



Senior 1 English (New curriculum)

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Term 2

Topic 2/3: Food

Competency: The learner discusses the types of food grown in different parts of the country and how they can be prepared for consumption, and expresses personal likes and dislikes while appreciating mealtime etiquette.

Lesson 1: Pronunciations

A student is required to practice the articulation and production of consonants sounds in combination. E.g. (/b/ as in baby; /v/ as in viva;/ /f/ as in fifth;/p/ as in pupil; /d/ daddy; /t/ as in title; /k/ as in kick; and /g/ as in guggle).

Practice tips

Read the words loudly and several time until you can pronounce them properly. Consider using pronunciation Apps via internet.

Exercise 1

Pronounce these words correctly.

Sound	Example Words (5 each)
/b/ as in <i>baby</i>	ball, book, brother, bring, basket
/v/ as in <i>viva</i>	very, village, visit, voice, value
/f/ as in <i>fifth</i>	fan, fish, food, forest, funny
/p/ as in <i>pupil</i>	pen, paper, people, play, pocket
/d/ as in <i>daddy</i>	dog, door, dance, day, desk
/t/ as in <i>title</i>	table, teacher, time, town, talk
/k/ as in <i>kick</i>	cat, cup, cook, kind, kite
/g/ as in <i>guggle</i>	game, garden, goat, girl, give

Lesson 2: Major Food Crops in Uganda



Banana



Cassava



Sweet potatoes

Crop	Main Growing Areas	Notes
Bananas (Matooke)	Central and Western Uganda (e.g., Mbarara, Bushenyi, Masaka)	Staple food for many households; cultivated by nearly half of farming families.
Maize	Eastern Uganda (e.g., Mbale, Tororo) and Northern Uganda	Used for posho (maize flour), animal feed, and brewing.
Beans	Grown widely across Uganda, especially in highland areas (Kabale, Mbale)	Important source of protein; intercropped with maize and bananas.
Cassava	Northern and Eastern Uganda (Lira, Soroti, Gulu)	Drought-resistant crop; used for flour and local dishes.
Sweet Potatoes	Eastern Uganda (Teso region, Busoga)	Commonly eaten boiled or mashed; also used in brewing.
Rice	Eastern Uganda (Doho, Lira, Pallisa wetlands)	Grown in wetlands; increasingly popular as a staple.

Key Insights

Bananas (matooke) are the most widely grown staple, especially in the central and western regions.

Maize and beans dominate in eastern and northern Uganda, often grown together.

Cassava and sweet potatoes are vital in drier regions because they tolerate drought.

Rice is expanding in wetlands, especially in eastern Uganda.

Exercise 2

1. Name two food crops commonly grown in Central Uganda.
2. Which food crop is drought-resistant and widely grown in Northern Uganda?
3. Where is rice mainly cultivated in Uganda?
4. State one way maize may be eaten as food
5. Why are beans important in Ugandan diets?

✓ Answers

1. Bananas (matooke) and bean.
2. Cassava, sweet potatoes
3. In wetlands of Eastern Uganda (e.g., Pallisa, Doho).
4. roasted maize, posho, cooked mixed with beans
5. Because they are a major source of protein.

Lesson 3: Examples of food Recipes in Uganda



Matooke stew



Chapati rolls



Fried tilapia

- (i) **Matoke stew** (bananas, onions, tomatoes, groundnut paste)
- (ii) **Chapati rolls** (flour, water, oil, salt)
- (iii) **Bean curry** (beans, onions, garlic, curry powder)
- (iv) **Fried tilapia** (fish, oil, lemon, spices)
- (v) **Vegetable stir-fry** (cabbage, carrots, green peppers, soy sauce)

Exercise 3: Read the poem below and answer the questions that follow in full sentences

The Dance of Cooking

First we peel, then we slice,
Onions, tomatoes—oh, so nice.
Heat the oil until it glows,
Add the garlic, watch it flow.

Spices sprinkle, colors rise,
Aroma drifts, a sweet surprise.
Stir the pot, let flavors blend,
Patience waits until the end.

Serve it hot, the meal is done,
Shared with friends, enjoyed by everyone.

Dr. Aida Namitala

Questions

1. What is the first step in the poem’s cooking process?
2. Which ingredient is added after heating the oil?
3. What happens when spices are sprinkled?
4. What does the poem suggest about patience in cooking?
5. How does the poem describe the final stage of food preparation?

 **Answers**

1. Peel and slice onions and tomatoes.
2. Garlic is added after heating the oil.
3. Colors rise and aroma drifts.
4. Patience is needed to let flavors blend.
5. The meal is served hot and shared with friends.

Exercise 4:

Read the story below and answer the questions that follow in full sentences

The Cooking Competition

Last Friday, Double Science Secondary School held a cooking competition. Each group of students had to prepare a local dish using fresh ingredients.

Bbosa's group decided to cook **matoke**. They peeled the bananas, boiled them, and mashed them into a smooth meal. Aisha's group prepared **bean stew**. They soaked the beans overnight, boiled them, and added onions, tomatoes, and salt to make it tasty. Musoke's group chose to fry **tilapia fish**. They cleaned the fish, sprinkled it with salt, and fried it in hot oil until golden brown.

During the competition, the classroom was filled with the aroma of food. The teacher walked around, tasting each dish. She praised Bbosa's group for their neat preparation, James's group for their balanced flavors, and Sarah's group for their crispy fish.

At the end, the teacher said, "Food is not only about eating. It is about teamwork, creativity, and sharing." The students enjoyed the meal together, proud of their efforts.

Dr. Aida Namitala

Questions

1. What food did Bbosa's group prepare?
2. Which ingredients were added to the bean stew?
3. How did Aisha's group cook the fish?
4. What did the teacher say about food at the end?
5. Why was the classroom filled with aroma?

Answers

1. Bbosa's group prepared matoke.
2. The ingredients that were added to the bean stew are: Onions, tomatoes, and salt.
3. They cleaned, salted, and fried the fish in hot oil.
4. She said food is about teamwork, creativity, and sharing.

5. Because different groups were cooking dishes with different ingredients during the competition.

Lesson 4: Use the future tense, countable and uncountable nouns, verbs of preference and adjectives to describe taste

(i) **Future Tense**

Used to talk about actions that will happen.

Structure: *will + verb*

Example:

Tomorrow, we will cook rice and beans.

(ii) **Countable and Uncountable Nouns**

Countable nouns: things we can count (apples, bananas, eggs).

Example:

I will buy three apples.

Uncountable nouns: things we cannot count individually (milk, sugar, rice).

Example:

She will drink some milk.

(iii) **Verbs of Preference**

Words that show likes or dislikes: *like, love, prefer, enjoy, dislike, hate*.

Examples:

I prefer rice to cassava.

They love eating sweet bananas.

(iv) **Adjectives to Describe Taste**

Words that describe how food tastes: *sweet, sour, bitter, salty, spicy, delicious*.

Examples:

The mango will taste sweet.

This soup will be spicy.

Sample Sentences Combining All

- (i) *Next week, we will prepare chapati and beans.*
- (ii) *I prefer sweet bananas, but I dislike bitter vegetables.*
- (iii) *She will buy two oranges (countable) and some sugar (uncountable).*
- (iv) *The fish will taste salty and delicious.*

Exercise 5

1. Write a sentence using the future tense with food.
2. Give one example of a countable noun and one of an uncountable noun related to food.
3. Which verb of preference can you use to show dislike?
4. Write a sentence using “prefer” to compare two foods.
4. Mention two adjectives that describe taste.

Answers

1. Example: *Tomorrow, I will cook rice.*
2. Countable: *egg*; Uncountable: *milk*.
3. *Dislike* or *hate*.
4. Example: *I prefer rice to cassava.*
5. Sweet, sour (other possible answers: salty, bitter, spicy, delicious).

Lesson 5: Table Manners and Etiquette

(i) Before Eating

Wash your hands properly.

Wait until everyone is served before starting.

Sit upright at the table.

(ii) During Eating

Use cutlery correctly (fork, spoon, knife).

Chew food with your mouth closed.

Do not talk with food in your mouth.

Take small bites and eat slowly.

Avoid reaching across the table; politely ask for items to be passed; i.e. Ask politely:
“Could you pass me the salt?”

(iii) **Politeness**

Say “please” when requesting something.

Say “thank you” when served.

Respect cultural practices (e.g., elders may be served first).

(iv) **After Eating**

Do not leave the table until everyone is finished.

Place cutlery neatly on the plate when done.

Thank the host for the meal.

Exercise 6

1. Why should you wash your hands before eating?
2. What should you do if you want something that is far from you on the table?
3. Mention two polite words you should use during meals.
4. How should you chew food at the table?
5. What should you do after finishing your meal?

 **Answers**

1. To maintain hygiene and prevent illness.
2. Ask politely for it to be passed instead of reaching across.
3. “Please” and “Thank you.”
4. Chew with your mouth closed.
5. Place cutlery neatly on the plate and thank the host.

Exercise 7

Read the dialogue and answer the questions that follow

At the Dinner Table

Mother: Please wash your hands before sitting down.

John: Yes, Mother. I have washed them.

Father: John, wait until everyone is served before you start eating.

John: Oh, sorry, Father. I will wait.

Sister: Could you pass me the salt, please?

John: Of course. Here you are.

Mother: Remember, chew with your mouth closed.

John: Yes, Mother. I will.

Father: Good! And don't forget to say "thank you" when you are served.

Sister: Thank you, John, for passing the salt.

Mother: Excellent! That is how we show good table manners.

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Questions

1. What did Mother ask John to do before sitting down?
2. Why did Father tell John to wait before eating?
3. What polite word did Sister use when asking for the salt?
4. How should John chew his food?
5. What did sister say after receiving the salt?

Answers

1. Mother asked John to wash his hands before sitting down.
2. Father told John to wait before eating because everyone had to be served first.
3. She said "please."
4. John had to chew food with his mouth closed.
5. He said "Thank you, John."

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Thank you

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