

UNIT 9

Information and communication technologies

Introduction

Improvements have been made in fields such as medicine, agriculture, education and health. Many of these improvements are as a result of the development of information and communication technologies.

In this unit, you will learn about:

- the meaning of the term 'information and communication technology'
- how information and communication technologies work
- importance of information and communication technologies
- disadvantages of information and communication technologies

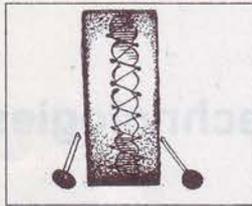
Activities

Activity 1 Identifying information and communication technologies

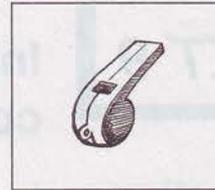
- 1 Discuss the meanings of the terms 'information' and 'communication'.
- 2 Discuss the meaning of the term 'information and communication technology'.
- 3 Work in groups to list examples of information and communication technologies or devices.
- 4 Report your findings to the class for discussion.
- 5 Identify by name the information and communication technologies that have been displayed.

Activity 2 Discussing the uses of information and communication technologies and how they work

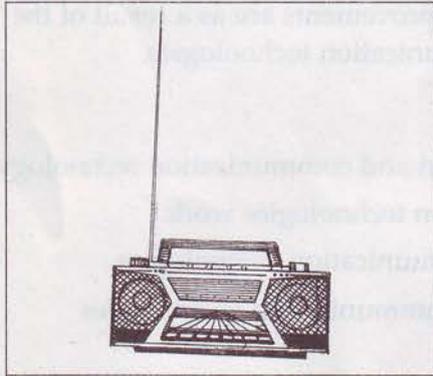
- 1 Discuss the uses of the following information and communication technologies:



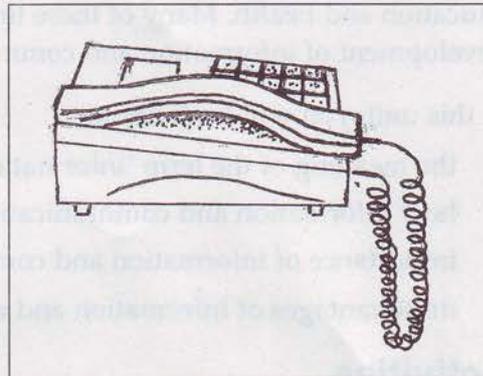
a drum



a whistle



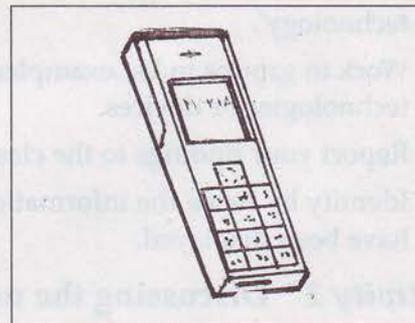
a radio



a telephone

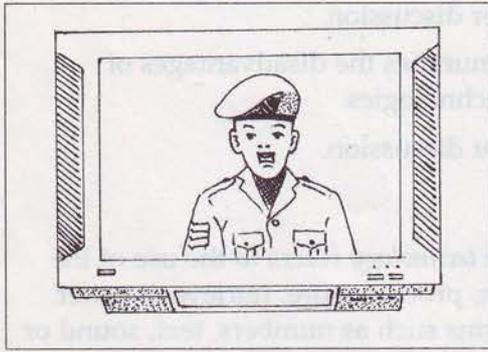


a fax machine

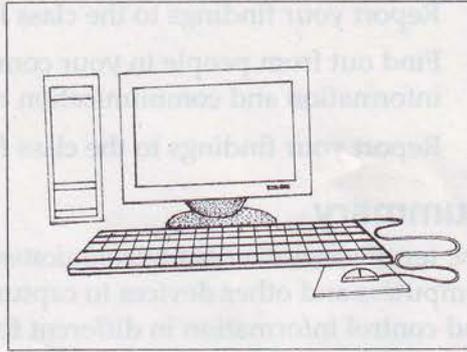


a cell phone

examples of information and communication technologies



a television (TV) set



a computer

examples of information and communication technologies

- 2 Discuss how the technologies shown work.
- 3 Report your findings to the class for discussion.
- 4 Under the supervision of your teacher, visit places where different information and communication technologies are used such as radio stations, television stations, telephone exchanges (bureaus) and computer centres or schools. Find out how the different technologies work.
- 5 Report your findings to the class for discussion.

Activity 3 Discussing the importance of information and communication technologies

- 1 In groups, discuss the importance of information and communication technologies.
- 2 Report your work to the class for discussion.
- 3 Find out from people in your communities the importance of information and communication technologies.
- 4 Report your findings to the class for discussion.

Activity 4 Discussing the disadvantages of information and communication technologies

- 1 In groups, discuss the disadvantages of using information and communication technologies.

- 2 Report your findings to the class for discussion.
- 3 Find out from people in your communities the disadvantages of information and communication technologies.
- 4 Report your findings to the class for discussion.

Summary

The term *information and communication technology* refers to the use of the computers and other devices to capture, process, store, retrieve, transfer and control information in different forms such as numbers, text, sound or images. The examples of information and communication technologies include computers, radios, television (TV), telephones, cell phones and fax machines.

Review exercise

- 1 Explain the meaning of the term 'information and communication technology'.
- 2 Give four examples of information and communication technologies.
- 3 Explain how each of the technologies you have listed in question 2 works.
- 4 Explain the importance of information and communication technologies.
- 5 Mention three disadvantages of using information and communication technologies.

Glossary

information and communication technology

- technology** : the use of computers and other devices to capture, process, store, retrieve, transfer and control information in a variety of forms such as numbers, text, sound or images
- internet** : millions of computers around the world connected to one another and to a system that helps people to store and find information quickly
- satellite** : a device put in orbit around a planet that sends telephone messages or radio and television signals received from another part of the earth
- signal** : waves transmitted or received
- transmit** : send out something, eg, radio waves

UNIT 14

Methods of cooking food

Introduction

There are many types of foods such as fruit, tea, vegetables, fish, potatoes, meat and bread. These foods are taken either raw or cooked. There are different ways in which food is cooked. There are also several reasons why food is cooked.

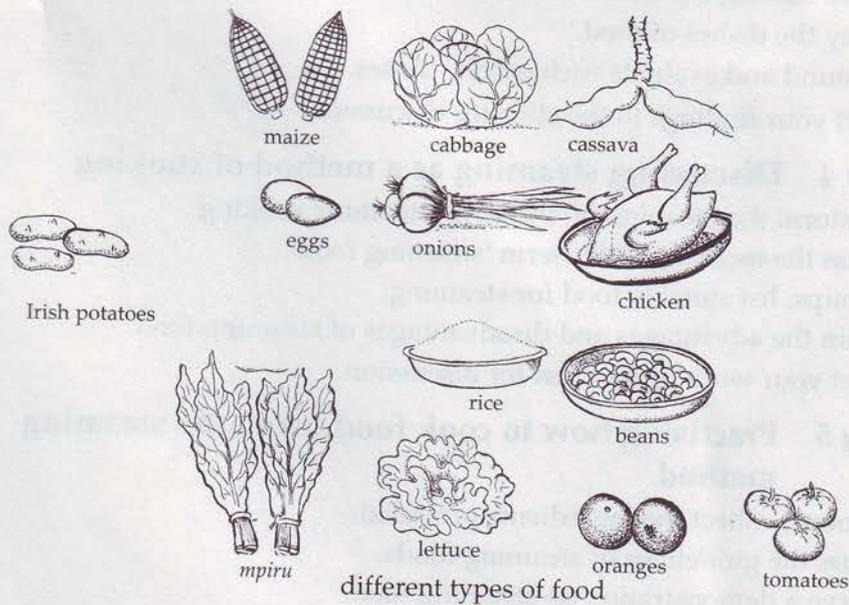
In this unit, you will learn about:

- reasons for cooking food
- boiling and steaming methods of food
- cooking food using the boiling method
- cooking food using the steaming method

Activities

Activity 1 Discussing reasons for cooking food

- 1 Study the following illustration and group the foods shown into those that can be taken raw or cooked.



- 2 In groups, list other foods you know.
- 3 Group the foods listed in step 2 above into those that are taken raw or cooked.
- 4 Explain reasons for cooking food.
- 5 Report your work to the class for discussion.

Activity 2 Discussing boiling as a method of cooking food

- 1 Brainstorm the meaning of the term 'boiling food'.
- 2 Discuss the meaning of the term 'boiling food'.
- 3 In groups, list suitable foods for boiling.
- 4 Explain the advantages and disadvantages of boiling food.
- 5 Report your work to the class for discussion.

Activity 3 Practising how to cook food using the boiling method

- 1 In groups, collect the ingredients provided.
- 2 Discuss the guidelines on boiling method of cooking.
- 3 Observe a demonstration on the boiling method of cooking.
- 4 Practise boiling food such as cassava and potatoes.
- 5 Observe a demonstration on serving the boiled food.
- 6 Practise serving the boiled food.
- 7 Display the dishes of food.
- 8 Go around and evaluate each others' dishes.
- 9 Report your findings to the class for discussion.

Activity 4 Discussing steaming as a method of cooking

- 1 Brainstorm the meaning of the term 'steaming cooking'.
- 2 Discuss the meaning of the term 'steaming food'.
- 3 In groups, list suitable food for steaming.
- 4 Explain the advantages and disadvantages of steaming food.
- 5 Report your work to the class for discussion.

Activity 5 Practising how to cook food using the steaming method

- 1 In groups, collect the ingredients provided.
- 2 Discuss the guidelines of steaming foods.
- 3 Observe a demonstration on steaming food.

- 4 Practise steaming food such as *mkate* or rice pudding.
- 5 Observe a demonstration on how to serve steamed food.
- 6 Practise serving steamed food.
- 7 Display the cooked dishes.
- 8 Go round and evaluate each others' dishes.
- 9 Report your findings to the class for discussion.

Summary

The methods of cooking food include boiling and steaming. Boiling is cooking food in water while steaming is cooking food using steam from boiling water.

There are several reasons for cooking food. These include:

- making the food tender
- making it safe to eat
- making it easy to digest
- improving appearance

Review exercise

- 1 Explain why food is cooked?
- 2 What are the rules of boiling food?
- 3 Why should food be covered in a water proof material when steaming it?
- 4 What are the disadvantages of steaming food?

Glossary

- boiling food** : cooking food in boiling water until it is tender
- brainstorming** : the method of solving problems in which all the members of a group suggest ideas which are then discussed
- evaluate** : find out how good something is
- ingredient** : any of the foods that are combined to make a particular dish
- raw** : not cooked
- steaming food** : cooking food using steam from boiling water

UNIT 15

Kitchen hygiene and safety

Introduction

The kitchen is the busiest and probably the most important room in the house. It is where food is prepared, cooked and served. Therefore, there is a need for proper care and use of the kitchen and kitchen equipment to avoid diseases and accidents.

In this unit, you will learn about:

- the importance of kitchen hygiene
- hygiene rules to be followed in the kitchen
- safety in the kitchen
- how to practise hygiene and safety in the kitchen

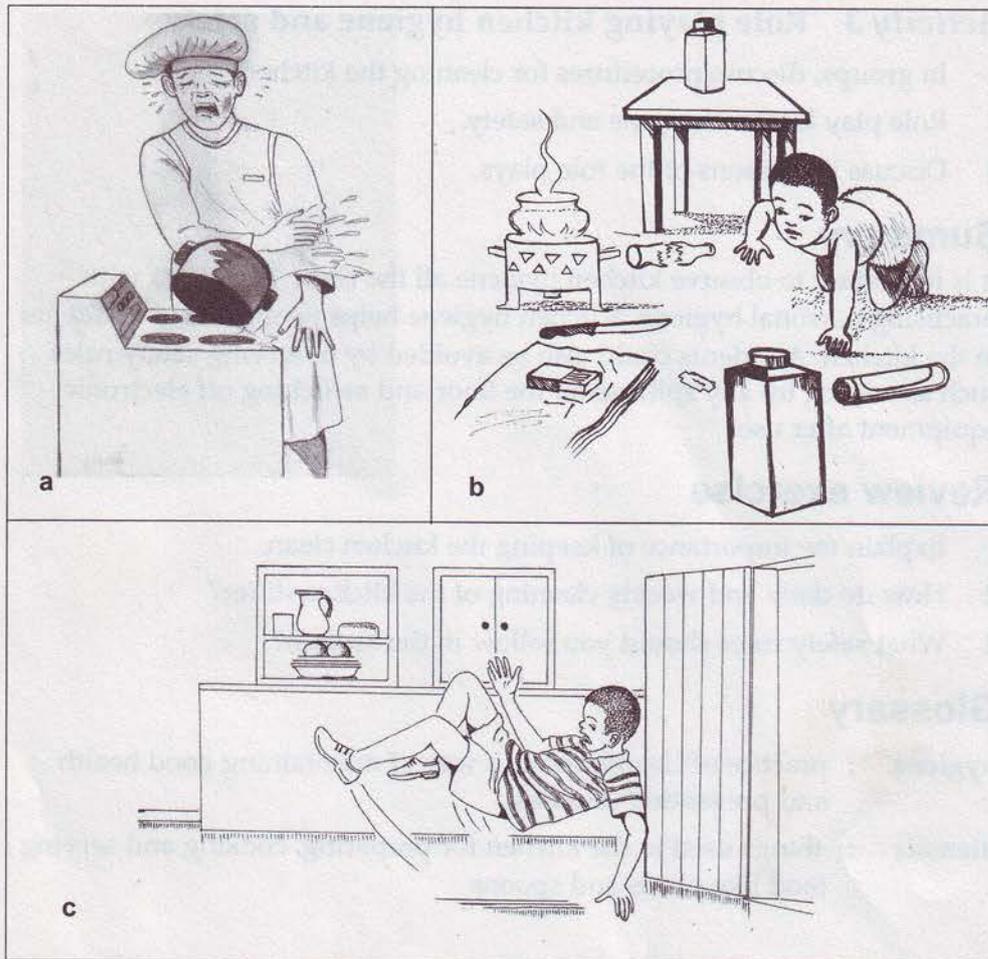
Activities

Activity 1 Discussing kitchen hygiene

- 1 Brainstorm the meaning of the term 'kitchen hygiene'.
- 2 Discuss the term 'kitchen hygiene'.
- 3 In groups, discuss the importance of kitchen hygiene.
- 4 Report your work to the class for discussion.

Activity 2 Discussing safety in the kitchen

- 1 Study the illustration below showing accidents in the kitchen and answer the questions that follow.



examples of accidents in the kitchen

Questions

- a. List the accidents in the kitchen as shown in the illustrations above.
- b. Discuss the causes of accidents in the kitchen.
- 3 Identify other accidents that can take place in the kitchen and their causes.
- 4 Suggest safety precautions in the kitchen.
- 5 Report your work to the class for discussion.

Activity 3 Role playing kitchen hygiene and safety

- 1 In groups, discuss procedures for cleaning the kitchen.
- 2 Role play kitchen hygiene and safety.
- 3 Discuss the lessons of the role plays.

Summary

It is important to observe kitchen hygiene all the time. This starts with practising personal hygiene. Kitchen hygiene helps people avoid accidents in the kitchen. Accidents could also be avoided by observing safety rules such as wiping up any spillage on the floor and switching off electronic equipment after use.

Review exercise

- 1 Explain the importance of keeping the kitchen clean.
- 2 How do daily and weekly cleaning of the kitchen differ?
- 3 What safety rules should you follow in the kitchen?

Glossary

hygiene : practice of cleanliness as a way of maintaining good health and preventing diseases

utensils : things used in the kitchen for preparing, cooking and serving food like plates and spoons

UNIT 16

Meal planning and presentation

Introduction

There are three main meals served in a day. These are breakfast, lunch and supper. Meals need to be planned so that the body gets all the necessary nutrients. If meals are prepared, cooked and served without planning, many resources are wasted.

In this unit, you will learn about:

- the importance of meal planning
- factors to consider when planning meals
- guidelines for planning meals
- planning, preparing, cooking and serving simple nutritious meals

Activities

Activity 1 Discussing the importance of meal planning

- 1 Discuss the meaning of the term 'meal'.
- 2 In groups, discuss the importance of planning meals.
- 3 Report your findings to the class for discussion.

Activity 2 Discussing factors to consider when planning meals

- 1 In groups, discuss factors to consider when planning meals.
- 2 Discuss guidelines to follow when planning meals.
- 3 Report your work to the class for discussion.

Activity 3 Planning nutritious meals

- 1 Identify the main meals of the day.
- 2 In groups, plan nutritious meals of the day, that is, breakfast, lunch and supper.
- 3 Display your sample menus.

- 4 Discuss each others' sample menus.

Activity 4 Preparing, cooking and serving nutritious meals

- 1 In groups, collect the ingredients for the practical session.
- 2 Observe a demonstration on the preparation and cooking of a simple meal.
- 3 Prepare and cook a simple meal.
- 4 Observe a demonstration on how to serve the cooked meal attractively.
- 5 Serve the cooked meals attractively.
- 6 Display your meals.
- 7 Comment on the meals displayed.

Summary

It is important to plan meals because planning helps to save money, time and energy. Apart from this, one gets all the necessary nutrients in the correct amounts. When preparing, cooking and serving these meals it is good to follow proper guidelines.

Review exercise

- 1 List the three main meals of the day.
- 2 Why is it important to plan meals? Give two reasons.
- 3 Give three guidelines you should follow when planning meals.

Glossary

- breakfast** : a meal eaten in the morning
- dinner** : a meal eaten in the evening
- lunch** : a meal eaten at noon or afternoon
- meal** : a set of dishes of food served and eaten together at a specific time
- menu** : a list of dishes to be served at a meal

UNIT 18

Care for rooms in the home and its surroundings

Introduction

A house is built to fulfil certain basic functions. These are food preparation, dining, storage, resting and sleeping. It is important to keep the home clean in order to prevent the spread of diseases and make it last longer.

There are several ways of keeping the home clean. These include sweeping, brushing, dusting, mopping and smearing.

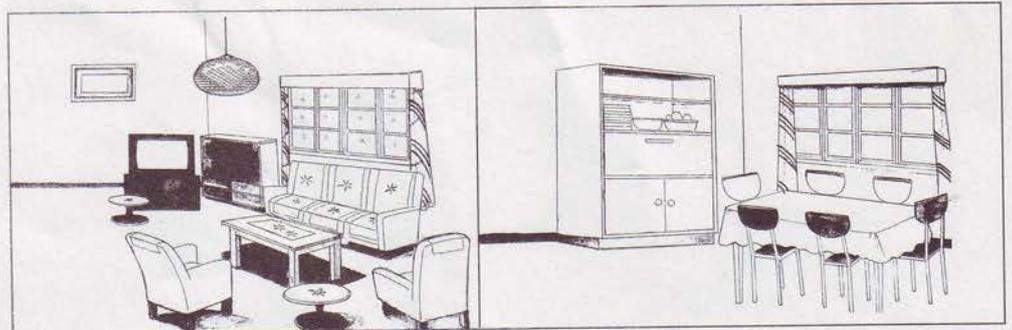
In this unit, you will learn about:

- different rooms in the home
- ways of caring for different rooms in the home
- how the home surroundings can be cared for

Activities

Activity 1 Caring for sitting rooms and dining rooms

- 1 Identify different rooms in the home and their uses.
- 2 Discuss reasons for cleaning the home.
- 3 Identify methods of cleaning the home.
- 4 Study the illustration below and discuss ways of cleaning sitting rooms and dining rooms.



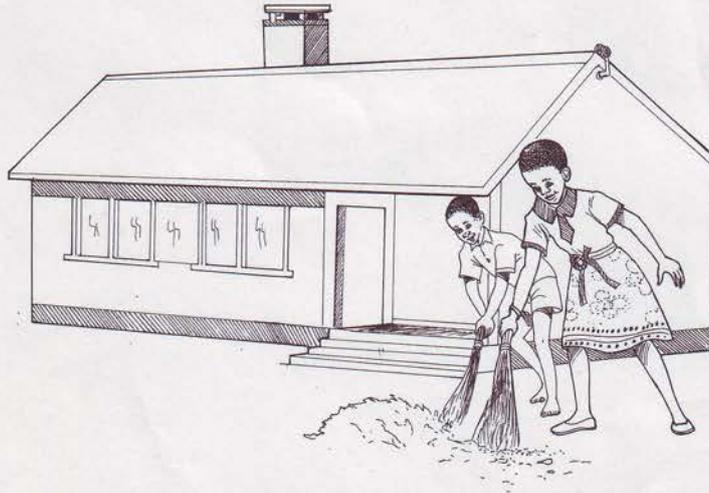
a: a sitting room

b: a dining room

- 5 Observe a demonstration on how to clean sitting rooms and dining rooms of modern and traditional homes.
- 6 Clean the sitting rooms and dining rooms of modern and traditional homes.

Activity 2 Caring for home surroundings

- 1 Identify ways of keeping the home surroundings clean.
- 2 In groups, discuss ways of disposing of household refuse.
- 3 Observe a demonstration on how to clean home surroundings as shown in the illustration below.



cleaning home surroundings

- 4 In groups, clean the home surroundings.

Summary

A good house should have different rooms to fulfill the basic functions of food preparation, storage, sleeping, resting, dining and socialisation. It is important to care for sitting rooms and dining rooms to promote good health for the family members.

Review exercise

- 1 Explain three ways of removing dirt from the surfaces of sitting rooms and dining rooms.

- 2 Explain why it is important to dispose of refuse from the house.
- 3 State three ways of removing refuse from the house and its surroundings.

Glossary

refuse : waste or litter

