

Home Economics

Individual Dietary Needs

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	Individual Dietary Needs
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using Home Economics textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from Home Economics Revision Notes for Junior Certificate, by Mary Anne Halton. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none">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.

Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. 'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar' etc.
- 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 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.

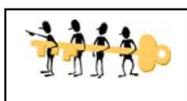


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



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

Keywords

The list of keywords for this unit is

as follows:

Nouns

biscuits
body
bread
breast ,milk
cakes
calcium
carbohydrates
cereal
cheese
convenience
diabetes
diet
eggs
energy
fat
fibre
fish
food
fruit
gluten
insulin
intake
iron
juice
meal
nuts
obesity
pasta
portion
potatoes
poultry
protein
rice
snack

snack
soup
soya
sugar
tofu
vegan
vegetables
vegetarian
weights
yoghurt

adjectives

balanced
concentrated
convenience
cooked
dietary
fatty
fortified
fresh
fried
healthy
lean
low
puréed
recommended
spicy
sugary
wholemeal

Verbs

avoid
choose
digest
eat
recommend
require
sieve

NAME: _____ DATE: _____
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Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
protein		
balanced		
diet		
wholemeal		
vegetarian		
calcium		
poultry		



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

NAME: _____ DATE: _____
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Word	Meaning	Word in my language
convenience		
obesity		
sugary		
fried		
recommended		
digestion		
nutrients		



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

NAME: _____ **DATE:** _____
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Level: all
Type of activity: whole class

Focus: vocabulary, spelling,
dictionary, writing
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:

Vegetarian

Diets

Food fashion

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



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

Level: A1
Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary
Suggested time: 30 minutes



Working with words

1. Tick **TWO** descriptions for each picture



- a) this is a healthy lunch
- b) this is an unhealthy lunch
- c) this is a wholemeal sandwich
- d) this is fried food



- a) this is a healthy lunch
- b) this is an unhealthy lunch
- c) this is a wholemeal sandwich
- d) this is fried food

2. Find these words in your textbook.

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

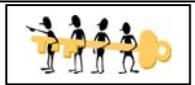
Word	Page in textbook	Explanation	In my language
carbohydrate			
protein			
calcium			
dairy			



Check that these key words are in your personal dictionary.

Level: A1/A2
Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes



Picture Sentences

1. Match the picture with the descriptions a,b,c.

a) This is part of the milk/cheese food group.

b) This is a part of the fruit/vegetable food group.

c) This is a part of the protein/meat food group.



2. Go to your textbook and find out where the food in the pictures fit in the food pyramid.

3. Put these words in the correct order to form sentences from your textbook.

meals/avoid / between/ snacks

follow / a well balanced /all adults/ should/ diet

of /set /healthy eating /parents/ should / an example/

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Level: A1/A2
Type of activity: pairs or individual

Focus: word identification, vocabulary
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**

vegetable healthy eat music

eggs football protein cooked

soups cakes bicycle fruit

television nutrients growth energy

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

to choose _____

to recommend _____

to avoid _____

to digest _____

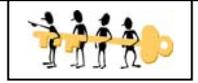
to require _____



Check that these key words are in your personal dictionary.

Level: A1/A2
Type of activity: individual

Focus: key vocabulary
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.

co__ed _____

dia__tes _____

veg_t__ian _____

for__fi_d _____

2. Write as many words as possible related to **diet/balancing the diet/individual dietary needs**. You have 3 minutes!

Level: A1 / A2
Type of activity: pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

1. This is a diet that includes all the right foods LADNBACE

Answer _____

2. Wheat, barley, oats and rye are all... ELSRCEA

Answer _____

3. Food that is eaten between meals KSNSAC

Answer _____

4. Another way of describing a person who is not sick at all
EAYLTHH

Answer _____

Solve the secret code

English	C	D	E	F	H	I	L	N	O	S	U
Code	B	X	Y	W	G	Q	R	O	L	E	A

ex: XQEGYE = DISHES

WQEG QE XYRQBQLAE _____

NAME: _____ DATE: _____

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Level: A2 / B1

Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary

Suggested time: 30 minutes



Completing sentences

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

Coeliac disease occurs in people who are unable to break down the _____ gluten, found in wheat, barley, oats, rye and cereal products.

The lining of the stomach can be damaged because gluten is not broken down for _____ into smaller units of amino acids. This can result in anaemia, diarrhoea, stomach pain and extreme tiredness. Stunted growth may also occur. Dietary advice is available from The Coeliac Society of Ireland.

Dietary _____ for Coeliacs:

- Choose _____-free foods and food products
- Read all food labels carefully
- Look for the gluten-free symbol on food products
- Choose from meat, poultry, fish, milk, milk products, fruit, vegetables and rice, cornflour, cornflakes, gluten-free _____, biscuits and breads

Word Box:

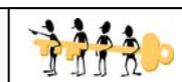
guidelines	protein	gluten	flour	absorption
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Level: A2 / B1
Type of activity: individual

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 40 minutes

Multiple choice



Read the text below and choose the best answers.

Some young men and women suffer from eating disorders. Abnormal eating patterns may endanger a person's health or add the risk of other diseases.

Psychological factors play a major role in eating disorders.

Anorexia nervosa is a psychological condition, which results from a distorted body image and low self-esteem and leads to an eating disorder. Individuals are obsessed with thinness and a fear of getting fat. It leads to severe dieting, excessive weight loss, nutrient deficiencies, starvation and organ failure. The body is starved of food. People suffering from this condition are convinced that they are overweight or fat, when in fact they may be well below their recommended weight.

Bulimia nervosa is different to anorexia nervosa, as those suffering from it need not be underweight. In some cases, sufferers may be a little overweight. Binge eating followed by vomiting is a symptom. People with this eating disorder sometimes take laxatives to reduce their weight. After binge eating, the sufferer feels intensely guilty. A variety of physical symptoms develop: damage to the lining of the pharynx, oesophagus and lining of stomach, erosion of tooth enamel and nutrient deficiencies.

Anorexia nervosa and Bulimia nervosa require professional attention and counselling.

1. What kind of condition is Anorexia nervosa?

- a) psychological
- b) emotional
- c) skin
- d) teeth

2. What do people suffering from Anorexia believe about their bodies?

- a) that they are dirty
- b) that they smell bad
- c) that they are fat
- d) that they are blue

3. What do Bulimia sufferers sometimes take to reduce their weight?

- a) tea
- b) laxatives
- c) mints
- d) sunshine

4. Do Bulimia sufferers damage their stomachs and teeth?

- a) Yes
- b) No

5. Do people suffering from Anorexia or Bulimia need professional help?

- a) Yes
- b) No

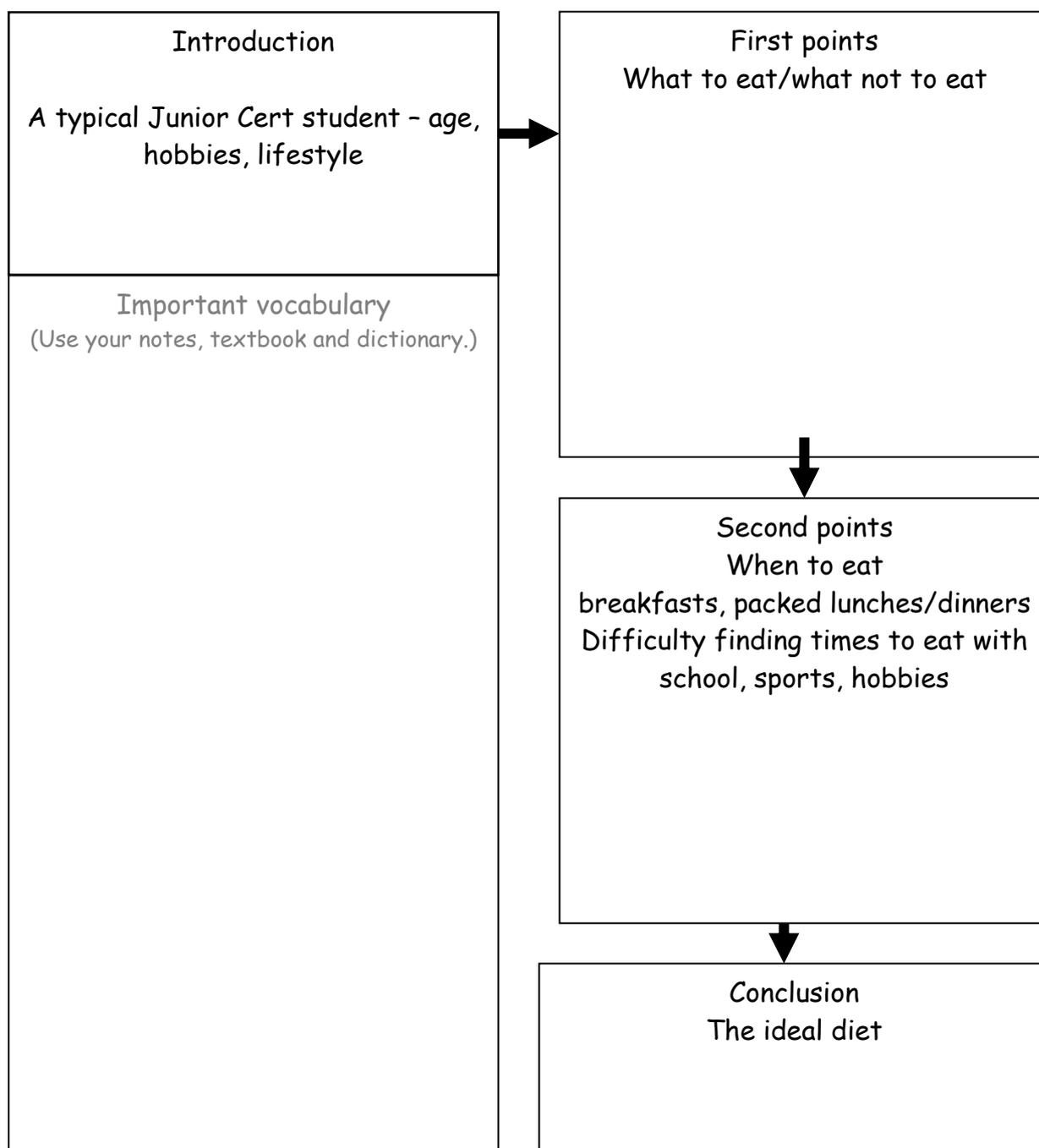
NAME: _____ DATE: _____
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Level: A2 / B1
Type of activity: pairs / small groups

Focus: vocabulary, structure, planning and creating text
Suggested time: 40 minutes

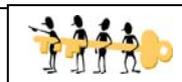
You are going to write about 'Healthy eating for Junior Certificate students'. You must describe what, how and when Junior Cert students (teenagers) should eat. Use your keyword list, textbook and dictionary to help you. When you have finished, read one another's work.

First plan what you are going to write by making notes on this chart:



Level: B1
Type of activity: individual

Focus: adjectives, sentence structure
Suggested time: 30 minutes



Grammar points

Adjective Hunt

(adjective: a word that describes a noun or pronoun)

1. There are 12 adjectives in the box, which are often used to describe food. Circle the 12 adjectives

fried	avoid	fruits	eat	spicy	concentrated
juice	low-fat	sieved	growth	salty	
eggs	digest	sugary	cereal	recommended	
body	convenience	obesity	poultry	healthy	
wholemeal	cooked	snack	meat		

2. Here are some sentences from your textbooks, however some of the adjectives are missing. First read the sentences and think about what adjectives might fit in. Then select adjectives from the box.

- Eating a _____ diet gives you the best possible chance of being healthy and fit.
- _____ milk is not suitable for children because it lacks fat.
- Restrict fats, sugar, salt and _____ snack food.
- Take care to serve _____ packed lunches.
- Develop good eating habits by having meals at _____ times.
- Teenage males have _____ energy needs than any other group.
- To keep skin clear, avoid greasy foods such as _____ foods, pastries and chocolate.
- Elderly people should eat three _____ meals a day.

Grammar points (continued)

- Avoid processed or _____ foods.
- _____ products such as milk, cheese and yoghurt contain calcium and vitamins A and D.

higher	healthy	dairy	skimmed	fried	regular
sugary	balanced	unhealthy	nourishing		

3. Think of at least two adjectives to describe each of the following foods. The first one is done for you:

<i>crispy, green</i>	apple
	hamburger
	chicken
	chocolate
	chips
	pasta
	milk
	water
	bread
	cheese
	vegetables
	cake

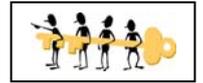
4. Think of your favourite meal. Describe it in detail to another student.

Levels A1 and A2

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. When you have found all the words, write each word in your own language.

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

AVOID NUTS
CEREALS PROTEIN
CHOOSE SUGAR
DIABETES VEGETABLES
DIETARY VEGETARIANS
ENERGY FRUIT
FIBRE FRUITS
FOODS GLUTEN
FRIED WHOLEMEAL
INSULIN MEALS
INTAKE

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Play Snap

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



avoid	avoid
sweets	sweets
pasta	pasta

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sugary	sugary
digest	digest
potatoes	potatoes

NAME: _____ DATE: _____

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yoghurt	yoghurt
protein	protein
iron	iron

NAME: _____ DATE: _____

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weight	weight
milk	milk
fibre	fibre

NAME: _____ DATE: _____

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Answer key

Working with words, page 7

1. first picture: a, 2
2. second picture: b, d

Picture sentences, page 8

1. The photographs appear in this order: b, c, a
3. Avoid snacks between meals. All adults should follow a well balanced diet. Parents should set an example of healthy eating.

Odd one out, page 9

Music, football, bicycle, television

Keywords, page 10

Cooked (adjective or verb), diabetes (noun), vegetarian (noun), fortified (adjective)

Unscramble the letters, page 11

1. Balanced, 2. cereals, 3. snacks, 4. healthy
- Secret Code: fish is delicious

Completing Sentences, page 12

Coeliac disease occurs in people who are unable to break down the **protein** gluten, found in wheat, barley, oats, rye and cereal products. The lining of the stomach can be damaged because gluten is not broken down for **absorption** into smaller units of amino acids. This can result in anaemia, diarrhoea, stomach pain and extreme tiredness. Stunted growth may also occur. Dietary advice is available from The Coeliac Society of Ireland.

Dietary Guidelines:

- Choose **gluten**-free foods and food products
- Read all food labels carefully
- Look for the gluten-free symbol on food products
- Choose from meat, poultry, fish, milk, milk products, fruit, vegetables and rice, cornflour, cornflakes, gluten-free **flour**, biscuits and breads.

Multiple Choice, page 13

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

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Grammar point, page 16

Adjectives: fried, spicy, concentrated, low-fat, sieved, salty, sugary, recommended, convenience, healthy, wholemeal, cooked

2.

- Eating a **balanced** diet gives you the best possible chance of being healthy and fit.
- **Skimmed** milk is not suitable for children because it lacks fat.
- Restrict fats, sugar, salt and **unhealthy** snack food.
- Take care to serve **healthy** packed lunches.
- Develop good eating habits by having meals at **regular** times.
- Teenage males have **higher** energy needs than any other group.
- To keep skin clear, avoid greasy foods such as **fried** foods, pastries and chocolate.
- Elderly people should eat three **nourishing** meals a day.
- Avoid processed or **sugary** foods.
- **Dairy** products such as milk, cheese and yoghurt contain calcium and vitamins A and D.

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Word Search, page 20

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