

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.

Theme	The parts of the digestive system and their functions	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Writing	15-16
	Wordsearch	20
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	Home Economics Keywords	11
	Unscramble the letters	12
	Alphaboxes	19
	Play Snap	21-24
Language support: Additional activities for Language Support:	Grammar points	17-18
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:



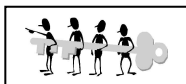
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

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

Word	Meaning	Note or example*
amino acids		
carbohydrates		
cells		
digestive juices		
digestive system		
glucose		
intestine		

* 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: The parts of the digestive system and their functions

Vocabulary file 2

Word	Meaning	Note or example
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

Word	Meaning	Note or example
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.

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:

conversion **digestive system**
energy **food**

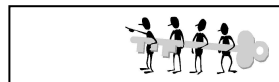
- Invite newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

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

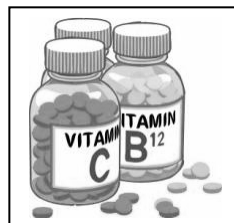
Language Level: A1
 Type of activity: pairs or individual
 Suggested time: 30 minutes



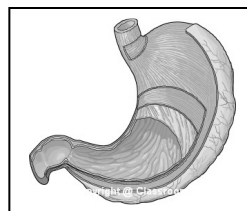
Working with words

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
chemicals	history	fibre
students	enzyme	absorption
gastric juices	mountain	nutrients

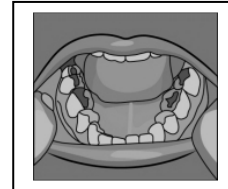
Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



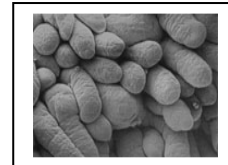
Picture Sentences

1. Tick the correct answer.

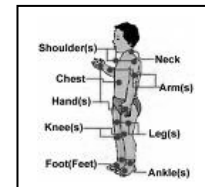
- a) This is cooking.
- b) This is the mouth.
- c) This is the stomach.



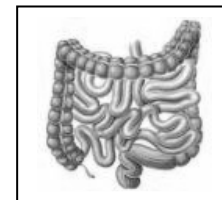
- a) This is food.
- b) This is an enzyme.
- c) These are villi.



- 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.

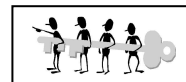
intestines	stomach	juices
	mouth	nutrients



Have you ticked
this activity on your
Learning Record?

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

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**

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!



Have you ticked
this activity on your
Learning Record?

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

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



dictionary.

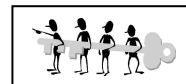
Check that these keywords are in your personal



Have you ticked
this activity on your
Learning Record?

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

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

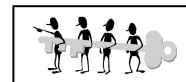
XGELFXR BQX YQXBO! _____



Have you ticked
this activity on your
Learning Record?

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

Language Level: A1 / A2
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.

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.

Language Level: A2 / B1
Type of activity: individual
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

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

Writing

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?

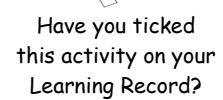
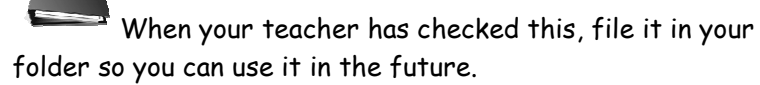
After that? What happens? How does the body benefit from food?

Important nouns

Important verbs

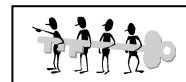
Home Economics: The parts of the digestive system and their functions

Title _____

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

Language Level: all
Type of activity: individual/pair
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

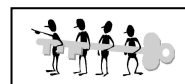
it supplements

it forms

Language Level: A2 / B1

Type of activity: pairs / small groups

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.

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

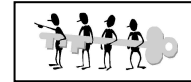
Do you understand all these words?



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



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.



stomach	stomach
enzymes	enzymes
small intestine	small intestine

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

to break down	to break down
pepsin	pepsin
protein	protein

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

absorbed	absorbed
oesophagus	oesophagus
glucose	glucose

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.

Grammar points page 18

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

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

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