

THE SIPRO PRE - PLE SET 1 ENGLISH MARKING GUIDE - 2023

NO.	CLASS LEVEL	CORRECT RESPONSE	WRONG RESPONSE	MARKING POINT	ASPECT	TECHNICAL ADVICE
1.	P.6	at	on	Knowledge of the required preposition	Prepositions	Sitting at the table is when you are sitting in your chair and the table is in front of you. Since we don't sit on top of the table like a chair therefore, we sit at a desk/table.
2.	P.5	was	is/where	Correct tense usage	Helping verbs.	The forms of the verb "be" are used when changing sentences from active to passive voice.
3.	P.5	delete	take/save	Knowledge of the required verb.	Verbs	Revise vocabulary related to the internet.
4.	P.5	herself	her self	Application of a reflexive pronoun	Pronouns	Put emphasis on the spelling of the reflexive pronouns. Note that they are written as one word.
5.	P.6	Besides	Not only	Knowledge of the required structure.	Structures	Revise correlative conjunctions and their joining words.
6.	P.5	their	them	Formation of an adjective pronoun.	Pronouns	Guide the learners on the purposes of types of pronoun so as to know their positions.
7.	P.5	would	should	Application of if 2.	Tenses	Will/shall change to would in If 2. Review writing sentences in If 2.
8.	P.4	hiding	hidding	Application of the present continuous.	Tenses	Most verbs that end in letter "e" drop it and add "ing" to form the continuous.
9.	P.6	flavoured/flavoursome/flavourful	flavouring	Formation of an adjective.	Adjectives (formation)	Revise formation of adjectives using suffixes.
10.	P.6	permission	permition	Formation of an abstract noun	Abstract nouns.	The learners will master the spellings if you show how the word is formed e.g. words ending in "t" first drop the "t" before adding "sion". Other examples are admit, commit, etc.

11.	P.6	greedily	greedily	Formation of an adverb.	Adverbs	Most words ending in "y" first drop it before adding "ily" to form an adverb.
12.	P.7	vacationer	vacist	Formation of a noun.	Nouns (formation)	- Review vocabulary related to holidays. - Review some common mistakes like vet, hols, etc.
13.	P.4	wetter	weter	Application of the comparative degree.	Adjectives (degrees)	Review instances when to use the comparative degree and all the other degrees.
14.	P.5	users	user	Formation of a noun and its usage in plural.	Plural forms.	Review some words that require the use of plural nouns e.g. some, all, none of, etc.
15.	P.3	third	thrice	Formation of an ordinal.	Ordinals	Review positions from one up to twenty, putting emphasis on the spellings.
16.	P.6	Consider all grammatically correct sentences that bring out the meaning of the word.	- Grammatically wrong sentences. - Sentences defining the words.	- Construction of sentences. - Punctuation.	Homophones	Sentences like: This is a flower or Here is some flour should not be considered because they do not reflect the meaning of the word.
17.	P.2					
18.	P.4	back, brave, bread, buck	- Any different order.	- Arranging words in alphabetical order.	Alphabetical order.	The spelling of the given words should not be altered. Encourage the learners to follow the rubric e.g. if commas are used, they should also use them in their answers.
19.	P.7	failure, false, smooth, sound	- Misspelt words.			
20.	P.5	taxes	taxis	Knowledge of plural of the given words.	Plural forms.	Review all the guidelines of forming the plural. Look at compound nouns, possessive nouns, etc.
21.	P.5	us	we			
22.	P.6	passers - by	passer - bys	- Knowledge of meaning of words. - Following instruction.	One word for many.	Point out the key word in the list of the given words.
23.	P.7	We go on tour yearly/annually.	yearly/annually.			
24.	P.6	We were encouraged to work hard.	encouraged	- Knowledge of full forms of the given abbreviations.	Abbreviations	Revise writing words in short and in full.
25.	P.4	versus	Versus/visa/vis/viz			
26.	P.5	- you had - you would	you did/you could/you should			

27.	P.5	How knowledgeable Mr. Oryam is!	- Any different sentence. - Poorly punctuated sentences.	Knowledge of order of words.	Sentences	Revise the use of how and what as interjections exploring all ideas like sentences with verbs and those with helping verbs.
28.	P.4	I can't tell the difference between these shirts.				
29.	P.4	Did you attend the evening lessons?	evening	- Knowledge of opposite forms of the given words. - Following instruction. - Punctuation.	Opposites	Guide the learners on the opposite of the given word in its different forms e.g. true, truth. Look at the opposite forms of related words.
30.	P.7	The report about the missing children is true.	true			
31.	P.7	By whom was the food prepared yesterday?	By whom was the food prepared yesterday?	Changing a sentence from active to passive voice.	Voices	"By" plus the questioning word are used when writing voices in passive exception of "who" which changes to "whom".
32.	6	She made a five - tier cake.	She made a tier of five cake.	Formation of a compound adjective.	Adjectives	Revise the use of a hyphen, an apostrophe and "ed" to form adjectives e.g. long - legged, hard - working, five days' journey, etc.
33.	P.4	Both Hikmat and Asma attended the debate.	Both Hikmat attended the debate and Asma.	Use of both at the beginning of the sentence.	Structures	Be sure to write the two items/objects or people after both.
34.	P.5	Tabs are more expensive than laptops. Or: Tabs cost more than laptops.	Tabs are more than laptops.	Comparison of objects.	Structures	An adjective in the comparative degree should be used when comparing two items.
35.	P.7	Unless you want to live in peace, don't report all the bad people.	Unless you don't want to live in peace, report all the bad people.	Use of unless at the beginning of the sentence.	Conditionals.	"Unless" replaces if and it comes along with a negative idea.
36.	P.6	Kwizera wanted to know why the poacher had taken the knife.	Kwizera wanted to know why has the poacher taken the knife.	- Changing a sentence to indirect speech. - Tense change. - Forming declarative.	Speeches	The questioning word is used in the indirect speech not forgetting to change the tense words.
37.	P.7	There was hardly any tourists at the zoo.	There were hardly few tourists at the zoo.	Use of hardly.	Adverbs/ structures	It is important to know the meaning of hardly so as to use it correctly in a sentence.
38.	P.7	Having told us the meaning of the motion, the chairperson invited the main speaker.	Having told the meaning of the motion, the chairperson invited the main speaker.	Use of having to mean after.	Participles.	Emphasise that the subject is used in the second clause when using "having".
39.	P.7	Agnes looks forward to contesting for prefectship.	Agnes looks forward to contest for prefectship.	Use of looks forward, followed by a verb in the continuous tense.	Structures	Revise the use of looking forward and going to in the future tense.

40.	P.6	The babies need milk, don't they?	The babies need milk, needn't they?	Formation of a negative tag.	Question tags.	Need is being used as a main verb and therefore the auxiliary verb "do" (its forms) will be used as helping verbs to form the question tags.
41.	P.7	Suzan prefers milking the cow to digging.	Suzan prefers digging to milking the cow.	Use of prefer to show the side of preference.	Structures	Guide the learners on the difference in usage of "as much as, prefer and like."
42.	P.6	Alexa learnt French so that she could work in France.	Alexa learnt French so that she works in France.	Use of so that to show the purpose/reason.	Structures	So that } pronouns and + modal verbs (can or could) Such that }
43.	P.6	Although we have apologized to Azonge, she has not accepted our apology.	Although we have apologized to Azonge, has not accepted our apology.	Use of although to show two contrasting situations.	Structures	Learners should be able to identify the fact and the result so as use although correctly.
44.	P.7	By the time we arrived, the secretary had typed the letters.	By the time we arrived, the secretary typed the letters.	Use of the past perfect tense.	Tenses	The past perfect tense is used in the second clause.
45.	P.6	A saw is used for cutting wood.	A saw is used for cutting wood by people.	Use of used for.	Structures.	Most verbs that come after prepositions are in the continuous tense.
46.	P.7	It was not necessary for you to pour the water.	It is not necessary to pour the water.	Use of necessary.	Necessity and obligation.	The past (was) will be used since the action already took place.
47.	P.5	The timetable was too congested for the pupils to get time to relax.	The timetable was too congested to get time to relax.	- Use of too ----- to with different subjects. - Introduction of "for".	Structures	Begin with sentences with one subject and then those with two subjects.
48.	P.5	Did you take a bath in the morning?	Did you take a bath in the morning?	Formation of a noun.	Nouns	Guide the learners on the difference between some words. Mentioning their parts of speech will help the learners to understand better e.g. bathe (verb) bath (noun) Advise (verb), etc.
49.	P.7	Tamale is a prefect and so is Jingo.	Tamale is a prefect and so Jingo.	Using and so with a helping verb.	Structures	Emphasis should be on the order of the structure. ----- and so + helping verb.
50.	P.5	The teacher who teaches us Science is here.	The teacher that teaches us Science is here.	Use of "who" as a relative pronoun.	Relative pronouns.	Who, which, that must be followed by the relative clause when used as relative pronouns.
51.	P.5	a) Zongo sold bicycles in his shop. b) Cleaning the bicycles made them beautiful. c) The writer lived in Muzunge Town.	Bicycles Cleaning them. Muzunge town.	- Tense maintenance. - Punctuation. - Complete sentences. - Relevance of answers.	Comprehension (passage)	- Encourage the learners to use hyphens when writing numbers from twenty - one to ninety - nine (in words only). - Encourage the learners to write time and money in words while

52.	P.7	d) Zongo put price tags on the bicycles.	The price tags.	<ul style="list-style-type: none"> - Answering comprehension questions. - Review times of the day. - Guide learners to tell their own oral stories related to their daily experiences. - Guide the learners on how to derive correct responses from the given passage. - Prepare reading materials with the learners e.g. letter cards. - Encourage learners to write the figures in words when writing a full sentence.
		e) Fuge paid twenty – five thousand shillings for the bicycle.	25,000 shillings.	
		f) Fuge went to the school playground to ride the bicycle.	School playground.	
		g) Fuge's bicycle was blue or blue.	Blue	
		h) Fuge remained with four thousand shillings after paying the repairer.	4,000.	
		i) The children stopped riding the bicycle at six in the evening.	6:00p.m.	
53.	P.6	j) – FUGE'S BICYCLE - THE NEW BICYCLE		<ul style="list-style-type: none"> - Together with the learners, identify some key words in the sentences. - Ask the learners some questions about the jumbled story to help them understand it better e.g. What happened since children were shy to speak? - Who travelled to Aneli? (i). - Revise vocabulary related to family relationships. - Explore all possible activities related to the given topics in the curriculum. - Take learners through the relevance of punctuation of answers. - Help learners to understand the meaning of the question words e.g. Who, What, When, How, Which, etc. - Give various comprehension texts for practice. - Guide learners to fully study the
		1 2 3 4 5 6 7 8 9 10	- Any different order. - Poorly punctuated sentences.	
		g e a j d h b f i c		
		a) The table shows Mr. Mvule Tondo's family.	Mr. Tondo Mvule's family.	
		b) Mr. Mvule Tondo has five children.	Five children.	
		c) Mvule's wife is Mrs. Mvule Festa.	Mrs. Mvule Festa.	
53.	P.6	d) – Carro – Surfer – Nataraj	Any other.	<ul style="list-style-type: none"> - Punctuation. - Complete sentences. - Relevancy of answers. - Following instruction. - Tense maintenance.
		e) Eshey calls Surfer her aunt.	Aunt	
		f) An extended family is shown above.	Extended.	
		g) Mr. Mvule has three granddaughters.	three	

54.	h) Dondo is a nephew to Neiza Dracu. Or: Neiza Dracu is an aunt to Dondo.	nephew or aunt		table the same way they read other texts.
	i) Carro has three nephews.	Three.		
	j) Mrs. Emron Eser and Mrs. Neiza Scratch are Mr. Myule's daughters – in – law.	Mrs. Emron Eser and Mrs. Neiza Scratch.		
	a) The journey leads to good performance.	To good performance.	Comprehension	
	b) The journey is important because it has a lot of rewards and praises.	It has lot of rewards and praises.		
	c) Rewards and praises will be found at the destination.	Rewards and praises.		
	d) Revision and hard – work are in the luggage.	Revision and hard – work.		
	e) Determined pedestrians should carry the luggage.	Determined pedestrians.		
	f) Pupils should walk that journey.	Pupils		
	g) (i) gifts/good things (ii) loaded	(i) gift (ii) load		
	h) Tereza wrote the poem.	Tereza did.		
	i) The poem is about examinations/The journey to good performance.	It is about the journey.		
55.	Awarding of marks:			
	1. Title – 1 mk	- irrelevant issues.	Interpretation of the given instruction. Format of writing. Type of the composition. Punctuation. Tense use. Paragraphing. Flow of the ideas in the instruction.	Composition (free style).
	2. Introduction – you are a candidate – 1 mk	- Wrong format. - Poor grammar application.		
	3. Body – campaigns – 1 mk - favourite candidate – 1 mk - enjoyment – 1 mk - election day – 1 mk			
	4. Conclusion – how the elections ended – 1 mk			
	5. Paragraphing – 1 mk			
	6. Punctuation – 1 mk 2			
	7. Spellings – 1 mk 2			
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