Some adjectives are missing. Read the sentences and decide what the adjectives might be, then select one from the box below.

- _____ food lasts longer and is easier to store.
- Cans should be stored in a _____, _____ place.
- Frozen food is almost identical to _____ food in nutritive value.
- Bread and cakes may be frozen _____ or cooked.
- To prevent allergic reaction you should eat _____ foods.
- _____ food is available all year round, when frozen.

raw	dry	cool	fresh	processed	natural	seasonal
-----	-----	------	-------	-----------	---------	----------

Grammar point (continued)

3. Comparison of adjectives. Study the following four sentences and think about what happens to the adjectives when we compare them.

(healthy) Fresh food is healthier than processed food.
(easy) Processed food is easier than fresh food.
(nutritious) Fresh food is more nutritious than dried food.
(natural) Fresh food is more natural than convenience food.

4. What's the rule? Fill in the information in the box below, check it with other students, your teacher or the Answer Key.

Comparison of adjectives

For short adjectives we use:

For longer adjectives we use :

5. Now practise! Write a paragraph comparing **My favourite food** with **'Typical Irish food'**. You must use lots of adjectives and comparisons.

Alphaboxes

Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz



Word search

Find the words from the list below.

F C Y O	Z V U C
J F L B A	D V L P H
O M E A L S	Z D R I E D
O C G P L F X	I F O O D S V
P C P D B G K	P I N T F S F
F L A V O U R	Z M E K N V J
K C O N V E N I E N C E J W	
N U T R I T I O N A L V	
N U T R I T I V E Q	
U X J T C W L T	
C A N N E D T S	
S Y I C O O K E D T	
A D D I T I V E S Z W H	
E M I N S T R U C T I O N S	
K V C M I L K	N H C P P I O
C O C H I L L	C O O K I N G
B O T T L E D	C G R R C A G
V L C E W P	C O O K L S
G O M J W	A A U H U
Y X Q K	T C Z O

ADDITIVES	NUTRITIVE
BOTTLED	PINT
CANNED	
CHILL	
CONVENIENCE	
COOK	
COOKED	
COOKING	
DRIED	
FLAVOUR	
FOODS	
INSTRUCTIONS	
MEALS	
MILK	
NUTRITIONAL	

NAME: _____ DATE: _____
Home Economics: Food Processing

Play Snap

Make Snap cards with 2 sets of the same keywords. *See Notes for teachers* for ideas about how to use the cards.



foods	foods
convenience	convenience
additives	additives

NAME: _____ DATE: _____
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chill	chill
nutritive	nutritive
meals	meals

NAME: _____ DATE: _____
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flavour	flavour
cook	cook
bottled	bottled

NAME: _____ DATE: _____
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canned	canned
nutritional	nutritional
pint	pint

Answer key

Working with words, page 7

1. a, d.
2. Fresh food: eggs, bananas, carrots, oranges, potatoes, broccoli
Processed food: hamburgers, biscuits, cornflakes, tinned beans, carton of orange juice, frozen chips

Picture sentences, page 8

1. b,a,c
2. Processed food lasts longer.
The quality of frozen food is excellent.
Drying is a method of preserving food.

Odd one out, page 9

Bicycle, cat, dress, CD

Keywords, page 10

Instructions (noun), bottled (adjective), nutritional (adjective) additives (noun)

Unscramble the letters, page 11

Meals, flavour, chill, additives

Secret code: cooking is fun

Completing Sentences, page 12

What are convenience foods?

Foods that undergo commercial preparation, pre-cooking and cooking which save **cooking** time and energy in the home are called **convenience** foods.

Advantages:

- Save time and energy
- Easy to prepare and use
- **Foods** can be used out of season
- Provides variety

Disadvantages:

- Expensive to use regularly
- It is easy to become dependent on them
- Some convenience foods tend to be high in salt, sugar and saturated **fat** and low in dietary fibre
- Incorrectly stored and cooked cook-**chill** products can cause food poisoning.

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Multiple choice, page 13

1.b, 2.c, 3.a, 4.a., 5.b

Grammar points, page 14/15

1. adjectives: processed, nutritious, natural, canned, dried, bottled, cooked, raw, frozen, healthy
2.
 - **Processed** food lasts longer and is easier to store.
 - Cans should be stored in a **cool, dry** place.
 - Frozen food is almost identical to **fresh** food in nutritive value.
 - Bread and cakes may be frozen **raw** or cooked.
 - To prevent allergic reaction you should eat **natural** foods.
 - **Seasonal** food is available all year round, when frozen.

4.

Comparison of adjectives

For short adjectives we use: **er** **than**

For longer adjectives we use : **more (x)than**

Word Search, page 17

C Y O Z V U C
 J F L B A D V L P H
 O M E A L S Z D R I E D
 O C G P L F X I F O O D S V
 P C P D B G K P I N T F S F
 F L A V O U R Z M E K N V J
 K C O N V E N I E N C E J W
 N U T R I T I O N A L V
 N U T R I T I V E Q
 U X J T C W L T
 C A N N E D T S
 S Y I C O O K E D T
 A D D I T I V E S Z W H
 E M I N S T R U C T I O N S
 K V C M I L K N H C P P I O
 C O C H I L L C O O K I N G

NAME: _____ DATE: _____
Home Economics: Food Processing

B O T T L E D
V L C E W P
G O M J W
Y X Q K

C G R R C A G
C O O K L S
A A U H U
T C Z O

NAME: _____ **DATE:** _____
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