

Home Economics

Sample Dishes

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 | Sample Dishes | |
|---|---|-------|
| All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include: | Keywords | 3 |
| | Vocabulary File | 4-5 |
| | Activating Students' Existing Knowledge | 6 |
| | Completing Sentences | 12 |
| | Multiple Choice | 13 |
| | Wordsearch | 17 |
| Learning support and Language support: Activities suitable for students receiving Learning or Language Support include: | Working with words | 7 |
| | Picture Sentences | 8 |
| | Odd One Out | 9 |
| | Home Economics Keywords | 10 |
| | Unscramble the letters | 11 |
| | Alphaboxes | 16 |
| | Play Snap | 18-21 |
| Language support: Additional activities for Language Support: | Grammar points | 14-15 |
| Levels for Language Support | A1 – B1 The language level of each activity is indicated in an information box. | |
| Learning focus | Using Home Economics textbooks and accessing curriculum content and learning activities. | |
| Acknowledgement | The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Home Economics Revision Notes for Junior Certificate</i> by Mary Anne Halton. | |

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

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.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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:



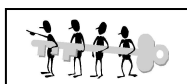
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows:

Nouns

accompaniment
apple
beef
bread rolls
breakfast
bread
bun
carrot
casserole
cheese
chicken
coleslaw
curry
custard
dessert
dinner
dishes
eggs
fish
flan
fruit
garlic
grapefruit
ham
lasagne
melon
mousse
mushrooms
noodles
omelette
orange
pancake
pear

peppers
potato
rice
salad
sauce
scones
steak
tomato
trout
vegetable
yoghurt

Adjectives

baked
boiled
brown
chipped
creamed
fresh
green
grilled
mixed
poached
savoury
stewed
stuffed
vegetarian
wholemeal

Verbs

boil
fry
grill
steam

Vocabulary file 1

| Word | Meaning | Note or example* |
|-------------|---------|------------------|
| starter | | |
| main course | | |
| dessert | | |
| breakfast | | |
| lunch | | |
| supper | | |

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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: Sample Dishes

Vocabulary file 2

| Word | Meaning | Note or example |
|------------|---------|-----------------|
| dinner | | |
| vegetarian | | |
| vegetables | | |
| savoury | | |
| sweet | | |
| wholemeal | | |



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

Language Level: all
Type of activity: whole class
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:

My favourite meal

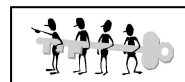
Meals I like to cook

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



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

Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



Working with words

1. Tick the correct answer



- a) This is a traditional Irish/English breakfast.
- b) This is porridge.
- c) This is a snack.
- d) This is a continental breakfast.



- a) This is a traditional Irish/English breakfast.
- b) This is porridge.
- c) This is a snack.
- d) This is a continental breakfast.

2. Name all the food you see in the two pictures above.
3. Look at all the food and drink in the box. Put a D beside a word if it is a drink, and F if it is food.

| | | | | | | |
|------------|---------------|--------|---------|-----------|------------|----------|
| cereal | rice | coffee | milk | juice | croissants | sandwich |
| milk shake | hot chocolate | fish | chicken | vegetable | | |



Check that these key words are in your personal dictionary.

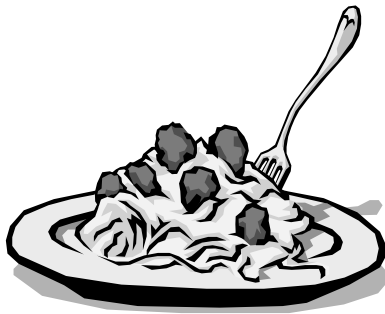
NAME: _____ DATE: _____
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Language Level: A1/A2
Type of activity: pairs or individual
Suggested time: 30 minutes



Picture Sentences

1. Match the picture to the part of the meal.



a. dessert

b. main course

c. starter

2. List 3 things you like to eat at each meal:

For breakfast I like _____

For lunch I like _____

For dinner I like _____

3. Put these words in the correct order to form sentences about food.

meal /is a/ very/ breakfast/ important

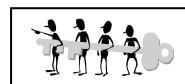
most important /is a / milk/ food

is/ our/ bread/ staple foods/ one of

cheap/ vegetables/ nutritious/are/ and filling

and birds /the flesh/ meat/ is/ of animals

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

garlic newspaper savoury vegetable

fry boiled eggs ring

orange carrot pear apple

purple brown wholemeal bread

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

savoury _____

sweet _____

fresh _____

vegetarian _____

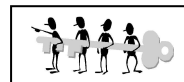
wholemeal _____



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
Home Economics: Sample Dishes

Language Level: A2 / B1
Type of activity: individual
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.

c _ l _ s _ aw _____

ca _ s _ _ ole _____

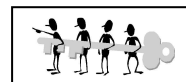
om _ l _ _ te _____

v _ get _ _ ian _____

2. Write as many words as possible related to **Cooking**. You have 3 minutes!

NAME: _____ DATE: _____
Home Economics: Sample Dishes

Language Level: A1 / A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. This is made from eggs MTOLTEEE

Answer _____

2. These are eaten at the end of dinner SRSDETSE

Answer _____

3. This is the first meal of the day ABTFREKAS

Answer _____

4. This is made from milk and comes in different flavours
RUOHTGY

Answer _____

Solve the secret code

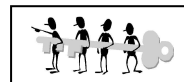
| | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|---|
| English | A | C | E | G | N | O | R | S | T |
| Code | B | X | Y | F | G | Q | W | O | L |

ex: FWYBL = GREAT

XBWWQLO BWY QWBGFY =

NAME: _____ DATE: _____
Home Economics: Sample Dishes

Language Level: A2 / B1
Type of activity: pairs or individual
Suggested time: 30 minutes



Completing sentences

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

Fruit: _____ (segments or grilled half), melon, mixed fresh fruit salad, stewed prunes, apples

Cereals: Breakfast cereals (Weetabix, porridge, muesli)

Breads: _____ brown bread, toast, croissants, _____, muffins, pancakes

Cooked dishes: Eggs (boiled, scrambled, poached), rashers, sausages, white and black pudding, liver, grilled tomato and mushroom, fish (kippers, trout), kedgeree

Others: _____, cheese, marmalade, jam

Beverages: Juice (orange, grapefruit, apple, pineapple), tea, coffee, milk, smoothies, fresh fruit and _____ juices

Word Box:

| | | | | |
|---------|-----------|-----------|------------|--------|
| yoghurt | wholemeal | vegetable | grapefruit | scones |
|---------|-----------|-----------|------------|--------|

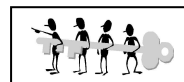
2. Check your understanding by answering the following questions:

- What meal is being described in the passage?
- Choose what you would like to eat from the food listed above.

NAME: _____ DATE: _____

Home Economics: Sample Dishes

Language Level: A2 / B1
Type of activity: individual
Suggested time: 40 minutes



Multiple choice

Read the text below and choose the best answers.

Substantial lunch

Soup: Tomato, mushroom, minestrone, chicken broth

Breads: Wholemeal brown rolls and bread, dinner buns, melba toast

Main course:

- Pasta dishes (lasagne, spaghetti bolognese, salad)
- Salads (ham, beef, chicken, turkey, tuna)
- Quiche with salad
- Omelette with salad and baked potato
- Stir-fry (beef, chicken, vegetable)
- Fish chowder, brown rolls / garlic bread
- Stuffed peppers, mixed salads
- Kebabs, green salad
- Grilled chicken, green salad, brown rice salad
- Grilled trout, green salad, brown rice salad
- Savoury stuffed pancakes, mixed salad

Desserts:

- Yoghurt with stewed fruit
- Fresh fruit salad
- Fruit flan
- Piece of fresh fruit (orange, pear)

1. When planning a big lunch, what should you serve with quiche?

- | | |
|--------------------------|------------|
| a) fresh fruit | b) salad |
| c) wholemeal brown rolls | d) nothing |

2. What should you serve with stewed fruit?

- | | |
|----------------|------------|
| a) fresh fruit | b) chicken |
| c) yoghurt | d) nothing |

3. What should you eat after dessert?

- | | |
|--------------------|------------|
| a) bread | b) soup |
| c) the main course | d) nothing |

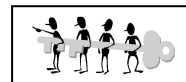
4. Should you serve green salad with kebabs?

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

5. Should you eat fresh fruit at the start of your lunch?

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

Language Level: B1
Type of activity: individual
Suggested time: 50 minutes



Grammar points

1. Study the following pairs of sentences.

How much yoghurt?

How many cartons of yoghurt?

How much bread?

How many bread rolls?

How much meat?

How many hamburgers?

2. Now study the two types of nouns.

Countable nouns can have a/an before them, and can be singular and plural
(*There's **a plate** on the table and **three spoons**.*)

Uncountable nouns cannot have a/an before them and cannot be used in the plural.
(*They gave us **some money** to buy dinner*)

3. When do we use how much?, when so we use how many?

We use much with _____ nouns.

We use many with _____ nouns

4. Divide the nouns into two columns: how much? or how many?

| | | | | | |
|--------|--------|--------------|----------|-------------|--------------|
| rice | pasta | beef | apple | cheese | mushroom |
| fish | coffee | orange juice | milk | coleslaw | fish fingers |
| butter | onions | garlic | biscuits | minced beef | |

Grammar points

(countable and uncountable nouns continued)

4. How much ? How many?

Work in pairs. Student A and Student B.

Student A: Go to the Answer Key where you will find the ingredients for macaroni cheese. Answer Student B's questions

Student B: You have the ingredients of macaroni cheese on this page, but you don't know the quantities. Ask student A, **how much....** **how many...** until you know how much of everything you need.

Macaroni Cheese

_____ macaroni
_____ boiling salted water
_____ clove(s) of garlic
_____ margarine
_____ flour
_____ pepper and salt
_____ mustard
_____ milk
_____ grated cheese

Muffins

_____ plain flour
_____ wholemeal flour
_____ baking powder
_____ salt
_____ brown sugar
_____ egg(s)
_____ milk
_____ butter
_____ raisins

5. Now swap roles to find out the ingredients for muffins.

Student B gets the information in the Answer key, student A asks the questions.

Alphaboxes

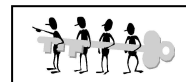
Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

| | | |
|---|---|-----|
| 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.



Word search

Find the words from the list below.

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

| | | |
|---------|-----------|----------|
| BAKED | POTATOES | FRY |
| BEEF | RICE | GREEN |
| BOILED | SALAD | GRILLED |
| BREAD | SAVOURY | LASAGNE |
| BROWN | STUFFED | MIXED |
| CHICKEN | WHOLEMEAL | PANCAKES |
| DISHES | YOGHURT | POTATO |
| FRUIT | | |

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.



| | |
|-----------|-----------|
| salad | salad |
| chicken | chicken |
| wholemeal | wholemeal |

NAME: _____ DATE: _____
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| | |
|------------|------------|
| vegetarian | vegetarian |
| dessert | dessert |
| brown | brown |

NAME: _____ DATE: _____
Home Economics: Sample Dishes

| | |
|-----------|-----------|
| breakfast | breakfast |
| omelette | omelette |
| casserole | casserole |

NAME: _____ DATE: _____
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| | |
|----------|----------|
| bread | bread |
| steak | steak |
| potatoes | potatoes |

Answer key

Working with words, page 7

1. a,d
2. fried egg, bacon (rashers) sausages, tomato, coffee, croissant
3. Drinks: coffee, milk, juice, milk shake, hot chocolate
Food: cereal, rice, croissants, sandwich, fish, chicken, vegetable

Picture sentences, page 8

First picture: main course

Second picture: starter (soup)

Third picture: dessert.

3. Breakfast is a very important meal.
Milk is a most important food.
Bread is one of our staple foods.
Vegetables are cheap, nutritious and filling/nutritious, cheap and filling.
Meat is the flesh of animals and birds.

Odd one out, page 9

Newspaper, ring, carrot, purple

Keywords, page 10

Coleslaw (noun), casserole (noun), omelette (noun), vegetarian (noun)

Unscramble the letters, page 11

Omelette, dessert, breakfast, yoghurt

Secret Code: carrots are orange

Completing Sentences, page 12

Fruit: **Grapefruit** (segments or grilled half), melon, mixed fresh fruit salad, stewed prunes, apples

Cereals: Breakfast cereals (Weetabix, porridge, muesli)

Breads: **Wholemeal** brown bread, toast, croissants, **scones**, muffins, pancakes

Cooked dishes: Eggs (boiled, scrambled, poached), rashers, sausages, white and black pudding, liver, grilled tomato and mushroom, fish (kippers, trout), kedgeree

Others: **Yoghurt**, cheese, marmalade, jam

Beverages: Juice (orange, grapefruit, apple, pineapple), tea, coffee, milk, smoothies, fresh fruit and **vegetable** juices

2. Breakfast (usually the type of breakfast you would find in a hotel)..

Multiple choice, page 13

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

Grammar points, page 14

3. We use much with uncountable nouns.

We use many with countable nouns.

4. How much?: rice, pasta, beef, cheese, fish, milk, coleslaw, butter, garlic,
minced beef, coffee, orange juice

How many: apples, mushrooms, fish fingers, onions, biscuits

5. Macaroni Cheese

150 g macaroni

Boiling salted water

1 clove garlic

25 g margarine

25 g flour

A pinch of Pepper and salt

A pinch of Mustard

400ml milk

150 g grated cheese

(pinch = very small amount)

6. Muffins

100 g plain flour

100g wholemeal flour

1 teaspoon baking powder

Pinch of salt

2 table spoon of brown sugar

1 egg

200ml milk

50g butter

75 g raisins

NAME: _____ DATE: _____
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Word Search, page 17

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