

## Leaving Certificate

# Home Economics

## Food Studies

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

<b>Learning Support</b>	Vocabulary, key terms working with text and writing text	Pages 3-10, 13-16
<b>Language Support</b>	Vocabulary, key terms, grammar, working with text and writing text	Pages 3-16
<b>Subject class</b>	Key vocabulary	Pages 3-10
<b>Learning focus</b>	Using Home Economics textbooks and accessing curriculum content and learning activities.	
<b>Levels for Language Support students</b>	Students' English-language skills should be developed to <b>Level B1</b> during funded Language Support. Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Acknowledgement</b>	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

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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC Home Economics: Food Studies

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  
edible  
excellent  
fatty

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LC Home Economics: Food Studies**

fresh  
frozen  
high  
hygienic  
low  
moist  
natural  
nutritious  
oily  
pasteurised  
pathogenic  
perishable  
polyunsaturated  
pregnant  
raw  
refrigerated  
resistant

rich  
ripe  
safe  
saturated  
savoury  
sealed  
sensory  
shallow  
skimmed  
small  
smoked  
soapy  
soft  
soluble  
sour  
specific  
stainless

sterilised  
suitable  
sweet  
tender  
thin  
tough  
toxic  
ultra  
vegetarian  
ventilated  
washed  
wholemeal

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
LC Home Economics: Food Studies

Vocabulary file (1) for the topic  
**Food Studies**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
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 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
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**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.

<b>adjective</b>	sweet	sour	bland	salty	spicy	creamy	burnt	stale
------------------	-------	------	-------	-------	-------	--------	-------	-------

<b>food</b>	toast	bread	curry	lemons	sugar	milk	rice	crisps
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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***

<b>adjective</b>	hard	soft	sticky	chewy	grainy	crispy	smooth
------------------	------	------	--------	-------	--------	--------	--------

<b>food</b>				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.

Language 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

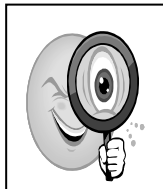
\_\_\_\_\_ : lightly

\_\_\_\_\_ : 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.

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Language 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

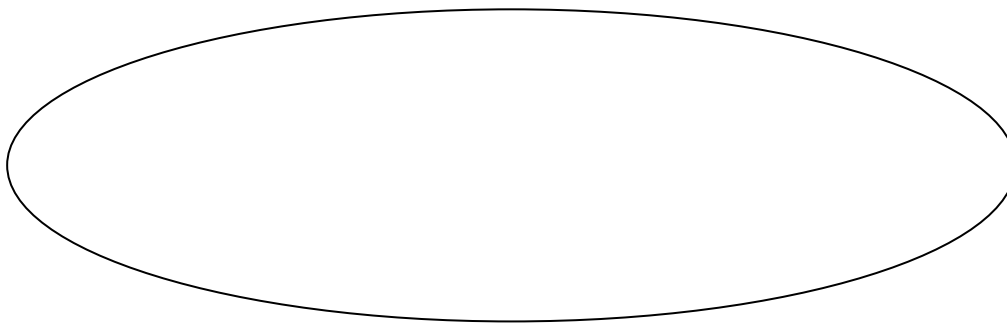
1. \_\_\_\_\_: Total Irish milk output amounted to 5,200 million litres in 2003. The range of dairy products includes cream, milk powder, yoghurt, ice cream, butter, dairy spreads and cheese. Dairy farming and the export of milk and other dairy products account for the largest share of agricultural output 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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Language Level: B1 / B2  
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

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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

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## 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.