

Although the Internet has so many benefits there is need to know how to make use of the benefits and not to be affected negatively from the misuse. The Internet when misused can corrupt the mind, which could greatly affect one's academic, social and spiritual being. And yet the Internet has lots of new information on whatever we learn and could easily be used to make learning more interesting and useful.

So be aware of what you do with the Internet and stay away from the **sites** that may affect your wellbeing.

Questions

1. Give the meanings of the following phrases/words as used in the passage above.
 - i) most popular
 - ii) online
 - iii) movie listings
 - iv) accessible
 - v) social networking
 - vi) sites
2. Why is the Internet becoming the most popular way of getting information?
3. What type of information are people getting from the Internet?
4. Give any two benefits that you think could be got from using the Internet.
5. Give two dangers that could come from misusing the Internet.
6. Identify three main points from the passage on the use of the Internet.


Activity 2.7: Think and write
'Comparative' and 'Superlative' Forms of Adjectives

The comparative form of adjectives is used to compare two things, while the superlative is used to compare more than two things. Most adjectives have three forms as shown in Table 2.1 below. Fill in the blanks with more adjectives in each category.

Table 2.1: Adjectives

Simple Form	Comparative Form	Superlative Form
Adjectives that add '-er' to their comparatives and '-est' to their superlatives		
Tough	tougher	toughest
sweet	sweeter	sweetest
.....
.....
intelligent	more intelligent	most intelligent
beautiful	more beautiful	most beautiful
.....
.....
Adjectives that change completely		
Good	Better	Best
many	more	most
.....
.....



Activity 2.8: Work on your own

Put the words in brackets into either the comparative or superlative form as necessary. You may or may not use the article.

1. This is one of (beautiful) cities in the world.
2. Eria plays quite well but Martin is (good) player in the team.
3. Most/more babies die of malaria than any other disease.
4. Most/more birds can fly, but not all.
5. Which of these people is (important)?
6. I shall buy the car that goes (fast)
7. I can do most/more of the questions but not all.
8. He is (interesting) person I have ever met.
9. I am sure this is (good) of the two.
10. He is (skilful) Politician in/of the country.



Activity 2.9: Reading, Discussing and writing

Use of the Media to Find Information

Read about the media in the passage below, and answer the questions that follow with your partner.

Did you know that the media is another source of information? The advantage that the media has over the books that are found in the library is that it gives current information on a daily basis. It is however important to note that, at the end of it all, what a good student needs to know, is that, you need a variety of sources of information.

The media is a rich source of information because it covers any topic for as long as it makes news. The topics range from politics, health to entertainment and sports. But the media may many times not cover important issues if they do not make news. For example, important issues like; if there are rich people who are importing cheap things like

sugar which affect the farmers in that country or many young students who are dealing in and using drugs, or schools that lack teachers, these may not be discussed seriously on television or on the radio. This means that if you rely only on the radio or television than reading newspapers or using other sources of information like the Internet, you will not get proper information about these important issues. Yet these are the issues which affect our society.

According to Tannis McBeth (1986) a development psychologist, although watching television or listening to a radio is important, these two sources of information end up affecting one's intellectual capacity because they become addictions. Reading on the other hand makes one more intelligent and prepares one to take action.

To make the best of the media you need to make more use of the print media than television and radio since the newspapers usually have information that has been researched and edited before it is published.

Adapted from the Impact of Television by T. MacBeth 1986

Questions

1. What is the advantage of using the media as a source of information?
2. Why is the media a rich source of information?
3. What type of topics do the media usually cover?
4. According to this extract what are some of the important issues that are not taken seriously by the media and yet they affect our society?
5. According to Tannis McBeth, what is the benefit of reading newspapers over that of watching television or listening to the radio?

Activity 2.10: Speaking and listening

Conducting a Survey

Do you know what a survey is?

With your partner find out and discuss what a survey is, and why you think it is important to carry out a survey.

A survey is a method of gathering information from individuals. We carry out surveys when we want to gather information from the public other than from other sources such as reference materials. A survey could be carried out to:

- get real answers from the people and not from what somebody else has written or reported.
- get people to talk and discuss about an issue.
- get real or even undated information or facts.
- compare information such as that in other sources and that from the people themselves.

You are going to be in school for some time and some of you are going to be professionals in many fields. Today it is important that in whatever you do you carry out research so as to get the real facts. Carrying out a survey is one way of getting information from people.

Activity 2.11: Speaking, listening and writing

In groups, list the professionals who may need to collect information for their work using the survey method. Remember to share the results from your group with other groups.

Activity 2.12

Now that you know what a survey is, you are going to look at how to conduct a survey. Read the information below and discuss with your partner.

1. Planning

Doing some homework before you start surveying will be very helpful. Planning out the survey process will assure you of a good beginning of the survey and gets you the answers you need.

2. Success of a Survey

Before you sit down to write your survey, there are a few steps you should follow:

- i) **Ask yourself why.** The **FIRST** thing you should **ALWAYS** do before writing a survey is to figure out why you are using this method to gather information for your task.
- ii) **Know the people you are going to use in your survey.** To have a manageable task you should decide on who you will be asking to fill it out.
- iii) **How many people you will need.** Once you have known who you are asking, make sure you have enough of them! The number of people also known as the 'sample size' needs to be big enough so as to give you views from different people.
- iv) **Choose the right time.** The right time for the survey is important since the wrong time can give you results that are not really correct.

For example if you wanted to carry out a survey in a school, going there at the beginning of term or during examinations or during lunch time may not be wise.

3. Ways of Conducting a Survey

- Telephone
- Mail (post)
- Online surveys
- Personal in-home surveys
- Personal mall or street intercept survey
- Hybrids of the above.

Activity of Integration

The Christian Fellowship Club in your school is planning to give out story books to the neighbouring primary schools in your community to support the development of literacy. You have talked to the students in your school and they have promised to come with some of the story books which they have at home but are no longer using.

1. Find out the schools which need these story books, the number of learners in the schools, the number of students in your school who are ready to help you in this activity.
2. Develop a survey tool to gather this and more information that you think will help you do a good job.
3. Write a report on your findings which you will present to the Head teacher and the staff.

ORAL LITERATURE

In unit 1, we learnt about oral literature. The stories which you shared with the class can also be role played. In this way they turn into short plays or what is also known as drama in literature. In groups, look at the stories you shared in Unit 1, and prepare to present a short play or skit on the story. Your teacher will guide you on how to present the role plays.

CHAPTER 3

FOOD



Introduction

In this chapter, you will learn how to respond to extracts orally and in the written form. You will learn how to describe sequence of actions in recipes, how to use adjectives, verbs of preference, non-countable and countable nouns with quantifiers and appropriate sentence structures in describing sequence of events.

Key words	Learning Outcomes
food types recipes dishes adjectives etiquette verbs of preference vowel sounds	By the end of this chapter, you will be able to: <ul style="list-style-type: none"> ▪ identify the food that is grown in the different areas of Uganda. ▪ interpret recipes/articles/passages about food and nutrition. ▪ sequence actions/events. ▪ give clear instructions. ▪ apply 'some'/'any' to countable and non-

Key words	Learning Outcomes
	countable nouns. <ul style="list-style-type: none"> ▪ utilise adjectives to describe taste. ▪ identify and appreciate table manners and etiquette. ▪ apply verbs of preference. ▪ articulate correctly short and long vowel sounds. ▪ analyse and evaluate how speakers present points. ▪ understand basic poetic features such as stanza. ▪ analyse their response to poetry with reference to a particular poem.



Activity 3.1: Listen and say

Consonant Sounds

- (a) You are going to look at the use of the /b/, /p/, /d/, /t/, /k/, /g/ sounds. Your teacher will help you say these sounds. These pairs represent sounds which are usually interchanged. Repeat these sounds with your partner and note the difference in pronunciation.
- (b) Say the pair of sounds with your partner and notice the difference in the way they are pronounced.

i) **/b/, /p/**

Here are some of the words which use the sounds above:

/b/	/p/
bat	pat
bit	pit
bride	pride
bull	pull
beep	peep

- (c) Remember we are looking at the sounds that are made with these letters and not the way in which they are written. Can you now make sentences using the sounds above?

For example:

1. The bride was the pride of her village.
2. You will need to make that bull pull the plough if you are to get the work done.



Activity 3.2: Read and write

Read the following short passage silently and then aloud to your partner. The passage includes words which have the consonant sounds which you have just learnt in part (a) above.

Our School Sports Day

Our school sports day is normally held in September. It is one activity that everyone is always looking forward to. Before this month, various games are practised and my favourite games are netball, rope-pulling and kite-flying.

This year's sports day is going to be very exciting because the neighbouring school will attend to cheer us up. There will be goat roasting at the end of the day to celebrate the victory of the teams which will have won in the different games. I pray that my house will be among the best performers.

- (d) Can you identify the words which have sounds that you learnt in part (a)? Write them in your exercise book and share with your partner.

Consonant sounds /t/, /d/,

Here are words that end with /d/ and /t/ sounds.

/t/	/d/
hat	had
bat	bad
heart	hard
neat	need
bent	bend

Activity 3.3: Talk to your partner

Discuss with your partner the difference between food and cash crops
 List five types of foods grown in your area and put them in a table as shown in **Table 3.1** below.

Table 3.1: Types of foods grown in my area

Food crops	Cash crops
1. Irish potatoes	1. Pine trees

Describe how the different crops are grown.

Activity 3.4: Discuss and write
Consonant sounds /k/, /g/

Notice that the sound /k/ is different in the way it is written as seen in the table below. This sound is often confused with the /g/ sound.

/k/	/g/
came	Game
cave	Gave
duck	Dug
clue	Glue
rack	Rag