

THE SIPRO PRE – PLE SET II ENGLISH MARKING GUIDE – 2022

NO.	CLASS LEVEL	CORRECT RESPONSE	WRONG RESPONSE	MARKING POINT	ASPECT	TECHNICAL ADVICE
1.	P.2	an	the	Knowledge of appropriate article.	Articles	Articles precede the nouns they describe so, it is important to know the first sound of that noun so as to use the articles appropriately.
2.	P.6	Even	If	Correct use of structures.	Structures	Revise all structures related to “even though” e.g. although, despite, etc.
3.	P.3	in	from	Correct use of prepositions.	Prepositions	The preposition “from” shows the origin/where something starts; “in” to describe physical surroundings.
4.	P.3	ambulance	vehicle	Knowledge of uses of vehicles.	Nouns	Revise vocabulary related to accidents and safety on the road and ceremonies (death).
5.	P.4	stung	beaten	Knowledge of corresponding verb for action of bees.	Verbs	Revise some actions corresponding to some nouns e.g. vehicle – knock down.
6.	P.4	flowed	flew	Application of the past simple tense.	Tenses	Revise tenses of verbs that normally confuse learners because they almost look the same like fly; flow.
7.	P.7	publicly	publically	Formation of an adverb of manner.	Adverbs	Adverbs of manner tell us “how” an action was done. Form as many adverbs of manner as time allows.
8.	P.4	triangular	triangles	Formation of an adjective.	Adjectives (formation)	Emphasis should be put on the spellings. Look at words like woollen, wooden, rectangular, etc.
9.	P.4	stubbornness	sturbbornness	Formation of an abstract noun.	Abstract nouns	Revise formation of abstract nouns with examples on their usage in sentences.
10.	P.5	their	there	Formation of an adjective pronoun	Pronouns	Guide the learners on the difference between “there and their,” it’s and its. Encourage them to write sentences using these words.
11.	P.4	shortened	shortern	Formation of a verb.	Verbs (formation)	Revise formation of verbs using “en” e.g. lengthen, darken, etc. and using “n” e.g. whiten, etc.
12.	P.7	supervisor(s)	supervisers	Formation of a noun.	Nouns (formation)	Revise vocabulary related to examinations.

13.	P.6	thinner	thinnest	Application of the comparative degree.	Degrees of adjectives.	Revise formation of the comparative degree as well as structures in that sense e.g. using “than” and double comparison.
14.	P.6	arguing	argument	Formation of the continuous tense.	Tenses	Review verbs that enable the subsequent ones in a sentence to change to continuous tense e.g. avoid, find, see, etc.
15.	P.5	third	thrice	Formation of an ordinal.	Ordinals	The ordinals tell us the position of something in a sequence. Focus on commonly misspelt ones like ninth, fourth, twelfth, etc.
16.	P.6	there’s	the’s	Writing words in short.	Abbreviations	Days of the week and months must begin with a capital letter and a dot at the end when written in short.
17.	P.3	Sun.	sun			
18.	P.5	He will write to us next term.	He will write to them next term.	-Knowledge of meanings of words. - Following instruction. - Punctuation.	One word for many.	Revise animal meat specifying those that have different names for meat of young ones, e.g. veal and lamb. Revise pronouns and give details of the types.
19.	P.7	My neighbour missed the funeral of the late chief.	My neighbour dodged the funeral of the late chief.			
20.	P.6	Is lamb as delicious as chicken?	Is mutton as delicious as chicken?			
21.	P.3	Musenero needn’t steal radios.	radios	-Knowledge of how some nouns form the plural. -Following instructions.	Plural forms	Look at words that end in “o” and form the plural by adding “es” and those that add “s”.
22.	P.3	We didn’t buy any toothbrushes from the shop.	toothbrushes			
23.	P.3	Consider all grammatically correct sentences with the correct meaning of the given word.	- All grammatically wrong sentences. -Sentences defining the words. - Sentences without the correct meaning.	- Knowledge of meanings of the words. -Construction of correct sentences.	Homophones	Avoid defining the given words because learners will also define them as they are constructing sentences.
24.	P.3					
25.	P.4	beautiful, cute, handsome, ugly	-Any different order.	Arranging words in alphabetical order.	Alphabetical order.	Revise from simple arrangement i.e. first letter to complex ones i.e. mixed letters.
26.	P.5	deceive, descend, destroy, detain	-Misspelt words.			
27.	P.4	It is not advisable to eat raw/uncooked cassava.	Raw/uncooked.	- Following the given instruction. -Knowledge of opposite form of the given words.	Opposite forms.	Review formation of opposites using prefixes and suffixes. -Revise vocabulary related to family relationships.
28.	P.6	Her stepdaughter is graduating this month.	Stepdaughter.			
29.	P.7	My brother and I are doctors.	I and my brother are doctors.	Knowledge of order of words in a sentence.	Sentences	English language encourages considering ourselves last hence “I” comes last.
30.	P.6	Did the veterinarian treat your cattle?	Did veterinarian treat the cattle?			
31.	P.4	Janice is the owner of that beautiful comb.	The owner of the comb is Janice.	Use of owner.	Structures	Encourage the learners to begin with who something belongs to when using “owner”.

32.	P.6	Motorists ought to respect every road user.	Motorists ought respect every road user.	Use of ought to.	Structures	Revise the use of other modal verbs like should.
33.	P.5	How hard – working a boy Okot is!	How hard – working Okot is!	Use of how as an interjection.	Interjections	Guide the learners on the difference in usage between what and how as interjections.
34.	P.4	Kapere lent three thousand shillings to Kamoga.	Kapere borrowed three thousand shillings from Kamoga.	Use of lent.	Verbs	Review prepositions used with lend and borrow. Emphasise beginning with the person who performed the action.
35.	P.5	The police arrived at/on the crime scene very late.	The police arrived the crime scene very late.	Use of arrive.	Verbs	Give examples on when to use arrive with “at”, “in”, “on”.
36.	P.6	All the chefs do not have the recipe.	All of the chefs have the recipe.	Use of All.	Determiners.	Discourage the learners from using “of” with “all”. Revise the use of each and every.
37.	P.6	I will be treated if I go to the hospital.	I will be treated I gone to the hospital.	Changing a sentence to If 1.	Conditionals	Put emphasis on the tenses in each “if”.
38.	P.5	The mechanic was in inexperienced but he repaired my car very well.	The mechanic repaired my car very well but he was in experienced.	Use of but.	Structures	Revise the use of although in sentences interchangeably.
39.	P.6	A friend of theirs paid for the wedding cake.	A friend of them paid for the wedding cake.	Formation of a possessive pronoun.	Pronouns	Revise the use of possessive pronouns in sentences to show ownership e.g. This belongs to me.
40.	P.6	Jasper, as well as Alex, is a Journalist.	Jasper as well as Alex are Journalists.	Use of as well as.	Structures	When two subjects are joined by as well as, the verb agrees in number and person with the first one.
41.	P.7	Biiso can hardly write an official letter.	Biiso can hardly write an official letter without difficulty.	Using hardly to mean difficulty.	Adverbs	Explore meaning of the word “hardly” and encourage the learners to use it in sentences.
42.	P.7	Having hung the flash cards on the string, the teacher rested.	Having hanged the flash cards on the string, the teacher rested.	Application of the perfect participle.	Participles.	Revise the three participles and also guide the learners on the difference in “hung” and “hanged”.
43.	P.7	The big boys said that they had not to look down on their teachers.	The big boys said that they had to not look down on their teachers.	Changing direct speech to indirect speech.	Speeches	Must changes to “had to”. Review other changes made while changing sentences.
44.	P.7	Patel, about whom I told you recently, is a widower.	Patel whom I told you about recently is a widower.	Use of commas in a relative clause.	Relative pronouns.	We always use a relative pronoun or adverb to start a non – defining relative clause. Commas are also used to separate the clause from the rest of the sentence.
45.	P.6	Dr. Nyende treated the patient besides counselling him/her.	Dr Nyende treated the patient besides he also counselled her/him.	Use of besides.	Structures	The continuous of the verb after besides is used.

46.	P.6	Kawudha has a 200 – page book or Kaudha has a 200 pages’ book.	Kawudha has a 200 paged book.	Formation of an adjective.	Adjectives	A hyphen can be used to form adjectives but the noun used should change to singular. The noun will remain in plural if an apostrophe is used to form the adjective.
47.	P.6	The invigilator succeeded in sealing all our scripts in one envelope.	The invigilator succeeded to seal all our scripts in one envelope.	Use of the continuous of the verb.	Verbs	If a verb is used after a preposition, we use the “ing” form which is really a gerund or verb in noun form.
48.	P.6	No sooner had I eaten the porridge than it burnt my tongue.	No sooner had I ate the porridge than it burnt my tongue.	Use of No sooner.	Structures	Revise the use of all structures in the no sooner family like scarcely, barely, hardly, etc.
49.	P.6	The teacher’s food is being carried by Kiconco to the staffroom.	The teacher’s food is being carried to the staffroom by Kiconco.	Changing a sentence to passive voice.	Voices	The person performing the action must be written next to the verb (action).
50.	P.7	We had better go now because it is getting dark.	We had better gone now because it is getting dark.	Using had better.	Structures	“Had better, is followed by a verb in the infinitive.
51.	P.6	a) Mugisha was eight years old in Primary five. b) Mugisha’s father grew coffee to get school fees. c) Mugisha’s parents and relatives were happy because Mugisha had been promoted to primary seven. d) The news was about the accident that Mugisha’s father got. e) Mugisha’s father was taken to Mulwade Hospital. f) Mugisha was confused during the registration period because he could not hope to join the secondary school he wanted. g) The principal gave Mugisha all the tools he needed to start a workshop. h) (i) clever/intelligent/smart/brilliant (ii) broken bone i) -THE BRIGHT BOY - MUGISHA, THE BRIGHT BOY	Eight Grew coffee. Because Mugisha had been promoted to primary seven. The father who slipped. Mugisha’s father. It is because he could not hope to join the secondary school he wanted. He gave him the tools.	- Tense maintenance. - Punctuation. - Complete sentences. - Following instruction. - Relevancy of answers.	Comprehension (passage)	- Encourage the learners to use units after numbers where applicable e.g. ➤ ten thousand <u>shillings</u> . ➤ ten years <u>old</u> . ➤ ten <u>metres</u> , etc. - Guide the learners on the meanings of some words used in the passage. - Discuss any text with the learners before teaching it. They can make predictions about the topic/title as well.

52.	P.5	a) The information is about educational tours.	The information is about -----	<ul style="list-style-type: none"> - Interpretation of the given information. - Punctuation. - Tense maintenance. - Relevancy of answers. - Following instruction. - Writing the date. 	Comprehension	<ul style="list-style-type: none"> - Guide the learners on words in the question that should be repeated in the answer. - Guide the learners to be able to report this information in correct sentence. - Encourage learners to read the table information the same way they read passages. - Explore the importance of reading the instruction. - Review key words in each question that shouldn't miss out in the answer. - Guide the learners to tell the meaning of the questioning words in each sentence.
		b) Mr. Oluka James, the Head of SST Department at Pio Junior School wrote the information above. OR: Mr Oluka James wrote the information above.	Mr Oluka James.			
		c) The above information was written on 2 nd June, 2022.	On 2 nd June 2022.			
		d) According to the information, P.7 went to study about weather instruments.	P.7 went to study about weather instruments.			
		e) P.3 visited New Vision group of companies to get experience about production of newspapers.	To get experience about production of newspapers.			
		f) P.3 and P.5 had their tours on the same day.	P.3 and P.5.			
		g) The learners studied about the history of Uganda at the Uganda Museum.	At the Museum.			
		h) trip				
		i) Primary six had their tour on 30 th June 2022.	On 30 th June 2022.			
		j) Any opinion with the purposes of a tour to school children.				
53.	P.7	a) The writer had a beautiful dream.	The writer had a dream last night.	<ul style="list-style-type: none"> - Complete sentences. - Punctuation. - Tense maintenance. - Relevancy of answers. 	Comprehension	<ul style="list-style-type: none"> - Emphasise the spelling of the word "visitor" as it is commonly misspelt by the learners. - Guide the learners to respond to the given questions appropriately. - Relate poetry to our daily experiences. - Guide learners to formulate their own poems and discuss them.
		b) The visitor usually comes every year/yearly/annually.	The visitor is annual.			
		c) The candidates are excited to receive the visitor.	The candidates.			
		d) The visitor appears in November.	The visitor appears in the month before November.			
		e) Any opinion giving the purpose of a study timetable.				

		f) The supervisors are giving out exam papers.	The supervisors.			- Guide the learners on how to formulate a correct title.																						
		g) The poem was written by Opeto Jasper Opeto.	Opeto Jasper Opeto wrote the poem.																									
		h) (i) exam/Primary Leaving examination(s) (ii) just	(i) host (ii) as soon as																									
		i) - I HAD A DREAM LAST NIGHT - THE VISITOR	Candidates																									
54.	P.4/P.6 <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>CO</td><td>c</td><td>d</td><td>i</td><td>a</td><td>f</td><td>h</td><td>g</td><td>j</td><td>e</td><td>b</td></tr></table>			1	2	3	4	5	6	7	8	9	10	CO	c	d	i	a	f	h	g	j	e	b	-Any different order. -Sentences with misspelt words. -Poorly punctuated sentences.	- Formation of a good story. - Flow of ideas. - Punctuation.	Composition	- Look out for the linking words in each sentence. - Encourage the learners to pair the sentences. - Proper punctuation of the sentences is important.
	1	2	3	4	5	6	7	8	9	10																		
CO	c	d	i	a	f	h	g	j	e	b																		
55.	P.7	Award 1 mark for; 1. title 2. Introduction 3. day of the wedding day 4. where it was held 5. venue for the reception 6. Entertainment you had 7. what excited you most 8. conclusion 9. spelling and grammar 10. paragraphing	-Any irrelevant issues. - Tense usage. -Expression of ideas.	- Application of composition/ writing skills. - Spellings of grammar. - Following instruction. - Punctuation.	Composition	- Tell the learners how marks are awarded in composition writing. - Point out the features of a good composition and how it is paragraphed. - Guide the learners on the difference between a letter and a composition. - Avoid teaching composition writing in abstract. Begin with simple ideas like guided composition to writing a story about a picture composition to writing sentences from a given instruction, etc.																						