

SURE KEY EXAMINATIONS BOARD



PRE - PRIMARY LEAVING EXAMINATION 2021

ENGLISH - SET 2

Time Allowed 2 Hours 15 Minutes

Index No.	Random Number	Personal No.														
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Candidates' Name

Candidate's Signature.....

School Random No.

District ID:

Read the following instructions carefully:

1. This paper has two section A and B
2. Answer all questions and all answers to both Sections A and B must be written in the spaces provided.
3. All answers must be written in blue or black ink ball-point pen or fountain pen.
4. Unnecessary changes of work may lead to loss of marks.
5. Any handwriting that cannot easily be read may lead to loss of marks.
6. Do not fill anything in the boxes indicated "For Examiners' Use Only" and those inside the question paper.

FOR EXAMINERS' USE ONLY		
Qn.No.	Marks	EXR'S NO.
1-10		
11-20		
21-30		
31-40		
41-50		
51		
52		
53		
54		
55		
TOTAL		

In questions 1-5, fill the blanks

with the correct word or group of words to complete the sentences.

1. As as I finish the work, I shall go to sleep.
2. The old oculist was leaningthe tree.
3. Smith isEuropean.
4. The president's chauffeur died.....the fatal accident.
5. Rooney can play football nor volleyball.

In questions 6-15, use the correct form of the word given in bracket to complete the sentences.

6. Benon has the.....handwriting in our class. (good)
7. Hillside football team.....a blue uniform last week. (wear)
8. One of the.....I read was very long. (story)
9. Why are you behaving in a.....way. (child)
10. The cobbler's English.....was excellent. (pronounce)
11. Abdul was a.....person before he died. (to help)
12. Please, your pencils now. (sharp)
13. The motorist..... speeding dangerously. (to be)
14. Good children always take care ofproperty. (them)
15. It is.....to rain today. (like)

For questions 16-18, rewrite giving the opposite of the underlined words.

16. January is the wettest month of the year.

17. His nephew escaped from school last week.

18. The teacher was very free after break.

For questions 19-20, arrange the words in alphabetical order.

19. banks, banana, bake, bans

20. salt, milk, sugar, biscuits

For questions 21-23, rewrite the sentences giving a single word for the underlined group of words.

21. Our school is next to a place where Muslims go for prayers.

22. He is a man who makes clothes.

23. The pupils were moving their bodies as the music was playing.

For questions 24 and 25, give the singular form of the following words.

24. tomatoes

25. pairs of shoes.....

For questions 26-28, write the complete form of the given words.

26. Feb.

27. They're

28. Hon.

For questions 29-30, use the words in sentences to show that you understand their meaning.

29. breed
.....

30. bleed
.....

For questions 31-50, rewrite the sentences as instructed in the brackets.

31. The food is so hot that we cannot eat it. (Rewrite using:**too**....**to**....)
.....

32. Obey your parents and succeed in life. (Rewrite and begin: **If**.....)
.....

33. Atwooki lent me some money. (Rewrite and use “**borrow**”)
.....

34. There are two pupils in the classroom,?(Rewrite supplying a suitable **question tag**.)
.....

35. The coach and the referee arrived late. (Rewrite using:....**as well as**)
.....

36. All the boys have finished their homework.
(Rewrite beginning; **Every boy**.....)
.....

37. has she reported on duty the boss asked (Rewrite the sentence and **punctuate it correctly**.)
.....

38. He took the cows to the abattoir by lorry. (Rewrite the sentence beginning: **The cows**...)
.....

39. I had all the qualifications but I didn't get the job. (Rewrite the sentence beginning: **Despite**)
.....

40. James has a very nice shirt. (Rewrite and begin: **What a**!)
.....

41. Robert went to England. David also went to England. (Join the sentences using;
and so)
.....

42. I like singing more than dancing. (Rewrite and use; **prefer**.....)

.....
Ojok is not very bright. He passed his examinations. (Rewrite the sentences beginning: **Although**.....)

43. She walked in rain. She fell sick. (Join the sentences using: ...**because**...)

44. Mary started washing clothes in the morning. It is now noon and she is still washing clothes. (Rewrite the sentences using: **since**.....)

45. The painting was very interesting. All the pupils liked it. (Join the sentences using:**so**.....**that**.....)

46. I am old. I can ride a bicycle. (Join using:**enough**.....)

47. Harriet is the girl. She lost all her books. (Join using;**who**.....)

48. He put his bag down. He wanted to swim across the river. (Rewrite the sentences using:**so that**.....)

49. His intention is to contest for the post of head prefect. (Rewrite beginning: **He**.....)

SECTION B

50. **Read the passage below and answer the questions that follow in full sentences.**

Every nation has symbols that identify it. A flag is just one of the symbols of a nation. On the Uganda flag, black stands for the black Africans who make the majority of Ugandans; yellow, for the abundant sunshine the country enjoys and red, symbolizing brotherhood, which mean Ugandans, are one and the same people despite the differences in skin colour, religion, and tribe and so on.

The crested crane is a symbol of peace. Note that it always faces the flag pole (mast). It stands with one leg up. This is a sign that Uganda is moving forward in development.

Like the national flag, the national coat of arms is also a symbol of a nation. On Uganda's coat of arms, the kob represents the wildlife of Uganda and the crested crane, peace. The shield and spear represent Uganda's traditional weapons.

On the shield, the blue stripes are the many rivers and lakes of Uganda. The sun stands for the sunshine Uganda receives throughout the year. The shield itself, and the drum, symbolize the culture of the nation. The green colour at the bottom shows the abundant vegetation of Uganda with the Nile flowing through it.

Besides that, there is coffee and cotton which represent the traditional cash crops. Another symbol of Uganda as a nation is her three-stanza national anthem.

- a) How many symbols are mentioned in the passage?
.....
- b) What are the colours of the Uganda flag?
.....
- c) What does the crested crane on the national flag stand for?
.....
- d) How does the Uganda flag show that all human beings are related?
.....
- e) Why is the crested crane drawn on the flag with one leg up?
.....
- f) How is the flag similar in function to the coat of arms?
.....
- g) How does Uganda show pride in her wildlife on one of her symbols?
.....
- h) What represents cultures on the coat of arms?
.....
- i) What is the importance of the blue stripes in the passage?
.....
- j) How many stanzas has the Uganda National Anthem?
.....

52. Tom walked into the Head teacher's office and had a talk with his head teacher. Study the conversation and complete it sensibly.

Tom:.....
.....

Head teacher: Good morning, Tom. Welcome back from holidays.

Tom:.....
.....

Head teacher: Can you please hand in your pay slip for fees?

Tom:.....
.....

Head teacher: You're sorry, you don't have it! What happened?

Tom:.....
.....

Head teacher: Your father is not at home! Where did he go?

Tom:.....
.....

Head teacher: Admitted into hospital! What happened to him?

Tom:.....
.....

Head teacher: Oh! It's a pity that your father had such a terrible motor accident! Is your mother looking after him now?

Tom:.....
.....

Head teacher: It's good that your mother is looking after him in hospital. So with whom are you staying at home?

Tom:.....
.....

Head teacher: It is nice if you are staying with your uncle. Is his home near school?

Tom:.....
.....

Head teacher: That is good. Now go to class and start your lesson. You will clear your fees later.

Tom:.....

Head teacher: You are welcome.

53. The following sentences are jumbled arrange them to make a correct story.

1. In the evening, Angella gets her bag and goes back home.
2. Angella brushes her teeth and takes a bath.
3. She kneels down and says her prayers.
4. Angella wakes up at six o'clock in the morning.
5. Lessons begin at 7:00a.m.
6. She carries her school bag and runs to school.
7. Her lunch is at 1:00p.m in the dining hall.
8. At 10:30am she goes for break.
9. She goes straight to her classroom to attend the first lesson.
10. She takes her breakfast and puts on her uniform.

Correct Order

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54. Read the poem below and answer the questions that follow in full sentences.

Killed young and strong
You cut me into logs
You chop me into pieces
Like onions I'm sliced
I am chopped like chips.

Killed young and strong
You screw me heartlessly
I'm hurt as you drill me
You drive nails into me
For your furniture.

Killed young and strong
Used and wasted
My reward is fire
In fire I'm badly burnt
Burnt and burnt to ashes.

Questions

1. How old is the writer of this poem at the time of his death?
.....
2. What is the writer cut into?
.....
3. What is the reward of the writer?
.....
4. What happens to the writer of the poem when put in fire?
.....
5. What does the writer compare himself to when he is sliced?
.....
6. How many stanzas does this poem have?
.....
7. What is he chopped like?
.....
8. Why do people nail the writer of the poem?
.....
9. What do you think the writer is?
.....
10. Give another word to mean the same as the underlined in Stanza 2.
.....

55. Imagine you will not be able to attend classes on Friday 24th March, 2021. You will be helping your father to prepare for his 55th birthday party. Write a letter to your P.7 class teacher at Sure Primary School, P.O BOX 2233, Kibuye, asking for permission.

A series of horizontal dashed lines provided for writing the letter.