

THE SIPRO PRIMARY FOUR ENGLISH END OF TERM I MARKING GUIDE

NO	CORRECT ANSWER	RELATED AREA (S) TO REVISIT/AD
1	am	Revise the use of helping verbs and how they change.
2	What	Review the structure: How does ----? and What does ----?
3	heavy	Review using adjective in the positive degree.
4	Both	Look at the use of conjunctions and other related structures.
5	kids	Revise animals and their young ones.
6	running	Revise the application of the continuous tense.
7	smartness	Put an emphasis on the spelling when reviewing the nouns.
8	my	Put an emphasis on pronouns most especially subject pronouns.
9	ninth	Review ordinal and cardinal numbers as you emphasise.
10	babies	Revise plural forms and give more activity about them.
11	writer	Review formation of nouns from verbs, adjectives and adverbs.
12	slowly	Look at adverbs of frequency (time), place, direction, manner.
13	best	Review the comparison of adjectives in details.
14	took	Review the tense especially the past simple tense (yes/no).
15	triangular	Review formation of adjectives from nouns.
16	do not	Review the short forms of helping verbs and their negation.
17	Doctor	Review the short forms of the vocabulary being taught.
18	ear, ride, visit, watch	Review arranging words in alphabetical order and avoid misspelling them as they write.
19	carry, clean, cover, cut	Review the position of pronouns and prepositions in a sentence.
20	The dentist removed my bad tooth.	Look at the order of words in a sentence.
21	Where do you get firewood?	Avoid defining words but rather use pictures, demonstrations to understand. Use real objects if possible for easy meaning.
22	Any grammatically correct sentence.	Train learners to use word modifiers when constructing sentences.
23	Any grammatically correct sentence.	Look at the plural forms for the given words, using singular and plural forms.
24	We saw the elephants in the park.	don't change as well as compound nouns.
25	The dresses we bought pleased everybody.	Review the opposites of adjectives, nouns, prepositions etc from the vocabulary that you handle.
26	Which book is smaller?	Revise the use of one word for the underlined group of words.
27	Her ruler got lost.	Explore vocabulary comprehensively.
28	Wasswa is at the junction.	Review the use of conjunction and, -----both, either, -----but within the sentences.
29	My father is combing.	Revise the use of -----but within the sentences.
30	Junior's school is near the city.	Guide learners to identify contrasts.
31	Fatuma and Aisha are beautiful girls.	Look at the use of relative pronouns to join sentences.
32	Mr. Ogun is a very hard-working man but his children are lazy.	Review the use of 'when' at the beginning and within the sentences.
33	That is the old man who grows yams in the swamps.	Review the use of this structure and its negative.
34	I went to the hospital for treatment when I fell sick.	Guide the learners to apply degree of comparison in sentences.
35	Sunshine is as important as rainfall.	Look at the use of -----like -----and use them in sentences.
36	My grandfather prefers water to soda.	Revise punctuation of sentences and mark the words punctuated.
37	Do you like lazy people?	Look at the use of near, next to, close to, opposite and structures.
38	The bunk is near to our school than the post office.	Review the use of 'as' at the beginning and within the sentences through the use of 'while' and 'when' at the beginning of sentences.
39	As I was going to town, I saw an ambulance.	Revise the formation of adjectives from nouns.
40	Kamoga made a circular stool.	Review the use of own, owner and belong in different sentences.
41	These books belong to our teacher.	Look at the use of the conjunction 'because' and 'while'.
42	My elder brother visited a dentist because his tooth was aching.	Review the use of positive degree of adjectives.
43	Tendo is as smart as Carol.	

44	Never greet elders while standing.	Review the use of structure: It is bad-----.												
45	Joseph resembles Mary.	Go through the use of 'similar'. Task the learners to use the structure.												
46	That is the parent whose daughter received a gift.	Review the correct use of pronouns and prepositions.												
47	Victor is too short to fix the bulb.	Review the use of so---- that, such----- that												
48	It is bad to disobey teachers and prefects.	Review the use of never and don't.												
49	The school farm is behind the forest.	Review the use of behind and in front.												
50	Both my mother and my father are school teachers.	Look at the use of both at the beginning and end of sentences.												
51a)	Loy Namukasa is telling the story.	- Ask the learners questions that will help them understand the story.												
b)	She visited her grandmother last holiday.	- Answers should be used on the given information.												
c)	The writer's grandmother stays at Mende Village.	- Read and understand before attempting to write.												
d)	The grandmother prepared matooke, potatoes and meat for Namukasa on the first day.	- Help learners to tell their own oral stories.												
e)	Namukasa enjoyed the meal because it was delicious.	- Compose narrative, descriptive stories in full sentences.												
f)	The grandmother took the writer to her farm.	- Mark the tense changes in the sentence before writing.												
g)	Three kinds of animals are on the farm.	- Encourage learners to answer in full sentences.												
h)	The writer went to the farm every day to learn how to milk.	- The title must be written in capital letters.												
i)	The writer enjoyed looking after animals.													
j)	A VISIT TO MY GRANDMOTHER.													
52a)	<table><tr><td></td><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr><tr><td>C.O</td><td>d</td><td>a</td><td>c</td><td>e</td><td>b</td></tr></table>		a	b	c	d	e	C.O	d	a	c	e	b	- Let learners know that the sentences alternate between direct and indirect speech.
	a	b	c	d	e									
C.O	d	a	c	e	b									
b)	<table><tr><td></td><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr><tr><td>C.O</td><td>d</td><td>a</td><td>c</td><td>e</td><td>b</td></tr></table>		a	b	c	d	e	C.O	d	a	c	e	b	- Mark the flow of ideas.
	a	b	c	d	e									
C.O	d	a	c	e	b									
53a)	Betty and Ketty are talking in the dialogue.	- Encourage learners to punctuate properly.												
b)	The dialogue took place in the evening.	- Guide learners on how to look for the topic sentence.												
c)	Betty visited her aunt.	- Read carefully and understand before attempting to write.												
d)	Monkeys are bad animals because they destroy people's gardens.	- Review the key features in the dialogue.												
e)	The monkeys were in the garden.	- Give a lot of practice on the guided and unguided writing.												
f)	Betty's aunt is the farmer.	- Discuss and act a dialogue.												
g)	Ketty went to the zoo during the weekend.	- Help learners to comprehend such questions.												
h)	Ketty enjoyed the donkey ride at Lintebbe zoo.	- Encourage learners to read and understand the text.												
i)	Betty will meet Ketty the next morning. / the next day in the morning.	- Proper nouns should be written starting with capital letters.												
j)	Betty spoke first.	- Teach, dialogues, adverts, tables, and timelines.												
54a)	Grandpa lives in a hut. Grandpa lives in a circular hut.	- Consider the tense of the question and the answer.												
b)	He likes bamboo bed because it gives him peace.	- Read and understand well before you attempt to write.												
c)	He is drunk at night.	- Encourage learners to answer in full sentences.												
d)	The bag is triangular.	- Guide learners on how to find response sentences.												
e)	A delicious loaf of bread is in the bag.	- Review the key words used in the poem.												
f)	Mummy brings bread in the evening.	- Ask learners to compose their own poem.												
g)	The table is in the house. / The table is in the writer's house. / The table is in the writer's grandpa's house.	- Encourage learners to always use proper nouns.												
h)	Peruth Mutesi wrote the poem.	- Give a lot of practice on poems and guided writing.												
i)	The poem has three stanzas.	- Find a clear way on how to deal with the poem.												
j)	Everyone is back home in the evening.	- Review vocabulary related to occupation.												
55	1. School, 2. mathematics, 3. children, 4. fifteen, 5. very, 6. beats, 7. instructions, 8. asked, 9. feared, 10. bc	- Practise more about guided composition.												
		- Ask learners to read the answers first before writing.												
		- Teach learners the idea of writing a composition.												
		- Give more examples of compositions.												