CHAPTER 1

PERSONAL LIFE AND FAMILY

MY FAMILY

INTRODUCTION

In this chapter, you will be writing a narrative about your personal experience and family life. You will learn how to use the verb 'to be' in the present tense, and personal pronouns so as to be able to communicate effectively in the English language.

When we meet people for the first time, we are always interested in knowing who they are, the things they like and dislike, and what type of families they come from.

Key words	**Learning Outcomes**
Family Like and dislikes Family Tree Relatives Abstract nouns Personal Pronouns	By the end of this Chapter you will be able to: • write information and ideas about families and family life. • interpret graphical and pictorial representation of families. • state likes and dislikes. • employ abstract nouns. • demonstrate the correct use of the verb 'to be' in the present tense. • apply all forms of personal pronouns in written and oral conversations. • identify how to interpret real life situations so as to be able to orally express like and dislikes. • recognise how to ask questions in order to extend their thinking. • know the basic poetic features such as stanzas, rhythm and rhyme schemes. • write own compositions based in questions asked.

Activity 1.1: Listening and Speaking

In pairs, introduce yourself to each other. Share with your partner your name, where you live, your former school, and what you like to do during your free time. Tell him/her about your family. State the family name, number of siblings, and the responsibilities of the different members of your family.

Activity 1.2: Writing

In small groups, share how your family works together to have a peaceful relationship. Write bullet points for your sharing and prepare a presentation for the whole class.

Activity 1. 3: Writing

Families are usually beyond the nuclear one. Do you remember what you learnt about nuclear and extended families in Social Studies at the primary level?

In pairs, share two differences between nuclear and extended families and then write down two differences between nuclear and extended families.

We all started from somewhere. We had great grandparents on both our father's (paternal) and mother's (maternal) sides. We then have grandparents, aunties, uncles and cousins.

When you try to follow your origin or lineage it comes out as a family tree as shown in **Figure 1.1** below.

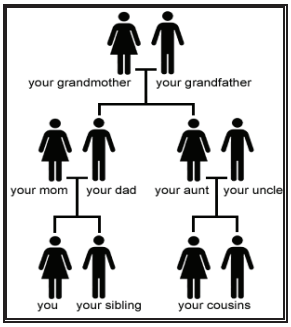

Figure 1.1 : Family tree

A family tree is a chart that indicates the relationship between the different members of a family.

Why is it important to know our family lines? Find out from your parents or guardians about the relationship you have with different people you closely relate with, and how they are related to you. Using the information you have gathered about your family, draw your family tree, and present it to the class.
You may use the computer graphics to design your family tree.

Activity 1.4: The present form of the verb 'to be'

The verb 'to be' refers to 'a state of being.' It shows an action or event that usually takes place. It is also described as a present or general state of being. The state of being can be temporary, permanent or even common. For example:

- I am happy.
- She is useful.

Using the verb 'to be', construct ten sentences expressing your feelings towards members of your family.

For example:

- I love my mother.

- Sometimes my big sister makes me angry when she leaves all the housework to me.

2. The verb 'to be' can also be used to refer to something that is true at the moment. For example:

- She is twenty years old.
- He is my father.

Tables 1.1 and 1.2 below show how the verb 'to be' is written in the affirmative and negative forms.

Table 1.1: Affirmative forms of the verb 'to be':

Subject Pronouns	Full Form	Contracted form
I	Am	'm
You	Are	're
We	Are	're
You	Are	're
They	Are	're

Table 1.2: Negative forms of the verb 'to be':

Subject Pronouns	Full form	Contracted form
I	am not	'm not
You	are not	'aren't
We	are not	'aren't
You	are not	'aren't
They	are not	'aren't

Activity 1.5: Writing

Fill in the blank spaces with the correct personal pronoun from the list provided in the brackets (you, he, she, it, we, and they):

1. Francis is my father, ------- isn't my mother.
2. Dorcas is my mother, ------- isn't my father.

3. My friend and I belong to the same clan. But ---aren't of the same family.
4. Our home is in Kiira, --- isn't in Kyambogo.

Fill in the blank spaces with the correct form of the verb 'to be' (am, are, is)

5. --- you his sister?
6. Yes, I ---.
7. Pearl and Carol ---- sisters.
8. My brother Eria and I ---- twins.
9. The food --- delicious.

Complete the sentences below with the correct form of the verb 'to be' in the negative or affirmative structures:

1. Is Julie Paul's sister? No, she ----.
2. How about Robert? Is he related to Julie? Yes, he ---.
3. Were Mr and Mrs Mugoya Alice's grandparents? No, they ----.
4. Does Mrs Mukasa live with her daughter in Masaka? No, she ---.

Activity 1.6: Writing

Write a short story in two paragraphs about your family and the things that they like and dislike. Use the correct form of the verb 'to be' that we learnt in **Activity 1.5.**

Activity 1.7: Writing

How many people in your family do you share the likes and dislikes with? Use your knowledge of sets, to show the individual preferences in your family.

Activity 1.8: Reading and Writing

Read the following passage from a book called "A Dakar Childhood" by Nafissatou Dialo, a female writer from Guinea and answer the questions that follow.

I was born in Titene on the 11th of March 1941 in the area known as the 'Guards' camp. Don't try to find this camp; it is now the Iba Mar Diop Stadium. Our house was one of the few civilian's houses in that area where the policemen, who guarded the Medina and its surroundings, were stationed.

The camp was surrounded by a wall with two gates, one to the north and the other to the south, through which we passed, in and out. This wall separated the camp from the rest of the area which consisted of huts and sharks, which were in some places grouped together in confusion. Through this area ran narrow sand streets, crowded with people and domestic animals.

Inside the camp, everything was orderly and quiet. The policemen's quarters consisted of small wooden houses, painted yellow, arranged in straight rows. There were coconut palms and well kept vegetable gardens which provided us with our farm produce. The calm quietness and simplicity of the scene was reflected in the peaceful attractiveness of our home. The large brick houses had been built by my grandfather and father who ran a business which employed most of the males in our family. My uncles, cousins and brothers all helped in the construction of the house and created the character of the place.

Every inch of floor was cemented and every single door was made, by their own hands. We were very fond of our house because it was our small world in the great wide world. It was our place of refuge and security.

There were large rooms, high ceilings and huge windows – as big as doors – space everywhere; the house made you want to run and jump and shout, a feeling I remember with fondness.

The house was divided into two quite separate parts. The north wing was reserved for my father and his temporary guests. I lived in the south wing with my grandfather and his two wives, one of whom was my grandmother, my sisters, brother, uncles, aunts and cousins.

The very large courtyard was planted with all kinds of fruit trees: mangoes, pomegranates, guavas, paw paws. It was like a farm with all the domestic animals: ducks, hens and cockerel; sheep and goats; numerous cats that never left our home even when we children mistreated them.

Figure 1.1: My home in the camp

Around the house there were two verandas, which, more than any of the rooms inside were the scenes of our sorrows and our joys: it was there that we had our meals and there that our family gatherings took

place. Many village folks who came to the capital to look for work always stayed with us for some time. We always gathered on the verandas after supper in the evenings, shivering with cold or sweating with heat, according to the season, wide awake or heavy with sleep. There we listened, calmly or excited, to the tales and legends my grandmother told us.

'Lèèbòn – once upon a time', she would begin.

'Lippòn – yes, yes!' we chorused.

'Amon na fi – there was a ...' she continued.

'Dana am – go on', we replied.

'… little girl called Kumba who had no mother and no father.'

That was our favourite story. We asked for it again and again. Sometimes she would tell us the legend of Leuk Daour, the one – legged horse, the local *jinnee* which, she said, galloped past the windows after midnight on Thursdays and Sundays. We were very afraid of this spirit. None of us would dare go outside after evening prayers on either of those days.

Question

Write a summary indicating who the author is, what their home looked like, and what they liked about their home.

Activity 1.9: Read and talk about it

Read the story below silently, and study the picture. Discuss with your partner the questions that follow. Share your answers in a group.

Musa was one of the rich men in the Buwaiswa village. He owned cows, goats, sheep and two donkeys. Yokana, Musa's son, used to look after those animals every day. He always took the animals to graze. He

would stay in the fields all day long. He got into a habit of calling for help even when he was not in danger. He would shout, “Lion, lion, please help, help ... heeeelp the lion has taken a goat.”

Figure 1.3: Yokana grazing animals

Whenever he shouted people came to help to chase away the lion but they found none. They always warned him not to lie about something as serious as that but he never listened.

One day, a tiger came and grabbed a goat. Yokana shouted for help as he usually did. But this time nobody came to his help. The tiger killed two goats and a sheep and went away with another sheep. He went home feeling very miserable and scared that day. When he told the story to his family, everybody blamed him for being naughty and a liar.

Questions

1) Where did Musa live?
2) Did he have children?
3) Name some of the animals Musa had.
4) Why was Yokana always calling for help?
5) Who used to help Yokana to chase away the lion?
6) Why didn’t the tiger attack Yokana?
7) What do you learn from Yokana’s behaviour?
8) Suggest a suitable title for the story.

Activity 1.10: Introduction to oral literature

ORAL LITERATURE

Oral literature is literature that was/is expressed by word of mouth. Do you remember the traditional stories your grandparents, auntie and mother used to tell you when you were young; they are a good example of oral literature. Share with your neighbour any of the stories that you recall, and prepare to make a presentation to the class about one that you loved so much. In this chapter, you have learnt language related to personal and family life. Write your own story on this topic.

ACTIVITY OF INTEGRATION

The head teacher of Nakatooke Secondary School has instructed the editor of the school magazine to ask all the S.1 students to write articles about their families, in preparation for the School Family Day celebrations.

1. Write a magazine article about your family using the present tense, personal pronouns and abstract nouns learnt in this chapter.
2. Include your personal family tree starting with your great grandparents and include their names.
3. Describe the responsibilities of the members of your family, and how each one of them helps in ensuring that there is no conflict in the home.

CHAPTER 2

FINDING INFORMATION

THE LIBRARY

INTRODUCTION

In this chapter, you will learn how to carry out a survey, and use the different sources of information to communicate your findings in written form. You will learn how to use the comparative and superlative forms of the English language while communicating your findings.

Key Words	Learning Outcomes
source of information, magazine, newspaper, newsletter, textbooks, atlas, charts, maps Journals Periodicals Encyclopaedia Library Internet Survey Consonants Superlatives Comparatives	By the end of this Chapter you will be able to: -identify different sources of information; -find sources of information in a library or the internet; -use media correctly and responsibly to find information; -extract and present information from a recorded material; -summarise printed materials; -appreciate the different language used in reference materials.

Activity 2.1: Listen and Write

Your teacher is going to read a text to you. Listen carefully to it and then answer the questions below:

1. Why is it said that, “knowledge is power”?
2. Which are the different sources of information mentioned in the passage?
3. What is the difference between a magazine and a newspaper?
4. What is a newsletter?

Activity 2.2 Listen and Say

/ʃ/, /ʒ/,/j/,/ tʃ/, /dz/

Look at the following sounds and try pronouncing them correctly with your neighbour.

/ʃ/ sheep, ship, shoe

/tʃ/ chop, church, challenge, chew, cheap, chip

/dz/ jeep, jeer, joke

Write 3 sentences using words that have the sounds above. Read them in front of the class. The teacher will try to help you correctly pronounce them. You will need to use the dictionary so as to get the pronunciations right!

Activity 2.3: Writing and sharing

Sources of Information

Share with your partner where you would find information on any topic that you are not familiar with. Write the list and share with the other learners in class.

Information Box

Reference books, magazines, periodicals, journals, encyclopaedia, dictionary, thesaurus, newspapers, the Internet, maps, charts

A. Find out what the materials in the information box are.
B. Write which material you would use to look for the following information:

1. The life of Jesus
2. The meaning of a new word
3. The latest fashions

4. The news for the day
5. What is happening elsewhere in the world
6. The capital cities of the countries in the world
7. The weather in a different city

Activity 2.4

A Visit to the Library

Do you have a library at your school? If not, have you been to a library before?

Visit the school library and listen to the librarian as he/she explains how you can access information from the school library. You will be introduced to the number system and how to locate particular sources of information using identifying numbers, titles or web addresses.

Imagine you have been chosen to be the library prefect, work with your partner to create rules for using the library.

Activity 2.5: Reading and writing

Read the extract below and write a paragraph summary about what a library is and what one expects to find in it.

Figure 2.1: Learners in a library

A **library** is a collection of sources of information. People in a community can borrow materials from the library for their research. Today a library provides both physical and digital access to materials. A library can be a building or room, or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, CDs, cassettes, videotapes, DVDs, e-books, audio books, databases and many other forms of materials.

A library is organised for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be used by people who choose not to or cannot afford to buy a variety of materials themselves, who need material that no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to having materials, libraries also have the librarians who are experts and may be used to help find and organise information that we may need.

Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the Internet. Modern libraries are today becoming places where one can easily get information in many forms and from many sources. They are also providing materials beyond the physical walls of a building, through electronic means. The librarians help in navigating and analysing very large amounts of information with a variety of digital tools. *(From Wikipedia, the online free encyclopaedia)*

Activity 2.6: Reading and writing

The use of the Internet

In addition to the various books in the library, today we can get a lot of information on almost any topic and also communicate using the internet. Internet is a means of connecting a computer to any other computer anywhere in the world through routers and servers. When two computers are connected over the Internet, they can send and receive all kinds of information such as text, graphics, voice, video, and computer programmes.

Today the email has become the **most popular** way of communication. People are conducting more of their everyday lives **online** than ever before. Such communication includes giving directions, checking **movie listings,** reading novels and getting the latest news. As Internet becomes more and more **accessible** worldwide, the number of people using the internet continues going up as they move to conducting business online as opposed to offline.

Online video and **social networking** websites like Facebook and WhatsApp have played a big role in creating **traffic** on the internet as people spend a lot of time watching and communicating with each other.

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 sweet …….. …….. intelligent beautiful …… ……	tougher sweeter …… …… more intelligent more beautiful …….. ……..	toughest sweetest …….. …….... most intelligent most beautiful …… ……
Adjectives that change completely		
Good many …… ……	Better more …… ……	Best 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 no 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 carryout 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: ▪ 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. ▪ 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

(a) (b)

Figure 3.1a: Beef, Irish potatoes, vegetables Figure 3.1b: Cake

Look at the pictures above? Do you know what it is? Discuss with your partner about what type of food it is and how it is prepared.
Write a list of some of the dishes or products which can be made with the foods you have gathered in Table 3.I. Compare with other students in the class.

Activity 3.5: Discuss and write

Consonant Sounds ***/s/, /ʃ/***

Here are more of those words whose sounds are usually confused.

/s/	/ʃ/
seat	sheet
so	show
saw	shore
said	shed
same	shame

Do you know the different ways in which food is prepared?

In groups, describe how to cook a selected food of your choice. Using information in Table 3.2 below, name the types of food cooked in the ways listed in the first row of the table.

Table 3.2: How to cook food

boil	Fry	steam	bake	grill	roast

Do you know that milk is considered as a food for some people? Read the instructions below on how milk can be prepared. Such instructions are called **recipe.**

Activity 3.6: Read

HOW TO MAKE SOUR FERMENTED MILK

Fermented milk is an important part of the African diet among the cattle keepers like the Masai. Read the recipe below of making sour milk also called maziwa lala among the masai.

Ingredients: 1 litre of pasteurized full cream milk.

Steps:

1. Pour the milk into a gourd or a 4 litres or 1-gallon plastic container and set aside at room temperature for 3 days.
2. Sit it down, rest the base of the gourd or bottle on one thigh, grasp the neck in one hand and rock it to and fro. Shake well for about 45 minutes so that the curdles can mix, and then spin the container around on its base, so that the butterfat clumps together and separates from the sour milk.
3. Pour into a jug and skim off the butterfat. Melt the fat in a saucepan over low heat, to form ghee. Cool and store in a jar. The ghee is now ready to be used to fry any food.
4. Pour the thick, smooth maziwa lala into glasses and serve cold with sugar if desired.

Senior 1 Fountain publishers

The use of 'Much and Many'

Many and **much** are used in the negative and interrogative sentences. The difference between them is that ***much*** is used before uncountable

nouns in the plural form such as money, energy, time, ink. ***Many*** on the other hand is used before countable nouns in the plural form such as friends, cars, books, countries.

Complete these sentences using *much* or *many* correctly.

1. I am not very busy today. I haven't ---------- to do.
2. The museum was so crowed. There were too ---------- people.
3. Most of the town is modern. There aren't ---------- old buildings.
4. The weather has been very dry recently. We haven't had --------- rain.
5. Did it cost --------- to have the car repaired?
6. Mr Kanu has ---------- children to feed.

Activity 3.7: Read and enjoy

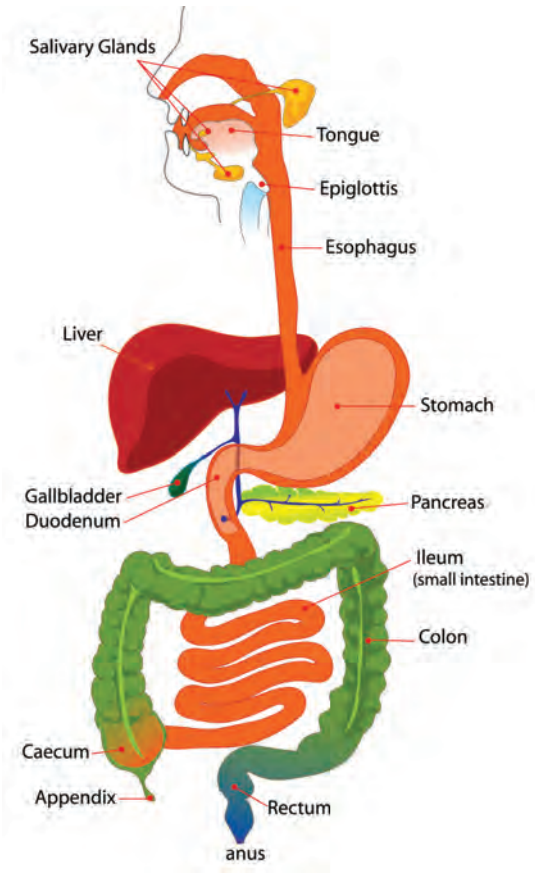

Figure 3.2: The digestive System

Do you remember what you learnt about the digestive system? Using the illustration above discuss with your partner the different parts of the digestive system and what happens to the food we eat at each stage.

Read and respond to this passage

There goes another sumbusa

Have a sumbusa! You bite into it, you chew it, the saliva in your mouth mixes with it and it is turned into a mushy pulp. Suddenly it is no longer a sumbusa. The process of digestion has already begun.

When you swallow it, the sumbusa goes into your food pipe (called the **oesophagus),** which carries it to your stomach. The stomach is located just below the breast bone. There the pulp is mixed with an acidic liquid we call **gastric juice**, which helps to break it down even further. The food pulp is turned around in your stomach from two to six hours before it passes into the small intestine.

This intestine may be 'small' but it is certainly not short. About seven metres long – almost four times as long as the tallest person in the class – the small intestine is folded and packed to fit in quite a small space in your body. It is here that the **most important part of the digestive process** takes place. This is the breaking down of the food pulp into a form that can be absorbed through the wall of the intestine into your bloodstream, which carries it to other parts of your body.

The parts of the food which your body cannot use are passed from the small intestine to the large intestines, where some water is removed and absorbed into the bloodstream. What is left of the original sumbusa is pushed along to the narrow end of the large intestine – **the rectum** – and out of your body through the anus.

Adopted from Integrated English Book 1

Questions

1. Using the passage above, find other words for the following:

- oesophagus
- gastric juice
- the most important part of the digestive process
- the rectum

2. Copy the table below. Summarise the digestive process described in the passage by choosing the information from lists A and B and putting it in the table.

List A
Stomach
Large intestine, rectum, anus
Mouth
Small intestine

List B
Broken down, absorbed into the bloodstream
Chewed to pulp, mixed with saliva
Mixed with gastric juice
Water extracted, remains pushed out of the system

3. What is this text about?

Table 3.3: Summary of the digestive process

A. Part of the digestive system	**B**. What happens to the food
1. 2. 3. 4.	1. 2. 3. 4.

Activity 3.8: Read and write

The use of '<u>since</u>' and '<u>for</u>'

<u>For</u>
The preposition **for** is used to talk about an **amount of time or space.** The amount of time is usually not exact or clearly stated. Examples are

for the weekend, **for ages**, **for a long time. For** can be used when talking about the present, past or the future as in the examples below:

1. Last year, I travelled for 3 weeks. (Past)
2. I am travelling for 3 weeks. (Present continuous)
3. Next year, I will travel for 3 weeks. (Future)

Since

It is used to refer to a particular point in time or event in the past. **Since** is normally used in the present perfect and past perfect tenses. It is never used to talk about the future because it refers to a specific point in the past. See the examples below:

1. It has been raining since 8:00 o'clock in the morning.
2. I have been walking since 10:00 pm.
3. He had been waiting since morning when the doctor came in.

Complete the following sentences correctly using either for or since.

1. I haven't seen him ---------- I left Mbale.
2. We have been waiting ------- over half an hour.
3. Kenneth has worked hard ---------- the day he joined secondary school.
4. His family have been farmers ---------- generations.
5. He has been ill in bed -------- six days.
6. The library has been closed ------- the beginning of this week.

Activity 3.9: Read and work with words

When you were in primary you learnt about adjectives. Do you still remember what they are? An adjective is a word that describes a noun in terms of size, shape, taste, smell, colour etc. For example, **delicious** sauce, **sweet** fruit**, green** lemons**, small** tomatoes. Adjectives are used in writing to make our stories interesting.

Read the passage below and identify the adjectives used.

A Visit to Grandmother

My grandmother is a hardworking woman. She lives in the village far in the remote areas of Rakai. But her home is one that I look forward to visiting during my holidays. Grandmother has an art of cooking which makes you look forward to all her meals. As soon as you get there, she orders for fresh fish for lunch.

She does not fry it but it always tastes so fresh. When she prepares rice she adds onions and ghee causing an aroma that is so tempting that, you cannot wait for meal time.

Her pancakes are done so well and they are always sweet with little cooking oil used. The meat is first grilled and then steamed in banana leaves and it is always tender and delicious. At tea time, she uses milk from her small farm and may be because she only rears local cows, the tea is so appetizing that I feel like chewing the cup itself!

Kutesakwe Miriam

Activity 3.10

Find suitable adjectives to describe the following food

a. cake **b.** juice **c.** rice **d.** meat **e.** samosa **f.** mango
g. grass hoppers **h.** milk **i.** maize **j.** lemons

Activity 3.11: Improve your writing

Using the foods in Activity 3.5 above, write sentences using verbs of preference like hate, can't stand, prefer. Use the example below to guide you.

1. I prefer mangoes to cakes because they are healthy.

Activity 3.12: Using the right language

Dialogue

This chapter is about food. You looked at the types of crops grown in our country and discussed how some of the food is prepared. When eating food, we are expected to show good manners especially when we eat together as a group. Using polite language while at table is considered to be a sign of respect and good manners. Below is a dialogue about using the right language.

First read it on your own, then practise it with your partner in preparation for a whole class presentation.

Jane: John, you are welcome. Please join us for a meal.

John: Thank you Jane, that is kind of you.

Jane: We have a buffet. There is mushroom soup, rice, matooke, millet and posho. For sauce there is beef stew, fish and groundnut sauce. There is custard for dessert. Please come and serve yourself.

John: *(sits at the table)* Jane, there is different cutlery, what do I do?

Jane: Hold the fork in your left hand and the table knife in your right hand. Use the knife to cut into the food and place it onto the fork.

John: Can I use the spoon to eat, it might be easier than the fork and knife!

Jane: No, John. You will need one spoon for your soup and the other for the dessert. Don't forget to use the napkin to protect your shirt as you eat.

John: Wow! Thank you Jane for teaching me all this! You are indeed an expert!

Jane: You are welcome. Enjoy your meal.

John: (*after eating his meal*) Please excuse me; I need to take my leave. Thank you so much for the delicious meal.

Activity 3.13: Improve your writing

The use of 'neither… nor'

We can use '*neither*' as a conjunction with '*nor*'. It connects two or more negative alternatives. 'Neither' and 'nor' as conjunctions are always used in pairs and are therefore known as correlative conjunctions. The other types of conjunctions are called coordinating conjunctions because they link or join words or parts of a sentence together. Here are some examples of sentences written using neither… nor:

1. Neither the end of term tests nor mock examinations helped him to perform better.
2. Neither John nor Zebidayo fed the animals.

Now join these sentences using 'neither… nor' in your exercise books.

1. My brother will not join the race. My sister will not join the race.
2. I could not eat. I could not drink.
3. She did not attend the meeting. She did not send a message.
4. Nyandere failed to sleep. Nyandere could not sit.
5. The journey was not very comfortable. And it was not very interesting.

Activity 3.14: Literature

POETRY

Food! Food!
Life is about you
We toil so as to put you on our tables
We work hard because of you.

Food! Food!
We can never have enough of you
Even after a heavy meal
We are soon in need of you!

Food! Food!
Without you there is no life
We need you from the time we are born
We need you even when we are about to die!

Kutesakwe Miriam

The separate parts of a poem are called stanzas instead of paragraphs. This poem has got 3 stanzas. Look at any other poems either in the library or those that you have read before. They all have stanzas. Some have got only one stanza while others have more than one. This is one of the features of a poem and it makes poems different from plays or stories.

Activity

Read the poem above and then take note of the following:

4. What is this poem about?
5. What are the other features of this poem?
6. Give a suitable title for this poem.

ACTIVITY OF INTEGRATION

You are planning to hold a birthday party for your mother.

1. Write a letter inviting your best friend, using adjectives and verbs of preference to describe what you plan to do so as to make it a memorable function for your mother.
2. In the letter include a recipe of your mother's favourite dish which you want her to prepare and bring to the party. The recipe should have countable and non-countable nouns for the ingredients to be used.
3. Write the actions taken to prepare the dish based on the proposed recipe.