

NAME _____

CLASS _____

1.1

Literacy

What do you know about bacteria?

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



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.

NAME

CLASS

1.2

Hands on

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

NAME _____

CLASS _____

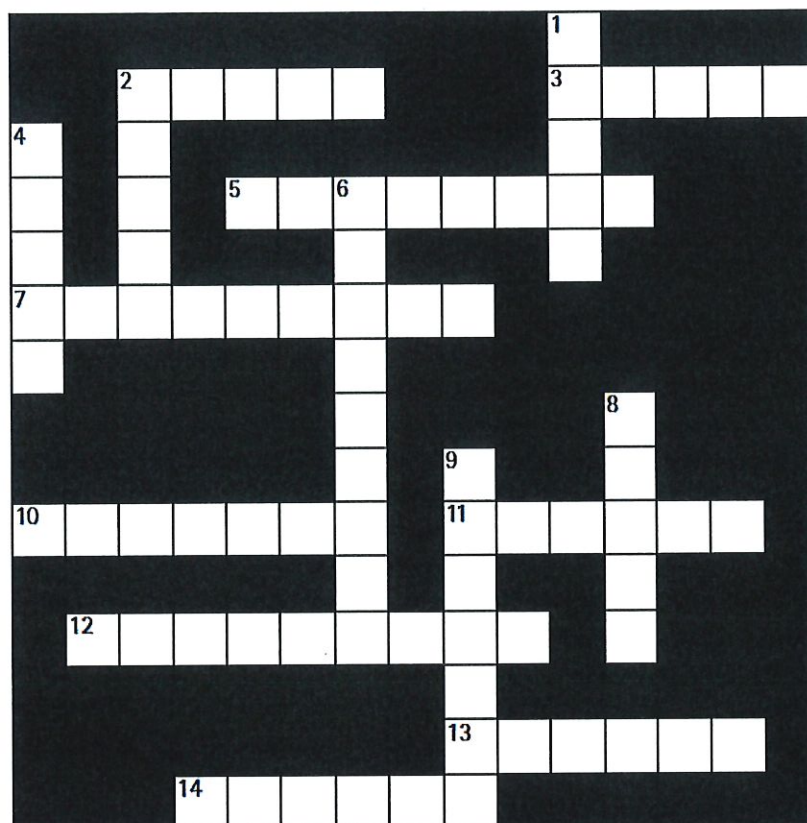
1.3

Vocabulary



Course Book p 14

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



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

- 1 Carefully separate the egg yolks and egg whites. Place each egg white in a separate bowl.
- 2 Number the bowls from 1 to 6.
- 3 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.
- 4 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.
- 5 Add salt to the third egg white then beat as described in Step 3. Observe and record your results, including the time taken.
- 6 Add sugar to the fourth egg white then beat as described in Step 3. Observe and record your results, including the time taken.
- 7 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.
- 8 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		

- 1 Explain the process of denaturation.

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

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

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

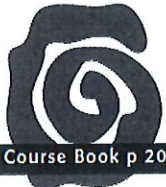
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CLASS _____

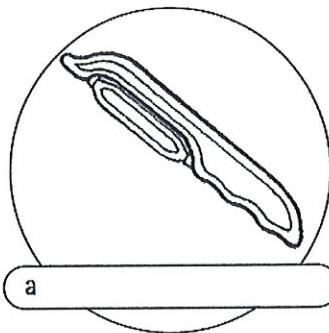
1.5**Vocabulary**

Food preparation utensils and equipment

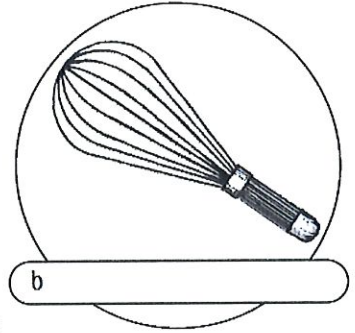
Identify the utensils and equipment shown below.



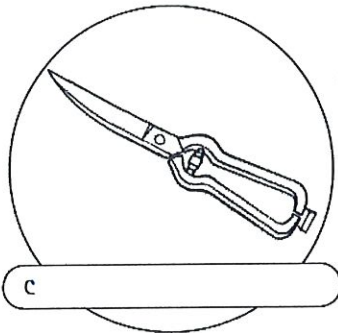
Course Book p 20



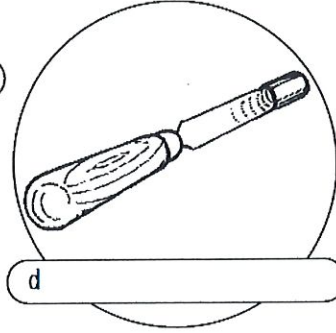
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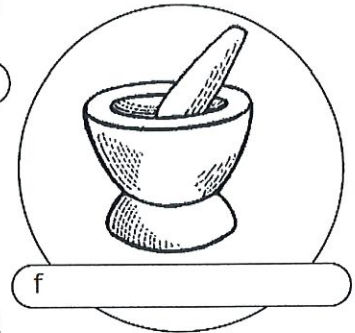
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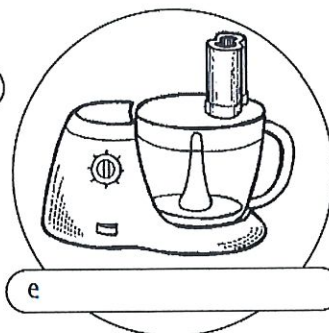
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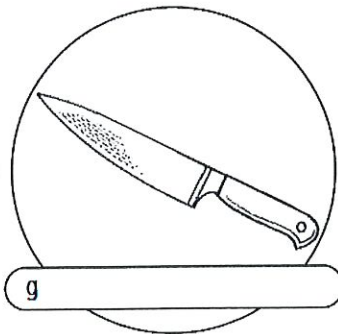
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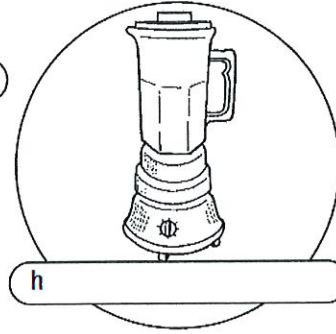
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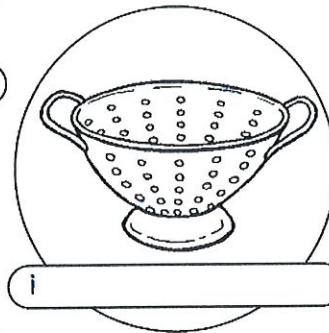
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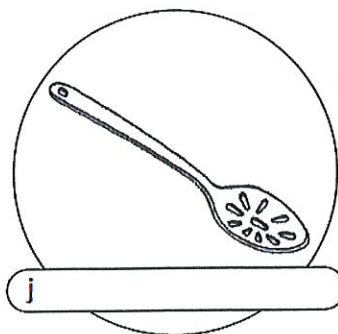
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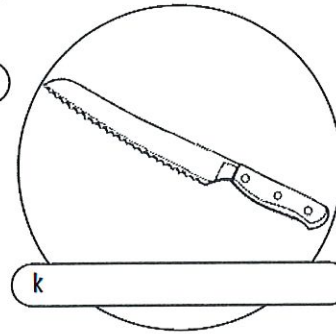
h _____



i _____



j _____



k _____

Word bank

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

NAME

CLASS

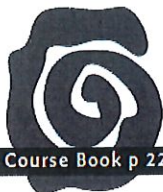
1.6

Literacy

Making a recipe card

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

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

NAME _____

CLASS _____

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 _____

NAME

CLASS

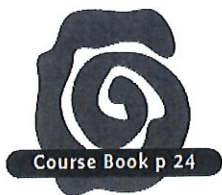
1.8

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.



operation



storage

operation and
inspection

inspection



delay/wait

transport/
movement

NAME

CLASS

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

NAME

CLASS

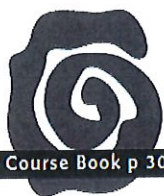
1.10

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.
- 2 Dehydration is a relatively new form of food preservation.
- 3 pH is a measure of acidity and alkalinity.
- 4 To blanch something is to boil it for a long period of time.
- 5 Texture is not one of the sensory properties of food.
- 6 Flavour is a combination of taste and smell.
- 7 Dextrinisation is the browning process formed by the action of heat on sucrose.
- 8 Syneresis is seen when liquid weeps from a lemon meringue pie.
- 9 Labour-saving devices are generally mechanical.
- 10 Paper and cardboard packaging is very difficult to print on.

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10

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

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

2

- 7 Identify one environmental cause of food spoilage.

1

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

4

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

1

- 10 List four sensory properties of food.

4

- 11 Name one food product that undergoes caramelisation.

1

- 12 Name one product that undergoes gelatinisation.

1

- 13 List three utensils used in the kitchen.

3

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

1

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

4

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

3

- 17 What is modified atmosphere packaging?

2

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

1

NAME

CLASS

1

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

1

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.
