

# Home Economics

## The parts of the digestive system and their functions

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>	<b>The parts of the digestive system and their functions</b>
<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.

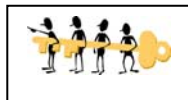


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



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  
acid  
amino acids  
amylase  
body  
calcium  
carbohydrates  
cells  
chains  
chemical changes  
chemicals  
chyme  
conversion  
deficiency  
diet  
digestion  
digestive juices  
digestive process  
digestive system  
disease  
energy  
enzyme  
fats  
fibre  
food  
functions  
gastric juices  
glucose  
glycerol  
growth  
intake  
intestine  
iron  
kidneys  
large intestine  
liver

maltose  
minerals  
molecules  
nutrients  
oesophagus  
pepsin  
pieces  
process/processes  
protein  
repair  
small intestine  
sources  
start  
stomach  
sugar  
supplements  
teeth  
vegetable  
villi  
vitamins  
walls

### Verbs

to absorb  
to balance  
to break down  
to choose  
to churn  
to convert  
to cook  
to eat  
to form  
to function  
to help  
to melt  
to need  
to produce

to regulate  
to release  
to repair  
to supplement  
to use

### Adjectives

balanced  
chemical  
daily  
dairy  
dietary  
digestive  
excess  
fatty  
fortified  
fresh  
gastric  
healthy  
large  
lean  
low  
metabolic  
muscular  
overweight  
physical  
present  
recommended  
rich  
saturated  
small  
soluble  
sugary  
supplementary

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: The parts of the digestive system and their functions

### Vocabulary file 1

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

Word	Meaning	Word in my language
amino acids		
carbohydrates		
cells		
digestive juices		
digestive system		
glucose		
intestine		



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: The parts of the digestive system and their functions

## Vocabulary file 2

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

Word	Meaning	Word in my language
kidneys		
liver		
minerals		
nutrients		
protein		
supplements		
vitamins		



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: The parts of the digestive system and their functions

### Vocabulary file 3

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

Word	Meaning	Word in my language
to absorb		
to break down		
to convert		
to form		
to regulate		
to use		
dietary		



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

**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:

**conversion**                      **digestive system**  
**energy**                              **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.

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

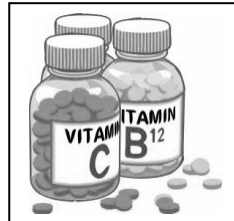
**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes

**Working with words**

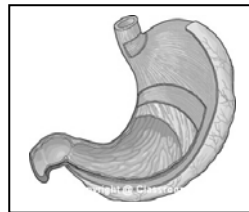


1. Tick the correct answer.

- a) body
- b) stomach
- c) food
- d) vitamins



- a) stomach
- b) oesophagus
- c) small intestine
- d) large intestine



2. Put a circle around the words or expressions that refer to digestion.  
 Use your keyword list and textbook to help you.

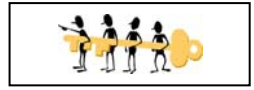
stomach	books	river	
football	intestine	kitchen	
digestive juices	food	beach	fibre
chemicals	history		
students	enzyme	absorption	
gastric juices	mountain	nutrients	



Level: A1  
Type of activity: pairs or individual

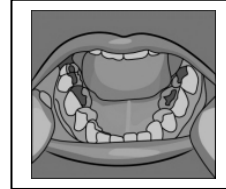
Focus: vocabulary, basic sentence structure  
Suggested time: 20 minutes

## Picture Sentences

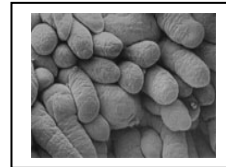


### 1. Tick the correct answer.

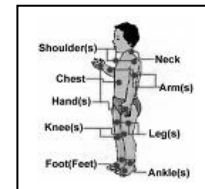
- a) This is cooking.
- b) This is the mouth.
- c) This is the stomach.



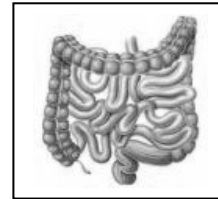
- a) This is food.
- b) This is an enzyme.
- c) These are villi.



- a) This is a body.
- b) These are vitamins.
- c) This is glucose.



- a) This is pepsin.
- b) This is protein.
- c) This is the intestine.



### 2. Finish these sentences using words from the box. You should use each word once.

- We first break food up in the \_\_\_\_\_ .
- Then food goes into the \_\_\_\_\_ .
- Digestive \_\_\_\_\_ help to break down the food.
- Then food passes into the \_\_\_\_\_ .
- \_\_\_\_\_ are absorbed into the body.

stomach                      juices  
intestines                    mouth                      nutrients



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

Home Economics: The parts of the digestive system and their functions

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

Focus: word identification, categorising 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**

food                      guitar                      small                      absorbed

salivary                      gastric                      acids                      postcard

pencil                      stomach                      villi                      intestine

fresh                      healthy                      recommended fat

2. How many words can you think of that are related to **digestion**?

You have 3 minutes to write as many as you can. You can use your textbook if necessary but you will be faster without it!

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Have you ticked this activity on your Learning Record?

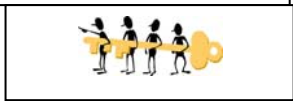
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Home Economics: The parts of the digestive system and their functions**

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

**Focus:** key vocabulary, writing text  
**Suggested time:** 40 minutes

**Home Economics 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.

e\_zy\_\_s \_\_\_\_\_  
ab\_\_rb\_d \_\_\_\_\_  
che\_\_cal \_\_\_\_\_  
\_olec\_\_es \_\_\_\_\_

2. Write a short piece of text which includes all these words. Look at your textbook if you need help.

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Check that these keywords are in your personal dictionary.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: The parts of the digestive system and their functions

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

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

### Unscramble the letters



1. This links the mouth to the stomach

ESPOSGOHAU

Answer \_\_\_\_\_

2. This enzyme is in the stomach

NEISPP

Answer \_\_\_\_\_

3. When food is broken down, this process happens

IGODNESTI

Answer \_\_\_\_\_

4. These are chemicals that cause changes, but do not change themselves

ZENSYME

Answer \_\_\_\_\_

### Solve the secret code



A	E	G	M	N	R	S	T	Y	Z
B	X	Y	F	G	Q	R	O	L	E

example: XBRL = EASY

XGELFXR BQX YQXBO! \_\_\_\_\_



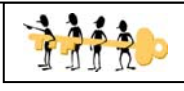
Have you ticked this activity on your Learning Record?

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

**Home Economics: The parts of the digestive system and their functions**

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

**Focus:** reading comprehension, extracting meaning from text, vocabulary, grammar  
**Suggested time:** 30 minutes



**Completing sentences**

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

Food must be broken up into smaller pieces before it can be \_\_\_\_\_ and used by the \_\_\_\_\_. All nutrients present must be converted into their smallest \_\_\_\_\_ for absorption to take place. Enzymes (chemicals) present in the digestive juices cause these \_\_\_\_\_ changes. Each \_\_\_\_\_ works on one nutrient only.

**Word Box:**

chemical	enzyme	absorbed
	molecules	body

**Level A2**

**2. Verbs with prepositions.**

Look through the text again and find which prepositions follow these verbs:

to break \_\_\_\_\_

to convert \_\_\_\_\_

to work \_\_\_\_\_

**3. Now write one sentence using each verb and showing how you would use it.**

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
Home Economics: The parts of the digestive system and their functions

**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.

The stomach is made up of muscular walls. Digestion in the stomach involves both physical and chemical processes. The food is churned around in the stomach until it forms chyme. Fats are melted by the heat of the stomach. Gastric juices, containing hydrochloric acid and the enzyme pepsin, are released from the walls of the stomach to work on proteins. The long protein chains are unfolded by the action of the hydrochloric acid so that pepsin can begin the digestive process.

1. What is the stomach made up of?

- |                 |                   |
|-----------------|-------------------|
| a) cement walls | b) muscular walls |
| c) nothing      | d) blood          |

2. What happens to food in the stomach?

- |                         |                  |
|-------------------------|------------------|
| a) it dances            | b) it disappears |
| c) it is churned around | d) it turns blue |

3. What melts fats in the stomach?

- |          |         |
|----------|---------|
| a) music | b) spit |
| c) cold  | d) heat |

4. Does pepsin work on proteins?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Do protein chains start to be digested in the stomach?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**Home Economics: The parts of the digestive system and their functions**

**Level:** A2 / B1  
**Type of activity:** pairs / individuals

**Focus:** vocabulary, structure, creating text, organising information  
**Suggested time:** 40 minutes

You are going to write a short piece of text on the topic '**The different stages of the digestive system**'.

First you must plan how you will organise your text and identify the important words, phrases and verbs.

Use this to plan your text:

**Where does digestion begin? Describe how we begin to break down our food.**

**The next stage of digestion. Where? What happens?**

**After that? What happens? How does the body benefit from food?**

**Important nouns**

**Important verbs**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**Home Economics: The parts of the digestive system and their functions**

Use your plan to help you write the text:

**Title** \_\_\_\_\_

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 When your teacher has checked this, file it in your folder so you can use it in the future.

 Have you ticked this activity on your Learning Record?



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

Home Economics: The parts of the digestive system and their functions

**Level:** all  
**Type of activity:** individual/pair

**Focus:** content words,  
identifying vocabulary  
**Suggested time:** 30 minutes



## Grammar points

### 1 Noun Hunt

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

amino	digestion	chains
enzymes	good	food
absorbed	hot	large
soluble	molecules	body
vitamins	nutrients	glucose
acid	fatty	digestive
	small	

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

### 2 Verbs. The passive form

When we describe a process we often use the passive form of the verb. You will see this in your textbook.

**Active form**  
it releases

**Passive form**  
it is released

These verbs all appear in this Unit. Put them into the passive form.

it regulates

\_\_\_\_\_

it repairs

\_\_\_\_\_

it supplements

\_\_\_\_\_

it forms

\_\_\_\_\_

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

Home Economics: The parts of the digestive system and their functions

Level: A2 / B1

Type of activity: pairs / small groups

Focus: verbs

Suggested time: 40 minutes



### Grammar points

1. The following sentences are all taken from your textbooks. Some of the verbs are missing. Read the sentences first, and think about what verbs might be missing, then use the word box to select your answers. You might have to change the form of the verb to suit the sentence.

- When we \_\_\_\_\_ food it has to go through many changes.
- The enzymes in saliva will not \_\_\_\_\_ any changes in proteins or fats.
- Only foods \_\_\_\_\_ proteins, fats or carbohydrates need to be broken down chemically.
- In the mouth the food is \_\_\_\_\_ with the digestive juice, saliva.
- The stomach \_\_\_\_\_ the food mixing it with gastric juices.
- Fat \_\_\_\_\_ because of the heat of the stomach
- The hydrochloric acid \_\_\_\_\_ the bacteria.
- The small intestine \_\_\_\_\_ a long tube.
- The small intestine \_\_\_\_\_ about 6 metres.
- Food \_\_\_\_\_ through the small intestine by peristaltic action.

Word box:

contain	mix	churn	cause	eat	is
	kill	measure	move	melt	

2. Now it's your turn! Select six sentences from your textbook. Write them out, but leave a space for the verb. Your partner must find the verbs.

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

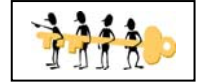
Do you understand all these words?



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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 Home Economics: The parts of the digestive system and their functions

Word Search Level: All levels



Find the words in the box below.

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

CARBOHYDRATES	DIET	INTAKE
CHANGES	DIGESTION	INTESTINE
CHEMICAL	ENZYME	LIVER
CHYME	FATS	MINERALS
CONVERSION	FIBRE	NUTRIENTS
DEFICIENCY	FOOD	PROCESS

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

Home Economics: The parts of the digestive system and their functions

### Play Snap

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



<b>stomach</b>	<b>stomach</b>
<b>enzymes</b>	<b>enzymes</b>
<b>small intestine</b>	<b>small intestine</b>

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

Home Economics: The parts of the digestive system and their functions

large intestine	large intestine
vitamins	vitamins
food	food

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

Home Economics: The parts of the digestive system and their functions

<b>to break down</b>	<b>to break down</b>
<b>pepsin</b>	<b>pepsin</b>
<b>protein</b>	<b>protein</b>

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

Home Economics: The parts of the digestive system and their functions

<b>absorbed</b>	<b>absorbed</b>
<b>oesophagus</b>	<b>oesophagus</b>
<b>glucose</b>	<b>glucose</b>



## Answer key

### Working with words, page 8

1. d,a
2. stomach, intestine, digestive juices, food, fibre, chemicals, enzyme, absorption, gastric juices, nutrients

### Picture Sentences page 9

1b,2c,3a,4c

1. We first break food up in the mouth .
2. Then food goes into the stomach .
3. Digestive juices help to break down the food.
4. Then food passes into the intestines.
5. Nutrients are absorbed into the body.

### Odd one out page 10

Guitar, postcard, pencil, fat

### Home Economics Key words page 11

Enzymes, noun, absorbed, verb, chemical, adjective, molecule noun

### Unscramble the letters page 12

Oesophagus, pepsin, digestion, enzymes

Secret Code: Enzymes are great

### Completing Sentences page 13

Food must be broken up into smaller pieces before it can be **absorbed** and used by the **body**. All nutrients present must be converted into their smallest **molecules** for absorption to take place. Enzymes (chemicals) present in the digestive juices cause these **chemical** changes. Each **enzyme** works on one nutrient only.  
to break up, to convert into, to work on.

### Multiple Choice page 14

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

### Grammar points page 17

Nouns: enzymes, vitamins, acid, digestion, molecules, nutrients, chains, food, body, glucose  
It is regulated, it is repaired, it is supplemented, it is formed.

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

**Home Economics: The parts of the digestive system and their functions**

**Grammar points page 18**

eat, causes, containing, mixed, churns, melts, kills, is, measures, moves

**Word Search, page 20**

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