

NAME: _____ DATE: _____

Home Economics: Food Processing

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.

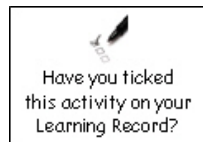
Theme	Food Processing
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using Home Economics textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, 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. 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.

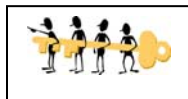


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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.

NAME: _____ DATE: _____

Home Economics: Food Processing

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

NAME: _____ DATE: _____

Home Economics: Food Processing

Vocabulary file 1

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

Word	Meaning	Word in my language
processed		
additives		
preservatives		
colourings		
canned		
frozen		



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

NAME: _____ DATE: _____

Home Economics: Food Processing

Vocabulary file 2

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

Word	Meaning	Word in my language
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.

NAME: _____ DATE: _____

Home Economics: Food Processing

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:

Fast Food

Junk Food

Convenience Food

- 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.

NAME: _____ DATE: _____

Home Economics: Food Processing

Level: A1

Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary

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.

NAME: _____ DATE: _____

Home Economics: Food Processing

Level: A1

Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure

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

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**

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

Level: A2 / B1
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.

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

Level: A1 / A2

Type of activity: pairs or individual

Focus: key vocabulary, spelling

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 _____

NAME: _____ DATE: _____

Home Economics: Food Processing

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.

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
-----	-------	-------------	-------	---------

NAME: _____ DATE: _____

Home Economics: Food Processing

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.

Text: 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

NAME: _____ DATE: _____

Home Economics: Food Processing

Level: B1
Type of activity: individual

Focus: adjectives, comparison of adjectives
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.

NAME: _____ DATE: _____

Home Economics: Food Processing

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.

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: _____

Home Economics: Food Processing

chill	chill
nutritive	nutritive
meals	meals

NAME: _____ DATE: _____

Home Economics: Food Processing

flavour	flavour
cook	cook
bottled	bottled

NAME: _____ DATE: _____

Home Economics: Food Processing

canned	canned
nutritional	nutritional
pint	pint

NAME: _____ DATE: _____

Home Economics: Food Processing

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

NAME: _____ DATE: _____

Home Economics: Food Processing

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.

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**

NAME: _____ DATE: _____

Home Economics: Food Processing

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
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			