

Leaving Certificate

Home Economics

Diet and Health

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

Learning Support	Vocabulary, key terms working with text and writing text	Pages 3-8, 10-12
Language Support	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-12
Subject class	Key vocabulary	Pages 3-8
Learning focus	Using Home Economics textbooks and accessing curriculum content and learning activities.	
Levels for Language Support students	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.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Get Living! Complete Leaving Certificate Home Economics</i> by Edel Conway and Lorna Freeborn.	
Contents of this Unit		Page
	Keywords	3
	Vocabulary file	4, 5
	Activating students' knowledge	6
	Focus on vocabulary	7, 8
	Focus on grammar	9
	Focus on reading	10, 11
	Focus on writing	12
	Answer Key	13-15

Using this unit

Learning support, language support and mainstream subject class

The sections *Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for **Learning Support**.

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

Focus on vocabulary, *Focus on reading* and *Focus on writing* are suitable for use in **Learning Support**, **Language Support** and **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 topic *Diet and Health* from 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

absorption
activity
alternatives
anaemia
arteries
blood
bones
bowel
calcium
carbohydrate
caries
cholesterol
constipation
consumption
coronary
dairy
deficiency
dental
diabetes
diet
disease
disorders
energy
factors
fat
females
fibre
folic acid
gender
gluten
guidelines
habits
heart
individuals
insulin
intake
iron
kcal
lack
lactation
levels
lifestyle
lipids
lipoproteins

meals
metabolism
minerals
needs
nutrient
nutrition
obesity
oils
osteoporosis
output
phosphorus
portions
pregnancy
products
protein
RDA
risk
servings
supplies
surveys
symptoms
variety
vitamin
weight

Nouns (food/drink)

alcohol
biscuits
bread
cakes
cereals
eggs
flour
fruit
juices
meat
milk
nuts
pasta
rice
salt
sauces
snacks
soups

soya
sugar
vegetable

Verbs

assess
avoid
choose
eat
include
increase
maintain
prevent
provide
risk
reduce
replace
require

Adjectives

adequate
balanced
basal
corrective
dried
fatty
fortified
fresh
healthy
inhibiting
insufficient
nutritional
overweight
physical
polyunsaturated
processed
recommended
regular
required
rich
saturated
sugary
vegetarian
varied

NAME: _____ DATE: _____
LC Home Economics: Diet and Health

Vocabulary file (1) for the topic
Diet and Health

Word	Meaning	Page(s) in my textbook	Note
guidelines			
recommendations			
diet			
pyramid			
balanced			
fortified			
consumption			
deficiency			



NAME: _____ DATE: _____
LC Home Economics: Diet and Health

Vocabulary file (2) for the topic
Diet and Health

Word	Meaning	Page(s) in my textbook	Note
lifestyle			
obesity			
vitamin			
nutrition			
portion			
coronary			
dental caries			
requirement			
convalescents			



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:

A balanced diet

Diets in different countries

Changes in human diets in the past 20 years

- 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: B1
Individual / pair

Focus on vocabulary

1. Missing words

The following sentences are taken from your textbooks. Some of the key words are missing. First, look at the list of key words in the box and check that you understand them.

- a. Food provides _____ and the body converts it to chemical, mechanical, electrical or heat energy.
- b. A well-balanced diet comes from a wide _____ of foods chosen from the food groups
- c. Regular _____ without rushing are recommended.
- d. Children should eat healthy _____ snacks between meals.
- e. During _____ the mother provides for all the nutritional needs of the developing foetus.
- f. Significant events in the twentieth century changed food and eating _____ in Ireland.

pregnancy mealtimes energy patterns variety nutritious

2. Vocabulary in use

Write a short sentence using each of the following words. Check your text book or dictionary if you are not sure.

guideline _____

recommendation _____

adolescents _____

convalescents _____

imbalance _____



3. Matching

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

Column A	Column B
dietary guidelines	includes coronary heart disease, stroke and aneurisms (blood clots)
The food (diet) pyramid	These tables list the amount of each nutrient that a food contains.
vegetarian	A guide to how we should balance our daily intake of food. Foods are grouped together into shelves.
food composition tables	a state in which excess of fat has accumulated in the body.
obesity	These are guidelines given to the general public in order to decrease the rate of heart disease and other diet-related problems.
cardiovascular disease	a person who does not eat meat

4. Vocabulary in use.

- Some _____ don't eat meat because they think it is wrong to kill animals.
- _____ give a nutritional profile of food in 100g portions.
- Foods from the bottom shelf of the _____ should be eaten in large amounts.
- _____ is defined as 20% or more above the ideal weight for the person's height.
- _____ accounts for 50% of deaths in Northern European countries.
- The Irish Nutrition and Dietetic Institute (INDI) sets _____ in Ireland

Language Level: B1
 Individual / pair

Focus on grammar



5. Adjective + noun combinations

In the box is a list of adjectives commonly used with the topic *Diet and Health*. Make sure you understand each adjective by writing down the meaning, or the word in your own language. Then use the adjective to describe a noun related to the topic. This exercise will help you to remember and use the adjectives.

Make sure to file this page!

*(Noun: a word that refers to a person, place or quality. For example: book, beauty.
 Adjective: a word that describes a noun. For example: big, boring).*

Adjective	Meaning/ word in my language	Adjective + noun
adequate		<i>an adequate amount (to eat) adequate time (to eat a meal)</i>
balanced		
dried		
fatty		
fortified		
fresh		
healthy		
nutritional		
processed		
recommended		
physical		
regular		
sugary		

Language Level: B1 / B2
Individual / pair

Focus on reading

6. Reading to remember.

- a. First look at the title (in the box below) of this extract from your textbook. Before you read, try to guess some of the changes which people with obesity should make to their diet. Write them in the space below.

- b. Next read the article and underline or highlight the main point of each guidelines.

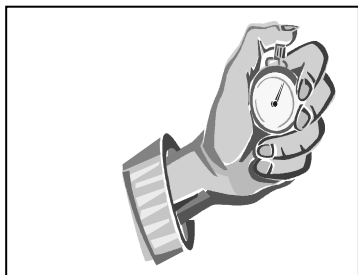
- c. Turn over the page and try to remember as many of the 9 points as possible. Give yourself 10 points for each one you remember and see who gets the highest score!

Dietary Guidelines for Obesity

1. Establish a new eating pattern which includes three meals per day. Make sure these meals are well balanced and low in energy. Avoid eating between meals.
2. Eat high-fibre foods. These will give the feeling of fullness, while providing few calories.
3. Avoid fatty foods, especially saturated fats. Only buy lean cuts of meat, and cut off any fat that may be present. Avoid butter, use low-fat spreads instead. Avoid sauces, mayonnaise and dressings. Cut out puddings and desserts from the diet.
4. Avoid sugary foods such as confectionary and sweets.
5. Choose the low-fat option. If possible, using skimmed milk, low fat spreads, diet yoghurt etc.
6. Avoid fried foods, instead grill, poach or steam.
7. Cut out empty calories such as fizzy drinks, alcohol and confectionary.
8. Increase the daily intake of fruit and vegetables. Eat at least four portions per day. These supply the essential vitamins and minerals as well as being high in fibre.
9. Drink plenty of water, at least six glasses a day.

7. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence. Read the questions first, then read the text in order to find answers to the following questions. If possible time yourself!



- What two factors contribute to dental caries?
- Why should young children not use too much toothpaste?
- What two changes in your diet can help your teeth?

Dental caries

This is decay of the enamel of the teeth, which results mainly from a high sugar intake. It generally affects people up to the age of twenty five. Dental enamel is the hardest material in the body, but it is affected by acid.

The two factors which contribute to dental caries are:

Sugar: eating sugary food causes dental caries. Brushing teeth and flossing after meals reduces the risk of sugar build-up.

Micro-organisms: Bacteria can convert sugars to lactic acid, which affects the enamel. The bacterium associated with dental caries is Streptococcus.

In older people, tooth enamel is more resistant. An intake of fluoride from drinking water increases the resistance of enamel, and since fluoride has been added to water supplies there is less prevalence of dental caries. Fluoride is also contained in toothpaste.

Mottling (discolouration/staining) of teeth occurs if the fluoride level is too high in the first eight years of life. For cleaning teeth, a pea sized amount of toothpaste on the brush is plenty for children, and they should be persuaded not to swallow the toothpaste. Junior toothpaste is available with half the level of fluoride that is in standard toothpaste.

Dietary guidelines

1. Cut down on the intake of sugary foods, such as sweets, cakes and confectionary.
2. Avoid fizzy drinks; drink fruit juices and water instead.

Language Level: B1 / B2
Individual / pair

Focus on writing

8. Writing exam answers

In the Leaving Certificate exam, many answers are written as simple sentences. This exercise will give you practice in writing these sentences.

Below are sample questions from LC exam papers related to the topic *Diet and Health*.

We have given you the answers, but they are jumbled!
Rewrite the sentences correctly.

(a) State **three** causes of obesity in children.

- processed foods/ use of/ excessive/ 'fast foods'/ and

- of /regular /lack/ exercise

- video/ physical activities/ replacing/ computer games/ and more

(b) Give details of **two** health risks associated with childhood obesity.

- will develop /an estimated 20,000 young people /as a result of obesity/ Type 2 Diabetes.

- of heart disease/ high/ early signs/ cholesterol levels/ and

(c) Outline **four** factors that determine a person's energy requirements.

Gender – of muscle to fat /men/ more energy/than/ the higher proportion/
women of equal weight/ because of/ require

Bodyweight / Size – is required/the body/ the more energy/ the larger

Age – for growth and development/require / a lot of energy /young people and
teenagers

Occupation –less energy / need/ who are physically active/ than those /sedentary
occupation types

Answer key

1. Missing words

- Food provides **energy** and the body converts it to chemical, mechanical, electrical or heat energy.
- A well-balanced diet comes from a wide **variety** of foods chosen from the food groups
- Regular **mealtimes** without rushing are recommended.
- Children should eat healthy **nutritious** snacks between meals.
- During **pregnancy** the mother provides for all the nutritional needs of the developing foetus.
- Significant events in the twentieth century changed food and eating variety in Ireland.

3. Matching

Column A	Column B
Dietary guidelines	These are guidelines given to the general public in order to decrease the rate of heart disease and other diet-related problems.
The food pyramid	A guide to how we should balance our daily intake of food. Foods are grouped together into shelves.
Vegetarian	A person who does not eat meat.
Food composition tables	These tables list the amount of each nutrient that a food contains,
Obesity	A state in which excess of fat has accumulated in the body.
Cardiovascular disease	Includes coronary heart disease, stroke and aneurisms (blood clots).

4. Vocabulary in use.

Some **vegetarians** don't eat meat because they think it is wrong to kill animals.

Food composition tables give a nutritional profile of food in 100g portions.

Foods from the bottom shelf of the **food pyramid** should be eaten in large amounts.

NAME: _____ DATE: _____
LC Home Economics: Diet and Health

Obesity is defined as 20% or more above the ideal weight for the person's height.

Cardiovascular disease accounts for 50% of deaths in Northern European countries.

The Irish Nutrition and Dietetic Institute (INDI) sets **dietary guidelines** in Ireland

5. Adjectives + noun combinations

These are sample answers only, there are lots of possibilities.

Adjective	Adjective + noun
adequate	an adequate amount (to eat) adequate time (to get ready)
balanced	A balanced sit A balanced meal
dried	Dried fruit Dried vegetables
fatty	Fatty meat Fatty acids
fortified	Fortified flour Fortified bread
fresh	Fresh eggs Fresh food
healthy	Health diet Healthy life-style
nutritional	Nutritional value Nutritional information
processed	Processed food Processed meal
recommended	Recommended daily intake Recommended amount
physical	Physical activity Physical exercise
regular	Regular exercise Regular mealtimes
sugary	Sugary food Sugary drinks

6. Reading to remember

- Establish a **new eating pattern** which includes three meals per day. Make sure these meals are well balanced and low in energy. Avoid eating between meals.

- **Eat high-fibre foods.** These will give the feeling of fullness, while providing few calories.
- **Avoid fatty foods**, especially saturated fats. Only buy lean cuts of meat, and cut off any fat that may be present. Avoid butter, use low-fat spreads instead. Avoid sauces, mayonnaise and dressings. Cut out puddings and desserts from the diet.
- **Avoid sugary foods** such as confectionary and sweets.
- **Choose the low-fat option.** If possible, using skimmed milk, low fat spreads, diet yoghurt etc.
- **Avoid fried foods**, instead grill, poach or steam.
- **Cut out empty calories** such as fizzy drinks, alcohol and confectionary.

5. Reading for specific information

Sugar and micro organisms.

Because mottling of teeth can occur if fluoride intake is too high in the first 8 years. Cut down on sugary foods, avoid fizzy drinks.

6. Writing exam answers.
 - (a) Excessive use of processed foods and 'fast foods'.
Lack of regular exercise.
Video and more computer games replacing physical activities.
 - (b) As a result of obesity an estimated 20,000 young people will develop Type 2 Diabetes. **Or** An estimated 20,000 young people will develop Type 2 Diabetes as a result of obesity.
Early signs of heart disease and high cholesterol levels.
 - (c) Gender – Men require more energy than women of equal weight because of the higher proportion of muscle to fat.
Bodyweight/size – The larger the body the more energy is required.
Age – Young people and teenagers require a lot of energy for growth and development.
Occupation – Sedentary occupation types need less energy than those who are physically active.