

Leaving Certificate

Home Economics

Food Studies

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Levels	Students' English language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
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.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill & Macmillan to reproduce excerpts from <i>Get Living! Complete Leaving Certificate Home Economics</i> , Edel Conway and Lorna Freeborn.	
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Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the section Core module: *Food Studies* of the Leaving Certificate Home Economics curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

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.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

The list of keywords for this unit is as follows:

Nouns (general)

acceptability	dish	minerals
accompaniments	endosperm	moisture
acid	enzymes	monitor
additives	equipment	moulds
adolescents	evaluation	mycotoxins
agents	examples	niacin
analysis	extraction	nutrients
antioxidants	fermentation	organisms
appliances	flavour	oven
aroma	flavourings	oxidation
attachments	flour	packaging
bacteria	foil	pan
blemishes	freezer	parasites
calcium	fructose	pasteurisation
calorie	germ	pectin
carbohydrate	gloves	ph
cell	gram	phosphorus
cellulose	growth	plate
changes	guidelines	poison
chemical	handles	polyunsaturated
cholesterol	hazard	pots
classification	health	preparation
clostridia	hob	preservation
clostridium	husk	preservatives
coagulates	hygiene	preserves
coating	illness	principle
coli	improvers	process
collagen	incubation	produce
colour	ingredients	production
colourings	invalid	protein
commercial	irradiation	quality
conditions	kitchen	quantities
consistency	knife	rancidity
consumer	labelling	refrigerator
containers	lactose	regulations
contamination	leftovers	reproduction
content	levels	residues
contribution	lipid	risk
cook	liquid	rollers
cooker	loss	rules
cutlery	manufacturer	safety
dairy	materials	salmonella
dehydration	meals	samples
department	methods	sauce
descriptors	micro	saucepan
diet	milling	serving

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LC Home Economics: Food Studies

shelf
sieve
significance
size
spoon
spore
starch
steaks
sterilisation
storage
sulphur
symptoms
syrup
taste
temperature
tests
texture
thiamine
tin
toxins
traces
treatments
vacuum cleaner
varieties
vitamin
warmth
water
wheat
whey
wrapping
yeast
yoghurt
yolk

Nouns (food/drinks)

alcohol
beans
beef
beverages
bran
bread
burgers
butter
buttermilk
casserole
cereal
cheese
chicken
chutney
confectionery
cornflour
cream

curd
custard
cutlets
desserts
dough
dressings
drinks
egg
fat
fibre
fish
fruit
fungi
garlic
garnish
gluten
grain
herbs
icing
jam
jelly
juices
mackerel
margarine
mayonnaise
meat
milk
mince
mushrooms
offal
oil
onions
parsley
pasta
pastry
pears
pickles
pies
potatoes
poultry
puddings
rashers
rice
roux
rye
salad
salmon
salt
sauce
sausages
scones
shellfish
soups
soya

spices
steaks
sugar
sweeteners
syrup
tarts
tofu
trout
vegetable
vinegar
wheat
whey
yeast
yoghurt
yolk

Verbs

avoid
boil
braise
chill
chop
clean
enhance
evaluate
freeze
fry
heat
inhibit
involve
poach
preserve
prevent
remove
require
rinse
shape
soften
source
spread
sprout
steam
stew
thin
thicken
wash

Adjectives

appetising
bacterial
bland
contaminated
dehydrated
dried

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edible	refrigerated	stainless
excellent	resistant	sterilised
fatty	rich	suitable
fresh	ripe	sweet
frozen	safe	tender
high	saturated	thin
hygienic	savoury	tough
low	sealed	toxic
moist	sensory	ultra
natural	shallow	vegetarian
nutritious	skimmed	ventilated
oily	small	washed
pasteurised	smoked	wholemeal
pathogenic	soapy	
perishable	soft	
polyunsaturated	soluble	
pregnant	sour	
raw	specific	

NAME: _____ DATE: _____
LC Home Economics: Food Studies

Vocabulary file (1) for the topic
Food Studies

Word	Meaning	Page(s) in my textbook	Note
food industry			
food preparation			
food processing			
food additives			
food legislation			
food preservation			
safety			
hygiene			
catering			



NAME: _____ DATE: _____
LC Home Economics: Food Studies

Vocabulary file (2) for the topic
Food Studies

Word	Meaning	Page(s) in my textbook	Note
nutritionist			
nutritive value			
culinary uses			
protein			
poultry			
cooking methods			
kitchen utensils			
small appliances			
food labelling			



Introduction

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:

Healthy Food

Processed Food

My favourite 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: _____

LC Home Economics: Food Studies

Level: B1 Individual / pair

Focus on vocabulary

1. Adjectives to describe taste!

a) Match an adjective to a food it might describe. Use your dictionary or textbook if necessary.

adjective	sweet	sour	bland	salty	spicy	creamy	burnt	stale
-----------	-------	------	-------	-------	-------	--------	-------	-------

food	toast	bread	curry	lemons	sugar	milk	rice	crisps
------	-------	-------	-------	--------	-------	------	------	--------

b) For each adjective, think of another food that it could describe.

- sweet _____
- sour _____
- bland _____
- salty _____
- spicy _____
- creamy _____
- burnt _____
- stale _____

2. Adjectives to describe texture!

(texture – the way that something *feels*)

For each adjective in the boxes, think of a food which it describes (we have done one for you). Put the names of foods into the boxes (not in order) then ask another student to match the adjective and the food.

Example: **crispy fried chicken**

adjective	hard	soft	sticky	chewy	grainy	crispy	smooth
-----------	------	------	--------	-------	--------	--------	--------

food				fried chicken			
------	--	--	--	---------------	--	--	--

3. Matching- ways of cooking

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
boiling	cooking food in an oven in dry heat
steaming	cooking food under or over radiant heat
stewing	cooking food in oil, usually in a pan
baking	cooking food in boiling liquid
frying	cooking food in a little water in a cooking vessel with a tightly fitting lid
grilling	The food is cooked by the steam that rises from boiling water.

4. Using key terms



Check your understanding of the key cookery terms by matching them to the food below.

_____ : Suitable for thick cuts of food, such as steaks, rashers, burgers and waffles.

_____ : Suitable for bread, cakes, pastry.

_____ : Suitable for chips, sausages, fish and doughnuts.

_____ : Suitable for tough cuts of meat.

_____ : Suitable for eggs and fish.

_____ : Suitable for rice, pasta, ham, bacon, vegetables and whole eggs.

Level: B1 Individual / pair

Focus on grammar**5. Verbs**

Look at the **cooking verbs** in the box below. Do you know what they mean? Read the instructions for making carrot soup, then fit a verb into each blank space.

Making carrot soup

- _____ the onions and garlic in oil.
- _____ carrots, mixed herbs and stock.
- Bring to the boil and _____ for about 30 minutes until the carrots are soft.
- Allow to cool slightly and _____ until smooth.
- Add the soured cream and _____ to taste.
- _____ through gently (do not allow to boil) and serve.
- To serve, _____ with a swirl of cream and a little fresh parsley.

to fry	to add	to heat
to garnish (to decorate)	to simmer	to liquidise
to season (to add salt and pepper)		

6. Adverbs

Adverb: a word that describes, or gives more information about a verb.

For example: He ate quickly.

a) Underline the adverbs in the sentences below.

- Fry the pork chops briskly until light brown on both sides.
- Cook the onions gently until soft.
- Boil the sauce quickly until almost reduced.
- Trim and wash the celery chopping it finely.
- Bring to the boil, stirring frequently.
- Draw off the heat and gradually add the milk.
- Return to the heat and cook stirring constantly.

b) From the list of adverbs in exercise a), find an adverb which means:

_____ : happening a lot, continuously

_____ : often

_____ : thinly, into small pieces

_____ : fast, rapidly

_____ : slowly and regularly

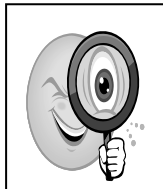
_____ : lightly

_____ : quickly and with energy

c) Now re-use the adverbs in the following sentences:

- She walked _____ along the beach.
- He's _____ changing his mind.
- She kissed him _____ on the cheek.
- The ' _____ Asked Questions' section is very useful.
- _____ chop the garlic.
- _____ he began to get better.
- Doctors need to treat patients as _____ as possible.

d) Adverb search



Go to your textbook and find six more sentences with adverbs. Write out the sentences leaving a blank where the adverbs should be, then swap sentences with another student and fill them in.

Level: B1 / B2
Individual / pair

Focus on reading

7. Reading for gist (the main information)

- a) You are going to read about the different sectors in Irish food. There are nine in total, read the headings in the box below and check that you know what they mean.
- b) Read the nine paragraphs as quickly as possible and write in the correct sector for each paragraph.

Horticulture	Speciality foods	Confectionary	Beverages
Prepared Food	Dairy	Food ingredients	Seafood
Fresh meat			

Irish Food sectors

1. _____: Total Irish milk output amounted to 5,200 million litres in 2003. The range of dairy products includes cream, milk powder, yoghurt, ice cream, butter, dairy spreads and cheese. Dairy farming and the export of milk and other dairy products account for the largest share of agricultural output at 29%.
2. _____: Ireland has an excellent reputation for production of beef, lamb, pig meat and poultry. Beef accounts for approximately 26% of agricultural output, pig meat accounts for 6% and sheep 4.2%.
3. _____ (mariculture/aquaculture): Ireland has the longest coastline per head of population in Europe (7,500km). Seafood processing is a thriving business with a range of products such as fresh and smoked salmon, mussels, branded fish and prepared meals.
4. _____: The Irish climate and soil conditions are ideal for the growth of products such as mushrooms, potatoes, soft fruits, field vegetables and salad ingredients. Processed mushrooms and chilled potato products are also produced. The Irish horticultural food sector has a farmgate value of approximately €350 million.

5. _____: Ireland is renowned for the success of its drinks industry. The range of products include alcoholic beverages such as beer, stout, whiskey and cream liqueur, as well as non-alcoholic beverages like spring water, fruit juices and soft drinks.

6. _____: Changing lifestyles, declining household size and travel have increased the demand for convenience food and new foods from other countries. The Irish food industry has responded well to these changing demands. This sector is one of the fastest growing sectors of the food industry, with 65% comprising small companies. Products include soups, sauces, complete ready-meals, pizzas and single portion products.

7. _____: Ireland has a high quality cereal production and milling industry. Products include specialist breads, hand made chocolates and biscuits.

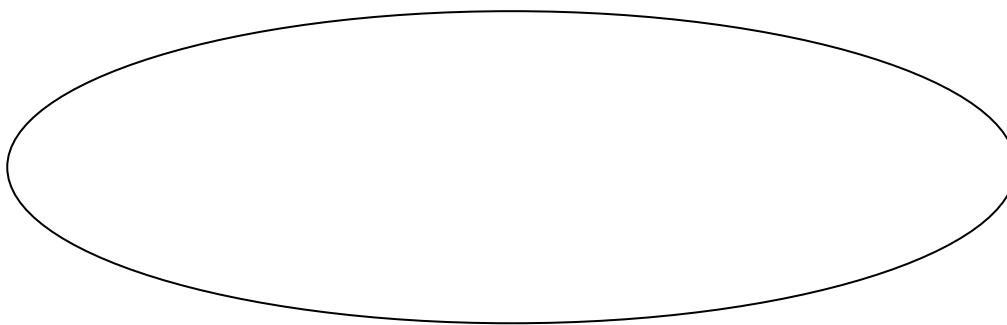
8. _____: Ireland supplies the international food and drink industry with basic food ingredients. These include skim milk powder, whey products, meat by-products, such as gelatine, meat flavourings, dehydrated vegetables, and wheat and oat products.

9. _____: There are about 200 small companies in Ireland producing high quality premium products, including hand made chocolates and speciality cheeses.

8. Reading to check predictions

a) You are going to read about eggs. Before doing so, write down every word you can associate with the word **egg**. Write the words in the shape below.

b) Next, read the text, and underline all of the words you had predicted. See who in the class had predicted the most words!



Eggs

An egg is a complete food and it has a biological value (BV) of 100%. It is a cheap and versatile ingredient in cookery. The egg is made up of three parts – the shell, the white and the yolk.

The shell is composed of calcium carbonate. It makes up 10% of the egg. The shell is porous and allows gases, water and bacteria to pass through. There is a natural 'polish' on the eggshell, which prevents this from happening, but if an egg is washed, this polish is removed and the egg stales easily. It is lined with a strong membrane and has an air space at the rounded end.

As the egg becomes stale, this air space gets larger as water evaporates from the white of the egg and the space fills with gas. This is why an egg floats when it is stale.

Egg white (69%) is a viscous, jelly like liquid, which contains water, protein, mineral and vitamins. The jelly like white becomes thin and runny as the egg becomes stale.

Egg yolk (30%) contains all the fat and the cholesterol. It contains the proteins vitellin and livetin. The egg yolk is held in the centre of the egg by two membranes called chalazae. If these break, the yolk rises towards the air space and becomes stale very quickly. When storing the egg, the narrow end should be pointing down. If stored incorrectly the chalazae tend to break easily. When an egg is very stale, the proteins present break down and give off a foul-smelling hydrogen sulphide gas.

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Individual / pair

Focus on writing

9. Writing sentences

Many of the answers in the Leaving cert exam require sentences (not paragraphs or essays). Practise this by putting the following sentences in order:

1. The Irish Food industry

a) of the Irish food and drink industry / are dairy products and beef / the main export sector

b) are not produced in Ireland / imported / many foods / and are therefore /

c) and involve / are family run / many small businesses and enterprises / small numbers of people /

d) as other food industries / small businesses / the same rules and food hygiene regulations / must comply with

2. Food Commodities (*Commodity: a product that you can buy or sell*)

a) iron and B-group vitamins / meat / HBV protein / is an excellent source of

b) in a refrigerator / meat / / and stored / should be covered with foil or polythene

c) of the animal / the tenderness of meat / affects / the age and activity

d) duck and goose / includes / chicken, turkey / poultry /

3. Food Preparation and Food Processes

a) in food / many changes / during preparation and cooking / occur

b) both physical / brings about / / and chemical changes / heat

c) or by cooking in fat or oil / food / by either moist heat or dry heat / may be cooked

d) must always / veal and pork / be served well done / poultry

Answer key

1. Adjectives to describe taste!

a) sweet / sugar, sour / lemons, bland / milk, salty / crisps, spicy / curry, creamy / rice, stale / bread, burnt / toast.
 (other variations are possible)

2. Adjectives to describe texture!

Example: crispy fried chicken

Other possibilities: hard toffee, soft meringue, sticky pudding, chewy meat, grainy cereals, smooth sauce.

3. Matching- ways of cooking

Column A	Column B
boiling	Cooking food in boiling liquid.
steaming	The food is cooked by the steam that rises from boiling water.
stewing	Cooking food in a little water in a cooking vessel with a tightly fitting lid.
baking	Cooking food in an oven in dry heat.
frying	Cooking food in oil, usually in a pan.
grilling	Cooking food under or over radiant heat.

4. Using key terms

Grilling: Suitable for thick cuts of food, such as steaks, rashers, burgers, waffles.

Baking: Suitable for bread, cakes, pastry.

Frying: Suitable for chips, sausages, fish and doughnuts.

Stewing: Suitable for tough cuts of meat.

Steaming: Suitable for eggs and fish.

Boiling: .Suitable for rice, pasta, ham, bacon, vegetables and whole eggs.

5. Verbs

Making carrot soup

- **Fry** the onions and garlic in oil.
- **Add** carrots, mixed herbs and stock.
- Bring to the boil and **simmer** for about 30 minutes until the carrots are soft.
- Allow to cool slightly and **liquidise** until smooth.
- Add the soured cream and **season** to taste.
- **Heat** through gently (do not allow to boil) and serve.
- To serve, **garnish** with a swirl of cream and a little fresh parsley.

6. Adverbs

- a)
- Fry the pork chops briskly until light brown on both sides.
 - Cook the onions gently until soft.
 - Boil the sauce quickly until almost reduced.
 - Trim and wash the celery chopping it finely.
 - Bring to the boil, stirring frequently.

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- Draw off the heat and gradually add the milk.
- Return to the heat and cook stirring constantly.

b)

constantly: happening a lot, continuously

frequently: often

finely: thinly, into small pieces

quickly: fast, rapidly

gradually: slowly and regularly

gently: lightly

briskly: quickly and with energy

c) (*other variations are possible*)

- She walked briskly along the beach.
- He's constantly changing his mind.
- She kissed him gently on the cheek.
- The 'Frequently Asked Questions' section is very useful.
- Finely chop the garlic.
- Gradually he began to get better.
- Doctors need to treat patients as quickly as possible

7. Reading for gist

1. Dairy, 2. Fresh meat, 3. Seafood, 4. Horticulture, 5. Beverages, 6. Prepared food, 7. Confectionary, 8. Food ingredients, 9. Speciality food

9. Focus on writing

1. The Irish Food industry

- a) The main export sector of the Irish food and drink industry are dairy products and beef.
- b) Many foods are not produced in Ireland and are therefore imported.
- c) Many small businesses and enterprises are family run and involve small numbers of people.
- d) Small businesses must comply with the same rules and food hygiene regulations as other food industries.

2. Food Commodities

(*Commodity: a product that you can buy or sell*)

- a) Meat is an excellent source of HBV protein, iron and B-group vitamins.
- b) Meat should be covered with foil or polythene and stored in a refrigerator.
- c) The age and activity of the animal affects the tenderness of meat.
- d) Poultry includes chicken, turkey, duck and goose.

3. Food Preparation and Food Processes

- a) Many changes occur in food during preparation and cooking.
- b) Heat brings about both physical and chemical changes.
- c) Food may be cooked by either moist heat or dry heat, or by cooking in fat or oil.
- d) Poultry, veal and pork must always be served well done.