

NAME: _____ DATE: _____

Home Economics: Cooking Methods

Home Economics

Cooking Methods

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	Cooking methods
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. Mary Anne Halton. Gill & Macmillan. <i>We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.</i>
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.

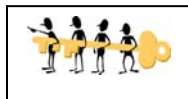


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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.

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Keywords

The list of keywords for this unit is as follows:

Nouns

baking
boiling
casserole
conduction
convection
cooker
cooking
dish
fat
fish
food
fruit
frying
gloves
grilling
guidelines
hob
juices
liquid
meat
method
oil
oven
pan
pieces
poaching
potatoes
poultry
rashers
rice
roasting
saucepan
steaming
stewing
temperature
vegetables

adjectives

shallow
hot
cooked

slotted
deep
suitable

Verbs

allow
bake
boil
drain
remove
grill
choose
steam
cook
pre-heat
roast

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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
poultry		
vegetables		
casserole		
method		
temperature		
guidelines		



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

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Vocabulary file 2

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

Word	Meaning	Word in my language
boil		
drain		
steam		
grill		
roast		
pre-heat		



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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:

Cooking

Baking

Different ways of cooking

- 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.).

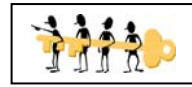


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: A1
Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary
Suggested time: 20 minutes

Working with words



1. How many parts of this cooker can you name?
 Circle the hob, oven, knobs, handle.



a. _____ b. _____ c. _____

2. Which is which? Place the correct name under each picture
blender, pots and pans, grater

3. 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
steam			
roast			
fry			

Level: A1
Type of activity: pairs or individual

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



Picture Sentences

1. Tick the correct answer

- a) This is frying food.
- b) This is baking.
- c) This is a barbeque.



- a) This is frying food.
- b) This is baking.
- c) This is a barbeque.



- a) This is frying food.
- b) This is baking.
- c) This is a barbeque.



2. Put these words in the correct order to form sentences about the reasons for cooking.

better/food/tastes

appetising/ food/ more/ looks

becomes/ food/ digestible/ more

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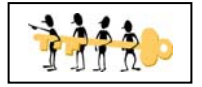
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Level: A1/A2

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*

boiling saucepan heat CD

oven photo gloves roasting

bedroom fish grill hot

slotted spoon poaching book hob

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

to boil _____

to grill _____

to roast _____

to steam _____

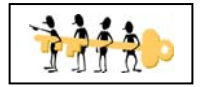
to pre-heat _____



Check that these key words are in your personal dictionary.

Level: all
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.

ca_se__le _____

s_al_ow _____

ba__ng _____

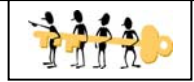
sa_c__an _____

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

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

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



Unscramble the letters

1. This is cooking food in liquid at 100°C GOIBLIN

Answer _____

2. These help us to cook properly IIDSELGUN

Answer _____

3. This is a long, slow method of cooking SENWGTI

Answer _____

4. This is the name for how hot the oven, grill or hob is
EPTEREATMUR

Answer _____

Solve the secret code

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

ex: LER = SUN

XWWQHRF HL YER!

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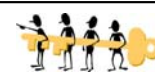
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Level: A2 / B1

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.

Cooking guidelines for baking:

- 1 Pre-heat the oven to the correct _____ (this is important when baking breads and cakes which contain a raising agent).
- 2 Do not overfill the oven. Allow space for air currents to circulate.
- 3 Avoid using the oven just for one dish. When _____, make maximum use of the oven. This saves energy and is economical.
- 4 Avoid opening the _____ door frequently.
- 5 To keep some foods moist, use foil during the cooking process. Remove before _____ is completed to crisp up the surface.
- 6 Use oven _____ when removing the hot dishes from the oven.

Word Box:

cooking	gloves	oven	baking	temperature
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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.

Cooking guidelines for frying:

1. Never leave frying pans, deep-fat fryers or woks unattended.
2. Prepare the food before heating the oil or fat.
3. Dry food with kitchen paper to remove moisture.
4. Never allow water and hot oil to come into contact with each other.
5. Pre-heat the oil or fat before adding the food.
6. Use clean oil. Choose polyunsaturated oils rather than saturated fats.
7. Be careful as you place the food into the hot oil.
8. Seal both sides of the food to keep in the juices.
9. Remove cooked food carefully with a slotted spoon, drain and keep warm.
10. Turn off cooker switches and unplug deep-fat fryers as soon as cooking is completed.
11. Allow oil to cool, strain and put into suitable containers.

1. When frying, when should you leave the frying pan unattended?
 - a) all the time
 - b) before lunch
 - c) never
 - d) when the sun is shining
2. What should you do to remove moisture from the food?
 - a) wash your hands
 - b) put water on it
 - c) rub your eyes
 - d) dry it with kitchen paper
3. What should you do before you add the food to the oil or fat?
 - a) wash your hands
 - b) spit in the oil
 - c) pre-heat the oil or fat
 - d) smell the oil
4. Should you turn off the cooker and unplug the deep-fat fryer when you finish cooking?
 - a) Yes
 - b) No
5. Should you pour hot oil or fat into the bin?
 - a) Yes
 - b) No

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Level: B1
Type of activity: individual

Focus: verbs
Suggested time: 30 minutes



Grammar points

Verbs

(verb: a word that refers to an action, for example: arrive, make)

1. Put a circle around the ten verbs in the box below.

fish	poultry	steam	cook	cooker	gloves
heat	meat	guidelines	heater	saucepan	
choose	grill	hob	knob	dish	
wash	help	add	nutrients	flavour	
texture	melt				

2. Here are sentences from your textbook, but some verbs are missing. See if you can decide what they are. Then check your textbook or the answer key.

- Heat _____ harmful bacteria.
- Heat _____ preserve food.
- Cooking _____ many foods easier to digest.
- Cooking _____ the appearance, flavour and colour of many foods.
- Cooking _____ variety, by developing new flavours.

3. The verbs above are in the simple present tense. This is because we are talking about **facts** (things that are true). Search your textbook to find facts about the three types of heating used in cooking.

How heat travels:

Conduction: _____

Convection: _____

Radiation : _____

4. Find 5 more facts about cooking in your textbook and write them out.

Levels A1 and A2

Alphaboxes

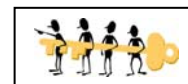
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

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

Do you understand all these words?



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



Word search

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

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

BAKING	FOOD	MEAT	SAUCEPAN
BOILING	FRYING	OIL	STEAMING
CHOOSE	GUIDELINES	OVEN	STEWING
COOKER	HEAT	POACHING	VEGETABLES
COOKING	HOB	POULTRY	
FISH	LIQUID	ROASTING	

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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.



roasting	roasting
poaching	poaching
boiling	boiling

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steaming	steaming
baking	baking
frying	frying

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poultry	poultry
juices	juices
hot	hot

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cooker

cooker

oven

oven

saucepan

saucepan

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Answer key

Working with words, page 7

2. a pots and pans, b. grater, c. blender

Picture sentences, page 8

1. a, c, b
2. Food tastes better. Food looks more appetising. Food becomes more digestible.

Odd one out, page 9

CD, photo, bedroom, book

Keywords, page 10

Casserole, noun, shallow, adjective, baking (verb or adjective), saucepan (noun)

Unscramble the letters, page 11

Boiling, guidelines, stewing, temperature

Secret Code: cooking is fun.

Completing Sentences, page 12

Cooking guidelines for baking:

- 1 Pre-heat the oven to the correct **temperature** (this is important when baking breads and cakes which contain a raising agent).
- 2 Do not overfill the oven. Allow space for air currents to circulate.
- 3 Avoid using the oven just for one dish. When **baking**, make maximum use of the oven. This saves energy and is economical.
- 4 Avoid opening the **oven** door frequently.
- 5 To keep some foods moist, use foil during the cooking process. Remove before **cooking** is completed to crisp up the surface.
- 6 Use oven **gloves** when removing the hot dishes from the oven.

Multiple choice, page 13

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

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Grammar points, page 14

1. Verbs: wash, flavour, steam, help, cook, add, melt, heat, choose, grill

Note: flavour, grill, steam and cook can all be nouns as well as verbs!

2.
 - a. Heat **kills** harmful bacteria.
 - b. Heat **helps** preserve food.
 - c. Cooking **makes** many foods easier to digest.
 - d. Cooking **improves** the appearance, flavour and colour of many foods.
 - e. Cooking **adds** variety, by developing new flavours.

3. Conduction: Heat passes from molecule to molecules.

Convection: Heat travels in convection currents through water/air/oil.

Radiation: Heat travels to the food in straight rays.

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Word Search, page 16

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

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