

Technology

FIRST

TEACHER'S RESOURCE

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PEARSON
Longman

1.1

Literacy

What do you know about bacteria?

Complete the table. You may refer to your text if necessary.



Course Book p 6

Bacteria name	Source of contamination	Foods involved	Symptoms
Salmonella	Found in the _____ of animals, particularly _____. Cross-contamination is frequently the cause of contamination.	Raw meat, poultry and _____. It may occur in foods that have not been properly _____.	Vomiting, diarrhoea and listlessness within _____ hours.
Clostridium perfringens	Raw meat, _____ coated in soil and _____ food handling.	Cold and _____ meat such as casseroles and stew.	_____, diarrhoea and abdominal cramping within _____ hours.
Staphylococcus	Many people carry this bacteria in _____ passages, mouths and infected skin. It is _____ by coughing and sneezing.	Foods eaten cold such as custards, cold meats and pre-prepared _____ fare.	Vomiting, _____ and abdominal cramps within _____ hours.
_____ (Escherichia)	Lives in the _____ of humans and animals and is transferred by poor hygiene in the workplace.	Raw and _____ meat and poultry.	Abdominal upset and severe diarrhoea. May be _____ for young children.
Listeria	Dust, water, _____, shellfish, _____ and insects.	Milk products, soft _____, manufactured meats and soft- _____ ice-cream.	Nausea, vomiting and diarrhoea within _____ hours.

1.2

Hands on



Course Book p 11

Storing bread

Have you ever noticed how some bread goes stale when stored incorrectly? Design and conduct your own experiment to discover more about the storage of bread and find the best ways to store and preserve bread.

Aim

To test the keeping quality of bread by comparing a home-made loaf with a commercially produced loaf.

Equipment

Method

- 1

- 2

- 3

- 4

Diagrams

Results

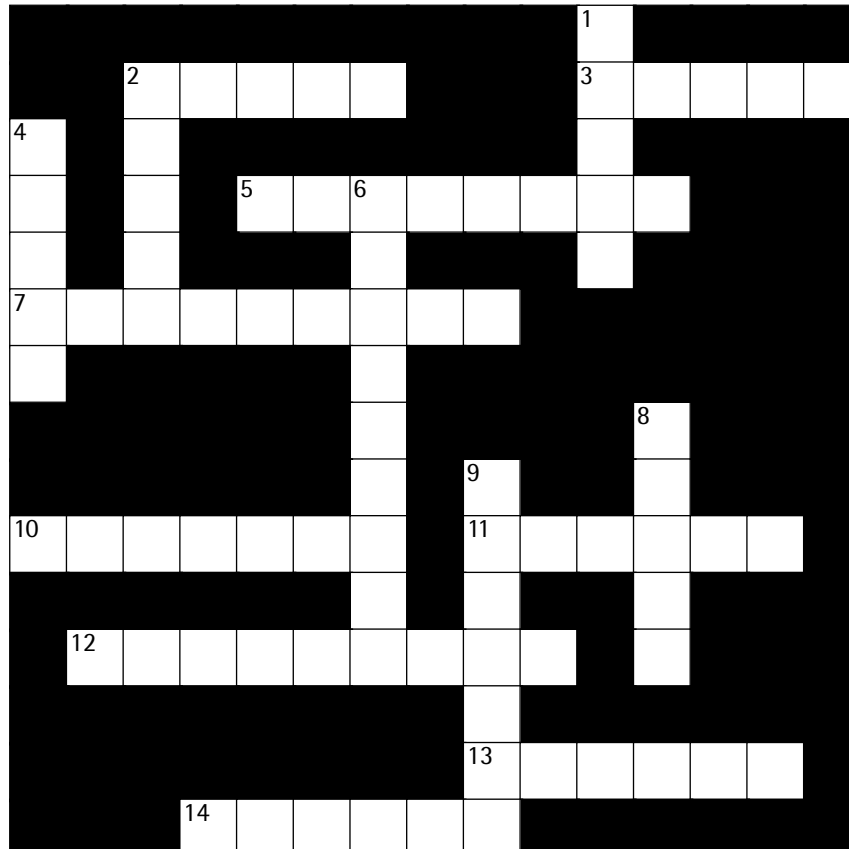
Conclusion

1.3

Vocabulary



Sensory properties of food crossword



Across

- 2 A spicy meal.
- 3 A typically sour food.
- 5 If a flavour is strong, it is said to be _____.
- 7 These are found on the tongue and are used to detect different flavours.
- 10 Flavour is said to be the combination of taste and smell, _____ and appearance.
- 11 Sometimes certain colours lead us to _____ certain flavours.
- 12 A typically sweet food.
- 13 The first sensory property that is seen in a food.
- 14 A typically bitter food.

Down

- 1 When a flavour is weak, it is said to be _____.
- 2 A typically salty food.
- 4 The main sense used when eating.
- 6 Texture is also known as _____.
- 8 A sense that helps to determine whether food has gone 'off'.
- 9 This food has a crisp texture.

1.4

Hands on



Course Book p 18

Denaturation of egg whites

Aim

To observe and record denaturation of egg whites.

Ingredients

6 eggs
1 teaspoon salt
1 teaspoon sugar
1 teaspoon lemon juice or tartaric acid
1 teaspoon bicarbonate of soda

Equipment

Electric beaters
6 small bowls
Stopwatch
Pen and paper

Method

- Carefully separate the egg yolks and egg whites. Place each egg white in a separate bowl.
- Number the bowls from 1 to 6.
- Using electric beaters on a high setting, beat the first egg white until it forms stiff peaks. Use your stopwatch to record the time taken. Observe the consistency of the mixture.
- Beat the second egg white as described in Step 3. Use a stop watch to record the time taken. Keep beating this egg white for another 2–3 minutes after the peaks have formed. Record the time taken and observe the results.
- Add salt to the third egg white then beat as described in Step 3. Observe and record your results, including the time taken.
- Add sugar to the fourth egg white then beat as described in Step 3. Observe and record your results, including the time taken.
- Add lemon juice or tartaric acid to the fifth egg white then beat as described in Step 3. Observe and record your results, including the time taken.
- Add bicarbonate of soda to the sixth egg white and then beat as described in Step 3. Observe and record your results, including the time taken.

Results

Egg no.	Time taken	Final consistency
1		
2		
3		
4		
5		
6		

- Explain the process of denaturation.

- Which additive(s) aided the stiffening of the egg white?

- Why do you need to be accurate with the timing and speed of the electric mixer?

- Explain what happens when the egg white is over-beaten.

1.5

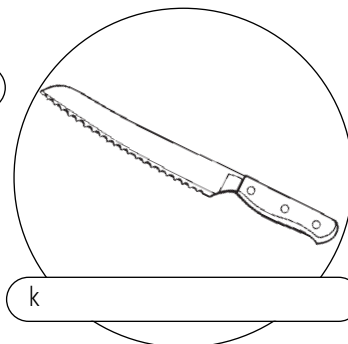
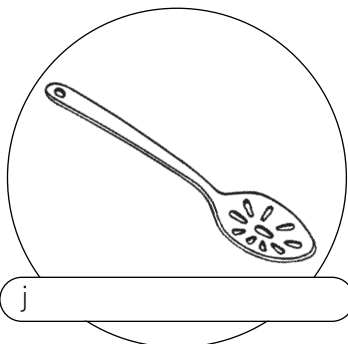
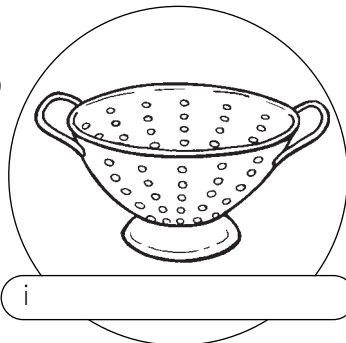
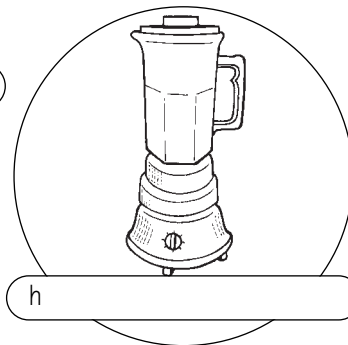
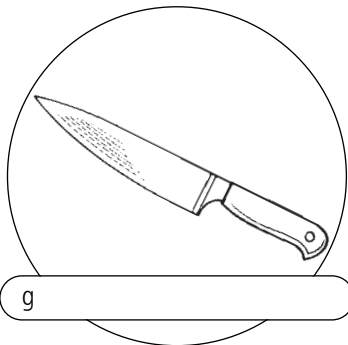
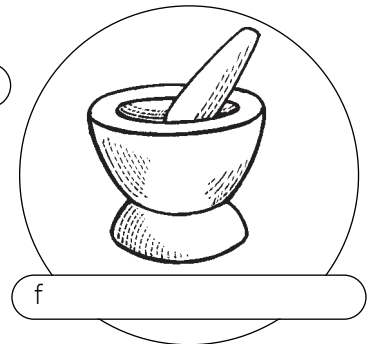
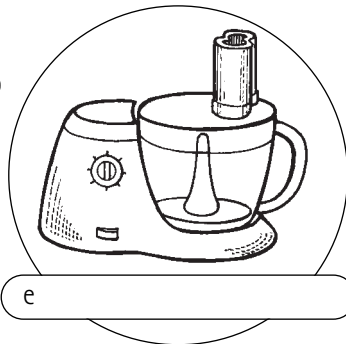
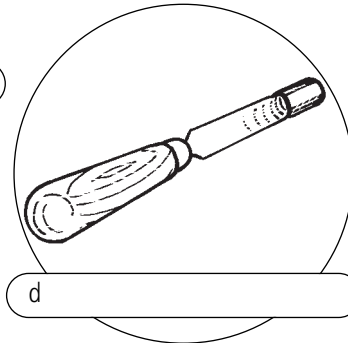
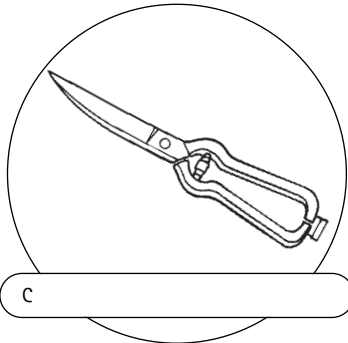
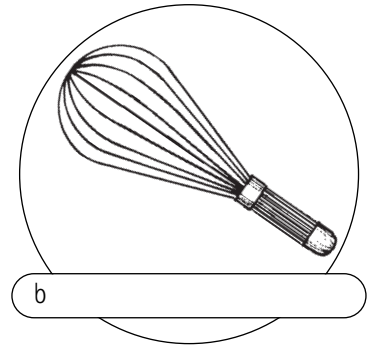
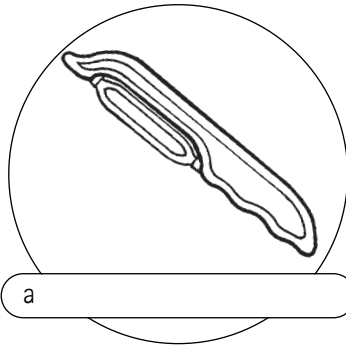
Vocabulary

Food preparation utensils and equipment

Identify the utensils and equipment shown below.



Course Book p 20



Word bank

peeler
apple corer
poultry shears
whisk
colander
mortar and pestle
food processor
blender
cook's knife
bread knife
slotted spoon

1.6

Making a recipe card

Literacy

Chocolate fudge slice

Design a recipe card for this recipe using 'plain English' (no jargonistic cooking terms). Include diagrams for each step and label all equipment or utensils used.



Course Book p 22

<i>Recipe Chocolate fudge slice</i>		Preparation time	Cooking time
Method	Diagrams		

1.7

Literacy



Food additives

- 1 Match the definitions using the additive list provided below.
- 2 List one food that this additive may be used in.

Additive	Description	Food
	Prevent food products from drying out	
	Used to help keep dry, powdery products from clumping together	
	Give a food product a uniform consistency and texture	
	Protect foods against the action of micro-organisms	
	Sweeten a product without the use of sugar	
	Improve or restore the taste or flavour of a food	
	Add or restore colour in food products	

Additive list

- anti-caking agents
- artificial sweeteners
- colours
- flavourings
- humectants
- preservatives
- thickeners and vegetable gums

Activity

Bring in a package of a processed food product such as a packet sauce mix or bag of crisps. Observe the additives present in the ingredient list. Swap your product with a partner and then discuss your findings. Record the additives below.

Product name _____

Product name _____

Additives present _____

Additives present _____

1.8

Vocabulary

Big bickies flowchart

A flowchart is a diagrammatical representation of a process.

Use the symbols below to construct your own flowchart for making Milk Arrowroot biscuits as described in the text. Show how the product is manufactured including the raw ingredients, processes and steps involved in making the finished product.



Course Book p 24



operation



storage

operation and
inspection

inspection



delay/wait

transport/
movement

1.9

Vocabulary

Garnish findaword

celery curl
cherries
chocolate
coulis
crouton
cream
doily

icing sugar
lime wedge
mint
parsley
piping
sauce
shallot

strawberries
tomato rose
van dyke
wafer
zest



Course Book p 27

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

1.10

Hands on

Design an experiment

There are many forces that might damage eggs, such as pressure (crushing or squeezing), temperatures (hot or cold) and physical movement (being dropped). What other forces can you think of?

Design an experiment that tests the protective qualities of an egg carton.



Course Book p 30

Aim

To test the protective qualities of an egg carton and determine whether it is a suitable form of packaging.

Equipment

Method

Results

Conclusion



NAME

CLASS

I

Chapter test



TOTAL
50

Food preparation and processing

True or false?

- | | | |
|---|--------------------------|-----------|
| 1 You must wash your hands with cold, soapy water before preparing food. | <input type="checkbox"/> | 10 |
| 2 Dehydration is a relatively new form of food preservation. | <input type="checkbox"/> | |
| 3 pH is a measure of acidity and alkalinity. | <input type="checkbox"/> | |
| 4 To blanch something is to boil it for a long period of time. | <input type="checkbox"/> | |
| 5 Texture is not one of the sensory properties of food. | <input type="checkbox"/> | |
| 6 Flavour is a combination of taste and smell. | <input type="checkbox"/> | |
| 7 Dextrinisation is the browning process formed by the action of heat on sucrose. | <input type="checkbox"/> | |
| 8 Syneresis is seen when liquid weeps from a lemon meringue pie. | <input type="checkbox"/> | |
| 9 Labour-saving devices are generally mechanical. | <input type="checkbox"/> | |
| 10 Paper and cardboard packaging is very difficult to print on. | <input type="checkbox"/> | |

Short answer questions

1 State two rules for personal hygiene. **2**

2 Define 'cross-contamination' and describe how it occurs. **2**

3 Explain one reason why food safety legislation exists. **2**

4 Identify the three groups of micro-organisms. **3**



NAME _____

CLASS _____

I Chapter test *continued*

5 List three favourable conditions for bacterial growth. 3

13 List three utensils used in the kitchen. 3

6 Name one bacteria associated with food poisoning and state one source of contamination. 2

14 What does it mean to 'bake' something? 1

7 Identify one environmental cause of food spoilage. 1

15 Explain the difference between primary processing and secondary processing. 4

8 Explain how moisture levels may affect food preservation and give an example to support your answer. 4

16 Select one packaging material. Describe it and outline one advantage and one disadvantage. 3

9 Why are watermelon and lettuce not suitable for freezing? 1

10 List four sensory properties of food. 4

17 What is modified atmosphere packaging? 2

11 Name one food product that undergoes caramelisation. 1

18 What does it mean if a product is biodegradable? 1

12 Name one product that undergoes gelatinisation. 1



NAME

CLASS

I

Chapter review



Food preparation and processing

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Demonstrate safe, cooperative and hygienic work practices.	
Assess food handling requirements for a variety of food situations.	
Describe legislation specifically linked to food safety.	
Outline the causes of food deterioration and spoilage.	
Identify ingredients that pose a high risk for food deterioration and spoilage.	
Describe techniques and methods that make food products less prone to deterioration and spoilage.	
Explain the principles of food preservation.	
Describe a range of methods used to preserve and store food safely.	
Apply the principles of food preservation and storage when producing food products.	
Discuss the reasons why basic ingredients need to be cooked for consumption.	
Appreciate the role food components play in the sensory qualities of food.	
Examine the functional properties of a variety of foods.	
Prepare food products that demonstrate the functional properties of ingredients.	
Identify the properties of foods that make them suitable for particular preparation techniques/cooking methods.	



NAME

CLASS

I Chapter review *continued*

Create food items using combinations of basic ingredients.	
Explain how different cuisines are created by varying basic ingredients and techniques.	
Generate procedural text to outline the steps in processing and preparing food products using a word processing package.	
Demonstrate appropriate selection of techniques and equipment in food preparation.	
Discuss social implications of technological developments in domestic food preparation equipment.	
Explain how various methods of food processing and preparation affect the physical characteristics of food.	
Outline ways in which nutritive loss can be minimised during preparation and processing.	
Identify the various levels of food processing and accompanying changes.	
Identify the role of additives in food processing.	
Discuss the environmental, social, health and economic implications of food processing.	
Select and apply appropriate presentation techniques and styles of service for various occasions.	
Outline the functions of packaging, including its persuasive effect on consumers.	
Suggest suitable packaging for a variety of food types in different circumstances.	
Identify food labelling requirements.	
Consider the ethical issues regarding declarations of ingredients.	

List the activities and information that you enjoyed the most this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

2.1

Literacy

Test your nutrition knowledge!

Tick the main food sources of each nutrient.



Course Book p 36

Nutrients	Main functions	Milk, yoghurt, cheese	Lean meat, eggs, fish, poultry, nuts, legumes	Vegetables, legumes	Fruits	Bread, cereals, rice, pasta, noodles
P_____	Allows body to _____ and repair. Found in many body chemicals.					
C_____	Supply _____					
L_____	Source of energy. Provide _____ . Protect _____ and organs.					
Vitamin A	Necessary for growth, healthy skin and _____ .					
Vitamin C	Increases resistance to _____ .					
Calcium	For strong bones and _____ .					
Iron	Forms haemoglobin that transports _____ in the blood.					
W_____	Transports nutrients around the body. Assists _____ . Maintains body _____ . Moistens and protects body parts.					

2.2

Literacy

Diet-related disorders

Rachel and Daniel are newborn twins. If good food habits are established early in life then they may prevent the following diet-related disorders later in life.

Use the Word bank to complete the following sentences.

_____ Type 2 is when there is too much _____ in the blood because of a lack of _____ .

Celiac disease is sensitivity to the _____ in wheat called _____. The lining of the small intestine can be affected making it difficult to absorb nutrients.

_____ results from consuming more energy from foods than the body needs. The extra energy is converted to body _____ .

Anaemia results from a chronic shortage of _____. Fatigue is a common symptom because iron and protein form haemoglobin, which carries _____ in the blood.

Osteoporosis occurs from a lack of _____ , resulting in fragile bones in adulthood.

Coronary _____ disease is where the arteries narrow from the build-up of fatty deposits, which may trigger a blood clot and cause a heart attack. A high _____ fat diet, obesity and high blood pressure are linked to the disease.

_____ or high blood pressure is linked to a high _____ diet.

High intakes of _____ and red meat appear to increase the risk of _____ cancer. Maintaining a healthy _____ and consuming a diet that includes a variety of vegetables, fruits, legumes, grains and some _____ 3 fatty acids appear to protect against the cancer.

Word bank

glucose	gluten	oxygen	fat
hypertension	saturated	sodium	protein
calcium	omega	colon	weight
diabetes	obesity	iron	
alcohol	insulin	heart	

2.3

Case study



Course Book p 51

Kayla's story

When she was 16 years old, Kayla almost died. Like many young Australians Kayla thought she had to be fit and lose weight so she could be like the pop stars, celebrities and other women portrayed in magazines. She believed people would like her more if she were skinnier. So each day her primary focus was on getting thinner.

She undertook several gym classes a day and would walk whenever she had free time. She started her diet by cutting back from three meals to two and then one and eventually none. Soon she was hiding food in her pockets and surviving on chewing gum, cups of tea and maybe a glass of orange juice. In six months she lost a third of her body weight.

During the first two months of her diet, Kayla's friends and family told her how well she looked but later they started telling her that she looked too thin. However, every time Kayla looked in the mirror she only saw a plump figure.

When her weight reached 40 kilograms Kayla's family knew they had a problem with their daughter. They tried to get her to eat but Kayla would lose her temper, kick throw her arms around and eventually lie on the floor and curl up in the foetal position. At 30 kilograms Kayla's body resembled skin and bones; but she still felt fat. She had little energy and her condition was life-threatening. Her parents were advised to take her to a specialist rehabilitation centre with counselling and treatment. Here they were surprised to meet some boys who also suffered from the same condition. Kayla stayed at the centre for two months. She has slowly eaten her way back to health.

- 1 What condition do you think Kayla suffered from?

- 2 What motivated Kayla to lose weight?

- 3 What foods was Kayla surviving on?

- 4 Why do you think counselling is part of the treatment?

- 5 Identify the similarities and differences of Kayla's condition to bulimia.

- 6 Why would it be stereotyping to suggest that eating disorders only happen to girls?

2.4

Literacy

The Australian Dietary Guidelines for Children and Adolescents in Australia



Course Book p 57

1 Use the words from the Word bank to complete the following.

Encourage and support _____ .

Enjoy a wide _____ of nutritious foods and drink plenty of water.

Children and adolescents should be encouraged to:

- eat plenty of _____ , legumes and fruit
- eat plenty of _____ (including breads, rice, pasta and noodles), preferably _____
- include lean meat, _____ , poultry and/or alternatives
- include _____ , yoghurts, cheeses and/or alternatives
- choose _____ as a drink.

Reduced-fat milks are not suitable for young children under 2 years because of their high _____ needs, but should be encouraged for older children and adolescents. Low fat diets are not suitable for infants.

Care should be taken to:

- limit _____ fat and moderate total fat intake
- choose foods low in _____
- consume only moderate intakes of _____ and foods containing added sugars.

Children and adolescents need sufficient nutritious foods to _____ and develop normally.

_____ should be checked regularly for young children.

_____ activity is important for all children and adolescents.

Care for your child's _____ : prepare and store it _____ .

2 What health problems are the dietary guidelines trying to prevent?

Word bank

cereals
grow
growth
food
sugars
safely
water
milks
breastfeeding
vegetables
growth
salt
variety
fish
energy
saturated
physical
wholegrain

2.5

Hands on

What's the package telling you?

You need to be wise when examining food packages. A food may claim to be fat-free while the nutrition panel may indicate it is very high in sugar.



Course Book p 58

Aim

To interpret the information provided on a food package.

Equipment

Packaged food.

Method

Examine a food package and complete the activities.

Results

Product: _____

- 1 Complete the following table on the product's nutritional information.

Servings per package Serving size	Nutritional information	
	Quantity per serving	Quantity per 100 g
Energy		
Protein		
Fat—total		
—saturated		
Carbohydrates		
—sugars		
Fibre		
Sodium		

- 2 Tick which claims or symbols appear on the package.

Light	Reduced salt	High fibre	Low cholesterol
Diet	% fat free	Glycemic Index	Fibre added
No added salt	No added sugars	Fat free	
Reduced fat	Low salt	Source of fibre	
Low sugar	Low fat	Heart Foundation Tick	



2.5

continued

- 3 Tick the nutritional value of the product in the table below. Use the daily nutrient requirements for adolescents as a guide.

	Yes	No	Unsure
Low in energy			
A good protein source			
Low in saturated fat			
Low in fat			
A sweet food			
A starchy food			
A salty food			
A good source of fibre			

Approximate daily requirements for adolescents	
Protein	50–70 g (1 g per kg of body weight)
Energy	8 100–13 500 kJ
Sodium	920–2300 mg
Soluble fibre	30–40 g
Saturated fat	15 g
Carbohydrate	50–100 g
Total fat	30–80 g

Note that a low-fat food has less than 3 g of fat per 100 g.

- 4 Write two paragraphs in your workbook answering the following questions.
- When would you use this product?
 - What impact could this product have on health?
 - What improvements could be made to the nutritional value of this product?

2.6

Case study



NORCO Light Prestige ice-creams

The Light Prestige range of ice-creams, made by NORCO, was the first Australian ice-cream to carry the GI symbol. The Glycemic Index ranks the carbohydrates in food from 0–100, based on their immediate effect on blood glucose levels.

A food has a high GI if it is ranked at 70 or more; medium GI if ranged between 56 and 69; and low GI when it's 55 or less. Carbohydrates that are digested quickly and make blood glucose levels rise sharply have a high GI. Low GI carbohydrates give a more gradual rise in blood glucose levels.

The NORCO Light Prestige ice-creams have a low GI ranking. Low GI foods are ideal for people who want to avoid rapid changes in their blood glucose levels, for example pregnant women or anyone who is interested in health and weight control.

1 Highlight the answers to the following questions in the text.

- What is the GI index?
- Why are low GI values preferable to high GI values?
- Who should consume low GI foods?

2 Find these low and high GI foods in the findaword.

High/Medium GI foods

white bread	soft drink
potato	crumpet
cornflakes	bagel
jasmine rice	popcorn
watermelon	jelly beans
parsnip	sugar

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

Low GI foods

muesli
 basmati rice
 legumes
 diet yoghurt
 fruit loaf
 milk
 lentils
 cherries
 sultanas
 bran
 corn
 porridge
 carrot
 noodles
 banana
 kumara
 barley
 pasta
 grain breads

2.7

Case study

This is my life!

Complete the Nutritional needs section of the table with words from the Word bank (note that some of these words need to be used more than once). Use your own knowledge or ask family members to help you complete your own history.

Word bank

iron
energy
phosphorus

folate
calcium
vitamin

breast milk
protein
water

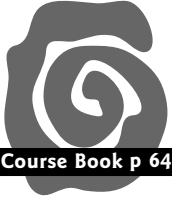


Course Book p 60

Stage	Nutritional needs	My history
Pregnancy and lactation	_____ for the growth of new tissue. _____ for the formation of bones and teeth. Iron and _____ C and B for the increased blood supply required. _____ to reduce the risk of neural tube defect.	I am the child of _____ . My siblings are _____ _____ Substances my mother had to avoid in her pregnancy were _____ _____.
Infancy	_____ _____ for its antibodies and nutrients. _____ -giving foods as the baby becomes more active. _____ C and iron around six months.	I was born on (date) _____ at (time) _____ at (venue) _____. I weighed _____. When I was a baby I was fed _____ (breast or formula milk). I crawled at _____ months and walked at _____ months. I got my first tooth at _____ months The first foods I ate were _____ .
Childhood	_____ -giving foods as well as well as foods containing _____ B to release energy. _____ for growth. Calcium and _____ for strengthening bones and teeth. _____ to avoid dehydration.	I started school in (year) _____ at (school) _____ . I lost my first tooth when I was _____ years old. A teacher at primary school was _____. Some of the after school activities I was involved in were _____ . My favourite foods were _____ .
Adolescence	_____ -giving foods. _____ for growth. _____ for strong bones. _____ particularly for girls.	I started high school in (year) _____ at (school) _____ . My height is _____ cm. The activities I enjoy include _____ . My favourite foods are _____ . In the near future I plan to _____ .

2.8

Vocabulary



Course Book p 64

Food selection

Australians should eat more fruits and vegetables.

Name a fruit or vegetable that starts with each letter of the alphabet. Find at least 20 names.

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

2.9

Vocabulary



Course Book p 64

Food selection

- 1 Highlight which of the following foods is lower in fat and give the reason.

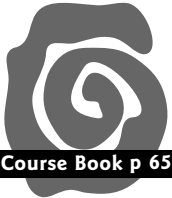
		Reason
French fries	Potato wedges	
Apple pie and cream	Baked apple and ice-cream	
Grilled fish	Battered fish	
Skim milk	Whole milk	
Tuna in oil	Tuna in brine	
Cream-filled biscuit	Plain biscuit	
Pasta with a tomato sauce	Pasta with bacon and cream	
A meat lover's pizza	Margherita pizza (cheese and tomato topping)	

Help these people out!

- 2 Phil has to cut down on his lipid intake. What could he order instead of his favourite fish and chips when dining out?
- _____
- _____
- 3 Sara is pregnant. Suggest a low-fat, high-calcium lunch suitable for Sara to take to work.
- _____
- _____
- 4 Christopher and his friends love takeaway fast foods. Suggest a healthy fast food meal.
- _____
- _____
- 5 Studying makes Michelle want to snack. Suggest some healthy snack choices.
- _____
- _____

2.10

Hands on



Evaluating processed and unprocessed foods

1 Choose one of the following unprocessed foods:

- tomatoes
- corn
- potato
- chicken
- strawberries
- mince meat.

2 Conduct a supermarket survey to find six different types of processed foods that use the unprocessed food as a main ingredient, for example frozen chicken nuggets.

3 List the processed foods.

4 Select one of these products and write down the ingredient list.

Product: _____

Ingredients: _____

5 List the product's nutritional information on the table. Using a nutritional database find the nutritional information about the unprocessed food. Use words such as 'fresh' or 'raw' to refine your search. Complete the table and compare the results.

6 Give reasons why Australians eat a lot of processed foods.

	Processed food per 100 g eg frozen chicken nuggets	Unprocessed per 100 g raw chicken breast
Energy (kJ)		
Protein		
Carbohydrate—total		
Sugars		
Fibre		
Fats—total		

7 What are the advantages and disadvantages of eating processed foods?



NAME _____

CLASS _____

2	Chapter test	 Course Book p 66	TOTAL
			50

Nutrition and consumption

Multiple choice

10

- Which of the following essential nutrients makes up most of our body weight:
 - lipids
 - carbohydrates
 - water
 - minerals?
- What do carbohydrates break down to after digestion:
 - glucose
 - lactose
 - sucrose
 - fructose?
- Which of the following essential nutrients does not produce energy:
 - protein
 - carbohydrates
 - lipids
 - minerals?
- Which of the following is a vitamin:
 - folate
 - calcium
 - sodium
 - all of the above?
- Which vitamin is mostly found in citrus fruits:
 - A
 - B complex
 - C
 - D?
- Which food is not a complete protein food:
 - soy milk
 - baked beans
 - fish
 - soya beans?
- Which of these claims on a label means the food is highest in fat:
 - reduced fat
 - fat free
 - low-fat
 - diet?
- Which of these claims on a label would mean the product was the lowest in salt:
 - no added salt
 - low-salt
 - reduced salt
 - light?
- According to the Australian Dietary Guidelines, which of the following milks is not recommended for children under two:
 - breast milk
 - reduced fat milk
 - whole milk
 - soy milk?
- According to the Australian Dietary Guidelines Australians should eat plenty of:
 - vegetables and lean meat
 - cereals and vegetables
 - milk and cereals
 - low fat foods and milk.

2

Chapter test *continued*

Short answer questions

1 Complete the table.

4

Nutrient	Two functions	Two food sources
Water		
Lipids		

2 What is the main function of calcium in the body?

2

3 Plan a lunch for school-aged children that includes two calcium-rich foods. Underline the calcium-rich food(s).

2

4 Plan a lunch for an adult that includes two fibre-rich foods. Underline the fibre-rich foods.

2

5 Identify three problems that may result from a low-fibre diet.

3

6 Give an example of a functional food and explain one health benefit of this food.

2

7 Give three examples of foods that have increased or decreased in consumption in Australia over the last 50 years.

6

Increased	Decreased

8 Give one reason why consumption of processed foods has increased in Australia.

1

9 Give examples of how the following factors may influence food selections of a teenager.

6

Factor	Example
Physiology	
Psychology	
Geography	
Social	
Technology	
Economic	

10 What do the following symbols mean?

4

a Low GI

b Healthy Heart Foundation Tick

11 Using your knowledge of the Healthy Eating Pyramid complete the table below.

8

Eat moderately foods	Eat least foods



NAME _____

CLASS _____

2

Chapter review



Nutrition and consumption.

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Explain the role of nutritional components of food in the body.	
Describe the significant role of fibre in the diet.	
Discuss the role of nutritionally modified foods in the diet.	
Discuss current developments in nutritional modification of food.	
Outline conditions of over and under nutrition with reference to at least two diet-related disorders.	
Explore the incidence of and reasons for eating disorders in women and men.	
Describe the nature of anorexia and how it compares with other forms of eating disorders.	
Explore the impact of changes in food consumption patterns to health.	
Outline how a healthy diet can assist in preventing/managing diet-related disorders.	
Identify broad guidelines for healthy eating to promote optimal health and prevent disease.	
Analyse the nutritive content of food using electronic databases.	
Discuss the value to the customer of endorsed labelling symbols.	
Outline the special nutritive requirements at different stages of the lifecycle for both females and males.	



NAME _____

CLASS _____

2 Chapter review *continued*

Design, plan and prepare balanced diets for various stages of the lifecycle.	
Conduct an advanced web search to identify trends in food consumption.	
Tabulate data using a spreadsheet and generate graphs for analysis.	

List the activities and information that you enjoyed the most in this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

3.1

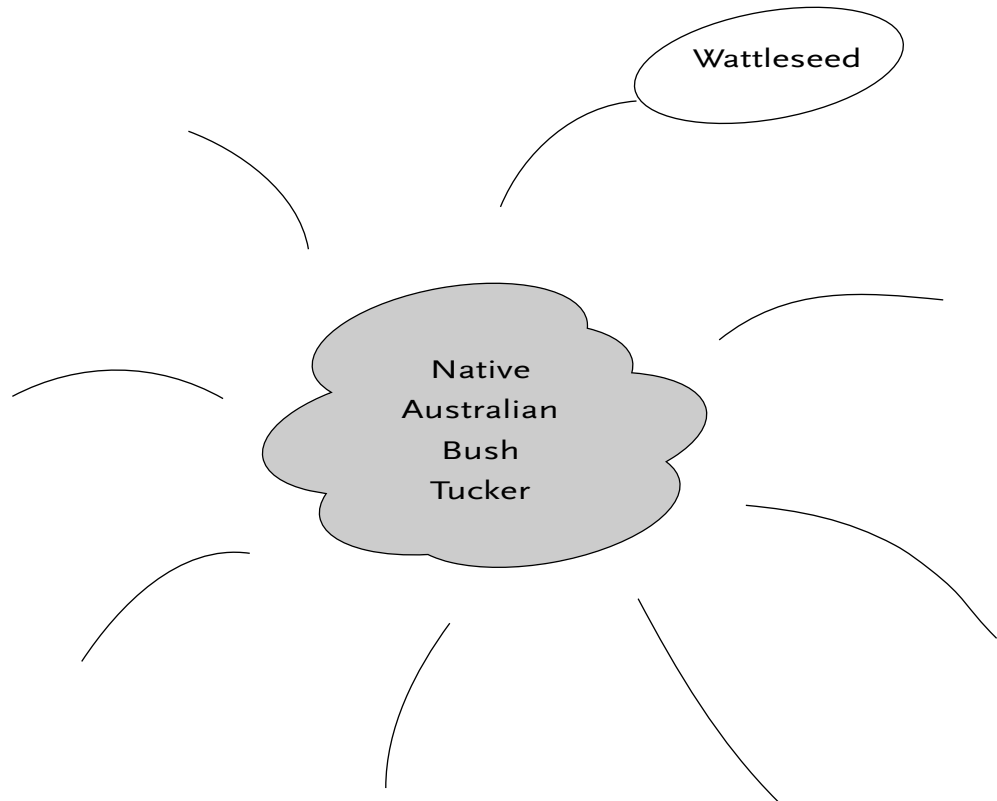
Vocabulary



Course Book p 69

Australian bush tucker

- 1 Complete the brainstorm with as many different Australian bush foods as you can think of.



- 2 Name a recipe or dish in which this food could be used. One example has been completed for you.

Tucker	Recipe or dish
Wattleseed	Wattleseed damper

3.2

Hands on

Recipe modification

Lemon myrtle is a versatile bush food.

Find a suitable cake recipe that may be modified to include lemon myrtle as part of its ingredient listing. In the space below, give your cake a name, rewrite the ingredients and method. Include a serving suggestion. Your teacher may allow you to make and sample this cake in class time.



Course Book p 74

Recipe	
Ingredients <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Method <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Serving suggestion <hr/> <hr/> <hr/>	

3.3

Literacy



Course Book p 77

Early European influences

The First Fleet landed at Sydney Cove on _____ January, 1788. On arrival, the first settlers' immediate needs were _____ and _____, but they were uncertain of how to obtain these. Aboriginal peoples had survived on the land with their unique lifestyle, habits, and hunting and _____ techniques, but these seemed _____ to the new settlers.

The Australian _____ and climate were very different from what they were used to, thus many _____ failed. The free settlers and convicts were not farmers, nor fishermen, and had very little previous knowledge about _____. The food supply was _____ with carefully measured quantities of flour, salted _____, sugar and _____ until there could be enough food produced to sustain everyone. Seeds and _____ withered quickly due to the different climate.

After _____ years of hard work on the land, the first crops eventually succeeded. Corn, _____ and _____ were grown because they suited the dry, harsh climate better than the British staples such as _____ and _____.

Word bank

2	alien	rye
26	gathering	shelter
agriculture	land	vines
barley	meat	wheat
crops	potatoes	rice or dried peas
food	rationed	

3.4

Vocabulary



Course Book p 79

Early European diet findaword

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

crustaceans
damper
dried peas
fish
fruits
kangaroo

native spinach
parrots
porridge
possum
tea
salt

sugar
rum
shellfish
wallaby
wild currants
wild tomato

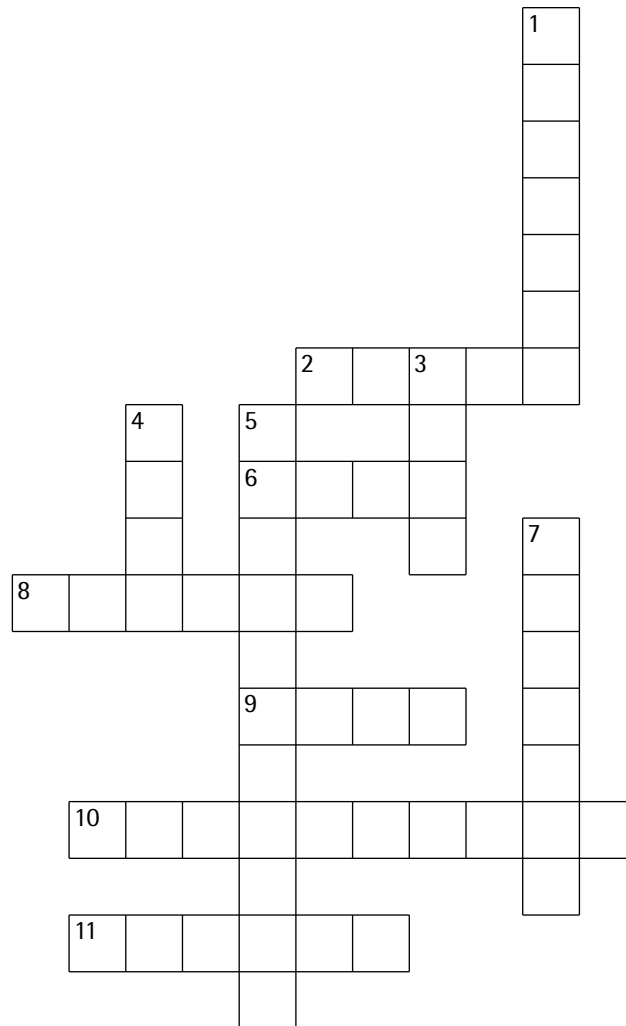
3.5

Vocabulary



Course Book p 82

Multicultural influences crossword



Across

- 2 Italian migration led to an increase in the varieties of this food available in Australia.
- 6 A staple food of many Asian cultures.
- 8 Middle Eastern cooking introduced a variety of flat _____ to Australian cuisine.
- 9 This Mexican dish is a hard-cooked corn round filled with meat.
- 10 An Asian herb which is now widely available.
- 11 The Irish depend greatly on this food.

Down

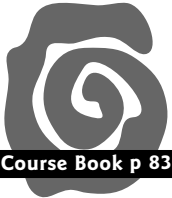
- 1 A popular Greek dessert.
- 3 A British dish traditionally consisting of moist-cooked meat and vegetables.
- 4 German migrants established this industry in the Barossa Valley.
- 5 When people migrate, they can bring _____ food habits and cooking techniques with them.
- 7 Many _____ migrants worked as farmhands.

3.6

Vocabulary

Cooking methods: past and present

Link the following definitions to the appropriate preparation or cooking terms.



Course Book p 83

Terms	Definitions
stew	food is plunged quickly into boiling water and then refreshed in cold water
stir-fry	foods such as meats are cooked outdoors on a flat plate heated by gas or coal
roast	a special type of radiation is used to cook the food
pan fry	a dry heating method which cooks food from above
casserole	food is exposed to high concentrations of smoke and dry conditions
steam	food is simmered slowly over a long period of time
blanch	food is cooked in a deep pan, stirring constantly
grill	a dry heat method of cooking, whereby food is subject to dry currents of hot air
microwave	a method of moist cooking that involves placing food in a covered ovenproof container
saute	food is fried quickly in a pan with a little fat
barbecue	food is cooked in a liquid near the boiling point
smoke	food is cooked in a cooking vessel filled with steam
poach	food is cooked in a flat, round cooking vessel

3.7

Literacy



Course Book p 87

Modern Australia

Complete the sentences describing modern diet and lifestyle.

- 1 The migration of many cultures to Australia has resulted in

- 2 With quick and efficient transportation methods, food is

- 3 Australians eat in a way that reflects our relaxed and casual environment,
 for example

- 4 The real changes in Australian diet have come from the small suppliers, producers
 and educators who

- 5 Foods such as olives and sundried tomatoes used to be unusual delicatessen foods,
 whereas now

- 6 With the vast array of foods available to us, Australians must be conscious of nutri-
 tion. Healthy modern foods include

- 7 Due to our fast-paced lifestyle, we demand convenience foods such as

- 8 Both parents in a family are more likely than ever to work, thus there is more
 expendable income for

3.8

Hands on



Course Book p 90

Media and food advertising

Aim

To examine the type and number of television food advertisements that persuade or influence consumers to buy a product.

Method

- 1 Watch television during 'prime time' (usually 6–8 pm). It may be wise to record this period as you could have trouble noting all the advertisements as they are broadcast.
- 2 Select six different food advertisements from the ones which appeared during your viewing time. Use these six advertisements to complete the table below (record each product only once).
- 3 After viewing, complete the questions.

Results

Product advertised	Time	Image portrayed/technique used	Target market

1 What is your overall impression of the media's influence on the sale of foods?

2 What is your opinion of the body images and lifestyles portrayed in these advertisements?

3 Which advertising technique do you consider to be the most successful?

3.9

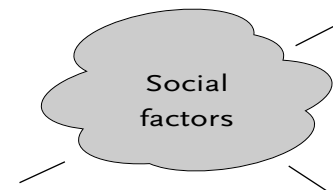
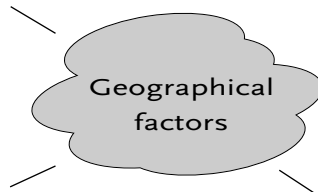
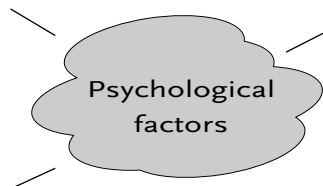
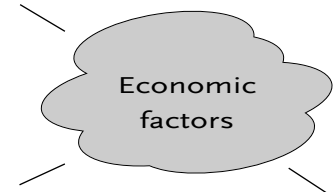
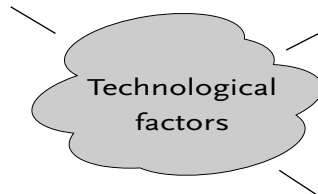
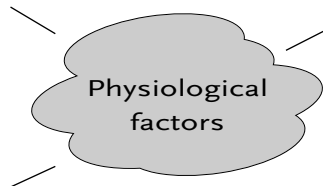
Vocabulary

Influences on food selection

Complete the brainstorm diagrams below for each factor influencing food selection by giving examples for each.



Course Book p 94



3.10

Hands on



Researching the technology of genetic engineering

Genetic engineering is a recent technology that has brought about much ethical and moral debate. Use a variety of resources such as books, journals and the Internet to research the following areas. Make brief notes of your findings.

- 1 A definition of 'genetic engineering'.

- 2 Which foods are currently genetically modified?

- 3 Which countries accept and/or reject the technology of genetic engineering?

- 4 How has a technology such as genetic engineering influenced our food availability and selection?



NAME _____

CLASS _____

<h1>3</h1>	<h2>Chapter test</h2>	 Course Book p 96	TOTAL
			50

Food in Australia

True or false?

- 1 'Bush tucker' refers to the variety of foods such as fruits and insects that are native to Australia.
- 2 The word 'indigenous' means foreign or unfamiliar.
- 3 European settlement occurred in 1688.
- 4 Before the Europeans arrived, the Indigenous people had great difficulty obtaining foods.
- 5 Indigenous peoples searched for wild tomato during the summer months.
- 6 The rations of the first settlers were made up of whisky, rice, fruit and beer.
- 7 'Migration' is the movement of people from one place to another.
- 8 Hunger has an important influence on food selection.
- 9 Alcohol is prohibited for followers of the Mormon religion.
- 10 Nearly 20 per cent of all women now work.

10

Short answer questions

1 What is a nomadic society? 2

2 List three foods that Indigenous people may have hunted or gathered. 3

3 Identify five foods that coastal Indigenous tribes may have eaten. 5

4 Name one bush food that is used in contemporary cooking. 1



NAME _____

CLASS _____

3 Chapter test *continued*

5 Explain why food was rationed for the first settlers. 3

6 What is scurvy and how is it prevented? 3

7 Why did the settlers avoid much of the native bush tucker? 3

8 Select one country/region and identify a food that has been introduced to Australia from that country/region. 1

9 Identify three factors that may influence our food habits. 3

10 Select one of the factors identified in the previous question. Provide an example showing how this factor influences food habits. 4

11 How can personal values influence food selection? Provide an example to support your answer. 3

12 Give an example to show how social factors have influenced our current food consumption patterns. 2

13 What is the purpose of the Australian Dietary Guidelines? 3

14 Name two foods that have shown an increase in consumption over the past two decades. 2

15 How can the family income affect food purchases? 2



NAME

CLASS

3

Chapter review



Food in Australia

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Investigate traditional and contemporary uses of bush foods.	
Modify a recipe to include traditional ingredients/ bush food.	
Discuss the impacts of early European influences on food habits.	
Consider the nutritional implications to Indigenous Australians of fewer traditional foods being eaten as a consequence of European settlement.	
Identify the major multicultural influences on contemporary Australian diets.	
Investigate/examine the food habits of a specific culture.	
Discuss the defining characteristics of Australian food.	
Design, plan and prepare safe food items, which reflect the changing nature of Australian cuisine.	
Examine influences on food selection and the changes in eating habits.	
Assess the relative impact of current circumstances on food selection.	
Examine the impact of the media on food selection.	



NAME

CLASS

3 Chapter review *continued*

Relate changes in consumption patterns to their social, economic, nutritional and environmental impact.	
Investigate the development of the Australian food industry in response to the emergence of food-related technologies.	

List the activities and information that you enjoyed the most this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

4.1

Vocabulary



Course Book p 98

Developing countries of the world findaword

Around 80 per cent of the world's population live in developing countries. Australia provides aid to many countries through the work of charities and government assistance. Aid money from Australia is used to provide food and shelter and meet other basic needs. Australia also provides resources and advice on building, education and technology and encourages trade agreements with these countries.

- 1 Below is a list of some of the countries Australian governments and charities assist. Find each country in the findaword.

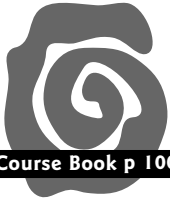
Afghanistan
 Bangladesh
 Burma
 Cambodia
 China
 Cook Islands
 East Timor
 Ethiopia
 Fiji
 India
 Indonesia
 Kenya
 Laos
 Namibia
 Nauru
 Nepal
 Pakistan
 Philippines
 Samoa
 Solomon islands
 Thailand
 Tonga
 Uganda
 Vanuatu
 Vietnam
 Zambia

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

- 2 Can you name ten countries that are classed as 'developed' countries?

4.2

Hands on



Prepare some formula milk

During pregnancy a woman's body prepares itself for breastfeeding. Even the baby prepares by sucking his or her thumb in the womb.

In the first few days after birth little milk is produced; instead colostrum is available, which contains antibodies to help the baby fight infection. When breastmilk is produced, it is sterile.

Formula milk is a good alternative to breastmilk. Technology has improved formula milk so that it now has a similar composition to breastmilk, but does not provide colostrum. Formula milk is also not as easily digested as breastmilk.

In Australia, formula feeding was a popular trend in the period 1960–80. Today breastfeeding is more widely encouraged. The companies that produce formula milk have tried to maintain their sales by promoting their milk in developing countries.

Aim

To make some formula breastmilk.

Equipment

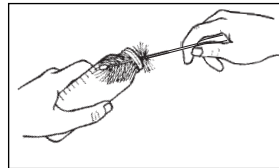
A serve of formula milk

Plastic baby bottles used for formula feeding

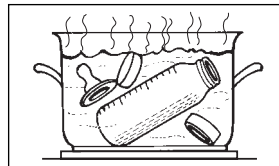
Equipment used to sterilise the bottles for example a saucepan and water for boiling; or chemical sanitisers

Method

- 1 Examine the information provided on the packaging of the formula milk.
- 2 Prepare the formula as indicated on the package. The instructions may be similar to the following diagrams.



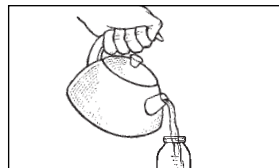
- 1 Wash bottles, teats, caps, cups and spoon.



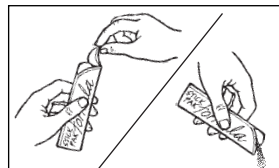
- 2 Boil for 5 minutes. Keep bottles capped until use.



- 3 Boil fresh water for 5 minutes. Allow to cool.



- 4 Pour 210 ml of the warm water into sterilised bottle.



- 5 Pour the powder into the bottle.



- 6 Cap bottle and shake. Test temperature on your wrist before feeding.



NAME

CLASS

4.2

continued

1 Why must hands be washed before preparing formula milk?

2 Why must the bottles and teats be sterilised?

3 Why must the water be boiled before being combined with the formula milk powder?

4 Why must you use the correct amount of formula?

5 Why should any milk left over in the bottle be thrown out?

6 What was the cost of the formula milk?

7 Why do you think that formula feeding in developing countries has led to an increase in child mortality rates?

4.3

Literacy



Course Book p 102

Getting value for money

When on a limited income you need to make smart food choices.

Use the words from the Word bank to fill in the blanks in the following shopping hints.

Spend _____ of your food budget on foods that you should eat most of to provide energy, vitamins, minerals and fibre. These foods include breads, cereals, rice, pasta, vegetables, legumes and fruit.

Spend _____ on foods that you need in moderate amounts, such as meat, fish, chicken, eggs, cheese, milk and yoghurt.

Spend _____ on foods with few nutrients, such as chocolate, crisps, lollies, sweet biscuits, cordial and soft drinks.

Choose a high-fibre, low-sugar breakfast _____. These breakfast products are usually cheaper and more nutritious. You can also add your own fruit.

Fruits and vegetables that are in _____ are more tasty and cheaper.

Use any leftover vegetables to make _____ and stews.

Dried or tinned peas, beans and lentils are inexpensive, low in fat and high in _____.

Over-ripe _____ makes excellent desserts like apple _____ or smoothies.

Canned fruit are economical but buy those without added _____.

Use _____ milk for cooking, as it is cheaper and just as nutritious.

Homemade muffins, slices and _____ are healthier and cheaper.

Make your own salad _____. All you need is olive oil, vinegar and some herbs.

Plan the weekly meals before and write a _____ list.

Check the _____ for weekly specials.

Do not buy something you don't really need just because it is on _____.

Do not shop on an empty _____. It can make you buy more.

Use cheaper varieties of meats but make sure the meat is _____.

_____ vegetables can be cheaper than fresh and just as nutritious.

Word bank

newspapers
stomach
cakes
frozen
soups

shopping
dressing
special
powdered
sugar

pie
season
least
cereal
moderately

lean
most
fibre
fruit

4.4

Hands on

Practical mathematics

Most people have a limited budget. Calculating the cost of a meal helps in setting and sticking to a budget.

- 1 Calculate the cost of the Tuna mornay recipe. To help, visit your local food store or an online supermarket chain. Use a calculator or a computer spreadsheet program.



Course Book p 103

Ingredients (4 serves)	Price of the packaged ingredient	Net weight of the packaged ingredient	Calculation (Divide the price by the net weight then multiply by weight actually required in recipe.)	Cost
2 tablespoons butter (60 g)	\$1.09	250 g	$\$1.09 \div 250 \times 60 =$ \$0.2616	\$0.26
2 tablespoons flour (60 g)				
1 cup milk (250 ml)				
220 g can tuna				
a few sprigs chopped parsley				
$\frac{1}{2}$ cup breadcrumbs (125 g)				
1 cup grated cheese (250 g)				
1 tablespoon lemon juice (30 ml)				
Total cost				

- 2 What other ingredients can be used in a mornay?

- 3 What extra costs would a restaurant add if they were to work out the cost of this meal?

4.5

Literacy



Course Book p 108

Staple foods of the world

Use the Word bank to complete the passage below.

A staple food is a _____ food that the population eats on a _____ basis. They tend to be _____ and easily obtained. Many countries grow staple foods that are best suited to their _____ conditions.

Wheat is the most popular _____ grain produced. Different types of wheat are grown. Soft wheat (low gluten content) is best for biscuits and cakes while hard wheat (higher gluten content) is more suitable for bread and pasta.

Rice is primarily grown in _____, although Australia is now a large producer of rice in the world. Growing rice requires lots of _____. Rice may be eaten as a grain, ground into flour, or made into rice _____.

Maize is grown either as sweet _____ or ground into flour. Maize is used to make polenta, corn tortillas, _____ and of course, corn on the cob.

_____ is a hardy crop that will tolerate extreme weather conditions. The grain is ground and used to make a porridge (called gruel) or breads. It may also be used to make straw-like brooms or brushes.

Cassava is not a grain but a _____, harvested from under the _____ like a potato. It is grown in the poorest parts of Africa, as it is also reliable in all sorts of climatic conditions.

Sago or _____ is a food product made from the sago palm. The spongy centre of the plant stem (known as the pith) is removed and shaped into small pellets. This plant is grown in _____ areas.

Word bank

climatic
water
tuber
regular
soil

noodles
cornflakes
basic
cheap
cereal

tropical
corn
Asia
tapioca
millet

4.6

Literacy

Malnutrition

When there is a severe shortage of food, children and adults in developing countries may experience under nutrition, a form of malnutrition resulting from a lack of one or more nutrients.

Match these forms of under nutrition with their symptom(s).



Course Book p 119

Disease and nutrient deficiency	Symptoms
Scurvy (Vitamin C)	Loss of appetite and extreme tiredness
Rickets (Vitamin D and calcium)	Loss of weight, weakened muscles and exhaustion
Beri Beri (Vitamin B)	Dryness of mucous membranes causes night blindness then total blindness
Xerophthalmia (Vitamin A)	Children's bones become weak, legs become deformed under the weight of the body
Goitre (iodine)	Young children appear to be just skin and bones, except for their stomachs which are swollen because of water retention
Marasmus (protein and energy)	Growth failure in children and poor healing of wounds
Anaemia (iron and folate)	An appearance of being just skin and bones
Kwashiorkor (protein)	Swelling of the thyroid gland in the neck

Brainstorm

Why is there inadequate access to food and water in many developing countries?

4.7

Hands on

A fundraising venture for charity

There are many charities and aid agencies that help people living in poverty both in Australia and in developing countries. Form groups to complete the following activities.



Course Book p 120

- 1 Decide on a developing country or an Australian charity that you would like to support.

- 2 Brainstorm activities charities and aid agencies organise to help raise money.

- 3 Design and label an idea for a promotional item or event that could be organised to raise funds for your chosen country or charity.

- 4 How would you promote your item or event?

- 5 How could the money raised be used in the developing country so that poverty can be prevented now as well as in the future?

4.8

Hands on

A food hamper for people in need

Many charities require food donations. Make a food hamper that can be given to people in need. It is best to stick to staple non-perishable foods, but you can also include some treats.



Course Book p 121

Aim

To make a food hamper to help those in need.

Ingredients

You could include processed foods such as:

- canned soup, fish and vegetables
- dried fruits
- pasta and rice
- packet cake mixes
- flour
- breakfast cereal
- bottled sauces
- long life products.

You could also prepare some foods yourself. Suitable foods include:

- jams
- relishes
- slices
- fruit cake
- biscuits.

Method

- 1 Prepare any foods that will be included in the hamper.
- 2 Assemble these with the processed foods in a suitable container, such as a basket.
- 3 Use clear cellophane and ribbon wrappings to make your hamper look attractive.

1 Which charity or charities will benefit from your effort? _____

2 List two dishes that can be made from the following ingredients.

a Canned tomatoes

b Canned tuna

c Long life milk

3 How could you package the home-made biscuits and slices?

4 What information could you place on the labels for your home-made gifts?



NAME

CLASS

4	Chapter test		TOTAL
			50

Food equity

True or false?

- 1 A tariff is a tax on imports.
- 2 Replacing breast milk with formula feeding in poorer families is not recommended.
- 3 Beef is the most popular livestock in Australia.
- 4 Lamb and chicken are examples of staple foods in developing countries.
- 5 A developing country has high levels of production of goods and services.
- 6 McDonald's and Kellogg's are multinational corporations.
- 7 Coffee and sugar are examples of cash crops.
- 8 Excessive alcohol increases the appetite.
- 9 Diabetes and obesity are diseases linked to over consumption.
- 10 Centrelink is an example of a government support agency.

10

Short answer questions

- 1 List two consequences of having insufficient clean water.

2

- 2 Identify six groups in Australia who experience food inequity.

6

- 3 Identify three nutritional problems that are experienced by some Indigenous people.

3

- 4 Identify four staple foods.

4



NAME

CLASS

4 Chapter test *continued*

5 List one advantage and one disadvantage of globalisation. 3

6 Give two examples of natural disasters that affect food availability. 2

7 Plan a low-cost dinner for a family on a very low income. Explain your choice. 5

8 Suggest three ways aid agencies try to support developing countries. 5

Extended response

Briefly compare subsistence farming to industrial farming. 10



NAME

CLASS

4

Chapter review



Food equity

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Explain the circumstances that relate to food inequities.	
Identify groups at risk of food inequity both locally and globally.	
Discuss how belonging to more than one risk group can compound nutritional disadvantage.	
Examine food production and distribution on a global scale.	
Explain the consequences of malnutrition.	
Identify dietary diseases associated with malnutrition.	
Identify the role of agencies which provide aid.	
Design, plan and prepare safe and nutritious food items that are appropriate to specific situations.	
Examine a group that experiences food inequity and investigate available support networks.	



NAME

CLASS

4

Chapter review *continued*

List the activities and information that you enjoyed the most in this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

5.1

Literacy



Course Book p 126

Reasons for developing food products

Use words from the Word bank to complete the passage below.

Consumers often become _____ with existing food products. Food companies devote large amounts of money to developing new products in order to remain _____ and to satisfy consumer _____.

Market _____ have led food manufacturers to produce food products that meet the increasing _____ and nutritional demands of today's consumer. Products that are low in _____, salt and _____ are promoted in all supermarkets.

Technological developments have meant that manufacturers can produce foods for new equipment or appliances. An example of this is the huge range of _____ mixes available for use in home bread _____.

When a company _____, it is more likely to invest more money into researching and _____ new food products.

Recently consumers have become concerned with the need for product safety. Manufacturers have designed _____-_____ seals on many products. Screw-top jars have a _____ top, while juice and sauce bottles have _____ seals under their _____.

Foods may also be developed for special _____ such as camping trips, defence force _____ packs, or foods to be consumed in _____.

Word bank

bored	developing	machines	space
bread	fat	pop	sugar
competitive	foil	proof	succeeds
concerns	health	purposes	tamper
demand	lids	ration	

NAME _____

CLASS _____

5.2

Hands on

Airline meals

Design a suitable main meal and dessert that may be served on an airline. Give the recipe a name and remember to include all foods to be served with it on the tray as well as condiments and cutlery. Draw the tray in the space provided and separate each food item.

Meal name _____



The drawing area consists of a large outer rectangle with rounded corners. Inside this rectangle, there are five smaller rectangular frames and one circular frame. The frames are arranged as follows: a tall vertical rectangle on the left side; a square in the top middle; a circle in the top right; a square in the bottom middle; and a square in the bottom right. These frames are intended for students to draw and separate different food items on an airline meal tray.

5.3

Hands on

Costing a packet cake-mix

Aim

To determine the cost of making a packet cake-mix and compare this to the cost of a commercially produced packet cake-mix.



Course Book p 135

Equipment

Scales
Standard cup
Spoon measures and a calculator
Computer and the Internet for researching prices

Method

Complete the table using the appropriate formula. The first product has been calculated for you.

Results

Formula: $\text{Ingredient cost} = (\text{quantity required} \div \text{unit size}) \times \text{cost of unit}$.

Ingredient	Weight sold	Cost per unit	Quantity used	Working	Cost
Self-raising flour	1 kg	\$2.47	1 cup = 200 g	$(200 \div 1000) \times 2.47 = 0.494$	\$0.49
Sugar					
Butter					
Vanilla					
Milk powder					
TOTAL					\$

Conclusion

How does the cost of the home-made packet cake-mix compare to the commercially produced cake-mix?

5.4

Literacy

New product design briefs

A design brief is a statement of the aims of a project and the criteria for the product. A design brief might instruct you to 'design a packaged and prepared vegetable meal kit for working parents'.

For each of the following foods, suggest a purpose and develop a design brief.

Ice Magic

Yakult (fermented milk drink)

Arnott's Snack Right biscuit varieties

Sanitarium Up & Go (breakfast drink)

Logicol spread



Course Book p 140

5.5

Vocabulary



Course Book p 140

Surveying consumers

Select a new food product and devise a ten-question survey to determine whether the product is well-liked amongst your classmates.

Drafting survey questions

The most important starting point in any survey is to draft your ideas for questions. Ask yourself whether or not the questions actually help you to determine what you are trying to find out. Many questions can be downright useless! Above all, you need to make sure that each question makes sense and can be easily understood and answered.

Don't ask for too much personal information, especially if you do not need it. Many people are reluctant to list their name, phone number and address on a survey.

Measuring responses

Look at your questions and determine the most accurate and efficient way of measuring responses. You may offer categories for the participant to select from, include multiple choices or invite an open response. Whatever you decide, make sure you know how you are going to tabulate your findings in order to obtain your results.

Delivering the survey

Make sure that the participants know exactly what they are filling out. Give participants a clear and concise introduction to your survey as you hand over the survey sheet or get your clipboard ready to read questions and take down responses.

Draft your survey questions below, then type them out. Make sure there are no spelling or punctuation errors.

Food product

5.6

Hands on

Creating a breakfast drink

Design

Work in pairs to design and make a recipe for your own new and innovative breakfast drink. Include up to six ingredients and make a quantity large enough to serve 6–8 people. Draft your recipe in the space below.



Course Book p 141

Produce

Complete a food order and have it approved by your teacher. Make the drink in class and produce enough to allow 6–8 students in your class to have a small sample.

Recipe	
Ingredients	Method
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Evaluate

Sample 4–6 breakfast drinks and complete the evaluation table below using the numbering scale provided.

Beverage no.	Colour	Flavour	Texture	Overall Rating
1				
2				
3				
4				
5				
6				

1 = Very poor

2 = Poor

3 = Fair

4 = Good

5 = Excellent

NAME

CLASS

5.7

Standard recipe card

Hands on

Using the template provided, design a recipe card for your Craisin product.



<i>Recipe</i>		Preparation time	Serves
Ingredients	Method		Picture
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		
_____	_____		

5.8

Hands on



Course Book p 145

Creating a line extension

A line extension is an enhancement of an already existing product. Companies introduce new flavours and varieties to entice customers.

Design

- 1 Select an existing product as the base for a line extension, for example bread, ice-cream, milk or cornflakes.
then
- 2 Research suitable recipes and complete an ingredient list and method for manufacture.

Product chosen: _____

Ingredient list

Method

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Produce

Prepare the product in class and have other students sample it and provide feedback in relation to its flavour and overall appeal.

Evaluate

What is your response to this line extension? What did others think? Do you think that it would be successful in the marketplace? Why or why not?

5.9

Vocabulary



Course Book p 146

Conducting an interview

Investigate a product that is a speciality of your local area. Interview a relevant spokesperson about the product, how and where it is produced, where it is sold or distributed and how it is marketed. Present an oral report on your findings.

- Research your food product, region/location and marketing techniques before you write any questions.
- Draft your ideas for questions, then modify them to make sure they are useful and make sense.
- Enter your questions into a word processor. Type each question in a list down the page, leaving enough room between questions to write down the response (consider that your writing may be larger when you are writing in a hurry). Don't forget to bring your pen and questions with you to the interview.
- Bring a small tape recorder with you (especially if you cannot write quickly) to capture comments that you may miss during the interview.
- Remember to be polite, approachable and portray appropriate body language. Introduce yourself properly and pay attention during the interview by nodding your head or further probing the interviewee with other related questions. Be aware of the time during the interview, as the interviewee may only have a certain period of time available.

After taking the above into consideration, draft your interview questions below.

Product information

Food product _____

Spokesperson _____

Research notes

Draft interview questions

5.10**Hands on****Course Book p 148**

Promotion study

- 1 Select a company that produces food in Australia. Use the Internet to research how one product is promoted in the community.
- 2 Identify the promotional techniques used by this company, and briefly explain how they work or why they are successful.

Company _____

Product _____

Promotional technique

Promotional technique

Promotional technique

Promotional technique

- 3 Use your own words to comment on the importance of considering target markets when planning promotional techniques.



NAME _____

CLASS _____

5	Chapter test	 Course Book p 150	TOTAL
			50

Food product development

Multiple choice

10

- Reduced fat mayonnaise is a line extension brought about by:
 - new technological developments
 - recent market concerns
 - other copy cat products
 - other innovative products.
- Select the incorrect statement:
 - customer satisfaction is important to food companies
 - consumers are loyal to brands they have purchased in the past
 - consumers demand protection for their health
 - safety threats on foods are not taken very seriously.
- An innovative food for a 'special application' would not usually include:
 - meals for airlines
 - meals for army ration packs
 - meals for lunches on the run
 - meals for camping.
- Identify the three main steps of food product development:
 - plan, design, produce
 - plan, budget, evaluate
 - design, produce, test
 - design, produce, evaluate.
- Determining whether or not a product will make sufficient profit to be worth the money and effort invested in development is also known as:
 - identifying needs
 - economic viability
 - consumer feedback
 - sensory assessment.

Short answer questions

- Name two relatively new food products that have been released on the market.

2



NAME

CLASS

5 Chapter test *continued*

2 List three reasons for developing new food products and provide an example for each. 6

3 What impact have innovative new convenience foods had on society? 3

4 It is said that new products are being developed to match our lives. Provide an example of how this might apply to your family. 2

5 Provide an example of how food innovations impact on the environment. 3

6 Define a 'sustainable resource'. 3

7 Convenience foods may impact on our nutritional wellbeing. Identify three diet-related disorders that may occur due to a poor diet. 3

8 Describe what usually occurs during the following stages of food product development: 6

a design—developing ideas

b production—recipe development

c evaluation—market assessment.

9 What is a prototype? 2

10 List the four main roles of market research in new food product development. 4

11 Briefly describe two aspects of a marketing mix. 2

12 Describe a celebrity endorsement. 4



NAME

CLASS

5

Chapter review



Food product development

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Explore the purpose of product development.	
Identify new food products.	
Examine the characteristics of new food products.	
Recognise the effect of introducing new food products to society.	
Outline the design and development process for food products.	
Design, produce and evaluate a food product.	
Outline the role of market research in new food product design and development.	
Identify the elements of a marketing mix.	
Analyse the effectiveness of a range of marketing and promotional techniques for new food products.	
Promote a new food product for a specific market.	
Investigate the application of emerging technologies in the development of a new food product.	
Design an innovative, new-to-the-world food product.	



NAME

CLASS

5

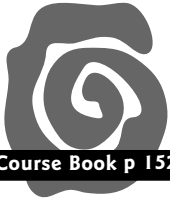
Chapter review *continued*

List the activities and information that you enjoyed the most this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

6.1

Literacy



Course Book p 152

Functions of food

1 Use the words from the Word bank to fill in the blanks.

We all need food to survive. _____ food nutrients are needed to maintain good _____. Food has _____ main functions in the body.

Growth and _____.

Our body cells must _____ and _____ as we do. _____ is the building block for every body tissue cell such as bone, _____, skin and _____.

Provide _____

Our body needs _____ to help us carry out physical _____ and body _____. Two helpful energy-rich nutrients include _____ and _____. Excess _____ can lead to _____.

_____ and _____ the body's cells

Our skin is often _____ or _____. All cells of our body need to be able to _____ themselves and we must be able to _____ good health. We must eat well and _____ regularly to help us fight _____ and _____.

Word bank

activities
carbohydrate
cut
develop
development

disease
energy
exercise
fat
food

grazed
grow
health
infection
maintain

muscle
obesity
processes
protein
repair

six
teeth
three

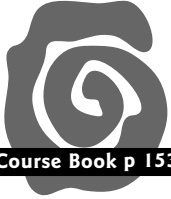
2 Use the following keywords in a sentence or short paragraph.

a Stunted

b Deficiency

6.2

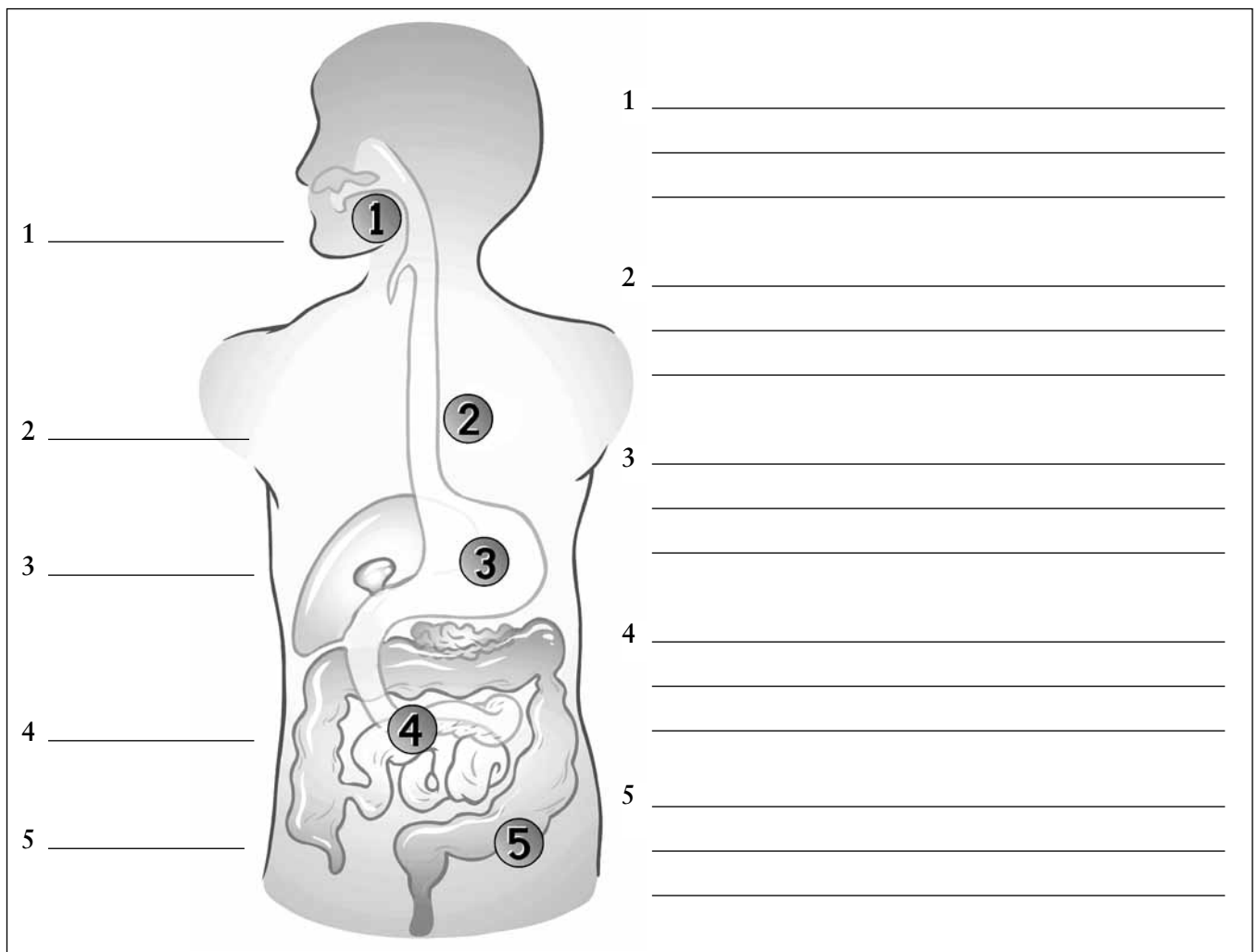
Vocabulary



Course Book p 153

The gastro-intestinal tract

- 1 Look at the following diagram of the gastro-intestinal (GI) tract. Complete the missing names of each organ and then describe its function in the process of digestion in the space provided.
- 2 Using a red pen or pencil, mark the location or places you would be likely to find:
 - a villi
 - b salivary glands
 - c the rectum
 - d gastric juices.

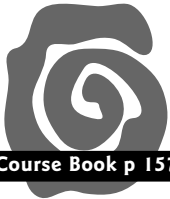


6.3

Literacy

Nutrient functions and sources

Using your text book to assist you, complete the following table and paste it into your work book.



Course Book p 157

Nutrient	Function	Food sources
Protein There are two main types: _____ and _____ . _____ proteins contain all of the essential amino acids.	A constituent of all _____ . _____ and _____ hard and soft body tissue. Required to make _____ , _____ , _____ and _____ .	_____ proteins include meat, _____ , _____ , _____ and yoghurt. _____ proteins include nuts, _____ , _____ , _____ cereal and _____ .
Carbohydrates There are three main types: _____ , _____ and dietary fibre.	Used as a source of _____ . _____ is converted to glycogen and _____ in the liver and muscles. Provides _____ kJ of _____ per gram.	_____ _____ sources include wholegrain breads and _____ , _____ , _____ and _____ . Foods containing simple _____ include cakes and _____ .
Lipids These are obtained from both _____ and _____ sources.	Provides _____ kJ of _____ per gram. Contains fat soluble Vitamins _____ , _____ and _____ . Contains _____ 3 and 6 fatty _____ .	Saturated fats include _____ , _____ and meat. Monounsaturated fats include _____ oil and _____ oil. Polyunsaturated fats include most _____ oils.



6.3

continued

Nutrient	Function	Food sources
<p>Vitamins The two main groups are _____ and _____ vitamins.</p>	<p>Vitamins are involved in a range of functions such as normal cell _____ and _____, the production of _____ and the healing of _____ and _____.</p>	<p>_____ soluble sources include fish _____, _____ and _____. B Vitamins are found in _____ products and lean _____. Vitamin C is found in _____ fruits.</p>
<p>Minerals These are only required in _____ amounts.</p>	<p>Main minerals include _____, _____, _____, _____, _____ and _____. Calcium is essential for the formation of _____ and _____.</p>	<p>Calcium-rich foods include _____ and _____. Iron-rich foods include _____, _____ and _____. Magnesium is found in _____ cereals and _____. Zinc is found in _____ and _____.</p>

6.4

Case study



Course Book p 159

Diet planning activity

Rose is 82 years of age and lives in a retirement village. Her husband passed away nine years ago, so she is accustomed to being alone. She has family who visit occasionally and bring any special supplies such as medication.

Rose has a small frame, a slim build and does not lead an active lifestyle. She has someone come in to do the cleaning for her once a week, and most of her groceries are delivered by the local supermarket.

She is not overly enthusiastic about cooking complex meals for herself, and she must be careful with what she selects because she has dentures which sometimes cause her difficulty. During her last visit to the doctor, Rose's blood count showed that she was slightly anaemic and lacking in good quality protein.

Taking the above information into account, plan a daily diet for Rose to follow. Use the template below and remember to include quantities for each meal. Justify your choices.

	Foods and beverages	Justification
Breakfast		
Morning tea		
Lunch		
Afternoon tea		
Dinner		
Supper		

6.5

Case study



Course Book p 159

Eating like an ironman

Geoff has just found out that four of his friends are intending to enter an ironman triathlon which is four months away. Geoff is reasonably fit—he rides his bike every morning and jogs most nights—but he knows that performing over a whole day without a break will be difficult!

After deciding to enter the triathlon, Geoff realises that he needs to do the proper research about planning his diet leading up to the event. He makes an appointment with a nutritionist at his local medical centre. Here he is given the following information.

- training in the months before the event:
 - consume foods from all food groups
 - increase carbohydrate foods in particular to accommodate for the increase in energy needs through more exercise
 - increase fluid intake (particularly water)
 - eat a good supply of B Vitamins to aid in energy release
 - slightly increase protein foods to assist in building body tissue
- 1–2 days before the event:
 - increase consumption of low-GI foods
 - eat carbohydrate-rich foods to fill the liver's glycogen stores
 - load up on carbohydrates, using carbohydrate powder dissolved in 1 litre of water (remember to drink another litre of water afterwards)
 - limit or avoid foods high in fat and protein as they take longer to digest
- during the event:
 - consume liquid carbohydrates (sugars) through sports drinks and concentrated gel shots
 - consume energy-rich power bars
 - consume 1 gram salt each hour
 - ensure regular fluid intake (drink at least every 15–25 minutes)
- after the event:
 - replace the depleted liver glycogen stores with carbohydrate-rich foods
 - continue drinking plenty of fluids
 - avoid alcohol as it causes dehydration.

1 Where does Geoff go to obtain his dietary information?

2 What should Geoff do now (four months before the event)?

3 Why does Geoff need to be aware of the GI of certain foods?

4 List some good protein-rich foods that Geoff could eat in the coming months.

5 What is stored in the liver?

6 Explain why Geoff should not eat battered fish and chips the night before the event.

7 Should Geoff celebrate finishing the triathlon with a beer or a glass of champagne? Explain.

6.6

Literacy



Course Book p 160

Allergies off the menu

The Education and Health departments will work alongside the NSW Canteen Association to implement policies to help school canteens become allergy friendly.

While a junk food-free canteen may sound boring, Beacon Hill Primary School principal Wayne Stevenson can guarantee the food is delicious. For nearly two years, the school has scrapped peanut butter from the tuck-shop menu to safeguard health and safety. In its place, the school has added a range of items including lasagna, mini subs and other snacks approved by the NSW Canteen Association.

Mr Stevenson, who has been the principal of the school for the past 10 years said while there were only two current pupils who were allergic, it was important to cut all peanut products from the menu.

Mr Stevenson said, 'Thank goodness we haven't had any reactions at the school yet, but we have to be careful.' Due to the severity of one child's reaction, the school has an adrenaline injection syringe auto injector and staff had been trained to use it. For more details on food allergy, visit <www.allergyfacts.org.au>.

Manly Daily Saturday 10 May 2003

- 1 Which organisations are working together to produce policies for allergy-free canteens?

- 2 List other foods sold at a canteen that might contain peanuts or peanut products.

- 3 Does your school canteen have an allergy-free policy? What is the policy?

- 4 Do you know anyone with a food allergy? How does their diet need to be modified?

- 5 Visit the allergy website provided. Research anaphylaxis and provide a description below.

6.7

Literacy



Course Book p 165

Factors that influence food habits

Complete the following statements.

Social practices which might affect our food habits include peer pressure. An example of this is when _____

Religious restrictions or taboos may dictate our food habits. This is seen in the Jewish religion when they do not eat _____

Geography impacts on what we eat. Climates in certain areas restrict _____

For example, _____

People's economic situations influence their food habits. Australians can generally afford to eat at least once per day. However if a country is at war, the government of that country may direct money _____

Developments in technology such as _____

mean that foods are made more available to us.

Individual preferences such as past experiences impact on our food habits. An example of a negative past experience might be _____

The media influences our food habits with influential food marketing. This means _____

6.8

Vocabulary

Factors influencing food habits

Match up each of the following examples with the factors influencing food habits. Remember that the influential factors include:

- social practices
- religious practices
- geographic location
- economic situation
- technological developments
- individual preferences
- mass media



Course Book p 165

Example	Factor
You have strong beliefs in animal rights and choose not to consume any animal products.	
You wanted to make mango sorbet for your birthday, but it is winter and fresh imported mangoes are extraordinarily expensive in the supermarket.	
Your friends at school are drinking a new flavoured drink and you wish to try it too.	
You see a commercial for a new low fat mayonnaise that is made to look and sound healthy.	
You purchase a microwave oven and decide that you are going to spend less time preparing and cooking food. You go to the supermarket and buy microwave meals.	
Your faith requires you to fast for Ramadan.	
You were force-fed pumpkin as a child and now as an adolescent you find that it makes you ill.	
You wish to grow strawberries in your garden, but you live in an area where frosts are common.	
A new harvester which picks and sorts much more efficiently means that your favourite fruit is available at a lower price and in bigger quantities.	
Both of your parents have good jobs and you are able to eat whatever and whenever you like.	
You live in a country such as Mexico or Spain, and take a sleep or siesta after a large meal in the middle of the day.	
You run out of time the day before you have to host a party at home. You are required to shop over the Internet and have your groceries delivered.	
You are Catholic and do not eat meat on Good Friday.	
You live in a war-torn country and your home and farming business have been destroyed. You must rely on rations supplied by overseas charity organisations.	

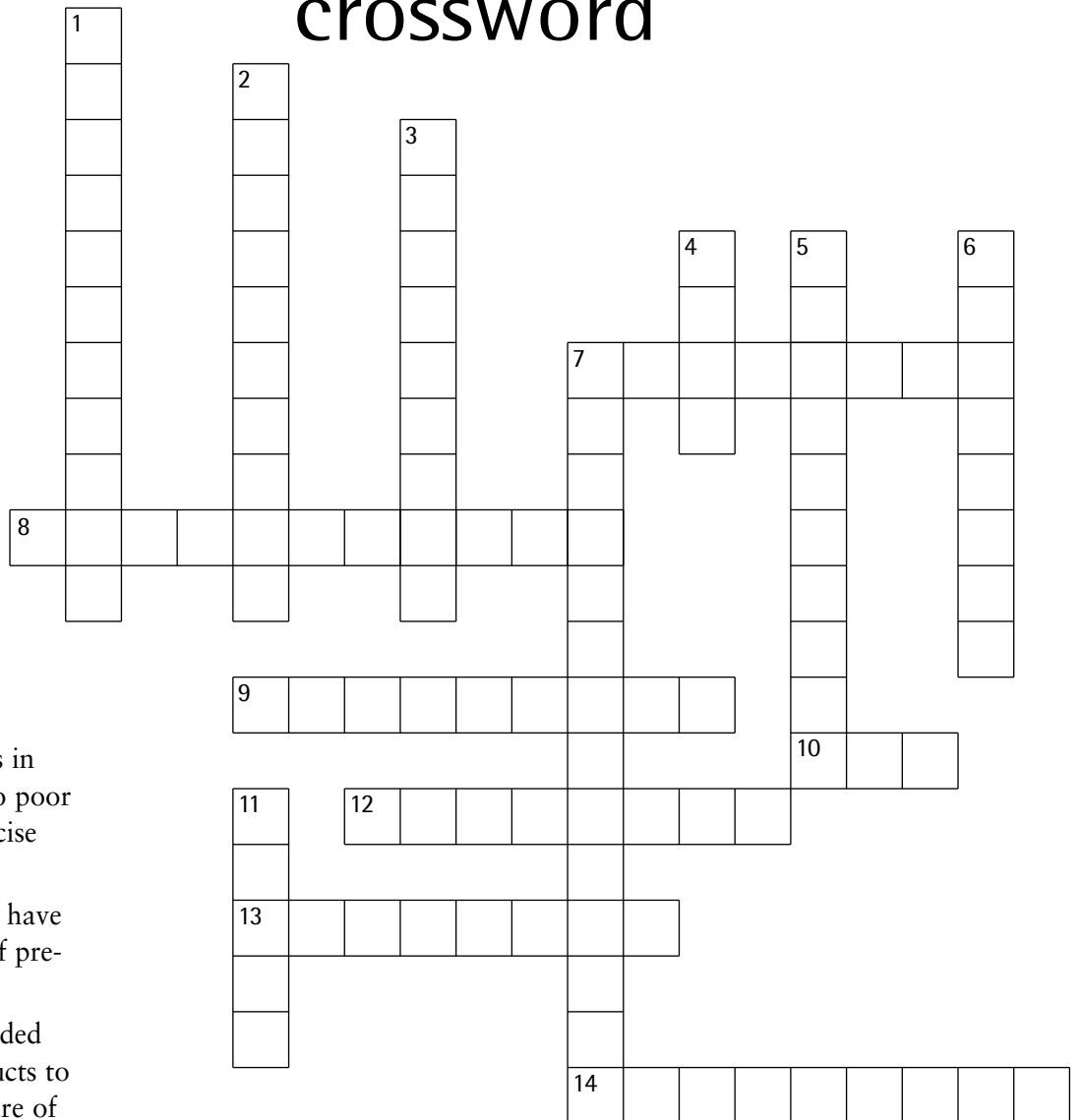
6.9

Vocabulary



Course Book p 166

Modern diet and lifestyle crossword



Across

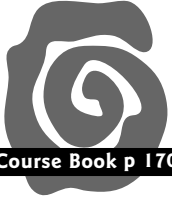
- 7 A condition that commonly occurs in middle age due to poor diet, lack of exercise and weight gain.
- 8 _____ foods have had some form of pre-preparation.
- 9 _____ is needed on all food products to make people aware of its nutrient value.
- 10 _____ is put on junk food to make it more expensive.
- 12 A tool used by many individuals who lead inactive lifestyles.
- 13 Sufferers of this psychological disorder deny themselves food and nutrition.
- 14 A lifestyle which is inactive or lazy.

Down

- 1 _____ has been introduced to protect people from poor food and diet habits.
- 2 _____ are designed to prevent or reduce the incidence of obesity in Australia.
- 3 Starved or underweight.
- 4 Due to safety fears, many children are not allowed to _____ unsupervised.
- 5 An _____ person is 10–19% above their ideal body weight for age.
- 6 Food that is purchased and ready to eat.
- 7 A condition where a pocket or blow-out forms in the bowel wall.
- 11 This type of disease is a major killer of Australian men and women.

6.10

Hands on



Course Book p 170

Modified food products

- 1 Visit a supermarket or use your own knowledge to complete the table. List examples of food products that fit the descriptions provided.

Low/reduced salt	Low/reduced sugar	Low/reduced fat	Fibre enriched	Vitamin/mineral enriched

- 2 Compare an original and modified version of the same product, for example Italian dressing and fat-free Italian dressing. In the space provided, copy out the ingredients and nutrition panel for each.

Product 1	Ingredients	Nutrition panel
Product 2		

- 3 Analyse the different nutrient panels and ingredients. What are the main differences? How is the modified product different to the original?

6.11

Vocabulary

Active non-nutrient
findaword

Course Book p 178

antioxidants
bifidobacteria
cheese
cultures
digestion
enhance

fermented
functional
free radicals
hormone
hypertension
immunity

lactobacillus
microorganisms
phytoestrogens
phytochemicals
prebiotics
probiotics

resistant starch
soy
yoghurt

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



NAME

CLASS

6

Chapter test



TOTAL
50

Food selection and health

Multiple choice

5

- Which is not a function of food:
 - to provide energy
 - to repair and maintain body cells
 - to make the stomach feel full
 - to aid in growth and development?
- Scurvy is a deficiency of:
 - Vitamin A
 - Vitamin B
 - Vitamin C
 - Vitamin D.
- The rhythmic movement that moves food through the digestive tract is called:
 - gravity
 - peristalsis
 - digestion
 - bloating.
- Digestion begins in the:
 - mouth
 - stomach
 - small intestine
 - large intestine.
- Protein breaks down into:
 - fatty acids
 - amino acids
 - simple sugars
 - glycerol.

Short answer questions

- Name the particular part of the small intestine where digestion occurs. 1

- List two tasks that the stomach performs. 2

- What is the only food that is absorbed through the walls of the stomach? 1

- In your own words, describe metabolism. 1

- List the six food nutrients and provide an example of a good food source. 6

- Identify and list three different factors that may alter an individual's nutritional needs. 3

NAME

CLASS

6

Chapter test *continued*

7 Select one of the factors from the previous question. Use examples to explain how that factor could alter nutritional needs.

3

8 What does 'RDI' stand for?

1

9 Identify and list three different factors that may alter an individual's food selection habits.

3

10 Select one of the factors from the previous question. Use examples to explain how that factor could alter nutritional needs.

3

11 Explain the following disorders:

a anorexia nervosa

8

b anaemia

c osteoporosis

d diverticulitis.

12 Who are the three main groups of people responsible for nutrition levels?

3

13 List one strategy that the government has either proposed or implemented in order to improve Australia's nutrition levels.

1

14 Select one food guide. Write down its correct name and explain who might use it and for what reason.

2

15 Define 'active non-nutrients'.

2

16 Select one active non-nutrient. Name it, explain why it is beneficial and list some good food sources.

3

17 Explain why active non-nutrients are not the only answer to improving our health levels.

2



NAME

CLASS

6

Chapter review



Food selection and health

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Outline the functions of food in the body.	
Describe the process of digestion.	
Outline the sources and functions of the components of food.	
Identify RDIs of major nutrients for various life stages.	
Select foods that provide a balanced intake of nutrients.	
Design and prepare a meal/menu/dish to meet the needs of specific groups.	
Recognise the factors that influence food habits and explain how they affect food choices.	
Outline the effects of excess/insufficient nutrient intakes.	
Discuss some different responses to general nutrition levels.	
Evaluate the usefulness of nutritional food guides.	
Analyse the nutritional value of a menu, meal or food item.	
Modify a menu, meal or food item to reflect food guides.	
Design, plan and prepare safe and nutritious food items to reflect food guides.	
Evaluate the potential health benefits of active non-nutrients.	



NAME

CLASS

6

Chapter review *continued*

List the activities and information that you enjoyed the most in this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

7.1

Vocabulary



Food service and catering ventures find a word

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

airline
 bed and breakfast
 bistro
 cafe
 cafeteria
 canteen
 caterer
 charity
 Chinese
 coffee shop
 function

hospital
 hotel
 Indian
 Italian
 location
 motel
 pizzeria
 prison
 restaurant
 sandwich shop
 school

stall
 takeaway
 tavern
 Thai

7.2

Case study



Carla's catering

Carla runs a catering business. She caters for all types of functions, from board room lunches to weddings and 21st birthdays.

Carla's business is doing very well. She started by doing most of the work herself but now employs many casuals who either work as kitchen hands or wait staff.

The one thing that Carla finds time-consuming about running a business is managing the finances. She has to work out staff wages, including their income tax, pay food bills, pay rent, pay personal income tax and collect GST for the government. At the same time she is trying to make an income for herself by aiming to make a profit.

The GST is a government service tax which compels service businesses to add 10% to their prices. Consumers pay this tax and businesses pass it on to the federal government. Many foods are exempt from GST unless a service is involved. GST must be charged on catered food.

1 Is Carla's business a profit or non-profit-making venture?

2 Suggest three or more people or groups who may indirectly benefit from Carla's business. Outline how each person or group benefits.

3 Besides yourself, who else in society may benefit from your spending?

4 What is GST?

5 Give two reasons why customers would be willing to use a catering service like Carla's business.

7.3

Literacy



Course Book p 184

Employment opportunities

Jamie is 16 years old and wants to find a part-time or casual job working in the food service and catering industry.

Advise Jamie on the following aspects of employment.

1 Finding employment:

2 Typical employment opportunities for a 16-year-old in the food and catering industry:

3 Future career opportunities in the food service and catering industry:

4 Distinguish between part-time and casual employment:

5 If Jamie's career progressed to a management position what would being a manager involve?

7.4

Case study



Course Book p 188

Rights and responsibilities

Read the sections about rights and responsibilities of employers and employees and consumers in the textbook, then answer the following questions.

Julia has a part-time waiting job at a city restaurant. She has worked there for two months. The first week she had to work five nights straight without pay to see if she was capable. After this period, her employer started to pay her at an hourly rate. This rate is significantly less than her friends earn doing similar work at other venues. They also get a break when working a full day on Saturday but Julia has to work continuously.

Currently the restaurant is advertising for an apprentice chef. Julia is keen to apply but her boss has already told Julia that from his experience only males make good chefs.

- 1 Under legislation, what employee rights should Julia be entitled to?

- 2 What should Julia do to improve the situation?

- 3 List four attributes that cannot legally form the basis for discrimination in employment and customer service.

Josh loves his job as a sandwich-maker as he gets to have fun with the customers. In fact his employer has commented on how his personality has attracted more customers to the store and sales have increased.

Currently Josh is receiving award wages and conditions. However, his employer has complained

that Josh often comes in late, sometimes does not wear correct footwear and uses equipment unsafely, even though Josh has been trained in occupational safety. In fact, Josh has even received a warning letter for dismissal because he decided it would be fun to lock a fellow co-worker in the freezer.

- 1 What responsibilities should the employer expect from Josh?

- 2 Give an example of how Josh's employer has been responsible.

- 3 Under industrial legislation, what is meant by the term 'award'?

- 4 How does an enterprise agreement differ from an award?

7.5

Case study



Course Book p 191

Consumer rights and responsibilities

You start work very early in the morning. On your way to work you take a short cut that passes the back door entrance to the Rose Petal Cafe located on Cook Street. Each morning you notice that a delivery of food has been left on the doorstep of the cafe. Fresh milk, meat pies, frozen dim sims and cream-filled doughnuts are constantly being left on the doorstep either in their cardboard boxes or on open plastic trays.

Even though you have told the cafe that you think this practice is unhygienic the cafe continues to have deliveries before staff arrive for work. While you don't use the cafe, you have noticed that some of your workmates, who do use the cafe, are often away because of food poisoning.

- 1 Write a letter to the environmental health officer of the local council to raise your concerns. In your letter try and state some basic consumer rights.
- 2 What actions can an environmental health officer take?

Your address
Date

Address of the council

Dear

Signature

7.6

Literacy



Course Book p 193

Menus

PICCOLO'S IS A POPULAR ITALIAN restaurant. Classic starters include prosciutto with melon as well as garlic prawns.

Entrées include oysters Kilpatrick, mussels in white wine and avocado and prawns. If pasta is your thing you can have seafood cannelloni, saffron linguine with chilli prawns or chicken ravioli with cheese sauce.

For mains, there's a choice of crumbed chicken breast on garlic mash, beef fillet with rosemary potatoes, fresh barramundi fillet on rocket, prawn risotto with a lemon sauce and veal parmigiana. Piccolo's is also renowned for its homemade chocolate gelato and custard filled profiteroles.

Starters are around \$8, entrées cost between \$15 and \$18, mains are between \$22 and \$30 and the desserts are \$10. Piccolo's offers an à la carte menu and also offers a two-course table d'hôte menu for \$40 per person. This includes a choice of two entrées and two mains.

- 1 Use the newspaper article to help you write an à la carte menu for the restaurant.

À la carte menu			
	Prices		Prices
Starters		Mains	
_____	_____	_____	_____
_____	_____	_____	_____
Entrées			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	Desserts	
_____	_____	_____	_____
_____	_____	_____	_____

- 2 Select the dishes you would place on the table d'hôte menu for Piccolo's.

Entrée	_____	or	

Main	_____	or	

	Price		_____

7.7

Hands on

Design a function menu for a special occasion

- 1 Select a special occasion requiring catering for instance a school formal, wedding or 18th birthday.
- 2 Make decisions and complete the table below to help you identify the factors you must consider when planning function menus.



Course Book p 197

The occasion	Time of year	Time of day
Number to be catered for	Venue	Money-cost per person
Age(s) and gender of guests	Any preferences of guests or health considerations	Time length of function
Time available to prepare function	Staff available to prepare and serve	Facilities available to cook and serve food

- 3 Using recipe books or recipe finders on the Internet, design an appropriate menu for your special occasion.

Function menu

- 4 Justify why your menu is appropriate.

- 5 Produce one or more of the dishes from your menu to evaluate further the suitability of your chosen menu.

7.8

Literacy



Course Book p 201

Recipe development

Study the recipe and complete the following activities.

- Highlight the following elements of a recipe on the recipe card:
 - name
 - ingredients
 - method
 - portion size
 - cost per portion.
- Use the following verbs to complete the recipe:
 - stir
 - serve
 - drop
 - rub
 - sift
 - spoon
 - cover
 - place
 - stir
 - cook.

- Is this recipe suitable for a large-scale function of 100 people? Give a reason.

- Using all or some of the ingredients listed below, design a recipe:
 - plain or self-raising flour
 - butter
 - egg(s)
 - milk
 - sugar
 - extra 2 ingredients of your choice.

Make sure to include all the elements of a recipe and use procedural text for the method. Write your recipe in your workbook.

Recipe Golden syrup dumplings		Serves 4	Cost 80 cents a portion
Ingredients Dumplings 1 cup self-raising flour 40 g butter, chopped 1 egg 1 tablespoon milk Syrup 1 cup sugar 2 cups water 40 g butter 2 tablespoons golden syrup 1 tablespoon lemon juice	Method <ol style="list-style-type: none"> _____ the flour and a pinch of salt into a bowl. _____ in the butter until the mixture is fine and crumbly, and make a well in the centre. _____ the combined egg and milk into the flour mixture to form a soft dough. _____ syrup ingredients in a large pan. _____ syrup over medium heat until combined and the sugar has dissolved and bring to the boil. _____ dessertspoons of the dough into the syrup. _____ and reduce the heat to a simmer. _____ for 20 minutes, or until a knife inserted into a dumpling comes out clean. _____ onto serving plates and drizzle with some of the syrup. _____ dumplings immediately with whipped cream. <p>Note: This recipe is not suitable to freeze or reheat.</p>		

7.9

Literacy



Course Book p 202

Word bank

invoice
wastage
computerised
trolleys
email
crystals
cool room
dry
use by
requisition
freezer
FIFO
safe
incorrect
temperatures
first

Purchasing systems

- 1 Use the words in the Word bank to complete the flow chart on the procedures employed by a community hospital when chilled food is delivered.

Ordering

A fully _____ stock control system is used to make it easier to _____ or fax orders to suppliers.

Receiving

When the delivery arrives the stores officer examines for signs of _____ handling. For example, frost _____ on packets of frozen chicken nuggets indicate that they may have been defrosted and then refrozen. _____ dates are also checked so too is the _____ to ensure the correct food and quantity have been delivered.

Controlling

Stock is safely transported to the appropriate storage areas using _____. Chilled and fresh foods are placed in the _____, frozen foods in the _____, while non perishables are _____ stock. _____ of store rooms are constantly monitored to ensure foods remain fresh and _____. The _____ system of stock control is implemented so that old stock is moved to the front _____.

Issuing

All staff must use a _____ sheet to obtain stock. The stock controller issues the food ensuring the FIFO system is implemented to prevent _____ of stock.

- 2 Place each of the following foods under the appropriate storage conditions on the table below.

fresh milk	tinned tomatoes	onions	spaghetti
oranges	ice-cream	fresh fish	paper towels
olive oil	bacon	potatoes	coffee
frozen peas	frozen pies		

Cool room (0–4°C)	Dry stock (5–10°C)	Freezer (–18 °C)

7.10

Literacy



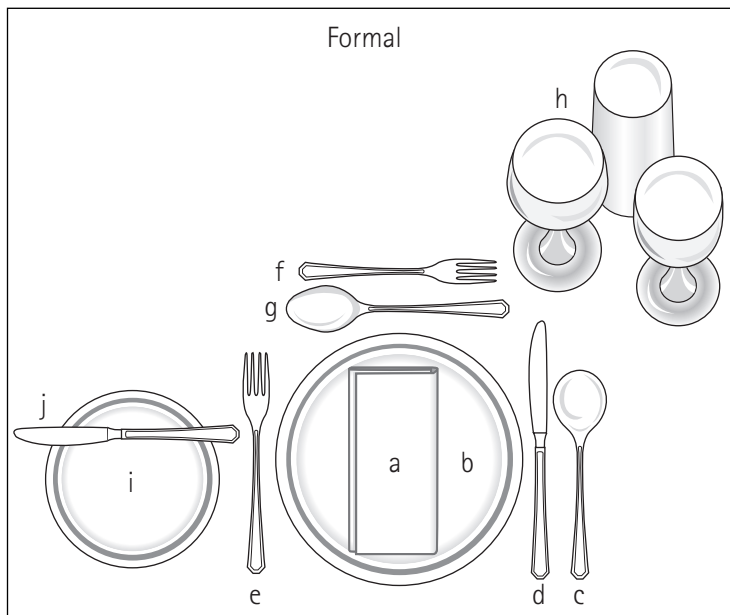
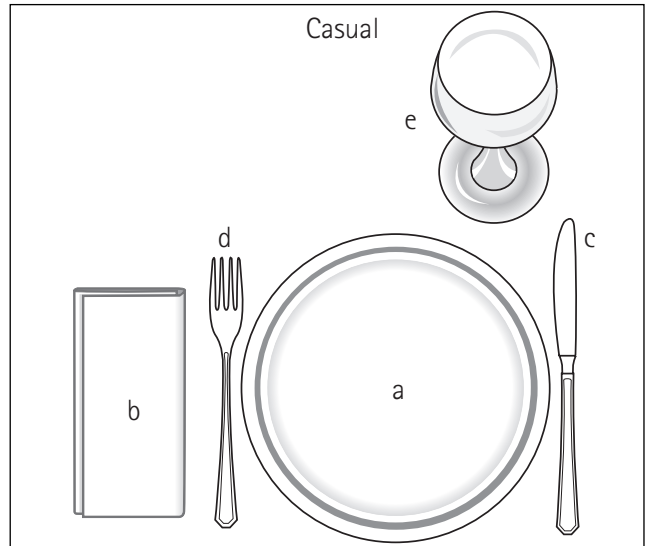
Tablesetting and service

How a table is set and how food is served can be influenced by many factors including ethnic influences, the menu, the occasion, and the location, for example restaurant, private home or outdoors.

1 Name the tablesetting items.

- A _____
- B _____
- C _____
- D _____
- E _____

2 Predict the occasion and menu.



3 Name the tablesetting items.

- A _____
- B _____
- C _____
- D _____
- E _____
- F _____
- G _____
- H _____
- I _____
- J _____



NAME

CLASS

7.10

continued

4 Predict an occasion and menu for each setting.

5 Complete the following tablesetting rules.

- Always use c_____ crisp tablecloths as well as dry, shiny, glassware, c_____ and crockery.
- Arrange cutlery 2 cm from the table edge in order of c_____ working from the o_____ in.
- Glasses are placed above the t_____ knife. This is referred to as the one o'clock position in respect to the d_____ plate.

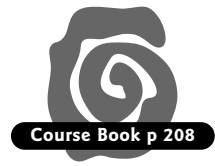


NAME _____

CLASS _____

7

Chapter test



TOTAL
50

Food service and catering

True or false?

10

- 1 A function menu is always a three-course meal.
- 2 A barista (coffee maker) is a front-of-house career opportunity in food service and catering.
- 3 The food service and catering industry collect GST for the federal government.
- 4 Reporting safety problems is a responsibility of an employee.
- 5 Workers compensation is a right of all workers.
- 6 Working conditions negotiated in an enterprise agreement must always be greater than the award conditions.
- 7 Smoking near food is not permitted at outdoor eating venues.
- 8 A table d'hôte menu is a set menu at a set price.
- 9 A cheese platter can be listed under the dessert section of a menu.
- 10 Most chefs do not worry about measuring when developing recipes.

- 2 Give an example of the social contribution of food service and catering ventures. 1

- 3 List two common injuries in the food service and catering industry. 2

- 4 Outline three rights that catering employees have under industry awards. 3

- 5 List four areas in which employees and customers cannot suffer from discrimination. 4

Short answer questions

- 1 List one example of a food service and catering venture that operates for: 2

a profit

b non-profit.

- 6 List four consumer rights. 4

7 Chapter test *continued*

7 Outline two courses of action that an environmental health officer can undertake if food premises are not meeting the standards set by the NSW *Food Act 2003*. 2

8 Describe an à la carte menu and outline an advantage of this type of menu. 2

9 Describe a menu du jour and outline an advantage of this type of menu. 2

10 For the foods listed below, identify two features restaurant staff should examine when receiving the foods:

a fresh fruit such as apples 2

b frozen food such as fish fingers. 2

11 Identify four factors that need to be considered when planning a menu. Provide an example of each factor. 4

Factor	Example

12 List five elements that should appear on recipes used by the food service and catering industry. 5

13 Match the following styles of plating food with their descriptions. 5

Semi-silver service The main item is put on the plate while the vegetables are served in a separate container from which the customer helps him or herself.

Par plate service The food attendant prepares all or part of a dish at a small table or trolley beside the customer's table.

Plate service An empty plate is presented to the customer and the food attendant serves all the food using as fork and spoon.

Silver service The main item is put on a plate while vegetables are placed onto the plate at the table by a food attendant.

Guéridon service All the food is put on a plate before being served.



NAME

CLASS

7 Chapter review

Food service and catering

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Examine a variety of food service and catering operations.	
Discuss the contribution to society made by the hospitality industry.	
Conduct an advanced web search to investigate employment opportunities in the hospitality industry.	
Outline the responsibilities of employers and employees under various pieces of legislation with regard to food establishments.	
Assess and manage risks when preparing and managing foods.	
Demonstrate safe work practices when preparing and managing foods.	
Outline the rights and responsibilities of consumers with regard to food establishments.	
Compare and contrast a variety of menus from a range of catering and service operations.	
Identify the elements of a recipe.	
Compare a recipe for small-scale production with a recipe for use in large-scale catering.	
Develop or modify a recipe suitable for large-scale catering.	
Examine organisational systems used in a service or catering operation.	
Design, plan and prepare safe and appealing food items appropriate for catering for small or large-scale functions.	
Determine the appropriate table layout or setting for a specific style of meal.	



NAME

CLASS

7

Chapter review *continued*

List the activities and information that you enjoyed the most in this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

8.1

Hands on

Make your own baby food

Babies around the age of six months need to be weaned as their bodies are rapidly growing and developing. Initially foods need to be pureed, as babies need to learn to chew.

With a little time, effort and technology, preparing baby food can be an easy and satisfying activity.



Course Book p 212

Aim

To prepare some baby food and compare it to similar commercially made varieties.

Equipment

1 sample of commercially produced vegetable puree baby food
 1 sample of commercially produced stewed fruit puree
 1 sample of commercially produced baby jelly
 ingredients as listed below
 pan
 food processor

Method

Prepare the baby food as instructed below then compare to similar commercial varieties.

Vegetable puree

- 1 Peel a large carrot or kumara or piece of pumpkin and cut into pieces.
- 2 Place in a small amount of boiling water; cover with a lid and boil until cooked through.
- 3 Drain water off. Puree in a food processor until smooth.

Baby jelly

- 1 Stir 1 teaspoon of gelatine in 50 mls of boiled water.
- 2 Stir in 50 mls of 100% fruit juice and chill.

Stewed fruit puree

- 1 Peel, core and slice 1 pear, apple or peach.
- 2 Place in a small pan with 2 tablespoons of water. Bring to the boil, reduce the heat and simmer until soft and pulpy. Add more water if required.
- 3 Drain water off. Puree in a food processor until smooth.

8.1*continued*

1 What are some advantages of making your own baby food?

2 Taste-test home-made varieties and commercial baby food. Which do you prefer and why?

3 Complete the following hints.

- Pureed fruit and vegetables can be frozen in ice-cube trays. When required, pop out one or two and heat. If using a m_____, watch it does not get too hot!
- Start off by introducing the baby to one fruit or vegetable at a time. Mix the vegetables up as the baby gets older and mix in some pureed meats. When the baby is older, use a f_____ for mashing the food.
- Babies have a sweet tooth. Breast milk is very sweet. Start off with sweeter vegetables such as c_____ and z_____ and fruits such as p_____ .
- Always work with c_____ hands and use clean u_____ .
- Never add s_____ or salt.
- Try to use fresh f_____ and v_____ . Frozen vegetables and canned fruits in natural juice are good substitutes if fresh foods cannot be used.
- Throw away l_____ food and never reheat food.

8.2

Literacy



Childhood

Help!

My oldest child has just started school. BJ* is often asked to birthday parties. From what I've observed there is a lot of activity to keep the many children occupied and there is always an interesting birthday cake. Sometimes the children are given a theme so they can even go in fancy dress. In three weeks time BJ will turn six and it will be my turn to host the party. Can you help me plan a fun and safe party for BJ?

Signed
Anxious parent

*Note that BJ can be either a boy or a girl.

Party theme

Party menu

Birthday cake—draw and label your idea

Activities

8.3

Hands on

Teenagers—work out your daily diet

More than a third of teenagers in Australia are not eating a balanced diet. Complete the following activity to see if you are one of them!



Course Book p 214

Method

For three or more days, every time you eat or drink something, write it down on the table below. Have a separate table for each day.

Note: 'Extras' are any food or drink that do not fit into the food groups of the *Australian Guide to Healthy Eating*.

Name		Day					
Meal	Food groups					Extras	
	Cereals	Fruit	Vegetables	Meat and alternatives	Milk and milk alternatives	Water	Items not in food groups
Breakfast							
Lunch							
Dinner							
Snacks							
Total for the day							
Recommended serves*	5-11	3	3	1	3	8 glasses	1-3

* Based on the recommended serves for 12-18 years from the *Australian Guide to Healthy Eating*.

Evaluation

Using the data write up a report card about your diet. Give yourself a grade from A to E and then justify your grade in your comments. Try and include some suggestions for improving your diet.

Name

Age

Grade (circle): A B C D E

Comments:

8.4

Literacy

Dietary guidelines for Australian adults

Using your knowledge of nutrition give a reason why each of the guidelines are recommended for good health.



Course Book p 215

Guidelines	Why
<p>Enjoy a wide variety of nutritious foods:</p> <ul style="list-style-type: none"> • eat plenty of vegetables, legumes and fruit • eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain • include lean meat, fish, poultry and/or alternatives • include milks, yoghurts, cheeses and /or alternatives (reduced fat varieties should be chosen where appropriate) • drink plenty of water. 	
<p>Take care to:</p> <ul style="list-style-type: none"> • limit saturated fat and moderate total fat intake • choose foods low in salt • limit alcohol intake if you choose to drink • consume only moderate amounts of sugars and foods containing added sugars. <p>Prevent weight gain—be physically active and eat according to your energy needs.</p> <p>Care for your food—prepare and store it safely.</p> <p>Encourage and support breastfeeding.</p>	

8.5

Literacy



Course Book p 216

Eating out

1 Australian adults are increasingly eating out as part of their lifestyle. Circle the healthy choices on the menus of these popular cuisines.

Chinese	Vietnamese & Thai	Modern Australian	Italian
Steamed dim sim or Deep fried prawn cutlets	Clear hot soup (pho) or Deep fried crab cakes	Grilled fish and vegetables or Battered fish and chips	Fried calamari or Char grilled baby octopus
Stir-fry chicken and vegetables with rice noodles or Crispy skin chicken on crispy noodles	Fresh prawn spring rolls or Fried spring rolls	Caesar salad or Potato wedges with sour cream and sweet chilli sauce	Tortellini in creamy sauce or Spaghetti tossed in a fresh tomato sauce
Fried rice or Boiled rice	Grilled pork satays or Coconut-based beef curry	Salad, cottage cheese and tuna wrap or Grilled avocado, cheese and bacon on Turkish bread	Pizza with salami, ham and cheese or Pizza with cheese, capsicum and mushrooms
Fried ice-cream or Fresh lychees	Ginger fruit salad or Crunchy toffee banana bites	Cheesecake or Carrot cake	Lemon gelato or Cream-filled profiterole with chocolate sauce

2 Calculate the kilojoule content of three different lunches for workers.

Worker 1	KJ
Meat patty	544
Large hamburger bun	837
Fried onions	82
Chips	1046
Caffeine-free soft drink	500
Total	

Worker 2	KJ
2 slices wholegrain bread	440
Egg	500
Lettuce, tomato and cucumber	40
Orange juice	400
Total	

Worker 3	KJ
Doughnut	669
Cappuccino with full cream milk and sugar	276
Total	

3 Complete the following table to indicate which worker consumed the most of each.

	kilojoules	dietary fibre	caffeine	vitamin C	saturated fat
Worker					

8.6

Hands on

Which milk is that?

Aim

Milk is important for the growth and development of many age groups. It supplies nutrients such as calcium and protein. Today there are many types of milks available including some that are lactose free.



Equipment

Water

Varieties of chilled milks:

- rice (regular)
- soy (regular)
- skim
- reduced fat
- whole

Method

- 1 The milks should be placed in separate glasses labelled only with a letter. (Only the teacher should know the identity of the milk.) The packaging should be kept for later use.
- 2 Students should sample each type of milk and record their results. Water should be drunk after each taste test to clean the palate.

Results

Complete the following table. When rating the visual appeal and flavour of the samples, use values of 0–10, based on the following scale:

- 6–10 if you liked the appearance or flavour of the product (10 being the highest rating)
- 5 if you neither like or dislike the appearance or flavour of the product
- 0–4 if you dislike the appearance or flavour of the product (0 being the lowest rating).

Milk sample	Visual appeal	Flavour	Total score /20	What milk do you think it is?	What milk is it?
A					
B					
C					
D					
E					



NAME

CLASS

8.6

continued

1 Which milk do you prefer?

2 Total the scores for the class. Which milk was preferred overall?

3 Determine which milks would be most suitable for the following groups and explain why.

- People with lactose intolerance

- Young children

- Adults

- Vegans

4 Name two dishes that use milk as a main ingredient.

5 Name two food products made from milk.

Extension

Research the meaning of the terms 'pasteurised' and 'homogenised' that appear on many fresh milk packages.

8.7

Literacy

Obesity

The body mass index (BMI) is used to estimate the best weight range for your health. It is calculated by dividing your weight in kilograms by your squared height in metres.

For example if a adult male weighed 84 kg and was 1.82 m tall, this is how you would calculate their BMI:

$$\frac{84}{1.82 \times 1.82} = \frac{84}{3.31} = 25 \text{ (BMI)}$$

What the BMI number indicates

Score	Conclusion
<18	You are very underweight and possibly malnourished
18-20	You are underweight
20-25	You are within a healthy weight range
26-30	You are mildly overweight
>31	You are very overweight or obese

* Note that this scale is based on Caucasian adults 18 years and older. Different BMI scales for children have also been developed.

1 Determine the BMI and health status of the following 25-year-olds.

Sally weighs 74 kg and is 163 cm tall.	Mark weighs 65 kg and is 178 cm tall.

2 List eight tips you would recommend if you were writing a magazine article about sensible weight control.

Control your weight by:

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

8.8**Hands on**

Course Book p 225

Try some vegan food

Eating a vegan diet may not be as hard as it seems. There are many foods available that make good substitutes for meats, eggs, milk, fish and poultry. Look for them in the health food and chilled food sections of the supermarket.

Aim

To try some vegan foods.

Method

Examine, prepare and taste-test some vegan foods. You could try:

- soy sausages
- vegetarian rissoles
- nut-meat products
- tofu products
- tinned soya beans
- flavoured bacon chips (in herb and spice section of supermarket)
- TVP.

1 Which products did you try?

2 Which products did you like?

3 List the ingredients on the package of one of the products.

4 Which ingredient(s) in the product supplies protein?

5 Give three reasons why people may choose a vegan diet.

6 Examine the following ingredients in Macaroni bake. What modifications could be made for a vegan?

2 tablespoons butter

$\frac{1}{2}$ onion, diced

$\frac{1}{2}$ capsicum, diced

300 g minced beef

425 g tinned tomato

1 beef stock cube

125 g macaroni

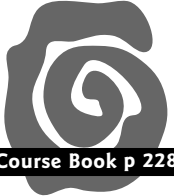
$\frac{1}{2}$ cup fresh breadcrumbs

$\frac{1}{2}$ cup cheese

7 Explain the difference between a vegan and a lacto-ovo-vegetarian.

8.9

Literacy



Course Book p 228

Considering a camping trip

Read this fact sheet from a national motoring association and then answer the questions.

Food tastes good when cooked over a campfire or a gas stove, so stick to easy meals and plan in advance. It's better to take more than you need, particularly if heading off to remote areas and you eat more when active outdoors.

A standard camping menu:

- breakfast—porridge/cereal, milk and bread with jam/honey/Vegemite, fruit
- lunch—sandwiches or noodles, fruit
- dinner—sausages, rissoles or chops with a salad or cooked vegetables, stews or pasta
- snacks—fruit, muesli/fruit bars, biscuits and sultanas
- drinks—tea/coffee, cordial and plenty of water.

The following shows some basic items to take with you.

Equipment	Food
Gas stove and fuel	Seasonings; powdered milk; cooking oil
Billies/cooking pots with lids	Parmesan cheese (keeps well, useful for flavouring)
Thermos	Dried foods such as pasta, rice, noodles and soups
Esky	Snack bars and nuts
Plenty of water	Tinned foods such as tuna and fruit
	Meat for roasting in open fires; long life juices

Try these fun outdoor recipes:

- Breakfast wrap-ups—fry eggs and sausages, insert in flour tortillas with lashings of tomato sauce.
- Eggs on an open fire—cut an orange in half and eat the pulp. Crack an egg into the orange skin and place it in the embers until the egg turns white.
- Quick mini-pizzas—spread tomato paste on a tortilla, add some toppings, sprinkle with cheese. Cook in a frying pan until the cheese melts.
- Baked potatoes—pierce each potato three times with a fork, wrap in aluminium foil and cover in embers on edge of fire.
- Banana boats—peel back a strip of banana skin about 3 cm wide. Scoop out a trench in the banana. Fill trench with marshmallows and milk chocolate squares. Fold the banana peel back and wrap in foil. Place on hot coals for about 10 minutes.
- Yum sticks—make a dough (self-raising flour, water, a little butter). Mould dough around a stick that is about as thick as your finger to form a long test tube shape about 10 cm long. Cook slowly over coals. Slide bread off stick and fill with golden syrup.



NAME

CLASS

8.9

continued

1 Why would it be essential to pack more than you need when camping?

2 Why do you think you need to take plenty of water?

3 List five other pieces of cooking or cleaning equipment you may need to pack when camping.

4 List four seasonings you can pack.

5 Why do you think powdered milk is recommended?

6 Why do you think the Australian army trains its members in using bush foods?

8.10

Vocabulary



Course Book p 229

School canteens— traffic-light foods findaword

Under NSW government policy school canteens need to implement a traffic-light system of grouping foods.

Green (Go) foods are drawn from the basic food groups and are low in saturated fat, sugar and/or salt and rich in nutrients. These foods should feature prominently on the menu.

Amber (Caution) foods are moderate in saturated fat, sugar and/or salt and moderately high in energy but also provide a range of nutrients. Serving sizes should also be moderate and not large.

Red (Stop) foods are poor in nutrients, high in energy, saturated fat, sugar and/or salt. These foods can be made available through the canteen no more than twice per term, making them 'occasional foods' as consistent with the Dietary Guidelines.

Find the 'Go', 'Caution' and 'Stop' foods in the findaword below.

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

Green foods

fruit
 reduced fat milk
 cheese
 yoghurt
 vegetables
 wholegrain bread
 high-fibre bread
 cereal
 lean meat
 fish
 poultry
 eggs
 water

Amber foods

pasta
 lasagne
 pizzas
 low-fat pies
 chicken nuggets
 noodles
 low-salt snacks
 low-fat snacks
 ice-cream

Red foods

lollies
 soft drink
 deep-fried foods
 pastries
 chips
 iced cakes
 chocolate bars



NAME _____

CLASS _____

<h1>8</h1>	<h1>Chapter test</h1>	 Course Book p 236	TOTAL
			50

Special needs

True or false?

10

- | | |
|---|---|
| <p>1 If trying to lose weight you should avoid all carbohydrates. <input type="checkbox"/></p> <p>2 If trying to lose weight you should avoid all fats. <input type="checkbox"/></p> <p>3 Breast milk or formula milk supplies all the nutrients required for a baby for the first 4–6 months. <input type="checkbox"/></p> <p>4 Dental caries are caused by excessive consumption of fat. <input type="checkbox"/></p> | <p>5 A pregnant woman should be eating for two. <input type="checkbox"/></p> <p>6 If recovering from illness or injury, more protein is required. <input type="checkbox"/></p> <p>7 Anaemia results from a lack of Vitamin C. <input type="checkbox"/></p> <p>8 Alcohol is high in kilojoules and may lead to obesity. <input type="checkbox"/></p> <p>9 Coeliac disease results from an allergy to peanuts. <input type="checkbox"/></p> <p>10 Hypertension is linked to a low salt diet. <input type="checkbox"/></p> |
|---|---|

Short answer questions

- 1 For each of the following stages of the lifecycle identify three nutritional requirements and outline why they are required.

6

Life stage	Nutritional requirements	Why they are required
Pregnancy	1	
	2	
	3	
Adolescence	1	
	2	
	3	
Aged	1	
	2	
	3	



NAME

CLASS

8 Chapter test *continued*

2 List two substances that should be avoided during pregnancy.

3 List one advantage of breastfeeding.

4 Define the term 'weaning' and give an example of suitable food.

5 List five dietary guidelines for Australians over 65.

6 Plan a lunch for a child who is lactose intolerant. Explain how your lunch meets the nutritional needs of children.

7 Plan a breakfast for an adult who has been told that they need to cut down on fat. Explain why your breakfast is suitable.

8 Suggest two foods suitable for bushwalkers. Explain why they are suitable.

9 Distinguish between the three different types of vegetarians.

10 Identify two support groups or organisations that aim to improve health of Australians, particularly those with special needs.

Extended response

Discuss the causes of a diet-related disorder and how it could be prevented.



NAME

CLASS

8

Chapter review



Special needs

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Identify the circumstances that may lead an individual to have special needs.	
Outline the special requirements for each stage of the lifecycle.	
Explore the impact of a variety of health needs on food requirements of individuals.	
Investigate the effects of lifestyle on food needs.	
Examine cultural influences and religious beliefs which may impact upon food needs.	
Identify the logistical impacts on food needs and suggest suitable methods of meeting these logistical needs.	
Examine a range of support networks available for individuals with special needs.	
Identify examples of foods that are processed or prepared to suit individuals with special needs.	
Assess the suitability of a range of processed or prepared foods for dietary disorders.	
Explore methods of processing and preparing foods in the home to suit a specific need.	
Analyse the nutritive value of a dish.	
Identify foods that are suitable for a number of special needs.	



NAME _____

CLASS _____

8 Chapter review *continued*

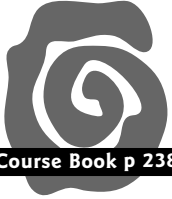
Design, plan and prepare a menu/meal/dish suitable for a particular special need.	
Research the circumstances of a particular group.	
Organise a dietary plan.	
Produce a multimedia presentation to educate members of the community.	

List the activities and information that you enjoyed the most in this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

9.1

Vocabulary



Course Book p 238

Breads of the world findaword

Find the following types of breads in the findaword. Do you know where and how each of these breads are traditionally made?

babka

bagel

baguette

bap

bhaturas

brioche

chapatis

cob

corn

croissant

damper

focaccia

irish soda

kugelhopf

lavash

matzo

naan

olive

panettone

pagnotta

parathas

pikelets

pitta

pizza

pretzel

pumpernickel

rotis

rye

sourdough

stollen

tortilla

zop

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

9.3

Hands on

Sensory evaluation of bread

1 Complete the table below for nine different types of bread.



Course Book p 240

Bread	Country of origin	Special features	Brief description

2 Select your favourite bread from the table above. In 1–2 paragraphs, list the features that make this bread appealing to you.



NAME

CLASS

9.3

continued

- 3 Design your own type of bread. Plan the ingredients that you intend to use and the quantities required. Make your bread in class or at home for homework. Bring your bread into class for everyone to sample and evaluate. Use the space provided to scribble notes and ideas.

Design	Plan	Evaluate

9.4

Literacy

Reasons for celebration

Complete the following passage using the words provided in the Word bank. (You may use each word more than once.) Use your text to assist you.

_____ reasons

_____ celebrations are those which involve family, friends and relatives. They may be either formal or _____. In Australia, we commonly celebrate _____ celebrations informally, such as a family _____ or picnic. If large numbers of people are to be served at a _____ event, then _____ are usually a quick and easy way of serving guests. Foods such as cold meats, _____, pasta and chilled deserts are commonly served.

_____ reasons

_____ is understood as the values, knowledge, _____, behaviours and dress that are passed through each generation. We usually learn _____ from our _____. Some examples of _____ celebrations include _____ Day, _____ ceremonies, _____ Year and _____ Festivals. Due to the multicultural nature of Australia, we are able to _____ in many of these celebrations.

Word bank

Aboriginal	influential
Anzac	initiation
Australia	lantern
barbecue	New
beliefs	parents
birthdays	participate
buffets	Passover
casual	Ramadan
certain	Ramanavami
Chinese	religion
Christmas	religions
cultural	religious
culture	Sabbath
Easter	salads
faith	social
family	weddings
God(s)	worship
Historical	Valentine's

_____ reasons

_____ is understood as a person's system of _____ and _____. Different _____ may eat special foods on _____ occasions because it reminds them of their _____ or their _____. Some Christian reasons for celebration include _____ and _____. Jewish celebrations include The _____ and _____. Muslim celebrations include _____, while Hindus celebrate _____.

_____ reasons

Cultural and religious celebrations may be based on an _____ event. Some special occasions which have _____ backgrounds include _____ Day and _____ Day.

_____ reasons

The _____ is the most important and _____ unit for almost every individual. Some reasons for _____ celebrations might include _____, _____ and _____ reunions.

9.5

Hands on

Locations for social celebrations

Copy and complete this table using a word processor. You should include information about another three locations. Remember to think creatively!



Location name	Formal/informal	Description	Features/facilities offered
Royal Botanical Gardens	Informal	Suitable for picnics, all food must be brought, no BBQ or other cooking facilities available	Toilets nearby, seating, some shelter, picturesque environment

Plan an event

Design

Design a special occasion to celebrate the return or departure of a family friend or relative.

Plan

In your plan, consider all the following issues:

- location
- guest list
- foods to be served
- decorations
- entertainment.

Produce

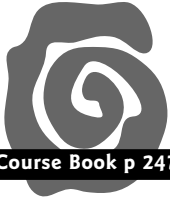
- 1 Produce a list of things to do (as if you were actually going to carry out the celebration). For example, book the local community centre hall, make a shopping list, etc.
- 2 Plan a time schedule or program of events for the celebration. For example, 6 pm guests arrive, 6–6.30 pm finger foods and drinks served, etc.

Evaluate

- 1 Evaluate the amount of work required to carry out such an event.
- 2 Investigate the costs of using a catering or party planning company to cover this event. You may do this over the Internet.
- 3 Is it worth the time, money and effort to design the event yourself?

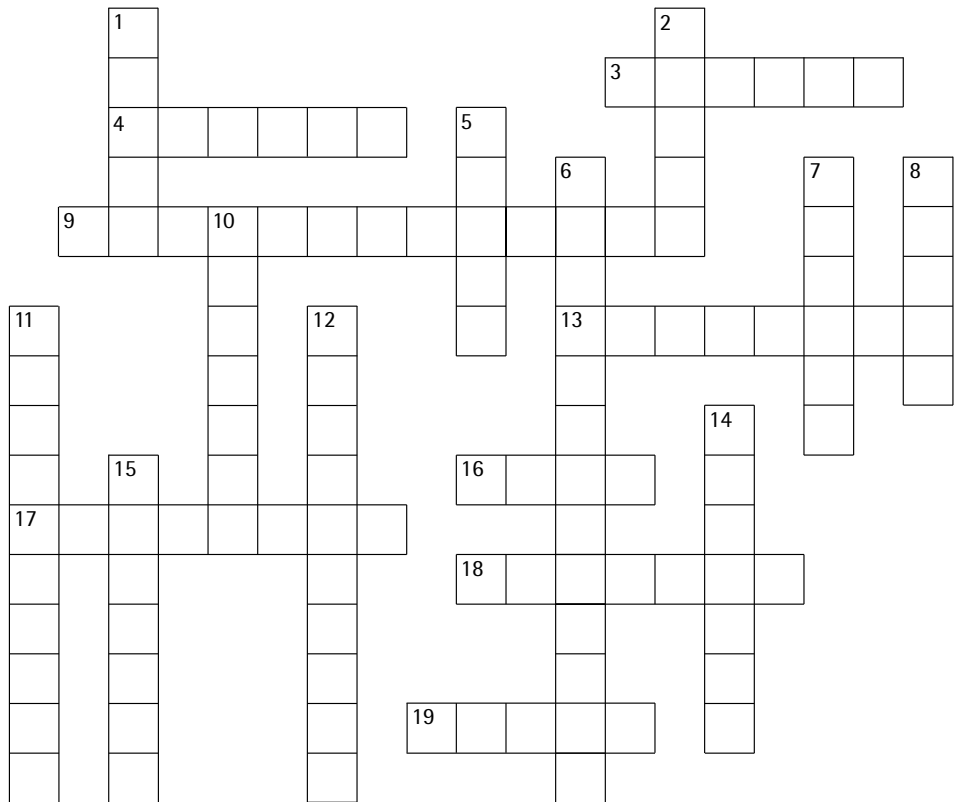
9.6

Vocabulary



Course Book p 247

Foods, techniques and equipment crossword



Across

- 3 Equipment must be tested for _____ before the event.
- 4 Food is of best quality and price during this time.
- 9 Space in _____ and freezers must be adequate for the foods purchased for any event.
- 13 Workers must undergo _____ in order to use any special kitchen equipment.
- 16 _____ must be tied back or covered.
- 17 When preparing and serving food, _____ must be clean.
- 18 Foods are prepared just before the event to ensure they are of top _____.
- 19 An item of protective clothing.

Down

- 1 A host orders food in suitable quantities to avoid this.
- 2 _____ must be washed regularly.
- 5 The term given to bread that has become hard.
- 6 Cross- _____ is avoided by using correct chopping boards for meat and vegetables.
- 7 The _____ must be followed accurately.
- 8 Used to transfer food.
- 10 Dirty equipment will attract visits from _____.
- 11 A _____ line approach allows food preparation to flow quickly.
- 12 _____ must be adequate for the number of guests attending an event.
- 14 Foods for special occasions must be appropriate to the appeal, occasion, likes and _____ of the group.
- 15 A variety in colour, flavour and _____ is important.

9.7

Hands on



Course Book p 249

Year 10 formal dinner

This is a formal function to be held at a local function centre. Sixty students, their partners, 10 teachers and 20 parents will be attending the event.

Design

- 1 Select a theme for the celebration.
- 2 Plan an appropriate three-course menu. Word process it to display on your tables.
- 3 Use the space below to start brainstorming some possible ideas.

Theme	Menu items	Place card/decorations

Produce

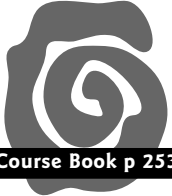
- 1 Select one food item on your menu to prepare. Make sure your teacher approves the recipe first. Complete a food order.
- 2 Design and make a place card. Bring in a suitable table decoration to be used when presenting your food.

Evaluate

- 1 Evaluate the success of your meal in one page. Discuss what went well, what you might change, why you selected this food item and so on.

9.8

Hands on



Course Book p 253

Dinner planning activity— with a twist!

You have just decided to host your own birthday party and invite five guests to help you celebrate the special occasion. You send out an invitation to Mark, Peter, Avril and Simone, only to realise that some of your guests will have special dietary requirements.

- Mark has a severe peanut allergy and does not like to eat any nuts.
- Peter does not have any special requirements.
- Avril is lactose intolerant. She can eat small amounts of dairy products, but too much will make her feel ill.
- Simone is Muslim and does not eat any pork products.

What will you serve? Instead of making numerous separate meals for your guests, investigate possible recipes that would meet the needs of all of your guests. You may design your menu in groups of 2–3.

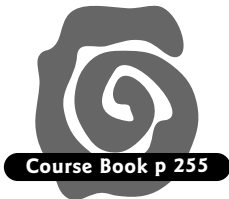
Use the space provided below to brainstorm, then write out your menu. Attach your ingredients and method. Share this with the class.

Possible ideas

Menu card

9.9

Literacy



Video dialogue

- 1 In pairs, select one consideration from the following list:
 - nutritional value of food
 - food appeal
 - occasion and setting
 - characteristics of diners
 - resources.
- 2 Imagine that you have been employed by TAFE to produce a 2–3 minute video presentation aimed at educating new hospitality students about planning menus. In the space provided below, draft the dialogue that you will use in the video. Make it as fun and interesting as possible and remember to comment only on the topic area that you have selected.
- 3 Perform this in front of the class (you may use props if necessary).
- 4 After each pair’s performance, evaluate its success in teaching students about that aspect of menu planning. Comment on any improvements that could be made.

Area to consider when menu planning:

Dialogue:

9.10

Hands on



Course Book p 264

Convenience foods brainstorm

You own a catering company. An employee who is hosting a wedding breakfast tomorrow morning has called in sick at 2 pm. You must host the event yourself, despite the short notice.

You will have ten workers assisting you this afternoon and in the morning. There is minimal time to shop this afternoon. You know that you will have to rely heavily on partly or fully processed convenience foods to assist you and your team.

The bride has requested that certain foods be served at the function. These include:

- fruit punch, smoothies, fresh juices, tea and coffee
- warm Danish pastries filled with fruit
- fruit salad and yoghurt
- mini pikelets with colourful and tasty toppings
- crepes with savoury fillings such as mushrooms.

- 1 List three other suitable foods to be served.

- 2 In the space below, brainstorm all possible convenience foods which could be purchased to help save time and effort when preparing the above foods.

Suitable convenience foods

9.11

Literacy

Cocktail party convenience foods

1 Complete the following table.

Food	Convenient ingredients
Mini pancakes	pancake shake mix, bottled French mustard, cold deli roast beef slices, bottled parsley flakes
Toast triangles	
Bacon and mushroom tartlets	
Spinach and cheese triangles	
Fruit platters	
Cheese platters	

2 Design your own cocktail party food. Give it an exciting and creative name and include possible convenient ingredients for you to use.



NAME

CLASS

<h1>9</h1>	<h1>Chapter test</h1>	 Course Book p 264	TOTAL
			50

Food for special occasions

Multiple choice

- | | | |
|---|---|---|
| <p>1 Which of the following is not a type of bread:</p> <ul style="list-style-type: none"> a bagel b bap c bhaturas d barooshka <p>2 A food that provides the basis of a diet is called:</p> <ul style="list-style-type: none"> a staple b stable c mainstay d base. <p>3 An example of unleavened bread is:</p> <ul style="list-style-type: none"> a croissant b lavash c foccacia d pizza base. | <p>4 Small pieces of toast that are decoratively topped and served as an appetiser are called:</p> <ul style="list-style-type: none"> a crudités b vol au vents c canapés d terrine. <p>5 This type of food service is used when medium to large numbers of people are to be served:</p> <ul style="list-style-type: none"> a barbecue b buffet c silver service d take-away. | <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">10</div> |
|---|---|---|

Short answer questions

- | | |
|---|--|
| 1 List three reasons for celebration. | <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">3</div> |
| | |
| | |
| | |
| 2 Select one reason from the previous question and provide an example. | <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">2</div> |
| | |
| | |
| 3 State one guideline for selecting and preparing food for special occasions. | <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">2</div> |
| | |
| 4 State one technique for handling food for a special occasion. | <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">2</div> |
| | |



NAME _____

CLASS _____

9 Chapter test *continued*

- 5 Use your own words to explain cross-contamination. 3

- 6 List one rule for using equipment at a special occasion. 2

- 7 Explain the purpose of a Caterers Quantity Guide. 3

- 8 List three factors to consider when planning a menu. 3

- 9 Select one factor from the previous question. Provide examples explaining how it influences menu planning. 3

- 10 Define the following keywords: 6
 - a meal portioning
 - b sedentary
 - c commercial._____

- 11 What does task sequencing mean? 3

- 12 Name the last area in a commercial kitchen. 1

- 13 Give a definition of a garnish. 2

- 14 Who makes food look its best? 1

- 15 List two tips to remember when presenting food for a special event. 4

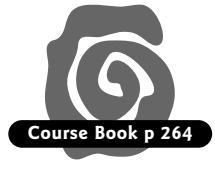


NAME

CLASS

9

Chapter review



Food for special occasions

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Outline the significance of food throughout history.	
Explore the special occasions celebrated by various groups.	
Design, plan and prepare food items for special occasions.	
Plan a menu for a special occasion using products in the marketplace.	
Devise a work flow plan to be used when conducting a practical activity.	
Demonstrate appropriate food handling and presentation skills for a special occasion.	
Plan, prepare and host a function to celebrate a special occasion that incorporates the use of convenience foods.	

List the activities and information that you enjoyed the most this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.

10.1

Case study



Course Book p 267

Aussie food today

Read the information about Australian food habits posted on an international travel website. Then answer the questions in your workbooks.

Eating habits in Australia have undergone a mini-revolution in recent decades and the sampling of Australian food can be a visit's highlight. Even 20 years ago Australian food had not much of an international reputation—common meals consisted of foods such as meat pies, steaks, lamingtons and pumpkin scones. Since 1945, the country's original Anglo-Irish population base has been enriched by successive waves of Italians, Greeks, Yugoslavs, Turks, Lebanese, Indians, Thais, Chinese, Malays, Indonesians, Viet-name and Cambodians, each of which added its own cuisine to the Australian diet.

Given the climate, fresh produce and diverse ethnic roots, it's no surprise that the sunny, spicy flavours of the Mediterranean and Asian cuisines permeate Australian menus. In fact chefs often combine cultures to create 'fusion food'. For instance, chefs often splash Spanish olive oil with one hand while tossing chopped Asian coriander into a salad with the other.

Meat still plays a vital part in the staple Australian diet and the available choice and quality are both impressive and inexpensive by international standards. You can try juicy beef steaks, lamb, pork, poultry or, if you're more adventurous, kangaroo, emu, crocodile or even witchetty grub—an Aboriginal delicacy.

Australia also has a superb range of seafood—prawns, lobsters, octopus, oysters, mud crabs, Balmain Bugs, and a huge variety of fresh fish. This is complemented by fresh vegetables and a wide range of fruit from Tasmanian apples to tropical juicy Queensland mangoes.

There is also nothing ordinary about an Australian sandwich—we're masters at packing a bread roll with fresh ingredients made to your order, as the people who crowd city parks at lunchtime to enjoy their custom-prepared 'sambos' can testify. Dining facilities are available to suit all requirements from first-class restaurants, bistros, cafes and good quality fast-food outlets to pub counters. The trend towards outdoor eating has seen tables with colourful umbrellas spring up on pavements everywhere.

Having morning and afternoon tea is still a very widespread custom. While Australians drink lots of tea, coffee drinking has also taken off—a huge variety of coffees are on offer, from the traditional 'long black' to the frothy cappuccino.

Adapted from <<http://asian-tours.com/australia/people.html>>.

- List cultures that influence modern Australian cuisine.
- What is meant by the term 'fusion food'?
- Give examples of seafoods that have become popular in Australia.
- List some examples of dining venues that are available in Australia.
- List some examples of popular Australian beverages.
- How do the foods consumed today differ from eating patterns earlier in Australia's history?

10.2

Case study



Course Book p 270

Lenard's

Lenard's is a successful franchised store located in Australia and South Africa, retailing fresh, pre-prepared poultry, lamb, pork and beef products. Butcher Lenard Poulter started Lenard's in 1987 when he realised that people were working longer hours and leading busier lifestyles. Lenard developed a range of freshly prepared poultry meals that saved the consumer time and introduced them to new flavours. It helped that these meals were also good value for money.

The choices available to consumers include crumbed products such as Chicken kiev and Chicken schnitzel. Kebabs and marinated chicken strips for stir-fries and stroganoff are popular sellers, as are chicken sausages, patties, lasagne, spring rolls and chicken strudel. After purchasing, the consumer just needs to cook the meat.

Lenard's has also developed an 'easy living' range of fast and delicious meals that are ready to eat after just ten minutes in the microwave or 25 minutes in the oven.

This range features products such as Traditional Italian meatballs, Chicken and vegetable hot pot, Creamy coconut curry chicken breast and Beef and Asian vegetables with hokkien noodles. You simply add your own pasta, rice or vegetables.

1 What types of products does Lenard's sell?

2 Why did Lenard Poulter start the business?

3 Why did he choose to produce freshly prepared chicken meals?

4 List six examples of products you may purchase from Lenard's.

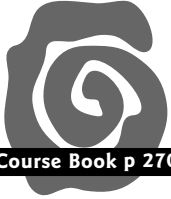
5 List three meals you can purchase from Lenard's 'easy living' range.

6 In two columns outline advantages and disadvantages of the trend towards using prepared fresh products.

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10.3

Hands on



Course Book p 270

Make your own herb-flavoured vinegar

Fresh herbs are full of flavour and add flavour to foods such as salads.

Aim

To prepare a salad dressing.

Ingredients

2 $\frac{1}{2}$ cups of red or white vinegar
glass bottles

one or more of the following herbs:

- 1 cup chopped basil leaves
- 6 bay leaves
- 30 g fresh dill
- 1 clove of chopped garlic
- 2 stems of rosemary or tarragon

Method

- 1 Pour vinegars and herbs into sterilised bottles or jars and seal tightly.
- 2 Store in a dry cool place for 2–3 weeks.
- 3 Strain the vinegars.
- 4 Re-bottle with decorative stems of herbs.
- 5 Seal tightly and store in a cool, dry place.
- 6 Label the bottles.

Alternatively, flavour 3 cups of virgin olive oil with $\frac{1}{2}$ cup of fresh chopped basil, 2 cloves of garlic, 2 small red chillis or 4 sprigs of rosemary.

- 1 Why is it best to sterilise your bottles or jars?

- 2 How can you sterilise?

- 3 Why should the vinegar be left for a few weeks?

10.4

Literacy

What's in the cereal box?

Examine the nutritional panel of the cereals below or look up an Australian online nutrition database. Use the information to complete the table below for 100 g of or 100mls of the product.

1 Which cereal is highest in:

- a kilojoules _____
- b protein _____
- c fat _____
- d sugars _____
- e fibre _____
- f iron? _____



Course Book p 271

	Breakfast cereal bar	Breakfast drink	Bix cereal	Corn cereal	Bran cereal	Free choice cereal	Whole milk
Name of product							
Energy (Kj)							
Protein (g)							
Total fat (g)							
Saturated fat (g)							
Total carbohydrate (g)							
Sugars (g)							
Dietary fibre (g)							
Sodium (mg)							
Iron (mg)							
Calcium (mg)							



10.4*continued*

- 2 What are some nutritional problems that can occur when products high in sugar, fat or kilojoules are part of your daily food intake? Complete the following table.

	Problems
Sugars	
Fat	
Kilojoules	

- 3 What nutritional problems can occur when the diet is lacking in particular nutrients? Complete the following table.

	Problems
Fibre	
Iron	
Calcium	

- 4 What is an advantage of adding milk to your cereal?

- 5 Using the information gained from the activity, write a paragraph outlining the advantages and disadvantages of breakfast bars and drinks.

10.5

Hands on



Course Book p 272

Know your drinks

Examine the table and then answer the following questions.

	Beverages (1 cup serving)				
	Skim milk	Orange juice	Bottled water	Diet soft drink	Sports drink
Kilojoules	320	490	0	4	205
Fat	0%	0%	0%	0%	0%
Carbohydrates	4%	9%	0%	0%	6%
Protein	16%	4%	0%	0%	0%
Calcium	30%	2%	2%	0%	0%
Potassium	11%	12%	0%	0%	0%
Magnesium	8%	0%	1%	0%	0%
Sodium	6%	0%	0%	0%	5%
Vitamin A	25%	4%	0%	0%	0%
Vitamin C	4%	130%	0%	0%	0%
Vitamin D	25%	0%	0%	0%	0%
Phosphorus	20%	0%	0%	2%	0%

- Which drink is highest in:
 - kilojoules

 - protein

 - carbohydrates

 - calcium

 - vitamin A

 - vitamin C?

- Sports drinks are commonly called electrolyte replacement drink. Which nutrient supplies the electrolyte in these drinks? _____
- What type of carbohydrate is most likely in the sports drink to provide quick energy? _____
- Electrolyte drinks now come in many flavours. If some orange juice were to be included in the drink, how would it change the nutrient composition of the sport's drink?

- Suggest a health risk associated with high intake of sodium.

- Why is water essential when undertaking sport?

10.6

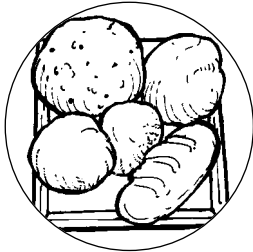
Hands on

Buffet service

Pretend a page in your workbook is a buffet table. Cut out the pictures and paste them on the buffet table in a logical and attractive manner. (Hint—divide the table into sections.) Draw arrows to indicate how guests can move around the table.



Course Book p 275



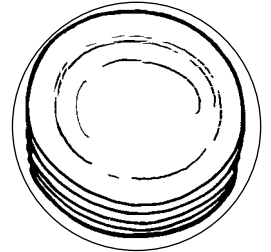
Bread rolls



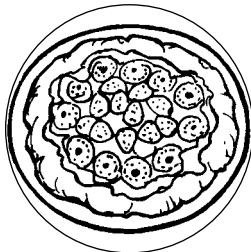
Tossed salad



Sour cream



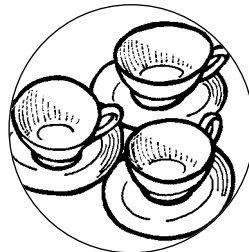
Dinner plates



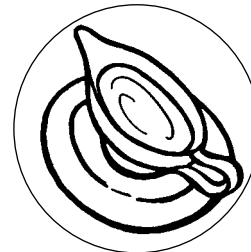
Pavlova



Coleslaw



Coffee and tea cups



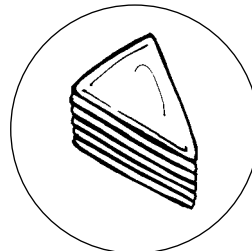
Gravy boat



Vegetarian lasagne



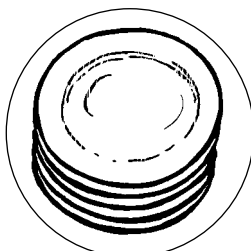
Roasted herb chicken pieces



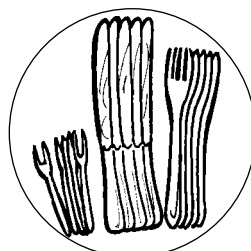
Serviettes



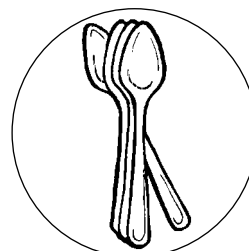
Mud cake



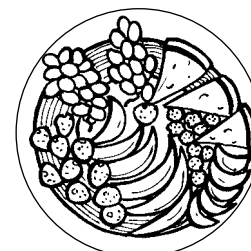
Cake plates



Cutlery



Dessert spoons



Fruit platter

10.7

Hands on

Decorate a mock cocktail

You can have some fun decorating drinks!

Aim

To decorate a mock cocktail.

Ingredients

3 cups of fruit cup cordial
 1.25 litre bottle of lemonade
 1.25 litre bottle of ginger ale
 ice-cubes
 punch bowl
 cocktail glasses



Course Book p 278

Equipment

Any of the following may be used in decoration:

- strawberries
- mint leaves
- lemons
- oranges
- sugar
- egg white
- cocktail sticks
- cocktail umbrellas
- cocktail glasses
- glace cherries
- straws

Method

- 1 Mix the punch ingredients in a punch bowl.
- 2 Pour into a cocktail glass.
- 3 Design and present a suitable garnish for the cocktail. Common examples include:
 - placing a fanned strawberry on the glass
 - coating rim of cocktail glass in egg white and then dipping in sugar
 - placing fruit pieces on a cocktail stick
 - slicing and twisting oranges on the glass.

Questions

- 1 Who in the class had the best looking cocktail?
- 2 Are you happy with your cocktail?
- 3 How could you have improved it?

10.8

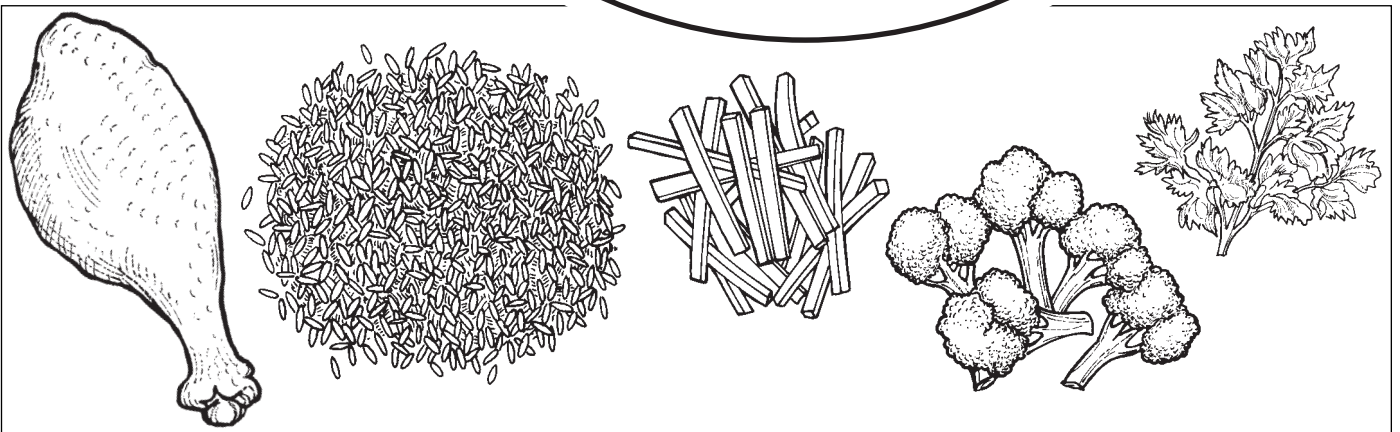
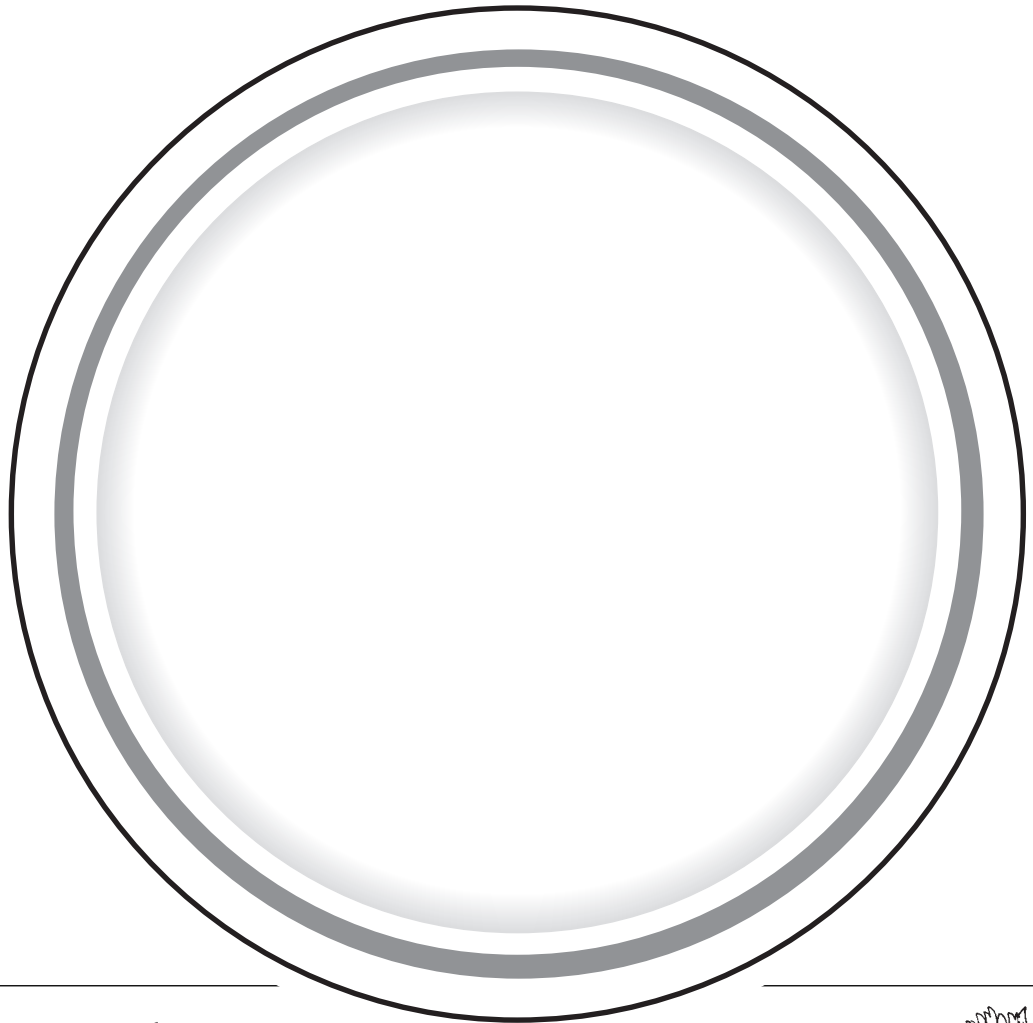
Hands on

Food presentation

- 1 Colour and cut out the items on this page.
- 2 Arrange them on your plate to make an appealing and modern food presentation.
- 3 Paste your arrangement in your book.



Course Book p 280



Chicken drumstick

Scoop of boiled rice

Carrot slices

Broccoli florets

Sprig of flat leaf parsley

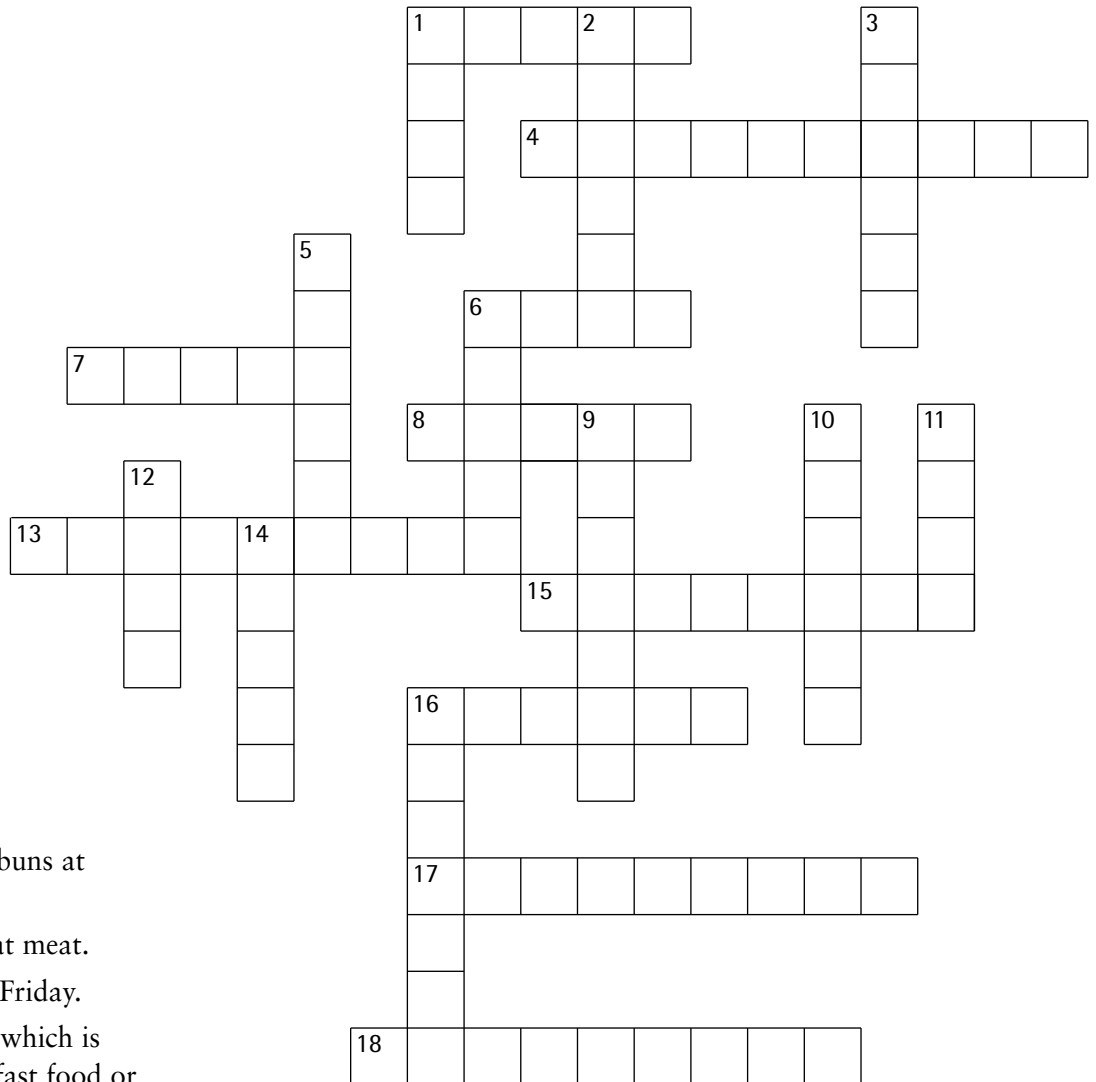
10.9

Vocabulary



Course Book p 285

Factors influencing food trends crossword



Across

- 1 The symbol on buns at Easter.
- 4 Prefers not to eat meat.
- 6 Eaten on Good Friday.
- 7 An Italian food which is often served as fast food or home delivered.
- 8 A traditional Indian dish.
- 13 A traditional French breakfast food.
- 15 A popular outdoor meal in Australia.
- 16 Lolly-filled object used in Mexico.
- 17 A gift on Valentine's Day.
- 18 The course traditionally eaten before pasta in Italy.

Down

- 1 Placed in English puddings for good luck.
- 2 Often preferred over savoury foods.
- 3 This meat is commonly eaten at Christmas in the US.
- 5 A French delicacy.
- 6 Ingredient in Australian Christmas cake.
- 9 An Islamic fasting period.
- 10 Steamed Chinese food from a trolley.
- 11 Eaten when celebrating a special event.
- 12 A food not eaten by Muslims.
- 14 A Japanese delicacy.
- 16 Commonly eaten at the movies.



NAME

CLASS

10	Chapter test	 Course Book p 290	TOTAL
			50

Food trends

Food trends

10

Match the food with the food trends.

- | | |
|--------------------------------|--------------------------------|
| Genetically modified foods | Marinated stir-fry strips |
| Meal replacements | Flavoured sports mineral water |
| Prepared fresh foods | Canola |
| Heat and serve foods | Free range eggs |
| Fresh herbs | Diet soup powder |
| Electrolyte replacement drinks | Frozen lasagne |
| Functional ingredients | Power energy chocolate bar |
| Spices | Coriander |
| Organic produce | Cinnamon |
| Snack bars | Calcium |

Short answer questions

1 Outline one advantage and disadvantage of organic foods.

2

Advantage	Disadvantage

2 Explain what is meant by the term 'genetically modified food'.

1

NAME

CLASS

10

Chapter test *continued*

3 Outline one advantage and one disadvantage of genetically modified foods.

2

Advantage	Disadvantage

4 Define the term 'functional food'.

2

5 Use an example of a functional food and outline its benefits to the consumer.

2

6 Define a 'garnish' or 'decoration'.

1

7 Give two examples of a garnish and two examples of a decoration.
For each example, suggest a suitable accompanying dish.

4

Garnish 1	Dish
Garnish 2	Dish
Decoration 1	Dish
Decoration 2	Dish

8 List four places where you could see the work of a food stylist.

4

9 Describe three techniques that food stylist may use on food when shooting a television commercial.

3



NAME _____

CLASS _____

10.10 Chapter test *continued*

10 How should you plate food so that it looks appetising? 4

11 Give an example of a cultural food taboo or belief. 1

12 Describe a festive tradition celebrated in Australia and the traditional food representing this event. 4

Extended response

In two paragraphs, explain why companies use promotions and describe the different methods they employ. 10

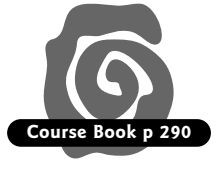


NAME

CLASS

10

Chapter review



Food trends—what's in?

It is now time to test your successful completion of this chapter. Use the checklist below. Provide relevant information or examples to show that you understand what you have studied.

Students learn to	Information, examples or comments
Compare past and present food trends.	
Identify current trends in food, food service and food presentation.	
Identify examples of services offered by a range of hospitality establishments.	
Plate food for service.	
Design, plan, prepare and present appealing and contemporary food that reflects the latest food trends.	
Identify examples of food styling and photography.	
Explain the influence of food styling and photography in promoting food trends.	
Style food for photography.	
Relate recent food trends to the factors that influenced them using examples.	
Discuss the role of the media in promoting new food trends.	

List the activities and information that you enjoyed the most in this unit.

Identify areas for improvement where more revision or research are required for you to completely understand the topic.
