

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.

Theme	Nutrients, vitamins and the principles of healthy eating	
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:



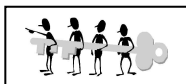
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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
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

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Vocabulary file 1

Word	Meaning	Note or example*
absorption		
adolescent		
allowance		
calcium		
carbohydrates		
deficiency		
energy		

* 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.

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Vocabulary file 2

Word	Meaning	Note or example
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.

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Vocabulary file 3

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

Word	Meaning	Note or example
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.

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:

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

- 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: 30 minutes

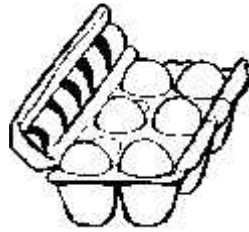


Working with words

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.

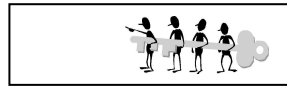
Write your own explanation for these words. Then write a note or example to help you remember the word. Use your dictionary if necessary.

Word	Page in textbook	Explanation	Note or example
bones			
disease			
energy			
growth			



Check that these keywords are in your personal dictionary.

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



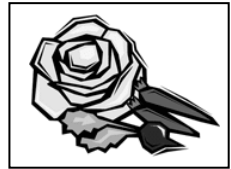
Picture Sentences

1. Tick the correct answer.

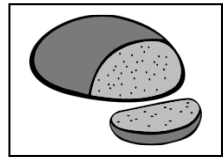
- a) This is flour.
- b) This is milk.
- c) This is sugar.



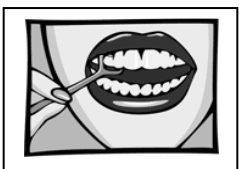
- a) This is fruit.
- b) These are vegetables.
- c) This is pastry.



- 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.



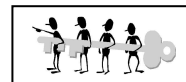
2. Finish these sentences using words from the box.

- _____ 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



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: 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

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

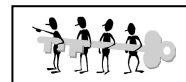
2. Find each word in your text book. Put each word into a short sentence.



Check that these keywords are in your personal dictionary.



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

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

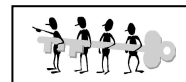
- Dietary _____ recommend that people should eat less saturated fats and more vegetable fats. Saturated fats are high in cholesterol. Problems associated with high-fat intake include overweight, _____, heart disease and stroke. Excess fat is stored as adipose tissue.
- Foods containing fats also supply 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



Language Level: A2 / B1
Type of activity: individual
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

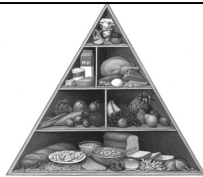
Drain all fried foods on kitchen paper

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

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

Writing



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.

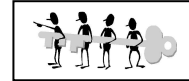
1 Explain the food pyramid.
What is it? What is the idea behind it? How do you use it?

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.

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

--	--

Language Level: B1
 Type of activity: individual and pairs
 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

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.

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Word Search



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	

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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.



healthy	healthy
rickets	rickets
diets	diets

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fortified	fortified
fresh	fresh
oily	oily

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guidelines	guidelines
cells	cells
snack	snack

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function	function
fibre	fibre
minerals	minerals

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

Current dietary guidelines:

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

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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

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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