



**UNIT 2    what we eat**

## Unit 2

### What do we eat?

#### Objectives

Develop awareness of the food triangle and what foods should be eaten more or less than others

Develop vocabulary used to describe different fruit and vegetables and knowledge about different foods

Encourage discussion of recipes and extend vocabulary related to cooking and food preparation

Further awareness of nutritious value in food and how best to store and prepare food.

Encourage participation in cooking demonstrations and experiences with new food.

one cannot think well, love well, sleep well, if one has not dined well  
Virginia Wolf



never eat more than you can lift

## Unit 2

### Topic 1 Food, what do we eat?

Discussion about the food we eat. Have students work in groups to talk about what they eat in a day. Students make a list in groups writing down the foods they eat for breakfast, lunch, dinner, drinks and any snacks. (get them to write using large print as this will be cut up after discussion)

Put charts on board and compare.

Answer questions

What foods are fruits?

What foods are meats?

What foods are vegetables?

What are dairy foods?

What foods are cereals?

What food are sweets and fats?

What are 'Junk' foods?

Give charts back and have students cut out words to stick them onto whiteboard creating a bar graph. When complete students should have a picture of the type of foods they as a class eat most and least.

#### Example

fruit	meat	vegetables	cereals	fats/ sweet	dairy	junk

Create a large food triangle on floor using string or wool for divisions. Have students put real food items where they belong and using word labels place these in appropriate places.

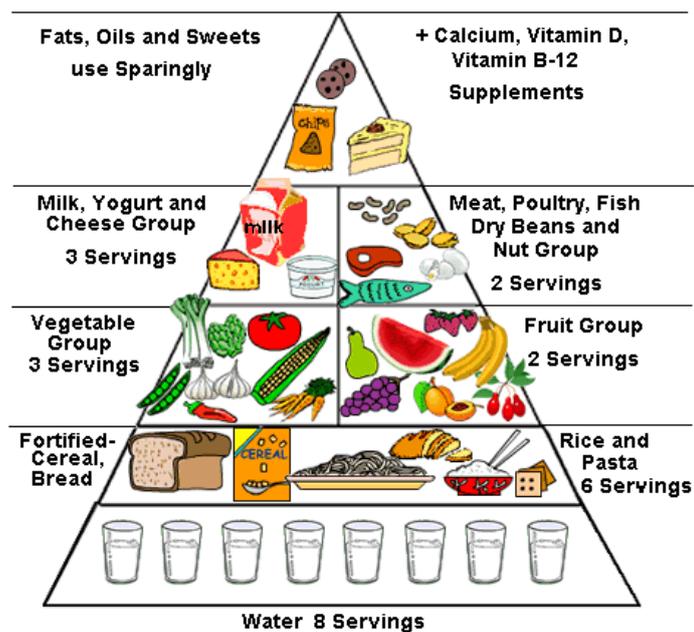
Use the Nutrition Australia website shown on **WORKSHEET A** to discuss the food triangle further. Present students with a food triangle to look at, label and discuss, **WORKSHEET B**.



Other models of the triangle are available example

<http://www.pro-fitnesstraining.com.au/pro-fitness-training/img/foodtriangle.gif>

[http://lorraine.typepad.co.uk/photos/uncategorized/2008/05/12/food\\_pyramid\\_2.gif](http://lorraine.typepad.co.uk/photos/uncategorized/2008/05/12/food_pyramid_2.gif)



Use the information sheets prepared by Maribyrnong and Brimbank City Councils.  
(See UNIT 2 INFORMATION SHEETS pages 42,43,44,45,46,47)



Students work with a partner to answer questions about their given information sheet, **WORKSHEET C**.

When each pair has finished they are to hand the information sheet back to the teacher. The teacher will then give out **WORKSHEET D**.

Using Worksheet D, students are to move through the class group asking questions to gain the information learnt by each pair. On completion every student should have discussed issues related to storing food, buying food, and cooking food.

**Before the students do this task** write the questions on the board. Discuss questions together so that each person understands what to do.

#### Worksheet Part 1

*WHAT DO WE EAT - Things to know about our food.*

*Read your information brochure with your group.*

*Write your answers so that you can tell another person about the information.*

1. *What is the information about?*
2. *Where on the sheet do you find the topic heading?*
3. *What pictures do you see on your sheet? Draw or describe them.*
4. *Do you like the way the sheet looks.*

*Why?*

*Is the information easy to understand?*

*Is the print easy to read? Why?*

5. *Are the pictures photographs or drawings?*
6. *List the information in the order that it appears on your sheet. Start left and read across.*

#### Topic 4      **Preparing vegetables – from shop to table**

Using the “Preparing Vegetables” INFORMATION SHEETS pages 46,47 refer to the pictures to encourage discussion about how we prepare and eat our vegetables. Extend conversation by asking: What other foods do we steam? What other foods do we grill? Etc. Present students with pictures of selected vegetables and using the booklet have the students create a large class poster showing how to cook/prepare these foods for eating. Use the cooking illustrations and vegetable photographs to create the large poster. (UNIT 2 Preparing Vegetables pages 47 )  
After the class has made the chart extend understanding by completing **WORKSHEET E**.

#### Topic 5      **Storage and Use by dates**

Begin this lesson by handing students food products and or packaging. Look at the labels. Identify the information found on the package. Direct students to use by dates, best before dates, storage instructions and also discuss packaging: for example bread in plastic bags need to be sealed properly and kept cool. Boxes once open will not keep food fresh...Have students work in groups to talk about how they store food. Play bingo using the food storage words (Bingo words Unit 2) putting these in sentences as you play and ensuring vocabulary understanding. Read and discuss the food labels on INFORMATION SHEET page 50 and then complete reading tasks **WORKSHEETS F & G parts a & b**.

#### Topic 6      **Supermarket Tour**

Take students on excursion to the supermarket. This is a good opportunity to ask a local Dietitian or Health professional to join the class and walk around the supermarket discussing food items. Students should have a good understanding of many food related terms. Refer back to the tasks done in class relating to packaging, storage, use by dates, nutritious value etc. Have students complete a recount of the tour when they are back in the classroom. **WORKSHEET H**.



## Topic 7 **Putting it into practice**

Prior to task ensure student have a good understanding of the vocabulary that will be used during the cooking. Utensil words such as spoon, bowl, knife, and grater may be reinforced by collecting items before the demonstration and asking students how they use them, if they use them and what action words/verbs relate to them.

For example

Knife - cut, chop, and dice,

Spoon - stir, beat, mix. Play the cooking verb game page 67

Read the recipe (INFORMATION SHEET page 57 ), before the demonstration and discuss method. Each student should be able to make one pasty. They can decorate this with spices or pastry shapes before baking. Demonstrate each step of the recipe as students make the pasties. In a class of 12, students should be able to work in two groups, dividing the mixture evenly. Following preparation of the pasties and whilst they are cooking ensure cleaning is done, and then complete the comprehension reading task, **WORKSHEET I.**

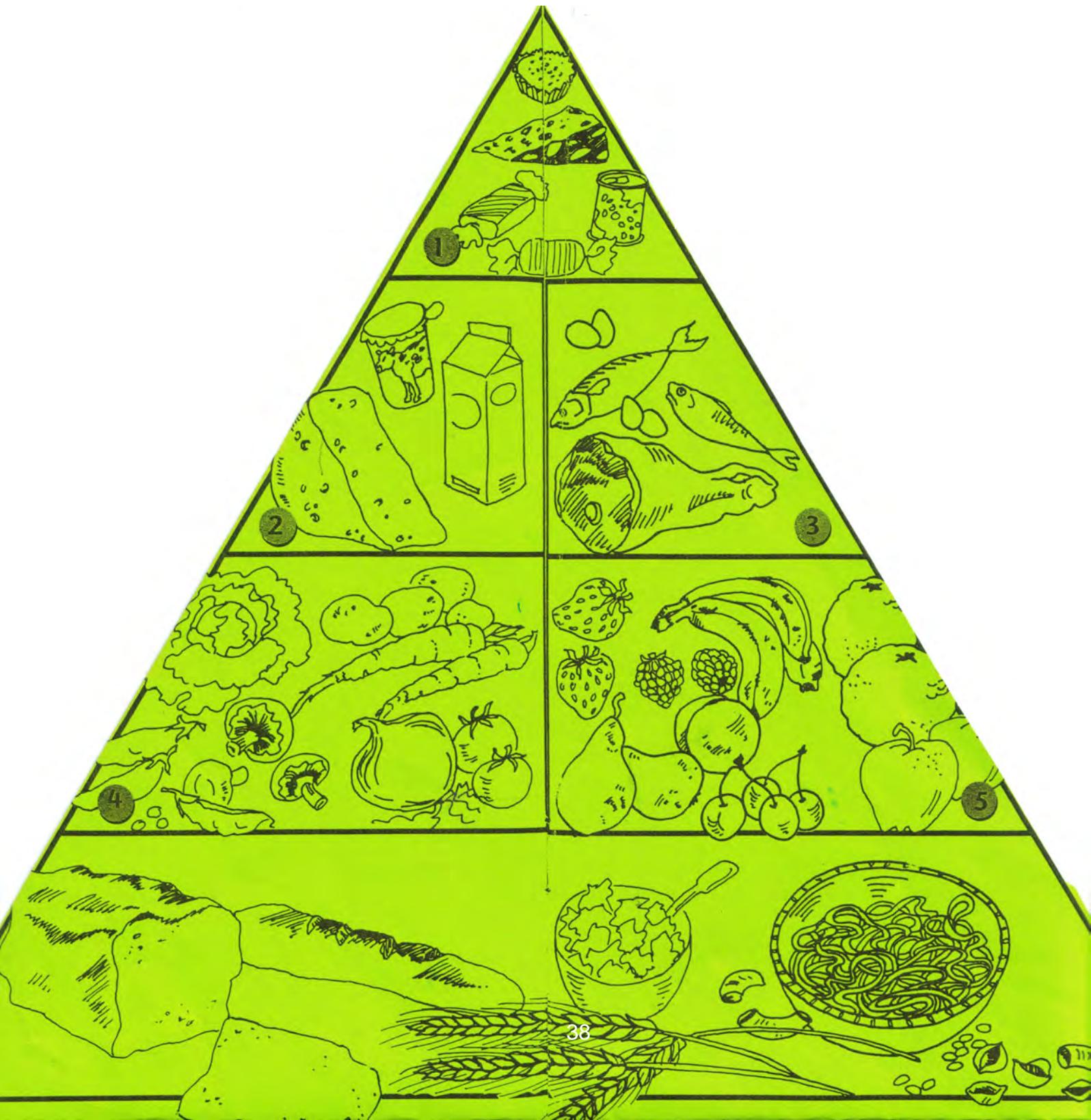
Additional recipes and extension activities in Appendix page 59

Recipe template page 75



# Unit 2 What do we eat?

## WORKSHEET A



# Unit 2 What do we eat?

## WORKSHEET B

### Healthy food pyramid

Read the information from [www.nutritionaustralia.com.au](http://www.nutritionaustralia.com.au) 'The Healthy Living Pyramid', then answer the questions.

1. What is the information about?
2. Write the title headings.
3. What company produced this information?
4. Why was the food pyramid developed?
5. List the foods that are the 'core foods groups':
6. Using the pyramid on the Worksheet A fill draw arrows and write words showing the foods we should eat in small amounts, foods we should eat moderately and the foods we should eat the most.
7. What is at the bottom of the pyramid shown on the web site? Why do you think they are there? Add the feet to your pyramid and write a sentence to explain them.



# Unit 2 What do we eat?

## WORKSHEET C

To be used with information sheets pages 42,43,44,45,46,47



Read your information sheet with your group.  
Complete questions so that you can tell another person about the information.

1. What is the information about?
2. Where on the sheet do you find the topic heading?
3. What pictures do you see on your sheet? Draw or describe them.
4. Do you like the way the sheet looks. Why?  
Is the information easy to understand?  
Is the print easy to read? Why?

5. Are the pictures photographs or drawings?

6. List the information in the order that it appears on your sheet. Start left and read across.

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# Unit 2 What do we eat?

## WORKSHEET D

Find people who have read a different sheet to you.  
Ask them the questions below and write the answer

### Sheet A

How are fruit and vegetables sold?  
What must you do to dried vegetables?  
How else can we buy fruit and vegetables?  
What kind of juice should you buy canned fruit in?

### Sheet B

What different weights are foods sold in? eg: kg-kilograms  
Can you buy fruit and vegetables in small amounts?  
When are vegetables and fruit cheapest?  
How are some fruits and vegetables packed?

### Sheet C

How long can you keep vegetables in the freezer?  
What does the freezer do?  
What must we keep food safe from?  
What should we separate in the fridge?

### Sheet D

Should you cover food in the fridge?  
Can you refreeze defrosted food?  
How do you know when food is bad?  
What should you wash?

### Sheet E

How long should you cook vegetables in the microwave?  
What is the quickest way to cook vegetables?  
What different ways can vegetables be cooked?  
How do you bake vegetables?

# Unit 2 What do we eat?

Information sheet for worksheets C & D

**How do we buy fruit and vegetables? Discuss these pictures with a partner and complete worksheet.**

## Buying fruit and vegetables

*Many fresh vegetables and fruit are available all year. They usually cost less when they are in season.*



Most fresh vegetables and fruit are priced 'per kilogram/per kg'. 1000grams equals 1kg.

You can buy more or less than 1 kilogram. For example:



125grams



1/2kg



1kg



2kgs

Copies of this information leaflet are available in A4 card format in the Healthy Eating in Brimbank package from Brimbank City Council and the Fruit & Veg for All Package from the Maribyrnong City Council. (See index for contact numbers)

# Unit 2 What do we eat?

## Information sheet for worksheets C & D

### Where do you buy your fruit and vegetables? How are they sold?



Some vegetables and fruit are sold 'per item'

Sometimes fresh vegetables and fruit are pre-packaged. The price is usually on the package or sign.



Dried vegetables need to be cooked.



Dried fruit can be eaten from the packet.



You can also buy vegetables and fruit in cans.



Choose canned fruit in natural juice.

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## Unit 2 What do we eat?

### Information sheet for worksheets C & D

How should we store food? Look at the pictures and discuss.

## Keep your food safe

It is important to keep food safe from bacteria so you and your family do not get sick. You can keep your food safe by making sure you store, handle and prepare food properly.

### Store food safely in the fridge

You can keep vegetables fresh for up to 12 months in the freezer.

Separate cooked and raw food.  
Do not allow raw food to touch or drip on cooked food.



Freezer is very cold (-15°C) and makes things hard.

Fridge is cold (5°C).

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# Unit 2 What do we eat?

## Information sheet for worksheets C & D

### How do we keep food safe from germs and healthy to eat?

#### Keep things clean



Wash hands with soap before touching food.



Wash utensils and chopping surfaces with soap between preparing different foods.



Wash fruit and vegetables before eating them.



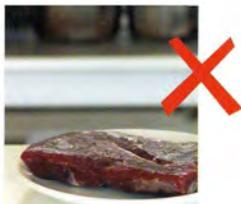
Do not use food after the use-by date

Cook food properly and store leftover food in the fridge covered



Defrost frozen food in the fridge and don't re-freeze defrosted food.

Do not eat food that smells or looks bad.



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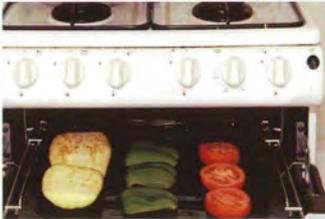
# Unit 2 What do we eat?

## Information sheet for worksheets C & D

**We can prepare our food in many ways.** Some foods are better steamed, fried, boiled or baked and others need to be eaten fresh. How do you eat them?

### Cooking vegetables

Vegetables can be cooked in any of the following ways:

 <p><b>Steaming:</b> about 10 minutes</p>		 <p><b>Baking:</b> 30-60 minutes</p>	
 <p><b>Grilling:</b> 10 - 15 minutes</p>		 <p><b>Microwave:</b> 6-8 minutes</p>	
 <p><b>Boiling:</b> 15 minutes</p>		 <p><b>Stir Frying:</b> 2 - 5 minutes</p>	

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(See index for contact numbers)

# Unit 2 What do we eat?

## Information sheet for worksheet E

**We can prepare our food in many ways.** Some foods are better steamed, fried, boiled or baked and others need to be eaten fresh. How do you eat them?

### Preparing vegetables

Try to eat 5 serves of vegetables every day. One serve is 1 cup of raw vegetables or ½ cup cooked vegetables.

Vegetable	Prepared	Suggested cooking methods					
		Steaming	Baking	Grilling	Microwaving	Boiling	Stir-frying
Alfalfa Sprouts							
Asparagus							
Beans							

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## Unit 2 What do we eat?

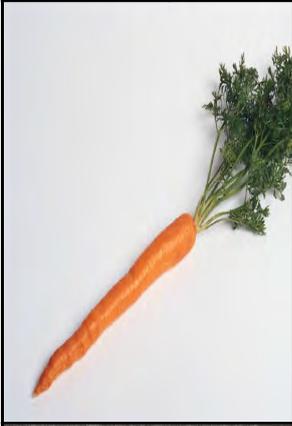
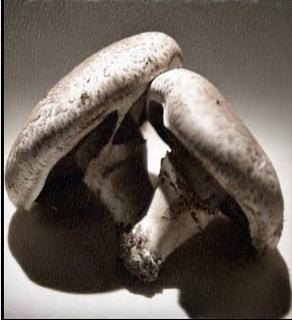
Images for class activity pre worksheet E (refer teachers notes)



# Unit 2 What do we eat?

## Worksheet E

How can these vegetables be prepared? Discuss with class and use 'preparing Vegetables', booklet or the internet to locate information

vegetable	steamed	baked	grilled	microwave	boiled	stir-fried
						
						
						

# Unit 2 What do we eat?

## Information sheet for worksheet F

### Food 'use by' and 'best before' dates

In Australia all packaged foods that last less than two years should have a 'use-by' or 'best before' date stamped on the box, wrapper or bottle.

#### Foods stamped with a "use by" date

Always eat food stamped with a "use by" date before the date on the product. It is not safe to eat these foods after the "use by" as they might make you sick.



This cream has a "use by" date of 19 April 2007

#### Foods stamped with a "best before" date

It is best to eat this food before the date stamped on the product. It might still be safe to eat this food after the "best before" date if it has been properly stored, but it might have lost quality and some nutritional value. If the food looks and smells as you would expect, it should be safe to eat, even if the "best before" date has passed.

Many frozen and canned products keep their quality for some time after the "best before" date has passed.



This butter has a "best before" date of 28 July 2007

#### Food needs proper storage

- \* Food products must be stored properly to stay fresh and edible up to the 'use-by date' or 'best before' date. If a food product is not stored properly it may spoil before the date on the package.
- \* Many foods need to be kept in the fridge or freezer. For example, fresh milk needs to be refrigerated. If it is kept out of the fridge it will quickly sour, regardless of its 'best before' date.
- \* When shopping, buy cold and frozen foods last, just before you go home. When you get home, put away your cold and frozen foods first. This way they are out of the fridge or freezer for the shortest amount of time possible. Cooler bags can help cold food stay cold until you get it home.

# Unit 2 What do we eat?

## Worksheet F

### FOOD USE BY DATES

1. What is this information about?

2. What companies have produced this information?

3. Fill in the information that is missing:

a. In Australia all packaged food that last \_\_\_\_\_ should have a 'use-by or 'best before' date stamped on the box, \_\_\_\_\_ or \_\_\_\_\_.

b. Always eat food stamped with a \_\_\_\_\_ date \_\_\_\_\_ the date on the product.

c. It is \_\_\_\_\_ to eat this food before the date stamped on the \_\_\_\_\_.

4. Choose the correct answer:

a. It is not safe to eat food after the "Use by" date because...

- a. it might taste bad
- b. it might make you sick
- c. it might be yellow

b. If food looks and smells the way you think it should it...

- a. is safe to eat after the best before date
- b. is safe to eat five weeks after the use by date
- c. is never safe to eat

5. On the sheet what is the use by date on the cream container?

This means you should \_\_\_\_\_

6. On the sheet what is the best before date on the butter packet?  
This means you should \_\_\_\_\_
7. What does storage mean:   a. the way we cook food  
  b. the way we eat food  
  c. where and how we keep for
8. What food needs to be kept in the fridge or freezer?
9. What foods should we put away first after we have been shopping?
10. Is this information   a. funny                   (Choose two answers)  
                                  b. important  
                                  c. serious

Why did you choose these words?



# Unit 2 What do we eat?

## Information sheet for worksheet G



## Unit 2 What do we eat?

### WORKSHEET G part (a)

**Look at information sheet (page 53) and answer the questions below**

1. What do you think is the purpose of the samples on your sheet?
  - a. to give information about use by dates and storage
  - b. to give information about the way to eat the food
  - c. to give information about numbers and food
  
2. On sample A what is the best before date?
  
3. On sample D the tag is from
  - a. bread
  - b. milk
  - c. chocolate

What is the best before date on sample D?

Look at sample B, how do you store the product?

6. What does store in a dry place mean?
  - a. keep in the refrigerator
  - b. keep in the cupboard
  - c. keep outside in the sun
  
7. Sample C needs to be used by...
  - a. 8<sup>th</sup> July 2008
  - b. 8<sup>th</sup> June 2008
  - c. 9<sup>th</sup> June 2007

## Unit 2 What do we eat?

### WORKSHEET G part (b)

<b>PRODUCT</b>	<b>What is the use by date/ or best before date</b>	<b>Storage instructions</b>	<b>Where would you keep this product?</b>
<b>A</b>			
<b>B</b>			
<b>C</b>			
<b>E</b>			

# Unit 2 What do we eat?

## WORKSHEET H

### RECOUNT OF SUPERMARKET TOUR

What did you like most about the shopping tour with your class  
When you read food labels what do you look for?

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What is the best way to buy fresh fruit and vegetables?

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What food should you keep in the refrigerator?

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Where do you pay for your groceries?

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What do you do with the food when you get it home?

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## Unit 2 What do we eat?

### Information sheet for Worksheet I

**Read the recipe and answer the questions below**

Vegetable pasties (makes 6)

Oven temp: 180° C

Cooking Time: 20 min.

#### **Ingredients**

- 1 potato
- 2 small carrots
- 1 turnip
- ½ zucchini
- ½ can of chick peas
- ½ sweet potato
- ½ cup tomato paste or sauce
- 6 sheets of pastry
- Salt & pepper to taste



#### **Method**

- 1<sup>st</sup> collect all ingredients
- 2<sup>nd</sup> wash and peel vegetables
- 3<sup>rd</sup> chop, dice or grate vegetables
- 4<sup>th</sup> put vegetables into bowl
- 5<sup>th</sup> add sauce and mix into vegetables, add salt and pepper to taste
- 6<sup>th</sup> cut pastry into triangles
- 7<sup>th</sup> place 3 large spoonfuls of vegetables onto pastry
- 8<sup>th</sup> fold pastry over vegetables and seal around the edges with a fork then decorate
- 9<sup>th</sup> place in a moderate oven for 20minutes

# Unit 2 What do we eat?

## Worksheet I

### Read the Pasty recipe and answer the questions

1. What is this recipe for?
2. How many pasties does it make?
3. How long does the recipe need to cook?
4. What do you do at step 4?
5. What does chop mean?
  - a. to cut into pieces
  - b. to slice into slices
  - c. to cut into stripes
6. Put these words into sentences about the recipe

Add \_\_\_\_\_

Mix \_\_\_\_\_

Fold \_\_\_\_\_

Place \_\_\_\_\_

7. What do you do first
  - a. Fold the pastry over vegetables
  - b. Collect the ingredients
  - c. Chop the vegetables
  - d. Add sauce to the vegetables
8. What do you add to taste?
9. Do you like the recipe? Why?

## Unit 2 What do we eat?

### Appendix

Games and suggested vocabulary activities to enhance lessons and reinforce learning.

Additional Recipes and extra comprehension tasks

Resources



## WHAT DO WE EAT

Use the bingo template from Unit 1 page 22

## NUTRITIOUS WORDS

nutrition	fibre	healthy	diet	vitamins
dairy	meat	protein	cereals	fats
sugar	legumes	iron	carbohydrates	energy
food	vegetables	fruit	calories	quantities
drink	tasty	fresh	meals	cooking

Storage and Handling words

use	date	best	before	expiry
storage	fresh	cover	opened	seal
frozen	mould	stale	boil	steam
labels	clean	wash	packaging	quality
rotten	refrigerator	preservatives	freeze	store



## Fruit Dominoes

Cut along dotted lines to create rectangular cards  
Students match card to make fruit names

berry	App	le	oran	ge	pine
ar	le	mon	straw	berry	ban
ana	gr	apes	ki	wi	Pe
apple	man	go	pea	ch	cran

## Vegetable Dominoes

on	pot	ato	pea	s	sweet
potato	pump	kin	be	ans	egg
plant	co	rn	broc	coli	cauli
flour	chil	li	capsi	cum	oni

## How to make Dinner' Game using sentence structure cards

Give students a sentence card each.

Students play the game by throwing a dice.

Player 1 moves the counter on the board, when he/she lands on a word they must try to use it to fill the spaces on the sentence card.

Taking turns each player throws dice and moves.

The winner is the first person to complete the sentence card.

Go back to start if the winner isn't found in the first round of the game.

Use each word only once on your card.

### Card 1 Fill in the missing word

1. John \_\_\_\_\_ the apple for lunch.
2. Mum \_\_\_\_\_ the potatoes.
3. Hai \_\_\_\_\_ of bread.
4. Sandro \_\_\_\_\_ his coffee.
5. The baby \_\_\_\_\_ the milk.
6. Pia \_\_\_\_\_ the vegetables.
7. Dad \_\_\_\_\_ at the supermarket.

### Card 2 Fill in the missing word

1. Phipipa \_\_\_\_\_ the onion.
2. The shop assistant \_\_\_\_\_ the food.
3. The baker \_\_\_\_\_ the bread.
4. Mum \_\_\_\_\_ the dough.
5. Dad \_\_\_\_\_ the pot.
6. I \_\_\_\_\_ the chocolate.
7. Jenny \_\_\_\_\_ the egg.

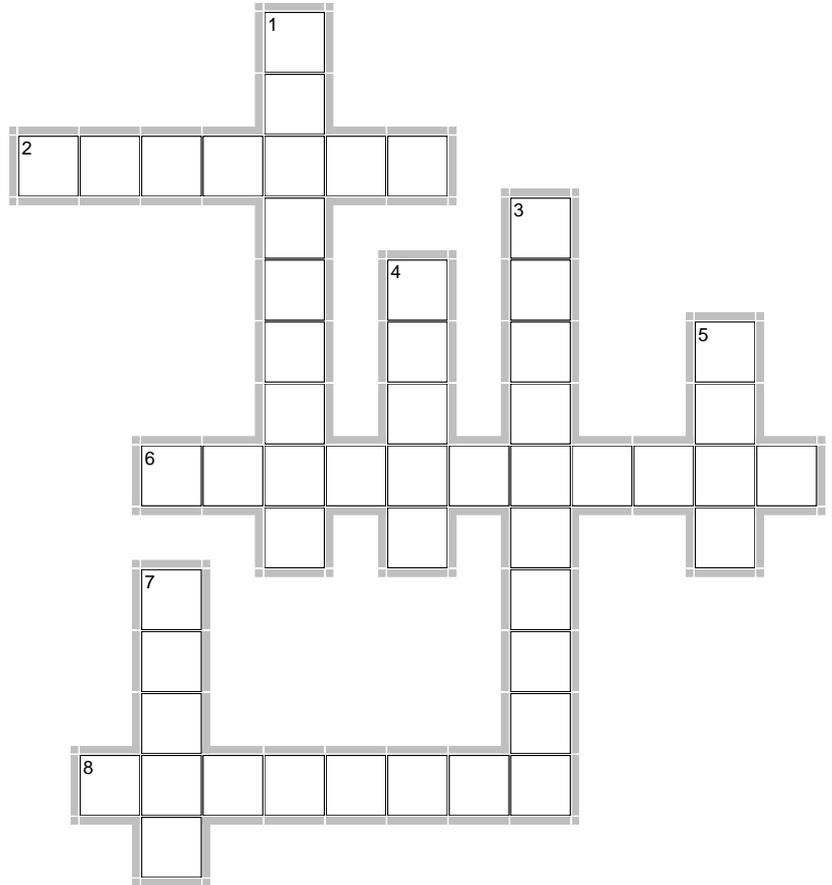
### Card 3 Fill in the missing words

1. Maria \_\_\_\_\_ the cake mixture.
2. Fred \_\_\_\_\_ the meat.
3. The butcher \_\_\_\_\_ the sausage.
4. Peter \_\_\_\_\_ the sandwich.
5. I \_\_\_\_\_ the orange.
6. Cara \_\_\_\_\_ the yogurt out of the fridge.
7. Lien \_\_\_\_\_ the pineapple.

### Card 4 Fill in the missing words

1. Sendiep \_\_\_\_\_ the rice.
2. Penny \_\_\_\_\_ the table.
3. Mum \_\_\_\_\_ the left over food.
4. I \_\_\_\_\_ the noodles.
5. Babies \_\_\_\_\_ milk.
6. \_\_\_\_\_ the vegetables before cooking.
7. \_\_\_\_\_ the cake in the oven.

# Crosswords Eating Well



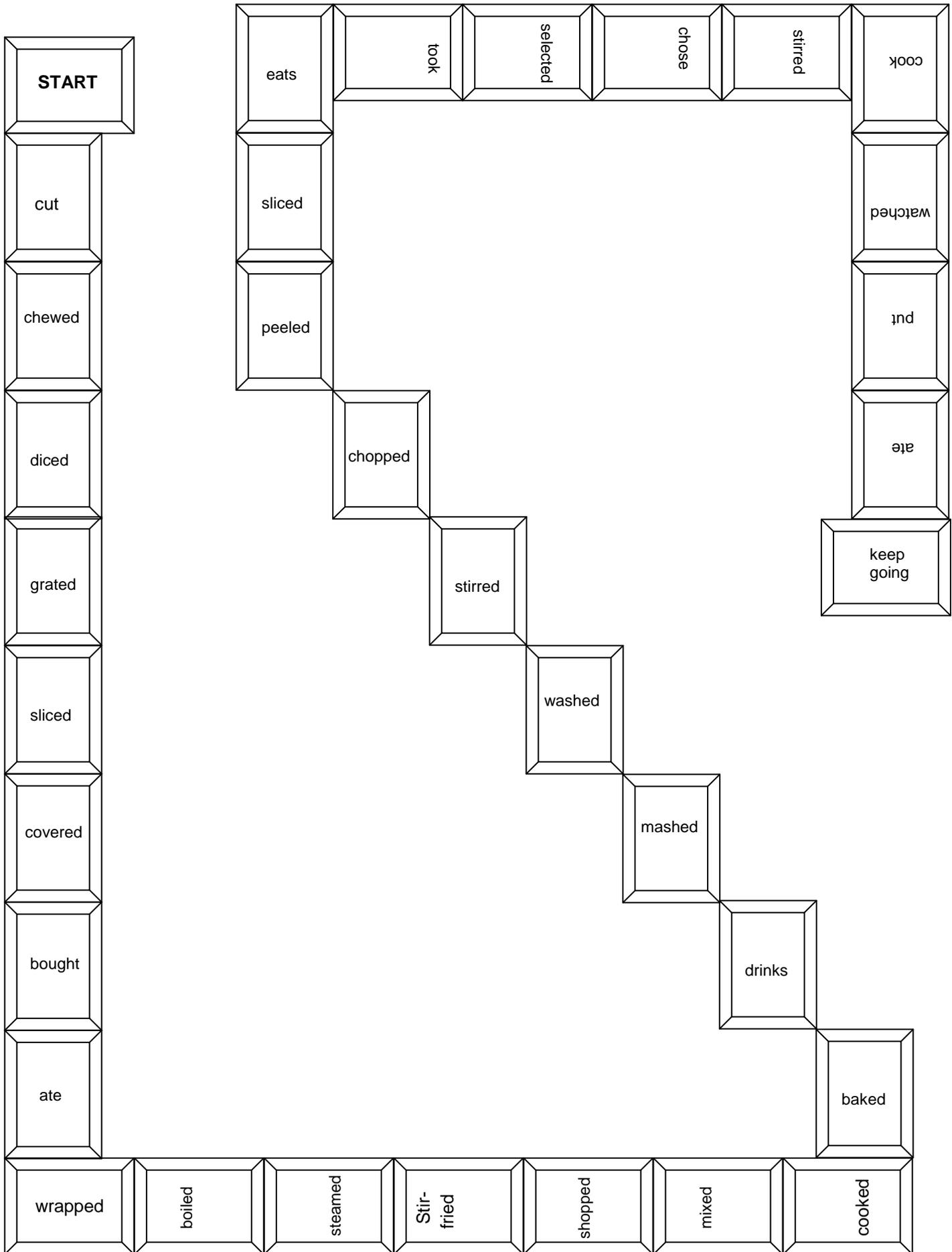
## Across

2. Eat well and you should be h\_\_\_\_\_.
6. Build up of fat in veins
8. Healthy food has a lot of v\_\_\_\_\_

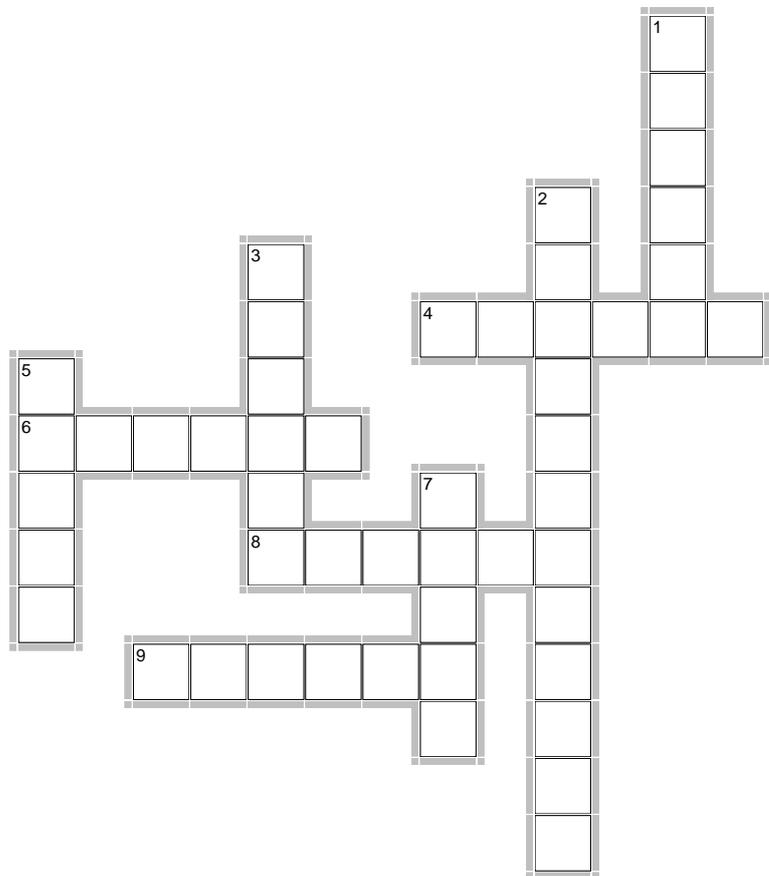
## Down

1. Good food is full of n\_\_\_\_\_.
3. Potatoes, broccoli, spinach
4. Drink eight glasses a day
5. What we eat
7. Apples, oranges, watermelon

# THE COOKING VERB GAME



## Crossword Fruit & Vegetables



### Across

4. good to keep colds away, can give you bad breath
6. large, oval a deep orange colour and lots of black pips
8. its colour is its name
9. red, juicy used in a lot of sauces

### Down

1. hot and spicy, long and thin
2. red, small, great with chocolate
3. cooked until soft, sometimes mashed or made into chips
5. round and red
7. saute it in a fry pan, round and white

## Healthy Food



### Words to find:

covered, cupboard, discoloured, expired, expiry, freezer, fresh, juicy, lid, mouldy, old, opened, past, refrigerator, rotten, sealed, soft, stale, storage, use-by-date.

## Additional Recipes & Language Tasks

### Vegetable Curry

#### Ingredients

½ brown onion  
2 cloves garlic  
3cm piece of ginger  
½ teaspoon cumin seeds  
1 Tablespoon vegetable oil  
1 Tablespoon curry powder  
400gm tin of diced tomatoes  
4 cups vegetables of your choice  
Coriander leaves



#### Method

Finely chop brown onion, garlic and ginger.  
Cook with cumin seeds and vegetable oil in a pan on a low heat for 5 mins  
Add curry powder and stir well  
Add tomatoes and bring to boil  
Add vegetables and stir well  
Cover pan with lid and cook until vegetables are soft  
Serve with steamed rice  
Sprinkle with coriander leaves and lemon quarters

### Cous Cous

#### Ingredients

1 cup cous cous  
1 cup boiling water  
Handful raisins  
Handful flaked almonds

#### Method

Mix cous cous, raisins and almonds in a large bowl.  
Add boiling water and stir gently  
Cover for 5 mins then use a fork to fluff.

## Comprehension reading Task

Read the recipe for Vegetable Curry and Cous Cous and answer the questions.

1. What are these recipes for?
2. Who would use this information?
3. Write the words (VERBS) from the recipes that tell you what you have to do.  
For example: chop, mix
4. What ingredients do you need to make the COUS COUS recipe?
5. What is step two for the Vegetable Curry recipe?
6. What do you do sprinkle at the end of the vegetable curry recipe?
7. How long do you cover the Cous Cous mixture?
8. When would **you** cook this recipe?

## Cloze exercise for Vegetable Curry Recipe

### Vegetable Curry

#### Ingredients

½ brown .....

2 ..... Garlic

3cm piece of ginger

½ teaspoon cumin .....

1 Tablespoon .....Oil

1 ..... curry powder

400gm tin of diced .....

4 cups vegetables of your choice

Coriander .....

#### Method

Finely ..... brown onion, garlic and .....

Cook with ..... seeds and vegetable oil in a..... on a low .....

for 5 mins

Add curry powder and ..... Well

Add .....and bring to boil

..... vegetables and stir well

Cover pan with .....and cook until vegetables are soft

Serve with .....rice

Sprinkle with ..... leaves and lemon quarters

## Cloze exercise for Cous Cous recipe

### Cous Cous

#### Ingredients

1 cup cous cous

1 cup boiling .....

Handful raisins

Handful flaked .....

#### Method

Mix .....raisins and almonds in a large bowl.

Add boiling water and stir .....

Cover for 5 mins then use a.....to fluff.



### **Corn & zucchini fritters**

2 zucchini grated  
1 corn cob, kernels removed  
1 egg, beaten  
2 tbsp plain flour  
Salt & pepper  
Olive oil for frying  
Extra flour for dusting

Combine the first five ingredients. Form into patties and dust with flour.  
Pan fry each side in oil on low heat for 3-4 minutes with flour.  
Serves 2-3

### **Veggie Risotto**

2 garlic cloves  
2 cups Arborio Rice  
4-6 cups chicken stock  
2 tbsp olive oil  
1 cup mushrooms  
1 cup chopped broccoli  
1 cup asparagus spears  
1 red capsicum

Pan fry two cloves of garlic in olive oil. Add arborio rice and stir to absorb oil. Pour boiled water and chicken stock over rice and continue to stir until water is absorbed. Continue adding water until rice is soft. Add chopped vegetables, stir to heat through. Serve with parmesan cheese.

### **Fruit Salad**

Combine choice of fruits together and serve with yogurt  
Combine fruit and serve over crepes or pancakes  
Combine fruit and serve in tall glasses topped with low fat cream and almonds  
Combine fruit into the shell of a watermelon and share



## MY RECIPE

Writing a recipe

What is the recipe for \_\_\_\_\_

List the ingredients:

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Write the method

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

Step 4 \_\_\_\_\_

Step 5 \_\_\_\_\_

Step 6 \_\_\_\_\_

Step 7 \_\_\_\_\_

What utensils do you need: (draw them)

## Resources

### Games

A large number of food vocabulary word finds and games are available online

May I have a slice of pizza? Board game: [www.esl-galaxy.com](http://www.esl-galaxy.com)

Fruit and vegetable word searches: [www.marketfresh.com.au](http://www.marketfresh.com.au)

### Information sites

[www.brimbankcitycouncil.com.au](http://www.brimbankcitycouncil.com.au)

Funding & resource body for 'Healthy Eating in Brimbank', Project

[www.coles.com.au](http://www.coles.com.au) recipes and food facts

[www.eclipse.com.au](http://www.eclipse.com.au) site for free reproducible crossword puzzles

[www.lorraine.typepad.co.uk/photos/uncategorized/2008/05/12/food\\_pyramid](http://www.lorraine.typepad.co.uk/photos/uncategorized/2008/05/12/food_pyramid)  
food triangle and food facts

[www.maribyrnongcitycouncil.com.au](http://www.maribyrnongcitycouncil.com.au)

Funding & resource body for 'Food Access & Nutrition', Project

[www.marketfresh.com.au](http://www.marketfresh.com.au) worksheets, information, educational resources and online activities, free recipes and advice on fruit and vegetables

[www.nutritionaustralia.com.au](http://www.nutritionaustralia.com.au) Nutrition and general health information

[www.pro-fitnesstraining.com.au/pro-fitness-training/img/foodtriangle.gif](http://www.pro-fitnesstraining.com.au/pro-fitness-training/img/foodtriangle.gif) food triangle

[www.vichealth.vic.gov.au](http://www.vichealth.vic.gov.au) Funding body for 'Food For All' initiative

[www.wrhc.com.au](http://www.wrhc.com.au) Western Region health Centre contact for Dietitian & Health information.  
Funding body for 'Food Access & Nutrition', Project

### Kits and information sheets

'Healthy Eating in Brimbank Project', Welcome Kit Brimbank City Council, Vic., 2007

'Food for All, How government is improving access to nutritious food', VicHealth. Victoria. 2008

'Maribyrnong Fruit & Veg for All', Food Access & Nutrition Project. Maribyrnong City Council, Western region Health Centre, VicHealth Victoria, 2006