

# Home Economics

## Nutrients, vitamins and the principles of healthy eating

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.

<b>Theme</b>	Nutrients, vitamins and the principles of healthy eating
<b>Levels</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
<b>Learning focus</b>	Using Home Economics textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>Home Economics Revision Notes for Junior Certificate (3rd Edition)</i>. Mary Anne Halton. Gill &amp; Macmillan.</b> We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none"><li>1. Write the subject and topic on the record.</li><li>2. Tick off/date the different statements as they complete activities.</li><li>3. Keep the record in their files along with the work produced for this unit.</li><li>4. Use this material to support mainstream subject learning.</li></ol>

## 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.

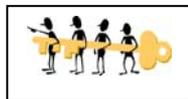


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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

absorption  
adolescent  
allowance  
alternatives  
beriberi  
biscuits  
body  
bones  
bread  
cakes  
calcium  
carbohydrates  
cells  
cereals  
cheese  
constipation  
cooking  
crisps  
deficiency  
diet  
disease  
effects  
eggs  
energy  
fats  
fibre  
fish  
flour

food  
fruit  
functions  
gram  
growth  
guidelines  
imbalance  
ingredients  
intake  
iodine  
iron  
kidneys  
liver  
margarine  
meat  
membranes  
milk  
minerals  
nutrients  
nuts  
obesity  
offal  
oils  
osteoporosis  
pasta  
pastry  
phosphorus  
potatoes  
proportions

protein  
repair  
rice  
rickets  
skin  
snack  
sources  
sugar  
syrup  
teeth  
vegetable  
vitamins  
yoghurt

### Verbs

to balance  
to choose  
to cook  
to eat  
to find  
to function  
to help  
to need  
to produce  
to recommend  
to reduce  
to regulate  
to repair  
to snack

### Adjectives

active  
appropriate  
balanced  
daily  
dairy  
dietary  
excess  
fortified  
fresh  
green  
healthy  
lean  
low  
metabolic  
oily  
overweight  
recommended  
rich  
saturated  
soluble  
sugary  
tinned  
white  
wholemeal

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: Nutrients, vitamins and the principles of healthy eating

### Vocabulary file 1

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

Word	Meaning	Word in my language
absorption		
adolescent		
allowance		
calcium		
carbohydrates		
deficiency		
energy		



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: Nutrients, vitamins and the principles of healthy eating

## Vocabulary file 2

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

Word	Meaning	Word in my language
fats		
fibre		
growth		
guidelines		
imbalance		
ingredients		
minerals		



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: Nutrients, vitamins and the principles of healthy eating

### Vocabulary file 3

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

Word	Meaning	Word in my language
obesity		
proportions		
to choose		
to produce		
to reduce		
to repair		
balanced		



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: Nutrients, vitamins and the principles of healthy eating**

**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary  
**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:

**balanced diet**      **deficiency**  
**energy**              **guidelines**

- 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.).

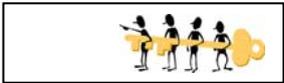


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Home Economics: Nutrients, vitamins and the principles of healthy eating

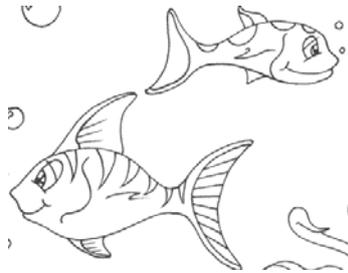
**Level:** A1  
**Type of activity:** pairs or individual

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

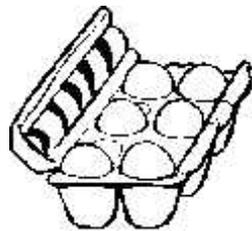


**Working with words**

1. Tick the correct answer



- a) body
- b) sugar
- c) bread
- d) fish



- a) vegetables
- b) yoghurt
- c) eggs
- d) bones

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
bones			
disease			
energy			
growth			



Check that these keywords are in your personal dictionary.

**Level:** A1  
**Type of activity:** Pairs or individual

**Focus:** vocabulary, basic sentence structure  
**Suggested time:** 20 minutes



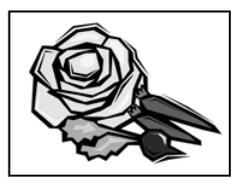
### Picture Sentences

1. Tick the correct answer.

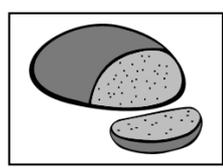
- a) This is flour.
- b) This is milk.
- c) This is sugar.



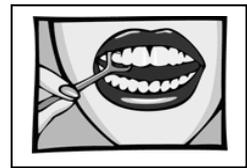
- a) This is fruit.
- b) These are vegetables.
- c) This is pastry.



- a) This is white bread.
- b) This is wholemeal bread.
- c) This is tinned fish.



- a) These are teeth.
- b) These are bones.
- c) This is skin.



2. Finish these sentences using words from the box.

- \_\_\_\_\_ is important for strong teeth and \_\_\_\_\_.
- We should eat \_\_\_\_\_ and vegetables every day.
- It is important to clean \_\_\_\_\_ after eating.

bones	milk	fruit
teeth		eating



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

**Focus:** word identification, vocabulary, structuring answer  
**Suggested time:** 20 minutes



### Odd One Out

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

*Example:* chair desk book **train**

deficiency disease song body

wholemeal cloud carbohydrates bread

dairy cheese milk dance

photo lean meat protein

2. Check these words in your dictionary and write down the meanings:

lean (adjective) \_\_\_\_\_

to lean (verb) \_\_\_\_\_

Write down the past tense of the verb *to lean*

I lean I \_\_\_\_\_ (past tense)

3. Now fill the gaps in these sentences. Use the words in the box to help you.

I do not like \_\_\_\_\_ so I only eat \_\_\_\_\_ meat.

If you \_\_\_\_\_ out the window you could \_\_\_\_\_.

fall	lean
lean	fat

**Level:** A2 / B1  
**Type of activity:** individual

**Focus:** key vocabulary,  
structuring sentences  
**Suggested time:** 40 minutes



## Hidden 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.

gu\_del\_\_es \_\_\_\_\_

ost\_\_por\_\_is \_\_\_\_\_

ingr\_\_ien\_s \_\_\_\_\_

ve\_\_tab\_e \_\_\_\_\_

2. Find each word in your text book. Put each word into a short sentence.

---

---

---

---



Check that these keywords are in your personal dictionary.



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

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



### Unscramble the letters

1. When you don't have enough of a nutrient, you have this:  
 EFYCIDCIEN

**Answer** \_\_\_\_\_

2. When two things are not equal: BIALMCENA

**Answer** \_\_\_\_\_

3. What we eat OFDO

**Answer** \_\_\_\_\_

4. A person who is not a child, but not an adult yet  
 OENLEADSCT

**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

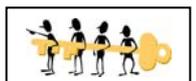
Have you got this word in your personal dictionary?



### Solve the secret code

English=	A	B	E	G	H	L	R	S	T	V	Y
Code=	B	X	Y	F	G	Q	C	O	L	E	A

example: (code) OLBC = STAR (English)



**EYFYLBXQYO BCY GYBQLGA =**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: Nutrients, vitamins and the principles of healthy eating

**Level:** A1  
**Type of activity:** pairs or individual

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



### Completing sentences

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

\_\_\_\_\_ of fat:

- Produces heat and \_\_\_\_\_
- Provides insulation for the body underneath the skin
- Provides a source of the fat-soluble vitamins A, D, E and K
- Kidneys, nerves and delicate organs are protected with a layer of fat. This layer can prevent damage to organs, e.g. in accidents

Effects of fat deficiency:

Deficiency of fat is very rare.

Recommended daily allowance (RDA):

\_\_\_\_\_ is unusual. It is recommended that daily fat intake be reduced to 30% of total energy in the diet, 50% saturated and 50% unsaturated fats.

Energy produced:

1 gram fat = 9 kcals /34kJ

Current dietary guidelines:

- Dietary \_\_\_\_\_ recommend that people should eat less saturated fats and more vegetable fats. Saturated fats are high in cholesterol. Problems associated with high-fat intake include overweight, \_\_\_\_\_, heart disease and stroke. Excess fat is stored as adipose tissue.
- Foods containing fats also supply fat-soluble vitamins, so fats should not be excluded totally from the diet.
- Low-fat foods are unsuitable for babies.

**Word Box:**

guidelines      deficiency      functions  
obesity      energy

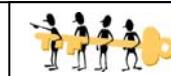


Have you ticked this activity on your Learning Record?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: Nutrients, vitamins and the principles of healthy eating

**Level:** A2 / B1  
**Type of activity:** individual

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



## Multiple choice

Read the text below and choose the best answers.

### HOW TO REDUCE FAT - BUT DO NOT LEAVE IT OUT COMPLETELY

Choose low-fat butters and margarines

Use spreads and butters sparingly on bread and potatoes

Choose lean meats

Remove excess fat when preparing meat

Drain off excess fat when cooking food

Eat more pulse vegetables, fish and poultry

Choose low-fat dairy products (milk, cheese, yoghurt)

Choose low-fat methods of cooking (grilling, poaching, boiling, baking, stir frying)

Use vegetable oils rather than hard saturated fats (measure oils carefully)

Avoid using fried foods every day (e.g. chips) - cook them once a week

Do not use cooking oil indefinitely in deep-fat fryers - change the oil regularly

Drain all fried foods on kitchen paper

Reduce your intake of chocolate, high-fat sugary snacks, crisps, biscuits, cakes, sausages, peanuts, pastries, mayonnaise and cream

1. When choosing meat, what is the best for your health?
  - a) fatty meat
  - b) lean meat
  - c) cooked meat
  - d) processed meat
2. What should you do with the oil in a deep-fat fryer?
  - a) drink it
  - b) leave it there for years
  - c) change it regularly
  - d) use it for brushing your teeth
3. What should you do with fried foods?
  - a) drain them on kitchen paper
  - b) spit them out
  - c) drain them on newspaper
  - d) smell them
4. Should you leave fat out of your diet completely?
  - a) Yes
  - b) No
5. Should you eat more fish?
  - a) Yes
  - b) No

**Level:** A2 / B1  
**Type of activity:** Individual

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



The food pyramid helps us decide about the foods we should eat for good health. Look at a picture of the food pyramid and write an explanation of it. Follow this plan as you prepare to write your text.

**Words and phrases you will need.**

1 Explain the food pyramid.  
What is it? What is the idea behind it? How do you use it?

2 Describe the different levels of the pyramid. What are the different types of food at different levels?

3 Give some information about different foods. What foods are good for you? What foods are not good?

4 Conclude your text by writing a brief outline of a healthy diet for a day.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: Nutrients, vitamins and the principles of healthy eating

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

Focus: adjectives  
Suggested time: 40 minutes



## Grammar points

### 1 Adjective Hunt

Circle the 10 adjectives in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

fortified	balanced	recommended
low	cooking	daily
choose	green	alternatives
teeth	regulate	helps
excess	sugary	overweight
rickets	obesity	fats
membranes	growth	wholemeal

Score: \_\_\_\_\_ points

2 Look at these adjectives which are all related to nutrition. Decide if they are positive or negative and put them into the correct categories.

appropriate	balanced	overweight	lean	sugary
rich	fresh	healthy	fatty	saturated

	
---	---

**Level:** B1  
**Type of activity:** individual and pairs

**Focus:** identifying adjective + noun combinations  
**Suggested time:** 30 minutes



### Grammar points

#### 1. Noun + adjective combinations

Look at the list of adjectives and the list of nouns from this topic, and decide which ones go together.

A adjectives	B nouns
red	biscuits
recommended	fibre
chocolate	deficiency
clear	flour
strong	guidelines
wholemeal	meat
high	proportions
mineral	skin
multi	teeth
large	vitamins

2. Now, using the unit from your textbook, search for adjectives + nouns combinations and fill in a grid for another student. Swap grids then and correct one another's work.

A adjectives	B nouns

**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

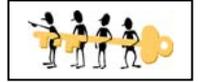
Do you understand all these words?



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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Home Economics: Nutrients, vitamins and the principles of healthy eating

Word Search Level: All levels



Find the words in the box below.

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

CALCIUM	DISEASE	IMBALANCE
CARBOHYDRATES	ENERGY	INTAKE
CELLS	FATS	MEMBRANES
COOKING	FIBRE	
DEFICIENCY	FUNCTIONS	
DIET	GUIDELINES	

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Home Economics: Nutrients, vitamins and the principles of healthy eating

## Play Snap

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



healthy	healthy
rickets	rickets
diets	diets

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Home Economics: Nutrients, vitamins and the principles of healthy eating

<b>fortified</b>	<b>fortified</b>
<b>fresh</b>	<b>fresh</b>
<b>oily</b>	<b>oily</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Home Economics: Nutrients, vitamins and the principles of healthy eating

<b>guidelines</b>	<b>guidelines</b>
<b>cells</b>	<b>cells</b>
<b>snack</b>	<b>snack</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Home Economics: Nutrients, vitamins and the principles of healthy eating

<b>function</b>	<b>function</b>
<b>fibre</b>	<b>fibre</b>
<b>minerals</b>	<b>minerals</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Home Economics: Nutrients, vitamins and the principles of healthy eating

## Answer key

### Working with Words, page 8

d, c.

### Picture Sentences, page 9

1b,2b,3b,4a

1. Milk is important for strong teeth and bones.
2. We should eat fruit and vegetables every day.
3. It is important to clean teeth after eating.

### Odd one out, page 10

song, cloud, dance, photo

verb to lean, past tense leaned, leant also used.

I do not like fat so I only eat lean meat.

If you lean out the window you could fall.

### Hidden Keywords, page 11

Guidelines, osteoporosis, ingredients, vegetable (all nouns)

### Unscramble the letters, page 12

Deficiency, food, imbalance, adolescent

Secret Code: Vegetables are healthy.

### Completing Sentences, page 13

Functions of fat:

- Produces heat and **energy**
- Provides insulation for the body underneath the skin
- Provides a source of the fat-soluble vitamins A, D, E and K
- Kidneys, nerves and delicate organs are protected with a layer of fat. This layer can prevent damage to organs, e.g. in accidents

Effects of fat deficiency:

Deficiency of fat is very rare.

Recommended daily allowance (RDA):

**Deficiency** is unusual. It is recommended that daily fat intake be reduced to 30% of total energy in the diet, 50% saturated and 50% unsaturated fats.

Energy produced:

1 gram fat = 9 kcals /34kJ

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Home Economics: Nutrients, vitamins and the principles of healthy eating

Current dietary guidelines:

- Dietary **guidelines** recommend that people should eat less saturated fats and more vegetable fats. Saturated fats are high in cholesterol.

Problems associated with high-fat intake include overweight, obesity, heart **disease** and stroke. Excess fat is stored as adipose tissue.

- Foods containing fats also supply fat-soluble vitamins, so fats should not be excluded totally from the diet.

- Low-fat foods are unsuitable for babies.

### Multiple Choice, page 14

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

### Grammar points, page 17

Adjectives: Fortified, low, excess, balanced, green, sugary, recommended, daily, alternatives, wholemeal

Positive: appropriate, balanced, lean, fresh, healthy

Negative: overweight sugary, rich, fatty, saturated

### Grammar points, page 18

Other combinations are also possible:

Red meat, recommended guidelines, chocolate biscuits, clear skin, strong teeth, wholemeal flour, high fibre, mineral deficiency, multi vitamin, large proportions

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Home Economics: Nutrients, vitamins and the principles of healthy eating

Word Search, page 20

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