Guidance information for parents/carers.....

Please find copies of the pages of your child's food and textiles workbook.

To help parents/carers to support their child we have included some tips and information to help with the completion of homework activities/revision.

We hope you will find these page helpful.

Pride in Presentation Guidelines

- ✓ Write in blue or black pen
- ✓ Use capital letters:
  - at the start of every sentence
  - for titles
  - for names and places
- ✓ Underline headings with a ruler
- ✓ Write in full sentences
- ✓ Use paragraphs and miss a line between paragraphs
- ✓ Cross out with one line e.g. <u>error</u>
- ✓ Punctuate the ends of sentences correctly (.?!)
- ✓ Draw diagrams and charts using pencil
- ✓ Proofread all work
- ✓ Read work aloud, slowly and quietly
- ✓ Write using Standard English

Food and Textiles Technology Department

Design & Technology – Food Technology
Year 9 Progress Pathway

Design	Making	Technical knowledge	Cooking & nutrition	
• Tray bake design shows flair and creativity • Exemplary annotation • All the design specification fully addressed.	• Skilfully produces excellent products. • Excellent time management. • Consistently works with skill accuracy	• Can use and explain technical terms and processes • Has an excellent understanding of key	• Accurate and excellent knowledge of nutrition.	Progress Zone 3
• Tray bake design show some creativity • Fully annotates the design idea. • Most of the design specification addressed.	• Works indepen is organi • Good tim manager • Can work skilfully and accurately.		• Good knowledge of nutrition.	Progress Zone 2
• Tray bake design includes some annotation. • Some of design specification addressed	• Sometimes needs help and guidance. • Needs to work at a quicker pace. • Has a range of practical skills	• Some understanding of how the ingredients work in food products. • Uses some key food technology terms	• Has some nutritional knowledge.	Progress Zone 1

The Progress Pathway is used by your child's teacher to assess the level of progress a student has made once the food course has been completed.

Commonly misspelt words

Excellent effort results in progress

Nutrition Key Words				
Protein	High Biological Value (HBV)	Low Biological Value (LBV)	Essential amino acids	Growth and repair
Carbohydrate	Starch	Sugar	Dietary Fibre	Energy
Fat	Saturated Fat	Unsaturated Fat	Warmth	Insulation

Stages of Progress	
Exceeding	
M	
W to	
Underperforming	

This will be ticked once the students have completed the entire food course

Activity 1: Food Safety - Temperature Control

In this lesson you will learn:

- *The importance of temperature control when working with food.*
- *The food safety risks associated with handling meat and poultry.*

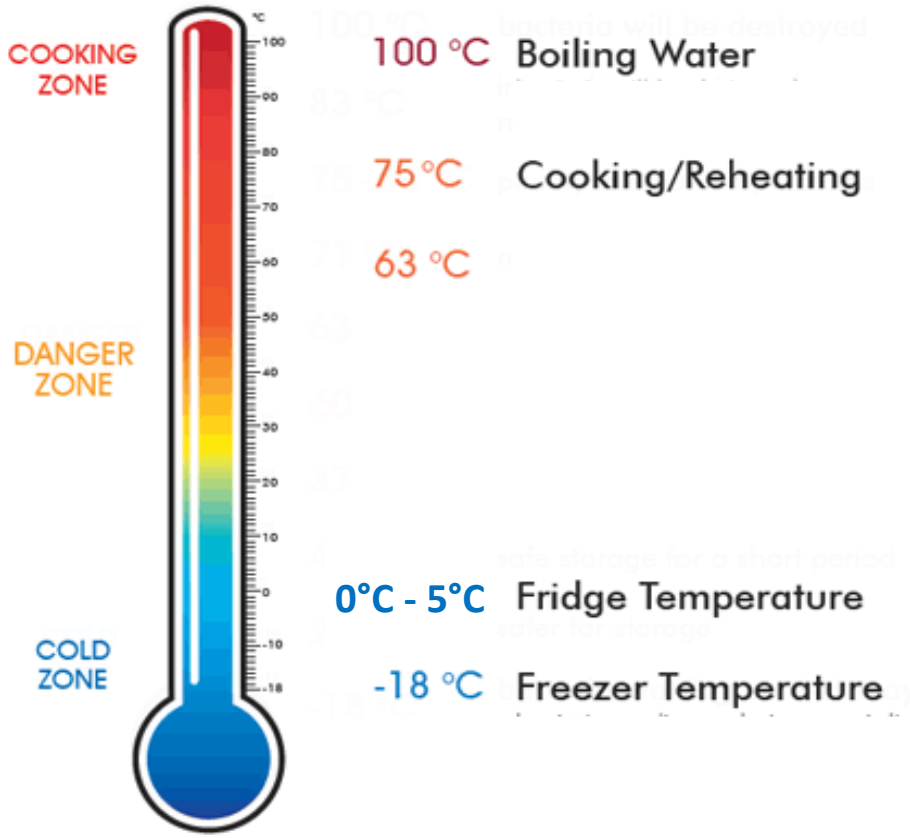
Key vocabulary:
Danger zone—the temperature range between **5ºC and 63ºC** in which bacteria (grow) multiply rapidly.

Temperature control is very important throughout food production both at home and for the food industry. It is essential to limit the time that food spends in the danger zone, when dangerous bacteria can multiply.

Temperature controls:

Temperature control is needed at all stages of storing, making and cooking food.
When making *chicken goujons* there are several places where temperature control is essential to avoid the risk of food poisoning.

- ***Storing*** *the ingredients.* The raw chicken must be placed in a refrigerator at a temperature between **0ºC and below 5ºC**. The chicken should be on the bottom shelf and covered.
- ***Cooking*****:** The temperature of the core (inside) of the food must be cooked to minimum temperature of 75ºC for 2 minutes



- If these temperature control points are not followed the food is unsafe to eat. Eating food could lead to **food poisoning**, as bacteria may not have been killed.
- Food poisoning is an illness you get when you eat food which has been contaminated. Food is contaminated if there is something in it which should not be there.
- Food poisoning is an illness you get by eating **contaminated** food.

Activity 1: Food safety and temperature control questions.

1. What is the difference between personal hygiene and food safety? Give examples in your answer.

Remember: This is anything to do with YOU, not the kitchen or any equipment!

2. What are the symptoms of food poisoning?

3. What is a high risk food? Name 3 high risk foods.

High-risk foods, also called potentially hazardous foods, are foods that have ideal conditions for bacterial growth, and are therefore more likely to harbour dangerous bacteria and other disease-causing pathogens like viruses and parasites.

4. What are the 4 conditions bacteria need to multiply?

5. Explain the food safety points you need to follow when making chicken goujons.

Think back to the teacher demonstration! Think about.....how was the chicken prepared, cooked, stored?

6. Why do we use a food probe when cooking meat and poultry?

7. Food Probe: Watch the teacher demonstration using a food probe. Explain how to use a food probe using the key words below.

core, anti-bacterial wipe, danger zone, 75ºC, temperature, bacteria, safe, clean, re set

Try to use all the key words!

Feedback

MM

Activity 2: Macronutrient - Protein

Why do we need protein?

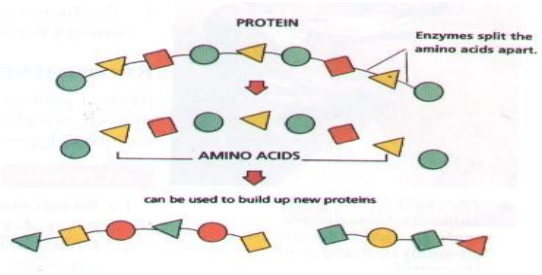
- Everybody needs protein in their diet. In fact most of our meals are based around it.
- Protein is necessary for **growth** and **repair** of all cells in the body. Children need protein to grow and when we stop growing we need protein to repair and replace cells which have worn out.
- Once protein has been used for growth and repair it can provide the body with **energy.**

What happens if you do not have enough protein?

Children do not grow properly	Hair loss	Poor digestion of food
Poor skin and nails	Infections	Kwashiorkor

What is the science behind protein?

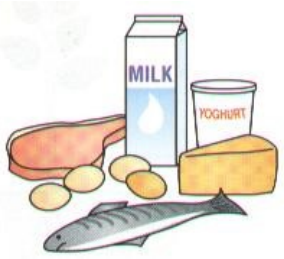
- Proteins are made up of small units called **amino acids.** (see diagram).
- The amino acids, which the body cannot make and need to come from food are known as **essential amino acids**. Adults need 8 and children need 10 essential amino acids.



Types of protein

HBV

- Proteins which contain all 10 essential amino acids are said to have **High Biological Value** .
- They come mainly from animal sources e.g. Meat, fish, cheese, eggs and milk. The exception to this are soya beans which also have HBV.



LBV

- Proteins which lack one or more of the essential amino acids are said to be of **Low Biological Value.**
- They come from plants e.g. Nuts, seeds, grains, cereals and pulses such as peas, beans and lentils.

Sources of Protein

There are lots of foods which provide protein in our diet. We often combine protein foods together in meals e.g. beans on toast, so a deficiency of protein in the UK is very rare. Vegetarians and vegans can use alternative proteins in their meals such as: tofu, soya, mycoprotein (Quorn) or TVP (textured vegetable protein).

1. Which of the following is a **function** of protein?
a. Meat and fish
b. Growth and repair
c. Keep you warm
d. Macro nutrient

Use page 15 and read the question carefully!

2. Which of the following foods is suitable for a vegan?
a. Cheddar cheese
b. Baked beans
c. Eggs
d. Fish

3. Which of the following foods is an example of a Low Biological value protein?
a. Chicken
b. Soya beans
c. Lentils
d. Fish

4. What happens if you do not have enough protein in your diet?
a. Weight loss
b. Weight gain
c. Feeling tired
d. Children do not grow

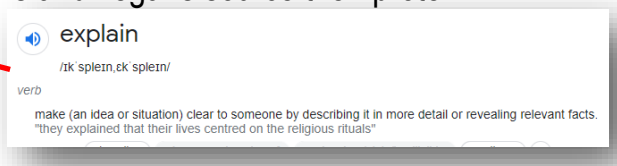
5. We all need protein, but why do babies and children need a lot of protein in their diet?

6. Suggest 3 meals which could be made using low biological value protein sources.

7. Complete a revision map on the essential information about protein. Include food sources in the diet and split these into low and high biological value proteins.

Stretch and challenge:

1. Explain where vegetarians and vegans source their protein.



Feedback

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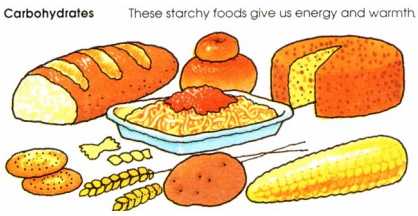
Activity 3: Macronutrient - Carbohydrates

Why do we need carbohydrates?

- Carbohydrates are a macronutrient (needed in large quantities) and their job (function in the body) is to give the body **energy**.
- **Dietary fibre** is a type of carbohydrate and this helps the body get rid of waste products.

There are 3 types of carbohydrate:

- **Starch:** It is found in: potatoes, bread, rice, pasta, cereals, flour



- **Sugar**: Is found in: honey, sugar, jam, sweets, chocolate, fruit, fruit juice, dried fruit

- **Dietary Fibre:** is also a type of carbohydrate found only in plants. It is needed to keep the digestive system healthy. It is found in fruit and vegetables, wholemeal bread, brown rice and wholemeal pasta.

Effects of excess (too much carbohydrate) in the diet?

- If the diet contains more carbohydrate (and therefore more energy) than the body needs, it will be stored as fat in the body.
- Eating too much carbohydrate food can cause weight gain and obesity.
- Eating too many sugary foods can cause tooth decay.

Why do I need to eat fibre?

- Not eating enough fibre can lead to digestive problems resulting in constipation and cancers of the colon.
- We should be eating at least **30g of dietary fibre** each day.
- Dietary fibre has many health benefits. It can reduce your risk of heart disease, Type 2 diabetes and some cancers and also help weight control.
- Fibre is also important for digestive health - insoluble fibre bulks up stools and makes waste move through the digestive tract more quickly, which is better for the gut and can help to prevent constipation.

Activity 3: Carbohydrate questions

1. Which disease is associated with a high sugar diet?
a) Constipation
b) Scurvy
c) Dental cavities
d) Diabetes Type 1

2. Which food is a starch based carbohydrate?
a) Cola
b) Jam
c) Bread
d) Strawberries

Use page 15 and read the question carefully!

3. How many grams of dietary fibre should be eaten each day?
a) 3g
b) 13g
c) 30g
d) 39g

4. Which of the food is not high in dietary fibre?
a) Baked beans
Wholemeal bread
Pork sausages
Dried fruits

5. What is the function of carbohydrate in the body?

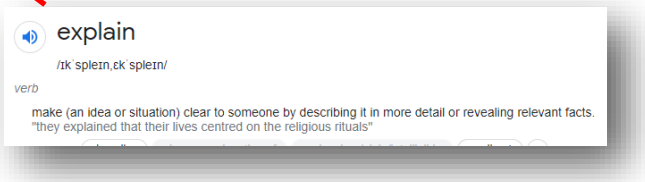
6. What can be the impact of eating too many carbohydrate foods each day?

7. Mind map at least six food sources of carbohydrates:

Fruit juices → Sugars
potatoes → Starches
brown rice → Dietary fibre

8. List three health reasons why it is important to eat food containing dietary fibre each day.

9. Explain five ways to increase the amount of fibre you eat each day.



10. Plan a breakfast, lunch and evening meal that includes:
- A good source of dietary fibre
- Starch based carbohydrates
- A good source protein
- Annotate the meals to show the source of the nutrients.

Activity 4: Macronutrient - Fats and Oils

- Fats are solid at room temperature
- Oils are liquid at room temperature

Why do we need some fat in our diets?

- Fat provides **energy** for the body
- Fats **insulate** the body and keep us **warm**
- Fats **protect** our vital organs

What are the main sources of fat in the diet?

- **Animal sources** – butter, lard, milk, eggs, cheese, cakes and red meat
- **Vegetable sources** – walnuts, sunflower seeds, olive and sunflower oil.

Fats can be grouped as saturated or unsaturated.

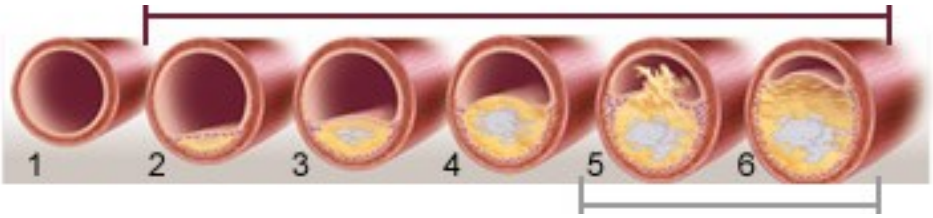
- Foods with lots of saturated fat in them are called 'saturated fats'. They include butter, lard, suet, block vegetable fat and fat on meat.

- Foods with lots of unsaturated fatty acids in them are called 'unsaturated fats' or '**polyunsaturated'**. They include plant oils such as olive oil, rapeseed oil and oily fish, nuts, seeds and soft fat spreads.

- Some fats are easy to see (e.g. the fat on a piece of meat or in a can of oily fish.) These are called **visible fats**.
- However, many foods contain fat and oils combined with other ingredients and therefore it is not easy to see how much fat and oil you are eating. These are called **invisible fats**. These are found in cakes, pastries, potato crisps, biscuits, chocolate, nuts and some ready meals.

What are the effects of excess fat in the diet

- Fatty foods are energy dense, so if fat is eaten regularly without physical activity the body will store fat. The body will gain weight and could become **obese.**
- Eating a lot of foods that contain high levels of saturated fatty acids has been linked to the development of heart problems such as **coronary heart disease**.



How can we reduce the amount of fat we eat ?

- Choose naturally low fat foods or swap to low fat alternative e.g. semi skimmed milk instead of whole milk.
- Choose a method of cooking which doesn't increase fat or even reduces the amount e.g. grill instead of fry.

Activity 4: Macronutrient - Fats and Oils

1. Which food has a high amount of fat?
a) Fizzy drink
b) Sausage roll
c) Chicken
d) White fish

2. Which diseases may be the result of eating too much fat?
a) Obesity and scurvy
b) Coronary heart disease and tooth decay
c) Obesity and coronary heart disease
d) Tooth decay and rickets

Use page 15 and read the question carefully!

3. What are the three functions of fat in the body?

4. Fats can be **saturated** or **unsaturated**.
a. Which are the 'bad' fats? Why?

b. Name 4 foods which contain this type of fat.

5. Explain the difference between invisible and visible fat?

6. List ways in which we could reduce the amount of fat we eat. Give examples.

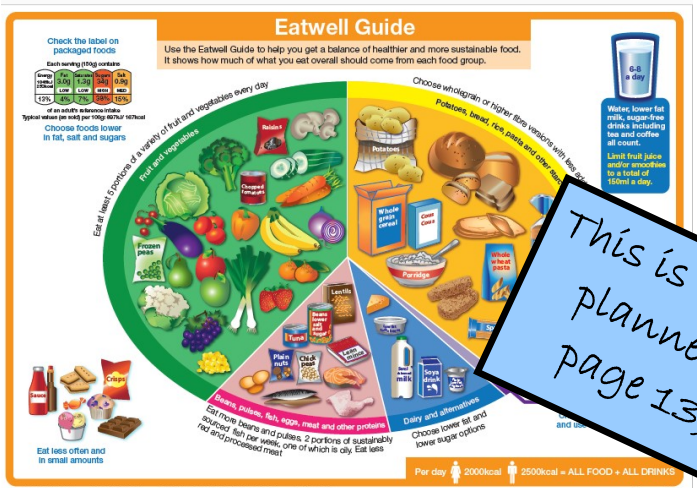
7. Why is it important to reduce the amount of fat in our diet?

<u>Stretch and challenge—Extended learning</u>
Carry out a piece of research to find out why the rates of Coronary Heart Disease have increased in recent years.

Nutrition and healthy eating

Nutrient	Function (what it does for the body)	Food source
Protein	• Growth and repair • Energy	**Animal:** Meat, fish, eggs, milk and milk products eg cheese and yoghurt **Plant:** nuts, seeds, grains, cereals, pulses eg beans, peas, lentils, soya.
Carbohydrate Starchy	• Energy	**Starchy:** Potatoes, bread, rice, pasta, cereals, flour
Sugar	• Energy	**Sugar**: Honey, sugar, jam, sweets, chocolate, fruit, fruit juice, dried fruit
Fibre	• Keeps the gut healthy and prevents constipation.	Wholemeal bread and pasta, brown rice, fruit and vegetables
Fat	• Energy • Warmth/insulation	**Saturated:** Animal fats: Meat, eggs, milk and milk products e.g. cheese + butter **Unsaturated:** Vegetable fats: Vegetable oil, nuts, seeds, oily fish
Vitamin A	• Maintains healthy eyes and skin.	Carrots, red peppers, tomatoes, eggs, milk and milk products
B vitamins	• Releasing energy from food	Meat, eggs, bread, peas, beans and lentils
Vitamin C	• Healing and fighting infections	Citrus fruit eg oranges and lemons, berries eg strawberries and blackcurrants
Vitamin D	• Helps form strong bones and teeth	Milk and milk products, butter and spreads, cheese, breakfast cereals,
Iron (mineral)	• Making red blood cells to carry oxygen around the blood.	Meat, beans, dark green leafy vegetables eg spinach
Calcium (mineral)	• Keep bones and teeth strong	Milk and milk products eg. Cheese, yogurt.

The Eatwell Guide



This is in your planner on page 137!

8 guidelines for a healthy diet

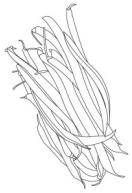
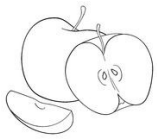
The eatwell guide is based on the government's "8 guidelines for a Healthy Diet" which are:

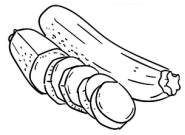
1. Base your meals on starchy foods e.g. potatoes, pasta, rice, bread
2. Eat lots of fruit and vegetables
3. Eat more fish
4. Cut down on saturated fat and sugar
5. to eat less salt – no more than 6g a day
6. active and try to be a healthy weight
7. nk plenty of water
8. on't skip breakfast

Diet and health - A balanced diet

A balanced diet provides all the nutrients in the appropriate proportions to meet the body's needs.
To follow a balanced diet we must make sure we eat a variety of foods.
An "unhealthy diet" could be high in fats, sugars and salt and low in fibre. This can lead to:
Obesity Strokes High blood pressure Coronary heart disease Cancers Tooth decay Type 2 Diabetes

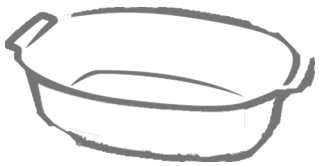


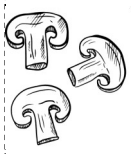



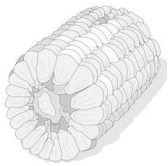
Activity 5: Savoury tray bake design Idea

Savoury tray bakes are very popular. They consist of a source of protein e.g. meat/fish or Quorn and are served with vegetables, spices and other ingredients.





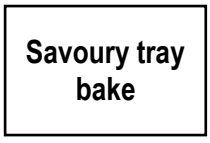
Task:
Design and make a savoury (not sweet) tray bake to be sold in a supermarket.



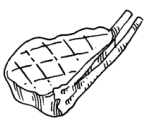
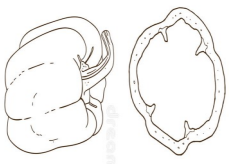
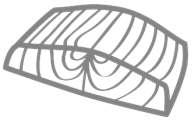
Design specification:

Your design must include:

⇒ a protein source
⇒ at least 3 vegetables
⇒ a flavouring
⇒ a variety of textures and flavours






Design idea: _____

Activity:
Produce a creative design idea which meets all the requirements of the design specification.

Annotate and colour the design.

Design specification:
Your design must include:
⇒ a protein source
⇒ at least 3 vegetables
⇒ a flavouring
⇒ a variety of textures and flavours

How my design meets the specification
My design meets the specification because it contains a protein source which is the salmon. It has 4 vegetables which offer a range of texture, colours and flavours. The flavouring for my dish is lemon juice and some dill.

Example

Lemon Juice and dill
I chose this flavour combination because they both work well with fish. The lemon juice adds a sharp, citrus flavour and the dill adds a mild herby flavour [illegible] complement [illegible]

Mushrooms
Sensory
The mushrooms will add a chewy and soft texture to the dish. It will add a pale, creamy colour, and have a mild, earthy flavour to the dish.
Nutrition
[illegible]e mushrooms have Dietary fibre which is needed to maintain a [illegible]lthy gut, Vitamin C which helps fight infections, and Vitamin D [illegible]ded to maintain healthy bones and teeth.

Sweet Potatoes
Sensory
The sweet potatoes will add a chewy and soft tex[illegible] dish. They will add a red/brown colour, and have a sweet, mild flavour to the dish.
Nutrition
The sweet potatoes have dietary fibre which is needed to maintain a healthy gut, Carbohydrates which are needed for energy, Vitamin A which is required to keep eyes and skin healthy, and also Vitamin C which helps fight infections.

Green beans
Sensory
The green beans will add a crunchy and slightly chewy texture to the dish. They will add a bright green colour to the dish which will look appealing and attractive. They will also add a sweet and fresh flavour to the tray bake.
Nutrition
The green beans have Vitamin A which is required to keep eyes and skin healthy, and also Vitamin C which helps fight infections.

Red pepper
Sensory
The pepper will add a chewy and crunchy texture to the dish. They will add a bright red colour, and add a sweet, strong flavour to the dish.
Nutrition
The red pepper has Vitamin A which is required to keep eyes and skin healthy, and also Vitamin C which helps fight infections.

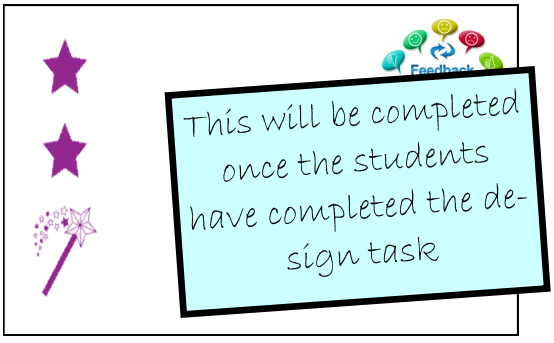
Salmon
Sensory
The salmon will add a chewy and soft texture to the dish. It will add a peachy colour, and add a rich, flavour to the dish.
Nutrition
The salmon is the source of protein for the dish which is needed for muscle growth and repair and also [illegible]

Cooking order

1	Salmon	40 minutes
2	Sweet potato (Wash and Chop)	40 minutes
3	Red pepper (Wash and Slice)	20 minutes
4	Green beans (Wash, top & tail)	20 minutes
	Mushrooms (Wash)	20 minutes

TOP TIP!
Use the the Tasting Word Bank and the recourses attached to the end o this booklet!

	Criteria	Tick when completed
Design	Creative design that meets the design specification	
Ingredients	Preparation & timings	
	Nutritional information	
	Sensory Information	
Pride in presentation	Writing & spellings	
	Clear layout	
	Title & Underlining	



Activity 6: Sustainability, Seasonality and Functions of Ingredients

In this lesson you will learn:

- *Which ingredients are in season and terms used to describe sustainability*
- *Functions of ingredients in a muffin recipe.*

Key word	Definition
Organic	
Free range	
Food miles	
Locally sourced	
Seasonal	

Stretch and challenge

- Carry out a piece of research on Fairtrade, including what Fairtrade means and examples of Fairtrade foods.
- Find out what GM foods are. Find out the advantages and disadvantages of Genetically Modified foods.

Task. Ingredients have different functions in recipes. Explain the function of each ingredient in the chocolate chip muffins.

Key words
Shelf life Colour Taste Appearance Raising agent Moisten
Bind Coagulate Structure Flavour Sweet Bulk Set Texture

Ingredient	Function
Self raising flour	
Oil	
Sugar	
Baking powder	
Cocoa powder	
Egg	
Milk	
Chocolate chips.	

Try to use all the key words!

Feedback

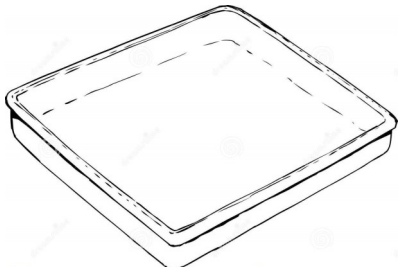
PA

Extra Resources

A fully annotated design which includes; the ingredient, how you will prepare it, its nutrient content and the function of that nutrient, and finally the sensory information.

EXAMPLE: *The carrots with be peeled and sliced. They contain Vitamin A which we need to maintaining healthy eyes and skin, and dietary fibre which helps maintain a healthy gut. They will add a vibrant orange colour to the dish, a crunchy texture and a mild, sweet flavour.*

Remember to write in pen and draw in pencil.



Choose a protein (growth and repair of muscles)

40 minutes					20 minutes	
Pork chops	Halved chicken breast	Chicken legs	Chicken thighs	Turkey	Tofu	Chickpeas
Sausages	Lamb chops	Salmon	White fish	Meatballs	Halloumi	Vegetarian sausages

At least 3 vegetable

40 minutes			20 minutes			
Potatoes	Sweet potatoes	Butternut squash	Tomatoes	Green beans	Broccoli	Asparagus
Carrots	Parsnips	Onion	Peppers	Sweetcorn	Sprouts	

Preparation

Wash	Dice	Peel	Grate	Cube	Wedge	Baton
Slice	Half	Quarter	Brush with oil	Season	Top and tail	Shred

Nutrition– refer to page 10 of your work booklet

Sensory– taste, texture and appearance (see reverse for word bank)

Savoury Tray Bake design help sheet

Chicken Legs/thighs	Chicken breast	Pork/Lamb Chops	Salmon	Sausages
45-50 minutes	45– 50 minutes	45– 50 minutes	40 minutes	45– 50 minutes
				
				

Tofu	Vegetarian Sausages	Halloumi	Quorn	Chickpeas
20-30 minutes	40-45 minutes	20- 30 minutes	20- 30 minutes	20 minutes
				
				

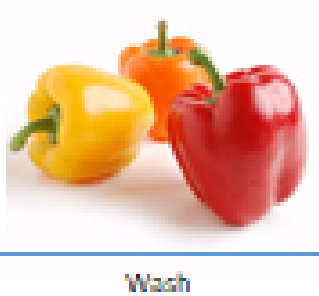
Additional ingredients

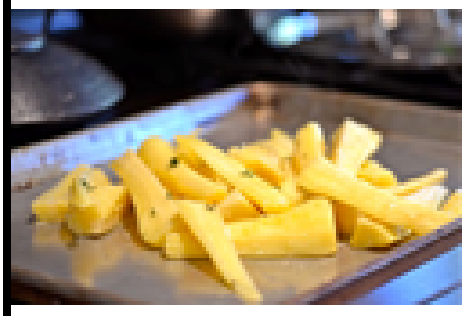
Bacon	Apple	Pineapple	Courgettes	Cauliflower
Chorizo	Apricots	Baby corn	Aubergine	Beetroot
Peas	Pears	Sugar snap peas	Broccoli	Spring onions

Flavourings

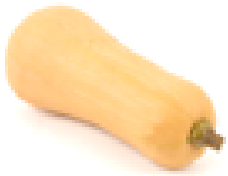
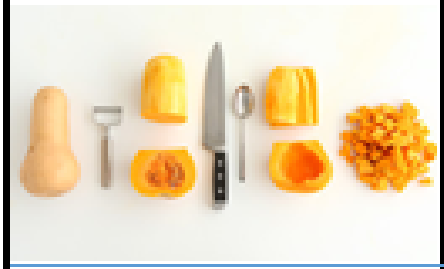
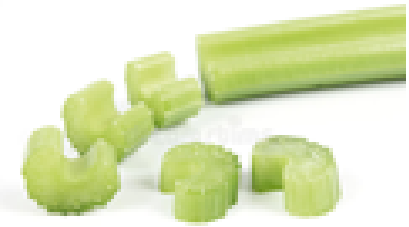
Salt and pepper	Rosemary	Curry powder	Olives	Ginger
Sage	Parsley	Chilli powder	Capers	Garlic
Thyme	Paprika	Chinese 5 spice	Olive oil	Tomato puree
Dill	Lemon Juice	Lime juice	Mustard	Chilli flakes

Savoury Tray Bake design help sheet

Peppers	Mushrooms	Tomatoes
		
Wash Deseed Chop into slices 	Wash Chop in half, quarters or leave whole 	Wash Chop in half or leave whole if cherry tomatoes 
Cook for 20 minutes	Cook for 20 minutes	Cook 20 minutes
Vitamin A and C	Dietary fibre, Vitamin D	Dietary fibre, Vitamin A and C

Green beans	Corn on the cob	Parsnips
		
Wash Top and tail 	Wash Chop into 3cm slices 	Peel Chop into wedges 
Cook for 20 minutes	Cook for 30 minutes	Cook for 30 minutes
Dietary fibre, Vitamin A and C	Dietary fibre, Vitamin C	Dietary fibre, Vitamin C

Savoury Tray Bake design help sheet

Butternut squash	Sweet potato	Celery
		
Peel Deseed Chop into 2 -3cm cubes 	Wash Chop into cubes/slices/wedges 	Wash Chop into 2 cm chunks or batons 
Cook for 40 minutes	Cook for 40 minutes	Cook 40 minutes
Vitamin A and C	Dietary fibre, Carbohydrates, Vitamin A and C	Dietary fibre, Vitamin C

Carrots	Potatoes	Onions
		
Peel Chop into 1cm slices, cubes or batons 	Wash Chop into cubes/slices/wedges   	Peel Chop into wedges 
Cook for 40 minutes	Cook for 40 minutes	Cook for 40 minutes
Dietary fibre, Vitamin A and C	Starchy carbohydrates, Vitamin C	Dietary fibre

Taste: *the sensation of flavour in the mouth*

Acidic	**A food with a sharp taste. Often used to refer to tart or sour foods as well**
Bitter	**A tart, sharp, and sometimes harsh flavour**
Bland	**A very delicate flavour, almost tasteless**
Briny	**Another word for salty**
Buttery	**A butter like flavour**
Citrusy	**A bright flavour like that of lemons, limes, oranges, and other citrus fruits**
Earthy	**Reminiscent of fresh soil. Often used to describe root vegetables and mushrooms**
Fiery	**A taste that feels as though it gives off heat. Another word for spicy**
Fresh	**A light and crisp taste. Often used to describe produce or herbs**
Fruity	**Any taste reminiscent of sweet fruit flavours**
Herbal	**A bright, fresh, or sometimes earthy taste created by the incorporation of herbs**
Mild	**A subtle flavour**
Nutty	**Any taste similar to the flavours of nuts**
Rich	**A full, heavy flavour. Often used to describe foods containing cream**
Robust	**A rich taste with some earthiness.**
Sharp	**A harsh, bitter, or tart taste. Often used to describe acidic foods**
Smoky	**A taste reminiscent of the smell of smoke**
Sour	**A biting, tangy, tart flavour**
Spicy	**A burning taste from hot spices**
Sweet	**A sugary flavour**
Tangy	**A tart, biting taste that feels tingly in the mouth**
Tart	**A sharp, bitter, or sour flavour. Often used to describe acidic foods**
Yeasty	**An earthy taste reminiscent of yeast. Often used to describe breads**
Woody	**An earthy, sometimes nutty taste. Often used to describe cheeses**
Zesty	**A fresh, vivid, or invigorating flavour**

Texture: *the feel, or consistency.*

Brittle	**Brittle foods break easily**
Chewy	**Chewy foods have to be chewed a lot before it is soft enough to swallow**
Creamy	**Creamy foods are smooth, soft and thick. Often made with milk or cream, but not always**
Crisp	**Crisp foods are hard, and make a snap sound when you break it or crush it**
Crumbly	**Crumbly describes food that falls apart into small pieces when you eat or break it**
Crunchy	**Crunchy foods have a hard texture and make a loud sound when chewed**
Firm	**Firm food resist pressure when pressed**
Fizzy	**Fizzy foods contain bubbles of gas or create the sensation of having so**
Flaky	**Flaky foods are formed of thin layers which flake away when touched**
Gooey	**Gooey describes foods that are wet and sticky, often in a positive way**
Greasy	**Greasy foods taste very much of oil, and usually leave oil behind**
Gritty	**Gritty foods contain course particles which give a grainy texture**
Hard	**Hard food resist pressure when pressed**
Light	**Light food is often quite airy**
Juicy	**Juicy food has a lot of juice in it**
Lumpy	**Lumpy food has lumps in it**
Moist	**Moist describes foods that are slightly wet and soft**
Mushy	**Mushy also describes foods that are soft and wet, but usually it is used for food that is not**
Rubbery	**Rubbery food is tough and chewy**
Slimy	**Slimy foods have a thick, slippery texture**
Soft	**Soft food puts up no resistance to pressure of any kind**
Soggy	**Soggy food is wet and soft**
Springy	**Springy foods are spongey and bounce back when touched**
Sticky	**Sticky food stick to fingers when touched and tends to stick to teeth when eaten**
Stringy	**Stringy foods tear into strands**
Tender	**Tender food is easy to cut or chew**
Thick	**Thick liquids have a high viscosity and pour slowly**
Thin	**Thin liquids have a low viscosity and pour quickly**

Appearance: *the way it looks.*

Appetising	**Stimulates your appetite**
Attractive	**Pleasing or appealing to the senses**
Bubbly	**Containing bubbles**
Clear	**Transparent; unclouded**
Cloudy	**Not able to be seen through; not transparent.**
Coarse	**Contains large grains or particles**
Colourful	**Having much or varied colour; bright in colour**
Colourless	**Dull, pale or having little or no colour**
Crumbly	**Easily breaking into small fragments**
Dry	**Lacks moisture**
Fresh	**Looks freshly made and unspoilt**
Mottled	**Marked with spots of colour**
Opaque	**Not able to be seen through; not transparent.**
Powdery	**Resembles powder**
Shiny	**Reflects the light**
Smooth	**An even and regular surface**
Syrupy	**Containing a syrup/sauce**
Translucent	**Can see through but not clearly**
Transparent	**Can see through with clear definition**