



## Cooking and Food Preparation



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## Table of Topics

	Keyword Titles	Spec Point
1	Sensory perception	6. Cooking and Food Preparation*
2	Factors which influence food choice	
3	Food choices	
4	Food labelling and marketing influences	

\* **Preparation and cooking techniques** and **Developing recipes and meals** do not have a separate list of keywords, due to cross-over with other topics.

# Teacher's Introduction

## Overview

This resource has been produced to support teaching and learning of the **Eduqas GCSE Food Preparation and Nutrition** specification. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the following topics on 'Cooking and Food Preparation':

- Sensory perception
- Factors which influence food choice
- Food choices
- Food labelling and marketing

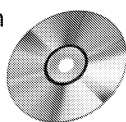
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match Up as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

## Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

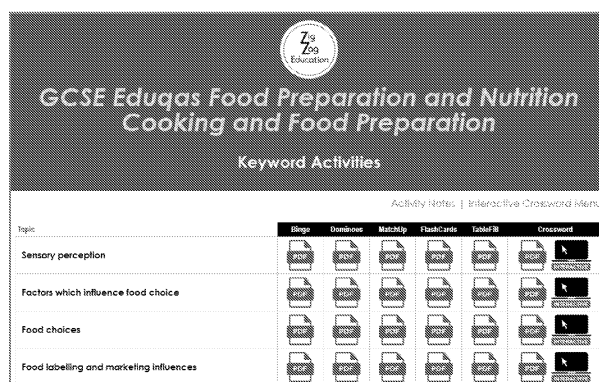
### 1. Access All Menu



Location: <index.html>

This menu, designed primarily for teacher use, includes links to everything on provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.

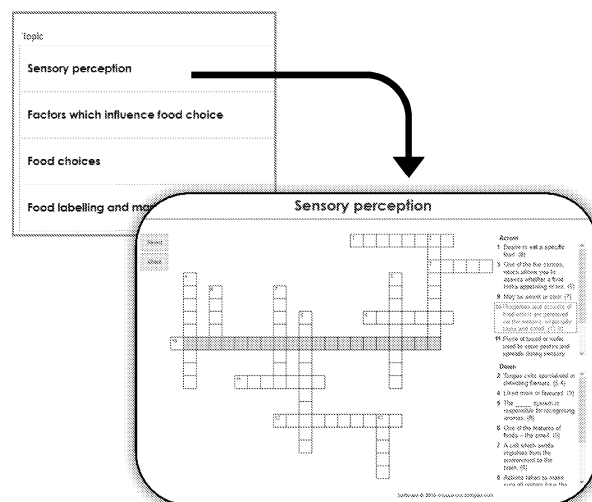


### 2. Interactive Crossword Menu



Location: <interactive-crosswords/index.html>

This menu, which can be accessed via the *Access All* Menu is included to allow learner access to just the interactive crosswords (without the answers).



## Free Updates!

Register your email address to receive any future free updates\* made to this resource or other Food Preparation and Nutrition resources your school has purchased, and details of any promotions for your subject.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

[Go to zzed.uk/freeupdates](http://zzed.uk/freeupdates)

## Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

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### Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definition to the words on their card to complete rows, columns, and the full bingo card.

✓ PDF

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### Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and pdf, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

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### Dominoes

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

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### Match Up

Students match descriptions to their keyword by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

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### Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table.

✓ PDF

Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched up cards are removed and the game is finished when all the cards have been matched.

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### Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that they have grasped the key terminology for each topic. Alternatively, they could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

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### Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

## **Selected Activities and Completed Glossary Page**

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This sample shows one example of several activities.  
The whole resource contains approximately 50 activities –  
6 or 7 activities for each of the 4 topics.

The resource covers 104 key terms.

## **Sensory perception** *(Table Fill)*

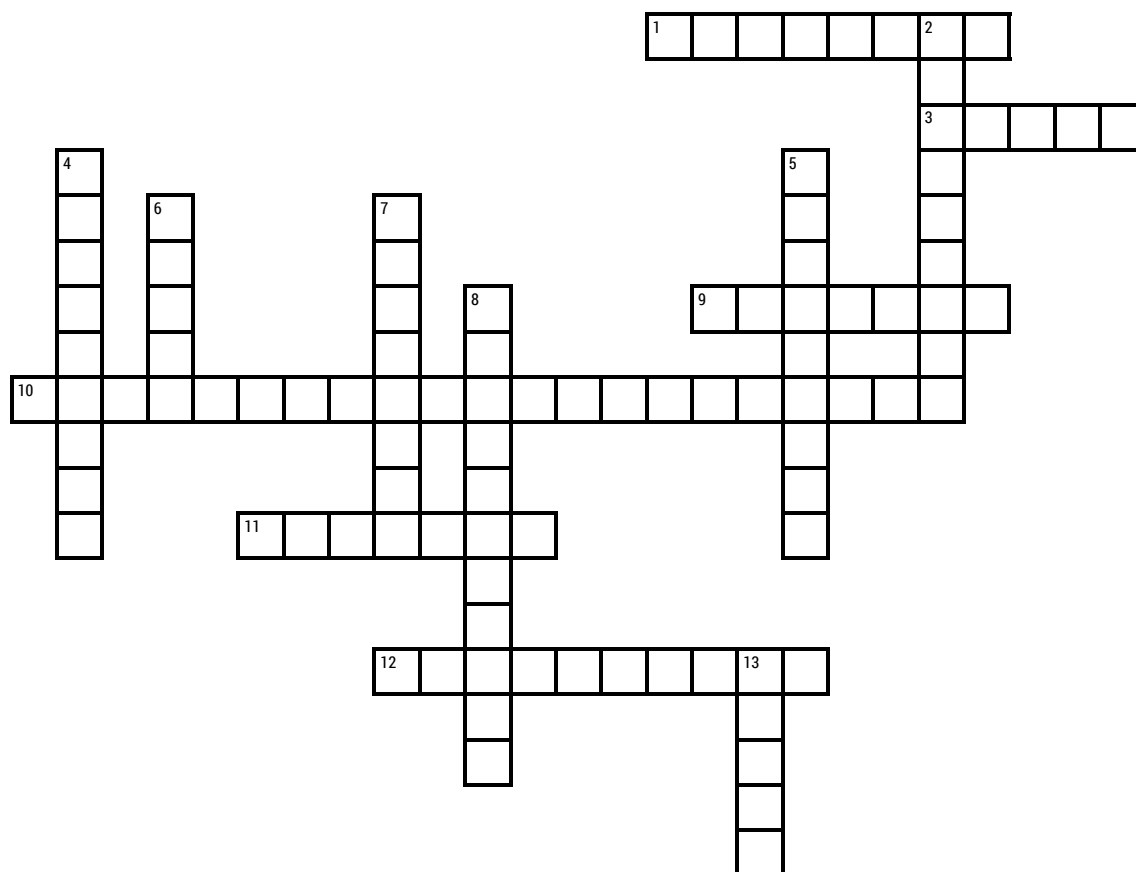
Cell located in the skin and other organs, specialised in conducting stimuli to the brain.	
Properties and aspects of food which are perceived via the senses, especially taste and smell.	
Specialised receptors localised on the tongue which are responsible for recognising flavours.	
The meaty, savoury taste.	
The system used for recognising aromas.	
The tissue which covers all of the inner organs, such as the digestive tract.	
The combined sensation of taste, smell and mouthfeel.	
Sensory test used to assess which one of two samples is liked more by the person doing the tasting.	
Actions taken to make sure all tasters have the same settings and instructions, in order to obtain reliable results.	
Piece of bread or wafer that is neutral in taste and that is used during food tasting to serve spreads and pastes.	
Desire to eat a specific food product, as opposed to hunger.	
One of the five senses, which allows you to assess whether a food looks appetising or not.	
One of the features of foods – the smell.	

## Sensory perception (Match Up)

1	Actions taken to make sure all tasters have the same settings and instructions, in order to obtain reliable results.
2	Cell located in the skin and other organs, specialised in conducting stimuli to the brain.
3	Desire to eat a specific food product, as opposed to hunger.
4	One of the features of foods – the smell.
5	One of the five senses, which allows you to assess whether a food looks appetising or not.
6	Piece of bread or wafer that is neutral in taste and that is used during food tasting to serve spreads and pastes.
7	Properties and aspects of food which are perceived via the senses, especially taste and smell.
8	Sensory test used to assess which one of two samples is liked more by the person doing the tasting.
9	Specialised receptors localised on the tongue which are responsible for recognising flavours.
10	The combined sensation of taste, smell and mouthfeel.
11	The meaty, savoury taste.
12	The system used for recognising aromas.
13	The tissue which covers all of the inner organs, such as the digestive tract.

<b>receptor</b>	
<b>organoleptic qualities</b>	
<b>taste buds</b>	
<b>umami</b>	
<b>olfactory system</b>	
<b>epithelium</b>	
<b>flavour</b>	
<b>preference test</b>	
<b>fair testing</b>	
<b>food carrier</b>	
<b>appetite</b>	
<b>sight</b>	
<b>aroma</b>	

## Sensory perception



### Across

- 1 Desire to eat a specific food. (8)
- 3 One of the five senses, which allows you to assess whether a food looks appetising or not. (5)
- 9 May be sweet or sour. (7)
- 10 Properties and aspects of food which are perceived via the senses, especially taste and smell. (12,9)
- 11 Piece of bread or wafer used to serve pastes and spreads during sensory testing. (7)
- 12 Tissue which covers and protects all inner organs. (10)

### Down

- 2 Tongue cells specialised in detecting flavours. (5,4)
- 4 Liked more or favoured. (9)
- 5 The \_\_\_\_ system is responsible for recognising aromas. (9)
- 6 One of the features of foods – the smell. (5)
- 7 A cell which sends impulses from the environment to the brain. (8)
- 8 Actions taken to make sure all tasters have the same settings and instructions, in order to obtain reliable results. (4,7)
- 13 One of the tastes characteristic of parmesan cheese and soy sauce. (5)



# Sensory perception

