

Home Economics

Food Hygiene and Food Safety

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 Hygiene and Food Safety
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 <i>Home Economics Revision Notes for Junior Certificate</i>. 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.

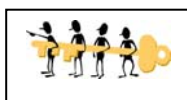


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

bacteria
boards
cloths
contamination
cooking
cross-contamination
disinfectant
enzymes
flies
vermin
food
handling
hands
hygiene
illness
insects
kitchen
micro-organisms
moisture
mould
nausea
poisons
stomach pain
surface
toxins

utensils
yeast
yoghurt

Adjectives

clean
clean
cooked
cool
covered
fresh
perishable
raw
rancid
soapy
ventilated

Verbs

breed
chop
cook
cough
disinfect
handle
multiply
poison
prolong
sneeze
wash

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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
bacteria		
hygiene		
contamination		
utensils		
poisons		
nausea		
disinfectant		



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
raw		
ventilated		
dirty		
soapy		
chop		
multiply		
perishable		



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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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:

Food poisoning

Hygiene

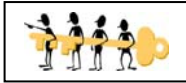
- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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 use
Suggested time: 30 minutes



Working with words

1. Tick the correct answer



- a) wash your hands!
- b) paint your hands!
- c) wash your feet!
- d) paint your feet!



- a) these are fridges
- b) these are microwaves
- c) these are kitchen utensils
- d) these are garden tools

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.

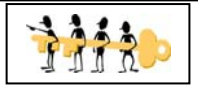
Word	Page in textbook	Explanation	In my language
safety			
hygiene			
bacteria			
contamination			



Check that these key words are in your personal dictionary.

Level: A1
Type of activity: pairs or individual

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



Picture Sentences

1. Tick the correct answer

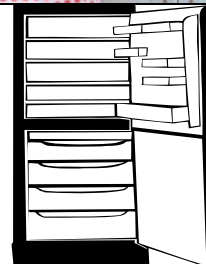
- a) This is a poison sign.
- b) This is a criminal's sign.
- c) This is a happy sign.



- a) The woman has blue hands.
- b) The woman is wearing leather gloves.
- c) The woman is wearing rubber gloves.



- a) This is a microwave.
- b) This is a fridge.
- c) This is a cooker.



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

back /tie/hair

cuts/all/cover

before/wash/ handling/food/hands

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*

kitchen chopping swimming boards

ticket bacteria handling poisoning

raw cooked foods chair

hot cold cat warm

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 chop _____

to disinfect _____

to wash _____

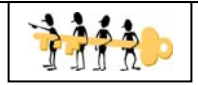
to multiply _____



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.

b _ c t e _ _ a _____

con _ _ min _ _ ion _____

hy _ _ e _ e _____

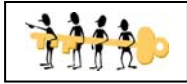
ki _ c _ _ n _____

2. Write as many words as possible related to **food hygiene and food safety**. 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 the place where food is prepared INTEKCH
Answer _____

2. These should be washed before you start cooking SADHN
Answer _____

3. You do this before you cook certain foods HOPC
Answer _____

4. You use these when you are cooking TLENUSSI
Answer _____

Solve the secret code

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

example: FWX = GOOD

YWX LWGEWRGRF GE BOYAQ =

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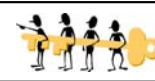
Home Economics: Food Hygiene and Food Safety

Level: A2 / B1

Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary

Suggested time: 20 minutes



Completing sentences

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

Foods can spoil due to _____ or enzymes. Enzymes occur naturally in food.

Examples of micro-organisms: moulds, yeast and bacteria.

To avoid the growth of micro-organisms in the _____, food _____ and cross-contamination, it is important to keep everything _____.

Oxygen causes fats/lipids to 'go off' or go rancid.

Food poisoning can result if there are high levels of _____ present in food. Symptoms include stomach pains, nausea, vomiting and in some cases diarrhoea.

Word Box:

micro-organisms	kitchen	clean	contamination	bacteria
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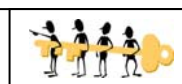
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Level: A2 / B1
Type of activity: individual

Focus: key vocabulary, topic information, reading comprehension, multiple choice
Suggested time: 30 minutes

Multiple choice



Read the text below and choose the best answers.

- Do not allow cats, dogs, etc., into the kitchen
- Keep all surfaces (kitchen units, floors, sink units, draining boards, chopping boards) clean and tidy
- Wash the kitchen floor each day
- Wash all kitchen cloths daily
- Wipe up spills as they occur
- Empty and wash the kitchen bin daily
- Keep all utensils and equipment clean
- Clean out all kitchen cupboards regularly
- Clean cooker, fridge and microwave oven frequently

Food Hygiene

- Store food at the correct temperature and in the correct location in the kitchen
- Keep food covered when not in use
- Do not put cooked and raw food on the same chopping boards or dishes
- Wash hands after handling raw foods, before handling cooked foods
- Wash knives, spoons and other utensils after preparing raw meat (do not use the same equipment for raw and cooked foods without washing them)
- Cook food correctly
- Leftover food must be thoroughly reheated

1. How often should you wash the kitchen floor?

- a) every week b) every year
c) never d) every day

2. What should you do if you spill something?

- a) wash your hands b) wipe it up quickly
c) rub your eyes d) spit

3. What should you do with food that is not in use?

- a) keep it covered b) smell it
c) throw it away d) wash your hands with it

4. Should you allow cats and dogs into the kitchen?

- a) Yes b) No

5. Should you reheat leftover food thoroughly?

- a) Yes b) No

Level: A2 / B1
Type of activity: pairs / small groups

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

You are going to make a poster for your class. The focus of your poster is 'How to prevent food poisoning'. Use your keyword list, textbook and dictionary to help you.

First plan what you are going to write by making notes from your textbook. Make a list of at least five things you should do, and five things you shouldn't do. Ask your teacher to check what you have written.

Transfer your work to a large sheet and add visuals and colour.

Do

1.

2.

3.

4.

5.

Don't

1.

2.

3.

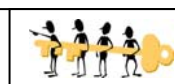
4.

5.

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Level: B1
Type of activity: individual

Focus: adverbs, sentence structure
Suggested time: 30 minutes



Grammar points

Adverbs

(adverb: a word that describes or gives more information about a verb
- he ran quickly, she ate slowly)

1. Read the extract about Food hygiene and safety. There are four adverbs. Put a line under each one.

Check food in the refrigerator daily and use up leftovers quickly. Wash the fridge regularly using warm water and bread soda. Check temperature occasionally - it should be 4°C or below.

2. Read the sentences from your textbooks. Think about what adverbs might be suitable, then select one from the box below.

- Enzymes occur _____ in food.
- Wash all kitchen cloths _____.
- Clean out all kitchen cupboards _____.
- Clean cooker, fridge and microwave oven _____.
- Cook food _____.
- Left over foods should be used up _____.
- When bacteria enter our body they multiply _____.

correctly rapidly daily regularly naturally quickly frequently

3. Practise using adverbs by doing the following:

One student thinks of an adverb (e.g. quickly, crossly, happily, slowly). Another student gives an instruction (open the window, walk across the room, clean the board, etc). The student does these actions (quickly, crossly, happily, slowly) and the class must guess the adverb by asking,

Are you doing it (quickly)?

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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.

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Word search

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

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

BACTERIA	COOKED	HYGIENE	UTENSILS
BOARDS	COOKING	KITCHEN	WASH
CHOPPING	FOOD	ORGANISMS	
CLEAN	HANDLING	POISONING	
CONTAMINATION	HANDS	RAW	

NAME: _____ DATE: _____

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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.



food	food
kitchen	kitchen
wash	wash

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bacteria	bacteria
handling	handling
hygiene	hygiene

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cooked	cooked
raw	raw
utensils	utensils

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contamination	contamination
micro-organisms	micro-organisms
chopping	chopping

NAME: _____ DATE: _____

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Answer key

Working with words, page 7

1. a, c

Picture sentences, page 8

1.a,c,b

2. Tie back hair. Cover all cuts. Wash hands before handling food.

Odd one out, page 9

Swimming, ticket, chair, cat

Keywords, page 10

Bacteria (noun), contamination (noun), hygiene (noun), kitchen (noun)

Unscramble the letters, page 11

Kitchen, hands, chop, utensils

Secret code: food poisoning is awful

Completing Sentences, page 12

Foods can spoil due to **micro-organisms** or enzymes. Enzymes occur naturally in food.

Examples of micro-organisms: moulds, yeast and bacteria.

To avoid the growth of micro-organisms in the **kitchen**, food **contamination** and cross-contamination, it is important to keep everything **clean**.

Oxygen causes fats/lipids to 'go off' or go rancid.

Food poisoning can result if there are high levels of **bacteria** present in food.

Symptoms include stomach pains, nausea, vomiting and in some cases diarrhoea.

Multiple Choice, page 13

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

Grammar points, page 14

1. Check food in the refrigerator daily and use up leftovers quickly. Wash the fridge regularly using warm water and bread soda. Check temperature occasionally - it should be 4°C or below.

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2. Note: Below are the sentences from your textbook, however other combinations are possible.

- Enzymes occur **naturally** in food.
- Wash all kitchen cloths **daily**.
- Clean out all kitchen cupboards **regularly**.
- Clean cooker, fridge and microwave oven **frequently**.
- Cook food **correctly**.
- Left over foods should be used up **quickly**.
- When bacteria enter our body they multiply **rapidly**.

Word Search, page 17

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